

Arkansas Prevention Needs Assessment (APNA) Survey



State Report 2004

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Conducted by:



Arkansas Prevention Needs Assessment (APNA) Student Survey

State Report 2004

Sponsored by:
Office of Alcohol and Drug Abuse Prevention
Division of Behavioral Health
AR Department of Human Services

Conducted by:
Southwest Prevention Center

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A Acknowledgements

The 2004 Arkansas Prevention Needs Assessment (APNA) was coordinated by the Office of Alcohol and Drug Abuse Prevention (ADAP), Division of Behavioral Health, Arkansas Department of Human Services, working with the Southwest Prevention Center, University of Oklahoma. The APNA Project was developed with federal funds from the Substance Abuse Prevention and Treatment Block Grant, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services.

We would like to extend our sincere appreciation to the 136 Arkansas School Districts that participated in administering this survey. A special “thank you” goes out to the students who completed the survey and their parents who supported their endeavors.

It took many individuals working together to make this effort a success, but it would be remiss for us not to give special recognition to the staff of ADAP’s Regional Prevention Resource Centers for the support and effort they contributed to the project. Appreciation is also extended to members of the Prevention Focus Group who contributed their wisdom and insight to help bring this project to fruition.

The 2004 data results represent the third of a five-year effort. We hope schools and communities find the second year’s data useful for their planning purposes. We invite ALL public schools in Arkansas to participate in the upcoming year’s survey. If interested, please contact ADAP at (501) 686-9030 or your Regional Prevention Resource Center.

Executive Summary

The Arkansas Prevention Needs Assessment (APNA) Survey was administered in Fall 2004 to students in grades 6, 8, 10, and 12. The APNA Survey was designed to measure the need for prevention services among youth in grades 6, 8, 10, and 12 in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

The 2004 Arkansas Prevention Needs Assessment Project was developed with federal funds from the Substance Abuse Prevention and Treatment Block Grant, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services. The APNA was coordinated by the Office of Alcohol and Drug Abuse Prevention (ADAP), Division of Behavioral Health, Arkansas Department of Human Services. ADAP contracted with the Southwest Prevention Center and Bach Harrison, L.L.C. to conduct the survey. The survey was administered to 42,236 students in grades 6, 8, 10, and 12 throughout Arkansas.

Participation by Arkansas Youth

An attempt was made to survey all of the students in grades 6, 8, 10, and 12 in Arkansas. This level of surveying is necessary because program planning often requires knowledge of substance use, antisocial behavior, and risk and protective factors for various subpopulations, such as youth in a specific community, a grade in school, or from single-parent homes. Having a good sample of students allowed Bach Harrison to generate profile reports at the school, school district, county, and regional levels.

Enrollment figures from the Arkansas State Department of Education show that for the 2004-2005 school year, there were a total of 136,540 students in grades 6, 8, 10, and 12 who were eligible to participate in the survey. A total of 42,236 students in grades 6, 8, 10, and 12 participated in the 2004 APNA Survey.

For the APNA Survey, there was nearly an equal number of males and females who took the survey in all grades (female = 51.7% and males = 48.3%). The majority of respondents were White (66.9%), with the next largest ethnic groups being African Americans (14.7%) and Hispanics (7.5%). The other ethnic groups accounted for 11.0% of the respondents.

While not all students participated, the fact that many of students across the state completed this voluntary survey makes this survey a good estimate of the rates of ATOD use and levels of risk and protective factors of youth in the state. The survey results provide considerable information for schools and communities to use in planning prevention services.

Arkansas has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors.

The Risk and Protective Factor Framework

Arkansas has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing 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 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 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 the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors. 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.

In order to make the results of the 2004 APNA Survey more usable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. A detailed description of how the profiles were developed is contained in Appendix E of this *2004 Arkansas Prevention Needs Assessment Survey Report*. Comparisons can be made between youth in Arkansas and youth from the seven states (Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington) who have taken the same survey.

An example of the substance use rates, risk and protective factor profiles, and school safety profiles contained in the main report can be seen in Figures 1, 2,

3, and 4. The samples are for 10th and 12th grade students in Arkansas who completed the survey. Similar profiles have been developed for the individual grades (6, 8, 10, and 12), and were sent to each participating school district. These profiles allow prevention planners to more precisely target prevention interventions.

Rates of high school (grades 10 and 12) ATOD use and antisocial behavior can be seen in Figure 1 on page x. High school students have higher rates of lifetime use and 30-day use for alcohol than any other substance. Binge drinking was the highest frequency antisocial behavior engaged in by high school students.

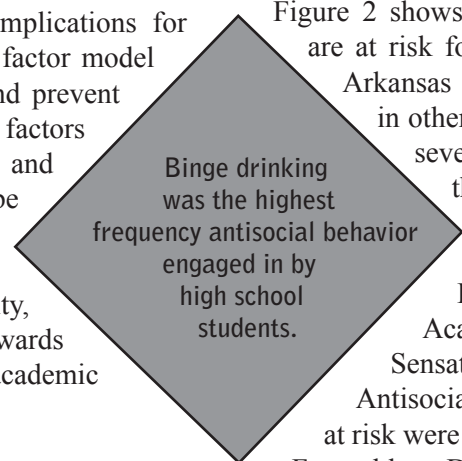


Figure 2 shows the percentage of Arkansas high school students who are at risk for problem behaviors compared to the seven-state norm. Arkansas students have similar levels of risk compared to students in other states. As can be seen in the risk profile chart (Figure 2), several scales for Arkansas high school students were higher than the seven-state level. Scales that were higher than the seven-state norm were Community Disorganization, Transitions and Mobility, Perceived Availability of Drugs, Parent Attitudes Favorable to Antisocial Behavior, Academic Failure, Interaction with Antisocial Peers, Sensation Seeking, Depressive Symptoms, and Rewards for Antisocial Behavior. The scales with the lowest percentage of youth at risk were Perceived Risk of Drug Use, Gang Involvement, Attitudes Favorable to Drug Use, and Intention to Use Drugs.

There are three new peer/individual protective factor scales that were added to the survey this year. The new scales are Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. For a number of protective factor scales, Arkansas high school students also report a lower level of protection (Figure 3) than students from the seven-states. Arkansas students who took the survey indicated the lowest level of protection in Community Opportunities for Prosocial Involvement (approximately 6% lower) and Community Rewards for Prosocial Involvement (approximately 3% lower), Family Attachment (approximately 4% lower), and Peer/Individual Prosocial Involvement (approximately 9% lower). The areas with the highest

protection are Religiosity, School Opportunities for Prosocial Involvement, Social Skills, Interaction with Prosocial Peers, School Rewards for Prosocial Involvement, Belief in Moral Order, and Peer/Individual Rewards for Prosocial Involvement.

Figure 4 on page xi displays an example of the school safety profile that is included in Arkansas profile reports. The school safety profile displays the percentage of students who indicated that they did not feel safe in school (approximately 20% of Arkansas 10th and 12th graders), the percentage who believed it was not wrong to take a handgun to school (approximately 10% of Arkansas 10th and 12th graders), the percentage who indicated they had taken a handgun to school in the past year (approximately 1% of 10th and 12th graders), and the percentage who indicated that they had a sibling who had taken a handgun to school in the past year (approximately 2% of 10th and 12th graders).

Substance Use Rates

Throughout the 2004 Report, tables are also used to show information. For example, Table 1 shows the percentages of Arkansas youth in the 6th, 8th, 10th, and 12th grades who used the 11 categories of ATODs at some time during their life. (Note: Stimulants, sedatives, and heroin were added to the Arkansas “Any Drug” category for 2004. This explains in part the difference in “Any Drug” use from 2003 to 2004). Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance.

The results of the Arkansas survey are also compared to a national survey that is conducted each year by the University of Michigan called Monitoring the Future (MTF). To accurately compare MTF drug use to Arkansas drug use, the MTF database must be available. Because the 2004 MTF database is not available at this time, the 2003 MTF use rates are used as the latest comparison. MTF also only surveys students in the 8th, 10th, and 12th grades.

When looking at the Arkansas and MTF lifetime survey results (Table 1), more Arkansas survey participants in all grades have had lifetime experience with cigarettes, smokeless tobacco, inhalants, and sedatives than the national sample. Smokeless tobacco use for Arkansas youth who took the survey was 5.1% to 9.9% greater than the national sample for youth in grades 8, 10 and 12; cigarette use was 5.9% to 8.4% greater in Arkansas for all grades; and inhalant use was 1.7% to 4.4% greater in Arkansas for all grades.

However, Arkansas youth in all grades used the following substances less in their lifetime than students nationally: marijuana (5.4% to 8.3% less than MTF students), hallucinogens (0.8% to 1.9% less than MTF), cocaine (1.1% to 2.0% less than MTF students), and ecstasy (1.6% to 2.1% less than MTF).

Table 1 also shows that rates of lifetime cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, and ecstasy decreased in all grades and for the total state since the 2003 survey, though use of inhalants increased 1.6% to 2.9% in each grade since the 2003 survey.

Table 2 on page xiii shows the percentage of youth in grades 6, 8, 10, and 12 who used ATODs in the 30 days prior to completing the survey. More Arkansas youth have used cigarettes, smokeless tobacco, inhalants, and sedatives in the past 30 days than the national sample. For cigarette use, 2.5% more Arkansas 8th graders used, 3.9% more 10th graders used, and 3.0% more 12th graders used. For smokeless tobacco, 2.9% more Arkansas 8th graders, 6.4% more 10th graders, and 5.6% more 12th graders used. A comparison of state and national results shows that Arkansas use rates of alcohol and marijuana are lower than the use rates for the nation for grades 8, 10, and 12.

Most rates of 30-day substance use changed very little since the 2003 survey, though past month use of alcohol significantly decreased 1.4% to 3.4% in all grades. Since the 2002 survey, 30-day alcohol use has decreased 2.9% to 5.7% in all grades. State marijuana use has steadily decreased since 2002, with use rates at 10.6% in 2002, 10.3% in 2003, and 8.8% in 2004. In addition, cigarette use has show positive decreases since 2002, with use rates at 16.6% in 2002, 16.2% in 2003, and 14.9% in 2004.

Figure 1

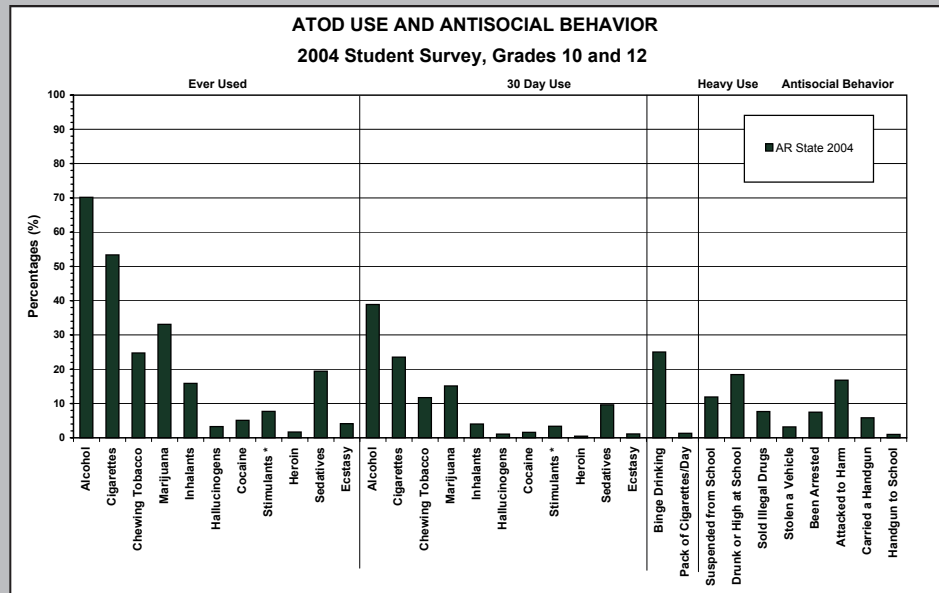


Figure 2

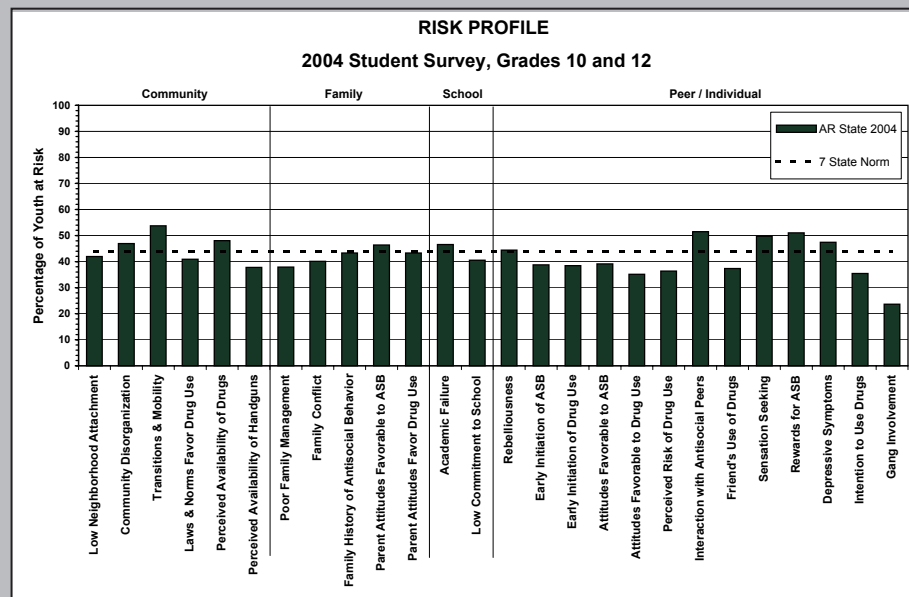


Figure 3

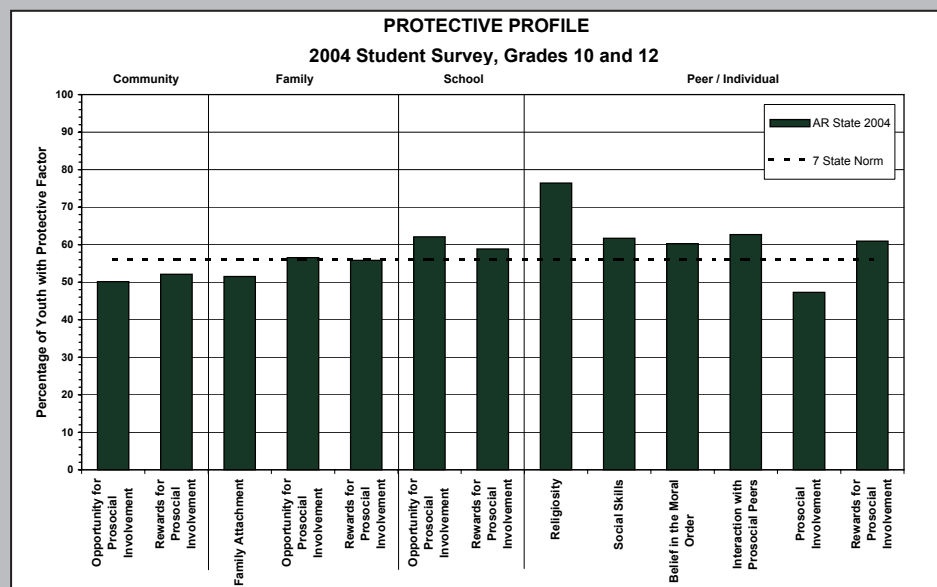


Figure 4

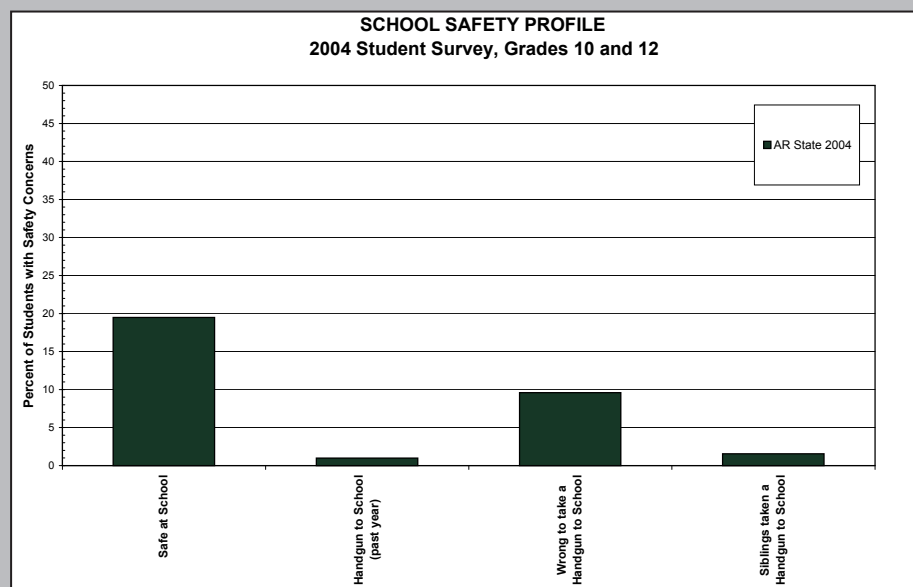


Table 1

Percentage of Arkansas Respondents Who Used ATODs During Their Lifetime by Grade																		
Drug Used	Arkansas Grade 6			Arkansas Grade 8			MTF Grade 8	Arkansas Grade 10			MTF Grade 10	Arkansas Grade 12			MTF Grade 12	Total		
	2002	2003	2004	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004
Alcohol	22.7	21.7	21.1	46.1	44.7	44.4	45.6	66.5	65.4	65.5	66.0	76.0	77.1	76.1	76.6	50.2	51.3	50.1
Cigarettes	18.1	17.5	17.2	39.4	36.0	34.8	28.4	53.9	52.1	49.1	43.0	62.6	61.0	58.7	53.7	41.3	41.0	38.7
Smokeless Tobacco	10.0	10.1	8.5	20.0	17.5	16.1	11.3	25.8	25.8	23.3	14.6	28.4	29.6	26.6	17.0	20.1	20.4	18.0
Marijuana	3.2	3.3	2.4	16.2	14.0	12.1	17.5	32.7	31.8	28.0	36.3	44.6	45.3	39.4	46.3	22.0	22.7	19.2
Inhalants	10.1	9.8	11.6	15.6	14.6	17.4	15.7	14.2	14.6	17.0	12.6	12.6	12.9	14.6	11.2	13.1	13.1	15.3
Hallucinogens	0.9	1.1	0.4	2.8	2.2	1.0	2.1	5.8	5.0	2.7	3.5	7.4	8.6	4.0	5.9	3.9	4.1	1.9
Cocaine	0.9	0.9	0.6	2.4	2.2	1.7	3.7	4.9	4.6	3.9	5.2	7.3	7.8	6.6	7.7	3.5	3.7	3.0
Methamphetamines	0.4	0.5	---	2.3	1.8	---	3.9	5.6	4.5	---	5.2	7.8	8.0	---	6.2	3.6	3.6	---
Stimulants	---	---	1.1	---	---	2.9	---	---	---	6.6	---	---	---	9.0	---	---	---	2.4
Sedatives	---	---	4.9	---	---	9.7	9.6	---	---	17.6	13.8	---	---	21.7	13.8	---	---	12.9
Ecstasy	0.6	0.5	0.3	2.9	2.0	1.6	3.2	5.2	4.9	3.3	5.4	7.5	6.8	5.0	8.5	3.7	3.4	2.5
Heroin	---	---	0.5	---	---	0.8	1.6	---	---	1.4	1.5	---	---	2.1	1.6	---	---	1.1
Any Drug	12.8	12.8	21.4	26.5	24.3	33.9	30.7	38.5	37.7	46.2	45.0	47.9	48.9	52.2	49.6	29.9	30.5	38.4

NOTE: Cells containing the --- symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey, or the MTF data is not comparable to the Arkansas data. To accurately compare MTF drug use to Arkansas drug use, Bach Harrison must have the MTF database. Because the 2004 database is not available at this time, the 2003 MTF data is used as a comparison.

NOTE: Stimulants, sedatives, and heroin were added to the Arkansas "Any Drug" category for 2004. This explains the difference in "Any Drug" use from 2003 to 2004.

Table 2

Percentage of Arkansas Respondents Who Used ATODs During the Past 30 Days by Grade																		
Drug Used	Arkansas Grade 6			Arkansas Grade 8			MTF Grade 8	Arkansas Grade 10			MTF Grade 10	Arkansas Grade 12			MTF Grade 12	Total		
	2002	2003	2004	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004
Alcohol	8.0	6.6	5.1	22.7	19.7	17.0	19.7	39.0	37.2	34.3	35.4	47.7	48.0	44.6	47.5	27.3	27.1	23.9
Cigarettes	3.8	3.6	3.4	13.9	11.7	11.7	10.2	23.7	21.8	19.9	16.7	30.6	30.0	28.0	24.4	16.6	16.2	14.9
Smokeless Tobacco	2.9	3.1	2.6	7.9	7.3	7.0	4.1	11.2	11.2	11.3	5.3	11.6	13.0	12.3	6.7	8.0	8.5	8.0
Marijuana	1.3	1.5	0.9	8.3	5.9	5.5	7.5	16.3	15.2	13.3	16.9	20.6	20.6	17.5	21.3	10.6	10.3	8.8
Inhalants	4.9	4.4	5.0	6.2	6.2	7.4	4.1	4.3	4.8	4.8	2.2	2.2	2.7	3.1	1.5	4.6	4.6	5.2
Hallucinogens	0.4	0.4	0.3	1.2	0.9	0.5	0.5	2.1	2.2	1.1	0.6	1.9	2.6	1.1	0.6	1.3	1.5	0.7
Cocaine	0.4	0.3	0.4	0.8	0.7	0.9	0.9	1.4	1.4	1.2	1.3	1.8	2.0	2.0	2.1	1.0	1.1	1.1
Methamphet-	0.1	0.2	---	1.0	0.7	---	1.2	2.3	1.9	---	1.4	2.7	2.9	---	1.7	1.4	1.4	---
Stimulants	---	---	0.6	---	---	1.4	---	---	---	3.1	---	---	---	3.8	---	---	---	2.1
Sedatives	---	---	2.0	---	---	5.0	3.0	---	---	8.6	4.5	---	---	10.8	4.3	---	---	6.4
Ecstasy	0.2	0.1	0.1	1.2	0.9	0.6	0.7	1.4	1.6	1.0	1.1	1.6	1.6	1.3	1.3	1.1	1.1	0.7
Heroin	---	---	0.3	---	---	0.3	0.4	---	---	0.5	0.4	---	---	0.4	0.4	---	---	0.4
Any Drug	6.4	5.9	10.6	13.4	11.5	18.4	12.1	19.8	19.1	25.1	20.6	22.6	22.8	28.1	23.3	14.9	14.6	20.6
NOTE: Cells containing the --- symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey, or the MTF data is not comparable to the Arkansas data. To accurately compare MTF drug use to Arkansas drug use, Bach Harrison must have the MTF database. Because the 2004 database is not available at this time, the 2003 MTF data is used as a comparison.																		
NOTE: Stimulants, sedatives, and heroin were added to the Arkansas "Any Drug" category for 2004. This explains the difference in "Any Drug" use from 2003 to 2004.																		

Summary

In the 2004 administration of the APNA survey, 136 school districts participated, and the survey questionnaire was completed by 42,236 students in grades 6, 8, 10, and 12. Findings for each of the report sections are summarized below:

Risk and Protective Factor Scales

In all grades, a majority of Arkansas survey participants were not at-risk in the community domain. The highest community domain scale score was 10th grade Transitions and Mobility (58.6% at risk), followed by 8th grade Transitions and Mobility (53.2% at risk). Students in the 10th grade were also at the greatest risk for Community Disorganization Laws and Norms Favorable to Drug Use. As for community domain protective factors, rates of Rewards for Prosocial Involvement were below the seven-state norm for all grades. Rates of Opportunities for Prosocial Involvement were below average, or below the seven-state norm.

A majority of Arkansas survey respondents were also not at-risk in the family domain. The highest scaled score was for Family Conflict for 8th graders (49.6% at risk), followed by Parent Attitudes Favorable to Antisocial Behavior for 10th graders (46.9% at risk). In the family domain, most protective factor rates for the state are similar to the seven-state norm for nearly all grades.

There are two risk factor scales for the school domain – Academic Failure and Low Commitment to School. Rates for both risk factors were similar to the seven-state norm for all grades. Rates of Academic Failure were slightly higher than the seven-state norm for the 6th, 8th, and 10th grades; and rates of Low Commitment to Failure were slightly lower in all grades. In many cases, the protective factor rates in this domain were higher than the seven-state norm. The following rates were well above the seven-state norm line: 8th, 10th, and 12th grade rates of Opportunities for Prosocial Involvement, and 6th, 8th, and 10th grade Rewards for Prosocial Involvement.

In comparison to the seven-state norm, Arkansas peer/individual risk factor scores are generally below the norm. Some factors that are higher than the seven-state norm for most or all grades were the Sensation Seeking and Depression Scale for all grades; Interaction With Antisocial Peers for the 8th, 10th, and 12th grades; Rewards for Antisocial Behavior for the 10th and 12th grades; and Re-

belliousness for the 6th and 10th grades. Factors that are significantly lower than the norm are Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, Perceived Risk of Drug Use, and Gang Involvement. There are six protective factor scales for the peer/individual domain, three of which are new to the survey this year. The new scales are Interaction With Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. The Prosocial Involvement scale score is well below the seven-state norm for all grades. Scale scores for Religiosity and Interaction with Prosocial Peers were above the seven-state norm in all grades.

Age of Initiation

Students in Arkansas who took the APNA survey begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 11.87 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use. The results also show that students begin trying marijuana before students begin regularly using alcohol. In comparing 2003 APNA Survey results to those from the 2004 survey, age of initiation was relatively unchanged for all substances. In comparing the survey results for the past three years, the largest change in age of first use was for first regular alcohol use, which decreased 0.47 years (from 14.60 years in 2002 to 14.13 years in 2004).

Substance Use for Arkansas

The most commonly used substances are alcohol (50.1% of Arkansas survey participants in the 2004 survey have used at least once in their lifetime), cigarettes (38.7% have used in their lifetime), smokeless tobacco (18.0% have used in their lifetime), marijuana (19.2% have used in their lifetime), and inhalants (15.3% have used in their lifetime). For most ATODs, lifetime and 30-day usage increases with increased grade. Exceptions can be seen with inhalants, where lifetime usage peaked in grade 8. Rates of 2004 total state lifetime use of many substances decreased since the 2003 survey, with slight decreases in cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, and ecstasy use. Most rates of 30-day substance use changed very little since the 2003 survey. Alcohol, marijuana, and cigarette use has steadily decreased since the 2002 survey.

In the third administration of the APNA survey, the questionnaire was completed by 42,236 students in grades 6, 8, 10, and 12.

Arkansas Results Compared to National Results

More Arkansas youth in all grades have had lifetime experience with cigarettes, smokeless tobacco, and inhalants. However fewer Arkansas students had used marijuana, hallucinogens, cocaine, and ecstasy in their lifetime. More Arkansas survey participants have used cigarettes, inhalants, and smokeless tobacco in the past 30 days than the national sample, while Arkansas 30-day use of alcohol, marijuana, and hallucinogens is lower than the use rate for the nation.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, it can be seen that in Arkansas, males and females are very similar in their lifetime and 30-day use of most substances and generally have substance use rates that are within one to three percent of each other. The exceptions are that males in all grades use much more smokeless tobacco (over three times the rate of females for lifetime use) and males in each grade also use more marijuana. In comparing the results for the past three years, both genders show a steady decrease in lifetime ecstasy use, with rates steadily decreasing since 2002 for males in grades 6, 10, and 12, and for females in grades 8, 10, and 12.

Intention to Use ATODs

A majority of the youth do not intend to use cigarettes or marijuana, though over half (60.0%) of high school seniors intend to use alcohol. The intention to use all substances generally increases as youth get older. Intention to use cigarettes, alcohol, and marijuana peaked in grade 12. In comparing the three years of survey data, 6th, 10th, and 12th grade intention to smoke cigarettes and 6th and 8th grade rates of intention to use marijuana have been steadily decreasing since the 2002 survey. While total state rates of intention to use cigarettes has decreased 1.5% since 2002 and intention to smoke marijuana has decreased 1.1% since 2002, intention to drink alcohol has increased 6.8% since 2002. Intention to drink alcohol has also increased 6.2% in the 8th grade, 7.1% in the 10th grade, and 9.0% in the 12th grade since the 2002 survey.

Multiple Drug Use

Many of the individuals that use marijuana also use alcohol. For example, the total percentage using marijuana is 8.8% and the percentage for those using alcohol and marijuana is 6.7%. Thus, only 2.1% of those using marijuana do not also use alcohol. A review of tobacco use and any drug use during the past 30 days shows that over one-half of the youth who use tobacco also use an illegal drug.

Perceived Harmfulness of Drugs: Arkansas Compared to National Sample

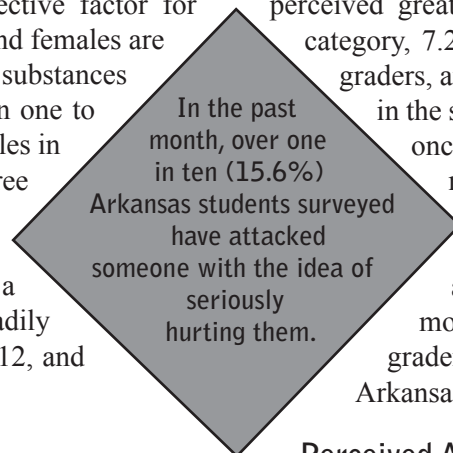
In all grades, more Arkansas survey participants than MTF survey participants perceived greater harmfulness in smoking marijuana once or twice. In this category, 7.2% more 8th grade Arkansas youth, 6.6% more Arkansas 10th graders, and 8.2% more Arkansas 12th graders than national sample youth in the same grades perceived there was great risk in smoking marijuana once or twice. However, for perceived harmfulness of smoking marijuana regularly, Arkansas students in the 8th and 10th grades perceived less risk in this category than did students in the same grades nationwide. Also, Arkansas students in the 10th and 12th grades perceived less harmfulness in smoking one or more packs of cigarettes per day than did national 10th and 12th graders. Such a finding is consistent with the higher cigarette use by Arkansas youth.

Perceived Availability of Drugs: Arkansas Compared to National Sample

The results reveal that Arkansas survey participants do not perceive cigarettes, alcohol, and marijuana as being as easy to get as do the youth from the national sample. For perceived availability of cigarettes, alcohol, and marijuana for the 8th, 10th, and 12th grades, there are differences of 12.9% to 22.3% between Arkansas results and national results.

Heavy Substance Use and Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. Some of the largest differences were in being suspended from school (16.1% for males compared to 8.1% for females) and selling illegal drugs (6.1% for males compared to 2.5% for females). Overall, binge drinking appears



to be the largest antisocial problem among Arkansas youth with 15.6% of students binge drinking at least once in the past two weeks. In comparing the 2003 and 2004 survey results for the entire survey population, we can see that rates showed little to no change.

Handguns

Responses to most questions on handguns show a very low percentage of students who carry handguns or take them to school. However, a greater percentage of youth believe they wouldn't be caught by their parents (19.9%) or by the cops (48.3%) if they carried a handgun. Rates of students reporting that they have carried a handgun in the past year and in their lifetime showed little to no change since the 2003 survey.

Violence

Over one in ten (15.6%) Arkansas youth, in the past year, have attacked someone with the idea of seriously hurting them, and 19.0% reported having attacked someone in their lifetime. Though they are the minority, there are many youth in the state who believe that violence is an acceptable way to resolve problems and are willing to hurt another person. For the total survey population, the rates of attacking someone in their lifetime increased 3.1% to 3.8% in each grade and 3.4% overall, while the rates of attacking someone in the past year increased 2.6% to 4.0% in all grades and 3.5% overall. The rate of youth who indicated that they would push someone back if they were pushed themselves also increased 1.6% for the state total.

Students' Academic Performance and Substance Use

There is a clear relationship between substance use and school performance. Of the students who reported getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. For example, failing (D or F) students are five times more likely to have indicated use of marijuana in the past 30 days than 'A' students.

Parent's Education and Youth Substance Use

Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Arkansas, youth whose parents did not graduate from high school have a 30-day cigarette use rate that is 14.2% higher than the use rate of youth whose parents were at least graduated from college.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behavior of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (5.4%) reported using marijuana in the past 30 days when their parents thought it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," as opposed to "Very Wrong") use increased to 29.1% for 30-day use.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. For example, when students thought there was "No or very little chance" that they would be seen as cool if they used marijuana, only 2.5% had used marijuana in the past month. However, when students even thought that there was a "Little chance" that they would be seen as cool, marijuana use rates were over three times higher for past-month use (13.8%).

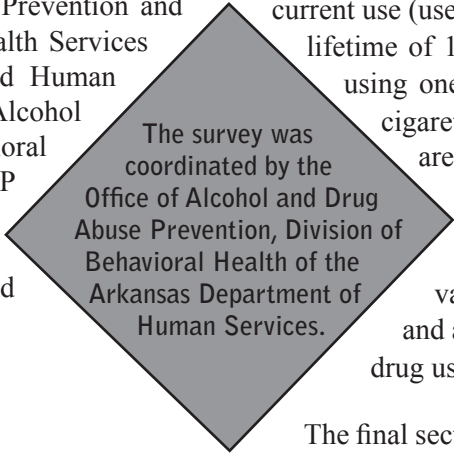
Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are three times as likely to use cigarettes in the 30 days prior to the survey, three times as likely to use marijuana in the past 30 days, and four times as likely to have used any drug in the past 30 days. These results indicate that when a youth does receive a diagnosis of depression, they should also be assessed for substance abuse.

Introduction

The Arkansas Prevention Needs Assessment (APNA) Survey was administered to Arkansas's youth in grades 6, 8, 10, and 12 in November 2004. Arkansas survey results can be compared to youth nationwide. The APNA Survey was designed to measure the need for prevention services among youth in grades 6, 8, 10, and 12 in the areas of substance abuse, delinquency, teen pregnancy, school dropout, and violence.

The 2004 Arkansas Prevention Needs Assessment (APNA) Project was developed with federal funds from the Substance Abuse Prevention and Treatment Block Grant, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services. The APNA was coordinated by the Office of Alcohol and Drug Abuse Prevention (ADAP), Division of Behavioral Health, Arkansas Department of Human Services. ADAP contracted with the Southwest Prevention Center and Bach Harrison, L.L.C. to conduct the survey. The survey was administered to 42,236 students in grades 6, 8, 10, and 12 throughout Arkansas.



The survey was coordinated by the Office of Alcohol and Drug Abuse Prevention, Division of Behavioral Health of the Arkansas Department of Human Services.

Arkansas 2004 Report Overview of Sections

This report is divided into four sections. The first section, **Survey Methods**, describes how the survey was conducted, who participated, and procedures that were used to ensure that valid information was collected.

The second section, **Risk and Protective Factors for Substance Abuse and Other Youth Problems**, provides a description of the Risk and Protective Factor Model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual), and risk and protective factor results for each of the four domains.

Results are presented for each grade. Also presented is a description of the scale scores that are used to quantify levels of risk and protection and determine the percentage of youth at risk for problem behaviors. Additionally, information is provided on how the Risk and Protective Factor Model can be used to select programs that are effective in preventing youth problem behavior.

The third section, **Substance Use Outcomes**, describes ATOD use and antisocial behavior among Arkansas's youth. The survey presents results on the current use (use in the 30 days prior to the survey) and use during the youth's lifetime of 11 different substances and "Any drug," which is defined as using one or more of the 8 drugs measured by the survey (alcohol, cigarettes, and smokeless tobacco are not included). These results are compared to the results of a national survey, Monitoring The Future (MTF).

Use is presented by grade, gender, and other demographic variables. Additional analyses include perceived harmfulness and availability of drugs, intention to use substances, and multiple drug use.

The final section, **Antisocial Behaviors and Additional Results**, provides information on student behaviors and attitudes regarding handguns and violence. Further, it provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as parents' educational background, level of school achievement, degree of parental acceptability of drug use, degree of peer acceptability of drug use, and depression effect substance use, we can begin to understand how the risk and protective factor model of prevention works, and how it can be used to target the needs of schools and communities.

Section 1: Survey Methods

In order to develop effective prevention services at the community level, an adequate number of individuals need to be surveyed to allow an assessment of prevention needs. Because a community is often defined at the school district level, an attempt was made to survey all of the students in grades 6, 8, 10, and 12 in Arkansas. This level of surveying is necessary because program planning often requires knowledge of subpopulations, such as youth in a specific community, a specific grade in school, or students from single parent families. A good sample of students will provide data at this level of detail. In the 2004 survey, 42,236 6th, 8th, 10th, and 12th graders (43,784 students total) were surveyed out of 136,540 total 6th, 8th, 10th, and 12th graders in the state. The goal was to survey every student in grades 6, 8, 10, and 12 in Arkansas. While not all students participated, the survey results provide considerable information for communities to use in planning and evaluating prevention services.

The survey provides the state with a good source of information about the use of ATODs, antisocial behavior, and the risk and protective factor levels of their youth. The remainder of this section will discuss the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the ability to generalize the results to other populations.

Survey Questionnaire

The survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. The goal of the Consortium was to develop a survey

that provided scientifically sound information about the levels of risk and protection in a community. The survey has been further refined through the Diffusion Consortium Project that involved seven states and was funded by four Federal Agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP. The basic questionnaire was modified by Bach Harrison to better meet the needs of Arkansas. Specific questions about substance use, tobacco availability, and tobacco use were added. See Appendix A for a copy of the questionnaire.

Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

Risk and protective factors are characteristics of a community that are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also assesses the current prevalence of ATOD use. The substances that are measured by the survey include: 1) alcohol, 2) cigarettes, 3) smokeless tobacco, 4) marijuana, 5) hallucinogens, 6) cocaine, 7) inhalants, 8) stimulants, 9) sedatives, 10) ecstasy, and 11) heroin. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future, in order that comparisons between the two surveys can be made easily.

There are a total of 19 risk factors and 13 protective factors that are measured by the 2004 survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 26 separate risk factor scales and 13 protective factor scales measured by the survey. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales within the Risk and Protective Factor Model.

The scales of the survey were originally developed between 1994 and 1997 through extensive testing with over 100,000 students. Work through the Diffusion Consortium Project resulted in changes to several risk factor scales and the development of cut-points for each scale that can be used to classify a youth as being at risk on risk factor scales or having protection on protective factor scales.

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. Since the survey instrument has been administered 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.

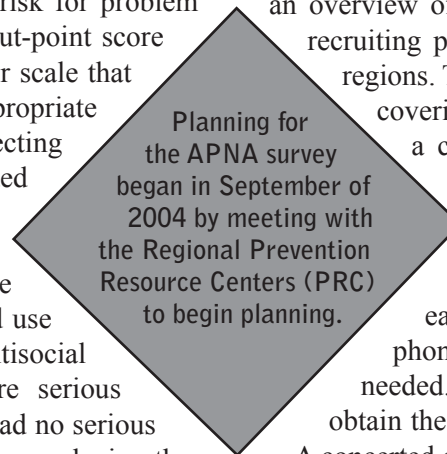
There are approximately four survey items that measure each risk factor. The 2004 APNA Survey has 134 questions. However, many of the questions have multiple components so students actually responded to a total of 215 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a complete copy of the questionnaire. A complete item dictionary that lists the risk and protective factor scales and the items they contain as well as the outcome variables can be seen in Appendix D.

Administration

University of Oklahoma staff attended a meeting in Little Rock, Arkansas in mid September 2004 to meet with personnel from ADAP’s Regional Prevention Resource Centers (PRC) to discuss the roles and responsibilities of initiating the 2004 student survey. A PowerPoint presentation was delivered focusing on marketing the survey. Successful recruiting strategies were shared among participants. A hands-on exercise including reading data and charting data from each of the PRC’s own regional report was conducted. An open discussion of understanding and using the charted results followed. Participating PRCs were given an overview of the project, timelines for the 2004 administration and a recruiting packet to use when contacting the schools in their service regions. The recruiting packet included a survey fact sheet, a handout covering the NCLB requirements in relationship to the survey, a copy of the survey instrument, administration instructions for school contact coordinator, teacher administration instructions, and a copy of the parent notification letter.

The PRC personnel were encouraged to personally visit each of their school sites to obtain school participation. A phone call to the previous year participants was also initiated as needed. PRC personnel then followed up by phone, fax and email to obtain the school participation agreement form from superintendents. A concerted effort was made to contact every public school district in the state to participate in the survey.

Surveys were mailed to participating schools on October 18-22, 2004. Administration of the surveys took place during the two week period of November 8-19, 2004. The school contacts were given specific instructions on how to collect and mail the completed surveys back in order to maintain confidentiality. Teachers were given a script to read and also asked to provide information on how many students took the survey, how many were absent from school, and how many refused to take the survey. Completed surveys were to be returned to sub-contractor, Bach Harrison L.L.C., by December 10, 2004. OU staff followed up with phone calls directly to school contact to insure that all completed and unused surveys were returned.



Completion Rate and Ability to Generalize the Results

Not all students participated in the APNA survey. Some students individually chose not to participate, some students' parents refused consent for them to participate, and some students were absent when the survey was administered.

Enrollment figures from the Arkansas Office of Public Instruction, show that for the 2004-2005 school year, there were 136,540 students (public and state-funded schools) enrolled in grades 6, 8, 10, and 12. There were a total of 42,236 students in grades 6, 8, 10, and 12 (43,784 students total) who participated in the 2004 APNA Survey. This is a sufficient participation rate for a school survey and resulted in an adequate number of students for analysis.

It should be noted that not all of the surveys that were completed contained valid information. Some were eliminated because students were deemed not truthful in their responses, or did not complete most of the questions (see **Validity of the Data** section for the validity criteria). After invalid questionnaires were eliminated, there were a total of 39,999 valid surveys completed by students in grades 6, 8, 10, and 12.

Survey Participants

The characteristics of the youth who took the survey are presented in Table 3. The results in this State Report are completed for grades 6, 8, 10, and 12. While a small number of odd grade (7th, 9th, 11th grades) students took the survey because they were attending a class that was largely made up of students in the even grades, those results are not included in this state report.

There were nearly an equal number of males and females who took the survey in all grades (female = 51.7% and males = 48.3%). The majority of respondents were White (66.9%), 14.7% were African American, and

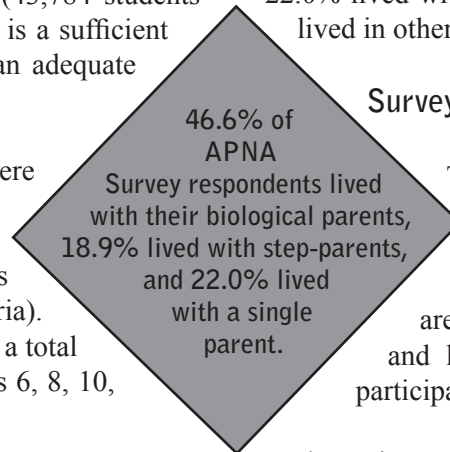
7.5% were Hispanic. The other ethnic groups accounted for 11.0% of the respondents. In comparison to information provided from the Arkansas State Department of Education for the 2004-2005 school year, the demographic makeup of the 2004 APNA Survey is very similar to those of the Arkansas student population. The State Office of Education indicates that the Arkansas student population is 69.7% White, 6.1% Hispanic, and 22.3% African American.

An analysis of the family structure of respondents showed that 46.6% lived with both of their biological parents, 18.9% lived in a step-family structure, 22.0% lived with a single parent. The remaining 12.4% of the respondents lived in other settings.

Survey Participants by Region

The State of Arkansas has 75 counties which are divided into 13 ATOD service regions. Several tables have been prepared which supply total region and county results for the 13 categories of substances. In Appendix F, results are provided for the substance use rates for the past 30 days and lifetime for each of the 13 participating regions and 59 participating counties in Arkansas.

The regions and counties differ in the percentage of youth who use ATODs, and Chi-Square statistical tests show that the differences between the regions and counties are significant ($p < .001$). However, comparisons between regions and counties must be made with caution because of the different number of students surveyed in each. For example, as can be seen in Table 4, all regions have a large enough survey response rate to conduct statistical analyses. However, in some of the regions a small percentage of the total number of students were surveyed. In those cases, generalizing the results to the entire region would be misleading. Therefore, data on risk and protective factor levels and ATOD use should be interpreted with caution as the results for the students who actually completed the survey may not always be representative of the entire region. The same considerations should be taken into account when interpreting the county results.

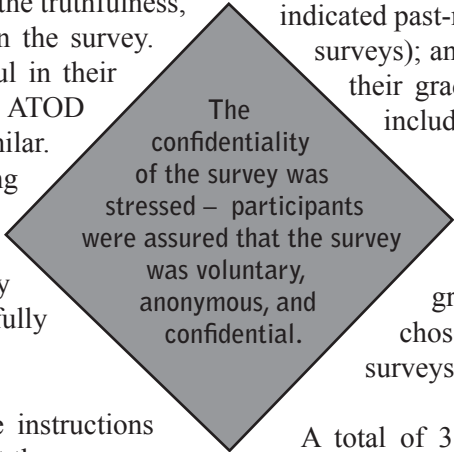


The number of students in each grade should also be reviewed when examining region and county data. For example, in Region 8 (as seen in Table 19) a larger population of students in grades 6 and 8 (981 and 1,085 respectively) participated in the survey than in grades 10 and 12 (816 and 657). Because older students tend to have a higher rate of ATOD use than younger students, the total results for Region 8 would be expected to show lower ATOD use than if there was a more equal representation in all grades.

Validity of the Data

The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated national and state surveys are very similar. Also, the changes reported by youth parallel the changes during the same period in adolescent admissions to treatment for substance abuse. Finally, the relationships between different kinds of behaviors and the problems adolescents report is very consistent over a wide range of studies. This study was carefully designed to ensure honest responses from participants.

The confidentiality of the survey was stressed through the instructions and administration procedures. Participants were assured that the survey was voluntary, anonymous, and confidential. They were told that no one would see their answers and that there was no way that a survey could be traced back to an individual student. Because the survey was anonymous, most of the reasons to exaggerate or deny behaviors were eliminated. However, several checks were built into the analysis to minimize the impact of students who were not truthful in their responses. Students whose surveys were deemed not truthful were eliminated.



The confidentiality of the survey was stressed – participants were assured that the survey was voluntary, anonymous, and confidential.

There were a total of 43,784 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 2,379 (5.4%) were eliminated because respondents were determined to be dishonest or because students did not answer enough of the validity questions to determine whether or not they were honest in their responses. These surveys were eliminated because of five predetermined dishonesty indicators — 1) the students indicated that they were “Not Honest At All” in completing the survey (491 surveys); 2) the students indicated that they had used the non-existent drug phenoxydine (1,780 surveys); 3) the students reported an impossibly high level of multiple drug use (468 surveys); 4) the students indicated past-month use rates that were higher than lifetime use rates (363 surveys); and 5) the students reported an age that was inconsistent with their grade or their school (228 surveys). These surveys were not included in the final analyses.

Because the results reported in this state report and in the profile reports focus on data from the 6th, 8th, 10th, and 12th grades, 922 additional students in the 7th, 9th, and 11th grades who took the survey on accident or because the school chose to do so, were also eliminated from the results. Further, 484 surveys were eliminated due to students not reporting a grade level.

A total of 3,785 questionnaires were eliminated from most analyses. This is less than the sum of those eliminated according to the criteria cited above because many of those eliminated met more than one criteria for elimination.

Other measures to reduce response bias included carefully pretesting the questionnaire to ensure that students understood the meaning of each question, using a well developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

Table 3

Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics for 2004 Survey														
	Grade 6		Grade 8		Grade 10		Grade 12		2004 Total		2003 Total		2002 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Sample	10,913	27.3	11,740	29.4	9,739	24.3	7,607	19.0	39,999	100.0	18,148	100.0	25,056	100.0
Gender														
Male	5,177	48.6	5,760	50.3	4,453	46.8	3,507	46.8	18,897	48.3	8,757	48.6	11,916	47.9
Female	5,480	51.4	5,693	49.7	5,065	53.2	3,985	53.2	20,223	51.7	9,264	51.4	12,957	52.1
Race/Ethnicity														
White	7,517	62.5	8,337	66.0	6,989	68.0	5,741	73.5	28,584	66.9	12,600	73.3	17,690	73.9
Native American	736	6.1	557	4.4	304	3.0	167	2.1	1,764	4.1	606	3.5	692	2.9
Hispanic	1,121	9.3	1,003	7.9	738	7.2	345	4.4	3,207	7.5	851	4.9	956	4.0
African American	1,753	14.6	1,847	14.6	1,519	14.8	1,148	14.7	6,267	14.7	2,544	14.8	3,886	16.2
Asian or Pacific Islander	163	1.4	228	1.8	224	2.2	146	1.9	761	1.8	248	1.4	257	1.1
Other	728	6.1	663	5.2	509	5.0	262	3.4	2,162	5.1	346	2.0	449	1.9
Family Structure														
Both Parents	5,151	47.2	5,303	45.2	4,525	46.5	3,670	48.2	18,649	46.6	8,946	49.3	12,373	49.4
Step-Families	2,029	18.6	2,377	20.2	1,839	18.9	1,329	17.5	7,574	18.9	3,575	19.7	4,836	19.3
Single Parent	2,467	22.6	2,631	22.4	2,138	22.0	1,568	20.6	8,804	22.0	4,419	24.4	6,208	24.8
Other	1,266	11.6	1,429	12.2	1,237	12.7	1,040	13.7	4,972	12.4	1,208	6.7	1,639	6.5
*Numbers and percentages listed here reflect only those students who answered each of the demographic questions. Therefore, the numbers and percentages in the Total column do not add up to the final completion rate indicated in the text of the report.														

Table 4

Total Number and Percentage of Survey Respondents by Grade and Participating Region for 2004 Survey														
	Grade 6		Grade 8		Grade 10		Grade 12		2004 Total		2003 Total		2002 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	1,762	16.1	1,765	15.0	1,473	15.1	907	11.9	5,907	14.8	3,182	17.5	3,913	15.6
2	51	0.5	37	0.3	56	0.6	58	0.8	202	0.5	498	2.7	—	—
3	1,312	12.0	1,229	10.5	1,180	12.1	935	12.3	4,656	11.6	539	3.0	602	2.4
4	1,789	16.4	2,150	18.3	1,724	17.7	1,465	19.3	7,128	17.8	4,813	26.5	4,784	19.1
5	1,335	12.2	1,414	12.0	1,298	13.3	1,110	14.6	5,157	12.9	3,444	19.0	1,628	6.5
6	431	4.0	535	4.6	355	3.6	255	3.4	1,576	3.9	—	—	—	—
7	84	0.8	81	0.7	180	1.8	112	1.5	457	1.1	536	3.0	410	1.6
8	981	9.0	1,085	9.2	816	8.4	657	8.6	3,539	8.8	1,275	7.0	1,717	6.9
9	349	3.2	554	4.7	338	3.5	277	3.6	1,518	3.8	651	3.6	6,543	26.1
10	663	6.1	686	5.8	544	5.6	395	5.2	2,288	5.7	1,058	5.8	1,770	7.1
11	1,127	10.3	885	7.5	777	8.0	652	8.6	3,441	8.6	1,570	8.7	1,170	4.7
12	617	5.7	923	7.9	600	6.2	448	5.9	2,588	6.5	582	3.2	1,146	4.6
13	412	3.8	396	3.4	398	4.1	336	4.4	1,542	3.9	—	—	1,373	5.5
Total	10,913	100.0	11,740	100.0	9,739	100.0	7,607	100.0	39,999	100.0	18,148	100.0	1,373	5.5
** Cells containing the — symbol indicate an area where data is not available due to the region not participating in either the 2002, 2003, or 2004 survey.														

Figure 5

**Ethnicity:
Breakdown of Students Taking the
2004 Arkansas Prevention Needs Assessment Survey**

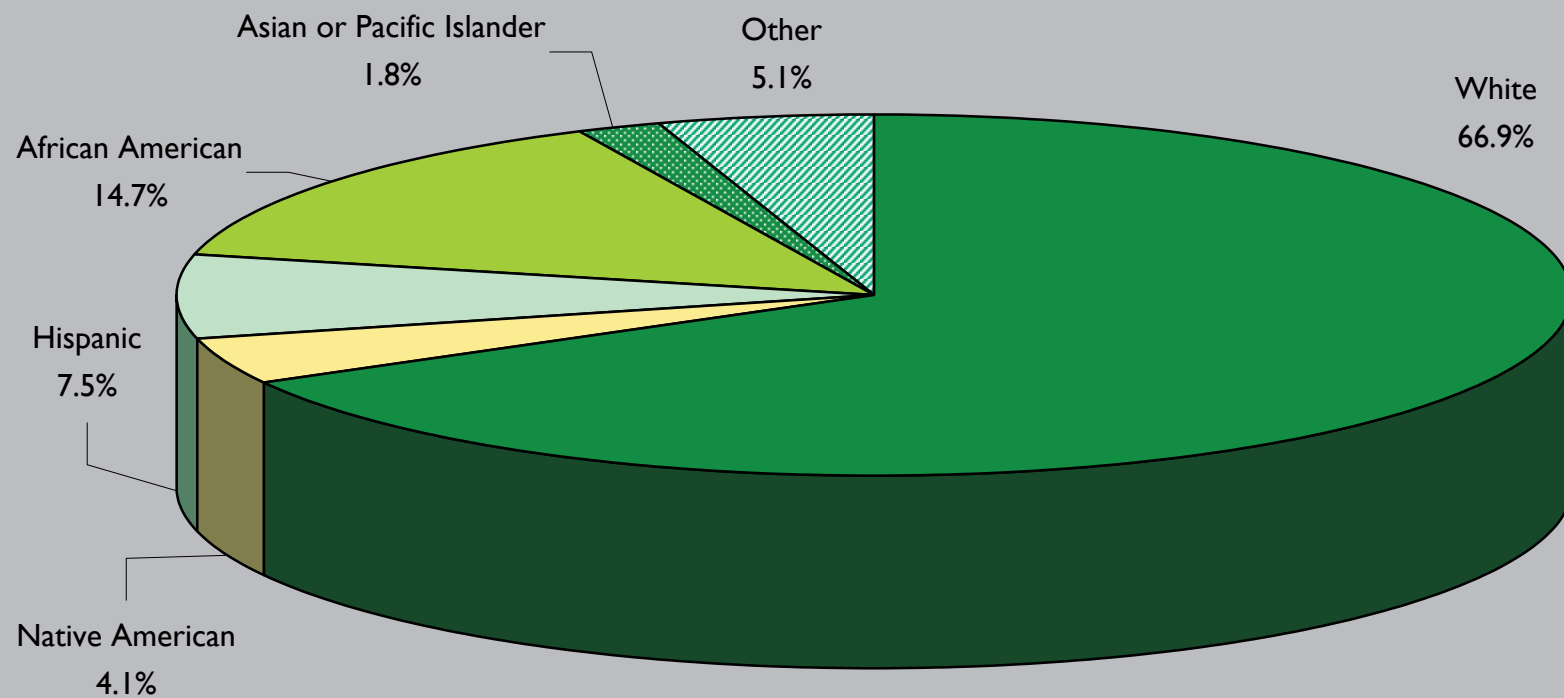


Figure 6

**Gender:
Breakdown of Students Taking the
2004 Arkansas Prevention Needs Assessment Survey**

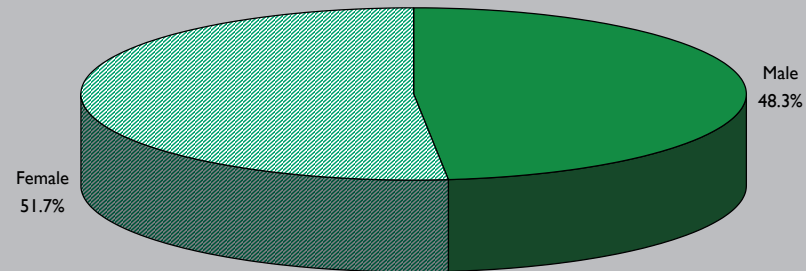
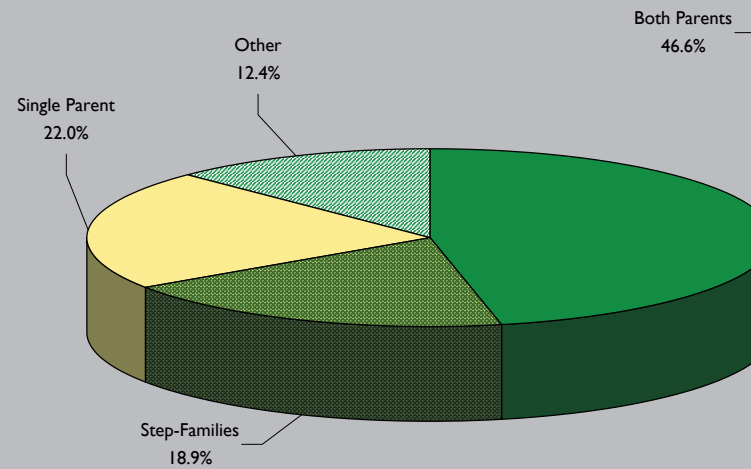


Figure 7

**Family Structure:
Breakdown of Students Taking the
2004 Arkansas Prevention Needs Assessment Survey**



2 Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

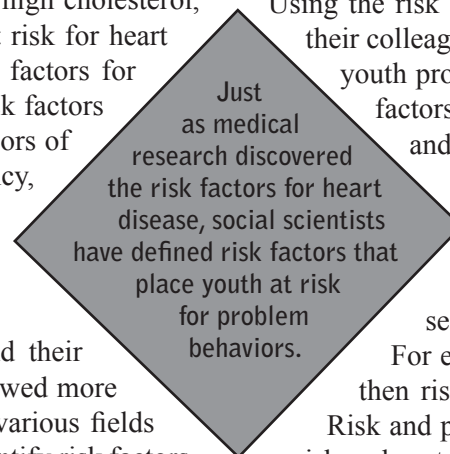
The History and Importance of Risk and Protective Factors

The Arkansas Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high fat diets, smoking, high cholesterol, being overweight, and lack of exercise, place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the

problem behaviors faced by youth – delinquency, substance abuse, violence, school dropout, and teen pregnancy – share many common risk factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

Using the risk and protective factor model, Drs. Hawkins and Catalano and their colleagues developed an approach that communities can use to reduce youth problem behavior. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the APNA survey will be provided.



