

Enfield

**Youth Substance Use &
Related Behaviors or Perceptions
2019 Survey Report**

Survey Analysis and Reporting By:

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C O N S U L T I N G

PROGRAM EVALUATION • NEEDS ASSESSMENT • GRANT PREPARATION

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Introduction to the 2019 Enfield Alcohol & Drug Use Student Survey Report

The following report is a summary of data that was gathered during November 2019 at John F. Kennedy Middle School (JFK, grades 6-8) and Enfield High School (EHS, grades 9-12), both 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, 2015, and 2017. 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 2019 Enfield Alcohol and Drug Use Student Surveys were administered in November 2019 to students at Enfield Middle School and Enfield 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:

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

Data Processing:

The student survey data was exported from the SurveyMonkey.com website and imported into SPSS (Statistical Package for the Social Sciences) for data analysis. A total of 136 surveys (6.0% of original sample of 2,256 surveys gathered from surveymonkey) were omitted from the sample pool due to observed discrepancies in the responses (inconsistent/extreme responses) or if a student completed less than 10% of the survey questions (for example, only demographic info). The final sample size after surveys were omitted was 2,120 students across grades 6-12.

Survey Sample Demographics:

The student survey sample consisted of a total of 2,120 students (938 males, 1,004 females; 178 students did not specify their sex). 850 students represented JFK Middle School (419 males, 430 females, 93 not specified) and 1,092 students represented Enfield High School (519 males, 573 females, 85 not specified). 5 students did not specify what grade level they were in. Refer to Figures below for more descriptions of the sample by grade level, including count of students by grade and gender count.

6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
n= 274	n= 255	n= 320	n= 301	n=282	n= 296	n= 211
males: 142	males: 124	males: 152	males: 154	males: 128	males: 139	males: 97
females: 132	females:131	females: 168	females: 147	females: 154	females: 157	females: 114

Sample Response Rates:

Response rates by grade level and school are listed in the table below. 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 2019 - 2020 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.

<u>Sample Response Rates</u>	<u>Sample Count</u>	<u>Population Count</u>	<u>Response Rate (%)</u>
Grade 6	290	327	88.69%
Grade 7	293	382	76.70%
Grade 8	357	381	93.70%
Grade 9	322	433	74.36%
Grade 10	305	364	83.79%
Grade 11	313	367	85.29%
Grade 12	235	348	67.53%
Grades 6-8	940	1090	86.24%
Grades 9-12	1175	1512	77.71%
Grades 6-12	2115	2602	81.28%

The table below 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 20% (25-5) and 30% (25+5) if you repeatedly re-sampled students in this population.

<u>Grade Levels</u>	<u>Confidence Level</u>	<u>Confidence Interval</u>
Grades 6-8	95.0%	+/- 1.19
Grades 9-12	95.0%	+/- 1.35
Grades 6-12	95.0%	+/- 0.92

Statistical Analyses:

Statistical comparisons by grade levels or sex (male/female) were conducted separately for grades 6-8 and grades 9-12 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 GPR 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, $p > .05$. Sex differences are only reported when a significance value (p) of less than .05 is found. Any sex 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 9-12, post-hoc analyses using the Bonferroni correction were used to determine which grade levels were significantly different from each other. Post-hoc analyses are not needed for grades 6-8 since only 2 grade levels are included in this group (post-hoc differences are used when one is comparing more than 2 groups).

Statistical Comparisons by Race:

We must be careful not to unfairly identify or stereotype a handful of students as using or abusing drugs, given the smaller sample size within specific minority groups in these schools. Race differences will typically only be included for 30-day use percentages and core perception measures (risk, friend/parent disapproval) for alcohol, tobacco, marijuana, and prescription drugs in this report across Grades 6-8 and 9-12 separately.

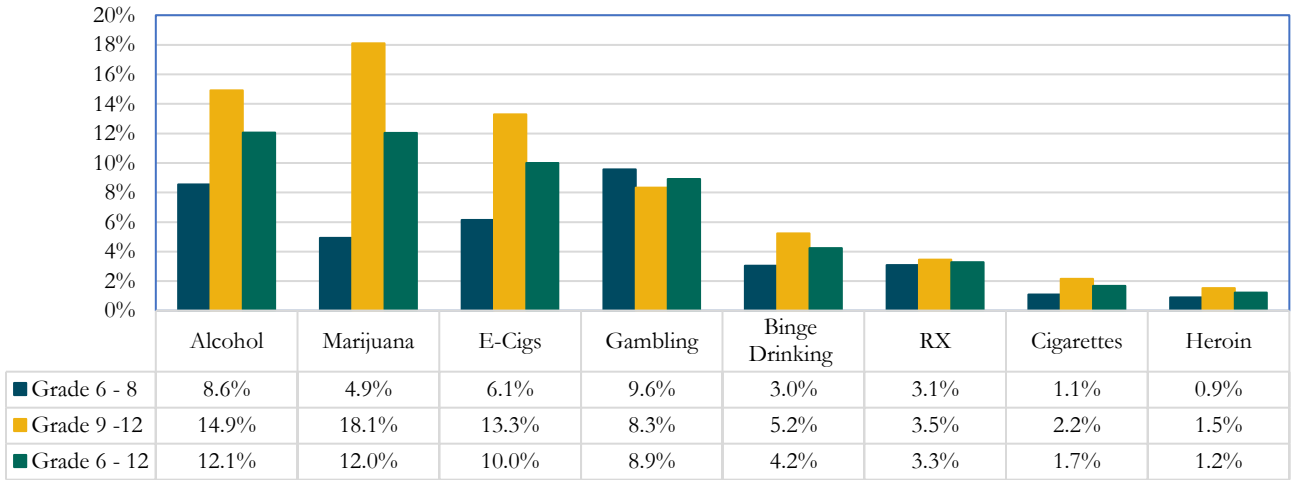
Race groups comprising less than 5% of the full sample (Native American Non-Hispanic and Asian/Pacific Islander Non-Hispanic) were combined into one already existing category referred to as “other” (which included other races not listed or multiple races that students could specify). In addition, Black Hispanic, White Hispanic, Native American Hispanic, and Asian or Pacific Islander Hispanic were combined into one “Hispanic” category. This was done to ease statistical analyses of the core measures between race groups. Thus, the core race/ethnicity groups included in the statistical analyses for race differences were: White Non-Hispanic, Black or African American Non-Hispanic, Hispanic, and Other (organized in table below by color).

Table 1.2– Sample Size by Race	Grades 6-12	Grades 6-8	Grades 9-12
White Non-Hispanic	66.5%	65.5%	67.3%
Black Non-Hispanic	6.0%	7.1%	5.1%
Hispanic	18.4%	19.7%	17.3%
Asian/Pacific Islander Non-Hispanic	3.4%	2.5%	4.2%
Other races specified	5.0%	4.1%	5.7%
Total “Other”	8.4%	6.6%	9.9%
Not Specified	0.7%	1.0%	0.4%

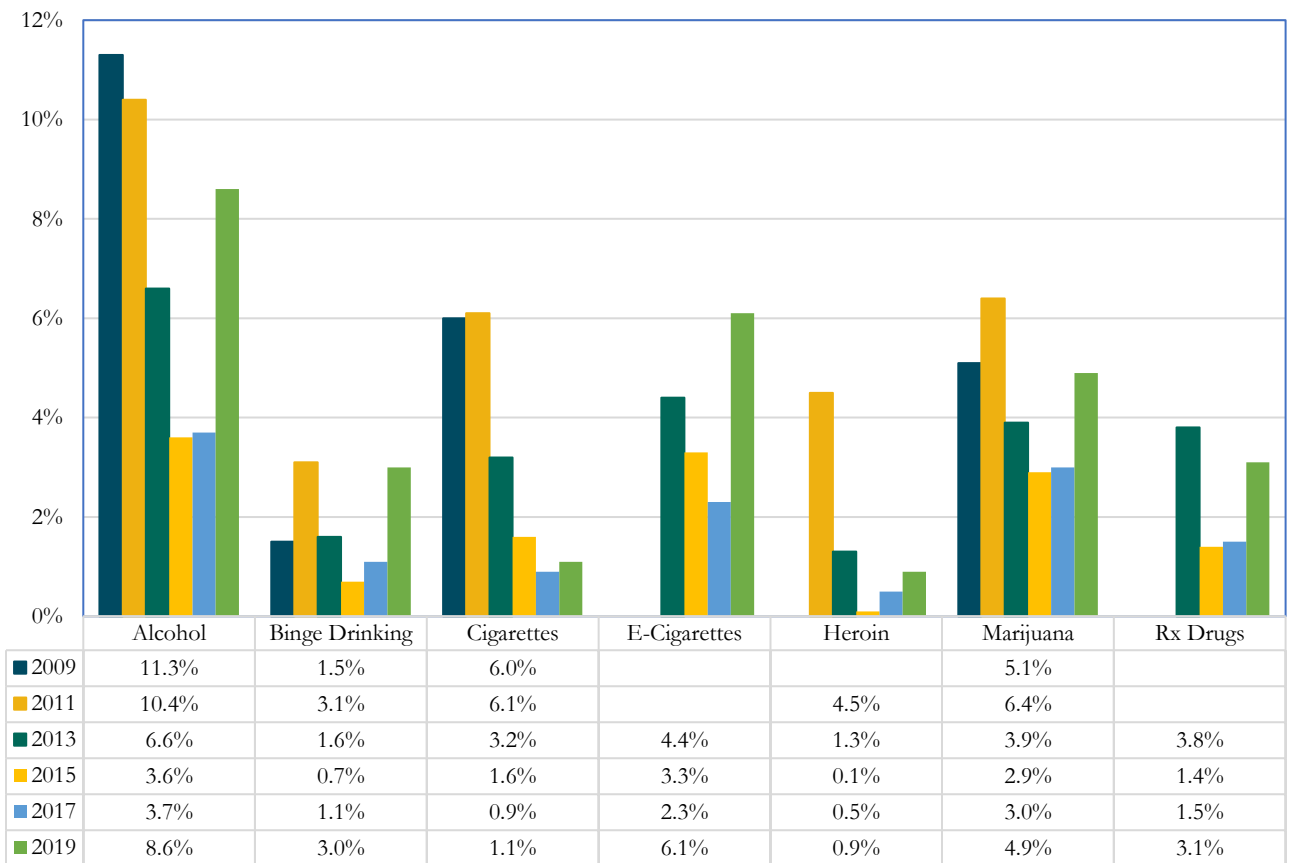
For information regarding race differences in substance use, refer to the national survey reports, such as the National Survey on Drug Use and Health (<http://oas.samhsa.gov/nsduh.htm>) or the Monitoring the Future Survey (<http://monitoringthefuture.org>).

Key Substance Use Findings of the 2019 Enfield Student Survey Report
Below are some important findings that were gathered from this year's student survey.

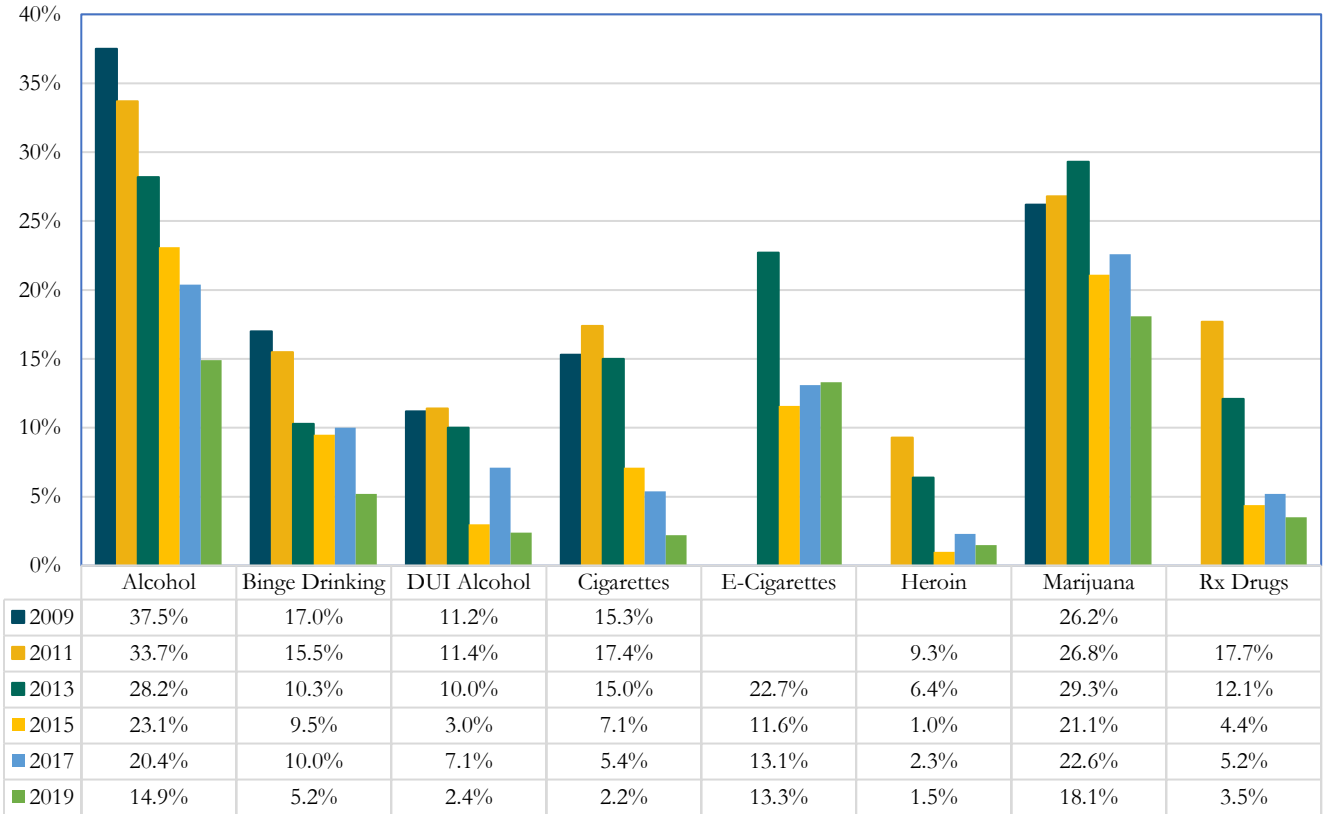
Past Month Use of Drugs and Gambling



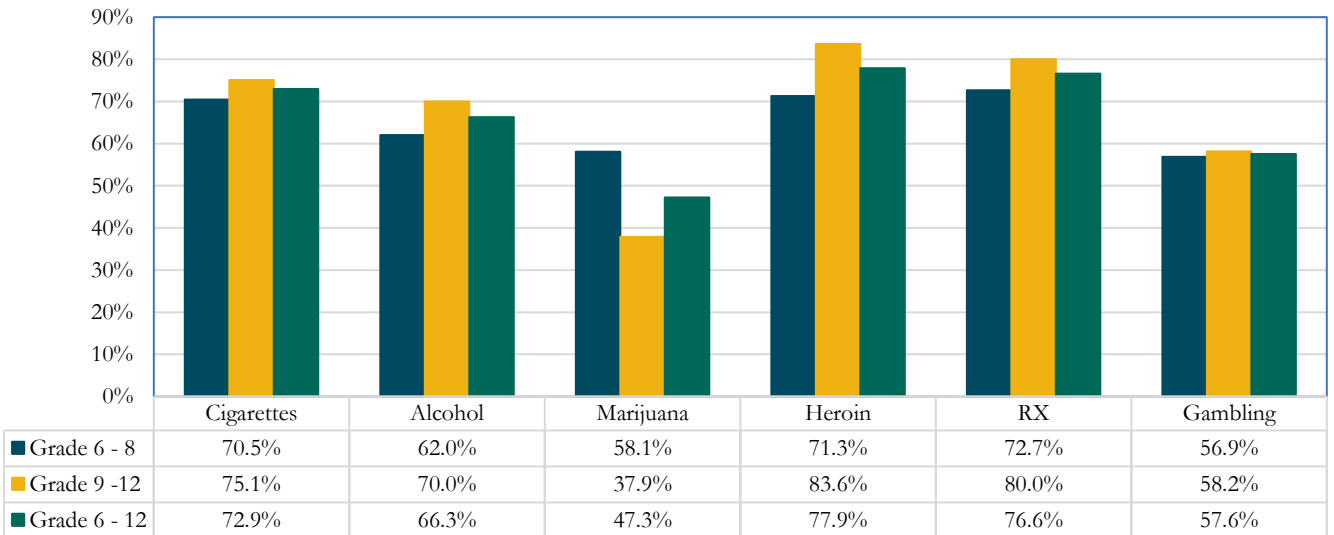
Past Month Use Rates: Year Trends of Core Drugs, Grades 6-8



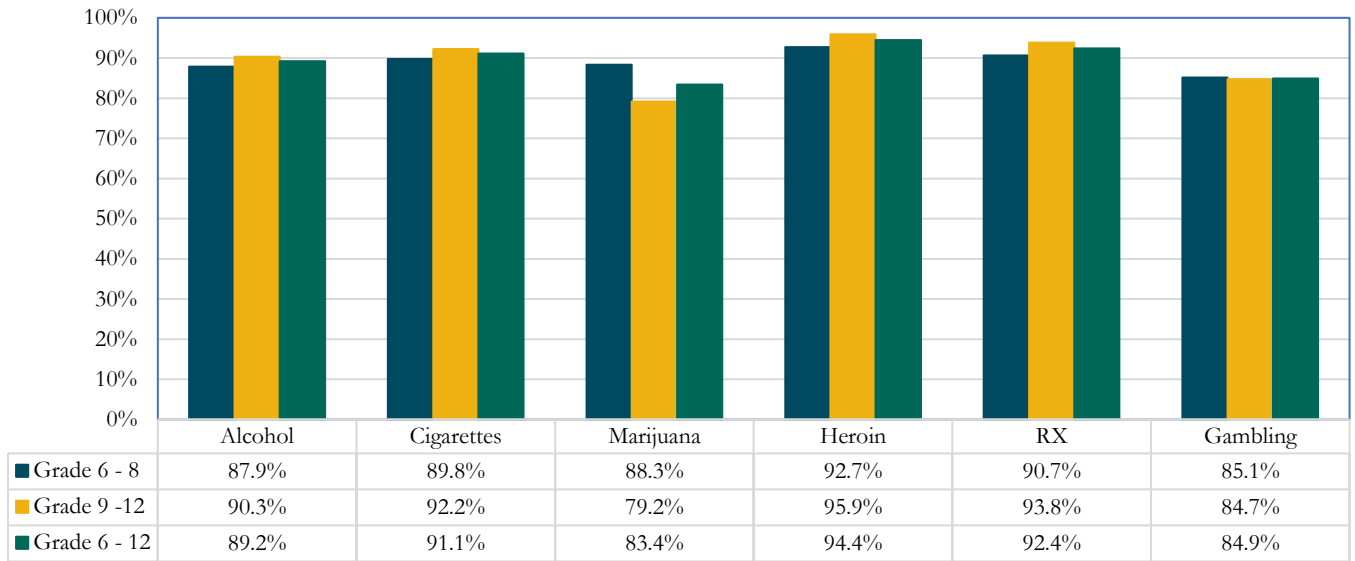
Past Month Use Rates: Year Trends of Core Drugs, Grades 9-12



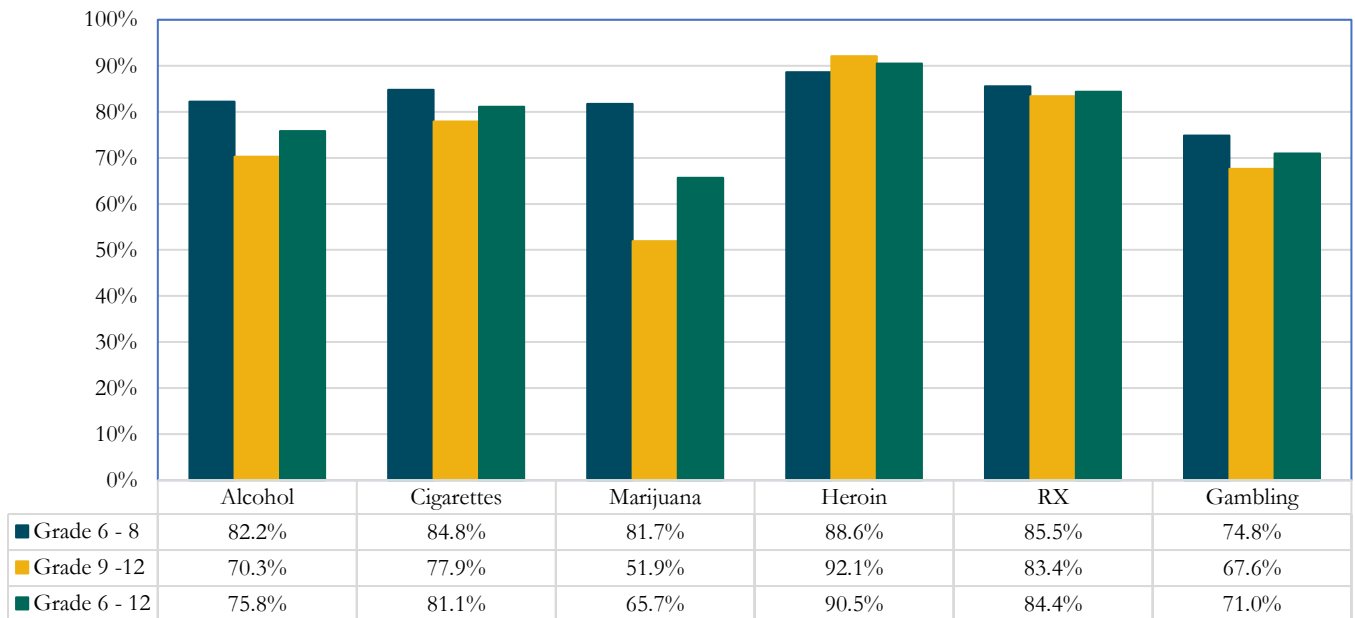
Perceived Risk of Using Drugs or Gambling (% moderate or great risk)



Perceived Parent Disapproval of Student Drug Use or Gambling (% Wrong/Very Wrong)



Perceived Friend Disapproval of Student Drug Use or Gambling (% Wrong/Very Wrong)



Substance Use and Risky Behavior Summary

	Grades 6-8	Grades 9-12	Grades 6-12
Cigarette Use			
<i>Past Month Cigarette Use</i>	1.1%	2.2%	1.7%
<i>Past Month E-Cigarette Use</i>	6.1%	13.3%	10.0%
<i>Perceived Risk</i>	70.5%	75.1%	72.9%
<i>Perceived Parent Disapproval</i>	89.8%	92.2%	91.1%
<i>Perceived Friend Disapproval</i>	84.8%	77.9%	81.1%
Alcohol Use			
<i>Past Month Use</i>	8.6%	14.9%	12.1%
<i>Perceived Risk</i>	62.0%	70.0%	66.3%
<i>Perceived Parent Disapproval</i>	87.9%	90.3%	89.2%
<i>Perceived Friend Disapproval</i>	82.2%	70.3%	75.8%
<i>Past Month Binge Drinking</i>	3.0%	5.2%	4.2%
Marijuana Use			
<i>Past Month Use</i>	4.9%	18.1%	12.0%
<i>Perceived Risk</i>	58.1%	37.9%	47.3%
<i>Perceived Parent Disapproval</i>	88.3%	79.2%	83.4%
<i>Perceived Friend Disapproval</i>	81.7%	51.9%	65.7%
Prescription Drug Abuse			
<i>Past Month Use</i>	3.1%	3.5%	3.3%
<i>Perceived Risk</i>	72.7%	80.0%	77.9%
<i>Perceived Parent Disapproval</i>	90.7%	93.8%	92.4%
<i>Perceived Friend Disapproval</i>	85.5%	83.4%	84.4%
Heroin Use			
<i>Past Month Use</i>	0.9%	1.5%	1.2%
<i>Perceived Risk</i>	71.3%	83.6%	77.9%
<i>Perceived Parent Disapproval</i>	92.7%	95.9%	94.4%
<i>Perceived Friend Disapproval</i>	88.6%	92.1%	90.5%
Gambling			
<i>Past Month Use</i>	9.6%	8.3%	8.9%
<i>Perceived Risk</i>	56.9%	58.2%	57.6%
<i>Perceived Parent Disapproval</i>	85.1%	84.7%	84.9%
<i>Perceived Friend Disapproval</i>	74.8%	67.6%	71.0%

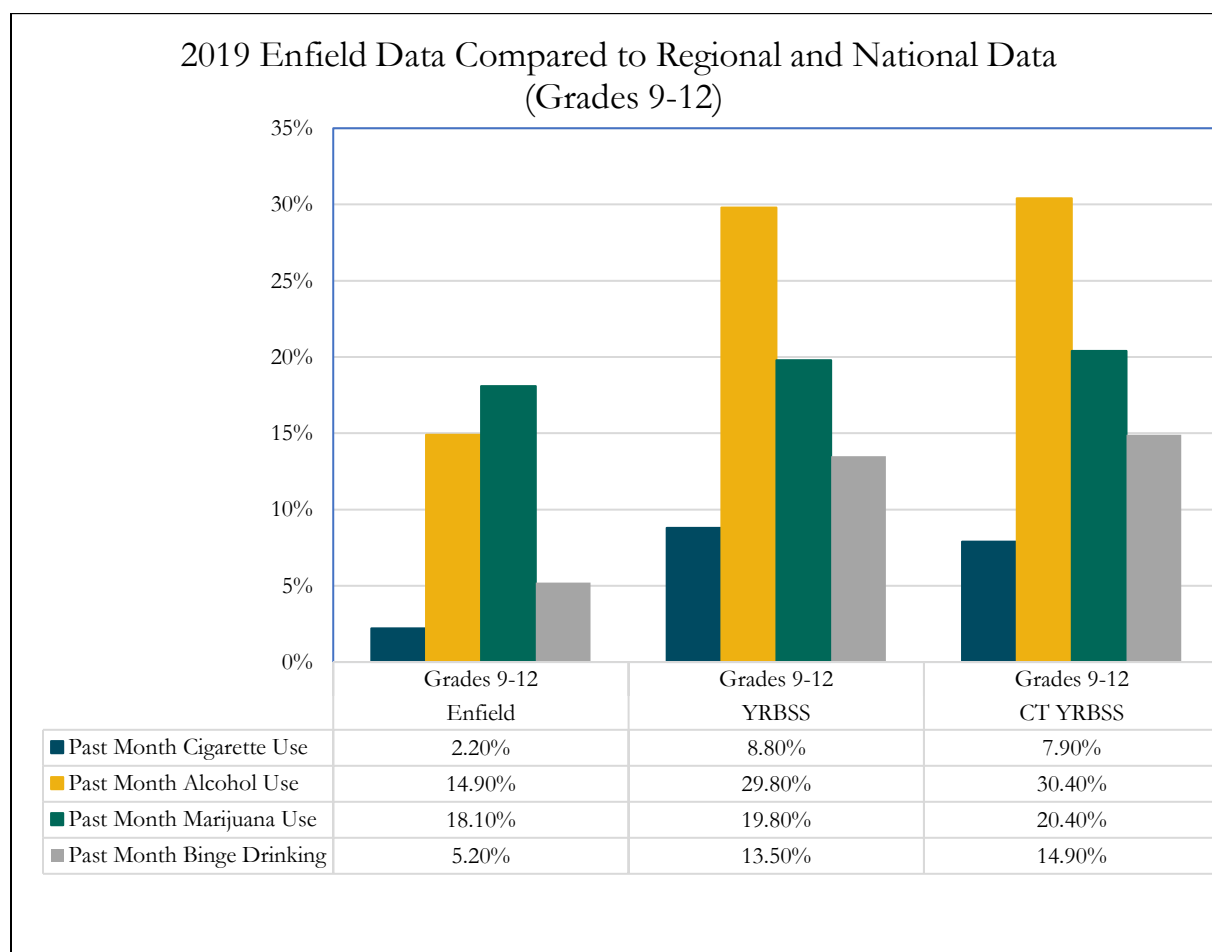
Year Trends in Substance Use Summary, Grades 9-12

