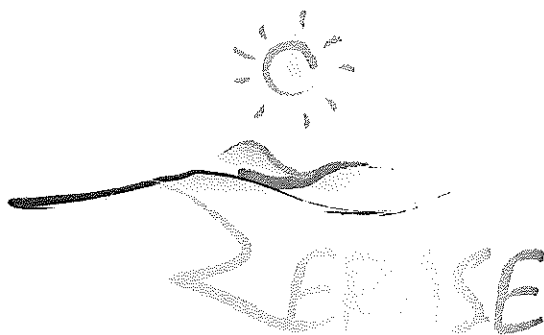


# Enfield

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## Alcohol and Drug Use Student Survey Report, 2013

### Survey Conducted By



East of the River Action  
for Substance Abuse Elimination

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**-Table of Contents-**  
**Enfield 2013 Alcohol and Drug Use Student Survey Report**

<b>Section Heading</b>	<b>Page Number</b>
Introduction .....	3
Key Findings .....	6
Section I: Survey Sample Demographics .....	8
Section II: Tobacco Use and Perceptions of Use .....	9
Part 1: Tobacco Use .....	9
Part 2: Students' Perceptions of Tobacco Use .....	12
Section III: Alcohol Use and Perceptions of Use .....	16
Part 1: Alcohol Use .....	16
Part 2: Students' Perceptions of Alcohol Use .....	25
Section IV: Marijuana Use and Perceptions of Use .....	32
Part 1: Marijuana Use .....	32
Part 2: Students' Perceptions of Marijuana Use .....	34
Section V: Prescription and Over-the-Counter Drug Abuse and Perceptions of Abuse .....	39
Part 1: Prescription and Over-the-Counter Drug Abuse .....	39
Part 2: Students' Perceptions of Prescription Drug Abuse .....	40
Section VI: Heroin Use and Perceptions of Use .....	44
Part 1: Heroin Use .....	44
Part 2: Students' Perceptions of Heroin Use .....	46
Section VII: Substance Use Summary: Grades 6-8, 9-2, and 6-12 .....	51
Section VIII: Year Trends in Core Measures Summary: Grades 9-12 .....	52
Section IX: Substance Use Comparisons to State and National Data .....	53
Section X: Substance Use Comparisons to Regional Data .....	54
Section XI: School Environment .....	55
Part 1: Overall Percentages by School .....	55
Part 2: Grade Differences .....	56
Part 3: Gender Differences .....	57
Part 4: Race/Ethnicity Differences .....	60
Appendix A: Enfield 2013 Youth Services Survey Tool, Grades 6-12 .....	61

## **Introduction to the 2013 Enfield Alcohol & Drug Use Student Survey Report**

The following report is a summary of data that was gathered during November 20th of 2013 at Enfield Middle School (grades 6-8), Enfield High School (grades 9-12), and Enrico Fermi High School (grades 9-12), all located in the town of Enfield, Connecticut. Data collected from this year's student survey will be used in the planning and development of strategies, policies, and practices in Enfield.

This survey was administered to youth in the schools in order to ensure a representative sample and reliable data. Please note that the findings presented in this report are not reflective of the school but are intended to reflect the greater community of Enfield.

### **Survey Tool Background:**

The current survey tool was modified by the ERASE, Inc. Survey to fit the needs of the school district and additional questions have been added to include the NOMS questions (National Outcomes Measures), which are needed data for grants. This survey tool has been used in 2009, 2011, and 2013. An earlier version of the survey was administered to Enfield schools in 2005 and such data will be included for year trend analyses.

### **Survey Consent:**

The 2013 Enfield Alcohol and Drug Use Student Surveys were administered on November 20, 2013 to students at Enfield Middle School, Enfield High School, and Enrico Fermi High School. Students' guardians received letters notifying them of the purpose and content of the survey and were able to return a signed "passive consent" form to the school if they did not want their children to participate in the school survey.

### **Survey Administration:**

Teachers received a set of instructions to read to the students before administering the surveys. Both verbal and written instructions informed students that participation of the survey was voluntary and anonymous. Any question could be skipped if a student was not comfortable answering a particular question. Students who chose to not participate in the survey were asked to sit quietly until all classmates finished the survey.

### **Data Processing:**

Survey data was scanned using a insight 30 Scanner and processed with Survey Tracker Plus software version 5.6.2.2, which imports data into a Microsoft excel Database. Once data entry was complete, the Microsoft Excel file was imported into SPSS (Statistical Package for the Social Sciences) software for data analysis. A total of 101 surveys (4.3% of original sample of 2327 surveys) were omitted from the sample pool due to observed discrepancies in the responses (inconsistent/extreme responses). The final sample size after surveys were omitted was 2,226 surveys for grades 6-12.

### **Sample Response Rates:**

Response rates by grade level and school are listed below in Table 1. Response rates are calculated as a proportion of the number of surveys included in the sample to the number of total students enrolled in the 2013 - 2014 school year. Note that total sample counts only contain surveys that were used in the survey report; surveys that were omitted from the sample pool are not included in the following counts.

<b>TABLE 1:</b>	<b>Sample Count</b>	<b>Population Count</b>	<b>Response Rate (%)</b>
Grade 6	311 students	337 students	92.3%
Grade 7	321 students	381 students	84.3%
Grade 8	321 students	403 students	79.7%
Grade 9 – EFHS	192 students	243 students	79.0%
Grade 10 – EFHS	174 students	225 students	77.3%
Grade 11 – EFHS	164 students	241 students	68.0%
Grade 12 – EFHS	148 students	209 students	70.8%
Grade 9 – EHS	145 students	192 students	75.5%
Grade 10 – EHS	153 students	177 students	86.4%
Grade 11 – EHS	141 students	182 students	77.5%
Grade 12 – EHS	111 students	156 students	71.2%
Grade 9 – EHS & EFHS	337 students	435 students	77.5%
Grade 10 – EHS & EFHS	327 students	402 students	81.3%
Grade 11 – EHS & EFHS	305 students	423 students	72.1%
Grade 12 – EHS & EFHS	259 students	365 students	71.0%
Grades 6-8	955 students	1121 students	85.2%
Grades 9-12 – EFHS	690 students	918 students	75.2%
Grades 9-12 – EHS	557 students	707 students	78.8%
Grades 9-12 – EHS & EFHS	1247 students	1625 students	76.7%
Grades 6-12	2226 students	2746 students	81.1%

Table 2 shows the confidence intervals calculated for grades 6-8, 9-12 and 6-12, using a 95% confidence level. A confidence interval simply means the percentage range you can expect the accurate rates to fall within. Smaller confidence intervals give you more accurate estimates of the actual use rates in the school population (and larger confidence intervals give you less accurate estimates of the actual use rates in the school population).

For example, if 25% of your sample reported using alcohol in the past month, a confidence interval of 2.0 means that if you randomly re-sampled your population 100 times, 95 of those times you would find past month alcohol use rates to fall somewhere between 23% (25-2) and 27% (25+2). In contrast, if your confidence level is 5 (and 25% of your sample reported using alcohol in the past month), you would typically find past month use rates ranging between 15% (25-5) and 30% (25+5) if you repeatedly re-sampled students in this population.

<b>TABLE 2:</b>	<b>Confidence Level</b>	<b>Confidence Interval</b>
Grades 6-8	95.0%	+/- 1.22
Grades 9-12 EHS	95.0%	+/- 1.86
Grades 9-12 EFHS	95.0%	+/- 2.37
Grades 9-12 EFHS & EHS	95.0%	+/- 1.34
Grades 6-12	95.0%	+/- 0.90

### **Statistical Analyses:**

Statistical comparisons by grade levels were conducted separately for grades 6-8, grades 9-12 at EHS, and grades 9-12 at EFHS using one-way analysis of variance (ANOVA) techniques. Generally, grade level percentage differences are only reported when overall significance is found, with the exception of some key substance use measures (core GPRA measures for alcohol, tobacco, marijuana, and prescription drug use), all of which will be reported by grade level regardless of significance level. Any grade differences not reported should be assumed to not be significantly different,  $p > .05$ .

When overall significance was found ( $p < .05$ ), post-hoc analyses using either the Bonferroni (equal group variances assumed) or Games-Howell (unequal variances assumed) were conducted to determine which grade levels were significantly different from each other. Both post-hoc procedures protect against Type I error, which occurs when a significant result is actually due to error rather than actual group differences. Throughout the survey report, the type of post-hoc procedure used will be specified in a superscript located in parentheses, with a <sup>(B)</sup> indicating that the Bonferroni procedure was used, and a <sup>(GH)</sup> indicating that the Games-Howell Procedure was used.

Statistical comparisons by gender were conducted for grades 6-8, grades 9-12 at EHS, grades 9-12 at EFHS, and grades 9-12 at EHS and EFHS combined using an independent-samples *t*-test. Gender differences are only reported when a significance value ( $p$ ) of less than .05 is found. Any gender differences not reported should be assumed to not be significantly different,  $p > .05$ .

### **Statistical Comparisons by Race:**

In order to prevent unfair identification or stereotyping a small handful of students as using or abusing drugs, statistical analyses by race were conducted across grades 6-12 rather than by school, and race groups comprising less than 3% of the full sample (Native American Non-Hispanic and Asian/Pacific Islander Non-Hispanic) were combined into one already existing category referred to as "other" (which included other races not listed or multiple races that students could specify). In addition, Black Hispanic, White Hispanic, Native American Hispanic, and Asian or Pacific Islander Hispanic were combined into one "Hispanic" category.

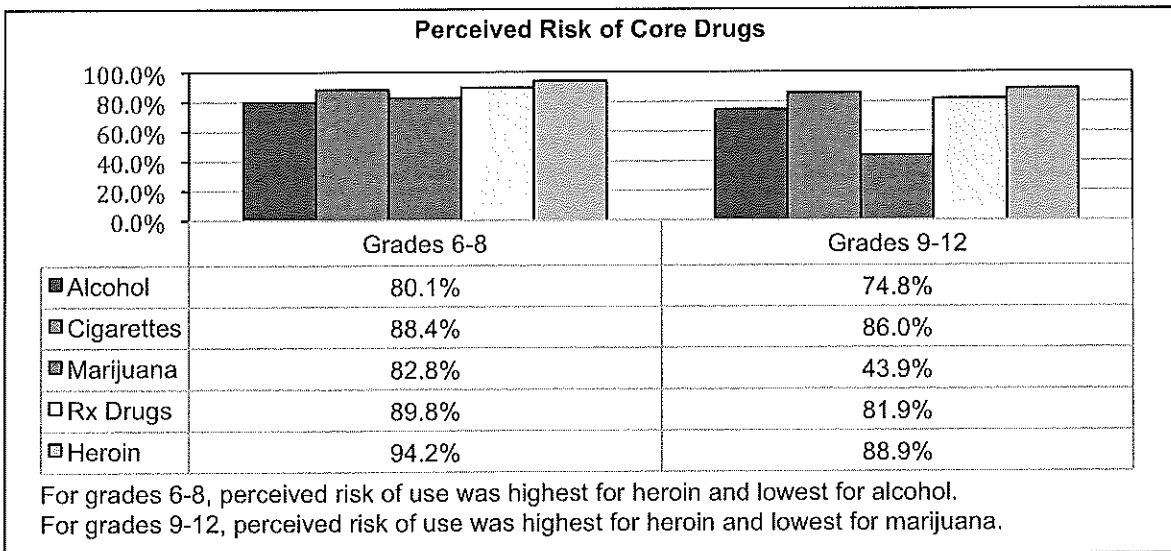
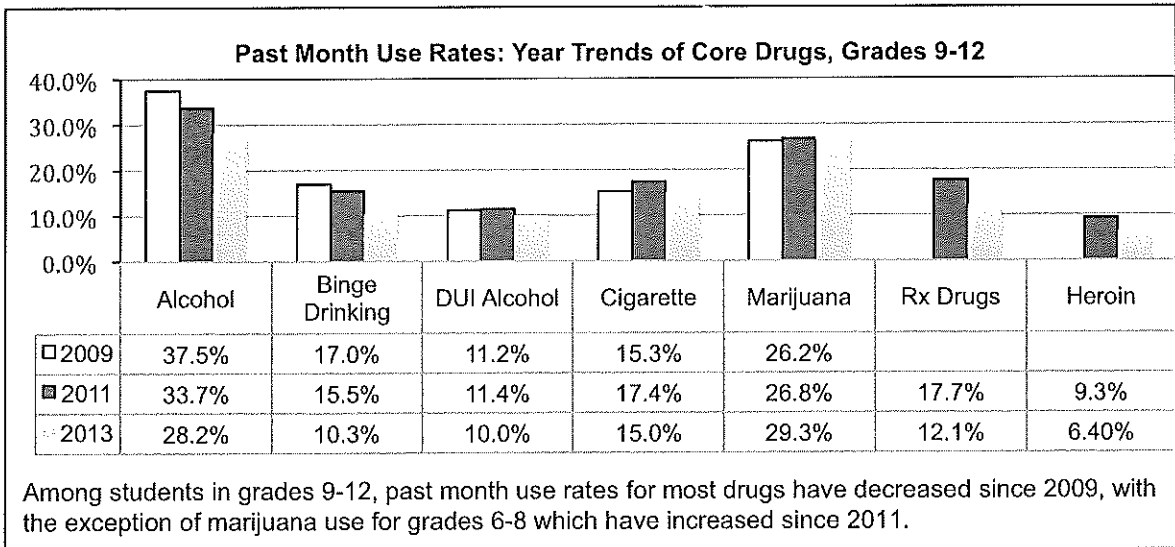
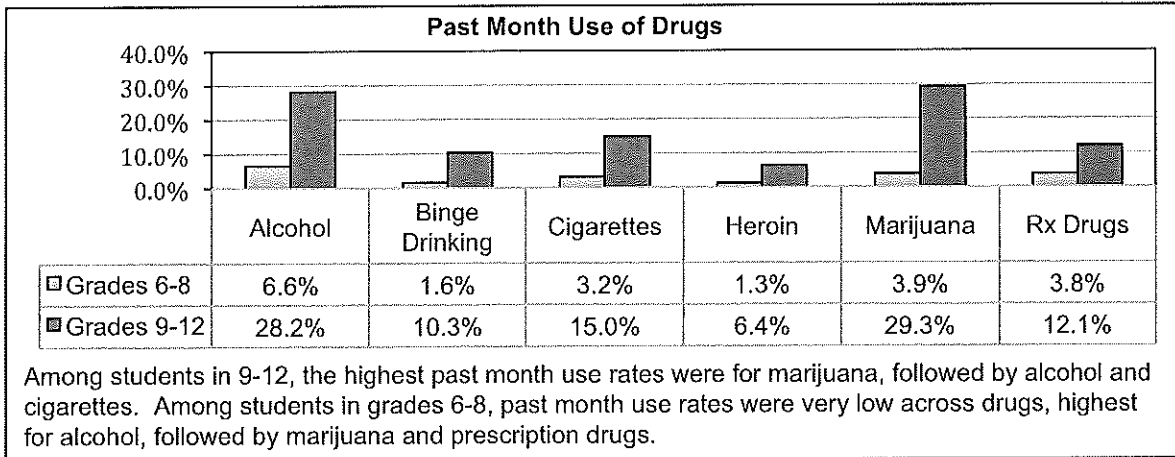
Statistical comparisons by race were conducted for grades 6-12 using one-way analysis of variance (ANOVA) techniques. Post-hoc analyses were conducted similarly as they were for grade differences, described above.

Due to low sample sizes by race sub-group, race differences will only be reported if significant differences are found for the core drugs of interest: tobacco, alcohol (and binge drinking), marijuana, and prescription drugs concerning use rates and perception related questions.

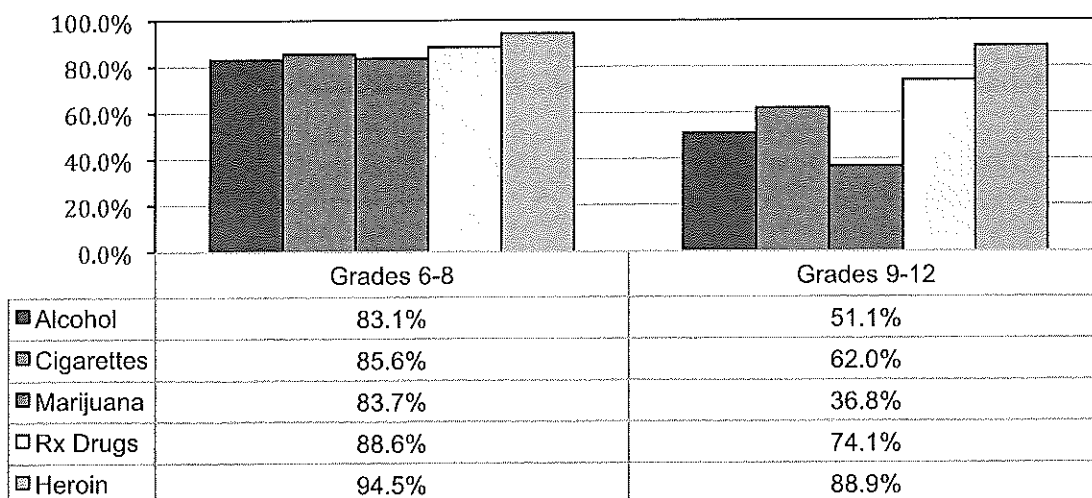
For information regarding race differences in substance use, refer to the national survey reports, such as the National Survey on Drug Use and Health (<http://oas.samhsa.gov/nsduh.htm>) or the Monitoring the Future Survey (<http://monitoringthefuture.org>).

## Key Substance Use Findings of the 2013 Enfield Student Survey Report

Below are some important findings that were gathered from this year's student survey.

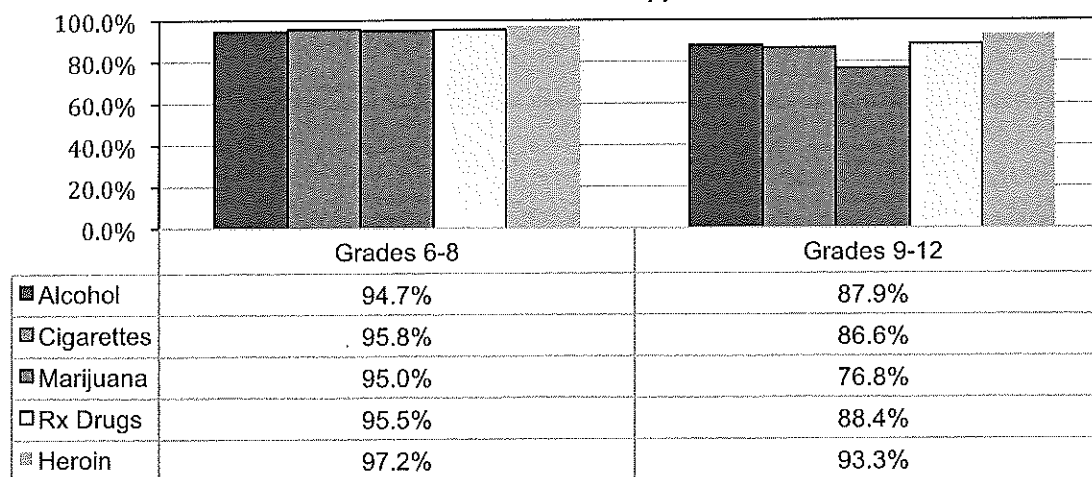


### Perceived Friend Disapproval



For grades 6-8, students perceived the highest levels of friend disapproval for heroin use and the lowest levels for alcohol use. For grades 9-12, students perceived the highest levels of friend disapproval for heroin use and the lowest levels for marijuana use.

### Perceived Parent Disapproval



For grades 6-8, students perceived the highest levels of parent disapproval for heroin use and the lowest levels for alcohol use. For grades 9-12, students perceived the highest levels of parent disapproval for heroin use and the lowest levels for marijuana use.

## Section I: Survey Sample Demographics

The student survey sample consisted of a total of 2,445 students (1,202 males and 1,181 females, 62 unknown). 726 students represented JFK Middle School (353 males, 341 females, 32 unknown), 710 students represented Enfield High School (359 males, 335 females, 16 unknown), and 1,009 students represented Enrico Fermi High School (490 males, 505 females, 14 unknown).

Refer to tables below for student sample sizes and gender breakdown by each grade level, by grade level within high school, and for the average age of students by grade level.

### Student sample size and gender breakdown for each grade level:

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
n= 349	n= 360	n= 422	n=456	n= 437	n= 384
males: 159	males: 189	males: 209	males: 225	males: 226	males: 182
females: 177	females: 162	females: 206	females: 223	females: 205	females: 199

### Student sample size and gender breakdown by grade level within each high school:

	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<b>Enfield High School (EHS)</b>	n= 156 males: 88 females: 65	n= 179 males: 90 females: 85	n= 194 males: 100 females: 91	n= 169 males: 79 females: 90
<b>Enrico Fermi High School (EFHS)</b>	n= 266 males: 121 females: 141	n= 277 males: 135 females: 138	n= 242 males: 126 females: 113	n= 215 males: 103 females: 109

### Average age of students by grade level:

7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
12.2 yrs	13.2 yrs	14.2 yrs	15.2 yrs	16.1 yrs	17.1 yrs

### Sample size by Race/Ethnicity:

	Grades 6-12	Grades 6-8	Grades 9-12	Grades 9-12: EHS	Grades 9-12: EFHS
White Non-Hispanic	70.6%	69.9%	71.6%	70.4%	73.1%
White Hispanic	8.0%	8.7%	7.4%	8.2%	6.1%
Black Non-Hispanic	5.0%	4.1%	5.7%	6.7%	4.9%
Black Hispanic	2.9%	2.7%	3.0%	4.1%	2.3%
Asian or Pacific Islander Non-Hispanic	2.0%	2.1%	1.9%	0.9%	2.6%
Asian or Pacific Islander Hispanic	0.7%	0.6%	0.8%	0.5%	1.0%
Native American Non-Hispanic	1.0%	1.2%	0.9%	0.5%	1.0%
Native American Hispanic	1.1%	0.9%	1.3%	1.8%	0.6%
Other*	7.1%	7.7%	6.7%	6.3%	7.1%
Not Specified	1.7%	2.1%	0.7%	0.7%	1.3%

\*The "Other" category refers to students selecting "other" and students selecting 2 or more races/ethnicities.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and "Other")
Grades 6-12	n = 1572 (70.6%)	n = 111 (5.0%)	n = 282 (12.7%)	n = 223 (10.0%)

Figure 1.2 – This figure shows which races were combined into a single group for statistical analyses.

## Section II: Tobacco Use and Perceptions of Use

### Part I: Cigarette or E-Cigarette Use

*Students were asked to report how frequently in the past month they had used cigarettes. In a separate question, students were asked to report how frequently in the past month they had used an e-cigarette.*

#### *Cigarette or E-Cigarette Use Rates for 2013*

Refer to Figure 2.0 for cigarette use rates among students by school and grade levels.

Figure 2.0 – Cigarette and E-Cigarette Rates	Grades 6-12 (n=2146)	Grades 6-8 (n=934)	Grades 9-12 (n=1204)	Grades 9-12: EHS (n=556)	Grades 9-12: EFHS (n=639)
Cigarettes: Past Month Use (used at least once in past 30 days)	9.9%	3.2%	15.0%	13.1%	15.2%
Cigarettes: Smoked at least about one-half pack of cigarettes a day or more in past 30 days	2.9%	0.6%	4.5%	4.8%	3.6%
Cigarettes: Smoked at least one pack a day or more in past 30 days	1.8%	0.4%	2.8%	2.6%	2.2%
E-Cigarettes: Past Month Use (used at least once in past 30 days)	14.3%	4.4%	22.7%	17.4%	25.9%
E-Cigarettes: Used on 10-19 occasions or more	4.2%	0.7%	7.3%	6.6%	8.3%
E-Cigarettes: Used 20-30 occasions or more	3.0%	0.0%	5.2%	4.0%	5.7%

**Cigarette Use Trends by Year:**

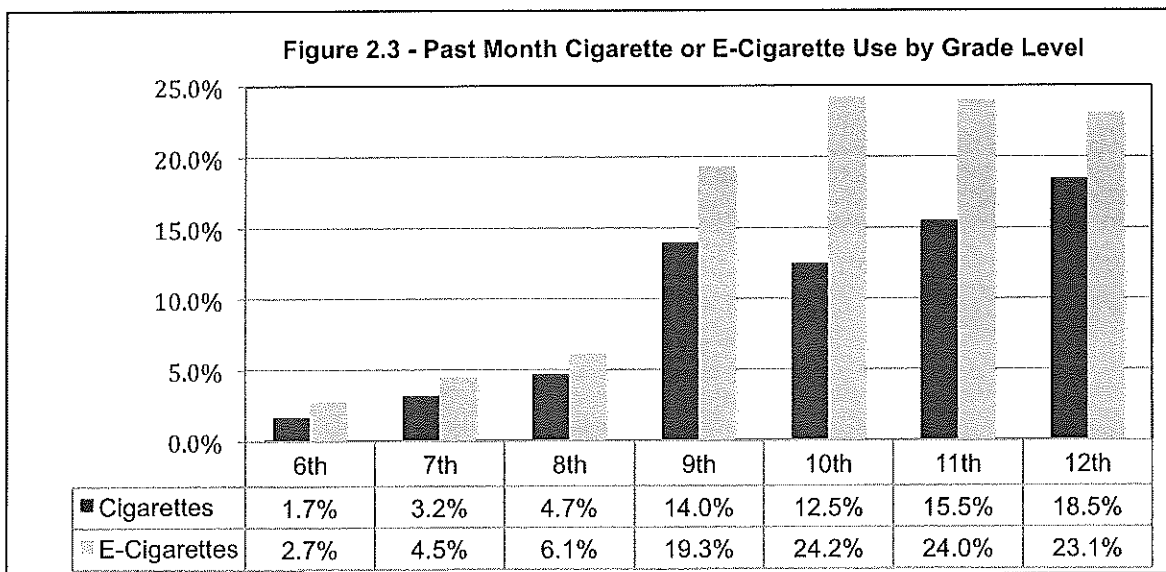
Trends indicate a decline in past month cigarette use since 2010 among students in grades 6-8 and students in grades 9-12. Refer to Figures 2.1 and 2.2.

