

**Evalumetrics Youth Survey 2017
Wayne County**

**Wayne County
Evalumetrics Youth Survey
(Risk and Protective Factor Survey)
2017**

**Summary Report
May 2017**

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INTRODUCTION

The Wayne Partnership for Strengthening Families was established to “collaborate to strengthen individuals and families through agency cooperation and resource alignment”. In cooperation with the 21st Century Learning Communities project and other school and community based programs; the Evalumetrics Youth Survey (EYS) was conducted in schools throughout Wayne County in 2013, 2015, and 2017. The EYS is based on the Risk and Protective Factor Model developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The EYS asks students about several critical health risk behaviors such as substance use, violence and depression. The EYS also includes questions about students’ attitudes toward and connection to school, family and community.

This report is the first in a series of Wayne County Youth and Families Strategic Planning Data Reports. Other reports in series will address school factors and school climate; community factors; family factors and individual-level behavioral health factors.

This report provides results for Wayne County. Details of the student response sample for Wayne County are shown in appendix A.

2017 Survey Participants		
Middle School Students (Grades 6 and 8)		High School Students (Grade 10 and 12)
Grade	Females	Males
6th	429	469
8th	448	432
10th	471	401
12th	403	378
Total	1,751	1,680



Summary

- As in past years, alcohol remains the substance of choice for young people in Wayne County with more than one in four (26.2%) 12th grade students reporting drinking in the past 30 days and more than one in eight (13.8%) reporting binge drinking (more than five drinks on a single occasion).
- Cigarette smoking remains a concern with nearly one in ten (8.0%) 12th grade students reporting smoking in the past 30 days.
- Nearly one in five (19.3%) 12th grade students reported using marijuana in the past 30 days.
- Other than alcohol, tobacco or marijuana, few students reported use of any other substance. In the past 30 days, Fewer than one in 20 (2.7%) 12th grade students used any other substance with the most common being edible marijuana (2.3%).
- While use and overdose deaths from heroin and opioid pain relievers is a major concern for young adults, reported use among students in the survey was minimal with less than two percent reporting use in the past 30 days.
- In terms of risk and protective factors, students in all grades lack opportunities for prosocial involvement in the community and family history of antisocial behaviors were the most prevalent risk factor with nearly one in three (31.1%) 12th graders at risk.
- Other prevalent factors include perceived lack of rewards for prosocial involvement in the community, sensation seeking, and low neighborhood attachment.
- More than one in three (33.8%) 6th grade students and more than one in six (18.0%) 12th grade students reported being bullied.
- Nearly half of female students and more than a third of boys at all grade levels reported feeling sad most days.
- One in seven (14.9%) 10th grade girls and nearly one in ten (9.6%) 8th grade girls reported making a plan to commit suicide in the past year.
- Nearly one in four (23.1%) 10th grade girls and 12th grade girls (24.3%) reported injuring themselves by cutting or burning when they were upset.

Risk and Protective Factors

The Risk and Protective Factor Model was developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The model was developed by reviewing two decades of research that identified a link between certain risk factors and several problem behaviors and between protective factors and avoidance of problem behaviors. A major strength of this model is that by implementing strategies to reduce factors that predict one problem, e.g. alcohol and other drug abuse, communities will likely reduce other negative behaviors, such as violence, delinquency, teen-pregnancy, gambling and dropping out of school.

While some risk factor prevalence might be low when compared to prevalence of use, it should be noted that risk factors are often predictors of future behavior. For example, one of the most common risk factors for 6th grade is Lack of Perceived Risk of Drug Use, yet reported use of drugs by 6th graders is very rare¹.

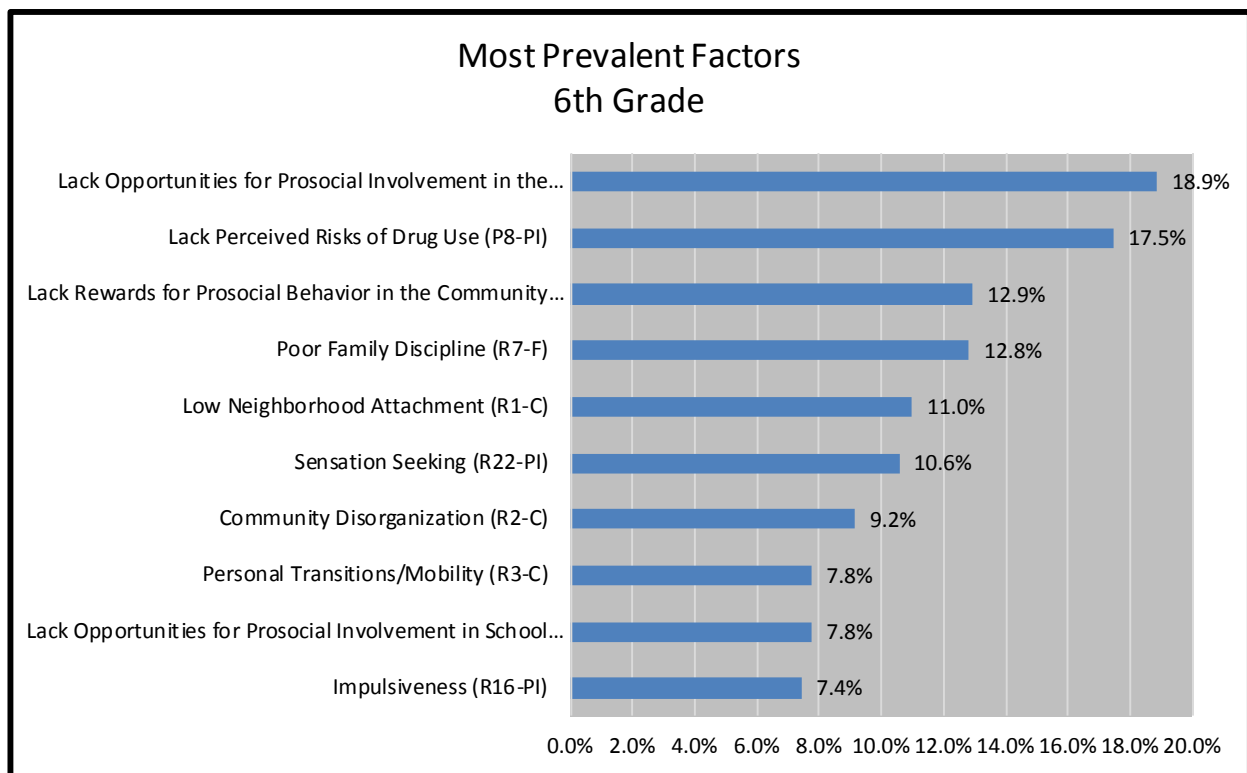
¹ *The survey does not measure all risk or protective factors. For example, poverty is a significant risk factor.*

Middle School Risk and Protective Factors² - Table 1a (see Attachment 1) shows the proportion of 6th grade students who scored at or above the risk level on each factor scale. The table is sorted from the most prevalent risk factors to least common in 2017.

6th Grade Risk and Protective Factors

The most prevalent factor among 6th grade students was Lack Opportunities for Prosocial Involvement in the Community (P1-C) with 18.9% scoring above the risk level.

Other prevalent factors include: Lack Perceived Risks of Drug Use (P8-PI) 17.5%, Lack Rewards for Prosocial Behavior in the Community (P2-C) 12.9%, and Poor Family Discipline (R7-F) 12.8%.