The risk and protective factors have been organized into the four important areas of a young person's life – community, family, school, and peer/individual. The remainder of this section of the report is organized according to the four domains.

For each domain, the definition of each risk factor is presented and then risk and protective results for Arkansas are provided by grade. Risk and protective factor charts are also provided to illustrate Arkansas risk and protection in relation to other states. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.

How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **dashed lines** that indicate a more “national” value.

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 survey instrument was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. Since risk and protective factor model 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% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

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 this section.

Community Risk and Protective Factors

When looking at the community domain, it is important to consider more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Arkansas communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scale scores for the community domain are provided on the next pages. The table below shows the links between the community 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.

Table 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community					
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs (Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where youth just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms (Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime (Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Media Portrayals of Violence (Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence. Please note that a scale has not been developed for this risk factor, and the APNA Survey does not gather results for this risk factor.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods; they can also be found in wealthier neighborhoods. The less homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods), the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood – such as merchants, teachers, police, and human services personnel – live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on. Please note that a scale has not been developed for this risk factor, and the APNA Survey does not gather results for this risk factor.

Community Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Arkansas survey participants were not at-risk in the community domain. Table 6 shows that the highest scaled score was for 10th grade Transitions and Mobility (58.6% at-risk), followed by 8th grade Transitions and Mobility (53.2% at-risk). Youth in the 10th grade were also at the greatest risk for Community Disorganization Laws and Norms Favorable to Drug Use.

In looking at Arkansas' community risk factor scales in relation to the seven-state norm, Figure 8 illustrates that Arkansas' levels of risk are similar to other states for most grades. Twelfth grade levels of Perceived Availability of Drugs, 10th grade levels of Community Disorganization, and levels of Transitions and Mobility for all grades were slightly above the seven-state norm. Sixth and 8th grade Perceived Availability were significantly lower than the seven-state norm; and all grades indicated lower rates of Availability of Handguns than the seven-state norm.

Protective Factors

There are two protective factor scales for the community domain – Community Opportunities for Prosocial Involvement and Community Rewards for

Prosocial Involvement. Rates of Rewards for Prosocial Involvement were below the seven-state norm for all grades, with 8th graders having the lowest protection (45.4%) and the 6th graders having the highest protection (54.4%). Rates of Opportunities for Prosocial Involvement were approximately 2% to 7% lower than the 7 state norm, indicating that this is an area where prevention programming could benefit Arkansas communities.

Comparisons to 2002 and 2003 APNA Survey Data

Three years of risk and protective factor data are available for Arkansas. While many risk factors decreased from 2002 to 2003, rates have increased in all grades since 2003 for Community Disorganization, Transitions and Mobility, and Perceived Availability of Handguns.

Levels of protection have steadily increased since 2002 in all grades for Community Opportunities for Prosocial Involvement, while levels of protection decreased since 2003 in all grades for Community Rewards for Prosocial Involvement.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 and 2003 state survey data.

Table 6

Community Domain Risk and Protective Factor Scores	Grade 6			Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Low Neighborhood Attachment	43.3	42.0	42.2	38.0	36.0	33.9	44.2	42.0	40.7	48.5	47.8	43.5
Community Disorganization	38.7	38.5	40.9	35.4	31.9	35.7	44.2	44.7	48.8	43.0	41.1	44.7
Transitions and Mobility	42.4	42.1	48.6	42.1	43.9	53.2	43.6	45.7	58.6	36.5	40.5	47.9
Laws & Norms Favor Drug use	41.0	38.6	41.5	38.2	34.9	34.9	45.0	42.1	44.5	38.3	37.8	36.5
Perceived Availability of Drugs	27.7	26.8	25.9	32.9	28.1	30.3	45.3	42.7	45.1	53.7	49.8	51.6
Perceived Availability of Handguns	29.4	27.5	28.0	43.9	40.0	41.1	32.4	31.7	35.2	40.0	37.0	41.0
PROTECTIVE FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Opportunities for Prosocial Involvement	46.2	47.2	48.6	46.9	52.4	53.8	38.3	46.3	50.7	34.6	44.0	49.5
Community Reward for Prosocial Involvement	54.4	55.9	54.4	44.9	47.4	45.4	52.4	54.4	51.9	53.2	54.2	52.4

Figure 8

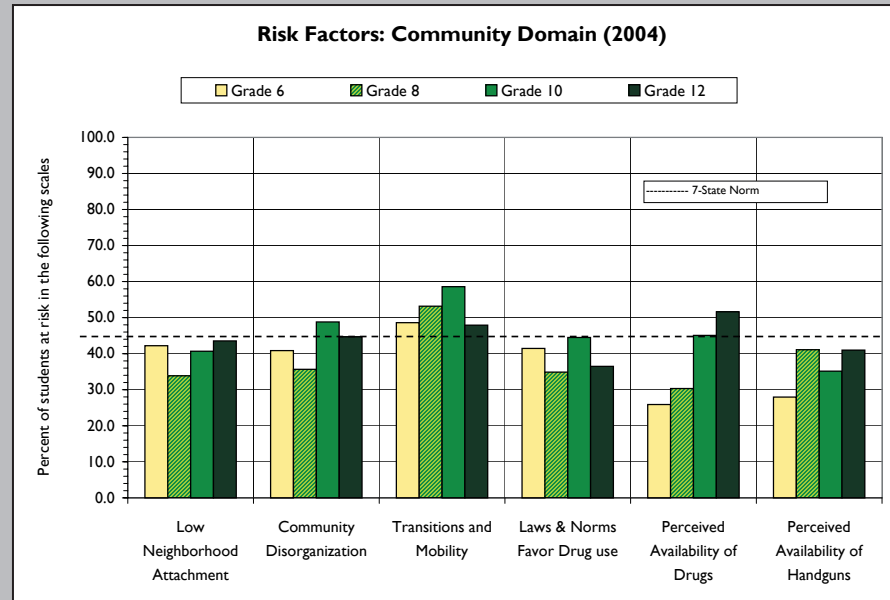
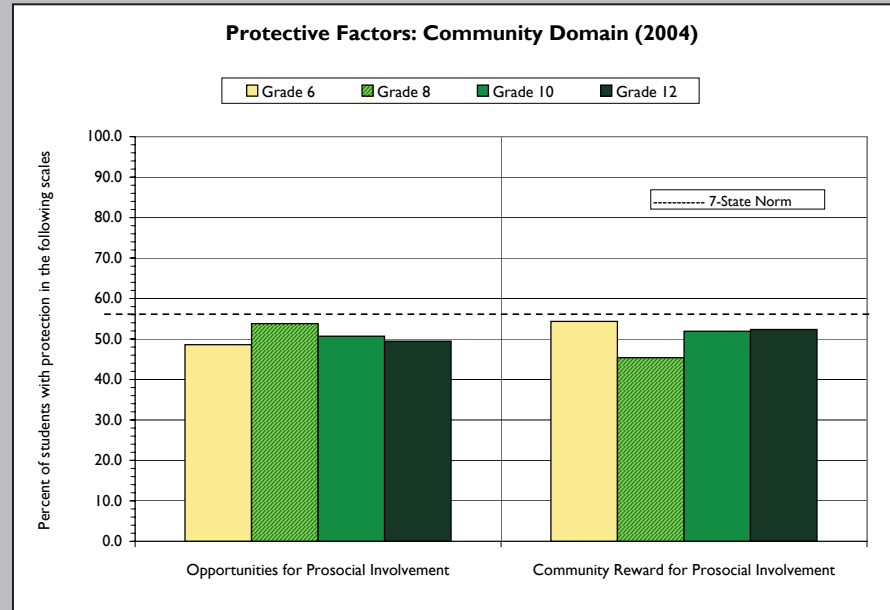


Figure 9



Family Risk and Protective Factors

For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents' not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain are provided on the following pages. The table below shows the links between the family 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.

Table 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓

Family History of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement in the Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Arkansas survey respondents were not at-risk in the family domain. Table 8 shows that the highest scaled score was for Family Conflict for 8th graders (49.6% at-risk), followed by Parent Attitudes Favorable to Antisocial Behavior for 10th graders (46.9% at-risk).

In looking at Arkansas' Family risk factor scales in relation to the seven-state norm, Figure 10 illustrates that most Arkansas' levels of risk are similar to, or lower than, other states for most grades. Sixth grade rates of Parent Attitudes Favorable to Antisocial Behavior and 6th and 8th grade Parent Attitudes Favorable to Drug Use were significantly lower than the seven-state norm. For the Poor Family Management scale, all grades had rates that were lower than the seven-state norm.

Protective Factors

There are three protective factor scales for the family domain – Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. In the family domain, most protective

factor rates for the state are similar to the seven-state norm for nearly all grades. Rates of Family Opportunities for Prosocial Involvement (6th and 8th grades), and Family Rewards for Prosocial Involvement (8th grade) were approximately 6% to 10% above the seven-state norm.

Comparisons to 2002 and 2003 APNA Survey Data

As can be seen in Table 8, levels of risk in the family domain increased for most grades and risk factors since the 2003 survey. In the 6th grade, four of five family risk factor scales increased in the past year; in the 8th grade, all five scales increased; in the 10th grade, four scales increased; and in the 12th grade, four scales increased.

Levels of protection decreased 1.1% to 2.0% since 2003 in all grades for Family Attachment. Family Opportunities for Prosocial Involvement also showed slight decreases for all grades.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 and 2003 state survey data.

Table 8

Family Domain Risk and Protective Factor Scores	Grade 6			Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Poor Family Management	37.6	35.1	34.1	39.8	36.0	36.8	38.7	37.4	37.1	43.0	40.3	38.8
Family Conflict	35.2	33.1	38.8	44.1	42.3	49.6	36.7	36.9	41.6	33.6	33.7	38.3
Family History of Antisocial Behavior	38.7	37.8	40.0	40.9	39.0	41.3	42.6	43.0	43.9	41.4	39.5	42.6
Parent Attitudes Favorable to Antisocial Behavior	26.2	26.4	32.2	37.5	36.4	43.5	42.4	42.2	46.9	40.4	41.5	45.7
Parent Attitudes Favorable to Drug Use	12.2	11.6	15.1	25.5	24.5	28.4	41.3	40.1	42.6	41.5	42.8	44.1
PROTECTIVE FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Family Attachment	60.1	59.2	57.2	56.1	55.9	53.9	47.3	48.3	46.4	61.0	58.8	57.7
Family Opportunities for Prosocial Involvement	63.9	64.0	62.0	64.5	65.8	65.1	56.1	57.7	57.2	57.1	57.5	55.7
Family Rewards for Prosocial Involvement	57.2	57.6	56.3	65.7	66.2	66.3	55.2	57.2	56.3	57.0	55.7	55.3

Figure 10

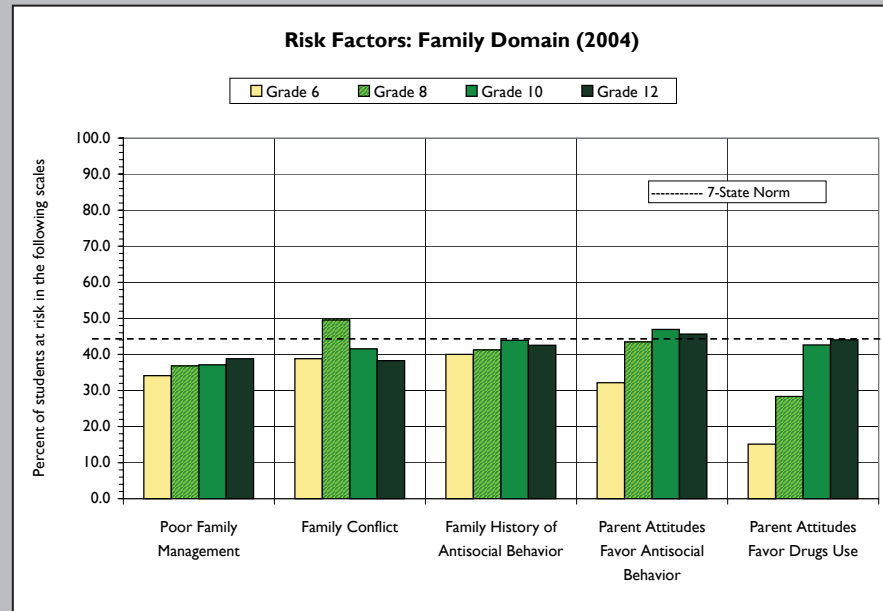
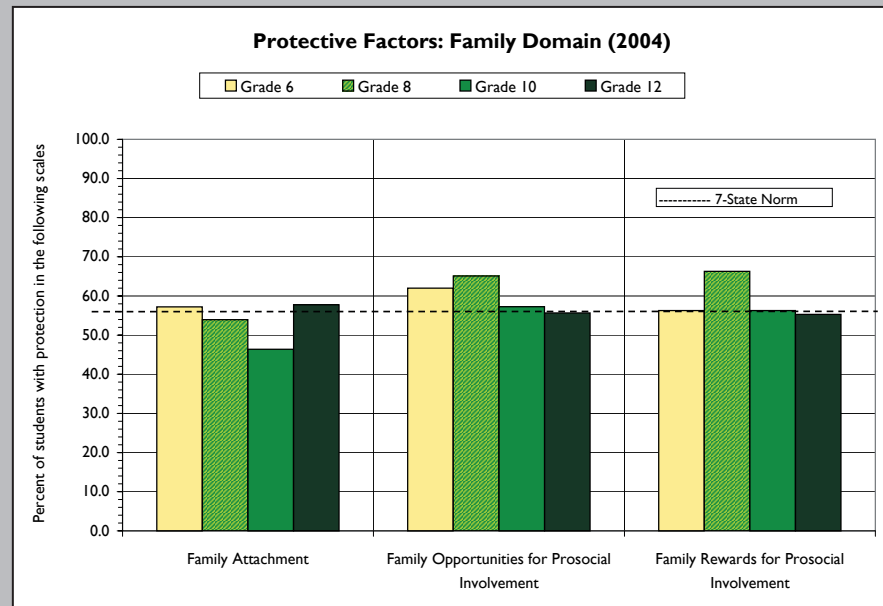


Figure 11



School Risk and Protective Factors

In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors (academic failure and early engagement in antisocial behavior) indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in school. The Arkansas data will be important for schools, in that it will help them target the problem behaviors and student populations which are at the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When youth have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school 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.

Table 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
School					
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓

Academic Failure in Elementary School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Youth fail for many reasons. It appears that *the experience of failure*, not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

School Risk and Protective Factor Scales

Risk Factors

There are two risk factor scales for the school domain – Academic Failure and Low Commitment to School. Rates for both risk factors were similar to the seven-state norm for all grades. Rates of Academic Failure were slightly higher than the seven-state norm for the 6th, 8th, and 10th grades, and rates of Low Commitment to Failure were slightly lower in all grades.

Risk factor rates are very close for all grades, indicating that in the school domain, youth are equally effected by the risk factors.

Protective Factors

There are also two protective factor scales for the school domain – School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. The following rates were well above the seven-state norm line: 8th, 10th, and 12th grade rates of Opportunities for Prosocial Involvement, and 6th, 8th, and 10th grade Rewards for Prosocial Involvement.

Comparisons to 2002 and 2003 APNA Survey Data

Data presented in Table 10 depicts changes in risk and protective factor rates since the 2003 and 2002 surveys. Rates of Low Commitment to School decreased 1.3% to 3.6% in the 6th, 8th, and 10th grades. Academic Failure increased 1.4% to 3.7% in the 6th, 8th, and 10th grades.

Protective factor rates in the school domain have showed consistent increases in the past two years. Rates of Opportunities for Prosocial Involvement increased 1.7% to 4.3% in all grades since the 2003 survey, and have increased 2.3% to 9.0% since the 2002 survey. Rates of Rewards for Prosocial Involvement increased 3.2% to 5.8% since the 2003 survey, and have increased 7.1% to 10.7% since the 2002 survey.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 and 2003 state survey data.

Table 10

School Domain Risk and Protective Factor Scores	Grade 6			Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Academic Failure	45.4	44.6	48.3	49.5	46.3	49.8	48.8	47.8	49.2	42.4	43.3	43.2
Low Commitment to School	44.5	41.4	40.1	42.2	38.7	35.1	44.6	41.5	38.2	46.2	43.5	43.4
PROTECTIVE FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Opportunities for Prosocial Involvement	45.6	44.4	47.9	60.7	61.3	65.6	53.5	59.9	62.5	53.2	59.9	61.6
Rewards for Prosocial Involvement	54.3	58.2	61.4	47.8	52.6	58.4	54.9	60.6	65.6	41.1	45.4	50.3

Figure 12

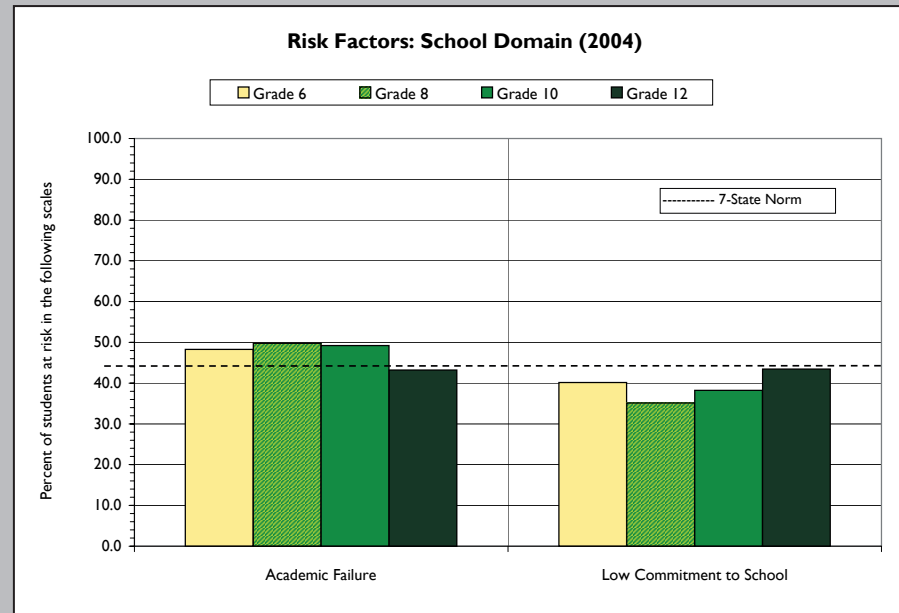
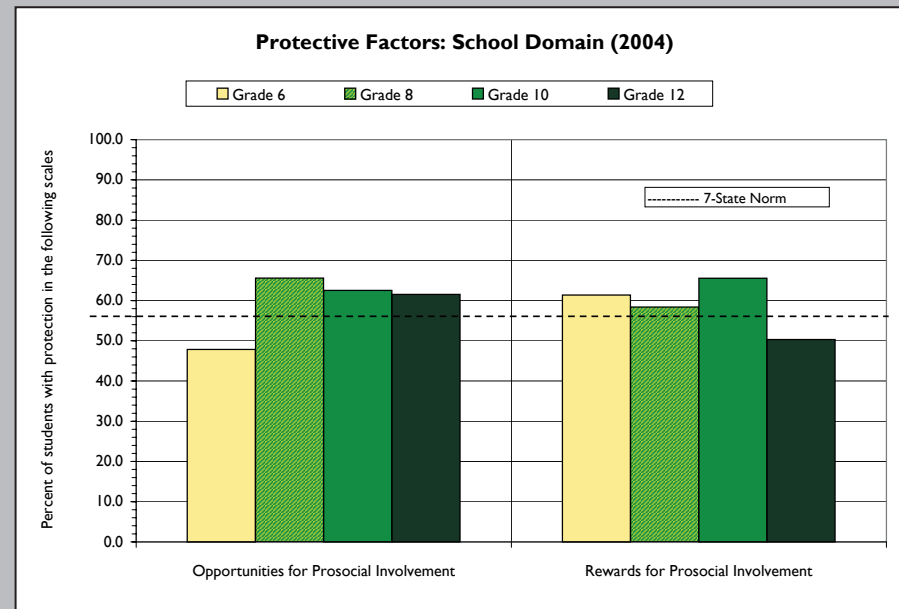


Figure 13



Peer/Individual Risk and Protective Factors

The final domain of a student's life — peer/individual — consists of much more than mere peer pressure. While youth are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors; or their friends have favorable attitudes toward the behaviors (i.e. it is seen as “cool”); the peer/individual domain also consists of several factors which spring from the individual. For example, youth who are depressed, rebellious, or who feel alienation are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual 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.

Table 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Peer/Individual					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				
Constitutional Factors	✓	✓			✓

Early and Persistent Antisocial Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not 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 drug abuse, delinquency, and school dropout.

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Gang Involvement

(Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs.

Favorable Attitudes Toward the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age fifteen are at twice the risk of having drug problems as those who wait until after age nineteen.

Depressive Symptoms

(Linked to Substance Abuse and Delinquency)

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 other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in pro-social activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Arkansas survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions.

Intention to Use ATODs

(Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Constitutional Factors

(Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person

responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to quickly adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers, or other significant adults, and/or pro-social friends. Children who are *attached* to positive families, friends, schools, and their community, and

who are *committed* to achieving the goals valued by these groups, are less likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior*. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug and crime free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

Unlike the school domain where the risk scale scores were similar for each grade, for many risk factor scales in the peer/individual domain, the levels of risk often increase with increased grade level and peak in the 10th or 12th grades. For example, in the Rewards for Antisocial Behavior risk scale, 26.5% of 6th graders, 41.8% of 8th graders, 46.1% of 10th graders, and 57.9% of 12th graders were at-risk. The jump in risk from grade 6 to grade 8 is similar in the jump in drug and alcohol use that usually occurs during that time frame. Other factors such as Early Initiation of Drug Use, Attitudes Favorable to Drug Use, Interaction with Antisocial Peers, and Early Initiation of Antisocial Behavior also increased with increased grade level.

When looking at the grades individually, the highest risk score for youth in the 6th grade was Sensation Seeking (54.0% at risk), for 8th graders the highest risk factor was also Sensation Seeking (51.9% at risk), for 10th graders the highest risk factor was for Interaction with Antisocial Peers (52.8% at risk), and for 12th graders the highest risk factor was for Rewards for Antisocial Behavior (57.3% at risk).

In comparison to the seven-state norm, Arkansas risk factor scores are generally below the norm. Some factors that are higher than the seven-state norm for most or all grades were the Sensation Seeking and Depression Scale for all grades; Interaction With Antisocial Peers for the 8th, 10th, and 12th grades; Rewards for Antisocial Behavior for the 10th and 12th grades; and Rebelliousness for the 6th and 10th grades. Factors that are significantly lower than the norm are Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, Perceived Risk of Drug Use, and Gang Involvement.

Protective Factors

There are six protective factor scales for the peer/individual domain, three of which are new to the survey this year. The new scales are Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. The Prosocial Involvement scale score is well below the seven-state norm for all grades. Scale scores for Religiosity and Interaction with Antisocial Peers were above the seven-state norm in all grades.

Comparisons to 2002 and 2003 APNA Survey Data

In comparing 2003 data to 2004 data, risk factor scales in the 6th and 8th grade increased somewhat in nine of 13 risk factor scales, while 10th grade scales increased in seven of the 13 scales, and 12th grade scales increased in six of the 13 scales. Some of the most significant increases in risk were for the Early Initiation of Antisocial Behavior scale (increases of 2.1% to 4.0% in all grades since 2003), Rebelliousness scale (increases of 2.1% to 5.7% in all grades since 2003), Interaction with Antisocial Peers scale (increases of 1.3% to 6.5% in all grades since 2003), Sensation Seeking scale (increases of 7.5% to 17.6% in all grades since 2003), Rewards for Antisocial Behavior scale (increases of 4.9% to 12.1% in all grades since 2003), and Gang Involvement scale (increases of 3.7% to 8.9% in all grades since 2003).

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 and 2003 state survey data.

Table 12

Peer/Individual Domain Risk and Protective Factor Scores	Grade 6			Grade 8			Grade 10			Grade 12		
RISK FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Rebelliousness	47.2	46.9	49.0	34.6	33.9	39.0	39.6	39.6	45.3	37.3	38.1	43.2
Early Initiation of Antisocial Behavior	20.4	19.5	23.4	32.5	30.3	34.3	35.3	35.5	38.9	34.1	36.4	38.5
Early Initiation of Drug Use	30.3	28.5	32.0	36.6	33.9	35.0	39.6	38.0	37.7	40.0	40.5	39.4
Attitudes Favorable to Antisocial Behavior	40.4	39.5	36.5	35.0	34.7	33.0	43.8	40.0	40.0	39.9	41.6	38.0
Attitudes Favorable to Drug Use	24.2	22.4	22.3	29.2	26.6	26.4	40.6	37.7	35.8	38.2	38.8	34.3
Perceived Risk of Drug Use	29.6	27.5	29.9	38.6	35.7	36.2	39.2	36.8	34.3	43.2	43.4	39.0
Interaction with Antisocial Peers	32.4	30.5	37.0	46.0	43.6	49.5	48.8	48.4	52.8	48.1	48.4	49.7
Friends' Use of Drugs	24.2	24.2	25.2	36.6	33.8	35.5	39.9	38.9	38.9	39.4	37.8	35.4
Sensation Seeking	36.6	36.4	54.0	38.1	38.2	51.9	41.9	40.7	48.5	45.4	43.9	51.4
Rewards for Antisocial Behavior	24.2	21.6	26.5	39.4	36.9	41.8	36.9	35.8	46.1	45.7	45.2	57.3
Depression Scale	45.8	47.3	46.7	48.3	49.2	48.7	49.1	48.6	49.5	43.2	45.6	44.8
Intention to Use	–	–	34.0	–	–	28.6	–	–	40.0	–	–	29.8
Gang Involvement	14.7	15.5	24.2	16.9	17.3	21.0	14.9	17.7	25.2	11.4	12.8	21.7
PROTECTIVE FACTORS	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Religiosity	65.4	65.4	67.2	69.4	69.2	69.0	67.4	65.8	67.3	90.3	87.7	88.1
Social Skills	73.8	74.1	71.5	67.9	69.2	67.7	57.5	58.7	57.7	67.1	67.0	66.8
Belief in Moral Order	59.1	61.0	63.0	61.3	62.7	63.9	64.6	66.0	67.5	49.6	50.4	51.3
Interaction with Prosocial Peers	–	–	59.6	–	–	64.5	–	–	63.5	–	–	61.7
Prosocial Involvement	–	–	46.8	–	–	47.6	–	–	50.2	–	–	43.6
Rewards for Prosocial Involvement	–	–	65.4	–	–	72.1	–	–	66.1	–	–	54.4

Figure 14

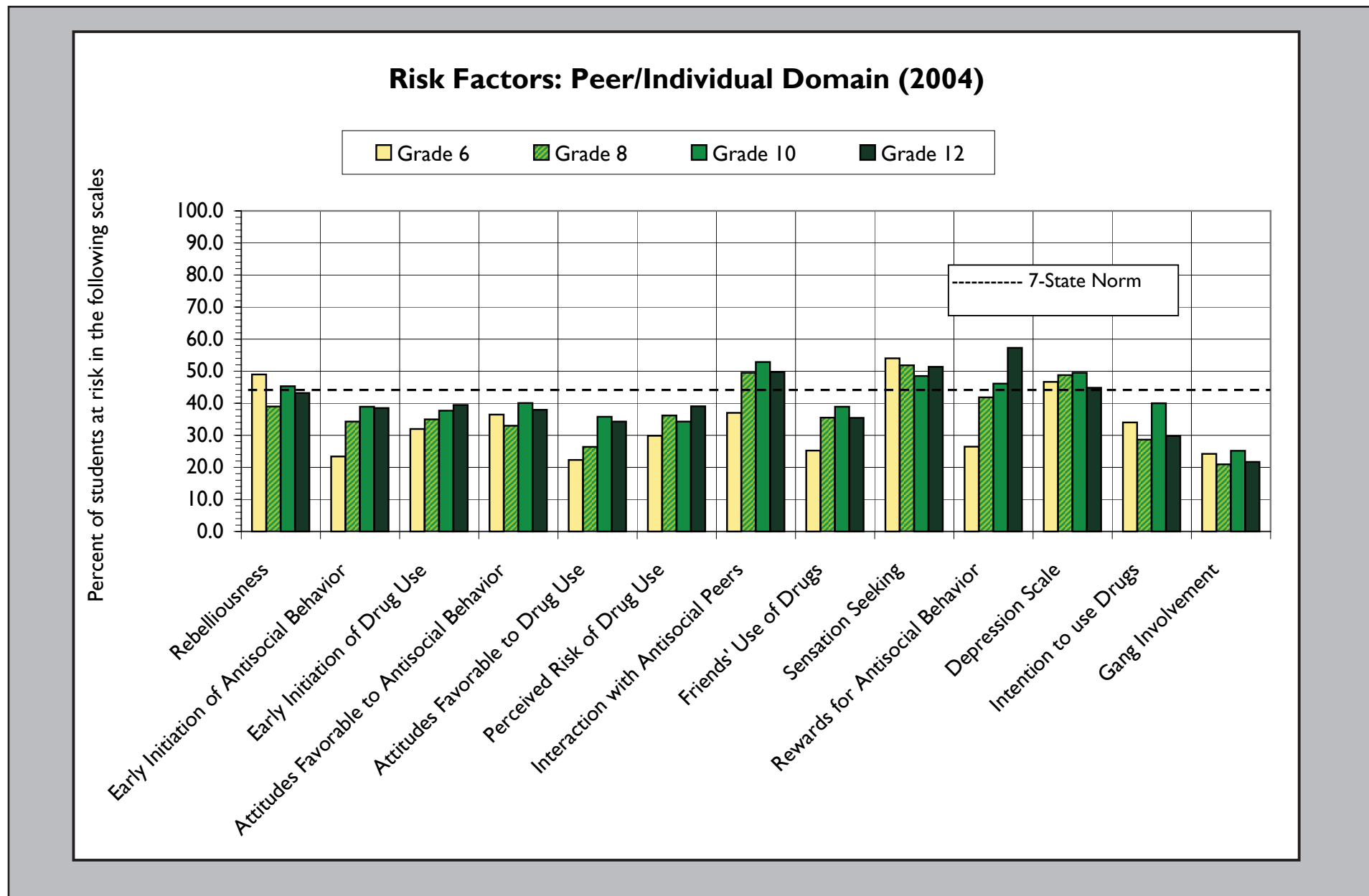
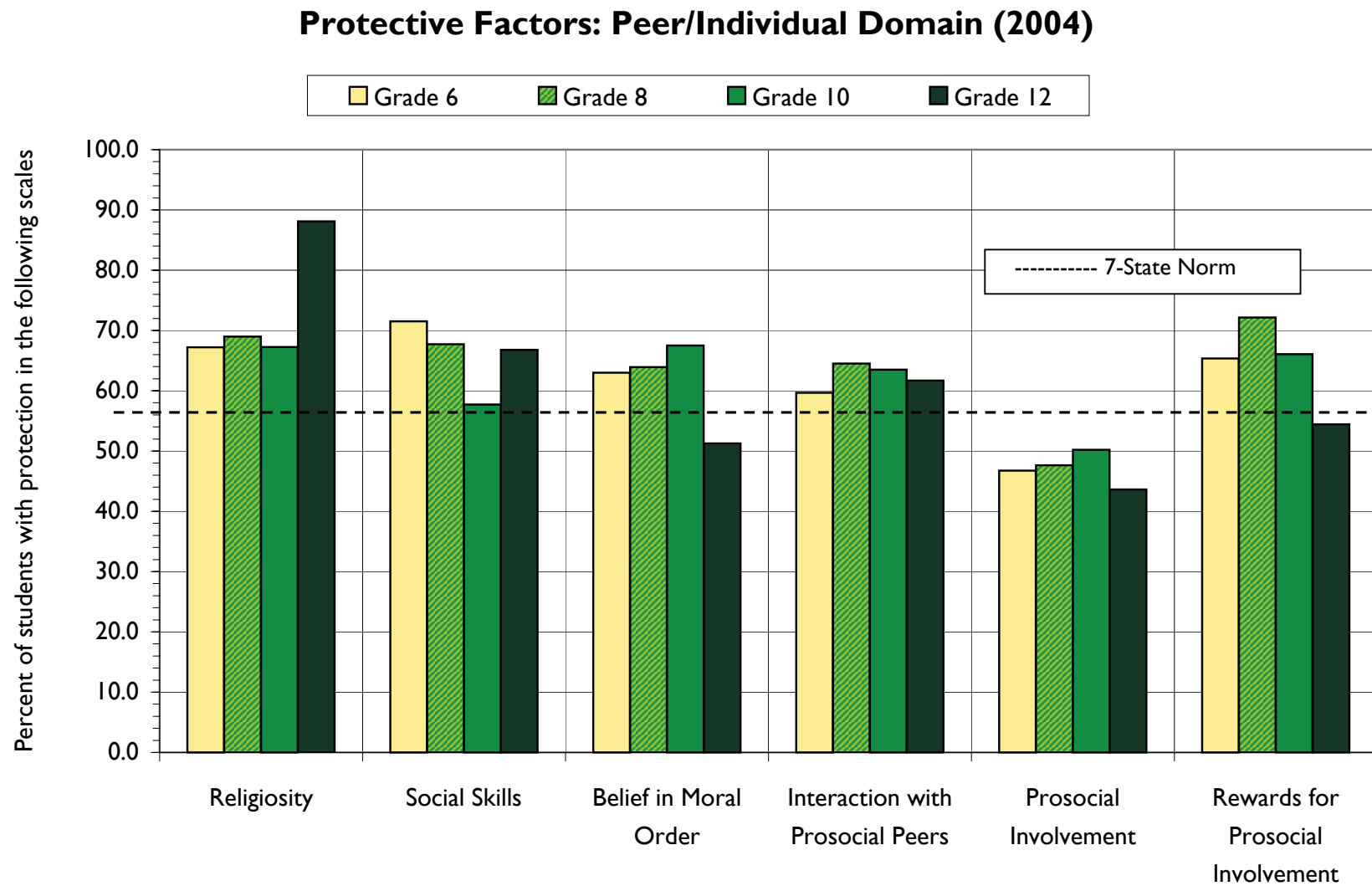


Figure 15



Section 3: Substance Use Outcomes

Age of Initiation

Arkansas youth were asked to report when, if ever, they first used ATODs. In calculating the average age of initiation, only the ages indicated by youth who had used the substance before were taken into account.

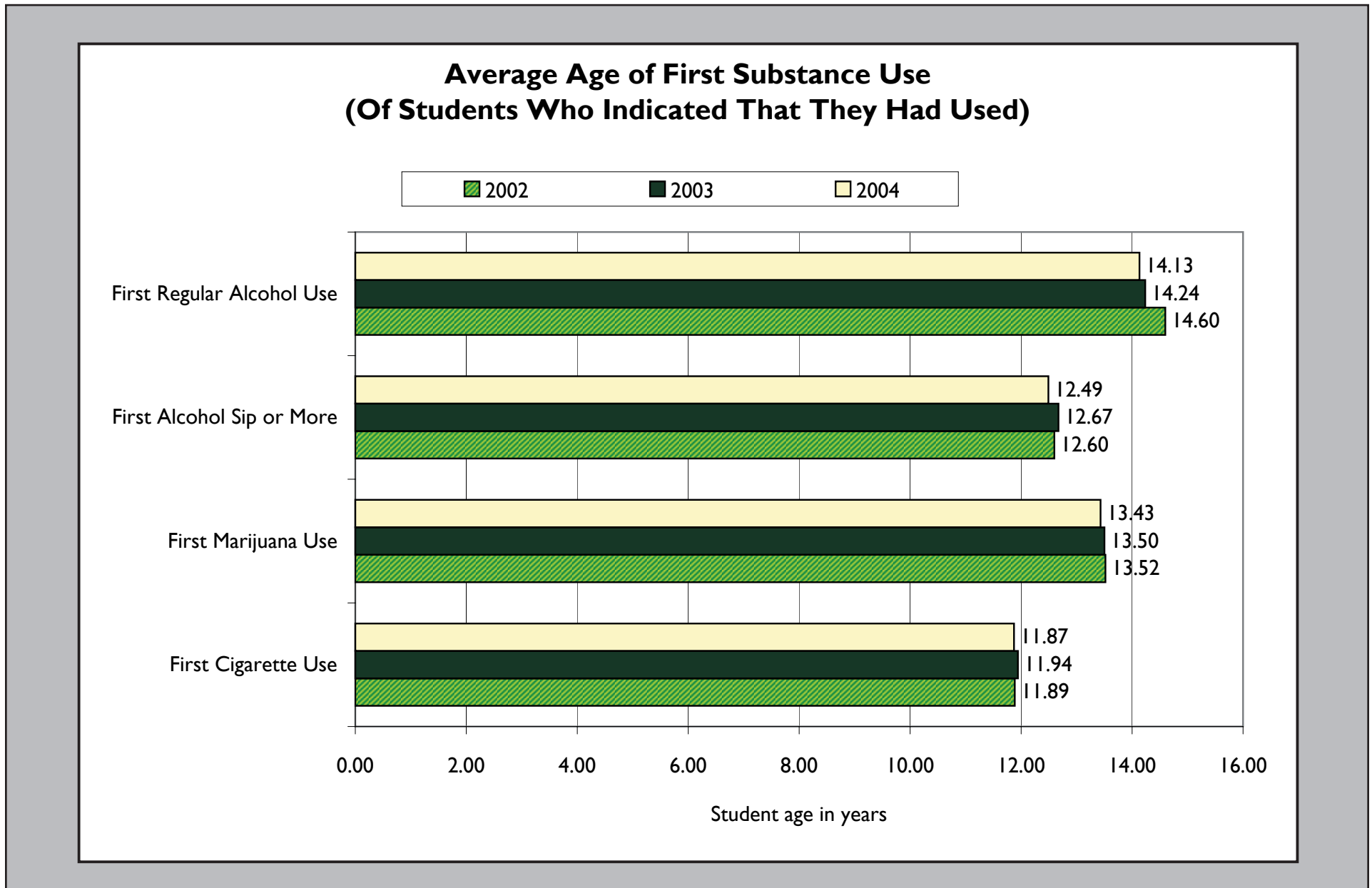
The results show that youth begin using cigarettes before using any other substance. Of the youth who had used cigarettes, the average age of first use was 11.87 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.49 years, and the first regular use of alcohol at 14.13 years. The results also show that youth begin trying marijuana earlier than one would think. Of the youth who had used marijuana, the average age of first use was 13.43 years – 0.7 years before youth indicated that they had begun drinking regularly.

In comparing 2003 APNA Survey results to those from the 2004 survey, results were virtually unchanged for first use of all substances. However, in comparing the 2002 survey results to this year's survey, a significant change is seen in first regular use of alcohol, which decreased 0.47 years (from 14.60 years in 2002 to 14.13 years in 2004).

Table 13

Age of Initiation			
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)		
	2002	2003	2004
First Cigarette Use	11.89	11.94	11.87
First Marijuana Use	13.52	13.50	13.43
First Alcohol Sip or More	12.60	12.67	12.49
First Regular Alcohol Use	14.60	14.24	14.13

Figure 16



Lifetime ATOD Use, By Grade

Arkansas Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Figure 17, the most commonly used substances are alcohol (50.1% of Arkansas survey participants in the 2004 survey have used at least once), cigarettes (38.7% have used), smokeless tobacco (18.0% have used), marijuana (19.2% have used), and inhalants (15.3% have used). Note: Stimulants, sedatives, and heroin were added to the Arkansas “Any Drug” category for 2004. This explains in part the difference in “Any Drug” use from 2003 to 2004.

Arkansas Results Compared to National Results

When looking at Table 14 (following page) at the Arkansas and 2003 MTF survey results, more Arkansas survey participants in all grades have had lifetime experience with cigarettes, smokeless tobacco, inhalants, and sedatives than the national sample. Smokeless tobacco use for Arkansas youth who took the survey was 5.1% to 9.9% greater than the national sample for youth in the 8th, 10th, and 12th grades; cigarette use was 5.9% to 8.4% greater in Arkansas for youth in all grades; and inhalant use was 1.7% to 4.4% greater in Arkansas for youth in all grades. However, Arkansas youth in all grades used the following substances less than youth nationally: marijuana (5.4% to 8.3% less than MTF youth in all grades), hallucinogens (0.8% to 1.9% less than MTF youth in all grades), cocaine (1.1% to 2.0% less than MTF youth in all grades), and ecstasy (1.6% to 3.5% less than MTF youth in all grades). Figure 18 illustrates the differences in lifetime ATOD use by Arkansas 10th grader participants and National MTF 10th grade participants.

2004 Results Compared to 2003 and 2002 Results

Table 14 also shows that, rates of lifetime cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, and ecstasy decreased in all grades and for the total state since the 2003 survey, though use of inhalants increased 1.6% to 2.9% in each grade since the 2003 survey.

Figure 17

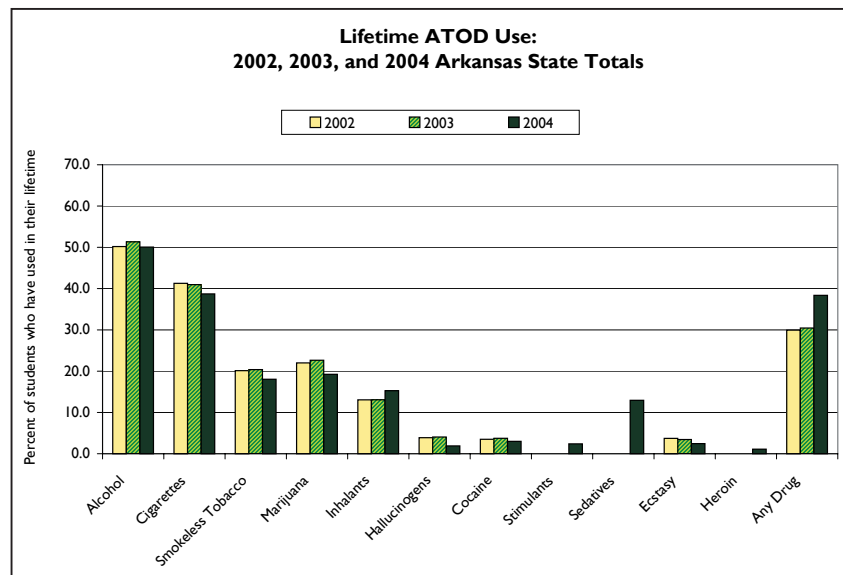
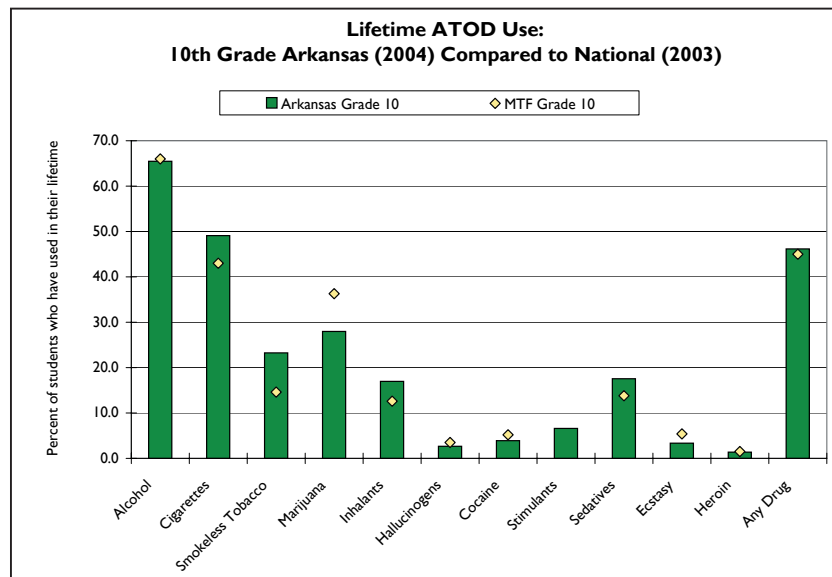


Figure 18



Lifetime ATOD Use: 2004 Summary

- Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs.
- The most common substances used are alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants.
- More Arkansas youth in all grades have had lifetime experience with cigarettes, smokeless tobacco, inhalants, and sedatives than the national sample.
- Smokeless tobacco use for Arkansas youth who took the survey was 5.1% to 9.9% greater than the national sample for youth in grades 8, 10, and 12.
- Cigarette use was 5.9% to 8.4% greater in Arkansas than in the national MTF sample for youth in grades 8, 10, and 12.
- Arkansas youth in all grades used alcohol, marijuana, hallucinogens, cocaine, and ecstasy less than youth who took the national MTF survey.
- Overall, rates of lifetime substance decreased since the 2003 survey.

Table 14

Drug Used	Arkansas Grade 6			Arkansas Grade 8			MTF Grade 8	Arkansas Grade 10			MTF Grade 10	Arkansas Grade 12			MTF Grade 12	Total		
	2002	2003	2004	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004
Alcohol	22.7	21.7	21.1	46.1	44.7	44.4	45.6	66.5	65.4	65.5	66.0	76.0	77.1	76.1	76.6	50.2	51.3	50.1
Cigarettes	18.1	17.5	17.2	39.4	36.0	34.8	28.4	53.9	52.1	49.1	43.0	62.6	61.0	58.7	53.7	41.3	41.0	38.7
Smokeless Tobacco	10.0	10.1	8.5	20.0	17.5	16.1	11.3	25.8	25.8	23.3	14.6	28.4	29.6	26.6	17.0	20.1	20.4	18.0
Marijuana	3.2	3.3	2.4	16.2	14.0	12.1	17.5	32.7	31.8	28.0	36.3	44.6	45.3	39.4	46.3	22.0	22.7	19.2
Inhalants	10.1	9.8	11.6	15.6	14.6	17.4	15.7	14.2	14.6	17.0	12.6	12.6	12.9	14.6	11.2	13.1	13.1	15.3
Hallucinogens	0.9	1.1	0.4	2.8	2.2	1.0	2.1	5.8	5.0	2.7	3.5	7.4	8.6	4.0	5.9	3.9	4.1	1.9
Cocaine	0.9	0.9	0.6	2.4	2.2	1.7	3.7	4.9	4.6	3.9	5.2	7.3	7.8	6.6	7.7	3.5	3.7	3.0
Methamphetamines	0.4	0.5	---	2.3	1.8	---	3.9	5.6	4.5	---	5.2	7.8	8.0	---	6.2	3.6	3.6	---
Stimulants	---	---	1.1	---	---	2.9	---	---	---	6.6	---	---	---	9.0	---	---	---	2.4
Sedatives	---	---	4.9	---	---	9.7	9.6	---	---	17.6	13.8	---	---	21.7	13.8	---	---	12.9
Ecstasy	0.6	0.5	0.3	2.9	2.0	1.6	3.2	5.2	4.9	3.3	5.4	7.5	6.8	5.0	8.5	3.7	3.4	2.5
Heroin	---	---	0.5	---	---	0.8	1.6	---	---	1.4	1.5	---	---	2.1	1.6	---	---	1.1
Any Drug	12.8	12.8	21.4	26.5	24.3	33.9	30.7	38.5	37.7	46.2	45.0	47.9	48.9	52.2	49.6	29.9	30.5	38.4

NOTE: Cells containing the --- symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey, or the MTF data is not comparable to the Arkansas data. To accurately compare MTF drug use to Arkansas drug use, Bach Harrison must have the MTF database. Because the 2004 database is not available at this time, the 2003 MTF data is used as a comparison.

NOTE: Stimulants, sedatives, and heroin were added to the Arkansas "Any Drug" category for 2004. This explains the difference in "Any Drug" use from 2003 to 2004.

30-Day ATOD Use, By Grade

Arkansas 30-Day Usage

When looking at the percentage of youth who indicated that they used ATODs in the past 30 days (Table 15 and Figure 19), an increase by grade can be seen with all substances except inhalants. For example, only 3.4% of 6th graders had smoked cigarettes in the past 30 days, whereas the rate for 12th graders was 28.0%. However, 30-day inhalant usage peaked at grade 8 (7.4%) and declined to 3.1% by grade 12. Note: Stimulants, sedatives, and heroin were added to the Arkansas “Any Drug” category for 2004. This explains in part the difference in “Any Drug” use from 2003 to 2004.

Arkansas Results Compared to National Results

Table 15 on the following page shows the percentage of Arkansas survey participants and youth nationwide (2003) who used ATODs in the 30 days prior to completing the survey. More Arkansas youth have used cigarettes, smokeless tobacco, inhalants, and sedatives in the past 30 days than the national sample. For cigarette use, 2.5% more Arkansas 8th graders used, 3.9% more 10th graders used, and 3.0% more 12th graders used. For smokeless tobacco, 2.9% more Arkansas 8th graders, 6.4% more 10th graders, and 5.6% more 12th graders used. Figure 19 clearly shows the difference in 30-day usage levels for the state and the nation for 10th grade students. A comparison of state and national results shows that Arkansas 30-day use rates of alcohol and marijuana are lower than the use rates for the nation for grades 8, 10, and 12.

2004 Results Compared to 2002 and 2003 Results

Most rates of 30-day substance use changed very little since the 2003 survey, though past month use of alcohol significantly decreased 1.4% to 3.4% in all grades. Since the 2002 survey, 30-day alcohol use has decreased 2.9% to 5.7% in all grades. State marijuana use has steadily decreased since 2002, with use rates at 10.6% in 2002, 10.3% in 2003, and 8.8% in 2004. In addition, cigarette use has shown positive decreases since 2002, with use rates at 16.6% in 2002, 16.2% in 2003, and 14.9% in 2004.

Figure 19

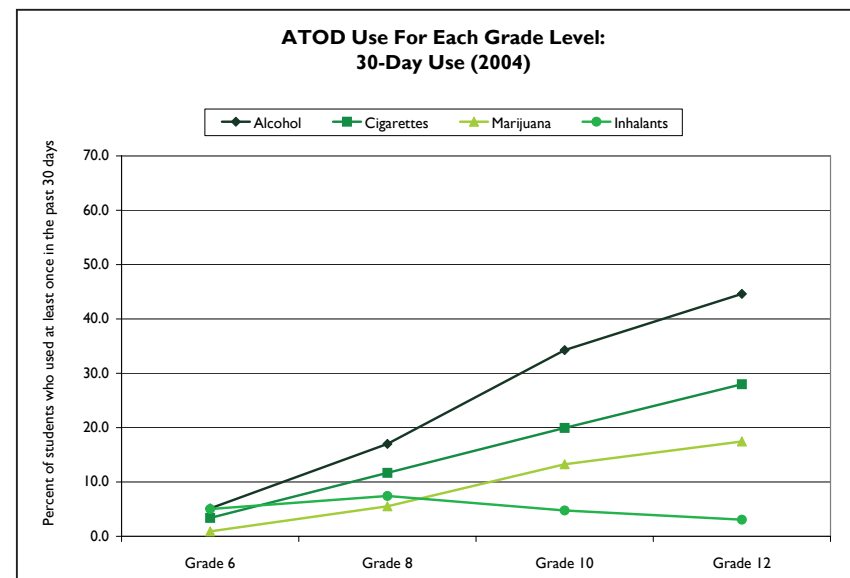
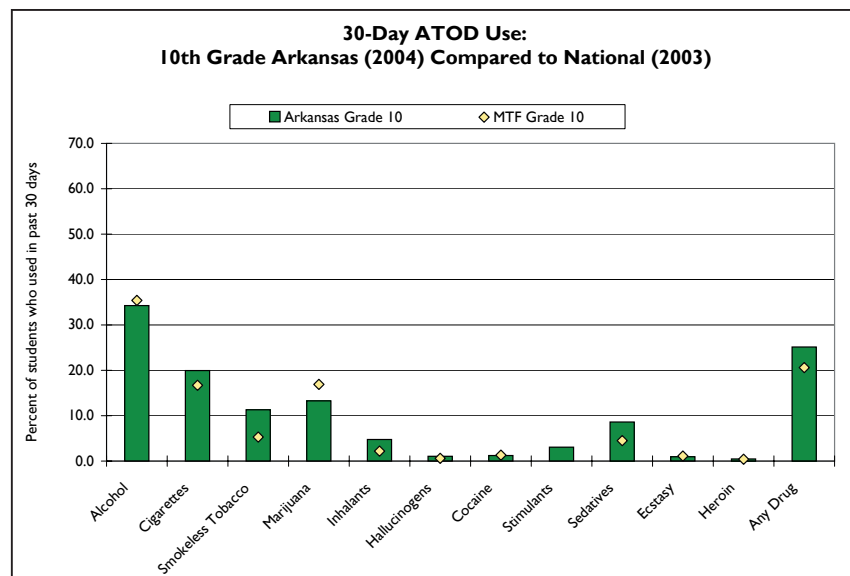


Figure 20



30-Day ATOD Use: 2004 Summary

- For all substances except inhalants, use increases in increased grade level.
- More Arkansas survey participants in grades 8, 10, and 12 have used cigarettes, smokeless tobacco, inhalants, and sedatives in the past 30 days than the national sample.
- For cigarette use, 2.5% more Arkansas 8th graders used, 3.9% more 10th graders used, and 3.0% more 12th graders used than in the 2003 MTF survey.
- For smokeless tobacco, 2.9% more Arkansas 8th graders, 6.4% more 10th graders, and 5.6% more 12th graders used.
- On a positive note, the 2004 Arkansas use rates of alcohol and marijuana are lower than the use rates for the national MTF survey for grades 8, 10, and 12.
- Most rates of 30-day substance use changed very little since the 2003 survey. Alcohol, marijuana, and cigarette use has steadily decreased since the 2002 survey.

