



# Durham Middlefield Local Wellness Coalition

SUMMARY OF STUDENT SURVEY DATA, 2007 TO 2017

CHANANA CONSULTING

# Contents

- BACKGROUND ..... 2
- DEMOGRAPHICS..... 2
- CORE MEASURES..... 3
  - Past 30 Day Use..... 3
    - Past 30 Day Use by Grade, Sex, & Race ..... 5
    - Past 30 Day Use by At-Risk Sub-populations ..... 5
    - Past 30 Day Use by Family Management Styles ..... 6
    - Past 30 Day Use by Other Current Substance Use Rates ..... 7
  - Perception of Risk ..... 7
  - Perception of Parental Disapproval ..... 9
  - Perception of Peer Disapproval ..... 10
- ATTITUDES ON SUBSTANCE USE AND FAMILY NORMS ..... 12
- SUMMARY OF NATIONAL, STATE AND LOCAL DATA ..... 14
- ADDITIONAL SUBSTANCE USE & HIGH RISK BEHAVIORS ..... 15
- ACCESS TO SUBSTANCES & LOCATION OF USE..... 19
  - Access to Alcohol ..... 19
  - Access to Marijuana ..... 21
  - Access to Prescription Drugs..... 21
  - Where Youth Use Substances ..... 22
- TRUSTED ADULTS, CAUSES OF STRESS, DEPRESSION & SUICIDE ..... 24
  - Trusted Adult and Causes of Stress ..... 24
  - Depression and Suicide ..... 25
- SUMMARY OF DEVELOPMENTAL ASSETS ..... 26
- CONCLUSION..... 29
- Appendix A..... 32
  - Internal and External Assets ..... 32

## BACKGROUND

This report provides a summary of the comprehensive student survey data that has been collected by the Durham Middlefield Local Wellness Coalition (DMLWC) from Durham and Middlefield public school students in 7<sup>th</sup> through 12<sup>th</sup> grades since 2007. From 2007 through 2015, the coalition utilized the Search Institute’s student survey, “Profiles of Student Life: Attitudes and Behaviors.” The Search Institute has been surveying youth for over 20 years on how they experience 40 Developmental Assets – a research-based framework that identifies basic human development. Surveys identify internal developmental assets (such as social competencies, positive values, and commitment to learning) and external developmental assets (such as family supports, social supports, school climate, and youth use of time).<sup>1</sup> Moreover, the survey examine practices and attitudes related to substance use of youth and other high risk behaviors. In 2017, the coalition opted to administer a shorter, more concise tool developed by the Search Institute in order to accommodate the schools hectic, time sensitive schedules. In 2017, DMLWC implemented the Search Institute’s Developmental Assets Profile and Core Measures student surveys in addition to adding 14 supplemental questions that asked youth about substances not included in the original survey, how and where youth access substances, and other questions related to self-reported mental health status.

Collecting this student survey data fulfills the following objectives:

1. Describes the nature and extent of substance abuse, other risky behaviors, and current social norms among Durham Middlefield students in grades 7-12 in the year 2017.
2. Monitors trends in substance abuse and other risky behaviors over time through use of the 2007 baseline data.
3. Aids in future planning of services and activities for young people in the towns of Durham and Middlefield.

The information gleaned from the survey is invaluable to the DMLWC’s efforts to educate the community on current trends and norms. Current data is utilized to update working action plans for reducing substance use and other associated risky behaviors among Durham Middlefield youth and supporting families and the community at large.

The data in this report is presented in eight main sections: (i) demographics (ii) core measures (iii) attitudes on substance use and family norms (iv) state and national data related to 30 day use (v) additional substance use and other high risk behaviors (vi) access to substances and location of use (vii) trusted adults, stress and mental health and (viii) a summary of the developmental assets.

## DEMOGRAPHICS

Table 1 summarizes the number of students who participated in the Search Institute surveys in 2007, 2011, 2013, 2015 and 2017.

---

<sup>1</sup> Internal and external assets are defined by the Search Institute’s Developmental Assets framework; refer to <http://www.search-institute.org/research/developmental-assets> for more information.

**Table 1. Durham & Middlefield Student Survey Data, 2007 to 2017**

	Grade	2007	2011	2013	2015	2017
Number of Participants (n's)	7	144	171	164	148	142
	8	152	160	138	144	113
	9	117	136	144	119	117
	10	125	124	133	107	106
	11	101	144	138	126	110
	12	121	123	111	104	104
	TOTAL	764	858	828	748	692

Of the total sample size of 692, 50% were female and 50% were male (4 students did not respond to the question). Percentages by race and ethnicity are illustrated in Table 2.

**Table 2. Race and Ethnicity, 2017**

	%
Asian American	2.6
Hispanic/Latino/Latina	2.5
Multiracial	7.0
Non-Hispanic White	83.7
No Response	4.2

## CORE MEASURES

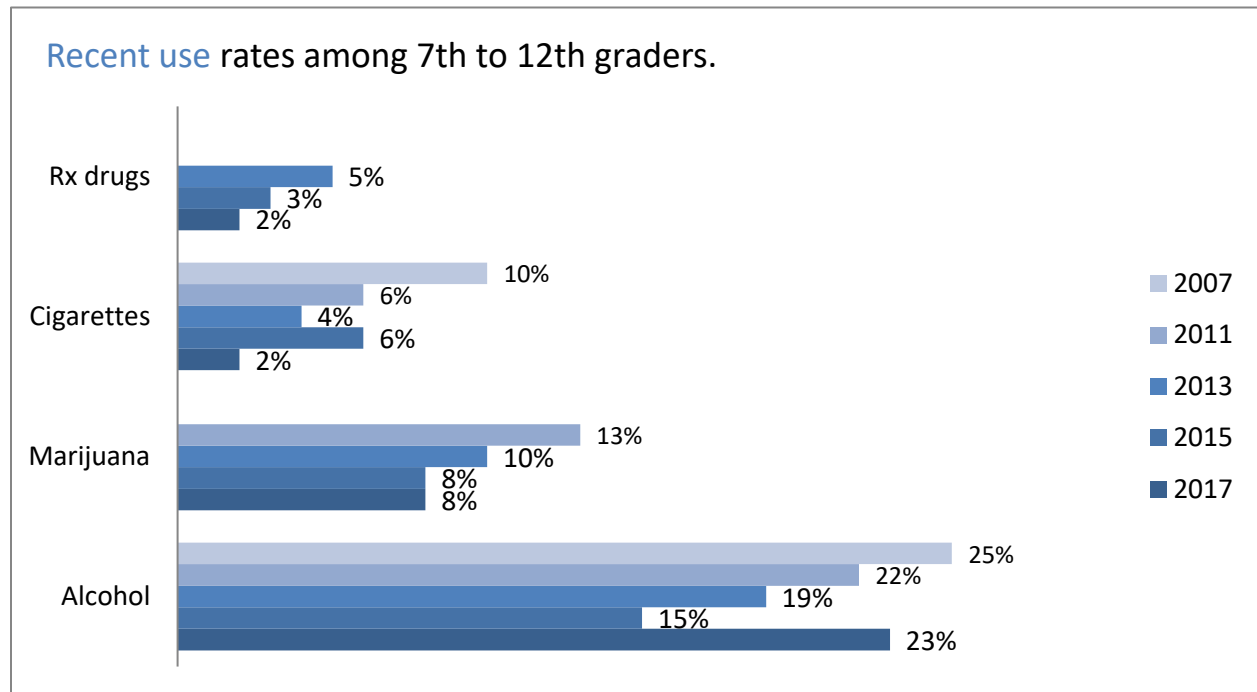
The DFC National Evaluation Team seeks to determine how effective the DFC program has been at achieving its goals of increasing collaboration and reducing/preventing substance use among youth. At a minimum, all grantees must collect the same four core measures and coalitions are expected to utilize the data to assess the overall effectiveness of the DFC program on youth substance use. Core measures are:

- ✓ Past 30 day Use – the percentage of youth who report using alcohol, tobacco, marijuana or prescription drugs not prescribed to them at least once in the past 30 days.
- ✓ Perception of Risk – the percentage of youth who report that there is moderate or great risk in binge drinking, smoking one or more packs of cigarettes per day, smoking marijuana once or twice a week, or using prescription drugs not prescribed to them.
- ✓ Perception of Parental Disapproval – the percentage of youth who report that their parents feel regular use of alcohol is wrong or very wrong, and report that their parents feel any use of cigarettes, marijuana, or prescription drugs not prescribed to them is wrong.
- ✓ Perception of Peer Disapproval – the percentage of youth who report that their friends feel regular use of alcohol is wrong or very wrong, and report that their peers feel any use of cigarettes, marijuana, or prescription drugs not prescribed to them is wrong.

### Past 30 Day Use

When examining 30 day use data there is a reported decrease among Durham and Middlefield youth from 2007 to 2017 when looking at cigarette and prescription drug use and marijuana use has stayed the same at 8% of the student body. Since 2015, there has been an increase in alcohol use from 15% to 23% (see Table 3.)

Since 2015 reported alcohol use rates increased among both middle school and high school students and reported marijuana use increased among high school students.