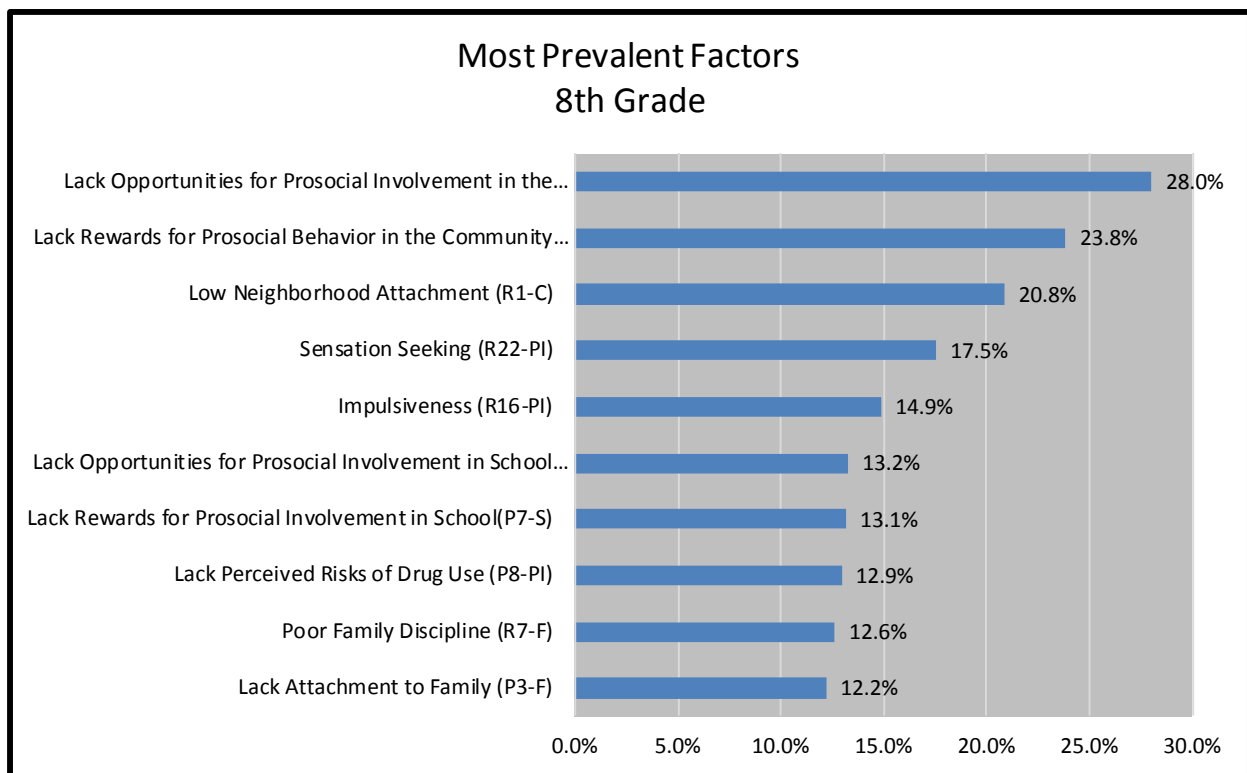
² Note: An “R” in () means students were at risk from that Risk Factor. A “P” in () means students were at risk from lack of that Protective Factor. The various domains are represented by C for community, F for family, S for school, and I/P for individual/peer.

Middle School Risk and Protective Factors- Table 1b (see Attachment 1) shows the proportion of 8th grade students who scored at or above the risk level on each factor scale. The table is sorted by the most prevalent risk factors to least common in 2017.

8th Grade Risk and Protective Factors

The most prevalent factor among 8th grade students was Lack Opportunities for Prosocial Involvement in the Community (P1-C) with 28.0% scoring above the risk level.

Other prevalent factors include: Lack Rewards for Prosocial Behavior in the Community (P2-C) 23.8%, Low Neighborhood Attachment (R1-C) 20.8%, and Sensation Seeking (R22-PI) 17.5%.

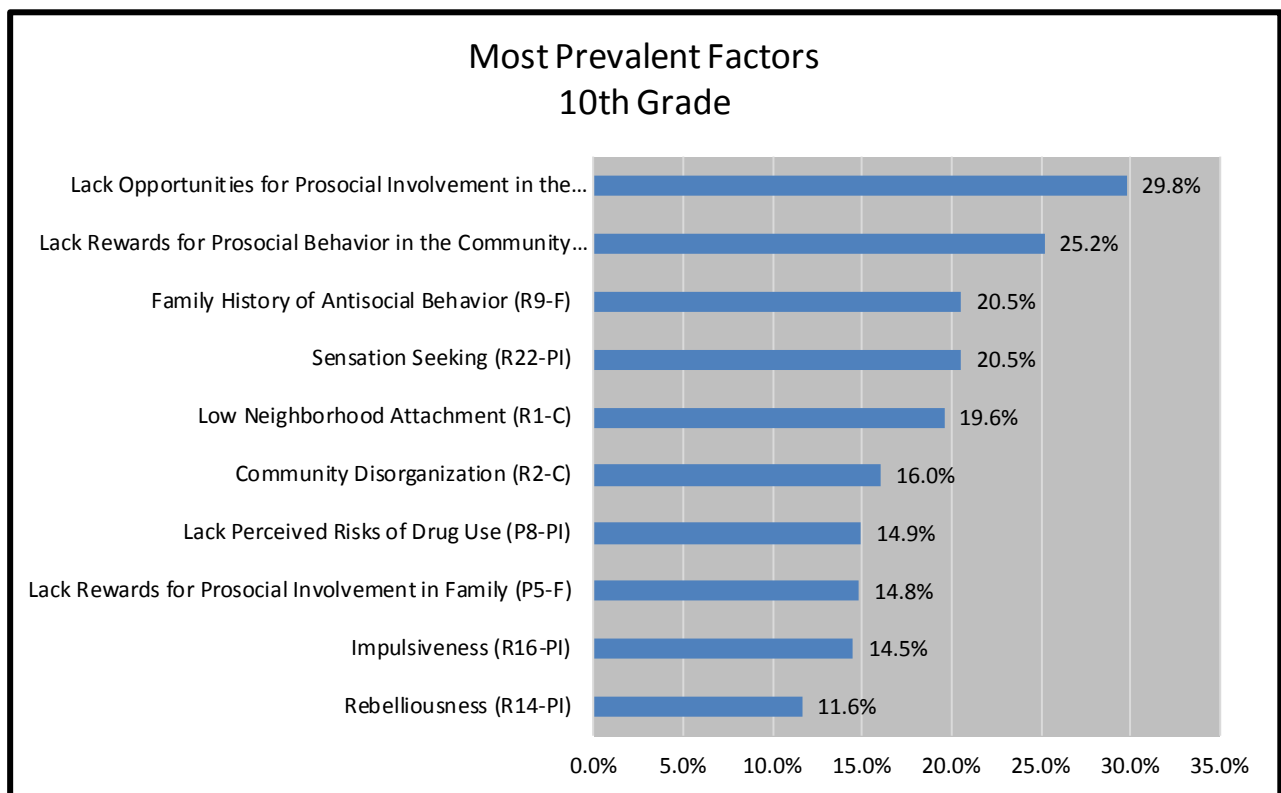


High School Risk and Protective Factors - Table 1c (see Attachment 1) shows the proportion 10th grade students who scored at or above the risk level on each factor. The table is sorted by most common Risk Factors to least common in 2017.

10th Grade Risk and Protective Factors

The most prevalent factor among 10th grade students was Lack Opportunities for Prosocial Involvement in the Community (P1-C) with 29.8% scoring above the risk level.

Other prevalent factors include: Lack Rewards for Prosocial Behavior in the Community (P2-C) 25.2%, Family History of Antisocial Behavior (R9-F) 20.5%, and Sensation Seeking (R22-PI) 20.5%.

