



**Office of Addiction
Services and Supports**

OASAS. Every Step of the Way.

YOUTH DEVELOPMENT SURVEY

**For Students In Grades 7-12
Profile Report**

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OASAS thanks its partners in planning improvement:

Conference of Local Mental Hygiene Directors (CLMHD)

New York Association of Alcoholism and Substance Abuse Providers (ASAP) - Prevention Committee

Council on Addictions of New York State (CANYS)

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The New York State Youth Development Survey was produced by International Survey Associates under a contract with the New York State Office of Addiction Services and Supports. For more information, email info@isadata.com

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Table of Contents

1	Introduction	1
1.A	Methodology	2
1.B	Appendices	4
2	Student Demographics	5
3	Substance Use	6
3.A	Lifetime Use of Substances	7
3.B	Past 30-Day Use of Substances	19
3.C	Past Year Use of Substances	30
3.D	Drug Profile: Marijuana and Cannabis Use	41
3.E	Age of First Use	46
3.F	When, Where and Ease of Access of Substances	47
3.G	Perceptions about Substance Use	51
4	Risk and Protective Factors	62
4.A	Risk and Protective Scale Definitions	63
4.B	Risk Factors	66
4.C	Protective Factors	73
5	Mental Health	80
6	Gambling	83
7	Drug-Free School and Communities Core Measures	88
8	How to Use Survey Data	91
9	Prevention Resources	93
	Appendices	94
	Appendix A NYSYDS Survey Instrument	95

Section 1. Introduction

The New York State Youth Development Survey (NYSYDS) measures important indicators of student behaviors related to student safety, development and well being. This report summarizes findings from the NYSYDS, which was conducted during the 2021-22 school year. Many of the questions asked about a student's involvement with alcohol, tobacco and other drugs, which continues to be a persistent problem facing the youth of America. The survey also assessed risk and protective factors that predict problem behaviors (Arthur, 2002; Hawkins, 1992) as well as positive student outcomes. (Arthur, 2015).

Appendix A provides the nine-page questionnaire that asked students to provide: demographic information; general student information (including mental health indicators); if using harmful substances; the frequency of use in a lifetime, in the past year, or in the past 30 days; perceptions of harmful substances; age of initiation; place and time for using illegal substances; ease of obtaining illegal substances; gambling; mental health and indicators related to community, family, and peer domains. The questionnaire presents most item responses using a Likert-type scale.

Section 1.A. Methodology

Sample Selection

To conduct the NYSYDS, the New York Office of Addiction Services and Supports (OASAS) worked with its vendor, International Survey Associates, LLC, to execute a multi-step sampling plan that was forced to span a two-year time frame due to the COVID-19 pandemic. Following the original plan in year one, OASAS first produced a probability sample of school districts whose school superintendents had agreed to participate in the survey. ISA then attempted to implement a multi-stage, stratified, systematic random sampling method to create a sample of schools proportional to district size and a sample of students within school proportional to school size (i.e., student enrollment).

The sampling plan was designed to follow a methodology where each district was stratified by middle school and high school. Within each district that agreed to participate, we planned to select 30% of the schools. Then, through a selection formula in a second sampling step, a designated number of classrooms within each school were set to be randomly selected, if the school had more than 120 students per grade level. Schools who fell un-

der this threshold were to be surveyed at the population level.

However, while the sampling plan implementation began in 2020-2021, in addition to lower than anticipated district level initial agreements, disruptions like school closures, virtual classrooms, and remote learning due to the COVID-19 pandemic changed the recruitment landscape. Those disruptions caused the survey sampling and recruitment process to span a period of two school years (2020-2021; 2021-2022). During this time, turnover of administrators and school representatives often affected a school's previous commitment to participate in the survey, causing sampling efforts to begin anew. In most cases, the sampling plan could not be followed due to the pressures schools felt from the pandemic. This resulted in schools either: 1) electing to not use the sampling procedures as they were offered but rather, sampling students based on the school's preferences; or 2) for many schools, surveying at the population level instead of sampling their students.

In the end, 45,808 students participated in the survey; of these, 16,160 were 7th and 8th grade students and 29,648 were

9th-12th grade students. Thus, the impacts of COVID-19 that caused multiple delays during a two-year window (vs. the original four month window) resulted in a disappointing 34% respondent rate of the originally targeted 135,000 students,

Because of these realities of attempting the survey during the disruptive span of the COVID-19 pandemic, the weighting procedures became even more important to ensure the data collected are representative of the student population.

School Tracking System

To ensure selected classrooms and results were identified (but deidentified with student data), each classroom received materials coded with a unique BEDS code (the system used by New York to assign all districts and schools a unique 12-digit ID code) and an ISA-determined ID code, which was cross indexed with the

school's BEDS code. Both codes were included in all administrative and database records.

Throughout the survey window, a master list of school districts, schools, and classrooms was maintained on a secure online Survey Tracker. The tracker contained all information on sampling, recruitment activities, and provided realtime updates of survey progress, including response rates, receiving log of incoming surveys; and ongoing communications with schools.

Survey Administration

ISA distributed survey procedures and instruments to participating schools by March 7, 2022. Schools were asked to have the surveys completed between the survey window of March 7, 2022 and June 10, 2022. Schools could choose to use either a paper survey instrument or the online survey instrument. For those using paper surveys, a classroom

control form (including all coding information) was attached to the packet of surveys, which also included the detailed administration instructions to ensure anonymity of students as well as survey return instructions. Similar unique coding information and administration details were provided to schools opting for the online survey.

Data Analysis

Data from both the paper forms and online portal were merged, cleaned, and prepared for analysis, which included: development of the risk and protective scales, calculation of response rates and confidence intervals, post-weighting of data to produce unbiased state, county and district level data, comparisons to national data (Monitoring the Future) as well as associations between specific behaviors and variables (e.g., academic grades and ATOD use).

Section 1.B. Appendices

This report is organized by survey results in various topic areas, with each topic providing key data tables and figures to quickly assess student responses. Frequency tables for each of the survey items are presented in a separate report. Appendices provide additional information including:

A. NYSYDS Survey Instrument

Educators and administrators will find data from this report useful in several ways:

- Complying with federal accountability requirements mandating that school programs are based on evidence
- Serving as a needs assessment to design and secure funding for new programs
- Evaluating performance of continuing programs
- Encouraging community-wide support for your programs
- Determining why negative student behaviors occur by examining risk and protective factors

Section 2. Student Demographics

The 2021-22 NYSYDS was completed by students in selected schools throughout the state of New York. Demographic data were collected about the

students' age, grade level, gender at birth, gender identity, race, and ethnicity to provide a deeper understanding of the youth who make up the student population.

Table 2.1 Grade

7th	8th	9th	10th	11th	12th	Total
76	71	206	246	133	186	918

This table contains unweighted numbers of students participating in this district.

Table 2.2 Age (%)

10 or younger	11	12	13	14	15	16	17	18	19 or older
0.0	0.2	7.4	10.3	15.7	21.9	17.3	17.8	8.1	1.3

Table 2.3 Sex at birth (%)

Female	Male
48.8	51.2

Table 2.4 Gender identity (%)

Not transgender	Transgender male to female	Transgender female to male	Non-binary	I don't know what this question is asking	Don't know/not sure
72.2	0.1	1.6	3.9	12.4	9.7

Table 2.5 Sexual orientation (%)

Heterosexual	Gay	Lesbian	Bisexual	Don't know/not sure
61.7	1.5	2.8	12.3	21.7

Table 2.6 Race (%)

Asian	Black or African American	Native American or Alaska Native	Native Hawaiian or Pacific Islander	White	Other	Multi-Racial
11.9	8.6	0.8	0.4	45.5	23.7	9.2

Table 2.7 Hispanic origin (%)

Hispanic or Latino/Latina	Not of Hispanic Origin
35.0	65.0

Section 3. Substance Use

Data reported in this section provide a snapshot of substance use within your school, within the community and at home. Through the NYSYDS instrument, students reported use of 20 substance types, including: energy drinks; over-the-counter medications; cigarettes; smokeless tobacco; vaping products (to get high or not); alcohol; marijuana (smoke, eat, vape); prescription drugs (pain relievers, stimulants, tranquilizers); methamphetamines; cocaine; heroin; synthetic marijuana.

Of particular concern in recent years is the increased use of cannabis found among students. In states that have legalized cannabis, the National Survey on Drug Use and Health reports that past year and past month marijuana use among 12- to 17-year olds has increased 3.5%, each from 2016-2017 to 2017-2018 (SAMHSA, 2018). With the passage of legislation in July 2021 to legalize recreational use in New York, educators may likely expect similar increases of student use of cannabis in its various forms. Thus, a special se-

ries of questions on marijuana use explores several student behaviors related to marijuana or cannabis: how much spent on marijuana; preferred way of using marijuana; how it was obtained; use of other drugs with marijuana; amount of marijuana used; how long a "high" lasted; and where marijuana advertisements were seen. Students also responded to questions about their use of CBD (cannabidiol) as a vaping product as well as their perceptions of harm in using CBD.

The NYSYDS asks students to report on: lifetime use, typically a measure of youth experimentation of drugs; past 30-day and past year use, known as indicators of current use; age of first use; access to substances; and perceived harmfulness of substances. For lifetime, past 30-day and past year use, students selected number of times used from six response categories: 0; 1-2; 3-5; 6-9; 10-19; 20 or more. In this section, you will find tables and figures with data for each of the 20 substance types.

Section 3.A. Lifetime Use of Substances

Using a Likert-type scale, students respond to 24 questions that asks: "During your lifetime, on how many occasions did you...". The tables and figures in this section indicate the district level percentage of students who reported any use of each of the 20 substances as well as 4 items that asked about frequency of

use or other behaviors related to substance use in their lifetime displayed in tables 3.A.1 and 3.A.2 and Figures 3.A.1- 3.A.25; use of alcohol is displayed in Tables 3.A.3 and 3.A.4 and Figures 3.A.26- 3.A.29. Statewide percentages are also provided for each item by grade.

Table 3.A.1 Lifetime use ^a of substances, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)										
	Grade 7			Grade 8				Grade 9		
Substance	District	County	State	District	County	State	MTF	District	County	State
Energy drinks	42.7	42.7	36.7	44.3	44.3	43.5	–	56.2	56.2	46.7
Over-the-counter drugs	4.0	4.0	5.8	8.6	8.6	6.5	–	7.9	7.9	8.4
Cigarettes	1.3	1.3	1.8	1.4	1.4	2.4	7.0	3.0	3.0	3.1
Smokeless tobacco	1.3	1.3	0.7	0.0	0.0	1.0	4.6	1.5	1.5	1.2
Vaping tobacco	2.7	2.7	2.1	0.0	0.0	3.4	–	9.0	9.0	5.0
Vaping products	6.7	6.7	5.1	7.1	7.1	8.2	–	19.3	19.3	9.8
Smoke marijuana	2.7	2.7	1.9	2.9	2.9	3.6	–	9.0	9.0	7.5
Vape marijuana	2.7	2.7	1.9	2.9	2.9	3.6	–	7.0	7.0	6.7
Eat marijuana	2.7	2.7	2.1	2.9	2.9	3.4	–	6.0	6.0	6.3
Vaping not to get high	2.7	2.7	1.1	2.9	2.9	1.2	–	3.6	3.6	1.6
Prescription pain relievers	5.3	5.3	3.3	1.4	1.4	3.1	–	5.0	5.0	2.9
Prescription stimulants	2.7	2.7	1.7	0.0	0.0	1.6	5.8	2.5	2.5	2.0
Prescription tranquilizers	4.1	4.1	1.7	1.4	1.4	1.2	–	0.5	0.5	1.8
Methamphetamines	2.7	2.7	0.5	0.0	0.0	0.3	0.3	0.5	0.5	0.5
Cocaine or crack	2.7	2.7	0.6	0.0	0.0	0.4	0.6	0.5	0.5	0.6
Heroin	2.7	2.7	0.5	0.0	0.0	0.3	0.5	0.5	0.5	0.5
Synthetic marijuana	2.7	2.7	0.5	0.0	0.0	0.5	–	0.5	0.5	0.9
Inhalants	1.3	1.3	0.8	0.0	0.0	0.9	11.3	1.0	1.0	1.0
Steroids	2.7	2.7	0.8	1.4	1.4	1.0	–	2.0	2.0	1.1
Ecstasy	2.7	2.7	0.3	0.0	0.0	0.3	1.0	0.5	0.5	0.5
Any Prescription Drug	5.3	5.3	4.7	2.9	2.9	4.5	–	5.9	5.9	4.4
Any Marijuana	2.7	2.7	3.3	4.3	4.3	5.9	–	11.4	11.4	10.1
Any Tobacco	2.7	2.7	3.4	1.4	1.4	5.1	–	10.9	10.9	6.6
Any Vaping	6.7	6.7	6.3	10.0	10.0	10.2	–	24.1	24.1	13.0
Any Illicit Drug	5.3	5.3	11.6	11.4	11.4	14.5	–	22.7	22.7	18.8

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Table 3.A.2 Lifetime use^a of substances, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

Substance	Grade 10				Grade 11			Grade 12			
	District	County	State	MTF	District	County	State	District	County	State	MTF
Energy drinks	52.1	52.1	51.8	–	49.2	49.2	53.6	48.6	48.6	54.2	–
Over-the-counter drugs	11.4	11.4	10.6	–	13.6	13.6	11.9	13.7	13.7	11.6	–
Cigarettes	5.9	5.9	4.6	10.0	9.8	9.8	5.1	6.6	6.6	9.0	17.8
Smokeless tobacco	3.4	3.4	1.8	4.9	5.3	5.3	2.5	3.8	3.8	4.0	8.6
Vaping tobacco	9.7	9.7	7.6	–	11.5	11.5	9.0	13.7	13.7	12.4	–
Vaping products	16.5	16.5	13.4	–	18.5	18.5	16.7	18.7	18.7	21.0	–
Smoke marijuana	12.2	12.2	12.9	–	19.1	19.1	18.3	25.8	25.8	25.9	–
Vape marijuana	12.3	12.3	11.4	–	20.8	20.8	16.0	19.2	19.2	22.1	–
Eat marijuana	10.5	10.5	10.6	–	11.6	11.6	14.9	19.3	19.3	21.2	–
Vaping not to get high	3.8	3.8	2.3	–	6.2	6.2	2.9	3.8	3.8	3.3	–
Prescription pain relievers	2.6	2.6	2.8	–	2.3	2.3	3.5	5.5	5.5	3.6	2.3
Prescription stimulants	2.6	2.6	2.1	5.2	3.8	3.8	2.4	1.6	1.6	2.7	4.9
Prescription tranquilizers	0.4	0.4	1.9	–	3.1	3.1	2.0	3.8	3.8	2.5	–
Methamphetamines	0.4	0.4	0.5	0.4	0.8	0.8	0.8	1.1	1.1	1.0	0.6
Heroin	0.0	0.0	0.5	0.3	1.5	1.5	0.8	1.1	1.1	0.8	0.4
Synthetic marijuana	2.1	2.1	1.0	–	3.1	3.1	1.2	3.3	3.3	1.4	–
Inhalants	2.1	2.1	1.5	7.2	3.1	3.1	1.5	3.3	3.3	1.5	5.0
Steroids	1.3	1.3	1.2	–	3.1	3.1	1.0	2.2	2.2	1.2	–
Ecstasy	0.9	0.9	0.7	1.4	1.5	1.5	1.3	2.2	2.2	1.4	2.8
Any Prescription Drug	3.8	3.8	4.7	–	5.3	5.3	5.3	6.6	6.6	5.6	–
Any Marijuana	16.0	16.0	16.6	–	22.1	22.1	22.0	28.8	28.8	30.2	–
Any Tobacco	13.9	13.9	9.8	–	15.2	15.2	11.2	16.4	16.4	16.4	–
Any Vaping	21.9	21.9	18.9	–	26.0	26.0	23.2	25.5	25.5	30.2	–
Any Illicit Drug	26.2	26.2	25.7	–	32.6	32.6	30.4	38.0	38.0	37.0	–

Table 3.A.3 Lifetime alcohol use^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

Substance	Grade 7			Grade 8				Grade 9		
	District	County	State	District	County	State	MTF	District	County	State
One or more drinks of alcohol	5.3	5.3	10.0	12.9	12.9	15.0	21.7	34.0	34.0	19.9
Drink alcohol once or twice/month	2.7	2.7	4.0	1.4	1.4	6.0	–	16.0	16.0	9.5
Drink 5 or more alcoholic beverages at one time	2.7	2.7	1.3	0.0	0.0	2.2	–	11.1	11.1	5.7
Become drunk or very high from alcohol	2.7	2.7	1.6	1.4	1.4	2.8	–	11.4	11.4	6.5

Table 3.A.4 Lifetime alcohol use^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

Substance	Grade 10				Grade 11			Grade 12			
	District	County	State	MTF	District	County	State	District	County	State	MTF
One or more drinks of alcohol	31.6	31.6	29.6	34.7	37.7	37.7	36.8	37.2	37.2	46.5	54.1
Drink alcohol once or twice/month	15.6	15.6	15.1	–	20.6	20.6	20.0	21.2	21.2	28.8	–
Drink 5 or more alcoholic beverages at one time	10.6	10.6	11.2	–	19.4	19.4	17.4	14.8	14.8	24.3	–
Become drunk or very high from alcohol	11.5	11.5	12.7	–	17.8	17.8	18.6	18.6	18.6	26.6	–

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Lifetime Use^a of Each Substance, % by grade, compared with state, MTF

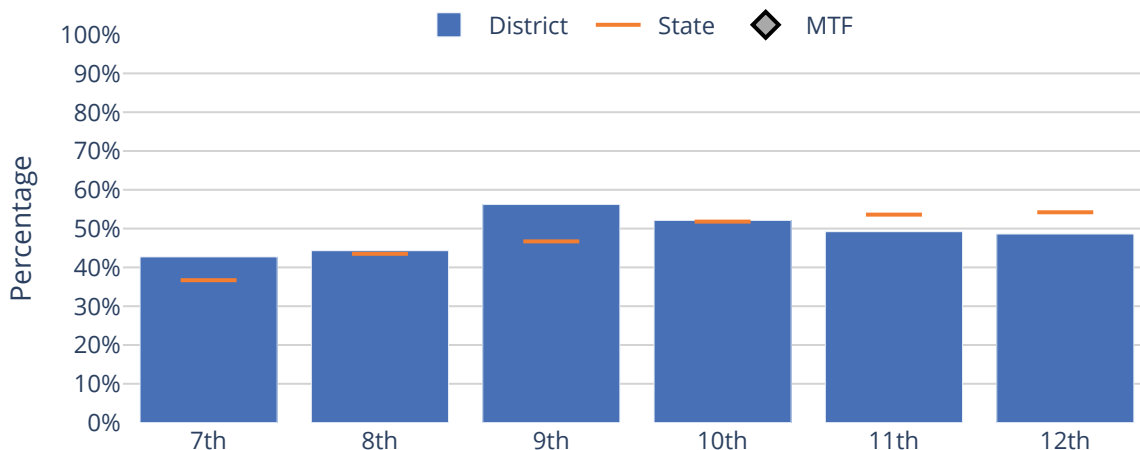


Figure 3.A.1: Energy drinks use in lifetime^a, % by grade, compared with state, MTF

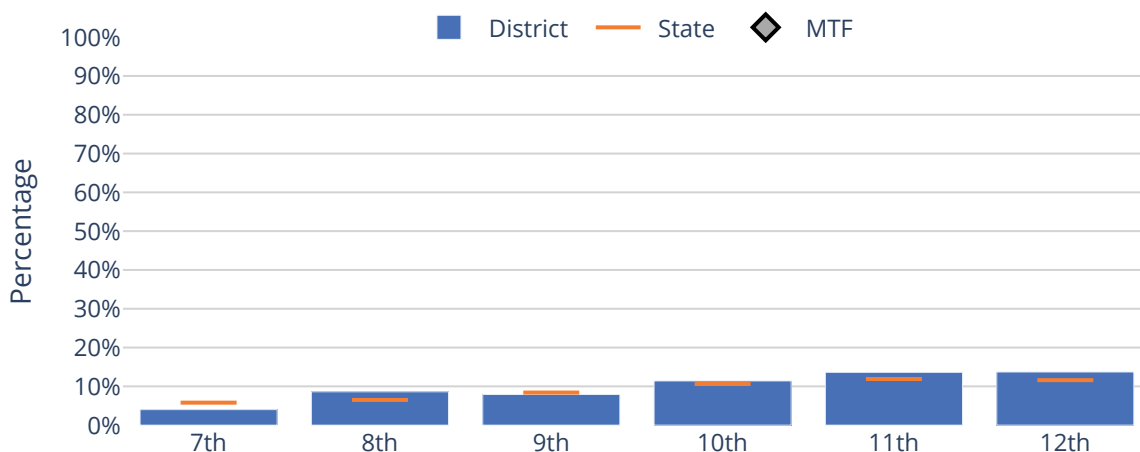


Figure 3.A.2: Over-the-counter drugs use in lifetime^a, % by grade, compared with state, MTF

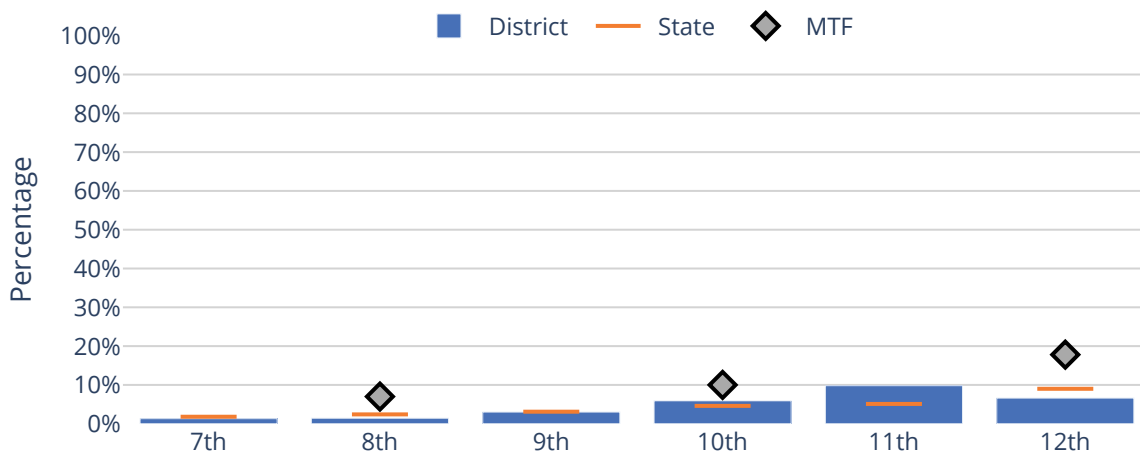


Figure 3.A.3: Cigarettes use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

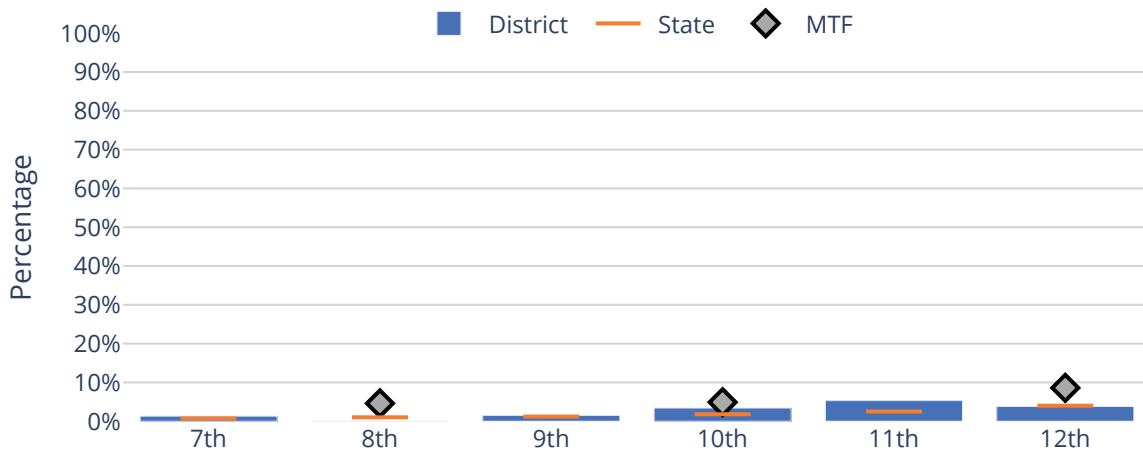


Figure 3.A.4: Smokeless tobacco use in lifetime^a, % by grade, compared with state, MTF

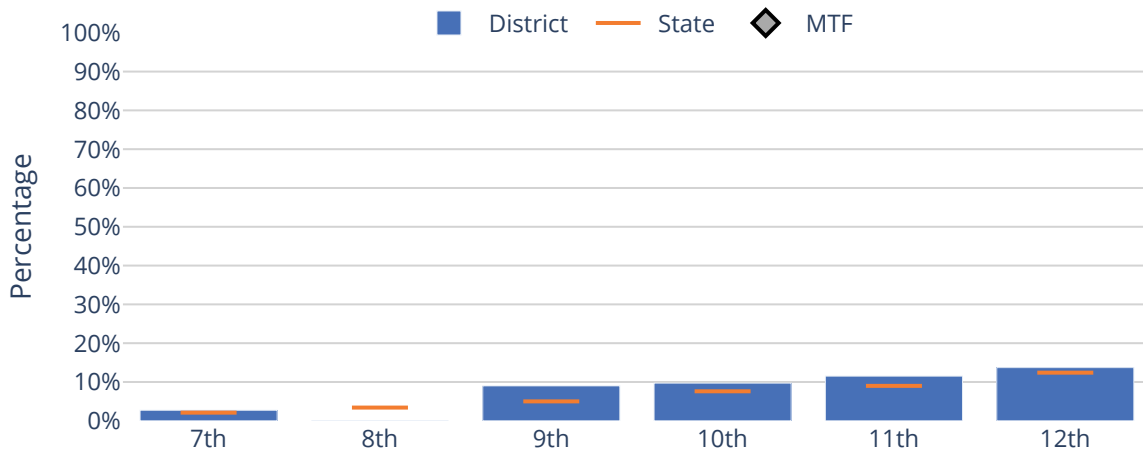


Figure 3.A.5: Vaping tobacco use in lifetime^a, % by grade, compared with state, MTF

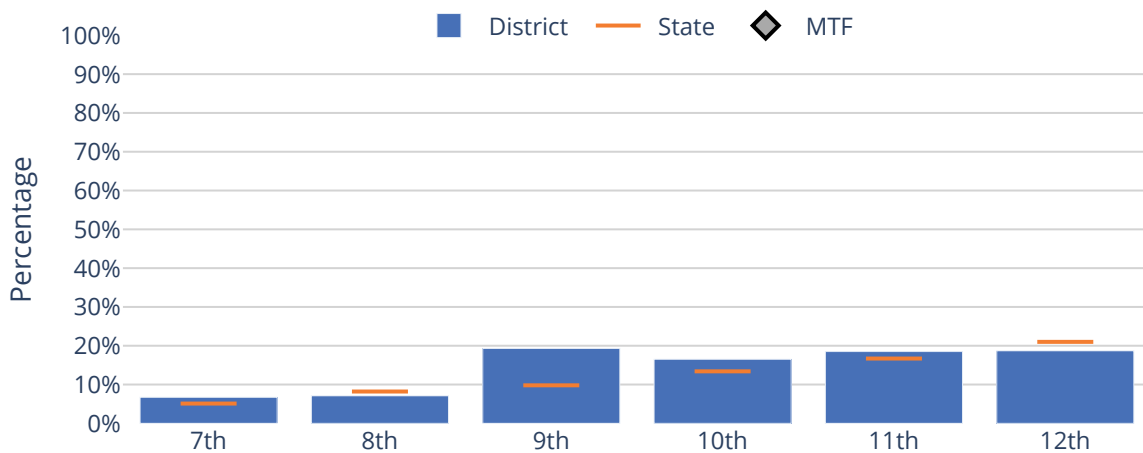


Figure 3.A.6: Vaping products use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

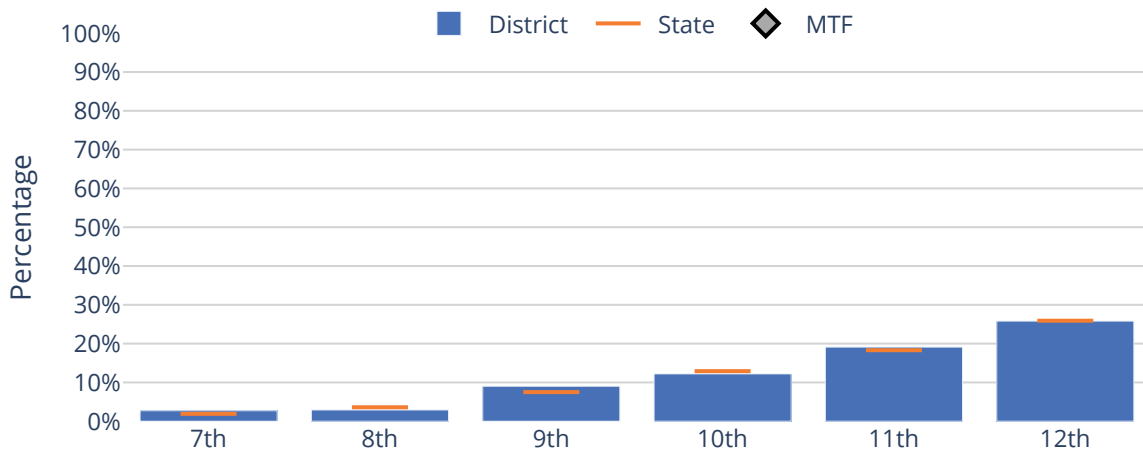


Figure 3.A.7: Smoke marijuana use in lifetime^a, % by grade, compared with state, MTF

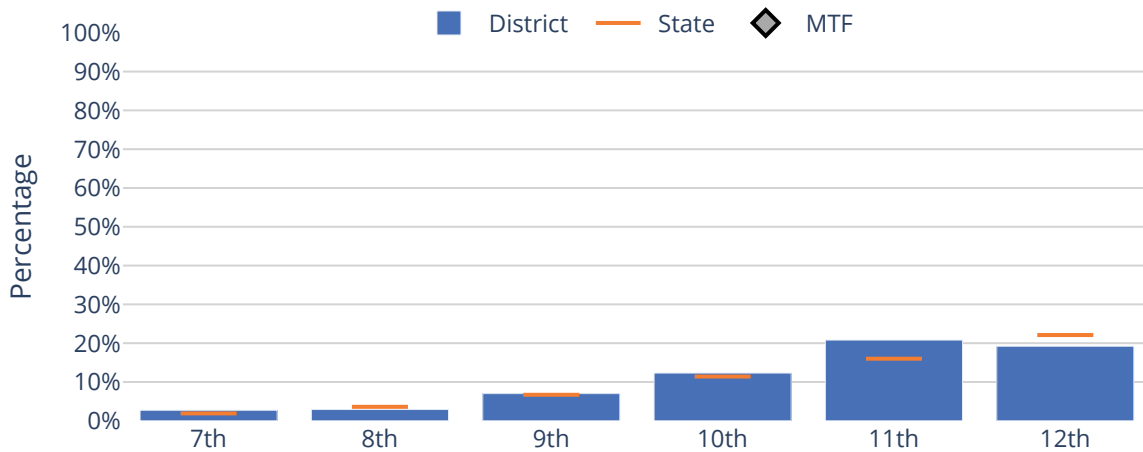


Figure 3.A.8: Vape marijuana use in lifetime^a, % by grade, compared with state, MTF

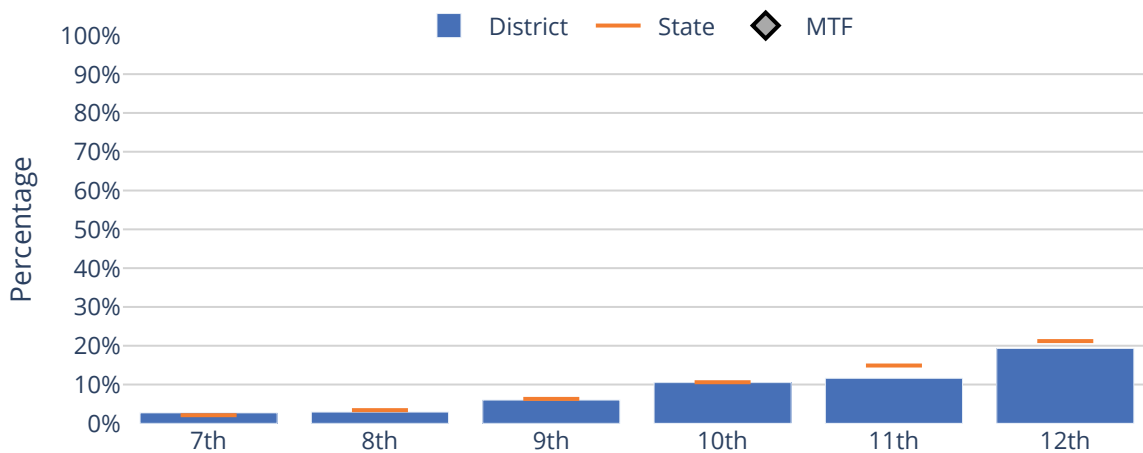


Figure 3.A.9: Eat marijuana use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

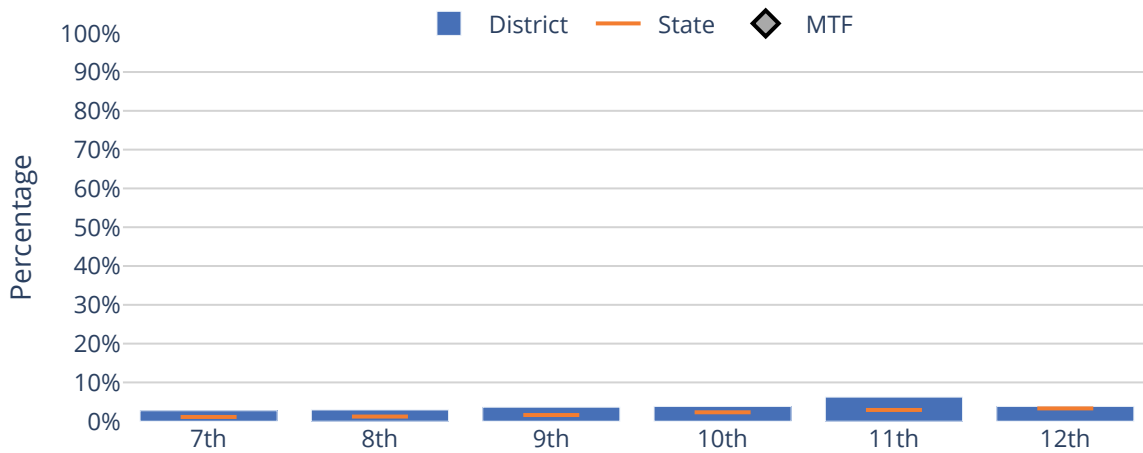


Figure 3.A.10: Vaping not to get high use in lifetime^a, % by grade, compared with state, MTF

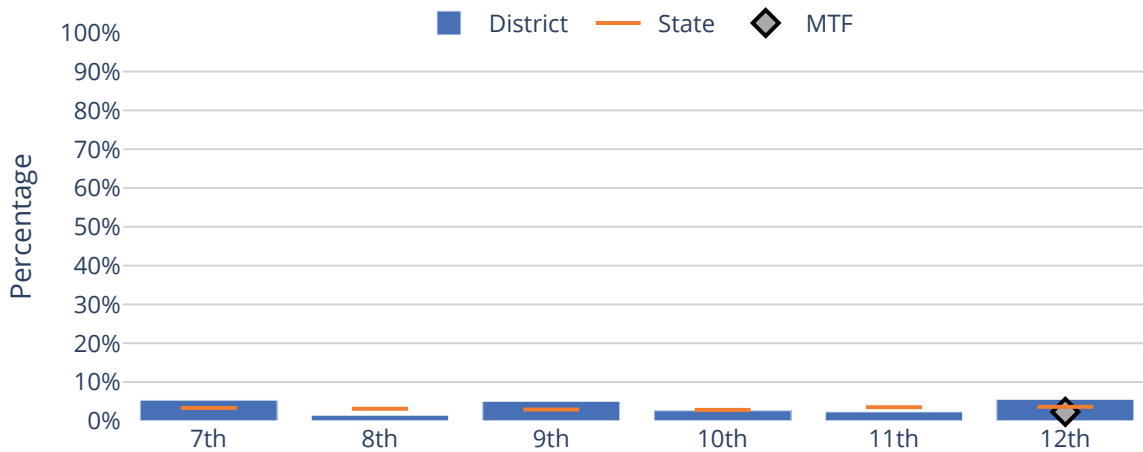


Figure 3.A.11: Prescription pain relievers use in lifetime^a, % by grade, compared with state, MTF

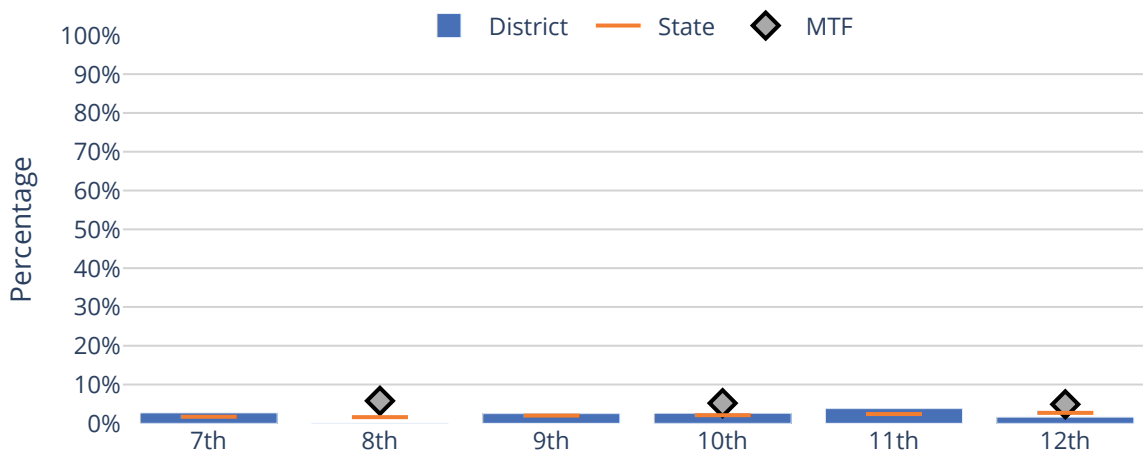


Figure 3.A.12: Prescription stimulants use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

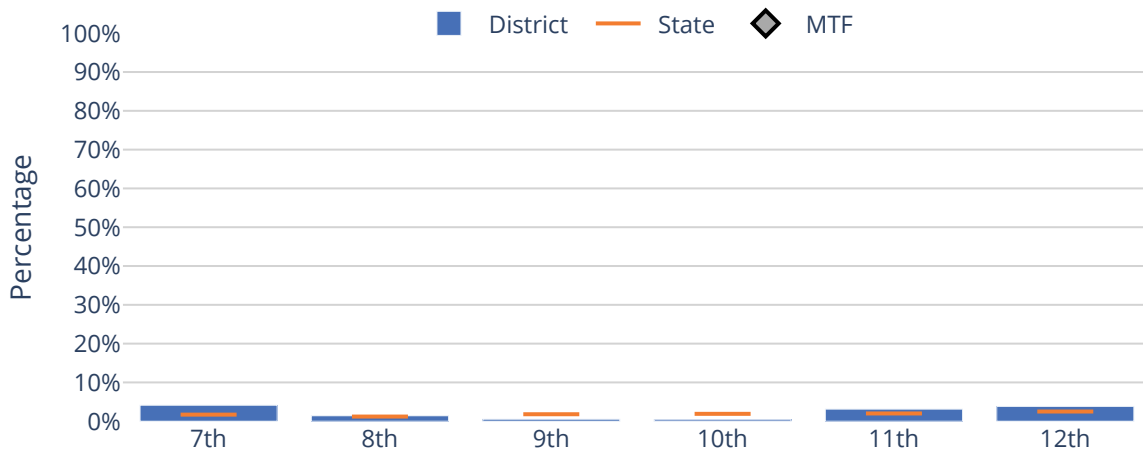


Figure 3.A.13: Prescription tranquilizers use in lifetime^a, % by grade, compared with state, MTF

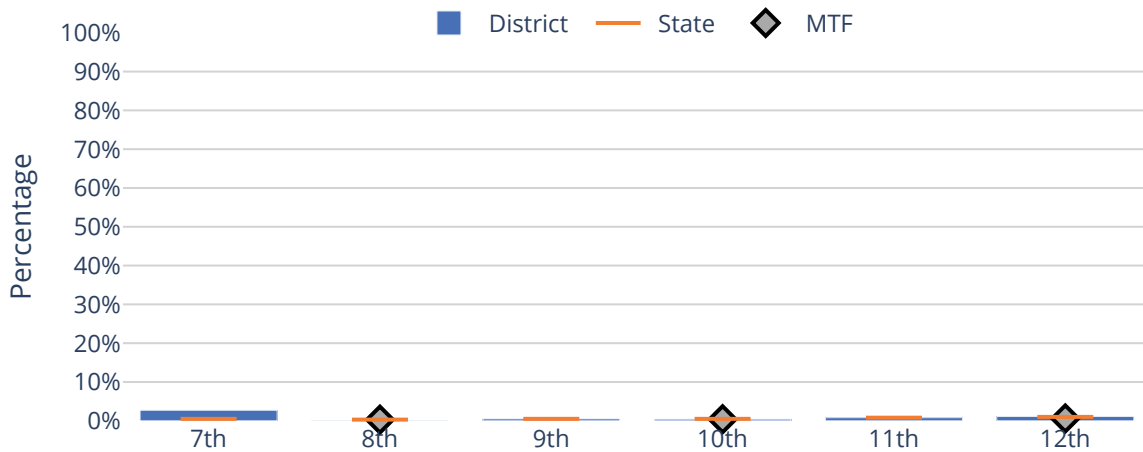


Figure 3.A.14: Methamphetamines use in lifetime^a, % by grade, compared with state, MTF

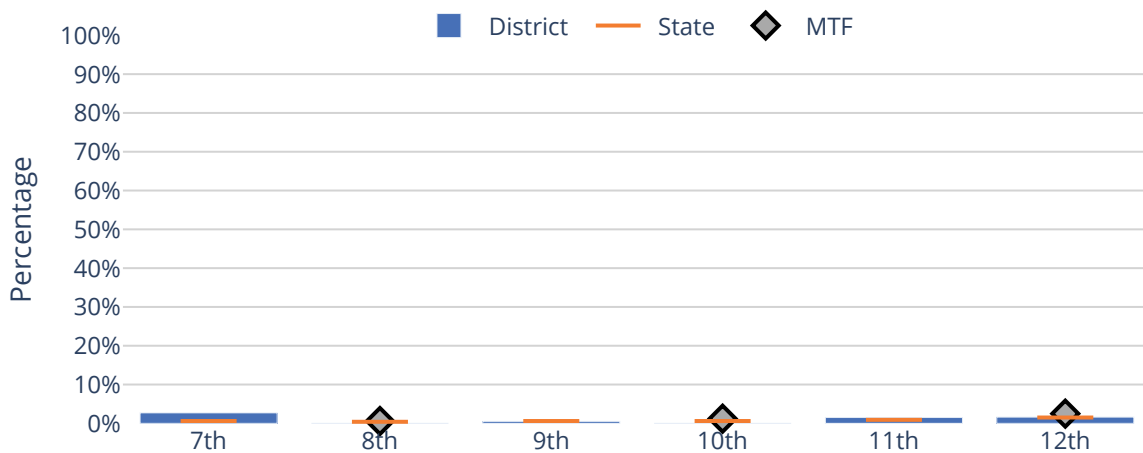


Figure 3.A.15: Cocaine or crack use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

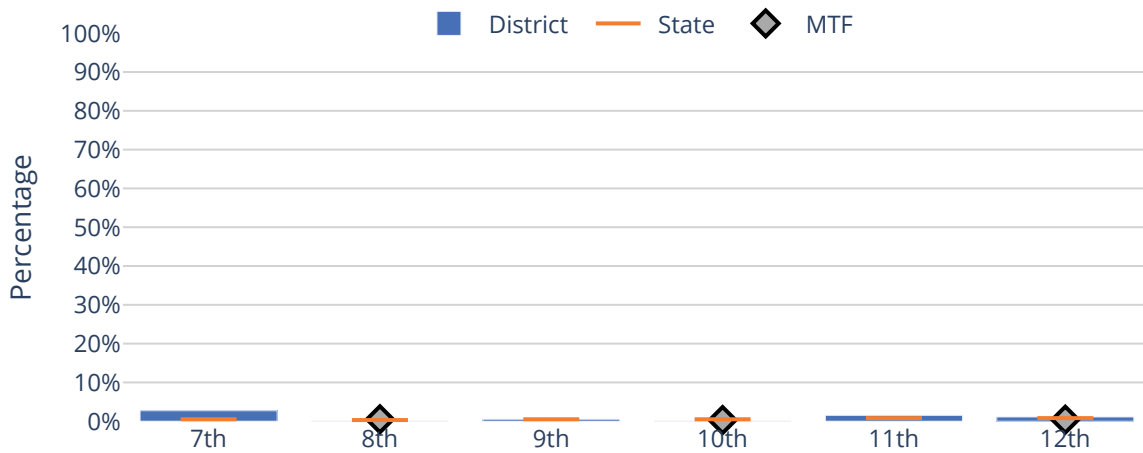


Figure 3.A.16: Heroin use in lifetime^a, % by grade, compared with state, MTF

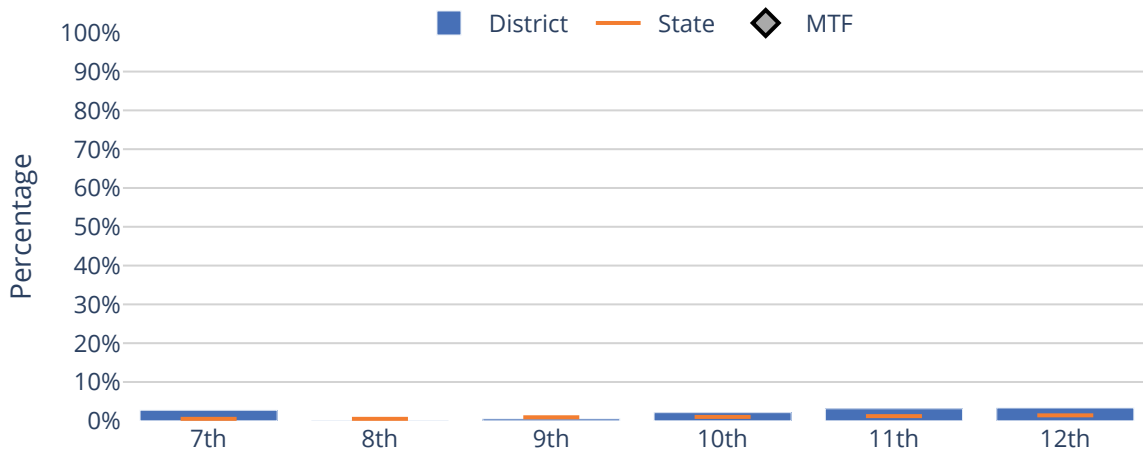


Figure 3.A.17: Synthetic marijuana use in lifetime^a, % by grade, compared with state, MTF

