

Enfield

**Youth Substance Use &
Related Behaviors or Perceptions
2021 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 2021 Enfield Alcohol & Drug Use Student Survey Report

The following report is a summary of data that was gathered during November 2021 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, 2017, and 2019. 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 2021 Enfield Alcohol and Drug Use Student Surveys were administered in November 2021 to students at John F. Kennedy 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 101 surveys (4.4% of original sample of 2,313 surveys gathered from surveymonkey) were omitted from the sample pool due to observed discrepancies in the responses (inconsistent/extreme responses), absence of grade selection, 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 2,212 students across grades 6-12.

Survey Sample Demographics:

The student survey sample consisted of a total of 2,212 students (999 males, 920 females; 291 students did not specify their sex). 976 students represented JFK Middle School (469 males, 400 females, 107 not specified) and 1,236 students represented Enfield High School (531 males, 521 females, 184 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= 271	n= 317	n= 280	n= 306	n=279	n= 248	n= 218
males: 143	males: 174	males: 151	males: 160	males: 138	males: 134	males: 99
females: 128	females:143	females: 129	females: 146	females: 141	females: 114	females: 119

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 2020 - 20201 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>	Sample Count	Population Count	Response Rate (%)
Grade 6	302	341	88.56%
Grade 7	351	383	91.64%
Grade 8	319	341	93.55%
Grade 9	340	414	82.13%
Grade 10	329	409	80.44%
Grade 11	313	388	80.67%
Grade 12	253	322	78.57%
Grades 6-8	972	1065	91.27%
Grades 9-12	1235	1533	80.56%
Grades 6-12	2207	2598	84.95%

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>	Confidence Level	Confidence Interval
Grades 6-8	95.0%	+/- 0.93
Grades 9-12	95.0%	+/- 1.23
Grades 6-12	95.0%	+/- 0.81

Statistical Analyses:

Statistical comparisons by 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 GPRA measures for alcohol, tobacco, marijuana, and prescription drug use), all of which will be reported by grade level regardless of significance level. For all other questions, any grade differences not reported should be assumed to not be significantly different, $p > .05$. 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 2.5% 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	63.1%	61.8%	64.6%
Black Non-Hispanic	7.7%	9.1%	6.6%
Hispanic	18.7%	18.9%	18.7%
Asian/Pacific Islander Non-Hispanic	3.5%	2.5%	4.4%
Other races specified	5.9%	6.1%	5.7%
Not Specified	1.1%	1.6%	0.7%

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>).

Executive Summary:

Student Mental Wellbeing:

Anxiety: For grades 6-12, 13.8% of youth reported always or almost always feeling anxious or nervous so much that it affected schoolwork, relationships or life overall.

Self-Harm: 33.3% of youth in grades 6-8 reported ever having thoughts of hurting themselves, and 21.6% reported having hurt themselves on purpose in their lifetime. For grades 9-12, 30.9% of youth reported ever having thoughts of hurting themselves, and 19.8% reported having hurt themselves on purpose in their lifetime.

Depression: 41.7% of youth in grades 6-8 and 48.5% of youth in grades 9-12 reported ever having “felt sad or hopeless so much that it stopped me from doing my usual activities.” 31.5% of youth grades 6-8 and 34.5% of youth grades 9-12 agreed or strongly agreed that they “feel sad most of the time.”

Suicidal Ideation in Past Year: 16.7% of youth in grades 6-8 and 16.6% of youth in grades 9-12 reported having considered attempting suicide within the past year.

School Environment: For grades 6-12, 79.1% agree that their school is a safe place always or most of the time. 65.8% report feeling accepted by students at school, and 77.4% report feeling accepted by adults at school.

Bullying:

Bullying Frequency: 48.5% of youth in grades 6-8 report ever being bullied, and 21.7% report being bullied in the past month. 44.9% of youth in grades 9-12 report ever being bullied and 14.4% report being bullied in the past month.

Bullying Types: For grades 6-12, the most common type of bullying is exclusion, followed by lies/rumors, and mean names.

Bullying Locations: The locations where bullying occurs most frequently are online or through text, in the hallways or stairwells, and in the lunchroom.

Gaming:

Time Spent Gaming: 21.2% of youth grades 6-8 and 17.5% of youth grades 9-12 spend more than 30 hours playing video games per week.

Gaming Consequences: Among youth grades 6-12, 17.4% report having to lie to people who are important to them about how much they play video games. 11.1% report having spend more money than they can afford on video games, and 14.8% report having gotten into a verbal fight with another person in real life because of something that happened in a video game.

Substance Use and Gambling Rates:

Youth in Grades 6-8: Cigarettes were the most used substance in the past month (4.7%), followed by alcohol (4.2%), and e-cigarettes (3.9%).

Youth in Grades 9-12: Marijuana was the most used substance in the past month (11.6%), followed by alcohol (10.5%), and e-cigarettes (9.9%).

Substance Use Perceptions and Behaviors:

Perceived Risk: For grades 6-8, non-medical use of prescription drugs had the highest perceived risk rating. For grades 9-12, heroin had the highest perceived risk rating. In both groups, marijuana had the lowest rating for perceived risk.

Parent Disapproval: For grades 6-8 and 9-12 perceived parent disapproval was highest for heroin and prescription drug misuse. The lowest rate for parental disapproval was for gambling in grades 6-8, and marijuana in grades 9-12.

Friend Disapproval: For grades 6-8 and 9-12, friend disapproval was highest for heroin. For grades 6-8 friend disapproval was lowest for gambling, followed by alcohol. For grades 9-12, this was lowest for marijuana then gambling.

Accessibility of Alcohol: Perception of Ease of Access: 24.8% of youth grades 6-8 and 47.4% of youth grades 9-12 reported alcohol as “sort of easy” or “very easy” to obtain.

Accessibility of Alcohol: Sources: Youth in grades 6-8 most frequently report obtaining alcohol from home without parent’s permission, followed by home with parent’s permission, and friends. Youth in grades 9-12 most frequently report obtaining alcohol from friends, followed by home with parent’s permission, and home without parent’s permission.

Locations of Substance Use: 1.3% of youth grades 6-12 report that their parents have ever hosted an underage drinking party.

Driving Under the Influence of Alcohol: Among youth in grades 11-12, 2.0% report driving under the influence. 5.3% of youth in grades 6-12 report having ridden in a vehicle where the driver under age 21 had been drinking.

Other Substance Use: 0.6% of youth grades 6-8 and 2.0% of youth grades 9-12 report using methamphetamine in the past month. 0.8% of youth grades 6-8 and 2.1% of youth grades 9-12 report using heroin in the past month. 1.7% of youth grades 6-8 and 2.9% of youth grades 9-12 report non-medical use of prescription drugs.

Year Trends in Use Rates and Perception Measures Grades 9-12, Since 2019:

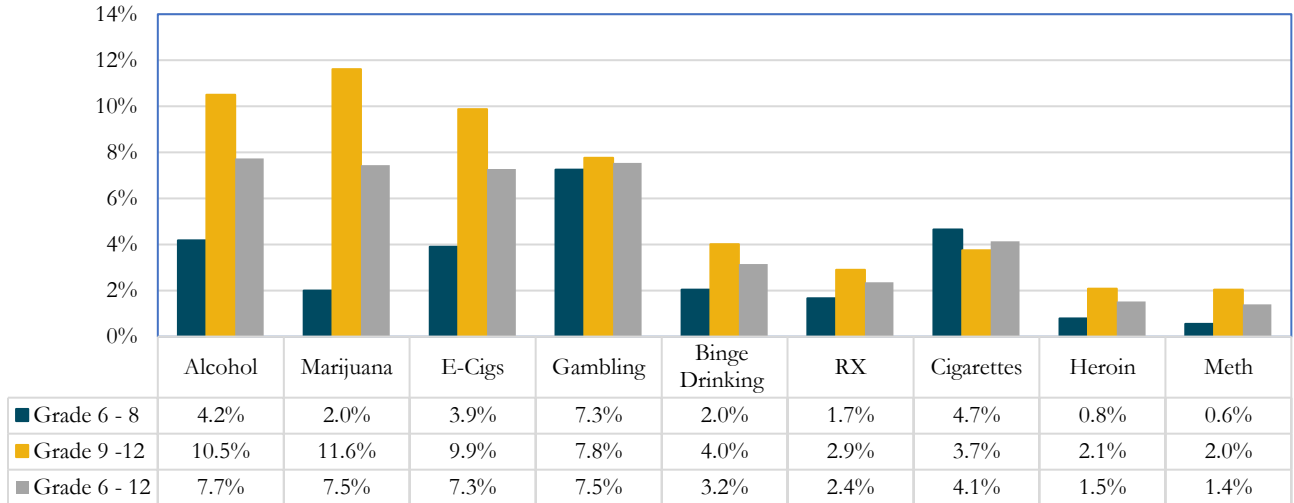
Note: use caution in interpretation of these outcomes as COVID-19 precaution requirements greatly altered youth and family’s lifestyles since March 2020.

Students in Grades 9-12: Past month use has decreased for most substances (alcohol, marijuana, prescription drug misuse), however it increased for cigarettes and heroin. The largest decrease was seen in marijuana, which decreased from 18.1% in 2019 to 11.6% in 2021, a decrease of 35.8%. The largest increase was seen in cigarette use, 2.2% in 2019 to 3.7% in 2021, an increase of 70.3%.

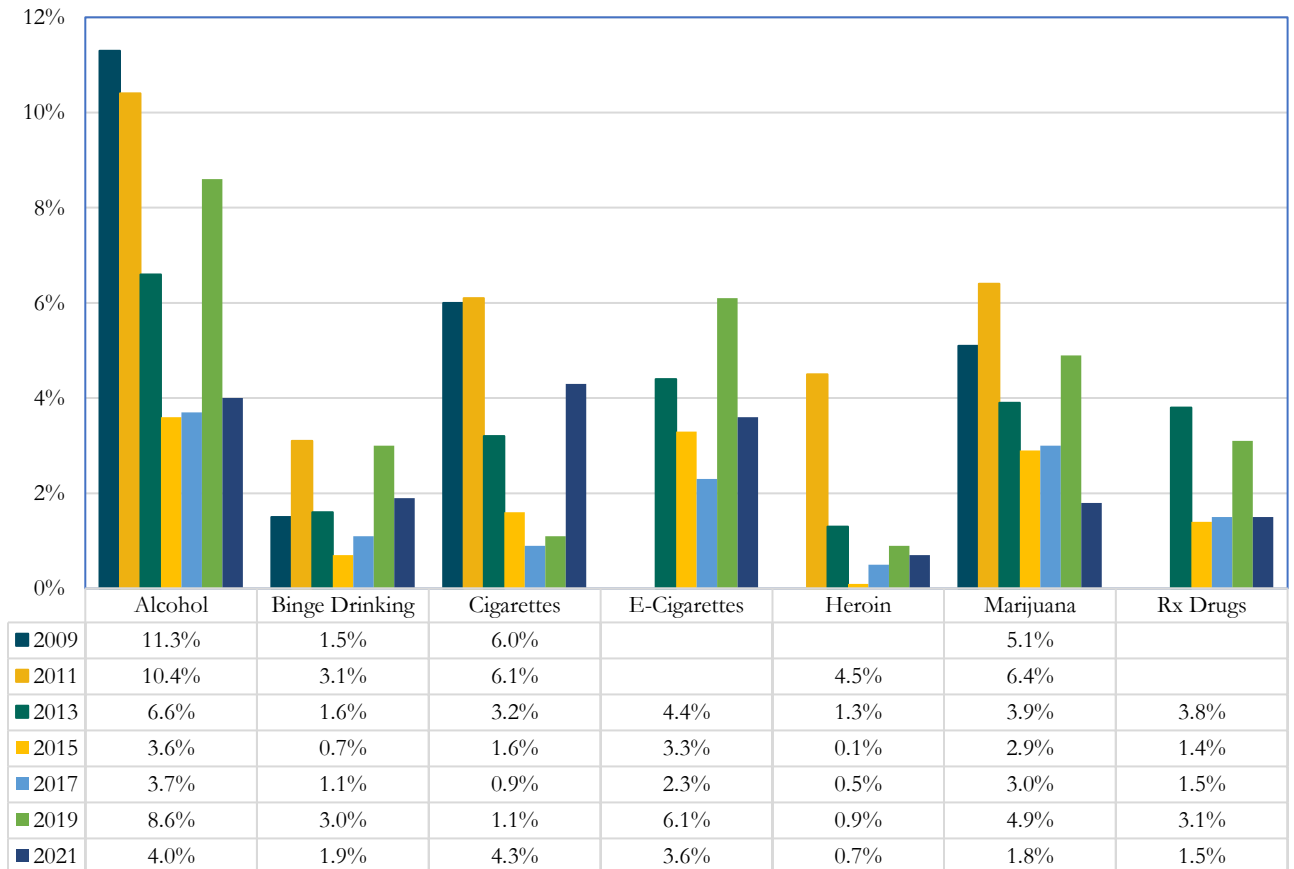
- **Perceived risk** remained relatively stable, increasing slightly for cigarettes, and declining slightly for alcohol, marijuana, prescription drug misuse, and heroin.
- **Perceived parental disapproval** has decreased slightly for all core substances since 2019. The largest decline as seen in perceived parent disapproval for cigarettes, from 92.2% to 89.3% in 2021.
- **Perceived friend disapproval** has decreased for cigarettes and heroin, but it has increased for alcohol, marijuana, and prescription drug misuse. The most notable increase was in perceived friend disapproval of alcohol, from 70.3% in 2019 to 73.3% in 2021, a 4.24% increase.

Key Substance Use Findings of the 2021 Enfield Student Survey Report
Below are some important findings that were gathered from this year's student survey.

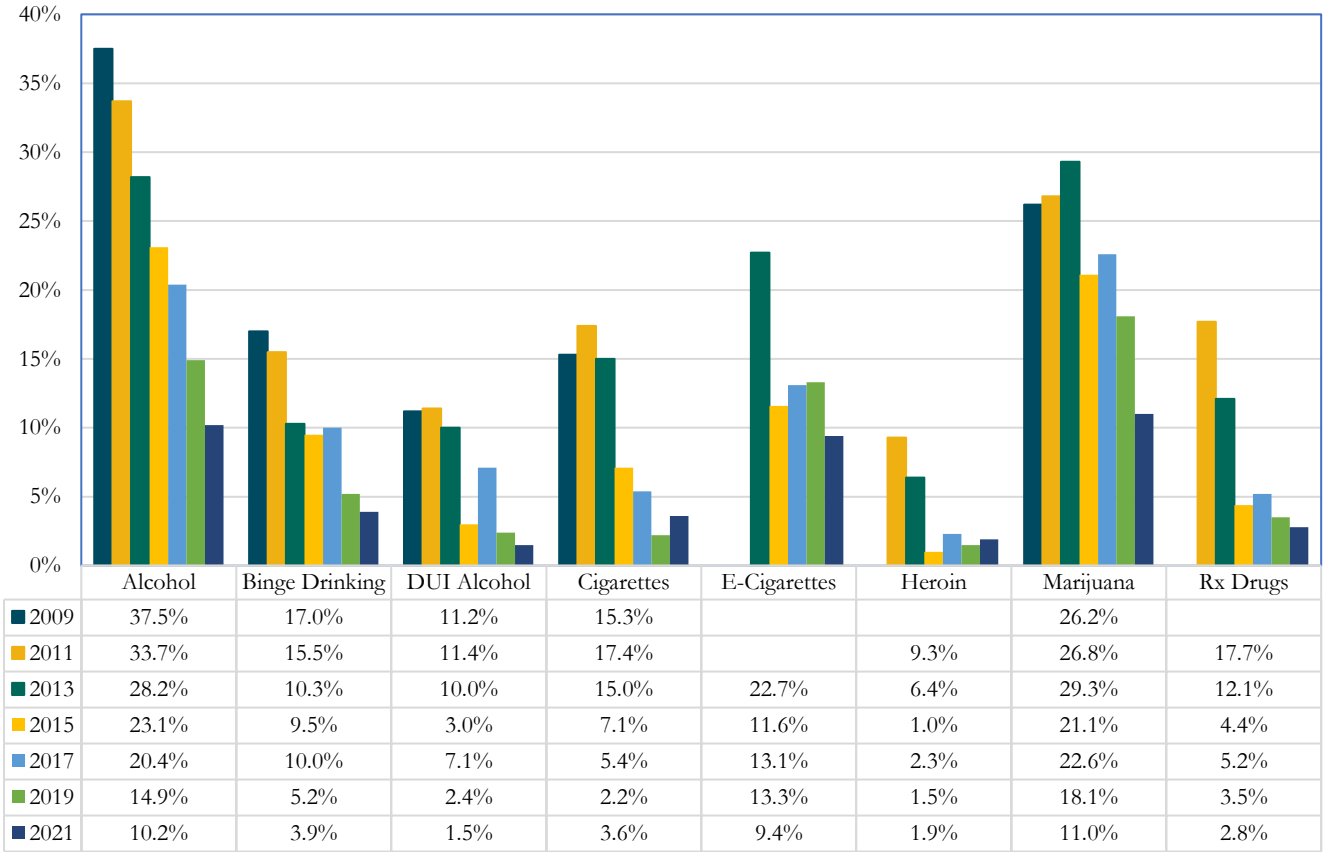
Past Month Use of Drugs and Gambling



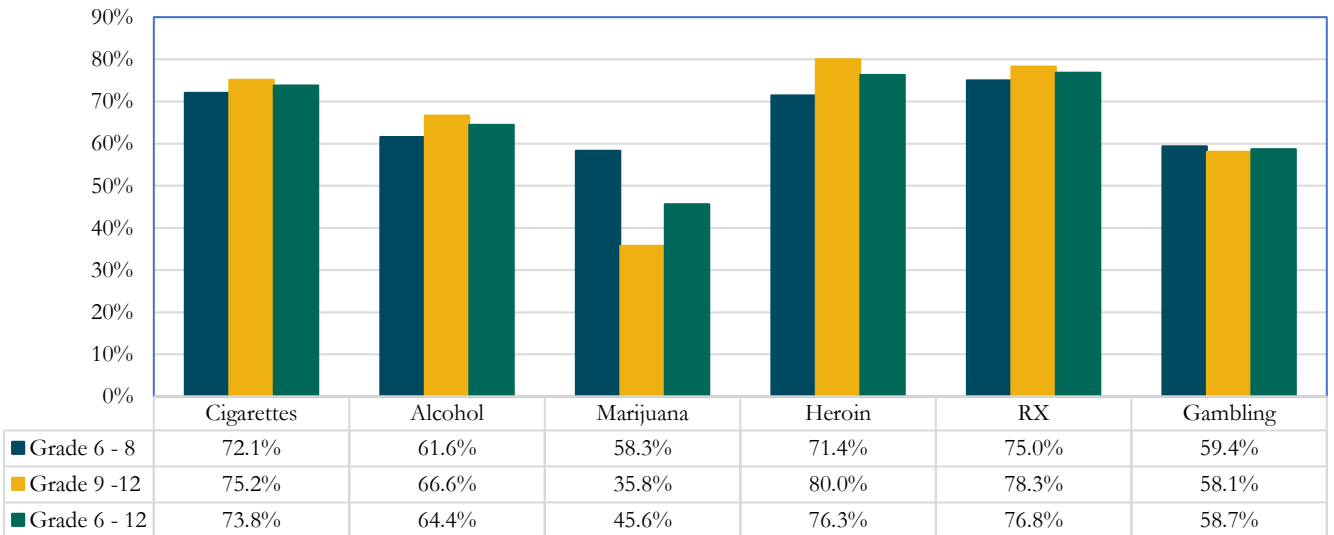
Past Month Use Rates: Year Trends of Core Drugs, Grades 6-8



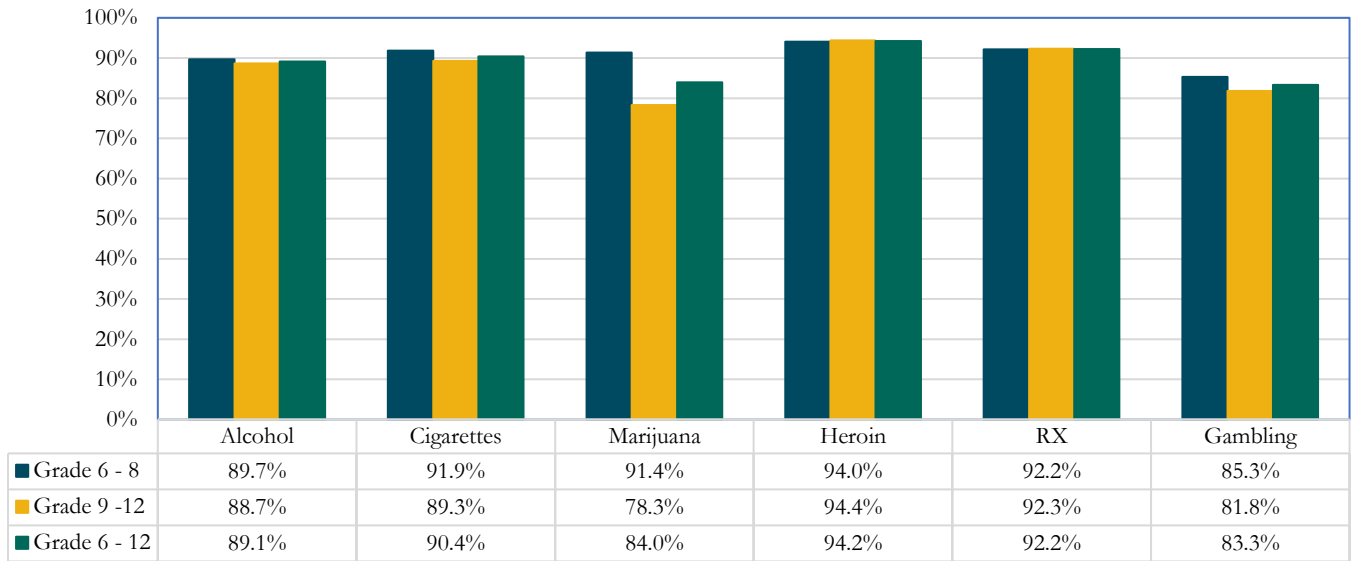
Past Month Use Rates: Year Trends of Core Drugs, Grades 9-12



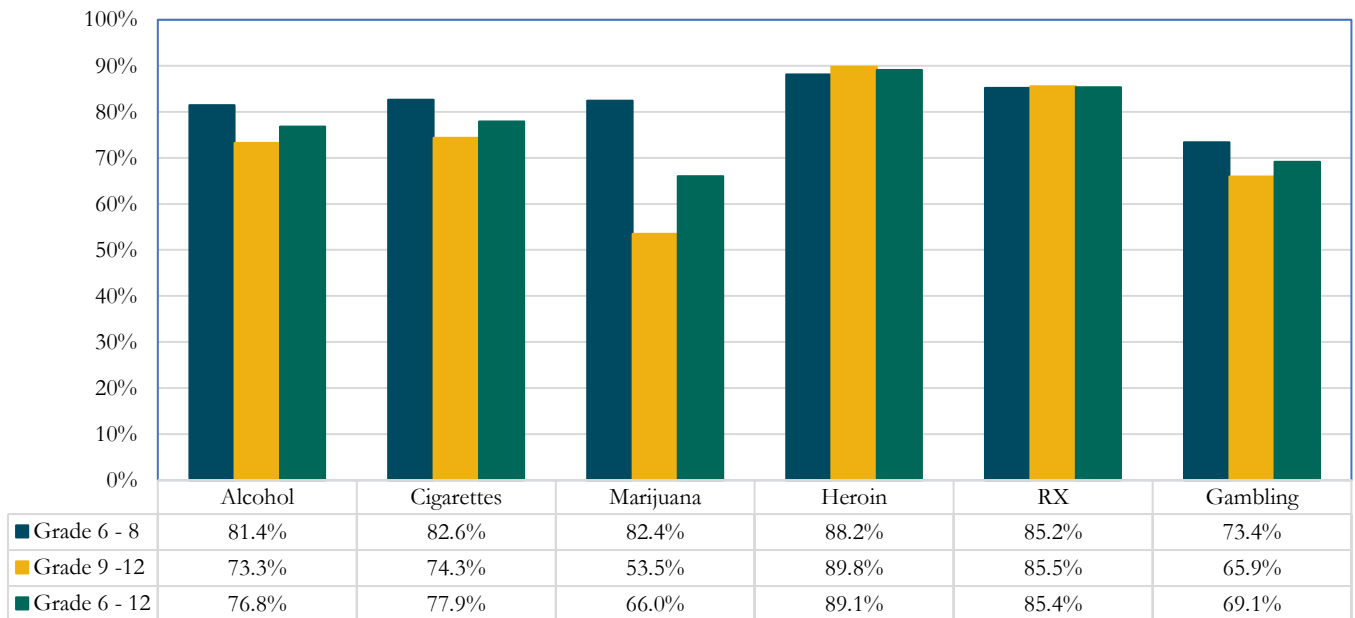
Perceived Risk of Using Drugs or Gambling (% moderate or great risk)