Table 15

Drug Used	Arkansas Grade 6			Arkansas Grade 8			MTF Grade 8	Arkansas Grade 10			MTF Grade 10	Arkansas Grade 12			MTF Grade 12	Total		
	2002	2003	2004	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004	2003	2002	2003	2004
Alcohol	8.0	6.6	5.1	22.7	19.7	17.0	19.7	39.0	37.2	34.3	35.4	47.7	48.0	44.6	47.5	27.3	27.1	23.9
Cigarettes	3.8	3.6	3.4	13.9	11.7	11.7	10.2	23.7	21.8	19.9	16.7	30.6	30.0	28.0	24.4	16.6	16.2	14.9
Smokeless Tobacco	2.9	3.1	2.6	7.9	7.3	7.0	4.1	11.2	11.2	11.3	5.3	11.6	13.0	12.3	6.7	8.0	8.5	8.0
Marijuana	1.3	1.5	0.9	8.3	5.9	5.5	7.5	16.3	15.2	13.3	16.9	20.6	20.6	17.5	21.3	10.6	10.3	8.8
Inhalants	4.9	4.4	5.0	6.2	6.2	7.4	4.1	4.3	4.8	4.8	2.2	2.2	2.7	3.1	1.5	4.6	4.6	5.2
Hallucinogens	0.4	0.4	0.3	1.2	0.9	0.5	0.5	2.1	2.2	1.1	0.6	1.9	2.6	1.1	0.6	1.3	1.5	0.7
Cocaine	0.4	0.3	0.4	0.8	0.7	0.9	0.9	1.4	1.4	1.2	1.3	1.8	2.0	2.0	2.1	1.0	1.1	1.1
Methamphetamines	0.1	0.2	---	1.0	0.7	---	1.2	2.3	1.9	---	1.4	2.7	2.9	---	1.7	1.4	1.4	---
Stimulants	---	---	0.6	---	---	1.4	---	---	---	3.1	---	---	---	3.8	---	---	---	2.1
Sedatives	---	---	2.0	---	---	5.0	3.0	---	---	8.6	4.5	---	---	10.8	4.3	---	---	6.4
Ecstasy	0.2	0.1	0.1	1.2	0.9	0.6	0.7	1.4	1.6	1.0	1.1	1.6	1.6	1.3	1.3	1.1	1.1	0.7
Heroin	---	---	0.3	---	---	0.3	0.4	---	---	0.5	0.4	---	---	0.4	0.4	---	---	0.4
Any Drug	6.4	5.9	10.6	13.4	11.5	18.4	12.1	19.8	19.1	25.1	20.6	22.6	22.8	28.1	23.3	14.9	14.6	20.6

NOTE: Cells containing the --- symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey, or the MTF data is not comparable to the Arkansas data. To accurately compare MTF drug use to Arkansas drug use, Bach Harrison must have the MTF database. Because the 2004 database is not available at this time, the 2003 MTF data is used as a comparison.

NOTE: Stimulants, sedatives, and heroin were added to the Arkansas "Any Drug" category for 2004. This explains the difference in "Any Drug" use from 2003 to 2004.

Lifetime ATOD Use by Gender

Lifetime Usage

Tables 16 and 17 on the following page show the percentage of lifetime ATOD use for males and for females. Lifetime use is a measure of the experience that young people have had with the various substances. While being female is generally considered a protective factor for substance use, it can be seen that, of the Arkansas students who took the survey, males and females are similar in their use of most substances and generally have substance use rates that are within one to three percent of each other. The exceptions are that males in all grades use much more smokeless tobacco, over three times the rate of females, and more use marijuana in each grade.

Interestingly, an exception to the pattern appears in the 8th grade. Eighth grade male and female lifetime substance use rates are very similar, differing only by 0.0% to 2.0% (not including smokeless tobacco and marijuana). However, further examination of the use rates by gender indicates higher

use by females with females having slightly higher use rates in nine of the twelve substance categories. Despite this pattern in the 8th grade, however, more males than females in 10th and 12th grade consistently use substances. The differences in use begin to increase more in the higher grades. Such a finding indicates that females may be experimenting with drug use at equal or higher rates as males in the early grades, but in high school, males take over as the more dominant substance users.

In comparing the three years of results, total male and female lifetime use rates decreased (see Figure 21). Male lifetime use of cigarettes has steadily decreased since the 2002 survey in every grade and overall, and male lifetime smokeless tobacco use has steadily decreased since 2002 overall and in the 8th, 10th, and 12th grades. Both genders show a steady decrease in ecstasy use, with rates steadily decreasing since 2002 for males in the 6th, 10th, and 12th grades, and for females in the 8th, 10th, and 12th grades.

Figure 21

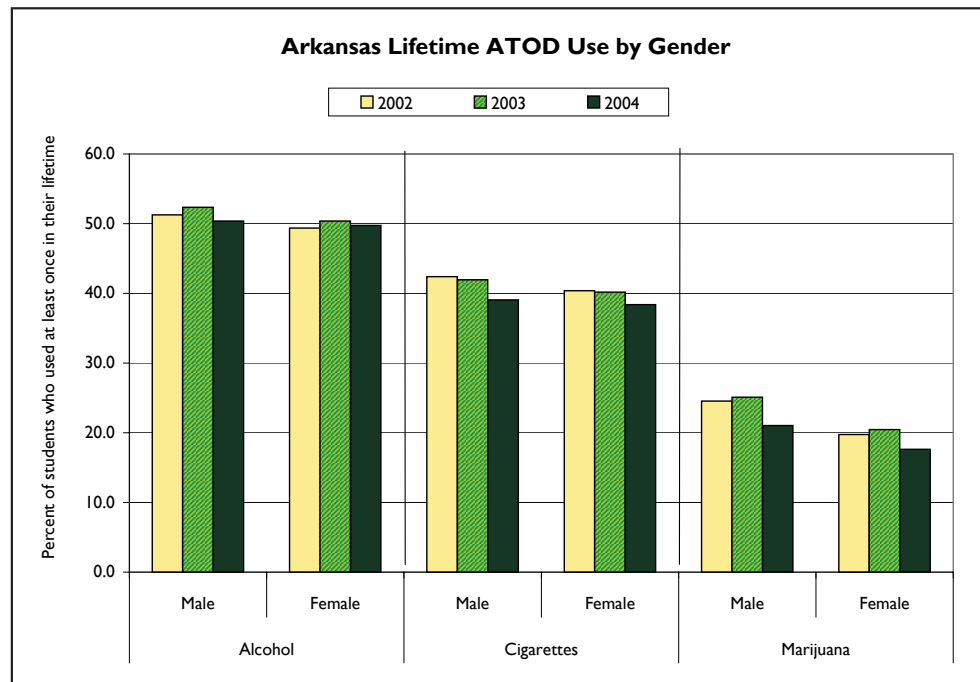


Table 16 Percentage of Males by Grade Who Used ATODs During Their Lifetime

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Alcohol	26.7	24.8	23.9	47.2	44.6	44.3	65.9	65.2	65.2	76.0	78.0	75.6	51.3	52.3	50.4
Cigarettes	20.5	19.2	19.0	40.5	36.3	33.1	54.1	52.9	49.7	64.1	62.0	61.1	42.4	41.9	39.1
Smokeless Tobacco	15.2	15.4	13.1	30.3	27.4	24.3	41.6	39.6	38.0	49.2	47.8	45.0	32.2	32.0	28.9
Marijuana	4.5	4.4	2.9	19.9	15.9	12.7	35.2	35.0	31.4	48.5	48.7	43.5	24.5	25.1	21.0
Inhalants	10.9	11.2	13.2	15.2	13.6	16.1	13.5	14.1	17.5	14.9	15.4	16.8	13.5	13.5	15.9
Hallucinogens	1.1	1.4	0.3	3.4	2.0	1.0	6.4	5.4	3.3	8.7	10.3	5.6	4.5	4.6	2.3
Cocaine	1.1	1.2	0.5	2.2	2.0	1.6	4.9	4.8	4.3	8.6	8.5	7.8	3.7	4.0	3.3
Methamphetamines	0.5	0.5	—	2.4	1.8	—	5.2	4.3	—	7.9	8.1	—	3.6	3.5	—
Stimulants	—	—	0.9	—	—	2.4	—	—	6.4	—	—	10.0	—	—	4.6
Sedatives	—	—	4.5	—	—	7.4	—	—	14.9	—	—	22.0	—	—	11.5
Ecstasy	0.8	0.5	0.3	3.0	2.0	1.6	5.1	5.4	3.4	7.9	7.3	6.3	3.8	3.7	2.7
Heroin	—	—	0.4	—	—	0.7	—	—	1.8	—	—	3.2	—	—	1.4
Any Drug	14.6	15.2	24.3	28.9	25.2	33.5	40.1	40.4	48.9	52.1	52.8	55.8	32.2	32.9	40.4

Table 17 Percentage of Females by Grade Who Used ATODs During Their Lifetime

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Alcohol	19.0	18.7	18.5	45.3	44.5	44.4	67.1	65.5	65.6	76.0	76.2	76.6	49.4	50.4	49.7
Cigarettes	15.8	15.9	15.8	38.5	35.8	36.3	53.8	51.5	48.5	61.3	60.1	56.7	40.4	40.2	38.4
Smokeless Tobacco	5.1	5.2	4.4	10.2	8.1	8.2	11.5	13.2	10.6	10.6	12.0	10.8	9.1	9.5	8.3
Marijuana	2.0	2.2	1.9	12.8	12.1	11.5	30.3	29.0	25.0	41.1	42.2	36.0	19.7	20.4	17.6
Inhalants	9.3	8.4	9.9	15.8	15.4	18.7	14.8	15.2	16.5	10.6	10.7	12.6	12.6	12.6	14.6
Hallucinogens	0.8	0.9	0.5	2.4	2.4	1.0	5.2	4.7	2.2	6.2	6.9	2.7	3.4	3.6	1.5
Cocaine	0.7	0.6	0.6	2.6	2.4	1.8	4.9	4.5	3.5	6.2	7.2	5.6	3.3	3.5	2.8
Methamphetamines	0.3	0.6	—	2.2	1.8	—	5.9	4.7	—	7.6	8.0	—	3.7	3.6	—
Stimulants	—	—	1.3	—	—	3.2	—	—	6.7	—	—	8.2	—	—	4.7
Sedatives	—	—	5.2	—	—	11.9	—	—	19.8	—	—	21.6	—	—	14.3
Ecstasy	0.5	0.5	0.3	2.8	2.1	1.7	5.3	4.5	3.2	7.0	6.2	4.1	3.6	3.2	2.2
Heroin	—	—	0.5	—	—	0.8	—	—	1.0	—	—	1.1	—	—	0.8
Any Drug	11.0	10.5	18.4	24.1	23.3	34.2	36.9	35.6	43.6	44.2	45.4	48.9	27.9	28.3	36.3

** Cells containing the — symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey.

30-Day ATOD Use by Gender

30-Day Usage

Tables 18 and 19 on the following page show the percentage of ATOD use in the past 30 days by males and females in the four grades and the total for all males and all females. Again, rates are very similar and vary only by one to three percent. However, the 30-day usage rate of smokeless tobacco is significantly higher for males (14.4% for males compared to 3.0% for females).

As with lifetime substance use, 8th grade females had slightly higher use rates in six of the twelve substance categories, indicating that females and males in the early grades are on more equal footing. However, the 30-day use rates by gender show that males use much more than females in the high school grades. For example, in the 6th grade, 1.7% more males than females

used alcohol in the past month; in the 8th grade, 1.0% more females than males used alcohol; in the 10th grade 3.6% more males than females used alcohol; and in the 12th grade, 9.6% more males than females used alcohol.

In comparing male and female 30-day use in the 2004 survey to the 2003 survey, total male and female 30-day use was also fairly stable, with use rates of many substances decreasing.

Male use rates of cigarettes and female use rates of alcohol have steadily decreased overall and in all grades since the 2002 survey. Marijuana use for males in the 8th grade, 10th grade and overall state have been decreasing since 2002, while female marijuana use in the 6th grade, 10th grade, 12th grade, and overall have been decreasing since 2002.

Figure 22

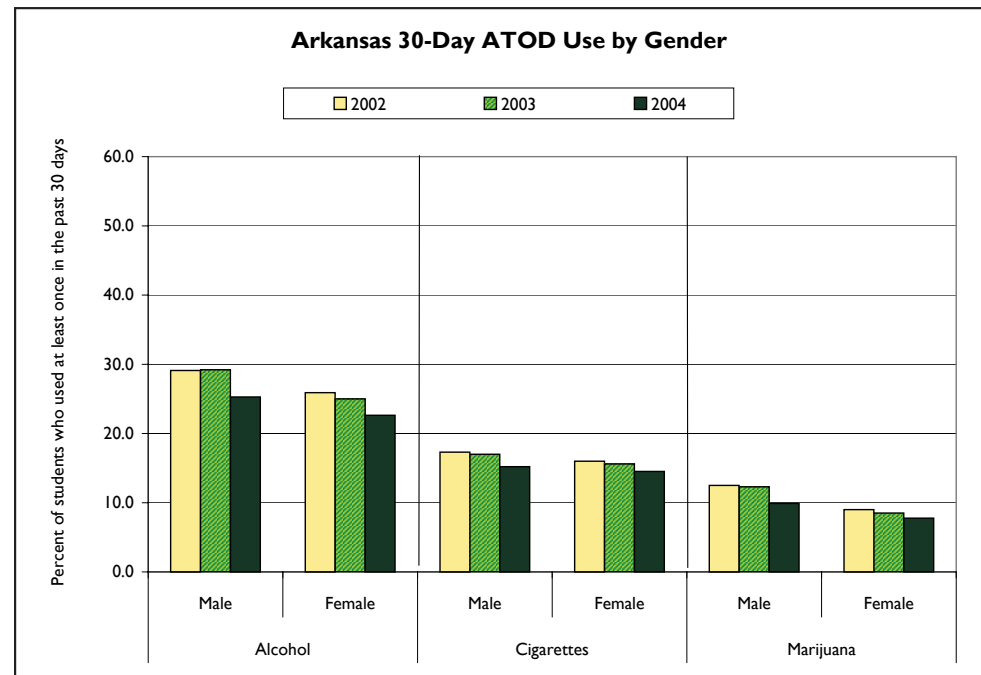


Table 18

Percentage of Males by Grade Who Used ATODs During The Past 30 Days															
Drug Used	Grade 6			Grade 8			Grade 10			Grade 12			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Alcohol	9.6	7.5	6.0	23.6	20.7	16.4	40.4	38.7	36.1	52.5	53.4	49.7	29.1	29.2	25.3
Cigarettes	4.5	4.2	3.6	14.3	11.5	10.4	24.0	23.1	20.7	33.0	31.3	30.8	17.3	17.0	15.2
Smokeless Tobacco	4.6	4.8	4.0	12.9	12.0	11.7	19.9	19.1	21.0	22.7	22.7	23.5	14.0	14.4	14.3
Marijuana	1.7	2.1	1.2	10.6	6.5	5.5	18.5	18.1	15.1	23.8	24.3	20.6	12.5	12.3	9.9
Inhalants	5.2	5.1	5.2	6.3	5.3	6.2	4.1	5.0	4.7	2.7	3.5	3.9	4.8	4.8	5.1
Hallucinogens	0.5	0.5	0.4	1.6	0.7	0.5	2.1	2.5	1.2	2.3	2.6	1.7	1.5	1.5	0.9
Cocaine	0.5	0.4	0.5	1.0	0.7	1.0	1.1	1.6	1.5	2.1	2.0	2.6	1.1	1.1	1.3
Methamphetamines	0.1	0.1	—	1.0	0.7	—	2.3	1.9	—	3.0	3.0	—	1.4	1.3	—
Stimulants	—	—	0.6	—	—	1.3	—	—	3.2	—	—	4.2	—	—	2.2
Sedatives	—	—	1.8	—	—	3.7	—	—	7.4	—	—	12.1	—	—	5.9
Ecstasy	0.3	0.2	0.1	1.4	0.7	0.7	1.5	2.0	1.1	2.1	2.0	2.0	1.2	1.2	0.9
Heroin	—	—	0.4	—	—	0.4	—	—	0.6	—	—	0.8	—	—	0.5
Any Drug	7.4	7.2	11.6	15.5	11.3	16.9	21.6	21.9	26.8	26.2	26.7	31.9	16.8	16.5	21.7

Table 19

Percentage of Females by Grade Who Used ATODs During The Past 30 Days															
Drug Used	Grade 6			Grade 8			Grade 10			Grade 12			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Alcohol	6.6	5.7	4.3	21.9	18.7	17.4	37.9	35.8	32.5	43.6	42.8	40.1	25.9	25.1	22.6
Cigarettes	3.1	3.0	3.2	13.6	11.8	12.8	23.4	20.8	18.9	28.5	28.7	25.7	16.0	15.6	14.5
Smokeless Tobacco	1.3	1.6	1.3	3.2	2.9	2.6	3.4	4.0	3.2	2.0	3.6	2.5	2.5	3.0	2.4
Marijuana	1.0	0.9	0.6	6.0	5.2	5.4	14.4	12.5	11.6	17.8	16.9	14.8	9.0	8.5	7.8
Inhalants	4.6	3.8	4.8	6.0	7.0	8.6	4.5	4.6	4.7	1.7	1.9	2.3	4.4	4.5	5.3
Hallucinogens	0.3	0.4	0.1	0.9	1.1	0.5	2.1	2.0	1.0	1.5	2.5	0.5	1.2	1.5	0.5
Cocaine	0.2	0.3	0.4	0.7	0.7	0.7	1.6	1.4	1.0	1.6	2.0	1.5	1.0	1.1	0.9
Methamphetamines	0.2	0.3	—	1.0	0.8	—	2.3	1.9	—	2.5	2.8	—	1.4	1.4	—
Stimulants	—	—	0.6	—	—	1.5	—	—	2.9	—	—	3.4	—	—	2.0
Sedatives	—	—	2.2	—	—	6.2	—	—	9.7	—	—	9.7	—	—	6.8
Ecstasy	0.1	0.1	0.1	1.1	1.0	0.4	1.4	1.3	0.8	1.2	1.3	0.7	0.9	0.9	0.5
Heroin	—	—	0.1	—	—	0.3	—	—	0.4	—	—	0.1	—	—	0.2
Any Drug	5.5	4.7	9.4	11.4	11.4	19.5	18.2	16.5	23.5	19.5	19.0	24.7	13.1	12.8	19.4

** Cells containing the — symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey.

Intention to Use ATODs

Youth were asked whether they would use cigarettes, alcohol, or marijuana when they became an adult. The response categories were NO!, no, yes, and YES! The percentages of youth in each grade answering “YES” or “yes” to the questions are listed in Table 20.

As can be seen, a majority of the youth do not intend to use cigarettes or marijuana, though 60.0% of high school seniors intend to use alcohol.

The intention to use all substances increases as youth get older. Intention to use cigarettes, alcohol, marijuana, and other illegal substances in 2004 peaked in the 12th grade.

Just as with substance use rates, youth’ intentions to use ATODs increase the most after the 6th grade. From the 6th grade to the 8th grade, intention to smoke cigarettes doubles (from 4.6% in the 6th grade to 10.8% in the 8th

grade), intention to drink alcohol doubles (from 15.4% in the 6th grade to 35.9% in the 8th grade), and intention to smoke marijuana increased nearly five times (from 1.3% in the 6th grade to 6.3% in the 8th grade). Youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

In comparing the three years of survey data, 6th, 10th, and 12th grade intention to smoke cigarettes, and 6th and 8th grade rates of intention to use marijuana, have been steadily decreasing since the 2002 survey.

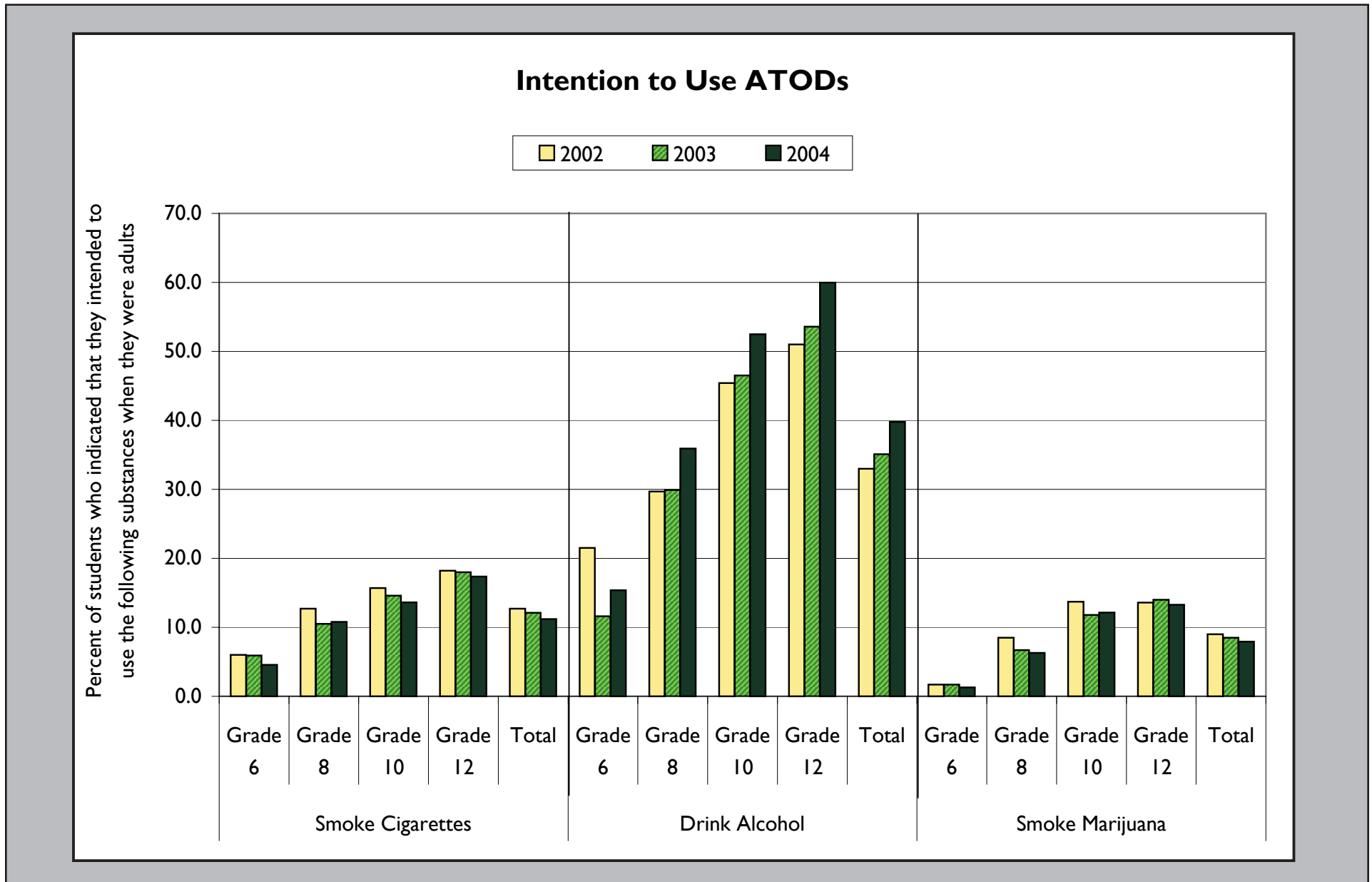
While total state rates of intention to use cigarettes has decreased 1.5% since 2002, and intention to smoke marijuana has decreased 1.1% since 2002; intention to drink alcohol has increased 6.8% since 2002. Intention to drink alcohol has also increased 6.2% in the 8th grade, 7.1% in the 10th grade, and 9.0% in the 12th grade since the 2002 survey.

Table 20

Percentage of Youth with Intention to Use ATODs															
Question	Grade 6			Grade 8			Grade 10			Grade 12			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Smoke Cigarettes	6.0	5.9	4.6	12.7	10.5	10.8	15.7	14.6	13.6	18.2	18.0	17.4	12.7	12.1	11.2
Drink Alcohol	21.5	11.6	15.4	29.7	29.9	35.9	45.4	46.5	52.5	51.0	53.6	60.0	33.0	35.1	39.8
Smoke Marijuana	1.7	1.7	1.3	8.5	6.7	6.3	13.7	11.8	12.1	13.6	14.0	13.3	9.0	8.5	7.9
Other Illegal Substances	—	—	0.4	—	—	1.1	—	—	1.7	—	—	2.3	—	—	1.3

** Cells containing the — symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey.

Figure 23



Multiple Drug Use

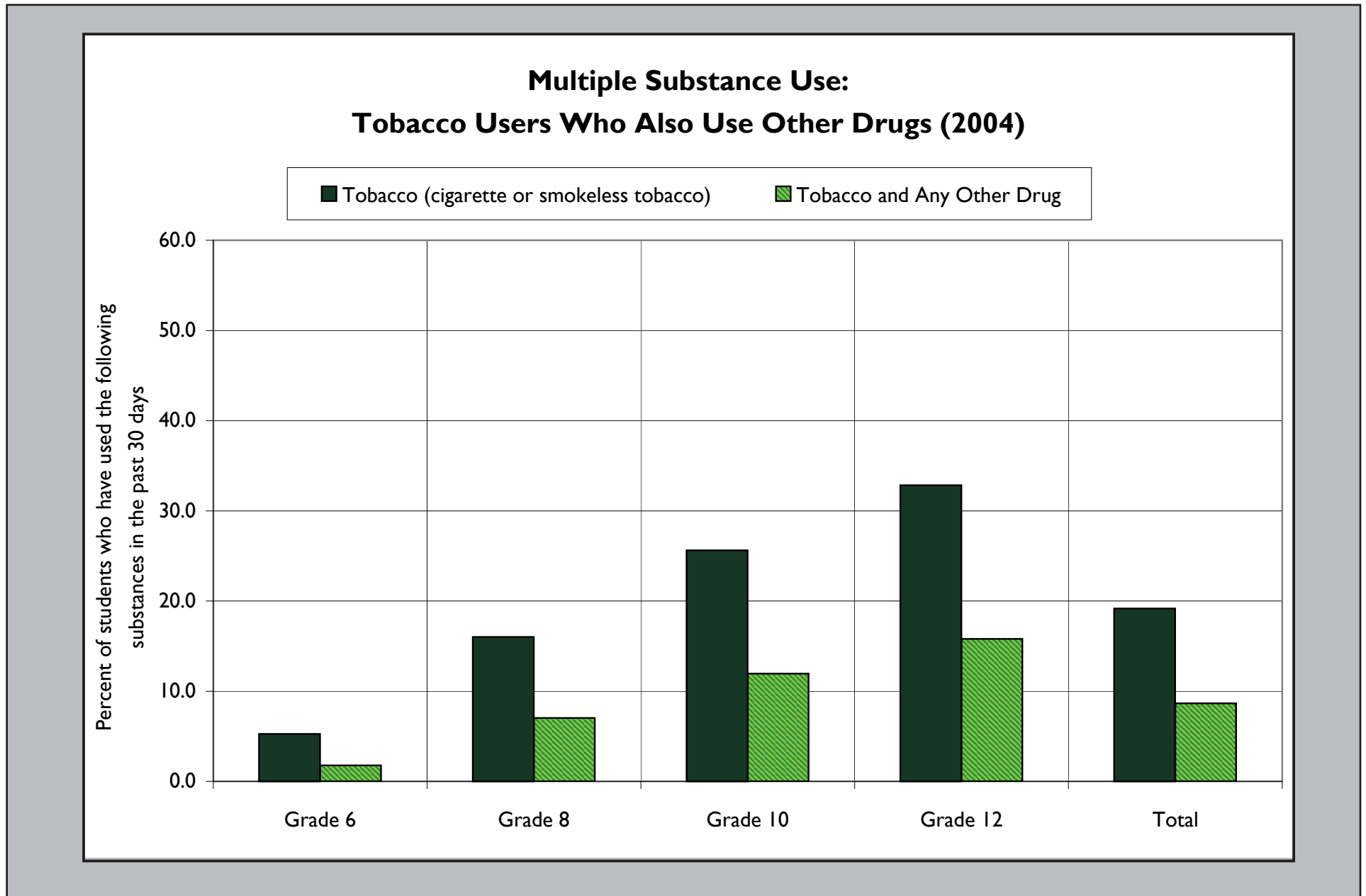
The percentage of youth who use various substances individually and in combination with other substances is shown in Table 21. “Any Substance” is defined as using one or more of the nine substances measured by the survey. The percentage of students in the 12th grade who used at least one substance in the 30 days prior to completing the survey was 61.6%. The categories of alcohol, marijuana, and tobacco are contained in other tables in this report, but are shown here for reference. For most substances, there is a large increase in the use rate from the 6th grade to 8th grade, and from the 8th to the 10th grade, after which there is a smaller increase from the 10th to the 12th grade. These findings indicate that efforts to prevent substance use must start before the 8th grade and include booster sessions in the 8th and 9th grade to help prevent the increase in drug use as students move into high school.

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana is 8.8% and those using alcohol and marijuana is 6.7%. Thus, only 2.1% of those using marijuana do not also use alcohol. A review of tobacco use and any drug use during the past 30 days shows that over one-half of the youth who use tobacco also use an illegal drug (19.2% tobacco use compared to 8.7% tobacco and any drug use). Reviewing the use of alcohol with other drugs and tobacco with other drugs shows that most of the youth use one other drug besides alcohol and tobacco, which is mostly marijuana.

Table 21

Percentage Using Multiple Drugs in the Past 30 Days (2004)					
	Grade 6	Grade 8	Grade 10	Grade 12	Total
Any Substance	19.2	37.2	53.4	61.6	43.3
Alcohol	5.1	17.0	34.3	44.6	23.9
Cigarettes	3.4	11.7	19.9	28.0	14.9
Smokeless Tobacco	2.6	7.0	11.3	12.3	8.0
Tobacco (cig. or smokeless)	5.2	16.0	25.6	32.8	19.2
Marijuana	0.9	5.5	13.3	17.5	8.8
Tobacco and Alcohol	1.7	8.2	16.8	24.2	11.8
Tobacco and Marijuana	0.4	3.6	8.3	11.9	5.6
Alcohol and Marijuana	0.5	3.8	10.2	14.4	6.7
Marijuana and Tobacco and Alcohol (all three)	0.3	2.8	6.9	10.4	4.7
Alcohol and Any Other Drug	1.9	7.4	15.1	19.9	10.3
Alcohol and Any 1 Other Drug	1.2	3.9	8.3	10.8	5.6
Alcohol and Any 2 Other Drugs	0.4	1.6	3.1	4.0	2.1
Tobacco and Any Other Drug	1.8	7.0	12.0	15.8	8.7
Tobacco and Any 1 Other Drug	1.0	3.7	6.3	8.3	4.5
Tobacco and Any 2 Other Drugs	0.3	1.5	2.6	3.3	1.8

Figure 24



Perceived Harmfulness of ATODs

When youth perceive that a substance is harmful, they are less likely to use it. The APNA survey asked youth, “How much do you think people risk harming themselves (physically or in other ways) if they” smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, or drank alcohol regularly. Response categories were that the previously named substance categories placed them at “No Risk,” “Slight Risk,” “Moderate Risk,” or “Great Risk.”

In all grades, a larger percentage of Arkansas survey participants than MTF survey participants perceived greater harmfulness in smoking marijuana once or twice. In this category, 7.2% more 8th grade Arkansas youth, 6.6% more Arkansas 10th graders, and 8.2% more Arkansas 12th graders than national sample youth in the same grades perceived there was great risk in smoking marijuana once or twice.

However, for perceived harmfulness of smoking marijuana regularly, Arkansas youth in the 8th and 10th grades perceived less risk in this category than did youth in the same grades nationwide. Also, Arkansas youth in the 10th and 12th grades perceived less harmfulness in smoking one or more packs of cigarettes per day than did national 10th and 12th graders. Such a finding is consistent with the higher cigarette use by Arkansas youth.

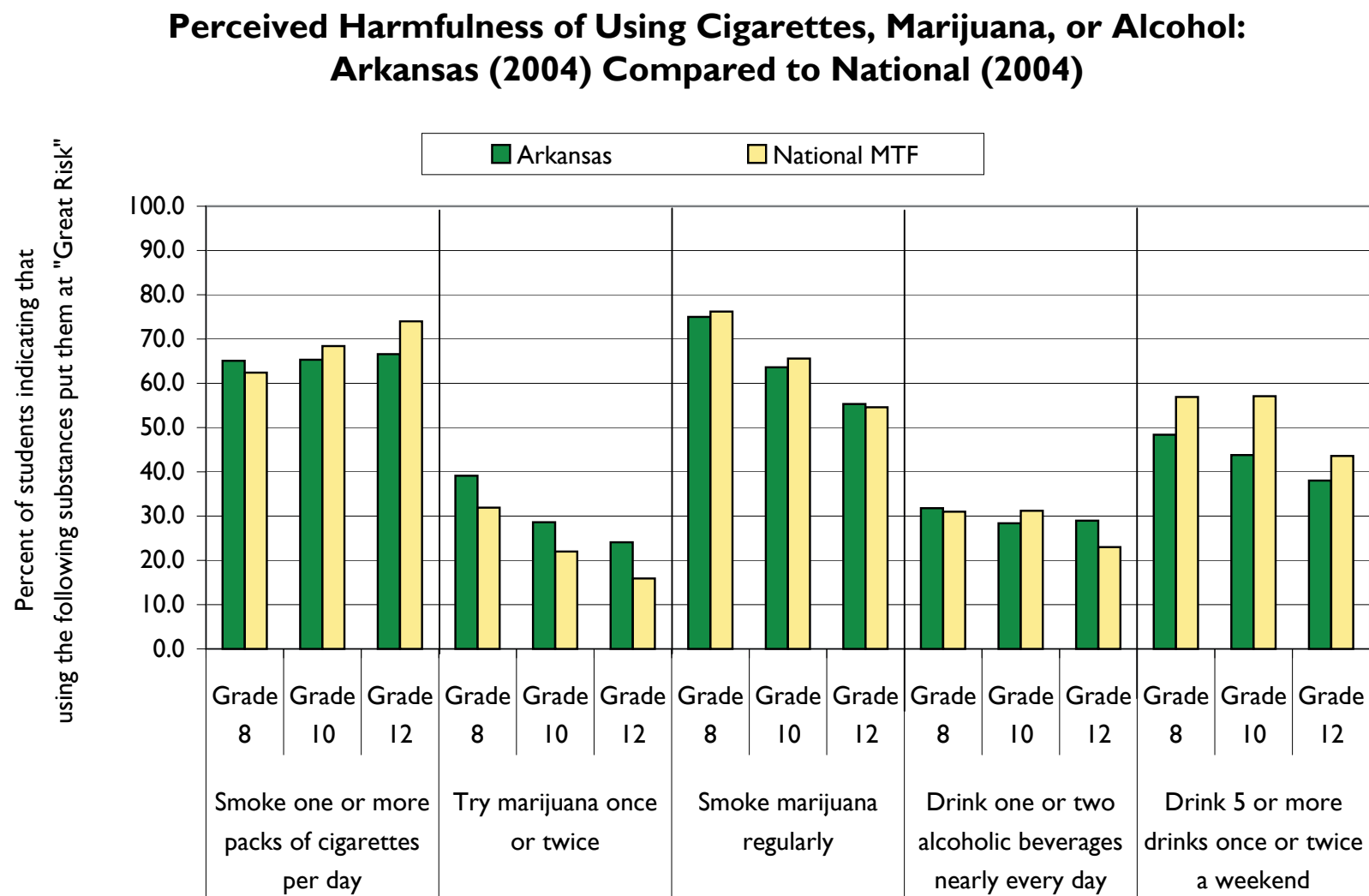
In comparing the three years of survey data, the results show that perceived harmfulness of heavy cigarette smoking and regular marijuana smoking increased for most grades. Perceived harmfulness increased in the 8th, 10th, and 12th grades for smoking one or more packs of cigarettes per day (increases of 2.2% to 4.8%), in the 12th grade for trying marijuana once or twice (increased 2.3%), and in all grades for smoking marijuana regularly (increases of 0.2% to 4.4%). Perceived harmfulness of drinking alcohol regularly decreased 4.1% to 7.6% in all grades.

Table 22

Percentage of Arkansas and Monitoring the Future Respondents Who Perceive that Using the Five Categories of Substances Places People at “Great Risk”																								
Question	Arkansas Grade 6			Arkansas Grade 8			Grade 8 MTF			Arkansas Grade 10			Grade 10 MTF			Arkansas Grade 12			Grade 12 MTF			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Smoke one or more packs of cigarettes per day	61.8	65.5	65.5	58.5	62.9	65.1	57.5	57.7	62.4	58.6	60.9	65.3	64.3	65.7	68.4	60.2	61.8	66.6	74.2	72.1	74.0	59.8	62.8	65.6
Try marijuana once or twice	49.4	51.9	42.6	39.2	42.6	39.1	28.2	30.2	31.9	26.8	28.1	28.6	19.9	21.1	22.0	20.9	21.8	24.1	16.1	16.1	15.9	35.5	36.7	34.4
Smoke marijuana regularly	76.1	77.9	78.1	69.5	73.6	75.0	71.7	74.2	76.2	56.2	59.4	63.6	60.8	63.9	65.6	49.5	50.9	55.3	53.0	54.9	54.6	64.1	66.1	68.9
Drink one or two alcoholic beverages nearly every day	45.0	46.7	39.1	38.2	38.7	31.8	29.6	29.9	31.0	34.7	33.8	28.4	31	30.9	31.2	35.8	33.1	29.0	21	20.1	23.0	38.8	38.2	32.2
5 or more drinks once or twice a weekend	—	—	52.9	—	—	48.4	—	—	56.9	—	—	43.8	—	—	57.1	—	—	38.0	—	—	43.6	—	—	46.3

** Cells containing the — symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey, or the MTF data is not comparable to the Arkansas data.

Figure 25



Perceived Availability of ATODs

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get the substances listed in Table 23, "how easy would it be to get some." The response choices were, "Very Hard," "Sort of Hard," "Sort of Easy," and "Very Easy." Table 21 contains the percentage of youth who reported that it was "Sort of Easy" or "Very Easy" to get the substances. The results reveal that Arkansas survey participants do not perceive cigarettes, alcohol, and marijuana as being as easy to get as do the youth from the national sample (no national comparison is available for other illegal drugs). For perceived availability of cigarettes, alcohol, and marijuana for the 8th, 10th, and 12th

grades, there are differences of 12.9% to 22.3% between Arkansas results and national results. This difference is illustrated in Figure 26, which looks at the perceived availability of students in the 8th, 10th, and 12th grade in the Arkansas and national surveys. The substance that students perceive as most easy to get is cigarettes.

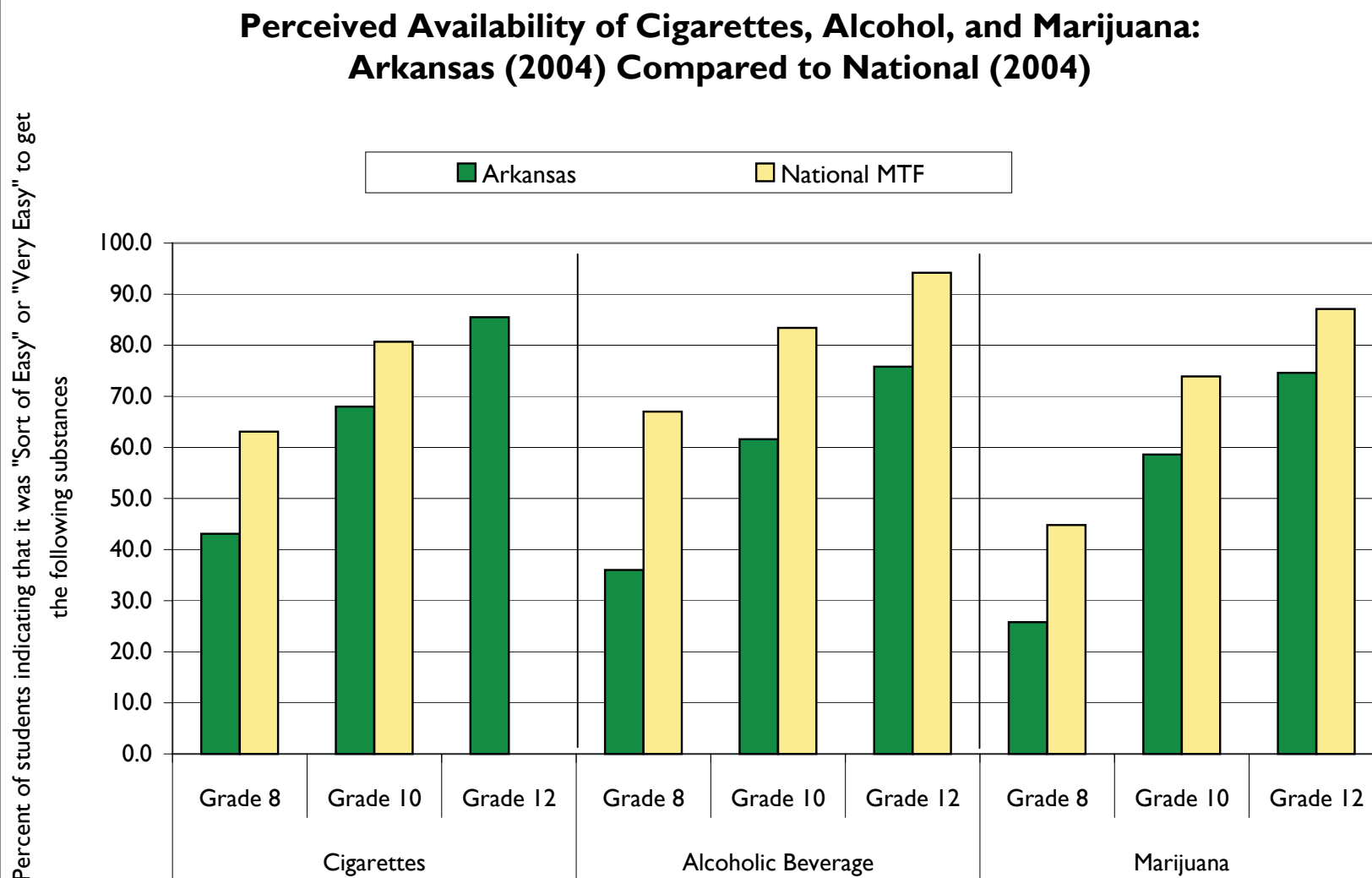
In comparing the three years of data, perceived availability of cigarettes decreased 4.1% in the 6th grade, but increased 1.8% in the 10th grades and 2.0% in the 12th grade. Perceived availability of marijuana decreased 1.1% to 2.7% for the 8th, 10th, and 12th grade. Perceived availability of alcohol increased 2.7% to 7.8% in the 8th, 10th, and 12th grades.

Table 23

Percentage of Arkansas and Monitoring the Future Respondents Who Perceive the Four Substances as "Sort of Easy" or "Very Easy" to Get																								
Question	Arkansas Grade 6			Arkansas Grade 8			Grade 8 MTF			Arkansas Grade 10			Grade 10 MTF			Arkansas Grade 12			Grade 12 MTF			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Cigarettes	24.8	24.5	20.4	46.8	43.1	43.7	64.3	63.1	60.3	71.3	68.0	69.8	83.3	80.7	81.4	87.8	85.5	87.5	N/A	N/A	N/A	54.9	54.6	53.8
Alcoholic beverage	17.2	15.9	18.6	38.4	36.0	42.6	67.9	67.0	64.9	63.1	61.6	69.4	84.8	83.4	84.3	78.0	75.8	81.3	94.7	94.2	94.2	46.6	46.6	51.7
Marijuana	9.1	8.5	7.9	30.9	25.8	24.7	46.6	44.8	41.0	61.3	58.6	55.9	75.9	73.9	73.3	77.9	74.6	72.1	87.2	87.1	85.8	41.9	41.2	38.7
Cocaine, LSD, or Amphetamines	5.9	5.6	4.8	14.4	12.1	11.2	—	—	—	26.9	24.8	26.7	—	—	—	39.1	33.5	34.5	—	—	—	20.0	18.6	18.6

** Cells containing the — symbol indicate an area where data is not available either due to the question not being asked in either the 2002, 2003, and 2004 survey, or the MTF data is not comparable to the Arkansas data.

Figure 26



*There is no data available for 12th grade Perceived Availability of Cigarettes for the Monitoring the Future Survey.

Section 4: Antisocial Behaviors and Additional Results

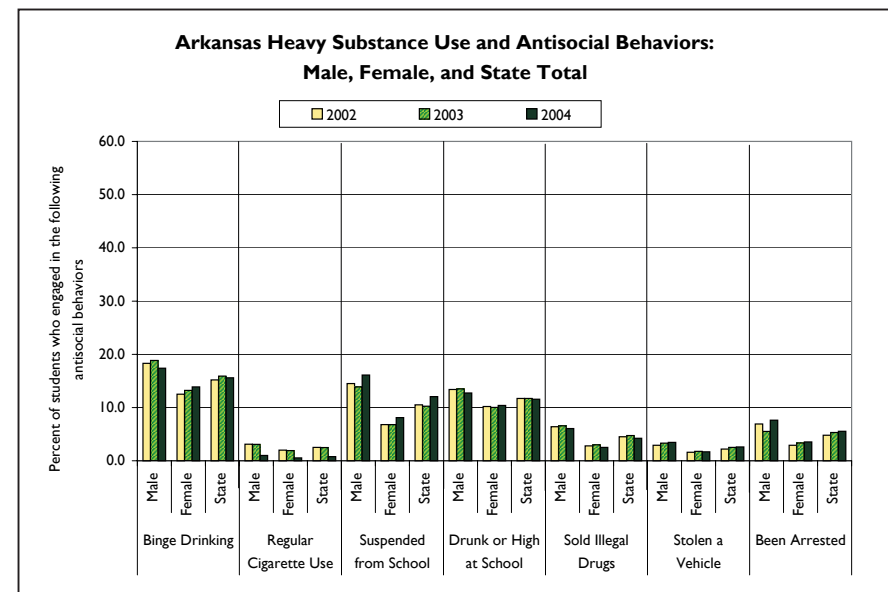
Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol, heavy use of tobacco, and antisocial behavior. Figure 27 and Table 24 show that males engage in all these behaviors more than females. Some of the largest differences were in being suspended from school (16.1% for males compared to 8.1% for females) and selling illegal drugs (6.1% for males compared to 2.5% for females). As with substance use, male-female differences in antisocial behavior tend to increase with increased grade level. For example, in the 6th grade, 0.5% more males than females reported binge drinking; in the 8th grade, 0.2% more females than males reported binge drinking; in the 10th grade, 5.1% more males than females reported binge drinking; and in the 12th grade, 12.2% more males than females reported binge drinking.

Table 24, which contains rates of heavy substance use and antisocial behavior, shows that unlike ATOD usage, antisocial behavior doesn't always increase by increased grade level. The reported rate of youth being suspended from school peaked in grade 8. The reported rate of stealing a vehicle and being arrested peaked in grade 10. Reported rates of being drunk or high at school, binge drinking, regular cigarette use, being drunk or high at school, and selling illegal drugs peaked in the 12th grade.

Overall, binge drinking appears to be the largest antisocial problem among Arkansas youth with 15.6% of youth binge drinking at least once in the past two weeks. The results indicate that for Arkansas 6th and 8th graders, the largest antisocial problem is being suspended (9.4% of 6th graders, 14.7% of 8th graders). The least amount of 6th and 8th graders are involved in regular cigarette use (0.2% of 6th graders, 0.5% of 8th graders). The antisocial behaviors that 10th and 12th graders participated in the most were binge drinking (22.0% of 10th graders, 28.9% of 12th graders) and being drunk or high at school (17.4% of 10th graders, 19.7% of 12th graders). The behavior

Figure 27



that the fewest 10th graders participated in was regular cigarette smoking (1.0% of 10th graders, 1.7% of 12th graders).

For the entire survey population, antisocial behavior rates showed little to no change since the 2003 survey. Some examples of the changes for the total population can be found in looking at rates of regular cigarette smoking, which decreased 1.7% (from 2.5% in 2003, to 0.8% in 2004); and reported suspension rates, which increased 1.8% (from 10.2% in 2003, to 12.1% in 2004).

Table 24

Percentage of Males, Females, and the State Total who Engaged in Heavy Substance Use and Antisocial Behavior																		
Drug Used / Antisocial Behavior	Grade 6									Grade 8								
	Males			Females			State			Males			Females			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Binge drinking	4.2	4.2	4.2	2.4	2.9	3.7	3.3	3.5	4.0	13.7	11.1	11.2	10.2	8.7	11.4	11.9	9.9	11.4
Pack / day cigarettes	0.3	0.5	0.2	0.4	0.1	0.1	0.3	0.3	0.2	2.0	1.6	0.6	1.0	0.8	0.3	1.5	1.2	0.5
Suspended from school	12.6	12.0	14.3	3.9	3.7	4.6	8.1	7.7	9.4	17.6	16.6	18.6	8.4	8.6	10.4	13.0	12.5	14.7
Drunk or high at school	3.0	2.8	3.3	1.9	1.4	2.0	2.5	2.1	2.7	10.0	8.2	8.2	8.8	8.2	9.6	9.4	8.3	9.0
Sold illegal drugs	0.9	0.5	0.5	0.2	0.4	0.2	0.5	0.5	0.4	4.4	3.8	3.1	1.3	1.6	1.5	2.8	2.7	2.3
Stolen a vehicle	1.5	1.7	2.0	0.7	0.6	0.9	1.1	1.1	1.5	3.6	3.7	3.5	1.9	2.2	1.8	2.7	2.9	2.7
Been arrested	3.3	2.8	3.7	0.8	0.6	1.0	2.0	1.7	2.3	7.3	6.4	6.9	3.2	3.2	3.8	5.2	4.8	5.4
Drug Used / Antisocial Behavior	Grade 10									Grade 12								
	Males			Females			State			Males			Females			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Binge drinking	25.9	25.4	24.6	18.1	19.5	19.5	21.8	22.2	22.0	37.0	37.6	35.4	23.0	23.8	23.2	29.5	30.5	28.9
Pack / day cigarettes	4.1	4.0	1.2	2.6	2.7	0.8	3.4	3.3	1.0	7.7	6.9	2.3	4.7	4.5	1.2	6.1	5.7	1.7
Suspended from school	15.5	14.9	17.2	9.3	8.5	10.2	12.3	11.6	13.5	11.5	11.2	13.2	5.6	5.9	6.9	8.3	8.5	9.9
Drunk or high at school	19.2	19.2	19.6	16.2	14.6	15.3	17.6	16.8	17.4	26.4	25.8	23.8	16.6	16.8	16.2	21.1	21.2	19.7
Sold illegal drugs	10.0	10.5	9.7	5.0	4.0	4.1	7.4	7.1	6.7	13.3	12.3	13.2	5.5	6.8	4.9	9.1	9.5	8.8
Stolen a vehicle	3.7	5.2	5.2	2.9	2.8	3.0	3.3	4.0	4.1	2.8	2.6	3.2	0.9	1.3	1.1	1.8	1.9	2.1
Been arrested	8.7	10.3	10.7	4.6	4.5	4.9	6.5	7.3	7.7	9.4	10.2	10.1	3.3	5.3	4.8	6.2	7.7	7.3
Drug Used / Antisocial Behavior	Total																	
	Males			Females			State											
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Binge drinking	18.3	18.8	17.4	12.5	13.2	13.9	15.2	15.9	15.6									
Pack / day cigarettes	3.1	3.1	1.0	2.0	1.9	0.6	2.5	2.5	0.8									
Suspended from school	14.5	13.9	16.1	6.8	6.8	8.1	10.5	10.2	12.1									
Drunk or high at school	13.4	13.5	12.7	10.2	10.0	10.4	11.7	11.7	11.6									
Sold illegal drugs	6.4	6.6	6.1	2.8	3.0	2.5	4.5	4.7	4.2									
Stolen a vehicle	2.9	3.3	3.5	1.6	1.8	1.7	2.2	2.5	2.6									
Been arrested	6.9	5.5	7.6	2.9	3.3	3.5	4.8	5.3	5.5									

Handguns

The issue of youth handgun carrying is becoming a serious concern of communities, schools, and families. The APNA survey has several questions about handguns. Table 25 lists the questions concerning possession of handguns by grade. It is clear that responses to most of the questions show a very low percentage of students who carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.7% of the students surveyed reported having taken a handgun to school in the past 12 months. In regard to carrying a handgun in general, 5.5% of students surveyed reported having carried a handgun in the past 12 months, and 6.2% of students surveyed reported having carried a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (19.9%) or by the police (48.3%) if they carried a handgun. On a more positive note, however, only 5.5% of students think that they would be seen as cool if they carried a handgun. Most students (71.1%) also perceived that it would be difficult to get a handgun if they wanted one.

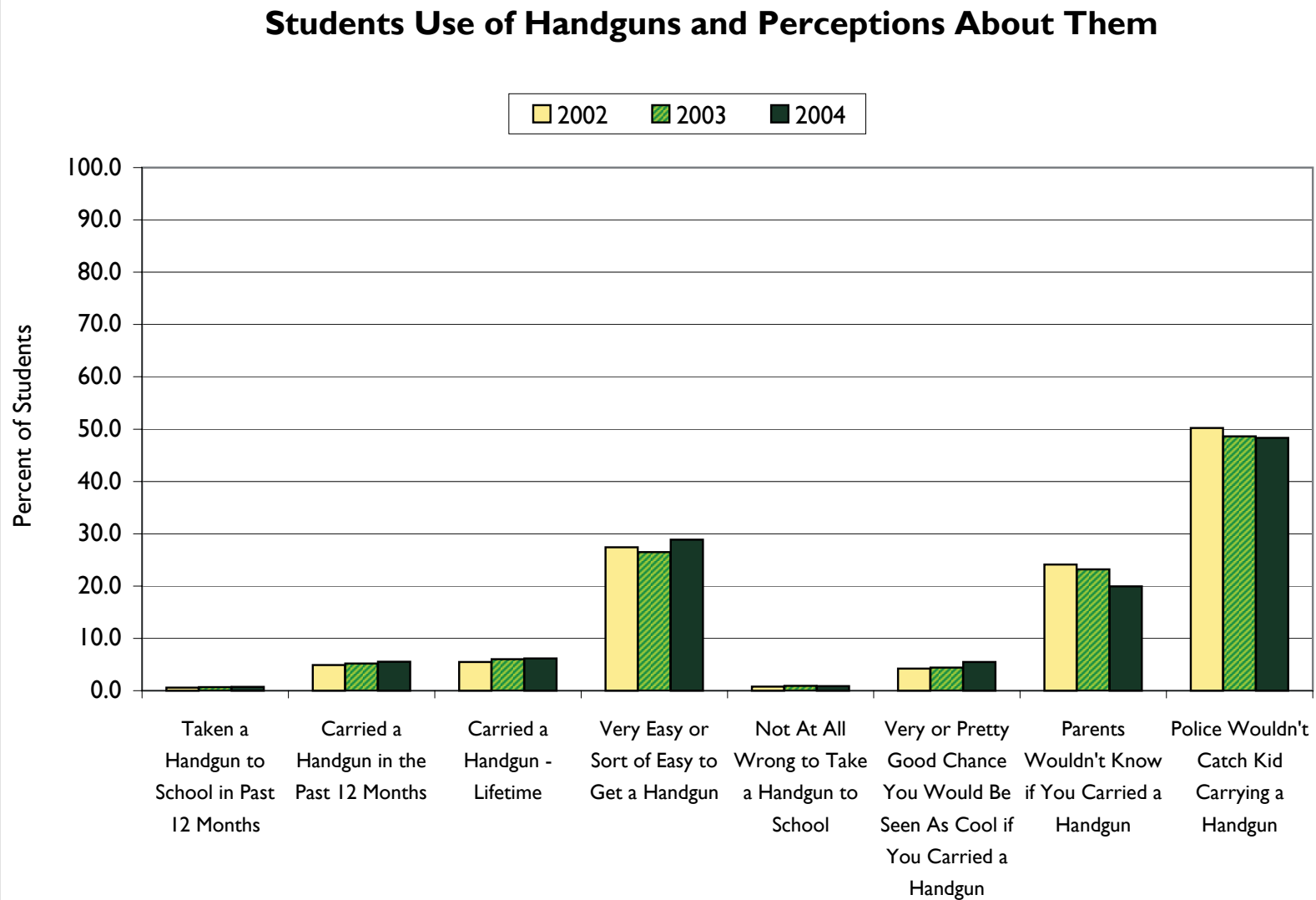
When looking at the results by grade, 10th and 12th graders reported the highest rate of taking a handgun to school in the past year (1.0%), and 8th and 10th graders reported the highest rate of carrying a handgun in their lifetime (6.8% in the 8th grade, 7.0% in the 10th grade). Twelfth graders reported the highest rate of believing it was easy to get a gun (41.0%), that the police wouldn't catch them if they carried a handgun (61.3%), and that their parent's wouldn't know if they carried a handgun (31.8%).