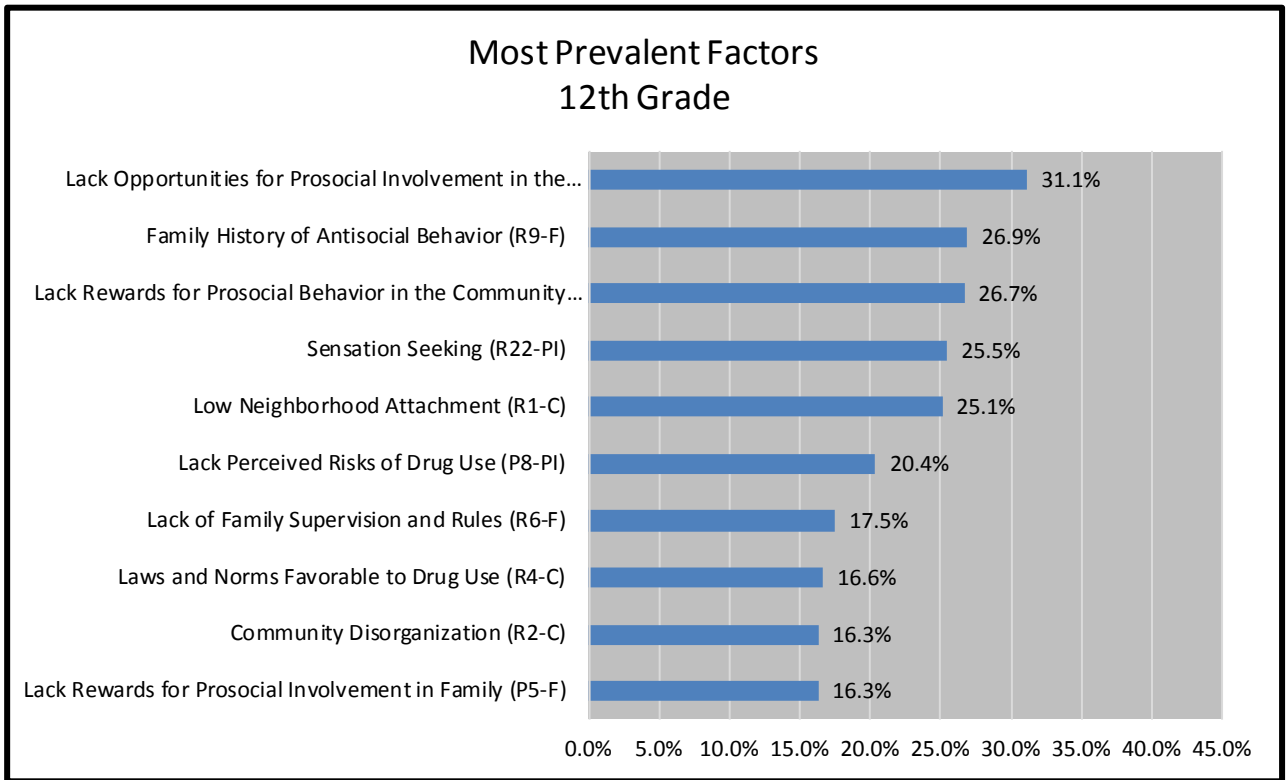


High School Risk and Protective Factors - Table 1d (see Attachment 1) shows the proportion 12th grade students who scored at or above the risk level on each factor. The table is sorted by most common Risk Factors to least common in 2017.

12th Grade Risk and Protective Factors

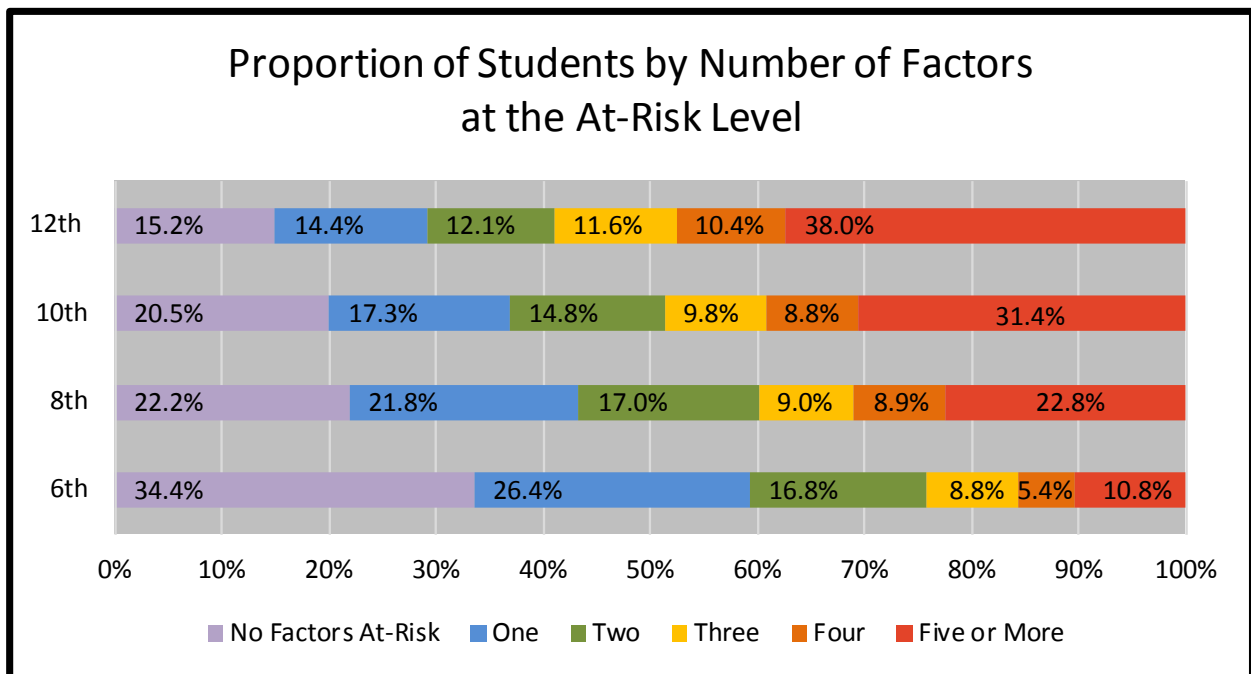
The most prevalent factor among 12th grade students was Lack Opportunities for Prosocial Involvement in the Community (P1-C) with 31.1% scoring above the risk level.

Other prevalent factors include: Family History of Antisocial Behavior (R9-F) 26.9%, Lack Rewards for Prosocial Behavior in the Community (P2-C) 26.7%, and Sensation Seeking (R22-PI) 25.5%.



Overall Risk

The Risk and Protective Factor framework states that an individual student's likelihood of being involved in substance abuse, violence or other negative behavior increases relative to the number of factors from which the student is at-risk. Thus, an additional measure of overall risk in a community is the number of students reporting multiple factors beyond the at-risk level. Table 2 (see Attachment 1) shows the frequencies of the number of factors on which students scored above the risk level.

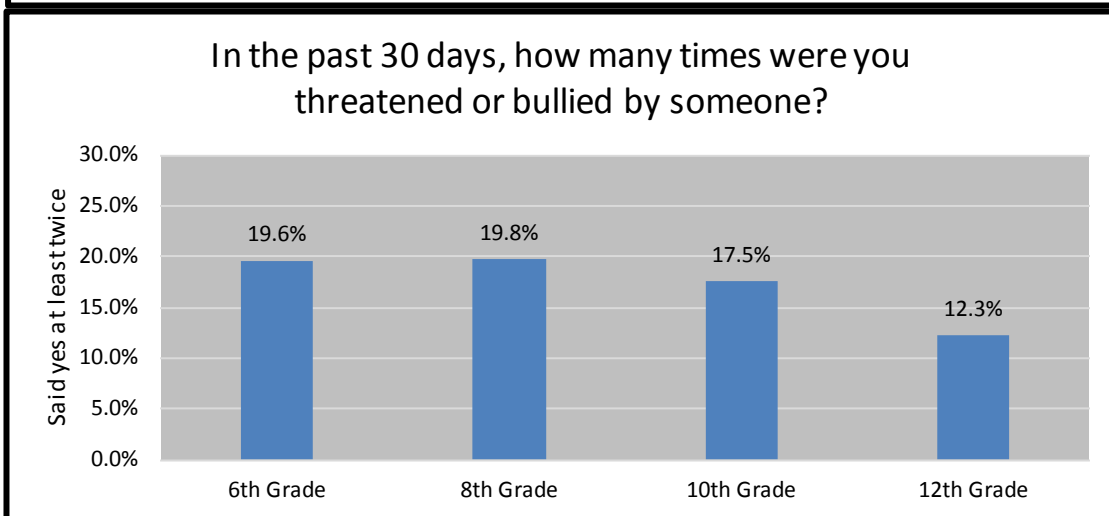
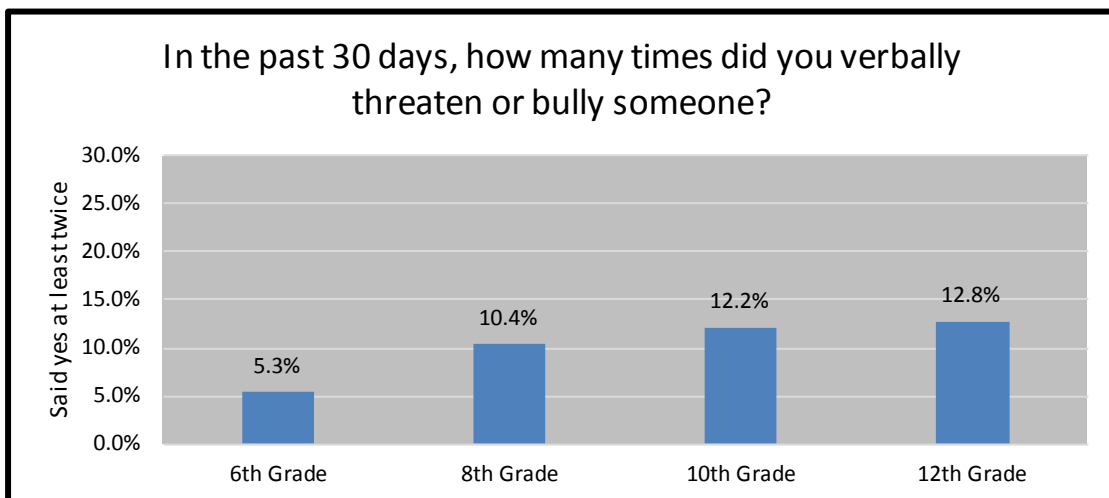


Bullying

Bullying and other violent behaviors are a major concern for students, parents and school administrators. Several items in the Risk and Protective Factor Survey relate to bullying. Table 3 (see Attachment 1) present responses to these items.