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

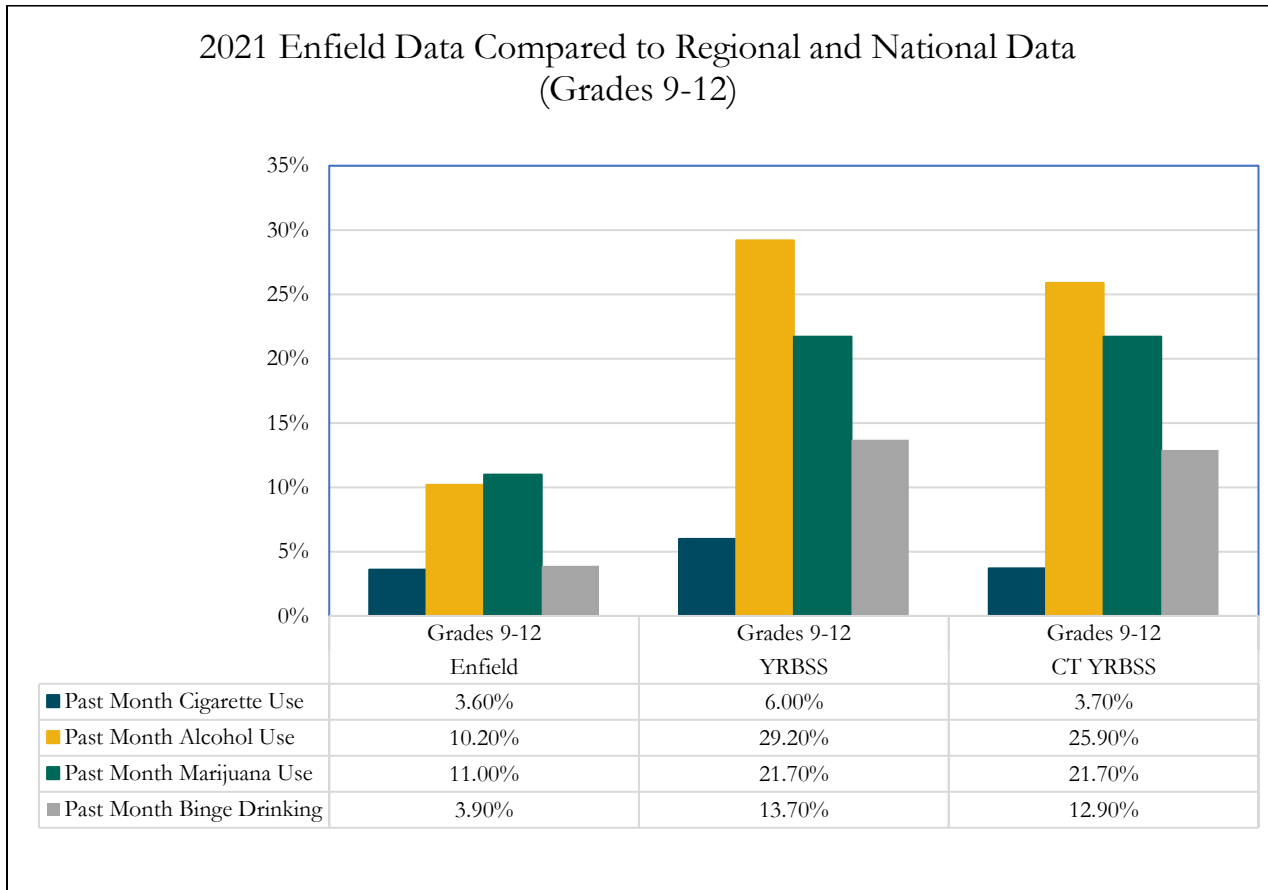
	Grades 6-8	Grades 9-12	Grades 6-12
Cigarette Use			
<i>Past Month Cigarette Use</i>	4.66%	3.75%	4.14%
<i>Past Month E-Cigarette Use</i>	3.90%	9.87%	7.29%
<i>Perceived Risk</i>	72.07%	75.18%	73.83%
<i>Perceived Parent Disapproval</i>	91.87%	89.26%	90.39%
<i>Perceived Friend Disapproval</i>	82.61%	74.33%	77.91%
Alcohol Use			
<i>Past Month Use</i>	4.18%	10.51%	7.74%
<i>Perceived Risk</i>	61.59%	66.64%	64.43%
<i>Perceived Parent Disapproval</i>	89.68%	88.67%	89.11%
<i>Perceived Friend Disapproval</i>	81.43%	73.28%	76.80%
<i>Past Month Binge Drinking</i>	2.05%	4.02%	3.16%
Marijuana Use			
<i>Past Month Use</i>	2.01%	11.61%	7.45%
<i>Perceived Risk</i>	58.32%	35.77%	45.63%
<i>Perceived Parent Disapproval</i>	91.37%	78.27%	83.98%
<i>Perceived Friend Disapproval</i>	82.43%	53.51%	66.02%
Prescription Drug Abuse			
<i>Past Month Use</i>	1.67%	2.90%	2.37%
<i>Perceived Risk</i>	74.97%	78.29%	76.84%
<i>Perceived Parent Disapproval</i>	92.16%	92.31%	92.25%
<i>Perceived Friend Disapproval</i>	85.18%	85.53%	85.38%
Heroin Use			
<i>Past Month Use</i>	0.80%	2.09%	1.53%
<i>Perceived Risk</i>	71.45%	80.04%	76.29%
<i>Perceived Parent Disapproval</i>	94.04%	94.36%	94.22%
<i>Perceived Friend Disapproval</i>	88.16%	89.78%	89.08%
Gambling			
<i>Past Month Use</i>	7.25%	7.77%	7.55%
<i>Perceived Risk</i>	59.40%	58.10%	58.67%
<i>Perceived Parent Disapproval</i>	85.31%	81.83%	83.34%
<i>Perceived Friend Disapproval</i>	73.38%	65.92%	69.14%

Year Trends in Substance Use Summary, Grades 9-12

	2011	2013	2015	2017	2019	2021	% Difference Since 2019
Cigarette Use							
<i>Past Month Use</i>	18.70%	15.00%	7.10%	5.40%	2.20%	3.75%	70.36%
<i>Perceived Risk</i>	83.40%	86.00%	84.20%	77.70%	75.10%	75.18%	0.10%
<i>Perceived Parent Disapproval</i>	66.70%	86.60%	91.10%	89.90%	92.20%	89.26%	-3.19%
<i>Perceived Friend Disapproval</i>	-----	62.00%	69.10%	73.90%	77.90%	74.33%	-4.58%
Alcohol Use							
<i>Past Month Use</i>	33.70%	28.20%	23.10%	20.40%	14.90%	10.51%	-29.47%
<i>Perceived Risk</i>	72.00%	74.80%	70.10%	66.70%	70.00%	66.64%	-4.80%
<i>Perceived Parent Disapproval</i>	60.10%	87.90%	91.10%	87.90%	90.30%	88.67%	-1.80%
<i>Perceived Friend Disapproval</i>	-----	51.10%	58.10%	64.90%	70.30%	73.28%	4.24%
<i>Past Month Binge Drinking¹</i>	15.50%	10.30%	5.80%	10.00%	5.20%	4.02%	-22.76%
Marijuana Use							
<i>Past Month Use</i>	26.80%	29.30%	21.10%	22.60%	18.10%	11.61%	-35.83%
<i>Perceived Risk</i>	49.70%	43.90%	38.90%	36.90%	37.90%	35.77%	-5.61%
<i>Perceived Parent Disapproval</i>	63.60%	76.80%	84.20%	76.70%	79.20%	78.27%	-1.18%
<i>Perceived Friend Disapproval</i>	-----	36.80%	42.50%	48.00%	51.90%	53.51%	3.10%
Prescription Drug Abuse							
<i>Past Month Use</i>	17.70%	12.10%	4.40%	5.20%	3.50%	2.90%	-17.11%
<i>Perceived Risk</i>	-----	81.90%	81.20%	79.10%	80.00%	78.29%	-2.14%
<i>Perceived Parent Disapproval</i>	-----	88.40%	94.90%	91.70%	93.80%	92.31%	-1.59%
<i>Perceived Friend Disapproval</i>	-----	74.10%	80.30%	80.70%	83.40%	85.53%	2.56%
Heroin Use							
<i>Past Month Use</i>	9.30%	6.40%	1.00%	2.30%	1.50%	2.09%	39.49%
<i>Perceived Risk</i>	87.10%	88.90%	87.60%	84.30%	83.60%	80.04%	-4.26%
<i>Perceived Parent Disapproval</i>	88.10%	93.30%	97.30%	94.00%	95.90%	94.36%	-1.60%
<i>Perceived Friend Disapproval</i>	-----	88.90%	90.30%	88.90%	92.10%	89.78%	-2.52%

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.



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 2021

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)	4.7%	3.7%	4.1%
Cigarettes: Smoked at least about one-half pack of cigarettes a day or more in past 30 days	0.2%	1.4%	0.9%
Cigarettes: Smoked at least one pack a day or more in past 30 days	0.2%	1.4%	0.9%
E-Cigarettes: Past Month Use (used at least once in past 30 days)	3.9%	9.9%	7.3%
E-Cigarettes: Used on 6-9 occasions or more	1.5%	5.5%	3.7%
E-Cigarettes: Used 20-30 occasions or more	0.9%	4.5%	2.9%

Cigarette Use Trends by Year:

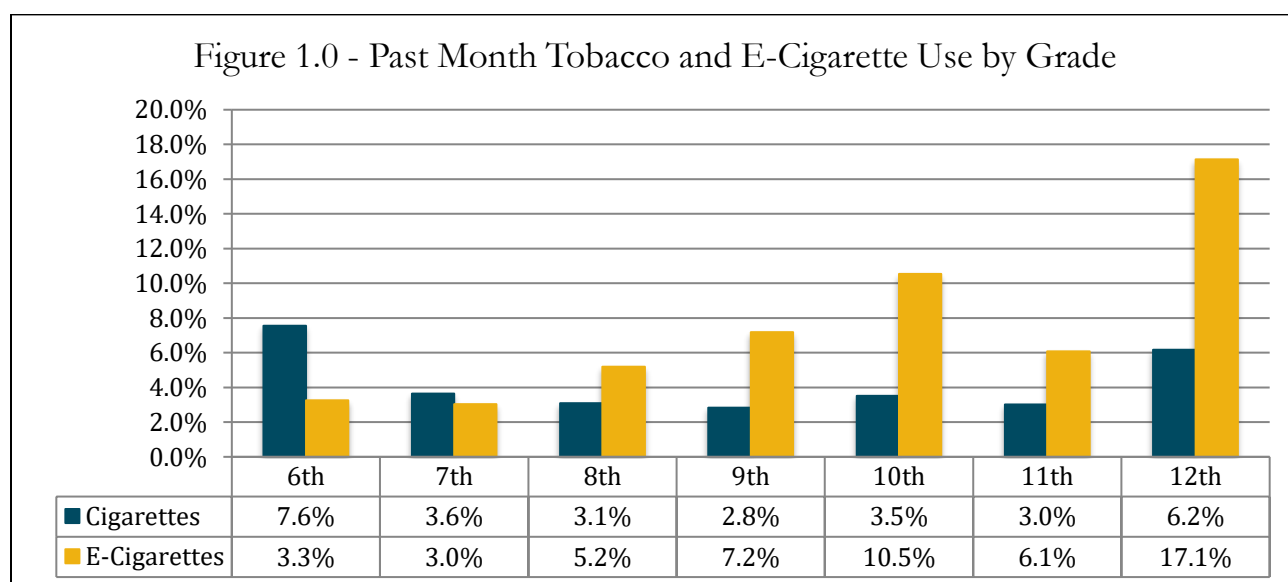
Trends indicate a long-term decline in past month cigarette use from 2005 to 2017, however it increased in both 2019 and 2021. Refer to Table 1.1.

Table 1.1– Past Month Cigarette Use: Year Trends	2005	2009	2011	2013	2015	2017	2019	2021	% Difference Since	
									2017	2019
<u>Cigarette Use</u>										
Grades 6-8	15.0%	6.0%	6.1%	3.2%	1.6%	0.9%	1.1%	4.70%	422.22%	327.27%
Grades 9-12	25.3%	15.3%	17.4%	15.0%	7.1%	5.4%	2.2%	3.70%	-31.48%	68.18%
<u>E-Cigarette Use</u>										
Grades 6-8	-----	-----	-----	4.4%	3.3%	2.3%	6.1%	3.90%	69.57%	-36.07%
Grades 9-12	-----	-----	-----	22.7%	11.6%	13.1%	13.3%	9.90%	-24.43%	-25.56%

2021 Cigarette or E-Cigarette Use Comparisons by Grade Level:

Refer to Table 1.2 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 month e-cigarette use among grades 9-12.

Table 1.2- Substance	Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
Past Month Cigarette Use	6-8	N	N/A
	9-12	N	N/A
Past Month E-Cigarette Use	6-8	N	N/A
	9-12	Y	12 differs from 9 and 11



2021 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 1.3).

Table 1.3 Substance	Grade Levels	Significant (Y/N)	Rates
Past Month Cigarette Use	6-8	Y	M: 6.4% F: 2.4%
	9-12	Y	M: 5.0% F: 2.4%
	6-12	Y	M: 5.7% F: 2.4%
Past Month E-Cigarette Use	6-8	N	M: 3.7% F: 3.8%
	9-12	N	M: 9.8% F: 9.9%
	6-12	N	M: 7.0% F: 7.3%

2021 Cigarette or E-Cigarette Use Comparisons by Race:

For past month cigarette and e-cigarette use rates, there were no significant race differences among students in grades 6-8, or between students in grades 9-12. Refer to Table 1.4.

Table 1.4 – Race Differences for Past Month Cigarette & Past Month E-cigarette Use		White	Black	Hispanic	Asian	Other
Past Month Cigarette Use	Grades 6-8	4.6%	3.8%	4.1%	8.7%	3.8%
	Grades 9-12	2.9%	5.3%	6.2%	3.9%	4.6%
Past Month E-Cigarette Use	Grades 6-8	3.2%	2.5%	7.1%	4.5%	3.8%
	Grades 9-12	9.9%	5.3%	10.0%	7.8%	16.9%

Age of Onset for Cigarette and E-Cigarette Use:

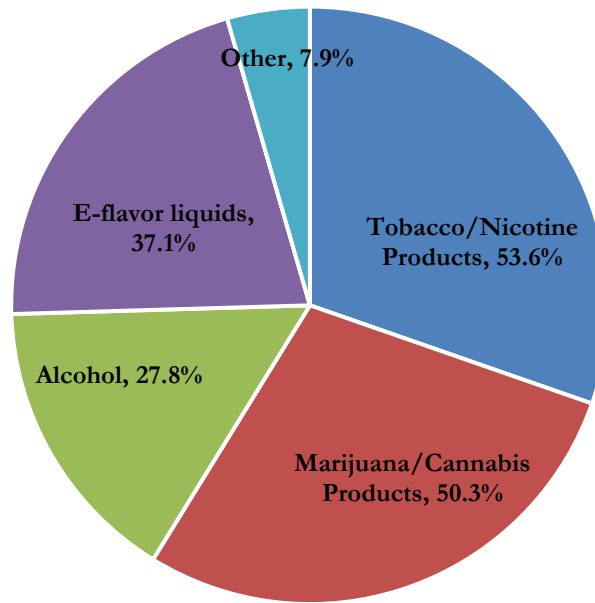
Students who have reported smoking cigarettes or e-cigarettes at least once before were asked how old they were when they tried cigarettes (even just a puff) for the first time.

Table 1.5 – Age of Onset of Cigarette and E-Cigarette Use		2021
<u>Cigarettes</u>	Grades 6-12	12.6 yrs (n=121, SD = 2.6)
	Grades 6-8	12.0 yrs (n=44, SD = 2.8)
	Grades 9-12	13.0 yrs (n=77, SD = 2.4)
<u>E-Cigarettes</u>	Grades 6-12	13.3 yrs (n=223, SD = 2.1)
	Grades 6-8	12.4 yrs (n=50, SD = 2.5)
	Grades 9-12	13.6 yrs (n=173, SD = 1.8)

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 frequent product used along with e-cigarettes was tobacco/nicotine products, followed by marijuana/cannabis products, followed by e-flavored liquids. 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:

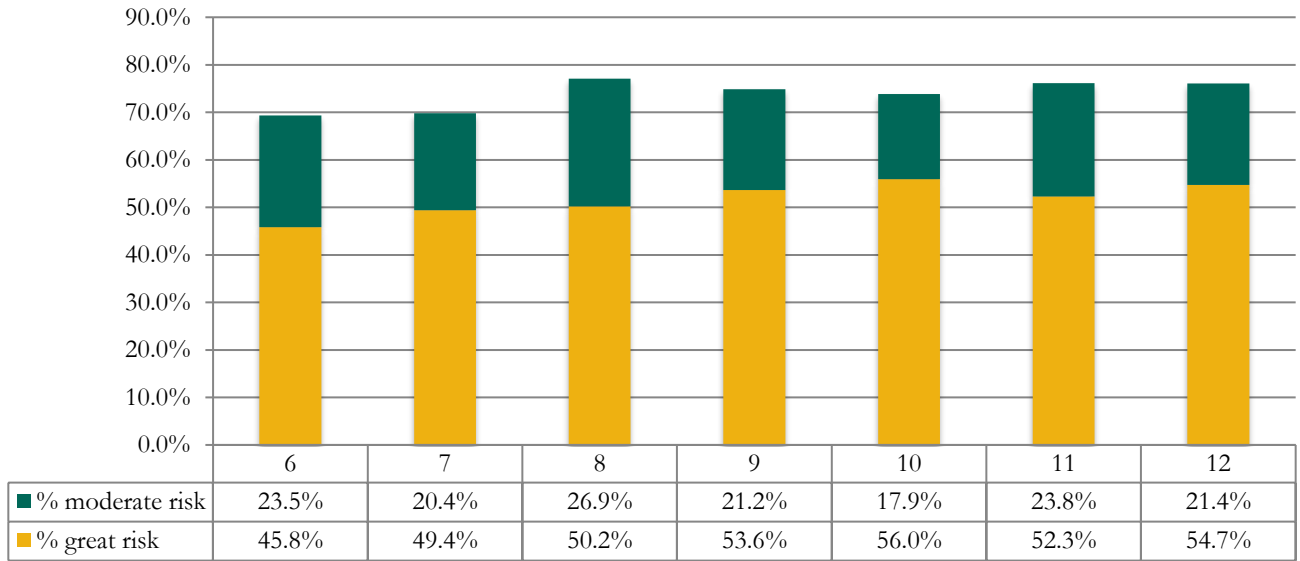
73.8% of students in grades 6-12 perceived smoking one or more packs of cigarettes per day as a "moderate" or "great" risk. Refer to Table 1.6.

Table 1.6	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	22.1%	51.7%	73.8%
Grades 6-8	23.4%	48.7%	72.1%
Grades 9-12	21.1%	54.1%	75.2%

There were no significant differences between grades 6-8 or 9-12 in the perception of regular smoking being risky to one's health, $p > .05$. Refer to Table 1.7 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?"



Significant gender differences were found for perceived risk of cigarette use among grades 9-12 and 6-12. Refer to Table 1.8 for more details.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 70.9% F: 74.8%
9-12	Y	M: 73.3% F: 78.7%
6-12	Y	M: 72.2% F: 77.0%

There were significant race differences for perceived risk of cigarette use among students in grades 6-8. Refer to Table 1.9 for details.

	White	Black	Hispanic	Asian	Other
Grades 6-8	76.8%	54.4%	67.9%	71.4%	67.3%
Grades 9-12	76.9%	67.1%	72.4%	76.0%	70.5%

Grey shading indicates a statistical significance.

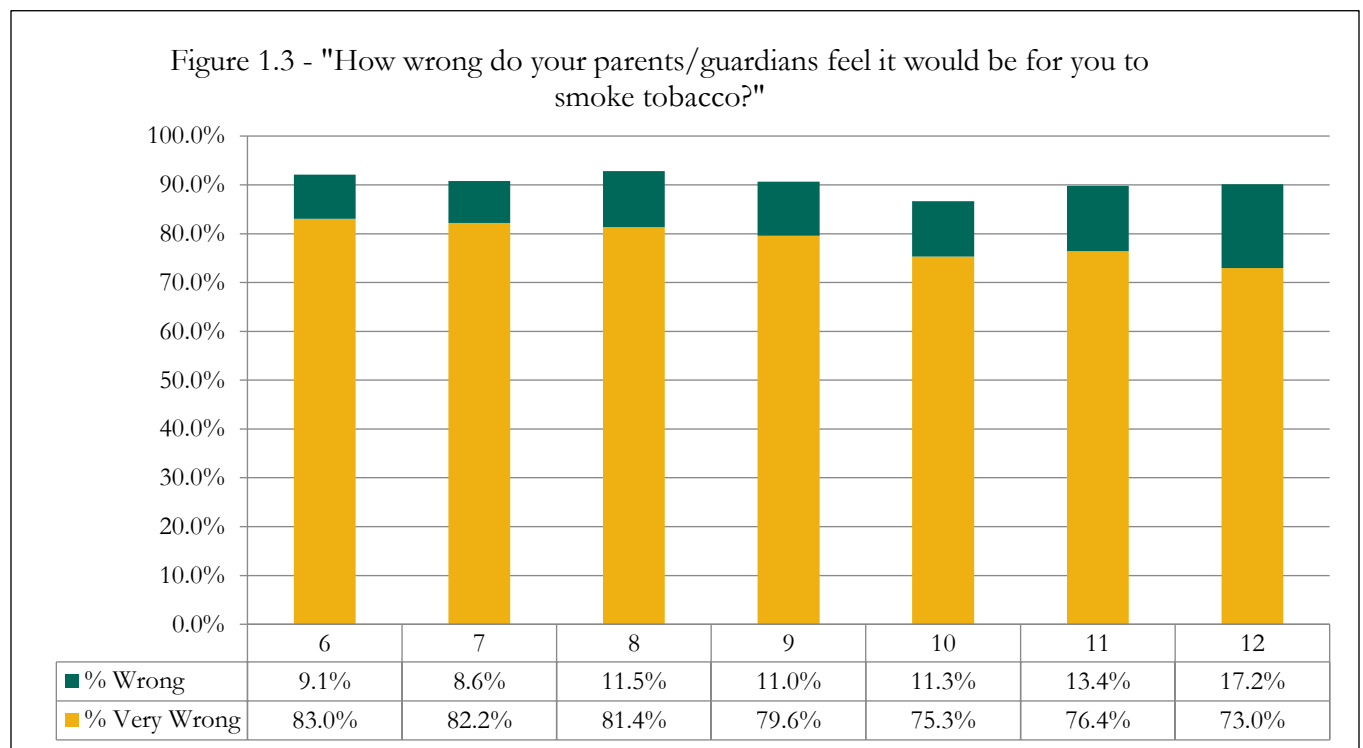
Parent/Guardian Disapproval of Smoking Tobacco:

90.4% 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	11.6%	78.8%	90.4%
Grades 6-8	9.8%	82.1%	91.9%
Grades 9-12	13.0%	76.3%	89.3%

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 1.11 and Figure 1.3.

Table 1.11: 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. Post-hoc analyses showed significant differences between males and females. Refer to Table 1.12 for more details.

Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 89.6% F: 96.1%
9-12	N	M: 90.3% F: 88.7%
6-12	N	M: 90.0% F: 91.8%

There were significant race differences for perceived parental disapproval of youth tobacco use among students in grades 6-8 and 9-12. Refer to the table below for percentages.

	White	Black	Hispanic	Asian	Other
Grades 6-8	95.7%	83.8%	84.7%	90.5%	88.7%
Grades 9-12	91.8%	88.6%	84.7%	90.0%	76.7%

Grey shading indicates a statistical significance.

Friend Disapproval of Smoking Tobacco:

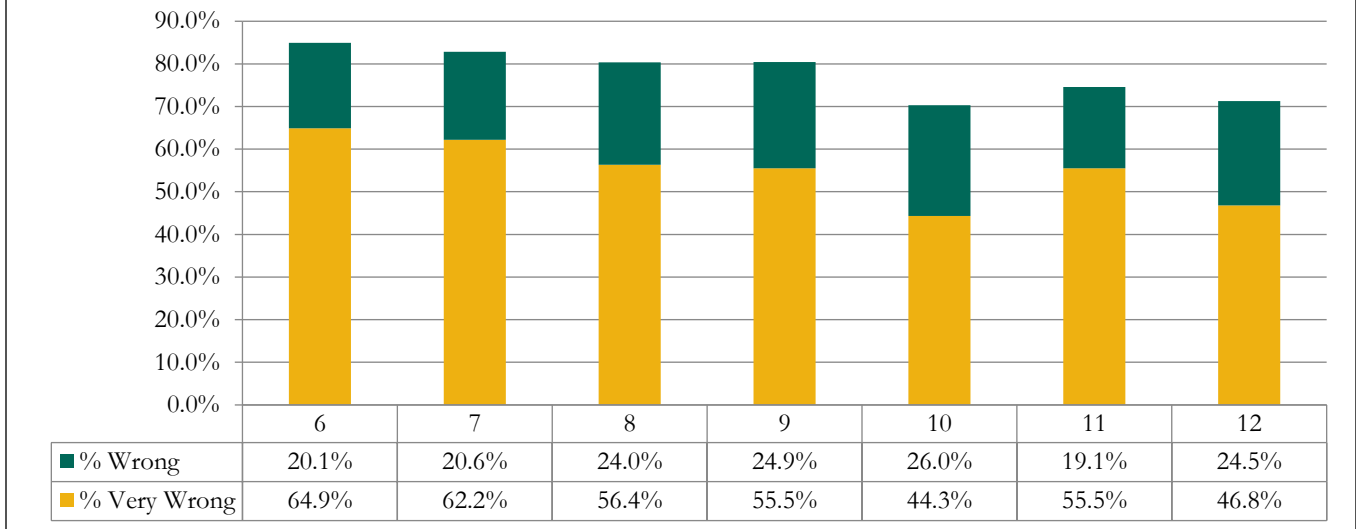
77.9% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they smoked tobacco. Refer to Table 1.14.

Table 1.14	“Wrong”	“Very Wrong”	“Wrong or Very Wrong”
Grades 6-12	22.7%	55.2%	77.9%
Grades 6-8	21.5%	61.1%	82.6%
Grades 9-12	23.6%	50.7%	74.3%

There were significant differences between grades 9-12 in the perception of friend disapproval of student tobacco use, $p < .05$. Refer to Table 1.15 and Figure 1.4.

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

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



No significant gender differences were found for perceived friend disapproval among youth grades 6-12. Refer to Table 1.16 for more details.

Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	N	M: 81.9% F: 84.7%
9-12	N	M: 74.4% F: 75.8%
6-12	N	M: 77.9% F: 79.6%

There were significant race differences for perceived friend disapproval of youth tobacco use among students in grades 6-8. There were no race differences for perceived friend disapproval among students in grades 9-12, $p > .05$. Refer to the table below for percentages.

	White	Black	Hispanic	Asian	Other
Grades 6-8	86.0%	77.2%	73.5%	85.7%	81.1%
Grades 9-12	75.1%	75.7%	73.2%	74.0%	67.2%

Grey shading indicates a statistical significance.

Section 2: Alcohol Use and Perceptions of Use

Part 1: Alcohol Use

Alcohol Use Rates for 2021

7.7% 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)	7.7%	4.2%	10.5%
Frequent Use (6-9 occasions or more in past 30 days)	2.3%	1.3%	3.1%

Alcohol Use Trends by Year:

Table 2.1 – Trends in Past Month Alcohol Use Rates by School	2005	2009	2011	2013	2015	2017	2019	2021	% Difference Since 2019
<u>Grades 6-8</u>	27.0%	11.3%	10.4%	6.6%	3.6%	3.7%	8.6%	4.2%	-51.2%
<u>Grades 9-12</u>	48.9%	37.5%	33.7%	28.2%	23.1%	20.4%	14.9%	10.5%	-29.5%

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%
2021	4.1%	3.6%	4.7%	4.5%	11.9%	8.3%	19.7%
% Difference Since 2019	0.0%	-50.0%	-64.4%	-21.1%	-28.7%	-52.0%	-10.9%

2021 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 month alcohol use between grades 9-12.

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

2021 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: 4.2% F: 3.7%
9-12	N	M: 9.9% F: 10.7%
6-12	N	M: 7.3% F: 7.7%

2021 Alcohol Use Comparisons by Race:

There were significant race differences among students in 6-8, $p < 0.05$, for past month alcohol use. Refer to Table 2.5.

		White	Black	Hispanic	Asian	Other
Past Month Alcohol Use	Grades 6-8	3.1%	3.5%	9.2%	4.3%	1.8%
	Grades 9-12	10.6%	9.0%	10.1%	9.6%	14.1%

Grey shading indicates a statistical significance.

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.

