Enfield

Alcohol and Drug Use, and Risky Behaviors Student Survey Report, 2015

Survey Conducted By

Report Prepared By

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Introduction to the 2015 Enfield Alcohol & Drug Use Student Survey Report

The following report is a summary of data that was gathered during December 9-10 of 2015 at John F. Kennedy Middle School (JFK, grades 6-8), Enfield High School (EHS, grades 9-12), and Enrico Fermi High School (FHS, 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, 2013, and 2015. 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 2015 Enfield Alcohol and Drug Use Student Surveys were administered on December 9-10, 2015 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. Students received the surveys in paper form (rather than on the computer) and selected their answers using pen or pencil. 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:

Raw survey data was entered directly into Surveymonkey (online survey software) for analysis purposes and then was imported into SPSS (Statistical Package for the Social Sciences) software for data analysis. A total of 100 surveys (4.4% of original sample of 2327 surveys) were omitted from the sample pool due to observed discrepancies in the responses (inconsistent/extreme responses) or for leaving a majority of the answers blank. The final sample size after surveys were omitted was 2,134 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 2015 - 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.

TABLE 1:	Sample Count	Population Count	Response Rate (%)
Grade 6	295	343	86.0%
Grade 7	341	390	87.4%
Grade 8	304	353	86.1%
Grade 9 – FHS	161	218	73.9%
Grade 10 – FHS	165	195	84.6%
Grade 11 – FHS	154	231	66.7%
Grade 12 – FHS	158	213	74.2%
Grade 9 – EHS	157	211	74.4%
Grade 10 – EHS	156	176	88.6%
Grade 11 – EHS	137	176	77.8%
Grade 12 – EHS	92	159	57.9%
Grade 9 – EHS & FHS	318	429	74.1%
Grade 10 – EHS & FHS	321	371	86.5%
Grade 11 – EHS & FHS	292	407	71.7%
Grade 12 – EHS & FHS	253	372	68.0%
Grades 6-8	942	1086	86.7%
Grades 9-12 – FHS	638	857	74.4%
Grades 9-12 – EHS	542	722	75.1%
Grades 9-12 – EHS & FHS	1192	1579	75.5%
Grades 6-12	2134	2665	80.1%

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.

TABLE 2:	Confidence Level	Confidence Interval
Grades 6-8	95.0%	+/- 1.16
Grades 9-12 EHS	95.0%	+/- 2.10
Grades 9-12 FHS	95.0%	+/- 1.96
Grades 9-12 FHS & EHS	95.0%	+/- 1.41
Grades 6-12	95.0%	+/- 0.95

Statistical Analyses:

Statistical comparisons by grade levels or gender were conducted separately for grades 6-8, grades 9-12 at EHS, and grades 9-12 at FHS using the Chi-Square (χ^2) technique. Generally, grade level percentage differences are only reported when overall significance ($p < .05$) 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. For all other questions, any grade differences not reported should be assumed to not be significantly different, $p > .05$. 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, $p > .05$.

When overall significance was found ($p < .05$) when determining differences between grade levels among students in grades 6-8 or grades 9-12 at EHS or FHS, post-hoc analyses using the Bonferroni correction were used to determine which grade levels were significantly different from each other.

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 the Chi-Square (χ^2) technique. Post-hoc analyses were conducted similarly as they were for grade differences, described above.

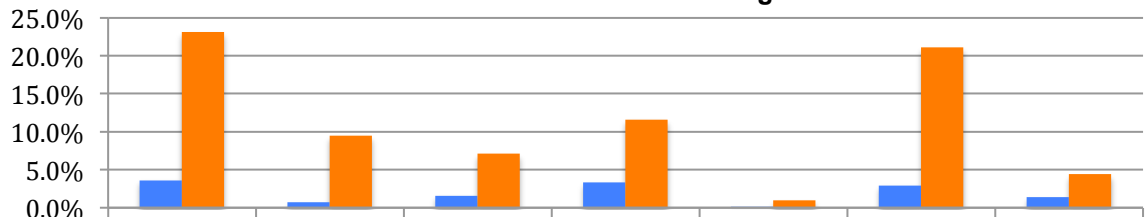
Due to low sample sizes by race sub-group, race differences will only be reported if significant differences are found for the core drugs of interest: tobacco, alcohol (and binge drinking), marijuana, and prescription drugs concerning use rates and perception related questions.

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 2015 Enfield Student Survey Report

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

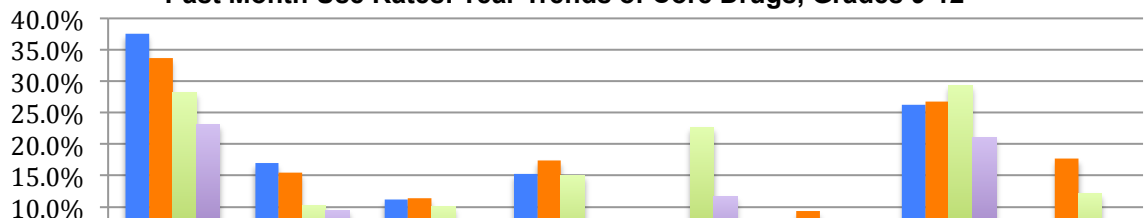
Past Month Use Rates of Drugs



	Alcohol	Binge Drinking	Cigarettes	E-Cigarettes	Heroin	Marijuana	Rx Drugs
Grades 6-8	3.6%	0.7%	1.6%	3.3%	0.1%	2.9%	1.4%
Grades 9-12	23.1%	9.5%	7.1%	11.6%	1.0%	21.1%	4.4%

Among grades 9-12, past month rates were highest for alcohol, followed by marijuana. Among grades 6-8, past month rates were highest for alcohol, followed by e-cigarettes and marijuana.

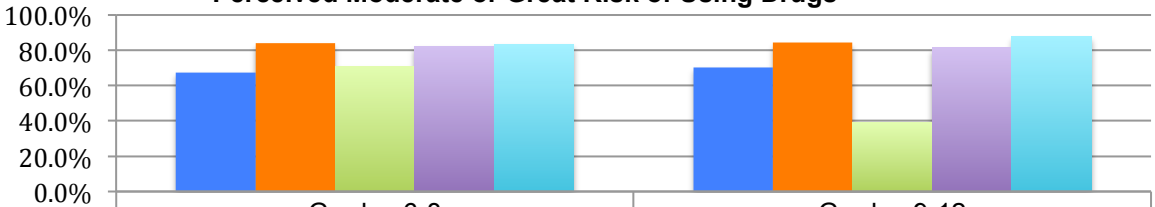
Past Month Use Rates: Year Trends of Core Drugs, Grades 9-12



	Alcohol	Binge Drinking	DUI Alcohol	Cigarettes	E-Cigarettes	Heroin	Marijuana	Rx Drugs
2009	37.5%	17.0%	11.2%	15.3%			26.2%	
2011	33.7%	15.5%	11.4%	17.4%		9.3%	26.8%	17.7%
2013	28.2%	10.3%	10.0%	15.0%	22.7%	6.4%	29.3%	12.1%
2015	23.1%	9.5%	3.0%	7.1%	11.6%	1.0%	21.1%	4.4%

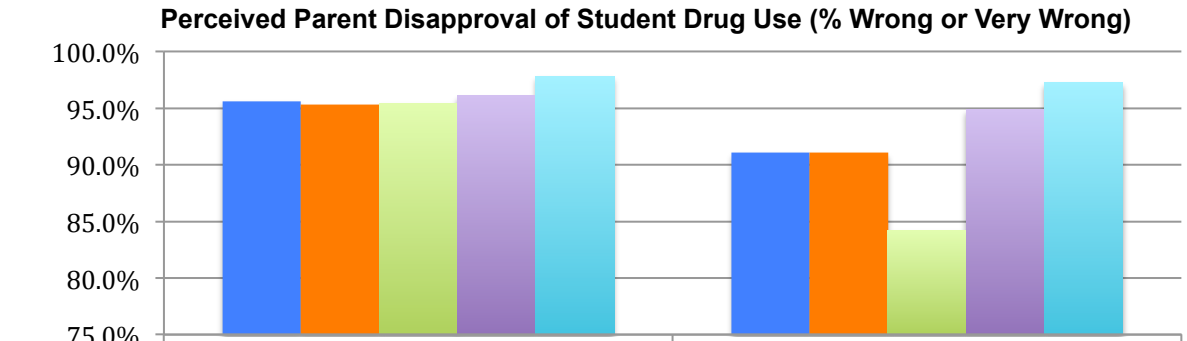
Among students in grades 6-8 and 9-12, past month rates for all drugs have decreased since 2009.

Perceived Moderate or Great Risk of Using Drugs



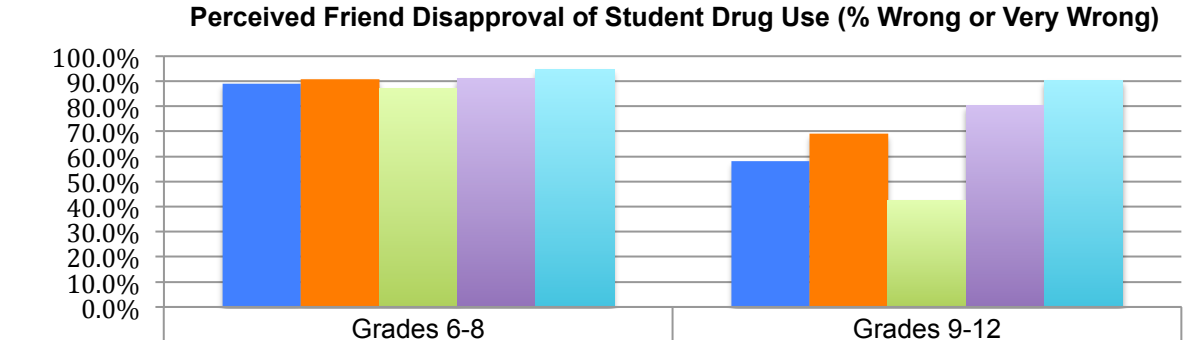
	Grades 6-8	Grades 9-12
Alcohol	67.3%	70.1%
Cigarettes	84.0%	84.2%
Marijuana	71.0%	38.9%
Rx Drugs	82.1%	81.2%
Heroin	83.2%	87.6%

For grades 6-8, perceived risk of use was highest for cigarettes and lowest for alcohol.
For grades 9-12, perceived risk of use was highest for heroin and lowest for marijuana.



	Grades 6-8	Grades 9-12
Alcohol	95.6%	91.1%
Cigarettes	95.3%	91.1%
Marijuana	95.4%	84.2%
Rx Drugs	96.1%	94.9%
Heroin	97.8%	97.3%

For grades 6-8, perceived parent disapproval was highest for heroin and lowest for cigarettes. For grades 9-12, perceived parent disapproval was highest for heroin and lowest for marijuana.



	Grades 6-8	Grades 9-12
Alcohol	89.0%	58.1%
Cigarettes	90.8%	69.1%
Marijuana	87.0%	42.5%
Rx Drugs	91.2%	80.3%
Heroin	94.8%	90.3%

For grades 6-8 and 9-12, perceived friend disapproval was highest for heroin and lowest for marijuana.

Section I: Survey Sample Demographics

The student survey sample consisted of a total of 2,134 students (979 males, 1077 females; 78 students did not specify their gender). 942 students represented JFK Middle School (441 males, 465 females, 36 not specified), 544 students represented Enfield High School (241 males, 285 females, 18 not specified), and 644 students represented Fermi High School (295 males, 325 females, 24 not specified). Four students (2 male, 2 female) did not specify the specific high school they attended, although they did specify they were in a high school grade level. Ten students did not specify what grade level they were in. Refer to Figures below for more descriptions of the sample by grade level, gender, school attended, and race.

6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
n= 295	n= 341	n= 304	n= 318	n=321	n= 292	n= 253
males: 140	males: 163	males: 137	males: 157	males: 141	males: 139	males: 98
females: 149	females:166	females: 149	females: 152	females: 167	females: 143	females: 147

Table 1.0: Student sample size and gender breakdown for each grade level:

	9th grade	10th grade	11th grade	12th grade
Enfield High School (EHS)	n= 157 males: 75 females: 78	n= 156 males: 70 females: 79	n= 137 males: 66 females: 66	n= 92 males: 29 females: 61
Fermi High School (FHS)	n= 161 males: 82 females: 74	n= 165 males: 71 females: 88	n= 154 males: 72 females: 77	n= 158 males: 68 females: 84

Table 1.1: Student sample size and gender breakdown by grade level within each high school

6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
11.4 yrs (SD: 1.4 yrs)	12.5 yrs (SD: 0.7 yrs)	13.3 yrs (SD: 0.6 yrs)	14.4 yrs (SD: 0.6 yrs)	15.3 yrs (SD: 0.8 yrs)	16.5 yrs (SD: 0.7 yrs)	17.4 yrs (SD: 0.5 yrs)

Table 1.2: Average age of students by grade level

Table 1.3 – Sample Size by Race	Grades 6-12	Grades 6-8	Grades 9-12	Grades 9-12: EHS	Grades 9-12: FHS
White Non-Hispanic	67.6%	61.4%	72.6%	67.3%	77.3%
White Hispanic	10.0%	10.1%	9.9%	11.9%	7.8%
Black Non-Hispanic	5.2%	4.5%	5.8%	7.0%	4.8%
Black Hispanic	2.0%	2.2%	1.8%	2.8%	1.1%
Asian/Pacific Islander Non-Hispanic	2.2%	2.3%	2.1%	2.0%	2.2%
Asian/Pacific Islander Hispanic	0.4%	0.1%	0.6%	0.6%	0.6%
Native American Non-Hispanic	0.7%	0.6%	0.8%	1.1%	0.5%
Native American Hispanic	0.9%	1.4%	0.6%	0.7%	0.5%
Other (2 or more races selected)	5.8%	2.7%	4.6%	5.7%	3.8%
Not Specified	5.1%	4.8%	1.3%	0.9%	1.6%

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, Asian/Pac. Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grade 6-12	n = 1443 (71.3%)	n = 111(5.5%)	n =284 (14.0%)	n = 187 (9.2%)

Table 1.4 – This Table shows which races were combined into a single group for statistical analyses.

Section II: Cigarette Use and Perceptions of Use

Part 1: 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 2015

Table 2.0 – Cigarette and E-Cigarette Rates	Grades 6-12	Grades 6-8	Grades 9-12: EHS	Grades 9-12: FHS	Grades 9-12 EHS & FHS
Cigarettes: Past Month Use (used *at least once* in past 30 days)	4.7%	1.6%	5.9%	8.1%	7.1%
Cigarettes: Smoked at least about one-half pack of cigarettes a day or more in past 30 days	1.2%	0.3%	1.7%	2.1%	1.9%
Cigarettes: Smoked at least one pack a day or more in past 30 days	0.7%	0.1%	1.1%	1.1%	1.1%
E-Cigarettes: Past Month Use (used at least once in past 30 days)	7.9%	3.3%	9.5%	13.4%	11.6%
E-Cigarettes: Used on 6-9 occasions or more	3.6%	0.9%	4.5%	6.9%	5.7%
E-Cigarettes: Used 20-30 occasions or more	1.8%	0.2%	2.6%	3.5%	3.1%

Cigarette Use Trends by Year:

Trends indicate a long-term decline in past month cigarette and e-cigarette use, particularly among students in grades 9-12. Refer to Figures 2.1, 2.2A, and 2.2B.

Table 2.1 – Past Month Cigarette Use: Year Trends	2005	2009	2011	2013	2015	*% Difference Since*	
						2013	*2011*
Cigarette Use							
Grades 6-8	15.0%	6.0%	6.1%	3.2%	1.6%	*-1.6%*	*-4.5%*
Grades 9-12	25.3%	15.3%	17.4%	15.0%	7.1%	*-7.9%*	*-10.3%*
E-Cigarette Use							
Grades 6-8	-----	-----	-----	4.4%	3.3%	*-1.1%*	-----
Grades 9-12	-----	-----	-----	22.7%	11.6%	*-11.1%*	-----

Table 2.2A – Trends in Past Month Use Rates for Cigarettes by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	1.8%	9.6%	9.3%	12.4%	18.5%	21.2%
2011	2.9%	5.5%	12.5%	16.4%	14.8%	20.9%	22.9%
2013	1.7%	3.2%	4.7%	14.0%	12.5%	15.5%	18.5%
2015	0.7%	0.6%	3.7%	4.5%	5.7%	9.4%	9.2%
% Difference Since 2013	-1.0%	-2.6%	-1.0%	-9.5%	-6.8%	-6.1%	-9.3%

Table 2.2B – Trends in Past Month Use Rates for E-Cigarettes by Grade	6th	7th	8th	9th	10th	11th	12th
2013	2.7%	4.5%	6.1%	19.3%	24.2%	24.0%	23.1%
2015	1.7%	1.8%	6.4%	13.3%	7.0%	14.9%	11.3%
% Difference Since 2013	-1.0%	-2.7%	0.3%	-6.0%	-17.2%	-9.1%	-11.8%

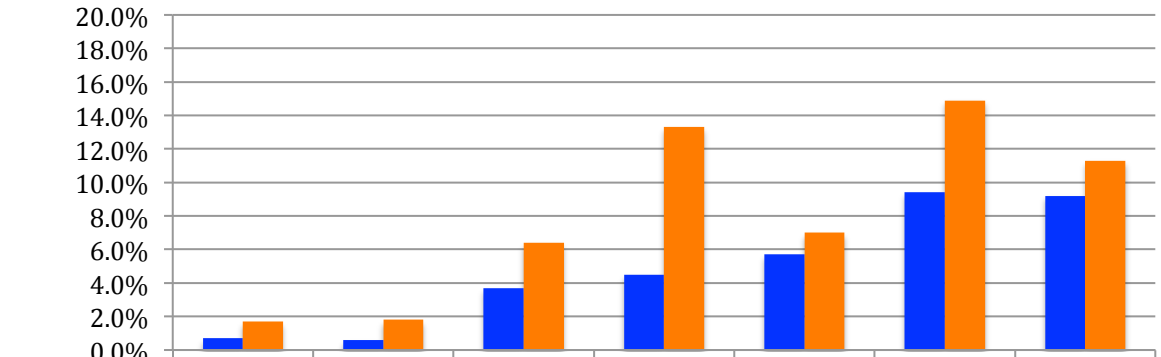
2015 Cigarette or E-Cigarette Use Comparisons by Grade Level:

Refer to Table 2.3 and Figures 2.0 and 2.1 for a listing of the significant grade differences in past month cigarette or e-cigarette use. To summarize, there were significant differences in past cigarette and e-cigarette use between grades 6-8, particularly with e-cigarette use, which increased from 1.7% (grade 6) to 6.4% (grade 8). Among grades 9-12 (EHS & FHS combined), significant differences were only seen for e-cigarette use, increasing from 7% to 14.9% between grades 10 and 11 (Table 2.3).

Table 2.3 - Significant Grade Differences in Past Month Cigarette and E-Cigarette Use

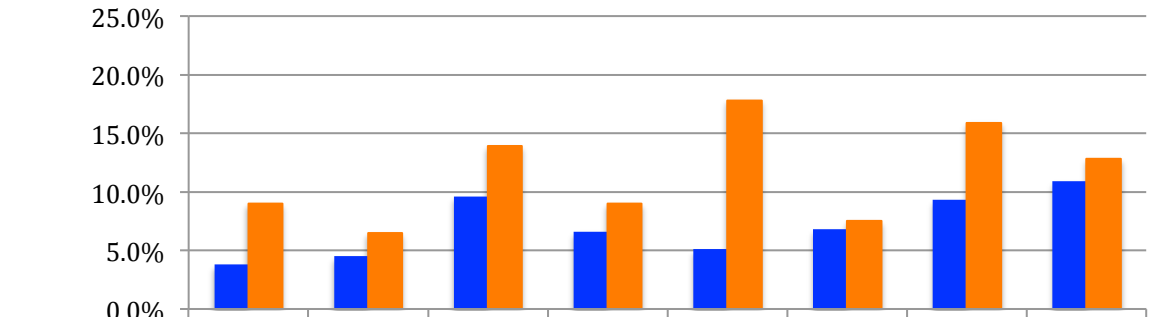
Substance	Grade Levels	School	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Cigarette Use	6-8	JFK	$\chi^2(2, N = 915) = 11.55, p < 0.01$	Y	6 and 8 7 and 8
	9-12	EHS	$\chi^2(3, N = 537) = 5.00, p > 0.05$	N	n/a
	9-12	FHS	$\chi^2(3, N = 625) = 4.18, p > 0.05$	N	n/a
	9-12	EHS & FHS	$\chi^2(3, N = 1166) = 8.17, p < 0.05$	Y	$p > .05$
Past Month E-Cigarette Use	6-8	JFK	$\chi^2(2, N = 919) = 13.52, p < 0.01$	Y	6 and 8 7 and 8
	9-12	EHS	$\chi^2(3, N = 537) = 4.80, p > .05$	N	n/a
	9-12	FHS	$\chi^2(3, N = 619) = 8.14, p < .05$	Y	9 and 10
	9-12	EHS & FHS	$\chi^2(3, N = 1160) = 10.51, p < 0.05$	Y	10 and 11

Figure 2.0 - Past Month Cigarette or E-Cigarette Use by Grade



	6	7	8	9	10	11	12
cigarettes	0.7%	0.6%	3.7%	4.5%	5.7%	9.4%	9.2%
e-cigarettes	1.7%	1.8%	6.4%	13.3%	7.0%	14.9%	11.3%

Figure 2.1 - Past Month Cigarette & E-Cigarette Use by High School Grade



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
cigarettes	3.8%	4.5%	9.6%	6.6%	5.1%	6.8%	9.3%	10.9%
e-cigarettes	9.0%	6.5%	13.9%	9.0%	17.8%	7.5%	15.9%	12.8%

2015 Cigarette or E-Cigarette Use Comparisons by Race:

There were no significant race differences among students in grades 6-12 for past cigarette, $\chi^2(3, N = 1988) = 1.28$, $p > 0.05$ or e-cigarette use rates, $\chi^2(3, N = 1987) = 1.21$, $p > 0.05$.

2015 Cigarette or E-Cigarette Use Comparisons by Gender:

There were no significant gender differences in past month cigarette use among students in grades 6-8, 9-12 (EHS & FHS), grades 9-12 (EHS), grades 9-12 (FHS), or grades 6-12 (Table 2.4).

There were no significant differences in e-cigarette use among grades 6-8 (Table 2.4). However, there were significant differences in e-cigarette use among students in grades 9-12 (EHS & FHS, EHS, & FHS), as well as among students in grades 6-12 combined (Table 2.4). In all cases, significantly more males than females used e-cigarettes in the past month.

Table 2.4 - Significant Gender Differences in Past Month Cigarette and E-Cigarette Use					
Substance	**Grade Levels**	**School**	**Statistics**	**Significant (Y/N)**	**Rates by Gender**
Past Month Cigarette Use	6-8	JFK	$\chi^2(1, N = 883) = 2.05, p > 0.05$	N	M: 2.3% F: 1.1%
	9-12	EHS	$\chi^2(1, N = 521) = 0.75, p > 0.05$	N	M: 6.7% F: 4.9%
	9-12	FHS	$\chi^2(1, N = 608) = 0.69, p > 0.05$	N	M: 9.0% F: 7.2%
	9-12	EHS & FHS	$\chi^2(1, N = 1133) = 1.47, p > 0.05$	N	M: 8.0% F: 6.1%
	6-12	-----	$\chi^2(1, N = 2016) = 2.50, p > 0.05$	N	M: 5.4% F: 4.0%
Past Month E-Cigarette Use	6-8	JFK	$\chi^2(1, N = 886) = 2.85, p > 0.05$	N	M: 4.4% F: 2.4%
	9-12	EHS	$\chi^2(1, N = 521) = 5.13, p < 0.05$	Y	M: 12.6% F: 6.7%
	9-12	FHS	$\chi^2(1, N = 602) = 11.84, p < 0.01$	Y	M: 18.7% F: 9.1%
	9-12	EHS & FHS	$\chi^2(1, N = 1127) = 16.95, p < 0.001$	Y	M: 15.8% F: 8.0%
	6-12	-----	$\chi^2(1, N = 2013) = 18.23, p < 0.001$	Y	M: 10.7% F: 5.6%

Age of Onset for Cigarette and E-Cigarette Use:

Students who have reported smoking cigarettes or e-cigarettes at least once before were asked how old they were when they tried cigarettes (even just a puff) for the first time.

Table 2.5 – Age of Onset of Cigarette and E-Cigarette Use		**2015**
Cigarettes	Grades 6-12	13.0 yrs (n=236, *SD* = 2.0)
	Grades 6-8	11.4 yrs (n=38, *SD* = 1.7)
	Grades 9-12: EHS	13.4 yrs (n=79, *SD* = 2.1)
	Grades 9-12: FHS	13.3 yrs (n=118, *SD* = 1.9)
	Grades 9-12: EHS & FHS	13.3 yrs (n=198, *SD* = 2.0)
E-Cigarettes	Grades 6-12	13.9 yrs (n=297, *SD* = 1.8)
	Grades 6-8	11.8 yrs (n=45, *SD* = 1.5)
	Grades 9-12: EHS	14.2 yrs (n=93, *SD* = 1.5)
	Grades 9-12: FHS	14.3 yrs (n=158, *SD* =1.6)
	Grades 9-12: EHS & FHS	14.3 yrs (n=252, *SD* = 1.5)

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:

84.1% 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 Table 2.6.

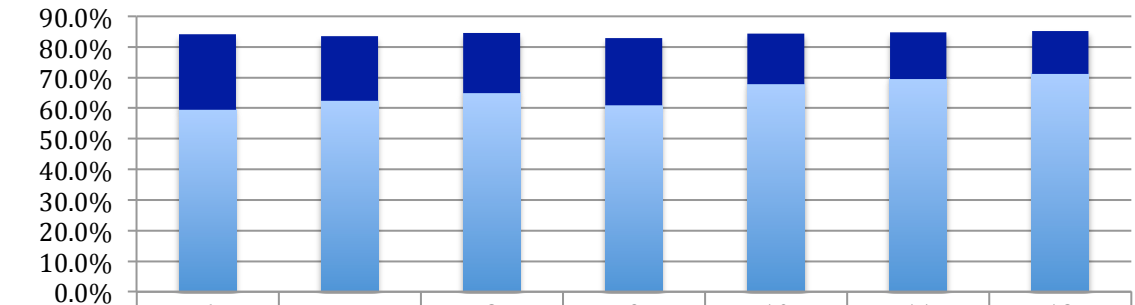
Table 2.6	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	19.1%	65.0%	84.1%
Grades 6-8	21.7%	62.3%	84.0%
EHS Grades 9-12	15.1%	68.0%	83.2%
FHS Grades 9-12	18.8%	66.1%	84.9%
EHS & FHS Grades 9-12	17.0%	67.1%	84.2%

There were no significant differences between grades 6-8 or 9-12 in the perception of regular smoking being risky to one's health, $p > .05$. Refer to Table 2.7 and Table 2.2 and 2.3.

Table 2.7: Grade Differences for Perceived Risk of Cigarette Use

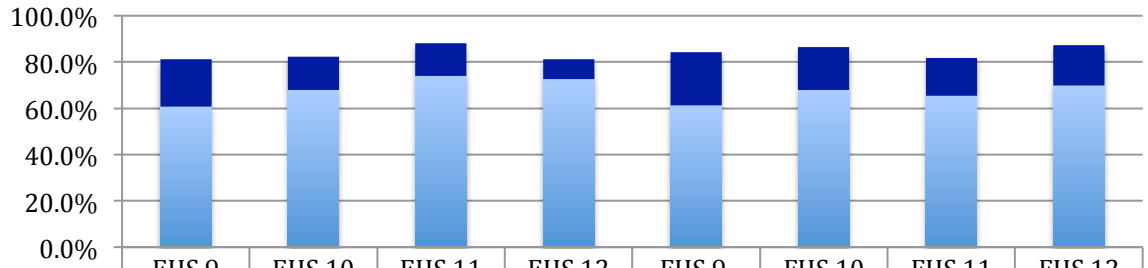
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 910) = 6.75, p > 0.05$	N	n/a
9-12	EHS	$\chi^2(9, N = 533) = 12.53, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(9, N = 619) = 9.05, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1156) = 13.80, p > 0.05$	N	n/a

Figure 2.2 - "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?"



	6	7	8	9	10	11	12
% moderate risk	24.7%	21.2%	19.5%	21.8%	16.5%	15.2%	14.0%
% great risk	59.4%	62.4%	65.0%	61.0%	67.9%	69.6%	71.2%

Figure 2.3 - "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?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% moderate risk	20.6%	14.4%	14.2%	8.8%	22.9%	18.5%	16.2%	17.3%
% great risk	60.6%	68.0%	73.9%	72.5%	61.4%	67.9%	65.5%	69.9%

Gender differences were not found for perceived risk of cigarette use among students in grades 6-8, or among students in grades 9-12 (EHS, FHS, or combined). Refer to Table 2.8 for more details.

Table 2.8 - Gender Differences in Perceived Risk of Cigarette Use

Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 878) = 7.11, p > 0.05$	N	M: 81.5%	F: 86.2%
9-12	EHS	$\chi^2(3, N = 517) = 4.84, p > 0.05$	N	M: 82.3%	F: 83.9%
9-12	FHS	$\chi^2(3, N = 601) = 1.62, p > 0.05$	N	M: 83.7%	F: 86.5%
9-12	EHS & FHS	$\chi^2(3, N = 1122) = 2.00, p > 0.05$	N	M: 83.1%	F: 85.4%
6-12	-----	$\chi^2(3, N = 2000) = 7.05, p > 0.05$	N	M: 82.4%	F: 85.7%

There were significant differences between race for perceived risk of cigarette use among students in grades 6-12, $\chi^2(9, N = 1975) = 35.34, p < 0.001$. Post-hoc analyses show significant differences only between White Non-Hispanic and Hispanic groups, $p < .05$. Refer to Table 2.9.