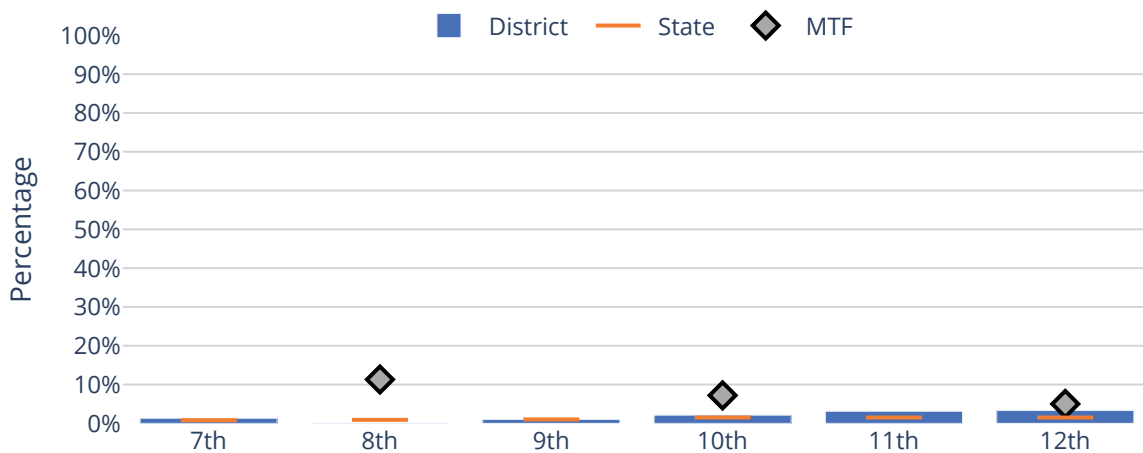


Figure 3.A.18: Inhalants use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

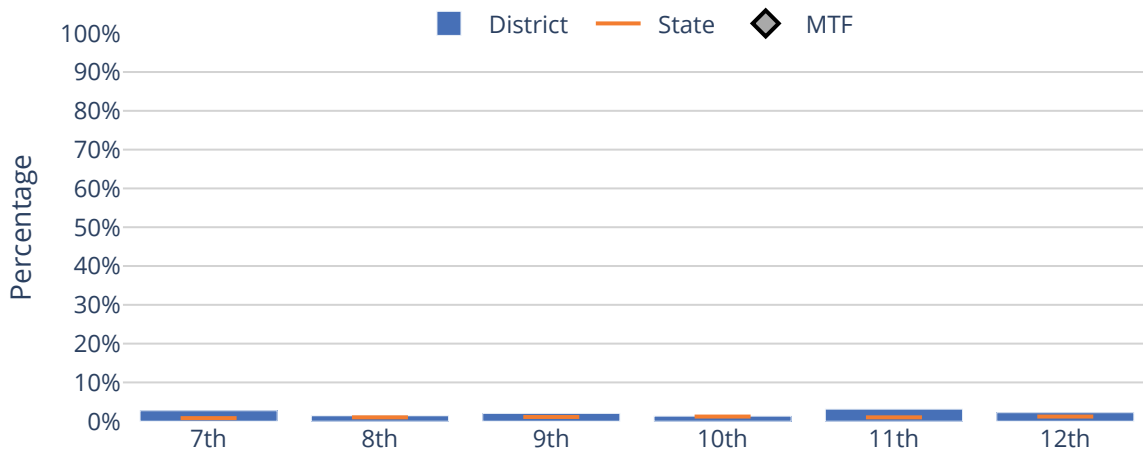


Figure 3.A.19: Steroids use in lifetime^a, % by grade, compared with state, MTF

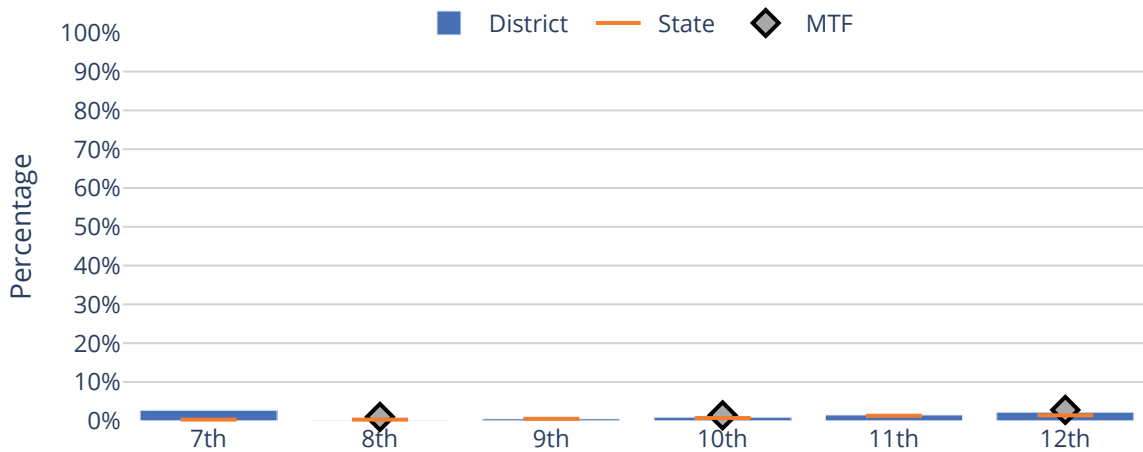


Figure 3.A.20: Ecstasy use in lifetime^a, % by grade, compared with state, MTF

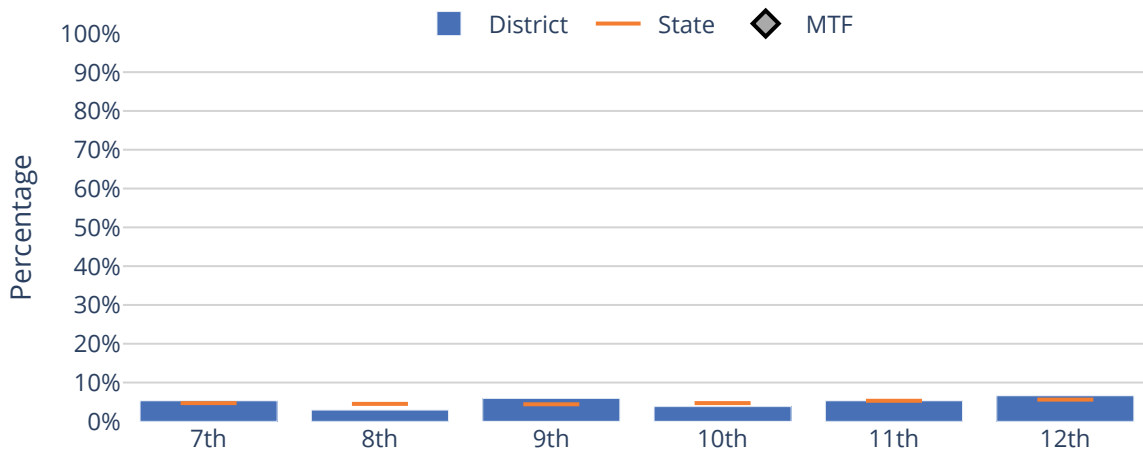


Figure 3.A.21: Any prescription drug use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

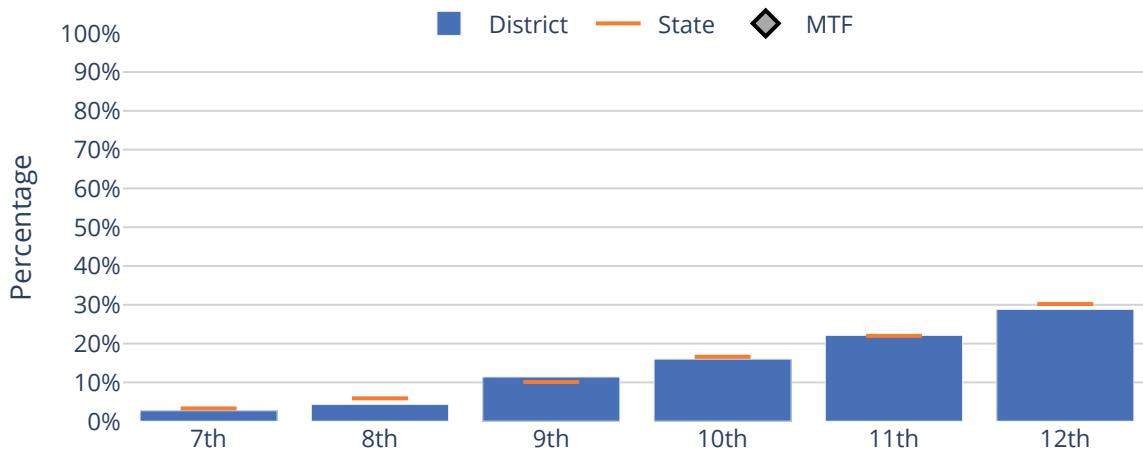


Figure 3.A.22: Any marijuana use in lifetime^a, % by grade, compared with state, MTF

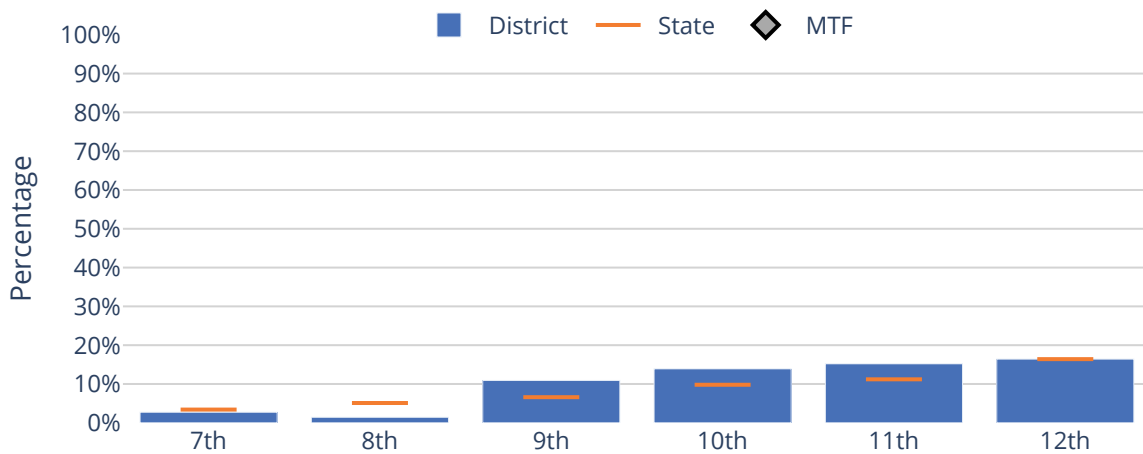


Figure 3.A.23: Any tobacco use in lifetime^a, % by grade, compared with state, MTF

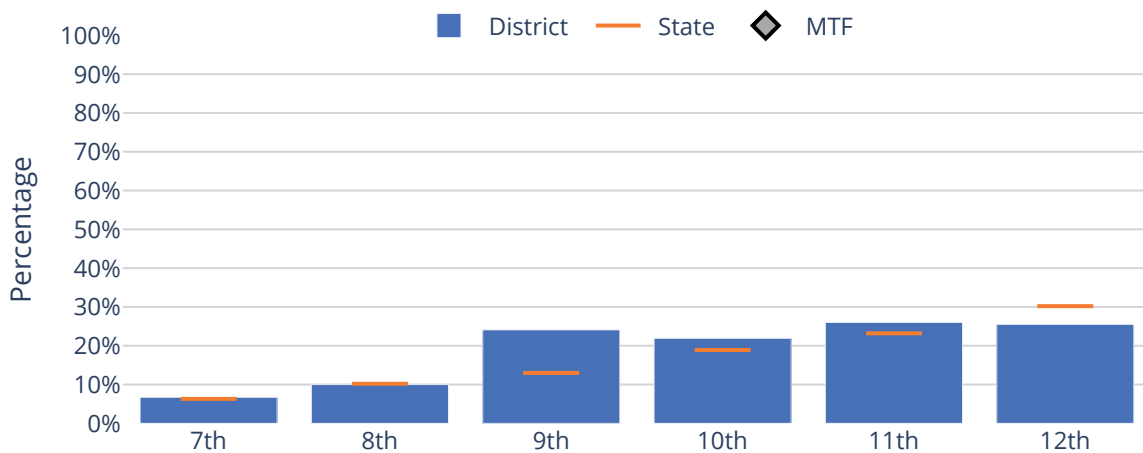


Figure 3.A.24: Any vaping use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

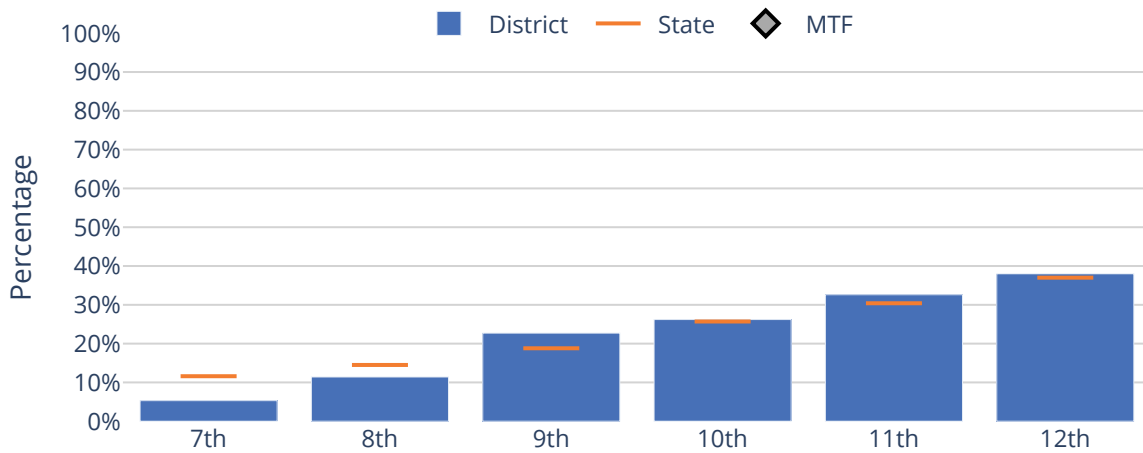


Figure 3.A.25: Any illicit drug use in lifetime^a, % by grade, compared with state, MTF

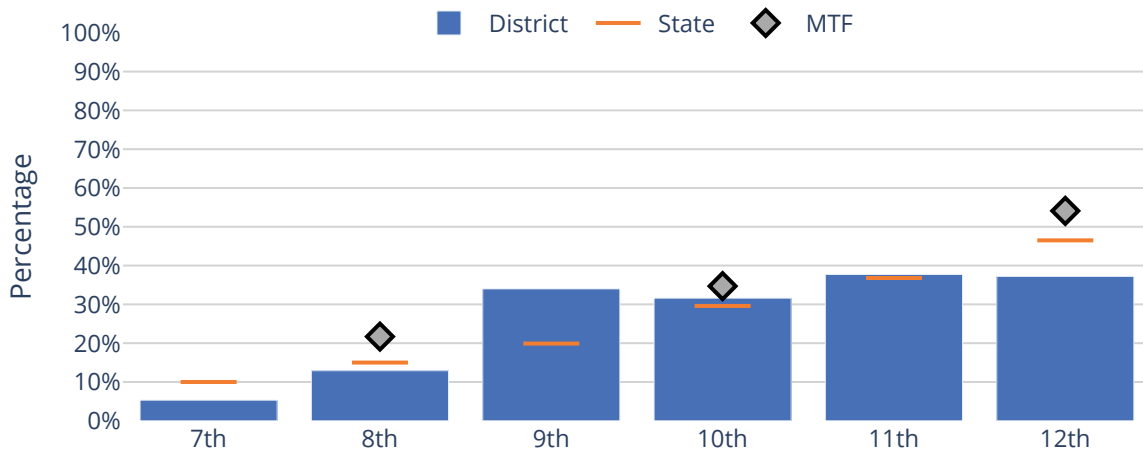


Figure 3.A.26: One or more drinks of alcohol use in lifetime^a, % by grade, compared with state, MTF

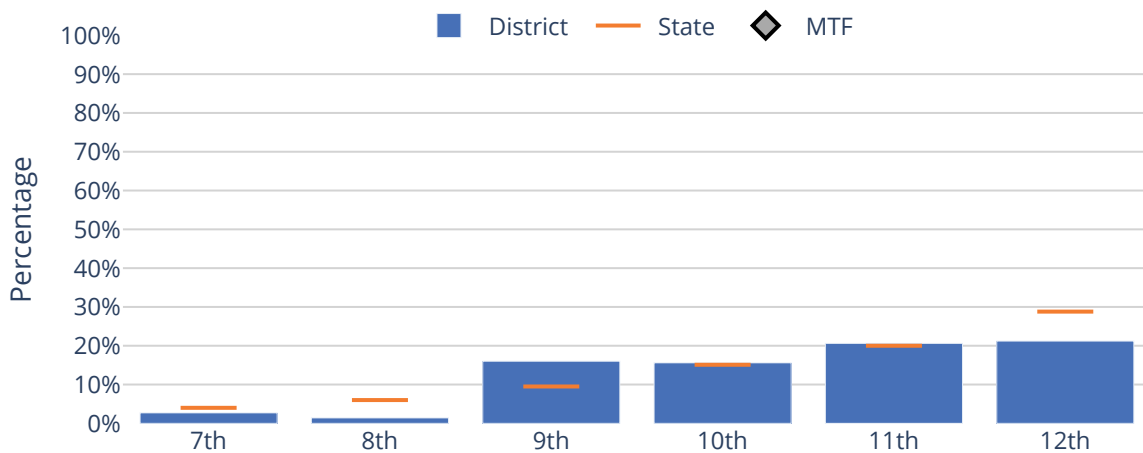


Figure 3.A.27: Drink alcohol once or twice/month use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

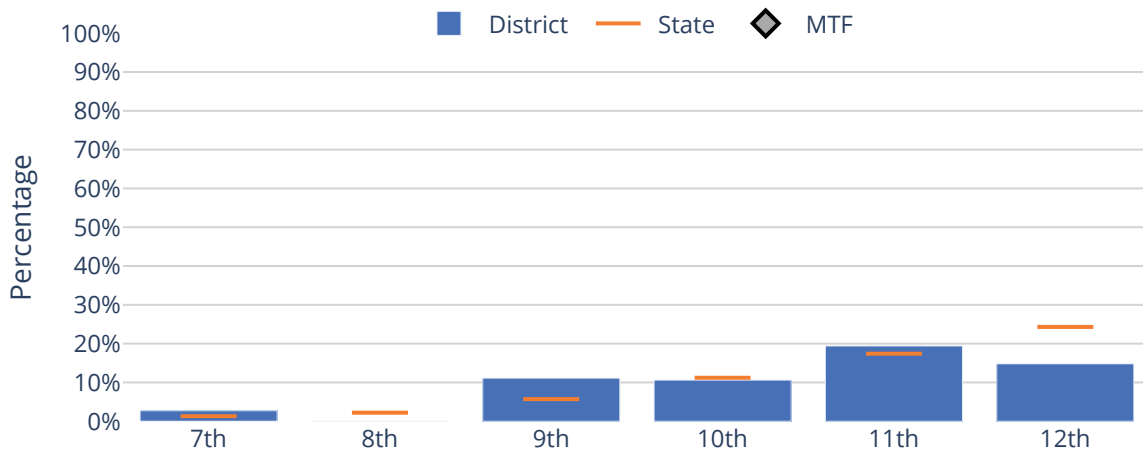


Figure 3.A.28: Drink 5 or more alcoholic beverages at one time use in lifetime^a, % by grade, compared with state, MTF

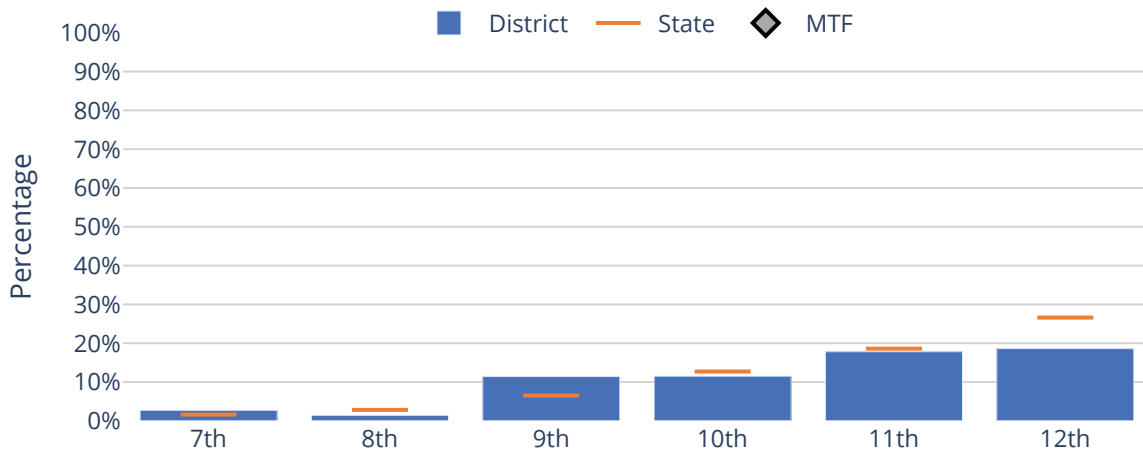


Figure 3.A.29: Become drunk or very high from alcohol use in lifetime^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Section 3.B. Past 30-Day Use of Substances

On the NYSYDS, students were asked to report past 30-day use of substances, which is known as the best indicator of current use. Percentages reflect students who reported using the substance at least once in the past 30 days. Past 30-day substance use of 20 substances / conditions are shown by grade level, compared with state level for each grade,

in Tables 3.B.1 and 3.B.2 and Figures 3.B.1- 3.B.22; use of alcohol is displayed in Table 3.B.3 and 3.B.4 and Figures 3.B.23- 3.B.25. Frequency tables for past year use displaying data for each of the 20 substances by grade level as well as a table showing use of alcohol within the past year can be found in Appendix B.

Substance	Grade 7			Grade 8				Grade 9		
	District	County	State	District	County	State	MTF	District	County	State
Energy drinks	23.0	23.0	18.6	29.4	29.4	22.0	–	32.3	32.3	25.1
Over-the-counter drugs	0.0	0.0	0.7	0.0	0.0	0.9	–	1.0	1.0	0.8
Cigarettes	0.0	0.0	0.3	0.0	0.0	0.2	1.1	1.5	1.5	0.4
Smokeless tobacco	0.0	0.0	0.2	0.0	0.0	0.2	1.6	0.5	0.5	0.2
Vaping tobacco	0.0	0.0	0.6	0.0	0.0	1.1	–	2.2	2.2	1.1
Vaping products	0.0	0.0	1.6	1.6	1.6	2.3	–	5.9	5.9	3.4
Smoke marijuana	0.0	0.0	0.7	1.4	1.4	1.3	–	5.6	5.6	3.6
Vape marijuana	0.0	0.0	0.6	2.9	2.9	1.2	–	4.1	4.1	3.1
Eat marijuana	0.0	0.0	0.6	1.4	1.4	0.8	–	2.0	2.0	1.9
Vaping not to get high	0.0	0.0	0.4	1.4	1.4	0.3	–	0.5	0.5	0.3
Prescription pain relievers	1.4	1.4	1.0	0.0	0.0	0.7	–	0.5	0.5	0.6
Prescription stimulants	0.0	0.0	0.5	0.0	0.0	0.4	1.7	0.0	0.0	0.4
Prescription tranquilizers	0.0	0.0	0.6	0.0	0.0	0.3	–	0.0	0.0	0.3
Methamphetamines	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Cocaine or crack	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Heroin	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Synthetic marijuana	0.0	0.0	0.1	0.0	0.0	0.1	–	0.0	0.0	0.1
Any Prescription Drug	1.4	1.4	1.6	0.0	0.0	1.1	–	0.5	0.5	0.9
Any Marijuana	0.0	0.0	1.2	2.9	2.9	1.9	–	7.5	7.5	4.6
Any Tobacco	0.0	0.0	0.8	0.0	0.0	1.2	–	3.5	3.5	1.4
Any Vaping	0.0	0.0	2.2	4.3	4.3	3.2	–	10.4	10.4	5.4
Any Illicit Drug	1.4	1.4	3.2	2.9	2.9	3.8	–	8.9	8.9	6.1

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Table 3.B.2 Past 30-day use^a of substances, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

	Grade 10				Grade 11			Grade 12			
Substance	District	County	State	MTF	District	County	State	District	County	State	MTF
Energy drinks	25.1	25.1	28.5	–	19.2	19.2	29.9	23.2	23.2	28.8	–
Over-the-counter drugs	0.5	0.5	1.3	–	0.8	0.8	0.9	0.6	0.6	1.3	–
Cigarettes	0.4	0.4	0.4	1.8	0.0	0.0	0.4	0.6	0.6	0.9	4.1
Smokeless tobacco	0.0	0.0	0.3	1.7	0.8	0.8	0.3	0.6	0.6	1.0	2.2
Vaping tobacco	2.9	2.9	2.1	–	1.7	1.7	2.8	4.8	4.8	3.8	–
Vaping products	4.2	4.2	5.2	–	4.5	4.5	6.8	7.2	7.2	8.6	–
Smoke marijuana	5.4	5.4	6.2	–	9.7	9.7	8.9	16.4	16.4	13.1	–
Vape marijuana	6.3	6.3	5.1	–	9.0	9.0	7.1	8.0	8.0	9.8	–
Eat marijuana	2.7	2.7	3.0	–	3.2	3.2	3.6	7.3	7.3	5.7	–
Vaping not to get high	0.9	0.9	0.4	–	0.0	0.0	0.5	0.6	0.6	0.7	–
Prescription pain relievers	0.0	0.0	0.6	–	0.0	0.0	0.6	1.1	1.1	0.7	0.3
Prescription stimulants	0.0	0.0	0.4	1.4	0.0	0.0	0.5	0.6	0.6	0.3	1.0
Prescription tranquilizers	0.0	0.0	0.4	–	0.0	0.0	0.3	1.1	1.1	0.5	–
Methamphetamines	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.3	0.1
Cocaine or crack	0.0	0.0	0.1	0.3	0.0	0.0	0.1	1.1	1.1	0.2	0.3
Heroin	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.5	0.5	0.2	0.1
Synthetic marijuana	0.0	0.0	0.1	–	0.0	0.0	0.1	0.6	0.6	0.2	–
Any Prescription Drug	0.0	0.0	1.0	–	0.0	0.0	1.0	2.2	2.2	1.0	–
Any Marijuana	7.1	7.1	7.8	–	10.4	10.4	10.6	16.5	16.5	15.1	–
Any Tobacco	3.0	3.0	2.2	–	1.6	1.6	2.7	4.4	4.4	4.1	–
Any Vaping	7.4	7.4	8.2	–	11.1	11.1	10.1	12.0	12.0	13.8	–
Any Illicit Drug	7.4	7.4	9.5	–	11.1	11.1	11.8	17.5	17.5	16.2	–

Table 3.B.3 Past 30-day alcohol use^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

	Grade 7			Grade 8				Grade 9		
Substance	District	County	State	District	County	State	MTF	District	County	State
One or more drinks of alcohol	0.0	0.0	1.3	0.0	0.0	2.5	7.3	10.8	10.8	4.6
Drink 5 or more alcoholic beverages at one time	0.0	0.0	0.3	0.0	0.0	0.6	–	2.6	2.6	1.7
Become drunk or very high from alcohol	0.0	0.0	0.4	1.4	1.4	0.5	–	2.1	2.1	2.0

Table 3.B.4 Past 30-day alcohol use^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

	Grade 10				Grade 11			Grade 12			
Substance	District	County	State	MTF	District	County	State	District	County	State	MTF
One or more drinks of alcohol	6.8	6.8	8.6	13.1	7.9	7.9	11.3	11.1	11.1	18.5	25.8
Drink 5 or more alcoholic beverages at one time	3.6	3.6	4.3	–	2.4	2.4	6.7	5.0	5.0	11.2	–
Become drunk or very high from alcohol	3.7	3.7	4.9	–	2.4	2.4	7.3	5.6	5.6	12.1	–

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Past 30-Day Use^a of Each Substance, % by grade, compared with state, MTF

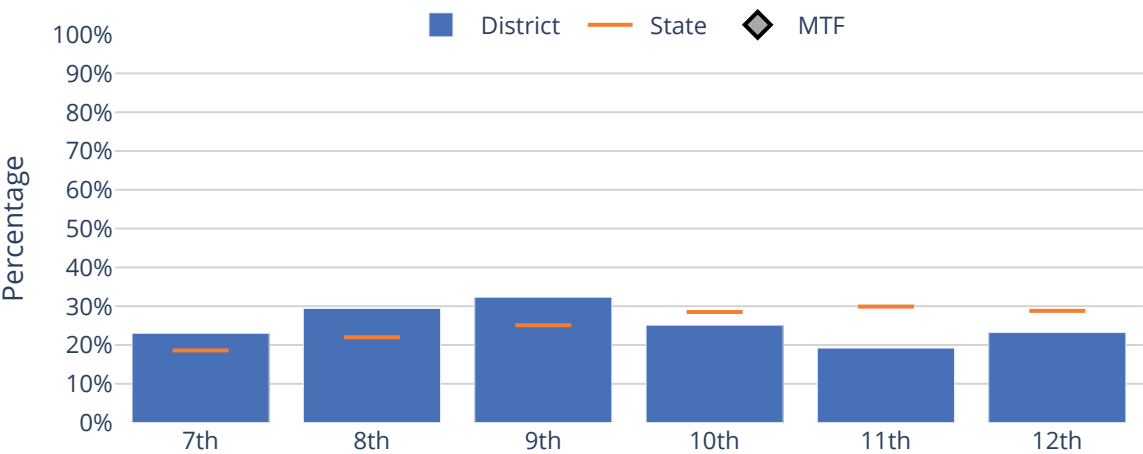


Figure 3.B.1: Energy drinks use in past 30-day^a, % by grade, compared with state, MTF

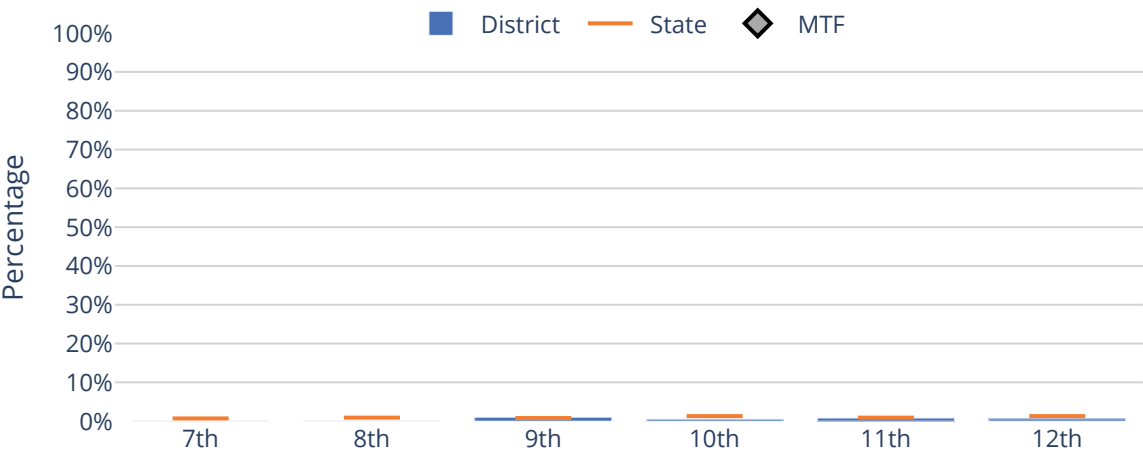


Figure 3.B.2: Over-the-counter drugs use in past 30-day^a, % by grade, compared with state, MTF

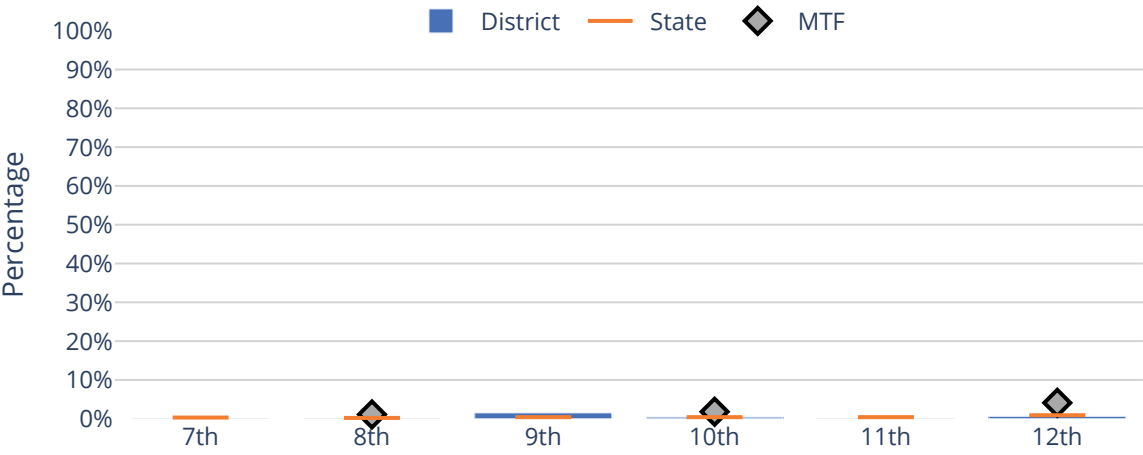


Figure 3.B.3: Cigarettes use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

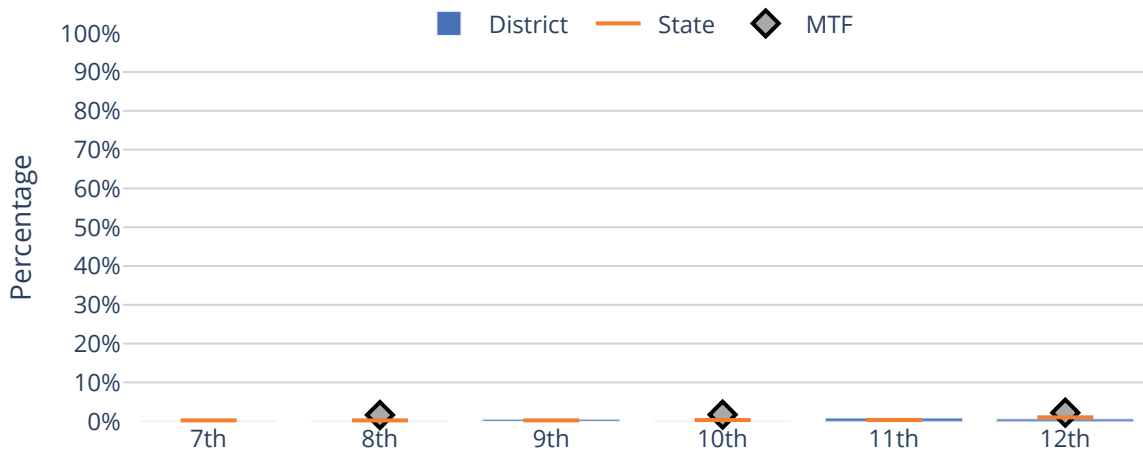


Figure 3.B.4: Smokeless tobacco use in past 30-day^a, % by grade, compared with state, MTF

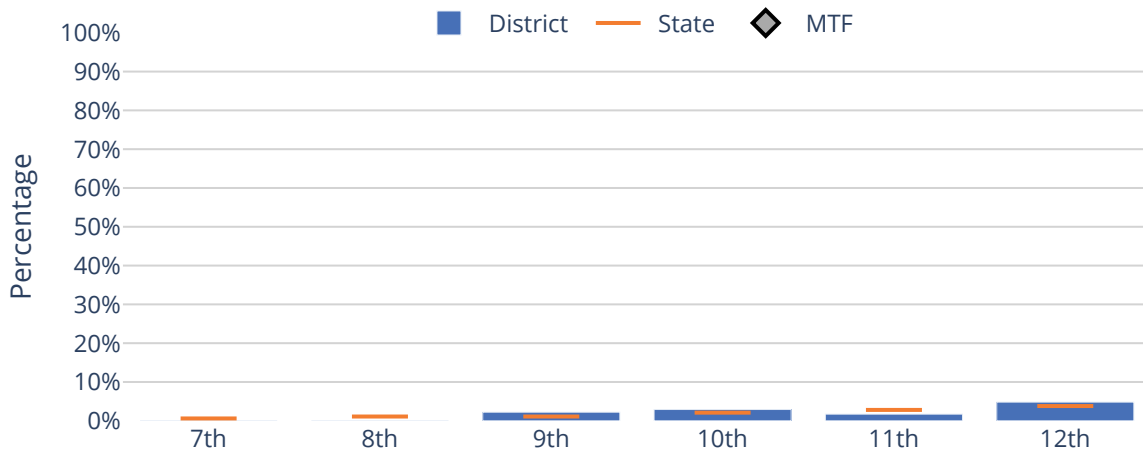


Figure 3.B.5: Vaping tobacco use in past 30-day^a, % by grade, compared with state, MTF

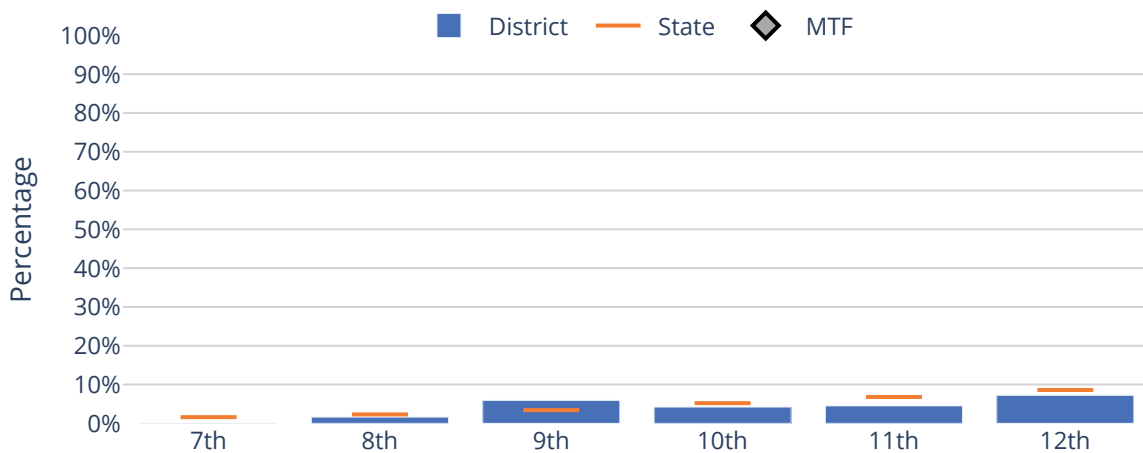


Figure 3.B.6: Vaping products use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

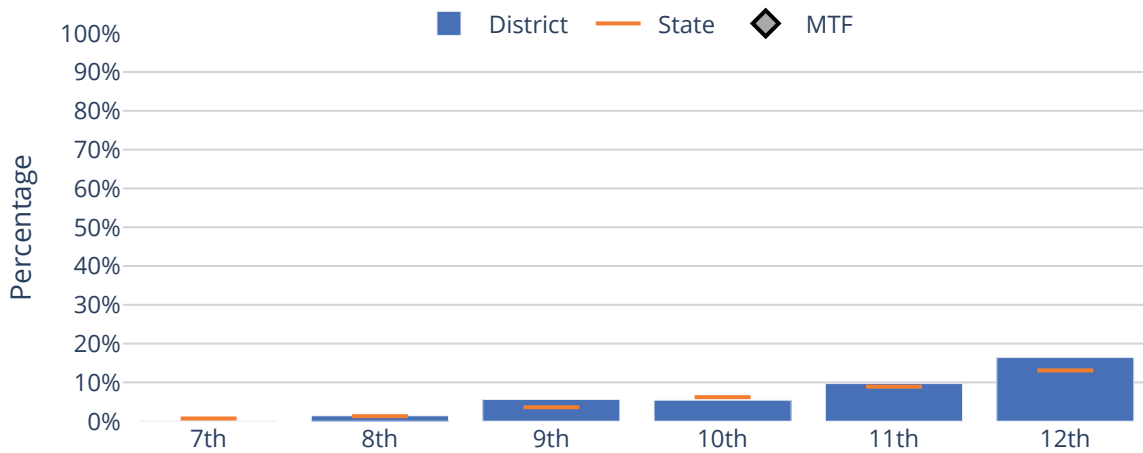


Figure 3.B.7: Smoke marijuana use in past 30-day^a, % by grade, compared with state, MTF

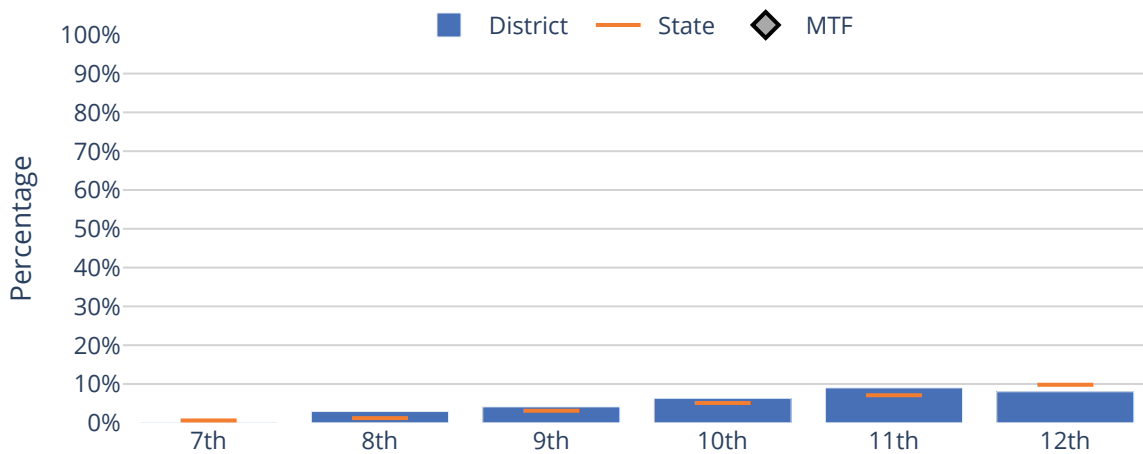


Figure 3.B.8: Vape marijuana use in past 30-day^a, % by grade, compared with state, MTF

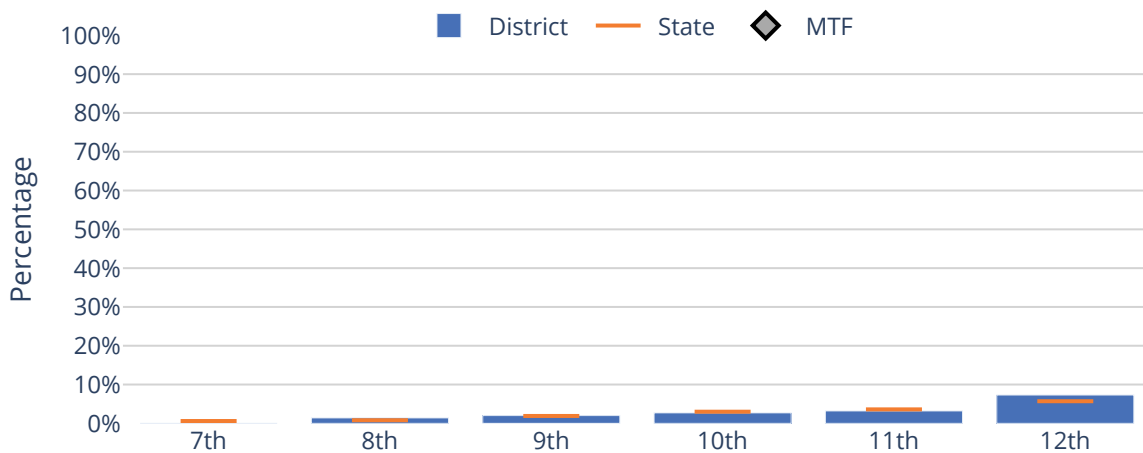


Figure 3.B.9: Eat marijuana use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

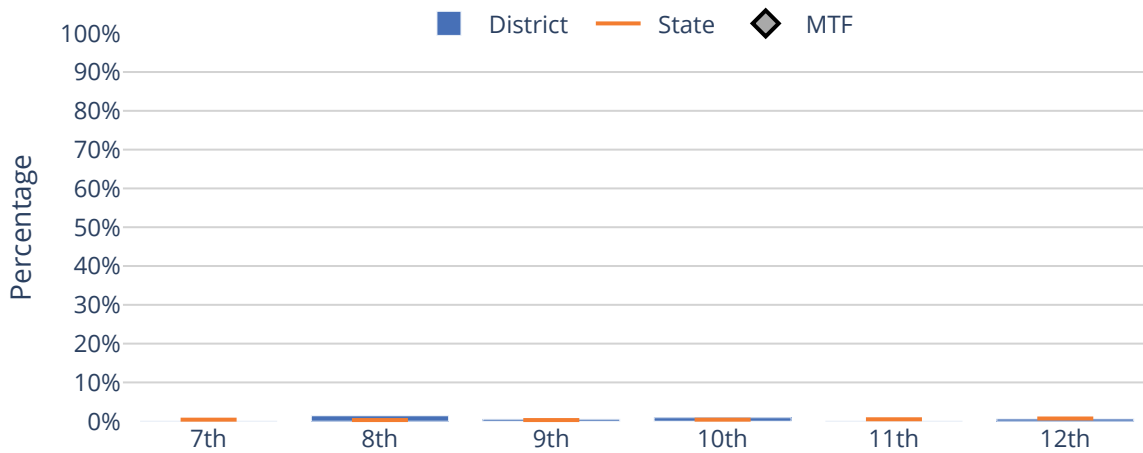


Figure 3.B.10: Vaping not to get high use in past 30-day^a, % by grade, compared with state, MTF

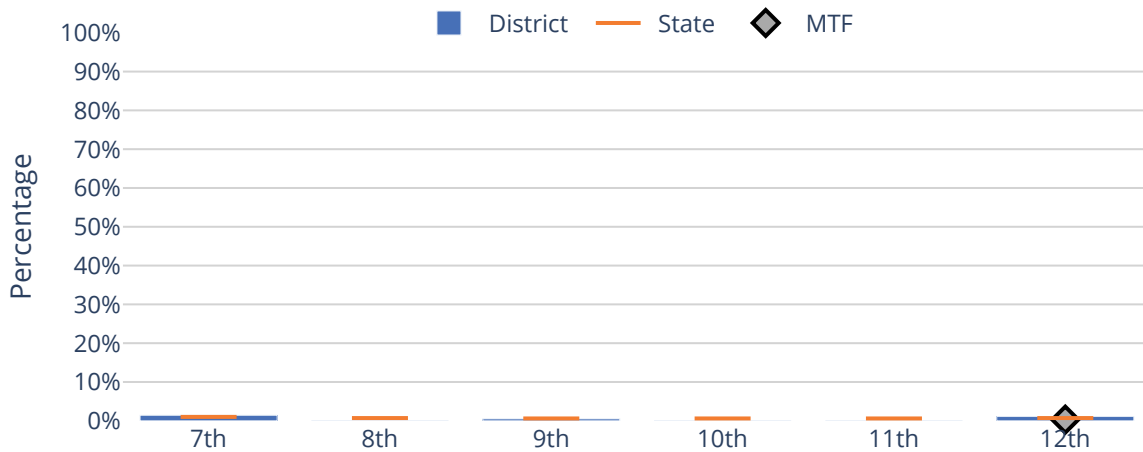


Figure 3.B.11: Prescription pain relievers use in past 30-day^a, % by grade, compared with state, MTF

