

Andover, Hebron, & Marlborough

Alcohol and Drug Use Student Survey Report, 2014

Survey Conducted By



East of the River Action
for Substance Abuse Elimination

Report Prepared By

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Introduction to the 2014 AHM Alcohol and Drug Use Student Survey Report

The following report is a summary of data that was gathered during May of 2014 at RHAM Middle School (grades 7-8) and RHAM High School (grades 9-12), all located in the town of Hebron, Connecticut. Data collected from this year's student survey will be used in the planning and development of strategies, policies, and practices in Andover, Hebron, and Marlborough.

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 Andover, Hebron, and Marlborough (AHM).

The AHM 2014 Alcohol and Drug Use Student Survey fulfills the following objectives:

1. Describes the nature and extent of substance abuse, school environment, and other risky behaviors among RHAM students in grades 7, 8, 9, 10, 11 and 12 in the year 2014.
2. Monitors trends in substance abuse and other risky behaviors over time through comparisons with the 2000 and 2009 survey reports.
3. Aids in future planning of services and activities for young people in AHM.

Survey Tool:

The current ERASE Survey tool was adapted from the Governor's Prevention Initiative for Youth (GPIY) Student Survey, a school survey that was distributed throughout the state of Connecticut in 2000. The ERASE Survey has been used throughout the ERASE Region to monitor the rates and trends of substance abuse and other risk and protective factors for over 10 years.

Survey Consent:

The 2014 AHM Alcohol and Drug Use Student Surveys were administered throughout the month of May 2014 to students at RHAM Middle School and RHAM 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 in school computer labs 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 33 surveys (2.5% of original sample of 1342 surveys) were omitted from the sample pool due to observed discrepancies in the responses. The final sample size after surveys were omitted was 1309 surveys for grades 7-12.

Sample Validity:

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

TABLE 1:	Sample Count	Population Count	Response Rate (%)
Grade 7	256 students	277 students	92.4%
Grade 8	250 students	332 students	75.3%
Grade 9	186 students	272 students	68.4%
Grade 10	226 students	277 students	81.6%
Grade 11	198 students	272 students	72.8%
Grade 12	188 students	306 students	61.4%
Grades 7-8	506 students	609 students	83.1%
Grades 9-12	798 students	1127 students	70.8%
Grades 7-12	1309 students	1612 students	81.2%

Table 2 shows the confidence intervals calculated for grades 7-8, 9-12 and 7-12, using a 95% confidence level. A confidence interval simply means the percentage range you can expect the accurate rates to fall within. Smaller confidence intervals give you more accurate estimates of the actual use rates in the school population (and larger confidence intervals give you less accurate estimates of the actual use rates in the school population).

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

TABLE 2:	Confidence Level	Confidence Interval
Grades 7-8	95.0%	+/- 1.79
Grades 9-12	95.0%	+/- 1.88
Grades 7-12	95.0%	+/- 1.17

Statistical Analyses:

Statistical comparisons by grade levels were conducted separately for grades 7-8 and grades 9-12 using the appropriate one-way analysis of variance (ANOVA) or Chi-Square (χ^2) technique.

Generally, grade level percentage differences are only reported when overall significance is found, with the exception of some key substance use measures (core GPRA measures for alcohol, tobacco, marijuana, and prescription drug use), all of which will be reported by grade level regardless of significance level.

Statistical comparisons by race were conducted for grades 7-12 using one-way analysis of variance (ANOVA) or Chi-Square (χ^2) techniques. For additional information, refer to the “Comparisons by Race” section below.

When overall significance was found ($p < 0.05$), post-hoc analyses using either the Tukey/Bonferroni (equal group variances assumed) or Games-Howell (unequal variances assumed) were conducted to determine which grade levels were significantly different from each other. All three post-hoc procedures protect against Type I error, which occurs when a significant result is actually due to error rather than actual group differences. Throughout the survey report, the type of post-hoc procedure used will be specified in a superscript located in parentheses, with a ^(T) indicating that the Tukey’s procedure was used, ^(B) indicating that the Bonferroni procedure was used, and a ^(GH) indicating that the Games-Howell Procedure was used.

Statistical comparisons by gender were conducted for grades 7-8 and grades 9-12 separately using an independent-samples *t*-test or Chi-Square (χ^2) test. Gender differences for grades 7-8 and 9-12 are only reported when a significance value (p) of less than .05 is found.

Comparisons by Race:

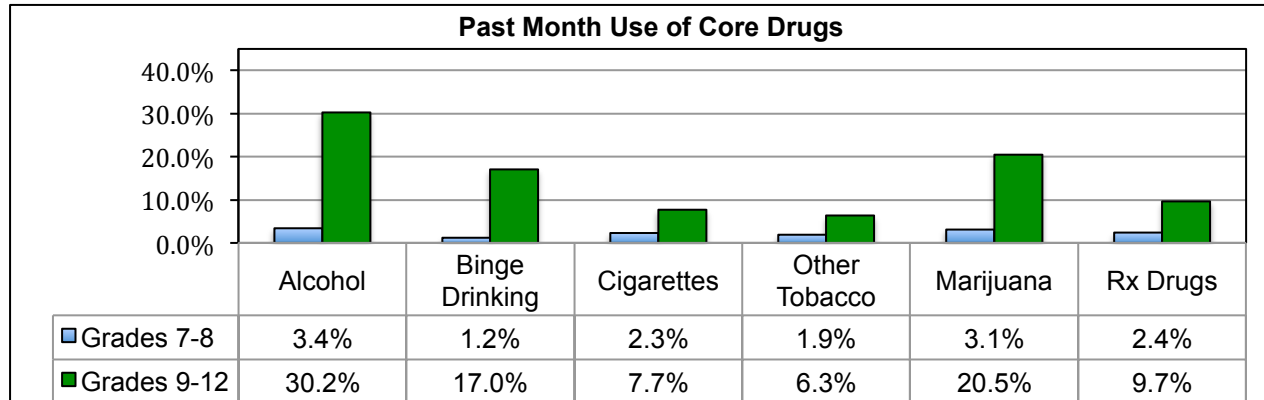
We must be careful not to unfairly identify or stereotype a handful of students as using or abusing drugs, given the small sample size within specific minority groups in these schools. Due to low sample sizes by race sub-group (90% White/Caucasian), race differences will not be included in this report, however we will include the breakdown by race as represented in the survey sample in the demographics section.

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

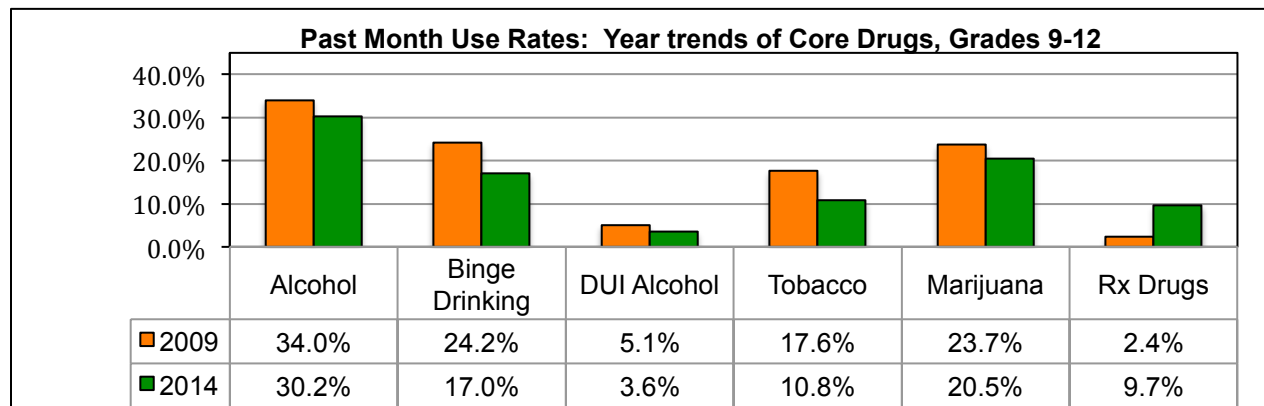
Key Findings of the 2014 AHM Student Survey Report

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

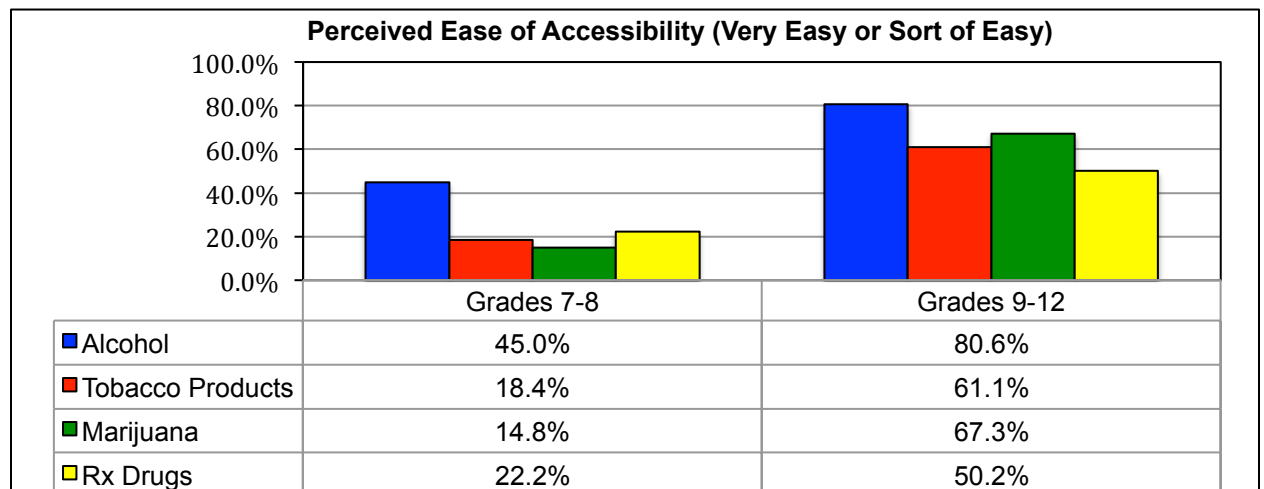
Sections 2-6: Substance Use



Among students in 9-12, the highest past month use rates were for alcohol and marijuana, followed by binge drinking and prescription drugs. Among students in grades 7-8, past month use rates were very low across drugs, highest for alcohol followed by marijuana.

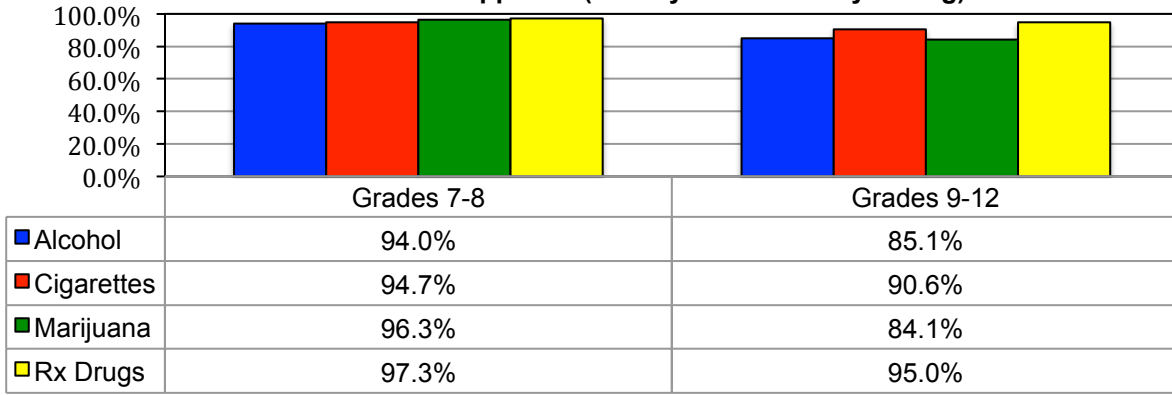


Among students in grades 9-12, past month use rates for alcohol, binge drinking, driving under the influence of alcohol, tobacco, and marijuana have decreased since 2009. Past month prescription drug use rates have increased.



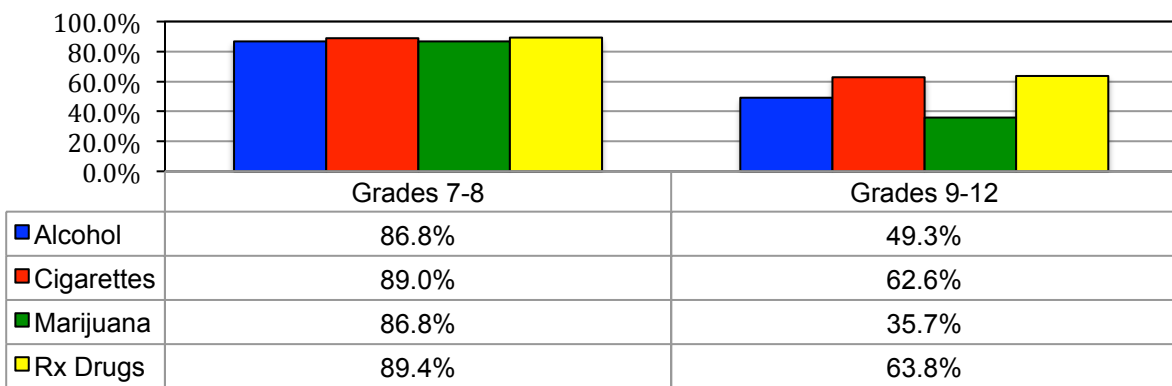
For grades 7-8, students perceived alcohol as the easiest drug to obtain and marijuana as the most difficult drug to obtain. For grades 9-12, students perceived alcohol as the easiest drug to obtain and prescription drugs as the most difficult drug to obtain.

Perceived Parent Disapproval (Greatly or Moderately Wrong)



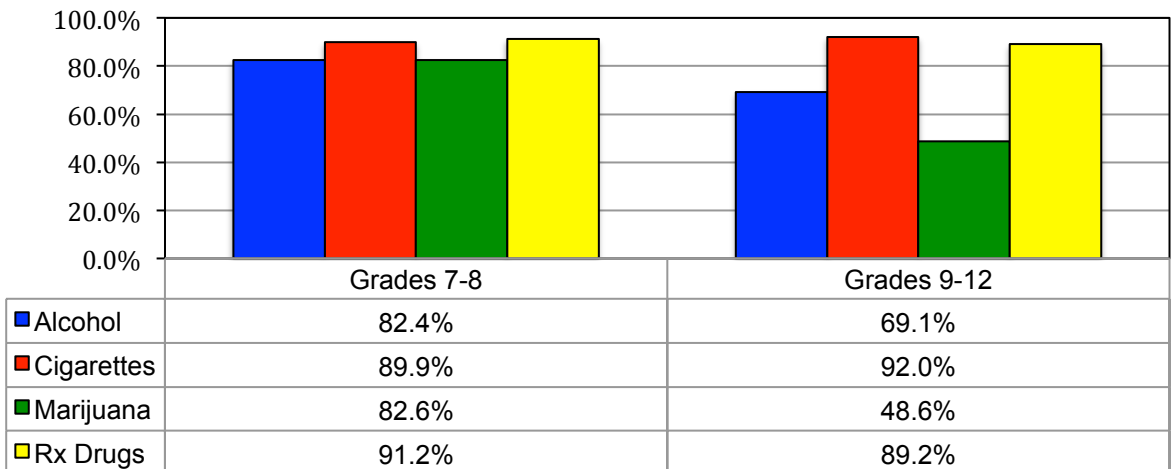
For grades 7-8, perceived parent disapproval was highest for marijuana and prescription drug abuse and lowest for alcohol and cigarette use. For grades 9-12, perceived parent disapproval was highest for prescription drug abuse and the lowest for marijuana and alcohol use.

Perceived Friend Disapproval (Greatly or Moderately Wrong)



For grades 7-8 and 9-12, perceived friend disapproval was highest for prescription drug and cigarette use. For grades 7-8, perceived friend disapproval was lowest for marijuana and alcohol use. For grades 9-12, friend disapproval was lowest for marijuana use.

Perceived Risk of Use (Great or Moderate)



For grades 7-8, perceived risk of use was highest for cigarettes and lowest for marijuana. For grades 9-12, perceived risk of use was highest for cigarettes and lowest for marijuana.

Section 7: Families and Substance Use

- 9.9% of students in grades 7-8 and 19.8% of students in grades 9-12 reported that someone in their family used alcohol so that it created problems at home, at work, or with friends.

Section 8: Perceptions of Alcohol Prevention Strategies

- Alcohol prevention strategies seen as most effective for grades 7-8 and 9-12 were for having one's driver's license suspended and for checking ID's in stores or bar.
- Alcohol prevention strategies seen as least effective for grades 7-8 were school rules and setting high prices. In grades 9-12, least effective strategies to prevent alcohol consumption were for alcohol education in school and school rules.

Section 9-11: Comparisons of AHM 2014 data to Regional, State, National, & Past Year Data

- Refer to these sections directly in the survey report, pages 56-58

Section 12: Student Life

- 91.5% of students in grades 7-8 and 86.5% of students in grades 9-12 reported that they felt safe at school.
- 93.9% of students in grades 7-8 and 89.6% of students in grades 9-12 reported that they try hard to do good work at school.
- 90.8% of students in grades 7-8 and 82.3% of students in grades 9-12 feel that teachers and staff at their school encourage and support them to do their best.

Section 13: Conflict Resolution

- Students in grades 7-8 and 9-12 were most likely to talk to their friend or keep it to themselves and least likely to talk to school personnel when they had a problem that bothered them.
- 74.0% of students in grades 7-8 and 66.2% of students in grades 9-12 reported talking things out or involving a third party when they had a conflict with peers.
- 21.8% of students in grades 7-8 and 25.3% of students in grades 9-12 reported ignoring the problem in order to resolve a conflict with peers.

Section 14: Perceptions Regarding Self

- 3.5% of students in grades 7-8 and 6.3% of students in grades 9-12 "have seriously considered attempting suicide within the past year".
- 10.7% of students in grades 7-8 and 20.6% of students in grades 9-12 "feel sad most of the time".
- 88.6% of students in grades 7-8 and 85.9% of students in grades 9-12 feel their life is going in a positive direction.

Section 15: Bullying and Harassment

- 11.8% of students in grades 7-8 and 18.3% of students in grades 9-12 reported being bullied at school in the past month. 46.1% of students in grades 7-8 and 57.1% of students in grades 9-12 reported being bullied at school at least once before.
- 63.0% of students in grades 7-8 and 33.9% of students in grades 9-12 feel that teachers and other adults "often" or "almost always" try to stop bullying at school.
- 34.1% of students in grades 7-8 and 18.4% of students in grades 9-12 feel that students "often" or "almost always" try to stop bullying at school.

Section I: Survey Sample Demographics

The student survey sample consisted of a total of 1,309 students (667 males and 633 females). 504 students represented RHAM Middle School (265 males, 239 females) and 793 students represented RHAM High School (399 males, 394 females).

Refer to figure 1.0 to see the count of students surveyed in each grade level and gender breakdowns by grade level. Refer to Figure 1.1 for the breakdown of the sample by race.

7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
n = 256	n = 250	n = 186	n = 226	n = 198	n = 188
males: 126	males: 139	males: 88	males: 113	males: 103	males: 95
females: 129	females: 110	females: 97	females: 112	females: 94	females: 91
unknown: 1	unknown: 1	unknown: 1	unknown: 1	unknown: 1	unknown: 2

Figure 1.0 – Student sample size and gender breakdown for each grade level

	White	Black or African American	Asian or Pacific Islander	Hispanic or Latino	Native American	Other	Bi- or Multi-racial
Grades 7-8	n = 447 (89.2%)	n = 10 (2.0%)	n = 11 (2.2%)	n = 17 (3.4%)	n = 3 (0.6%)	n = 9 (1.8%)	n = 4 (0.8%)
Grades 9-12	n = 727 (91.7%)	n = 9 (1.1%)	n = 8 (1.0%)	n = 26 (3.3%)	n = 8 (1.0%)	n = 9 (1.1%)	n = 6 (0.8%)
Grades 7-12	n = 1176 (90.7%)	n = 19 (1.5%)	n = 19 (1.5%)	n = 43 (3.3%)	n = 11 (0.8%)	n = 18 (1.4%)	n = 11 (0.8%)

Figure 1.1 – Student sample breakdown by race

Section II: Tobacco Use and Perceptions of Use

Part 1: Tobacco Use

Students were asked to report how frequently in the past month they had used cigarettes. In a separate question, students were asked to report how frequently in the past month they had used “other” tobacco products (not including cigarettes), such as chewing or pipe tobacco, cigars, snuff, or Snus. To facilitate comparisons to regional and national data, and to allow for comparisons to past year AHM survey reports, we have merged students’ answers to these two separate questions into a general “tobacco products use” variable, in addition to reporting student usage rates for “cigarettes” and “other tobacco products”.

Tobacco Use Rates for 2014

7.6% of students in grades 7-12 (n=1251) reported using *any* type of tobacco product (cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, etc.) at least once in the past month (this percentage does not include e-cigarettes). Of all students in grades 7-12, 5.6% reported using cigarettes at least once in the past month, 4.6% reported using other tobacco products (not including cigarettes) in the past month, and 14.2% reported using e-cigarettes.

Overall, tobacco products usage rates are generally much higher among grades 9-12 compared to grades 7-8. Cigarettes and non-cigarette tobacco products were used equally by both middle and high school students. Note that students could have reported using either or both types of tobacco products (the two questions were not mutually exclusive).

Refer to Figure 2.0 for tobacco use rates (all tobacco products, cigarettes, and other tobacco products) among students in grades 7-12, grades 7-8, and grades 9-12.

Figure 2.0 - Tobacco Use Rates	Grades 7-12 (n=1251)	Grades 7-8 (n=485)	Grades 9-12 (n=762)
All Tobacco Products: Lifetime Use (used at least once before)	14.1%	4.1%	20.5%
All Tobacco Products: Past Month Use (used in past 30 days)	7.6%	2.5%	10.8%
All Tobacco Products: Frequent/Daily Use (6+ days in past month)	2.9%	1.4%	3.8%
Cigarettes: Lifetime Use (used at least once before)	11.4%	3.7%	16.1%
Cigarettes: Past Month Use (used in past 30 days)	5.6%	2.3%	7.7%
Cigarettes: Frequent/Daily Use (6+ days in past month)	2.3%	1.2%	3.0%
Other Tobacco Products: Lifetime Use (used at least once before)	10.2%	2.5%	15.0%
Other Tobacco Products: Past Month Use (used in past 30 days)	4.6%	1.9%	6.3%
Other Tobacco Products: Frequent/Daily Use (6+ days in past month)	2.2%	1.4%	2.8%
E-Cigarettes ¹ (used at least once before)	21.6%	7.4%	30.4%
E-Cigarettes: Past Month Use (used in past 30 days)	14.2%	4.5%	20.2%
E-Cigarettes: Frequent/Daily Use (6+ days in past month)	6.7%	2.7%	9.2%

¹ E-Cigarettes are not included in the “All tobacco products” percentages.

Tobacco Use Trends by Year:

Since 2009 among students in grades 7-8 and students in grades 9-12 general tobacco use has decreased slightly. Refer to Figure 2.1.

Figure 2.1 – Past Month General Tobacco Use: Year Trends	2000	2009	2014	% Change Since 2009
Grades 7-8	14.8%	0.4%	2.5%	+ 2.1%
Grades 9-12	24.2%	17.6%	10.8%	- 6.8%

2014 Tobacco Use Comparisons by Grade Level:

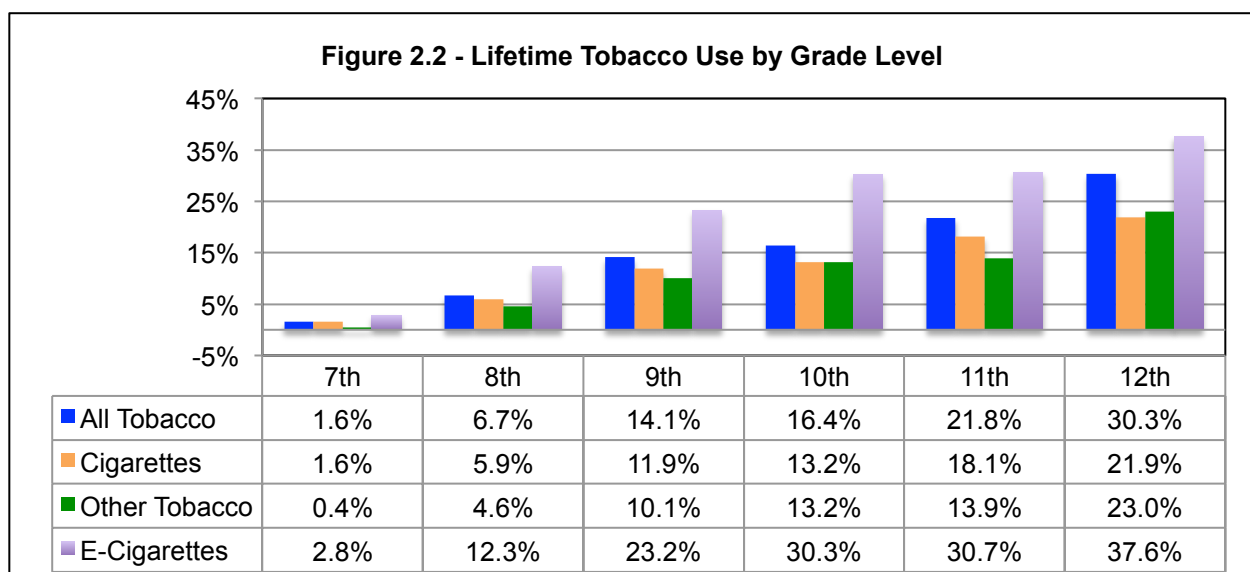
When comparing individuals who had used tobacco products at some point in their lifetime to individuals who had never used tobacco products, there was a significant difference in lifetime use of all tobacco products (including cigarettes and other tobacco products) based on grade level for grades 7-8, $\chi^2(1, N = 485) = 7.984, p < 0.01$, and for grades 9-12, $\chi^2(3, N = 762) =$

17.415, $p < 0.01$. For students in grades 7-8, there was a higher percentage of individuals who had used tobacco products at some point in their lifetime in 8th grade than there were in 7th grade, $p < 0.05$. In grades 9-12, there were more individuals who used tobacco products at some time in their lifetime in grade 12 than there were in grades 9 and 10, $ps < 0.05$. See Figure 2.2.

When comparing individuals who had used cigarettes at some point in their lifetime to individuals who had never used cigarettes, there was a significant difference in cigarette use based on grade level for grades 7-8, $\chi^2(1, N = 485) = 6.164, p < 0.05$, and for grades 9-12, $\chi^2(3, N = 762) = 8.653, p < 0.05$. For students in grades 7-8, there were more individuals who had used cigarettes at some point in their lifetime in 8th grade than there were in 7th grade, $p < 0.05$. In grades 9-12, there were no significant post hoc comparisons, $ps > 0.05$. Refer to Figure 2.2.

When comparing individuals who had used other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus) at some point in their lifetime to individuals who had never used other tobacco products, there was a significant difference in use of other tobacco products based on grade for students in grades 7-8, $\chi^2(1, N = 485) = 9.021, p < 0.01$, and for students in grades 9-12, $\chi^2(3, N = 762) = 13.080, p < 0.01$. In grades 7-8, there were more students who reported using other tobacco products at some point in their lifetime in grade 8 compared to grade 7, $p < 0.05$. For grades 9-12, there were also more students in grade 12 who reported using other tobacco products at some point in their lifetime compared to grade 9, $p < 0.05$. Refer to Figure 2.2.

When comparing individuals who had used e-cigarettes (electronic cigarettes) at some point in their lifetime to individuals who had never used e-cigarettes, there was a significant difference in e-cigarette use based on grade for students in grades 7-8, $\chi^2(1, N = 485) = 15.836, p < 0.001$, and 9-12, $\chi^2(3, N = 762) = 8.791, p < 0.05$. For grades 7-8, there was a greater percentage of lifetime users in grade 8 when compared to users in grade 7, $p < 0.05$. For grades 9-12, there were also more students who reported using e-cigarettes at some point in their lifetime in grade 12 compared to grade 9, $p < 0.05$. Refer to Figure 2.2.



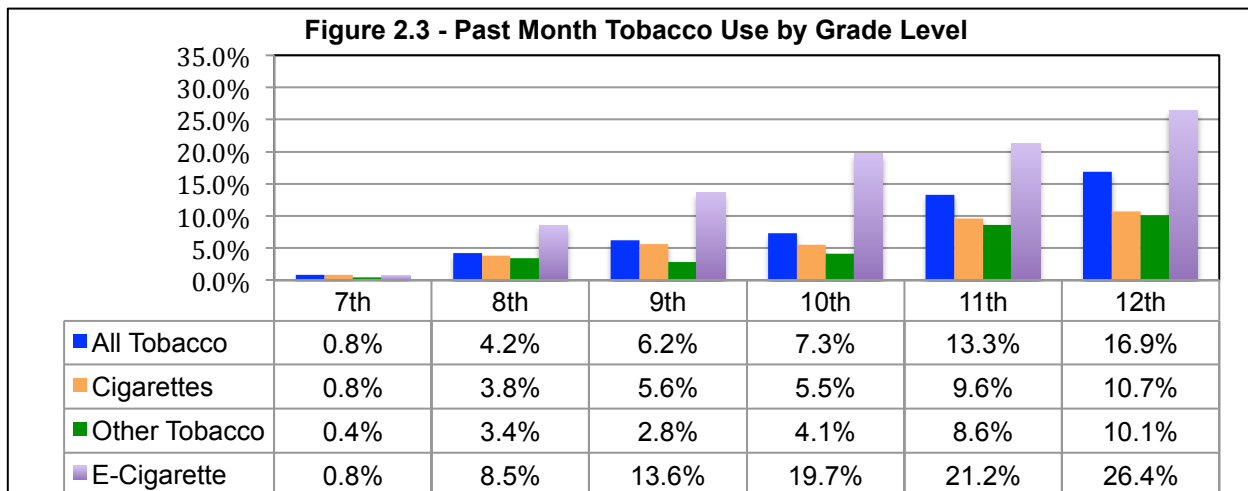
When comparing individuals who had used tobacco products at some point in the last month to individuals who had not used tobacco products in the last month, there were significant differences in past month use of all tobacco products (including cigarettes and other tobacco products) based on grade level for grades 7-8, $\chi^2(1, N = 485) = 5.779, p < 0.05$, and for grades 9-12, $\chi^2(3, N = 762) = 14.673, p < 0.01$. For students in grades 7-8, there were more 8th graders

who reported using tobacco products in the past month compared to 7th graders, $p < 0.05$. For students in grades 9-12 there were more students in grade 12 who had used tobacco products in the past month than were in grades 9 or 10, $ps < 0.05$. Refer to Figure 2.3.

When comparing individuals who had used cigarettes at some point in the last month to individuals who had not used cigarettes in the last month, there were significant differences in past month use of cigarettes based on grade level for grades 7-8, $\chi^2(1, N = 485) = 4.829, p < 0.05$. There were no significant differences in past month use of cigarettes between grade levels for students in grades 9-12, $p > 0.05$. In grades 7-8, there were more students in grade 8 who had used cigarettes in the past month than were in grade 7, $p < 0.05$. Refer to Figure 2.3.

When comparing individuals who had used other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus) at some point in the last month to individuals who had not used other tobacco products in the last month, there were significant differences in past month use of other tobacco products based on grade level for grades 7-8, $\chi^2(1, N = 485) = 5.879, p < 0.05$, and for grades 9-12, $\chi^2(3, N = 762) = 11.451, p < 0.05$. For students in grades 7-8, there were more students in 8th grade who reported past month use of other tobacco products compared to students in 7th grade, $p < 0.05$. In grades 9-12, there were more students in grade 12 who had used other tobacco products in the past month than were in grade 9, $p < 0.05$. Refer to Figure 2.3.

When comparing individuals who had used e-cigarettes (electronic cigarettes) at some point in the last month to individuals who had not used e-cigarettes in the last month, there were significant differences in past month use of e-cigarettes based on grade level for grades 7-8, $\chi^2(1, N = 485) = 16.466, p < 0.001$, and for grades 9-12, $\chi^2(3, N = 762) = 9.229, p < 0.05$. There were more students in grade 8 who had used e-cigarettes in the past month compared to students in grade 7, $p < 0.05$. There were also more students in grade 12 who had used cigarettes in the past month than were in grade 9, $p < 0.05$. Refer to Figure 2.3.