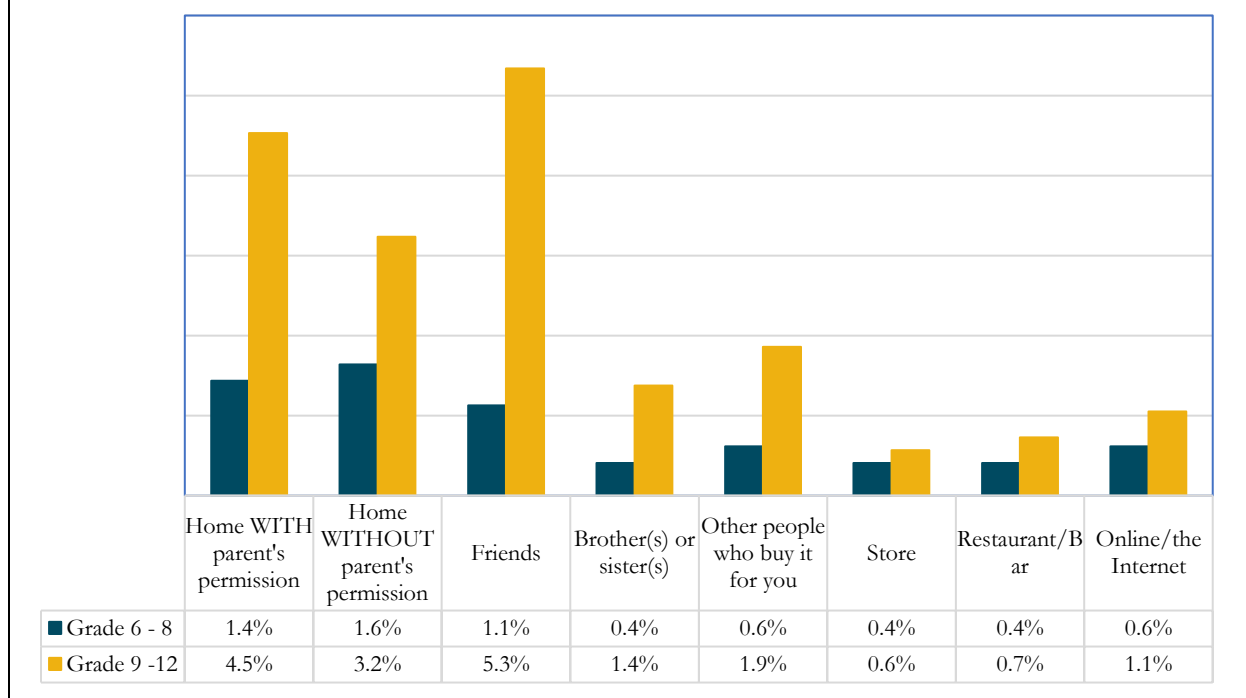
Table 2.6 – Age of Onset of Alcohol Use	2021	
	Grades 6-12	12.8 years (n=316, SD = 2.3 yrs)
	Grades 6-8	11.5 years (n=84, SD= 2.3 yrs)
	Grades 9-12	13.3 years (n=232, SD= 2.1 yrs)

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	1.0%	2.0%	1.3%	2.9%	4.3%	4.2%	7.5%
Home WITHOUT Parent’s Permission	1.7%	1.1%	2.2%	1.8%	4.3%	2.9%	4.3%
Friends	1.0%	0.9%	1.3%	2.4%	5.5%	4.8%	9.9%
Brothers or Sisters	0.3%	0.0%	0.9%	0.6%	1.2%	1.0%	3.2%
Other People Who Buy it For You	0.7%	0.0%	1.3%	0.6%	1.2%	1.3%	5.1%
Store	0.7%	0.3%	0.3%	0.3%	0.6%	0.6%	0.8%
Restaurant/Bar	0.7%	0.3%	0.3%	0.6%	0.3%	0.6%	1.6%
Other	1.0%	0.3%	0.6%	0.3%	0.6%	0.6%	3.2%

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.

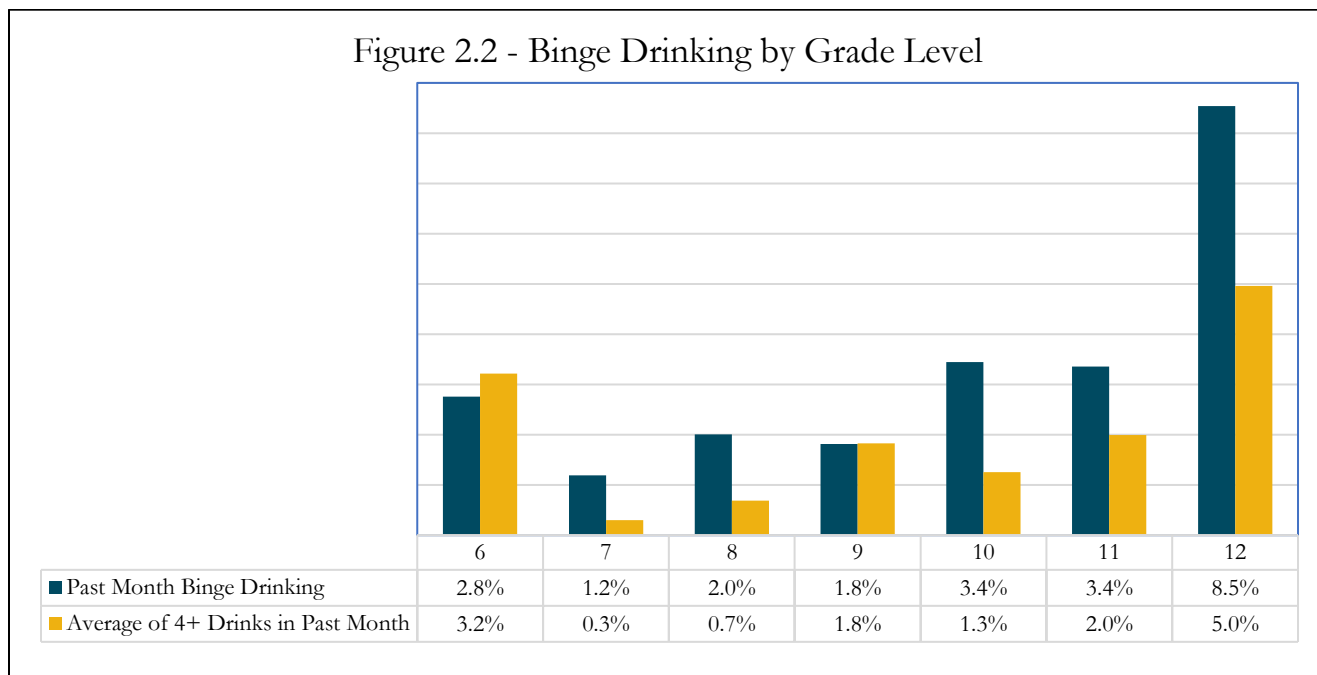
Table 2.8 – Binge Drinking Rates	Grades 6-12	Grades 6-8	Grades 9-12
Past Month Binge Drinking: Had 5+ drinks in a row (<u>At least once</u> within the past 30 days)	3.2%	2.0%	4.0%
Frequent Binge Drinking Had 5+ drinks in a row (<u>3-5 times</u> within the past 30 days)	1.6%	1.0%	2.2%
4+ drinks on days when usually drank (Within the past 30 days)	1.9%	1.3%	2.4%
Average Number of Drinks (Within the past 30 days)	3.8	3.5	4.0

There were significant differences in past month binge drinking (5+ drinks at least once in past 30 days) among grades 9-12, and in typically drinking 4 or more drinks in the past 30 days among students in grades 6-8 and 9-12. 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	Y	6 and 7
	9-12	Y	None found post-hoc

Figure 2.2 - Binge Drinking by Grade Level



There were significant race differences among students in grades 6-8 and 9-12 for past month binge drinking (5+ drinks in a row in the past 30 days), $p < .05$. 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	Black	Hispanic	Asian	Other
Binge Drinking at least once in past month	Grades 6-8	1.2%	2.4%	5.7%	0.0%	0.0%
	Grades 9-12	3.1%	6.4%	4.6%	1.9%	12.3%
Typically 4+ drinks in past month	Grades 6-8	0.7%	2.6%	2.9%	4.5%	0.0%
	Grades 9-12	2.1%	2.6%	3.3%	1.9%	3.2%

Grey shading indicates a statistical significance.

There were significant gender differences in past month binge drinking, however there were differences among grades 9-12 and 6-12 in 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	N	M: 2.2% F: 1.3%
	9-12	N	M: 4.9% F: 3.2%
	6-12	N	M: 3.6% F: 2.4%
Typically Drinking 4+ drinks in past month	6-8	N	M: 1.6% F: 0.3%
	9-12	Y	M: 3.5% F: 1.2%
	6-12	Y	M: 2.7% F: 0.8%

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. Currently, the most common definition of binge drinking is 5 or more drinks at least once in the past month, which has been used in this survey from 2015, 2017, 2019 and 2021, and is more comparable to state and national level data. Thus, it is reported by year trends in both ways and is labelled in graphs and tables accordingly. When comparing to national current rates, 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 will be used 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.

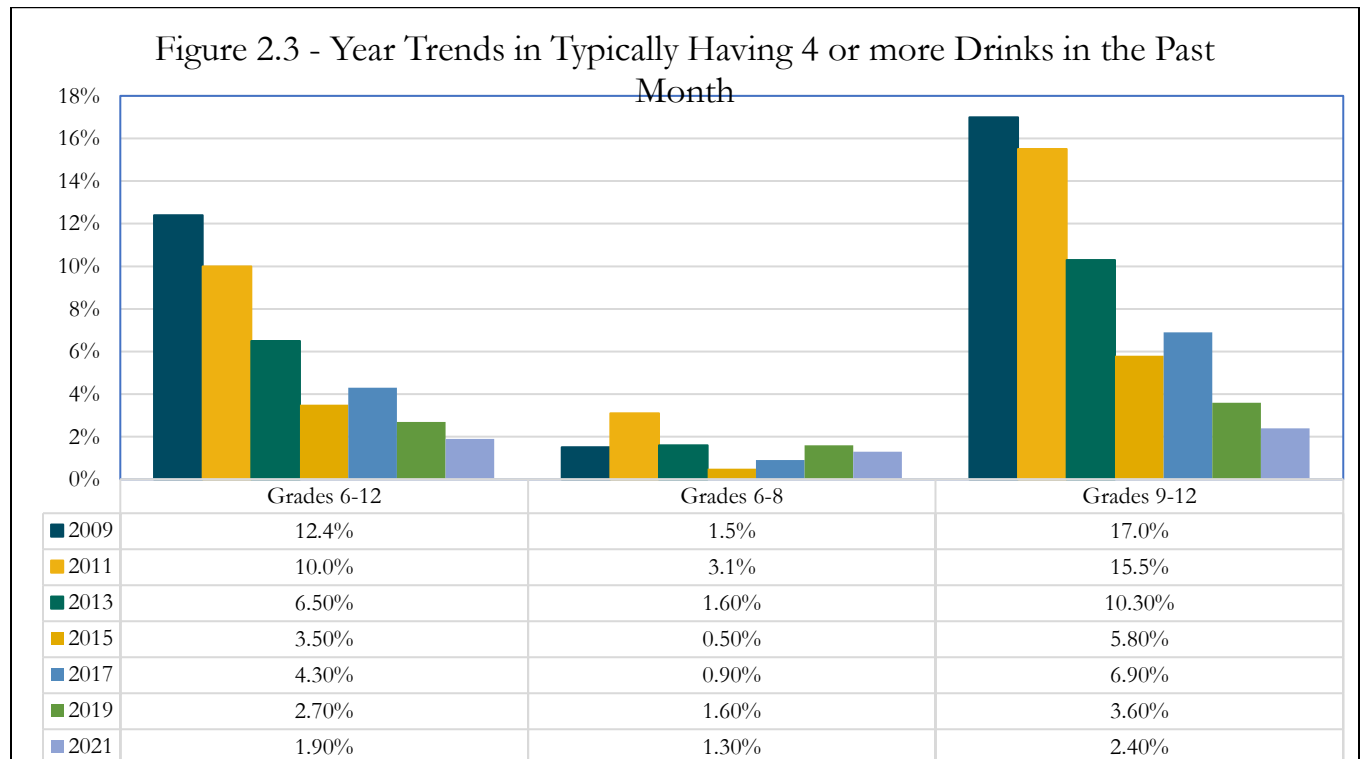


Figure 2.4 - Year Trends in Past Month Binge Drinking (Having 5+ drinks at least once in the past month)

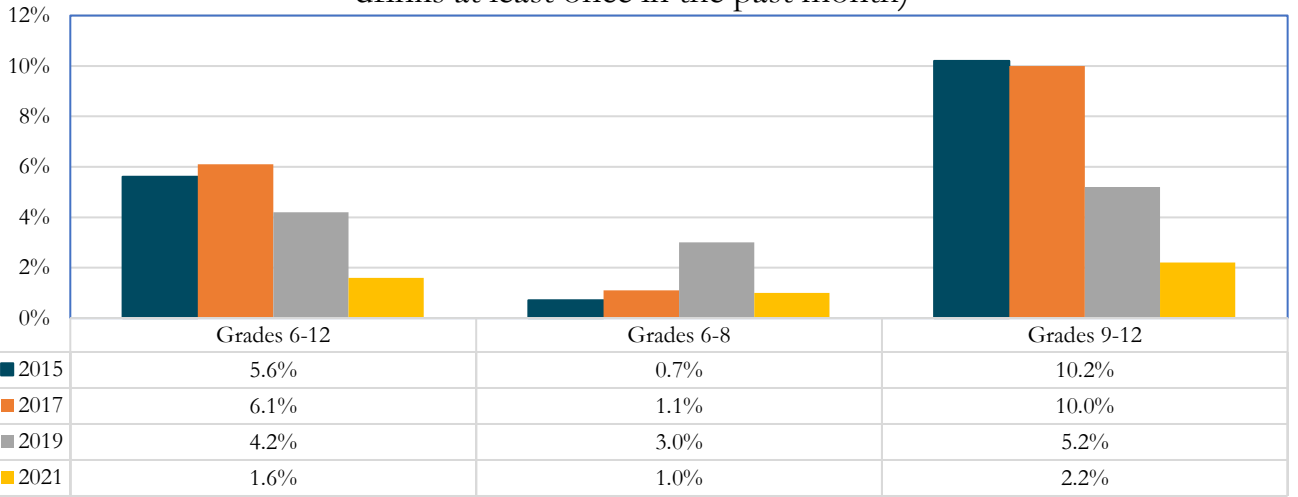


Table 2.11 - Trends in Typically Having 4+ Drinks by Grade

	6 th	7 th	8 th	9 th	10 th	11 th	12 th
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%
2021	3.2%	0.3%	0.7%	1.8%	1.3%	2.0%	5.0%
% Difference Since 2019	357.1%	-83.3%	-66.7%	500.0%	-71.7%	-35.5%	-36.7%

Table 2.12 - Trends in Binge Drinking in Past Month (At least 5+ drinks once in the past month)

	6 th	7 th	8 th	9 th	10 th	11 th	12 th
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%
2021	2.8%	1.2%	2.0%	1.8%	3.4%	3.4%	8.5%
% Difference Since 2019	154.5%	-68.4%	-50.0%	-18.2%	-39.3%	-38.2%	-3.4%

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.

2.0% 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 16.7% decrease since 2019. There were no race, gender or grade differences in the DUI rates, $p > .05$.

5.0% of students in grades 6-8 and 5.6% 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 lower relative to 2019 rates for grades 9-12 and 6-8.

There were 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. There were no grade differences in grades 6-8. 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>)	----	----	2.0% (Grades 11-12)
% Rode in Vehicle with Drinking Driver under Age 21	5.3%	5.0%	5.6%

Table 2.14 – Grade Differences for DUI-related questions	6th	7th	8th	9th	10th	11th	12th
% Driving Under the Influence (Grades 11-12 <u>only</u>)	----	----	----	----	----	1.0%	3.3%
% Rode in Vehicle with Drinking Driver under Age 21	4.6%	4.8%	5.4%	3.4%	7.3%	3.7%	8.5%

Figure 2.5 - Driving Under the Influence: Year Trends

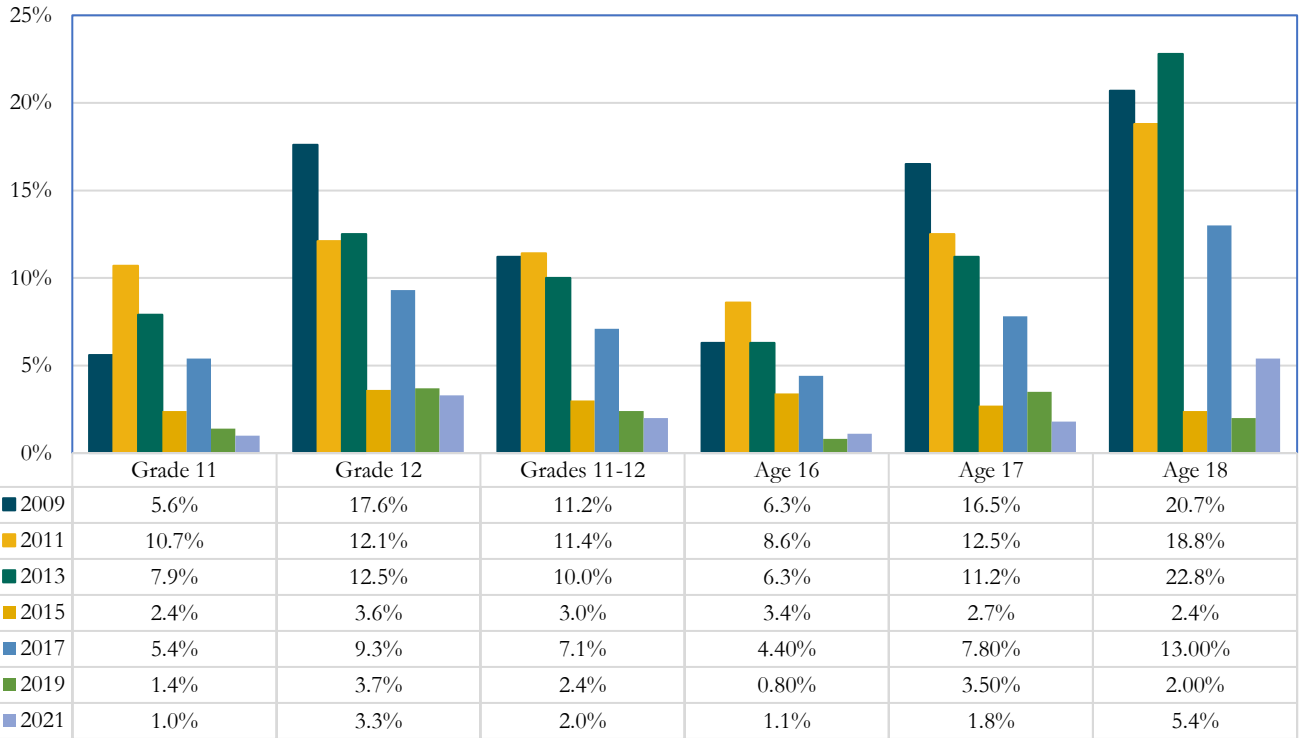
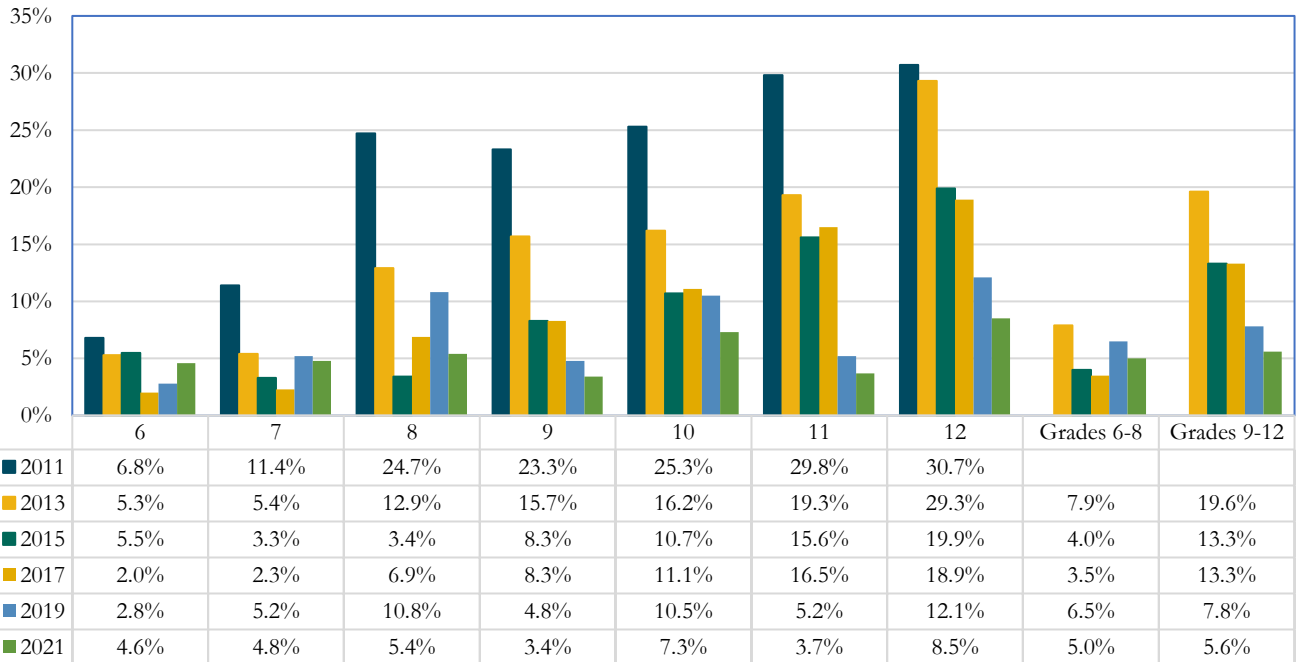


Figure 2.6 - Year Trends in Percentage of Students Riding in Vehicle With Someone Under 21 Who Recently Had Been Drinking Alcohol

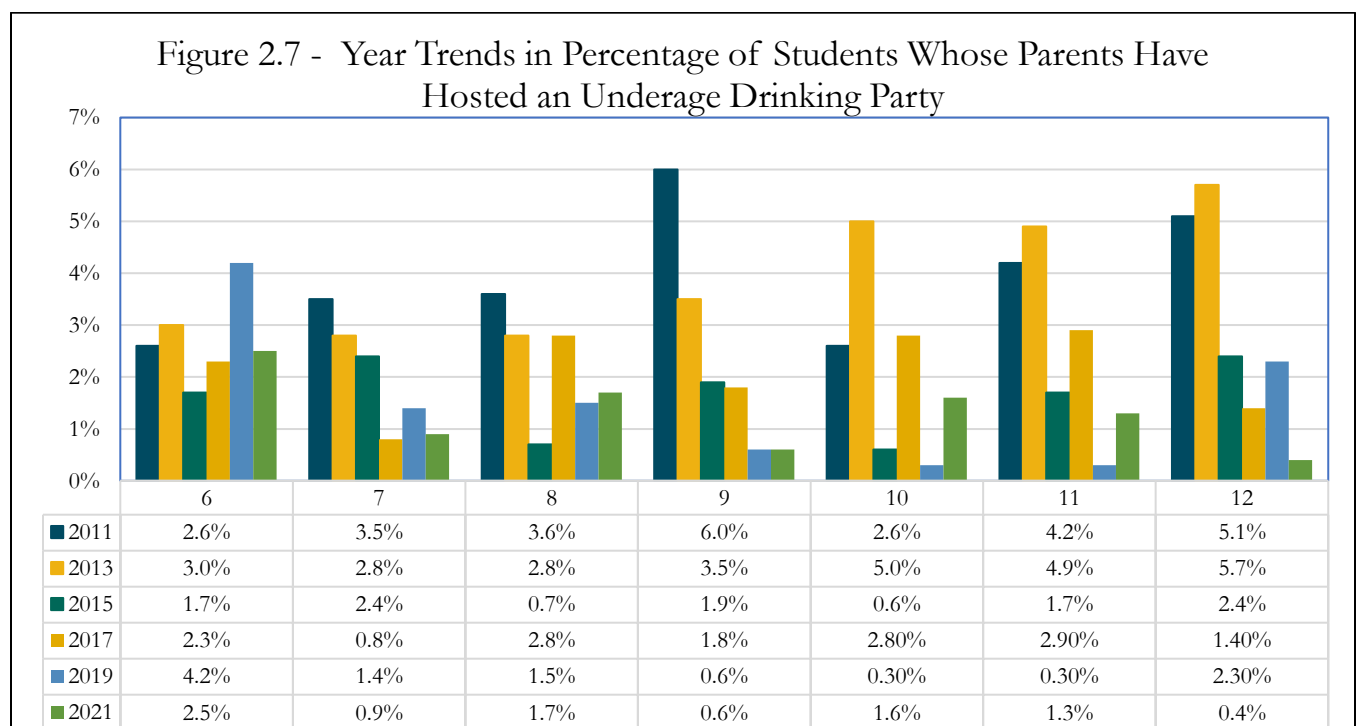


Underage Drinking Parties

Under Connecticut State Law it is illegal to provide alcohol to youth even on private property. 1.3% 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 or race 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%
2021	1.3%	1.6%	1.0%



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.

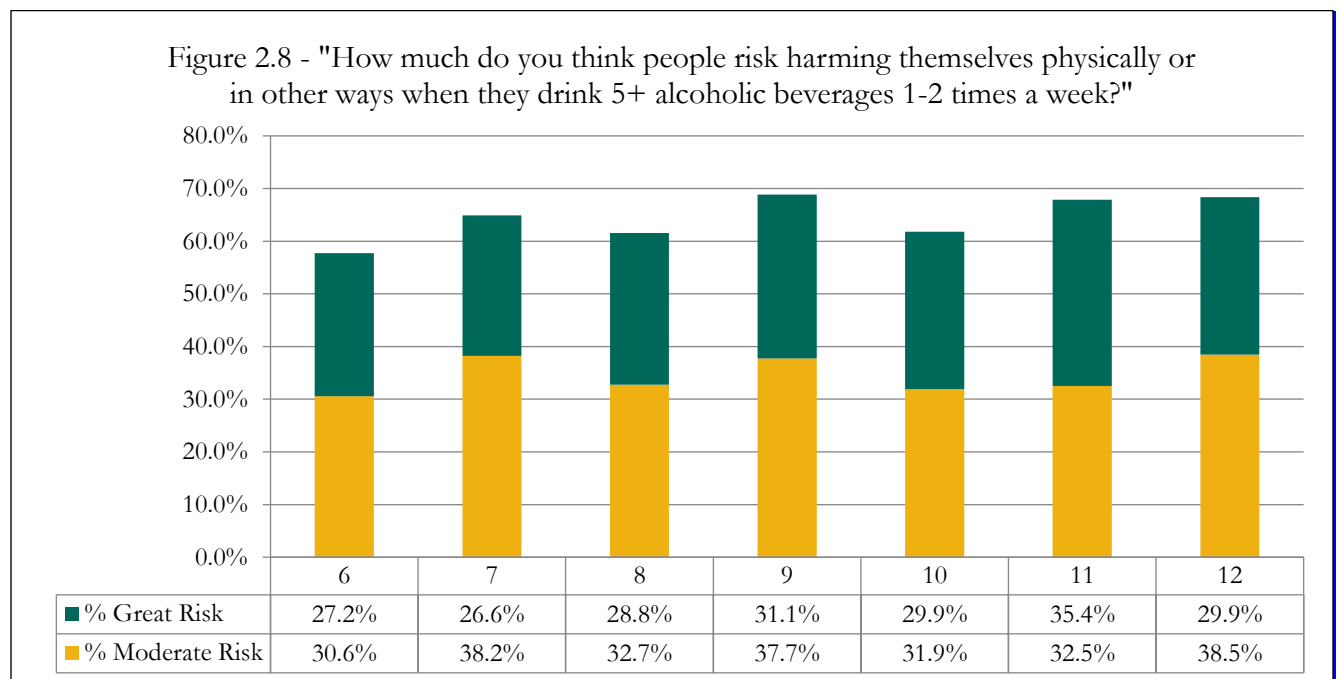
Risks of Drinking Alcohol (5 or More Drinks, Once or Twice a Week)

64.4% 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	34.7%	29.8%	64.4%
Grades 6-8	34.1%	27.5%	61.6%
Grades 9-12	35.1%	31.6%	66.6%

There were no significant differences between grades 6-8 or 9-12 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.

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 risk of alcohol use among students in grades 6-8, 9-12, or 6-12. Refer to Table 2.18 for more details.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 62.1% F: 60.4%
9-12	N	M: 67.6% F: 68.0%
6-12	N	M: 65.0% F: 64.7%

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.