Table 2.9 – Race/Ethnicity Differences for Perceived Risk of Cigarette Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Great Risk	67.7%	58.9%	56.9%	62.8%
% Moderate or Great Risk	87.0%	73.3%	77.0%	80.0%

Parent/Guardian Disapproval of Smoking Tobacco:

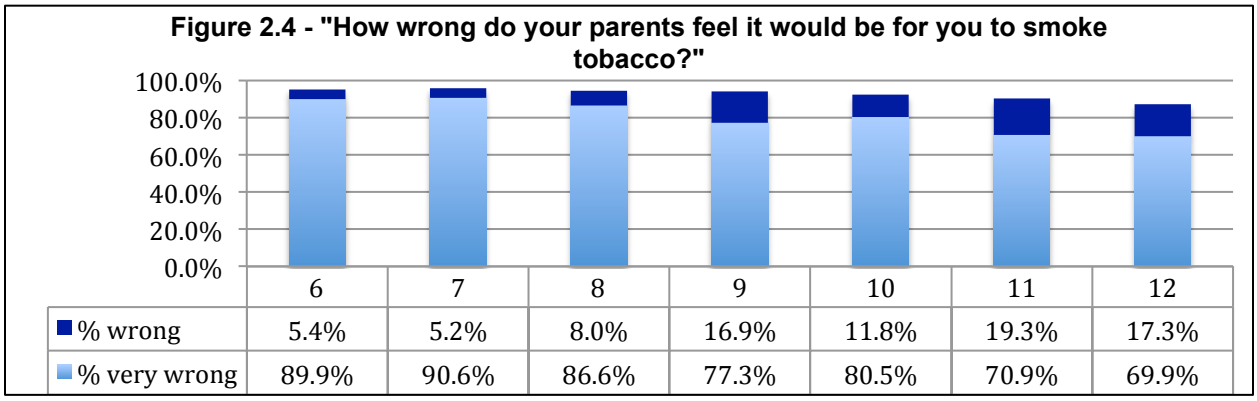
92.9% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they smoked tobacco. Refer to Table 2.10.

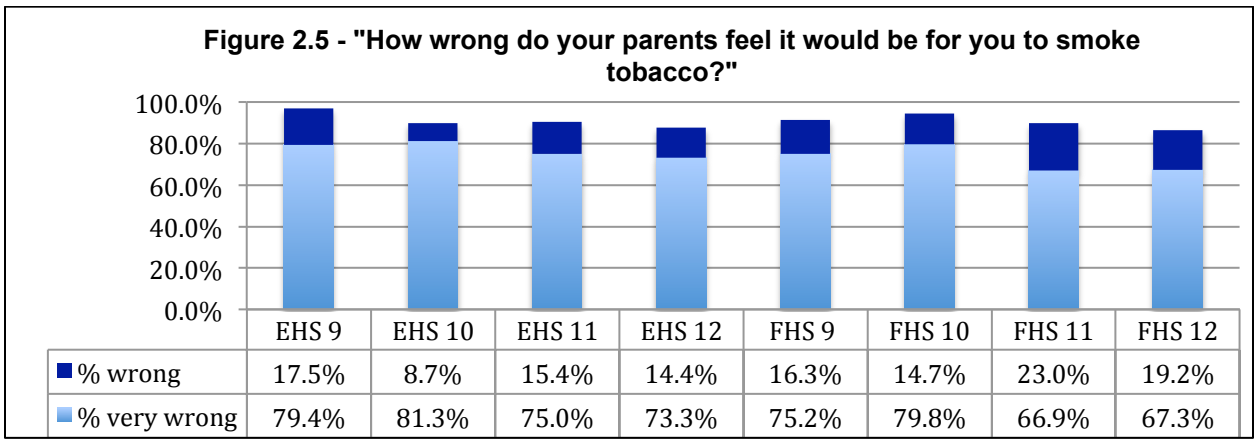
Table 2.10	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	11.9%	81.1%	92.9%
Grades 6-8	6.2%	89.1%	95.3%
EHS Grades 9-12	13.9%	77.7%	91.6%
FHS Grades 9-12	18.4%	72.3%	90.7%
EHS & FHS Grades 9-12	16.3%	74.8%	91.1%

There were no significant differences between grades 6-8 in the perception of parental disapproval of student tobacco use, $p > .05$. Perceived parent disapproval decreased significantly between grades 10 and 11 and 10 and 12 among students in grades 9-12 (EHS & FHS combined), however this difference was not significant when looking at each individual high school. Refer to Table 2.11 and Figures 2.4 and 2.5.

Table 2.11: Grade Differences for Parent Disapproval of Tobacco Use

Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 904) = 4.41, p > 0.05$	N	n/a
9-12	EHS	$\chi^2(9, N = 531) = 17.64, p < 0.05$	Y	$p > .05$
9-12	FHS	$\chi^2(9, N = 620) = 12.71, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1155) = 18.91, p < 0.05$	Y	10 and 11 10 and 12





Gender differences were not found for perceived parental disapproval among students in grades 6-8, or among students in grades 9-12 (EHS, FHS, or combined). Refer to Table 2.12 for more details.

Table 2.12 - Gender Differences in Perceived Parent Disapproval of Youth Tobacco Use

Grade Levels	School	Statistics	Significant (Y/N)	% Wrong or Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 872) = 0.54, p > 0.05$	N	M: 95.2%	F: 95.3%
9-12	EHS	$\chi^2(3, N = 515) = 1.70, p > 0.05$	N	M: 90.2%	F: 92.9%
9-12	FHS	$\chi^2(3, N = 601) = 2.81, p > 0.05$	N	M: 89.3%	F: 92.2%
9-12	EHS & FHS	$\chi^2(3, N = 1120) = 3.78, p > 0.05$	N	M: 89.7%	F: 92.5%
6-12	-----	$\chi^2(3, N = 1992) = 1.43, p > 0.05$	N	M: 92.2%	F: 93.7%

There were significant differences between race for perceived parental disapproval of youth tobacco use among students in grades 6-12, $\chi^2(9, N = 1968) = 23.34, p < 0.01$, however, post-hoc analyses showed no significant differences when only comparing percentages of youth that reported their parents perceive their tobacco use to be "wrong" or "very wrong", $p > .05$. Refer to Table 2.13.

Table 2.13– Race/Ethnicity Differences for Perceived Parental Disapproval of Youth Tobacco Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	81.7%	80.0%	78.8%	78.7%
% Wrong or Very Wrong	93.5%	90.5%	90.1%	95.1%

Friend Disapproval of Smoking Tobacco:

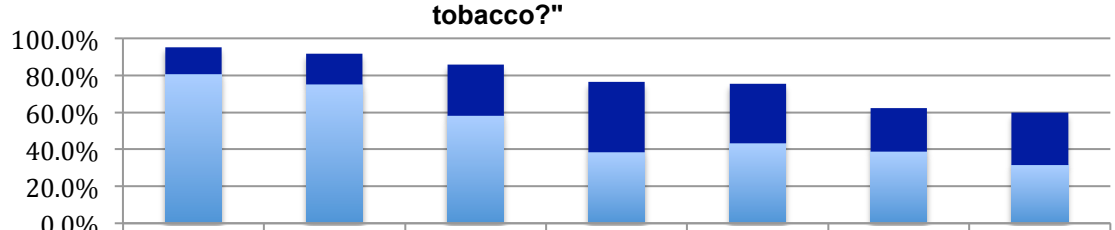
78.6% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they smoked tobacco. Refer to Table 2.14.

Table 2.14	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	25.9%	52.8%	78.6%
Grades 6-8	19.6%	71.2%	90.8%
EHS Grades 9-12	31.9%	40.1%	72.0%
FHS Grades 9-12	30.0%	36.8%	66.8%
EHS & FHS Grades 9-12	30.8%	38.3%	69.1%

There were significant differences between grades 6-8 and grades 9-12 in the perception of friend disapproval of student tobacco use, $p < .05$, where perceived friend disapproval decreased as grade levels increased (e.g., seeing a decrease between grades 7 and 8). Refer to Table 2.15 and Figures 2.6 and 2.7.

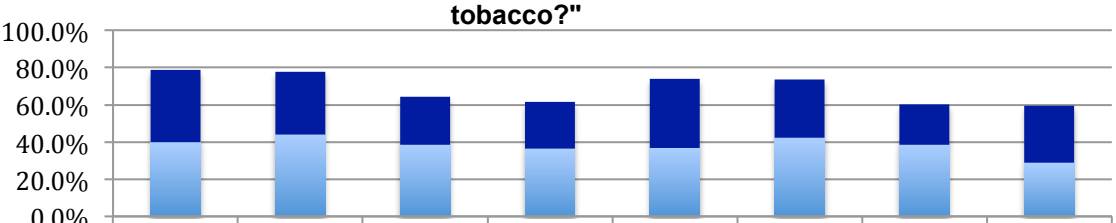
Table 2.15: Grade Differences for Friend Disapproval of Tobacco Use				
Grade	**School**	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses (p< .05)**
6-8	JFK	$\chi^2(6, N = 901) = 41.63, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 527) = 17.64, p < 0.05$	Y	$p > .05$
9-12	FHS	$\chi^2(9, N = 616) = 26.11, p < 0.01$	Y	9 and 11
9-12	EHS & FHS	$\chi^2(9, N = 1147) = 42.27, p < 0.001$	Y	9 and 12 10 and 12

Figure 2.6 - "How wrong do your friends feel it would be for you to smoke tobacco?"



	6	7	8	9	10	11	12
% wrong	14.8%	16.5%	27.6%	37.8%	32.4%	23.5%	28.3%
% very wrong	80.5%	75.2%	58.2%	38.5%	43.2%	38.8%	31.6%

Figure 2.7 - "How wrong do your friends feel it would be for you to smoke tobacco?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% wrong	38.7%	33.6%	25.8%	25.0%	36.9%	31.3%	21.6%	30.8%
% very wrong	40.0%	44.1%	38.6%	36.4%	36.9%	42.3%	38.5%	28.8%

Gender differences were not found for perceived friend disapproval among students in grades 6-8, or among students in grades 9-12 (EHS, FHS, or combined). Refer to Table 2.16 for more details.

Table 2.16 - Gender Differences in Perceived Friend Disapproval of Youth Tobacco Use					
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**% Wrong or Very Wrong by Gender**	
6-8	JFK	$\chi^2(3, N = 878) = 7.11, p > 0.05$	N	M: 89.3%	F: 92.0%
9-12	EHS	$\chi^2(3, N = 511) = 2.38, p > 0.05$	N	M: 74.9%	F: 70.0%
9-12	FHS	$\chi^2(3, N = 597) = 6.12, p > 0.05$	N	M: 62.1%	F: 70.9%
9-12	EHS & FHS	$\chi^2(3, N = 1122) = 2.00, p > 0.05$	N	M: 67.8%	F: 70.4%
6-12	-----	$\chi^2(3, N = 1982) = 1.98, p > 0.05$	N	M: 77.5%	F: 79.7%

There were no significant differences between race for perceived friend disapproval of youth tobacco use among students in grades 6-12, $\chi^2(9, N = 1960) = 11.93$, $p > 0.05$. Refer to Table 2.17.

Table 2.17– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Tobacco Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	50.8%	48.6%	47.9%	47.1%
% Wrong or Very Wrong	76.1%	72.1%	75.6%	80.9%

Section III: Alcohol Use and Perceptions of Use

Part 1: Alcohol Use

Alcohol Use Rates for 2015

14.6% 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 Table 3.0.

Table 3.0 – Past Month Alcohol Use Rates	Grades 6-12	Grades 6-8	Grades 9-12: EHS	Grades 9-12: FHS	Grades 9-12: EHS & FHS
Past Month Use (used once or more in past 30 days)	14.6%	3.6%	18.5%	26.9%	23.1%
Past Month Moderate/Frequent Use (3-5 occasions or more in past 30 days)	7.8%	1.4%	10.9%	14.3%	12.8%
Frequent Use (6-9 occasions or more in past 30 days)	4.3%	0.9%	6.3%	7.5%	6.9%

Alcohol Use Trends by Year:

Overall, past month alcohol use has declined among students in grades 6-8 and students in grades 9-12. Refer to Figures 3.1 and 3.2.

Table 3.1 – Trends in Past Month Alcohol Use Rates by School	2005	2009	2011	2013	2015	% Difference Since	
						2013	2011
Grades 6-8	27.0%	11.3%	10.4%	6.6%	3.6%	-3.0%	-6.8%
Grades 9-12: EHS & FHS	48.9%	37.5%	33.7%	28.2%	23.1%	-5.1%	-10.6%
Grades 9-12: EHS	-----	35.1%	31.0%	26.1%	18.5%	-7.6%	-12.5%
Grades 9-12: FHS	-----	39.3%	36.3%	29.4%	26.9%	-2.5%	-9.4%

Table 3.2 – Trends in Past Month Alcohol Use Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	6.6%	15.5%	26.3%	32.8%	41.6%	50.7%
2011	4.2%	7.1%	16.0%	24.8%	28.3%	40.2%	46.3%
2013	5.2%	6.3%	8.2%	16.7%	28.0%	31.9%	38.9%
2015	0.7%	0.6%	9.7%	17.3%	15.1%	28.3%	34.0%
% Difference Since 2013	*-4.5%*	*-5.7%*	*+1.5%*	*+0.6%*	*-12.9%*	*-3.6%*	*-4.9%*
% Difference Since 2011	*-3.5%*	*-6.5%*	*-6.3%*	*-7.5%*	*-13.2%*	*-11.9%*	*-12.3%*

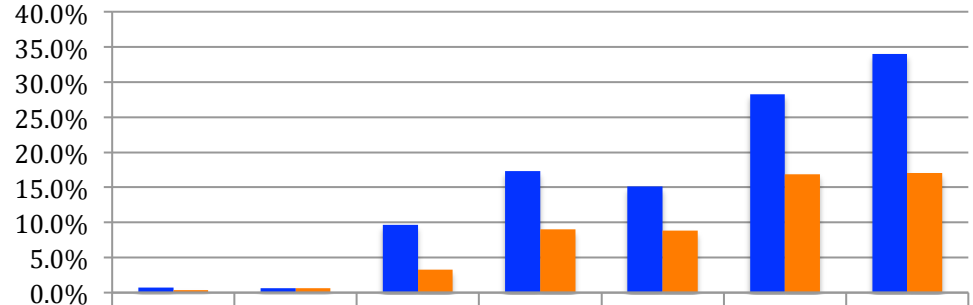
2015 Alcohol Use Comparisons by Grade Level:

Refer to Table 3.3 and Figures 3.0 and 3.1 for a listing of the significant grade differences in past month alcohol use. To summarize, there were significant differences in past alcohol between grades 6-8 and between grades 9-12 (each high school separately and combined).

Table 3.3 - Significant Grade Differences in Past Month Alcohol Use

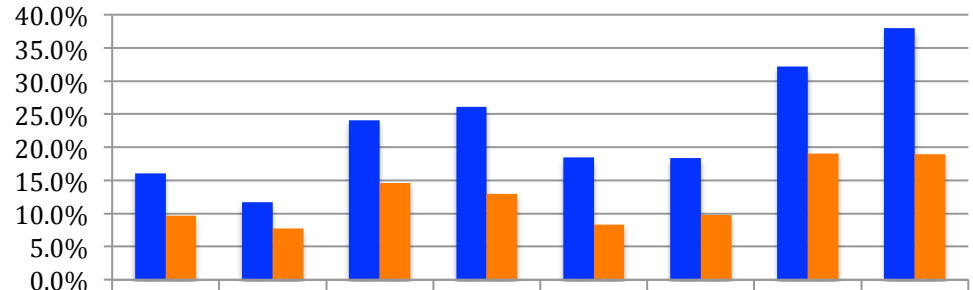
Substance	Grade Levels	School	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Alcohol Use	6-8	JFK	$\chi^2(2, N = 919) = 47.50, p < 0.001$	Y	6 and 8 7 and 8
	9-12	EHS	$\chi^2(3, N = 538) = 11.62, p < 0.01$	Y	10 and 11 10 and 12
	9-12	FHS	$\chi^2(3, N = 630) = 23.83, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12
	9-12	EHS & FHS	$\chi^2(3, N = 1172) = 38.54, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12

Figure 3.0 - Past Month Alcohol Use by Grade



	6	7	8	9	10	11	12
past month alcohol use	0.7%	0.6%	9.7%	17.3%	15.1%	28.3%	34.0%
3-5 occasions or more	0.4%	0.6%	3.3%	9.0%	8.8%	16.9%	17.0%

Figure 3.1 - Past Month Alcohol Use by High School Grade



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
past month alcohol use	16.1%	11.7%	24.1%	26.1%	18.5%	18.4%	32.2%	38.0%
3-5 occasions or more	9.7%	7.8%	14.6%	13.0%	8.3%	9.8%	19.1%	19.0%

2015 Alcohol Use Comparisons by Race:

There were no significant race differences among students in grades 6-12 for past month alcohol use, $\chi^2(3, N = 1989) = 2.28, p > 0.05$.

2015 Alcohol Use Comparisons by Gender:

There were no significant gender differences in past month alcohol use among students in grades 6-8, 9-12 (EHS & FHS), grades 9-12 (EHS), grades 9-12 (FHS), or grades 6-12 (Table 3.4).

Table 3.4 - Significant Gender Differences in Past Month Alcohol Use

Grade Levels	School	Statistics	Significant (Y/N)	Rates by Gender
6-8	JFK	$\chi^2(1, N = 888) = 0.32, p > 0.05$	N	M: 3.0% F: 3.7%
9-12	EHS	$\chi^2(1, N = 522) = 0.13, p > 0.05$	N	M: 18.0% F: 18.4%
9-12	FHS	$\chi^2(1, N = 612) = 2.65, p > 0.05$	N	M: 9.0% F: 7.2%
9-12	EHS & FHS	$\chi^2(1, N = 1138) = 1.62, p > 0.05$	N	M: 23.9% F: 29.7%
6-12	-----	$\chi^2(1, N = 2026) = 2.45, p > 0.05$	N	M: 13.1% F: 15.6%

Age of Onset for Alcohol Use:

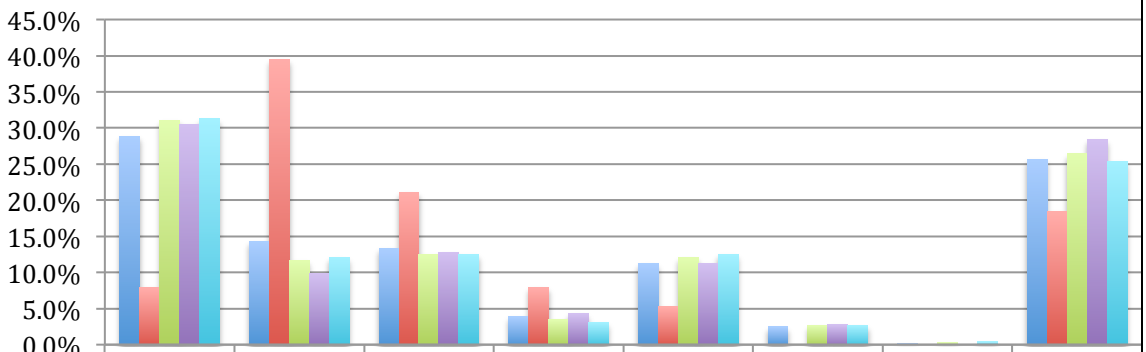
Students were asked how old they were the first time they had an alcoholic beverage, such as beer, wine or hard liquor (vodka, whiskey, or gin), more than one sip or two. Refer to Table 3.5 for the ages.

Table 3.5 – Age of Onset of Alcohol Use	**2015**
Grades 6-12	13.4 years (n=526, SD = 2.0 yrs)
Grades 6-8	11.3 years (n=67, SD= 1.6 yrs)
Grades 9-12: EHS	13.7 years (n=174, SD= 1.8 yrs)
Grades 9-12: FHS	13.8 years (n=282, SD= 1.9 yrs)
Grades 9-12: EHS & FHS	13.7 years (n=459, SD= 1.8 yrs)

Accessibility of Alcohol

Of the students that have drank alcohol at least once before, most reported getting alcohol from their friends (there is a higher percentage from "home with parents' permission" for students in grades 6-8, but note that the sample set of students drinking in this bracket was only 38 students) and the least common source was from the restaurant/bar. The category "other" when selected was specified by the students as typically being a combination of the choice categories (often "home without parents' permission AND from siblings, other people, and/or friends) or was not specified. Refer to Table 3.2 and Table 3.6.

Figure 3.2 - When you get alcohol, where do you most often get it from?



	Friends	Home With Parents Permission	Home Without Parents Permission	Siblings	Other People	Store	Restaurant / Bar	Other
Grades 6-12	28.8%	14.3%	13.3%	3.9%	11.3%	2.5%	0.2%	25.6%
Grades 6-8	7.9%	39.5%	21.1%	7.9%	5.3%	0.0%	0.0%	18.4%
Grades 9-12	31.0%	11.7%	12.5%	3.5%	12.0%	2.7%	0.3%	26.4%
EHS	30.5%	9.9%	12.8%	4.3%	11.3%	2.8%	0.0%	28.4%
EFHS	31.3%	12.1%	12.5%	3.1%	12.5%	2.7%	0.4%	25.4%

Table 3.6 - Source of Alcohol (only out of students who reported drinking)	6th (n=4)	7th (n=6)	8th (n=28)	9th (n=61)	10th (n=75)	11th (n=111)	12th (n=117)
Home WITH Parent's Permission	75.0%	66.7%	28.6%	11.5%	16.0%	9.0%	11.1%
Home WITHOUT Parent's Permission	0.0%	16.7%	25.0%	24.6%	12.0%	12.6%	6.8%
Friends	25.0%	0.0%	7.1%	18.0%	33.3%	37.8%	30.8%
Brothers or Sisters	0.0%	0.0%	10.7%	3.3%	0.0%	5.4%	4.3%
Other People Who Buy it For You	0.0%	0.0%	7.1%	1.6%	9.3%	8.1%	18.8%
Store	0.0%	0.0%	0.0%	0.6%	0.0%	2.7%	3.4%
Restaurant/Bar	0.0%	0.0%	0.0%	0.9%	1.3%	0.0%	0.0%
Other	0.0%	16.7%	21.4%	6.0%	6.5%	24.3%	24.8%

There were no gender differences for students' source of alcohol among grades 6-8. There were gender differences for students' sources of alcohol among grades 9-12, χ^2 $(7, N = 355) = 21.24, p < 0.01$. Post-hoc analyses showed that females (15.2%) were significantly more likely to get alcohol from home *with* their parents' permission compared to males (6.8%). In addition, males (6.8%) were more likely to get alcohol from the store compared to females (0.4%). Interestingly, there were no gender differences for likelihood to get alcohol from home *without* parents' permission or for any of the other sources, including friends, siblings, or "other people".

Binge Drinking Rates

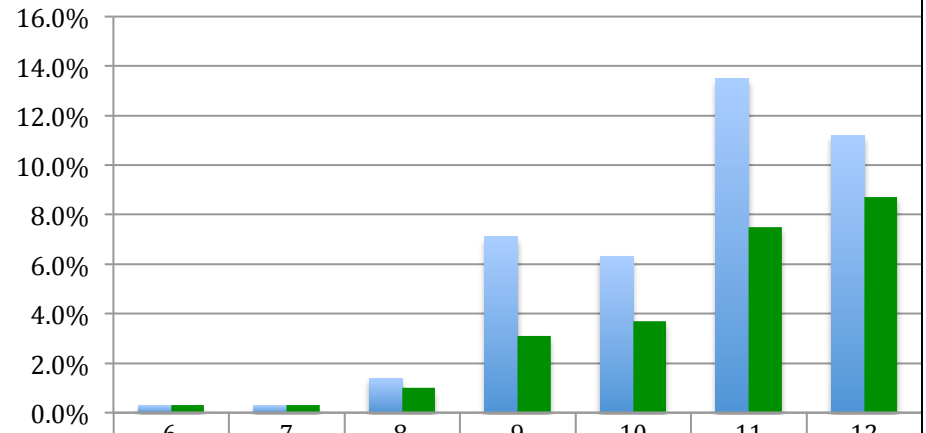
Students were asked to indicate how many drinks they typically had in the past 30 days and to report whether or not they drank five or more drinks in a row within the past 30 days.

5.8% of students in grades 9-12 typically had 4 or more drinks when they drank in the past month. 9.5% of students in grades 9-12 drank five or more drinks in a row in the past 30 days (this is our official past month binge drinking measure). The average number of drinks consumed at once in the past 30 days was reported to be 4.5 for students in grades 9-12. Refer to Table 3.7.

Table 3.7 – Binge Drinking Rates	Grades 6-12	Grades 6-8	Grades 9-12: EHS & FHS	Grades 9-12: EHS	Grades 9-12: FHS
Past Month Binge Drinking: Had 5+ drinks in a row (At least once within the past 30 days)	5.6%	0.7%	9.5%	8.5%	10.2%
Frequent Binge Drinking Had 5+ drinks in a row (3-5 times within the past 30 days)	2.2%	0.1%	3.9%	3.7%	4.1%
4+ drinks on days when usually drank (Within the past 30 days)	3.5%	0.5%	5.8%	4.6%	6.8%
Average Number of Drinks (Within the past 30 days)	4.4	4.1	4.5	4.6	4.4

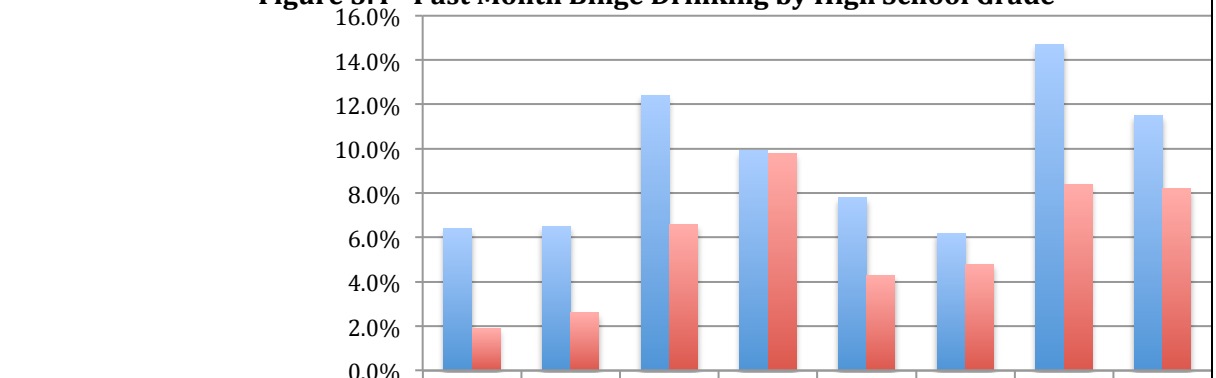
There were no significant differences in past month binge drinking (5+ drinks at least once in past 30 days) or in typically drinking 4 or more drinks in the past 30 days among students in grades 6-8, 9-12 at EHS, or 9-12 at FHS (although there were marginally significant differences at this school). There were significant differences in past month binge drinking when comparing students in grades 9-12 (EHS and FHS combined), $\chi^2\,(3, N = 1164) = 12.12, p < 0.01$. Post-hoc analyses show significant increases in past month binge drinking between grades 10 (6.3%) and 11 (13.5%), $p < .05$. Refer to Figures 3.3 and 3.4.

Figure 3.3 - Past Month Binge Drinking by Grade



	6	7	8	9	10	11	12
Ever had 5+ drinks in row in past 30 days	0.3%	0.3%	1.4%	7.1%	6.3%	13.5%	11.2%
Typically drank 4+ drinks in past 30 days	0.3%	0.3%	1.0%	3.1%	3.7%	7.5%	8.7%

Figure 3.4 - Past Month Binge Drinking by High School Grade



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
5+ drinks in row at least once in 30 days	6.4%	6.5%	12.4%	9.9%	7.8%	6.2%	14.7%	11.5%
Typically 4 or more drinks in past 30 days	1.9%	2.6%	6.6%	9.8%	4.3%	4.8%	8.4%	8.2%

There were no significant race/ethnicity differences among students in grades 6-12 for past month binge drinking (5+ drinks in a row in the past 30 days) or for typically drinking 4 or more drinks in the past 30 days, $p > .05$.

There were some significant gender differences in past month binge drinking or typically drinking 4+ drinks in the past month. In all cases, more males than females reported binge/excessive drinking, although the differences were relatively small. Refer to Table 3.8.

Table 3.8 - Significant Gender Differences in Past Month Binge Drinking

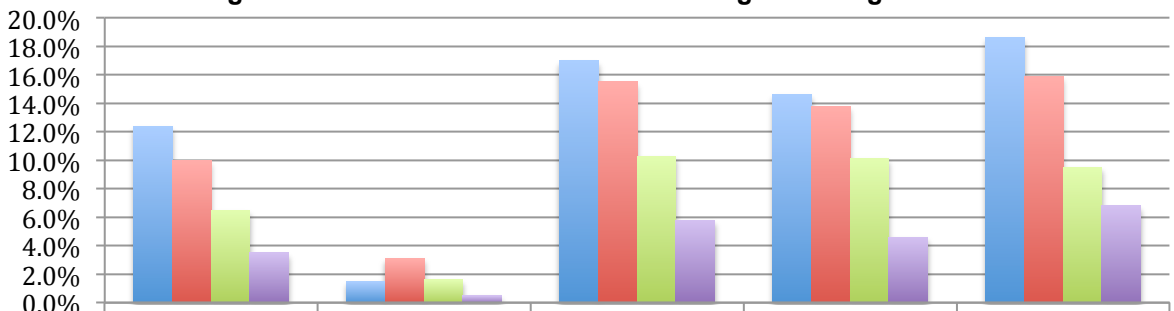
Measure	Grade Levels	School	Statistics	Significant (Y/N)	Rates by Gender
Past Month Binge Drinking (5+ more in a row in the past 30 days)	6-8	JFK	$\chi^2\,(1, N = 885) = 5.44, p < 0.05$	Y	M: 1.2% F: 0.0%
	9-12	EHS	$\chi^2(1, N = 522) = 1.42, p > 0.05$	N	M: 9.6% F: 6.7%
	9-12	FHS	$\chi^2(1, N = 604) = 0.27, p > 0.05$	N	M: 10.6% F: 9.3%
	9-12	EHS & FHS	$\chi^2(1, N = 1130) = 1.62, p > 0.05$	N	M: 10.3% F: 8.1%
	6-12	-----	$\chi^2(1, N = 2016) = 2.57, p > 0.05$	N	M: 6.2% F: 4.6%
Typically Drinking 4+ drinks in past month	6-8	JFK	$\chi^2(1, N = 24) = 1.36, p > 0.05$	N	M: 0.7% F: 0.4%
	9-12	EHS	$\chi^2(1, N = 85) = 1.57, p > 0.05$	N	M: 5.0% F: 3.9%
	9-12	FHS	$\chi^2(1, N = 160) = 5.02, p < 0.05$	Y	M: 7.8% F: 5.5%
	9-12	EHS & FHS	$\chi^2(1, N = 247) = 6.39, p < 0.05$	Y	M: 6.5% F: 4.7%
	6-12	-----	$\chi^2(1, N = 271) = 7.61, p < 0.01$	Y	M: 3.9% F: 2.9%

Binge Drinking Year Trends

Because binge drinking was defined in past survey years as the percentage of students who reported typically drinking 4 or more drinks in the past month, that same measure is being used below for the year trend analyses. However, when comparing to national current rates, we will use the alternative binge drinking measure that asks students to report if they have had 5 or more drinks in a row within the past 30 days since it's more directly comparable to national survey questions.

