# 2012 NEW JERSEY MIDDLE SCHOOL RISK & PROTECTIVE FACTOR SURVEY

*New Jersey Department of Human Services*
*Division of Mental Health and Addiction Services*

# 2012 New Jersey Middle School Risk and Protective Factor Survey

***Prepared for:***

New Jersey Department of Human Services
Division of Mental Health and Addiction Services

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# Executive Summary of Findings

## Background

In July 2006, the New Jersey Department of Human Services (NJ DHS), Division of Mental Health and Addiction Services (DMHAS) contracted with Bloustein School of Planning and Public Policy, Center for Survey Research (BCSR) at Rutgers University to conduct the 2006-2007 New Jersey Middle School Risk and Protective Factor Survey (NJ MS RPFS). The survey continued efforts initiated in 1999 to systematically document risk and protective factors among New Jersey youth. Until 2003, the NJ DHS/DMHAS used the Communities That Care survey provided and administered by Channing Bete Company, Inc. Starting in 2006, NJ DHS implemented the New Jersey Risk and Protective Factor Survey questionnaire - a shortened version of the Communities That Care Youth Survey provided by Pride Surveys and customized with recommendations from DMHAS and BCSR. The questionnaire includes risk and protective factor items that show the strongest correlations to drug use, including feelings about school and their neighborhood; self-reported and perceived peer use of tobacco, drugs, and alcohol; and the availability of such substances. Survey results will be used to create tailored prevention programs for New Jersey's youth population and complete the Federal application for block grant funding; they will become part of the New Jersey State Epidemiological Profile that is used for interdisciplinary and inter-governmental planning and for disbursement of funds within the State for prevention and planning purposes. The New Jersey Risk and Protective Factor Survey was first administered to a sample of middle school students in 2006-07, repeated three years later among a new cohort of middle school students in 2009-10, and then repeated two years later in 2011-12.

Data from the New Jersey Middle School Risk and Protective Factor Survey is highly comparable to other concurrent survey initiatives, such as:

- the Youth Tobacco Survey, conducted by the New Jersey Department of Health and Senior Services (NJDHSS), Comprehensive Tobacco Control Program;
- the New Jersey Student Health Survey, previously known as the Youth Risk Behavior Survey, conducted by the New Jersey Department of Education (NJDOE); and,
- the Survey of Drug and Alcohol Use Among New Jersey High School Students conducted by the New Jersey Department of Law and Public Safety, Division of Criminal Justice.

## Study Methods and Participation Rates

BCSR conducted the surveys with a target sample of 104 middle schools randomly selected throughout the state. The sample of schools was stratified by county. BCSR used a multi-stage sampling design. For middle schools, a sampling ratio of 1-to-8 schools was used with a minimum of four schools when a county had 35 or fewer schools. The final *participating* sample included 83 middle schools with the forecasted school participation goals achieved in 15 of the 21 counties. More detailed information can be found in a technical report on the administration of the 2012 survey, entitled "*2011-12 New Jersey Risk and Protective Factor Middle School Survey Technical Report: Weighting Procedures and Statistical Tabulations"* provided to the NJDHS/DMHAS by BCSR.

It should be noted that the administration of the survey was conducted under standards established by state law *N.J.S.A.* 18A:36-34 which requires active parental consent for student participation – meaning that students could only participate if they returned a signed consent form from a parent/guardian. Overall, the majority of all students (73%) returned a form that permitted participation; 6% returned a form that did not consent to participation, and 21% did not return a form at all.

In prior years, response rates on the NJ DHS DMHAS administration of the 'Communities that Care' survey, response rates were a concern. In 2003, the school participation rate of 32.2% and student response rate of 40.2% led to an overall participation rate of 12.9%. In both 2006-07 and 2009-10, BCSR improved these response rates considerably - obtaining school participation rates of 55.9% and 70.7%,

respectively and student response rates of 64.4% and 73.7%, respectively, which led to overall participation rates of 36.0% and 52.1%, respectively. In 2011-12 response rates were in between the previous two administrations. With 83 of 140 schools participating (59.3% school participation rate) and 6,627 of 9,668 students returning a completed questionnaire (68.6% student participation rate), the final overall survey response rate was 40.6% (school rate * student rate).

Adequate overall response rates of 36.0% were not reached in six of 21 counties. These counties are marked with an asterisk (*) throughout this report and their results should be interpreted with caution: Union* (11.1%), Hunterdon* (15.8%), Cumberland* (31.5%), Passaic* (32.0%), Cape May* (33.9%), and Bergen* (34.4%). Details on participation rates by county can be found in Table 1 in the Introduction. In addition, because of extremely low rates in Union and Hunterdon counties, these counties are not noted in this report and their results are hidden in the appendices.

While the overall participation rates obtained in the study are improvements on the past, they are lower than those rates generally regarded as acceptable to considering results as representative to a broader population. For example, CDC requires a 60% overall response rate on its Youth Risk Behavior Survey as a cut-off for having data weighted to the state's student population. Therefore, the possibility exists that a participation bias at either the school and/or student level may impact the results of the study. State, county and community representatives should consider these response rates and their potential bias on results when using the NJ MS RPFS report in any prevention planning efforts.

## Profile of Middle School Students

Overall, 6,544 of the 6,627 completed surveys (98.7%) were eligible for analysis. Reasons for ineligibility include the following:

- incomplete surveys (answering less than 60% of the survey questions),
- use of *derbisol* (a fictitious drug used in questionnaires to test the reliability of answers received by students),
- or two or more inconsistent affirmative responses to drug questions (e.g., indicating use of a drug in the last 30 days and indicating *no use* in the last 12 months).

Table ES-1 shows the distribution of survey respondents by demographic subgroups. Based on weighted demographic data, the students were evenly split between 7$^{th}$ grade (49.9%) and 8$^{th}$ grade (50.1%). Survey respondents were evenly split between males (51.3%) and females (48.7%). Based on weighted demographic data, 52.3% were White, 18.2% were Hispanic or Latino (including Hispanics who also identified with a race or multiple races),14.2% were Black or African-American, 8.3% were Asians or Native Hawaiian/Pacific Islanders and 6.9% were Other (including American Indian/Alaskan Natives and non-Hispanic students who identified with multiple races).

**Table ES-1:** ***Profile of Middle School Students in the 2012 New Jersey Middle School Risk and Protective Factor Survey***

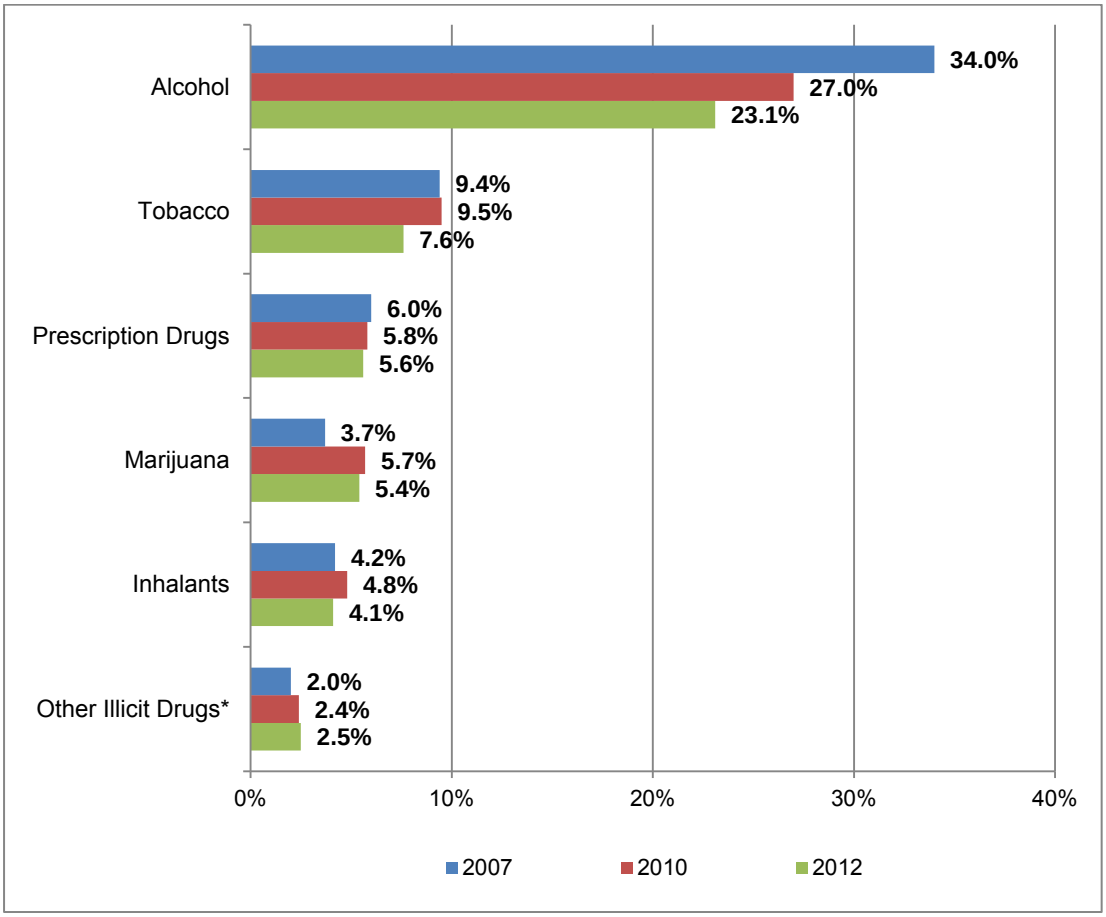
| | Demographic Group | Sample (n) | Sample % | Weighted % |
|---|---|---|---|---|
| **GENDER** | Female | 3505 | 54.6 | 48.7% |
| | Male | 2910 | 45.4 | 51.3% |
| **GRADE** | 7$^{th}$ | 3280 | 50.2 | 49.9% |
| | 8$^{th}$ | 3258 | 49.8 | 50.1% |
| **RACE/ETHNICITY** | White | 3630 | 55.9 | 52.3% |
| | African-American | 513 | 7.9 | 14.2% |
| | Hispanic/Latino | 1441 | 22.2 | 18.2% |
| | Asian | 441 | 6.8 | 8.3% |
| | Other | 466 | 7.2 | 6.9% |

# Findings on Alcohol, Tobacco, and Other Drug Use

This section presents findings from the *2012 New Jersey Middle School Risk and Protective Factor Survey* on lifetime, annual, and recent use of alcohol, tobacco, and other drugs. Specifically, students were asked how many times in their lifetime, in the past 12 months, and in the past 30 days they had used the substance. Figure ES-1 on this page depicts lifetime prevalence, whereas the following pages include Figure ES-2, which depicts annual use, and Figure ES-3, which depicts past 30 day use.

Notable findings on the prevalence and frequency of use of the five most frequently used substances by New Jersey youth (alcohol, tobacco, prescription drugs, marijuana, and inhalants) are presented in the text below Figures ES-1 through ES-3. These findings are disaggregated by grade, gender, race/ethnicity, county, and compared to the previous survey. It is important to note that caution should be taken when interpreting the results from specific counties due to the relatively small number of participants from each county.

**Figure ES-1: *Summary of Lifetime Substance Use for NJ Middle School Students***




* Other Illicit drugs include sedatives, methamphetamines, amphetamines, ecstasy, hallucinogens, cocaine, heroin, OxyContin, club drugs, and steroids.

## Notable Differences by Grade

More 8th grade students than 7th grade students reported lifetime use of the following substances:

- Alcohol (29.4% vs. 16.7%).
- Cigarettes (10.3% vs. 4.8%).
- Marijuana (8.5% vs. 2.3%).

## Notable Differences by Gender

- Males were slightly more likely to report lifetime marijuana use than females (6.3% vs. 4.4%).
- Females were slightly more likely to report lifetime prescription drug use without a prescription than males (6.6% vs. 4.6%).

## Notable Differences by Race/Ethnicity

- Hispanic students reported a much higher rate of lifetime alcohol use than African-American, White, and Asian students (37.1% vs. 25.9%, 20.3%, and 7.7%, respectively).
- A greater proportion of Hispanic and African-American students reported lifetime smoking (12.7% and 9.2%, respectively) than did White and Asian students (5.9% and 3.3%, respectively).
- Hispanic and African-American students were more than twice as likely as White and Asian students to report lifetime marijuana use (9.6% and 8.0% vs. 4.0% and 1.3%, respectively).

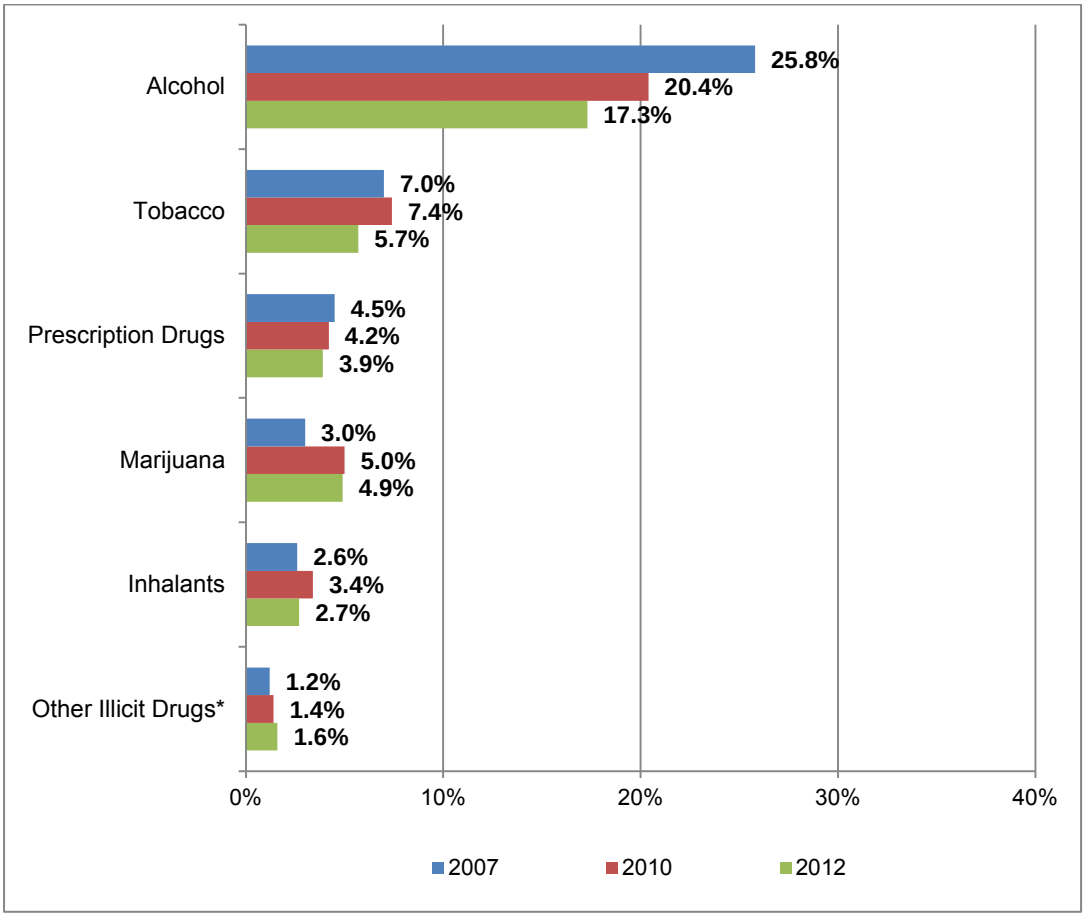
## Notable Differences by County

- Passaic* County had the highest lifetime alcohol use rate (40.1%), followed by Cumberland* County (37.1%). The lowest lifetime rate was found in Morris County (13.5%).
- Passaic* and Hudson counties (13.3% each) and Cumberland* County (13.1%) reported the highest rates for lifetime cigarette smoking while Morris County (1.6%) had the lowest rate.
- Cumberland* County had the highest lifetime rate of marijuana (13.8%) whereas Morris County had the lowest lifetime marijuana rate (0.9%).
- Cumberland* County had the highest lifetime use of prescription drugs (9.0%) and Warren County had the lowest rate (0.7%).

## Notable Differences by Year of Survey

- Between 2010 and 2012, lifetime alcohol consumption decreased from 27.0% to 23.1%.
- Lifetime smoking decreased from 9.5% to 7.6% between 2010 and 2012.

**Figure ES-2:** ***Summary of Annual Substance Use for NJ Middle School Students***




* Other Illicit drugs include sedatives, methamphetamines, amphetamines, ecstasy, hallucinogens, cocaine, heroin, OxyContin, club drugs, and steroids.

## Notable Differences by Grade

More 8th grade students than 7th grade students reported annual use of the following substances:

- Alcohol (23.1% vs. 13.7%).
- Cigarettes (7.9% vs. 3.6%).
- Marijuana (7.8% vs. 2.0%).

## Notable Differences by Gender

- Females were slightly more likely than males to report annual alcohol use (18.5 vs. 15.8%).

## Notable Differences by Race/Ethnicity

- Hispanic students reported a much higher rate of annual alcohol use than White, African-American, and Asian students (27.4% vs. 16.5%, 15.0%, and 5.4%, respectively).
- A greater proportion of Hispanic and African-American students reported annual smoking than White and Asian students (8.4% and 7.2% vs. 4.9%, and 1.9%, respectively).
- More Hispanic and African-American students reported annual marijuana use than White and Asian students (8.4% and. 6.2% vs. 3.9%, and 1.2%, respectively).

- Hispanic and African-American students (8.6% and 7.6%, respectively) were slightly more likely to report use of prescription drugs than White and Asian students (4.5% each).

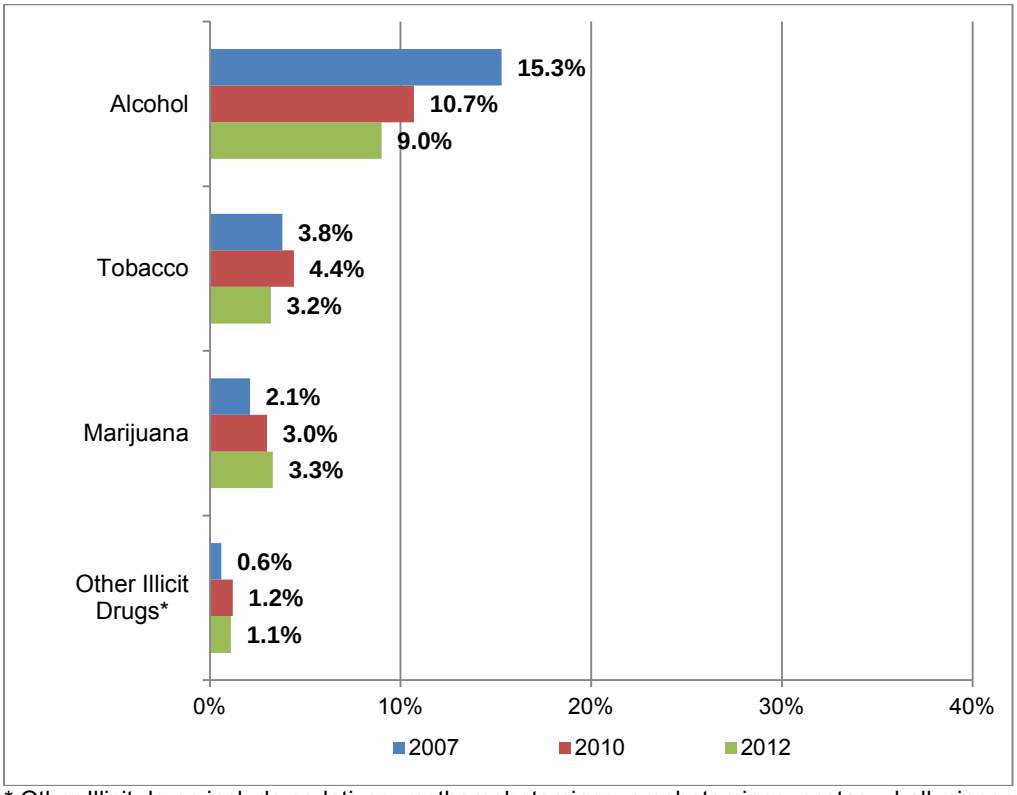
## Notable Differences by County

- Passaic* County had the highest annual alcohol use rate (30.4%), while Morris County had the lowest rate (9.7%).
- The highest rates for annual cigarette smoking were found in Cumberland* (9.6%), Passaic* (9.5%), and Hudson counties (9.2%), while the lowest rate was reported in Morris County (1.6%).
- Cumberland* County had the highest annual rate of the use of marijuana (12.2%).
- Cumberland*County had the highest annual rates of prescription drug use (7.1%).

## Notable Differences by Year of Survey

- Annual alcohol use decreased slightly from 20.4% to 17.3% between 2010 and 2012.
- Tobacco use in the past year decreased slightly from 7.4% to 5.7% between 2010 and 2012.

**Figure ES-3:** ***Summary of Past 30 Day Substance Use for NJ Middle School Students***




* Other Illicit drugs include sedatives, methamphetamines, amphetamines, ecstasy, hallucinogens, cocaine, heroin, OxyContin, club drugs, and steroids.

## Notable Differences by Grade

More 8th grade students than 7th grade students reported past 30 day use of the following substances:

- Alcohol (12.0% vs. 6.0%).
- Cigarettes (4.4% vs. 1.9%).
- Marijuana (5.3% vs. 1.4%).

## Notable Differences by Gender

- Females were more likely than males to drink alcohol in the past 30 days (10.5% vs. 7.3%).

## Notable Differences by Race/Ethnicity

- Hispanic students reported a much higher rate of past 30 day alcohol use than White, African-American, and Asian students (17.1% vs. 7.9%, 7.6%, and 0.9%, respectively).

## Notable Differences by County

- Passaic* County had the highest past 30 day alcohol use rate (20.8%), more than five times higher than the findings for the county with the lowest reported rate, Monmouth County (4.1%).
- Passaic* County (6.5%) reported the highest rate of past 30 day cigarette smoking, while Morris County (1.1%) had the lowest rate.

## Notable Differences by Year of Survey

- There were no real differences by year of the survey for past 30 day alcohol and drug use.