	White	Black	Hispanic	Asian	Other
Grades 6-8	63.6%	56.3%	57.9%	66.7%	60.4%
Grades 9-12	68.4%	57.7%	64.6%	76.0%	54.1%

Parent/Guardian Disapproval of Drinking Alcohol:

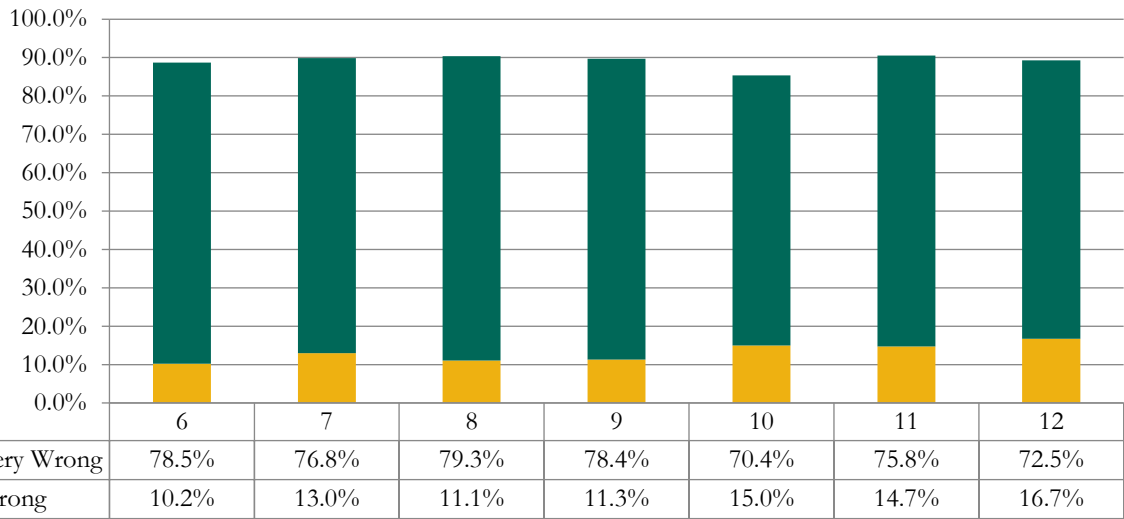
89.1% of all students in grades 6-12 thought their parents felt it would be “wrong” or “very wrong” if they drank 1-2 drinks of an alcoholic beverage nearly every day. Refer to Table 2.20.

	“Wrong”	“Very Wrong”	“Wrong or Very Wrong”
Grades 6-12	13.1%	76.0%	89.1%
Grades 6-8	11.6%	78.1%	89.7%
Grades 9-12	14.3%	74.4%	88.7%

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

Figure 2.9 - "How wrong do your parents feel it would be for you to have 1 or 2 drinks of an alcoholic beverage nearly every day?"



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	Y	M: 88.4% F: 93.3%
9-12	N	M: 87.6% F: 90.6%
6-12	Y	M: 88.0% F: 91.7%

There were significant differences between race for perceived parental disapproval of youth alcohol use among students in grades 6-8. Refer to Table 2.23.

	White	Black	Hispanic	Asian	Other
Grades 6-8	92.9%	82.5%	83.4%	85.7%	86.8%
Grades 9-12	90.5%	88.6%	83.3%	92.0%	85.2%

Grey shading indicates a statistical significance.

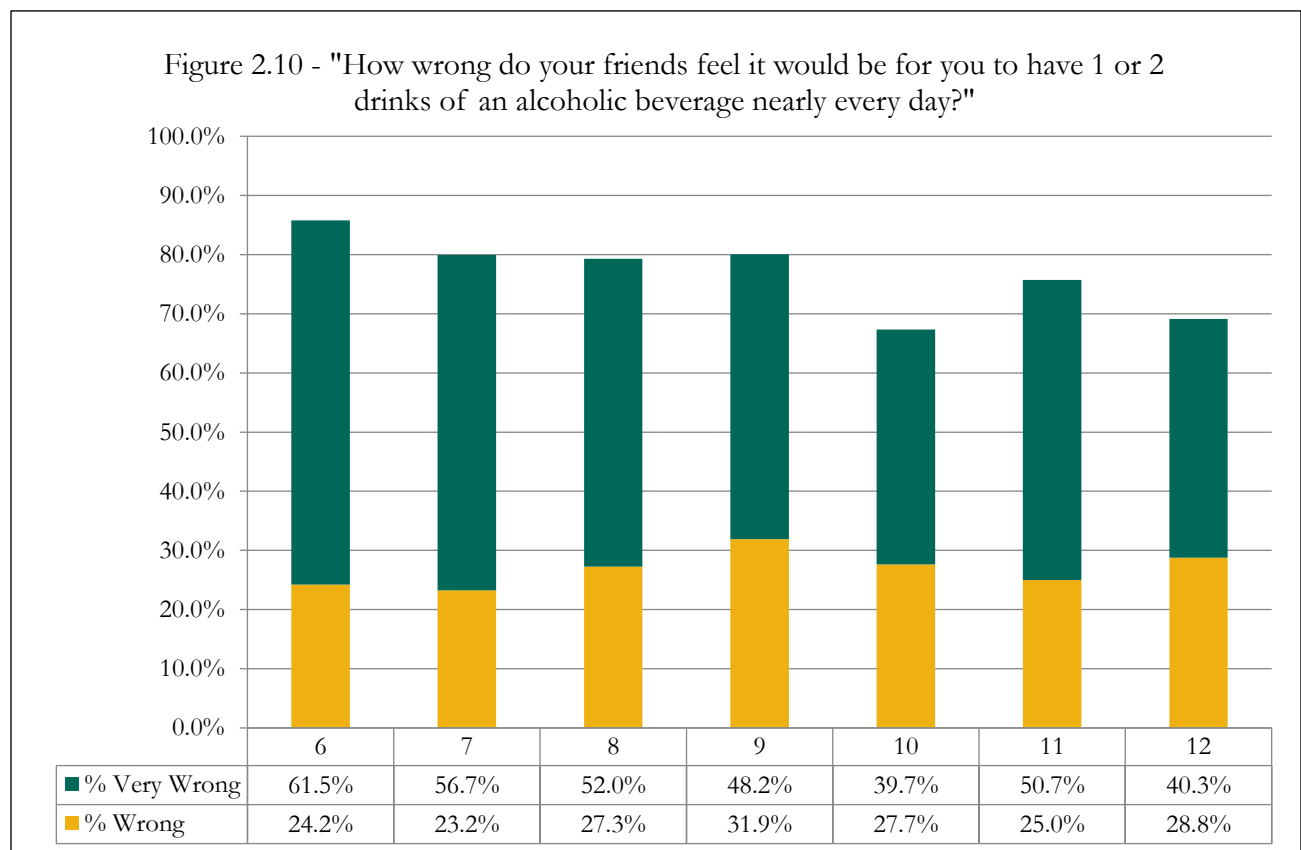
Friend Disapproval of Drinking Alcohol:

76.8% 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	26.8%	50.0%	76.8%
Grades 6-8	24.8%	56.6%	81.4%
Grades 9-12	28.3%	45.0%	73.3%

There were significant differences between 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	N	n/a
9-12	Y	9 and 10 9 and 12



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	N	M: 82.8% F: 81.9%
9-12	N	M: 72.7% F: 75.7%
6-12	N	M: 77.4% F: 78.3%

There were significant race differences for perceived friend disapproval of youth alcohol use among students in grades 6-8. Refer to Table 2.27.

Table 2.27– Race/Ethnicity Differences for Perceived Friend Disapproval of Youth Alcohol Use % Wrong or Very Wrong	White	Black	Hispanic	Asian	Other
Grades 6-8	83.8%	74.7%	72.7%	81.0%	88.7%
Grades 9-12	75.3%	72.9%	67.7%	70.5%	70.0%

Grey shading indicates a statistical significance.

Disapproval of Peer Alcohol Use

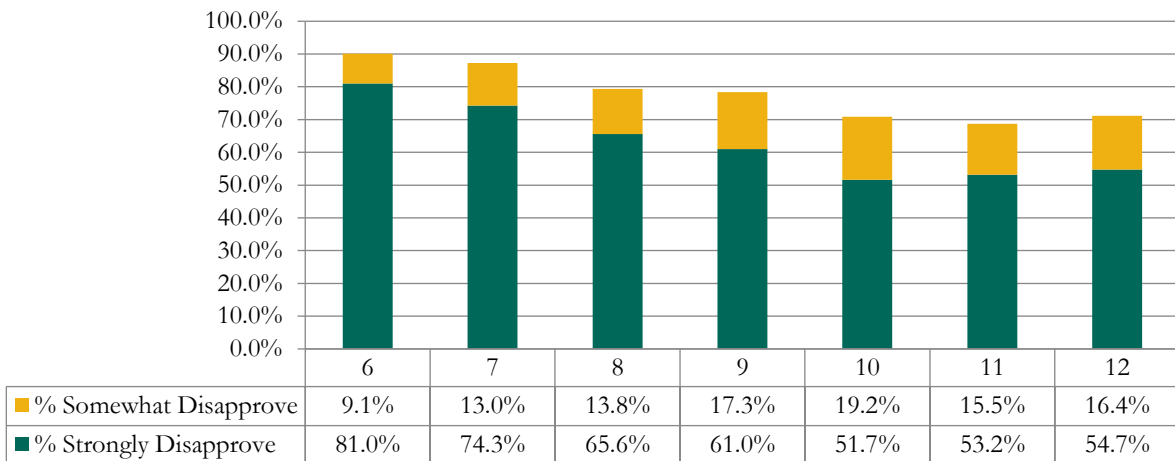
Students were asked how they felt about someone their age drink an alcoholic beverage (beer, wine, liquor) regularly. 78.0% of all students in grades 6-12 answered that they “somewhat disapproved” or “strongly disapproved” for someone their age having 1 or 2 drinks of alcohol nearly every day. Refer to Table 2.28.

Table 2.28	“Somewhat Disapprove”	“Strongly Disapprove”	“Somewhat or Strongly Disapprove”
Grades 6-12	14.9%	63.1%	78.0%
Grades 6-8	12.0%	73.6%	85.6%
Grades 9-12	17.2%	55.1%	72.3%

There were significant differences between grades 6-8 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

Figure 2.11 - "How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage nearly every day?"



There were significant gender differences for disapproval of peer alcohol use for students in grades 9-12 and 6-12. Refer to Table 2.30.

Grade Levels	Significant (Y/N)	% Strongly Disapprove by Gender
6-8	N	M: 74.5% F: 71.8%
9-12	Y	M: 56.3% F: 55.2%
6-12	Y	M: 64.7% F: 62.3%

Perceived Availability of Alcohol

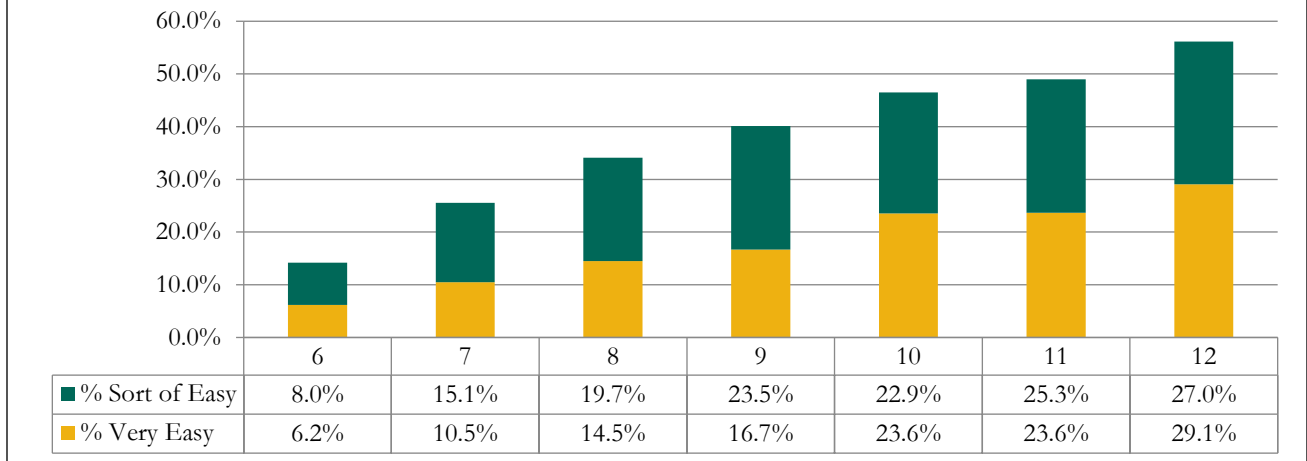
37.7% of all students in grades 6-12 felt that alcohol is “sort of easy” or “very easy” to obtain. Refer to Table 2.31 for perceived accessibility of alcohol by grades 6-12, 6-8, and 9-12.

Table 2.31	“Sort of Easy”	“Very Easy”	“Easy” or “Very Easy”
Grades 6-12	20.2%	17.5%	37.7%
Grades 6-8	14.3%	10.5%	24.8%
Grades 9-12	24.6%	22.8%	47.4%

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

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

Figure 2.12 - "If you wanted to, how easy would it be for YOU to get alcohol such as beer, wine, wine coolers, or hard liquor?"



There were significant gender differences for perceived ease of accessibility of alcohol in grades 9-12; females perceived alcohol as easier to obtain than males (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: 9.8% F: 9.7%
9-12	Y	M: 19.9% F: 24.2%
6-12	N	M: 15.2% F: 18.1%

Section III: Marijuana Use and Perceptions of Use

Part 1: Marijuana Use

Marijuana Use Rates for 2021

7.5% 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)	7.5%	2.0%	11.6%
Frequent Use (used 6-9 Occasions or More)	4.4%	1.1%	6.9%

Marijuana Use Trends by Year:

Current past month marijuana use rates were lower relative to 2019 rates, decreasing in all grades except 6th. 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	2021	% Difference Since
									2019
Grades 6-8	14.0%	5.1%	6.4%	3.9%	2.9%	3.0%	4.9%	2.0%	-59.2%
Grades 9-12	32.6%	26.2%	26.8%	29.3%	21.2%	22.6%	18.1%	11.6%	-35.9%

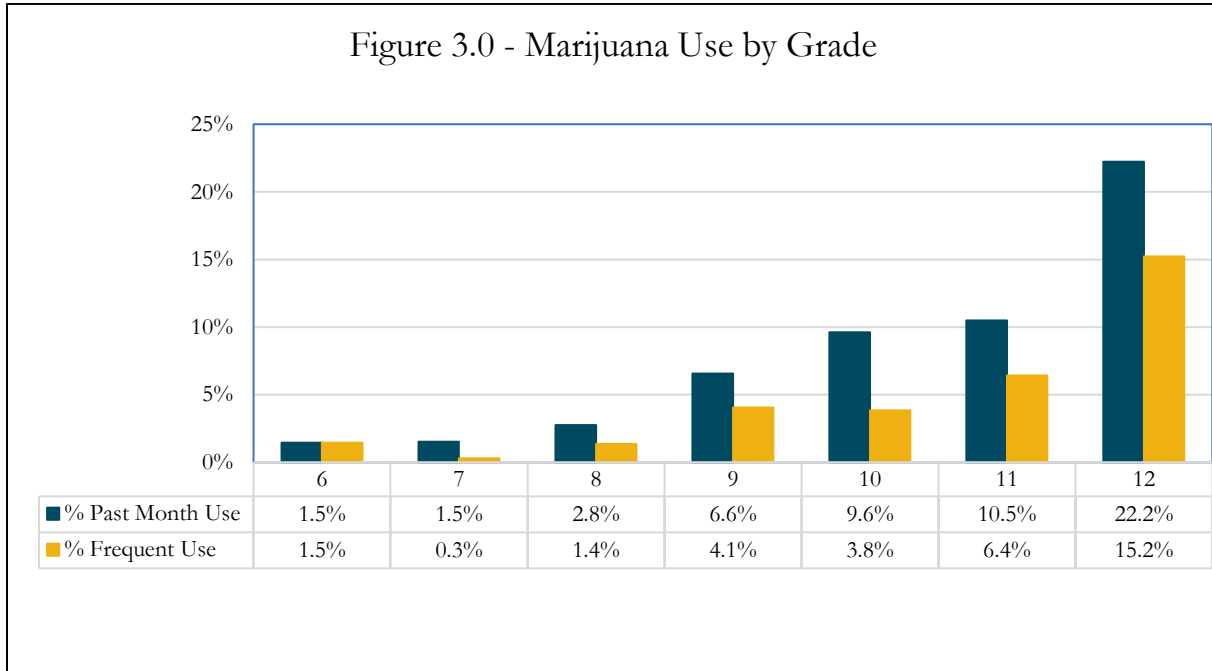
Table 3.2 – Trends in Past Month Marijuana Use Rates by Grade	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2009	-----	2.1%	7.6%	14.0%	22.3%	31.8%	37.3%
2011	2.7%	5.5%	13.2%	21.4%	26.0%	31.8%	34.4%
2013	1.0%	3.8%	6.6%	20.9%	29.5%	31.6%	36.7%
2015	0.7%	1.8%	6.4%	14.2%	17.0%	26.0%	28.4%
2017	1.7%	0.4%	7.3%	12.9%	18.1%	29.0%	33.0%
2019	1.4%	4.5%	8.3%	8.7%	24.0%	17.6%	24.6%
2021	1.5%	1.5%	2.8%	6.6%	9.6%	10.5%	22.2%
% Difference Since 2019	7.1%	-66.7%	-66.3%	-24.1%	-60.0%	-40.3%	-9.8%
% Difference Since 2009	-----	-28.6%	-63.2%	-52.9%	-57.0%	-67.0%	-40.5%

2021 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 month marijuana use between grades 9-12.

Table 3.3 - Significant Grade Differences in Past Month Marijuana Use		
Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	Y	12 th differs from all others

Figure 3.0 - Marijuana Use by Grade



2021 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: 1.9% F: 2.2%
9-12	Y	M: 14.1% F: 9.5%
6-12	N	M: 8.5% F: 6.4%

2021 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	Black	Hispanic	Asian	Other
Grades 6-8	1.4%	1.3%	5.4%	0.0%	0.0%
Grades 9-12	10.1%	10.5%	15.8%	9.8%	16.9%

Grey shading indicates a statistical significance.

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		2021
Grades 6-12		13.9 yrs (n=233, SD = 2.0)
Grades 6-8		12.9 yrs (n=33, SD = 2.9)
Grades 9-12		15.0 yrs (n=200, SD = 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.

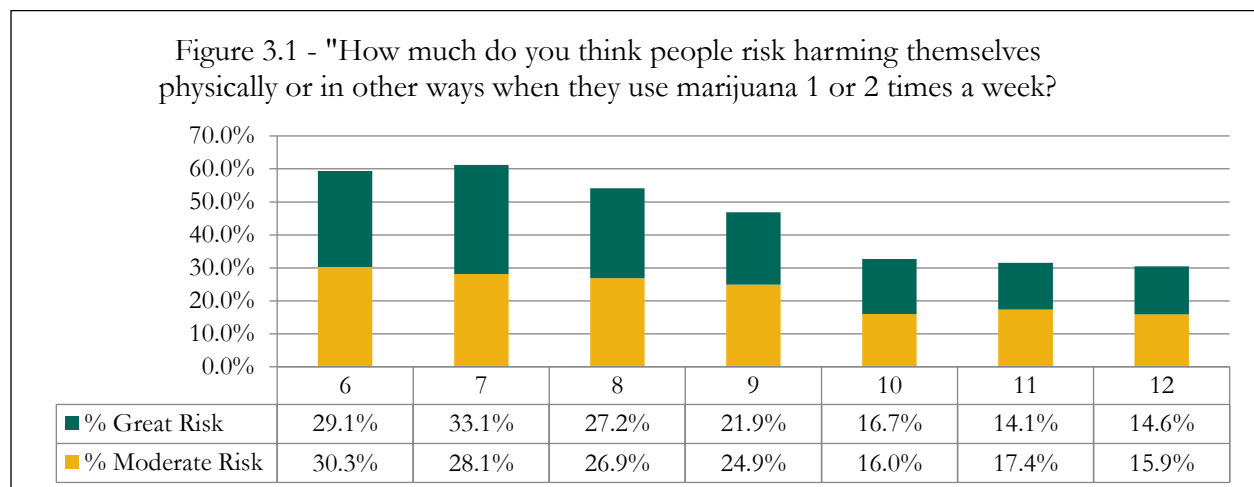
Risks of Using Marijuana 1-2 Times a Week

45.6% 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	22.9%	22.7%	45.6%
Grades 6-8	28.3%	30.0%	58.3%
Grades 9-12	18.8%	17.0%	35.8%

There were significant differences between 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	N	n/a
9-12	Y	9 th differs from all others



Gender differences were not found for perceived risk of marijuana use for students in grades 6-8, 9-12, or 6-12. Refer to Table 3.9.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender	
6-8	N	M: 56.3%	F: 60.4%
9-12	N	M: 36.2%	F: 35.3%
6-12	N	M: 45.5%	F: 46.2%

There were significant differences between race groups for perceived risk of marijuana use among students in grades 6-8 and grades 9-12. Refer to Table 3.10.

	White	Black	Hispanic	Asian	Other
Grades 6-8	62.5%	51.9%	52.9%	66.7%	41.2%
Grades 9-12	36.7%	28.6%	31.8%	54.2%	29.5%

Grey shading indicates a statistical significance.

Parent/Guardian Disapproval of Using Marijuana:

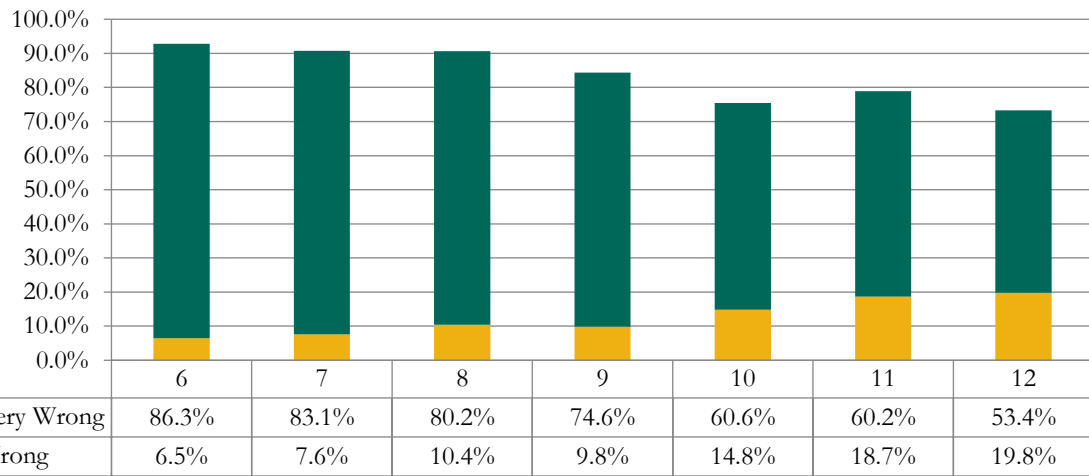
84.0% of all students in grades 6-12 thought their parents/guardians felt it would be “wrong” or “very wrong” if they used marijuana. Refer to Table 3.10.

Table 3.10	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	12.4%	71.6%	84.0%
Grades 6-8	8.3%	83.1%	91.4%
Grades 9-12	15.5%	62.8%	78.3%

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.

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

Figure 3.2 - "How wrong do your parents feel it would be for you to use marijuana?"



There were no significant gender differences for perceived parental disapproval of marijuana use for students in grades 6-12 or 9-12 but there were for grades 6-18; 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	Y	M: 89.3% F: 94.9%
9-12	N	M: 78.1% F: 78.8%
6-12	N	M: 83.3% F: 85.7%

There were race significant differences for perceived parental disapproval of marijuana use among students in grades 6-8 and 9-12, $p < 0.05$. Refer to Table 3.13.

Table 3.13 – Race Differences for Perceived Parental Disapproval of Marijuana Use % Wrong or Very Wrong	White	Black	Hispanic	Asian	Other
Grades 6-8	94.4%	85.0%	85.8%	90.5%	88.7%
Grades 9-12	81.0%	77.1%	70.1%	87.8%	67.2%

Grey shading indicates a statistical significance.

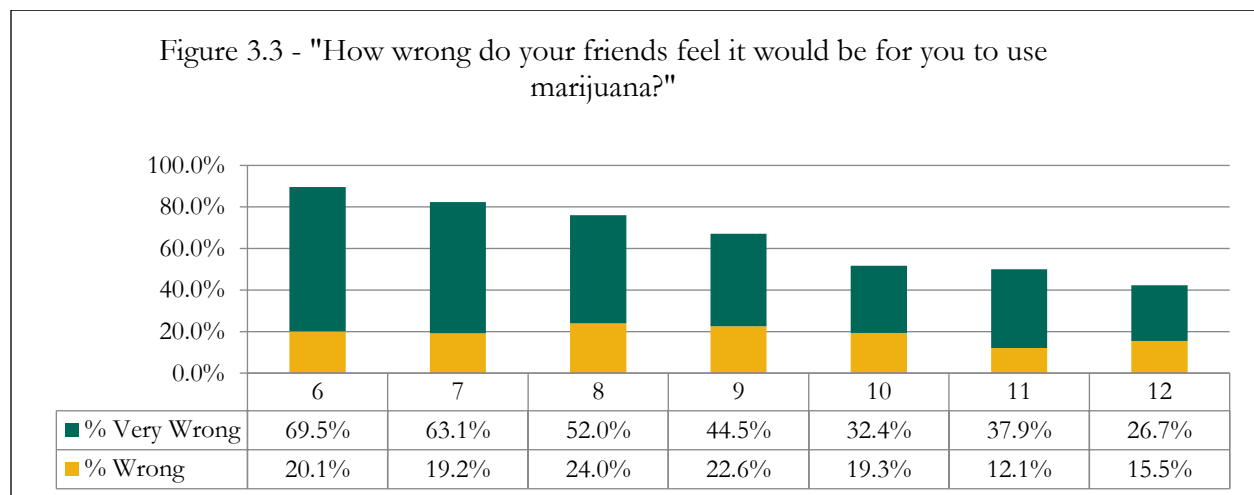
Friend Disapproval of Using Marijuana

66.0% of all students in grades 6-12 thought their friends felt it would be “wrong” or “very wrong” if they used marijuana. Refer to Table 3.14.

Table 3.14	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	19.0%	47.0%	66.0%
Grades 6-8	21.0%	61.4%	82.4%
Grades 9-12	17.5%	36.0%	53.5%

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 3.3.

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 th differs from all others



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	N	M: 82.5% F: 83.2%
9-12	N	M: 55.1% F: 53.5%
6-12	N	M: 67.8% F: 66.1%

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 students 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	Black	Hispanic	Asian	Other
Grades 6-8	85.6%	77.2%	72.9%	85.7%	84.3%
Grades 9-12	55.1%	48.5%	48.0%	62.0%	49.2%

Grey shading indicates a statistical significance.

