Communities That Care®

Youth Survey Report

2003 New Jersey Middle School Substance Use Survey Report

The 2003 New Jersey Middle School Substance Use Survey Report

State of New Jersey
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Executive Summary

The *2003 New Jersey Middle School Substance Use Survey* was conducted between March 2003 and May 2003. A total of 10,983 valid surveys were collected from 7th and 8th grade public- and private-school students throughout the state. This is the third survey of New Jersey middle school students based on the *Communities That Care® Youth Survey*. The previous surveys were conducted in 1999 and 2001. There were two main objectives for the current survey. The first was to estimate the prevalence of alcohol, tobacco and other drugs (ATOD) among middle school students. The second, and equally important, objective of the survey was to identify risk and protective factors that correlate with ATOD use in order to effectively create prevention planning.

Twenty of the 21 New Jersey counties participated in the survey. A total of 289 schools were recruited, of which 93 (32.6%) agreed to participate and later returned completed surveys.

Demographics

The responding students were evenly split between the 7th and 8th grades, and slightly fewer males (45.3%) than females (53.8%) returned valid surveys. Sixty percent of the students identified themselves as White, 10.5% as African American, 17.1% as Latino and 5.0% as Multi-race. The majority of students (86.5%) reported English, 9.1% reported Spanish and 4.4% reported some other language as the primary language spoken at home. In addition, about two-thirds of students (66.0%) came from two-parent families, 31.0% came from single-parent families, and the balance came from other family types or from foster care.

Alcohol, Tobacco and Other Drug Use

The findings of the 2003 survey show that the reductions in ATOD use measured between 1999 and 2001 have continued across the majority of substance categories. Reports of cigarette use over the past 30 days show the most impressive change over the past two years, dropping from 7.2% to just 4.8% within the combined sample of New Jersey 7th and 8th graders. Noteworthy reductions were also reported for past-30-day alcohol use (from 16.0% in 2001 to 13.8% in 2003) and past-30-day smokeless tobacco use (from 2.3% in 2001 to 0.5% in 2003).

In addition, New Jersey 8th grade students reported levels of use for many substances that are lower than those reported nationally in the 2002 *Monitoring the Future* study. Particularly noteworthy differences were recorded for binge drinking (4.6 percentage points below *Monitoring the Future*), past-30-day cigarette use (4.2 percentage points below *Monitoring the Future*) and past-30-day marijuana use (4.5 percentage points below *Monitoring the Future*).

Alcohol Use

Of all substance use investigated, middle school students reported the highest prevalence rate for alcohol use. For all students, lifetime alcohol use showed a slight increase since the 2001 survey (from 44.6% to 46.4%). There was little change in past-year use (from 31.0% to 31.5%) and some decrease in past-30-day use (from 16.0% to 13.8%). There was also some decline in binge drinking (from 7.6% to 6.4%).

Tobacco Use

Tobacco use was measured for four separate products: cigarettes, smokeless tobacco, bidis and clove cigarettes. As with alcohol, prevalence rates for most tobacco products declined from previous years. For example, in the 2003 survey, lifetime cigarette use was measured at 20.8% and past-30-day use was measured at 4.8%. The equivalent figures for 2001 were 25.2% and 7.2%, respectively. Rates of lifetime and past-30-day prevalence of smokeless tobacco use were 3.2% and 0.5%, respectively, in the 2003 findings. This compares favorably to the respective numbers of 4.5% and 2.3% in the 2001 survey.

The use of bidis and clove cigarettes was measured for the first time in 2001. Results indicated that rates of use were low to start with, and show some declines in 2003. Lifetime prevalence rates for bidis and clove cigarettes were both measured at 1.3%, as compared to the 2001 figures of 2.8% and 2.3%, respectively.

Marijuana Use

In 2003, 6.2% of the surveyed students had used marijuana in their lifetime. This is practically the same as the 2001 figure of 6.4%, though substantially lower than the 1999 figure of 11.8%. A similar trend is observed in past-30-day use (from 6.6% in 1999 to 2.9% in 2001 and 2.4% in 2003). Eighth grade students in New Jersey reported substantially lower marijuana use in 2003 than 8th graders nationwide as reported by the *Monitoring the Future* study.

Inhalant Use

Inhalant use has shown modest declines since the 2001 survey. In 2003, surveyed New Jersey middle school students reported an 8.4% lifetime prevalence rate for inhalant use, and a 3.8% and 2.0% rate for annual and past-30-day use, respectively. These figures represent modest declines when compared to the 2001 figures of 9.1%, 4.9% and 2.9%, respectively. New Jersey middle school students report lower levels of inhalant use when compared to *Monitoring the Future* results. In that survey, 8th graders reported a lifetime rate of 15.2% and a past-30-day prevalence of 3.8%, compared to 8.8% and 2.4%, respectively, for New Jersey.

LSD

Very low prevalence rates were found for LSD. Less than 1% of students reported that they had ever used LSD or used it in the past 30 days. The lifetime prevalence rates for LSD are similar for the 2001 and 2003 surveys.

Club Drugs

In the 1999 and 2001 surveys, Ecstasy and other club drugs, like GHB, Rohypnol, ketamine or methamphetamine, constituted a single survey item. In 2003, Ecstasy was a separate question. In the 2001 survey, 2.4% of the students had reported lifetime use of club drugs including Ecstasy. In the 2003 survey, 1.0% of the students reported lifetime use of Ecstasy; past-30-day use was reported as 0.2%. Lifetime use of all the other club drugs in 2003 was 0.6%.

Cocaine and Heroin

Very low percentages of students reported use of cocaine, crack cocaine or heroin. The highest observed prevalence rate was 0.9% for lifetime cocaine or crack cocaine use. Similarly, low prevalence rates were also observed in the 1999 and 2001 surveys.

Other Drugs

Students were asked if they had used "other illicit drugs" that were not mentioned in the survey. The 2003 lifetime prevalence rate was 2.0% for other unmentioned drugs, compared to 3.1% in 2001. The past-30-day figures were 0.5% and 1.1%, respectively. The prevalence of "any illicit drug" use (defined as any drug use excluding alcohol and tobacco products) was calculated by combining students' responses to the specific ATOD items. Overall, in 2003, 14.3% of New Jersey middle school students were found to have used at least one illicit drug in their lifetime, and 4.5% were found to have used at least one drug in the past 30 days. Both figures were lower than the 2001 findings of 15.6% and 6.3%, respectively.

Delinquent Behavior

The *2003 New Jersey Middle School Substance Use Survey* also measured a series of eight other problem behaviors—that is, behaviors that run counter to established norms of good behavior. Note that information on such antisocial behavior is collected only for a prevalence period of the past 12 months prior to the survey date.

The most frequently reported delinquent behavior was *Attacking Someone with Intent to Harm* at 12.4% in 2003, compared to 14.1% in 2001. *Getting Suspended* was next with 11.5% in 2003, compared to 14.3% in 2001. The prevalence rates of all other delinquent behaviors were below

5.0% in 2003, as they were in 2001. In general, there appears to be some decrease in delinquent behavior between 2001 and 2003.

Special Topics

The age of onset for alcohol, cigarette and marijuana use ranges between 11.6 and 12.5. For onset of other antisocial behaviors, the age range is 11.7 to 12.4.

There is a clear association between self-reported academic performance and past-30-day ATOD use. For instance, students who reported low grades were more likely to report past-30-day use than were students who reported high grades. Not surprisingly, students who reported that ATODs were easy to obtain were more likely to report past-30-day use than students who found it harder to obtain these substances.

In terms of perceived risk of harm from ATOD use, the majority of the students perceived great risk of harm from smoking a pack of cigarettes a day, smoking marijuana regularly, and trying inhalants. Forty percent believed that consuming one or more alcoholic drinks every day would cause great risk of harm, and 37.5% thought trying marijuana once or twice was associated with a similar type of risk. Rates of disapproval of ATOD use were very high. At least 85% of the students believed that it was "wrong" or "very wrong" to engage in any of the above ATOD-related behaviors, and only 5% to 7% of students thought that ATOD use would be seen as cool by their peers.

Students' experiences of the World Trade Center (WTC) attacks varied. Six percent reported that they witnessed the attacks "in real life," and 42% heard the news from school officials. Five percent reported a parent or parent substitute, 7% reported a close family member, and 17% reported a friend or acquaintance as having been hurt or killed in the attacks. In general, students continue to be affected by the memory of the attacks. Three-quarters reported that they have often thought about the attacks, half reported that the attacks made them "very" worried about their or their loved ones' safety, and one-third reported that they were still worried about terrorist attacks. Furthermore, one-third of the students reported being somewhat or very worried about their safety specifically because of their race or religious beliefs. Nevertheless, the association between students' feelings and experiences of the WTC attacks on one hand, and their past-30-day prevalence of ATOD use rates, on the other, was generally weak and inconclusive. Further research is needed before any conclusions can be drawn about the impact of the attacks on substance use.

Risk and Protective Factors

Following a substantial improvement in their risk and protective factor profiles between 1999 and 2001, New Jersey middle school students have maintained their improved profile between 2001 and 2003. The 2003 survey results suggest that New Jersey middle school students have several strengths that can be utilized towards minimizing ATOD use, as well as opportunities for improvement in some areas.

Strengths to build on:

- All family domain protective factors are above the normative median (see page 109 for a discussion of risk and protective factor scoring and a definition of "normative median").

- New Jersey middle schools provide more opportunities for prosocial involvement than the normative median.

- New Jersey middle school students have better social skills, higher levels of religiosity, and stronger belief in the moral order than the normative median.

- Scores on the *Laws and Norms Favorable to Drug Use and Handguns* and the *Perceived Availability of Drugs and Handguns* risk factor scales are lower than the normative median.

Opportunities for improvement:

- With a score of 49, *School Rewards for Prosocial Involvement* is the only protective factor scale with a score below the normative median of 50.

- New Jersey middle school students reported the highest risk factor scale score for *Community Disorganization* (59).

- Compared to the normative median, New Jersey middle school students were more likely to report favorable attitudes toward antisocial behavior. Students were also more likely to report that their parents have favorable attitudes toward antisocial behavior.

The 2003 New Jersey Middle School Substance Use Survey

This report describes findings from the *2003 New Jersey Middle School Substance Use Survey* (*NJSUS*), administered to grades 7 and 8. The survey was conducted by the Division of Addiction Services in the New Jersey Department of Health and Senior Services, by contracting with the Channing Bete Company, Inc., of South Deerfield, Massachusetts. The survey data were collected from March 2003 through May 2003.

The *Communities That Care® Youth Survey* served as the basis for the *2003 NJSUS*. The *Communities That Care® Youth Survey* was developed to provide scientifically sound information to state-level and community-level prevention planners and policy makers. It assesses the current prevalence of both problem behaviors related to alcohol, tobacco and other drug (ATOD) use and other delinquent behaviors in the surveyed population, as well as the degree to which risk and protective factors exist in the community, family, school and peer and individual environments. Risk and protective factors are characteristics of the community, family, school and peer environments, as well as individual characteristics of the students themselves, that are known to predict drug use, delinquency and gang involvement (Hawkins, Catalano & Miller, 1992).

The *Communities That Care® Youth Survey* measures a total of 18 risk factors and nine protective factors. Risk and protective factors are measured by a grouping of survey items called a scale. In addition to measuring risk and protective factors, the *Communities That Care® Youth Survey* assesses the current prevalence of problem behaviors in the community. The survey, its uses, and its ongoing development have been described in two recent articles (Pollard, Hawkins & Arthur, 1999; Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002).

The Survey Form

The *Communities That Care® Youth Survey* was developed from research (The Six-State Study) funded by the Center for Substance Abuse Prevention of the U.S. Department of Health and Human Services. The Six-State Study supported the development of a student survey to measure the following items:

- The prevalence and frequency of illicit drug use.
- The prevalence and frequency of other antisocial behaviors.
- The degree to which risk and protective factors exist that predict ATOD use, delinquency, gang involvement and other problem behaviors in adolescents.

This survey instrument became the *Communities That Care® Youth Survey*. School survey data were collected in five states: Kansas, Maine, Oregon, South Carolina and Washington. One other state, Utah, participated in the *Communities That Care®* project, but school survey data collected in Utah were not collected in the same manner as in other states. Over 72,000 students participated in these statewide surveys, and analysis of the collected data contributed to the development of the survey.

The *Communities That Care® Youth Survey* was administered to New Jersey middle school students on two previous occasions: May and June of 1999 and December 2000 through March 2001. Detailed findings for these survey efforts can be found in "The 1999 New Jersey Middle School Survey: A Statewide Report" (New Jersey Department of Health and Senior Services, 1999) and "The 2001 New Jersey Middle School Substance Use Survey Report" (New Jersey Department of Health and Senior Services, 2002).

While the core items constituting the substance use, other antisocial behavior, and risk and protective factor question sets are unchanged across the three waves of the survey, several supplemental items have been added. New items on the prevalence of bidis, clove cigarettes, and club drug use were added in 2001, and a set of items assessing experiences and responses related to the World Trade Center attack was added in 2003. The present report includes an analysis of current survey results as well as comparisons with both the 1999 and 2001 survey findings.

Survey Administration

Data were collected between March 2003 and May 2003. The survey was administered in the classroom and required approximately one class period to complete. A standardized administration protocol was used throughout the state. Each teacher received an appropriate number of surveys and survey collection envelopes. The teachers reviewed the instructions with their students and asked the students to complete the survey. Participation was voluntary. The instructions informed the students that there were no right or wrong answers. The instructions also explained the proper way to mark the answers.

Students were asked to complete the survey, but were also told that they could skip any question that they were not comfortable answering. Additionally, both the teacher and the written instructions on the front of the survey form assured students that the survey was anonymous and confidential.

Starting in 2002, New Jersey law necessitated the implementation of an active consent procedure requiring written permission from a parent or legal guardian before their child could participate in the survey. Surveys were only administered to students with signed permission forms. In contrast, a passive consent procedure was employed in the 1999 and 2001 survey efforts. In those years, parents of each student were asked to sign and return a form only if they refused to allow their child to participate. Otherwise, permission was considered to be granted.

Compared to passive consent, active consent can impact survey participation in a number of ways:

(1) The request for formal permission may heighten concerns parents have with the content of the survey. As a result, parents may be less likely to grant permission for participation in an active consent survey compared to an identical passive consent survey.

(2) Parents with no opposition to their children participating in the survey may simply forget to sign and return the approval form.

(3) Even if parents are ready to grant permission for survey participation, the approval form might not make it to and from the home. If the student is responsible for carrying the forms, the permission slip may get lost, either intentionally or unintentionally, in the jumble of notifications and information sheets students are routinely asked to deliver to their parents. If consent forms are delivered through the mail, families with new addresses may not receive the permission form in time.

Any of these effects can reduce the survey participation rate, which, in turn, reduces the precision of the statistical estimates. Of greater concern, however, is the possibility that active consent could result in participation bias. In other words, certain kinds of students may be less likely to participate in the study when active consent is used. For example, parents who suspect that their children are involved in delinquent behavior may refuse to grant permission. Alternatively, some parents may deny permission because they believe that exposure to materials discussing alcohol, tobacco and other drug use may be harmful to their children. In either case, the sample would yield population estimates that differ from those that would be obtained through passive consent.

For these reasons, the results of the *2003 NJSUS* should be reviewed with consideration for the possible impact of the active consent process. In particular, trend comparisons to the 1999 and 2001 surveys should be viewed in light of the change in administration methodology from passive to active consent.

Sample Design and School Recruitment

The goal of the *2003 NJSUS* was to survey a sufficient number of students to enable stable county-level estimates to be calculated from the data. Consequently, sample size estimation was based on an acceptable level of precision (a maximum confidence interval of ±4.0 percentage points for grade-level prevalence estimates within each county was selected) after both school non-response and student non-response were taken into account. This standard resulted in a target sample of 24,409 7^{th} and 8^{th} grade students across all 21 counties.

In order to reach this target, 289 schools with a total 7th and 8th grade enrollment of 93,641 students were invited to participate in the survey. These 289 schools were selected using a stratified sample design. The sampling frame, a list of all public and private New Jersey schools with a combined 7th and 8th grade enrollment of 50 or more students, was sorted by county and size of enrollment. Within each county, schools were divided into two strata, such that approximately 50% of 7th and 8th grade students were classified as attending small schools and 50% were classified as attending large schools. From this set of 42 strata—one small-school list and one large-school list for each of the 21 counties—schools were selected with a probability proportional to size of enrollment until the quota for each stratum was met or exceeded. No within-school sampling was performed. Selected schools were instructed to request participation from their full population of 7th and 8th grade students.

The number of public school students varies widely across New Jersey counties, with the number of students enrolled in middle schools ranging from a low of 1,752 in Salem County to a high of 18,979 in Bergen County. In order to generate accurate and precise results over such a wide range of enrolled populations, it is necessary that counties with smaller enrollments contribute a higher percentage of participants to the total sample. Consequently, most schools were selected in smaller counties to complete the survey, while a lower percentage of schools were selected to participate in larger counties.

Participation of selected schools was solicited via a coordinated campaign of direct mail, e-mail and telephone notifications. School districts were provided a packet of materials that included a discussion of the overall survey effort, a copy of the survey questionnaire, and a description of the survey report each school would receive. As part of the survey administration support process, schools were offered a pre-survey payment of $600.00 as compensation for the additional work needed to administer an active consent survey (distribution of permission slips, follow-up notifications, tracking student responses, etc.), as well as a post-survey payment of $500.00 to help subsidize the purchase of equipment and/or educational materials.

From this effort, 93 schools returned valid questionnaires for 10,983 students. This resulted in a school participation rate of 32.2% (93 out of 289 recruited schools), a figure higher than the 22.6% rate (59 out of 261) obtained in 2001, and indicative of the effectiveness of this year's more intensive school recruitment process. Despite measures to support the survey administration process within each school, the logistics of active consent—especially the process of getting permission forms delivered to homes, signed by parents, and returned to school—had a negative impact on within-school participation rates. The average number of valid respondents dropped from 271 per school in 2001 to 118 per school in 2003, leading to a within-school participation rate of 40.2% (10,983 out of the 27,298 students enrolled in the 93 participating schools). The overall participation rate was 11.7% (10,983 out of the 93,641 students enrolled in the 289 schools invited to participate), and the final sample was 45.0% of the sample target (10,983 out of 24,409 targeted students).

The level of participation varied across counties. No schools in Union County participated in the *2003 NJSUS*. Participation rates were also notably suppressed in Bergen and Burlington

Counties, where only 10.7% and 13.9% of their respective sample targets returned valid questionnaires. In contrast to these low participation rates, valid questionnaires totaling 115% and 87% of the target sample sizes were returned by students in Sussex and Atlantic Counties.

For statewide estimates, confidence intervals are ±1.3 percentage points for both the 7th and 8th grade subsamples and ±0.9 percentage points for the overall sample. Confidence intervals are broader for county estimates. At the high end, estimates for Bergen County have confidence intervals of ±12.0 percentage points for 7th grade, ±12.2 percentage points for 8th grade and ±8.3 percentage points for the overall sample. For the majority of counties, however, confidence intervals are in the ±5 to ±9 percentage-point range for grade-level estimates and the ±3 to ±6 percentage-point range for overall estimates.

Note that data were weighted in all analyses to provide estimates generalizable to all public- and private-school students in the 7th and 8th grades in the state. The statewide analysis used data that were weighted by county enrollment to reflect the population distribution of the participating counties in the state. Weights were determined using the Fall 2002 enrollment as a baseline. For each county, the county weight was derived by calculating the county enrollment as a proportion of the total state enrollment, which was then divided by the county surveyed N as a proportion of the total surveyed N. These weights have no impact on the county-level results that are presented in Appendix A.

$$\textit{County Weight} = \frac{\dfrac{\textit{County Enrollment}}{\textit{State Enrollment}}}{\dfrac{\textit{County Surveyed N}}{\textit{State Surveyed N}}}$$

All of the factors discussed in this section have an impact on the representativeness of the sample. The design of the sample and the intensity of the recruitment effort enhanced the quality of the data. Stratification by county and enrollment size, the requirement that schools survey both 7th and 8th graders, and the application of county weights helped provide a close match between the sample and population on three important variables: geographic distribution, size of school, and year in school. Recruitment efforts were increased in counties that showed the lowest participation rates. As a result, schools from 20 out of 21 New Jersey counties participated in the survey effort. Also, the large size of the sample at the statewide level enhances both the accuracy and precision of the statistical estimates. On the other hand, a school participation rate of 32.2% and a within-school participation rate of 40.2%—while quite respectable given the statewide active consent requirement—are lower than desired and leave open the possibility that participation bias at both the school level and student level might influence the results. Community leaders and researchers should take both these strengths and weaknesses into consideration when using the results of the 2003 *NJSUS* to guide their prevention planning decisions.

Survey Validation

Three strategies were used to assess the validity of the surveys. The first two strategies eliminated the surveys of students who appeared to exaggerate their drug use. The third strategy eliminated the surveys of students who repeatedly reported logically inconsistent patterns of drug use.

- In the first strategy, surveys from students who reported daily use of four or more of the following drugs—inhalants, cocaine, prescription drugs, LSD, Ecstasy, methamphetamine, Rohypnol and heroin—were eliminated from the survey data set. This strategy removes the survey of any student who did not take it seriously. The presence of this type of exaggeration is one of the clearest indicators of nonvalid surveys.

- In the second strategy, students were asked whether they had used a fictitious drug, Derbisol, in the past 30 days or in their lifetimes. If students reported any use of Derbisol, their surveys were not included in the analysis of the findings.

- The third strategy was used to detect logical inconsistencies among responses to the drug-related questions. Students were identified as inconsistent responders in the following circumstances only: (1) if they were inconsistent on two or more of the following drugs: alcohol, cigarettes, smokeless tobacco and marijuana/hashish; or (2) if they were inconsistent on two or more of the remaining drugs. An example of an inconsistent response would be if a student reported that he or she had used alcohol three to five times in the past 30 days but had never used alcohol in his or her lifetime.

All but 917 surveyed students (7.7%) completed valid surveys (see Table 1). Of the 917 surveys identified and eliminated by one or more of the three strategies described above, 101 exaggerated drug use (strategy 1), 213 reported the use of Derbisol (strategy 2) and 841 responded in a logically inconsistent way (strategy 3). The elimination total produced by these three strategies equals more than 917 because some respondents were identified by more than one strategy.

Demographic Profile of Surveyed Youth

The survey measures a variety of demographic characteristics. The number of students who provided valid surveys is presented in Table 2, and some characteristics of their home lives are presented in Tables 3 and 4. In this report, results are often presented by grade level, sex and ethnicity. In the 2003 survey, a slightly higher percentage of the respondents were female (53.8% compared to 45.3% male).

Table 2 also shows the ethnic breakdown of the surveyed population. Using the U.S. Census Bureau's survey standards on race and ethnicity as a guide, students were told to choose all the categories that apply (U.S. Census Bureau, 2000). Please see the questionnaire presented in Appendix D for a list of response categories. All students who selected one of the eight Latino ethnic categories, regardless of additional categories that they might have marked, were

classified as Latino. The Multi-race category consists of students who selected more than one category, but did not select Latino. A majority of students identified themselves as White (60.1%). The largest minority population is Latino (17.1%), followed by African American (10.5%), Multi-race (5.0%), Asian (3.2%), "Other" (2.7%), American Indian (0.5%), and Native Hawaiian or Other Pacific Islander (0.2%). Please note that in the data analysis tables that follow Table 2, the small number of Native Hawaiian or Other Pacific Islander students were added to the "Other" category in order to protect respondent anonymity.

Tables 3 and 4 show selected characteristics of the home lives of surveyed youth. These attributes include the primary language spoken at home, the "urbanicity" of primary residence (defined as the degree of population density in a student's neighborhood), household type and the average number of adults living in the household. Again, the results are broken down by grade, sex and ethnicity. The primary language spoken at home refers to the primary language the student speaks at home (rather than what the parents speak at home). The "Urbanicity of Primary Residence" is classified into three categories: "city, town, suburb"; "country (not on a farm)"; and "farm." Household Type is classified into three categories: "one-parent," "two-parent," and "other." The average number of adults living in the household includes all adults living there, whether they are relatives or not.

Looking at Table 3, it appears that a majority of middle-school students in New Jersey speak English at home (86.5%) and live in a city, town or suburb (91.2%). Among surveyed students, 9.1% reported that they speak Spanish at home. This percentage reaches 41.7% among Latino students. Table 4 indicates that 66.0% of students live in a two-parent home, 31.0% live in a one-parent home and 2.9% live in some other type of household. Asian students are the most likely to live in a two-parent home (89.0%), followed by Whites (75.7%) and "Others" (73.3%). Slightly more than half of all African American students (56.2%) and slightly less than half of all Latino students (42.5%) live in a one-parent home. On the average, New Jersey middle school students share their household with 2.5 adults.

Table 1

Number and Percentage of New Jersey Middle School Students Participating in the Survey

	Number of Students	Percent of Students
Non-Blank Surveys Returned for Processing	11,936	100.0
7th	5,950	49.8
8th	5,900	49.4
Did Not Respond	86	0.7
Refusals	36	0.3
Ineligible—Total	917	7.7
Exaggerated Use	101	0.8
Honesty	213	1.8
Inconsistencies	841	7.1
Valid Surveys Available for Analysis	10,983	92.0

Note: "Non-Blank Surveys Returned for Processing" represents the number and percentage of students participating in the *2003 New Jersey Middle School Substance Use Survey* who completed a survey form with at least some items filled out. Refusals are defined as students who did not provide valid responses to at least 25% of the survey items.

There are three strategies used to assess the validity of the surveys. The "Ineligible" section shows the number and percentage of students who were eliminated under each disqualifying criterion and the total number of students who were removed from the data analysis. The elimination total produced by these three strategies equals more than 917 because some respondents were identified by more than one strategy.

Rounding can produce totals that do not equal 100%.

Table 2
Selected Demographic Characteristics of Surveyed Youth

	Number of Students	Percent of Students
Overall Valid Surveys	10,983	100.0
Grade		
7th	5,498	50.1
8th	5,416	49.3
Did Not Respond	69	0.6
Sex		
Male	4,971	45.3
Female	5,912	53.8
Did Not Respond	100	0.9
Ethnicity		
White	6,596	60.1
African American	1,151	10.5
Latino	1,878	17.1
American Indian	51	0.5
Asian	356	3.2
Native Hawaiian or Other Pacific Islander	18	0.2
Other	302	2.7
Multi-race	554	5.0
Did Not Respond	77	0.7

Note: Rounding can produce totals that do not equal 100%.

Table 3

Selected Characteristics of the Home Life of Surveyed Youth, by Grade, Sex and Ethnicity

	Primary Language Spoken at Home						***Urbanicity of Primary Residence***					
	English		**Spanish**		**Other**		**City, town, suburb**		**Country (not on a farm)**		**Farm**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Overall	9,290	86.5	977	9.1	467	4.4	9,863	91.2	772	7.1	178	1.6
Grade												
7th	4,704	87.1	454	8.4	245	4.5	4,987	91.7	361	6.6	88	1.6
8th	4,531	85.9	521	9.9	220	4.2	4,825	90.7	406	7.6	88	1.7
Sex												
Male	4,174	86.8	428	8.9	208	4.3	4,416	91.2	340	7.0	88	1.8
Female	5,030	86.3	543	9.3	254	4.4	5,358	91.2	425	7.2	90	1.5
Ethnicity												
White	5,870	98.6	0	0.0	80	1.4	5,247	88.2	581	9.8	122	2.1
African American	1,135	95.5	10	0.8	45	3.7	1,159	97.6	26	2.2	3	0.2
Latino	1,288	56.8	946	41.7	33	1.5	2,209	95.2	91	3.9	20	0.9
American Indian	35	70.1	1	2.4	14	27.6	45	90.4	4	7.6	1	2.1
Asian	186	49.3	2	0.6	189	50.1	362	94.4	18	4.7	3	0.9
Other	260	79.3	10	3.0	58	17.7	312	94.5	12	3.6	6	1.9
Multi-race	473	91.0	2	0.5	44	8.5	474	89.1	37	6.9	21	4.0

Note: Rounding can produce totals that do not equal 100%. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity. Since this data table does not include a category for invalid responses, the total number of valid responses ("N") can be different for each survey question.

Table 4

Selected Characteristics of the Home Life of Surveyed Youth, by Grade, Sex and Ethnicity

	Household Type						Average Number of Adults Living in Household	
	Two-Parent		One-Parent		Other			
	N	%	N	%	N	%	N	Adults
Overall	7,196	66.0	3,384	31.0	319	2.9	10,899	2.0
Grade								
7th	3,712	67.7	1,627	29.6	148	2.7	5,486	2.0
8th	3,450	64.5	1,735	32.4	168	3.1	5,353	2.0
Sex								
Male	3,277	67.1	1,457	29.8	153	3.1	4,888	2.0
Female	3,861	65.3	1,885	31.9	165	2.8	5,911	2.0
Ethnicity								
White	4,554	75.7	1,396	23.2	66	1.1	6,017	2.0
African American	440	36.9	670	56.2	82	6.9	1,192	1.8
Latino	1,211	51.7	995	42.5	136	5.8	2,342	2.0
American Indian	29	57.5	17	34.0	4	8.5	50	2.2
Asian	339	89.0	38	9.9	4	1.1	380	2.4
Other	241	73.3	79	24.2	8	2.5	328	2.1
Multi-race	355	66.5	164	30.6	15	2.8	534	2.1

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of students who selected each response category, and "%" represents N divided by the total number of respondents for each survey item. Due to rounded error associated with data weights, summing the number of students ("N") across *Household Type* may not exactly match the number of students listed under *Average Number of Adults Living in Household*. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Alcohol, Tobacco and Other Drug Use

Presentation of the Findings

Alcohol, tobacco, and other drug use are measured by a set of 41 items on the *2003 New Jersey Middle School Substance Use Survey*. The items are identical to the items used in the 2001 survey, and nearly identical to the items used in the 1999 survey, except for the addition of items measuring the use of club drugs, bidis, and clove cigarettes. Most of these items are also comparable to those used in the *Monitoring the Future* study, an annual study of drug use by middle and high school students. The *Monitoring the Future* survey is conducted annually by the Survey Research Center of the Institute for Social Research at the University of Michigan. (For a review of the methodology of this study, please see Johnston, O'Malley and Bachman, 2002.) The *Monitoring the Future* survey project provides national prevalence of use information for alcohol, tobacco and other illicit drugs from a representative sample of 8th, 10th and 12th graders. For many years the *Monitoring the Future* survey has served as the primary reference for determining the prevalence of alcohol, tobacco and other illicit drug (ATOD) use among adolescents in the United States. The *Communities That Care® Youth Survey* also measures ATOD use using survey items similar to those employed in the *Monitoring the Future* survey.

Tables 5 to 36 show the use of ATODs by middle school students in New Jersey. There are two distinct ways in which data that depict student involvement in ATOD use are provided. First, prevalence rates are used to illustrate the percentage of students who reported using an ATOD substance. A prevalence rate is the percentage of students who reported use of a drug at least once in the specified prevalence time period. These results are presented for three prevalence periods: lifetime (whether the student has ever used the substance), annual (whether the student has used the substance within 12 months prior to the survey date) and past 30 days (whether the student has used the substance within 30 days prior to the survey date). Table 5 is an example of the presentation of prevalence rates and shows the prevalence rates for New Jersey middle school students as measured in surveys conducted in 1999, 2001 and 2003. Please note that the prevalence tables for individual ATOD categories present results by grade, sex and ethnicity. Because of small subsample sizes, differences between some of these groups should be interpreted with caution, particularly for ATOD categories with very low (less than 5.0%) rates of use.

Second, frequency tables are used to illustrate the number of occasions that students reported using a specific illicit drug (e.g., Table 9). For those who reported the use of alcohol within the past 30 days, Table 8 shows the number of occasions that they reported using it. Please note that when the prevalence rate is quite low (i.e., less than 2%), larger sample sizes are required to reliably estimate the prevalence rate as well as the frequency of use. Also, because of the number of frequency of use categories presented on each table, a rounding error will sometimes lead to percentages that do not sum to exactly 100%.

Results at the county level are also discussed throughout the report. The tabular county-level findings are included in Appendix A. Because of the relatively small number of survey participants from each of the counties, results from specific counties should be interpreted cautiously. In counties with few participating students—such as Bergen and Burlington Counties, for example—it cannot be assumed that the results are representative of the county as a whole. Please see Table A2 in Appendix A for a list of sample sizes for each county.

Summary of the ATOD Findings

Tables 5 and 6 show the results from the 2003 survey, along with comparison results from the *1999* and *2001 New Jersey Middle School Substance Use Surveys*. National comparative results from the 2002 *Monitoring the Future* survey are presented in Table 7. As the 2003 results demonstrate, the reductions in ATOD use measured between 1999 and 2001 have continued across the majority of substance categories. Reports of cigarette use over the past 30 days show the most impressive change over the past two years, dropping from 7.2% to just 4.8% within the combined sample of New Jersey 7th and 8th graders. Noteworthy reductions were also reported for past-30-day alcohol use (from 16.0% in 2001 to 13.8% in 2003) and past-30-day smokeless tobacco use (from 2.3% in 2001 to 0.5% in 2003).