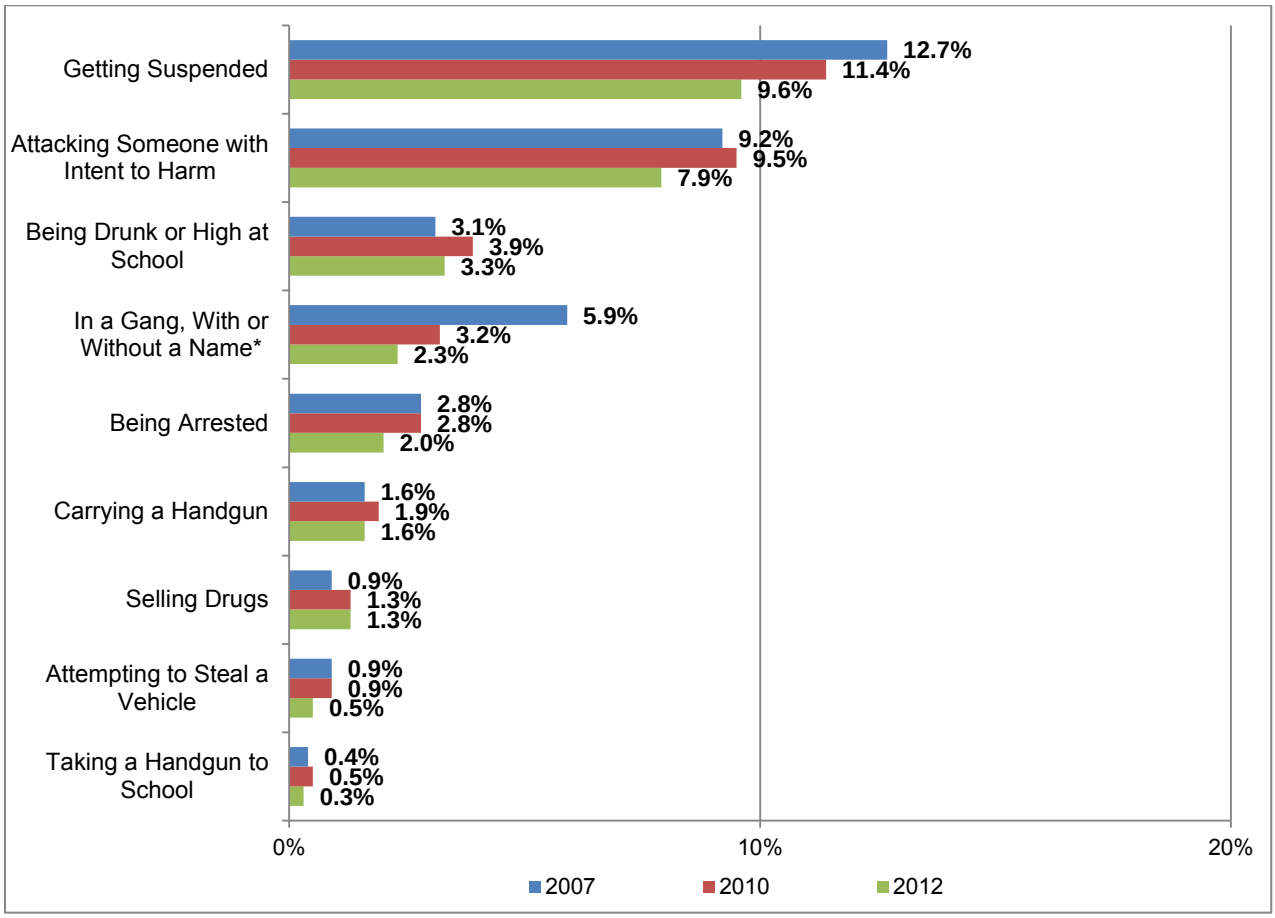
## Findings on Antisocial Behavior

The *2012 New Jersey Middle School Risk and Protective Factor Survey* measured student reports of antisocial behavior (Figure ES-4). These actions are only measured for the 12 months prior to survey. Specifically, students were asked how many times they had engaged in such behavior from the following response set: "Never", "1 to 2 times", "3 to 5 times," and "6 or more times." These nine antisocial behaviors are listed below:

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

Findings are disaggregated by grade, gender, race/ethnicity, and county. It is important to note that, while countywide comparisons are presented, caution should be taken when interpreting the results from specific counties due to the relatively small number of participants from each county.

**Figure ES-4: *Summary of Antisocial Behaviors in the Past 12 Months***




* The totals for "in a gang, with or without a name," denotes lifetime involvement.

## Notable Differences by Grade

- More 8th grade students than 7th grade students reported being suspended in the past year (11.2% vs. 7.9%).

## Notable Differences by Gender

- More males than females reported being suspended in the past year (12.4% vs. 6.4%).

## Notable Differences by Race/Ethnicity

- African-American and Hispanic students reported the highest prevalence of attacking someone with intent to harm (14.3% and 11.4%, respectively), as compared to White and Asian students (5.6% and 4.7%, respectively).
- Hispanics reported the greatest proportion of students being drunk or high at school (6.8%).
- African-American and Hispanic students reported being suspended at much higher rates (21.1% and 16.3%, respectively) than White and Asian students (4.9% and 4.4%, respectively).
- Slightly more African-American and Hispanic students 4.8% and 3.7%, respectively) reported being in a gang than did Asian and White students (1.3% and 1.2%, respectively).

## Notable Differences by County

- Passaic* County had the highest proportion of students who reported attacking someone with intent to harm (13.6%). In contrast, the county with the lowest rate was Cape May County (3.7%).
- Cumberland* County students had the highest prevalence of being arrested at 5.4% while Morris and Sussex counties had the lowest at 0.0%.
- Mercer County had the highest proportion of students being drunk or high at school (7.2%) while Warren* County had the lowest reported prevalence (1.4%).
- Counties that reported suspension rates over the 15% threshold included Cumberland* (18.8%), Salem (18.4%), and Passaic* (18.1%).
- Salem and Cumberland* Counties reported the greatest proportion of students with gang affiliation (5.9% and 5.8%, respectively).

## Notable Differences by Year of Survey

- There was no notable variation in anti-social behavior since the 2010 survey.

# Risk and Protective Factors

The *New Jersey Middle School Risk and Protective Factor Survey* contains six overarching domains – Community, Family, School, and Peer-Individual for the 20 risk factors and School and Peer-Individual for the five protective factors. Multiple survey items comprise each of these factors and there was a minimum number of questions that must be answered in order to be calculate a scale score for that factor. BCSR computed scale scores for each risk and protective factor, their respective domains, and summary risk and protective factor scores, which were created by combining all 20 risk factors and all 5 protective factors, respectively.

Risk factors are characteristics of the students' community, family, school, and peer relationships that predict the likelihood of experimentation with alcohol, tobacco, and other drugs and participation in antisocial behavior while protective factors buffer students against these risks. These two factors are important in regard to prevention planning. While one may not be able to eliminate the risk factors in a students' environment, it is possible that the number of protective factors can be increased.

These variables have been standardized to a 0 to 1 scale. It is important to note that risk and protective factors are interpreted differently. Overall, it is better to have lower risk factor scores than higher. Research has shown that the more risk factors students are exposed to, the more likely they are to use drugs or participate in antisocial behaviors. Higher scores indicate more risks in the student's environment. Conversely, it is better to have higher protective factor scores. These scores represent characteristics in the students' environment that will protect them against risk factors.

## Risk Factors

Risk factors are characteristics of the students' community, family, school, and peer relationships that predict the likelihood of experimentation with alcohol, tobacco, and other drugs and participation in antisocial behavior. Each question was scored so that the most negative behaviors received the highest score. For example, if a student indicated that he was 10 years old or younger when he began smoking cigarettes, then this would be scored as a 1. Conversely, a student who indicated having never smoked would receive a score of 0. Mean scores for each factor were then computed on a scale of 0 to 1, with a higher score indicating that the student is at greater risk of being influenced negatively by that factor. For example, if the mean score for *Early Initiation of Drug Use* factor was 0.60, then these students would be more likely than students with lower risk scores to use drugs at an early age.

Overall, as displayed in Table ES-2, mean scores on the risk factors show that New Jersey students are more likely to be at-risk for negative behaviors by factors in the school and community domains, which received the greatest mean scores. In particular, living in a community where drug use is acceptable (*Laws and Norms Favorable to Drug Use*) posed one of the greatest risks.

**Table ES-2:** ***Summary of All Risk Factors by Domain***

| *Domain* | *Risk Factors* | n | Mean 2007 | Mean 2010 | Mean 2012 |
|---|---|---|---|---|---|
| *Community (mean= 0.24)* | Laws and Norms Favorable to Drug Use | 6446 | 0.34 | 0.34 | 0.33 |
| | Community Transitions and Mobility | 6463 | 0.29 | 0.27 | 0.26 |
| | Low Neighborhood Attachment | 6512 | 0.28 | 0.28 | 0.28 |
| | Perceived Availability of Drugs | 6468 | 0.25 | 0.26 | 0.24 |
| | Community Disorganization | 6439 | 0.24 | 0.22 | 0.21 |
| | Perceived Availability of Handguns | 6463 | 0.14 | 0.11 | 0.11 |
| *Family (mean= 0.12)* | Poor Family Management | 6477 | 0.20 | 0.21 | 0.20 |
| | Parental Attitudes Favorable Toward Antisocial Behavior | 6486 | 0.13 | 0.13 | 0.13 |
| | Parental Attitudes Favorable Toward Drug Use | 6485 | 0.05 | 0.05 | 0.05 |
| *School (mean= 0.30)* | Low Commitment to School | 6232 | 0.35 | 0.36 | 0.34 |
| | Academic Failure | 6343 | 0.31 | 0.30 | 0.27 |
| *Peer-Individual (mean= 0.10)* | Perceived Risks of Drug Use | 6486 | 0.20 | 0.21 | 0.22 |
| | Favorable Attitudes Toward Antisocial Behavior | 6516 | 0.18 | 0.18 | 0.16 |
| | Peer Rewards for Antisocial Behavior | 6484 | 0.13 | 0.15 | 0.15 |
| | Favorable Attitudes Toward Drug Use | 6519 | 0.09 | 0.09 | 0.09 |
| | Early Initiation of Drug Use | 6484 | 0.10 | 0.09 | 0.08 |
| | Friends' Use of Drugs | 6516 | 0.08 | 0.10 | 0.09 |
| | Early Initiation of Antisocial Behavior | 6490 | 0.07 | 0.06 | 0.05 |
| | Gang Involvement | 6472 | 0.05 | 0.03 | 0.02 |
| | Interaction with Antisocial Peers | 6520 | 0.05 | 0.05 | 0.05 |
| **Statewide Risk Factor Averages** | | **6395** | **0.18** | **0.17** | **0.17** |

## Notable Differences by Grade

- Eighth-grade students had a higher risk factor mean score (0.31) than 7th grade students (0.25) for *Low Neighborhood Attachment,* indicating that they are less bonded to where they live.
- Eighth-grade students had a higher risk factor mean score (0.29) than 7th grade students (0.19) for *Perceived Availability of Drugs*, indicating that ATOD were easier to get for 8th grade students.
- Eighth-grade students had higher risk factor mean scores than 7th grade students on *Laws and Norms Favorable to Drug Use* (0.36 vs. 0.29), *Friends' Use of Drugs* (0.12 vs. 0.05), and *Favorable Attitudes Toward Drug Use* (0.12 vs. 0.06), which suggests older students believe that their community and friends are more favorable to drug use.

## Notable Differences by Gender

- Female students had a higher risk factor mean score (0.31) than male students (0.25) for *Low Neighborhood Attachment.*

## Notable Differences by Race/Ethnicity

- Hispanic and African-American students were at higher risk to be influenced by *Low Neighborhood Attachment* (0.33 and 0.32, respectively) than White and Asian students (0.26 and 0.25, respectively).
- African-American and Hispanic students had substantially higher scores on the *Community Disorganization* factor (0.28 and 0.27, respectively) than White and Asian students (0.17 and 0.16, respectively), indicating that there are more threats to safety in their neighborhoods.
- African-American and Hispanic students had higher mean scores on the *Community Transitions and Mobility* factor (0.35 and 0.32, respectively) than Asian and White students (0.26 and 0.20, respectively), indicating that they had changed homes or schools more frequently.
- African-American and Hispanic students had the highest mean of 0.27 and Asian students had the lowest mean of 0.18 on the *Perceived Availability of Drugs* factor.
- African-American students had the highest mean of 0.13 and Asian students had the lowest mean of 0.06 on the *Perceived Availability of Handguns* factor.
- Hispanic and African-American students (0.34 and 0.31, respectively) had higher mean scores on the *Academic Failure* factor than White and Asian students (0.25 and 0.20, respectively).
- African-American and Hispanic students (0.05 and 0.04, respectively) had slightly higher mean scores on the *Gang Involvement* factor than White and Asian students (0.01 each).
- African-American and Hispanic students (0.28 and 0.27, respectively) had higher mean scores on the *Perceived Risks of Drug Use* factor than White and Asian students (0.20 and 0.15, respectively).
- Mean scores were higher for Hispanic and African-American students (0.13 and 0.10, respectively) on the *Early Initiation of Drug Use* factor than for White and Asian students (0.06 and 0.03, respectively).
- Mean scores were higher for African-American and Hispanic students (0.11 and 0.08, respectively) on the *Early Initiation of Antisocial Behavior* factor than for White and Asian students (0.03 each).
- Asian students had the lowest risk factor scores for *Favorable Attitudes Toward Drug Use*, *Favorable Attitudes Toward Antisocial Behavior*, and *Rewards for Antisocial Behavior* (0.03, 0.12, and 0.10, respectively).

## Notable Differences by County

- The average county level risk factor score ranged from a low of 0.12 in Morris County to a high of 0.21 in Passaic* County.

## Notable Differences by Year of Survey

- In general, mean risk factor scores remained fairly constant from 2010 to 2012.
- The only risk factor where the mean score changed by three or more points was *Academic Failure*, which fell from 0.30 to 0.27.

## Protective Factors

Protective factors are characteristics of the students' school, and peer relationships that have been associated with buffering the risks in a students' environment and thereby reducing the likelihood of experimentation with alcohol, tobacco, and other drugs as well as antisocial behavior. Each question was scored so that the most positive behaviors received the highest score. For example, if a student indicated that she had done community service 40 or more times in the last year, then this would be scored as a 1. Conversely, a student who indicated having never done community service would receive a score of 0. Mean scores for each factor were then computed on a scale of 0 to 1, with a higher score indicating that the student has a greater chance of being protected by that factor. For example, if the mean score for the *Prosocial Involvement* factor was 0.60 then students would be more likely to be participating in positive activities.

Overall, mean scores on the protective factors show that NJ students are more likely to be protected from negative behaviors by factors in the school domain, which received the greatest mean scores (Table ES-3). Having increased interaction with prosocial peers also contributes to this protection.

**Table ES-3: *Summary of All Protective Factors by Domain***

| *Domain* | *Protective Factors* | n | Mean 2007 | Mean 2010 | Mean 2012 |
|---|---|---|---|---|---|
| *Peer-Individual* *(mean= 0.47)* | Interaction with Prosocial Peers | 6445 | 0.63 | 0.62 | 0.64 |
| | Peer Rewards for Prosocial Involvement | 6478 | 0.48 | 0.45 | 0.46 |
| | Prosocial Involvement | 6521 | 0.28 | 0.30 | 0.31 |
| *School* *(mean= 0.61)* | School Opportunities for Prosocial Involvement | 6485 | 0.64 | 0.64 | 0.63 |
| | School Rewards for Prosocial Involvement | 6478 | 0.59 | 0.59 | 0.58 |
| **Statewide Protective Factor Averages** | | **6495** | **0.52** | **0.52** | **0.52** |

### Notable Differences by Grade

- Seventh-grade students score higher than 8th graders on *Interaction with Prosocial Peers* (0.66 vs. 0.61) and *Peer Rewards for Prosocial Involvement* (0.50 vs. 0.43).

### Notable Differences by Gender

- Females had a higher mean score on the *Interaction with Prosocial Peers* factor (0.66 vs. 0.61), indicating that friends of females participate in more positive behaviors than friends of males.
- Females had a higher mean score than males on the *Prosocial Involvement* factor (0.35 vs. 0.29), indicating that females more frequently engaged in prosocial activities than males did.

### Notable Differences by Race/Ethnicity

- Asian students had the highest mean (0.69) on the *Interaction with Prosocial Peers* factor versus the lowest mean score of 0.56 for Hispanic students.
- Asian and White students (0.35 and 0.34, respectively) scored higher on the *Prosocial Involvement* factor than African-American and Hispanic students (0.28 and 0.25, respectively).
- Asian students scored highest on the *Peer Rewards for Prosocial Involvement* factor (0.50) versus the mean scores for African-American, Hispanic, and White students (0.49, 0.46, and 0.44 respectively), indicating that slightly more Asian students believe they would be seen as cool if they participated in prosocial activities.

## Notable Differences by County

- The average county level protective factor score ranged from a low of 0.49 in Passaic County to a high of 0.57 in Morris County.

## Notable Differences by Year of Survey

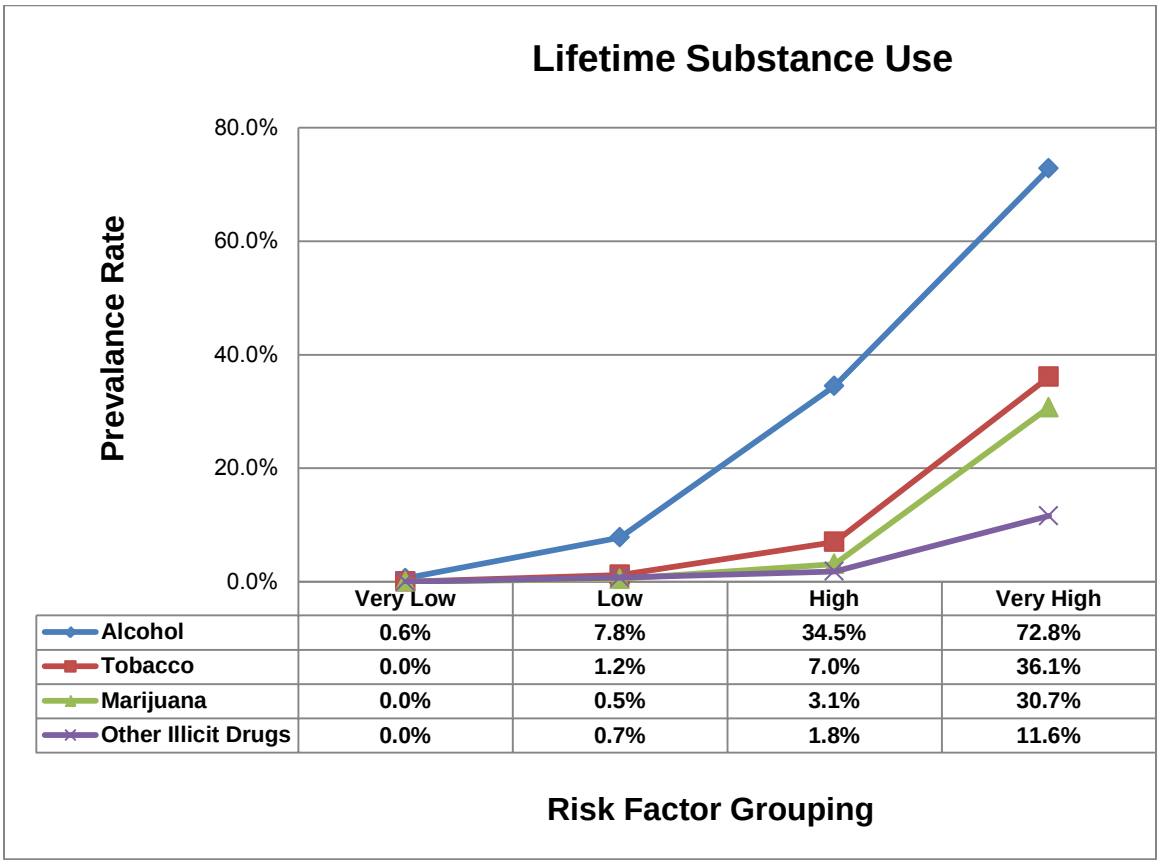
- There was very little variation with regards to protective factors between 2010 and 2012.

## Impact of Average Risk Factor Score on Substance Use

In order to better interpret the risk factor mean scores, four categories were calculated – *very low*, *low*, *high*, and *very high*. These categories were based on a normal distribution of scores, such that 68% of the scores are within one standard deviation of the mean. Risk categories were determined by examining the mean and standard deviations of the average risk factor score (0.17). Each quartile division of the following graphs was created using standard deviations. The ***low*** division represents one standard deviation *below* the mean while the ***high*** division represents scores one standard deviation *above* the mean. The ***very low*** division represents scores more than one standard deviation *below* the mean. Similarly, the ***very high*** division includes scores more than one standard deviation *above* the mean.

Once risk factor categories were established, the interaction of these categories with the prevalence of tobacco, alcohol, and other drug use was analyzed. The relationships between the average risk factor score and the rate of substance use are illustrated in Figure ES-5 below.