Section IV: Prescription Drug Abuse and Students' Perceptions

Part 1: Prescription Drug Abuse

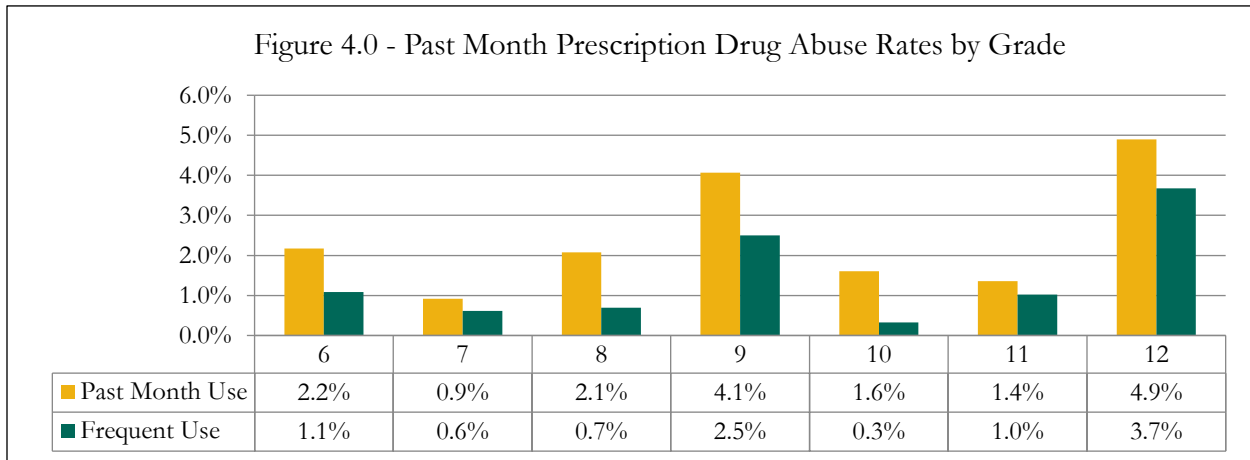
Prescription Drug Abuse Rates for 2021

2.4% 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)	2.4%	3.1%	3.5%
Frequent Use (Used 6-9 occasions or more in past 30 days)	1.4%	1.2%	1.9%

Table 4.1 – Trends in Past Month Prescription Drug Abuse Rates	2013	2015	2017	2019	2021	% Difference Since 2019
<u>Grades 6-8</u>	3.8%	1.4%	1.5%	3.1%	1.7%	-45.2%
<u>Grades 9-12</u>	12.1%	4.4%	5.2%	3.5%	2.9%	-17.1%

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%
2021	2.2%	0.9%	2.1%	4.1%	1.6%	1.4%	4.9%
<i>% Difference Since 2019</i>	57.1%	-74.3%	-50.0%	78.3%	-60.0%	-51.7%	-7.5%



2021 Prescription Drug Abuse Comparisons by Gender:

There were no significant gender differences for prescription drug abuse for students by grade. Refer to Table 4.4.

Table 4.4- Significant Gender Differences in Past Month Prescription Drug Abuse		
Grade Levels	Significant (Y/N)	Rates by Gender
6-8	N	M: 1.6% F: 1.1%
9-12	N	M: 3.4% F: 2.2%
6-12	N	M: 2.6% F: 1.7%

2021 Prescription Drug Abuse Comparisons by Race:

There were significant race differences among students in grades 9-12 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.

Table 4.5– Race Differences for Past Month Prescription Drug Abuse	White	Black	Hispanic	Asian	Other
Grades 6-8	0.9%	3.8%	3.0%	4.5%	1.9%
Grades 9-12	1.6%	4.0%	6.3%	3.9%	6.3%

Grey shading indicates a statistical significance.

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.

Table 4.6 – Age of Onset of Prescription Drug Abuse	2021
Grades 6-12	13.1 yrs (n=78, SD = 2.9)
Grades 6-8	12.7 yrs (n=28, SD = 3.4)
Grades 9-12	13.3 yrs (n=50, SD = 2.6)

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.

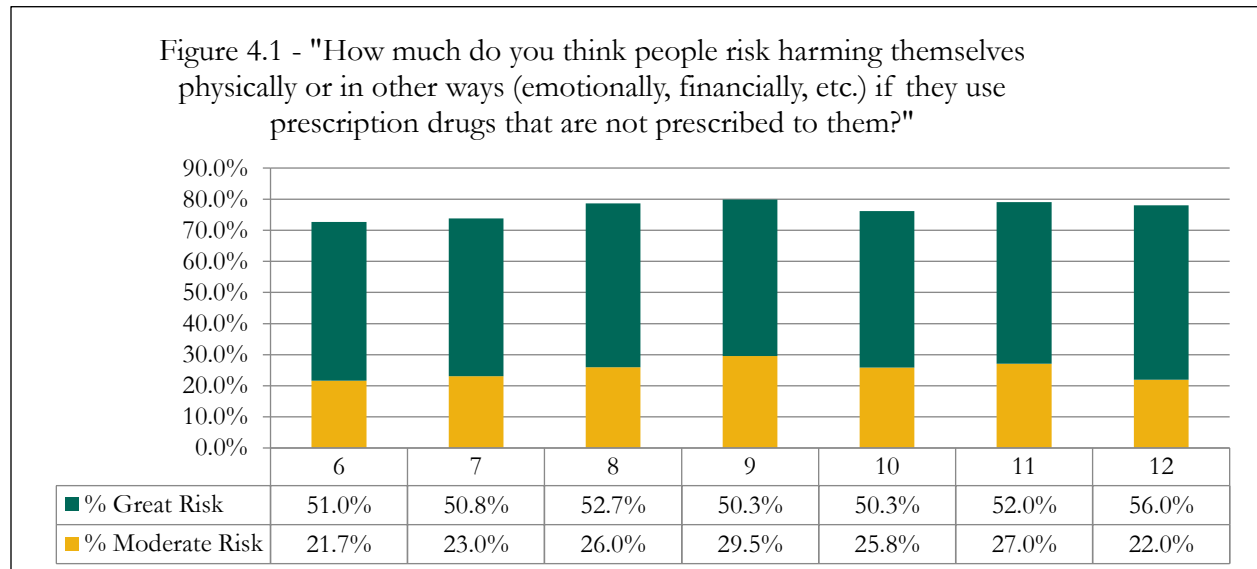
Risks of Abusing Prescription Drugs

76.8% 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		25.1%	51.7%	76.8%
Grades 6-8		23.5%	51.4%	75.0%
Grades 9-12		26.4%	51.9%	78.3%

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.

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, 9-12, and 6-12. Refer to Table 4.9.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 71.7% F: 80.4%
9-12	Y	M: 75.5% F: 81.9%
6-12	Y	M: 73.7% F: 81.3%

There were significant race differences for perceived risk of prescription drugs use among students in grades 6-8, $p < 0.05$. Refer to Table 4.10.

	White	Black	Hispanic	Asian	Other
Grades 6-8	78.5%	67.1%	66.7%	76.2%	78.8%
Grades 9-12	81.1%	67.1%	73.7%	80.0%	70.5%

Grey shading indicates a statistical significance.

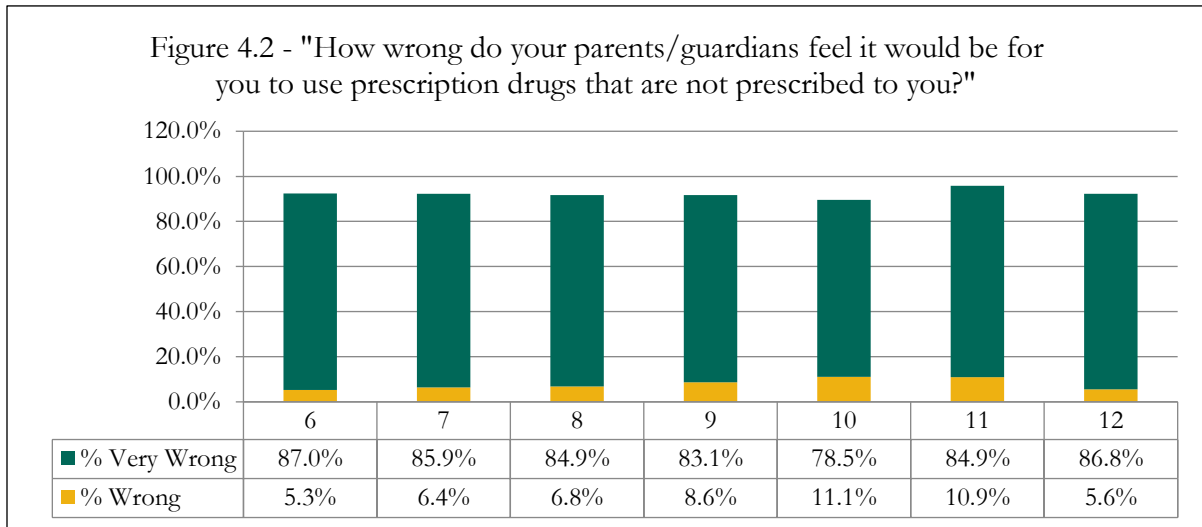
Parent/Guardian Disapproval of Abusing Prescription Drugs:

92.2% 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.

	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	8.0%	84.3%	92.2%
Grades 6-8	6.3%	85.8%	92.2%
Grades 9-12	9.2%	83.1%	92.3%

There were significant differences in perceived parent disapproval of abusing prescription drugs between grades 9-12. See Table 4.12 and Figure 4.2.

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



There were significant gender differences for perceived parental disapproval of prescription drug abuse for students in grades 6-8, and 6-12. Refer to Table 4.13.

Grade Levels	Significant (Y/N)	% Wrong / Very Wrong by Gender
6-8	Y	M: 90.7% F: 95.5%
9-12	N	M: 91.6% F: 93.7%
6-12	Y	M: 91.2% F: 94.5%

There were significant differences between race for perceived parental disapproval of students' prescription drug abuse among students in grades 6-8 and 9-12, $p < 0.05$. Refer to Table 4.14.

	White	Black	Hispanic	Asian	Other
Grades 6-8	95.3%	82.3%	86.5%	90.5%	92.3%
Grades 9-12	94.8%	90.1%	87.9%	94.0%	81.7%

Grey shading indicates a statistical significance.

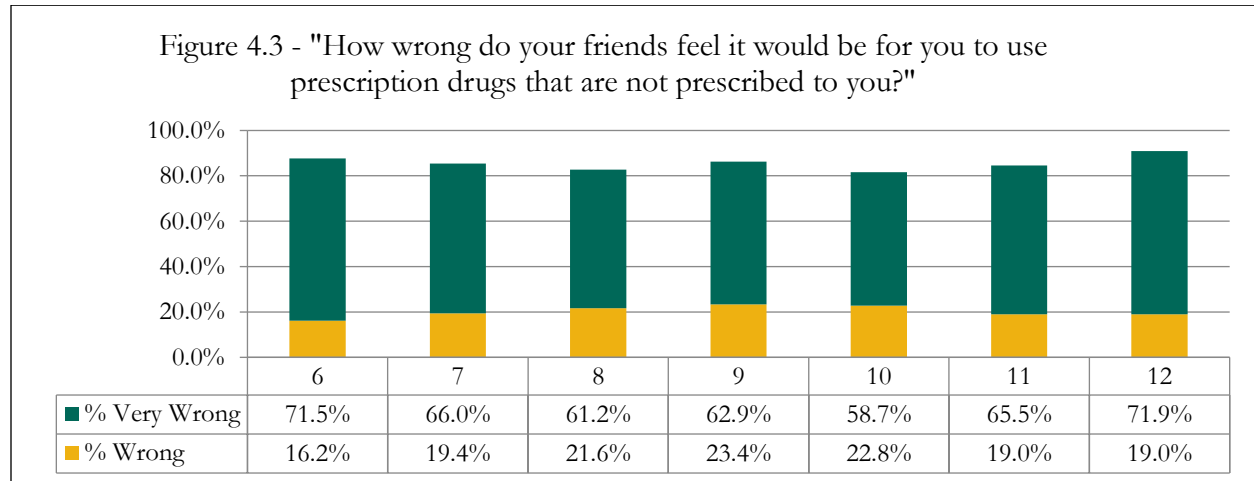
Friend Disapproval of Abusing Prescription Drugs:

85.4% 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	20.3%	65.1%	85.4%
Grades 6-8	19.1%	66.1%	85.2%
Grades 9-12	21.2%	64.3%	85.5%

There were significant differences in perceived friend disapproval of abusing prescription drugs 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	Y	10 th and 12 th



There were significant gender differences for perceived friend disapproval of prescription drug abuse for students in grades 9-12 and 6-12. Refer to Table 4.17.

Grade Levels	Significant (Y/N)	% Wrong / Very Wrong by Gender
6-8	N	M: 84.6% F: 87.5%
9-12	Y	M: 83.9% F: 88.7%
6-12	Y	M: 84.2% F: 88.2%

There were significant differences between race groups for perceived friend disapproval of prescription drug abuse among students in grades 6-8 and 9-12, $p < 0.05$. Refer to Table 4.18.

	White	Black	Hispanic	Asian	Other
Grades 6-8	87.9%	80.5%	78.7%	81.0%	84.6%
Grades 9-12	88.6%	81.4%	78.6%	80.0%	82.0%

Grey shading indicates a statistical significance.

Section V: Heroin Use

Part 1: Heroin Use Rates

Heroin Use Rates for 2021

1.5% 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)	1.5%	0.8%	2.1%
Frequent Use (used 6-9 Occasions or More)	1.3%	0.6%	1.8%

Heroin Use Trends by Year:

Trends indicate a decrease in past month heroin use since 2019 among students in grades 6-8 and an increase for students in grades 9-12. Refer to Tables 5.1 and 5.2.

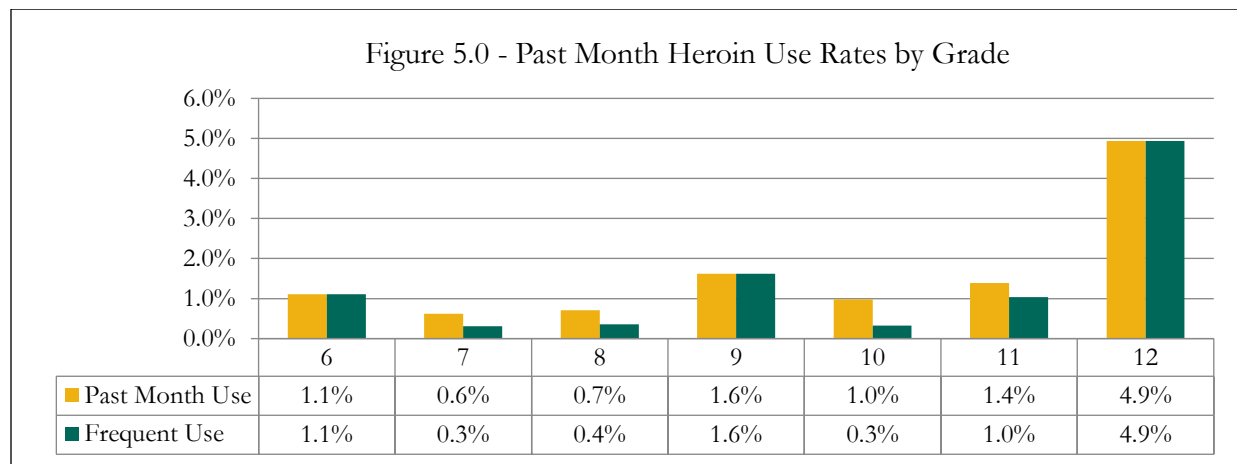
Table 5.1 – Heroin Use: Year Trends	2011	2013	2015	2017	2019	2021	% Difference Since 2019
<u>Grades 6-8</u>	4.5%	1.3%	0.1%	0.5%	0.9%	0.8%	<i>-11.1%</i>
<u>Grades 9-12</u>	9.3%	6.4%	1.0%	2.3%	1.5%	2.1%	<i>40.0%</i>

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%
2021	1.1%	0.6%	0.7%	1.6%	1.0%	1.4%	4.9%
<i>% Difference Since 2019</i>	<i>57.1%</i>	<i>50.0%</i>	<i>-53.3%</i>	<i>128.6%</i>	<i>-9.1%</i>	<i>-22.2%</i>	<i>69.0%</i>

2021 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 significant differences in past heroin use between grades 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	Y	10 th and 12 th



2021 Heroin Use Comparisons by Gender:

There were significant gender differences for heroin use for students in grades 9-12 and 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: 1.2% F: 0.3%
9-12	Y	M: 3.4% F: 0.4%
6-12	Y	M: 2.4% F: 0.4%

2021 Heroin Use Comparisons by Race:

There were significant race differences among students in grades 9-12 for past month heroin use rates, $p > .05$. Refer to Table 5.5.

	White	Black	Hispanic	Asian	Other
Grades 6-8	0.4%	1.3%	2.4%	0.0%	0.0%
Grades 9-12	1.2%	2.7%	4.4%	4.0%	3.2%

Grey shading indicates a statistical significance.

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.

	2021
Grades 6-12	13.3 yrs (n=35, $SD = 3.6$)
Grades 6-8	15.3 yrs (n=11, $SD = 3.7$)
Grades 9-12	12.4 yrs (n=24, $SD = 3.2$)

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

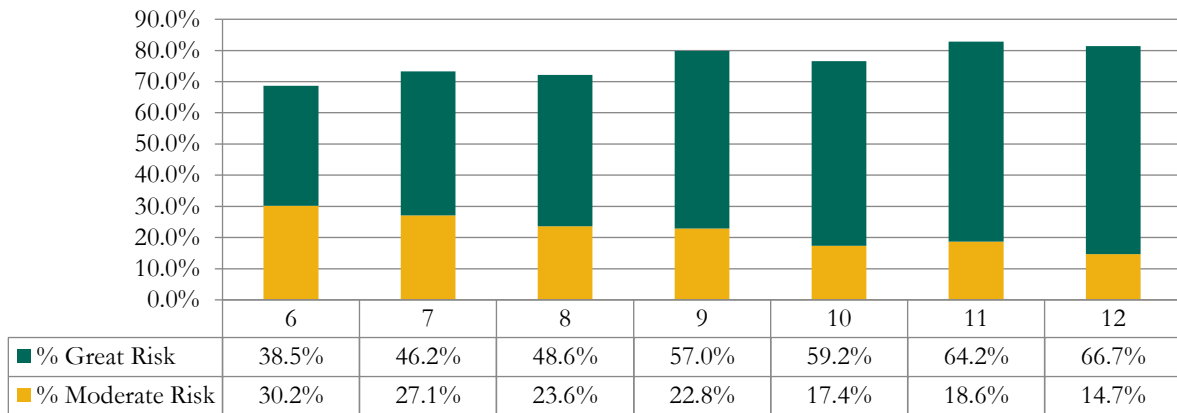
76.3% of students in grades 6-12 perceived that using heroin 1 or 2 times a week to be a “moderate” or “great” risk. Refer to Table 5.7.

	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	22.2%	54.1%	76.3%
Grades 6-8	26.8%	44.6%	71.4%
Grades 9-12	18.7%	61.3%	80.0%

There were no significant differences in perceived risk of using heroin between grades. Refer to Table 5.8 and Figure 5.1.

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: 71.4% F: 73.4%
9-12	N	M: 78.6% F: 82.2%
6-12	N	M: 75.3% F: 78.5%

There were significant race differences among students in grades 9-12, $p < 0.05$, for perceived risk of heroin use. Refer to Table 5.10.

	White	Black	Hispanic	Asian	Other
Grades 6-8	74.8%	62.5%	67.3%	66.7%	67.3%
Grades 9-12	84.0%	67.1%	74.5%	80.0%	66.1%

Grey shading indicates a statistical significance.

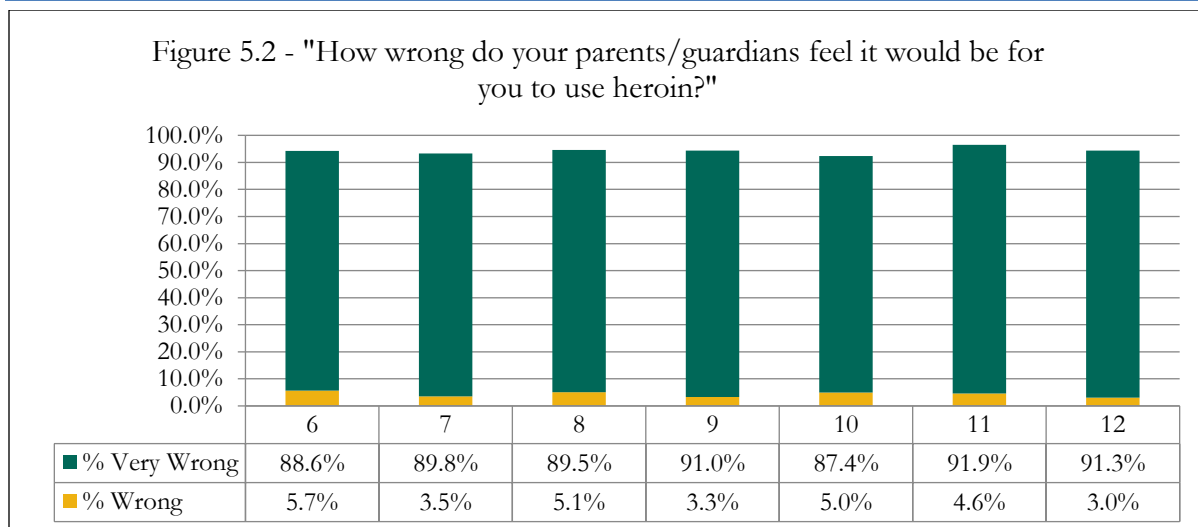
Parent Disapproval of Using Heroin:

94.2% 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		4.4%	89.9%	94.2%
Grades 6-8		4.8%	89.3%	94.0%
Grades 9-12		4.0%	90.3%	94.4%

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 6-12. 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: 92.2%	F: 97.4%
9-12	N	M: 93.5%	F: 95.8%
6-12	Y	M: 92.9%	F: 96.5%

There were significant race differences among students in grades 6-8 and 9-12 for perceived parent disapproval, $p < 0.05$. Refer to Table 5.14.

	White	Black	Hispanic	Asian	Other
Grades 6-8	97.2%	86.3%	87.7%	90.5%	94.3%
Grades 9-12	96.7%	91.5%	90.9%	94.0%	83.6%

Grey shading indicates a statistical significance.

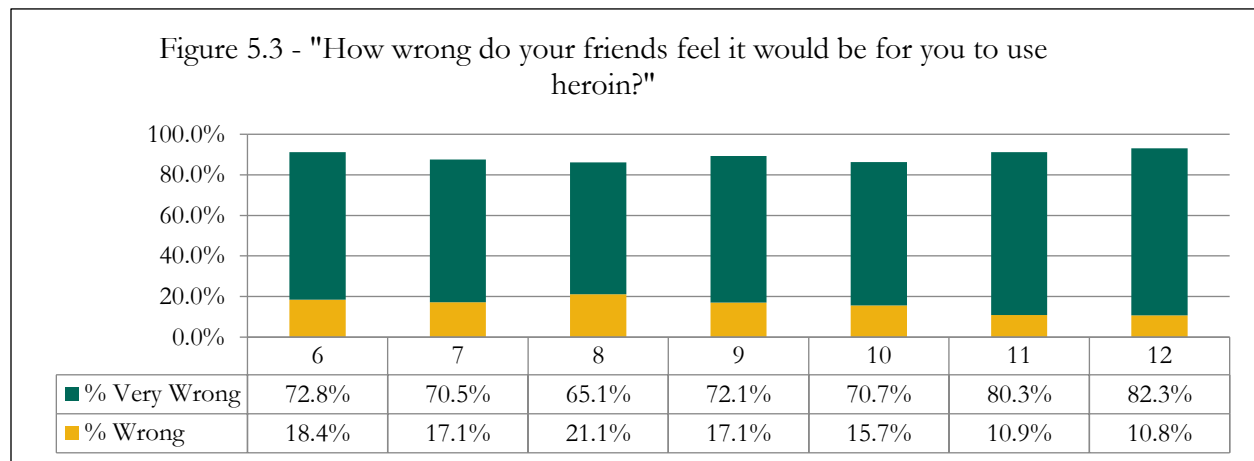
Friend Disapproval of Using Heroin

89.1% 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.

	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	16.0%	73.1%	89.1%
Grades 6-8	18.8%	69.4%	88.2%
Grades 9-12	13.8%	76.0%	89.8%

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

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 6-12 and 9-12. See Table 5.17.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 87.8% F: 90.1%
9-12	Y	M: 87.1% F: 93.5%
6-12	Y	M: 87.4% F: 92.0%

There were significant race differences for perceived friend disapproval of heroin use among students in grades 6-8, $p < 0.05$. Refer to Table 5.18.

	White	Black	Hispanic	Asian	Other
Grades 6-8	90.6%	82.3%	81.9%	85.7%	90.6%
Grades 9-12	91.6%	87.1%	85.7%	90.0%	83.6%

Grey shading indicates a statistical significance.

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 2021

7.5% 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)	7.5%	7.3%	7.8%
Frequent Gambling (gambled 6-9 Occasions or More)	2.8%	2.2%	3.2%

Gambling Trends by Year:

Trends indicate a reduction in past month gambling since 2019 among students in grades 6-8 and 9-12. Refer to Tables 6.1 and 6.2.

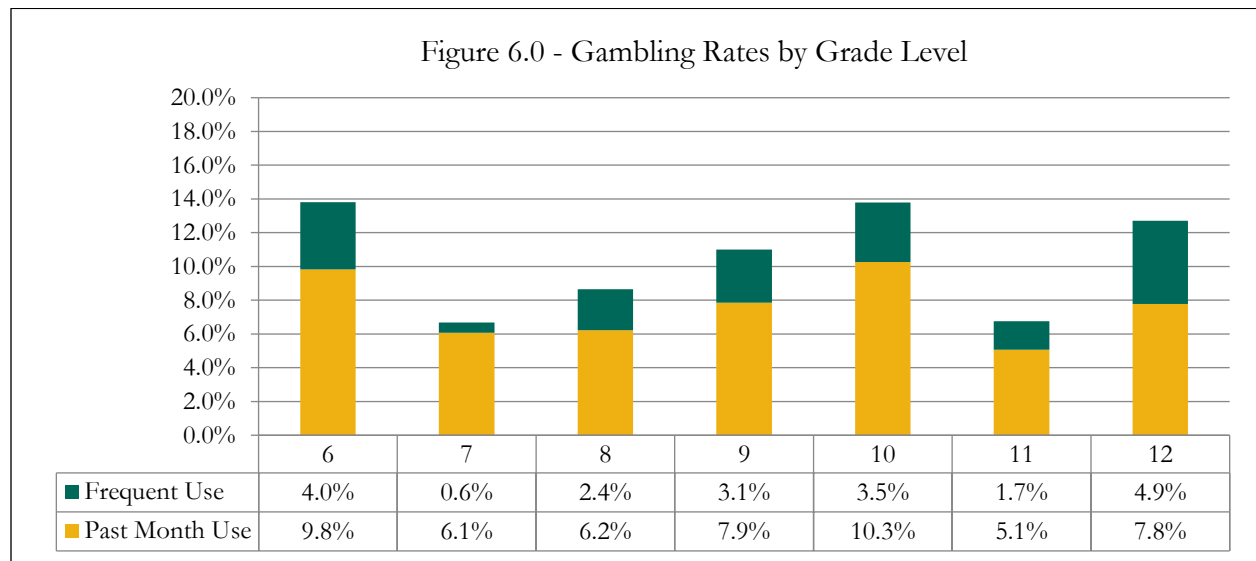
	2017	2019	2021	% Difference Since 2019
Grades 6-8	5.7%	9.6%	7.3%	-24.0%
Grades 9-12	12.1%	8.3%	7.8%	-6.0%

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%
2021	9.8%	6.1%	6.2%	7.9%	10.3%	5.1%	7.8%
<i>% Difference Since 2019</i>	<i>53.1%</i>	<i>-37.1%</i>	<i>-49.2%</i>	<i>64.6%</i>	<i>33.8%</i>	<i>-53.2%</i>	<i>-29.7%</i>

2021 Gambling Comparisons by Grade Level:

Refer to Table 6.3 and Figure 6.0 for a listing of the significant grade differences in past month gambling. To summarize, there were no significant differences in past month gambling between grades 6-8 and grades 9-12.

Table 6.3 - Significant Grade Differences in Past Month Gambling		
Grade Levels	Significant Differences (Y/N)	Post-hoc analyses ($p < .05$)
6-8	N	n/a
9-12	N	n/a



2021 Gambling Comparisons by Gender:

Significantly more males than females in grades 6-8, 9-12, and 6-12 gambled in the past month. See Table 6.4.