<b>Figure 2.1 – Cigarette Use: Year Trends</b>	<b>2005</b>	<b>2009</b>	<b>2011</b>	<b>2013</b>	<b>% Difference Since 2011</b>
<b>Grades 6-8</b>	15.0%	6.0%	6.1%	3.2%	-2.9%
<b>Grades 9-12</b>	25.3%	15.3%	17.4%	15.0%	-2.4%

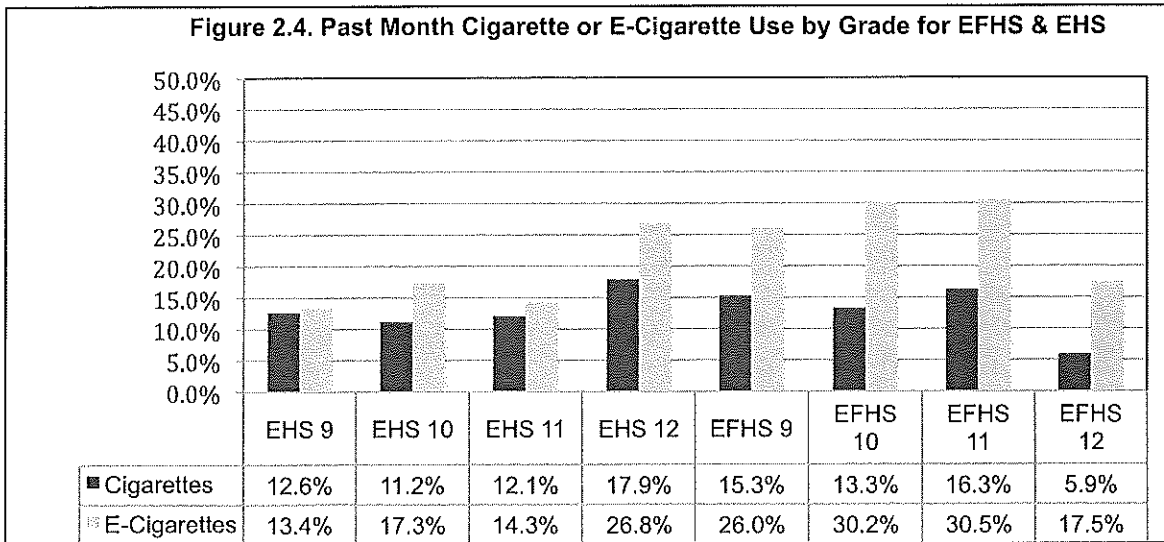
<b>Figure 2.2 – Trends in Past Month Cigarette Use Rates by Grade</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>2009</b>	----	1.8%	9.6%	9.3%	12.4%	18.5%	21.2%
<b>2011</b>	2.9%	5.5%	12.5%	16.4%	14.8%	20.9%	22.9%
<b>2013</b>	1.7%	3.2%	4.7%	14.0%	12.5%	15.5%	18.5%
<b>% Difference Since 2011</b>	-1.2%	-2.3%	-7.8%	-2.4%	-2.3%	-5.4%	-4.4%

**2013 Cigarette or E-Cigarette Use Comparisons by Grade Level:**

There were no significant differences between grades 6-8 or grades 9-12 (at EHS, EFHS, and both schools combined) for past month cigarette or e-cigarette use,  $p > .05$ . Refer to Figure 2.3.



There were significant differences at EHS for past month e-cigarette use,  $F(3, 472.39) = 3.08, p < .05$ ; post-hoc analyses<sup>GH</sup> show significant differences between grades 9 and 12,  $p < .05$ . Refer to Figure 2.4.



**2013 Cigarette or E-Cigarette Use Comparisons by Gender:**

Significantly more males (26.2%) than females (19.8%) in grades 9-12 (EHS & EFHS combined) reported using e-cigarettes in the past month,  $t(1025.22) = 2.52, p < .05$ . At EHS alone, significantly more males (21.3%) than females (13.4%) reported using e-cigarettes in the past month,  $t(539.12) = 2.46, p < .05$ . There were no significant gender differences at EFHS or JFK MS for past month cigarette or e-cigarette use rates,  $p > .05$ .

**2013 Cigarette or E-Cigarette Use Comparisons by Race:**

There were no significant race differences among students in grades 6-12 for past cigarette or e-cigarette use rates,  $p > .05$ .

**Age of Onset for Cigarette and E-Cigarette Use:**

*Students were asked how old they were when they tried cigarettes (even just a puff) for the first time.*

Figure 2.5 – Age of Onset of Cigarette and E-Cigarette Use		2013
<b><u>Cigarettes</u></b>	Grades 6-12	12.8 yrs (n=437, SD = 2.0)
	Grades 6-8	11.4 yrs (n=73, SD = 1.3)
	Grades 9-12: EHS	13.3 yrs (n=163, SD = 2.1)
	Grades 9-12: EFHS	13.0 yrs (n=187, SD = 1.9)
	Grades 9-12: EHS & EFHS	13.1 yrs (n=363, SD = 2.0)
<b><u>E-Cigarettes</u></b>	Grades 6-12	14.0 yrs (n=387, SD = 2.1)
	Grades 6-8	12.1 yrs (n=64, SD = 1.3)
	Grades 9-12: EHS	14.7 yrs (n=135, SD = 2.1)
	Grades 9-12: EFHS	14.3 yrs (n=173, SD = 2.0)
	Grades 9-12: EHS & EFHS	14.4 yrs (n=322, SD = 2.1)

**Part 2: Students' Perceptions of Tobacco Use**

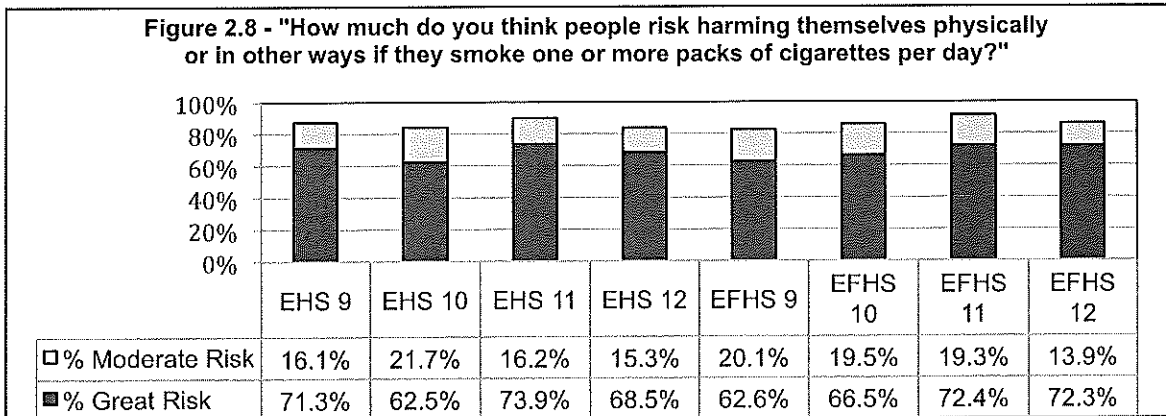
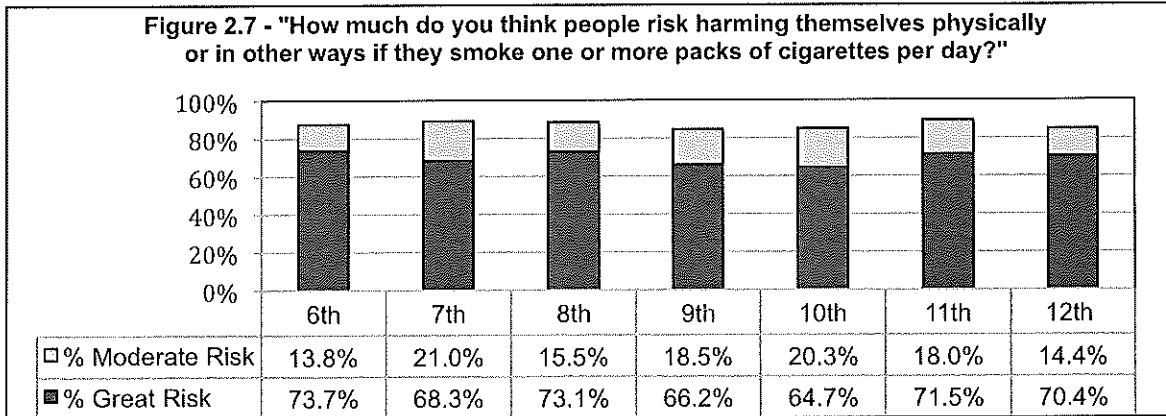
All students, including those who reported never using cigarettes or e-cigarettes before, answered the following questions regarding students' perceptions of tobacco use, particularly regarding the risks of use, parental and friend disapproval, and perceived ease of obtaining any type of tobacco products.

**Risks of Smoking Cigarettes:**

87.0% of students in grades 6-12 perceived regular smoking (defined as smoking one or more packs of cigarettes per day) as a "moderate" or "great" risk. Refer to Figure 2.6.

Figure 2.6	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	17.5%	69.5%	87.0%
Grades 6-8	16.8%	71.7%	88.4%
EHS Grades 9-12	17.6%	68.5%	86.2%
EFHS Grades 9-12	18.4%	57.1%	85.6%
EHS & EFHS Grades 9-12	18.0%	68.0%	86.0%

There were no significant differences between grades 6-8 or 9-12 (at either school or at EHS or EFHS specifically) in the perception of regular smoking being risky to one's health,  $p > .05$ . Refer to Figures 2.7 and 2.8.



Gender differences were found for perceived risk of cigarette use for students in grades 6-8, and students in grades 9-12 (EHS and EFHS combined), and students in grades 9-12 at EFHS. Refer to Figure 2.9 for more details.

<b>Figure 2.9- Gender Differences for Perceived Risk of Cigarette Use</b>	Males % Moderate or Great Risk	Females % Moderate or Great Risk	Statistic (significant if $p < .05$ )
Grades 6-8	85.9%	91.0%	$t(879.81) = 2.37, p < .05$
EHS Grades 9-12	85.9%	86.3%	No significance, $p > .05$
EFHS Grades 9-12	79.4%	90.3%	$t(497.57) = 4.33, p < .001$
EHS & EFHS Grades 9-12	83.2%	88.4%	$t(1097.89) = 2.96, p < .01$

There were significant differences between race/ethnicity for perceived risk of cigarette use among students in grades 6-12,  $F(3, 554.99) = 7.95, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between White Non-Hispanic and Hispanic, White Non-Hispanic and Other,  $p < .05$ . Refer to Figure 2.10.

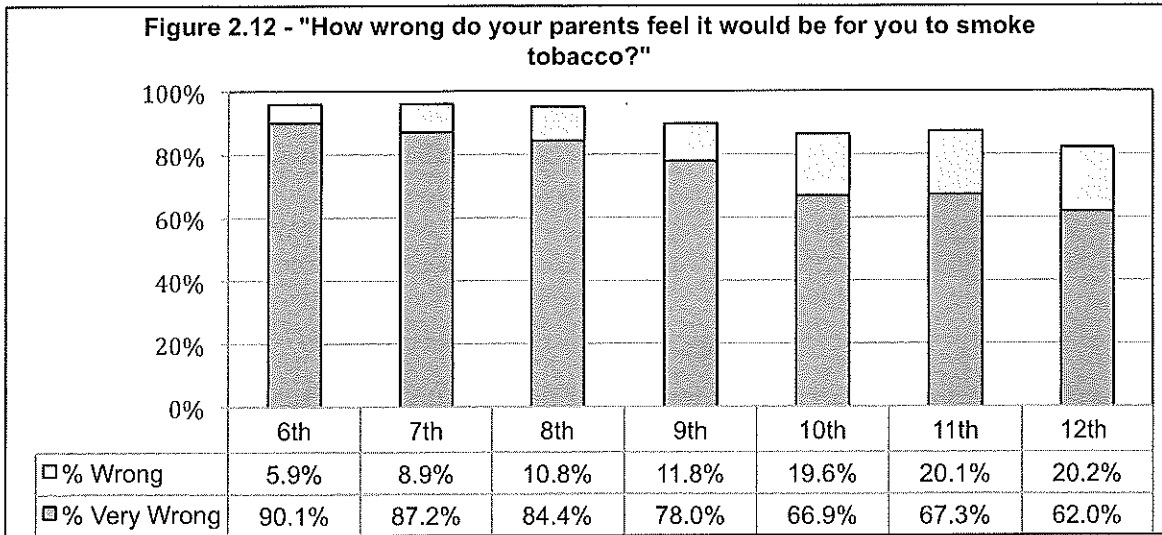
<b>Figure 2.10 – Race/Ethnicity Differences for Perceived Risk of Cigarette Use</b>	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and “Other”)
% Great Risk	72.6%	60.9%	65.4%	60.1%
% Moderate or Great Risk	89.0%	82.0%	81.7%	81.2%

***Parent/Guardian Disapproval of Smoking Tobacco:***

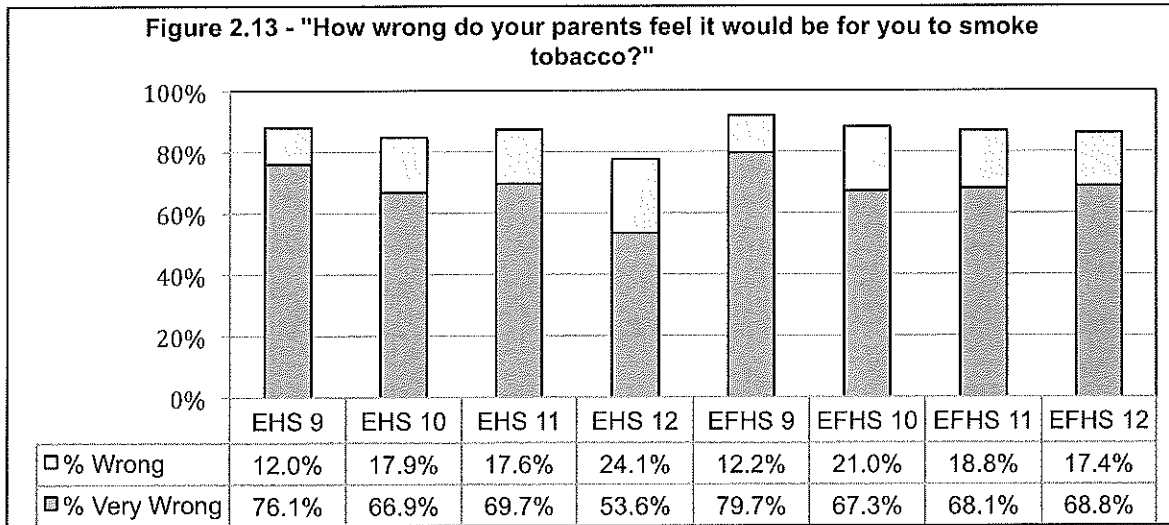
90.7% of all students in grades 6-12 thought their parents felt it would be “wrong” or “very wrong” if they smoked tobacco. Refer to Figure 2.11.

<b>Figure 2.11</b>	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	13.7%	77.0%	90.7%
Grades 6-8	8.6%	87.2%	95.8%
EHS Grades 9-12	17.9%	67.0%	84.8%
EFHS Grades 9-12	17.1%	70.9%	88.0%
EHS & EFHS Grades 9-12	17.7%	68.9%	86.6%

There were significant differences in perceived parent disapproval of smoking between grades 9-12 (EHS & EFHS combined),  $F(3, 1081.89) = 5.51, p < .01$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 12,  $p < .05$ . Refer to Figure 2.12.



There were significant differences in perceived parent disapproval of smoking between grades 9-12 at EHS,  $F(3, 481.19) = 4.24, p < .01$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 12 and 11 and 12,  $p < .05$ . Refer to Figure 2.13.



There were significant gender differences for perceived parental disapproval of tobacco use for students in grades 9-12 (EHS and EFHS combined) and for students in grades 9-12 at EFHS. Refer to Figure 2.14.

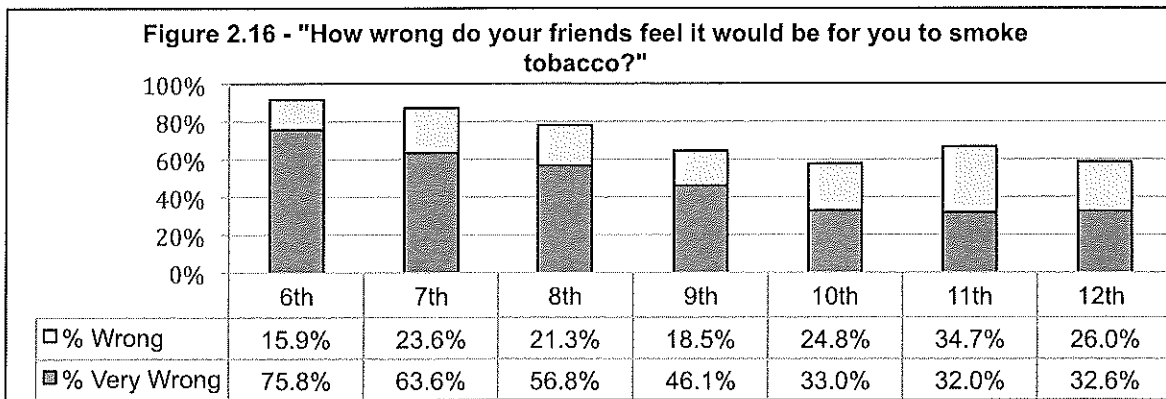
<b>Figure 2.14- Gender Differences for Perceived Parental Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	95.9%	95.7%	No significance, $p > .05$
EHS Grades 9-12	83.3%	86.3%	No significance, $p > .05$
EFHS Grades 9-12	85.7%	89.8%	$t(530.45) = 2.22, p < .05$
EHS & EFHS Grades 9-12	84.4%	88.6%	$t(1101.38) = 2.95, p < .01$

**Friend Disapproval of Smoking Tobacco:**

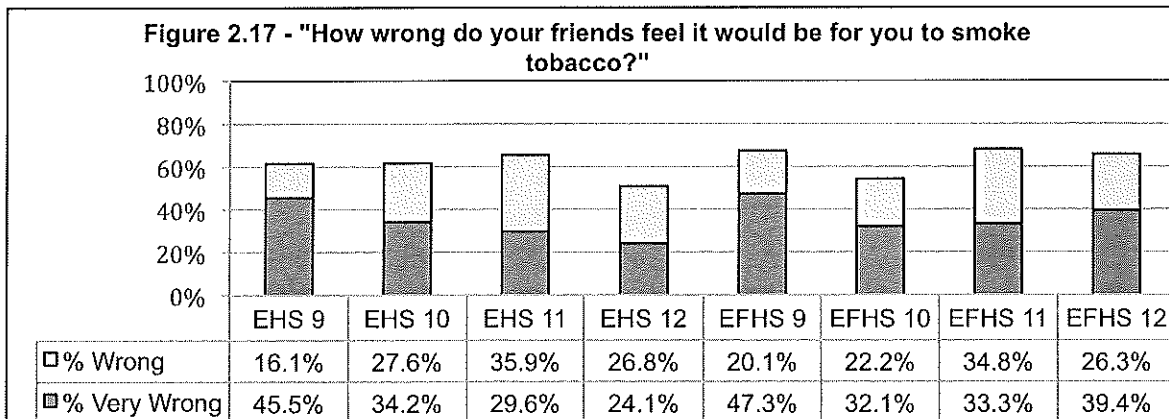
72.3% of students in grades 6-12 thought that their friends felt it would be “wrong” or “very wrong” if they smoked tobacco. Refer to Figure 2.15.

Figure 2.15	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	23.4%	49.0%	72.3%
Grades 6-8	20.3%	65.3%	85.6%
EHS Grades 9-12	26.4%	33.9%	60.3%
EFHS Grades 9-12	25.4%	38.1%	63.5%
EHS & EFHS Grades 9-12	25.8%	36.2%	62.0%

There were significant differences for students’ perceived friend disapproval of smoking cigarettes between grades 6-8,  $F(2, 895.48) = 13.51, p < .001$ . Post-hoc analyses <sup>(GH)</sup> showed significant differences between grades 6 and 7, and grades 6 and 8,  $p < .05$ . Refer to Figure 2.16.



There were significant differences for students’ perceived friend disapproval of smoking cigarettes between grades 9-12 at EFHS,  $F(2, 601.40) = 3.36, p < .05$ . Post-hoc analyses <sup>(GH)</sup> showed significant differences between grades 9 and 10,  $p < .05$ . Refer to Figure 2.17.



There were no significant gender differences for perceived friend disapproval of tobacco use to report. Refer to Figure 2.18.

<b>Figure 2.18- Gender Differences for Perceived Friend Disapproval</b>	<b>Males % Wrong or Very Wrong</b>	<b>Females % Wrong or Very Wrong</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	85.3%	85.8%	No significance, $p > .05$
EHS Grades 9-12	59.5%	61.4%	No significance, $p > .05$
EFHS Grades 9-12	61.1%	65.5%	No significance, $p > .05$
EHS & EFHS Grades 9-12	60.3%	63.7%	No significance, $p > .05$

### Section III: Alcohol Use and Perceptions of Use

#### Part 1: Alcohol Use

##### *Alcohol Use Rates for 2013*

18.8% of students in grades 6-12 reported drinking alcoholic beverages (more than just a few sips) at least on one occasion or more in the past month. Refer to Figure 3.0.

<b>Figure 3.0 – Alcohol Use Rates</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>EHS</b>	<b>EFHS</b>
Past Month Use (used once or more in past 30 days)	18.8%	6.6%	28.2%	26.1%	29.4%
Moderate/Frequent Use (3-5 occasions or more in past 30 days)	9.5%	1.8%	15.4%	15.6%	14.7%

##### *Alcohol Use Trends by Year:*

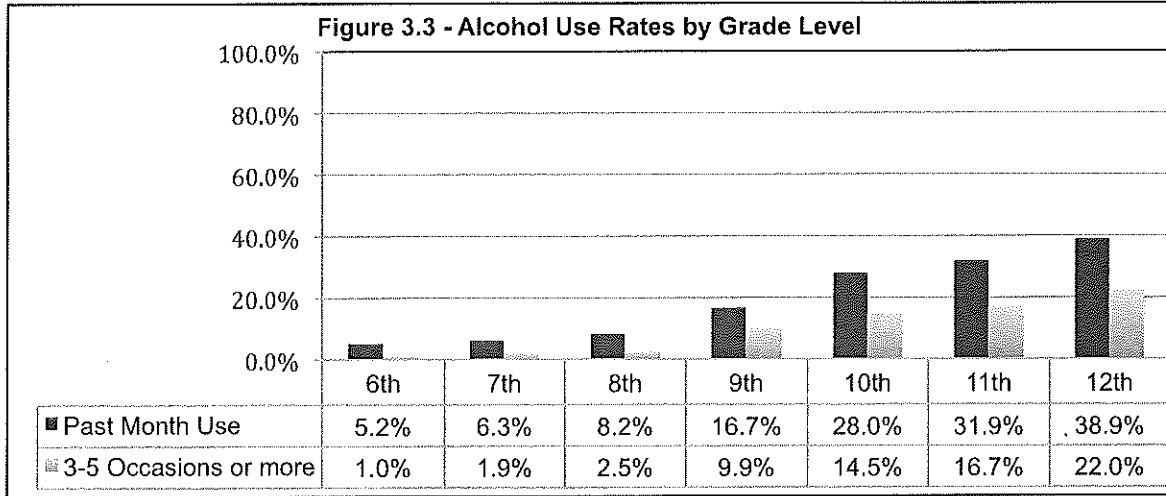
Trends indicate a decline in past month alcohol use since 2011 among students in grades 6-8 and students in grades 9-12. Refer to Figures 3.1 and 3.2.

<b>Figure 3.1 – Trends in Past Month Alcohol Use Rates by Grade</b>	<b>2005</b>	<b>2009</b>	<b>2011</b>	<b>2013</b>	<b>% Difference Since 2011</b>
<b>Grades 6-8</b>	27.0%	11.3%	10.4%	6.6%	-3.8%
<b>Grades 9-12: EHS &amp; EFHS</b>	48.9%	37.5%	33.7%	28.2%	-5.5%
<b>Grades 9-12: EHS</b>	-----	35.1%	31.0%	26.1%	-4.9%
<b>Grades 9-12: EFHS</b>	-----	39.3%	36.3%	29.4%	-6.9%

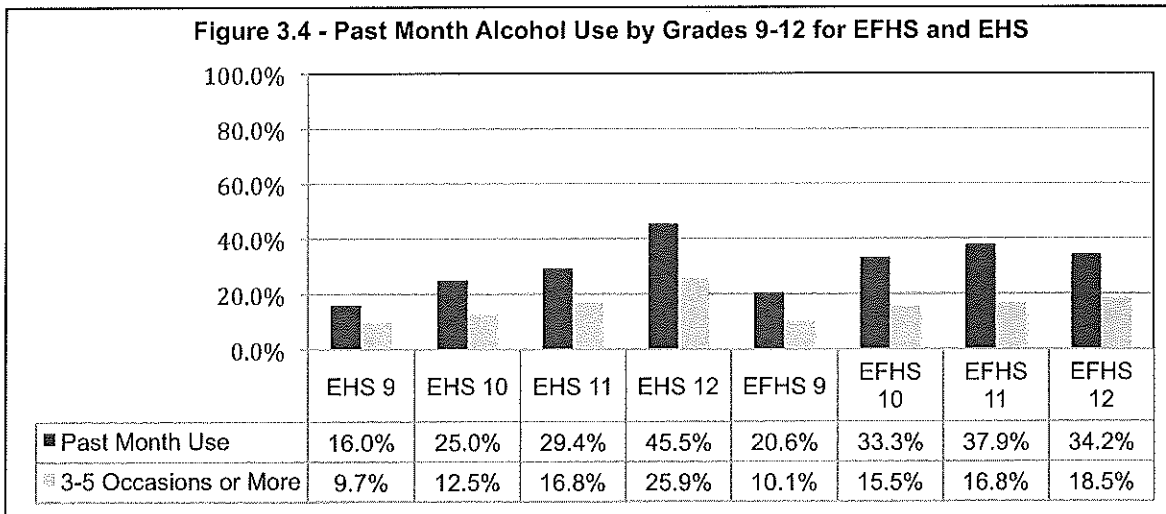
<b>Figure 3.2 – Trends in Past Month Alcohol Use Rates by Grade</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>2009</b>	-----	6.6%	15.5%	26.3%	32.8%	41.6%	50.7%
<b>2011</b>	4.2%	7.1%	16.0%	24.8%	28.3%	40.2%	46.3%
<b>2013</b>	5.2%	6.3%	8.2%	16.7%	28.0%	31.9%	38.9%
<b>% Difference Since 2011</b>	1.0%	-0.8%	-7.8%	-8.1%	-0.3%	-8.3%	-7.4%

**2013 Alcohol Use Comparisons by Grade Level:**

There were no significant differences between grades 6-8 for past month alcohol use,  $p > .05$ . There were significant differences between grades 9-12 (EHS & EFHS combined) for past month alcohol use,  $F(3, 1134.70) = 11.62, p < .001$ ; post-hoc analyses <sup>(GH)</sup> show significant differences between grades 9 and 10, 9 and 11, 9 and 12, and 10 and 12,  $p < .05$ . Refer to Figure 3.3.