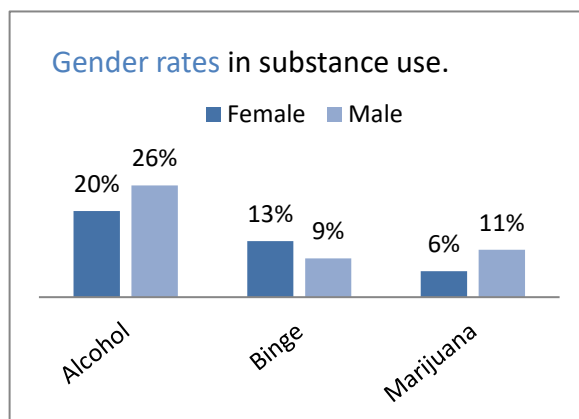
**Table 3. 30 Day Use Rates, 2007 to 2017**

	Grade	2007	2011	2013	2015	2017
Alcohol Use		%	%	%	%	%
	7-8	9	6	9	6	13
	9-12	36	31	24	21	28
	Total	25	22	19	15	23
Marijuana Use						
	7-8		3	1	3	1
	9-12		19	14	11	13
	Total		13	10	8	8
Cigarette Use						
	7-8	5	1	1	1	1
	9-12	14	8	5	8	2
	Total	10	6	4	6	2
Prescription Drug Use						
	7-8			3	2	1
	9-12			4	7	3
	Total			3	5	2

## Past 30 Day Use by Grade, Sex, & Race

Overall, rates of use increase as students rise from 7<sup>th</sup> to 12<sup>th</sup> grade. In 2017, grade-specific use rates of alcohol range from a low of 12% among 7<sup>th</sup> graders to a high of 40% among 12<sup>th</sup> grade students. A similar range is found with marijuana use – a low of 1% among 7<sup>th</sup> grade students to a high of 24% among seniors.

When comparing gender rates the data shows higher use rates for males drinking alcohol and smoking marijuana; females indicate higher use rates in binge drinking (see Table 4.)



When reviewing data based on race or ethnicity we could only include those students who identify as white to due small sample sizes.

**Table 4. 30 Day Use Rates by Sex and Race, 2017**

30 day use	All (n=686) %	Male (n=340) %	Female (n=342) %	White (n=618) %
Alcohol	23	26	20	22
Marijuana	8	11	6	8
Tobacco	2	2	2	2
Rx Drugs	2	2	2	2
Binge drinking	11	9	13	12

## Past 30 Day Use by At-Risk Sub-populations

When examining variables that indicate a student maybe at-risk, the data indicates higher substance use rates among these students -

- Students who reported feeling sad or depressed (almost every day for two weeks or more in a row that they stopped doing some of their normal activities), students who had seriously considered suicide or had made a plan about how they would attempt suicide all report higher substance use rates across all four core substances including binge drinking (see Table 5)
- Students who reported that they did not have an adult in their life that they would go to for help if they were feeling sad, depressed, anxious or worried all report higher substance use rates across all four core substances including binge drinking (see Table 6)
- Students who reported stealing or texting while driving in the past 12 months or skipping school in the past 4 weeks all report higher substance use rates across all four core substances including binge drinking (see Table 7)

**Table 5. 30 Day Use Rates by Subpopulations, 2017**

30 day use	All (n=686) %	Sad/ Depressed (n=148) %	Considered Suicide (n=97) %	Planned Suicide (n=78)^ %
Alcohol	23	36	42	45
Marijuana	8	10	14	15
Tobacco	2	3	5	6
Rx Drugs	2	6	9	10
Binge drinking	11	16	16	28

^Small sample size

**Table 6. 30 Day Use Rates by Trusted Adult, 2017**

30 day use	All (n=686) %	No Adult (n=94) %	Adult, Other (n=548) %	Adult, School (n=210) %
Alcohol	23	34*	21	18
Marijuana	8	12	8	5
Tobacco	2	4	1	0
Rx Drugs	2	4	2	1
Binge drinking	11	17	10	9

\*Significant difference

**Table 7. 30 Day Use Rates by Risky Behaviors, 2017**

30 day use	All (n=686) %	Stole (n=120) %	Text & Drive (n=73)^ %	Skip School (n=71)^ %
Alcohol	23	43	53	53
Marijuana	8	20	31	25
Tobacco	2	5	6	7
Rx Drugs	2	8	11	4
Binge drinking	11	25	51	26

^Small sample size

### Past 30 Day Use by Family Management Styles

In most cases, students who reported higher levels of clear rules (about alcohol and drug use), feeling that they can go to a parent for help, and having a parent that monitors where they are and who they go out with report lower substance use rates across core substance (see Table 8)

**Table 8. 30 Day Use Rates by Family Management, 2017**

30 day use	All (n=686) %	Clear Rules (n=459) %	Ask parent for help (n=497) %	Parents monitor (n=516) %
Alcohol	23	19	19	20
Marijuana	8	6	8	7
Tobacco	2	1	1	1
Rx Drugs	2	2	2	2
Binge drinking	11	10	11	10

### Past 30 Day Use by Other Current Substance Use Rates

Students who reported past 30 day use of alcohol are more likely to also smoke marijuana, use prescription drugs and tobacco. Similarly, students who report current use of marijuana are more likely to also drink alcohol, use prescription drugs and tobacco (see Table 9)

**Table 9. 30 Day Use Rates by Other Substance Use Rates**

	All (n=686) %	Past 30 day use of alcohol (n=136) %	Past 30 day use of marijuana (n=57)^ %
Alcohol	23%	X	78%
Marijuana	8%	29%	X
Tobacco	2%	6%	14%
Rx drugs	2%	6%	14%

^Small sample size

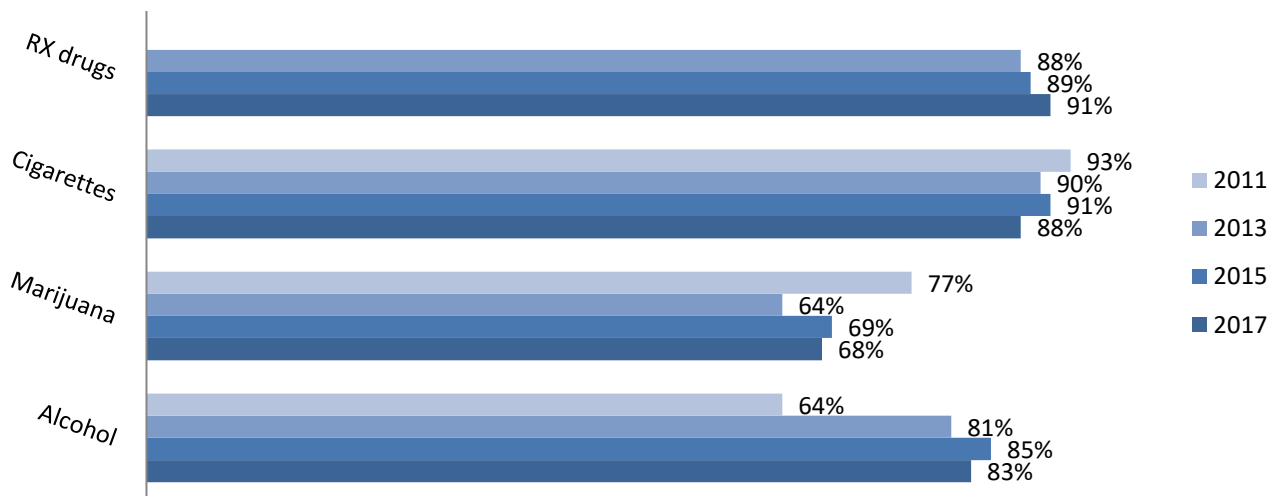
### Perception of Risk

Overall, there was little to no change in the perceived risk of substance use among Durham Middlefield youth from 2015 to 2017. Since 2015, rates decreased 1 to 3 percentage points for alcohol, marijuana and cigarette use. When looking at perception of harm in prescription drug use, there was a 2 percentage point increase among all youth (see Table 10.)

Table 11 clearly illustrates the correlation between perception of risk rates and grade level – as grade level increases perception of harm rates decrease. The most extreme example of this is found when examining marijuana rates - 88% of 7<sup>th</sup> graders report risk associated with marijuana use, which drops to 28% of 12<sup>th</sup> graders.



Perceived risk of substance use among 7th to 12th graders.



**Table 10. Perceived Risk of Substance Use, 2011 to 2017**

How much do you think people risk harming themselves (physically or in other ways) if they... (Moderate or Great Risk)	Grades	2011 %	2013 %	2015 %	2017 %
<b>Alcohol</b>					
2011: take one or two drinks of an alcoholic beverage nearly every day?	7-8	68	85	87	84
	9-12	62	79	83	83
2013-17: have 5 or more drinks of an alcoholic beverage once or twice a week?	Total	64	81	85	83
<b>Marijuana</b>					
2011: smoke marijuana regularly?	7-8	91	85	88	87
2013-17: smoke marijuana once or twice a week?	9-12	69	52	57	58
	Total	77	64	69	68
<b>Cigarettes</b>					
smoke one or more packs of cigarettes per day?	7-8	94	91	94	92
	9-12	92	90	89	85
	Total	93	90	91	88
<b>Prescription Drugs</b>					
use prescription drugs that are not prescribed to them?	7-8	^	85	93	94
	9-12		90	87	90
	Total		88	89	91