Grade Levels	Significant (Y/N)	Rates by Gender
6-8	Y	M: 8.6% F: 4.6%
9-12	Y	M: 11.4% F: 3.9%
6-12	Y	M: 10.1% F: 4.2%

2021 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 6.5.

	White	Black	Hispanic	Asian	Other
Grades 6-8	7.7%	5.0%	8.3%	9.1%	4.0%
Grades 9-12	6.6%	6.6%	12.0%	7.8%	9.4%

Age of Onset for Gambling:

Students that reported gambling at least once before were asked how old they were when they had gambled for the first time. Refer to Table 6.6.

	2021
Grades 6-12	11.9 yrs (n=189, <i>SD</i> = 2.3)
Grades 6-8	11.4 yrs (n=76, <i>SD</i> = 2.3)
Grades 9-12	12.2 yrs (n=113, <i>SD</i> = 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.

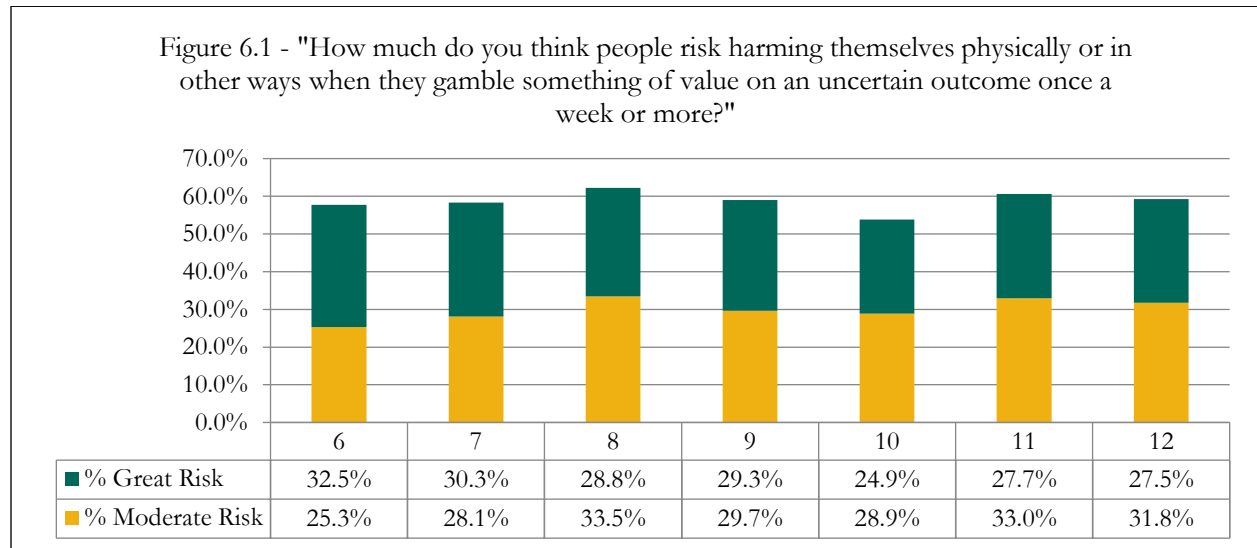
Risks of Gambling Once a Week or More

58.7% of students in grades 6-12 perceived gambling 1 or 2 times a week to be a “moderate” or “great” risk. Refer to Table 6.7.

	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	30.0%	28.7%	58.7%
Grades 6-8	28.9%	30.5%	59.4%
Grades 9-12	30.8%	27.3%	58.1%

There were no significant differences in perceived risk of gambling once or twice a week in grades 6-8 or grades 9-12. Refer to Table 6.8 and Figure 6.1.

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 risk of gambling among students in grades 9-12 or 6-12. Refer to Table 6.9 for more details.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	N	M: 58.9% F: 61.2%
9-12	N	M: 56.8% F: 62.8%
6-12	N	M: 57.8% F: 62.1%

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 6.10.

	White	Black	Hispanic	Asian	Other
Grades 6-8	59.7%	58.8%	58.6%	71.4%	56.6%
Grades 9-12	58.0%	54.9%	55.6%	74.0%	59.0%

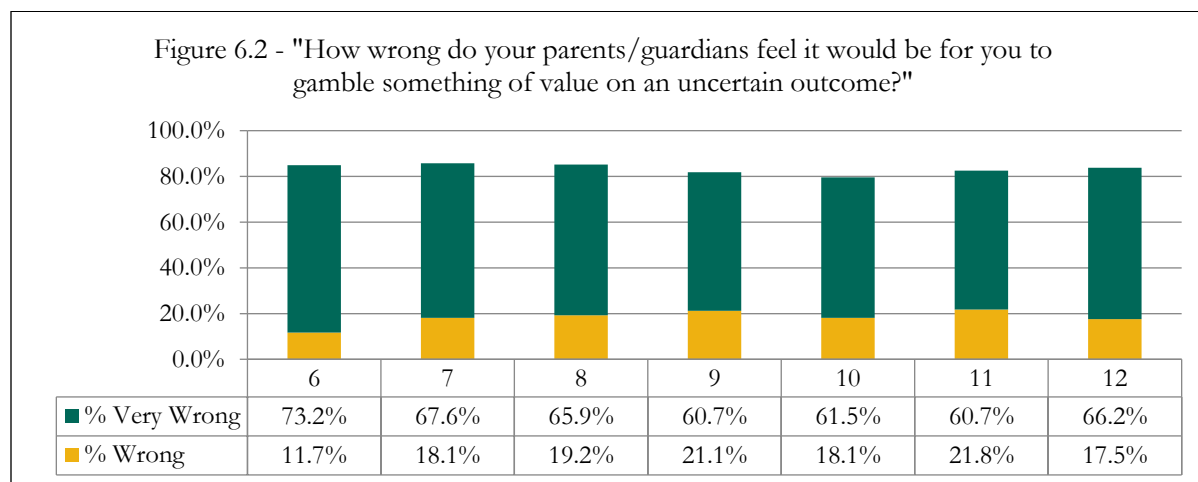
Parent Disapproval of Gambling:

83.3% 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 6.11.

	Table 6.11	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12		18.3%	65.0%	83.3%
Grades 6-8		16.6%	68.8%	85.3%
Grades 9-12		19.7%	62.1%	81.8%

There were no significant differences in perceived parent disapproval of gambling between grades 6-8 and grades 9-12. Refer to Table 6.12 and Figure 6.2.

Table 6.12: Grade Differences for Perceived Parental Disapproval of Gambling		
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 gambling for students in grades 6-12 and 6-8; more females reported parent disapproval of gambling than males. Refer to Table 6.13.

Table 6.13- Gender Differences in Perceived Parent Disapproval of Gambling		
Grade Levels	Significant (Y/N)	% Wrong or Very Wrong by Gender
6-8	Y	M: 82.4% F: 90.7%
9-12	N	M: 80.2% F: 84.5%
6-12	Y	M: 81.2% F: 87.2%

There were no significant race differences among students in grades 6-8 or grades 9-12 for perceived parent disapproval of youth gambling, $p > 0.05$. Refer to Table 6.14.

Table 6.14– Race Differences for Parental Disapproval of Gambling, % Wrong/Very Wrong	White	Black	Hispanic	Asian	Other
Grades 6-8	86.5%	81.0%	81.5%	85.7%	90.6%
Grades 9-12	82.8%	81.4%	78.2%	94.0%	75.0%

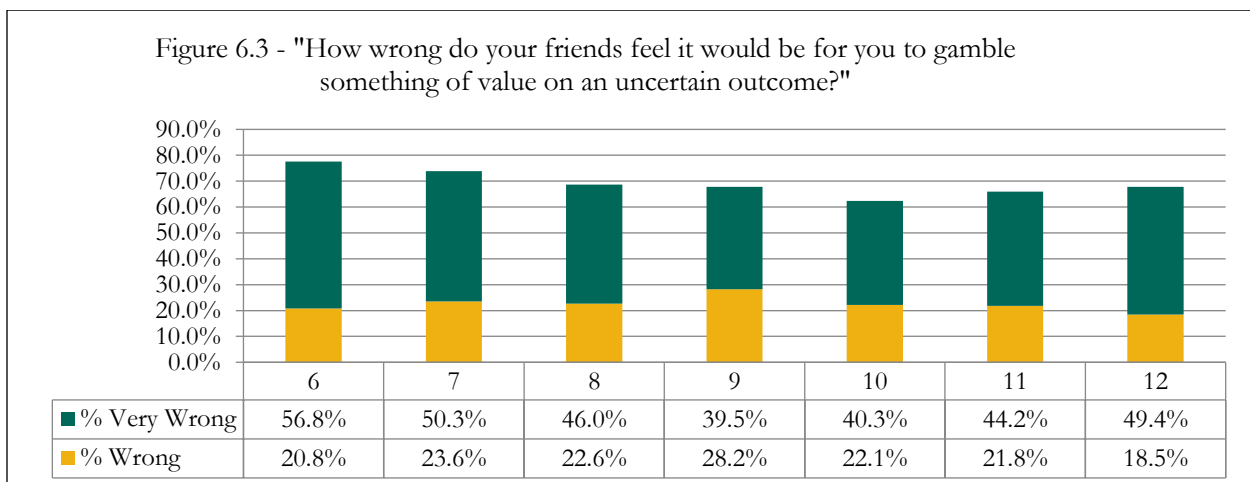
Friend Disapproval of Gambling

69.1% 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 6.15.

Table 6.15	“Wrong”	“Very Wrong”	“Wrong” or “Very Wrong”
Grades 6-12	22.8%	46.4%	69.1%
Grades 6-8	22.6%	50.8%	73.4%
Grades 9-12	22.9%	43.0%	65.9%

There were no significant differences in perceived friend disapproval of gambling between grades 6-8 or grades 9-12. Refer to Table 6.16 and Figure 6.3.

Table 6.16: Grade Differences for Perceived Friend Disapproval of Gambling		
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 gambling for students in grades 6-8, 9-12, and 6-12; perceived friend disapproval of gambling was more prevalent among females compared to males. Refer to Table 6.17.

Grade Levels	Significant (Y/N)	% Moderate/Great Risk by Gender
6-8	Y	M: 70.1% F: 78.6%
9-12	Y	M: 58.4% F: 74.6%
6-12	Y	M: 63.8% F: 76.3%

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 6.18.

	White	Black	Hispanic	Asian	Other
Grades 6-8	75.0%	73.4%	68.4%	71.4%	71.7%
Grades 9-12	65.5%	73.5%	64.1%	74.0%	60.7%

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).

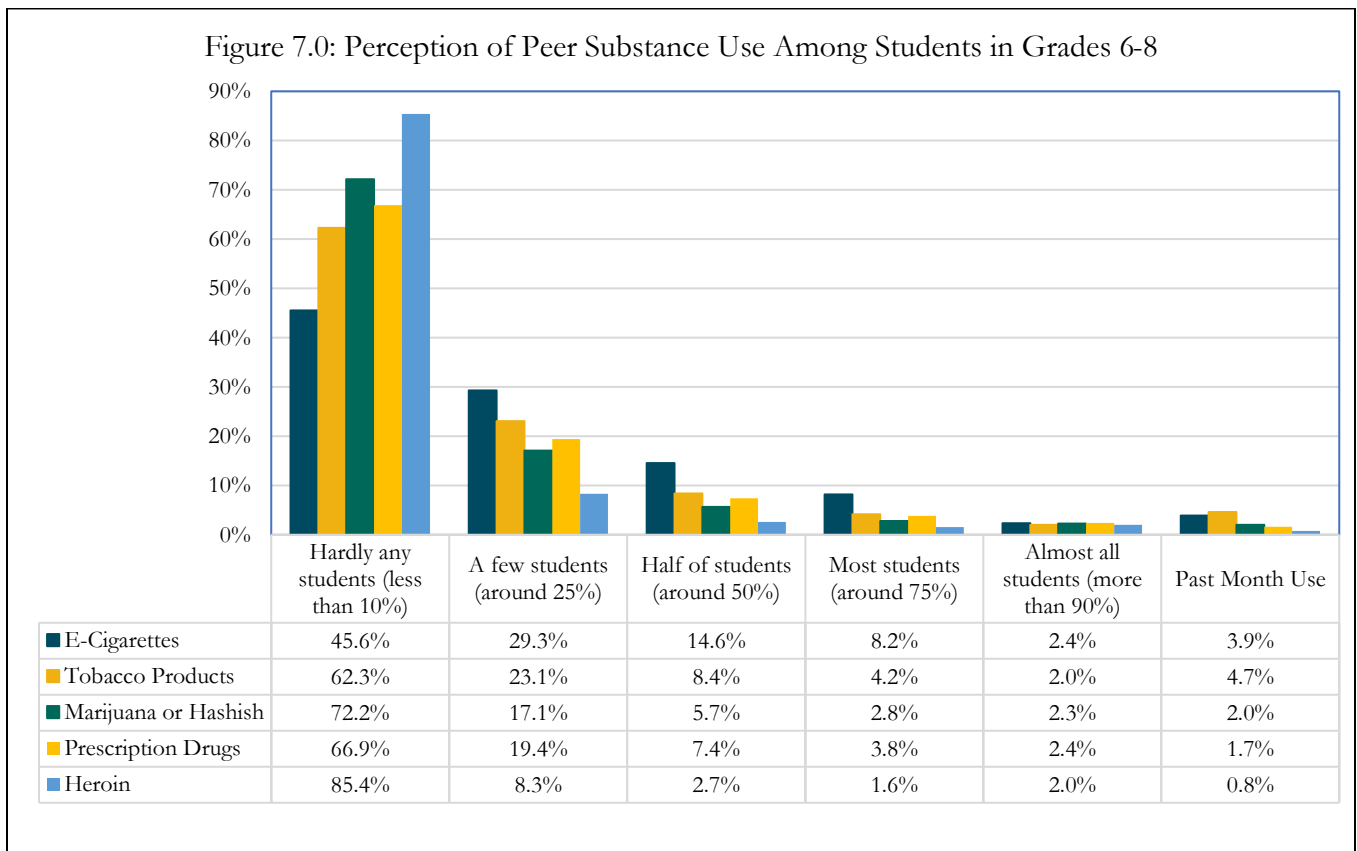
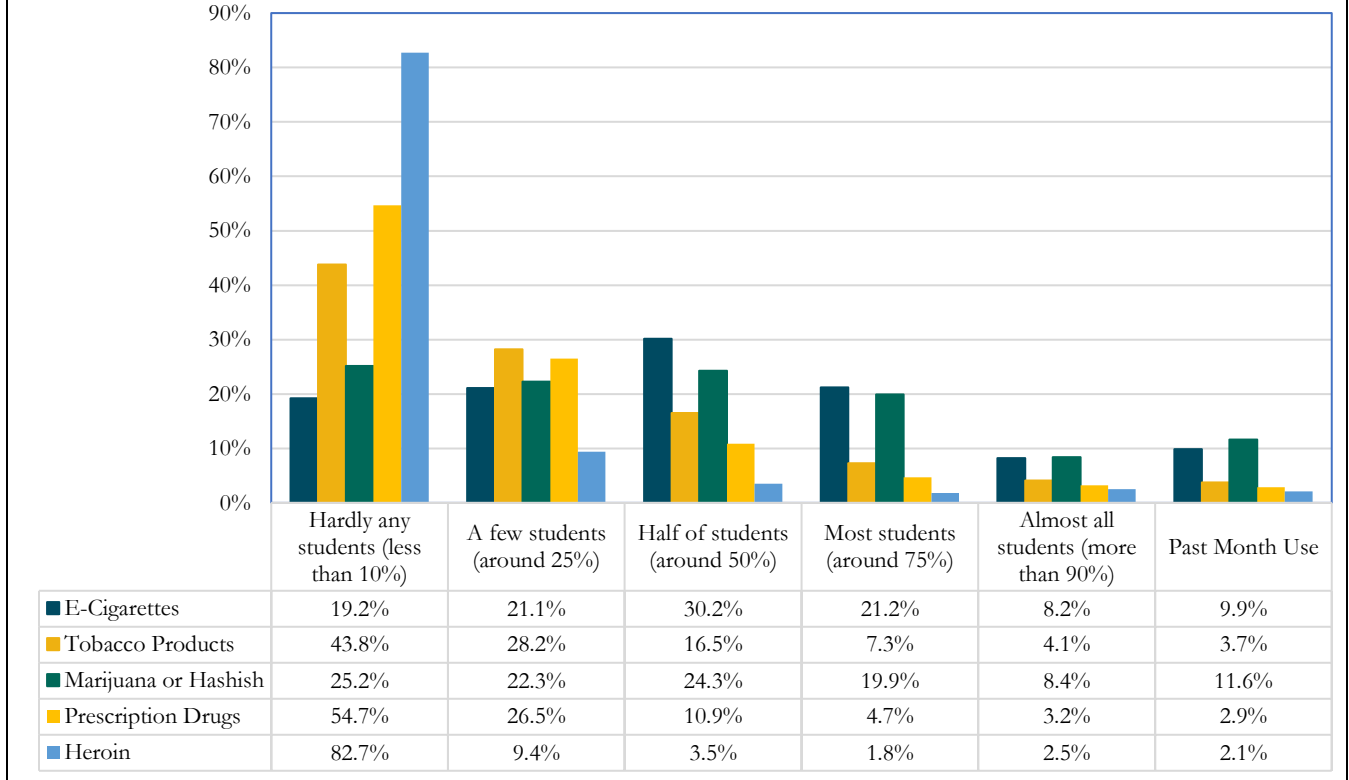


Figure 7.1: Perception of Peer Substance Use Among Students in Grades 9-12



Section VIII: School Environment

Part 1: Overall Percentages by School/Grade Ranges

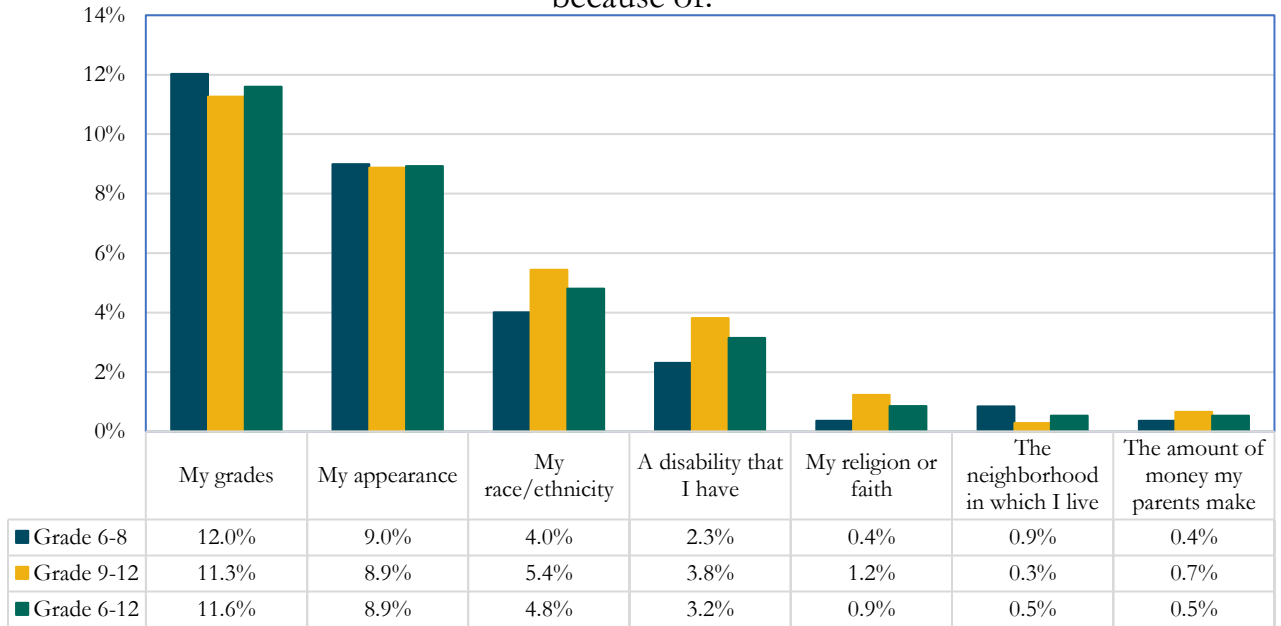
Table 8.0 – % Most of the Time/Always for each of the following statements.	Grades 6-12	Grades 6-8	Grades 9-12
My school is a safe place.	79.1%	85.1%	74.3%
My school has a vision of what a safe school looks, feels and sounds like.	76.6%	81.1%	73.0%
Staff members support the values of a safe school.	80.0%	86.0%	75.4%
I feel accepted by students at my school.	65.8%	67.3%	64.7%
I feel accepted by adults at my school.	77.4%	82.6%	73.3%
My school is setting goals to improve the school climate.	68.7%	77.2%	62.0%
School rules are applied to me in a fair way.	78.4%	79.9%	77.2%
My school has rules/policies that help me improve as a student (% yes)	49.4%	51.5%	47.8%
My school has policies that help students who are struggling with their grades (academically)	70.5%	73.6%	68.1%
My school's rules and policies are firmly supported and followed to help all students succeed.	69.7%	78.1%	63.1%
Rules and policies in my school help me to learn in my classes.	63.2%	69.9%	57.9%
My school helps students who are struggling emotionally.	55.8%	66.8%	47.2%
The school leaders support an environment that helps students learn.	73.2%	81.9%	66.4%

In my school, I feel welcome.	66.7%	69.5%	64.5%
My school encourages me to treat people fairly.	83.0%	86.9%	80.0%
My parents/guardians think of my school as a positive place.	73.4%	80.7%	67.6%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	62.8%	71.0%	56.2%

Table 8.1 – % Difference in “Most of Time/Always” since 2019 in School Environment Questions	Grades 6-8	Grades 9-12
My school is a safe place.	2.16%	6.03%
My school has a vision of what a safe school looks, feels and sounds like.	4.66%	0.58%
Staff members support the values of a safe school.	2.66%	-1.16%
I feel accepted by students at my school.	-0.93%	0.22%
I feel accepted by adults at my school.	6.88%	-3.71%
My school is setting goals to improve the school climate.	11.24%	3.80%
School rules are applied to me in a fair way.	7.56%	-1.40%
My school has rules/policies that help me improve as a student (% yes)	3.33%	-5.76%
My school has policies that help students who are struggling with their grades (academically)	0.66%	-1.61%
My school’s rules and policies are firmly supported and followed to help all students succeed.	9.50%	-0.72%
Rules and policies in my school help me to learn in my classes.	4.70%	-3.94%
My school helps students who are struggling emotionally.	6.94%	6.51%
The school leaders support an environment that helps students learn.	9.32%	1.24%
In my school, I feel welcome.	2.84%	0.03%
My school encourages me to treat people fairly.	5.16%	6.89%
My school encourages me to treat people fairly.	5.16%	6.89%
My parents/guardians think of my school as a positive place.	12.08%	3.16%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	6.29%	1.00%

Shaded cells represent top 3 changes

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.	86.0%	87.2%	81.8%	77.1%	75.7%	75.9%	67.1%
My school has a vision of what a safe school looks, feels and sounds like.	80.9%	85.1%	76.7%	74.7%	75.1%	73.3%	68.0%
Staff members support the values of a safe school.	85.2%	88.8%	83.6%	78.1%	78.0%	76.4%	67.5%
I feel accepted by students at my school.	71.3%	71.0%	59.0%	66.7%	67.0%	63.2%	61.0%
I feel accepted by adults at my school.	81.8%	87.2%	78.3%	77.1%	77.7%	70.7%	66.3%
My school is setting goals to improve the school climate.	80.7%	79.0%	71.6%	68.0%	66.6%	60.3%	50.0%
School rules are applied to me in a fair way.	83.1%	83.1%	73.0%	79.6%	76.7%	79.3%	72.1%
My school has rules/policies that help me improve as a student (% yes)	55.7%	52.6%	46.1%	48.7%	47.7%	48.6%	46.0%
My school has policies that help students who are struggling with their grades (academically)	79.3%	75.2%	66.0%	74.1%	67.1%	67.1%	62.7%
My school’s rules and policies are firmly supported and followed to help all students succeed.	82.6%	79.9%	71.6%	70.1%	65.6%	60.3%	54.0%
Rules and policies in my school help me to learn in my classes.	70.4%	73.9%	64.8%	60.9%	63.3%	53.1%	53.2%

My school helps students who are struggling emotionally.	76.4%	70.1%	53.7%	53.6%	48.9%	43.7%	40.9%
The school leaders support an environment that helps students learn.	83.8%	85.5%	76.0%	71.8%	68.7%	65.5%	57.8%
In my school, I feel welcome.	72.8%	74.9%	60.0%	67.0%	68.7%	63.0%	57.9%
My school encourages me to treat people fairly.	87.3%	91.0%	81.8%	84.2%	78.6%	80.5%	75.8%
My parents/guardians think of my school as a positive place.	84.8%	82.8%	74.3%	73.7%	69.8%	66.6%	58.3%
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	79.3%	73.0%	60.6%	61.7%	59.5%	53.5%	48.2%

Part 3: Gender Differences for School Environment Questions

Table 8.3	Grade	Male	Female	Significance
My school is a safe place.	Grade 6-8	87.8%	83.5%	N
	Grade 9-12	78.8%	71.2%	Y
My school has a vision of what a safe school looks, feels and sounds like.	Grade 6-8	82.8%	80.9%	N
	Grade 9-12	75.7%	71.6%	N
Staff members support the values of a safe school.	Grade 6-8	89.7%	83.7%	Y
	Grade 9-12	79.0%	72.3%	Y
I feel accepted by students at my school.	Grade 6-8	71.2%	64.2%	Y
	Grade 9-12	73.3%	55.6%	Y
I feel accepted by adults at my school.	Grade 6-8	86.4%	79.1%	Y
	Grade 9-12	75.8%	71.4%	N
My school is setting goals to improve the school climate.	Grade 6-8	80.0%	75.8%	N
	Grade 9-12	65.3%	60.0%	N
School rules are applied to me in a fair way.	Grade 6-8	81.4%	80.8%	N
	Grade 9-12	77.3%	77.9%	N
My school has rules/policies that help me improve as a student (% yes)	Grade 6-8	56.5%	47.4%	Y
	Grade 9-12	49.2%	46.2%	Y
My school has policies that help students who are struggling with their grades (academically)	Grade 6-8	72.4%	77.2%	N
	Grade 9-12	70.8%	65.3%	N
My school's rules and policies are firmly supported and followed to help all students succeed.	Grade 6-8	79.7%	76.2%	N
	Grade 9-12	69.6%	58.4%	Y
Rules and policies in my school help me to learn in my classes.	Grade 6-8	70.6%	70.9%	N
	Grade 9-12	63.1%	54.1%	Y
My school helps students who are struggling emotionally.	Grade 6-8	71.9%	62.2%	Y
	Grade 9-12	56.4%	38.8%	Y
The school leaders support an environment that helps students learn.	Grade 6-8	85.1%	79.3%	Y
	Grade 9-12	71.0%	64.5%	Y
In my school, I feel welcome.	Grade 6-8	74.7%	65.4%	Y
	Grade 9-12	70.8%	59.4%	Y
My school encourages me to treat people fairly.	Grade 6-8	89.6%	85.9%	N
	Grade 9-12	80.3%	81.9%	N
My parents/guardians think of my school as a positive place.	Grade 6-8	83.6%	77.0%	Y
	Grade 9-12	72.1%	63.4%	Y
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	Grade 6-8	74.2%	68.3%	N
	Grade 9-12	61.9%	52.6%	Y

Part 4: Race/Ethnicity Differences for School Environment Questions

Below are race/ethnicity differences for students in grades 6-12 found for the school environment questions.