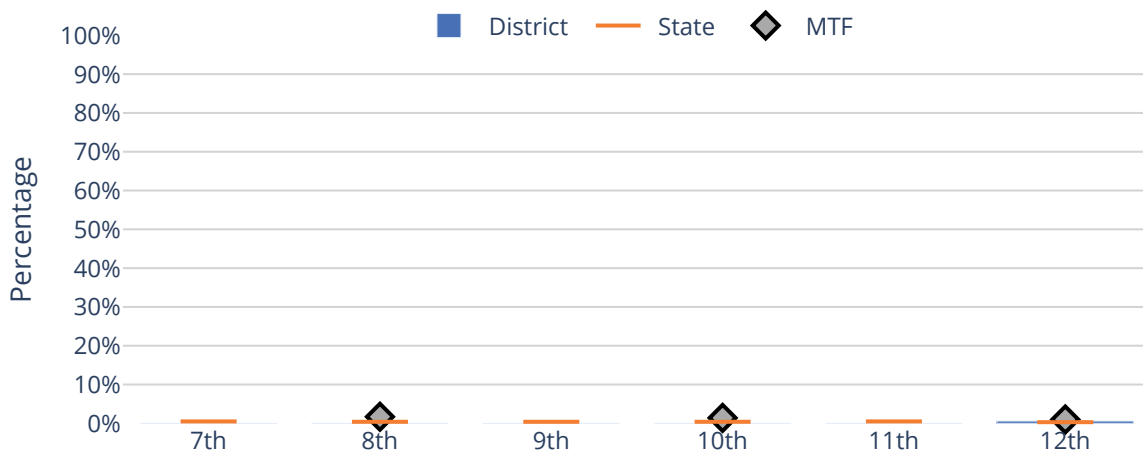


Figure 3.B.12: Prescription stimulants use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

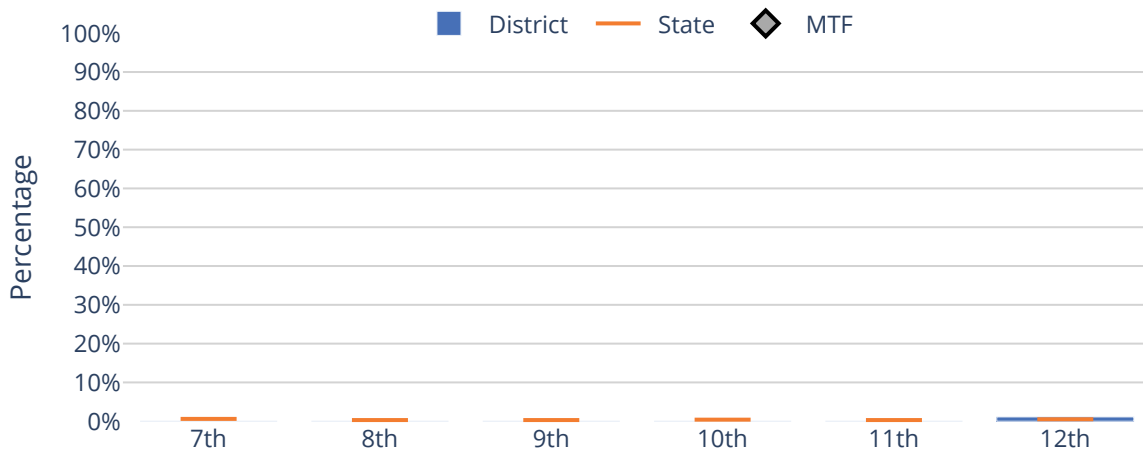


Figure 3.B.13: Prescription tranquilizers use in past 30-day^a, % by grade, compared with state, MTF

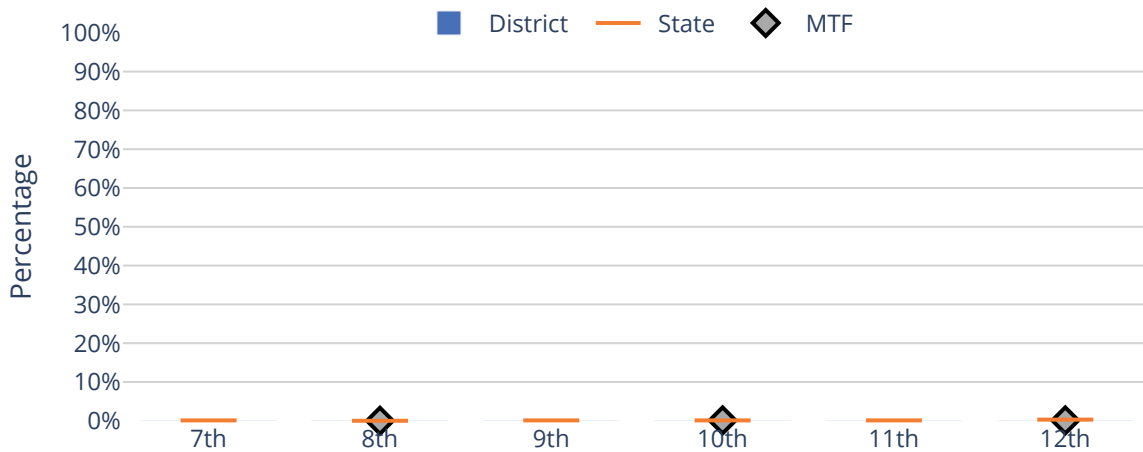


Figure 3.B.14: Methamphetamines use in past 30-day^a, % by grade, compared with state, MTF

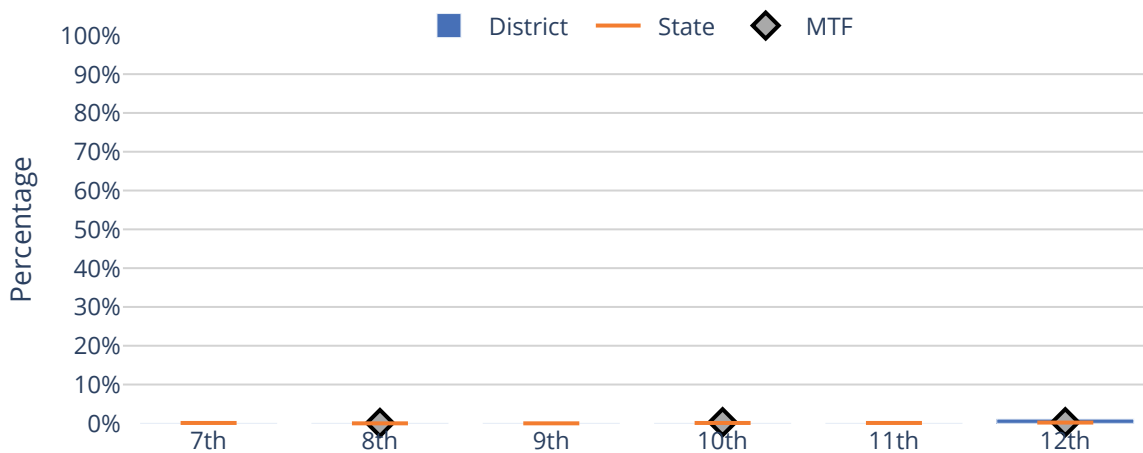


Figure 3.B.15: Cocaine or crack use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

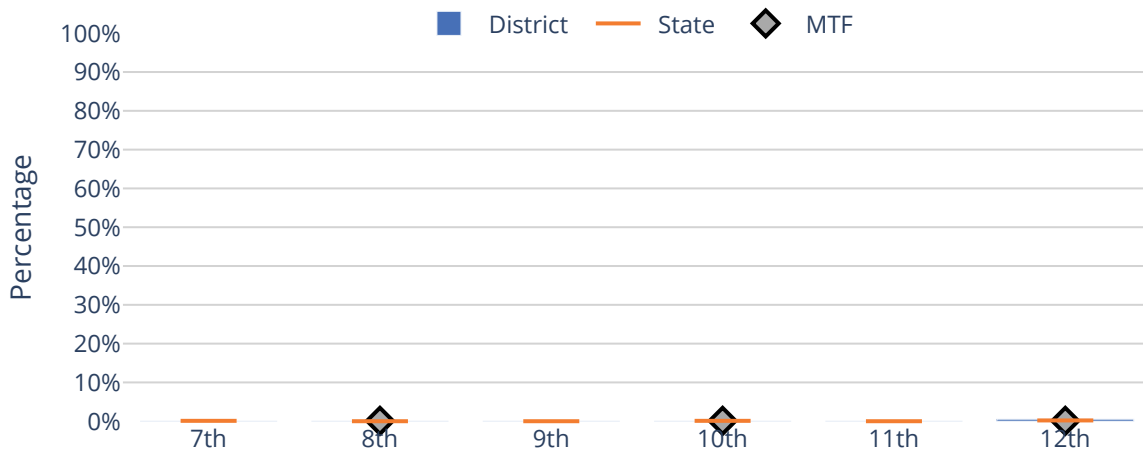


Figure 3.B.16: Heroin use in past 30-day^a, % by grade, compared with state, MTF

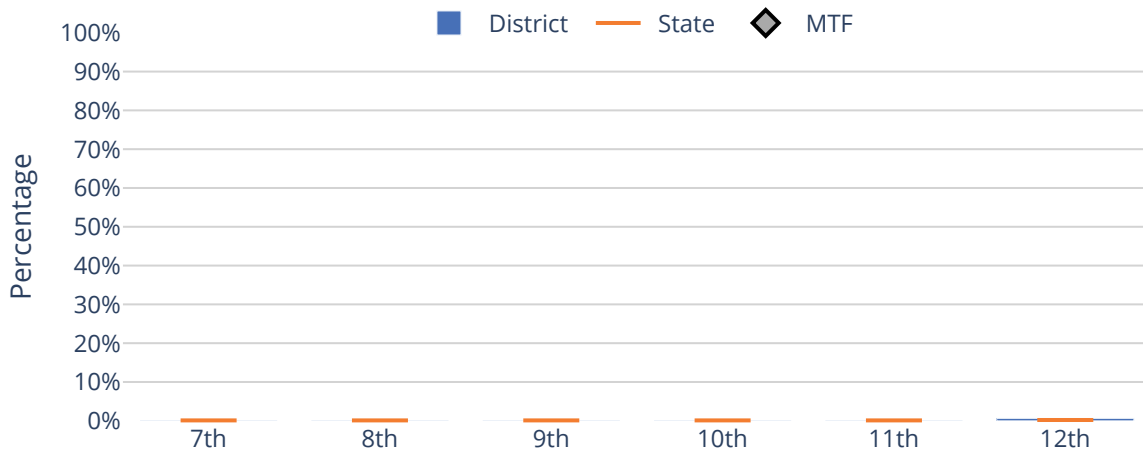


Figure 3.B.17: Synthetic marijuana use in past 30-day^a, % by grade, compared with state, MTF

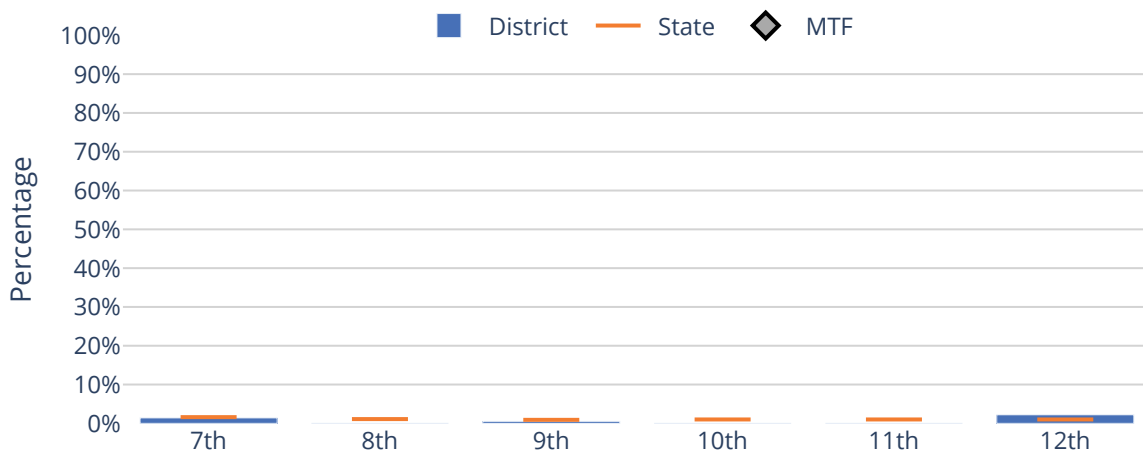


Figure 3.B.18: Any prescription drug use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

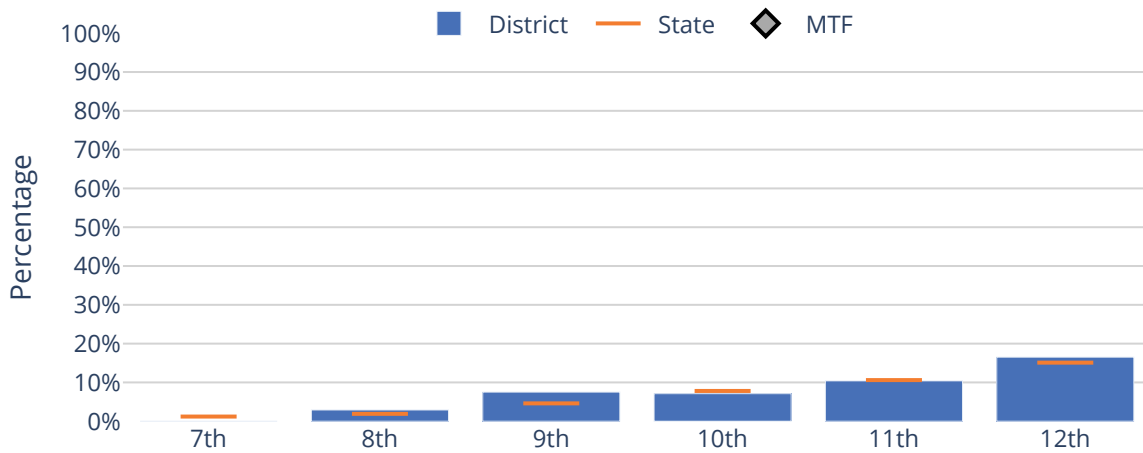


Figure 3.B.19: Any marijuana use in past 30-day^a, % by grade, compared with state, MTF

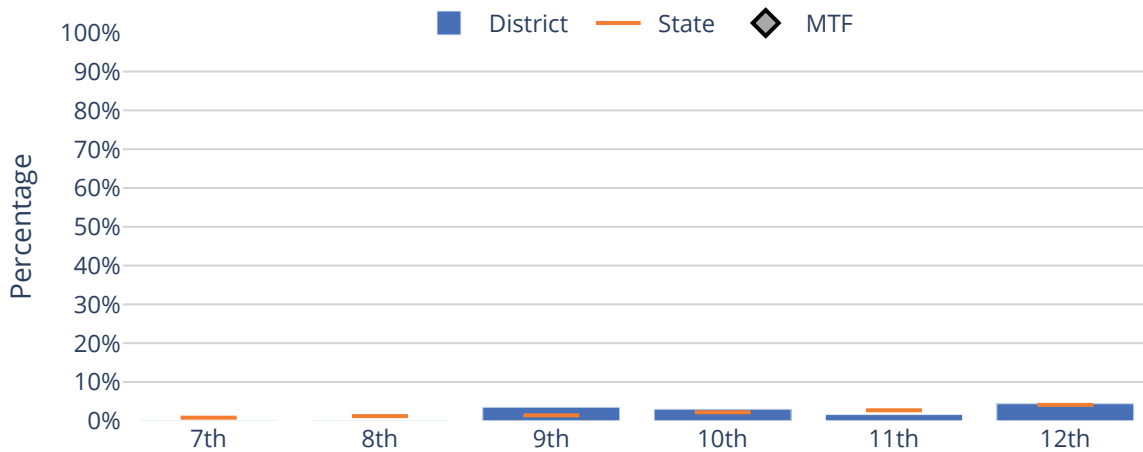


Figure 3.B.20: Any tobacco use in past 30-day^a, % by grade, compared with state, MTF

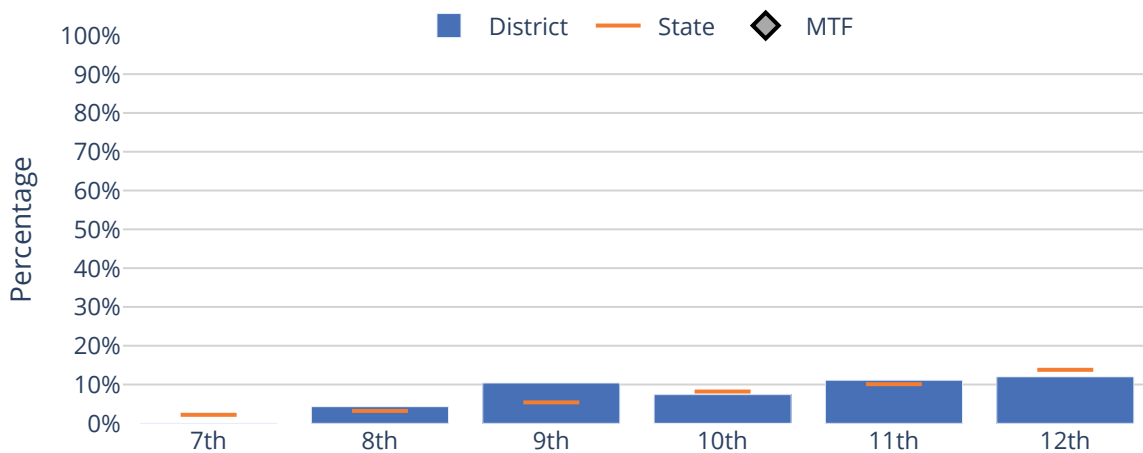


Figure 3.B.21: Any vaping use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

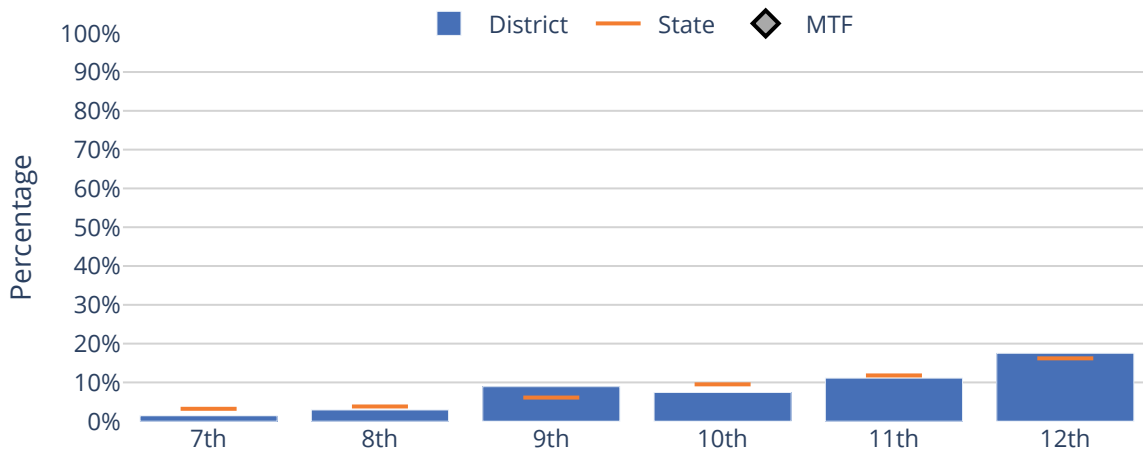


Figure 3.B.22: Any illicit drug use in past 30-day^a, % by grade, compared with state, MTF

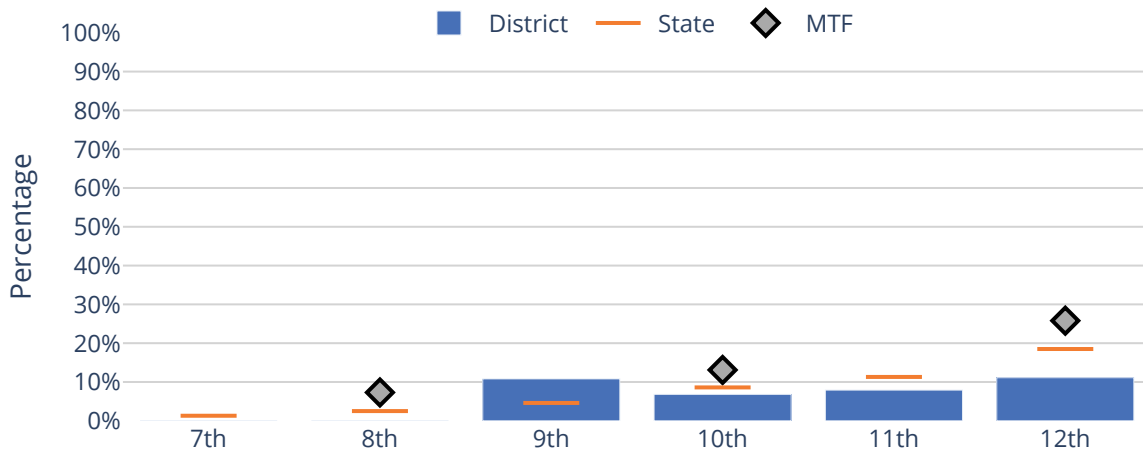


Figure 3.B.23: One or more drinks of alcohol use in past 30-day^a, % by grade, compared with state, MTF

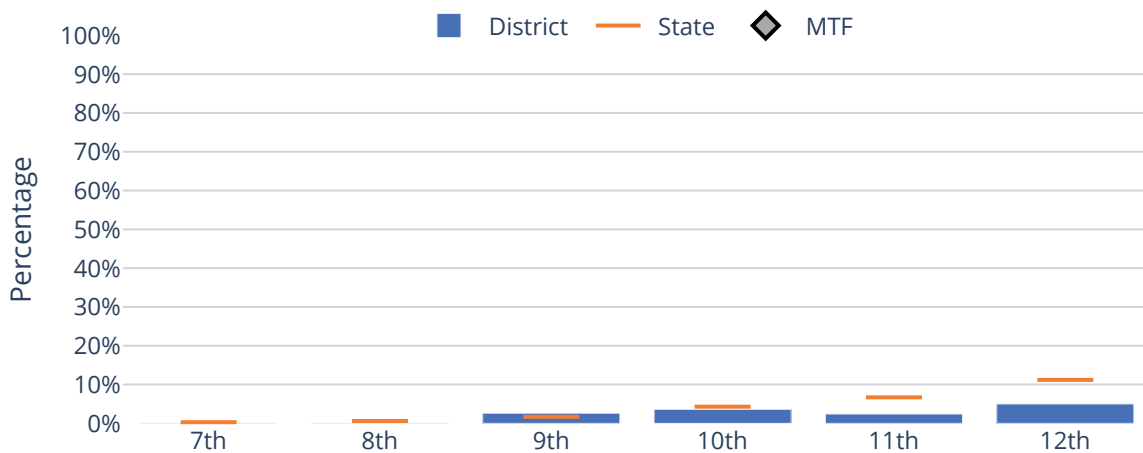


Figure 3.B.24: Drink 5 or more alcoholic beverages at one time use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

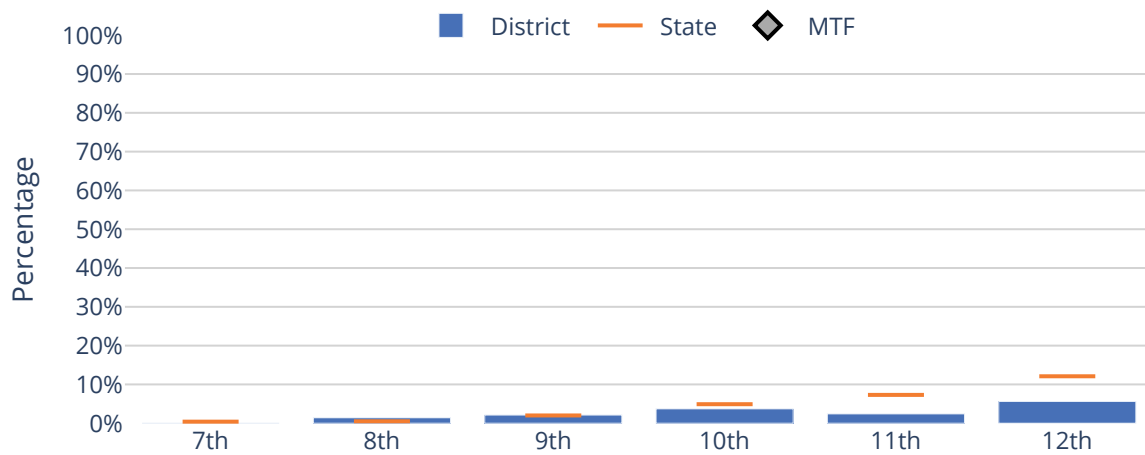


Figure 3.B.25: Become drunk or very high from alcohol use in past 30-day^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Section 3.C. Past Year Use of Substances

Using a Likert-type scale, students respond to 24 questions that ask: "During the past year, on how many occasions did you...." The tables in this section indicate the percentage of students who reported any use of each of the 20 substances as well as 4 items that asked about frequency of use or other behav-

iors related to substance use in their lifetime displayed in tables 3.C.1 and 3.C.2 and Figures 3.C.1-3.C.22; use of alcohol is displayed in Tables 3.C.3 and 3.C.4 and Figures 3.C.23- 3.C.26. Tables for each of the substances for each grade can be found in Appendix B: Data Frequency Tables.

Table 3.C.1 Past year use ^a of substances, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)										
Substance	Grade 7			Grade 8				Grade 9		
	District	County	State	District	County	State	MTF	District	County	State
Energy drinks	35.1	35.1	31.8	36.2	36.2	37.4	–	45.9	45.9	41.0
Over-the-counter drugs	1.4	1.4	2.5	3.0	3.0	3.4	–	4.6	4.6	4.1
Cigarettes	0.0	0.0	0.7	1.4	1.4	1.3	–	4.0	4.0	1.7
Smokeless tobacco	0.0	0.0	0.4	0.0	0.0	0.3	–	0.5	0.5	0.5
Vaping tobacco	0.0	0.0	1.3	0.0	0.0	2.2	–	3.6	3.6	3.1
Vaping products	2.7	2.7	3.5	2.9	2.9	4.9	–	12.0	12.0	6.4
Smoke marijuana	0.0	0.0	1.3	2.9	2.9	2.6	–	8.0	8.0	5.5
Vape marijuana	0.0	0.0	1.1	2.9	2.9	2.2	–	5.0	5.0	4.7
Eat marijuana	0.0	0.0	1.1	2.9	2.9	2.1	–	5.1	5.1	4.3
Vaping not to get high	0.0	0.0	0.5	1.4	1.4	0.7	–	2.1	2.1	0.7
Prescription pain relievers	1.4	1.4	1.4	0.0	0.0	1.4	–	1.0	1.0	1.2
Prescription stimulants	0.0	0.0	0.7	0.0	0.0	0.7	–	0.5	0.5	0.9
Prescription tranquilizers	0.0	0.0	0.8	0.0	0.0	0.5	–	0.0	0.0	0.7
Methamphetamines	0.0	0.0	0.1	0.0	0.0	0.1	–	0.0	0.0	0.1
Cocaine or crack	0.0	0.0	0.1	0.0	0.0	0.1	–	0.0	0.0	0.2
Heroin	0.0	0.0	0.1	0.0	0.0	0.1	–	0.0	0.0	0.1
Synthetic marijuana	0.0	0.0	0.2	0.0	0.0	0.2	–	0.0	0.0	0.4
Any Prescription Drug	1.4	1.4	2.1	0.0	0.0	2.1	–	1.5	1.5	2.0
Any Marijuana	0.0	0.0	2.1	4.3	4.3	3.8	–	9.4	9.4	7.4
Any Tobacco	0.0	0.0	1.9	1.4	1.4	3.1	–	6.4	6.4	4.0
Any Vaping	2.7	2.7	4.4	4.3	4.3	6.7	–	14.4	14.4	9.2
Any Illicit Drug	1.4	1.4	5.7	7.1	7.1	8.2	–	14.9	14.9	11.7

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Table 3.C.2 Past year use of substances^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

Substance	Grade 10				Grade 11			Grade 12			
	District	County	State	MTF	District	County	State	District	County	State	MTF
Energy drinks	42.8	42.8	45.1	–	31.7	31.7	44.4	35.7	35.7	44.5	–
Over-the-counter drugs	2.2	2.2	4.8	–	4.8	4.8	5.2	5.7	5.7	5.3	–
Cigarettes	2.2	2.2	2.0	–	4.8	4.8	2.6	2.8	2.8	4.1	–
Smokeless tobacco	0.4	0.4	0.8	–	2.3	2.3	1.0	1.7	1.7	1.8	–
Vaping tobacco	3.6	3.6	4.4	–	4.8	4.8	5.1	6.9	6.9	7.0	–
Vaping products	8.0	8.0	8.2	–	10.3	10.3	10.0	10.8	10.8	11.9	–
Smoke marijuana	7.4	7.4	9.8	–	13.5	13.5	13.3	21.0	21.0	19.9	–
Vape marijuana	7.5	7.5	8.1	–	12.9	12.9	10.9	14.0	14.0	15.2	–
Eat marijuana	6.1	6.1	7.7	–	7.9	7.9	9.7	15.6	15.6	14.0	–
Vaping not to get high	0.4	0.4	0.9	–	0.8	0.8	1.0	2.2	2.2	1.3	–
Prescription pain relievers	0.0	0.0	1.2	–	0.8	0.8	1.2	2.8	2.8	1.4	–
Prescription stimulants	0.0	0.0	0.8	–	0.0	0.0	0.9	1.6	1.6	0.9	–
Prescription tranquilizers	0.0	0.0	0.7	–	0.8	0.8	0.6	2.2	2.2	1.0	–
Methamphetamines	0.0	0.0	0.1	–	0.0	0.0	0.2	1.1	1.1	0.4	–
Cocaine or crack	0.0	0.0	0.2	–	0.0	0.0	0.2	1.1	1.1	0.5	–
Heroin	0.0	0.0	0.2	–	0.0	0.0	0.2	1.1	1.1	0.4	–
Synthetic marijuana	0.9	0.9	0.5	–	0.8	0.8	0.4	1.1	1.1	0.5	–
Any Prescription Drug	0.0	0.0	1.8	–	1.6	1.6	2.0	3.8	3.8	2.1	–
Any Marijuana	9.1	9.1	12.6	–	15.7	15.7	16.4	23.1	23.1	23.3	–
Any Tobacco	4.7	4.7	5.7	–	8.6	8.6	6.3	7.7	7.7	9.2	–
Any Vaping	12.0	12.0	13.4	–	16.5	16.5	15.7	18.0	18.0	21.0	–
Any Illicit Drug	11.2	11.2	16.8	–	20.3	20.3	20.3	26.8	26.8	26.6	–

Table 3.C.3 Past year alcohol use^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

Substance	Grade 7			Grade 8				Grade 9		
	District	County	State	District	County	State	MTF	District	County	State
One or more drinks of alcohol	0.0	0.0	3.9	6.1	6.1	7.4	–	26.6	26.6	12.7
Drink alcohol once or twice/month	0.0	0.0	1.6	0.0	0.0	3.2	–	12.6	12.6	6.0
Drink 5 or more alcoholic beverages at one time	0.0	0.0	0.7	0.0	0.0	1.3	–	4.8	4.8	3.6
Become drunk or very high from alcohol	0.0	0.0	0.8	1.4	1.4	1.6	–	5.6	5.6	4.5

Table 3.C.4 Past year alcohol use^a, by grade %, compared with County, State, National Monitoring the Future Survey (MTF)

Substance	Grade 10				Grade 11			Grade 12			
	District	County	State	MTF	District	County	State	District	County	State	MTF
One or more drinks of alcohol	17.0	17.0	21.1	–	28.8	28.8	26.9	29.0	29.0	37.2	–
Drink alcohol once or twice/month	10.8	10.8	10.6	–	15.1	15.1	14.9	15.8	15.8	22.5	–
Drink 5 or more alcoholic beverages at one time	5.8	5.8	8.2	–	12.5	12.5	13.3	11.5	11.5	19.5	–
Become drunk or very high from alcohol	6.7	6.7	9.4	–	12.7	12.7	13.7	14.9	14.9	21.3	–

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Past Year Use^a of Each Substance, % by grade, compared with state, MTF

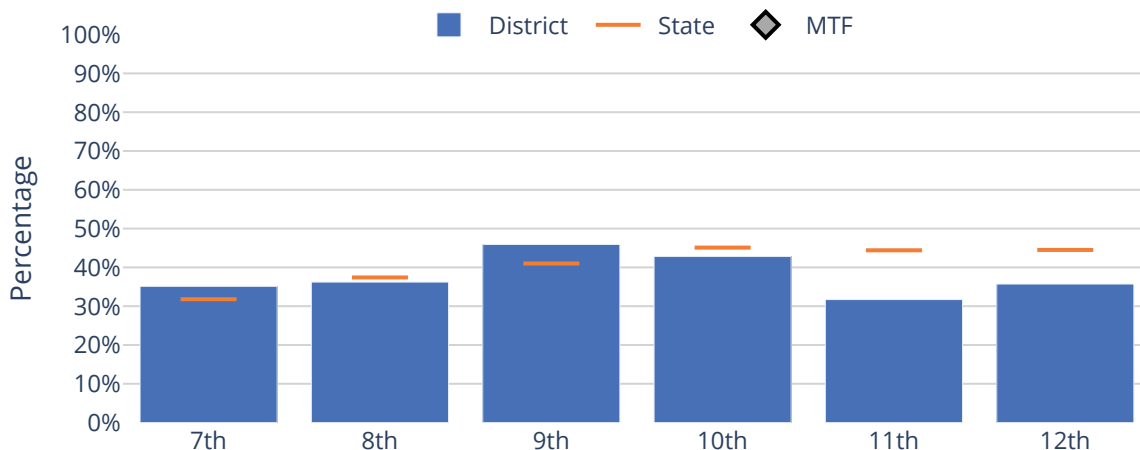


Figure 3.C.1: Energy drinks use in past year^a, % by grade, compared with state, MTF

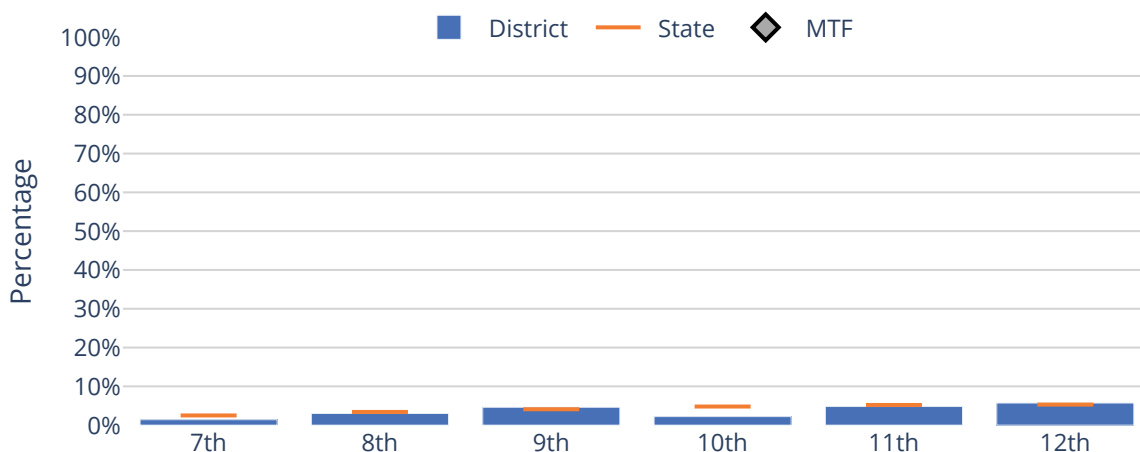


Figure 3.C.2: Over-the-counter drugs use in past year^a, % by grade, compared with state, MTF

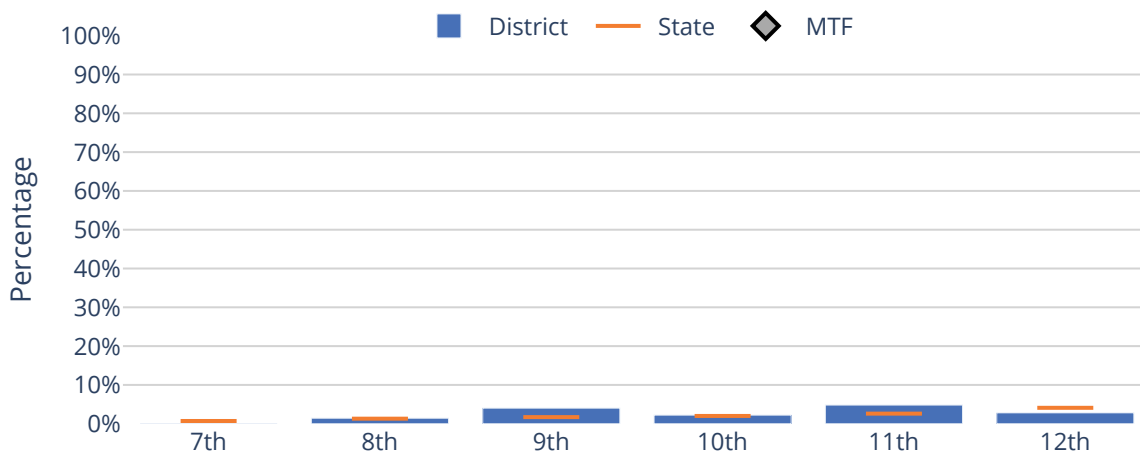


Figure 3.C.3: Cigarettes use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

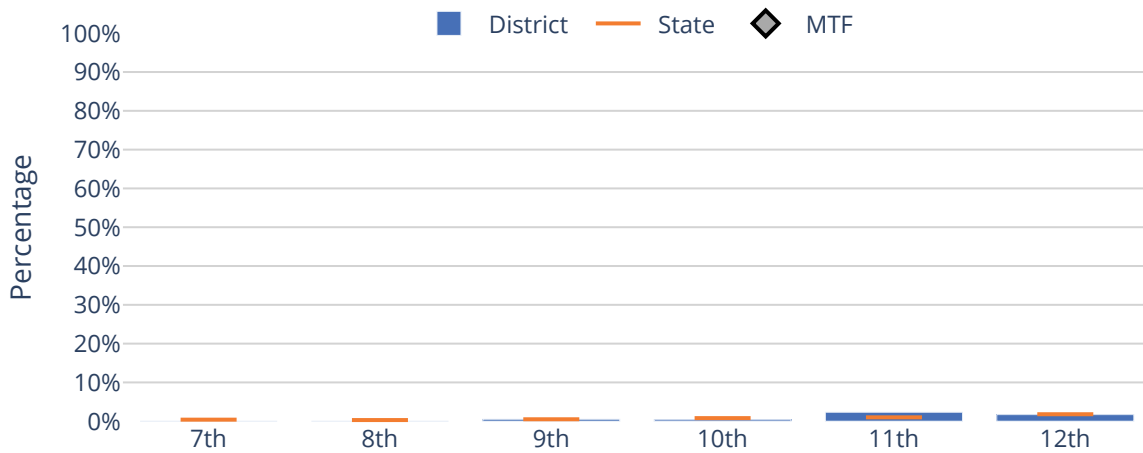


Figure 3.C.4: Smokeless tobacco use in past year^a, % by grade, compared with state, MTF

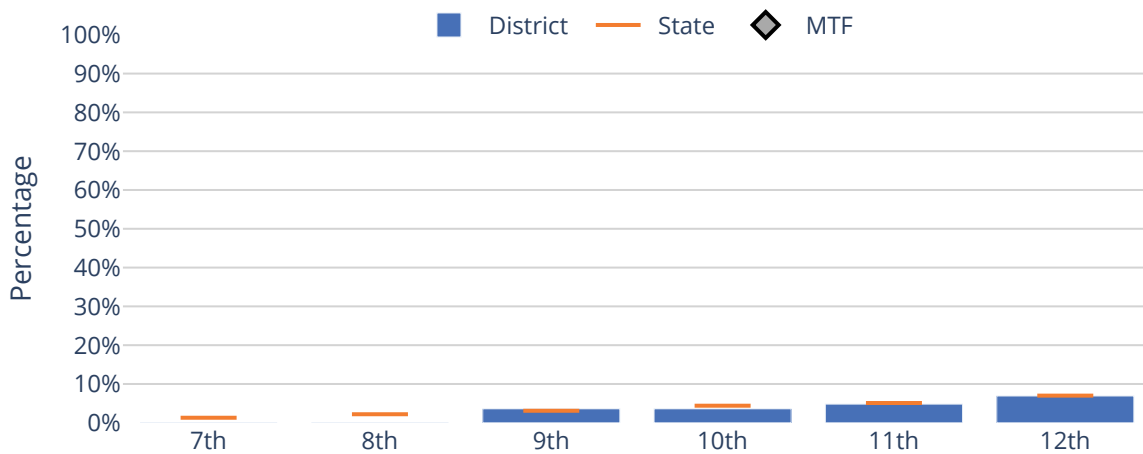


Figure 3.C.5: Vaping tobacco use in past year^a, % by grade, compared with state, MTF

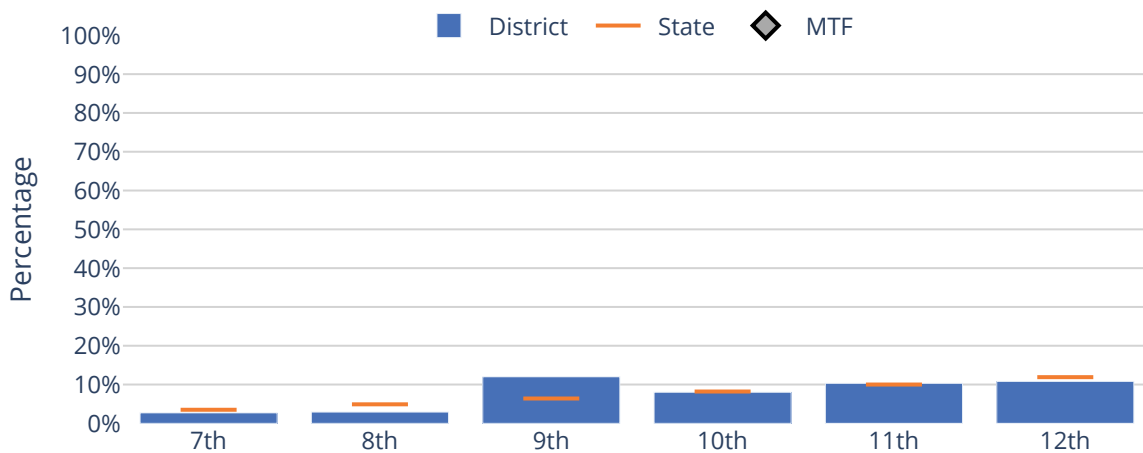


Figure 3.C.6: Vaping products use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

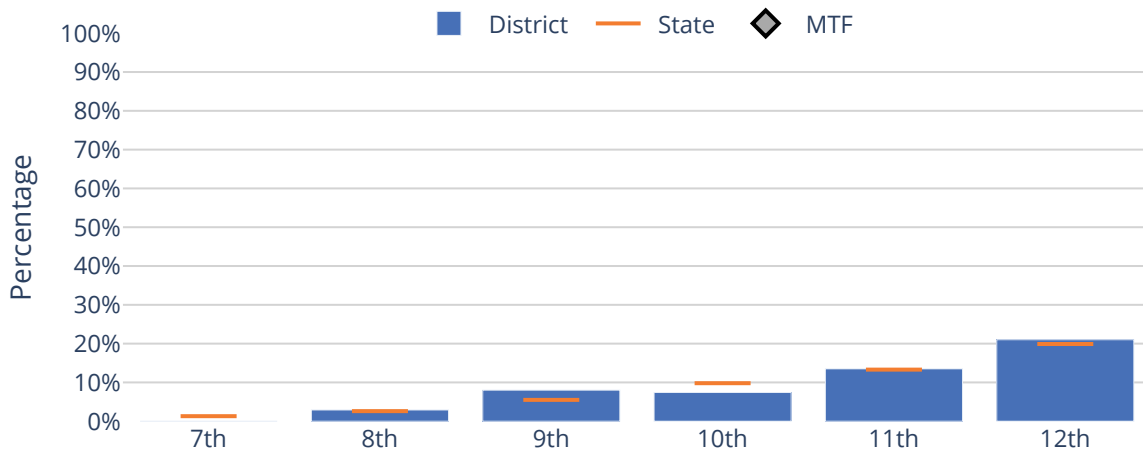


Figure 3.C.7: Smoke marijuana use in past year^a, % by grade, compared with state, MTF

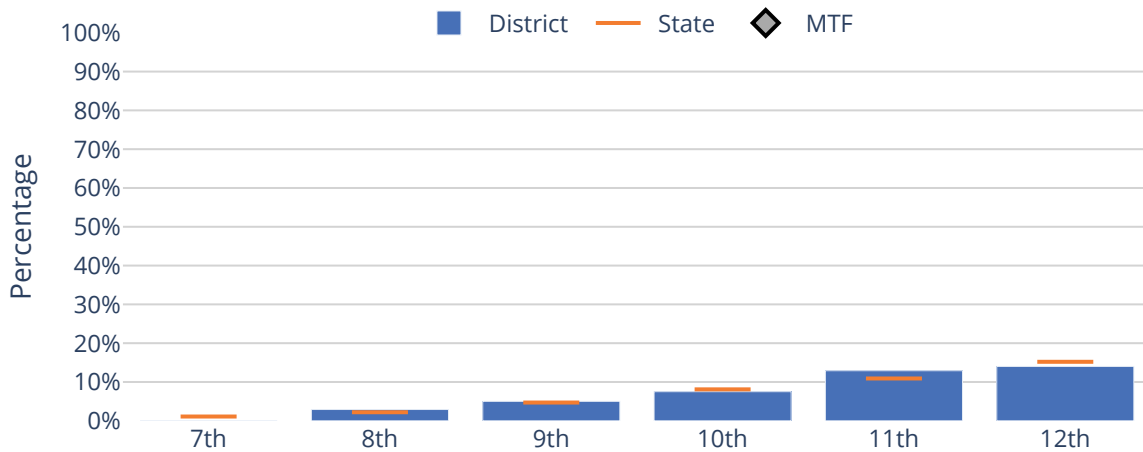


Figure 3.C.8: Vape marijuana use in past year^a, % by grade, compared with state, MTF

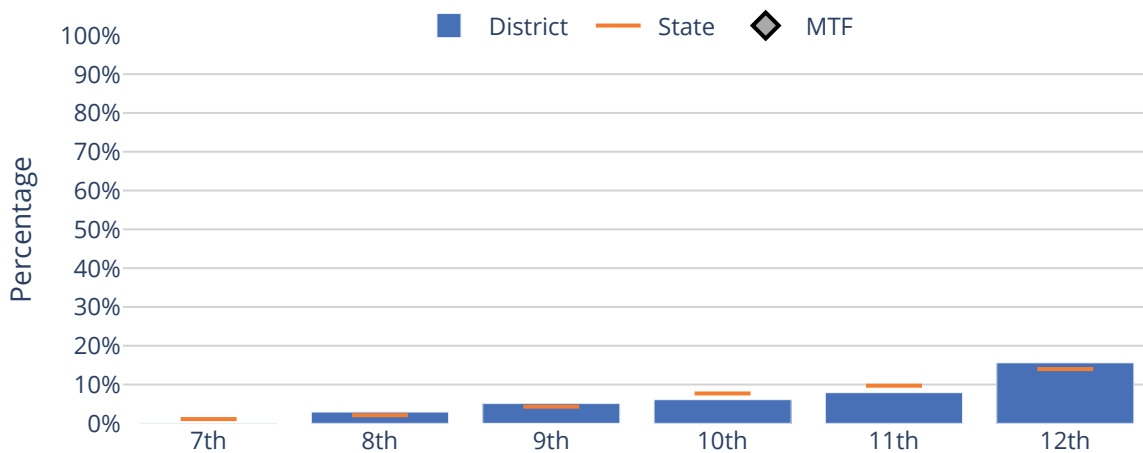


Figure 3.C.9: Eat marijuana use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