	2011	2013	2015	2017	2019	% Difference Since 2017
Cigarette Use						
<i>Past Month Use</i>	18.7%	15.0%	7.1%	5.4%	2.2%	-59.3%
<i>Perceived Risk</i>	83.4%	86.0%	84.2%	77.7%	75.1%	-3.3%
<i>Perceived Parent Disapproval</i>	66.7%	86.6%	91.1%	89.9%	92.2%	2.6%
<i>Perceived Friend Disapproval</i>	-----	62.0%	69.1%	73.9%	77.9%	5.4%
Alcohol Use						
<i>Past Month Use</i>	33.7%	28.2%	23.1%	20.4%	14.9%	-26.7%
<i>Perceived Risk</i>	72.0%	74.8%	70.1%	66.7%	70.0%	4.9%
<i>Perceived Parent Disapproval</i>	60.1%	87.9%	91.1%	87.9%	90.3%	2.7%
<i>Perceived Friend Disapproval</i>	-----	51.1%	58.1%	64.9%	70.3%	8.3%
<i>Past Month Binge Drinking¹</i>	15.5%	10.3%	5.8%	10.0%	5.2%	-48%
Marijuana Use						
<i>Past Month Use</i>	26.8%	29.3%	21.1%	22.6%	18.1%	-19.9%
<i>Perceived Risk</i>	49.7%	43.9%	38.9%	36.9%	37.9%	2.7%
<i>Perceived Parent Disapproval</i>	63.6%	76.8%	84.2%	76.7%	79.2%	3.3%
<i>Perceived Friend Disapproval</i>	-----	36.8%	42.5%	48.0%	51.9%	8.1%
Prescription Drug Abuse						
<i>Past Month Use</i>	17.7%	12.1%	4.4%	5.2%	3.5%	-32.7%
<i>Perceived Risk</i>	-----	81.9%	81.2%	79.1%	80.0%	1.1%
<i>Perceived Parent Disapproval</i>	-----	88.4%	94.9%	91.7%	93.8%	2.3%
<i>Perceived Friend Disapproval</i>	-----	74.1%	80.3%	80.7%	83.4%	3.3%
Heroin Use						
<i>Past Month Use</i>	9.3%	6.4%	1.0%	2.3%	1.5%	-34.8%
<i>Perceived Risk</i>	87.1%	88.9%	87.6%	84.3%	83.6%	-0.8%
<i>Perceived Parent Disapproval</i>	88.1%	93.3%	97.3%	94.0%	95.9%	2.0%
<i>Perceived Friend Disapproval</i>	-----	88.9%	90.3%	88.9%	92.1%	3.6%

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 the YRBSS national and state survey studies. The YRBSS respondents in private and public schools completed paper surveys during a class period.

Enfield 2019 Survey Data Comparison to 2019 YRBSS Survey			
<i>Substance</i>	Enfield Grades 9-12	YRBSS³, Grades 9-12	CT YRBSS³, Grades 9-12
Past Month Cigarette Use	2.2%	8.8%	7.9%
Past Month Alcohol Use	14.9%	29.8%	30.4%
Past Month Marijuana Use	18.1%	19.8%	20.4%
Past Month Binge Drinking	5.2%	13.5%	14.9%



³ = Youth Risk Behavior Surveillance System; Centers for Disease Control and Prevention (CDC); Connecticut data also collected in 2019

Section I: Cigarette and E-Cigarette Use and Perceptions of Use

Part 1: Cigarette or E-Cigarette Use

Students were asked to report how many cigarettes (if any) they smoked in the past 30 days. 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 2019

Table 1.0 – Cigarette and E-Cigarette Rates	Grades 6-8	Grades 9-12	Grades 6-12
Cigarettes: Past Month Use (used <i>at least once</i> in past 30 days)	1.1%	2.2%	1.7%
Cigarettes: Smoked at least about one-half pack of cigarettes a day or more in past 30 days	0.3%	1.2%	0.8%
Cigarettes: Smoked at least one pack a day or more in past 30 days	0.3%	1.2%	0.8%
E-Cigarettes: Past Month Use (used at least once in past 30 days)	6.1%	13.3%	10.0%
E-Cigarettes: Used on 6-9 occasions or more	2.4%	7.3%	5.1%
E-Cigarettes: Used 20-30 occasions or more	1.4%	4.3%	3.1%

Cigarette Use Trends by Year:

Trends indicate a long-term decline in past month cigarette use, particularly among students in grades 9-12; e-cigarette use is stable, increasing slightly since 2015 for grades 9-12. Refer to Tables 1.1, 1.2A, and 1.2B.

Table 1.1– Past Month Cigarette Use: Year Trends	2005	2009	2011	2013	2015	2017	2019	% Difference Since	
								2015	2017
<u>Cigarette Use</u>									
Grades 6-8	15.0%	6.0%	6.1%	3.2%	1.6%	0.9%	1.1%	-31.25	22.22
Grades 9-12	25.3%	15.3%	17.4%	15.0%	7.1%	5.4%	2.2%	-69.01	-59.26
<u>E-Cigarette Use</u>									
Grades 6-8	-----	-----	-----	4.4%	3.3%	2.3%	6.1%	84.85	165.22
Grades 9-12	-----	-----	-----	22.7%	11.6%	13.1%	13.3%	14.66	1.53

Table 1.2A – Trends in Past Month Use Rates for Cigarettes by Grade

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

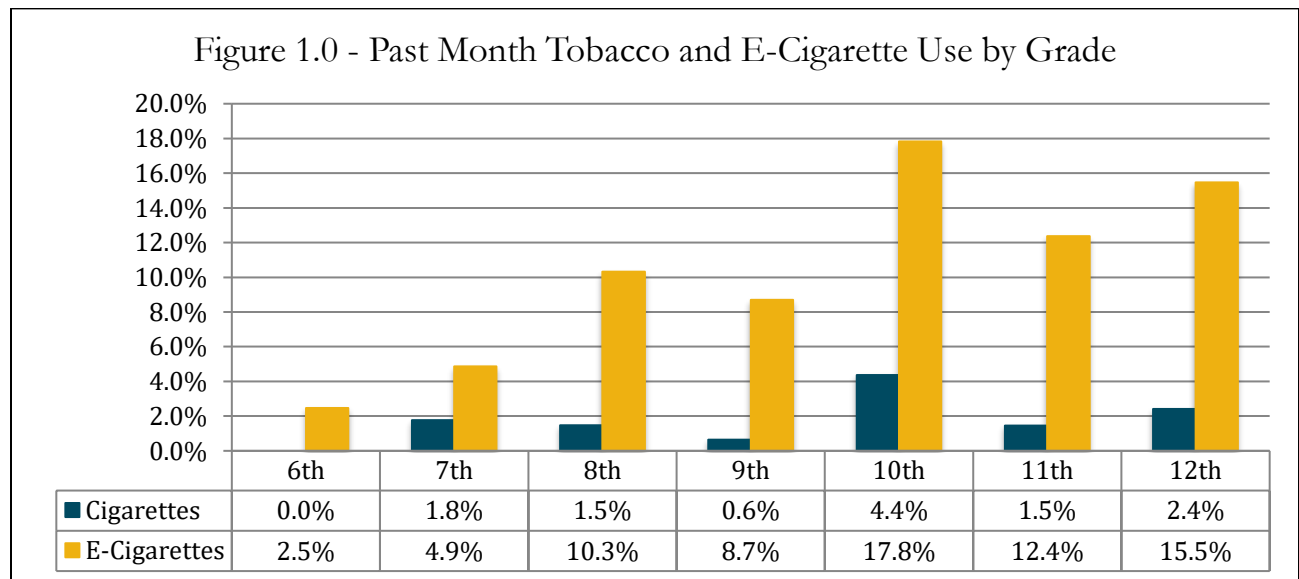
2009	-----	1.8%	9.6%	9.3%	12.4%	18.5%	21.2%
2011	2.9%	5.5%	12.5%	16.4%	14.8%	20.9%	22.9%
2013	1.7%	3.2%	4.7%	14.0%	12.5%	15.5%	18.5%
2015	0.7%	0.6%	3.7%	4.5%	5.7%	9.4%	9.2%
2017	0.3%	0.0%	2.4%	2.6%	4.9%	7.9%	6.8%
2019	0.0%	1.8%	1.5%	0.6%	4.4%	1.5%	2.4%
% Difference Since 2017	-100	NM	-37.5	-76.92	-10.2	-81.01	-64.71

Table 1.2B — 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%
2017	0.7%	0.8%	6.1%	8.1%	12.2%	14.7%	18.8%
2019	2.5%	4.9%	10.3%	8.7%	17.8%	12.4%	15.5%
% Difference Since 2017	257.14	512.5	68.85	7.41	45.9	-15.65	-17.55

2019 Cigarette or E-Cigarette Use Comparisons by Grade Level:

Refer to Table 1.3 and Figure 1.0 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 and 9-12.

Substance	Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Cigarette Use	6-8	N	N/A
	9-12	Y	9 and 10
Past Month E-Cigarette Use	6-8	Y	6 and 8 7 and 8
	9-12	Y	9 and 10



2019 Cigarette or E-Cigarette Use Comparisons by Gender:

There were no significant gender differences in past month cigarette or e-cigarette use among students in grades 6-8, 9-12, or grades 6-12 (Table 1.4).

Substance	Grade Levels	Significant (Y/N)	Rates
Past Month Cigarette Use	6-8	N	M: 1.8% F: 0.5%
	9-12	N	M: 2.1% F: 2.0%
	6-12	N	M: 1.9% F: 1.3%
Past Month E-Cigarette Use	6-8	N	M: 6.7% F: 6.2%
	9-12	N	M: 14.0% F: 12.9%
	6-12	N	M: 10.6%

2019 Cigarette or E-Cigarette Use Comparisons by Race:

For past month cigarette use rates, there were no significant race differences among students in grades 6-8, or between students in grades 9-12. For past month e-cigarette use rates, there were significant race differences among students in grades 6-8. Post-hoc analyses showed significant differences between white and Hispanic groups. There were no significant race differences between students in grades 9-12. Refer to Table 1.5.

Table 1.5 – Race Differences for Past Month Cigarette & Past Month E-cigarette Use		White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & “Other”)
Past Month Cigarette Use	Grades 6-8	0.8%	0.0%	2.8%	0.0%
	Grades 9-12	1.9%	0.0%	2.1%	4.7%
Past Month E-Cigarette Use	Grades 6-8	5.0%	3.0%	11.4%	6.5%
	Grades 9-12	13.6%	8.3%	13.2%	14.2%

Age of Onset for Cigarette and E-Cigarette Use:

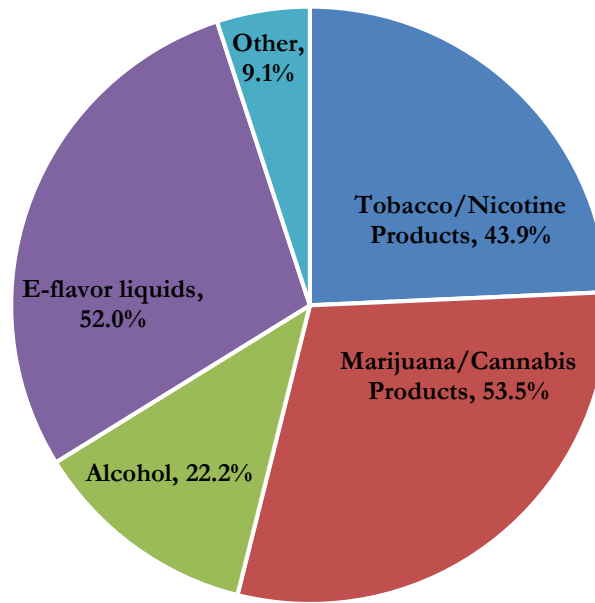
Students who have reported smoking cigarettes or e-cigarettes at least once before were asked how old they were when they tried cigarettes (even just a puff) for the first time.

Table 1.6 – Age of Onset of Cigarette and E-Cigarette Use		2019
<u>Cigarettes</u>	Grades 6-12	12.4 yrs (n=114, SD = 2.2)
	Grades 6-8	11.5 yrs (n=32, SD = 1.6)
	Grades 9-12	12.7 yrs (n=82, SD = 2.3)
<u>E-Cigarettes</u>	Grades 6-12	13.4 yrs (n=277, SD = 1.8)
	Grades 6-8	11.8 yrs (n=75, SD = 1.3)
	Grades 9-12	14.0 yrs (n=202, SD = 1.6)

Usage of E-Cigarettes with Other Substances

Students who reported using e-cigarettes at least once before were asked to select what products they used at the same time along with the e-cigarettes, including liquids or oils. Note that students could select more than one product at one time. The most frequently product used along with e-cigarettes was marijuana/cannabis products, followed by e-flavored liquids, followed by tobacco/nicotine products. Refer to Figure 1.1.

Figure 1.1 - When using E-Cigarettes in the past 30 days, please select which products you used at the same time (including liquids/oils). (Select all that apply:)



Part 2:
Students' Perceptions of Tobacco Use

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

Risks of Smoking Cigarettes:

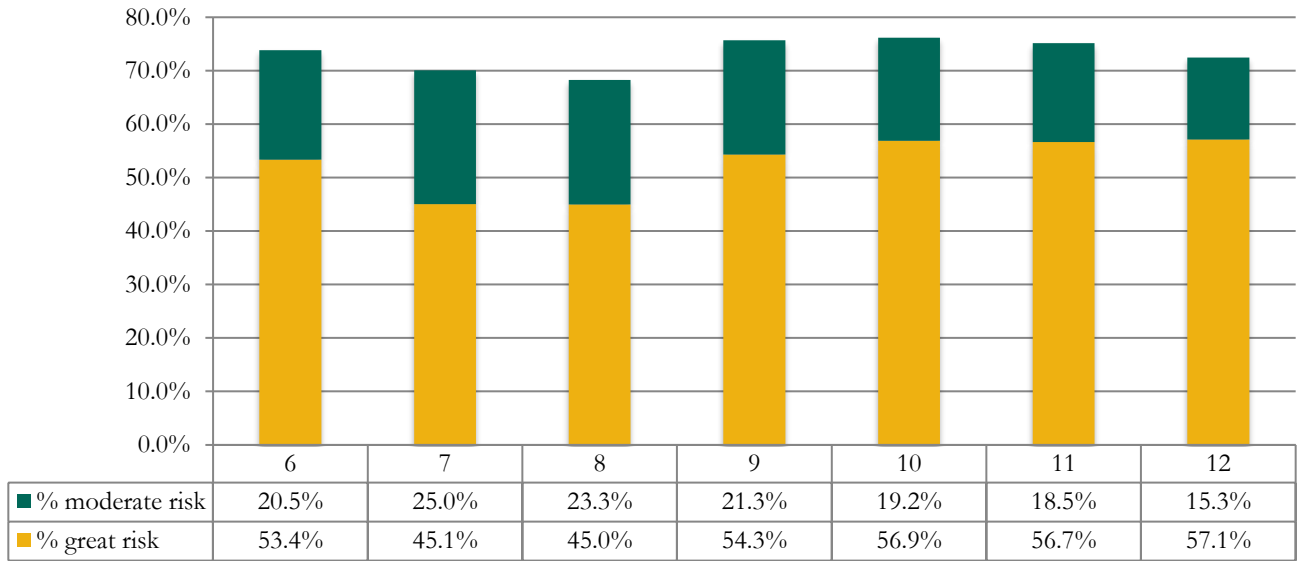
72.9% of students in grades 6-12 perceived smoking one or more packs of cigarettes per day as a "moderate" or "great" risk. Refer to Table 1.7.

Table 1.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	20.7%	52.2%	72.9%
Grades 6-8	22.9%	47.6%	70.5%
Grades 9-12	18.9%	56.2%	75.1%

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 1.8 and Figure 1.2.

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a

Figure 1.2 - "How much do you think people risk harming themselves physically or in other ways (emotionally, financially, etc.) if they smoke one or more packs of cigarettes per day?"



Gender differences were found for perceived risk of cigarette use among students in grades 6-8. Post-hoc analyses showed significant differences between males and females. Refer to Table 1.9 for more details.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 66.2% F: 77.1%
9-12	N	M: 74.7% F: 75.3%
6-12	Y	M: 70.7% F: 76.1%

There were significant race differences for perceived risk of youth tobacco use among students in grades 6-8, $\chi^2(3, N = 893) = 14.37, p < 0.05$. Post-hoc analyses showed a significant difference between white and Hispanic groups, as well as white and Black groups. There were no race differences for perceived risk of tobacco use among students in grades 9-12, $p > .05$. Refer to the table below for percentages.

Race Differences for Perceived Risk of Youth Tobacco Use, % Moderate or Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	74.6%	58.7%	62.6%	67.7%
Grades 9-12	76.6%	69.6%	72.8%	71.6%

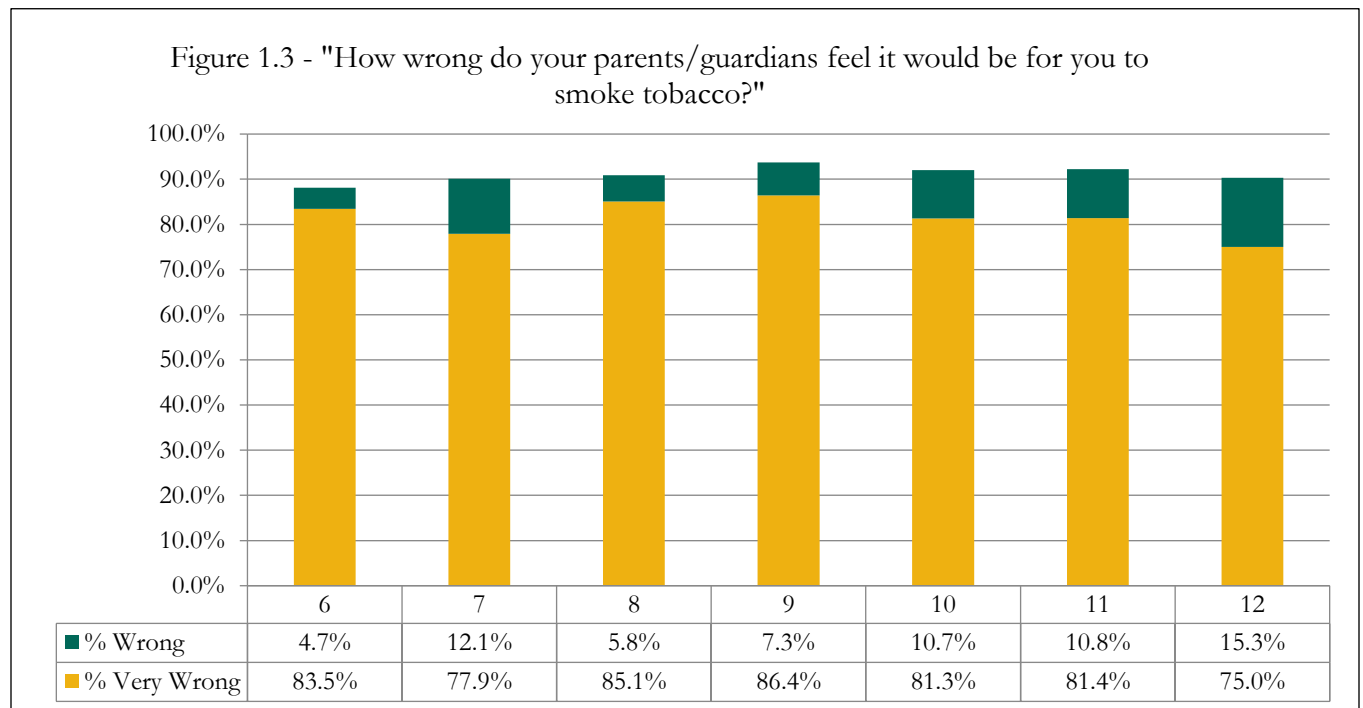
Parent/Guardian Disapproval of Smoking Tobacco:

91.1% 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 1.10.

Table 1.10	“Wrong”	“Very Wrong”	“Wrong or Very Wrong”
Grades 6-12	9.1%	82.0%	91.1%
Grades 6-8	7.4%	82.4%	89.8%
Grades 9-12	10.6%	81.7%	92.2%

There were no significant differences between grades 6-8 or 9-12 in the perception of parental disapproval of student tobacco use, $p > .05$. Refer to Table 1.10 and Figure 1.3.

Table 1.10: Grade Differences for Parent Disapproval of Tobacco Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



Gender differences were found for parental disapproval of cigarette use among students in grades 6-8 and 9-12. Post-hoc analyses showed significant differences between males and females. Refer to Table 1.11 for more details.

Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 88.2% F: 93.0%
9-12	Y	M: 90.7% F: 94.6%
6-12	Y	M: 89.6% F: 93.9%

There were significant race differences for perceived parental disapproval of youth tobacco use among students in grades 6-8, $\chi^2(3, N = 874) = 13.08, p < 0.05$. Post-hoc analyses showed significantly higher parental disapproval among white non-Hispanic students compared to Hispanic students. There were no race differences for perceived friend disapproval among students in grades 9-12, $p > .05$. Refer to the table below for percentages.

Race Differences for Perceived Parent Disapproval of Youth Tobacco Use, % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	92.1%	82.3%	84.1%	90.0%
Grades 9-12	92.3%	84.8%	92.8%	94.1%

Friend Disapproval of Smoking Tobacco:

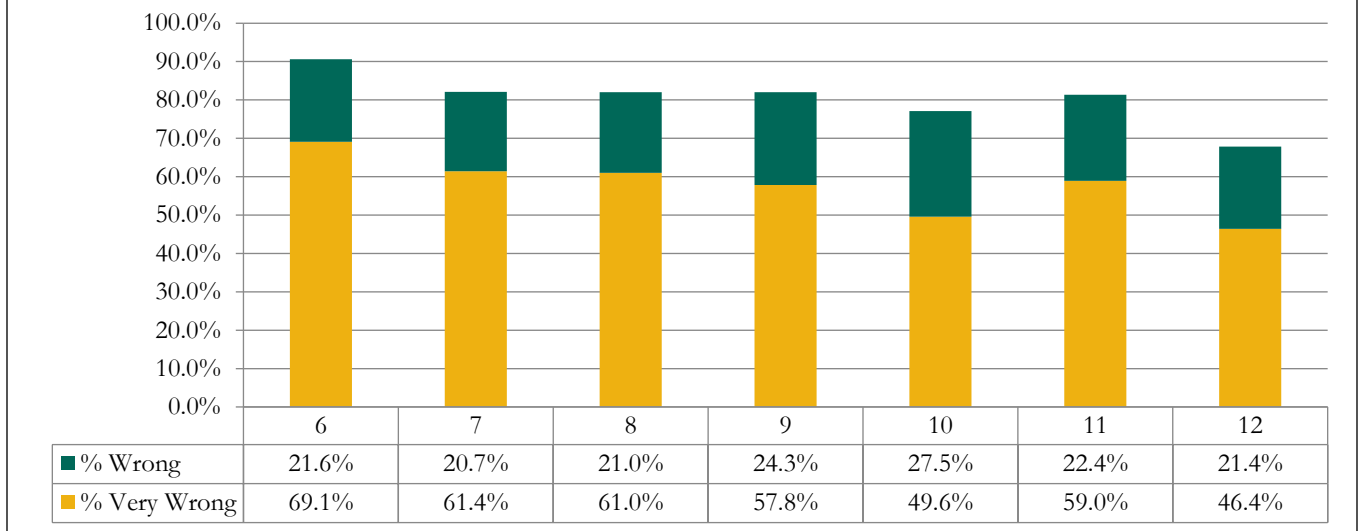
81.8% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they smoked tobacco. Refer to Table 1.12.

Table 1.12	“Wrong”	“Very Wrong”	“Wrong or Very Wrong”
Grades 6-12	22.8%	58.3%	81.1%
Grades 6-8	21.3%	63.6%	84.8%
Grades 9-12	24.1%	53.8%	77.9%

There were significant differences between grades 6-8 and grades 9-12 in the perception of friend disapproval of student tobacco use, $p < .05$. Refer to Table 1.13 and Figure 1.4.

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 7 6 and 8
9-12	Y	9 and 12 11 and 12

Figure 1.4 - "How wrong do your friends feel it would be for you to smoke cigarettes?"



Gender differences were found for perceived friend disapproval among students in grades 6-8. Refer to Table 1.14 for more details.

Table 1.14- Gender Differences in Perceived Friend Disapproval of Youth Tobacco Use		
Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 83.0% F: 88.2%
9-12	N	M: 78.9% F: 78.0%
6-12	N	M: 80.8% F: 82.7%

There were significant race differences for perceived friend disapproval of youth tobacco use among students in grades 6-8, $\chi^2(3, N = 882) = 12.73, p < 0.05$. Post-hoc analyses showed significantly higher friend disapproval among white non-Hispanic students compared to Hispanic students. There were no race differences for perceived friend disapproval among students in grades 9-12, $p > .05$. Refer to the table below for percentages.

Race Differences for Perceived Friend Disapproval of Youth Tobacco Use, % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	92.1%	82.3%	84.1%	90.0%
Grades 9-12	92.3%	84.8%	92.8%	94.1%

Section 2: Alcohol Use and Perceptions of Use

Part 1: Alcohol Use

Alcohol Use Rates for 2019

12.1% 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 2.0.