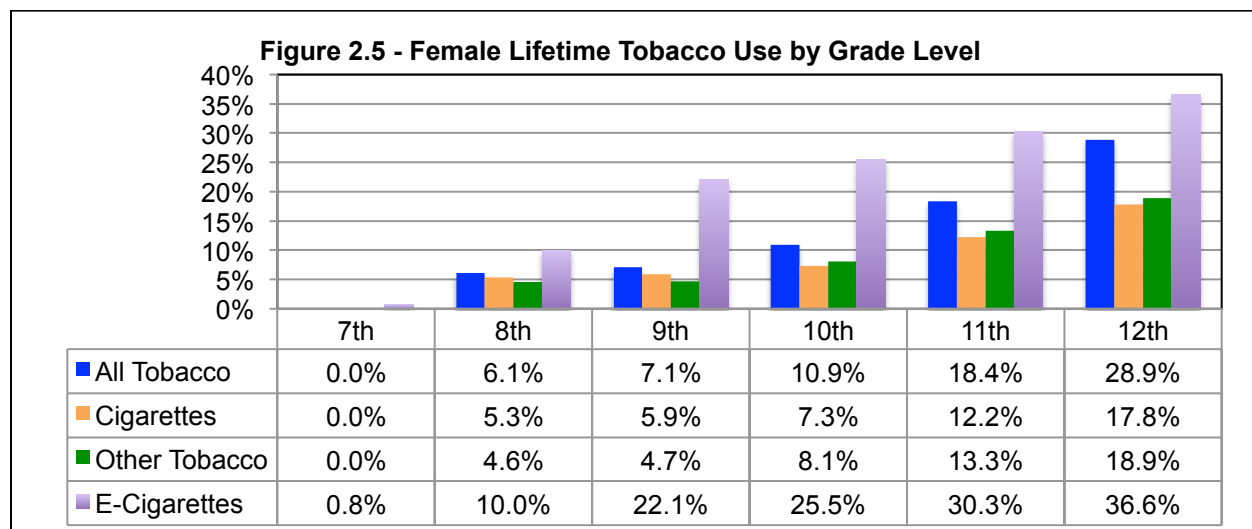
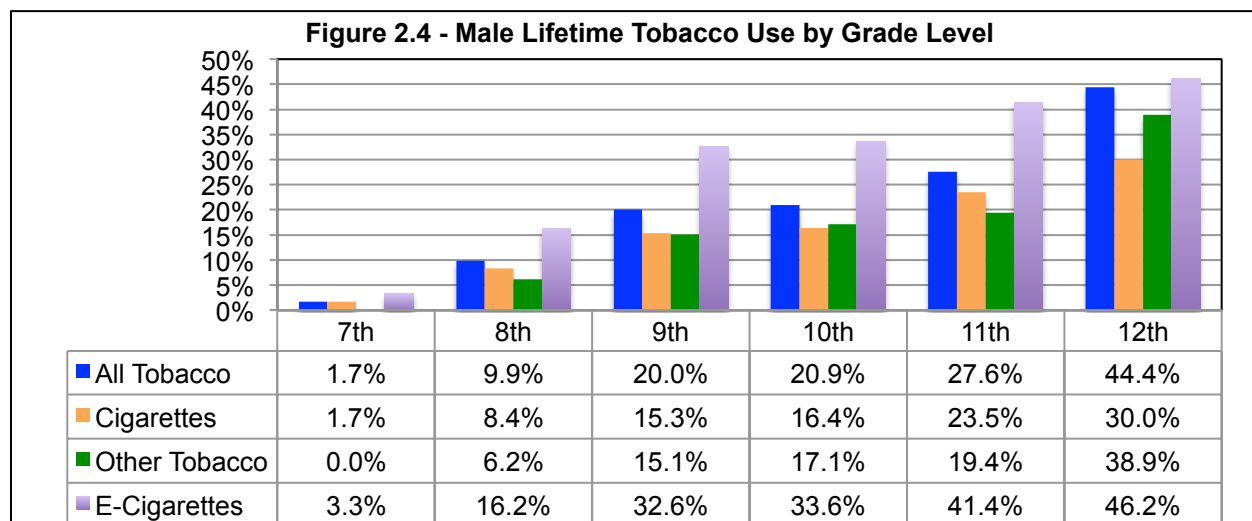
2014 Tobacco Use Comparisons by Gender:

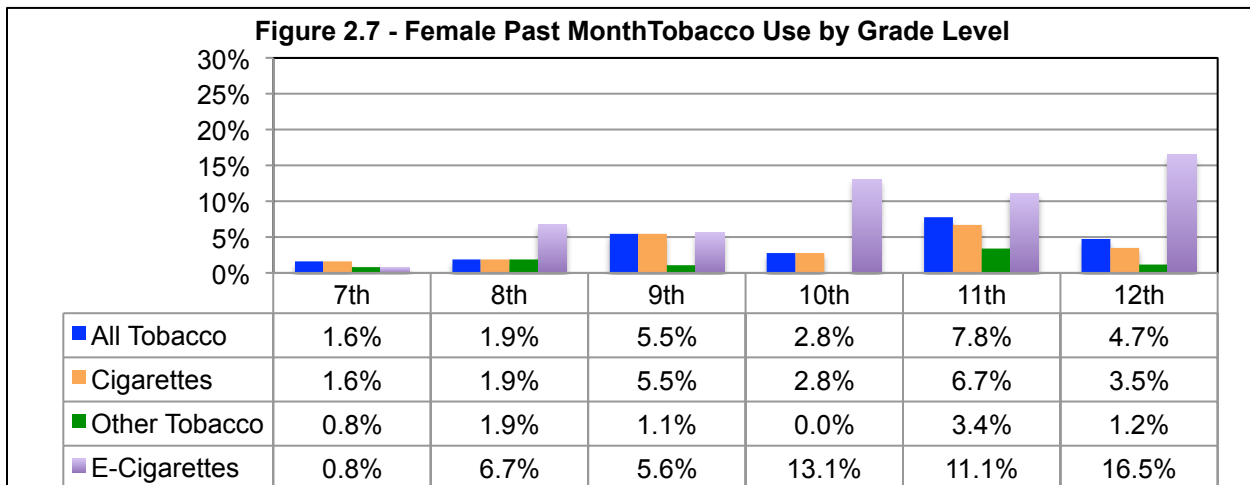
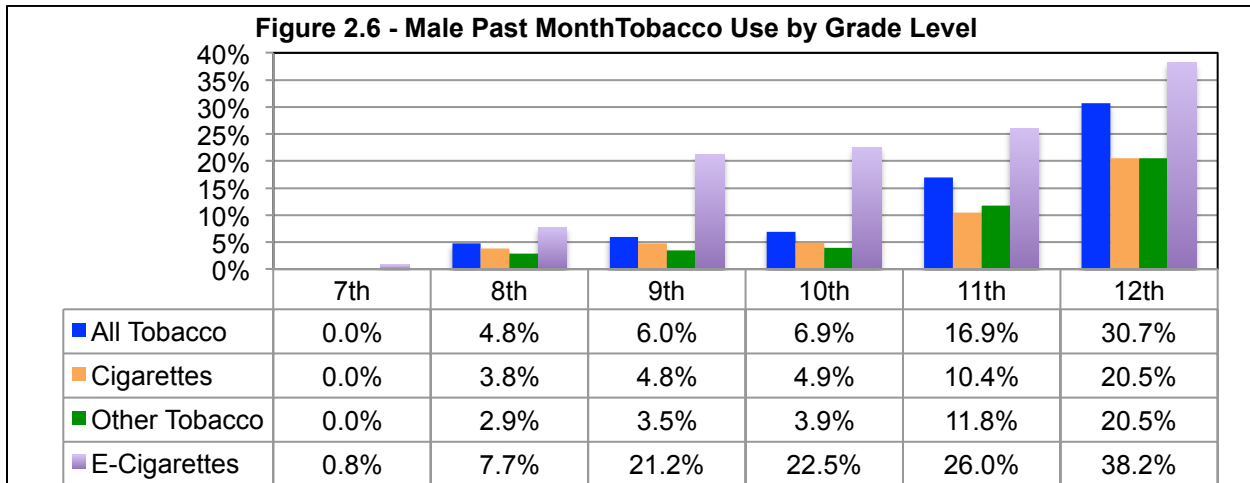
General Tobacco Use Rates: There were significant gender differences in lifetime tobacco use rates among students in grades 7-8, $\chi^2(1, N = 483) = 4.357, p < 0.05$. There were no gender differences in past month tobacco use rates among students in grades 7-8, $p > 0.05$. Males reported significantly more lifetime tobacco use compared to females in grade 8, $p < 0.05$. There were significant gender differences in lifetime, $\chi^2(1, N = 758) = 26.690, p < 0.001$, and past month, $\chi^2(1, N = 758) = 24.555, p < 0.001$, tobacco use rates among students in grades 9-12. Males reported significantly more lifetime tobacco use compared to females in grades 9-12, $ps <$

0.05. Refer to Figures 2.4 and 2.5. Males reported significantly more past month tobacco use compared to females in grades 10, 11, and 12, $ps < 0.05$. Refer to Figures 2.6 and 2.7.

Cigarette Use Rates: There were no gender differences in lifetime or past month cigarette use rates among students in grades 7-8, $p > 0.05$. There were gender differences in lifetime, $\chi^2(1, N = 758) = 14.642, p < 0.001$, and past month, $\chi^2(1, N = 758) = 10.213, p < 0.01$, cigarette use rates among students in grades 9-12. Males reported significantly more lifetime cigarette use compared to females in grades 11 and 12, $ps < 0.05$. Refer to Figures 2.4 and 2.5. Males reported significantly more past month cigarette use compared to females in grade 12, $p < 0.05$. Refer to Figures 2.6 and 2.7.

Other (Non-Cigarette) Tobacco Use Rates: There were no gender differences in lifetime or past month (non-cigarette) tobacco product use rates among students in grades 7-8, $p > 0.05$. There were gender differences in lifetime, $\chi^2(1, N = 758) = 34.049, p < 0.001$, and past month, $\chi^2(1, N = 758) = 30.853, p < 0.001$, other tobacco use rates among students in grades 9-12. Males reported significantly more lifetime non-cigarette tobacco use compared to females in grades 9, 11, and 12, $ps < 0.05$. Refer to Figures 2.4 and 2.5. Males reported significantly more past month non-cigarette tobacco use compared to females in grades 10, 11, and 12, $ps < 0.05$. Refer to Figures 2.6 and 2.7.





Age of Onset for Tobacco Use:

Students that reported using tobacco products at least once before were asked how old they were when they tried tobacco products (like cigarettes, snuff, chewing tobacco, dip, smoking tobacco from a pipe) for the first time.

Among students in grades 7-12, the average age of onset for all tobacco use was 13.94 years of age (n=190, SD = 2.37 yrs). Refer to Figure 2.8.

Figure 2.8 – Age of Onset of Tobacco Use

Grades 7-12	Grades 7-8	Grades 9-12
13.9 yrs (n=190, SD = 2.4)	11.9 yrs (n=22, SD = 1.6)	14.2 yrs (n=167, SD = 2.3)

Since 2009, the age of onset for general tobacco product use has stayed roughly the same for high school students and has decreased for middle school students. Refer to Figure 2.9.

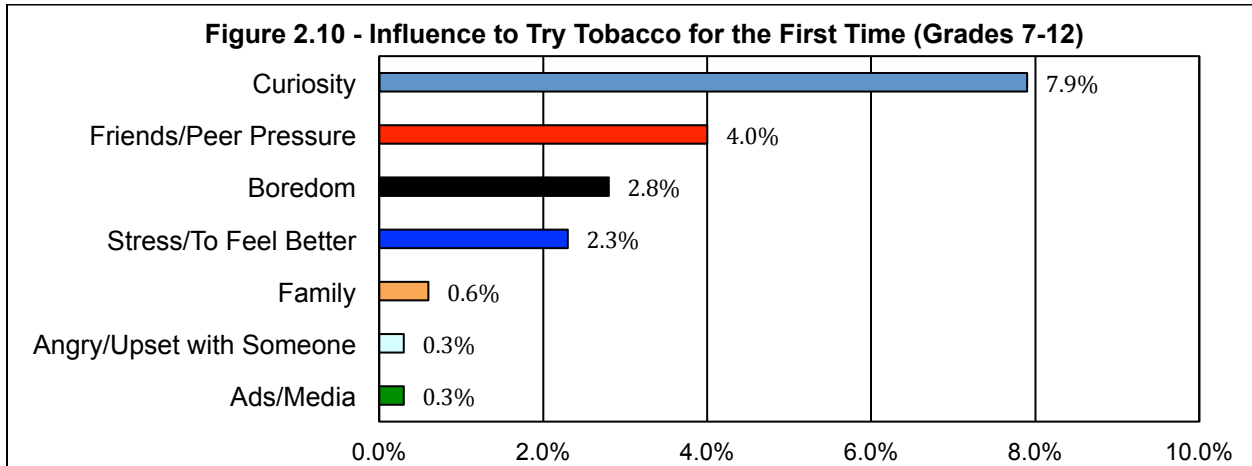
Figure 2.9 – Year Trends for Age of Onset of Tobacco Use

	2009	2014
Grades 7-12	14.3 yrs	13.9 yrs
Grades 7-8	12.5 yrs	11.9 yrs
Grades 9-12	14.4 yrs	14.2 yrs

Influence to Try Tobacco for the First Time:

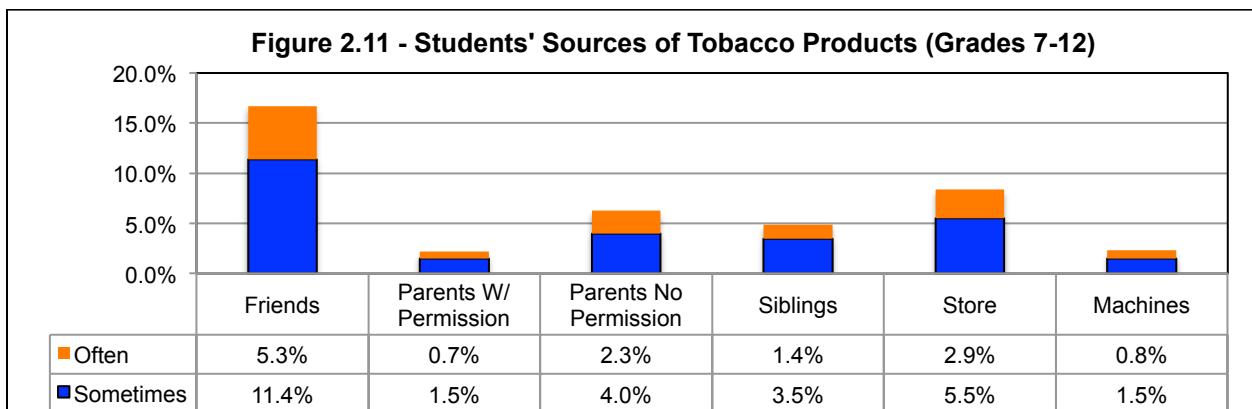
Students who reported using tobacco at least once before in their lifetime were asked what influenced them the most to try tobacco products.

For grades 7-12, “Curiosity” was the largest influence (7.9%), followed by “Friendship/Peer Pressure” (4.0%) and “Boredom” (2.8%). Very few of the students who reported lifetime tobacco use indicated that “Ads/Media” (0.3%) or being “angry/upset with someone” (0.3%) solely influenced their decisions to try tobacco for the first time. Refer to Figure 2.10.



Accessibility of Tobacco

Of the students that have used tobacco at least once before, most of students (16.7% sometimes or often) reported getting tobacco products from friends. Other major sources of tobacco products were from parents/guardians without their permission (6.4% sometimes or often) and from a store (8.4% sometimes or often). The least likely sources of tobacco products were from machines or from a parent or guardian with their permission. Refer to Figure 2.11.



A series of independent sample t-tests were conducted to compare students’ sources of tobacco products between middle and high school students who reported lifetime tobacco use.

- 4.7% of students in grades 7-8 versus 24.7% of students in grades 9-12 reported sometimes or often getting tobacco products from their friends, $t(1051.78) = -8.51, p < 0.001$.
- 0.5% of students in grades 7-8 versus 3.4% of students in grades 9-12 reported sometimes or often getting tobacco products from their parents with permission, $t(938.46) = -3.35, p < 0.01$.

- 2.3% of students in grades 7-8 versus 9.1% of students in grades 9-12 reported sometimes or often getting tobacco products from their parents without permission, $t(1039.57) = -4.36, p < 0.05$.
- 2.4% of students in grades 7-8 versus 6.6% of students in grades 9-12 reported sometimes or often getting tobacco products from their siblings, $t(1024.70) = -3.51, p < 0.001$.
- 1.4% of students in grades 7-8 versus 12.9% of students in grades 9-12 reported sometimes or often getting tobacco products from a store, $t(900.98) = -7.22, p < 0.001$.
- 0.9% of students in grades 7-8 versus 3.1% of students in grades 9-12 reported sometimes or often getting tobacco products from machines, $t(877.15) = -3.05, p < 0.00$.

Part 2: Students’ Perceptions of Tobacco Use

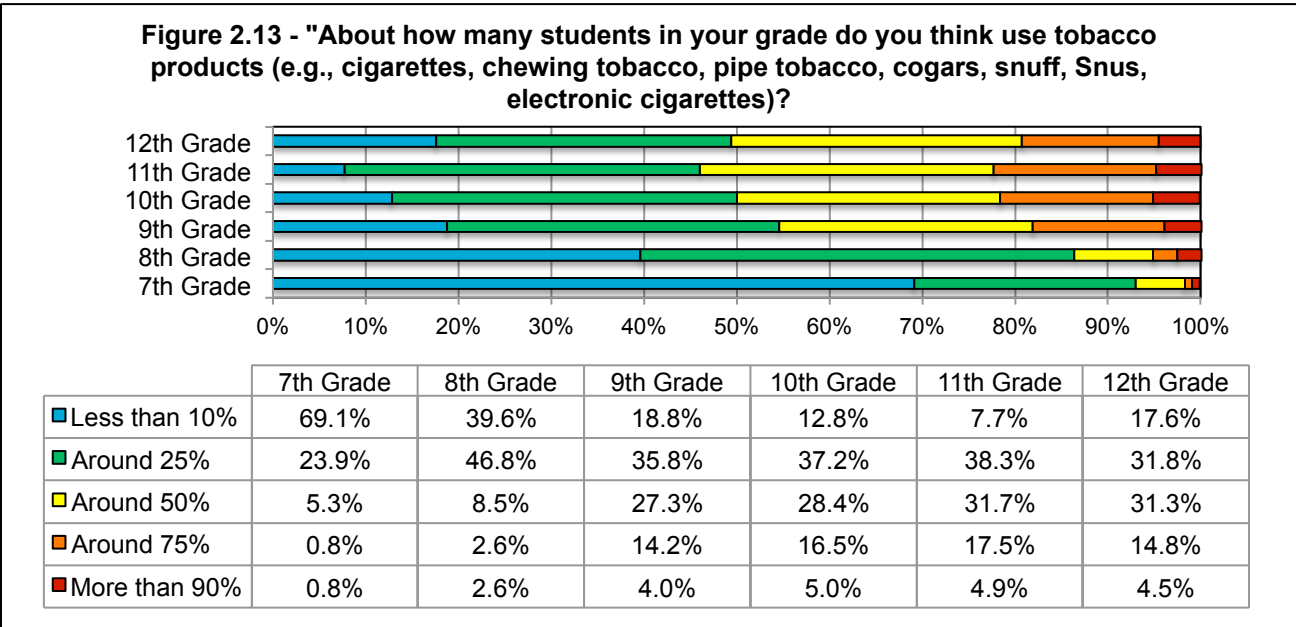
All students, including those who reported never using tobacco products before, answered the following questions regarding students’ perceptions of tobacco use, particularly regarding the risks of use, and parental and friend disapproval of use.

Perceptions of Peer Tobacco Use

Students were asked: “About how many students in your grade do you think use tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes)?”. 54.6% of students in grades 7-8 believed that less than 10% of their peers used tobacco products, and 35.9% of students in grades 9-12 believed that a few students (around 25%) used tobacco products. See Figure 2.12.

Figure 2.12	“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%)”
Grades 7-12	30.0%	35.5%	20.8%	10.3%	3.5%
Grades 7-8	54.6%	35.1%	6.9%	1.7%	1.7%
Grades 9-12	14.1%	35.9%	29.6%	15.8%	4.6%

There were significant differences between grades 7-8 in perception of peer tobacco use, $t(476) = -5.66, p < 0.001$. Students in 8th grade reported more peer tobacco use than did students in the 7th grade. There were no significant differences between grades 9-12 in perception of peer tobacco use, $p > 0.05$. Refer to Figure 2.13.



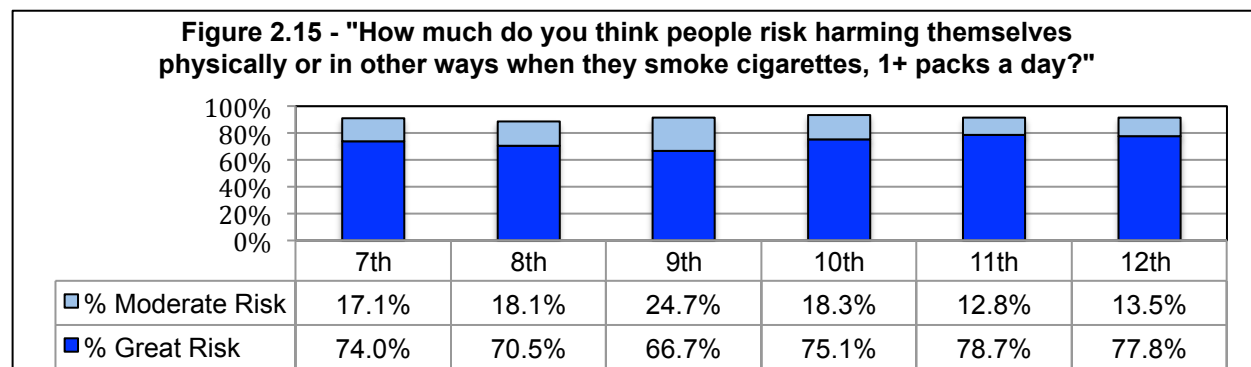
There were no significant gender differences in perception of peer tobacco use in grades 7-8 or grades 9-12, $p > 0.05$.

Risks of Smoking Cigarettes:

73.8% of students in grades 7-12 (n=1247) perceived regular smoking (defined as smoking one or more pack of cigarettes per day) as a “great risk” and 17.4% perceived regular smoking as a “moderate risk”. In other words, 91.2% of all students felt that regular cigarette smoking carries a “moderate” to “great risk” to a person, physically or in other ways. Refer to Figure 2.14 for perceived risk by grades 7-8 (n=483) and grades 9-12 (n=760).

Figure 2.14	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 7-12	17.4%	73.8%	91.2%
Grades 7-8	17.6%	72.3%	89.9%
Grades 9-12	17.2%	74.7%	92.0%

There were no significant differences between grades 7-8 or grades 9-12 in the perception of regular smoking being risky to one’s health, $p > 0.05$. Refer to Figure 2.15 to view the differences in perception of risk by grade.



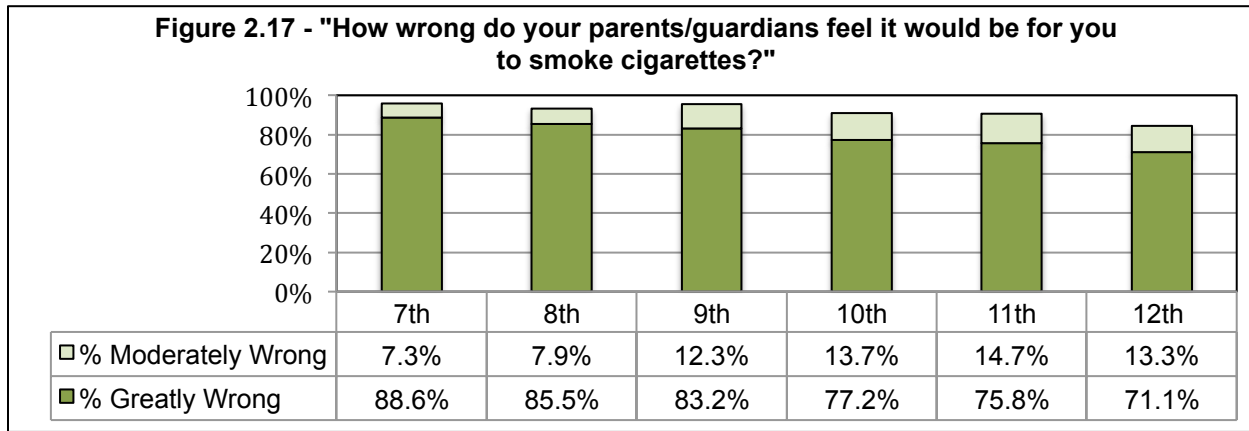
There were no significant gender differences in perception of risks associated with regular smoking among students in grades 7-8 or grades 9-12, $p > 0.05$.

Parent/Guardian Disapproval of Smoking Cigarettes:

92.2% of all students in grades 7-12 (n=1258) thought their parents/guardians felt it would be “moderately wrong” or “greatly wrong” if they smoked cigarettes. 81.0% of students in grades 7-12 thought their parents felt it would be “greatly wrong” if they smoked cigarettes. Refer to Figure 2.16 for perceived parent disapproval by grades 7-8 (n=486) and grades 9-12 (n=768).

Figure 2.16	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 7-12	11.2%	81.0%	92.2%
Grades 7-8	7.6%	87.0%	94.7%
Grades 9-12	13.5%	77.1%	90.6%

There were no significant differences in perceived parent disapproval of smoking between grades 7-8, $p > 0.05$. There were significant differences in perceived parent disapproval of smoking between grades 9-12, $F(3, 764) = 4.07, p < 0.01$. Post-hoc analyses^(GH) showed significant differences between grades 9 and 12, $p < 0.01$. For specific grade trends, refer to Figure 2.17.



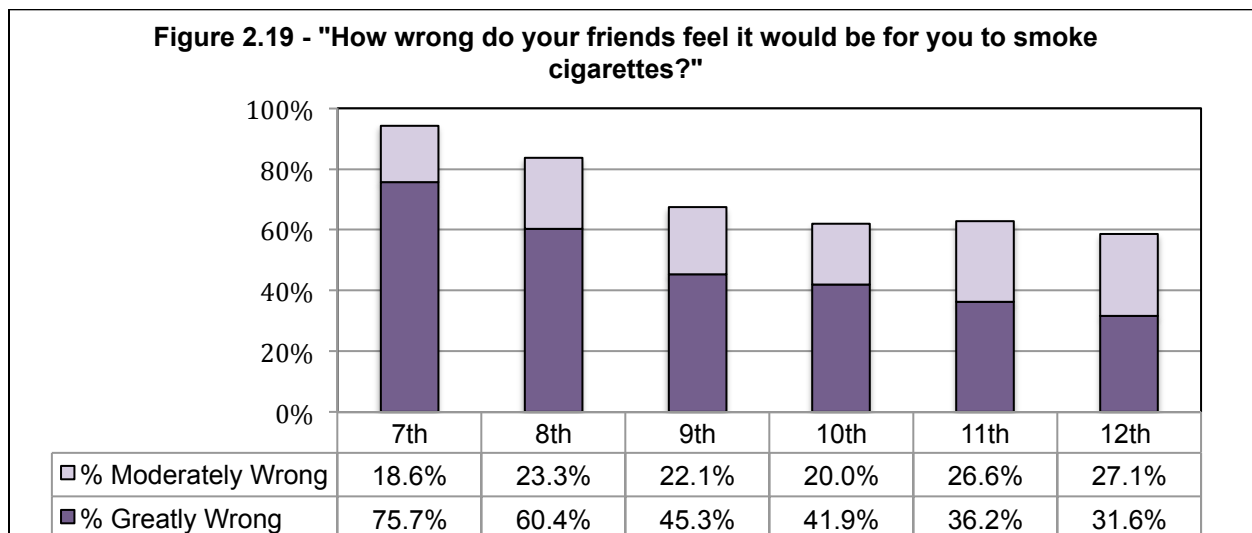
There were no significant gender differences in perception of parental disapproval of smoking cigarettes among students in grades 7-8, $p > 0.05$. There were significant gender differences in perception of parental disapproval of smoking cigarettes among students in grades 9-12, $t(744.51) = 2.26, p < 0.05$. Females perceived their parents' disapproval to be greater than males.

Friend Disapproval of Smoking Cigarettes:

72.5% of students in grades 7-12 ($n=1209$) thought that their friends felt it would be "moderately wrong" or "greatly wrong" if they smoked cigarettes. 49.7% of students thought that their friends felt it would be "greatly wrong" if they smoked cigarettes. Refer to Figure 2.18 for perceived friend disapproval by grades 7-8 ($n=453$) and 9-12 ($n=752$).

Figure 2.18	"Moderately Wrong"	"Greatly Wrong"	"Moderately Wrong" or "Greatly Wrong"
Grades 7-12	22.7%	49.7%	72.5%
Grades 7-8	21.0%	68.0%	89.0%
Grades 9-12	23.8%	38.8%	62.6%

There were significant differences for students' perceived friend disapproval of smoking cigarettes between grades 7-8, $t(434.60) = 3.53, p < 0.001$. Seventh graders reported higher perceived friend disapproval than did 8th graders. There were no significant differences for students' perceived friend disapproval of smoking cigarettes between grades 9-12, $p > 0.05$. Refer to Figure 2.19.



Among students in grades 7-8, females showed higher rates of friend disapproval of smoking than males, $t(440.45) = 2.59, p < 0.05$. 74.0% of females versus 61.8% of males thought their friends felt it would be “greatly wrong” for them to smoke cigarettes. Among students in grades 9-12, females showed higher rates of friend disapproval of smoking than males, $t(742.73) = 4.89, p < 0.001$. 44.6% of females versus 33.9% of males thought their friends felt it would be “greatly wrong” for them to smoke cigarettes.

Section III: Alcohol Use and Perceptions of Use

Part 1: Alcohol Use

Alcohol Use Rates for 2014

19.8% of students in grades 7-12 (n=1216) reported drinking alcoholic beverages (more than a sip and not including religious activities) in the past month. 34.0% of all students in grades 7-12 reported drinking alcoholic beverages *at least once before* in their lifetime. 2.8% of students in grades 7-8 (n=470) and 29.0% (n=741) of students in grades 9-12 reported drinking alcoholic beverages in the past month. Refer to Figure 3.0 for specific percentage rates.

Figure 3.0 - Alcohol Use Rates	Grades 7-12	Grades 7-8	Grades 9-12
Lifetime Use (used <i>at least</i> once before)	34.0%	9.1%	49.5%
Past Month Use (used in the past 30 days)	19.8%	3.4%	30.2%
Frequent/Daily Use (6+ days in past month)	4.5%	1.1%	6.7%

Alcohol Use Trends by Year:

Long-term trends indicate a decline in past month alcohol use since 2000 among students in grades 7-8 and students in grades 9-12. Since 2009, past month alcohol use rates have decreased by 1.1 % for grades 7-8, and by 5.0% for grades 9-12. Refer to Figure 3.1.

Note that in 2000, only students in grades 7, 8, 9, and 10 were surveyed; while in other survey years, students in grades 7 through 12 were surveyed.

Figure 3.1 – Past Month Alcohol Use Year Trends	2000*	2009	2014	% Change Since 2009
Grades 7-8	21.5%	3.9%	3.4%	- 0.5%
Grades 9-12	43.6%	34.0%	30.2%	- 3.8%

*Grades 11 and 12 were not surveyed in 2000.

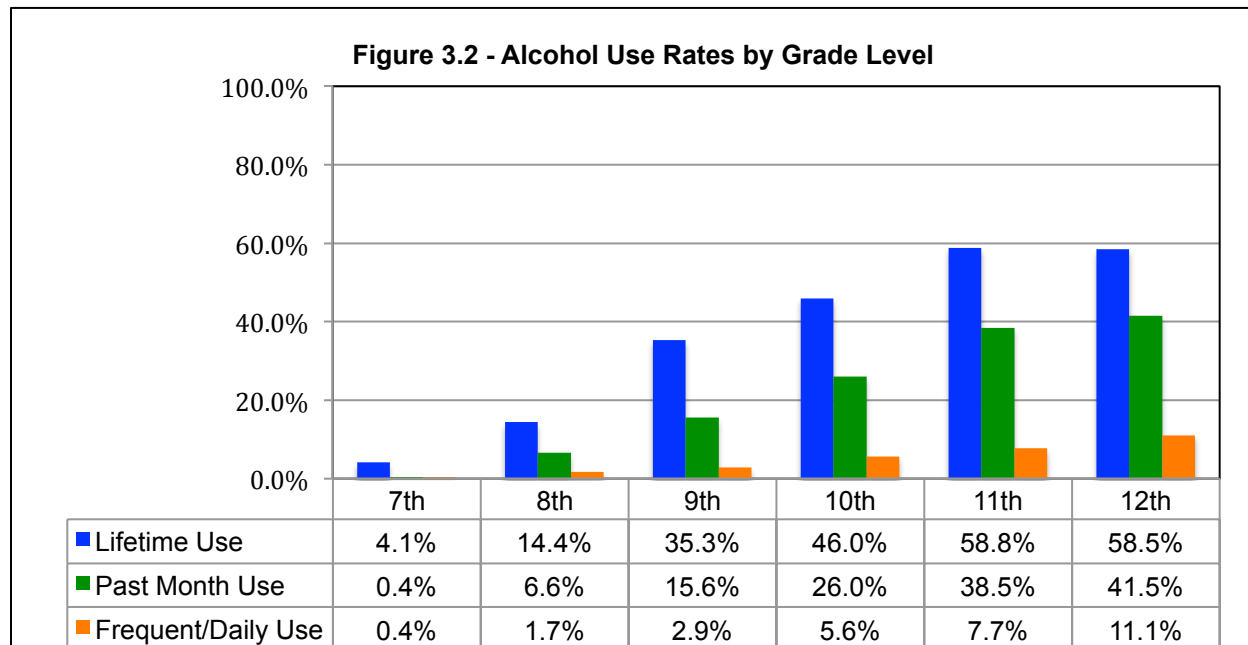
2014 Alcohol Use Comparisons by Grade Level:

Compared to 8th graders, 7th graders reported significantly less alcohol use in the past month, $\chi^2(1, N = 470) = 13.441, p < 0.001$, and in their lifetime, $\chi^2(1, N = 470) = 14.874, p < 0.001$.

There were also significant differences between grades 9-12 for lifetime alcohol use, $\chi^2(3, N = 741) = 26.860, p < 0.001$, and for past month alcohol use, $\chi^2(3, N = 741) = 35.506, p < 0.001$. For lifetime alcohol use, post-hoc analyses show significant increases between grades 9 and 11-

12, $p < 0.05$. For past month alcohol use, post-hoc analyses show significant increases between grades 9-10 and 11-12, $p < 0.05$.

Refer to Figure 3.2 for lifetime, past month, and frequent/daily alcohol use by grade.



2014 Alcohol Use Comparisons by Gender:

There were no gender differences in lifetime or past month alcohol use among students in grades 7-8 or grades 9-12, $p > 0.05$.

Age of Onset for Alcohol Use:

Students that reported drinking alcohol at least once before (more than just a few sips and not including religious activities) were asked how old they were when they had an alcoholic beverage for the first time.

Among students in grades 7-12, the average age of onset for alcohol use was 14.1 years of age ($n= 428$, $SD= 2.1$ yrs). The average age of onset for alcohol use among students in grades 7-8 was 11.8 years of age ($n= 50$, $SD= 1.7$ yrs). The average age of onset for alcohol use among students in grades 9-12 was 14.4 years of age ($n= 375$, $SD= 1.9$ yrs).

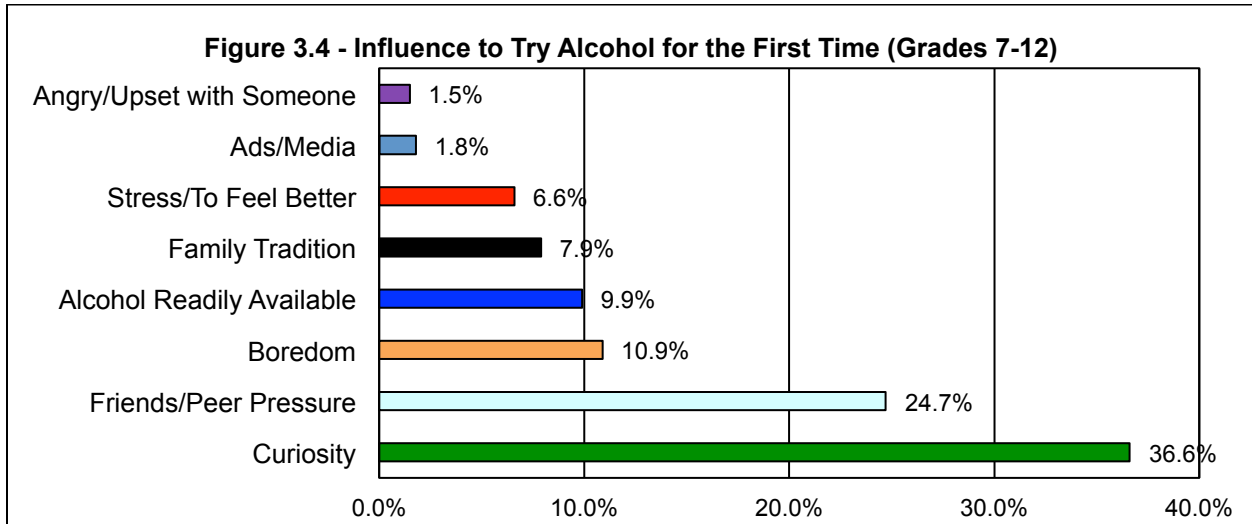
Since 2009, the age of onset for alcohol use has increased slightly for high school students and middle school students. Refer to Figure 3.3 for current and past year ages of onset for alcohol use.

Figure 3.3 – Year Trends for Age of Onset of Alcohol Use	2009	2014
Grades 7-12	13.9 yrs	14.1 yrs
Grades 7-8	11.7 yrs	11.8 yrs
Grades 9-12	14.1 yrs	14.4 yrs

Influence to Try Alcohol for the First Time:

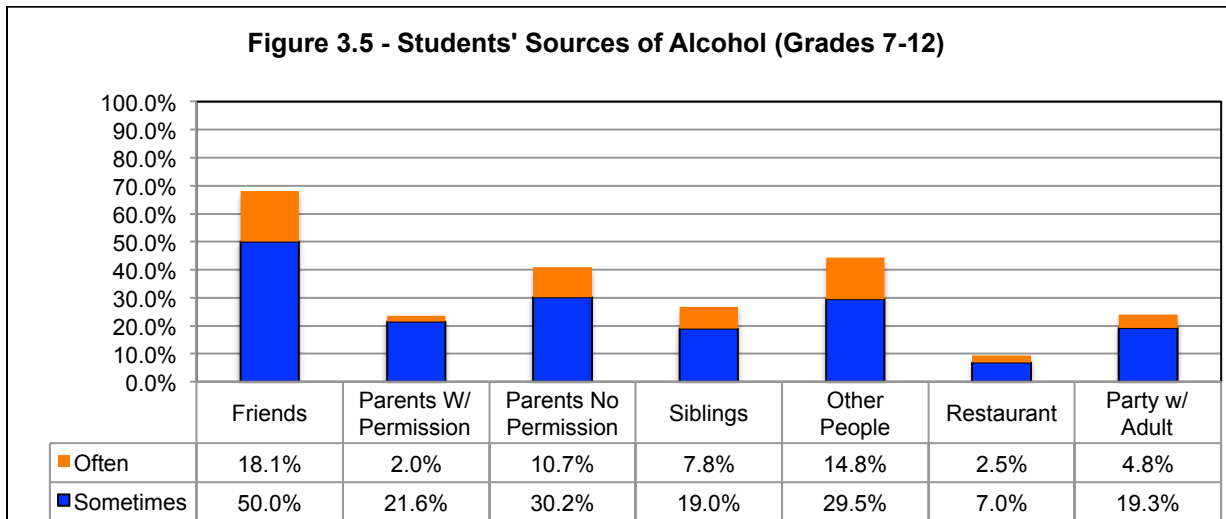
Students who reported drinking alcohol at least once before in their lifetime were asked what influenced them the most to try alcoholic drinks.