Binge drinking has decreased by 1.1% for students in grades 6-8 and by 4.5% for students in grades 9-12 since 2011. Among students in 12th grade, binge drinking has decreased by 8.8% since 2011. Refer to Table 3.5 and Table 3.9.

Figure 3.5 - Year Trends in Past Month Binge Drinking Rates



	Grades 6-12	Grades 6-8	Grades 9-12	EHS Grades 9-12	FHS Grades 9-12
2009	12.4%	1.5%	17.0%	14.6%	18.6%
2011	10.0%	3.1%	15.5%	13.8%	15.9%
2013	6.50%	1.60%	10.30%	10.10%	9.50%
2015	3.50%	0.50%	5.80%	4.60%	6.80%

Table 3.9 – Trends in Past Month Binge Drinking Rates by Grade	6th	7th	8th	9th	10th	11th	12th
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%
2015	0.3%	0.3%	1.0%	3.1%	3.7%	7.5%	8.7%
% Difference Since 2013	-1.0%	-1.6%	-0.6%	-2.4%	-4.7%	-3.8%	-8.8%
% Difference Since 2011	-1.5%	-1.7%	-3.1%	-4.0%	-7.9%	-10.4%	-17.2%

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.

3.0% of all students in grades 11-12 at both EHS and FHS reported driving a vehicle while under the influence of alcohol at least once before in their lifetime; this is a 7% decrease since 2011. There were no

significant grade, race, or gender differences in the DUI rates when comparing EHS, FHS, or both high schools combined, $p > .05$.

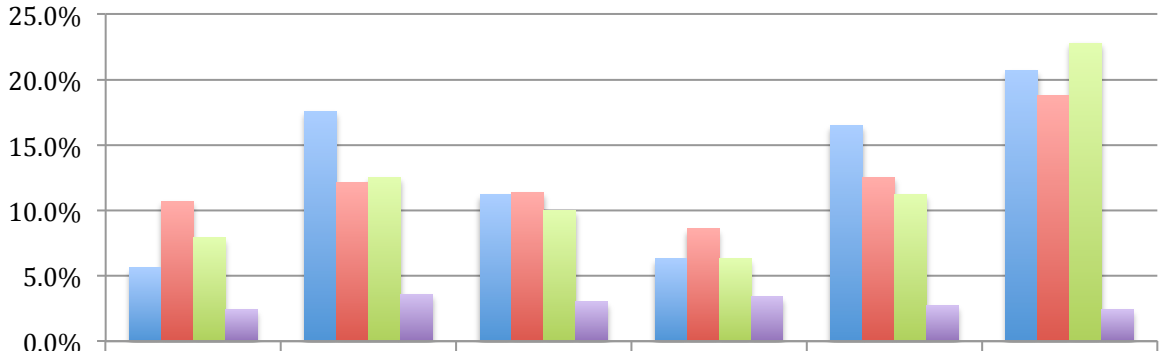
There were significant differences between grades 9-12 (EHS & FHS combined) in percentages of students who rode as passengers in cars driven by individuals under the age of 21 who had recently been drinking, $\chi^2\,(3, N = 1169) = 19.49, p < 0.001$; post-hoc analyses showed differences between grades 9 and 11, 9 and 12, and 10 and 12. There were also significant differences between grades 9-12 for EHS for this question, $\chi^2\,(3, N = 538) = 12.59, p < 0.01$; post-hoc analyses showed significant increases in rates between grades 9 and 10 and between grades 10 and 12. Last, there were significant differences between grades 9-12 for FHS for this question, $\chi^2\,(3, N = 627) = 20.69, p < 0.001$; post-hoc analyses showed significant increases in rates between grades 10 and 12. There were no significant differences between students in grades 6-8, $p > .05$. There were no race or gender differences for this question, $p > .05$.

Refer to Figures 3.6-3.7 and Figures 3.10-3.11 for current and past year trends.

Table 3.10 – Driving Under the Influence and Related Questions	Grades 6-12	Grades 6-8	Grades 9-12	EHS	FHS
% Driving Under the Influence (Grades 11-12 only)	-----	-----	3.0% (Grades 11-12)	0.9% (Grades 11-12)	4.5% (Grades 11-12)
% Ridden in Vehicle with Driver under Age 21 Who had been Drinking	9.2%	4.0%	13.3%	11.3%	15.0%

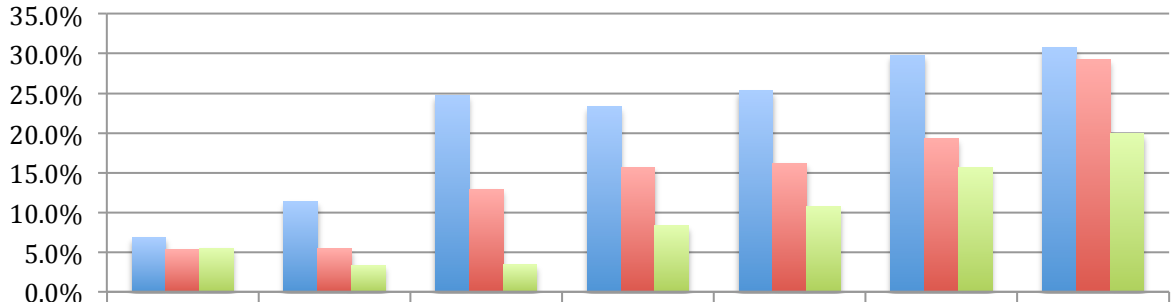
Table 3.11 – Grade Differences for Passenger with an under 21 DUI	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% Ridden in Vehicle with Driver under Age 21 who had been Drinking	5.1%	15.5%	9.6%	17.6%	11.5%	6.1%	21.2%	21.0%

Figure 3.6 - Driving Under the Influence: Year Trends



	Grade 11	Grade 12	Grades 11-12	Age 16	Age 17	Age 18
2009	5.6%	17.6%	11.2%	6.3%	16.5%	20.7%
2011	10.7%	12.1%	11.4%	8.6%	12.5%	18.8%
2013	7.9%	12.5%	10.0%	6.3%	11.2%	22.8%
2015	2.4%	3.6%	3.0%	3.4%	2.7%	2.4%

Figure 3.7 - Year Trends in Percentage of Students Riding in Vehicle With Someone Under 21 Who Recently Had Been Drinking Alcohol



	6	7	8	9	10	11	12
2011	6.8%	11.4%	24.7%	23.3%	25.3%	29.8%	30.7%
2013	5.3%	5.4%	12.9%	15.7%	16.2%	19.3%	29.3%
2015	5.5%	3.3%	3.4%	8.3%	10.7%	15.6%	19.9%

Underage Drinking Parties

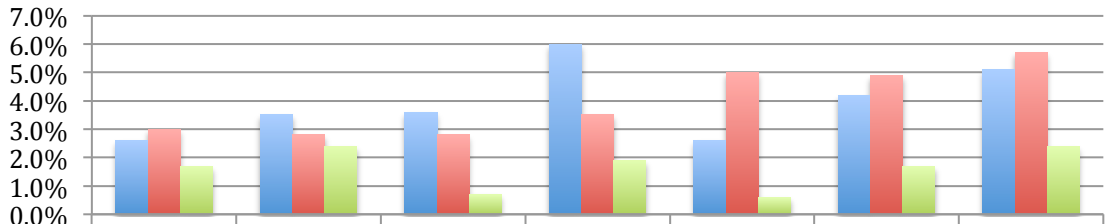
Under Connecticut State Law it is illegal to provide alcohol to youth even on private property. 1.7% of students in grades 6-12 report that their parents have hosted an underage drinking party; these rates have decreased since 2013.

There were no gender differences among students in grades 6-8, 9-12 (EHS/FHS combined or separately) for percentage of students having their parents host underage drinking parties, nor were there any race differences among students in grades 9-12, $p > .05$.

Refer to Table 3.12 and Table 3.8.

Table 3.12 – % Yes to Parents Hosting an Underage Drinking Party at Least Once Before	**Grades 6-12**	**Grades 6-8**	**Grades 9-12**	**EHS**	**FHS**
2013	4.0%	2.9%	4.7%	5.2%	3.6%
2015	1.7%	1.6%	1.8%	1.5%	2.1%

Figure 3.8 - Year Trends in Percentage of Students Whose Parents Have Hosted Underage Drinking Party



	6	7	8	9	10	11	12
2011	2.6%	3.5%	3.6%	6.0%	2.6%	4.2%	5.1%
2013	3.0%	2.8%	2.8%	3.5%	5.0%	4.9%	5.7%
2015	1.7%	2.4%	0.7%	1.9%	0.6%	1.7%	2.4%

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)

68.9% 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 Table 3.13.

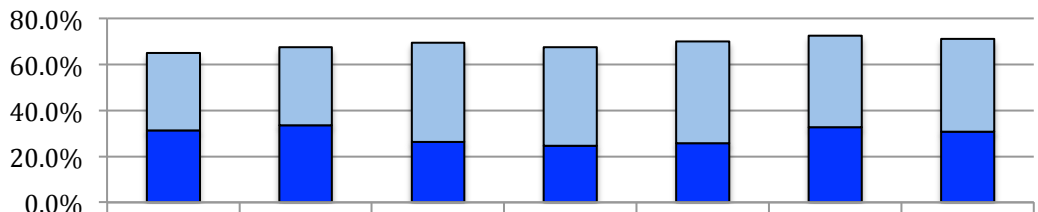
Table 3.13	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	39.7%	29.2%	68.9%
Grades 6-8	36.8%	30.5%	67.3%
EHS Grades 9-12	38.5%	29.1%	67.6%
FHS Grades 9-12	44.9%	27.3%	72.2%
EHS & FHS Grades 9-12	41.9%	28.2%	70.1%

There were no significant differences between grades 6-8 or grades 9-12 (EHS & FHS 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 Table 3.14 and Figures 3.9 and 3.10.

Table 3.14: Grade Differences for Perceived Risk of Alcohol Use

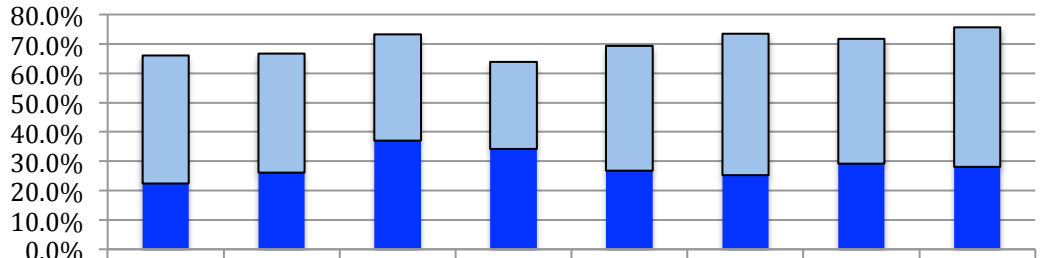
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 906) = 10.19, p > 0.05$	N	n/a
9-12	EHS	$\chi^2(9, N = 535) = 12.87, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(9, N = 619) = 6.13, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1158) = 10.84, p > 0.05$	N	n/a

Figure 3.9 - "How much do you think people risk harming themselves physically or in other ways when they drink 5+ alcoholic beverages 1-2 times a week?"



	6	7	8	9	10	11	12
% moderate risk	33.7%	33.9%	43.1%	43.0%	44.4%	39.8%	40.4%
% great risk	31.2%	33.6%	26.3%	24.6%	25.7%	32.7%	30.8%

Figure 3.10 - "How much do you think people risk harming themselves physically or in other ways when they drink 5+ alcoholic beverages 1-2 times a week?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% moderate risk	43.6%	40.5%	36.3%	29.7%	42.5%	48.1%	42.6%	47.4%
% great risk	22.4%	26.1%	37.0%	34.1%	26.8%	25.3%	29.1%	28.2%

Gender differences were found for perceived risk of alcohol use among students in grades 9-12, with more females perceiving regular alcohol use to have moderate or great risk compared to males. Refer to Table 3.15 for more details.

Table 3.15 - Gender Differences in Perceived Risk of Alcohol Use

Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 874) = 10.97, p < 0.05$*	Y	M: 67.3%	F: 67.3%
9-12	EHS	$\chi^2(3, N = 519) = 2.85, p > 0.05$	N	M: 64.6%	F: 69.5%
9-12	FHS	$\chi^2(3, N = 601) = 6.19, p > 0.05$	N	M: 68.1%	F: 76.5%
9-12	EHS & FHS	$\chi^2(3, N = 1124) = 8.12, p < 0.05$	Y	M: 66.4%	F: 73.3%
6-12	-----	$\chi^2(3, N = 1998) = 14.23, p < 0.01$	Y	M: 66.8%	F: 70.7%

** Although gender differences for this question was significant, post-hoc analyses showed that the differences are only for perceived no/slight risk; more males perceived regular alcohol use as having little or no risk than females; however, % moderate/great risk was the same by males and females.*

There were significant differences between race for perceived risk of alcohol use among students in grades 6-12, $\chi^2(9, N = 1974) = 32.50, p < 0.001$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic groups, $p < .05$, and between White Non-Hispanic and Black Non-Hispanic groups, $p < .05$. In both cases, there were no differences for perceived moderate or great risk, however, significantly fewer White Non-Hispanics rated regular alcohol use as being "no risk" compared to the other two groups. Refer to Table 3.16

Table 3.16 – Race Differences for Perceived Risk of Alcohol Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Great Risk	30.9%	31.4%	25.3%	22.2%
% Moderate or Great Risk	71.3%	59.0%	62.6%	65.0%
% No Risk	9.4%	21.0%	16.8%	13.3%

Parent/Guardian Disapproval of Drinking Alcohol:

93.1% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they drank 1-2 drinks of an alcoholic beverage nearly every day. Refer to Table 3.17.

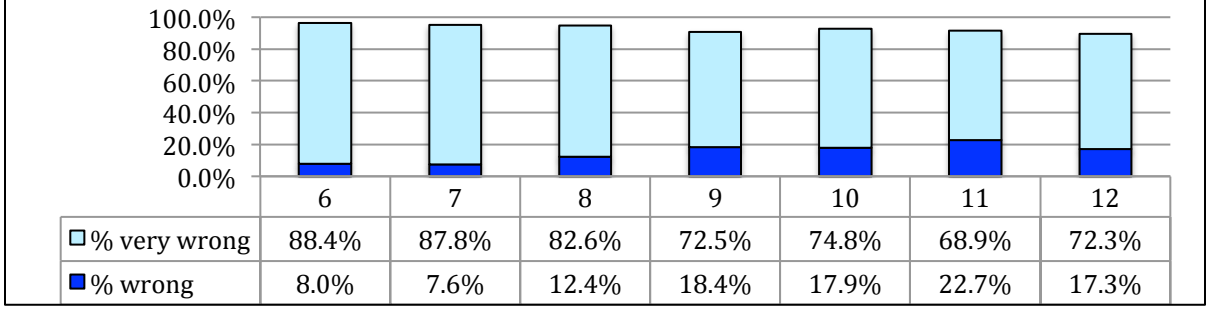
Table 3.17	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	14.8%	78.3%	93.1%
Grades 6-8	9.3%	86.3%	95.6%
EHS Grades 9-12	18.9%	72.8%	91.7%
FHS Grades 9-12	19.2%	71.4%	90.6%
EHS & FHS Grades 9-12	19.1%	72.1%	91.1%

There were no significant differences between grades 6-8, grades 6-12, or grades 9-12 (EHS, FHS, or combined) in the perception of parental disapproval of student alcohol use, $p > .05$. Refer to Table 3.18 and Figures 3.11-3.12

Table 3.18: Grade Differences for Parent Disapproval of Alcohol Use

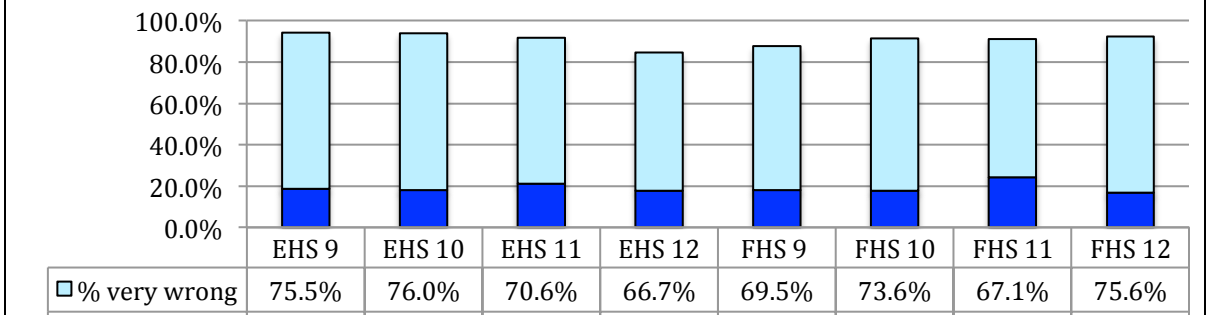
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 904) = 6.23, p > 0.05$	N	n/a
9-12	EHS	$\chi^2(9, N = 531) = 11.06, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(9, N = 622) = 6.29, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1157) = 5.57, p > 0.05$	N	n/a

Figure 3.11 - "How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



	6	7	8	9	10	11	12
% very wrong	88.4%	87.8%	82.6%	72.5%	74.8%	68.9%	72.3%
% wrong	8.0%	7.6%	12.4%	18.4%	17.9%	22.7%	17.3%

Figure 3.12 - "How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% very wrong	75.5%	76.0%	70.6%	66.7%	69.5%	73.6%	67.1%	75.6%
% wrong	18.7%	18.0%	21.3%	17.8%	18.2%	17.8%	24.2%	16.7%

Gender differences were found for perceived parental disapproval of student alcohol use among students in grades 6-12 and among students in grades 9-12 (EHS & FHS combined). In both cases, there were higher rates of parent disapproval of youth alcohol use among females compared to males. Refer to Table 3.19 for more details.

Table 3.19 - Gender Differences in Perceived Parent Disapproval of Youth Alcohol Use

Grade Levels	School	Statistics	Significant (Y/N)	% Wrong or Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 872) = 1.45, p > 0.05$	N	M: 94.8%	F: 96.2%
9-12	EHS	$\chi^2(3, N = 519) = 2.85, p > 0.05$	N	M: 88.5%	F: 95.0%
9-12	FHS	$\chi^2(3, N = 601) = 6.19, p > 0.05$	N	M: 89.3%	F: 92.2%
9-12	EHS & FHS	$\chi^2(3, N = 1122) = 8.63, p < 0.05$	Y	M: 89.0%	F: 93.6%
6-12	-----	$\chi^2(3, N = 1994) = 8.24, p < 0.05$	Y	M: 91.6%	F: 94.7%

There were significant differences between race for perceived parental disapproval of youth alcohol use among students in grades 6-12, $\chi^2(9, N = 1970) = 22.59, p < 0.01$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic groups, $p < .05$. Refer to Table 3.20.

Table 3.20– Race/Ethnicity Differences for Perceived Parental Disapproval of Youth Alcohol Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	79.5%	72.4%	75.2%	76.0%
% Wrong or Very Wrong	93.9%	91.4%	90.1%	92.9%

Friend Disapproval of Drinking Alcohol:

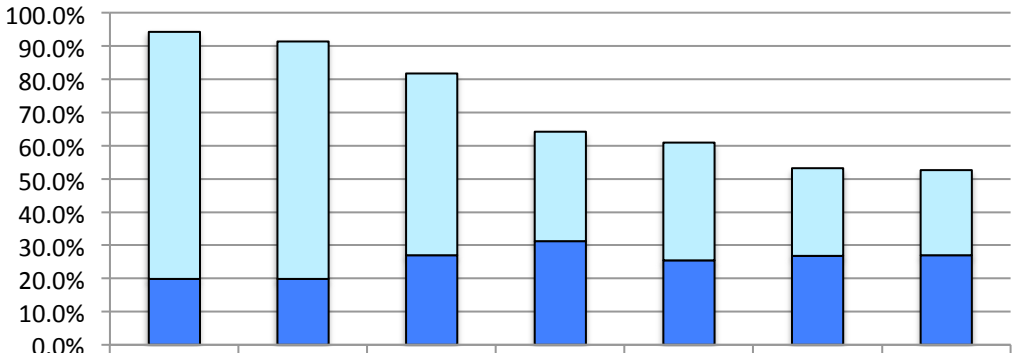
71.7% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they drank 1-2 drinks of an alcoholic beverage nearly every day. Refer to Table 3.21.

Table 3.21	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	25.2%	46.5%	71.7%
Grades 6-8	22.1%	66.9%	89.0%
EHS Grades 9-12	28.6%	31.3%	59.9%
FHS Grades 9-12	27.0%	29.7%	56.7%
EHS & FHS Grades 9-12	27.6%	30.5%	58.1%

There were no significant differences between grades 6-8, grades 6-12, or grades 9-12 (EHS, FHS, or combined) in the perception of friend disapproval of student alcohol use, $p > .05$. Refer to Table 3.22 and Figures 3.13-3.14.

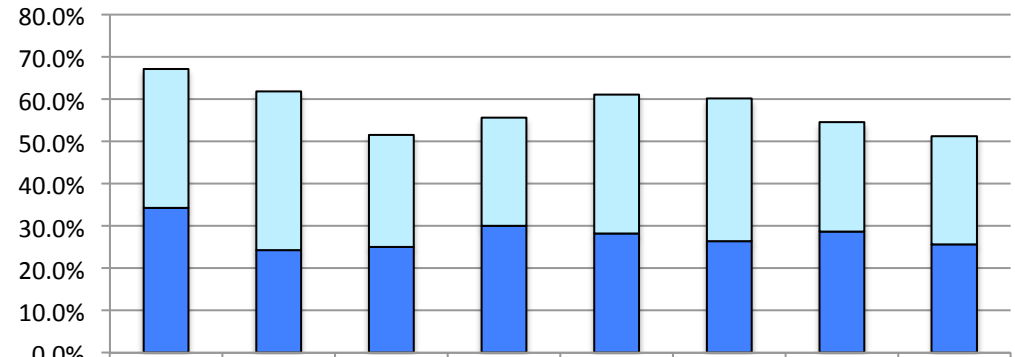
Table 3.22: Grade Differences for Friend Disapproval of Alcohol Use				
Grade	**School**	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses (p< .05)**
6-8	JFK	$\chi^2(6, N = 901) = 37.80, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 529) = 15.48, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(9, N = 615) = 10.18, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1148) = 19.37, p < 0.05$	Y	9 and 10 9 and 12

Figure 3.13 - "How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



	6	7	8	9	10	11	12
% very wrong	74.4%	71.6%	54.9%	32.9%	35.6%	26.4%	25.7%
% wrong	19.9%	19.9%	26.9%	31.3%	25.4%	26.8%	26.9%

Figure 3.14 - "How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% very wrong	32.9%	37.5%	26.5%	25.6%	32.9%	33.7%	25.9%	25.6%
% wrong	34.2%	24.3%	25.0%	30.0%	28.2%	26.4%	28.6%	25.6%

Gender differences were not found for perceived friend disapproval of student alcohol use among students in grades 6-12, 6-8, or 9-12 (EHS, FHS, or EHS & FHS combined). Refer to Table 3.23 for more details.

Table 3.23 - Gender Differences in Perceived Friend Disapproval of Youth Alcohol Use					
Grade Levels	School	Statistics	Significant (Y/N)	% Wrong or Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 870) = 3.57, p > 0.05$	N	M: 87.1%	F: 90.7%
9-12	EHS	$\chi^2(3, N = 513) = 3.37, p > 0.05$	N	M: 62.7%	F: 58.2%
9-12	FHS	$\chi^2(3, N = 596) = 8.50, p > 0.05$	N	M: 51.1%	F: 61.6%
9-12	EHS & FHS	$\chi^2(3, N = 1113) = 5.85, p > 0.05$	N	M: 56.4%	F: 60.0%
6-12	-----	$\chi^2(3, N = 1983) = 4.27, p > 0.05$	N	M: 70.2%	F: 73.1%

There were significant differences between race for perceived friend disapproval of youth alcohol use among students in grades 6-12, $\chi^2(9, N = 1961) = 20.33, p < 0.05$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic groups in the percentage friends see youth alcohol use as "not at all wrong", $p < .05$. Refer to Table 3.24.

Table 3.24– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Alcohol Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	79.5%	72.4%	75.2%	76.0%
% Wrong or Very Wrong	46.5%	39.6%	44.7%	41.5%
% Not at all Wrong	9.3%	14.2%	14.7%	15.3%

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 they "somewhat approved" or "strongly disapproved" for someone their age having 1 or 2 drinks of alcohol nearly every day. Refer to Table 3.25.

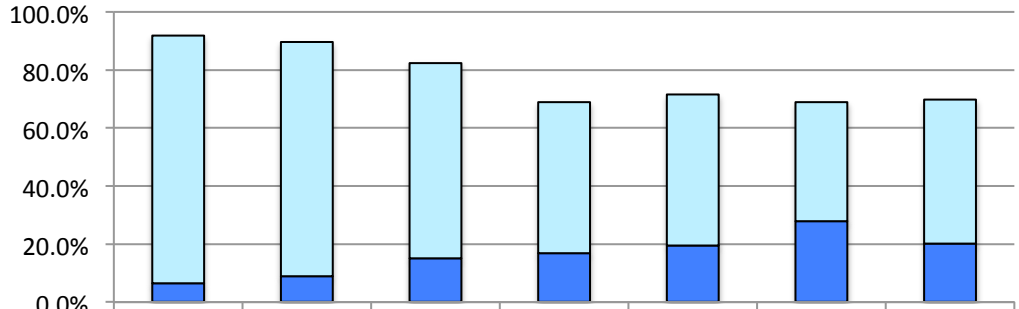
Table 3.25	"Somewhat Disapprove"	"Strongly Disapprove"	"Somewhat or Strongly Disapprove"
Grades 6-12	16.3%	61.5%	77.8%
Grades 6-8	10.2%	77.7%	87.9%
EHS Grades 9-12	20.5%	49.2%	69.6%
FHS Grades 9-12	21.8%	48.6%	70.4%
EHS & FHS Grades 9-12	21.1%	48.8%	69.9%

There were no significant differences between grades 6-8 in the in the disapproval of peer alcohol use. Refer to Table 3.26 and Figures 3.15-3.16.

Table 3.26: Grade Differences for Disapproval of Peer Alcohol Use

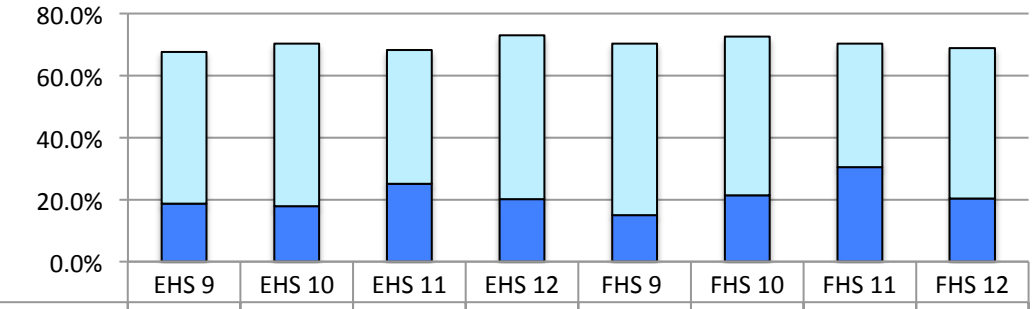
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 901) = 33.90, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 531) = 7.03, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(9, N = 621) = 16.45, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1156) = 15.99, p > 0.05$	N	n/a

Figure 3.15 - "How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day?"



	6	7	8	9	10	11	12
% strongly disapprove	85.3%	80.6%	67.4%	52.1%	51.9%	41.2%	49.8%
% somewhat disapprove	6.5%	9.0%	15.1%	16.9%	19.6%	27.8%	20.1%

Figure 3.16 - "How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% strongly disapprove	49.0%	52.6%	43.0%	52.8%	55.3%	51.2%	39.9%	48.4%
% somewhat disapprove	18.7%	17.8%	25.2%	20.2%	15.1%	21.3%	30.4%	20.4%

There were no significant gender differences for disapproval of peer alcohol use for students in grades 6-8, or grades 9-12 (EHS & FHS, combined or separately), $p > .05$. Refer to Table 3.27.

Table 3.27 - Gender Differences in Disapproval of Peer Alcohol Use

Grade Levels	School	Statistics	Significant (Y/N)	% Somewhat / Strongly Disapprove by Gender	
6-8	JFK	$\chi^2(3, N = 869) = 3.00, p > 0.05$	N	M: 85.9%	F: 89.3%
9-12	EHS	$\chi^2(3, N = 515) = 2.41, p > 0.05$	N	M: 66.8%	F: 72.1%
9-12	FHS	$\chi^2(3, N = 602) = 6.74, p > 0.05$	N	M: 66.2%	F: 74.1%
9-12	EHS & FHS	$\chi^2(3, N = 1121) = 8.03, p > 0.05$	N	M: 66.2%	F: 73.1%
6-12	-----	$\chi^2(3, N = 1990) = 8.71, p > 0.05$	N	M: 75.0%	F: 80.1%

There were significant differences between race for disapproval of youth peer alcohol use among students in grades 6-12, $\chi^2(9, N = 1968) = 39.35, p < 0.001$. Post-hoc analyses show significant differences between White Non-Hispanic and Hispanic groups in the percentage students "strongly approve" or "somewhat approve" of peer alcohol use, $p < .05$. Refer to Table 3.28.