**Figure ES-5: *Prevalence of Lifetime Substance Use by Risk Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Alcohol | 0.6% | 7.8% | 34.5% | 72.8% |
| Tobacco | 0.0% | 1.2% | 7.0% | 36.1% |
| Marijuana | 0.0% | 0.5% | 3.1% | 30.7% |
| Other Illicit Drugs | 0.0% | 0.7% | 1.8% | 11.6% |

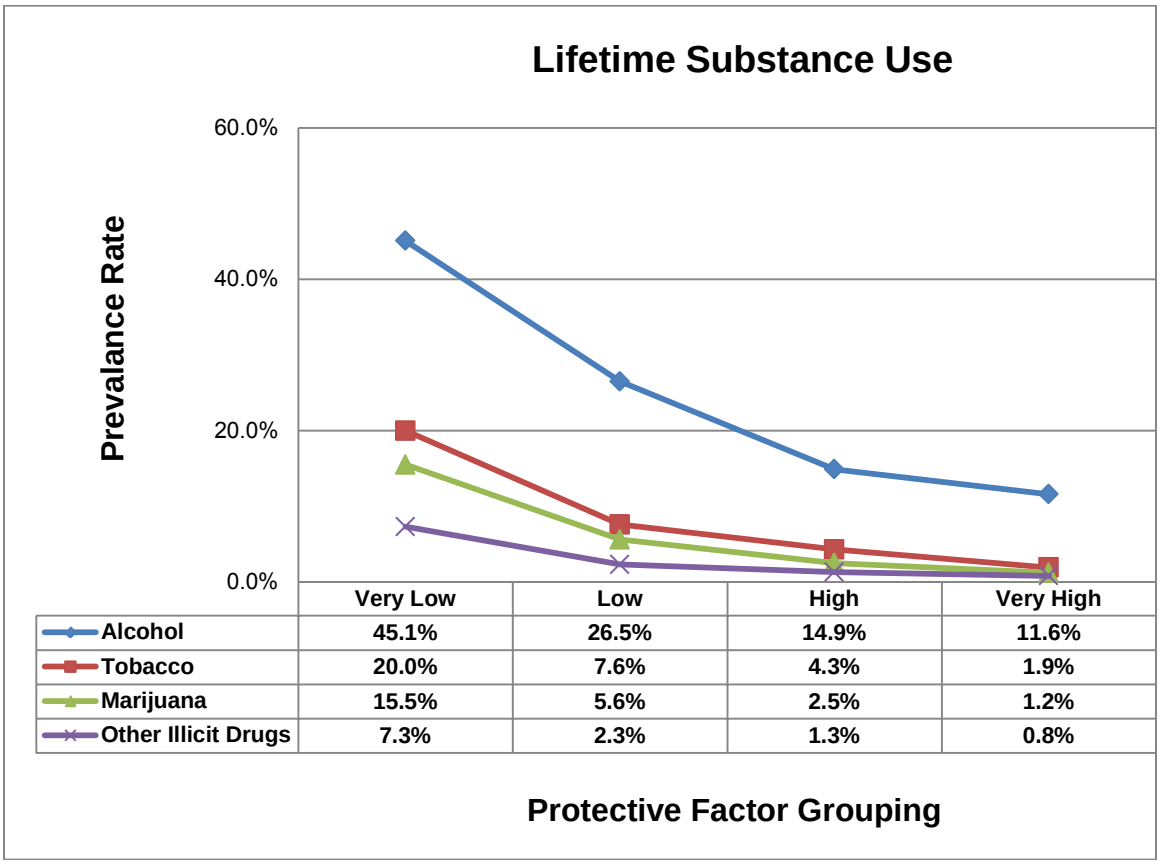
As shown, as risk scores increase, lifetime use of alcohol, tobacco, marijuana, and other illicit drugs increase. Alcohol, in particular, showed a positive linear relationship between risk factor and prevalence of use. Notably, alcohol consumption shows the strongest relationship with increased risk – a change of 70% over the four risk categories. Further, a striking increase occurs between those at *high* and *very high* risk and the use of tobacco (7.0% vs. 36.1%), marijuana (3.1% vs. 30.7%), and other illicit drugs (1.8% vs. 11.6%).

## Impact of Average Protective Factor Score on Substance Use

As described above, in order to better interpret the protective factor mean scores, four categories were calculated – *very low*, *low*, *high*, and *very high*. These categories were based on a normal distribution of scores, such that 68% of the scores are within one standard deviation of the mean. Protective categories were determined by examining the mean and standard deviations of the average protective factor score (0.52). Each quartile division of the following graphs was created using standard deviations. The ***low*** division represents one standard deviation *below* the mean while the ***high*** division represents scores one standard deviation *above* the mean. The ***very low*** division represents scores more than one standard deviation *below* the mean. Similarly, the ***very high*** division includes scores more than one standard deviation *above* the mean.

The relationship between average protective factor score and substance use is illustrated in Figure ES-6 below. It is important to note that these are inverse relationships.

**Figure ES-6:** ***Prevalence of Lifetime Substance Use by Protective Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Alcohol | 45.1% | 26.5% | 14.9% | 11.6% |
| Tobacco | 20.0% | 7.6% | 4.3% | 1.9% |
| Marijuana | 15.5% | 5.6% | 2.5% | 1.2% |
| Other Illicit Drugs | 7.3% | 2.3% | 1.3% | 0.8% |

As shown, as protective factor scores increase the likelihood of the use of alcohol, tobacco, marijuana, and other illicit drugs in middle school decreases. Even with very high protective factor scores, just over one in ten students will likely have tried alcohol in their lifetime by middle school (11.6%). Further, there is a sharp decrease between those at *very low* and *low* protective groups and the use of tobacco (20.0% vs. 7.6%), marijuana (15.5% vs. 5.6%), and other illicit drugs (7.3% vs. 2.3%). This trend indicates that even with a small increase in the number of protective factors students have, ATOD use could be vastly decreased.

# Introduction

## *A. Background*

In July 2006, the New Jersey Department of Human Services (NJ DHS), Division of Mental Health and Addiction Services (DMHAS) contracted with Bloustein School of Planning and Public Policy, Center for Survey Research (BCSR) at Rutgers University to conduct the 2007 New Jersey Middle School Risk and Protective Factor Survey (NJ MS RPFS). In 2012, the survey continues efforts initiated in 1999 to systematically document risk and protective factors among New Jersey youth. Until 2003, the NJ DHS/DMHAS used the Communities That Care survey provided by the Channing Bete Company, Inc. Results of the 1999 to 2010 surveys can be found on the NJ DHS/DMHAS website at http://www.state.nj.us/humanservices/das/news/reports/surveys/. County and state-level drug and alcohol coordinators will use information from the survey to plan tailored prevention programs for New Jersey's youth population. In addition, the NJ DHS/DMHAS intends to use the data to complete the Federal application for block grant funding and for disbursement of funds within the State for prevention and planning purposes.

Data from the New Jersey Middle School Risk and Protective Factor Survey is highly comparable to that collected during the 2008 Youth Tobacco Survey conducted by the New Jersey Department of Health and Senior Services (NJDHSS), Comprehensive Tobacco Control Program. Summary reports are available on the NJDHSS web site at www.state.nj.us/health/as/ctcp/research.htm. In addition, the New Jersey Department of Education (NJDOE) has collected biennial data concerning student health in the ninth through twelfth grades since 1993. The New Jersey Student Health Survey, previously known as the Youth Risk Behavior Survey, features core questions promulgated nationally by the Centers for Disease Control and Prevention (CDC) concerning student self-reports on their attitudes and behaviors in areas that are highly related to preventable illness and premature death. While the questions are asked differently from those on the New Jersey Middle School Risk and Protective Factor Survey, the responses do provide a means to examine changes in student use with increasing age and grade. Results of the biennial NJ Student Health Survey can be found at http://www.nj.gov/education/students/yrbs/index.html. Finally, from 1980 to 1998, the New Jersey Department of Law and Public Safety, Division of Criminal Justice conducted the triennial Survey of Drug and Alcohol Use Among New Jersey High School Students. Findings of the spring 1998 survey can be found at www.state.nj.us/lps/dcj/dahs1230.htm.

## *B. Study Design and Methods*

The following information outlines the major aspects of the study design, methods, field procedures, and participation rates. More detailed information can be found in a technical report on the administration of the 2011-12 survey, entitled "*2011-12 New Jersey Risk and Protective Factor Middle School Survey Technical Report: Weighting Procedures and Statistical Tabulations"* provided to the NJDHS/DMHAS by BCSR.

## Sampling Design

BCSR aimed to conduct the survey with a targeted sample of 104 middle schools randomly selected throughout the state. The sample of schools was stratified by county. BCSR used a multi-stage sampling design. For middle schools, a sampling ratio of 1-to-8 schools was used with a minimum of four schools when a county had 35 or fewer schools.

Using this sampling approach, the target number of middle schools selected was 104 with county samples ranging from 4 to 9 schools. Schools were selected systematically with probability proportional to enrollment in grades 7 and 8 using a random start. At the school level, sampling with replacement was used so that if a school refused to participate, the next school in the list of schools was selected to participate. A total of 140 middle schools were recruited for survey participation.

The goal was to obtain weighted percentage data within each county that represented the total student population in the county with a margin of error of approximately +/- 5.0 percentage points at a 95% confidence interval. Within schools, a targeted 60% student response rate was assumed in calculating the total number of students to participate per county.

This method assumed that all schools were recruited prior to any survey administration. Since this was not possible, estimates for sample sizes were made based on school enrollment and weighted adjustments were made to the final dataset. The total number of middle school students intended to be sampled was 12,517 with a targeted sample of 7,510 assuming a 60% response rate.

The final *participating* sample included 83 middle schools with the forecasted goals of school participation achieved in 15 of the 21 counties. Overall, 6,627 students submitted surveys in those 83 participating schools. Student participation rates met or exceeded the 60% response rate goal in all 21 counties except Union, which had a 50% rate.

## Field Procedures

BCSR staff members began contacting school superintendents and principals in November 2011 to obtain permission to conduct the survey at the school. Once a school agreed to participate, a list of all classes was provided to BCSR. Classes were then randomly selected in a manner that assured that all students were eligible for selection into the sample.[1] BCSR staff administered the survey in each randomly-selected classroom at sampled schools between November 2011 and June 2012.

It should be noted that the administration of the survey was conducted under standards established by state law *N.J.S.A.* 18A:36-34 which requires active parental consent for student participation – meaning that students could only participate if they returned a signed consent form from a parent/guardian. The parental consent requirement may act as a screening process whereby students not participating in the survey are the students who fail to bring home or return permission forms necessary for participation. At the same time, there is another group of students who are excluded because their parents have chosen not to consent to participation in

[1] All classes in a required subject *or,* depending on the school's choice, all classes meeting during a particular period of the day were included in the sampling frame. Systematic equal probability sampling with a random start was used to select classes from each school that participated in the survey.

this survey. While there is no empirical evidence to support the notion that these groups of students differ in any way from students who do return their consent form allowing survey participation, the active parental consent process creates an obvious screening criteria for inclusion in this study. Both of these non-participating groups are small. Overall, the majority of all students (73%) returned a form that permitted participation; 6% returned a form that did not consent to participation, and 21% did not return a form at all.

Participating schools were provided with parent consent letters and survey fact sheets to send home with students. In all cases, documented parental consent was required for a student to participate, consistent with New Jersey statute. Any student who did not want to participate on the day of administration was also excused.

The questionnaires were completely anonymous and confidential and, once completed, procedures were followed to protect the confidentiality of subjects and their data. All procedures are reviewed and approved on an annual basis by Rutgers University's Institutional Review Board (IRB) for compliance with federal guidelines for the treatment of human subjects. Participation is voluntary. Questionnaires are self-administered and formatted for optical scanning.

## Participation Rates

For the 83-school sample, 7,571 of the 9,668 students sampled (78.3%) returned their parent consent forms. Among students who did return the parent consent form, most parents (92.8%, n=7,024) agreed to participate. A total of 546 parents refused permission (7.2%). There did not seem to be any common characteristics of schools with higher percentages of refusals.

Actual participation in the 2011-12 NJ MS RPFS totaled 6,627 students. This represents 68.5% of the students included in the sampled classes. Of the students who returned a consent form that was marked 'Yes', 5.5% of those students were absent on the day of administration. In prior years, response rates on the NJ DHS DMHAS administration of the 'Communities that Care' survey, response rates were a concern. In 2003, the school participation rate of 32.2% and student response rate of 40.2% led to an overall participation rate of 12.9%. In both 2006-07 and 2009-10, BCSR improved these response rates considerably - obtaining school participation rates of 55.9% and 70.7%, respectively and student response rates of 64.4% and 73.7%, respectively, which led to overall participation rates of 36.0% and 52.1%, respectively. In 2011-12 response rates were in between the previous two administrations. With 83 of 140 schools participating (59.3% school participation rate) and 6,627 of 9,668 students returning a completed questionnaire (68.6% student participation rate), the final overall survey response rate was 40.6% (school rate * student rate).

Table 1 presents a summary of the school and student response rates by county, and the overall response rates by county. While these overall participation rates are greater than similar efforts in the past, they are still lower than those rates generally regarded as acceptable to considering results as representative to a broader population. For example, CDC requires a 60% overall response rate on its Youth Risk Behavior Survey as a cut-off for having data weighted to the state's student population. Therefore, since response rates were lower than these conventions, the possibility exists that a participation bias at either the school and/or student level may impact the results of the study. State, county and community representatives should consider these response rates and their potential bias on results when using the NJ MS RPFS report in any prevention planning efforts.

**Table 1:** ***Disposition by County: Summary of School and Student Response Rates***

| COUNTY | # Schools Selected | Target | # Agreed | # Schools Completed | School Rate | # Students Completed | Student Rate | Overall Rate |
|---|---|---|---|---|---|---|---|---|
| Atlantic | 7 | 4 | 4 | 4 | 57.14% | 368 | 63.45% | 36.26% |
| Bergen* | 11 | 9 | 5 | 5 | 45.45% | 351 | 75.65% | 34.38% |
| Burlington | 7 | 4 | 4 | 4 | 57.14% | 406 | 73.29% | 41.88% |
| Camden | 6 | 5 | 4 | 4 | 66.67% | 330 | 70.36% | 46.91% |
| Cape May* | 6 | 4 | 3 | 3 | 50.00% | 243 | 67.88% | 33.94% |
| Cumberland* | 6 | 4 | 3 | 3 | 50.00% | 208 | 63.03% | 31.52% |
| Essex | 10 | 9 | 7 | 7 | 70.00% | 350 | 64.70% | 45.29% |
| Gloucester | 6 | 4 | 4 | 4 | 66.67% | 358 | 71.60% | 47.73% |
| Hudson | 7 | 7 | 6 | 6 | 85.71% | 399 | 75.14% | 64.41% |
| Hunterdon* | 8 | 4 | 2 | 2 | 25.00% | 176 | 63.08% | 15.77% |
| Mercer | 5 | 4 | 4 | 4 | 80.00% | 377 | 69.43% | 55.54% |
| Middlesex | 6 | 5 | 5 | 5 | 83.33% | 414 | 71.01% | 59.18% |
| Monmouth | 7 | 6 | 5 | 5 | 71.43% | 386 | 75.39% | 53.85% |
| Morris | 5 | 4 | 3 | 3 | 60.00% | 315 | 70.00% | 42.00% |
| Ocean | 5 | 4 | 3 | 3 | 60.00% | 314 | 73.19% | 43.92% |
| Passaic* | 8 | 5 | 4 | 4 | 50.00% | 287 | 63.92% | 31.96% |
| Salem | 5 | 4 | 3 | 3 | 60.00% | 200 | 66.67% | 40.00% |
| Somerset | 7 | 4 | 4 | 4 | 57.14% | 388 | 67.36% | 38.49% |
| Sussex | 5 | 4 | 4 | 4 | 80.00% | 336 | 64.87% | 51.90% |
| Union* | 9 | 6 | 2 | 2 | 22.22% | 107 | 49.77% | 11.06% |
| Warren | 4 | 4 | 4 | 4 | 100.00% | 314 | 64.48% | 64.48% |
| TOTAL | **140** | **104** | **83** | **83** | **59.29%** | **6627** | **68.55%** | **40.64%** |

As shown in Table 1, overall survey response rates ranged from a low of 11.1% in Union* County to a high of 64.5% in Warren County. While it is not possible to ascertain differences between survey responders and non-responders, BCSR would urge readers to exercise caution in interpreting data from counties with low response rates. Considering survey response rates are an important element in determining the quality of data collected, these rates must be considered when looking at survey analysis on the data compiled in the study.

Based on previous survey administrations, the response rate criteria established to indicate acceptable performance within each county was set at 36.0%.[2] An adequate overall response rate was not reached in six of the 21 counties. All counties whose response rates were less than 36% are listed below and are marked with an asterisk (*) throughout this report. Results for these counties with lower participation rates should be interpreted with caution as they may not be representative of the county overall:

- Union* (11.1%)
- Hunterdon* (15.8%)
- Cumberland* (31.5%)
- Passaic* (32.0%)
- Cape May* (33.9%)
- Bergen* (34.4%)

[2] After reviewing the overall response rates, the six lowest performing counties (noted by * throughout the report) had an overall response rate of 26.44%, while the 16 higher performing counties had an overall response rate of 48.9%.

In addition, because the response rates in Union and Hunterdon counties were so low, their results are not noted in any section of the report and percentages are hidden in all appendices. However, their data was incorporated when calculating the overall statewide percentages.

## *C. Questionnaire*

### Background

From 1999 to 2003, the New Jersey Division of Mental Health and Addiction Services administered the Communities That Care Youth Survey (CTCYS) in a sample of middle schools on three occasions (1999, 2001, and 2003). The CTCYS instrument was developed out of a multi-state study funded by the Center for Substance Abuse Prevention (CSAP) in order to assess a wide range of risk and protective factors. Prior research had shown that a number of constructs exist to adequately predict the initiation of substance use and anti-social behaviors (Coie et al., 1993; Durlak, 1998; Hawkins, Arthur, and Catalano, 1995; Hawkins, Catalano, and Miller, 1992; Kellam, Koretz, and Moscicki, 1999; Mrazek and Haggerty, 1994).[3] During the CSAP project it was determined that no existing instrument measured the necessary array of risk and protective factors needed to focus prevention programs across geographic areas and subpopulations (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002).[4] The instrument includes risk and protective factors that show the strongest correlations to drug use, including feelings about school and their neighborhood; self-reported and peer use of tobacco, drugs, and alcohol; and the availability of such substances. The original CTCYS includes 333 items measuring 32 constructs, or risk and protective factors depending on whether behavior is influenced negatively or positively.

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[3] Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.J., Ramey, S.L., Shure, M.B., & Long, B. (1993). The science of prevention. A conceptual framework and some directions for a national research program. *American Psychologist* 48 (10): 1013-22.

Durlak, J. A. (1998). Common risk and protective factors in successful prevention programs. *American Journal of Orthopsychiatry* 68 (4): 512-20.

Hawkins, J.D., Arthur, M.W., & Catalano, R.F. (1995). Preventing substance abuse. In *Crime and justice: Vol. 19. Building a safer society: Strategic approaches to crime prevention*, edited by M. Tonry and D. Farrington, 343-427. Chicago: University of Chicago Press.

Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin* 112 (1): 64-105.

Kellam, S. G., D. Koretz, & E. K. Moscicki. 1999. Core elements of developmental epidemiologically based prevention research. *American Journal of Community Psychology* 27 (4): 463-82.

Mrazek, P.J., Haggerty, R.J. eds., & Committee on Prevention of Mental Disorders, Institute of Medicine. (1994). *Reducing risks for mental disorders: Frontiers for prevention intervention research*. Washington, DC: National Academy Press.

[4] Arthur, M.W., Hawkins, J.D., Pollard, J.A., Catalano, R.F., & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review*, 26, 575-601. Retrieved April 7, 2008, from http://www.pridesurveys.com/supportfiles/CTC_reliability.pdf.

Since the development of the Communities That Care Youth Survey in 1992, the instrument has been revised and condensed into the Pride Risk and Protective Factors Survey (RPF). Dr. Jack Pollard, one of the original developers of the CTCYS, led the charge to shorten the original 12-page survey into a more manageable four pages (the Pride RPF). To do this, Pollard considered the practicality of administration (four pages can be completed in one class period) as well as political and community issues around measuring sensitive topics (e.g., family conflict), whether intervention is possible (e.g., *Sensation Seeking* is interpreted as more of a personality trait rather than a risk factor), and the degree of importance to the domain (e.g., *Opportunities for Positive Involvement* in the community is less important factor than the community's *Laws and Norms Favorable to Drug Use*). Finally, the instrument was tested to determine that the items reliably and efficiently measured the constructs intended (Arthur et. al., 2002). In all, the final four-page RPF survey included 121 items measuring 29 risk and protective factor constructs.

Through Pride Surveys, more than 8,000 individual schools and school systems have used its surveys since 1982.[5] Moreover, in 1999, Pride Surveys were selected by Congress "as an official measure of adolescent drug use in the nation." The CTCYS and four-page RPF survey is appropriate for adolescents aged 11-18 years old and allows for the analysis of risk and protective factors at different ages (Arthur et. al., 2002). As a result, federal, state, and local agencies have found these factors to be useful for prevention needs assessments and the planning of prevention programs.

In 2006, the Division of Mental Health and Addiction Services switched from the CTCYS to the Pride RPF. The current 68-item questionnaire, published by Pride Surveys, is a revised version of the final RPF survey and has been customized with recommendations from DMHAS. It includes 20 risk and five protective factors. Chapters 1-2 present the prevalence summaries of New Jersey middle school students' use of drugs and participation in antisocial behaviors. Chapter 3 presents analysis of the instrument's risk and protective factor items, as well as graphical representations of the impact of risk and protective factor scores on substance use.

## Risk and Protective Factor Scales

The *New Jersey Middle School Risk and Protective Factor Survey* contains six overarching domains – Community, Family, School, and Peer-Individual for the 20 risk factors and School and Peer-Individual for the five protective factors. Multiple survey items comprise each of these factors and there was a minimum number of questions that must be answered in order to be calculate a scales score for that factor. BCSR computed scale scores for each risk and protective factor, their respective domains, and summary risk and protective factor scores, which were created by combining all 20 risk factors and all five protective factors, respectively.

Risk factors are characteristics of the students' community, family, school, and peer relationships that predict the likelihood of experimentation with alcohol, tobacco, and other drugs and participation in antisocial behavior. These variables have been standardized to a 0 to 1 scale. Each question was scored so that the most negative behaviors received the highest score. It is important to note that risk and protective factors are interpreted differently. *The higher the score on a risk factor, the more likely the student is 'at-risk' for using drugs or participating in delinquent behaviors.*

[5] *Why use Pride Surveys?* by Pride Surveys. Retrieved April 7, 2008, from http://www.pridesurveys.com/.

Protective factors are characteristics of the students' school, and peer relationships that have been associated with reducing the likelihood of experimentation with alcohol, tobacco, and other drugs as well as antisocial behavior. Each question was scored so that the most positive behaviors received the highest score. For example, if a student indicated that she had done community service 40 or more times in the last year, then this would be scored as a 1. *The higher the score on a protective factor, the more likely the student is to be 'protected' from negative behaviors, such as using drugs and participating in antisocial activities.*

## *D. Weighting*

The following outlines the steps used to generate the school/student weights used for the study to make the raw data more representative of the New Jersey middle school student population at the county and statewide level.

### Overview of Weighting Procedure

The sampling and weighting strategies for this survey were designed and implemented to produce survey estimates that would be representative of the population of 7th and 8th grade students enrolled in public (non-charter) schools with 40 or more students in the state. The analysis of the survey data examines individual county level and state level data so the data were weighted to be representative of the 7th and 8th grade public school population at each level. The sample for the survey was designed to produce county and state level estimates and required that the data be weighted to compensate for the designed sample disproportionality at the county level.

The sample was a school-based sample selected at the county level. Schools within counties were selected with probabilities proportionate to enrollment size and, to the extent possible given school enrollment size; students were sampled equally across the selected schools within each county. Classes of students were selected randomly from among all 7th and 8th grade period two classes at each sampled school and attempts were made to collect completed surveys from all students within each sampled class.

There are two components to the weighting procedure: (a) one adjustment is associated with school/student probability of selection, and (b) the other adjustment is to insure demographic comparability. A weight is associated with each questionnaire to reflect the likelihood of sampling each student. The sample is weighted by the probability of selection at the school and classroom level and to reflect the county and state student population parameters. The weight used for estimation is given by:

$$W = W1 * W2 * f1$$

W1 = the inverse of the probability of selecting the school;
W2 = the inverse of the probability of selecting the classroom within the school;
f1 = a post-stratification adjustment factor calculated by gender within grade and by race/ethnicity.