At least twice in the 30 days prior to the survey, students *report* they have...

Grade:	6	8	10	12
Bullied another student	5.3%	10.4%	12.2%	12.8%
Been bullied	19.6%	19.8%	17.5%	12.3%

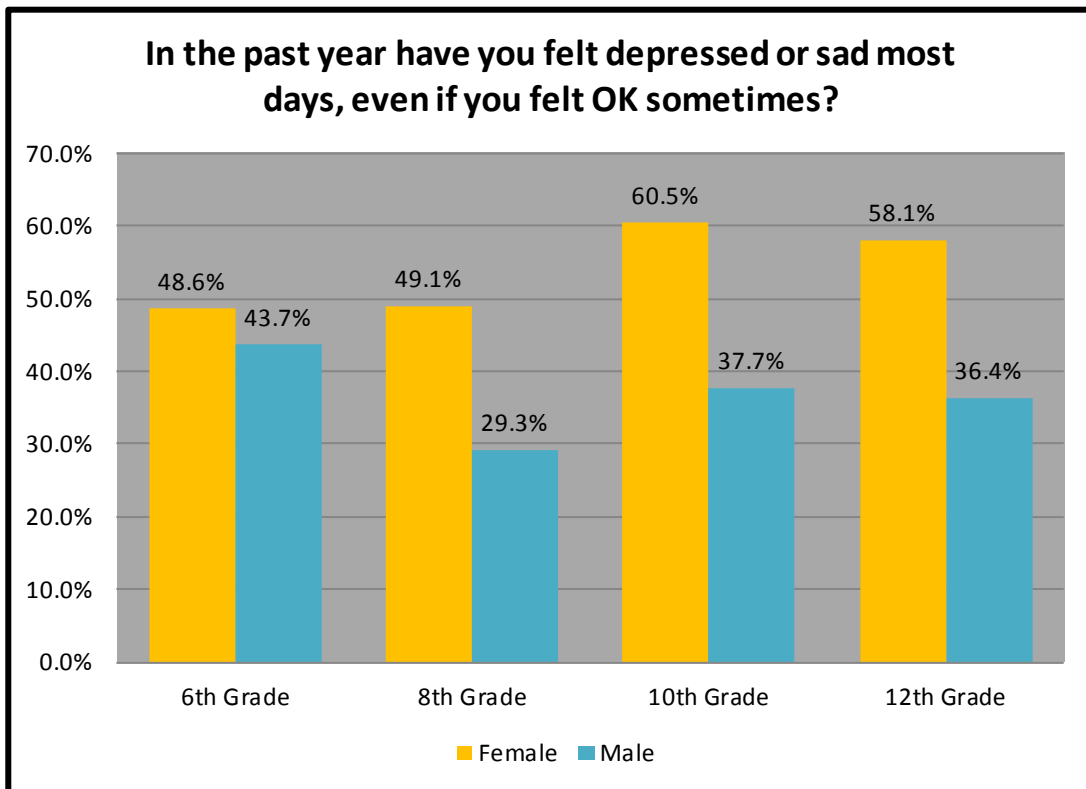


Depression

Teenage depression is a serious problem that impacts every aspect of a teen’s life. Left untreated, teen depression can lead to problems at home and school, drug abuse, and an overwhelming sense of sadness, despair, or anger. The survey included several items identical to the Centers for Disease Control and Prevention, Youth Risk Behavior Survey. The first of these asks students if they “feel depressed most of the time, even if you feel happy sometimes.” Table 4 (see Attachment 1) present responses to items related to depression and suicide ideation.

Proportion of students who report they have felt depressed or sad most days

Grade:	6	8	10	12
Female	48.6%	49.1%	60.5%	58.1%
Male	43.7%	29.3%	37.7%	36.4%

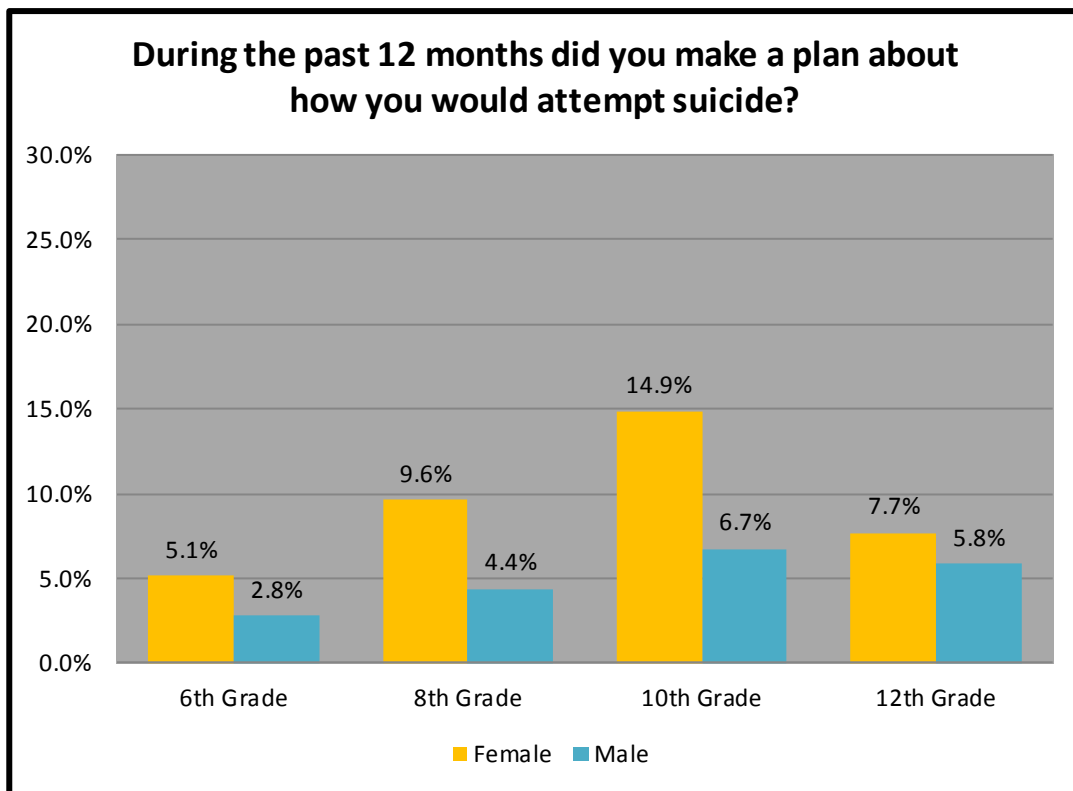


Suicide Ideation

The greatest concern about depression and other negative feelings is the possibility that a student might contemplate, plan or attempt suicide. Items from the Centers for Disease Control and Prevention, Youth Risk Behavior Survey were included in the survey to address these concerns.

