

Sample State
Communities that Care[®]

School District Report

for

Sample School District

Fall 2005

Prepared
by

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SURVEY PROTOCOLS

INTRODUCTION TO THE PROJECT

This report highlights results from students in Sample School District. This survey, the Communities that Care[®] (CTC), was given to all 6th, 8th, 10th, and 12th grade students in this school district. This Sample School District administration contracted with DATACORP to scan the completed surveys, and analyze the data. DATACORP also prepared this detailed report for the school district.

INSTRUMENT

The Sample School District adopted the *CTC Youth Survey* created by Drs. Hawkins and Catalano (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002). A Six-State Consortium initially developed the survey during the 1990s using parent and youth focus groups. This consortium was made up of representatives from Utah, Kansas, Washington, Oregon, South Carolina, and Maine. The questionnaire used in this study is available in Appendix A.

The focus of this survey was to identify adolescent problem behaviors in this school district. The substance abuse problems under study were alcohol, tobacco, and other drug (ATOD) use. Other problem behaviors the questionnaire measured were youth delinquency and violence. The questionnaire also included an assessment of youth risk and protective factors for substance abuse and antisocial behavior.

Information gathered from this survey has substantial district-level utility. Sample School District and community planners can use the results presented in this report to inform their prevention managers. The results can also be used to support and strengthen grant applications for funds to build prevention services. Moreover, school districts can compare their results against statewide and national averages, where available.

SURVEY ADMINISTRATION

The survey was voluntary, and parents could use an opt-out form for their child if they did not want him or her to participate in the survey. Additionally, at the time the survey was administered, students could refuse to participate. Students were informed that they could read or work quietly at their desks if they did not wish to participate.

Schools administered the survey during the same class period throughout the school. Before students started the survey, teachers were instructed to arrange the desks in a manner that would prevent students from seeing the answers of other respondents. The youth were advised not to write any identifying information on their surveys. Teachers were given a standard set of instructions on how to administer the survey. After the survey was completed, students placed their surveys into an envelope, which was

passed from student to student. The last student sealed the envelope before returning it to the teacher.

PRE-ANALYSIS CLEANING

Using a set of decision rules similar to those utilized by the Six-State Consortium, questionnaires that appeared to be invalid were identified and were not included in the results. The decision rules DATACORP used were as follows:

- Students who did not respond to more than ten questions were excluded.
- Students who answered that they were “not honest at all” on a question about how honestly they reported were excluded.
- Students who reported using Derbisol, a fictitious drug, were excluded.
- Students were excluded if they indicated that they used more than three of the following drugs 40 or more times in the past 30 days: Marijuana, LSD, cocaine, inhalants, sedatives, stimulants, heroin, ecstasy, or steroids.

RISK AND PROTECTIVE FACTORS

As mentioned previously, the Sample School District adopted the *CTC Youth Survey* created by Drs. Hawkins and Catalano (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002). The risk and protective factors are segregated among four domains: community, family, peer/individual, and school. Within each factor, there is at least one scale that facilitates measuring whether the student is at risk or protected against substance abuse or other problem behaviors.

DATACORP calculated risk and protective factor composite scores for each scale the questionnaire measures. Many questions require recoding so all of the responses in a given scale will be in the same order and of the same magnitude. A detailed listing of the domains, factors, scales, and questions are available in Table 1 below.

Research has found that all protective factor scales and most of the risk factor scales are highly correlated with substance use and abuse. The only risk factor scale that was not associated with substance abuse was the Perceived Availability of Handguns in the Community domain.

Table 1. 2005 Definitions of Risk and Protective Factors

Domain	Name of Scale	Risk or Protective Factor	Description of Scale	Number of Items Needed to Compute Scale	Questions Used in Scale
Community	Low Neighborhood Attachment	Risk	Measures whether respondent feels bonded to his/her neighborhood	2 out of 3	100, 98, 96
	Disorganization	Risk	Measures neighborhood characteristics such as crime, graffiti, empty buildings and drug selling	4 out of 5	104a - 104d, 103
	Transitions and Mobility	Risk	Measures how frequently respondent has relocated and/or changed schools	3 out of 4	83, 95, 107, 94
	Laws and Norms Favor Drug Use	Risk	Measures respondent's perceptions of community norms among adults and enforcement of laws related to alcohol, marijuana, and handgun use	4 out of 6	93a - 93c, 84, 85, 86
	Perceived Availability of Drugs	Risk	Measures how easy respondent perceives it to be to obtain alcohol, cigarettes and drugs	3 out of 4	88, 87, 91, 89
	Perceived Availability of Handguns	Risk	Measures how easy respondent perceives handguns are to obtain	1 out of 1	90
	Opportunities for Prosocial Involvement	Protective	Measures opportunities to engage in prosocial activities in the community	Question 99 and 3 out of remaining 5	99, 105a - 105e
	Rewards for Prosocial Involvement	Protective	Measures how supportive the community is of prosocial behavior	2 out of 3	97, 102, 101
Family	Poor Family Management	Risk	Measures rules and supervision in the respondent's family	4 out of 8	118, 120, 123, 121, 125 - 128

Domain	Name of Scale	Risk or Protective Factor	Description of Scale	Number of Items Needed to Compute Scale	Questions Used in Scale
	Conflict	Risk	Measures conflict in the respondent's family	2 out of 3	122, 119, 124
	History of Antisocial Behavior	Risk	Measures antisocial behavior in respondent's family	Siblings – 6 out of 10 No siblings – 3 out of 5 (134, 92a - 92d)	134, 111a - 111e, 92a - 92d
	Parent Attitudes Favorable to Antisocial Behavior	Risk	Measures respondent's perceptions of his/her parents' attitudes towards stealing, graffiti, and starting fights	2 out of 3	112d – 112f
	Parent Attitudes Favor Drug Use	Risk	Measures respondent's perception of his/her parents' attitudes towards alcohol, cigarettes, and marijuana use	2 out of 3	112a - 112c
	Attachment	Protective	Measures respondent's closeness to mother and father	3 out of 4	129, 130, 116, 132
	Opportunities for Prosocial Involvement	Protective	Measures opportunities to participate in family activities and have constructive conversations with parents	2 out of 3	117, 131, 115
	Rewards for Prosocial Involvement	Protective	Measures support from parents for prosocial behavior	3 out of 4	136, 108, 133, 114
Peer/Individual	Rebelliousness	Risk	Measures rebellious attitudes and behaviors	2 out of 3	74, 49, 75
	Early Initiation of Antisocial Behavior	Risk	Measures age at which respondent first engaged in antisocial behaviors	3 out of 4	27e - 27h
	Early Initiation of Drug Use	Risk	Measures respondent's age of first use of marijuana, cigarettes, and alcohol	3 out of 4	27a - 27d
	Attitudes Favorable to Antisocial Behavior	Risk	Measures respondent's attitudes towards antisocial behavior	4 out of 5	28a - 28e
	Attitudes Favorable to Drug Use	Risk	Measures respondent's attitudes towards alcohol, cigarette, marijuana, and other drug use	3 out of 4	28f - 28i
	Perceived Risk of Drug Use	Risk	Measures how risky respondent perceives smoking, marijuana, and alcohol use	3 out of 4	72a - 72d
	Interaction with Antisocial Peers	Risk	Measures antisocial behavior among respondent's four best friends	4 out of 6	25e - 25j
	Friends' Use of Drugs	Risk	Measures substance use of respondent's four best friends	3 out of 4	25a, 25b, 25c, 25d
	Sensation Seeking	Risk	Measures sensation and thrill seeking behavior	2 out of 3	29a - 29c
	Rewards for Antisocial Behavior	Risk	Measures social rewards for alcohol, cigarette, and marijuana use, and for carrying a handgun	3 out of 4	26a - 26d

Domain	Name of Scale	Risk or Protective Factor	Description of Scale	Number of Items Needed to Compute Scale	Questions Used in Scale
	Depressive Symptoms	Risk	Measures feelings associated with depression	3 out of 4	42 - 45
	Religiosity	Protective	Measures attendance at religious services	1 out of 1	35
	Social Skills	Protective	Measures social skills such as respect, communication, and conflict resolution	3 out of 4	31 – 34
	Belief in the Moral Order	Protective	Measures moral beliefs	3 out of 4	47, 41, 46, 113,
School	Academic Failure	Risk	Measures grades in school	2 out of 2	23, 19
	Low Commitment to School	Risk	Measures respondent's interest in school and sense that school is important	5 out of 7	22, 9, 10, 21a - 21c, 24
	Opportunities for Prosocial Involvement	Protective	Measures opportunities for respondent to participate in constructive activities at school	4 out of 5	11, 15, 12, 14, 20
	Rewards for Prosocial Involvement	Protective	Measures how supportive school is of prosocial behavior	3 out of 4	13, 17, 16, 18

CUT-POINTS

The Diffusion Consortium (also known as the Seven State Consortium) calculated the cut-points. This consortium consisted of seven states: Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington (Intermountain Evaluation Services, 2001). This group conducted the *CTC* survey in each of these states and then combined the data to produce the cut-points. The cut-points were calculated for each scale and grade level. Since there are 34 scales and four reported grades, there are a total of 136 cut-points.

After calculating the scale composite for each risk and protective factor, the value in the scale was compared against its cut-point. If a student had a scale score above the cut-point for a risk factor scale, the student was identified as being at risk for substance abuse or other problem behaviors. Similarly, if a student had a protective scale score above the cut-point for that scale, the student was recognized as being protected from substance abuse and other problem behaviors. After each student was identified as at risk or protected for each scale, the prevalence rates for the scales were calculated.

In a previous project, DATACORP used signal detection theory to calculate the risk- and protective-factor cut-points using data from the state that it surveyed. This method was not used in this report.

READING GRAPHS IN THIS REPORT

The results in this report are available in graph and tabular formats to assist the reader. There are four types of graphs in this report. Each type is displayed individually by grade. The graphs are as follows:

- Reported levels of alcohol, tobacco, and other drug use
- Reported levels of antisocial behaviors
- Students “at risk” for substance abuse or other problem behaviors
- Students “protected” against substance abuse or other problem behaviors

The graphs are color-coded for the reader’s convenience. National survey results from the Monitoring the Future Survey are always reported in yellow. It should be noted that national data were *only* reported on the alcohol, tobacco and other drug use graphs. The statewide results, taken from the Youth Risk Behavior Survey (YRBS) are always depicted by a deep red color.

The district-level results on alcohol, tobacco and other drug use are represented by blue. The color green symbolizes the district-level antisocial behavior results. For the risk and protective factors, purple is used to display the district-level results.

HOW THE DISTRICTS CAN USE THIS INFORMATION

The information gathered from this survey has widespread utility. The national results from the Monitoring the Future Survey help compare Sample School District with the national average for substance use. The district can use this information when applying for nationally funded programs.

Similarly, each school district can use the state-level results to interpret the magnitude of its own problem. The statewide results also may help each school district to apply for state or nationally funded programs.

Individual communities within Sample State will be able to use the results from this report. The results may help a community to acquire funding from its local legislature for substance use or antisocial behavior prevention programs.

DISTRICT RESULTS

DEMOGRAPHICS

There were 907 students from this school district that participated in the 2005 CTC survey. The participating students' demographics are listed in Table 2 below.

Table 2. 2005 CTC Survey:

Demographics of Participating Sample School District Students

<u>Grade</u>	<u>Frequency</u>	<u>Percent</u>
6	265	29.2
8	271	29.9
10	183	20.2
12	188	20.7

<u>Gender</u>		
Male	457	51.8
Female	425	48.2

<u>Ethnicity</u>		
White	678	76.2
Native American	*	*
Spanish, Hispanic, Latino	100	11.2
Black, African American	*	*
Asian	*	*
Pacific Islander	*	*
Other	50	5.6

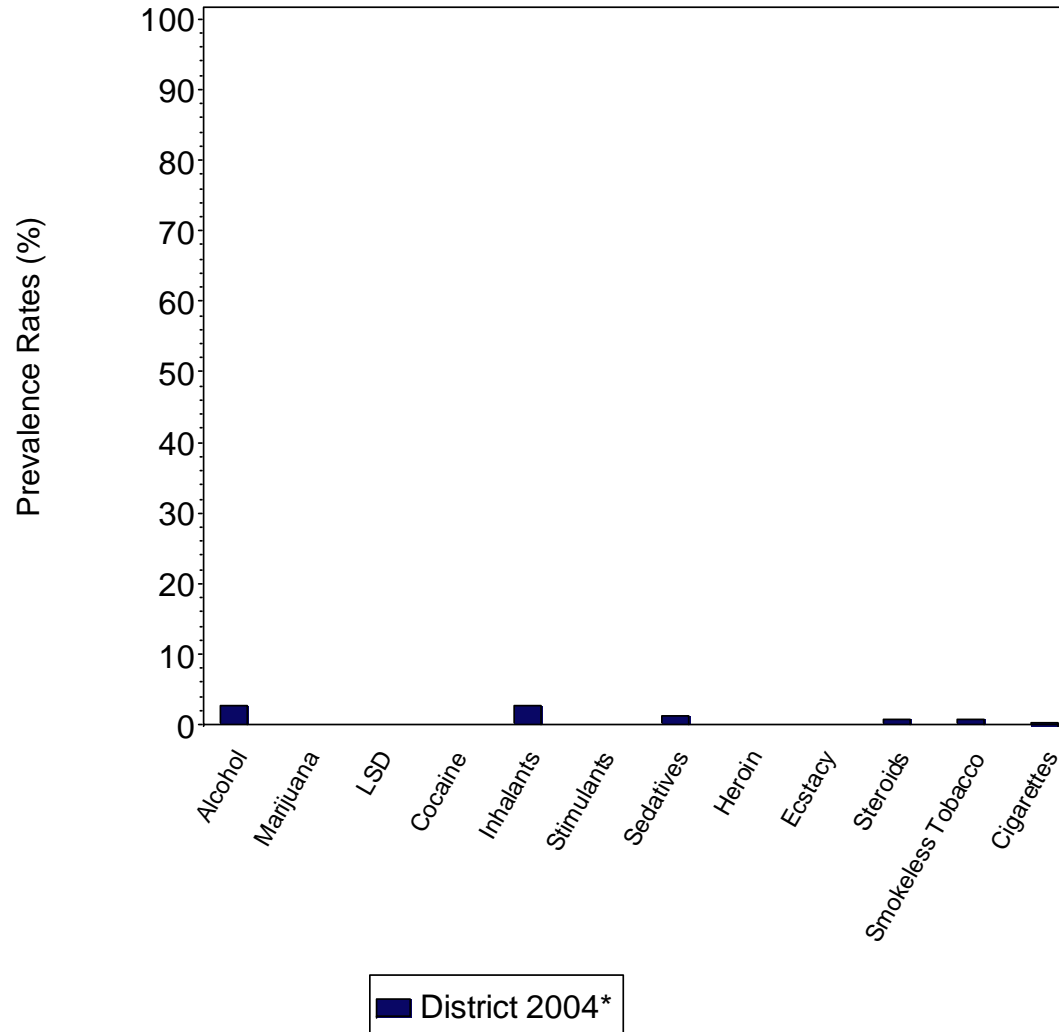
* - In order to protect student confidentiality, the participation values were not given for participation rates under 30 students.