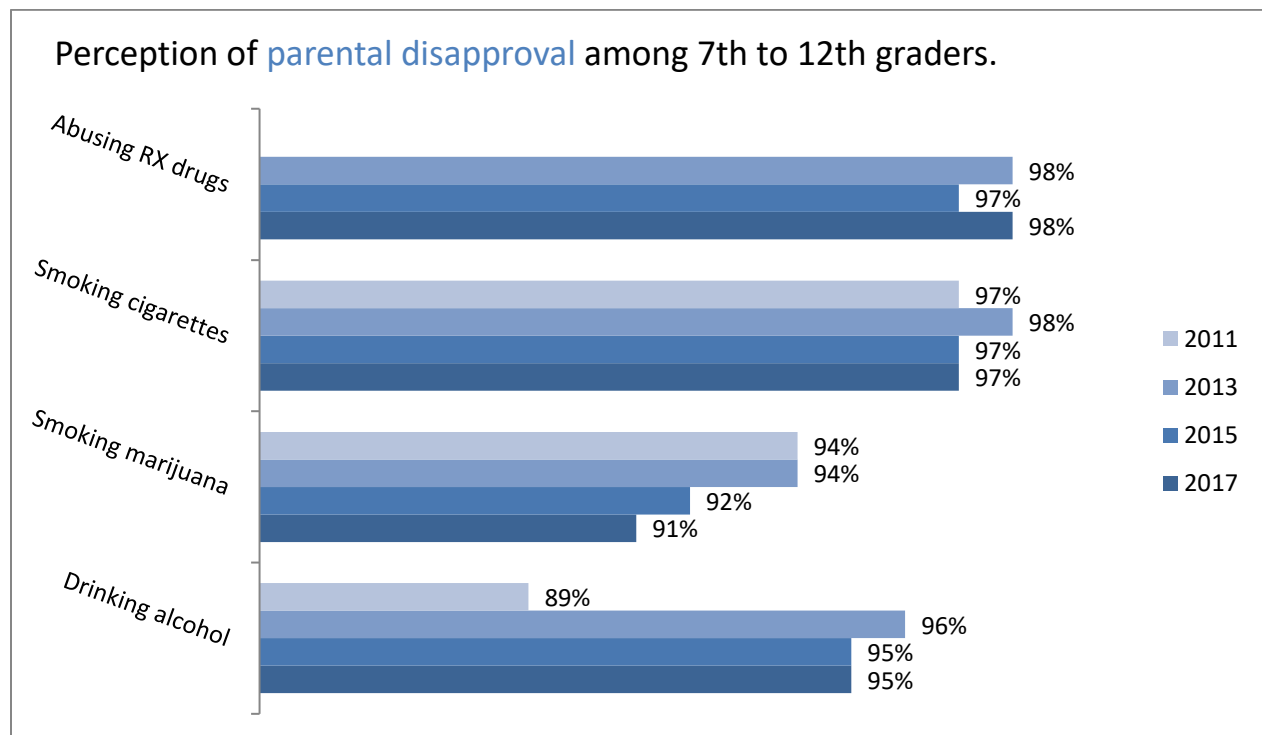
**Table 11. Perceived Risk of Substance Use, by Grade, 2017**

	7 <sup>th</sup> grade %	12 <sup>th</sup> grade %
Alcohol use	83	78
Marijuana use	88	28
Cigarettes use	94	78
Prescription drug use	94	85

## Perception of Parental Disapproval

When examining student data on perceived parental disapproval of substance use the outcomes are positive in terms of the high percentage of students reporting parental disapproval. More than 90% of all students believe that their parents would disapprove of them using alcohol, marijuana, cigarettes or prescription drugs without a prescription. Marijuana has the lowest reported rate at 91% (see Table 12.)

A young person's perception of their parent's disapproval is correlated to a young person's choice to use substances. If teens perceive their parents believe it is wrong for them to drink or use substances, when faced with the opportunity, they are less likely to do so (see Table 13.) When looking at only those students that reported their parents disapproved of use, overall 30- day use rates are much lower compared to students who believe their parents don't really think drinking or smoking marijuana is wrong (or only a little bit wrong.) The data clearly illustrates that students who believe that their parents think it is wrong to use substances are less likely to drink, binge drink, or smoke marijuana.



**Table 12. Perception of Parental Disapproval, 2011 to 2017**

How wrong do your parents feel it would be for you to... (Wrong or Very wrong)	Grade	2011 %	2013 %	2015 %	2017 %
<b>Alcohol</b>					
2011: drink alcohol regularly	7-8	94	98	98	95
2013-17: have one or two drinks of an alcoholic beverage nearly every day?	9-12	85	96	94	95
	Total	89	96	95	95
<b>Marijuana</b>					
	7-8	99	98	97	97
smoke marijuana?	9-12	91	91	88	87
	Total	94	94	92	91
<b>Cigarettes/Tobacco</b>					
	7-8	99	99	99	99
2011: smoke cigarettes?	9-12	95	98	95	96
2013-17: smoke tobacco?	Total	97	98	97	97
<b>Prescription Drugs</b>					
	7-8		98	97	98
use prescription drugs not prescribed to you?	9-12		98	96	97
	Total		98	97	98

**Table 13. Perception of Parent Disapproval by 30 Day Use Rates & Binge Drinking Rates, 2017**

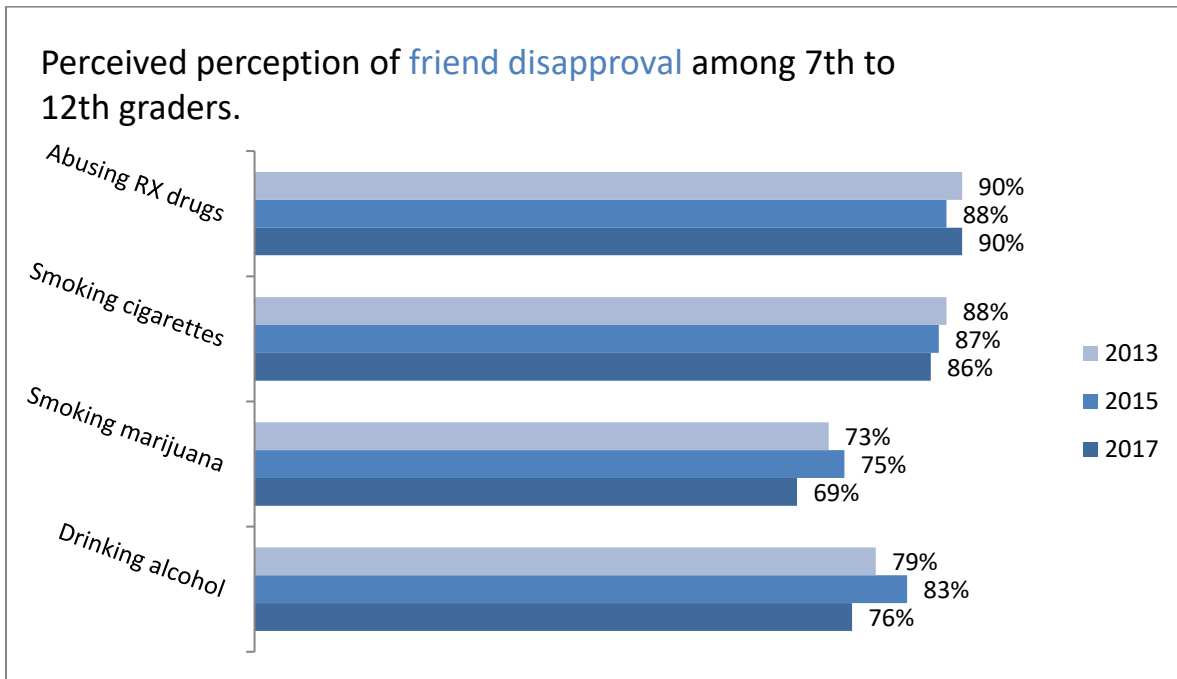
	30 day alcohol use %	Binge drinking %	30 day marijuana use %
Perception that parents disapprove of alcohol use (n=569)	20	10	x
Perception that parents disapprove of marijuana use (n=622)	x	x	5
Perception that parents DO NOT disapprove of alcohol use (n=33)^	73	32	x
Perception that parents DO NOT disapprove of marijuana use (n=60)^	x	x	48

^Small sample size

## Perception of Peer Disapproval

When examining student data on perceived peer disapproval of substance use there was very little change from 2015 to 2017 when looking at cigarettes and prescription drugs (1 to 2 percentage points.) Decreases were found when looking at marijuana and alcohol - marijuana rates have decreased 6 percentage points since 2015 and alcohol rates have decreased 7 percentage points (see Table 14.)

Similar to parental disapproval, there is a strong correlation between perceived peer disapproval and youth use rates. The data in Table 15 illustrates that students who believe that their peers think it is wrong to drink alcohol or use marijuana are less likely to drink, binge drink, or smoke marijuana than students who believe their peers do not disapprove (or only disapprove at little.)



**Table 14. Perception of Peer Disapproval, 2013 to 2017**

How wrong do your friends feel it would be for you to... (Wrong or Very wrong)	Grades	2013 %	2015 %	2017 %
<b>Alcohol</b>				
have one or two drinks of an alcoholic beverages nearly every day?	7-8	93	93	88
	9-12	71	76	69
	Total	79	83	76*
<b>Marijuana</b>				
smoke marijuana?	7-8	95	93	93
	9-12	61	64	56
	Total	73	75	69
<b>Tobacco</b>				
smoke tobacco?	7-8	97	93	95
	9-12	83	83	80
	Total	88	87	86
<b>Prescription drugs</b>				
use prescription drugs not prescribed to you?	7-8	95	92	96
	9-12	88	85	86
	Total	90	88	90

\*Indicates significance at  $p \leq .05$  when compared to 2015

**Table 15. Perception of Peer Disapproval by 30 Day Use Rates & Binge Drinking Rates, 2017**

	30 day alcohol use %	Binge drinking %	30 day marijuana use %
Perception that friends disapprove of alcohol use (n=452)	15	7	x
Perception that friends disapprove of marijuana use (n=474)	x	x	1
Perception that friends DO NOT disapprove of alcohol use (n=149)	46	23	x
Perception that friends DO NOT disapprove of marijuana use (n=208)	x	x	25

## ATTITUDES ON SUBSTANCE USE AND FAMILY NORMS

Overall, the data suggests that students have a strong sense of the appropriate behaviors around substance use. The majority of students **disagreed** to the following statements:

- It's OK to take someone else's prescription drugs to do better in school (homework, tests, SATs, projects) (97%)
- It is OK to drive if you've only had a couple of drinks (93%)
- It is OK to drive if you've smoked marijuana (94%)

Slightly lower disapproval rates were found around casual use of alcohol (when underage) and marijuana use:

- It is okay to drinking sometimes even if you are underage (81%)
- It's not a big deal to smoke marijuana (78%)

Students also indicated a perception of high parental disapproval around marijuana use and underage drinking:

- My parents don't think it is a big deal to smoke marijuana (93%)
- My parents don't think it is a big deal to drink alcohol if you are underage (92%)

The students' perception around family rules, monitoring and support were slightly lower but still remain in the majority. Approximately, three-fourths of the students **agreed** to the following statements:

- My family has clear rules about alcohol and drug use (71%)
- When I am not at home, one of my parents know where I am and who I am with (79%)
- If I had a personal problem I could ask my mom or dad for help (76%)