Proportion of students reporting they made a plan about how they would attempt suicide

Grade:	6	8	10	12
Female	5.1%	9.6%	14.9%	7.7%
Male	2.8%	4.4%	6.7%	5.8%

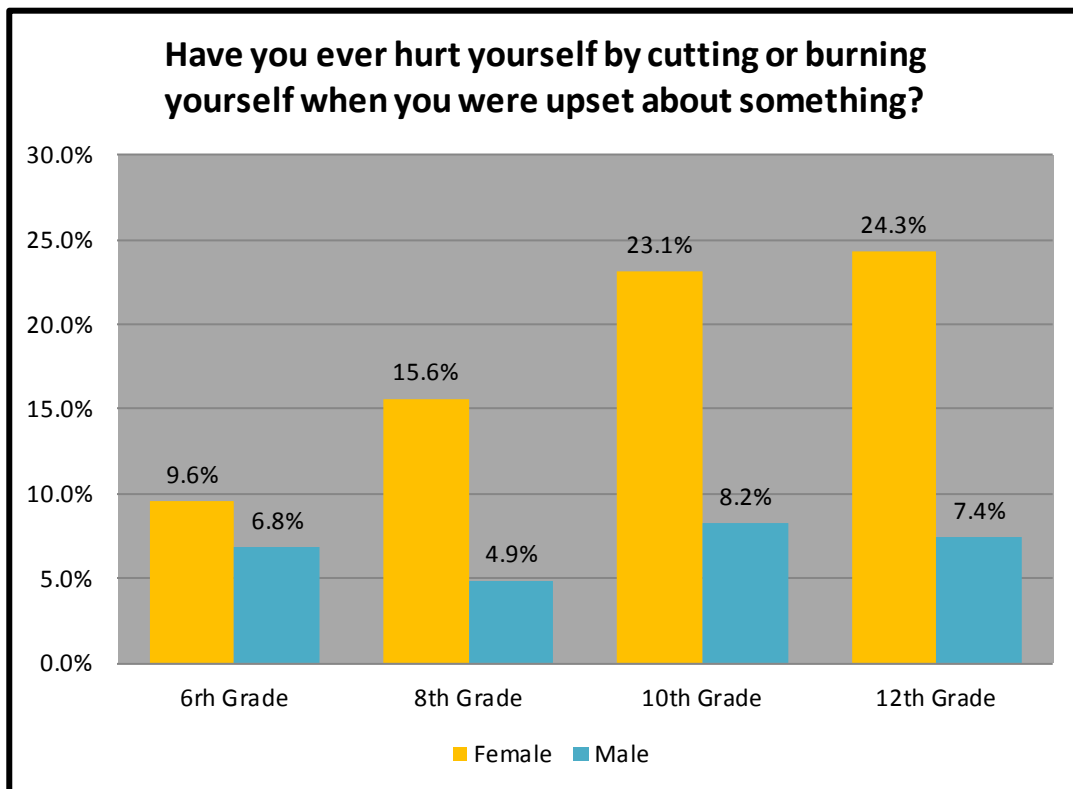


Self-Injury

Some teens have a difficult time balancing their conflicting feelings and some turn to harmful activities like drinking, using drugs, or self-injury. Intentional self-injurious behavior, through cutting or burning, is used as a mechanism for coping with emotional distress. Those who self-injure often are experiencing overwhelming feelings, like extreme anxiety or tension, and in the moment self-injury may seem to provide a feeling of escape or relief. These injuries are not suicide attempts and often are interpreted as expressions of anger or psychological pain. Table 4 (see Attachment 1) presents responses to this item.

Proportion of students reporting they have cut or burnt themselves when they were upset

Grade:	6	8	10	12
Female	9.6%	15.6%	23.1%	24.3%
Male	6.8%	4.9%	8.2%	7.4%



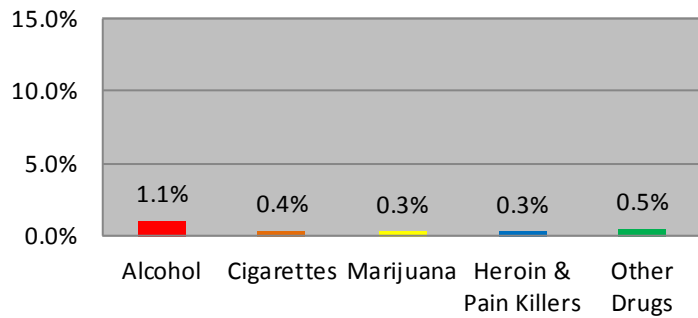
Prevalence of Substance Use

Young peoples' use and abuse of alcohol, tobacco and other drugs remains a major concern for parents, health professionals, law enforcement and schools. Since the 1990's substance abuse prevention has developed evidence-based programs based on the Risk and Protective Factor Model. In the EYS, students were asked if, and how often they had used alcohol, tobacco, marijuana or other substances. Table 5 (see Attachment 1) shows the proportions of students (prevalence) who reported ever using, using in the 12 months prior to the survey and using in the 30 days prior to the survey. Alcohol, marijuana, and cigarettes are the most frequently used substances. While use and overdose deaths from heroin and opioid pain relievers is a major concern for young adults, reported use among students in the survey was minimal with less than two percent reporting use in the past 30 days. Significant results include:

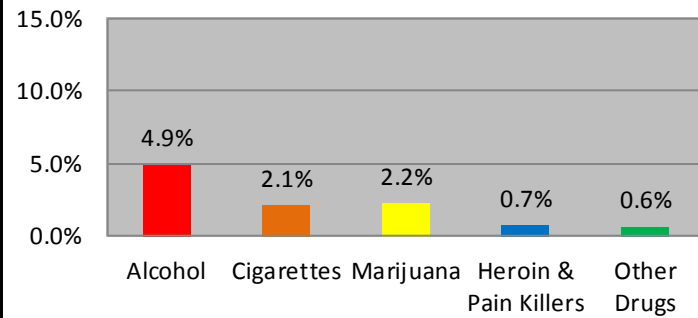
Proportion of students who report in the past 30 days they have...

Grade:	6th	8th	10th	12th
Drank Alcohol	1.1%	4.9%	13.7%	26.2%
Smoked Cigarettes	0.4%	2.1%	4.0%	8.0%
Smoked Marijuana	0.3%	2.2%	10.3%	19.3%
Used Heroin or Pain-killers	0.3%	0.7%	1.4%	2.8%
Used Other Drugs (including heroin & pain killers)	0.5%	0.6%	1.3%	2.7%

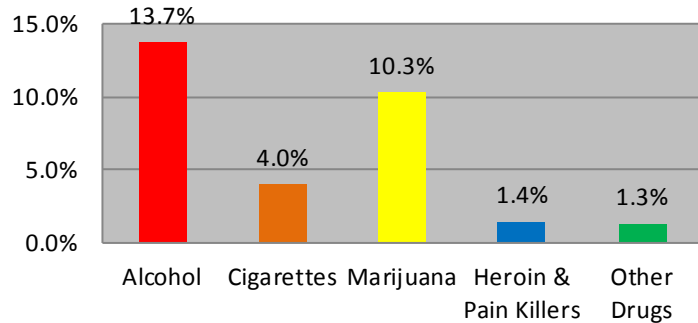
Proportion of 6th Grade Students Who Used in Past 30 Days



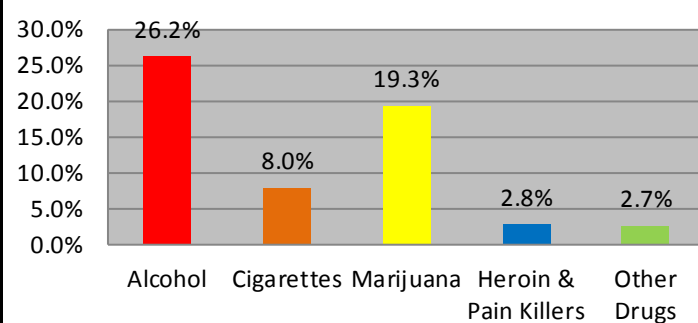
Proportion of 8th Grade Students Who Used in Past 30 Days