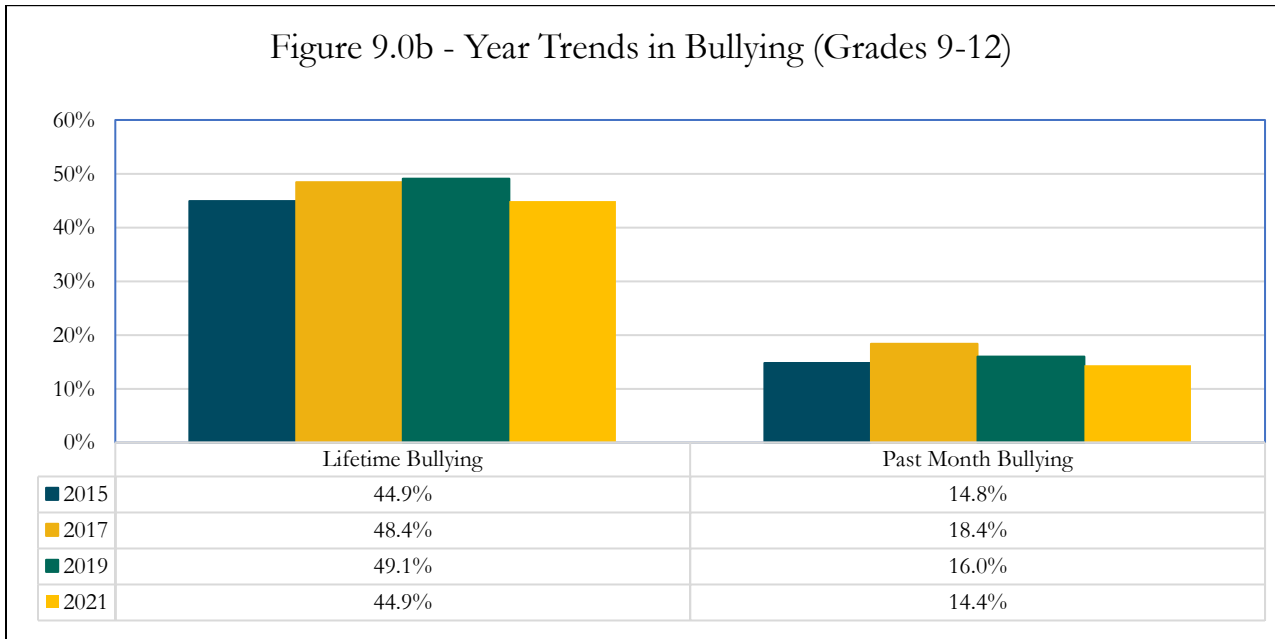
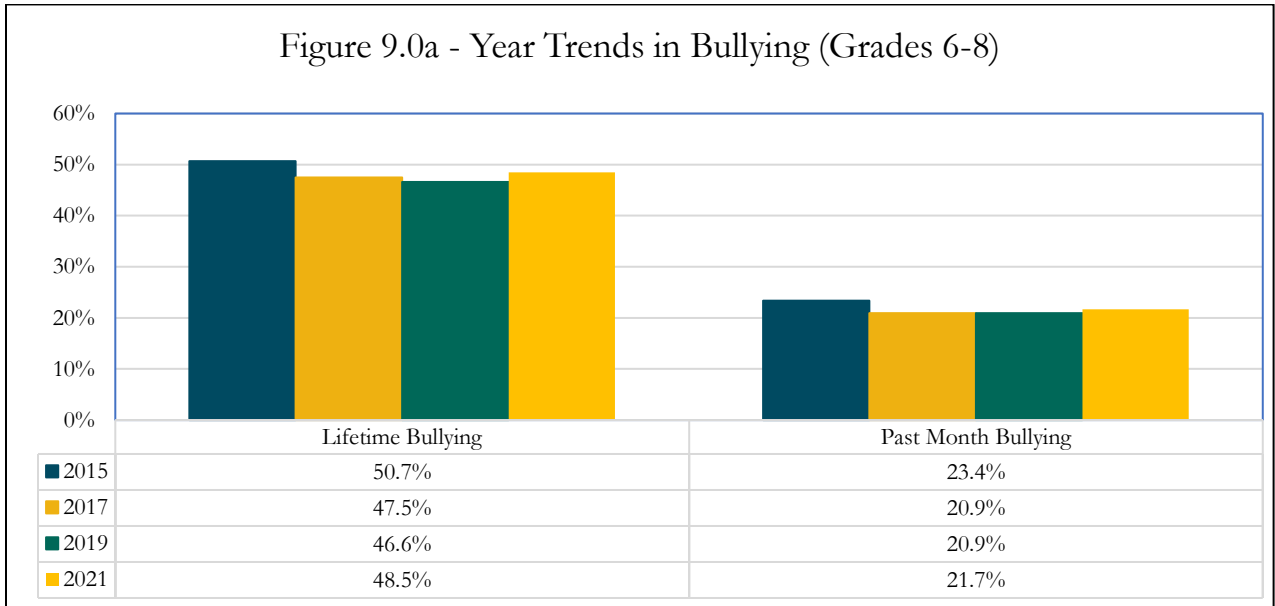
Table 8.4 – Race Differences for School Environment Questions (Grades 6-12): % Always or Most of the Time		White	Black	Hispanic	Asian	Other	Significance
My school is a safe place.	Grade 6-8	86.4%	78.7%	80.9%	95.8%	88.1%	N
	Grade 9-12	75.3%	77.8%	73.2%	68.5%	64.3%	N
My school has a vision of what a safe school looks, feels and sounds like.	Grade 6-8	83.6%	69.7%	78.5%	91.7%	78.3%	Y
	Grade 9-12	75.4%	74.1%	69.7%	70.4%	57.1%	Y
Staff members support the values of a safe school.	Grade 6-8	87.5%	87.4%	79.2%	95.8%	83.3%	N
	Grade 9-12	77.5%	77.2%	70.9%	69.8%	68.1%	N
I feel accepted by students at my school.	Grade 6-8	68.6%	67.0%	59.6%	91.7%	67.8%	Y
	Grade 9-12	64.3%	69.1%	64.2%	66.7%	63.2%	N
I feel accepted by adults at my school.	Grade 6-8	85.5%	73.6%	74.2%	91.7%	86.4%	Y
	Grade 9-12	75.8%	74.1%	68.1%	71.7%	61.4%	N
My school is setting goals to improve the school climate.	Grade 6-8	78.5%	72.7%	73.8%	82.6%	75.9%	N
	Grade 9-12	63.0%	64.2%	61.2%	60.4%	51.5%	N
School rules are applied to me in a fair way.	Grade 6-8	83.1%	71.6%	72.1%	91.7%	76.7%	Y
	Grade 9-12	81.0%	72.5%	66.8%	77.8%	71.4%	Y
My school has rules/policies that help me improve as a student (% yes)	Grade 6-8	52.8%	52.8%	44.2%	70.8%	50.0%	N
	Grade 9-12	51.8%	36.3%	40.4%	50.0%	37.7%	Y
My school has policies that help students who are struggling with their grades (academically)	Grade 6-8	77.0%	65.2%	65.8%	78.3%	73.3%	Y
	Grade 9-12	68.8%	71.3%	63.4%	72.2%	65.2%	N
My school's rules and policies are firmly supported and followed to help all students succeed.	Grade 6-8	78.1%	87.6%	73.2%	87.0%	72.9%	N
	Grade 9-12	64.0%	56.3%	60.4%	75.5%	58.8%	N
Rules and policies in my school help me to learn in my classes.	Grade 6-8	73.0%	62.9%	63.9%	91.3%	62.1%	N
	Grade 9-12	59.8%	52.5%	52.7%	61.1%	52.9%	N
My school helps students who are struggling emotionally.	Grade 6-8	68.1%	64.0%	61.1%	68.2%	71.9%	N
	Grade 9-12	47.2%	53.8%	45.3%	47.2%	43.3%	N
The school leaders support an environment that helps students learn.	Grade 6-8	82.9%	82.8%	79.2%	82.6%	81.7%	N
	Grade 9-12	68.4%	66.7%	62.7%	66.7%	52.9%	N
In my school, I feel welcome.	Grade 6-8	72.3%	62.1%	62.8%	73.9%	71.7%	N
	Grade 9-12	66.9%	62.5%	60.0%	64.8%	54.4%	N
My school encourages me to treat people fairly.	Grade 6-8	89.1%	83.1%	83.2%	82.6%	84.7%	N
	Grade 9-12	81.0%	80.0%	76.2%	84.9%	74.6%	N
My parents/guardians think of my school as a positive place.	Grade 6-8	81.3%	72.7%	80.0%	87.0%	84.5%	N
	Grade 9-12	68.2%	69.6%	62.6%	77.8%	64.7%	N
I believe that everyone (students, teachers, administration, parents, etc.) is working together to improve the school environment.	Grade 6-8	72.6%	69.7%	65.8%	69.6%	73.7%	N
	Grade 9-12	57.3%	58.2%	54.0%	55.6%	47.1%	N

Section IX: Bullying

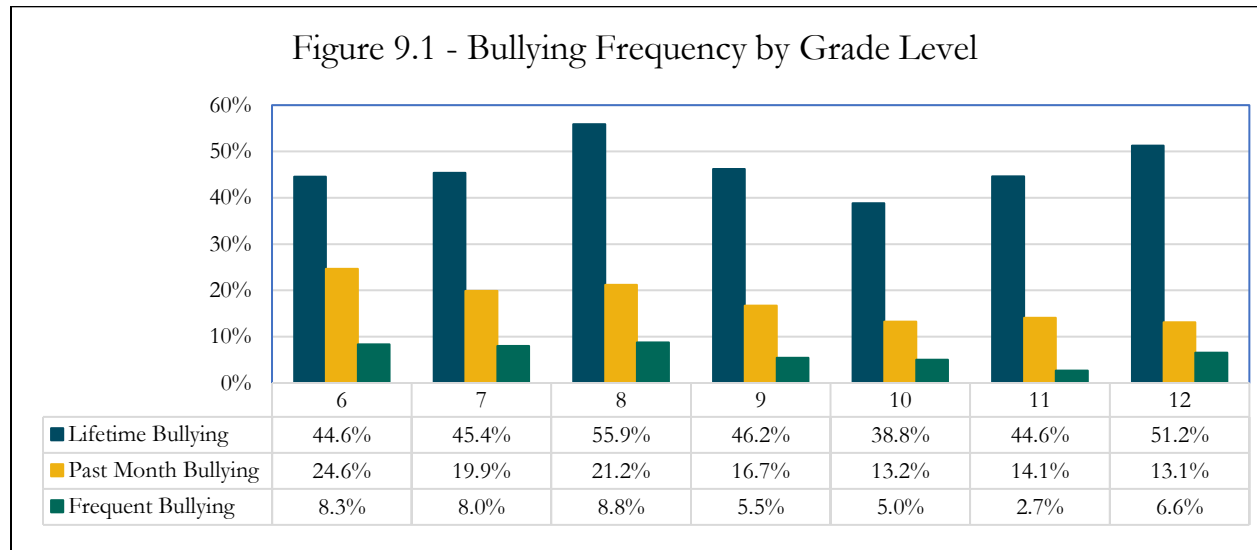
Bullying in this survey was defined as the following: “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself.”

Frequency of Being Bullied at School:

Lifetime and past month bullying has increased slightly (<5%) for students in grades 6-8 and has decreased 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.



There were significant differences in gender responses for lifetime bullying in grades 6-8 and 9-12 (highlighted in grey).

Table 9.0– Gender Results	Gender	Grades 6-12	Grades 6-8	Grades 9-12
Lifetime Bullying	Male	42.2%	48.3%	37.1%
	Female	57.8%	51.7%	62.9%
Past Month Bullying	Male	48.1%	48.2%	47.9%
	Female	51.9%	51.8%	52.1%
Frequent Bullying	Male	60.5%	58.5%	63.3%
	Female	39.5%	41.5%	36.7%

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	Black	Hispanic	Asian	Other
Lifetime Bullying	Grades 6-8	51.5%	36.6%	48.0%	33.3%	45.5%
	Grades 9-12	47.9%	24.7%	39.7%	42.3%	55.4%
Past Month Bullying	Grades 6-8	24.0%	17.1%	22.0%	8.3%	12.7%
	Grades 9-12	15.1%	10.4%	13.1%	7.7%	20.0%
Frequent Bullying	Grades 6-8	9.6%	11.0%	6.2%	0.0%	3.6%
	Grades 9-12	4.8%	2.6%	6.1%	3.8%	6.2%

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	40.5%	42.7%	38.8%
Hit, kicked, pushed, shoved, or locked indoors	16.0%	21.2%	12.0%
Other students spread lies or rumors about me	33.7%	33.9%	33.5%
Had money or things taken away from me or damaged	12.8%	14.0%	11.8%
Threatened or forced to do things I didn't want to	11.0%	10.9%	11.1%
With mean names / comments about my race	17.0%	19.3%	15.3%
With mean names / comments with a sexual meaning	18.7%	17.9%	19.3%

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	Grades 6-8	Grades 9-12
Being left out, excluded, or ignored by other students	Male	29.1%	33.4%	25.2%
	Female	52.5%	52.2%	52.7%
Hit, kicked, pushed, shoved, or locked indoors	Male	16.5%	20.8%	12.7%
	Female	15.4%	21.0%	11.2%
Other students spread lies or rumors about me	Male	26.7%	30.9%	22.9%
	Female	41.3%	37.0%	44.5%
Had money or things taken away from me or damaged	Male	11.3%	11.5%	11.2%
	Female	13.8%	15.9%	12.2%
Threatened or forced to do things I didn't want to	Male	8.6%	8.4%	8.9%
	Female	13.2%	13.6%	12.9%
With mean names or comments about my race	Male	15.6%	17.0%	14.4%
	Female	18.5%	22.0%	15.8%
With mean names or comments with a sexual meaning	Male	11.8%	12.8%	11.0%
	Female	25.3%	21.5%	28.1%

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.

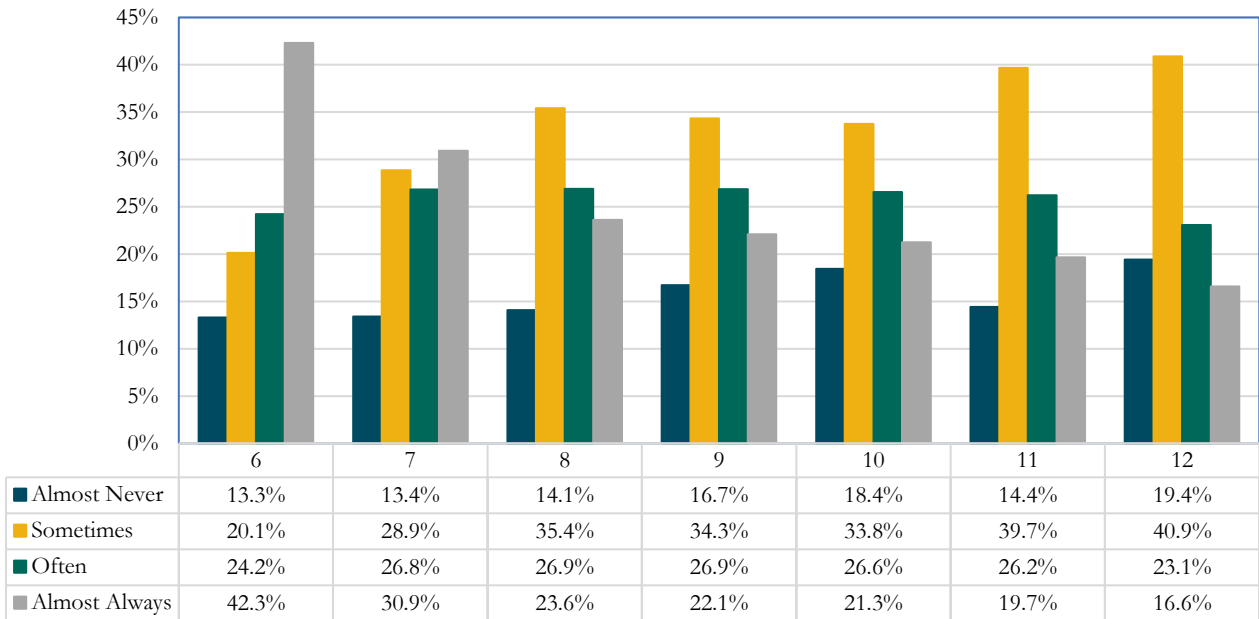
Table 9.4 – I have been bullied in the following places (% yes)	Grades 6-12	Grades 6-8	Grades 9-12
On the playground/athletic field	11.4%	11.4%	11.4%
In the hallways or stairwells	25.2%	28.3%	22.8%
In class (when a teacher was in the room)	19.3%	19.2%	19.5%
In class (when a teacher was not in the room)	20.7%	21.5%	20.1%
In the bathroom	11.2%	11.7%	10.8%
In gym class or locker rooms	9.9%	8.1%	11.2%
In the lunchroom	24.3%	29.5%	20.2%
On the way to and from school	9.9%	12.0%	8.3%
At the school bus stop	5.4%	5.4%	5.4%
On the school bus	12.2%	15.6%	9.6%
Somewhere else at school	17.2%	19.6%	15.3%
Online or through text messaging	26.7%	24.1%	28.8%
After school hours in other programs, clubs or sports	9.2%	7.9%	10.2%

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

13.5% of students in grades 6-8 and 17.2% 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	15.6%	13.5%	17.2%
Sometimes	33.0%	28.1%	36.8%
Often	26.0%	26.1%	25.8%
Almost Always	25.4%	32.2%	20.1%

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



Frequency Other Students at School Intervening in Bullying Incidents at School

39.6% of students in grades 6-8 and 41.3% of students in grades 9-12 answered that other students “almost never” 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	40.5%	39.6%	41.3%
Sometimes	39.3%	37.7%	40.6%
Often	14.4%	16.6%	12.7%
Almost Always	5.7%	6.0%	5.5%

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, 22.0% 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 row of Table 10.0), 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= 219)	12.5%	15.0%	22.0%	18.6%	11.9%	13.3%	20.0%
Mostly A's & B's (n=414)	15.0%	32.7%	30.5%	27.9%	30.2%	23.3%	15.0%
Mostly A's, B's, & C's and lower (n=545)	72.5%	52.3%	47.5%	53.5%	57.9%	63.3%	65.0%
<i>Count of Students reporting past month use by substance (percentages calculated out of these totals)</i>							
Grades 9-12	n = 40	n = 107	n = 118	n = 43	n = 126	n = 30	n = 20

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	8.0%	5.7%	9.6%
Mostly True	47.3%	45.3%	48.9%
Definitely True	44.7%	48.9%	41.5%

Part 2: Difficult Experiences or Thoughts

Significance					
Question			Grades 6-12	Grades 6-8	Grades 9-12
I have had thoughts about hurting myself.	Gender Differences Grades 6-8 and 9-12 Race Differences None	Never/Almost Never	68.1%	66.7%	69.1%
		Sometimes	22.1%	24.4%	20.3%
		Often	6.1%	5.1%	6.9%
		Always/Almost Always	3.7%	3.8%	3.7%
I have hurt myself on purpose.	Gender Differences Grades 6-8 and 9-12 Race Differences None	Never/Almost Never	79.5%	78.4%	80.2%
		Sometimes	14.4%	15.4%	13.7%
		Often	3.2%	3.3%	3.2%
		Always/Almost Always	2.9%	2.8%	2.9%
I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose.	Gender Differences None Race Differences None	Never/Almost Never	93.5%	95.2%	92.2%
		Sometimes	3.5%	2.1%	4.5%
		Often	1.4%	1.1%	1.6%
		Always/Almost Always	1.6%	1.5%	1.6%
I felt very anxious, nervous, so much that it made affected my schoolwork, relationships or life overall.	Gender Differences Grades 6-8 and 9-12 Race Differences None	Never/Almost Never	45.3%	49.8%	41.8%
		Sometimes	25.5%	23.8%	26.7%
		Often	15.5%	14.5%	16.2%
		Always/Almost Always	13.8%	11.9%	15.3%
I have felt sad or hopeless so much that it stopped me from doing my usual activities.	Gender Differences Grades 6-8 and 9-12 Race Differences None	Never/Almost Never	54.4%	58.3%	51.5%
		Sometimes	25.6%	24.5%	26.5%
		Often	11.6%	9.5%	13.1%
		Always/Almost Always	8.4%	7.7%	8.9%
I have seriously considered attempting suicide within the past year.	Gender Differences Grades 6-8 and 9-12 Race Differences None	Never/Almost Never	83.3%	83.3%	83.4%
		Sometimes	9.7%	10.0%	9.5%
		Often	3.1%	2.9%	3.3%
		Always/Almost Always	3.9%	3.9%	3.8%

Feeling sad or hopeless so much that it stopped youth from doing usual activities “often” or “always/almost always” increased from 2019 to 2021 in grades 6-8 and 9-12. Serious consideration of suicide “often” or “always/almost always” increased in grades 6-8, and “always/almost always” in grades 9-12. Refer to Tables 10.3 and 10.4 below.

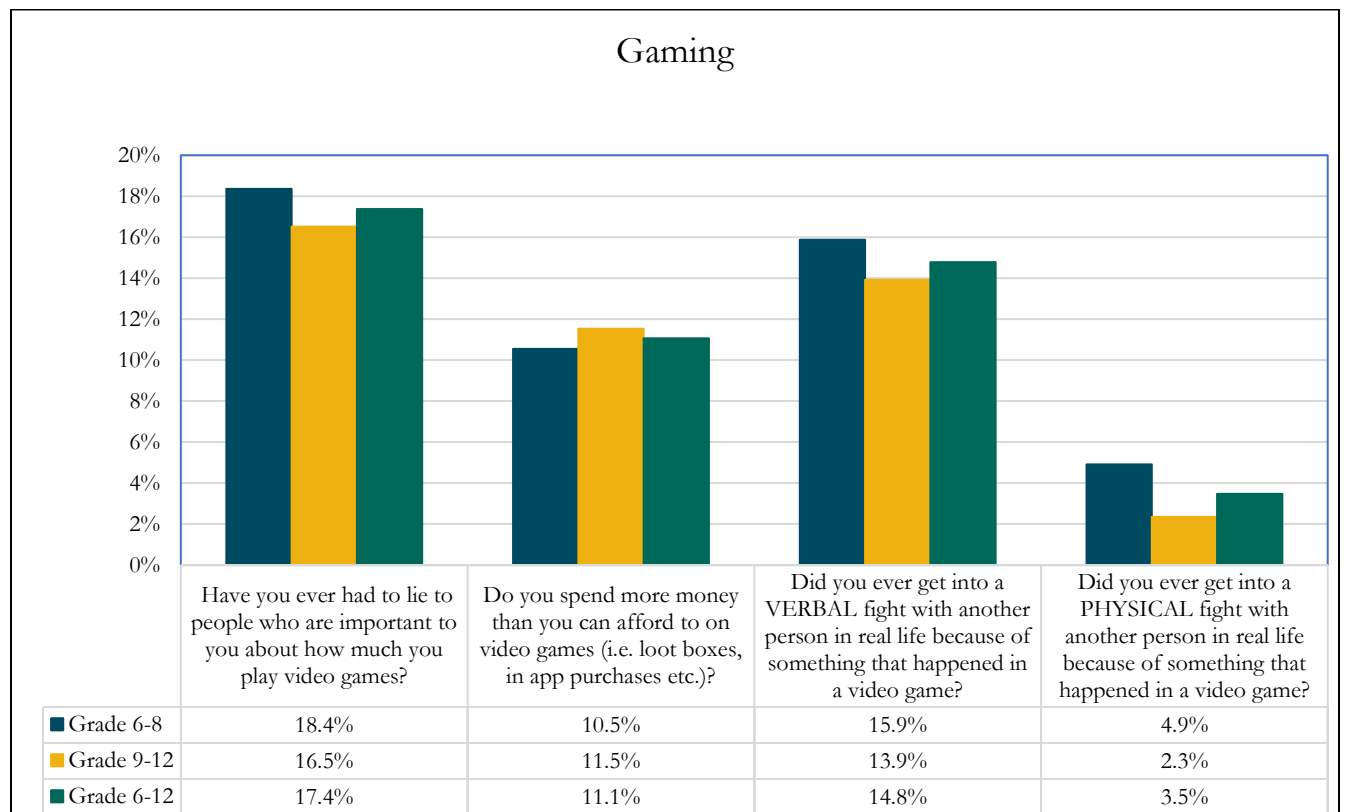
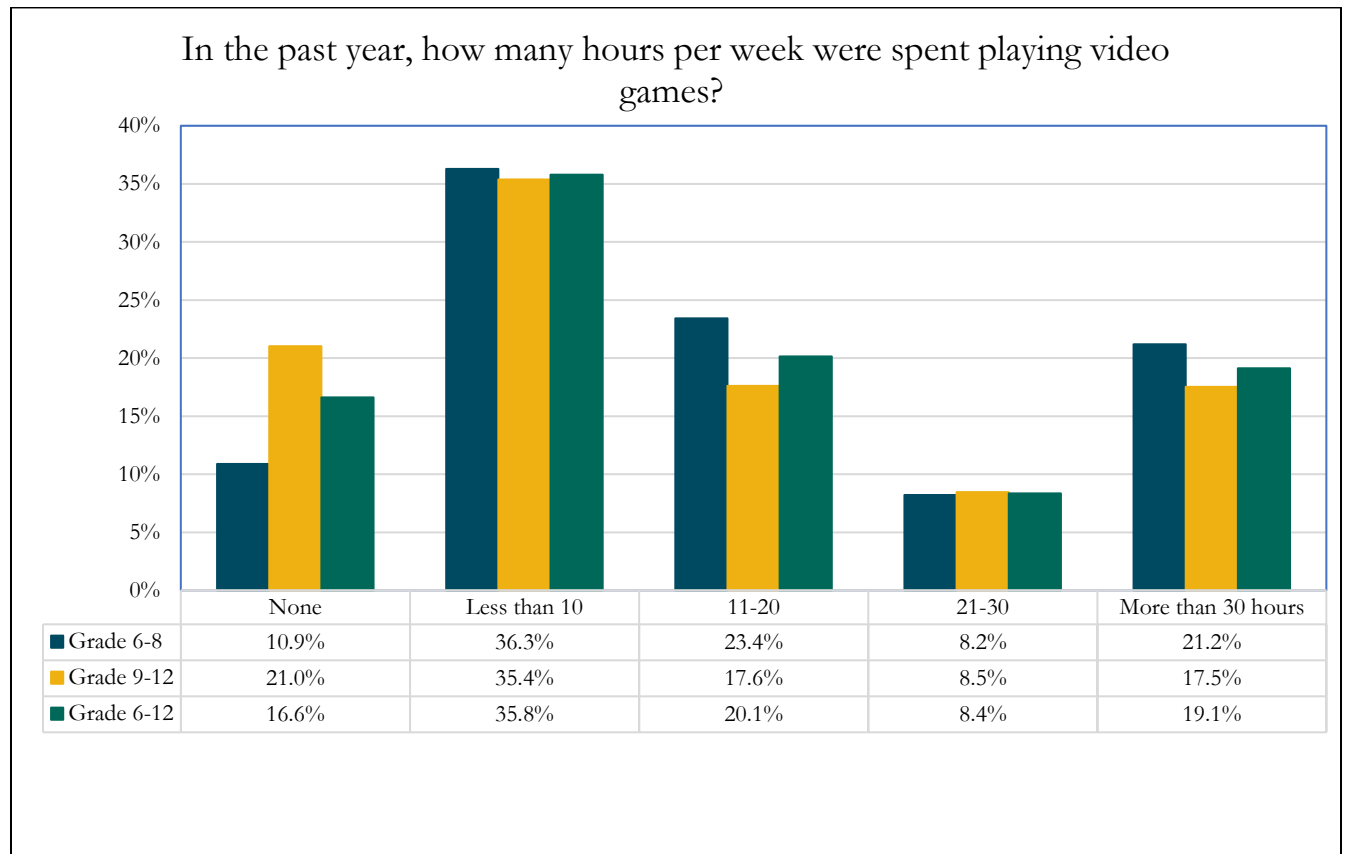
Table 10.3 – Trends in Depression Indicators	2017	2019	2021	% Difference Since 2019
I have felt sad or hopeless so much that it stopped be from doing my usual activities				
<u>Grades 6-8</u>				
“Often”	4.7%	8.0%	9.5%	17.1%
“Always/Almost Always”	3.8%	6.5%	7.7%	16.9%
<u>Grades 9-12</u>				
“Often”	8.4%	12.7%	13.1%	3.1%
“Always/Almost Always”	6.3%	7.0%	8.9%	23.9%