“Curiosity” was the largest influence (36.6%), followed by “Friendship/Peer Pressure” (24.7%), and “Boredom” (10.9%). Very few of the students who reported lifetime alcohol use indicated that “Ads/Media” (1.8%) or being “angry/upset with someone” (1.4%) solely influenced their decisions to try alcohol for the first time. Refer to Figure 3.4.



Accessibility of Alcohol

Of the students that have drunk alcohol at least once before, most of students (68.1% sometimes or often) reported getting alcohol from friends. Other major sources of alcohol were from parents/guardians without their permission (40.9% sometimes or often) and from other people who buy it for them (44.3% sometimes or often). The least likely source of alcohol was from a restaurant (where students would buy it themselves). Refer to Figure 3.5.



A series of independent sample t-tests were conducted to compare students’ sources of alcohol between middle and high school students who reported lifetime alcohol use and several differences were found. There were no differences between middle and high school students on

how often they received alcohol from their parents/guardians without their permission, from siblings, from a party with an adult's (21 or older) permission, at a restaurant or from a store or bar, $p > 0.05$.

- 39.5% of students in grades 7-8 versus 71.3% of students in grades 9-12 reported sometimes or often getting alcohol from their friends, $t(400) = -3.53, p < 0.001$.
- 38.1% of students in grades 7-8 versus 22.0% of students in grades 9-12 reported sometimes or often getting alcohol from their parents with their permission, $t(46.18) = 2.17, p < 0.05$.
- 20.9% of students in grades 7-8 versus 47.0% of students in grades 9-12 reported sometimes or often getting alcohol from other people who buy it for them (not including family), $t(54.60) = -2.68, p < 0.05$.

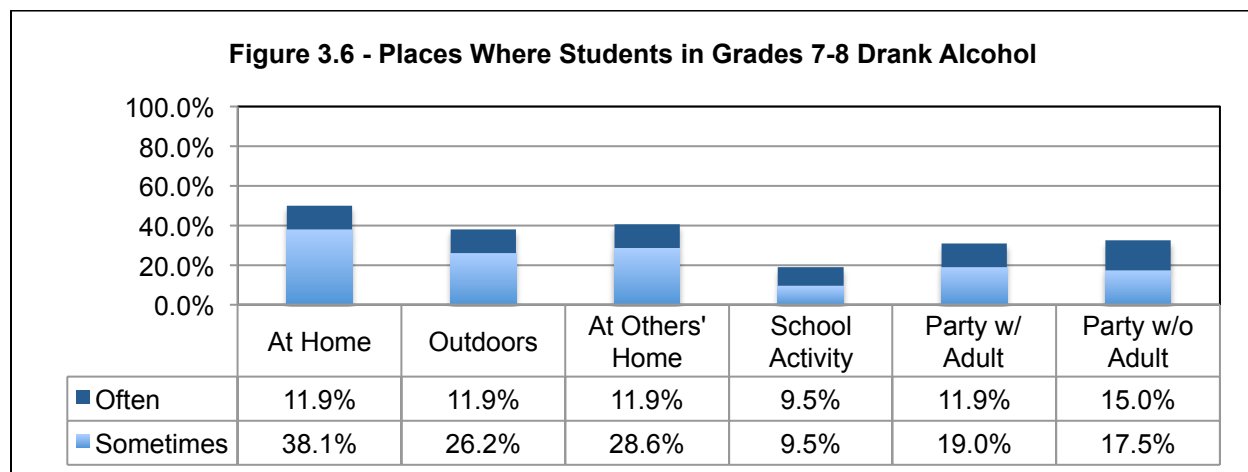
Places/Events Where Students Drank Alcohol in the Past Month

Students who reported drinking alcoholic beverages at least once before in their lifetime were asked to specify the frequency in which they drank alcohol in certain locations in the past 30 days.

Of the students in grades 7-8 who reported drinking at least once before, 50.0% have sometimes or often drank alcohol at home in the past month and 40.5% have sometimes or often drank alcohol at the home of other people. Refer to Figure 3.6 for specific percentages.

There were no significant differences between grades 7-8 for frequency of drinking in any of the locations.

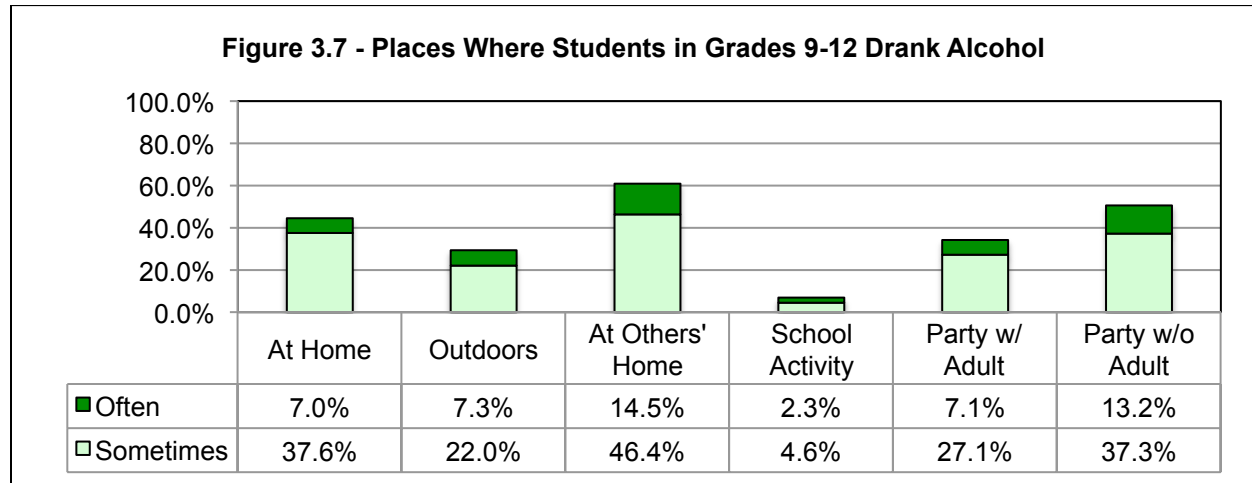
There were no significant gender differences between grades 7-8 for frequency of drinking in any of the locations.



Of the students in grades 9-12 who reported drinking at least once before, 60.9% have sometimes or often drank alcohol at the home of another individual at least once in the past month and 50.4% have sometimes or often drank alcohol at a party without an adult at least once in the past month. Refer to Figure 3.7 for specific percentages.

There were no significant differences between grades 9-12 for frequency of drinking in any of the locations.

More males (12.9%) than females (6.9%) reported drinking at school activities, like dances or sporting events, compared to females, $t(293.75) = -2.26, p < 0.05$. There were no significant gender differences between grades 9-12 for frequency of drinking in any of the other locations.

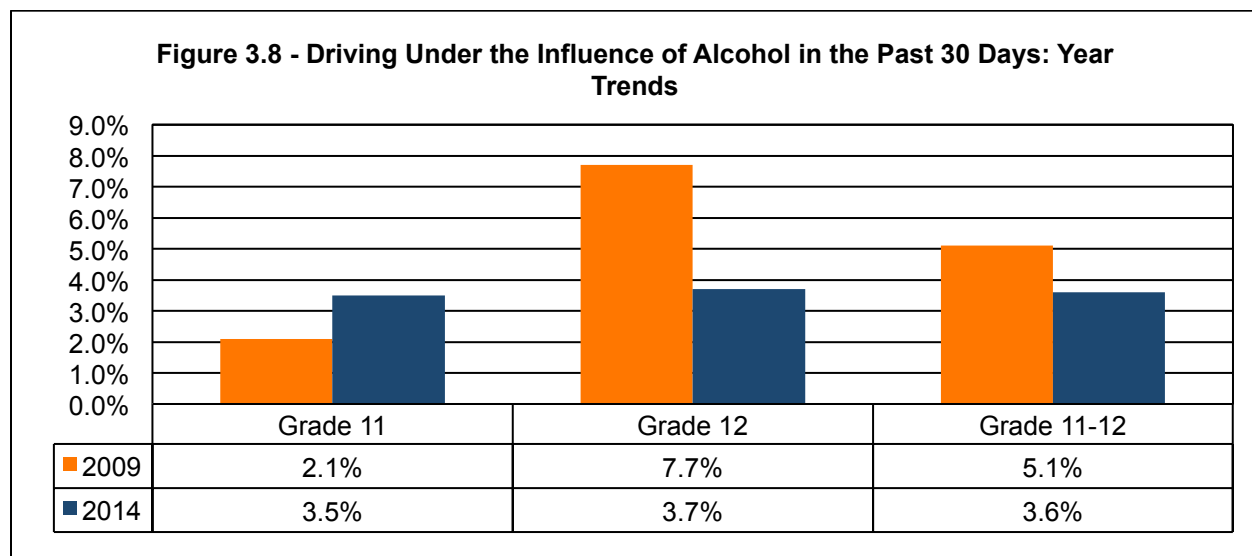


Students Driving While Under the Influence of Alcohol:

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 mainly pertains to students surveyed in grades 11-12.

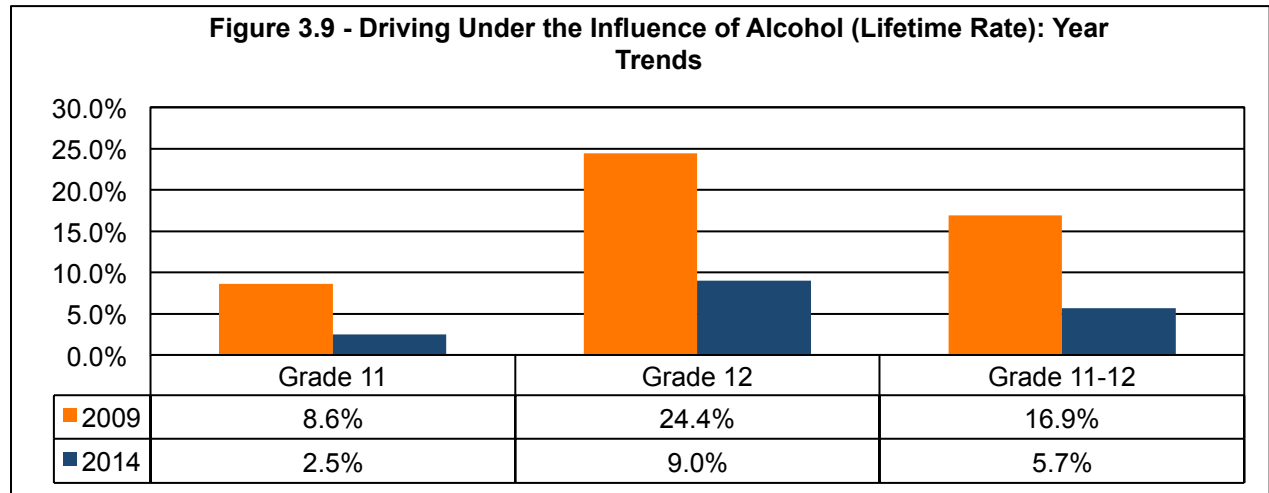
Since 2009, past month alcohol-related DUI rates have decreased from 5.1% to 3.6% for students in grades 11-12. Refer to Figure 3.8.

3.6% of all students in grades 11 and 12 (n=386) reported driving a car, truck, ATV, or motorcycle under the influence of alcohol within the past 30 days. Breaking this down by grade level, 3.5% of students in grade 11 (n=198) and 3.7% of all students in grade 12 (n=188) reported drinking while driving at least once in the past 30 days. There were no significant differences in DUI rates between grades 11 and 12, $p > 0.05$. Refer to Figure 3.8.



Since 2009, lifetime alcohol-related DUI rates have decreased from 16.9% to 5.7% for students in grades 11-12. Refer to Figure 3.9.

5.7% of all students in grades 11 and 12 (n=386) reported driving a car, truck, ATV, or motorcycle under the influence of alcohol in their lifetime. Breaking this down by grade level, 2.5% of students in grade 11 (n=198) and 9.0% of all students in grade 12 (n=188) reported drinking while driving at least once in their lifetime. There were significant differences in DUI rates between grades 11 and 12, $\chi^2(2, N = 205) = 7.631, p < 0.05$. More 12th graders than 11th graders had driven a car, truck, ATV, or motorcycle under the influence of alcohol in their lifetime. Refer to Figure 3.9.

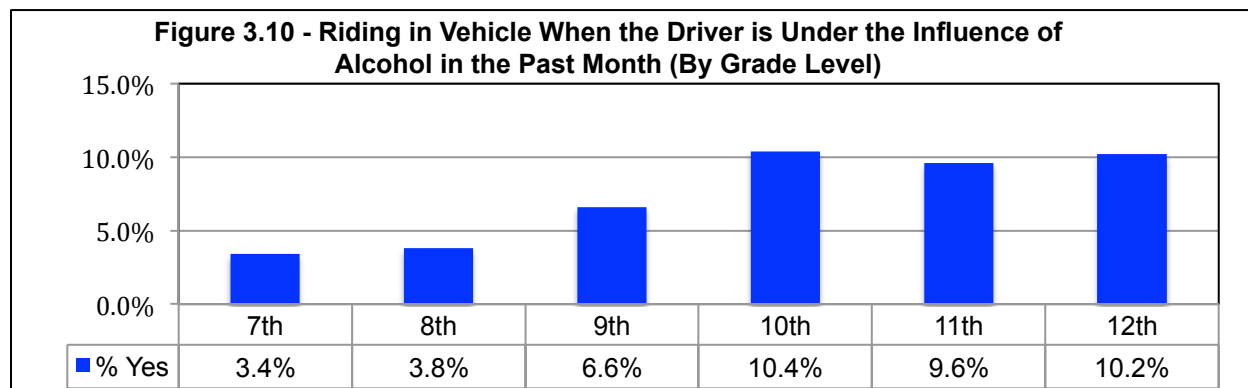


There were no significant gender differences among students in grades 11-12 for the past month or lifetime DUI rates, $p > 0.05$.

Riding in Vehicle When Driver is Under the Influence of Alcohol:

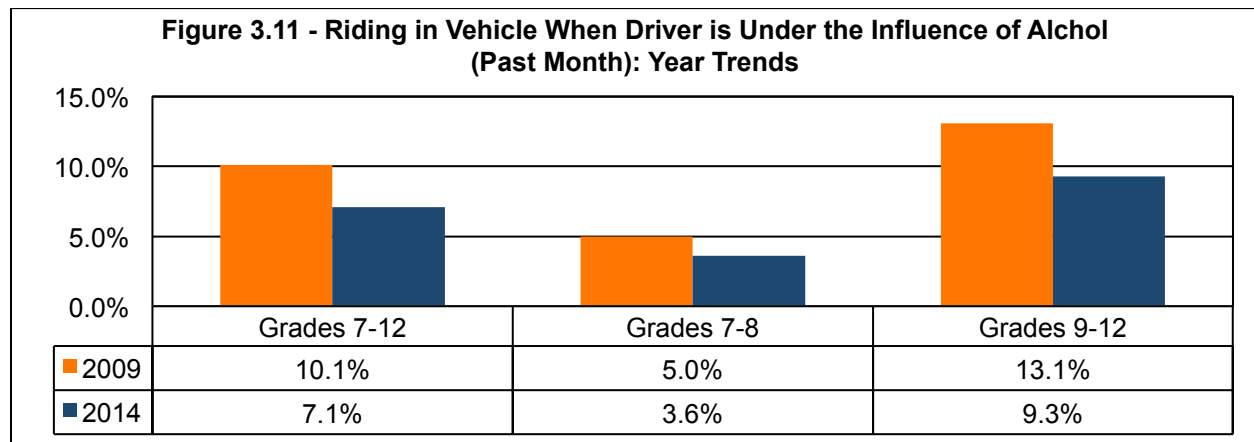
7.1% of students in grades 7-12 (n=1168), 3.6% of students in grades 7-8 (n=446), and 9.3% of students in grades 9-12 (n=720) reported riding in a car in the past month when the driver was under the influence of alcohol. 26.7% of students in grades 7-12 (n=1180), 20.7% of students in grades 7-8 (n=454), and 30.4% of students in grades 9-12 (n=723) reported riding in a car at some point in their lifetime when the driver was under the influence of alcohol.

There were no differences between grades 7-8 for rates of riding in a vehicle when the driver was under the influence of alcohol in the past month or at some point in their lifetime, $p > 0.05$. There were no differences between grades 9-12 for rates of riding in a vehicle when the driver was under the influence of alcohol in the past month, $p > 0.05$. However, for lifetime riding with a driver under the influence of alcohol, there were more 12th graders affected than 9th or 11th graders, $\chi^2(3, N = 723) = 16.322, p < 0.01$. Refer to Figure 3.10.



For grades 7-8, females were more likely to have ridden in a vehicle in the last month when a driver was under the influence of alcohol, $\chi^2(1, N = 444) = 10.269, p < 0.01$. Females in grades 7-8 were also more likely to have ridden in a vehicle at some point in their lifetime when a driver was under the influence of alcohol, $\chi^2(1, N = 452) = 3.889, p < 0.05$. There were no significant gender differences among students in grades 9-12 who reported riding in a vehicle when the driver was under the influence of alcohol in the past month, $p > 0.05$. However females in grades 9-12 were more likely to have ridden in a vehicle at some point in their lifetime when a driver was under the influence of alcohol, $\chi^2(1, N = 719) = 3.894, p < 0.05$.

Since 2009, the percentage of students who have ridden in a vehicle with a driver under the influence of alcohol in the past month has decreased substantially for grades 7-12, 7-8, and 9-12. Refer to Figure 3.11.



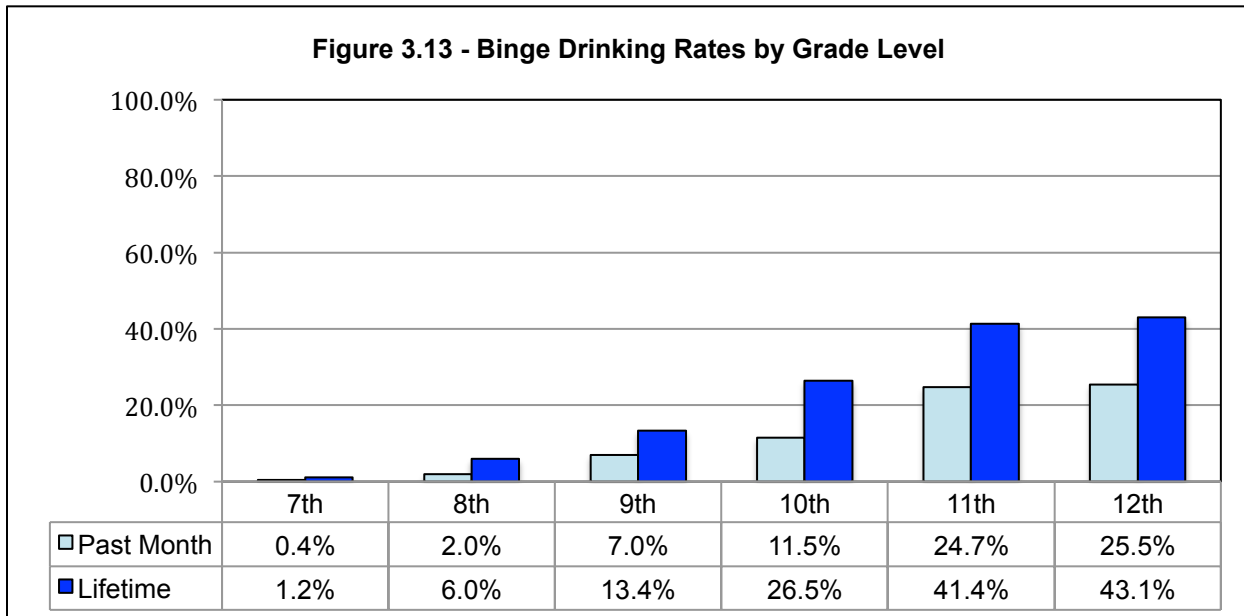
Binge Drinking Rates

Students were asked if they have had 4 or more drinks during a single occasion. In this survey report, having 4 or more drinks during a single occasion will be referred to as “binge drinking”.

20.5% of students in grades 7-12 (n=1309) engaged in binge drinking at least once before in their lifetime and 10.9% at least once in the past month. Refer to Figure 3.12.

Figure 3.12 - Binge Drinking Rates	Grades 7-12	Grades 7-8	Grades 9-12
Lifetime Rate (<i>at least once before</i>)	20.5%	3.6%	31.1%
Past Month Rate (in the past 30 days)	10.9%	1.2%	17.0%
Frequent/Daily Rate (6+ days in past month)	2.2%	0.6%	3.3%

There were no significant differences found between grades 7-8 for past month or lifetime binge drinking rates, $p < 0.05$. Significant differences were found between grades 9-12 for past month binge drinking rates, $\chi^2(3, N = 356) = 17.584, p < 0.01$, and lifetime binge drinking rates, $\chi^2(3, N = 356) = 30.417, p < 0.001$. Post-hoc analyses ^(B) showed significantly less binge drinking in the past month for 9th and 10th graders compared to 11th and 12th graders. Students in grade 9 also reported significantly less lifetime binge drinking rates compared to students in grades 11 and 12. Grade 10 students reported significantly less lifetime binge drinking rates than students in grade 12. Refer to Figure 3.13.



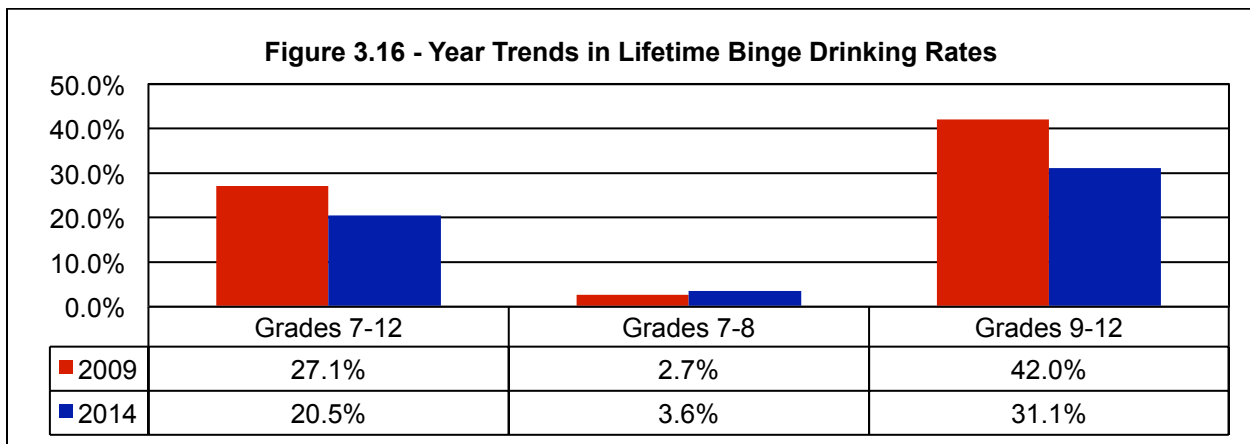
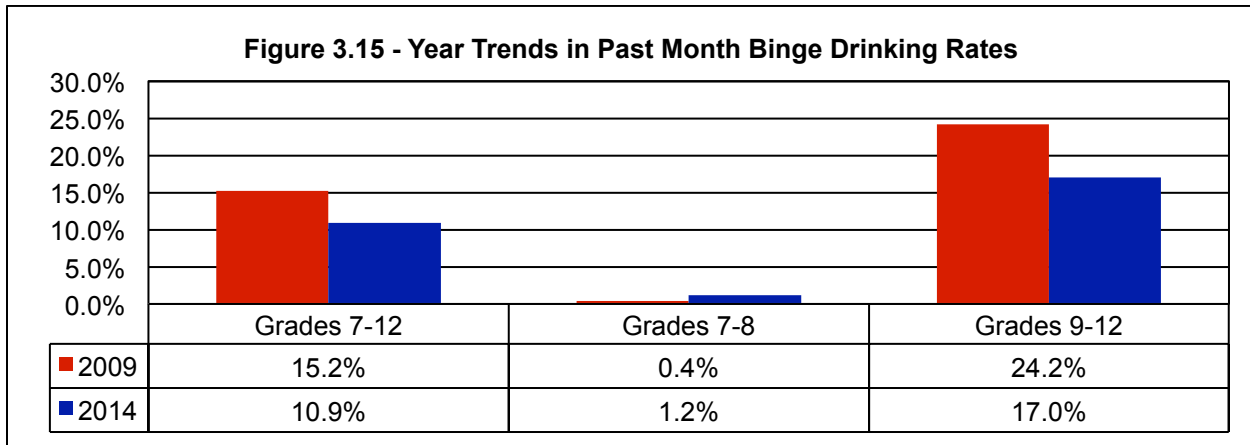
Past month and lifetime binge drinking rates were not significantly different between males and females among students in grades 7-8, $p > 0.05$. Lifetime binge drinking rates were not significantly different between males and females among students in grades 9-12, $p > 0.05$. However, more males compared to females reported past month binge drinking, $\chi^2(1, N = 355) = 5.663, p < 0.05$.

Binge Drinking Year Trends

Since 2009, past month binge drinking rates among students in grades 9-12 decreased by 7.2%, and lifetime binge drinking rates decreased by 10.9%. Since 2009, past month binge drinking rates among students in grades 7-8 increased marginally by 0.8%, and lifetime binge drinking rates also increased marginally by 0.9%.

Refer to Figure 3.14 for a table of year trends in past month and lifetime binge drinking rates and Figure 3.15 for a graph of year trends in past month binge drinking rates and Figure 3.16 for a graph of year trends in lifetime binge drinking rates.

Figure 3.14 – Binge Drinking Year Trends		2000	2009	2014	% Change Since 2009
Past Month Binge	Grades 7-8	1.6%	0.4%	1.2%	+0.8%
	Grades 9-12	14.0%	24.2%	17.0%	-7.2%
	Grades 7-12	-----	15.2%	10.9%	-4.3%
Lifetime Binge	Grades 7-8	-----	2.7%	3.6%	+0.9%
	Grades 9-12	-----	42.0%	31.1%	-10.9%
	Grades 7-12	-----	27.1%	20.5%	-6.6%



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 popularity of alcohol use among peers.

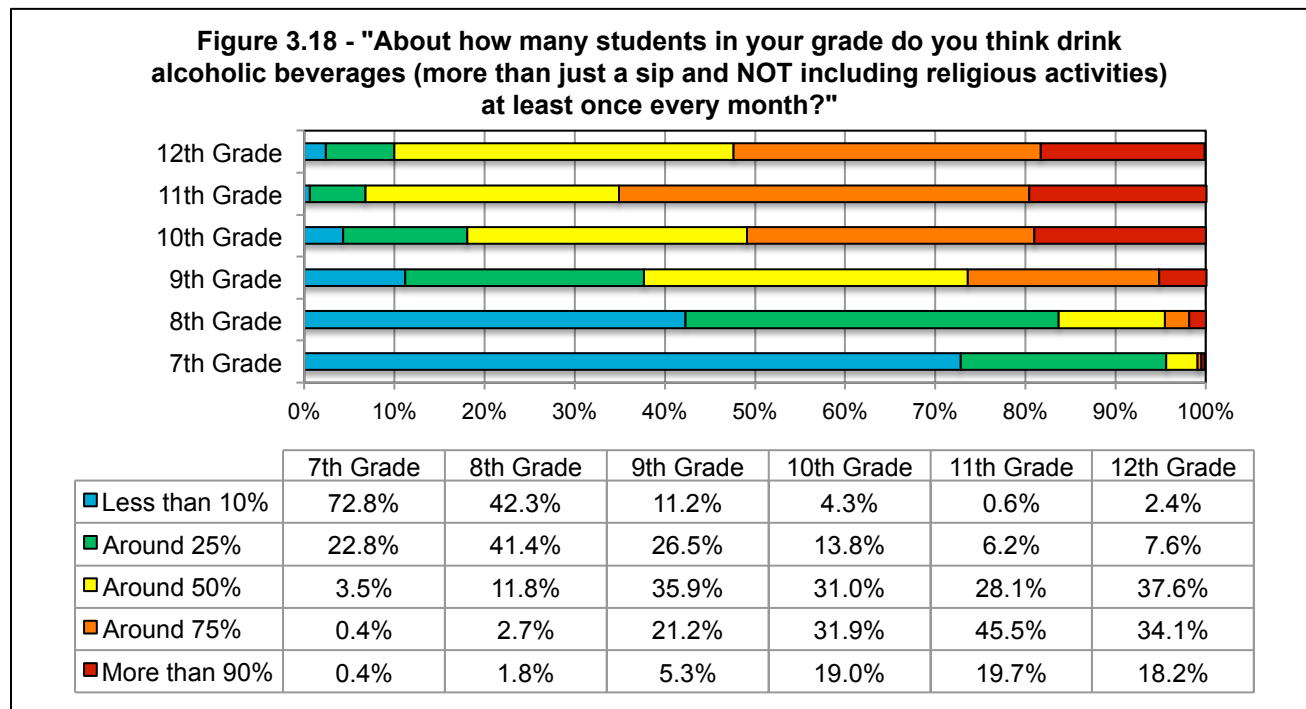
Perceptions of Peer Alcohol Use

Students were asked: "About how many students in your grade do you think drink alcoholic beverages (more than just a sip and NOT including religious activities) at least once every month?". 57.8% of students in grades 7-8 believed that less than 10% of their peers drank alcohol at least once every month, and 33.2% of students in grades 9-12 believed that most students (around 75%) drank alcoholic beverages at least once every month. See Figure 3.17.

Figure 3.17	"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%)"
Grades 7-12	24.9%	20.5%	23.3%	21.1%	10.2%
Grades 7-8	57.8%	31.9%	7.6%	1.6%	1.1%
Grades 9-12	4.5%	13.5%	33.0%	33.2%	15.8%

There were significant differences between grades 7-8 in perception of peer alcohol use, $t(387.72) = -6.61, p < 0.001$. Students in 8th grade reported more peer alcohol use than did students in the 7th grade. There were also significant differences between grades 9-12 in perception of peer alcohol use, $F(3,724) = 29.34, p > 0.001$. Post hoc analyses^(GH) revealed

significant differences between grades 9 and 10-12 and between grades 10 and 11 for this question. Refer to Figure 3.18.



There were no significant gender differences in perception of peer alcohol use in grades 7-8 or 9-12, $p > 0.05$.

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

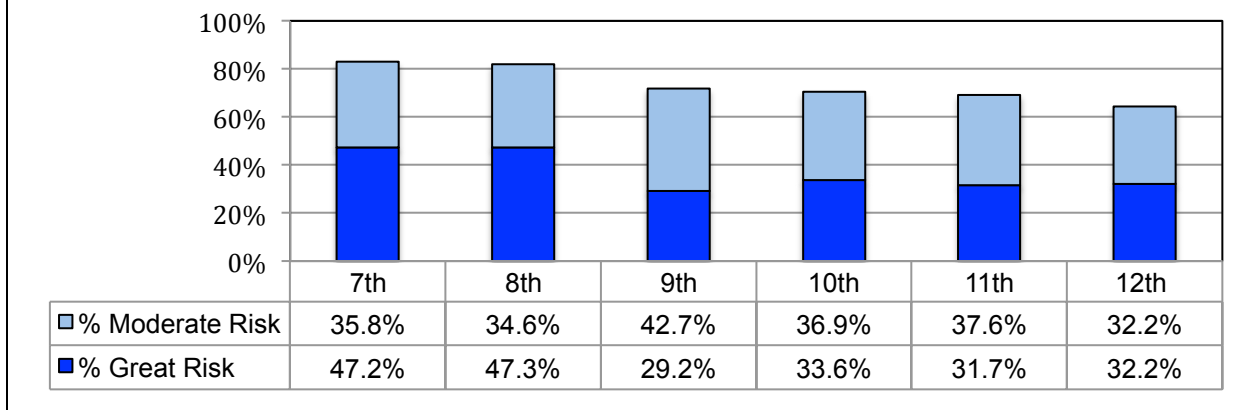
There are two similar questions regarding students' perceived risk associated with alcohol use. The following question, "How much do you think people risk harming themselves (physically or in other ways) when they drink 5 or more alcoholic beverages once or twice a week" should be used when comparing to national and state level data, as it meets current federal grant guidelines.

37.8% of students in grades 7-12 (n=1244) perceived that drinking 5 or more alcoholic beverages (beer, wine, or liquor) once or twice a week to be a "great risk" and 36.4% perceived such drinking to be a "moderate risk". Refer to Figure 3.19 for perceived risk by grades 7-8 (n=483) and grades 9-12 (n=757).

Figure 3.19	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 7-12	36.4%	37.8%	74.2%
Grades 7-8	35.2%	47.2%	82.4%
Grades 9-12	37.3%	31.8%	69.1%

There were no significant differences between grades 7-8 or 9-12 in the perception risks associated with having 5 or more alcoholic drinks once or twice a week, $p > 0.05$. Refer to Figure 3.20 to view the differences in perception of risk by grade.

Figure 3.20 - "How much do you think people risk harming themselves physically or in other ways when they drink 5+ alcoholic beverages 1-2 times a week?"



There were significant gender differences among students in grades 7-8 in the perception or risks associated with drinking 5 or more drinks once or twice a week, $t(479) = 2.16, p < 0.05$.

Compared to males, females are more likely to view drinking 5 or more drinks once or twice a week as a greater risk. There were also significant gender differences among students in grades 9-12 in the perception or risks associated with drinking 5 or more drinks once or twice a week, $t(740.55) = 5.98, p < 0.001$. Compared to males, females are more likely to view drinking 5 or more drinks once or twice a week as a greater risk.

Risks of Drinking Alcohol (1 or 2 Drinks Nearly Every Day)

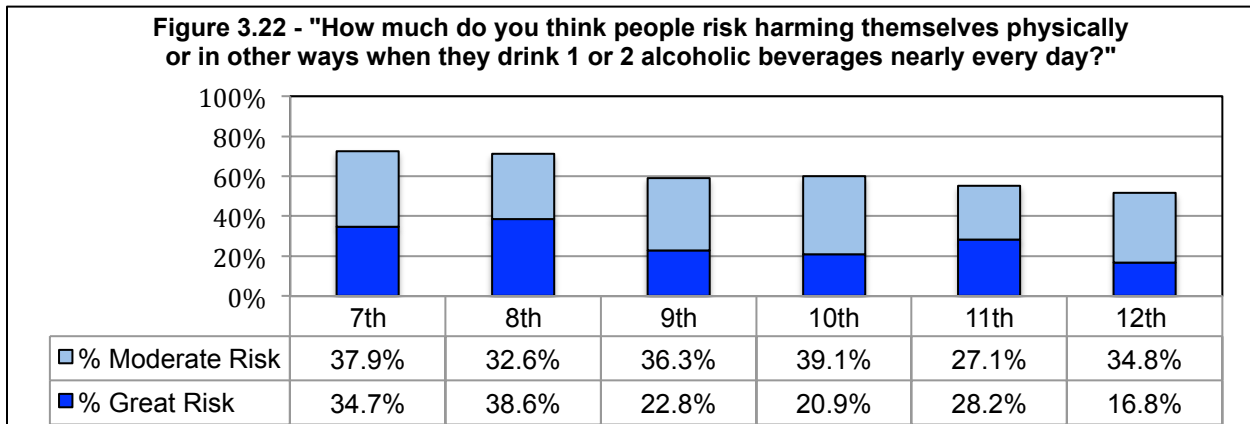
*In addition to the question above, which assessed perception of risk associated with drinking 5 or more alcoholic beverages 1-2 times a week, students were also asked to rate how much risk they perceived as associated with drinking 1-2 alcoholic beverages nearly every day to ease comparison of perception of risk of alcohol as asked in prior survey years for AHM (e.g., 2009). *

27.8% of students in grades 7-12 ($n=1246$) perceived that drinking 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day to be a “great risk” and 34.8% perceived such drinking to be a “moderate risk”. Refer to Figure 3.21 for perceived risk by grades 7-8 ($n=484$) and grades 9-12 ($n=758$).