Table 2.0 – Past Month Alcohol Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (used once or more in past 30 days)	12.1%	8.6%	14.9%
Frequent Use (6-9 occasions or more in past 30 days)	3.5%	3.1%	3.9%

Alcohol Use Trends by Year:

Table 2.1 – Trends in Past Month Alcohol Use Rates by School	2005	2009	2011	2013	2015	2017	2019	% Difference Since 2017
Grades 6-8	27.0%	11.3%	10.4%	6.6%	3.6%	3.7%	8.6%	132.4%
Grades 9-12	48.9%	37.5%	33.7%	28.2%	23.1%	20.4%	14.9%	-27.0%

Table 2.2 – 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%
2017	3.0%	1.9%	6.5%	7.2%	22.1%	25.3%	28.9%
2019	4.1%	7.2%	13.2%	5.7%	16.7%	17.3%	22.1%
% Difference Since 2017	36.7%	278.9%	103.1%	-20.8%	-24.4%	-31.6%	-23.5%

2019 Alcohol Use Comparisons by Grade Level:

Refer to Table 2.3 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 9-12.

Substance	Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Alcohol Use	6-8	Y	6 and 8 7 and 8
	9-12	Y	9 and 10 9 and 11 9 and 12

2019 Alcohol Use Comparisons by Gender:

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

Grade Levels	Significant (Y/N)	Rates by Gender
6-8	N	M: 8.4% F: 8.2%
9-12	N	M: 13.6% F: 16.1%
6-12	N	M: 11.2% F: 12.6%

2019 Alcohol Use Comparisons by Race:

There were significant race differences among students in 9-12, $p < 0.05$, for past month alcohol use. Post-hoc analyses showed differences between Hispanic and Black rates. Refer to Table 2.5.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & “Other”)	
Past Month Alcohol Use	Grades 6-8	7.7%	12.1%	10.7%	8.1%
	Grades 9-12	15.7%	3.6%	18.7%	9.0%

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 2.6 for the ages.

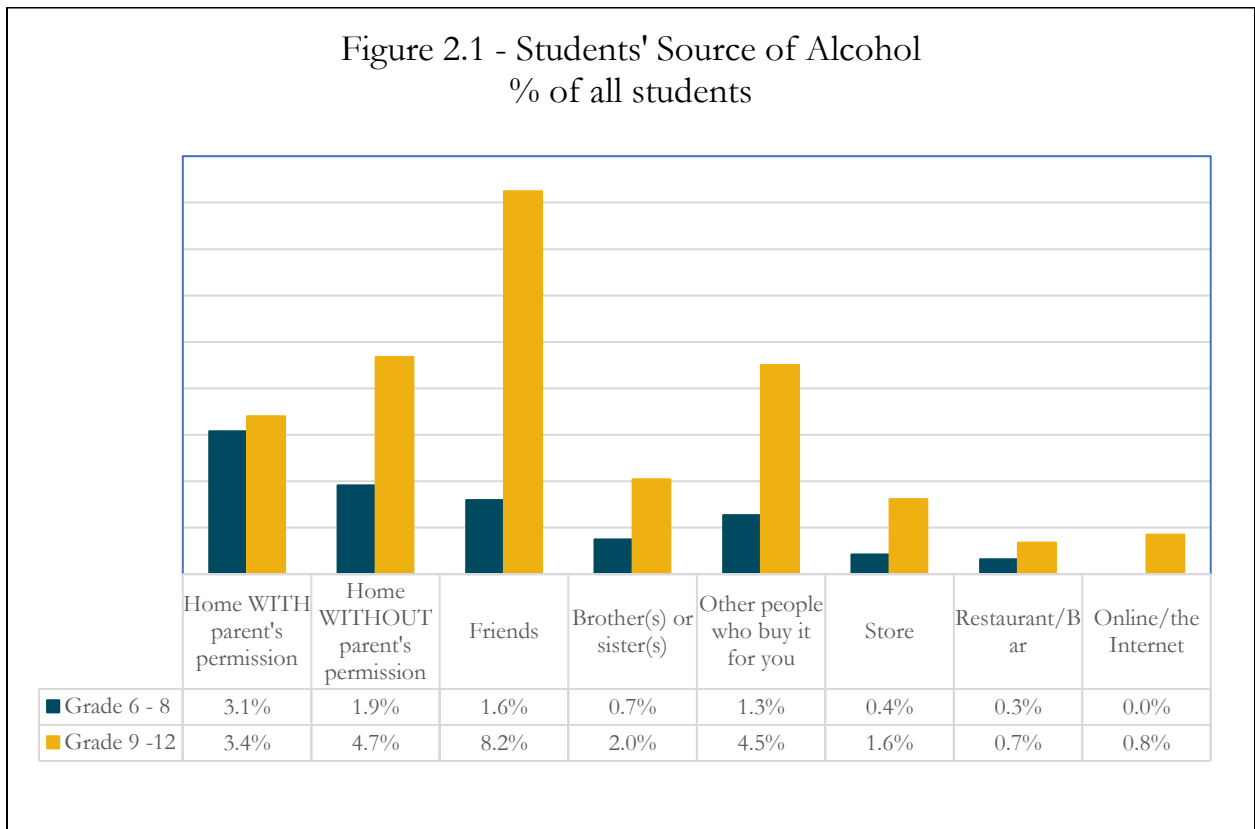
	2019
Grades 6-12	12.8 years (n=376, SD = 2.2 yrs)
Grades 6-8	11.0 years (n=105, SD= 1.3 yrs)
Grades 9-12	13.6 years (n=271, SD= 2.1 yrs)

Accessibility of Alcohol

Of the students that have drunk alcohol at least once before, most in grades 6-8 reported getting alcohol from “home with parents’ permission” and most in grades 9-12 reported getting alcohol from their friends. Refer to Table 2.7 and Figure 2.1.

Table 2.7 - Source of Alcohol (out of all students)	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Home WITH Parent’s Permission	2.4%	3.1%	3.6%	2.2%	2.0%	2.6%	8.1%
Home WITHOUT Parent’s Permission	0.3%	2.4%	2.8%	2.8%	6.2%	4.8%	5.1%
Friends	0.3%	1.0%	3.1%	4.0%	7.9%	6.7%	16.2%
Brothers or Sisters	0.0%	0.7%	1.4%	2.2%	2.3%	0.6%	3.4%
Other People Who Buy it For You	0.7%	1.4%	1.7%	2.2%	4.3%	3.5%	9.4%
Store	0.0%	0.7%	0.6%	0.9%	0.7%	1.6%	3.8%
Restaurant/Bar	0.3%	0.7%	0.0%	0.3%	0.7%	0.6%	1.3%
Other	0.0%	0.0%	0.0%	0.3%	0.7%	1.6%	0.9%

Figure 2.1 - Students' Source of Alcohol
% of all students



Binge Drinking Rates

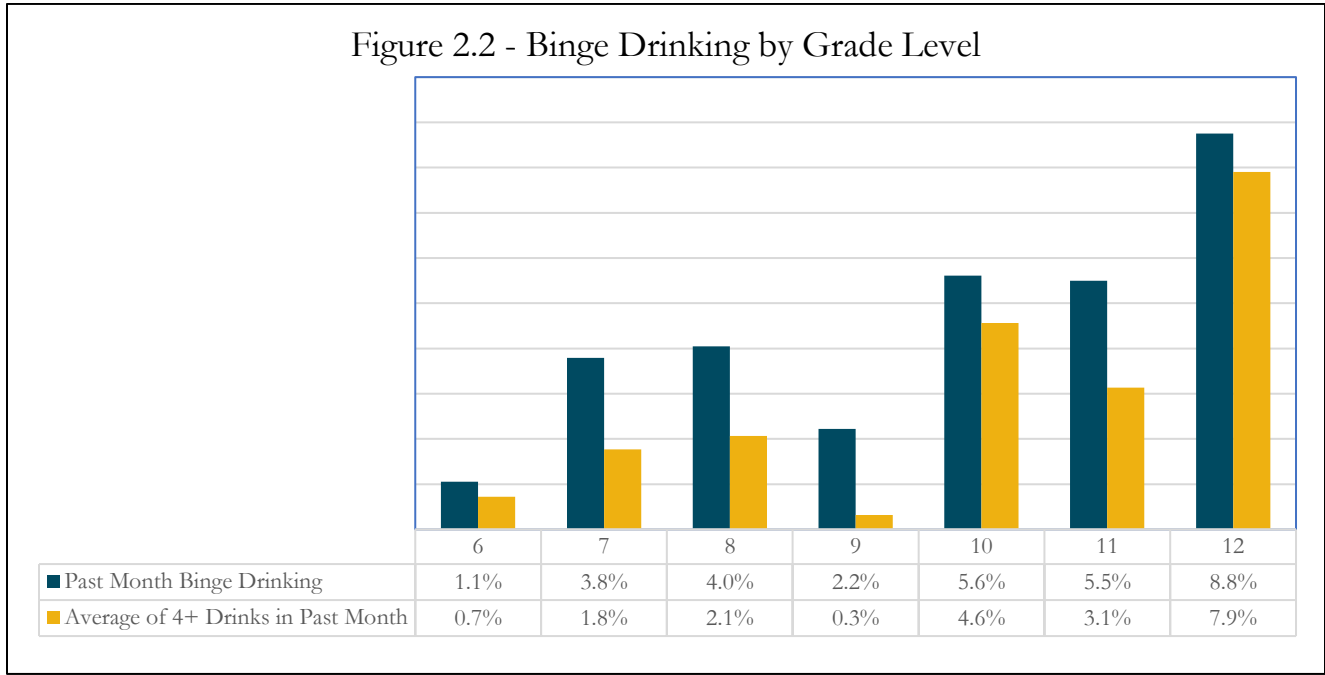
Students were asked to indicate how many drinks they typically had in the past 30 days and to report whether they drank five or more drinks in a row within the past 30 days.

Table 2.8 – Binge Drinking Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Binge Drinking: Had 5+ drinks in a row (<u>At least once</u> within the past 30 days)	4.2%	3.0%	5.2%
Frequent Binge Drinking Had 5+ drinks in a row (<u>3-5 times</u> within the past 30 days)	2.5%	1.6%	3.2%
4+ drinks on days when usually drank (Within the past 30 days)	2.7%	1.6%	3.6%
Average Number of Drinks (Within the past 30 days)	4.0	3.4	4.2

There were significant differences in past month binge drinking (5+ drinks at least once in past 30 days) and in typically drinking 4 or more drinks in the past 30 days among students in grades 9-12; in both cases binge drinking significantly increased between grades 9 and 10, 9 and 11, and 9 and 12. Refer to Table 2.9 and Figure 2.2.

Table 2.9 - Significant Grade Differences in Past Month Binge Drinking			
Substance	Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Binge Drinking (5+ drinks at least once in past 30 days)	6-8	N	n/a
	9-12	Y	9 and 12
Typically, 4+ drinks in past 30 days	6-8	N	n/a
	9-12	Y	9 and 12

Figure 2.2 - Binge Drinking by Grade Level



There were significant race differences among students in grades 6-8 for past month binge drinking (5+ drinks in a row in the past 30 days), $p < .05$. Post-hoc analyses show higher rates among Black students compared to white non-Hispanic students. Refer to the following table for specific rates. There were no significant differences for typically having 4 or more drinks in a month among students in grades 6-8 or 9-12.

Race Differences for Binge Drinking Measures		White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Binge Drinking at least once in past month	Grades 6-8	2.0%	9.0%	4.5%	3.2%
	Grades 9-12	5.4%	1.9%	6.1%	4.5%
Typically 4+ drinks in past month	Grades 6-8	1.3%	4.6%	1.2%	1.7%
	Grades 9-12	3.9%	0.0%	4.1%	2.8%

There were significant gender differences in past month binge drinking and typically drinking 4+ drinks in the past month. Refer to Table 2.10.

Table 2.10 - Significant Gender Differences in Past Month Binge Drinking			
Measure	Grade Levels	Significant (Y/N)	Rates by Gender
Past Month Binge Drinking (5+ more in a row in the past 30 days)	6-8	Y	M: 4.2% F: 1.9%
	9-12	Y	M: 7.2% F: 3.2%
	6-12	Y	M: 5.8% F: 2.6%
Typically Drinking 4+ drinks in past month	6-8	N	M: 2.0% F: 1.0%
	9-12	Y	M: 5.4% F: 2.1%
	6-12	Y	M: 3.9% F: 1.6%

Binge Drinking Year Trends

Binge drinking in 2013 and earlier was defined as the percentage of students who reported typically drinking 4 or more drinks in the past month, but we also have the more classic definition of binge drinking (5+ drinks at least once in the past month) from 2015, 2017 and 2019, which is more comparable to state and national level data. Thus, we will report year trends in both of these ways and will label each graph/table accordingly.

When comparing to national current rates, we will use the binge drinking measure that asks students to report if they have had 5 or more drinks in a row at least once within the past 30 days since it's more directly comparable to national survey questions.

Refer to Figures 2.3 and 2.4 and Tables 2.11 and 2.12.

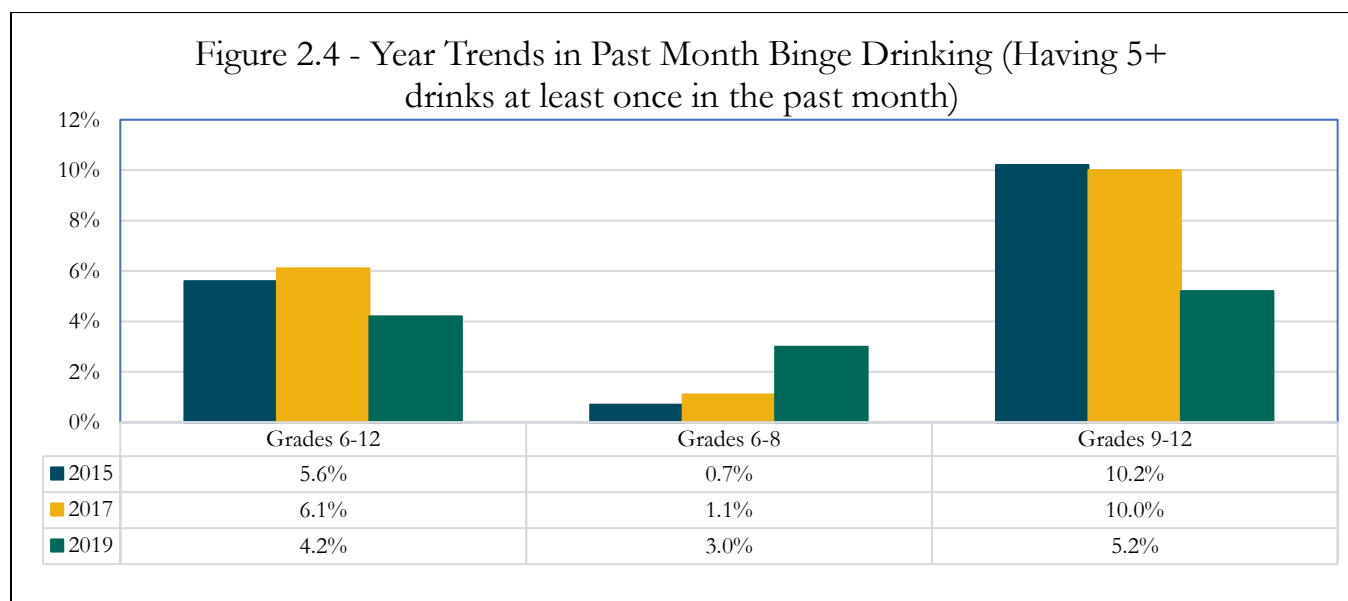
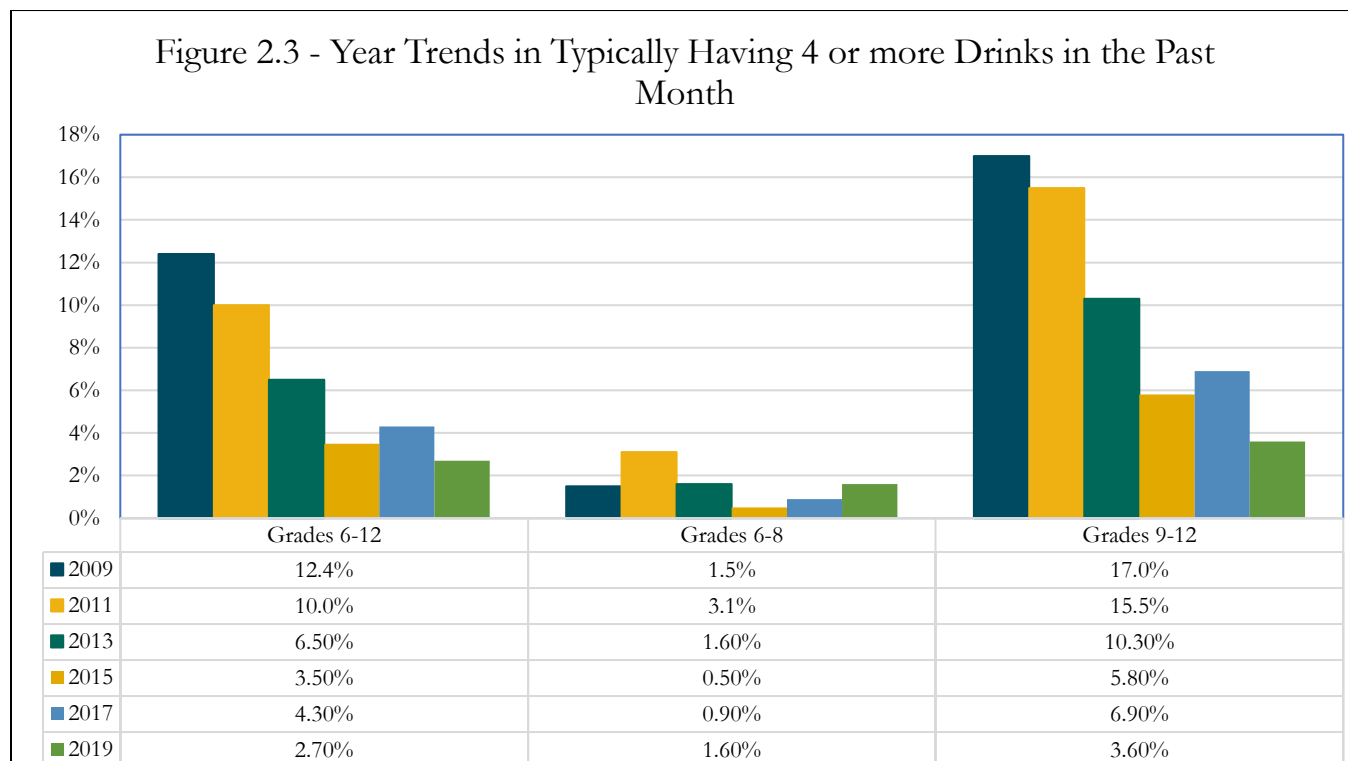


Table 2.11 - Trends in Typically Having 4+ Drinks by Grade		6th	7th	8th	9th	10th	11th	12th
2009	-----	0.9%	1.9%	5.0%	14.7%	22.2%	27.1%	
2011	1.8%	2.0%	4.1%	7.1%	11.6%	17.9%	25.9%	
2013	1.3%	1.9%	1.6%	5.5%	8.4%	11.3%	17.5%	
2015	0.3%	0.3%	1.0%	3.1%	3.7%	7.5%	8.7%	
2017	0.3%	0.8%	1.2%	1.5%	6.6%	9.9%	10.4%	
2019	0.7%	1.8%	2.1%	0.3%	4.6%	3.1%	7.9%	
% Difference Since 2017	133.3%	125.0%	75.0%	-80.0%	-30.3%	-68.7%	-24.0%	

Table 2.12 - Trends in Binge Drinking in Past Month (At least 5+ drinks once in the past month)		6th	7th	8th	9th	10th	11th	12th
2015	0.3%	0.3%	1.4%	7.1%	6.3%	13.5%	11.2%	
2017	0.3%	0.4%	2.9%	2.9%	9.3%	15.0%	13.6%	
2019	1.1%	3.8%	4.0%	2.2%	5.6%	5.5%	8.8%	
% Difference Since 2017	266.7%	850.0%	37.9%	-24.1%	-39.8%	-63.3%	-35.3%	

Students Driving While Under the Influence of Alcohol:

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

2.4% of all students in grades 11-12 reported driving a vehicle while under the influence of alcohol at least once before in their lifetime; this is a 66.2% decrease since 2017. There were no race or grade differences in the DUI rates, $p > .05$. There were significant differences seen between gender. Post-hoc analyses showed that more males had reported driving a vehicle while under the influence of alcohol at least once before in their lifetime.

6.5% of students in grades 6-8 and 7.8% of students in grades 9-12 reported riding in a vehicle when the driving under the age of 21 had been drinking alcohol; these rates are relatively similar to 2017 rates for grades 9-12 but have increased for grades 6-8.

There were significant differences between grades 6-8 in percentages of students who rode as passengers in cars driven by individuals under the age of 21 who had recently been drinking, post-hoc analyses showed differences between grades 6 and 8. There were also significant differences between grades 9-12 in percentages of students who rode as passengers in cars driven by individuals under the age of 21 who had recently been drinking; post-hoc analyses showed differences between grades 9 and 12 and between grades 11 and 12. There were no race or gender differences among students in grades 6-8 or 9-12 for this question, $p > .05$.

Refer to Tables 2.13 and 2.14 and Figures 2.5 and 2.6 for current and past year trends.

Table 2.13 – Driving Under the Influence & Related Questions	Grades 6-12	Grades 6-8	Grades 9-12
% Driving Under the Influence (Grades 11-12 <u>only</u>)	----	----	2.4% (Grades 11-12)
% Rode in Vehicle with Drinking Driver under Age 21	7.2%	6.5%	7.8%

Table 2.14 – Grade Differences for DUI related questions	6 th	7 th	8 th	9 th	10 th	11 th	12 th
% Driving Under the Influence (Grades 11-12 <u>only</u>)	----	----	----	----	----	1.4%	3.7%
% Rode in Vehicle with Drinking Driver under Age 21	2.8%	5.2%	10.8%	4.8%	10.5%	5.2%	12.1%

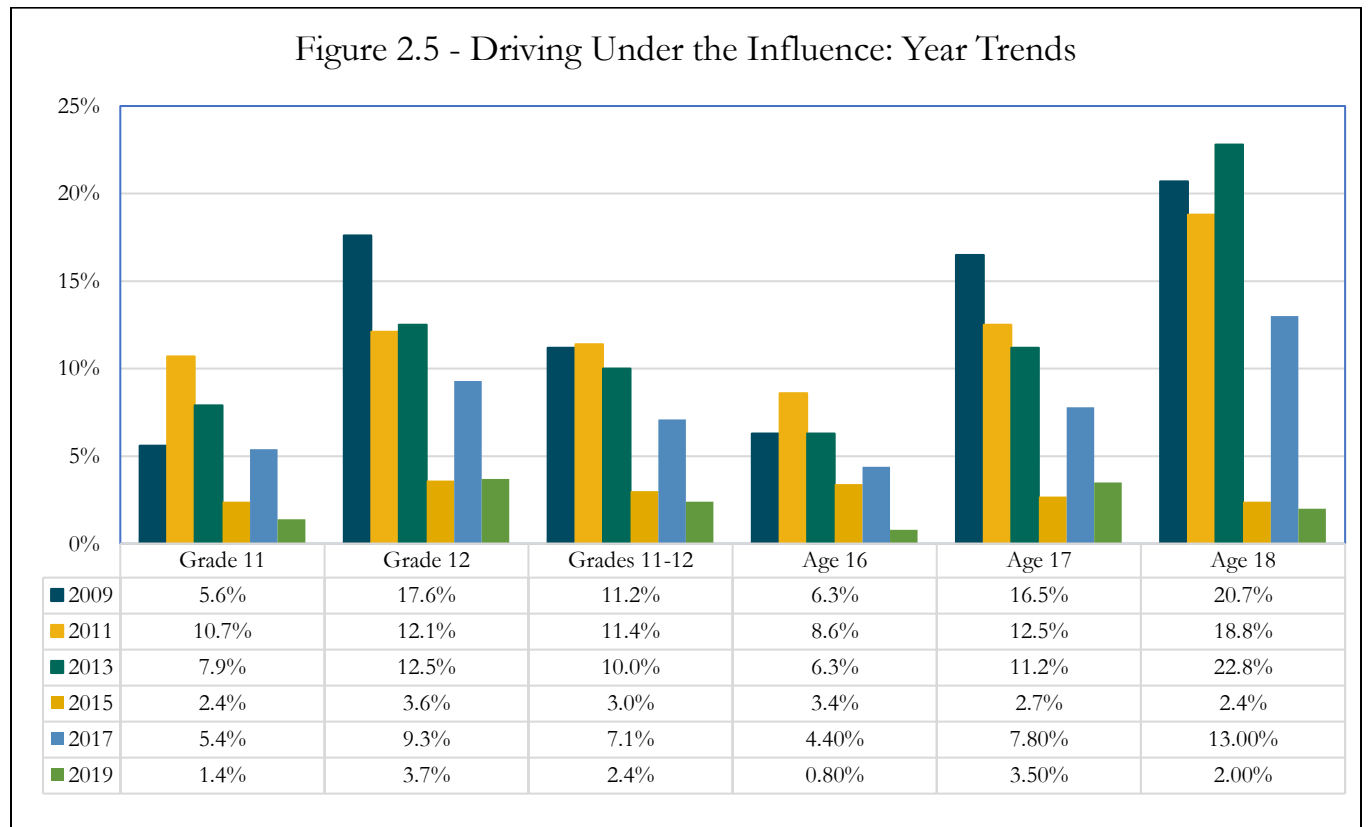
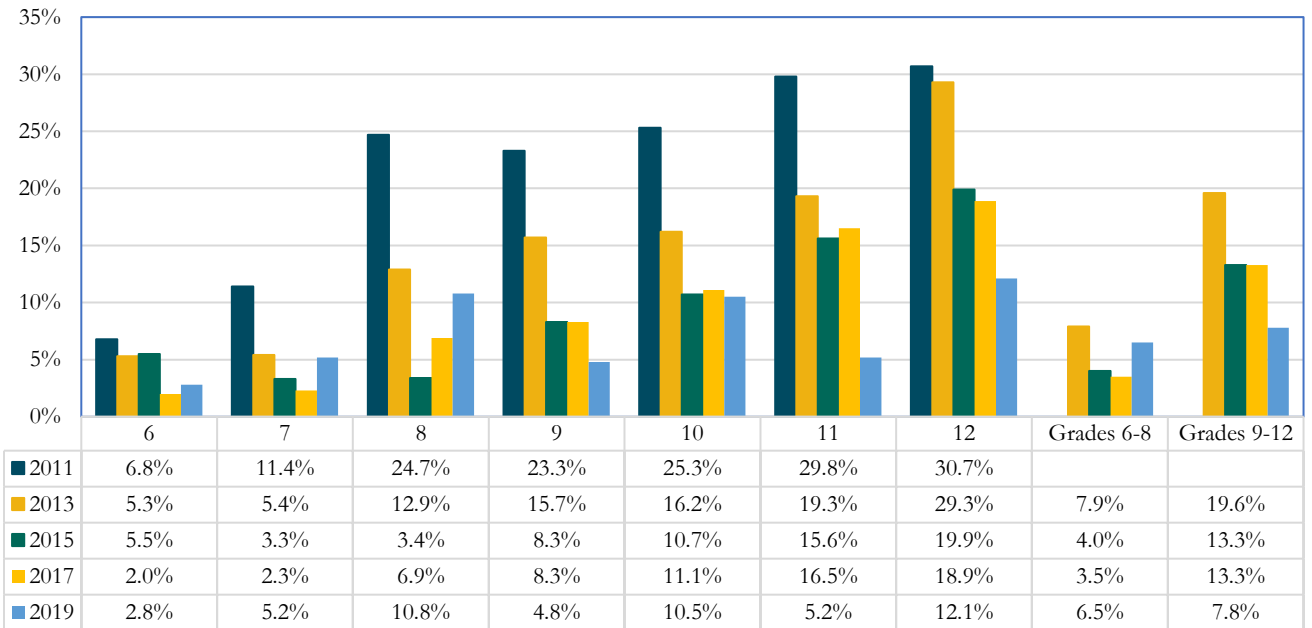