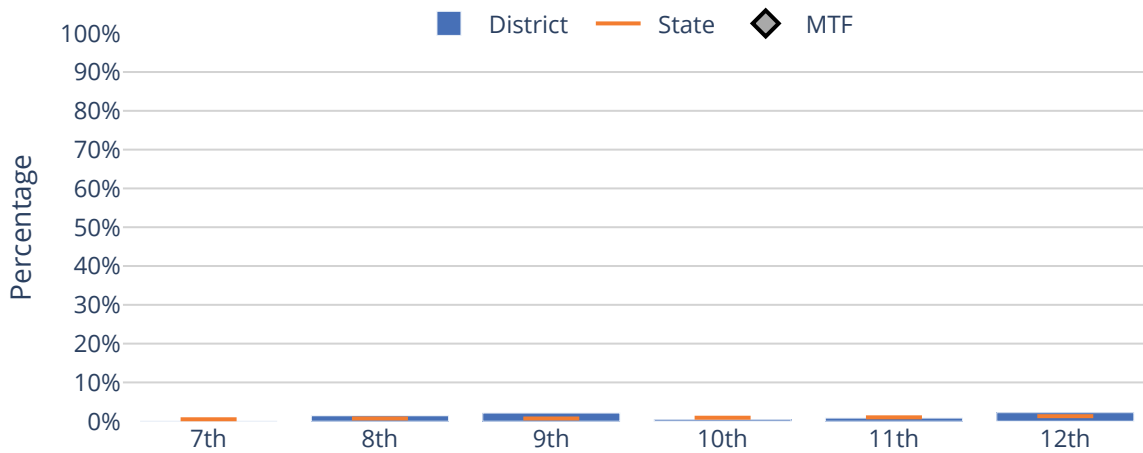


Figure 3.C.10: Vaping not to get high use in past year^a, % by grade, compared with state, MTF

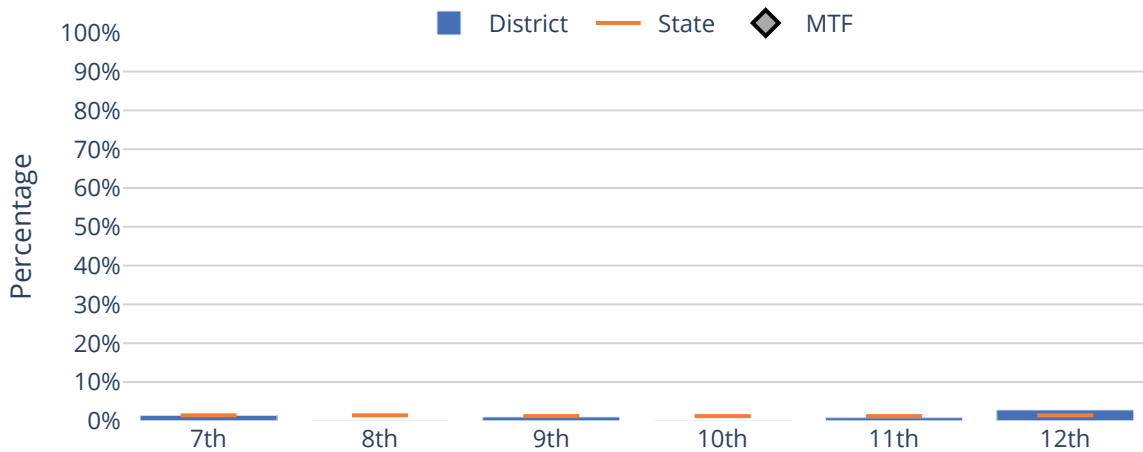


Figure 3.C.11: Prescription pain relievers use in past year^a, % by grade, compared with state, MTF

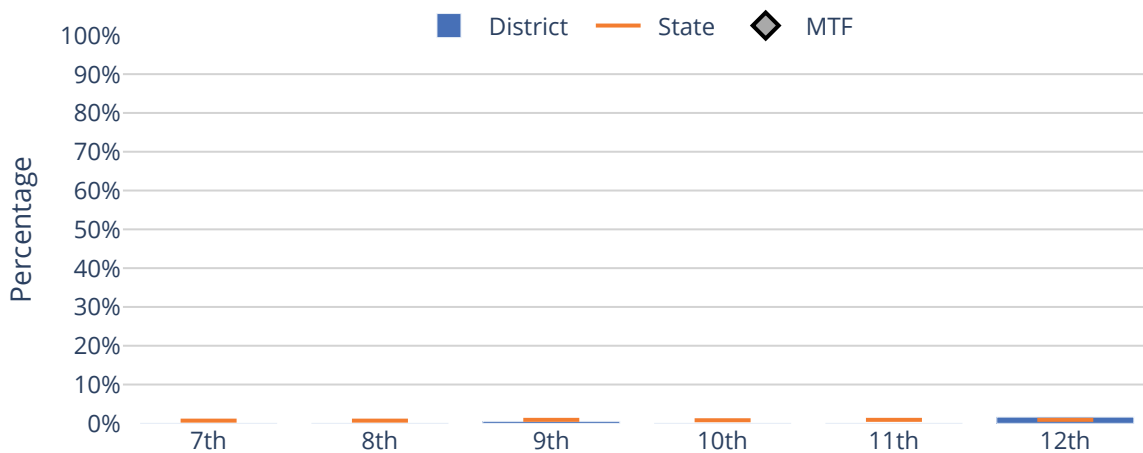


Figure 3.C.12: Prescription stimulants use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

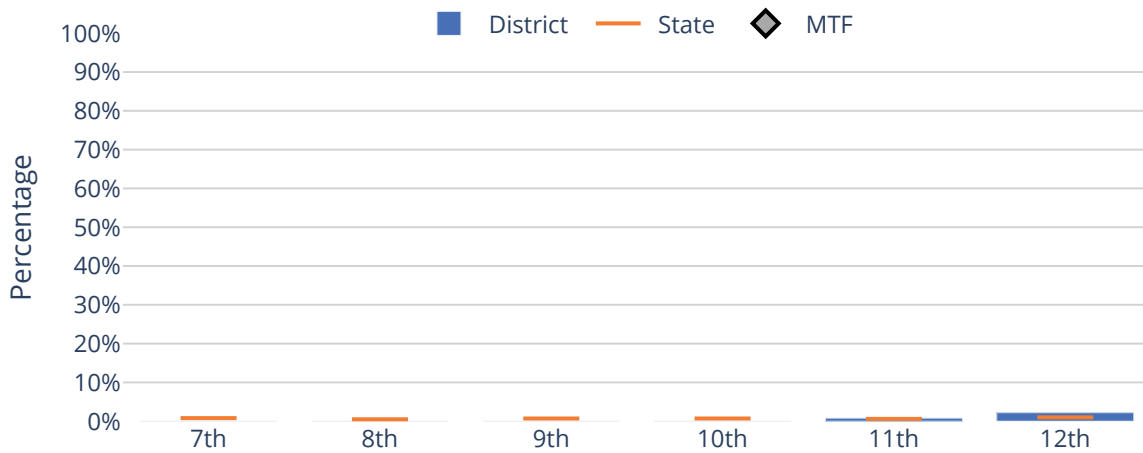


Figure 3.C.13: Prescription tranquilizers use in past year^a, % by grade, compared with state, MTF

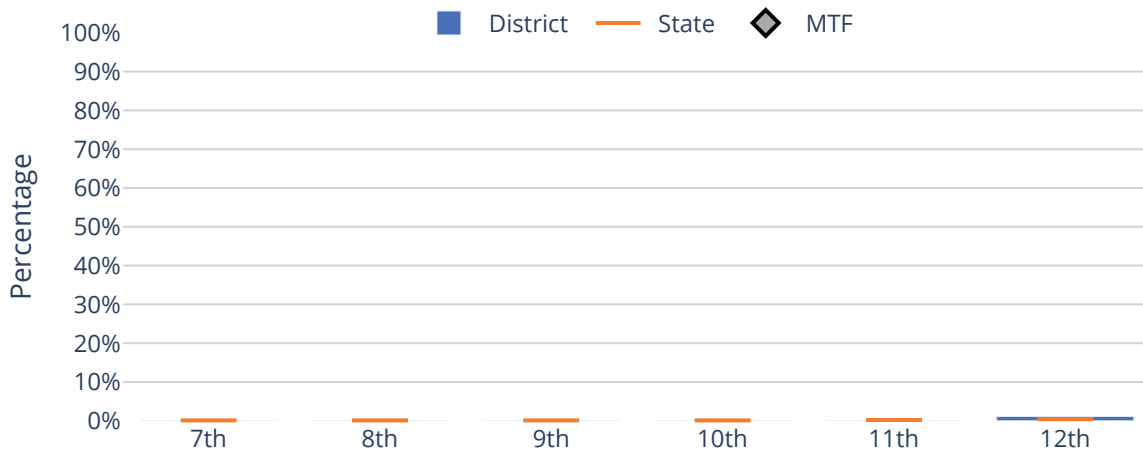


Figure 3.C.14: Methamphetamines use in past year^a, % by grade, compared with state, MTF

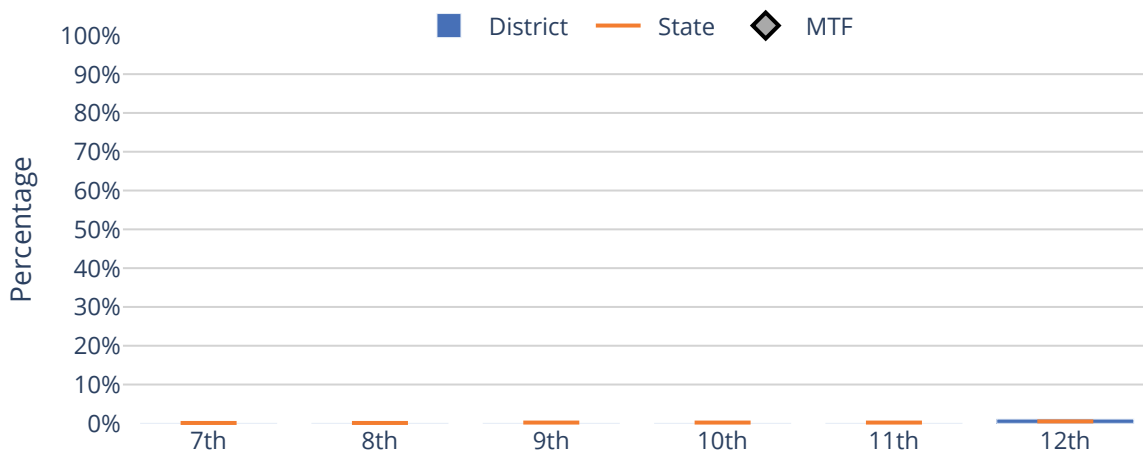


Figure 3.C.15: Cocaine or crack use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

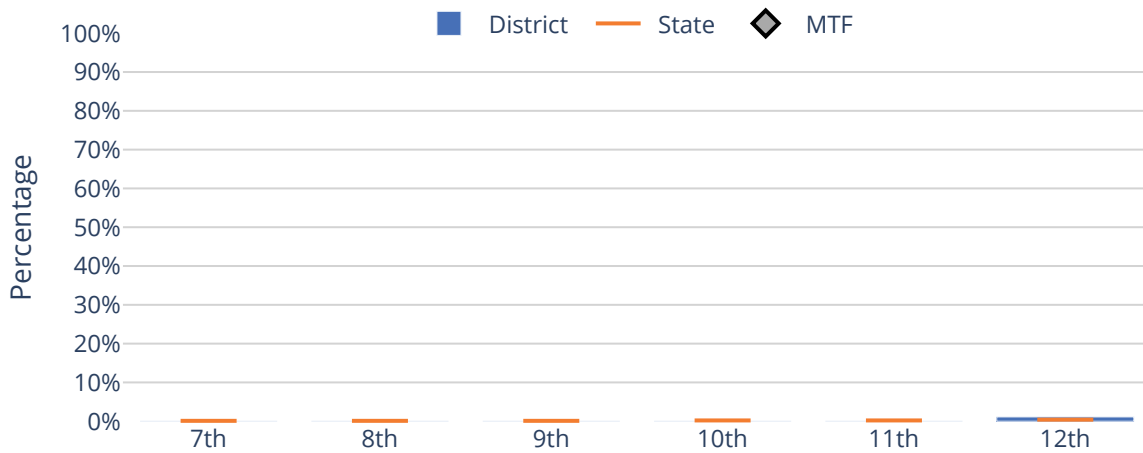


Figure 3.C.16: Heroin use in past year^a, % by grade, compared with state, MTF

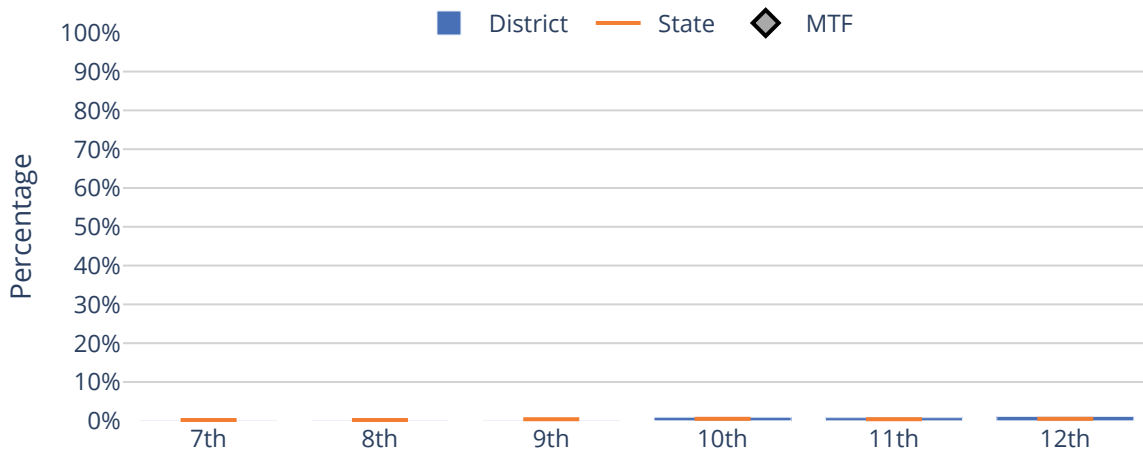


Figure 3.C.17: Synthetic marijuana use in past year^a, % by grade, compared with state, MTF

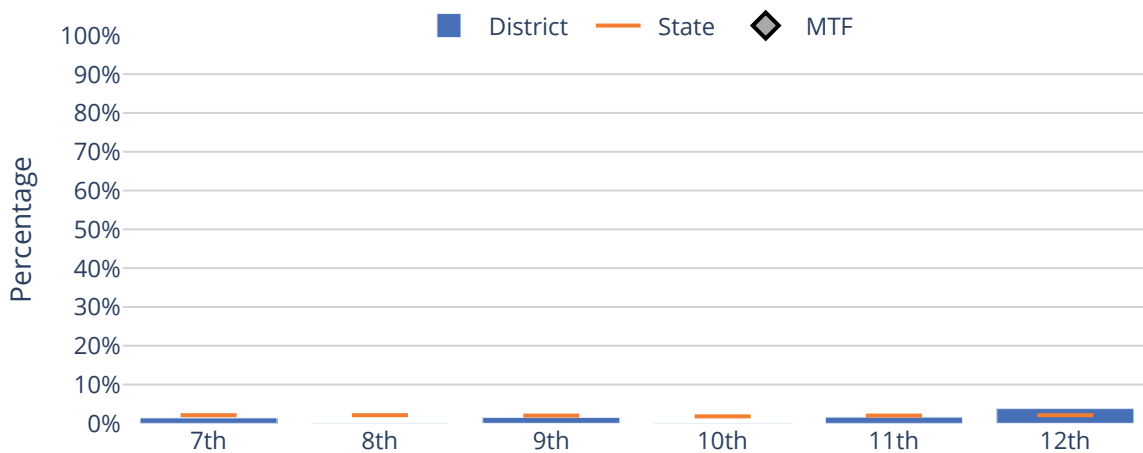


Figure 3.C.18: Any prescription drug use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

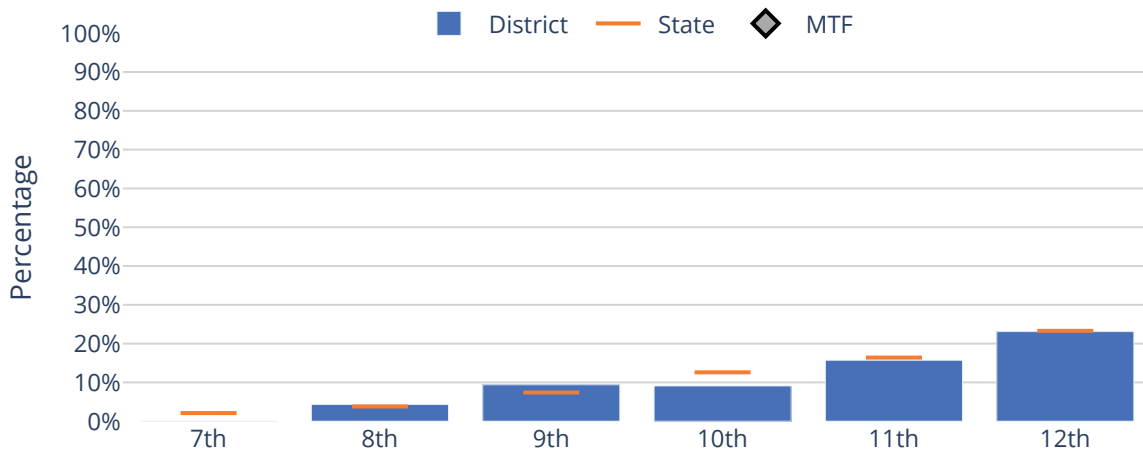


Figure 3.C.19: Any marijuana use in past year^a, % by grade, compared with state, MTF

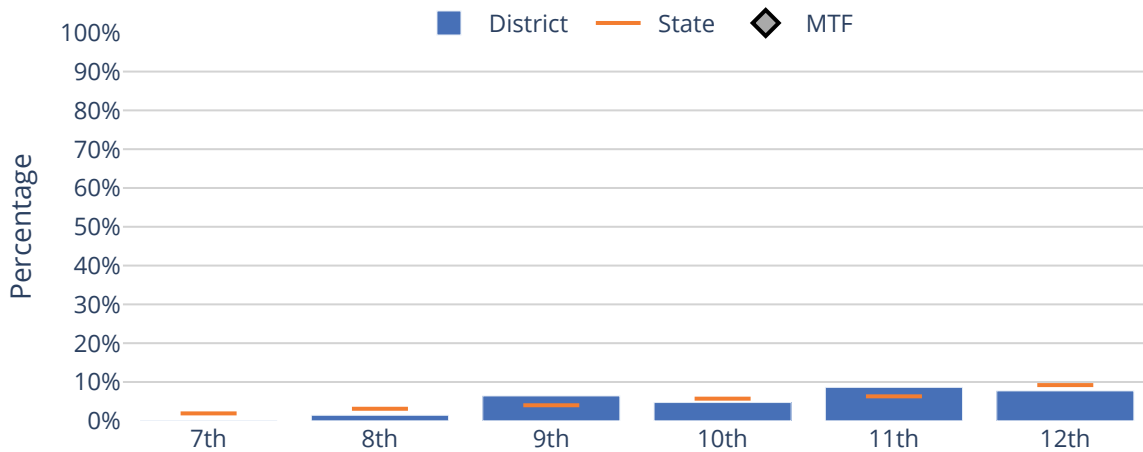


Figure 3.C.20: Any tobacco use in past year^a, % by grade, compared with state, MTF

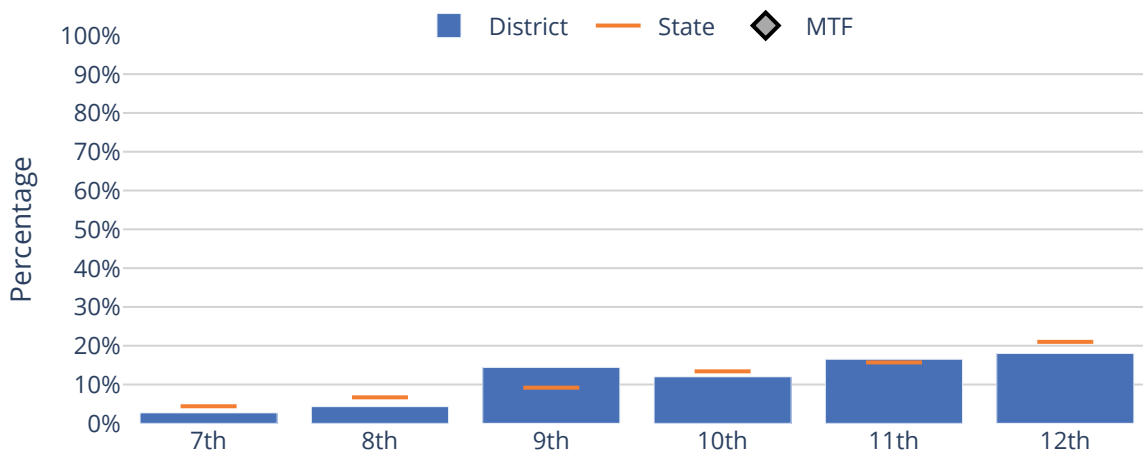


Figure 3.C.21: Any vaping use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

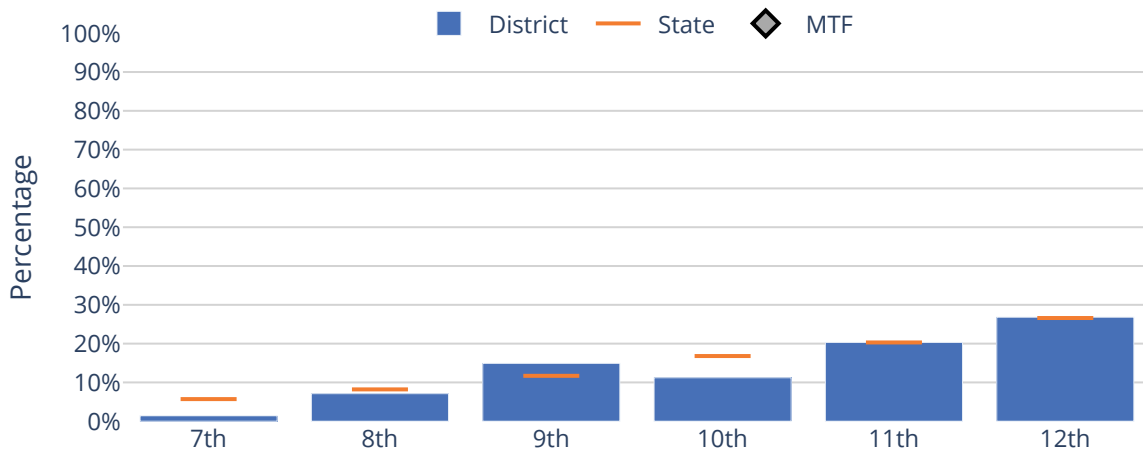


Figure 3.C.22: Any illicit drug use in past year^a, % by grade, compared with state, MTF

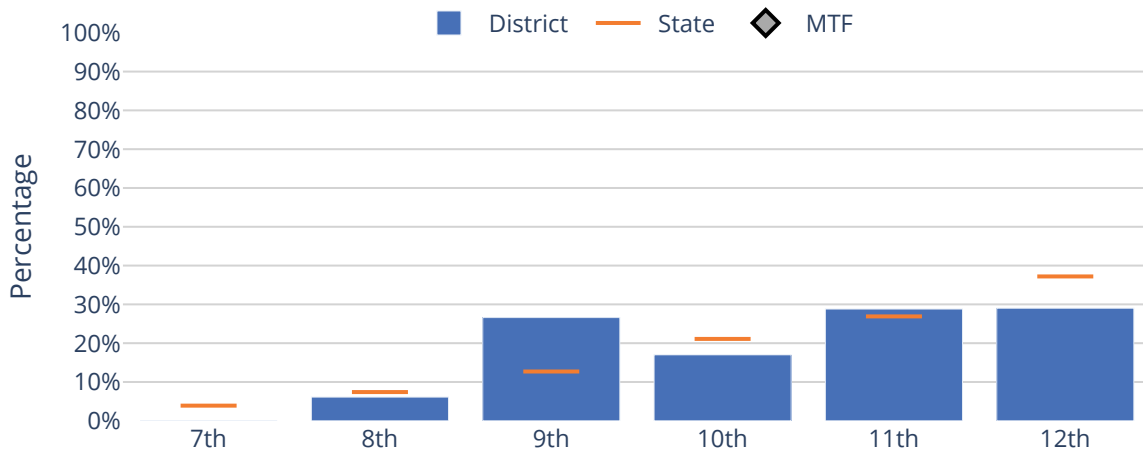


Figure 3.C.23: One or more drinks of alcohol use in past year^a, % by grade, compared with state, MTF

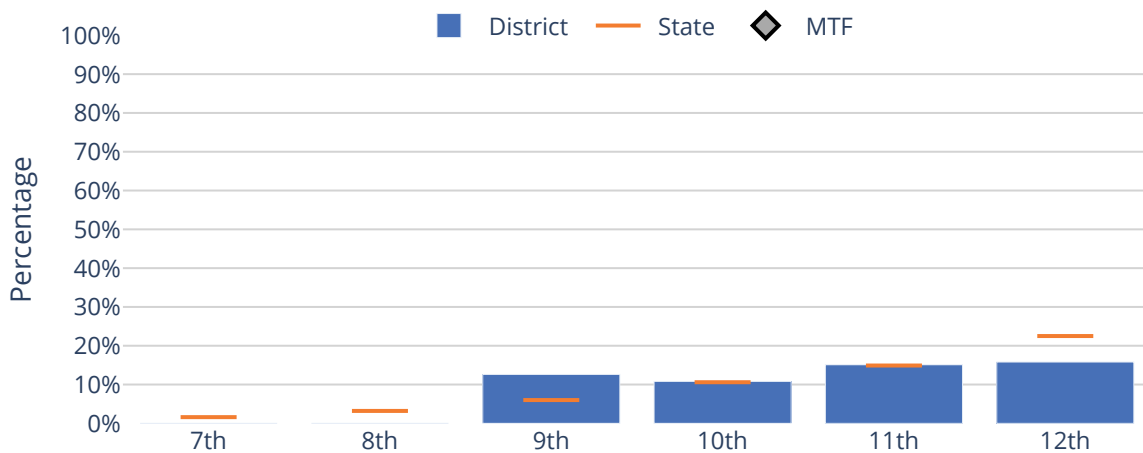


Figure 3.C.24: Drink alcohol once or twice/month use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

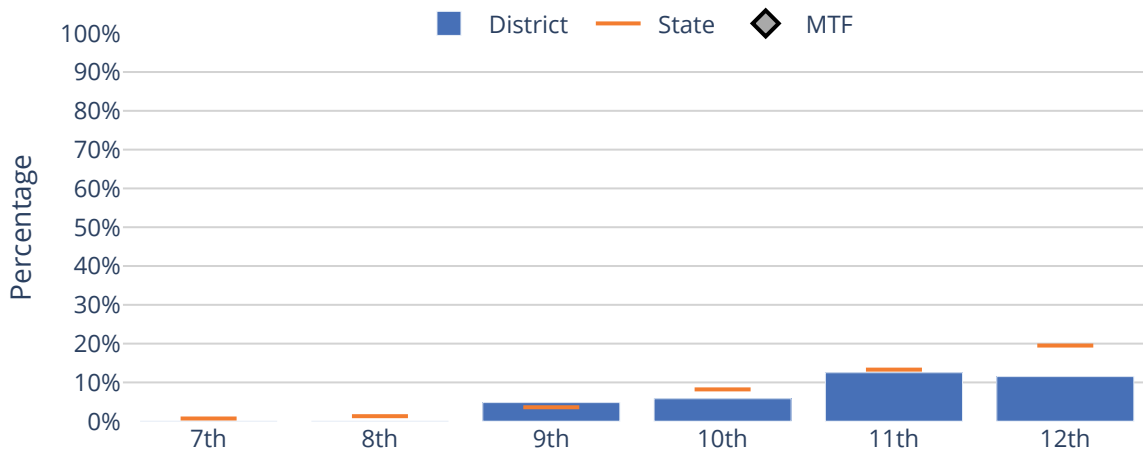


Figure 3.C.25: Drink 5 or more alcoholic beverages at one time use in past year^a, % by grade, compared with state, MTF

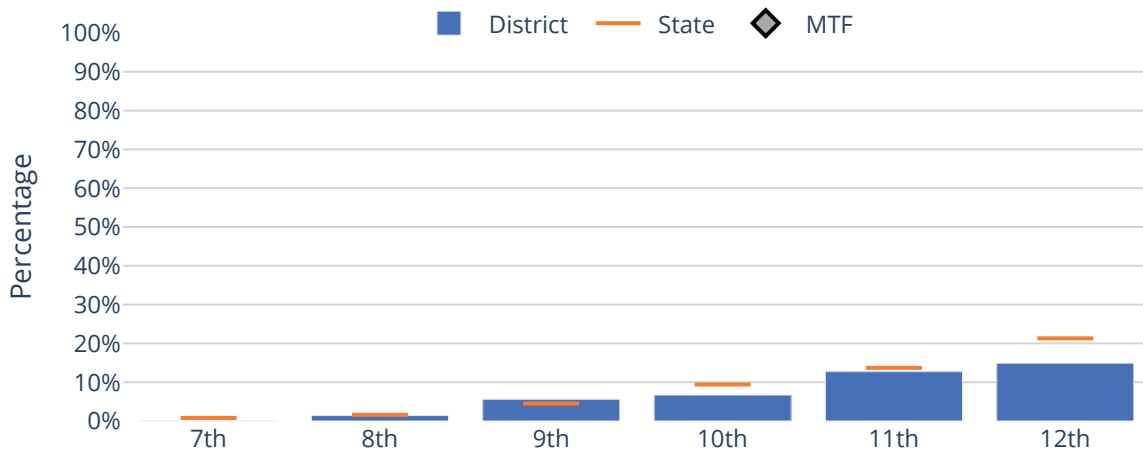


Figure 3.C.26: Become drunk or very high from alcohol use in past year^a, % by grade, compared with state, MTF

^a Students who responded 1-2; 3-5; 6-9; 10-19; 20 or more

Section 3.D. Drug Profile: Marijuana and Cannabis Use

In this section, you will find information that lends insight into marijuana/cannabis and CBD use among students responding to the NYSYDS. Items on the survey explored several student behaviors related to how the students used marijuana and cannabis, how much was spent on marijuana, where it was obtained, the type of "high" experienced with use, and marijuana advertising they might have seen, and riding in a car with person who had

used marijuana. Other questions asked respondents to report on perceived harm of vaping a product (e.g. CBD, flavoring, etc.) that "does not get you high" as well as frequency of use of such CBD products.

The majority of students reported no use of marijuana, cannabis or CBD. The responses reported in this section reflect only those students who reported any use.

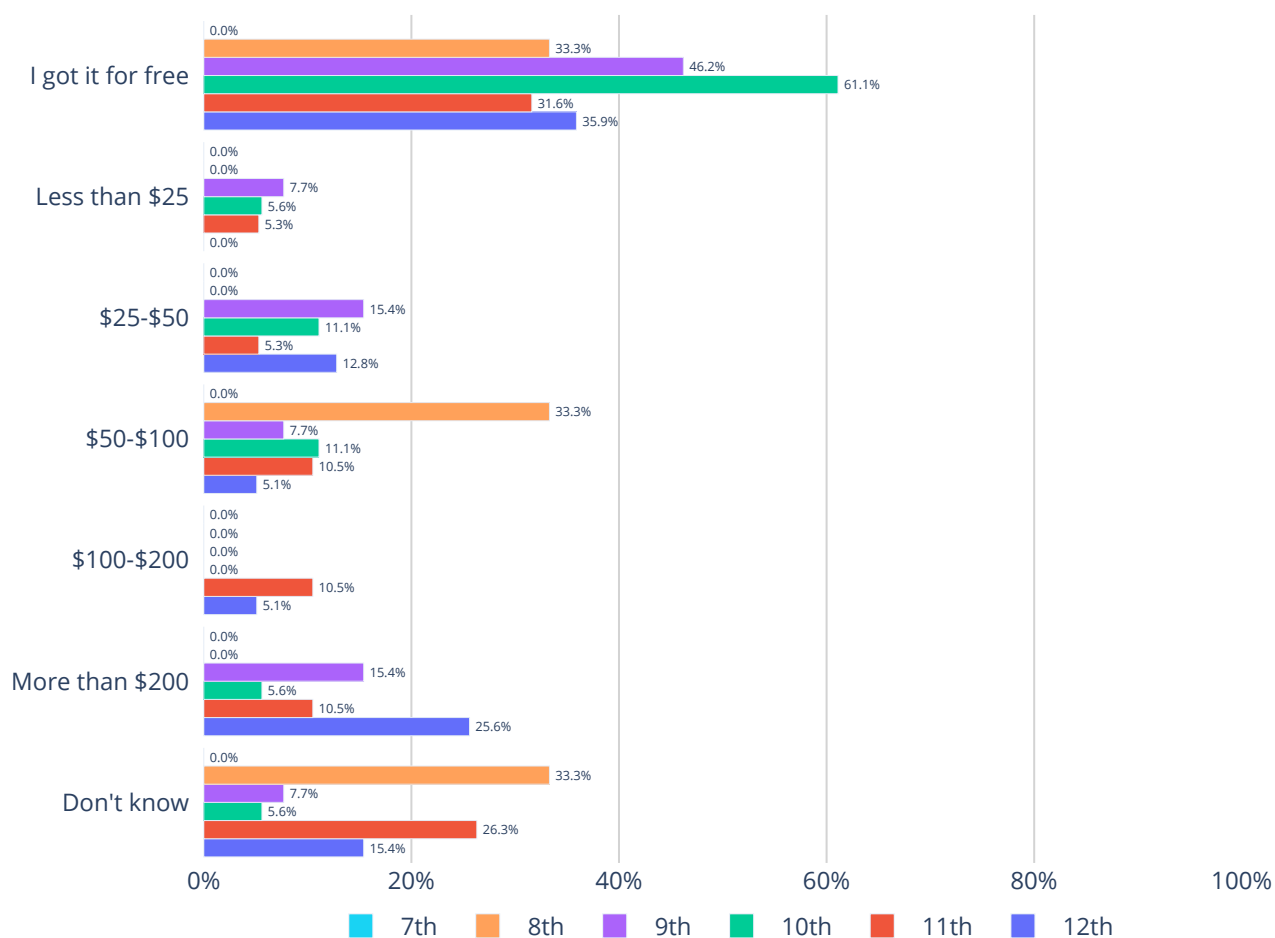


Figure 3.D.1: Money spent on marijuana or cannabis, past year, by grade, %

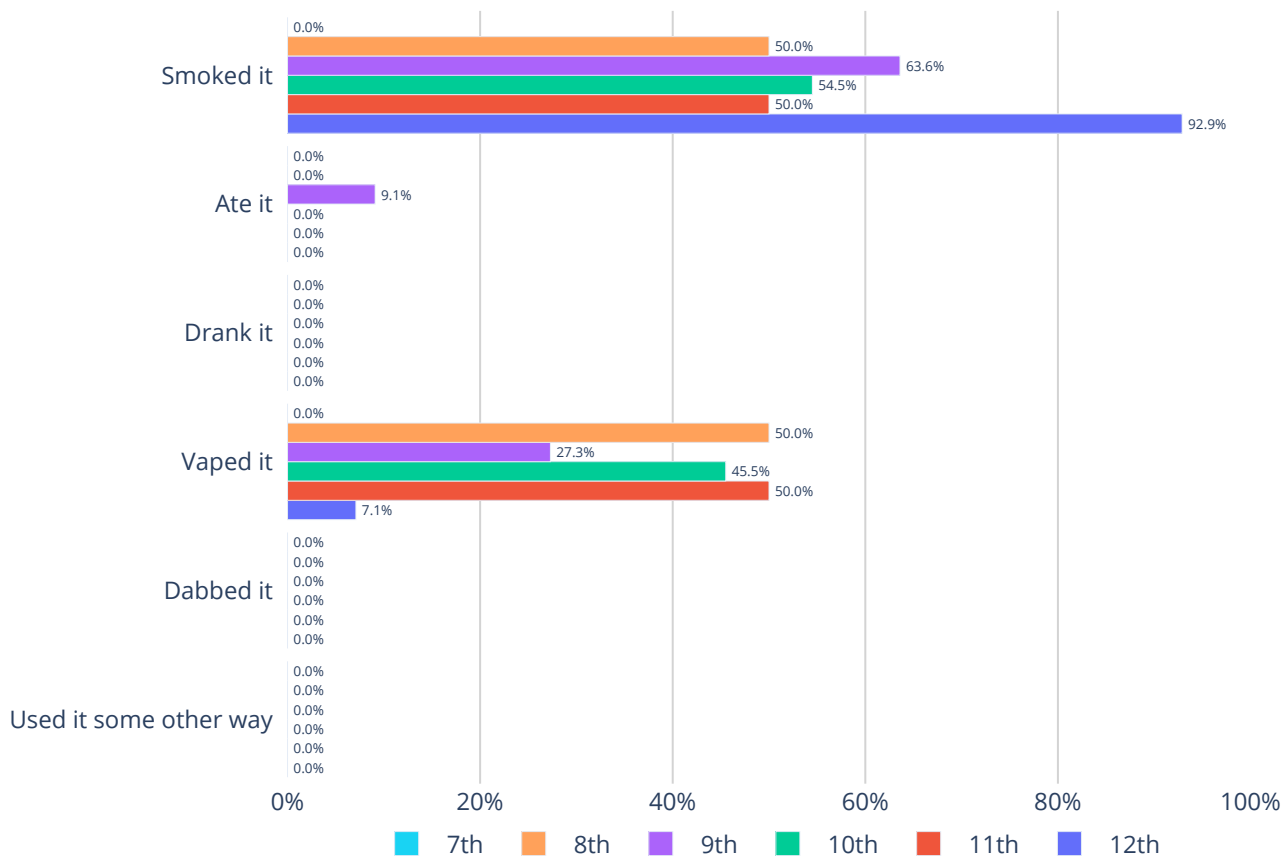


Figure 3.D.2: How marijuana was used, past year, by grade, %

Table 3.D.1 How marijuana was obtained, past 30 days, by grade %

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
At a party	0.0	0.0	18.2	0.0	25.0	7.1
From friends	0.0	50.0	72.7	57.1	66.7	39.3
From home without permission	0.0	50.0	9.1	0.0	8.3	3.6
From home with permission	0.0	50.0	0.0	7.1	8.3	3.6
From a brother or sister	0.0	0.0	9.1	14.3	16.7	0.0
From another relative	0.0	0.0	9.1	0.0	8.3	7.1
From another adult	0.0	0.0	0.0	7.1	25.0	3.6
Bought it from a store	0.0	0.0	9.1	7.1	41.7	28.6
Someone bought it for me from a store	0.0	0.0	9.1	7.1	0.0	14.3
Bought it from a drug dealer or stranger	0.0	0.0	18.2	14.3	8.3	14.3
Some other way	0.0	0.0	9.1	21.4	8.3	21.4

^a The majority of respondents chose 'I did not get any.' Percentages reflect responses from the remaining students who did obtain marijuana; students could choose "all that apply." Columns may not add up to 100%

Table 3.D.2 Use of any other drugs with marijuana, past 30 days, by grade, %^a

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tobacco	0.0	0.0	100.0	25.0	100.0	83.3
Alcohol	0.0	0.0	75.0	80.0	80.0	100.0
Prescription pain relievers	0.0	0.0	0.0	0.0	0.0	100.0
Other prescription drugs	0.0	0.0	0.0	0.0	0.0	50.0
Other illegal drugs	0.0	50.0	0.0	0.0	8.3	3.7
Over the counter drugs (not requiring a prescription)	0.0	0.0	0.0	0.0	0.0	0.0

^a Data show responses to the question: If you used marijuana or cannabis during the past 30 days, did you use any other drugs or medication at the same time? The majority of the students responded, "I have not used marijuana or cannabis" or "no." Percentages reflect students responding: "Yes, but rarely; yes, some of the time, Yes, most of the time."

Table 3.D.3 If student stopped using marijuana, what and how much of other drugs would be used to get drunk or high, by grade %^a

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Tobacco	0.0	100.0	100.0	100.0	50.0	76.2
Alcohol	0.0	100.0	85.7	62.5	42.9	76.2
Prescription pain relievers	0.0	100.0	100.0	100.0	66.7	85.0
Other prescription drugs	0.0	100.0	100.0	100.0	60.0	81.0
Other illegal drugs	0.0	100.0	100.0	100.0	66.7	90.0
Over the counter drugs (not requiring a prescription)	0.0	100.0	100.0	100.0	66.7	89.5

^a Data show responses to the question: If you stopped using marijuana entirely, do you think you would use more, less or the same amount of any of the following to get drunk or high? Percentages reflect students who selected "use more," "use less," "use the same."

Table 3.D.4 If student stopped using marijuana, what and how much of other drugs would be used to get drunk or high, by grade %^a

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
I don't usually get high	0.0	33.3	21.4	9.1	9.1	16.3
1-2 hours	0.0	33.3	35.7	40.9	54.5	32.6
3-4 hours	0.0	33.3	21.4	31.8	22.7	34.9
5-6 hours	0.0	0.0	21.4	9.1	9.1	7.0
7-8 hours	0.0	0.0	0.0	4.5	0.0	2.3
9 or more hours	0.0	0.0	0.0	4.5	4.5	7.0

^a Data show responses to the question: If you use marijuana or cannabis (weed, pot, has, THC, oil shatter, wax, dabs), how long do you usually stay high? Percentages reflect responses from students who did not select "I don't use marijuana or cannabis."

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Magazine	13.5	17.6	10.6	17.3	6.5	17.9
Billboard, poster, flyer	12.3	23.9	22.5	21.4	16.1	29.5
TV or radio	26.0	32.4	22.5	32.1	25.8	29.1
Website, email or text message	21.9	30.3	19.8	28.4	19.0	28.2
Social media	45.9	39.7	43.5	54.1	38.7	50.6
Concert, festival, sporting event	15.3	11.8	15.1	20.4	21.1	18.2
Outside stores (people wearing signs)	25.7	35.3	27.8	35.7	30.1	45.3

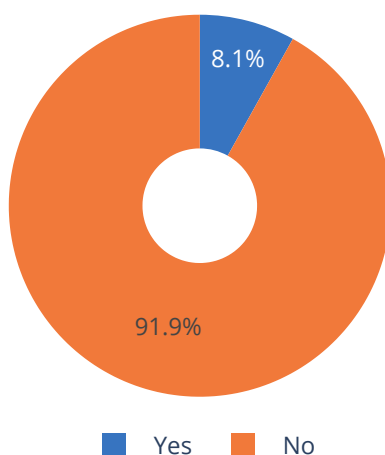


Figure 3.D.3: Riding in vehicle driven by person who had used marijuana in past three hours, %, all grades

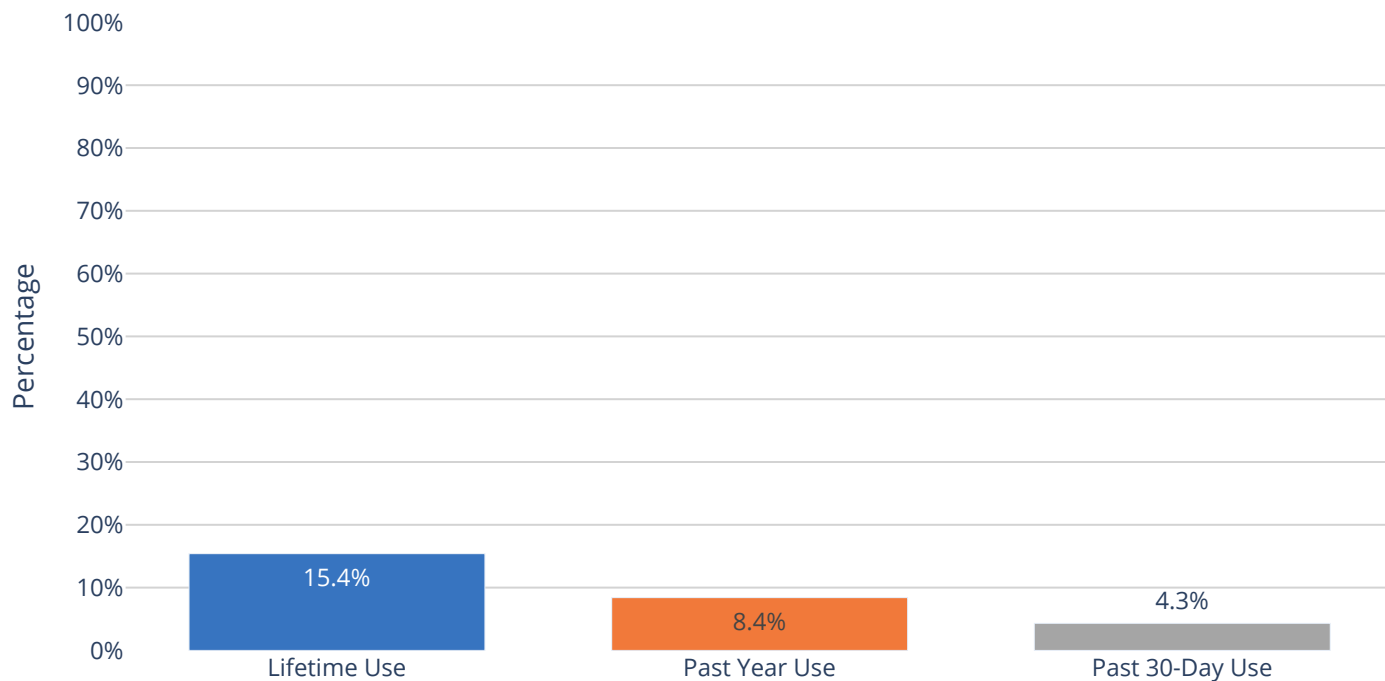


Figure 3.D.4: Lifetime, past year, and 30-day use of vaping product (CBD, flavoring, etc.) that did not cause "high", total grades, %

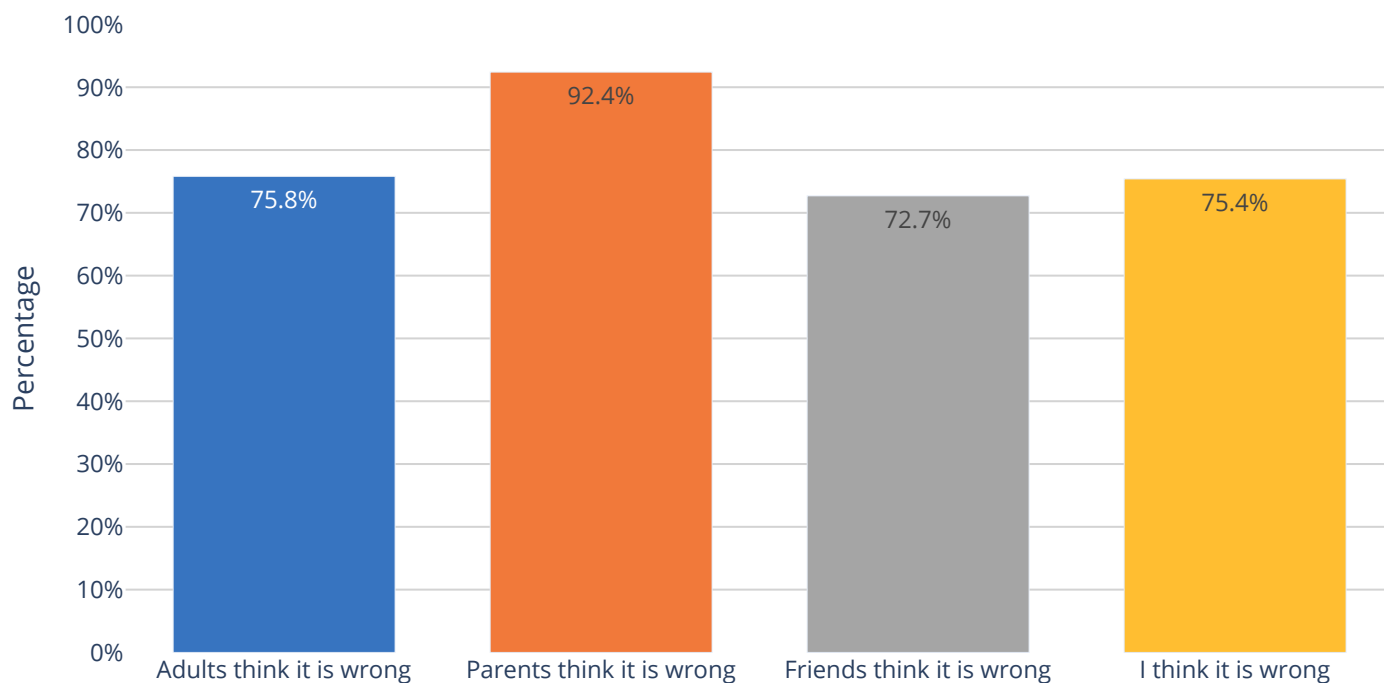


Figure 3.D.5: Student perceptions of others thinking it is wrong or very wrong to vape something that does not get them high (CBD, flavoring, etc.), total grades, %

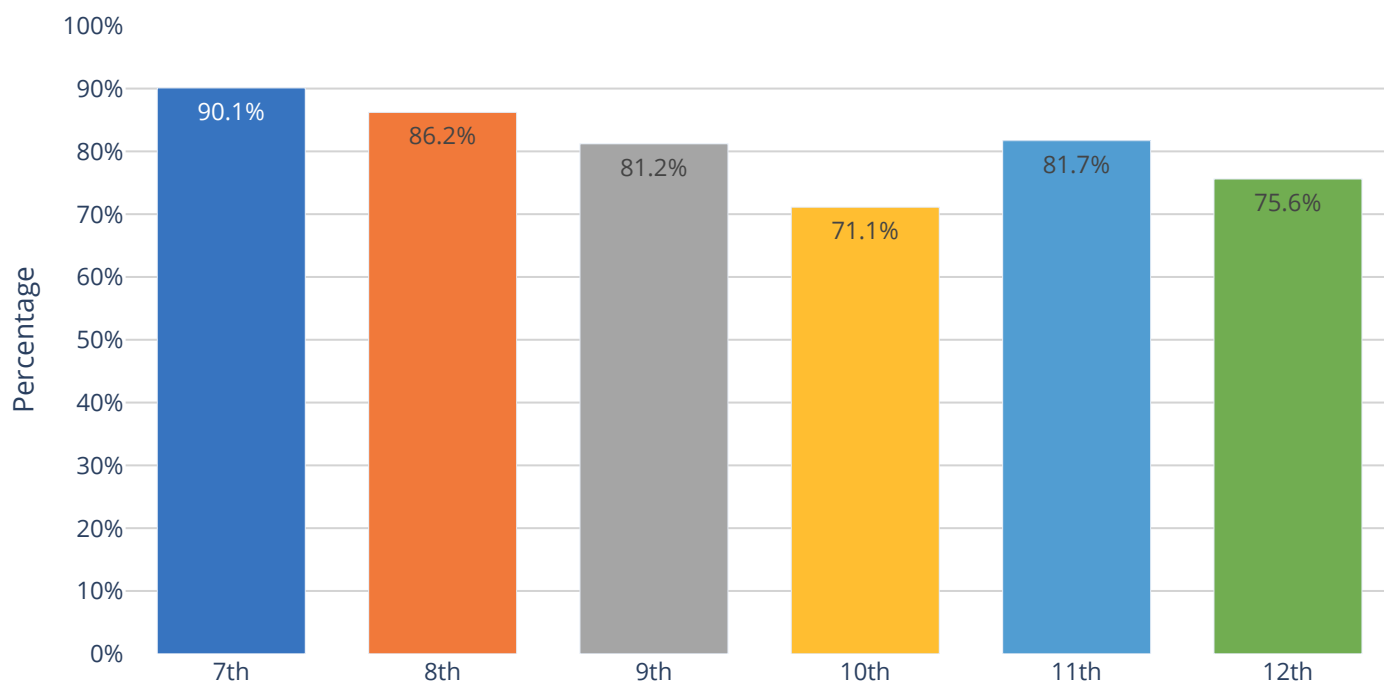


Figure 3.D.6: Student perception of moderate or great risk of harm from vaping something that did not get them high (CBD, flavoring, etc.), by grade, %, total grades, %

Section 3.E. Age of First Use

Age of initiation of drug use is calculated from students who reported use of any substance. In this survey item, students could select a response including, never have, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older. Data from those who respond to

one of the age groups are then analyzed in aggregate to arrive at an average age of initiation for all these students. Data in these figures and tables represent a small subset of the total dataset and are shown for substances reported most frequently.