Figure 3.21	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 7-12	34.8%	27.8%	62.6%
Grades 7-8	35.3%	36.6%	71.9%
Grades 9-12	34.4%	22.2%	56.6%

There were no significant differences in risk assessment between grades 7-8 or 9-12 in the perception of having 1 or 2 alcoholic beverages nearly every day, $p > 0.05$. Refer to Figure 3.22 to view the differences in perception of risk by grade.

There were significant gender differences among students in grades 7-8, $t(480) = 2.73, p < 0.01$, and grades 9-12, $t(748.97) = 3.75, p < 0.001$, in the perception of risks associated with drinking 1-2 drinks nearly every day. In both cases, females rated drinking 1-2 drinks nearly every day as more risky than males.

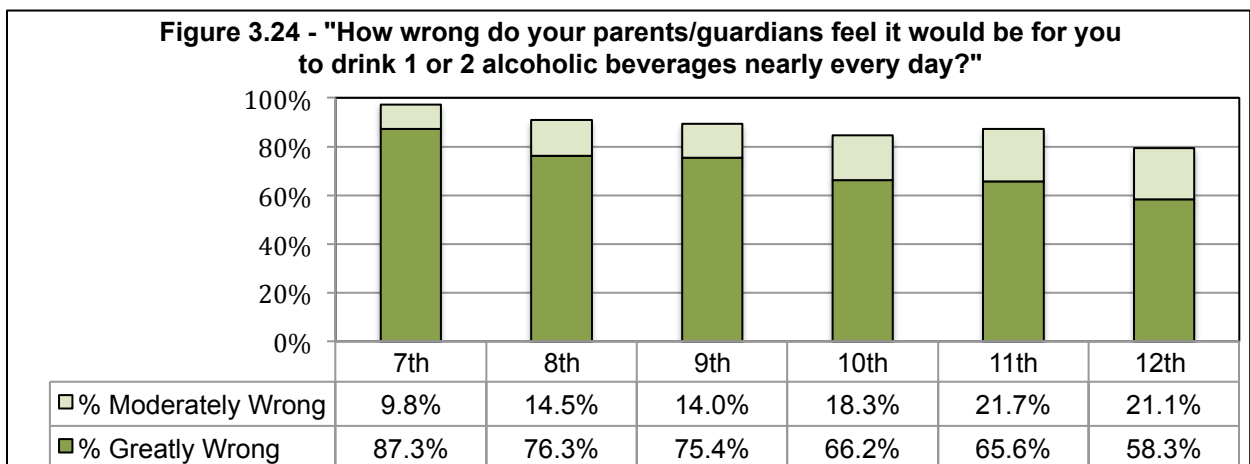


Parent/Guardian Disapproval of Drinking Alcohol:

88.6% of all students in grades 7-12 (n=1257) thought their parents/guardians felt it would be “greatly wrong” or “moderately wrong” if they drank 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day. 72.5% of students in grades 7-12 thought their parents felt it would be “greatly wrong” if they drank alcohol regularly. Refer to Figure 3.23 for perceived parent disapproval by grades 7-8 (n=486) and grades 9-12 (n=767).

Figure 3.23	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong ” or “Greatly Wrong”
Grades 7-12	16.1%	72.5%	88.6%
Grades 7-8	12.1%	81.9%	94.0%
Grades 9-12	18.8%	66.4%	85.1%

There were significant differences in perceived parent disapproval of drinking between grades 7-8, $t(435.66) = 3.20, p < 0.01$. Seventh graders perceived parent disapproval of drinking to be more “wrong” compared to 8th graders. There were also significant differences between grades 9-12, $F(3,763) = 3.25, p < 0.05$. Post-hoc analyses^(GH) showed differences between grades 9 and 12, $p < 0.05$. For specific grade trends, refer to Figure 3.24.



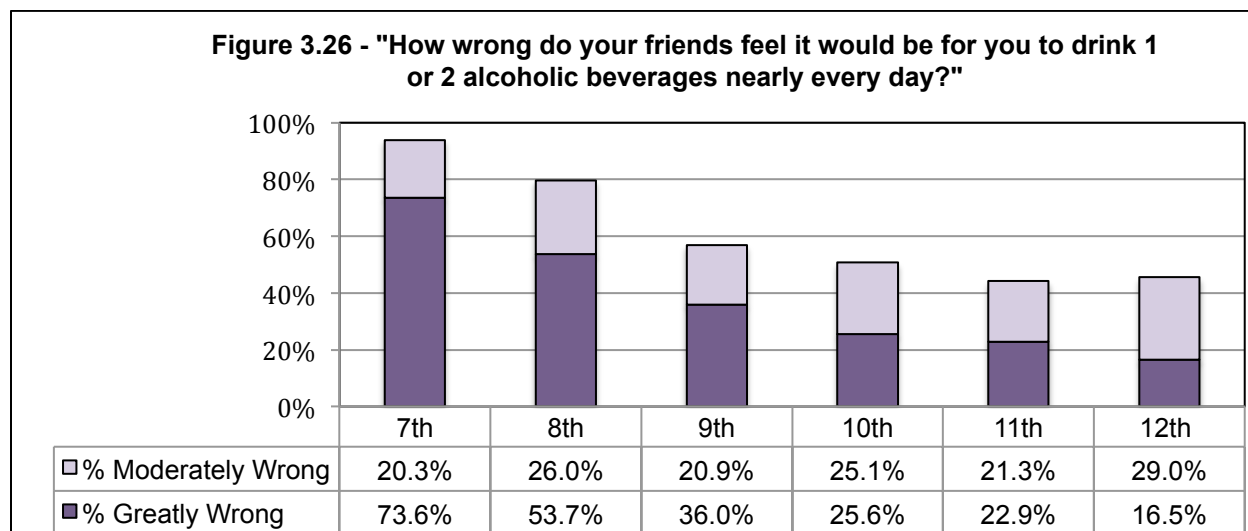
There were significant gender differences in perception of parental disapproval of drinking among students in grades 7-8, $t(471.46) = 2.20, p < 0.05$, and in grades 9-12, $t(756.64) = 2.03, p < 0.05$. In both instances, females felt their parents would be more disapproving of their drinking than males.

Friend Disapproval of Drinking Alcohol:

63.3% of students in grades 7-12 (n=1209) thought that their friends felt it would be “moderately wrong” or “greatly wrong” if they drank 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day. 39.6% of students thought that their friends felt it would be “greatly wrong” if they drank alcohol. Refer to Figure 3.25 for perceived friend disapproval by grades 7-8 (n=454) and 9-12 (n=751).

Figure 3.25	“Greatly Wrong”	“Moderately Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 7-12	39.6%	23.7%	63.3%
Grades 7-8	63.7%	23.1%	86.8%
Grades 9-12	25.2%	24.1%	49.3%

There were significant differences in perceived friend disapproval of drinking between grades 7-8, $t(422.39) = 4.77, p < 0.001$. Students in grade 7 perceive their friends feel it would be more wrong to drink 1 or 2 alcoholic beverages nearly every day than do students in grade 8. There were also significant differences in perceived friend disapproval of drinking between grades 9-12, $F(3,747) = 4.66, p < 0.01$. Post-hoc analyses^(†) show significant differences between students in grades 9 and 11-12. Refer to Figure 3.26 for percentages by grade.



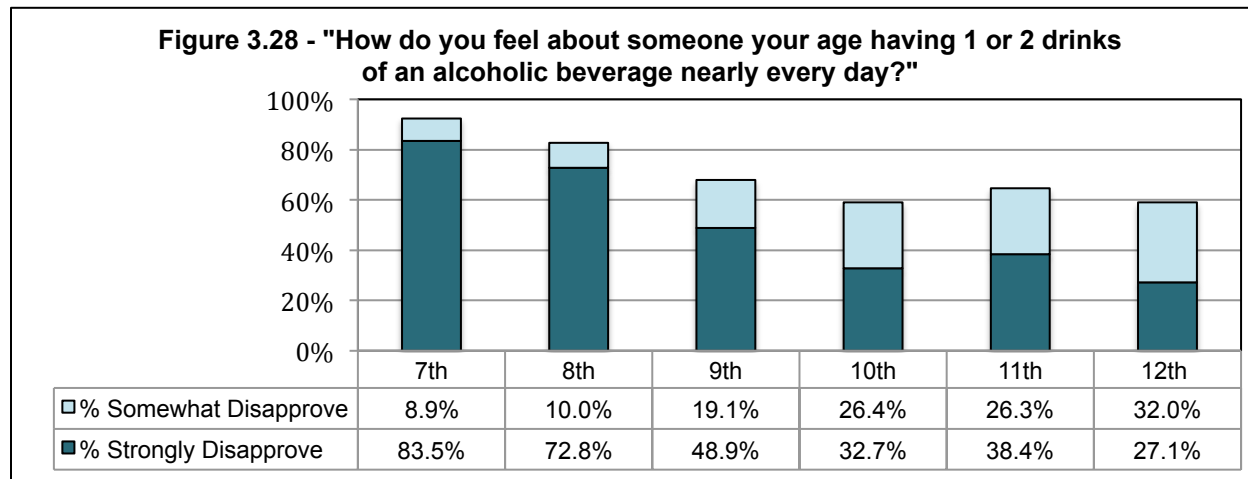
There were significant gender differences in perception of friend disapproval of drinking among students in grades 7-8, $t(443.20) = 2.40, p < 0.05$; more females thought that friends would report drinking 1 or 2 alcoholic beverages nearly every day to be more wrong than did males. There were significant gender differences in perception of friend disapproval of drinking among students in grades 9-12, $t(745) = 6.31, p < 0.001$; more females reported friends would report drinking 1 or 2 alcoholic beverages nearly every day to be more wrong than did males.

Disapproval of Peer Alcohol Use

Students were asked how they felt about someone their age having 1 or 2 drinks of an alcoholic beverage (beer, wine, liquor) nearly every day. 72.2% of all students in grades 7-12 (n=1260) “somewhat” or “strongly” disapproved of someone their age having 1 or 2 drinks of alcohol regularly. Refer to Figure 3.27 for perceived accessibility of alcohol by grades 7-8 (n=487) and 9-12 (n=769).

Figure 3.27	“Somewhat Disapprove”	“Strongly Disapprove”	“Somewhat” or “Strongly” Disapprove	“Neither Approve or Disapprove”
Grades 7-12	19.6%	52.6%	72.2%	19.9%
Grades 7-8	9.4%	78.2%	87.7%	7.8%
Grades 9-12	26.0%	36.5%	62.5%	27.4%

There were significant differences between grades 7-8 for students’ disapproval of peer alcohol use, $t(454.89) = 2.80, p < 0.01$; 7th graders reported that they more strongly disapprove of someone their age having 1 or 2 drinks of an alcoholic beverage (beer, wine, liquor) nearly every day compared to 8th graders. There were also significant differences between grades 9-12, $F(3,765) = 3.38, p < 0.05$. Post-hoc analyses^(T) show significant differences between grades 9 and 12. Refer to Figure 3.28.



There were no gender differences in students’ disapproval of peer alcohol use among students in grades 7-8, $p > 0.05$, however there were significant differences among students in grades 9-12, $t(759.06) = 5.57, p < 0.001$. For students in grades 9-12, females reported higher levels of disapproval of someone their age having 1 or 2 drinks of an alcoholic beverage nearly every day compared to males.

Section IV: Marijuana Use and Perceptions of Use

Part 1: Marijuana Use

Marijuana Use Rates for 2014

13.8% of students in grades 7-12 (n=1253) reported using marijuana or hashish in the past month. 22.3% of all students in grades 7-12 reported using marijuana or hashish *at least once before* in their lifetime. 3.1% of students in grades 7-8 (n=487) and 20.5% (n=762) of students in grades 9-12 reported using marijuana or hashish in the past month. Refer to Figure 4.0.

Figure 4.0 - Marijuana Use Rates	Grades 7-12	Grades 7-8	Grades 9-12
Lifetime Use (used <i>at least once before</i>)	22.3%	4.7%	33.2%
Past Month Use (used in the past 30 days)	13.8%	3.1%	20.5%
Frequent/Daily Use (6+ days in past month)	8.5%	2.9%	12.1%

Marijuana Use Trends by Year:

Long-term trends indicate an increase (2.9%) in past month marijuana use since 2009 among students in grades 7-8 and a decrease (3.2%) for students in grades 9-12. Refer to Figure 4.1.

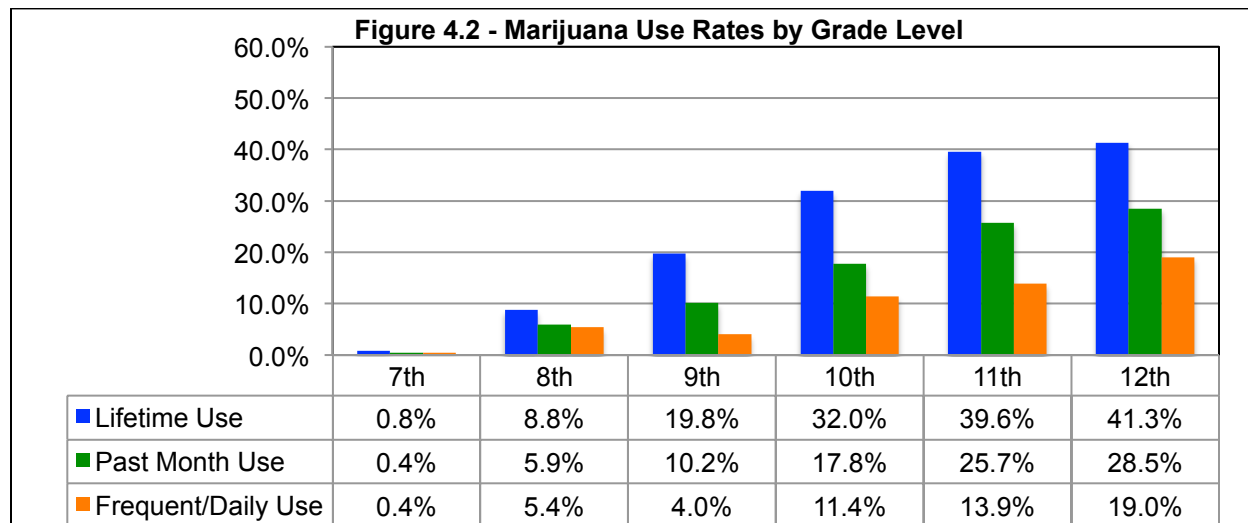
Figure 4.1 – Past Month Marijuana Use Year Trends	2000*	2009	2014	% Change Since 2009
Grades 7-8	8.0%	0.2%	3.1%	+ 2.9%
Grades 9-12	27.5%	23.7%	20.5%	- 3.2%

*Only grades 7, 8, 9, and 10 were surveyed in 2000

2014 Marijuana Use Comparisons by Grade Level:

There were significant differences between grades 7-8 for lifetime marijuana use, $\chi^2(1, N = 487) = 17.225, p < 0.001$, and for past month marijuana use, $\chi^2(1, N = 487) = 12.130, p < 0.001$. Post-hoc analyses ^(B) revealed that 8th graders (5.9%) reported more frequent marijuana use in the past month than did 7th graders (0.4%); 8th graders (8.8%) also reported more frequent marijuana use in their lifetime than did 7th graders (0.8%), $p < 0.05$. Refer to Figure 4.2 for percentages by grade level.

There were also significant differences between grades 9-12 for lifetime marijuana use, $\chi^2(3, N = 762) = 23.309, p < 0.001$, and for past month marijuana use, $\chi^2(3, N = 762) = 22.666, p < 0.001$. For lifetime marijuana use, post-hoc analyses ^(B) showed that fewer 9th graders (19.8%) reported using marijuana compared to 10th graders (32.0%), 11th graders (39.6%), and 12th graders (41.3%), $p < 0.05$. For past month marijuana use, post hoc analyses ^(B) showed that fewer 9th graders (10.2%) reported using marijuana compared to 11th graders (25.7%) and 12th graders (28.5%), $p < 0.05$. Refer to Figure 4.2 for percentages by grade level.



2014 Marijuana Use Comparisons by Gender:

There were gender differences in lifetime marijuana use rates among students in grades 7-8, $\chi^2(1, N = 485) = 4.577, p < 0.05$, and grades 9-12, $\chi^2(1, N = 758) = 10.354, p < 0.01$. For grades 7-8 a higher frequency of males (6.7%) reported using marijuana in their lifetime when compared to females (2.6%). The same was true of grades 9-12; a higher frequency of males (38.5%) reported using marijuana in their lifetime when compared to females (27.5%). There were gender differences in past month marijuana use rates among students grades 9-12, $\chi^2(1, N = 758) = 10.545, p < 0.01$, but not for grades 7-8, $p > 0.05$. For grades 9-12, more males (25.0%) reported using marijuana in the past month compared to females (15.5%).

Age of Onset for Marijuana Use:

Students that reported using marijuana or hashish at least once before were asked how old they were when they had marijuana or hashish for the first time.

Among students in grades 7-12, the average age of onset for marijuana use was 14.3 years of age (n= 289, SD= 1.9 yrs). The average age of onset for marijuana use among students in grades 7-8 was 12.3 years of age (n= 20, SD= 1.9 yrs). The average age of onset for marijuana use among students in grades 9-12 was 14.5 years of age (n= 267, SD= 1.8 yrs).

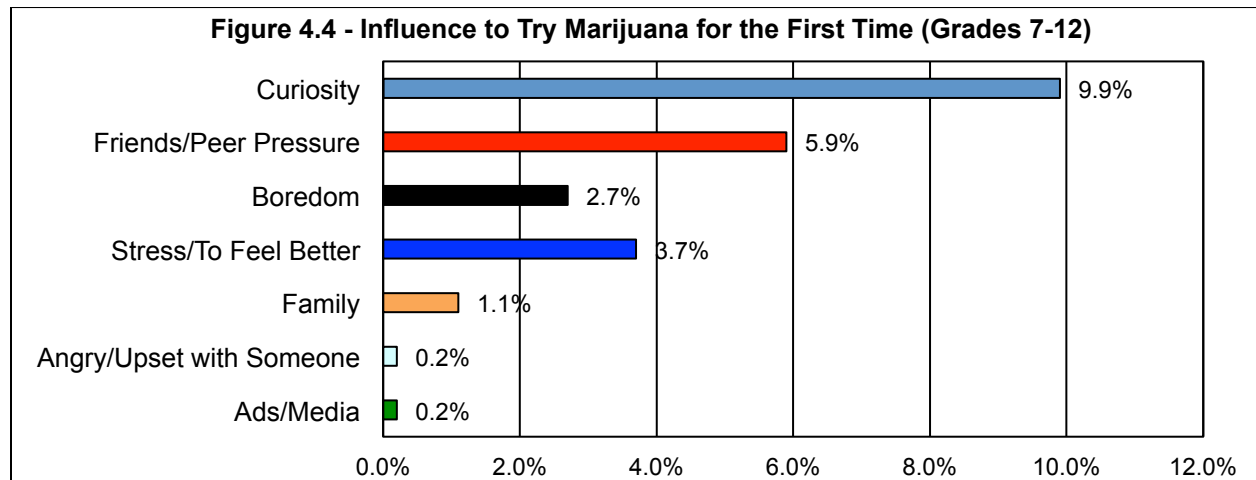
Since 2009, the age of onset for marijuana use has decreased by about a year for grades 7-8 but has remained the same for grades 9-12. Refer to Figure 4.3 for a summary of the average age of onset for marijuana use by grades 7-12, 7-8, and 9-12 since 2009.

Figure 4.3 – Year Trends for Age of Onset of Marijuana Use	2009	2014
Grades 7-12	14.6 yrs	14.3 yrs
Grades 7-8	13.1 yrs	12.3 yrs
Grades 9-12	14.6 yrs	14.5 yrs

Influence to Try Marijuana for the First Time:

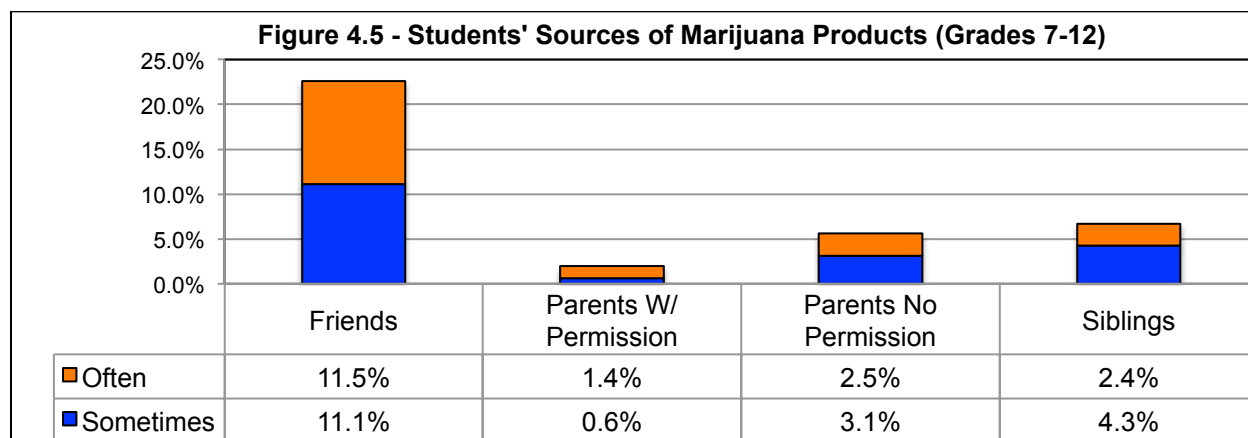
Students who reported using marijuana at least once before in their lifetime were asked what influenced them the most to try marijuana or hashish.

For grades 7-12, “Curiosity” was the largest influence (9.9%), followed by “Friendship/Peer Pressure” (5.9%), and “Stress/To Feel Better” (3.7%). Very few of the students who reported lifetime marijuana use indicated that “Ads/Media” (0.2%) or being “angry/upset with someone” (0.2%) solely influenced their decisions to try marijuana for the first time. Refer to Figure 4.4.



Accessibility of Marijuana

Of the students that have used marijuana at least once before, most of students (22.6% sometimes or often) reported getting marijuana from friends. Other major sources of marijuana were from parents/guardians without their permission (5.5% sometimes or often) and from siblings (6.7% sometimes or often). The least likely source of marijuana was from a parent or guardian with their permission. Refer to Figure 4.5.



A series of independent sample t-tests were conducted to compare students' sources of marijuana between middle and high school students who reported lifetime marijuana use, and several differences were found. There were no differences between middle and high school students on how often they obtained marijuana from their parents/guardians with their permission, $p > 0.05$.

- 1.7% of students in grades 7-8 versus 8.2% of students in grades 9-12 reported sometimes or often getting marijuana from their parents without their permission, $t(1007.67) = -4.37$, $p < 0.001$.
- 2.4% of students in grades 7-8 versus 9.6% of students in grades 9-12 reported sometimes or often getting marijuana from their siblings, $t(1035.27) = -4.24$, $p < 0.001$.
- 3.8% of students in grades 7-8 versus 34.8% of students in grades 9-12 reported sometimes or often getting marijuana from their friends, $t(943.02) = -13.18$, $p < 0.001$.

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.

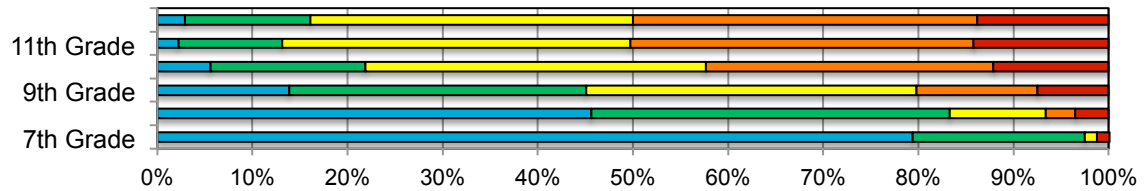
Perceptions of Peer Marijuana Use

Students were asked: "About how many students in your grade do you think use marijuana or hashish?". 62.9% of students in grades 7-8 believed that less than 10% of their peers used marijuana, and 35.3% of students in grades 9-12 believed that half of students (around 50%) used marijuana. See Figure 4.6.

Figure 4.6	"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%)"
Grades 7-12	27.9%	21.5%	23.9%	18.4%	8.4%
Grades 7-8	62.9%	27.7%	5.6%	1.5%	2.4%
Grades 9-12	6.0%	17.7%	35.3%	29.0%	11.9%

There were significant differences between grades 7-8 in perception of peer marijuana use, $t(375.48) = -7.30$, $p < 0.001$. Students in 8th grade reported more peer marijuana use than did students in the 7th grade. There were also significant differences between grades 9-12 in perception of peer marijuana use, $F(3,741) = 23.04$, $p > 0.001$. Post hoc analyses^(T) revealed significant differences between grades 9 and 10-12 for this question. Refer to Figure 4.7.

Figure 4.7 - "About how many students in your grade do you think use marijuana or hashish?"



	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Less than 10%	79.4%	45.6%	13.9%	5.6%	2.2%	2.9%
Around 25%	18.1%	37.7%	31.2%	16.3%	10.9%	13.2%
Around 50%	1.3%	10.1%	34.7%	35.8%	36.6%	33.9%
Around 75%	0.0%	3.1%	12.7%	30.2%	36.1%	36.2%
More than 90%	1.3%	3.5%	7.5%	12.1%	14.2%	13.8%

There were no significant gender differences in perception of peer marijuana use in grades 7-8 or grades 9-12, $p > 0.05$.

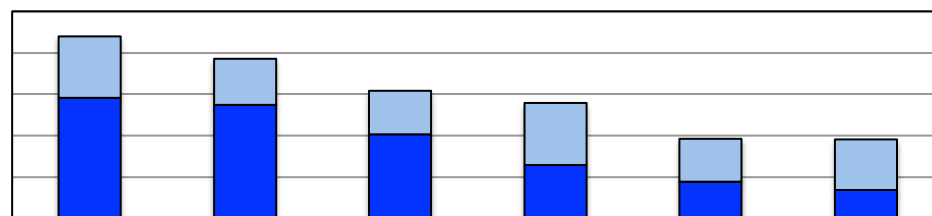
Risks of Using Marijuana or Hashish 1-2 Times a Week

36.7% of students in grades 7-12 ($n=1221$) perceived that using marijuana 1 or 2 times a week to be a “great risk” and 24.9% perceived using marijuana 1 or 2 times a week to be a “moderate risk”. In other words, 61.6% of all students felt that using marijuana 1 or 2 times a week carries a “moderate” to “great risk” to a person, physically or in other ways. Refer to Figure 4.8 for perceived risk by grades 7-8 ($n=470$) and grades 9-12 ($n=747$).

Figure 4.8	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 7-12	24.9%	36.7%	61.6%
Grades 7-8	26.0%	56.6%	82.6%
Grades 9-12	24.4%	24.2%	48.6%

There were significant differences between grades 7-8 for perception of risk associated with having marijuana 1 or 2 times a week, $t(446.57) = 2.25, p < 0.05$. Seventh graders perceived significantly more risk associated with using marijuana 1 or 2 times a week than did 8th graders. There were also significant differences between grades 9-12 for perception of risk associated with having marijuana 1 or 2 times a week, $F(3,743) = 15.82, p < 0.001$. Post-hoc analyses^(T) show significant differences ($p < 0.05$) between grades 9 and 11-12 and 10 and 11-12. Refer to Figure 4.9 to view the differences in perception of risk by grade.

Figure 4.9 - "How much do you think people risk harming themselves physically or in other ways when they use marijuana 1 or 2 times a week?"



	7th	8th	9th	10th	11th	12th
% Moderate Risk	29.4%	22.4%	21.2%	30.0%	20.7%	24.6%
% Great Risk	58.4%	54.7%	40.6%	25.7%	17.9%	13.7%

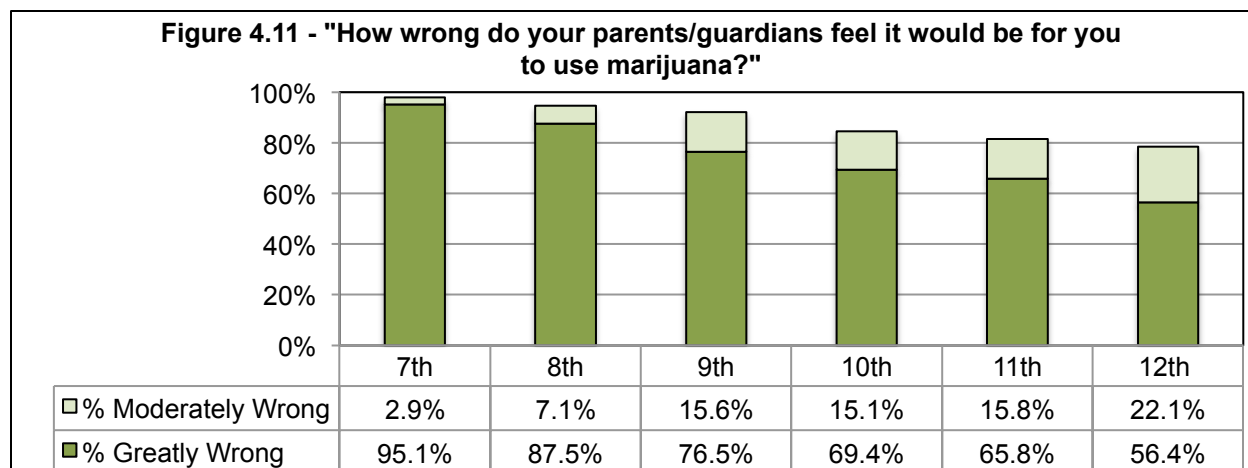
There were significant gender differences in perception of risks associated with using marijuana 1 or 2 times a week among students in grades 7-8, $t(464.90) = 2.65, p < 0.01$, and among students in grades 9-12, $t(741) = 5.21, p < 0.001$. In both cases, females were likely to perceive higher risk with using marijuana 1 or 2 times a week when compared to males.

Parent/Guardian Disapproval of Using Marijuana:

88.7% of all students in grades 7-12 (n=1256) thought their parents/guardians felt it would be “moderately wrong” or “greatly wrong” if they used marijuana. 76.4% of students in grades 7-12 thought their parents felt it would be “greatly wrong” if they used marijuana. Refer to Figure 4.10 for perceived parent disapproval by grades 7-8 (n=483) and grades 9-12 (n=769).

Figure 4.10	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 7-12	12.3%	76.4%	88.7%
Grades 7-8	5.0%	91.3%	96.3%
Grades 9-12	17.0%	67.1%	84.1%

There were significant differences in perceived parent disapproval of smoking marijuana between grades 7-8, $t(442.58) = 2.35, p < 0.05$ and between grades 9-12, $F(3,765) = 6.10, p < 0.001$. For grades 9-12, post-hoc analyses^(GH) showed significant differences between grades 9 and 11-12, $p < 0.05$. For specific grade trends, refer to Figure 4.11.



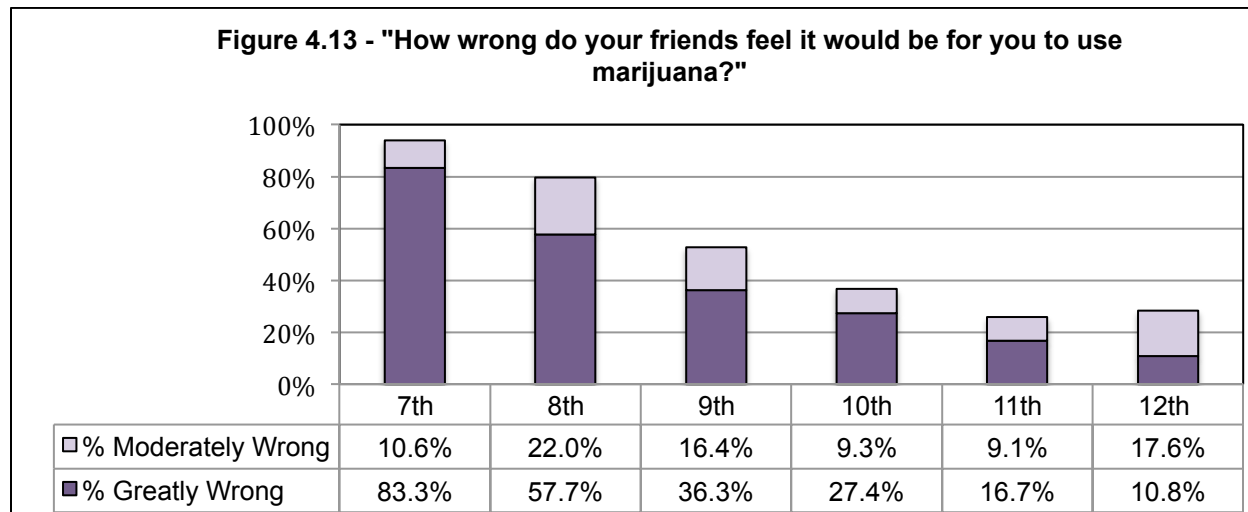
There were no significant gender differences in perception of parental disapproval of using marijuana among students in grades 7-8. However, compared to males, females reported more parental disapproval of smoking marijuana in grades 9-12, $t(742.01) = 2.98, p < 0.01$.

Friend Disapproval of Using Marijuana

54.9% of students in grades 7-12 (n=1206) thought that their friends felt it would be “moderately wrong” or “greatly wrong” if they used marijuana. 40.8% of students thought that their friends felt it would be “greatly wrong” if they used marijuana. Refer to Figure 4.12 for perceived friend disapproval by grades 7-8 (n=454) and 9-12 (n=748).

Figure 4.12	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 7-12	14.1%	40.8%	54.9%
Grades 7-8	16.3%	70.5%	86.8%
Grades 9-12	12.8%	22.9%	35.7%

There were significant differences in perceived friend disapproval of marijuana use between grades 7-8, $t(392.88) = 5.79, p < 0.001$, and between grades 9-12, $F(3,744) = 11.66, p < 0.001$. For grades 9-12, post-hoc analyses^(GH) show significant differences between grades 9 and 10, 11, and 12, $p < 0.05$. Refer to Figure 4.13 for percentages by grade.



There were significant gender differences in perception of friend disapproval of using marijuana among students in grades 7-8, $t(438.00) = 2.69, p < 0.01$, and grades 9-12, $t(721.35) = 5.17, p < 0.001$. Females reported higher friend disapproval of using marijuana than did males for grades 7-8 and for grades 9-12.

Section V: Prescription & Over-the-Counter Drug Abuse and Students' Perceptions of Abuse

Students were asked if they had ever used the following drug(s) on their own, without their own prescription or a doctor or dentist telling them to: pain medication (e.g., OxyContin, Vicodin, Percodan, Codeine, or Dilaudid), downers (e.g., barbiturates, sleeping pills, sedatives, Quaaludes), uppers (e.g., Ritalin, Adderall, Amphetamines, or Speed), Steroids (juice, roids), or over-the-counter medications to get "high" (e.g., cough medicine, mouthwash).

To ease comparison to past survey reports for AHM and the ERASE Region, for which students were asked to generally specify if they used prescription drugs without a prescription from their doctor, we have merged pain medication, uppers, downers, and tranquilizers into one general "prescription drug" abuse rate. Over-the-counter medications and steroids have not been included in this general category because they were separately assessed in past survey reports.

Part 1: Prescription and Over-the-Counter (OTC) Drug Abuse

Prescription and Over-the-Counter Drug Abuse Rates for 2014

15.3% of students in grades 7-12 (n=1180) reported abusing prescription drugs *at least once before* in their lifetime and 5.5% of students in grades 7-12 (n=1173) reported abusing over-the-counter (OTC) drugs *at least once before* in their lifetime. Refer to Figures 5.0 and 5.1 for lifetime and past month rates for the specific types of prescription and OTC medications.