In addition, New Jersey 8th grade students are reporting lower levels of use for many substances than those reported in the 2002 *Monitoring the Future* study (see Table 7). (*Monitoring the Future* data are based on 8th grade respondents only. So, the only direct comparison possible is with New Jersey's 8th grade data.) Particularly noteworthy differences were recorded for binge drinking (4.6 percentage points below *Monitoring the Future*), past-30-day cigarette use (4.2 percentage points below *Monitoring the Future*) and marijuana use (4.5 percentage points below *Monitoring the Future*).

Table 5

Summary of the Prevalence of Use for Alcohol, Tobacco, Marijuana and Inhalants for New Jersey Middle School Surveys Conducted in 1999, 2001 and 2003

	1999 Survey						2001 Survey						2003 Survey					
	7th		8th		Overall		7th		8th		Overall		7th		8th		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Alcohol, Lifetime	4,105	48.1	3,755	58.0	7,860	52.8	7,177	37.0	7,044	53.3	14,567	44.6	5,352	40.7	5,199	52.3	10,604	46.4
Alcohol, Annual	4,104	42.1	3,799	50.8	7,903	46.2	7,109	23.3	7,041	39.3	14,490	31.0	5,328	25.5	5,214	37.5	10,602	31.5
Alcohol, 30 Days	4,123	19.5	3,803	30.2	7,926	24.6	7,150	10.4	7,052	21.7	14,538	16.0	5,343	9.9	5,211	17.8	10,614	13.8
Alcohol, Binge Drinking	4,119	7.0	3,825	12.6	7,944	9.7	7,081	5.7	7,042	9.8	14,465	7.6	5,326	5.0	5,216	7.8	10,604	6.4
Cigarettes, Lifetime	4,173	32.8	3,827	44.6	8,000	38.4	7,359	19.6	7,209	31.5	14,923	25.2	5,397	16.7	5,261	24.9	10,722	20.8
Cigarettes, Annual	4,153	16.8	3,832	23.9	7,985	20.2	7,294	8.5	7,149	16.5	14,801	12.3	5,400	6.1	5,220	10.6	10,683	8.4
Cigarettes, 30 Days	4,127	9.4	3,842	15.8	7,969	12.5	7,190	4.6	7,054	10.2	14,599	7.2	5,348	3.1	5,189	6.5	10,598	4.8
Smokeless Tobacco, Lifetime	4,181	5.5	3,847	8.8	8,028	7.1	7,453	3.8	7,246	5.3	15,064	4.5	5,437	2.5	5,297	3.8	10,796	3.2
Smokeless Tobacco, Annual	*	*	*	*	*	*	7,338	2.9	7,182	4.4	14,879	3.6	5,392	1.5	5,253	2.3	10,710	1.9
Smokeless Tobacco, 30 Days	4,179	2.4	3,846	3.9	8,025	3.1	7,288	1.9	7,141	2.7	14,782	2.3	5,363	0.4	5,235	0.7	10,661	0.5
Bidis, Lifetime	*	*	*	*	*	*	7,160	1.6	7,035	4.1	14,542	2.8	5,317	1.3	5,144	1.3	10,521	1.3
Bidis, Annual	*	*	*	*	*	*	7,130	1.8	6,943	3.5	14,413	2.6	5,338	1.1	5,180	1.3	10,579	1.2
Bidis, 30 Days	*	*	*	*	*	*	7,157	1.5	6,965	2.1	14,463	1.8	5,330	0.4	5,199	0.5	10,589	0.5
Clove Cigarettes, Lifetime	*	*	*	*	*	*	7,202	1.4	7,107	3.3	14,659	2.3	5,378	1.0	5,252	1.7	10,695	1.3
Clove Cigarettes, Annual	*	*	*	*	*	*	7,245	1.4	7,086	2.9	14,670	2.1	5,389	0.7	5,248	1.4	10,698	1.0
Clove Cigarettes, 30 Days	*	*	*	*	*	*	7,185	0.8	7,025	1.8	14,557	1.3	5,377	0.3	5,235	0.5	10,672	0.4
Marijuana, Lifetime	4,076	7.6	3,788	16.3	7,864	11.8	7,157	3.3	7,139	9.7	14,646	6.4	5,400	3.7	5,268	8.7	10,730	6.2
Marijuana, Annual	4,073	6.1	3,797	14.0	7,870	9.8	7,060	2.2	7,040	7.8	14,440	4.9	5,347	2.5	5,241	6.3	10,649	4.4
Marijuana, 30 Days	4,049	3.6	3,785	9.9	7,834	6.6	6,998	1.3	7,010	4.7	14,335	2.9	5,327	1.1	5,203	3.8	10,591	2.4
Inhalants, Lifetime	4,049	8.4	3,758	7.6	7,807	8.0	7,094	8.8	7,079	9.4	14,507	9.1	5,381	8.0	5,262	8.8	10,704	8.4
Inhalants, Annual	3,977	7.2	3,746	6.1	7,723	6.6	7,031	4.9	7,014	5.0	14,382	4.9	5,335	3.4	5,235	4.3	10,631	3.8
Inhalants, 30 Days	3,987	3.6	3,733	3.2	7,720	3.4	7,019	3.0	6,988	2.7	14,336	2.9	5,327	1.7	5,228	2.4	10,616	2.0

Note: 1999 survey results are reported in *The 1999 New Jersey Middle School Survey: A Statewide Report*, and 2001 survey results are reported in the *2001 New Jersey Middle School Substance Use Survey Report*. An asterisk (*) indicates that data were not collected for that drug and/or its specific prevalence-of-use period in that survey year. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use.

Table 6

Summary of the Prevalence of Illicit Drug Use for New Jersey Middle School Surveys Conducted in 1999, 2001 and 2003

	1999 Survey						2001 Survey						2003 Survey					
	7th		8th		Overall		7th		8th		Overall		7th		8th		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LSD, Lifetime†	4,060	1.3	3,772	2.8	7,832	2.0	7,126	0.4	7,100	1.1	14,565	0.8	5,364	0.3	5,260	0.5	10,686	0.4
LSD, Annual†	4,055	0.9	3,780	2.6	7,835	1.7	7,033	0.5	7,001	0.8	14,376	0.6	5,328	0.2	5,223	0.4	10,612	0.3
LSD, 30 Days†	4,047	0.5	3,773	1.4	7,820	1.0	7,015	0.2	6,994	0.6	14,351	0.4	5,308	0.2	5,217	0.2	10,586	0.2
Ecstasy, Lifetime	*	*	*	*	*	*	*	*	*	*	*	*	5,294	0.8	5,203	1.2	10,560	1.0
Ecstasy, Annual	*	*	*	*	*	*	*	*	*	*	*	*	5,245	0.4	5,141	0.7	10,448	0.5
Ecstasy, 30 Days	*	*	*	*	*	*	*	*	*	*	*	*	5,229	0.2	5,134	0.3	10,425	0.2
Other Club Drugs, Lifetime††	*	*	*	*	*	*	6,956	1.5	6,970	3.3	14,255	2.4	5,290	0.3	5,194	0.8	10,547	0.6
Other Club Drugs, Annual††	*	*	*	*	*	*	6,841	0.9	6,888	2.0	14,052	1.5	5,228	0.2	5,135	0.4	10,425	0.3
Other Club Drugs, 30 Days††	*	*	*	*	*	*	6,827	0.7	6,869	1.2	14,021	0.9	5,211	0.1	5,130	0.2	10,404	0.1
Cocaine or Crack, Lifetime	4,034	1.5	3,766	2.5	7,800	2.0	6,960	0.8	6,962	1.7	14,234	1.2	5,299	0.7	5,192	1.1	10,553	0.9
Cocaine or Crack, Annual	4,036	1.2	3,778	1.7	7,814	1.4	6,830	0.4	6,865	1.0	14,009	0.7	5,249	0.4	5,143	0.6	10,454	0.5
Cocaine or Crack, 30 Days	4,031	0.6	3,772	0.9	7,803	0.8	6,813	0.3	6,843	0.5	13,964	0.4	5,223	0.2	5,122	0.2	10,406	0.2
Heroin, Lifetime	3,952	0.5	3,716	1.4	7,668	1.0	6,911	0.4	6,909	1.1	14,119	0.8	5,276	0.3	5,179	0.3	10,518	0.3
Heroin, Annual	3,955	0.4	3,717	1.0	7,672	0.7	6,769	0.2	6,803	0.7	13,861	0.5	5,224	0.1	5,127	0.1	10,412	0.1
Heroin, 30 Days	3,957	0.3	3,717	0.8	7,674	0.5	6,749	0.1	6,799	0.3	13,842	0.2	5,192	0.0	5,104	0.0	10,357	0.0
Other Illicit Drugs, Lifetime	3,932	7.6	3,698	9.9	7,630	8.7	6,902	1.8	6,911	4.4	14,107	3.1	5,272	1.4	5,172	2.6	10,504	2.0
Other Illicit Drugs, Annual	3,934	5.1	3,699	7.7	7,633	6.4	6,780	1.2	6,817	2.9	13,883	2.0	5,214	0.8	5,117	1.5	10,392	1.2
Other Illicit Drugs, 30 Days	3,961	3.1	3,720	5.7	7,681	4.3	6,754	0.5	6,789	1.7	13,830	1.1	5,197	0.4	5,095	0.7	10,352	0.5
Any Illicit Drug, Lifetime	3,978	18.0	3,628	23.5	7,606	20.7	7,218	12.4	7,169	19.0	14,740	15.6	5,416	11.6	5,288	17.1	10,767	14.3
Any Illicit Drug, Annual	3,980	14.7	3,641	20.6	7,621	17.5	7,130	7.6	7,100	13.0	14,581	10.2	5,387	5.9	5,263	10.6	10,713	8.2
Any Illicit Drug, 30 Days	4,001	8.7	3,632	14.5	7,633	11.5	7,120	4.7	7,108	8.0	14,568	6.3	5,381	2.8	5,258	6.3	10,702	4.5

† In 1999, the survey asked about use of "LSD or other psychedelics." This was changed to LSD only for the 2001 and 2003 surveys. †† In 2001, the survey combined Ecstasy and other club drugs. In 2003, Ecstasy and other club drugs appeared as separate items. Note: 1999 survey results are reported in *The 1999 New Jersey Middle School Survey: A Statewide Report*, and 2001 survey results are reported in the *2001 New Jersey Middle School Substance Use Survey Report*. An asterisk (*) indicates that data were not collected for that drug and/or its specific prevalence-of-use period in that survey year. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use.

Table 7

Lifetime, Annual and Past-30-Day Use of Alcohol, Tobacco and Other Drugs from the 2003 New Jersey Middle School Substance Use Survey Compared to the 2002 "Monitoring the Future" Study

	2003 New Jersey Middle School Survey (8th Grade)	2002 Monitoring the Future (8th Grade)
	%	%
Lifetime Use		
Alcohol	52.3	47.0
Cigarettes	24.9	31.4
Smokeless Tobacco	3.8	11.2
Marijuana	8.7	19.2
Inhalants	8.8	15.2
LSD	0.5	2.5
Ecstasy	1.2	4.3
Cocaine or Crack	1.1	3.6
Heroin	0.3	1.6
Annual Use		
Alcohol	37.5	38.7
Cigarettes	10.6	*
Smokeless Tobacco	2.3	*
Marijuana	6.3	14.6
Inhalants	4.3	7.7
LSD	0.4	1.5
Ecstasy	0.7	2.9
Cocaine or Crack	0.6	2.3
Heroin	0.1	0.9
Past-30-Day Use		
Alcohol	17.8	19.6
Binge Drinking	7.8	12.4
Cigarettes	6.5	10.7
Smokeless Tobacco	0.7	3.3
Marijuana	3.8	8.3
Inhalants	2.4	3.8
LSD	0.2	0.7
Ecstasy	0.3	1.4
Cocaine or Crack	0.2	1.1
Heroin	0.0	0.5

Note: *Monitoring the Future* does not provide prevalence rates for the annual use of cigarettes or smokeless tobacco.

Alcohol

Alcohol, including beer, wine and hard liquor, is the drug used most often by adolescents. Longitudinal findings from the *Monitoring the Future* study highlight the pervasiveness of alcohol use in middle and high schools today. In 2002, the percentage of 8th graders who reported using alcohol in the past month was 19.6%. This rate held steady throughout the 1990s.

Given the national prevalence of alcohol, it is not surprising that alcohol is the most used drug among New Jersey middle school students. Findings for alcohol use by New Jersey middle school students surveyed in 2003 are presented in Tables 8, 9 and 10.

The lifetime use of alcohol is a good measure of student experimentation, and is presented in Table 8. Of the surveyed 7th and 8th grade students in New Jersey, 46.4% have used alcohol sometime in their lifetimes. The lifetime rate for alcohol use increases from 40.7% for 7th graders to 52.3% for 8th graders. Findings from the *Monitoring the Future* study indicate a lifetime alcohol prevalence of 47.0% for 8th graders nationwide in 2002. Thus, the 8th graders in New Jersey appear to be experimenting with alcohol at a rate above that reported by their national counterparts.

There was no variation in reported lifetime alcohol use between New Jersey male and female middle school students. However, typical of many national studies, there are some prevalence differences among the ethnic groups. Most often, African American and Asian students report the lowest rates of alcohol use, with White and Latino students' rates being significantly higher. This pattern holds true in New Jersey. For example, American Indian, Asian and African American students reported the lowest lifetime rates, at 29.0%, 29.6% and 36.8%, respectively. All of the remaining ethnic groups reported rates within a relatively narrow range, from 47.5% to 51.1%.

There was some variation between counties in the lifetime alcohol use rates (see Table A3). For example, Salem County had the highest lifetime prevalence rate of 53.1%, followed by Hudson County, at 52.8%. The lowest rates were found for Hunterdon (37.5%) and Mercer (41.4%). However, caution must be used when interpreting county-level findings. The county-level prevalence rate is influenced by many variables, including demographic characteristics, parental consent procedures, and school participation rates. Because school participation was voluntary, within-county averages and rates can be affected in unknown ways by the participation of specific schools within a county.

The past-30-day prevalence of alcohol is a good measure of current alcohol use. Of the surveyed 7th and 8th grade students in New Jersey, 13.8% have used alcohol in the past 30 days, with 17.8% of 8th graders and 9.9% of 7th graders reporting use (see Table 8). The 8th grade past-30-

day prevalence rate is below the rate from the *Monitoring the Future* study, that is, 19.6% (see Table 7).

While there was relatively little variation between males and females in the past-30-day prevalence rates (12.7% versus 14.7%, respectively), there was notable variation among ethnic groups. Paralleling the lifetime results, American Indian, Asian, and African American students had the lowest past-30-day prevalence rates (3.9%, 7.7% and 8.3%, respectively). All other groups had past-30-day rates ranging from 14.5% to 15.8%.

Differences were also found across counties (see Table A3). For example, Cape May had the highest past-30-day rate, at 20.1%. This was more than two times higher than the findings for Burlington, the county with the lowest prevalence rate (9.5%). The average rate of past-30-day alcohol use across all counties was 14.1%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 17.3% to 10.4%.

Please note that the cross-county average of 14.1% is slightly different than the statewide prevalence rate of 13.8%. This is because the statewide rate is, in effect, a weighted average of the individual county prevalence rates that adjusts for differences in student enrollment within each county. The cross-county average is useful for answering this question: How does past-30-day alcohol use in my county compare to use in other New Jersey counties? Comparisons to the statewide rate are better for answering this question: How does past-30-day alcohol use in my county compare to use across the state of New Jersey as a whole? Throughout this section, cross-county averages will be presented to facilitate comparisons across counties.

Binge drinking (defined as having five or more drinks in a row on any single occasion within the past two weeks) is extremely dangerous. Several studies have shown that binge drinking is related to higher probabilities of drinking and driving as well as injury due to intoxication. Analysis of binge drinking for surveyed New Jersey middle school students is presented on Tables 7, 8 and 10.

As shown in Table 7, the prevalence rate for binge drinking reported by surveyed New Jersey 8th graders, 7.8%, is lower than the rate reported by the *Monitoring the Future* study, 12.4%. Additionally, as shown in Table 8, only 5.0% of 7th grade students reported binge drinking. Among the 6.4% of students from both grades who reported binge drinking, slightly more than half (3.4%) reported only one such episode (see Table 10). The difference in the rates of binge drinking between the sexes is insignificant. For the various ethnic groups, the lowest binge-drinking rates were reported by Asian, (2.0%) and American Indian (4.2%) students, while the remaining ethnic groups reported binge-drinking rates from 5.1% (African American) to 8.9% (Latino). As with lifetime and past-30-day alcohol use, the rates of binge drinking varied throughout the counties (see Table A3). Cape May County had the highest rate, at 12.0%. Two counties, Hunterdon (1.6%) and Burlington (3.6%), had very low rates of binge drinking. The average rate of binge drinking across all counties was 6.4%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 9.8% to 4.6%.

The frequency of alcohol use is summarized on Table 9. This table shows the percentage of students who reported using alcohol in the past 30 days as well as the number of times that they reported using it. (For all frequency tables reporting on ATOD use, the number of occasions of use has been aggregated into four categories: Never, 1-2 occasions, 3-5 occasions, and 6 or more occasions.) For instance, 11.8% of 8th graders indicated that they had used alcohol from 1 to 2 times in the past month. Only small numbers of 8th graders reported using alcohol in the higher frequency categories of 3-5 occasions (3.0%) and 6 or more occasions (2.9%).

New Jersey students also reported on the sources of the alcohol they used (see Table 37). Of those students who reported that they do drink, the two largest sources were the home and friends. While home was the major source for both 7th and 8th grade students, friends were also a significant source of alcohol for 8th graders.

Table 8

Lifetime, Annual and Past-30-Day Prevalence of Alcohol Use and Binge Drinking, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day		Binge	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Overall	10,604	46.4	10,602	31.5	10,614	13.8	10,604	6.4
Grade								
7th	5,352	40.7	5,328	25.5	5,343	9.9	5,326	5.0
8th	5,199	52.3	5,214	37.5	5,211	17.8	5,216	7.8
Sex								
Male	4,750	46.5	4,741	30.1	4,753	12.7	4,716	6.2
Female	5,765	46.5	5,765	32.7	5,765	14.7	5,790	6.5
Ethnicity								
White	5,884	47.5	5,904	33.3	5,910	14.5	5,904	5.9
African American	1,116	36.8	1,093	21.3	1,093	8.3	1,102	5.1
Latino	2,275	51.1	2,285	34.1	2,284	15.4	2,255	8.9
American Indian	48	29.0	49	14.1	48	3.9	49	4.2
Asian	379	29.6	380	16.3	380	7.7	381	2.0
Other	320	48.0	318	36.1	323	15.8	329	5.6
Multi-race	517	47.9	512	31.6	515	15.0	519	7.4

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 9

Frequency of Alcohol Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,614	86.2	13.8	9.3	2.4	2.1
Grade						
7th	5,343	90.1	9.9	6.8	1.8	1.3
8th	5,211	82.2	17.8	11.8	3.0	2.9
Sex						
Male	4,753	87.3	12.7	8.3	2.6	1.8
Female	5,765	85.3	14.7	10.1	2.2	2.3
Ethnicity						
White	5,910	85.5	14.5	9.6	2.6	2.2
African American	1,093	91.7	8.3	5.3	1.2	1.7
Latino	2,284	84.6	15.4	10.4	2.9	2.1
American Indian	48	96.1	3.9	0.8	1.2	2.0
Asian	380	92.3	7.7	7.1	0.3	0.3
Other	323	84.2	15.8	9.4	2.8	3.6
Multi-race	515	85.0	15.0	11.0	2.2	1.9

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 10

Frequency of Binge Drinking During the Past Two Weeks, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1 %**	**2 %**	**3+ %**
Overall	10,604	93.6	6.4	3.4	1.6	1.4
Grade						
7th	5,326	95.0	5.0	2.7	1.3	0.9
8th	5,216	92.2	7.8	4.0	1.9	1.8
Sex						
Male	4,716	93.8	6.2	3.9	1.4	0.9
Female	5,790	93.5	6.5	3.0	1.9	1.6
Ethnicity						
White	5,904	94.1	5.9	3.3	1.3	1.3
African American	1,102	94.9	5.1	2.9	0.9	1.3
Latino	2,255	91.1	8.9	4.0	3.0	1.9
American Indian	49	95.8	4.2	0.4	1.8	1.9
Asian	381	98.0	2.0	1.0	0.7	0.3
Other	329	94.4	5.6	3.1	1.1	1.3
Multi-race	519	92.6	7.4	4.2	1.9	1.4

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Tobacco

After alcohol, tobacco (including cigarettes and smokeless tobacco) is the second most commonly used illicit drug among adolescents. This section of the report discusses the prevalence of tobacco products. Bidis and clove cigarettes are also included in this section. National trends show a substantial decline in both cigarette and smokeless tobacco use between 1996 and 2003. According to *Monitoring the Future*, past-30-day prevalence rates for cigarette use declined 10.3 percentage points among 8th graders, 12.7 percentage points among 10th graders and 7.3 percentage points among 12th graders. Past-30-day prevalence rates for smokeless tobacco declined 3.8 percentage points among 8th graders, 2.5 percentage points among 10th graders and 3.5 percentage points among 12th graders (Johnston, L. D., O'Malley, P. M., & Bachman, J. G., 2003).

Cigarettes

Table 11 presents the lifetime, annual, and past-30-day prevalence of cigarette use for surveyed New Jersey middle school students in 2003. Overall, 20.8% of students have used cigarettes sometime in their lifetimes, 8.4% reported use in the past year, and 4.8% reported using cigarettes in the past 30 days. Lifetime prevalence of cigarette use was 24.9% for 8th grade students and 16.7% for 7th grade students. For past-30-day use of cigarettes, the comparable 8th grade and 7th grade figures were 6.5% and 3.1%, respectively. Compared to the 8th grade results from the *Monitoring the Future* study (see Table 7), rates for prevalence of cigarette use by 8th grade students in New Jersey are lower for both lifetime and past-30-day prevalence periods.

Additionally, Table 5 shows that cigarette use has declined substantially since 1999. Specifically, the past-30-day prevalence of cigarette use for New Jersey middle school students has decreased from 12.5% in 1999 to 4.8% in 2003. Equally impressive declines were also recorded for lifetime and annual cigarette use. These declines are consistent with the generally decreasing levels of use of other drugs among New Jersey middle school students.

In Table 11, comparing annual prevalence findings for cigarette use between the sexes reveals a slightly higher rate for females compared to males (9.4% versus 7.2%, respectively). Differences in cigarette use were larger across ethnic groups. For example, for lifetime prevalence, Asian students reported 8.9%, and Latino students reported 26.8%—nearly three times higher than Asian students. In contrast to their low prevalence of lifetime alcohol use, African Americans reported one of the highest rates of lifetime cigarette use, 23.6%.

Table 12 summarizes the frequency of cigarette use in the past 30 days in terms of the number of cigarettes smoked per day. The table shows that 4.8% of survey respondents smoked at least once during the past 30 days, but that 3.5% smoked less than one cigarette per day.

Table 37 indicates that the most frequently cited source of cigarettes for the combined sample of 7th and 8th graders is their friends, followed by home and "other" sources.

Examining county-level findings, there appears to be somewhat less variation in cigarette use among counties than there was for alcohol use (see Table A3). For example, three counties reported past-30-day use higher than 8.0%: Salem (9.1%), Cape May (8.7%) and Ocean (8.4%). The two lowest rates were reported by Morris (2.1%) and Somerset (2.3%). The average rate of past-30-day cigarette use across all counties was 5.1%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 8.0% to 3.2%.

Smokeless Tobacco

Compared to cigarette use, relatively low use of smokeless tobacco was reported (see Tables 13 and 14). Both the lifetime and past-30-day prevalence rates of smokeless tobacco use by New Jersey's 8th graders are notably lower than the rates reported in the *Monitoring the Future* study (see Table 7). With a rate of just 0.5% for past-30-day use, meaningful distinctions between subgroups are difficult to make. While lifetime prevalence was also low (3.2%), boys reported a higher rate of use than girls (4.4% versus 2.1%, respectively). Asian students reported the lowest rate of lifetime use (1.7%). County-level lifetime prevalence rates ranged from a high of 9.5% in Salem County to a low of 1.2% in Burlington County (see Table A3). The average rate of lifetime smokeless tobacco use across all counties was 3.7%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 5.6% to 2.1%.

Bidis and Clove Cigarettes

Survey results reporting on the use of bidis by New Jersey middle school students are presented in Tables 15 and 16, and results for clove cigarettes are presented in Tables 17 and 18. A bidi is a small, flavored, unfiltered tobacco cigarette produced in India. Clove cigarettes are produced with a mixture of tobacco and ground clove buds.

The prevalence-of-use rates for both bidis and clove cigarettes are quite low: 1.3% for lifetime use and 0.5% and 0.4%, respectively, for past-30-day use. As a result, it is difficult to make meaningful distinctions between subgroups. County-level lifetime prevalence rates for bidis ranged from a high of 2.8% in Warren County to a low of 0.0% in Morris County (see Table A3). The average rate of lifetime bidis use across all counties was 1.5%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 2.1% to 0.8%.

Table 11

Lifetime, Annual and Past-30-Day Prevalence of Cigarette Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,722	20.8	10,683	8.4	10,598	4.8
Grade						
7th	5,397	16.7	5,400	6.1	5,348	3.1
8th	5,261	24.9	5,220	10.6	5,189	6.5
Sex						
Male	4,791	20.0	4,781	7.2	4,738	4.0
Female	5,826	21.6	5,801	9.4	5,760	5.4
Ethnicity						
White	5,950	18.5	5,947	8.9	5,910	5.4
African American	1,129	23.6	1,108	7.6	1,097	3.9
Latino	2,297	26.8	2,294	8.9	2,274	4.8
American Indian	51	11.3	49	2.1	48	0.8
Asian	381	8.9	380	3.2	378	1.7
Other	328	23.9	327	8.6	319	2.9
Multi-race	523	22.2	520	6.6	515	4.4

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 12

Frequency of Cigarette Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Reported Frequency of Cigarette Use***		
	N	**Never %**	**Any Occasion %**	**< 1 %**	**1-5 %**	**6+ %**
Overall	10,598	95.2	4.8	3.5	0.6	0.7
Grade						
7th	5,348	96.9	3.1	2.4	0.4	0.3
8th	5,189	93.5	6.5	4.5	0.8	1.2
Sex						
Male	4,738	96.0	4.0	2.7	0.4	0.9
Female	5,760	94.6	5.4	4.1	0.8	0.6
Ethnicity						
White	5,910	94.6	5.4	3.7	0.8	0.9
African American	1,097	96.1	3.9	2.8	0.4	0.7
Latino	2,274	95.2	4.8	3.9	0.4	0.4
American Indian	48	99.2	0.8	0.8	0.0	0.0
Asian	378	98.3	1.7	1.1	0.0	0.6
Other	319	97.1	2.9	1.2	0.7	1.0
Multi-race	515	95.6	4.4	3.7	0.4	0.2

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Reported Frequency of Cigarette Use" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 13

Lifetime, Annual and Past-30-Day Prevalence of Smokeless Tobacco Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,796	3.2	10,710	1.9	10,661	0.5
Grade						
7th	5,437	2.5	5,392	1.5	5,363	0.4
8th	5,297	3.8	5,253	2.3	5,235	0.7
Sex						
Male	4,835	4.4	4,787	2.8	4,761	0.7
Female	5,857	2.1	5,821	1.1	5,802	0.4
Ethnicity						
White	5,986	3.2	5,955	2.0	5,951	0.5
African American	1,136	3.1	1,121	2.0	1,111	0.4
Latino	2,321	3.4	2,293	2.0	2,272	0.4
American Indian	51	1.9	49	0.0	48	0.0
Asian	382	1.7	379	1.4	378	0.6
Other	331	2.2	330	1.1	323	1.0
Multi-race	524	3.0	521	0.9	518	0.6

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 14

Frequency of Smokeless Tobacco Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 times per month %**	**1-2 times per week %**	**Once a day or more %**
Overall	10,661	99.5	0.5	0.4	0.0	0.1
Grade						
7th	5,363	99.6	0.4	0.3	0.0	0.1
8th	5,235	99.3	0.7	0.6	0.0	0.1
Sex						
Male	4,761	99.3	0.7	0.5	0.0	0.2
Female	5,802	99.6	0.4	0.4	0.0	0.0
Ethnicity						
White	5,951	99.5	0.5	0.4	0.0	0.1
African American	1,111	99.6	0.4	0.4	0.0	0.0
Latino	2,272	99.6	0.4	0.3	0.0	0.1
American Indian	48	100.0	0.0	0.0	0.0	0.0
Asian	378	99.4	0.6	0.0	0.0	0.6
Other	323	99.0	1.0	0.9	0.0	0.1
Multi-race	518	99.4	0.6	0.5	0.0	0.1

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 15

Lifetime, Annual and Past-30-Day Prevalence of Bidi Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,521	1.3	10,579	1.2	10,589	0.5
Grade						
7th	5,317	1.3	5,338	1.1	5,330	0.4
8th	5,144	1.3	5,180	1.3	5,199	0.5
Sex						
Male	4,694	1.7	4,720	1.5	4,723	0.6
Female	5,724	0.9	5,755	0.9	5,765	0.3
Ethnicity						
White	5,870	1.1	5,873	1.2	5,899	0.4
African American	1,099	1.1	1,112	0.8	1,114	0.6
Latino	2,225	1.8	2,264	1.4	2,252	0.4
American Indian	51	0.0	49	0.0	49	0.0
Asian	378	1.7	378	0.5	376	0.2
Other	324	1.8	327	1.6	323	1.7
Multi-race	515	1.0	515	0.9	518	0.3

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 16

Frequency of Bidi Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,589	99.5	0.5	0.3	0.0	0.2
Grade						
7th	5,330	99.6	0.4	0.2	0.0	0.1
8th	5,199	99.5	0.5	0.3	0.0	0.2
Sex						
Male	4,723	99.4	0.6	0.3	0.0	0.2
Female	5,765	99.7	0.3	0.2	0.0	0.1
Ethnicity						
White	5,899	99.6	0.4	0.2	0.0	0.2
African American	1,114	99.4	0.6	0.2	0.1	0.3
Latino	2,252	99.6	0.4	0.4	0.0	0.0
American Indian	49	100.0	0.0	0.0	0.0	0.0
Asian	376	99.8	0.2	0.2	0.0	0.0
Other	323	98.3	1.7	1.0	0.0	0.7
Multi-race	518	99.7	0.3	0.3	0.0	0.0

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 17

Lifetime, Annual and Past-30-Day Prevalence of Clove Cigarette Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,695	1.3	10,698	1.0	10,672	0.4
Grade						
7th	5,378	1.0	5,389	0.7	5,377	0.3
8th	5,252	1.7	5,248	1.4	5,235	0.5
Sex						
Male	4,784	1.5	4,776	1.3	4,762	0.4
Female	5,809	1.1	5,819	0.9	5,807	0.4
Ethnicity						
White	5,929	1.2	5,939	0.9	5,935	0.4
African American	1,118	0.9	1,130	0.7	1,124	0.5
Latino	2,305	1.8	2,289	1.3	2,287	0.6
American Indian	51	0.0	49	0.0	49	0.0
Asian	377	0.3	379	0.5	376	0.0
Other	332	3.8	329	4.0	323	1.7
Multi-race	522	1.4	522	1.0	520	0.2

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 18

Frequency of Clove Cigarette Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,672	99.6	0.4	0.3	0.0	0.1
Grade						
7th	5,377	99.7	0.3	0.3	0.0	0.1
8th	5,235	99.5	0.5	0.4	0.1	0.1
Sex						
Male	4,762	99.6	0.4	0.3	0.1	0.0
Female	5,807	99.6	0.4	0.3	0.0	0.1
Ethnicity						
White	5,935	99.6	0.4	0.2	0.0	0.1
African American	1,124	99.5	0.5	0.3	0.1	0.1
Latino	2,287	99.4	0.6	0.6	0.0	0.0
American Indian	49	100.0	0.0	0.0	0.0	0.0
Asian	376	100.0	0.0	0.0	0.0	0.0
Other	323	98.3	1.7	1.4	0.0	0.3
Multi-race	520	99.8	0.2	0.2	0.0	0.0

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Marijuana

During the 1990s, there were major changes in trends of marijuana use throughout the United States. After a dramatic increase in the early and mid 1990s, the lifetime and past-30-day prevalence rates of marijuana use by students have declined moderately. (Johnston, O'Malley and Bachman, 2003). As Table 5 shows, the trend in marijuana use among surveyed New Jersey middle school students reflects this pattern. Between 1999 and 2003 the rate of lifetime marijuana use for the combined sample of 7th and 8th graders declined 5.6 percentage points, annual use declined 5.4 percentage points and past-30-day use declined 4.2 percentage points.