There were significant differences between grades 9-12 at EHS for past month alcohol use,  $F(3,547) = 9.86, p < .001$ ; post-hoc analyses (GH) indicate differences between grades 9 and 11, 9 and 12, 10 and 12, and 11 and 12,  $p < .05$ . There were significant differences between grades 9-12 at EFHS for past month alcohol use,  $F(3,547) = 9.86, p < .001$ ; post-hoc analyses (GH) indicate differences between grades 9 and 10, 9 and 11, and 9 and 12,  $p < .05$ . See Figure 3.4.



**2013 Alcohol Use Comparisons by Gender:**

There were no significant gender differences at EFHS, EHS, EHS & EFHS combined, or JFK MS for past month alcohol use rates,  $p > .05$ .

**Age of Onset for Alcohol Use:**

Students were asked how old they were when they had an alcoholic beverage for the first time. Refer to Figure 3.5.

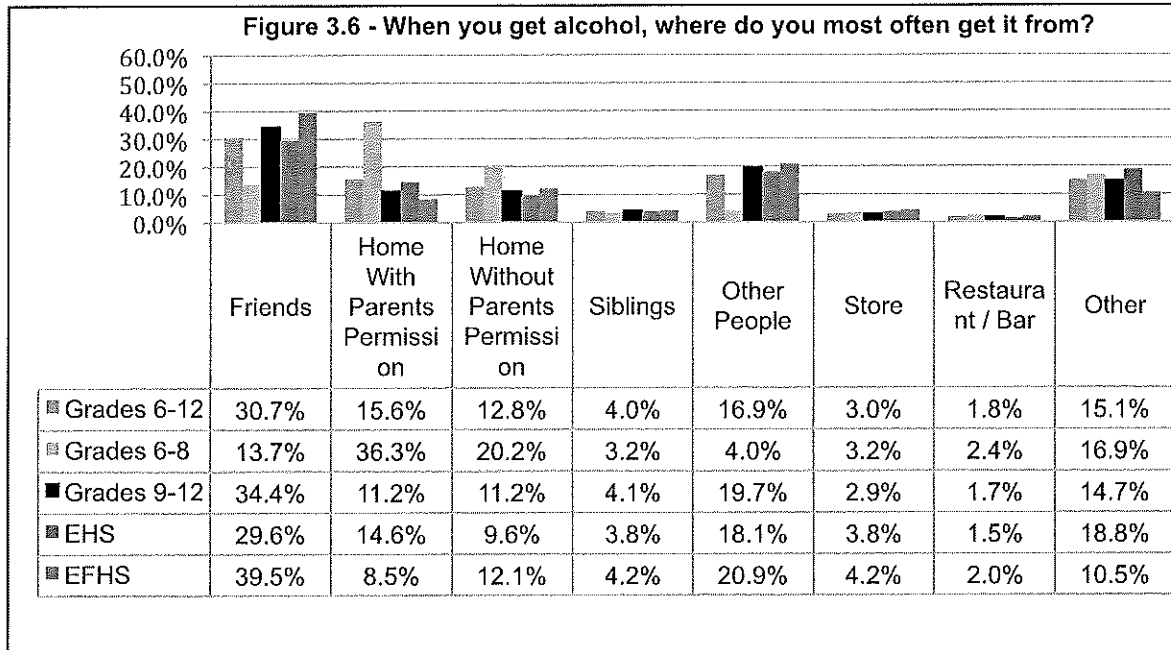
**Figure 3.5 – Age of Onset of Alcohol Use**

**2013**

Grades 6-12	12.96 years (n=889, SD = 2.0 yrs)
Grades 6-8	11.26 years (n=192, SD= 1.4 yrs)
Grades 9-12: EHS	13.42 years (n=697, SD= 1.9 yrs)
Grades 9-12: EFHS	13.5 years (n=313, SD= 1.9 yrs)
Grades 9-12: EHS & EFHS	13.4 years (n=366, SD= 1.9 yrs)

**Accessibility of Alcohol**

Of the students that have drunk alcohol at least once before, most reported getting alcohol from their friends, and the least common source was from the restaurant/bar. See Figures 3.6 and 3.7.



**Figure 3.7 - Source of Alcohol (only out of students who reported drinking)**

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Home WITH Parent's Permission	52.0%	40.0%	25.9%	16.5%	16.7%	4.7%	9.6%
Home WITHOUT Parent's Permission	12.0%	26.7%	18.5%	16.5%	11.1%	7.6%	11.5%
Friends	4.0%	8.9%	22.2%	22.9%	34.7%	40.0%	35.9%
Brothers or Sisters	4.0%	2.2%	3.7%	2.8%	2.8%	6.5%	3.8%
Other People Who Buy it For You	4.0%	4.4%	3.7%	18.3%	14.6%	21.8%	23.1%
Store	0.0%	2.2%	5.6%	1.8%	2.8%	4.1%	2.6%
Restaurant/Bar	0.0%	4.4%	1.9%	2.8%	1.4%	2.4%	0.6%
Other	24.0%	11.1%	18.5%	18.3%	16.0%	12.9%	12.8%

There were no gender differences for students' source of alcohol among grades 6-8 or 9-12 (at EHS, EFHS, or both),  $p > .05$ .

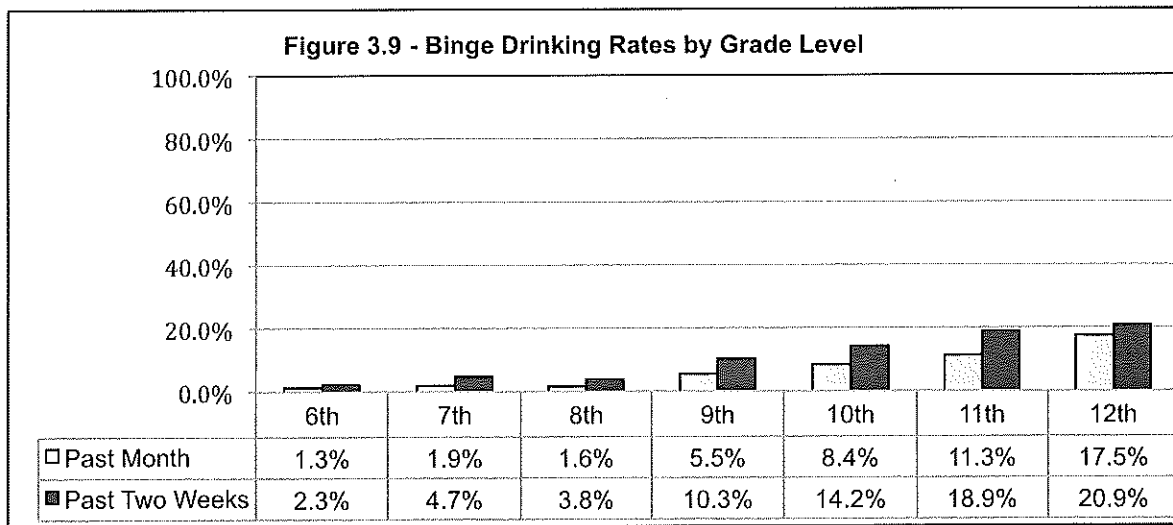
### Binge Drinking Rates

Students were asked to indicate how many drinks they typically had in the past 30 days and to report whether or not they drank five or more drinks in a row within the past 2 weeks. Both definitions qualify as being labeled as “binge drinking” however past month binge drinking rates may seem lower than other national and state data because the question asks for usual number of drinks rather than whether they had at least once before drank 4 or more alcoholic beverages (as asked in some national surveys).

6.5% of students in grades 6-12 typically had 4 or more drinks when they drank in the past month. 10.5% of students in grades 6-12 drank five or more drinks in a row in the past two weeks. Refer to Figure 3.8.

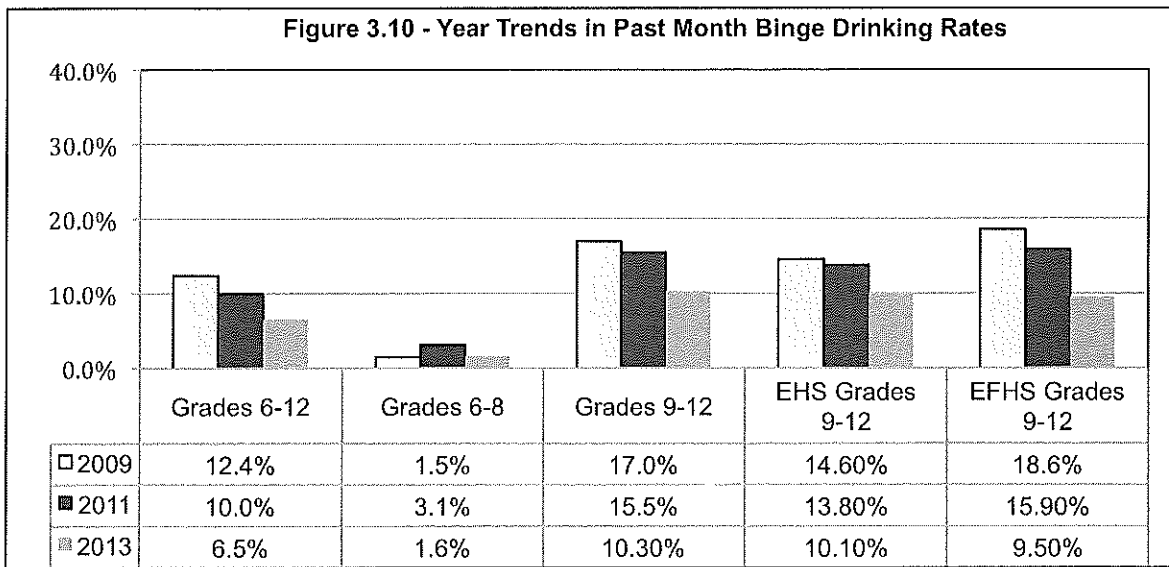
Figure 3.8 – Binge Drinking Rates	Grades 6-12	Grades 6-8	Grades 9-12	EHS 9-12	EFHS 9-12
Binge Drinking in Past 30 Days (4+drinks on days when usually drank)	6.5%	1.6%	10.3%	10.1%	9.5%
Binge Drinking in Past 2 Weeks (defined as having five or more drinks in a row)	10.5%	3.6%	15.8%	14.5%	16.1%

There were no significant differences in past month or two week binge drinking between grades 6-8,  $p > .05$ . There were significant differences between grades 9-12 (EHS & EFHS combined) for both past month binge drinking,  $F(3, 1056.79) = 10.96, p < .001$ , and for past two week binge drinking,  $F(3, 1039.86) = 4.23, p < .01$ . Post-hoc analyses<sup>(GH)</sup> for past month binge drinking show significant differences between grades 9 and 11, 9 and 12, and 10 and 12,  $p < .05$ , and marginally significant differences between grades 9 and 10,  $p < .06$ . Post-hoc analyses<sup>(GH)</sup> for past two week binge drinking show significant differences between grades 9 and 11, and 9 and 12,  $p < .05$ . Refer to Figure 3.9.



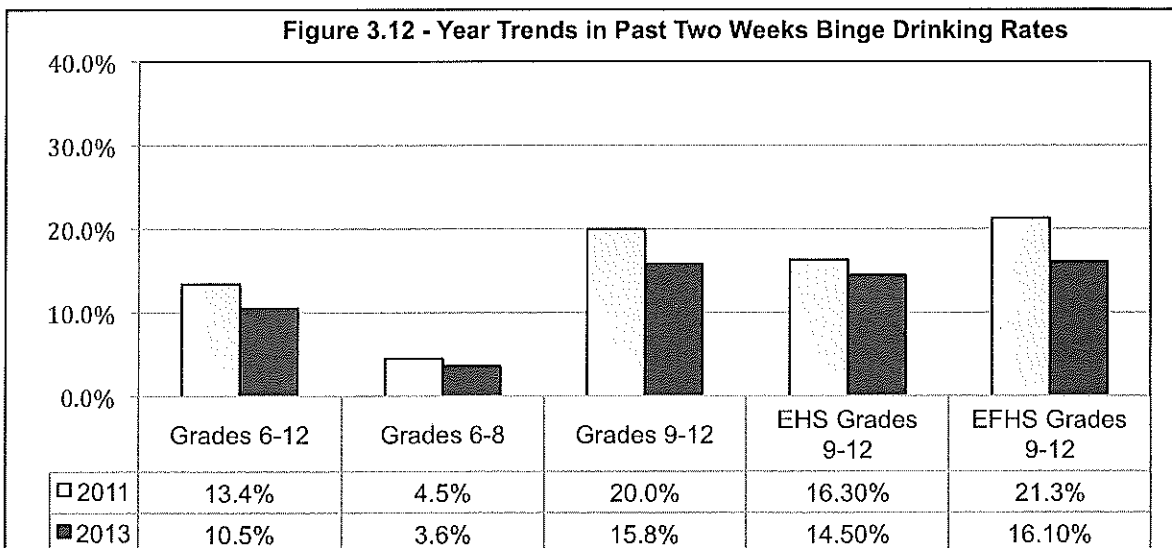
There were no significant race/ethnicity differences among students in grades 6-12 for past month or past two week binge drinking,  $p > .05$ . There were no significant gender differences among students in grades 6-8 or 9-12 (EHS & EFHS combined and separately) for past month or past two week binge drinking,  $p > .05$ .

**Binge Drinking Year Trends**



**Figure 3.11 – Trends in Past Month Binge Drinking Rates by Grade**

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
2009	-----	0.9%	1.9%	5.0%	14.7%	22.2%	27.1%
2011	1.8%	2.0%	4.1%	7.1%	11.6%	17.9%	25.9%
2013	1.3%	1.9%	1.6%	5.5%	8.4%	11.3%	17.5%
<b>% Difference Since 2011</b>	-0.5%	-0.1%	-2.5%	-1.6%	-3.2%	-6.6%	-8.4%

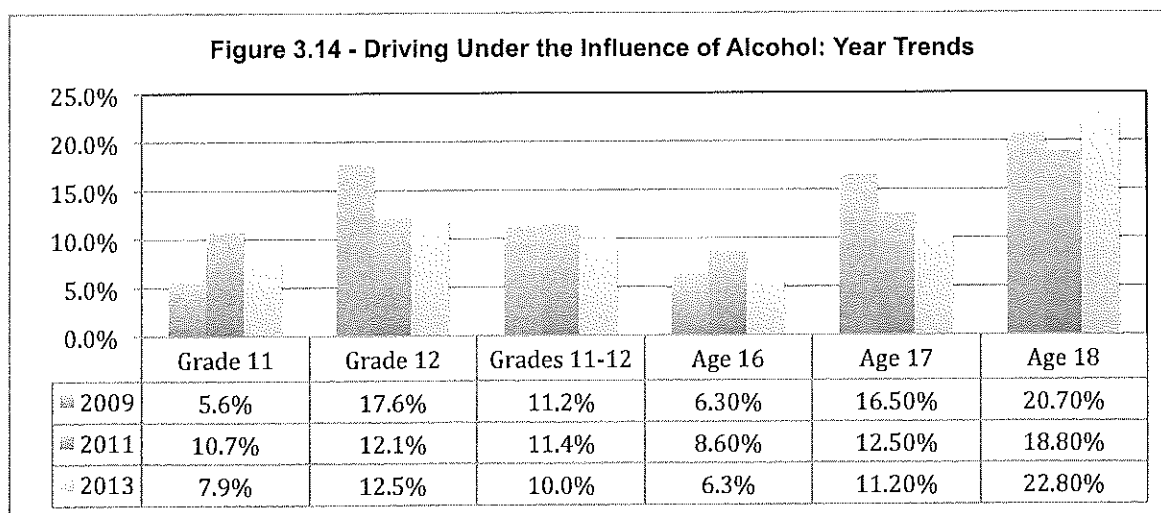


<b>Figure 3.13 – Trends in Past Two Week Binge Drinking Rates by Grade</b>							
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
2011	3.2%	3.8%	6.4%	14.1%	14.8%	24.5%	27.2%
2013	2.3%	4.7%	3.8%	10.3%	14.2%	18.9%	20.9%
% Difference Since 2011	-0.9%	0.9%	-2.6%	-3.8%	-0.6%	-5.6%	-6.3%

**Students Driving While Under the Influence of Alcohol:**

Since the legal driving age in the state of Connecticut is a minimum of 16 years of age, results for driving under the influence of alcohol only includes students in grades 11 and 12.

10.0% of all students in grades 11-12 at both EHS and EFHS reported driving a vehicle while under the influence of alcohol at least once before in their lifetime. Refer to Figure 3.14 for current and past year trends.

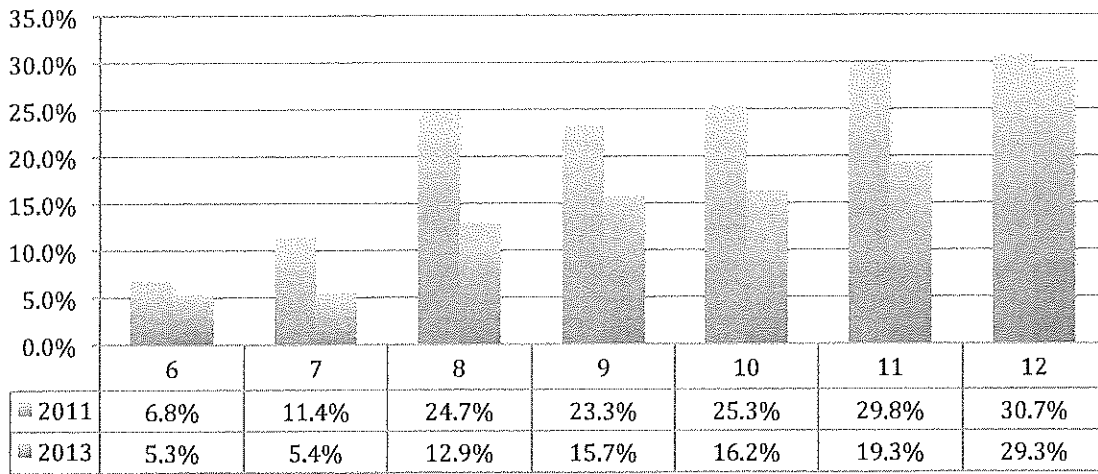


Significantly males (13.7%) than females (6.0%) in grades 11-12 reported driving a vehicle while under the influence of alcohol in their lifetime,  $t(452.90) = 3.08, p < .05$ . There were no race/ethnicity differences for this question,  $p > .05$ .

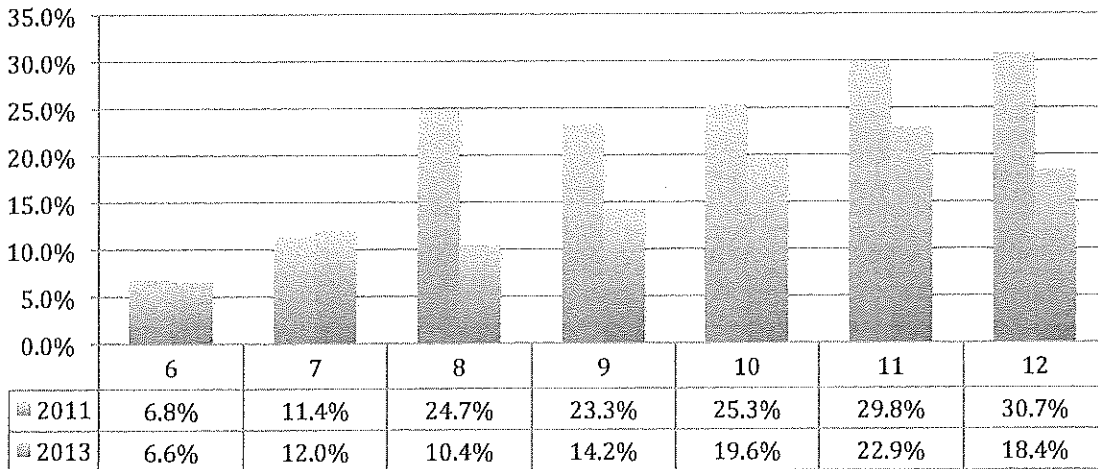
<b>Figure 3.15 – Other Driving Under Influence Related Questions</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>EHS</b>	<b>EFHS</b>
% Ridden in Vehicle with Driver under Age 21 Who had been Drinking	14.6%	7.9%	19.6%	19.0%	19.1%
% Parents Ever Driven with Child When drunk	14.8%	9.7%	18.7%	18.1%	17.6%
% Non-Parent Family Members over 21 Driven with Child when drunk	12.6%	8.2%	16.0%	16.4%	15.0%

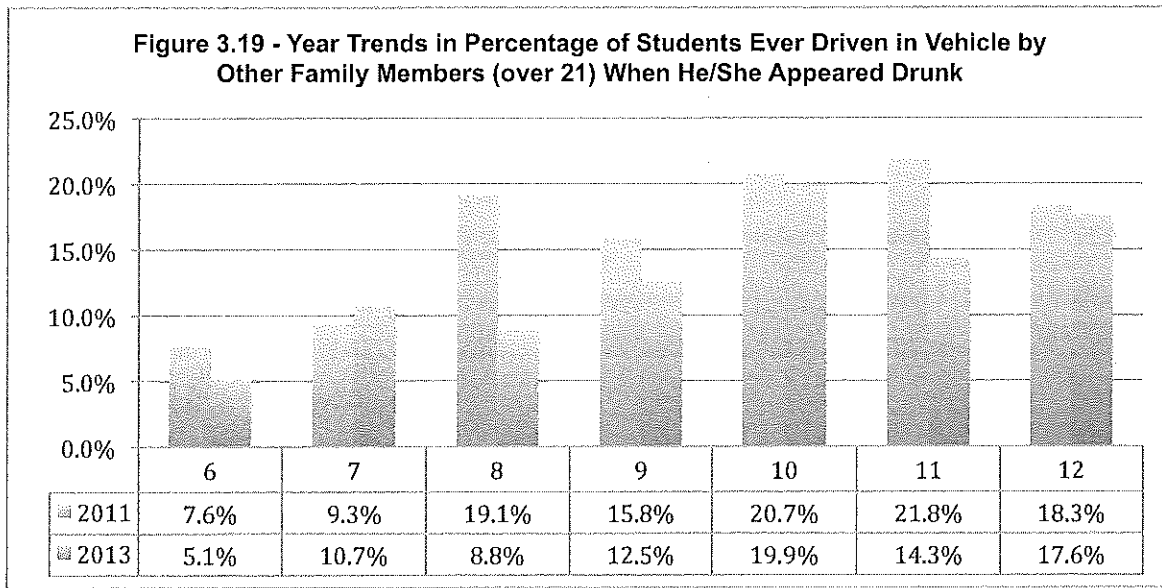
<b>Figure 3.16 – Other Driving Under Influence Related Questions</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
% Ridden in Vehicle with Driver under Age 21 Who had been Drinking	5.3%	5.4%	12.9%	15.7%	16.2%	19.3%	29.3%
% Parents Ever Driven with Child When drunk	6.6%	12.0%	10.4%	14.2%	19.6%	22.9%	18.4%
% Non-Parent Family Members over 21 Driven with Child when drunk	5.1%	10.7%	8.8%	12.5%	19.9%	14.3%	17.6%

**Figure 3.17 - Year Trends in Percentage of Students Riding in Vehicle With Someone Under 21 Who Recently Had Been Drinking Alcohol**



**Figure 3.18 - Year Trends in Percentage of Students Ever Driven in Vehicle by Parents When He/She Appeared Drunk**





### Other Driving Under Influence of Alcohol Questions: Gender Differences

Significantly more females (17.4%) than males (12.8%) in grades 9-12 (EHS & EFHS combined) reported riding in a vehicle with a non-parent family member over the age of 21 when he/she appeared drunk,  $t(1177.37) = 3.65, p < .001$ . This difference was seen at the individual high schools as well. Significantly more females (20.3%) than males (12.0%) in grades 9-12 at EHS reported riding in a vehicle with a non-parent family member over the age of 21 when he/she appeared drunk,  $t(550.23) = 3.49, p < .01$ . Also, significantly more females (15.6%) than males (13.0%) in grades 9-12 at EFHS reported riding in a vehicle with a non-parent family member over the age of 21 when he/she appeared drunk,  $t(583.32) = 2.01, p < .05$ .