SUBSTANCE USE RESULTS

Past 30-Day Substance Use

The graphs that follow present the reported rates of past 30-day alcohol, tobacco, and other drug use. The graphs contain national, state, and 2005 district results. Past 30-day alcohol, tobacco, and other drug use results are also available in a tabular format in Appendix C.

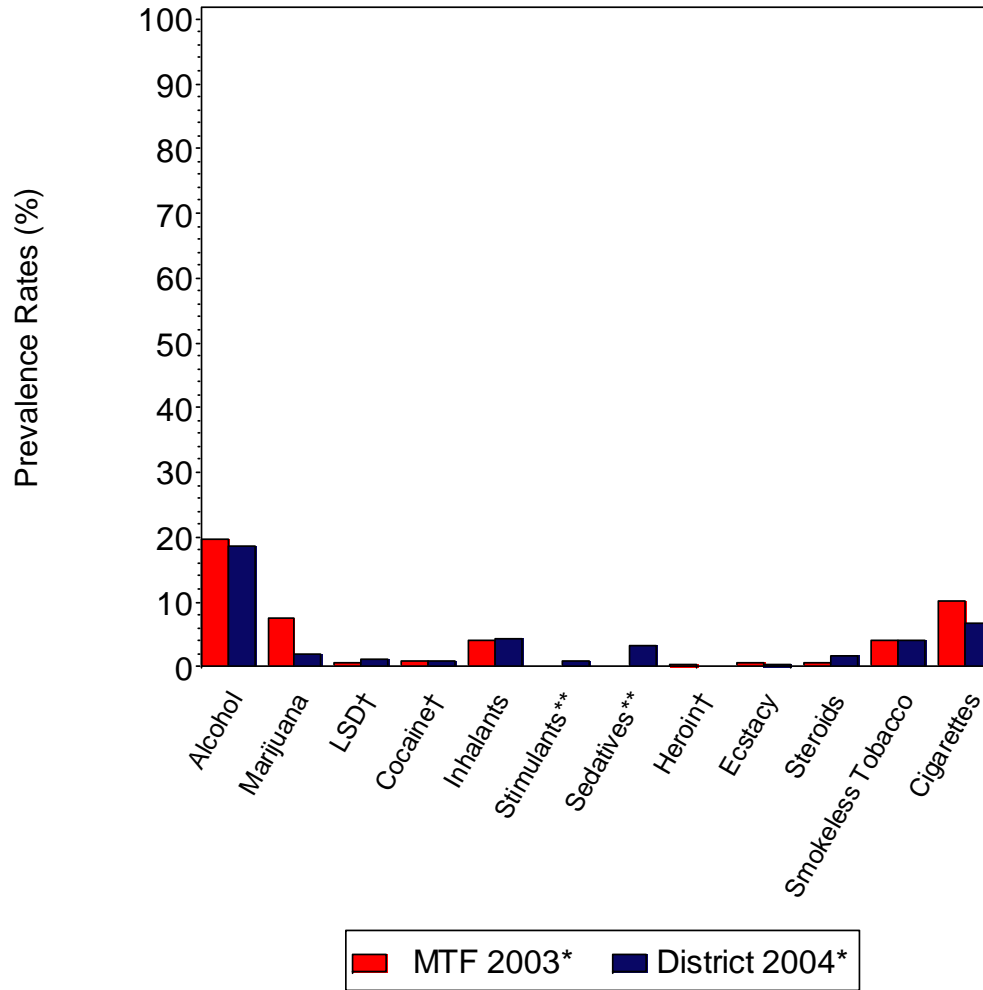
Figure 1. Sample School District 30-Day ATOD Use
6th Grade Students*



* - MTF data are not available for this grade.

* - The data were adjusted for non-response

Figure 2. Sample School District 30-Day ATOD Use
8th Grade Students

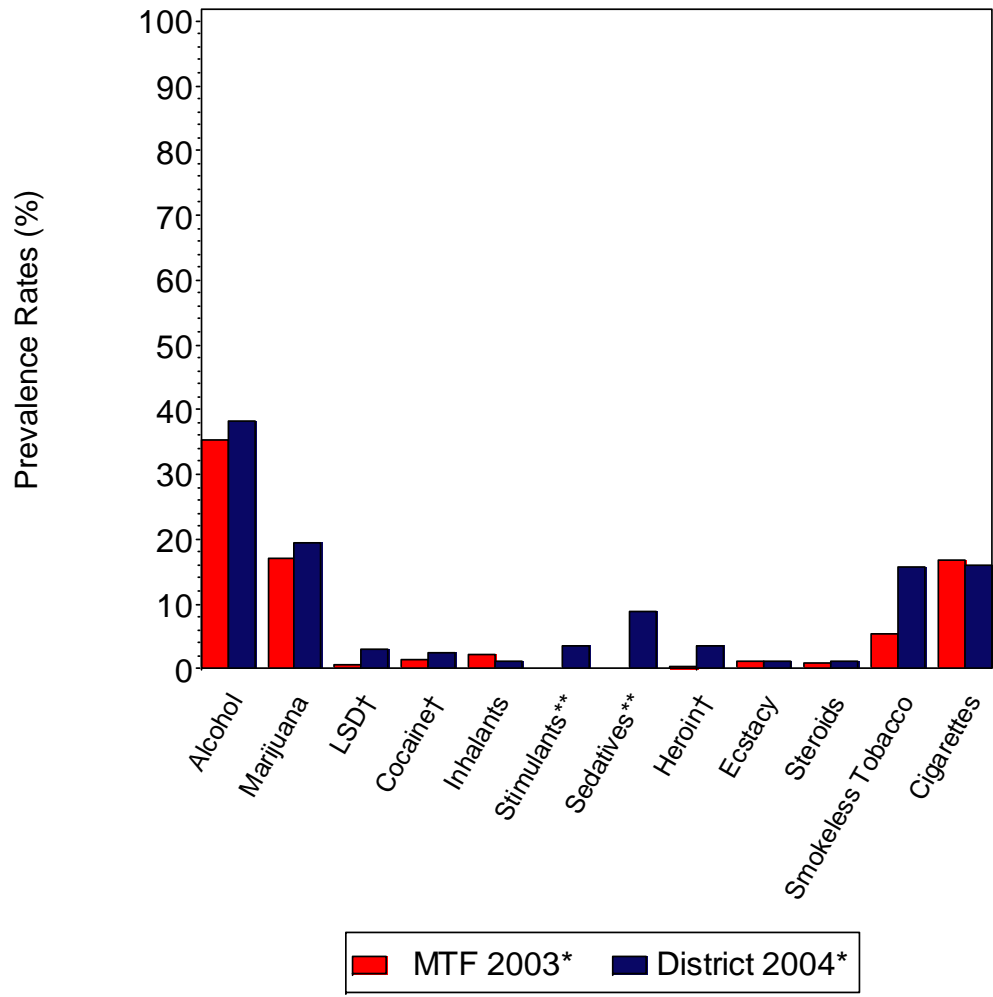


† - The MTF rates may be underestimated due to slight discrepancies from the CTC questions.

** - The MTF rates are not given due to discrepancies in the wording between the MTF and CTC questions.

* - The data were adjusted for non-response.

Figure 3. Sample School District 30-Day ATOD Use
10th Grade Students

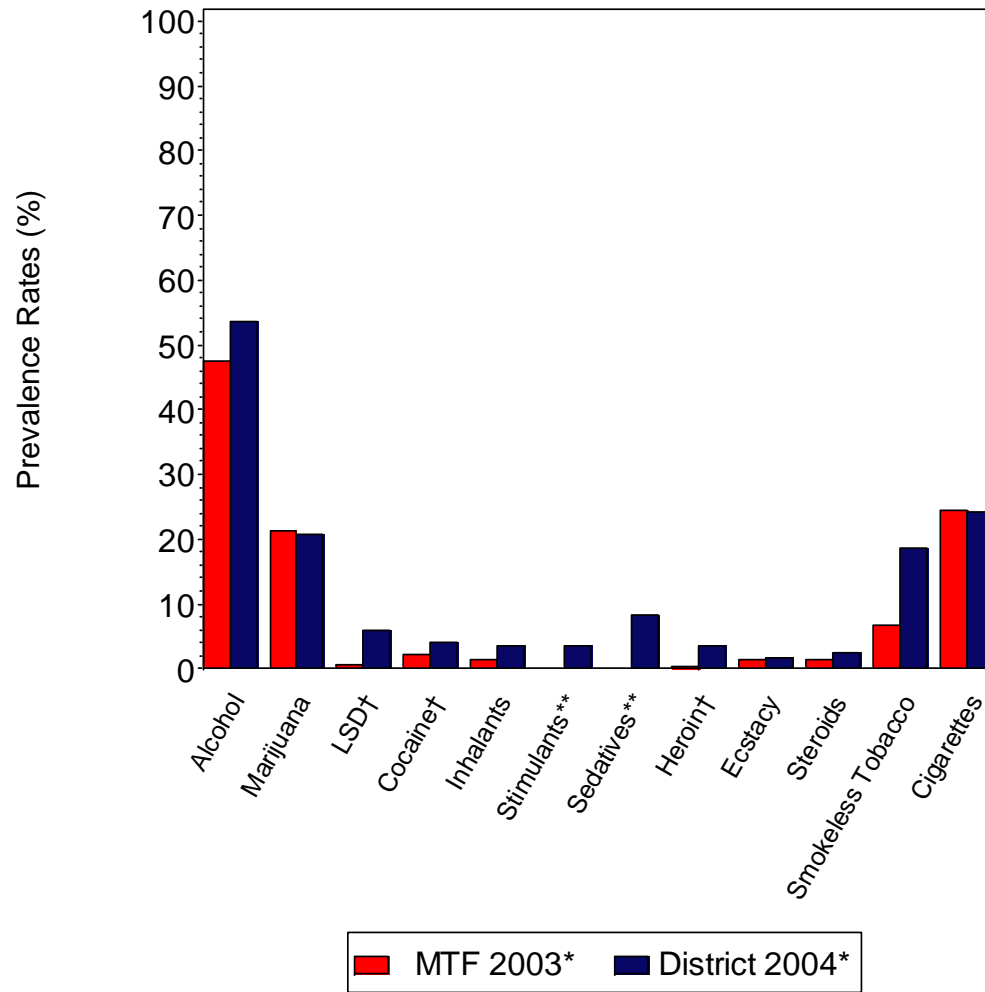


† - The MTF rates may be underestimated due to slight discrepancies from the CTC questions.

** - The MTF rates are not given due to discrepancies in the wording between the MTF and CTC questions.

* - The data were adjusted for non-response.

Figure 4. Sample School District 30-Day ATOD Use
12th Grade Students



† - The MTF rates may be underestimated due to slight discrepancies from the CTC questions.