In comparison to the national prevalence of marijuana use, New Jersey students reported substantially lower rates (see Table 7). In 2003, lifetime use was 8.7% among New Jersey 8th graders compared to 19.2% among *Monitoring the Future* 8th graders. Past-30-day use was 3.8% among New Jersey 8th graders compared to 8.3% among *Monitoring the Future* 8th graders.

Table 19 presents the lifetime, annual and past-30-day prevalence of marijuana use, by grade level, sex and ethnicity. Overall, 6.2% of surveyed students have used marijuana sometime in their lifetimes, 4.4% reported use in the past year, and 2.4% reported use in the past 30 days. Across all three prevalence periods, rates of use were notably lower among 7th graders (3.7%, 2.5% and 1.1%, respectively) than among 8th graders (8.7%, 6.3% and 3.8%, respectively).

The gap between males and females was less pronounced, with the largest difference occurring for lifetime use (7.4% among males compared to 5.3% among females). Across ethnic groups, Latino students (7.7%), students who selected the "Other" ethnic category (7.7%) and African American students (7.1%) reported the highest rates of lifetime marijuana use, while Asian students (1.1%) reported the lowest rate. Past-30-day use showed a different ethnic pattern. Latino students (3.4%) and White students (2.5%) reported the highest rates of current marijuana use, while Asian students (0.1%) and American Indian students (1.1%) reported the lowest rates.

Most counties had lifetime prevalence rates below 10%, with two exceptions: Cape May (15.6%) and Salem (10.7%) Counties. The lowest lifetime rates were reported by students in Morris (1.7%) and Hunterdon (2.2%) Counties (see Table A3). The average rate of lifetime marijuana use across all counties was 6.8%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 8.9% to 4.4%.

Table 20 summarizes the frequency of marijuana use during the past 30 days in terms of the number of times a student used it during that period. While 2.4% of surveyed students used marijuana at all, 1.3% reported a frequency of one or two uses. That is, a little more than half of current marijuana users reported infrequent use, and a little less than half reported three or more uses in the past 30 days.

Table 19

Lifetime, Annual and Past-30-Day Prevalence of Marijuana Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,730	6.2	10,649	4.4	10,591	2.4
Grade						
7th	5,400	3.7	5,347	2.5	5,327	1.1
8th	5,268	8.7	5,241	6.3	5,203	3.8
Sex						
Male	4,795	7.4	4,744	4.8	4,718	2.5
Female	5,834	5.3	5,805	4.1	5,774	2.4
Ethnicity						
White	5,949	5.8	5,926	4.6	5,907	2.5
African American	1,123	7.1	1,111	3.5	1,104	1.6
Latino	2,313	7.7	2,276	5.1	2,252	3.4
American Indian	48	4.1	48	0.0	47	1.1
Asian	381	1.1	380	0.3	380	0.1
Other	330	7.7	323	5.1	315	1.8
Multi-race	522	4.5	523	3.7	523	1.9

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 20

Frequency of Marijuana Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,591	97.6	2.4	1.3	0.6	0.6
Grade						
7th	5,327	98.9	1.1	0.5	0.3	0.3
8th	5,203	96.2	3.8	2.1	0.8	0.9
Sex						
Male	4,718	97.5	2.5	1.3	0.5	0.7
Female	5,774	97.6	2.4	1.3	0.6	0.5
Ethnicity						
White	5,907	97.5	2.5	1.3	0.4	0.8
African American	1,104	98.4	1.6	0.9	0.3	0.4
Latino	2,252	96.6	3.4	1.5	1.4	0.5
American Indian	47	98.9	1.1	1.1	0.0	0.0
Asian	380	99.9	0.1	0.1	0.0	0.0
Other	315	98.2	1.8	1.3	0.4	0.2
Multi-race	523	98.1	1.9	1.7	0.0	0.1

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Inhalants

Inhalant use is more prevalent with younger students, perhaps because it is often the easiest drug for them to obtain. Inhalant use typically peaks in middle school years and decreases throughout high school. The negative consequences of inhalant use can be substantial; one of them being that it is associated with the use of other illicit drugs later in life.

Inhalant use was measured for lifetime, annual, and past-30-day prevalence periods by the survey question, "On how many occasions (if any) have you used inhalants (whippets, butane, paint thinner, or glue to sniff, etc.)?" Comparisons with the *Monitoring the Future* study should be made cautiously because there are differences in survey questions for this class of drugs.

After alcohol and cigarettes, inhalants were the most commonly used drug among surveyed New Jersey middle school students (see Tables 21 and 22). Overall, 8.4% of New Jersey middle school students reported using inhalants sometime in their lifetime. The rates for annual and past-30-day use were 3.8% and 2.0%, respectively. Differences between 7th and 8th grade students were minor: 8.0% and 8.8%, respectively, for lifetime use and 1.7% and 2.4% for past-30-day use. While there were no meaningful differences in inhalant use between boys and girls, there were some variations in prevalence among the ethnic groups. In contrast to the pattern within other ATOD categories, Asian respondents reported the highest rate of lifetime use (10.9%). African American respondents reported the lowest rate (6.2%).

Table 22 shows the frequency of inhalant use in the past 30 days. The frequency data were obtained from the 2.0% of students who reported that they had used inhalants in this time period. Among these students, inhalants were most often used 1-2 times in the past month (65.0%). There was little variation in the frequency of use by grade, sex or ethnicity. Across all demographic subgroups, the frequency of use reported most often was 1-2 times in the past 30 days.

County-level inhalant use findings are presented in Table A3. There were significant variations in both lifetime and past-30-day prevalence rates among the counties. For example, Warren (13.2%) and Hudson (12.9%) Counties reported the highest rates for lifetime prevalence. The lowest rates were reported by Burlington (4.1%) and Bergen (5.0%) Counties. The average rate of lifetime inhalant use across all counties was 9.1%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 11.2% to 7.8%. For past-30-day use, prevalence rates ranged from a high of 5.3% in Warren County to a low of 0.7% in Bergen County. The average rate of past-30-day inhalant use across all counties was 2.3%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 2.9% to 1.4%.

Table 21

Lifetime, Annual and Past-30-Day Prevalence of Inhalant Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,704	8.4	10,631	3.8	10,616	2.0
Grade						
7th	5,381	8.0	5,335	3.4	5,327	1.7
8th	5,262	8.8	5,235	4.3	5,228	2.4
Sex						
Male	4,788	8.6	4,744	3.6	4,730	2.1
Female	5,818	8.3	5,788	4.1	5,789	2.0
Ethnicity						
White	5,937	8.4	5,917	4.0	5,915	2.1
African American	1,122	6.2	1,106	2.1	1,108	1.4
Latino	2,306	9.3	2,280	4.2	2,263	2.0
American Indian	46	9.6	48	2.2	47	0.8
Asian	378	10.9	378	3.5	378	2.2
Other	327	7.3	322	4.7	321	3.0
Multi-race	522	8.2	518	4.4	522	2.1

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 22

Frequency of Inhalant Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,616	98.0	2.0	1.3	0.4	0.3
Grade						
7th	5,327	98.3	1.7	1.1	0.3	0.4
8th	5,228	97.6	2.4	1.6	0.5	0.3
Sex						
Male	4,730	97.9	2.1	1.6	0.2	0.3
Female	5,789	98.0	2.0	1.1	0.5	0.4
Ethnicity						
White	5,915	97.9	2.1	1.4	0.4	0.3
African American	1,108	98.6	1.4	0.7	0.3	0.3
Latino	2,263	98.0	2.0	1.3	0.4	0.3
American Indian	47	99.2	0.8	0.8	0.0	0.0
Asian	378	97.8	2.2	1.7	0.5	0.0
Other	321	97.0	3.0	0.7	0.3	2.0
Multi-race	522	97.9	2.1	1.6	0.2	0.2

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Other Illicit Drugs

The *2003 New Jersey Middle School Substance Use Survey* (*NJSUS*) also measured the prevalence of use for a variety of other illicit drugs among New Jersey middle school students. This includes student use of the following: LSD, club drugs, cocaine or crack (asked as a single question), heroin, and "other illicit drugs." Results for these illicit drugs are presented on Tables 23 through 34.

The rates for prevalence of use of these other illicit drugs are much lower than the rates for alcohol, tobacco, marijuana and inhalants. Lower levels of use (10% or less) for these other illicit drugs are typical of adolescent populations. Use tends to be quite low among middle school students, and is instead normally concentrated in the upper grade levels.

LSD

LSD use was extremely low among surveyed New Jersey middle school students (see Tables 23 and 24). Overall, 0.4% of students reported LSD use in their lifetime, and 0.3% and 0.2% reported annual and past-30-day use, respectively. These rates have all decreased by more than half compared to those measured in the 1999 New Jersey middle school survey. Because the overall prevalence rate is so low, differences between subgroups are not meaningful. As Table 7 shows, the lifetime rate for New Jersey 8th graders (0.5%) compares favorably with results from the *Monitoring the Future* survey (2.5%). Differences between past-30-day rates were negligible.

Ecstasy and Other Club Drugs

In 2003, a separate item asking about the use of Ecstasy was added to the survey (see Tables 25 and 26). Overall, 1.0% of surveyed New Jersey middle school students reported lifetime use of Ecstasy and 0.2% reported past-30-day use. As Table 7 shows, both the lifetime and past-30-day rates for New Jersey 8th graders (1.2% and 0.3%, respectively) are lower than the results reported by the *Monitoring the Future* survey (4.3% for lifetime use and 1.4% for past-30-day use).

A separate item asking about the use of other "club drugs" (GHB, Rohypnol, ketamine and methamphetamine) revealed even lower rates of use (see Tables 27 and 28). Overall, New Jersey middle school students reported prevalence rates of just 0.6% for lifetime use and 0.1% for past-30-day use.

Cocaine or Crack

Overall, 0.9% of surveyed New Jersey middle school students reported use of cocaine or crack in their lifetimes (see Tables 29 and 30). Only 0.2% reported use in the past 30 days. As Table 7

shows, both the lifetime and past-30-day rates for New Jersey 8th graders (1.1% and 0.2%, respectively) are lower than the results reported by the *Monitoring the Future* survey (3.6% for lifetime use and 1.1% for past-30-day use).

Heroin

The results for heroin use are summarized on Tables 31 and 32. Overall, only 0.3% of surveyed New Jersey middle school students reported heroin use in their lifetimes, and no students reported heroin use in the past 30 days. With such low rates, there was little variation among demographic subgroups.

Other Illicit Drugs

A final ATOD item asked respondents to report on the use of "other illegal drugs that haven't been mentioned in this survey." This question provides an opportunity to capture prevalence data on a wide variety of other possible drugs. One out of 50 students (2.0%) reported the use of other illicit drugs in their lifetime, and 0.5% reported use in the past 30 days (see Table 33). Asian students reported a very low lifetime rate of use (0.1%).

County-level findings are presented in Table A3. Two counties reported the highest lifetime and past-30-day prevalence rates. Cape May County had lifetime and past-30-day prevalence rates of 5.2% and 1.3%, respectively. Salem County had lifetime and past-30-day rates of 4.8% and 1.5%, respectively. Somerset County's students reported low rates for both lifetime and past-30-day use (1.1% and 0.0%, respectively). The average rate of lifetime other illicit drug use across all counties was 2.4%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 3.3% to 1.4%. The average rate of past-30-day other illicit drug use across all counties was 0.6%, with the middle twelve counties having rates that ranged from 0.3% to 0.9%.

Any Illicit Drug

Tables 35 and 36 present information on any illicit drug use. This is a combined category, and includes students who reported use of any of the following: marijuana, inhalants, club drugs, hallucinogens, heroin, cocaine or "other illegal drugs." Combining these drugs results in an estimated lifetime prevalence of 14.3% for New Jersey middle school students. In other words, 14.3% percent of 7th and 8th graders have used at least one of these drugs in their lifetimes. The past-30-day prevalence rate drops to a much lower level, 4.5%.

As would be expected, 8th grade students reported higher prevalence rates than 7th graders. For example, 17.1% of 8th graders reported any illicit drug use in their lifetime, compared to 11.6% of 7th graders. A similar pattern is found for 8th and 7th grade past-30-day use, which was 6.3% and 2.8%, respectively. While males (15.4%) reported a slightly higher rate of lifetime use than females (13.5%), there was little difference between the sexes in past-30-day use. Variations

across ethnic groups were more pronounced. Latino respondents reported the highest rates for lifetime, annual and past-30-day use (16.6%, 9.0% and 5.3%, respectively), while Multi-race respondents reported the lowest lifetime rate (12.2%), American Indian respondents reported the lowest annual rate (4.1%) and Asian respondents reported the lowest past-30-day rate (2.3%).

County-level findings are presented in Table A3. Relative to the other counties, three counties had elevated lifetime and past-30-day rates: Cape May (24.2% and 9.2%, respectively), Camden (19.3% and 7.0%, respectively) and Salem (18.6% and 9.7%, respectively) Counties. The lowest rates were reported by respondents in Burlington (11.0% and 1.8%, respectively) and Somerset (10.6% and 2.2%, respectively) Counties.

Table 23

Lifetime, Annual and Past-30-Day Prevalence of LSD Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,686	0.4	10,612	0.3	10,586	0.2
Grade						
7th	5,364	0.3	5,328	0.2	5,308	0.2
8th	5,260	0.5	5,223	0.4	5,217	0.2
Sex						
Male	4,767	0.5	4,743	0.3	4,727	0.2
Female	5,818	0.3	5,769	0.3	5,758	0.1
Ethnicity						
White	5,944	0.4	5,912	0.4	5,889	0.2
African American	1,123	0.3	1,108	0.2	1,106	0.2
Latino	2,282	0.5	2,269	0.1	2,266	0.0
American Indian	47	0.0	47	0.0	47	0.0
Asian	378	0.0	376	0.0	376	0.0
Other	326	1.1	319	1.1	317	0.7
Multi-race	522	0.1	519	0.1	523	0.1

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 24

Frequency of LSD Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,586	99.8	0.2	0.1	0.0	0.1
Grade						
7th	5,308	99.8	0.2	0.0	0.1	0.1
8th	5,217	99.8	0.2	0.1	0.0	0.1
Sex						
Male	4,727	99.8	0.2	0.1	0.0	0.1
Female	5,758	99.9	0.1	0.0	0.1	0.0
Ethnicity						
White	5,889	99.8	0.2	0.1	0.0	0.1
African American	1,106	99.8	0.2	0.1	0.0	0.1
Latino	2,266	100.0	0.0	0.0	0.0	0.0
American Indian	47	100.0	0.0	0.0	0.0	0.0
Asian	376	100.0	0.0	0.0	0.0	0.0
Other	317	99.3	0.7	0.1	0.7	0.0
Multi-race	523	99.9	0.1	0.1	0.0	0.0

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 25

Lifetime, Annual and Past-30-Day Prevalence of Ecstasy Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,560	1.0	10,448	0.5	10,425	0.2
Grade						
7th	5,294	0.8	5,245	0.4	5,229	0.2
8th	5,203	1.2	5,141	0.7	5,134	0.3
Sex						
Male	4,692	1.0	4,631	0.4	4,614	0.2
Female	5,768	1.1	5,719	0.6	5,712	0.3
Ethnicity						
White	5,854	0.8	5,805	0.4	5,798	0.2
African American	1,106	0.9	1,089	0.7	1,084	0.4
Latino	2,274	1.5	2,245	0.6	2,243	0.3
American Indian	48	2.0	49	0.0	48	0.0
Asian	373	0.0	372	0.0	368	0.0
Other	323	2.1	311	1.8	309	0.7
Multi-race	517	1.3	515	0.8	514	0.3

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 26

Frequency of Ecstasy Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,425	99.8	0.2	0.1	0.1	0.0
Grade						
7th	5,229	99.8	0.2	0.1	0.1	0.0
8th	5,134	99.7	0.3	0.2	0.0	0.0
Sex						
Male	4,614	99.8	0.2	0.1	0.0	0.1
Female	5,712	99.7	0.3	0.2	0.1	0.0
Ethnicity						
White	5,798	99.8	0.2	0.2	0.0	0.0
African American	1,084	99.6	0.4	0.2	0.0	0.2
Latino	2,243	99.7	0.3	0.1	0.2	0.0
American Indian	48	100.0	0.0	0.0	0.0	0.0
Asian	368	100.0	0.0	0.0	0.0	0.0
Other	309	99.3	0.7	0.0	0.7	0.0
Multi-race	514	99.7	0.3	0.3	0.0	0.1

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 27

Lifetime, Annual and Past-30-Day Prevalence of Other Club Drug Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,547	0.6	10,425	0.3	10,404	0.1
Grade						
7th	5,290	0.3	5,228	0.2	5,211	0.1
8th	5,194	0.8	5,135	0.4	5,130	0.2
Sex						
Male	4,683	0.4	4,621	0.3	4,609	0.1
Female	5,764	0.7	5,706	0.3	5,695	0.2
Ethnicity						
White	5,844	0.6	5,793	0.3	5,783	0.1
African American	1,103	0.2	1,088	0.1	1,080	0.1
Latino	2,274	0.5	2,245	0.3	2,241	0.2
American Indian	47	0.0	48	0.0	47	0.0
Asian	373	1.1	371	0.6	371	0.0
Other	323	1.3	308	1.4	310	0.7
Multi-race	517	0.7	510	0.4	510	0.4

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 28

Frequency of Other Club Drug Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,404	99.9	0.1	0.1	0.0	0.0
Grade						
7th	5,211	99.9	0.1	0.1	0.0	0.0
8th	5,130	99.8	0.2	0.1	0.0	0.0
Sex						
Male	4,609	99.9	0.1	0.0	0.1	0.0
Female	5,695	99.8	0.2	0.2	0.0	0.0
Ethnicity						
White	5,783	99.9	0.1	0.1	0.0	0.0
African American	1,080	99.9	0.1	0.0	0.1	0.0
Latino	2,241	99.8	0.2	0.1	0.0	0.1
American Indian	47	100.0	0.0	0.0	0.0	0.0
Asian	371	100.0	0.0	0.0	0.0	0.0
Other	310	99.3	0.7	0.7	0.0	0.0
Multi-race	510	99.6	0.4	0.4	0.0	0.0

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 29

Lifetime, Annual and Past-30-Day Prevalence of Cocaine or Crack Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,553	0.9	10,454	0.5	10,406	0.2
Grade						
7th	5,299	0.7	5,249	0.4	5,223	0.2
8th	5,192	1.1	5,143	0.6	5,122	0.2
Sex						
Male	4,688	0.5	4,639	0.2	4,611	0.1
Female	5,766	1.2	5,717	0.8	5,697	0.3
Ethnicity						
White	5,851	1.0	5,810	0.6	5,789	0.1
African American	1,101	0.5	1,085	0.2	1,085	0.1
Latino	2,274	0.8	2,248	0.5	2,226	0.3
American Indian	48	2.0	48	2.0	47	2.0
Asian	374	0.2	373	0.0	372	0.0
Other	324	0.8	315	0.8	315	0.7
Multi-race	516	1.3	513	0.8	510	0.6

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 30

Frequency of Cocaine or Crack Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,406	99.8	0.2	0.2	0.0	0.0
Grade						
7th	5,223	99.8	0.2	0.2	0.0	0.0
8th	5,122	99.8	0.2	0.2	0.0	0.0
Sex						
Male	4,611	99.9	0.1	0.1	0.0	0.0
Female	5,697	99.7	0.3	0.3	0.0	0.0
Ethnicity						
White	5,789	99.9	0.1	0.1	0.0	0.0
African American	1,085	99.9	0.1	0.0	0.1	0.0
Latino	2,226	99.7	0.3	0.2	0.0	0.0
American Indian	47	98.0	2.0	2.0	0.0	0.0
Asian	372	100.0	0.0	0.0	0.0	0.0
Other	315	99.3	0.7	0.7	0.1	0.0
Multi-race	510	99.4	0.6	0.2	0.0	0.5

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 31

Lifetime, Annual and Past-30-Day Prevalence of Heroin Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,518	0.3	10,412	0.1	10,357	0.0
Grade						
7th	5,276	0.3	5,224	0.1	5,192	0.0
8th	5,179	0.3	5,127	0.1	5,104	0.0
Sex						
Male	4,678	0.2	4,613	0.1	4,579	0.0
Female	5,741	0.4	5,701	0.2	5,680	0.0
Ethnicity						
White	5,831	0.4	5,787	0.1	5,758	0.1
African American	1,100	0.1	1,082	0.0	1,075	0.0
Latino	2,268	0.4	2,240	0.0	2,220	0.0
American Indian	47	2.0	49	0.0	48	0.0
Asian	374	0.0	371	0.0	372	0.0
Other	318	0.5	310	0.6	310	0.3
Multi-race	518	0.4	514	0.3	513	0.1

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 32

Frequency of Heroin Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		*Number of Occasions*		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,357	100.0	0.0	0.0	0.0	0.0
Grade						
7th	5,192	100.0	0.0	0.0	0.0	0.0
8th	5,104	100.0	0.0	0.0	0.0	0.0
Sex						
Male	4,579	100.0	0.0	0.0	0.0	0.0
Female	5,680	100.0	0.0	0.0	0.0	0.0
Ethnicity						
White	5,758	99.9	0.1	0.0	0.0	0.0
African American	1,075	100.0	0.0	0.0	0.0	0.0
Latino	2,220	100.0	0.0	0.0	0.0	0.0
American Indian	48	100.0	0.0	0.0	0.0	0.0
Asian	372	100.0	0.0	0.0	0.0	0.0
Other	310	99.7	0.3	0.1	0.2	0.0
Multi-race	513	99.9	0.1	0.0	0.0	0.1

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 33

Lifetime, Annual and Past-30-Day Prevalence of Other Illicit Drug Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,504	2.0	10,392	1.2	10,352	0.5
Grade						
7th	5,272	1.4	5,214	0.8	5,197	0.4
8th	5,172	2.6	5,117	1.5	5,095	0.7
Sex						
Male	4,668	1.8	4,599	1.0	4,586	0.3
Female	5,740	2.2	5,696	1.3	5,671	0.7
Ethnicity						
White	5,823	2.1	5,777	1.2	5,758	0.5
African American	1,097	1.9	1,075	1.5	1,075	0.9
Latino	2,261	2.1	2,230	1.2	2,221	0.6
American Indian	48	3.4	49	0.0	46	0.0
Asian	374	0.1	371	0.0	370	0.0
Other	322	2.5	315	2.6	312	0.6
Multi-race	517	1.6	513	1.0	510	0.4

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 34

Frequency of Other Illicit Drug Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,352	99.5	0.5	0.3	0.1	0.1
Grade						
7th	5,197	99.6	0.4	0.2	0.1	0.1
8th	5,095	99.3	0.7	0.5	0.1	0.1
Sex						
Male	4,586	99.7	0.3	0.2	0.1	0.1
Female	5,671	99.3	0.7	0.5	0.2	0.1
Ethnicity						
White	5,758	99.5	0.5	0.3	0.1	0.1
African American	1,075	99.1	0.9	0.5	0.3	0.1
Latino	2,221	99.4	0.6	0.4	0.1	0.1
American Indian	46	100.0	0.0	0.0	0.0	0.0
Asian	370	100.0	0.0	0.0	0.0	0.0
Other	312	99.4	0.6	0.4	0.2	0.0
Multi-race	510	99.6	0.4	0.4	0.0	0.0

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 35

Lifetime, Annual and Past-30-Day Prevalence of Any Illicit Drug Use, by Selected Demographic Characteristics

	Lifetime		Annual		Past-30-Day	
	N	**%**	**N**	**%**	**N**	**%**
Overall	10,767	14.3	10,713	8.2	10,702	4.5
Grade						
7th	5,416	11.6	5,387	5.9	5,381	2.8
8th	5,288	17.1	5,263	10.6	5,258	6.3
Sex						
Male	4,818	15.4	4,785	8.2	4,783	4.7
Female	5,846	13.5	5,825	8.3	5,816	4.3
Ethnicity						
White	5,967	13.8	5,947	8.4	5,945	4.6
African American	1,130	14.1	1,119	6.6	1,117	3.4
Latino	2,319	16.6	2,302	9.0	2,299	5.3
American Indian	48	14.0	49	4.1	48	3.8
Asian	381	12.4	380	4.4	381	2.3
Other	332	13.3	327	8.4	323	4.3
Multi-race	524	12.2	524	8.3	524	4.5

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 36

Frequency of Any Illicit Drug Use During the Past 30 Days, by Selected Demographic Characteristics

		Prevalence	
		Never	**Any Occasion**
	N	**%**	**%**
Overall	10,702	95.5	4.5
Grade			
7th	5,381	97.2	2.8
8th	5,258	93.7	6.3
Sex			
Male	4,783	95.3	4.7
Female	5,816	95.7	4.3
Ethnicity			
White	5,945	95.4	4.6
African American	1,117	96.6	3.4
Latino	2,299	94.7	5.3
American Indian	48	96.2	3.8
Asian	381	97.7	2.3
Other	323	95.7	4.3
Multi-race	524	95.5	4.5

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 37
Source of Alcohol and Cigarettes, 1999, 2001 and 2003

	1999 Survey			2001 Survey			2003 Survey		
Alcohol	**7th %** (N=3,942)	**8th %** (N=3,512)	**Overall %** (N=7,454)	**7th %** (N=6,847)	**8th %** (N=6,777)	**Overall %** (N=13,925)	**7th %** (N=5,284)	**8th %** (N=5,126)	**Overall %** (N=10,470)
Home	11.6	14.2	12.8	7.3	12.5	9.7	7.8	11.1	9.4
Liquor stores	1.7	3.4	2.5	1.6	2.2	1.9	1.3	2.8	2.1
Friends	9.4	16.3	12.6	4.0	10.8	7.3	5.0	10.5	7.7
Bar/restaurants/lounges	0.6	0.5	0.6	0.4	0.6	0.5	0.5	0.6	0.6
Other	5.1	6.3	5.7	3.8	5.1	4.4	3.8	4.7	4.3
I don't drink	71.7	59.3	65.9	82.9	68.8	76.1	81.6	70.2	76.0
Cigarettes	**7th %** (N=3,928)	**8th %** (N=3,560)	**Overall %** (N=7,488)	**7th %** (N=6,862)	**8th %** (N=6,835)	**Overall %** (N=13,993)	**7th %** (N=5,323)	**8th %** (N=5,221)	**Overall %** (N=10,606)
Vending machines	1.6	1.8	1.7	0.8	0.5	0.7	0.5	0.4	0.4
Bought over the counter	1.6	2.9	2.2	1.1	1.9	1.5	0.6	1.2	0.9
Someone else buys them	3.1	5.7	4.4	1.3	3.5	2.4	1.1	2.4	1.7
Home	3.6	3.3	3.4	1.9	3.0	2.4	1.6	2.5	2.0
Friends	8.6	10.9	9.7	3.4	7.6	5.4	3.2	5.7	4.5
Other	2.6	3.0	2.8	1.9	2.6	2.3	1.6	2.2	1.9
I don't smoke	78.9	72.3	75.8	89.6	80.9	85.4	91.4	85.6	88.5

Note: 1999 survey results are reported in *The 1999 New Jersey Middle School Survey: A Statewide Report*, and 2001 survey results are reported in the *2001 New Jersey Middle School Substance Use Survey Report*. The 1999 "Overall" column is the combination of students who indicated they were in the 7th or 8th grade. The 2001 and 2003 "Overall" columns include students who did not indicate a grade level.

Other Antisocial Behaviors

The *2003 New Jersey Middle School Substance Use Survey* (*NJSUS*) also measures a series of eight other problem or antisocial behaviors—that is, behaviors that run counter to established norms of good behavior. Note that information on antisocial behavior is collected only for a prevalence period of the past 12 months. The antisocial behaviors measured on the survey include the following:

- Attacking Someone with Intent to Harm
- Attempting to Steal a Vehicle
- Being Arrested
- Being Drunk or High at School
- Carrying a Handgun
- Getting Suspended
- Selling Drugs
- Taking a Handgun to School

Each question is specifically described below. Note that for all eight questions, possible responses include: Never, 1 to 2 times, 3 to 5 times and 6+ times.

Table 38 summarizes the prevalence rates of all of the delinquent behaviors for 7th and 8th grade students for the 1999, 2001 and 2003 surveys. For most of the measured behaviors, only a small proportion of middle school students in New Jersey reported that they had engaged in them. The two exceptions are *Attacking Someone with Intent to Harm* and *Getting Suspended*. Both of these behaviors show declines between 2001 and 2003, following slight increases between 1999 and 2001. Overall prevalence rates for the remaining measured behaviors have changed little between 2001 and 2003, with the exception of a slight decline in the incidence of *Being Drunk or High at School*.

Tables 39 through 46 provide specific information by grade, sex and ethnicity, as well as information on frequency, for each of the eight antisocial behaviors. Given the small proportion of students that exhibited any antisocial behavior to start with, differences by grade, sex and ethnicity should be interpreted with caution. However, consistent differences between boys and girls were found, with boys reporting antisocial behaviors more often—the one exception being that the prevalence of *Being Drunk or High at School* was higher for girls than it was for boys.

Attacking Someone with Intent to Harm

This behavior was measured by the survey question "How many times in the past year (12 months) have you attacked someone with the idea of seriously hurting them?" The question does not ask specifically about the use of a weapon; therefore, the question probably captures occurrences of physical fighting regardless of the presence of a weapon.

Among surveyed middle school students in New Jersey, this question elicited the highest prevalence rate across all of the antisocial behaviors. Overall, 12.4% of surveyed students reported having attacked someone with intent to harm in the past year, down from 14.1% in 2001 (see Table 38). Table 39 indicates that involvement in this behavior slightly increases as students advance from 7th to 8th grade. It also varies between the sexes with almost twice as many male students reporting involvement (16.1% of boys versus 9.4% of girls). There were also substantial variations among the ethnic groups. African American students reported the highest prevalence of this behavior (18.8%), while Asian students reported the lowest prevalence rate (6.3%).

Of those students who reported this behavior, the vast majority (68.5%) reported only 1-2 occasions. Among surveyed New Jersey middle school students, 8.5% reported 1-2 occasions, 1.7% reported 3-5 occasions and 2.2% reported 6 or more occasions. This pattern—most students reporting only 1-2 occasions—was repeated for all demographic subgroups.

County-level results are presented for this delinquent behavior in Table A5. County-level prevalence rates ranged from a high of 16.8% in Hudson County to a low of 6.0% in Hunterdon County. The average rate across all counties was 12.0%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 15.3% to 8.3%.

Please note that the cross-county average of 12.0% is slightly different than the statewide prevalence rate of 12.4%. This is because the statewide rate is, in effect, a weighted average of the individual county prevalence rates that adjusts for differences in student enrollment within each county. The cross-county average is useful for answering this question: How does the rate of violent behavior in my county compare to the rate in other New Jersey counties? Comparisons to the statewide rate are better for answering this question: How does the rate of violent behavior in my county compare to the rate across the state of New Jersey as a whole? Throughout this section, cross-county averages will be presented to facilitate comparisons across counties.

Attempting to Steal a Vehicle

Vehicle theft is captured by the question, "How many times in the past year (12 months) have you stolen or tried to steal a motor vehicle such as a car or motorcycle?"

In New Jersey, 1.7% of surveyed middle school students reported having stolen, or attempted to steal, a motor vehicle in the past year (see Table 40). Findings are fairly even across both participating grades. Again, boys are twice as likely as girls to engage in this behavior.

Students who self-identified as African American and Multi-race reported the highest rates, both 2.9%, while Asian and White students reported the lowest rates, at 1.6 % and 1.0%, respectively. Note, however, that the low overall prevalence rate suggests caution in drawing conclusions from the slight variation evident among ethnic groups.

Being Arrested

Any student experience with being arrested is captured by the question, "How many times in the past year (12 months) have you been arrested?" Note that the question does not define "arrested." Rather, it is left to the individual respondent to define. Some youth may define any contact with police as an arrest while others may consider that only an official arrest justifies a positive answer to this question.

In New Jersey, 3.6% of surveyed middle school students reported having been arrested in the past year. Table 41 reveals that rates increase as students get older, with the prevalence ranging from 3.0% in the 7th grade to 4.1% in the 8th grade. American Indian students had the highest rate among the ethnic groups (6.5%), followed by Latino (5.7%) and African American (5.2%) students. Asian students reported the lowest rate (0.9%). County-level findings showed some variation (see Table A5). Prevalence rates ranged from a high of 9.6% in Cape May County to a low of 0.6% in Burlington County. The average rate across all counties was 3.7%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 6.1% to 2.1%.

Table 41 also shows that, while 3.6% of New Jersey middle school students said they had been arrested in the past year, 3.0% indicated only 1-2 arrests. This is 83.3% of those arrested at all. The remainder, 0.6%, reported 3 or more arrests.