Rates of students reporting that they have carried a handgun in the past year and in their lifetime were similar to 2003 results. However, the rate of perceived availability of handguns (percent of students believing that it was "Very Easy" or "Sort of Easy" to get a handgun) showed an increase of 1.4% to 4.1% in all grades since the 2003 survey. Also, the percentage of students who believed that their parents wouldn't catch them if they carried a handgun decreased 2.0% to 3.4% in all grades.

Table 25

Percentage of Youth Who Responded to Questions About Handguns															
	6th Grade			8th Grade			10th Grade			12th Grade			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Taken a Handgun to School in Past 12 Months	0.2	0.3	0.4	0.8	0.8	0.7	0.7	0.9	1.0	0.7	0.6	1.0	0.6	0.7	0.7
Carried a Handgun in the Past 12 Months	4.1	4.3	4.0	5.9	5.1	6.4	4.8	6.4	6.1	5.1	5.1	5.6	4.9	5.2	5.5
Carried a Handgun - Lifetime	4.1	4.5	4.6	6.4	5.7	6.8	5.8	7.0	7.0	6.1	7.0	6.3	5.5	6.0	6.2
Very Easy or Sort of Easy to Get a Handgun	15.3	15.2	16.6	26.2	22.7	24.8	32.4	31.8	35.2	40.1	36.9	41.0	27.4	26.5	28.9
Not At All Wrong to Take a Handgun to School	0.5	0.8	0.6	1.0	1.2	0.8	1.0	0.8	1.2	0.9	0.7	1.0	0.8	0.9	0.9
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun	4.5	4.6	5.2	5.5	5.2	6.4	3.7	4.1	5.6	2.6	3.1	4.5	4.2	4.4	5.5
Parents Wouldn't Know if You Carried a Handgun	13.3	13.0	9.6	21.3	18.2	15.7	28.4	27.8	24.7	36.2	33.8	31.8	24.1	23.2	19.9
Police Wouldn't Catch Kid Carrying a Handgun	31.2	28.8	31.4	49.9	46.5	45.2	60.8	58.4	57.7	64.5	61.2	61.3	50.2	48.6	48.3

Figure 28



Violence

The APNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence. Table 26 and Figure 29 show the questions that relate to violence. A review of the responses reveals that 19.0% of the youth in Arkansas have attacked someone with the idea of seriously hurting them at some time in their life, and 15.6% have attacked someone in the past 12 months. However, only a small percentage (3.7%) believe that it isn't at all wrong to attack someone to seriously hurt them. Though these results show that violent students are the minority, there's no denying that there are many youth in Arkansas who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

When looking at the results by grade, it appears that 8th and 10th graders have the most problems with violent behavior and attitudes. Tenth graders reported the highest rates of attacking someone in their lifetime (22.0%),

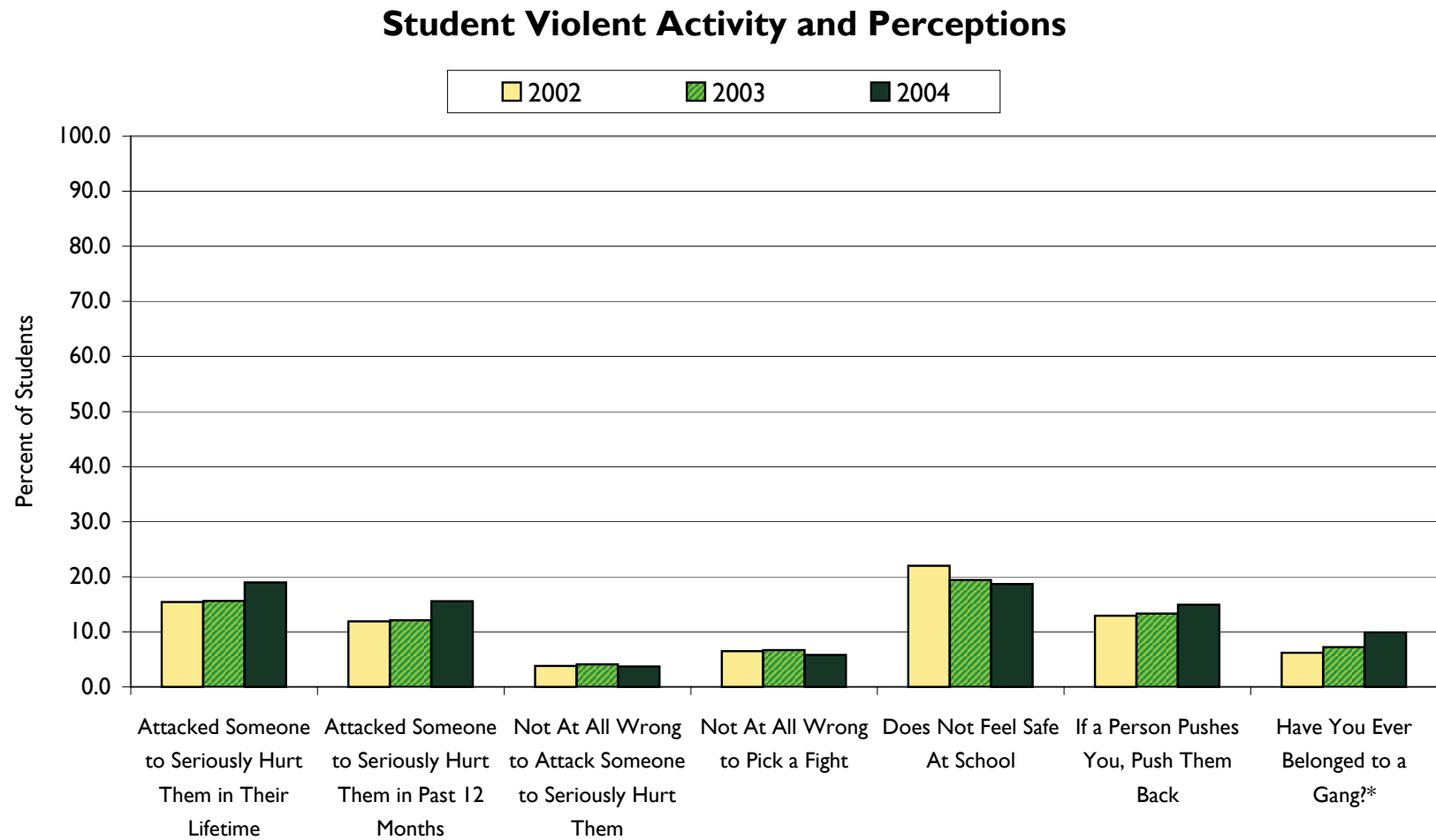
attacking someone in the past year (18.0%), and believing it was not wrong at all to attack someone (4.8%). Eighth graders had the highest rates of believing it was not wrong at all to pick a fight (7.0%), and of belonging to a gang in their lifetime (12.0%). With these high rates of violence in the 8th and 10th grade, it is no wonder that Arkansas 8th and 10th graders also showed the highest rates of not feeling safe at school (21.6% of 10th graders and 22.2% of 12th graders).

For the total survey population from 2003 to 2004, the rates of attacking someone in their lifetime increased 3.1% to 3.8% in each grade and 3.4% overall, and the rates of attacking someone in the past year increased 2.6% to 4.0% in all grades and 3.5% overall. The rate of youth who indicated that they would push someone back if they were pushed themselves also increased 1.6% for the state total.

Table 26

Percentage of Youth Who Responded to Questions About Violence and Gangs															
	6th Grade			8th Grade			10th Grade			12th Grade			Total		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Attacked Someone to Seriously Hurt Them in Their Lifetime	9.9	9.9	13.4	17.1	15.8	19.6	18.3	18.4	22.0	17.6	18.6	21.7	15.4	15.6	19.0
Attacked Someone to Seriously Hurt Them in Past 12 Months	8.3	8.5	11.7	14.4	13.1	17.1	13.6	14.0	18.0	11.4	12.7	15.3	11.9	12.1	15.6
Not At All Wrong to Attack Someone to Seriously Hurt Them	2.1	2.4	2.2	4.7	4.6	4.1	4.6	5.1	4.8	4.2	4.1	3.7	3.8	4.1	3.7
Not At All Wrong to Pick a Fight	4.4	5.0	4.0	9.0	8.5	7.0	7.1	7.0	6.9	5.6	5.8	4.7	6.5	6.7	5.8
I Do Not Feel Safe At My School (response of "NO" or "no" to the statement "I feel safe at my school")	15.8	13.8	14.1	26.3	22.6	21.6	25.7	23.0	22.2	20.6	17.1	16.0	22	19.4	18.7
If a Person Pushes You, Push Them Back	10.3	11.0	13.1	15.6	14.0	16.6	14.3	14.8	16.2	11.4	13.0	13.4	12.9	13.3	14.9
Have you ever belonged to a gang?															
For 2002 and 2003, the percent reported reflects those answering "yes" to the question "Have you ever belonged to a gang?". For 2004, the percent reported reflects those answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question "Have you ever belonged to a gang?" Because the question was asked differently, direct comparisons should between 2002/2003 and 2004 data should not be made.	6.1	7.1*	9.7*	8.0*	8.0*	12.0*	5.8*	7.7*	10.3*	4.4*	5.6*	6.3*	6.2*	7.2*	9.9*

Figure 29



*For 2002 and 2003, the percent reported reflects those answering "yes" to the question "Have you ever belonged to a gang?". For 2004, the percent reported reflects those answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question "Have you ever belonged to a gang?" Because the question was asked differently, direct comparisons should between 2002/2003 and 2004 data should not be made.

Academic Performance and Substance Use

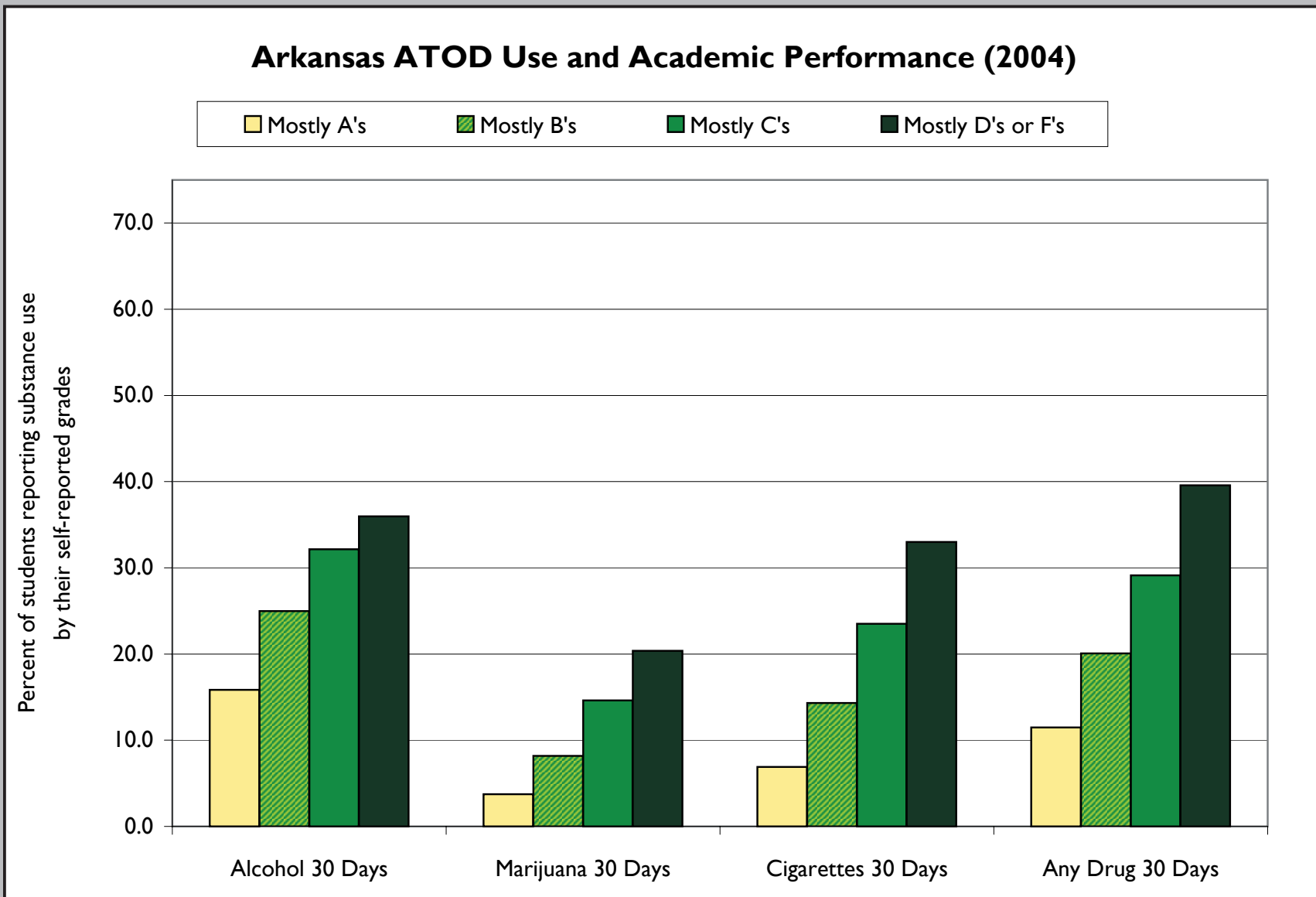
Table 27 and Figure 30 show a clear relationship between substance use and academic performance. Of the youth who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Failing (D or F) youth are approximately two times more likely to have used alcohol in the past 30 days, four times more likely to have used cigarettes in the past 30 days, five times more likely to have indicated use of marijuana in the past 30 days, and three times more likely to have used any drug in the past 30 days than “A” youth. Similar and more dramatic differences can be seen for individual drugs.

Obviously, the youth getting A’s are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all youth interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but are not able to succeed in a traditional school setting.

Table 27

Percentage Using ATODs by Academic Performance (2004)				
Drugs Used	Academic Performance			
	Mostly A’s	Mostly B’s	Mostly C’s	Mostly D’s or F’s
Alcohol Lifetime	39.0	53.6	59.7	60.7
Alcohol 30 Days	15.9	25.0	32.2	36.0
Marijuana Lifetime	10.3	19.2	29.4	35.7
Marijuana 30 Days	3.7	8.2	14.6	20.4
Cigarettes Lifetime	24.4	41.1	51.9	59.7
Cigarettes 30 Days	6.9	14.3	23.5	33.0
Any Drug Lifetime	25.6	38.7	49.9	59.3
Any Drug 30 Days	11.5	20.1	29.1	39.6

Figure 30



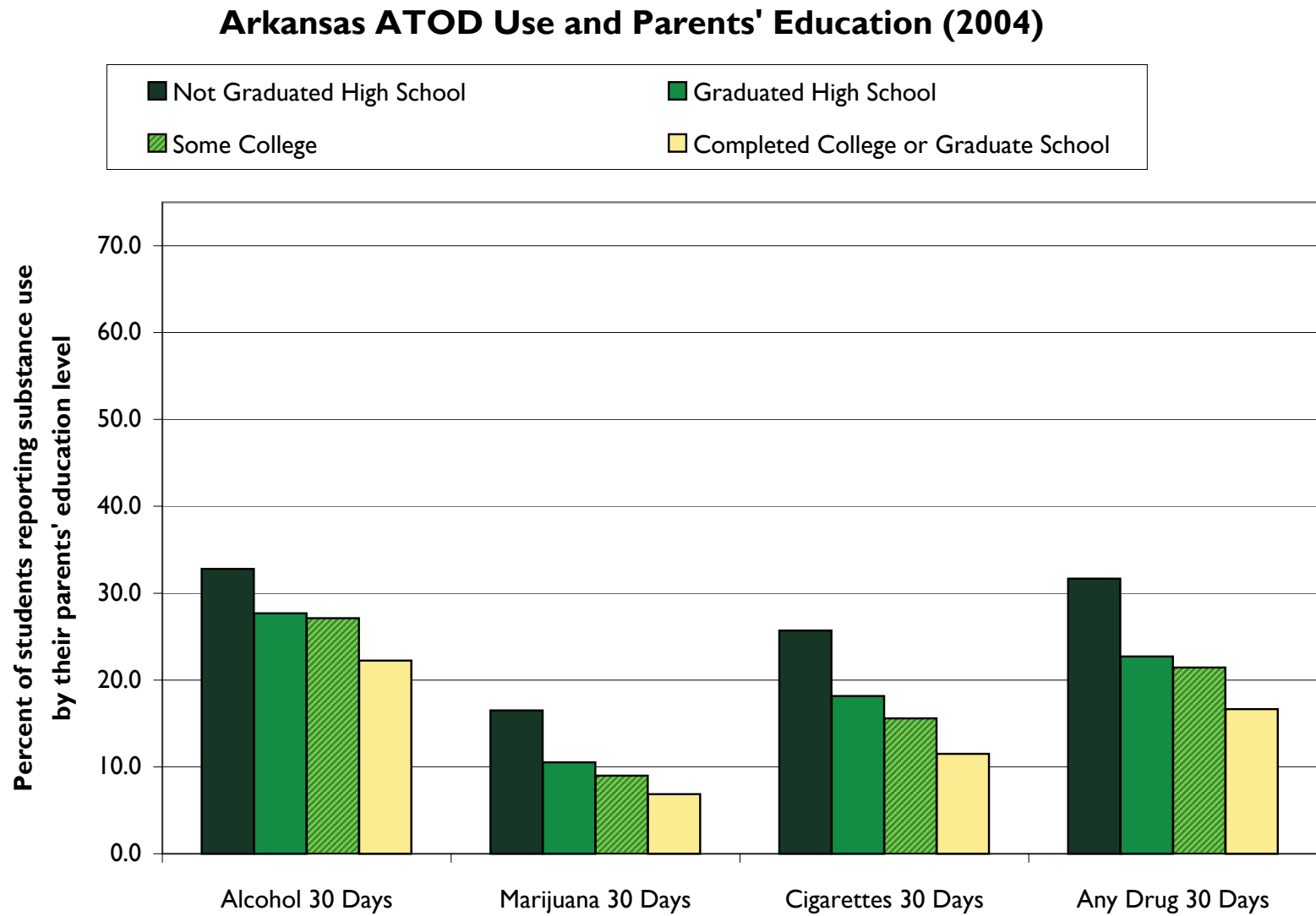
Parents' Education and Youth Substance Use

Research has shown that one of the best indicators of socioeconomic level is the parents' education. Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Arkansas, youth whose parents did not graduate from high school have a 10.6% higher 30-day use rate of cigarettes, 9.6% higher 30-day use rate of marijuana, 14.2% higher 30-day use rate of cigarettes, and 15.0% higher 30-day use rate of any drug than youth whose parents were college or graduate school graduates. Trends for all education levels can be seen on the following page in Figure 31. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 28

Percentage Using ATODs by Parents' Education (2004)				
Drugs Used	Parents' Education			
	Not Graduated High School	Graduated High School	Some College	Completed College or Graduate School
Alcohol Lifetime	65.2	56.6	55.4	46.7
Alcohol 30 Days	32.8	27.7	27.1	22.2
Marijuana Lifetime	32.3	23.0	21.2	15.8
Marijuana 30 Days	16.5	10.5	9.0	6.9
Cigarettes Lifetime	58.5	45.0	41.2	31.9
Cigarettes 30 Days	25.7	18.2	15.6	11.5
Any Drug Lifetime	53.7	41.5	40.5	33.8
Any Drug 30 Days	31.7	22.7	21.5	16.7

Figure 31



Marijuana Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Table 29 and Figure 32 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the APNA Survey, students were asked how wrong their parents felt it was to use different ATODs. The table to the right displays the percentage of students who have used marijuana in their lifetime and in the past 30 days in relation to their responses about their parents' acceptance of marijuana use.

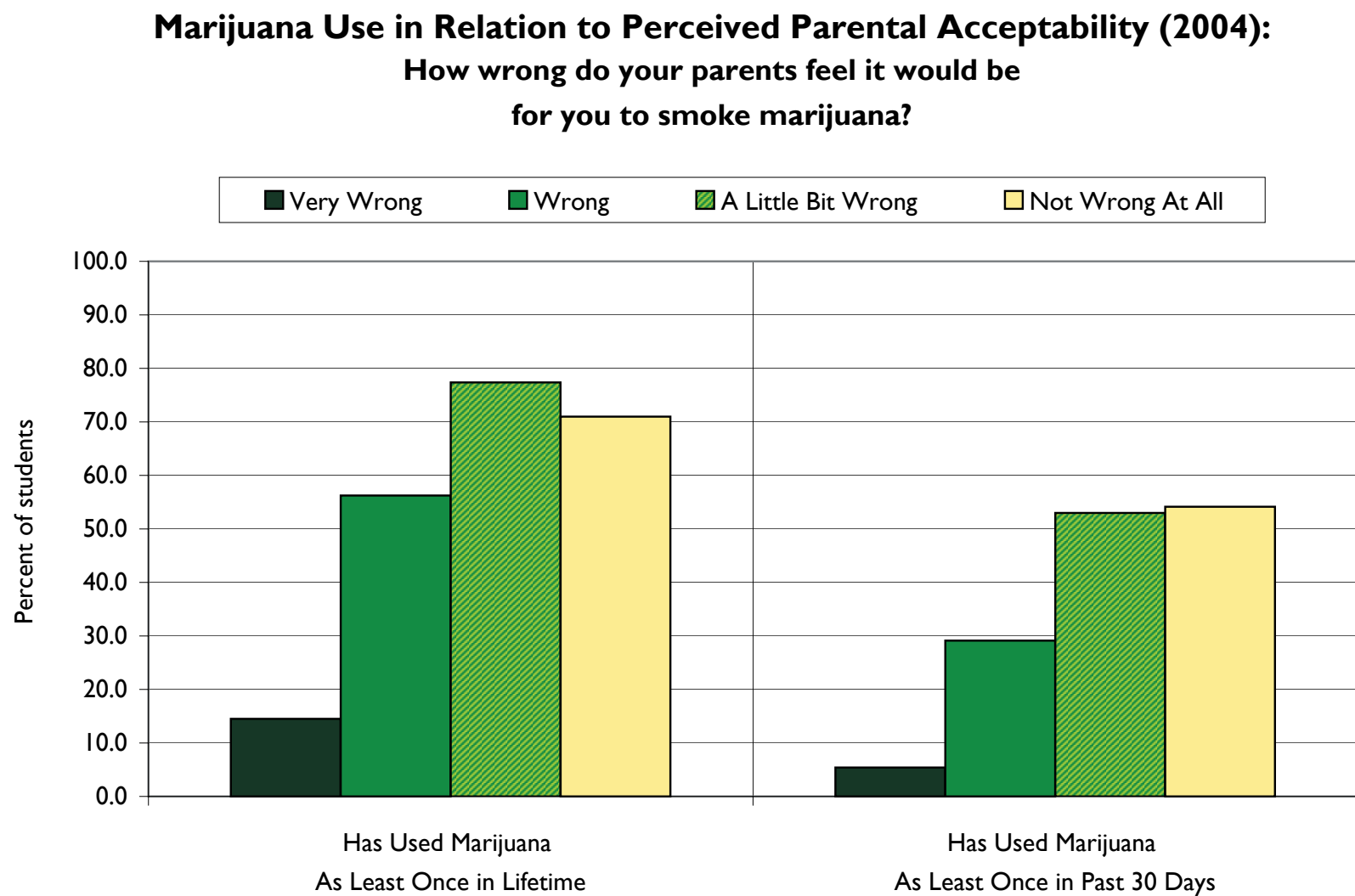
As can be seen, relatively few students (14.5% lifetime, 5.4% 30-day) use marijuana when their parents think it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," not "Very Wrong"), use increases to 56.2% for lifetime use and 29.1% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 29

Use in Relation to Perceived Parental Acceptability of Marijuana Use (2004)		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana As Least Once in Lifetime	Has Used Marijuana As Least Once in Past 30 Days
Very Wrong	14.5	5.4
Wrong	56.2	29.1
A Little Bit Wrong	77.4	53.0
Not Wrong At All	71.0	54.1

Figure 32



Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, and pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places youth at higher risk. The results provided in the following table and figure illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana use results are looked at in relation to what youth thought were their chances of being seen as cool if they used marijuana.

When youth thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 8.4% had tried marijuana in their lifetime and only 2.5% had used it in the last month. However, when youth thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were four times higher for lifetime use (34.3%) and five times higher for past-month use (13.8%). Youth who thought that there was a “Very good chance” they would be seen as cool were six times more likely to use marijuana in their lifetime than youth who perceive that marijuana use was not cool. Further the youth who thought there was a “Very good chance” they would be seen as cool were fourteen times more likely to use marijuana in the past month than youth who perceive that marijuana use was not cool.

These results better illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get youth to decrease acceptability of drugs.

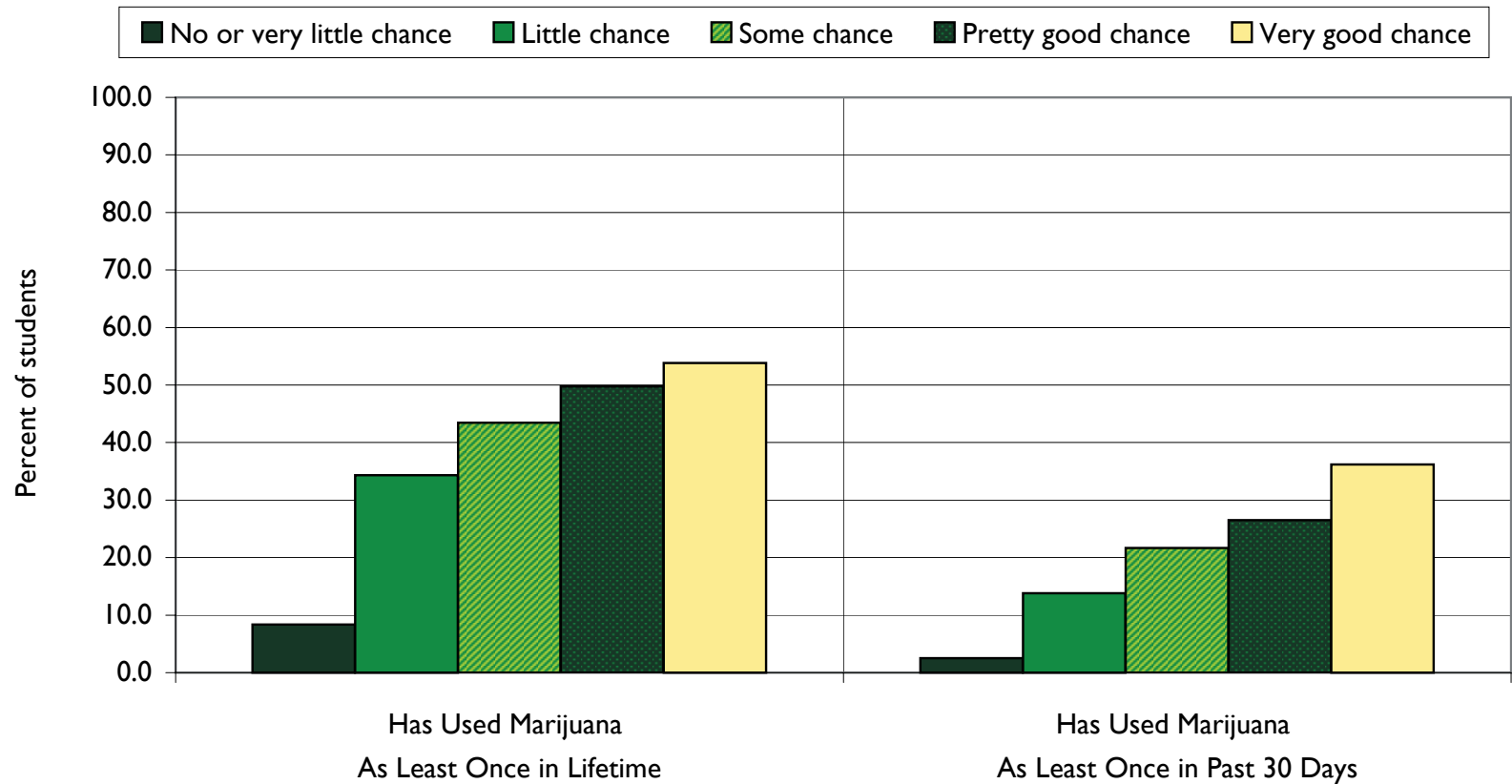
Table 30

Use in Relation to Perceived Peer Acceptability of Marijuana Use (2004)		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana As Least Once in Lifetime	Has Used Marijuana As Least Once in Past 30 Days
No or very little chance	8.4	2.5
Little chance	34.3	13.8
Some chance	43.4	21.7
Pretty good chance	49.7	26.5
Very good chance	53.8	36.2

Figure 33

Marijuana Use in Relation to Perceived Peer Acceptability (2004):

What are your chances you would be seen as cool
if you smoked marijuana?



Depressive Symptoms and Substance Use

The substance use rate of youth who reported depressive symptoms is much greater than those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the non-depressed group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents. The Arkansas survey results show that there were 1,801 youth in the depressed group, 27,678 in the middle group, and 4,626 in the not depressed group. The results of the substance use among the three groups is shown in Table 31.

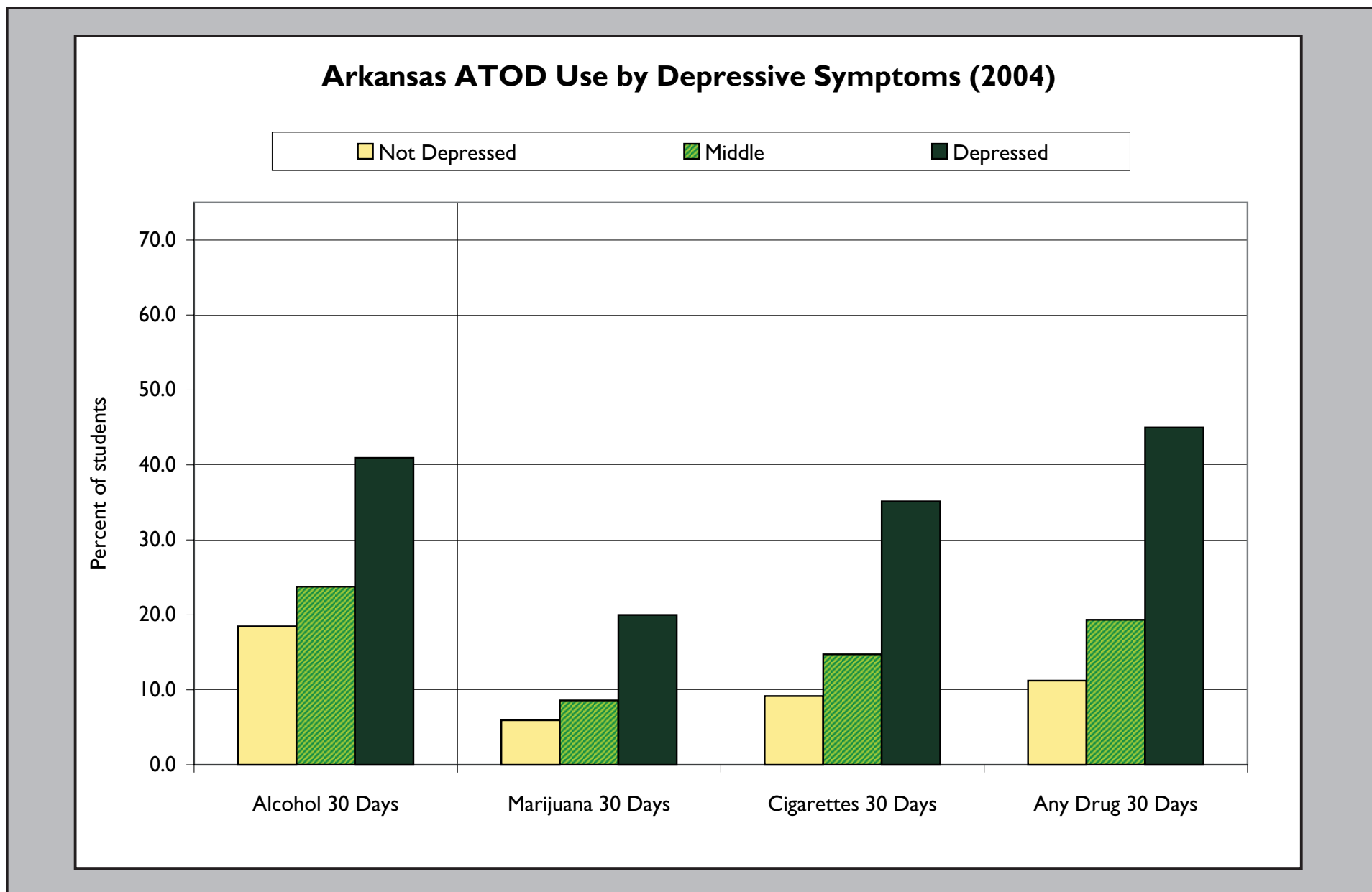
The results in Table 31 and Figure 34 show a strong link between youth who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are three times as likely to use cigarettes in the 30 days prior to the survey, three times as likely to use marijuana in the past 30 days, and four times as likely to have used any drug in the past 30 days.

The ATOD use rates of the middle depressive symptoms group, that was comprised of most youth, were closer to the rates of the non-depressed group than they were to the depressed. For the substances, the usage rates for this group were anywhere from 2.7% to 14.3% higher than that of the non-depressed rate. Thus, individuals with a positive outlook on life (even with some depressive symptoms) tend to use fewer substances than peers with a high level of depressive symptoms.

Table 31

Percentage Using ATODs and Level of Depressive Symptoms (2004)			
	Level of Depressive Symptoms		
	Not Depressed	Middle	Depressed
Number of Youth	4,626	27,678	1,801
Alcohol Lifetime	37.2	51.2	71.0
Alcohol 30 Days	18.5	23.8	40.9
Marijuana Lifetime	13.2	19.2	37.6
Marijuana 30 Days	5.9	8.6	20.0
Cigarettes Lifetime	25.4	39.7	64.8
Cigarettes 30 Days	9.2	14.7	35.1
Any Drug Lifetime	24.1	37.3	65.1
Any Drug 30 Days	11.2	19.3	45.0

Figure 34



Appendix A: Arkansas Prevention Needs Assessment 2004 Student Survey

Arkansas Prevention Needs Assessment Student Survey

1. Thank you for agreeing to participate in this survey. The purpose of this survey is to learn how students in our schools feel about their community, family, peers, and school. The survey also asks about health behaviors.
2. **The survey is completely voluntary and anonymous. DO NOT put your name on the questionnaire.**
3. This is not a test, so there are no right or wrong answers. We would like you to work quickly so you can finish.
4. All of the questions should be answered by completely filling in one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank. You can skip any question that you do not wish to answer.
5. For questions that have the following answers: **NO! no yes YES!**
Mark (the BIG) **YES!** if you think the statement is **DEFINITELY TRUE** for you.
Mark (the little) **yes** if you think the statement is **MOSTLY TRUE** for you.
Mark (the little) **no** if you think the statement is **MOSTLY NOT TRUE** for you.
Mark (the BIG) **NO!** if you think the statement is **DEFINITELY NOT TRUE** for you.

Example: Chocolate is the best ice cream flavor.

☐ NO! ☐ no ☒ yes ☐ YES!
6. Please mark only one answer for each question by completely filling in the oval with a #2 pencil.

Please fill in the following information with the help of your teacher/survey assistant.

Region:	County:	District:	School #	Student's Zipcode:
0 (0) (0)	0 (0) (0)	0 (0) (0) (0)	0 (0) (0) (0)	0 (0) (0) (0) (0)
1 (1) (1)	1 (1) (1)	1 (1) (1) (1)	1 (1) (1) (1)	1 (1) (1) (1) (1)
2 (2) (2)	2 (2) (2)	2 (2) (2) (2)	2 (2) (2) (2)	2 (2) (2) (2) (2)
3 (3) (3)	3 (3) (3)	3 (3) (3) (3)	3 (3) (3) (3)	3 (3) (3) (3) (3)
4 (4) (4)	4 (4) (4)	4 (4) (4) (4)	4 (4) (4) (4)	4 (4) (4) (4) (4)
5 (5) (5)	5 (5) (5)	5 (5) (5) (5)	5 (5) (5) (5)	5 (5) (5) (5) (5)
6 (6) (6)	6 (6) (6)	6 (6) (6) (6)	6 (6) (6) (6)	6 (6) (6) (6) (6)
7 (7) (7)	7 (7) (7)	7 (7) (7) (7)	7 (7) (7) (7)	7 (7) (7) (7) (7)
8 (8) (8)	8 (8) (8)	8 (8) (8) (8)	8 (8) (8) (8)	8 (8) (8) (8) (8)
9 (9) (9)	9 (9) (9)	9 (9) (9) (9)	9 (9) (9) (9)	9 (9) (9) (9) (9)

1. Are you: ☐ MALE ☐ FEMALE

2. How old are you?

☐ 10 or younger ☐ 12 ☐ 14 ☐ 16 ☐ 18

☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19 or older

3. What grade are you in?

☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

4. Are you Hispanic or Latino?

☐ No ☐ Yes

5. What is your race? Select one or more.

- ☐ Black or African American
☐ Asian
☐ American Indian
☐ Alaska Native
☐ White
☐ Native Hawaiian or Other Pacific Islander
☐ Other (Please Specify) _____

6. What is the highest level of schooling completed by your mother or father?

- ☐ Completed grade school or less
☐ Some high school
☐ Completed high school
☐ Some college
☐ Completed college
☐ Graduate or professional school after college
☐ Don't know
☐ Does not apply

7. Think of where you live most of the time. Which of the following people live there with you?
(Choose all that apply).

- ☐ Mother
☐ Stepmother
☐ Foster Mother
☐ Grandmother
☐ Aunt
☐ Father
☐ Stepfather
☐ Foster Father
☐ Grandfather
☐ Uncle
☐ Other Adults
☐ Brother(s)
☐ Stepbrother(s)
☐ Sister(s)
☐ Stepsister(s)
☐ Other Children

Produced by the Arkansas Department of Human Services Phone: (501) 686-9866
and Bach Harrison, L.L.C. Salt Lake City, Utah Phone: (801) 359-2064

PLEASE DO NOT WRITE IN THIS AREA

The next section asks about your experiences at school.

	NO!	no	yes	YES!
8. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers ask me to work on special classroom projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel safe at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The school lets my parents know when I have done something well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teachers praise me when I work hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Are your school grades better than the grades of most students in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I have lots of chances to be part of class discussions or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost always	Often	Sometimes	Seldom	Never
18. Now thinking back over the past year in school, how often did you:					
a. enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. try to do your best work in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. How often do you feel that the school work you are assigned is meaningful and important?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Putting them all together, what were your grades like last year?

- ☐ Mostly F's
☐ Mostly D's
☐ Mostly C's

- ☐ Mostly B's
☐ Mostly A's

21. How important do you think the things you are learning in school are going to be for your later life?

- ☐ Very important
☐ Quite important
☐ Fairly important

- ☐ Slightly important
☐ Not at all important

22. How interesting are most of your courses to you?

- ☐ Very interesting and stimulating
☐ Quite interesting
☐ Fairly interesting

- ☐ Slightly dull
☐ Very dull

23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

- ☐ None
☐ 1
☐ 2
☐ 3
☐ 4-5
☐ 6-10
☐ 11 or more

The next questions ask about your feelings and experiences in other parts of your life.

24. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

	0	1	2	3	4
a. participated in clubs, organizations or activities at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. made a commitment to stay drug-free?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. tried to do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. been suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. liked school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. sold illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. regularly attended religious services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. been arrested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. dropped out of school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. been members of a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. What are the chances you would be seen as cool if you:

	Very good chance	Pretty good chance	Some chance	Little chance	No or very little chance
a. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. worked hard at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. defended someone who was being verbally abused at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. regularly volunteered to do community service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How old were you when you first:

	17 or older	16	15	14	13	12	11	10 or younger	Never
a. smoked marijuana?									
b. smoked a cigarette, even just a puff?									
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?									
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?									
e. used phenoxydine (pox, px, breeze)?									
f. got suspended from school?									
g. got arrested?									
h. carried a handgun?									
i. attacked someone with the idea of seriously hurting them?									
j. belonged to a gang?									

29. How many times have you done the following things?

	Once a week or more	2 or 3 times a month	About once a month	Less than once a month	I've done it, but not in the past year	Never
a. done what feels good no matter what.						
b. done something dangerous because someone dared you to do it.						
c. done crazy things even if they are a little dangerous.						

30. How many times in the past year (12 months) have you:

	40+ times	30 to 39 times	20 to 29 times	10 to 19 times	6 to 9 times	3 to 5 times	1 to 2 times	Never
a. been suspended from school?								
b. carried a handgun?								
c. sold illegal drugs?								
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?								
e. participated in clubs, organizations or activities at school?								
f. been arrested?								
g. done extra work on your own for school?								
h. attacked someone with the idea of seriously hurting them?								
i. been drunk or high at school?								
j. volunteered to do community service?								
k. taken a handgun to school?								

27. How wrong do you think it is for someone your age to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. take a handgun to school?				
b. steal anything worth more than \$5?				
c. pick a fight with someone?				
d. attack someone with the idea of seriously hurting them?				
e. stay away from school all day when their parents think they are at school?				
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?				
g. smoke cigarettes?				
h. smoke marijuana?				
i. use LSD, cocaine, amphetamines or another illegal drug?				

28. At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?

☐ No ☐ Yes

31. Are you currently on probation, or assigned a probation officer with Juvenile Court?

☐ No ☐ Yes

32. Have you ever belonged to a gang?

☐ No ☐ Yes, belong now
☐ No, but would like to ☐ Yes, but would like to get out
☐ Yes, in the past

33. If you have ever belonged to a gang, did that gang have a name?

☐ No ☐ Yes ☐ I have never belonged to a gang

34. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around!" There is nobody in sight, no employees and no other customers. What would you do now?
- ☐ Ignore her
- ☐ Grab a CD and leave the store
- ☐ Tell her to put the CD back
- ☐ Act like it is a joke, and ask her to put the CD back
35. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?
- ☐ Push the person back
- ☐ Say "Excuse me" and keep on walking
- ☐ Say "Watch where you are going" and keep on walking
- ☐ Swear at the person and walk away
36. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?
- ☐ Drink it
- ☐ Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else
- ☐ Just say, "No thanks" and walk away
- ☐ Make up a good excuse, tell your friend you had something else to do, and leave
37. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?
- ☐ Leave the house anyway
- ☐ Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out
- ☐ Not say anything and start watching TV
- ☐ Get into an argument with her
38. How often do you attend religious services or activities?
- ☐ Never ☐ 1-2 Times a Month
- ☐ Rarely ☐ About Once a Week or More
39. I do the opposite of what people tell me, just to get them mad.
- ☐ Very False ☐ Somewhat True
- ☐ Somewhat False ☐ Very True
40. I like to see how much I can get away with.
- ☐ Very False ☐ Somewhat True
- ☐ Somewhat False ☐ Very True

41. I ignore rules that get in my way.

- ☐ Very False ☐ Somewhat True
- ☐ Somewhat False ☐ Very True

NO!	no	yes	YES!
42. I think sometimes it's okay to cheat at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. It is important to think before you act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Sometimes I think that life is not worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. All in all, I am inclined to think that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. It is all right to beat up people if they start the fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I think it is okay to take something without asking if you can get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

NO!	no	yes	YES!
a. smoke cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. drink beer, wine, or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. use LSD, cocaine, amphetamines or another illegal drug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk		
	Moderate Risk		
	Slight Risk		
	No Risk		
a. smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. try marijuana once or twice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. have five or more drinks once or twice each weekend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OCCASIONS

1

1

1

1

1

1

1

1

1

1

1

1

1

1

77. How frequently have you smoked cigarettes during the past 30 days?

- ☐ Not at all
- ☐ Less than one cigarette per day
- ☐ One to five cigarettes per day
- ☐ About one-half pack per day
- ☐ About one pack per day
- ☐ About one and one-half packs per day
- ☐ Two packs or more per day

78. During the last month, about how many marijuana cigarettes, or the equivalent, did you smoke a day, on the average? (If you shared them with other people, count only the amount YOU smoked).

- ☐ None
- ☐ Less than 1 a day
- ☐ 1 a day
- ☐ 2-3 a day
- ☐ 4-6 a day
- ☐ 7-10 a day
- ☐ 11 or more a day

☐ None

☐ Less than 1 a day

☐ 1 a day

☐ 2-3 a day

☐ 4-6 a day

☐ 7-10 a day

☐ 11 or more a day

- ☐ None
- ☐ Less than 1 a day
- ☐ 1 a day
- ☐ 2-3 a day
- ☐ 4-6 a day
- ☐ 7-10 a day
- ☐ 11 or more a day

☐ None

☐ Less than 1 a day

☐ 1 a day

☐ 2-3 a day

☐ 4-6 a day

☐ 7-10 a day

☐ 11 or more a day

- ☐ None
- ☐ Less than 1 a day
- ☐ 1 a day
- ☐ 2-3 a day
- ☐ 4-6 a day
- ☐ 7-10 a day
- ☐ 11 or more a day

These questions ask about the neighborhood and community where you live.

79. How wrong would most adults (over 21) in your neighborhood think it is for kids your age:

	Not Wrong at All		
	A Little Bit Wrong	Wrong	Very Wrong
a. to use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. to drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. to smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80. How much does each of the following statements describe your neighborhood?

	NO!	no	yes	YES!
a. crime and/or drug selling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. lots of empty or abandoned buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. lots of graffiti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81. If I had to move, I would miss the neighborhood I now live in.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. My neighbors notice when I am doing a good job and let me know about it.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. I like my neighborhood.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

84. There are lots of adults in my neighborhood I could talk to about something important.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. I'd like to get out of my neighborhood.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. There are people in my neighborhood who are proud of me when I do something well.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. There are people in my neighborhood who encourage me to do my best.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. I feel safe in my neighborhood.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. Which of the following activities for people your age are available in your community?

a. sports teams	<input type="radio"/> No	<input type="radio"/> Yes
b. scouting	<input type="radio"/> No	<input type="radio"/> Yes
c. boys and girls clubs	<input type="radio"/> No	<input type="radio"/> Yes
d. 4-H clubs	<input type="radio"/> No	<input type="radio"/> Yes
e. service clubs	<input type="radio"/> No	<input type="radio"/> Yes

90. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

92. If a kid carried a handgun in your neighborhood would he or she be caught by the police?

	very easy		
	sort of easy	sort of hard	very hard
93. If you wanted to get some cigarettes, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

	very easy		
	sort of easy	sort of hard	very hard
95. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

96. If you wanted to get a handgun, how easy would it be for you to get one?

	very easy		
	sort of easy	sort of hard	very hard
97. If you wanted to get some marijuana, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions ask about your family. When answering these questions please think about the people you consider to be your family, for example, parents, stepparents, grandparents, aunts, uncles, etc.

98. How wrong do your parents feel it would be for YOU to:

	Not Wrong at All		
	A Little Bit Wrong	Wrong	Very Wrong
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. steal something worth more than \$5?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. pick a fight with someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. Have any of your brothers or sisters ever:

	I don't have any brothers or sisters	
	No	Yes
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>
c. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
d. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>
e. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
100. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. People in my family often insult or yell at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. We argue about the same things in my family over and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. If you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. If you skipped school would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. My parents ask me what I think before most family decisions affecting me are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. If I had a personal problem, I could ask my mom or dad for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
115. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. My parents give me lots of chances to do fun things with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. My parents ask if I've gotten my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. People in my family have serious arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. Would your parents know if you did not come home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. It is important to be honest with your parents, even if they become upset or you get punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

121. My parents notice when I am doing a good job and let me know about it.

☐ Never or Almost Never
☐ Sometimes
☐ Often
☐ All the Time

122. How often do your parents tell you they're proud of you for something you've done?

☐ Never or Almost Never
☐ Sometimes
☐ Often
☐ All the Time

123. How many brothers and sisters, including stepbrothers and sisters, do you have that are younger than you?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

124. How many brothers and sisters, including stepbrothers and sisters, do you have that are older than you?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

125. Have you changed homes in the past year (the last 12 months)?

☐ No ☐ Yes

126. How many times have you changed homes since kindergarten?

☐ Never
☐ 1 or 2 times
☐ 3 or 4 times
☐ 5 or 6 times
☐ 7 or more times

127. Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?

☐ No ☐ Yes

128. How many times have you changed schools since kindergarten (including changing from elementary to middle and middle to high school)?

☐ Never
☐ 1 or 2 times
☐ 3 or 4 times
☐ 5 or 6 times
☐ 7 or more times

129. Has anyone in your family ever had severe alcohol or drug problems?

☐ No ☐ Yes

130. About how many adults (over 21) have you known personally who in the past year have:

Number of Adults

	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. sold or dealt drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. gotten drunk or high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

131. Have you attended a RAVE party?

☐ NO! ☐ no ☐ yes ☐ YES!

132. Have you used drugs while attending a RAVE party?

☐ NO! ☐ no ☐ yes ☐ YES!

133. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

Number of friends

	0	1	2	3	4
a. attended a RAVE party?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. used drugs while at a Rave Party?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

134. How honest were you in filling out this survey?

☐ I was very honest

☐ I was honest pretty much of the time

☐ I was honest some of the time

☐ I was honest once in a while

☐ I was not honest at all

Thank you for completing the survey

Appendix B: Risk and Protective Factors and Their Associated Scales

Community Domain Protective Factors

Protective Factor

Associated Scales

Community Opportunities for Prosocial Involvement

Community Opportunities for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Domain Risk Factors

Risk Factor

Associated Scales

Low Neighborhood Attachment and Community Disorganization

Low Neighborhood Attachment
Community Disorganization

Transitions & Mobility

Transitions & Mobility

Laws and Norms Favorable to Drug Use, Firearms, and Crime

Laws and Norms Favorable to Drug Use

Availability of Drugs and Firearms

Perceived Availability of Drugs
Perceived Availability of Handguns

Media Portrayals of Violence

No Scale

Extreme Economic Deprivation

No Scale

Family Domain Protective Factors

Protective Factor

Associated Scales

Family Attachment

Family Attachment

Family Opportunities for Positive Involvement

Family Opportunities for Positive Involvement

Family Rewards for Positive Involvement

Family Rewards for Positive Involvement

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Family Domain Risk Factors

Risk Factor

Associated Scales

Family Management Problems

Poor Family Management

Family Conflict

Family Conflict

Family Involvement in the Problem Behavior

Family History of Antisocial Behavior

Favorable Parental Attitudes Towards The Problem Behavior

Parental Attitudes Favorable to Antisocial Behavior
Parental Attitudes Favorable to Drug Use

School Domain Protective Factors

Protective Factor

Associated Scales

School Opportunities for Prosocial Involvement

School Opportunities for Prosocial Involvement

School Rewards for Prosocial Involvement

School Rewards for Prosocial Involvement

School Domain Risk Factors

Risk Factor

Associated Scales

Academic Failure Beginning in Late Elementary School

Academic Failure

Lack of Commitment to School

Low School Commitment

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Individual-Peer Protective Factors

Protective Factor

Associated Scales

Religiosity

Religiosity

Social Skills

Social Skills

Belief in the Moral Order

Belief in the Moral Order

Prosocial Involvement

Prosocial Involvement

Rewards for Prosocial Involvement

Rewards for Prosocial Involvement

Interaction with Prosocial Peers

Interaction with Prosocial Peers

Individual-Peer Risk Factors

Risk Factor

Associated Scales

Rebelliousness

Rebelliousness

Early and Persistent Antisocial Behavior

Early Initiation of Drug use
Early Initiation of Antisocial Behavior

Friends Who Engage in the Problem Behavior

Interaction with Antisocial Peers
Friends' Use of Drugs
Rewards for Antisocial Behavior

Favorable Attitudes Towards the Problem Behavior

Attitudes Favorable Towards Antisocial Behavior
Attitudes Favorable Towards Drug Use
Perceived Risks of Drug Use
Intention to Use

Early Initiative of the Problem Behavior

Early Initiative of Drug Use
Early Initiative of Antisocial Behavior

Gang Involvement

Gang Involvement

Constitutional Factors

Sensation Seeking
Depressive Symptoms

Appendix C: APNA Survey Results, Frequency and Percentage for Each Response Category

Question	Response	#	%
1. Are you?	male	18,897	48.3
	female	20,223	51.7
2. How old are you?	10 or younger	19	0.0
	11	6,450	16.1
	12	4,043	10.1
	13	7,158	17.9
	14	4,501	11.3
	15	6,471	16.2
	16	3,416	8.5
	17	5,513	13.8
	18	2,289	5.7
	19 or older	139	0.3
3. What grade are you in?	6th	10,913	27.3
	8th	11,740	29.4
	10th	9,739	24.3
	12th	7,607	19.0
4, 5 Are you Hispanic or Latino? (Question 4) and What is your race? (Select one or more) (Question 5)	Hispanic/Latino	3,207	8.5
	Black	6,267	15.7
	Asian	561	1.4
	American Indian	1,726	4.3
	Alaska Native	53	0.1
	White	28,584	71.5
	Hawaiian	200	0.5
	Other	2,162	5.4

Question	Response	#	%
6. What is the highest level of schooling your mother or father completed?	Grade school or less	781	2.0
	Some high school	3,113	8.1
	Completed high school	8,810	22.9
	Some college	6,161	16.0
	Completed college	8,518	22.1
	Graduate or prof	2,984	7.7
	Don't know	7,701	20.0
7. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)	Does not apply	456	1.2
	Mother lives with you	33,357	83.4
	Stepmother lives with you	2,004	5.0
	Foster Mother lives with you	145	0.4
	Grandmother lives with you	3,590	9.0
	Aunt lives with you	1,275	3.2
	Father lives with you	22,372	55.9
	Stepfather lives with you	6,043	15.1
	Foster Father lives with you	120	0.3
	Grandfather lives with you	1,955	4.9
	Uncle lives with you	1,303	3.3
	Other adults live with you	947	2.4
	Brother(s) live with you	16,692	41.7
	Stepbrother(s) live with you	1,587	4.0
	Sister(s) live with you	15,333	38.3
	Stepsister(s) live with you	1,498	3.7
	Other children live with you	1,865	4.7
8. In my school, students have lots of chances to help decide things like class activities and rules.	NO!	7,006	18.0
	no	13,451	34.6
	yes	15,257	39.3
	YES!	3,130	8.1

Question	Response	#	%
9. Teachers ask me to work on special classroom projects.	NO!	5,038	13.0
	no	15,816	40.9
	yes	14,618	37.8
	YES!	3,180	8.2
10. My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	2,279	5.9
	no	6,672	17.4
	yes	19,656	51.1
	YES!	9,836	25.6
11. There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!	1,280	3.3
	no	3,059	7.9
	yes	14,273	37.0
	YES!	19,918	51.7
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	1,871	4.9
	no	6,775	17.7
	yes	18,687	48.8
	YES!	10,973	28.6
13. I feel safe at my school.	NO!	2,602	6.8
	no	4,492	11.8
	yes	18,001	47.4
	YES!	12,913	34.0
14. The school lets my parents know when I have done something well.	NO!	6,979	18.4
	no	14,415	38.1
	yes	11,864	31.3
	YES!	4,601	12.2
15. My teachers praise me when I work hard in school.	NO!	5,099	13.6
	no	12,843	34.2
	yes	15,168	40.4
	YES!	4,425	11.8
16. Are your school grades better than the grades of most students in your class?	NO!	3,957	10.5
	no	11,727	31.1
	yes	15,868	42.1
	YES!	6,107	16.2

Question	Response	#	%
17. I have lots of chances to be part of class discussions or activities.	NO!	1,789	4.8
	no	6,215	16.6
	yes	20,130	53.6
	YES!	9,389	25.0
18. Now think back over the past year in school, how often did you:			
a. enjoy being in school?	Never	3,079	8.4
	Seldom	4,334	11.8
	Sometimes	13,977	37.9
	Often	9,279	25.2
	Almost Always	6,198	16.8
b. hate being in school?	Never	3,980	10.8
	Seldom	9,745	26.6
	Sometimes	12,086	32.9
	Often	6,590	18.0
	Almost Always	4,301	11.7
c. try to do your best work in school?	Never	364	1.0
	Seldom	1,050	2.9
	Sometimes	5,256	14.6
	Often	10,332	28.8
	Almost Always	18,891	52.6
19. How often do you feel that the school work you are assigned is meaningful and important?	Never	2,383	6.5
	Seldom	5,742	15.7
	Sometimes	11,198	30.6
	Often	9,906	27.1
	Almost Always	7,334	20.1
20. Putting them all together, what were your grades like last year?	Mostly F's	650	1.8
	Mostly D's	1,725	4.7
	Mostly C's	8,394	22.7
	Mostly B's	14,050	38.0
	Mostly A's	12,186	32.9

Question	Response	#	%
21. How important do you think the things you are learning in school are going to be for your later life?	Very important	14,515	38.6
	Quite important	9,609	25.5
	Fairly important	8,603	22.9
	Slightly important	3,893	10.3
	Not at all important	998	2.7
22. How interesting are most of your courses to you?	Very interesting and stimulating	4,229	11.4
	Quite interesting	9,774	26.3
	Fairly interesting	13,643	36.7
	Slightly Dull	6,473	17.4
	Very Dull	3,029	8.2
23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or “cut”?	none	27,883	73.5
	1	4,270	11.3
	2	2,274	6.0
	3	1,523	4.0
	4 to 5	1,187	3.1
	6 to 10	482	1.3
	11 or more	297	0.8
24. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have...			
a. participated in clubs, organizations or activities at school?	0 Friends	4,375	11.7
	1 Friend	4,433	11.9
	2 Friends	6,650	17.8
	3 Friends	5,975	16.0
	4 Friends	15,966	42.7
b. smoked cigarettes?	0 Friends	20,839	57.5
	1 Friend	5,562	15.4
	2 Friends	3,867	10.7
	3 Friends	2,279	6.3
	4 Friends	3,681	10.2

Question	Response	#	%
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn’t know about it?	0 Friends	16,786	46.6
	1 Friend	4,951	13.7
	2 Friends	4,122	11.4
	3 Friends	3,102	8.6
	4 Friends	7,083	19.7
d. made a commitment to stay drug free?	0 Friends	7,511	20.8
	1 Friend	4,655	12.9
	2 Friends	3,979	11.0
	3 Friends	3,959	10.9
	4 Friends	16,066	44.4
e. used marijuana?	0 Friends	23,722	68.4
	1 Friend	3,640	10.5
	2 Friends	2,456	7.1
	3 Friends	1,877	5.4
	4 Friends	3,012	8.7
f. tried to do well in school?	0 Friends	1,298	3.6
	1 Friend	2,146	6.0
	2 Friends	4,674	13.0
	3 Friends	7,074	19.7
	4 Friends	20,747	57.7
g. used LSD, cocaine, amphetamines, or other illegal drugs?	0 Friends	29,694	85.9
	1 Friend	2,377	6.9
	2 Friends	1,141	3.3
	3 Friends	545	1.6
	4 Friends	806	2.3
h. been suspended from school?	0 Friends	21,447	62.8
	1 Friend	6,264	18.4
	2 Friends	3,083	9.0
	3 Friends	1,325	3.9
	4 Friends	2,007	5.9

Question	Response	#	%
i. liked school?	0 Friends	8,159	23.4
	1 Friend	4,461	12.8
	2 Friends	7,219	20.7
	3 Friends	6,464	18.5
	4 Friends	8,563	24.6
j. carried a handgun?	0 Friends	29,697	91.1
	1 Friend	1,367	4.2
	2 Friends	576	1.8
	3 Friends	328	1.0
	4 Friends	613	1.9
k. sold illegal drugs?	0 Friends	28,084	86.9
	1 Friend	2,101	6.5
	2 Friends	1,060	3.3
	3 Friends	410	1.3
	4 Friends	669	2.1
l. regularly attended religious services?	0 Friends	5,659	16.3
	1 Friend	4,935	14.2
	2 Friends	6,738	19.4
	3 Friends	6,665	19.2
	4 Friends	10,752	30.9
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 Friends	29,823	91.2
	1 Friend	1,726	5.3
	2 Friends	569	1.7
	3 Friends	235	0.7
	4 Friends	350	1.1
n. been arrested?	0 Friends	25,527	79.7
	1 Friend	3,742	11.7
	2 Friends	1,424	4.4
	3 Friends	620	1.9
	4 Friends	707	2.2

Question	Response	#	%
o. dropped out of school?	0 Friends	27,330	88.3
	1 Friend	2,404	7.8
	2 Friends	723	2.3
	3 Friends	227	0.7
	4 Friends	253	0.8
p. been members of a gang?	0 Friends	26,140	84.2
	1 Friend	2,041	6.6
	2 Friends	971	3.1
	3 Friends	472	1.5
	4 Friends	1,407	4.5
25. What are the chances you would be seen as cool if you...			
a. smoked cigarettes?	No or Very Little Chance	21,545	64.5
	Little Chance	5,949	17.8
	Some Chance	3,391	10.2
	Pretty Good Chance	1,463	4.4
	Very Good Chance	1,031	3.1
b. worked hard at school?	No or Very Little Chance	3,608	10.3
	Little Chance	5,240	15.0
	Some Chance	7,769	22.2
	Pretty Good Chance	7,797	22.3
	Very Good Chance	10,525	30.1
c. began drinking alcohol beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	17,334	52.6
	Little Chance	5,136	15.6
	Some Chance	4,620	14.0
	Pretty Good Chance	3,539	10.7
	Very Good Chance	2,321	7.0
d. defend someone being verbally abused at school?	No or Very Little Chance	5,001	14.7
	Little Chance	4,438	13.1
	Some Chance	7,445	21.9
	Pretty Good Chance	7,963	23.4
	Very Good Chance	9,146	26.9

Question	Response	#	%
e. smoked marijuana?	No or Very Little Chance	20,927	66.6
	Little Chance	3,861	12.3
	Some Chance	2,832	9.0
	Pretty Good Chance	1,824	5.8
	Very Good Chance	1,963	6.3
f. carried a handgun?	No or Very Little Chance	24,268	80.3
	Little Chance	2,866	9.5
	Some Chance	1,437	4.8
	Pretty Good Chance	717	2.4
	Very Good Chance	941	3.1
g. regularly volunteered to do community services?	No or Very Little Chance	9,226	27.6
	Little Chance	6,548	19.6
	Some Chance	7,435	22.2
	Pretty Good Chance	5,007	15.0
	Very Good Chance	5,239	15.7
26. How old were you when you first:			
a. smoked marijuana?	Never have	30,415	80.4
	10 or younger	713	1.9
	11	602	1.6
	12	1,027	2.7
	13	1,422	3.8
	14	1,315	3.5
	15	1,128	3.0
	16	782	2.1
	17 or Older	414	1.1
b. smoked a cigarette, even just a puff?	Never have	21,671	58.2
	10 or younger	5,903	15.8
	11	2,195	5.9
	12	2,159	5.8
	13	1,961	5.3
	14	1,412	3.8
	15	978	2.6
	16	635	1.7
	17 or Older	351	0.9

Question	Response	#	%
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	Never have	17,143	46.3
	10 or younger	5,522	14.9
	11	2,220	6.0
	12	2,523	6.8
	13	2,909	7.9
	14	2,592	7.0
	15	2,151	5.8
	16	1,298	3.5
	17 or Older	656	1.8
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never have	28,843	78.7
	10 or younger	509	1.4
	11	393	1.1
	12	634	1.7
	13	1,164	3.2
	14	1,413	3.9
	15	1,535	4.2
	16	1,310	3.6
	17 or Older	843	2.3
e. used phenoxydine (pox, px, breeze)?	Never have	35,762	100.0
f. got suspended from school?	Never have	28,362	79.5
	10 or younger	2,076	5.8
	11	1,050	2.9
	12	1,110	3.1
	13	1,190	3.3
	14	879	2.5
	15	537	1.5
	16	310	0.9
	17 or Older	184	0.5

Question	Response	#	%
g. got arrested?	Never have	32,800	92.5
	10 or younger	297	0.8
	11	237	0.7
	12	304	0.9
	13	440	1.2
	14	419	1.2
	15	404	1.1
	16	325	0.9
	17 or Older	224	0.6
h. carried a handgun?	Never have	32,749	93.8
	10 or younger	636	1.8
	11	355	1.0
	12	282	0.8
	13	266	0.8
	14	235	0.7
	15	176	0.5
	16	103	0.3
	17 or Older	100	0.3
i. attacked someone with the idea of seriously hurting them?	Never have	29,046	81.0
	10 or younger	1,838	5.1
	11	942	2.6
	12	920	2.6
	13	1,034	2.9
	14	802	2.2
	15	589	1.6
	16	420	1.2
	17 or Older	258	0.7
j. belonged to a gang?	Never have	33,331	93.4
	10 or younger	544	1.5
	11	422	1.2
	12	385	1.1
	13	430	1.2
	14	267	0.7
	15	176	0.5
	16	83	0.2
	17 or Older	62	0.2

Question	Response	#	%
27. How wrong do you think it is for someone your age to:			
a. take a handgun to school?	Very Wrong	33,565	90.5
	Wrong	2,566	6.9
	A Little Bit Wrong	613	1.7
	Not Wrong at All	327	0.9
b. steal anything worth more than \$5?	Very Wrong	22,978	63.0
	Wrong	10,091	27.7
	A Little Bit Wrong	2,681	7.4
	Not Wrong at All	706	1.9
c. pick a fight with someone?	Very Wrong	14,726	41.0
	Wrong	11,994	33.4
	A Little Bit Wrong	7,112	19.8
	Not Wrong at All	2,069	5.8
d. attack someone with the idea of seriously hurting them?	Very Wrong	24,327	68.0
	Wrong	6,994	19.6
	A Little Bit Wrong	3,120	8.7
	Not Wrong at All	1,320	3.7
e. stay away from school all day when their parents think they are at school?	Very Wrong	20,758	57.6
	Wrong	8,806	24.5
	A Little Bit Wrong	4,807	13.3
	Not Wrong at All	1,642	4.6
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong	20,110	56.3
	Wrong	6,441	18.0
	A Little Bit Wrong	5,849	16.4
	Not Wrong at All	3,321	9.3
g. smoke cigarettes?	Very Wrong	20,472	59.0
	Wrong	6,724	19.4
	A Little Bit Wrong	4,240	12.2
	Not Wrong at All	3,274	9.4

Question	Response	#	%
h. smoke marijuana?	Very Wrong	25,696	75.2
	Wrong	3,714	10.9
	A Little Bit Wrong	2,365	6.9
	Not Wrong at All	2,408	7.0
i. use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong	31,608	91.6
	Wrong	1,793	5.2
	A Little Bit Wrong	594	1.7
	Not Wrong at All	517	1.5
28. At school during the past year, did you receive help from the resource teacher or other special education teacher?	No	29,348	87.2
	Yes	4,324	12.8
29. How many times have you done the following things:			
a. done what feels good no matter what?	Never	10,349	28.1
	Done it, but not in the past year	5,154	14.0
	Less than once a month	3,932	10.7
	About once a month	3,613	9.8
	2 or 3 times a month	4,616	12.5
	Once a week or more	9,195	24.9
b. done something dangerous because someone dared you to do it?	Never	19,292	52.6
	Done it, but not in the past year	7,942	21.6
	Less than once a month	3,649	9.9
	About once a month	2,264	6.2
	2 or 3 times a month	1,809	4.9
	Once a week or more	1,756	4.8
c. done crazy things even if they are a little dangerous?	Never	13,471	36.8
	Done it, but not in the past year	8,180	22.3
	Less than once a month	4,344	11.9
	About once a month	3,246	8.9
	2 or 3 times a month	3,188	8.7
	Once a week or more	4,173	11.4

Question	Response	#	%
30. How many times in the past year (12 months) have you:			
a. been suspended from school?	Never	32,616	87.9
	1 or 2 Times	3,467	9.3
	3 to 5 Times	627	1.7
	6 to 9 Times	188	0.5
	10 to 19 Times	90	0.2
	20 to 29 Times	32	0.1
	30 to 39 Times	9	0.0
	40+ Times	59	0.2
b. carried a handgun?	Never	34,010	94.5
	1 or 2 Times	840	2.3
	3 to 5 Times	314	0.9
	6 to 9 Times	220	0.6
	10 to 19 Times	151	0.4
	20 to 29 Times	82	0.2
	30 to 39 Times	32	0.1
	40+ Times	354	1.0
c. sold illegal drugs?	Never	33,839	95.8
	1 or 2 Times	533	1.5
	3 to 5 Times	240	0.7
	6 to 9 Times	153	0.4
	10 to 19 Times	156	0.4
	20 to 29 Times	86	0.2
	30 to 39 Times	38	0.1
	40+ Times	286	0.8
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never	34,637	97.4
	1 or 2 Times	623	1.8
	3 to 5 Times	120	0.3
	6 to 9 Times	63	0.2
	10 to 19 Times	47	0.1
	20 to 29 Times	16	0.0
	30 to 39 Times	5	0.0
	40+ Times	50	0.1

Question	Response	#	%
e. participated in clubs, organizations or activities at school?	Never	6,940	19.2
	1 or 2 Times	7,390	20.4
	3 to 5 Times	5,443	15.0
	6 to 9 Times	3,356	9.3
	10 to 19 Times	3,073	8.5
	20 to 29 Times	2,078	5.7
	30 to 39 Times	1,109	3.1
	40+ Times	6,808	18.8
f. been arrested?	Never	33,638	94.5
	1 or 2 Times	1,540	4.3
	3 to 5 Times	232	0.7
	6 to 9 Times	74	0.2
	10 to 19 Times	37	0.1
	20 to 29 Times	28	0.1
	30 to 39 Times	10	0.0
	40+ Times	49	0.1
g. done extra work on your own for school?	Never	10,292	28.6
	1 or 2 Times	8,849	24.6
	3 to 5 Times	5,497	15.3
	6 to 9 Times	3,679	10.2
	10 to 19 Times	2,860	7.9
	20 to 29 Times	1,640	4.6
	30 to 39 Times	794	2.2
	40+ Times	2,404	6.7
h. attacked someone with the idea of seriously hurting them?	Never	30,524	84.4
	1 or 2 Times	3,450	9.5
	3 to 5 Times	974	2.7
	6 to 9 Times	448	1.2
	10 to 19 Times	303	0.8
	20 to 29 Times	126	0.3
	30 to 39 Times	47	0.1
	40+ Times	275	0.8

Question	Response	#	%
i. been drunk or high at school?	Never	31,490	88.4
	1 or 2 Times	1,885	5.3
	3 to 5 Times	691	1.9
	6 to 9 Times	415	1.2
	10 to 19 Times	336	0.9
	20 to 29 Times	197	0.6
	30 to 39 Times	79	0.2
	40+ Times	516	1.5
j. volunteered to do community service?	Never	18,720	52.9
	1 or 2 Times	6,824	19.3
	3 to 5 Times	3,690	10.4
	6 to 9 Times	2,139	6.0
	10 to 19 Times	1,648	4.7
	20 to 29 Times	837	2.4
	30 to 39 Times	402	1.1
	40+ Times	1,107	3.1
k. taken a handgun to school?	Never	35,095	99.3
	1 or 2 Times	113	0.3
	3 to 5 Times	36	0.1
	6 to 9 Times	11	0.0
	10 to 19 Times	19	0.1
	20 to 29 Times	10	0.0
	30 to 39 Times	9	0.0
	40+ Times	64	0.2
31. Are you currently on probation with Juvenile Court?	No	36,602	96.6
	Yes	1,278	3.4
32. Have you ever belonged to a gang?	No	34,240	90.1
	No, but would like to	586	1.5
	Yes, in the past	1,787	4.7
	Yes, belong now	1,232	3.2
	Yes, but would like to get out	147	0.4

Question	Response	#	%
33. If you have ever belonged to a gang, did that gang have a name?	No	4,008	10.7
	Yes	2,847	7.6
	I have never belonged to a gang	30,545	81.7
34. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her	5,916	15.5
	Grab a CD and leave the store	3,331	8.7
	Tell her to put the CD back	17,485	45.9
	Act like it is a joke, and ask her to put the CD back	11,382	29.9
35. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back	5,645	14.9
	Say "Excuse me" and keep on walking	17,932	47.5
	Say "Watch where you are going" and keep on walking	10,369	27.4
	Swear at the person and walk away	3,839	10.2
36. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it	10,748	28.6
	Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else.	11,937	31.8
	Just say, "No thanks" and walk away	10,978	29.2
	Make up a good excuse, tell your friend you had something else to do, and leave.	3,881	10.3
37. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway	2,289	6.2
	Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out	24,795	66.8
	Say nothing and start watching TV	6,942	18.7
	Get into an argument with her	3,119	8.4

Question	Response	#	%
38. How often do you attend religious services or activities?	Never	4,279	11.6
	Rarely	8,036	21.8
	1-2 times a month	5,050	13.7
	About once a week or more	19,487	52.9
39. I do the opposite of what people tell me, just to get them mad.	Very False	14,795	40.5
	Somewhat False	9,961	27.2
	Somewhat True	10,103	27.6
	Very True	1,707	4.7
40. I like to see how much I can get away with.	Very False	14,786	40.6
	Somewhat False	8,809	24.2
	Somewhat True	9,705	26.7
	Very True	3,113	8.6
41. I ignore the rules that get in my way.	Very False	16,804	46.2
	Somewhat False	9,744	26.8
	Somewhat True	7,738	21.3
	Very True	2,126	5.8
42. I think sometimes it's okay to cheat at school.	NO!	13,967	38.9
	no	10,128	28.2
	yes	9,422	26.3
	YES!	2,365	6.6
43. It is important to think before you act.	NO!	790	2.2
	no	1,500	4.2
	yes	12,882	35.6
	YES!	20,976	58.0
44. Sometimes I think that life is not worth it.	NO!	15,394	44.9
	no	7,710	22.5
	yes	7,673	22.4
	YES!	3,513	10.2
45. At times I think I am no good at all.	NO!	9,824	28.6
	no	8,826	25.7
	yes	11,085	32.3
	YES!	4,592	13.4

Question	Response	#	%
46. All in all, I am inclined to think I am a failure.	NO!	15,987	47.0
	no	10,766	31.7
	yes	5,021	14.8
	YES!	2,228	6.6
47. In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	8,649	25.0
	no	8,471	24.4
	yes	10,487	30.3
	YES!	7,058	20.4
48. It is all right to beat up people if they start a fight.	NO!	10,650	30.7
	no	7,064	20.4
	yes	8,708	25.1
	YES!	8,272	23.8
49. I think it is okay to take something without asking if you can get away with it.	NO!	21,606	63.3
	no	9,512	27.9
	yes	2,175	6.4
	YES!	818	2.4
50. Sometimes we don't know what we will do as adults, but we may have			
a. smoke cigarettes	NO!	24,554	72.5
	no	5,521	16.3
	yes	2,663	7.9
	YES!	1,127	3.3
b. drink beer, wine, or liquor	NO!	13,927	42.3
	no	5,919	18.0
	yes	9,702	29.4
	YES!	3,405	10.3
c. smoke marijuana	NO!	26,150	81.3
	no	3,484	10.8
	yes	1,537	4.8
	YES!	1,013	3.1

Question	Response	#	%
d. use LSD, cocaine, amphetamines or other illegal drugs	NO!	30,118	92.2
	no	2,116	6.5
	yes	256	0.8
	YES!	171	0.5
51. How much do you think people risk harming themselves (physically or in other ways) if they:			
a. smoke one or more packs of cigarettes per day?	No risk	1,907	5.5
	Slight risk	2,554	7.4
	Moderate risk	7,412	21.5
	Great risk	22,599	65.6
b. try marijuana once or twice?	No risk	4,762	14.5
	Slight risk	8,466	25.8
	Moderate risk	8,277	25.3
	Great risk	11,266	34.4
c. smoke marijuana regularly?	No risk	2,462	7.8
	Slight risk	2,670	8.5
	Moderate risk	4,677	14.8
	Great risk	21,733	68.9
d. take one or more drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	No risk	3,791	11.7
	Slight risk	8,339	25.7
	Moderate risk	9,869	30.4
	Great risk	10,460	32.2
e. have five or more drinks once or twice each weekend?	No risk	3,008	9.2
	Slight risk	5,384	16.4
	Moderate risk	9,196	28.1
	Great risk	15,167	46.3

Question	Response	#	%
52-72: On how many occasions (if any) have you:			
52. had alcoholic beverages beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 Occasions	18,048	49.9
	1-2 Occasions	5,505	15.2
	3-5 Occasions	3,107	8.6
	6-9 Occasions	2,079	5.8
	10-19 Occasions	2,313	6.4
	20-39 Occasions	1,715	4.7
	40+ Occasions	3,371	9.3
53. had beer, wine or hard liquor to drink during the past 30 days?	0 Occasions	26,762	76.1
	1-2 Occasions	4,092	11.6
	3-5 Occasions	1,845	5.2
	6-9 Occasions	1,085	3.1
	10-19 Occasions	811	2.3
	20-39 Occasions	260	0.7
	40+ Occasions	323	0.9
54. used marijuana in your lifetime?	0 Occasions	27,748	80.8
	1-2 Occasions	1,864	5.4
	3-5 Occasions	926	2.7
	6-9 Occasions	633	1.8
	10-19 Occasions	688	2.0
	20-39 Occasions	583	1.7
	40+ Occasions	1,920	5.6
55. used marijuana during the past 30 days?	0 Occasions	30,670	91.2
	1-2 Occasions	1,045	3.1
	3-5 Occasions	499	1.5
	6-9 Occasions	325	1.0
	10-19 Occasions	357	1.1
	20-39 Occasions	263	0.8
	40+ Occasions	470	1.4

Question	Response	#	%
56. used LSD or other psychedelics in your lifetime?	0 Occasions	32,501	98.1
	1-2 Occasions	354	1.1
	3-5 Occasions	104	0.3
	6-9 Occasions	60	0.2
	10-19 Occasions	41	0.1
	20-39 Occasions	25	0.1
	40+ Occasions	47	0.1
57. used LSD or other psychedelics in the past 30 days?	0 Occasions	32,460	99.3
	1-2 Occasions	136	0.4
	3-5 Occasions	44	0.1
	6-9 Occasions	20	0.1
	10-19 Occasions	9	0.0
	20-39 Occasions	12	0.0
	40+ Occasions	9	0.0
58. used cocaine or other crack in your lifetime?	0 Occasions	31,486	97.0
	1-2 Occasions	526	1.6
	3-5 Occasions	138	0.4
	6-9 Occasions	98	0.3
	10-19 Occasions	72	0.2
	20-39 Occasions	51	0.2
	40+ Occasions	89	0.3
59. used cocaine or other crack in the past 30 days?	0 Occasions	32,021	98.9
	1-2 Occasions	204	0.6
	3-5 Occasions	64	0.2
	6-9 Occasions	41	0.1
	10-19 Occasions	26	0.1
	20-39 Occasions	11	0.0
	40+ Occasions	11	0.0
60. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	0 Occasions	28,224	84.7
	1-2 Occasions	2,748	8.3
	3-5 Occasions	929	2.8
	6-9 Occasions	501	1.5
	10-19 Occasions	365	1.1
	20-39 Occasions	201	0.6
	40+ Occasions	339	1.0

Question	Response	#	%
61. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	0 Occasions	31,555	94.8
	1-2 Occasions	1,089	3.3
	3-5 Occasions	302	0.9
	6-9 Occasions	169	0.5
	10-19 Occasions	96	0.3
	20-39 Occasions	34	0.1
	40+ Occasions	56	0.2
62. used phenoxydine (pox, px, breeze) in your lifetime?	0 Occasions	32,512	100.0
63. used phenoxydine (pox, px, breeze) during the past 30 days?	0 Occasions	32,111	100.0
64. used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them, in your lifetime?	0 Occasions	31,094	95.3
	1-2 Occasions	577	1.8
	3-5 Occasions	271	0.8
	6-9 Occasions	175	0.5
	10-19 Occasions	144	0.4
	20-39 Occasions	113	0.3
	40+ Occasions	242	0.7
65. used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them, in the past 30 days?	0 Occasions	31,981	97.9
	1-2 Occasions	373	1.1
	3-5 Occasions	144	0.4
	6-9 Occasions	63	0.2
	10-19 Occasions	53	0.2
	20-39 Occasions	33	0.1
	40+ Occasions	28	0.1
66. used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	0 Occasions	28,630	87.1
	1-2 Occasions	1,543	4.7
	3-5 Occasions	816	2.5
	6-9 Occasions	556	1.7
	10-19 Occasions	509	1.5
	20-39 Occasions	286	0.9
	40+ Occasions	547	1.7

Question	Response	#	%
67. used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	0 Occasions	30,721	93.6
	1-2 Occasions	1,108	3.4
	3-5 Occasions	458	1.4
	6-9 Occasions	239	0.7
	10-19 Occasions	143	0.4
	20-39 Occasions	61	0.2
	40+ Occasions	83	0.3
68. used heroin or other opiates in your lifetime?	0 Occasions	31,769	98.9
	1-2 Occasions	188	0.6
	3-5 Occasions	56	0.2
	6-9 Occasions	33	0.1
	10-19 Occasions	23	0.1
	20-39 Occasions	17	0.1
	40+ Occasions	40	0.1
69. used heroin or other opiates in the past 30 days?	0 Occasions	31,683	99.6
	1-2 Occasions	64	0.2
	3-5 Occasions	23	0.1
	6-9 Occasions	14	0.0
	10-19 Occasions	5	0.0
	20-39 Occasions	5	0.0
	40+ Occasions	8	0.0
70. used ecstasy (“X”, “E”, “MDMA”) in your lifetime?	0 Occasions	30,665	97.6
	1-2 Occasions	421	1.3
	3-5 Occasions	154	0.5
	6-9 Occasions	75	0.2
	10-19 Occasions	47	0.2
	20-39 Occasions	24	0.1
	40+ Occasions	49	0.2
71. used ecstasy (“X”, “E”, “MDMA”) in the past 30 days?	0 Occasions	30,975	99.3
	1-2 Occasions	149	0.5
	3-5 Occasions	31	0.1
	6-9 Occasions	12	0.0
	10-19 Occasions	10	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	12	0.0

Question	Response	#	%
72. been drunk or very high from drinking alcoholic beverages during the past 30 days?	0 Occasions	27,359	83.9
	1-2 Occasions	2,616	8.0
	3-5 Occasions	1,071	3.3
	6-9 Occasions	610	1.9
	10-19 Occasions	458	1.4
	20-39 Occasions	174	0.5
	40+ Occasions	304	0.9
73. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None	30,575	84.4
	Once	2,241	6.2
	Twice	1,383	3.8
	3-5 times	1,207	3.3
	6-9 times	331	0.9
	10 or more times	490	1.4
74. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never	29,446	82.0
	Once or Twice	3,298	9.2
	Once in a while but not regularly	1,328	3.7
	Regularly in the past	738	2.1
	Regularly now	1,118	3.1
75. How often have you taken smokeless tobacco during the past 30 days?	Never	32,507	92.0
	Once or Twice	1,228	3.5
	Once or twice per week	332	0.9
	Three to five times per week	252	0.7
	About once a day	222	0.6
	More than once a day	797	2.3
76. Have you ever smoked cigarettes?	Never	21,488	61.3
	Once or Twice	6,301	18.0
	Once in a while but not regularly	2,861	8.2
	Regularly in the past	1,924	5.5
	Regularly now	2,486	7.1

Question	Response	#	%
77. How frequently have you smoked cigarettes during the past 30 days?	Not at all	30,757	85.1
	Less than 1 cigarette per day	2,124	5.9
	One to five cigarettes per day	1,623	4.5
	About one-half pack per day	855	2.4
	About one pack per day	498	1.4
	About one and one-half packs per day	162	0.4
	Two or more packs per day	114	0.3
78. During the last month, about how many marijuana cigarettes, or the equivalent, did you smoke a day, on the average? (If you shared them with other people, county only the amount YOU smoked).	None	32,781	91.0
	Less than 1 a day	1,390	3.9
	1 a day	465	1.3
	2-3 a day	649	1.8
	4-6 a day	369	1.0
	7-10 a day	137	0.4
	11 or more a day	247	0.7
79. How wrong would most adults in your neighborhood think it is for kids your age:			
a. to use marijuana?	Very wrong	26,986	78.1
	Wrong	4,352	12.6
	A little bit wrong	2,119	6.1
	Not wrong at all	1,087	3.1
b. to drink alcohol?	Very wrong	19,512	57.8
	Wrong	7,016	20.8
	A little bit wrong	5,184	15.4
	Not wrong at all	2,028	6.0
c. to smoke cigarettes?	Very wrong	19,343	57.6
	Wrong	6,759	20.1
	A little bit wrong	4,883	14.6
	Not wrong at all	2,576	7.7

Question	Response	#	%
80. How much do each of the following statements describe your neighborhood?			
a. crime and/or drug selling	NO!	22,141	66.1
	no	6,058	18.1
	yes	3,543	10.6
	YES!	1,764	5.3
b. fights	NO!	18,015	55.2
	no	7,285	22.3
	yes	5,060	15.5
	YES!	2,275	7.0
c. lots of empty or abandoned buildings	NO!	21,465	66.7
	no	7,594	23.6
	yes	2,182	6.8
	YES!	933	2.9
d. lots of graffiti	NO!	23,900	74.7
	no	6,424	20.1
	yes	1,067	3.3
	YES!	619	1.9
81. If I had to move, I would miss the neighborhood I now live in.	NO!	4,890	14.6
	no	5,126	15.3
	yes	9,958	29.7
	YES!	13,551	40.4
82. My neighbors notice when I am doing a good job and let me know about it.	NO!	11,532	35.0
	no	11,041	33.5
	yes	6,678	20.3
	YES!	3,698	11.2
83. I like my neighborhood.	NO!	3,466	10.7
	no	3,760	11.6
	yes	12,829	39.7
	YES!	12,257	37.9

Question	Response	#	%
84. There are lots of adults in my neighborhood I could talk to about something important.	NO!	8,375	26.1
	no	9,043	28.2
	yes	8,211	25.6
	YES!	6,481	20.2
85. I'd like to get out of my neighborhood.	NO!	12,555	39.0
	no	10,462	32.5
	yes	5,242	16.3
	YES!	3,955	12.3
86. There are people in my neighborhood who are proud of me when I do something well.	NO!	6,884	21.7
	no	8,012	25.2
	yes	10,815	34.0
	YES!	6,076	19.1
87. There are people in my neighborhood who encourage me to do my best.	NO!	6,586	20.9
	no	7,477	23.8
	yes	10,339	32.9
	YES!	7,050	22.4
88. I feel safe in my neighborhood.	NO!	2,684	8.6
	no	3,420	10.9
	yes	12,295	39.2
	YES!	12,927	41.3
89. Which of the following activities for people your age are available in your community?			
a. sports teams	No	4,067	13.2
	Yes	26,643	86.8
b. scouting	No	12,324	42.4
	Yes	16,772	57.6
c. boys and girls clubs	No	11,082	38.3
	Yes	17,819	61.7
d. 4-H clubs	No	13,115	46.2
	Yes	15,300	53.8

Question	Response	#	%
e. service clubs	No	13,028	45.8
	Yes	15,416	54.2
90. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	7,199	22.0
	no	11,889	36.4
	yes	7,591	23.2
	YES!	5,973	18.3
91. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	NO!	9,035	28.4
	no	13,204	41.5
	yes	5,684	17.9
	YES!	3,884	12.2
92. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	6,207	19.6
	no	9,118	28.7
	yes	8,398	26.5
	YES!	7,998	25.2
93. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	11,208	34.8
	Sort of hard	3,677	11.4
	Sort of easy	5,316	16.5
	Very easy	12,004	37.3
94. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard	10,899	34.8
	Sort of hard	4,212	13.5
	Sort of easy	6,354	20.3
	Very easy	9,811	31.4
95. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard	20,439	66.4
	Sort of hard	4,637	15.1
	Sort of easy	3,078	10.0
	Very easy	2,642	8.6
96. If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	16,164	53.0
	Sort of hard	5,541	18.2
	Sort of easy	3,916	12.8
	Very easy	4,890	16.0

Question	Response	#	%
97. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	15,598	51.6
	Sort of hard	2,903	9.6
	Sort of easy	3,817	12.6
	Very easy	7,885	26.1
98. How wrong do your parents feel it would be for you to:			
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very wrong	21,609	71.2
	Wrong	4,724	15.6
	A little bit wrong	3,088	10.2
	Not wrong at all	927	3.1
b. smoke cigarettes?	Very wrong	22,314	77.3
	Wrong	3,908	13.5
	A little bit wrong	1,723	6.0
	Not wrong at all	905	3.1
c. smoke marijuana?	Very wrong	24,809	89.6
	Wrong	1,572	5.7
	A little bit wrong	778	2.8
	Not wrong at all	526	1.9
d. steal something worth more than \$5?	Very wrong	24,217	87.1
	Wrong	2,779	10.0
	A little bit wrong	546	2.0
	Not wrong at all	275	1.0
e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very wrong	23,324	83.7
	Wrong	3,016	10.8
	A little bit wrong	954	3.4
	Not wrong at all	558	2.0
f. pick a fight with someone?	Very wrong	17,452	61.1
	Wrong	6,847	24.0
	A little bit wrong	3,223	11.3
	Not wrong at all	1,034	3.6

Question	Response	#	%
99. Have any of your brothers or sisters ever:			
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	No	15,801	48.9
	Yes	14,940	46.2
	No brothers/sisters	1,576	4.9
b. smoked marijuana?	No	22,454	71.5
	Yes	7,484	23.8
	No brothers/sisters	1,483	4.7
c. smoked cigarettes?	No	17,358	56.5
	Yes	11,919	38.8
	No brothers/sisters	1,466	4.8
d. taken a handgun to school?	No	28,633	94.0
	Yes	409	1.3
	No brothers/sisters	1,427	4.7
e. been suspended or expelled from school?	No	20,921	68.2
	Yes	8,287	27.0
	No brothers/sisters	1,473	4.8
100. The rules in my family are clear.	NO!	1,070	3.3
	no	2,957	9.2
	yes	12,336	38.4
	YES!	15,777	49.1
101. People in my family often insult or yell at each other.	NO!	7,929	24.9
	no	12,045	37.9
	yes	7,942	25.0
	YES!	3,881	12.2
102. When I am not at home, one of my parents knows where I am and who I am with.	NO!	1,154	3.6
	no	2,510	7.8
	yes	11,263	35.1
	YES!	17,161	53.5

Question	Response	#	%
103. We argue about the same things in my family over and over.	NO!	6,741	21.3
	no	11,064	35.0
	yes	9,052	28.6
	YES!	4,744	15.0
104. If you drank some beer or wine or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	4,398	13.8
	no	8,055	25.3
	yes	6,549	20.6
	YES!	12,785	40.2
105. My family has clear rules about alcohol and drug use.	NO!	1,448	4.6
	no	3,056	9.7
	yes	8,235	26.0
	YES!	18,924	59.8
106. If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	2,563	8.2
	no	3,659	11.7
	yes	6,393	20.5
	YES!	18,618	59.6
107. If you skipped school would you be caught by your parents?	NO!	2,626	8.5
	no	4,684	15.1
	yes	7,634	24.6
	YES!	16,104	51.9
108. Do you feel very close to your mother?	NO!	2,249	7.3
	no	2,975	9.7
	yes	8,294	27.0
	YES!	17,229	56.0
109. Do you share your thoughts and feelings with your mother?	NO!	3,811	12.4
	no	6,450	21.1
	yes	9,002	29.4
	YES!	11,372	37.1

Question	Response	#	%
110. My parents ask me what I think before most family decisions affecting me are made.	NO!	4,094	13.3
	no	6,871	22.3
	yes	11,209	36.4
	YES!	8,624	28.0
111. Do you share your thoughts and feelings with your father?	NO!	7,272	23.8
	no	7,898	25.8
	yes	8,302	27.2
	YES!	7,089	23.2
112. Do you enjoy spending time with your mother?	NO!	1,726	5.7
	no	2,222	7.3
	yes	10,966	36.2
	YES!	15,413	50.8
113. Do you enjoy spending time with your father?	NO!	3,928	13.1
	no	2,890	9.6
	yes	10,046	33.4
	YES!	13,206	43.9
114. If I had a personal problem, I could ask my mom or dad for help.	NO!	2,740	9.0
	no	3,119	10.2
	yes	9,102	29.8
	YES!	15,599	51.0
115. Do you feel very close with your father?	NO!	5,094	16.2
	no	4,831	15.4
	yes	8,840	28.2
	YES!	12,611	40.2
116. My parents give me lots of chances to do fun things with them.	NO!	2,313	7.4
	no	6,061	19.5
	yes	11,293	36.3
	YES!	11,424	36.7

Question	Response	#	%
117. My parents ask if I've gotten my homework done.	NO!	1,885	6.1
	no	3,560	11.5
	yes	9,877	31.8
	YES!	15,743	50.7
118. People in my family have serious arguments.	NO!	9,042	29.5
	no	12,758	41.6
	yes	5,541	18.0
	YES!	3,362	11.0
119. Would your parents know if you did not come home on time?	NO!	1,418	4.6
	no	3,034	9.8
	yes	10,255	33.1
	YES!	16,299	52.6
120. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	1,344	4.4
	no	2,649	8.6
	yes	10,180	33.1
	YES!	16,615	54.0
121. My parents notice when I am doing a good job and let me know about it.	Never or Almost Never	2,450	7.6
	Sometimes	8,229	25.6
	Often	9,306	29.0
	All the time	12,099	37.7
122. How often do your parents tell you they're proud of you for something you've done?	Never or Almost Never	2,654	8.3
	Sometimes	7,650	24.0
	Often	9,913	31.1
	All the time	11,699	36.7
123. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are younger than you?	0	10,623	33.4
	1	9,366	29.4
	2	5,493	17.2
	3	2,754	8.6
	4	1,508	4.7
	5	823	2.6
	6 or more	1,279	4.0

Question	Response	#	%
124. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are older than you?	0	10,065	31.5
	1	8,820	27.6
	2	5,612	17.6
	3	3,112	9.7
	4	1,762	5.5
	5	1,010	3.2
	6 or more	1,573	4.9
125. Have you changed homes in the past year (the last 12 months)?	No	23,427	73.5
	Yes	8,463	26.5
126. How many times have you changed homes since kindergarten?	Never	8,982	28.6
	1 or 2 times	10,075	32.1
	3 or 4 times	5,989	19.1
	5 or 6 times	2,990	9.5
	7 or more times	3,351	10.7
127. Have you changed schools(including changing from elementary to middle and middle to high school) in the past year?	No	19,986	63.7
	Yes	11,410	36.3
128. How many times have you changed schools since kindergarten?	Never	8,205	26.1
	1 or 2 times	9,333	29.7
	3 or 4 times	8,171	26.0
	5 or 6 times	3,352	10.7
	7 or more times	2,401	7.6
129. Has anyone in your family ever had a severe alcohol or drug problem?	No	19,919	63.1
	Yes	11,649	36.9
130. About how many adults (over 21) have you known personally who in the past year have:			
a. used marijuana, crack, cocaine, or other drugs?	0 adults	17,120	55.8
	1 adult	4,689	15.3
	2 adults	2,912	9.5
	3-4 adults	2,191	7.1
	5+ adults	3,745	12.2

Question	Response	#	%
b. sold or dealt drugs?	0 adults	20,140	69.4
	1 adult	3,398	11.7
	2 adults	2,055	7.1
	3-4 adults	1,348	4.6
	5+ adults	2,093	7.2
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging others, etc.?	0 adults	18,871	65.0
	1 adult	4,096	14.1
	2 adults	2,137	7.4
	3-4 adults	1,462	5.0
	5+ adults	2,487	8.6
d. gotten drunk or high?	0 adults	11,128	38.1
	1 adult	5,285	18.1
	2 adults	3,071	10.5
	3-4 adults	2,723	9.3
	5+ adults	7,003	24.0
131. Have you attended a RAVE party?	NO!	21,251	69.1
	no	5,874	19.1
	yes	2,113	6.9
	YES!	1,507	4.9
132. Have you used drugs while attending a RAVE party?	NO!	24,086	78.9
	no	4,960	16.3
	yes	814	2.7
	YES!	649	2.1
133. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:			
a. attended a RAVE party?	0 Friends	22,610	79.3
	1 Friend	2,255	7.9
	2 Friends	1,431	5.0
	3 Friends	682	2.4
	4 Friends	1,552	5.4

Question	Response	#	%
b. used drugs while at a RAVE party?	0 Friends	23,931	87.4
	1 Friend	1,524	5.6
	2 Friends	816	3.0
	3 Friends	375	1.4
	4 Friends	736	2.7
134. How honest were you in filling out this survey?	I was very honest	26,140	83.6
	I was honest pretty much of the time	4,326	13.8
	I was honest some of the time	592	1.9
	I was honest once in a while	211	0.7

Appendix D: Item Dictionary for the 2004 APNA Survey

ITEM DICTIONARY FOR 2004 APNA QUESTIONNAIRE		
SCALES AND QUESTIONS	RESPONSE CATEGORIES	PNA Question #
DEMOGRAPHICS		
Are you:	Female Male	1
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	2
What grade are you in?	6, 7, 8, 9, 10, 11, 12	3
Are you Hispanic or Latino?	No, Yes	4
What is your race? Select one or more	Black or African American, Asian, American Indian, Alaskan Native, White, Native Hawaiian or Other Pacific Islander	5
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of family members	7a-7p
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6 more	124
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	same as above	123
What is your Zip Code?		Zip Code
What is the highest level of schooling completed by your mother or father?	See questionnaire for complete list of school completion categories	6
COMMUNITY: Low neighborhood Attachment		
I'd like to get out of my neighborhood?	NO!, no, yes, YES!	85
I like my neighborhood.	same as above	83
If I had to move, I would miss the neighborhood I now live in.	same as above	81
COMMUNITY: Community Disorganization		
<i>How much do each of the following statements describe your neighborhood:</i>		
crime and/or drug selling.	NO!, no, yes, YES!	80a

fight.	same as above	80b
lots of empty or abandoned buildings.	same as above	80c
lots of graffiti.	same as above	80d
I feel safe in my neighborhood.	same as above	88
COMMUNITY: Transitions and Mobility		
Have you changed homes in the past year (the last 12 months)?	No, Yes	125
How many times have you changed homes since kindergarten?	Never, 1 or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	126
Have you changed schools in the past year (including changing from elementary to middle and middle to high school)?	No, Yes	127
How many times have you changed schools since kindergarten?	Never, 1 or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	128
COMMUNITY: Laws and Norms Favorable to Drug Use		
<i>How wrong would most adults in your neighborhood think it was for kids your age:</i>		
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	79a
to drink alcohol.	same as above	79b
to smoke cigarettes.	same as above	79c
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	91
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	90
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	92
COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	94
If you wanted to get some cigarettes, how easy would it be for you to get some?	same as above	93
If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	97
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	95
COMMUNITY: Perceived Availability of Handguns		
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	96
COMMUNITY: Opportunities for Prosocial Involvement		
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	84
<i>Which of the following activities for people your age are available in your community?</i>		
sports teams.	No, Yes	89a

scouting.	same as above	89b
boys and girls clubs.	same as above	89c
4-H clubs.	same as above	89d
service clubs.	same as above	89e
COMMUNITY: Rewards for Prosocial Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	82
There are people in my neighborhood who encourage me to do my best.	same as above	87
There are people in my neighborhood who are proud of me when I do something well.	same as above	86
FAMILY: Poor Family Management		
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	117
Would your parents know if you did not come home on time?	same as above	119
When I am not at home, one of my parents knows where I am and who I am with.	same as above	102
The rules in my family are clear	same as above	100
My family has clear rules about alcohol and drug use.	same as above	105
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	104
If you skipped school would you be caught by your parents?	same as above	107
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	106
FAMILY: Family Conflict		
People in my family often insult or yell at each other.	NO!, no, yes, YES!	101
People in my family have serious arguments.	same as above	118
We argue about the same things in my family over and over.	same as above	103
FAMILY: Family History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	129
<i>Have any of your brothers or sisters ever:</i>		
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	99a
smoked marijuana?	same as above	99b
smoked cigarettes?	same as above	99c
taken a handgun to school?	same as above	99d
been suspended or expelled from school?	same as above	99e
<i>About how many adults have you know personally who in the past year have:</i>		
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	130a
sold or dealt drugs?	same as above	130b

done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	130c
gotten drunk or high?	same as above	130d
FAMILY: Parental Attitudes Favorable Toward Drug Use		
<i>How wrong do your parents feel it would be for you to:</i>		
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	98a
smoke cigarettes?	same as above	98b
smoke marijuana?	same as above	98c
FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
steal anything worth more than \$5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	98d
draw graffiti, or write things, or draw pictures on buildings or other property(without the owner's permission)?	same as above	98e
pick a fight with someone?	same as above	98f
FAMILY: Attachment		
Do you feel very close to your mother?	NO!, no, yes, YES!	108
Do you share your thoughts and feeling with your mother?	same as above	109
Do you feel very close to your father?	same as above	115
Do you share your thoughts and feeling with your father?	same as above	111
FAMILY: Opportunities for Prosocial Involvement		
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	116
My parents ask me what I think before most family decisions affecting me are made.	same as above	110
If I had a personal problem, I could ask my mom or dad for help.	same as above	114
FAMILY: Rewards for Prosocial Involvement		
My parents notice when I am doing a good job and let me know about it.	Never or almost never, Sometimes, Often, All the time	121
How often do your parents tell you they're proud of you for something you've done?	same as above	122
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	112
Do you enjoy spending time with your father?	same as above	113
SCHOOL: Academic Failure		
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	20
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	16

SCHOOL: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	19
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	22
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important	21
<i>Now, thinking back over the past year in school, how often did you...</i>		
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	18a
hate being in school?	same as above	18b
try to do your best work in school?	same as above	18c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or “cut”	None, 1, 2, 3, 4-5, 6-10, 11 or more	23
SCHOOL: Opportunities for Prosocial Involvement		
In my school, students have lost of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	8
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	12
Teachers ask me to work on special classroom projects.	same as above	9
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	11
I have lots of chances to be part of class discussions or activities.	same as above	17
SCHOOL: Rewards for Prosocial Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	10
The school lets my parents know when I have done something well.	same as above	14
I feel safe at my school.	same as above	13
My teacher(s) praise me when I work hard in school.	same as above	15
PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	39
I ignore the rules that get in my way.	same as above	41
I like to see how much I can get away with.	same as above	40

PEER-INDIVIDUALS: Early Initiation of Drug Use		
<i>How old were you when you first:</i>		
smoked marijuana?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26a
smoked a cigarette, even just a puff?	same as above	26b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	26c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	26d
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior		
<i>How old were you when you first:</i>		
got suspended from school?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26f
got arrested?	same as above	26g
carried a handgun?	same as above	26h
attacked someone with the idea of seriously hurting them?	same as above	26i
PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior		
<i>How wrong do you think it is for someone your age to...</i>		
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	27a
steal anything worth more than \$5?	same as above	27b
pick a fight with someone?	same as above	27c
attack someone with the idea of seriously hurting them?	same as above	27d
stay away from school all day when their parents think they are at school?	same as above	27e
PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use		
<i>How wrong do you think it is for someone your age to:</i>		
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	27f
smoke cigarettes?	same as above	27g
smoke marijuana?	same as above	27h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	27i
PEER-INDIVIDUALS: Intentions to Use (new scale for 2000)		
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:</i>		
I will smoke cigarettes.	NO!, no, yes, YES!	50a
I will drink beer, wine, or liquor.	same as above	50b
I will smoke marijuana.	same as above	50c

PEER-INDIVIDUALS: Perceived Risks of Drug Use		
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	51a
Try marijuana once or twice?	same as above	51b
Smoke marijuana regularly?	same as above	51c
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	51d
PEER-INDIVIDUALS: Interaction with Antisocial Peers		
<i>Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
been suspended from school?	None, 1, 2, 3, 4	24h
carried a handgun?	same as above	24j
sold illegal drugs?	same as above	24k
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	24m
been arrested?	same as above	24n
dropped out of school?	same as above	24o
PEER-INDIVIDUALS: Friends' Use of Drugs		
<i>Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
smoked cigarettes?	0, 1, 2, 3, 4	24b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	24c
used marijuana?	same as above	24e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	24g
PEER-INDIVIDUALS: Sensation Seeking		
<i>How many times have you done the following things?</i>		
Done what feels good no matter what.	Never , I've done it but not in the past year, Less than once a month, About once a month, 2 or 3 times a month, Once a week or more	29a
Done something dangerous because someone dared you to do it.	same as above	29b
Done crazy things even if they are a little dangerous.	same as above	29c
PEER-INDIVIDUALS: Rewards for Antisocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance	25a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	25c
used marijuana?	same as above	25e

carried a handgun?	same as above	25f
PEER-INDIVIDUALS: Gang Involvement		
<i>Think of your four best friends (the friends you feel closest to).</i>		
In the past year (12 months), how many of your best friends have been members of a gang?	0, 1, 2, 3, 4	24p
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	32
If you have ever belonged to a gang, did that gang have a name?	No, Yes, I have never belonged to a gang	33
How old were you when you first belonged to a gang?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26j
PEER/INDIVIDUAL: Depressive Symptoms		
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	44
At times I think I am no good at all.	same as above	45
All in all, I am inclined to think that I am a failure.	same as above	46
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	47
PEER-INDIVIDUALS: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	38
PEER-INDIVIDUALS: Social Skills		
You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile and says "Which one do you want? Go ahead, take it while nobody's around."There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her, Grab a CD and leave the store, Tell her to put the CD back, Act like it's a joke and ask her to put the CD back	34
It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends."She says, "No, you'll just get into trouble if you go out. Stay home tonight."What would you do now?	Leave the house anyway, Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out, Not say anything and start watching TV, Get into an argument with her	37
You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back, Say "Excuse me" and keep on walking, Say "Watch where you're going" and keep on walking, Swear at the person and walk away	35

You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it; Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else; Just say "No, thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave	36
PEER-INDIVIDUALS: Belief in Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	49
I think sometimes it's okay to cheat at school.	same as above	42
It is all right to beat up people if they start the fight.	same as above	48
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	120
PEER-INDIVIDUALS: Prosocial Involvement		
<i>How many times in the past year (12 months) have you...</i>		
participated in clubs, organizations and activities at school?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	30e
done extra work on your own for school?	Same as above	30g
volunteered to do community service?	Same as above	30j
PEER-INDIVIDUALS: Rewards for Prosocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
worked hard in school?	Very good chance, Pretty good chance, Some chance, Little chance, No or very little chance	25b
defended someone who was being verbally abused at school?	Same as above	25d
regularly volunteered to do community service?	Same as above	25g
PEER-INDIVIDUALS: Interaction with Prosocial Peers		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	24a
made the commitment to stay drug-free?	Same as above	24d
tried to do well in school?	Same as above	24f
liked school?	Same as above	24i
regularly attended religious services?	Same as above	24l
DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	74

How often have you taken smokeless tobacco during the past 30 days?	Not at all, Once or twice, Once or twice per week, Three to five times per week, About once a day, More than once a day	75
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	76
How frequently have you smoked cigarettes during the past 30 days?	Not at all, Less than 1 cigarette per day, 1 to 5 cigs per day, About 1 half pack per day, About 1 pack per day, About 1 and 1 half packs per day, 2 or more packs per day	77
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	52
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	53
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, Once, Twice, 3-5 times, 6-9 times, 10 or more times	73
On how many occasions (if any) have you been drunk or very high from drinking alcoholic beverages during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	72
On how many occasions (if any) have you used marijuana in your lifetime?	same as above	54
On how many occasions (if any) have you used marijuana during the past 30 days?	same as above	55
During the last month, about how many marijuana cigarettes, or the equivalent, did you smoke a day, on the average?	None, Less than 1 a day, 1 a day, 2-3 a day, 4-6 a day, 7-10 a day, 11 or more a day	78
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	56
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	same as above	57
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	58
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	59
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays,		
in order to get high in your lifetime?	same as above	60
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	same as above	61
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	same as above	62
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	63

On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in your lifetime?	same as above	64
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in the past 30 days?	same as above	65
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	66
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in the past 30 days?	same as above	67
On how many occasions (if any) have you used heroin in your lifetime?	same as above	68
On how many occasions (if any) have you used heroin in the past 30 days?	same as above	69
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	same as above	70
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	same as above	71
OUTCOME: Antisocial Behavior		
<i>How many times in the past year (12 months) have you...</i>		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	30a
carried a handgun?	same as above	30b
sold illegal drugs?	same as above	30c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	30d
been arrested?	same as above	30f
attacked someone with the idea of seriously hurting them?	same as above	30h
been or high at school	same as above	30i
taken a handgun to school?	same as above	30k
FINAL QUESTION		
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	134
ADDITIONAL QUESTIONS		
It is important to think before you act.	NO!, no, yes, YES!	43
<i>How old were you when you first:</i>		
used phenoxydine (pox, px, breeze)?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26e

At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?	No, Yes	28
Are you currently on probation, or assigned a probation officer with Juvenile Court	No, Yes	31
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:</i>		
use LSD, cocaine, amphetamines or another illegal drug.	NO!, no, yes, YES!	50d
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Have five or more drinks once or twice each weekend?	No Risk, Slight Risk, Moderate Risk, Great Risk	51e
Have you attended a RAVE party?	NO!, no, yes, YES!	131
Have you used drugs while attending a RAVE party?	NO!, no, yes, YES!	132
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
attended a RAVE party?	0, 1, 2, 3, 4	133a
used drugs while at a RAVE party?	0, 1, 2, 3, 4	133b

Appendix E: Description of Profile Reports, Sample Profile Report, and Selected Charts for All Arkansas Youth, and Males Compared to Females

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

The questions on the survey have been divided into 26 risk factor scales and 13 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the survey and three protective factors (Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement) were added to the survey in 2004. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

In order to make the results of the 2004 Survey more useable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire state of Arkansas and specific areas of the state. Also, each report presents data from the 2002, 2003, and 2004 surveys, allowing the state, schools, counties and regions to identify changing rates over time. Profiles have been prepared for counties, regions, school districts, and individual schools.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison L.L.C. to help disseminate the results of the survey to a wider range of readers. The profile reports for the Arkansas survey contain results from the 2002, 2003, and 2004 administrations. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the school, county, region, and state levels. This Appendix contains an example of a complete profile report (grades 6, 8, 10, and 12) and charts for Arkansas males compared to females. Briefly, the report contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 6, 8, 10, and 12; risk and protective factor charts for the four grades; school safety charts for the four grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a base line that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations; schools, communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.

For more information on the Arkansas Prevention Needs Assessment Student Survey, how to conduct a student survey in your community, the risk and protective factor model of prevention, resource allocation, prevention's best practices, and program evaluation, contact Alcohol and Drug Abuse Prevention at (501) 686-9515.

*ARKANSAS Prevention Needs
Assessment Student Survey
2004 Results for
All Students*



PROVIDED BY:
Office of Alcohol and Drug Abuse Prevention
Division of Behavioral Health Services
Arkansas Department of Human Services

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INTRODUCTION

The 2004 Arkansas Prevention Needs Assessment Student Survey

This report summarizes findings from the Arkansas Prevention Needs Assessment Survey (APNA), a survey of 6th, 8th, 10th and 12th grade school students, conducted in the Fall of 2004. This survey was available free of charge to all Arkansas public school districts who chose to participate. The survey was designed to assess adolescent substance use and related behaviors, and risk and protective factors that predict these behaviors. In this report, the results are presented for each grade along with the overall results for the State. Table 1 contains characteristics of the students who completed the survey.