Proportion of 10th Grade Students Who Used in Past 30 Days



Proportion of 12th Grade Students Who Used in Past 30 Days



ATTACHMENT 1

Risk and Protective Factor Survey

Results Tables

**Table 1a. Risk and Protective Factors
Sixth Grade**

	Year	2017
	N=	928
Lack Opportunities for Prosocial Involvement in the Community (P1-C)		18.9%
Lack Perceived Risks of Drug Use (P8-PI)		17.5%
Lack Rewards for Prosocial Behavior in the Community (P2-C)		12.9%
Poor Family Discipline (R7-F)		12.8%
Low Neighborhood Attachment (R1-C)		11.0%
Sensation Seeking (R22-PI)		10.6%
Community Disorganization (R2-C)		9.2%
Personal Transitions/Mobility (R3-C)		7.8%
Lack Opportunities for Prosocial Involvement in School (P6-S)		7.8%
Impulsiveness (R16-PI)		7.4%
Family Conflict (R8-F)		6.6%
Lack Social Skills (P10-PI)		6.3%
Lack Opportunities for Prosocial Involvement in Family(P4-F)		6.0%
Lack Attachment to Family (P3-F)		5.7%
Lack Rewards for Prosocial Involvement in School(P7-S)		5.5%
Rebelliousness (R14-PI)		5.4%
Little Commitment to School (R13-S)		4.4%
Lack of Family Supervision and Rules (R6-F)		3.9%
Lack Rewards for Prosocial Involvement in Family (P5-F)		3.8%
Family History of Antisocial Behavior (R9-F)		3.7%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)		2.7%
Rewards for Antisocial Involvement (R23-PI)		2.5%
Perceived Availability of Drugs (R5-C)		1.6%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)		1.5%
Antisocial Behavior (R17-PI)		1.5%
Lack a Belief in Moral Order (P11-PI)		1.5%
Interaction With Antisocial Peers (R20-PI)		1.2%
Laws and Norms Favorable to Drug Use (R4-C)		1.1%
Parental Attitudes Favorable to Drug Use (R10-F)		0.4%
Favorable Attitudes Toward Drug Use (R19-PI)		0.3%
Friend Use Drugs (R21-PI)		0.1%

**Table 1b. Risk and Protective Factors
Eighth Grade**

Year	2017
N=	936
Lack Opportunities for Prosocial Involvement in the Community (P1-C)	28.0%
Lack Rewards for Prosocial Behavior in the Community (P2-C)	23.8%
Low Neighborhood Attachment (R1-C)	20.8%
Sensation Seeking (R22-PI)	17.5%
Impulsiveness (R16-PI)	14.9%
Lack Opportunities for Prosocial Involvement in School (P6-S)	13.2%
Lack Rewards for Prosocial Involvement in School(P7-S)	13.1%
Lack Perceived Risks of Drug Use (P8-PI)	12.9%
Poor Family Discipline (R7-F)	12.6%
Lack Attachment to Family (P3-F)	12.2%
Personal Transitions/Mobility (R3-C)	12.1%
Community Disorganization (R2-C)	11.5%
Lack Rewards for Prosocial Involvement in Family (P5-F)	11.5%
Lack Opportunities for Prosocial Involvement in Family(P4-F)	11.4%
Family History of Antisocial Behavior (R9-F)	11.1%
Rebelliousness (R14-PI)	9.0%
Little Commitment to School (R13-S)	8.5%
Lack of Family Supervision and Rules (R6-F)	6.8%
Family Conflict (R8-F)	6.5%
Lack Social Skills (P10-PI)	6.3%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)	6.0%
Laws and Norms Favorable to Drug Use (R4-C)	4.8%
Rewards for Antisocial Involvement (R23-PI)	4.8%
Interaction With Antisocial Peers (R20-PI)	4.7%
Antisocial Behavior (R17-PI)	3.0%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)	2.9%
Perceived Availability of Drugs (R5-C)	2.8%
Lack a Belief in Moral Order (P11-PI)	2.8%
Favorable Attitudes Toward Drug Use (R19-PI)	1.9%
Parental Attitudes Favorable to Drug Use (R10-F)	1.7%
Friend Use Drugs (R21-PI)	1.5%

**Table 1c. Risk and Protective Factors
Tenth Grade**

	Year	2017
	N=	910
Lack Opportunities for Prosocial Involvement in the Community (P1-C)		29.8%
Lack Rewards for Prosocial Behavior in the Community (P2-C)		25.2%
Family History of Antisocial Behavior (R9-F)		20.5%
Sensation Seeking (R22-PI)		20.5%
Low Neighborhood Attachment (R1-C)		19.6%
Community Disorganization (R2-C)		16.0%
Lack Perceived Risks of Drug Use (P8-PI)		14.9%
Lack Rewards for Prosocial Involvement in Family (P5-F)		14.8%
Impulsiveness (R16-PI)		14.5%
Rebelliousness (R14-PI)		11.6%
Lack Attachment to Family (P3-F)		11.5%
Lack Opportunities for Prosocial Involvement in Family(P4-F)		11.4%
Lack of Family Supervision and Rules (R6-F)		11.0%
Laws and Norms Favorable to Drug Use (R4-C)		10.9%
Poor Family Discipline (R7-F)		10.5%
Personal Transitions/Mobility (R3-C)		10.4%
Lack Rewards for Prosocial Involvement in School(P7-S)		10.1%
Little Commitment to School (R13-S)		9.3%
Interaction With Antisocial Peers (R20-PI)		9.3%
Lack Opportunities for Prosocial Involvement in School (P6-S)		9.2%
Family Conflict (R8-F)		9.1%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)		8.8%
Rewards for Antisocial Involvement (R23-PI)		8.4%
Favorable Attitudes Toward Drug Use (R19-PI)		7.7%
Friend Use Drugs (R21-PI)		7.5%
Parental Attitudes Favorable to Drug Use (R10-F)		7.3%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)		6.6%
Perceived Availability of Drugs (R5-C)		6.4%
Lack a Belief in Moral Order (P11-PI)		6.3%
Lack Social Skills (P10-PI)		6.0%
Antisocial Behavior (R17-PI)		4.0%

**Table 1d. Risk and Protective Factors
Twelfth Grade**

	Year	2017
	N=	829
Lack Opportunities for Prosocial Involvement in the Community (P1-C)		31.1%
Family History of Antisocial Behavior (R9-F)		26.9%
Lack Rewards for Prosocial Behavior in the Community (P2-C)		26.7%
Sensation Seeking (R22-PI)		25.5%
Low Neighborhood Attachment (R1-C)		25.1%
Lack Perceived Risks of Drug Use (P8-PI)		20.4%
Lack of Family Supervision and Rules (R6-F)		17.5%
Laws and Norms Favorable to Drug Use (R4-C)		16.6%
Community Disorganization (R2-C)		16.3%
Lack Rewards for Prosocial Involvement in Family (P5-F)		16.3%
Lack Attachment to Family (P3-F)		15.2%
Little Commitment to School (R13-S)		15.1%
Rebelliousness (R14-PI)		14.1%
Favorable Attitudes Toward Drug Use (R19-PI)		14.1%
Poor Family Discipline (R7-F)		13.5%
Lack Opportunities for Prosocial Involvement in Family(P4-F)		13.3%
Friend Use Drugs (R21-PI)		12.8%
Lack Opportunities for Prosocial Involvement in School (P6-S)		12.8%
Lack Rewards for Prosocial Involvement in School(P7-S)		12.3%
Parental Attitudes Favorable to Drug Use (R10-F)		12.1%
Personal Transitions/Mobility (R3-C)		11.3%
Interaction With Antisocial Peers (R20-PI)		11.0%
Rewards for Antisocial Involvement (R23-PI)		10.9%
Impulsiveness (R16-PI)		10.5%
Favorable Attitudes Toward Antisocial Behavior (R18-PI)		10.0%
Perceived Availability of Drugs (R5-C)		9.8%
Family Conflict (R8-F)		9.8%
Lack Social Skills (P10-PI)		7.6%
Lack a Belief in Moral Order (P11-PI)		7.5%
Parental Attitudes Favorable to Antisocial Behavior (R11-F)		7.0%
Antisocial Behavior (R17-PI)		5.5%

Table 2. Overall Risk
Proportion of Students by Number of Factors at the At-Risk Level

N=	928	936	910	829
Grade	6th	8th	10th	12th
No Factors At-Risk	34.4%	22.2%	20.5%	15.2%
One	26.4%	21.8%	17.3%	14.4%
Two	16.8%	17.0%	14.8%	12.1%
Three	8.8%	9.0%	9.8%	11.6%
Four	5.4%	8.9%	8.8%	10.4%
Five or More	10.8%	22.8%	31.4%	38.0%

Table 3. Bullying

N=	928	936	910	829
In the past 30 days how many times did you verbally threaten or bully someone?	6th	8th	10th	12th
None	85.1%	80.5%	79.8%	82.0%
Once	9.6%	9.1%	8.0%	5.2%
Twice	1.4%	3.9%	2.7%	3.2%
Three or more	4.0%	6.5%	9.5%	9.6%
In the past 30 days how many times were you threatened or bullied by someone?	6th	8th	10th	12th
None	66.2%	69.1%	75.1%	79.7%
Once	14.1%	11.2%	7.3%	5.7%
Twice	5.1%	6.0%	3.8%	3.3%
Three or more	14.5%	13.8%	13.7%	9.0%
You see some students making fun of or saying cruel thing or pushing and threatening another student. What would you most likely do?	6th	8th	10th	12th
join the bullying	0.4%	0.7%	0.9%	2.7%
threaten or push the bully	6.5%	8.5%	8.6%	7.1%
tell the bully to stop	18.1%	21.6%	29.2%	30.5%
support the target after bullying is over	3.2%	4.8%	4.5%	4.1%
tell a teacher or adult	25.9%	24.6%	20.7%	19.7%
nothing	4.2%	10.9%	12.5%	10.1%