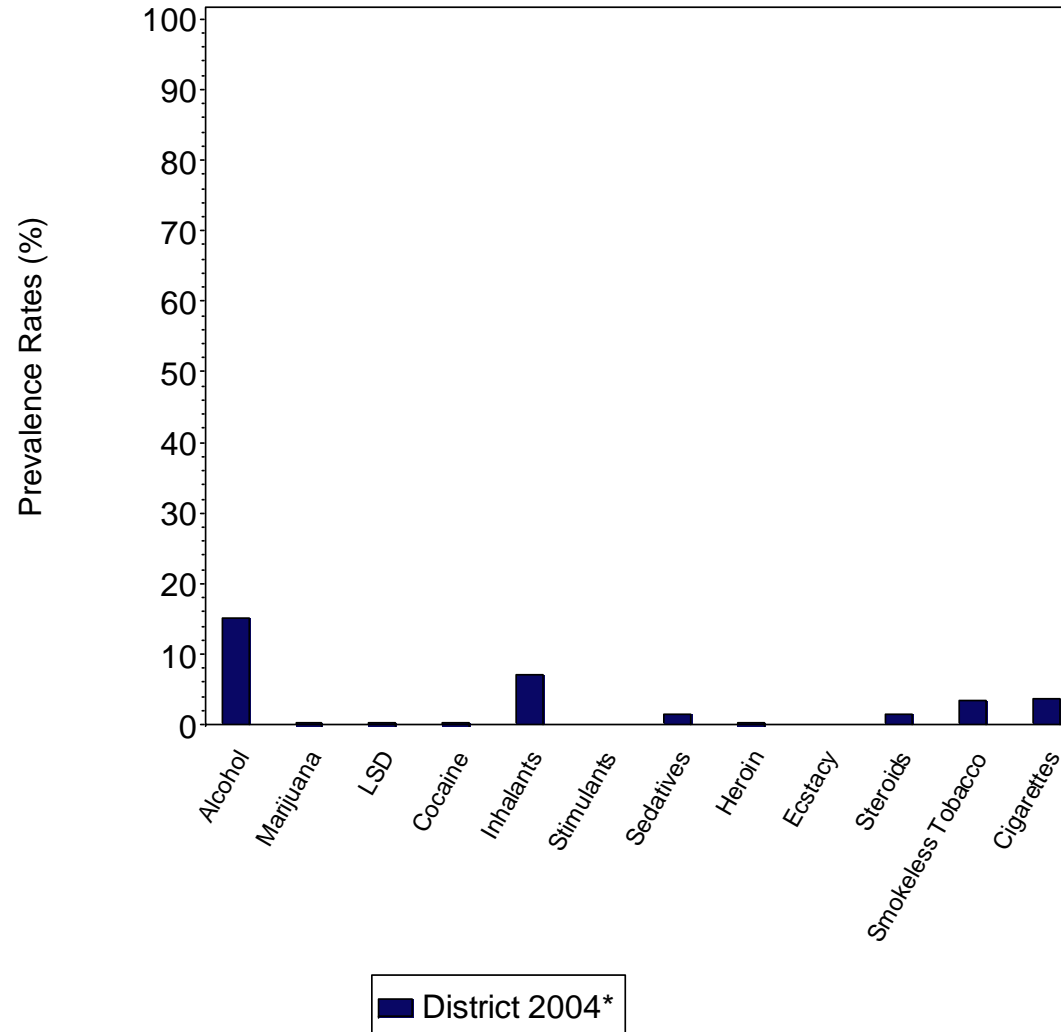
** - The MTF rates are not given due to discrepancies in the wording between the MTF and CTC questions.

* - The data were adjusted for non-response.

Lifetime Substance Use

The following graphs present the reported rates of the lifetime alcohol, tobacco, and other drug use. These graphs contain national, state, and 2005 district results. The lifetime substance use results are available in a tabular format in Appendix D.

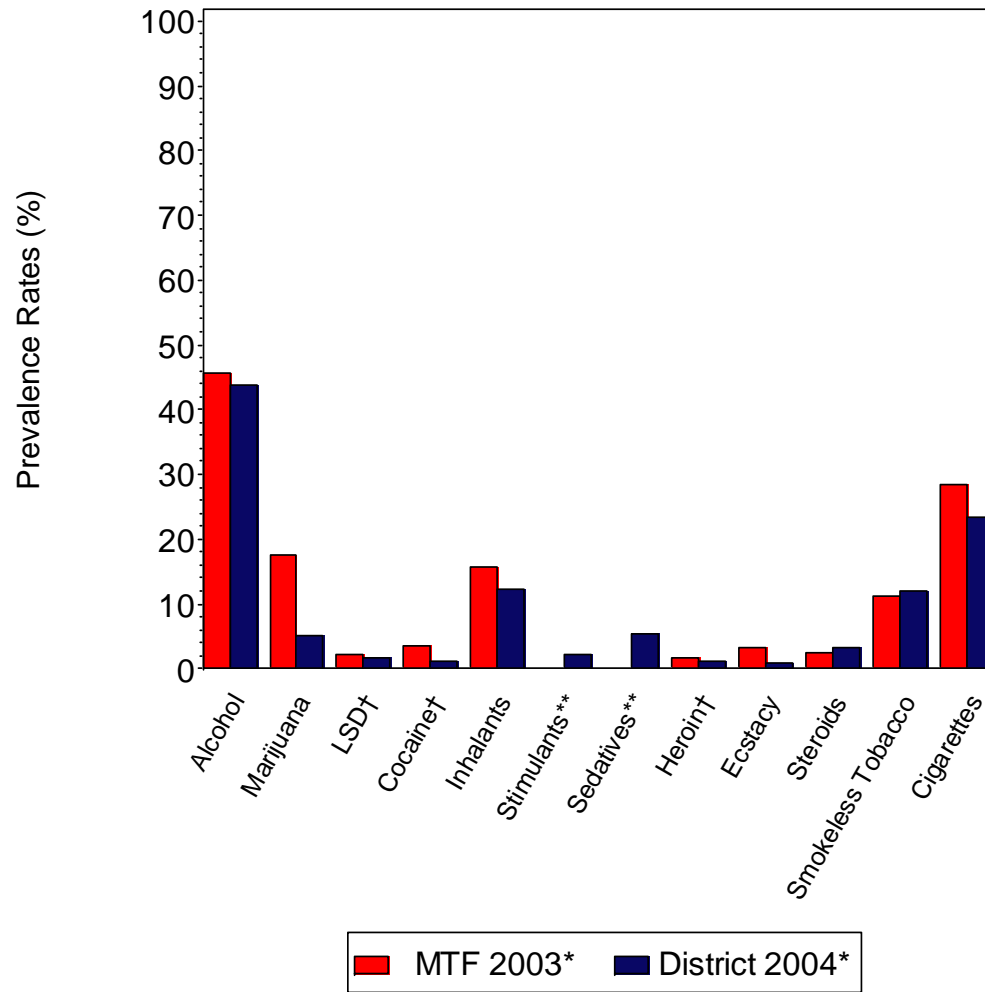
Figure 5. Sample School District Lifetime ATOD Use
6th Grade Students*



* - MTF data are not available for this grade.

* - The data were adjusted for non-response

Figure 6. Sample School District Lifetime ATOD Use
8th Grade Students

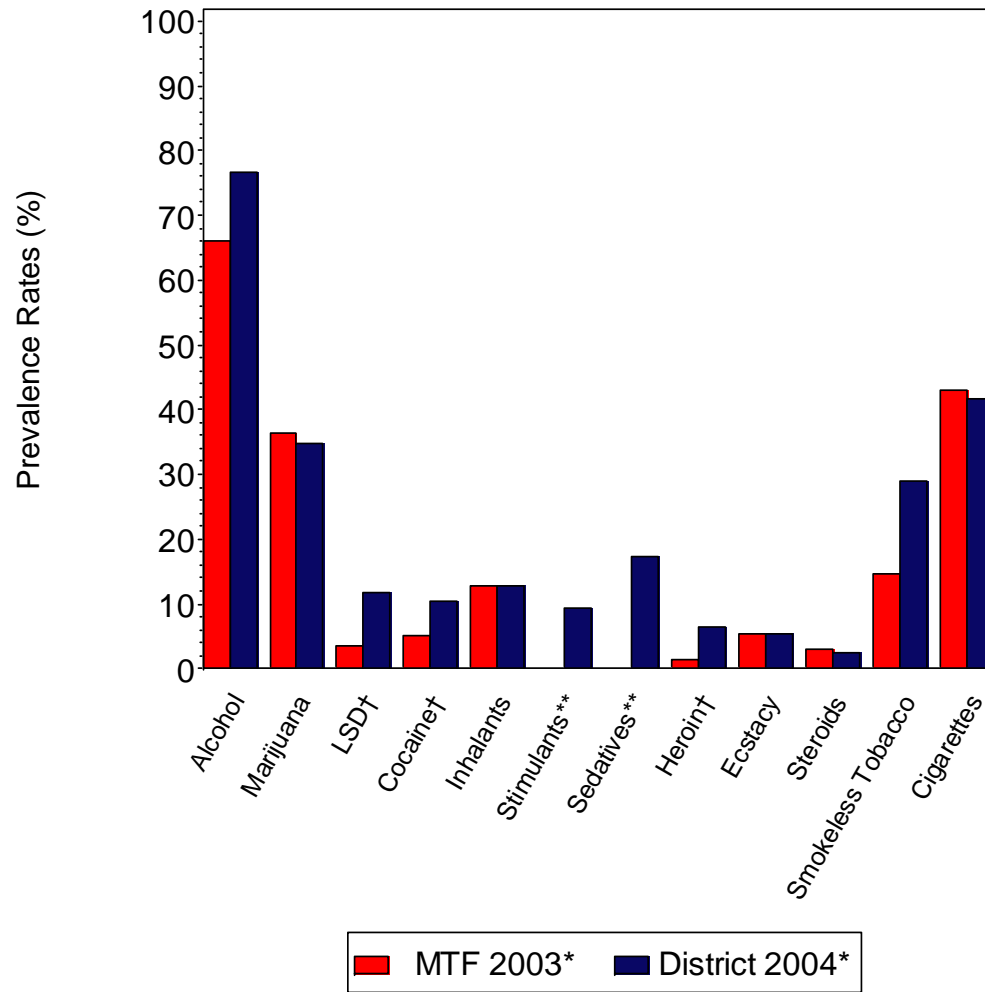


† - The MTF rates may be underestimated due to slight discrepancies from the CTC questions.

** - The MTF rates are not given due to discrepancies in the wording between the MTF and CTC questions.

* - The data were adjusted for non-response.

Figure 7. Sample School District Lifetime ATOD Use
10th Grade Students

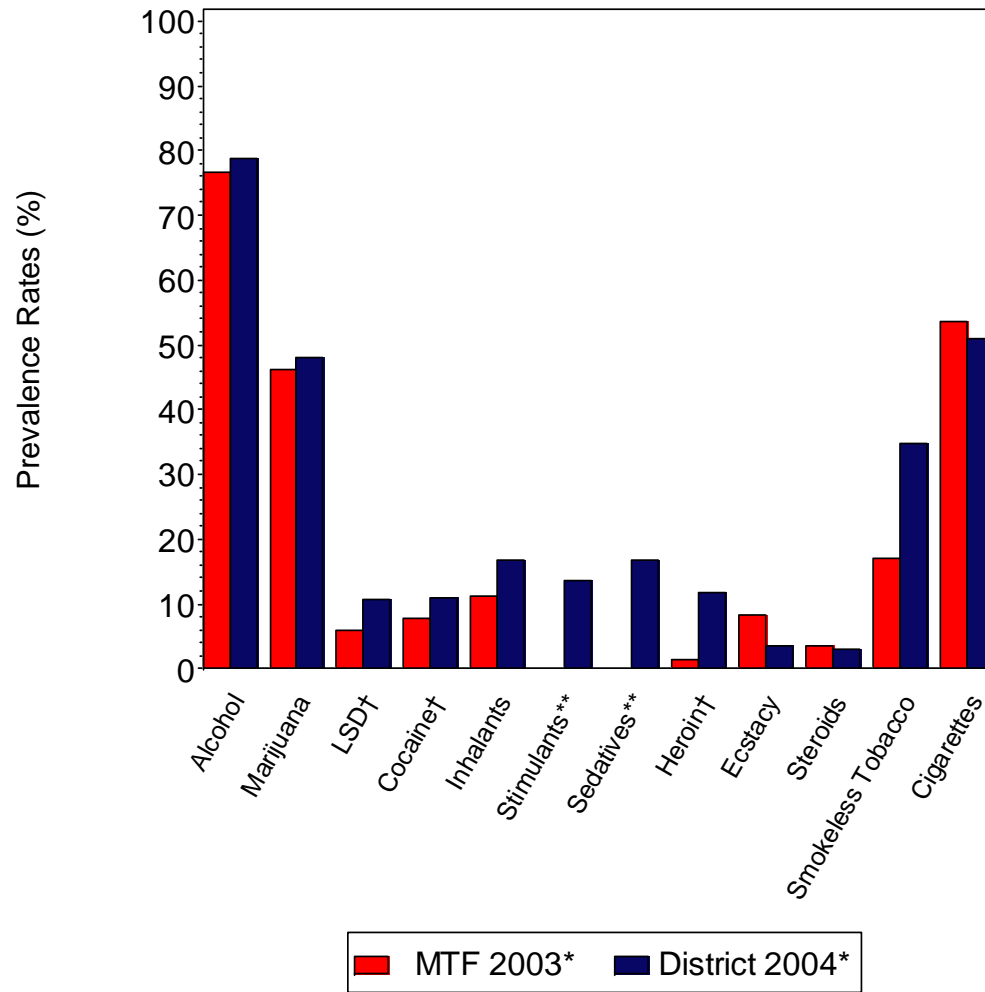


† - The MTF rates may be underestimated due to slight discrepancies from the CTC questions.

** - The MTF rates are not given due to discrepancies in the wording between the MTF and CTC questions.

* - The data were adjusted for non-response.

Figure 8. Sample School District Lifetime ATOD Use
12th Grade Students



† - The MTF rates may be underestimated due to slight discrepancies from the CTC questions.