Table 3.28– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Alcohol Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Strongly Disapprove	62.7%	52.3%	56.2%	52.7%
% Somewhat or Strongly Disapprove	80.0%	69.8%	70.8%	70.3%
% Strongly Approve	1.4%	3.8%	4.0%	4.4%

Perceived Availability of Alcohol

47.0% of all students in grades 6-12 felt that alcohol is "sort of easy" or "very easy" to obtain. Refer to Table 3.29 for perceived accessibility of alcohol by grades 6-12, 6-8, and 9-12.

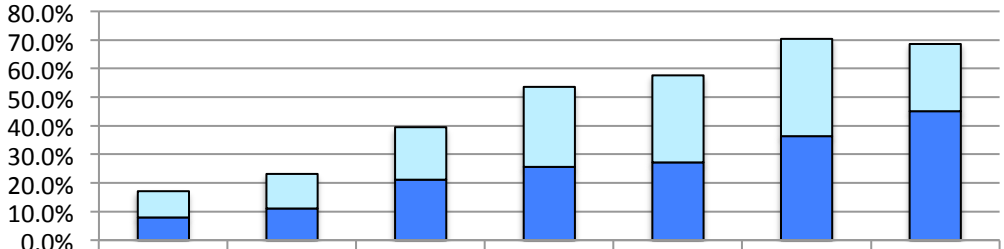
Table 3.29	"Sort of Easy"	"Very Easy"	"Easy" or "Very Easy"
Grades 6-12	22.4%	24.7%	47.0%
Grades 6-8	13.4%	13.5%	26.8%
EHS Grades 9-12	28.6%	29.0%	57.6%
FHS Grades 9-12	29.5%	36.3%	65.8%
EHS & FHS Grades 9-12	29.1%	33.0%	62.1%

There were significant differences between grades 6-8, and grades 9-12 (EHS, FHS, & combined) in the in the disapproval of peer alcohol use. Refer to Table 3.26 and Figures 3.15-3.16.

Table 3.26: Grade Differences for Ease of Accessibility of Alcohol

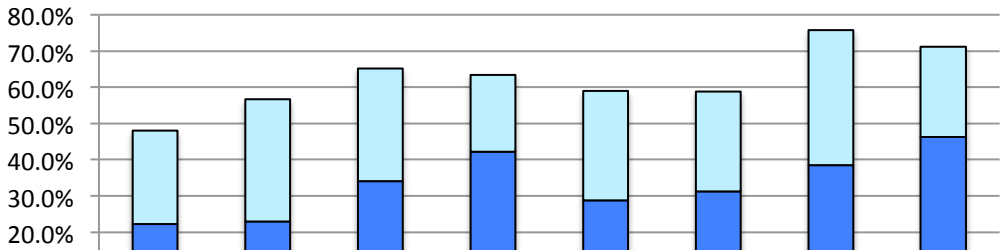
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 859) = 57.39, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 522) = 21.56, p < 0.05$	Y	9 and 12 10 and 12
9-12	FHS	$\chi^2(9, N = 617) = 34.81, p < 0.001$	Y	9 and 12 10 and 12
9-12	EHS & FHS	$\chi^2(9, N = 1143) = 51.62, p < 0.001$	Y	9 and 11 9 and 12 10 and 12

Figure 3.17 - "If you wanted to, how easy would it be for YOU to get alcohol such as beer, wine, or hard liquor?"



	6	7	8	9	10	11	12
% sort of easy	9.2%	12.2%	18.3%	27.9%	30.4%	34.2%	23.7%
% very easy	8.0%	11.0%	21.1%	25.6%	27.2%	36.3%	45.0%

Figure 3.18 - "If you wanted to, how easy would it be for YOU to get alcohol such as beer, wine, or hard liquor?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% sort of easy	25.7%	33.6%	31.1%	21.1%	30.1%	27.5%	37.2%	25.0%
% very easy	22.3%	23.0%	34.1%	42.2%	28.8%	31.3%	38.5%	46.2%

There were significant gender differences for perceived ease of accessibility of alcohol in grades 9-12 (EHS & FHS combined, and EHS separately). Refer to Table 3.27.

Table 3.27 - Gender Differences in Disapproval Perceived Accessibility of Alcohol					
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**% Very Easy by Gender**	
6-8	JFK	$\chi^2(3, N = 828) = 4.30, p > 0.05$	N	M: 16.0%	F: 11.2%
9-12	EHS	$\chi^2(3, N = 508) = 9.96, p < 0.05$	Y	M: 35.5%	F: 23.8%
9-12	FHS	$\chi^2(3, N = 600) = 5.12, p > 0.05$	N	M: 38.5%	F: 34.1%
9-12	EHS & FHS	$\chi^2(3, N = 1112) = 7.93, p < 0.05$	Y	M: 37.2%	F: 29.3%
6-12	-----	$\chi^2(3, N = 1940) = 10.79, p < 0.05$	Y	M: 28.0%	F: 21.7%

There were no significant differences between race perceived ease of accessing alcohol among students in grades 6-12, $\chi^2(9, N = 1927) = 6.89, p > .05$. Refer to Table 3.28.

Table 3.28– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Alcohol Use	**White Non-Hispanic**	**Black Non-Hispanic**	**Hispanic (Black, White, Native American, or Pacific Islander)**	**Other (Native American Asian/Pac. Islander & "Other")**
% Very Easy	24.9%	31.4%	26.0%	23.3%
% Very or Sort of Easy	47.6%	58.8%	47.9%	46.7%

Section IV: Marijuana Use and Perceptions of Use

Part 1: Marijuana Use

Marijuana Use Rates for 2015

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

Table 4.0 – Marijuana Use Rates	**Grades 6-12**	**Grades 6-8**	**Grades 9-12 EHS & FHS**	**Grades 9-12: EHS**	**Grades 9-12: FHS**
Past Month Use (used *at least once* in past 30 days)	13.1%	2.9%	21.1%	18.0%	23.8%
Frequent Use (used 6-9 Occasions or More)	6.7%	1.4%	10.9%	8.9%	12.7%

Marijuana Use Trends by Year:

Trends indicate a small (1.0%) decrease in past month marijuana use since 2013 among students in grades 6-8 and a moderate (8.1%) decrease in past month marijuana use since 2013 among students in grades 9-12. Refer to Figures 4.1 and 4.2.

Table 4.1 – Trends in Past Month Marijuana Use Rates by School	2005	2009	2011	2013	2015	% Difference Since	
						2013	2011
Grades 6-8	14.0%	5.1%	6.4%	3.9%	2.9%	-1.0%	-3.5%
Grades 9-12: EHS & FHS	32.6%	26.2%	26.8%	29.3%	21.2%	-8.1%	-5.6%

Table 4.2 – Trends in Past Month Marijuana Use Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2009	-----	2.1%	7.6%	14.0%	22.3%	31.8%	37.3%
2011	2.7%	5.5%	13.2%	21.4%	26.0%	31.8%	34.4%
2013	1.0%	3.8%	6.6%	20.9%	29.5%	31.6%	36.7%
2015	0.7%	1.8%	6.4%	14.2%	17.0%	26.0%	28.4%
% Difference Since 2013	*-0.3%*	*-2.0%*	*-0.2%*	*-6.7%*	*-12.5%*	*-5.6%*	*-8.3%*
% Difference Since 2011	*-2.0%*	*-3.7%*	*-6.8%*	*-7.2%*	*-9.0%*	*-5.8%*	*-6.0%*

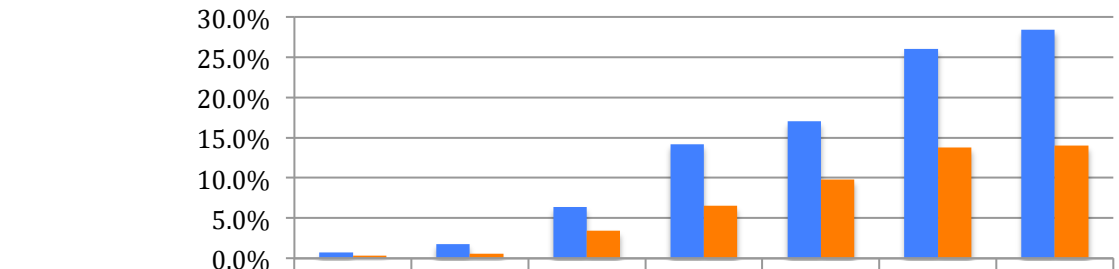
2015 Marijuana Use Comparisons by Grade Level:

Refer to Table 4.3 and Figures 4.0 and 4.1 for a listing of the significant grade differences in past month marijuana use. To summarize, there were significant differences in past marijuana use between grades 6-8, and between grades 9-12 (EHS & FHS combined, and FHS only).

Table 4.3 - Significant Grade Differences in Past Month Marijuana Use

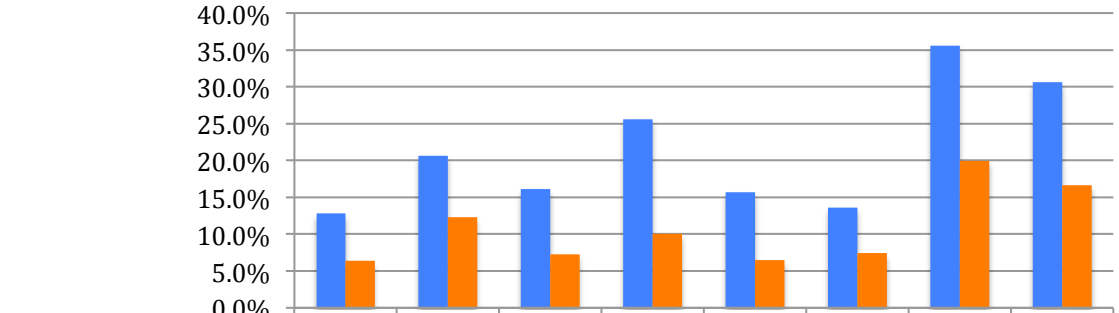
Grade Levels	School	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(2, N = 918) = 18.88, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(3, N = 538) = 7.39, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(3, N = 623) = 29.65, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12
9-12	EHS & FHS	$\chi^2(3, N = 1165) = 24.09, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12

Figure 4.0 - Marijuana Use by Grade



	6	7	8	9	10	11	12
past month use	0.7%	1.8%	6.4%	14.2%	17.0%	26.0%	28.4%
6-9 occasions or more	0.3%	0.6%	3.4%	6.5%	9.8%	13.8%	14.0%

Figure 4.1 - Marijuana Use by High School Grade



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
past month use	12.8%	20.6%	16.1%	25.6%	15.7%	13.6%	35.6%	30.6%
6-9 occasions or more	6.4%	12.3%	7.3%	10.0%	6.5%	7.4%	19.9%	16.6%

2015 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 & FHS separately or combined), $p > .05$. Refer to Table 4.4.

Table 4.4- Significant Gender Differences in Past Month Marijuana Use

Grade Levels	School	Statistics	Significant (Y/N)	Rates by Gender
6-8	JFK	$\chi^2(1, N = 885) = 1.93, p > 0.05$	N	M: 3.8% F: 2.2%
9-12	EHS	$\chi^2(1, N = 522) = 0.00, p > 0.05$	N	M: 17.6% F: 17.7%
9-12	FHS	$\chi^2(1, N = 606) = 0.06, p > 0.05$	N	M: 24.2% F: 23.4%
9-12	EHS & FHS	$\chi^2(1, N = 1132) = 0.04, p > 0.05$	N	M: 21.1% F: 20.6%
6-12	-----	$\chi^2(1, N = 2017) = 0.20, p > 0.05$	N	M: 13.3% F: 12.7%

2015 Marijuana Use Comparisons by Race:

There were no significant race differences among students in grades 6-12 for past month marijuana use rates, $\chi^2(3, N = 1992) = 0.44, p > 0.05$. Refer to Table 4.5.

Table 4.5– Race/Ethnicity Differences for Past Month Marijuana Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Past Month Use	13.7%	14.8%	13.1%	12.4%

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 Table 4.6.

Table 4.6 – Age of Onset of Marijuana Use	2015
Grades 6-12	13.7 yrs (n=420, *SD* = 1.7)
Grades 6-8	11.6 yrs (n=36, *SD* = 1.7)
Grades 9-12: EHS	13.9 yrs (n=163, *SD* = 1.6)
Grades 9-12: FHS	13.9 yrs (n=219, *SD* = 1.6)
Grades 9-12: EHS & FHS	13.9 yrs (n=384, *SD* = 1.6)

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

52.9% 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 Table 4.7 for perceived risk by grades 6-12, 6-8, and 9-12.

Table 4.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	24.7%	28.2%	52.9%
Grades 6-8	28.6%	42.4%	71.0%
EHS Grades 9-12	23.3%	17.5%	40.8%
FHS Grades 9-12	20.4%	16.8%	37.2%
EHS & FHS Grades 9-12	21.6%	17.2%	38.9%

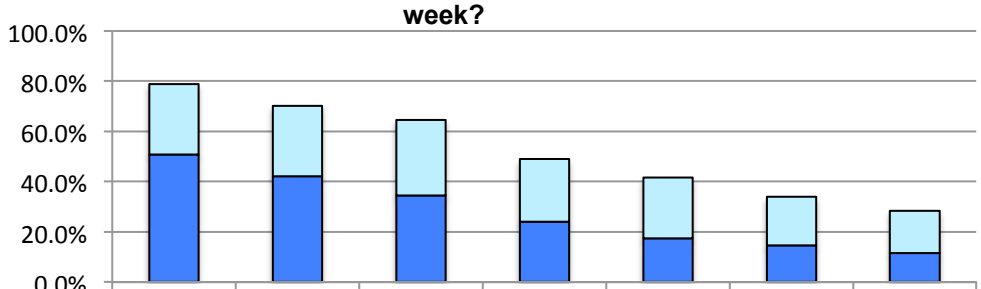
There were significant differences between grades 6-8 and grades 9-12 (EHS & FHS combined & FHS) in the perception of regular marijuana use being risky to one's health. Overall, the perception that regular

marijuana use is a "great risk" to one's health decreased with increased grade level. Refer to Table 4.8 and Figures 4.2-4.3.

Table 4.8: Grade Differences for Perceived Risk of Marijuana Use

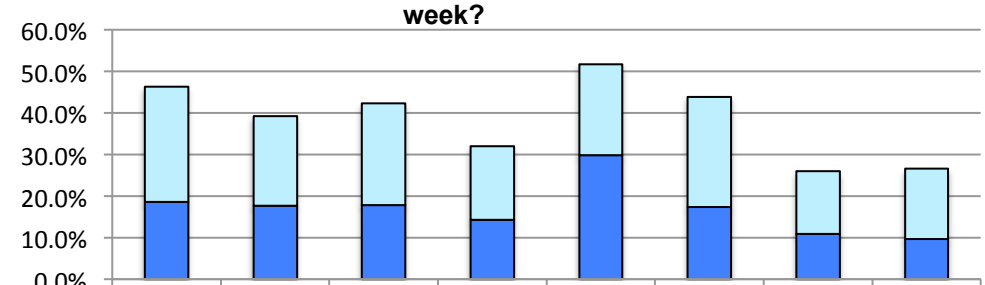
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 900) = 28.36, p < 0.001$	Y	6 and 8
9-12	EHS	$\chi^2(9, N = 535) = 7.75, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(9, N = 615) = 42.27, p < 0.001$	Y	9 and 11 9 and 12
9-12	EHS & FHS	$\chi^2(9, N = 1154) = 33.23, p < 0.001$	Y	9 and 11 9 and 12

Figure 4.2 - "How much do you think people risk harming themselves physically or in other ways when they use marijuana 1 or 2 times a week?



	6	7	8	9	10	11	12
% moderate risk	28.0%	28.0%	30.1%	24.8%	24.1%	19.4%	16.9%
% great risk	50.9%	42.2%	34.5%	24.1%	17.5%	14.5%	11.6%

Figure 4.3 - "How much do you think people risk harming themselves physically or in other ways when they use marijuana 1 or 2 times a week?



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% moderate risk	27.6%	21.6%	24.4%	17.6%	21.9%	26.5%	15.0%	16.8%
% great risk	18.6%	17.6%	17.8%	14.3%	29.8%	17.3%	10.9%	9.7%

Gender differences were found for perceived risk of marijuana use for students in grades 9-12 (EHS & FHS combined, and FHS only) and grades 6-12 combined; males perceived regular marijuana use as less risky than females. Refer to Table 4.9 for more details.

Table 4.9 - Gender Differences in Perceived Risk of Marijuana Use					
Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 868) = 3.24, p > 0.05$	N	M: 81.5%	F: 86.2%
9-12	EHS	$\chi^2(3, N = 519) = 4.56, p > 0.05$	N	M: 39.7%	F: 41.1%
9-12	FHS	$\chi^2(3, N = 598) = 13.75, p < 0.01$	Y	M: 33.7%	F: 40.4%
9-12	EHS & FHS	$\chi^2(3, N = 1121) = 14.20, p < 0.01$	Y	M: 36.5%	F: 40.8%
6-12	-----	$\chi^2(3, N = 1989) = 13.69, p < 0.01$	Y	M: 50.9%	F: 54.8%

There were significant differences between race for perceived risk of marijuana use among students in grades 6-12, $\chi^2(9, N = 1964) = 21.54, p < 0.05$. Post-hoc analyses show significant differences in the perception that regular marijuana use has "no risk" to one's health between White Non-Hispanic and Black Non-Hispanic, $p < .05$. Refer to Table 4.10.

Table 4.10 – Race Differences for Perceived Risk of Marijuana Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Great Risk	28.9%	22.9%	23.0%	29.6%
% Moderate or Great Risk	54.3%	38.1%	45.2%	53.6%
% No Risk	24.0%	39.0%	29.3%	27.4%

Parent/Guardian Disapproval of Using Marijuana:

89.1% of all students in grades 6-12 thought their parents/guardians felt it would be "wrong" or "very wrong" if they used marijuana. Refer to Table 4.11.

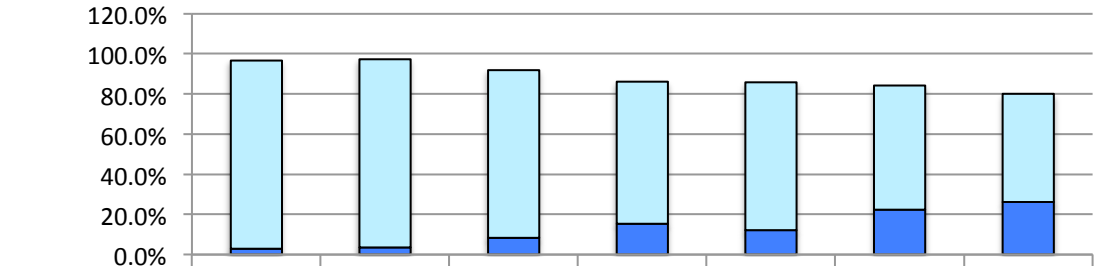
Table 4.11	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	12.6%	76.5%	89.1%
Grades 6-8	5.0%	90.4%	95.4%
EHS Grades 9-12	15.8%	67.1%	82.9%
FHS Grades 9-12	21.2%	64.1%	85.3%
EHS & FHS Grades 9-12	18.6%	65.6%	84.2%

There were significant differences between grades 6-8 and grades 9-12 (EHS & FHS combined, EHS, and FHS) in perceived parent disapproval of using marijuana. Overall, parental disapproval of marijuana use decreased as grade level increased. Refer to Table 4.12 and Figures 4.4-4.5.

Table 4.12: Grade Differences for Perceived Parent Disapproval of Marijuana Use

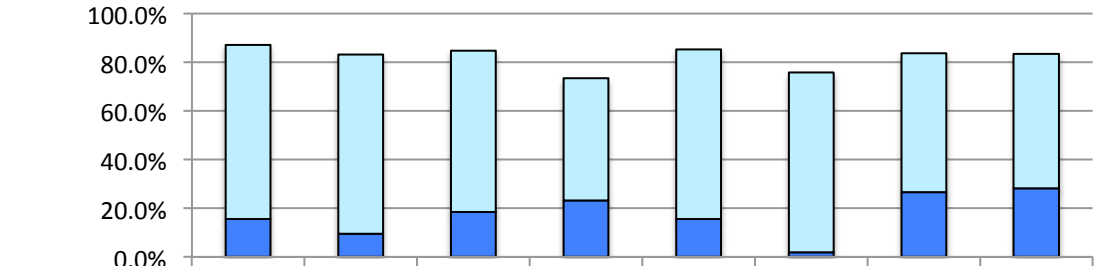
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 902) = 32.64, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 530) = 20.24, p < 0.05$	Y	9 and 12 10 and 12
9-12	FHS	$\chi^2(9, N = 620) = 21.36, p < 0.05$	Y	9 and 12 10 and 12
9-12	EHS & FHS	$\chi^2(9, N = 1154) = 33.93, p < 0.001$	Y	9 and 12 10 and 12

Figure 4.4 - "How wrong do your parents feel it would be for you to smoke marijuana?"



	6	7	8	9	10	11	12
% very wrong	93.8%	93.6%	83.6%	70.6%	73.7%	61.6%	53.8%
% wrong	2.9%	3.7%	8.4%	15.5%	12.2%	22.5%	26.1%

Figure 4.5 - "How wrong do your parents feel it would be for you to smoke marijuana?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% very wrong	71.6%	73.8%	66.2%	50.0%	69.5%	73.6%	57.1%	55.1%
% wrong	15.5%	9.4%	18.4%	23.3%	15.6%	2.0%	26.5%	28.2%

There were no significant gender differences for perceived parental disapproval of marijuana use for students in grades 6-8, or 9-12 (EHS and FHS combined, EHS, and FHS). Refer to Table 4.13.

Table 4.13 - Gender Differences in Perceived Parental Disapproval of Marijuana Use					
Grade Levels	School	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 870) = 0.82, p > 0.05$	N	M: 95.2%	F: 95.8%
9-12	EHS	$\chi^2(3, N = 514) = 0.17, p > 0.05$	N	M: 82.9%	F: 83.6%
9-12	FHS	$\chi^2(3, N = 602) = 5.64, p > 0.05$	N	M: 85.4%	F: 85.4%
9-12	EHS & FHS	$\chi^2(3, N = 1120) = 2.85, p > 0.05$	N	M: 84.3%	F: 84.6%
6-12	-----	$\chi^2(3, N = 1990) = 0.93, p > 0.05$	N	M: 89.2%	F: 89.4%

There were no significant differences between race for perceived parental disapproval of marijuana use among students in grades 6-12, $\chi^2(9, N = 1966) = 11.52, p > 0.05$. Refer to Table 4.14.

Table 4.14 – Race Differences for Perceived Parental Disapproval of Marijuana Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	77.1%	70.5%	74.7%	72.7%
% Wrong or Very Wrong	89.7%	86.7%	86.4%	87.4%

Friend Disapproval of Using Marijuana

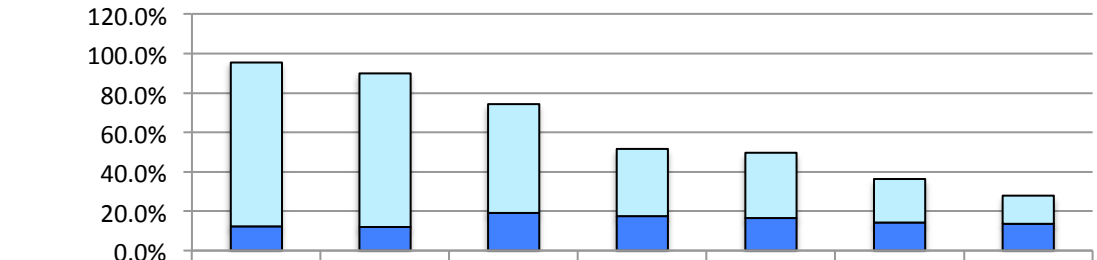
62.0% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they used marijuana. Refer to Table 4.15.

Table 4.15	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	15.5%	46.5%	62.0%
Grades 6-8	15.0%	72.1%	87.0%
EHS Grades 9-12	17.0%	26.5%	43.5%
FHS Grades 9-12	15.1%	26.4%	41.5%
EHS & FHS Grades 9-12	15.9%	26.5%	42.5%

There were significant differences between grades 6-8 and grades 9-12 (EHS & FHS combined, EHS, and FHS) in perceived friend disapproval of using marijuana. Overall, friend disapproval of marijuana use decreased as grade level increased. Refer to Table 4.16 and Figures 4.6-4.7.

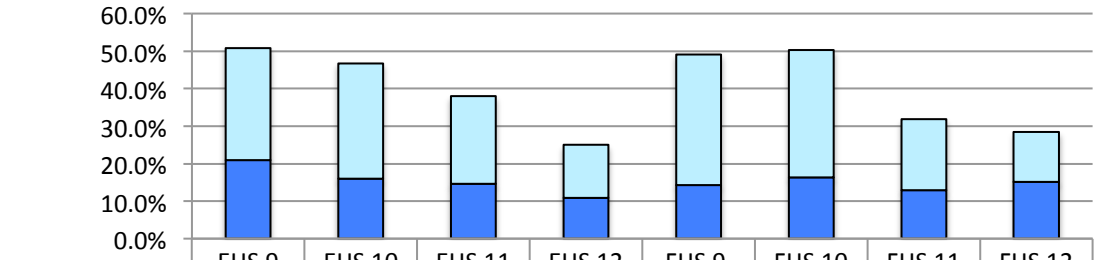
Table 4.16: Grade Differences for Perceived Friend Disapproval of Marijuana Use				
Grade	**School**	**Statistics**	**Significant (Y/N)**	**Post-hoc analyses ($p < .05$)**
6-8	JFK	$\chi^2(6, N = 900) = 82.70, p < 0.001$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 527) = 34.43, p < 0.001$	Y	9 and 12 10 and 12
9-12	FHS	$\chi^2(9, N = 617) = 41.87, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12
9-12	EHS & FHS	$\chi^2(9, N = 1148) = 68.57, p < 0.001$	Y	9 and 11 9 and 12 10 and 11 10 and 12

Figure 4.6 - "How wrong do your friends feel it would be for you to smoke marijuana?"



	6	7	8	9	10	11	12
% very wrong	83.3%	78.0%	55.2%	33.9%	33.0%	22.1%	14.1%
% wrong	12.2%	12.0%	19.1%	17.6%	16.5%	14.2%	13.7%

Figure 4.7 - "How wrong do your friends feel it would be for you to smoke marijuana?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% very wrong	29.9%	30.8%	23.4%	14.1%	34.8%	33.9%	18.8%	13.3%
% wrong	21.0%	16.0%	14.6%	10.9%	14.3%	16.4%	13.0%	15.2%

There were no significant gender differences for perceived friend disapproval of marijuana use for students in grades 6-8, or 9-12 (EHS and FHS combined, EHS, and FHS). Refer to Table 4.17.

Table 4.17- Gender Differences in Perceived Friend Disapproval of Marijuana Use					
Grade Levels	School	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 869) = 2.49, p > 0.05$	N	M: 68.7%	F: 73.5%
9-12	EHS	$\chi^2(3, N = 511) = 2.08, p > 0.05$	N	M: 46.3%	F: 42.5%
9-12	FHS	$\chi^2(3, N = 598) = 3.61, p > 0.05$	N	M: 37.4%	F: 45.0%
9-12	EHS & FHS	$\chi^2(3, N = 1113) = 0.95, p > 0.05$	N	M: 36.5%	F: 40.8%
6-12	-----	$\chi^2(3, N = 1982) = 1.44, p > 0.05$	N	M: 61.5%	F: 62.8%

There were no significant differences between race for perceived friend disapproval of marijuana use among students in grades 6-12, $\chi^2(9, N = 1961) = 9.68, p > 0.05$. Refer to Table 4.18.

Table 4.18– Race Differences for Perceived Friend Disapproval of Marijuana Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	45.7%	36.4%	45.4%	44.8%
% Wrong or Very Wrong	61.9%	49.5%	59.8%	61.7%

Section V: Prescription Drug Abuse and Students' Perceptions

Part 1: Prescription Drug Abuse

Prescription Drug Abuse Rates for 2015

3.1% 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 Table 5.0.

Table 5.0 -Prescription Drug Abuse Rates	Grades 6-12	Grades 6-8	Grades 9-12 EHS & FHS	Grades 9-12: EHS	Grades 9-12: FHS
Past Month Use (Used *at least once* in past 30 days)	3.1%	1.4%	4.4%	4.1%	4.6%
Frequent Use (Used 6-9 occasions or more in past 30 days)	1.2%	0.4%	1.8%	1.9%	1.8%

Prescription Drug Abuse Trends by Year:

Prescription drug abuse rates have decreased by more than half since 2013 for both middle and high school levels. Past month prescription drug abuse was not asked in survey years prior to 2013 (only lifetime rates were). Refer to Tables 5.1 and 5.2.

Table 5.1 – Trends in Past Month Prescription Drug Abuse Rates by School	2013	2015	% Difference Since 2013
Grades 6-8	3.8%	1.4%	*-2.4%*
Grades 9-12: EHS & FHS	12.1%	4.4%	*-7.7%*

Table 5.2 – Trends in Past Month Prescription Drug Abuse Rates by Grade	6th	7th	8th	9th	10th	11th	12th
2013	3.3%	3.8%	4.1%	9.5%	11.8%	13.3%	14.2%
2015	0.7%	0.6%	3.1%	3.2%	3.5%	8.0%	2.4%
% Difference Since 2013	*-2.6%*	*-3.2%*	*-1.0%*	*-6.3%*	*-8.3%*	*-5.3%*	*-11.8%*

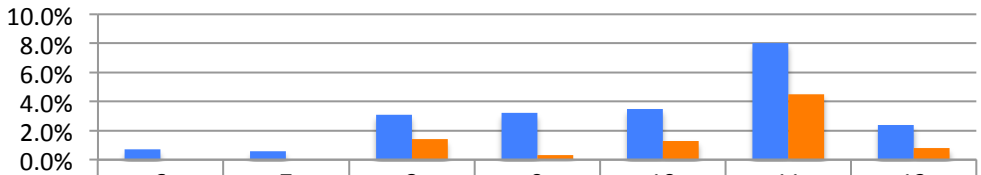
2015 Prescription Drug Abuse Comparisons by Grade Level:

There were significant differences between grades 9-12 (EHS & FHS combined, FHS only) for past month prescription drug abuse, $p > .05$; post-hoc analyses indicate an increase between grades 11-12. Refer to Table 5.3 and Figures 5.0-5.1 for percentages by grade level.