Table 3.E.1 Average age of first use, select substances, by grade

	Average age (yrs)					
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Substance						
First cigarette use	-	10.0	13.2	12.7	13.7	13.8
First sip of alcohol	10.8	11.8	12.5	13.6	13.9	14.8
First regular alcohol use	12.0	-	13.6	14.3	14.7	15.5
First marijuana or cannabis use (smoked)	10.0	12.5	13.6	13.8	14.4	14.7
First prescription pain reliever use	10.5	-	12.0	-	14.5	14.0
First prescription stimulant use	10.0	-	10.0	-	12.0	14.3
First prescription tranquilizer use	10.0	13.0	12.0	-	14.3	14.2
First vaped tobacco use	10.0	-	13.1	13.5	13.2	13.9

Section 3.F. When, Where and Ease of Access of Substances

Knowing how easy students consider getting alcohol, tobacco, and other drugs as well as when substances are used and how they are obtained can help school stakeholders identify and implement interventions designed to address locations, times and sources that appear to be favorable for student substance use.

The NYSYDS survey asked students several questions re-

lated to their sources of substances and ease of obtaining substances. Students responded to Likert-type scales for ease of access and time of use of several substances. For getting alcohol, students could select as many places as applies from a list of nine places. Students were also asked if they had bought or sold drugs at school or when not at school.

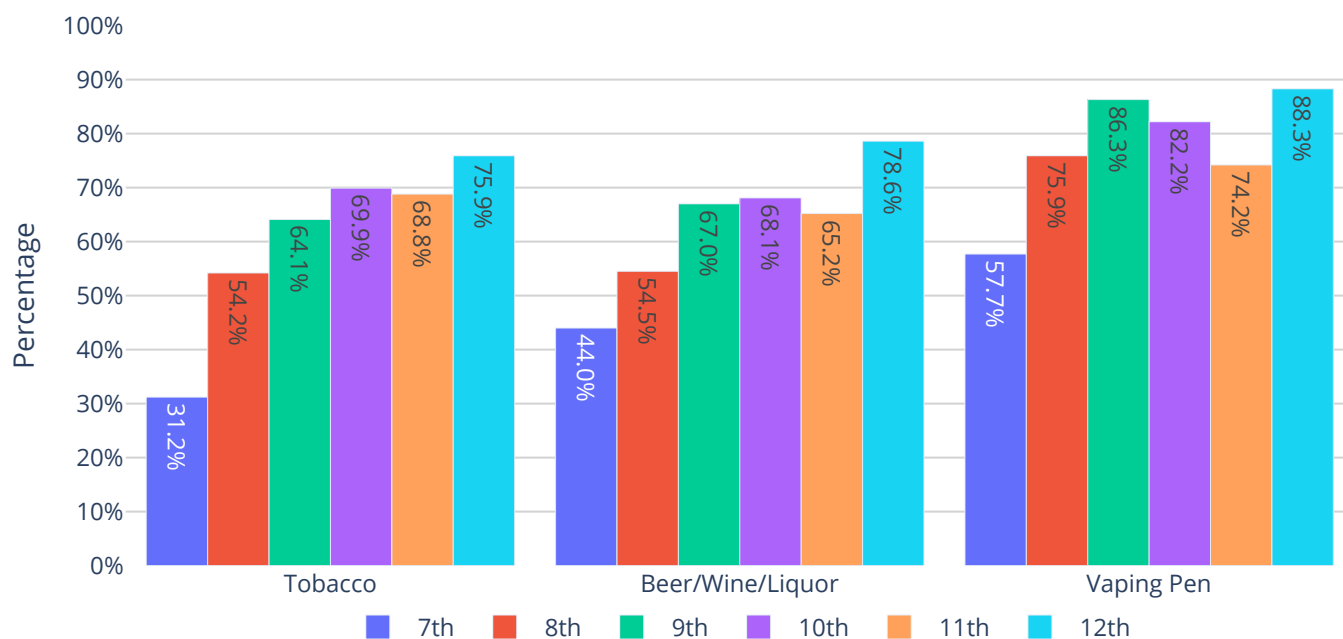


Figure 3.F.1: Tobacco, Beer/Wine/Liquor, Vaping Pen; very or sort of easy to get, by grade, %

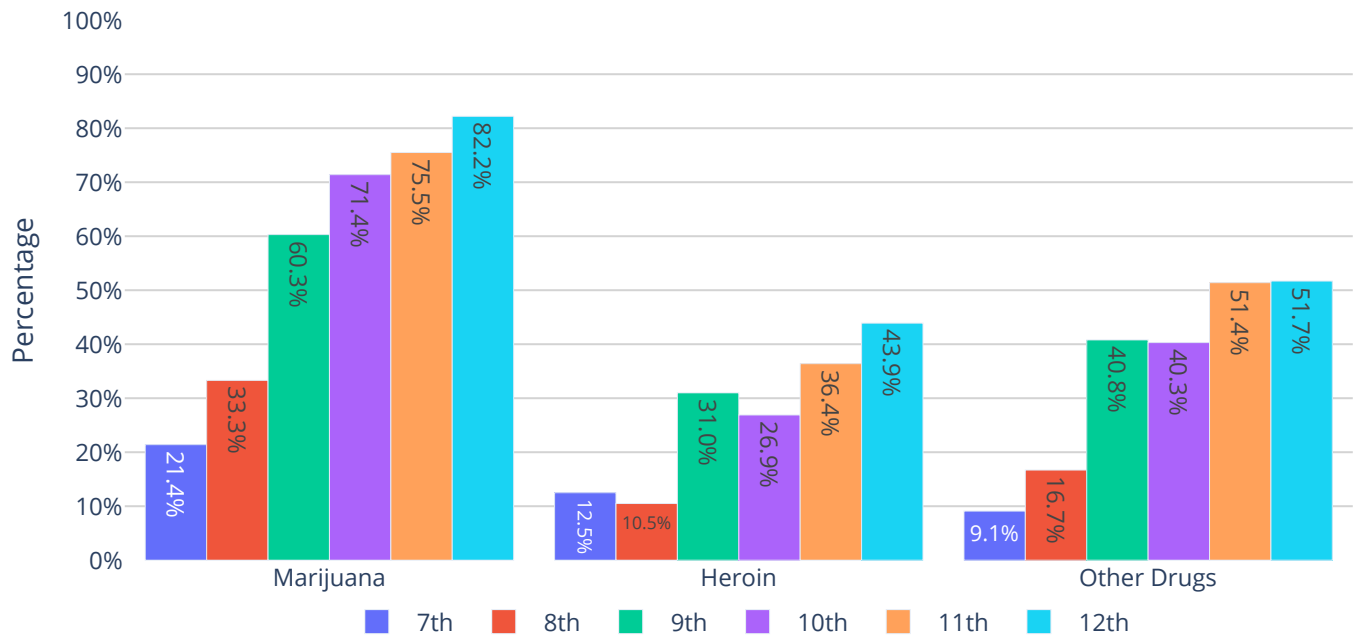


Figure 3.F.2: Marijuana, Heroin, Other Drugs; very or sort of easy to get, by grade, %

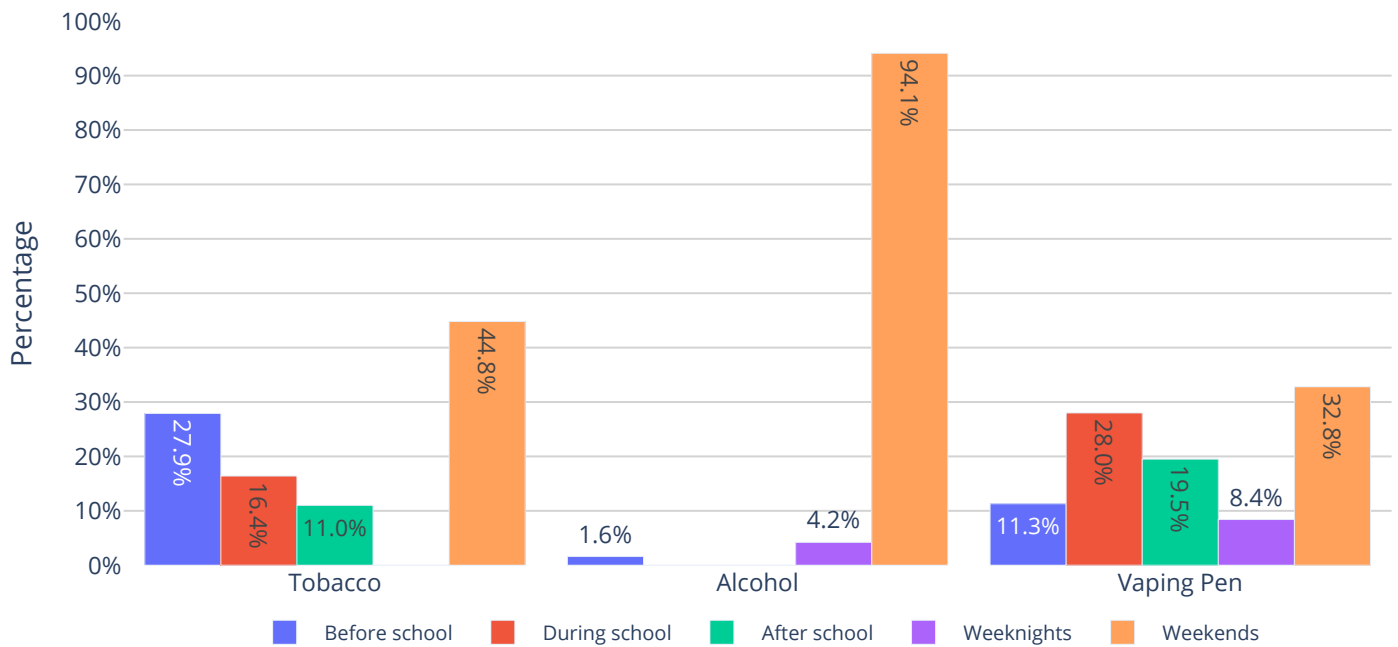


Figure 3.F.3: When Tobacco, Alcohol, Vaping Pen are used, total grades, %

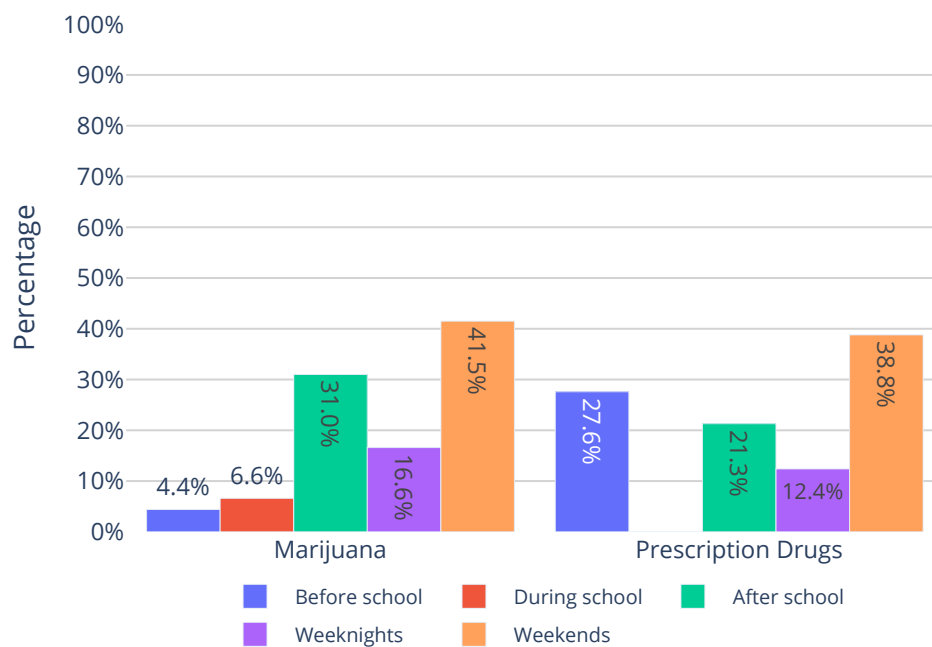


Figure 3.F.4: When Marijuana, Prescription Drugs are used, total grades, %

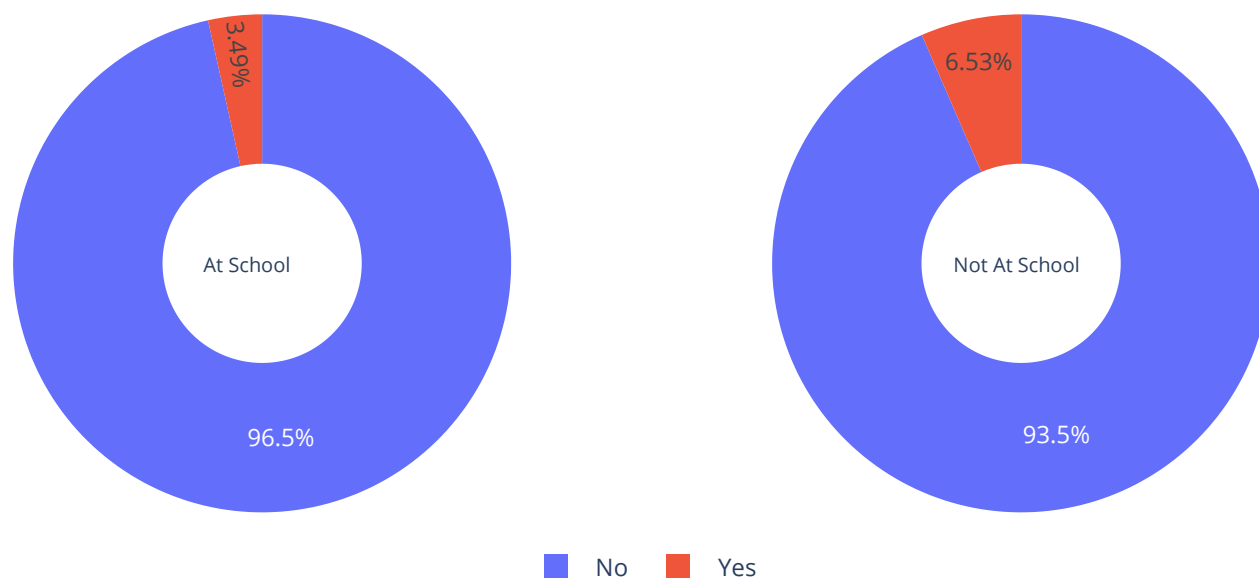


Figure 3.F.5: Where do you get alcohol, total grades, %

Table 3.F.1 Where do you get alcohol, by grade, %

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
At a party	0.0	20.0	46.2	60.0	55.3	63.0
Friends 21 or older	0.0	20.0	19.2	13.3	21.1	24.1
Friends under 21	0.0	0.0	26.9	20.0	18.4	14.8
A parent or guardian with their permission	100.0	60.0	48.1	53.3	36.8	42.6
A parent or guardian without permission	0.0	20.0	23.1	8.9	7.9	13.0
A family member (not parents)	0.0	20.0	25.0	26.7	18.4	20.4
Store, gas station, restaurant, or bar	0.0	0.0	25.0	11.1	21.1	20.4
Public event (e.g., concert or sporting event)	0.0	0.0	17.3	2.2	5.3	7.4
I get it some other way	0.0	0.0	17.3	4.4	10.5	9.3

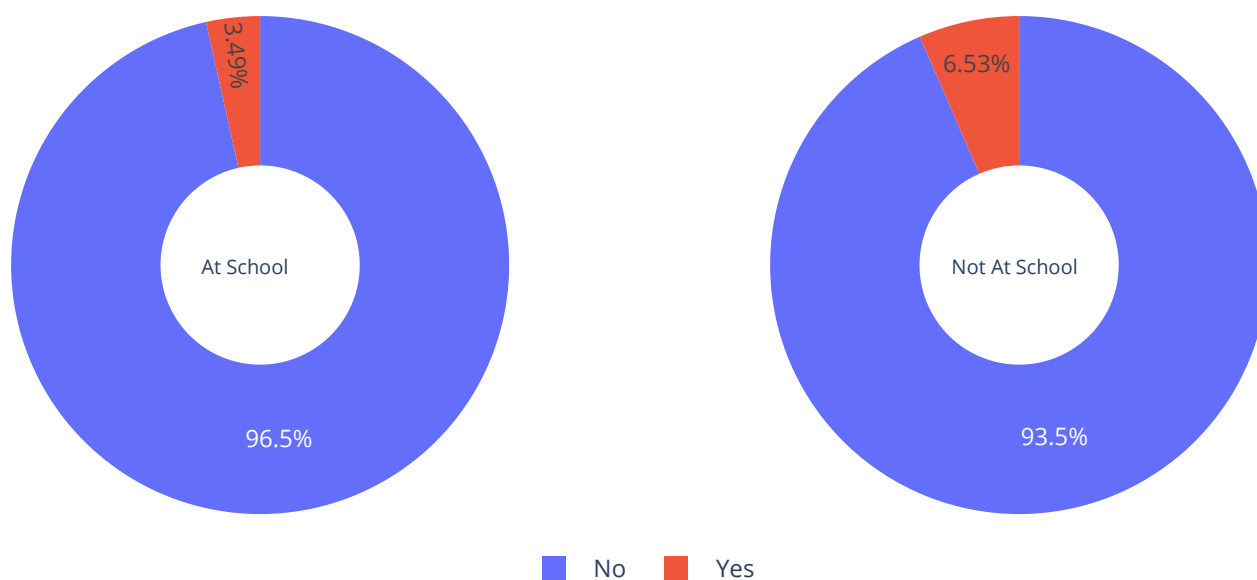


Figure 3.F.6: Bought or sold drugs at school vs not at school, total grades, %

Section 3.G. Perceptions about Substance Use

An adolescent's perception of the risks associated with substance use is an important determinant of whether he or she engages in substance use. Researchers have found that students who perceive high risk of harm are less likely to use drugs than youths who perceive low risk of harm (Johnston, 2012). Understanding the predictive nature of risk and harm perceptions can inform prevention programming and approaches for reducing risk and improving protective factors.

NYSYDS asks students to report perceptions of wrong-doing through four perspectives by asking the questions:

- How wrong would most adults in your neighborhood think it is for someone your age to...
- How wrong do your parents (or guardians) feel it would be for you to...
- How wrong do you think it is for someone your age to...
- How wrong do your friends feel it would be for you to...

Responses for each perspective include: smoke cigarettes; use smokeless tobacco; vape something that doesn't get them high; drink alcohol; be drunk or high from alcohol; use marijuana; use prescription drugs not prescribed to them; use LSD, cocaine, amphetamines; use heroin.

A final question in this section asks students to report their perceptions on how much people risk harming themselves when using these substances as well as vaping tobacco, drinking five or more alcoholic drinks, vape marijuana, and eat marijuana.

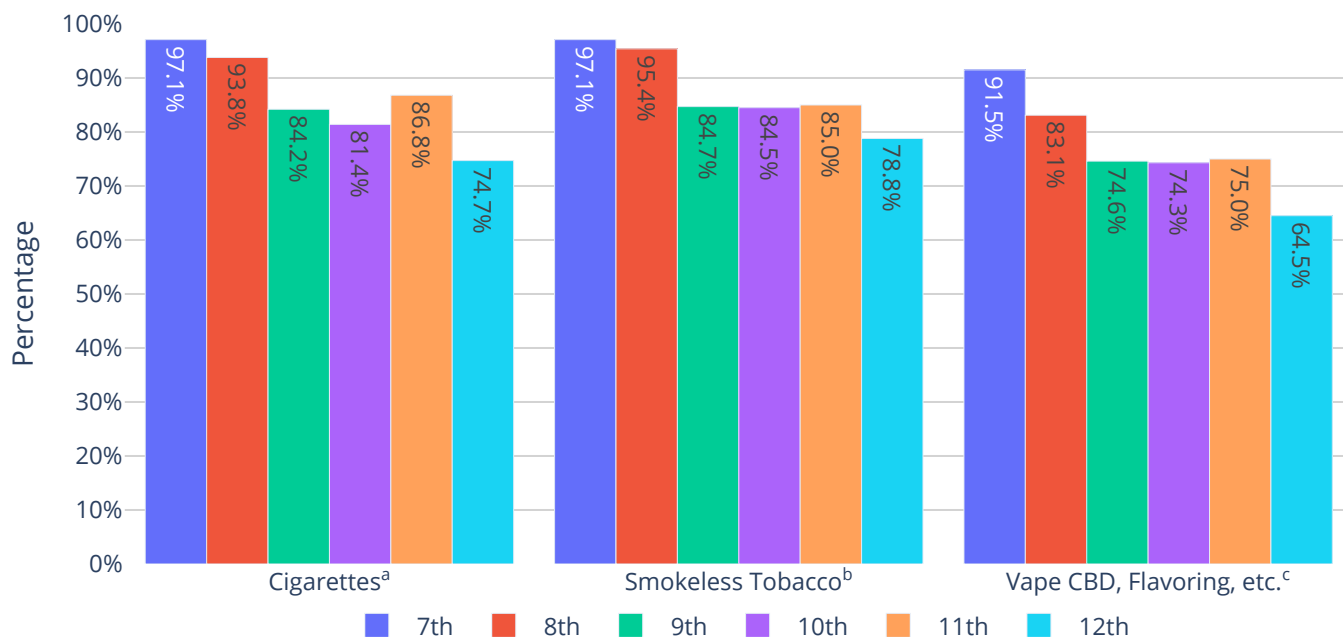


Figure 3.G.1: Student perception of how wrong or very wrong neighborhood adults think it is for students to use Cigarettes^a, Smokeless Tobacco^b, or Vape CBD, Flavoring, etc.^c, by grade, %

^a smoke part or all of a cigarette

^b use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)

^c vape something that does not get them high (CBD, flavoring, etc.)

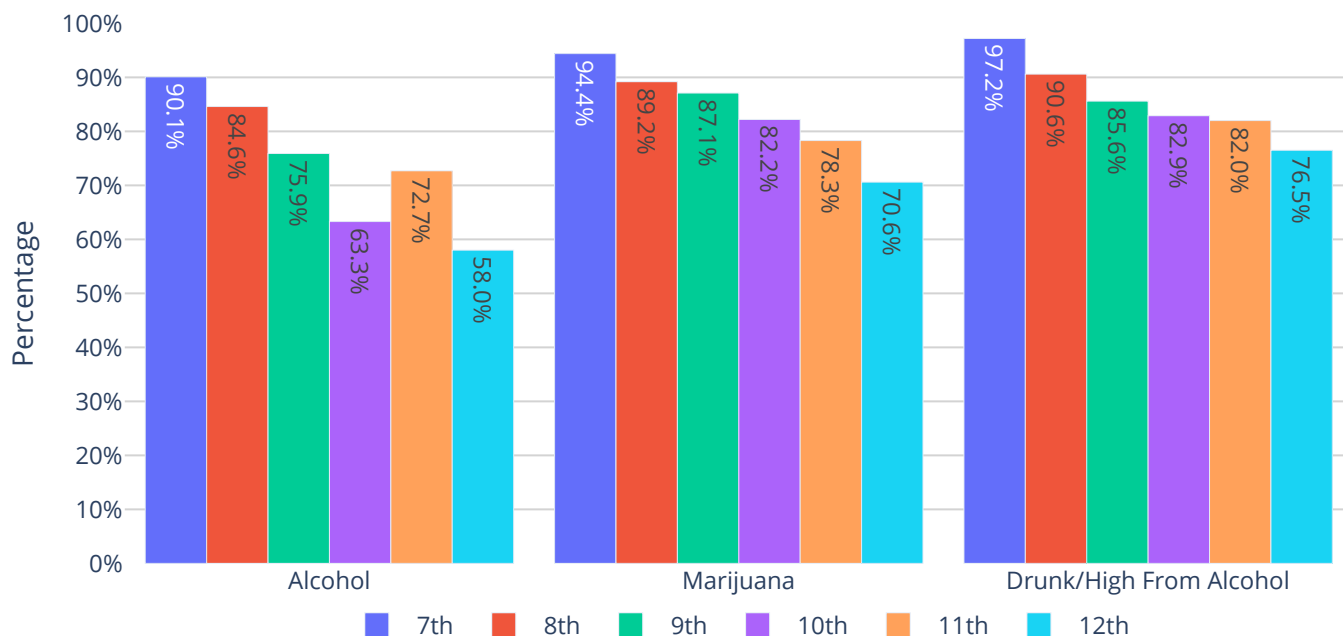


Figure 3.G.2: Student perception of how wrong or very wrong neighborhood adults think it is for students to use Alcohol^a or Marijuana^b, or Drunk/High From Alcohol^c, by grade, %

^a drink alcoholic beverages - beer, wine or hard liquor

^b use marijuana or cannabis

^c be drunk or very high from drinking alcohol

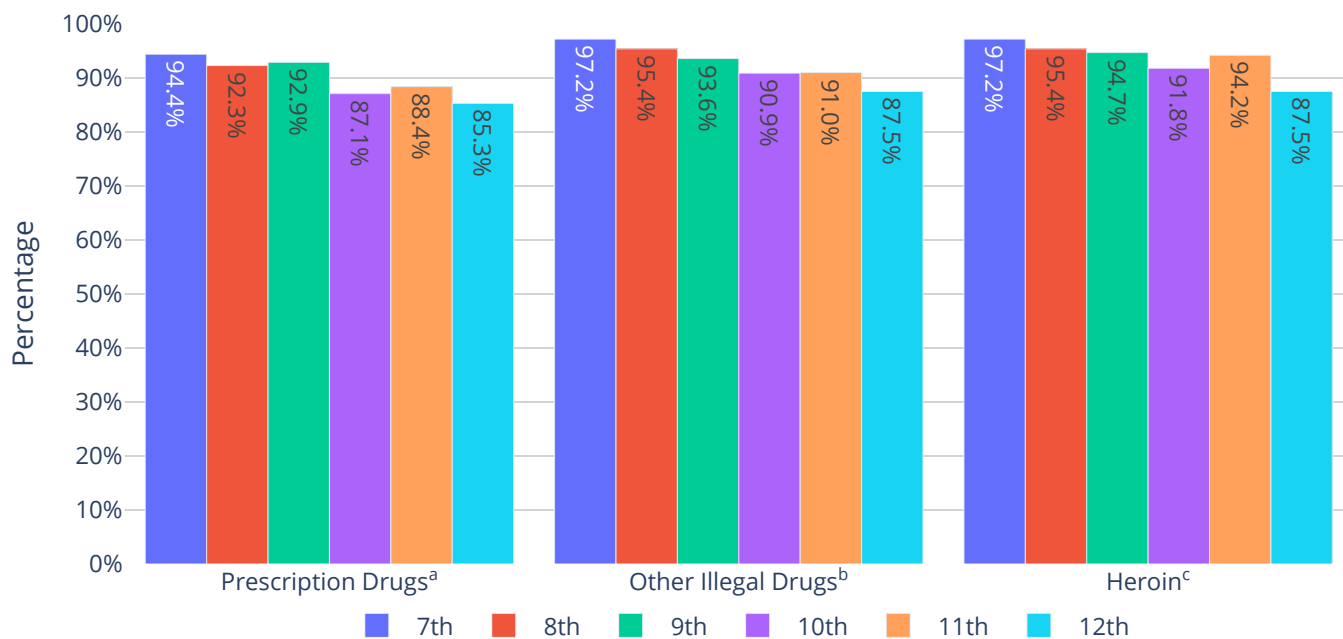


Figure 3.G.3: Student perception of how wrong or very wrong neighborhood adults think it is for students to use Prescription Drugs^a, Other Illegal Drugs^b, or Heroin^c, by grade, %

^a use prescription drugs not prescribed to them or other than prescribed

^b use LSD, cocaine, amphetamines, or other drugs

^c use Heroin

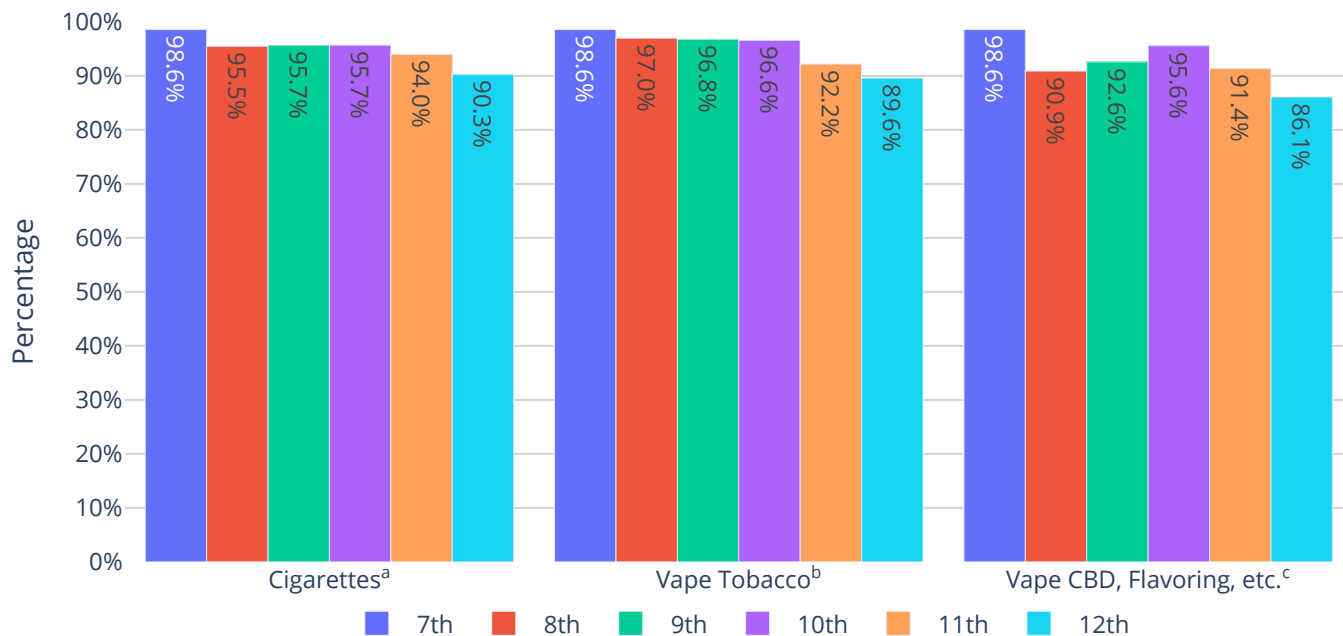


Figure 3.G.4: Student perception of how wrong or very wrong parents or guardians think it is for students to use Cigarettes^a, Vape Tobacco^b, or Vape CBD, Flavoring, etc.^c, by grade, %

^a smoke part or all of a cigarette

^b vape tobacco

^c vape something that does not get them high (CBD, flavoring, etc.)

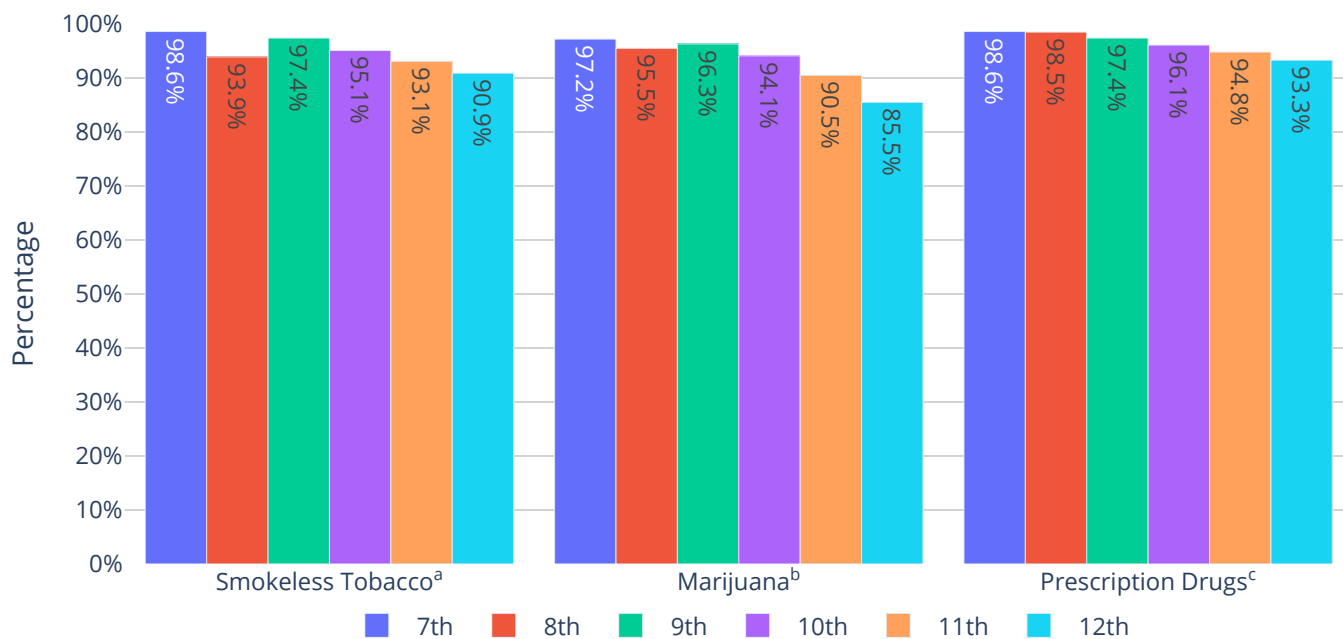


Figure 3.G.5: Student perception of how wrong or very wrong parents or guardians think it is for students to use Smokeless Tobacco^a, Marijuana^b, or Prescription Drugs^c, by grade, %

^a use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)

^b use marijuana or cannabis

^c use prescription drugs not prescribed to them or other than prescribed

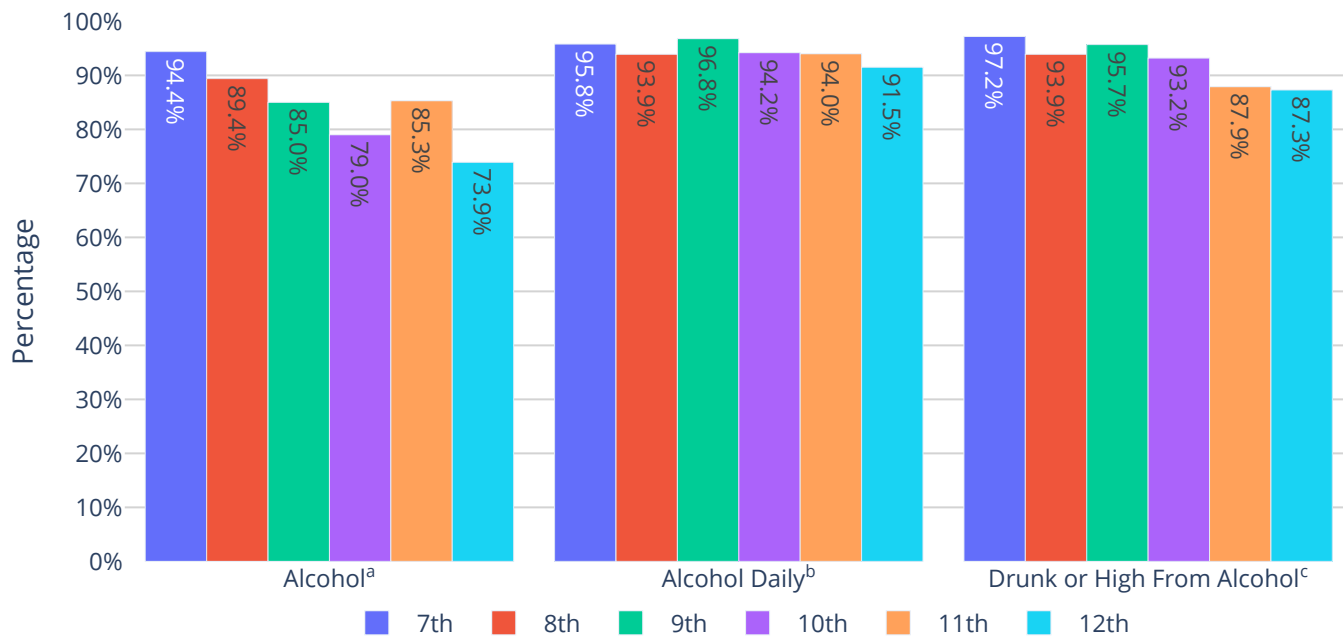


Figure 3.G.6: Student perception of how wrong or very wrong parents or guardians think it is for students to use Alcohol^a, Alcohol Daily^b, or Drunk or High From Alcohol^c, by grade, %

^a drink alcohol regularly (at least once or twice a month)

^b drink alcohol nearly every day

^c be drunk or very high from drinking alcohol

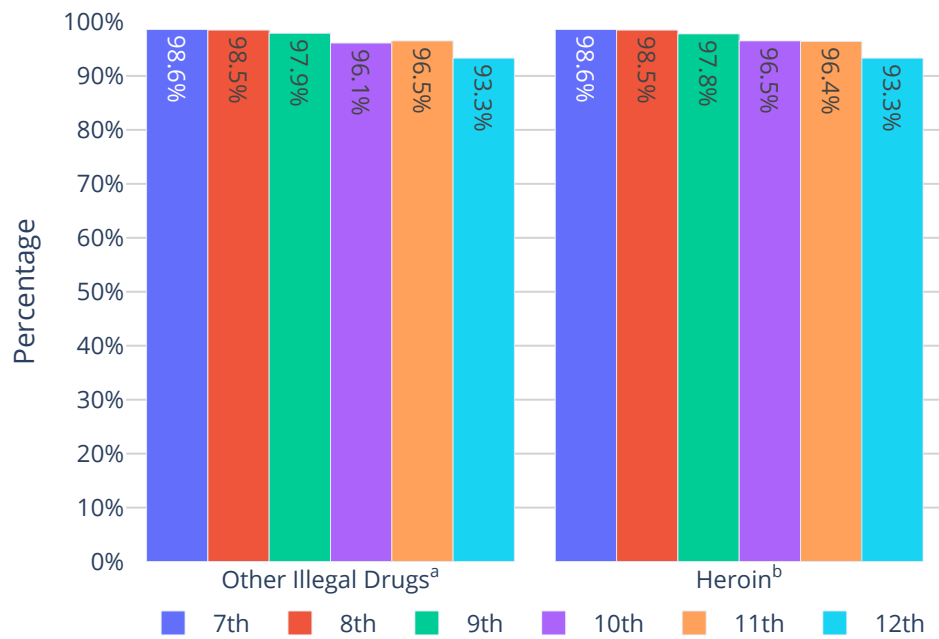


Figure 3.G.7: Student perception of how wrong or very wrong parents or guardians think it is for students to use Other Illegal Drugs^a or Heroin^b, by grade, %

^a use LSD, cocaine, amphetamines, or other drugs

^b use Heroin

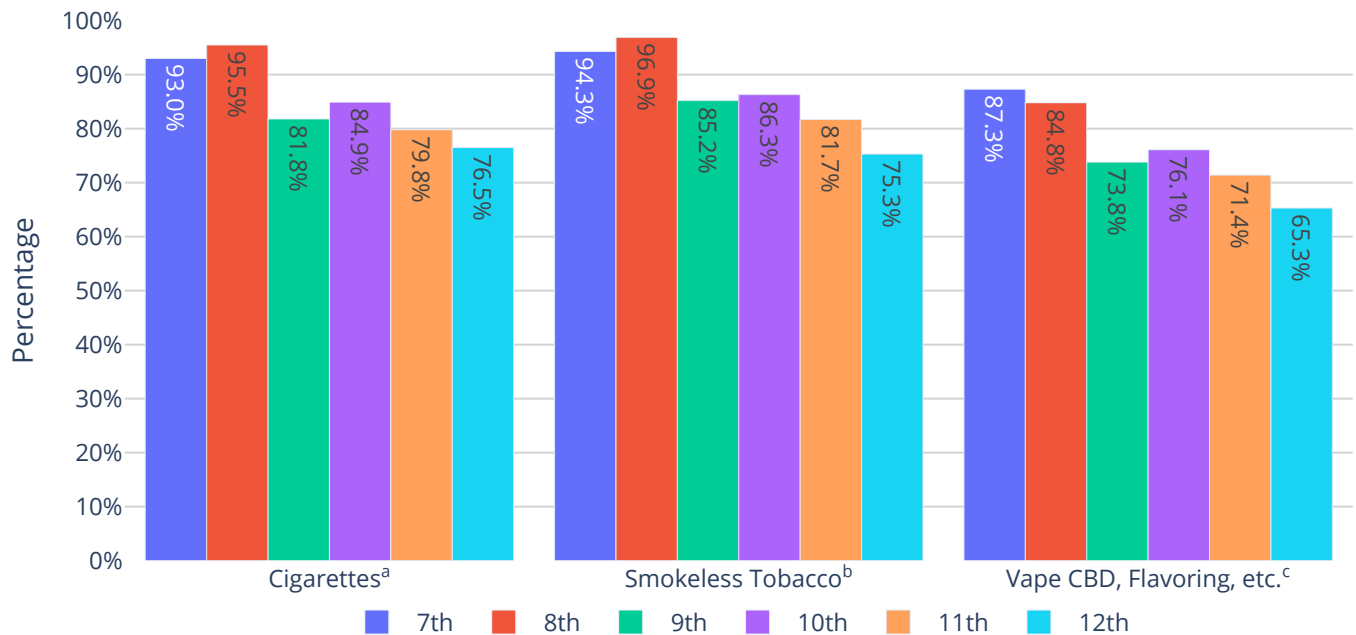


Figure 3.G.8: Student perception of how wrong or very wrong they think it is for someone their age to use Cigarettes^a, Smokeless Tobacco^b, or Vape CBD, Flavoring, etc.^c, by grade, %

^a smoke part or all of a cigarette

^b use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)

^c vape something that does not get them high (CBD, flavoring, etc.)