Table 4. Behavioral Health Risk Behaviors

N=	429	469	448	432	471	401	403	378
In the past year have you felt depressed or sad most days, even if you felt OK sometimes?	6th Grade		8th Grade		10th Grade		12th Grade	
	Females	Males	Females	Males	Females	Males	Females	Males
Strongly disagree	25.3%	23.4%	21.7%	32.6%	12.7%	27.9%	10.2%	32.1%
Disagree	26.0%	32.9%	29.3%	38.2%	26.8%	34.3%	31.6%	31.4%
Agree	28.0%	28.1%	30.1%	18.1%	31.1%	23.9%	33.4%	23.9%
Strongly agree	20.6%	15.6%	19.0%	11.2%	29.4%	13.8%	24.7%	12.5%
<i>Agree/Strongly Agree</i>	<i>48.6%</i>	<i>43.7%</i>	<i>49.1%</i>	<i>29.3%</i>	<i>60.5%</i>	<i>37.7%</i>	<i>58.1%</i>	<i>36.4%</i>
During the past 12 months did you make a plan about how you would attempt suicide?	6th Grade		8th Grade		10th Grade		12th Grade	
	Females	Males	Females	Males	Females	Males	Females	Males
Yes	5.1%	2.8%	9.6%	4.4%	14.9%	6.7%	7.7%	5.8%
No	94.9%	97.2%	90.4%	95.6%	85.1%	93.3%	92.3%	94.2%
During the past 12 months how many times did you actually attempt suicide?	6th Grade		8th Grade		10th Grade		12th Grade	
	Females	Males	Females	Males	Females	Males	Females	Males
None	96.3%	98.9%	94.0%	97.5%	90.2%	96.0%	95.0%	96.8%
1	2.6%	0.6%	2.2%	1.2%	5.3%	1.0%	1.7%	1.3%
2	0.5%	0.2%	2.2%	0.5%	2.1%	1.2%	1.7%	1.1%
3 or more	0.7%	0.2%	1.6%	0.9%	2.3%	1.7%	1.5%	0.8%
<i>One or more</i>	<i>3.7%</i>	<i>1.1%</i>	<i>6.0%</i>	<i>2.5%</i>	<i>9.8%</i>	<i>4.0%</i>	<i>5.0%</i>	<i>3.2%</i>
During the past 12 months did any attempt result in injury, poisoning or overdose the had to be treated by a doctor or nurse?	6th Grade		8th Grade		10th Grade		12th Grade	
	Females	Males	Females	Males	Females	Males	Females	Males
Yes	0.5%	0.4%	0.4%	0.5%	3.2%	1.7%	1.0%	1.1%
No	99.5%	99.6%	99.6%	99.5%	96.8%	98.3%	99.0%	98.9%
Have you ever hurt yourself by cutting or burning yourself when you were upset about something?	6th Grade		8th Grade		10th Grade		12th Grade	
	Females	Males	Females	Males	Females	Males	Females	Males
Yes	9.6%	6.8%	15.6%	4.9%	23.1%	8.2%	24.3%	7.4%
No	90.4%	93.2%	84.4%	95.1%	76.9%	91.8%	75.7%	92.6%

Table 5. Prevalence of Substance Use 2017 in Wayne County

N=	928	936	910	829
Alcohol Use (except as part of religion)	6th	8th	10th	12th
Ever Used	6.8%	16.0%	35.4%	52.8%
Used in Past 12 Months	3.1%	11.1%	31.8%	46.9%
Used in Past 30 Days	1.1%	4.9%	13.7%	26.2%
>5 Drinks at Least Once in Past 30 Days	0.3%	2.1%	5.1%	13.8%
Cigarette Use	6th	8th	10th	12th
Ever Used	2.8%	7.1%	14.9%	24.0%
Used in Past 12 Months	0.6%	5.1%	6.2%	11.5%
Used in Past 30 Days	0.4%	2.1%	4.0%	8.0%
Marijuana Use	6th	8th	10th	12th
Ever Used	0.5%	4.9%	19.8%	36.9%
Used in Past 12 Months	0.4%	4.0%	16.6%	31.2%
Used in Past 30 Days	0.3%	2.2%	10.3%	19.3%
Heroin & Pain Killers Use	6th	8th	10th	12th
Used in Past 12 Months	0.4%	1.1%	2.0%	3.7%
Used in Past 30 Days	0.3%	0.7%	1.4%	2.8%
Other Drug Use	6th	8th	10th	12th
Ever Used Other Drug	2.3%	3.4%	4.9%	9.3%
Used ANY in Past 12 Months	1.0%	1.6%	2.6%	5.9%
Cocaine	0.1%	0.5%	1.0%	2.1%
Cough/Cold Medicines	1.0%	1.5%	1.9%	2.8%
Crack	0.0%	0.6%	0.7%	1.0%
Ecstasy	0.1%	0.6%	1.1%	1.9%
Heroin	0.0%	0.5%	0.5%	1.3%
Inhalants	0.0%	0.6%	1.0%	1.3%
LSD/Psychedelic	0.1%	0.7%	1.3%	2.4%
Meth	0.1%	0.4%	0.7%	1.1%
Steroids	0.0%	0.3%	0.7%	1.1%
Uppers/Amphetamines	0.1%	0.4%	0.9%	1.7%
Pain killers such as Vicodin/Oxycontin	0.4%	0.5%	1.4%	2.4%
Other Prescription	0.1%	0.9%	1.8%	2.2%
Over the counter drugs	0.4%	1.2%	0.9%	1.6%
Edible Marijuana	0.1%	1.0%	2.0%	4.6%
Other	0.3%	0.9%	1.2%	1.7%

**Table 5. Prevalence of Substance Use 2017 in
Wayne County**

N=	928	936	910	829
Other Drug Use	6th	8th	10th	12th
Used ANY in Past 30 days	0.5%	0.6%	1.3%	2.7%
Cocaine	0.1%	0.2%	0.8%	1.4%
Cough/Cold Medicines	0.4%	0.4%	0.8%	1.3%
Crack	0.0%	0.2%	0.5%	1.0%
Ecstasy	0.1%	0.2%	0.7%	1.3%
Heroin	0.1%	0.2%	0.5%	1.0%
Inhalants	0.0%	0.3%	0.5%	0.7%
LSD/Psychedelic	0.1%	0.4%	0.8%	1.2%
Meth	0.1%	0.2%	0.5%	0.8%
Steroids	0.0%	0.2%	0.4%	0.7%
Uppers/Amphetamines	0.1%	0.2%	0.5%	1.0%
Pain killers such as Vicodin/Oxycontin	0.2%	0.5%	0.9%	1.8%
Other Prescription	0.1%	0.4%	0.8%	1.3%
Over the counter drugs	0.2%	0.4%	0.7%	0.8%
Edible Marijuana	0.0%	0.7%	1.3%	2.3%
Other	0.2%	0.3%	0.5%	1.0%

Appendix A

METHOD

The survey instrument was a self-report web-based form completed by students in a classroom setting. The sample for the survey was all 6th, 8th, 10th and 12th grade students in Wayne County Schools. Each Risk and Protective Factor is represented by one or more scale consisting of one or more item from the survey. Appendix B provides a data dictionary with the definition of each scale. Each student was given a score for each of the scales. Separate analyses were conducted for middle school (grades 6 & 8) and high school (grade 10 & 12). Based on the distribution of scores for over 20,000 students in a 2001 survey in the five-county Finger Lakes region, standard scores (z-scores) were calculated by subtracting the mean score from each individual's score and dividing by the standard deviation.

Students with a standard score of 1 or greater on any risk factor were considered to be at-risk. A standard score of -1 or less on any protective factor was considered a lack of protection and therefore at-risk.

In addition to measuring risk and protective factors, the survey measures self-reported use of alcohol, tobacco, marijuana and other substances (prevalence). It also asked about students' behaviors related to bullying, depression, and self-injury.