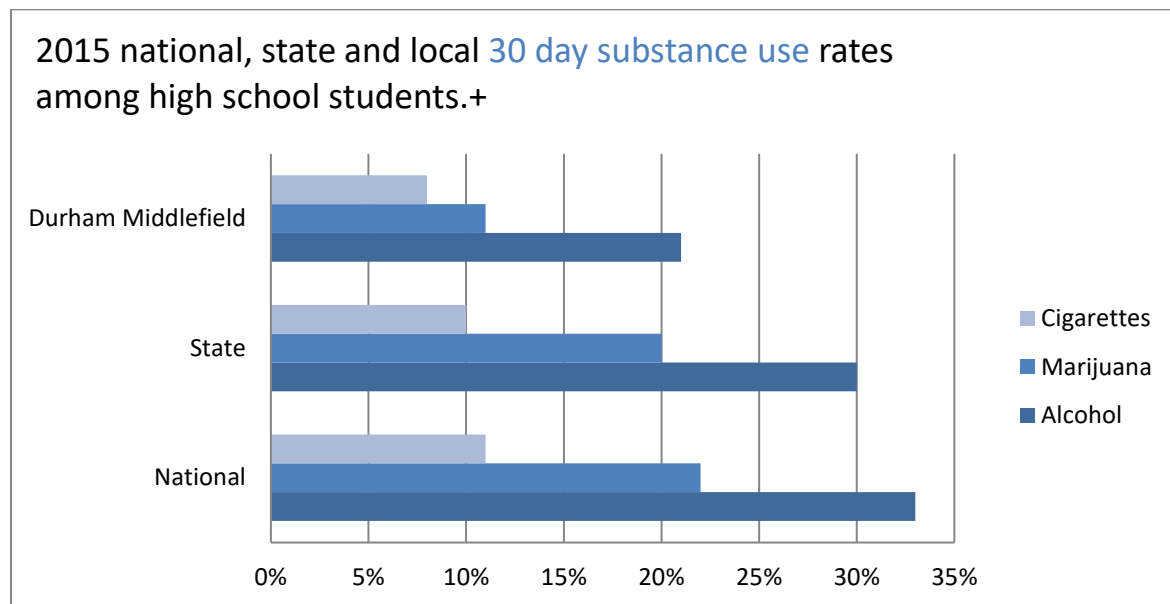
**Table 16. Attitudes on substance use and family norms, 2017**

		Strongly Disagree/ Disagree %
It's OK to take someone else's prescription drugs to do better in school (homework, tests, SATs, projects)		
	MS Only	97
	HS Only	97
	7 <sup>th</sup> – 12 <sup>th</sup>	97
It is OK to drive if you've only had a couple of drinks		
	MS Only	90
	HS Only	94
	7 <sup>th</sup> – 12 <sup>th</sup>	93
It's OK to drink sometimes even if you are underage		
	MS Only	89
	HS Only	77
	7 <sup>th</sup> – 12 <sup>th</sup>	81
It is OK to drive if you've smoked marijuana		
	MS Only	96
	HS Only	92
	7 <sup>th</sup> – 12 <sup>th</sup>	94
It's not a big deal to smoke marijuana		
	MS Only	90
	HS Only	71
	7 <sup>th</sup> – 12 <sup>th</sup>	78
My parents don't think it is a big deal to smoke marijuana		
	MS Only	97
	HS Only	91
	7 <sup>th</sup> – 12 <sup>th</sup>	93
My parents don't think it is a big deal to drink alcohol if you are underage		
	MS Only	94
	HS Only	90
	7 <sup>th</sup> – 12 <sup>th</sup>	92
		Strongly Agree/ Agree
My family has clear rules about alcohol and drug use		
	MS Only	74
	HS Only	69
	7 <sup>th</sup> – 12 <sup>th</sup>	71
When I am not at home, one of my parents know where I am and who I am with		
	MS Only	84
	HS Only	77
	7 <sup>th</sup> – 12 <sup>th</sup>	79
If I had a personal problem I could ask my mom or dad for help		
	MS Only	82
	HS Only	73
	7 <sup>th</sup> – 12 <sup>th</sup>	76

## SUMMARY OF NATIONAL, STATE AND LOCAL DATA

National and state level data from the Youth Risk Behavior Survey (YRBS), collected by the Department of Public Health, is used to compare local trends in Durham Middlefield to those found on a national and state level. The YRBS is the largest public health surveillance system in the United States monitoring a broad range of health-risk behaviors among high school students. YRBS data is currently available from a 2015 survey of high school students across all 50 states and the District of Columbia with a student sample size of 15,624 nationally and a sample size of 2,398 in Connecticut. Below is a comparison of 30 day substance use rates data:

Durham Middlefield students reported the lowest use rates of alcohol, marijuana and cigarettes when compared to national and state data. When looking at trends from 2011 to 2015 alcohol, marijuana and cigarettes rates have decreased on a national and state level; on a local level rates of alcohol and marijuana use have decreased while cigarettes use remained the same.



+ Graph will be updated with 2017 data once national and state data becomes available (in the late spring.)

**Table 17. National, State and Local Past 30 Day Use Rates, 2011 to 2017**

High School Students	Alcohol %			Marijuana %			Cigarettes %			Prescription Drugs*		
	US	CT	DM	US	CT	DM	US	CT	DM	US	CT	DM
Year	US	CT	DM	US	CT	DM	US	CT	DM	US	CT	DM
2011	39	42	31	23	24	19	18	16	8	**	**	**
2013	35	37	24	23	26	14	16	14	5	**	**	**
2015	33	30	21	22	20	11	11	10	8	17	12	**
2017	**	**	28	**	**	13	**	**	2	**	**	2

\*Lifetime use rates reported in 2015

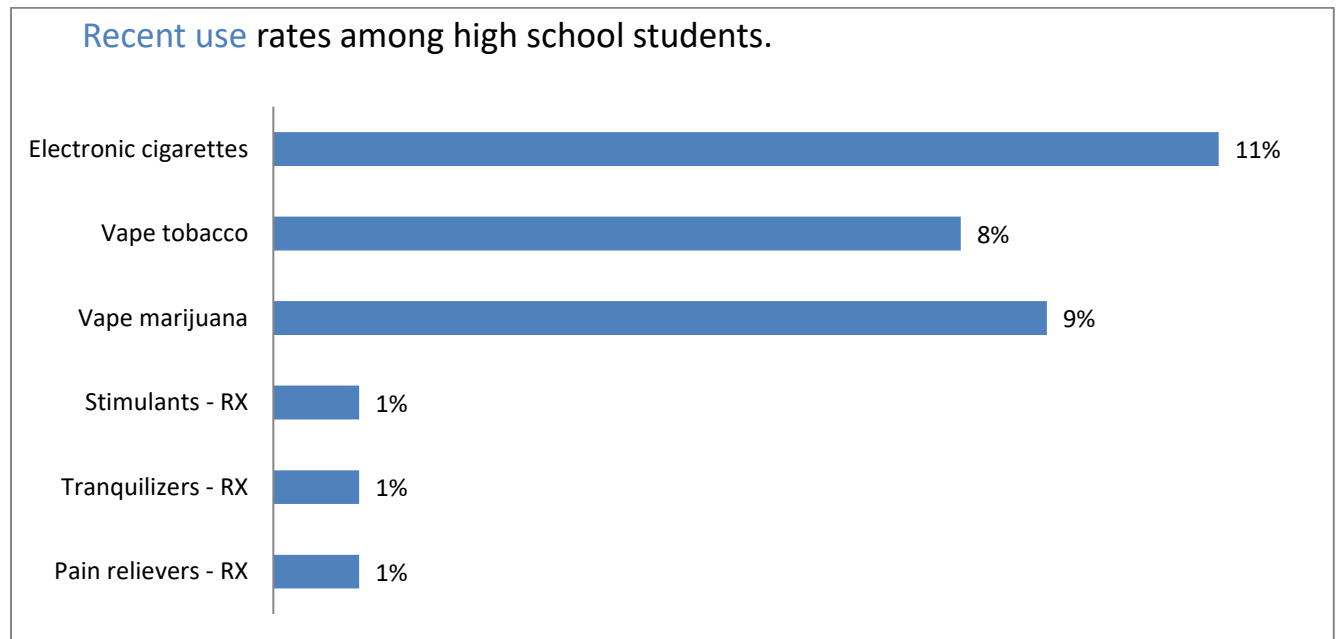
\*\*Not available

## ADDITIONAL SUBSTANCE USE & HIGH RISK BEHAVIORS

In 2017 the coalition added survey questions around students use of electronic cigarettes (used for both tobacco and marijuana) as well as more detailed questions on prescription drug use (use of stimulants, tranquilizers and pain relievers) (see Table 18.)

Overall, recent use of electronic cigarettes was reported among 7% of all students and 11% of high school students. In addition, 8% of the high school students reported vaping tobacco in the past 30 days and 8% reported vaping marijuana in the past 30 days.

Use of pain relievers, tranquilizers and stimulants was reported among 1.2% of all high school students. In the case of prescription tranquilizers, middle school students reported higher 30 day use than high school students (2.4% versus 1.2%).