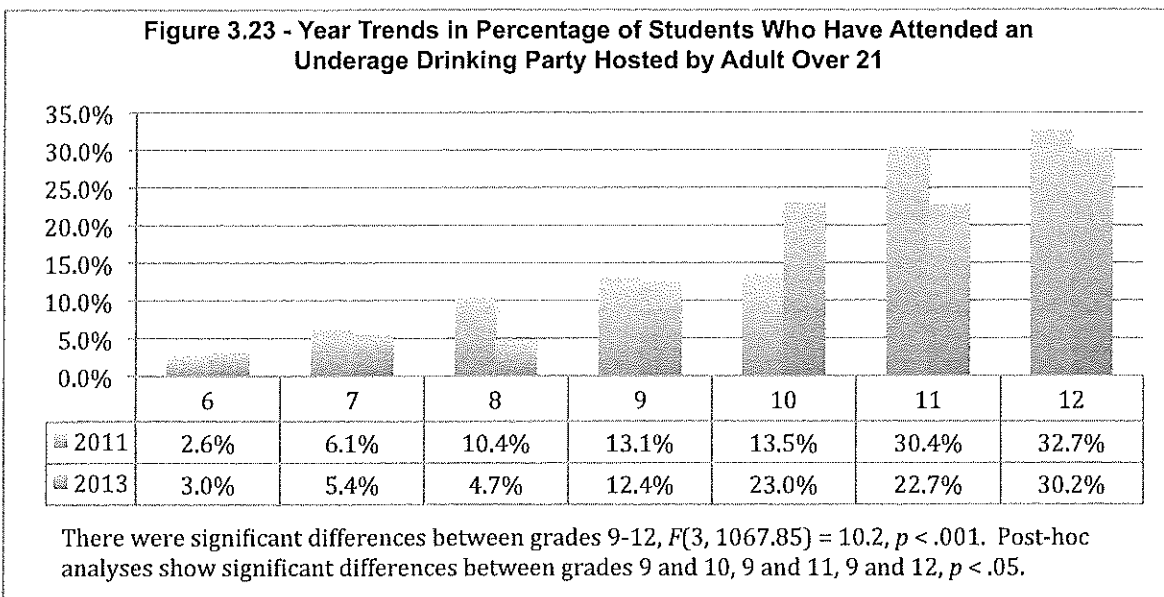
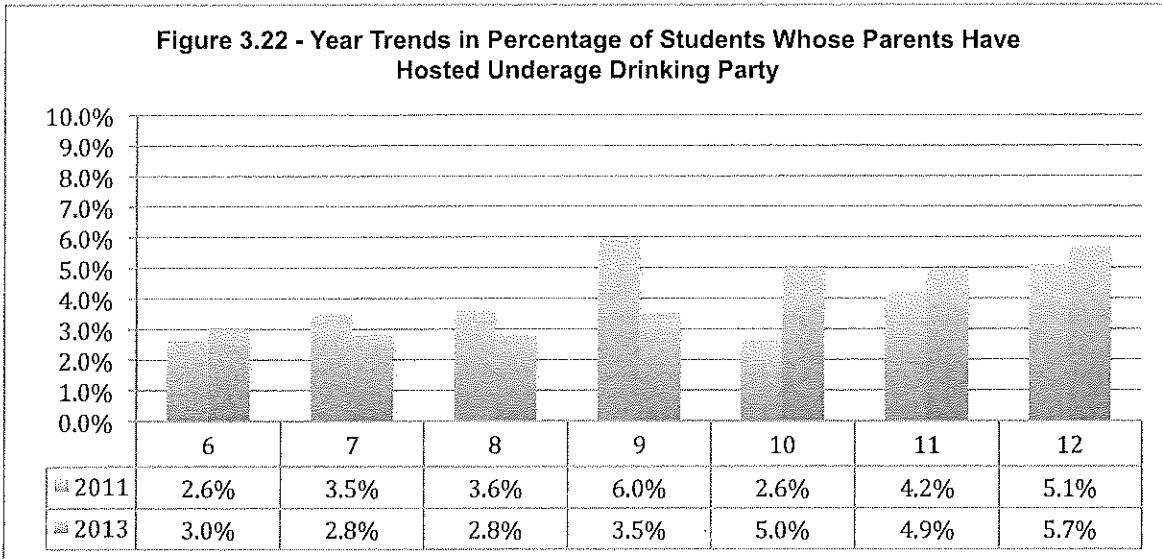
At EHS only, significantly more females (22.9%) than males (15.8%) in grades 9-12 reported riding in a vehicle with someone under the age of 21 who had been drinking alcohol,  $t(534.59) = 2.12, p < .05$ . There were no gender differences among students in grades 9-12 attending EFHS or students in grades 6-8 attending JFK MS,  $p > .05$ .

### Underage Drinking Parties

Under Connecticut State Law it is illegal to provide alcohol to youth even on private property. 4.0% of students in grades 6-12 report that their parents have hosted an underage drinking party and 14.1% of students in grades 6-12 report that they have attended an underage drinking party hosted by an adult over the age of 21. Refer to Figures 3.20 and 3.21.

<b>Figure 3.20 – Underage Drinking Parties</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>EHS</b>	<b>EFHS</b>
% Yes to Parents Hosting an Underage Drinking Party at Least Once Before	4.0%	2.9%	4.7%	5.2%	3.6%
% Yes to Attending Underage Drinking Party Hosted by an Adult Over 21	14.1%	4.4%	21.5%	22.4%	20.3%

<b>Figure 3.21 – Underage Drinking Parties by Grade Level</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
% Yes to Parents Hosting an Underage Drinking Party at Least Once Before	3.0%	2.8%	2.8%	3.5%	5.0%	4.9%	5.7%
% Yes to Attending Underage Drinking Party Hosted by an Adult Over 21	3.0%	5.4%	4.7%	12.4%	23.0%	22.7%	30.2%



There were no gender differences among students in grades 6-8, 9-12 (EHS/EFHS combined or separately) for percentage of students having their parents host underage drinking parties or for percentage of students attending underage drinking parties,  $p > .05$ .

**Part 2: Students' Perceptions of Alcohol Use**

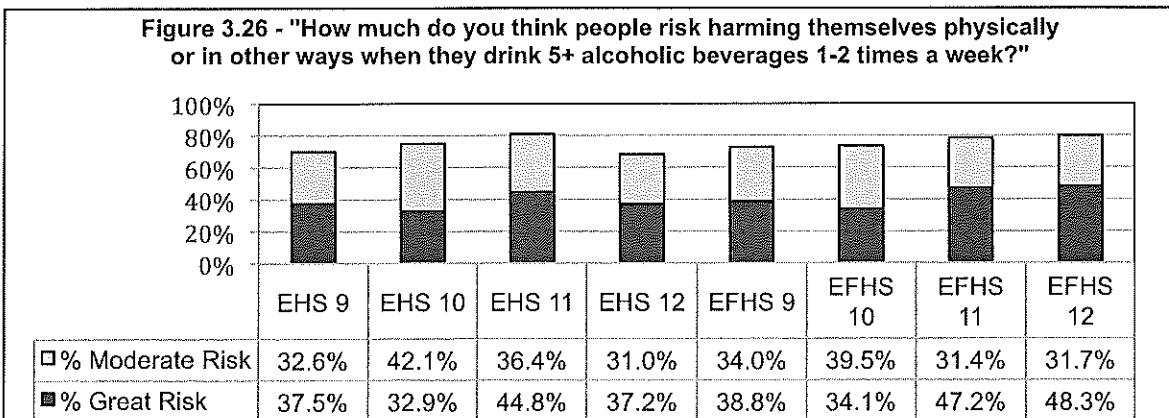
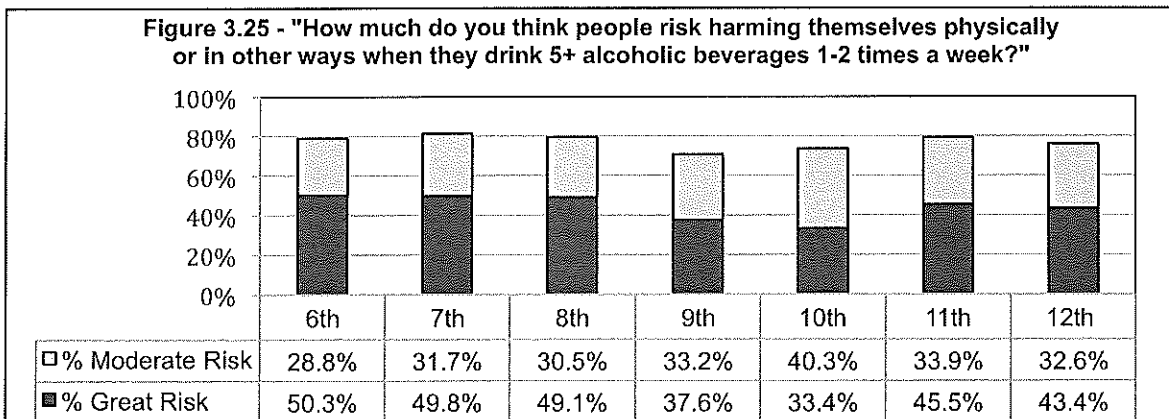
All students, including those who reported never drinking alcohol before, answered the following questions regarding students' perceptions of alcohol use, particularly regarding the risks of use, parental and friend disapproval, and perceived ease of obtaining alcohol.

**Risks of Drinking Alcohol (5 or More Drinks, Once or Twice a Week)**

34.9% of students in grades 6-12 perceived that drinking 5 or more alcoholic beverages (beer, wine, or liquor) once or twice a week to be a "moderate" or "great" risk. Refer to Figure 3.24.

Figure 3.24	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	33.0%	44.0%	77.0%
Grades 6-8	30.3%	49.7%	80.1%
EHS Grades 9-12	35.8%	38.5%	74.3%
EFHS Grades 9-12	33.9%	41.1%	75.0%
EHS & EFHS Grades 9-12	35.1%	39.7%	74.8%

There were no significant differences between grades 6-8 or grades 9-12 (EHS & EFHS combined and separately) in the perception of having 5 or more alcoholic drinks once or twice a week being risky to one's health,  $p > .05$ . Refer to Figures 3.25 and 3.26.



Gender differences were found for perceived risk of alcohol use for students in grades 6-8, and students in grades 9-12 (EHS and EFHS combined and separately); in all cases females perceived higher risks associated with alcohol use than males,  $p < .05$ . Refer to Figure 3.27.

<b>Figure 3.27- Gender Differences for Perceived Risk of Alcohol Use</b>	<b>Males % Moderate or Great Risk</b>	<b>Females % Moderate or Great Risk</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	76.6%	83.9%	$t(930.68) = 2.50, p < .05$
EHS Grades 9-12	69.0%	79.4%	$t(557) = 2.98, p < .01$
EFHS Grades 9-12	69.5%	79.8%	$t(587.33) = 4.17, p < .001$
EHS & EFHS Grades 9-12	69.5%	79.9%	$t(1176.53) = 5.17, p < .001$

There were significant differences between race/ethnicity for perceived risk of alcohol use among students in grades 6-12,  $F(3, 2157) = 6.89, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between White Non-Hispanic and Hispanic students,  $p < .05$ . Refer to Figure 3.28.

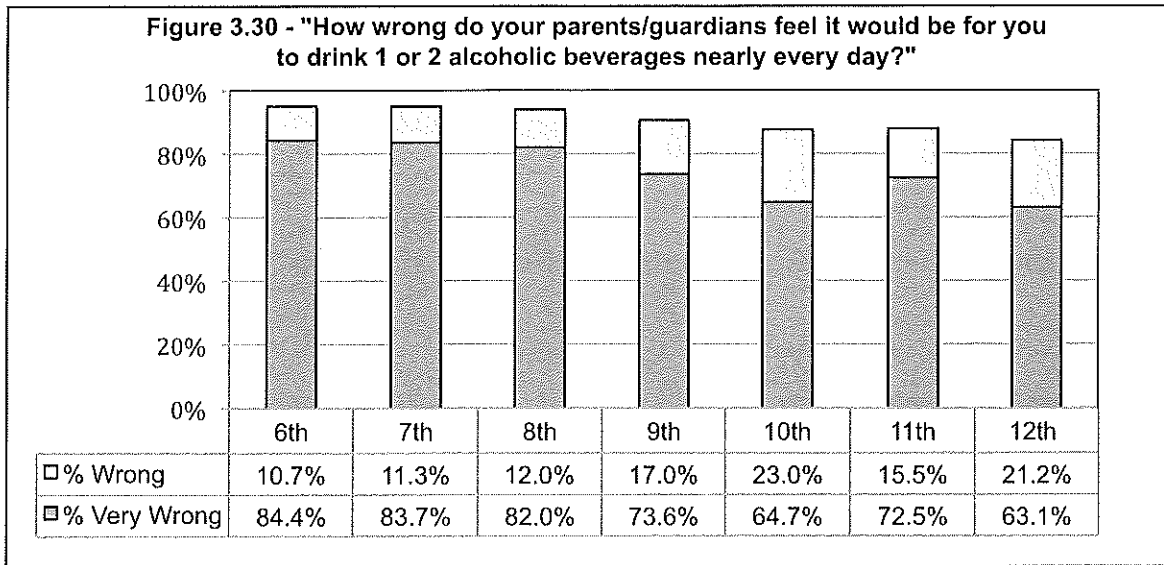
<b>Figure 3.28 – Race/Ethnicity Differences for Perceived Risk of Alcohol Use</b>	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic (Black, White, Native American, or Pacific Islander)</b>	<b>Other (Native American, and “Other”)</b>
% Great Risk	45.8%	38.2%	37.2%	42.5%
% Moderate or Great Risk	79.3%	72.7%	69.0%	73.1%

#### ***Parent/Guardian Disapproval of Drinking Alcohol:***

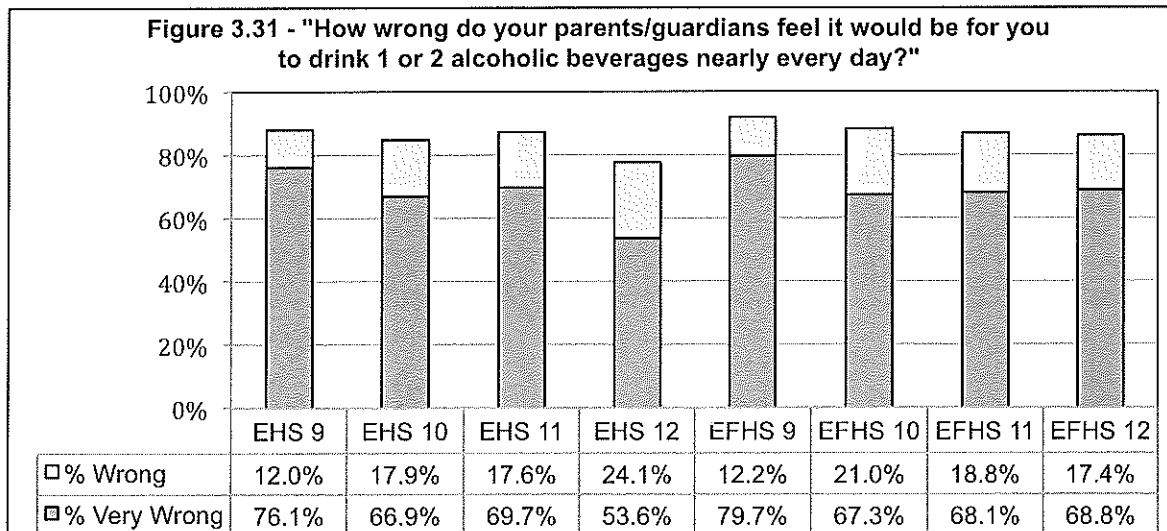
90.7% of students in grades 6-12 thought that their parents felt it would be “moderately” or “greatly” wrong” if they drank 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day. Refer to Figure 3.29.

<b>Figure 3.29</b>	<b>“Wrong”</b>	<b>“Very Wrong”</b>	<b>“Wrong” or “Very Wrong”</b>
Grades 6-12	15.7%	75.0%	90.7%
Grades 6-8	11.3%	83.4%	94.7%
EHS Grades 9-12	21.3%	67.6%	88.9%
EFHS Grades 9-12	17.3%	70.3%	87.6%
EHS & EFHS Grades 9-12	19.3%	68.9%	87.9%

There were no significant differences in perceived parental disapproval of drinking between grades 6-8,  $p > .05$ . There were significant differences in perceived parental disapproval for grades 9-12 (EHS & EFHS combined),  $F(1163.10) = 3.17, p < .05$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 12,  $p < .05$ . Refer to Figure 3.30.



There were significant differences in perceived parent disapproval of alcohol use between grades 9-12 at EHS,  $F(3, 501.80) = 2.70, p < .05$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 12,  $p < .05$ . There were no grade differences for EFHS for parental disapproval,  $p > .05$ . Refer to Figure 3.31.



There were significant gender differences for perceived parental disapproval of alcohol use for students in grades 9-12 (EHS and EFHS combined and separately). Refer to Figure 3.32.

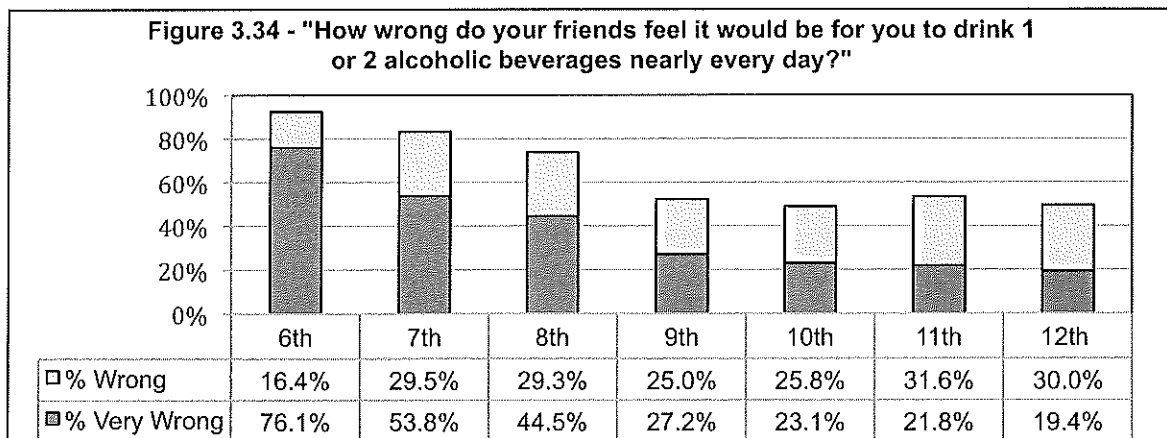
<b>Figure 3.32- Gender Differences for Perceived Parental Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	93.3%	95.9%	No significance, $p > .05$
EHS Grades 9-12	85.4%	91.9%	$t(543.68) = 2.86, p < .01$
EFHS Grades 9-12	84.7%	89.9%	$t(563.65) = 2.84, p < .01$
EHS & EFHS Grades 9-12	85.1%	90.9%	$t(1137.75) = 4.00, p < .001$

**Friend Disapproval of Drinking Alcohol:**

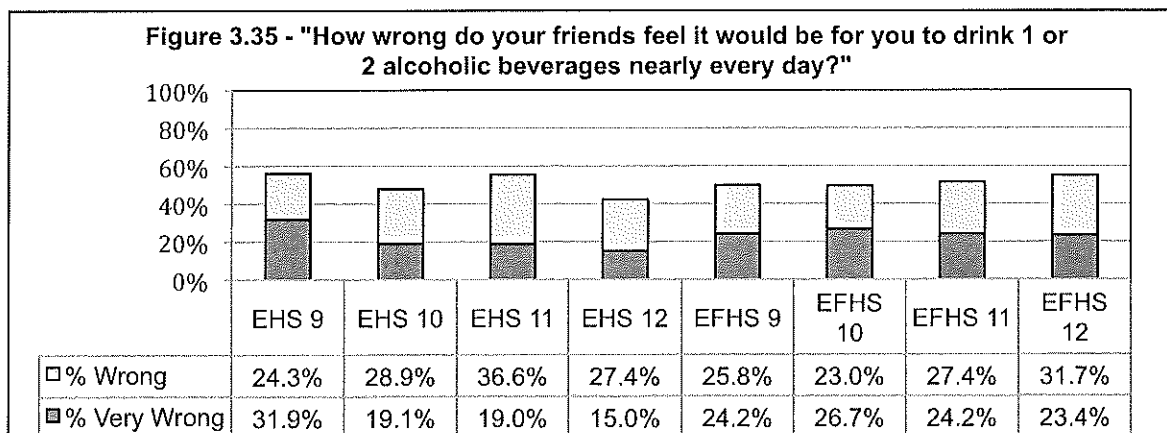
64.9% of students in grades 6-12 thought that their friends felt it would be “moderately” or “greatly” wrong if they drank 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day. Refer to Figure 3.33 for perceived friend disapproval.

Figure 3.33	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	26.8%	38.1%	64.9%
Grades 6-8	25.3%	57.8%	83.1%
EHS Grades 9-12	29.3%	21.6%	50.9%
EFHS Grades 9-12	26.7%	24.7%	51.4%
EHS & EFHS Grades 9-12	28.0%	23.1%	51.1%

There were significant differences in perceived friend disapproval of drinking between grades 6-8,  $F(2,900.88) = 30.75, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 7, 7 and 8, and 6 and 8,  $p < .05$ . There were no significant differences between grades 9-12 (EHS & EFHS combined). Refer to Figure 3.34.



There were significant differences for students’ perceived friend disapproval of drinking alcohol between grades 9-12 at EHS,  $F(2, 547) = 4.63, p < .01$ . Post-hoc analyses<sup>(B)</sup> showed differences between grades 9 and 12,  $p < .05$ . There were no significant differences between grades 9-12 at EFHS for this question,  $p > .05$ . Refer to Figure 3.35.



There were significant gender differences for perceived friend disapproval of alcohol use for students in grades 6-8 and 9-12 (EHS and EFHS combined and separately). In all cases, females perceived their friends would disapprove of alcohol use more than males. Refer to Figure 3.36.

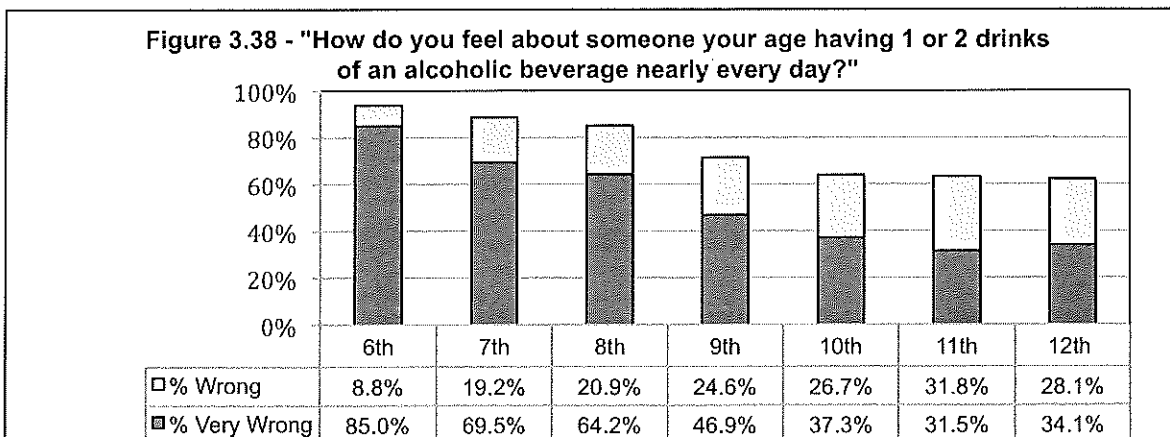
<b>Figure 3.36- Gender Differences for Perceived Friend Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	80.9%	85.5%	$t(927.28) = 2.91, p < .01$
EHS Grades 9-12	44.6%	57.9%	$t(556) = 3.59, p < .001$
EFHS Grades 9-12	43.2%	57.9%	$t(660) = 3.73, p < .001$
EHS & EFHS Grades 9-12	43.5%	58.0%	$t(1232) = 5.26, p < .001$

### *Disapproval of Peer Alcohol Use*

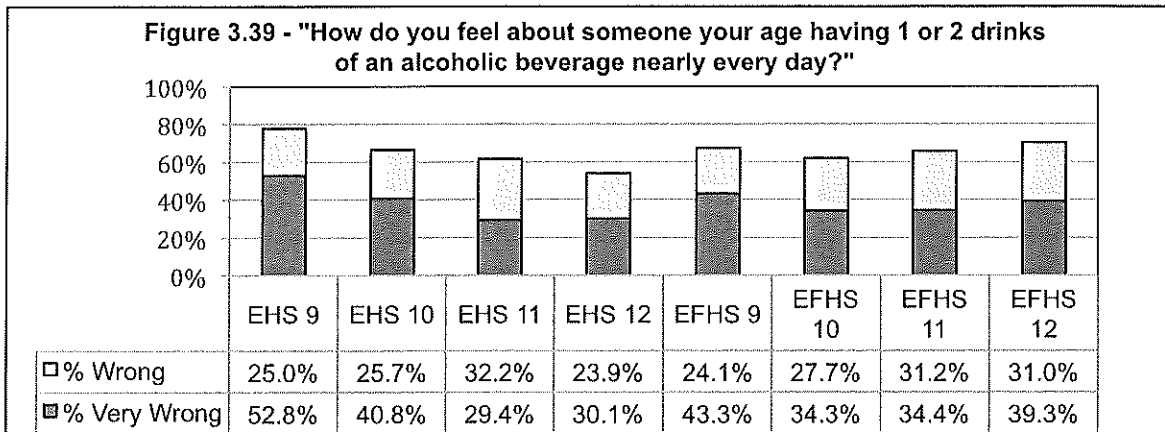
Students were asked how they felt about someone their age drink an alcoholic beverage (beer, wine, liquor) regularly. 74.9% of all students in grades 6-12 answered that it was “wrong” or “very wrong” for someone their age having 1 or 2 drinks of alcohol regularly. Refer to Figure 3.37.

<b>Figure 3.37</b>	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	22.9%	52.8%	75.7%
Grades 6-8	16.5%	72.3%	88.8%
EHS Grades 9-12	26.6%	39.3%	65.9%
EFHS Grades 9-12	28.1%	38.1%	66.2%
EHS & EFHS Grades 9-12	27.7%	37.9%	65.6%

There were significant differences between grades 6-8,  $F(2, 907.14) = 14.23, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 7 and 6 and 8,  $p < .05$ . There were also significant differences between grades 9-12 (EHS & EFHS combined),  $F(3, 1231) = 4.05, p < .01$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 9 and 11,  $p < .05$ . Refer to Figure 3.38.



There were significant differences between grades 9-12 at EHS,  $F(3,548) = 6.17, p < .001$ . Post-hoc analyses<sup>(B)</sup> showed differences between grades 9 and 12,  $p < .05$ . There were no significant differences between grades 9-12 at EFHS for this question,  $p > .05$ . Refer to Figure 3.39.



There were no significant gender differences for disapproval of peer alcohol use for students in grades 6-8, or grades 9-12 (EHS & EFHS, combined or separately),  $p > .05$ . Refer to Figure 3.40.