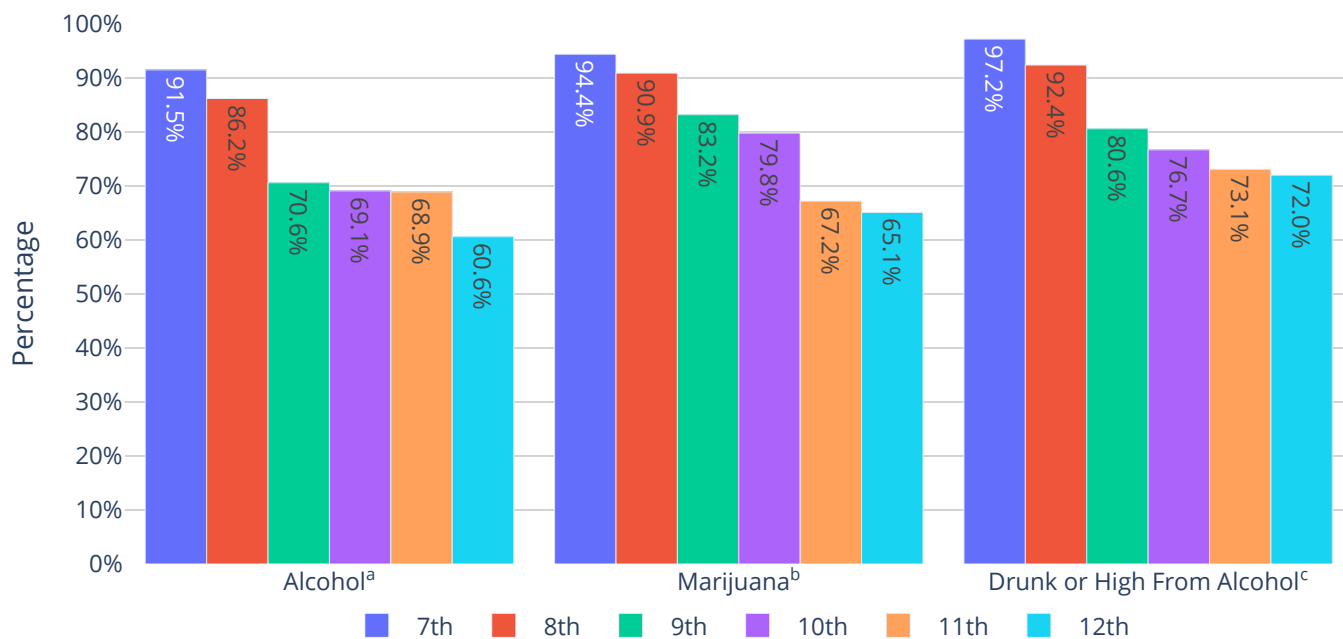


Figure 3.G.9: Student perception of how wrong or very wrong they think it is for someone their age to use Alcohol^a or Marijuana^b, or be Drunk or High From Alcohol^c, by grade, %

^a drink alcohol regularly (at least once or twice a month)

^c use marijuana or cannabis

^b be drunk or very high from drinking alcohol

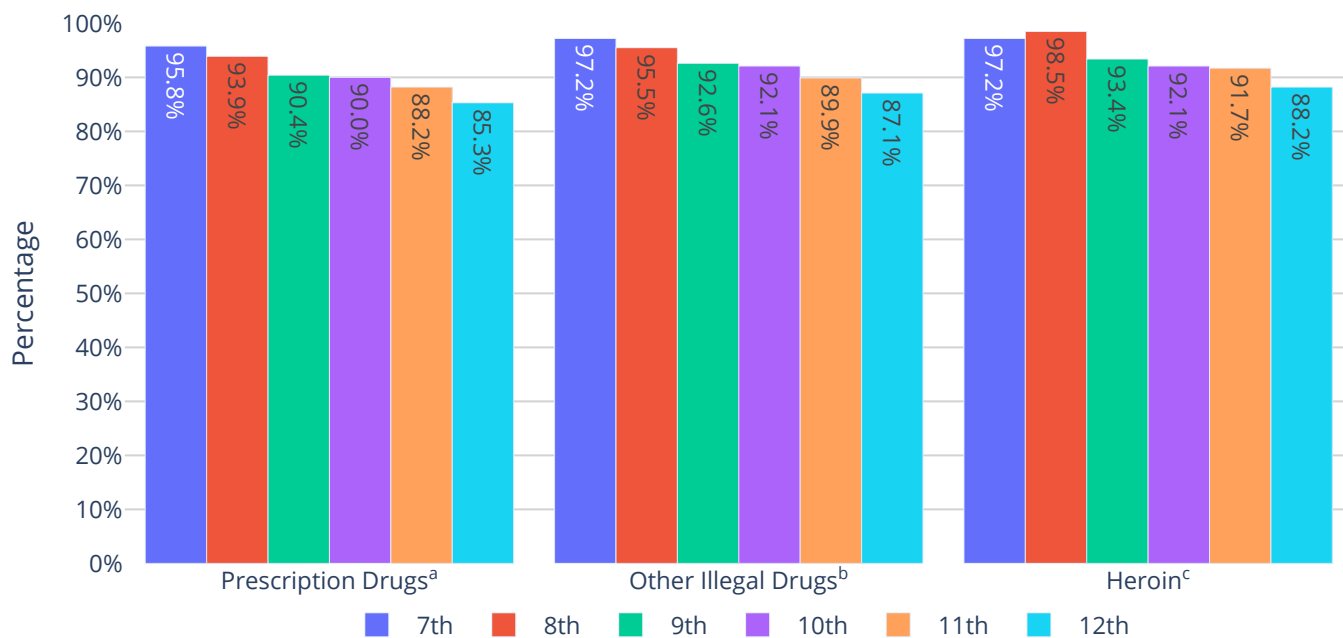


Figure 3.G.10: Student perception of how wrong or very wrong they think it is for someone their age to use Prescription Drugs^a, Other Illegal Drugs^b, or Heroin^c, by grade, %

^a use prescription drugs not prescribed to them or other than prescribed

^b use LSD, cocaine, amphetamines, or other drugs

^c use Heroin

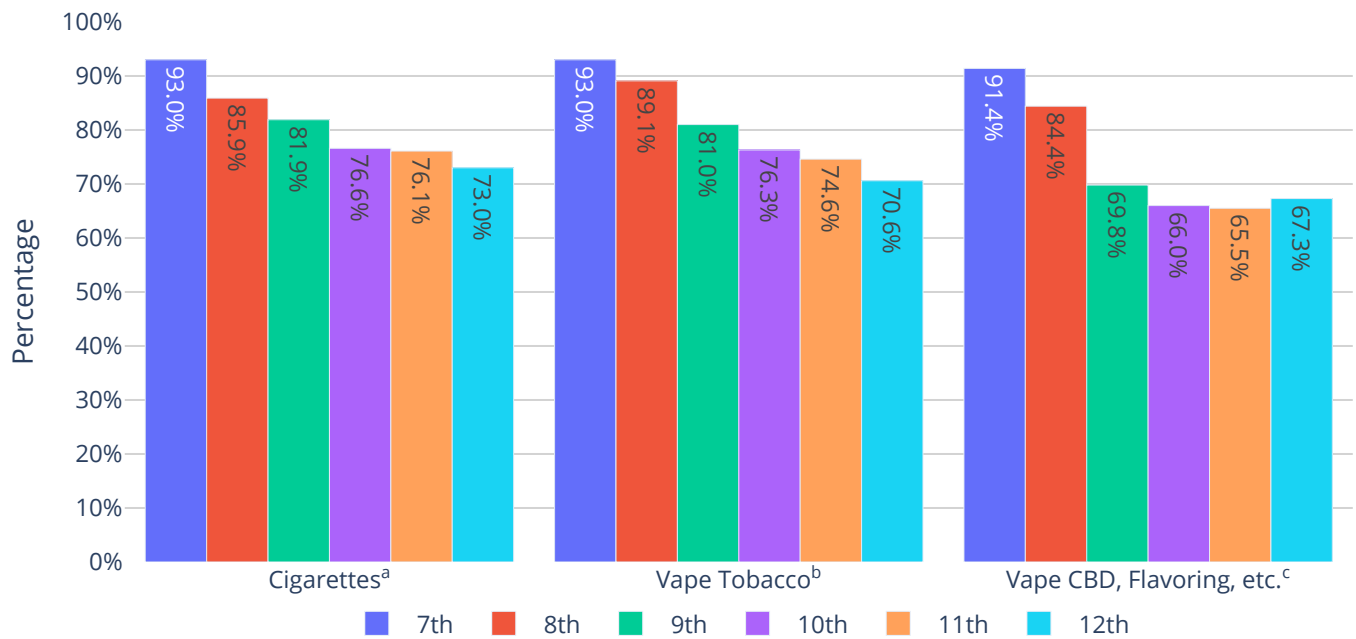


Figure 3.G.11: Student perception of how wrong or very wrong their friends think it is for someone their age to use Cigarettes^a, Vape Tobacco^b, or Vape CBD, Flavoring, etc.^c, by grade, %

^a smoke part or all of a cigarette

^b vape tobacco

^c vape something that does not get them high (CBD, flavoring, etc.)

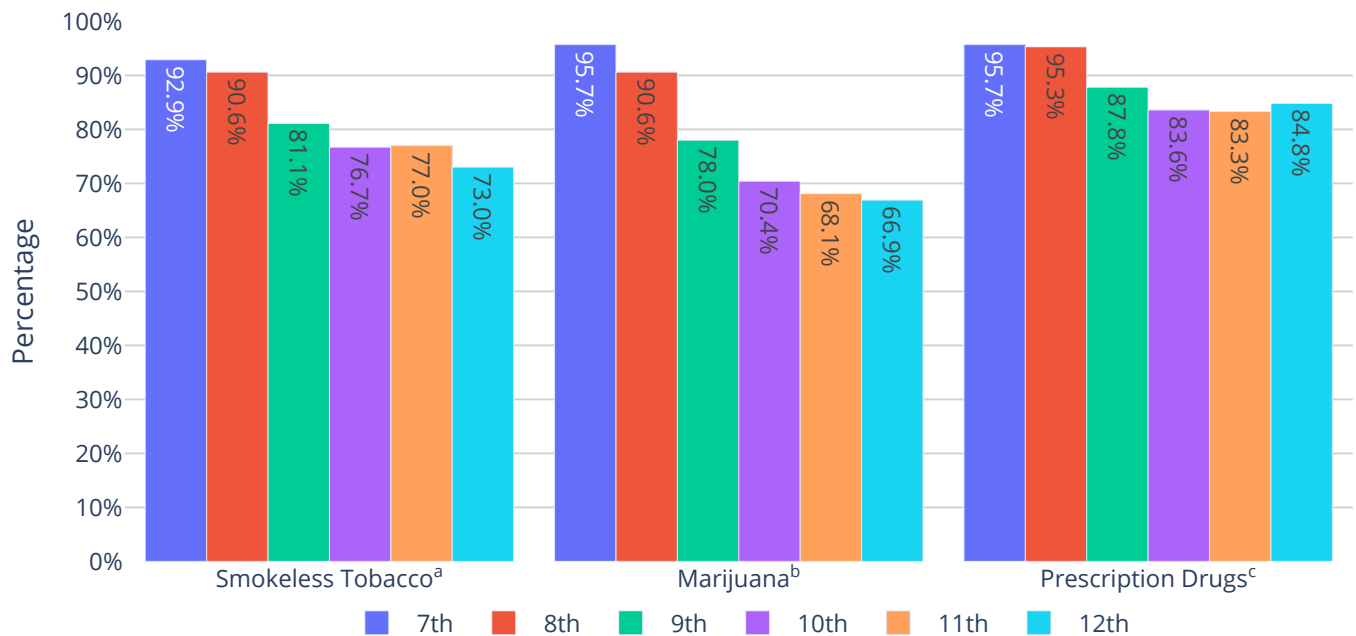


Figure 3.G.12: Student perception of how wrong or very wrong their friends think it is for someone their age to use Smokeless Tobacco^a, Marijuana^b, or Prescription Drugs^c, by grade, %

^a use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)

^b use marijuana or cannabis

^c use prescription drugs not prescribed to them or other than prescribed

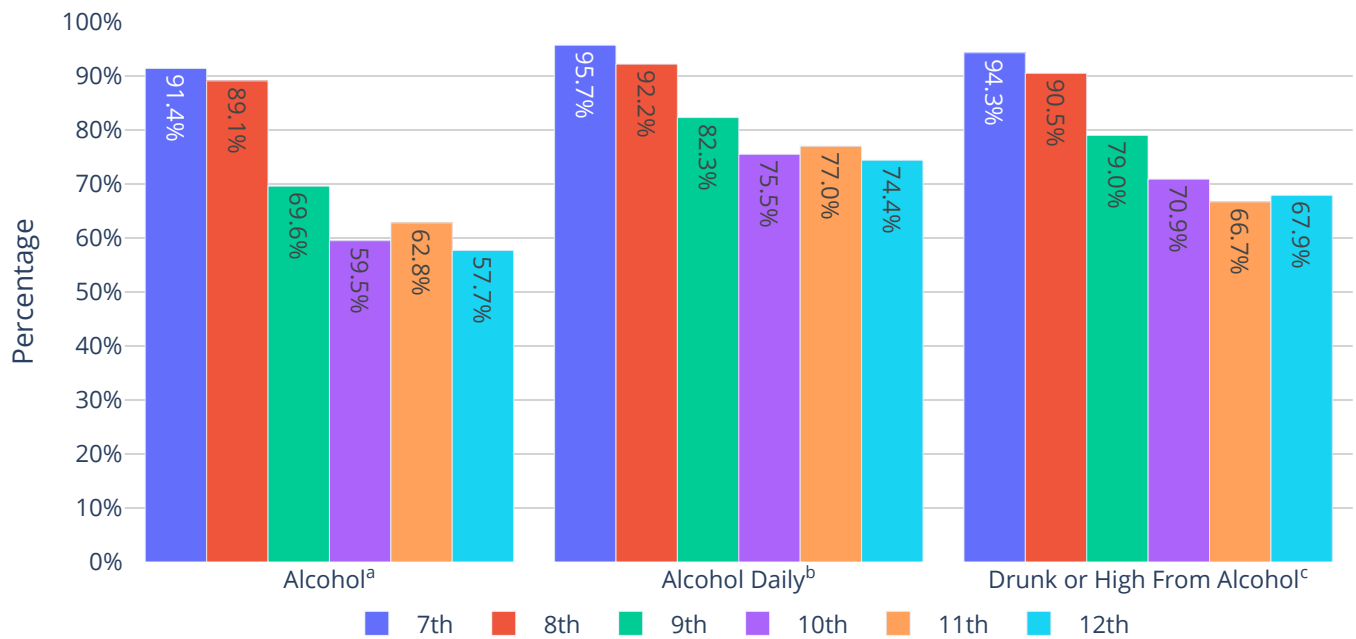


Figure 3.G.13: Student perception of how wrong or very wrong their friends think it is for someone their age to use Alcohol^a, Alcohol Daily^b, or Drunk or High From Alcohol^c, by grade, %

^a drink alcohol regularly (at least once or twice a month)

^b drink alcohol nearly every day

^c be drunk or very high from drinking alcohol

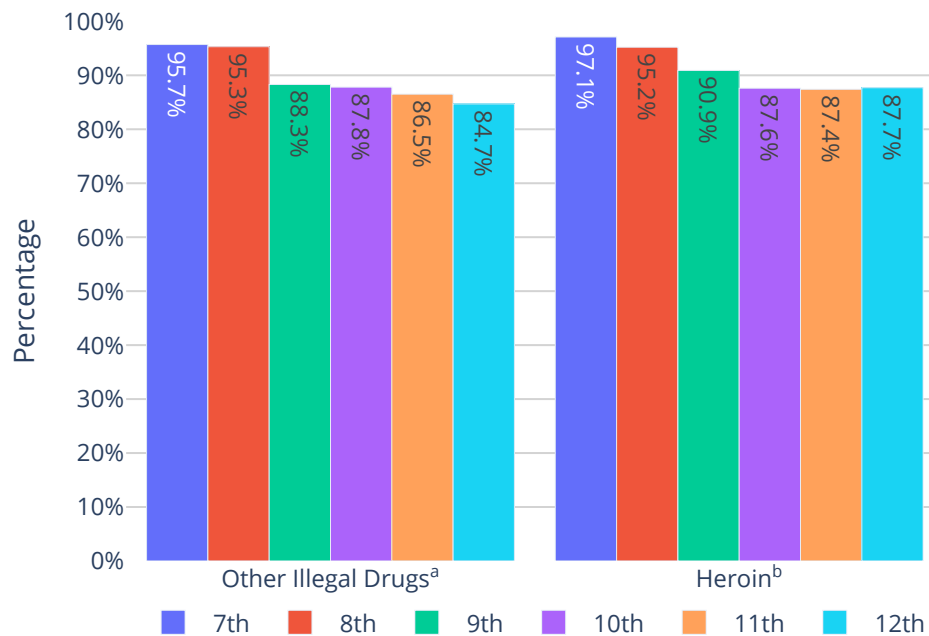


Figure 3.G.14: Student perception of how wrong or very wrong their friends think it is for someone their age to use Other Illegal Drugs^a or Heroin^b, by grade, %

^a use LSD, cocaine, amphetamines, or other drugs

^b use Heroin

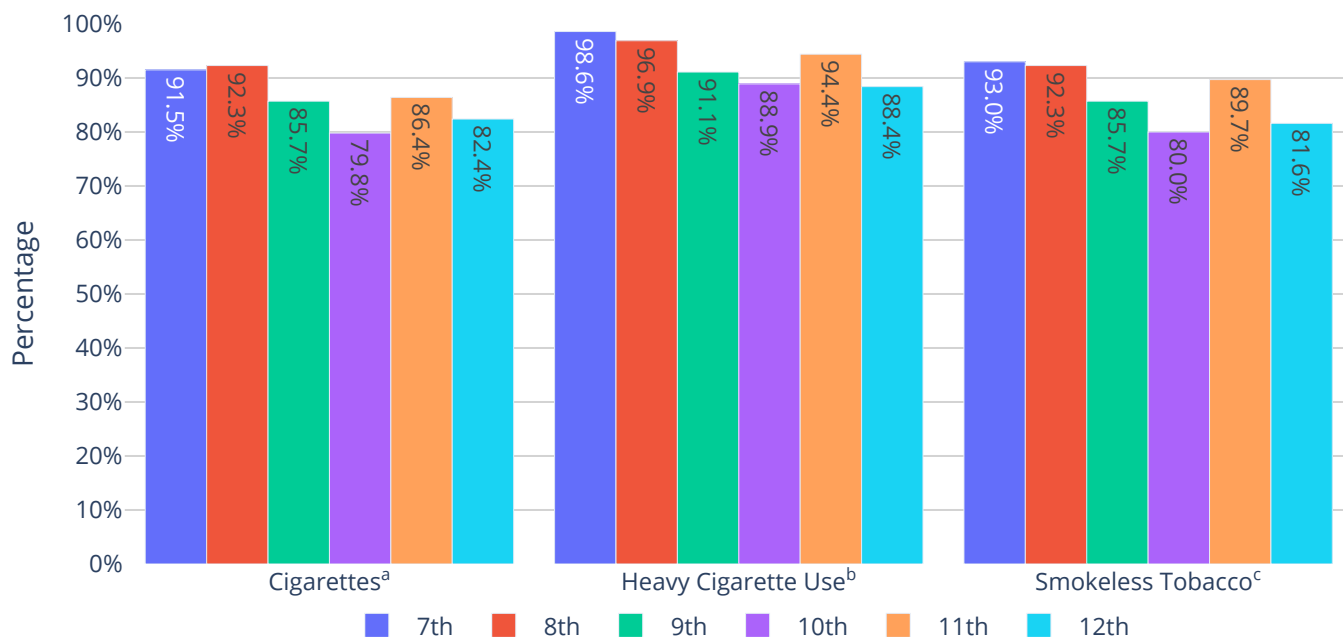


Figure 3.G.15: Student perceptions of moderate or great risk of harm for those using Cigarettes^a, Heavy Cigarette Use^b, or Smokeless Tobacco^c, by grade, %

^a smoke part or all of a cigarette

^b smoke one or more packs of cigarettes per day

^c use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)

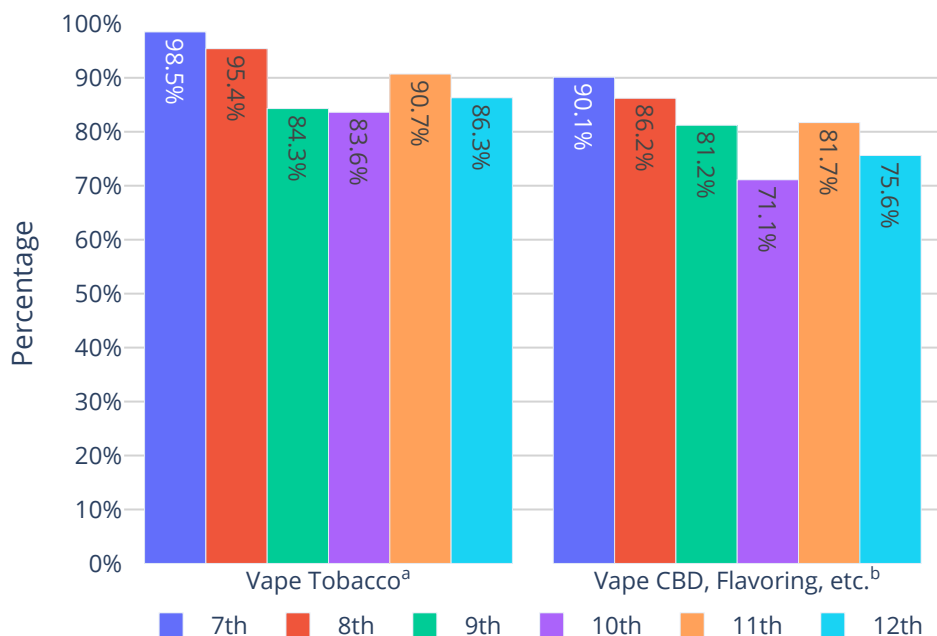


Figure 3.G.16: Student perceptions of moderate or great risk of harm for those vaping tobacco^a or vaping cbd, flavoring, etc.^b, by grade, %

^a vape tobacco

^b vape something that does not get them high (CBD, flavoring, etc.)

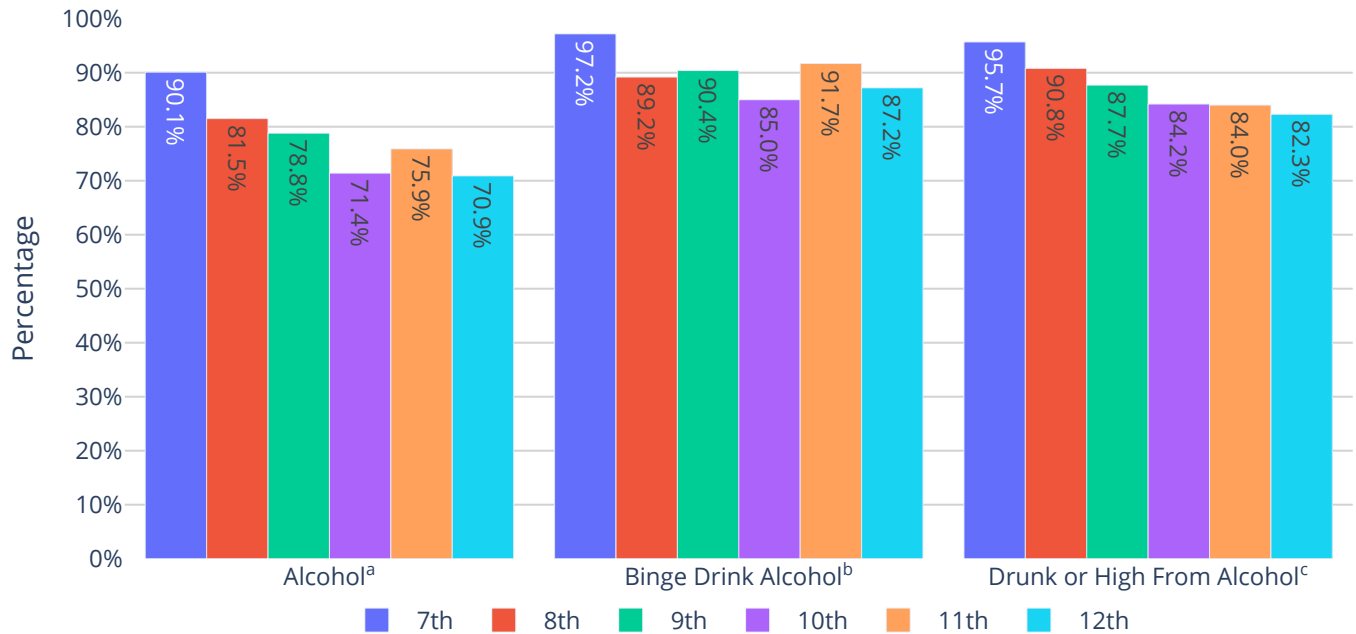


Figure 3.G.17: Student perceptions of moderate or great risk of harm for those using alcohol^a, binge drinking alcohol, or be drunk or high from alcohol^b, or be Get Drunk/High From Alcohol^c, by grade, %

^a drink alcohol regularly (at least once or twice a month)

^b have five or more drinks of an alcoholic beverage once or twice a week

^c be drunk or very high from drinking alcohol

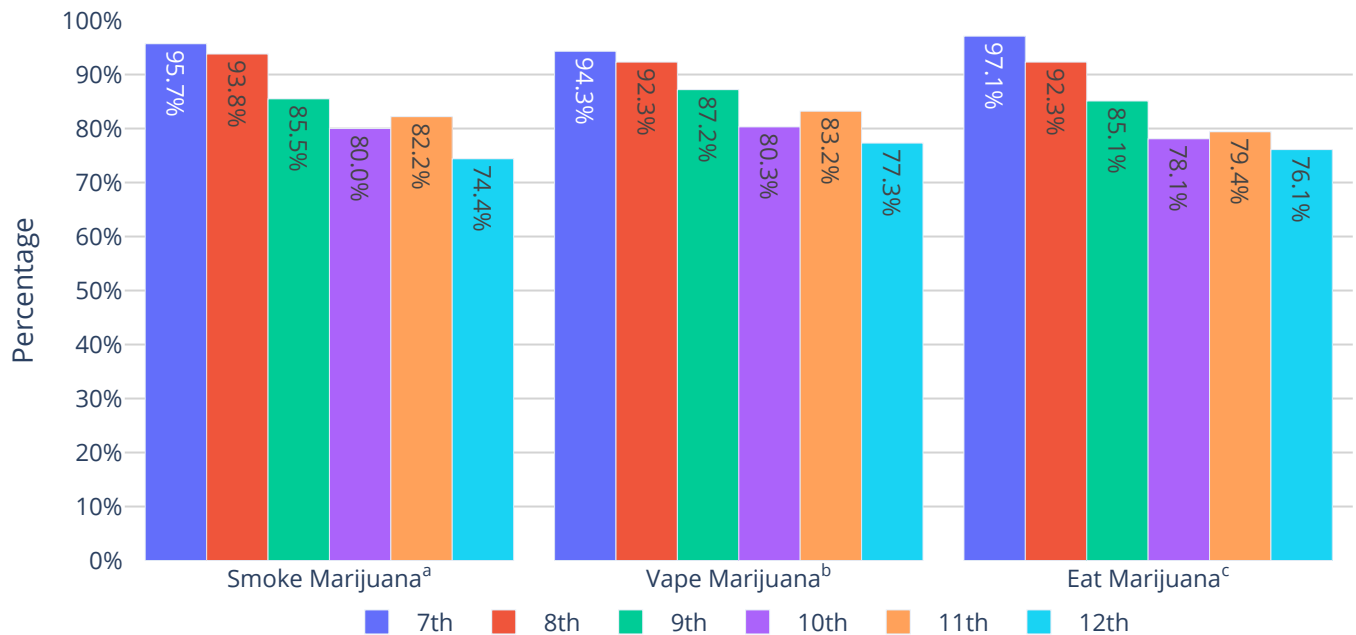


Figure 3.G.18: Student perceptions of moderate or great risk of harm for those smoking marijuana^a, vaping marijuana^b, or eating marijuana^c, by grade, %

^a smoke marijuana or cannabis once or twice a week

^b vape marijuana or cannabis

^c eat marijuana or cannabis in candies, treats, or other foods

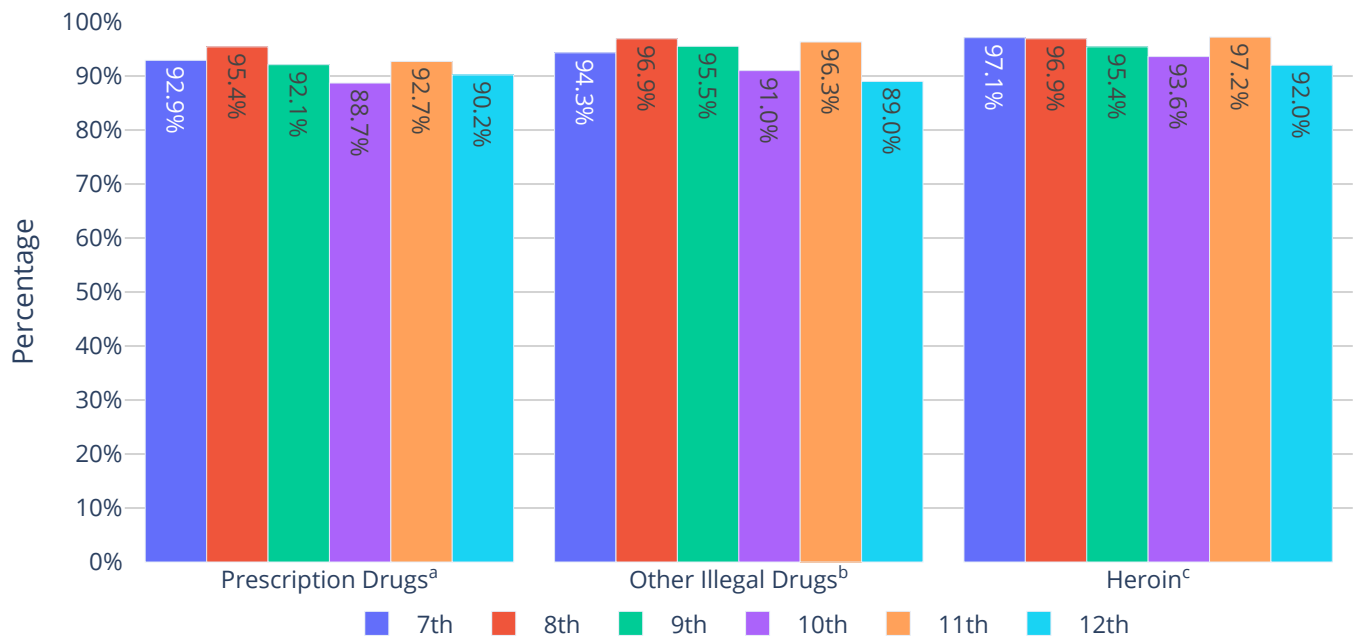


Figure 3.G.19: Student perceptions of moderate or great risk of harm for those using Prescription Drugs^a, Other Illegal Drugs^b, or Heroin^c, by grade, %

^a use prescription drugs not prescribed to them or other than prescribed

^b use LSD, cocaine, amphetamines, or other drugs

^c use Heroin

Section 4. Risk and Protective Factors

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 ways to reduce the risks. Just as medical researchers have identified risk factors for heart attacks (e.g., diets high in cholesterol, sedentary lifestyle, smoking, etc.), researchers at the University of Washington have identified a set of risk factors that are associated with substance abuse and other problem behaviors (Hawkins, 1992; Arthur, 2002). Risk and protective factors include both bad and good characteristics in four domains: school, community, family, as well as characteristics of students and their peer groups. Risk factors are known to predict increased likelihood of drug use, delinquency, and violent behaviors among youth. On the other hand, 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.

Research on risk and protective factors has important impli-

cations for prevention efforts. 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 promote related protective factors. For example, if perceived availability of substances is reported as an elevated risk factor in a community, interventions focusing on laws prohibiting access to substances can be provided that will improve perceptions and also increase opportunities and rewards for community involvement.

In the NYSYDS, items identifying risk factors included questions related to: Community - norms favorable to drug use; perceived availability of drugs; Family: favorable attitudes toward drugs; family management, conflict and history of anti-social behavior; Peer/individual: early initiation of drug use; favorable attitudes to drug use; depressive symptoms.

Items related to protective factors focused on family attachment. Definitions of risk and protective factors appear below and indicate the specific survey question used to assess each factor.

Section 4.A. Risk and Protective Scale Definitions

The following table provides a definition for risk and protective factors in this report. Each definition includes the name of the factor, a short definition of the factor and the survey questions used to calculate the factor. To reduce the length of the 2021 NYSYDS questionnaire, some factors that

were present on previous questionnaires were dropped. Of note, this year's survey did not include questions related to protective factors associated with community, school, and individual/peer domains or risk factors related to the school domain.

Table 4.1 Community Domain Risk Factors	
Laws and Norms Favorable to Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
	How wrong would most adults (over 21) in your neighborhood think it is for kids your age to...
25a	smoke part or all of a cigarette?
25d	drink alcoholic beverages - beer, wine, or hard liquor (for example, vodka, rum, whiskey, or gin) regularly (at least once or twice a month)?
25f	use marijuana or cannabis?
44	If a kid used marijuana or cannabis in your neighborhood would he or she be caught by the police?
45	If a kid drank some beer, wine or hard liquor (for example, vodka, rum, whiskey, or gin) in your neighborhood would he or she be caught by the police?
46	If a kid carried a handgun in your neighborhood would he or she be caught by the police?
Perceived Availability of Drugs	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents.
	If you wanted to, how easy would it be for you to get...
21a	tobacco?
21b	beer, wine or hard liquor (for example, vodka, rum, whiskey, or gin)?
21d	marijuana or cannabis?
21e	other drugs like cocaine, LSD, or amphetamines?

Table 4.2 Family Protective Factors	
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
48	Do you feel very close to your parents (or guardians)?
49	Do you share your thoughts and feelings with parents (or guardians)?
Family Rewards for Prosocial Involvement	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
58	My parent (or guardian) notices when I am doing a good job and let me know about it.
59	How often do your parents (or guardians) tell you they're proud of you for something you've done?

Table 4.3 Family Domain Risk Factors	
Poor Family Management	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
33	Parents (or guardians) ask if I've gotten my homework done.
34	Would parents (or guardians) know if you did not come home on time?
35	When I am not at home, parents (or guardians) know where I am and whom I am with.
36	The rules in my family are clear.
38	My family has clear rules about alcohol and other drug use.
40	If you drank some beer or wine or liquor (for example, vodka, rum, whiskey, or gin) without your parents (or guardians) permission, would you be caught by them?
41	If you carried a handgun without your parents (or guardians) permission, would you be caught by them?
42	If you skipped school, would you be caught by your parents (or guardians)?
Family Conflict	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
51	People in my family often insult or yell at each other.
52	People in my family have serious arguments.
53	We argue about the same things in my family over and over.
Family History of Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
About how many adults (over 21) have you known personally who in the past year have...	
54a	gotten drunk or high?
54b	used marijuana (cannabis)?
54c	used crack, cocaine, or other illegal drugs?
54d	sold or dealt drugs?
54e	done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging, or assaulting others, etc.?
54f	done things that could get them into trouble with police, like stealing, or robbing someone, because of gambling?
55	Has anyone in your family ever had a severe alcohol or drug problem?
Have any of your brothers or sisters ever...	
57a	drunk beer, wine or hard liquor (for example, vodka, rum, whiskey, or gin)?
57b	used marijuana?
57c	used tobacco?
57d	taken a handgun to school?
57e	been suspended or expelled from school?

Table 4.3 Family Domain Risk Factors (cont.)	
Parental Attitudes Favorable to Drug Use	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.
How wrong do your parents (or guardians) feel it would be for you to...	
26a	smoke part or all of a cigarette?
26e	drink alcoholic beverages - beer, wine, or hard liquor (for example, vodka, rum, whiskey, or gin) regularly (at least once or twice a month)?
26h	use marijuana or cannabis?

Table 4.4 Individual / Peer Risk Factors	
Peer Attitudes Favorable toward Drug Use	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others 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.
How wrong do you think it is for someone at your age to...	
27a	smoke part or all of a cigarette?
27d	drink alcoholic beverages - beer, wine, or hard liquor (for example, vodka, rum, whiskey, or gin)?
27f	use marijuana or cannabis?
27h	use LSD, cocaine, amphetamines, or other drugs?
Early Initiation of Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, 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.
How old were you when you first...	
9c	smoked part or all of a cigarette?
9h	drank one or more drinks of an alcoholic beverage (beer, wine, or hard liquor- for example, vodka, rum, whiskey or gin)?
9i	drank alcoholic beverages (beer, wine, or hard liquor- for example, vodka, rum, whiskey, or gin) regularly, that is, at least once or twice a month?
9l	smoked marijuana or cannabis?