Figure 2.6 - Year Trends in Percentage of Students Riding in Vehicle With Someone Under 21 Who Recently Had Been Drinking Alcohol



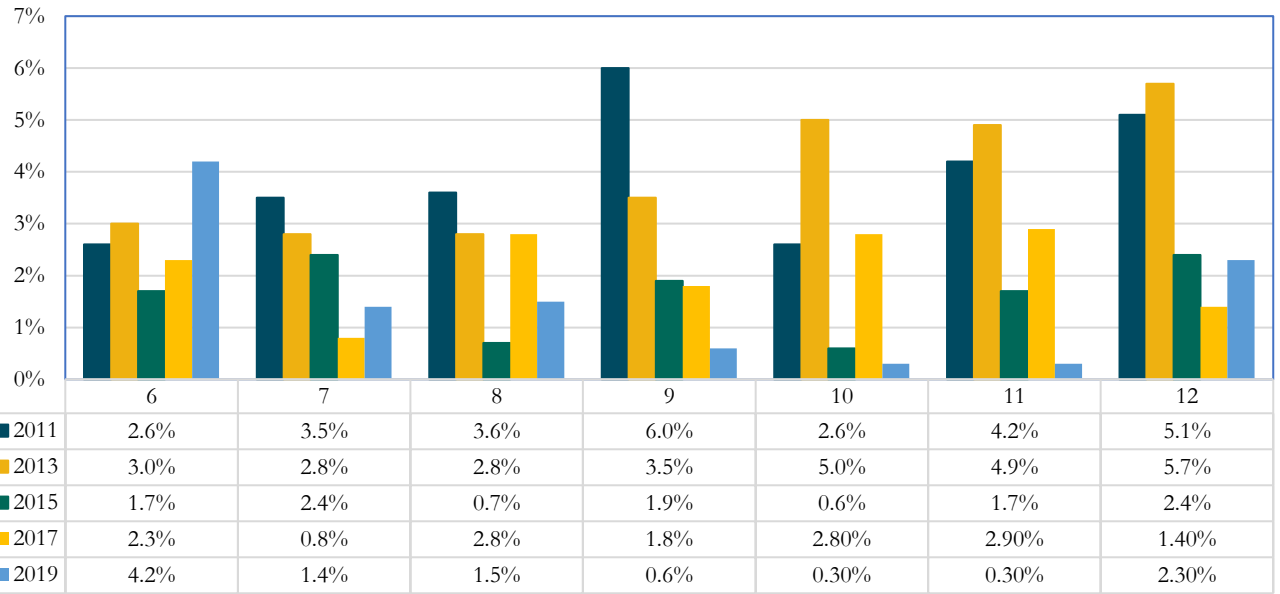
Underage Drinking Parties

Under Connecticut State Law it is illegal to provide alcohol to youth even on private property. 1.5% of students in grades 6-12 report that their parents have hosted an underage drinking party; these rates have decreased slightly since 2015. There were no gender differences among students in grades 6-8 or 9-12 for percentage of students having their parents host underage drinking parties, $p > .05$.

Refer to Table 2.15 and Table 2.7.

Table 2.15 – % Yes to Parents Hosting an Underage Drinking Party at Least Once Before	Grades 6-12	Grades 6-8	Grades 9-12
2013	4.0%	2.9%	4.7%
2015	1.7%	1.6%	1.8%
2017	2.1%	2.0%	2.3%
2019	1.5%	2.3%	0.8%

Figure 2.7 - Year Trends in Percentage of Students Whose Parents Have Hosted an Underage Drinking Party



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)

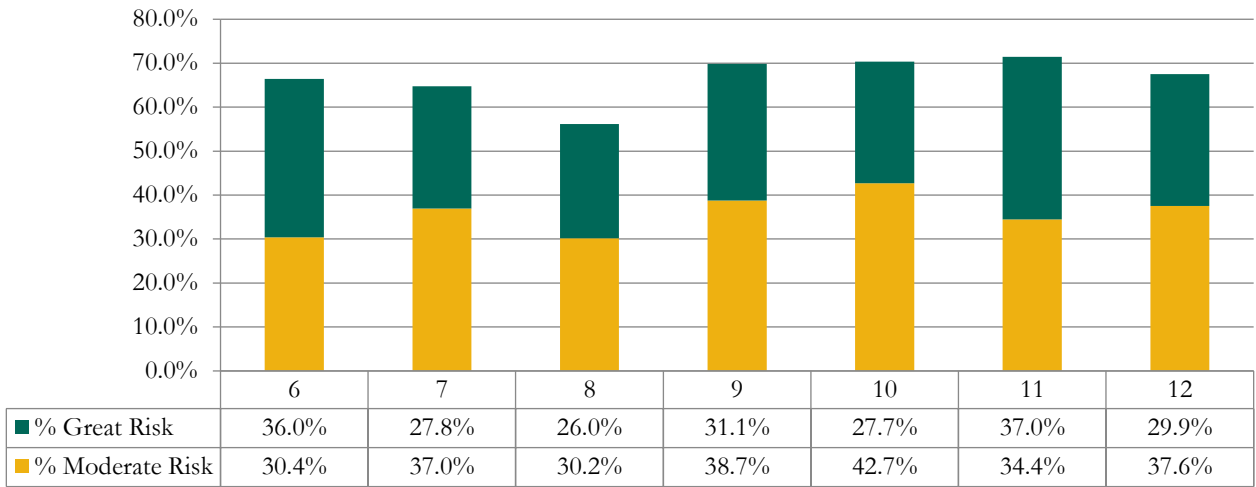
66.3% of students in grades 6-12 perceived that drinking 5 or more alcoholic beverages (beer, wine, or liquor) once or twice a week to be a “moderate” or “great” risk. Refer to Table 2.16.

Table 2.16	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	35.6%	30.7%	66.3%
Grades 6-8	32.3%	29.7%	62.0%
Grades 9-12	38.4%	31.6%	70.0%

There were significant differences between grades 6-8 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 2.17 and Figure 2.8.

Table 2.17: Grade Differences for Perceived Risk of Alcohol Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8
9-12	N	n/a

Figure 2.8 - "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?"



Gender differences were not found for perceived risk of alcohol use among students in grades 6-8, 9-12, or 6-12. Refer to Table 2.18 for more details.

Table 2.18 - Gender Differences in Perceived Risk of Alcohol Use		
Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 61.8% F: 65.5%
9-12	N	M: 68.1% F: 72.3%
6-12	N	M: 65.2% F: 69.2%

There were no significant differences between race groups for perceived risk of alcohol use among students in grades 6-8 or 9-12, $p > .05$. Refer to Table 2.19.

2.19 - Race Differences for Perceived Risk of Alcohol Use, % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	63.8%	47.6%	60.3%	66.1%
Grades 9-12	71.6%	68.8%	66.1%	67.6%

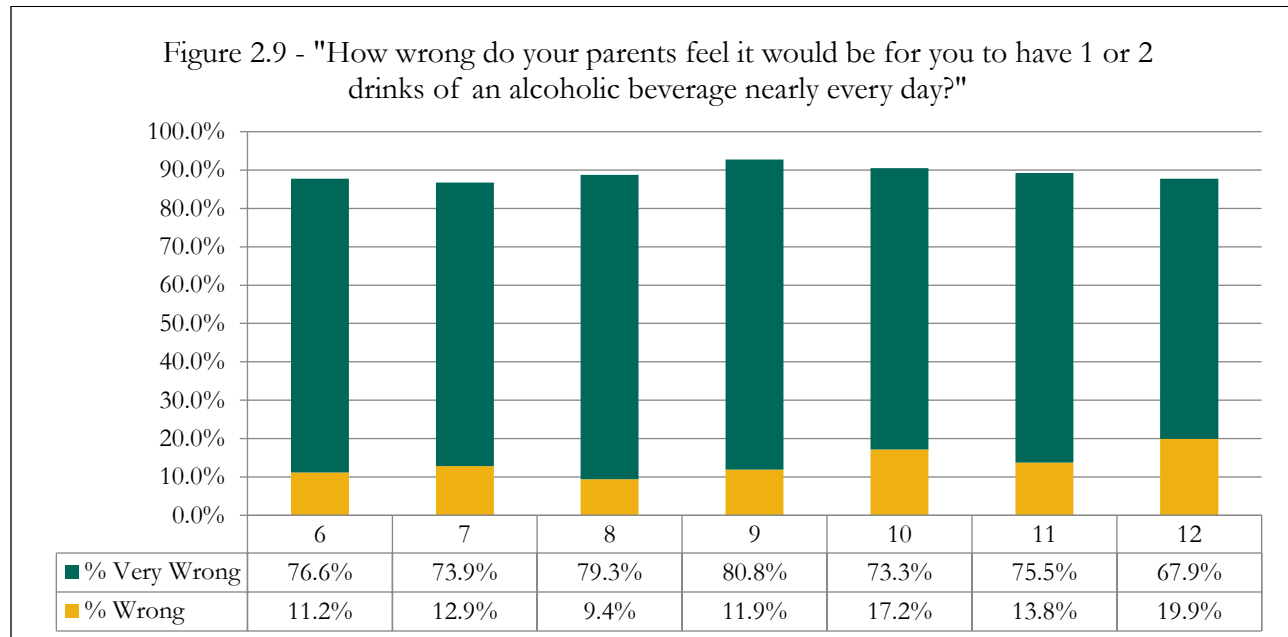
Parent/Guardian Disapproval of Drinking Alcohol:

89.2% 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 2.20.

Table 2.20	"Wrong"	"Very Wrong"	"Wrong or Very Wrong"
Grades 6-12	13.3%	75.9%	89.2%
Grades 6-8	11.0%	76.9%	87.9%
Grades 9-12	15.2%	75.1%	90.3%

There were no significant differences between grades 6-8 or grades 9-12 in the perception of parental disapproval of student alcohol use, $p > .05$. Refer to Table 2.21 and Figure 2.9.

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



Gender differences were not found for perceived parental disapproval of student alcohol use among students in grades 6-12, 6-8, or 9-12. Refer to Table 2.22 for more details.

Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	N	M: 87.5% F: 90.8%
9-12	N	M: 88.7% F: 91.8%
6-12	N	M: 88.1% F: 91.3%

There were significant differences between race for perceived parental disapproval of youth alcohol use among students in grades 6-8. Post-hoc analyses show significant differences between white non-Hispanic and Hispanic groups and between white non-Hispanic and Black groups, $p < .05$. There were no significant differences between race groups for students in grades 9-12. Refer to Table 2.23.

Table 2.23– Race/Ethnicity Differences for Perceived Parental Disapproval of Youth Alcohol Use % Wrong/Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	90.2%	79.0%	81.9%	90.0%
Grades 9-12	91.1%	88.9%	86.8%	91.1%

Friend Disapproval of Drinking Alcohol:

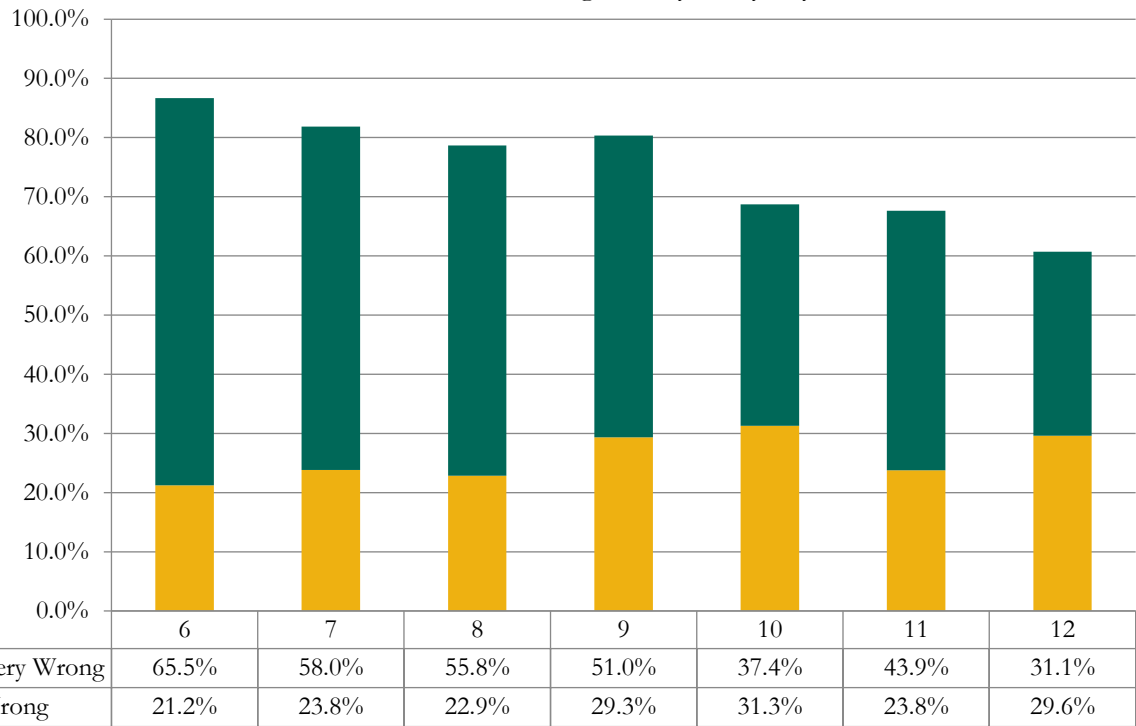
75.8% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they drank 1-2 drinks of an alcoholic beverage nearly every day. Refer to Table 2.24.

Table 2.24	“Wrong”	“Very Wrong”	“Wrong or Very Wrong”
Grades 6-12	25.8%	50.0%	75.8%
Grades 6-8	22.8%	59.4%	82.2%
Grades 9-12	28.4%	41.9%	70.3%

There were significant differences between grades 6-8 and grades 9-12 in the perception of friend disapproval of student alcohol use. Refer to Table 2.25 and Figure 2.10.

Table 2.25: Grade Differences for Friend Disapproval of Alcohol Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8
9-12	Y	9 and 10 9 and 11 9 and 12

Figure 2.10 - "How wrong do your friends feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



Significantly more females than males in grades 6-8 reported having friends that felt it would be wrong or very wrong for them to drink 2 drinks of an alcoholic beverage nearly every day. Refer to Table 2.26.

Table 2.26- Gender Differences in Perceived Friend Disapproval of Youth Alcohol Use

Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 79.6% F: 86.6%
9-12	N	M: 70.9% F: 70.4%
6-12	N	M: 74.9% F: 77.8%

There were significant race differences for perceived friend disapproval of youth alcohol use among students in grades 6-8 and 9-12. Post-hoc analyses show significant differences between white non-Hispanic and Hispanic groups in the percentage friends see youth alcohol use as “wrong” or “very wrong”, $p < .05$. Refer to Table 2.27.

Table 2.27– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Alcohol Use % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	84.9%	79.0%	73.8%	83.6%
Grades 9-12	72.5%	66.7%	59.3%	75.2%

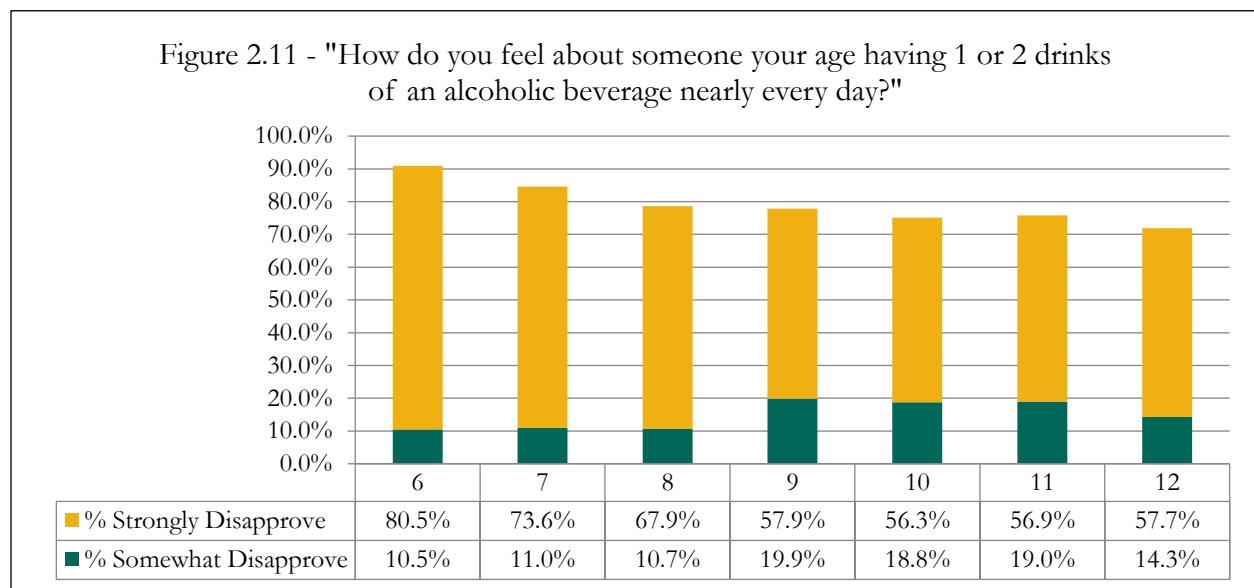
Disapproval of Peer Alcohol Use

Students were asked how they felt about someone their age drink an alcoholic beverage (beer, wine, liquor) regularly. 79.5% of all students in grades 6-12 answered that they “somewhat disapproved” or “strongly disapproved” for someone their age having 1 or 2 drinks of alcohol nearly every day. Refer to Table 2.28.

Table 2.28	“Somewhat Disapprove”	“Strongly Disapprove”	“Somewhat or Strongly Disapprove”
Grades 6-12	14.9%	64.6%	79.5%
Grades 6-8	10.9%	73.4%	84.3%
Grades 9-12	18.3%	57.1%	75.4%

There were significant differences between grades 6-8 and 9-12 in the in the disapproval of peer alcohol use. Refer to Table 2.29 and Figure 2.11.

Table 2.29: Grade Differences for Disapproval of Peer Alcohol Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8
9-12	N	n/a



There were no significant gender differences for disapproval of peer alcohol use for students in grades 9-12 and 6-12. Refer to Table 2.30.

Table 2.30 - Gender Differences in Disapproval of Peer Alcohol Use		
Grade Levels	Significant (Y/N)	% Strongly Disapprove by Gender
6-8	N	M: 75.5% F: 73.4%
9-12	N	M: 56.3% F: 57.5%
6-12	N	M: 65.1% F: 64.7%

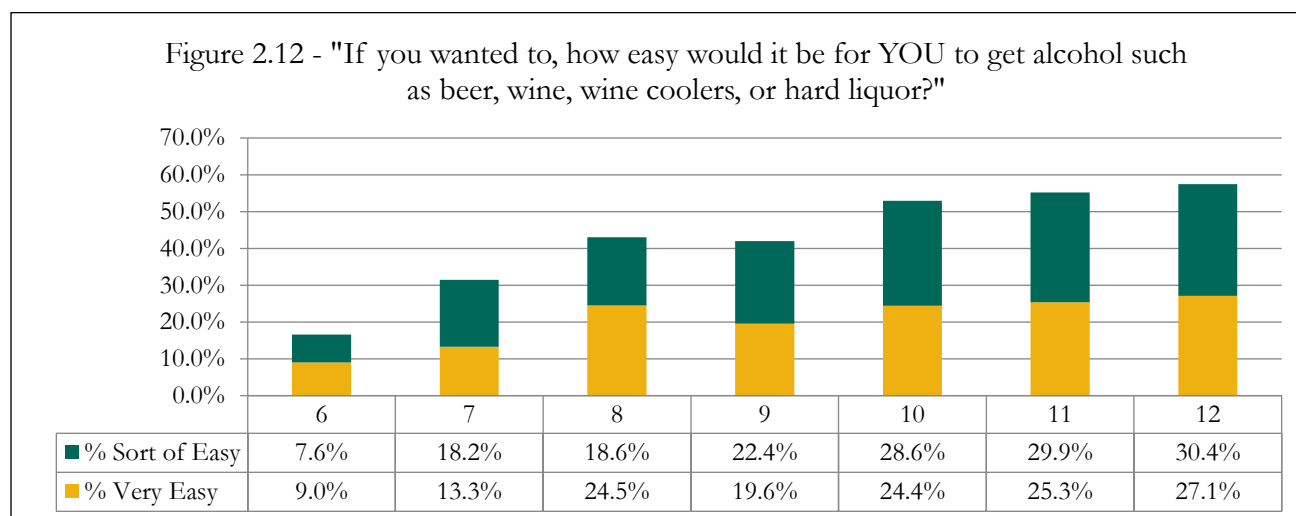
Perceived Availability of Alcohol

42.3% of all students in grades 6-12 felt that alcohol is “sort of easy” or “very easy” to obtain. Refer to Table 2.31 for perceived accessibility of alcohol by grades 6-12, 6-8, and 9-12.

Table 2.31	“Sort of Easy”	“Very Easy”	“Easy” or “Very Easy”
Grades 6-12	22.0%	20.3%	42.3%
Grades 6-8	15.1%	16.2%	31.3%
Grades 9-12	27.7%	23.8%	51.5%

There were significant differences between grades 6-8, and grades 9-12 in the in the disapproval of peer alcohol use. Refer to Table 2.32 and Figure 2.12.

Table 2.32: Grade Differences for Ease of Accessibility of Alcohol		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8 7 and 8
9-12	Y	9 and 12



There were significant gender differences for perceived ease of accessibility of alcohol in grades 9-12; males perceived alcohol as easier to obtain than females (Table 2.33).

Table 2.33 - Gender Differences in Disapproval Perceived Accessibility of Alcohol		
Grade Levels	Significant (Y/N)	% Very Easy by Gender
6-8	N	M: 15.0% F: 17.7%
9-12	Y	M: 26.2% F: 21.0%
6-12	N	M: 21.2% F: 19.5%

Section III: Marijuana Use and Perceptions of Use

Part 1: Marijuana Use

Marijuana Use Rates for 2019

12.0% of students in grades 6-12 reported using marijuana in the past month. Refer to Table 3.0.

Table 3.0 – Marijuana Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (used <i>at least once</i> in past 30 days)	12.0%	4.9%	18.1%
Frequent Use (used 6-9 Occasions or More)	5.9%	2.5%	9.7%

Marijuana Use Trends by Year:

Current past month marijuana use rates were very similar to 2017 rates, increasing only by 1.9% for students in grades 6-8 and decreasing by 4.5% for students in grades 9-12. Refer to Figures 3.1 and 3.2.

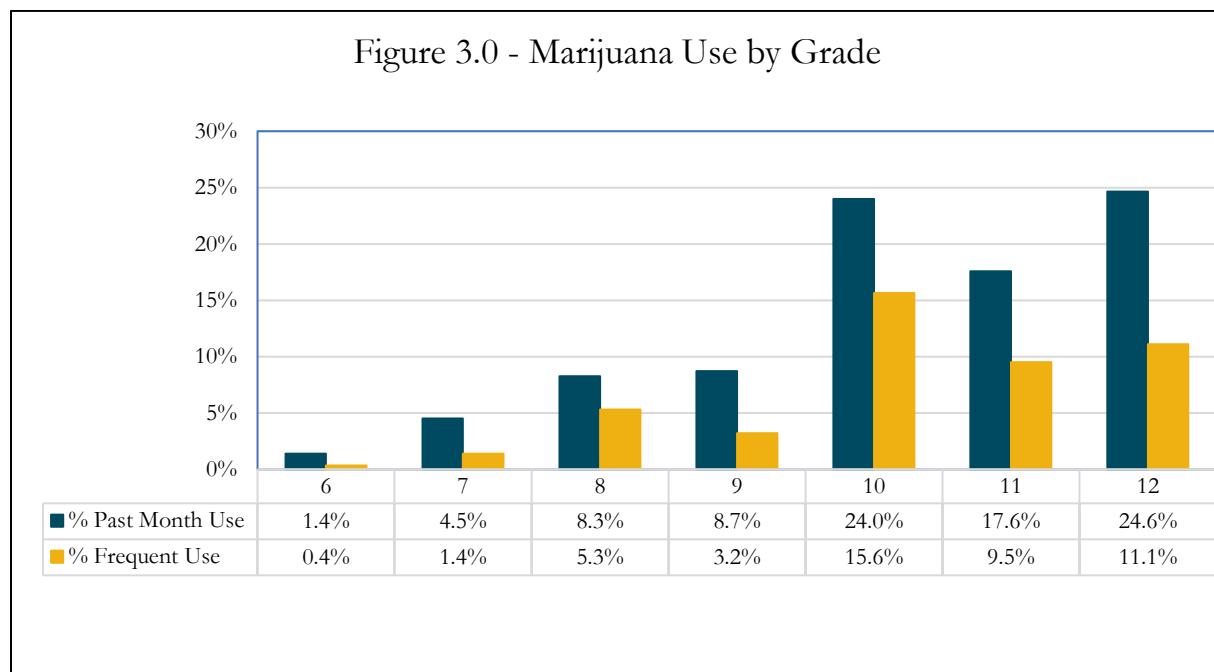
Table 3.1 – Trends in Past Month Marijuana Use Rates by School	2005	2009	2011	2013	2015	2017	2019	% Difference Since <hr/> 2017
<u>Grades 6-8</u>	14.0%	5.1%	6.4%	3.9%	2.9%	3.0%	4.9%	63.3%
<u>Grades 9-12</u>	32.6%	26.2%	26.8%	29.3%	21.2%	22.6%	18.1%	-19.9%

Table 3.2 – Trends in Past Month Marijuana Use Rates by Grade	6 th	7 th	8 th	9 th	10 th	11 th	12 th
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%
2017	1.7%	0.4%	7.3%	12.9%	18.1%	29.0%	33.0%
2019	1.4%	4.5%	8.3%	8.7%	24.0%	17.6%	24.6%
<i>% Difference Since 2017</i>	-17.6%	1025.0%	13.7%	-32.6%	32.6%	-39.3%	-25.5%
<i>% Difference Since 2009</i>	----	114.3%	9.2%	-37.9%	7.6%	-44.7%	-34.0%

2019 Marijuana Use Comparisons by Grade Level:

Refer to Table 3.3 and Figure 3.0 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.

Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8 9 and 10
9-12	Y	9 and 11 9 and 12



2019 Marijuana Use Comparisons by Gender:

There were gender differences for past month marijuana use to report for students in grades 9-12, $p < .05$. Refer to Table 3.4.

Grade Levels	Significant (Y/N)	Rates by Gender
6-8	N	M: 5.0% F: 4.7%
9-12	Y	M: 20.3% F: 15.5%
6-12	N	M: 13.2% F: 10.6%

2019 Marijuana Use Comparisons by Race:

There were significant race differences among students in grades 6-8 for past month marijuana use rates. Post-hoc analyses showed a difference between white non-Hispanic and Hispanic respondents. Refer to Table 3.5.

Table 3.5– 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”)
Grades 6-8	3.0%	6.2%	10.8%	6.5%
Grades 9-12	17.8%	10.4%	21.9%	17.9%

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 3.6.

Table 3.6 – Age of Onset of Marijuana Use	2019
Grades 6-12	13.7 yrs (n=297, <i>SD</i> = 1.9)
Grades 6-8	11.8 yrs (n=48, <i>SD</i> = 1.4)
Grades 9-12	14.0 yrs (n=249, <i>SD</i> = 1.8)

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, and parental and friend disapproval of use.

Risks of Using Marijuana 1-2 Times a Week

47.3% 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 3.7 for perceived risk by grades 6-12, 6-8, and 9-12.

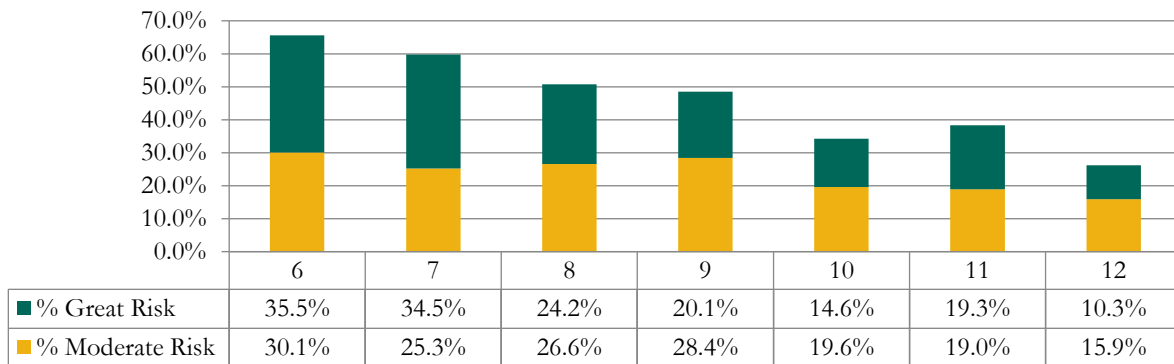
Table 3.7	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	24.0%	23.2%	47.3%
Grades 6-8	27.2%	30.9%	58.1%
Grades 9-12	21.3%	16.6%	37.9%

There were significant differences between grades 6-8 and grades 9-12 in the perception of regular marijuana use being risky to one’s health. Generally, the perception that regular marijuana use is a “great risk” to one’s health decreased with increased grade level. Refer to Table 3.8 and Figure 3.1.

Table 3.8: Grade Differences for Perceived Risk of Marijuana Use

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8
9-12	Y	9 and 10 11 and 12

Figure 3.1 - "How much do you think people risk harming themselves physically or in other ways when they use marijuana 1 or 2 times a week?"



Gender differences were found for perceived risk of marijuana use for students in grades 6-8 and 6-12; males perceived regular marijuana use as less risky than females. Refer to Table 3.9 for more details.

Table 3.9 - Gender Differences in Perceived Risk of Marijuana Use

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 54.4% F: 64.0%
9-12	N	M: 35.8% F: 39.6%
6-12	Y	M: 44.4% F: 50.8%

There were no significant differences between race groups for perceived risk of marijuana use among students in grades 6-8 or grades 9-12. Refer to Table 3.10.

Table 3.10 – Race Differences for Perceived Risk of Marijuana Use % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	61.0%	44.4%	53.6%	60.7%
Grades 9-12	37.1%	36.2%	38.5%	41.2%

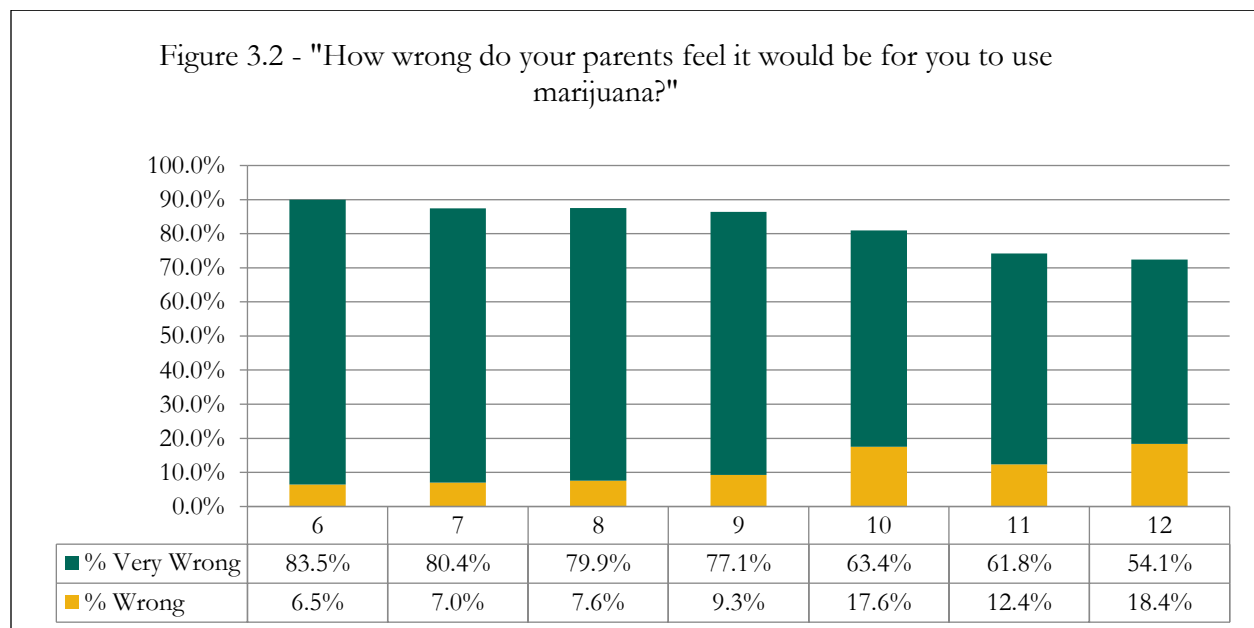
Parent/Guardian Disapproval of Using Marijuana:

83.4% 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 3.10.

Table 3.10	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	10.8%	72.6%	83.4%
Grades 6-8	7.0%	81.3%	88.3%
Grades 9-12	14.0%	65.2%	79.2%

There were significant differences between grades 9-12 in perceived parent disapproval of using marijuana, but not between grades 6-8. Refer to Table 3.11 and Figure 3.2.

Table 3.11: Grade Differences for Perceived Parent Disapproval of Marijuana Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	Y	9 and 11 9 and 12



There were no significant gender differences for perceived parental disapproval of marijuana use for students in grades 6-8 or 9-12 but there were for grades 6-12; females reported higher parent disapproval than males. Refer to Table 3.12.

Table 3.12 - Gender Differences in Perceived Parental Disapproval of Marijuana Use

Grade Levels	Significant (Y/N)	% Wrong / Very Wrong by Gender
6-8	N	M: 88.3% F: 91.1%
9-12	N	M: 76.9% F: 81.5%
6-12	Y	M: 82.1% F: 85.8%

There were race significant differences for perceived parental disapproval of marijuana use among students in grades 6-8, $p < 0.05$. Post-hoc analyses show differences between white Non-Hispanic and Hispanic respondents, as well as white Non-Hispanic and Black. Refer to Table 3.13.

Table 3.13 – Race Differences for Perceived Parental Disapproval of Marijuana Use % Wrong or Very Wrong	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	91.4%	79.0%	80.1%	89.8%
Grades 9-12	80.6%	75.6%	73.5%	80.2%

Friend Disapproval of Using Marijuana

65.8% 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 3.14.

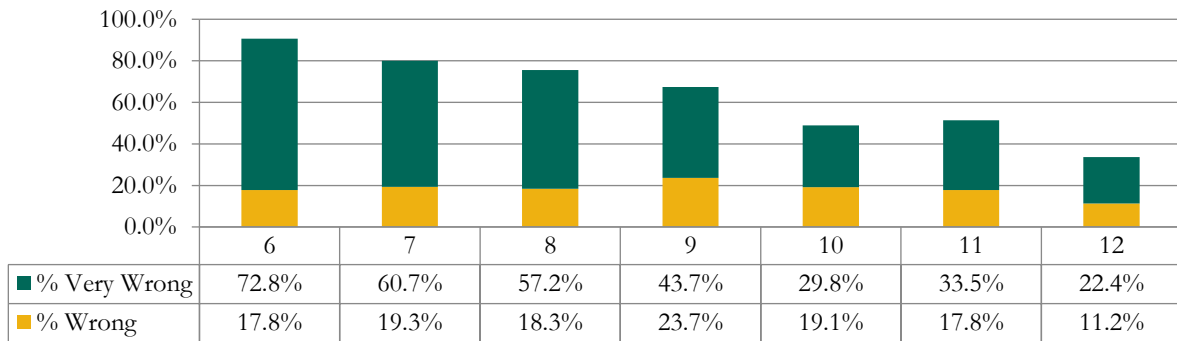
Table 3.14	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	18.6%	47.1%	65.7%
Grades 6-8	18.6%	63.1%	81.7%
Grades 9-12	18.6%	33.3%	51.9%

There were significant differences between grades 6-8 and grades 9-12 in perceived friend disapproval of using marijuana. Overall, friend disapproval of marijuana use decreased as grade level increased. Refer to Table 3.15 and Figure 4.3.

Table 3.15: Grade Differences for Perceived Friend Disapproval of Marijuana Use

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 7 6 and 8
9-12	Y	9 and 10 9 and 11 9 and 12 10 and 12 11 and 12

Figure 3.3 - "How wrong do your friends feel it would be for you to use marijuana?"



There were significant gender differences for perceived friend disapproval of marijuana use for students in grades 6-8. Refer to Table 3.16.

Table 3.16- Gender Differences in Perceived Friend Disapproval of Marijuana Use

Grade Levels	Significant (Y/N)	% Wrong / Very Wrong by Gender
6-8	Y	M: 80.3% F: 85.6%
9-12	N	M: 55.8% F: 49.5%
6-12	N	M: 67.1% F: 65.9%

There were significant race differences for perceived friend disapproval of marijuana use among students in grades 6-8, $p < 0.05$. Post-hoc analyses show higher rates of perceived friend disapproval for white Non-Hispanic compared to Hispanic students. There were no significant race differences between grades 9-12, $p > .05$. Refer to Table 3.17.

Table 3.17– Race Differences for Perceived Friend Disapproval of Marijuana Use % Wrong or Very Wrong	White Non- Hispanic	Black Non- Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	84.5%	79.0%	70.4%	88.5%
Grades 9-12	52.5%	46.7%	45.1%	60.4%

Section IV: Prescription Drug Abuse and Students' Perceptions

Part 1: Prescription Drug Abuse

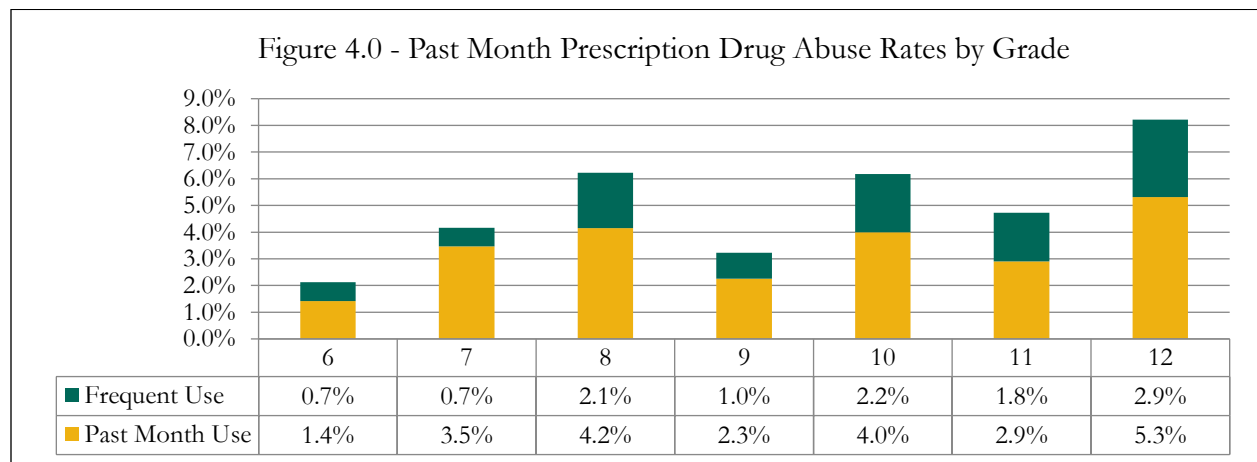
Prescription Drug Abuse Rates for 2019

3.3% of students in grades 6-12 reported abusing prescription drugs not prescribed to them *at least once before* in the past 30 days. Refer to Table 4.0.

Table 4.0 - Prescription Drug Abuse Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (Used <i>at least once</i> in past 30 days)	3.3%	3.1%	3.5%
Frequent Use (Used 6-9 occasions or more in past 30 days)	1.6%	1.2%	1.9%

Table 4.1 – Trends in Past Month Prescription Drug Abuse Rates	2013	2015	2017	2019	% Difference Since 2017
<u>Grades 6-8</u>	3.8%	1.4%	1.5%	3.1%	106.7%
<u>Grades 9-12</u>	12.1%	4.4%	5.2%	3.5%	-32.7%

Table 4.2 – Trends in Past Month Prescription Drug Abuse Rates by Grade	6 th	7 th	8 th	9 th	10 th	11 th	12 th
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%
2017	1.0%	1.1%	2.5%	3.7%	4.9%	8.8%	2.9%
2019	1.4%	3.5%	4.2%	2.3%	4.0%	2.9%	5.3%
<i>% Difference Since 2017</i>	40.0%	218.2%	68.0%	-37.8%	-18.4%	-67.0%	82.8%



2019 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. Refer to Table 4.4.

Grade Levels	Significant (Y/N)	Rates by Gender
6-8	N	M: 3.5% F: 3.1%
9-12	N	M: 3.6% F: 3.3%
6-12	N	M: 3.5% F: 3.2%

2019 Prescription Drug Abuse Comparisons by Race:

There were significant race differences among students in grades 6-8 for past month prescription drug abuse rates, $p < 0.05$. Post-hoc analyses showed significant differences between white Non-Hispanic and Hispanic respondents. Refer to Table 4.5.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	2.0%	3.1%	8.0%	0.0%
Grades 9-12	3.0%	0.0%	5.3%	4.8%

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 4.6.

	2019
Grades 6-12	12.5 yrs (n=82, $SD = 2.2$)
Grades 6-8	11.5 yrs (n=28, $SD = 1.7$)
Grades 9-12	13.0 yrs (n=54, $SD = 2.3$)

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.

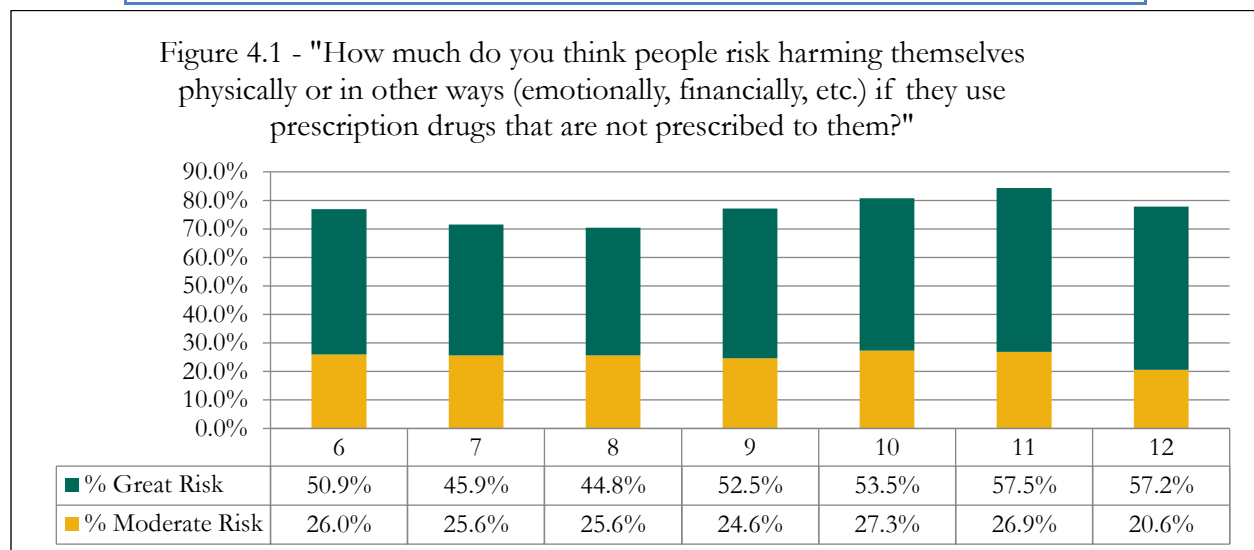
Risks of Abusing Prescription Drugs

76.6% 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 4.7.

	Table 4.7	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12		25.4%	51.2%	76.6%
Grades 6-8		25.6%	47.0%	72.7%
Grades 9-12		25.2%	54.8%	80.0%

There were no significant differences in the perception of abusing prescription drugs being risky across grades. Refer to Table 4.8 and Figure 4.1.

Table 4.8: Grade Differences for Perceived Risk of Prescription Drug Abuse		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



Gender differences were found for perceived risk of prescription drug use for students in grades 6-8 and 6-12. Refer to Table 4.9.

Table 4.9- Gender Differences in Perceived Risk of Prescription Drug Abuse		
Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 68.4% F: 77.6%
9-12	N	M: 79.1% F: 81.5%
6-12	Y	M: 74.1% F: 79.7%

There were significant race differences for perceived risk of prescription drugs use among students in grades 6-8 and 9-12, $p < 0.05$. Post-hoc analyses showed significant differences between white Non-Hispanic and Black race groups. Refer to Table 4.10.

Table 4.10 – Race Differences for Perceived Risk of Prescription Drug Abuse, % Moderate/Great Risk	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	75.1%	55.0%	70.5%	75.8%
Grades 9-12	82.1%	71.1%	78.8%	72.3%

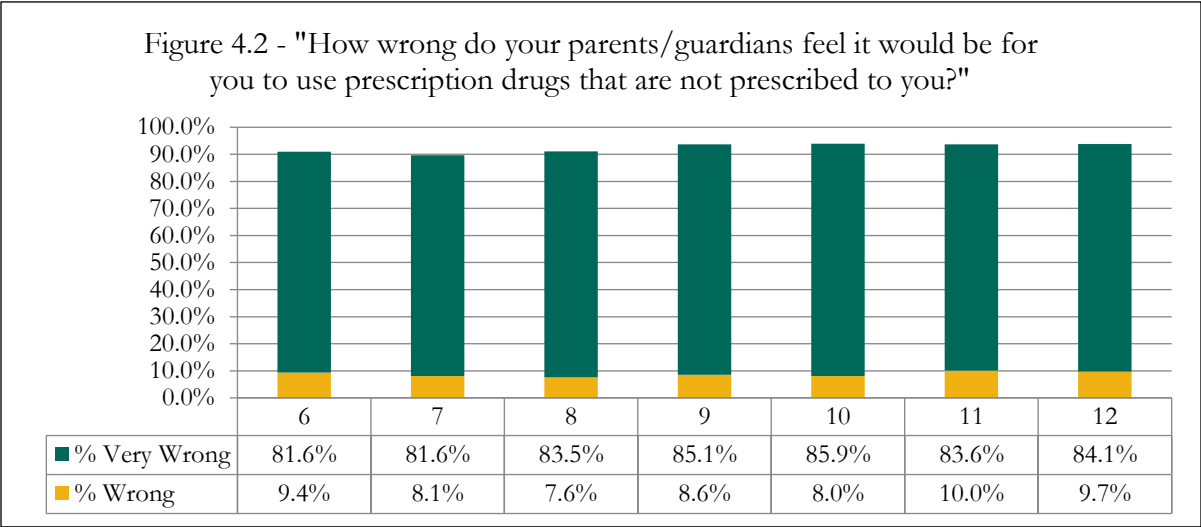
Parent/Guardian Disapproval of Abusing Prescription Drugs:

93.0% 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 4.11.

Table 4.11	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	8.7%	83.7%	92.4%
Grades 6-8	8.3%	82.4%	90.7%
Grades 9-12	9.0%	84.8%	93.8%

There were no significant differences in perceived parent disapproval of abusing prescription drugs between grades 6-8 or 9-12. See Table 4.12 and Figure 4.2.

Table 4.12: Grade Differences for Perceived Parental Disapproval of Prescription Drug Abuse		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



There were no significant gender differences for perceived parental disapproval of prescription drug abuse for students in grades 6-8, 9-12, or 6-12. Refer to Table 4.13.

Table 4.13- Gender Differences in Perceived Parental Disapproval of Prescription Drug Abuse

Grade Levels	Significant (Y/N)	% Wrong / Very Wrong by Gender
6-8	N	M: 89.6% F: 93.2%
9-12	Y	M: 92.5% F: 95.8%
6-12	Y	M: 91.1% F: 94.6%

There were significant differences between race for perceived parental disapproval of students' prescription drug abuse among students in grades 6-8, $p < 0.05$. Post-hoc analyses show significant differences between white non-Hispanic and Hispanic students in the perception that parents would think it "wrong or very wrong" for students to use prescription drugs not prescribed for them. There were no differences between race groups for grades 9-12 for this question. Refer to Table 4.14.

Table 4.14 – Race Differences for Perceived Parental Disapproval of Prescription Drug Abuse, % Wrong/Very Wrong

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	92.9%	85.5%	83.6%	93.3%
Grades 9-12	94.7%	87.0%	91.2%	95.0%

Friend Disapproval of Abusing Prescription Drugs:

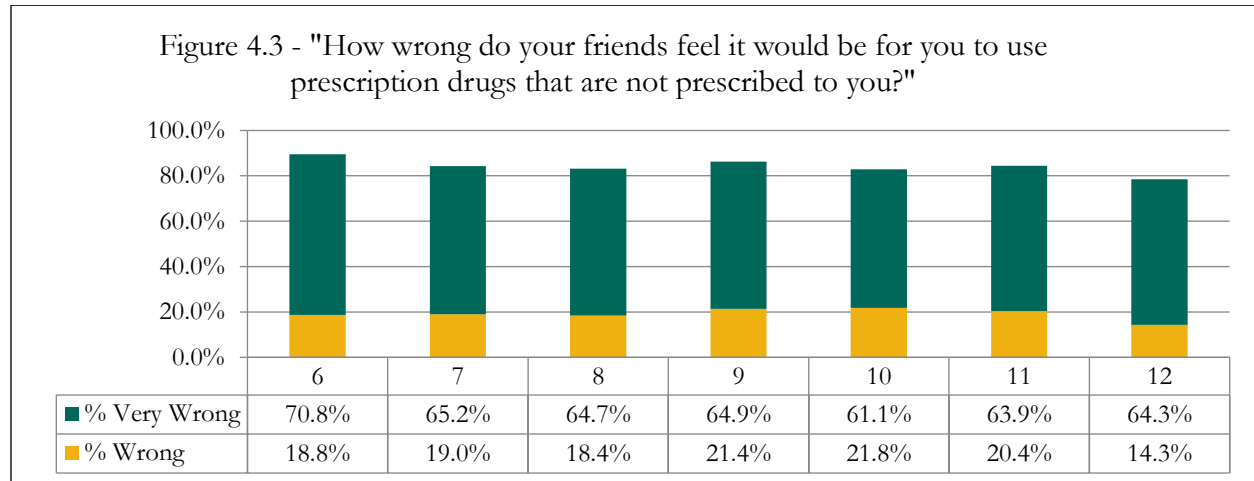
85.7% of all students in grades 6-12 thought their friends felt it would be "wrong" or "very wrong" if they abused prescription drugs. Refer to Table 4.15.

Table 4.15

	"Wrong"	"Very Wrong"	"Wrong" or "Very Wrong"
Grades 6-12	19.4%	65.0%	84.4%
Grades 6-8	18.9%	66.7%	85.5%
Grades 9-12	19.8%	63.5%	83.4%

There were no significant differences in perceived friend disapproval of abusing prescription drugs between grades 6-8, or between grades 9-12. Refer to Table 4.16 and Figure 4.3.

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



There were significant gender differences for perceived friend disapproval of prescription drug abuse for students in grades 9-12; females perceived higher degrees of friend disapproval compared to males. Refer to Table 4.17.

Grade Levels	Significant (Y/N)	% Wrong / Very Wrong by Gender
6-8	Y	M: 82.91% F: 90.3%
9-12	N	M: 82.3% F: 84.7%
6-12	Y	M: 82.6% F: 87.3%

There were significant differences between race groups for perceived friend disapproval of prescription drug abuse among students in grades 6-8, $p < 0.05$. Post-hoc analyses show significant differences in the perception that prescription drug abuse was "wrong or very wrong" between white non-Hispanic and Hispanic students. There were no differences between race groups for grades 9-12 for this question. Refer to Table 4.18.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, White, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	87.9%	76.7%	78.8%	91.8%
Grades 9-12	84.5%	78.3%	79.6%	84.2%

Section V: Heroin Use

Part 1: Heroin Use Rates

Heroin Use Rates for 2019

1.2% of students in grades 6-12 reported using heroin *at least once before* in the past 30 days. Refer to Figure 5.0.