The weighted percentages used in this report are a more accurate reflection of the total New Jersey middle school population than if the results were to be used in their non-weighted

form. Although the response rate only reached 41%, weighting the data in this manner allows the weighted results to more closely match the attitudes and behaviors of all regular public school students in grades 7 and 8 in New Jersey to improve inferences concerning the substance use prevalence.

The sampling strategy is an equal probability of selection method in design involving three stages of adjustments. The county level sample is first weighted by the probability of selection at the school and student level. Additionally, weighting on student demographic characteristics was necessary at the county level to mitigate the effects of student and school selection on the survey estimates. Finally, state level weighting was necessary to ensure that the weighted sample estimates would accurately represent the entire student population in the state. The calculation of sample and demographic weights was accomplished in multiple stages and different weights are calculated for analysis at the county level and the state level. More information on the specific steps used to calculate weight coefficients are presented in "*2011-12 New Jersey Middle School Risk and Protective Factor Survey: Weighting Procedures and Statistical Tabulations."*

## *E. Profile of Middle School Students*

As discussed, the survey results are representative of all New Jersey middle school students in grades 7-8. Overall, 6,544 of the 6,627 completed surveys (98.7%) were eligible for analysis. Reasons for ineligibility include the following:

- incomplete surveys (answering less than 60% of the survey questions);
- use of *derbisol* (a fictitious drug used in questionnaires to test the reliability of answers received by students);
- or, two or more inconsistent affirmative responses to drug questions (e.g., indicating use of a particular drug in the last 30 days for one question and indicating *no use* in the last 12 months).

The weighted and unweighted demographic characteristics of the sample are included in Table 2 below.

**Age:** The students ranged in age from 11 years old to 16 years old. Overall, 25.6% of the students were 12 or younger, 50.1% were 13 years old, 23.1% were 14 years old, and 1.3% were 15 or older.

**Grade:** Based on weighted demographic data, the students were evenly split between 7$^{th}$ grade (49.9%) and 8$^{th}$ grade (50.1%).

**Sex:** Overall, an equivalent number of males (51.3%) and females (48.7%) responded to the survey.

**Race/Ethnicity:** Based on weighted demographic data, 52.3% were White, 18.2% were Hispanic or Latino (including Hispanics who also identified with a race or multiple races), 14.2% were Black or African-American, 8.3% were Asians, and 6.9% were Other (including American Indian/Alaskan Natives and non-Hispanic students who identified with multiple races).

**Table 2:** ***Profile of Middle School Students in the 2012 New Jersey Middle School Risk and Protective Factor Survey***

| | Demographic Group | Sample (n) | Sample % | Weighted % |
|---|---|---|---|---|
| **GENDER** | Female | 3505 | 54.6 | 48.7% |
| | Male | 2910 | 45.4 | 51.3% |
| **AGE** | 12 Years Old or Younger | 1662 | 25.4 | 25.6 |
| | 13 Years Old | 3183 | 48.7 | 50.1 |
| | 14 Years Old | 1597 | 24.5 | 23.1 |
| | 15 Years Old or Older | 88 | 1.3 | 1.3 |
| **GRADE** | $7^{th}$ | 3280 | 50.2 | 49.9% |
| | $8^{th}$ | 3258 | 49.8 | 50.1% |
| **RACE/ETHNICITY** | White | 3630 | 55.9 | 52.3% |
| | African-American | 513 | 7.9 | 14.2% |
| | Hispanic/Latino | 1441 | 22.2 | 18.2% |
| | Asian | 441 | 6.8 | 8.3% |
| | Other | 466 | 7.2 | 6.9% |

# Chapter 1: Alcohol, Tobacco, and Other Drug Use

## *A. Presentation of the Findings*

The following section presents the findings on the alcohol, tobacco, and other drug use collected by the *2012 New Jersey Middle School Risk and Protective Factor Survey*. The survey focuses on New Jersey middle school students, specifically 7th and 8th graders. The drug information collected includes the prevalence and frequency of use of alcohol, tobacco, marijuana, inhalants, prescription drugs without a prescription, cocaine, methamphetamines, amphetamines and tranquilizers/sedatives,[6] hallucinogens, heroin, steroids, ecstasy, OxyContin, cough medicine, and club drugs.

Many of the items on the *2012 New Jersey Middle School Risk and Protective Factor Survey* were comparable to the *Monitoring the Future* survey, a national study of drug use by middle and high school students conducted each year by the University of Michigan's Institute for Social Research's Survey Research Center. The survey provides data on the national prevalence of use for alcohol, tobacco, and other illicit drugs (ATOD) using a representative sample of 8th, 10th, and 12th grade students. For many years, the *Monitoring the Future* survey served as the primary reference for determining the ATOD use among adolescents in the United States.

The use of ATODs by middle school students in New Jersey is shown in Tables 3 to 25. Students' ATOD use is shown in two distinct ways – by prevalence tables and by frequency tables.

1. **Prevalence tables** display the percentage of students who reported use of a drug at least once in the specified 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). ATOD prevalence table results are presented by grade, sex, and race/ethnicity. *Caution should be taken when interpreting the results of some of these groups, especially when comparing differences, because of small subsample sizes.*

2. **Frequency tables** illustrate the number of occasions that students reported using a particular drug in a specified time period. It is important to note that, due to rounding errors, the frequency of use for a substance (divided amongst multiple categories) does not precisely match the prevalence of use.

County-level results are discussed throughout the report and are included in the appendices. Please be advised that caution should be taken when interpreting the results from specific counties due to the low participation rates obtained in some counties. One should not assume that the findings reported for counties having low response rates are representative of that county. Tables in the appendices include sample sizes for each county.

[6] Amphetamines are asked about using the term "Uppers" and tranquilizers and sedatives are asked about using the term "Downers" in the survey.

## *B. Summary of the Alcohol, Tobacco, and Other Drug Findings*

Tables 3 and 4 display the results from the 2012 NJ MS RPF survey while a comparison to the national results from the 2011 *Monitoring the Future* survey is presented in Table 5.

Each of the substances displayed in Tables 3 and 4 are discussed in greater detail in the following sections. Tables 6-25 show the lifetime, annual, and recent (past 30 day) use of alcohol, tobacco, and other drugs. Use in the 30 days prior to the survey date was only asked for alcohol, cigarettes, marijuana, cocaine, inhalants, and prescription drugs without a prescription.

**Table 3:** ***Summary of the Prevalence of Use of Primary Substances for the 2012 New Jersey Middle School Risk and Protective Factor Survey***

| | | 7th | | 8th | | Overall | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| **Alcohol** | **Lifetime** | 3206 | 16.7 | 3189 | 29.4 | 6401 | 23.1 |
| | **Annual** | 3217 | 11.4 | 3193 | 23.1 | 6416 | 17.3 |
| | **Past 30 Days** | 3250 | 6.0 | 3221 | 12.0 | 6477 | 9.0 |
| **Alcohol - Binge** | **Lifetime** | 3239 | 4.1 | 3207 | 11.2 | 6452 | 7.6 |
| | **Annual** | 3253 | 2.9 | 3220 | 9.6 | 6478 | 6.3 |
| **Cigarettes** | **Lifetime** | 3241 | 4.8 | 3223 | 10.3 | 6470 | 7.6 |
| | **Annual** | 3243 | 3.6 | 3221 | 7.9 | 6470 | 5.7 |
| | **Past 30 Days** | 3264 | 1.9 | 3235 | 4.4 | 6505 | 3.2 |
| **Prescription Drugs w/o Prescription** | **Lifetime** | 3216 | 4.6 | 3208 | 6.6 | 6429 | 5.6 |
| | **Annual** | 3238 | 3.0 | 3218 | 4.9 | 6461 | 3.9 |
| | **Past 30 Days** | 3254 | 1.7 | 3231 | 2.3 | 6491 | 2.0 |
| **Marijuana** | **Lifetime** | 3241 | 2.3 | 3226 | 8.5 | 6473 | 5.4 |
| | **Annual** | 3259 | 2.0 | 3224 | 7.8 | 6489 | 4.9 |
| | **Past 30 Days** | 3265 | 1.4 | 3233 | 5.3 | 6504 | 3.3 |
| **Inhalants** | **Lifetime** | 3231 | 3.7 | 3230 | 4.5 | 6467 | 4.1 |
| | **Annual** | 3250 | 2.5 | 3237 | 2.9 | 6493 | 2.7 |
| | **Past 30 Days** | 3253 | 1.5 | 3233 | 1.7 | 6492 | 1.6 |
| **Cough Medicine** | **Annual** | 3262 | 0.7 | 3245 | 1.7 | 6513 | 1.2 |

Note: “n” represents the number of responses for a given survey item, and ‘%’ represents the percentage of students reporting use.

**Table 4:** ***Summary of the Prevalence of the Use of Other Illicit Drugs for the 2012 New Jersey Middle School Risk and Protective Factor Survey***

| | | 7th | | 8th | | Overall | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| **Sedatives** | **Lifetime** | 3246 | 0.5 | 3234 | 0.8 | 6486 | 0.7 |
| | **Annual** | 3266 | 0.3 | 3250 | 0.5 | 6522 | 0.4 |
| **Steroids** | **Lifetime** | 3245 | 0.6 | 3239 | 0.7 | 6490 | 0.6 |
| | **Annual** | 3268 | 0.4 | 3251 | 0.3 | 6525 | 0.4 |
| **Hallucinogens** | **Lifetime** | 3247 | 0.2 | 3239 | 0.8 | 6492 | 0.5 |
| | **Annual** | 3268 | 0.1 | 3249 | 0.5 | 6523 | 0.3 |
| **Amphetamines** | **Lifetime** | 3250 | 0.4 | 3236 | 0.6 | 6492 | 0.5 |
| | **Annual** | 3263 | 0.2 | 3238 | 0.3 | 6507 | 0.2 |
| **Cocaine** | **Lifetime** | 3241 | 0.4 | 3227 | 0.5 | 6474 | 0.4 |
| | **Annual** | 3266 | 0.2 | 3238 | 0.5 | 6510 | 0.3 |
| | **Past 30 Days** | 3234 | 0.1 | 3221 | 0.2 | 6461 | 0.1 |
| **Methamphetamines** | **Lifetime** | 3240 | 0.5 | 3233 | 0.4 | 6479 | 0.4 |
| | **Annual** | 3257 | 0.3 | 3236 | 0.2 | 6499 | 0.3 |
| **Ecstasy** | **Lifetime** | 3248 | 0.1 | 3231 | 0.7 | 6485 | 0.4 |
| | **Annual** | 3271 | 0.1 | 3249 | 0.5 | 6526 | 0.3 |
| **Heroin** | **Lifetime** | 3249 | 0.1 | 3239 | 0.2 | 6494 | 0.2 |
| | **Annual** | 3269 | 0.1 | 3249 | 0.1 | 6524 | 0.1 |
| **OxyContin** | **Lifetime** | 3236 | 0.1 | 3227 | 0.2 | 6469 | 0.1 |
| | **Annual** | 3268 | 0.1 | 3246 | 0.2 | 6520 | 0.1 |
| **Club Drugs** | **Lifetime** | 3253 | 0.1 | 3236 | 0.2 | 6495 | 0.1 |
| | **Annual** | 3275 | 0.0 | 3250 | 0.1 | 6531 | 0.1 |
| ***Total of Other Illicit Drugs*** | **Lifetime** | 3251 | 1.9 | 3239 | 3.1 | 6496 | 2.5 |
| | **Annual** | 3272 | 1.3 | 3251 | 1.8 | 6529 | 1.6 |

Note: “n” represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use. ‘Total of Other Illicit Drugs’ is the combined prevalence of all the drugs listed in this table.

Table 5 compares substance use that was reported in the *2012 New Jersey Middle School Risk and Protective Factor Survey* with the national level *2011 Monitoring the Future* study. It is important to note that *Monitoring the Future* data are based on 8th grade students only; therefore, the only direct comparison possible is with New Jersey's 8th grade data. Notably, New Jersey 8th grade students reported lower levels of substance use than their national counterparts for *every single substance across all time periods*; including lifetime, annual, and recent use. For many substances, the national lifetime and annual use rates for 8th grade students were two to three times higher than those found among New Jersey 8th graders.

Particularly noteworthy differences between New Jersey and the nation were found for the lifetime use of cigarettes (10.3% vs. 18.4%), marijuana (8.5% vs. 16.4%), and inhalants (4.5% vs. 13.1%) as well as for the annual use of marijuana (7.8% vs. 12.5%) and inhalants (2.9% vs. 7.0%). New Jersey 8th graders reported smaller margins, but consistently lower rates, of alcohol use than their national counterparts in terms of lifetime (29.4% vs. 33.1%), past year (23.1% vs. 26.9%), and past 30 day use (12.0% vs. 12.7%),

**Table 5:** ***Lifetime, Annual, and Recent Use of Alcohol, Tobacco, and Other Drugs from the 2012 NJ MS RPF Survey Compared to the 2011 "Monitoring the Future" Study***

| | 2012 NJ MS RPF Survey (8th Grade) % | 2011 Monitoring the Future (8th Grade) % |
|---|---|---|
| **Lifetime Use** | | |
| **Alcohol** | 29.4 | 33.1 |
| **Cigarettes** | 10.3 | 18.4 |
| **Marijuana** | 8.5 | 16.4 |
| **Inhalants** | 4.5 | 13.1 |
| **Ecstasy** | 0.7 | 2.6 |
| **Cocaine or Crack**[7] | 0.5 | 2.2 |
| **Heroin** | 0.2 | 1.2 |
| **Annual Use** | | |
| **Alcohol** | 23.1 | 26.9 |
| **Cigarettes** | 7.9 | * |
| **Marijuana** | 7.8 | 12.5 |
| **Inhalants** | 2.9 | 7.0 |
| **Cough Medicine** | 1.2 | 2.7 |
| **Ecstasy** | 0.5 | 1.7 |
| **Cocaine or Crack** | 0.5 | 1.4 |
| **Heroin** | 0.1 | 0.7 |
| **Recent Use (Past 30 days)** | | |
| **Alcohol** | 12.0 | 12.7 |
| **Cigarettes** | 4.4 | 6.1 |
| **Marijuana** | 5.3 | 7.2 |
| **Inhalants** | 1.7 | 3.2 |
| **Cocaine or Crack** | 0.2 | 0.8 |

* *Monitoring the Future* does not provide annual prevalence rates for use of cigarettes.

[7] *Monitoring the Future* only asked about Cocaine and Crack in separate questions. The percentage depicted only represents the numbers saying they had used powder cocaine.

## Alcohol

Alcohol, which includes beer, wine, and hard liquor, is the drug used most often by adolescents. Findings for alcohol use by New Jersey middle school students surveyed in 2012 are presented in Tables 6 and 7.

Among New Jersey middle school students, 23.1% of 7th and 8th graders reported having used alcohol at some time in their lives. The lifetime rate for New Jersey 8th graders was higher than for 7th graders (29.4% and 16.7%, respectively). For 8th graders nationwide in 2011, the *Monitoring the Future* study found slightly higher lifetime alcohol prevalence (33.1% vs. 29.4%). As shown in Table 6, 9.0% of all the surveyed 7th and 8th grade students in New Jersey had used alcohol in the 30 days prior to the survey, with 12.0% of 8th graders and 6.0% of 7th graders reporting such use. The past 30 day prevalence rate for NJ 8th graders roughly matched the *Monitoring the Future* study rate of 12.7%.

There was very little difference in reported lifetime alcohol use between New Jersey male and female middle school students (22.4% to 23.2%, respectively). However, females were slightly more likely to have drunk than males in both the past year (18.3% to 15.8%) and the 30 days prior to the survey (10.5% to 7.3%).

Differences among race/ethnicity groups regarding the lifetime use of alcohol were vast, with Hispanic students reporting higher rates than White, African-American, and Asian students (37.1% vs. 20.3%, 25.9%, and 7.7%, respectively). Similarly, Hispanic students were the most likely to have drunk in the past year (27.4% vs. 16.5%, 15.0%, and 5.4%, respectively) and the past 30 days (17.1% vs. 7.9%. 7.6%, and 0.9%, respectively).

Some counties showed almost three times the lifetime alcohol use rates than other counties (Table A1). For example, Passaic* County had the highest lifetime prevalence rate of 40.1%, followed by Cumberland* County at 37.1%. The lowest lifetime rate was found in Morris County (13.5%). Passaic* County also had the highest past 30 day rate (20.8%). This was over five times higher than the findings for Monmouth County, the county with the lowest past 30 day prevalence rates (4.1%). However, because of low response rates in some counties caution must be used when interpreting county-level findings.

Table 7 presents the past 30 day frequency of alcohol. The number of occasions of use has been broken down into four categories: *Never*, *1 to 2 occasions*, *3 to 5 occasions*, and *6 or more occasions*. In this study, 8.9% of 8th graders indicated that they had used alcohol 1 to 2 times in the past month. Further, only small proportions of 8th graders reported drinking alcohol on 3 or more occasions (1.8% in the *3 to 5 occasions* category and just 1.2% in the *6 or more occasions* category).

**Table 6:** ***Lifetime, Annual, and Recent Use of Alcohol by Demographic Subgroups***

| | Lifetime | | Annual | | Past 30 Days | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| **NJ Middle School Students** | 6401 | 23.1 | 6416 | 17.3 | 6477 | 9.0 |
| **Grade** | | | | | | |
| **7th** | 3206 | 16.7 | 3217 | 11.4 | 3250 | 6.0 |
| **8th** | 3189 | 29.4 | 3193 | 23.1 | 3221 | 12.0 |
| **Sex** | | | | | | |
| **Male** | 2846 | 22.4 | 2852 | 15.8 | 2877 | 7.3 |
| **Female** | 3432 | 23.2 | 3440 | 18.3 | 3473 | 10.5 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3555 | 20.3 | 3571 | 16.5 | 3596 | 7.9 |
| **African-American** | 495 | 25.9 | 501 | 15.0 | 506 | 7.6 |
| **Hispanic** | 1403 | 37.1 | 1401 | 27.4 | 1425 | 17.1 |
| **Asian** | 440 | 7.7 | 439 | 5.4 | 439 | 0.9 |
| **Other** | 455 | 20.1 | 452 | 16.3 | 459 | 9.0 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 7:** ***Frequency of Alcohol Use during the Past 30 Days by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6477 | 91.0 | 9.0 | 6.9 | 1.3 | 0.8 |
| **Grade** | | | | | | |
| **7th** | 3250 | 94.0 | 6.0 | 4.8 | 0.7 | 0.5 |
| **8th** | 3221 | 88.0 | 12.0 | 8.9 | 1.8 | 1.2 |
| **Sex** | | | | | | |
| **Male** | 2877 | 92.7 | 7.3 | 5.9 | 0.9 | 0.3 |
| **Female** | 3473 | 89.5 | 10.5 | 7.8 | 1.5 | 1.2 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3596 | 92.1 | 7.9 | 6.4 | 0.9 | 0.5 |
| **African-American** | 506 | 92.4 | 7.6 | 5.4 | 1.4 | 0.9 |
| **Hispanic** | 1425 | 82.9 | 17.1 | 12.2 | 2.6 | 2.4 |
| **Asian** | 439 | 99.1 | 0.9 | 0.7 | 0.0 | 0.1 |
| **Other** | 459 | 91.0 | 9.0 | 6.9 | 1.4 | 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.

## Binge Use of Alcohol

Binge use of alcohol is defined as having 3 or more drinks of alcohol in a row within a couple of hours. Findings for binge alcohol use by New Jersey middle school students surveyed in 2012 are presented in Table 8.

Among New Jersey middle school students, 7.6% of 7th and 8th graders reported having binged on alcohol at some time in their lives. The lifetime rate for 8th graders was higher than for 7th graders (11.2% vs. 4.1%). The past year rate for NJ 8th graders was 9.6% and, which was a higher annual rate than 7th graders (2.9%).

There was virtually no difference between New Jersey male and female middle school students in reported lifetime (7.2% and 7.7%) or past year (6.0% and 6.3%) binge alcohol use.

Differences among race/ethnicity groups regarding the binge use of alcohol mirrored that of non-binge use. Hispanic students reported decidedly higher lifetime rates than White, African-American, and Asian students (14.0% vs. 7.0%, 5.4%, and 2.7%, respectively). Past year binge use rates were also higher for Hispanic students than for White, African-American, and Asian students, but to a lesser degree (11.5% vs. 5.9%, 3.6%, and 2.6%, respectively).

Binge use of alcohol by county varied widely, with some counties showing over six times the lifetime binge rates than others (Table A1). For example, Passaic* had the highest lifetime binge use rate (18.4%), whereas the lowest lifetime rate was found in Morris County (2.7%). Passaic* County also had the highest past year rate (16.1%). This was over eight times higher than the findings for Morris County, the county with the lowest past year prevalence (1.9%). However, because of low response rates in some counties caution must be used when interpreting county-level findings.

**Table 8:** ***Lifetime and Annual Binge Use of Alcohol by Demographic Subgroups***

| | Lifetime | | Annual | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6452 | 7.6 | 6478 | 6.3 |
| **Grade** | | | | |
| **7th** | 3239 | 4.1 | 3253 | 2.9 |
| **8th** | 3207 | 11.2 | 3220 | 9.6 |
| **Sex** | | | | |
| **Male** | 2871 | 7.2 | 2889 | 6.0 |
| **Female** | 3455 | 7.7 | 3463 | 6.3 |
| **Race/Ethnicity** | | | | |
| **White** | 3582 | 7.0 | 3607 | 5.9 |
| **African-American** | 503 | 5.4 | 508 | 3.6 |
| **Hispanic** | 1416 | 14.0 | 1415 | 11.5 |
| **Asian** | 439 | 2.7 | 438 | 2.6 |
| **Other** | 459 | 6.7 | 459 | 5.9 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

## Cigarettes

After alcohol, tobacco was the most commonly used substance among surveyed New Jersey middle school students in 2012. However, New Jersey 8th grade students reported substantially lower rates of lifetime cigarette smoking in comparison to the national prevalence of cigarette smoking reported in 2006 (10.3% vs. 18.4%).

Table 9 presents the lifetime, annual, and recent prevalence rates for cigarette smoking. As shown, overall 7.6% of NJ middle school students had smoked cigarettes in their lifetimes. In addition, 5.7% reported use in the past year and 3.2% reported smoking cigarettes in the past 30 days. Eighth grade students were more than twice as likely as 7th graders to report having smoked cigarettes during their lifetime (10.3% vs. 4.8%), the past year (7.9% vs. 3.6%), and the past 30 days (4.4% vs. 1.9%).