Being Drunk or High at School

Having been drunk or high at school is captured by the question, "How many times in the past year (12 months) have you been drunk or high at school?"

In New Jersey, 3.6% of surveyed middle school students reported having been drunk or high at school in the past year. Table 42 reveals an increase in this behavior as students get older. Specifically, 2.6% of 7th graders indicated having been drunk or high at school compared to 4.5% of the 8th graders. There were no substantial differences between boys and girls. Students who self-identified as Latino and American Indian had the highest incidence (4.5% and 4.4%, respectively) followed by Multi-race and White (3.9% and 3.1%, respectively). "Other" and Asian students had the lowest reported rates (2.5% and 2.3%, respectively). Compared to 2001 figures, overall ethnic variation in this behavior has decreased, since the highest-incidence groups have experienced larger decreases than their lower-incidence counterparts. For example, Latino students have gone from a reported overall incidence of 6.8% in 2001 to 4.5% in 2003, while the rates for Asian students have changed from 2.0% to 2.3% during the same period.

As Table A5 shows, prevalence rates for this behavior vary considerably across counties. Middle school students in Hudson County reported the highest rate (6.2%), while middle school students in Burlington County reported the lowest rate (1.2%). The average rate across all counties was

3.8%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 5.6% to 2.2%.

Carrying a Handgun

Carrying a handgun is measured by the question, "How many times in the past year (12 months) have you carried a handgun?"

Table 43 indicates that a small proportion (1.9%) of surveyed middle school students in New Jersey reported involvement in this behavior. Males (3.3%) and African Americans (3.4%) were more likely to report this behavior compared to their counterparts.

Getting Suspended

Suspension is captured by the question, "How many times in the past year (12 months) have you been suspended from school?" Note that the question does not define "suspension." Rather, it is left to the individual respondent to make that definition. It should also be noted that school suspension rates are difficult to interpret because policies vary substantially from district to district. Therefore, these rates should be interpreted with caution. Often, differences by grade, sex and ethnicity reflect a combination of differences in behavior and differences in how school authorities respond to any given behavior depending on the characteristics of the perpetrator.

In New Jersey, 11.5% of surveyed middle school students reported having been suspended in the past year. Looking at Table 44, it appears that rates are fairly consistent across the two grade levels. However, findings for the sexes differ, with over twice as many males reporting that they have been suspended from school than females (16.2% versus 7.7%, respectively).

There are also wide disparities in suspension rates among ethnic groups. Suspension rates were lowest among Asians (4.0%) and Whites (6.7%). African Americans had by far the highest reported suspension rates (30.5%), followed by American Indian students (21.4%).

There was considerable variation in county-level suspension rates (see Table A5). Essex County had the highest rate (22.3%), closely followed by Hudson (20.9%) and Passaic (20.4%) Counties. The lowest rates were observed in Hunterdon County (0.9%) and Sussex County (4.2%). The average rate across all counties was 10.6%, with the middle fourteen counties (approximately two thirds) having rates that ranged from 17.0% to 6.4%.

Selling Drugs

Selling drugs is captured by the question, "How many times in the past year (12 months) have you sold illegal drugs?" Note that the question asks about, but does not define, "illegal drugs."

In New Jersey, only 1.5% of surveyed middle school students reported having sold illicit drugs in the past year. As can be seen on Table 45, 2.2% of 8th grade students in New Jersey sold illicit drugs compared to 0.7% of 7th graders. There was a difference between males and females in selling drugs (1.9% versus 1.0%, respectively). African Americans (2.9%) reported the highest rate of selling drugs, followed by Other (2.0%) and Latino (1.8%) respondents.

Taking a Handgun to School

Taking a handgun to school is measured by the question, "How many times in the past year (12 months) have you taken a handgun to school?"

In New Jersey, 0.4% of surveyed middle school students reported having taken a handgun to school in the past year. Rates of involvement are very low across all subpopulations. Essentially, the prevalence of this behavior among New Jersey middle school students is so low that the prevalence differences among subgroups should be regarded as unreliable (see Table 46).

Table 38
Summary of the Prevalence of Delinquent Behaviors for New Jersey Middle School Students

	1999 Survey						2001 Survey						2003 Survey					
	7th		8th		Overall		7th		8th		Overall		7th		8th		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Attacking Someone with Intent to Harm	4,508	12.1	4,007	15.4	8,515	13.8	7,697	12.8	7,395	15.9	15,490	14.1	5,479	11.8	5,319	13.0	10,854	12.4
Attempting to Steal a Vehicle	4,508	2.2	4,007	3.5	8,515	2.8	7,732	1.5	7,406	2.1	15,539	1.7	5,488	1.5	5,325	1.7	10,872	1.7
Being Arrested	4,507	2.8	4,007	5.5	8,514	4.1	7,682	2.9	7,372	4.9	15,452	3.9	5,447	3.0	5,308	4.1	10,810	3.6
Being Drunk or High at School	4,508	4.7	4,007	8.4	8,515	6.5	7,703	3.4	7,397	5.6	15,505	4.4	5,472	2.6	5,321	4.5	10,852	3.6
Carrying a Handgun	4,507	2.8	4,006	2.9	8,513	2.8	7,721	1.3	7,412	2.2	15,532	1.8	5,489	1.9	5,328	1.9	10,873	1.9
Getting Suspended	4,508	10.9	4,007	13.2	8,515	12.0	7,750	13.9	7,428	15.1	15,578	14.3	5,495	10.8	5,329	12.3	10,883	11.5
Selling Drugs	4,507	1.5	4,007	4.5	8,514	3.0	7,664	0.6	7,351	2.2	15,412	1.4	5,437	0.7	5,300	2.2	10,794	1.5
Taking a Handgun to School	4,507	0.3	4,007	1.6	8,514	0.9	7,728	0.3	7,396	0.6	15,913	0.4	5,487	0.3	5,325	0.5	10,871	0.4

Note: 1999 survey results are reported in *The 1999 New Jersey Middle School Survey: A Statewide Report*, and 2001 survey results are reported in the *2001 New Jersey Middle School Substance Use Survey Report*. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents reporting use. The 1999 "Overall N" column is the combination of students who indicated they were in the 7th or 8th grade. The 2001 and 2003 "Overall N" columns include students who did not indicate a grade level.

Table 39

Frequency of Attacking Someone with Intent to Harm During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,854	87.6	12.4	8.5	1.7	2.2
Grade						
7th	5,479	88.2	11.8	7.8	1.5	2.4
8th	5,319	87.0	13.0	9.1	1.9	2.0
Sex						
Male	4,861	83.9	16.1	10.8	2.3	3.0
Female	5,893	90.6	9.4	6.6	1.2	1.5
Ethnicity						
White	6,004	90.2	9.8	7.2	1.3	1.3
African American	1,181	81.2	18.8	12.9	2.6	3.4
Latino	2,316	84.6	15.4	9.9	1.9	3.6
American Indian	49	86.4	13.6	9.3	2.0	2.4
Asian	383	93.7	6.3	3.2	1.3	1.8
Other	332	84.2	15.8	10.6	1.8	3.3
Multi-race	529	83.7	16.3	9.7	3.6	3.1

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 40

Frequency of Attempting to Steal a Vehicle During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,872	98.3	1.7	1.2	0.1	0.4
Grade						
7th	5,488	98.5	1.5	1.2	0.1	0.3
8th	5,325	98.3	1.7	1.1	0.2	0.4
Sex						
Male	4,873	97.6	2.4	1.6	0.2	0.6
Female	5,899	99.0	1.0	0.8	0.1	0.2
Ethnicity						
White	6,014	99.0	1.0	0.6	0.1	0.3
African American	1,185	97.1	2.9	2.0	0.2	0.7
Latino	2,321	97.5	2.5	2.1	0.2	0.2
American Indian	49	97.4	2.6	2.6	0.0	0.0
Asian	383	98.4	1.6	0.9	0.0	0.8
Other	331	98.2	1.8	1.2	0.0	0.6
Multi-race	531	97.1	2.9	1.8	0.3	0.8

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 41

Frequency of Being Arrested During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,810	96.4	3.6	3.0	0.2	0.3
Grade						
7th	5,447	97.0	3.0	2.5	0.2	0.3
8th	5,308	95.9	4.1	3.4	0.3	0.4
Sex						
Male	4,845	94.5	5.5	4.5	0.4	0.6
Female	5,865	98.1	1.9	1.8	0.1	0.1
Ethnicity						
White	5,979	97.5	2.5	2.1	0.3	0.2
African American	1,172	94.8	5.2	4.0	0.1	1.1
Latino	2,314	94.3	5.7	5.2	0.2	0.3
American Indian	48	93.5	6.5	6.5	0.0	0.0
Asian	382	99.1	0.9	0.3	0.0	0.6
Other	330	95.8	4.2	3.8	0.0	0.4
Multi-race	526	96.5	3.5	2.6	0.4	0.5

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 42

Frequency of Being Drunk or High at School During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,852	96.4	3.6	2.2	0.5	0.8
Grade						
7th	5,472	97.4	2.6	1.8	0.3	0.5
8th	5,321	95.5	4.5	2.7	0.7	1.1
Sex						
Male	4,873	96.6	3.4	2.0	0.5	1.0
Female	5,879	96.3	3.7	2.4	0.6	0.6
Ethnicity						
White	5,995	96.9	3.1	2.0	0.4	0.7
African American	1,184	95.7	4.3	1.9	0.7	1.6
Latino	2,319	95.5	4.5	3.0	0.9	0.6
American Indian	49	95.6	4.4	4.4	0.0	0.0
Asian	383	97.7	2.3	1.6	0.0	0.8
Other	331	97.5	2.5	1.1	0.3	1.1
Multi-race	530	96.1	3.9	2.5	0.3	1.1

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 43

Frequency of Carrying a Handgun During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,873	98.1	1.9	1.1	0.3	0.5
Grade						
7th	5,489	98.1	1.9	1.2	0.2	0.4
8th	5,328	98.1	1.9	1.0	0.3	0.6
Sex						
Male	4,874	96.7	3.3	1.8	0.4	1.0
Female	5,898	99.3	0.7	0.4	0.1	0.1
Ethnicity						
White	6,011	98.6	1.4	0.9	0.2	0.4
African American	1,184	96.6	3.4	1.6	0.4	1.4
Latino	2,323	97.7	2.3	1.4	0.4	0.4
American Indian	49	97.4	2.6	2.6	0.0	0.0
Asian	384	98.1	1.9	0.2	0.5	1.1
Other	331	98.9	1.1	0.3	0.0	0.8
Multi-race	530	97.8	2.2	1.4	0.5	0.2

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 44

Frequency of Getting Suspended During the Past Year, by Selected Demographic Characteristics

		Prevalence		*Number of Occasions*		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,883	88.5	11.5	8.7	1.6	1.2
Grade						
7th	5,495	89.2	10.8	8.0	1.6	1.2
8th	5,329	87.7	12.3	9.5	1.6	1.2
Sex						
Male	4,879	83.8	16.2	12.0	2.1	2.1
Female	5,904	92.3	7.7	6.0	1.2	0.5
Ethnicity						
White	6,015	93.3	6.7	5.5	0.7	0.4
African American	1,190	69.5	30.5	21.9	5.4	3.2
Latino	2,321	85.3	14.7	10.5	2.2	2.0
American Indian	51	78.6	21.4	14.6	3.7	3.2
Asian	384	96.0	4.0	2.3	0.2	1.4
Other	333	87.9	12.1	10.0	1.0	1.1
Multi-race	530	87.8	12.2	9.6	1.6	1.0

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 45

Frequency of Selling Drugs During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,794	98.5	1.5	0.9	0.1	0.5
Grade						
7th	5,437	99.3	0.7	0.5	0.1	0.2
8th	5,300	97.8	2.2	1.3	0.2	0.7
Sex						
Male	4,844	98.1	1.9	1.1	0.1	0.7
Female	5,851	99.0	1.0	0.7	0.1	0.2
Ethnicity						
White	5,966	98.9	1.1	0.7	0.1	0.3
African American	1,179	97.1	2.9	1.4	0.2	1.3
Latino	2,303	98.2	1.8	1.2	0.1	0.5
American Indian	48	100.0	0.0	0.0	0.0	0.0
Asian	382	99.4	0.6	0.0	0.0	0.6
Other	328	98.0	2.0	1.6	0.0	0.4
Multi-race	530	98.5	1.5	0.7	0.2	0.6

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 46

Frequency of Taking a Handgun to School During the Past Year, by Selected Demographic Characteristics

		Prevalence		***Number of Occasions***		
	N	**Never %**	**Any Occasion %**	**1-2 %**	**3-5 %**	**6+ %**
Overall	10,871	99.6	0.4	0.2	0.0	0.2
Grade						
7th	5,487	99.7	0.3	0.2	0.0	0.1
8th	5,325	99.5	0.5	0.2	0.0	0.3
Sex						
Male	4,870	99.2	0.8	0.3	0.0	0.5
Female	5,900	99.9	0.1	0.1	0.0	0.0
Ethnicity						
White	6,013	99.8	0.2	0.1	0.0	0.1
African American	1,184	98.4	1.6	0.6	0.0	1.0
Latino	2,321	99.7	0.3	0.2	0.0	0.1
American Indian	49	100.0	0.0	0.0	0.0	0.0
Asian	383	99.4	0.6	0.0	0.0	0.6
Other	330	99.6	0.4	0.2	0.0	0.2
Multi-race	530	99.7	0.3	0.0	0.0	0.3

Note: The two prevalence categories ("Never" and "Any Occasion") generally sum to 100% and represent the total number of valid cases ("N") for the survey question. However, rounding can produce totals that do not equal 100%. The three "Number of Occasions" categories generally sum to the "Any Occasion" category. However, again, rounding can produce slightly different sums. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Special Topics

Several analyses were conducted to investigate ATOD results associated with the following topics: Age of Onset, Peer-to-Peer Schools, the relationship between ATOD use and the students' school grades and the relationship between student attitudes toward ATOD substances and ATOD use. The *2003 New Jersey Middle School Substance Use Survey* (*NJSUS*) also included eight questions on students' experiences and feelings related to the World Trade Center (WTC) attacks. Frequency of responses to these items and the associations between those responses and ATOD use are presented at the end of this section.

Age of Onset

Students were asked to report when they began using alcohol, cigarettes and marijuana. For example, the question related to cigarettes is: "How old were you when you first smoked a cigarette, even just a puff?" Two questions about alcohol are asked, one asking when the student first "had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey or gin)" and one asking the student when he or she "began drinking alcoholic beverages regularly, that is, at least once or twice a month." Students were also asked about the age of onset for five delinquency outcomes: *Attacking Someone with Intent to Harm*, *Being Arrested*, *Carrying a Handgun*, *Belonging to a Gang* and *Getting Suspended*.

Table 47 presents the average age students reported first engaging in any alcohol use, regular alcohol use, any use of cigarettes and any use of marijuana. Table 48 presents the same information for selected delinquent behaviors. The average age is based only on those students who reported engaging in the behavior. That is, students who indicated that they had never engaged in the behavior are not included in the analysis.

As would be expected from a middle school survey, the average age of onset was relatively recent. An age of 11 corresponds roughly to 6th grade and 12 and 13 to 7th and 8th grades, respectively. For all of the behaviors, the average age of onset fell into a narrow band ranging from a low of 11.6 years of age (cigarette use) to a high of 12.5 years (regular use of alcohol and first use of marijuana) for ATOD-related behaviors. For the delinquent behaviors, the average age range is from 11.7 years for attacking someone with intent to harm to 12.4 years for belonging to a gang (see Table 48).

There was no meaningful difference between males and females for age of onset for any of the ATOD or delinquent behaviors. The differences among the various ethnic groups were similarly small. For example, the youngest age of onset for regular alcohol use ranged from a low of 12.0 years of age for Asian students to a high of 12.6 years of age for White students. Asian students were the youngest at the age of onset of cigarette and marijuana smoking, being arrested, belonging to a gang and being suspended. When compared to 2001 figures, there is a slight

increase in the age of onset for most problem behaviors except among students classified as Asian, for whom the age of onset has become slightly younger. However, given that there are very few Asian students who reported having engaged in any of the problem behaviors, this finding should be regarded with caution.

Table 47

Average Age of Onset for Alcohol, Cigarette and Marijuana Use

	First Use of Alcohol		Regular Use of Alcohol		First Use of Cigarettes		First Use of Marijuana	
	N	Age	N	Age	N	Age	N	Age
Overall	4,816	11.7	834	12.5	2,277	11.6	609	12.5
Grade								
7th	2,066	11.3	266	11.9	890	11.2	162	11.9
8th	2,716	12.0	563	12.8	1,367	11.8	439	12.7
Sex								
Male	2,209	11.6	341	12.5	999	11.5	326	12.4
Female	2,558	11.8	478	12.5	1,264	11.6	277	12.6
Ethnicity								
White	2,607	11.7	410	12.6	1,104	11.6	314	12.5
African American	431	11.7	95	12.3	295	11.4	79	12.5
Latino	1,242	11.9	235	12.5	634	11.6	162	12.5
American Indian	16	11.6	4	12.5	6	11.7	1	13.0
Asian	104	11.4	15	12.0	38	10.7	4	10.9
Other	157	11.3	32	12.5	82	11.5	17	12.3
Multi-race	237	11.5	39	12.4	108	11.6	27	12.4

Note: "N" represents the number of respondents who indicated an age of onset for the behavior and "Age" represents the average age of onset that was reported. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 48
Average Age of Onset for Selected Delinquent Behaviors

	Attacked to Harm		Being Arrested		Carried Handgun		Belonged to Gang		Suspended	
	N	**Age**	**N**	**Age**	**N**	**Age**	**N**	**Age**	**N**	**Age**
Overall	1,637	11.7	446	12.2	204	12.1	470	12.4	1,779	11.8
Grade										
7th	766	11.4	183	11.8	97	11.8	231	12.0	776	11.5
8th	858	11.9	256	12.5	105	12.5	235	12.7	985	11.9
Sex										
Male	930	11.7	304	12.2	152	12.2	286	12.5	1,096	11.7
Female	692	11.7	133	12.2	46	12.0	180	12.1	662	11.8
Ethnicity										
White	685	11.7	170	12.1	72	11.9	152	12.0	564	11.9
African American	306	11.6	70	12.2	38	12.7	93	12.7	479	11.5
Latino	410	11.8	150	12.5	69	12.4	151	12.6	527	11.8
American Indian	9	12.3	6	13.0	1	14.0	7	11.9	16	11.9
Asian	37	11.6	3	10.4	7	10.5	14	10.7	16	11.2
Other	70	11.3	21	11.2	5	10.4	27	12.6	60	11.9
Multi-race	103	11.4	23	12.4	8	12.2	24	12.4	97	11.9

Note: "N" represents the number of respondents who indicated an age of onset for the behavior and "Age" represents the average age of onset that was reported. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

ATOD Use and Its Relationship to Student Grades

The past-30-day prevalence rates for alcohol, cigarettes, marijuana and any illicit drug were examined in relation with the students' self-reports of the previous year's grades. For purposes of this analysis, academic performance was assessed using the question: "Putting them all together, what were your grades like last year?" These data are presented in Table 49.

The data suggest a strong relationship between student academic performance and ATOD use. This is not surprising, because poor academic performance is known to correlate with the onset of ATOD use in adolescents (Hawkins, Catalano & Miller, 1992). Table 49 presents a rather striking relationship between the level of academic performance and ATOD use. For example, examining cigarette use, students at the lowest-performing academic level ("Mostly F's") had use rates that were more than six times those of students in the highest academic performance level ("Mostly A's"). For marijuana, the rate of use for students who reported grades of "Mostly F's" was 13 times that of students who reported grades of "Mostly A's." The apparent correlation between academic performance and ATOD use is most striking for students whose grades were mostly D's and F's. For example, looking at past-30-day prevalence of alcohol, the difference between "mostly A's" and "mostly B's" students is approximately 3 percentage points and the difference between "mostly B's" and "mostly C's" students is close to one percentage point. In contrast, the difference between C and D students is over 10 percentage points. The same pattern is evident for the other substances as well, suggesting that students with mostly D's and F's are substantially more likely to have used ATODs during the past 30 days than are students with grades between A and C.

Table 49

Past-30-Day Prevalence of Use Rates for Selected Substances, by Last Year's Grades in School

	Alcohol		Cigarettes		Marijuana		Any Illegal Drug	
Last Year's Grades	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Mostly A's	4,199	11.4	4,180	2.9	4,182	1.3	4,209	2.7
Mostly B's	3,990	14.2	3,995	4.8	3,993	1.9	4,028	4.5
Mostly C's	1,670	15.5	1,661	7.2	1,660	4.3	1,697	6.7
Mostly D's	265	25.9	265	12.5	265	10.8	268	11.7
Mostly F's	107	27.9	110	19.2	106	17.1	109	23.1

Note: "N" represents the number of responses for a given survey item and "%" represents the percentage of respondents reporting use.

ATOD Use and Its Relationship to Student Attitudes

Table 50 shows the relationship between the past-30-day use of alcohol, cigarettes, marijuana and any illegal drug and the students' reports of how easy they believe it would be for them to obtain alcohol, cigarettes or marijuana. This is done by presenting the prevalence of past-30-day ATOD use for students in each ease-of-use category. For example, among students who reported that it would be "Very Easy" to obtain alcohol, 29.2% reported alcohol use, 11.6% reported cigarette use, 7.8% reported marijuana use and 12.1% reported any illegal drug use. The subsample sizes provided in Table 50 represent the number of respondents within each ease-of-use category who also answered the corresponding past-30-day prevalence rate question. For example, there are 1,642 survey respondents in the dataset who indicated that alcohol would be "Very Easy" to get and who also answered the past-30-day alcohol use question. These subsample sizes differ across rows because the number of non-responses changed slightly for each drug use question.

In all cases, students who reported that it would be very easy to obtain any of these drugs also reported higher levels of use of all drugs. Past research suggests that perceived availability of ATOD substances is a known risk factor predictive of the later use of ATOD substances (Hawkins, Catalano, & Miller, 1992; Johnston, O'Malley, & Bachman, 2002). Thus, the data displayed in Table 50 are not surprising.

Of the students who thought it would be "Very Easy" to obtain alcohol, 29.2% reported the use of alcohol in the past 30 days. For students who thought it would be "Sort of Easy" to obtain alcohol, 22.4% had used alcohol in the past 30 days. For students who thought it would be "Very Hard" to obtain alcohol, only 4.4% reported past-30-day use. This pattern of results holds for all combinations of attitudes toward ease of obtaining a drug and the reported use of that drug. Additionally, students who reported that it was easy to obtain alcohol also reported higher use of cigarettes, marijuana and "any illegal drug" than did students who found it hard to obtain alcohol. This pattern of results holds for all combinations of attitudes toward ease of obtaining a drug and the reported use of drugs other than that drug itself. This suggests that these substances can be obtained through similar and/or overlapping means such that if one is easy to obtain, the others are also likely to be easily obtained.

Table 51 presents data on students' perceptions of the harmfulness of ATOD use. These attitudes are also known to correlate with ATOD use (Hawkins, Catalano, & Miller, 1992). That is, students who believe that ATOD use is physically harmful or dangerous are less likely to engage in use than are students whose attitudes suggest that they perceive little possible harm from ATOD use. For example, 63.8% of surveyed New Jersey middle school students reported that smoking a pack of cigarettes a day would cause a "great risk" of harm to them. An even higher percentage, 77.4%, believed that smoking marijuana regularly would cause a "great risk" of harm to them.

Students were less concerned with the regular use of alcohol defined as drinking one or more drinks every day, or experimental use of marijuana defined as trying marijuana once or twice. Judging from the answers to these questions, only 40.2% and 37.5% of the students, respectively, believed that these would cause a "great risk" of harm.

There were no large differences among grade levels or between males and females on these attitude questions. Females were somewhat more likely to perceive great risks of harm in drinking alcohol, smoking a pack or more of cigarettes a day and smoking marijuana regularly. The 7th grade students also seemed to be somewhat more concerned with the negative effects of substance use than the 8th grade students. This grade difference is most pronounced for marijuana use (see Table 51).

There were substantial differences among various ethnic groups. American Indian and Asian students, in general, perceive higher levels of harm resulting from drug use than do students in the other ethnic groups. Compared to 2001, however, the ethnic differences have slightly declined. The closing of the gap among ethnic groups can, for the most part, be explained by the fact that the proportion of Asian students who perceive "great harm" from ATOD use has gone down while the same figure has either stayed the same or slightly increased for other ethnic groups (note that it is not possible to compare American Indian students' 2001 and 2003 responses because no comparable figures were reported for this group in the 2001 report). For example, in 2001, 63.8% of Asian students perceived "great harm" from regular alcohol use. For all of the other ethnic categories, the percentages varied only slightly, from a low of 38.9% to a high of 42.1%. In 2003, 55.2% of Asian students perceived "great harm" from alcohol use, while for other ethnicity categories the percentages varied from a low of 38.5% to a high of 45.1% (disregarding the American Indian students for whom comparable figures were not reported in 2001).

Analyses were also conducted on the relationship between perceptions of how wrong it would be to use ATODs and reported levels of use. Table 52 presents percentages of students who thought it would be "wrong" or "very wrong" to use each drug. Students uniformly have negative attitudes towards the use of ATODs. Even for alcohol and cigarettes, the two drugs they are most likely to see adults use, disapproval ranged between 83.1% and 97.5% for all students and for the specific demographic subgroups. Seventh grade students were slightly more likely to find it wrong to use ATODs than their 8th grade counterparts and Asians were more likely to express disapproval than students classified in other ethnicity categories. Between 2001 and 2003, disapproval rates for cigarettes have increased from an overall of 85.6% to 88.3%. Disapproval rates for all other substances have either stayed the same (alcohol) or slightly increased (all other substances).

Students were also asked whether they would be seen as "cool" if they used alcohol regularly, smoked cigarettes or marijuana, or carried a gun. Consistent with the findings in Tables 51 and 52, which show negative attitudes towards ATOD use, students did not see these behaviors as making them "cool" in the eyes of their peers. These data are shown in Table 53.

Among all of the surveyed New Jersey middle school students, percentages of those who thought they would be seen as cool if they drank alcohol regularly, smoked cigarettes, or smoked marijuana ranged between 5.2% and 6.7%. An even lower percentage, about 4.4%, thought they would be seen as cool if they carried a gun. These percentages increased somewhat for 8th graders, as compared to 7th graders. Girls are more likely than boys to think that using alcohol, cigarettes and marijuana would be considered cool by their peers. This gender gap was not observed in 2001 when male and female responses to this item were quite similar. In the intervening two years, female students have become slightly more likely to characterize the use of these substances as cool while male students have become less likely to do so. The gender gap, however, is too small for reaching strong conclusions. Neither is it clear whether this is a real trend or a phenomenon specific to the 2003 data. Future surveys will shed more light on this point.

There were some variations among ethnic groups. Asian students had the lowest percentages for ATODs, never rising above 3.9%. The other ethnic groups varied between 4.0% and 9.8% on all ATODs. For carrying a gun, African American students had somewhat higher rates than the remaining ethnic groups, at 10.0%.

Table 50

Past-30-Day Prevalence of Use Rates for Selected Substances, Controlling for Attitudes toward ATOD Availability

How easy would it be for you to get…	Alcohol		Cigarettes		Marijuana		Any Illegal Drug	
	N	%	N	%	N	%	N	%
Alcohol								
Very Easy	1,642	29.2	1,630	11.6	1,648	7.8	1,668	12.1
Sort of Easy	2,008	22.4	1,997	6.5	2,010	3.3	2,027	7.0
Sort of Hard	2,471	13.2	2,455	5.2	2,472	2.1	2,487	3.9
Very Hard	4,265	4.4	4,249	1.2	4,249	0.2	4,298	0.8
Cigarettes								
Very Easy	1,943	27.5	1,929	14.9	1,950	9.0	1,968	13.1
Sort of Easy	1,654	19.3	1,652	6.5	1,664	2.2	1,678	5.6
Sort of Hard	1,785	14.4	1,781	4.0	1,785	1.2	1,801	3.9
Very Hard	4,969	6.6	4,935	0.6	4,942	0.4	4,995	1.1
Marijuana								
Very Easy	1,141	37.2	1,126	19.1	1,138	17.8	1,152	21.8
Sort of Easy	1,079	26.2	1,075	9.8	1,080	3.2	1,091	8.4
Sort of Hard	1,417	18.9	1,409	5.5	1,422	0.7	1,436	4.0
Very Hard	6,658	6.9	6,633	1.4	6,646	0.1	6,708	1.0

Note: "N" represents the number of respondents within each ease-of-use category who also answered the corresponding past-30-day prevalence rate question. For example, there are 1,642 survey respondents in the dataset who indicated that alcohol would be "Very Easy" to get and who also answered the past-30-day alcohol use question. "%" represents the prevalence of past-30-day ATOD use for students in each ease-of-use category. For example, among students who reported that it would be "Very Easy" to obtain alcohol, 29.2% reported alcohol use, 11.6% reported cigarette use, 7.8% reported marijuana use and 12.1% reported any illegal drug use.

Table 51

Students' Attitudes (Perceive Great Risks of Harm If...) toward Selected Substance Use, by Demographic Characteristics

Perceive great risks of harm if…	Drink One or More Drinks Every Day		Smoke a Pack or More of Cigarettes Every Day		Smoke Marijuana Regularly		Try Marijuana Once or Twice		Try Inhalants	
	N	%	N	%	N	%	N	%	N	%
Overall	10,730	40.2	10,763	63.8	10,528	77.4	10,728	37.5	10,752	69.4
Grade										
7th	5,414	41.0	5,414	65.2	5,282	79.8	5,402	40.2	5,406	68.9
8th	5,253	39.3	5,287	62.4	5,183	75.1	5,264	34.7	5,285	69.8
Sex										
Male	4,815	39.3	4,834	63.4	4,735	75.7	4,814	38.6	4,834	69.2
Female	5,811	41.2	5,825	64.2	5,694	78.9	5,811	36.7	5,815	69.6
Ethnicity										
White	5,949	38.5	5,970	65.5	5,851	81.1	5,962	36.6	5,977	72.7
African American	1,138	38.8	1,133	55.4	1,113	64.7	1,133	36.8	1,133	59.5
Latino	2,313	41.2	2,319	61.9	2,246	72.5	2,304	38.4	2,303	64.5
American Indian	48	64.1	49	73.0	47	85.6	47	58.0	47	72.9
Asian	380	55.2	381	67.8	372	84.4	373	42.7	379	67.9
Other	328	38.5	325	63.9	323	78.1	326	39.8	326	67.0
Multi-race	512	45.1	524	66.6	517	78.3	518	37.6	523	75.3

Note: "N" represents the total number of students who provided a valid response to the survey questions. "%" represents the percentage of students who indicated a "Great" risk on a scale of "Great," "Moderate," "Slight" and "No Risk." Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 52

Students' Attitudes (Think It Is Wrong or Very Wrong If...) toward Selected Substance Use, by Demographic Characteristics

Think it is wrong or very wrong if…	Drink Alcohol Regularly		Smoke Cigarettes		Smoke Marijuana		Use Other Illicit Drugs	
	N	%	N	%	N	%	N	%
Overall	10,880	85.1	10,832	88.3	10,859	94.0	10,883	98.3
Grade								
7th	5,490	89.8	5,464	91.4	5,482	96.2	5,491	98.5
8th	5,333	80.3	5,310	85.1	5,317	91.8	5,332	98.1
Sex								
Male	4,891	85.6	4,866	89.6	4,893	93.8	4,894	98.1
Female	5,888	84.7	5,866	87.2	5,865	94.2	5,891	98.4
Ethnicity								
White	6,019	85.0	5,998	88.0	6,002	94.3	6,021	98.4
African American	1,183	87.6	1,176	87.9	1,184	91.9	1,183	97.4
Latino	2,329	83.1	2,311	87.7	2,324	94.5	2,330	98.5
American Indian	49	91.3	50	97.5	50	96.0	50	100.0
Asian	384	89.9	383	97.2	382	97.8	383	98.4
Other	327	84.4	328	89.5	331	95.4	329	98.4
Multi-race	531	85.6	528	86.9	528	90.0	530	97.3

Note: "N" represents the total number of students who provided a valid response to the survey questions. "%" represents the percentage of students who indicated a "Wrong" or "Very Wrong" on a scale of "Not Wrong at All," "A Little Bit Wrong," "Wrong" and "Very Wrong." Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 53

Students' Attitudes (Seen as Cool If...) toward Selected Substance Use and Delinquent Behavior, by Demographic Characteristics

Seen as cool if…	Drink Alcohol Regularly		Smoke Cigarettes		Smoke Marijuana		Carry a Gun	
	N	%	N	%	N	%	N	%
Overall	10,868	6.5	10,863	5.2	10,859	6.7	10,847	4.4
Grade								
7th	5,486	4.7	5,488	4.2	5,477	4.8	5,483	4.4
8th	5,324	8.4	5,317	6.3	5,326	8.7	5,307	4.4
Sex								
Male	4,881	4.9	4,886	4.3	4,873	5.7	4,873	5.2
Female	5,885	7.8	5,876	5.9	5,893	7.5	5,873	3.8
Ethnicity								
White	6,005	6.9	5,994	5.0	6,012	6.1	6,003	2.8
African American	1,173	7.8	1,172	6.8	1,171	9.8	1,171	10.0
Latino	2,334	5.5	2,335	5.0	2,317	7.5	2,319	5.7
American Indian	50	4.0	52	3.0	50	2.2	50	1.3
Asian	384	3.9	384	3.5	384	2.9	383	3.9
Other	333	6.6	335	5.7	334	5.2	331	5.0
Multi-race	531	4.5	530	4.9	531	5.4	531	4.4

Note: "N" represents the total number of students who provided a valid response to the survey questions. "%" represents the percentage of students who indicated a "Very Good Chance" or "Pretty Good Chance" on a scale of "No or Very Little Chance," "Little Chance," "Some Chance," "Pretty Good Chance" and "Very Good Chance." Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Experiences and Responses Related to the World Trade Center Attack

The *2003 New Jersey Middle School Substance Abuse Survey* (*NJSUS*) included eight questions about respondents' experiences and responses to the terrorist attack on the World Trade Center on September 11, 2001. This section reviews the distribution of responses to these questions and examines their association with past-30-day ATOD use.