Section 4.B. Risk Factors

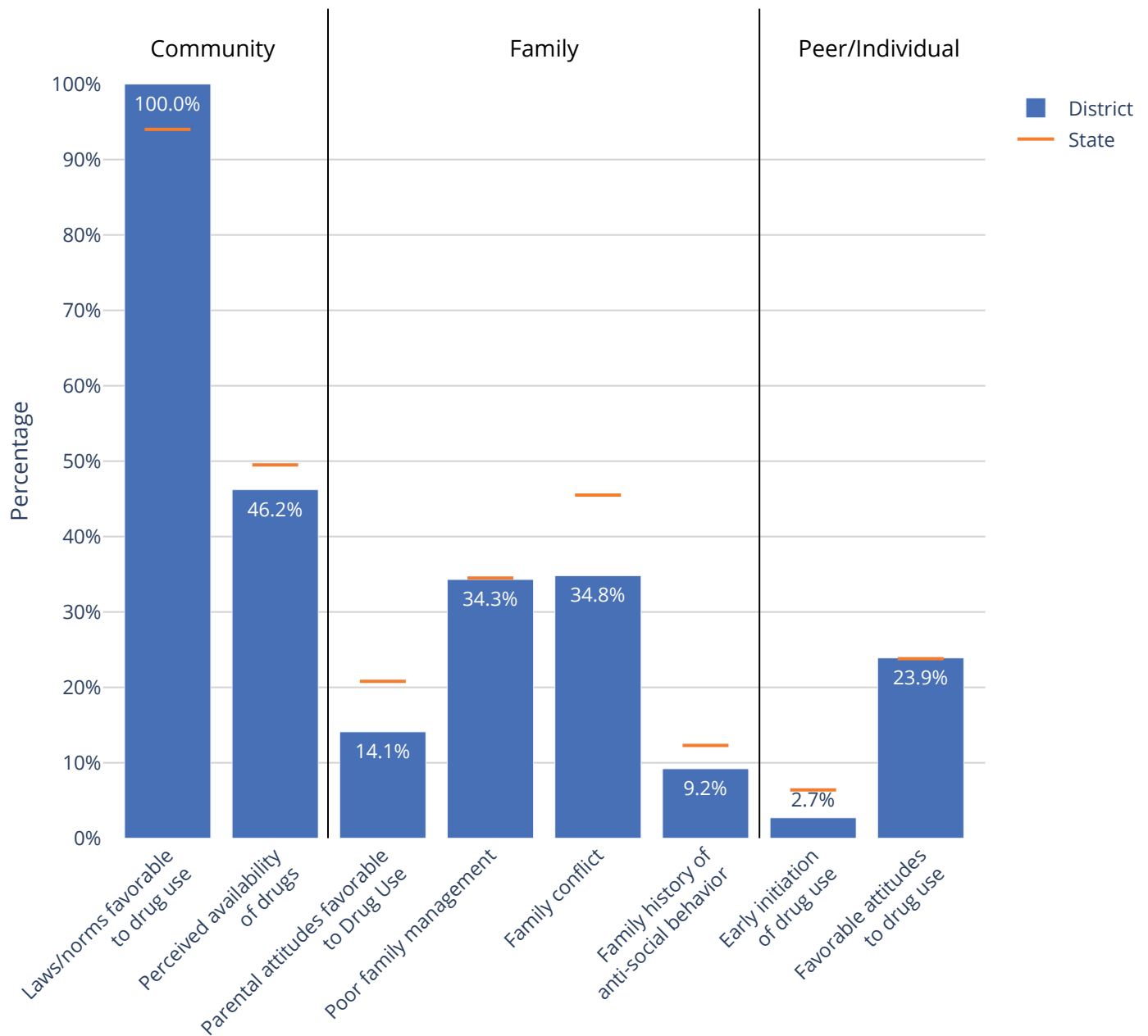


Figure 4.B.1: Risk factors, %, Grade 7

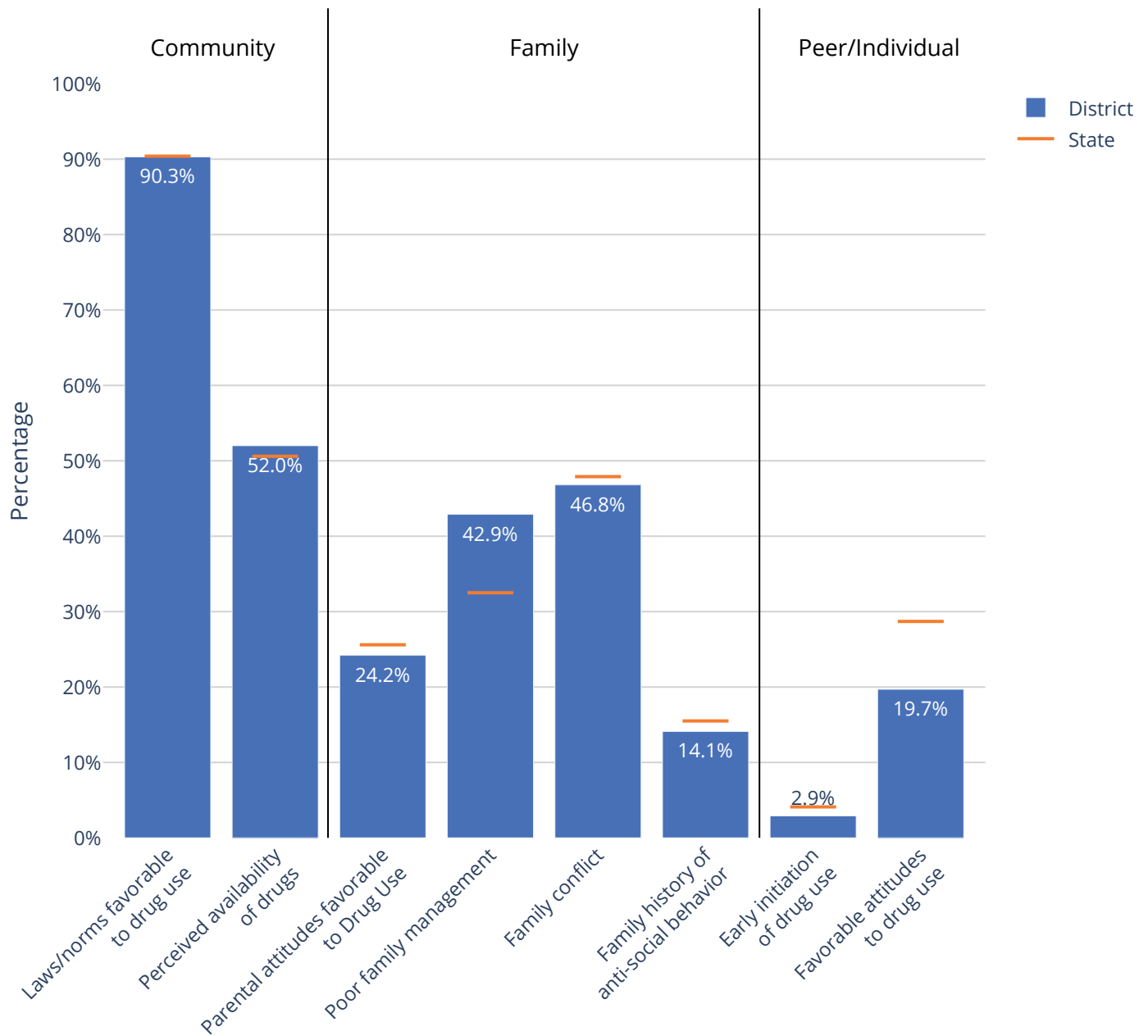


Figure 4.B.2: Risk factors, %, Grade 8

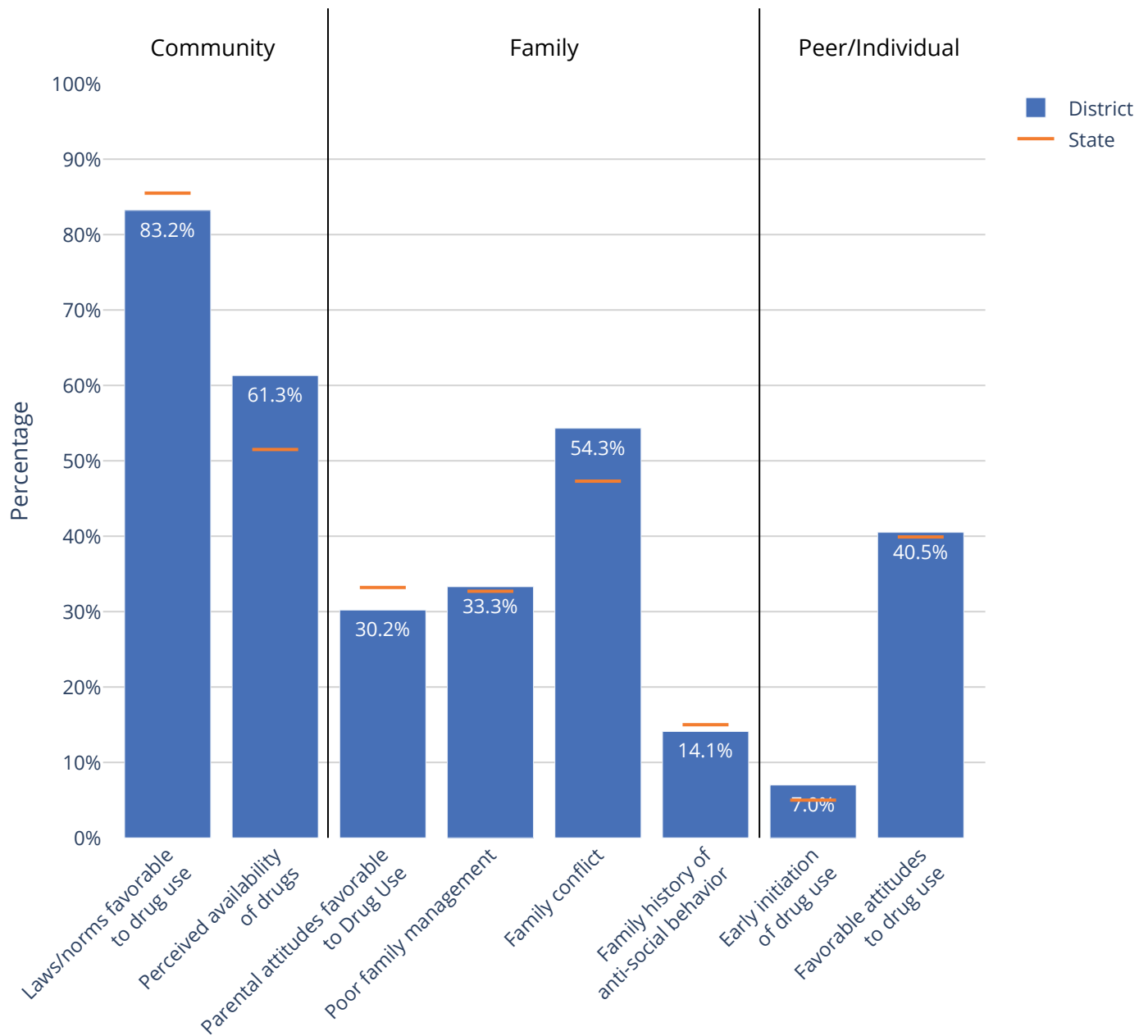


Figure 4.B.3: Risk factors, %, Grade 9

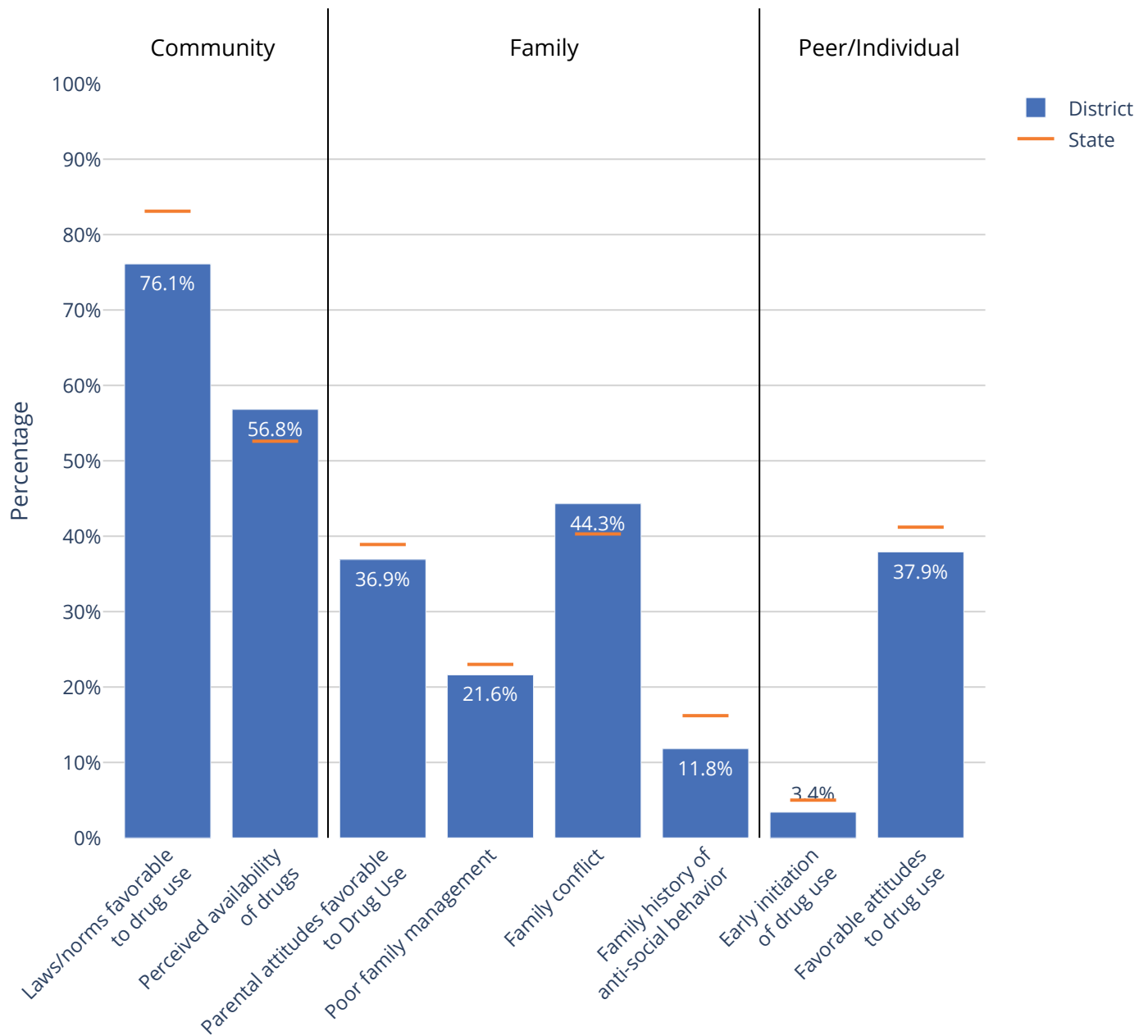


Figure 4.B.4: Risk factors, %, Grade 10

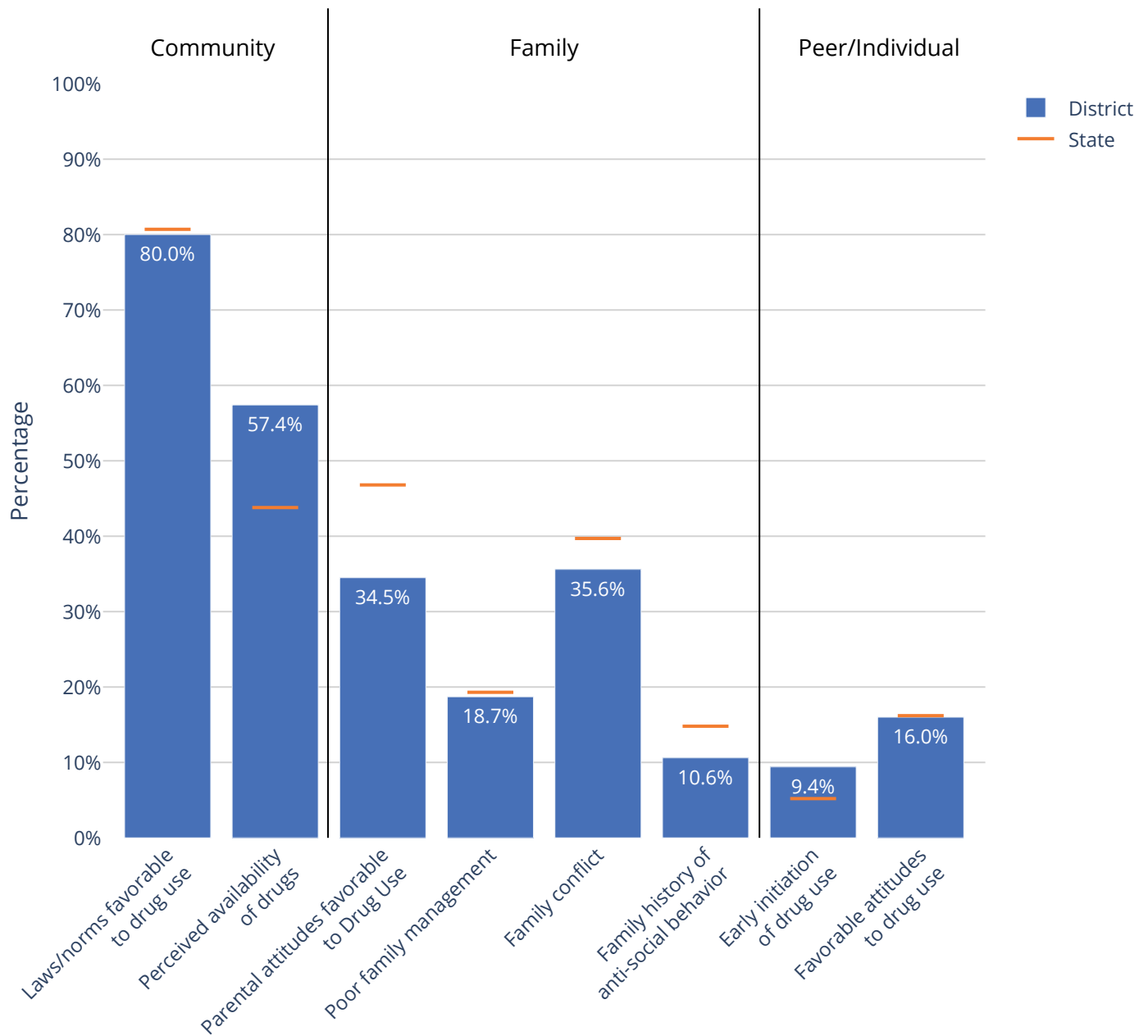


Figure 4.B.5: Risk factors, %, Grade 11

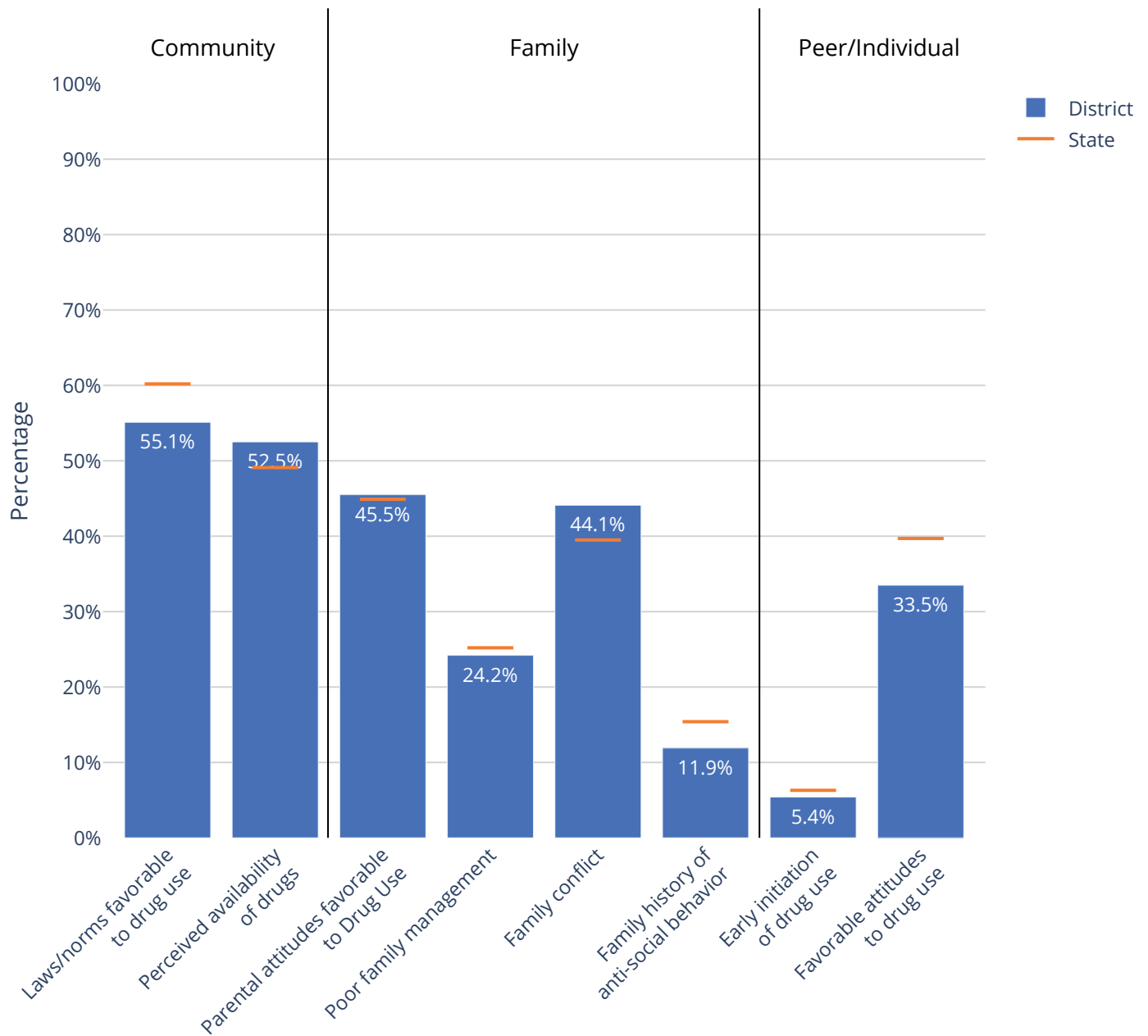


Figure 4.B.6: Risk factors, %, Grade 12

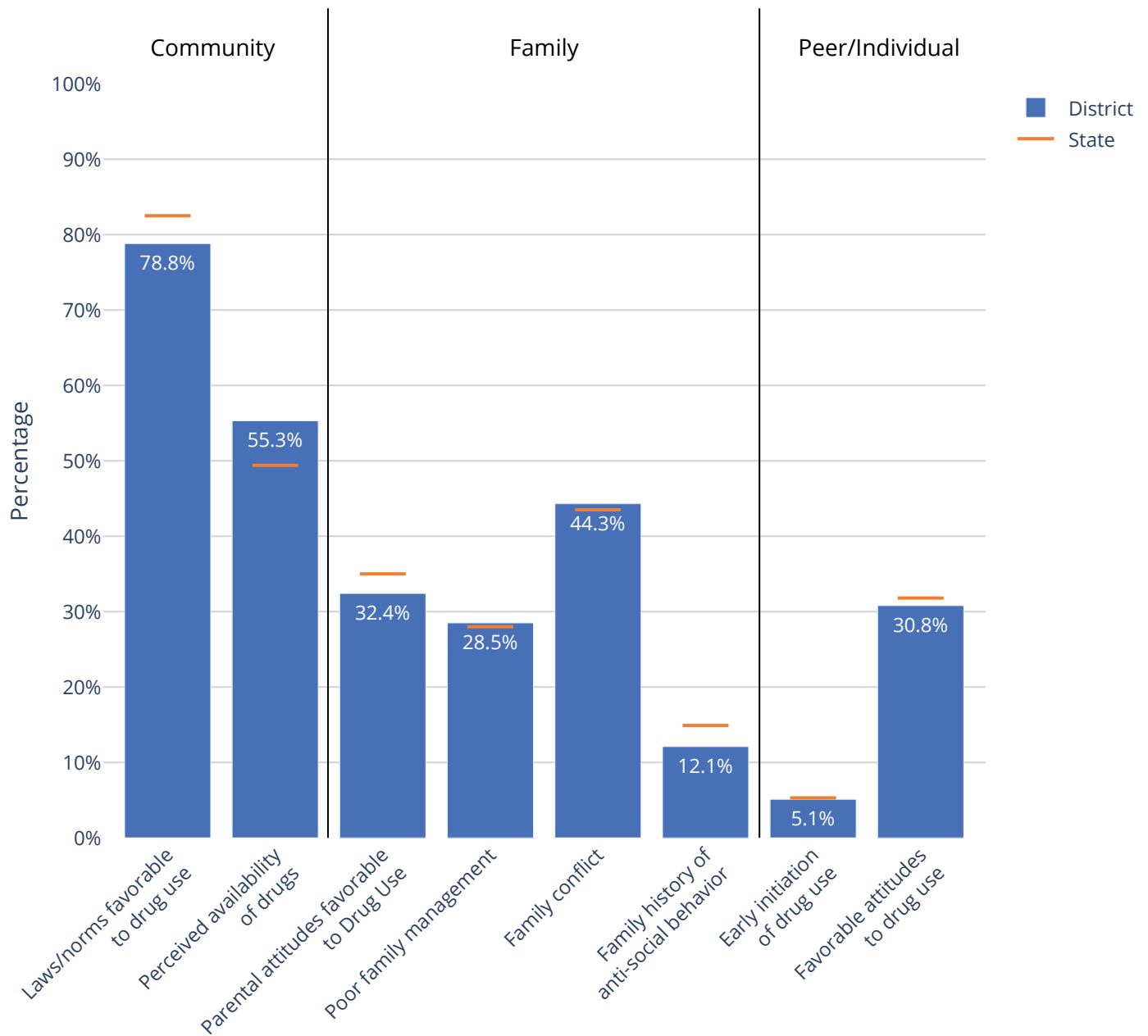


Figure 4.B.7: Risk factors, %, total grades

Section 4.C. Protective Factors

The 2021-2022 NYSYDS instrument was modified from previous years' surveys, with only a few indicators measured within the family domain. Questions in this year's survey assessed family attachment factors including a parents interest in student's homework, feeling of closeness to parents, sharing thoughts with parents, and enjoying time with parents. These measures provide information on how well a student feels connected to their family (Figures 4.C.1- 4.C.7).

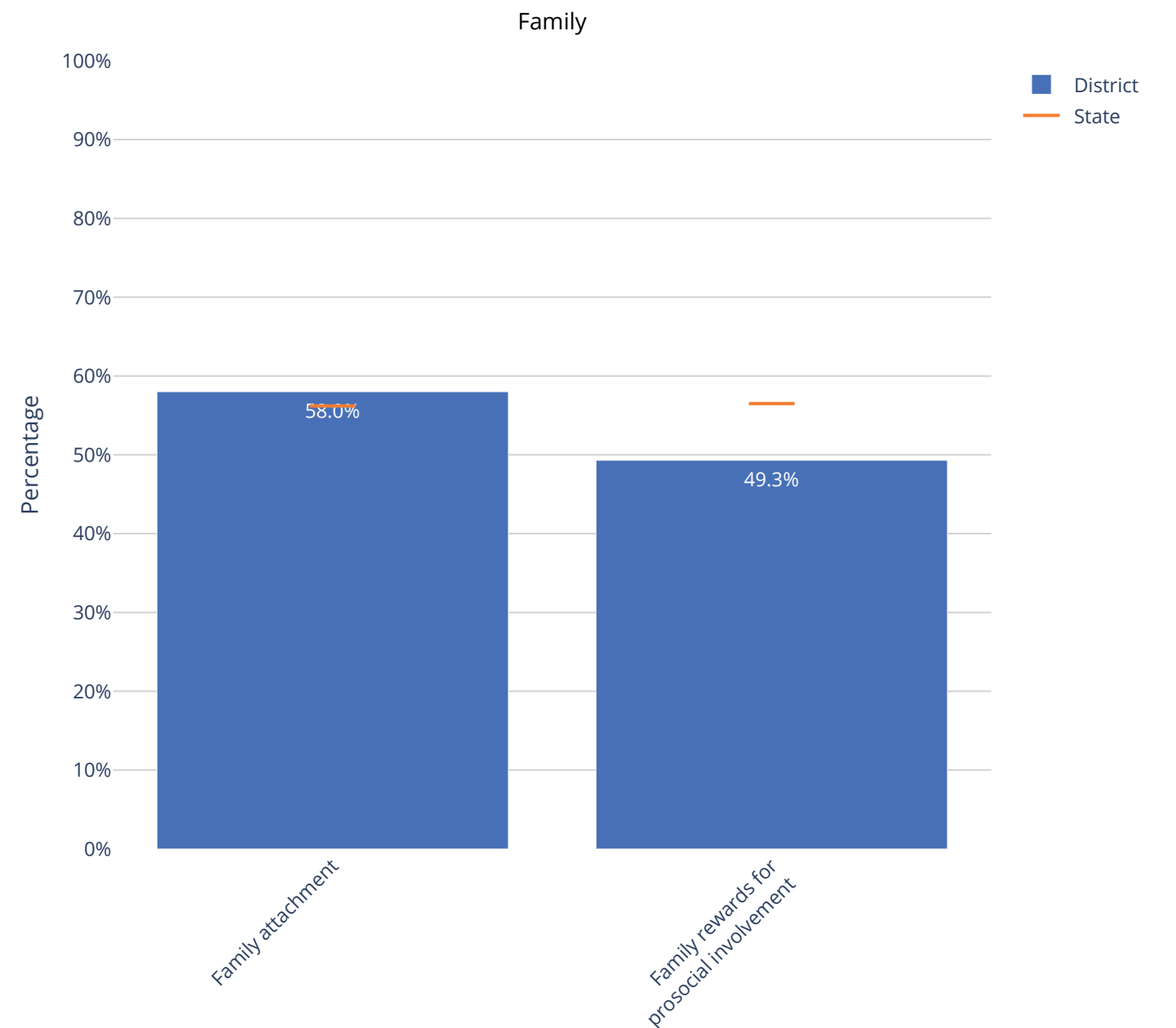


Figure 4.C.1: Protective factors, %, Grade 7

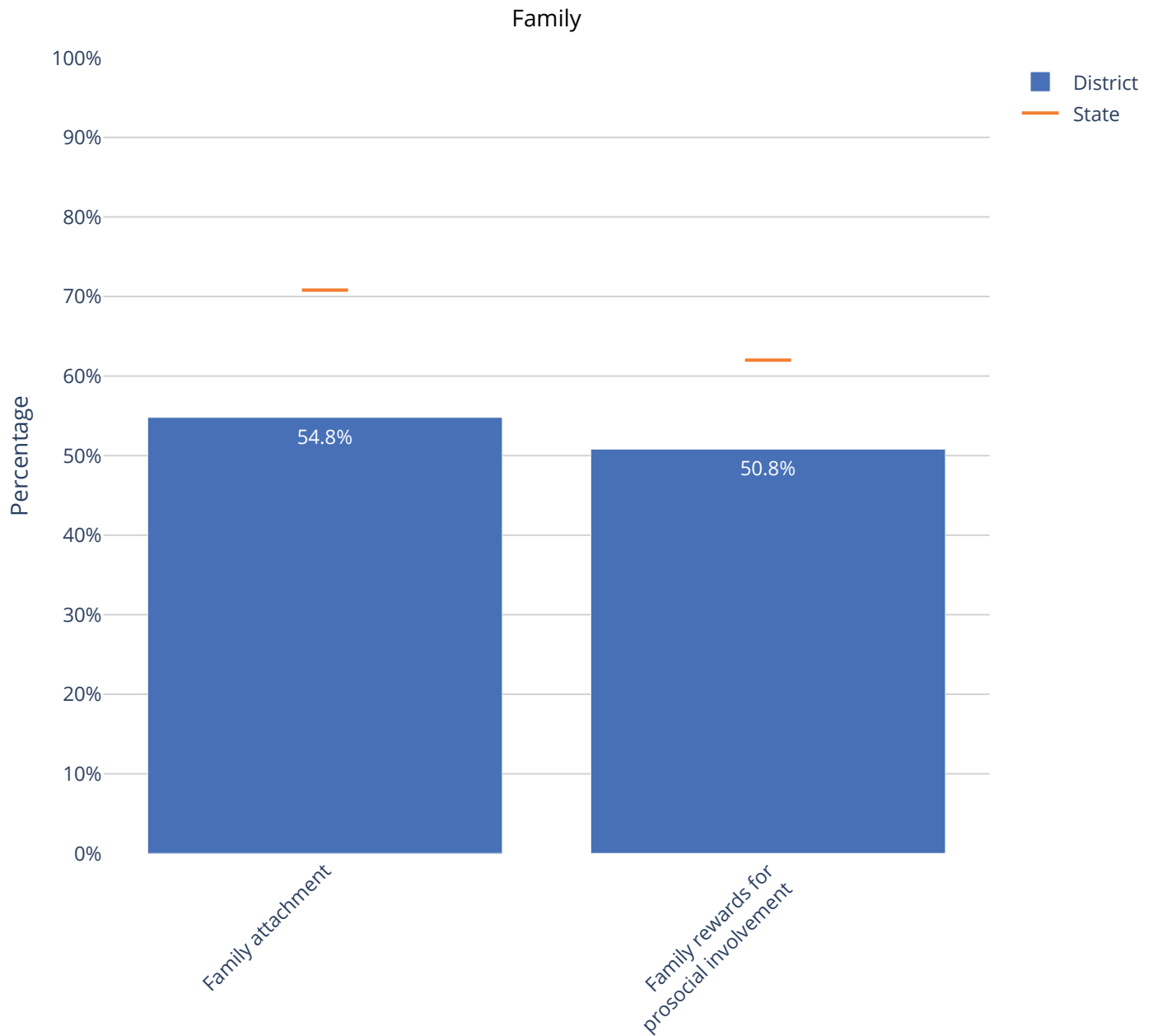


Figure 4.C.2: Protective factors, %, Grade 8

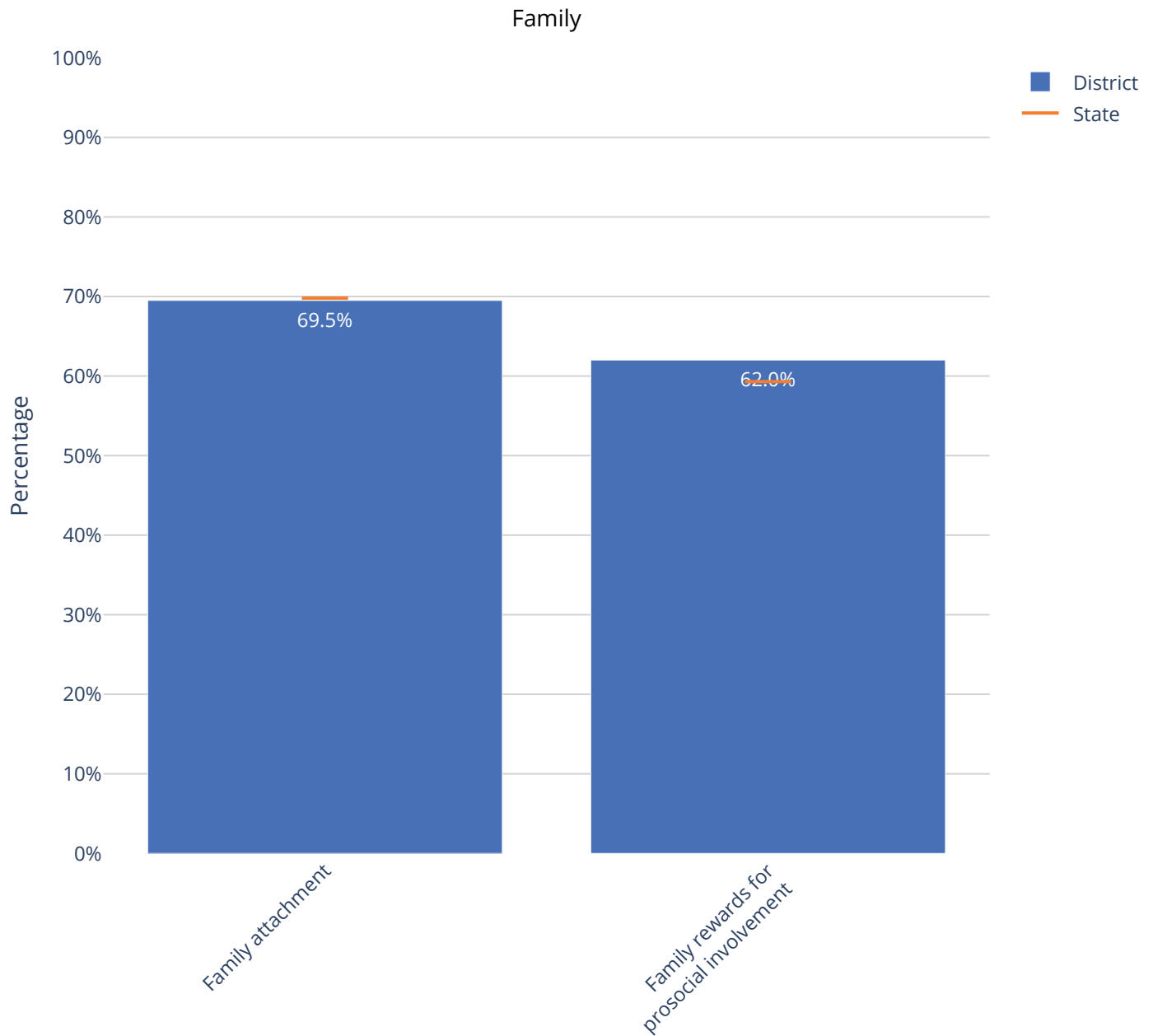


Figure 4.C.3: Protective factors, %, Grade 9

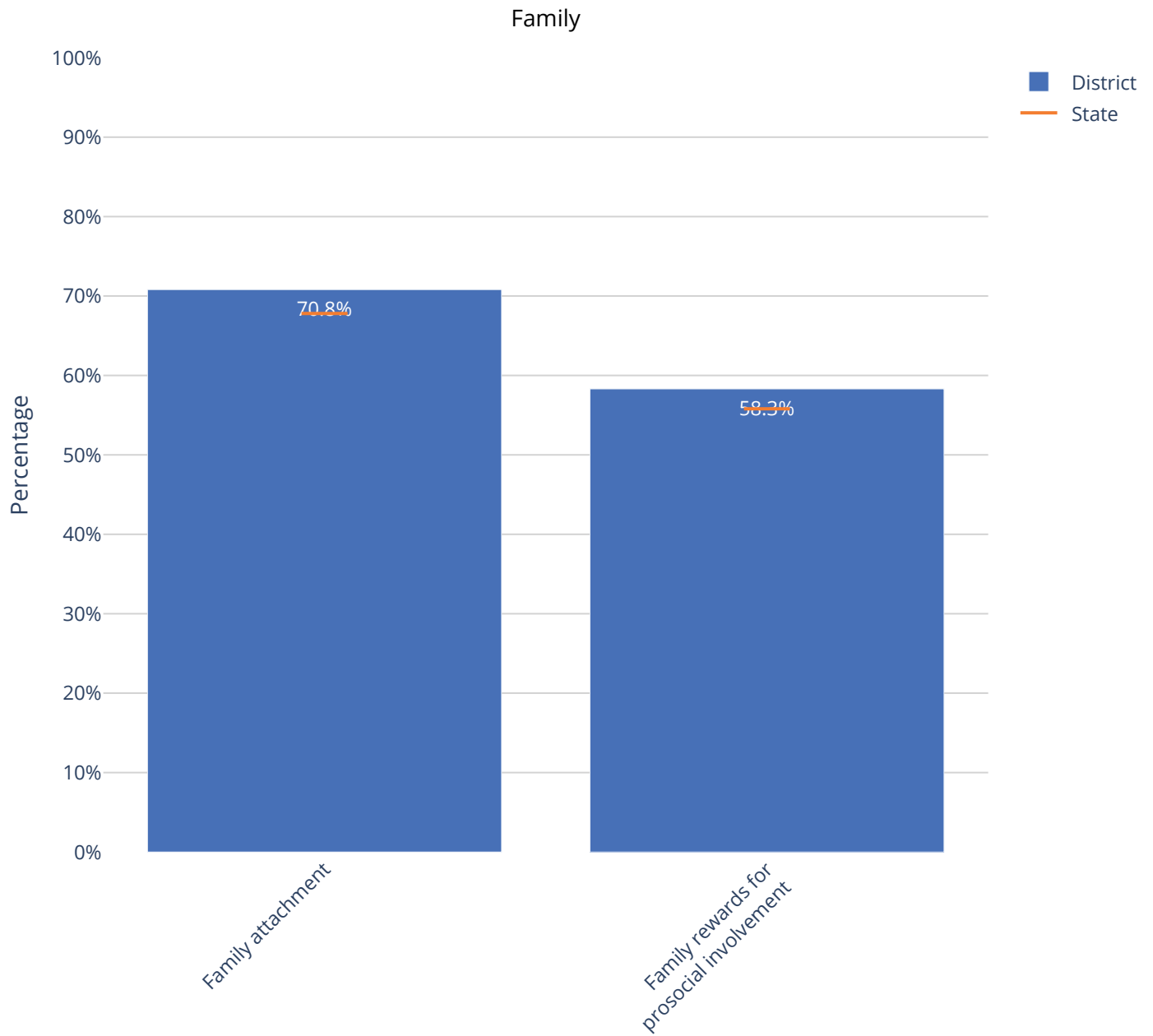


Figure 4.C.4: Protective factors, %, Grade 10

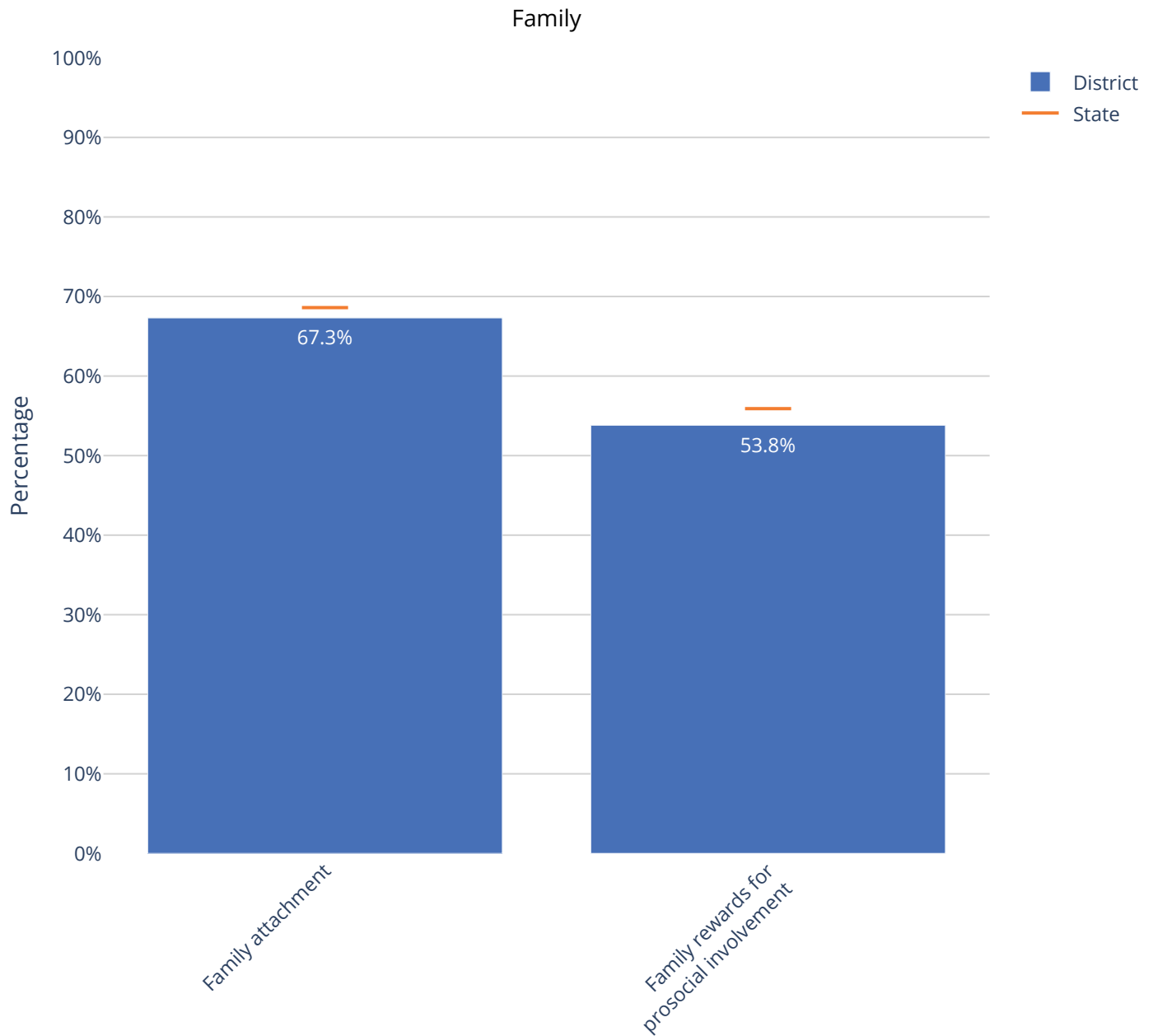


Figure 4.C.5: Protective factors, %, Grade 11

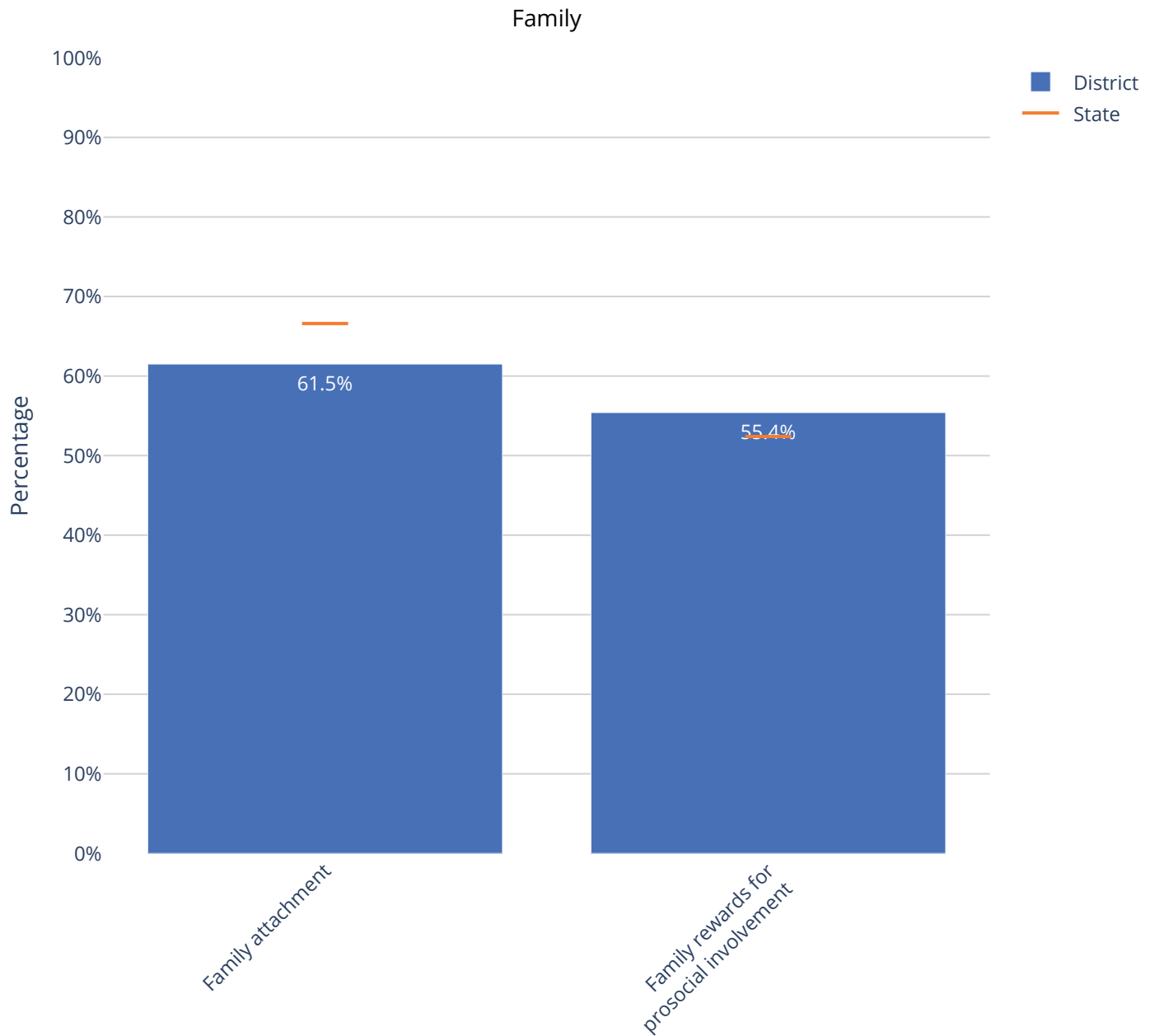


Figure 4.C.6: Protective factors, %, Grade 12

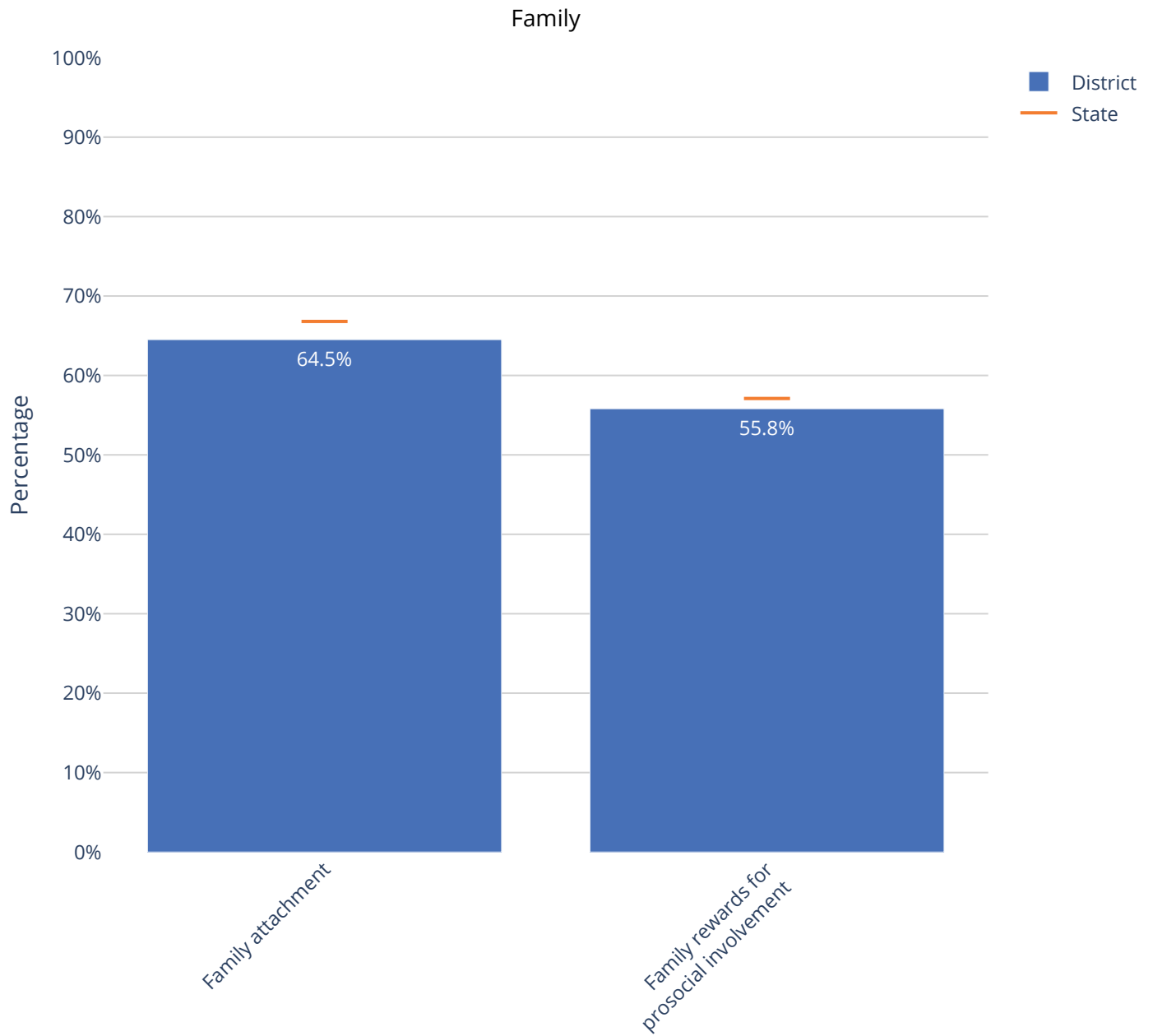


Figure 4.C.7: Protective factors, %, total grades

Section 5. Mental Health

Questions on the NYSYDS questionnaire provide a small glimpse into students' mental well-being by including items on depression and suicide. Psychological distress has been associated with drug use and other problem behaviors among adolescents (Kelly, 2015; Schuler, 2015). Alarming, in 2020, suicide was the second leading cause of death for people ages 10-14 years and 25-34 years. It was the third leading cause for people ages 15-24 years. While trends in suicidal ideation and planning among high school students de-

creased between 1991 and 2017, trends in suicide attempts have increased overall among adolescents between 2009 - 2019 (CDC, 2022). Because of the rising occurrence of depression and suicide ideation/attempts, administrators across the country are considering suicide prevention strategies that address risk and protective factors for depression (Zwald, 2018). CDC's Preventing Suicide: A Technical Package of Policy, Programs, and Practices may be of interest for your school (Stone, 2018).

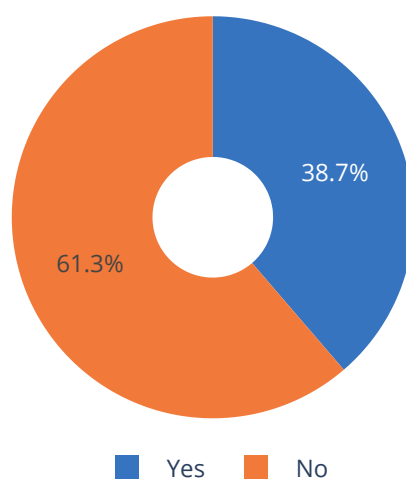


Figure 5.1: Feeling depressed, total grades, %

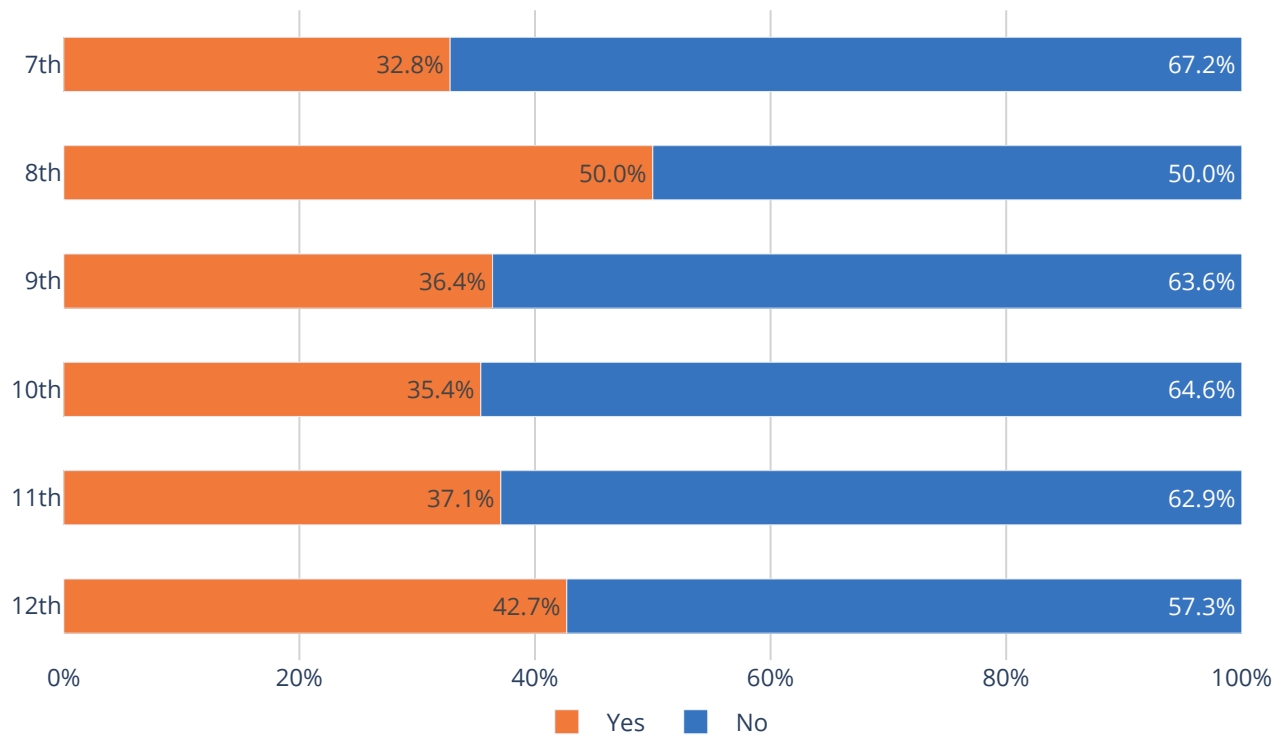


Figure 5.2: Feeling depressed,%, by grade

Students could answer "yes" or "no" to the question: during the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

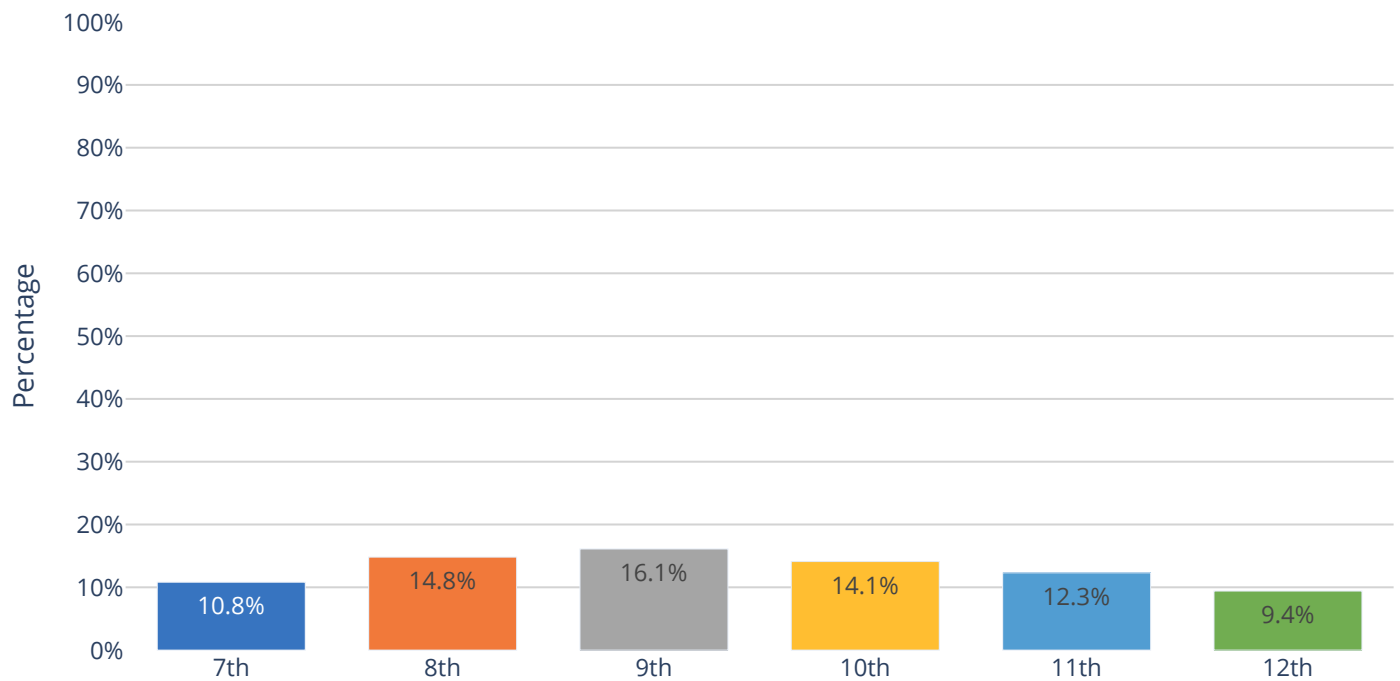


Figure 5.3: Students reporting thoughts of suicide, past year, %, by grade

Students could answer "yes" or "no" to the question: during the past 12 months, did you ever seriously consider attempting suicide?