Males were only slightly more likely than females to have smoked cigarettes in their lifetime (8.0% and 6.9%, respectively). Substantial differences occurred across racial/ethnic groups, with a greater proportion of Hispanic and African-American students (12.7% and 9.2%, respectively) than White and Asian students (5.9% and 3.3%, respectively) reporting smoking in their lifetime.

Table 10 presents the frequency of cigarette use in the past 30 days in terms of the number of occasions on which the students smoked. A small proportion of students (3.2%) reported smoking on at least one occasion during the past 30 days prior to the survey, with only 0.7% reporting that they had smoked on more than 6 occasions in the last 30 days.

Of the students who indicated that they had smoked cigarettes in the past 30 days, about three-quarters (74.1%) indicated that they had smoked less than one cigarette per day and one-quarter (25.9%) indicated smoking more than one cigarette per day.

The findings at the county level indicate that Passaic* and Hudson counties (13.3% each) along with Cumberland* County (13.1%) had the highest rates for lifetime cigarette smoking, while Morris (1.6%) reported the lowest rate.

**Table 9:** ***Lifetime, Annual, and Recent Prevalence of Cigarette Smoking by Demographic Subgroups***

| | Lifetime | | Annual | | Past 30 Days | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| **NJ Middle School Students** | 6470 | 7.6 | 6470 | 5.7 | 6505 | 3.2 |
| **Grade** | | | | | | |
| **7th** | 3241 | 4.8 | 3243 | 3.6 | 3264 | 1.9 |
| **8th** | 3223 | 10.3 | 3221 | 7.9 | 3235 | 4.4 |
| **Sex** | | | | | | |
| **Male** | 2871 | 8.0 | 2876 | 5.9 | 2889 | 2.8 |
| **Female** | 3474 | 6.9 | 3469 | 5.3 | 3487 | 3.3 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3587 | 5.9 | 3598 | 4.9 | 3612 | 2.7 |
| **African-American** | 506 | 9.2 | 508 | 7.2 | 509 | 4.3 |
| **Hispanic** | 1422 | 12.7 | 1414 | 8.4 | 1429 | 4.6 |
| **Asian** | 439 | 3.3 | 438 | 1.9 | 439 | 1.1 |
| **Other** | 463 | 8.1 | 461 | 6.0 | 464 | 2.8 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 10:** ***Frequency of Cigarette Smoking During the Past 30 Days by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6505 | 96.8 | 3.2 | 2.0 | 0.5 | 0.7 |
| **Grade** | | | | | | |
| **7th** | 3264 | 98.1 | 1.9 | 1.4 | 0.2 | 0.3 |
| **8th** | 3235 | 95.6 | 4.4 | 2.5 | 0.8 | 1.2 |
| **Sex** | | | | | | |
| **Male** | 2889 | 97.2 | 2.8 | 1.6 | 0.6 | 0.6 |
| **Female** | 3487 | 96.7 | 3.3 | 2.1 | 0.4 | 0.9 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3612 | 97.3 | 2.7 | 1.8 | 0.3 | 0.7 |
| **African-American** | 509 | 95.7 | 4.3 | 2.7 | 0.7 | 0.9 |
| **Hispanic** | 1429 | 95.4 | 4.6 | 2.6 | 1.2 | 0.7 |
| **Asian** | 439 | 98.9 | 1.1 | 1.0 | 0.1 | 0.0 |
| **Other** | 464 | 97.2 | 2.8 | 1.4 | 0.6 | 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.

## Prescription Drugs without a Prescription

Prescription drug use without a prescription was the third most frequently used substance among New Jersey middle school students. Presented in Table 11, 5.6% of students reported lifetime prescription drug use without a prescription (3.9% in the past year).

New Jersey 8th graders were slightly more likely to have used prescription drugs in their lifetime than 7th graders (6.6% to 4.6%). By the same margin, females were more likely to report lifetime use of prescription drugs (6.6% to 4.6%). With respect to race/ethnicity, Asian and White students (4.5% each) were less likely than Hispanic or African-American students to report lifetime prescription drug use (8.6% and 7.6%, respectively).

County-level findings on prescription drugs without a prescription showed that Cumberland* County (9.0%) had the highest rate for lifetime use while Warren County (0.7%) had the lowest rate.

**Table 11:** ***Lifetime and Annual Prevalence of Prescription Drug Use by Demographic Subgroups***

| | | Lifetime | | Annual | | Past 30 Days | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| **NJ Middle School Students** | | 6429 | 5.6 | 6461 | 3.9 | 6491 | 2.0 |
| **Grade** | | | | | | | |
| | **7th** | 3216 | 4.6 | 3238 | 3.0 | 3254 | 1.7 |
| | **8th** | 3208 | 6.6 | 3218 | 4.9 | 3231 | 2.3 |
| **Sex** | | | | | | | |
| | **Male** | 2863 | 4.6 | 2881 | 3.3 | 2884 | 1.1 |
| | **Female** | 3441 | 6.6 | 3454 | 4.7 | 3478 | 2.8 |
| **Race/Ethnicity** | | | | | | | |
| | **White** | 3571 | 4.5 | 3595 | 3.5 | 3608 | 1.7 |
| | **African-American** | 503 | 7.6 | 507 | 4.9 | 506 | 2.2 |
| | **Hispanic** | 1417 | 8.6 | 1418 | 5.6 | 1429 | 3.2 |
| | **Asian** | 434 | 4.5 | 437 | 2.2 | 438 | 0.8 |
| | **Other** | 451 | 4.0 | 452 | 3.2 | 458 | 1.4 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

## Marijuana

New Jersey students reported substantially lower lifetime rates of marijuana use in 2012 than the *Monitoring the Future* 8th graders surveyed in 2009 (8.5% vs. 16.4%). Past 30 day use was 5.3% among 2012 New Jersey 8th graders compared to 7.2% among 2011 *Monitoring the Future* 8th graders.

The lifetime, annual, and past 30 day rates of marijuana use by demographic subgroups is presented in Table 12. A total of 5.4% of the students surveyed reported using marijuana in their lifetime. A similar proportion (4.9%) reported using marijuana in the past year, though fewer (3.3%) reporting using it in the past 30 days. The reported lifetime, annual, and recent marijuana use rates were lower among 7th graders (2.3%, 2.0%, and 1.4%, respectively) than 8th graders (8.5%, 7.8%, and 5.3%, respectively).

Slightly more males than females reported lifetime marijuana use (6.3% vs. 4.4%). This slight difference by gender narrowed for annual use (5.4% and 4.2%, respectively) and past 30 day rates (3.6% and 2.9%, respectively). Across racial/ethnic categories, Hispanic students reported the greatest proportion of lifetime use (9.6%); followed by African-American, White, and Asian students (8.0%, 4.0%, and 1.3%, respectively).

At the county level, lifetime marijuana use varied widely, from a high of 13.8% in Cumberland* County to a low of 0.9% in Morris County (See Table A1).

**Table 12: *Lifetime, Annual, and Recent Prevalence of Marijuana Use by Demographic Subgroups***

| | Lifetime | | Annual | | Past 30 Days | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| **NJ Middle School Students** | 6473 | 5.4 | 6489 | 4.9 | 6504 | 3.3 |
| **Grade** | | | | | | |
| **7th** | 3241 | 2.3 | 3259 | 2.0 | 3265 | 1.4 |
| **8th** | 3226 | 8.5 | 3224 | 7.8 | 3233 | 5.3 |
| **Sex** | | | | | | |
| **Male** | 2874 | 6.3 | 2881 | 5.4 | 2886 | 3.6 |
| **Female** | 3473 | 4.4 | 3482 | 4.2 | 3490 | 2.9 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3585 | 4.0 | 3605 | 3.9 | 3615 | 2.4 |
| **African-American** | 505 | 8.0 | 508 | 6.2 | 505 | 4.9 |
| **Hispanic** | 1427 | 9.6 | 1419 | 8.4 | 1427 | 6.0 |
| **Asian** | 440 | 1.3 | 440 | 1.2 | 440 | 0.9 |
| **Other** | 463 | 5.5 | 465 | 5.5 | 465 | 3.5 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

## Inhalants

New Jersey students reported substantially lower rates of inhalant use in 2012 than the *Monitoring the Future* 8th graders surveyed in 2011 (4.5% vs. 13.1%). Annual use of inhalants was 2.9% among 2012 New Jersey 8th graders compared to 7.0% among 2011 *Monitoring the Future* 8th graders.

After alcohol, cigarettes, prescription drugs without prescriptions, and marijuana, inhalants were the fifth most commonly used drug among surveyed New Jersey middle school students (see Table 3). Overall, 4.1% of students reported using inhalants sometime in their lifetime and 2.7% reported using them some time in the past year. Little variation was shown by grade or gender. Hispanic students reported the greatest rate of use (7.1%) while Asian students were the least likely to report use (1.5%).

County-level findings on inhalant use are presented in Table A1. There were notable variations among the counties for lifetime inhalant use. Passaic* County reported the highest lifetime use of inhalants (9.7%), while Morris and County reported the lowest (1.2% each).

**Table 13:** ***Lifetime and Annual Prevalence of Inhalant Use by Demographic Subgroups***

| | | Lifetime | | Annual | | Past 30 Days | |
|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % |
| **NJ Middle School Students** | | 6467 | 4.1 | 6493 | 2.7 | 6492 | 1.6 |
| **Grade** | | | | | | | |
| | **7th** | 3231 | 3.7 | 3250 | 2.5 | 3253 | 1.5 |
| | **8th** | 3230 | 4.5 | 3237 | 2.9 | 3233 | 1.7 |
| **Sex** | | | | | | | |
| | **Male** | 2873 | 3.6 | 2884 | 2.3 | 2883 | 1.2 |
| | **Female** | 3468 | 4.5 | 3481 | 3.1 | 3480 | 2.0 |
| **Race/Ethnicity** | | | | | | | |
| | **White** | 3590 | 3.2 | 3610 | 2.4 | 3606 | 1.5 |
| | **African-American** | 504 | 5.0 | 510 | 3.2 | 507 | 1.3 |
| | **Hispanic** | 1421 | 7.1 | 1421 | 4.3 | 1425 | 2.5 |
| | **Asian** | 438 | 1.5 | 437 | 1.5 | 438 | 1.3 |
| | **Other** | 462 | 4.3 | 463 | 2.3 | 464 | 1.4 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

## Cough Medicine

The use of cough medicine to get high among New Jersey middle school students was a new question added to the 2012 survey. New Jersey students reported slightly lower rates of annual cough medicine use in 2012 than the *Monitoring the Future* 8th graders surveyed in 2011 (1.2% vs. 2.7%).

Overall, 1.2% of students reported using cough medicine to get high sometime in the past year. Little variation was shown by gender, but 7th graders were slightly less likely to report use than 8th graders (0.7% vs. 1.7%) By race/ethnicity, Asian students were slightly less likely to use cough medicine (0.0%) than White, African-American, and Hispanic students (1.2%, 1.4%, and 1.7%, respectively).

County-level findings on cough medicine use are presented in Table A1. There were only minor variations among the counties for annual cough medicine use. Essex and Cumberland* counties reported the highest use (3.1% and 2.9%) while Cape May County reported the lowest (0.3%).

**Table 14:** ***Annual Prevalence of Cough Medicine Use by Demographic Subgroups***

| | | Annual | |
|---|---|---|---|
| | | n | % |
| **NJ Middle School Students** | | 6513 | 1.2 |
| **Grade** | | | |
| | **7th** | 3262 | 0.7 |
| | **8th** | 3245 | 1.7 |
| **Sex** | | | |
| | **Male** | 2892 | 1.2 |
| | **Female** | 3492 | 1.1 |
| **Race/Ethnicity** | | | |
| | **White** | 3614 | 1.2 |
| | **African-American** | 511 | 1.4 |
| | **Hispanic** | 1434 | 1.7 |
| | **Asian** | 437 | 0.0 |
| | **Other** | 465 | 1.3 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

## Other Illicit Drugs

The *Other illicit drugs* category includes cocaine or crack, Ecstasy, methamphetamines, other club drugs, OxyContin, hallucinogens, heroin, amphetamines, sedatives/tranquilizers, and steroids. Tables 15 through 25 present the results for these drugs. Overall, the use of these other illicit drugs was much lower than the rates for alcohol, tobacco, prescription drugs, marijuana, inhalants, and cough medicine. With such low overall prevalence rates, differences between subgroups are not meaningful and are therefore not discussed.

### Sedatives/Tranquilizers

Table 15 reports the findings for prevalence of sedatives/tranquilizers use of New Jersey middle school students. Only 0.7% reported using sedatives/tranquilizers in their lifetime while a comparable proportion used them in the past year (0.4%).

### Steroids

The lifetime and annual prevalence of steroid use is presented in Table 16. Only 0.6% of students reported lifetime use of steroids and just 0.4% reported use in the past year.

### Hallucinogens

Lifetime and past year hallucinogen use was quite low among surveyed New Jersey middle school students (Table 17). Only 0.5% reported use at least once in their lifetime and 0.3% reported use in the past year.

### Amphetamines

Table 18 reports the findings for prevalence of amphetamine use of New Jersey middle school students. Only 0.5% of 7$^{th}$ and 8$^{th}$ graders reported using amphetamines in their lifetime. Past year use paralleled this with 0.2% of students using amphetamines.

### Cocaine or Crack

New Jersey 8$^{th}$ grade students reported using less cocaine than the nationally reported use rates in the *Monitoring the Future* survey across lifetime (0.5% vs. 2.2%), annual (0.5% vs. 1.4%), and past 30 day categories (0.2% vs. 0.8%). As shown in Table 19, only 0.4% of New Jersey middle school students reported using cocaine or crack in their lifetimes, with 0.3% reporting use in the past year and 0.1% in the past 30 days.

### Methamphetamine

Table 20 reports the lifetime and annual prevalence rates for methamphetamine use. The percentage of students who reported using methamphetamines in their lifetime was 0.4%, with 0.3% using in the past year.

## Ecstasy

The reported lifetime Ecstasy use among New Jersey middle school students was 0.4%, with 0.3% reporting use in the past year (Table 21). Lifetime and past year Ecstasy use by 8th graders in New Jersey was less than one third of the national *Monitoring the Future* rate (0.7% vs. 2.6% and 0.5% vs. 1.7%, respectively).

## Heroin

New Jersey students reported lower rates of heroin use In 2012 than the *Monitoring the Future* 8th graders surveyed in 2011 (0.2% vs. 1.2%). Past year use was 0.1% among 2012 New Jersey 8th graders compared to 0.7% among 2011 *Monitoring the Future* 8th graders. The prevalence of use of heroin is summarized on Table 22. Overall, only 0.2% of surveyed New Jersey middle school students reported heroin use in their lifetimes, and 0.1% of students reported use in the past year.

## OxyContin

Table 23 reports the lifetime and annual prevalence rates of OxyContin use by 7th and 8th grade students. Only 0.1% of students reported having used OxyContin in their lifetime and 0.1% reported having used it in the past year.

## Club Drugs

Club drug use is summarized in Table 24, with 0.1% of students reporting use in their lifetime and 0.1% of students reporting use in the past year.

## Total of Other Illicit Drugs

Table 25 presents information on the total other illicit drug use. This is a combined category, and includes New Jersey middle school students who reported use of any of the following: hallucinogens, Ecstasy, methamphetamines, club drugs, OxyContin, heroin, steroids, cocaine or crack, amphetamines, and sedatives/tranquilizers. The combined results show that 2.5% of 7th and 8th graders reported using at least one of these drugs in their lifetime. The past year prevalence rate was 1.6% for these drugs.

**Table 15:** ***Lifetime and Annual Prevalence of Sedative and Tranquilizer Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6486 | 0.7 | 6522 | 0.4 |
| **Grade** | | | | |
| **7th** | 3246 | 0.5 | 3266 | 0.3 |
| **8th** | 3234 | 0.8 | 3250 | 0.5 |
| **Sex** | | | | |
| **Male** | 2883 | 0.6 | 2899 | 0.3 |
| **Female** | 3475 | 0.8 | 3494 | 0.5 |
| **Race/Ethnicity** | | | | |
| **White** | 3592 | 0.6 | 3619 | 0.4 |
| **African-American** | 505 | 0.6 | 513 | 0.3 |
| **Hispanic** | 1433 | 1.4 | 1436 | 0.8 |
| **Asian** | 440 | 0.2 | 439 | 0.2 |
| **Other** | 463 | 0.1 | 463 | 0.1 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 16:** ***Lifetime and Annual Prevalence of Steroid Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6490 | 0.6 | 6525 | 0.4 |
| **Grade** | | | | |
| **7th** | 3245 | 0.6 | 3268 | 0.4 |
| **8th** | 3239 | 0.7 | 3251 | 0.3 |
| **Sex** | | | | |
| **Male** | 2882 | 0.6 | 2900 | 0.3 |
| **Female** | 3481 | 0.7 | 3497 | 0.4 |
| **Race/Ethnicity** | | | | |
| **White** | 3597 | 0.6 | 3623 | 0.4 |
| **African-American** | 504 | 1.0 | 512 | 0.7 |
| **Hispanic** | 1433 | 0.7 | 1435 | 0.3 |
| **Asian** | 441 | 0.1 | 439 | 0.1 |
| **Other** | 463 | 0.7 | 465 | 0.3 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 17:** ***Lifetime and Annual Prevalence of Hallucinogen Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6492 | 0.5 | 6523 | 0.3 |
| **Grade** | | | | |
| **7th** | 3247 | 0.2 | 3268 | 0.1 |
| **8th** | 3239 | 0.8 | 3249 | 0.5 |
| **Sex** | | | | |
| **Male** | 2885 | 0.6 | 2899 | 0.3 |
| **Female** | 3479 | 0.4 | 3495 | 0.3 |
| **Race/Ethnicity** | | | | |
| **White** | 3595 | 0.5 | 3618 | 0.2 |
| **African-American** | 506 | 0.7 | 513 | 0.5 |
| **Hispanic** | 1434 | 0.4 | 1436 | 0.2 |
| **Asian** | 441 | 0.2 | 440 | 0.2 |
| **Other** | 463 | 0.6 | 464 | 0.6 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 18:** ***Lifetime and Annual Prevalence of Amphetamine Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6492 | 0.5 | 6507 | 0.2 |
| **Grade** | | | | |
| **7th** | 3250 | 0.4 | 3263 | 0.2 |
| **8th** | 3236 | 0.6 | 3238 | 0.3 |
| **Sex** | | | | |
| **Male** | 2885 | 0.5 | 2889 | 0.2 |
| **Female** | 3479 | 0.4 | 3489 | 0.3 |
| **Race/Ethnicity** | | | | |
| **White** | 3597 | 0.4 | 3609 | 0.3 |
| **African-American** | 506 | 0.5 | 510 | 0.3 |
| **Hispanic** | 1434 | 0.6 | 1433 | 0.1 |
| **Asian** | 439 | 0.1 | 439 | 0.1 |
| **Other** | 463 | 0.9 | 464 | 0.6 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 19:** ***Lifetime, Annual, and Recent Prevalence of Cocaine or Crack Use by Demographic Subgroups***

| | Lifetime | | Annual | | Past 30 Days | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| **NJ Middle School Students** | 6474 | 0.4 | 6510 | 0.3 | 6461 | 0.1 |
| **Grade** | | | | | | |
| **7th** | 3241 | 0.4 | 3266 | 0.2 | 3234 | 0.1 |
| **8th** | 3227 | 0.5 | 3238 | 0.5 | 3221 | 0.2 |
| **Sex** | | | | | | |
| **Male** | 2872 | 0.4 | 2891 | 0.2 | 2858 | 0.0 |
| **Female** | 3475 | 0.5 | 3490 | 0.4 | 3475 | 0.3 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3590 | 0.3 | 3615 | 0.3 | 3586 | 0.1 |
| **African-American** | 501 | 0.5 | 510 | 0.1 | 506 | 0.0 |
| **Hispanic** | 1429 | 1.1 | 1429 | 0.9 | 1420 | 0.5 |
| **Asian** | 440 | 0.0 | 440 | 0.0 | 436 | 0.0 |
| **Other** | 462 | 0.0 | 464 | 0.0 | 461 | 0.0 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 20:** ***Lifetime, Annual, and Recent Prevalence of Methamphetamine Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6479 | 0.4 | 6499 | 0.3 |
| **Grade** | | | | |
| **7th** | 3240 | 0.5 | 3257 | 0.3 |
| **8th** | 3233 | 0.4 | 3236 | 0.2 |
| **Sex** | | | | |
| **Male** | 2882 | 0.5 | 2889 | 0.4 |
| **Female** | 3469 | 0.4 | 3482 | 0.2 |
| **Race/Ethnicity** | | | | |
| **White** | 3595 | 0.3 | 3606 | 0.3 |
| **African-American** | 507 | 0.4 | 511 | 0.0 |
| **Hispanic** | 1426 | 0.8 | 1428 | 0.4 |
| **Asian** | 436 | 0.4 | 439 | 0.3 |
| **Other** | 462 | 0.4 | 464 | 0.0 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 21:** ***Lifetime and Annual Prevalence of Ecstasy Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6485 | 0.4 | 6526 | 0.3 |
| **Grade** | | | | |
| **7th** | 3248 | 0.1 | 3271 | 0.1 |
| **8th** | 3231 | 0.7 | 3249 | 0.5 |
| **Sex** | | | | |
| **Male** | 2882 | 0.4 | 2900 | 0.2 |
| **Female** | 3475 | 0.4 | 3497 | 0.4 |
| **Race/Ethnicity** | | | | |
| **White** | 3594 | 0.3 | 3620 | 0.2 |
| **African-American** | 505 | 0.7 | 513 | 0.7 |
| **Hispanic** | 1431 | 0.5 | 1436 | 0.3 |
| **Asian** | 440 | 0.0 | 440 | 0.0 |
| **Other** | 462 | 0.7 | 465 | 0.5 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 22:** ***Lifetime and Annual Prevalence of Heroin Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6494 | 0.2 | 6524 | 0.1 |
| **Grade** | | | | |
| **7th** | 3249 | 0.1 | 3269 | 0.1 |
| **8th** | 3239 | 0.2 | 3249 | 0.1 |
| **Sex** | | | | |
| **Male** | 2886 | 0.1 | 2901 | 0.0 |
| **Female** | 3480 | 0.2 | 3495 | 0.2 |
| **Race/Ethnicity** | | | | |
| **White** | 3598 | 0.1 | 3619 | 0.1 |
| **African-American** | 505 | 0.2 | 513 | 0.0 |
| **Hispanic** | 1433 | 0.5 | 1437 | 0.3 |
| **Asian** | 441 | 0.0 | 440 | 0.0 |
| **Other** | 464 | 0.0 | 464 | 0.0 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 23:** ***Lifetime and Annual Prevalence of OxyContin Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6469 | 0.1 | 6520 | 0.1 |
| **Grade** | | | | |
| **7th** | 3236 | 0.1 | 3268 | 0.1 |
| **8th** | 3227 | 0.2 | 3246 | 0.2 |
| **Sex** | | | | |
| **Male** | 2873 | 0.1 | 2901 | 0.1 |
| **Female** | 3469 | 0.2 | 3490 | 0.2 |
| **Race/Ethnicity** | | | | |
| **White** | 3584 | 0.2 | 3618 | 0.2 |
| **African-American** | 504 | 0.0 | 513 | 0.0 |
| **Hispanic** | 1427 | 0.2 | 1434 | 0.1 |
| **Asian** | 440 | 0.1 | 439 | 0.1 |
| **Other** | 461 | 0.3 | 464 | 0.3 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 24:** ***Lifetime and Annual Prevalence of Club Drug Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6495 | 0.1 | 6531 | 0.1 |
| **Grade** | | | | |
| **7th** | 3253 | 0.1 | 3275 | 0.0 |
| **8th** | 3236 | 0.2 | 3250 | 0.1 |
| **Sex** | | | | |
| **Male** | 2887 | 0.0 | 2902 | 0.0 |
| **Female** | 3480 | 0.2 | 3500 | 0.1 |
| **Race/Ethnicity** | | | | |
| **White** | 3598 | 0.0 | 3624 | 0.0 |
| **African-American** | 506 | 0.0 | 513 | 0.0 |
| **Hispanic** | 1434 | 0.4 | 1437 | 0.3 |
| **Asian** | 440 | 0.1 | 440 | 0.0 |
| **Other** | 464 | 0.2 | 465 | 0.2 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

**Table 25:** ***Lifetime and Annual Prevalence of Total of Other Illicit Drug Use by Demographic Subgroups***

| | Lifetime | | Past Year | |
|---|---|---|---|---|
| | n | % | n | % |
| **NJ Middle School Students** | 6496 | 2.5 | 6529 | 1.6 |
| **Grade** | | | | |
| **7th** | 3251 | 1.9 | 3272 | 1.3 |
| **8th** | 3239 | 3.1 | 3251 | 1.8 |
| **Sex** | | | | |
| **Male** | 2887 | 2.7 | 2902 | 1.6 |
| **Female** | 3481 | 2.4 | 3498 | 1.6 |
| **Race/Ethnicity** | | | | |
| **White** | 3599 | 2.2 | 3622 | 1.4 |
| **African-American** | 506 | 2.6 | 513 | 2.0 |
| **Hispanic** | 1434 | 4.2 | 1437 | 2.2 |
| **Asian** | 440 | 0.7 | 440 | 0.7 |
| **Other** | 464 | 2.6 | 465 | 1.6 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.