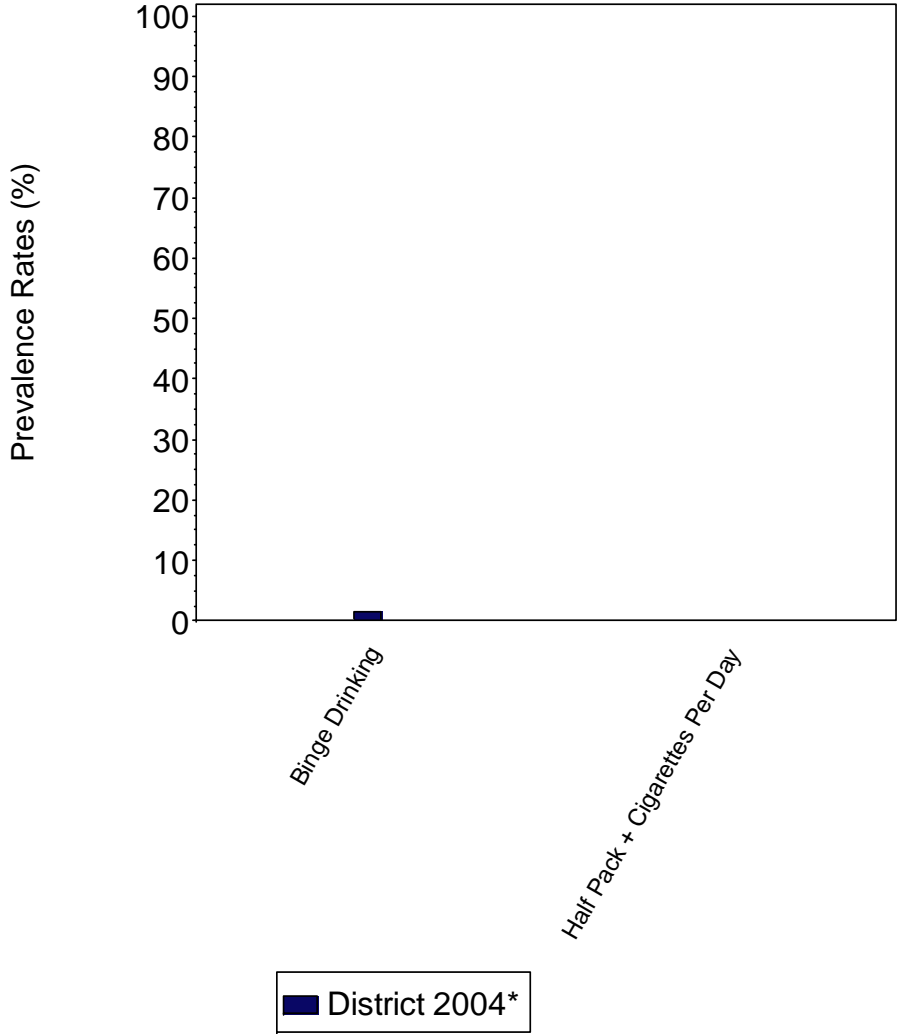
** - The MTF rates are not given due to discrepancies in the wording between the MTF and CTC questions.

* - The data were adjusted for non-response.

Heavy Substance Use

The following graphs display the reported rates of heavy alcohol and tobacco use. The graphs contain national, state, and 2005 district results. The results are available in a tabular format in Appendix E.

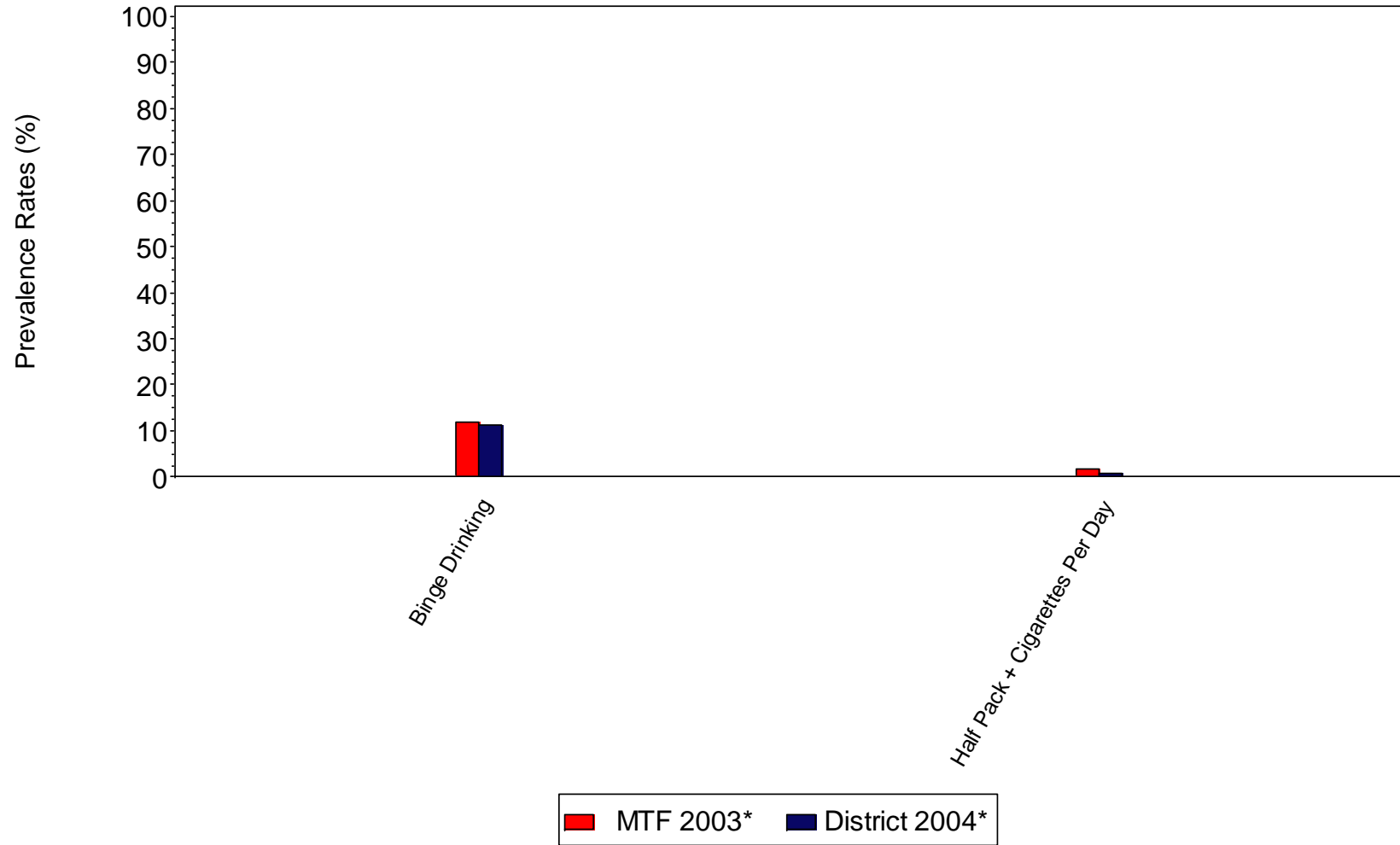
Figure 9. Sample School District Heavy ATOD Use
6th Grade Students*



* - MTF data are not available for this grade.

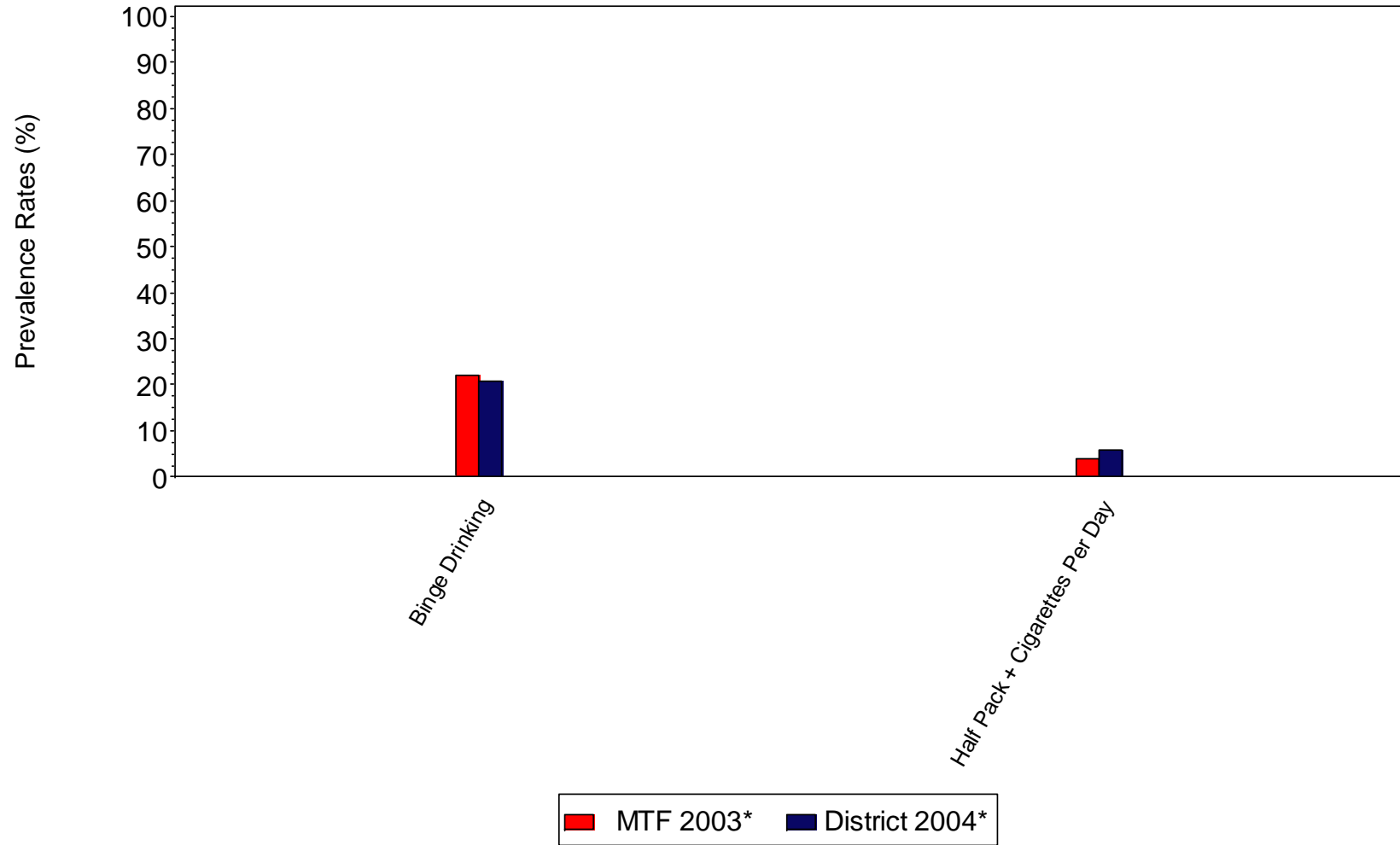
* - The data were adjusted for non-response

Figure 10. Sample School District Heavy ATOD Use
8th Grade Students



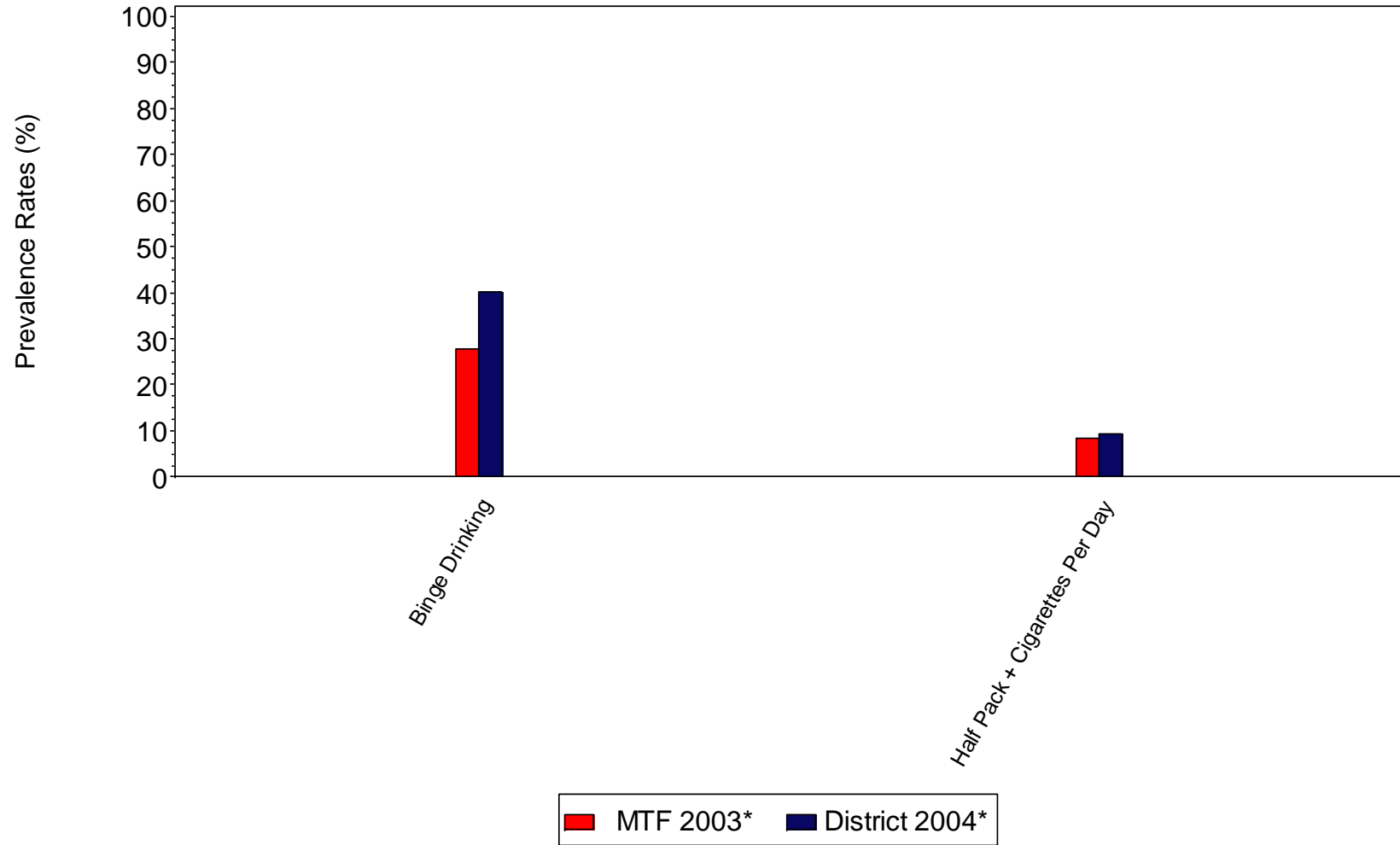
* - The data were adjusted for non-response.