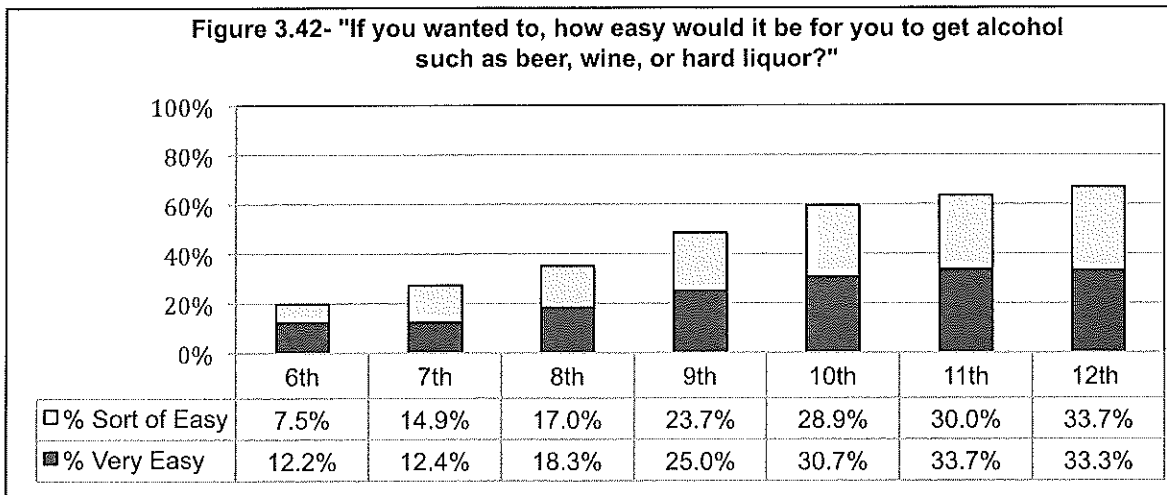
<b>Figure 3.40- Gender Differences for Disapproval of Peer Alcohol Use</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	89.6%	89.1%	No Significance, $p > .05$
EHS Grades 9-12	63.8%	67.7%	No Significance, $p > .05$
EFHS Grades 9-12	62.6%	69.2%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	62.0%	68.5%	No Significance, $p > .05$

### *Perceived Availability of Alcohol*

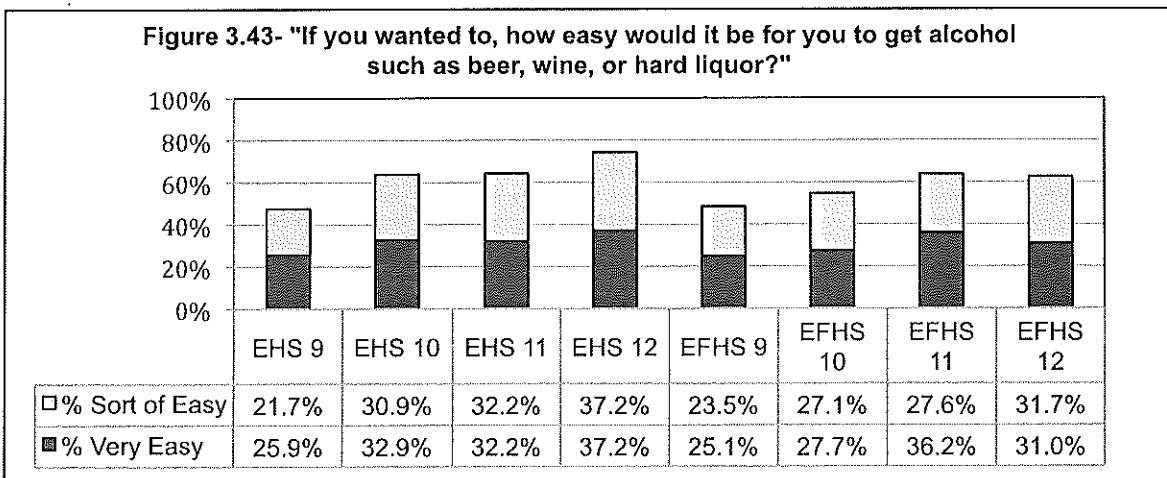
45.7% of all students in grades 6-12 felt that alcohol is "sort of easy" or "very easy" to obtain. Refer to Figure 3.41 for perceived accessibility of alcohol by grades 6-12, 6-8, and 9-12.

<b>Figure 3.41</b>	"Sort of Easy"	"Very Easy"	"Easy" or "Very Easy"
Grades 6-12	22.2%	23.5%	45.7%
Grades 6-8	13.4%	14.2%	27.6%
EHS Grades 9-12	30.1%	32.0%	62.1%
EFHS Grades 9-12	27.2%	30.2%	57.4%
EHS & EFHS Grades 9-12	28.7%	30.8%	59.5%

The perception that alcohol is easy to obtain was significantly different between grades 6-8,  $F(2, 928.59) = 12.43, p < .001$ , and between grades 9-12 (EHS & EFHS combined),  $F(3, 1226.43) = 8.61, p < .001$ . Post-hoc analyses<sup>(GH)</sup> indicate significant differences in perceived availability of alcohol between grades 6 and 8, 6 and 8, 9 and 10, 9 and 11, and 9 and 12,  $p < .05$ . Refer to Figure 3.42.



There were significant differences between grades 9-12 at EHS,  $F(3,542.87) = 6.30, p < .001$ , and between grades 6-12 at EFHS,  $F(3, 646) = 3.95, p < .01$ . Post-hoc analyses<sup>(GH)</sup> for EHS showed significant differences between grades 9 and 10, 9 and 11, and 9 and 12,  $p < .05$  and post-hoc analyses (B) for EFHS showed significant differences between grades 9 and 11, and 9 and 12,  $p < .05$ . Refer to Figure 3.43.



There were significant gender differences for ease of obtaining alcohol for students in grades 6-8, but there were no significant gender differences for ease of obtaining alcohol for students in grades 9-12 (EHS & EFHS, combined or separately),  $p > .05$ . Refer to Figure 3.44.

<b>Figure 3.44- Gender Differences for Ease of Obtaining Alcohol</b>	<b>Males % Sort of Easy or Very Easy</b>	<b>Females % Sort of Easy or Very Easy</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	32.6%	22.2%	$t(916.06) = 3.25, p < .01$
EHS Grades 9-12	62.9%	59.9%	No Significance, $p > .05$
EFHS Grades 9-12	55.8%	58.1%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	50.1%	58.2%	No Significance, $p > .05$

## Section IV: Marijuana Use and Perceptions of Use

### Part 1: Marijuana Use

#### *Marijuana Use Rates for 2013*

18.1% of students in grades 6-12 reported using marijuana in the past month. Refer to Figure 4.0.

<b>Figure 4.0 – Marijuana Use Rates</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>Grades 9-12: EHS</b>	<b>Grades 9-12: EFHS</b>
Past Month Use (used <i>at least once</i> in past 30 days)	18.1%	3.9%	29.3%	27.0%	29.3%
Frequent Use (used 10-19 Occasions or More)	6.9%	0.7%	11.8%	11.2%	11.3%

#### *Marijuana Use Trends by Year:*

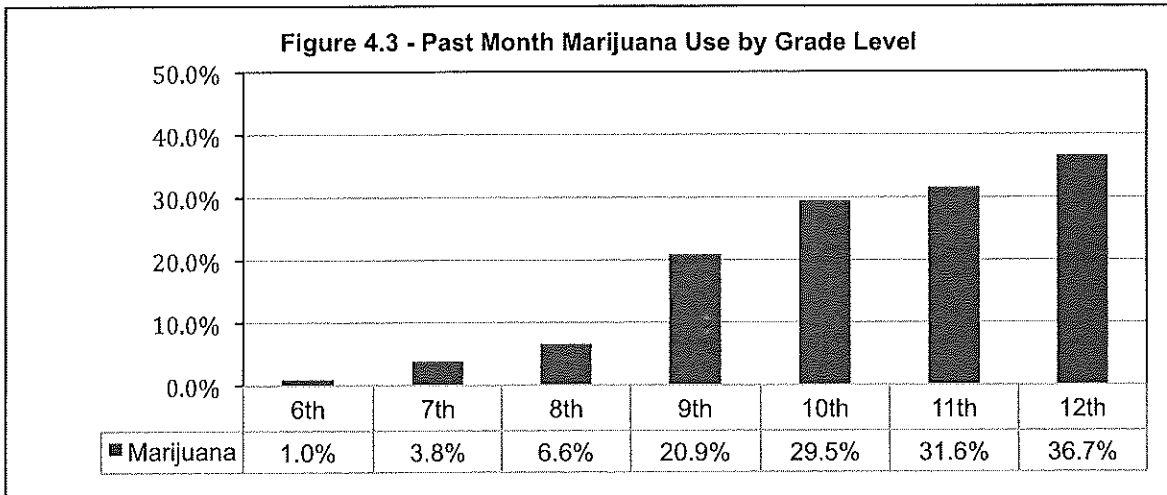
Trends indicate a small decrease in past month marijuana use since 2011 among students in grades 6-8 and a small increase in past month marijuana use since 2011 among students in grades 9-12. Refer to Figures 4.1 and 4.2.

<b>Figure 4.1 – Marijuana Use: Year Trends</b>	<b>2005</b>	<b>2009</b>	<b>2011</b>	<b>2013</b>	<b>% Difference Since 2011</b>
<u>Grades 6-8</u>	14.0%	5.1%	6.4%	3.9%	-2.5%
<u>Grades 9-12</u>	32.6%	26.2%	26.8%	29.3%	+2.5%

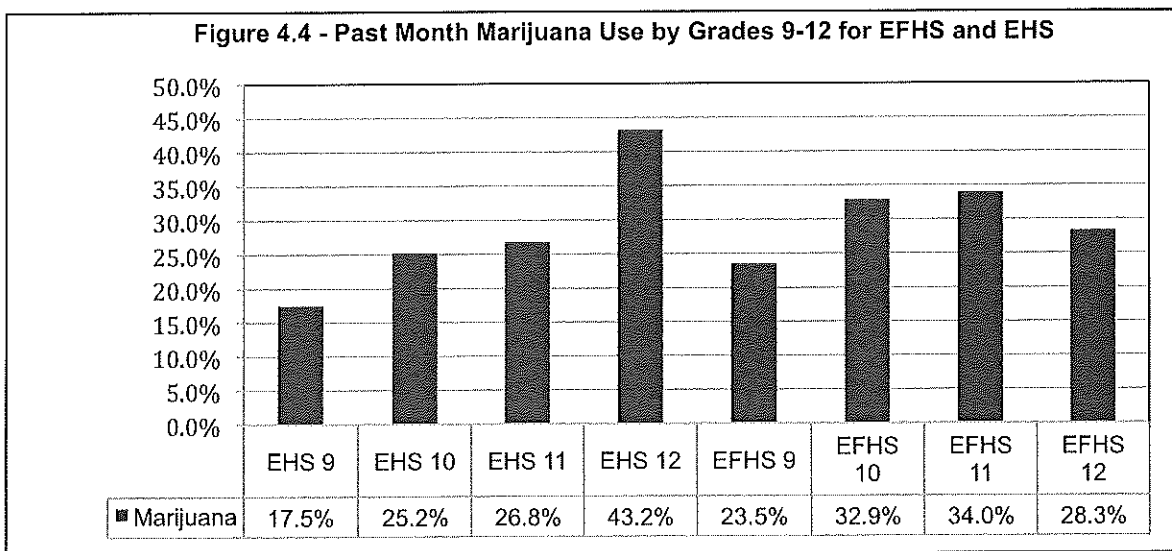
<b>Figure 4.2 – Trends in Marijuana Use</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>2009</b>	-----	2.1%	7.6%	14.0%	22.3%	31.8%	37.3%
<b>2011</b>	2.7%	5.5%	13.2%	21.4%	26.0%	31.8%	34.4%
<b>2013</b>	1.0%	3.8%	6.6%	20.9%	29.5%	31.6%	36.7%
<b>% Difference Since 2011</b>	-1.7%	-1.7%	-6.6%	-0.5%	+3.5%	-0.2%	+2.3%

#### *2013 Marijuana Use Comparisons by Grade Level:*

There were significant differences between grades 6-8 for past month marijuana use,  $F(2, 699.97) = 5.87, p < .01$ . Post-hoc analyses<sup>(GH)</sup> show that students in the 6<sup>th</sup> grade smoke marijuana significantly less than those in the 8<sup>th</sup> grade,  $p < .01$ . There were also significant differences between grades 9-12 for past month marijuana use,  $F(3, 1102.36) = 5.06, p < .01$ . Post-hoc analyses<sup>(GH)</sup> show that students in the 9<sup>th</sup> grade smoked significantly less than students in the 11<sup>th</sup> or 12<sup>th</sup> grade,  $p < .01$ . Refer to figure 4.3 for percentages by grade level.



There was a significant difference between grades 9-12 at EHS for past month marijuana use,  $F(3, 485.48) = 7.27, p < 0.01$ . Students in the 12<sup>th</sup> grade smoked more marijuana in the past month than students in the 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grades,  $p < .05$ . There was not a significant difference between grades 9-12 at EFHS for past month marijuana use,  $p > .05$ . Refer to Figure 4.4.



**2013 Marijuana Use Comparisons by Gender:**

There were no gender differences for past month marijuana use to report for students in grades 6-8, or 9-12 (EHS & EFHS separately or combined),  $p > .05$ . Refer to Figure 4.5.

Figure 4.5- Gender Differences for Marijuana use in the Past Month	Males	Females	Statistic (significant if $p < .05$ )
Grades 6-8	4.1%	3.7%	No Significance, $p > .05$
EHS Grades 9-12	27.7%	26.5%	No Significance, $p > .05$
EFHS Grades 9-12	30.7%	28.4%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	30.9%	28.0%	No Significance, $p > .05$

### **2013 Marijuana Use Comparisons by Race:**

There were no significant race differences among students in grades 6-12 for past month marijuana use rates,  $p > .05$ .

### **Age of Onset for Marijuana Use:**

Students that reported using marijuana at least once before were asked how old they were when they had marijuana for the first time. Refer to Figure 4.6.

Figure 4.6 – Age of Onset of Marijuana Use	2013
Grades 6-12	13.4 yrs (n=548, SD = 1.8)
Grades 6-8	11.9 yrs (n=60, SD = 1.4)
Grades 9-12: EHS	13.7 yrs (n=163, SD = 1.7)
Grades 9-12: EFHS	13.5 yrs (n=261, SD = 1.8)
Grades 9-12: EHS & EFHS	13.6 yrs (n=486, SD = 1.7)

### **Part 2: Students' Perceptions of Marijuana Use**

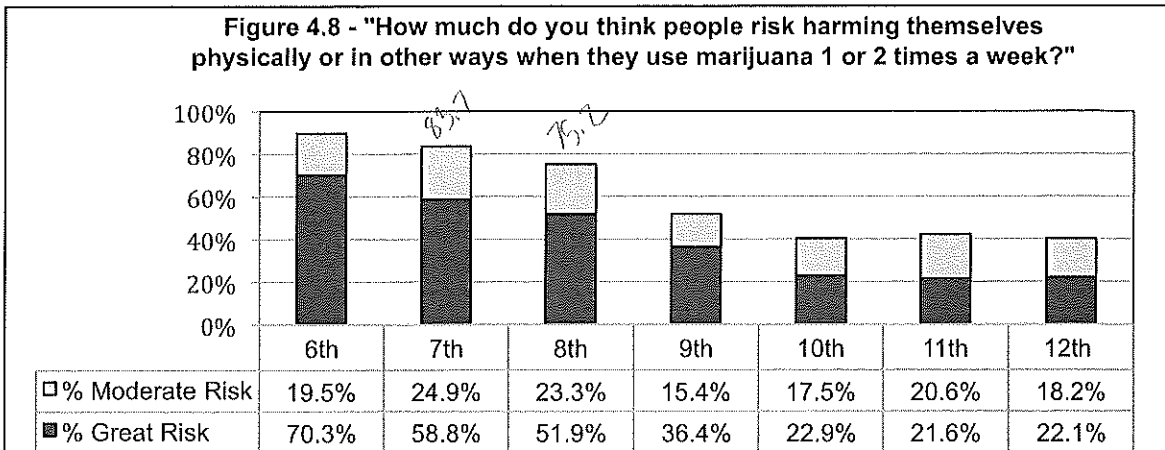
All students, including those who reported never using marijuana before, answered the following questions regarding students' perceptions of marijuana use, particularly regarding the risks of use, parental and friend disapproval of use.

#### **Risks of Using Marijuana 1-2 Times a Week**

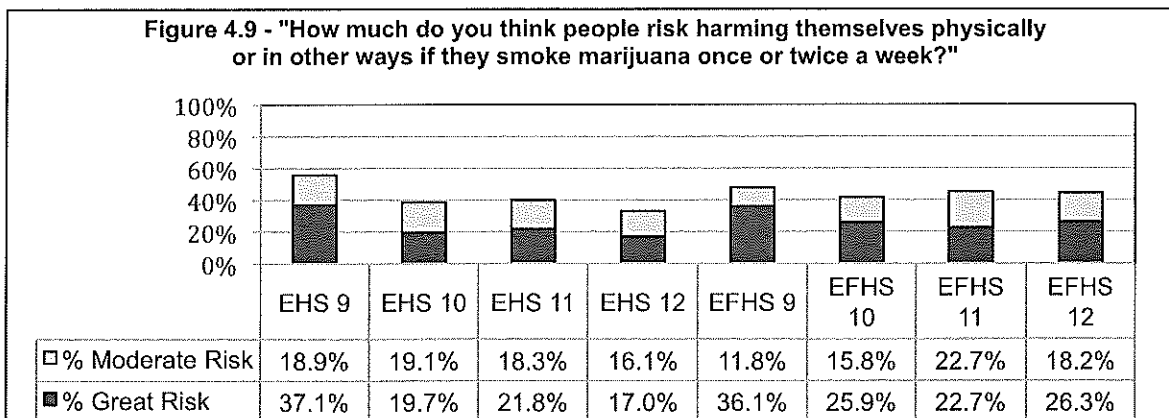
61.0% of students in grades 6-12 perceived that using marijuana 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Figure 4.7 for perceived risk by grades 6-12, 6-8, and 9-12.

Figure 4.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	20.0%	41.0%	61.0%
Grades 6-8	22.6%	60.2%	82.8%
EHS Grades 9-12	18.0%	24.4%	42.4%
EFHS Grades 9-12	17.0%	27.9%	44.9%
EHS & EFHS Grades 9-12	17.9%	26.0%	43.9%

There were significant differences between grades 6-8 in the perception of regular marijuana use being risky to one's health,  $F(2, 896.95) = 14.71, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 7, 6 and 8, and 7 and 8,  $p < .05$ . There were also significant differences between grades 9-12 in the perception of regular marijuana use being risky to one's health,  $F(3, 1163.29) = 5.96, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 9 and 10, 9 and 11, and 9 and 12,  $p < .05$ . Refer to Figure 4.8.



There were significant differences between perceptions of regular marijuana use being risky to one's health in grades 9-12 at EHS,  $F(3, 545) = 7.53, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 9 and 10, and 9 and 12,  $p < .05$ . There were no significant differences in perceptions of regular marijuana use being risky to one's health in grades 9-12 at EFHS,  $F(3, 601) = 1.19, p > .05$ . Refer to Figure 4.9.



Gender differences were found for perceived risk of marijuana use for students in grades 6-8, and students in grades 9-12 (EHS and EFHS combined), and students in grades 9-12 at EFHS. Refer to Figure 4.102 for more details.

<b>Figure 4.10- Gender Differences in Perceived Risk of Marijuana Use</b>	Males % Moderate or Great Risk	Females % Moderate or Great Risk	Statistic (significant if $p < .05$ )
Grades 6-8	79.0%	86.5%	$t(905.04) = 2.44, p < .05$
EHS Grades 9-12	41.9%	42.6%	No significance, $p > .05$
EFHS Grades 9-12	40.2%	48.6%	$t(612) = 2.54, p < .05$
EHS & EFHS Grades 9-12	41.3%	46.1%	$t(1178) = 2.16, p < .05$

There were significant differences between race/ethnicity for perceived risk of marijuana use among students in grades 6-12,  $F(3, 2087) = 3.90, p < .01$ . Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic, Hispanic and Other,  $p < .05$ . Refer to Figure 4.11.

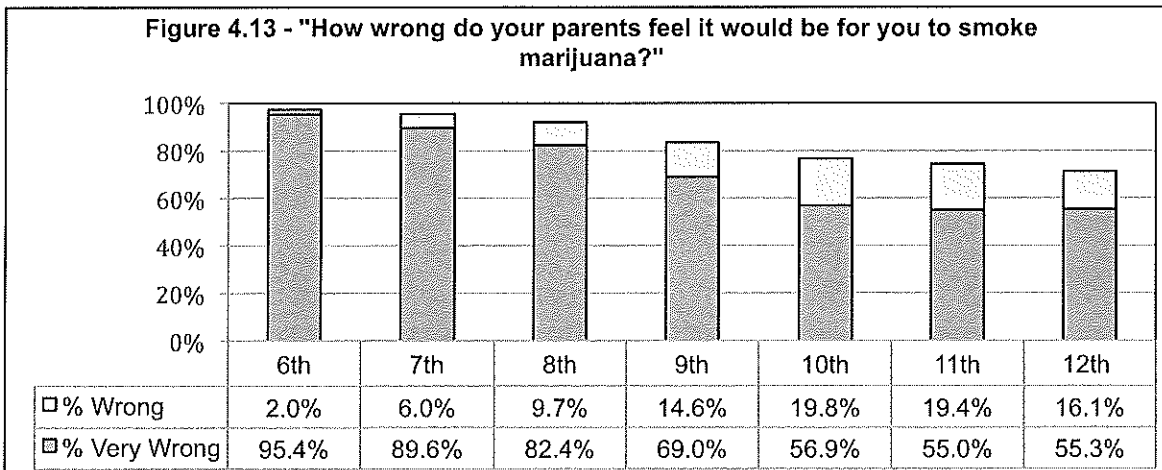
<b>Figure 4.11 – Race/Ethnicity Differences for Perceived Risk of Marijuana Use</b>	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic (Black, White, Native American, or Pacific Islander)</b>	<b>Other (Native American, and “Other”)</b>
% Great Risk	42.0%	30.8%	35.0%	45.5%
% Moderate or Great Risk	61.4%	58.7%	53.5%	66.2%

**Parent/Guardian Disapproval of Using Marijuana:**

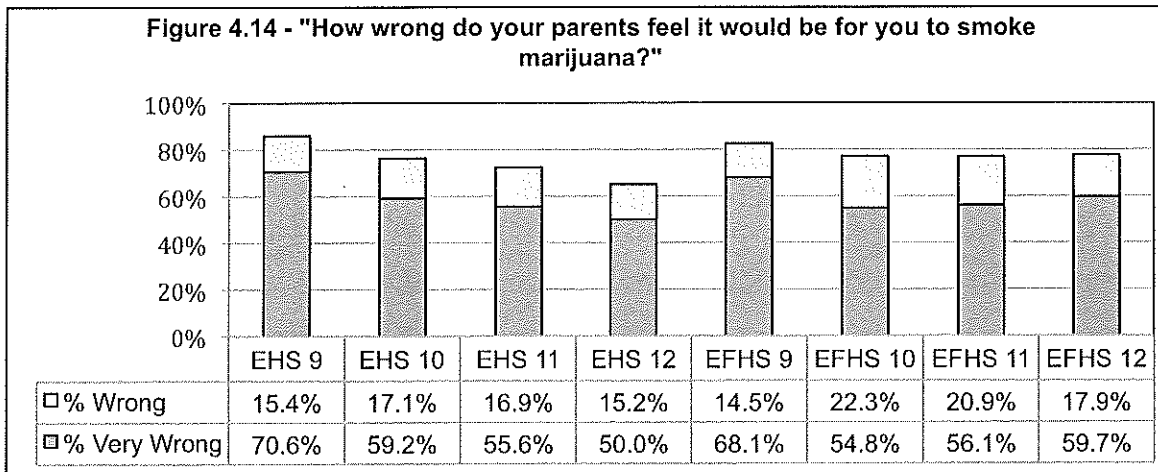
84.8% of all students in grades 6-12 thought their parents/guardians felt it would be “moderately” or “greatly” wrong” if they used marijuana. Refer to Figure 4.12.

<b>Figure 4.12</b>	<b>“Wrong”</b>	<b>“Very Wrong”</b>	<b>“Wrong” or “Very Wrong”</b>
Grades 6-12	12.3%	72.5%	84.8%
Grades 6-8	6.0%	89.0%	95.0%
EHS Grades 9-12	16.2%	59.4%	75.6%
EFHS Grades 9-12	19.0%	59.4%	78.4%
EHS & EFHS Grades 9-12	17.5%	59.3%	76.8%

There were significant differences in perceived parent disapproval of using marijuana between grades 9-12 (EHS & EFHS combined),  $F(3, 1114.05) = 5.21, p < .01$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 10, 11, and 12,  $p < .05$ . Refer to Figure 4.13.



There were significant differences in perceived parent disapproval of smoking marijuana between grades 9-12 at EHS,  $F(3, 494.57) = 5.38, p < .01$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 11 and 9 and 12,  $p < .05$ . Refer to Figure 4.14.



There were significant gender differences for perceived parental disapproval of marijuana use for students in grades 9-12 (EHS and EFHS combined) and for students in grades 9-12 at EFHS. Refer to Figure 4.15.

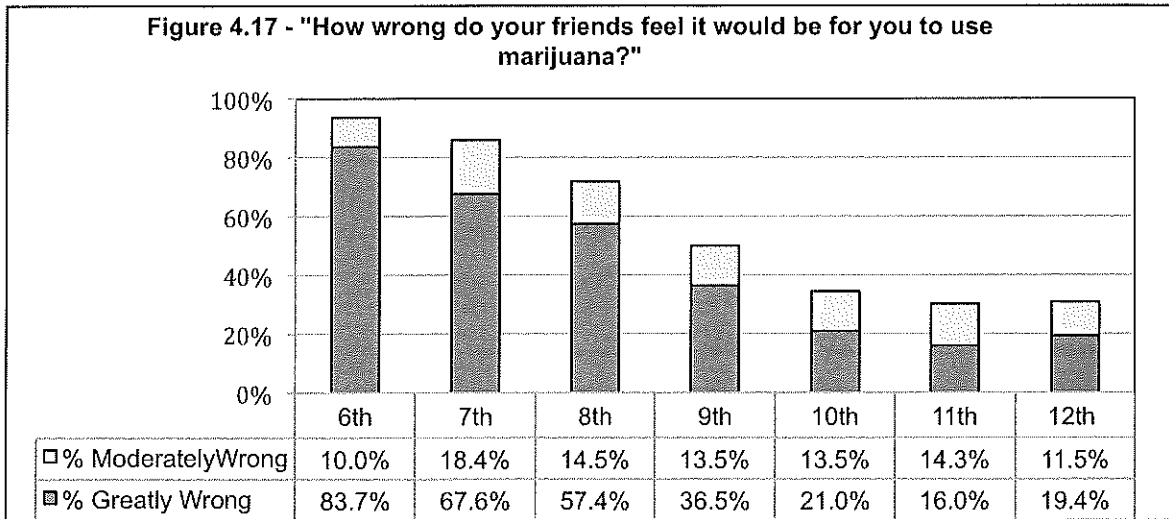
<b>Figure 4.15- Gender Differences for Perceived Parental Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	94.7%	95.3%	No significance, $p > .05$
EHS Grades 9-12	72.9%	78.3%	No significance, $p > .05$
EFHS Grades 9-12	75.1%	80.8%	$t(519.01) = 2.44, p < .05$
EHS & EFHS Grades 9-12	73.3%	79.8%	$t(1102.75) = 2.92, p < .01$

### ***Friend Disapproval of Using Marijuana***

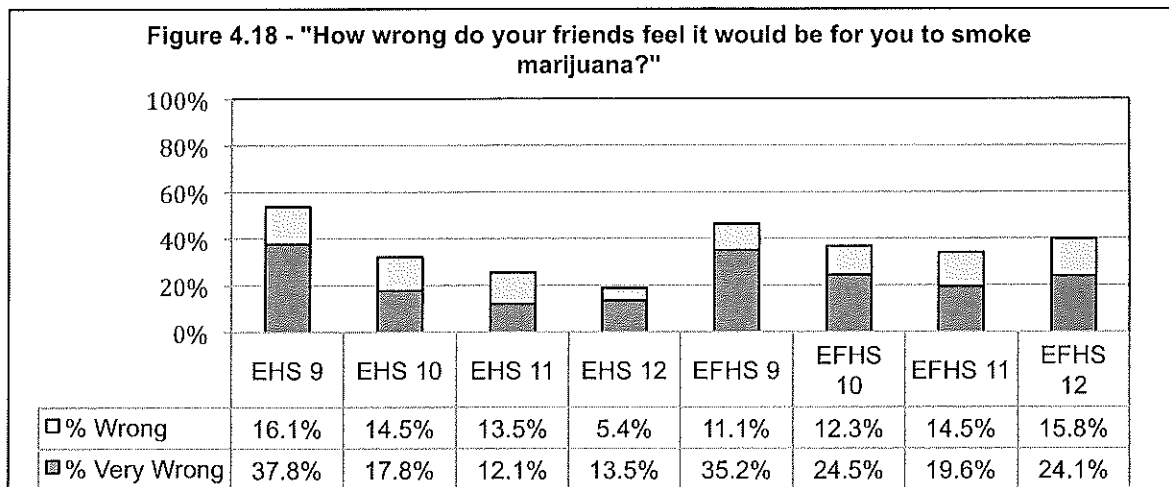
57.7% of all students in grades 6-12 thought their friends felt it would be "moderately" or "greatly" wrong" if they used marijuana. Refer to Figure 4.16.