**Table 18, Additional Substance Use Rates, 2017**

Have you <u>ever</u> ...		Lifetime use	30 day use
Used prescription pain relievers, such as Vicodin, OxyContin, or Tylox without a doctor's orders?			
	MS Only	3.2%	1.2%
	HS Only	4.3%	1.2%
	7 <sup>th</sup> – 12 <sup>th</sup>	3.9%	1.2%
Used prescription tranquilizers, such as Xanax, Valium or Ambien, with a doctor's orders?			
	MS Only	4.8%	2.4%
	HS Only	5.7%	1.2%
	7 <sup>th</sup> – 12 <sup>th</sup>	5.3%	1.6%
Used prescription stimulants, such as Ritalin or Adderall, without a doctor's order?			
	MS Only	1.2%	.4%
	HS Only	4.7%	1.2%
	7 <sup>th</sup> – 12 <sup>th</sup>	3.4%	.9%
smoked an electronic cigarette (e-cig or e-cigarette)?			
	MS Only	4.0%	.4%
	HS Only	16.5%	10.8%
	7 <sup>th</sup> – 12 <sup>th</sup>	11.9%	7.0%
used a vaping device to vape tobacco?			
	MS Only	2.8%	1.6%
	HS Only	14.8%	8.2%
	7 <sup>th</sup> – 12 <sup>th</sup>	10.4%	5.8%
used a vaping device to vape marijuana?			
	MS Only	2.8%	.4%
	HS Only	12.3%	8.5%
	7 <sup>th</sup> – 12 <sup>th</sup>	8.8%	5.5%

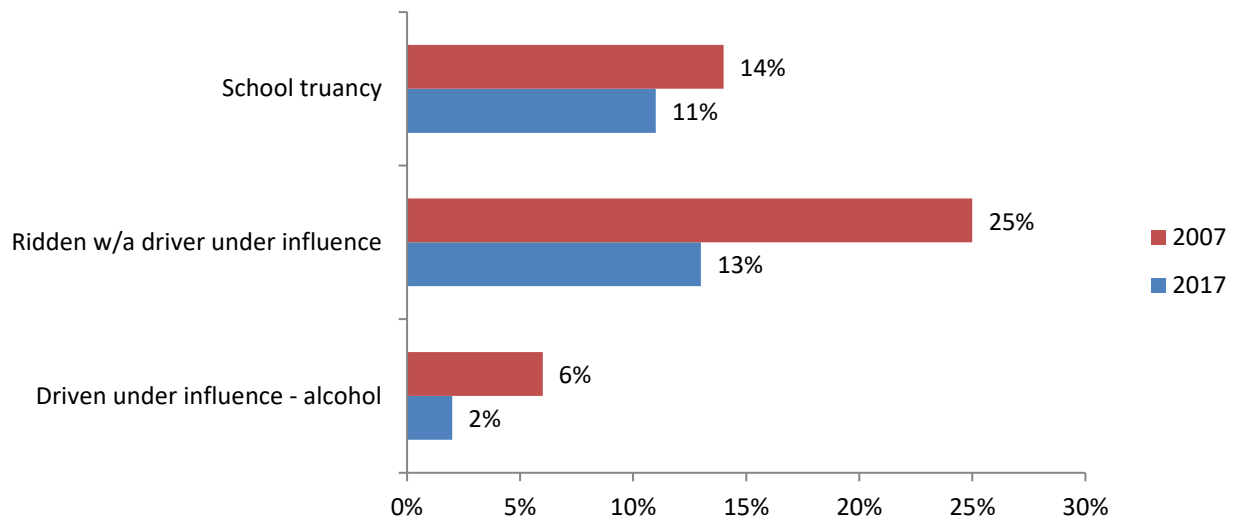
Students were also surveyed on several risky behaviors including binge drinking, driving and substance use, driving and texting, stealing, selling drugs, and skipping school. Overall the majority of students are not participating in risky behaviors (see Table 19.)

- Drinking and driving was reported by only 2% of high school students and has decreased since 2007 (see Table 20.) Driving while under the influence of marijuana is slightly higher, reported by 5% of high school students. Driving while texting is highest with 17% of high school students reporting this behavior. Finally, 13% of both middle school and high school students reported being in the car with a driver that had been drinking at least once in the past year.
- Five percent of high school students reported being drunk or high at school or a school event and 6% reported being suspended from school at least once in the past year. Just over 10% of the students reported skipping school in the past month (unexcused absence). This rate has decreased since 2007 (see Table 20.)
- A small percentage of students report selling drugs at least once in the past year (3%) while more report stealing at 18%.

**Table 19. Percentage of Students Reporting on Risk-Taking Behaviors, 2017**

During the last 12 months, how many times have you...?		Never	1+ time
<b>Had 5 or more alcoholic drinks in a row? [Binge]</b>			
	MS Only	99%	1%
	HS Only	83%	17%
	7 <sup>th</sup> – 12 <sup>th</sup>	89%	11%
<b>Driven a car after you had been drinking?</b>			
	MS Only	100%	>1%
	HS Only	98%	2%
	7 <sup>th</sup> – 12 <sup>th</sup>	98%	2%
<b>Driven a car after you had been smoking marijuana?</b>			
	MS Only	99%	1%
	HS Only	95%	5%
	7 <sup>th</sup> – 12 <sup>th</sup>	97%	3%
<b>Driven a car while texting?</b>			
	MS Only	99%	1%
	HS Only	84%	17%
	7 <sup>th</sup> – 12 <sup>th</sup>	89%	11%
<b>Ridden in a car whose driver had been drinking?</b>			
	MS Only	87%	13%
	HS Only	87%	13%
	7 <sup>th</sup> – 12 <sup>th</sup>	87%	13%
<b>Been suspended from school?</b>			
	MS Only	94%	6%
	HS Only	93%	6%
	7 <sup>th</sup> – 12 <sup>th</sup>	94%	6%
<b>Been drunk or high at school or at a school event?</b>			
	MS Only	99%	1%
	HS Only	95%	5%
	7 <sup>th</sup> – 12 <sup>th</sup>	96%	4%
<b>Stolen something?</b>			
	MS Only	81%	19%
	HS Only	83%	17%
	7 <sup>th</sup> – 12 <sup>th</sup>	82%	18%
<b>Sold drugs?</b>			
	MS Only	99%	1%
	HS Only	96%	4%
	7 <sup>th</sup> – 12 <sup>th</sup>	97%	3%
<b>During the last 4 weeks, how many days of school have you missed because you skipped or 'ditched'?</b>			
	MS Only	89%	11%
	HS Only	89%	11%
	7 <sup>th</sup> – 12 <sup>th</sup>	89%	11%

Some risky behaviors are decreasing among youth in Durham Middlefield.

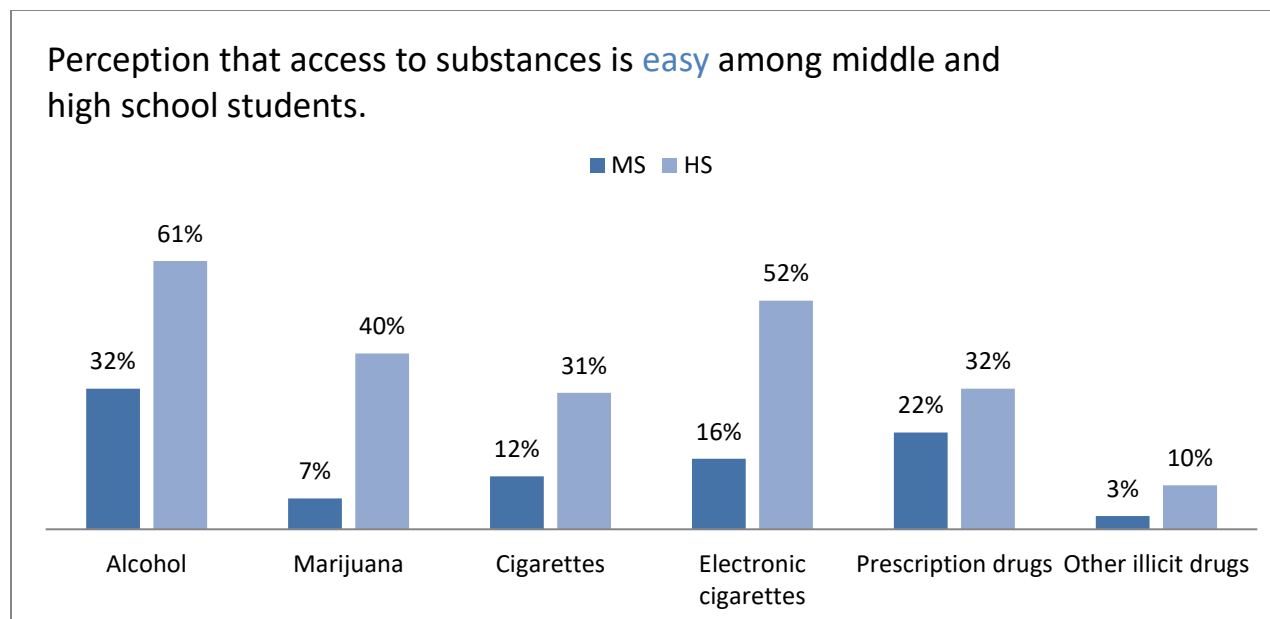


**Table 20. Percentage of Students Reporting on Risk-Taking Behaviors, 2007 to 2017**

Total Sample	2007 %	2011 %	2013 %	2015 %	2017 %
Drove after drinking once or more in the last 12 months	6	4	3	3	2
Rode with a driver who had been drinking once or more in the last 12 months	25	31	25	21	13
Skipped school once or more in the last four weeks	14	17	16	17	11

## ACCESS TO SUBSTANCES & LOCATION OF USE

Among all substances included in the survey, high school students report easiest access to alcohol (61%) followed by electronic cigarettes (52%) and marijuana (40%); middle school students report lower rates when asked about ease of access to substances although close to one-third felt that it would be easy to access alcohol if they wanted it (see chart below and Table 21.)