Figure 11. Sample School District Heavy ATOD Use
10th Grade Students



* - The data were adjusted for non-response.

Figure 12. Sample School District Heavy ATOD Use
12th Grade Students

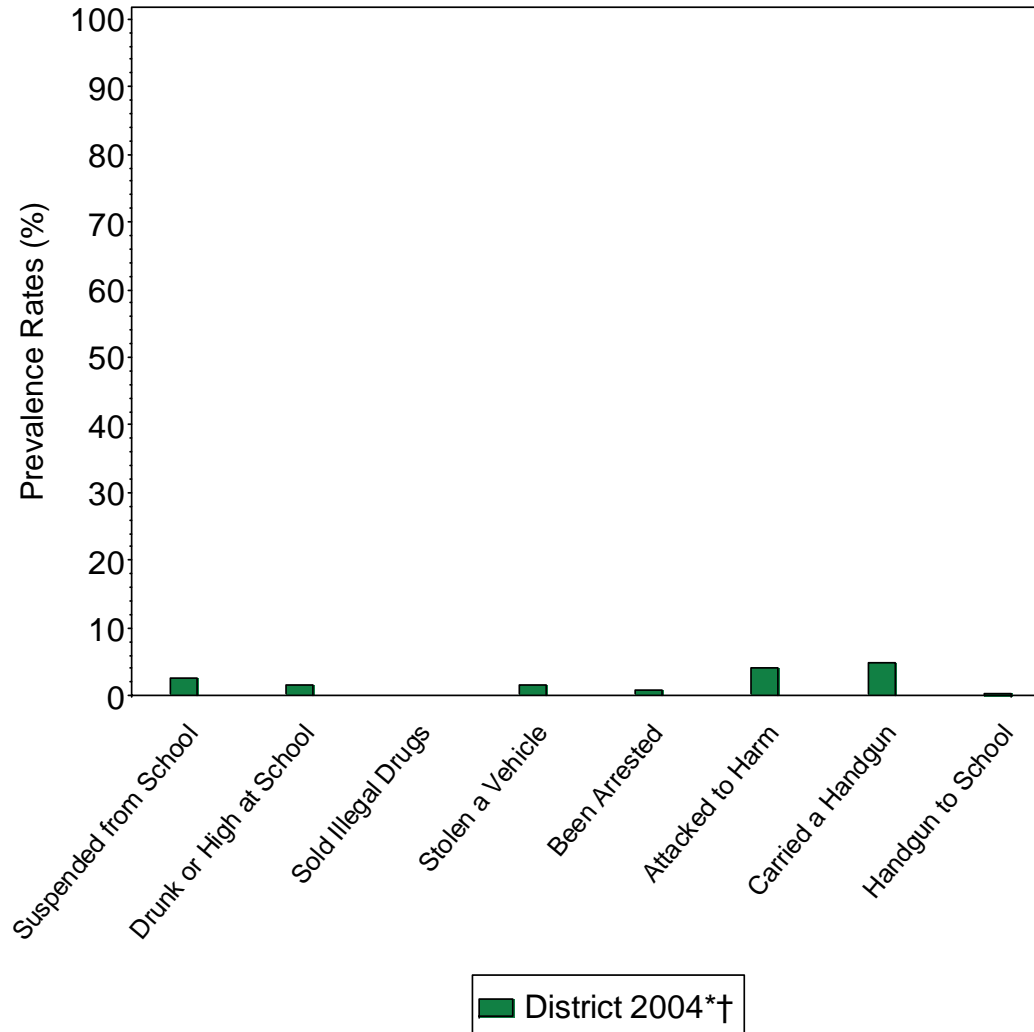


* - The data were adjusted for non-response.

ANTISOCIAL BEHAVIOR RESULTS

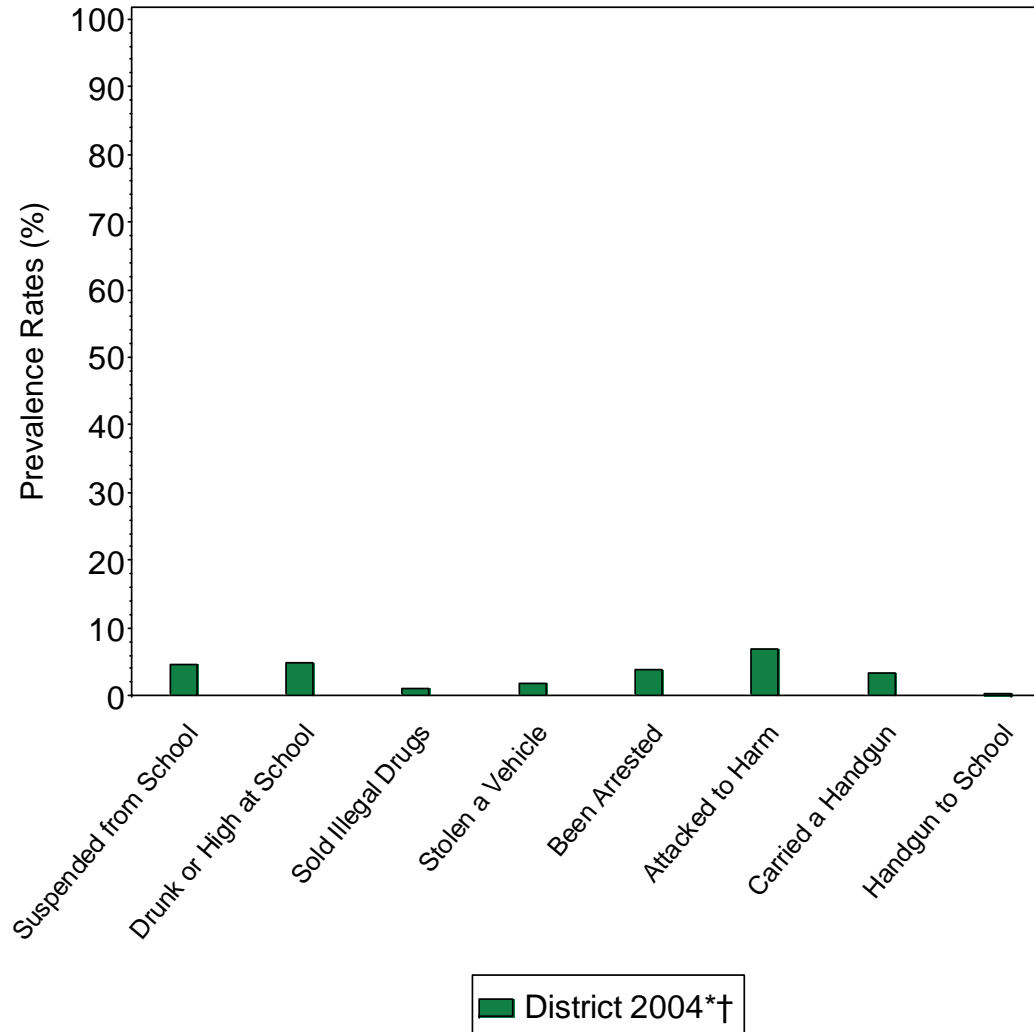
The following graphs report the rates of antisocial behavior. The graphs contain state and 2005 district results, as national results were unavailable for this outcome data. The antisocial behavior results are available in a tabular format in Appendix F.

Figure 13. Sample School District Past Year Antisocial Behavior
6th Grade Students



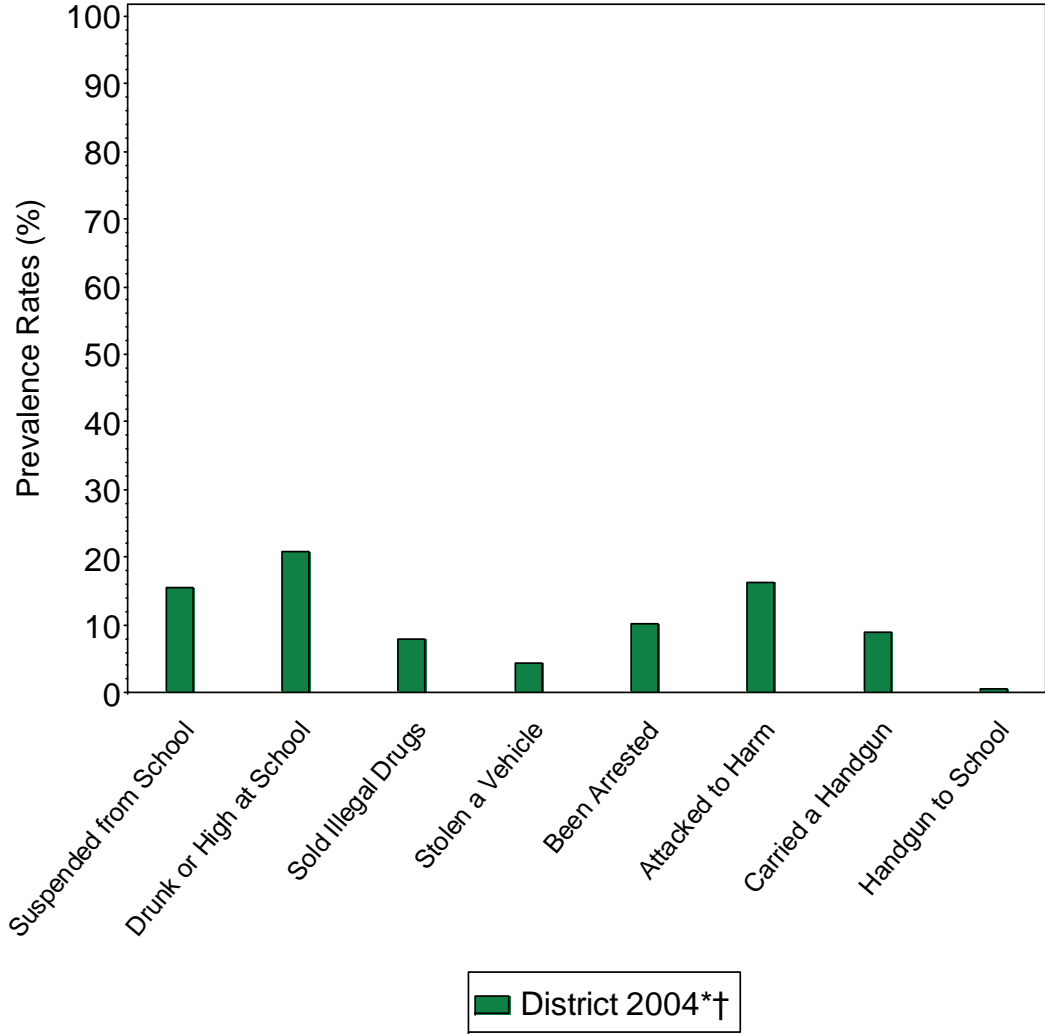
* - State and National data were not available.
† - The data were adjusted for non-response.

Figure 14. Sample School District Past Year Antisocial Behavior
8th Grade Students



* - State and National data were not available.
† - The data were adjusted for non-response.

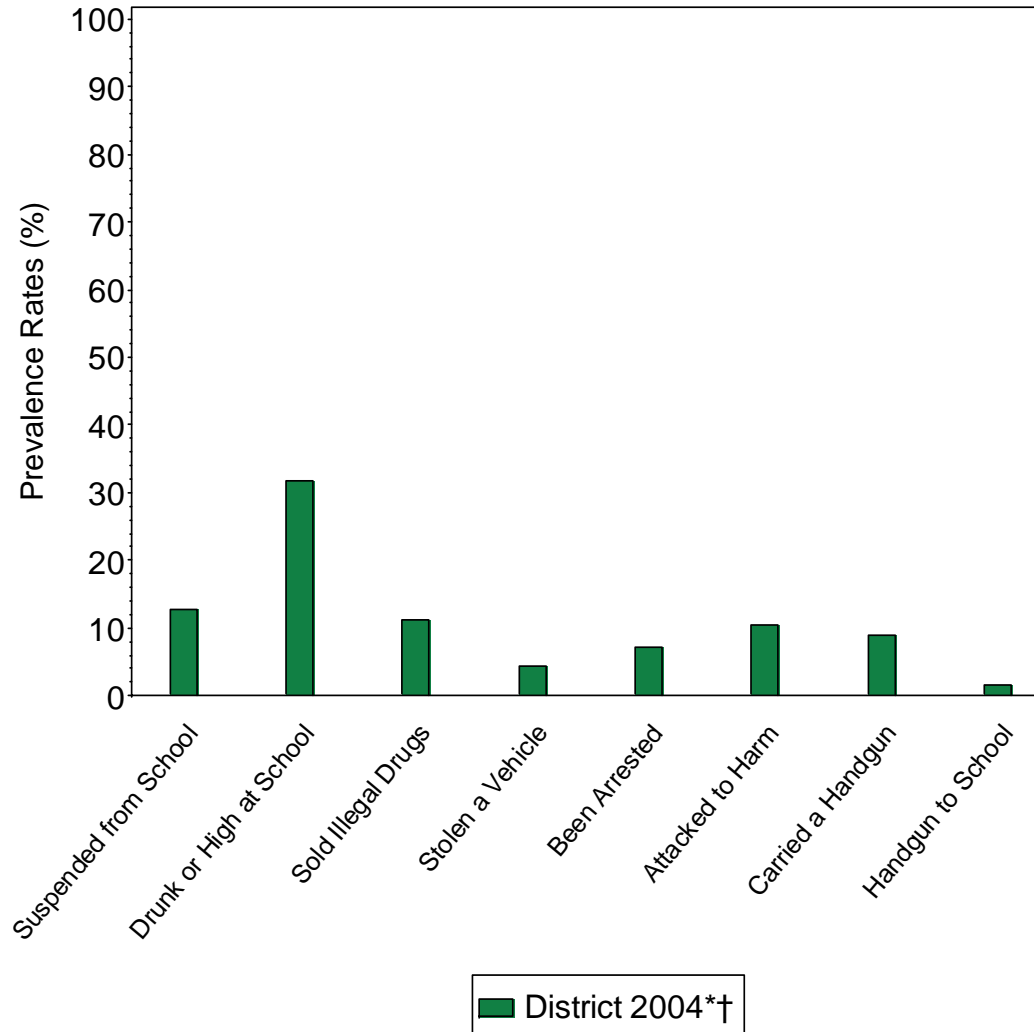
Figure 15. Sample School District Past Year Antisocial Behavior
 10th Grade Students



* - State and National data were not available.