Table 1. Characteristics of Participants

	State 2002		State 2003		State 2004	
	Number	Percent	Number	Percent	Number	Percent
Student Totals						
Total Students	25056	100	18148	100	39999	100
# of Districts	95	100	72	100	136	100
# of Schools	252	100	185	100	355	100
Grade						
6	7332	29.3	4449	24.5	10913	27.3
8	6758	27.0	5260	29.0	11740	29.4
10	6080	24.3	4505	24.8	9739	24.3
12	4886	19.5	3934	21.7	7607	19.0
Gender						
Male	13163	52.1	8808	48.6	18897	48.3
Female	12120	47.9	9301	51.4	20223	51.7
Ethnicity						
Hispanic	978	4.0	855	4.9	3207	7.5
Black	4096	16.8	2567	14.8	6267	14.7
Asian	261	1.1	249	1.4	561	1.3
American Indian	702	2.9	610	3.5	1764	4.1
White	17847	73.3	12665	73.2	28584	66.9
Pacific Islander	*	*	*	*	200	0.5
* Pacific Islander was grouped with Asian in 2002 and 2003						

Together, the results of the 2002, 2003 and 2004 APNA surveys provide a complete picture of ATOD use, antisocial behavior, risk, and protection for students in Arkansas.

The Risk and Protective Factor Model of Prevention

Risk and protective factor-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, the Social Development Research Group (SDRG), 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 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, and violent behaviors among youth (Hawkins, Catalano & Miller, 1992; Hawkins, Arthur & Catalano, 1995; Brewer, Hawkins, Catalano & Neckerman, 1995).

TOOLS FOR ASSESSMENT AND PLANNING

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 social bonding to family, school, community and peers; and healthy beliefs and clear standards for behavior.

Research on risk and protective factors has important implications for 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 factor-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. The chart at the right shows the links between the 16 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.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	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	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
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

Data from the Arkansas Prevention Needs Assessment 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 the risk(s) and enhancing the protection(s). The steps outlined below 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 to 5 risk factors appear to be higher than you would want?
- Which 3 to 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 to determine which items stand out as either much higher or much lower than the others?
- Compare your data to statewide data and national data. Differences of 5% between the local and other data are probably significant.
- Determine the standards and values held in your area. For example: Is it acceptable in your community for 75% 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 been proven effective in addressing the risk factors that are high in your area, and in improving the protective factors that are low.

Measure	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
30 day drug use				
Antisocial behaviors				
Risk factors				
Protective factors				

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

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

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

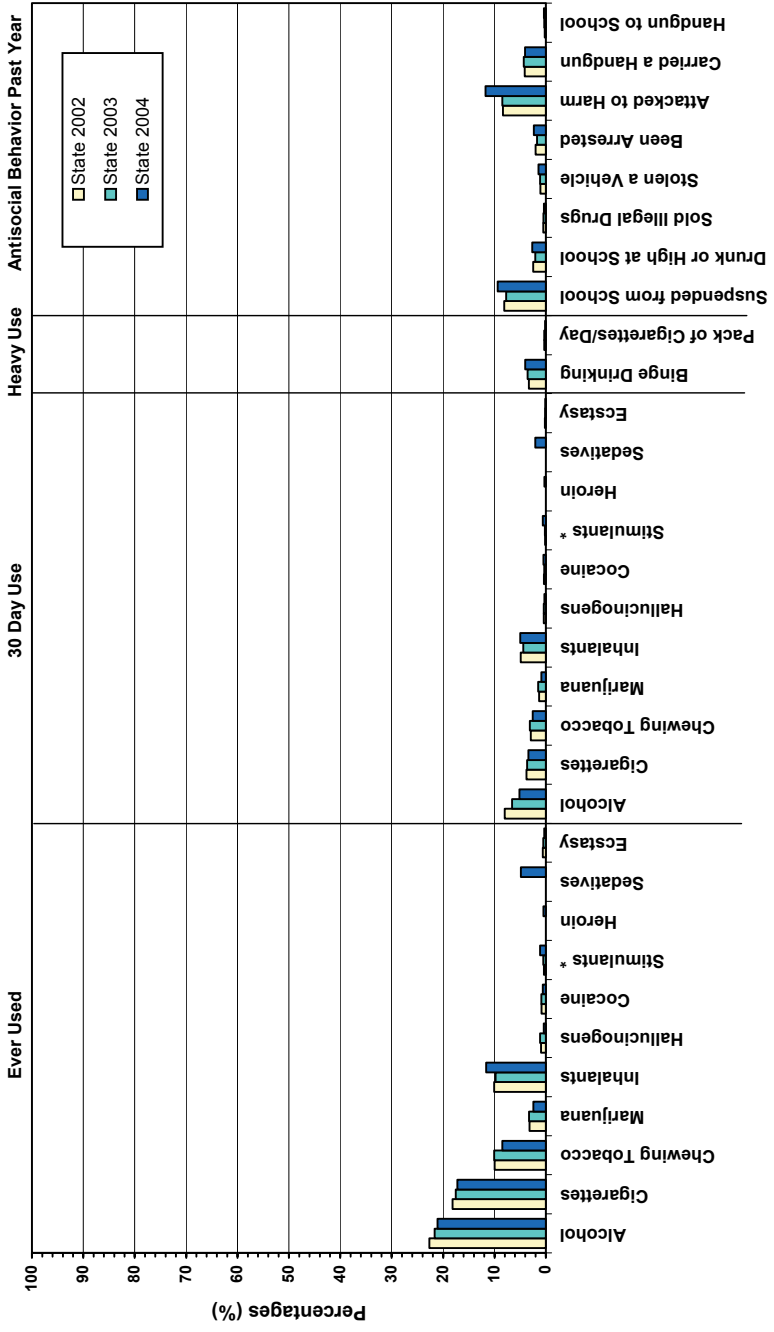
- Participation in the annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

HOW TO READ THE CHARTS

1. Student responses for risk and protective factors, substance use and antisocial behavior questions are displayed by grade on the following pages.
2. The factors are grouped into 4 domains: community, family, peer-individual, and school.
3. The bars represent the percent of students in the grade who reported elevated risk or protection, substance use or antisocial behaviors or school safety concerns.
4. Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which are the most important for your community to address.
5. Bars will be completed by a small dot. The dot shows the comparison from the state and provides additional information for you in determining the relative importance of each risk or protective factor.
6. A 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. This gives you a comparison to a national sample.
7. Brief definitions of the risk and protective factors can be found following the graphs.
8. Actual percentages are provided in the data tables following the charts.

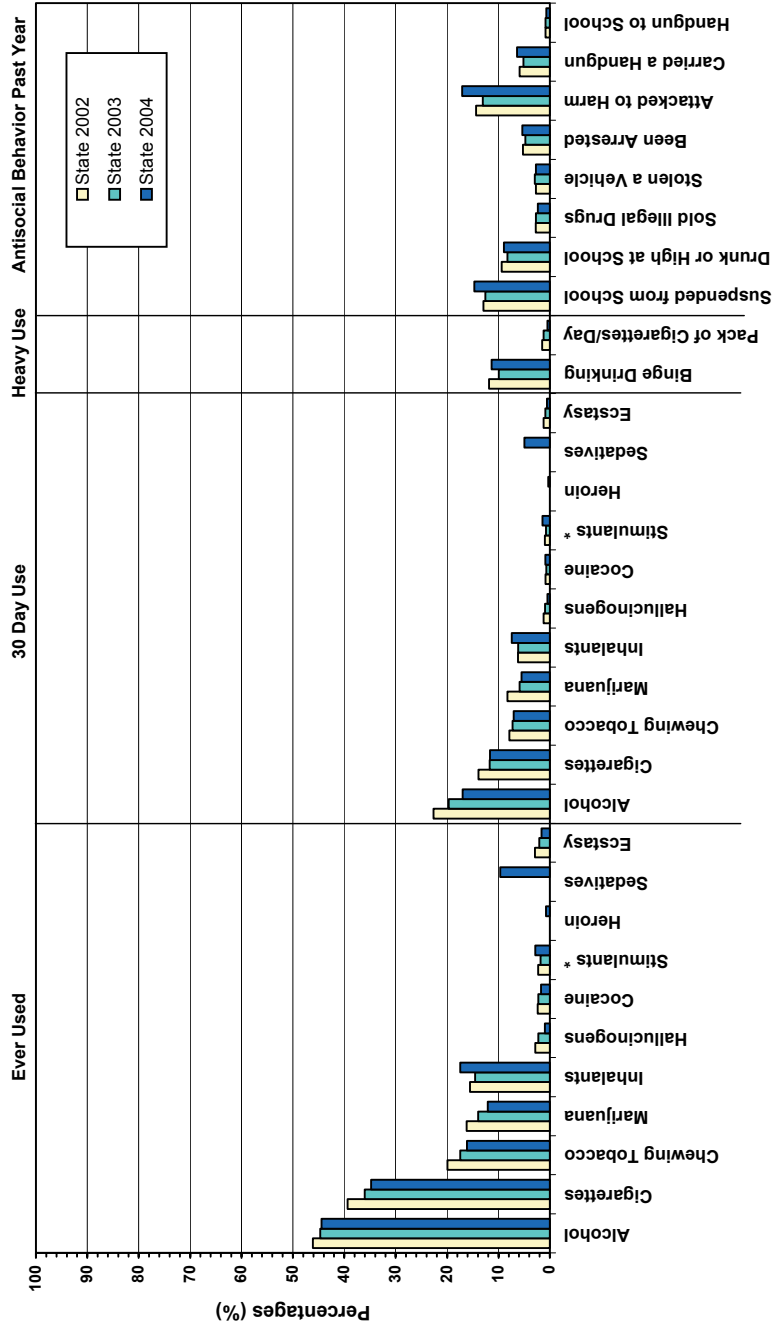
ATOD USE AND ANTISOCIAL BEHAVIOR

2004 Student Survey, Grade 6



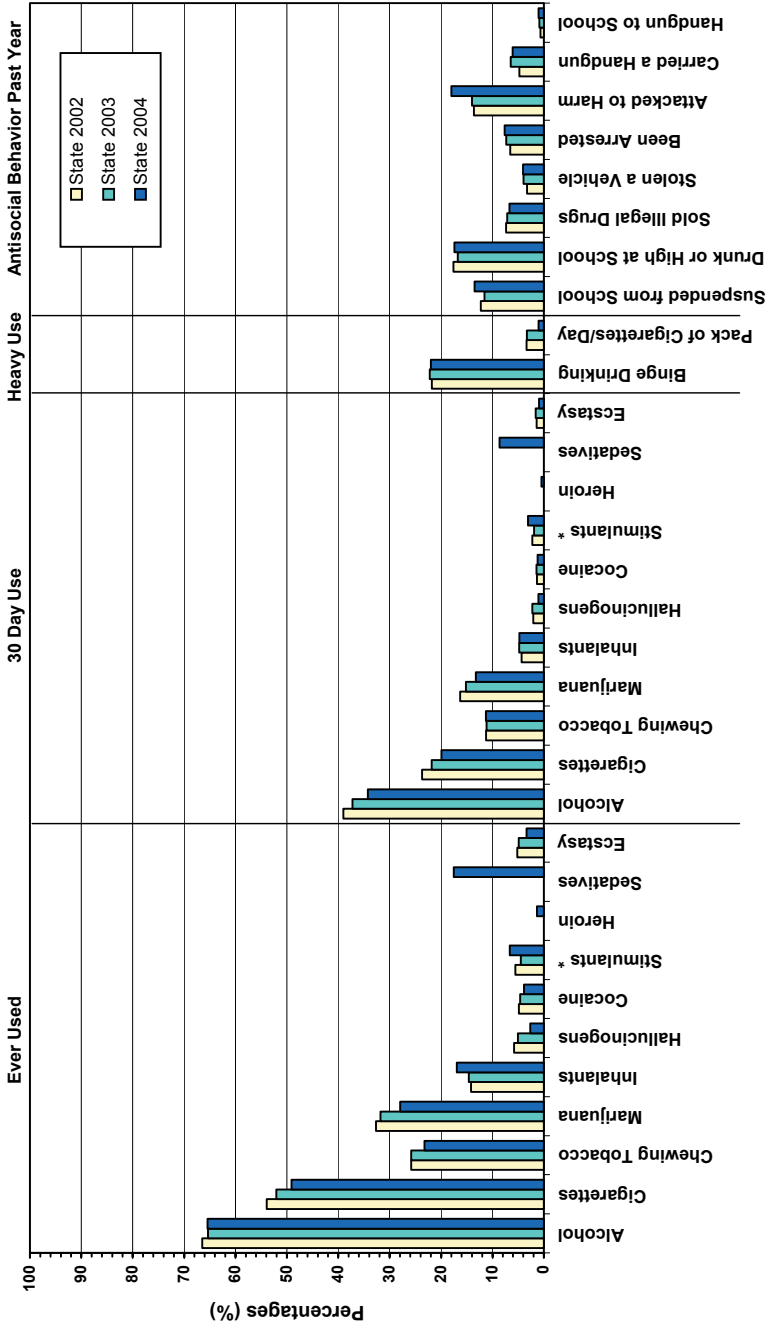
ATOD USE AND ANTISOCIAL BEHAVIOR

2004 Student Survey, Grade 8



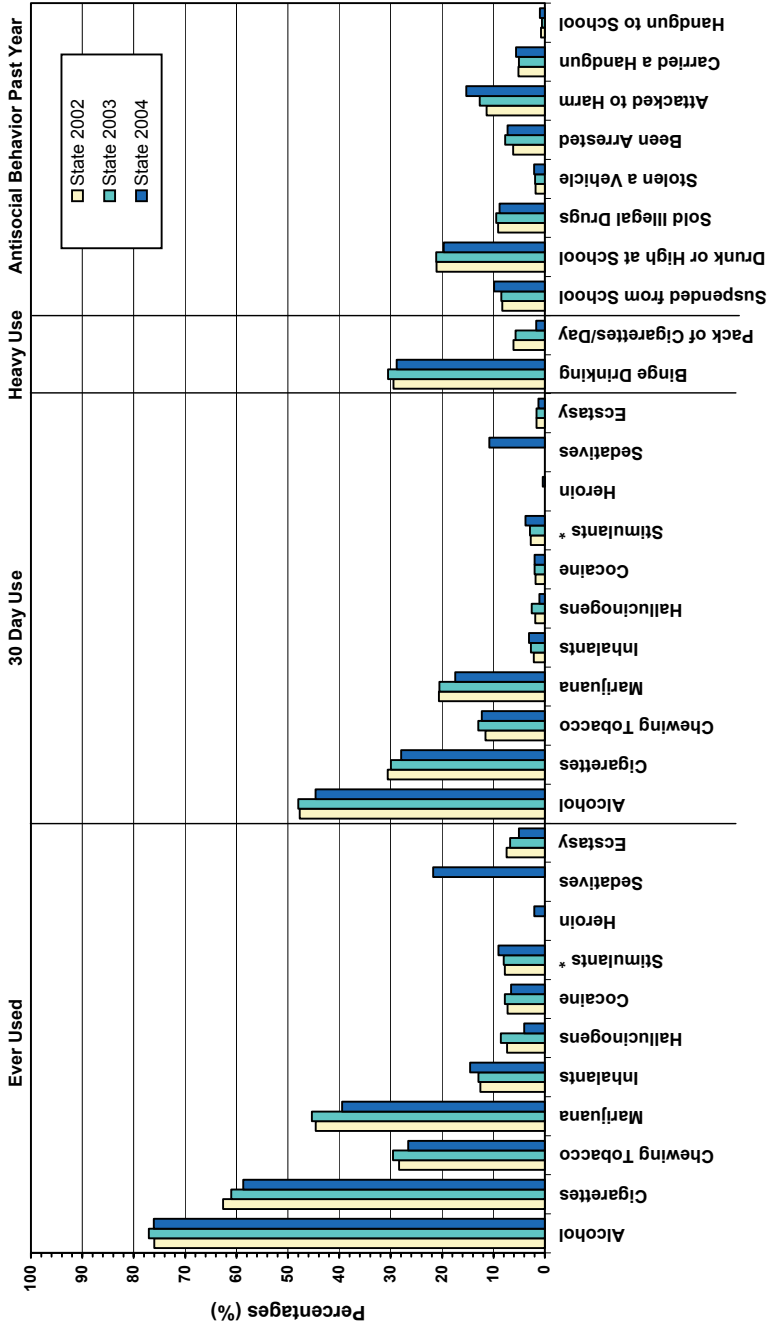
ATOD USE AND ANTISOCIAL BEHAVIOR

2004 Student Survey, Grade 10

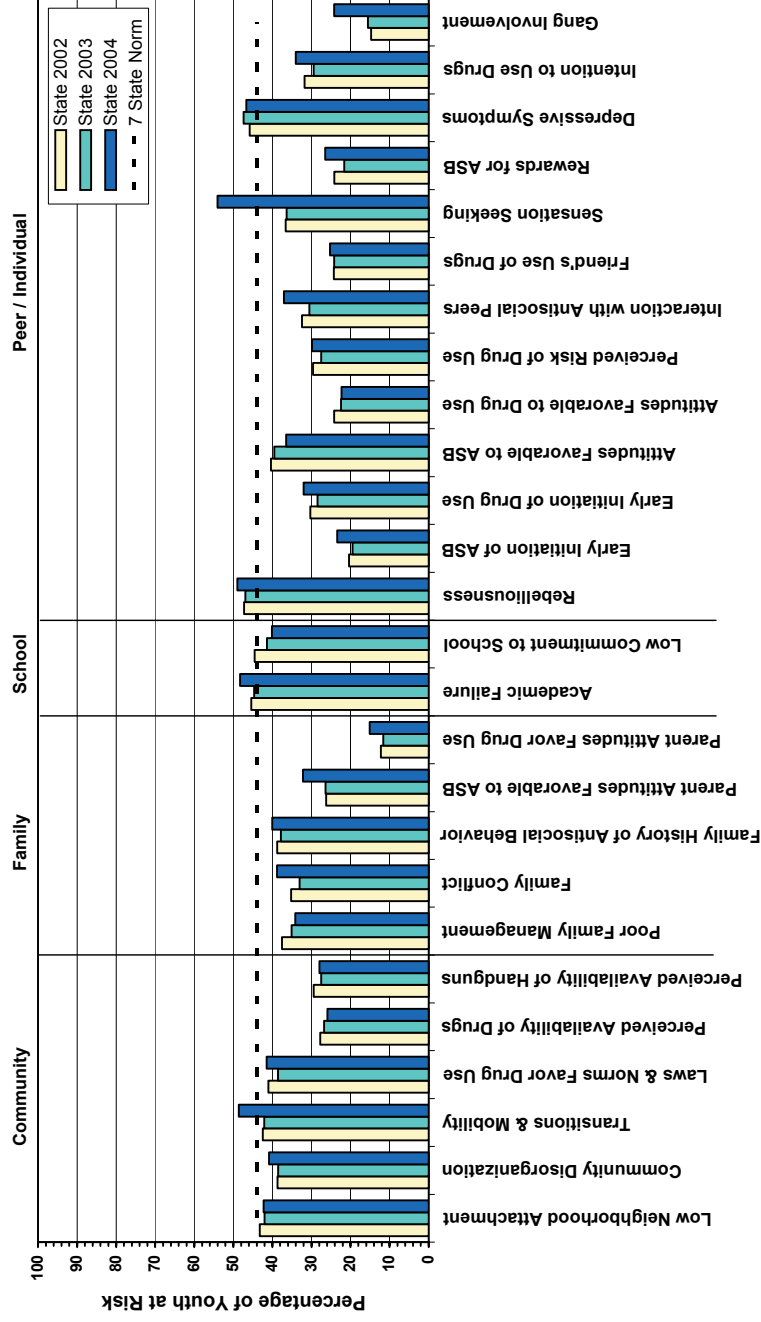


ATOD USE AND ANTISOCIAL BEHAVIOR

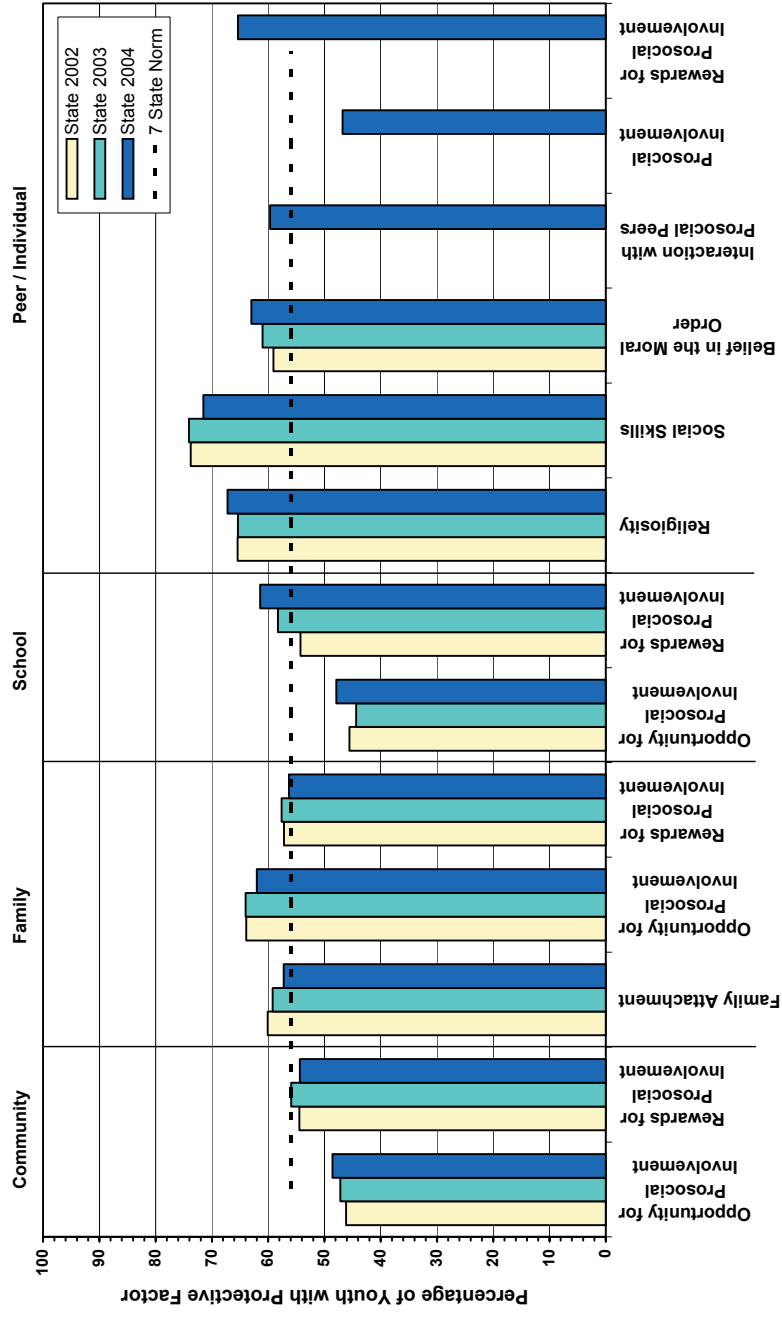
2004 Student Survey, Grade 12



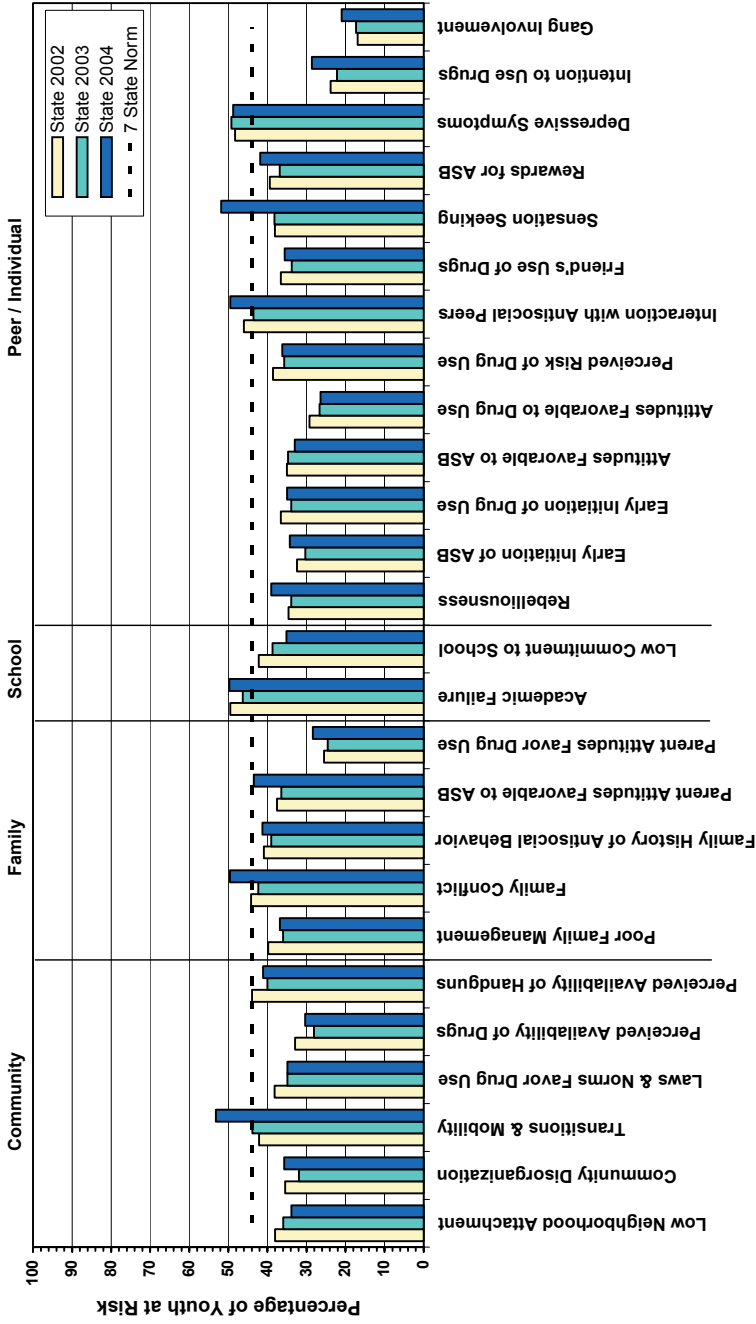
RISK PROFILE **2004 Student Survey, Grade 6**



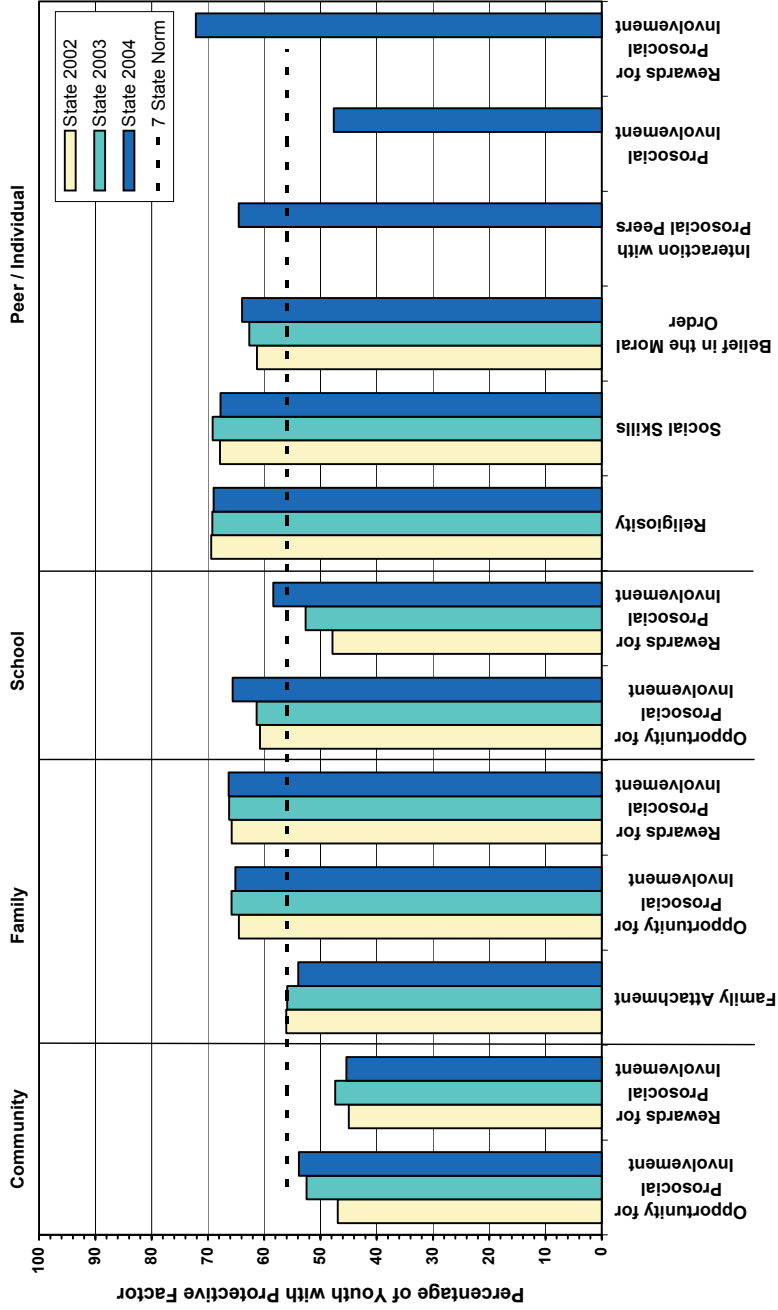
PROTECTIVE PROFILE **2004 Student Survey, Grade 6**



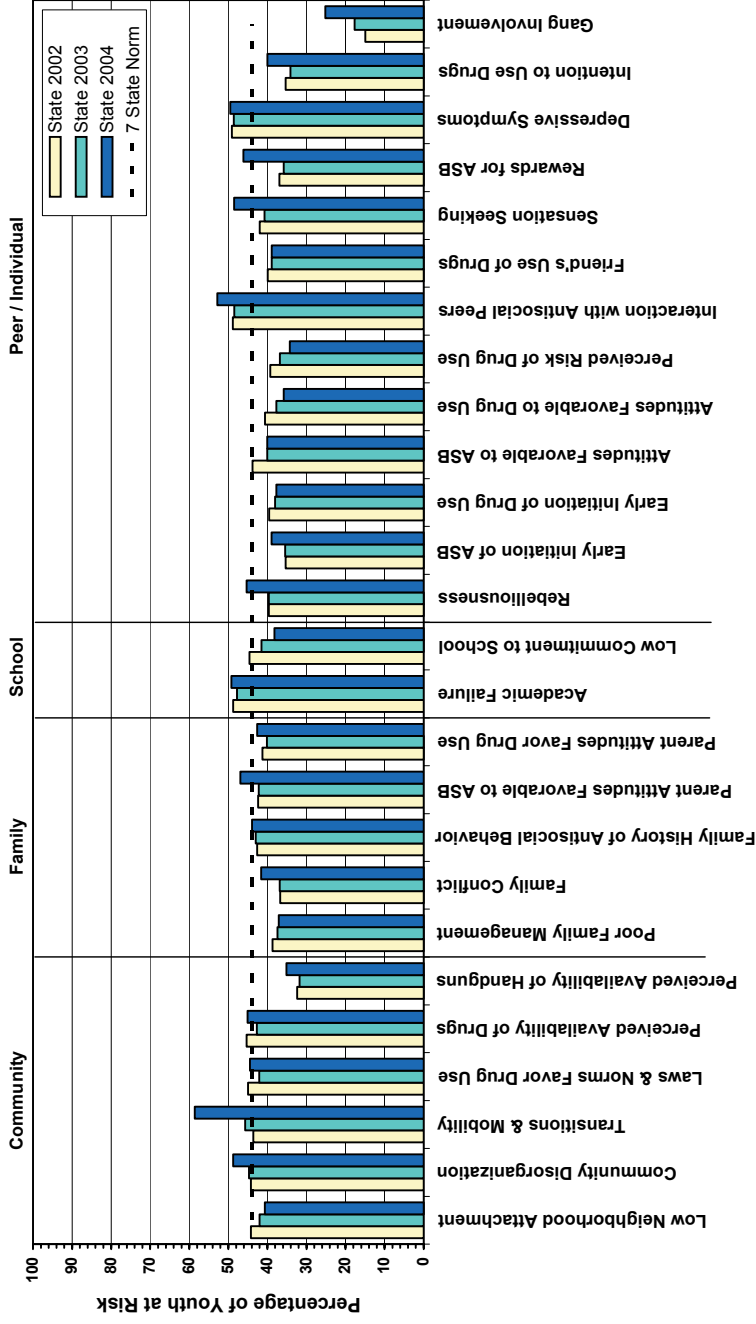
RISK PROFILE



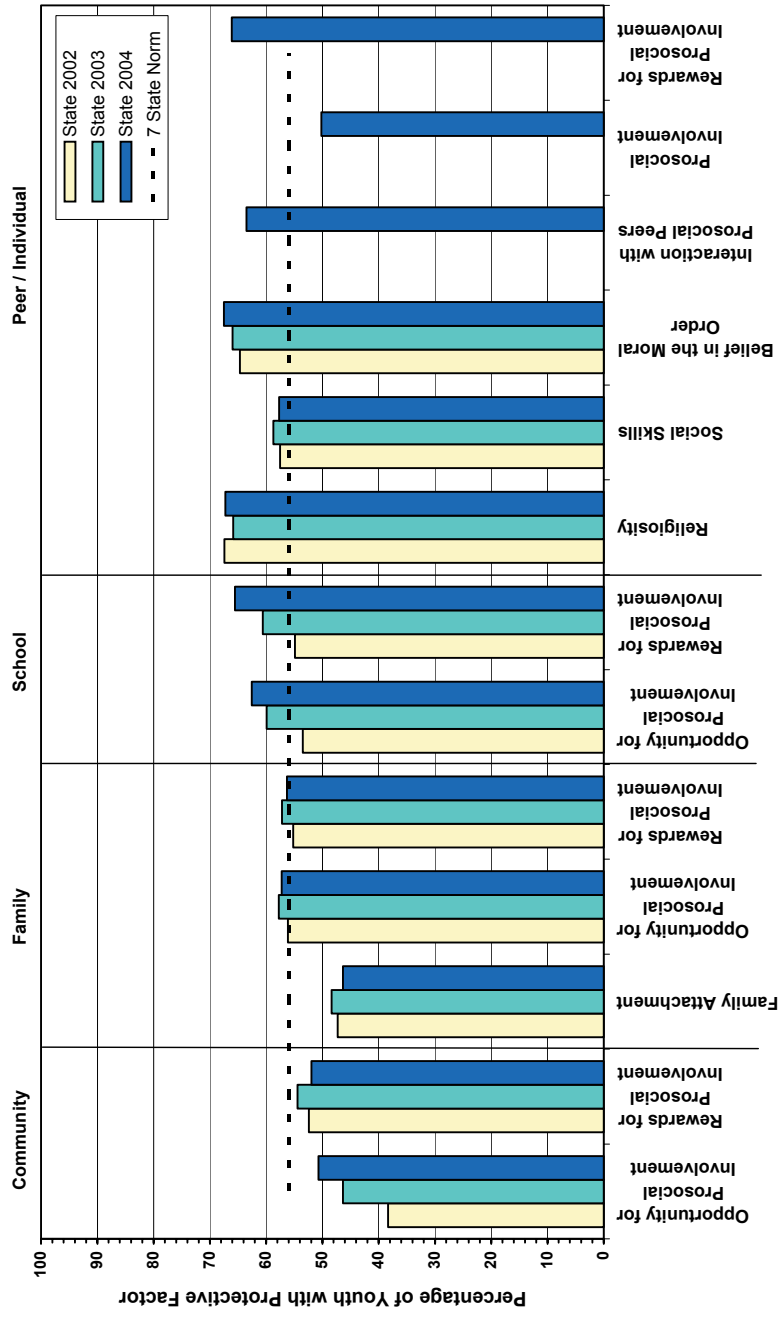
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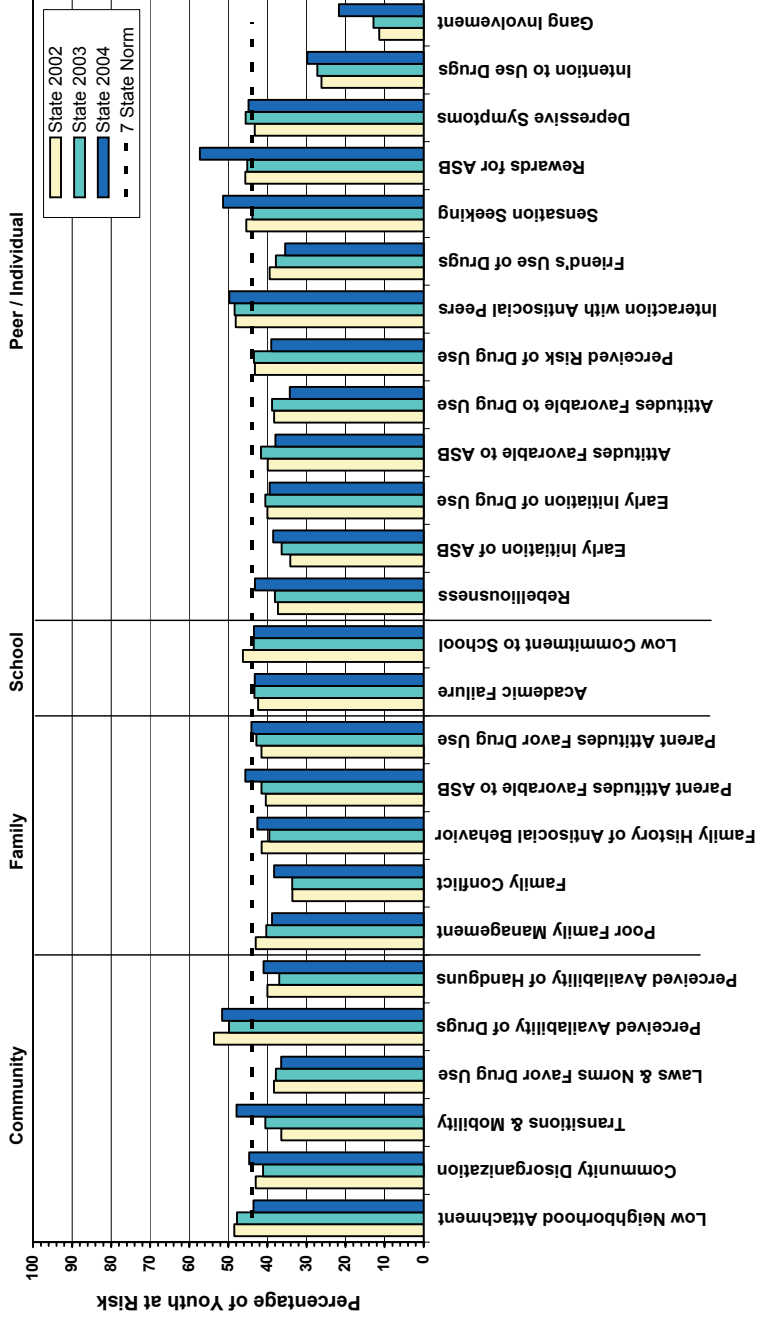
RISK PROFILE **2004 Student Survey, Grade 10**



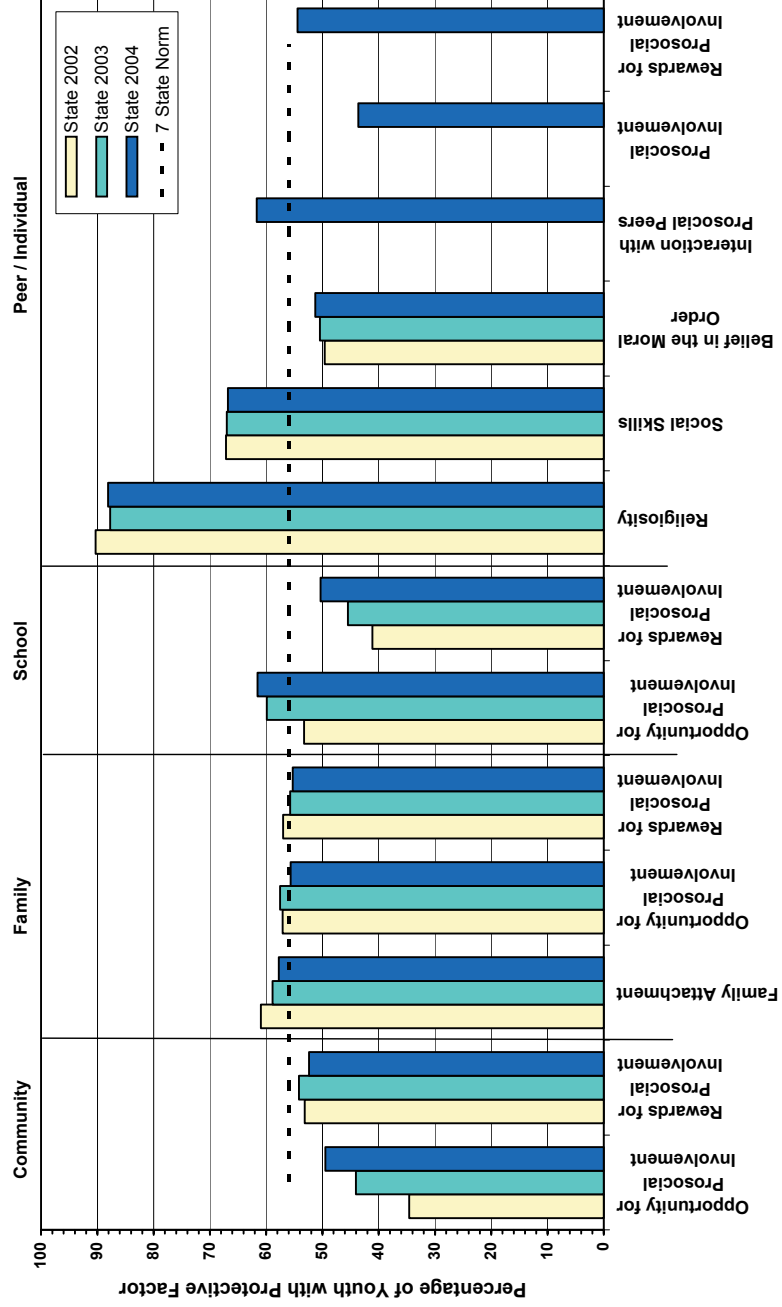
PROTECTIVE PROFILE **2004 Student Survey, Grade 10**



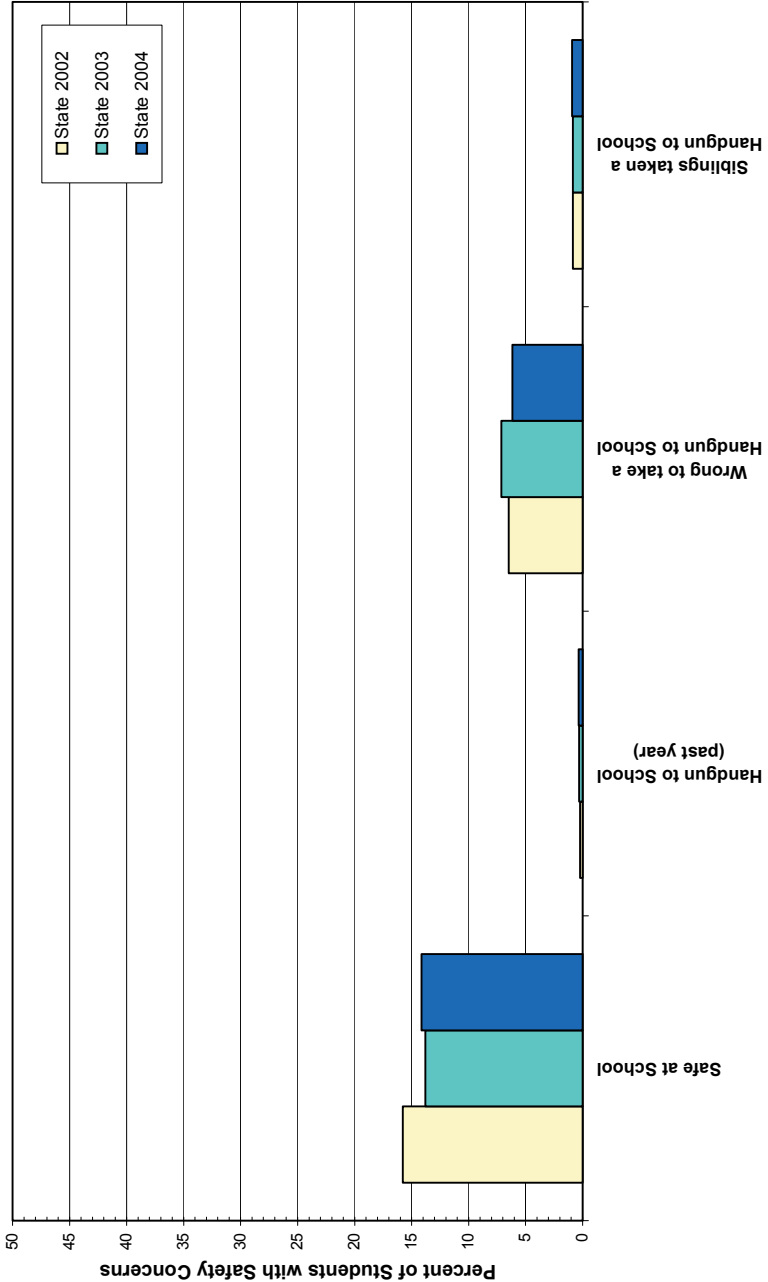
RISK PROFILE



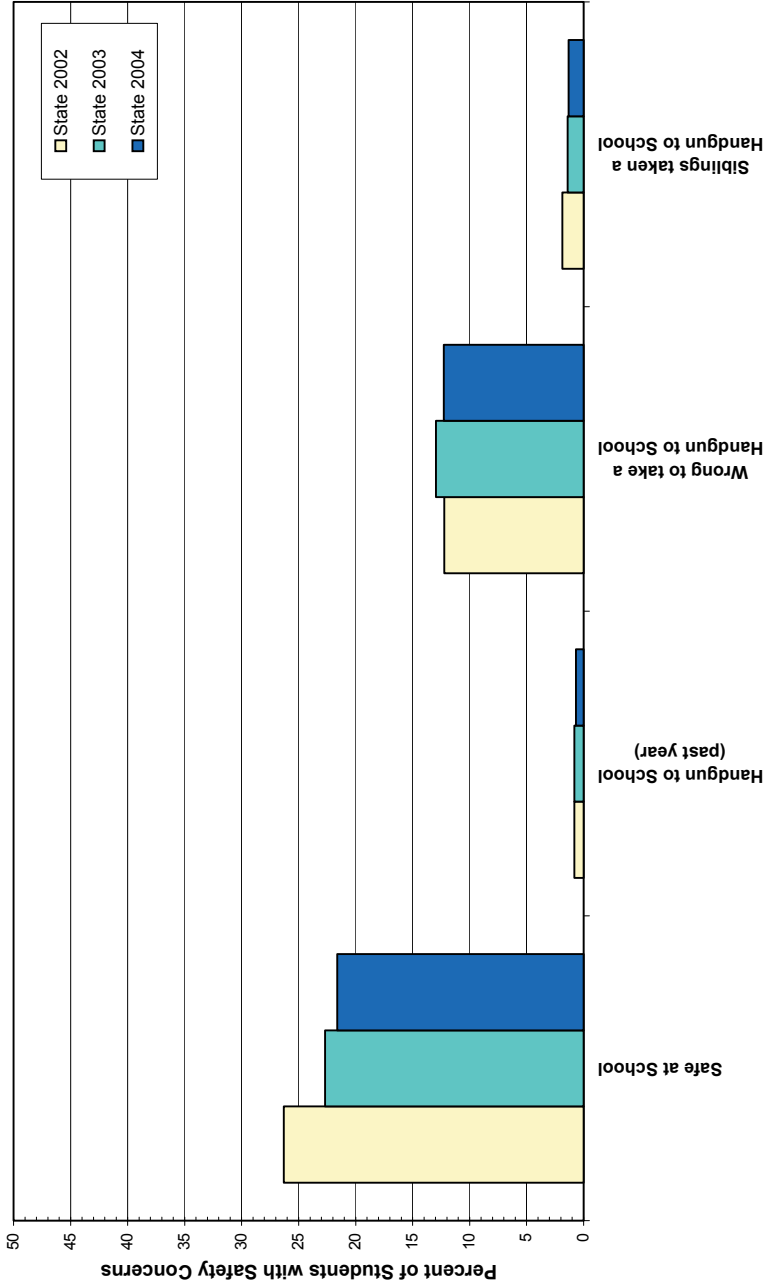
PROTECTIVE PROFILE



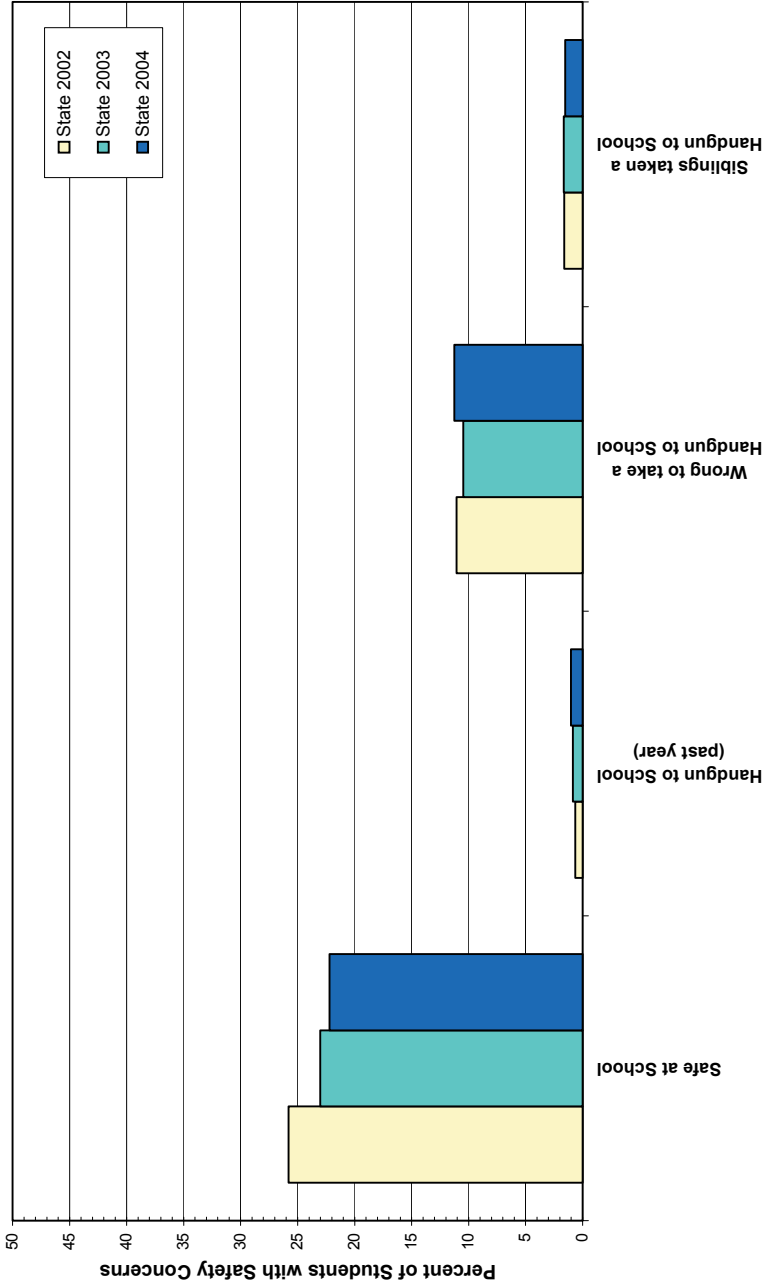
SCHOOL SAFETY PROFILE **2004 Student Survey, Grade 6**



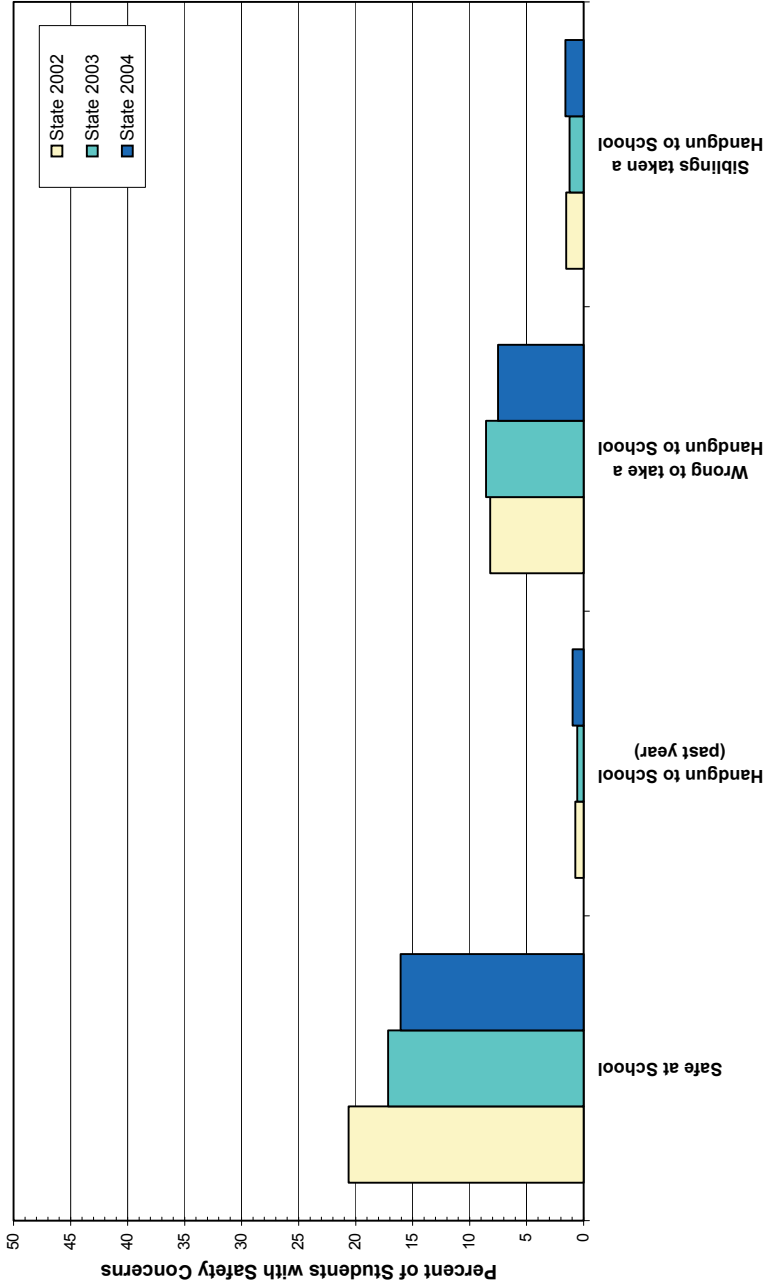
SCHOOL SAFETY PROFILE **2004 Student Survey, Grade 8**