## *C. Age of Onset of Substance Use*

Students self-reported the age at which they began using alcohol, tobacco, and other drugs. Students could choose from nine categories – '10 or younger', '11', '12', '13', '14', '15', '16', '17 or older', or 'Never Have'. In order to best show ATOD use at early ages, the age groups were combined into a dichotomous response set – onset of use at 11 or younger and onset of use at 12 or older. As shown in Table 26, students were more likely to try ATOD when they were 12 or older. For all substances, with the exception of alcohol, differences between age groups were five percentage points or less. It is important to note that about one in thirteen students (7.8%) had consumed alcohol at age 11 or younger.

**Table 26:** ***Summary of the Age of Onset of Primary Substances for the 2012 New Jersey Middle School Risk and Protective Factor Survey***

| | Lifetime Use | Onset at Age 11 or Younger | Onset at Age 12 or Older | Total |
|---|---|---|---|---|
| | % | % | % | n |
| **Alcohol** | 23.1 | 7.8 | 15.3 | 6401 |
| **Cigarettes** | 7.6 | 2.7 | 4.8 | 6470 |
| **Prescription Drugs w/o Prescription** | 5.6 | 2.7 | 2.8 | 6429 |
| **Marijuana** | 5.4 | 0.6 | 4.8 | 6473 |
| **Inhalants** | 4.1 | 1.6 | 2.5 | 6467 |
| ***Other Illicit Drugs*** | 2.5 | 0.9 | 1.6 | 6497 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use. Rounding can produce totals that do not equal 100%.

## *D. Gambling*

Overall, 15.6% of surveyed middle school students reported having gambled in the past year. As shown in Table 27, 12.2% of 7th grade students and 18.9% of 8th grade students reported gambling. Males were more than twice as likely to have gambled in the past year as females (21.2% vs. 9.6%). With respect to race/ethnicity, Hispanic students were most likely to report gambling (18.4%) and African-American students the least likely (13.6%).

When disaggregated by county, the highest prevalence of gambling was found in Cumberland* County (21.2%) and the lowest rate was found in Ocean County (9.6%).

**Table 27:** ***Gambling during the Past Year, by Demographic Subgroups***

| | | ***Gambling Past Year*** | | |
|---|---|---|---|---|
| | | **Never/Before, but not in the past year** | **A few times in the past year** | **Monthly, weekly, or almost everyday** |
| | **n** | **%** | **%** | **%** |
| **NJ Middle School Students** | 6519 | 84.4 | 12.4 | 3.2 |
| **Grade** | | | | |
| **7th** | 3265 | 87.8 | 9.2 | 3.1 |
| **8th** | 3248 | 81.1 | 15.4 | 3.4 |
| **Sex** | | | | |
| **Male** | 2894 | 78.8 | 16.1 | 5.1 |
| **Female** | 3496 | 90.4 | 8.4 | 1.1 |
| **Race/Ethnicity** | | | | |
| **White** | 3618 | 84.2 | 12.5 | 3.2 |
| **African-American** | 510 | 86.4 | 10.2 | 3.4 |
| **Hispanic** | 1434 | 81.6 | 14.3 | 4.1 |
| **Asian** | 440 | 86.3 | 11.4 | 2.3 |
| **Other** | 465 | 86.6 | 11.3 | 2.1 |

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use. Rounding can produce totals that do not equal 100%.

## *E. Trends over Time*

Table 28 compares data on the top five substances used by New Jersey middle school students across the survey years of 2007, 2010, and 2012. It should be noted that question wording on alcohol items remained consistent between 2010 and 2012 but differed in 2007, thus comparisons on alcohol use across all survey years are not reliable[8]. However, between 2010 and 2012, when the item was identical, reported alcohol use declined in terms of lifetime (27.0% vs. 23.1%), past year (20.4% vs. 17.3%), and past 30 day use (10.7% vs. 9.0%). Cigarettes also showed slight declines between 2010 and 2012 in terms of lifetime (9.5% vs. 7.6%), past year (7.4% vs. 5.7%), and past 30 day use (4.4% vs. 3.2%). However, after increasing between 2007 and 2010, Marijuana remained consistent this year in comparison to 2010 in terms of lifetime (5.7% vs. 5.4%), past year (5.0% vs. 4.9%), and past 30 day use (3.0% vs. 3.3%).

**Table 28:** ***Lifetime, Annual, and Recent Use of Alcohol, Tobacco and Other Drugs from the 2012 NJ MS RPF Survey Compared to the 2007 and 2010 NJ MS RPF Surveys***

| | New Jersey Middle School Risk and Protective Factor Survey | | |
|---|---|---|---|
| | **2007 %** | **2010 %** | **2012 %** |
| **Lifetime Use** | | | |
| **Alcohol** | 34.0 | 27.0 | 23.1 |
| **Alcohol-Binge** | * | 9.5 | 7.6 |
| **Cigarettes** | 9.4 | 9.5 | 7.6 |
| **Prescription drugs** | 6.0 | 5.8 | 5.6 |
| **Marijuana** | 3.7 | 5.7 | 5.4 |
| **Inhalants** | 4.2 | 4.8 | 4.1 |
| **Other Illicit Drugs** | 2.0 | 2.4 | 2.5 |
| **Annual Use** | | | |
| **Alcohol** | 25.8 | 20.4 | 17.3 |
| **Alcohol-Binge** | * | 7.6 | 6.3 |
| **Cigarettes** | 7.0 | 7.4 | 5.7 |
| **Prescription drugs** | 4.5 | 4.2 | 3.9 |
| **Marijuana** | 3.0 | 5.0 | 4.9 |
| **Inhalants** | 2.6 | 3.4 | 2.7 |
| **Other Illicit Drugs** | 1.2 | 1.4 | 1.6 |
| **Recent Use (Past 30 days)** | | | |
| **Alcohol** | 15.3 | 10.7 | 9.0 |
| **Cigarettes** | 3.8 | 4.4 | 3.2 |
| **Prescription drugs** | * | 2.7 | 2.0 |
| **Marijuana** | 2.1 | 3.0 | 3.3 |

* 2007 survey contained no question about binge drinking or past 30 day use of prescription drugs.

[8] Wording was changed in order to produce a question that more resemble the national level. The 2007 NJ MSRPF Survey asked "Within the [time frame] how often have you drank alcoholic beverages." In 2010 and 2012 it asked "Within the [time frame] how often have you had a drink of alcohol, other than a few sips."

Table 29 compares data on the age of onset for the top substances used by New Jersey middle school students across the survey years of 2007, 2010, and 2012. No substance showed a notable increase in early onset. Early onset of alcohol and cigarettes diminished, but only slightly and the decrease is insufficient to be statistically valid. Again, alcohol does not provide a reliable comparison across all survey years as the question wording differed in 2007.

**Table 29:** ***Lifetime, Annual, and Recent Use of Alcohol, Tobacco and Other Drugs from the 2012 NJ MS RPF Survey Compared to the 2010 and 2007 NJ MS RPF Surveys***

| | Onset at Age 11 or Younger | | |
|---|---|---|---|
| | 2007 % | 2010 % | 2012 % |
| **Alcohol** | 14.9 | 8.6 | 7.8 |
| **Cigarettes** | 3.5 | 3.0 | 2.7 |
| **Prescription Drugs w/o Prescription** | 2.5 | 2.6 | 2.7 |
| **Marijuana** | 0.8 | 0.5 | 0.6 |
| **Inhalants** | 1.8 | 1.6 | 1.6 |
| **Other Illicit Drugs** | 0.7 | 0.8 | 0.9 |

Table 30 compares gambling behaviors of New Jersey middle school students across the survey years. There was a notable decrease in the percentage of student who said they had gambled in the past year across 2007, 2010, and 2012 (24.2% to 21.4%, and 15.6%, respectively). Decreases were also shown for those gambling *a few times in the past year* (18.0% vs. 16.8%, and 12.4, respectively) and those saying they gambled *monthly, weekly, or almost every day* (6.2% vs. 4.7%, and 3.2%, respectively).

**Table 30:** ***Annual Participation in Gambling Activities from the 2012 NJ MS RPF Survey Compared to the 2007 and 2010 NJ MS RPF Surveys***

| | Gambling during Past Year | | |
|---|---|---|---|
| | 2007 % | 2010 % | 2012 % |
| **Never/Before, but not in the past year** | 75.8 | 78.6 | 84.4 |
| **A few times in the past year** | 18.0 | 16.8 | 12.4 |
| **Monthly, weekly, or almost everyday** | 6.2 | 4.7 | 3.2 |

## *F. Cigarettes and Use of Other Substances*

Table 31 compares data on the lifetime use of alcohol, marijuana, prescription drugs without a prescription, and all other illicit drugs by lifetime use of cigarettes. As shown, a student who has used cigarettes during their lifetime is overwhelmingly more likely than one who has never smoked a cigarette to have used alcohol (85.0% vs. 17.9%), marijuana (42.5% vs. 2.4%), prescription drugs (23.1% vs. 4.2%), and all other illicit drugs (15.5% vs. 1.4%).

**Table 31:** ***Lifetime Use of Alcohol, Marijuana, Prescription Drugs, and All Other Illicit Drugs by Lifetime Use of Cigarettes***

| | Has Used Cigarettes in Their Lifetime (n = 496) % | Has NOT Used Cigarettes in Their Lifetime (n = 5974) % |
|---|---|---|
| **Lifetime Use** | | |
| **Alcohol** | 85.0 | 17.9 |
| **Marijuana** | 42.5 | 2.4 |
| **Prescription Drugs** | 23.1 | 4.2 |
| **All Other Illicit Drugs** | 15.5 | 1.4 |

# Chapter 2: Other Antisocial Behavior

The *2012 New Jersey Middle School Risk and Protective Factor Survey* measured conduct that goes against established cultural norms, rules, or laws by a series of nine other problem or antisocial behaviors. These nine antisocial behaviors are only measured for a prevalence period of the last 12 months and are listed below:

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

Each behavior is described in detail in the subsections that follow. Note that, for most behaviors, the possible responses included 'Never', '1 to 2 times', '3 to 5 times,' and '6 or more times.' 'Belonging to a Gang,' however, has its own unique set of responses. These include 'Never in a gang', 'In a gang, without a name,' and 'In a gang, has a name.'

Table 32 is a summary table giving the reported 7$^{th}$ grade, 8$^{th}$ grade and combined prevalence rates of the given behavior. Tables 33 through 42 give specific information for each of the nine antisocial behaviors by grade, sex, and race/ethnicity, as well as information on frequency. County data is presented in Table A3. Please note that given the small proportion of students that reported engaging in any antisocial behaviors, differences by grade, sex, and race/ethnicity should be interpreted with caution. However, consistent differences between genders were found such that boys reported all antisocial behaviors more often than girls, with the exception of reports of being drunk or high at school.

**Table 32:** ***Summary of the Prevalence of Delinquent Behaviors for New Jersey Middle School Students in Past Year***

| | 7th | | 8th | | Overall | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| **Getting Suspended** | 3272 | 7.9 | 3253 | 11.2 | 6531 | 9.6 |
| **Attacking Someone with Intent to Harm** | 3273 | 7.0 | 3246 | 8.8 | 6525 | 7.9 |
| **Being Drunk or High at School** | 3268 | 2.3 | 3247 | 4.4 | 6520 | 3.3 |
| **In a Gang, With or Without a Name** | 3161 | 1.5 | 3141 | 2.9 | 6307 | 2.3 |
| **Being Arrested** | 3244 | 1.4 | 3225 | 2.7 | 6475 | 2.0 |
| **Carrying a Handgun** | 3271 | 1.3 | 3250 | 2.0 | 6527 | 1.6 |
| **Selling Drugs** | 3239 | 0.7 | 3226 | 1.9 | 6471 | 1.3 |
| **Attempting to Steal a Vehicle** | 3276 | 0.4 | 3252 | 0.7 | 6534 | 0.5 |
| **Taking a Handgun to School** | 3199 | 0.3 | 3164 | 0.3 | 6367 | 0.3 |

Note: “n” represents the number of responses for a given survey item, and “%” represents the percentage of students reporting use.

## *A. Getting Suspended*

Getting suspended had the highest prevalence rate of any of the nine antisocial behaviors measured. (*It is important to note that 'suspension' is captured by the question "How many times in the past year have you been suspended from school?" The question does not define 'suspension.' Rather, it is left to the individual student 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*.)

As presented in Table 33, 9.6% of middle school students reported having been suspended at least once in the past year, with very few reporting more than two suspensions in the past year (2.2%). This majority, in the 1-2 suspension range, was consistent across most demographic subgroups.

Findings appeared fairly consistent across the two grade levels but almost twice as many males (12.4%) than females (6.4%) reported being suspended in the past year. There were wide disparities among racial/ethnic groups. African-American and Hispanic students reported being suspended much higher rates (21.1% and 16.3%, respectively) than White and Asian students (4.9% and 4.4%, respectively).

County-wide suspension prevalence also varied considerably. The counties with the highest reported suspension rates were Cumberland* (18.8%), Salem (18.4%), and Passaic* (18.1%) and the county with the lowest was Morris (3.0%).

**Table 33:** ***Getting Suspended During the Past Year, by Demographic Subgroups***

| | | ***Prevalence*** | | ***Number of Occasions*** | | |
|---|---|---|---|---|---|---|
| | | **Never** | **Any Occasion** | **1-2** | **3-5** | **6+** |
| | **n** | **%** | **%** | **%** | **%** | **%** |
| **NJ Middle School Students** | 6531 | 90.4 | 9.6 | 7.4 | 1.2 | 1.0 |
| **Grade** | | | | | | |
| **7th** | 3272 | 92.1 | 7.9 | 6.3 | 1.0 | 0.7 |
| **8th** | 3253 | 88.8 | 11.2 | 8.5 | 1.5 | 1.3 |
| **Sex** | | | | | | |
| **Male** | 2903 | 87.6 | 12.4 | 9.8 | 1.3 | 1.3 |
| **Female** | 3499 | 93.6 | 6.4 | 4.7 | 1.0 | 0.7 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3621 | 95.1 | 4.9 | 4.2 | 0.3 | 0.4 |
| **African-American** | 512 | 78.9 | 21.1 | 16.0 | 3.2 | 2.0 |
| **Hispanic** | 1440 | 83.7 | 16.3 | 11.8 | 2.6 | 1.8 |
| **Asian** | 441 | 95.6 | 4.4 | 3.7 | 0.6 | 0.1 |
| **Other** | 465 | 90.2 | 9.8 | 6.4 | 1.3 | 2.0 |

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.

## *B. Attacking Someone with Intent to Harm*

Overall, 7.9% of surveyed students reported having attacked someone with intent to harm in the past year (see Table 34). Only the category 'Getting Suspended' had higher prevalence rates than 'Attacking Someone with Intent to Harm.' A slightly higher amount of 8th graders as opposed to 7th graders (8.8% vs. 7.0%) had reported this behavior. Additionally, slightly more males (8.3%) engaged in this type of behavior than females (7.2%). African-American and Hispanic students reported the highest prevalence of this behavior (14.3% and 11.4%, respectively).

Overall, 5.5% reported attacking someone with the idea of seriously hurting them only *1 to 2 times* in the past year and very few students reported this behavior occurred on more than two occasions (2.3%). This pattern was seen also in all the demographic subgroups. However, the response rates are so low in some of the frequency categories that caution should be taken when interpreting the results.

County-wide results are presented for this behavior in Table A3. Passaic* County had the highest proportion of students reporting attacking someone with intent to harm (13.6) and Cape May County had the lowest rate (3.7%).

**Table 34:** ***Attacking Someone with Intent to Harm During the Past Year, by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6525 | 92.1 | 7.9 | 5.5 | 1.0 | 1.3 |
| **Grade** | | | | | | |
| **7th** | 3273 | 93.0 | 7.0 | 4.9 | 1.0 | 1.1 |
| **8th** | 3246 | 91.2 | 8.8 | 6.1 | 1.0 | 1.5 |
| **Sex** | | | | | | |
| **Male** | 2903 | 91.7 | 8.3 | 5.9 | 1.2 | 1.3 |
| **Female** | 3493 | 92.8 | 7.2 | 5.0 | 0.7 | 1.4 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3619 | 94.4 | 5.6 | 4.0 | 0.7 | 1.0 |
| **African-American** | 513 | 85.7 | 14.3 | 8.8 | 2.0 | 3.4 |
| **Hispanic** | 1436 | 88.6 | 11.4 | 8.4 | 1.4 | 1.6 |
| **Asian** | 439 | 95.3 | 4.7 | 4.0 | 0.6 | 0.1 |
| **Other** | 465 | 93.2 | 6.8 | 4.5 | 1.0 | 1.3 |

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.

## *C. Being Drunk or High at School*

As shown in Table 35, 3.3% of New Jersey middle school students reported having been drunk or high at school in the year prior to the survey. More 8th graders (4.4%) than 7th graders (2.3%) report having been drunk or high at school. Additionally, slightly more females than males reported this behavior (3.9% vs. 2.7%). Hispanic students reported the greatest rate of being drunk or high at school (6.8%) and Asian students reported the least (0.6%). County data revealed that the highest reported prevalence rate was in Hudson County at 9.3% and the lowest reported prevalence was in Monmouth County (0.9%).

**Table 35:** ***Being Drunk or High at School During the Past Year, by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | **Never** | **Any Occasion** | **1-2** | **3-5** | **6+** |
| | **n** | **%** | **%** | **%** | **%** | **%** |
| **NJ Middle School Students** | 6520 | 96.7 | 3.3 | 2.3 | 0.4 | 0.5 |
| **Grade** | | | | | | |
| **7th** | 3268 | 97.7 | 2.3 | 1.8 | 0.2 | 0.2 |
| **8th** | 3247 | 95.6 | 4.4 | 2.9 | 0.6 | 0.9 |
| **Sex** | | | | | | |
| **Male** | 2898 | 97.3 | 2.7 | 2.0 | 0.4 | 0.3 |
| **Female** | 3493 | 96.1 | 3.9 | 2.7 | 0.4 | 0.7 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3618 | 97.9 | 2.1 | 1.4 | 0.1 | 0.6 |
| **African-American** | 510 | 94.6 | 5.4 | 4.1 | 0.8 | 0.6 |
| **Hispanic** | 1433 | 93.2 | 6.8 | 4.8 | 1.1 | 0.9 |
| **Asian** | 440 | 99.4 | 0.6 | 0.5 | 0.1 | 0.0 |
| **Other** | 466 | 96.7 | 3.3 | 1.6 | 0.3 | 1.2 |

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.

## *D. Belonging to a Gang*

Students' involvement with gangs was captured by the cross-product of the two questions, "Have you ever belonged to a gang?" and "If you have you ever belonged to a gang, did the gang have a name?" The results are shown in Table 36. Discordant responses were considered a non-response and consequently removed from the response list[9].

Overall, 2.3% of students reported being in a gang, with 2.0% reporting that their gang had a name. Since only 0.3% percent of New Jersey middle school students reported being in a gang without a name, the following percentages incorporate their data. Analyzing membership in gangs with and without names separately would be unreliable with such small percentages.

About twice as many males as females reported being in a gang (3.1% vs. 1.4%) and similar margins were recorded between 8th and 7th grade students (3.1% vs. 1.5%). There were slightly larger differences observed when gang membership was broken down by racial/ethnic categories. Notably, about three to four times as many more African-American and Hispanic students (4.8% and 3.7%, respectively) reported being in a gang than did Asian and White students (1.3% and 1.2%, respectively).

County-wide data showed a wide variation in gang affiliation. The counties with the largest reported the greatest proportion of students with gang affiliation included Salem and Cumberland* counties (5.9% and 5.8%, respectively) while Ocean had the lowest rate (0.2%).