Table 5.3 - Significant Grade Differences in Past Month Prescription Drug Abuse

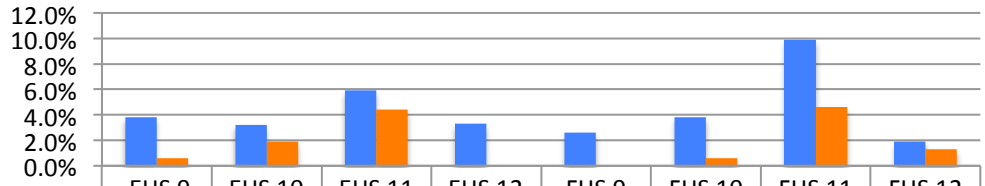
Grade Levels	School	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(2, N = 917) = 8.31, p < 0.05$	Y	$p > .05$
9-12	EHS	$\chi^2(3, N = 536) = 1.52, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(3, N = 619) = 14.16, p < 0.01$	Y	11 and 12
9-12	EHS & FHS	$\chi^2(3, N = 1159) = 12.95, p < 0.01$	Y	11 and 12

Figure 5.0 - Prescription Drug Abuse Rates by Grade



	6	7	8	9	10	11	12
past month use	0.7%	0.6%	3.1%	3.2%	3.5%	8.0%	2.4%
6-9 occasions or more	0.0%	0.0%	1.4%	0.3%	1.3%	4.5%	0.8%

Figure 5.1 - Prescription Drug Abuse Rates by High School Grade



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
past month use	3.8%	3.2%	5.9%	3.3%	2.6%	3.8%	9.9%	1.9%
6-9 occasions or more	0.6%	1.9%	4.4%	0.0%	0.0%	0.6%	4.6%	1.3%

2015 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 FHS, separately or combined). Refer to Table 5.4.

Table 5.4- Significant Gender Differences in Past Month Prescription Drug Abuse

Grade Levels	School	Statistics	Significant (Y/N)	Rates by Gender
6-8	JFK	$\chi^2(1, N = 884) = 0.02, p > 0.05$	N	M: 1.4% F: 1.3%
9-12	EHS	$\chi^2(1, N = 521) = 0.11, p > 0.05$	N	M: 3.3% F: 3.9%
9-12	FHS	$\chi^2(1, N = 602) = 0.83, p > 0.05$	N	M: 5.3% F: 3.8%
9-12	EHS & FHS	$\chi^2(1, N = 1127) = 0.24, p > 0.05$	N	M: 4.4% F: 3.8%
6-12	-----	$\chi^2(1, N = 2011) = 0.20, p > 0.05$	N	M: 3.1% F: 2.7%

2015 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, $\chi^2(3, N = 1984) = 0.83, p > 0.05$. Refer to Table 5.5.

Table 5.5– Race Differences for Past Month Prescription Drug Abuse	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Past Month Use	3.1%	4.7%	3.3%	3.3%

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 Table 5.6.

Table 5.6 – Age of Onset of Prescription Drug Abuse	2015
Grades 6-12	13.8 yrs (n=107, *SD* = 2.2)
Grades 6-8	11.7 yrs (n=18, *SD* = 1.9)
Grades 9-12: EHS	14.2 yrs (n=37, *SD* = 2.0)
Grades 9-12: FHS	14.2 yrs (n=52, *SD* = 1.9)
Grades 9-12: EHS & FHS	14.2 yrs (n=89, *SD* = 2.0)

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

81.6% 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 Table 5.7.

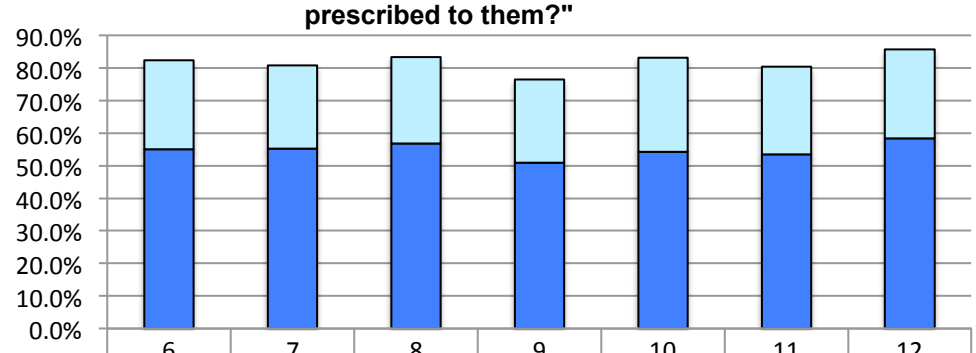
Table 5.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	26.7%	54.9%	81.6%
Grades 6-8	26.3%	55.8%	82.1%
EHS Grades 9-12	25.2%	54.4%	79.6%
FHS Grades 9-12	28.5%	53.9%	82.4%
EHS & FHS Grades 9-12	27.1%	54.1%	81.2%

There were only significant differences in the perception of abusing prescription drugs being risky to one's health between grades 9-12 at FHS, $p > .05$. Refer to Table 5.8 and Figures 5.2-5.3.

Table 5.8: Grade Differences for Perceived Risk of Prescription Drug Abuse

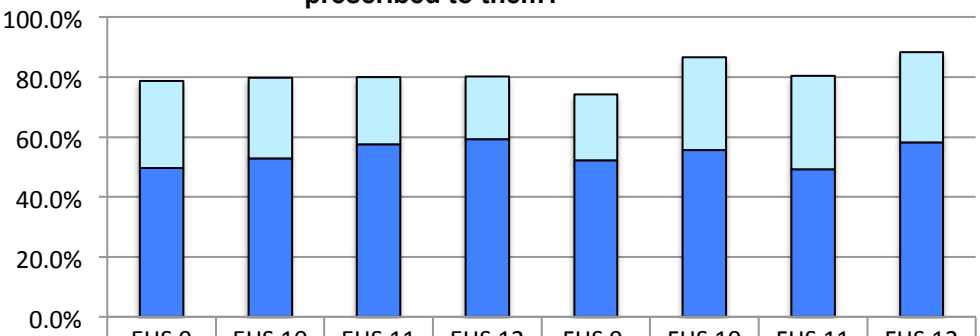
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 907) = 2.70, p > .05$	N	n/a
9-12	EHS	$\chi^2(9, N = 533) = 6.17, p > .05$	N	n/a
9-12	FHS	$\chi^2(9, N = 617) = 21.28, p < .05$	Y	9 and 12
9-12	EHS & FHS	$\chi^2(9, N = 1154) = 12.47, p > .05$	N	n/a

Figure 5.2 - "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?"



	6	7	8	9	10	11	12
% moderate risk	27.2%	25.5%	26.4%	25.5%	28.9%	26.9%	27.2%
% great risk	55.1%	55.3%	56.9%	51.0%	54.3%	53.4%	58.4%

Figure 5.3 - "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?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% moderate risk	29.0%	26.8%	22.4%	20.9%	21.9%	30.9%	31.1%	30.1%
% great risk	49.7%	52.9%	57.5%	59.3%	52.3%	55.6%	49.3%	58.3%

Gender differences were found for perceived risk of prescription drug use for students in grades 9-12 (EHS and EHFS combined); females perceived prescription drug abuse as more risky than males. Refer to Table 5.9.

Table 5.9- Gender Differences in Perceived Risk of Prescription Drug Abuse

Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 875) = 2.19, p > 0.05$	N	M: 80.9%	F: 84.0%
9-12	EHS	$\chi^2(3, N = 517) = 5.36, p > 0.05$	N	M: 79.2%	F: 79.4%
9-12	FHS	$\chi^2(3, N = 600) = 7.76, p > 0.05$	N	M: 79.1%	F: 84.9%
9-12	EHS & FHS	$\chi^2(3, N = 1121) = 8.28, p < 0.05$	Y	M: 79.2%	F: 82.4%
6-12	-----	$\chi^2(3, N = 1996) = 6.64, p > 0.05$	N	M: 80.0%	F: 83.1%

There were significant differences between race for perceived risk of prescription drugs use among students in grades 6-12, $\chi^2(9, N = 1970) = 33.66$, $p < 0.001$. Post-hoc analyses [(GH)] show significant differences in the perception that prescription drug abuse has "no risk" between White Non-Hispanic and Hispanic students, and between White Non-Hispanic and Black Non-Hispanic students. Refer to Table 5.10.

Table 5.10 – Race Differences for Perceived Risk of Prescription Drug Abuse	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Great Risk	55.3%	49.1%	51.3%	55.0%
% Moderate or Great Risk	83.7%	71.7%	74.5%	80.6%
% No Risk	7.1%	17.0%	15.9%	12.2%

Parent/Guardian Disapproval of Abusing Prescription Drugs:

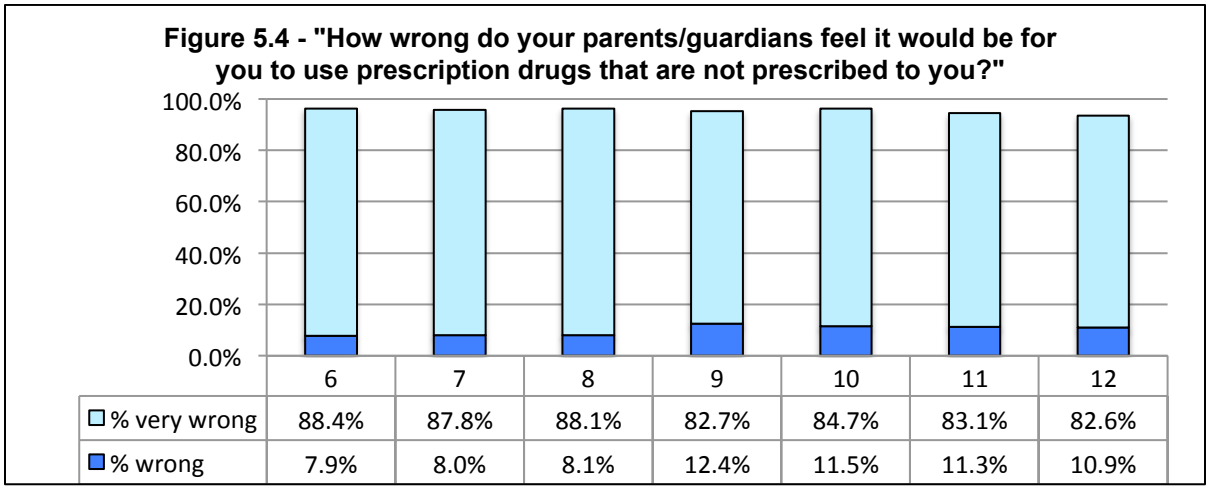
95.4% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they abused prescription drugs. Refer to Table 5.11.

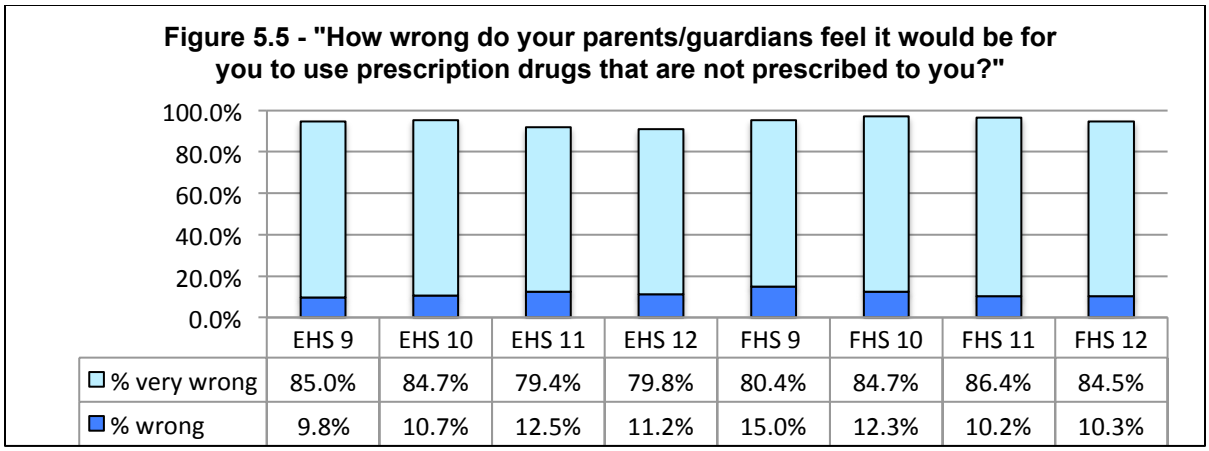
Table 5.11	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	10.1%	85.4%	95.4%
Grades 6-8	8.0%	88.1%	96.1%
EHS Grades 9-12	10.9%	82.6%	93.6%
FHS Grades 9-12	83.8%	12.2%	96.0%
EHS & FHS Grades 9-12	11.7%	83.2%	94.9%

There were no significant differences in perceived parent disapproval of abusing prescription drugs between grades 6-8 or 9-12 (EHS & FHS combined and separately). See Table 5.12 and Figures 5.4-5.5.

Table 5.12: Grade Differences for Perceived Parental Disapproval of Prescription Drug Abuse

Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 899) = 1.65, p > .05$	N	n/a
9-12	EHS	$\chi^2(9, N = 528) = 6.70, p > .05$	N	n/a
9-12	FHS	$\chi^2(9, N = 618) = 5.00, p > .05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1150) = 6.30, p > .05$	N	n/a





There were significant gender differences for perceived parental disapproval of prescription drug abuse for students in grades 9-12 (FHS only); females perceived higher degrees of parental disapproval compared to males. Refer to Table 5.13.

Table 5.13- Gender Differences in Perceived Parental Disapproval of Prescription Drug Abuse

Grade Levels	School	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 867) = 0.54, p > 0.05$	N	M: 95.7%	F: 96.7%
9-12	EHS	$\chi^2(3, N = 512) = 0.07, p > 0.05$	N	M: 93.5%	F: 93.6%
9-12	FHS	$\chi^2(3, N = 599) = 8.00, p < 0.05$	Y	M: 95.4%	F: 97.2%
9-12	EHS & FHS	$\chi^2(3, N = 1115) = 3.53, p > 0.05$	N	M: 94.6%	F: 95.5%
6-12	-----	$\chi^2(3, N = 1982) = 2.75, p > 0.05$	N	M: 95.1%	F: 96.0%

There were significant differences between race for perceived parental disapproval of students' prescription drug abuse among students in grades 6-12, $\chi^2(9, N = 1957) = 26.26, p < 0.001$. Post-hoc analyses [GH] show significant differences between White Non-Hispanic and Hispanic students, White Non-Hispanic and Black

Non-Hispanic students, and White Non-Hispanic and "Other" students in the perception that parents would think it "not at all wrong" for students to use prescription drugs not prescribed for them. See Table 5.14.

Table 5.14 – Race Differences for Perceived Parental Disapproval of Prescription Drug Abuse	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	86.6%	77.9%	84.1%	80.8%
% Wrong or Very Wrong	96.7%	90.4%	92.3%	92.9%
% Not at all Wrong	1.3%	4.8%	4.1%	4.4%

Friend Disapproval of Abusing Prescription Drugs:

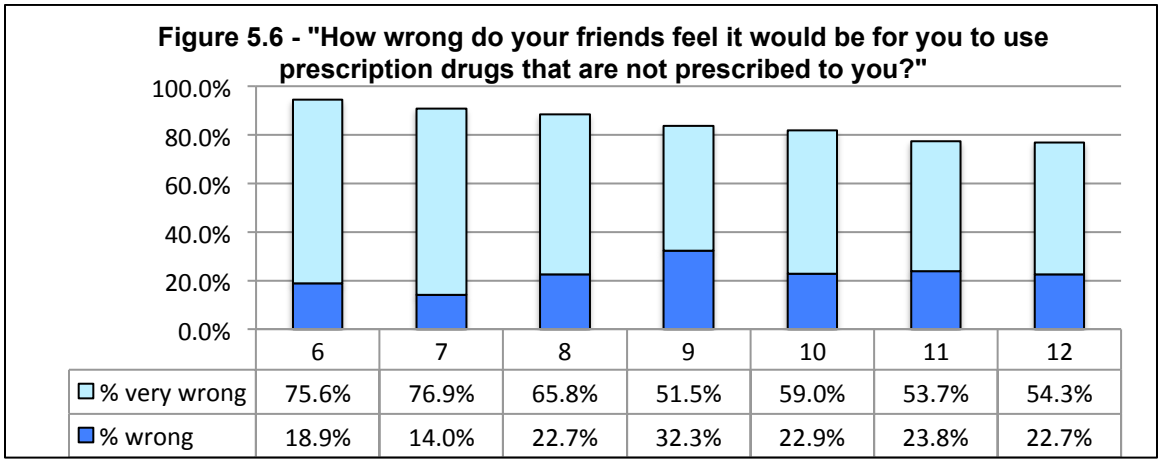
85.0% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they abused prescription drugs. Refer to Table 5.15.

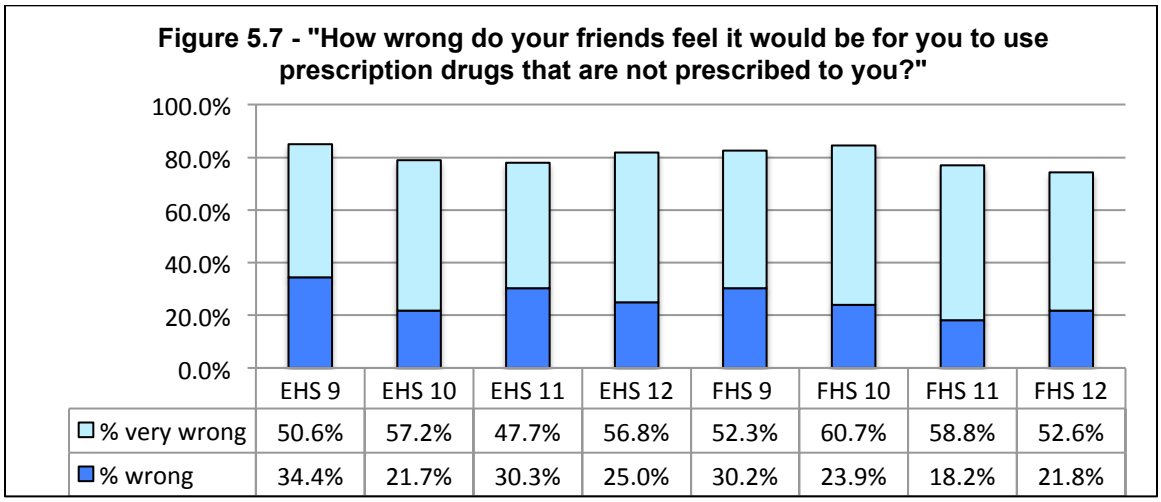
Table 5.15	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	22.4%	62.6%	85.0%
Grades 6-8	18.4%	72.8%	91.2%
EHS Grades 9-12	28.4%	52.7%	81.1%
FHS Grades 9-12	23.4%	56.3%	79.7%
EHS & FHS Grades 9-12	25.6%	54.7%	80.3%

There were significant differences in perceived friend disapproval of abusing prescription drugs between grades 6-8, and between grades 9-12 (EHS & FHS combined and FHS separately). Refer to Table 5.16 and Figures 5.6-5.7.

Table 5.16: Grade Differences for Perceived Friend Disapproval of Prescription Drug Abuse

Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 891) = 15.90, p < .05$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 526) = 9.10, p > .05$	N	n/a
9-12	FHS	$\chi^2(9, N = 616) = 24.04, p < .01$	Y	9 and 12
9-12	EHS & FHS	$\chi^2(9, N = 1146) = 21.39, p < .05$	Y	9 and 10





There were significant gender differences for perceived friend disapproval of prescription drug abuse for students in grades 9-12 (FHS only); females perceived higher degrees of friend disapproval compared to males. Refer to Table 5.17.

Table 5.17- Gender Differences in Perceived Friend Disapproval of Prescription Drug Abuse

Grade Levels	School	Statistics	Significant (Y/N)	% Wrong / Very Wrong by Gender	
6-8	JFK	$\chi^2(3, N = 860) = 2.65, p > 0.05$	N	M: 90.1%	F: 92.2%
9-12	EHS	$\chi^2(3, N = 510) = 1.95, p > 0.05$	N	M: 81.4%	F: 81.0%
9-12	FHS	$\chi^2(3, N = 597) = 17.34, p < 0.01$	Y	M: 73.3%	F: 85.6%
9-12	EHS & FHS	$\chi^2(3, N = 1111) = 12.43, p < 0.01$	Y	M: 77.1%	F: 83.4%
6-12	-----	$\chi^2(3, N = 1971) = 11.90, p < 0.01$	Y	M: 82.9%	F: 87.1%

There were significant differences between race for perceived friend disapproval of students' prescription drug abuse among students in grades 6-12, $\chi^2(9, N = 1950) = 17.17, p < 0.05$. Post-hoc analyses [(GH)] show significant differences between White Non-Hispanic and Black Non-Hispanic students in the perception that friends would think it "not at all wrong" for students to use prescription drugs not prescribed for them. Refer to Table 5.18.

Table 5.18 – Race Differences for Perceived Friend Disapproval of Prescription Drug Abuse	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	63.0%	55.8%	60.7%	57.5%
% Wrong or Very Wrong	86.1%	76.0%	81.3%	81.8%
% Not at all Wrong	5.2%	11.5%	9.2%	6.1%

Section VI: Heroin Use

Part 1: Heroin Use Rates

Heroin Use Rates for 2015

0.6% of students in grades 6-12 reported using heroin *at least once before* in the past 30 days. Refer to Figure 6.0.

Table 6.0 - Heroin Use Rates	Grades 6-12	Grades 6-8	Grades 9-12: EHS & FHS	Grades 9-12: EHS	Grades 9-12: FHS
Past Month Use (used *at least once* in past 30 days)	0.6%	0.1%	1.0%	0.9%	1.1%
Frequent Use (used 10-19 Occasions or More)	0.4%	0.1%	0.6%	0.6%	0.6%

Heroin Use Trends by Year:

Trends indicate steady declines in past month heroin use since 2011 among students in grades 6-8 and students in grades 9-12. Refer to Tables 6.1 and 6.2.

Table 6.1 – Heroin Use: Year Trends	2011	2013	2015	*% Difference Since 2013*	*% Difference Since 2011*
Grades 6-8	4.5%	1.3%	0.1%	*-1.2%*	*-4.4%*
Grades 9-12	9.3%	6.4%	1.0%	*-5.4%*	*-8.3%*

Table 6.2 – Trends in Past Month Heroin Use Rates by Grade	6th	7th	8th	9th	10th	11th	12th
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%
2015	0.0%	0.0%	0.3%	0.3%	1.3%	1.4%	0.8%
% Difference Since 2013	*-0.7%*	*-1.0%*	*-1.3%*	*-3.0%*	*-2.6%*	*-4.0%*	*-8.3%*
% Difference Since 2011	*-2.9%*	*-3.2%*	*-6.6%*	*-8.7%*	*-6.0%*	*-9.0%*	*-10.3%*

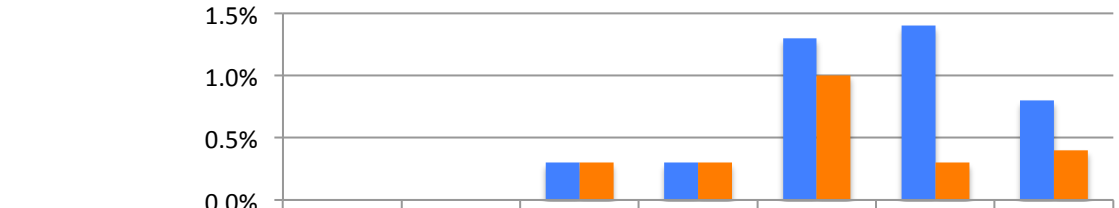
2015 Heroin Use Comparisons by Grade Level:

Refer to Table 6.3 and Figures 4.0 and 4.3 for a listing of the significant grade differences in past month heroin use. To summarize, there were no significant differences in past heroin use between grades 6-8 or grades 9-12 (EHS and FHS combined or separately).

Table 6.3 - Significant Grade Differences in Past Month Heroin Use

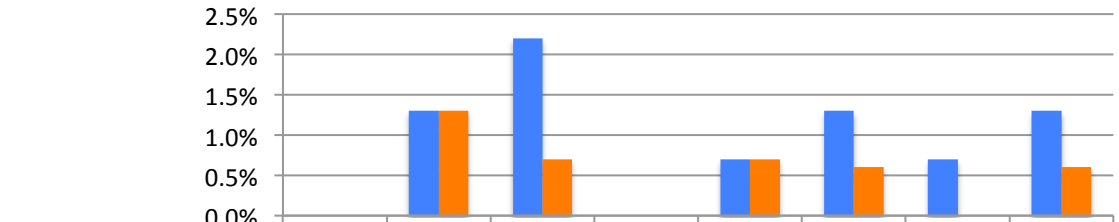
Grade Levels	School	Statistics	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(2, N = 915) = 2.09, p > 0.05$	N	n/a
9-12	EHS	$\chi^2(3, N = 538) = 4.89, p > 0.05$	N	n/a
9-12	FHS	$\chi^2(3, N = 616) = 0.59, p > 0.05$	N	n/a
9-12	EHS & FHS	$\chi^2(3, N = 1158) = 2.24, p > 0.05$	N	n/a

Figure 6.0 - Heroin Use Rates by Grade



	6	7	8	9	10	11	12
past month use	0.0%	0.0%	0.3%	0.3%	1.3%	1.4%	0.8%
6-9 occasions or more	0.0%	0.0%	0.3%	0.3%	1.0%	0.3%	0.4%

Figure 6.1 - Heroin Use Rates by High School Grade



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
past month use	0.0%	1.3%	2.2%	0.0%	0.7%	1.3%	0.7%	1.3%
6-9 occasions or more	0.0%	1.3%	0.7%	0.0%	0.7%	0.6%	0.0%	0.6%

2015 Heroin Use Comparisons by Gender:

There were no significant gender differences for heroin use for students in grades 6-8, or 9-12 (EHS or FHS, separately or combined). Refer to Table 6.4.

Table 6.4- Significant Gender Differences in Past Month Heroin Use				
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**Rates by Gender**
6-8	JFK	$\chi^2(1, N = 882) = 0.92, p > 0.05$	N	M: 0.0% F: 0.2%
9-12	EHS	$\chi^2(1, N = 522) = 2.38, p > 0.05$	N	M: 1.7% F: 0.4%
9-12	FHS	$\chi^2(1, N = 600) = 1.72, p > 0.05$	N	M: 1.8% F: 0.6%
9-12	EHS & FHS	$\chi^2(1, N = 1126) = 4.00, p > 0.05$	N	M: 1.7% F: 0.5%
6-12	-----	$\chi^2(1, N = 2008) = 2.58, p > 0.05$	N	M: 1.0% F: 0.4%

2015 Heroin Use Comparisons by Race:

There were no significant race differences among students in grades 6-12 for past month heroin use rates, $\chi^2(3, N = 1982) = 2.26, p > 0.05$. Refer to Table 6.5.

Table 6.5– Race Differences for Past Month Heroin Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & "Other")
Past Month Use	0.8%	0.0%	0.7%	0.0%

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 Table 6.6.

Table 6.6 – Age of Onset of Heroin Use	2015
Grades 6-12	14.2 yrs (n=17, *SD* = 2.7)
Grades 6-8	14.0 yrs (n=3, *SD* = 3.6)
Grades 9-12: EHS	13.0 yrs (n=3, *SD* = 2.6)
Grades 9-12: FHS	14.5 yrs (n=11, *SD* = 2.7)
Grades 9-12: EHS & FHS	14.2 yrs (n=14, *SD* = 2.7)

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

85.7% 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 Table 6.7.

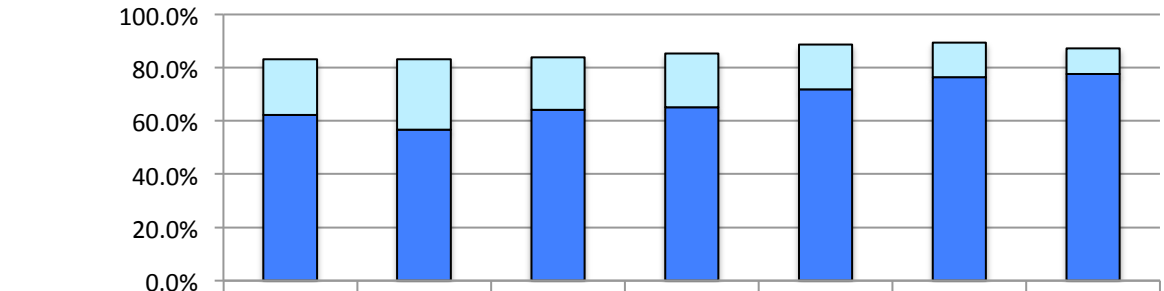
Table 6.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	18.5%	67.2%	85.7%
Grades 6-8	22.4%	60.8%	83.2%
EHS Grades 9-12	17.8%	68.8%	86.5%
FHS Grades 9-12	13.5%	74.9%	88.4%
EHS & FHS Grades 9-12	15.4%	72.2%	87.6%

There were no significant differences in perceived risk of using heroin between grades 6-8 or 9-12 (EHS & FHS combined and separately). Refer to Table 6.8 and Figures 6.2-6.3.