Table 5.0 - Heroin Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Use (used <i>at least once</i> in past 30 days)	1.2%	0.9%	1.5%
Frequent Use (used 6-9 Occasions or More)	1.0%	0.7%	1.2%

Heroin Use Trends by Year:

Trends indicate an increase in past month heroin use since 2017 among students in grades 6-8 and a reduction for students in grades 9-12. Refer to Tables 5.1 and 5.2.

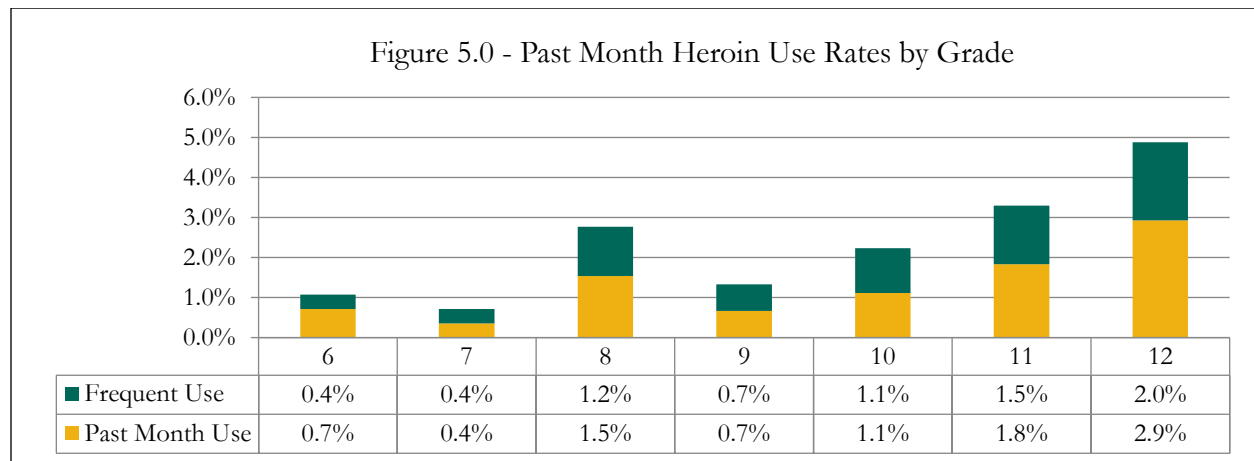
Table 5.1 – Heroin Use: Year Trends	2011	2013	2015	2017	2019	% Difference Since 2017
<u>Grades 6-8</u>	4.5%	1.3%	0.1%	0.5%	0.9%	80.0%
<u>Grades 9-12</u>	9.3%	6.4%	1.0%	2.3%	1.5%	-34.8%

Table 5.2 – 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%
2017	1.0%	0.0%	0.4%	1.1%	2.1%	4.1%	1.9%
2019	0.7%	0.4%	1.5%	0.7%	1.1%	1.8%	2.9%
<i>% Difference Since 2017</i>	-30.0%	NM	275.0%	-36.4%	-47.6%	-56.1%	52.6%

2019 Heroin Use Comparisons by Grade Level:

Refer to Table 5.3 and Figure 5.0 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 9-12.

Table 5.3 - Significant Grade Differences in Past Month Heroin Use		
Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



2019 Heroin Use Comparisons by Gender:

There were no significant gender differences for heroin use for students in grades 6-8, 9-12, or 6-12. Refer to Table 5.4.

Table 5.4- Significant Gender Differences in Past Month Heroin Use		
Grade Levels	Significant (Y/N)	Rates by Gender
6-8	N	M: 1.0% F: 0.7%
9-12	N	M: 2.1% F: 0.8%
6-12	N	M: 1.6% F: 0.8%

2019 Heroin Use Comparisons by Race:

There were no significant race differences among students in grades 6-8 or 9-12 for past month heroin use rates, $p > .05$. Refer to Table 5.5.

Table 5.5– 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”)
Grades 6-8	0.5%	1.6%	2.3%	0.0%
Grades 9-12	1.3%	0.0%	2.2%	2.9%

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 5.6.

Table 5.6 – Age of Onset of Heroin Use	2017
Grades 6-12	11.6 yrs (n=24, SD = 2.7)
Grades 6-8	11.9 yrs (n=7, SD = 3.0)
Grades 9-12	11.5 yrs (n=17, 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

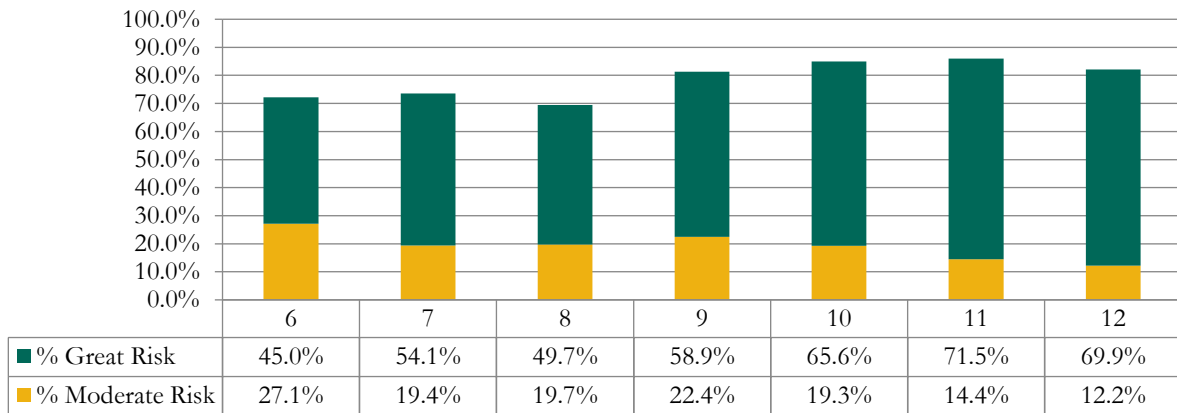
77.9% of students in grades 6-12 perceived that using heroin 1 or 2 times a week to be a “moderate” or “great” risk. Refer to Table 5.7.

Table 5.7	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	19.6%	58.3%	77.9%
Grades 6-8	21.9%	49.4%	71.3%
Grades 9-12	17.6%	66.0%	83.6%

There were no significant differences in perceived risk of using heroin between grades 9-12, particularly increasing between grades 10 and 12. Refer to Table 5.8 and Figure 5.1.

Table 5.8: Grade Differences for Perceived Risk of Heroin Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a

Figure 5.1 - "How much do you think people risk harming themselves physically or in other ways (emotionally, financially, etc.) if they used heroin once or twice a week?"



Gender differences were not found for perceived risk of heroin use among students in grades 6-8 or 9-12. Refer to Table 5.9 for more details.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 70.1% F: 73.6%
9-12	N	M: 84.7% F: 82.6%
6-12	N	M: 77.9% F: 78.5%

There were significant race differences among students in grades 6-8 and grades 9-12, $p < 0.05$, for perceived risk of heroin use. For grades 6-8, post-hoc analyses showed significantly higher rates of perceived risk for “White Non-Hispanic” students compared to “Black” students. For grades 9-12, post-hoc analyses showed significantly higher rates of perceived risk for “white Non-Hispanic” students compared to “Other” students. Refer to Table 5.10.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	74.6%	57.1%	67.1%	71.0%
Grades 9-12	85.3%	82.6%	82.8%	74.5%

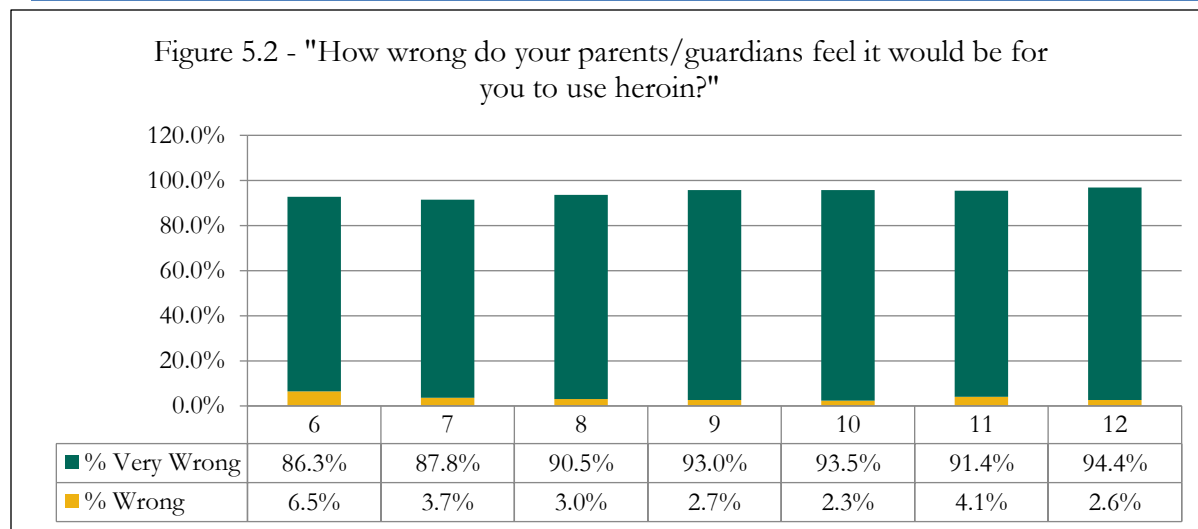
Parent Disapproval of Using Heroin:

95.2% 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 5.11.

Table 5.11	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	3.6%	90.9%	94.4%
Grades 6-8	4.3%	88.4%	92.7%
Grades 9-12	2.9%	93.0%	95.9%

There were no significant differences in perceived parent disapproval of heroin use between grades 6-8 or 9-12. Refer to Table 5.12 and Figure 5.2.

Table 5.12: Grade Differences for Perceived Parental Disapproval of Heroin Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



There were significant gender differences for perceived parental disapproval of heroin use for students in grades 6-8 and 9-12; females perceived higher parent disapproval of heroin use than males. Refer to Table 5.13.

Table 5.13- Gender Differences in Perceived Parent Disapproval of Heroin Use		
Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 91.4% F: 95.6%
9-12	Y	M: 94.2% F: 98.2%
6-12	Y	M: 92.9% F: 97.0%

There were significant race differences among students in grades 6-8 for perceived parent disapproval, $p < 0.05$. Post-hoc analyses showed higher rates of parental disapproval among white non-Hispanic students compared to Hispanic and Black students. There were no significant race differences among students in grades 9-12 for this question. Refer to Table 5.14.

Table 5.14– Race Differences for Parental Disapproval of Heroin Use, % Wrong/Very Wrong	White Non- Hispanic	Black Non- Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	94.7%	85.5%	88.1%	93.3%
Grades 9-12	96.4%	91.1%	94.5%	97.0%

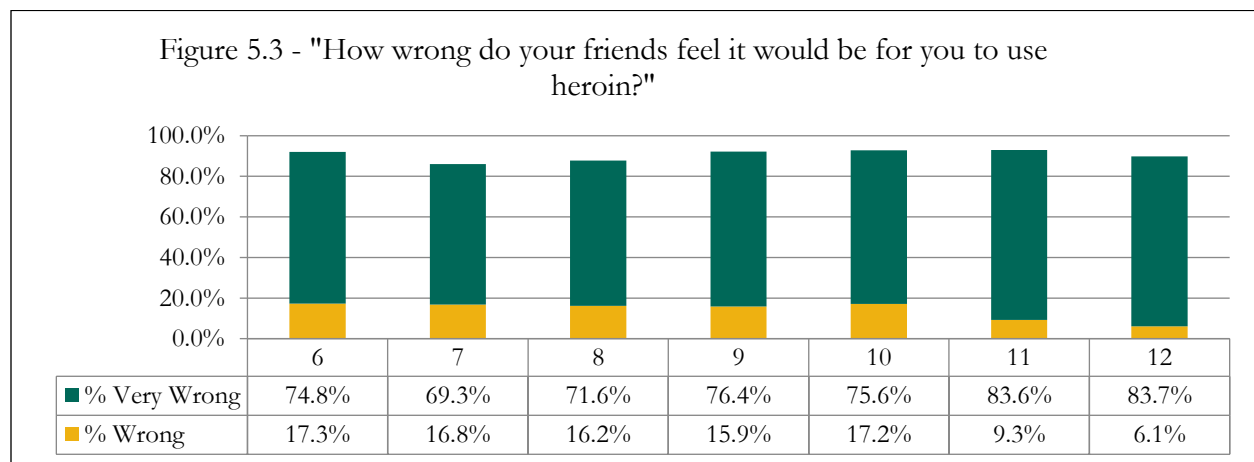
Friend Disapproval of Using Heroin

91.2% 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 5.15.

Table 5.15	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	14.6%	75.9%	90.5%
Grades 6-8	16.9%	71.8%	88.6%
Grades 9-12	12.7%	79.4%	92.1%

There were no significant differences in perceived friend disapproval of heroin use between grades 6-8 or 9-12. Refer to Table 5.16.

Table 5.16: Grade Differences for Perceived Friend Disapproval of Heroin Use		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



There were significant gender differences for perceived friend disapproval of heroin use for students in grades 6-8 and 9-12; females perceived higher rates of friend disapproval compared to males. See Table 5.17.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 86.6% F: 92.6%
9-12	Y	M: 89.3% F: 94.9%
6-12	Y	M: 88.0% F: 93.9%

There were significant race differences for perceived friend disapproval of heroin use among students in grades 6-8, $p < 0.05$. Among students in grades 6-8, post-hoc analyses showed higher rates of friend disapproval among white non-Hispanic students compared to Hispanic students. Refer to Table 5.18.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	90.8%	82.3%	82.6%	91.8%
Grades 9-12	92.8%	88.6%	90.6%	91.1%

Section VI: Gambling Behaviors and Perceptions of Gambling

Gambling was defined as risking money or something of value on an activity that has an uncertain outcome (e.g., poker, lottery, scratch-off tickets, sports betting, online bets).

Part 1: Gambling Rates

Gambling Rates for 2019

8.9% of students in grades 6-12 reported gambling *at least once before* in the past 30 days. Refer to Table 6.0.

	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Gambling (gambled <i>at least once</i> in past 30 days)	8.9%	9.6%	8.3%
Frequent Gambling (gambled 6-9 Occasions or More)	2.5%	2.6%	2.3%

Gambling Trends by Year:

Trends indicate an increase in past month gambling since 2017 among students in grades 6-8 and a reduction for students in grades 9-12. Refer to Tables 6.1 and 6.2.

	2017	2019	% Difference Since 2017
Grades 6-8	5.7%	9.6%	68.4%
Grades 9-12	12.1%	8.3%	-31.4%

Table 6.2 – Trends in Past Month Gambling Use Rates by Grade

	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2017	4.0%	2.7%	11.0%	8.9%	12.6%	14.3%	12.5%
2019	6.4%	9.7%	12.2%	4.8%	7.7%	10.9%	11.1%
% Difference Since 2017	60.0%	259.3%	10.9%	-46.1%	-38.9%	-23.8%	-11.2%

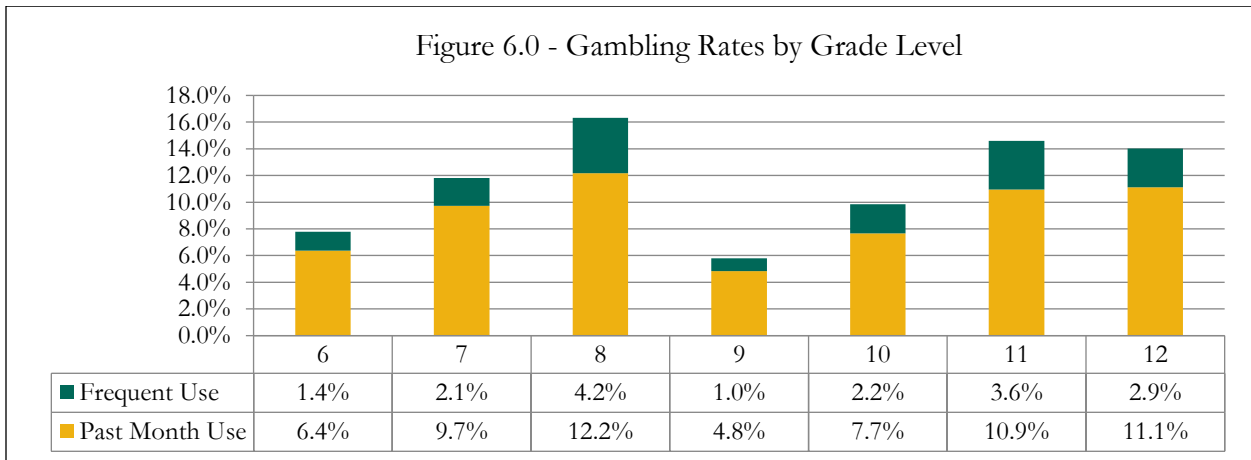
2019 Gambling Comparisons by Grade Level:

Refer to Table 6.1 and Figure 6.0 for a listing of the significant grade differences in past month gambling. To summarize, there were significant differences in past gambling between grades 6-8 and grades 9-12.

Table 6.1 - Significant Grade Differences in Past Month Gambling

Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8
9-12	Y	9 and 11 9 and 12

Figure 6.0 - Gambling Rates by Grade Level



2019 Gambling Comparisons by Gender:

Significantly more males than females in grades 9-12 (and 6-12) gambled in the past month. See Table 6.2.

Grade Levels	Significant (Y/N)	Rates by Gender
6-8	Y	M: 12.9% F: 5.7%
9-12	Y	M: 14.2% F: 3.1%
6-12	Y	M: 13.6% F: 4.3%

2019 Gambling Comparisons by Race:

There were no significant race differences among students in grades 6-8 or 9-12 for past month gambling rates. Refer to Table 6.3.

Table 6.3– Race Differences for Past Month Gambling	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American, Asian/Pac. Islander & “Other”)
Grades 6-8	9.3%	10.8%	11.4%	6.6%
Grades 9-12	8.5%	2.1%	10.2%	7.5%

Age of Onset for Gambling:

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 6.4.

	2019
Grades 6-12	11.8 yrs (n=176, SD = 2.1)
Grades 6-8	11.0 yrs (n=69, SD = 1.4)
Grades 9-12	12.3 yrs (n=107, SD = 2.3)

Part 2: Students’ Perceptions of Gambling

All students, including those who reported never gambling before, answered the following questions regarding students’ perceptions of gambling, particularly regarding the risks of gambling, and parental and friend disapproval of gambling.

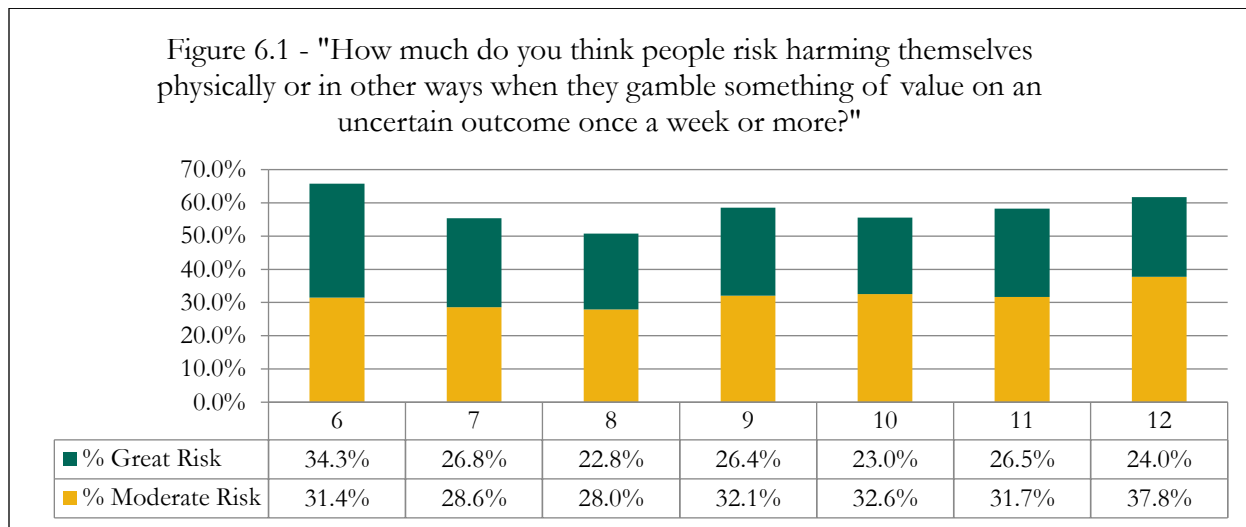
Risks of Gambling Once a Week or More

57.6% of students in grades 6-12 perceived gambling 1 or 2 times a week to be a “moderate” or “great” risk. Refer to Table 6.5.

Table 6.5	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	31.3%	26.2%	57.6%
Grades 6-8	29.3%	27.6%	56.9%
Grades 9-12	33.1%	25.0%	58.2%

There were no significant differences in perceived risk of gambling once or twice a week. Refer to Table 6.6 and Figure 6.1.

Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 7 6 and 8
9-12	N	n/a



Gender differences were not found for perceived risk of gambling among students in grades 9-12 or 6-12. Refer to Table 6.7 for more details.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 56.3% F: 58.4%
9-12	N	M: 59.1% F: 57.0%
6-12	N	M: 57.8% F: 57.6%

There were no significant race differences among students in grades 6-8 or 9-12 for perceived risk of gambling, $p > .05$. Refer to Table 6.8.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	59.0%	46.8%	52.3%	57.4%
Grades 9-12	57.1%	66.7%	60.2%	57.8%

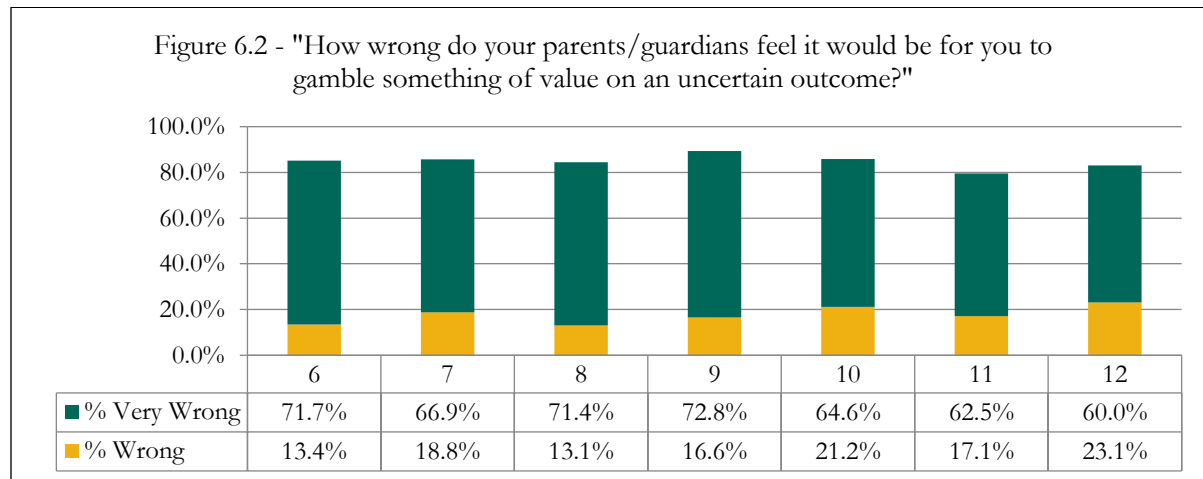
Parent Disapproval of Gambling:

82.4% of all students in grades 6-12 thought their parents felt it would be “wrong” or “very wrong” if they gambled something of value (money or possessions) on an uncertain outcome. Refer to Table 6.9.

	Table 6.9	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
	Grades 6-12	17.2%	67.7%	84.9%
	Grades 6-8	14.9%	70.2%	85.1%
	Grades 9-12	19.3%	65.5%	84.7%

There were significant differences in perceived parent disapproval of gambling between grades 6-8 (but not 9-12), particularly decreasing between grades 7 and 8. Refer to Table 6.10 and Figure 6.2.

Table 6.10: Grade Differences for Perceived Parental Disapproval of Gambling		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	Y	9 and 11



There were significant gender differences for perceived parental disapproval of gambling for students in grades 6-8 and 9-12; more females reported parent disapproval of gambling than males. Refer to Table 6.11.

Table 6.11- Gender Differences in Perceived Parent Disapproval of Gambling		
Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 83.6% F: 88.6%
9-12	Y	M: 78.8% F: 89.8%
6-12	Y	M: 81.0% F: 89.2%

There were significant race differences among students in grades 6-8 for perceived parent disapproval of youth gambling, $p > 0.05$. Post-hoc analyses showed a difference between white non-Hispanic and Hispanic students. Refer to Table 6.12.

Table 6.12– Race Differences for Parental Disapproval of Gambling, % Wrong/Very Wrong	White Non- Hispanic	Black Non- Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Grades 6-8	86.7%	80.6%	78.2%	91.7%
Grades 9-12	84.1%	81.8%	85.2%	89.1%

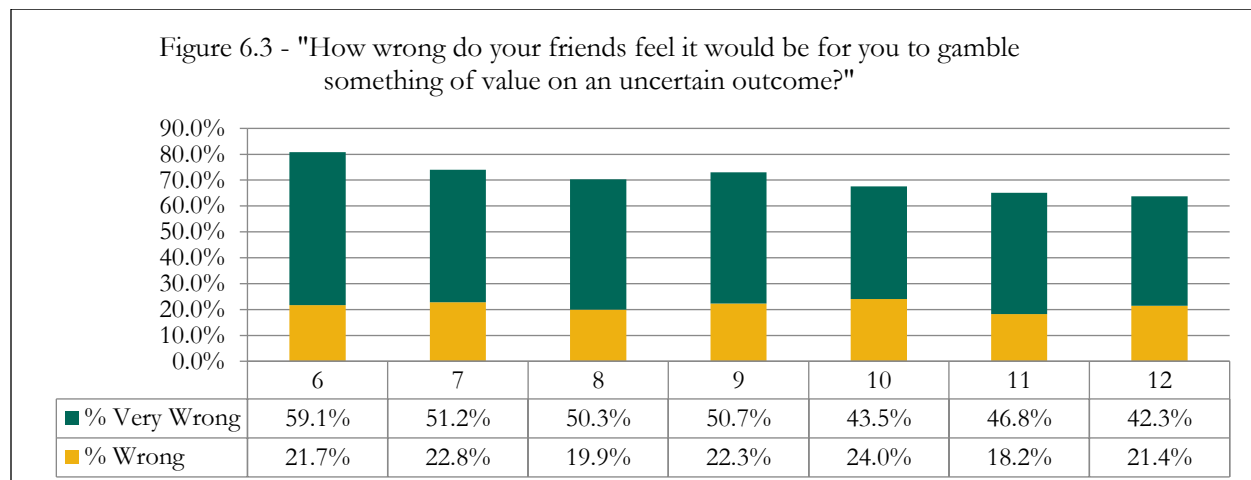
Friend Disapproval of Gambling

71.0% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they gambled something of value (money or possessions) on an uncertain outcome. Refer to Table 6.13.