**Table 36: *Belonging to a Gang, by Demographic Subgroups***

| | | Never in a gang | In a gang, without a name | In a gang, gang has a name | Total in a gang |
|---|---|---|---|---|---|
| | n | % | % | % | % |
| **NJ Middle School Students** | 6307 | 97.7 | 0.3 | 2.0 | 2.3 |
| **Grade** | | | | | |
| **7th** | 3161 | 98.5 | 0.4 | 1.1 | 1.5 |
| **8th** | 3141 | 96.9 | 0.2 | 2.9 | 3.1 |
| **Sex** | | | | | |
| **Male** | 2789 | 96.9 | 0.2 | 2.8 | 3.0 |
| **Female** | 3395 | 98.6 | 0.3 | 1.1 | 1.4 |
| **Race/Ethnicity** | | | | | |
| **White** | 3502 | 98.8 | 0.2 | 1.0 | 1.2 |
| **African-American** | 481 | 95.2 | 0.7 | 4.1 | 4.8 |
| **Hispanic** | 1391 | 96.3 | 0.2 | 3.5 | 3.7 |
| **Asian** | 429 | 98.7 | 0.4 | 0.9 | 1.3 |
| **Other** | 453 | 97.4 | 0.0 | 2.6 | 2.6 |

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.

[9] For example, if an individual said they were never in a gang in the first question, but then responded on the second question that they had been in a gang and it did not have a name, the response was considered discordant, and thus removed.

## *E. Being Arrested*

As shown in Table 37, in the year prior to the survey, 2.0% of New Jersey middle school students reported being arrested. Though 2.0% reported ever having been arrested in the past year, 1.6% indicated that it had only been 1 to 2 times. Only 0.4% reported being arrested three or more times in the past year. All demographic subgroups with this behavior followed this pattern. Twice as many 8th graders when compared to 7th graders reported being arrested (2.7% vs. 1.4%), but only slightly more males than females reported this behavior (2.4% vs. 1.6%). By race/ethnicity, African-American (4.1%) and Hispanic students (2.7%) reported being arrested most frequently while Asian students reported the least (0.3%).

County data for this behavior varied greatly. Cumberland* County students had the highest prevalence of being arrested at 5.4% and Morris and Sussex counties had the lowest (0.0%).

**Table 37: *Being Arrested During the Past Year, by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6475 | 98.0 | 2.0 | 1.6 | 0.2 | 0.2 |
| **Grade** | | | | | | |
| **7th** | 3244 | 98.6 | 1.4 | 1.0 | 0.3 | 0.1 |
| **8th** | 3225 | 97.3 | 2.7 | 2.2 | 0.2 | 0.3 |
| **Sex** | | | | | | |
| **Male** | 2883 | 97.6 | 2.4 | 2.1 | 0.1 | 0.2 |
| **Female** | 3466 | 98.4 | 1.6 | 1.1 | 0.3 | 0.2 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3594 | 98.7 | 1.3 | 1.1 | 0.1 | 0.1 |
| **African-American** | 507 | 95.9 | 4.1 | 3.1 | 0.9 | 0.2 |
| **Hispanic** | 1428 | 97.3 | 2.7 | 2.1 | 0.2 | 0.5 |
| **Asian** | 439 | 99.7 | 0.3 | 0.3 | 0.0 | 0.0 |
| **Other** | 457 | 96.3 | 3.7 | 2.7 | 0.7 | 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.

## *F. Carrying a Handgun*

Overall, only 1.6% of surveyed New Jersey middle school students reported carrying a handgun in the past year and most of these students carried a handgun just once or twice (1.0%) (Table 38). There were only slight differences by grade. However, three times as many males (2.4%) than females (0.8%) reported carrying a handgun. There was little difference by race/ethnicity on this behavior. Percentages included in this table are low and should thus be interpreted with caution.

**Table 38:** ***Carrying a Handgun during the Past Year, by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6527 | 98.4 | 1.6 | 1.0 | 0.1 | 0.5 |
| **Grade** | | | | | | |
| **7th** | 3271 | 98.7 | 1.3 | 0.9 | 0.1 | 0.3 |
| **8th** | 3250 | 98.0 | 2.0 | 1.0 | 0.2 | 0.7 |
| **Sex** | | | | | | |
| **Male** | 2898 | 97.6 | 2.4 | 1.6 | 0.2 | 0.6 |
| **Female** | 3500 | 99.2 | 0.8 | 0.3 | 0.1 | 0.5 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3620 | 98.5 | 1.5 | 0.7 | 0.1 | 0.6 |
| **African-American** | 511 | 98.0 | 2.0 | 1.7 | 0.0 | 0.3 |
| **Hispanic** | 1436 | 98.2 | 1.8 | 1.1 | 0.2 | 0.5 |
| **Asian** | 441 | 99.2 | 0.8 | 0.7 | 0.1 | 0.0 |
| **Other** | 466 | 97.5 | 2.5 | 1.4 | 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.

## *G. Selling Drugs*

Overall, just 1.3% of surveyed middle school students reported having sold illegal drugs in the past year. It is important to mention that, 'selling drugs' is captured by the question, "How many times in the past year have you sold illegal drugs?" Note that the question asks about, but does not define, 'illegal drugs.'

As shown in Table 39, 0.7% of 7th grade students and 1.9% of 8th grade students reported selling drugs. This is the same trend that has been seen with all the behaviors – with 8th grade students demonstrating more delinquent behavior than 7th grade students. However, it should be noted that with such a low overall prevalence, individual variations in the demographic subgroups should be interpreted with caution.

When disaggregated by county, no county had a prevalence rate for selling drugs higher than 3.0%, with Cumberland* County showing the highest at 2.9%.

**Table 39:** ***Selling Drugs during the Past Year, by Demographic Subgroups***

| | | ***Prevalence*** | | ***Number of Occasions*** | | |
|---|---|---|---|---|---|---|
| | | **Never** | **Any Occasion** | **1-2** | **3-5** | **6+** |
| | **n** | **%** | **%** | **%** | **%** | **%** |
| **NJ Middle School Students** | 6471 | 98.7 | 1.3 | 0.6 | 0.1 | 0.7 |
| **Grade** | | | | | | |
| **7th** | 3239 | 99.3 | 0.7 | 0.4 | 0.0 | 0.2 |
| **8th** | 3226 | 98.1 | 1.9 | 0.8 | 0.3 | 0.8 |
| **Sex** | | | | | | |
| **Male** | 2881 | 98.3 | 1.7 | 0.9 | 0.2 | 0.6 |
| **Female** | 3464 | 99.2 | 0.8 | 0.3 | 0.0 | 0.5 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3588 | 99.2 | 0.8 | 0.4 | 0.1 | 0.4 |
| **African-American** | 505 | 98.1 | 1.9 | 0.3 | 0.6 | 0.9 |
| **Hispanic** | 1426 | 97.9 | 2.1 | 1.5 | 0.1 | 0.6 |
| **Asian** | 437 | 99.9 | 0.1 | 0.1 | 0.0 | 0.0 |
| **Other** | 464 | 97.5 | 2.5 | 0.7 | 0.3 | 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.

## *H. Attempting to Steal a Vehicle*

Among New Jersey middle school students, 0.5% reported having stolen, or having attempted to steal, a motor vehicle in the past year (Table 40). This behavior was about as prevalent among 8th graders as 7th graders (0.7% vs. 0.4%) and among males opposed to females (0.6% vs. 0.5%). This prevalence data along with the frequency and demographic subgroup information for 'Attempting to Steal a Vehicle' should be interpreted with caution considering the overall low prevalence rate of the behavior.

**Table 40: *Stealing/Attempting to Steal a Vehicle During the Past Year, by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6534 | 99.5 | 0.5 | 0.3 | 0.1 | 0.1 |
| **Grade** | | | | | | |
| **7th** | 3276 | 99.6 | 0.4 | 0.3 | 0.0 | 0.0 |
| **8th** | 3252 | 99.3 | 0.7 | 0.3 | 0.1 | 0.3 |
| **Sex** | | | | | | |
| **Male** | 2904 | 99.4 | 0.6 | 0.3 | 0.1 | 0.1 |
| **Female** | 3501 | 99.5 | 0.5 | 0.3 | 0.0 | 0.2 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3625 | 99.6 | 0.4 | 0.3 | 0.0 | 0.1 |
| **African-American** | 512 | 99.0 | 1.0 | 0.5 | 0.1 | 0.4 |
| **Hispanic** | 1438 | 99.2 | 0.8 | 0.5 | 0.1 | 0.3 |
| **Asian** | 441 | 99.9 | 0.1 | 0.0 | 0.1 | 0.0 |
| **Other** | 465 | 99.4 | 0.6 | 0.3 | 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.

## *I. Taking a Handgun to School*

As presented in Table 41, only 0.3% of New Jersey middle school students reported having taken a handgun to school in the past year. Rates were very low across all demographic subgroups and should be interpreted with extra caution. The county-level data reflect the same low rates and should be reviewed in the same fashion.

**Table 41*: Taking a Handgun to School during the Past Year, by Demographic Subgroups***

| | | *Prevalence* | | *Number of Occasions* | | |
|---|---|---|---|---|---|---|
| | | Never | Any Occasion | 1-2 | 3-5 | 6+ |
| | n | % | % | % | % | % |
| **NJ Middle School Students** | 6367 | 99.7 | 0.3 | 0.1 | 0.0 | 0.1 |
| **Grade** | | | | | | |
| **7th** | 3199 | 99.7 | 0.3 | 0.2 | 0.0 | 0.0 |
| **8th** | 3164 | 99.7 | 0.3 | 0.1 | 0.0 | 0.2 |
| **Sex** | | | | | | |
| **Male** | 2850 | 99.7 | 0.3 | 0.1 | 0.0 | 0.1 |
| **Female** | 3393 | 99.7 | 0.3 | 0.1 | 0.0 | 0.1 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3532 | 99.8 | 0.2 | 0.1 | 0.0 | 0.1 |
| **African-American** | 501 | 99.7 | 0.3 | 0.3 | 0.1 | 0.0 |
| **Hispanic** | 1399 | 99.6 | 0.5 | 0.3 | 0.1 | 0.2 |
| **Asian** | 431 | 99.6 | 0.4 | 0.0 | 0.3 | 0.1 |
| **Other** | 453 | 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.

## *J. Trends over Time*

Table 42 compares data on the nine antisocial behaviors exhibited by New Jersey middle school students across the survey years of 2007, 2010, and 2012. The most substantial decrease between the years occurred for being in a gang, which has been more than halved, falling from 5.9% in 2007 to 2.3% this year. Other overall decreases over the years include getting suspended, which fell from 12.7% in 2007 to 11.4% in 2010 and then further to 9.6% this year and for attacking someone with intent to harm, which went from 9.2% in 2007 up to 9.5% in 2010 and then back down to 7.9% this year.

**Table 42:** ***Summary of the Prevalence of Delinquent Behaviors for New Jersey Middle School Students, by Year***

| | 2007 | 2010 | 2012 |
|---|---|---|---|
| | % | % | % |
| **Getting Suspended** | 12.7 | 11.4 | 9.6 |
| **Attacking Someone with Intent to Harm** | 9.2 | 9.5 | 7.9 |
| **Being Drunk or High at School** | 3.1 | 3.9 | 3.3 |
| **In a Gang, With or Without a Name** | 5.9 | 3.2 | 2.3 |
| **Being Arrested** | 2.8 | 2.8 | 2.0 |
| **Carrying a Handgun** | 1.6 | 1.9 | 1.6 |
| **Selling Drugs** | 0.9 | 1.3 | 1.3 |
| **Attempting to Steal a Vehicle** | 0.9 | 0.9 | 0.5 |
| **Taking a Handgun to School** | 0.4 | 0.5 | 0.3 |

# Chapter 3: Risk and Protective Factors

The following chapter presents the risk and protective factors from the *2012 New Jersey Middle School Risk and Protective Factor Survey*. The survey contains six overarching domains – Community, Family, School, and Peer-Individual for the 20 risk factors and School and Peer-Individual for the five protective factors. Multiple survey items comprise each of these factors and a minimum number of questions must be answered in order to calculate a score for each factor. Scores on these factors have been standardized to a 0 to 1 scale. Standardization is commonly achieved by subtracting the lowest outcome value from all values in an array, which forces the low value to equal 0. Then, all values in the array are divided by the upper end of the adjusted array range. This second step forces the high value to equal 1.

Risk factors are characteristics of the students' community, family, school, and peer relationships that predict the likelihood of experimentation with alcohol, tobacco, and other drugs and participation in antisocial behavior while protective factors buffer students against these risks. These two factors are important in regard to prevention planning. While one may not be able to eliminate the risk factors in a students' environment, it is possible that the number of protective factors can be increased.

It is important to note that risk and protective factors are interpreted differently. Overall, it is better to have lower risk factor scores than higher. Research has shown that the more risk factors students are exposed to, the more likely they are to use drugs or participate in antisocial behaviors. Higher scores indicate more risks in the student's environment. Conversely, it is better to have higher protective factor scores. These scores represent characteristics in the students' environment that protect them against risk factors. For example, a student who lives in a community where drug use is acceptable may be less likely to use drugs if they have friends who have made commitments to stay drug-free or are rewarded for positive behavior at school.

The first two sections describe the 20 risk factors and 5 protective factors, their specific survey items, and respective mean scores. The third section provides the average state risk and protective factor scores. The fourth and fifth sections show graphs of the relationships between the average risk and protective scores and cigarette, alcohol, marijuana, any other illicit drug use.[10] All survey items that define the factors are presented with the mean score for the factor. Table 43 presents the mean scores for all 20 risk factors and all 5 protective factors, by domain. In addition, each domain mean score is shown. For data disaggregated by demographic subgroups for each of the risk and protective factor domains, see Table B2 in Appendix B.

[10] Any other illicit drug is a combined category, and includes New Jersey middle school students who reported use of any of the following: hallucinogens, Ecstasy, methamphetamines, club drugs, OxyContin, heroin, steroids, cocaine or crack, amphetamines, sedatives, and tranquilizers.

## Trends over Time

Table 43 on the next page presents data from both the 2007, 2010, and 2012 surveys. Note that the means of the 25 factors changed very little so trends over time will not be discussed in further detail. The only factor score that changed more than 0.02 between 2010 and 2012 was *Academic Failure*, which fell by 0.03. When considering all three survey years, decreases of more than 0.02 were found for *Academic Failure* (-0.04), *Community Disorganization*, *Community Transitions and Mobility Perceived Availability of Handguns,* and *Gang Involvement* (-0.03 each)*.* There was only one overall increase larger than 0.002, which was found for *Prosocial Involvement* (+0.03).

**Table 43:** ***Summary of All Risk and Protective Factors by Domain, by Survey Year***

| *Domain* | *Risk Factors* | n | Mean 2007 | Mean 2010 | Mean 2012 |
|---|---|---|---|---|---|
| *Community (mean= 0.24)* | Laws and Norms Favorable to Drug Use | 6446 | 0.34 | 0.34 | 0.33 |
| | Community Transitions and Mobility | 6463 | 0.29 | 0.27 | 0.26 |
| | Low Neighborhood Attachment | 6512 | 0.28 | 0.28 | 0.28 |
| | Perceived Availability of Drugs | 6468 | 0.25 | 0.26 | 0.24 |
| | Community Disorganization | 6439 | 0.24 | 0.22 | 0.21 |
| | Perceived Availability of Handguns | 6463 | 0.14 | 0.11 | 0.11 |
| *Family (mean= 0.12)* | Poor Family Management | 6477 | 0.20 | 0.21 | 0.20 |
| | Parental Attitudes Favorable Toward Antisocial Behavior | 6486 | 0.13 | 0.13 | 0.13 |
| | Parental Attitudes Favorable Toward Drug Use | 6485 | 0.05 | 0.05 | 0.05 |
| *School (mean= 0.30)* | Low Commitment to School | 6232 | 0.35 | 0.36 | 0.34 |
| | Academic Failure | 6343 | 0.31 | 0.30 | 0.27 |
| *Peer-Individual (mean= 0.10)* | Perceived Risks of Drug Use | 6486 | 0.20 | 0.21 | 0.22 |
| | Favorable Attitudes Toward Antisocial Behavior | 6516 | 0.18 | 0.18 | 0.16 |
| | Peer Rewards for Antisocial Behavior | 6484 | 0.13 | 0.15 | 0.15 |
| | Favorable Attitudes Toward Drug Use | 6519 | 0.09 | 0.09 | 0.09 |
| | Early Initiation of Drug Use | 6484 | 0.10 | 0.09 | 0.08 |
| | Friends' Use of Drugs | 6516 | 0.08 | 0.10 | 0.09 |
| | Early Initiation of Antisocial Behavior | 6490 | 0.07 | 0.06 | 0.05 |
| | Gang Involvement | 6472 | 0.05 | 0.03 | 0.02 |
| | Interaction with Antisocial Peers | 6520 | 0.05 | 0.05 | 0.05 |
| **Statewide Risk Factor Averages** | | **6395** | **0.18** | **0.17** | **0.17** |

| *Domain* | *Protective Factors* | n | Mean 2007 | Mean 2010 | Mean 2012 |
|---|---|---|---|---|---|
| *Peer-Individual (mean= 0.47)* | Interaction with Prosocial Peers | 6445 | 0.63 | 0.62 | 0.64 |
| | Peer Rewards for Prosocial Involvement | 6478 | 0.48 | 0.45 | 0.46 |
| | Prosocial Involvement | 6521 | 0.28 | 0.30 | 0.31 |
| *School (mean= 0.61)* | School Opportunities for Prosocial Involvement | 6485 | 0.64 | 0.64 | 0.63 |
| | School Rewards for Prosocial Involvement | 6478 | 0.59 | 0.59 | 0.58 |
| **Statewide Protective Factor Averages** | | **6495** | **0.52** | **0.52** | **0.52** |

## *A. Statewide Risk Factors*

This section presents each of the risk domains and their respective risk factors, including individual questions from the survey. As mentioned previously, risk factors are characteristics of the students' community, family, school, and peer relationships that predict the likelihood of experimentation with alcohol, tobacco, and other drugs and participation in antisocial behavior. Each question was scored so that the most negative behaviors received the highest score. For example, if a student indicated that he was 10 years old or younger when he began smoking cigarettes, then this would be scored as a 1. Conversely, a student who indicated having never smoked would receive a score of 0. Mean scores for each factor were then computed on a scale of 0 to 1, with a higher score indicating that the student is at greater risk of being influenced negatively by that factor. For example, if the mean score for *Early Initiation of Drug Use* factor was 0.60 then it would be more likely than students' with lower risk scores to use drugs at an early age.

# Community Domain Risk Factor

The *Community Domain Risk Factor* refers to neighborhoods where residents feel little attachment to the community; where there is a high population density, physical deteriorations, and high crime rates; where children experience frequent residential moves; and where drugs and weapons are perceived to be readily available. The *Community Domain Risk Factor* scores by demographic subgroup are presented in Tables 44 and 45.

## Low Neighborhood Attachment

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

Higher mean scores on the *Low Neighborhood Attachment* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because of feelings of low neighborhood attachment. The overall mean was 0.28. Eighth-grade students reported more negative feelings about their neighborhood (0.31) than 7th grade students (0.25). A similar divide was found between female (0.31) and male students (0.25). When broken down by race/ethnicity, Hispanic and African-American students were at higher risk to be influenced by *Low Neighborhood Attachment* (0.33 and 0.32, respectively) than White or Asian students (0.26 and 0.25, respectively).

## Community Disorganization

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

Higher mean scores on the *Community Disorganization* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because of issues related to community disorganization. The overall mean was 0.21. Eighth-grade students had a mean of 0.22 while the mean for 7th grade students was slightly lower (0.19). A similar 0.03 difference was found between female and male student means (0.22 vs. 0.19, respectively). By race/ethnicity, African-American and Hispanic students had moderately higher scores on the *Community Disorganization* factor (0.28 and 0.27, respectively) than White and Asian students (0.17 and 0.16, respectively).

## Community Transitions and Mobility

- Have you changed homes in the past year?
- How many times have you changed homes since kindergarten?
- Have you changed schools (…) in the past year?
- How many times have you changed schools (…) since kindergarten?

Higher mean scores on the *Community Transitions and Mobility* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because of issues related to community transitions and mobility. The overall domain score was 0.26 with no notable difference with regards to grade level or gender. However, in terms of race/ethnicity, African-American and Hispanic students had higher mean scores (0.35 and 0.32, respectively) than Asian or White students (0.26 and 0.20, respectively).

**Table 44: Community Domain Risk Factor Demographics – Low Neighborhood Attachment, Community Disorganization, and Community Transitions and Mobility**

| | *Low Neighborhood Attachment* | | *Community Disorganization* | | *Community Transitions and Mobility* | |
|---|---|---|---|---|---|---|
| | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | 6512 | 0.28 | 6439 | 0.21 | 6463 | 0.26 |
| **Grade** | | | | | | |
| **7th** | 3255 | 0.25 | 3215 | 0.19 | 3225 | 0.27 |
| **8th** | 3251 | 0.31 | 3218 | 0.22 | 3233 | 0.24 |
| **Sex** | | | | | | |
| **Male** | 2896 | 0.25 | 2859 | 0.19 | 2869 | 0.25 |
| **Female** | 3489 | 0.31 | 3453 | 0.22 | 3467 | 0.26 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3612 | 0.26 | 3591 | 0.17 | 3591 | 0.20 |
| **African-American** | 512 | 0.32 | 503 | 0.28 | 504 | 0.35 |
| **Hispanic** | 1432 | 0.33 | 1405 | 0.27 | 1423 | 0.32 |
| **Asian** | 440 | 0.25 | 434 | 0.16 | 434 | 0.26 |
| **Other** | 465 | 0.29 | 457 | 0.21 | 461 | 0.28 |

Note: Higher scores indicate higher risk.

## Perceived Availability of Drugs

- If you wanted to, how easy would it be for you to get: some beer, wine or hard liquor (…)?
- If you wanted to, how easy would it be for you to get: some cigarettes?
- If you wanted to, how easy would it be for you to get: some marijuana?
- If you wanted to, how easy would it be for you to get: a drug like cocaine, LSD, or amphetamines?

Higher mean scores on the *Perceived Availability of Drugs* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because of the ease of obtaining ATOD. The overall mean was 0.24. Eighth-grade students had a substantially higher

risk factor mean score (0.29) than 7th grade students (0.19), indicating that ATOD were easier to get for 8th grade students. Male and female students had identical means of 0.24 but the means for race/ethnicity categories varied. Hispanic and African American students had the highest mean of 0.27 and Asian students had the lowest mean of 0.18.

### Perceived Availability of Handguns

- If you wanted to, how easy would it be for you to get: a handgun?