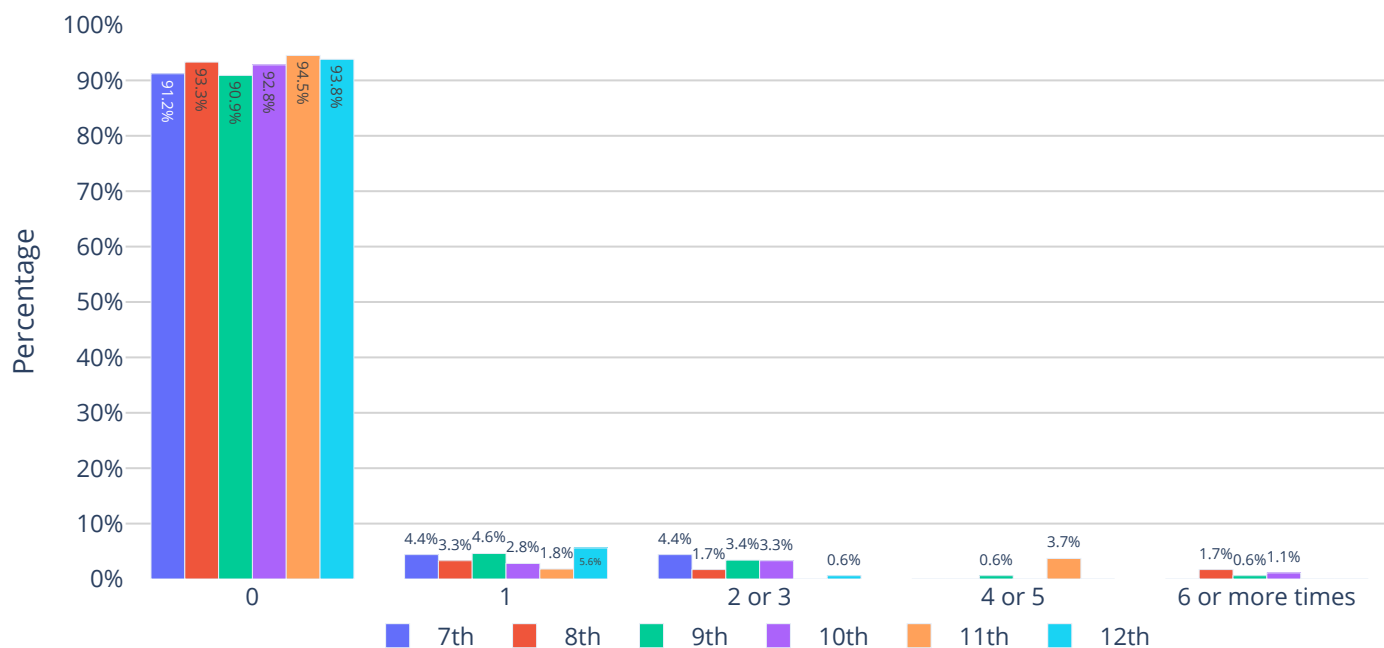


Figure 5.4: Times attempted suicide, by grade, %

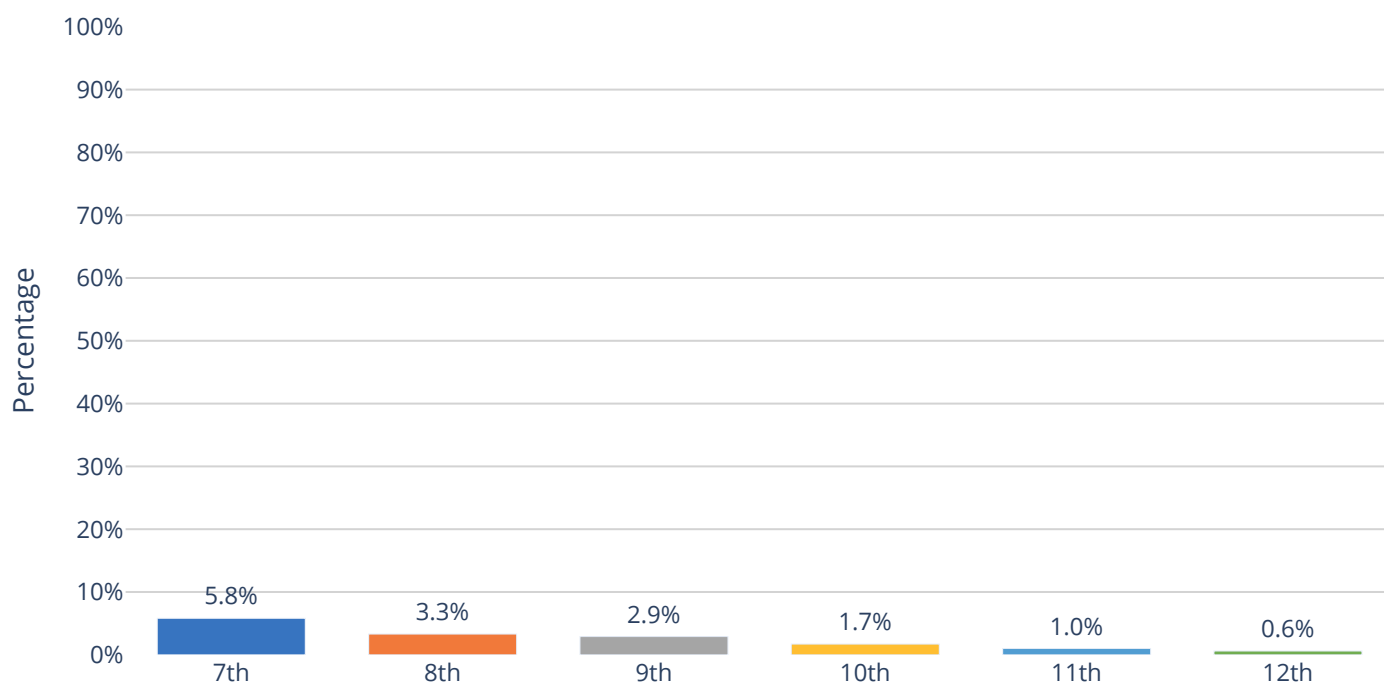


Figure 5.5: Suicide attempt resulting in injury treated medically, by grade, %

Section 6. Gambling

With the onset of digital and social media and the increased opportunities for online gambling as well as the presence of local venues for gambling, adolescent exposure to gambling behaviors continues to be a threat for students around the world. Researchers have found that adolescent gamblers are more likely than nongamblers to report drug use, dependence, and depression (Lynch, 2004). Further, some research has found that early age of gambling onset could influence mental health functioning later in life (Wilber, 2006). Understanding the gambling factors related to adolescent gambling can assist prevention efforts by targeting access to gambling venues and developing strategies such as regulations and offering alternative activities (Kang, 2019).

A series of questions on the

NYSYDS were included to address and measure various gambling activities. Students were asked to respond with the number of occasions, if any, that they had participated in various gambling activities. All the gambling questions refer to activity measured over the past year. Two other questions asked about other factors related to gambling: 1) how easy it would be to get involved with gambling; and 2) when (time of day) a student participated in gambling.

The figures that follow detail the percentage of students who reported engaging in any of the listed activities on one or more occasions, by combined grade levels. For expanded grade-by-grade information and exact percentages, please refer to the data tables found in Appendix B.

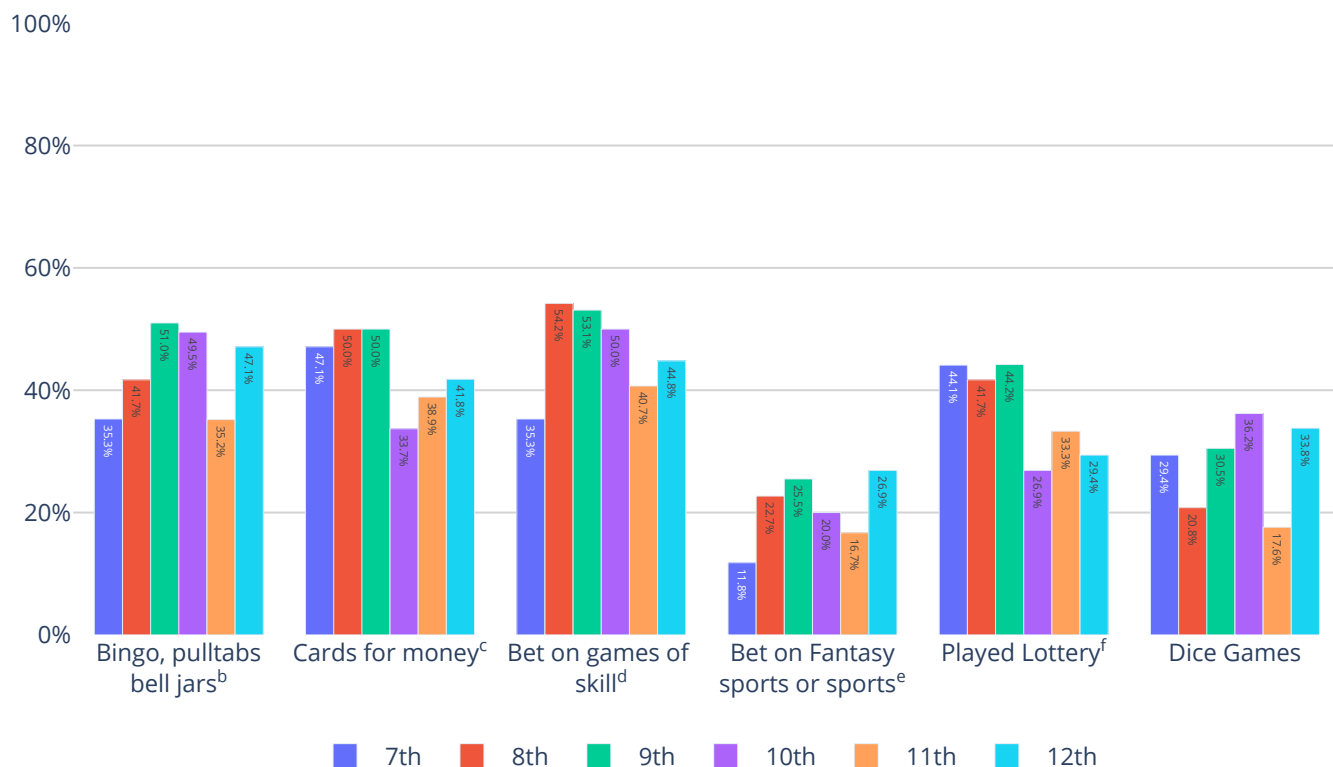


Figure 6.1: Students engaged^a in bingo^b, cards for money^c, games of skill^d, sporting events^e, lottery^f, dice games, by grade, %

^a Data reflect students who responded participating on more than one occasion.

Questionnaire defined each response item as:

^b bingo, pull tabs, bells jars, or participated in raffles to win something of value

^c cards (such as poker) to win money or something of value

^d bowling, pool, basketball, darts, or another game of skill

^e fantasy sports teams or sporting events

^f lottery, LOTTO, or scratch-off tickets

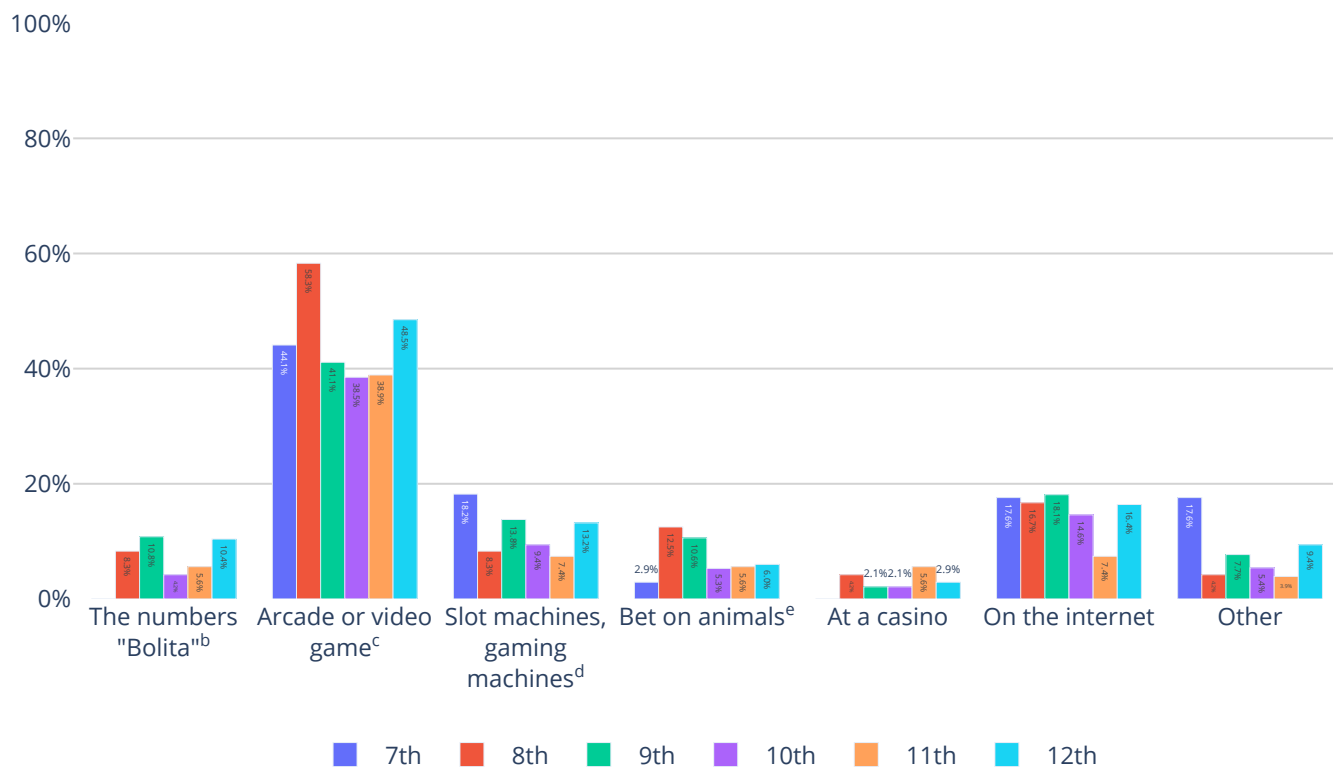


Figure 6.2: Students engaged^a in betting on numbers^b, video games^c, gaming machines^d, animals^e, at casino or over internet, by grade, %

^a Data reflect students who responded participating on more than one occasion.

Questionnaire defined each response item as:

^b "the numbers" or Bolita

^c arcade or video games

^d slot machines, poker machines or other gaming machines

^e horses, dogs, or other animals

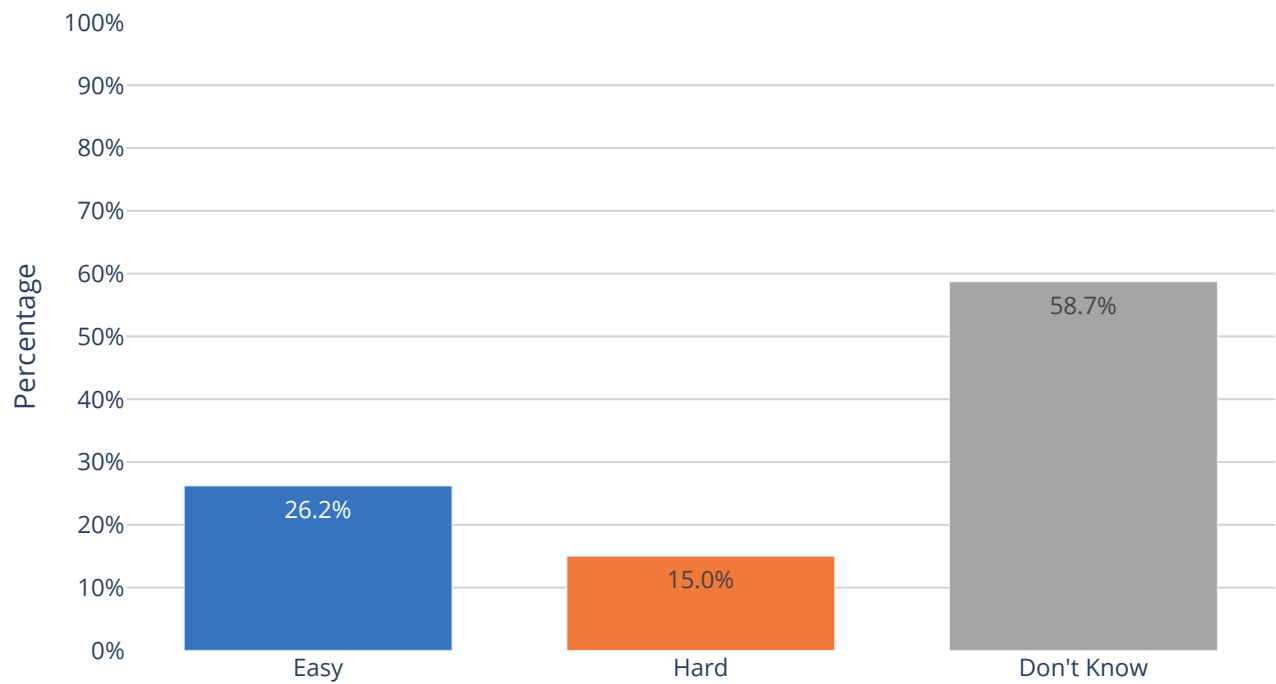


Figure 6.3: Ease of getting involved in gambling : easy^a, hard^b, don't know, by combined grades (7-12), %

^a easy: aggregate of very easy and sort of easy

^b hard: aggregate of very hard and sort of hard

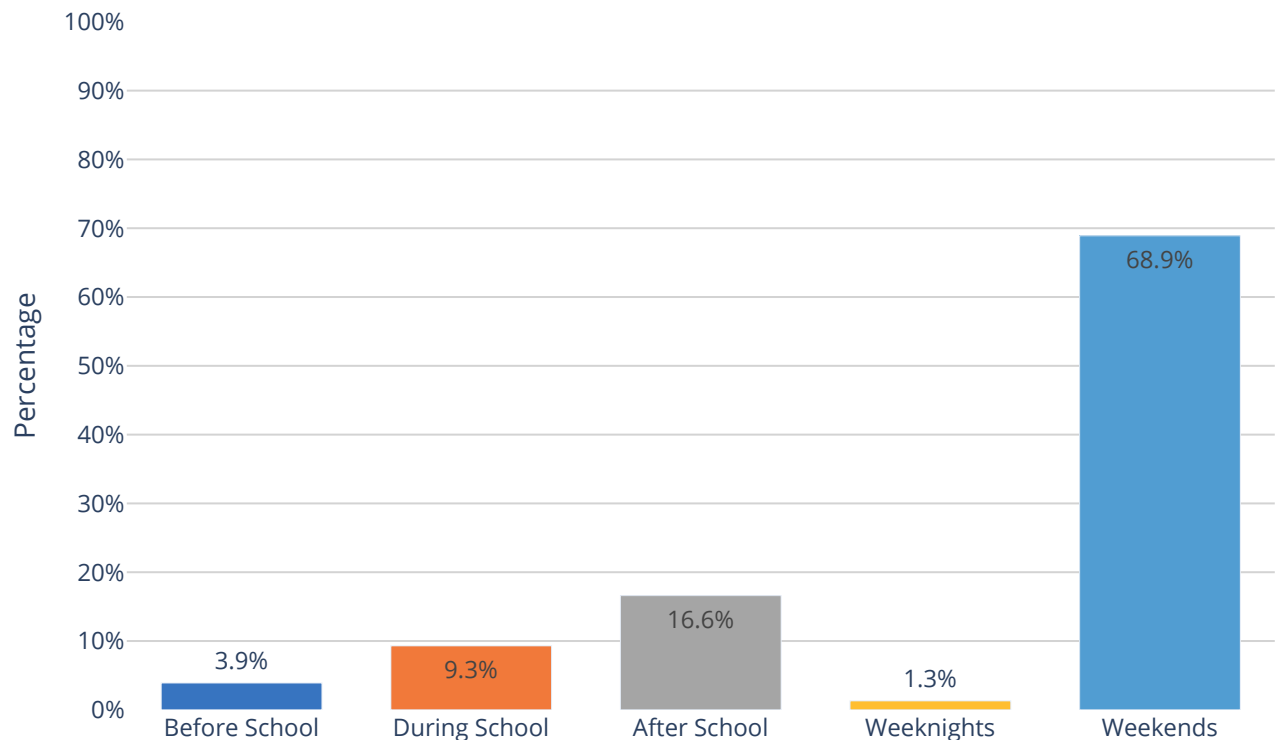


Figure 6.4: Students' preferred time of day for gambling^a, by combined grades, 7-12, %

^a Figure excludes respondents who answered "Do not use"

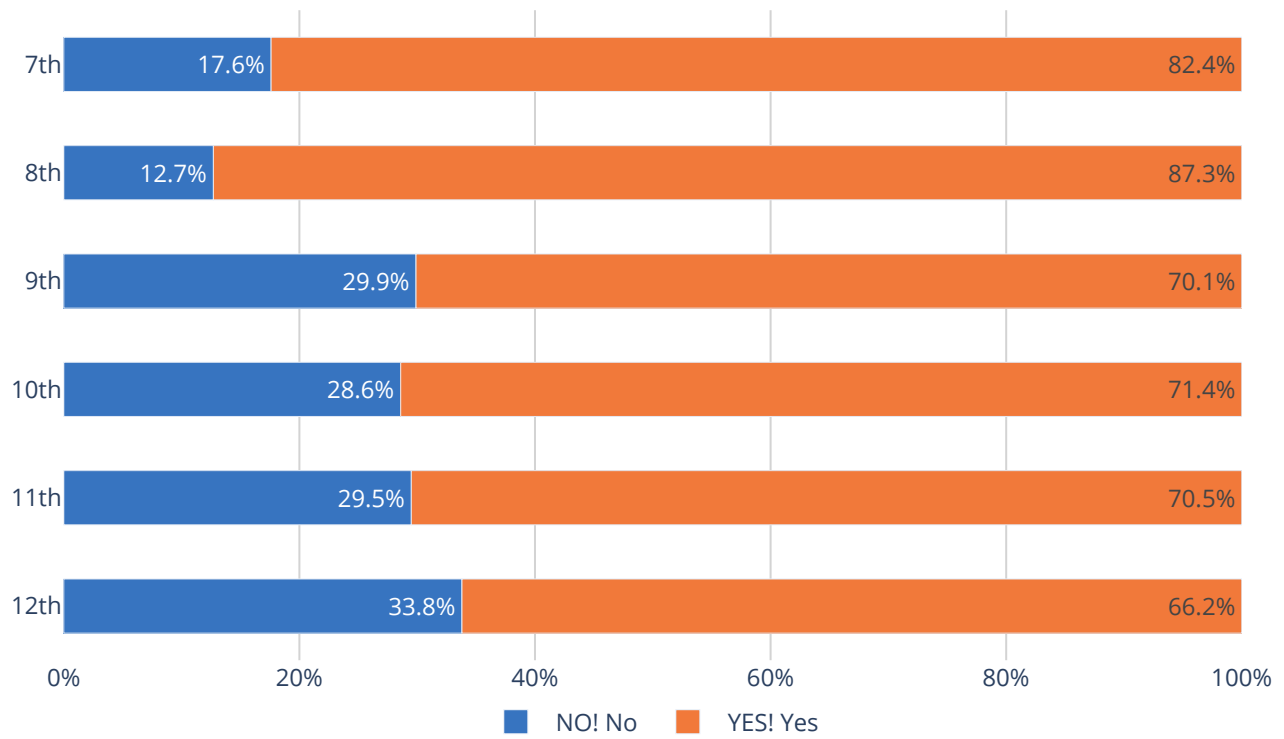


Figure 6.5: Students reporting they would be caught if gambling in the neighborhood, %, by grade

Section 7. Drug-Free School and Communities Core Measures

The Drug-Free Communities Support Program, administered by the federal Center for Substance Abuse Prevention, requests specific data that is typically referred to as the Core Measures. The drug categories measured are tobacco, alcohol, marijuana and prescription drugs and the table is broken down by grade level. For each drug, and at each grade level, the percentage of students who responded positively to the question and the number of students who responded to the question are reported.

Past 30-Day Use

To measure past 30-day use, students respond to the questions "During the past 30 days, on how many occasions have you..."

- had beer, wine or hard liquor to drink?
- used marijuana (grass, pot or weed) or used hash oil or

dabs?

- used any prescription drugs without a doctor's orders?
- smoked part or all of a cigarette?

Perception of Risk

To measure this indicator, students report their perception of moderate risk or great risk of using substances by responding to the question "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?
- when they have five or more drinks of an alcoholic beverage once or twice a week?
- if they try marijuana once or twice a week?
- if they use any prescription drugs without a doctor's orders?

Perception of Parental Disapproval

For this indicator, students report their perception of how wrong or very wrong they think their parents feel it is for student to use certain substances. They respond to the questions "How wrong do your parents feel it would be for you to..."

- smoke tobacco?
- have one or two drinks of an alcoholic beverage nearly every day?
- smoke marijuana?
- use prescription drugs without a doctor's orders?

Perception of Friends' Disapproval

Likewise for this indicator, students report their perceptions on how wrong or very wrong their friends it is for them to use certain substances. They respond to the questions "How wrong do your friends feel it would be for you to..."

- smoke tobacco?
- have one or two drinks of an alcoholic beverage nearly every day?
- smoke marijuana?
- use prescription drugs without a doctor's orders?

Table 7.1: Core Measure by Grade for Past 30 Day Use

Grade	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 7	0.0	74	0.0	73	0.0	73	1.4	73
Grade 8	0.0	70	0.0	69	2.9	70	0.0	70
Grade 9	1.5	201	10.8	194	7.5	200	0.5	200
Grade 10	0.4	225	6.8	221	7.1	226	0.0	229
Grade 11	0.0	126	7.9	126	10.4	125	0.0	126
Grade 12	0.6	180	11.1	180	16.5	182	2.2	183
Combined	0.6	876	7.6	863	8.7	876	0.7	881

Table 7.2: Core Measure by Grade for Perception of Risk

Grade	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 7	98.6	71	97.2	71	95.7	69	92.9	70
Grade 8	96.9	65	89.2	65	93.8	64	95.4	65
Grade 9	91.1	180	90.4	178	85.5	179	92.1	178
Grade 10	88.9	189	85.0	187	80.0	190	88.7	186
Grade 11	94.4	108	91.7	108	82.2	107	92.7	109
Grade 12	88.4	164	87.2	164	74.4	164	90.2	163
Combined	91.6	777	89.1	773	82.9	773	91.3	771

Table 7.3: Core Measure by Grade for Parental Disapproval

Grade	Tobacco		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 7	98.6	71	95.8	71	97.2	71	98.6	71
Grade 8	95.5	66	93.9	66	95.5	66	98.5	66
Grade 9	95.7	188	96.8	190	96.3	189	97.4	189
Grade 10	95.7	207	94.2	206	94.1	205	96.1	204
Grade 11	94.0	116	94.0	116	90.5	116	94.8	116
Grade 12	90.3	165	91.5	165	85.5	165	93.3	165
Combined	94.6	813	94.3	814	92.7	812	96.1	811

Table 7.4: Core Measure by Grade for Friends Disapproval

Grade	Tobacco		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 7	93.0	71	95.7	70	95.7	69	95.7	70
Grade 8	85.9	64	92.2	64	90.6	64	95.3	64
Grade 9	81.9	182	82.3	181	78.0	182	87.8	180
Grade 10	76.6	192	75.5	188	70.4	189	83.6	189
Grade 11	76.1	113	77.0	113	68.1	113	83.3	114
Grade 12	73.0	163	74.4	160	66.9	163	84.8	165
Combined	79.2	785	80.3	776	75.0	780	86.8	782

Section 8. How to Use Survey Data

School Improvement Using Survey Data

Data from the New York State Youth Development 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 factor(s) or enhancing the protective factor(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 data in sections 3, 4.B and 4.C, note your findings as you discuss the following questions

- Which risk factors appear to be higher than you would want?
- Which protective factors appear to be lower than you would want?
- Which levels of 30 day drug use are unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage 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% or more between the local and other data should be carefully reviewed.
- 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.
- Evidence-Based Programs and Practices - use the data provided in these reports to help select the evidence-based programs that are targeted to your students' needs.

Measure	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
30 Day Drug Use				
Antisocial Behavior				
Systemic Factors				
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 that 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 administration of the YDS survey every two years will provide trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

Section 9. Prevention Resources

NYS Office of Addiction Services and Supports

1450 Western Avenue

Albany, New York 12203-3526

Website: <https://oasas.ny.gov>

Website: <https://oasas.ny.gov/providers/nys-prevention-framework>

Safe and Drug Free Schools and Communities

U.S. Department of Education

Website: <http://www.ed.gov/offices/OESE/SDFS>

Additional Needs Assessment Resources <https://pttcnetwork.org/>

<https://www.samhsa.gov/resource/ebp/strategic-prevention-framework>

<https://store.samhsa.gov/product/community-engagement-essential-component-substance-use-prevention-system/pep22-06-01-005>

Archival Data Resources:

Kids' Well-Being Indicators Clearinghouse <https://www.nyskwic.org>

NYS School Report Card <https://data.nysed.gov/reportcard.php?year=2014&instid=800000081568>

<https://www.health.ny.gov/statistics/chac/>

<https://data.census.gov/>

OASAS Needs Assessment Links:

<https://oasas.ny.gov/providers/prevention-training>

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Appendix A. NYSYDS Survey Instrument

New York State Youth Development Survey

This anonymous youth development survey is being conducted with thousands of students across the State. We want to learn your views on your community, family, peers, and school and about behaviors like gambling, drinking alcohol, smoking and drug use. You are very important to the future of New York State and your responses will help us to better understand how your communities, schools and families can better support you in building a healthy and successful future.



**Office of Addiction
Services and Supports**

The NYS Hopeline is a 24/7 hotline for confidential problem gambling and substance use/misuse support and referrals.

Call: 1-877-8-HOPENY (1-877-846-7369) or text: HOPENY (467369)

Instructions

1. Thank you for agreeing to participate in this survey.
2. **The survey is completely VOLUNTARY and ANONYMOUS. Please DO NOT put your name on the questionnaire.**
You can never be identified. Please do not share your confidential survey answers with others.
3. This is not a test, so there are no right or wrong answers. We hope you will feel free to answer exactly the way you feel.
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) **NO!** if you think the statement is **DEFINITELY NOT TRUE** for you.
Mark (the little) **no** if you think the statement is **MOSTLY NOT TRUE** for you.
Mark (the little) **yes** if you think the statement is **MOSTLY TRUE** for you.
Mark (the BIG) **YES!** if you think the statement is **DEFINITELY TRUE** for you.

Example: Chocolate is the best ice cream flavor.

☐ NO! ☐ no ☒ yes ☐ YES!

In the example above, that student marked "yes" because he or she thinks the statement is mostly true.

6. Please mark only one answer for each question, unless otherwise directed, by completely filling in the oval with a #2 pencil.

*** I have been informed that this survey is completely voluntary, and I agree to participate.**

☐ Yes ☐ No

IF YOU ANSWERED NO, PLEASE RETURN YOUR QUESTIONNAIRE.

These first questions ask for information about yourself.

- 1. What grade are you in?**

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

- 2. How old are you?**

☐ 10 or younger

☐ 11

☐ 12

☐ 13

☐ 14

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19 or older

- 3. Are you Hispanic or Latino/Latina?**

☐ No ☒ Yes

- 4. Please choose the responses below that best describe you: (If you are more than one race please choose all that apply.)**

- ☐ Asian
- ☐ Black or African American
- ☐ Native American or Alaska Native
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other

- 5. Were you born:**

☐ Female ☒ Male

- 6. Which of the following best describes you:**

- ☐ Not Transgender
- ☐ Transgender-male to female
- ☐ Transgender-female to male
- ☐ Non-binary
- ☐ I don't know what this question is asking
- ☐ Don't know/Not sure

- 7. Which of the following best describes you:**

☐ Heterosexual

☐ Gay

☐ Lesbian

☐ Bisexual

☐ Don't know/Not sure

PLEASE DO NOT WRITE IN THIS AREA

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

[SERIAL]

The following questions seek information about your behavior in your lifetime, in the past year, and in the past thirty days.

8. During your lifetime, on how many occasions did you...

	0	1 to 2	3 to 5	6 to 9	10 to 19	20 or more
a. use energy drinks with caffeine (like Red Bull, Monster, Rockstar, or 5-Hour energy)?	☐	☐	☐	☐	☐	☐
b. use over-the-counter drugs or medications (such as cough syrup, caffeine pills, or sleep aids) in order to get high or drunk?	☐	☐	☐	☐	☐	☐
c. smoke part or all of a cigarette?	☐	☐	☐	☐	☐	☐
d. use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)?	☐	☐	☐	☐	☐	☐
e. vape tobacco?	☐	☐	☐	☐	☐	☐
f. vape something else that did not get you high (CBD, flavoring, etc)?	☐	☐	☐	☐	☐	☐
g. drink one or more drinks of an alcoholic beverage (beer, wine, or hard liquor- for example, vodka, rum, whiskey, or gin)?	☐	☐	☐	☐	☐	☐
h. drink alcoholic beverages (beer, wine, or hard liquor- for example, vodka, rum, whiskey, or gin) regularly, that is, at least once or twice a month?	☐	☐	☐	☐	☐	☐
i. drink 5 or more drinks of an alcoholic beverage at one time?	☐	☐	☐	☐	☐	☐
j. become drunk or very high from drinking alcohol (beer, wine, or hard liquor- for example, vodka, rum, whiskey, or gin)?	☐	☐	☐	☐	☐	☐

During your lifetime, on how many occasions did you...

	0	1 to 2	3 to 5	6 to 9	10 to 19	20 or more
k. smoke marijuana or cannabis?	☐	☐	☐	☐	☐	☐
l. vape marijuana, cannabis, or THC concentrate?	☐	☐	☐	☐	☐	☐
m. eat marijuana or cannabis in candies, treats, or other foods?	☐	☐	☐	☐	☐	☐
n. vape another drug (besides tobacco or marijuana) to get high?	☐	☐	☐	☐	☐	☐
o. use prescription pain relievers (such as OxyContin, Percocet, or Vicodin) not prescribed to you or differently from prescribed to you?	☐	☐	☐	☐	☐	☐
p. use prescription stimulants (such as Ritalin, Adderall, or Concerta) not prescribed to you or differently from prescribed to you?	☐	☐	☐	☐	☐	☐
q. use prescription tranquilizers (anti-anxiety medication, such as Xanax, Valium, or Ativan) not prescribed to you or differently from prescribed to you?	☐	☐	☐	☐	☐	☐
r. use methamphetamines?	☐	☐	☐	☐	☐	☐
s. use cocaine or crack?	☐	☐	☐	☐	☐	☐
t. use heroin?	☐	☐	☐	☐	☐	☐
u. use synthetic marijuana (K2 or Spice)?	☐	☐	☐	☐	☐	☐
v. use inhalants?	☐	☐	☐	☐	☐	☐
w. use steroids?	☐	☐	☐	☐	☐	☐
x. use Ecstasy?	☐	☐	☐	☐	☐	☐

[illegible]

- [illegible]

- l. smoked marijuana or cannabis?
- m. vaped marijuana, cannabis, or THC concentrate?
- n. ate marijuana or cannabis in candies, treats, or other foods?
- o. vaped another drug (besides tobacco or marijuana) to get high?
- p. used prescription pain relievers (such as OxyContin, Percocet, or Vicodin) not prescribed to you or differently from prescribed to you?
- q. used prescription stimulants (such as Ritalin, Adderall, or Concerta) not prescribed to you or differently from prescribed to you?
- r. used prescription tranquilizers (anti-anxiety medication, such as Xanax, Valium, or Ativan) not prescribed to you or differently from prescribed to you?
- s. used methamphetamines?
- t. used cocaine or crack?
- u. used heroin?
- v. used synthetic marijuana (K2 or Spice)?
- w. used inhalants?
- x. used steroids?
- y. used Ecstasy?

[SERIAL]

10. During the past year, on how many occasions did you...

	0	1 to 2	3 to 5	6 to 9	10 to 19	20 or more
a. use energy drinks with caffeine (like Red Bull, Monster, Rockstar, or 5-Hour energy)?	☐	☐	☐	☐	☐	☐
b. use over-the-counter drugs or medications (such as cough syrup, caffeine pills, or sleep aids) in order to get high or drunk?	☐	☐	☐	☐	☐	☐
c. smoke part or all of a cigarette?	☐	☐	☐	☐	☐	☐
d. use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)?	☐	☐	☐	☐	☐	☐
e. vape tobacco?	☐	☐	☐	☐	☐	☐
f. vape something else that did not get you high (CBD, flavoring, etc)?	☐	☐	☐	☐	☐	☐
g. drink one or more drinks of an alcoholic beverage (beer, wine, or hard liquor- for example, vodka, rum, whiskey or gin)?	☐	☐	☐	☐	☐	☐
h. drink alcoholic beverages (beer, wine or hard liquor- for example, vodka, rum, whiskey, or gin) regularly, that is, at least once or twice a month?	☐	☐	☐	☐	☐	☐
i. drink 5 or more drinks of an alcoholic beverage at one time?	☐	☐	☐	☐	☐	☐
j. become drunk or very high from drinking alcohol (beer, wine, or hard liquor- for example, vodka, rum whiskey, or gin)?	☐	☐	☐	☐	☐	☐

During the past year, on how many occasions did you...

	0	1 to 2	3 to 5	6 to 9	10 to 19	20 or more
k. smoke marijuana or cannabis?	☐	☐	☐	☐	☐	☐
l. vape marijuana, cannabis, or THC concentrate?	☐	☐	☐	☐	☐	☐
m. eat marijuana or cannabis in candies, treats, or other foods?	☐	☐	☐	☐	☐	☐
n. vape another drug (besides tobacco or marijuana) to get high?	☐	☐	☐	☐	☐	☐
o. use prescription pain relievers (such as OxyContin, Percocet, or Vicodin) not prescribed to you or differently from prescribed to you?	☐	☐	☐	☐	☐	☐
p. use prescription stimulants (such as Ritalin, Adderall, or Concerta) not prescribed to you or differently from prescribed to you?	☐	☐	☐	☐	☐	☐
q. use prescription tranquilizers (anti-anxiety medication, such as Xanax, Valium, or Ativan) not prescribed to you or differently from prescribed to you?	☐	☐	☐	☐	☐	☐
r. use methamphetamines?	☐	☐	☐	☐	☐	☐
s. use cocaine or crack?	☐	☐	☐	☐	☐	☐
t. use heroin?	☐	☐	☐	☐	☐	☐
u. use synthetic marijuana (K2 or Spice)?	☐	☐	☐	☐	☐	☐

[illegible]

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15. If you used marijuana or cannabis during the past 30 days, did you use any other drugs or medications at the same time?

Yes, most of the time
Yes, some of the time
Yes, but rarely
I have not used marijuana or cannabis
No

a. tobacco					
b. alcohol					
c. prescription pain relievers					
d. other prescription drugs					
e. other illegal drugs					
f. over the counter drugs (not requiring a prescription)					

16. If you stopped using marijuana entirely, do you think you would use more, less or the same amount of any of the following to get drunk or high?

Don't know
Use the same amount
Use Less
Use more
I wouldn't use anything else
I do not use marijuana or cannabis

a. tobacco					
b. alcohol					
c. prescription pain relievers					
d. other prescription drugs					
e. other illegal drugs					
f. over the counter drugs (not requiring a prescription)					

17. If you use marijuana or cannabis (weed, pot, hash, THC, oil, shatter, wax, dabs), how long do you usually stay high?

☐ I don't use marijuana or cannabis
☐ I don't usually get high
☐ 1-2 hours
☐ 3-4 hours
☐ 5-6 hours
☐ 7-8 hours
☐ 9 or more hours

18. During the past 30 days, have you seen an advertisement for marijuana or cannabis (weed, pot, hash, THC, oil, shatter, wax, dabs) products, or stores?

Yes
No
Not sure

a. In a magazine or newspaper?				
b. On a billboard, poster or flyer?				
c. On TV or radio?				
d. On a website, email or text message?				
e. On social media (Facebook, YouTube, Twitter, Snapchat, Instagram, TikTok)?				
f. At a concert, festival, or sporting event?				
g. Outside stores (like signs or people wearing or waving signs)?				

19. During the past 30 days, did you ride in a car or other vehicle driven by a person who was using or had used marijuana within three hours?

☐ Yes ☐ No

This next question asks about different types of gambling.

20. During the past year, on how many occasions (if any) have you...

0
1 to 2
3 to 5
6 to 9
10 to 19
20 or more

a. played bingo, pull tabs, bell jars, or participated in raffles to win something of value?					
b. played cards (such as poker) to win money or something else of value?					
c. bet on bowling, pool, basketball, darts, or another game of skill?					
d. gambled on fantasy sports teams or sporting events?					
e. played the lottery, LOTTO, or scratch-off tickets?					
f. played dice games or bet on a coin toss to win something of value?					
g. played "the numbers" or Bolita?					
h. gambled on an arcade or video game?					
i. gambled on slot machines, poker machines, or other gaming machines?					
j. bet on horses, dogs, or other animals?					
k. gambled at a casino?					
l. gambled over the internet?					
m. other?					

The next set of questions ask about getting, buying, and using alcohol and other drugs.

21. If you wanted to, how easy would it be for you to get...

Very easy
Sort of easy
Sort of hard
Very hard
Don't know/Can't get

a. tobacco?				
b. beer, wine or hard liquor (for example, vodka, rum, whiskey, or gin)?				
c. a vaping pen or other device?				
d. marijuana or cannabis?				
e. other drugs like cocaine, LSD, or amphetamines?				
f. involved in gambling (betting money or something else of value on sports, cards, dice, lottery, internet gambling, bingo, etc.)?				
g. heroin?				

28. How wrong do your friends feel it would be for you to...

	A little bit wrong Not wrong at all	Wrong	Very wrong
a. smoke part or all of a cigarette?	☐	☐	☐
b. vape tobacco?	☐	☐	☐
c. use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)?	☐	☐	☐
d. vape something that does not get you high (CBD, flavoring, etc)?	☐	☐	☐
e. drink alcoholic beverages - beer, wine, or hard liquor (for example, vodka, rum, whiskey, or gin) regularly (at least once or twice a month)?	☐	☐	☐
f. have one or two drinks of an alcoholic beverage nearly every day?	☐	☐	☐
g. be drunk or very high from drinking alcohol?	☐	☐	☐
h. use marijuana or cannabis?	☐	☐	☐
i. use prescription drugs not prescribed to you or other than prescribed?	☐	☐	☐
j. use LSD, cocaine, amphetamines, or other drugs?	☐	☐	☐
k. use heroin?	☐	☐	☐

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

	No risk	Slight risk	Moderate risk	Great risk
a. smoke part or all of a cigarette?	☐	☐	☐	☐
b. smoke one or more packs of cigarettes per day?	☐	☐	☐	☐
c. vape tobacco?	☐	☐	☐	☐
d. use smokeless tobacco (dip, chew, snuff, or dissolvable tobacco)?	☐	☐	☐	☐
e. vape something that did not get them high (CBD, flavoring, etc)?	☐	☐	☐	☐
f. drink one or two alcoholic beverages - beer, wine, or hard liquor (for example, vodka, rum whiskey, or gin) regularly (at least once or twice a month)?	☐	☐	☐	☐
g. have five or more drinks of an alcoholic beverage (beer, wine, liquor) once or twice a week?	☐	☐	☐	☐
h. get drunk or very high from drinking alcohol?	☐	☐	☐	☐
i. smoke marijuana or cannabis once or twice a week?	☐	☐	☐	☐
j. vape marijuana or cannabis?	☐	☐	☐	☐
k. eat marijuana or cannabis in candies, treats, or other foods?	☐	☐	☐	☐
l. use prescription drugs that are not prescribed to them or other than prescribed?	☐	☐	☐	☐
m. use LSD, cocaine, amphetamines or other drugs?	☐	☐	☐	☐
n. use heroin?	☐	☐	☐	☐

The next set of questions ask about conversations you may have had.

30. Do your parents (or guardians) talk with you about the problems of...

	Never	Sometimes	Often	A lot
a. tobacco use?	☐	☐	☐	☐
b. alcohol use?	☐	☐	☐	☐
c. marijuana or cannabis use?	☐	☐	☐	☐
d. vaping?	☐	☐	☐	☐
e. other drug use?	☐	☐	☐	☐
f. gambling?	☐	☐	☐	☐

31. Do your teachers talk with you about the problems of...

	Never	Sometimes	Often	A lot
a. tobacco use?	☐	☐	☐	☐
b. alcohol use?	☐	☐	☐	☐
c. marijuana or cannabis use?	☐	☐	☐	☐
d. vaping?	☐	☐	☐	☐
e. other drug use?	☐	☐	☐	☐
f. gambling?	☐	☐	☐	☐

The next questions ask you about how you have been feeling in the past year.

32a. During the past 12 months did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

☐ Yes ☐ No

32b. During the past 12 months did you ever seriously consider attempting suicide?

☐ Yes ☐ No

32c. During the past 12 months how many times did you actually attempt suicide?

☐ 0 ☐ 4 or 5
☐ 1 ☐ 6 or more times
☐ 2 or 3

32d. Did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

☐ Yes ☐ No