**Table 21. Access to Substances, 2015 to 2017**

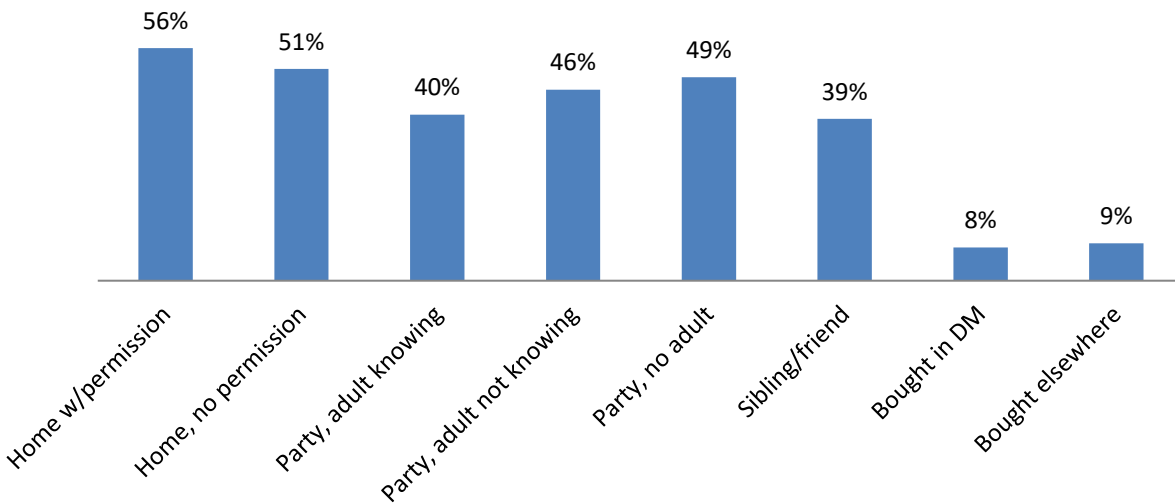
How easy or hard is it for you to get the following drugs if you want them? Very Easy or Sort of Easy	2015 HS %	2017 HS %	2017 ALL %
Alcohol (beer, wine, hard liquor)	69	61	51
Marijuana	50	40	29
Cigarettes	48	31	25
Prescription drugs (not prescribed to you)	39	32	28
Electronic cigarettes/vaping device	40	52	39
Other illicit drugs (such as heroin or cocaine)	16	10	8

### Access to Alcohol

High school students who drink are most often getting alcohol from home (56% with permission and 51% without permission), at parties (49% no adults present, 46% adult home but not aware, 40% parent home and aware) or from a sibling or friend (39%) (see Table 22.)

Since 2015, the percentage of students who reported access to alcohol from home or a party has increased (see Table 23.)

Where high school students report getting alcohol.



**Table 22. Access to Alcohol, 2017**

If you EVER drank alcohol, where did you get it?	Never		Sometimes		Often	
	MS <sup>^</sup>	HS	MS <sup>^</sup>	HS	MS <sup>^</sup>	HS
MS (n=31) & HS (n=134)						
Home, with parents' permission	36	44	55	48	10	8
Home, without parents' permission	81	49	16	37	3	14
Party, w/adult knowing	74	60	19	28	7	12
Party, w/adult does not know	87	54	10	36	3	10
Party, no adult present	84	51	10	33	7	16
Sibling/Friend	83	61	10	27	7	12
Bought in DM	97	92	0	4	3	4
Bought in another town	97	91	0	7	3	2
Other	81	87	10	9	10	4

<sup>^</sup> small sample size

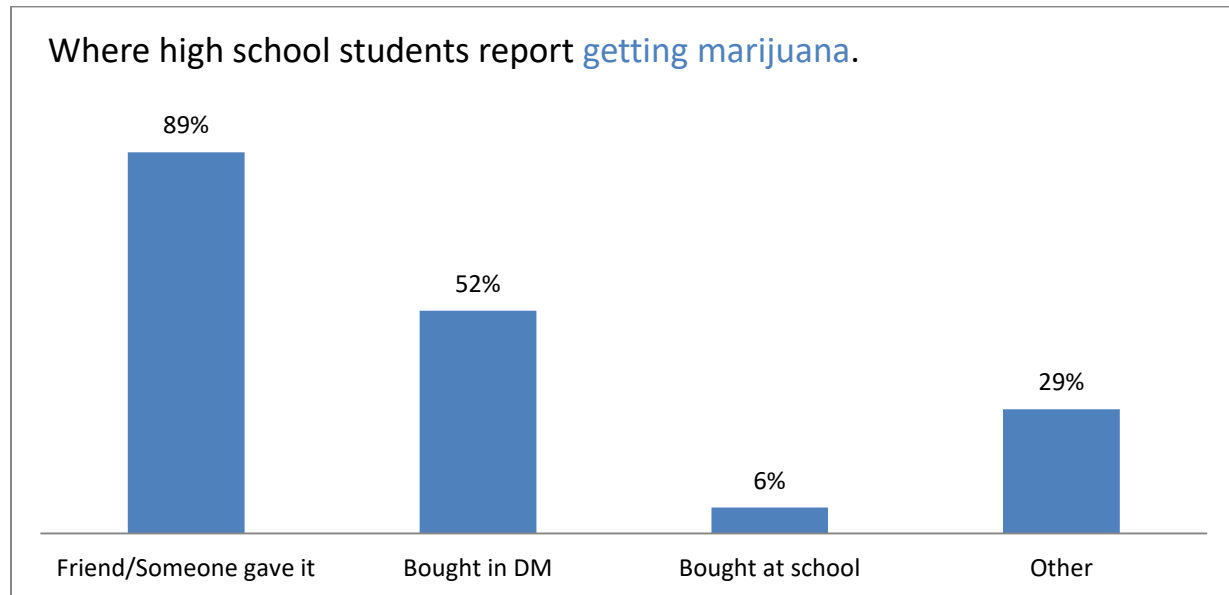
**Table 23. Access to Alcohol, 2015 to 2017**

If you EVER drank alcohol, where did you get it?	2015	2017
	%	%
HS Only	Sometimes/Often	
Home, with parents' permission	35	56
Home, without parents' permission	25	51
Party, w/adult knowing	17	40
Party, w/adult does not know	16	46
Party, no adult present	20	49
Sibling/Friend	**	39
Bought in DM	**	8
Bought in another town	**	9
Other	**	13

\*\* data not available

## Access to Marijuana

High school students who smoke marijuana are most often getting it from a friend or someone else who gives it to them (89%) or they buy it (52%). (see Table 24.)



**Table 24. Access to Marijuana, 2017**

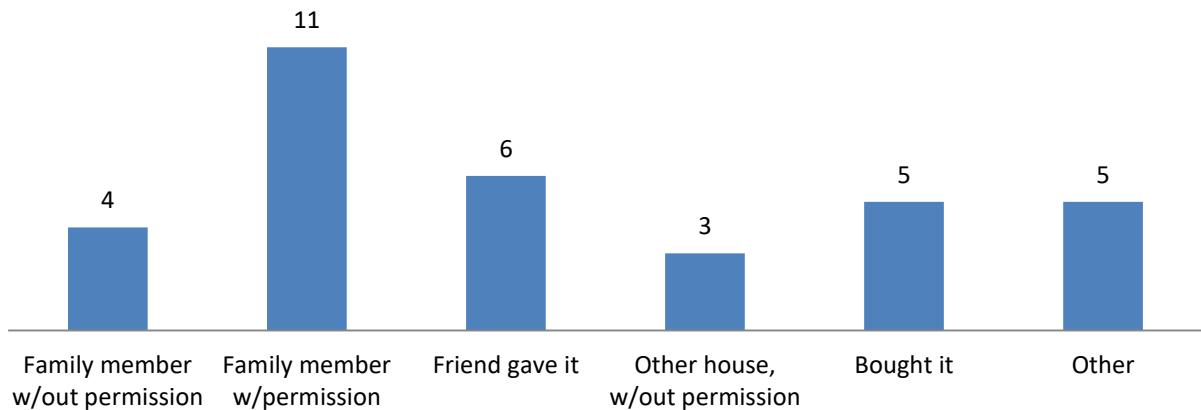
If you EVER used marijuana, where did you get it?			
HS Only (n=70)*	Never	Sometimes	Often
	%	%	%
Friend/Someone gave it	10	34	55
Bought at school	94	0	6
Bought in DM	49	17	35
Other	71	11	18

\*Did not include MS data due low sample size (n=3)

## Access to Prescription Drugs

Due to the low sample size we did not calculate percentages (19 students reported ever abusing a prescription drug). The numbers illustrated in the bar graph below represent the actual number of respondents. Eleven out of 19 reported getting the prescription drugs from a family member with permission and 4 without permission. Six of the 19 reported that a friend gave it to them and 5 bought the drugs (see Table 25.)

Where students in 7th to 12th grade report **getting prescription drugs**. Numbers below are out of 19 total respondents.

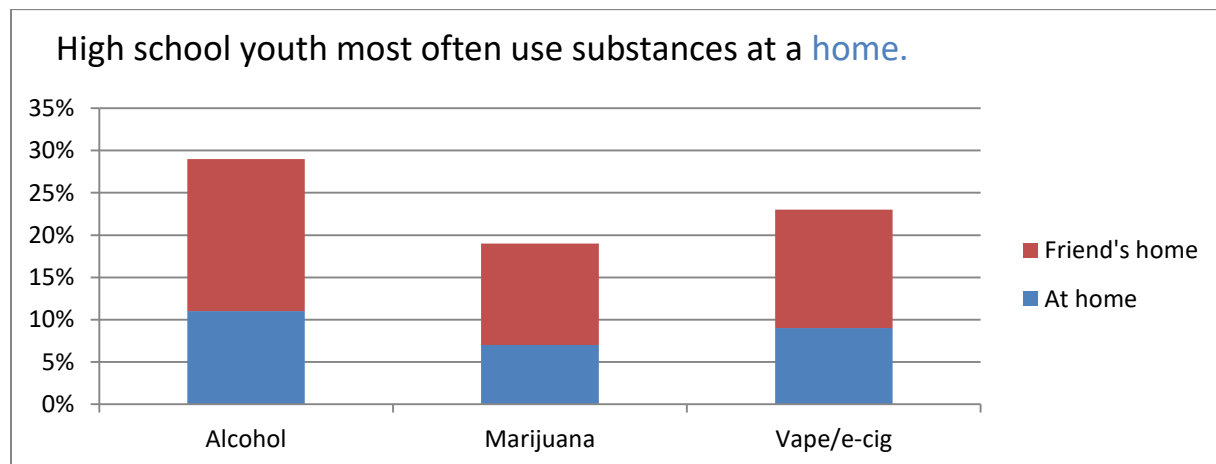


**Table 25. Access to Prescription drugs, 2017**

If you EVER used a prescription drug where did you get it?			
MS/HS (n= 19)	Never #	Sometimes #	Often #
Family member (w/out permission)	10	1	3
Family member (w/permission)	4	7	4
Friend gave it	9	1	5
Other house (w/out permission)	11	0	3
Bought it	9	2	3
Other	8	2	3

### Where Youth Use Substances

Youth were asked to report where they used substances including at home, at a school event, in a car, at a friend's house or outside. Overall, youth most often used substances at a home (their own or a friend's). (see chart below and Table 26.)