Figure 5.0 – Lifetime Use: Prescription & OTC Drugs	Grades 7-12	Grades 7-8	Grades 9-12
Pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid)	11.0%	5.1%	14.7%
Tranquilizers (Valium, Xanax, Librium)	4.0%	0.7%	6.1%
Uppers (Ritalin, Adderall, Amphetamines, or Speed)	8.9%	0.7%	13.9%
Downers (barbiturates, sleeping pills, sedatives, Quaaludes)	7.1%	2.7%	9.8%
General Prescription Drugs*	15.3%	5.8%	21.1%
Steroids (juice, roids)	1.3%	0.4%	1.8%
OTC Medications to get “high” (cough medicine, mouthwash)	5.5%	2.9%	7.2%

*Combines the use of tranquilizers, uppers, downers, and pain medication

Figure 5.1 – Past Month Use: Prescription & OTC Drugs	Grades 7-12	Grades 7-8	Grades 9-12
Pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid)	3.4%	2.4%	4.0%
Tranquilizers (Valium, Xanax, Librium)	1.7%	0.7%	2.4%
Uppers (Ritalin, Adderall, Amphetamines, or Speed)	5.2%	0.7%	7.9%
Downers (barbiturates, sleeping pills, sedatives, Quaaludes)	2.3%	1.3%	2.9%
General Prescription Drugs*	6.9%	2.4%	9.7%
Steroids (juice, roids)	0.8%	0.4%	1.1%
OTC Medications to get “high” (cough medicine, mouthwash)	2.0%	1.3%	2.4%

*Combines the use of tranquilizers, uppers, downers, and pain medication

Prescription and Over-the-Counter Drug Abuse Trends by Year:

Since 2009, past month general prescription drug abuse (combining tranquilizers, uppers, downers, and pain medication) has increased by 2.0% for students in grades 7-8, and has increased by 5.2% for students in grades 9-12. Past month steroid use rates have also slightly increased for students in grades 7-8 and grades 9-12. Refer to Figure 5.2.

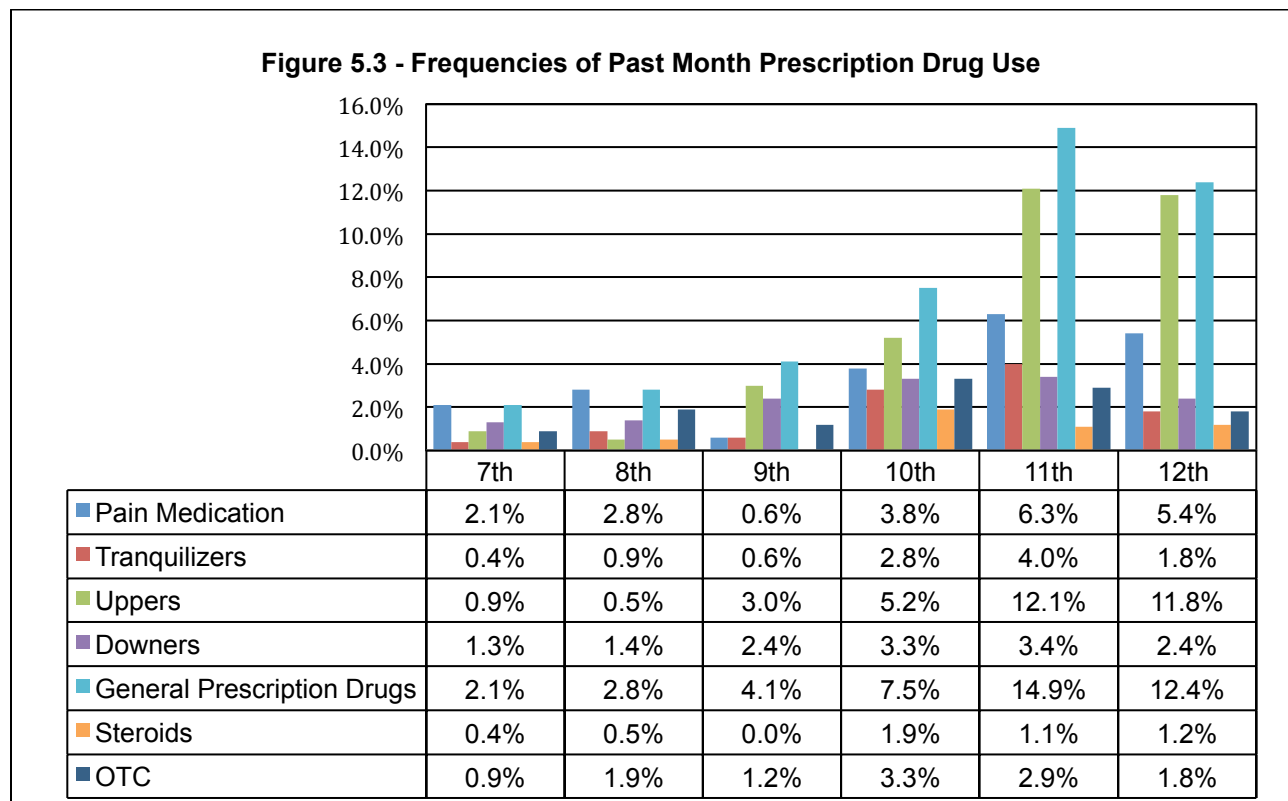
Figure 5.2 –Past Month Prescription & OTC Drug Abuse Year Trends		2009	2014	% Change Since 2009
General Prescription Drugs***	Grades 7-8	0.4%	2.4%	+ 2.0%
	Grades 9-12	4.5%	9.7%	+ 5.2%
Steroids (juice, roids)	Grades 7-8	0.2%	0.4%	+ 0.2%
	Grades 9-12	0.6%	1.1%	+ 0.5%
Over-the-counter Medications	Grades 7-8	0.6%	1.3%	+ 0.7%
	Grades 9-12	2.4%	2.4%	0.0%

*** Prescription Drug use in 2009 was characterized as oxycontin, valium, and Adderall, but a larger definition was adopted in 2014.

2014 Prescription and OTC Drug Abuse, Comparisons by Grade Level:

There were no significant differences between grades 7-8 in past month use of pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid), tranquilizers (Valium, Xanax, Librium), uppers (Ritalin, Adderall, Amphetamines, or Speed), downers (barbiturates, sleeping pills, sedatives, Quaaludes), general prescription drugs, steroids (juice, roids), or OTC medications, $p > 0.05$. There were no significant differences between grades 9-12 in past month use of tranquilizers, downers, steroids, or OTC medications, $p > 0.05$.

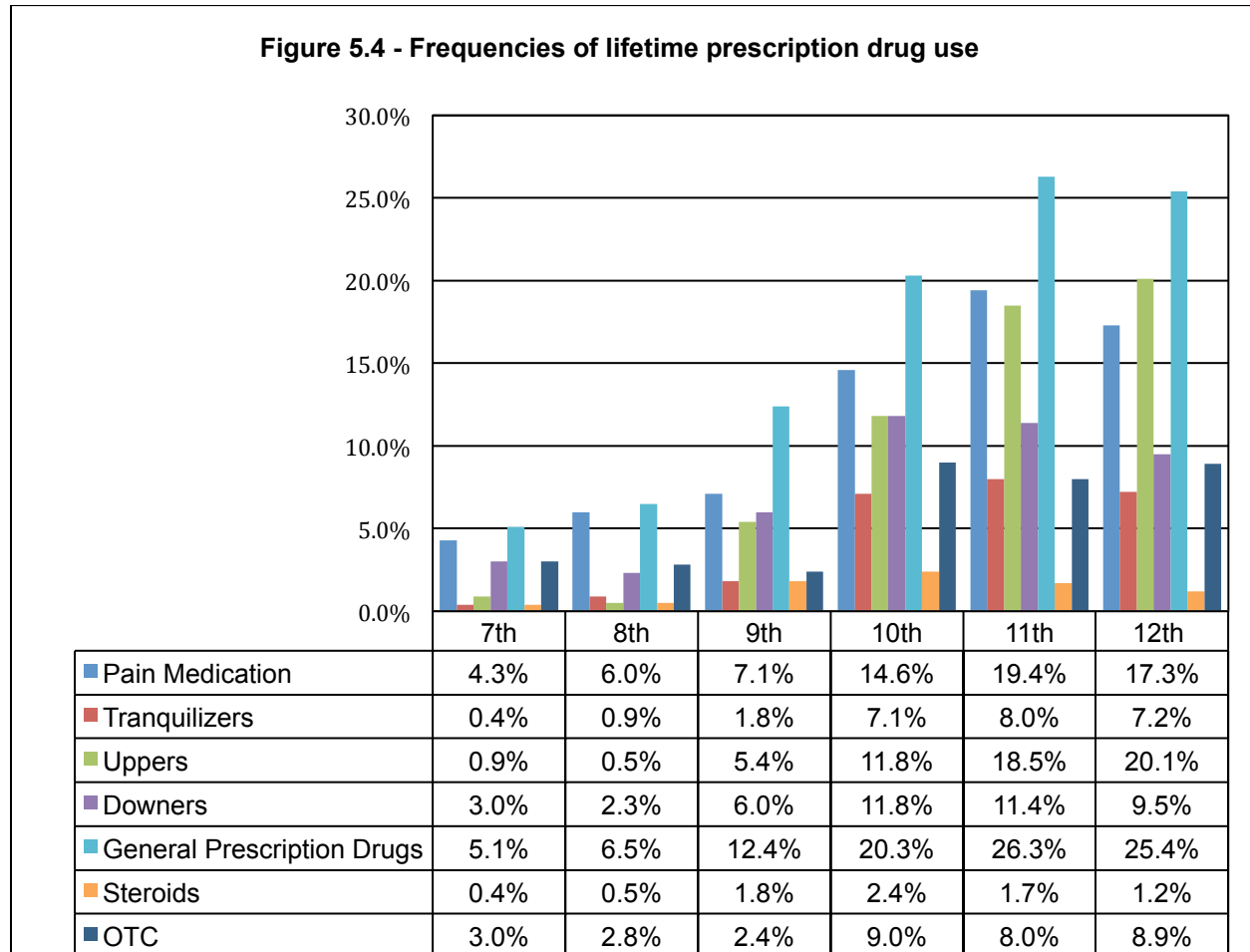
There were significant differences between grades 9-12 in past month use of pain medication, $\chi^2(3, N = 723) = 8.265, p < 0.05$, uppers, $\chi^2(3, N = 721) = 15.548, p < 0.01$, and prescription drugs, $\chi^2(3, N = 725) = 13.885, p < 0.01$. For past month pain medication use, post hoc tests ^(B) revealed significant differences between grades 9 and 11. For past month upper use, post hoc tests ^(B) revealed significant differences between grade 9 and grades 11-12, $p < 0.05$. For past month prescription drug use, post hoc tests ^(B) revealed significant differences between grades 9 and 11-12, $p < 0.05$. Refer to Figure 5.3 for past month prescription drug use by grade level.



There were no significant differences between grades 7-8 in lifetime use of pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid), tranquilizers (Valium, Xanax, Librium), uppers (Ritalin, Adderall, Amphetamines, or Speed), downers (barbiturates, sleeping pills, sedatives, Quaaludes), general prescription drugs, steroids (juice, roids), or OTC medications, $p > 0.05$. There were no significant differences between grades 9-12 in lifetime use of tranquilizers, downers, steroids, or OTC medications, $p > 0.05$.

There were significant differences between grades 9-12 in lifetime use of pain medication, $\chi^2(3, N = 723) = 11.677, p < 0.01$, uppers, $\chi^2(3, N = 721) = 19.537, p < 0.001$, and general prescription drugs, $\chi^2(3, N = 725) = 12.463, p < 0.01$. For lifetime use of pain medication, post hoc test ^(B) revealed significant differences between grades 9 and 11-12, $p < 0.05$. For lifetime use of uppers, post hoc test ^(B) revealed significant differences between grades

9 and 11-12, $p < 0.05$. For lifetime use of general prescription drugs, post hoc test ^(B) revealed significant differences between grades 9 and 11-12, $p < 0.05$. Refer to Figure 5.4 for lifetime prescription drug use by grade level.



2014 Prescription or OTC Drugs, Comparisons by Gender:

Among students in grades 7-8 and 9-12, there were no gender differences in lifetime use of pain medication, tranquilizers, downers, general prescription drugs, steroids, and OTC medication, $p > 0.05$. There were no gender differences in grades 7-8 for lifetime use of uppers, but there were gender differences in grades 9-12 for lifetime use of uppers, $\chi^2(1, N = 717) = 6.813, p < 0.01$. Significantly more males (17.1%) compared to females (10.3%) reported lifetime use of uppers.

Among students in grades 7-8, there were no gender differences in past month use of pain medication, tranquilizers, uppers, downers, general prescription drugs, steroids, or OTC medication, $p > 0.05$. Among students in grades 9-12, there were no gender differences in past month use of tranquilizers, downers, steroids, and OTC medication, $p > 0.05$, but there were gender differences in grades 9-12 for past month use of pain medication, $\chi^2(1, N = 719) = 7.367, p < 0.01$, uppers, $\chi^2(1, N = 717) = 8.679, p < 0.01$, and general prescription drugs, $\chi^2(1, N = 721) = 6.432, p < 0.05$. Significantly more males (6.0%) compared to females (2.0%) reported past month use of pain medication. Significantly more males (10.8%) compared to females (4.9%) reported past month use of uppers. Significantly more males (12.4%) compared to females (6.8%) reported past month use of general prescription drugs.

Part 2: Students' Perceptions of Prescription Drug Abuse

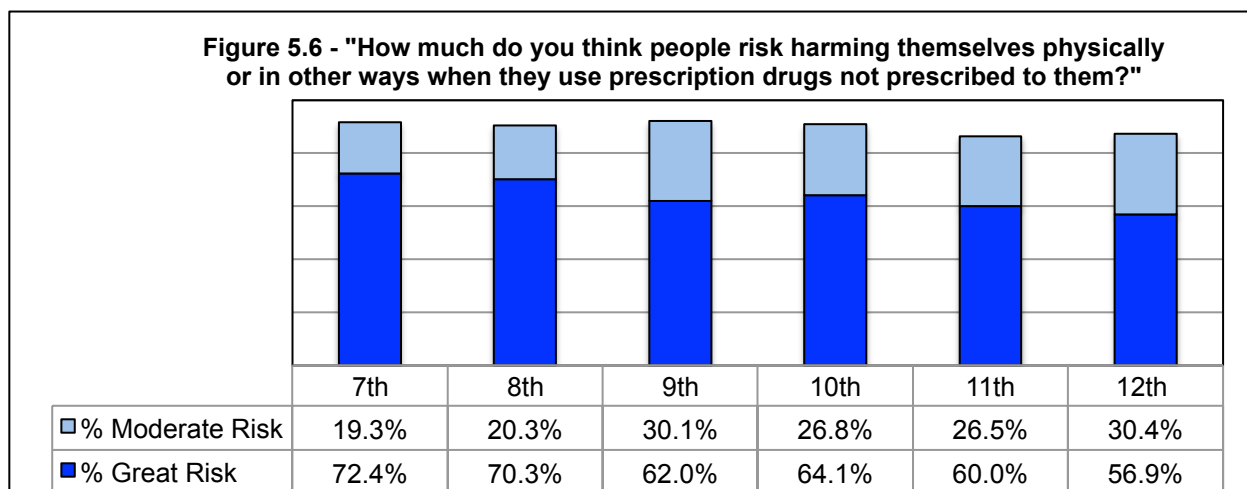
All students, including those who reported never abusing prescription drugs before, answered the following questions regarding students' perceptions of prescription drug abuse, particularly regarding the risks of use, and parental and friend disapproval of use.

Risks of Abusing Prescription Drugs

89.9% of all students in grades 7-12 (n=1220) felt that using prescription drugs not prescribed to them carries a "moderate" to "great risk" to a person, physically or in other ways. Refer to Figure 5.5 for perceived risk by grades 7-8 (n=475) and grades 9-12 (n=741).

Figure 5.5	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 7-12	25.0%	64.9%	89.9%
Grades 7-8	19.8%	71.4%	91.2%
Grades 9-12	28.3%	60.9%	89.2%

There were no significant differences between grades 7-8 or grades 9-12 for perception of risk associated with students abusing prescription drugs, $p > 0.05$. Refer to Figure 5.6.



There were no significant gender differences among students in grades 7-8 or grades 9-12 for perception of risk associated with abusing prescription drugs, $p > 0.05$.

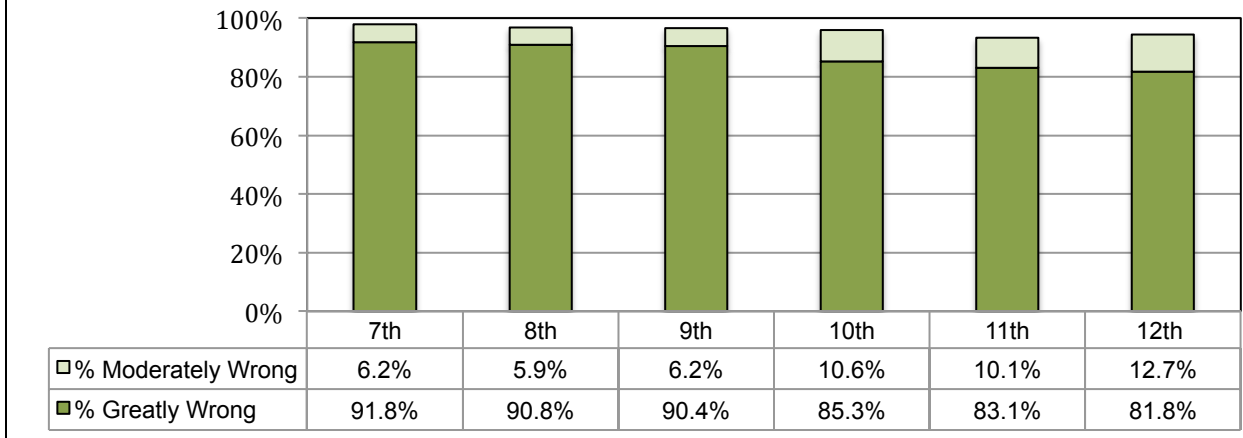
Parent/Guardian Disapproval of Abusing Prescription Drugs:

95.9% of all students in grades 7-12 (n=1251) thought their parents/guardians felt it would be "moderately wrong" or "greatly wrong" if they used prescription drugs not prescribed to them. Refer to Figure 5.7 for perceived parent disapproval by grades 7-8 (n=482) and grades 9-12 (n=765).

Figure 5.7	"Moderately Wrong"	"Greatly Wrong"	"Moderately Wrong" or "Greatly Wrong"
Grades 7-12	8.5%	87.5%	95.9%
Grades 7-8	6.0%	91.3%	97.3%
Grades 9-12	9.9%	85.1%	95.0%

There were no significant differences between grades 7-8 or grades 9-12 for perception of parent disapproval associated with abusing prescription drugs, $p > 0.05$. Refer to Figure 5.8.

Figure 5.8 - "How wrong do your parents/guardians feel it would be for you to use prescription drugs not prescribed to you?"



There were no significant gender differences in perception of parental disapproval of abusing prescription drugs among students in grades 7-8, $p > 0.05$. However, the average perception of parental disapproval of abusing prescription drugs was significantly higher for females compared to males in grades 9-12, $t(720.295) = 2.167, p < 0.05$.

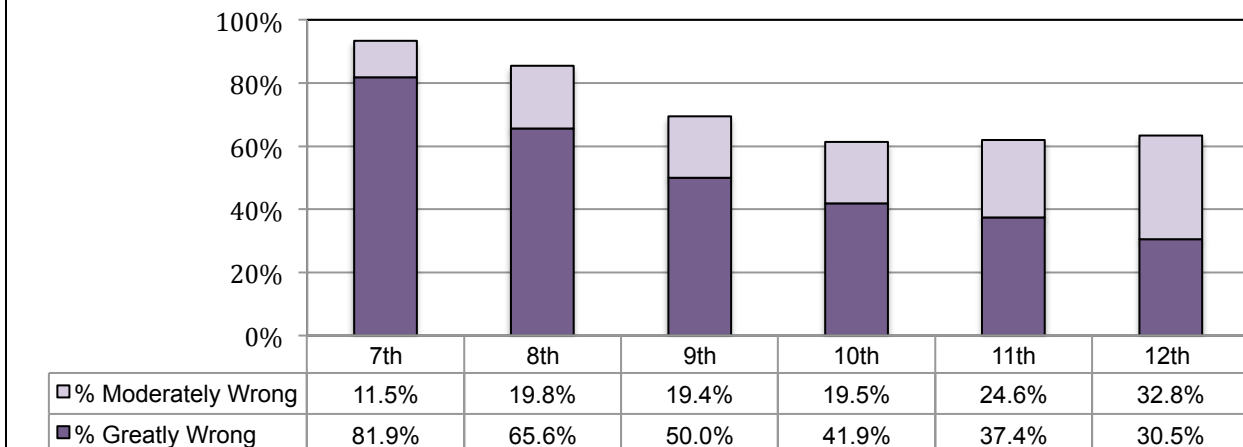
Friend Disapproval of Abusing Prescription Drugs

73.3% of all students in grades 7-12 (n=1206) thought their friends felt it would be “moderately wrong” or “greatly wrong” if they used prescription drugs not prescribed to them. Refer to Figure 5.9 for perceived friend disapproval by grades 7-8 (n=453) and grades 9-12 (n=749).

Figure 5.9	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 7-12	20.7%	52.6%	73.3%
Grades 7-8	15.7%	73.7%	89.4%
Grades 9-12	23.9%	39.9%	63.8%

There were significant differences between grades 7-8 for perception of friend disapproval associated with abusing prescription drugs, $t(430.96) = 3.53, p < 0.001$. There were no significant differences between grades 9-12 for perception of friend disapproval associated with abusing prescription drugs, $p > 0.05$. Refer to Figure 5.10.

Figure 5.10 - "How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?"



There were gender differences in perception of friend disapproval of abusing prescription drugs among students in grades 7-8, $t(430.99) = 2.48, p < 0.05$, and grades 9-12, $t(740.07) = 4.59, p < 0.001$. For grades 7-8 and 9-12, females report higher friend disapproval of using prescription drugs not prescribed to them than do males.

Section VI: Other Drug Use Rates

Other Drug Use Rates for 2014

Refer to Figures 6.0 and 6.1 to read lifetime and past month rates for the various drugs listed in this section.

Figure 6.0 – Lifetime Use of Drugs	Grades 7-12	Grades 7-8	Grades 9-12
Inhalants (things you sniff or inhale to get high such as glue, pain, whippets, or sprays)	5.2%	4.6%	5.5%
Cocaine	3.4%	1.9%	4.3%
Crack cocaine (rock)	2.0%	2.4%	1.8%
Ecstasy or Molly (MDMA)	4.6%	2.8%	5.8%
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust)	5.2%	2.4%	7.0%
Heroin	2.2%	2.2%	2.2%
Salvia	3.1%	2.2%	3.7%
Ketamine (Special K)	2.1%	2.2%	2.1%
GHB	1.7%	2.0%	1.5%
Methamphetamine (Meth)	2.2%	2.8%	1.8%
Synthetic Marijuana (Spice, K2, K3)	6.1%	2.8%	8.0%
Bath Salts	2.2%	2.4%	2.1%
Energy Drink (e.g., Red Bull, Monster, Amp, or Rock Star)	43.7%	34.0%	49.8%
Energy Drink Containing Alcohol	17.8%	5.32%	25.2%

Figure 6.1 – Past Month Use of Drugs	Grades 7-12	Grades 7-8	Grades 9-12
Inhalants (things you sniff or inhale to get high such as glue, pain, whippets, or sprays)	1.1%	1.5%	0.8%
Cocaine	1.7%	1.5%	1.8%
Crack cocaine (rock)	1.3%	2.0%	1.0%
Ecstasy or Molly (MDMA)	1.8%	1.5%	1.9%
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust)	1.7%	1.5%	1.8%
Heroin	1.4%	1.7%	1.2%
Salvia	1.3%	1.5%	1.1%
Ketamine (Special K)	1.0%	1.5%	0.7%
GHB	0.9%	1.3%	0.7%
Methamphetamine (Meth)	1.5%	2.4%	1.0%
Synthetic Marijuana (Spice, K2, K3)	1.9%	1.5%	2.2%
Bath Salts	1.3%	1.3%	1.2%
Energy Drink (e.g., Red Bull, Monster, Amp, or Rock Star)	20.0%	13.5%	24.0%
Energy Drink Containing Alcohol	8.0%	3.3%	10.8%

Other Drug Trends by Year:

Refer to Figure 6.2 for year trend tables of past month use among students in grades 7-8 and grades 9-12.

Drug use year trends are only included for drugs that were measured in previous years, specifically for inhalants, cocaine/crack, hallucinogens, and heroin. Frequency of cocaine and crack cocaine use were combined into one category of cocaine or crack cocaine use to ease comparison to past survey years, for which use of these drugs was asked in one single question.

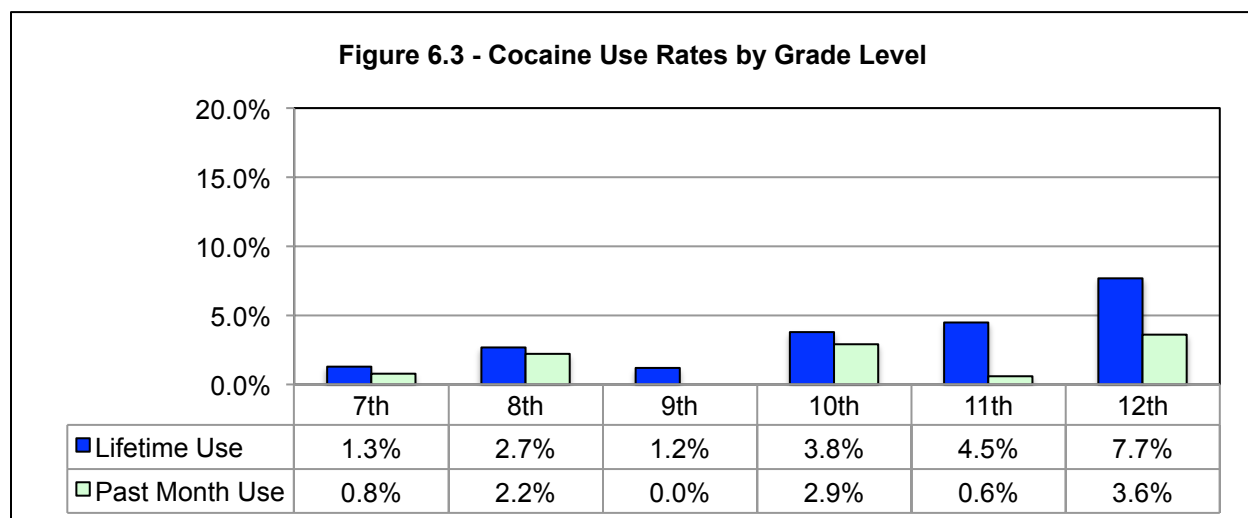
Figure 6.2 –Past Month Drug Use Year Trends		2009	2014	% Change Since 2009
<u>Inhalant Abuse</u>				
	Grades 7-8	0.4%	1.5%	+ 1.1%
	Grades 9-12	1.8%	0.8%	- 1.0%
<u>Cocaine or Crack Use</u>				
	Grades 7-8	0.0%	1.9%	+ 1.9%
	Grades 9-12	1.3%	2.1%	+ 0.8%
<u>Hallucinogen Use</u>				
	Grades 7-8	0.0%	1.5%	+ 1.5%
	Grades 9-12	2.7%	1.8%	- 0.9%
<u>Heroin Use</u>				
	Grades 7-8	0.0%	1.7%	+1.7%
	Grades 9-12	1.3%	1.2%	- 0.1%

2014 Other Drug Use, Comparisons by Grade Level:

Comparisons by grade level are only included for drugs that were significantly different for lifetime or past month use rates between grades 7-8 or grades 9-12.

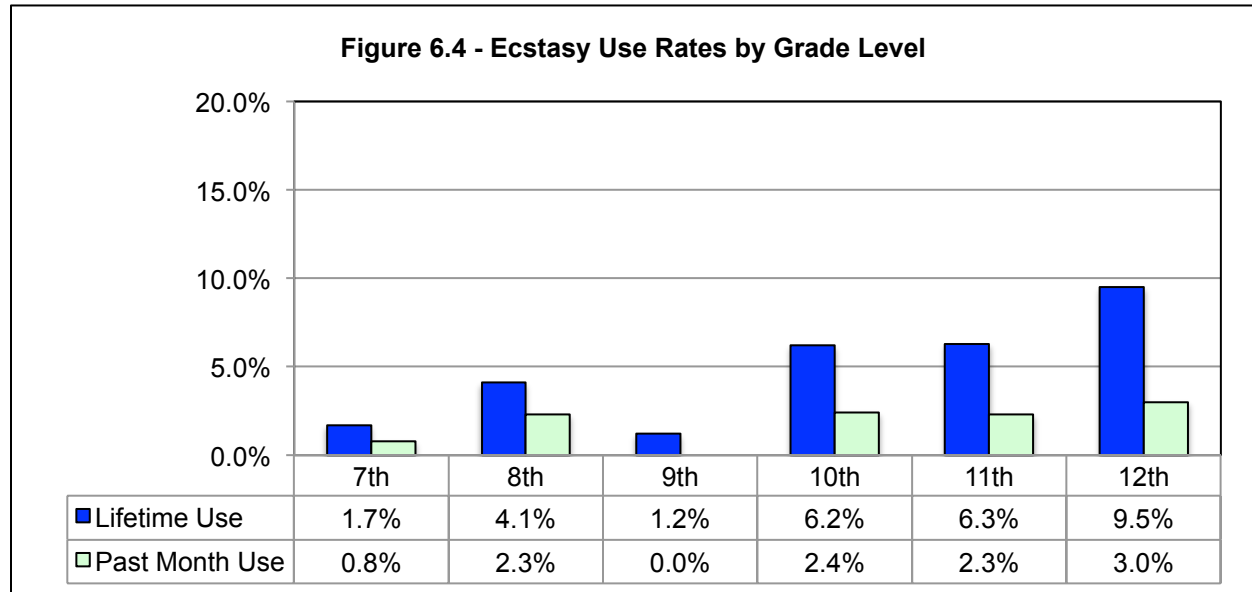
Cocaine

There were no significant difference between grades 7-8 for past month or lifetime cocaine use, $p > 0.05$. There were significant differences between grades 9-12 for past month cocaine use, $\chi^2(3, N = 726) = 8.946, p < 0.05$, and for lifetime cocaine use, $\chi^2(3, N = 726) = 8.958, p < 0.05$. There were no significant post-hoc analyses^(B) comparisons between grades 9-12, $p < 0.05$. Post-hoc analyses^(B) revealed a significant difference between grades 9 and 12 for lifetime cocaine use, $ps < 0.05$. Refer to Figure 6.3.



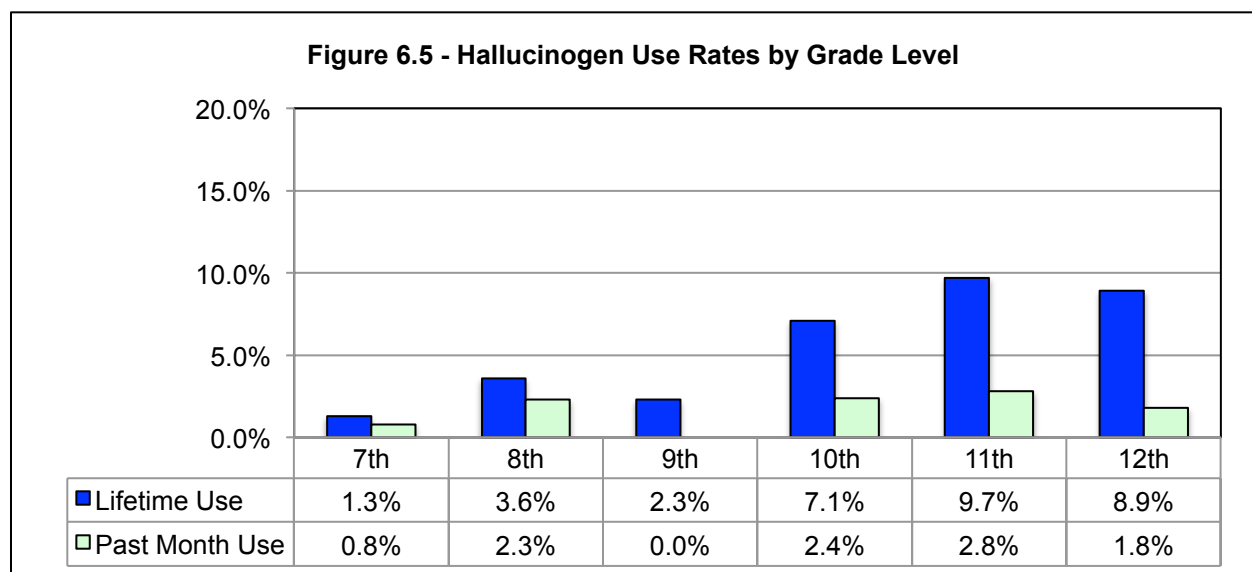
Ecstasy or Molly (MDMA)

There were no significant difference between grades 7-8 for past month or lifetime ecstasy use, $p > 0.05$. There were no significant differences between grades 9-12 for past month ecstasy use, $p > 0.05$, however, there were significant differences between grades 9-12 for lifetime ecstasy use, $\chi^2(3, N = 725) = 11.017, p < 0.05$. Post-hoc analyses ^(B) revealed a significant difference between grades 9 and 12 for lifetime ecstasy use, $p < 0.05$. Refer to Figure 6.4.



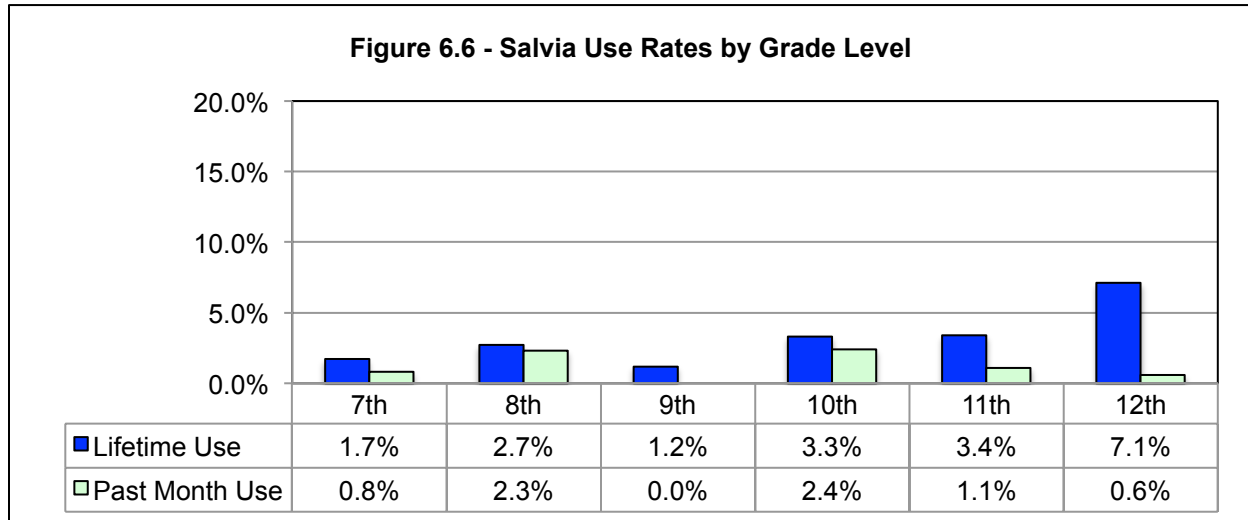
Hallucinogens (LSD, acid or mushrooms, PCP or Angel)

There were no significant difference between grades 7-8 for past month or lifetime hallucinogen use, $p > 0.05$. There were no significant differences between grades 9-12 for past month hallucinogen use, $p > 0.05$. There were significant differences between grades 9-12 for lifetime hallucinogen use, $\chi^2(3, N = 726) = 8.509, p < 0.05$. Post-hoc analyses ^(B) revealed a significant difference between grades 9 and 11 for lifetime hallucinogen use, $p < 0.05$. Refer to Figure 6.5.