Table 54 shows responses to the question "How did you first hear about the attack on the WTC?" Given the time of day when the attack occurred, it is not surprising that the most frequently cited source of the news was a teacher, principal or school counselor (41.8%). This result holds for all subgroups of students except for American Indians who were slightly more likely to have heard the news from the media (44.5%) than from school officials (25.7%).

Of the New Jersey middle school students surveyed, 5.9% reported that they had seen the attack "in real life" as opposed to learning about it from others or from the media. Note, however, that the question did not specify exactly what "seeing it in real life" entailed. This could have been interpreted differently by different students and may include a wide range of experiences from seeing some smoke or watching a large number of emergency vehicles speed towards lower Manhattan, to actually being an eye-witness to the destruction of the twin towers. Students classified as African American and Latino were more likely than others (13.9% and 13.2%, respectively) to report having seen the attack in real time. For the other ethnicity categories, the frequency of this response ranged from 1.4% for Whites to 6.4% for Multi-race students.

The second question regarding the events of September 11, 2001 was whether the respondents knew someone who escaped from the WTC without being hurt (see Table 55). This was followed by a question about knowing someone who was either physically hurt or killed in the attack (see Table 56).

Table 55 indicates that 38.0% of surveyed New Jersey middle school students had a parent, stepparent or foster parent who escaped the attack without being hurt, while 43.3% had another close family member and 47.1% had a friend or acquaintance who escaped unhurt. American Indian and Asian students were more likely to have had a parent or other close family member who escaped the WTC without being hurt than did students in other ethnic groups. However, caution is advised in using these tables in making generalizations about American Indians, since the number of American Indians with valid answers to the questions about WTC experiences is very small.

Table 56 provides data about knowing someone who was physically hurt or killed in the attack. Of the students who took the survey, 5.3% reported a parent, stepparent or foster parent hurt or killed. The percentages that had another close family member and a friend or acquaintance hurt or killed were 6.9% and 16.5%, respectively. American Indians and African Americans were more likely than others to have a parent, stepparent or foster parent (11.7% and 9.0%, respectively) or another close family member (21.0 and 11.0%, respectively) hurt or killed as a

result of the attack. For other ethnic groups, these figures ranged from 3.5% for Asians to 8.1% for students in the "Other" ethnic category who had a close family member hurt or killed.

The next five questions solicited students' emotional responses to the WTC tragedy, both immediately following the event and within a longer time frame. Table 57 presents responses to the question, "Have you often thought about what happened at the WTC or what you saw?" Three-quarters of surveyed New Jersey middle school students answered this question in the affirmative and one-fourth responded in the negative. Seventh graders were more likely than 8th graders to have often thought about the events (77.6% versus 73.2%, respectively) and girls were more likely than boys to have had similar thoughts (77.8% versus 72.3%, respectively). African Americans were slightly less likely to report having often thought about the events (70.2%) than other ethnic groups (range between 72.2% and 76.7%).

Table 58 presents response frequencies to the question, "Right after the attack, how worried were you about the safety of anyone you love?" Of the students who responded to this question, 15.3% reported being "not at all" worried, 35.6% were "somewhat" worried and 49.1% were "very" worried. Seventh grade students expressed more worry than 8th graders (53.5% versus 44.6%, respectively, in the "very" response category) and girls were more worried than boys (54.4% versus 42.4%, respectively, in the "very" category). Students classified as Latino and "Other" were slightly more likely to be very worried (56.7% and 56.1%, respectively) than the rest of the respondents (ranging between 45.1% for Whites to 53.0% for American Indians).

In response to the question, "In the last four weeks, have you often thought about what happened at the WTC or what you saw?" 41.2% of the students chose the "not at all" response category, 41.5% chose the "somewhat" category and 17.2% chose the "very" category (see Table 59). "Other" and Latino students were the most likely to report to elect the "very" category (22.0% and 21.1%, respectively), followed by African Americans (19.6%), Whites (15.4%) and Multi-race respondents (15.3%). American Indian students were the least likely (7.4%) to elect the "very" category. Note, however, that the body of the question includes the word "often," making it difficult to interpret the response categories. For example, "not at all" might be interpreted by some students to mean, "during none of the past four weeks did I think about the events *often*" or, "during the past four weeks, I did not think about the events at all."

Table 60 presents the response categories to the question, "How worried are you that you or anyone close to you may be harmed by anthrax, smallpox, or some other type of terrorist attack?" Overall, 31.2% of the students selected the "not at all" response category, 36.5% selected the "somewhat" category and 32.3% selected the "very" category. In line with the response patterns to the previous three questions, 7th graders were more likely than 8th graders to be very worried (34.8% versus 29.8%, respectively) and girls are more likely than boys to be very worried (34.7% versus 29.3%, respectively). Latinos (44.8%), American Indians (44.0%) and African Americans (40.1%) are the most likely ethnic groups to be very worried about harm to loved ones from terrorism, while White students were the least likely to be very worried (25.2%).

The last question on this topic was, "Since the WTC attacks, how worried have you been that you are not safe because of your race or religious beliefs?" Looking at Table 61, 65.4% of

surveyed New Jersey middle school students reported that they were not at all worried, 22.8% reported being somewhat worried and 11.8% reported being very worried. Seventh graders were slightly more likely than 8th graders to be very worried (13.5% versus 10.1%, respectively). White students were the least likely to be very worried (6.7%) due to their race or religious beliefs, while African Americans were the most likely (22.8%).

Table 62 contains data about past-30-day prevalence of ATOD use rates controlling for responses to the WTC questions. One logical hypothesis to test with these data is that the closer the students were to personally experiencing the attacks, the more likely they would be to resort to ATOD use. Another related hypothesis is that the higher the level of perceived threat to one's safety (or the safety of one's loved ones), the higher the prevalence of ATOD use. These two hypotheses both derive from a model of substance abuse as an escape from unpleasant realities or as a means of numbing pain or anxiety.

Neither of the above hypotheses is supported by the data in Table 62. The likelihood of having used alcohol, cigarettes, marijuana, or any illegal drug during the past 30 days does not appear to increase either with the proximity of students' experiences to the events of September 11, 2001, or with the level of concern and anxiety brought about by the events. If anything, there is a pattern of responses indicating that the association goes in the opposite direction. In other words, the students who indicate the highest level of detachment from the events tend to report slightly higher levels of past-30-day use than do students who report higher levels of personal concern and anxiety. For example, among the respondents who reported that they were not at all worried about their loved ones being harmed by terrorist attacks, 15.8% reported alcohol use, 5.9% reported cigarette use, 3.0% reported marijuana use and 5.9% reported any illegal drug use during the past 30 days. The corresponding percentages among students who were very worried about harm from terrorist attacks were 11.8%, 3.3%, 1.6% and 3.2%, respectively.

One possible explanation for these findings is that students who use alcohol, cigarettes or other illicit drugs are those who show the least concern for or interest in current events and show highest levels of detachment and alienation from society at large. Another possible explanation may be that ATOD users tend to be sensation- and risk-seekers, and therefore, the least likely to express concerns or anxieties about possible terrorist threats. More analysis is required to fully test the above hypotheses while controlling for social alienation/detachment, risky behavior and sensation seeking.

One final note about the validity of responses to the WTC questions: Even though it is not possible to fully assess the level of truthfulness with which students answered the eight questions on their experiences with the WTC attacks, there is some evidence that the standard *Communities That Care® Youth Survey* validity filters helped eliminate some of the dishonest and exaggerated responses to these questions. For example, survey forms removed from the analysis as a result of failing the validity tests were twice as likely as valid cases to report first-hand witnessing of the attacks on the twin towers and three times more likely to report a parent or close family member hurt in the attacks.

Table 54

How Students First Heard about WTC Attacks, by Demographic Characteristics

	N	Real Life %	From Media %	From School Official %	From Parents %	From Someone Else %	Don't Remember %
Overall	9,760	5.9	27.2	41.8	12.5	8.5	4.1
Grade							
7th	4,861	6.8	25.7	39.2	15.0	8.7	4.5
8th	4,846	4.9	28.7	44.6	9.9	8.3	3.7
Sex							
Male	4,341	7.7	30.4	37.7	10.5	9.1	4.5
Female	5,327	4.4	24.6	45.2	14.1	8.0	3.7
Ethnicity							
White	5,352	1.4	25.8	43.6	16.1	9.3	3.7
African American	1,014	13.9	33.5	32.2	6.4	5.1	8.9
Latino	2,176	13.2	27.1	42.0	7.5	7.0	3.3
American Indian	46	5.0	44.0	25.7	8.7	13.1	3.5
Asian	349	5.3	26.4	41.6	9.6	15.2	1.7
Other	300	5.7	34.1	40.2	12.1	5.7	2.2
Multi-race	470	6.4	23.7	45.5	10.0	9.7	4.6

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 55

Students Reporting Knowing Someone Who Escaped WTC Attack Without Being Hurt, by Demographic Characteristics

	Parent/Stepparent/ Foster Parent		Another Close Family Member		Friend/Someone Else You Know	
	N	%	N	%	N	%
Overall	8,169	38.0	8,176	43.3	8,481	47.1
Grade						
7th	4,041	38.4	4,073	43.5	4,233	47.7
8th	4,091	37.7	4,066	43.0	4,208	46.6
Sex						
Male	3,562	39.0	3,546	44.0	3,679	46.3
Female	4,534	37.1	4,561	42.7	4,719	47.9
Ethnicity						
White	4,506	35.1	4,515	39.9	4,719	46.1
African American	831	42.6	812	47.9	831	46.3
Latino	1,809	38.7	1,812	45.8	1,878	48.7
American Indian	33	56.9	33	65.7	34	42.0
Asian	292	52.9	293	52.9	305	59.4
Other	248	42.6	258	50.6	254	47.2
Multi-race	409	43.4	415	47.1	417	46.1

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 56

Students Reporting Knowing Someone Who Was Physically Hurt or Killed in the WTC Attack, by Demographic Characteristics

	Parent/Stepparent/ Foster Parent		Another Close Family Member		Friend/Someone Else You Know	
	N	%	N	%	N	%
Overall	8,535	5.3	8,506	6.9	8,807	16.5
Grade						
7th	4,237	5.5	4,222	7.0	4,383	16.1
8th	4,260	5.1	4,246	6.8	4,383	16.8
Sex						
Male	3,738	6.1	3,702	7.2	3,830	15.9
Female	4,725	4.5	4,730	6.5	4,893	16.9
Ethnicity						
White	4,771	4.6	4,765	5.9	4,903	16.8
African American	857	9.0	840	11.0	864	14.5
Latino	1,868	5.3	1,854	7.7	1,943	14.7
American Indian	25	11.7	27	21.0	34	36.2
Asian	296	4.1	302	3.5	327	18.1
Other	260	6.9	260	8.1	268	21.6
Multi-race	414	4.4	412	5.8	423	20.9

Note: "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 57

Students Reporting That They Have Often Thought about WTC Attacks, by Demographic Characteristics

	N	No %	Yes %
Overall	9,493	24.6	75.4
Grade			
7th	4,738	22.4	77.6
8th	4,717	26.8	73.2
Sex			
Male	4,176	27.7	72.3
Female	5,234	22.2	77.8
Ethnicity			
White	5,250	23.3	76.7
African American	941	29.8	70.2
Latino	2,110	25.0	75.0
American Indian	42	27.8	72.2
Asian	351	24.7	75.3
Other	284	26.1	73.9
Multi-race	464	25.9	74.1

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 58

Students' Reports of How Worried They Were about the Safety of Loved Ones Right after the WTC Attacks, by Demographic Characteristics

	N	Not at all %	Somewhat %	Very %
Overall	9,860	15.3	35.6	49.1
Grade				
7th	4,918	14.9	31.7	53.5
8th	4,890	15.7	39.7	44.6
Sex				
Male	4,372	19.9	37.7	42.4
Female	5,404	11.8	33.9	54.4
Ethnicity				
White	5,411	16.2	38.7	45.1
African American	1,023	18.9	29.6	51.4
Latino	2,206	12.3	31.0	56.7
American Indian	44	20.4	26.5	53.0
Asian	347	13.2	41.2	45.7
Other	301	13.4	30.6	56.1
Multi-race	477	14.2	34.8	51.0

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 59

Students' Reports of How Much They Have Thought about the WTC Attacks in the Last Four Weeks, by Demographic Characteristics

	N	Not at all %	Somewhat %	Very %
Overall	9,852	41.2	41.5	17.2
Grade				
7th	4,923	39.5	41.6	19.0
8th	4,878	42.9	41.6	15.5
Sex				
Male	4,370	46.3	37.2	16.4
Female	5,399	37.1	45.1	17.8
Ethnicity				
White	5,403	40.6	44.1	15.4
African American	1,025	46.4	34.0	19.6
Latino	2,199	40.5	38.5	21.1
American Indian	44	40.8	51.8	7.4
Asian	354	43.3	42.8	13.8
Other	301	34.0	43.9	22.0
Multi-race	476	43.2	41.5	15.3

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 60

Students' Reports of How Worried They Are about Harm from Anthrax, Smallpox or Other Terrorist Attack, by Demographic Characteristics

	N	Not at all %	Somewhat %	Very %
Overall	9,843	31.2	36.5	32.3
Grade				
7th	4,910	28.3	36.8	34.8
8th	4,882	34.1	36.1	29.8
Sex				
Male	4,377	36.2	34.5	29.3
Female	5,385	27.3	38.0	34.7
Ethnicity				
White	5,395	33.7	41.1	25.2
African American	1,018	31.4	28.5	40.1
Latino	2,199	25.4	29.8	44.8
American Indian	45	31.0	25.0	44.0
Asian	353	26.5	42.5	31.0
Other	299	30.4	29.7	39.9
Multi-race	481	34.5	34.5	31.0

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 61

Students' Reports of How Worried They Are That They Are Not Safe Because of Their Race or Religious Beliefs, by Demographic Characteristics

	N	Not at all %	Somewhat %	Very %
Overall	9,836	65.4	22.8	11.8
Grade				
7th	4,909	63.7	22.8	13.5
8th	4,877	67.3	22.6	10.1
Sex				
Male	4,359	68.9	19.6	11.5
Female	5,394	62.7	25.3	12.0
Ethnicity				
White	5,402	72.8	20.5	6.7
African American	1,018	51.6	25.6	22.8
Latino	2,191	58.6	23.5	17.9
American Indian	45	40.7	41.4	17.9
Asian	353	54.1	32.9	13.1
Other	296	53.3	28.4	18.3
Multi-race	478	62.9	25.7	11.5

Note: Rounding can produce totals that do not equal 100%. "N" represents the number of responses for a given survey item, and "%" represents the percentage of respondents in that category. Respondents who indicated an ethnicity of "Pacific Islander" have been added to the "Other" category in order to protect student anonymity.

Table 62
Past-30-Day Prevalence of Use Rates for Selected Substances, Controlling for WTC Experiences

	Alcohol		Cigarettes		Marijuana		Any Illegal Drug	
	N	%	N	%	N	%	N	%
How did you first hear about the attack on the WTC?								
In real life	563	10.6	562	4.0	561	2.6	573	4.2
In media	2,600	13.0	2,597	4.4	2,590	2.7	2,622	5.0
From school official	4,024	15.2	3,998	5.3	4,011	2.5	4,051	4.7
From parents	1,198	10.7	1,194	3.5	1,202	1.0	1,208	2.3
Other	821	13.4	812	3.1	818	2.2	822	4.4
Don't remember	386	14.2	378	6.3	386	4.7	389	6.1
Did any of the following people escape from the WTC attacks without being hurt?								
Parent	3,058	11.8	3,052	4.5	3,060	1.9	3,087	4.0
Other close family	3,489	12.4	3,474	4.4	3,485	1.9	3,514	4.1
Friend or someone else you know	3,940	12.7	3,931	4.0	3,947	1.9	3,976	3.7
None reported	5,741	14.2	5,748	5.2	5,718	2.8	5,789	4.9
Were any of the following people physically hurt or killed in the WTC attack?								
Parent	439	15.4	433	6.3	440	4.1	446	7.1
Other close family	578	14.7	562	5.4	573	2.8	582	6.1
Friend or someone else you know	1,435	17.5	1,426	5.4	1,430	3.1	1,447	5.7
None reported	8,926	13.1	8,924	4.7	8,907	2.4	8,997	4.3

Note: "N" represents the number of students within each WTC response category who also answered the corresponding past-30-day prevalence rate question. "%" represents the prevalence of past-30-day ATOD use for students in each WTC response category.

Table 62 (continued)
Past-30-Day Prevalence of Use Rates for Selected Substances, Controlling for WTC Experiences

	Alcohol		Cigarettes		Marijuana		Any Illegal Drug	
	N	%	N	%	N	%	N	%
Have you often thought about what happened at the WTC or what you saw?								
No	2,291	14.8	2,273	5.0	2,288	3.3	2,312	5.9
Yes	7,051	13.2	7,024	4.3	7,031	1.8	7,097	3.8
Right after the attack, how worried were you about the safety of anyone you love?								
Not at all	1,477	16.0	1,472	6.8	1,470	3.8	1,489	7.3
Somewhat	3,460	15.3	3,429	5.2	3,456	3.1	3,485	5.4
Very	4,760	11.8	4,746	3.5	4,752	1.4	4,802	2.9
In the last four weeks, have you often thought about what happened at the WTC or what you saw?								
Not at all	3,980	13.9	3,963	4.5	3,982	2.7	4,022	4.9
Somewhat	4,040	13.6	4,010	4.6	4,022	2.4	4,057	4.5
Very	1,667	13.1	1,665	4.4	1,662	1.4	1,686	3.1
How worried are you that you or anyone close to you may be harmed by anthrax, smallpox or some other type of terrorist attack?								
Not at all	3,002	15.8	3,006	5.9	3,010	3.0	3,038	5.9
Somewhat	3,554	13.4	3,521	4.4	3,541	2.4	3,568	4.2
Very	3,125	11.8	3,106	3.3	3,108	1.6	3,151	3.2
Since the WTC attacks, how worried have you been that you are not safe because of your race or religious beliefs?								
Not at all	6,340	13.4	6,323	4.7	6,317	2.6	6,378	4.8
Somewhat	2,210	14.2	2,186	4.0	2,206	1.9	2,227	3.7
Very	1,125	14.2	1,120	5.2	1,130	2.3	1,146	4.3

Note: "N" represents the number of students within each WTC response category who also answered the corresponding past-30-day prevalence rate question. "%" represents the prevalence of past-30-day ATOD use for students in each WTC response category.

Risk and Protective Factors

Research during the past 30 years supports the view that delinquency, ATOD use, school achievement and other important outcomes in adolescence, are associated with specific characteristics of the student's community, school and family environments, as well as with individual characteristics (Hawkins, Catalano & Miller, 1992). In terms of their effects on adolescent behaviors, these characteristics can be classified into two groups:

Risk factors are individual and community characteristics that increase the likelihood of young people becoming involved in drug use, delinquency, school dropout and/or violence.

Protective factors are conditions that buffer children and youth from exposure to risk by either reducing the impact of the risks or changing the way that young people respond to risks.

Knowledge about the levels of these factors in young people's social environment is an effective tool for understanding and addressing youth problem behaviors. There is a substantial amount of research showing that adolescents exposed to increasing numbers of risk factors are correspondingly more likely to use drugs or become delinquent; vice versa with regard to protective factors. There is also evidence that exposure to a number of protective factors is associated with lower prevalence of these problem behaviors (Bry, McKeon, & Pandina, 1982; Newcomb, Maddahian & Skager, 1987; Newcomb & Felix-Ortiz, 1992; Newcomb, 1995; Pollard, Hawkins & Arthur, 1999; Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002). In fact, these factors have been shown to be more important in understanding problem behaviors than ethnicity, income or family structure (Blum et al, 2000).

Identifying the protective factors that are most prominent in New Jersey is also an important step in a sound prevention-planning process. While many prevention programs target specific risk factors, protective factors are much more broadly defined and can have wide-ranging impact. Increases in the levels of protection experienced by young people will reduce the impact of risk factors. Consequently, it is critical to understand how protective factors are functioning. Understanding and prioritizing the risk and protective factors will allow prevention programming to be specifically targeted and consequently provide the greatest chance of its being successful.

Risk and protective factor scale scores are measured relative to the *Communities That Care*® normative database. They are expressed as a number ranging from 0 to 100; the median score is 50. Because risk is associated with negative behavioral outcomes, it is better to have lower scores, not higher. Conversely, because protective factors are associated with better behavioral

outcomes, it is better to have protective factor scores with high values. The survey questions that are combined to construct each risk and protective factor scale are listed in Appendix E.

The analysis of risk and protective factors is the most powerful paradigm available for understanding what promotes both positive and negative adolescent behavioral outcomes, and how the most successful adolescent prevention programs can be designed. The Social Development Strategy (Hawkins, Catalano et al, 1992) is a theoretical framework that informs and organizes the risk and protective factor framework of adolescent problem behavior. The strategy configures risk and protective factors into a prevention plan, which families and communities can use to help children and adolescents develop healthy behaviors (Hawkins et al., 1992).

The family and the peer group constitute the youth's innermost social world, and hence, are of primary importance in shaping behavioral outcomes. The school, including its staff, formal rules and informal practices, comes next in terms of frequency of interaction and level of influence, followed closely by the local community where the youth lives and spends the largest part of her/his daily life. The Social Development Strategy provides guidelines for families, schools and community leaders to cooperatively take action to create a protective social environment and to reduce the risk factors that lead to problem behavior in young people.

Families, schools or local communities that offer many opportunities for engaging in developmentally healthy interactions and behaviors facilitate prosocial growth in young people. But the mere existence of such opportunities is not always sufficient. Young people need to be encouraged and rewarded for engaging in such behaviors. It is well known that young people are usually reluctant to engage in activities that they are not skilled in, probably due to the perception that such activities are unlikely to result in successful outcomes that enhance their standing within their immediate social circle. This suggests that one important tool for promoting prosocial behavior in young people is to help them develop skills for such behavior. Families, schools and communities can help in skill development by providing learning-by-doing and/or learning-by-seeing opportunities for individual youth and for entire peer groups.

Providing opportunities, rewarding involvement and helping develop skills all go hand in hand, building on each other's strengths. Cooperation in these types of undertakings promotes stronger, more cohesive communities through increased bonding. Adults and institutions engaged in youth development efforts increasingly develop a strong sense of commitment to each other and to the community at large. The resulting community bonds instill in young people a sense of belonging, commitment and attachment to the multiple communities they live in. Families, schools, neighborhoods and peer groups, when bonded in this manner, develop healthy norms and clear standards of behavior, creating a positive environment for youth development. The incidence of antisocial behaviors decreases, and healthy behaviors become increasingly more prevalent among all children and youth within the community. Appendix C is a schematic representation of the social development strategy briefly described in the above paragraphs.

Protective Factors

Protective factors are individual and community characteristics that are known to protect young people from problem behaviors by making them less vulnerable to negative influences. For example, strong positive attachment or bonding to parents reduces the likelihood of an adolescent engaging in problem behaviors, even in a problem neighborhood.

The *2003 New Jersey Middle School Substance Use Survey* measures a variety of protective factors across four major domains: Community Domain, Family Domain, School Domain and Peer and Individual Domain. The protective factors can also be divided into three categories depending on the type of opportunity for success they offer within the context of the Social Development Strategy: Bonding, Opportunities and Rewards for Prosocial Involvement and Healthy Beliefs and Clear Standards. The Bonding category consists of the *Family Attachment* scale. The Opportunities and Rewards for Prosocial Involvement category consists of *Community Rewards for Prosocial Involvement, Family Opportunities for Prosocial Involvement, Family Rewards for Prosocial Involvement, School Opportunities for Prosocial Involvement* and *School Rewards for Prosocial Involvement.* The Healthy Beliefs and Clear Standards category is the same as the Peer and Individual Domain, consisting of *Religiosity*, *Social Skills* and *Belief in the Moral Order*.

Below, each protective factor is described and the results for New Jersey middle schools are reported. Average protective factor scores are located at the end of this discussion in Table 63. County-level average protective factor scores are presented in Appendix A, Table A7.

Community Domain

Community Rewards for Prosocial Involvement (3 Items)

Young people experience bonding as feeling valued and being seen as an asset. Students who feel recognized and rewarded by their community are less likely to engage in negative behaviors, because that recognition helps increase a student's self-esteem and the feeling of bonding to that community. The scale is constructed from such items as: "There are people in my neighborhood who are proud of me when I do something well."

On average, New Jersey's participating middle school students scored 50 on the *Community Rewards for Prosocial Involvement* scale. This score equals the normative median score. In 1999, New Jersey middle school students scored only 47, or below the normative median. Since 1999, there has been a slight improvement in this factor as compared to the normative median. That is, New Jersey middle school students are better protected by *Community Rewards for Prosocial Involvement* today than they were in 1999.

New Jersey counties vary somewhat around the state average of 50, from a minimum of 42 in Cumberland County to a high of 57 in Bergen and Burlington Counties. Nine out of the 20 surveyed counties have a score below the state average of 50 for this protective factor.

Family Domain

Family Attachment (4 Items)

One of the most effective ways to reduce children's risk factors is to strengthen their bonds with family members who embody healthy beliefs and clear standards. Children who are bonded to others with healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. Positive bonding can act as a buffer against risk factors. If children are attached to their parents and want to please them, they will be less likely to threaten this connection by doing things that their parents strongly disapprove of. This protective factor is measured by such items on the survey as: "Do you share your thoughts and feelings with your mother?"

In New Jersey middle schools, surveyed students reported an average score of 53 on the *Family Attachment* scale. This score is higher than the normative median score of 50. Survey results for the 1999 New Jersey middle school survey show a score of 53 for this protective factor and the 2001 survey results show a score of 55.

Most of the surveyed counties have an average score above the normative median of 50, with the exception of Camden, Cumberland and Hudson Counties (all 49). The highest county average observed is 59 (Burlington, Salem and Somerset Counties).

Family Opportunities for Prosocial Involvement (3 Items)

When students have the opportunity to make meaningful contributions to their families, they are less likely to get involved in risky behaviors. By having the opportunity to make a contribution, students feel closer to their family. These strong bonds cause students to more easily adopt the norms projected by their family, which in turn can protect students from risk. For instance, children whose parents have high expectations for their school success and achievement are less likely to drop out of school. This protective factor is measured by such items as, "My parents ask me what I think before most family decisions affecting me are made."

In New Jersey middle schools, surveyed students reported an average score of 53 on the *Family Opportunities for Prosocial Involvement* scale. This score is higher than the normative median score of 50. Survey results for the 1999 and 2001 New Jersey Substance Use Surveys show scores of 53 and 55 respectively for this protective factor.

Only 2 out of the 20 surveyed counties have average scores below 50 (Camden and Middlesex Counties both with a score of 48).

Family Rewards for Prosocial Involvement (4 Items)

When family members reward their children for positive participation in activities it helps the children feel bonded to their families, thus reducing their risk for problem behaviors. A system of rewards also provides incentives for good behavior. When families promote clear standards for behavior and when young people develop strong bonds of attachment and commitment to their families, the young people's behavior becomes increasingly consistent with those standards. This protective factor is measured by such survey items as, "How often do your parents tell you they're proud of you for something you've done?"

In New Jersey middle schools, surveyed students reported an average score of 55 on the *Family Rewards for Prosocial Involvement* scale. This score is higher than the normative median of 50. Results for the *1999* and *2001 New Jersey Middle School Substance Use Surveys* show scores of 53 and 57, respectively, for this protective factor.

The county with the highest average score on this factor is Somerset (62), followed closely by Burlington (61). Camden (49) and Morris (48) are the only counties with an average score below 50.

School Domain

School Opportunities for Prosocial Involvement (5 Items)

Giving students opportunities to participate in important activities at school helps to reduce the likelihood that they will become involved in problem behaviors. Students who feel they have a personal investment in their school bond to that school and thus adopt the school's standards of behavior. This bond can protect a student from engaging in behaviors that violate socially accepted standards. This protective factor is measured by survey items such as, "In my school, students have lots of chances to help decide things like class activities and rules."

In New Jersey middle schools, surveyed students reported an average score of 54 on the *School Opportunities for Prosocial Involvement* scale. This score is higher than the normative median of 50 and identical to the results of the 2001 survey.

Atlantic County's schools are reported as the most successful in providing their students with opportunities for prosocial involvement (61), followed closely by Cape May, Essex, Gloucester

and Monmouth Counties, all with an average score of 59. Four counties score below 50: Burlington (49), Camden (48), Morris (44) and Passaic (49).

School Rewards for Prosocial Involvement (4 Items)

Making students feel appreciated and rewarded for their involvement at school helps reduce the likelihood of their involvement in drug use and other problem behaviors. This is because students who feel acknowledged for their activity at school bond to their school. This protective factor is measured by such statements as, "The school lets my parents know when I have done something well."

In New Jersey middle schools, surveyed students reported an average score of 49 on the *School Rewards for Prosocial Involvement* scale. This score is slightly lower than the normative median of 50 and slightly higher than the 2001 survey results, which indicated a score of 48 for this protective factor.

Students in Bergen County reported the highest average score for *School Rewards for Prosocial Involvement* (average score of 60). Morris (58), Atlantic (55) and Cape May (55) Counties also have high scores for this protective factor. The county with the lowest score is Middlesex (42).

Peer and Individual Domain

Religiosity (1 Item)

Religious institutions can help students develop firm prosocial beliefs. Students who have preconceived ideas about certain activities are less vulnerable to becoming involved with antisocial behaviors because they have already adopted a social norm against those activities. Religiosity is measured by one survey item, "How often do you attend religious services or activities?"

In New Jersey middle schools, surveyed students reported an average score of 55 on the *Religiosity* scale. This score is higher than the normative median of 50. This figure increased from 49 in 1999 to 56 in 2001 and shows a drop of one point between 2001 and 2003.

All of the surveyed New Jersey counties have average *Religiosity* scores above the normative median of 50. Burlington (61), Monmouth (59), Morris (58) and Somerset (60) Counties report the highest scores in the state.

Social Skills (4 Items)

Society helps to clearly define what behavior is acceptable or unacceptable. If these standards are not clear, it can be especially confusing for children and youth. This is particularly true with regard to alcohol and other drug use. Students who have positive and healthy interpersonal relationships and who understand how their society works are less likely to engage in problem behaviors.

Social Skills is surveyed by presenting students with a series of scenarios and giving them four possible responses to each scenario. The following is one scenario on the survey: "You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you do or say?"

In New Jersey middle schools, surveyed students reported an average score of 56 on the *Social Skills* scale. This score is higher than the normative median of 50 and identical to the 2001 figure.

Similar to *Religiosity*, *Social Skills* average scores are also equal to or above 50 in all of New Jersey's surveyed counties. Atlantic (60), Burlington (62), Hunterdon (61), Monmouth (59) and Somerset (59) Counties have the highest average scores for this factor.

Belief in the Moral Order (4 Items)

When people feel bonded to society, they are more motivated to follow society's standards and expectations. It is important for families, schools and communities to have clearly stated policies on ATOD use. Young people who have developed a positive belief system are less likely to become involved in problem behaviors. For example, young people who believe that drug use is socially unacceptable or harmful might be protected against peer influences to use drugs. *Belief in the Moral Order* is measured by items on the survey such as, "It is all right to beat up people if they start the fight."

In New Jersey middle schools, surveyed students reported an average score of 51 on the *Belief in the Moral Order* scale. This score is higher than the normative score of 50 and two points below the 2001 score for this protective factor.