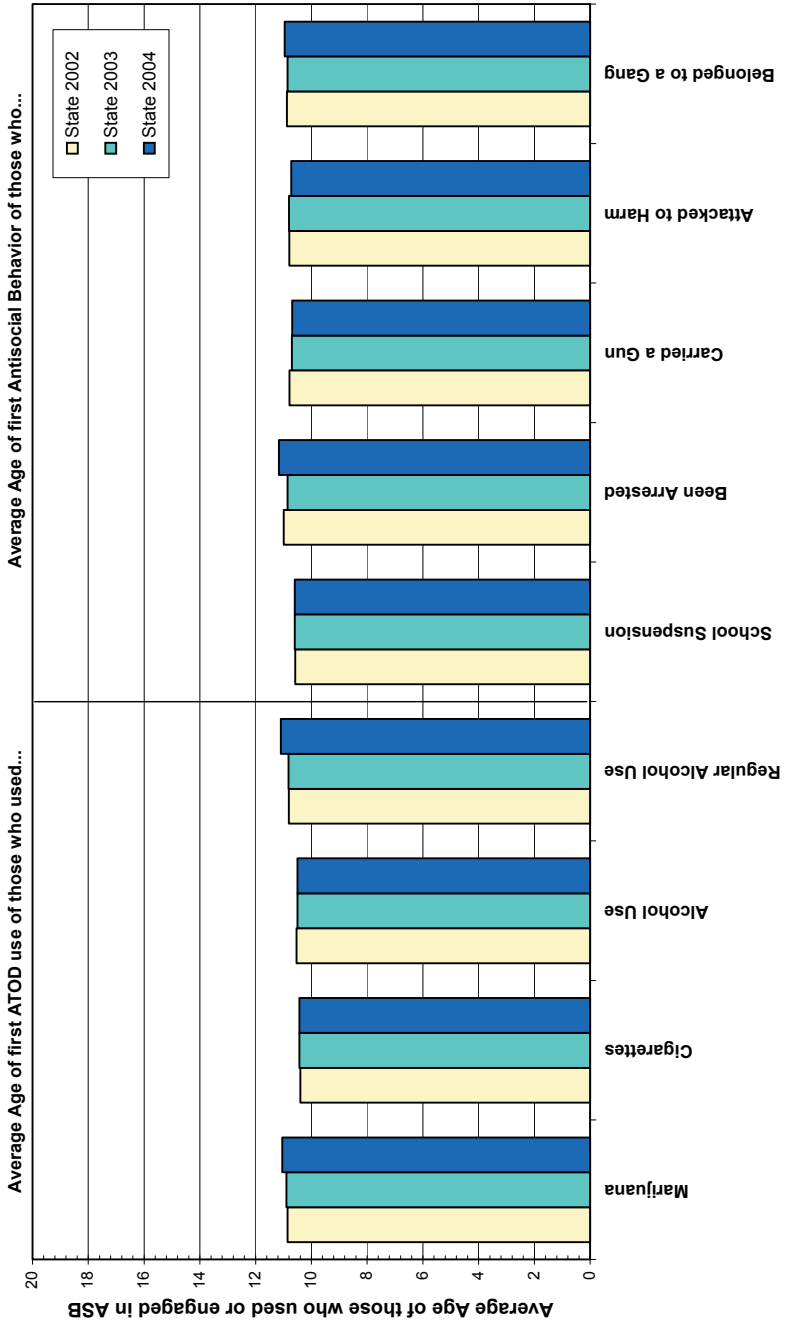
SCHOOL SAFETY PROFILE **2004 Student Survey, Grade 10**



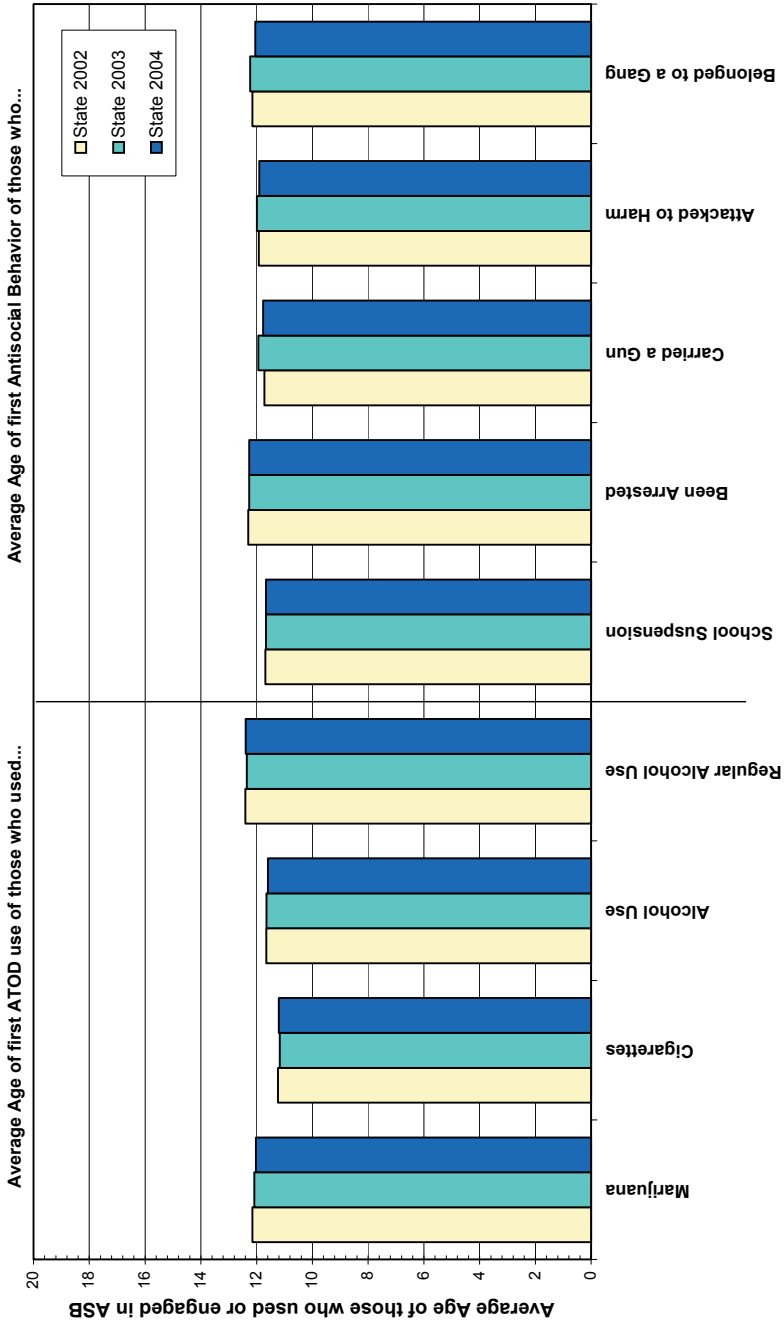
SCHOOL SAFETY PROFILE **2004 Student Survey, Grade 12**



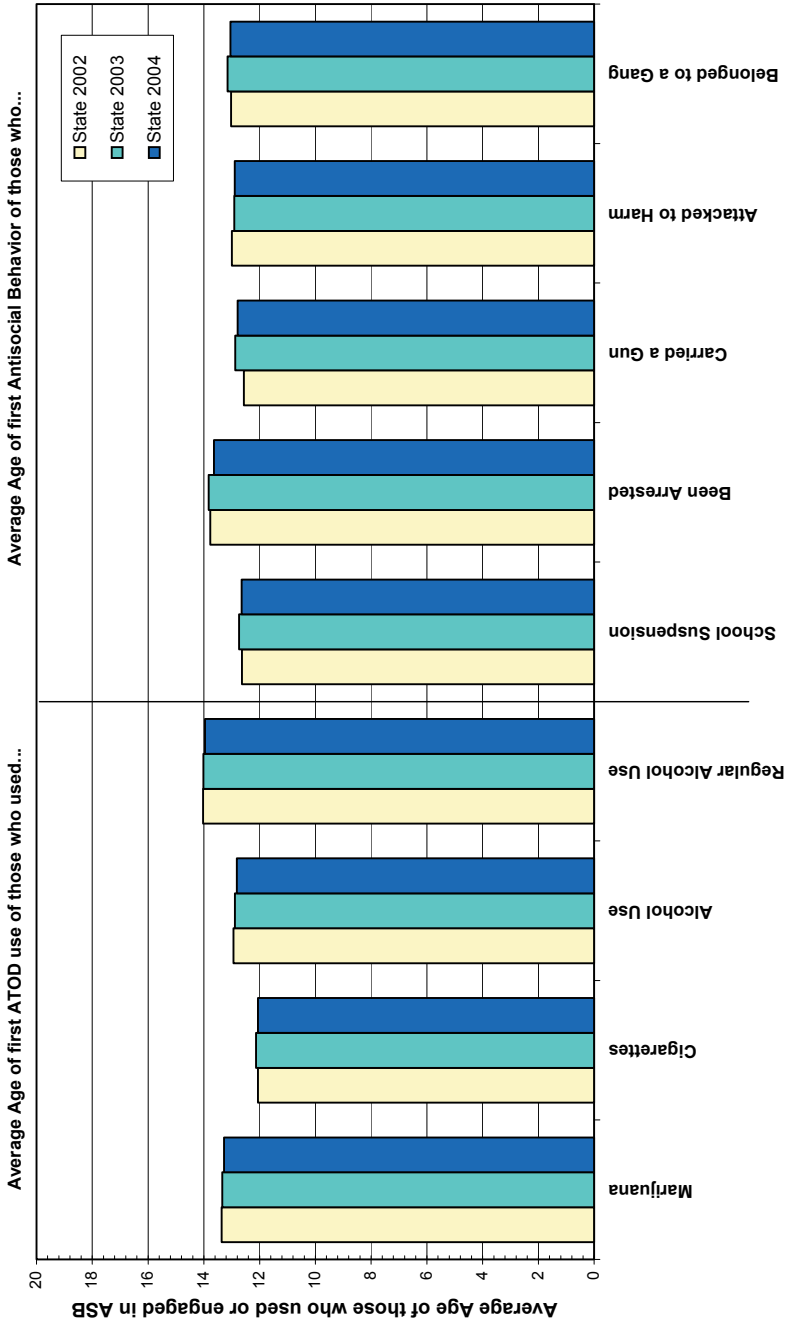
NO CHILD LEFT BEHIND PROFILE 2004 Student Survey, Grade 6



NO CHILD LEFT BEHIND PROFILE 2004 Student Survey, Grade 8



NO CHILD LEFT BEHIND PROFILE **2004 Student Survey, Grade 10**



NO CHILD LEFT BEHIND PROFILE **2004 Student Survey, Grade 12**

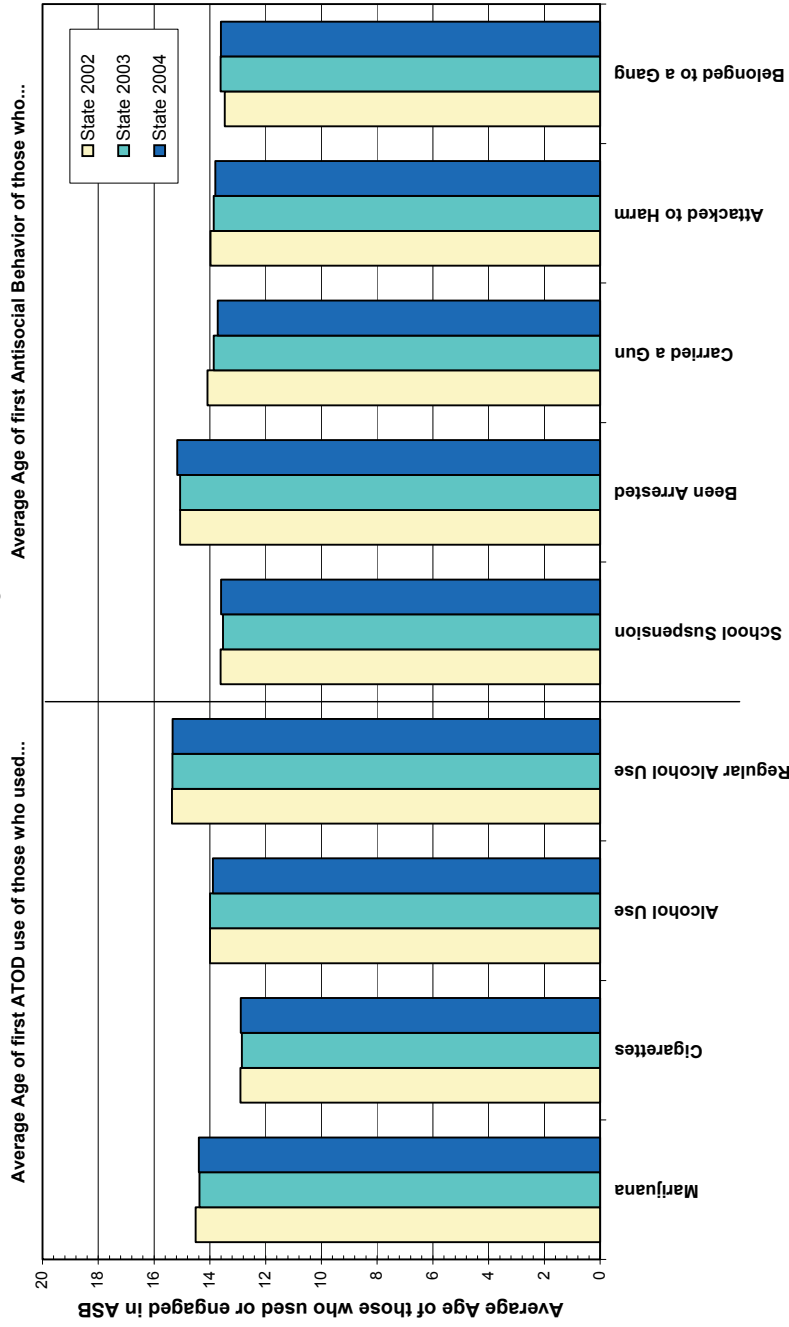


Table 2. Risk and Protective Factor Scale Definitions

Community Domain Risk Factors	
<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.
Community Domain Protective Factors	
<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.
Family Domain Risk Factors	
<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 Management</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. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems
Family Domain Protective Factors	
<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>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.
School Domain Risk Factors	
<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.
<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.

Table 2. Risk and Protective Factor Scale Definitions (Continued)

<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>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>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>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 Behavior</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>Intention to Use ATODs</i>	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
<i>Depressive Symptoms</i>	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 other youth problem behaviors.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>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.
<i>Opportunities for Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	Young people who are rewarded for working hard in school and volunteering in the community are less likely to engage in problem behavior.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Number of Youth	7332	4449	10913	6758	5260	11740	6080	4505	9739	4886	3934	7607

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

	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Drug Used												
Alcohol	22.7	21.7	21.1	46.1	44.7	44.4	66.5	65.4	65.5	76.0	77.1	76.1
Cigarettes	18.1	17.5	17.2	39.4	36.0	34.8	53.9	52.1	49.1	62.6	61.0	58.7
Chewing Tobacco	10.0	10.1	8.5	20.0	17.5	16.1	25.8	25.8	23.3	28.4	29.6	26.6
Marijuana	3.2	3.3	2.4	16.2	14.0	12.1	32.7	31.8	28.0	44.6	45.3	39.4
Inhalants	10.1	9.8	11.6	15.6	14.6	17.4	14.2	14.6	17.0	12.6	12.9	14.6
Hallucinogens	0.9	1.1	0.4	2.8	2.2	1.0	5.8	5.0	2.7	7.4	8.6	4.0
Cocaine	0.9	0.9	0.6	2.4	2.2	1.7	4.9	4.6	3.9	7.3	7.8	6.6
Stimulants *	0.4	0.5	1.1	2.3	1.8	2.9	5.6	4.5	6.6	7.8	8.0	9.0
Heroin	n/a	n/a	0.5	n/a	n/a	0.8	n/a	n/a	1.4	n/a	n/a	2.1
Sedatives	n/a	n/a	4.9	n/a	n/a	9.7	n/a	n/a	17.6	n/a	n/a	21.7
Ecstasy	0.6	0.5	0.3	2.9	2.0	1.6	5.2	4.9	3.3	7.5	6.7	5.0
Any Drug	12.8	12.8	21.4	26.5	24.3	33.9	38.5	37.7	46.2	47.9	48.9	52.2

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

	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Drug Used												
Alcohol	8.0	6.6	5.1	22.7	19.7	17.0	39.0	37.2	34.3	47.7	48.0	44.6
Cigarettes	3.8	3.6	3.4	13.9	11.7	11.7	23.7	21.8	19.9	30.6	30.0	28.0
Chewing Tobacco	2.9	3.1	2.6	7.9	7.3	7.0	11.2	11.2	11.3	11.6	13.0	12.3
Marijuana	1.3	1.5	0.9	8.3	5.9	5.5	16.3	15.2	13.3	20.6	20.6	17.5
Inhalants	4.9	4.4	5.0	6.2	6.2	7.4	4.3	4.8	4.8	2.2	2.7	3.1
Hallucinogens	0.4	0.4	0.3	1.2	0.9	0.5	2.1	2.2	1.1	1.9	2.6	1.1
Cocaine	0.4	0.3	0.4	0.8	0.7	0.9	1.4	1.4	1.2	1.8	2.0	2.0
Stimulants *	0.1	0.2	0.6	1.0	0.7	1.4	2.3	1.9	3.1	2.7	2.9	3.8
Heroin	n/a	n/a	0.3	n/a	n/a	0.3	n/a	n/a	0.5	n/a	n/a	0.4
Sedatives	n/a	n/a	2.0	n/a	n/a	5.0	n/a	n/a	8.6	n/a	n/a	10.8
Ecstasy	0.2	0.1	0.1	1.2	0.9	0.5	1.4	1.6	1.0	1.6	1.6	1.3
Any Drug	6.4	5.9	10.5	13.4	11.5	18.4	19.8	19.1	25.1	22.6	22.8	28.1

* In previous surveys, only methamphetamines were measured

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

	Grade 6			Grade 8			Grade 10			Grade 12		
Drug Used	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Binge Drinking	3.3	3.5	4.0	11.9	9.9	11.4	21.8	22.2	22.0	29.5	30.5	28.9
Pack of Cigarettes/Day	0.3	0.3	0.2	1.5	1.2	0.5	3.4	3.3	1.0	6.1	5.7	1.7

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

	Grade 6			Grade 8			Grade 10			Grade 12		
Behavior	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Suspended from School	8.1	7.7	9.4	13.0	12.5	14.7	12.3	11.6	13.5	8.3	8.5	9.9
Drunk or High at School	2.5	2.1	2.7	9.4	8.3	9.0	17.6	16.8	17.4	21.1	21.2	19.7
Sold Illegal Drugs	0.5	0.5	0.4	2.8	2.7	2.3	7.4	7.1	6.7	9.1	9.5	8.8
Stolen a Vehicle	1.1	1.1	1.5	2.7	2.9	2.7	3.3	4.0	4.1	1.8	1.9	2.1
Been Arrested	2.0	1.7	2.3	5.2	4.8	5.4	6.5	7.3	7.7	6.2	7.7	7.3
Attacked to Harm	8.3	8.5	11.7	14.4	13.1	17.1	13.6	14.0	18.0	11.4	12.7	15.3
Carried a Handgun	4.1	4.3	4.0	5.9	5.1	6.4	4.8	6.4	6.1	5.1	5.1	5.6
Handgun to School	0.2	0.3	0.4	0.8	0.8	0.7	0.7	0.9	1.0	0.7	0.6	1.0

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Community Domain												
Opportunity for Prosocial Involvement	46.2	47.2	48.6	46.9	52.4	53.8	38.3	46.3	50.7	34.6	44.0	49.5
Rewards for Prosocial Involvement	54.4	55.9	54.4	44.9	47.4	45.4	52.4	54.4	51.9	53.2	54.2	52.3
Family Domain												
Family Attachment	60.1	59.2	57.2	56.1	55.9	53.9	47.3	48.3	46.4	61.0	58.8	57.7
Opportunity for Prosocial Involvement	63.9	64.0	62.0	64.5	65.8	65.1	56.1	57.7	57.2	57.1	57.5	55.7
Rewards for Prosocial Involvement	57.2	57.6	56.3	65.7	66.2	66.3	55.2	57.2	56.3	57.0	55.7	55.3
School Domain												
Opportunity for Prosocial Involvement	45.6	44.4	47.9	60.7	61.3	65.6	53.5	59.9	62.5	53.2	59.9	61.6
Rewards for Prosocial Involvement	54.3	58.2	61.4	47.8	52.6	58.4	54.9	60.6	65.6	41.1	45.4	50.3
Peer-Individual Domain												
Religiosity	65.4	65.4	67.2	69.4	69.2	69.0	67.4	65.8	67.3	90.3	87.7	88.1
Social Skills	73.8	74.1	71.5	67.9	69.2	67.7	57.5	58.7	57.7	67.1	67.0	66.8
Belief in the Moral Order	59.1	61.0	63.0	61.3	62.7	63.9	64.6	66.0	67.5	49.6	50.4	51.3
Interaction with Prosocial Peers	n/a	n/a	59.6	n/a	n/a	64.5	n/a	n/a	63.5	n/a	n/a	61.7
Prosocial Involvement	n/a	n/a	46.8	n/a	n/a	47.6	n/a	n/a	50.2	n/a	n/a	43.6
Rewards for Prosocial Involvement	n/a	n/a	65.4	n/a	n/a	72.1	n/a	n/a	66.1	n/a	n/a	54.4

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Community Domain												
Low Neighborhood Attachment	43.3	42.0	42.3	38.0	36.0	33.9	44.2	42.0	40.7	48.5	47.8	43.5
Community Disorganization	38.7	38.5	40.9	35.4	31.9	35.7	44.2	44.7	48.8	43.0	41.1	44.7
Transitions & Mobility	42.4	42.1	48.6	42.1	43.9	53.2	43.6	45.7	58.6	36.5	40.5	47.9
Laws & Norms Favor Drug Use	41.0	38.6	41.5	38.2	34.9	34.9	45.0	42.1	44.5	38.3	37.8	36.5
Perceived Availability of Drugs	27.7	26.8	25.9	32.9	28.1	30.3	45.3	42.7	45.1	53.7	49.8	51.6
Perceived Availability of Handguns	29.4	27.5	28.0	43.9	40.0	41.1	32.4	31.7	35.2	40.0	37.0	41.0
Family Domain												
Poor Family Management	37.6	35.1	34.1	39.8	36.0	36.8	38.7	37.4	37.1	43.0	40.3	38.8
Family Conflict	35.2	33.1	38.8	44.1	42.3	49.6	36.7	36.9	41.6	33.6	33.7	38.3
Family History of Antisocial Behavior	38.7	37.8	40.0	40.9	39.0	41.3	42.6	43.0	43.9	41.4	39.5	42.6
Parent Attitudes Favorable to ASB	26.2	26.4	32.2	37.5	36.4	43.5	42.4	42.2	46.9	40.4	41.5	45.7
Parent Attitudes Favor Drug Use	12.2	11.6	15.1	25.5	24.5	28.4	41.3	40.1	42.6	41.5	42.8	44.1
School Domain												
Academic Failure	45.4	44.6	48.3	49.5	46.3	49.8	48.8	47.8	49.2	42.4	43.3	43.2
Low Commitment to School	44.5	41.4	40.1	42.2	38.7	35.1	44.6	41.5	38.2	46.2	43.5	43.4
Peer-Individual Domain												
Rebelliousness	47.2	46.9	49.0	34.6	33.9	39.0	39.6	39.6	45.3	37.3	38.1	43.2
Early Initiation of ASB	20.4	19.5	23.4	32.5	30.3	34.3	35.3	35.5	38.9	34.1	36.4	38.5
Early Initiation of Drug Use	30.3	28.5	32.0	36.6	33.9	35.0	39.6	38.0	37.7	40.0	40.5	39.4
Attitudes Favorable to ASB	40.4	39.5	36.5	35.0	34.7	33.0	43.8	40.0	40.0	39.9	41.6	38.0
Attitudes Favorable to Drug Use	24.2	22.4	22.3	29.2	26.6	26.4	40.6	37.7	35.8	38.2	38.8	34.3
Perceived Risk of Drug Use	29.6	27.5	29.9	38.6	35.7	36.2	39.2	36.8	34.3	43.2	43.4	39.0
Interaction with Antisocial Peers	32.4	30.5	37.0	46.0	43.6	49.5	48.8	48.4	52.8	48.1	48.4	49.7
Friend's Use of Drugs	24.2	24.2	25.2	36.6	33.8	35.5	39.9	38.9	38.9	39.4	37.8	35.4
Sensation Seeking	36.6	36.4	54.0	38.1	38.2	51.9	41.9	40.7	48.5	45.4	43.9	51.4
Rewards for ASB	24.2	21.6	26.5	39.4	36.9	41.8	36.9	35.8	46.1	45.7	45.2	57.3
Depressive Symptoms	45.8	47.3	46.7	48.3	49.2	48.7	49.1	48.6	49.5	43.2	45.6	44.8
Intention to Use Drugs	31.8	29.4	34.0	23.8	22.2	28.6	35.3	34.1	40.0	26.2	27.2	29.8
Gang Involvement	14.7	15.5	24.2	16.9	17.3	21.0	14.9	17.7	25.2	11.4	12.8	21.7

Table 10. Percentage of Students Reporting School Safety Issues

Question	Response	Grade 6			Grade 8			Grade 10			Grade 12		
		State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Behavior													
I feel safe at my school. (q13)	NO!	7.2	6.5	5.6	11.4	9.5	7.7	10.4	9.9	7.9	8.7	6.2	6.0
	no	8.6	7.3	8.5	14.9	13.1	14.0	15.3	13.1	14.3	11.9	10.9	10.1
	yes	35.7	32.4	34.2	47.3	46.6	47.8	53.2	50.9	54.7	53.2	51.8	55.6
	YES!	48.6	53.8	51.7	26.4	30.8	30.6	21.0	26.1	23.1	26.2	31.1	28.3
How many times in the past year have you taken a handgun to school? (q30k)	Never	99.8	99.7	99.6	99.2	99.2	99.3	99.3	99.1	99.0	99.3	99.4	99.0
	1-2 times	0.1	0.2	0.2	0.3	0.5	0.4	0.3	0.4	0.3	0.2	0.2	0.3
	3-5 times	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2
	6-9 times	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.0
	10-19 times	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1
	20-29 times	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0
	30-39 times	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
	40 + times	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.2	0.1	0.3
How wrong do you think it is for someone your age to take a handgun to school? (q27a)	Very Wrong	93.5	92.9	93.8	87.8	87.0	87.7	88.9	89.5	88.7	91.8	91.4	92.5
	Wrong	5.2	5.3	4.6	8.9	9.3	9.2	8.2	7.4	8.3	6.1	6.2	4.9
	A Little Bit Wrong	0.8	1.0	0.9	2.2	2.4	2.2	1.9	2.3	1.8	1.2	1.6	1.7
	Not wrong at All	0.5	0.8	0.6	1.0	1.2	0.8	1.0	0.8	1.2	0.9	0.7	1.0
Have any of your brothers or sisters ever taken a handgun to school? (q99d)	No	95.0	95.2	94.6	94.3	94.2	94.0	93.5	94.2	94.0	93.6	93.8	93.2
	Yes	0.9	0.9	0.9	1.9	1.4	1.3	1.6	1.7	1.5	1.5	1.2	1.6
	I don't have any brothers or sisters	4.2	4.0	4.5	3.9	4.4	4.6	4.9	4.1	4.5	4.9	4.9	5.2

Table 11. Average Age of first ATOD use and Antisocial Behavior

	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004	State 2002	State 2003	State 2004
Age of first ATOD use												
Marijuana	10.8	10.9	11.0	12.1	12.1	12.0	13.4	13.3	13.3	14.5	14.4	14.4
Cigarettes	10.4	10.4	10.4	11.2	11.2	11.2	12.1	12.1	12.1	12.9	12.8	12.9
Alcohol Use	10.5	10.5	10.5	11.7	11.6	11.6	12.9	12.9	12.8	14.0	14.0	13.9
Regular Alcohol Use	10.8	10.8	11.1	12.4	12.4	12.4	14.0	14.0	14.0	15.4	15.3	15.3
Age of first Antisocial Behavior												
School Suspension	10.6	10.6	10.6	11.7	11.7	11.7	12.6	12.7	12.6	13.6	13.5	13.6
Been Arrested	11.0	10.9	11.2	12.3	12.3	12.3	13.8	13.8	13.6	15.1	15.1	15.2
Carried a Gun	10.8	10.7	10.7	11.7	11.9	11.8	12.6	12.9	12.8	14.1	13.9	13.7
Attacked to Harm	10.8	10.8	10.7	11.9	12.0	11.9	13.0	12.9	12.9	14.0	13.9	13.8
Belonged to a Gang	10.9	10.9	11.0	12.2	12.2	12.1	13.0	13.1	13.0	13.5	13.6	13.6
Total Averages												
	State 2002	State 2003	State 2004									
Age of first ATOD use												
Marijuana	13.5	13.5	13.4									
Cigarettes	11.9	11.9	11.9									
Alcohol Use	12.6	12.7	12.5									
Regular Alcohol Use	14.2	14.2	14.1									
Age of first Antisocial Behavior												
School Suspension	12.2	12.3	12.2									
Been Arrested	13.5	13.7	13.5									
Carried a Gun	12.3	12.5	12.2									
Attacked to Harm	12.5	12.6	12.4									
Belonged to a Gang	12.3	12.5	12.3									

CONTACTS FOR PREVENTION

Prevention Resource Centers

Region 1 PREVENTION RESOURCE CENTER Operated by Decision Point

Springdale

JTL Shop Building
614 East Emma Street, Suite M428
Springdale, AR 72764

Mr. Jim Smith, PRC Coordinator

(479) 927-2655

Fax: (479) 927-2752

E-MAIL: jsmith@jtlshop.jonesnet.org

Counties: Benton, Carroll, Madison, Washington

Region 2 PREVENTION RESOURCE CENTER Operated by North Arkansas Drug Awareness and Prevention Council

Harrison

310 South Pine Street
Harrison, AR 72601

Ms. Andrea Parton, PRC Coordinator

(870) 741-9131

Fax: (870) 741-1523

E-MAIL: nadap@alltel.net

Counties: Boone, Baxter, Newton, Marion,
Searcy

Region 3 PREVENTION RESOURCE CENTER Operated by Health Resources of Arkansas

Searcy

893 Hwy 64 East
Augusta, AR 72006

Ms. Pat Huckleby, PRC Coordinator

(870)347-5905

Fax: (501) 268-5301

E-MAIL: pat_huckleby@yahoo.com

Counties: Fulton, Izard, Sharp, Stone, Jackson,
Clebume, Van Buren, White, Woodruff,
Independence

Region 4 PREVENTION RESOURCE CENTER Operated by Crowley's Ridge Development Council

Jonesboro

P O Box 1497
(520 West Monroe Street)
Jonesboro, AR 72403

Ms. Dorothy Newsom, PRC Coordinator

(870) 933-0033

Fax: (870) 933-0048

E-MAIL: dnewsom@crdcnea.com

Counties: Randolph, Clay, Lawrence, Greene,
Craighead, Mississippi, Poinsett

Region 5 PREVENTION RESOURCE CENTER Operated by Harbor House, Inc.

Fort Smith

P O Box 4207 (615 North 19th Street)
Fort Smith, AR 72914

Ms. Cindy Stokes, PRC Coordinator

(479) 783-1916

Fax: (479) 783-1914

E-MAIL: hhiprc@aol.com

Counties: Crawford, Franklin, Logan, Scott,
Sebastian, Polk

Region 6 PREVENTION RESOURCE CENTER Operated by Community Service, Inc.

Morrilton

P O Box 679
(100 South Cherokee Street)
Morrilton, AR 72110

Mr. Jim Rhodes, PRC Coordinator

(501) 354-4589

Fax: (501) 354-5410

E-MAIL: irhodes@communityserviceinc.com

Counties: Johnson, Pope, Conway, Yell, Perry,
Faulkner

Region 7 PREVENTION RESOURCE CENTER
Operated by Crowley's Ridge Development
Council

Brinkley
P. O. Box 344
116 N. Main
Brinkley, AR 72021

Ms. Sylvia Halliburton-Jeffers, PRC Coordinator
(870) 734-1554
Fax: (870) 734-1554
E-MAIL: shalliburtoncrdc@sbcglobal.net
Counties: Cross, Crittenden, St. Francis,
Phillips, Lee, Monroe

Region 8 PREVENTION RESOURCE CENTER
Operated by Family Service Agency

Hot Springs
1401 Malvern Avenue, Suite 100
Hot Springs, AR 71901

Ms. Michelle Moore, PRC Coordinator
(501) 318-2648
Fax: (501) 624-5636
E-MAIL: mmoore@fsainc.org
Counties: Clark, Garland, Hot Spring,
Montgomery, Pike

Region 9 PREVENTION RESOURCE CENTER
Operated by Family Service Agency

North Little Rock
628 West Broadway, Suite 300
North Little Rock, AR 72114

Mr. Hayse Miller, PRC Coordinator
(501) 372-4242 Ext. 328 & 325
Fax: (501) 372-6565
E-MAIL: hmiller@fsainc.org
Counties: Pulaski, Saline, Lonoke, Prairie

Region 10 PREVENTION RESOURCE CENTER
Operated by Southwest Arkansas
Counseling & Mental Health Center, Inc.

Texarkana
P O Box 1987 (2904 Arkansas Blvd)
Texarkana, AR 71854

Ms. Trena Goings, PRC Coordinator
(870) 773-4655
Fax: (870) 772-4650
E-MAIL: tgoings@swacmhcc.com
Counties: Howard, Sevier, Hempstead, Little
River, Lafayette, Miller

Region 11 PREVENTION RESOURCE CENTER
Operated by South Arkansas Regional Health
Center

El Dorado
710 West Grove
El Dorado, AR 71730

Ms. Susan Rumph, PRC Coordinator
(870) 864-2497
Fax: (870) 864-2476
E-MAIL: srumph@sarhc.org
Counties: Dallas, Calhoun, Union, Columbia,
Ouachita, Nevada

Region 12 PREVENTION RESOURCE CENTER
Operated by Community Resource Agency

Pine Bluff
P.O. Box 2740
4218 W. 28th Street
Pine Bluff, AR 71613

Ms. Sharron Mims, PRC Coordinator
(870) 879-4646
Fax: (870) 879-4250
E-MAIL: smims@commresource.org
Counties: Grant, Jefferson, Lincoln, Arkansas,
Cleveland

Region 13 PREVENTION RESOURCE CENTER
Operated by Phoenix Youth & Family
Services

Crossett
310 N. Alabama Street
P O Box 654
Crossett, AR 71635

Ms. Christie Newton, PRC Coordinator
(870) 364-1676
Fax: (870) 364-1779
E-MAIL: cnewton@phoenixyouth.com
Counties: Desha, Drew, Bradley, Ashley &
Chicot

STATE AND NATIONAL CONTACTS:

**Alcohol and Drug Abuse Prevention
Division of Behavioral Health Services
Arkansas Department of Human Services**
4313 West Markham – 3rd Floor Administration
Little Rock, AR 72205
Telephone: (501) 686-9866
FAX: (501) 686-9035
<http://www.arkansas.gov/dhs/dmhs>

Tommie Johnson Waters, Director
Prevention Services
Alcohol and Drug Abuse Prevention
Tommie.Waters@arkansas.gov

Joe M. Hill, Director
Alcohol and Drug Abuse Prevention
Joe.Hill@arkansas.gov

**Arkansas Department of Education
Office of Comprehensive School Health**
2020 West 3rd Street, Suite 300
Little Rock, AR 72205
Telephone: (501) 683-3602
FAX: (501) 683-3610
The above information will connect you with our
Safe & Drug-Free Schools Office.
Website: <http://www.arkedu.state.ar.us/>

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

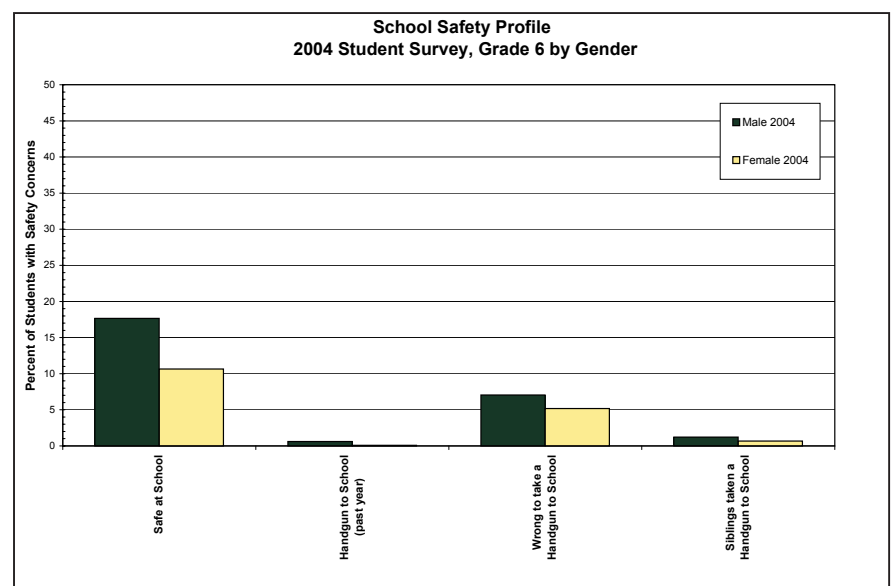
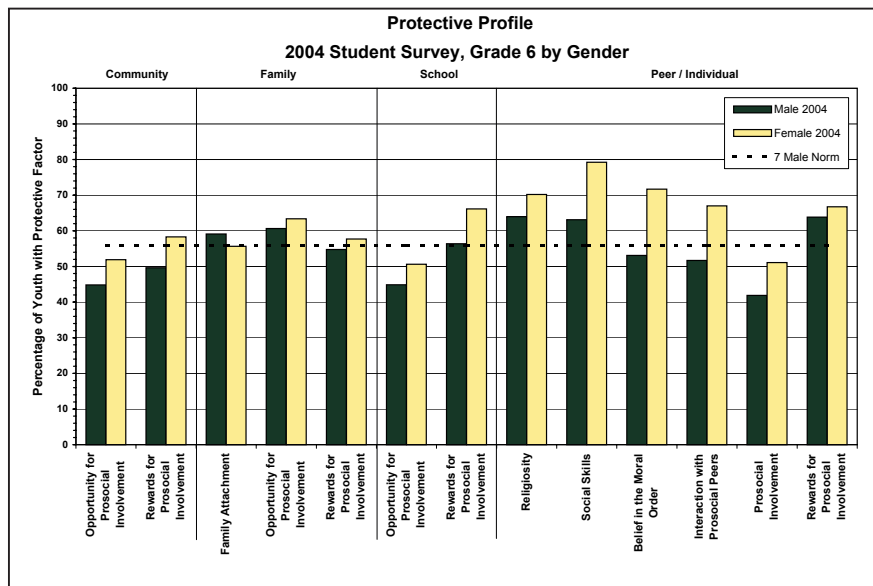
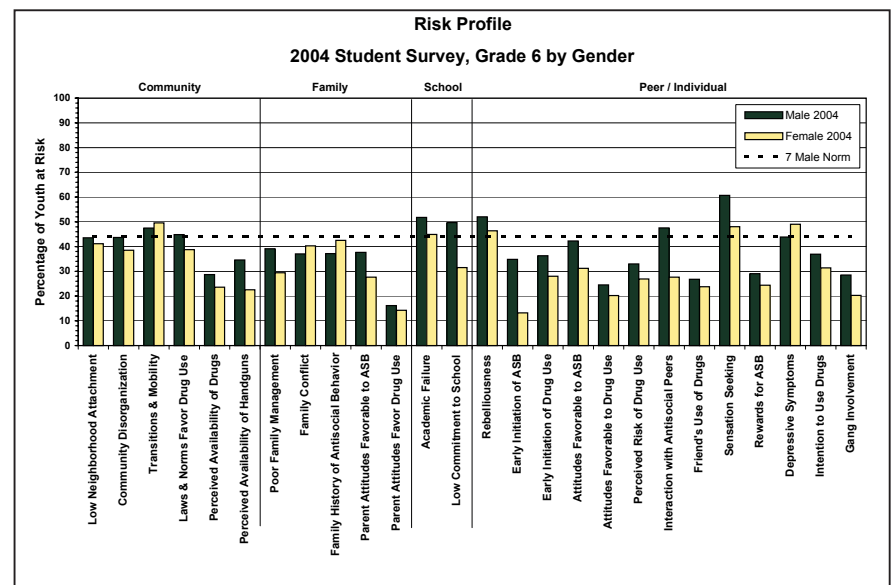
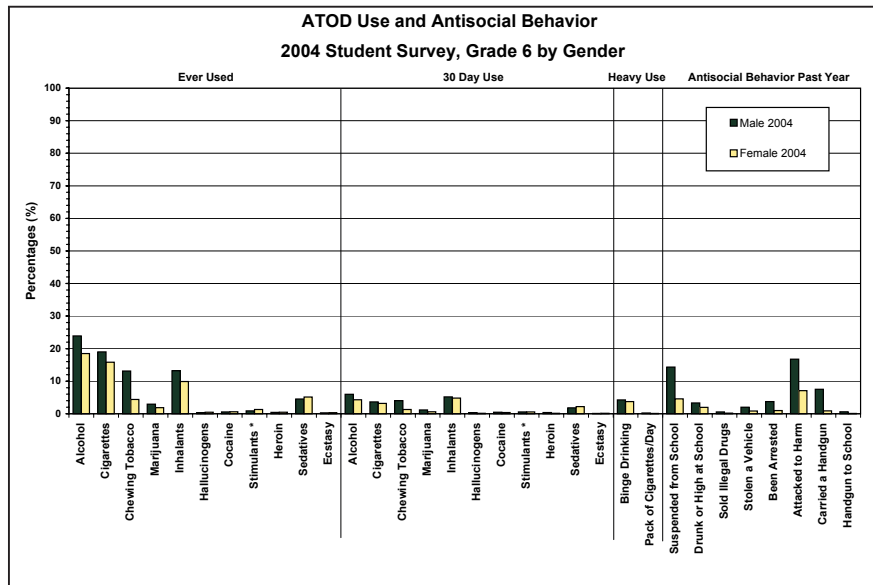
**Southwest Center for the Application of
Prevention Technology**
www.swcapt.org

Southwest Prevention Center
www.swpc.ou.edu

**Substance Abuse and Mental Health
Services Administration (SAMSHA)**
www.samhsa.gov

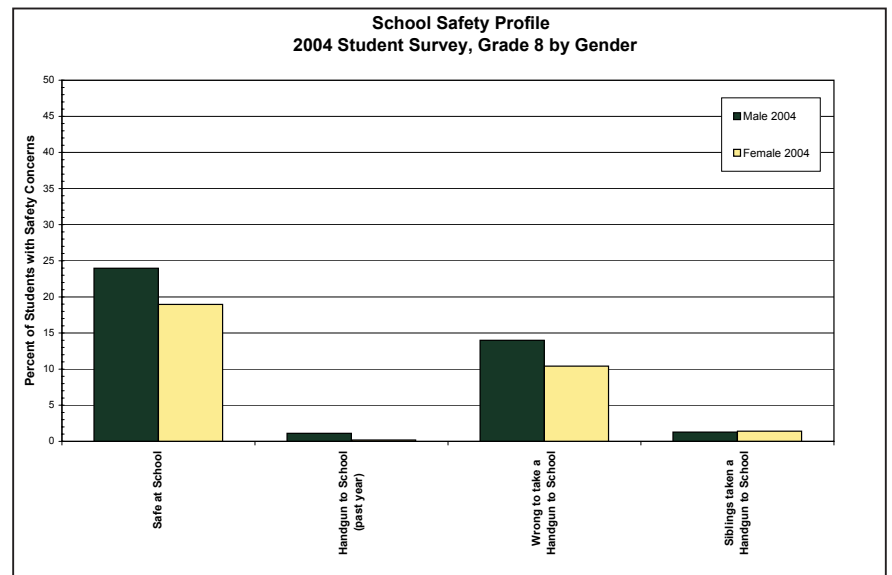
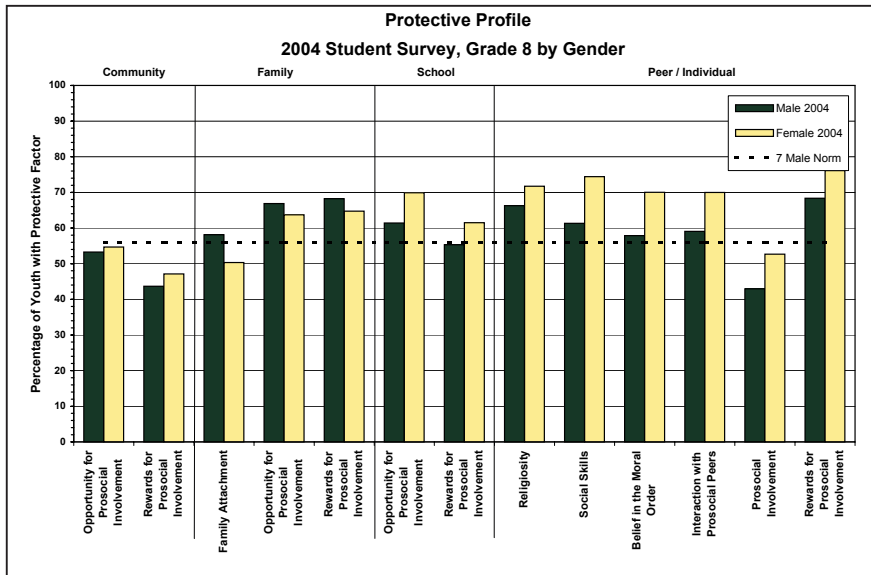
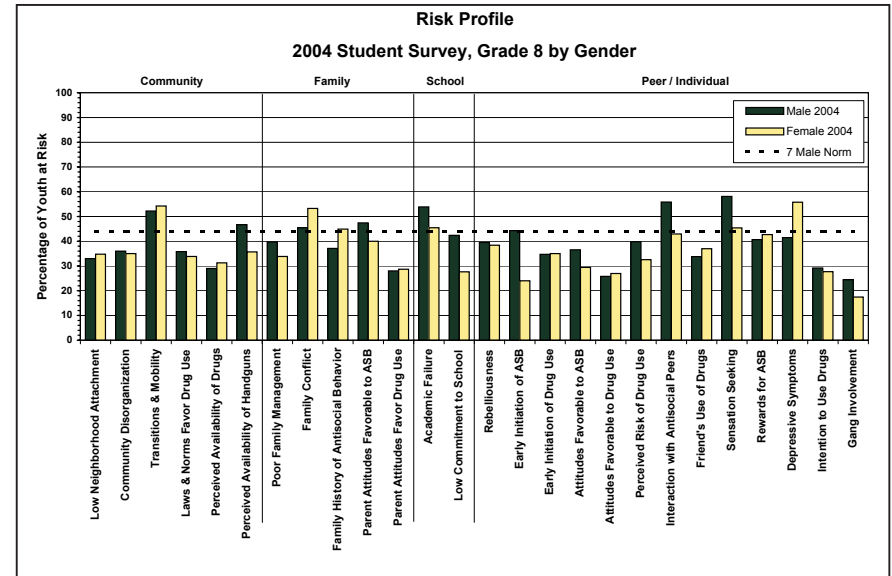
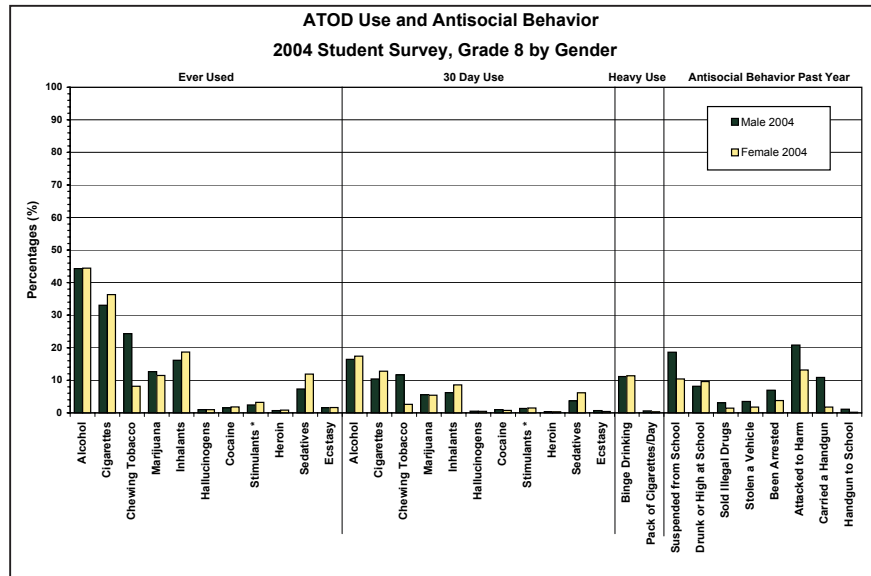
6th Grade

Arkansas Male and Female Profile Report Charts



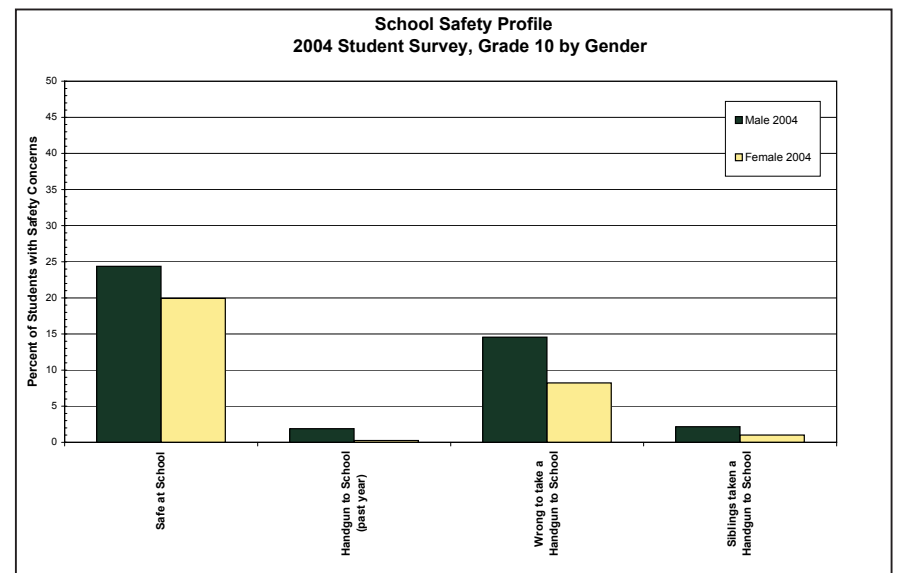
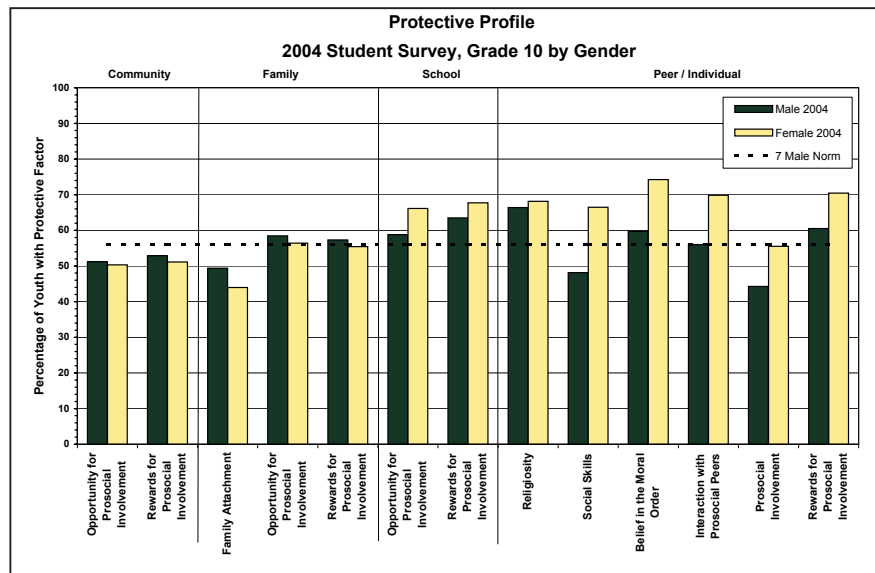
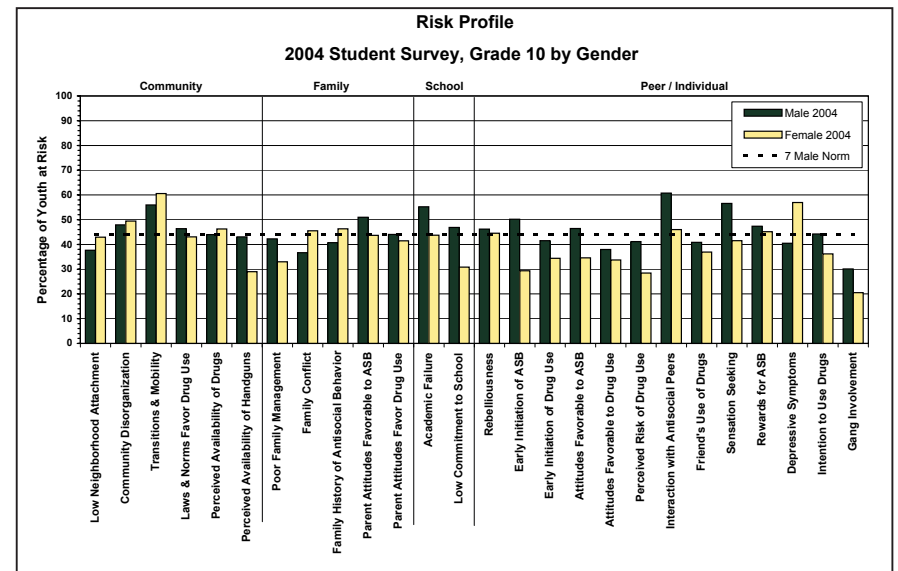
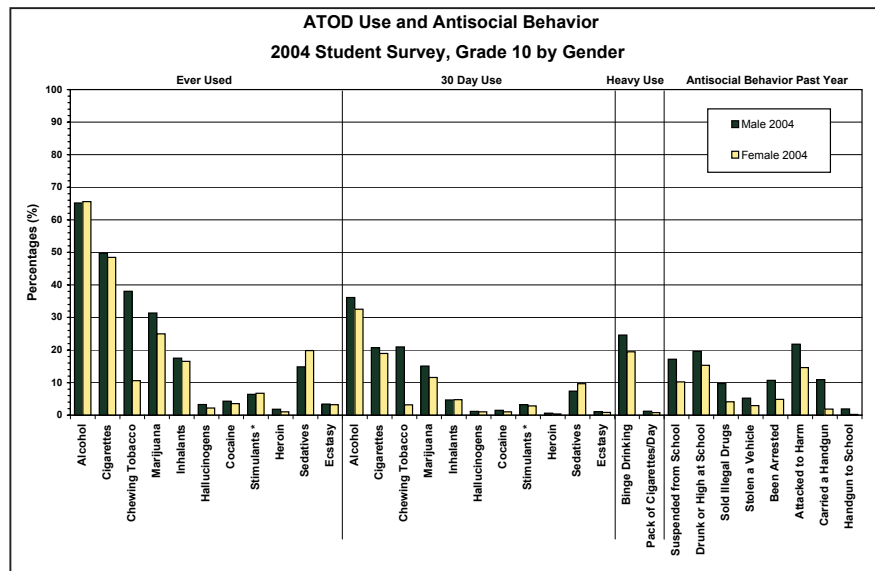
8th Grade