† - The data were adjusted for non-response.

Figure 16. Sample School District Past Year Antisocial Behavior
12th Grade Students



* - State and National data were not available.

† - The data were adjusted for non-response.

SAFETY AND SCHOOL ISSUE RESULTS

The CTC survey asked a variety of questions about how students feel about their school and how they behave while they are there. Table 3 presents a summary of the students' responses to these questions.

Table 3. 5 CTC Survey:
Percent of Sample School District's Students Responding to School Safety and Other Issues

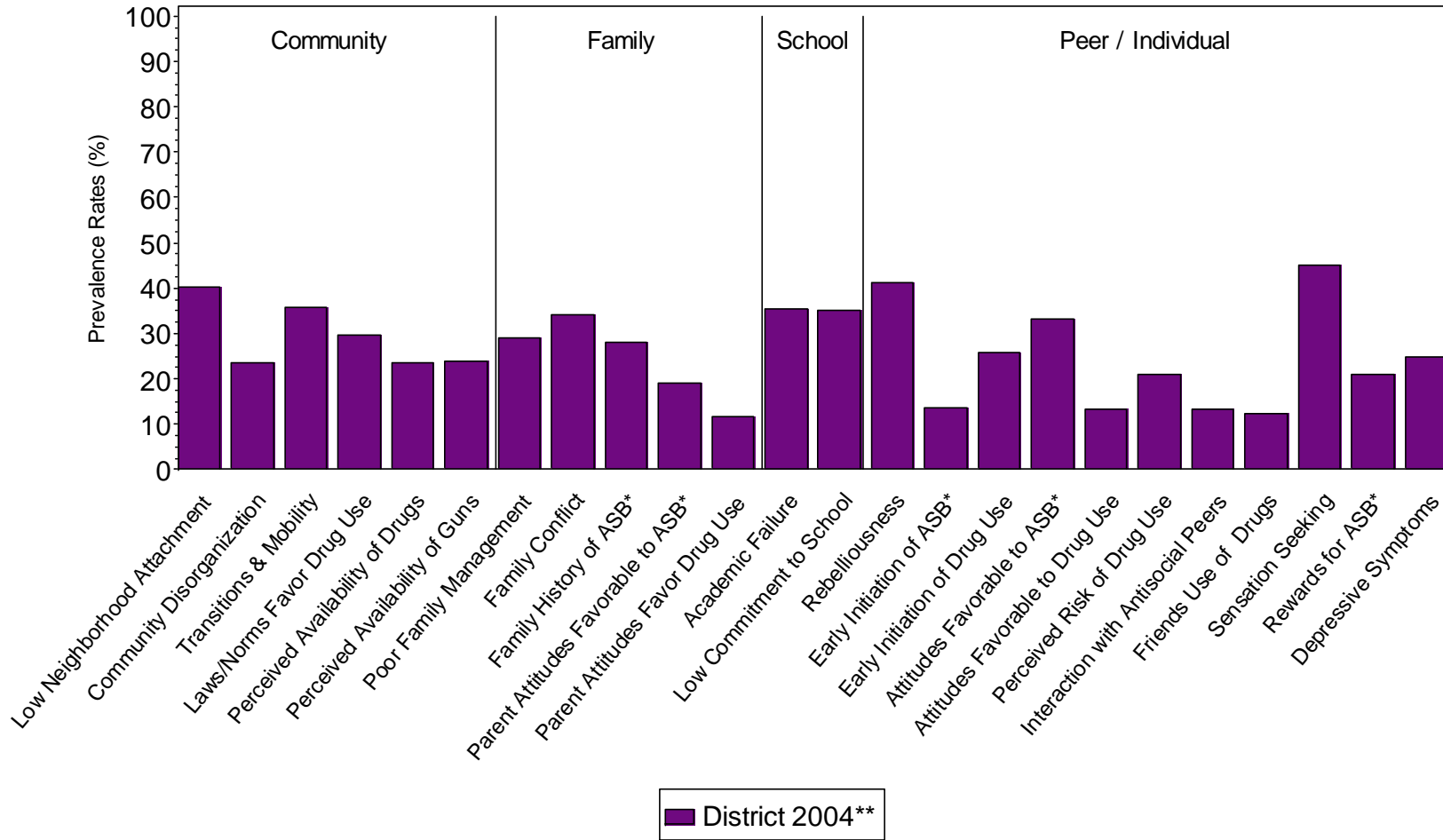
	Grade			
	6	8	10	12
<u>School Safety</u>				
The student feels unsafe while at school at least some days.	14.0	19.4	17.6	15.0
The student feels unsafe while going to school or home from school at least some days.	17.9	14.6	12.6	11.9
The student brought handgun to school in the past year.	0.4	0.4	0.6	1.7
The student was bullied by another student on school property in the past year.	36.6	41.3	27.4	19.5
<u>Other School Issues</u>				
The student have skipped class in the past four weeks	12.8	14.3	28.7	37.2
The student has been suspended from school in the past year.	2.7	4.5	15.6	12.6
The student received mostly D's or F's last year	1.8	5.3	7.9	3.3
This student received help from a resource teacher in the past year.	21.4	11.4	10.1	12.4
The student felt that his/her classes were less than fairly interesting.	13.8	30.3	30.9	33.2
The student believed that what he/she was learning in school would be less than fairly important later in life.	2.3	8.5	23.0	28.3

The data above are based entirely upon student responses. The statistics therefore reflect the students' perceptions of their school environment.

PREVALENCE OF STUDENTS AT RISK

There are four domains that segregate the risk factors. These domains are Community, Family, Peer/Individual, and School. The graphs that follow show the percentage of students within each risk factor by domain. The prevalence rates for each risk factor are shown graphically below and are also available in a tabular format in Appendix G.

Figure 17. Sample School District Prevalence Rate of Students At Risk
6th Grade Students

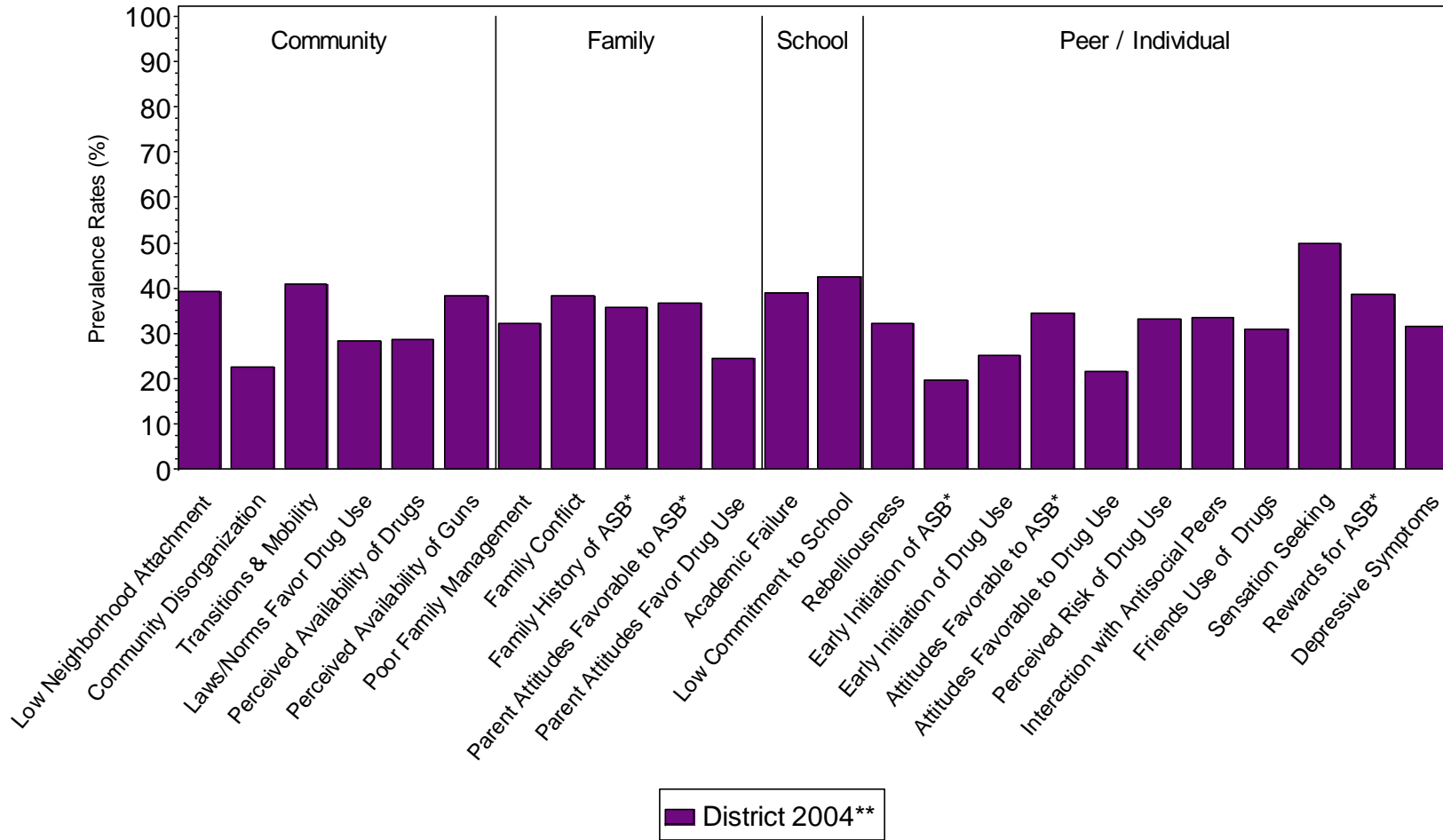


† - National results were not reported.

** - The 2004 data were adjusted for non-response.

* - ASB = Antisocial Behavior

Figure 18. Sample School District Prevalence Rate of Students At Risk
8th Grade Students

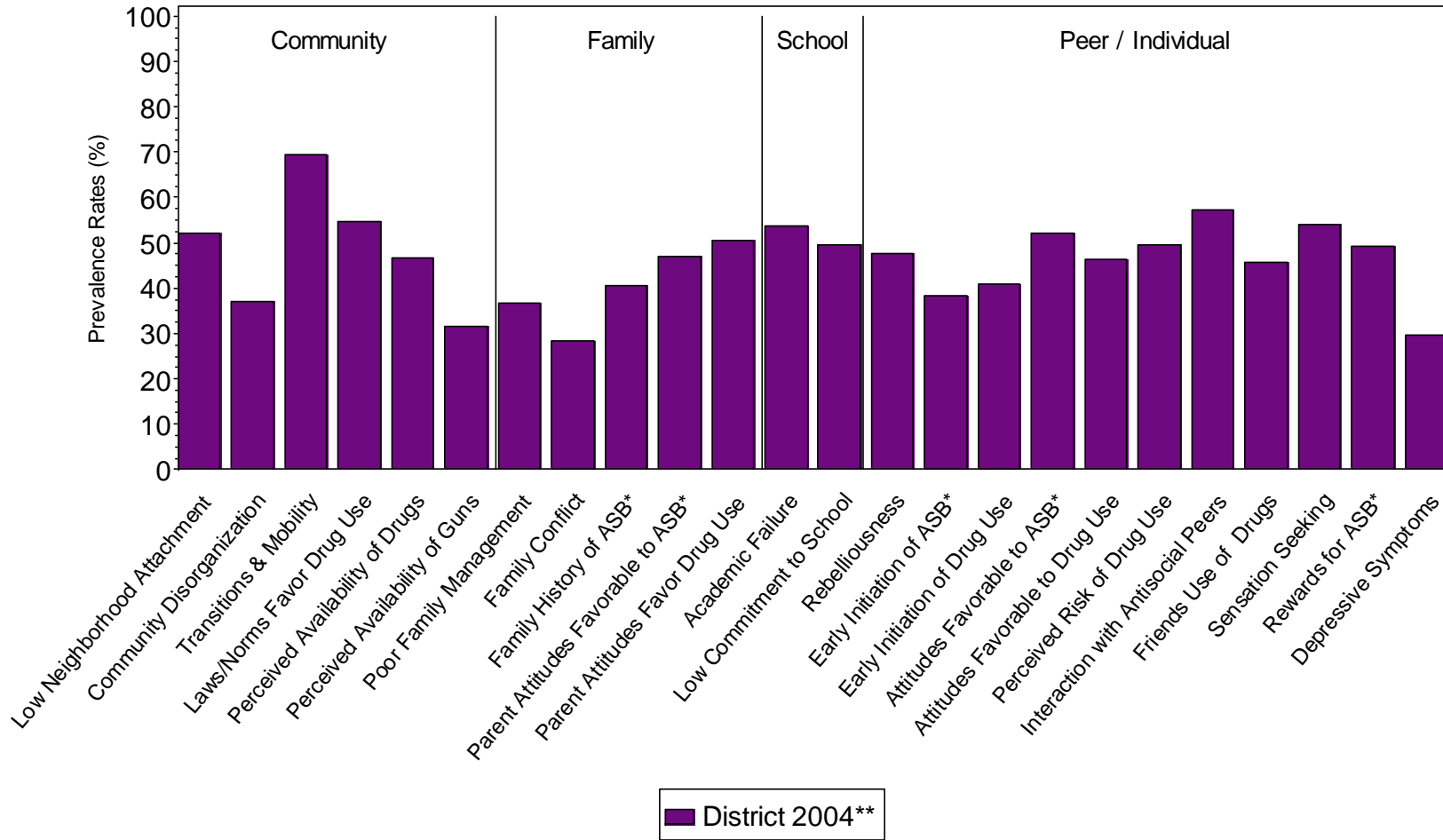


† - National results were not reported.