<b>Figure 4.16</b>	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	13.7%	44.0%	57.7%
Grades 6-8	14.4%	69.3%	83.7%
EHS Grades 9-12	12.8%	21.1%	33.9%
EFHS Grades 9-12	13.5%	26.2%	39.7%
EHS & EFHS Grades 9-12	13.2%	23.6%	36.8%

There were significant differences in perceived friend disapproval of marijuana use between grades 6-8,  $F(2,844.98) = 29.05, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 8, 6 and 7, and grades 7 and 8,  $p < .01$ . There were significant differences in perceived friend disapproval of marijuana use between grades 9-12,  $F(3,1121.37) = 12.37, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 9 and 10, 9 and 11, and 9 and 12,  $p < .01$ . Refer to Figure 4.17.



There were significant differences for students' perceived friend disapproval of smoking marijuana between grades 9-12 at EHS,  $F(3, 527.45) = 14.56, p < .001$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9 and 10-12,  $p < .05$ . There was no significant difference for students' perceived friend disapproval of smoking marijuana between grades 9-12 at EFHS,  $F(3, 582.44) = 2.16, p > .05$ . Refer to Figure 2.18.



There were no significant gender differences for perceived friend disapproval of marijuana use to report. Refer to Figure 4.19.

<b>Figure 4.19- Gender Differences for Perceived Friend Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	81.3%	86.0%	No significance, $p > .05$
EHS Grades 9-12	34.8%	32.7%	No significance, $p > .05$
EFHS Grades 9-12	37.3%	41.5%	No significance, $p > .05$
EHS & EFHS Grades 9-12	35.3%	38.2%	No significance, $p > .05$

## Section V: Prescription Drug Abuse and Students' Perceptions

### Part 1: Prescription Drug Abuse

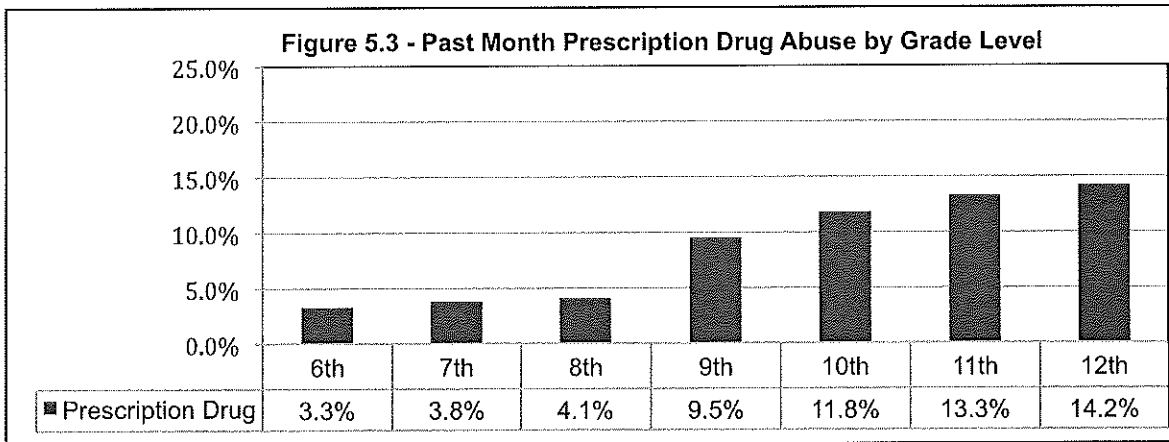
#### *Prescription Drug Abuse Rates for 2013*

8.3% of students in grades 6-12 reported abusing prescription drugs not prescribed to them *at least once before* in the past 30 days. Refer to Figure 5.0.

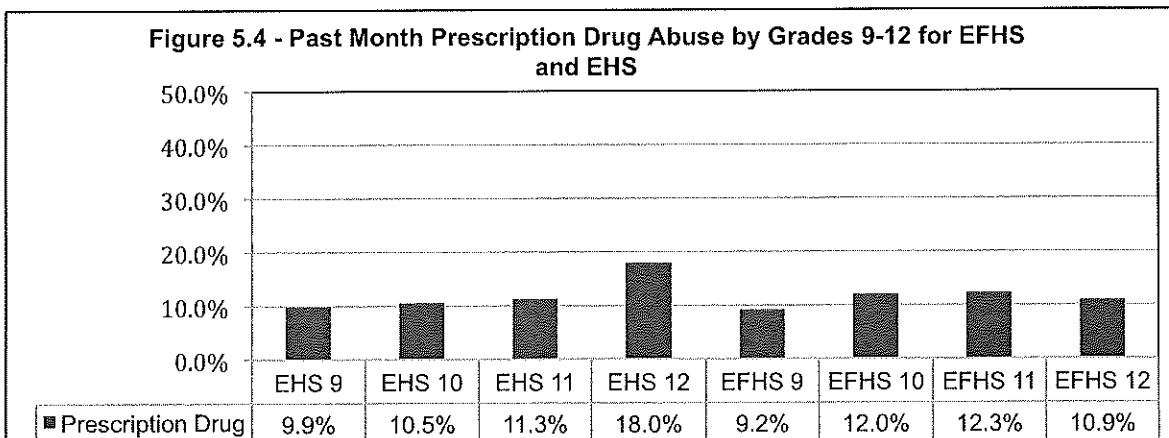
Figure 5.0 - Prescription Drug Abuse Rates	Grades 6-12	Grades 6-8	Grades 9-12	Grades 9-12: EHS	Grades 9-12: EFHS
Past Month Use (used <i>at least once</i> in past 30 days)	8.3%	3.8%	12.1%	12.3%	11.2%

#### *2013 Prescription Drug Abuse Comparisons by Grade Level:*

There were no significant differences between grades 6-8 or grades 9-12 for past month prescription drug abuse,  $p > .05$ . Refer to figure 5.3 for percentages by grade level.



There were no significant differences between grades 6-8 or grades 9-12 (at EHS, EFHS, and both schools combined) for past month prescription drug abuse,  $p > .05$ . Refer to Figure 5.4.



### 2013 Prescription Drug Abuse Comparisons by Gender:

There were no significant gender differences for prescription drug abuse for students in grades 6-8, or 9-12 (EHS or EFHS, separately or combined). Refer to Figure 5.5.

Figure 5.5 - Gender Differences for Past Month Prescription Drug Abuse	Males % Past Month Use	Females % Past Month Use	Statistic (significant if $p < .05$ )
Grades 6-8	4.5%	3.0%	No significance, $p > .05$
EHS Grades 9-12	14.6%	10.0%	No significance, $p > .05$
EFHS Grades 9-12	12.9%	10.1%	No significance, $p > .05$
EHS & EFHS Grades 9-12	14.1%	10.5%	No significance, $p > .05$

### 2013 Prescription Drug Abuse Comparisons by Race:

There were no significant race differences among students in grades 6-12 for past month prescription drug abuse rates,  $p > .05$ .

### Age of Onset for Prescription Drug Abuse:

Students that reported using prescription drugs at least once before were asked how old they were when they had abused prescription drugs for the first time. Refer to Figure 5.6.

Figure 5.6 – Age of Onset of Prescription Drug Abuse	2013
Grades 6-12	12.9 yrs (n=250, SD = 2.2)
Grades 6-8	11.2 yrs (n=46, SD = 1.6)
Grades 9-12: EHS	13.2 yrs (n=92, SD = 2.3)
Grades 9-12: EFHS	13.3 yrs (n=96, SD = 2.1)
Grades 9-12: EHS & EFHS	13.2 yrs (n=204, SD = 2.2)

## Part 2: Students' Perceptions of Prescription Drug Abuse

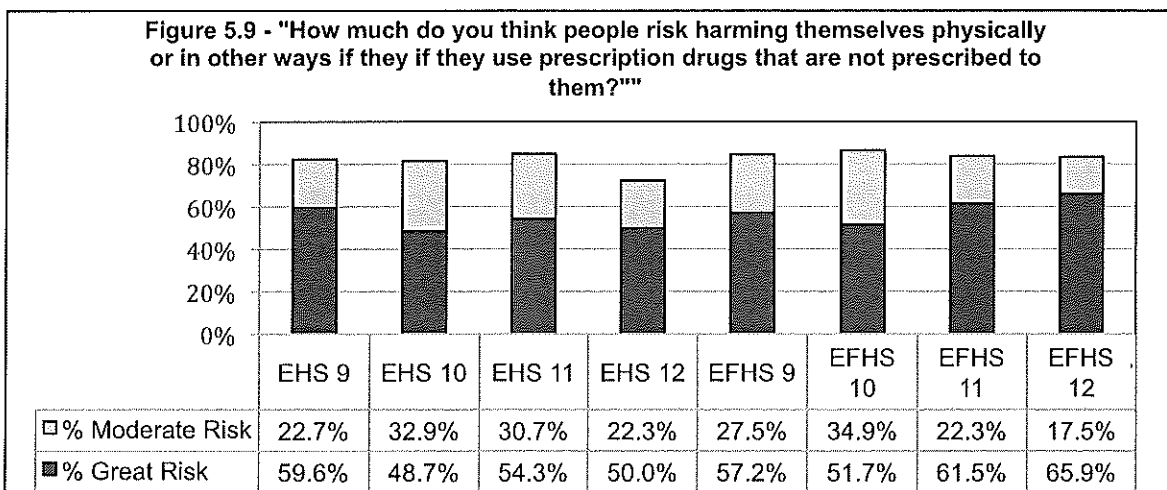
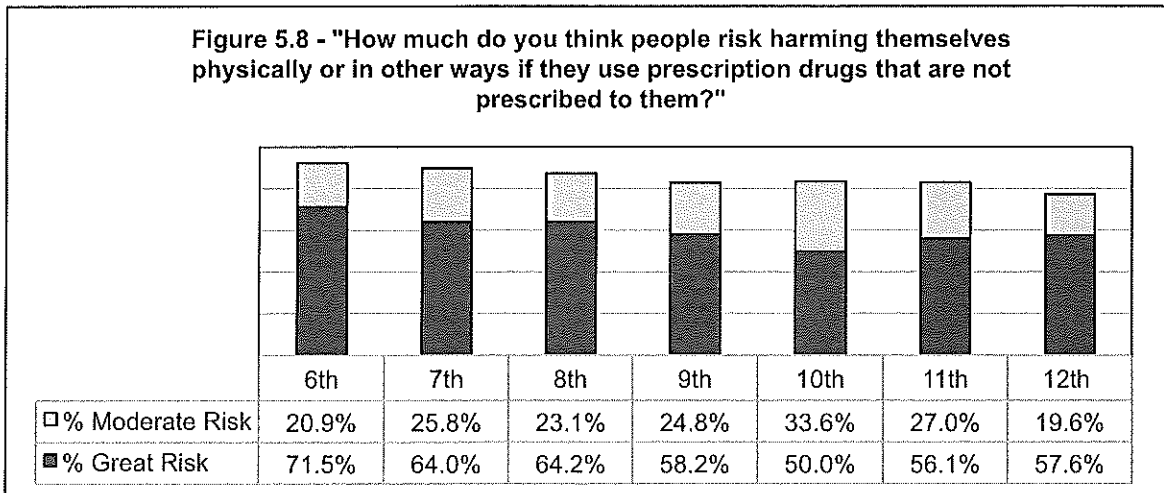
All students, including those who reported never abusing prescription drugs before, answered the following questions regarding students' perceptions of prescription drugs use, particularly regarding the risks of use, parental and friend disapproval of use.

### Risks of Abusing Prescription Drugs

85.5% of students in grades 6-12 perceived that abusing prescription drugs 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Figure 5.7.

Figure 5.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	25.0%	60.5%	85.5%
Grades 6-8	23.3%	66.5%	89.8%
EHS Grades 9-12	27.5%	53.0%	80.5%
EFHS Grades 9-12	25.8%	58.2%	84.0%
EHS & EFHS Grades 9-12	26.6%	55.3%	81.9%

There were no significant differences between grades 6-8 or 9-12 (at either school or at EHS or EFHS specifically) in the perception of abusing prescription drugs being risky to one's health,  $p > .05$ . Refer to Figures 5.8 and 5.9.



Gender differences were found for perceived risk of prescription drugs use for students in grades 6-8, and grades 9-12 (EHS and EFHS combined and separately). Refer to Figure 5.10.

<b>Figure 5.10- Gender Differences for Perceived Risk of Prescription Drug Abuse</b>	Males % Moderate or Great Risk	Females % Moderate or Great Risk	Statistic (significant if $p < .05$ )
Grades 6-8	87.8%	91.8%	$t(895.25) = 3.02, p < .01$
EHS Grades 9-12	77.6%	83.4%	$t(542.90) = 2.05, p < .05$
EFHS Grades 9-12	79.1%	87.3%	$t(428.11) = 4.02, p < .001$
EHS & EFHS Grades 9-12	78.2%	84.9%	$t(1013.65) = 4.03, p < .001$

There were significant differences between race/ethnicity for perceived risk of prescription drugs use among students in grades 6-12,  $F(3, 532.00) = 3.94, p < .01$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between White Non-Hispanic and Hispanic students. Refer to Figure 5.11.

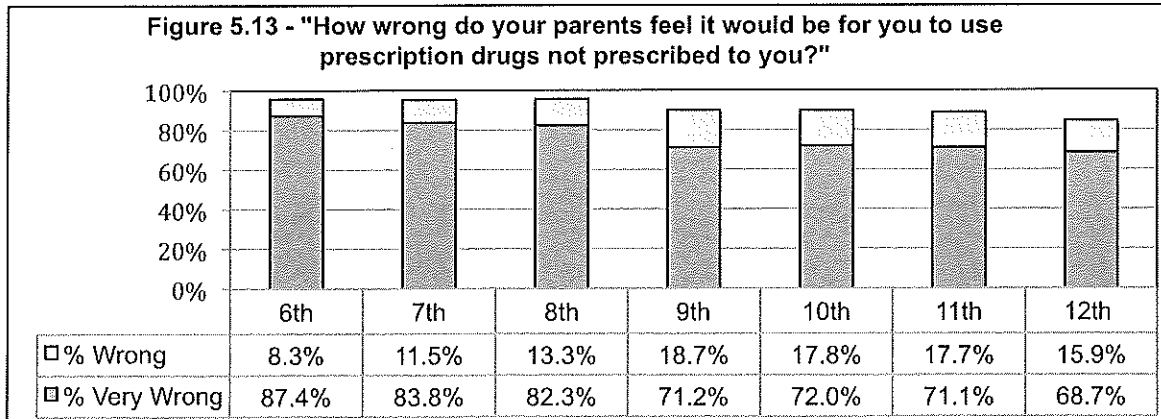
<b>Figure 5.11 – Race/Ethnicity Differences for Perceived Risk of Prescription Drug Abuse</b>	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic (Black, White, Native American, or Pacific Islander)</b>	<b>Other (Native American, and “Other”)</b>
% Great Risk	61.7%	54.9%	56.8%	58.7%
% Moderate or Great Risk	87.4%	76.5%	80.8%	82.1%

**Parent/Guardian Disapproval of Abusing Prescription Drugs:**

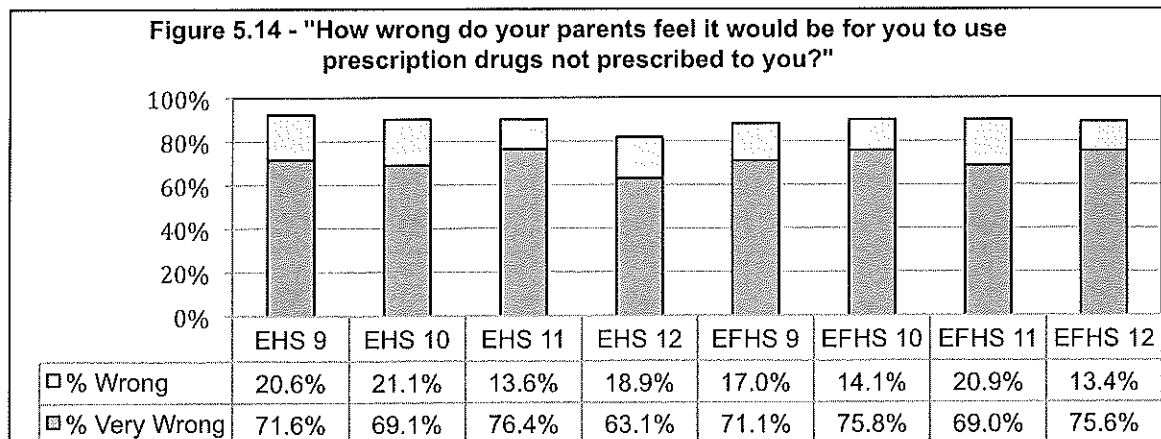
91.6% of all students in grades 6-12 thought their parents felt it would be “moderately” or “very wrong” if they abused prescription drugs. Refer to Figure 5.12.

<b>Figure 5.12</b>	<b>“Wrong”</b>	<b>“Very Wrong”</b>	<b>“Wrong” or “Very Wrong”</b>
Grades 6-12	14.6%	77.0%	91.6%
Grades 6-8	11.1%	84.4%	95.5%
EHS Grades 9-12	18.5%	70.3%	88.8%
EFHS Grades 9-12	16.2%	72.2%	88.4%
EHS & EFHS Grades 9-12	17.6%	70.9%	88.4%

There were no significant differences in perceived parent disapproval of abusing prescription drugs between grades 6-8 or 9-12 (EHS & EFHS combined),  $p > .05$ . Refer to Figure 5.13.



There were no significant differences in perceived parent disapproval of prescription drug abuse between grades 9-12 at EHS or EFHS,  $p > .05$ . Refer to Figure 5.14.



There were significant gender differences for perceived parental disapproval of prescription drug use for students in grades 6-8, and grades 9-12 (EHS and EFHS combined and separately). Refer to Figure 5.15.

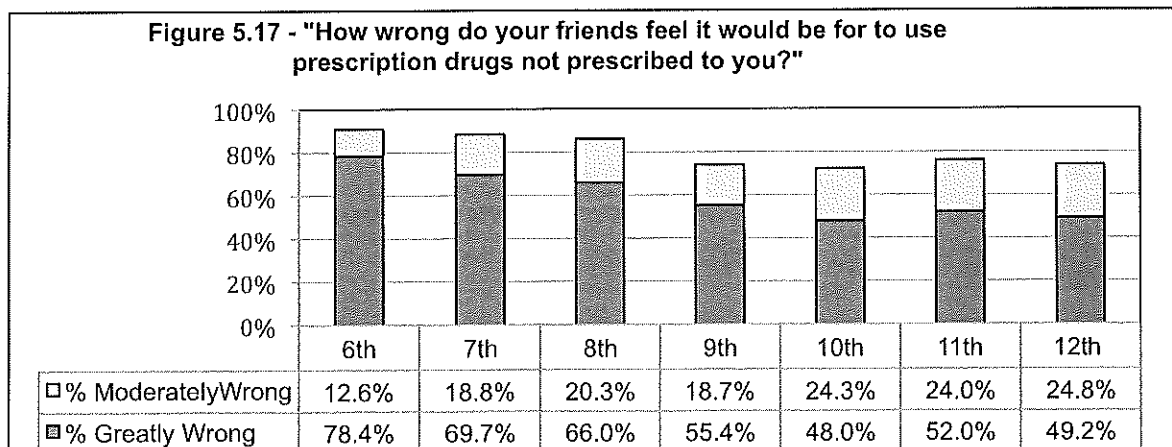
Figure 5.15- Gender Differences for Perceived Parental Disapproval	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	94.2%	96.8%	$t(845.71) = 2.58, p < .05$
EHS Grades 9-12	86.1%	91.4%	$t(531.37) = 2.58, p < .05$
EFHS Grades 9-12	82.7%	92.8%	$t(386.88) = 3.94, p < .001$
EHS & EFHS Grades 9-12	84.5%	91.7%	$t(1000.28) = 4.16, p < .001$

### Friend Disapproval of Abusing Prescription Drugs

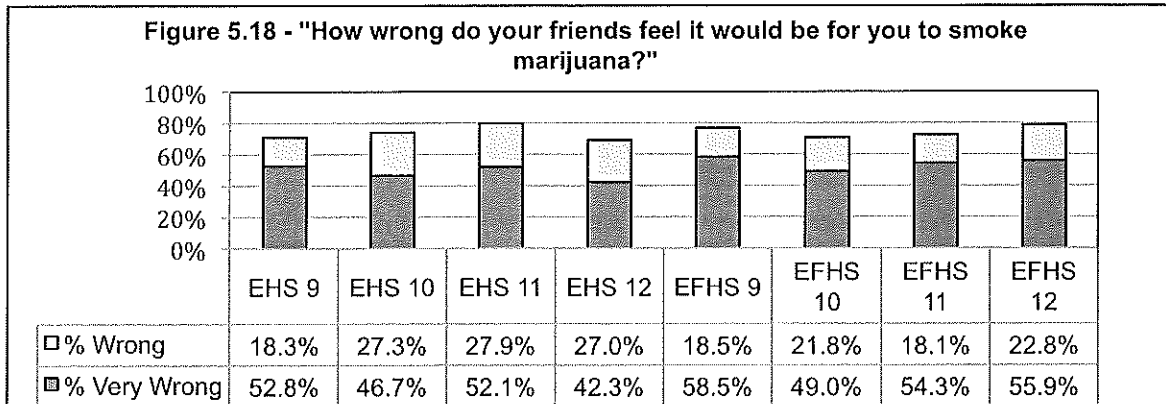
80.7% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they abused prescription drugs. Refer to Figure 5.16.

Figure 5.16	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	20.3%	60.4%	80.7%
Grades 6-8	17.3%	71.3%	88.6%
EHS Grades 9-12	24.7%	49.0%	73.7%
EFHS Grades 9-12	20.1%	54.0%	74.2%
EHS & EFHS Grades 9-12	22.9%	51.1%	74.1%

There were significant differences in perceived friend disapproval of prescription drug abuse between grades 6-8,  $F(2,922.40) = 3.90, p < .05$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 8,  $p < .05$ . Refer to Figure 5.17.



There were no significant differences for students' perceived friend disapproval of abusing prescription drugs between grades 9-12 at EHS or EFHS,  $p > .05$ . Refer to Figure 5.18.



There were significant gender differences for perceived friend disapproval of prescription drug abuse. Refer to Figure 5.19.

<b>Figure 5.19- Gender Differences for Perceived Friend Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	86.2%	91.0%	$t(893.02) = 2.58, p < .05$
EHS Grades 9-12	69.5%	78.0%	$t(533.66) = 3.19, p < .01$
EFHS Grades 9-12	70.3%	77.2%	$t(448.39) = 2.73, p < .01$
EHS & EFHS Grades 9-12	70.3%	77.4%	$t(1000.28) = 4.16, p < .001$

## Section VI: Heroin Use

### Part I: Heroin Use Rates

#### *Heroin Use Rates for 2013*

4.2% of students in grades 6-12 reported using heroin *at least once before* in the past 30 days. Refer to Figures 6.0 and 6.1.

<b>Figure 6.0 - Heroin Use Rates</b>	Grades 6-12	Grades 6-8	Grades 9-12	Grades 9-12: EHS	Grades 9-12: EFHS
Past Month Use (used <i>at least once</i> in past 30 days)	4.2%	1.3%	6.4%	4.3%	6.5%
Frequent Use (used 10-19 Occasions or More)	2.0%	0.8%	3.0%	2.9%	2.2%

#### *Heroin Use Trends by Year:*

Trends indicate a decline in past month heroin use since 2011 among students in grades 6-8 and students in grades 9-12. Refer to Figures 6.1 and 6.2.