Table 6.8: Grade Differences for Perceived Risk of Heroin Use

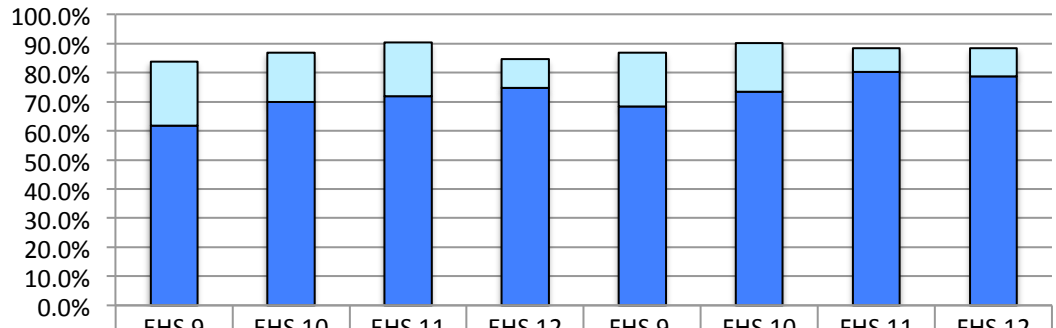
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 899) = 9.95, p > .05$	N	n/a
9-12	EHS	$\chi^2(9, N = 533) = 10.05, p > .05$	N	n/a
9-12	FHS	$\chi^2(9, N = 617) = 16.75, p > .05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1154) = 22.15, p > .05$	N	n/a

Figure 6.2 - "How much do you think people risk harming themselves physically or in other ways when they use heroin?



	6	7	8	9	10	11	12
% moderate risk	20.7%	26.5%	19.7%	20.3%	16.8%	13.1%	9.6%
% great risk	62.3%	56.7%	64.1%	65.0%	71.7%	76.3%	77.6%

FIgure 6.3 - "How much do you think people risk harming themselves physically or in other ways when they use heroin?



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% moderate risk	22.1%	17.0%	18.5%	9.9%	18.4%	16.7%	8.2%	9.6%
% great risk	61.7%	69.9%	71.9%	74.7%	68.4%	73.5%	80.3%	78.8%

Gender differences were found for perceived risk of heroin use for students in grades 9-12 (EHS and EHFS combined) and among students in grades 6-12, however differences are minimal. Refer to Table 6.9 for more details.

Table 6.9- Gender Differences in Perceived Risk of Heroin Use

Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 867) = 5.09, p > 0.05$	N	M: 84.4%	F: 82.9%
9-12	EHS	$\chi^2(3, N = 517) = 7.11, p > 0.05$	N	M: 86.4%	F: 86.1%
9-12	FHS	$\chi^2(3, N = 599) = 2.82, p > 0.05$	N	M: 87.5%	F: 88.7%
9-12	EHS & FHS	$\chi^2(3, N = 1120) = 9.81, p < 0.05$	Y	M: 87.1%	F: 87.5%
6-12	-----	$\chi^2(3, N = 1987) = 13.10, p < 0.01$	Y	M: 85.9%	F: 85.5%

There were significant race differences among students in grades 6-12 for past month heroin use rates, $\chi^2(3, N = 1963) = 44.06, p < 0.001$. Post-hoc analyses showed differences between White Non-Hispanic and Hispanic students. Refer to Table 6.10.

Table 6.10 – Race Differences for Perceived Risk of Heroin Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Great Risk	70.8%	60.4%	59.3%	62.9%
% Moderate or Great Risk	89.0%	74.5%	74.3%	82.6%

Parent Disapproval of Using Heroin:

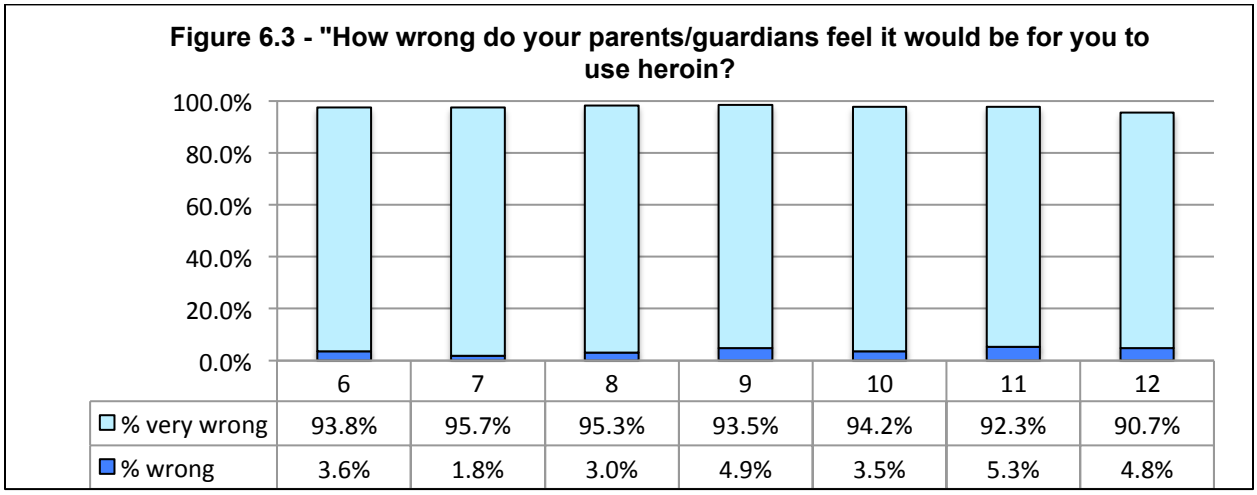
97.5% of all students in grades 6-12 thought their parents felt it would be "wrong" or "very wrong" if they used heroin. Refer to Table 6.11.

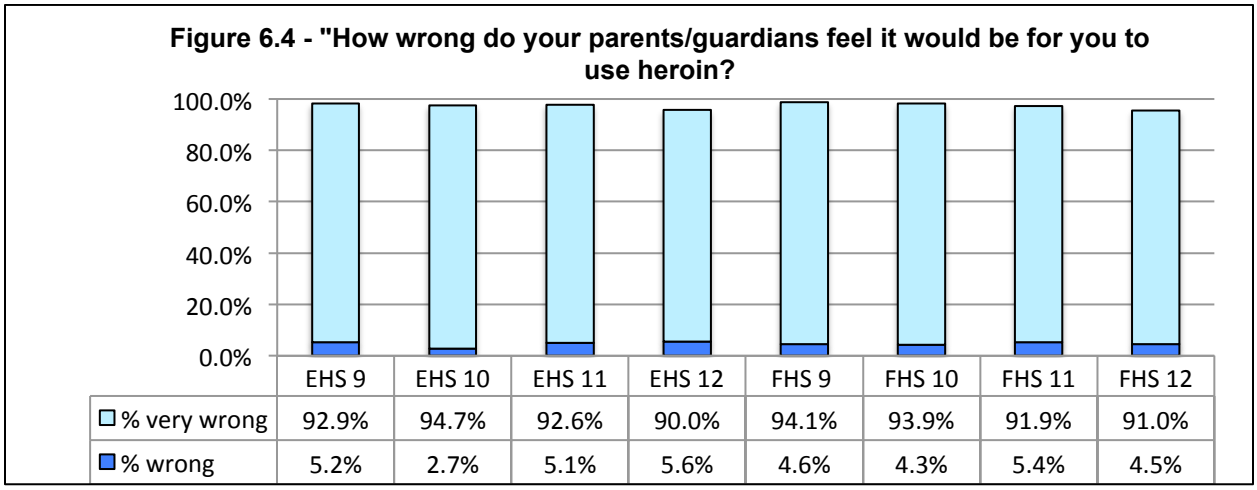
Table 6.11	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	3.8%	93.7%	97.5%
Grades 6-8	2.8%	95.0%	97.8%
EHS Grades 9-12	4.5%	92.7%	97.2%
FHS Grades 9-12	4.8%	92.6%	97.4%
EHS & FHS Grades 9-12	4.7%	92.7%	97.3%

There no were significant differences in perceived parent disapproval of heroin use between grades 6-8 or 9-12 (EHS & FHS combined or separately). Refer to Table 6.12.

Table 6.12: Grade Differences for Perceived Parental Disapproval of Heroin Use

Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 902) = 4.64, p > .05$	N	n/a
9-12	EHS	$\chi^2(9, N = 531) = 5.86, p > .05$	N	n/a
9-12	FHS	$\chi^2(9, N = 617) = 4.68, p > .05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1153) = 8.57, p > .05$	N	n/a





There were no significant gender differences for perceived parental disapproval of heroin use for students in grades 6-8 and grades 9-12 (EHS and FHS combined or separately). Refer to Table 6.13.

Table 6.13- Gender Differences in Perceived Parent Disapproval of Heroin Use

Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 870) = 5.15, p > 0.05$	N	M: 97.9%	F: 97.8%
9-12	EHS	$\chi^2(3, N = 515) = 4.78, p > 0.05$	N	M: 97.0%	F: 97.5%
9-12	FHS	$\chi^2(3, N = 599) = 6.64, p > 0.05$	N	M: 96.4%	F: 98.4%
9-12	EHS & FHS	$\chi^2(3, N = 1118) = 5.21, p > 0.05$	N	M: 96.7%	F: 98.0%
6-12	-----	$\chi^2(3, N = 1988) = 1.10, p > 0.05$	N	M: 97.2%	F: 97.9%

There were significant race differences among students in grades 6-12 for perceived parent disapproval, $\chi^2(9, N = 1964) = 31.75, p < 0.001$. Post-hoc analyses showed higher rates of parental disapproval among White Non-Hispanic when compared to each of the other 3 groups (Black Non-Hispanic, Hispanic, and other). Refer to Table 6.14.

Table 6.14– Race Differences for Parental Disapproval of Heroin Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	95.5%	88.6%	90.8%	90.2%
% Wrong or Very Wrong	98.7%	94.3%	94.9%	95.6%

Friend Disapproval of Using Heroin

92.2% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they used heroin. Refer to Table 6.15.

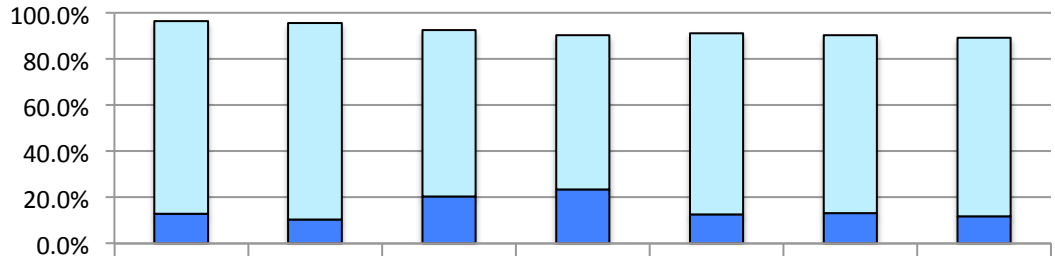
Table 6.15	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	15.0%	77.2%	92.2%
Grades 6-8	14.3%	80.4%	94.8%
EHS Grades 9-12	19.7%	71.8%	91.5%
FHS Grades 9-12	12.1%	77.1%	89.2%
EHS & FHS Grades 9-12	15.5%	74.7%	90.3%

There were significant differences in perceived friend disapproval of heroin use between grades 6-8 and between grades 9-12 (only for EHS & FHS combined). Refer to Table 6.16.

Table 6.16: Grade Differences for Perceived Friend Disapproval of Heroin Use

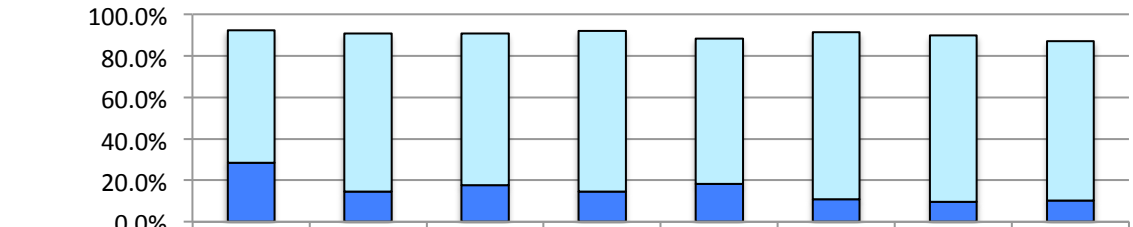
Grade	School	Statistics	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	JFK	$\chi^2(6, N = 897) = 22.31, p < .01$	Y	6 and 8 7 and 8
9-12	EHS	$\chi^2(9, N = 527)$ 14.64, $p > .05$	N	n/a
9-12	FHS	$\chi^2(9, N = 615) = 14.30, p > .05$	N	n/a
9-12	EHS & FHS	$\chi^2(9, N = 1146) = 26.49, p < .01$	Y	9 and 10 9 and 11 9 and 12

Figure 6.5 - "How wrong do your friends feel it would be for you to use heroin?"



	6	7	8	9	10	11	12
% very wrong	83.6%	85.3%	72.3%	67.0%	78.4%	77.1%	77.4%
% wrong	12.8%	10.4%	20.3%	23.4%	12.7%	13.2%	11.7%

Figure 6.6 - "How wrong do your friends feel it would be for you to use heroin?"



	EHS 9	EHS 10	EHS 11	EHS 12	FHS 9	FHS 10	FHS 11	FHS 12
% very wrong	63.9%	76.3%	73.3%	77.5%	70.3%	80.4%	80.4%	76.9%
% wrong	28.4%	14.5%	17.6%	14.6%	18.2%	11.0%	9.5%	10.3%

There were significant gender differences for perceived friend disapproval of heroin use for students in grades 9-12 (EHS & FHS combined and FHS only). Females perceived higher rates of friend disapproval compared to males. Refer to Table 6.17.

Table 6.17- Gender Differences in Perceived Friend Disapproval of Heroin Use

Grade Levels	School	Statistics	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	JFK	$\chi^2(3, N = 866) = 2.75, p > 0.05$	N	M: 94.0%	F: 95.3%
9-12	EHS	$\chi^2(3, N = 511) = 1.76, p > 0.05$	N	M: 92.2%	F: 91.4%
9-12	FHS	$\chi^2(3, N = 596) = 13.22, p < 0.01$	Y	M: 86.6%	F: 91.2%
9-12	EHS & FHS	$\chi^2(3, N = 1111) = 11.28, p < 0.05$	Y	M: 89.2%	F: 91.3%
6-12	-----	$\chi^2(3, N = 1977) = 7.45, p > 0.05$	N	M: 91.4%	F: 93.0%

There were significant race differences among students in grades 6-12 for perceived friend disapproval, $\chi^2(9, N = 1956) = 23.27, p < 0.01$. Post-hoc analyses showed fewer White Non-Hispanic students answered that their friends would feel it to be "not at all wrong" if they used heroin compared to Hispanic and other students. Refer to Table 6.18.

Table 6.18 – Race Differences for Friend Disapproval of Heroin Use	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
% Very Wrong	79.0%	71.7%	72.5%	72.5%
% Wrong or Very Wrong	93.5%	87.7%	88.3%	90.1%
% Not at all Wrong	2.4%	6.6%	6.6%	6.0%

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

	Grades 6-8	Grades 9-12	Grades 6-12
Cigarette Use			
Past Month Cigarette Use	1.6%	7.1%	4.7%
Past Month E-Cigarette Use	3.3%	11.6%	7.9%
Perceived Risk	84.0%	84.2%	84.1%
Perceived Parent Disapproval	95.3%	91.1%	92.9%
Perceived Friend Disapproval	90.8%	69.1%	78.6%
Alcohol Use			
Past Month Use	3.6%	23.1%	14.6%
Perceived Risk	67.3%	70.1%	68.9%
Perceived Parent Disapproval	95.6%	91.1%	93.1%
Perceived Friend Disapproval	89.0%	58.1%	71.7%
Perceived Accessibility	26.8%	62.1%	47.0%
Past Month Binge Drinking	0.7%	9.5%	5.6%
Marijuana Use			
Past Month Use	2.9%	21.1%	13.1%
Perceived Risk	71.0%	38.9%	52.9%
Perceived Parent Disapproval	95.4%	84.2%	89.1%
Perceived Friend Disapproval	87.0%	42.5%	62.0%
Prescription Drug Abuse			
Past Month Use	1.4%	4.4%	3.1%
Perceived Risk	82.1%	81.2%	81.6%
Perceived Parent Disapproval	96.1%	94.9%	95.4%
Perceived Friend Disapproval	91.2%	80.3%	85.0%
Heroin Use			
Past Month Use	0.1%	1.0%	0.6%
Perceived Risk	83.2%	87.6%	85.7%
Perceived Parent Disapproval	97.8%	97.3%	97.5%
Perceived Friend Disapproval	94.8%	90.3%	92.2%

Section VIII: Year Trends in Substance Use[1] Summary: Grades 9-12

	2011	2013	2015	% Difference Since 2013
Cigarette Use				
Past Month Use	18.7%	15.0%	7.1%	-7.9%
Perceived Risk	83.4%	86.0%	84.2%	-1.8%
Perceived Parent Disapproval	66.7%	86.6%	91.1%	+4.5%
Perceived Friend Disapproval	-----	62.0%	69.1%	+7.1%
Alcohol Use				
Past Month Use	33.7%	28.2%	23.1%	-5.1%
Perceived Risk	72.0%	74.8%	70.1%	-4.7%
Perceived Parent Disapproval	60.1%	87.9%	91.1%	+3.2%
Perceived Friend Disapproval	-----	51.1%	58.1%	+7.0%
Perceived Accessibility	62.7%	59.5%	62.1%	+2.6%
Past Month Binge Drinking[1]	15.5%	10.3%	5.8%	-4.5%
Marijuana Use				
Past Month Use	26.8%	29.3%	21.1%	-8.2%
Perceived Risk	49.7%	43.9%	38.9%	-5.0%
Perceived Parent Disapproval	63.6%	76.8%	84.2%	+7.4%
Perceived Friend Disapproval	-----	36.8%	42.5%	+5.7%
Prescription Drug Abuse				
Past Month Use	17.7%	12.1%	4.4%	-7.7%
Perceived Risk	-----	81.9%	81.2%	-0.7%
Perceived Parent Disapproval	-----	88.4%	94.9%	+6.5%
Perceived Friend Disapproval	-----	74.1%	80.3%	+6.2%
Heroin Use				
Past Month Use	9.3%	6.4%	1.0%	-5.4%
Perceived Risk	87.1%	88.9%	87.6%	-1.3%
Perceived Parent Disapproval	88.1%	93.3%	97.3%	+4.0%
Perceived Friend Disapproval	-----	88.9%	90.3%	+1.4%

[1] 2015 rates presented are using the definition of typically having at least 4 or more drinks within the past 30 days, as defined in previous years. However, when comparing to national trends, an alternative definition will be given that is more comparable to how national surveys (having at least 5 or more drinks at least once in the past 30 days) which was 9.5% for students in grades 9-12.

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 Figures below to evaluate how the results presented in this report compare to results gathered from national survey studies.

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.

Enfield 2015 Survey Data Comparison to 2014 NSDUH Survey			
30-Day Use Rates	ENFIELD Grades 6-12	NSDUH[1] Ages 12-17	CT NSDUH[2] Ages 12-17
Cigarette Use	4.7%	4.9%	4.4%
Alcohol Use	14.6%	11.5%	12.8%
Marijuana Use	13.1%	7.4%	7.9%
Binge Drinking	5.6%	6.1%	6.3%
Prescription Drug Abuse	3.1%	2.6%	4.1%
Heroin Use	0.6%	0.1%	-----
% Great Risk Alcohol	29.2%	39.1%	39.4%
% Great Risk Marijuana	28.2%	39.5%	21.8%
% Great Risk Cigarette	65.0%	64.3%	67.8%

Enfield 2015 Survey Data Comparison to 2012-2013 YRBSS Survey			
30-Day Use Rates	ENFIELD Grades 9-12	YRBSS[3], Grades 9-12	CT YRBSS[3], Grades 9-12
Cigarette Use	7.1%	15.7%	13.5%
Alcohol Use	23.1%	34.9%	36.7%
Marijuana Use	21.1%	23.4%	26.0%
Binge Drinking	9.5%	20.8%	20.0%
Prescription Drug Abuse	4.4%	17.8%	-----

Enfield 2015 Survey Data Comparison to 2015 MTF Survey		
30-Day Use Rates	ENFIELD Grade 12	MTF[4]: Grade 12
Cigarette Use	9.2%	11.4%
Alcohol Use	34.0%	35.3%
Marijuana Use	28.4%	21.3%
Prescription Drug Abuse	2.4%	5.9%
Binge Drinking	11.2%	20.6%
E-Cigarette Use	11.3%	16.2%

[1] = National Survey on Drug Use and Health; Substance Abuse and Mental Health Services Administration (SAMHSA)
[2] = National Survey on Drug Use and Health; SAMHSA; Connecticut data collected in 2013-2014
[3] = Youth Risk Behavior Surveillance System; Centers for Disease Control and Prevention (CDC); Connecticut data also collected in 2011
[4] = 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 4 towns in the ERASE Region between 2014-2015 for grades 9-12. Enfield 2015 rates are included in this average.

TOBACCO USE Enfield 2015 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2015**	**ERASE Regional Average 2014-2015**
Past Month Cigarette Use	7.1%	8.9%
Past Month E-Cigarette Use	11.6%	11.8%
Perceived Risk	84.2%	88.1%
Perceived Parent Disapproval	91.1%	91.3%
Perceived Friend Disapproval	69.1%	68.9%

ALCOHOL USE Enfield 2015 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2015**	**ERASE Regional Average 2014-2015**
Past Month Use	23.1%	26.2%
Perceived Risk	70.1%	70.5%
Perceived Parent Disapproval	91.1%	88.3%
Perceived Friend Disapproval	58.1%	56.1%
Past Month Binge Drinking	9.5%	14.0%
Lifetime DUI (Grades 11-12)	3.0%	5.2%

MARIJUANA USE Enfield 2015 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2015**	**ERASE Regional Average 2014-2015**
Past Month Use	21.1%	19.9%
Perceived Risk	38.9%	44.4%
Perceived Parent Disapproval	84.2%	83.6%
Perceived Friend Disapproval	42.5%	40.8%

PRESCRIPTION DRUG ABUSE Enfield 2015 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	**Enfield 2015**	**ERASE Regional Average 2014-2015**
Past Month Use	4.4%	5.8%
Perceived Risk	81.2%	84.5%
Perceived Parent Disapproval	94.9%	95.3%
Perceived Friend Disapproval	80.3%	79.0%

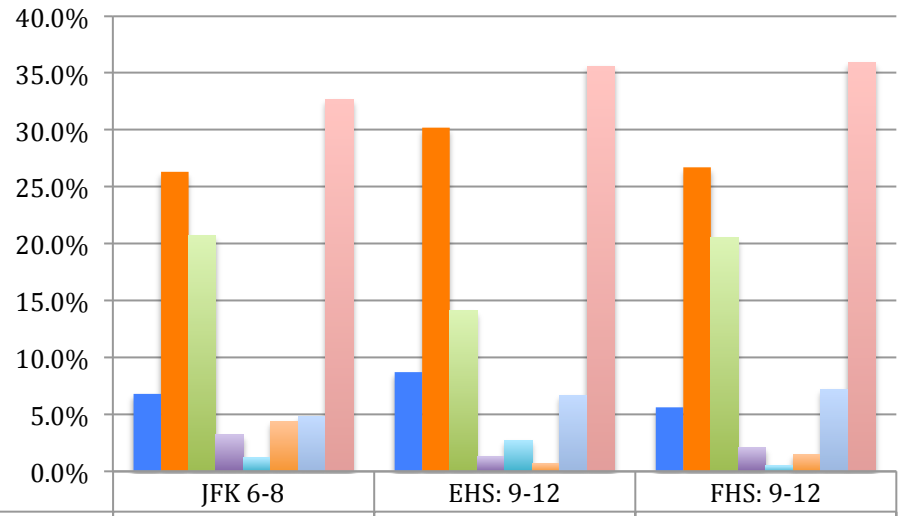
Section XI: School Environment

Part 1: Overall Percentages by School/Grade Ranges

Table 11.0 – % Most of the Time/Always for each of the following statements.	Grades 6-12	Grades 6-8	Grades 9-12	Grades 9-12: EHS	Grades 9-12: FHS
My school is a safe place.	83.1%	87.3%	79.8%	83.9%	76.3%
My school has a vision of what a safe school looks, feels and sounds like.	79.0%	84.4%	74.8%	81.8%	69.0%
Staff members support the values of a safe school.	82.3%	85.0%	80.2%	83.3%	77.6%
I feel accepted by students at my school.	70.1%	73.6%	67.3%	68.9%	66.1%
I feel accepted by adults at my school.	81.0%	82.9%	79.5%	80.6%	78.4%
My school is setting goals to improve the school climate.	73.3%	81.4%	66.9%	75.3%	59.6%
School rules are applied to me in a fair way.	80.1%	82.6%	78.0%	81.0%	75.7%
My school has rules/policies that help me improve as a student (% yes)	53.1%	59.9%	47.7%	49.8%	45.7%
My school has policies that help students who are struggling with their grades (academically)	71.0%	78.2%	65.4%	70.0%	61.4%
My school's rules and policies are firmly supported and followed to help all students succeed.	70.4%	76.1%	66.0%	71.2%	61.6%
Rules and policies in my school help me to learn in my classes.	64.3%	71.1%	58.8%	61.5%	56.7%
My school helps students who are struggling emotionally.	60.5%	71.9%	51.6%	56.7%	47.1%
The school leaders support an environment that helps students learn.	74.4%	79.0%	70.7%	75.1%	66.9%
In my school, I feel welcome.	70.3%	73.3%	67.9%	69.3%	66.7%
My school encourages me to treat people fairly.	82.0%	86.3%	78.6%	80.6%	76.7%
My parents/guardians think of my school as a positive place.	74.3%	79.0%	70.6%	72.3%	69.0%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	61.7%	70.9%	54.5%	61.3%	48.7%

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 (answer response option: school rules are applied to me fairly were removed from analyses below). The breakdown of responses is below in Figure 11.0. Besides "other" (which was typically a mixture of answer options or "I don't know"), most students at each school think that rules are applied unfairly because of their grades or their appearance.

Figure 11.0 - If school rules are not applied to me fairly, it is most often beause of:



	JFK 6-8	EHS: 9-12	FHS: 9-12
my race/ethnicity	6.8%	8.7%	5.6%
my grades	26.3%	30.2%	26.7%
my appearance	20.7%	14.1%	20.5%
my religion/faith	3.2%	1.3%	2.1%
my neighborhood	1.2%	2.7%	0.5%
amount of money my parents make	4.4%	0.7%	1.5%
disability I have	4.8%	6.7%	7.2%
other	32.7%	35.6%	35.9%

Part 2: Differences by Grade Levels:

Table 11.1	6th	7th	8th	9th	10th	11th	12th
My school is a safe place.	93.8%	91.8%	75.8%	77.6%	81.3%	78.3%	82.0%
My school has a vision of what a safe school looks, feels and sounds like.	91.8%	89.1%	71.9%	73.8%	73.0%	75.2%	77.8%
Staff members support the values of a safe school.	94.8%	88.2%	71.9%	77.5%	81.2%	84.4%	78.0%
I feel accepted by students at my school.	78.7%	80.2%	61.4%	66.6%	71.1%	65.7%	65.1%
I feel accepted by adults at my school.	92.4%	86.1%	70.2%	76.0%	82.4%	79.4%	79.9%
My school is setting goals to improve the school climate.	87.8%	88.3%	67.7%	67.4%	67.1%	68.2%	64.7%
School rules are applied to me in a fair way.	92.1%	86.2%	69.8%	77.2%	79.2%	78.7%	77.1%
My school has rules/policies that help me improve as a student (% yes)	68.8%	63.9%	47.3%	41.6%	48.3%	53.7%	47.4%
My school has policies that help students who are struggling with their grades (academically)	87.6%	84.1%	63.0%	64.1%	67.1%	69.8%	59.6%
My school's rules and policies are firmly supported and followed to help all students succeed.	90.9%	81.1%	56.5%	65.3%	70.5%	65.7%	61.0%
Rules and policies in my school help me to learn in my classes.	82.3%	76.9%	54.1%	56.3%	60.3%	61.1%	57.1%
My school helps students who are struggling emotionally.	85.1%	74.5%	56.1%	52.8%	51.1%	49.1%	53.2%
The school leaders support an environment that helps students learn.	90.3%	83.4%	63.2%	70.2%	70.7%	70.8%	71.0%
In my school, I feel welcome.	81.3%	79.4%	59.1%	66.3%	70.9%	68.3%	65.6%
My school encourages me to treat people fairly.	91.3%	90.3%	77.1%	78.0%	81.9%	77.9%	75.6%
My parents/guardians think of my school as a positive place.	86.6%	84.0%	66.3%	72.4%	74.9%	69.9%	64.0%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	87.8%	72.7%	52.8%	53.0%	56.1%	56.3%	51.8%

Part 3: Gender Differences for School Environment Questions

Only the gender differences that were found to be statistically significant by grades 6-8 or 9-12 (FHS & EHS combined and separately) are included below.