** - The 2004 data were adjusted for non-response.

* - ASB = Antisocial Behavior

Figure 19. Sample School District Prevalence Rate of Students At Risk
10th Grade Students

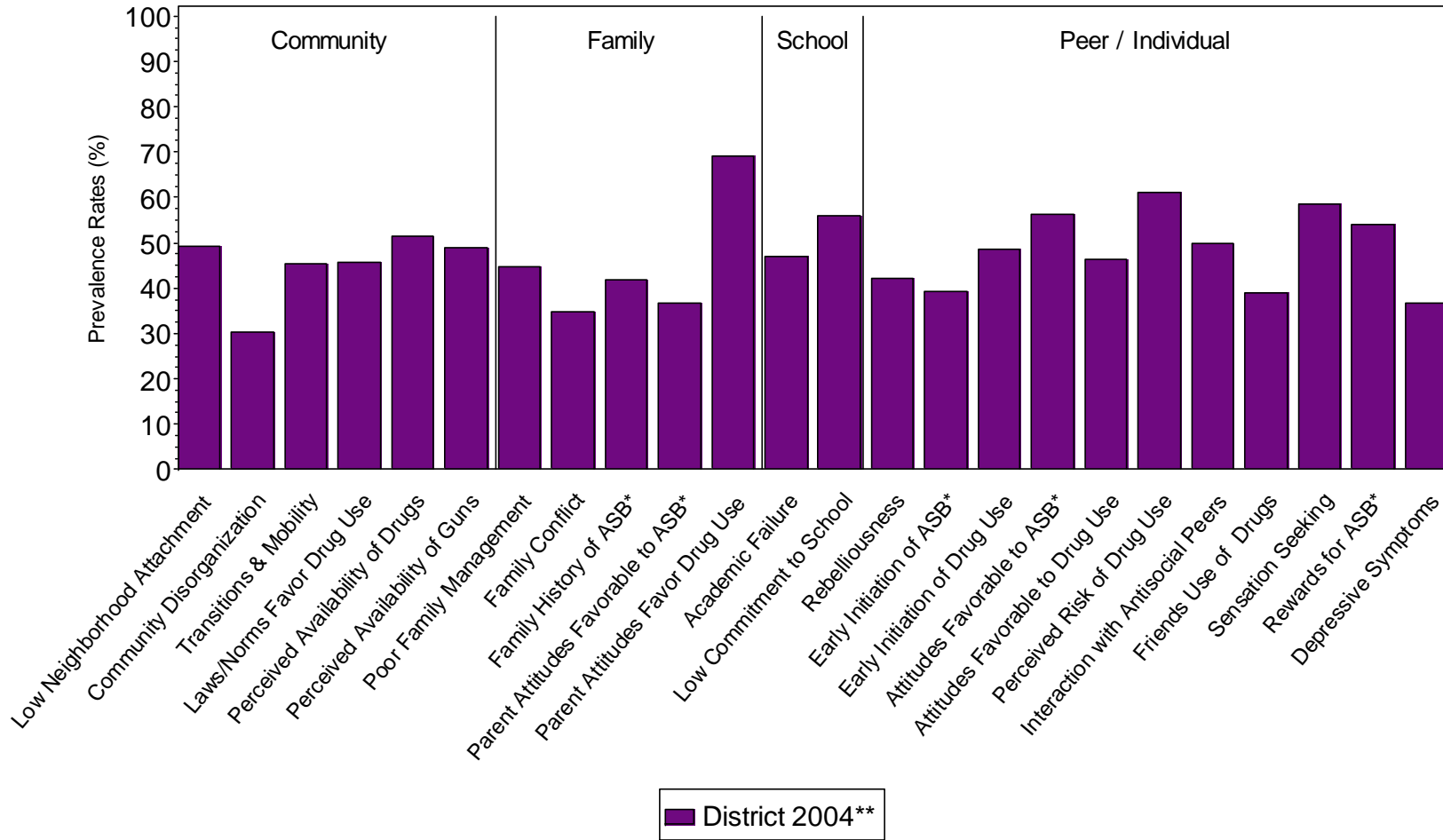


† - National results were not reported.

** - The 2004 data were adjusted for non-response.

* - ASB = Antisocial Behavior

Figure 20. Sample School District Prevalence Rate of Students At Risk
12th Grade Students



† - National results were not reported.

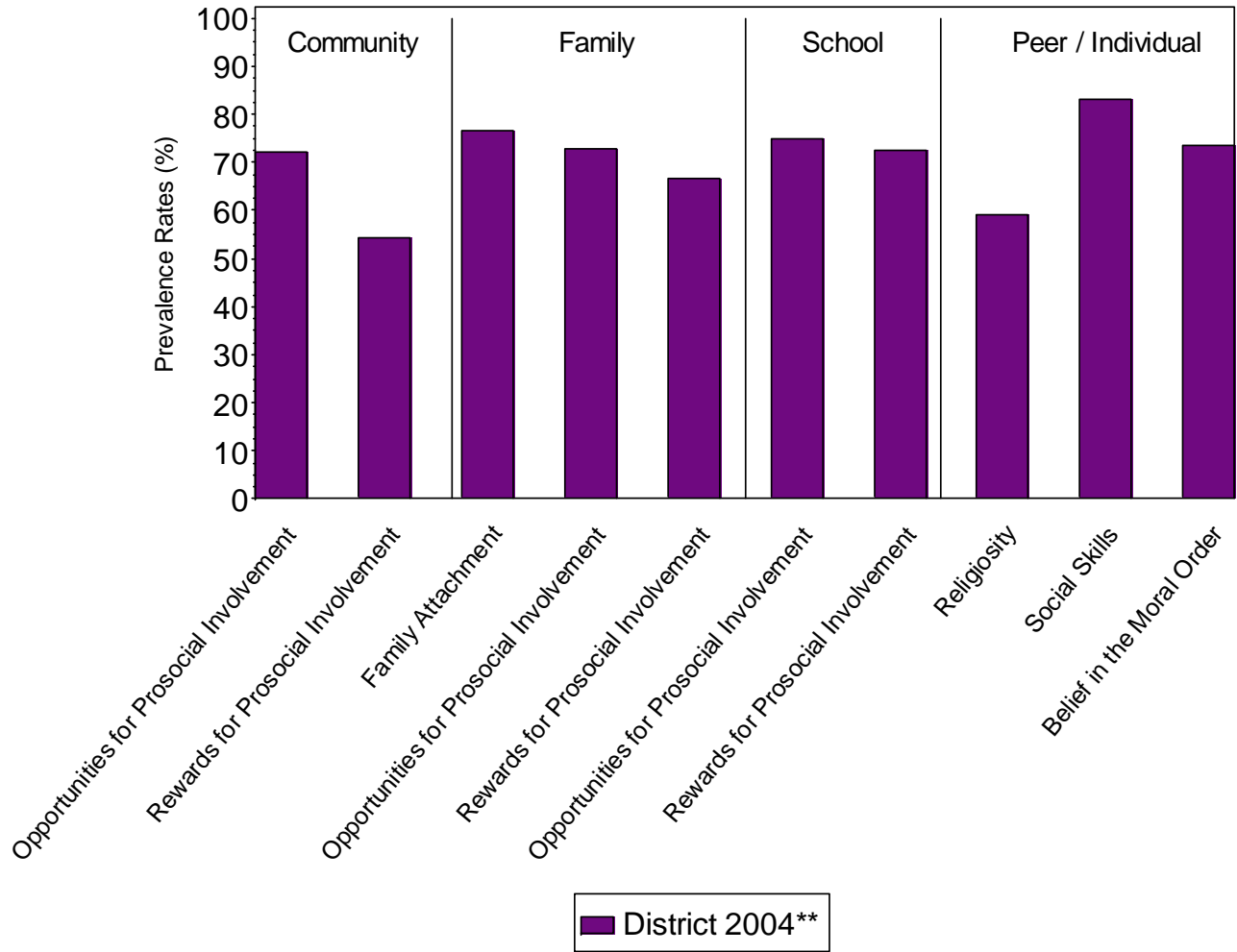
** - The 2004 data were adjusted for non-response.

* - ASB = Antisocial Behavior

PREVALENCE OF STUDENTS PROTECTED

The protective factors act as a buffer against adolescent substance abuse and research has shown that all of the protective factors measured by the CTC questionnaire are correlated with adolescent substance abuse. Similar to the risk factors, the prevalence of students with protection is presented for each scale by domain in the graphs that follow. The prevalence rates are also available in tabular format in Appendix H.

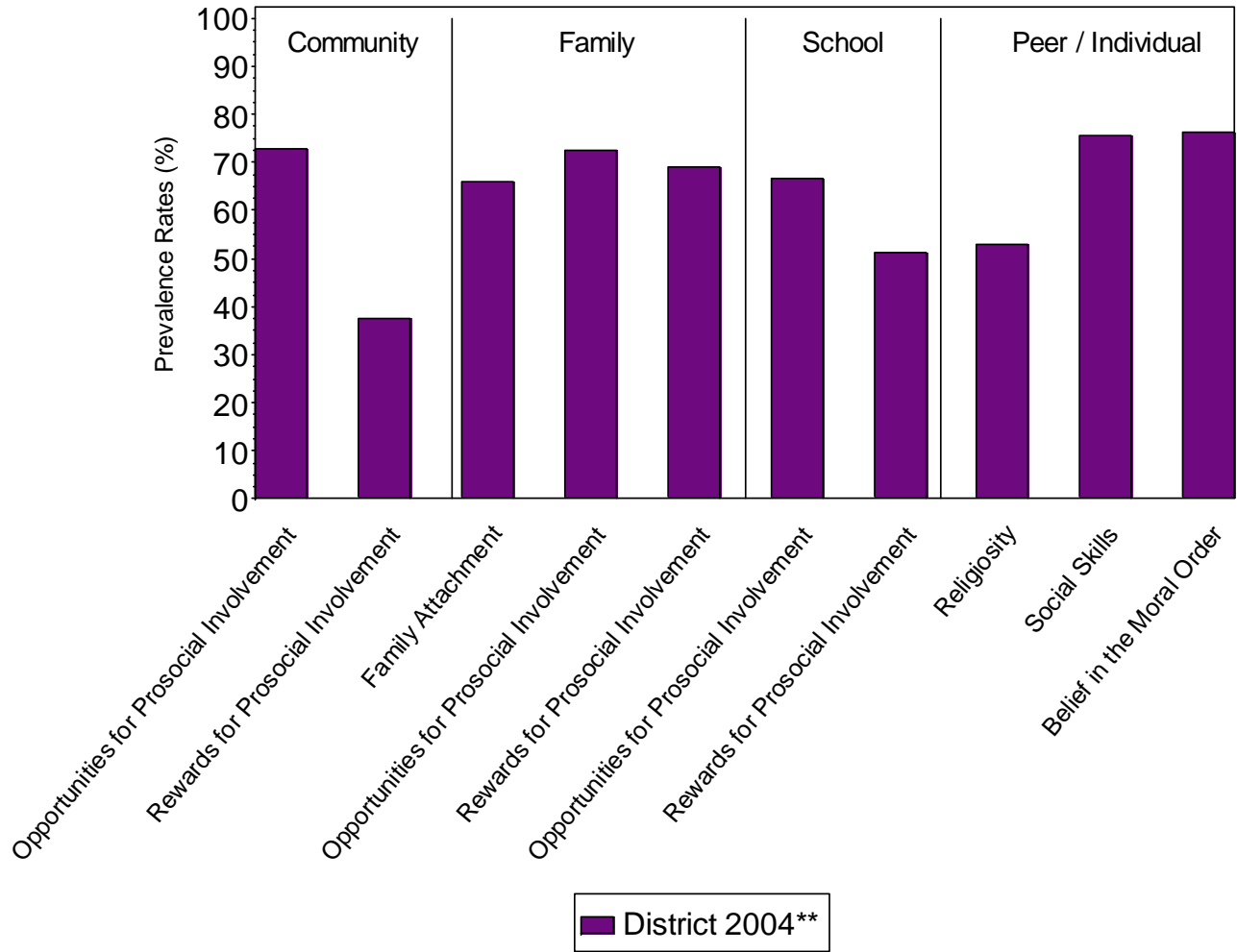
Figure 21. Sample School District Prevalence Rate of Students Protected
6th Grade Students



† - National results were not reported.