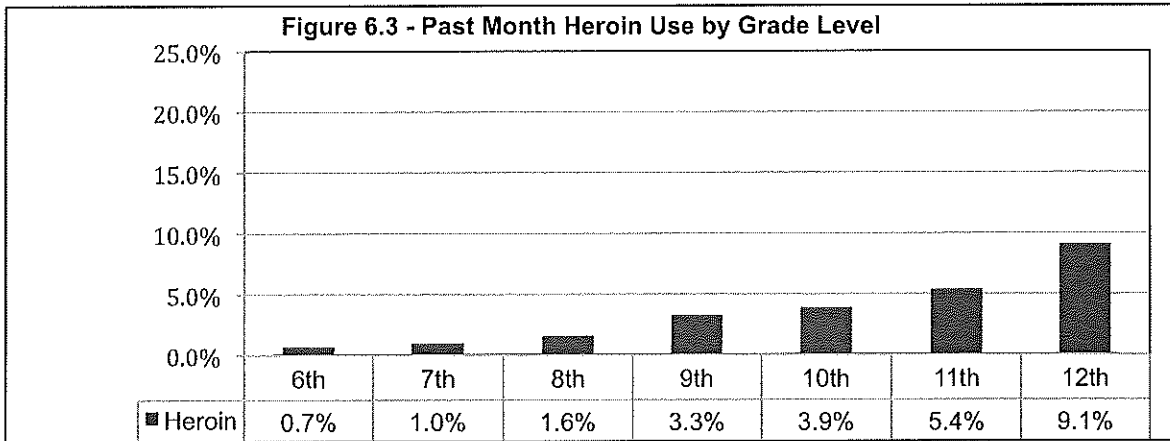
<b>Figure 6.1 – Heroin Use: Year Trends</b>	2005	2009	2011	2013	% Difference Since 2011
<u>Grades 6-8</u>	----	----	4.5%	1.3%	-3.2%
<u>Grades 9-12</u>	----	----	9.3%	6.4%	-2.9%

**Figure 6.2 – Trends in Heroin Use**

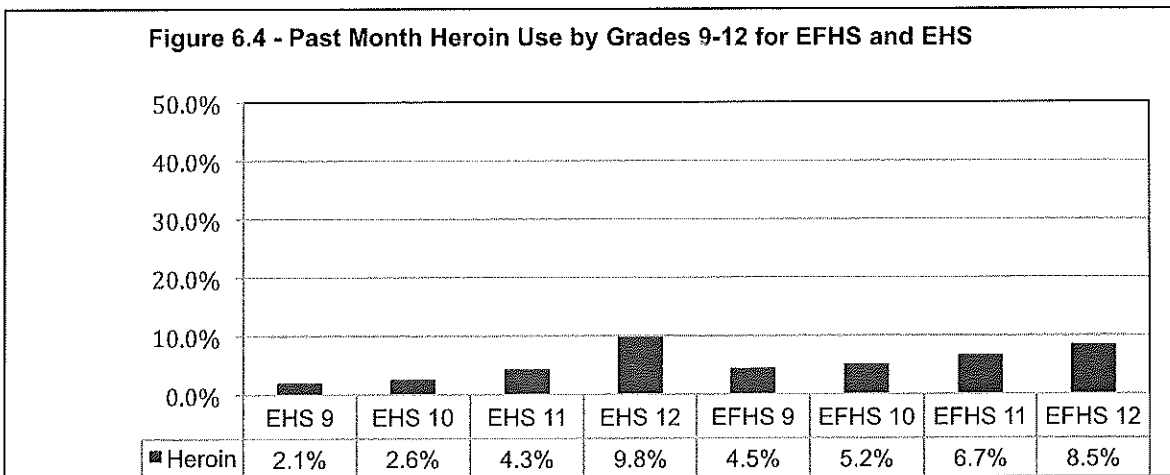
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
2011	2.9%	3.2%	6.9%	9.0%	7.3%	10.4%	11.1%
2013	0.7%	1.0%	1.6%	3.3%	3.9%	5.4%	9.1%
% Difference Since 2011	-2.2%	-2.2%	-5.3%	-5.7%	-3.4%	-5.0%	-2.0%

**2013 Heroin Use Comparisons by Grade Level:**

There were no significant differences between grades 6-8 for past month heroin use,  $p > .05$ . There was a significant difference between grades 9-12 for past month heroin use,  $F(3, 881.47) = 3.34, p > .05$ . Post hoc analyses<sup>(GH)</sup> reveal a significant difference in heroin use between students in grades 9 and 12 and grades 10 and 12. Refer to Figure 6.3.



There was a significant difference between grades 9-12 at EHS,  $F(3,327.14) = 3.34, p < .05$ . Post-hoc analyses<sup>(GH)</sup> show marginally significant differences between grades 9 and 12,  $p < .07$ . There were no significant differences between grades 9-12 at EFHS for past month heroin use,  $p > .05$ . Refer to Figure 6.4.



### 2013 Heroin Use Comparisons by Gender:

Significantly more males than females reported using heroin in the past month among students in grades 6-8 or 9-12 (EHS & EFHS, combined and separately). Refer to Figure 6.5.

Figure 6.5- Gender Differences for Past Month Heroin Use	Males % Use	Females % Use	Statistic (significant if $p < .05$ )
Grades 6-8	1.3%	1.3%	No Significance, $p > .05$
EHS Grades 9-12	7.1%	1.5%	$t(404.18) = 3.31, p < .01$
EFHS Grades 9-12	10.0%	3.6%	$t(389.54) = 2.96, p < .01$
EHS & EFHS Grades 9-12	9.8%	3.4%	$t(856.70) = 4.26, p < .001$

### 2013 Heroin Use Comparisons by Race:

There were no significant race differences among students in grades 6-12 for past month heroin use,  $p > .05$ .

### Age of Onset for Heroin Use:

Students that reported using heroin at least once before were asked how old they were when they had used heroin for the first time. Refer to Figure 6.6.

Figure 6.6 – Age of Onset of Heroin Use	2013
Grades 6-12	12.3 yrs (n=91, SD = 2.3)
Grades 6-8	11.1 yrs (n=15, SD = 1.4)
Grades 9-12: EHS	12.6 yrs (n=24, SD = 2.4)
Grades 9-12: EFHS	12.0 yrs (n=41, SD = 2.1)
Grades 9-12: EHS & EFHS	12.5 yrs (n=75, SD = 2.4)

## Part 2: Students' Perceptions of Heroin Use

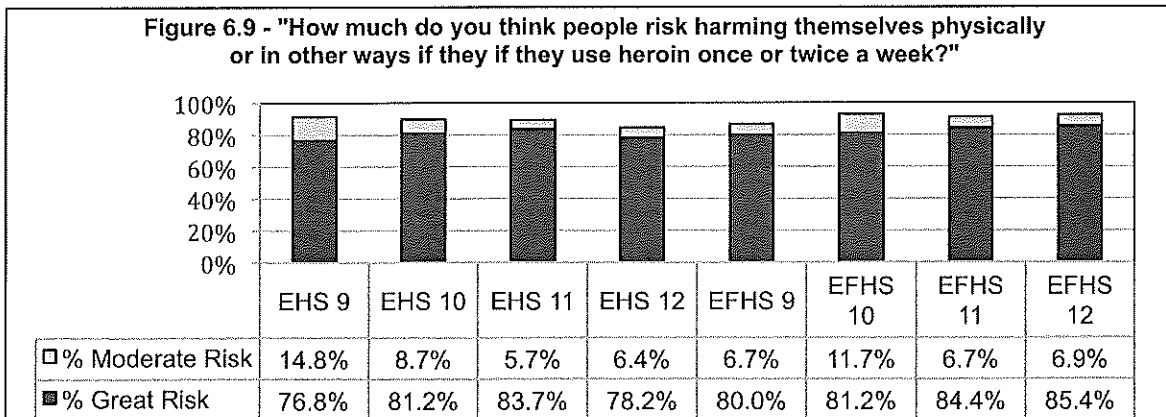
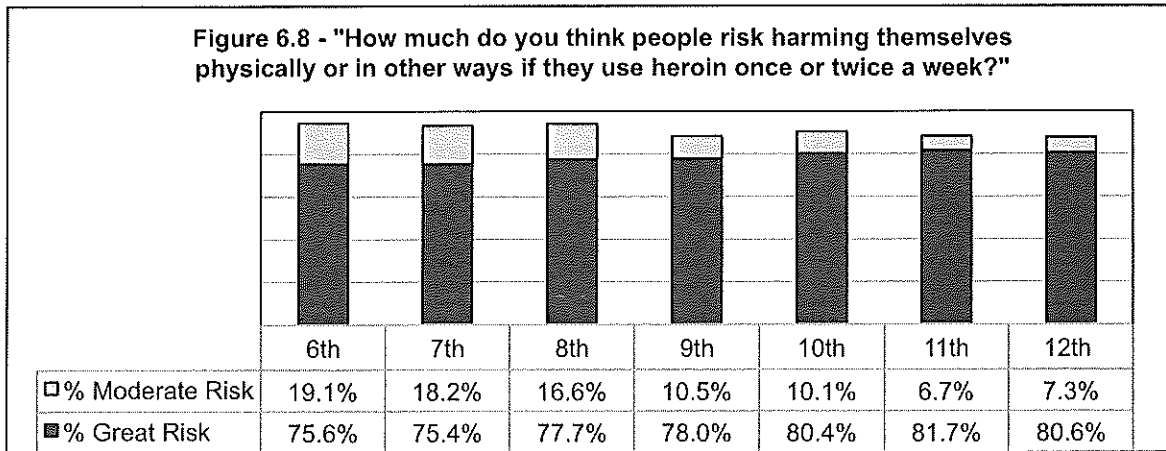
All students, including those who reported never using heroin before, answered the following questions regarding students' perceptions of heroin use, particularly regarding the risks of use, parental and friend disapproval of use.

### Risks of Using Heroin 1-2 Times a Week

91.3% of students in grades 6-12 perceived that using heroin 1 or 2 times a week to be a "moderate" or "great" risk. Refer to Figure 6.7.

Figure 6.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	12.9%	78.4%	91.3%
Grades 6-8	18.0%	76.2%	94.2%
EHS Grades 9-12	8.9%	79.6%	88.5%
EFHS Grades 9-12	8.3%	81.9%	90.2%
EHS & EFHS Grades 9-12	8.7%	80.1%	88.9%

There were no significant differences between grades 6-8 or 9-12 (at either school or at EHS or EFHS specifically) in the perception of using heroin being risky to one's health,  $p > .05$ . Refer to Figures 6.8 and 6.9.



Gender differences were found for perceived risk of heroin use for students in grades 6-8, and students in grades 9-12 (EHS and EHFS combined), and students in grades 9-12 at EFHS. Refer to Figure 6.10 for more details.

<b>Figure 6.10- Gender Differences for Perceived Risk of Heroin Use</b>	Males % Moderate or Great Risk	Females % Moderate or Great Risk	Statistic (significant if $p < .05$ )
Grades 6-8	92.0%	96.3%	$t(846.09) = 2.40, p < .05$
EHS Grades 9-12	83.9%	93.3%	$t(497.50) = 3.32, p < .01$
EFHS Grades 9-12	85.7%	93.4%	$t(497.57) = 4.33, p < .001$
EHS & EFHS Grades 9-12	84.1%	92.9%	$t(945.45) = 4.30, p < .001$

There were significant differences between race/ethnicity for perceived risk of heroin use among students in grades 6-12,  $F(3, 554.01) = 8.44, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between White Non-Hispanic and Hispanic, White Non-Hispanic and Other, White Non-Hispanic and Black Non-Hispanic,  $p < .05$ . Refer to Figure 6.11.

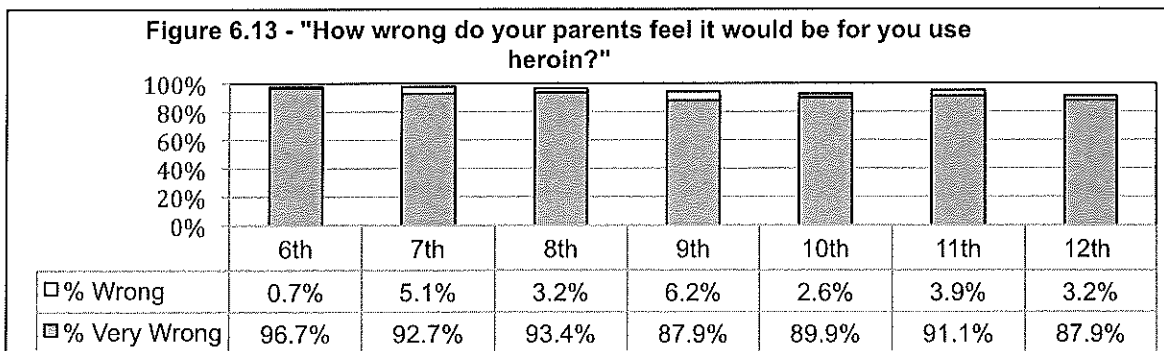
<b>Figure 6.11 – Race/Ethnicity Differences for Perceived Risk of Heroin Use</b>	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic (Black, White, Native American, or Pacific Islander)</b>	<b>Other (Native American, and “Other”)</b>
% Great Risk	81.5%	65.7%	72.8%	70.2%
% Moderate or Great Risk	93.4%	86.3%	86.2%	84.9%

**Parent Disapproval of Using Heroin:**

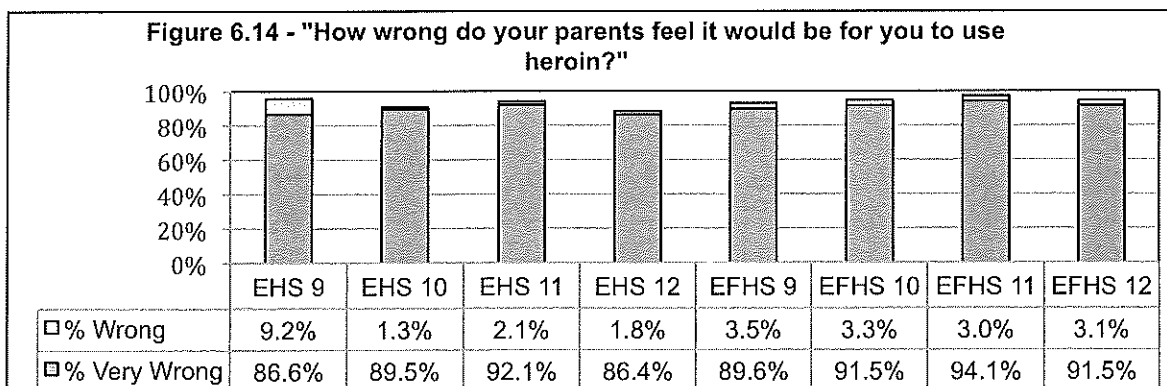
95.0% of all students in grades 6-12 thought their parents felt it would be “wrong” or “very wrong” if they used heroin. Refer to Figure 6.12.

<b>Figure 6.12</b>	<b>“Wrong”</b>	<b>“Very Wrong”</b>	<b>“Wrong” or “Very Wrong”</b>
Grades 6-12	3.5%	91.5%	95.0%
Grades 6-8	3.0%	94.2%	97.2%
EHS Grades 9-12	3.6%	88.6%	92.2%
EFHS Grades 9-12	3.3%	90.7%	94.0%
EHS & EFHS Grades 9-12	4.0%	89.3%	93.3%

There no were significant differences in perceived parent disapproval of heroin use between grades 6-8 or 9-12 (EHS & EFHS combined),  $p > .05$ . Refer to Figure 6.13.



There were no significant differences in perceived parent disapproval of heroin use between grades 9-12 at EHS or EFHS,  $p > .05$ . Refer to Figure 6.14.



There were significant gender differences for perceived parental disapproval of heroin use for students in grades 6-8 and grades 9-12 (EHS and EFHS combined) and for students in grades 9-12 at EFHS. Refer to Figure 6.15.

<b>Figure 6.15- Gender Differences for Perceived Parental Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	95.9%	98.5%	$t(748.94) = 2.52, p < .05$
EHS Grades 9-12	87.5%	97.1%	$t(443.02) = 3.91, p < .001$
EFHS Grades 9-12	90.5%	96.6%	$t(362.13) = 3.50, p < .01$
EHS & EFHS Grades 9-12	88.8%	97.0%	$t(808.24) = 5.32 p < .001$

There were significant differences between race/ethnicity for perceived parental disapproval among students in grades 6-12,  $F(3, 572.13) = 5.36, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between White Non-Hispanic and Hispanic students,  $p < .05$ , and between White Non-Hispanic and Other students,  $p < .05$ . Refer to Figure 6.16.

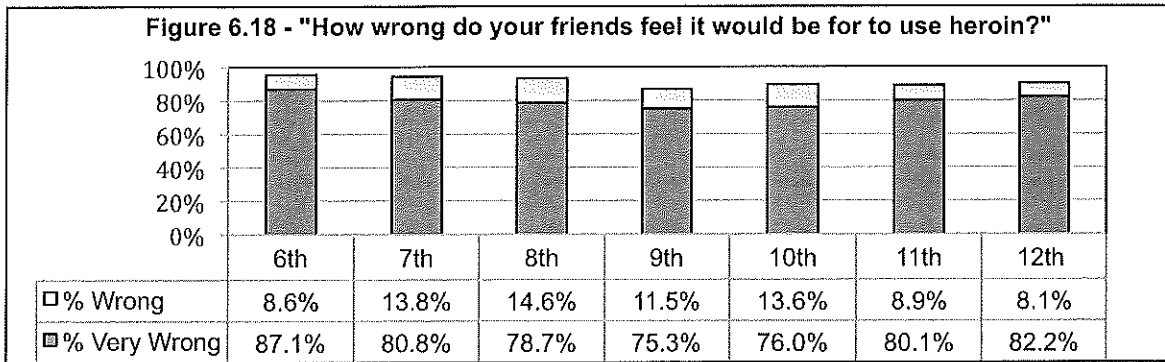
<b>Figure 6.16 – Race/Ethnicity Differences for Parental Disapproval of Heroin Use</b>	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and “Other”)
% Very Wrong	93.4%	87.4%	85.8%	86.2%
% Wrong or Very Wrong	96.3%	93.2%	92.1%	90.6%

### ***Friend Disapproval of Using Heroin***

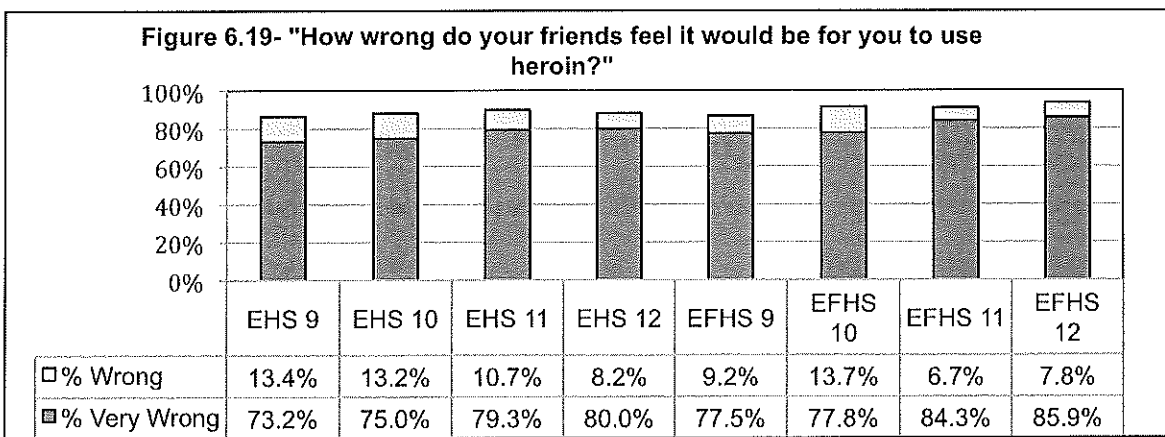
91.4% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they used heroin. Refer to Figure 6.17.

<b>Figure 6.17</b>	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	11.4%	80.0%	91.4%
Grades 6-8	12.4%	82.1%	94.5%
EHS Grades 9-12	11.4%	76.6%	88.0%
EFHS Grades 9-12	9.9%	79.9%	89.8%
EHS & EFHS Grades 9-12	10.7%	78.2%	88.9%

There no were significant differences in perceived friend disapproval of heroin use between grades 6-8 or between grades 9-12,  $p > .05$ . Refer to Figure 6.18.



There were no significant differences for students' perceived friend disapproval of using heroin between grades 9-12 at EHS or EFHS,  $p > .05$ . Refer to Figure 6.19.



There were significant gender differences for perceived friend disapproval of heroin use. Refer to Figure 6.20.

<b>Figure 6.20- Gender Differences for Perceived Friend Disapproval</b>	Males % Wrong or Very Wrong	Females % Wrong or Very Wrong	Statistic (significant if $p < .05$ )
Grades 6-8	93.1%	95.9%	$t(887.24) = 2.20, p < .05$
EHS Grades 9-12	85.0%	91.1%	$t(520.48) = 2.11, p < .05$
EFHS Grades 9-12	86.0%	92.9%	$t(417.66) = 2.80, p < .01$
EHS & EFHS Grades 9-12	85.3%	92.0%	$t(954.41) = 3.61, p < .001$

There were significant differences between race/ethnicity for perceived friend disapproval among students in grades 6-12,  $F(3, 573.62) = 5.97, p < .001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between White Non-Hispanic and Other students,  $p < .05$ , and marginally significant differences between White Non-Hispanic and Hispanic students,  $p < .07$ . Refer to Figure 6.20.

<b>Figure 6.21 – Race/Ethnicity Differences for Friend Disapproval of Heroin Use</b>	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and "Other")
% Very Wrong	81.8%	76.5%	77.1%	72.2%
% Wrong or Very Wrong	93.2%	89.2%	87.7%	83.9%

## Section VII: Substance Use Summary: Grades 6-8, 9-12, and 6-12

	Grades 6-8	Grades 9-12	Grades 6-12
<b>Cigarette Use</b>			
<i>Past Month Cigarette Use</i>	3.2%	15.0%	9.9%
<i>Perceived Risk</i>	88.4%	86.0%	87.0%
<i>Perceived Parent Disapproval</i>	95.8%	86.6%	90.7%
<i>Perceived Friend Disapproval</i>	85.6%	62.0%	72.3%
<b>Alcohol Use</b>			
<i>Past Month Use</i>	6.6%	28.2%	18.8%
<i>Perceived Risk</i>	80.1%	74.8%	77.0%
<i>Perceived Parent Disapproval</i>	94.7%	87.9%	90.7%
<i>Perceived Friend Disapproval</i>	83.1%	51.1%	64.9%
<i>Perceived Accessibility</i>	27.6%	59.5%	45.7%
<i>Past Month Binge Drinking</i>	1.6%	10.3%	6.5%
<b>Marijuana Use</b>			
<i>Past Month Use</i>	3.9%	29.3%	18.1%
<i>Perceived Risk</i>	82.8%	43.9%	61.0%
<i>Perceived Parent Disapproval</i>	95.0%	76.8%	84.8%
<i>Perceived Friend Disapproval</i>	83.7%	36.8%	57.7%
<b>Prescription Drug Abuse</b>			
<i>Past Month Use</i>	3.8%	12.1%	8.3%
<i>Perceived Risk</i>	89.8%	81.9%	85.5%
<i>Perceived Parent Disapproval</i>	95.5%	88.4%	91.6%
<i>Perceived Friend Disapproval</i>	88.6%	74.1%	80.7%
<b>Heroin Use</b>			
<i>Past Month Use</i>	1.3%	6.4%	4.2%
<i>Perceived Risk</i>	94.2%	88.9%	91.3%
<i>Perceived Parent Disapproval</i>	97.2%	93.3%	95.0%
<i>Perceived Friend Disapproval</i>	94.5%	88.9%	80.0%

## Section VIII: Year Trends in Substance Use\* Summary: Grades 9-12

	2011	2013	% Difference Since 2011
<b>Cigarette Use</b>			
<i>Past Month Use</i>	18.7%	15.0%	-3.70%
<i>Perceived Risk</i>	83.4%	86.0%	+2.60%
<i>Perceived Parent Disapproval</i>	66.7%	86.6%	+19.90%
<b>Alcohol Use</b>			
<i>Past Month Use</i>	33.7%	28.2%	-5.50%
<i>Perceived Risk</i>	72.0%	74.8%	+2.80%
<i>Perceived Parent Disapproval</i>	60.1%	87.9%	+27.80%
<i>Perceived Accessibility</i>	62.7%	59.5%	-3.20%
<i>Past Month Binge Drinking</i>	15.5%	10.3%	-5.20%
<b>Marijuana Use</b>			
<i>Past Month Use</i>	26.8%	29.3%	+2.50%
<i>Perceived Risk</i>	49.7%	43.9%	-5.80%
<i>Perceived Parent Disapproval</i>	63.6%	76.8%	+13.20%
<b>Prescription Drug Abuse</b>			
<i>Past Month Use</i>	17.7%	12.1%	-5.60%
<b>Heroin Use</b>			
<i>Past Month Use</i>	9.3%	6.4%	-2.9%
<i>Perceived Risk</i>	87.1%	88.9%	+1.8%
<i>Perceived Parent Disapproval</i>	88.1%	93.3%	+5.2%

*\*Perception questions regarding prescription drug abuse are not included in this chart because perception questions associated with prescription drug use (risk, parent/friend disapproval, accessibility) were not included in past survey years, as they were for the current 2013 survey report.*

## Section IX: Substance Use Comparisons to State and National Data

It is important to understand how the alcohol and drug use rates presented in this report compare to the surveys that are conducted at the national and state level. Refer to tables below to evaluate how the results presented in this report compare to results gathered from national survey studies.

Please note that binge drinking was measured in the Enfield 2013 survey from a question which asks students to specify how many drinks they typically have during a single occasion in the past month; binge drinking rates reflect students who specified typically having 4 or more drinks at a single occasion in the past month. Another measure asks students to identify whether they have had 4 or more drinks in a single occasion in the past 2 weeks. Binge drinking was defined in the included national surveys as “having 5 or more drinks during a single occasion” in the past month. Keep these discrepancies in mind when comparing Enfield rates to state and national rates.

The survey data collected for the NSDUH survey was gathered using in-person interviews with each survey respondent in the privacy of their home, and thus the drug rates may be lower than they would if conducted in the school setting. For both the YRBSS and MTF surveys, respondents in private and public schools completed paper surveys during a class period.

<b>Enfield 2013 Survey Data Comparison to 2012 NSDUH Survey</b>			
<i>30-Day Use Rates</i>	<b>ENFIELD Grades 6-12</b>	<b>NSDUH<sup>1</sup> Ages 12-17</b>	<b>CT NSDUH<sup>2</sup> Ages 12-17</b>
<b>Cigarette Use</b>	9.9%	6.6%	8.8%
<b>Alcohol Use</b>	18.8%	12.9%	17.8%
<b>Marijuana Use</b>	18.1%	7.2%	8.9%
<b>Binge Drinking</b>	6.5%	7.2%	11.2%
<b>Prescription Drug Abuse</b>	8.3%	2.8%	----

<b>Enfield 2013 Survey Data Comparison to 2011 YRBSS Survey</b>			
<i>30-Day Use Rates</i>	<b>ENFIELD Grades 9-12</b>	<b>YRBSS<sup>3</sup>, Grades 9-12</b>	<b>CT YRBSS<sup>3</sup>, Grades 9-12</b>
<b>Cigarette Use</b>	15.0%	18.1%	15.9%
<b>Alcohol Use</b>	28.2%	38.7%	41.5%
<b>Marijuana Use</b>	29.3%	23.1%	24.1%
<b>Binge Drinking</b>	10.3%	21.9%	22.3%
<b>Prescription Drug Abuse</b>	12.1%	20.7%	9.6%
<b>Driving a Vehicle While Under the Influence of Alcohol</b>	7.4%	8.2%	6.9%

<b>Enfield 2013 Survey Data Comparison to 2013 MTF Survey</b>		
<i>30-Day Use Rates</i>	<b>ENFIELD Grade 12</b>	<b>MTF<sup>4</sup>: Grade 12</b>
<b>Cigarette Use</b>	18.5%	16.3%
<b>Alcohol Use</b>	39.6%	39.2%
<b>Marijuana Use</b>	36.7%	22.7%
<b>Prescription Drug Abuse</b>	14.2%	7.0%

<sup>1</sup> = National Survey on Drug Use and Health; Substance Abuse and Mental Health Services Administration (SAMHSA)

<sup>2</sup> = National Survey on Drug Use and Health; SAMHSA; Connecticut data collected in 2009-2010

<sup>3</sup> = Youth Risk Behavior Surveillance System; Centers for Disease Control and Prevention (CDC); Connecticut data also collected in 2011

<sup>4</sup> = Monitoring the Future Survey; University of Michigan; National Institute on Drug Abuse (NIDA); National Institute of Health (NIH)

## Section X: Substance Use Comparisons to Regional Data

It is also necessary to understand how the alcohol and drug use rates presented in this report compare to the ERASE Region. Regional rates seen in tables are weighted averages (accounting for varying sample sizes) of substance use rates taken from 6 towns (Somers, Bolton, South Windsor, Ellington, Vernon, and including Enfield 2013 data) in the ERASE Region between 2012-2013 for grades 9-12.