**Table 26. Where Youth Use Substances, 2017**

		Do not use %	At home %	At a school Event %	In a car %	At a friend's house %	Outside- park or woods %
<b>Drink alcohol?</b>							
	MS Only	87	7	>1	>1	2	2
	HS Only	68	11	>1	1	18	6
	7 <sup>th</sup> – 12th	75	9	>1	1	12	5
<b>Smoke marijuana?</b>							
	MS Only	94	>1	>1	>1	1	1
	HS Only	79	7	2	4	12	9
	7 <sup>th</sup> – 12th	84	4	1	3	8	6
<b>Vape or smoke an e-cigarette?</b>							
	MS Only	89	2	1	1	3	4
	HS Only	75	9	3	8	14	11
	7 <sup>th</sup> – 12th	80	6	2	5	10	9
<b>Use prescription drugs not prescribed to you?</b>							
	MS Only	93	1	>1	>1	>1	1
	HS Only	90	2	>1	>1	>1	>1
	7 <sup>th</sup> – 12th	91	1	>1	>1	>1	>1



## TRUSTED ADULTS, CAUSES OF STRESS, DEPRESSION & SUICIDE

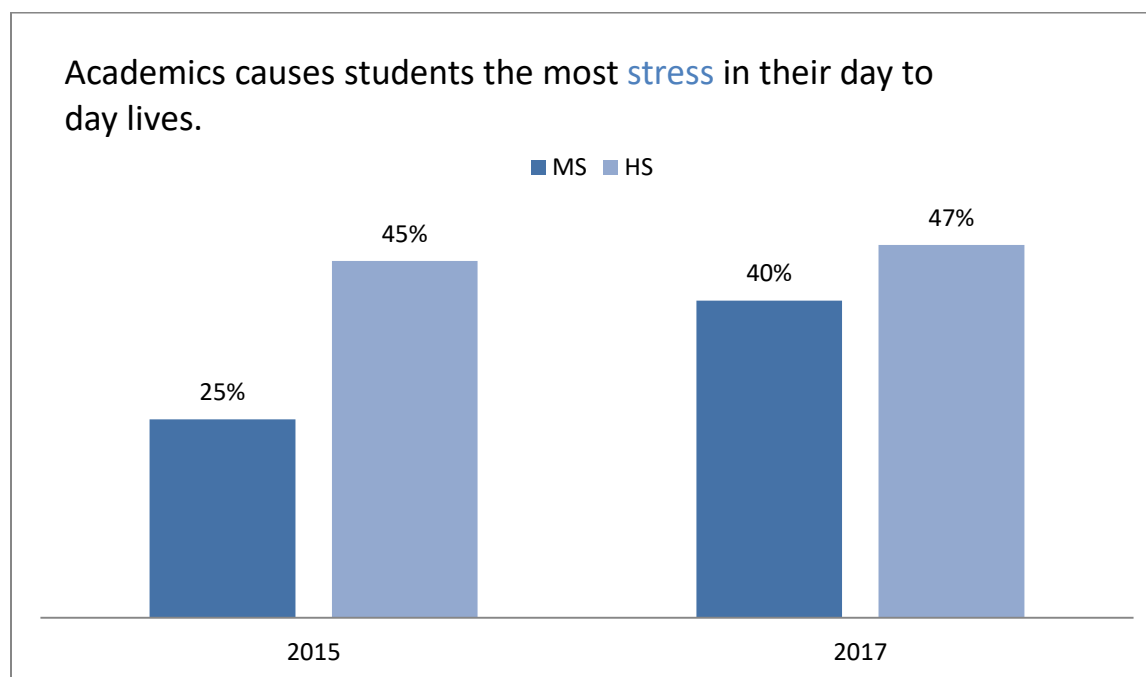
### Trusted Adult and Causes of Stress

Eighty percent (80%) of middle school and high school students have an adult in their life (someone outside of school) that they would go to if they needed help; approximately one-third of all surveyed students have an adult at school they would go to if they needed help. Fourteen percent of the students reported that there was not an adult in their life that they would go to for help (see Table 27.)

**Table 27. Trusted Adult, 2015 to 2017**

Right now, is there an adult in your life that you would go to for help if you were feeling sad, depressed, anxious, or worried, etc.?	2015 %	2017 %
Yes, an adult at school	33	31
Yes, an adult outside of school	80	80
No	16	14

Academics causes the students the most amount of day to day stress (worry, anxiety) in their lives. Since 2015, the percentage of students who reported academics as the highest cause of stress has increased (see Table 28.)



**Table 28. Causes of Stress, Anxiety and Worry, 2015 to 2017**

How much stress, anxiety or worry do the following give you in your day to day life? A LOT	2015 %		2017 %	
	MS	HS	MS	HS
Home life	9	13	10	12
Academics (Homework)	25	45	40	47
Physical Safety	4	4	5	5
Social scene (Parties, Dances, Going out w/friends)	9	9	11	16
Friends (Peers)	6	8	7	7

## Depression and Suicide

In 2017, 22% of all students reported feeling sad or depressed in the past year. Fifteen percent of the students reported that had seriously considered attempting suicide in the past year, 12% had made a plan on how they would attempt suicide and 3% reported attempting suicide (see Table 29.)

**Table 29. Depression and Suicide, 2017**

During the past 12 months...		Yes %
did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?		
	MS Only	19
	HS Only	24
	7 <sup>th</sup> – 12 <sup>th</sup>	22
did you ever seriously consider attempting suicide?		
	MS Only	11
	HS Only	17
	7 <sup>th</sup> – 12 <sup>th</sup>	15
did you make a plan about how you would attempt suicide?		
	MS Only	10
	HS Only	13
	7 <sup>th</sup> – 12 <sup>th</sup>	12
did you actually attempt suicide?		
	MS Only	1
	HS Only	4
	7 <sup>th</sup> – 12 <sup>th</sup>	3

## SUMMARY OF DEVELOPMENTAL ASSETS

**External assets** are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people.

**Internal assets** are the positive commitments, skills, and values that form a young person's inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

Youth and individuals do need the entire range of assets to thrive, but having more is better than a few. Continued exposure to positive experiences, settings and people, as well as opportunities to gain and refine life skills, supports young people in the development and growth of these assets. [For more information on Internal and External Assets please see Appendix A.]

The twenty internal assets listed below in Tables 30 & 31 are divided into four asset categories: Commitment to learning, Positive values, Social Competencies and Positive identity. Table 30 illustrates the percentages of internal developmental assets reported by the total sample of Durham Middlefield youth who were surveyed from 2007 to 2015.

This year, DMLWC utilized the Developmental Assets Profile survey tool for youth, and as a result the assets are reported differently from the Attitudes and Behaviors survey tool utilized from 2007 to 2015. Table 31 illustrates the percentage of youth whose score on each category of assets falls into each level. Typically, youth are expected to fall between 5 and 15 percent scoring in the 'challenged' and 'thriving' range, with a majority of youth scoring in the 'vulnerable' or 'adequate ranges. [For a full summary of the Developmental Assets Profile data please refer to the Search Institute's "Strengths and Supports in the Lives of Durham Middlefield Youth" report, November 2017.]

**Table 30. Percent of Youth Reporting Internal Assets, 2007 to 2015**

Internal Assets are the positive commitments, skills, and values that form a young person's inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

Category	Asset Name	2007 %	2011 %	2013 %	2015 %
Commitment to Learning	1. Achievement motivation	73	75	80	79
	2. School engagement	64	64	70	69
	3. Homework	75	69	72	70
	4. Bonding to school	64	65	69	71
	5. Reading for pleasure	27	22	21	16
Positive Values	6. Caring	50	51	54	61
	7. Equality and social justice	50	52	55	65
	8. Integrity	67	69	74	79
	9. Honesty	67	66	72	75
	10. Responsibility	63	65	68	72
	11. Restraint	51	47	50	51
Social Competencies	12. Planning and decision-making	32	28	39	42
	13. Interpersonal competence	47	51	52	49
	14. Cultural competence	37	36	40	48
	15. Resistance skills	49	46	51	55
	16. Peaceful conflict resolution	46	51	50	54
Positive Identity	17. Personal power	47	46	47	50
	18. Self-esteem	57	53	56	55
	19. Sense of purpose	74	67	69	68
	20. Positive view of personal future	75	76	75	73

**Table 31. Percent of Youth Reporting Internal Assets, 2017**

Internal Assets	Challenged (Range: 0-14) %	Vulnerable (Range: 15-20) %	Adequate (Range: 21-25) %	Thriving (Range: 26-30) %
Commitment to Learning	23	30	30	17
Positive Values	12	37	36	15
Social Competencies	11	34	33	22
Positive Identity	23	43	22	13

The twenty external assets listed below are organized into four categories: Support, Empowerment, Boundaries and Expectations, and Constructive use of time. Tables 32 and 33 illustrates the percentages of external developmental assets reported by the total sample of Durham Middlefield youth who were surveyed. Table 32 includes data collected from 2007 to 2015 and Table 32 includes data collected in 2017.

**Table 32. Percent of Youth Reporting External Assets, 2007 to 2015**

External Assets are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people.