** - The 2004 data were adjusted for non-response.

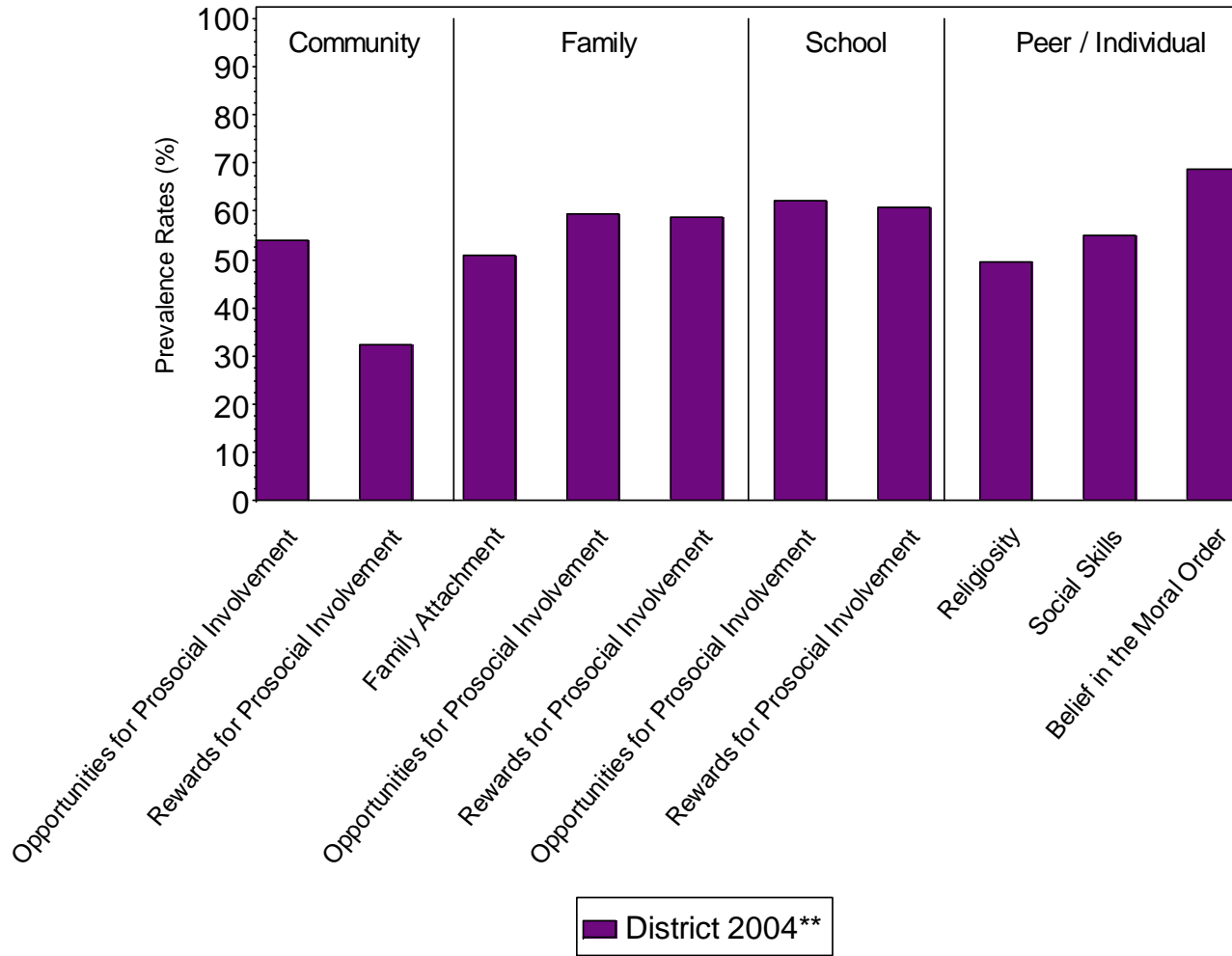
Figure 22. Sample School District Prevalence Rate of Students Protected
8th Grade Students



† - National results were not reported.

** - The 2004 data were adjusted for non-response.

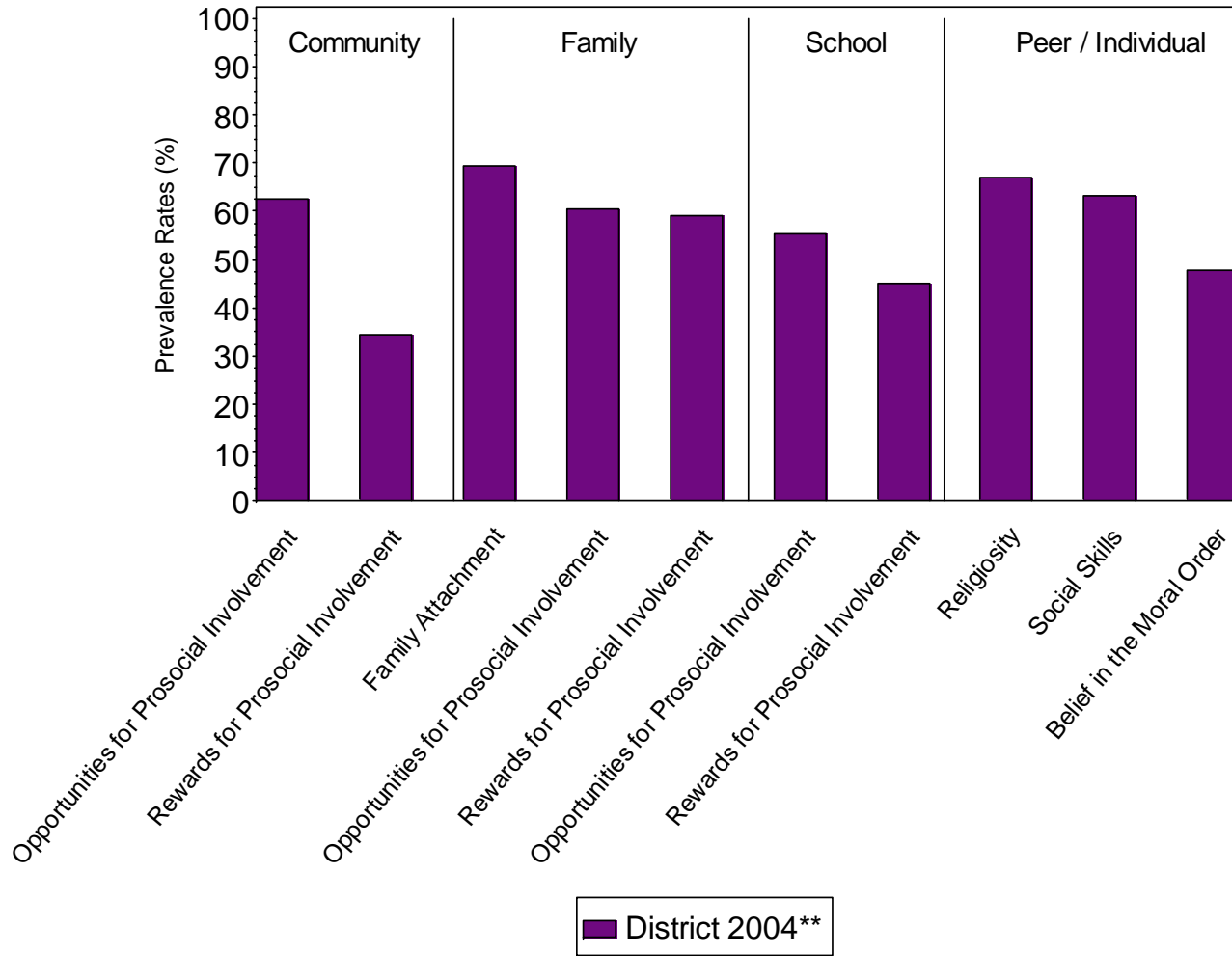
Figure 23. Sample School District Prevalence Rate of Students Protected
10th Grade Students



† - National results were not reported.

** - The 2004 data were adjusted for non-response.

Figure 24. Sample School District Prevalence Rate of Students Protected
12th Grade Students



† - National results were not reported.

** - The 2004 data were adjusted for non-response.

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APPENDIX A

COMMUNITIES THAT CARE[®] SURVEY

APPENDIX B

RESPONSE TABLES

Appendix B. 2005 CTC Survey for Sample School District:

Response Rate

Grade Level	Enrollment	Respondents
6	285	265
8	300	271
10	275	183
12	282	188

APPENDIX C

PAST 30-DAY SUBSTANCE USE PREVALENCE RATES

Appendix C. 2005 CTC Survey for Sample School District:
Prevalence of 30-Day Alcohol, Tobacco, and Other Drug Use

Substance	Grade			
	6	8	10	12
Alcohol	2.7	18.6	38.1	53.5
Cigarettes	0.4	6.7	16.0	24.3
Smokeless Tobacco	0.8	3.9	15.6	18.6
Marijuana	0.0	1.9	19.4	20.8
Inhalants	2.8	4.3	1.2	3.5
LSD	0.0	1.2	2.9	5.9
Cocaine	0.0	0.8	2.3	4.1
Stimulants†	0.0	0.8	3.5	3.5
Sedatives	1.2	3.1	8.7	8.3
Heroin	0.0	0.0	3.5	3.6
Steroids	0.8	1.6	1.2	2.4
Ecstasy	0.0	0.4	1.2	1.8

† - The substance "Stimulants" encompasses amphetamines, methamphetamines, crystal, and crank.

APPENDIX D

LIFETIME SUBSTANCE USE PREVALENCE RATES

Appendix D. 2005 CTC Survey for Sample School District:
Prevalence of Lifetime Alcohol, Tobacco, and Other Drug Use

Substance	Grade			
	6	8	10	12
Alcohol	15.2	43.8	76.6	78.7
Cigarettes	3.6	23.4	41.8	50.9
Smokeless Tobacco	3.5	12.1	28.8	34.7
Marijuana	0.4	5.0	34.7	48.0
Inhalants	7.1	12.3	12.7	16.9
LSD	0.4	1.6	11.6	10.7
Cocaine	0.4	1.2	10.5	11.0
Stimulants†	0.0	2.3	9.4	13.5
Sedatives	1.6	5.5	17.3	16.9
Heroin	0.4	1.2	6.4	11.7
Steroids	1.6	3.2	2.4	3.0
Ecstasy	0.0	0.8	5.3	3.6

† - The substance "Stimulants" encompasses amphetamines, methamphetamines, crystal, and crank.

APPENDIX E

HEAVY SUBSTANCE USE PREVALENCE RATES

Appendix E. 2005 CTC Survey for Sample School District:
Prevalence of Heavy Alcohol and Tobacco Use

Substance	Grade			
	6	8	10	12
Binge Drinking	1.6	11.4	20.9	40.2
Half a Pack of Cigarettes or More per Day	0.0	0.8	5.9	9.5

**ANTISOCIAL BEHAVIOR
PREVALENCE RATES**

Appendix F. 2005 CTC Survey for Sample School District:
Prevalence of Antisocial Behavior

Behavior	Grade			
	6	8	10	12
Suspended from School	2.7	4.5	15.6	12.6
Drunk or High at School	1.5	4.9	20.8	31.9
Sold Illegal Drugs	0.0	1.1	7.9	11.1
Stolen a Vehicle	1.5	1.9	4.5	4.4
Been Arrested	0.8	3.8	10.2	7.2
Attacked to Harm	4.2	6.8	16.2	10.6
Carried a Handgun	5.0	3.4	9.0	8.8
Carried a Handgun to School	0.4	0.4	0.6	1.7

APPENDIX G

RISK FACTOR PREVALENCE RATES

Table G. 2005 CTC Survey for Sample School District:
Percent of Students At Risk

Risk Factors	Grade			
	6	8	10	12
<u>Community</u>				
Low Neighborhood Attachment	40.2	39.4	52.1	49.4
Community Disorganization	23.5	22.7	37.2	30.4
Transitions and Mobility	35.7	40.8	69.4	45.5
Law and Norms Favor Drug Use	29.8	28.3	54.5	45.7
Perceived Availability of Drugs	23.6	28.8	46.7	51.6
Perceived Availability of Handguns	24.0	38.2	31.7	49.1
<u>Family</u>				
Poor Family Management	29.0	32.1	36.6	44.8
Family Conflict	34.3	38.4	28.2	34.8
Family History of Antisocial Behavior	28.0	35.7	40.6	41.9
Parent Attitudes Favorable to Antisocial Behavior	19.1	36.8	46.9	36.9
Parent Attitudes Favor Drug Use	11.8	24.4	50.6	69.2
<u>School</u>				
Academic Failure	35.4	39.0	53.7	46.9
Low Commitment to School	35.1	42.6	49.5	56.0
<u>Peer/Individual</u>				
Rebelliousness	41.1	32.3	47.7	42.1
Early Initiation of Antisocial Behavior	13.7	19.7	38.3	39.4
Early Initiation of Drug Use	25.8	25.1	40.9	48.6
Attitudes Favorable to Antisocial Behavior	33.3	34.6	52.2	56.4
Attitudes Favorable to Drug Use	13.4	21.5	46.4	46.4
Perceived Risk of Drug Use	20.9	33.2	49.7	60.9
Interaction with Antisocial Peers	13.4	33.5	57.2	50.0
Friends Drug Use	12.3	31.0	45.6	38.9
Sensation Seeking	44.9	50.0	54.0	58.4
Rewards for Antisocial Behavior	20.9	38.7	49.2	54.1
Depressive Symptoms	25.0	31.5	29.7	36.6

**PROTECTIVE FACTOR
PREVALENCE RATES**

Table H. 2005 CTC Survey for Sample School District:
Percent of Students with Protection

Protective Factors	Grade			
	6	8	10	12
<u>Community</u>				
Community Opportunities for Prosocial Involvement	72.1	73.0	54.1	62.5
Community Rewards for Prosocial Involvement	54.2	37.4	32.3	34.6
<u>Family</u>				
Family Attachment	76.5	65.9	50.9	69.3
Family Opportunities for Prosocial Involvement	72.8	72.6	59.4	60.6
Family Rewards for Prosocial Involvement	66.5	68.9	58.9	59.0
<u>School</u>				
School Opportunities for Prosocial Involvement	74.8	66.5	62.2	55.2
School Rewards for Prosocial Involvement	72.5	51.1	60.8	45.1
<u>Peer/Individual</u>				
Religiosity	59.2	53.1	49.4	67.0
Social Skills	83.1	75.5	55.1	63.4
Belief in the Moral Order	73.5	76.2	68.8	47.7