Burlington (60) and Hunterdon (58) Counties have the highest scores and Camden County (44) has the lowest average score for the *Belief in the Moral Order* scale.

For the state as a whole, the average protective score based on this year's survey results is 53. This is one point below the 2001 average but three points above the 1999 average. This suggests that the improvement observed in average protection between 1999 and 2001 may have leveled off in 2003.

Risk Factors

Risk factors are characteristics in the community, school, family and individual's environment that are known to increase the likelihood that a student will engage in one or more problem behaviors. For example, a risk factor in the community environment is the existence of laws and norms favorable to drug use, which can affect the likelihood that an adolescent will try alcohol, tobacco, or other drugs. In those communities where there is acceptance or tolerance of drug use, students are more likely to engage in alcohol, tobacco and other drug use.

The *2003 New Jersey Middle School Substance Use Survey* measures a variety of risk factors across four major domains. Below, each of the risk factors in the Community, Family, School, and Peer and Individual Domains is described, and the results for New Jersey middle schools are reported in Table 64. Average county-level scores are located in Appendix A, Table A8.

Community Domain

Low Neighborhood Attachment (3 Items)

Higher rates of drug problems, delinquency, violence and drug trafficking occur in communities or neighborhoods where people feel little attachment to the community. These conditions are not limited to low-income neighborhoods; they can also be found in affluent neighborhoods. Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their lives. If the key players in the neighborhood—such as merchants, teachers, clergy, police and human and social services personnel—live outside the neighborhood, residents' sense of commitment will be lower. Lower rates of voter participation and parental involvement in schools can reflect attitudes of community attachment.

The *Low Neighborhood Attachment* scale on the survey uses three items to measure the level of attachment that students feel to their neighborhoods. This risk factor is measured by items such as: "I'd like to get out of my neighborhood" and "If I had to move, I would miss the neighborhood I now live in." Response categories for these attitudinal items are YES!, yes, no and NO!

In New Jersey middle schools, surveyed students reported an average score of 47 on the *Low Neighborhood Attachment* scale. This score falls below the normative median of 50 and is one point below the score obtained from the results of the 2001 survey. Results for the 1999 New Jersey middle school survey show a score of 52 for this risk factor. These figures indicate that New Jersey middle school students have lower exposure to this risk factor when compared to the communities included in the *Communities That Care*® normative database. Furthermore, the trend since 1999 appears to be in the direction of decreasing exposure to this risk.

Students in Camden (51), Cumberland (53), Essex (51), Hudson (52), Ocean (53) and Passaic (52) Counties have average scores above the normative median of 50, and therefore, are at higher risk due to this factor than are the majority of communities in the *Communities That Care*® normative database.

Community Disorganization (5 Items)

The *Community Disorganization* scale pertains to students' perceptions of their communities' appearance; this scale assesses students' feelings and perceptions about their neighborhoods' external attributes.

The *Community Disorganization* scale is based on students' responses to five items, four of which indicate a neighborhood in disarray (e.g., the existence of graffiti, abandoned buildings, fighting and drug selling). The fifth item is, "I feel safe in my neighborhood."

In New Jersey middle schools, surveyed students reported an average score of 59 on the *Community Disorganization* scale. This score is higher than both the normative median of 50 and the 2001 New Jersey survey result of 56. Survey results for the 1999 New Jersey middle school survey show a score of 61 for this risk factor.

Bergen and Hudson Counties have unusually high scores (72) for the *Community Disorganization* scale, followed closely by Passaic (69), Camden (67) and Essex (66) Counties. Only four New Jersey counties have an average score below 50: Hunterdon (42), Mercer (47), Morris (49) and Somerset (46) Counties.

Personal Transitions and Mobility (5 Items)

Even normal school transitions are associated with an increase in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school dropout and antisocial behavior may occur. This is thought to occur because by making a transition to a new environment, students no longer

have the bonds they had in their old environment. Consequently, they may be less likely to become attached to their neighborhoods and develop the bonds that protect them from getting involved in problem behaviors.

Personal Transitions and Mobility measures how often the student has changed homes or schools in the past year and since kindergarten. This risk factor is measured with items such as: "How many times have you changed schools since kindergarten?" and "How many times have you changed homes since kindergarten?"

In New Jersey middle schools, surveyed students reported an average score of 43 on the *Personal Transitions and Mobility* scale. This score is lower than both the normative median score of 50 and the New Jersey 2001 Survey score of 46.

Hudson (54), Passaic (53) and Essex (52) Counties were the only ones with an average score above 50. Hunterdon County had the lowest score (30).

Laws and Norms Favorable to Drug Use and Handguns (6 Items)

Students' perceptions of the rules and regulations toward alcohol, tobacco and other drug use that exist in their neighborhood are also associated with problem behaviors in adolescence. Community norms—the attitudes and policies a community holds in relation to drug use and other antisocial behaviors—are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other members of the community have of young people. When laws and community standards are favorable toward drug use, violence, or crime, or even when they are just unclear, young people are more likely to engage in negative behaviors (Bracht & Kingsbury, 1990).

An example of conflicting messages about drug use can be found in the acceptance of alcohol use as a social activity within the community. The beer gardens popular at street fairs and community festivals are in contrast to the "Just Say No" messages that schools and parents may be promoting. These conflicting and ambiguous messages are problematic in that they do not have the positive impact on preventing drug and alcohol use that a clear, community-level, anti-drug message can have.

This risk factor is measured by six items on the survey. Items such as, "How wrong would most adults in your neighborhood think it was for kids your age to drink alcohol?" have the response categories Very Wrong, Wrong, A Little Bit Wrong and Not Wrong at All. Items such as "If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?" offer the response options YES!, yes, no and NO!

In New Jersey middle schools, surveyed students reported an average score of 39 on the *Laws and Norms Favorable to Drug Use and Handguns* scale. This score is much lower than the normative median of 50 and slightly higher than the *2001 NJSUS* score of 38. Between 1999 and 2001, the score for this risk factor had decreased from 43 to 38. This downward move appears to have leveled off between 2001 and 2003.

All surveyed New Jersey counties have an average score lower than 50 for this risk factor. Respondents from Somerset County reported having the least lenient norms regarding drug use and handguns (average score of 34) and Camden and Cumberland Counties as the most lenient (45). Note, however, that even the most lenient New Jersey county has a lower (i.e., better) score than the majority of communities in the *Communities That Care*® normative database.

Perceived Availability of Drugs and Handguns (5 Items)

The perceived availability of drugs, alcohol and handguns in a community is directly related to the prevalence of delinquent behaviors. The perception of availability of drugs is also associated with increased risk; in schools where children believe that drugs are more available, a higher rate of drug use occurs.

The *Perceived Availability of Drugs and Handguns* scale on the survey is designed to assess students' feelings about how easily they can obtain alcohol, other drugs and handguns. Four items on the survey measure the perceived availability of drugs. An example item is, "If you wanted to get some marijuana, how easy would it be for you to get some?" Possible responses include: Very Hard, Sort of Hard, Sort of Easy and Very Easy. The fifth item on the scale measures the perceived availability of handguns.

High levels of this risk factor may indicate the need to make alcohol, tobacco and other illicit drugs more difficult for students to acquire. For instance, a number of policy changes have been shown to reduce the availability of alcohol and cigarettes. Minimum-age requirements, taxation and responsible beverage service have all been shown to have an impact on the perception of availability of alcohol.

In New Jersey middle schools, surveyed students reported an average score of 28 on the *Perceived Availability of Drugs and Handguns* scale. This score is notably lower than the normative median of 50. Survey results for the *1999 NJSUS* show a score of 35 for this risk factor, and the score had declined to 28 by the 2001 survey. This year's identical score indicates that the initial improvements have continued to make their effect felt through 2003, though there were no new declines in the level of this factor.

Salem County is perceived by respondents to have the highest availability of drugs and handguns (35) and Burlington County is perceived as having the lowest availability (23). Note, however, that even Salem County scores are better than the majority of *Communities That Care*® normative database communities.

Family Domain

Poor Family Supervision (5 Items)

This scale captures such family norms and practices as parents failing to communicate clear expectations for behavior, and parents failing to supervise and monitor their children (for example, knowing where they are and whom they're with). The scale includes items such as, "The rules in my family are clear," and "My parents ask if I have gotten my homework done." Response categories for the items are YES!, yes, no and NO!

In 1999, the *NJSUS* had yielded an average score of 50, precisely at the normative median, and by the time of the 2001 survey, this figure had declined to 46. The 2003 results indicate that the level of this risk factor has not changed since 2001.

There is little variation by county in this score. All of the surveyed counties scored at or below 50 with the exception of Camden County (53).

Poor Family Discipline (3 Items)

Poor Family Discipline assesses students' perceptions of the likelihood that their parents will catch them if they become involved in drug use and other antisocial behaviors. Children raised in families with poor discipline are known to be at higher risk of drug use, delinquency, violence and school dropout.

Survey results indicate that the level of this risk factor has been declining from an initial score of 48 in 1999 to 41 in 2001 and 40 in 2003. In other words, students' perceptions of the quality of the discipline in their families was slightly better than the normative median in 1999, and has steadily improved since then.

There is little variation by county, with all of the counties scoring well below 50.

Family History of Antisocial Behavior (10 Items)

If children are raised in a family where a history of addiction to alcohol or other drugs exists, the risk of their having alcohol or other drug problems themselves increases. If children are born or raised in a family where criminal activity or behavior is normal, their risk for delinquency increases. Similarly, children who are born to a teenage mother are more likely to become teen

parents, and children of dropouts are more likely to drop out of school themselves. Children whose parents engage in violent behavior inside or outside the home are at greater risk for exhibiting violent behavior themselves. This risk factor is assessed by items such as, "Has anyone in your family ever had a severe alcohol or drug problem?" and, "Have any of your brothers or sisters taken a handgun to school?" The response options for the items are Yes and No, with an additional response category "I don't have any Brothers or Sisters," when appropriate.

In New Jersey middle schools, surveyed students reported an average score of 42 in 1999, 35 in 2001 and 37 in 2003 on the *Family History of Antisocial Behavior* scale. These scores are considerably lower than the normative median of 50.

There is little variation by county, with all of the counties scoring well below 50.

Parental Attitudes Favorable toward ATOD Use (3 Items)

Students' perception that their parents are lenient about alcohol, tobacco and marijuana use is also an important risk factor. In families where parents use illicit drugs, are heavy users of alcohol, or are tolerant of use by their children, children are more likely to become drug users in adolescence. This risk is further increased if parents involve children in their own drug- or alcohol-using behavior—for example, asking the child to light the parent's cigarette or to get the parent a beer from the refrigerator. Furthermore, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person's using marijuana and developing a drug use problem.

This risk factor is measured by items such as, "How wrong do your parents feel it would be for you to smoke marijuana?" with the response options Very Wrong, Wrong, A Little Bit Wrong and Not Wrong at All. Looking at this risk factor together with *Laws and Norms Favorable to Drug Use and Firearms* (Community Domain) can indicate whether or not the youth in your community report strong anti-drug messages from adults (both parents and other adults in the community).

In New Jersey middle schools, surveyed students reported an average score of 41 on the *Parental Attitudes Favorable toward ATOD Use* scale. This score is lower than the normative median of 50 and slightly higher than the 2001 New Jersey middle school survey score of 40.

There is little variation by county, with all of the counties scoring below 50.

Parental Attitudes Favorable toward Antisocial Behavior (3 Items)

Parental attitudes and behavior regarding crime and violence influence the attitudes and behavior of children. If parents approve of, or excuse, their children for violent or aggressive behavior or

for breaking the law, then the children are more likely to develop problems with juvenile delinquency.

Students' understanding of their parents' standards regarding delinquent behaviors is measured by items such as, "How wrong do your parents feel it would be for you to pick a fight with someone?" with the response options Very Wrong, Wrong, A Little Bit Wrong and Not Wrong at All.

On the *Parental Attitudes Favorable toward Antisocial Behavior* scale, surveyed New Jersey middle school students reported an average score of 52 in 1999, 50 in 2001 and 52 in 2003. In other words, after being slightly above the normative median of 50 in 1999, New Jersey fell to precisely the normative median in 2001, and went back up to being slightly above the normative median in 2003.

Respondents in Cape May (57), Camden (56) and Salem (55) Counties reported their parents to be the most lenient, while those in Hunterdon and Mercer Counties (both 49) reported their parents as the least lenient toward antisocial behavior. The latter two counties were the only ones in the state with average scores below 50.

School Domain

Poor Academic Performance (2 Items)

Beginning in the late elementary grades, poor academic performance increases the risk of drug use, delinquency, violence and school dropout. Children fail for many reasons, but it appears that the experience of failure itself increases the risk of these problem behaviors.

Poor Academic Performance—students' perception that their performance at school is poor—is measured with two questions on the survey: "Putting them all together, what were your grades like last year?" with the response options ranging from Mostly A's to Mostly F's and "Are your school grades better than the grades of most students in your class?" with response categories No!, no, yes, Yes! High levels of this risk factor suggest that not only do students believe that they have poor grades, but they perceive that their academic performance is below the norm set by their peers' grades.

In New Jersey middle schools, surveyed students reported an average score of 48 on the *Poor Academic Performance* scale. This is a steady decline from a score of 53 in 1999 and 51 in 2001. In other words, New Jersey middle schools are below the normative median of 50, indicating that

New Jersey's middle school students' perceptions of their absolute and relative academic performance has steadily improved since the 1999 survey.

Students in Bergen County report the poorest academic performance (55), closely followed by Passaic (54), Hudson (53), Camden (52) and Cumberland (52) Counties. Average scores for *Poor Academic Performance* were at or below 50 for the rest of the surveyed counties.

Lack of Commitment to School (7 Items)

Seven items on the survey assess *Lack of Commitment to School*—a student's general feelings of detachment and/or alienation from her or his schoolwork or school environment. Survey items constituting this scale include "How important do you think the things you are learning in school are going to be for your later life?" and "Now, thinking back over the past year in school, how often did you enjoy being in school?" Elevated findings for this risk factor can suggest that students feel less attached to, or connected with, their classes and school environments. Lack of commitment to school means the child has ceased to see the student role as a positive one; young people who have lost this commitment to school are at higher risk for a variety of the problem behaviors.

In New Jersey middle schools, surveyed students reported an average score of 49 on the *Lack of Commitment to School* scale. This score is slightly lower than the normative median of 50. In 1999, the level of this scale was 55, meaning that New Jersey's middle school students reported a lower school commitment than the normative median. This figure fell to 49 (that is, to a slightly better level than the normative median) in 2001, and has stayed at that level into 2003.

Students from Morris and Middlesex Counties reported the highest levels of *Lack of Commitment to School* (both 57) followed by Camden (55), Sussex (54) and Burlington (53) Counties. The lowest (that is, most favorable) levels were reported in Passaic (38) and Bergen (40) Counties.

Peer and Individual Domain

Rebelliousness (3 Items)

The survey also assesses young people's feelings that they are not an integral part of society, that they are not bound by its rules, and that trying to be successful is not a meaningful life option. High levels of these feelings place students at higher risk of drug use, delinquency and dropping out from school. *Rebelliousness* is measured by items such as "I ignore the rules that get in my way."

In New Jersey middle schools, surveyed students reported an average score of 50 on the *Rebelliousness* scale. This score is two points above the 2001 score. After a considerable drop from 54 to 48 between 1999 and 2001, New Jersey's middle school students have reported a level of rebelliousness in 2003 that is the same as the normative median.

Eight of the 20 surveyed counties had average *Rebelliousness* scores above 50. Camden County had the highest score in the state (56), while Burlington had the lowest score (45).

Friends' Delinquent Behavior (6 Items)

The *Friends' Delinquent Behavior* scale measures antisocial behaviors acted out within the past year by the four best friends of the student. This risk factor is assessed by six items such as, "In the past year, how many of your four best friends have been suspended from school?" An elevated score for this risk factor can suggest that students are exposed to antisocial behaviors in their peer environment.

Young people who associate with peers who engage in problem behaviors—delinquency, substance use, violent activity, or dropping out of school—are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors identified by empirical research. Even when young people come from well-managed families and do not experience other risk factors, spending time with peers who engage in problem behaviors greatly increases the risk of their becoming involved in problem behaviors.

In New Jersey middle schools, surveyed students reported an average score of 50 on the *Friends' Delinquent Behavior* scale. After declining from a score of 54 in 1999 to 50 in 2001, the level of this scale has remained at 50, the same as at the normative median.

Six of the surveyed counties had average scores above 50 for this factor. Passaic and Hudson Counties had the highest scores (58 and 57, respectively), while Burlington and Hunterdon Counties have the lowest average scores (both 37).

Friends' Use of Drugs (4 Items)

The *Friends' Use of Drugs* scale measures how many of a student's close friends have used ATODs in the past year. An example survey item for this risk factor is, "In the past year, how many of your best friends have used marijuana?" An elevated score for this scale indicates that students are exposed to a peer environment where alcohol and other drug use is common.

In New Jersey middle schools, surveyed students reported an average score of 35 on the *Friends' Use of Drugs* scale. This score is notably lower than the normative median of 50. New Jersey middle school students were at exactly this level in 2001, down from a score of 45 in 1999. These levels are all below the normative median of 50.

All of the county-level averages for the *Friends' Use of Drugs* scale are well below the normative median of 50. The counties with the highest average scores are Camden (41) and Salem (40) Counties. The counties with the lowest average scores are Burlington and Hunterdon Counties (both 28).

Peer Rewards for Antisocial Behavior (4 Items)

Students' perceptions of their peer groups' social norms are also an important predictor of involvement in problem behavior. Peer approval is a very strong motivator, especially at young ages. If students believe that they will get positive feedback from their peers when they use alcohol, tobacco, or other drugs or if they get involved in delinquent behaviors, they are more likely to get involved in these problem behaviors. This risk factor is measured by items such as, "What are the chances you would be seen as cool if you smoked marijuana?" Response options for this group of items are: No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance and Very Good Chance.

In New Jersey middle schools, surveyed students reported an average score of 41 on the *Peer Rewards for Antisocial Behavior* scale. This score is notably lower than the normative median of 50 and one point above the score based on the 2001 New Jersey middle school survey results.

County-level average scores for this scale vary little. The only county with an average score above 50 is Salem (52).

Favorable Attitudes toward Antisocial Behavior (5 Items)

During the elementary school years, children usually express anti-crime and prosocial attitudes and have difficulty imagining why people commit crimes or drop out of school. However, in middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This acceptance places them at higher risk for these antisocial behaviors.

These attitudes are measured on the survey by items like, "How wrong do you think it is for someone your age to pick a fight with someone?" There are five such items, and responses range from Very Wrong to Not Wrong at All.

In New Jersey middle schools, surveyed students reported an average score of 56 on the *Favorable Attitudes toward Antisocial Behavior* scale. This score is higher than the normative median of 50 and the 2001 score of 54. However, the 2003 score is still lower than the 1999 score of 59.

All of the county averages for this score are above 50 and the county with the highest score is Cape May (62). This is not surprising since Cape May County also has the highest average score in the state for *Parental Attitudes Favorable toward Antisocial Behavior*.

Favorable Attitudes toward ATOD Use (4 Items)

During the elementary school years, children usually express anti-drug attitudes and have difficulty imagining why people use drugs. However, in middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This acceptance places them at higher risk of alcohol, tobacco and other drug use. This risk factor, *Favorable Attitudes toward ATOD Use,* assesses risk by asking young people how wrong they think it is for someone their age to use drugs. Items include, "How wrong do you think it is for someone your age to drink beer, wine, or hard liquor (for example, vodka, whiskey or gin) regularly?" An elevated score for this risk factor can indicate that students see little wrong with using drugs.

In New Jersey middle schools, surveyed students reported an average score of 36 on the *Favorable Attitudes toward ATOD Use* scale. This score is substantially lower than the normative median of 50. Starting at an already below-norm level of 43 in 1999, New Jersey's middle schools' scores on this risk factor have been declining.

There is little county-level variation, and all of the county averages are below 50.

Low Perceived Risks of Drug Use (4 Items)

The perception of harm from drug use is related to both experimentation and regular use. The less harm that an adolescent perceives as the result of drug use, the more likely it is that he or she will use drugs. *Low Perceived Risks of Drug Use* is measured with four survey items, such as, "How much do you think people risk harming themselves if they try marijuana once or twice?" An elevated score can indicate that students are not aware of, or do not comprehend, the possible harm resulting from drug use.

In New Jersey middle schools, surveyed students reported an average score of 32 on the *Low Perceived Risks of Drug Use* scale. This score is substantially below the normative median of 50

and one point less than the 2001 figure. Starting at an already below-norm level of 40 in 1999, New Jersey's middle schools' scores on this risk factor have been steadily declining.

There is little county-level variation, and all of the county averages are well below 50.

Early Initiation (of Drug Use and Antisocial Behavior) (8 Items)

This risk factor measures persistent antisocial behavior (both drug use and involvement in delinquent behaviors) in early adolescence, such as misbehaving in school, experimenting with cigarettes and getting into fights with other children. Both girls and boys who engage in these behaviors in early adolescence are at increased risk later on. The earlier young people drop out of school or commit crimes, the greater the likelihood that they will have chronic problems with these behaviors later in life.

On the survey, the onset of drug use is measured by asking the student at what age drug use began (if at all). The earlier that drug experimentation begins, the more likely it is that experimentation will turn into consistent, regular use. Similarly, early initiation of antisocial behavior is measured by four items that ask when specific delinquent behaviors began. The behaviors that are measured on the survey include getting suspended from school, getting arrested, carrying a handgun and attacking somebody with the intent to hurt them. The earlier these behaviors occur, the more likely it is that they will become a consistent way of life.

In New Jersey middle schools, surveyed students reported an average score of 38 on the *Early Initiation (of Drug Use and Antisocial Behavior)* scale. This score is notably lower than the normative median of 50 and has been steadily declining from the 1999 score of 48.

There is little county-level variation, and all of the county averages are below 50.

Sensation Seeking (3 Items)

Constitutional factors such as sensation seeking, low harm avoidance and lack of impulse control are individual characteristics that may have a biological or physiological basis. These factors appear to increase the likelihood that young people will use drugs, engage in delinquent behavior and/or commit violent acts.

One of these characteristics*, Sensation Seeking,* is assessed in this survey with items that ask how often students participate in behaviors to experience a feeling of excitement or enjoyment with no regard for the level of danger. *Sensation Seeking* is measured with three survey items such as, "How many times have you done crazy things even if they are a little dangerous?"

In New Jersey middle schools, surveyed students reported an average score of 46 on the *Sensation Seeking* scale. This score is lower than the normative median of 50, but one point above the 2001 score.

Most of the county-level average scores for *Sensation Seeking* are below 50. Morris (52), Sussex (52), Camden (51), Middlesex (51) and Ocean (51) Counties are the only exceptions.

Risk and Protective Factor Profile

New Jersey middle schools' overall risk and protective factor scores reveal several important findings. First, slightly elevated risk factor scores—evaluated with reference to the *Communities That Care*® normative database—are found for *Community Disorganization, Parental Attitudes Favorable toward Antisocial Behavior* and *Favorable Attitudes toward Antisocial Behavior.* However, while these risk factor scores are slightly elevated, many of the remaining risk factor scores are substantially lower than the *Communities That Care*® normative median. For example, surveyed students reported low scores for the following risk factors: *Laws and Norms Favorable to Drug Use and Handguns, Perceived Availability of Drugs and Handguns, Poor Family Discipline, Family History of Antisocial Behavior, Friends' Use of Drugs, Favorable Attitudes toward ATOD Use, Low Perceived Risks of Drug Use* and *Early Initiation (of Drug Use and Antisocial Behavior)*. Taken as a whole, it appears that New Jersey middle school students have a generally positive risk factor profile. Furthermore, the overall risk profile has been steadily improving since 1999. However, it should be noted that the improvement during the 2001-2003 interval was less pronounced than the improvement between 1999 and 2001.

Consistent with the risk factor profile, the protective factors are near or above the normative median. Especially positive are all of the protective factors in the Family Domain, *School Opportunities for Prosocial Involvement* in the School Domain, and *Social Skills* and *Religiosity* in the Peer and Individual Domain.

Looking at the School Domain protective factors, it appears that New Jersey's middle schools offer their students plenty of opportunities for prosocial involvement. However, student responses indicate that there is room for improvement in the system of rewards offered to students who take advantage of these opportunities.

The highest risk factor among New Jersey's middle school students is *Community Disorganization*. Bergen, Hudson and Passaic Counties have exceptionally high average scores for this scale, suggesting that young people living in these counties are the ones who will benefit the most from improved social order and community safety.

The next highest risk factor among New Jersey's middle school students is *Favorable Attitudes toward Antisocial Behavior,* and this problem is most pronounced in Cape May, Camden, Morris and Ocean Counties. Not surprisingly, these counties also score among the highest for *Parental Attitudes Favorable toward Antisocial Behavior.* Young people in these communities will benefit the most from community programs aimed at raising parental awareness of the value of clearly defined and well-communicated norms regarding appropriate social behavior.

One of the most important strengths of New Jersey communities is that students perceive the availability of drugs and firearms to be very low. The state average for the *Perceived Availability of Drugs and Handguns* scale is an outstanding 28. A second strength at the state level is students' understanding of the risks of drug use. Furthermore, New Jersey has made important gains in this respect during the past four years, lowering the state average score for the *Low Perceived Risks of Drug Use* from 40 in 1999 to 32 in 2003.

Finally, we review the relationship between average risk and protection on one hand, and prevalence rates of ATOD use on the other. Graphs 1A to 1D show alcohol, cigarette, marijuana, and inhalant prevalence rates plotted against the average level of protection. Graphs 2A to 2D show the same prevalence rates plotted against the average level of risk. To simplify the graphs, average protection and risk have been recoded into the four categories: Very Low (bottom 25.0% of respondents), Low (25.1% - 50.0% of respondents), High (50.1% - 75.0% of respondents) and Very High (top 25.0% of respondents).

The first point to note about Graphs 1A to 1D is that as average protection increases, all prevalence rates decrease. In other words, protective factors indeed protect youth from ATOD use. For example, average alcohol prevalence rates of respondents whose average protection is in the bottom 25% are close to 70% for lifetime use, around 50% for past-year use and close to 30% for past-30-day use. In contrast, the same figures for respondents whose average protection is in the top 25% are approximately 25%, 12% and 5%, respectively.

The second point to note is that, with the exception of annual and lifetime alcohol use, the reduction in ATOD prevalence between "Very Low" and "Low" average levels of protection is greater than the reduction between "High" and "Very High" average levels of protection. In other words, with a unit increase in average protection, the largest reductions in ATOD use are observed in the past-30-day prevalence rates of the least protected respondents. This effect is particularly prominent for marijuana use. Lifetime and past-year use of alcohol, and to a lesser degree, lifetime use of cigarettes, show slightly different patterns of association. For those rates, a given increase in average protection is associated with the same reductions in prevalence, regardless of the protection level of the respondent.

Graphs 2A to 2D show similar associations between average risk and ATOD use. As would be expected, lower levels of risk are associated with lower prevalence rates for all four substances.

As with the previous group of graphs, lifetime and, to a lesser extent, annual use of alcohol have a linear relationship with average risk. That is, the increase in alcohol use between "Very Low" and "Low" average levels of risk is similar to the increase in alcohol use between "High" and "Very High" average levels of risk. All the other lines in this group of four graphs, however, show an accelerated increase in ATOD use as average level of risk increases. That is, the increase in ATOD use between "Very Low" and "Low" average levels of risk is small, while the increase in ATOD use between "High" and "Very High" average levels of risk is large. For example, while lifetime use of marijuana increases from 0.0% among "Very Low" risk students to just 0.8% among "Low" risk students, it increases from 3.0% among "High" risk students to 21.3% among "Very High" risk students.

Table 63
Protective Factor Scale Scores for Surveyed Students in New Jersey Middle Schools

Scale	1999	2001	2003
Community Domain			
Community Rewards for Prosocial Involvement	47	49	50
Family Domain			
Family Attachment	53	55	53
Family Opportunities for Prosocial Involvement	53	55	53
Family Rewards for Prosocial Involvement	53	57	55
School Domain			
School Opportunities for Prosocial Involvement	52	54	54
School Rewards for Prosocial Involvement	48	48	49
Peer and Individual Domain			
Religiosity	49	56	55
Social Skills	50	56	56
Belief in the Moral Order	49	53	51
Average Protective Factor Score	**50**	**54**	**53**

Note: A score of 50 matches the normative median, with scores higher than 50 indicating above-average scores, and scores below 50 indicating below-average scores. Because risk is associated with negative behavioral outcomes, it is better to have lower risk factor scale scores, not higher. Conversely, because protective factors are associated with better behavioral outcomes, it is better to have protective factor scale scores with high values.

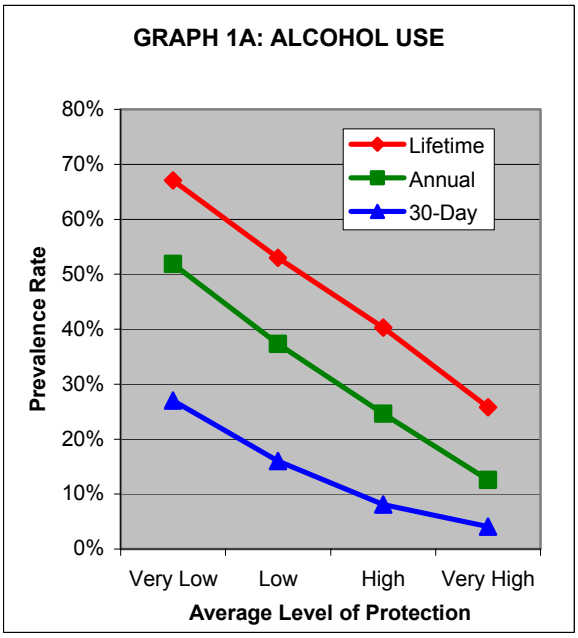
Table 64
Risk Factor Scale Scores for Surveyed Students in New Jersey Middle Schools

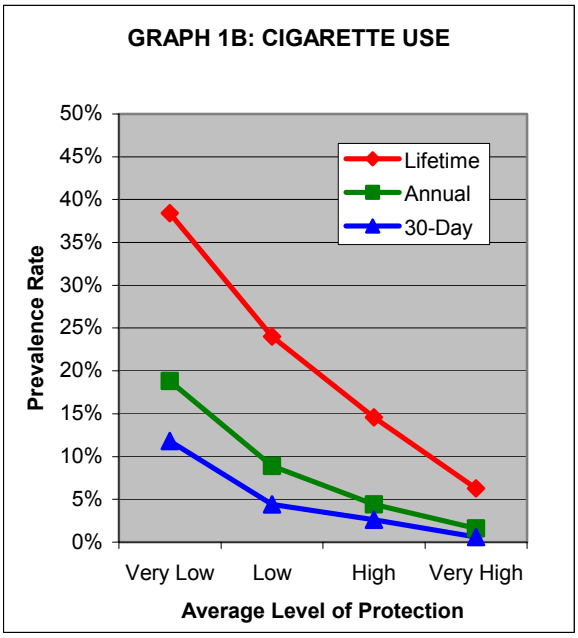
Scale	1999	2001	2003
Community Domain			
Low Neighborhood Attachment	52	48	47
Community Disorganization	61	56	59
Personal Transitions and Mobility	47	46	43
Laws and Norms Favorable to Drug Use and Handguns*	43	38	39
Perceived Availability of Drugs and Handguns*	35	28	28
Family Domain			
Poor Family Supervision	50	46	46
Poor Family Discipline	48	41	40
Family History of Antisocial Behavior	42	35	37
Parental Attitudes Favorable toward ATOD Use	44	40	41
Parental Attitudes Favorable toward Antisocial Behavior	52	50	52
School Domain			
Poor Academic Performance*	53	51	48
Lack of Commitment to School	55	49	49
Peer and Individual Domain			
Rebelliousness*	54	48	50
Friends' Delinquent Behavior	54	50	50
Friends' Use of Drugs	45	35	35
Peer Rewards for Antisocial Behavior	45	40	41
Favorable Attitudes toward Antisocial Behavior*	59	54	56
Favorable Attitudes toward ATOD Use	43	37	36
Low Perceived Risks of Drug Use	40	33	32
Early Initiation (of Drug Use and Antisocial Behavior)	48	40	38
Sensation Seeking	50	45	46
Average Risk Factor Score	**49**	**43**	**43**

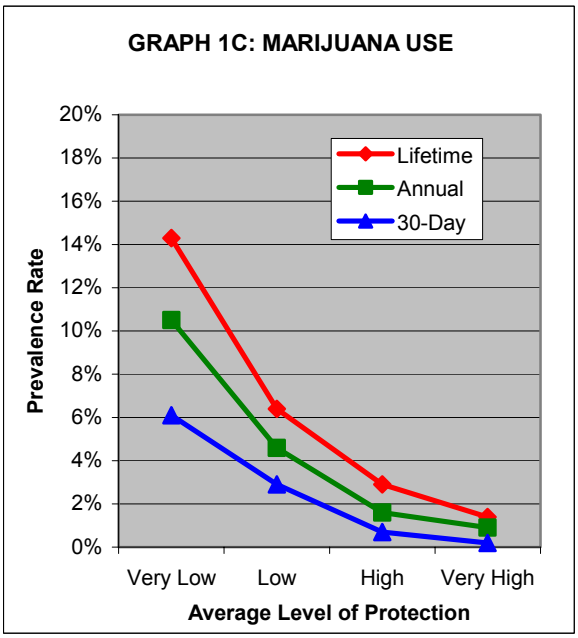
* These scores have been corrected from what was originally reported in the 1999 survey report.