Table 11.2- Gender Differences for "I feel accepted by students at my school"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	78.4%	70.5%	$\chi^2(1, N = 900) = 7.48, p < .01$
EHS Grades 9-12	78.2%	61.7%	$\chi^2(1, N = 520) = 16.39, p < .001$
FHS Grades 9-12	72.4%	60.6%	$\chi^2(1, N = 900) = 7.48, p < .01$
EHS & FHS Grades 9-12	74.9%	61.1%	$\chi^2(1, N = 614) = 9.59, p < .01$

Table 11.3- Gender Differences for "My school has rules/policies that help me improve as a student."	Males % Yes	Females % Yes	Statistic (significant if $p < .05$)
Grades 6-8	64.3%	57.0%	$\chi^2(1, N = 892) = 14.99, p < .01$
EHS Grades 9-12	55.0%	46.0%	$\chi^2(2, N = 518) = 10.38, p < .01$
FHS Grades 9-12	40.0%	50.0%	$\chi^2(2, N = 610) = 6.50, p < .05$
EHS & FHS Grades 9-12	47.0%	48.2%	No Significance, $p > .05$

Table 11.4- Gender Differences for "My school helps students who are struggling emotionally"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	76.3%	68.1%	$\chi^2(1, N = 887) = 7.44, p < .01$
EHS Grades 9-12	63.5%	51.8%	$\chi^2(1, N = 513) = 7.15, p < .01$
FHS Grades 9-12	52.6%	42.1%	$\chi^2(1, N = 607) = 6.64, p < .05$
EHS & FHS Grades 9-12	57.4%	46.8%	$\chi^2(1, N = 1124) = 12.61, p < .001$

Table 11.5- Gender Differences for "In my school, I feel welcome"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	76.8%	71.3%	No Significance, $p > .05$
EHS Grades 9-12	76.1%	65.2%	$\chi^2(1, N = 520) = 7.20, p < .01$
FHS Grades 9-12	68.6%	65.3%	No Significance, $p > .05$
EHS & FHS Grades 9-12	71.9%	65.4%	$\chi^2(1, N = 1131) = 5.50, p < .05$

Table 11.6- Gender Differences for "My parents/guardians think of my school as a positive place"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	82.2%	76.3%	$\chi^2(1, N = 875) = 4.56, p < .05$
EHS Grades 9-12	76.7%	69.0%	No Significance, $p > .05$
FHS Grades 9-12	70.8%	66.3%	No Significance, $p > .05$
EHS & FHS Grades 9-12	73.6%	67.7%	$\chi^2(1, N = 1129) = 4.71, p < .05$

Table 11.7- Gender Differences for "I believe everyone (students, teachers, administration, parents, etc.) are working together to improve the school environment"	Males % Always/ Most of the Time	Females % Always/ Most of the Time	Statistic (significant if $p < .05$)
Grades 6-8	74.3%	68.1%	$\chi^2(1, N = 886) = 4.11, p < .05$
EHS Grades 9-12	63.3%	60.7%	No Significance, $p > .05$
FHS Grades 9-12	46.7%	50.3%	No Significance, $p > .05$
EHS & FHS Grades 9-12	54.2%	55.3%	No Significance, $p > .05$

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 Table 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.

Table 11.8 – Race Differences for School Environment Questions (Grades 6-12): % Always or Most of the Time	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and "Other")
My school is a safe place. $\chi^2(3, N = 2015) = 10.46, p < .05$	84.1%[1]	82.6%	84.1%	74.7%[1]
I feel accepted by adults at my school. $\chi^2(3, N = 1997) = 22.18, p < .001$	83.6%[1,2]	69.2%[2]	76.3%[1]	76.6%
School rules are applied to me in a fair way. $\chi^2(3, N = 1996) = 11.75, p < .01$	81.7%[1]	79.2%	74.7%[1]	73.9%
Rules and policies in my school help me to learn in my classes. $\chi^2(3, N = 1990) = 17.82, p < .001$	66.6%[1,2]	50.5%[1]	57.7%[2]	63.0%
My school helps students who are struggling emotionally. $\chi^2(3, N = 1984) = 10.37, p < .05$	62.0%[1]	48.6%[1]	55.7%	59.1%

Table 11.8 Continued – Race Differences for School Environment Questions (Grades 6-12): % Always or Most of the Time	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, and "Other")
The school leaders support an environment that helps students learn. $\chi^2(3, N = 1977) = 12.78, p < .01$	76.3%[1]	63.2%[1]	71.7%	69.8%
In my school, I feel welcome. $\chi^2(3, N = 1998) = 23.43, p < .001$	73.5%[1,2,3]	60.6%[1]	63.8%[2]	62.2%[3]
My school encourages me to treat people fairly. $\chi^2(3, N = 1988) = 19.50, p < .001$	84.1%[1]	70.4%[1]	78.6%	76.9%
My parents/guardians think of my school as a positive place. $\chi^2(3, N = 1976) = 9.79, p < .05$ (no significant post-hoc differences).	76.0%	65.7%	71.4%	69.2%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment. $\chi^2(3, N = 1988) = 8.21, p < .05$	62.9%[1]	50.0%[1]	58.6%	60.3%

Section XII: Bullying and Harassment

Bullying in this survey was defined as the following: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself."

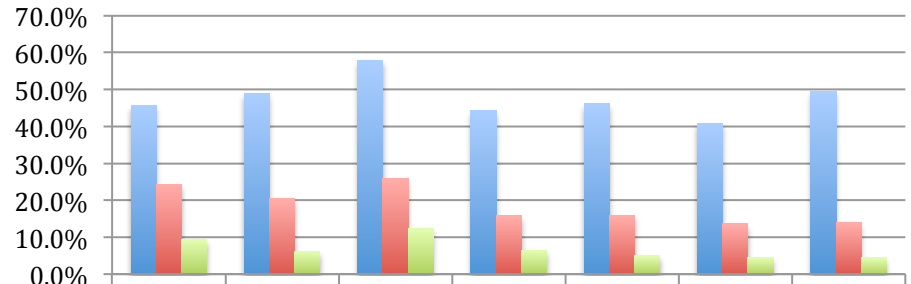
Frequency of Being Bullied at School:

23.4% of students in grades 6-8 and 14.8% of students in grades 9-12 reported being bullied at school in the past 30 days. Refer to Table 12.0.

Table 12.0 – Bullying Frequency	Grades 6-12	Grades 6-8	Grades 9-12: EHS & FHS	Grades 9-12: EHS	Grades 9-12: FHS
Bullied at Least Once Before	47.5%	50.7%	44.9%	41.6%	47.5%
Bullied at Least Once in the Past 30 Days	18.6%	23.4%	14.8%	14.2%	15.3%
Bullied Frequently or Almost Every Day in the Past 30 Days	6.9%	9.1%	5.1%	5.2%	5.0%

Past month bullying rates were not significantly different between grades 6-8 or grades 9-12 (EHS, FHS or combined), $p > 0.05$. Refer to Figure 12.0.

Figure 12.0 Bullying Frequency by Grade Level



	6	7	8	9	10	11	12
Lifetime Bullying	45.7%	48.8%	57.9%	44.2%	46.1%	40.8%	49.4%
Past Month Bullying	24.4%	20.4%	25.8%	15.8%	16.0%	13.6%	14.1%
Frequent/Daily Bullying	9.3%	6.2%	12.3%	6.5%	5.0%	4.5%	4.4%

There were no significant gender differences among students in grades 6-8 or 9-12 (EHS, FHS, or combined) in frequency of past month bullying, $p > 0.05$.

There were significant race differences in frequency of past month bullying; significantly more Hispanic students (23%) reported past month bullying compared to Black Non-Hispanic students (10%), $\chi^2(3, N = 1997) = 10.12, p < .05$.

Types of Bullying

Students were asked to respond "yes" or "no" specifying in what manner they were bullied in the past 30 days. Refer to Table 12.1 for differences by school and all grade levels. Refer to Table 12.2 for grade differences (noted when significant differences exist).

Table 12.1 – In the past 30 days, I have been bullied in the following ways (% yes):	**Grades 6-12:**	**Grades 6-8:**	**Grades 9-12: EHS & FHS**	**Grades 9-12: EHS**	**Grades 9-12: FHS**
Being left out, excluded or ignored by other students	36.0%	37.4%	34.9%	32.3%	37.0%
Hit, kicked, pushed, shoved, or locked indoors	11.4%	15.3%	8.4%	8.1%	8.7%
Other students spread lies or rumors about me	35.1%	36.4%	34.0%	32.0%	35.6%
Had money or things taken away from me or damaged	9.3%	11.7%	7.4%	6.9%	7.9%
Threatened or forced to do things I didn't want to	7.9%	9.0%	7.1%	6.2%	7.9%
With mean names / comments about my race	15.8%	15.9%	15.8%	17.6%	14.1%
With mean names / comments with a sexual meaning	16.0%	16.7%	15.4%	13.8%	16.7%

Table 12.2- Grade Differences in Bullying Type (% yes)	6th	7th	8th	9th	10th	11th	12th
Being left out, excluded or ignored by other students, $p > .05$.	33.6%	37.9%	40.7%	36.6%	34.1%	30.6%	39.2%
Hit, kicked, pushed, shoved, or locked indoors, $p > .05$	14.2%	15.2%	16.5%	11.5%	8.9%	5.7%	7.2%
Other students spread lies or rumors about me, $p > .05$.	33.0%	34.9%	41.8%	36.3%	32.4%	29.7%	38.4%
Had money or things taken away from me or damaged Grades 6-8: $\chi^2(2, N = 924) = 21.21$, $p < .001$ (Post-hoc differences between grades 6 & 7, grade 7 & 8)	9.0%	7.7%	18.7%	6.9%	7.0%	6.7%	9.2%
Threatened or forced to do things I didn't want to, $p > .05$.	7.6%	9.0%	10.3%	8.5%	7.0%	6.0%	6.5%
With mean names or comments about my race. Grades 6-8: $\chi^2(2, N = 923) = 20.99$, $p < .001$ (Post-hoc differences between grades 6 & 7, grade 7 & 8)	9.7%	14.6%	23.3%	19.6%	15.3%	15.5%	12.4%
With mean names or comments with a sexual meaning. Grades 6-8: $\chi^2(2, N = 915) = 27.26$, $p < .001$ (Post-hoc differences between grades 6 & 7, grade 7 & 8)	11.1%	13.3%	25.9%	15.4%	13.8%	16.8%	16.1%

Please see Tables 12.3-12.7 for a summary of gender differences. Statistics and gender percentages are only provided when differences are statistically significant, $p < .05$. No table is provided for frequency in which students were bullied with mean names or comments about their race, because no gender differences were found between grades 6-8 or 9-12.

Table 12.3- Gender Differences in being left out, excluded, or ignored by other students

Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	$\chi^2(1, N = 892) = 22.12$, $p < 0.001$	Y	M: 28.9%	F: 44.1%
9-12	EHS	$\chi^2(1, N = 505) = 17.21$, $p < 0.001$	Y	M: 22.5%	F: 39.8%
9-12	FHS	$\chi^2(1, N = 608) = 29.94$, $p < 0.001$	Y	M: 25.2%	F: 46.5%
9-12	EHS & FHS	$\chi^2(1, N = 1117) = 47.86$, $p < 0.001$	Y	M: 23.9%	F: 43.6%

Table 12.4- Gender Differences in being hit, pushed, shoved or locked indoors					
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**% Yes by Gender**	
6-8	JFK	$\chi^2(1, N = 889) = 6.57, p < 0.05$	Y	M: 18.4%	F: 12.2%
9-12	EHS	No statistical difference, $p > .05$	N		
9-12	FHS	No statistical difference, $p > .05$	N		
9-12	EHS & FHS	No statistical difference, $p > .05$	N		

Table 12.5- Gender Differences in having other students spread lies or rumors about me					
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**% Yes by Gender**	
6-8	JFK	$\chi^2(1, N = 888) = 20.01, p < 0.001$	Y	M: 28.9%	F: 43.4%
9-12	EHS	$\chi^2(1, N = 504) = 17.71, p < 0.001$	Y	M: 22.1%	F: 39.6%
9-12	FHS	$\chi^2(1, N = 610) = 39.61, p < 0.001$	Y	M: 22.8%	F: 47.2%
9-12	EHS & FHS	$\chi^2(1, N = 1117) = 55.07, p < 0.001$	Y	M: 22.6%	F: 43.6%

Table 12.6- Gender Differences in being threatened or forced to do things I didn't want to					
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**% Yes by Gender**	
6-8	JFK	No statistical difference, $p > .05$	N		
9-12	EHS	No statistical difference, $p > .05$	N		
9-12	FHS	No statistical difference, $p > .05$	N		
9-12	EHS & FHS	$\chi^2(1, N = 1115) = 5.46, p < 0.05$	Y	M: 5.2%	F: 8.8%

Table 12.7- Gender Differences in hearing mean names or comments with a sexual meaning					
Grade Levels	**School**	**Statistics**	**Significant (Y/N)**	**% Yes by Gender**	
6-8	JFK	$\chi^2(1, N = 884) = 4.71, p < 0.05$	Y	M: 13.8%	F: 19.3%
9-12	EHS	$\chi^2(1, N = 503) = 22.11, p < 0.001$	Y	M: 8.1%	F: 21.4%
9-12	FHS	$\chi^2(1, N = 605) = 16.62, p < 0.001$	Y	M: 10.1%	F: 22.4%
9-12	EHS & FHS	$\chi^2(1, N = 1112) = 38.12, p < 0.001$	Y	M: 22.6%	F: 43.6%

There were significant race differences in having other students spread lies or rumors about me; significantly more White Non-Hispanic students (36.6%) reported past month bullying compared to Black Non-Hispanic students (23.6%), $\chi^2(3, N = 1997) = 8.81, p < .05$.

In addition, there were also significant race differences in hearing mean names or comments about their race; Hispanic students (26.0%), Black Non-Hispanic students (28.3%) and students in the "other" category (29.3%) were more likely to report being bullied about their race compared to White Non-Hispanic students (11.4%), $\chi^2(3, N = 1997) = 8.81, p < .05$.

Places where Bullying Occurred

Students were asked to respond "yes" or "no" specifying *where* they were bullied before. Refer to Table 12.8 for percentages by school and refer to Table 12.9 for percentages by grade level (significant grade differences are noted in table).

Table 12.8– I have been bullied in the following places (% yes):	Grades 6-12:	Grades 6-8:	Grades 9-12: EHS & FHS	Grades 9-12: EHS	Grades 9-12: FHS
On the playground/athletic field	9.5%	11.2%	8.2%	6.8%	9.5%
In the hallways or stairwells	24.7%	27.8%	22.2%	20.0%	23.9%
In class (when a teacher was in the room)	19.7%	19.4%	20.0%	20.7%	19.1%
In class (when a teacher was not in the room)	19.7%	19.7%	19.6%	21.5%	18.2%
In the bathroom	5.5%	5.1%	5.9%	5.2%	6.5%
In gym class or locker rooms	11.5%	12.6%	10.7%	10.1%	11.3%
In the lunch room	21.8%	26.5%	18.0%	15.7%	19.7%
On the way to and from school	9.1%	14.0%	5.1%	5.8%	4.6%
At the school bus stop	4.2%	6.5%	2.4%	2.1%	2.7%
On the school bus	11.1%	17.2%	6.3%	5.6%	6.8%
Somewhere else at school	15.0%	16.6%	13.7%	12.3%	14.9%
Online or through text messaging	22.1%	19.2%	24.4%	21.7%	26.6%
After school hours in other programs, clubs or sports	7.9%	7.4%	8.3%	7.0%	9.4%

Table 12.9- Grade Differences in Place of Bullying (% yes)	6th	7th	8th	9th	10th	11th	12th
On the playground/athletic field	12.9%	10.8%	10.0%	8.2%	8.7%	7.1%	8.4%
In the hallways or stairwells Grades 6-8: $\chi^2(2, N = 920) = 16.84, p < .001$ (Post-hoc differences between grades 6 & 8)	20.6%	27.0%	35.7%	22.2%	21.9%	21.1%	24.3%
In class (when a teacher was in room) Grades 6-8: $\chi^2(2, N = 920) = 30.41, p < .001$ (Post-hoc differences between grades 6 & 8, 6 & 7, and 7 & 8)	10.8%	18.6%	28.8%	23.3%	17.3%	18.1%	21.7%
In class (when a teacher was not in the room) Grades 6-8: $\chi^2(2, N = 921) = 12.63, p < .01$ (Post-hoc differences between grades 6 & 8, and 6 & 7)	12.9%	22.2%	23.7%	23.0%	16.4%	18.2%	21.3%
In the bathroom	3.5%	5.7%	6.0%	4.6%	6.4%	5.7%	6.8%
In gym class or locker rooms Grades 6-8: $\chi^2(2, N = 919) = 6.20, p < .05$ (Post-hoc differences not significant)	9.8%	11.7%	16.4%	8.6%	11.3%	10.7%	12.9%
In the lunch room	25.3%	25.1%	29.4%	19.8%	13.5%	21.4%	17.7%
On the way to and from school	11.8%	12.3%	18.0%	5.6%	4.2%	6.0%	4.8%
At the school bus stop Grades 9-12: $\chi^2(3, N = 1145) = 8.75, p < .05$ (Post-hoc differences between grades 11 & 12)	6.3%	6.6%	6.7%	2.0%	2.3%	4.6%	0.8%
On the school bus	17.4%	16.8%	17.7%	7.6%	7.1%	5.8%	4.4%
Somewhere else at school Grades 6-8: $\chi^2(2, N = 921) = 11.13, p < .01$ (Post-hoc differences between grades 6 & 8)	11.8%	15.9%	22.0%	16.5%	13.9%	13.3%	10.5%
Online or through text messaging Grades 6-8: $\chi^2(2, N = 918) = 26.40, p < .001$ (Post-hoc differences between grades 6 & 8, and 7 & 8)	11.5%	18.5%	28.1%	24.7%	24.8%	21.1%	27.6%
After school hours in other programs, clubs or sports Grades 6-8: $\chi^2(2, N = 912) = 8.08, p < .05$ (Post-hoc differences between grades 6 & 8)	4.6%	7.0%	10.7%	6.6%	9.4%	7.6%	10.0%

Please see Tables 12.10-12.17 for a summary of gender differences for being bullied in certain locations. Statistics and gender percentages are only provided when differences are statistically significant, $p < .05$. No differences were found by race for being bullied in certain locations, $p > .05$.

Table 12.10- Gender Differences in being bullied on the playground/athletic field

Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	No statistical difference, $p > .05$	N		
9-12	EHS	No statistical difference, $p > .05$	N		
9-12	FHS	No statistical difference, $p > .05$	N		
9-12	EHS & FHS	$\chi^2(1, N = 1111) = 4.04, p < 0.05$	Y	M: 6.3%	F: 9.6%

Table 12.11- Gender Differences in being bullied in the hallways or stairwells

Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	$\chi^2(1, N = 888) = 4.07, p < 0.05$	Y	M: 24.2%	F: 30.3%
9-12	EHS	$\chi^2(1, N = 501) = 16.10, p < 0.001$	Y	M: 12.7%	F: 27.2%
9-12	FHS	$\chi^2(1, N = 609) = 11.65, p < 0.01$	Y	M: 17.9%	F: 29.8%
9-12	EHS & FHS	$\chi^2(1, N = 1114) = 27.35, p < 0.001$	Y	M: 15.5%	F: 28.7%

Table 12.12- Gender Differences in being bullied in class (when teacher was in the room)

Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	$\chi^2(1, N = 888) = 5.38, p < 0.05$	Y	M: 15.7%	F: 21.7%
9-12	EHS	$\chi^2(1, N = 501) = 4.74, p < 0.05$	Y	M: 16.7%	F: 24.6%
9-12	FHS	$\chi^2(1, N = 609) = 4.47, p < 0.05$	Y	M: 15.5%	F: 22.6%
9-12	EHS & FHS	$\chi^2(1, N = 1113) = 9.98, p < 0.01$	Y	M: 16.2%	F: 23.8%

Table 12.13- Gender Differences in being bullied in class (when teacher was NOT in the room)

Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	$\chi^2(1, N = 889) = 4.10, p < 0.05$	Y	M: 16.8%	F: 22.2%
9-12	EHS	No statistical difference, $p > .05$	N		
9-12	FHS	$\chi^2(1, N = 609) = 7.46, p < 0.01$	Y	M: 13.4%	F: 21.9%
9-12	EHS & FHS	$\chi^2(1, N = 1111) = 10.65, p < 0.01$	Y	M: 15.2%	F: 23.0%

Table 12.14- Gender Differences in being bullied in the lunchroom					
Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	$\chi^2(1, N = 888) = 10.48, p < 0.01$	Y	M: 21.5%	F: 31.1%
9-12	EHS	$\chi^2(1, N = 499) = 8.64, p < 0.01$	Y	M: 10.6%	F: 20.2%
9-12	FHS	$\chi^2(1, N = 608) = 9.12, p < 0.01$	Y	M: 14.5%	F: 24.2%
9-12	EHS & FHS	$\chi^2(1, N = 1111) = 17.11, p < 0.001$	Y	M: 12.9%	F: 22.5%

Table 12.15- Gender Differences in being bullied somewhere else at school					
Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	No statistical difference, $p > .05$	N		
9-12	EHS	$\chi^2(1, N = 496) = 7.41, p < 0.01$	Y	M: 7.9%	F: 16.0%
9-12	FHS	No statistical difference, $p > .05$	N		
9-12	EHS & FHS	$\chi^2(1, N = 1107) = 10.06, p < 0.01$	Y	M: 10.2%	F: 16.8%

Table 12.16- Gender Differences in being bullied online or through text messaging					
Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	$\chi^2(1, N = 886) = 30.76, p < 0.001$	Y	M: 11.0%	F: 25.5%
9-12	EHS	$\chi^2(1, N = 499) = 28.87, p < 0.001$	Y	M: 10.2%	F: 29.9%
9-12	FHS	$\chi^2(1, N = 609) = 42.61, p < 0.001$	Y	M: 14.5%	F: 37.9%
9-12	EHS & FHS	$\chi^2(1, N = 1112) = 68.77, p < 0.001$	Y	M: 12.8%	F: 34.1%

Table 12.17- Gender Differences in being bullied after school hours in other programs, clubs, sports					
Grade Levels	School	Statistics	Significant (Y/N)	% Yes by Gender	
6-8	JFK	No statistical difference, $p > .05$	Y		
9-12	EHS	$\chi^2(1, N = 496) = 7.02, p < 0.01$	Y	M: 3.6%	F: 9.6%
9-12	FHS	$\chi^2(1, N = 608) = 8.25, p < 0.01$	Y	M: 5.5%	F: 12.2%
9-12	EHS & FHS	$\chi^2(1, N = 1108) = 14.95, p < 0.001$	Y	M: 4.7%	F: 11.0%

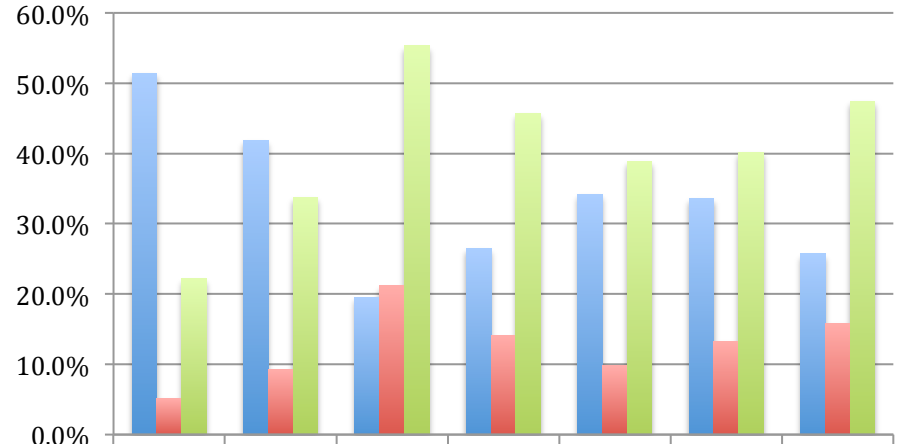
Frequency Teachers or Other Adults At School Intervene in Bullying Incidents at School

36.7% of students in grades 6-8 and 42.9% of students in grades 9-12 answered that teachers or other adults at school "almost never" or "sometimes" tried to stop it when a student is being bullied at school. Refer to Table 12.18.

Table 12.18 – Frequency Teachers/Adults Intervene in Bullying Incidents at School	Grades 6-12	Grades 6-8	Grades 9-12 (EHS & FHS)	Grades 9-12: EHS	Grades 9-12: FHS
Almost Never	12.6%	11.9%	13.2%	11.9%	14.2%
Sometimes	27.6%	24.8%	29.8%	27.1%	31.9%
Often	26.4%	25.8%	26.9%	28.0%	26.1%
Almost Always	33.4%	37.6%	30.2%	33.0%	27.8%

There were significant differences between grades 6-8 for teachers/adults trying to stop student bullying, $\chi^2(6, N = 924) = 91.33, p < 0.001$; post-hoc analyses show differences between grades 6 and 8 and grades 7 and 8. There were no significant differences between grades 9-12 for teachers/adults trying to stop student bullying, $p > 0.05$. Refer to Figure 12.1.

Figure 12.1 - Frequency Teachers/Adults Intervene When Students are Bullied at School



	6	7	8	9	10	11	12
% almost always	51.4%	41.9%	19.5%	26.5%	34.2%	33.6%	25.7%
% almost never	5.2%	9.3%	21.2%	14.1%	9.8%	13.3%	15.8%
% almost never or sometimes	22.2%	33.8%	55.3%	45.7%	38.9%	40.2%	47.4%

There were significant gender differences among students in grades 6-8 for this question, $\chi^2(3, N = 892) = 16.58, p < 0.01$; 44.0% of males versus 32.9% of females reported that teachers or other adults at school "almost always" try to stop it when a student is being bullied at school. There were no significant gender differences among students in 9-12 for this question, $p > 0.05$. There were no race differences for this question, $p > .05$.

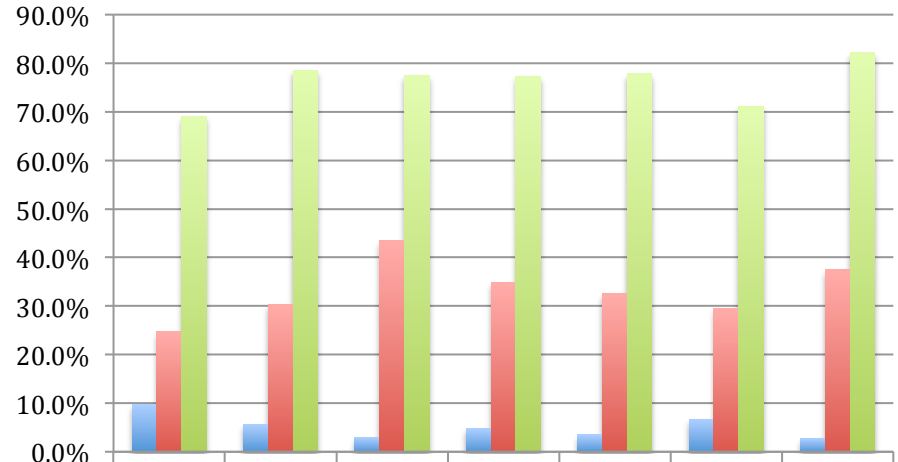
Frequency Other Students at School Intervene in Bullying Incidents at School

75.3% of students in grades 6-8 and 77.0% of students in grades 9-12 answered that other students "almost never" or "sometimes" tried to stop it when a student is being bullied at school. Refer to Table 12.19.

Table 12.19 – Frequency Students Intervene in Bullying Incidents at School	Grades 6-12	Grades 6-8	Grades 9-12 (EHS & FHS)	Grades 9-12: EHS	Grades 9-12: FHS
Almost Never	33.3%	33.0%	33.5%	28.1%	38.2%
Sometimes	43.0%	42.3%	43.5%	45.7%	41.5%
Often	18.6%	18.6%	18.5%	21.0%	16.6%
Almost Always	5.1%	6.0%	4.4%	5.2%	3.8%

There were significant differences between grades 6-8 for teachers/adults trying to stop student bullying, $\chi^2(6, N = 926) = 38.40, p < 0.001$; post-hoc analyses show differences between grades 6 and 8 and grades 7 and 8. There were no significant differences between grades 9-12 for teachers/adults trying to stop student bullying, $p > 0.05$. Refer to Figure 12.2.

Figure 12.2 - Frequency Other Students Intervene When Students are Bullied at School



	6	7	8	9	10	11	12
% almost always	9.7%	5.7%	3.0%	4.8%	3.5%	6.6%	2.8%
% almost never	24.7%	30.4%	43.4%	34.9%	32.6%	29.6%	37.5%
% almost never or sometimes	69.1%	78.6%	77.5%	77.2%	77.8%	71.1%	82.2%

There were no significant gender or race differences among students in grades 6-8 for 9-12 or this question, $p > 0.05$.

Section XIII: Academic Performance and Difficult Experiences or Thoughts

Part 1: Academic Performance

Students were asked to describe what type of grades they mostly received in school. Overall, 73.6% of students in grades 6-8 and 56.0% of students in grades 9-12 (EHS & FHS combined) reported receiving mostly A's or mostly A's and B's in school. Refer to Table 13.0 for percentages by grade and by school.

Table 13.0	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 6-8	Grade 9-12 EHS FHS	Grade 9-12 EHS	Grade 9-12 FHS
A's	27.4%	39.0%	26.1%	17.0%	23.4%	20.4%	20.6%	31.2%	20.3%	16.9%	23.3%
A's & B's	52.6%	38.1%	37.8%	34.1%	37.2%	31.0%	40.7%	42.4%	35.6%	37.5%	34.2%
Bs	8.1%	5.4%	11.0%	14.1%	9.9%	18.3%	19.0%	8.1%	15.1%	15.4%	14.5%
Bs & Cs	8.1%	12.1%	13.0%	15.4%	15.1%	13.7%	10.5%	11.1%	13.8%	15.0%	12.8%
C's	1.1%	1.8%	5.0%	6.9%	8.0%	9.2%	6.5%	2.6%	7.7%	7.4%	8.0%
C's & D's	1.1%	1.2%	2.0%	3.3%	2.9%	1.4%	0.8%	1.4%	2.2%	1.9%	2.4%
D's	-----	-----	0.3%	0.3%	1.3%	1.1%	-----	.1%	0.7%	0.2%	1.1%
D's & F's	-----	0.3%	0.3%	1.3%	-----	0.4%	-----	.2%	0.4%	0.6%	0.3%
F's	-----	-----	0.3%	1.3%	0.6%	-----	-----	0.1%	0.5%	0.8%	0.3%
Other	1.8%	2.1%	4.0%	6.2%	1.6%	4.6%	2.0%	2.7%	3.6%	4.4%	3.0%

For purposes of analyzing grade groups to analyze whether drug use is common among high or low performing students, the above categories of grades were combined into students who mostly scored A's, students who mostly scored A's and B's, and students who mostly scored B's or below. Efforts were made to keep the sample size as similar across groups as possible, to keep things fair.

Figure 13.1 shows the percentage of past month use by substance for each of the three grade groups within grades 6-8 and 9-12. For instance, 17.4% of students in grades 9-12 reporting past month alcohol use reported of getting mostly A's for their school grades. Note that sample sizes were quite small in some cases (shown in bottom two rows of Figure 13.1), thus easily inflating the percentages.