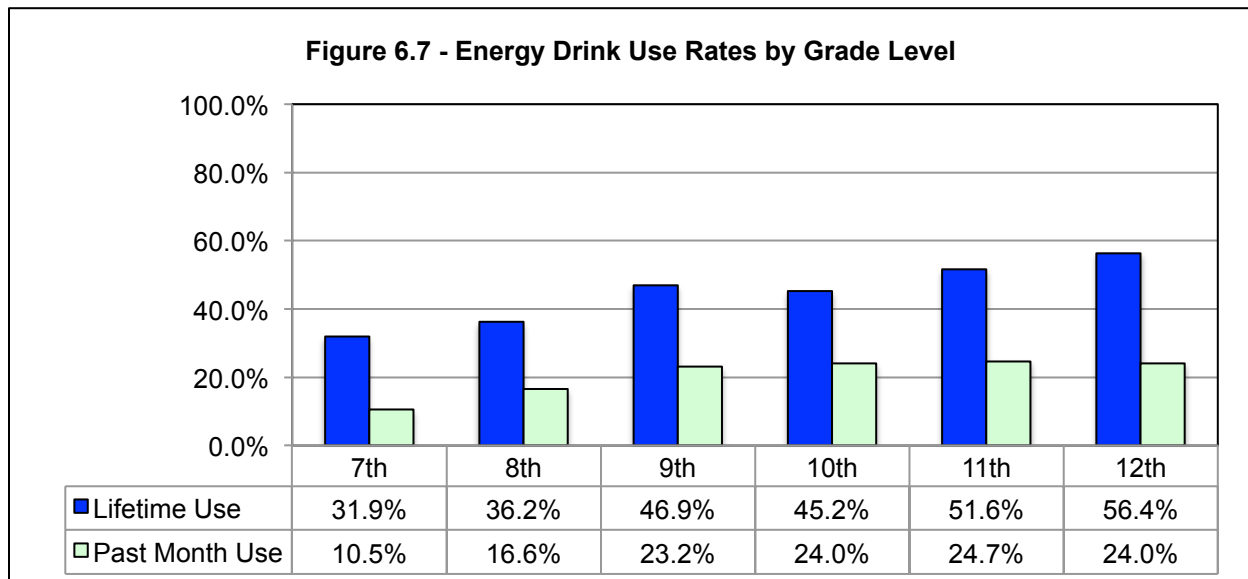
Salvia

There were no significant difference between grades 7-8 for past month or lifetime salvia use, $p > 0.05$. There were no significant differences between grades 9-12 for past month salvia use, $p > 0.05$. There were significant differences between grades 9-12 for lifetime salvia use, $\chi^2(3, N = 726) = 8.635, p < 0.05$. Post-hoc analyses ^(B) revealed a significant difference between grades 9 and 12 for lifetime salvia use, $p < 0.05$. Refer to Figure 6.6.



Energy Drink (e.g., Red Bull, Monster, Amp, or Rock Star)

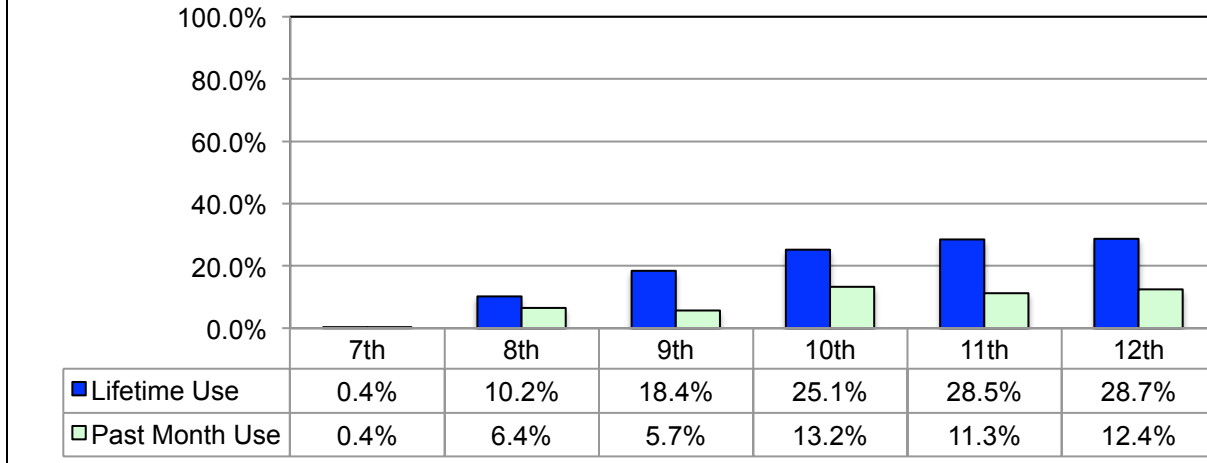
There were significant differences between grades 7-8 for past month energy drink use, $\chi^2(3, N = 483) = 3.870, p < 0.05$. There was no significant difference between grades 7-8 for lifetime energy drink use, $p > 0.05$. There were no significant differences between grades 9-12 for past month or lifetime energy drink use, $p > 0.05$. Refer to Figure 6.7.



Energy Drinks Containing Alcohol

There were significant difference between grades 7-8 for past month, $\chi^2(1, N = 483) = 13.345, p < 0.001$, and for lifetime energy drinks containing alcohol use, $\chi^2(1, N = 483) = 22.446, p < 0.001$. There were no significant differences between grades 9-12 for past month or lifetime energy drinks containing alcohol use, $p > 0.05$. Refer to Figure 6.8.

Figure 6.8 - Energy Drinks Containing Alcohol Use Rates by Grade Level



2014 Other Drug Use, Comparisons by Gender:

Among students in grades 9-12, more males (3.3%) than females (0.3%) reported using cocaine at least once in the past month, $\chi^2(1, N = 722) = 9.052, p < 0.01$. Among students in grades 9-12, more males (6.5%) than females (2.0%) reported using cocaine at least once in their lifetime, $\chi^2(1, N = 722) = 9.068, p < 0.01$.

Among students in grades 9-12, more males (3.3%) than females (0.6%) reported using ecstasy at least once in the past month, $\chi^2(1, N = 721) = 6.815, p < 0.01$. Among students in grades 9-12, more males (7.6%) than females (4.0%) reported using ecstasy at least once in their lifetime, $\chi^2(1, N = 721) = 4.281, p < 0.05$.

Among students in grades 9-12, more males (3.0%) than females (0.6%) reported using hallucinogens at least once in the past month, $\chi^2(1, N = 722) = 5.997, p < 0.05$. Among students in grades 9-12, more males (10.9%) than females (3.1%) reported using hallucinogens at least once in their lifetime, $\chi^2(1, N = 722) = 16.560, p < 0.001$.

Among students in grades 9-12, more males (2.2%) than females (0.3%) reported using heroin at least once in the past month, $\chi^2(1, N = 723) = 5.225, p < 0.05$.

Among students in grades 9-12, more males (1.4%) than females (0.0%) reported using ketamine (Special K) at least once in the past month, $\chi^2(1, N = 722) = 4.843, p < 0.05$.

Among students in grades 9-12, more males (1.4%) than females (0.0%) reported using GHB at least once in the past month, $\chi^2(1, N = 721) = 4.830, p < 0.05$.

Among students in grades 7-8, more males (3.8%) than females (0.9%) reported using methamphetamine at least once in the past month, $\chi^2(1, N = 459) = 3.996, p < 0.05$.

Among students in grades 9-12, more males (2.4%) than females (0.0%) reported using bath salts (Ivorywave, Red Dove) at least once in the past month, $\chi^2(1, N = 722) = 8.767, p < 0.01$.

Among students in grades 7-8, more males (19.8%) than females (6.6%) reported using energy drinks at least once in the past month, $\chi^2(1, N = 481) = 18.134, p < 0.001$. Among students in grades 7-8, more males (44.4%) than females (22.3%) reported using energy drinks at least once in

their lifetime, $\chi^2(1, N = 481) = 26.330, p < 0.001$. Among students in grades 9-12, more males (31.4%) than females (16.1%) reported using energy drinks at least once in the past month, $\chi^2(1, N = 755) = 24.420, p < 0.001$. Among students in grades 9-12, more males (54.7%) than females (44.5%) reported using energy drinks at least once in their lifetime, $\chi^2(1, N = 755) = 7.867, p < 0.01$.

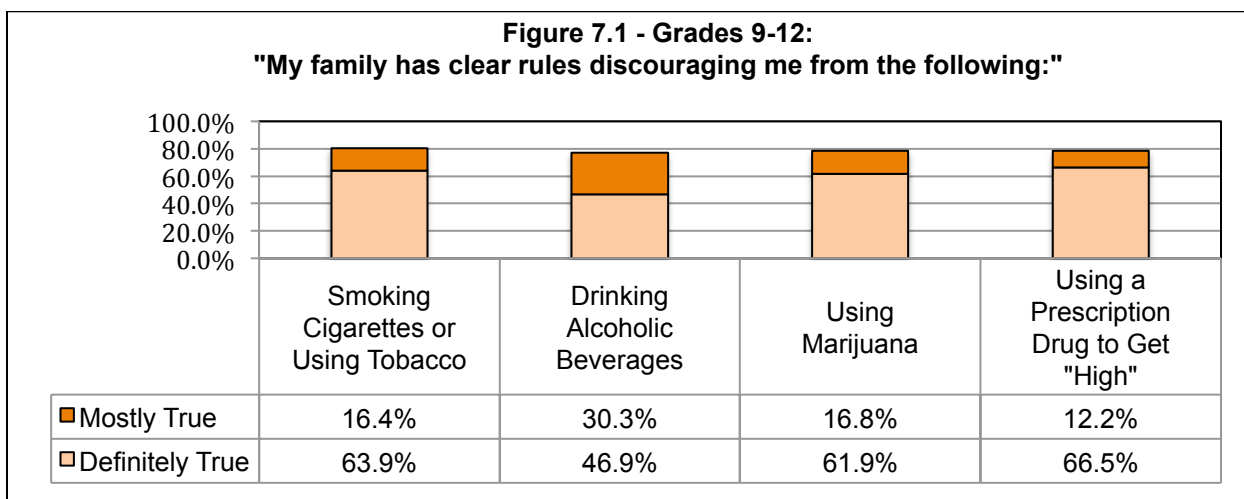
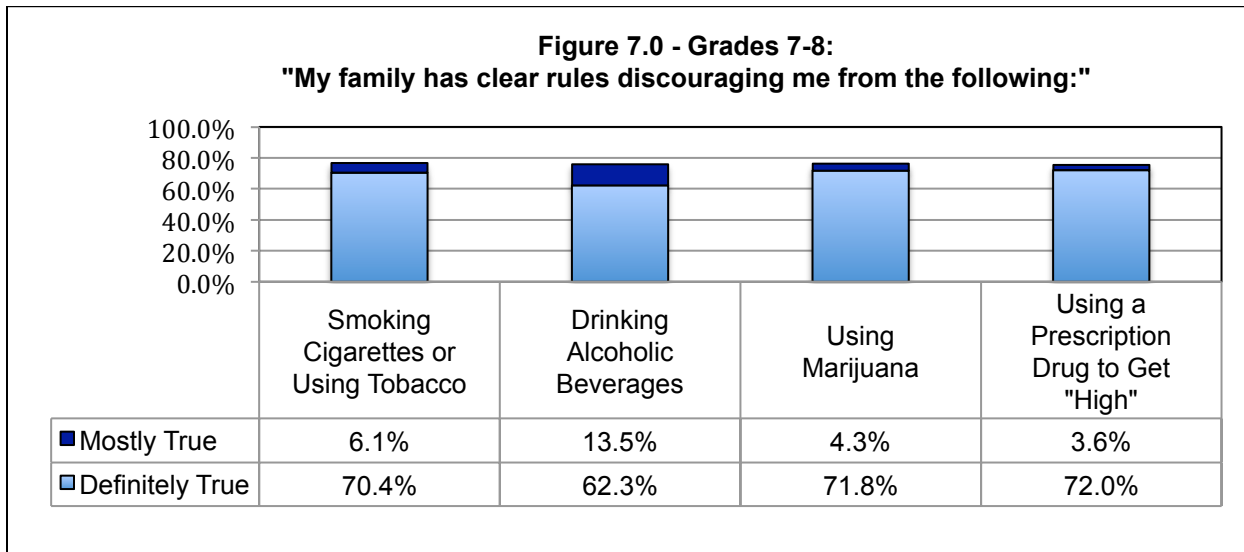
There were no significant gender differences among students in grades 7-8 or 9-12 for any of the other drugs listed in this section, $p > 0.05$.

Section VII: Families and Substance Use

Parental Rules Regarding Substance Use

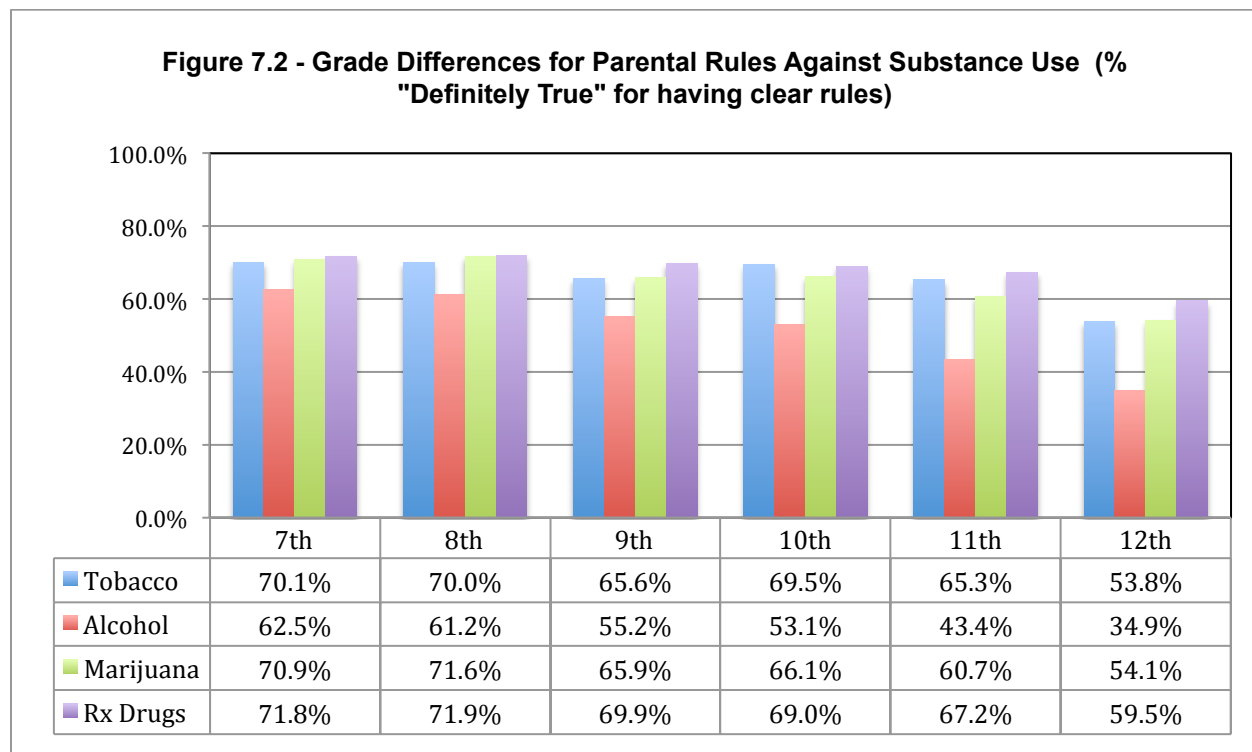
Students were asked how much their family had “clear rules” discouraging them from the following: smoking cigarettes or using tobacco, drinking alcoholic beverages, using marijuana, and using a prescription drug that is not prescribed to them for the purpose of “getting high”.

62.3% of students in grades 7-8 and 46.9% of students in grades 9-12 answered “definitely true” to the statement “my family has clear rules discouraging me from drinking alcoholic beverages”. 70.4% of students in grades 7-8 and 63.9% of students in grades 9-12 answered “definitely true” to the statement “my family has clear rules discouraging me from smoking cigarettes or using tobacco”. Refer to Figures 7.0 and 7.1 for specific percentages by substance.



There were no significant differences between grades 7-8 for students' families having clear rules discouraging them from smoking cigarettes or using tobacco, drinking alcoholic beverages, using marijuana, or abusing prescription drugs, $ps > 0.05$.

There were no significant differences between grades 9-12 for students' families having clear rules discouraging them from smoking cigarette or using tobacco, using marijuana, or abusing prescription drugs for "getting high", $ps > 0.05$. There was a significant difference between grades 9-12 for students' families having clear rules discouraging them from drinking alcohol. $F(3, 787) = 3.95, p < 0.01$. Post-hoc analyses ^(GH) showed significant differences between grades 10 and 12 for parental rules concerning drinking alcoholic beverages, $p < 0.05$. Refer to Figure 7.2.

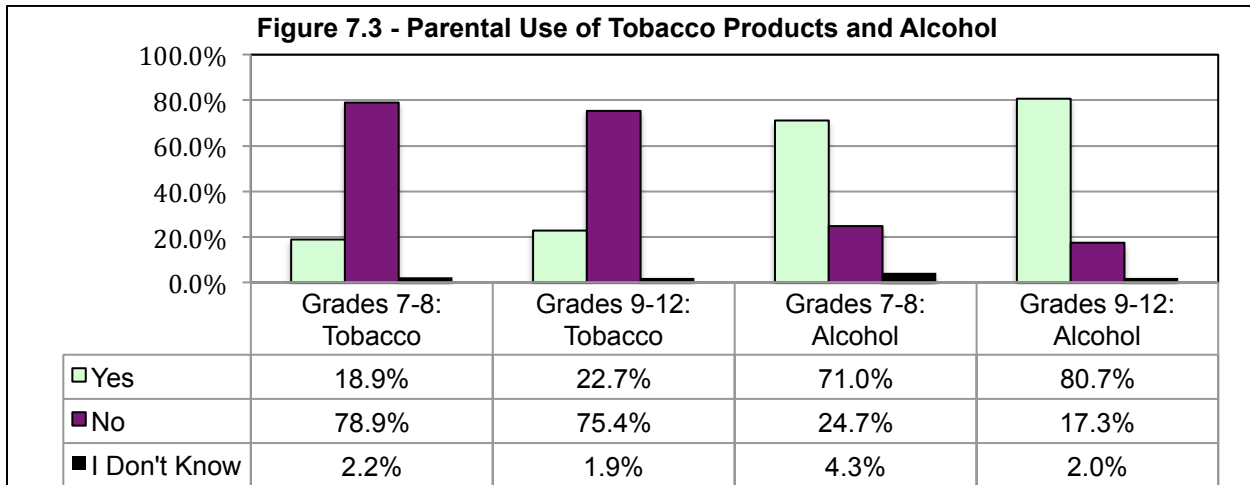


Significantly more females (74.6%) than males (65.8%) in grades 7-8 answered "definitely true" to the statement that their family has clear rules discouraging them from smoking cigarettes or using tobacco, $\chi^2(3, N = 499) = 8.934, p < 0.05$. More females (78.2%) than males (66.0%) in grades 7-8 answered "definitely true" to the statement that their family has clear rules discouraging them from prescription drug abuse, $\chi^2(3, N = 496) = 9.511, p < 0.05$.

Significantly more females (35.1%) than males (25.5%) in grades 9-12 answered "mostly true" to the statement that their family has clear rules discouraging them from drinking alcoholic beverages, $\chi^2(3, N = 786) = 9.070, p < 0.05$. There were no other gender differences for grades 9-12, $p > 0.05$.

Parental Use of Tobacco Products and Alcohol

Among students in grades 7-8, 18.9% reported that their parents use tobacco products and 71.0% reported that their parents drink alcoholic beverages. Among students in grades 9-12, 22.7% reported that their parents use tobacco products and 80.7% reported that their parents drink alcoholic beverages. Refer to Figure 7.3.

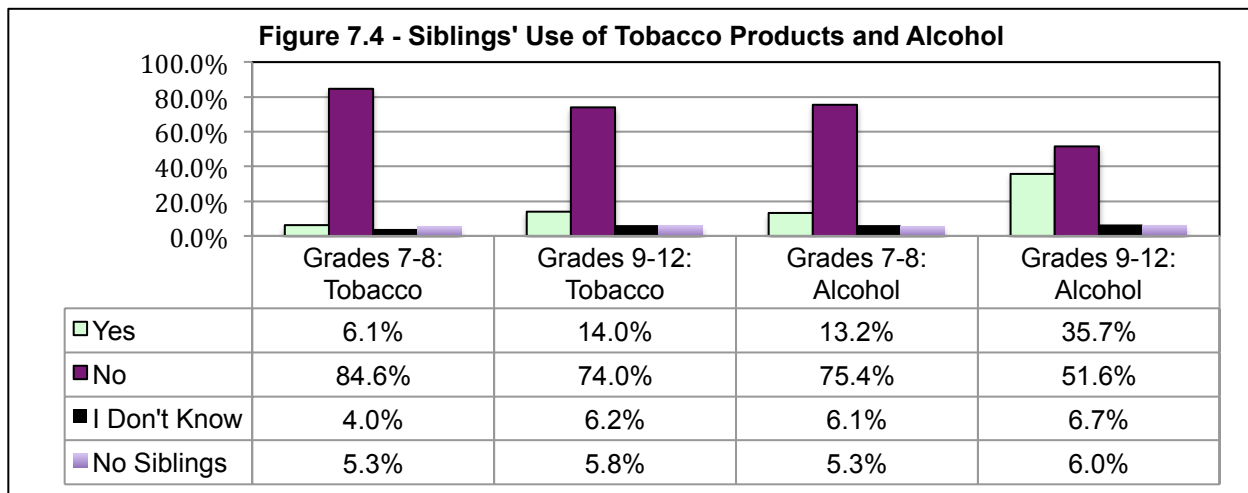


There were no significant differences between grades 7-8 or 9-12 for parental use of tobacco products, $p > 0.05$. There were significant differences in parental use of alcohol between grades 7-8, $\chi^2(2, N = 493) = 10.511, p < 0.01$, and 9-12, $\chi^2(6, N = 786) = 19.430, p < 0.01$. More individuals in grade 8 (75.7%) reported higher parental alcohol use than in grade 7 (66.3%). More individuals in grade 12 (85.9%) than in grade 9 (73.9%) reported higher parental alcohol use.

There were significant gender differences in parental use of alcoholic beverages, $\chi^2(2, N = 491) = 6.325, p < 0.05$. More females (76.2%) compared to males (66.5%) reported higher parental alcohol use. There was no significant gender difference in parental use of tobacco products, $p > 0.05$. Similarly, there were no significant gender differences among students in grades 9-12 for these two questions, $ps > 0.05$.

Siblings' Use of Tobacco Products and Alcohol

Among students in grades 7-8, 6.1% reported that their siblings use tobacco products and 13.2% reported that their siblings drink alcoholic beverages. Among students in grades 9-12, 14.0% reported that their siblings use tobacco products and 35.7% reported that their siblings drink alcoholic beverages. Refer to Figure 7.4.

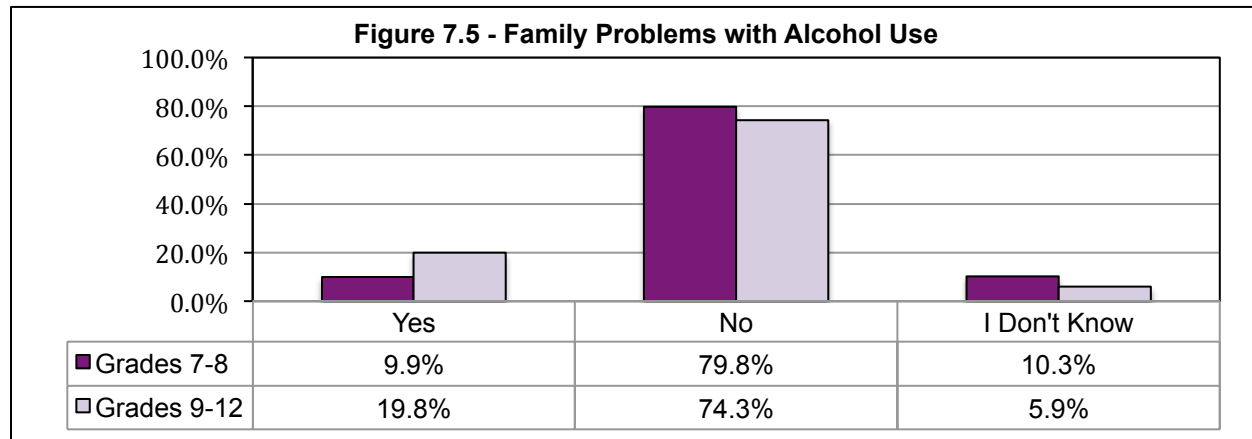


There were no significant differences between grades 7-8 for siblings' use of tobacco products or alcohol, $ps > 0.05$. There were significant differences between grades 9-12 for siblings' use of tobacco products, $\chi^2(9, N = 787) = 39.629, p < 0.001$, and alcohol, $\chi^2(9, N = 788) = 48.693, p < 0.001$. Students in grades 9 (7.1%) had significantly fewer siblings who used tobacco than students in grade 12 (21.6%). More individuals in grade 12 (46.2%) reported having siblings who used

alcohol than in grades 9 (25.0%) and 10 (31.7%). More individuals in grade 11 (40.2%) reported having siblings who used alcohol than students in grade 9 (25.0%). There were no significant gender differences among students in grades 7-8 or 9-12 for these two questions, $ps > 0.05$.

Family Problems with Alcohol Use

9.9% of students in grades 7-8 and 19.8% of students in grades 9-12 reported that someone in their family (such as a parent/guardian, brother or sister, not including their self) used alcohol so that it created problems at home, at work, or with friends. Refer to Figure 7.5.



There were no differences between grades 7-8 and grades 9-12 for this question, $p > 0.05$. There were no gender differences among students in grades 7-8 or 9-12 for this question, $p > 0.05$.

Section VIII: Perceptions of Alcohol Prevention Strategies

Students were asked to rate how important they think various strategies are in preventing kids from drinking alcoholic beverages.

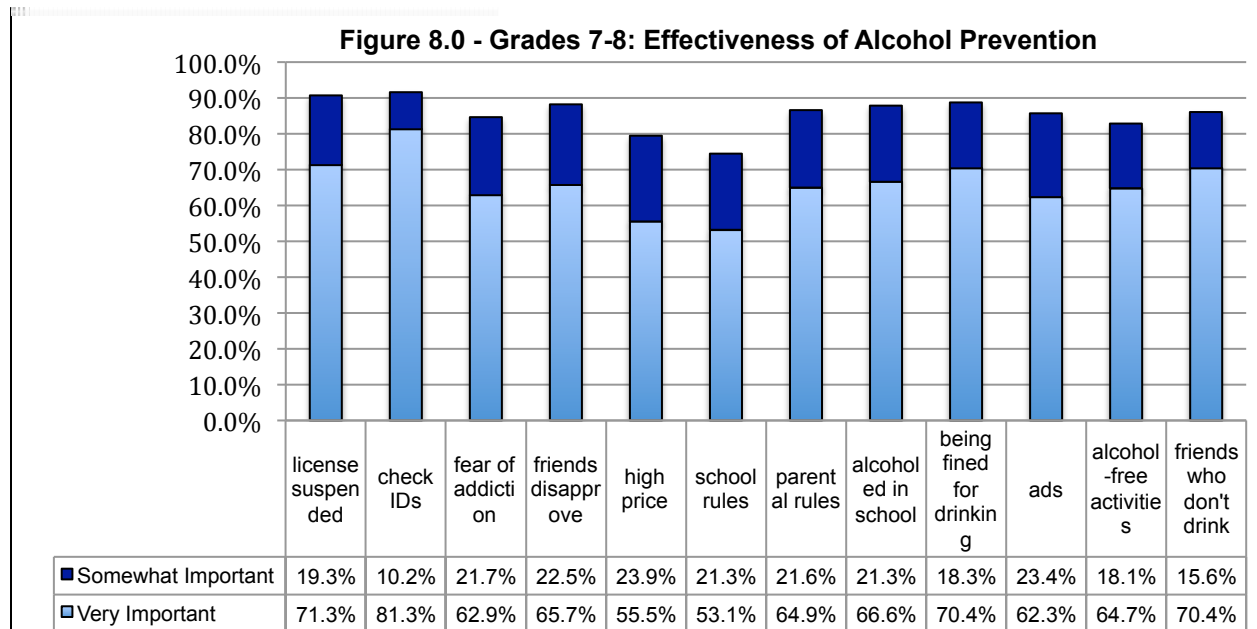
For students in grades 7-8, the prevention strategies seen as most effective in preventing kids from drinking alcoholic beverages were for having driver's license suspended (90.6% "very or somewhat important", 3.2% "not important"), checking IDs in stores or bars (91.4% "very or somewhat important", 3.5% "not important"), and being fined about \$200 for drinking (88.7% "very or somewhat important", 6.0% "not important"). The prevention strategy seen as the least effective in preventing kids from drinking alcoholic beverages was school rules (74.5% "very or somewhat important", 19.3% "not important"). Refer to Figure 8.0.

There were significant differences between grades 7-8 for perceived effectiveness of fear of addiction in preventing underage drinking, $t(391.55) = -2.34, p < 0.05$. Students in grade 7 view fear of addiction as significantly more important than students in grades 8.

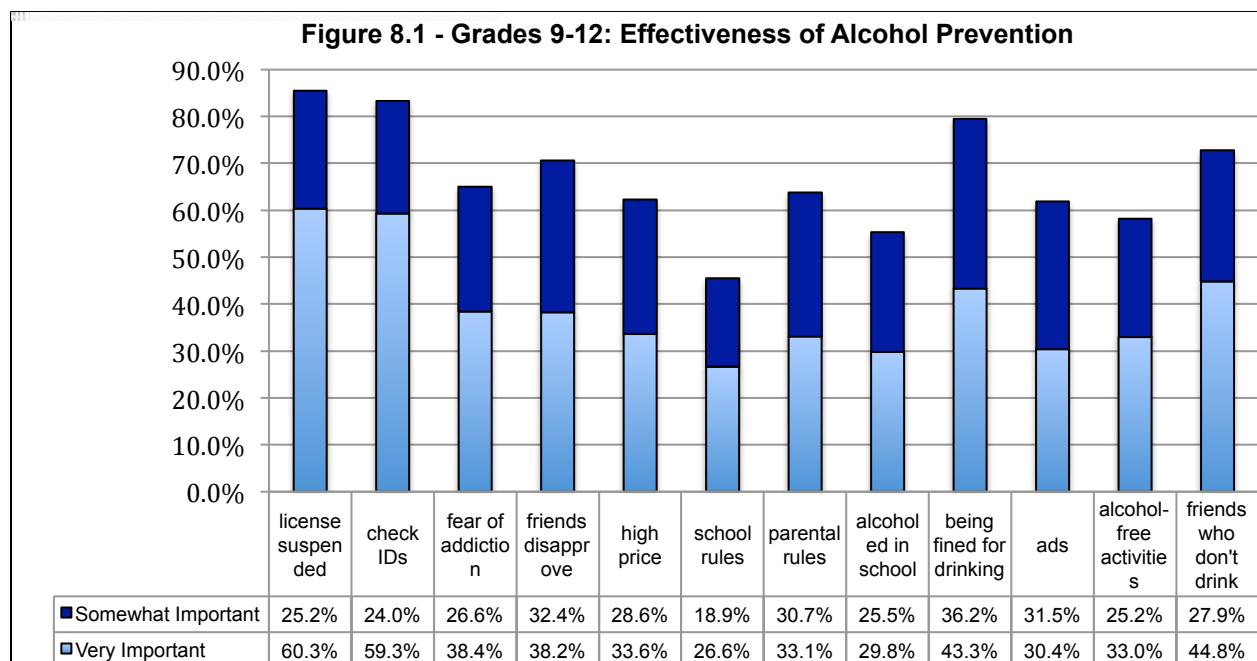
There were also significant differences between grades 7-8 for perceived effectiveness of high prices in preventing underage drinking, $t(380.35) = -2.35, p < 0.05$. Students in grade 7 view high prices as significantly more important than students in grade 8.

There were also significant differences between grades 7-8 for perceived effectiveness of being fined about \$200 for drinking alcohol in preventing underage drinking, $t(391.46) = -2.40, p < 0.05$. Students in grade 7 see being fined about \$200 for drinking alcohol as significantly more important than students in grade 8.

Last, there were significant differences between grades 7-8 for perceived effectiveness of alcohol free activities (like dances, concerts, or sporting events) in preventing underage drinking, $t(369.93) = -2.90, p < 0.01$. Students in grade 7 see alcohol free activities as significantly more important than students in grade 8. There were no significant differences between grades 7-8 for any of the remaining strategies, $p > 0.05$.



For students in grades 9-12, the prevention strategies seen as most effective in preventing kids from drinking alcoholic beverages were having one's license suspended for drinking (85.5% "very or somewhat important", 9.8% "not important"), checking IDs in stores or bars (83.3% "very or somewhat important", 9.8% "not important"), and being fined about \$200 for drinking (79.5% "very or somewhat important", 15.1% "not important"). The prevention strategies seen as the least effective in preventing kids from drinking alcoholic beverages were school rules (45.5% "very or somewhat important", 48.2% "not important") and alcohol education in school (55.3% "very or somewhat important", 38.8% "not important"). Refer to Figure 8.1.



There were significant differences between grades 9-12 for perceived effectiveness of school rules in preventing underage drinking, $F(3, 659) = 5.06, p < 0.01$. Post hoc analyses ^(T) showed significant differences between grades 9 and 11-12 and 10 and 11-12 for perceived effectiveness of school rules in preventing underage drinking, $p < 0.05$.

There were also significant differences between grades 9-12 for perceived effectiveness of parental rules about drinking in preventing underage drinking, $F(3, 664) = 3.77, p < 0.05$. Post hoc analyses ^(T) showed significant differences between grades 9 and 11-12 for perceived effectiveness of parental rules related to alcohol in preventing underage drinking, $p < 0.05$.

There were also significant differences between grades 9-12 for perceived effectiveness of being fined about \$200 for drinking alcohol in preventing underage drinking, $F(3, 665) = 3.26, p < 0.05$. Post hoc analyses ^(T) showed significant differences between grades 9 and 12 for perceived effectiveness of being fined about \$200 for drinking alcohol in preventing underage drinking, $p < 0.05$.

There were significant differences between grades 9-12 for perceived effectiveness of advertisements that show the problems associated with drinking in preventing underage drinking, $F(3, 664) = 3.55, p < 0.05$. Post hoc analyses ^(T) revealed significant differences between grades 9 and 11-12 for perceived effectiveness of advertisements that show the problems associated with drinking in preventing underage drinking, $p < 0.05$.

Last, there were significant differences between grades 9-12 for perceived effectiveness of alcohol free activities (like dances, concerts, or sporting events) in preventing underage drinking, $F(3, 660) = 4.67, p < 0.01$. Post hoc analyses ^(T) showed significant differences between grades 9 and 11-12 for perceived effectiveness of alcohol free activities in preventing underage drinking, $p < 0.05$. There were no significant differences between grades 9-12 for any of the remaining strategies, $p > 0.05$.

There were no significant gender differences among students in grades 7-8 or grades 9-12 for perceived effectiveness of the alcohol prevention strategies, $p > 0.05$.

Section IX: Substance Use Comparisons to State and National Data

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

Please note that binge drinking was defined in the AHM 2014 survey as “having 4 or more drinks during a single occasion”. Binge drinking was defined in the included national surveys as “having 5 or more drinks during a single occasion”. Please note that this discrepancy will inflate the binge drinking rates observed for AHM.