Table 6.13	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	21.5%	49.5%	71.0%
Grades 6-8	21.6%	53.3%	74.8%
Grades 9-12	21.5%	46.2%	67.6%

There were significant differences in perceived friend disapproval of gambling between grades 6-8. Refer to Table 6.14 and Figure 6.3.

Table 6.14: Grade Differences for Perceived Friend Disapproval of Gambling		
Grade	Significant (Y/N)	Post-hoc analyses ($p < .05$)
6-8	Y	6 and 8
9-12	N	n/a



There were significant gender differences for perceived friend disapproval of gambling for students in grades 6-8 and 9-12; friend disapproval of gambling was more prevalent among females compared to males. Refer to Table 6.15.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 71.1% F: 80.5%
9-12	Y	M: 61.3% F: 73.8%
6-12	Y	M: 65.9% F: 76.9%

There were no significant race differences for perceived friend disapproval of gambling among students in grades 6-8 or 9-12 $p > .05$. Refer to Table 6.16.

	White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & "Other")
Grades 6-8	76.3%	72.1%	68.2%	82.0%
Grades 9-12	66.9%	68.9%	67.0%	72.3%

Section VII: Perception of Use

Students were asked to estimate how many of their peers used e-cigarettes, tobacco, prescription drugs, heroin, and marijuana (note that alcohol was not included in this series of questions).

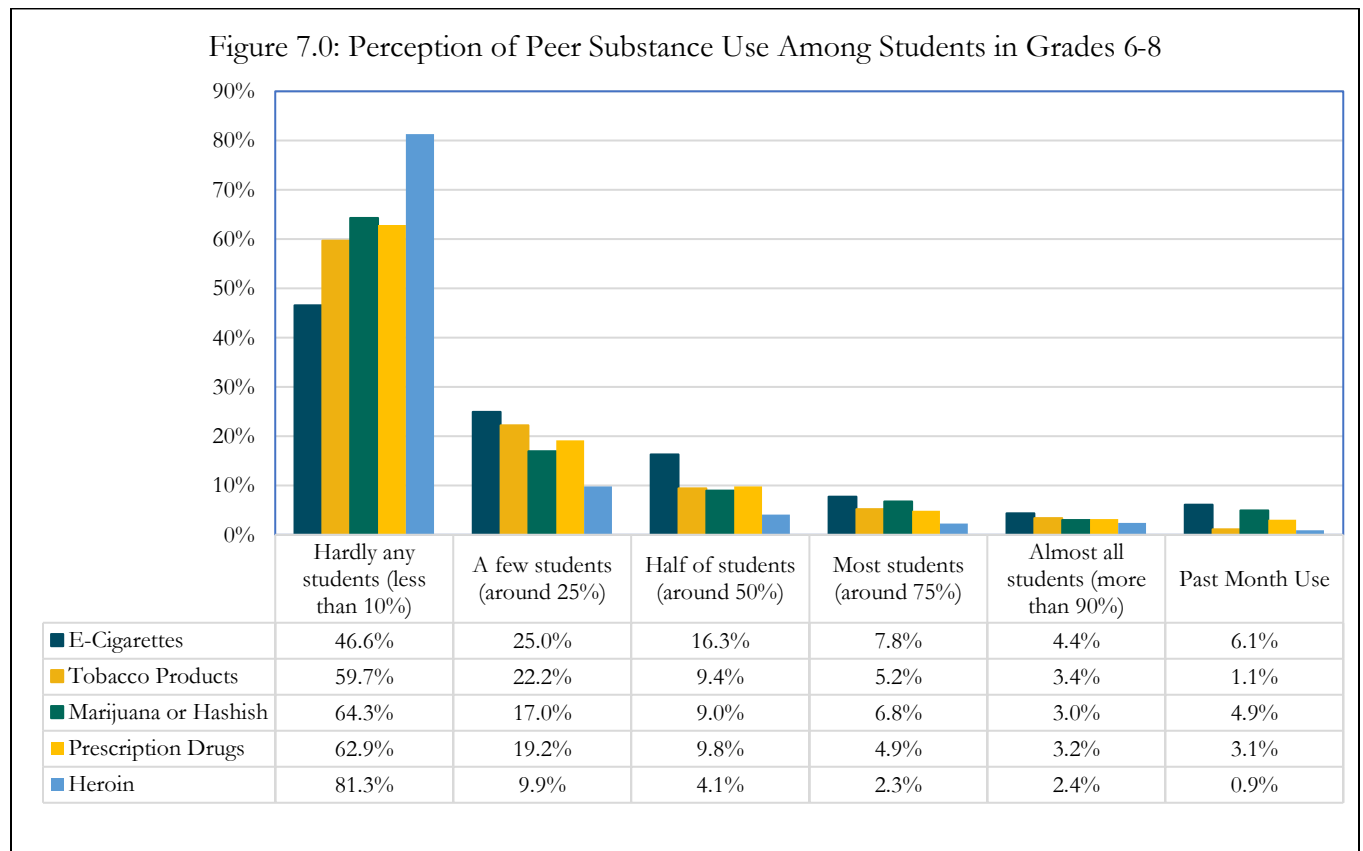
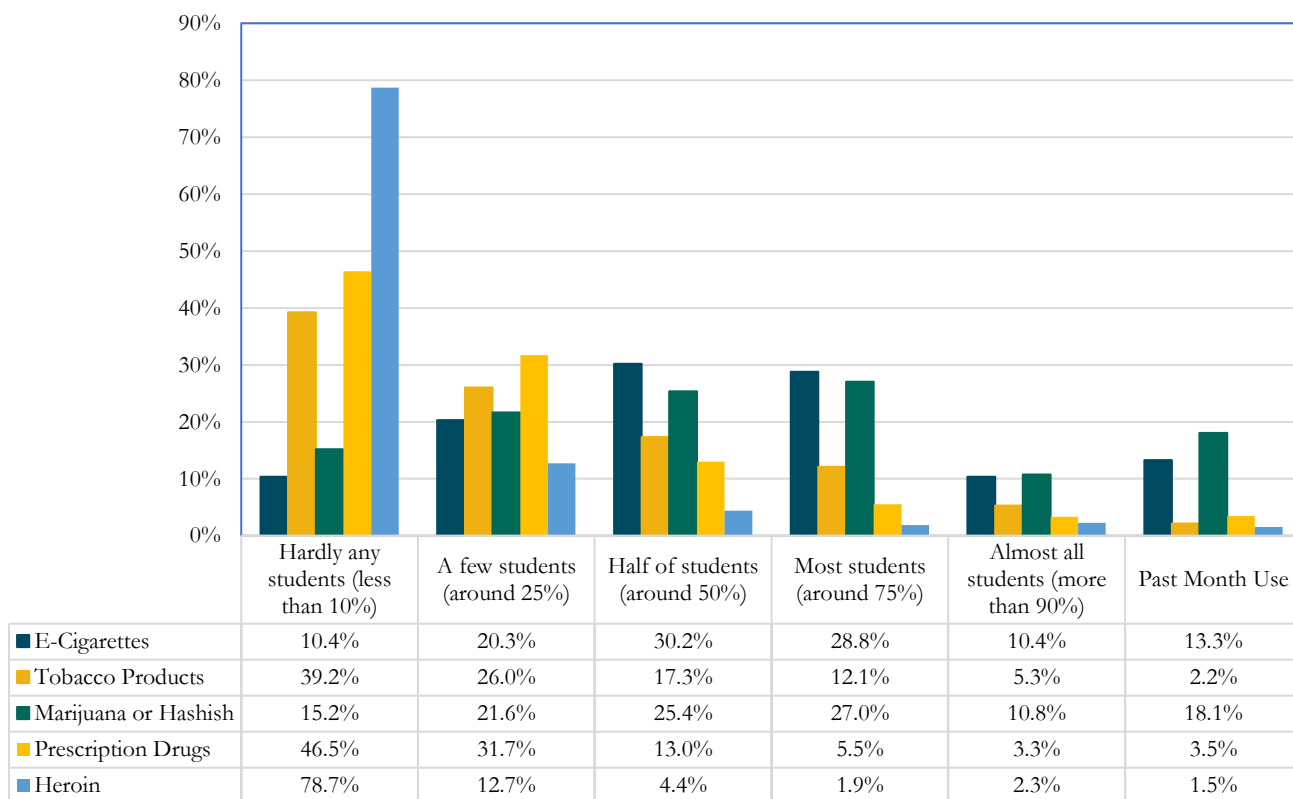


Figure 7.1: Perception of Peer Substance Use Among Students in Grades 9-12



Section VIII: School Environment

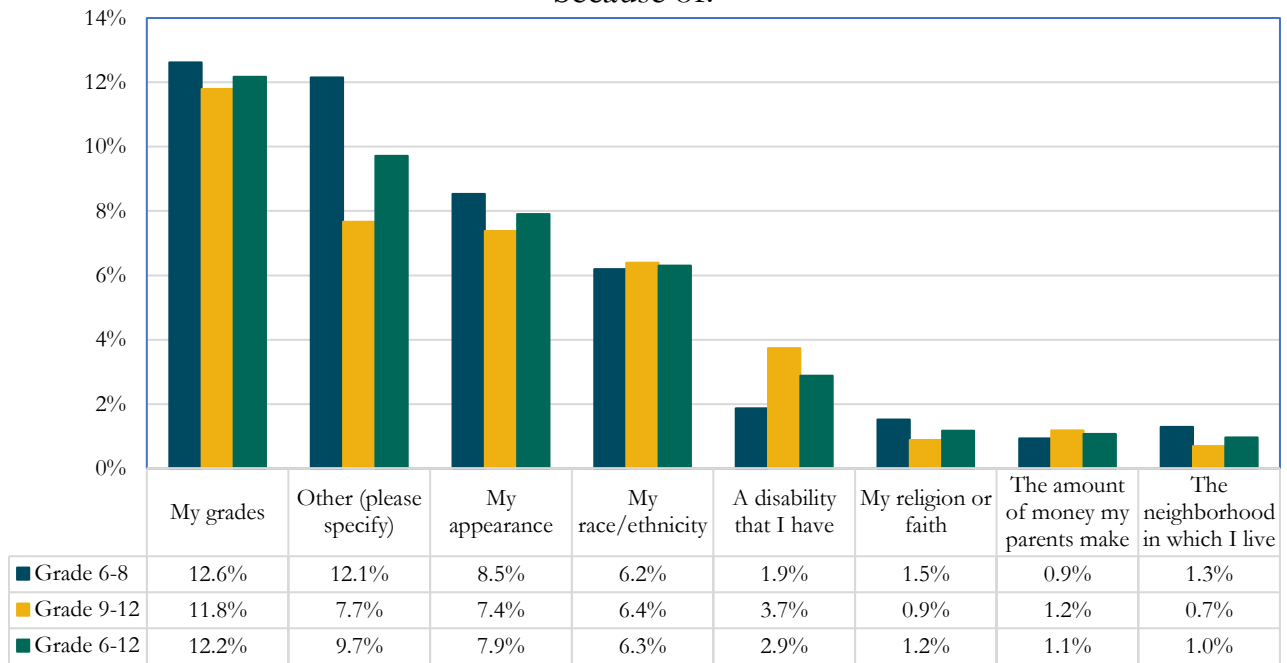
Part 1: Overall Percentages by School/Grade Ranges

Table 8.0 – % Most of the Time/Always for each of the following statements.	Grades 6-12	Grades 6-8	Grades 9-12
My school is a safe place.	75.9%	83.3%	70.1%
My school has a vision of what a safe school looks, feels and sounds like.	74.8%	77.5%	72.6%
Staff members support the values of a safe school.	79.6%	83.7%	76.3%
I feel accepted by students at my school.	66.0%	67.9%	64.5%
I feel accepted by adults at my school.	76.7%	77.3%	76.2%
My school is setting goals to improve the school climate.	64.0%	69.4%	59.7%
School rules are applied to me in a fair way.	76.5%	74.3%	78.3%
My school has rules/policies that help me improve as a student (% yes)	12.2%	11.6%	12.7%
My school has policies that help students who are struggling with their grades (academically)	70.9%	73.1%	69.2%

My school's rules and policies are firmly supported and followed to help all students succeed.	67.0%	71.3%	63.5%
Rules and policies in my school help me to learn in my classes.	63.2%	66.8%	60.3%
My school helps students who are struggling emotionally.	52.3%	62.5%	44.3%
The school leaders support an environment that helps students learn.	69.7%	74.9%	65.6%
In my school, I feel welcome.	65.9%	67.6%	64.5%
My school encourages me to treat people fairly.	78.3%	82.6%	74.8%
My parents/guardians think of my school as a positive place.	68.4%	72.0%	65.5%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	60.6%	66.8%	55.7%

Table 8.1 – % Difference in “Most of Time/Always” since 2017 in School Environment Questions	Grades 6-8	Grades 9-12
My school is a safe place.	2.84%	-2.82%
My school has a vision of what a safe school looks, feels and sounds like.	-3.63%	0.27%
Staff members support the values of a safe school.	-1.85%	5.35%
I feel accepted by students at my school.	-5.94%	0.37%
I feel accepted by adults at my school.	-8.71%	5.51%
My school is setting goals to improve the school climate.	-6.87%	-1.79%
School rules are applied to me in a fair way.	-8.30%	6.91%
My school has rules/policies that help me improve as a student (% yes)	-19.87%	-3.56%
My school has policies that help students who are struggling with their grades (academically)	-9.45%	-1.89%
My school's rules and policies are firmly supported and followed to help all students succeed.	-12.38%	-0.88%
Rules and policies in my school help me to learn in my classes.	-11.04%	-1.65%
My school helps students who are struggling emotionally.	-9.16%	-0.24%
The school leaders support an environment that helps students learn.	-8.52%	-0.85%
In my school, I feel welcome.	-9.55%	1.10%
My parents/guardians think of my school as a positive place.	-5.35%	-1.87%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	-8.85%	4.09%

Figure 8.0: If school rules are not applied to me fairly, it is most often because of:



Analysis of “other (please specify)” identified the following theme in open-answer response: Gender/Sexuality/LGBTQ status; Dress code/what I wear/dress code for girls; Reputation/Past History/Association with other students; and Mental health and medical condition status.

Part 2: Differences by Grade Levels:

Table 8.2	6 th	7 th	8 th	9 th	10 th	11 th	12 th
My school is a safe place.	91.0%	83.3%	77.3%	83.2%	65.2%	63.5%	67.2%
My school has a vision of what a safe school looks, feels and sounds like.	86.8%	74.9%	72.3%	86.6%	65.5%	70.0%	66.0%
Staff members support the values of a safe school.	94.8%	79.0%	78.8%	87.9%	70.8%	76.4%	67.2%
I feel accepted by students at my school.	72.0%	65.3%	66.9%	77.3%	55.1%	66.3%	57.0%
I feel accepted by adults at my school.	86.8%	75.2%	71.3%	86.3%	71.9%	75.1%	69.2%
My school is setting goals to improve the school climate.	80.5%	66.2%	63.2%	73.4%	53.1%	54.5%	57.0%
School rules are applied to me in a fair way.	86.1%	68.4%	69.5%	87.5%	76.6%	77.0%	69.4%
My school has rules/policies that help me improve as a student (% yes)	59.4%	45.8%	45.5%	54.9%	49.2%	46.5%	52.8%

My school has policies that help students who are struggling with their grades (academically)	85.4%	68.8%	66.5%	82.9%	64.1%	62.0%	66.5%
My school's rules and policies are firmly supported and followed to help all students succeed.	85.4%	67.2%	63.4%	79.1%	57.3%	56.9%	59.0%
Rules and policies in my school help me to learn in my classes.	79.9%	59.3%	62.5%	71.7%	53.3%	57.6%	57.5%
My school helps students who are struggling emotionally.	82.4%	52.8%	54.2%	64.2%	40.1%	39.6%	29.3%
The school leaders support an environment that helps students learn.	90.5%	70.9%	65.7%	81.7%	60.3%	59.2%	59.1%
In my school, I feel welcome.	76.5%	62.3%	64.9%	75.9%	59.1%	62.7%	58.5%
My school encourages me to treat people fairly.	92.4%	78.9%	77.5%	85.3%	69.4%	72.2%	70.8%
My parents/guardians think of my school as a positive place.	85.7%	67.4%	65.1%	76.9%	60.5%	63.9%	59.5%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	83.0%	61.9%	57.6%	70.8%	47.4%	51.1%	52.4%

Part 3: Gender Differences for School Environment Questions

Table 8.3	Grade	Male	Female	Significance
My school is a safe place.	Grade 6-8	85.7%	81.6%	N
	Grade 9-12	75.1%	65.8%	Y
My school has a vision of what a safe school looks, feels and sounds like.	Grade 6-8	80.8%	75.1%	Y
	Grade 9-12	75.9%	69.1%	Y
Staff members support the values of a safe school.	Grade 6-8	85.7%	82.8%	N
	Grade 9-12	77.8%	74.5%	N
I feel accepted by students at my school.	Grade 6-8	74.9%	61.2%	Y
	Grade 9-12	74.3%	55.3%	Y
I feel accepted by adults at my school.	Grade 6-8	79.2%	76.5%	N
	Grade 9-12	79.3%	72.7%	Y
My school is setting goals to improve the school climate.	Grade 6-8	71.2%	69.6%	N
	Grade 9-12	62.4%	57.5%	N
School rules are applied to me in a fair way.	Grade 6-8	75.6%	75.1%	N
	Grade 9-12	78.1%	77.4%	N
My school has rules/policies that help me improve as a student (% yes)	Grade 6-8	48.8%	52.1%	N
	Grade 9-12	54.8%	47.5%	Y
My school has policies that help students who are struggling with their grades (academically)	Grade 6-8	74.6%	73.3%	N
	Grade 9-12	71.4%	66.5%	N
My school's rules and policies are firmly supported and	Grade 6-8	75.4%	69.0%	Y

followed to help all students succeed.	Grade 9-12	67.4%	60.6%	Y
Rules and policies in my school help me to learn in my classes.	Grade 6-8	68.9%	67.1%	N
	Grade 9-12	64.1%	56.2%	Y
My school helps students who are struggling emotionally.	Grade 6-8	69.6%	56.7%	Y
	Grade 9-12	50.7%	38.6%	Y
The school leaders support an environment that helps students learn.	Grade 6-8	78.7%	73.4%	N
	Grade 9-12	67.1%	62.7%	N
In my school, I feel welcome.	Grade 6-8	72.6%	63.6%	Y
	Grade 9-12	71.8%	57.4%	Y
My school encourages me to treat people fairly.	Grade 6-8	83.2%	82.9%	N
	Grade 9-12	76.1%	73.5%	N
My parents/guardians think of my school as a positive place.	Grade 6-8	75.8%	70.0%	N
	Grade 9-12	70.2%	60.4%	Y
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	Grade 6-8	70.4%	65.6%	N
	Grade 9-12	61.9%	49.6%	Y

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. Post-hoc differences are indicated in subscripts; matching subscript numbers between 2 races indicate those races were significantly different from each other.

Table 8.4 – 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”)	Significance
My school is a safe place.	Grade 6-8	84.8%	76.1%	83.3%	76.2%	N
	Grade 9-12	71.3%	69.5%	67.6%	65.5%	N
My school has a vision of what a safe school looks, feels and sounds like.	Grade 6-8	79.7%	68.7%	74.5%	76.2%	N
	Grade 9-12	72.4%	65.0%	71.1%	79.3%	N
Staff members support the values of a safe school.	Grade 6-8	86.5%*	80.6%	77.7%*	77.8%	Y
	Grade 9-12	76.8%	73.3%	73.9%	77.6%	N
I feel accepted by students at my school.	Grade 6-8	68.7%	64.6%	66.1%	68.3%	N
	Grade 9-12	64.3%	70.0%	62.3%	65.5%	N
I feel accepted by adults at my school.	Grade 6-8	79.9%	69.7%	74.2%	69.8%	N

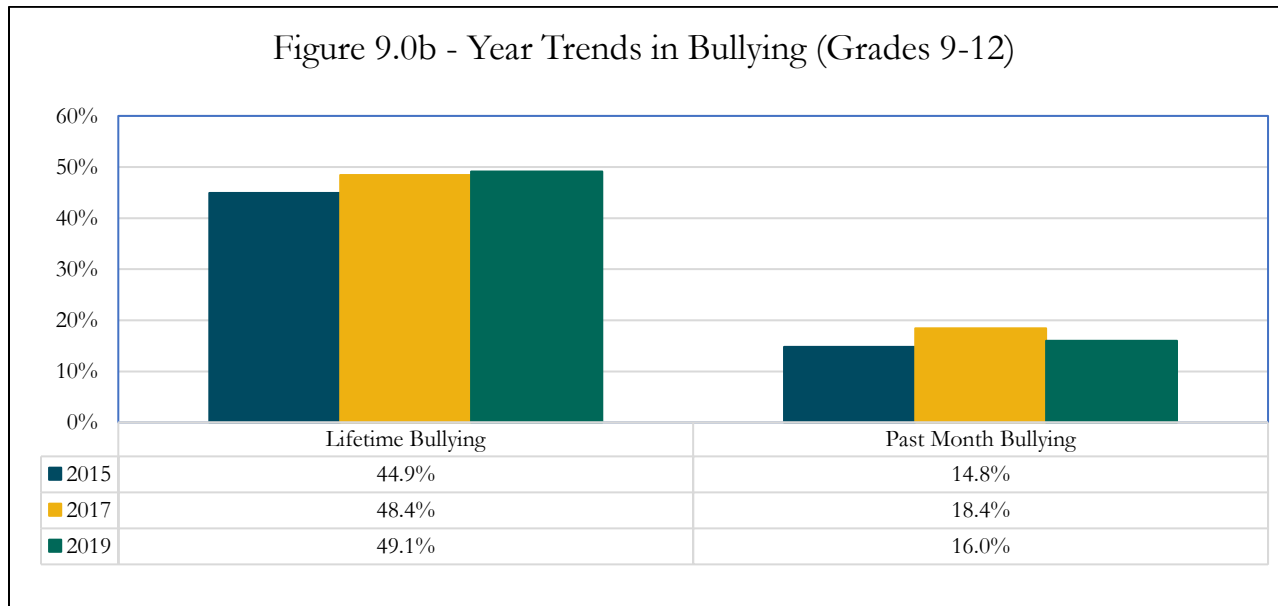
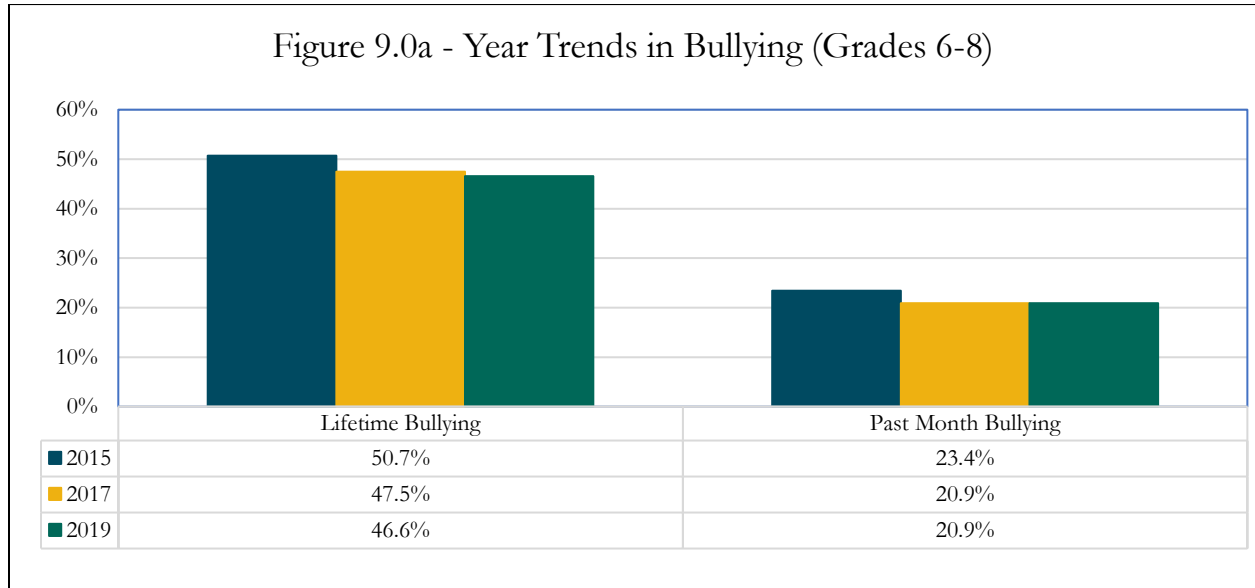
	Grade 9-12	77.5%	65.5%	73.4%	77.6%	N
My school is setting goals to improve the school climate.	Grade 6-8	69.9%	64.2%	68.6%	71.4%	N
	Grade 9-12	58.1%	62.7%	61.8%	63.8%	N
School rules are applied to me in a fair way.	Grade 6-8	77.5%*	61.5%*	69.7%	71.4%	Y
	Grade 9-12	80.5%	67.8%	74.5%	74.1%	Y
My school has rules/policies that help me improve as a student (% yes)	Grade 6-8	52.1%	40.0%	48.6%	42.9%	N
	Grade 9-12	52.3%	45.8%	46.0%	50.4%	N
My school has policies that help students who are struggling with their grades (academically)	Grade 6-8	74.2%	67.2%	70.8%	75.8%	N
	Grade 9-12	69.5%	73.3%	67.8%	65.5%	N
My school's rules and policies are firmly supported and followed to help all students succeed.	Grade 6-8	72.1%	62.7%	72.9%	66.1%	N
	Grade 9-12	63.2%	69.5%	65.5%	57.8%	N
Rules and policies in my school help me to learn in my classes.	Grade 6-8	68.7%	53.7%	65.2%	65.1%	N
	Grade 9-12	60.4%	61.0%	61.0%	56.0%	N
My school helps students who are struggling emotionally.	Grade 6-8	64.6%	48.4%	61.3%	59.0%	N
	Grade 9-12	43.8%	50.8%	44.8%	42.2%	N
The school leaders support an environment that helps students learn.	Grade 6-8	76.2%*	60.9%*	73.3%	81.7%	Y
	Grade 9-12	65.6%	63.8%	67.3%	62.3%	N
In my school, I feel welcome.	Grade 6-8	69.0%	57.6%	65.6%	69.8%	N
	Grade 9-12	65.2%	60.3%	60.1%	68.1%	N
My school encourages me to treat people fairly.	Grade 6-8	84.4%	73.8%	81.0%	80.3%	N
	Grade 9-12	75.4%	70.7%	71.4%	78.1%	N
My parents/guardians think of my school as a positive place.	Grade 6-8	72.0%	63.6%	72.7%	77.8%	N
	Grade 9-12	64.8%	65.5%	65.3%	69.8%	N
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	Grade 6-8	67.6%	59.7%	66.1%	68.3%	N
	Grade 9-12	57.0%	48.3%	53.5%	52.6%	N

Section IX: Bullying

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.”