Category	Asset Name	2007 %	2011 %	2013 %	2015 %
Support	1. Family support	75	74	80	81
	2. Positive family communication	38	34	37	37
	3. Other adult relationships	53	60	60	58
	4. Caring neighborhoods	48	44	46	49
	5. Caring school climate	35	33	39	43
	6. Parent involvement in schooling	33	33	39	39
Empowerment	7. Community values youth	29	28	31	31
	8. Youth as resources	35	33	39	42
	9. Service to others	52	55	54	52
	10. Safety	64	64	57	61
Boundaries and Expectations	11. Family boundaries	46	41	46	50
	12. School boundaries	60	56	58	69
	13. Neighborhood boundaries	47	46	50	51
	14. Adult role models	31	32	36	40
	15. Positive peer influence	70	73	78	79
	16. High expectations	53	53	60	61
Constructive Use of Time	17. Creative activities	21	20	17	17
	18. Youth programs	76	71	73	73
	19. Religious community	51	47	42	42
	20. Time at home	60	66	73	73

**Table 33. Percent of Youth Reporting External Assets, 2017**

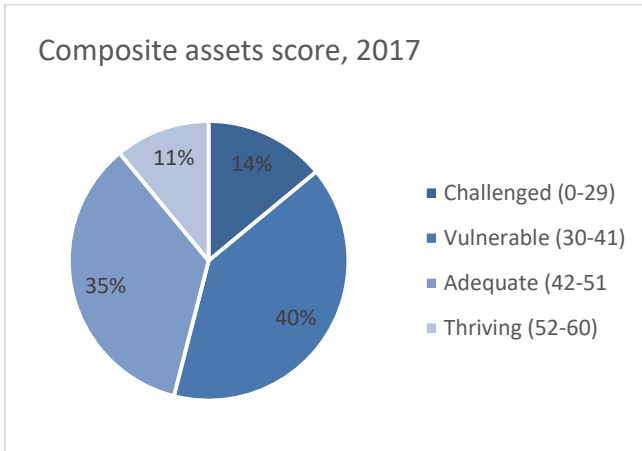
External Assets	Challenged (Range: 0-14) %	Vulnerable (Range: 15-20) %	Adequate (Range: 21-25) %	Thriving (Range: 26-30) %
Support	23	30	30	17
Empowerment	12	37	36	15
Boundaries & Expectations	11	34	33	22
Constructive Use of Time	23	43	22	13

For optimal outcomes, the more assets youth have the better off they are. Youth with lower assets are more at-risk. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school and taking on leadership roles).

From 2007 to 2015 there was a decrease in the percentage of students reporting between 0 and 20 assets and an increase in those reporting between 21 and 40 assets. In 2017, 14% of the students scored in the lowest category (challenged), meaning they experience only a small level of assets. An additional 40% of the students are considered vulnerable reporting between 30-41 assets out of the total 60.

**Table 34. % of Assets, 2007 to 2015**

% of youth	0 to 20 Assets	21 to 40 Assets
2007	49%	51%
2011	49%	51%
2013	44%	55%
2015	40%	60%



## CONCLUSION

Overall, the data indicates that use of cigarettes and prescription drugs has decreased among Durham and Middlefield youth while marijuana use has remained steady at 8%. Alcohol use rates have increased among both middle school and high school students. From 2015 to 2017, recent alcohol use increased 116% among middle school students, from 6% to 13% and increased 33% among high school students, from 21% to 28%. Use of electronic cigarettes is reported in 1 out of 10 high school students and some of those students are using the devices to vape both tobacco and marijuana (9%).

The use rate data confirms areas that require continued attention in terms of age and gender. Although approximately 77% of all surveyed Durham Middlefield students reported not drinking in the past 30 days, when looking at only 12<sup>th</sup> graders the percentage drops to 60%. As expected, use rates for all substances progressively increase as students move from 7<sup>th</sup> to 12<sup>th</sup> grade; 30 day alcohol use ranges from 12% of 7<sup>th</sup> graders to 40% of 12<sup>th</sup> graders and 30 day marijuana use ranges from 1% of 7<sup>th</sup> graders to 24% of 12<sup>th</sup> graders (close to 1 out of every 4 students). Gender differences were also looked at with more males reporting alcohol and marijuana use while a high percentage of females reported binge drinking in the past year (13% female versus 9% male).

When looking at several sub-populations of students who might be more at-risk the data confirmed these groups of students were also using substances at higher rates – students who are sad or depressed, those who have considered suicide, those who engage in risky behaviors such as stealing, driving and texting or skipping school, and those students who do not feel they have a trusted adult in their lives. Opposingly, those students who report strong family norms around substance use are less likely to use substances than their peers.

The data also confirms that Durham Middlefield students that use alcohol or marijuana are more likely to also use other substances.

Although, there was a very small decrease in perception of risk in use of cigarettes, marijuana and alcohol (prescription drug use showed a small increase) rates remain fairly high. Students report the lowest perception of harm around marijuana use (68%) followed by alcohol (83%). Rates steadily decrease as grade level increases for all substances, with the most notable change taking place around marijuana use – perception of harm of marijuana use ranges from a high of 88% among 7<sup>th</sup> graders to a low of 28% among 12<sup>th</sup> graders.

Perception of parental disapproval rates are very high and we saw very little movement from past years. The data also confirmed the strong correlation between perception of parental disapproval and student use – the more a student believes their parents disapprove of use the less likely they are to use. Perception of peer disapproval also correlates with student use – in 2017, there was some change seen when looking at friend's disapproval of alcohol and marijuana use – both decreased 6 to 7 percent among all students.

In addition to the core measure of parental disapproval, supplemental questions worded less formally also indicated a high perception of disapproval. Most students also feel it is not okay to take someone else's prescription drugs, or to drive after drinking or smoking marijuana. Slightly lower disapproval rates were found when students were asked about more casual use of alcohol or marijuana – 81% disapproved of underage drinking and 78% did not agree with the statement 'It's not a big deal to smoke marijuana.'

Students were also questioned about their family norms around rules and monitoring and we found that a majority of students felt their family had clear rules about alcohol and drug use (71%), and were monitoring who they were with and what they were doing when they went out (79%). In addition, 76% would ask a parent for help if they had a problem. Correlation of these three questions and recent substance use show lower use rates for most substances indicating that stronger family norms result in less use among youth.

Reports on risky behaviors such as driving and drinking (2%) or driving and smoking marijuana remain low (3%), and 13% of the students reported that in the past year they had ridden in a car with someone who had been drinking (a 62% decrease from 2015.) We also included a question on texting and driving this year and found that 17% of high school students had done this. Binge drinking rates among all high school students were 17% - and higher among females (20%) compared to males (14%). A small number of students reported being drunk or high at school or a school event (4%) and 11% of all students reported missing school in the past 4 weeks (unexcused absence).

Supplemental survey data includes valuable information around access to substances and location of use. A majority of high school students feel it is easy to access alcohol (61%) and electronic cigarettes (52%). Forty percent feel marijuana is easy to get access to and almost one-third feel getting a prescription drug would be easy if they wanted to.

More than half of the high school students who have drunk in their lifetime report that they most often get access to alcohol from their home (with permission (56%) and without permission (51%)). Also popular is access at a party (with no adult present (49%) or an adult home but unaware of the drinking (456%). Less than 10% of the students report buying alcohol in Durham Middlefield or in some other location. Access to marijuana is reported to be most often it is given by a friend or someone (89%) or bought (52%). Students were also asked to report on where they use substances – most often students are using substances at home (either their own or a friend's) or outside somewhere.

Fourteen percent of all students reported that they did have an adult in their life currently that they could go to for help if they were feeling sad, depressed, anxious or worried. As mentioned earlier, these students have higher rates of substance use compared to their peers that do feel they have a trusted adult either at school or outside of school. Questions on depression and suicide yielded some surprising results – 24% of high school students and 19% of middle school students reported that they had ‘felt so sad/hopeless almost every day for two week or more in a row that they stopped doing some of their usual activities.’ Fifteen percent of the students reported that they had seriously considered suicide in the past year and 3% had attempted suicide.

Overwhelmingly, academics and homework cause the most day to day stress and worry in the students’ lives. Over 40% of middle school and high school students reported academics as causing ‘a lot’ of stress. This is also an increase from 2015 when we first asked the question.



## Appendix A

Information from “Developmental Assets: A Profile of Youth, Executive Summary and Complete Survey Report” Search Institute Survey, June 2011.

### Internal and External Assets

Internal assets are those qualities, skills, and attributes a community and family can nurture within youth so they can contribute to their own development. The 20 internal assets are divided into four categories:

1. Commitment to Learning assets are essential in a rapidly changing world. Developing intellectual curiosity and critical thinking skills to acquire knowledge and learn from experience are important characteristics of successful adolescents.
2. Positive Values assets are important ‘internal compasses’ that guide young people’s priorities and choices. These values represent the foundation first laid by a young person’s family. Though parents and caregivers seek to nurture and instill many values in children, the asset framework focuses particularly on six known to help prevent high-risk behaviors and promote caring for others.
3. Social Competencies assets reflect important personal skills young people need to negotiate the maze of choices and options they face in the teenage years. These skills also lay a foundation for the development of independence and competence as young adults.
4. Positive Identity assets focus on young people’s views of themselves – their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and lack a sense of initiative and meaning

External assets are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. The 20 external assets are organized into four categories:

1. Support assets refer to the love, affirmation, and acceptance that young people receive from their families, other adults, and peers. Ideally, young people experience an abundance of support not only within their families, but also from many other people in their community.
2. Empowerment assets relate to the key developmental need youth have to be valued and valuable. Empowerment assets focus on community perceptions of young people, on opportunities for youth to contribute to and serve their community in meaningful ways, and on the community’s efforts to create a safe place for youth to grow and flourish.
3. Boundaries and Expectations assets refer to the need youth have for clear and enforced boundaries to complement their experience of the Support and Empowerment assets. Ideally, Boundaries and Expectations assets are experiences with the family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across social systems and contexts.
4. Constructive Use of Time assets are the purposeful, structured opportunities for children and adolescents that a healthy community offers to its young people. Whether they are provided through schools, community groups, or religious institutions, organized activities contribute to the development of many external and internal assets.