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

AHM 2014 Survey Data Comparison to 2013 NSDUH Survey			
<i>30-Day Use Rates</i>	AHM Grades 7-12	NSDUH¹ Ages 12-17	CT NSDUH² Ages 12-17
Cigarette Use	5.6%	5.6%	8.8%
Alcohol Use	19.8%	11.6%	17.8%
Marijuana Use	13.8%	7.1%	8.9%
Binge Drinking	10.9%	6.2%	11.2%
Prescription Drug Abuse	6.9%	8.8%	8.8%

AHM 2014 Survey Data Comparison to 2013 YRBSS Survey			
<i>30-Day Use Rates</i>	AHM Grades 9-12	YRBSS³, Grades 9-12	CT YRBSS³, Grades 9-12
Cigarette Use	7.7%	15.7%	15.9%
Alcohol Use	30.2%	34.9%	36.7%
Marijuana Use	20.5%	23.4%	26.0%
Binge Drinking	17.0%	20.8%	20.0%
(Lifetime) Prescription Drug Abuse	21.1%	17.8%	-----
Driving a Vehicle While Under the Influence of Alcohol	3.6%	10.0%	9.4%

AHM 2014 Survey Data Comparison to 2013 MTF Survey		
<i>30-Day Use Rates</i>	AHM Grade 12	MTF⁴ Grade 12
Cigarette Use	10.7%	16.3%
Alcohol Use	41.5%	39.2%
Marijuana Use	28.5%	22.7%
Prescription Drug Abuse	12.4%	7.0%

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

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

³ = Youth Risk Behavior Surveillance System; Centers for Disease Control and Prevention (CDC); Connecticut data also collected in 2013

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

Section X: Substance Use Comparisons to Regional Data

It is also necessary to understand how the alcohol and drug use rates presented in this report compare to the ERASE Region. Regional rates seen in tables are weighted averages (accounting for varying sample sizes) of substance use rates taken from 8 towns in the ERASE Region between 2012-2014 for grades 9-12. AHM 2014 rates are included in this average.

TOBACCO USE		
AHM 2014 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	AHM 2014	ERASE Regional Average 2012-2014
Past Month Use	10.8% Use	12.4% Use
Perceived Risk	92.0% Risky	90.2% Risky
Perceived Parent Disapproval	90.6% Disapproval	90.4% Disapproval
Perceived Friend Disapproval	62.6% Disapproval	62.9% Disapproval

ALCOHOL USE		
AHM 2014 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	AHM 2014	ERASE Regional Average 2012-2014
Past Month Use	30.2% Use	26.4% Use
Perceived Risk*	69.1% Risky	75.8% Risky
Perceived Parent Disapproval	85.1% Disapproval	87.1% Disapproval
Perceived Friend Disapproval	49.3% Disapproval	52.0% Disapproval
Past Month Binge Drinking	17.0% Binge	14.8% Binge
Lifetime Binge Drinking	31.1% Binge	30.3% Binge
Past Month DUI (Grades 11-12)	3.6% DUI	4.2% DUI

**This percentage regards student ratings of risks associated with “drinking 5 or more alcoholic beverages once or twice a week”.*

MARIJUANA USE		
AHM 2014 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	AHM 2014	ERASE Regional Average 2012-2014
Past Month Use	20.5% Use	21.6% Use
Perceived Risk	48.6% Risky	46.4% Risky
Perceived Parent Disapproval	84.1% Disapproval	83.2% Disapproval
Perceived Friend Disapproval	35.7% Disapproval	41.2% Disapproval

PRESCRIPTION DRUG ABUSE		
AHM 2014 Survey Data Comparison to ERASE Regional Averages		
Grades 9-12	AHM 2014	ERASE Regional Average 2012-2014
Past Month Use	9.7% Use	6.4% Use
Perceived Risk	89.2% Risky	87.3% Risky
Perceived Parent Disapproval	95.0% Disapproval	94.3% Disapproval
Perceived Friend Disapproval	63.8% Disapproval	74.7% Disapproval

Section XI: Year Trends in Core Measures Summary: Grades 9-12**

	2009	2014	Change Since 2009
Tobacco Use			
<i>Past Month Use</i>	17.6%	10.8%	- 6.8%
<i>Age of Onset</i>	14.4 yrs	14.2 yrs	- 0.2 yrs
<i>Perceived Risk</i>	92.6%	92.0%	- 0.6%
<i>Perceived Parent Disapproval</i>	90.7%	90.6%	- 0.1%
<i>Perceived Friend Disapproval</i>	53.6%	62.6%	+ 9.0%
Alcohol Use			
<i>Past Month Use</i>	34.0%	30.2%	- 3.8%
<i>Age of Onset</i>	14.1 yrs	14.4 yrs	+ 0.3 yrs
<i>Perceived Risk*</i>	57.1%	56.6%	- 0.5%
<i>Perceived Parent Disapproval</i>	82.4%	85.1%	+ 2.7%
<i>Perceived Friend Disapproval</i>	37.8%	49.3%	+ 11.5%
<i>Past Month Binge Drinking</i>	24.2%	17.0%	- 7.2%
Marijuana Use			
<i>Past Month Use</i>	23.7%	20.5%	- 3.2%
<i>Age of Onset</i>	14.6 yrs	14.5 yrs	- 0.1 yrs
<i>Perceived Risk</i>	62.9%	48.6%	- 14.3%
<i>Perceived Parent Disapproval</i>	87.8%	84.1%	- 3.7%
<i>Perceived Friend Disapproval</i>	44.8%	35.7%	- 9.1%

**This percentage regards student ratings of risks associated with “drinking 1 or 2 alcoholic beverages nearly every day”, as asked in prior survey years. Rates for perception of risks associated with “drinking 5 or more alcoholic beverages once or twice a week” were at 69.1 % for students in grades 9-12.*

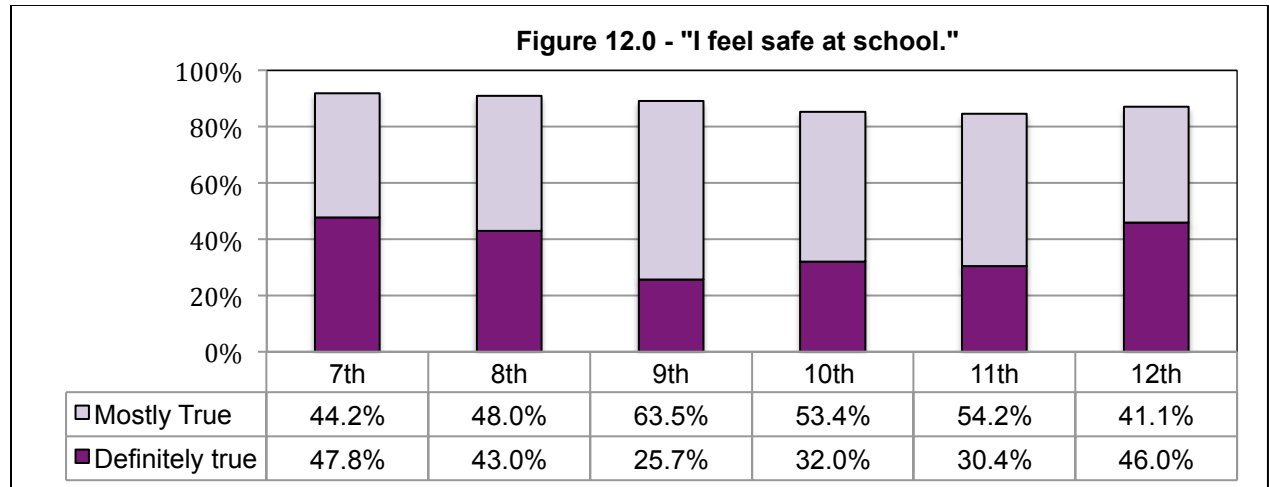
***Prescription Drugs are not included in this chart because perception questions associated with prescription drug use (risk, parent/friend disapproval, accessibility) were not include in past survey years, as they were for the current 2014 survey report.*

Section XII: Student Life

Feeling Safe at School

91.5% of students in grades 7-8 (n= 426) and 86.5% of students in grades 9-12 (n = 704) selected “mostly true” or “definitely true” to the statement “I feel safe at school”. 45.5% of students in grades 7-8 and 33.4% of students in grades 9-12 selected “definitely true” to the statement “I feel safe at school”.

There were no significant differences between grades 7-8 or grades 9-12 for perceived safety at school, $p > 0.05$. Refer to Figure 12.0.

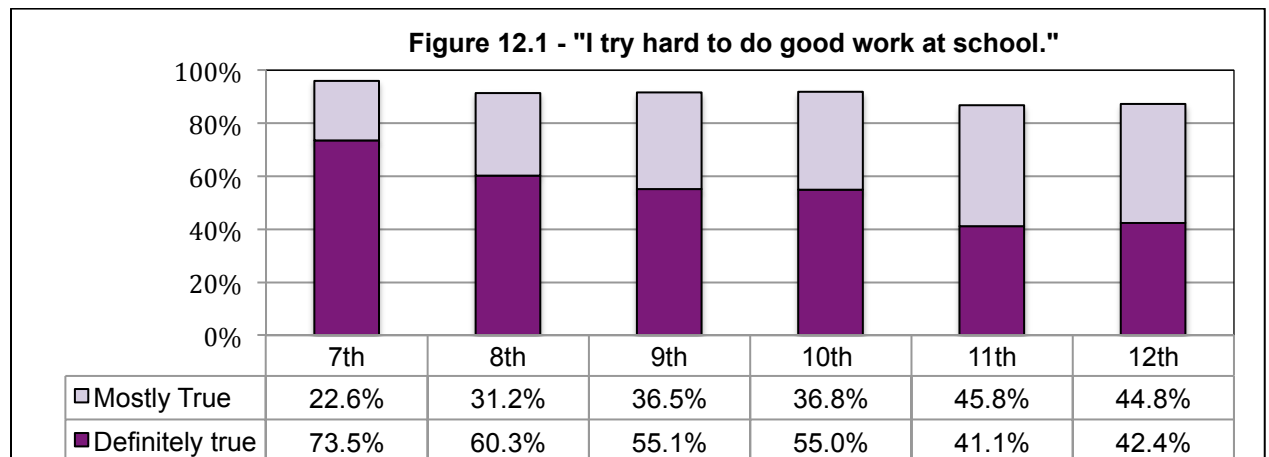


There were no significant gender differences among students in grades 7-8 or grades 9-12 for this question, $p > 0.05$.

Motivation for School Work

93.9% of students in grades 7-8 (n= 425) and 89.6% of students in grades 9-12 (n = 709) selected “mostly true” or “definitely true” to the statement “I try hard to do good work at school”. 67.3% of students in grades 7-8 and 48.8% of students in grades 9-12 selected “definitely true” to the statement “I try hard to do good work at school”.

There was a significant difference between grades 7 and 8 for this question, $t(382.84) = 2.86, p < 0.01$. The average agreement with the statement “I try hard to do good work at school” was lower for 8th graders compared to 7th graders. There were no differences between grades 9-12 for this question, $p > 0.05$. Refer to Figure 12.1.

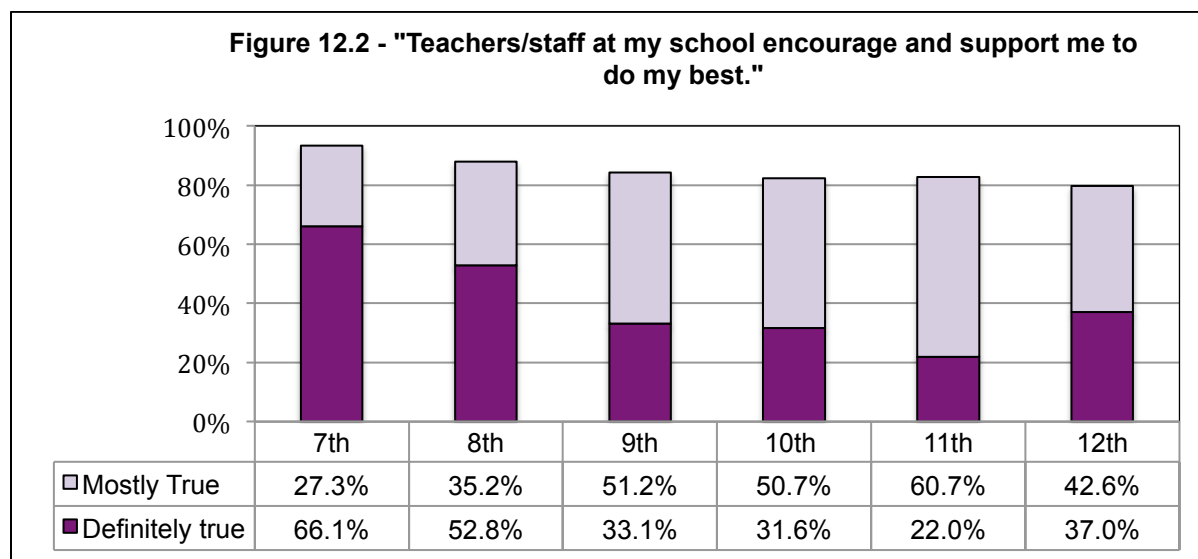


There were significant gender differences among students in grades 7-8, $t(412.65) = 3.57, p < 0.001$, and in grades 9-12, $t(682.20) = 5.74, p < 0.001$. Among students in grades 7-8 and 9-12, on average, more females than males agreed with the statement “I try hard to do good work at school”.

Perceived Teacher/Staff Support

90.8% of students in grades 7-8 (n= 426) and 82.3% of students in grades 9-12 (n = 705) selected “mostly true” or “definitely true” to the statement “Teachers/staff at my school encourage and support me to do my best”. 59.9% of students in grades 7-8 and 30.9% of students in grades 9-12 selected “definitely true” to the statement “Teachers/staff at my school encourage and support me to do my best”.

There were significant differences between grades 7-8 for perceived teacher/staff support, $t(397.40) = 2.69, p < 0.01$. Students in grade 7 report significantly more perceived teacher/staff support on average than do students in grade 8. There were no significant differences between grades 9-12 for this question, $p > 0.05$. Refer to Figure 12.2.

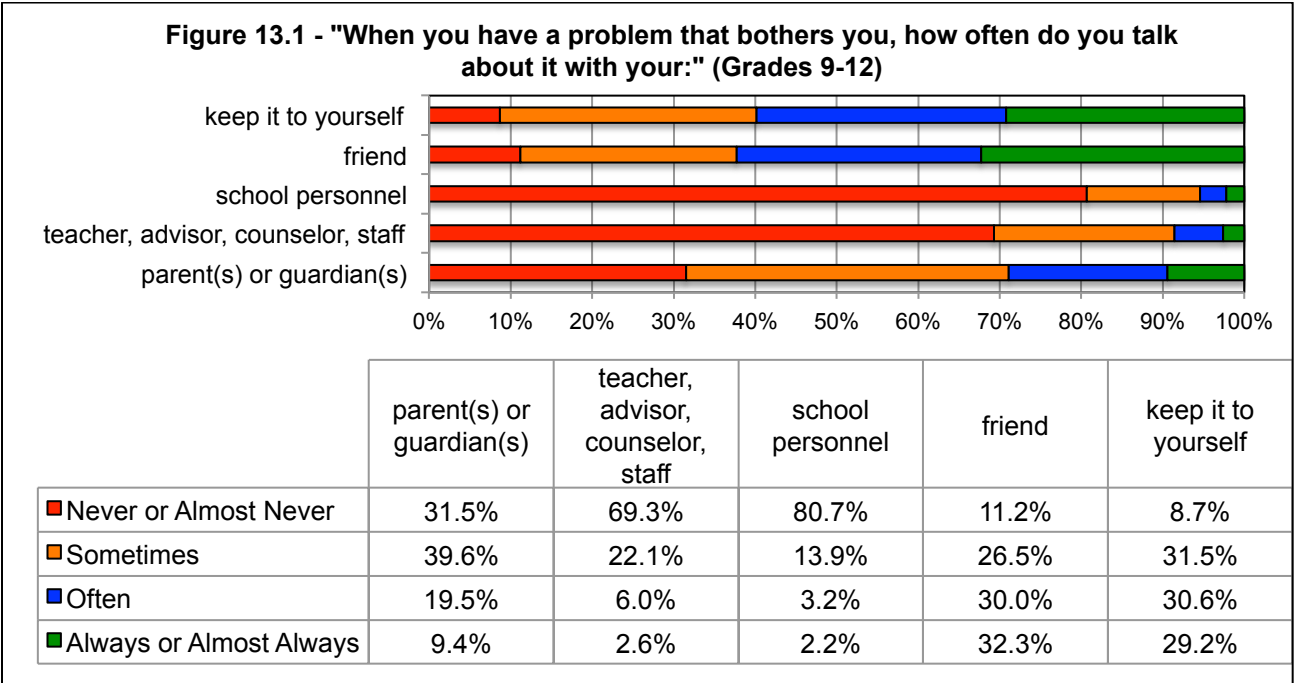
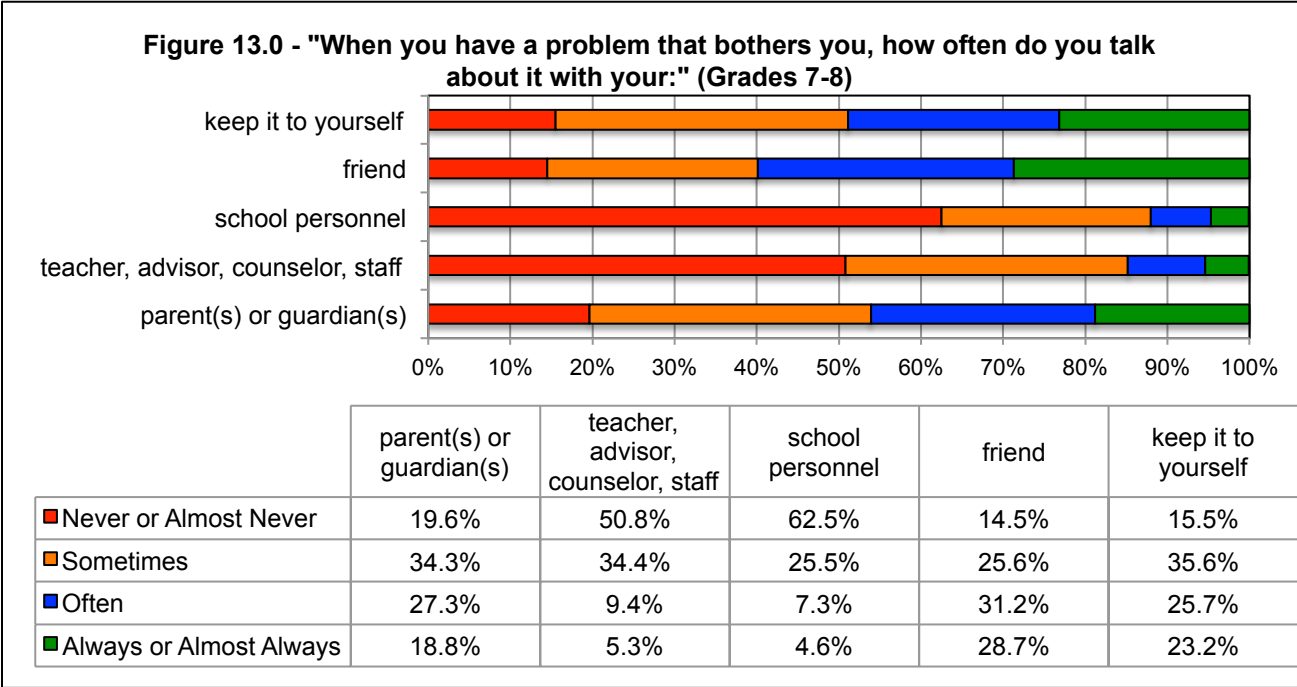


There were no gender differences among students in grades 7-8 for this question, $p > 0.05$. There was a significant gender difference among students in grades 9-12 for this question, $t(699) = 2.43, p < 0.05$. Females, on average, report feeling more encouraged and supported by teachers and staff to do their best compared to males.

Section XIII: Conflict Resolution

Frequency of Talking About Problems to Others

Students were asked how often they talked about problems that bothered them to the following people: 1) parent(s) or guardian(s) 2) teacher, advisor, school counselor, or other staff 3) school personnel 4) friend and 5) keep it to self. Students in grades 7-8 and 9-12 were most likely to talk to their friend and least likely to talk to school personnel. Refer to Figure 13.0 for students in grades 7-8 and 13.1 for responses from students in grades 9-12.



There were no significant differences between grades 7-8 for how frequently students talked to their parent/guardian, teacher, advisor, counselor, staff, school personnel, or friend about their problems or kept it to themselves, $p > 0.05$.

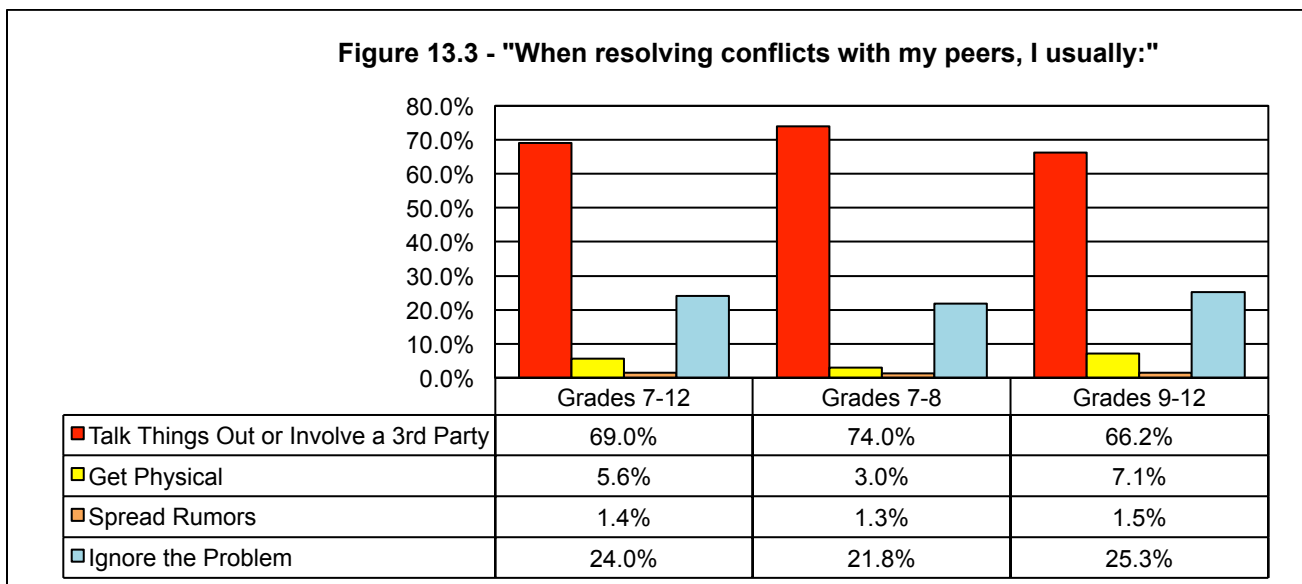
There were significant differences between grades 9-12 for how frequently students talked about their problems with a teacher, advisor, school counselor, or other staff, $F(3, 693) = 3.38, p < 0.05$. Post-hoc analyses ^(GH) show significant differences between grades 9 and 10 and 9 and 12, $p < 0.05$. There were no other significant differences for how frequently students talked about their problems with their parent/guardian, school personnel, friend or kept it to themselves, $p > 0.05$. Refer to Figure 13.2.

Figure 13.2 – % “Always or Almost Always” or “Often” Discuss Problems With	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Parent(s) or Guardians	49.3%	42.7%	23.9%	31.4%	30.1%	29.4%
Teacher, Advisor, school counselor or other Staff	14.5%	15.1%	3.1%	11.1%	7.3%	12.3%
School Personnel	12.7%	11.1%	2.5%	7.3%	4.2%	6.7%
Friend	61.4%	58.3%	62.6%	61.8%	65.7%	59.5%
Keep to Self	47.2%	50.8%	61.1%	63.3%	59.4%	54.5%

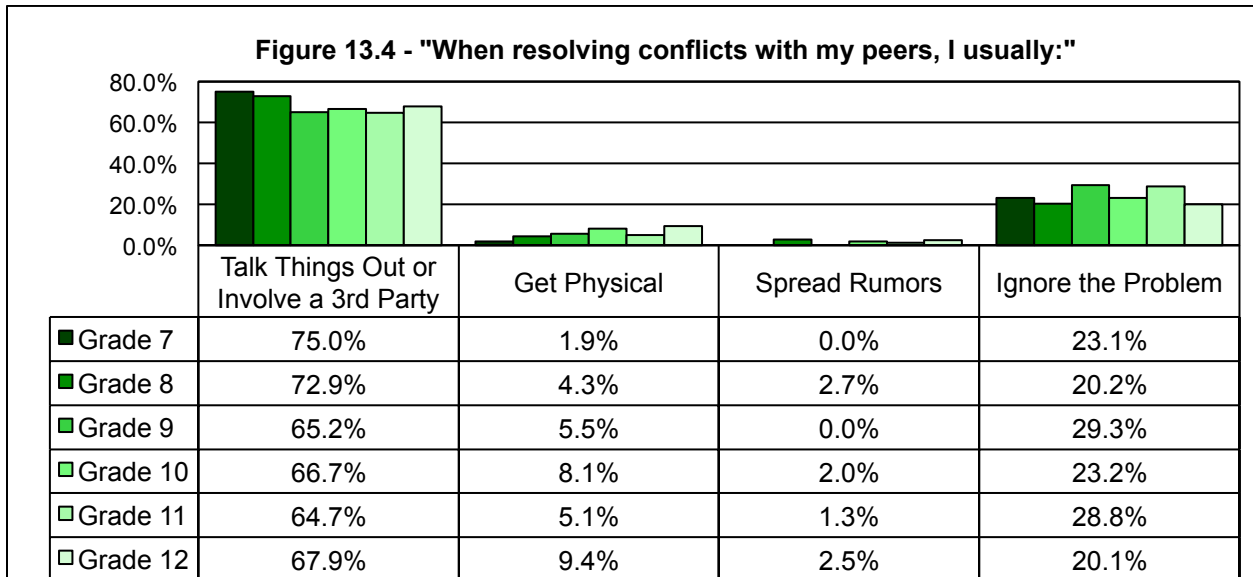
Among students in grades 7-8, females are significantly more likely, on average, to talk to their friend about their problems than males, $t(409.97) = 6.80, p < 0.001$. Among students in grades 9-12, females are significantly more likely, on average, to talk to their parents/guardians about their problems, $t(681.92) = 5.39, p < 0.001$. Among students in grades 9-12, males are significantly more likely, on average, to talk with school personnel about their problems, $t(679.71) = -2.73, p < 0.01$. Among students in grades 9-12, females are significantly more likely, on average, to talk with a friend about their problems, $t(690.57) = 8.43, p < 0.001$. There were no other significant gender differences among students in grades 7-8 or 9-12 for talking with others about their problems or keeping it to themselves, $ps > 0.05$.

Approaches to Conflict Resolution

Students were asked their strategies for resolving conflicts with peers. 74.0% of students in grades 7-8 and 66.2% of students in grades 9-12 report talking things out (non-violently) or involving a third party (like a mentor, adult, teacher, or school counselor) when resolving conflicts. The least used technique for conflict resolution in grades 7-8 and 9-12 is spreading rumors to get back at the person. Refer to Figure 13.3.



There was a significant difference between grades 7 and 8 for resolving conflicts, $\chi^2(3, N = 400) = 7.948, p < 0.05$. There were no significant differences between individuals in grades 9-12 for this question, $p > 0.05$. Refer to Figure 13.4.



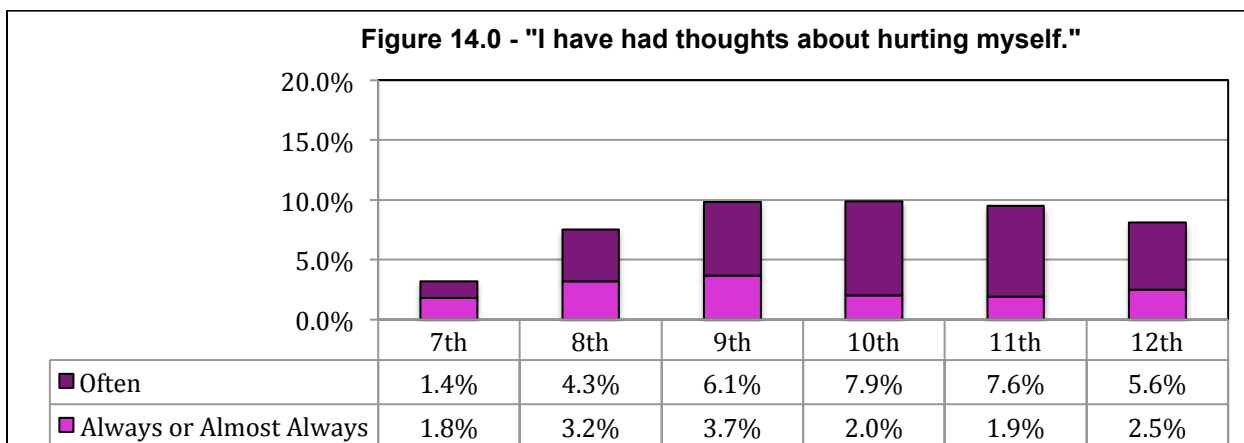
There was no gender difference in resolving conflict with peers between grades 7-8, $p > 0.05$. However, there was a gender difference in resolving conflict with peers between grades 9-12, $\chi^2(3, N = 673) = 27.185, p < 0.001$. More females (72.7%) than males (60.0%) report solving conflict by talking things out (nonviolently) or involving a third party (like a mentor, adult, teacher, or school counselor), $p < 0.05$. Significantly more males (11.8%) than females (2.1%) report solving conflict by getting physical (punching, hitting, etc.), $p < 0.05$.

Section XIV: Perceptions Regarding Self

"I have had thoughts about hurting myself."

5.2% of students in grades 7-8 and 9.3% of students in grades 9-12 reported "always or almost always" or "often" to the statement "I have had thoughts about hurting myself". 2.5% of students in grades 7-8 and 2.5% of students in grades 9-12 reported "always or almost always" with the statement "I have had thoughts about hurting myself".

There were significant differences between grades 7-8 for this question, $t(342.33) = -2.38, p < 0.05$. There were no differences between grades 9-12 for this question, $p > 0.05$. See Figure 14.0.



Among students in grades 7-8, on average, more females than males reported that they had thoughts about hurting themselves, $t(376.59) = 2.57, p < 0.05$. Among students in grades 9-12, on average, more females than males reported that they had thoughts about hurting themselves, $t(633.35) = 3.60, p < 0.001$.

“I have hurt myself on purpose.”

3.5% of students in grades 7-8 and 6.3% of students in grades 9-12 reported “always or almost always” or “often” to the statement “I have hurt myself on purpose”. 2.0% of students in grades 7-8 and 1.8% of students in grades 9-12 reported “always or almost always” with the statement “I have hurt myself on purpose”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

Among students in grades 7-8, there were no gender differences for this question, $p > 0.05$. Among students in grades 9-12, on average, more females than males reported that they have hurt themselves on purpose, $t(567.81) = 4.12, p < 0.001$.

“I have had a boyfriend/girlfriend hit, slap, or physically hurt me on purpose.”

1.5% of students in grades 7-8 and 2.6% of students in grades 9-12 reported “always or almost always” or “often” to the statement “I have a boyfriend/girlfriend hit, slap, or physically hurt me on purpose”. 1.2% of students in grades 7-8 and 1.5% of students in grades 9-12 reported “always or almost always” with the statement “I have a boyfriend/girlfriend hit, slap, or physically hurt me on purpose”.

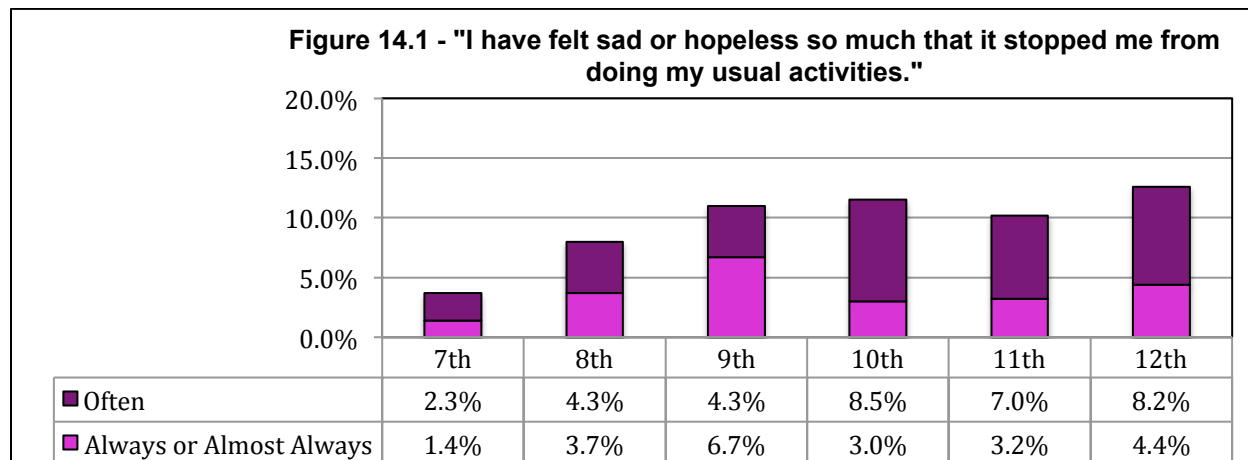
There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

Among students in grades 7-8 and 9-12, there were no gender differences for this question, $p > 0.05$.

“I have felt sad or hopeless so much that it stopped me from doing my usual activities.”

5.7% of students in grades 7-8 and 11.3% of students in grades 9-12 reported “always or almost always” or “often” to the statement “I have felt sad or hopeless so much that it stopped me from doing my usual activities”. 2.5% of students in grades 7-8 and 4.3% of students in grades 9-12 reported “always or almost always” with the statement “I have felt sad or hopeless so much that it stopped me from doing my usual activities”.

There was a significant difference between grades 7 and 8 for this question, $t(336.14) = -2.05, p < 0.05$. There were no differences between grades 9-12 for this question, $p > 0.05$. Refer to Figure 14.1.

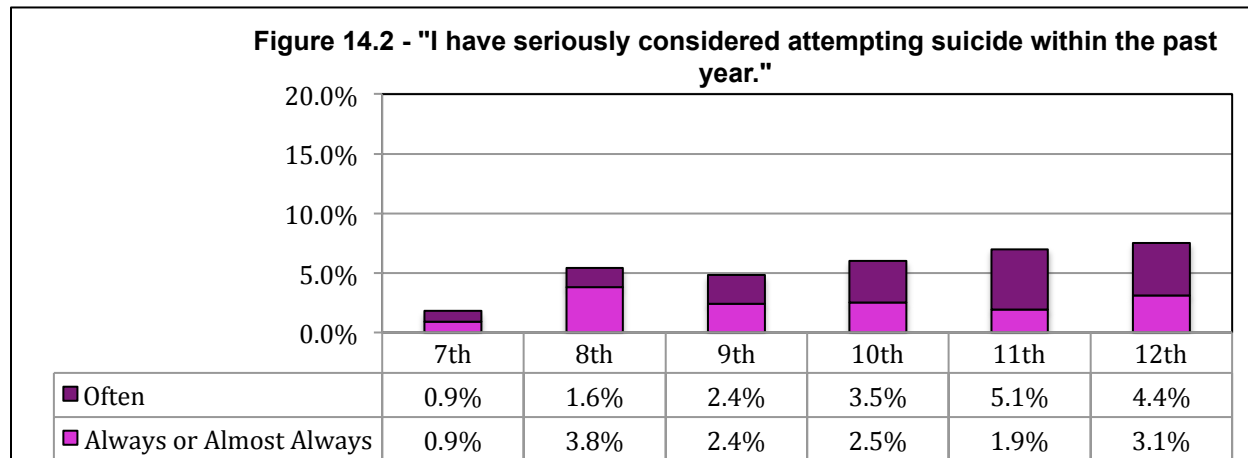


Among students in grades 7-8, more females than males reported feeling sad or hopeless so much that it stopped them from doing their usual activities, $t(383.74) = 2.09, p < 0.05$. Among students in grades 9-12, on average, more females than males reported feeling sad or hopeless so much that it stopped them from doing their usual activities, $t(655.47) = 4.37, p < 0.01$.

“I have seriously considered attempting suicide within the past year.”