Arkansas Male and Female Profile Report Charts



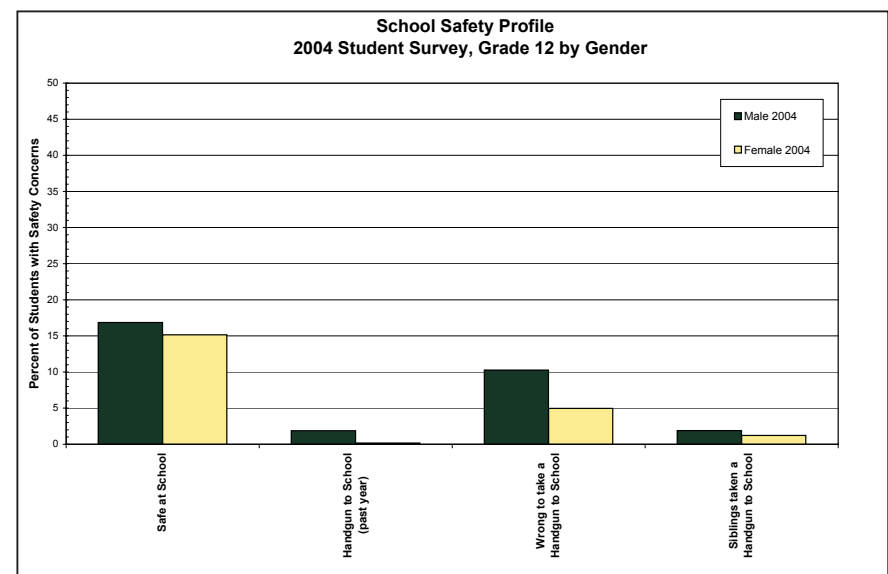
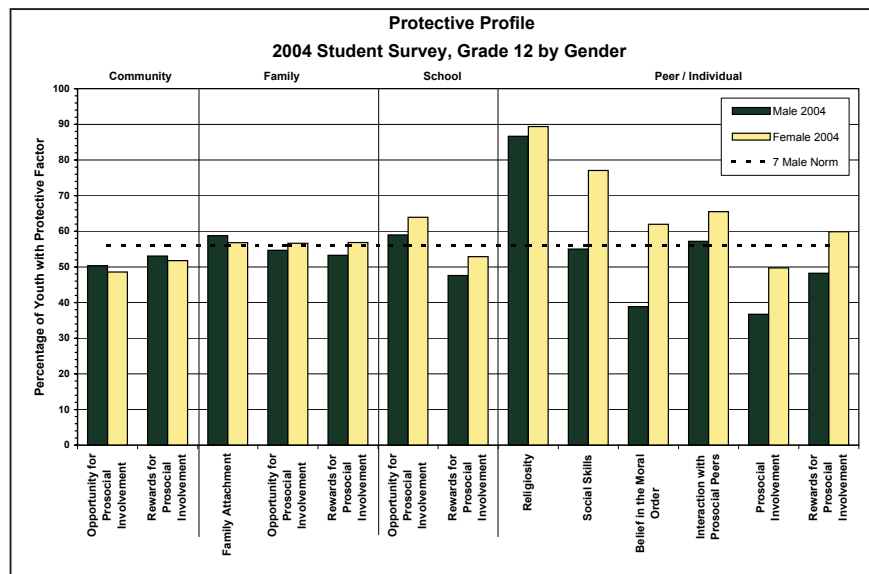
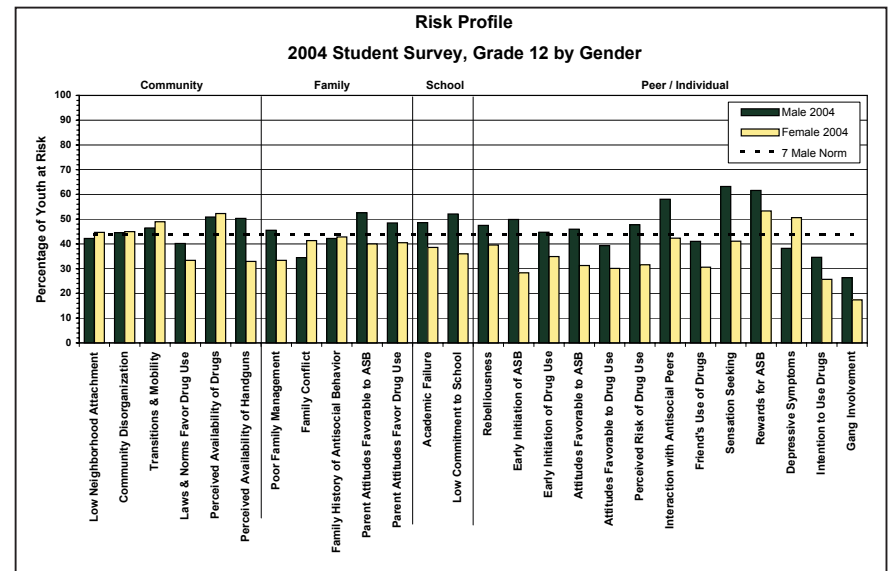
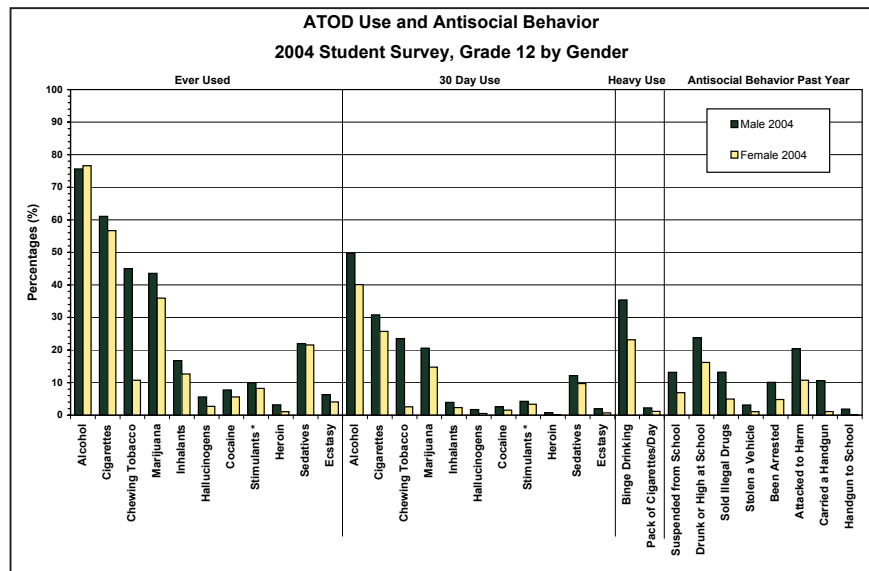
10th Grade

Arkansas Male and Female Profile Report Charts



12th Grade

Arkansas Male and Female Profile Report Charts



Appendix F: Lifetime and 30-Day ATOD use for Participating Regions and Counties

Percentage of Youth Who Used Alcohol, Cigarettes, Smokeless Tobacco, Marijuana, and Inhalants in Their Lifetime by Region

	Alcohol			Cigarettes			Smokeless Tobacco			Marijuana			Inhalants		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
1	53.2	54.0	51.2	41.6	40.6	38.1	22.0	21.7	18.3	23.3	24.6	20.3	15.8	11.9	17.4
2	---	53.1	62.2	---	48.1	56.3	---	31.2	29.6	---	23.5	23.2	---	12.0	22.7
3	48.5	57.4	51.3	43.9	55.2	41.6	23.8	31.8	22.9	19.6	27.2	19.5	16.7	17.7	16.4
4	51.4	47.9	49.9	43.2	39.0	38.7	21.1	18.9	18.8	21.4	19.0	18.9	13.4	12.7	15.1
5	49.2	50.2	48.9	42.8	38.4	36.4	25.2	16.4	15.1	21.8	23.2	19.7	13.4	14.3	14.0
6	---	---	51	---	---	38	---	---	20	---	---	17	---	---	18
7	55.0	56.1	47.1	49.1	46.9	37.7	24.3	24.1	9.7	22.9	26.1	21.7	14.3	11.0	8.5
8	52.5	50.4	50.2	45.8	39.7	38.5	25.5	20.1	18.3	22.5	19.7	19.1	15.1	15.6	15.5
9	45.5	58.1	51.5	35.0	47.6	36.8	14.7	25.6	16.4	21.1	28.4	20.3	11.2	15.6	17.1
10	51.3	57.1	50.0	44.0	45.7	40.7	20.5	22.8	18.2	24.2	26.5	17.8	11.9	10.7	15.9
11	51.5	48.7	44.5	47.5	40.5	36.5	23.4	20.7	14.0	19.7	22.8	17.0	11.9	12.4	11.2
12	51.1	51.5	50.9	43.3	38.3	38.8	18.8	16.8	17.3	23.7	26.0	22.0	11.1	11.7	15.3
13	50.1	---	55	41.4	---	43	18.2	---	20	20.5	---	18	10.7	---	14

** Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002 or 2003 survey.

Percentage of Youth Who Used Hallucinogens, Cocaine, Methamphetamines, Stimulants, Sedatives, Ecstasy, Heroin, and Any Drug in Their Lifetime by Region

	Hallucinogens			Cocaine			Methamphetamines		Stimulants	Sedatives	Ecstasy			Heroin	Any Drug		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2004	2002	2003	2004	2004	2002	2003	2004
1	4.8	5.2	2.8	4.3	5.3	4.3	4.1	4.3	6.0	13.4	4.3	3.9	3.1	1.8	32.8	31.6	42.4
2	---	5.1	3.4	---	3.9	1.8	---	5.4	4.7	16.5	---	3.5	2.5	2.4	---	29.5	46.1
3	4.9	4.3	1.7	4.7	4.9	2.8	6.5	4.5	4.7	14.2	4.3	3.6	2.1	1.2	28.6	36.2	38.5
4	3.7	3.5	1.8	3.2	3.1	3.1	3.8	3.1	4.3	14.2	2.8	2.6	2.1	1.1	29.2	26.5	37.8
5	4.1	4.8	2.4	3.8	4.5	3.1	3.5	4.4	4.9	12.3	5.2	5.0	3.3	1.2	29.5	31.1	37.0
6	---	---	1.9	---	---	3.2	---	---	5.2	13.0	---	---	2.4	1.0	---	---	38.0
7	4.7	4.2	0.8	4.4	2.7	0.8	4.7	2.5	2.1	5.7	3.7	3.4	1.1	0.3	32.0	34.1	35.1
8	4.3	3.0	2.1	4.0	2.8	2.9	4.3	2.1	4.5	13.4	3.5	2.4	2.1	1.3	30.9	30.2	38.6
9	4.0	5.1	1.1	3.6	4.7	2.7	3.8	5.6	5.2	14.7	3.9	3.8	2.7	0.8	27.8	36.6	38.8
10	2.8	3.4	1.4	3.0	2.3	2.2	2.3	2.8	3.7	9.7	3.9	4.4	2.4	0.7	32.2	33.9	38.5
11	2.4	2.6	0.9	2.1	2.1	1.4	1.9	2.6	2.8	10.2	2.3	2.1	1.5	0.6	29.5	31.2	33.0
12	3.7	3.5	1.9	2.7	3.8	3.6	3.1	2.6	5.6	13.9	4.5	3.7	2.9	0.7	31.5	33.0	41.8
13	2.6	---	1.8	2.3	---	3.3	1.9	---	4.7	12.6	2.8	---	2.4	1.1	27.7	---	37.3

** Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002 or 2003 survey.

Percentage of Youth Who Used Alcohol, Cigarette, Smokeless Tobacco, Marijuana, Inhalants in the Past 30 Days by Region

	Alcohol			Cigarettes			Smokeless Tobacco			Marijuana			Inhalants		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
1	30.4	29.9	24.8	17.1	17.3	15.0	8.8	9.6	8.4	11.2	12.3	10.0	6.1	4.3	5.8
2	---	27.2	33.1	---	22.8	21.4	---	15.3	15.3	---	10.1	9.6	---	4.5	6.9
3	22.3	30.2	24.5	20.4	21.6	17.2	10.0	12.6	10.2	9.9	12.8	8.1	6.1	5.5	5.6
4	28.5	24.5	25.2	18.2	15.7	16.2	8.0	7.3	8.8	10.3	7.9	8.3	4.8	4.4	5.7
5	25.2	25.4	23.2	15.9	14.7	12.7	10.0	6.3	5.8	11.3	10.8	9.1	4.9	4.7	4.8
6	---	---	22.5	---	---	13.4	---	---	6.8	---	---	7.1	---	---	5.4
7	31.4	32.3	21.4	19.4	16.4	12.1	8.8	8.9	3.9	10.1	12.8	12.4	4.2	4.6	3.0
8	26.8	24.4	23.5	19.1	15.1	14.4	12.4	9.0	8.6	10.5	8.4	9.1	5.4	6.7	5.2
9	24.0	31.7	22.8	13.4	20.0	14.3	5.6	12.3	9.0	10.4	13.6	10.5	3.7	5.2	6.0
10	30.3	33.0	24.2	17.5	17.2	14.2	8.0	10.5	7.4	11.6	10.7	8.9	3.6	4.2	5.4
11	26.8	26.3	19.7	16.6	15.0	12.9	8.0	8.1	6.0	8.5	9.5	7.1	4.3	4.3	3.7
12	30.9	28.3	24.4	19.5	15.7	15.2	8.4	7.3	7.3	12.8	16.6	10.3	3.4	4.0	5.5
13	25.7	---	27.0	15.5	---	16.3	6.7	---	10.0	9.4	---	7.4	3.5	---	4.1

** Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002, 2003, and 2004 survey.

Percentage of Youth Who Used Hallucinogens, Cocaine, Methamphetamines, Stimulants, Sedatives, Ecstasy, Heroin, and Any Drug in the Past 30 Days by Region

	Hallucinogens			Cocaine			Methamphetamines		Stimulants	Sedatives	Ecstasy			Heroin	Any Drug		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2004	2002	2003	2004	2004	2002	2003	2004
1	1.8	1.9	1.0	1.3	1.4	1.7	1.5	1.5	2.8	6.3	1.4	1.0	0.8	0.6	16.7	16.6	22.9
2	---	2.3	0.6	---	1.2	0.6	---	1.5	2.4	8.8	---	0.8	0.0	1.2	---	13.6	24.8
3	0.8	1.7	0.5	1.0	1.5	0.9	1.9	1.9	2.2	6.6	0.3	0.9	0.5	0.2	14.5	17.6	19.4
4	1.3	1.4	0.7	1.1	1.0	1.2	1.7	1.2	2.4	7.5	0.8	0.8	0.8	0.5	14.5	11.7	21.1
5	1.3	1.7	0.9	0.7	1.4	1.3	1.4	1.9	2.2	5.8	1.3	1.8	0.9	0.4	15.8	15.4	19.9
6	---	---	0.7	---	---	1.1	---	---	2.1	6.0	---	---	0.6	0.1	---	---	19.3
7	1.5	1.9	1.3	1.2	0.8	0.3	2.5	0.8	1.3	4.2	0.7	1.2	0.3	0.3	14.0	17.1	21.6
8	1.8	1.0	0.7	1.4	0.8	0.9	1.8	0.9	1.6	6.3	1.4	0.9	0.6	0.6	15.3	14.2	20.7
9	1.3	1.9	0.7	1.0	1.3	0.7	1.3	1.9	2.1	7.1	1.0	1.1	0.6	0.3	14.0	17.0	21.0
10	1.0	1.7	0.3	1.0	0.5	0.6	0.8	1.3	1.4	4.7	1.1	1.4	0.6	0.1	15.5	14.5	21.2
11	0.9	0.6	0.4	0.3	0.8	0.6	0.7	0.8	0.9	5.2	0.6	0.5	0.4	0.1	13.1	14.1	17.2
12	1.3	1.0	0.6	0.4	1.0	1.4	1.2	1.2	2.4	7.4	1.5	1.1	1.0	0.3	15.7	21.1	22.9
13	0.8	---	1.1	0.7	---	1.4	1.0	---	2.8	6.1	0.7	---	0.6	0.3	12.7	---	18.5

** Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002, 2003, and 2004 survey.

Percentage of Youth Who Used Alcohol, Cigarette, Smokeless Tobacco, Marijuana, Inhalants in Their Lifetime
by County

	Alcohol			Cigarettes			Smokeless Tobacco			Marijuana			Inhalants		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Arkansas	52.9	50.1	53.1	43.0	37.5	39.4	19.4	14.2	12.7	26.8	23.7	26.7	9.3	10.1	12.0
Ashley	48.6	---	56.6	38.9	---	41.5	17.6	---	21.0	19.7	---	17.0	12.1	---	14.2
Benton	55.8	53.3	55.2	44.7	37.1	39.8	20.4	21.2	20.8	26.2	22.1	24.7	18.2	14.7	19.5
Bradley	57.5	---	57.1	49.8	---	52.9	23.2	---	20.0	22.8	---	11.6	10.9	---	10.8
Calhoun	55.4	58.4	---	44.9	39.0	---	28.8	32.9	---	20.8	17.4	---	12.2	8.1	---
Carroll	49.8	48.8	54.0	39.9	35.2	42.5	21.6	19.6	18.5	21.3	13.9	22.2	13.8	10.3	18.5
Chicot	46.5	---	51.2	38.7	---	44.4	14.5	---	14.4	20.0	---	23.7	7.0	---	11.5
Clark	46.7	49.4	46.2	40.5	43.4	33.3	27.4	21.7	17.5	16.9	15.7	14.6	10.8	18.7	10.5
Clay	50.1	39.4	50.8	37.4	32.4	39.7	23.1	20.8	23.7	15.9	12.7	19.5	10.2	7.7	14.4
Cleburne	62.5	---	---	56.5	---	---	31.9	---	---	26.3	---	---	23.5	---	---
Columbia	55.0	45.8	49.6	42.5	40.3	30.0	35.0	28.2	16.5	12.5	13.9	10.1	5.0	10.0	4.8
Craighead	49.2	45.3	47.6	37.6	34.7	34.9	16.5	15.8	14.5	19.4	18.0	19.4	11.9	12.4	14.3
Crawford	53.0	51.2	45.9	50.7	44.2	39.0	29.1	23.3	24.6	30.7	18.6	18.0	16.8	16.3	13.6
Crittenden	45.3	---	31.5	53.8	---	28.6	13.2	---	6.4	18.9	---	10.0	9.8	---	7.2
Cross	56.2	62.4	---	50.8	53.0	---	27.6	31.9	---	24.2	22.3	---	14.0	12.9	---
Dallas	48.4	59.3	49.3	46.4	37.0	39.5	24.6	14.8	20.2	16.5	29.6	17.6	9.9	11.5	15.3
Drew	---	---	57.3	---	---	48.9	---	---	27.2	---	---	19.7	---	---	18.0
Franklin	52.9	64.6	41.3	42.2	57.7	26.5	35.9	40.2	24.5	14.2	30.2	11.9	14.9	24.0	11.2
Fulton	---	49.0	48.6	---	55.0	41.6	---	38.0	24.0	---	20.0	17.0	---	10.0	13.6
Garland	48.2	44.8	47.0	48.2	31.6	35.9	16.0	13.7	10.9	30.7	15.7	20.5	16.9	16.3	15.3
Grant	51.3	58.2	48.8	39.8	41.8	37.3	20.4	29.3	19.2	26.8	36.7	21.0	14.4	19.4	17.1
Greene	48.2	45.2	44.2	39.0	41.4	36.6	24.5	19.5	17.9	15.5	17.2	14.2	18.7	13.8	16.4
Hempstead	44.6	---	49.3	42.1	---	38.4	13.0	---	10.0	17.4	---	19.1	13.7	---	15.3
Hot Spring	51.6	51.3	55.2	43.8	40.8	40.6	25.2	17.6	24.2	22.7	22.9	21.2	15.9	12.4	18.4
Howard	---	---	58.1	---	---	49.2	---	---	14.0	---	---	18.8	---	---	16.4
Independence	53.8	---	52.8	35.8	---	41.5	30.9	---	21.3	13.8	---	21.9	12.3	---	15.1
Izard	---	---	51.3	---	---	45.3	---	---	26.1	---	---	21.0	---	---	15.7
Jackson	47.4	---	48.7	49.4	---	38.1	20.8	---	19.6	25.3	---	17.7	18.8	---	13.7
Jefferson	49.1	---	37.0	44.4	---	27.2	18.0	---	7.1	20.0	---	11.9	12.1	---	11.9
Johnson	---	---	45.6	---	---	32.0	---	---	10.1	---	---	14.2	---	---	14.6
Lafayette	50.0	51.2	57.2	43.1	49.4	50.0	30.2	27.6	24.7	12.3	17.6	21.2	10.0	9.8	13.1
Lawrence	57.3	51.7	54.1	54.2	44.3	43.5	29.7	21.9	24.3	25.8	21.6	19.1	14.5	12.0	14.5
Lee	---	---	62.5	---	---	48.4	---	---	7.0	---	---	30.1	---	---	6.3

Percentage of Youth Who Used Alcohol, Cigarette, Smokeless Tobacco, Marijuana, Inhalants Their Lifetime by County, Cont.

	Alcohol			Cigarettes			Smokeless Tobacco			Marijuana			Inhalants		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Lincoln	---	---	57.1	---	---	46.4	---	---	24.8	---	---	22.3	---	---	16.2
Logan	---	56.6	56.8	---	50.2	43.3	---	29.0	23.2	---	25.8	19.5	---	17.8	18.3
Lonoke	46.4	59.3	49.9	37.4	50.0	35.2	16.2	24.7	14.7	23.1	31.2	20.1	14.1	17.1	17.7
Madison	59.3	57.3	55.1	47.3	47.8	40.3	33.2	33.9	28.4	21.4	26.3	19.2	13.5	13.8	12.2
Miller	52.0	60.2	44.6	42.4	45.2	36.4	19.2	19.7	16.5	30.4	31.0	16.1	11.9	10.8	16.0
Mississippi	52.0	55.9	56.6	46.3	46.2	44.9	20.4	22.9	16.3	25.5	23.5	21.5	14.7	14.1	13.4
Monroe	---	55.7	44.2	---	44.1	36.0	---	21.2	10.0	---	33.9	20.4	---	11.8	15.2
Montgomery	63.8	---	---	54.2	---	---	32.3	---	---	23.2	---	---	18.1	---	---
Nevada	---	49.9	41.6	---	43.8	32.0	---	24.3	15.8	---	20.4	10.4	---	14.4	14.2
Newton	---	51.7	---	---	47.8	---	---	33.4	---	---	21.1	---	---	10.6	---
Ouachita	44.6	---	50.3	47.6	---	42.1	14.0	---	13.8	21.6	---	23.1	11.3	---	9.1
Perry	---	---	62.7	---	---	47.4	---	---	23.2	---	---	22.2	---	---	23.5
Phillips	56.8	37.7	30.4	46.1	27.9	25.0	24.3	14.3	4.2	22.7	6.5	11.1	16.0	1.6	0.0
Pike	59.5	57.7	53.4	51.3	47.2	48.1	30.9	34.2	25.9	19.0	21.4	17.6	13.0	19.2	17.5
Poinsett	48.7	48.0	54.5	48.8	43.9	44.8	22.0	18.8	21.9	25.8	20.3	19.7	11.7	12.6	14.7
Polk	52.7	38.1	53.8	52.1	46.8	43.7	34.1	32.9	36.4	22.2	16.7	14.3	12.1	10.6	16.9
Pope	---	---	44.2	---	---	32.7	---	---	21.8	---	---	12.1	---	---	17.2
Prairie	73.4	---	---	53.8	---	---	39.4	---	---	32.3	---	---	13.8	---	---
Pulaski	37.2	---	---	28.6	---	---	7.2	---	---	17.7	---	---	8.0	---	---
Randolph	56.7	52.1	55.9	45.7	43.1	43.7	22.7	23.7	26.5	20.8	19.2	22.8	18.3	13.7	18.4
Saint Francis	---	57.0	54.8	---	51.9	39.8	---	21.3	18.4	---	31.1	29.9	---	12.0	14.6
Saline	51.3	56.4	59.2	38.3	44.2	44.5	19.4	26.9	24.7	22.5	24.4	21.4	11.8	13.5	14.5
Searcy	---	55.3	62.2	---	48.5	56.3	---	27.9	29.6	---	27.0	23.2	---	14.1	22.7
Sebastian	44.4	49.7	47.3	35.8	36.0	34.6	14.1	13.3	11.5	22.5	23.1	20.1	12.6	13.8	13.1
Sevier	58.4	53.6	54.5	51.2	45.6	42.7	28.2	26.4	31.5	23.8	21.4	17.5	10.8	10.9	15.9
Sharp	---	---	52.5	---	---	46.3	---	---	29.0	---	---	19.2	---	---	20.4
Stone	---	62.5	46.6	---	57.3	35.7	---	36.9	28.6	---	25.2	14.5	---	19.6	13.7
Union	53.9	46.5	41.8	49.6	39.6	35.8	22.7	16.7	12.6	21.1	25.2	17.1	13.9	12.6	11.0
Van Buren	36.1	---	59.9	35.2	---	48.3	17.9	---	26.1	15.7	---	25.6	17.4	---	22.1
Washington	51.5	54.9	50.5	39.1	41.8	37.4	19.6	18.3	16.4	23.2	28.9	19.6	16.0	10.4	17.8
White	42.3	59.2	51.8	35.6	55.0	40.7	19.2	28.8	21.8	11.4	30.3	18.5	6.9	19.7	18.6
Woodruff	---	---	38.9	---	---	38.0	---	---	18.1	---	---	7.4	---	---	3.8
Yell	---	---	63.2	---	---	56.4	---	---	28.8	---	---	21.4	---	---	10.2

** Not all counties had school districts that participated in the 2002, 2003, and 2004 APNA Surveys.

** Cells containing the --- symbol indicate an area where data is not available either due to the county not participating in either the 2002, 2003, and 2004 survey, or the county not gathering enough data to report a percentage.

Percentage of Youth Who Used Hallucinogens, Cocaine, Methamphetamines, Stimulants, Sedatives, Ecstasy, Heroin, and Any Drug in Their Lifetime by County

	Hallucinogens			Cocaine			Methamphetamines		Stimulants	Sedatives	Ecstasy			Heroin	Any Drug		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2004	2002	2003	2004	2004	2002	2003	2004
Arkansas	3.5	2.1	3.2	2.6	3.8	4.5	3.0	2.1	6.3	14.4	4.0	3.0	3.9	0.5	34.1	31.4	40.2
Ashley	2.3	---	1.9	1.8	---	2.5	2.5	---	5.7	12.8	3.3	---	2.2	1.0	27.1	---	38.2
Benton	5.7	4.7	3.8	6.2	4.9	5.1	5.0	3.3	8.4	17.7	3.6	3.9	4.5	2.3	36.6	31.7	49.4
Bradley	2.9	---	3.0	1.6	---	6.3	1.0	---	6.2	10.1	2.0	---	1.5	3.1	31.3	---	31.0
Calhoun	1.9	1.9	---	2.4	1.2	---	2.5	1.2	---	---	2.5	1.9	---	---	30.3	23.9	---
Carroll	3.6	2.7	3.4	2.8	2.3	4.8	3.0	2.6	5.5	17.0	3.3	1.9	3.4	2.4	29.9	21.1	50.7
Chicot	2.9	---	1.8	4.1	---	5.7	1.6	---	3.2	12.3	2.3	---	3.2	1.1	25.7	---	36.9
Clark	3.6	2.4	0.5	2.6	2.4	0.5	3.6	1.8	2.4	9.0	2.6	2.4	0.9	0.5	24.2	31.3	31.1
Clay	4.8	1.7	1.0	1.9	1.8	2.0	2.1	1.8	2.4	13.8	2.1	1.2	1.6	0.7	21.7	17.8	38.9
Cleburne	5.8	---	---	5.9	---	---	7.5	---	---	---	6.8	---	---	---	39.4	---	---
Columbia	2.5	2.8	0.0	---	1.4	1.0	---	1.5	0.9	6.5	2.5	0.0	1.0	1.0	17.5	21.7	21.1
Craighead	3.6	3.4	1.9	3.8	3.0	3.6	4.0	2.8	4.8	13.7	3.0	2.5	2.5	1.5	26.1	25.7	37.6
Crawford	5.0	4.7	1.8	4.0	2.3	2.6	3.0	7.0	4.3	16.7	7.6	2.3	2.2	0.7	37.9	23.3	34.3
Crittenden	5.7	---	0.0	3.8	---	0.0	2.0	---	1.6	3.2	2.0	---	1.5	1.6	27.5	---	25.5
Cross	6.2	5.1	---	4.5	2.2	---	6.8	4.5	---	---	4.5	3.4	---	---	32.8	30.9	---
Dallas	0.7	3.7	0.8	1.5	0.0	0.8	0.8	3.8	2.1	6.1	1.1	0.0	1.3	0.4	24.3	40.7	37.1
Drew	---	---	1.7	---	---	2.6	---	---	4.5	15.4	---	---	2.7	0.9	---	---	41.1
Franklin	2.2	4.1	2.0	1.9	2.1	0.0	1.2	5.2	1.2	11.7	3.8	2.1	2.3	0.0	26.3	40.4	34.2
Fulton	---	2.0	1.3	---	1.0	2.6	---	2.0	4.0	13.7	---	2.0	1.0	1.3	---	26.8	33.7
Garland	7.1	3.1	2.6	6.7	2.8	3.2	5.4	1.4	5.9	14.2	4.9	2.3	2.1	2.3	38.9	27.1	39.0
Grant	2.7	10.2	2.2	4.5	4.1	4.0	4.5	5.1	6.5	14.4	6.3	7.2	3.1	0.8	33.6	40.8	42.5
Greene	2.4	3.6	1.3	4.0	2.5	2.9	2.8	2.8	3.2	13.2	1.6	3.3	1.9	1.1	27.7	25.1	33.4
Hempstead	2.2	---	1.4	1.5	---	2.1	0.5	---	3.4	6.6	2.2	---	2.2	0.7	27.8	---	42.5
Hot Spring	3.9	3.3	2.9	3.7	2.8	3.7	4.0	2.6	4.7	14.3	2.7	2.8	3.1	0.6	31.5	31.2	44.4
Howard	---	---	0.0	---	---	0.8	---	---	0.9	6.9	---	---	1.9	0.0	---	---	44.4
Independence	2.5	---	1.2	3.7	---	3.0	3.7	---	5.6	15.1	1.2	---	2.5	1.5	20.0	---	38.9
Izard	---	---	2.4	---	---	3.1	---	---	2.8	10.2	---	---	1.3	1.5	---	---	37.1
Jackson	7.2	---	0.5	6.5	---	2.1	12.0	---	2.9	15.0	5.3	---	1.3	0.8	34.2	---	40.0
Jefferson	4.1	---	0.2	2.4	---	0.7	3.0	---	1.7	6.7	4.5	---	1.8	0.4	28.4	---	30.8
Johnson	---	---	0.9	---	---	3.0	---	---	4.4	11.2	---	---	1.4	0.2	---	---	32.5
Lafayette	1.1	3.5	1.2	0.6	3.7	1.2	1.7	4.9	1.2	7.6	3.9	4.9	2.5	0.6	20.2	22.5	35.6
Lawrence	4.0	3.4	1.5	2.5	1.6	2.0	5.4	3.0	4.2	15.8	2.6	1.9	1.5	0.6	34.4	28.0	36.3
Lee	---	---	0.8	---	---	0.0	---	---	0.0	4.1	---	---	0.8	0.0	---	---	40.9
Lincoln	---	---	1.0	---	---	3.9	---	---	5.8	16.1	---	---	1.1	0.7	---	---	46.3

Percentage of Youth Who Used Hallucinogens, Cocaine, Methamphetamines, Stimulants, Sedatives, Ecstasy, Heroin, and Any Drug in Their Lifetime by County, Continued																	
	Hallucinogens			Cocaine			Methamphetamines		Stimulants	Sedatives	Ecstasy			Heroin	Any Drug		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2004	2002	2003	2004	2004	2002	2003	2004
Lee	---	---	0.8	---	---	0.0	---	---	0.0	4.1	---	---	0.8	0.0	---	---	40.9
Lincoln	---	---	1.0	---	---	3.9	---	---	5.8	16.1	---	---	1.1	0.7	---	---	46.3
Logan	---	4.1	1.3	---	3.1	2.6	---	3.5	3.4	12.2	---	1.4	2.8	1.0	---	34.2	40.8
Lonoke	4.7	5.8	1.2	3.9	5.1	2.7	4.6	5.5	5.0	14.1	4.1	3.8	3.0	0.8	30.3	39.8	38.8
Madison	3.0	3.5	1.7	2.9	3.5	2.2	2.7	2.4	4.8	9.9	4.4	3.6	1.0	1.5	30.0	34.0	38.0
Miller	3.5	3.9	1.4	3.6	2.4	1.9	2.9	2.6	4.2	10.5	4.5	5.1	2.8	0.7	37.5	38.0	36.4
Mississippi	2.1	3.2	1.2	2.6	4.4	2.4	3.6	3.5	3.9	13.1	3.4	3.1	1.6	0.0	35.1	34.0	39.5
Monroe	---	3.9	0.0	---	3.4	0.0	---	1.7	2.4	4.5	---	3.4	0.0	0.0	---	42.0	40.5
Montgomery	4.2	---	---	4.2	---	---	5.4	---	---	---	5.5	---	---	---	32.6	---	---
Nevada	---	1.6	0.0	---	0.8	1.2	---	1.1	2.3	7.0	---	1.9	0.5	0.7	---	30.2	27.7
Newton	---	4.8	---	---	3.1	---	---	3.1	---	---	---	3.1	---	---	---	26.8	---
Ouachita	1.8	---	1.1	1.8	---	1.9	1.2	---	2.7	11.9	1.2	---	2.0	0.5	32.3	---	38.2
Perry	---	---	2.9	---	---	3.5	---	---	6.2	15.1	---	---	3.3	1.4	---	---	45.5
Phillips	2.8	0.0	0.0	4.5	0.0	0.0	3.4	0.0	2.3	4.4	3.4	3.2	0.0	0.0	32.6	10.0	15.8
Pike	4.2	2.6	1.3	3.8	3.0	3.5	4.2	2.6	3.9	15.4	5.0	1.7	1.9	1.2	26.2	31.9	37.5
Poinsett	4.6	4.8	2.2	3.4	4.9	2.3	3.7	4.9	5.8	14.5	3.1	5.4	2.5	1.0	31.6	26.0	41.9
Polk	4.4	4.5	1.4	4.1	5.9	2.8	4.1	3.3	4.1	10.0	4.1	1.3	0.9	0.5	27.9	24.3	34.0
Pope	---	---	1.4	---	---	3.4	---	---	5.4	12.4	---	---	2.0	1.8	---	---	35.3
Prairie	1.5	---	---	3.1	---	---	3.1	---	---	---	3.2	---	---	---	40.6	---	---
Pulaski	3.2	---	---	2.6	---	---	2.1	---	---	---	2.7	---	---	---	24.2	---	---
Randolph	3.4	4.3	3.0	3.2	4.3	4.2	3.3	3.7	4.1	16.8	2.9	2.3	1.6	1.1	31.7	26.0	41.7
Saint Francis	---	5.6	1.2	---	3.7	3.5	---	1.9	3.7	11.1	---	3.7	2.5	0.0	---	40.2	44.3
Saline	4.3	4.1	0.9	4.2	4.1	2.8	4.7	5.7	6.5	17.8	4.7	3.8	1.4	0.5	28.9	32.2	38.5
Searcy	---	5.5	3.4	---	5.2	1.8	---	8.9	4.7	16.5	---	4.2	2.5	2.4	---	33.5	46.1
Sebastian	4.6	4.9	2.7	4.4	4.7	3.2	4.3	4.4	5.2	12.0	5.7	5.7	3.6	1.3	29.5	30.9	36.7
Sevier	2.7	2.7	2.5	4.6	1.9	3.7	3.1	2.5	5.6	14.6	4.1	3.1	2.5	0.6	30.8	29.9	33.7
Sharp	---	---	1.2	---	---	2.4	---	---	4.6	14.6	---	---	1.2	0.9	---	---	41.9
Stone	---	3.9	1.9	---	4.9	1.9	---	4.9	10.0	10.9	---	2.0	0.0	1.8	---	35.3	30.2
Union	3.9	3.0	1.1	2.5	2.8	1.4	2.8	3.5	3.5	11.8	3.3	2.4	1.7	0.5	32.5	33.2	32.7
Van Buren	5.8	---	3.5	5.0	---	3.4	5.0	---	7.7	17.3	4.9	---	3.8	1.7	25.0	---	48.9
Washington	5.3	6.9	2.7	4.3	7.1	4.6	4.6	6.2	5.7	12.1	5.1	4.6	3.1	1.6	32.9	34.1	40.1
White	1.0	5.3	2.0	1.0	5.9	3.1	1.0	5.0	4.8	14.5	1.0	4.7	2.6	1.1	17.2	39.6	38.4
Woodruff	---	---	0.0	---	---	1.3	---	---	0.0	3.8	---	---	0.0	1.3	---	---	22.6
Yell	---	---	3.6	---	---	5.2	---	---	7.1	12.3	---	---	3.6	0.0	---	---	36.7

** Not all counties had school districts that participated in the 2002, 2003, and 2004 APNA Surveys.

** Cells containing the --- symbol indicate an area where data is not available either due to the county not participating in either the 2002, 2003, and 2004 survey, or the county not gathering enough data to report a percentage.

Percentage of Youth Who Used Alcohol, Cigarette, Smokeless Tobacco, Marijuana, Inhalants in the Past 30 Days
by County

	Alcohol			Cigarettes			Smokeless Tobacco			Marijuana			Inhalants		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Arkansas	35.1	25.7	28.7	17.7	14.0	17.2	9.1	5.5	5.6	15.7	13.9	14.9	2.0	3.8	3.5
Ashley	26.6	---	28.9	15.5	---	15.1	7.0	---	10.6	9.8	---	7.9	3.8	---	4.6
Benton	30.4	28.8	26.9	16.8	15.8	16.1	6.7	9.4	9.0	12.5	11.5	12.2	7.5	5.6	6.1
Bradley	28.0	---	25.7	18.8	---	20.8	9.1	---	14.7	8.1	---	4.4	3.3	---	4.6
Calhoun	29.1	31.3	---	15.6	14.6	---	10.6	13.5	---	4.9	5.6	---	5.9	1.2	---
Carroll	28.2	24.7	30.9	19.0	12.4	18.2	9.3	9.9	8.2	9.8	8.1	12.8	5.9	4.8	6.7
Chicot	21.5	---	23.6	12.1	---	16.3	3.5	---	5.8	9.6	---	8.0	2.9	---	2.8
Clark	26.9	24.1	21.5	17.9	13.3	11.2	15.2	10.8	8.2	9.3	4.8	6.8	3.1	5.4	4.5
Clay	24.6	14.5	23.1	14.8	9.8	17.7	9.8	8.7	11.0	6.4	2.3	6.9	5.1	1.8	5.3
Cleburne	37.7	---	---	27.5	---	---	15.9	---	---	13.1	---	---	11.9	---	---
Columbia	35.0	18.1	19.1	10.0	13.9	11.7	20.0	9.7	10.8	7.7	6.9	2.8	---	2.9	3.7
Craighead	27.9	24.7	24.8	15.8	14.1	14.4	6.0	6.2	6.0	9.8	7.5	8.1	4.0	4.2	4.9
Crawford	25.4	27.9	18.9	19.8	20.9	15.1	12.1	9.3	9.3	14.4	0.0	6.1	6.0	0.0	3.2
Crittenden	24.5	---	15.8	20.8	---	5.1	7.5	---	1.3	15.1	---	4.5	1.9	---	4.2
Cross	30.5	33.0	---	23.8	22.7	---	12.2	16.0	---	10.7	11.7	---	4.5	7.3	---
Dallas	25.8	48.1	27.2	16.5	14.8	19.4	7.1	3.7	8.4	6.5	18.5	9.5	4.4	3.8	7.0
Drew	---	---	30.8	---	---	21.1	---	---	13.5	---	---	7.9	---	---	3.1
Franklin	27.7	37.5	15.4	14.1	29.9	7.7	13.9	26.8	10.0	5.9	13.5	5.2	6.5	6.2	5.6
Fulton	---	22.0	24.3	---	15.0	14.5	---	19.0	9.1	---	8.1	9.0	---	3.0	3.2
Garland	24.4	23.1	22.2	21.9	12.0	13.5	5.8	7.3	3.4	14.7	9.6	10.2	6.7	8.2	4.9
Grant	27.4	40.8	22.1	21.2	24.5	14.8	7.1	16.3	8.5	15.0	29.6	10.5	2.7	5.1	6.5
Greene	24.4	22.3	21.2	11.5	15.0	13.2	8.3	8.5	9.2	5.6	7.1	6.8	7.6	5.8	6.7
Hempstead	23.0	---	22.9	14.2	---	15.4	---	---	3.3	8.8	---	8.1	4.2	---	4.9
Hot Spring	24.3	22.7	26.4	18.2	15.2	15.9	12.3	7.0	13.4	10.1	10.2	9.5	5.5	6.3	5.3
Howard	---	---	20.8	---	---	8.4	---	---	5.2	---	---	6.6	---	---	5.0
Independence	15.2	---	27.7	17.3	---	20.2	12.5	---	9.0	5.0	---	8.7	3.7	---	5.3
Izard	---	---	23.1	---	---	17.7	---	---	10.6	---	---	6.3	---	---	5.1
Jackson	23.5	---	21.1	23.5	---	12.1	9.1	---	9.2	12.3	---	7.1	5.3	---	4.3
Jefferson	27.6	---	17.0	20.9	---	8.9	7.9	---	2.4	9.3	---	5.5	4.9	---	6.3
Johnson	---	---	18.3	---	---	8.1	---	---	1.6	---	---	5.3	---	---	5.1
Lafayette	27.5	31.0	30.4	14.4	18.6	20.3	9.9	13.8	10.4	4.5	11.6	10.6	2.8	1.2	3.5
Lawrence	31.9	22.2	27.4	23.5	19.1	18.8	12.6	7.4	12.8	12.2	7.4	7.1	4.5	5.9	7.1
Lee	---	---	27.6	---	---	14.7	---	---	1.6	---	---	16.2	---	---	1.6
Lincoln	---	---	24.1	---	---	16.0	---	---	9.7	---	---	5.5	---	---	3.0
Logan	---	29.3	27.1	---	22.1	16.4	---	13.4	7.6	---	9.3	5.3	---	7.4	9.0

Percentage of Youth Who Used Alcohol, Cigarette, Smokeless Tobacco, Marijuana, Inhalants in the Past 30 Days by County, Cont.

	Alcohol			Cigarettes			Smokeless Tobacco			Marijuana			Inhalants		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Lonoke	25.9	37.0	22.1	16.6	21.8	14.3	6.4	13.4	7.8	11.4	16.1	10.4	4.6	5.2	6.2
Madison	33.2	33.7	25.2	19.3	18.2	15.7	17.0	15.4	13.3	9.5	9.6	7.9	4.0	5.7	4.2
Miller	32.5	35.7	21.5	20.0	17.1	11.4	7.3	9.5	7.5	15.1	12.4	9.6	4.0	4.0	6.3
Mississippi	28.8	28.3	24.5	21.6	18.0	18.0	7.3	9.5	4.4	12.3	10.5	13.6	5.0	4.9	5.8
Monroe	---	39.0	10.2	---	14.0	7.7	---	5.0	4.3	---	17.4	8.0	---	3.9	4.3
Montgomery	34.0	---	---	25.8	---	---	13.4	---	---	11.6	---	---	6.4	---	---
Nevada	---	29.0	18.6	---	17.3	9.8	---	10.1	7.1	---	8.7	5.3	---	3.8	5.1
Newton	---	26.5	---	---	22.7	---	---	16.6	---	---	10.9	---	---	5.4	---
Ouachita	21.8	---	24.9	16.5	---	14.7	5.3	---	6.7	12.0	---	10.3	3.6	---	2.9
Phillips	34.3	11.7	27.2	14.6	4.8	18.6	5.7	3.2	8.9	8.0	0.0	7.1	4.5	0.0	7.5
Pike	35.0	30.3	11.1	18.3	20.9	6.4	16.4	14.5	2.1	8.7	5.6	6.7	5.3	6.0	0.0
Poinsett	27.7	26.3	24.1	21.0	21.7	18.4	7.6	10.0	12.2	12.9	12.3	8.8	4.3	2.7	6.8
Polk	28.9	17.4	28.6	18.2	15.4	19.3	13.4	18.7	10.2	10.9	6.4	10.9	4.4	3.9	5.0
Prairie	41.5	---	27.5	24.6	---	13.3	20.0	---	18.6	18.5	---	4.4	4.6	---	8.3
Pulaski	18.3	---	20.0	7.6	---	12.7	2.6	---	8.0	8.5	---	7.3	3.0	---	4.8
Randolph	31.8	26.5	---	19.6	16.3	---	8.5	8.0	---	10.0	8.2	---	7.5	4.1	---
Saint Francis	---	31.8	---	---	16.7	---	---	6.5	---	---	14.2	---	---	3.7	---
Saline	27.1	24.4	29.4	16.0	17.5	21.9	7.3	10.9	14.6	11.0	10.0	8.9	3.7	5.3	6.7
Searcy	---	28.1	32.2	---	22.9	21.1	---	13.4	10.4	---	9.0	21.4	---	3.1	4.5
Sebastian	22.0	25.0	26.2	14.3	13.2	14.2	5.8	4.2	15.1	13.2	11.3	11.1	4.1	4.5	4.9
Sevier	35.2	29.2	33.1	17.1	17.0	21.4	12.9	11.3	15.3	9.9	7.8	9.6	2.5	5.2	6.9
Sebastian	---	---	22.5	---	---	11.9	---	---	4.3	---	---	10.2	---	---	4.1
Stone	---	31.7	29.7	---	25.0	19.0	---	11.5	12.9	---	11.7	7.9	---	6.8	5.0
Union	27.4	24.4	28.4	17.6	14.2	24.4	7.3	6.4	14.0	10.2	10.5	8.5	4.1	5.2	6.3
Van Buren	12.3	---	25.5	14.8	---	10.5	5.8	---	12.5	10.7	---	3.6	5.8	---	1.9
Washington	30.4	30.9	17.0	15.8	19.6	12.3	7.3	7.4	4.6	11.5	15.1	6.2	6.1	2.9	2.9
White	17.3	32.3	28.2	15.4	22.4	17.7	6.7	11.4	10.5	4.8	14.6	10.6	2.0	5.9	8.9
Washington	---	---	23.8	---	---	14.4	---	---	7.8	---	---	9.4	---	---	5.8
White	---	---	22.9	---	---	17.3	---	---	10.9	---	---	8.1	---	---	6.8
Woodruff	---	---	14.8	---	---	11.1	---	---	6.5	---	---	4.9	---	---	0.0
Yell	---	---	29.3	---	---	24.1	---	---	10.5	---	---	15.8	---	---	3.4

** Not all counties had school districts that participated in the 2002, 2003, and 2004 APNA Surveys.

** Cells containing the --- symbol indicate an area where data is not available either due to the county not participating in either the 2002, 2003, and 2004 survey, or the county not gathering enough data to report a percentage.

Percentage of Youth Who Used Hallucinogens, Cocaine, Methamphetamines, Stimulants, Sedatives, Ecstasy, Heroin, and Any Drug in the Past 30 Days by County

	Hallucinogens			Cocaine			Methamphetamines		Stimulant	Sedatives	Ecstasy			Heroin	Any Drug		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2004	2002	2003	2004	2004	2002	2003	2004
Arkansas	1.2	0.6	1.0	0.4	1.3	2.8	1.0	0.9	3.0	8.7	1.2	1.1	0.8	0.3	18.0	18.4	24.9
Ashley	0.8	---	1.3	0.4	---	1.6	1.5	---	3.2	6.3	1.0	---	0.8	0.4	13.1	---	19.7
Benton	2.4	1.9	1.4	2.3	1.0	1.2	1.9	1.1	4.5	9.3	0.9	1.1	0.9	0.8	19.4	17.2	28.0
Bradley	0.7	---	0.0	0.7	---	0.0	---	---	6.4	7.6	0.7	---	0.0	1.6	12.3	---	17.9
Calhoun	1.0	0.6	---	---	0.0	---	0.5	0.6	---	---	1.0	0.0		---	11.1	7.6	---
Carroll	0.6	1.7	1.7	0.9	1.1	1.8	1.0	1.7	3.1	8.5	0.6	0.4	1.8	1.2	15.1	12.5	30.2
Chicot	1.0	---	0.7	1.3	---	1.8	0.6	---	1.1	5.7	0.3	---	0.7	0.0	12.1	---	17.2
Clark	3.1	0.6	0.0	1.0	0.0	0.0	2.1	0.6	0.7	2.2	1.0	1.2	0.3	0.2	12.0	10.3	14.3
Clay	1.6	0.0	0.6	1.1	0.6	1.1	1.3	0.0	1.1	7.8	0.3	0.0	0.7	0.2	10.6	4.2	20.2
Cleburne	0.7	---	---	1.5	---	---	0.8	---	---	---	0.8	---		---	21.2	---	---
Columbia	---	0.0	0.9	---	0.0	0.0	---	0.0	1.0	2.7	---	0.0	1.0	0.0	7.7	8.7	9.9
Craighead	1.0	1.4	0.5	1.1	1.0	1.2	1.6	1.1	2.3	7.1	0.5	0.8	0.7	0.5	13.5	11.4	20.6
Crawford	0.5	0.0	0.0	---	2.3	0.4	0.5	2.3	1.8	6.3	2.5	0.0	0.0	0.4	19.0	2.3	16.4
Crittenden	1.9	---	0.0	2.0	---	1.6	---	---	0.0	3.0	---	---	0.0	0.0	15.7	---	13.6
Cross	2.2	2.8	---	1.1	0.6	---	2.8	1.1	---	---	1.1	1.7		---	15.3	17.0	---
Dallas	0.4	0.0	0.0	0.4	0.0	1.3	0.4	3.8	0.4	3.3	0.4	0.0	0.0	0.0	10.2	22.2	23.8
Drew	---	---	1.3	---	---	0.9	---	---	2.2	7.0	---	---	0.5	0.5	---	---	18.3
Franklin	0.9	0.0	0.0	0.3	2.1	1.1	0.9	2.1	1.1	5.3	---	0.0	0.0	0.0	11.7	18.3	22.2
Fulton	---	1.0	0.6	---	0.0	1.0	---	1.0	1.6	7.8	---	0.0	0.0	0.6	---	12.4	18.2
Garland	1.8	1.1	0.8	2.2	1.1	0.6	1.8	0.8	1.6	6.8	0.9	0.8	0.6	0.8	20.6	16.7	21.3
Grant	---	3.1	0.7	---	0.0	1.6	2.7	3.1	2.7	7.2	0.9	1.0	1.4	0.5	16.4	33.7	24.2
Greene	1.2	2.2	0.6	0.4	1.1	1.0	0.4	2.0	2.0	7.6	0.8	1.7	0.8	0.6	12.6	11.5	19.1
Hempstead	0.7	---	0.2	0.5	---	0.7	0.3	---	1.6	4.8	0.5	---	1.0	0.5	13.0	---	23.0
Hot Spring	1.6	1.2	1.3	1.0	0.6	1.5	1.6	1.2	2.3	6.8	1.0	1.2	0.6	0.6	15.3	15.7	23.2
Howard	---	---	0.0	---	---	0.8	---	---	0.0	1.8	---	---	0.0	0.0	---	---	17.9
Independence	---	---	0.5	---	---	1.2	---	---	2.4	6.7	---	---	0.6	0.1	8.9	---	19.8
Izard	---	---	0.9	---	---	0.6	---	---	0.9	5.3	---	---	0.0	0.3	---	---	16.0
Jackson	2.0	---	0.4	1.3	---	1.1	5.3	---	1.8	7.1	---	---	0.4	0.2	17.2	---	20.5
Jefferson	1.8	---	0.2	0.4	---	0.2	1.2	---	0.9	4.3	2.0	---	0.6	0.0	13.2	---	17.1
Johnson	---	---	0.7	---	---	1.0	---	---	1.6	3.3	---	---	0.0	0.0	---	---	14.7
Lafayette		1.2	0.6		2.4	0.0	1.1	2.4	0.0	5.4	1.7	2.4	0.0	0.0	7.5	13.4	19.4
Lawrence	1.7	1.2	0.8	1.3	0.5	0.7	2.1	1.6	3.6	7.3	1.0	0.4	0.2	0.8	16.2	12.4	20.2
Lee	---	---	0.8	---	---	0.0	---	---	0.8	3.3	---	---	0.0	0.8	---	---	23.9
Lincoln	---	---	0.3	---	---	0.3	---	---	1.7	8.1	---	---	0.0	0.0	---	---	18.3

Percentage of Youth Who Used Hallucinogens, Cocaine, Methamphetamines, Stimulants, Sedatives, Ecstasy, Heroin, and Any Drug in the Past 30 Days by County, Continued

	Hallucinogens			Cocaine			Methamphetamines		Stimulant	Sedatives	Ecstasy			Heroin	Any Drug		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2004	2002	2003	2004	2004	2002	2003	2004
Logan	---	1.7	0.6	---	1.1	0.4	---	0.7	1.5	6.3	---	0.0	0.2	0.2	---	14.8	21.1
Lonoke	1.8	2.4	0.7	1.3	1.1	0.5	1.3	2.2	2.0	6.7	1.2	1.6	0.6	0.4	15.7	19.6	20.9
Madison	0.9	1.0	0.5	0.6	1.2	0.5	0.6	0.6	2.2	3.7	1.5	1.4	0.5	0.7	14.0	14.5	19.0
Miller	1.1	2.3	0.5	1.3	0.3	0.8	0.6	1.1	1.5	4.4	0.5	1.7	0.7	0.0	19.4	16.2	21.5
Mississippi	0.7	0.9	0.4	1.2	1.2	0.8	1.7	0.7	2.0	6.6	1.7	0.9	1.2	0.0	17.3	15.2	26.2
Monroe	---	1.1	0.0	---	0.6	0.0	---	1.1	2.2	2.2	---	0.6	0.0	0.0	---	21.1	14.3
Montgomery	2.1	---	---	3.2	---	---	3.2	---	---	---	2.2	---	---	---	15.1	---	---
Nevada	---	0.5	0.2	---	0.8	0.7	---	0.0	0.5	4.2	---	0.5	0.0	0.5	---	13.2	16.0
Newton	---	2.4	---	---	1.0	---	---	1.4	---	---	---	1.4	---	---	---	14.8	---
Ouachita	---	---	0.3	---	---	0.8	---	---	1.1	6.3	---	---	0.4	0.0	15.6	---	20.2
Phillips	0.6	0.0	1.5	1.2	0.0	1.2	2.8	0.0	2.6	7.6	0.6	0.0	1.2	0.0	12.2	0.0	22.1
Pike	1.2	0.9	2.2	1.9	1.3	0.0	1.9	0.4	2.3	8.9	3.5	0.0	0.0	0.0	13.5	9.9	18.4
Poinsett	1.9	2.2	0.2	0.7	2.2	1.8	2.4	2.7	1.6	9.8	0.7	2.2	0.9	0.5	15.7	14.2	22.9
Polk	1.8	2.0	1.3	1.3	2.0	1.3	1.8	2.0	2.6	8.2	1.0	0.7	1.6	0.5	14.8	9.7	24.0
Prairie	1.5	---	0.4	3.1	---	0.0	3.1	---	2.3	5.3	1.6	---	0.0	0.5	23.4	---	18.0
Pulaski	0.9	---	0.0	1.0	---	1.1	1.0	---	2.3	6.4	0.6	---	0.6	0.0	12.0	---	20.1
Randolph	1.2	1.4	---	1.2	0.8	---	1.4	0.9	---	---	0.8	0.5	---	---	16.0	11.1	---
Saint Francis	---	2.8	---	---	1.9	---	---	0.0	---	---	---	1.9	---	---	---	20.2	---
Saline	1.3	1.1	1.1	0.9	1.5	2.2	1.7	1.5	2.4	8.8	1.2	0.4	0.9	0.2	14.2	13.5	21.9
Searcy	---	2.1	3.5	---	1.6	0.0	---	1.6	2.6	4.9	---	0.0	1.2	0.0	---	11.7	29.9
Sebastian	1.4	1.8	0.9	0.9	1.4	1.9	1.6	2.0	2.7	9.0	1.7	2.2	1.0	0.0	17.3	15.8	21.5
Sevier	1.5	0.8	0.6	1.5	0.3	0.6	1.6	1.4	2.4	8.8	3.2	0.6	0.0	1.2	13.2	12.1	24.8
Sebastian	---	---	1.0	---	---	1.6	---	---	2.3	5.8	---	---	1.2	0.4	---	---	20.1
Stone	---	0.0	0.4	---	1.9	0.0	---	0.0	2.7	6.8	---	0.0	0.4	0.0	---	16.7	17.1
Union	1.6	0.6	0.3	0.5	1.1	0.6	1.4	1.2	2.4	7.6	0.9	0.5	0.3	0.3	15.4	15.7	22.6
Van Buren	0.8	---	0.0	1.7	---	0.0	1.7	---	1.8	1.8	0.8	---	0.0	0.0	13.3	---	8.5
Washington	2.2	2.2	0.6	1.3	1.8	0.4	1.7	2.0	1.1	5.6	1.9	1.1	0.5	0.1	16.8	18.3	15.3
White	---	2.5	1.0	---	1.9	1.5	---	2.8	4.7	7.3	---	1.6	0.7	0.2	7.2	19.6	24.7
Washington	---	---	0.8	---	---	2.1	---	---	2.4	5.4	---	---	0.7	0.5	---	---	21.0
White	---	---	0.4	---	---	0.7	---	---	2.0	6.3	---	---	0.7	0.3	---	---	19.9
Woodruff	---	---	0.0	---	---	0.0	---	---	1.4	3.8	---	---	1.3	0.0	---	---	13.8
Yell	---	---	0.0	---	---	1.7	---	---	3.3	8.6	---	---	1.8	0.0	---	---	22.4

** Not all counties had school districts that participated in the 2002, 2003, and 2004 APNA Surveys.

** Cells containing the --- symbol indicate an area where data is not available either due to the county not participating in either the 2002, 2003, and 2004 survey, or the county not gathering enough data to report a percentage.