<b><u>TOBACCO USE</u></b>		
<b>Enfield 2013 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Enfield 2013	ERASE Regional Average 2012-2013
Past Month Use	15.0% Use	13.0% Use
Perceived Risk	86.0% Risky	89.5% Risky
Perceived Parent Disapproval	86.6% Disapproval	90.2% Disapproval
Perceived Friend Disapproval	62.0% Disapproval	60.5% Disapproval

<b><u>ALCOHOL USE</u></b>		
<b>Enfield 2013 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Enfield 2013	ERASE Regional Average 2012-2013
Past Month Use	28.2% Use	25.3% Use
Perceived Risk	74.8% Risky	75.8% Risky
Perceived Parent Disapproval	87.9% Disapproval	87.6% Disapproval
Perceived Friend Disapproval	51.1% Disapproval	52.0% Disapproval
Past Month Binge Drinking	10.3% Binge	14.0% Binge
Past Month DUI (Grades 11-12)	10.0%	4.4%

<b><u>MARIJUANA USE</u></b>		
<b>Enfield 2013 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Enfield 2013	ERASE Regional Average 2012-2013
Past Month Use	29.3% Use	21.7% Use
Perceived Risk	43.9% Risky	46.7% Risky
Perceived Parent Disapproval	76.8% Disapproval	83.4% Disapproval
Perceived Friend Disapproval	36.8% Disapproval	42.4% Disapproval

<b><u>PRESCRIPTION DRUG ABUSE</u></b>		
<b>Enfield 2013 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Enfield 2013	ERASE Regional Average 2012-2013
Past Month Use	12.1% Use	5.8% Use
Perceived Risk	81.9% Risky	86.6% Risky
Perceived Parent Disapproval	88.4% Disapproval	94.1% Disapproval
Perceived Friend Disapproval	74.1% Disapproval	76.6% Disapproval

## Section XI: School Environment

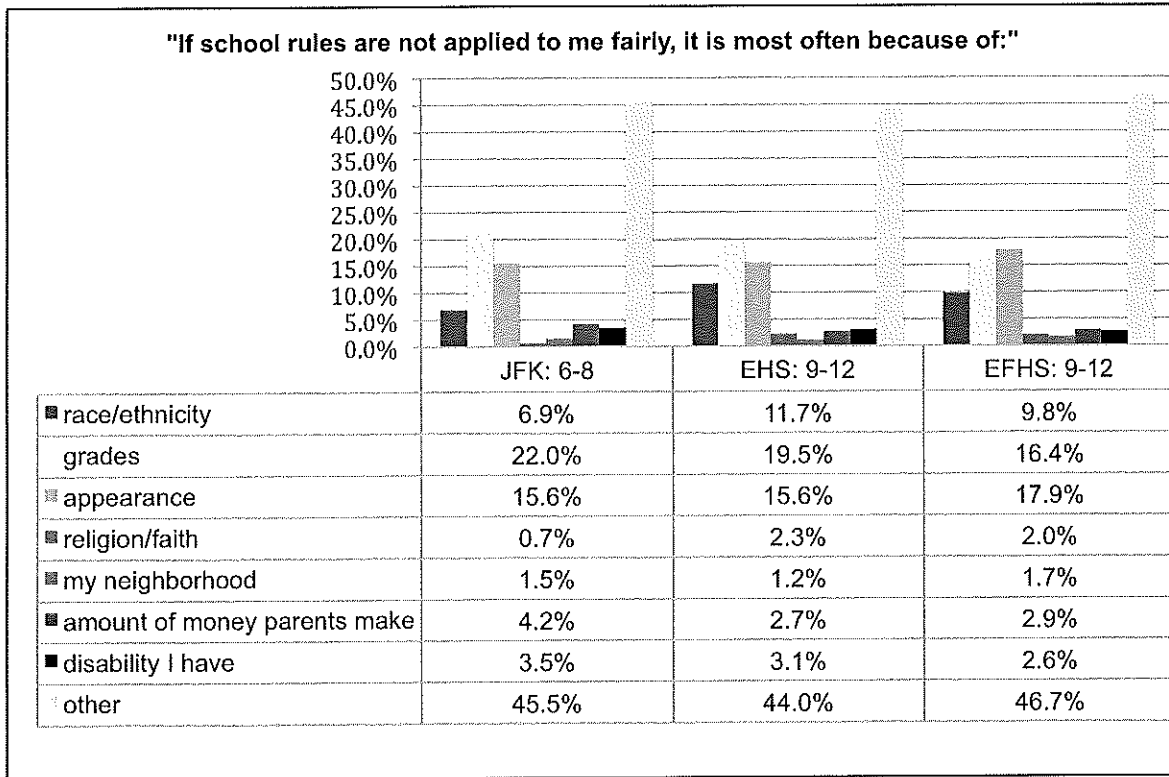
### Part I: Overall Percentages by School/Grade Ranges

<b>Figure 11.0 – % Most of the Time/Always for each of the following statements.</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>	<b>Grades 9-12: EHS</b>	<b>Grades 9-12: EFHS</b>
My school is a safe place.	77.2%	80.4%	74.9%	80.0%	70.0%
My school has a vision of what a safe school looks, feels and sounds like.	76.3%	79.1%	74.4%	76.6%	72.1%
Staff members support the values of a safe school.	81.5%	85.6%	78.7%	81.9%	75.4%
I feel accepted by students at my school.	70.8%	74.2%	68.3%	73.7%	64.0%
I feel accepted by adults at my school.	78.4%	82.8%	75.2%	77.1%	72.9%
My school is setting goals to improve the school climate.	68.8%	72.2%	66.3%	64.4%	67.3%
My school has rules/policies that help me improve as a student.	35.5%	36.2%	35.0%	37.3%	31.7%
School rules are applied to me in a fair way.	73.9%	80.1%	69.3%	70.9%	67.8%
My school has policies that help students who are struggling with their grades (academically)	64.4%	74.7%	56.7%	60.9%	53.5%
My school's rules and policies are firmly supported and followed to help all students succeed.	66.3%	75.9%	59.1%	64.9%	54.2%
Rules and policies in my school help me to learn in my classes.	58.5%	68.4%	51.0%	56.0%	47.6%
My school helps students who are struggling emotionally.	57.8%	74.7%	45.1%	52.2%	39.9%
The school leaders support an environment that helps students learn.	71.7%	79.9%	65.6%	68.7%	63.2%
In my school, I feel welcome.	69.4%	73.1%	66.6%	71.6%	61.9%
My school encourages me to treat people fairly.	80.6%	85.2%	77.3%	79.2%	75.4%
My parents/guardians think of my school as a positive place.	70.3%	77.1%	65.1%	71.7%	59.1%
I believe that everyone (students, teachers, administration, parents, etc.) are working together to improve the school environment.	56.3%	66.9%	48.2%	54.7%	43.2%

**Part 2: Differences by Grade Levels:**

<b>Figure 11.1</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
My school is a safe place.	87.8%	79.4%	74.1%	78.4%	76.9%	72.9%	70.1%
My school has a vision of what a safe school looks, feels and sounds like.	82.6%	79.6%	75.1%	79.0%	75.6%	71.9%	69.9%
Staff members support the values of a safe school.	92.3%	82.6%	82.2%	84.1%	80.4%	76.0%	72.9%
I feel accepted by students at my school.	80.4%	72.9%	69.5%	71.5%	65.6%	72.2%	62.7%
I feel accepted by adults at my school.	90.7%	79.1%	78.8%	79.4%	78.5%	73.2%	67.9%
My school is setting goals to improve the school climate.	83.1%	66.9%	67.0%	69.9%	62.8%	67.5%	64.7%
My school has rules/policies that help me improve as a student.	34.8%	36.4%	37.4%	36.1%	34.9%	32.5%	36.4%
School rules are applied to me in a fair way.	87.7%	78.7%	74.2%	77.8%	69.7%	66.3%	61.3%
My school has policies that help students who are struggling with their grades (academically)	85.1%	73.1%	66.4%	67.4%	57.1%	51.0%	49.3%
My school's rules and policies are firmly supported and followed to help all students succeed.	84.2%	72.8%	70.8%	69.5%	59.7%	56.4%	48.3%
Rules and policies in my school help me to learn in my classes.	76.8%	68.1%	60.5%	57.0%	52.8%	51.3%	41.0%
My school helps students who are struggling emotionally.	85.5%	70.3%	68.7%	55.5%	41.5%	43.9%	37.3%
The school leaders support an environment that helps students learn.	91.2%	78.8%	70.2%	74.3%	64.9%	63.8%	57.2%
In my school, I feel welcome.	78.6%	70.1%	70.8%	72.0%	66.2%	68.9%	57.8%
My school encourages me to treat people fairly.	91.6%	82.7%	81.5%	78.2%	78.9%	77.5%	73.7%
My parents/guardians think of my school as a positive place.	83.4%	75.3%	72.7%	74.0%	63.9%	64.4%	56.0%
I believe that everyone (students, teachers, administration, parents, etc.) are working together to improve the school environment.	77.6%	65.4%	58.2%	55.4%	50.3%	46.0%	39.1%

Students were asked as a follow-up to the question “School rules are applied to me in a fair way” to specify reasons for why they think school rules are not applied to them in a fair way. The breakdown of responses is below in Figure 11.1. Besides “other”, most students at each school think that rules are applied unfairly because of their grades or appearance.



### **Part 3: Gender Differences for School Environment Questions**

<b>Figure 11.2- Gender Differences for “I feel accepted by students at my school”</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	80.2%	68.2%	$t(921.15) = 4.28, p < .001$
EHS Grades 9-12	79.0%	68.0%	$t(537.62) = 2.96, p < .01$
EFHS Grades 9-12	73.6%	55.7%	$t(675.38) = 4.98, p < .001$
EHS & EFHS Grades 9-12	75.8%	61.2%	$t(1246.21) = 5.64, p < .001$

<b>Figure 11.3- Gender Differences for “I feel accepted by adults at my school”</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	78.3%	87.3%	$t(915.96) = 3.67, p < .001$
EHS Grades 9-12	76.7%	77.6%	No Significance, $p > .05$
EFHS Grades 9-12	74.4%	71.5%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	76.4%	74.0%	No Significance, $p > .05$

<b>Figure 11.4- Gender Differences for "My school is setting goals to improve the school climate"</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	71.4%	73.3%	No Significance, $p > .05$
EHS Grades 9-12	61.9%	67.3%	No Significance, $p > .05$
EFHS Grades 9-12	64.5%	69.6%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	63.5%	69.0%	$t(1232.46) = 2.08, p < .05$

<b>Figure 11.5- Gender Differences for "My school has rules/policies that help me improve as a student."</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	37.1%	35.3%	No Significance, $p > .05$
EHS Grades 9-12	32.8%	42.3%	$t(550.92) = 2.33, p < .05$
EFHS Grades 9-12	31.1%	32.3%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	33.1%	36.8%	No Significance, $p > .05$

<b>Figure 11.6- Gender Differences for "My school has policies that helps students who are struggling with their grades (academically)"</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	74.5%	74.9%	No Significance, $p > .05$
EHS Grades 9-12	61.5%	60.5%	No Significance, $p > .05$
EFHS Grades 9-12	58.3%	49.5%	$t(657.79) = 2.29, p < .05$
EHS & EFHS Grades 9-12	59.7%	54.0%	$t(1241.34) = 2.02, p < .05$

<b>Figure 11.7- Gender Differences for "My school's rules and policies are firmly supported and followed to help all students succeed"</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	74.5%	77.2%	No Significance, $p > .05$
EHS Grades 9-12	66.2%	63.8%	No Significance, $p > .05$
EFHS Grades 9-12	60.4%	49.3%	$t(657.39) = 2.90, p < .01$
EHS & EFHS Grades 9-12	62.9%	55.8%	$t(1240.98) = 2.57, p < .05$

<b>Figure 11.8- Gender Differences for "Rules and policies in my school help me to learn in my classes"</b>	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$ )
Grades 6-8	67.4%	69.6%	No Significance, $p > .05$
EHS Grades 9-12	55.2%	57.0%	No Significance, $p > .05$
EFHS Grades 9-12	52.3%	43.5%	$t(674) = 2.29, p < .05$
EHS & EFHS Grades 9-12	53.3%	49.0%	No Significance, $p > .05$

<b>Figure 11.9- Gender Differences for "My school helps students who are struggling emotionally"</b>	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$ )
Grades 6-8	76.8%	72.7%	No Significance, $p > .05$
EHS Grades 9-12	54.9%	49.4%	No Significance, $p > .05$
EFHS Grades 9-12	44.2%	36.1%	$t(645.12) = 2.12, p < .05$
EHS & EFHS Grades 9-12	48.9%	41.5%	$t(1234.29) = 2.63, p < .01$

<b>Figure 11.10- Gender Differences for "In my school, I feel welcome"</b>	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$ )
Grades 6-8	74.8%	71.5%	No Significance, $p > .05$
EHS Grades 9-12	73.9%	69.5%	No Significance, $p > .05$
EFHS Grades 9-12	65.7%	58.7%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	70.1%	63.5%	$t(1244.90) = 2.49, p < .05$

<b>Figure 11.11- Gender Differences for "My school encourages me to treat people fairly"</b>	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$ )
Grades 6-8	82.5%	87.8%	$t(924.51) = 2.29, p < .05$
EHS Grades 9-12	76.2%	82.7%	No Significance, $p > .05$
EFHS Grades 9-12	75.4%	75.4%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	75.8%	78.7%	No Significance, $p > .05$

<b>Figure 11.12- Gender Differences for "My parents/guardians think of my school as a positive place"</b>	<b>Males % Always/ Most of the Time</b>	<b>Females % Always/ Most of the Time</b>	<b>Statistic (significant if <math>p &lt; .05</math>)</b>
Grades 6-8	77.3%	76.8%	No Significance, $p > .05$
EHS Grades 9-12	74.9%	68.3%	No Significance, $p > .05$
EFHS Grades 9-12	62.5%	56.2%	No Significance, $p > .05$
EHS & EFHS Grades 9-12	68.9%	61.4%	$t(1241.33) = 2.80, p < .01$

#### **Part 4: Race/Ethnicity Differences for School Environment Questions**

Below are the race/ethnicity differences for students in grades 6-12 found for any of the school environment questions. If the statement is not included in Figure 11.5, then no significant race/ethnicity differences were found,  $p > .05$ . Post-hoc differences are indicated in subscripts; matching subscript numbers between 2 races indicate those races were significantly different from each other.

<b>Figure 11.14 – Race Differences for School Environment Questions (Grades 6-12): % Always or Most of the Time</b>	<b>White Non-Hispanic</b>	<b>Black Non-Hispanic</b>	<b>Hispanic (Black, White, Native American, or Pacific Islander)</b>	<b>Other (Native American, and "Other")</b>
My school is a safe place. $F(3, 576.61) = 6.34, p < .001$	79.9% <sup>1</sup>	69.4%	69.1% <sup>1</sup>	73.5%
My school has a vision of what a safe school looks, feels and sounds like. $F(3, 610.07) = 3.49, p < .05$	78.2% <sup>1</sup>	69.2%	73.9% <sup>1</sup>	75.8%
Staff members support the values of a safe school. $F(3, 542.62) = 7.62, p < .001$	84.3% <sup>1,2</sup>	74.4% <sup>2</sup>	70.3% <sup>1</sup>	78.8%
I feel accepted by adults at my school. $F(3, 545.06) = 5.20, p < .01$	80.3% <sup>1,2</sup>	72.1% <sup>2</sup>	67.6% <sup>1</sup>	79.7%
My school is setting goals to improve the school climate. $F(3, 611.23) = 3.17, p < .05$	70.8% <sup>1</sup>	62.1%	65.8% <sup>1</sup>	65.9%
School rules are applied to me in a fair way. $F(3, 577.27) = 5.65, p < .01$	75.5% <sup>1</sup>	64.7%	67.3% <sup>1,2</sup>	77.5% <sup>2</sup>
Rules and policies in my school help me to learn in my classes. $F(3, 605.33) = 5.83, p < .01$	61.2% <sup>1,2</sup>	53.9% <sup>1</sup>	47.3%	50.9% <sup>2</sup>
The school leaders support an environment that helps students learn. $F(3, 582.58) = 2.83, p < .05$	73.4%	65.9%	65.1%	71.2%
My school encourages me to treat people fairly. $F(3, 565.40) = 4.10, p < .001$	82.5% <sup>1</sup>	74.3%	73.6% <sup>1</sup>	79.2%
I believe that everyone (students, teachers, administration, parents, etc.) are working together to improve the school environment. $F(3, 603.58) = 2.68, p < .05$	57.2%	51.1%	48.2%	60.5%

**Appendix A:**

**Enfield 2013  
Alcohol and Drug Use Student Survey,  
Grades 6-12**

# Enfield Youth Services Survey 2013

Your answers on this survey will be kept confidential. DO NOT put your name on this survey. Please read each question carefully and mark your answer on the Bubble Sheet.

**1. How old are you?**

- A. 10 or younger
- B. 11
- C. 12
- D. 13
- E. 14
- F. 15
- G. 16
- H. 17
- I. 18 or older

**2. What grade are you in now?**

- A. 6<sup>th</sup>
- B. 7<sup>th</sup>
- C. 8<sup>th</sup>
- D. 9<sup>th</sup>
- E. 10<sup>th</sup>
- F. 11<sup>th</sup>
- G. 12<sup>th</sup>

**3. What is your sex?**

- A. Male
- B. Female

**4. How do you describe yourself?**

- A. White Non-Hispanic
- B. White Hispanic
- C. Black Non-Hispanic
- D. Black Hispanic
- E. Asian or Pacific Islander Non-Hispanic
- F. Asian or Pacific Islander Hispanic
- G. Native American Non-Hispanic
- H. Native American Hispanic
- I. Other

**5. My school is a safe place: (1.1)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**6. My school has a vision of what a safe school looks, feels, and sounds like: (1.2)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**7. Staff members support the values of a safe school climate: (1.3)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**8. I feel accepted by students at my school:**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**9. I feel accepted by adults at my school:**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**10. My school is setting goals to improve the school climate: (1.4)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**11. My school has rules/policies that help me improve as a student? (2.1)**

- A. Yes
- B. No
- C. Unsure

**12. School rules are applied to me in a fair way:**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**13. If school rules are not applied to me fairly, it is most often because of: (check one)**

- A. School rules are applied to me fairly
- B. My race/ethnicity
- C. My grades
- D. My appearance
- E. My religion or faith
- F. The neighborhood in which I live
- G. The amount of money my parents make
- H. A disability that I have
- I. Other

**14. My school has policies that help students who are struggling with their grades (academically): (2.2)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**15. My school's rules and policies are firmly supported and followed to help all students succeed: (3.1)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

## Enfield Youth Services Survey 2013

Your answers on this survey will be kept confidential. DO NOT put your name on this survey. Please read each question carefully and mark your answer on the Bubble Sheet.

**16. Rules and policies in my school help me to learn in my classes: (3.2)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**17. My school helps student who are struggling emotionally:**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**18. The school leaders support an environment that helps students learn: (3.4)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**19. In my school, I feel welcome: (4)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**20. My school encourages me to treat people fairly:(5)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**21. My parents/guardians think of my school as a positive place: (7)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**22. I believe that everyone (students, teachers, administration, parents, etc) are working together to improve the school environment: (8)**

- A. Never
- B. Sometimes
- C. Most of the time
- D. Always

**23. If ever, how old were you when you first had a drink of an alcoholic beverage such as beer, wine, or hard liquor (vodka, whiskey, or gin)? - More than one sip or two**

- A. I have never had an alcoholic beverage in my life
- B. 10 or younger
- C. 11
- D. 12
- E. 13
- F. 14
- G. 15
- H. 16
- I. 17
- J. 18 or older

**24. In the PAST 30 DAYS, on how many occasions (if any) have you had alcohol beverages (beer, wine, or hard liquor) to drink –More than just a few sips?**

- A. 0
- B. 1
- C. 2
- D. 3-5
- E. 6-9
- F. 10-19
- G. 20-30 days
- H. About everyday

**25. In the PAST 30 DAYS, on the days that you drank, how many drinks did you usually have?**

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5 or more

**26. How much do you think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week?**

- A. No Risk
- B. Slight Risk
- C. Moderate Risk
- D. Great Risk

**27. How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?**

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

**28. How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?**

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

**29. Think back over the last two weeks. How many times have you had five or more drinks in a row?**

- A. None
- B. Once
- C. Twice
- D. 3 to 5 times
- E. 6 to 9 times
- F. 10 or more times

## Enfield Youth Services Survey 2013

Your answers on this survey will be kept confidential. DO NOT put your name on this survey. Please read each question carefully and mark your answer on the Bubble Sheet.

30. How wrong do you think it is for someone your age to drink an alcohol beverage such as beer, wine, or hard liquor regularly?

- A. Very wrong
- B. A little bit wrong
- C. Wrong
- D. Not wrong at all

31. If you wanted to, how easy would it be for YOU to get alcohol such as beer, wine, or hard liquor?

- A. Very easy
- B. Sort of easy
- C. Sort of hard
- D. Very hard

32. When you get alcohol, where do you most often get it from?

- A. I do not drink alcohol
- B. Home **WITH** parent's permission
- C. Home **WITHOUT** parent's permission
- D. Friends
- E. Brother(s) or Sister(s)
- F. Other people who buy it for you
- G. Store
- H. Restaurant/Bar
- I. Other

33. Have your parents ever hosted an underage drinking party?

- A. Yes
- B. No

34. Have you ever attended an underage drinking party hosted by an adult over 21?

- A. Yes
- B. No

35. Have you ever driven a vehicle while under the influence of alcohol?

- A. Yes
- B. No

36. Have you ever ridden in a vehicle with someone under 21, who recently had been drinking alcohol?

- A. Yes
- B. No

37. Have any of your parents ever driven you in a vehicle when he/she appeared drunk?

- A. Yes
- B. No

38. Has any other family member over 21, who is not your parent, driven you in a vehicle when he/she appeared drunk?

- A. Yes
- B. No

39. If ever, how old were you the first time you smoked a cigarette?-Even just a puff

- A. I have never smoked a cigarette
- B. 10 or younger
- C. 11
- D. 12
- E. 13
- F. 14
- G. 15
- H. 16
- I. 17
- J. 18 or older

40. In the PAST 30 DAYS, how many cigarettes (if any) did you smoke?

- A. None
- B. Less than 1 cigarette a day
- C. 1 to 5 cigarettes a day
- D. About one-half pack a day
- E. About one pack a day
- F. About one and one-half packs a day

41. 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?

- A. No Risk
- B. Slight Risk
- C. Moderate Risk
- D. Great Risk

42. How wrong do your parents feel it would be for you to smoke tobacco?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very

43. How wrong do your friends feel it would be for you to smoke tobacco?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

44. If ever, how old were you the first time you used marijuana?

- A. I have never used marijuana
- B. 10 or younger
- C. 11
- D. 12
- E. 13
- F. 14
- G. 15
- H. 16
- I. 17
- J. 18 or older

45. In the PAST 30 Days, on how many occasions (if any) have you used marijuana?

- A. 0
- B. 1-2
- C. 3-5
- D. 6-9
- E. 10-19
- F. 20-30
- G. 40 or more occasions

46. How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?

- A. No Risk
- B. Slight Risk
- C. Moderate Risk
- D. Great Risk

## Enfield Youth Services Survey 2013

Your answers on this survey will be kept confidential. DO NOT put your name on this survey. Please read each question carefully and mark your answer on the Bubble Sheet.

47. How wrong do your parents feel it would be for you to smoke marijuana?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

48. How wrong do your friends feel it would be for you to smoke marijuana?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

49. If ever, how old were you the first time you used heroin?

- A. I have never used heroin
- B. 10 or younger
- C. 11
- D. 12
- E. 13
- F. 14
- G. 15
- H. 16
- I. 17
- J. 18 or older

50. In the PAST 30 Days, on how many occasions (if any) have you used heroin?

- A. 0
- B. 1-2
- C. 3-5
- D. 6-9
- E. 10-19
- F. 20-30
- G. More than 30 occasions

51. How much do you think people risk harming themselves physically or in other ways if they use heroin once or twice a week?

- A. No Risk
- B. Slight Risk
- C. Moderate Risk
- D. Great Risk

52. How wrong do your parents feel it would be for you to use heroin?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

53. How wrong do your friends think it would be for you to use heroin?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

54. If ever, how old were you the first time you used prescription drugs not prescribed to you?

- A. I have never used prescription drugs not prescribed to me
- B. 10 or younger
- C. 11
- D. 12
- E. 13
- F. 14
- G. 15
- H. 16
- I. 17
- J. 18 or older

55. During the past 30 days have you used prescription drugs not prescribed to you?

- A. Yes
- B. No

56. How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

- A. No risk
- B. Slight risk
- C. Moderate risk
- D. Great risk

57. How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

58. How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

- A. Not at all wrong
- B. A little bit wrong
- C. Wrong
- D. Very wrong

59. If ever, how old were you the first time you used an e-cigarette (electronic cigarette)?

- A. I have never used an e-cigarette
- B. 10 or younger
- C. 11
- D. 12
- E. 13
- F. 14
- G. 15
- H. 16
- I. 17
- J. 18 or older

60. In the PAST 30 DAYS, on how many occasions (if any) have you used an e-cigarette?

- A. 0
- B. 1
- C. 2
- D. 3-5
- E. 6-9
- F. 10-19
- G. 20-30
- H. More than 30 occasions

61. What school do you attend?

- A. Enfield High School
- B. Fermi High School
- C. JFK Middle School

**THANK YOU FOR COMPLETING THIS SURVEY!**