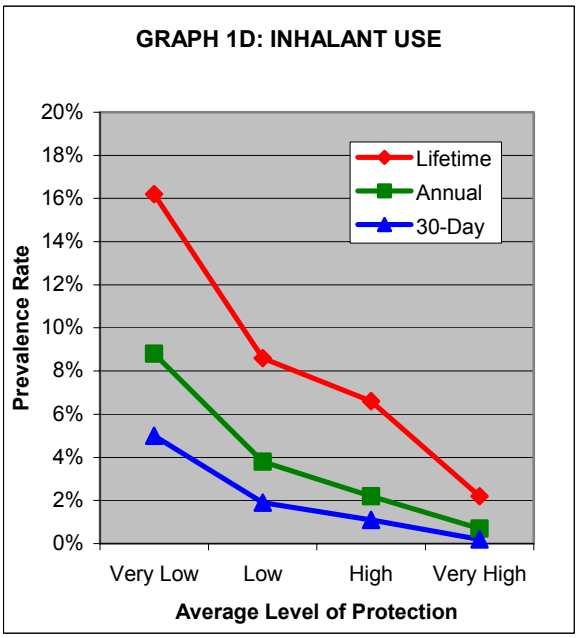
Note: A score of 50 matches the normative median, with scores higher than 50 indicating above-average scores, and scores below 50 indicating below-average scores. Because risk is associated with negative behavioral outcomes, it is better to have lower risk factor scale scores, not higher. Conversely, because protective factors are associated with better behavioral outcomes, it is better to have protective factor scale scores with high values.

Graphs 1A – 1D
The Relationship between Average Protective Factor Score and Substance Use





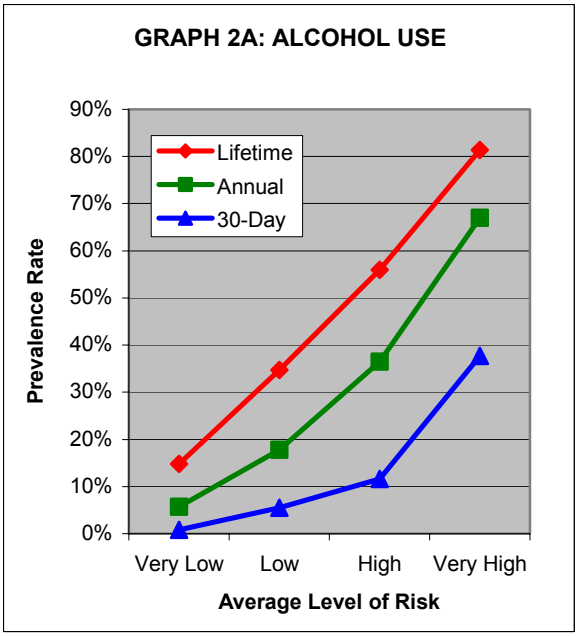


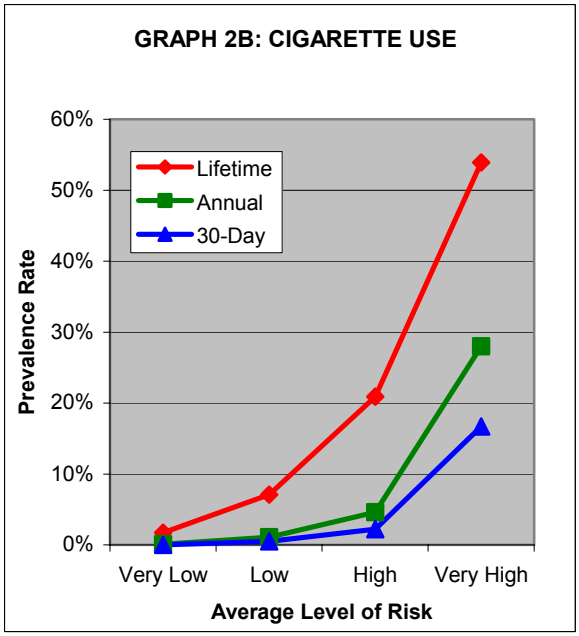


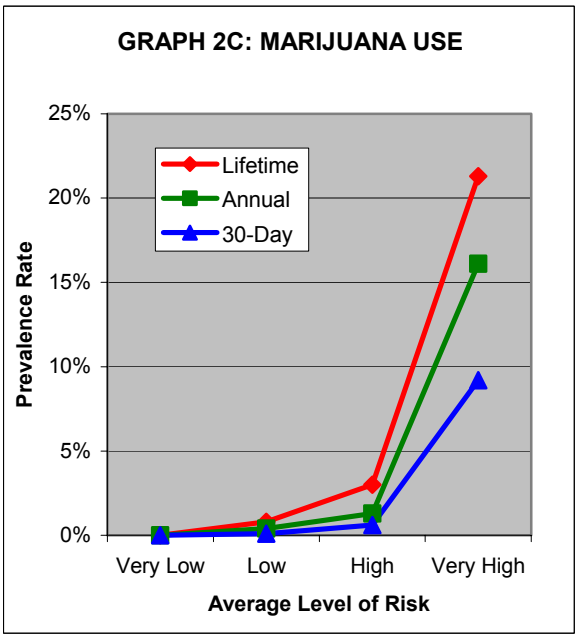
Note: The four protective factor categories represent equal quartiles of the survey sample: Very Low = respondents with scores in the bottom 25% of the average protective factor distribution, Low = 25.1% to 50.0%, High = 50.1% to 75.0% and Very High = 75.1% to 100.0%.

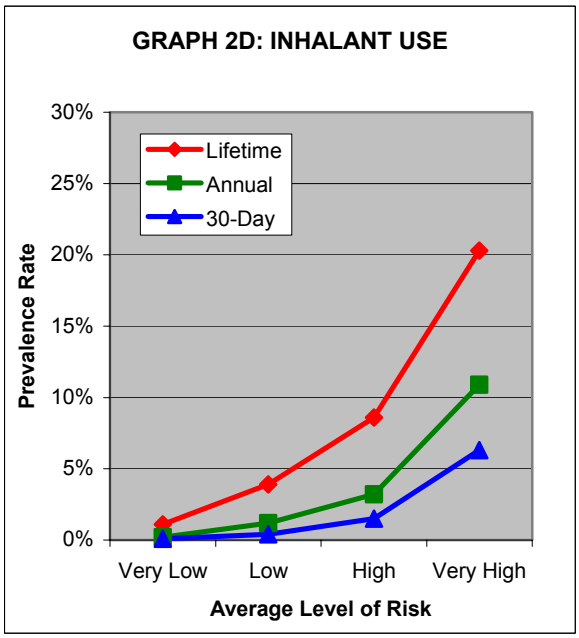
Graphs 2A – 2D

The Relationship between Average Risk Factor Score and Substance Use









Note: The four risk factor categories represent equal quartiles of the survey sample: Very Low = respondents with scores in the bottom 25% of the average protective factor distribution, Low = 25.1% to 50.0%, High = 50.1% to 75.0% and Very High = 75.1% to 100.0%.

Appendix A: County-Level Results

Table A1

Percent of Valid Student Surveys Collected from Each New Jersey County, by Demographic Characteristics, 2003

	County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Grade	7th	45.7	50.4	60.5	50.4	50.6	58.4	55.0	52.3	45.8	49.7	60.5	48.3	51.7	45.3	40.0	46.9	47.2	52.8	47.5	51.2
	8th	53.3	48.9	39.5	48.6	49.4	40.1	44.4	47.6	54.0	49.4	39.0	51.7	47.3	54.1	59.3	52.1	52.8	46.4	51.5	48.7
	Did not respond	1.0	0.7	0.0	1.0	0.0	1.6	0.6	0.1	0.2	0.9	0.4	0.0	1.0	0.7	0.7	1.0	0.0	0.8	1.0	0.2
Sex	Female	54.3	51.1	54.7	57.8	52.8	55.0	51.9	54.0	52.9	53.8	52.5	52.9	55.5	54.4	59.3	54.1	52.8	56.7	49.5	54.5
	Male	44.6	47.5	44.8	40.5	46.8	44.4	46.4	45.4	46.0	45.9	46.9	46.0	43.7	45.3	39.6	45.3	47.2	42.6	49.6	44.5
	Did not respond	1.1	1.4	0.6	1.7	0.4	0.6	1.7	0.6	1.1	0.3	0.6	1.0	0.8	0.3	1.0	0.7	0.0	0.6	1.0	1.0
Ethnicity	White	65.2	29.5	90.7	67.2	90.0	44.1	18.6	67.3	7.7	88.1	72.3	67.3	72.4	67.2	82.2	6.8	89.4	54.7	84.0	77.8
	African American	7.5	8.6	2.9	10.7	0.9	11.5	37.7	13.7	18.0	0.6	8.3	2.5	4.9	1.0	0.9	30.8	0.4	9.4	0.9	4.2
	Latino	12.2	54.7	2.9	10.9	3.9	32.3	29.0	6.8	59.7	3.1	8.5	11.5	9.7	9.1	7.1	51.6	3.5	17.3	6.6	7.2
	American Indian	0.2	0.7	0.0	0.5	0.9	1.2	1.3	0.5	0.3	0.0	0.3	0.0	0.5	0.0	0.5	0.3	1.1	0.8	0.1	0.5
	Asian	6.6	0.7	1.7	2.3	0.4	1.6	3.3	0.8	8.0	1.6	2.4	6.7	4.9	7.4	1.0	1.1	1.1	7.3	0.9	1.5
	Pacific Islander	0.1	0.0	0.0	0.0	0.0	0.3	0.2	0.2	0.0	0.3	0.4	0.2	0.3	0.7	0.2	0.3	0.0	0.0	0.0	0.2
	Other	2.7	1.4	1.2	2.2	0.4	1.9	4.0	2.9	3.1	0.9	3.1	4.2	3.3	5.1	1.6	4.2	1.4	3.8	1.8	2.2
	Multi-race	4.6	4.3	0.6	5.5	3.5	6.8	3.7	7.0	2.9	4.7	4.5	7.7	3.8	8.8	6.2	2.9	3.2	6.0	5.3	6.0
	Did not respond	1.0	0.0	0.0	0.7	0.0	0.3	2.2	0.7	0.3	0.6	0.3	0.0	0.3	0.7	0.3	1.8	0.0	0.8	0.5	0.5

Note: No students from Union County participated in the 2003 survey.

Table A2

Number of Valid Student Surveys Collected from Each New Jersey County, by Demographic Characteristics, 2003

	County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren
		1018	139	172	597	231	322	900	853	650	320	674	480	391	296	578	614	284	631	1233	600
Grade	7th	465	70	104	301	117	188	495	446	298	159	408	232	202	134	231	288	134	333	586	307
	8th	543	68	68	290	114	129	400	406	351	158	263	248	185	160	343	320	150	293	635	292
	Did not respond	10	1	0	6	0	5	5	1	1	3	3	0	4	2	4	6	0	5	12	1
Sex	Female	553	71	94	345	122	177	467	461	344	172	354	254	217	161	343	332	150	358	610	327
	Male	454	66	77	242	108	143	418	387	299	147	316	221	171	134	229	278	134	269	611	267
	Did not respond	11	2	1	10	1	2	15	5	7	1	4	5	3	1	6	4	0	4	12	6
Ethnicity	White	664	41	156	401	208	142	167	574	50	282	487	323	283	199	475	42	254	345	1036	467
	African American	76	12	5	64	2	37	339	117	117	2	56	12	19	3	5	189	1	59	11	25
	Latino	124	76	5	65	9	104	261	58	388	10	57	55	38	27	41	317	10	109	81	43
	American Indian	2	1	0	3	2	4	12	4	2	0	2	0	2	0	3	2	3	5	1	3
	Asian	67	1	3	14	1	5	30	7	52	5	16	32	19	22	6	7	3	46	11	9
	Pacific Islander	1	0	0	0	0	1	2	2	0	1	3	1	1	2	1	2	0	0	0	1
	Other	27	2	2	13	1	6	36	25	20	3	21	20	13	15	9	26	4	24	22	13
	Multi-race	47	6	1	33	8	22	33	60	19	15	30	37	15	26	36	18	9	38	65	36
	Did not respond	10	0	0	4	0	1	20	6	2	2	2	0	1	2	2	11	0	5	6	3

Note: No students from Union County participated in the 2003 survey.

Table A3

Prevalence Summaries of Selected Substance Use by New Jersey Middle School Students, by County, 2003

County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Alcohol, Lifetime	44.6	46.7	43.2	51.8	52.6	47.3	41.5	49.7	52.8	37.5	41.4	48.1	44.6	50.3	45.6	46.2	53.1	43.7	47.6	45.9
Alcohol, Annual	31.2	33.3	23.8	35.4	38.3	32.1	26.5	29.9	35.3	25.8	28.9	34.9	30.7	36.3	31.9	29.3	41.4	28.8	31.4	32.1
Alcohol, 30 Days	13.6	12.3	9.5	16.5	20.1	12.3	10.4	12.4	16.7	10.2	14.0	17.3	11.6	18.5	16.0	12.0	18.8	10.4	14.3	15.8
Alcohol, Binge Drinking	5.0	6.0	3.6	11.2	12.0	6.0	6.4	5.7	10.4	1.6	4.6	7.2	4.7	5.1	6.9	6.9	9.8	4.0	5.6	4.7
Cigarettes, Lifetime	16.0	24.1	13.4	28.9	29.7	25.2	21.3	23.4	32.4	12.6	16.3	18.8	15.7	10.3	22.1	28.6	29.8	14.0	18.0	21.5
Cigarettes, Annual	5.7	10.2	7.0	12.1	15.6	9.8	4.8	10.1	10.4	7.0	8.3	7.2	7.5	4.1	11.6	8.1	15.1	6.4	8.9	12.2
Cigarettes, 30 Days	3.2	8.0	3.6	6.2	8.7	5.9	2.7	4.9	5.8	4.2	4.5	3.4	4.4	2.1	8.4	3.6	9.1	2.3	5.0	6.3
Smokeless Tobacco, Lifetime	3.0	4.3	1.2	3.3	6.5	3.8	2.7	2.1	3.9	5.0	2.7	2.3	2.1	1.7	5.6	3.7	9.5	2.1	3.0	6.2
Smokeless Tobacco, Annual	1.5	2.2	0.6	1.4	4.3	1.3	1.5	1.2	2.7	3.4	2.2	2.3	1.3	1.0	2.7	2.0	5.8	1.2	2.7	3.9
Smokeless Tobacco, 30 Days	0.6	0.0	0.0	0.4	1.8	0.0	0.5	0.2	0.6	1.2	0.5	1.1	0.5	0.7	1.1	0.2	1.8	0.5	0.5	1.4
Bidis, Lifetime	1.6	0.8	0.6	1.6	1.8	1.0	0.9	1.1	2.4	1.3	1.9	2.1	0.8	0.0	1.1	1.6	2.6	1.6	2.1	2.8
Bidis, Annual	1.1	1.5	0.6	1.4	1.7	0.6	0.7	1.0	1.4	1.6	1.6	2.5	0.3	0.0	1.1	1.4	2.6	1.2	1.7	2.1
Bidis, 30 Days	0.3	0.0	0.0	0.4	1.3	0.0	0.5	0.5	1.1	0.6	0.5	1.3	0.3	0.0	0.5	0.3	1.1	0.3	0.5	1.0
Marijuana, Lifetime	7.1	6.5	7.0	9.7	15.6	7.3	5.0	7.5	8.9	2.2	5.7	5.7	4.4	1.7	8.0	5.2	10.7	2.7	7.3	6.9
Marijuana, Annual	5.3	5.1	4.1	7.0	12.7	5.8	3.2	4.6	6.6	1.3	4.6	3.4	3.9	0.7	6.2	2.6	9.0	1.6	6.3	5.4
Marijuana, 30 Days	3.2	3.6	0.6	5.1	7.4	3.2	1.7	3.1	2.9	1.3	2.0	1.1	2.1	0.7	3.9	1.7	5.4	0.7	2.6	3.4
Inhalants, Lifetime	8.6	5.0	4.1	9.6	12.1	9.8	7.7	7.8	12.9	8.2	10.6	8.0	9.3	9.2	8.4	8.1	11.2	8.3	9.0	13.2
Inhalants, Annual	4.8	2.2	1.8	3.7	5.7	4.8	3.9	3.4	4.8	4.4	6.4	3.3	3.9	4.4	3.6	2.6	7.2	4.7	5.0	9.7
Inhalants, 30 Days	2.9	0.7	1.2	1.7	2.2	2.6	2.3	2.2	2.4	1.3	3.1	2.7	1.8	2.0	2.5	1.4	4.3	1.6	2.3	5.3
Other Illicit Drugs, Lifetime	2.6	0.7	1.8	3.2	5.2	3.9	1.9	1.6	3.3	2.2	2.5	1.5	1.6	0.3	2.7	2.5	4.8	1.1	2.7	1.4
Other Illicit Drugs, Annual	1.7	0.7	0.6	2.0	2.2	1.6	1.2	1.0	2.3	1.0	1.8	0.6	1.1	0.3	1.8	1.4	3.0	0.4	1.2	1.2
Other Illicit Drugs, 30 Days	0.9	0.0	0.0	1.1	1.3	0.7	0.6	0.5	1.1	0.0	0.3	0.4	0.8	0.3	0.4	0.7	1.5	0.0	0.5	0.5
Any Illicit Drug, Lifetime	14.9	12.2	11.0	19.3	24.2	17.0	12.7	14.8	21.1	11.6	15.3	13.2	12.9	11.1	15.7	14.0	18.6	10.6	14.3	17.1
Any Illicit Drug, Annual	9.7	7.9	5.3	11.1	17.9	9.8	7.7	8.0	11.8	6.3	10.6	5.9	7.0	5.1	10.4	6.1	14.0	6.2	9.6	12.6
Any Illicit Drug, 30 Days	5.8	4.3	1.8	7.0	9.2	5.4	4.0	5.5	6.0	2.5	5.1	3.8	3.9	2.4	6.7	3.4	9.7	2.2	4.8	7.3

Note: No students from Union County participated in the 2003 survey.

Table A4

Number of Valid Student Surveys for Prevalence Summaries of Selected Substances, by County, 2003

County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren
Alcohol, Lifetime	983	137	169	575	230	313	852	831	633	312	637	464	386	290	542	587	275	575	1173	591
Alcohol, Annual	983	138	168	573	230	312	838	824	634	314	644	473	387	292	536	580	278	573	1173	588
Alcohol, 30 Days	981	138	169	575	229	309	835	828	630	315	650	475	387	292	537	581	276	576	1178	589
Alcohol, Binge Drinking	984	133	169	571	225	315	846	838	635	316	647	473	386	293	534	593	275	582	1186	592
Cigarettes, Lifetime	988	137	172	575	229	317	859	837	645	318	651	474	389	291	553	595	282	584	1192	596
Cigarettes, Annual	989	137	171	572	231	315	857	834	635	314	651	475	387	290	552	591	279	582	1189	589
Cigarettes, 30 Days	985	138	167	569	229	307	845	818	625	312	648	473	385	288	548	585	275	577	1182	589
Smokeless Tobacco, Lifetime	998	139	172	582	230	319	864	843	646	319	659	479	389	294	556	598	283	585	1202	596
Smokeless Tobacco, Annual	992	137	172	571	231	313	853	834	639	320	651	477	390	293	554	589	277	583	1199	592
Smokeless Tobacco, 30 Days	987	137	171	571	228	310	850	829	632	320	653	475	388	292	554	579	276	580	1192	586
Bidis, Lifetime	978	131	169	564	226	314	846	824	633	311	641	470	387	288	542	570	274	578	1176	578
Bidis, Annual	974	136	171	566	231	311	850	815	635	312	635	475	383	286	551	580	273	574	1153	580
Bidis, 30 Days	972	135	171	571	231	310	852	821	630	313	643	474	385	288	549	577	269	578	1168	578
Marijuana, Lifetime	991	139	172	577	231	316	859	837	641	318	650	477	386	295	538	599	280	582	1192	594
Marijuana, Annual	983	138	171	571	228	312	844	829	632	313	649	477	386	295	536	588	277	580	1184	592
Marijuana, 30 Days	982	138	171	569	229	310	834	828	623	316	645	475	382	295	535	577	277	575	1177	588
Inhalants, Lifetime	987	139	171	575	231	317	855	841	641	317	644	477	386	295	536	595	276	579	1189	593
Inhalants, Annual	978	138	171	574	229	313	843	830	630	316	642	478	386	293	531	586	277	575	1179	590
Inhalants, 30 Days	977	137	171	573	229	313	844	829	629	315	644	478	386	293	527	584	276	577	1178	590
Other Illicit Drugs, Lifetime	965	137	170	559	229	308	839	822	634	314	628	466	383	292	516	591	272	558	1140	579
Other Illicit Drugs, Annual	951	137	168	553	224	304	821	811	619	312	620	466	380	291	512	575	268	557	1126	573
Other Illicit Drugs, 30 Days	950	137	168	548	224	303	813	810	620	312	617	463	380	290	503	575	266	556	1124	571
Any Illicit Drug, Lifetime	997	139	172	579	231	317	864	842	644	319	654	478	387	296	542	602	280	583	1198	595
Any Illicit Drug, Annual	988	139	171	577	229	315	856	837	636	317	652	478	387	296	538	592	279	581	1191	593
Any Illicit Drug, 30 Days	991	139	171	575	229	315	851	837	635	317	651	478	387	295	538	592	279	582	1191	593

Note: No students from Union County participated in the 2003 survey.

Table A5

Prevalence Summaries of Selected Delinquent Behaviors by New Jersey Middle School Students, by County, 2003

County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Attacking Someone with Intent to Harm	8.1	10.3	6.4	14.3	16.1	15.1	15.8	12.5	16.8	6.0	11.3	14.1	12.2	12.2	15.3	12.5	10.7	8.3	9.8	12.5
Attempting to Steal a Vehicle	0.9	1.5	0.0	3.2	2.6	2.8	1.8	2.1	2.2	0.6	2.6	2.3	1.0	2.0	1.7	0.5	1.1	1.1	1.5	1.5
Being Arrested	2.8	4.4	0.6	7.7	9.6	7.6	2.8	4.5	6.1	1.3	2.1	4.0	2.1	3.8	2.1	2.2	2.5	2.9	2.8	2.0
Being Drunk or High at School	2.9	1.5	1.2	6.1	5.7	4.1	3.8	3.4	6.2	3.1	4.8	2.5	4.7	1.4	5.6	3.3	4.9	2.2	4.2	4.4
Carrying a Handgun	1.2	1.5	0.6	2.4	0.4	2.2	2.9	2.2	2.3	1.6	2.0	2.9	1.6	2.0	2.4	0.8	2.5	0.6	1.8	1.5
Getting Suspended	7.7	8.1	6.4	17.0	10.1	15.4	22.3	10.4	20.9	0.9	7.1	8.6	4.7	6.5	14.8	20.4	9.9	8.6	4.2	8.7
Selling Drugs	1.3	3.0	0.0	2.2	2.2	3.1	0.7	1.6	1.9	0.3	1.7	1.3	1.0	0.7	2.3	1.2	2.1	0.8	1.6	1.0
Taking a Handgun to School	0.3	0.7	0.0	0.5	0.0	0.6	0.9	0.2	0.3	0.9	0.5	0.6	0.3	0.3	0.2	0.2	0.4	0.2	0.2	0.0

Note: No students from Union County participated in the 2003 survey.

Table A6

Number of Valid Student Surveys for Prevalence Summaries of Selected Delinquent Behaviors, by County, 2003

County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren
Attacking Someone with Intent to Harm	1,012	136	171	593	230	317	886	846	642	319	661	475	386	295	575	600	281	627	1,221	593
Attempting to Steal a Vehicle	1,012	136	172	593	230	318	885	846	644	320	666	478	387	295	574	600	283	627	1,222	593
Being Arrested	1,008	136	171	585	228	315	880	843	638	318	664	477	383	293	571	597	281	623	1,217	594
Being Drunk or High at School	1,011	135	171	592	229	319	884	845	644	320	664	476	387	295	575	601	283	626	1,218	592
Carrying a Handgun	1,012	136	172	593	229	319	886	846	646	319	665	478	387	294	576	600	282	627	1,221	592
Getting Suspended	1,010	136	172	594	228	319	891	846	645	320	665	478	387	294	576	603	283	626	1,223	595
Selling Drugs	1,006	134	172	589	229	319	877	837	641	319	660	476	384	295	569	594	282	620	1,214	587
Taking a Handgun to School	1,012	136	172	592	230	319	885	844	643	320	666	478	387	295	575	600	283	627	1,223	593

Note: No students from Union County participated in the 2003 survey.

Table A7

Protective Factor Scale Scores, by County and Statewide, 2003

County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren	**Statewide**
Community Domain																					
Community Rewards for Prosocial Involvement	50	57	57	48	49	42	47	51	45	52	50	45	54	50	46	46	53	50	47	50	**50**
Family Domain																					
Family Attachment	56	51	59	49	50	49	52	55	49	58	56	51	55	57	51	52	59	59	55	52	**53**
Family Opportunities for Prosocial Involvement	58	54	55	48	52	52	52	54	52	55	56	48	56	54	52	56	58	59	54	53	**53**
Family Rewards for Prosocial Involvement	59	52	61	49	54	52	56	57	52	58	58	51	57	48	54	54	57	62	57	53	**55**
School Domain																					
School Opportunities for Prosocial Involvement	61	56	49	48	59	51	59	59	50	52	53	54	59	44	56	49	51	58	53	54	**54**
School Rewards for Prosocial Involvement	55	60	45	43	55	47	51	48	51	50	50	42	50	58	47	52	49	49	49	45	**49**
Peer and Individual Domain																					
Religiosity	57	52	61	53	56	56	54	56	55	55	57	55	59	58	51	51	56	60	51	53	**55**
Social Skills	60	56	62	50	52	56	56	57	54	61	56	54	59	58	51	56	56	59	55	57	**56**
Belief in the Moral Order	56	50	60	44	47	54	49	52	48	58	54	50	53	53	45	51	52	53	54	55	**51**

Note: No students from Union County participated in the 2003 survey.

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Table A8
Risk Factor Scale Scores, by County and Statewide, 2003

County	Atlantic	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer	Middlesex	Monmouth	Morris	Ocean	Passaic	Salem	Somerset	Sussex	Warren	**Statewide**
Community Domain																					
Low Neighborhood Attachment	47	45	41	51	48	53	51	47	52	41	43	47	44	43	53	52	49	45	48	49	**47**
Community Disorganization	52	72	53	67	55	54	66	60	72	42	47	57	53	49	57	69	58	46	54	56	**59**
Personal Transitions and Mobility	43	45	34	42	38	47	52	44	54	30	37	45	37	33	40	53	39	44	36	41	**43**
Laws and Norms Favorable to Drug Use and Handguns	37	37	36	45	44	45	41	41	40	39	35	42	36	36	41	38	43	34	42	36	**39**
Perceived Availability of Drugs and Handguns	29	27	23	33	33	28	28	30	32	25	26	32	26	26	29	26	35	24	30	27	**28**
Family Domain																					
Poor Family Supervision	43	46	41	53	50	45	45	44	45	46	46	46	44	46	48	44	46	41	45	47	**46**
Poor Family Discipline	38	44	32	45	42	40	45	38	42	38	38	40	37	40	41	45	41	35	38	37	**40**
Family History of Antisocial Behavior	37	42	28	41	40	43	40	41	45	30	32	34	34	32	37	44	35	28	33	35	**37**
Parental Attitudes Favorable toward ATOD Use	41	43	39	45	45	43	39	40	41	40	40	41	41	41	44	39	48	39	41	41	**41**
Parental Attitudes Favorable toward Antisocial Behavior	51	53	51	56	57	52	51	50	52	49	49	53	53	54	53	50	55	50	52	53	**52**
School Domain																					
Poor Academic Performance	43	55	42	52	47	52	49	49	53	45	45	49	42	43	49	54	50	44	48	47	**48**
Lack of Commitment to School	46	40	53	55	51	50	42	49	42	52	48	57	50	57	52	38	50	47	54	51	**49**
Peer and Individual Domain																					
Rebelliousness	47	51	45	56	52	51	50	51	52	47	48	52	49	49	54	48	50	48	50	50	**50**
Friends' Delinquent Behavior	49	50	37	55	48	56	55	50	57	37	46	48	48	46	51	58	47	46	44	46	**50**
Friends' Use of Drugs	33	39	28	41	39	39	32	37	39	28	33	33	33	31	38	34	40	31	34	34	**35**
Peer Rewards for Antisocial Behavior	42	38	39	44	49	43	39	41	42	38	44	42	44	40	42	41	52	42	44	43	**41**
Favorable Attitudes toward Antisocial Behavior	55	53	51	60	62	54	54	55	53	54	54	59	56	60	60	50	58	56	57	57	**56**
Favorable Attitudes toward ATOD Use	34	37	33	42	42	36	35	37	38	34	36	36	35	35	40	34	40	34	37	37	**36**
Low Perceived Risks of Drug Use	29	33	29	37	38	33	35	31	30	25	28	30	30	26	32	38	32	29	31	33	**32**
Early Initiation (of Drug Use and Antisocial Behavior)	36	38	30	44	42	41	42	39	47	28	34	38	34	34	39	44	40	34	34	35	**38**
Sensation Seeking	46	40	43	51	49	47	43	47	45	44	48	51	47	52	51	40	49	45	52	46	**46**

Note: No students from Union County participated in the 2003 survey.

Appendix B: Other Resources

Web Sites

Office of National Drug Control Policy www.whitehousedrugpolicy.gov.
National Clearinghouse for Alcohol and Drug Information www.health.org/index.htm.
Substance Abuse and Mental Health Services Administration (SAMHSA) www.samhsa.gov.
Monitoring the Future www.monitoringthefuture.org.
National Institute on Drug Abuse (NIDA) www.nida.nih.gov and www.drugabuse.gov.
National Institute on Alcohol Abuse and Alcoholism (NIAAA) www.niaaa.nih.gov.
Social Development Research Group http://depts.washington.edu/sdrg.

Prevention Program Guides

Communities That Care® prevention strategies: A research guide to what works (2000). Seattle, WA: Developmental Research and Programs, Inc.

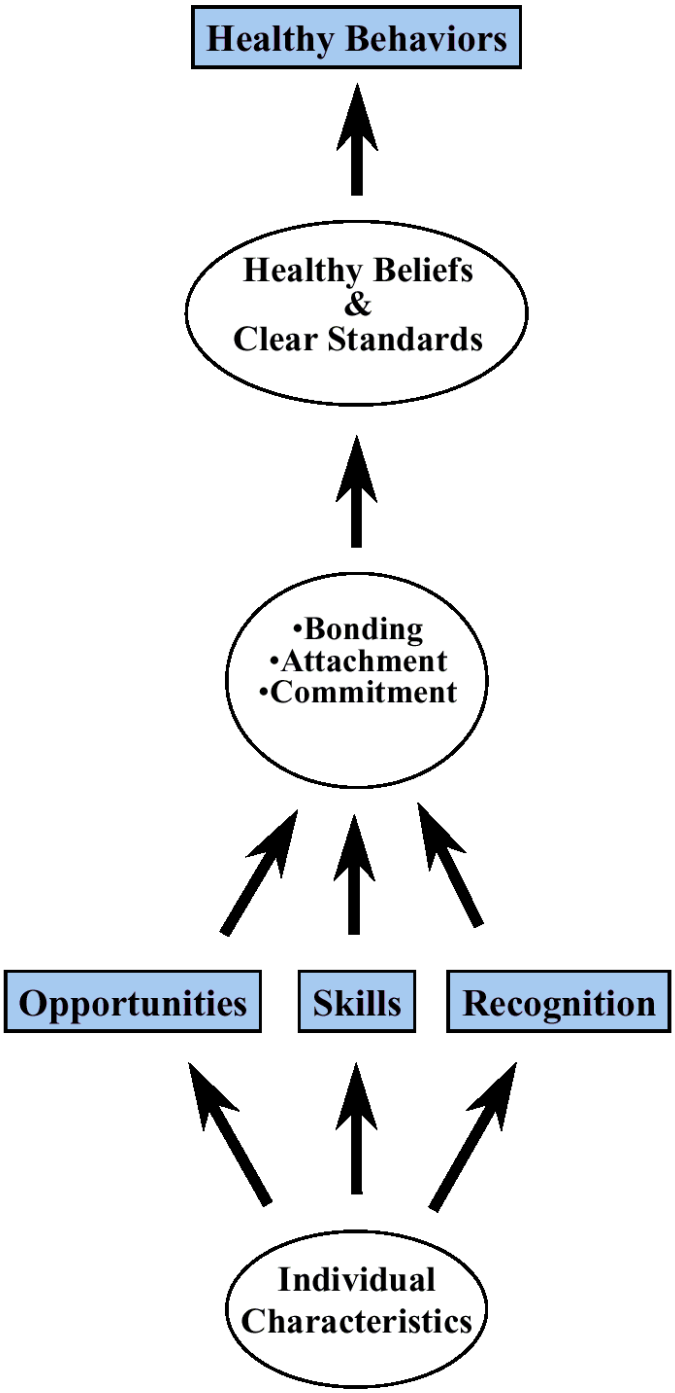
Sloboda, Z., & David, S. L. (1997). Preventing drug use among children and adolescents: A research-based guide (NIH Publication No. 97-4212). Rockville, MD: National Clearinghouse for Alcohol and Drug Information. (ERIC Document Reproduction Service No. ED 424525).