Between approximately 23% to 39% of students reporting any of the substances below earn mostly A's or A's and B's; percentage of high performing students (mostly A's and mostly A's or B's) engaging in past month drug use was highest for marijuana and prescription drug abuse and lowest for cigarette and e-cigarette use.

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Table 13.1	% Past Month Cigarette Use	% Past Month E-Cigaret te Use	% Past Month Alcohol Use	% Past Month Binge Drinking	% Past Month Marijuana Use	% Past Month Rx Use	% Past Month Heroin Use
Grades 6-8							
Mostly A's (n= 286)	23.1%	7.7%	17.9%	0.0%	19.0%	25.0%	100.0%
Mostly A's & B's (n=389)	7.7%	30.8%	25.0%	50.0%	14.3%	33.3%	0.0%
Mostly B's (n=74)	7.7%	11.5%	10.7%	0.0%	9.5%	8.3%	0.0%
Mostly B's & C's and Below (n=143)	61.5%	50.0%	46.4%	50.0%	57.1%	33.3%	0%
Grades 9-12							
Mostly A's (n= 235)	7.8%	8.7%	17.4%	11.4%	10.7%	10.6%	18.2%
Mostly A's & B's (n=412)	15.6%	16.7%	28.3%	23.8%	28.2%	21.3%	9.1%
Mostly B's (n=174)	22.1%	19.8%	26.6%	19.0%	17.5%	17.0%	9.1%
Mostly B's & C's and Below (n=293)	54.5%	54.8%	36.4%	45.7%	43.6%	51.1%	63.6%
Count of Students reporting past month use by substance (percentages calculated out of these totals)							
Grades 6-8	n = 13	n = 26	n = 28	n = 6	n = 21	n = 12	n = 1
Grades 9-12	n = 77	n = 126	n = 258	n = 105	n = 234	n = 47	n = 11

Students were asked to rate their agreement with the statement "I try hard to do good work at school" from "definitely not true" to definitely true". Refer to Table 13.2 for percentages.

Table 13.2 – "I try hard to do good work at school"	Grades 6-12	Grades 6-8	Grades 9-12 (EHS & FHS)	Grades 9-12: EHS	Grades 9-12: FHS
Definitely or Mostly Not True	6.1%	4.0%	7.8%	6.1%	9.2%
Mostly True	37.5%	31.0%	42.6%	45.7%	40.1%
Definitely True	56.4%	65.0%	49.6%	48.2%	50.6%

There were significant differences between grades 6-8 for responses to the statement "I try hard to do good work at school", $\chi^2(6, N = 906) = 40.64, p < 0.001$; post-hoc analyses show that 6th grade stduents (73.6% definitely true) and 7th grade students (69.6% definitely true) responded more positively to this statement compared to 8th graders (52.0% definitely true). There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, females (69.6%) were significantly more likely than males (61.3%) to answer "definitely true" to the statement "I try hard to do good work at school", $\chi^2(3, N = 871) = 14.27, p < 0.01$. Similarly, among students in grades 9-12, females (59.7%) were significantly more likely than males (37.8%) to answer "definitely true" to the statement "I try hard to do good work at school", $\chi^2(3, N = 1104) = 61.79, p < 0.001$.

Among students in grades 6-12, race differences were also found for this statement "I try hard to do good work in school", $\chi^2(9, N = 1946) = 34.62, p < 0.001$. White Non-Hispanic (59.5%) students were significantly more likely to answer "definitely true" for this statement compared to Hispanic (48.2%). Black Non-Hispanic (45.6%) and Other Students (44.5%).

Part 2: Difficult Experiences or Thoughts

Below in bolded italics are a series of questions students were asked. Students selected "never or almost never", "sometimes", "often", or "always or almost always" to each of these questions.

Refer to Tables 13.3 – 13.8 for percentages by question, and significant gender, grade and race differences.

Table 13.3 – "I have had thoughts about hurting myself."

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	76.0%	16.3%	5.4%	2.3%
Grades 6-8	79.8%	14.3%	4.1%	1.8%
Grades 9-12 EHS	74.1%	16.0%	6.2%	3.8%
Grades 9-12 FHS	72.0%	19.4%	6.6%	1.9%
Grades 9-12 EHS & FHS	73.0%	17.8%	6.4%	2.8%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

Among students in grades 6-8, more females (26.1%) than males (13.0%) answered sometimes, often, or always/almost always to the question "I have had thoughts about hurting myself", $\chi^2(3, N = 879) = 26.36, p < 0.001$. Among students in grades 9-12, more females (36.2%) than males (16.3%) answered sometimes, often, or always/almost always to the question "I have had thoughts about hurting myself", $\chi^2(3, N = 1114) = 56.77, p < 0.001$.

There were significant race differences for this question, $\chi^2(2, N = 1965) = 10.93, p < 0.05$. Post-hoc analyses showed that significantly more students in the "Other" category (33.0%) were sometimes, often or always/almost always likely to have had thoughts about hurting their self on purpose compared to White Non-Hispanic students (22.6%).

Table 13.4 – "I have hurt myself on purpose."

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	85.2%	9.8%	3.2%	1.7%
Grades 6-8	88.8%	7.6%	2.3%	1.3%
Grades 9-12 EHS	82.0%	10.9%	4.3%	2.8%
Grades 9-12 FHS	82.7%	12.1%	3.7%	1.5%
Grades 9-12 EHS & FHS	82.4%	11.5%	4.0%	2.1%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

Among students in grades 6-8, more females (13.2%) than males (8.8%) answered sometimes, often, or always/almost always to the question "I have hurt myself on purpose", $\chi^2(3, N = 875) = 11.57, p < 0.01$. Among students in grades 9-12, more females (26.2%) than males (8.1%) answered sometimes, often, or always/almost always to the question "I have hurt myself on purpose", $\chi^2(3, N = 1115) = 62.74, p < 0.001$.

There were significant race differences for this question, $\chi^2(2, N = 1961) = 17.03, p < 0.01$. Post-hoc analyses showed that significantly more students in the "Other" category (24.9%) were sometimes, often or always/almost always likely to have had thoughts about hurting their self on purpose compared to White Non-Hispanic students (13.5%).

Table 13.5 – "I have had a boyfriend or girlfriend hit, slap, or physically hurt me on purpose."

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	94.4%	4.1%	0.8%	0.7%
Grades 6-8	96.6%	2.6%	0.5%	0.2%
Grades 9-12 EHS	93.2%	5.3%	0.6%	0.9%
Grades 9-12 FHS	92.2%	5.2%	1.3%	1.3%
Grades 9-12 EHS & FHS	92.7%	5.2%	1.0%	1.1%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

There were no gender or race differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

Table 13.6 – I have felt sad or hopeless so much that it stopped me from doing my usual activities."

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	69.2%	20.3%	7.1%	3.4%
Grades 6-8	74.0%	18.4%	5.3%	2.2%
Grades 9-12 EHS	67.0%	19.4%	7.5%	6.0%
Grades 9-12 FHS	63.7%	23.7%	9.5%	3.1%
Grades 9-12 EHS & FHS	65.3%	21.7%	8.6%	4.4%

There were significant differences between grades 6-8 for this question, $\chi^2(6, N = 915) = 15.21, p < 0.05$; post-hoc analyses show significantly more students "sometimes" or more often feeling sad or hopeless in the past year in 8th grade (33.8%) when compared to 7th grade (21.1%). There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, more females (31.8%) than males (19.1%) answered sometimes, often, or always/almost always to the question "I have felt sad or hopeless so much that it stopped me from doing my usual activities", $\chi^2(3, N = 883) = 19.22, p < 0.001$. Among students in grades 9-12, more females (45.3%) than males (22.2%) answered sometimes, often, or always/almost always to the question "I have felt sad or hopeless so much that it stopped me from doing my usual activities", $\chi^2(3, N = 1115) = 66.86, p < 0.001$.

There were no significant race differences for this question, $p > .05$.

Table 13.7 – "I seriously considered attempting suicide within the past year."				
	Never or Almost Never	Sometimes	Often	Always or Almost Always
Grades 6-12	87.4%	7.4%	2.3%	2.9%
Grades 6-8	90.9%	5.6%	1.8%	1.8%
Grades 9-12 EHS	83.0%	8.9%	2.6%	5.5%
Grades 9-12 FHS	85.9%	8.8%	2.9%	2.4%
Grades 9-12 EHS & FHS	84.6%	8.8%	2.8%	3.8%

There were significant differences between grades 6-8 for this question, $\chi^2(6, N = 910) = 19.04, p < 0.01$; post-hoc analyses show significantly more students "sometimes" or more often feeling sad or hopeless in the past year in 8th grade (14.4%) when compared to 7th grade (6.4%). There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, more females (13.2%) than males (4.5%) answered sometimes, often, or always/almost always to the question "I seriously considered attempting suicide within the past year", $\chi^2(3, N = 878) = 20.29, p < 0.001$. Among students in grades 9-12, more females (21.4%) than males (8.1%) answered sometimes, often, or always/almost always to the question "I seriously considered attempting suicide within the past year", $\chi^2(3, N = 1110) = 38.45, p < 0.001$.

There were no significant race differences for this question, $p > .05$.

Section XIV: Self Perceptions and Household Hunger

Part 1: Self Perceptions

Students were also asked whether they strongly disagreed, disagreed, agreed, or strongly agreed with statements regarding their own personal qualities. Refer to Tables 14.0-14.10 for percentages.

Table 14.0 – "I feel lonely."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	19.4%	5.8%	25.2%
Grades 6-8	17.4%	3.3%	21.3%
Grades 9-12 EHS	18.8%	8.3%	27.1%
Grades 9-12 FHS	22.0%	7.3%	29.2%
Grades 9-12 EHS & FHS	20.5%	7.7%	28.3%

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 914) = 6.69, p < 0.05$. Post-hoc analyses show significant differences between grades 7 (17.9% agree or strongly agree) and 8 (26.1% agree or strongly agree), $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, significantly more females (26.7%) than males (14.3%) "agreed" or "strongly agreed" that they felt lonely, $\chi^2(1, N = 880) = 20.29, p < 0.001$. Among students in grades 9-12, significantly more females (34.8%) than males (18.4%) "agreed" or "strongly agreed" that they felt lonely, $\chi^2(1, N = 1110) = 38.44, p < 0.001$.

There were no significant race differences for this question, $p > .05$

Table 14.1 – "I am good at making decisions."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	54.8%	27.0%	81.8%
Grades 6-8	55.1%	29.7%	84.7%
Grades 9-12 EHS	53.3%	25.2%	78.6%
Grades 9-12 FHS	56.0%	24.2%	80.2%
Grades 9-12 EHS & FHS	54.7%	24.8%	79.5%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

There were no significant race differences for this question, $p > .05$

Table 14.2 – "I feel sad most of the time."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	15.4%	6.0%	21.4%
Grades 6-8	13.9%	5.2%	19.1%
Grades 9-12 EHS	14.5%	7.3%	21.8%
Grades 9-12 FHS	18.4%	6.2%	24.6%
Grades 9-12 EHS & FHS	16.5%	6.7%	23.2%

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 904) = 8.26, p < 0.05$. Post-hoc analyses show significant differences between grades 7 (16.4% agree or strongly agree) and 8 (24.5% agree or strongly agree), $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, significantly more females (25.1%) than males (12.9%) "agreed" or "strongly agreed" that they felt sad most of the time, $\chi^2(1, N = 871) = 20.88, p < 0.001$. Among students in grades 9-12, significantly more females (29.4%) than males (15.3%) "agreed" or "strongly agreed" that they felt sad most of the time, $\chi^2(1, N = 1103) = 31.06, p < 0.001$.

There were significant race differences for this question, $\chi^2(3, N = 1945) = 16.64, p < 0.01$. Post-hoc analyses indicate that 19.5% of White Non-Hispanic students responded agree or strongly disagree to the statement "I feel sad most of the time" compared to 31.1% for students in the "other" category.

Table 14.3 – "I have so much energy I don't know what to do with it."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	23.2%	10.8%	34.0%
Grades 6-8	27.8%	16.0%	43.8%
Grades 9-12 EHS	20.8%	5.5%	26.3%
Grades 9-12 FHS	18.1%	7.7%	25.8%
Grades 9-12 EHS & FHS	19.5%	6.7%	26.2%

There were no significant differences between grades 6-8 or 9-12 for this question, $p < .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were significant race differences for this question, $\chi^2(3, N = 1961) = 10.44, p < 0.05$. Post-hoc analyses indicate that 31.5% of White Non-Hispanic students responded agree or strongly disagree to the statement "I have so much energy I don't know what to do with it" compared to 39.9% for Hispanic students.

Table 14.4 – "I have a number of good qualities."

	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	54.0%	33.1%	87.1%
Grades 6-8	51.2%	38.1%	89.4%
Grades 9-12 EHS	54.9%	30.5%	85.3%
Grades 9-12 FHS	57.8%	27.5%	85.3%
Grades 9-12 EHS & FHS	56.3%	29.1%	85.4%

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 900) = 6.83, p < 0.05$. Post-hoc analyses show significant differences between grades 7 (92.3% agree or strongly agree) and 8 (85.9% agree or strongly agree), $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

Among students in grades 6-8, significantly more males (93.3%) than males (86.2%) "agreed" or "strongly agreed" that they had a number of good qualities, $\chi^2(1, N = 868) = 12.00, p < 0.01$. There were no significant gender differences among students in grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question, $p > .05$

Table 14.5 – "I have trouble concentrating."

	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	31.6%	12.7%	44.4%
Grades 6-8	29.4%	11.8%	41.2%
Grades 9-12 EHS	33.4%	12.6%	46.0%
Grades 9-12 FHS	33.3%	14.2%	47.6%
Grades 9-12 EHS & FHS	33.4%	13.5%	46.9%

There were significant differences between grades 6-8 for this question, $\chi^2(2, N = 904) = 17.73, p < 0.001$. Post-hoc analyses show significant differences between grades 6 (34.5% agree or strongly agree) and 8 (50.7% agree or strongly agree), and between grades 7 (37.8% agree or strongly agree) and 8, $p < .05$. There were no significant differences between grades 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question, $p > .05$

Table 14.6 – "I stand up for what I believe in."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	49.1%	40.1%	89.2%
Grades 6-8	46.0%	43.7%	89.6%
Grades 9-12 EHS	50.7%	40.0%	90.7%
Grades 9-12 FHS	52.4%	34.8%	87.2%
Grades 9-12 EHS & FHS	51.5%	37.3%	88.8%

There were no significant differences between grades 6-8 or 9-12 for this question, $p < .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question, $p > .05$

Table 14.7 – "I believe that my life is going in a positive direction."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	45.2%	41.5%	86.8%
Grades 6-8	41.9%	46.9%	88.7%
Grades 9-12 EHS	48.5%	37.3%	85.8%
Grades 9-12 FHS	47.7%	36.9%	84.6%
Grades 9-12 EHS & FHS	47.9%	37.3%	85.2%

There were no significant differences between grades 6-8 or 9-12 for this question, $p < .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were no significant race differences for this question, $p > .05$

Table 14.8 – "I treat people with respect."			
	Agree	Strongly Agree	Agree or Strongly Agree
Grades 6-12	45.5%	49.5%	95.0%
Grades 6-8	44.2%	51.2%	95.4%
Grades 9-12 EHS	47.2%	48.4%	95.6%
Grades 9-12 FHS	46.2%	47.7%	93.9%
Grades 9-12 EHS & FHS	46.5%	48.2%	94.7%

There were no significant differences between grades 6-8 or 9-12 for this question, $p < .05$.

There were no significant gender differences among students in grades 6-8 for this question, $p > .05$. Among students in grades 9-12, significantly more females (96.3%) than males (92.6%) "agreed" or "strongly agreed" that they treat people with respect, $\chi^2(1, N = 1109) = 7.44, p < 0.01$.

There were significant race differences for this question, $\chi^2(3, N = 1958) = 16.38, p < 0.01$. Post-hoc analyses indicate that 96.1% of White Non-Hispanic students responded agree or strongly disagree to the statement "I treat people with respect" compare to 91.9% for Hispanic students and 89.5% for Black Non-Hispanic students.

Part 2: Household Hunger

Students were asked to rate two questions related to hunger in their household. See analyses and percentages below.

Table 14.9- "In the past 30 days, did you worry that food at home would run out before your family got money to buy more?"

	Never/ Almost Never	Sometimes	Often	Always/ Almost Always	Sometimes, Often, or Always/Almost always
Grades 6-12	81.0%	10.7%	3.3%	2.5%	16.5%
Grades 6-8	76.6%	13.3%	4.0%	2.2%	19.5%
Grades 9-12 EHS	82.7%	10.0%	2.1%	3.6%	15.6%
Grades 9-12 FHS	86.0%	7.7%	3.1%	2.1%	12.9%
Grades 9-12 EHS & FHS	84.5%	8.7%	2.7%	2.8%	14.2%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

Among students in grades 6-8, significantly more females (22.7%) than males (16.2%) reported sometimes, often, or always/almost always worrying that food at home would run out before their family got money to buy more, $\chi^2(1, N = 883) = 6.95, p < 0.05$. There were no significant gender differences among students in grades 9-12 for this question, $p > .05$.

There were significant race differences for this question, $\chi^2(6, N = 1974) = 19.31, p < 0.01$. Post-hoc analyses showed that significantly more Hispanic students (24.4%) compared to White Non-Hispanic students (14.6%) reported sometimes, often, or always/almost always worrying that food at home would run out before their family got money to buy more.

Table 14.10 - "In the past 30 days, did you have to eat less because your family didn't have enough money to buy food?"

	Never/ Almost Never	Sometimes	Often	Always/ Almost Always	Sometimes, Often, or Always/Almost always
Grades 6-12	86.5%	7.4%	2.9%	1.5%	11.8%
Grades 6-8	85.2%	7.7%	3.0%	1.3%	11.9%
Grades 9-12 EHS	86.1%	7.7%	2.8%	2.6%	13.2%
Grades 9-12 FHS	88.9%	6.5%	2.9%	0.8%	10.2%
Grades 9-12 EHS & FHS	87.4%	7.2%	2.9%	1.6%	11.7%

There were no significant differences between grades 6-8 or 9-12 for this question, $p > .05$.

There were no significant gender differences among students in grades 6-8 or grades 9-12 for this question, $p > .05$.

There were significant race differences for this question, $\chi^2(6, N = 1969) = 15.32, p < 0.05$. Post-hoc analyses showed that significantly more Hispanic students (16.7%) compared to White Non-Hispanic students (10.6%) reported sometimes, often, or always/almost always having to eat less because their family didn't have enough money to buy food.

Appendix A:

Enfield 2015
Alcohol and Drug Use Student Survey, Grades 6-12

Enfield Youth Services Survey 2015

Enfield 2015 Youth Services Survey

This survey is sponsored by Enfield Youth Services. The survey is open to youth in grades 6 through 12 attending school in Enfield, CT. We are conducting the survey to learn about your experiences and feelings regarding tobacco, alcohol, marijuana, and prescription drug abuse, as well as your general experiences in the school. This is NOT a test. There are no right or wrong answers.

We encourage you to answer truthfully. Your answers cannot be traced back to you, so you can be completely honest. This is your chance to be heard.

If you are taking this survey later in the cycle, you may have heard classmates talking about the questions or answers they gave. We are relying on your independent spirit and integrity to give answers based on your OWN opinions and experiences, regardless of what you may have heard.

Please work as quickly as you can. If you don't find an answer that fits exactly, choose the one that comes closest. You should not compare or discuss your answers with other students while you are taking the survey, but you may ask your teacher or survey administrator if you do not understand a question.

Enfield Youth Services Survey 2015

Enter your "data input code here"-survey number and "in-putters" first and last initial, for example 1BS (first survey for Bonnie Smith's input)... THANK YOU TO THOSE WHO ARE SUPPORTING THIS INPUT EFFORT

How old are you?

◯ 10 or younger ◯ 11 ◯ 12 ◯ 13 ◯ 14 ◯ 15 ◯ 16 ◯ 17 ◯ 18 or older

What grade are you in now?

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

Other (please specify)

What is your sex?

◯ Male ◯ Female

Other (please specify)

How do you describe yourself? (select all that apply)

- ☐ White Non-Hispanic
- ☐ White Hispanic
- ☐ Black Non-Hispanic
- ☐ Other (please specify)
- ☐ Black Hispanic
- ☐ Asian or Pacific Islander Non-Hispanic
- ☐ Asian or Pacific Islander Hispanic
- ☐ Native American Non-Hispanic
- ☐ Native American Hispanic

What school do you attend?

- ☐ JFK Middle School
- ☐ Enfield High School
- ☐ Fermi High School

Other (please specify)

Enfield Youth Services Survey 2015

Please answer the following questions regarding your school.

	Never	Sometimes	Most of the time	Always
My school is a safe place:	◯	◯	◯	◯
My school has a vision of what a safe school looks, feels, and sounds like:	◯	◯	◯	◯
Staff members support the values of a safe school climate:	◯	◯	◯	◯
I feel accepted by students at my school:	◯	◯	◯	◯
I feel accepted by adults at my school:	◯	◯	◯	◯
My school is setting goals to improve the school climate:	◯	◯	◯	◯
School rules are applied to me in a fair way:	◯	◯	◯	◯

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

- ◯ School rules are applied to me fairly
- ◯ My race/ethnicity
- ◯ My grades
- ◯ My appearance
- ◯ Other (please specify)
- ◯ My religion or faith
- ◯ The neighborhood in which I live
- ◯ The amount of money my parents make
- ◯ A disability that I have

My school has rules/policies that help me improve as a student?

◯ Yes ◯ No ◯ Unsure

Please answer the following questions regarding your school.

	Never	Sometimes	Most of the time	Always
My school has policies that help students who are struggling with their grades (academically):	◯	◯	◯	◯
My school's rules and policies are firmly supported and followed to help all students succeed:	◯	◯	◯	◯
Rules and policies in my school help me to learn in my classes:	◯	◯	◯	◯
My school helps students who are struggling emotionally:	◯	◯	◯	◯
The school leaders support an environment that helps students learn:	◯	◯	◯	◯
In my school, I feel welcome:	◯	◯	◯	◯
My school encourages me to treat people fairly:	◯	◯	◯	◯
My parents/guardians think of my school as a positive place:	◯	◯	◯	◯
I believe that everyone (students, teachers, administration, parents, etc.) are working together to improve the school environment:	◯	◯	◯	◯

Enfield Youth Services Survey 2015

The following section concerns bullying:

Bullying definition: *A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself.*

How often have you been bullied at school in the *past 30 days*?

- ◯ I have NEVER been bullied at school before.
- ◯ Not in the past 30 days.
- ◯ Occasionally (1-5 days)
- ◯ Frequently (6-20 days)
- ◯ Almost every day (21 days or more)

Other (please specify)

I have been bullied in the following ways:

	Yes	No
Being left out, excluded, or ignored by other students	◯	◯
Hit, kicked, pushed, shoved, or locked indoors	◯	◯
Other students spread lies or rumors about me	◯	◯
Had money or things taken away from me or damaged	◯	◯
Threatened or forced to do things I didn't want to	◯	◯
With mean names or comments about my race	◯	◯
With mean names or comments with a sexual meaning	◯	◯

I have been bullied in the following places:

	Yes	No
On the playground/athletic field	◯	◯
In the hallways or stairwells	◯	◯
In class (when a teacher was IN the room)	◯	◯
In class (when a teacher was NOT in the room)	◯	◯
In the bathroom	◯	◯
In gym class or locker rooms	◯	◯
In the lunch room	◯	◯
On the way to and from school	◯	◯
At the school bus stop	◯	◯
On the school bus	◯	◯
Somewhere else at school	◯	◯
Online or through text messaging	◯	◯
After school hours in other programs, clubs, or sports	◯	◯

How often do the *teachers or other adults* at school try to stop it when a student is being bullied at school?

- ◯ Almost Never
- ◯ Sometimes
- ◯ Often
- ◯ Almost Always

How often do *other students* at school try to stop it when a student is being bullied at school?

- ◯ Almost Never
- ◯ Sometimes
- ◯ Often
- ◯ Almost Always

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?

- ◯ 0 days
- ◯ 1 day
- ◯ 2 days
- ◯ 3-5 days
- ◯ 6-9 days
- ◯ 10-19 days
- ◯ 20-30 days
- ◯ About everyday
- ◯ Other (please specify)

Enfield Youth Services Survey 2015

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

- ◯ Not applicable (N/A)
- ◯ 0
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5 or more

Other (please specify)

Think over the last 30 days. How many times have you had five or more alcoholic drinks in a row?

- ◯ Not Applicable (N/A)
- ◯ None
- ◯ Once
- ◯ Twice
- ◯ 3 to 5 times
- ◯ 6 to 9 times
- ◯ 10 or more times

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

- ◯ I do not drink alcohol.
- ◯ Home WITH parent's permission
- ◯ Home WITHOUT parent's permission
- ◯ Friends
- ◯ Other (please specify)
- ◯ Brother(s) or Sister(s)
- ◯ Other people who buy it for you
- ◯ Store
- ◯ Restaurant/Bar

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

- ◯ Yes
- ◯ No
- ◯ I do not drive

Enfield Youth Services Survey 2015

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

- ◯ Very Easy
- ◯ Sort of Easy
- ◯ Sort of Hard
- ◯ Very Hard

Have your parents ever hosted an underage drinking party?

- ◯ Yes ◯ No
- ◯ Other (please specify)

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

- ◯ Yes ◯ No

Enfield Youth Services Survey 2015

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

- ◯ None
- ◯ Less than 1 cigarette a day
- ◯ 1 to 5 cigarettes a day
- ◯ Other (please specify)
- ◯ About one-half pack a day
- ◯ About one pack a day
- ◯ About one and one-half packs a day

In the PAST 30 DAYS, on how many occasions (if any) have you...

	0	1-2	3-5	6-9	10-19	20-30	More than 30 occasions
...used an e-cigarette (electronic cigarette)?	◯	◯	◯	◯	◯	◯	◯
...used marijuana?	◯	◯	◯	◯	◯	◯	◯
...used heroin?	◯	◯	◯	◯	◯	◯	◯
...used prescription drugs not prescribed to you?	◯	◯	◯	◯	◯	◯	◯

If ever, how old were you... (select N/A for not applicable if you have never tried the drug before)

	N/A	10 or younger	11	12	13	14	15	16	17	18 or older
...the first time you used marijuana?	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
...the first time you used heroin?	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
...the first time you used prescription drugs not prescribed to you?	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
...the first time you used an e-cigarette (electronic cigarette)?	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
...the first time you had a drink of an alcoholic beverage such as beer, wine, or hard liquor (vodka, whiskey, or gin)? - *More than one sip or two*	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
...the first time you smoked a cigarette? *-Even just a puff*	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

Please answer the following questions regarding your perceptions of drug and alcohol use.

How much do you think people risk harming themselves physically or in other ways when they do the following:

	No Risk	Slight Risk	Moderate Risk	Great Risk
Have 5 or more drinks of an alcoholic beverage once or twice a week?	○	○	○	○
Smoke one or more packs of cigarettes per day?	○	○	○	○
Use marijuana, once or twice a week?	○	○	○	○
Use heroin once or twice a week?	○	○	○	○
Use prescription drugs that are not prescribed to them?	○	○	○	○

How wrong do your parents/guardians feel it would be for you to do the following:

	Not at all wrong	A little bit wrong	Wrong	Very wrong
Have 1 or 2 drinks of an alcoholic beverage nearly every day?	○	○	○	○
Smoke tobacco?	○	○	○	○
Smoke marijuana?	○	○	○	○
Use heroin?	○	○	○	○
Use prescription drugs that are not prescribed to you?	○	○	○	○

How wrong do your friends feel it would be for you to do the following:

	Not at all wrong	A little bit wrong	Wrong	Very wrong
Have 1 or 2 drinks of an alcoholic beverage nearly every day?	○	○	○	○
Smoke tobacco?	○	○	○	○
Smoke marijuana?	○	○	○	○
Use heroin?	○	○	○	○
Use prescription drugs that are not prescribed to you?	○	○	○	○

How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

- ◯ Strongly Approve
- ◯ Somewhat Approve
- ◯ Neither Approve or Disapprove
- ◯ Somewhat Disapprove
- ◯ Strongly Disapprove

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USE THIS ONE: What kind of grades do you mostly get? (Please circle ONLY one or two answer options)

- ☐ A's
- ☐ B's
- ☐ C's
- ☐ D's
- ☐ F's
- ☐ Other (please specify)

OLD QUESTION DONT USE ANYMORE What kind of grades do you mostly get? (Please circle ONLY one or two answer options)

- ◯ A's
- ◯ B's
- ◯ C's
- ◯ D's
- ◯ F's
- ◯ Other (please specify)

I try hard to do good work at school.

- ◯ Definitely NOT true
- ◯ Mostly NOT true
- ◯ Mostly true
- ◯ Definitely true

How much do you disagree or agree with the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel lonely.	◯	◯	◯	◯
I am good at making decisions.	◯	◯	◯	◯
I feel sad most of the time.	◯	◯	◯	◯
I have so much energy I don't know what to do with it.	◯	◯	◯	◯
I have a number of good qualities.	◯	◯	◯	◯
I have trouble concentrating.	◯	◯	◯	◯
I stand up for what I believe in.	◯	◯	◯	◯
I believe that my life is going in a positive direction.	◯	◯	◯	◯
I treat people with respect.	◯	◯	◯	◯

Have you ever experienced any of the following?:

	Never/Almost Never	Sometimes	Often	Always/Almost Always
I have had thoughts about hurting myself.	◯	◯	◯	◯
I have hurt myself on purpose.	◯	◯	◯	◯
I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose.	◯	◯	◯	◯
I have felt sad or hopeless so much that it stopped me from doing my usual activities.	◯	◯	◯	◯
I have seriously considered attempting suicide within the past year.	◯	◯	◯	◯

In the last 30 days...

	Never/Almost Never	Sometimes	Often	Always/Almost Always	I don't know.
...did you **worry** that food at home would run out before your family got money to buy more?	○	○	○	○	○
...did you have to **eat less** because your family didn't have enough money to buy food?	○	○	○	○	○

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THANK YOU FOR COMPLETING THIS SURVEY!

If anything in this survey made you upset or brought up feelings of confusion, please talk to your school psychologist, school counselor, or teacher.