SAMPLE

Each school was asked to arrange for distribution and completion of the surveys on a day and in a class-period of their choice. School staff supervised all surveys. In all cases, the survey is voluntary. Parents were notified about the survey and were given the option of having their child opt out of the survey without prejudice. Students were instructed not to put their name or any identifying information on the survey form.

Grade	County	Clyde	Ganonda	Lyons	Marion	Newark	NRW	Pal-Mac	Red Creek	Sodus	Wayne	Williamson
6th	928	57	69	62	47	142	84	137	53	57	155	65
8th	936	49	74	65	62	138	68	130	59	62	150	79
10th	910	42	80	62	67	131	56	122	76	53	134	87
12th	829	41	66	62	39	124	62	128	41	64	129	73
Total	3603	189	289	251	215	535	270	517	229	236	568	304

Appendix B

Risk and Protective Factor Survey Factor (Scale) Definitions

COMMUNITY: Low Neighborhood Attachment (R1)

I like my neighborhood.

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

COMMUNITY: Community Disorganization (R2)

How much do each of the following statements describe your neighborhood:

crime and/or drug selling.

fight.

lots of empty or abandoned buildings.

lots of graffiti.

COMMUNITY: Personal Transitions and Mobility (R3)

Have you changed homes in the past year?

How many times have you changed homes since kindergarten?

Have you changed schools in the past year?

How many times have you changed schools since kindergarten?

COMMUNITY: Laws and Norms Favorable to Drug Use (R4)

How wrong would most adults in your neighborhood think it was for kids your age:

to use marijuana.

to drink alcohol.

to smoke cigarettes.

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?

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

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

COMMUNITY: Perceived Availability of Drugs & Handguns (R5)

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?

If you wanted to get some cigarettes, how easy would it be for you to get some?

If you wanted to get some marijuana, how easy would it be for you to get some?

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

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

COMMUNITY: Opportunities for Prosocial Involvement (P1)

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

- sports teams.
- scouting.
- boys and girls clubs.
- 4-H clubs.
- service clubs.

COMMUNITY: Rewards for Prosocial Involvement (P2)

My neighbors notice when I am doing a good job and let me know.
There are people in my neighborhood who encourage me to do my best.
There are people in my neighborhood who are proud of me when I do something well.

FAMILY: Lack of Supervision and Rules (R6)

My parents ask if I've gotten my homework done.
My parents want me to call if I'm going to be late getting home.
Would your parents know if you did not come home on time?
When I am not at home, one of my parents knows where I am and who I am with.
The rules in my family are clear.
My family has clear rules about alcohol and drug use.

FAMILY: Poor Discipline (R7)

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?
If you skipped school would you be caught by your parents?
If you carried a handgun without your parents' permission, would you be caught by your parents?

FAMILY: Family Conflict (R8)

People in my family often insult or yell at each other.
People in my family have serious arguments.
We argue about the same things in my family over and over.

FAMILY: Family History of Antisocial Behavior (R9)

Has anyone in your family ever had a severe alcohol or drug problem?
Have any of your brothers or sisters ever:
 drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?
 smoked marijuana?
 smoked cigarettes?
 taken a handgun to school?
 been suspended or expelled from school?

About how many adults have you known personally who in the past year have:
used marijuana, crack, cocaine, or other drugs?
sold or dealt drugs?
done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc)
gotten drunk or high?

FAMILY: Parental Attitudes Favorable Toward Drug Use (R10)

How wrong do your parents feel it would be for you to:
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
smoke cigarettes?
smoke marijuana?

FAMILY: Parental Attitudes Favorable to Antisocial Behavior (R11)

steal anything worth more than \$5?
draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?
pick a fight with someone?

FAMILY: Attachment (P3)

Do you feel very close to your mother?
Do you share your thoughts and feelings with your mother?
Do you feel very close to your father?
Do you share your thoughts and feelings with your father?

FAMILY: Opportunities for Prosocial Involvement (P4)

My parents give me lots of chances to do fun things with them.
My parents ask me what I think before most family decisions affecting me are made.
If I had a personal problem, I could ask my mom or dad for help.

FAMILY: Rewards for Prosocial Involvement (P5)

My parents notice when I am doing a good job and let me know about it.
How often do your parents tell you they're proud of you for something you've done?
Do you enjoy spending time with your mother?
Do you enjoy spending time with your father?

SCHOOL: Little Commitment to School (R13)

How often do you feel that the school work you are assigned is meaningful and important? (#55)

How interesting are most of your courses to you? (#56)

How important do you think the things you are learning in school are going to be for your later life? (#57)

Now, thinking back over the past year in school, how often did you...

Enjoy being in school? (#58a)

Hate being in school? (#58b)

Try to do your best work in school? (#58c)

During the LAST FOUR WEEKS how many whole days have you missed...

because of illness (#59a)

because you skipped or "cut" (#59b)

for other reasons (#59c)

SCHOOL: Opportunities for Prosocial Involvement (P6)

In my school, students have lots of chances to help decide things like class activities and rules. (#60)

There are lots of chances for students in my school to talk with a teacher one-on-one. (#61)

Teachers ask me to work on special classroom projects. (#62)

There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class. (#63)

I have lots of chances to be part of class discussions or activities. (#64)

SCHOOL: Rewards for Prosocial Involvement (P7)

My teacher(s) notices when I am doing a good job and lets me know about it. (#65)

The school lets my parents know when I have done something well. (#66)

I feel safe at my school. (#67)

My teachers praise me when I work hard in school. (#68)

PEER-INDIVIDUAL: Rebelliousness (R14)

I do the opposite of what people tell me, just to get them mad.

I ignore rules that get in my way.

I like to see how much I can get away with.

PEER-INDIVIDUAL: Impulsiveness (R16)

It is important to think before you act.

Do you have to have everything right away?

I often do things without thinking about what will happen.

Do you often switch from activity to activity rather than sticking to one thing at a time?

PEER-INDIVIDUAL: Antisocial Behavior (R17)

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

- been suspended from school?
- carried a handgun?
- sold illegal drugs?
- stolen or tried to steal a motor vehicle such as a car or motorcycle?
- been arrested?
- attacked someone with the idea of seriously hurting them?
- been drunk or high at school?
- taken a handgun to school?

PEER-INDIVIDUAL: Favorable Attitudes Toward Antisocial Behavior (R18)

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

- take a handgun to school?
- steal anything worth more than \$5?
- pick a fight with someone?
- attack someone with the idea of seriously hurting them?
- stay away from school all day when their parents think they are at school?

PEER-INDIVIDUAL: Favorable Attitudes Toward Drug Use (R19)

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

- drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
- smoke cigarettes?
- smoke marijuana?
- use LSD, cocaine, amphetamines or another illegal drug?

PEER-INDIVIDUAL: Perceived Risks of Drug Use (P8)

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

- Smoke one or more packs of cigarettes per day?
- Try marijuana once or twice?
- Smoke marijuana regularly? Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

PEER-INDIVIDUAL: Interaction with Antisocial Peers (R20)

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:

- been suspended from school?
- carried a handgun?
- sold illegal drugs?
- stolen or tried to steal a motor vehicle such as a car or motorcycle?
- been arrested?
- dropped out of school?

PEER-INDIVIDUAL: Friends' Use of Drugs (R21)

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:

smoked cigarettes?

tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't

know about it?

used marijuana?

used LSD, cocaine, amphetamines, or other illegal drugs?

PEER-INDIVIDUAL: Sensation Seeking (R22)

How many times have you done the following things?

Done what feels good no matter what.

Done something dangerous because someone dared you to do it.

Done crazy things even if they are a little dangerous.

PEER-INDIVIDUAL: Rewards for Antisocial Involvement (R23)

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

smoked cigarettes?

began drinking alcoholic beverages regularly, that is, at least once or twice a month?

smoked marijuana?

carried a handgun?

PEER-INDIVIDUAL: Social Skills (P10)

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's a joke, and ask her to put the CD back

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'd get home, and ask if you can go out

Not say anything and start watching TV

Get into an argument with her

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

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

PEER-INDIVIDUAL: Belief in the Moral Order (P11)

I think it is okay to take something without asking if you can get away with it.

I think sometimes it's okay to cheat at school.

It is all right to beat up people if they start the fight.

It is important to be honest with your parents, even if they become upset or you get punished.