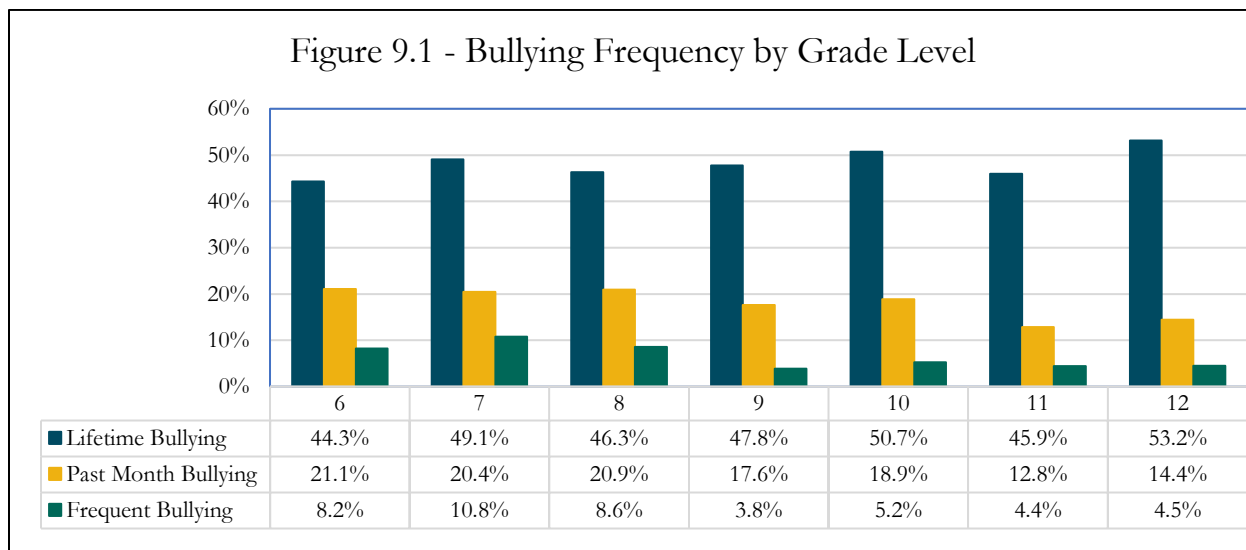
Frequency of Being Bullied at School:

Lifetime and past month bullying has decreased slightly (<5%) for students in grades 6-8 and has increased slightly (<5%) for students in grades 9-12. Refer to Figures 9.0a & 9.0b.



Past month bullying rates were not significantly different between grades 6-8 or between grades 9-12. Refer to Figure 9.1 and Table 9.0.

Figure 9.1 - Bullying Frequency by Grade Level



There were significant differences in gender responses for lifetime bullying and past month bullying (highlighted in grey). Differences from post-hoc analyses are identified with an Asterisk (*).

Table 9.0– Gender Results	Gender	Grades 6-12:	Grades 6-8:	Grades 9-12:
Lifetime Bullying	Male	39.2%	40.4%*	38.2%*
	Female	57.1%	53.3%*	60.1%*
Past Month Bullying	Male	15.2%	18.9%	12.1%*
	Female	21.6%	23.1%	20.5%*
Frequent Bullying	Male	6.1%	8.3%	4.2%
	Female	7.7%	10.9%	5.2%

There were significant race differences for lifetime bullying and past month bullying (highlighted in grey). Differences identified in post-hoc analyses are identified with numbers.

Table 9.1– Race Differences for Bullying		White Non-Hispanic	Black Non-Hispanic	Hispanic (Black, white, Native American, or Pacific Islander)	Other (Native American Asian/Pac. Islander & “Other”)
Lifetime Bullying	Grades 6-8	49.4% ¹	26.6% ^{1,2}	43.7%	50.0% ²
	Grades 9-12	52.1%	30.2%	46.9%	42.9%
Past Month Bullying	Grades 6-8	22.2%	15.6%	17.2%	25.0%
	Grades 9-12	16.2%	5.7%	18.0%	17.0%
Frequent Bullying	Grades 6-8	8.7%	4.7%	10.3%	16.7%
	Grades 9-12	4.0%	3.8%	6.2%	5.4%

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 9.2 for differences by school.

Table 9.2 – In the past 30 days, I have been bullied in the following ways (% yes):	Grades 6-12:	Grades 6-8:	Grades 9-12:
Being left out, excluded or ignored by other students	43.5%	42.5%	44.2%
Hit, kicked, pushed, shoved, or locked indoors	15.0%	19.5%	11.2%
Other students spread lies or rumors about me	39.6%	39.5%	39.7%
Had money or things taken away from me or damaged	14.7%	16.1%	13.6%
Threatened or forced to do things I didn't want to	12.7%	15.5%	10.4%
With mean names / comments about my race	18.5%	19.7%	17.4%
With mean names / comments with a sexual meaning	18.5%	17.5%	19.4%

Please refer to Figure 9.2 for a graph of percentages showing gender differences. Cells highlighted in grey represent statistically significant differences.

Table 9.3 – In the past 30 days, I have been bullied in the following ways (% yes):	Gender	Overall	Grade 6-8	Grade 7-12
Being left out, excluded, or ignored by other students	Male	29.9%	29.7%	30.0%
	Female	56.2%	55.9%	56.4%
Hit, kicked, pushed, shoved, or locked indoors	Male	16.1%	19.6%	13.2%
	Female	14.8%	21.0%	9.8%
Other students spread lies or rumors about me	Male	30.2%	32.1%	28.7%
	Female	48.6%	46.7%	50.1%
Had money or things taken away from me or damaged	Male	14.3%	16.6%	12.4%
	Female	16.0%	17.5%	14.8%
Threatened or forced to do things I didn't want to	Male	9.3%	12.9%	6.3%
	Female	16.0%	18.4%	14.2%
With mean names or comments about my race	Male	16.0%	16.6%	15.5%
	Female	20.6%	22.6%	19.0%
With mean names or comments with a sexual meaning	Male	12.8%	13.9%	11.8%
	Female	23.9%	20.4%	26.6%

Places where Bullying Occurred

Students were asked to respond “yes” or “no” specifying *where* they were bullied before. Refer to Table 9.4 for percentages by school.

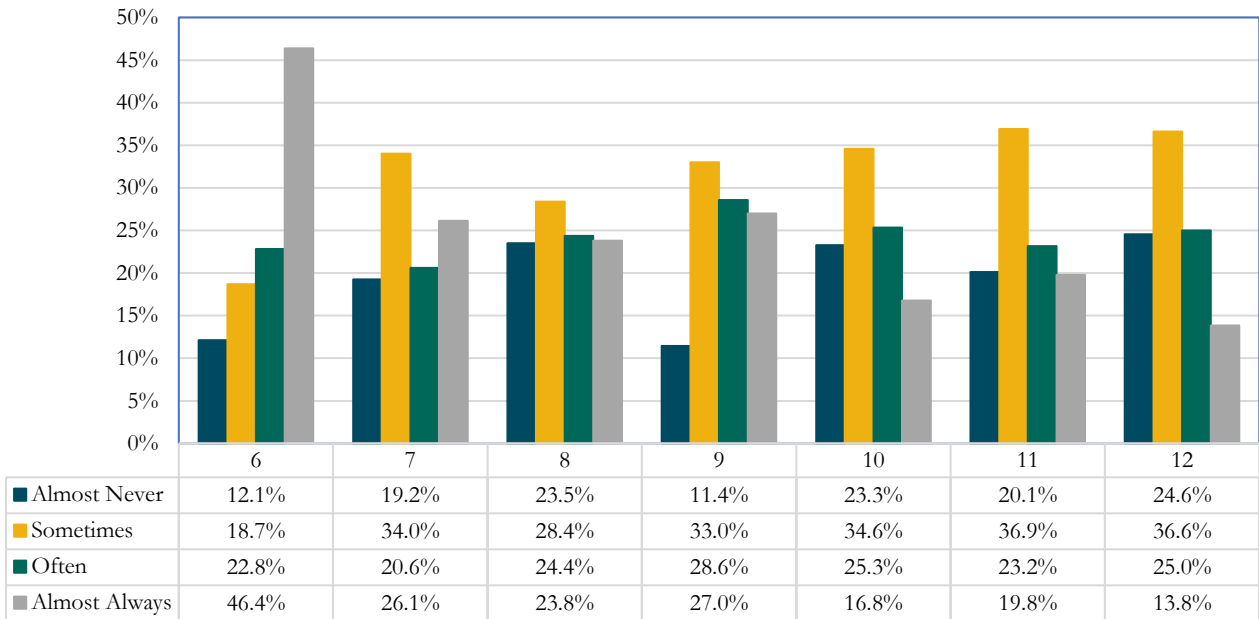
Table 9.4 – I have been bullied in the following places (% yes):	Grades 6-12:	Grades 6-8:	Grades 9-12:
On the playground/athletic field	10.6%	11.0%	10.2%
In the hallways or stairwells	27.7%	27.7%	27.8%
In class (when a teacher was in the room)	25.0%	23.6%	26.2%
In class (when a teacher was not in the room)	25.1%	26.4%	24.0%
In the bathroom	9.6%	8.7%	10.3%
In gym class or locker rooms	13.0%	13.5%	12.6%
In the lunchroom	23.4%	28.6%	19.1%
On the way to and from school	9.8%	13.1%	7.2%
At the school bus stop	4.7%	6.1%	3.5%
On the school bus	11.6%	15.9%	8.2%
Somewhere else at school	18.7%	20.1%	17.5%
Online or through text messaging	28.2%	25.4%	30.5%
After school hours in other programs, clubs or sports	9.1%	8.9%	9.3%

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

18.6% of students in grades 6-8 and 19.4% of students in grades 9-12 answered that teachers or other adults at school “almost never” tried to stop it when a student is being bullied at school. See Table 9.5.

Table 9.5– Frequency Teachers/Adults Intervene in Bullying Incidents at School	Grades 6-12	Grades 6-8	Grades 9-12
Almost Never	19.0%	18.6%	19.4%
Sometimes	31.6%	27.2%	35.3%
Often	24.3%	22.7%	25.6%
Almost Always	25.1%	31.5%	19.8%

Figure 9.2 - Frequency Teachers/Adults Intervene Where Students are Bullied at School



Frequency Other Students at School Intervene in Bullying Incidents at School

42.6% of students in grades 6-8 and 40.1% 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 9.6.

Table 9.6 – Frequency Students Intervene in Bullying Incidents at School	Grades 6-12	Grades 6-8	Grades 9-12
Almost Never	41.2%	42.6%	40.1%
Sometimes	39.4%	38.4%	40.2%
Often	13.5%	12.6%	14.2%
Almost Always	5.9%	6.4%	5.6%

Section X: Academic Performance and Difficult Experiences or Thoughts

Part 1: Academic Performance

Table 10.0 shows the percentage of past month use by substance for grades 9-12. For instance, 24.3% 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 Table 13.1), thus easily inflating the percentages.

Table 10.0	% Past Month Cigarette Use	% Past Month E-Cigarette Use	% Past Month Alcohol Use	% Past Month Binge Drinking	% Past Month Marijuana Use	% Past Month Rx Use	% Past Month Heroin Use
<u>Grades 9-12</u>							
Mostly A's (n= 214)	14.3%	8.8%	10.6%	9.4%	10.3%	15.2%	28.6%
Mostly A's & B's (n=420)	19.0%	33.8%	34.4%	26.5%	33.7%	21.2%	7.1%
Mostly A's, B's, & C's and lower (n=512)	66.7%	57.4%	55.0%	64.2%	56.0%	63.6%	64.3%
<i>Count of Students reporting past month use by substance (percentages calculated out of these totals)</i>							
Grades 9-12	n = 21	n = 136	n = 160	n = 53	n = 184	n = 33	n = 14

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 10.1 for percentages.

Table 10.1 – “I try hard to do good work at school”	Grades 6-12	Grades 6-8	Grades 9-12
Definitely or Mostly Not True	7.2%	6.8%	7.5%
Mostly True	41.8%	40.2%	43.2%
Definitely True	51.1%	53.1%	49.4%

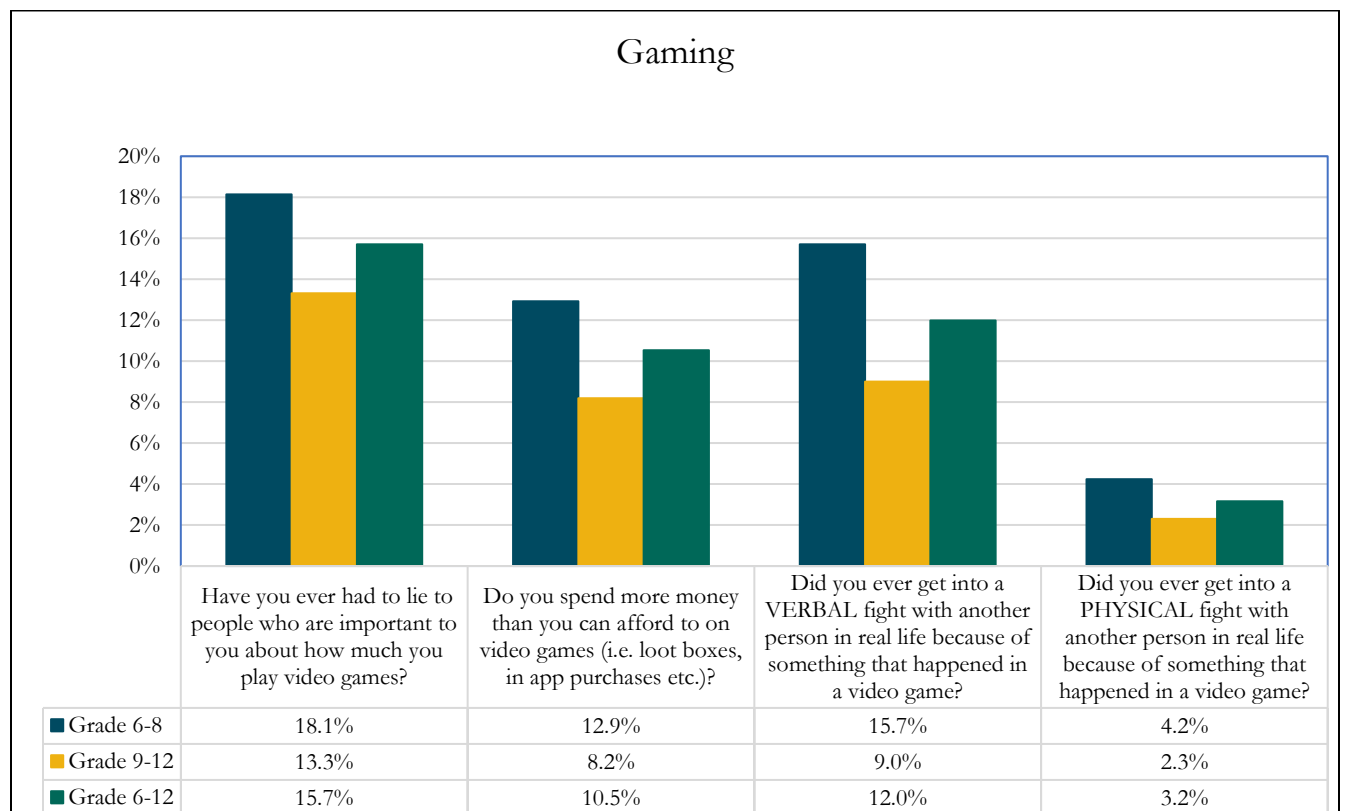
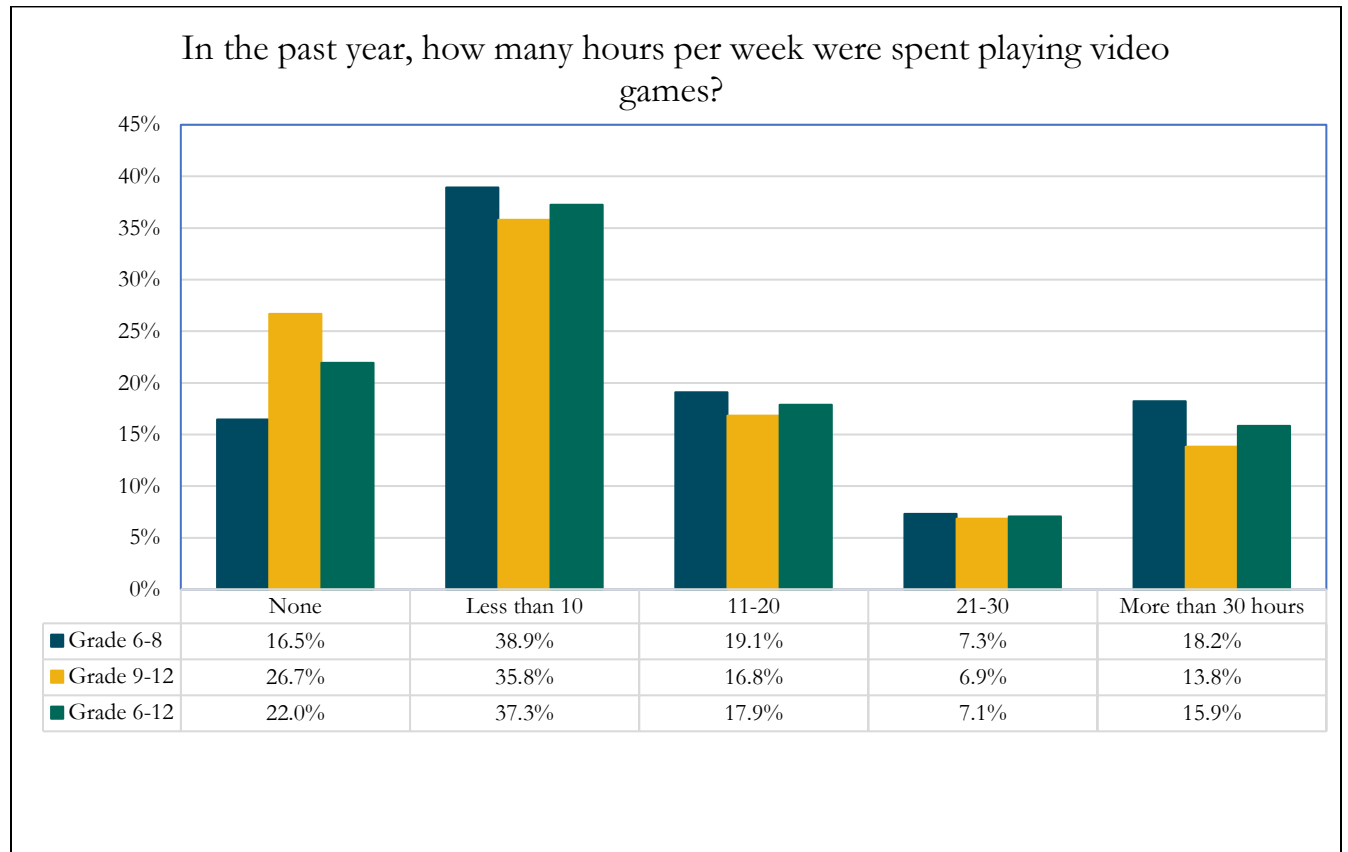
Part 2: Difficult Experiences or Thoughts

Significance		Grades 6-12	Grades 7-8	Grades 9-12	
Question					
I have had thoughts about hurting myself.	Gender Differences Grades 7-8 and 9-12	Never/Almost Never	70.6%	73.3%	68.3%
	Race Differences None	Sometimes	19.2%	16.9%	21.2%
		Often	6.6%	6.2%	7.0%
		Always/Almost Always	3.6%	3.7%	3.5%
I have hurt myself on purpose.	Gender Differences Grades 7-8 and 9-12	Never/Almost Never	80.6%	82.8%	78.7%
	Race Differences None	Sometimes	12.4%	10.6%	14.1%
		Often	4.1%	3.6%	4.6%
		Always/Almost Always	2.8%	3.0%	2.7%
I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose.	Gender Differences None	Never/Almost Never	92.4%	93.8%	91.2%
	Race Differences None	Sometimes	4.5%	3.5%	5.4%
		Often	1.4%	0.6%	2.1%
		Always/Almost Always	1.7%	2.1%	1.4%
I felt very anxious, nervous, so much that it made affected my schoolwork, relationships or life overall.	Gender Differences Grades 7-8 and 9-12	Never/Almost Never	49.2%	55.6%	43.5%
	Race Differences None	Sometimes	27.9%	25.3%	30.3%
		Often	12.1%	10.1%	13.7%
		Always/Almost Always	10.8%	9.0%	12.4%
I have felt sad or hopeless so much that it stopped me from doing my usual activities.	Gender Differences Grades 7-8 and 9-12	Never/Almost Never	59.9%	65.1%	55.3%
	Race Differences None	Sometimes	22.8%	20.4%	24.9%
		Often	10.5%	8.0%	12.7%
		Always/Almost Always	6.8%	6.5%	7.0%
I have seriously considered attempting suicide within the past year.	Gender Differences Grades 7-8 and 9-12	Never/Almost Never	84.2%	86.4%	82.2%
	Race Differences None	Sometimes	9.3%	7.9%	10.5%
		Often	2.9%	1.9%	3.9%
		Always/Almost Always	3.6%	3.8%	3.5%

Section XI: Self Perceptions

Question	Significance		Grades 6-12	Grades 7-8	Grades 9-12
I feel lonely.	Gender Differences Grades 7-8 and 9-12 More F than M Strongly Agree Race Differences None	Strongly Disagree	33.63%	39.66%	28.35%
		Disagree	30.90%	27.87%	33.56%
		Agree	24.66%	22.70%	26.38%
		Strongly Agree	10.81%	9.78%	11.71%
I am good at making decisions.	Gender Differences Grades 9-12 More F than M Strongly Disagree Race Differences None	Strongly Disagree	8.13%	10.45%	6.11%
		Disagree	16.78%	16.14%	17.34%
		Agree	53.25%	50.45%	55.67%
		Strongly Agree	21.85%	22.95%	20.89%
I feel sad most of the time.	Gender Differences Grades 7-8 and 9-12 More F than M Strongly Agree Race Differences None	Strongly Disagree	34.70%	39.42%	30.65%
		Disagree	34.17%	32.37%	35.71%
		Agree	21.04%	18.03%	23.61%
		Strongly Agree	10.09%	10.17%	10.02%
I have so much energy I don't know what to do with it.	Gender Differences None Race Differences None	Strongly Disagree	23.32%	20.83%	25.49%
		Disagree	39.92%	32.32%	46.56%
		Agree	22.53%	25.45%	19.98%
		Strongly Agree	14.23%	21.40%	7.97%
I have a number of good qualities.	Gender Differences Grades 7-8 and 9-12 More F than M Disagree Race Differences None	Strongly Disagree	7.17%	8.95%	5.62%
		Disagree	13.55%	13.14%	13.91%
		Agree	52.93%	49.94%	55.52%
		Strongly Agree	26.36%	27.97%	24.95%
I have trouble concentrating.	Gender Differences Grades 9-12 More F than M Strongly Agree Race Differences None	Strongly Disagree	14.41%	17.16%	12.02%
		Disagree	27.62%	27.77%	27.49%
		Agree	36.88%	34.31%	39.11%
		Strongly Agree	21.09%	20.77%	21.38%
I stand up for what I believe in.	Gender Differences None Race Differences None	Strongly Disagree	4.76%	7.16%	2.67%
		Disagree	11.52%	13.98%	9.39%
		Agree	49.05%	43.18%	54.15%
		Strongly Agree	34.67%	35.68%	33.79%
I believe that my life is going in a positive direction.	Gender Differences Grades 9-12 Race Differences More F than M Agree	Strongly Disagree	6.22%	7.78%	4.85%
		Disagree	12.49%	13.42%	11.67%
		Agree	48.26%	42.39%	53.41%
		Strongly Agree	33.03%	36.41%	30.07%
I treat people with respect.	Gender Differences None Race Differences Grades 9-12 More Hispanics Strongly Disagree compared to Whites.	Strongly Disagree	3.06%	3.62%	2.56%
		Disagree	3.95%	5.10%	2.96%
		Agree	46.15%	46.77%	45.62%
		Strongly Agree	46.84%	44.51%	48.87%

Section XII: Gaming



Section XIII: Past Month Substance Use Associations with Student Feelings and Behaviors

The following list includes youth reported experiences and perceptions that are **statistically (significantly) associated** with past 30-day use of any substances.

Enfield youth in grades 6-12 who have used any substances in the past 30-days are.....

- More likely to feel unsafe at school
- Less likely to feel accepted at school
- Less likely to feel accepted by adults at school
- Less likely to feel school rules are applied to them in a fair way
- Less likely to feel that their school helps students who are struggling emotionally
- Less likely to feel their school leaders support an environment that helps students learn
- Less likely to feel welcome at school
- Less likely to feel that their parents think of school as a positive place
- More likely to feel lonely
- More likely to feel “sad most of the time”
- Less likely to believe that their life is going in a positive direction
- More likely to have had thoughts of self-harm
- More likely to have hurt themselves on purpose
- More likely to have had a boyfriend or girlfriend hit, slap or hurt them on purpose
- More likely to have felt anxious or nervous, so much it affected school or other life areas negatively
- More likely to have been so sad or hopeless it stopped them from doing usual activities
- More likely to have seriously considered suicide
- Less likely to think use of cigarettes, alcohol, marijuana, prescription drugs and gambling of having moderate or great risk
- Less likely to think their parents disapprove of cigarettes, alcohol, marijuana, prescription drugs, heroin and gambling
- Less likely to think their peers disapprove of cigarettes, alcohol, marijuana, prescription drugs, heroin and gambling
- More likely to have experienced bullying their lifetime

Appendix A:

Enfield 2019

Alcohol and Drug Use Student Survey,

Grades 6-12