3.5% of students in grades 7-8 and 6.3% of students in grades 9-12 reported “always or almost always” or “often” to the statement “I have seriously considered attempting suicide within the past year”. 2.2% of students in grades 7-8 and 2.5% of students in grades 9-12 reported “always or almost always” with the statement “I have seriously considered attempting suicide within the past year”.

There was a significant difference between grades 7 and 8 for this question, $t(295.04) = -2.15, p < 0.05$. There were no differences between grades 9-12 for this question, $p > 0.05$. See Figure 14.2.



Among students in grades 7-8, there were no gender differences for this question, $p > 0.05$. In grades 9-12, more females compared to males agree with the statement: “I have seriously considered attempting suicide within the past year,” $t(643.13) = 2.13, p < 0.05$.

“I feel lonely.”

14.9% of students in grades 7-8 and 27.7% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I feel lonely”. 3.8% of students in grades 7-8 and 9.0% of students in grades 9-12 “strongly agreed” with the statement “I feel lonely”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

Among students in grades 7-8, on average, more females than males reported that they felt lonely, $t(412) = 3.47, p < 0.01$. Among students in grades 9-12, on average, more females than males reported that they felt lonely, $t(686) = 2.60, p < 0.01$.

“I am good at making decisions.”

84.1% of students in grades 7-8 and 81.3% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I am good at making decisions”. 29.4% of students in grades 7-8 and 24.7% of students in grades 9-12 “strongly agreed” with the statement “I am good at making decisions”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

There were no significant gender differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

“I feel sad most of the time.”

10.7% of students in grades 7-8 and 20.6% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I feel sad most of the time”. 2.9% of students in grades 7-8 and 7.0% of students in grades 9-12 “strongly agreed” with the statement “I am sad most of the time”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$

There were no significant gender differences between grades 7-8 for this question, $p > 0.05$. Among students in grades 9-12, on average, more females than males reported that they felt sad most of the time, $t(677.12) = 3.72, p < 0.001$.

“I have so much energy I don’t know what to do with it.”

28.8% of students in grades 7-8 and 24.7% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I have so much energy I don’t know what to do with it”. 9.1% of students in grades 7-8 and 7.5% of students in grades 9-12 “strongly agreed” with the statement “I have so much energy I don’t know what to do with it”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

There were no significant gender differences among students in grades 7-8 or grades 9-12 for this question, $p > 0.05$.

“I have a number of good qualities.”

86.7% of students in grades 7-8 and 84.6% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I have a number of good qualities”. 32.0% of students in grades 7-8 and 27.2% of students in grades 9-12 “strongly agreed” with the statement “I have a number of good qualities”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

There were no significant gender differences among students in grades 7-8 for this question, $p > 0.05$. Among students in grades 9-12, on average, more males than females reported that they felt they had a number of good qualities, $t(682.07) = -2.37, p < 0.05$.

“I have trouble concentrating.”

34.4% of students in grades 7-8 and 48.3% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I have trouble concentrating”. 10.3% of students in grades 7-8 and 14.8% of students in grades 9-12 “strongly agreed” with the statement “I have trouble concentrating”.

There were no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

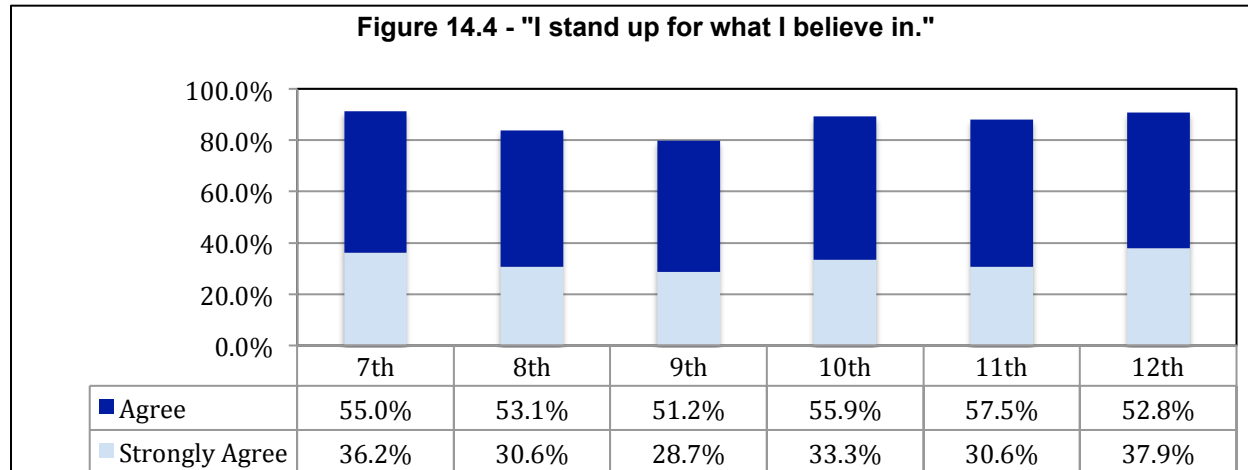
There were no significant gender differences among students in grades 7-8 or grades 9-12 for this question, $p > 0.05$.

“I stand up for what I believe in.”

87.7% of students in grades 7-8 and 87.1% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I stand up for what I believe in”. 33.6% of students in grades 7-8

and 32.7% of students in grades 9-12 “strongly agreed” with the statement “I stand up for what I believe in”.

There was a significant difference between grades 7 and 8 for this question, $t(412) = 2.47, p < 0.05$. There were also significant differences between grades 9-12 for this question for this question, $F(3, 685) = 2.85, p < 0.05$. Post-hoc analyses ⁽¹⁾ show significant differences between grades 9 and 12, $p < 0.05$. Refer to Figure 14.4.

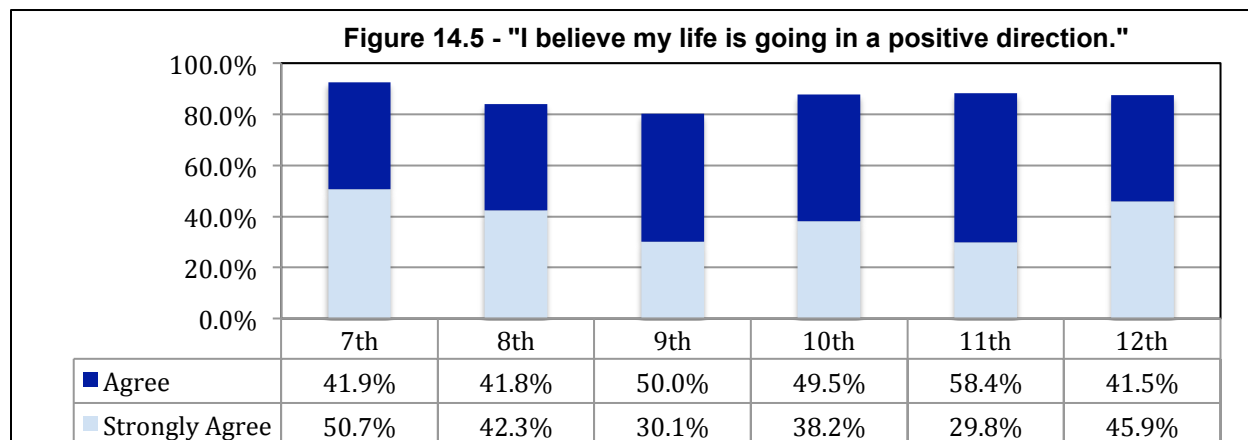


Among students in grades 7-8, on average, more females than males reported that stood up for what they believe in, $t(411) = 2.51, p < 0.05$. There were no significant gender differences among students in grades 9-12, $p > 0.05$.

“I believe that my life is going in a positive direction.”

88.6% of students in grades 7-8 and 85.9% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I believe that my life is going in a positive direction”. 46.7% of students in grades 7-8 and 36.1% of students in grades 9-12 “strongly agreed” with the statement “I believe that my life is going in a positive direction”.

There was a significant difference between grades 7 and 8 for this question, $t(409) = 2.84, p < 0.01$. There were also significant differences between grades 9-12 for this question for this question, $F(3, 686) = 3.54, p < 0.05$. Post-hoc analyses ⁽¹⁾ show significant differences between grades 9 and 12, $p < 0.05$. Refer to Figure 14.5.



There were no significant gender differences among students in grades 7-8 or grades 9-12 for this question, $p > 0.05$.

“I treat people with respect.”

92.5% of students in grades 7-8 and 94.2% of students in grades 9-12 “agreed” or “strongly agreed” with the statement “I treat people with respect”. 49.5% of students in grades 7-8 and 40.9% of students in grades 9-12 “strongly agreed” with the statement “I treat people with respect”. There were significant no significant differences between grades 7-8 or 9-12 for this question, $p > 0.05$.

For grades 7-8, more females than males agreed with the statement: “I treat people with respect,” $t(410) = 2.00, p < 0.05$. There were no significant gender differences among students in grades 9-12 for this question, $p > 0.05$.

Section XV: Bullying and Harassment

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

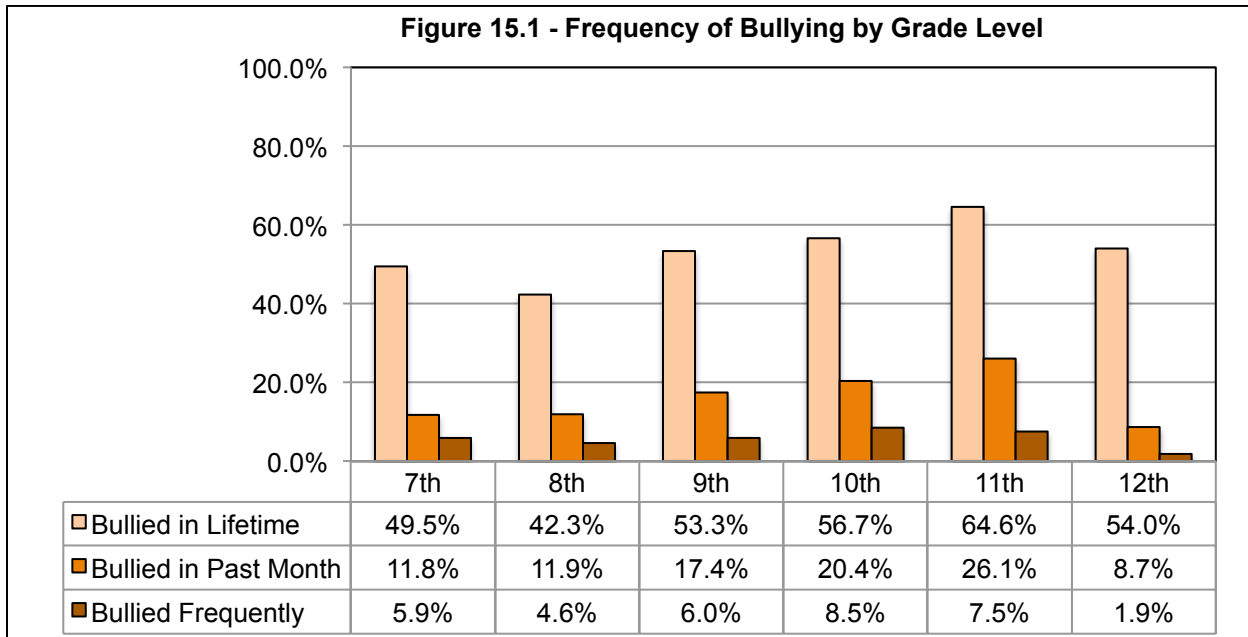
Frequency of Being Bullied at School:

11.8% of students in grades 7-8 and 18.3% of students in grades 9-12 reported being bullied at school in the past 30 days. Refer to figure 15.0.

Figure 15.0 – Frequency of Being Bullied at School	Grades 7-12	Grades 7-8	Grades 9-12
Bullied at Least Once Before	53.0%	46.1%	57.1%
Bullied at Least Once in the Past Month	15.9%	11.8%	18.3%
Bullied Frequently or Almost Every Day in the Past Month	5.9%	5.3%	6.1%

Bullying rates were not significantly different between grades 7-8, $p > 0.05$. However, there were differences in bullying rates between grades 9-12, $F(3, 686) = 4.24, p < 0.05$. Post hoc analyses ^(T) revealed differences between grades 11 and 12. Refer to Figure 15.1.

There were no significant gender differences among students in grades 7-8 or 9-12, $p > 0.05$.



Types of Bullying

Students were asked to respond “yes” or “no” specifying in what manner they were bullied in the past 30 days. Children who had been bullied were asked how they had been bullied. Refer to Figure 15.2.

Figure 15.2 – In the past 30 days, I have been bullied in the following ways:	Grades 7-12: % yes	Grades 7-8: % yes	Grades 9-12: % yes
Being left out, excluded or ignored by other students	70.5%	74.0%	68.9%
Hit, kicked, pushed, shoved, or locked indoors	23.7%	36.0%	18.0%
Other students spread lies or rumors about me	64.9%	66.0%	65.0%
Had money or things taken away from me or damaged	18.6%	26.0%	15.7%
Threatened or forced to do things I didn't want to	24.1%	24.0%	24.4%
With mean names or comments about my race	23.4%	28.0%	21.7%
With mean names or comments with a sexual meaning	40.4%	48.0%	37.5%

There were no significant differences between grades 7-8 or 9-12 for any of the type of bullying, $p > 0.05$.

There were significant gender differences among students in grades 7-8 and 9-12 for several of these questions regarding type of bullying experienced.

Refer to Figure 15.3 for a summary of all gender differences by question; when present, significant differences are starred next to the percentages below.

Figure 15.3 – In the past 30 days, I have been bullied in the following ways:	Grades 7-8: % yes	Grades 9-12: % yes
Being left out, excluded or ignored by other students	Males: 62.5% Females: 84.0%	Males: 65.6% Females: 72.1%
Hit, kicked, pushed, shoved, or locked indoors	Males: 41.7% Females: 32.0%	Males: 28.3%* Females: 8.1%* $\chi^2(1, N = 122) = 8.48, p < 0.01$
Other students spread lies or rumors about me	Males: 62.5% Females: 68.0%	Males: 56.7% Females: 73.3%
Had money or things taken away from me or damaged	Males: 25.0% Females: 28.0%	Males: 25.0%* Females: 6.6%* $\chi^2(1, N = 121) = 7.77, p < 0.01$
Threatened or forced to do things I didn't want to	Males: 20.8% Females: 28.0%	Males: 38.3%* Females: 10.2%* $\chi^2(1, N = 119) = 12.80, p < 0.01$
With mean names or comments about my race	Males: 37.5% Females: 20.0%	Males: 36.1%* Females: 6.8%* $\chi^2(1, N = 120) = 15.16, p < 0.01$
With mean names or comments with a sexual meaning	Males: 62.5%* Females: 32.0%* $\chi^2(1, N = 49) = 4.57, p < 0.05$	Males: 41.7% Females: 33.3%

Places where Bullying Occurred

Students were asked to respond “yes” or “no” specifying where they were bullied in the past 30 days. Children who had been bullied were asked where they had been bullied. Refer to Figure 15.4.

Figure 15.4 – In the past 30 days, I have been bullied in the following places:	Grades 7-12: % yes	Grades 7-8: % yes	Grades 9-12: % yes
On the playground/athletic field	16.0%	21.3%	13.9%
In the hallways or stairwells	54.2%	59.6%	51.7%
In class (when a teacher was in the room)	43.8%	47.9%	41.7%
In class (when a teacher was not in the room)	42.9%	51.1%	39.2%
In the bathroom	18.0%	21.3%	16.0%
In gym class or locker rooms	27.5%	37.0%	23.3%
In the lunch room	48.8%	55.3%	45.8%
On the way to and from school	23.8%	37.0%	18.2%
At the school bus stop	19.6%	29.8%	15.8%
On the school bus	29.2%	42.6%	23.3%
Somewhere else at school	37.2%	45.7%	33.3%
Online or through text messaging	48.8%	51.1%	48.3%
After school hours in other programs, clubs or sports	22.9%	31.1%	20.0%

There were no significant differences between grades 7-8 or 9-12 for places where students reported being bullied, $p > 0.05$.

There were significant gender differences among students in grades 7-8 and 9-12 for several of these questions regarding places where bullying occurred. Refer to Figure 15.5 for a summary of all gender differences by question; when present, significant differences are starred next to the percentages below.

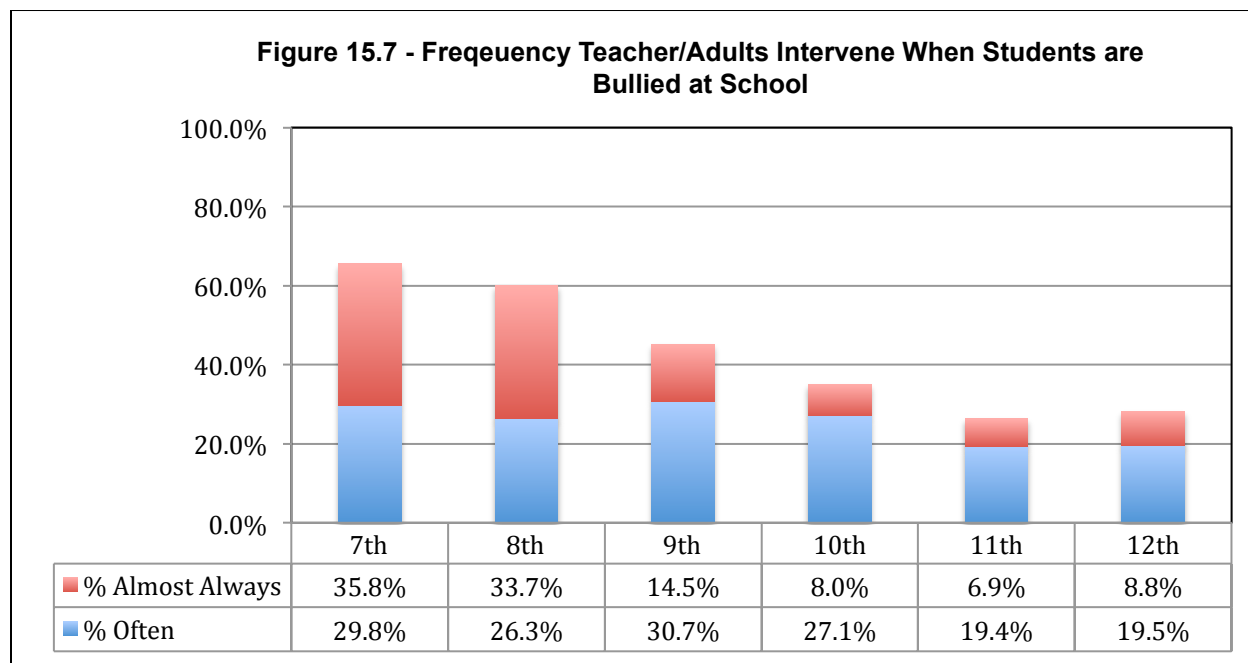
Figure 15.5 – In the past 30 days, I have been bullied in the following places:	Grades 7-8: % yes	Grades 9-12: % yes
In the bathroom	Males: 30.4% Females: 13.0%	Males: 23.7%* Females: 8.3%* $\chi^2(1, N = 119) = 5.255, p < 0.05$
In the gym class or locker rooms	Males: 39.1% Females: 36.4%	Males: 31.7%* Females: 15.0%* $\chi^2(1, N = 120) = 4.658, p < 0.05$
Online or through text messaging	Males: 36.4%* Females: 66.7%* $\chi^2(1, N = 46) = 4.224, p < 0.05$	Males: 30.0%* Females: 66.7%* $\chi^2(1, N = 120) = 16.15, p < 0.01$
On the playground/athletic field	Males: 30.4% Females: 13.0%	Males: 21.0%* Females: 6.7%* $\chi^2(1, N = 122) = 5.200, p < 0.05$

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

63.0% of students in grades 7-8 and 33.9% of students in grades 9-12 answered that teachers or other adults at school “almost always” or “often” tried to stop it when a student was being bullied at school. Refer to Figure 15.6.

Figure 15.6 – Frequency Teachers/Adults Intervene in Bullying Incidents at School	Grades 7-12	Grades 7-8	Grades 9-12
Almost Never	18.4%	10.5%	23.0%
Sometimes	36.9%	26.5%	43.1%
Often	25.8%	28.2%	24.4%
Almost Always	18.9%	34.8%	9.5%

There were no differences between grades 7-8 for teachers/adults trying to stop student bullying, $p > 0.01$. However, there were significant differences between grades 9-12 for teachers/adults trying to stop student bullying, $F(3, 680) = 13.07, p < 0.01$. Post-hoc analyses^(GH) indicate significant differences between grades 9 and 11-12, $ps < 0.05$. Refer to Figure 15.7.



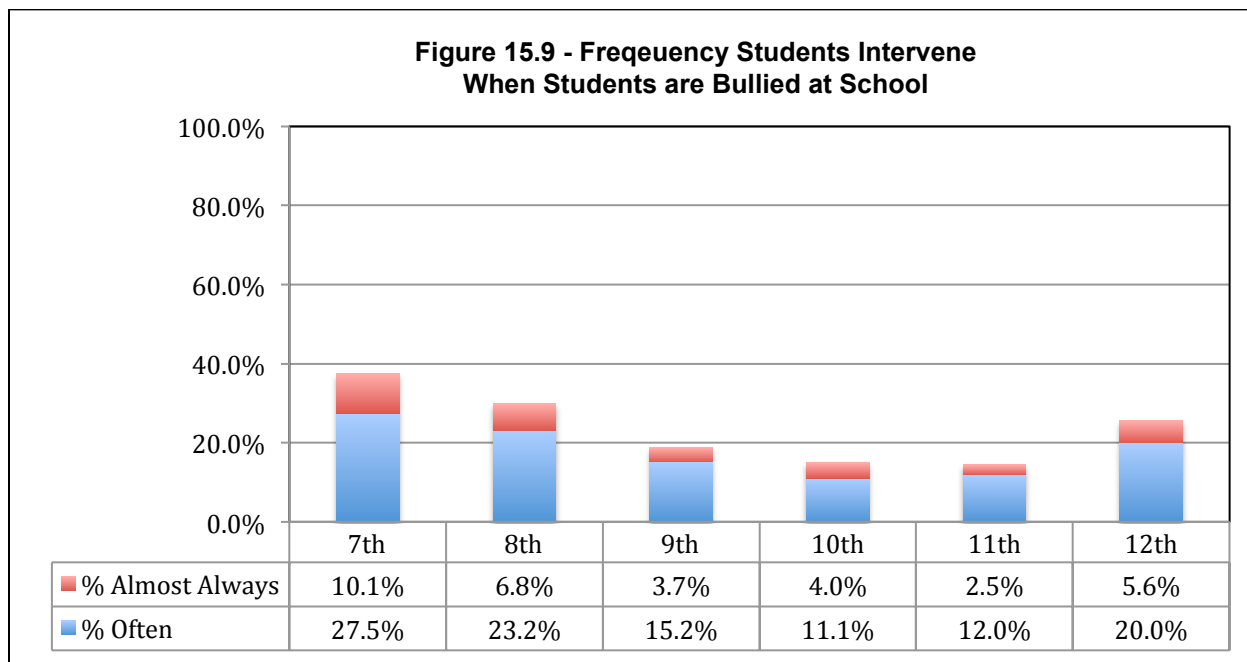
There were no significant gender differences among students in grades 7-8 or 9-12 for this question, $p > 0.05$.

Frequency Students at School Intervene in Bullying Incidents at School

34.1% of students in grades 7-8 and 18.4% of students in grades 9-12 answered that students “almost always” or “often” tried to stop it when a student was being bullied at school. Refer to Figure 15.8.

Figure 15.8 – Frequency Students Intervene in Bullying Incidents at School	Grades 7-12	Grades 7-8	Grades 9-12
Almost Never	24.9%	20.8%	27.4%
Sometimes	50.8%	45.1%	54.3%
Often	18.5%	25.5%	14.4%
Almost Always	5.8%	8.6%	4.0%

There was a significant difference between grades 7 and 8 for students trying to stop student bullying, $t(406) = 2.81, p < 0.05$. On average, students in grade 7 reported more frequent student intervention compared to students in grade 8 when others are being bullied at school. There were no significant differences between grades 9-12 for this question. Refer to Figure 15.9.



There were no significant gender differences among students in grades 7-8 or 9-12 for this question, $p > 0.05$.

Section XVI: Acknowledgements

ERASE staff would like to express their sincere appreciation for the following individuals or groups that helped the coordinate the survey administration process:

- AHM Youth Services Bureau and the AHM Task Force
- The Superintendent of Regional School District No. 8
- The Regional School District No. 8 Board of Education
- The Principal, Assistant Principal, secretaries, staff and teachers of RHAM Middle School
- The Principal, Assistant Principals, secretaries, staff and teachers of RHAM High School

ERASE staff would also like to thank the students of RHAM Middle School (Grades 7-8) and RHAM High School (Grades 9-12) for participating in this survey and their parents for allowing participation.

Appendix A:

**AHM 2014
Alcohol and Drug Use Student Survey,
Grades 7-12**

ERASE Inc. Student Survey for Regional School District No. 8

Survey Instructions

This survey is sponsored by the AHM Drug and Violence Prevention Task Force. The survey is open to youth in grades 6 through 12 attending school in the towns of Andover, Hebron, and Marlborough. We are conducting the survey to learn about your experiences and feelings regarding tobacco, alcohol, drugs, and various activities. 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.

SECTION 1: Questions About You.

1. What grade are you in now?

- 7 8 9 10 11 12

2. What is your sex?

- Female
 Male

3. How do you describe yourself (Mark all that apply)

- White or Caucasian
 Black or African American
 Asian or Pacific Islander
 Native American
 Hispanic or Latino
 Other (please specify)

SECTION 2: Substance Use

ERASE Inc. Student Survey for Regional School District No. 8

4. Please choose how true this statement is for you:

My family has clear rules discouraging me from the following:

	Definitely NOT True	Mostly NOT True	Mostly True	Definitely True
Smoking cigarettes or using tobacco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinking alcoholic beverages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using marijuana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a prescription drug that is not prescribed to me for the purpose of "getting high".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

5. Do any of your parents/guardians:

	No	Yes	I don't know
Use tobacco products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink alcoholic beverages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Do any of your brothers or sisters:

	No	Yes	I don't know	I don't have any brothers or sisters
Use tobacco products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink alcoholic beverages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Has anyone in your family (such as a parent/guardian, brother or sister, not including you) ever used alcohol so that it created problems at home, at work, or with friends?

- NO
 YES
 I DON'T KNOW

SECTION 2: Substance Use (Continued)

8. 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	I Don't Know
Smoke cigarettes, 1 or more packs a day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 5 or more alcoholic beverages (beer, wine or liquor), once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana 1 or 2 times a week?	<input type="radio"/>	<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"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

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

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

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

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Smoke Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

11. 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

SECTION 2: Substance Use (Continued)

ERASE Inc. Student Survey for Regional School District No. 8

12. Think back over the past 30 days. On how many days, if any, did you use any of the following?

	I have NEVER used.	Not in the past 30 days	Occasionally (1 - 5 days)	Frequently (6 - 20 days)	Almost every day (21 days or more)
Cigarettes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-Cigarettes (Electronic Cigarettes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An energy drink (e.g., Red Bull, Monster, Amp, or Rock Star).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An energy drink containing alcohol.	<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"/>

SECTION 2: Substance Use (Continued)

13. Think back over your entire lifetime and try to remember whether you have **EVER used any of the following. If so, what was your age (in years) when you **FIRST** used the substance?**

	I have NEVER used.	9 or younger	10	11	12	13	14	15	16	17	18
Tobacco products (like cigarettes, snuff, chewing tobacco, dip, smoking tobacco from a pipe).	<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"/>	<input type="radio"/>
Alcoholic beverages (more than a sip, and NOT including religious activities).	<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"/>	<input type="radio"/>
Marijuana or hashish.	<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"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

ERASE Inc. Student Survey for Regional School District No. 8

14. When you first used tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes), what influenced you the MOST to use tobacco products?

- I have NEVER used tobacco products
- Friends/Peer Pressure
- Boredom
- Curiosity
- Advertisements/Media
- Family
- Angry/Upset with Someone
- Stress/To Feel Better

SECTION 2: Substance Use (Continued)

15. How often do you get tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes) from:

	Never	Sometimes	Often	Not Applicable (N/A)
Your parents/guardians, with their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, without their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Store (you buy them)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Machines (you buy them)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

16. About how many students in your grade do you think use tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes)?

- 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%)

SECTION 2: Substance Use (Continued)

ERASE Inc. Student Survey for Regional School District No. 8

17. When you first used marijuana, what influenced you the MOST to use marijuana or hashish?

- I have NEVER used marijuana
- Friends/Peer Pressure
- Boredom
- Curiosity
- Advertisements/Media
- Family
- Angry/Upset with Someone
- Stress/To Feel Better

SECTION 2: Substance Use (Continued)

18. How often do you get marijuana or hashish from:

	Never	Sometimes	Often	Not Applicable (N/A)
Your parents/guardians, with their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, without their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

19. During the past 30 days, have you been high under the influence of marijuana while you were at school?

- Not Applicable (I have NEVER used marijuana)
- No
- Yes

SECTION 2: Substance Use (Continued)

20. About how many students in your grade do you think use marijuana or hashish?

- 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%)

SECTION 2: Substance Use (Continued)

ERASE Inc. Student Survey for Regional School District No. 8

21. During the past 30 days, how many days (if any) did you drink (more than a sip and NOT including religious activities) alcoholic beverages (such as beer, wine, wine coolers, mixed drinks, hard liquor, etc.)?

- I have NEVER drunk alcohol (more than a sip) before.
- Not in the past 30 days
- Occasionally (1 - 5 days)
- Frequently (6 - 20 days)
- Almost every day (21 days or more)

SECTION 2: Substance Use (Continued)

22. During the past 30 days, on how many days (if any) did you drink 4 or more alcoholic beverages (beer, wine, wine coolers, mixed drinks, hard liquor, etc.) during a single occasion?

- I have NEVER had 4 or more alcoholic beverages in a single occasion.
- Not in the past 30 days
- Occasionally (1 - 5 days)
- Frequently (6 - 20 days)
- Almost every day (21 days or more)

SECTION 2: Substance Use (Continued)

23. In the past 30 days, did you drink alcoholic beverages in any of the following places:

	Never	Sometimes	Often
At your home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the street, in the woods, or in parks or fields?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the homes of other people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school activities, like dances or sporting events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a party with an adult (30 or older) present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a party without an adult (30 or older) present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. During the past 30 days have you been under the influence of alcohol while you were at school?

- NO
- YES

SECTION 3: Substance Use

25. Have you ever driven a car, truck, ATV or motorcycle when under the influence of alcohol:

	Yes	No	This question does not apply to me.
...at least once in the last 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...at least once in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

26. How often do you get alcoholic beverages from:

	Never	Sometimes	Often
Your parents/guardians, <u>with</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, <u>without</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From other people who buy it for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a party with an adult's permission (21 or older)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a restaurant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a store or bar (you buy it)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. On how many occasions in your lifetime have you been drunk or very high from drinking alcoholic beverages?

- Never
 1 - 2 Occasions
 3 - 9 Occasions
 10 or More Occasions

SECTION 2: Substance Use (Continued)

28. When you first drank alcohol (more than a sip, and NOT including religious activities), what influenced you the MOST to drink alcohol?

- | | |
|---|---|
| <input type="radio"/> Friends/peer pressure | <input type="radio"/> Family tradition |
| <input type="radio"/> Boredom | <input type="radio"/> Alcohol readily available |
| <input type="radio"/> Curiosity | <input type="radio"/> Angry/upset with someone |
| <input type="radio"/> Advertisements/Media | <input type="radio"/> Stress/to feel better |

SECTION 2: Substance Use (Continued)

29. How many students in your grade do you think drink alcoholic beverages (more than just a sip and NOT including religious activities) at least once every month?

- 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%)

SECTION 2: Substance Use (Continued)

30. Have you ever ridden in a vehicle as a passenger when the driver was under the influence of alcohol:

	Yes	No
...at least once in the last month?	<input type="radio"/>	<input type="radio"/>
...at least once in your lifetime?	<input type="radio"/>	<input type="radio"/>

31. If you have ridden in a vehicle when the driver was under the influence of alcohol, did any of those instances occur when the driver was an adult (age 21 and over)?

- No
- Yes
- This question does not apply to me

SECTION 2: Substance Use (Continued)

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32. Have you **EVER** used any of these drugs?

	NO, Never	YES, But NOT in the past 30 days	YES, In the past 30 days
Inhalants (things you sniff or inhale to get high such as glue, paint, whippets, or sprays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cocaine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crack cocaine (rock)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alloviates (vites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ecstasy or Molly (MDMA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heroin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salvia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ketamine (Special K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GHB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methamphetamine (Meth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthetic marijuana (Spice, K2, K3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bath Salts (Ivorywave, Red Dove)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

33. Have you ever used any of these drug(s) on your own, *without* your own prescription or a doctor or dentist telling you to?

	NO, Never	Yes, But NOT in the past 30 days	Yes, In the past 30 days
Pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steroids (juice, roids)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downers (barbiturates, sleeping pills, sedatives, Quaaludes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tranquilizers (Valium, Xanax, or Librium)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uppers (Ritalin, Adderall, Amphetamines, or Speed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over the counter medications to get "high" (cough medicine, mouthwash)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

ERASE Inc. Student Survey for Regional School District No. 8

34. If you use any prescription or over-the-counter drugs for the purpose of "getting high", how often do you get these drugs from:

	Never	Sometimes	Often	Not Applicable (N/A)
Your parents/guardians, <u>with</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, <u>without</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

35. During the past 30 days, have you been *intentionally* high under the influence of prescription drugs while you were at school?

- Not Applicable (I have NEVER used prescription drugs for purpose of getting high)
- No
- Yes

SECTION 2: Substance Use (Continued)

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

	Very Easy	Sort Of Easy	Sort Of Hard	Very Hard
Beer, wine, wine coolers, or hard liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any type of tobacco products?	<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"/>
Illegal drugs like cocaine, heroin, LSD, or amphetamines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A prescription drug without your own prescription (such as OxyContin, Vicodin, Ritalin and Adderall)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: Substance Use (Continued)

ERASE Inc. Student Survey for Regional School District No. 8

37. How important do you think the following are in preventing kids from drinking alcoholic beverages?

	Very Important	Somewhat Important	Not Important	I Don't Know
Having driver's license suspended for drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking ID's in stores or bars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear of addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends who disapprove of drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental rules about drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol education in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being fined about \$200 for drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advertisement that show the problems associated with drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol-free activities (like dances, concerts, or sporting events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends who don't drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: School Climate and Personal Feelings

38. What kind of grades do you mostly get? (Please choose one or two)

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

39. Please choose how true the following statements are for you:

	Definitely NOT True	Mostly NOT True	Mostly True	Definitely True
I try hard to do good work at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers/staff at my school encourage and support me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: School Climate and Personal Feelings

ERASE Inc. Student Survey for Regional School District No. 8

40. When you have a problem that bothers you, how often do you:

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Talk about it with your parent(s) or guardian(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about it with a teacher, advisor, school counselor, or other staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about it with school personnel?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about it with a friend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep it to yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: School Climate and Personal Feelings

41. 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"/>

SECTION 3: School Climate and Personal Feelings

42. When resolving conflicts with my peers, I usually:

- Talk things out (non-violently) or involve a third party (like a mentor, adult, teacher, or school counselor)
- Get physical (punching, hitting, etc.)
- Spread rumors to get back at them.
- Ignore the problem and do nothing.

ERASE Inc. Student Survey for Regional School District No. 8

43. Have you ever experienced any of the following:

	Never or Almost Never	Sometimes	Often	Always or 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 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"/>

SECTION 4: Bullying and Harassment

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

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

SECTION 4: Bullying and Harassment

45. During the past 30 days, 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"/>

SECTION 4: Bullying and Harassment

ERASE Inc. Student Survey for Regional School District No. 8

46. In the past 30 days, 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"/>

SECTION 4: Bullying and Harassment

47. 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

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

- Almost Never Sometimes Often Almost Always

You have finished the survey.

Thank you for your participation in the ERASE, Inc. Student 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.