Blueprint Programs www.colorado.edu/cspv/blueprints.

Prevention Planning

Hawkins, J. D., Catalano, R. F., & Associates (1992). *Communities That Care®: Action for drug abuse prevention* (1st ed.). San Francisco: Jossey-Bass.

Appendix C: The Social Development Strategy



Appendix D: The 2003 NJSUS Questionnaire

New Jersey Communities That Care® Survey

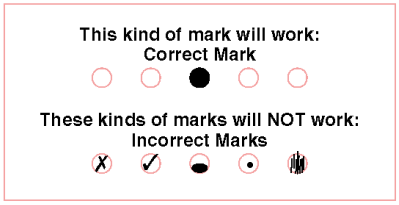
Thank you for accepting the invitation to participate in this study. The questions contained in this booklet are designed to obtain your opinion about a number of things concerning you, your friends, your family, your neighborhood and your community. In a sense, many of your answers will count as "votes" on a wide range of important issues.

In order for this study to be helpful, it is important that you answer each question as thoughtfully and honestly as possible. All of your answers will be kept strictly confidential and will never be seen by anyone at your school. This study is completely voluntary so you may skip any question that you do not wish to answer.

Be sure to read the instructions below before you begin to answer. Thank you very much for being an important part of this project.

Instructions

1. This is not a test, so there are no right or wrong answers.
2. All of the questions should be answered by marking one of the answer spaces. If you don't always find an answer that fits exactly, use one that comes closest. If any question does not apply to you, or you are not sure of what it means, just leave it blank.
3. Your answers will be read automatically by a computer. Please follow these instructions carefully.
   - Use only a blue or black pen or pencil.
   - Make heavy marks inside the circles.
   - Erase cleanly any answer you wish to change.
   - Make no other markings or comments on the answer pages, since they interfere with the automatic reading.



4. Some of the questions have the following format:

   Please mark in the circle which of the four words best describes how you feel about that sentence.

   EXAMPLE: The Detroit Pistons are a good basketball team. YES! yes no NO!

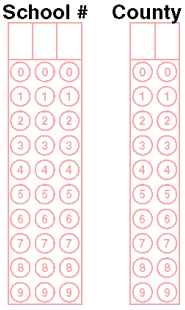
   Mark (the Big) YES! if you think the statement is definitely true for you.
   Mark (the little) yes if you think the statement is mostly true for you.
   Mark (the little) no if you think the statement is mostly not true for you.
   Mark (the Big) NO! if you think the statement is definitely not true for you.

   In the example above, the student marked yes because he or she thinks the statement is mostly true. (Please mark one answer).

BEFORE BEGINNING THE SURVEY:

The following numbers will be provided to you by the person administering the survey. Please write the numbers in the spaces provided and then darken the circles corresponding to those numbers.

School # County #



PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

These questions ask for some general information about the people completing the survey. Please mark the response that best describes you.

1. How old are you?

- ○ 10 ○ 12 ○ 14 ○ 16
- ○ 11 ○ 13 ○ 15 ○ 17 or older

2. What grade are you in?

- ○ 7th ○ 8th

3. Are you:

- ○ Female ○ Male

4. What do you consider yourself to be? (Choose all that apply.)

- ○ White
- ○ Black or African American
- ○ American Indian or Alaskan Native
- ○ Spanish/Hispanic/Latino
  - ○ Mexican American ○ Chicano
  - ○ Mexican ○ Puerto Rican
  - ○ Cuban ○ Central or South American
  - ○ Other Spanish
- ○ Asian
- ○ Native Hawaiian or other Pacific Islander
- ○ Other (Please specify) _____

5. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

- ○ Mother ○ Father
- ○ Stepmother ○ Stepfather
- ○ Foster Mother ○ Foster Father
- ○ Grandmother ○ Grandfather
- ○ Aunt ○ Uncle
- ○ Sister(s) ○ Brother(s)
- ○ Stepsister(s) ○ Stepbrother(s)
- ○ Other children ○ Other Adults

6. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?

- ○ 0 ○ 2 ○ 4 ○ 6 or more
- ○ 1 ○ 3 ○ 5

7. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are the same age or younger than you?

- ○ 0 ○ 2 ○ 4 ○ 6 or more
- ○ 1 ○ 3 ○ 5

8. What is the language you use most often at home?

- ○ English ○ Another Language
- ○ Spanish

9. What is the zip code where you live?

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

10. Where are you living now?

- ○ On a farm
- ○ In the country, not on a farm
- ○ In a city, town, or suburb

This section asks about your experiences at school.

11. Putting them all together, what were your grades like last year?

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

PLEASE DO NOT WRITE IN THIS AREA

12. During the LAST FOUR WEEKS how many whole days of school have you missed . . .

	None	1 day	2 days	3 days	4-5 days	6-10 days	11 or more days
a. because of illness	○	○	○	○	○	○	○
b. because you skipped or "cut"	○	○	○	○	○	○	○
c. for other reasons	○	○	○	○	○	○	○

	NO!	no	yes	YES!
13. In my school, students have lots of chances to help decide things like class activities and rules.	○	○	○	○
14. Teachers ask me to work on special classroom projects.	○	○	○	○
15. My teachers notice when I am doing a good job and let me know about it.	○	○	○	○
16. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	○	○	○	○
17. There are lots of chances for students in my school to talk with a teacher one-to-one.	○	○	○	○
18. I feel safe at my school.	○	○	○	○
19. The school lets my parents know when I have done something well.	○	○	○	○
20. My teachers praise me when I work hard in school.	○	○	○	○
21. Are your school grades better than the grades of most students in your class?	○	○	○	○
22. I have lots of chances to be part of class discussions or activities.	○	○	○	○

23. How often do you feel that the school work you are assigned is meaningful and important?

- ○ Almost Always
- ○ Often
- ○ Sometimes
- ○ Seldom
- ○ Never

24. How interesting are most of your courses to you?

- ○ Very interesting and stimulating
- ○ Quite interesting
- ○ Fairly interesting
- ○ Slightly dull
- ○ Very dull

25. How important do you think the things you are learning in school are going to be for your later life?

- ○ Very important
- ○ Quite important
- ○ Fairly important
- ○ Slightly important
- ○ Not at all important

26. Now, thinking back over the past year in school, how often did you . . .

	Never	Seldom	Sometimes	Often	Almost Always
a. enjoy being in school?	○	○	○	○	○
b. hate being in school?	○	○	○	○	○
c. try to do your best work in school?	○	○	○	○	○

These questions ask about your feelings and experiences in other parts of your life.

27. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

	None	1	2	3	4
a. smoked cigarettes?	○	○	○	○	○
b. tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?	○	○	○	○	○
c. used marijuana?	○	○	○	○	○
d. used LSD, cocaine, amphetamines, or other illegal drugs?	○	○	○	○	○
e. been suspended from school?	○	○	○	○	○
f. carried a handgun?	○	○	○	○	○
g. sold illegal drugs?	○	○	○	○	○
h. stolen or tried to steal a motor vehicle such as a car or motorcycle?	○	○	○	○	○
i. been arrested?	○	○	○	○	○
j. dropped out of school?	○	○	○	○	○
k. been members of a gang?	○	○	○	○	○

28. How old were you when you first:

	Never Have	10 or Younger	11	12	13	14	15	16	17 or Older
a. smoked marijuana?	○	○	○	○	○	○	○	○	○
b. smoked a cigarette, even just a puff?	○	○	○	○	○	○	○	○	○
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey or gin)?	○	○	○	○	○	○	○	○	○
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	○	○	○	○	○	○	○	○	○
e. got suspended from school?	○	○	○	○	○	○	○	○	○
f. got arrested?	○	○	○	○	○	○	○	○	○
g. carried a handgun?	○	○	○	○	○	○	○	○	○
h. attacked someone with the idea of seriously hurting them?	○	○	○	○	○	○	○	○	○
i. belonged to a gang?	○	○	○	○	○	○	○	○	○

29. How wrong do you think it is for someone your age to:

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
a. take a handgun to school?	○	○	○	○
b. steal something worth more than $5?	○	○	○	○
c. pick a fight with someone?	○	○	○	○
d. attack someone with the idea of seriously hurting them?	○	○	○	○

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
e. stay away from school all day when their parents think they are at school?	○	○	○	○
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	○	○	○	○
g. smoke cigarettes?	○	○	○	○
h. smoke marijuana?	○	○	○	○
i. use LSD, cocaine, amphetamines or another illegal drug?	○	○	○	○

30. I ignore rules that get in my way.
- ○ Very False
- ○ Somewhat False
- ○ Somewhat True
- ○ Very True

31. It is all right to beat up people if they start the fight.
- ○ NO!
- ○ no
- ○ yes
- ○ YES!

32. It is important to be honest with your parents, even if they become upset or you get punished.
- ○ NO!
- ○ no
- ○ yes
- ○ YES!

33. I do the opposite of what people tell me, just to get them mad.
- ○ Very False
- ○ Somewhat False
- ○ Somewhat True
- ○ Very True

34. I think it is okay to take something without asking if you can get away with it.
- ○ NO!
- ○ no
- ○ yes
- ○ YES!

35. How many times have you done the following things?

	Once a week or more	2 or 3 times a month	About once a month	Less than once a month	I've done it, but not in the past year	Never
a. Done what feels good no matter what.	○	○	○	○	○	○
b. Done something dangerous because someone dared you to do it.	○	○	○	○	○	○
c. Done crazy things even if they are a little dangerous.	○	○	○	○	○	○

36. Have you ever belonged to a gang?
- ○ Yes
- ○ No

37. If you have ever belonged to a gang, did the gang have a name?
- ○ No
- ○ Yes
- ○ I never belonged to a gang

38. How many times in the past year (12 months) have you:

	40+ Times	30 to 39 Times	20 to 29 Times	10 to 19 Times	6 to 9 Times	3 to 5 Times	1 or 2 Times	Never
a. been suspended from school?	○	○	○	○	○	○	○	○
b. carried a handgun?	○	○	○	○	○	○	○	○
c. sold illegal drugs?	○	○	○	○	○	○	○	○
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	○	○	○	○	○	○	○	○
e. been arrested?	○	○	○	○	○	○	○	○
f. attacked someone with the idea of seriously hurting them?	○	○	○	○	○	○	○	○
g. been drunk or high at school?	○	○	○	○	○	○	○	○
h. taken a handgun to school?	○	○	○	○	○	○	○	○

39. What are the chances you would be seen as cool if you:

	Very Good Chance	Pretty Good Chance	Some Chance	Little Chance	No or Very Little Chance
a. smoked cigarettes?	○	○	○	○	○
b. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	○	○	○	○	○
c. smoked marijuana?	○	○	○	○	○
d. carried a handgun?	○	○	○	○	○

40. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- ○ Ignore her
- ○ Grab a CD and leave the store
- ○ Tell her to put the CD back
- ○ Act like it's a joke, and ask her to put the CD back

41. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?

- ○ Leave the house anyway
- ○ Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out
- ○ Not say anything and start watching TV
- ○ Get into an argument with her

42. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?

- ○ Push the person back
- ○ Say "Excuse me" and keep on walking
- ○ Say "Watch where you are going" and keep on walking
- ○ Swear at the person and walk away

43. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

- ○ Drink it
- ○ Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else
- ○ Just say "No, thanks" and walk away
- ○ Make up a good excuse, tell your friend you had something else to do, and leave

44. I think sometimes it's okay to cheat at school.

○ NO! ○ no ○ yes ○ YES!

45. How often do you attend religious services or activities?

- ○ Never
- ○ Rarely
- ○ 1-2 Times a Month
- ○ About Once a Week or More

46. I like to see how much I can get away with.

- ○ Very False
- ○ Somewhat False
- ○ Somewhat True
- ○ Very True

	NO!	no	yes	YES!
47. It is important to think before you act.	○	○	○	○
48. Do you have to have everything right away?	○	○	○	○
49. Do you often switch from activity to activity rather than sticking to one thing at a time?	○	○	○	○
50. I often do things without thinking about what will happen.	○	○	○	○
51. Sometimes I think that life is not worth it.	○	○	○	○
52. At times I think I am no good at all.	○	○	○	○
53. All in all, I am inclined to think that I am a failure.	○	○	○	○
54. In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes?	○	○	○	○

55. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk	Moderate Risk	Slight Risk	No Risk
a. smoke one or more packs of cigarettes per day?	○	○	○	○
b. try marijuana once or twice?	○	○	○	○
c. smoke marijuana regularly?	○	○	○	○
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	○	○	○	○
e. sniff glue, breathe the contents of an aerosol spray can, or inhale other gases or sprays, in order to get high?	○	○	○	○

The next section asks your experience with tobacco, alcohol, and other drugs. Remember, your answers are confidential.

56. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?

- ○ Never
- ○ Once or twice
- ○ Once in a while but not regularly
- ○ Regularly in the past
- ○ Regularly now

57. How frequently have you used smokeless tobacco...

	Not at all	Once or twice	Once or twice per week	About once a day	More than once a day
a. ...in the past 12 months?	○	○	○	○	○
b. ...in the past 30 days?	○	○	○	○	○

58. Have you ever smoked cigarettes?

- ○ Never
- ○ Once or twice
- ○ Once in a while but not regularly
- ○ Regularly in the past
- ○ Regularly now

59. How frequently have you smoked cigarettes...

	Not at all	Less than one cigarette per day	One to five cigarettes per day	About one-half pack per day	About one pack per day	About one and one-half packs per day	Two or more packs per day
a. ...in the past 12 months?	○	○	○	○	○	○	○
b. ...in the past 30 days?	○	○	○	○	○	○	○

60. Have you ever smoked Bidis or "Beedies" even one or two puffs?

- ○ Never
- ○ Once or twice
- ○ Once in a while but not regularly
- ○ Regularly in the past
- ○ Regularly now

61. On how many occasions have you smoked Bidis or "Beedies"...

	40 or More Occasions	20-39 Occasions	10-19 Occasions	6-9 Occasions	3-5 Occasions	1-2 Occasions	0 Occasions
a. ...in the past 12 months?	○	○	○	○	○	○	○
b. ...in the past 30 days?	○	○	○	○	○	○	○

62. Have you ever smoked Kreteks or Clove Cigarettes?

- ○ Never
- ○ Once or twice
- ○ Once in a while but not regularly
- ○ Regularly in the past
- ○ Regularly now

63. On how many occasions have you smoked Kreteks or Clove Cigarettes...

	40 or More Occasions	20-39 Occasions	10-19 Occasions	6-9 Occasions	3-5 Occasions	1-2 Occasions	0 Occasions
a. ...in the past 12 months?	○	○	○	○	○	○	○
b. ...in the past 30 days?	○	○	○	○	○	○	○

40 or More Occasions
20-39 Occasions
10-19 Occasions
6-9 Occasions
3-5 Occasions
1-2 Occasions
0 Occasions

64. On how many occasions (if any) have you had alcoholic beverages (beer, wine, or hard liquor) to drink--more than just a few sips...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

65. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?
   ○ None ○ 3-5 times
   ○ Once ○ 6-9 times
   ○ Twice ○ 10 or more times

40 or More Occasions
20-39 Occasions
10-19 Occasions
6-9 Occasions
3-5 Occasions
1-2 Occasions
0 Occasions

66. On how many occasions (if any) have you used marijuana...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

67. On how many occasions (if any) have you used LSD...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

68. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

40 or More Occasions
20-39 Occasions
10-19 Occasions
6-9 Occasions
3-5 Occasions
1-2 Occasions
0 Occasions

69a. On how many occasions (if any) have you used Ecstasy...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

69b. On how many occasions (if any) have you used other club drugs like GHB, Rohypnol®, ketamine, or methamphetamine...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

70. On how many occasions (if any) have you used cocaine or crack...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

71. On how many occasions (if any) have you used Derbisol...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

72. On how many occasions (if any) have you used heroin...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

73. On how many occasions (if any) have you used other illegal drugs that haven't been mentioned on this survey...
   a. ...in your lifetime?
   b. ...in the last 12 months?
   c. ...in the last 30 days?

248320–3/3

These questions ask about the neighborhood and community where you live.

74. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey or gin), how easy would it be for you to get some?

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

75. Where do you usually get your alcoholic beverages from?

- ○ From home
- ○ From liquor stores
- ○ From friends
- ○ From bars/restaurants/lounges
- ○ Other
- ○ I don't drink

76. If you wanted to get some cigarettes, how easy would it be for you to get some?

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

77. How do you usually get the cigarettes you smoke?

- ○ From vending machines
- ○ I buy them over the counter
- ○ Someone else buys them for me
- ○ From home
- ○ From friends
- ○ Other
- ○ I don't smoke

78. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?

○ NO! ○ no ○ yes ○ YES!

79. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

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

80. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey or gin) in your neighborhood would he or she be caught by the police?

○ NO! ○ no ○ yes ○ YES!

81. If you wanted to get a handgun, how easy would it be for you to get one?

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

82. If a kid carried a handgun in your neighborhood would he or she be caught by the police?

○ NO! ○ no ○ yes ○ YES!

83. If you wanted to get some marijuana, how easy would it be for you to get some?

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

84. How wrong would most adults in your neighborhood think it is for kids your age:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. to use marijuana?	○	○	○	○
b. to drink alcohol?	○	○	○	○
c. to smoke cigarettes?	○	○	○	○
d. to sniff glue, breathe the contents of an aerosol spray can, or inhale other gases or sprays, in order to get high?	○	○	○	○

85. About how many adults have you known personally who in the past year have:

	5 or more adults	3 or 4 adults	2 adults	1 adult	None
a. used marijuana, crack, cocaine, or other drugs?	○	○	○	○	○
b. sold or dealt drugs?	○	○	○	○	○
c. done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.?	○	○	○	○	○
d. gotten drunk or high?	○	○	○	○	○

	NO!	no	yes	YES!
86. If I had to move, I would miss the neighborhood I now live in.	○	○	○	○
87. My neighbors notice when I am doing a good job and let me know about it.	○	○	○	○
88. I like my neighborhood.	○	○	○	○
89. There are lots of adults in my neighborhood I could talk to about something important.	○	○	○	○

90. How much do each of the following statements describe your neighborhood?

	NO!	no	yes	YES!
a. crime and/or drug selling	○	○	○	○
b. fights	○	○	○	○
c. lots of empty or abandoned buildings	○	○	○	○
d. lots of graffiti	○	○	○	○

91. People move in and out of my neighborhood a lot.
○ NO! ○ no ○ yes ○ YES!

92. How many times have you changed homes since kindergarten?
○ Never
○ 1 or 2 times
○ 3 or 4 times
○ 5 or 6 times
○ 7 or more times

93. There are people in my neighborhood who are proud of me when I do something well.
○ NO! ○ no ○ yes ○ YES!

94. Which of the following activities for people your age are available in your community?

	No	Yes
a. sports teams	○	○
b. scouting	○	○
c. boys and girls clubs	○	○
d. 4-H clubs	○	○
e. service clubs	○	○

95. Have you changed schools in the past year?
○ No
○ Yes

96. I feel safe in my neighborhood.
○ NO! ○ no ○ yes ○ YES!

97. How many times have you changed schools since kindergarten?
○ Never
○ 1 or 2 times
○ 3 or 4 times
○ 5 or 6 times
○ 7 or more times

98. I'd like to get out of my neighborhood.
○ NO! ○ no ○ yes ○ YES!

99. Have you changed homes in the past year?
○ No
○ Yes

100. There are people in my neighborhood who encourage me to do my best.
○ NO! ○ no ○ yes ○ YES!

248320–2/3

The next few questions ask about your family.

101. How wrong do your parents feel it would be for you to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly (at least once or twice a month)?	○	○	○	○
b. smoke cigarettes?	○	○	○	○
c. smoke marijuana?	○	○	○	○
d. steal something worth more than $5?	○	○	○	○
e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	○	○	○	○
f. pick a fight with someone?	○	○	○	○

102. Have any of your brothers or sisters ever:

	I Don't Have Any Brothers or Sisters	Yes	No
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	○	○	○
b. smoked marijuana?	○	○	○
c. smoked cigarettes?	○	○	○
d. taken a handgun to school?	○	○	○
e. been suspended or expelled from school?	○	○	○

103. The rules in my family are clear.

○ NO! ○ no ○ yes ○ YES!

104. Has anyone in your family ever had a severe alcohol or drug problem?

○ No
○ Yes

	YES!	yes	no	NO!
105. People in my family often insult or yell at each other.	○	○	○	○
106. When I am not at home, one of my parents knows where I am and who I am with.	○	○	○	○
107. We argue about the same things in my family over and over.	○	○	○	○
108. My parents want me to call if I'm going to be late getting home.	○	○	○	○
109. If you drank some beer or wine or liquor (for example, vodka, whiskey or gin) without your parents' permission, would you be caught by your parents?	○	○	○	○
110. My family has clear rules about alcohol and drug use.	○	○	○	○

	YES!	yes	no	NO!
111. If you carried a handgun without your parent's permission, would you be caught by your parents?	○	○	○	○
112. If you skipped school without your parent's permission, would you be caught by your parents?	○	○	○	○

113. My parents notice when I am doing a good job and let me know about it.

○ Never or almost never
○ Sometimes
○ Often
○ All the time

	YES!	yes	no	NO!
114. Do you feel very close to your mother?	○	○	○	○
115. Do you share your thoughts and feelings with your mother?	○	○	○	○
116. My parents ask me what I think before most family decisions affecting me are made.	○	○	○	○

117. How often do your parents tell you they're proud of you for something you've done?

- ○ Never or almost never
- ○ Sometimes
- ○ Often
- ○ All the time

	YES!	yes	no	NO!
118. Do you share your thoughts and feelings with your father?	○	○	○	○
119. Do you enjoy spending time with your mother?	○	○	○	○
120. Do you enjoy spending time with your father?	○	○	○	○
121. If I had a personal problem, I could ask my mom or dad for help.	○	○	○	○
122. Do you feel very close to your father?	○	○	○	○
123. My parents give me lots of chances to do fun things with them.	○	○	○	○
124. My parents ask if I've gotten my homework done.	○	○	○	○
125. People in my family have serious arguments.	○	○	○	○
126. Would your parents know if you did not come home on time?	○	○	○	○

As you know, terrorists attacked the World Trade Center (WTC) on September 11, 2001. Please mark the responses that best describe your experiences and feelings related to the WTC attack.

127. How did you first hear about the attack on the WTC?

- ○ I saw it in real life, not on television
- ○ On the TV, the radio or the Internet
- ○ From a teacher, principal or school counselor
- ○ From my parent(s)
- ○ From someone else
- ○ I don't remember

	Yes	No
128. Did any of the following people escape from the WTC attacks without being hurt?		
Your parent/stepparent/foster parent	○	○
Another close family member	○	○
Your friend/someone else you know	○	○
129. Were any of the following people physically hurt or killed in the WTC attack?		
Your parent/stepparent/foster parent	○	○
Another close family member	○	○
Your friend/someone else you know	○	○

130. Have you often thought about what happened at the WTC or what you saw?

○ No ○ Yes

	Very	Somewhat	Not at all
131. Right after the attack, how worried were you about the safety of anyone you love?	○	○	○
132. In the last four weeks, have you often thought about what happened at the WTC or what you saw?	○	○	○
133. How worried are you that you or anyone close to you may be harmed by anthrax, smallpox or some other type of terrorist attack?	○	○	○
134. Since the WTC attacks, how worried have you been that you are not safe because of your race or religious beliefs?	○	○	○

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PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

Appendix E: Item Construct Dictionary for Risk and Protective Factor Scales

Protective Factor Scales

COMMUNITY DOMAIN

Community Rewards for Prosocial Involvement

- My neighbors notice when I am doing a good job and let me know.
- There are people in my neighborhood who encourage me to do my best.
- There are people in my neighborhood who are proud of me when I do something well.

FAMILY DOMAIN

Family Attachment

- Do you feel very close to your mother?
- Do you share your thoughts and feelings with your mother?
- Do you feel very close to your father?
- Do you share your thoughts and feelings with your father?

Family Opportunities for Prosocial Involvement

- My parents give me lots of chances to do fun things with them.
- My parents ask me what I think before most family decisions affecting me are made.
- If I had a personal problem, I could ask my mom or dad for help.

Family Rewards for Prosocial Involvement

- My parents notice when I am doing a good job and let me know about it.
- How often do your parents tell you they're proud of you for something you've done?
- Do you enjoy spending time with your mother?
- Do you enjoy spending time with your father?

SCHOOL DOMAIN

School Opportunities for Prosocial Involvement

- In my school, students have lots of chances to help decide things like class activities and rules.
- There are lots of chances for students in my school to talk with a teacher one-on-one.
- Teachers ask me to work on special classroom projects.
- There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.
- I have lots of chances to be part of class discussions or activities.

School Rewards for Prosocial Involvement

- My teacher(s) notices when I am doing a good job and lets me know about it.
- The school lets my parents know when I have done something well.
- I feel safe at my school.
- My teachers praise me when I work hard in school.

PEER-INDIVIDUAL DOMAIN

Religiosity

- How often do you attend religious services or activities?

Social Skills

- You're looking at CDs in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?
- It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?
- You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?
- You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

Belief in the Moral Order

- I think it is okay to take something without asking, if you can get away with it.
- I think sometimes it's okay to cheat at school.
- It is all right to beat up people if they start the fight.
- It is important to be honest with your parents, even if they become upset or you get punished.

Risk Factor Scales

COMMUNITY DOMAIN

Low Neighborhood Attachment

- I'd like to get out of my neighborhood.
- I like my neighborhood.
- If I had to move, I would miss the neighborhood I now live in.

Community Disorganization

- How much do each of the following statements describe your neighborhood: crime and/or drug selling.
- How much do each of the following statements describe your neighborhood: fights.
- How much do each of the following statements describe your neighborhood: lots of empty or abandoned buildings.
- How much do each of the following statements describe your neighborhood: lots of graffiti.
- I feel safe in my neighborhood.

Personal Transitions and Mobility

- Have you changed homes in the past year?
- How many times have you changed homes since kindergarten?
- Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?
- How many times have you changed schools since kindergarten?

Laws and Norms Favorable to Drug Use and Handguns

- How wrong would most adults (over 21) in your neighborhood think it was for kids your age: to use marijuana.
- How wrong would most adults (over 21) in your neighborhood think it was for kids your age: to drink alcohol.
- How wrong would most adults (over 21) in your neighborhood think it was for kids your age: to smoke cigarettes.
- If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?
- If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?
- If a kid carried a handgun in your neighborhood, would he or she be caught by the police?

Perceived Availability of Drugs and Handguns

- If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?
- If you wanted to get some cigarettes, how easy would it be for you to get some?
- If you wanted to get some marijuana, how easy would it be for you to get some?
- If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?
- If you wanted to get a handgun, how easy would it be for you to get one?

FAMILY DOMAIN

Poor Family Supervision

- My parents ask if I've gotten my homework done.
- Would your parents know if you did not come home on time?
- When I am not at home, one of my parents knows where I am and whom I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.

Poor Family Discipline

- If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?
- If you skipped school, would you be caught by your parents?
- If you carried a handgun without your parents' permission, would you be caught by your parents?

Family History of Antisocial Behavior

- Has anyone in your family ever had a severe alcohol or drug problem?
- Have any of your brothers or sisters ever: drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?
- Have any of your brothers or sisters ever: smoked marijuana?
- Have any of your brothers or sisters ever: smoked cigarettes?
- Have any of your brothers or sisters ever: taken a handgun to school?
- Have any of your brothers or sisters ever: been suspended or expelled from school?
- About how many adults (over 21) have you known personally who in the past year have: used marijuana, crack, cocaine, or other drugs?
- About how many adults (over 21) have you known personally who in the past year have: sold or dealt drugs?

- About how many adults (over 21) have you known personally who in the past year have: done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?
- About how many adults (over 21) have you known personally who in the past year have: gotten drunk or high?

Parental Attitudes Favorable toward ATOD Use

- How wrong do your parents feel it would be for you to: drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
- How wrong do your parents feel it would be for you to: smoke cigarettes?
- How wrong do your parents feel it would be for you to: smoke marijuana?

Parental Attitudes Favorable toward Antisocial Behavior

- How wrong do your parents feel it would be for you to: steal anything worth more than $5?
- How wrong do your parents feel it would be for you to: draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?
- How wrong do your parents feel it would be for you to: pick a fight with someone?

SCHOOL DOMAIN

Poor Academic Performance

- Putting them all together, what were your grades like last year?
- Are your school grades better than the grades of most students in your class?

Low School Commitment

- How often do you feel that the schoolwork you are assigned is meaningful and important?
- How interesting are most of your courses to you?
- How important do you think the things you are learning in school are going to be for your later life?
- Now, thinking back over the past year in school, how often did you: Enjoy being in school?
- Now, thinking back over the past year in school, how often did you: Hate being in school?
- Now, thinking back over the past year in school, how often did you: Try to do your best work in school?
- During the LAST FOUR WEEKS, how many whole days have you missed because you skipped or "cut"?

PEER-INDIVIDUAL DOMAIN

Rebelliousness

- I do the opposite of what people tell me, just to get them mad.
- I ignore rules that get in my way.
- I like to see how much I can get away with.

Friends' Delinquent Behavior

- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have been suspended from school?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have carried a handgun?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have sold illegal drugs?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have stolen or tried to steal a motor vehicle such as a car or motorcycle?

- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have been arrested?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have dropped out of school?

Friends' Use of Drugs

- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have smoked cigarettes?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have used marijuana?
- Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have used LSD, cocaine, amphetamines, or other illegal drugs?

Peer Rewards for Antisocial Behavior

- What are the chances you would be seen as cool if you smoked cigarettes?
- What are the chances you would be seen as cool if you began drinking alcoholic beverages regularly, that is, at least once or twice a month?
- What are the chances you would be seen as cool if you smoked marijuana?
- What are the chances you would be seen as cool if you carried a handgun?

Favorable Attitudes toward Antisocial Behavior

- How wrong do you think it is for someone your age to take a handgun to school?
- How wrong do you think it is for someone your age to steal anything worth more than $5?
- How wrong do you think it is for someone your age to pick a fight with someone?
- How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting him or her?
- How wrong do you think it is for someone your age to stay away from school all day when their parents think they are at school?

Favorable Attitudes toward ATOD Use

- How wrong do you think it is for someone your age to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
- How wrong do you think it is for someone your age to smoke cigarettes?
- How wrong do you think it is for someone your age to smoke marijuana?
- How wrong do you think it is for someone your age to use LSD, cocaine, amphetamines or another illegal drug?

Low Perceived Risks of Drug Use

- How much do you think people risk harming themselves (physically or in other ways) if they: smoke one or more packs of cigarettes per day?
- How much do you think people risk harming themselves (physically or in other ways) if they: try marijuana once or twice?
- How much do you think people risk harming themselves (physically or in other ways) if they: smoke marijuana regularly?
- How much do you think people risk harming themselves (physically or in other ways) if they: take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

Early Initiation (of Drug Use and Antisocial Behavior)

- How old were you when you first: smoked marijuana?
- How old were you when you first: smoked a cigarette, even just a puff?
- How old were you when you first: had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?
- How old were you when you first: began drinking alcoholic beverages regularly, that is, at least once or twice a month?
- How old were you when you first: got suspended from school?
- How old were you when you first: got arrested?
- How old were you when you first: carried a handgun?
- How old were you when you first: attacked someone with the idea of seriously hurting him or her?

Sensation Seeking

- How many times have you done the following things? Done what feels good no matter what.
- How many times have you done the following things? Done something dangerous because someone dared you to do it.
- How many times have you done the following things? Done crazy things even if they are a little dangerous.

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