Table 10.4 – Trends in Suicide Indicators	2017	2019	2021	% Difference Since 2019
I have seriously considered attempting suicide within the past year.				
<u>Grades 6-8</u>				
“Often”	2.2%	1.9%	2.9%	41.7%
“Always/Almost Always”	2.2%	3.8%	3.9%	2.6%
<u>Grades 9-12</u>				
“Often”	3.7%	3.9%	3.3%	-16.7%
“Always/Almost Always”	4.5%	3.5%	3.8%	8.2%

Section XI: Self Perceptions

Question	Significance		Grades 6-12	Grades 6-8	Grades 9-12
I feel lonely.	Gender Differences Grades 6-8 and 9-12 More F than M Strongly Agree Race Differences None	Strongly Disagree	26.9%	28.7%	25.5%
		Disagree	35.5%	35.7%	35.4%
		Agree	25.2%	24.0%	26.2%
		Strongly Agree	12.4%	11.6%	13.0%
I am good at making decisions.	Gender Differences None Race Differences None	Strongly Disagree	9.8%	10.8%	9.2%
		Disagree	18.7%	18.5%	18.8%
		Agree	52.8%	50.4%	54.6%
		Strongly Agree	18.7%	20.3%	17.5%
I feel sad most of the time.	Gender Differences Grades 6-8 and 9-12 More F than M Strongly Agree Race Differences Grade 6-8 Hispanics youth agree more than white youth	Strongly Disagree	29.6%	32.4%	27.5%
		Disagree	37.2%	36.2%	37.9%
		Agree	22.4%	20.9%	23.5%
		Strongly Agree	10.8%	10.6%	11.0%
I have so much energy I don't know what to do with it.	Gender Differences None Race Differences None	Strongly Disagree	24.3%	20.7%	27.1%
		Disagree	39.3%	33.1%	43.9%
		Agree	24.7%	30.0%	20.6%
		Strongly Agree	11.7%	16.2%	8.4%
I have a number of good qualities.	Gender Differences Grades 9-12 More F than M Disagree Race Differences None	Strongly Disagree	7.8%	8.4%	7.3%
		Disagree	15.1%	16.9%	13.7%
		Agree	54.0%	51.1%	56.1%
		Strongly Agree	23.1%	23.5%	22.8%
I have trouble concentrating.	Gender Differences Grades 9-12 More F than M Strongly Agree Race Differences None	Strongly Disagree	11.6%	13.9%	9.8%
		Disagree	25.3%	28.8%	22.6%
		Agree	36.1%	32.5%	38.8%
		Strongly Agree	27.1%	24.9%	28.7%
I stand up for what I believe in.	Gender Differences None Race Differences None	Strongly Disagree	5.7%	6.2%	5.3%
		Disagree	13.8%	15.2%	12.8%
		Agree	50.5%	46.6%	53.4%
		Strongly Agree	29.9%	31.9%	28.5%
I believe that my life is going in a positive direction.	Gender Differences Grades 9-12 Race Differences More M than F Strongly Agree	Strongly Disagree	7.7%	7.7%	7.8%
		Disagree	13.6%	12.6%	14.4%
		Agree	50.1%	46.6%	52.8%
		Strongly Agree	28.6%	33.2%	25.1%
I treat people with respect.	Gender Differences Grades 9-12 More M than F Strongly Agree Race Differences Grades 9-12 More Hispanic youth Strongly Disagree compared to white youth.	Strongly Disagree	2.8%	1.9%	3.5%
		Disagree	3.5%	4.4%	2.7%
		Agree	45.6%	45.9%	45.3%
		Strongly Agree	48.1%	47.8%	48.4%

Section XII: Gaming



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

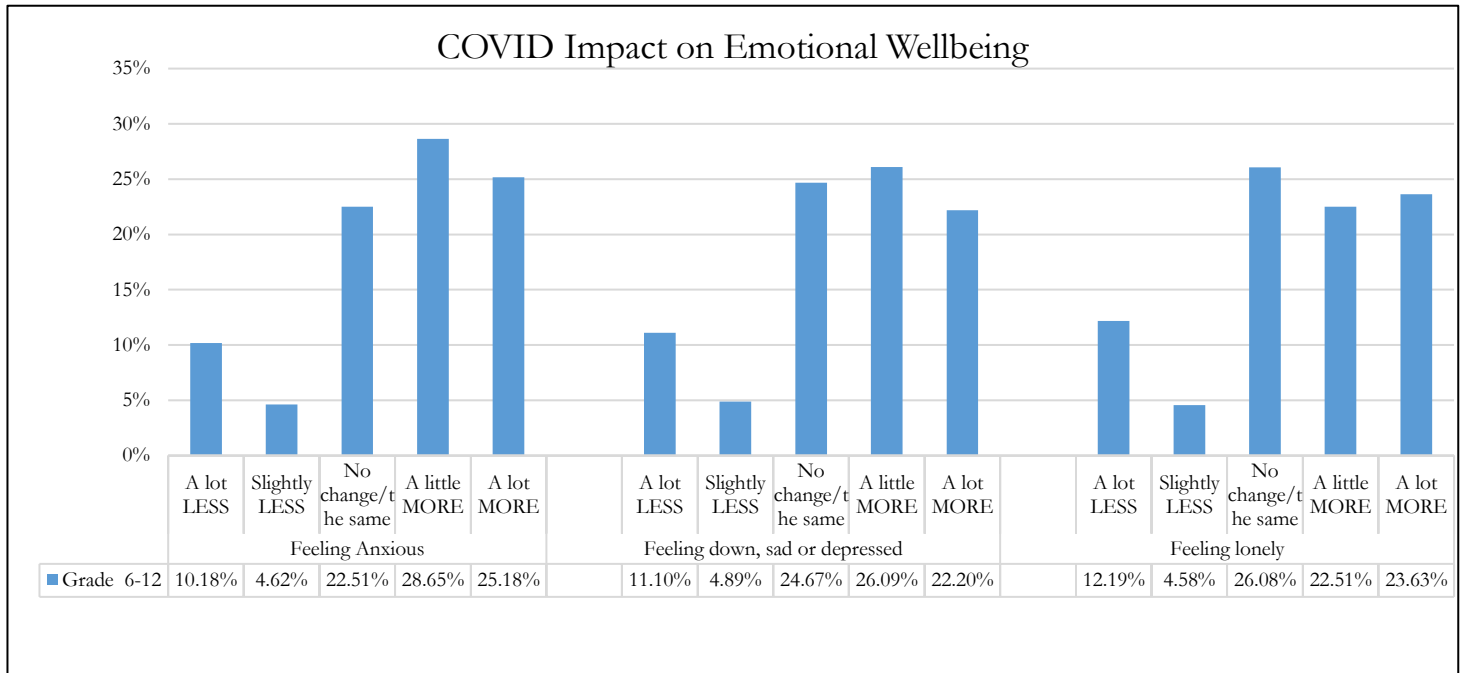
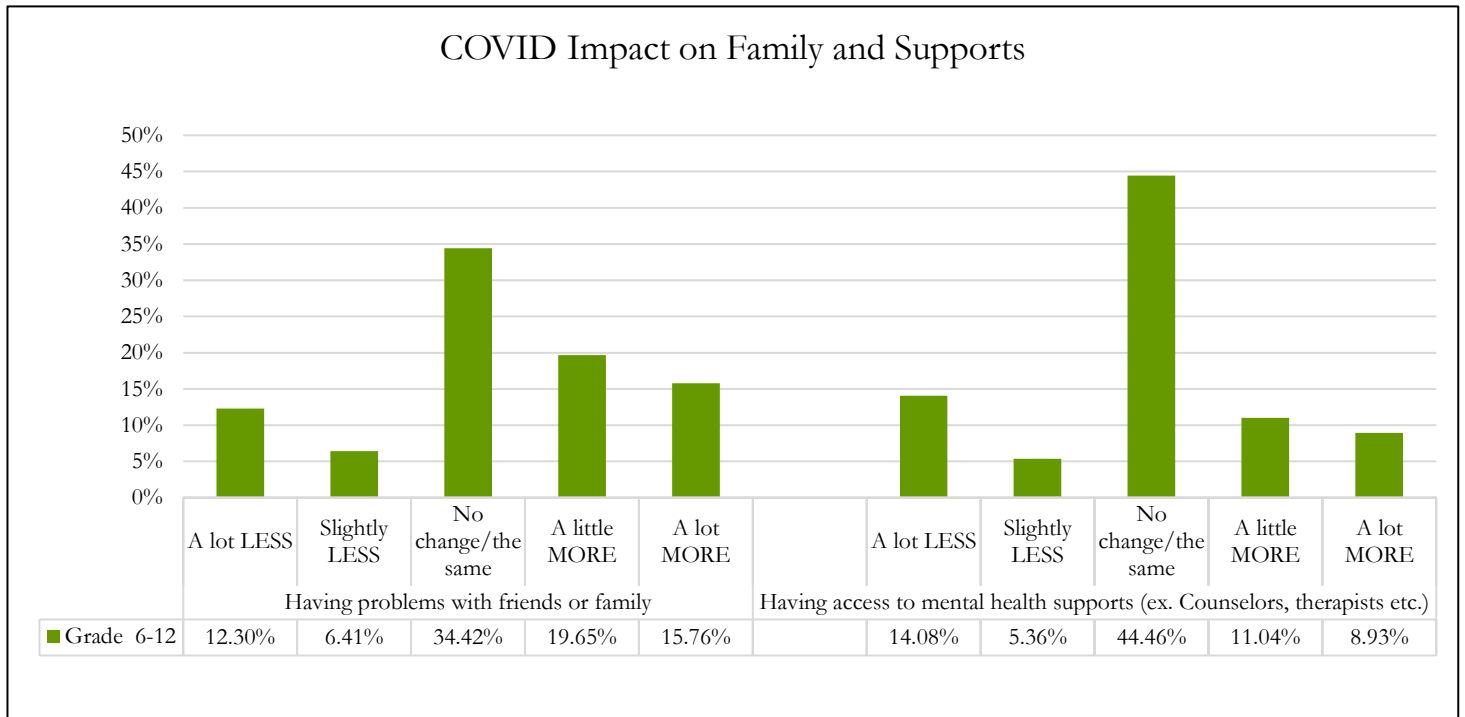
The following list includes youth reported experiences and perceptions that are **statistically (significantly) associated** with past 30-day use of any substances.

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 the school encourages them to treat people fairly
- 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 marijuana and prescription drugs 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

Section XIV: COVID-19 Impact on Youth Wellbeing and Substance Use:

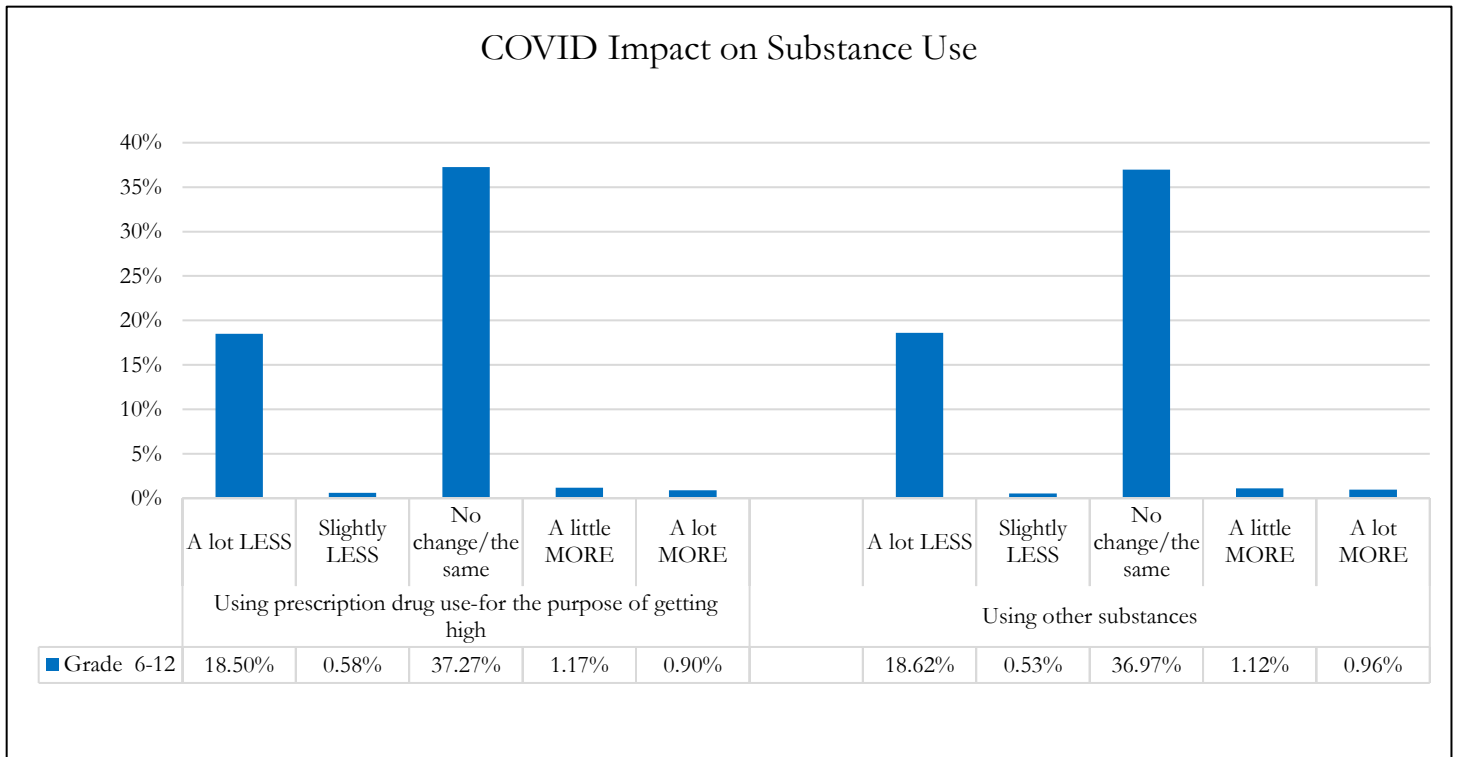
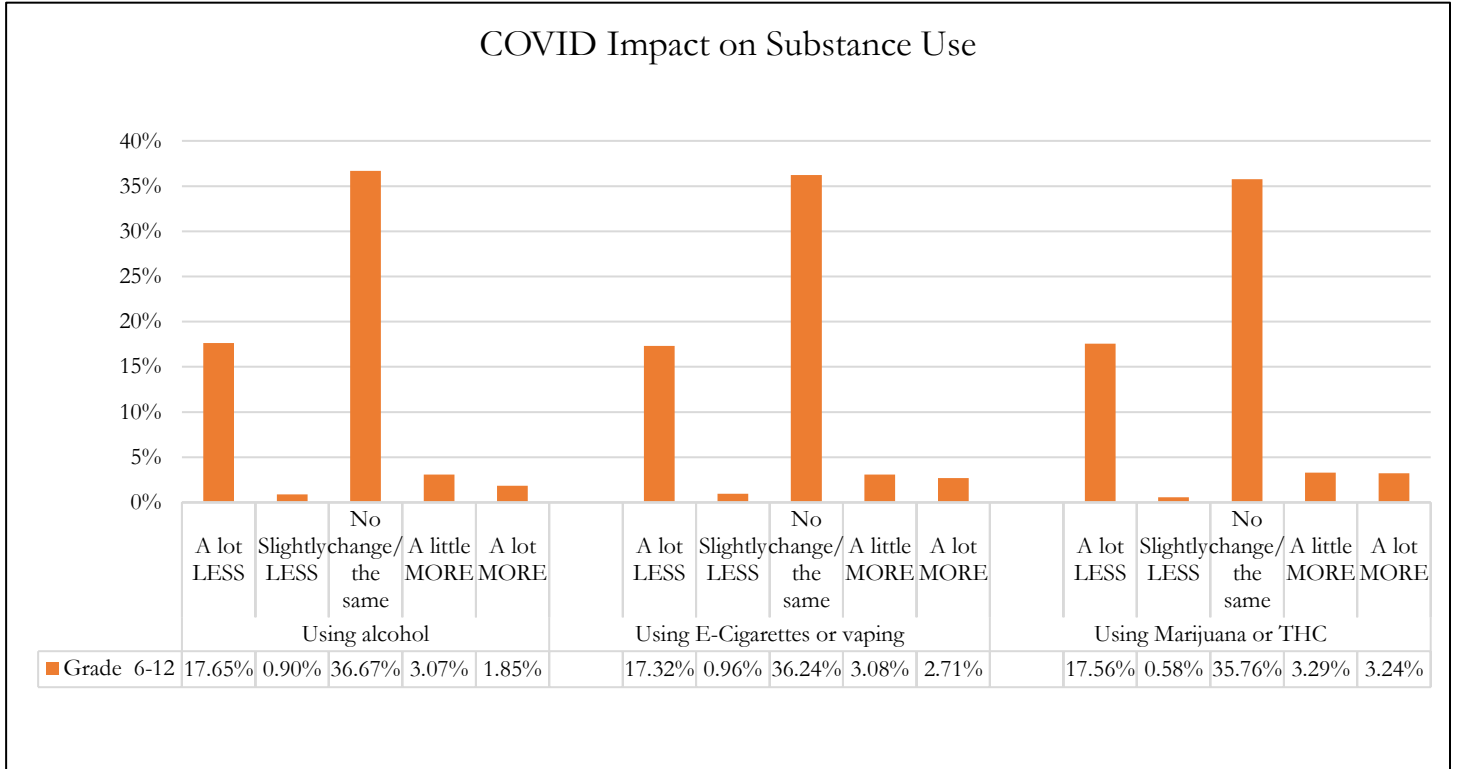
COVID Impact on Family and Supports and Emotional Wellbeing: Among youth grades 6-12, 35.4% reported increased problems with friends or family due to COVID-19. 19.4% reported a lot or slightly less access to mental health supports. 53.8% reported increased feelings of anxiousness due to COVID-19, and 48.3% reported feeling a little or a lot more down, sad, or depressed.



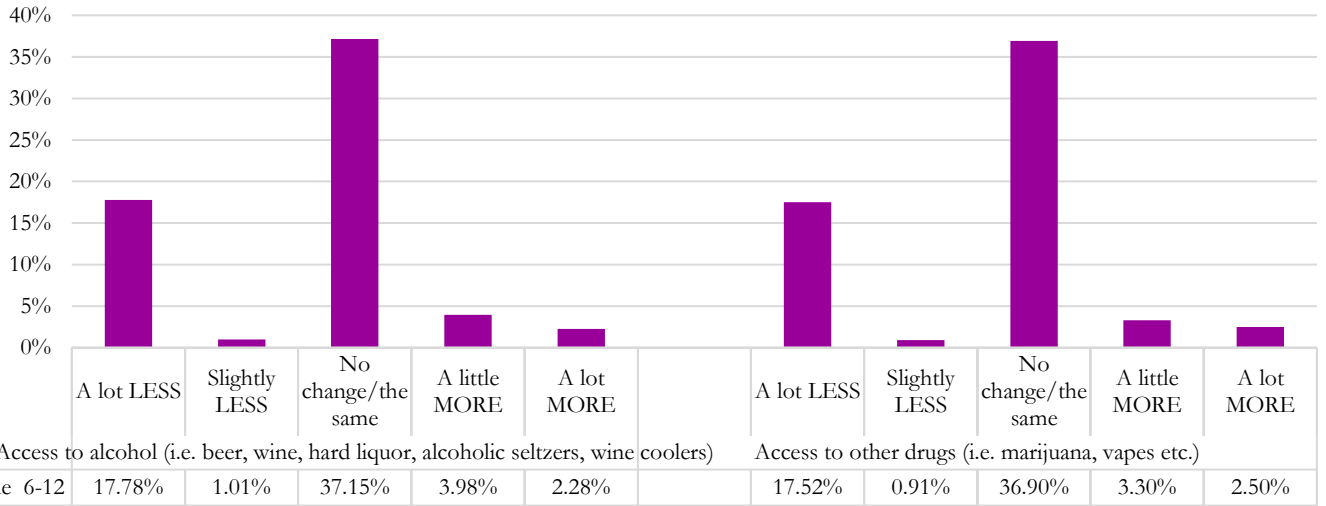
*Middle and high school females feel “a lot more” anxiety due to COVID and experience “a lot more” depression and loneliness than males

COVID Impact on Substance Use and Access:

Generally, youth reported no change or less substance use due to COVID-19. About 36%-37% of youth reported no change in alcohol, e-cigarettes, marijuana, non-medical use of prescription drugs or other substance use. 18.8% reported less access to alcohol, compared to 6.3% reporting more access. Similarly, 18.4% reported less access to other drugs, compared to 5.8% reporting more access.



COVID Impact on Access to Substances



Appendix A:

Enfield 2021

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

Enfield 2021 Youth Services Student Survey

This survey is sponsored by Enfield Youth Services. The survey is open to youth in grades 6 through 12 attending school in Enfield, CT. We are conducting the survey to learn about your experiences and feelings regarding tobacco, alcohol, marijuana, vaping, prescription drug abuse, online gaming and gambling, your general experiences in the school and how COVID-19 changes in daily life may have impacted you. This is NOT a test. There are no right or wrong answers.

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

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

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



1. How old are you?

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

2. What grade are you in now?

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

3. What is your sex?

- Male
 Female

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

- | | | |
|--|---|--|
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> African-American/Black | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> White | <input type="checkbox"/> Asian American | <input type="checkbox"/> American Indian or Alaska Native |

5. What school do you attend?

- JFK Middle School Enfield High School

6. Please answer the following questions regarding your school.

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

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

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

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

- Yes
- No
- Unsure

9. Please answer the following questions regarding your school.

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

The following section concerns **bullying**:

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

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

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

11. ***I have been bullied in the following ways:***

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

12. ***I have been bullied in the following places:***

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

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

- Almost Never
- Sometimes
- Often
- Almost Always

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

- Almost Never
- Sometimes
- Often
- Almost Always

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

- 0 days
- 1 day
- 2 days
- 3-5 days
- 6-9 days
- 10-19 days
- 20-30 days
- About everyday

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

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

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

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

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

- Yes
- No
- I do not drive

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

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

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

- Yes
- No

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

- Yes
- No

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

- None
- Less than 1 cigarette a day
- 1 to 5 cigarettes a day
- About one-half pack a day
- About one pack a day
- About one and one-half packs a day

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

	0	1-2	3-5	6-9	10-19	20-30	More than 30 occasions
...used an e-cigarette (electronic cigarette)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...used heroin?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...used prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...used methamphetamine or "meth"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...spent more than 3 hours playing video games?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gamble for money or possessions (e.g. poker lottery, scratch-off tickets, sports betting, online bets) Gambling is defined as risking money or something of value on an activity that has an uncertain outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. When you get alcohol or other drugs listed below, where do you most often get it from?

	I do not drink/use this	Home WITH parent's permission	Home WITHOUT parent's permission	Friends	Brother(s) or sister(s)	Other people who buy it for you	Store	Restaurant/Bar	Online/the Internet
Alcohol-beer, wine liquor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vape products/E- cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cigarettes/other tobacco products (not including vape/E- cigarettes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marijuana-THC products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prescription drugs to use for the purpose of "getting high"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	N/A	10 or younger	11	12	13	14	15	16	17	18 or older
...the first time you used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the first time you used heroin?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the first time you used prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the first time you used an e-cigarette (electronic cigarette)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the first time you had a drink of an alcoholic beverage such as beer, wine, or hard liquor (vodka, whiskey, or gin)? - More than one sip or two	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the first time you smoked a cigarette? -Even just a puff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the first time you gambles for money or possessions (e.g. poker, lottery, scratch-off tickets, sports betting, online bets) Gambling is defined as risking money or something of value on an activity that has an uncertain outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. If you have used an E-Cigarette in the past 30 days, please select which products you used at the same time (including liquids and oils). Select all that apply.

- Tobacco/Nicotine Products
- Marijuana/Cannabis Products
- Alcohol (in order to get drunk or high)
- E-Flavor Liquids

27. In the past year, how many hours per week were spent playing video games?

- None
- Less than 10
- 11-20
- 21-30
- More than 30 hours

28. Have you ever had to lie to people who are important to you about how much you play video games?

- Yes
- No

29. Do you spend more money than you can afford to on video games (i.e. loot boxes, in app purchases etc.)?

- Yes
- No

30. Did you ever get into a fight with another person in real life because of something that happened in a video game? (select all that apply)

- Yes-a fight that involved yelling or or aggressive words
- Yes-a physical fight where pushing, hitting or other violent acts occurred
- No

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

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

	No Risk	Slight Risk	Moderate Risk	Great Risk
Have 5 or more drinks of an alcoholic beverage once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana, once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use heroin once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamble something of value (money or possessions) on an uncertain outcome once a week or more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not at all wrong	A little bit wrong	Wrong	Very wrong
Have 1 or 2 drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use heroin?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs that are not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamble something of value (money or possessions) on an uncertain outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not at all wrong	A little bit wrong	Wrong	Very wrong
Have 1 or 2 drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use heroin?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs that are not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamble something of value (money or possessions) on an uncertain outcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

35. In the past month (30-days), about how many students in your grade do you think used the following substances or drugs at least once?

	Hardly any students (less than 10%)	A few students (around 25%)	Half of students (around 50%)	Most students (around 75%)	Almost all students (more than 90%)
Electronic cigarettes (E-cigarettes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tobacco Products other than E-cigarettes (cigarettes, chewing tobacco, pipe tobacco, snuff, snus etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana or Hashish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescription drugs for the purpose of "getting high"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heroin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What kind of grades do you mostly get? (Please select ONLY one or two answer options)

- A's
- B's
- C's
- D's
- F's

37. I try hard to do good work at school.

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

38. How much do you disagree or agree with the following?

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

39. Have you ever experienced any of the following?:

	Never/Almost Never	Sometimes	Often	Always/Almost Always
I have had thoughts about hurting myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have hurt myself on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt very anxious, nervous, tense, panicked like something bad was going to happen, so much that it made affected my school work, relationships or life overall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt sad or hopeless so much that it stopped me from doing my usual activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seriously considered attempting suicide within the past year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. In what ways has the COVID-19 pandemic affected your feelings, behaviors and well-being in the past 12 months?

	A lot LESS	Slightly LESS	No changes/the same	A little MORE	A lot MORE	Not applicable
Feeling anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, sad or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having problems with friends or family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to mental health supports (ex. counselors, therapists, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using E-Cigarettes or vaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using marijuana or THC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using prescription drugs for the purpose of getting high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using other substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to alcohol (i.e. beer, wine, hard liquor, alcoholic seltzers, wine coolers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to other drugs (i.e. marijuana, vapes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR COMPLETING THIS SURVEY!

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