Higher mean scores on the *Perceived Availability of Handguns* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because of the ease of obtaining handguns. The overall mean was 0.11 and there were only minor differences by gender and grade. By race/ethnicity, African-American students had the highest mean (0.13) and Asian students had the lowest (0.06).

### Laws and Norms Favorable to Drug Use

- If a kid smoked marijuana in your neighborhood would he or she be caught by the police?
- If a kid drank some beer, wine or hard liquor (…) 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?
- If a kid smoked a cigarette in your neighborhood would he or she be caught by the police?
- How wrong would most adults (…) in your neighborhood think it is for kids your age: to use marijuana.
- How wrong would most adults (…) in your neighborhood think it is for kids your age: to drink alcohol.
- How wrong would most adults (…) in your neighborhood think it is for kids your age: to smoke cigarettes.

Higher mean scores on the *Laws and Norms Favorable to Drug Use* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because the laws and norms of their community are favorable to drug use. The overall mean was 0.33. The 8th grade students had a higher mean score than the 7th grade students (0.36 vs. 0.29), which suggests that older students believe that their community is more favorable to drug use. There was no difference between male and female student mean scores. By race/ethnicity, all groups were somewhat comparable except for Asian students, who had the lowest mean at 0.27.

**Table 45:** ***Community Domain Risk Factor Demographics – Perceived Availability of Drugs, Perceived Availability of Handguns, and Laws and Norms Favorable to Drug Use***

| | *Perceived Availability of Drugs* | | *Perceived Availability of Handguns* | | *Laws And Norms Favorable to Drug Use* | |
|---|---|---|---|---|---|---|
| | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | 6468 | 0.24 | 6463 | 0.11 | 6446 | 0.33 |
| **Grade** | | | | | | |
| **7th** | 3219 | 0.19 | 3216 | 0.10 | 3210 | 0.29 |
| **8th** | 3243 | 0.29 | 3241 | 0.12 | 3231 | 0.36 |
| **Sex** | | | | | | |
| **Male** | 2872 | 0.24 | 2871 | 0.12 | 2869 | 0.33 |
| **Female** | 3470 | 0.24 | 3465 | 0.10 | 3451 | 0.33 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3591 | 0.24 | 3589 | 0.10 | 3575 | 0.33 |
| **African-American** | 505 | 0.27 | 505 | 0.13 | 501 | 0.35 |
| **Hispanic** | 1424 | 0.27 | 1422 | 0.12 | 1424 | 0.36 |
| **Asian** | 436 | 0.18 | 435 | 0.06 | 435 | 0.27 |
| **Other** | 460 | 0.24 | 460 | 0.12 | 460 | 0.33 |

Note: Higher scores indicate higher risk.

# Family Domain Risk Factor

The *Family Domain Risk Factor* refers to dysfunctional family dynamics defined by the following characteristics: little parental supervision, unclear behavioral expectations, and inconsistent rewards/punishments for behavior, parents are tolerant of children's antisocial behaviors or drug/alcohol use; and parents engage in criminal behavior or drug/alcohol abuse. The *School Domain Risk Factor* scores by demographic subgroup are presented in Table 46.

## Poor Family Management

- My parents ask if I've gotten my homework done.
- Would your parents know if you did not come on time?
- When I am not at home, one of my parents knows where I am and who I am with.
- The rules in my family are clear.
- My family has clear rules about alcohol and drug use.
- If you drank some beer or wine or liquor (…) without your parent's permission, would you be caught by your parents?
- If you carried a handgun without your parents' permission, would you be caught by your parents?
- If you skipped school would you be caught by your parents?

Higher mean scores on the *Poor Family Management* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because their family is poorly managed. The overall mean was 0.20. The 8th grade mean was higher than the 7th grade mean (0.22 vs. 0.17). There was no difference between male and female students. By race/ethnicity, Hispanic students had the highest mean of 0.23 and Asian students had the lowest mean of 0.18.

## Parental Attitudes Favorable Toward Drug Use

- How wrong do your parents feel it would be for you to: drink beer, wine or hard liquor (…) 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?

Higher mean scores on the *Parental Attitudes Favorable Toward Drug Use* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because their parents' attitudes are favorable to drug use. The overall mean was 0.05. The mean of 8th grade students was only slightly higher than the one for 7th grade students (0.06 and 0.03, respectively). There was no notable difference between male and female means or among racial/ethnic groups.

## Parental Attitudes Favorable Toward Antisocial Behavior

- How wrong do your parents feel it would be for you to: steal something 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 building or other property (…)?
- How wrong do your parents feel it would be for you to: pick a fight with someone?

Higher mean scores on the *Parental Attitudes Favorable Toward Antisocial Behavior* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because their parents' attitudes are favorable to antisocial behavior. The overall mean was 0.13. The 8th grade mean of 0.14 for students was slightly higher than the mean of 0.11 for 7th grade students. The mean of 0.14 for male students was also higher than the mean of 0.11 for female students, indicating that the parents of boys would perceive these behaviors as less wrong. Racial/ethnic differences were slight. Hispanic students scored a high of 0.14 while Asian students scored a low of 0.09.

**Table 46:** ***Family Domain Risk Factor Demographics – Poor Family Management, Parental Attitudes Favorable Toward Drug Use, and Parental Attitudes Favorable Toward Antisocial Behavior***

| | ***Poor Family Management*** | | ***Parental Attitudes Favorable Toward Drug Use*** | | ***Parental Attitudes Favorable Toward Antisocial Behavior*** | |
|---|---|---|---|---|---|---|
| | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | 6477 | 0.20 | 6485 | 0.05 | 6486 | 0.13 |
| **Grade** | | | | | | |
| **7th** | 3232 | 0.17 | 3239 | 0.03 | 3239 | 0.11 |
| **8th** | 3240 | 0.22 | 3241 | 0.06 | 3242 | 0.14 |
| **Sex** | | | | | | |
| **Male** | 2880 | 0.20 | 2882 | 0.04 | 2882 | 0.14 |
| **Female** | 3470 | 0.19 | 3475 | 0.05 | 3476 | 0.11 |
| **Race/Ethnicity** | | | | | | |
| **White** | 3598 | 0.19 | 3603 | 0.04 | 3602 | 0.13 |
| **African-American** | 506 | 0.20 | 505 | 0.05 | 506 | 0.13 |
| **Hispanic** | 1427 | 0.23 | 1429 | 0.06 | 1430 | 0.14 |
| **Asian** | 436 | 0.18 | 436 | 0.04 | 436 | 0.09 |
| **Other** | 459 | 0.19 | 461 | 0.04 | 461 | 0.12 |

Note: Higher scores indicate higher risk.

# School Domain Risk Factor

The *School Domain Risk Factor* refers to students achieving failing grades and having little commitment to school, as demonstrated by not liking school, seeing schoolwork as irrelevant, and skipping or cutting class. The *School Domain Risk Factor* scores by demographic subgroup are presented in Table 47.

## Academic Failure

- 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?

Higher mean scores on the *Academic Failure* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they achieve poor or failing grades in school. The overall mean was 0.27. There was no real difference between 7th grade and 8th grade students although male students scored slightly higher than female students (0.29 vs. 0.26). For race/ethnicity in this domain, Hispanic students had the highest mean of 0.34, followed by African-American (0.31), White (0.25), and Asian students (0.20).

## Low Commitment to School

- During the LAST FOUR WEEKS how many whole days have you missed: because you skipped or "cut"?
- How interesting are most of your courses to you?
- 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?
- How often do you feel that the schoolwork you are assigned is meaningful and important?
- How important do you think the things you are learning in school are going to be for your later life?

Higher mean scores on the *Low Commitment to School* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they have a low commitment to school. The overall mean was 0.34. By grade, 8th grade students scored slightly higher than 7th graders (0.35 vs. 0.32). There was no difference between male and female students on this domain; however, White students were at greatest risk to be impacted by their low commitment to school (0.35) versus Asian students, who had the lowest mean (0.29).

**Table 47:** ***School Domain Risk Factor Demographics – Academic Failure and Low Commitment to School***

| | | *Academic Failure* | | *Low Commitment to School* | |
|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6343 | 0.27 | 6232 | 0.34 |
| **Grade** | | | | | |
| | **7th** | 3166 | 0.27 | 3114 | 0.32 |
| | **8th** | 3172 | 0.28 | 3112 | 0.35 |
| **Sex** | | | | | |
| | **Male** | 2820 | 0.29 | 2749 | 0.34 |
| | **Female** | 3401 | 0.26 | 3364 | 0.33 |
| **Race/Ethnicity** | | | | | |
| | **White** | 3529 | 0.25 | 3490 | 0.35 |
| | **African-American** | 485 | 0.31 | 464 | 0.32 |
| | **Hispanic** | 1402 | 0.34 | 1366 | 0.34 |
| | **Asian** | 432 | 0.20 | 427 | 0.29 |
| | **Other** | 445 | 0.28 | 441 | 0.34 |

Note: Higher scores indicate higher risk.

# Peer-Individual Domain Risk Factor

The *Peer-Individual Domain Risk Factor* refers to youths' attitudes about drug use and antisocial behavior, the age which they began using drugs and engaging in antisocial behavior, whether or not their friends use drugs or are delinquents, and if there are peer rewards for delinquent behavior. The *Community Domain Risk Factor* scores by demographic subgroup are presented in Tables 48 to 51.

## Gang Involvement

- Think of your four best friends (…). In the past year (…) how many of your best friends have: been members of a gang?
- Have you ever belonged to a gang?
- If you have ever belonged to a gang, did the gang have a name?
- How old were you when you first: belonged to a gang?

Higher mean scores on the *Gang Involvement* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because of their involvement with gangs. The overall mean was 0.02. There was little variation between grade levels or between genders. For race/ethnicity in this category, African-American and Hispanic students (0.05 and 0.04, respectively) had slightly higher mean scores than White and Asian students (0.01 each).

## Perceived Risks of Drug Use

- How much do you think people risk harming themselves (…) if they: smoke one or more packs of cigarettes per day.
- How much do you think people risk harming themselves (…) if they: try marijuana once or twice.
- How much do you think people risk harming themselves (…) if they: smoke marijuana regularly.
- How much do you think people risk harming themselves (…) if they: have one or two drinks of an alcoholic beverage (…) nearly every day.

Higher mean scores on the *Perceived Risks of Drug Use* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they believe that using ATOD is of little risk to their health. The overall mean was 0.22. A slight difference is shown by grade, with the 8$^{th}$ grade mean score being slightly higher than the 7$^{th}$ grade one (0.24 vs. 0.21). The male mean score was similar to the female mean (0.23 vs. 0.22). By race/ethnicity, African-American students (0.28) perceived much less risk of harm from drugs and alcohol, as compared to Asian students (0.15).

**Table 48:** ***Peer-Individual Domain Risk Factor Demographics – Gang Involvement and Perceived Risks of Drug Use***

| | | *Gang Involvement* | | *Perceived Risks of Drug Use* | |
|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6472 | 0.02 | 6486 | 0.22 |
| **Grade** | | | | | |
| | **7th** | 3239 | 0.02 | 3238 | 0.21 |
| | **8th** | 3227 | 0.03 | 3242 | 0.24 |
| **Sex** | | | | | |
| | **Male** | 2869 | 0.03 | 2879 | 0.23 |
| | **Female** | 3477 | 0.02 | 3481 | 0.22 |
| **Race/Ethnicity** | | | | | |
| | **White** | 3579 | 0.01 | 3600 | 0.20 |
| | **African-American** | 505 | 0.05 | 508 | 0.28 |
| | **Hispanic** | 1431 | 0.04 | 1427 | 0.27 |
| | **Asian** | 440 | 0.01 | 439 | 0.15 |
| | **Other** | 464 | 0.03 | 460 | 0.19 |

Note: Higher scores indicate higher risk.

## Early Initiation of Drug Use

- How old were you when you first: smoked cigarettes?
- How old were you when you first: drank alcoholic beverages?
- How old were you when you first: smoked marijuana?
- How old were you when you first: began drinking alcoholic beverages regularly, that is, at least once or twice a month?

Higher mean scores on the *Early Initiation of Drug Use* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they began using ATOD at an early age. The overall mean was 0.08. The 8th grade student mean was 0.10 while the mean score for 7th grade students was 0.06, indicating that 8th graders first used ATOD at earlier ages. There was no difference between the male and female student means. The highest mean by racial/ethnic groups was for Hispanic students (0.13), which was more than four times that of the group with the lowest mean, Asian students (0.03).

## Early Initiation of Antisocial Behavior

- 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 them?

Higher mean scores on the *Early Initiation of Antisocial Behavior* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they began engaging in antisocial behaviors at an early age. The overall mean was 0.05. There was

little difference by grade level but the mean for male students (0.07) was greater than the mean for females (0.04), which suggests that males were younger when they first started engaging in anti-social behavior. Broken down by race/ethnicity in this domain, mean scores were higher for African-American and Hispanic students (0.11 and 0.08, respectively) than for White and Asian students (0.03 each).

**Table 49:** ***Peer-Individual Domain Risk Factor Demographics – Early Initiation of Drug Use and Early Initiation of Antisocial Behavior***

| | | *Early Initiation of Drug Use* | | *Early Initiation of Antisocial Behavior* | |
|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6484 | 0.08 | 6490 | 0.05 |
| **Grade** | | | | | |
| | **7th** | 3248 | 0.06 | 3247 | 0.05 |
| | **8th** | 3230 | 0.10 | 3237 | 0.06 |
| **Sex** | | | | | |
| | **Male** | 2877 | 0.08 | 2879 | 0.07 |
| | **Female** | 3479 | 0.08 | 3484 | 0.04 |
| **Race/Ethnicity** | | | | | |
| | **White** | 3591 | 0.06 | 3598 | 0.03 |
| | **African-American** | 506 | 0.10 | 503 | 0.11 |
| | **Hispanic** | 1432 | 0.13 | 1432 | 0.08 |
| | **Asian** | 441 | 0.03 | 441 | 0.03 |
| | **Other** | 461 | 0.07 | 463 | 0.05 |

Note: Higher scores indicate higher risk.

## Favorable Attitudes Toward Drug Use

- How wrong do you think it is for someone your age to: drink beer, wine or hard liquor (…) 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 illicit drug?

Higher mean scores on the *Favorable Attitudes Toward Drug Use* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they perceive drug use as less wrong. The overall mean was 0.09. The 8$^{th}$ grade student mean was 0.12 and the 7$^{th}$ grade student mean was 0.06, which suggests that 8$^{th}$ graders believed it was less wrong for someone their age to use ATOD. No difference was shown by gender; however, by race, Hispanic students had a mean four times as high as Asian students (0.12 vs. 0.03).

## 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 something 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 them?
- 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?

Higher mean scores on the *Favorable Attitudes Toward Antisocial Behavior* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they perceive antisocial behavior as less wrong. The overall mean was 0.16. The mean for 8th grade students was 0.18 and the mean for 7th grade students was 0.14. The mean did not differ much by gender; however, by race/ethnicity Hispanic students had the highest mean of 0.19.

## 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.

Higher mean scores on the *Rewards for Antisocial Behavior* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because they perceive more rewards for drug use and antisocial behavior. The overall mean was 0.15 and the 8th grade student mean was higher than the 7th grade student mean (0.17 vs. 0.13), indicating that 8th graders felt that there were more rewards for antisocial behavior. There was no real difference by gender. For this factor grouping, the racial/ethnic category with the highest mean was for African-American students at 0.20 and the lowest mean was for Asian students at 0.10.

**Table 50*: Peer-Individual Domain Risk Factor Demographics – Favorable Attitudes Toward Drug Use, Favorable Attitudes Toward Antisocial Behavior, and Rewards for Antisocial Behavior***

| | | *Favorable Attitudes Toward Drug Use* | | *Favorable Attitudes Toward Antisocial Behavior* | | *Rewards for Antisocial Behavior* | |
|---|---|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6519 | 0.09 | 6516 | 0.16 | 6484 | 0.15 |
| **Grade** | | | | | | | |
| | **7th** | 3265 | 0.06 | 3263 | 0.14 | 3239 | 0.13 |
| | **8th** | 3248 | 0.12 | 3247 | 0.18 | 3239 | 0.17 |
| **Sex** | | | | | | | |
| | **Male** | 2899 | 0.09 | 2898 | 0.17 | 2878 | 0.14 |
| | **Female** | 3493 | 0.09 | 3491 | 0.15 | 3479 | 0.16 |
| **Race/Ethnicity** | | | | | | | |
| | **White** | 3616 | 0.08 | 3615 | 0.16 | 3598 | 0.14 |
| | **African-American** | 510 | 0.10 | 509 | 0.17 | 506 | 0.20 |
| | **Hispanic** | 1435 | 0.12 | 1435 | 0.19 | 1429 | 0.17 |
| | **Asian** | 440 | 0.03 | 440 | 0.12 | 439 | 0.10 |
| | **Other** | 465 | 0.08 | 465 | 0.16 | 462 | 0.13 |

Note: Higher scores indicate higher risk.

## Friends' Use of Drugs

- Think of your four best friends (…). In the past year (…) how many of your best friends have: smoke cigarettes.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: tried beer, wine or hard liquor (…) when their parents didn't know about it.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: used marijuana.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: used LSD, cocaine, amphetamines or other illegal drugs.

Higher mean scores on the *Friends' Use of Drugs* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because more of their friends have used ATOD. The overall mean was 0.09. The 8th grade student mean was 0.12, more than twice the 7th grade mean of 0.05. There was no difference between males and females but with regards to race/ethnicity, Hispanic students had the highest mean of 0.14 while Asian students had the lowest (0.03).

## Interaction with Antisocial Peers

- Think of your four best friends (…). In the past year (…) how many of your best friends have: been suspended from school.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: carried a handgun.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: sold illegal drugs.
- Think of your four best friends (…). In the past year (…) 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 (…). In the past year (…) how many of your best friends have: been arrested.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: dropped out of school.

Higher mean scores on the *Interaction with Antisocial Peers* factor indicate that the group is at greater risk for using drugs and participating in antisocial behaviors because more of their friends have engaged in antisocial behavior. The overall mean was 0.05. There was no difference between males and females or by grade. For race/ethnicity in this category, African-American students had the highest mean of 0.09 while Asian students reported the lowest mean of 0.02.

**Table 51: *Peer-Individual Domain Risk Factor Demographics – Friends' Use of Drugs and Interaction with Antisocial Peers***

| | | ***Friends' Use of Drugs*** | | ***Interaction with Antisocial Peers*** | |
|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6516 | 0.09 | 6520 | 0.05 |
| **Grade** | | | | | |
| | **7th** | 3263 | 0.05 | 3264 | 0.04 |
| | **8th** | 3247 | 0.12 | 3250 | 0.05 |
| **Sex** | | | | | |
| | **Male** | 2895 | 0.08 | 2895 | 0.05 |
| | **Female** | 3493 | 0.09 | 3497 | 0.04 |
| **Race/Ethnicity** | | | | | |
| | **White** | 3619 | 0.07 | 3621 | 0.03 |
| | **African-American** | 509 | 0.11 | 510 | 0.09 |
| | **Hispanic** | 1432 | 0.14 | 1434 | 0.07 |
| | **Asian** | 440 | 0.03 | 440 | 0.02 |
| | **Other** | 463 | 0.08 | 463 | 0.05 |

Note: Higher scores indicate higher risk.

## *B. Statewide Protective Factors*

This section presents each of the protective domains and their respective risk factors, including individual questions from the survey. As mentioned previously, protective factors are characteristics of the students' school and peer relationships that have been associated with reducing the likelihood of experimentation with alcohol, tobacco, and other drugs and antisocial behavior by buffering the effects of risks in their environment. Each question was scored so that the most positive behaviors received the highest score. For example, if a student indicated that she had done community service 40 or more times in the last year, then this would be scored as a 1. Conversely, a student who indicated having never done community service would receive a score of 0. Mean scores for each factor were then computed on a scale of 0 to 1, with a higher score indicating that the student has a greater chance of being protected by that factor. For example, if the mean score for the *Prosocial Involvemen*t factor was 0.60 then students would be more likely than average than students with lower protective scores to be participating in positive activities.

# Peer-Individual Domain Protective Factors

The *Peer-Individual Domain Protective Factor* refers to youths' attitudes about school, their participation in extra-curricular activities, whether or not their friends engage in prosocial behaviors, and if there are peer rewards for prosocial behavior. The *Peer-Individual Domain Protective Factor* scores by demographic subgroup are presented in Table 52.

## Interaction with Prosocial Peers

- Think of your four best friends (…). In the past year (…) how many of your best friends have: participated in clubs, organizations or activities at school.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: made a commitment to stay drug-free.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: liked school.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: regularly attended religious services.
- Think of your four best friends (…). In the past year (…) how many of your best friends have: tried to do well in school.

Higher mean scores on the *Interaction with Prosocial Peers* factor indicate that the group has a greater chance for being protected from using drugs and participating in antisocial behaviors because more of their friends have engaged in prosocial behavior. The overall mean was 0.64. The mean for 8$^{th}$ grade students was slightly lower than the mean for 7$^{th}$ grade students (0.61 and 0.66, respectively), indicating that the friends of 7$^{th}$ grade students have participated in more positive behaviors than the friends of 8$^{th}$ grade students. Distinctions were also shown by gender and race/ethnicity. Females had a mean score of 0.66 while male students averaged 0.61. By racial/ethnic group, Asian students had the highest mean (0.69) versus the lowest mean score of 0.56 for Hispanic students.

## Prosocial Involvement

- How many times in the past year (…) have you: participated in clubs, organizations or activities at school.
- How many times in the past year (…) have you: done extra work on your own for school.
- How many times in the past year (…) have you: volunteered to do community service.

Higher mean scores on the *Prosocial Involvement* factor indicate that the group has a greater chance for being protected from using drugs and participating in antisocial behaviors because of more frequent involvement with prosocial activities. The overall mean was 0.31 and there was little variation was by grade. By gender, the female student mean was (0.35) greater than the male student mean (0.29), indicating that females more frequently engaged in prosocial activities than males did. Asian and White students (0.35 and 0.34, respectively) reported more prosocial involvement than did African-American and Hispanic students (0.28 and 0.25, respectively).

## Peer Rewards for Prosocial Involvement

- What are the chances you would be seen as cool if you: worked hard at school?
- What are the chances you would be seen as cool if you: defended someone who was being verbally abused at school?
- What are the chances you would be seen as cool if you: regularly volunteered to do community service?
- What are the chances you would be seen as cool if you: made a commitment to stay drug-free?

Higher mean scores on the *Peer Rewards for Prosocial Involvement* factor indicate that the group has a greater chance for being protected from using drugs and participating in antisocial behaviors because they perceive peer rewards for participation in prosocial activities. The overall mean was 0.46. The mean score for the 7th grade (0.50) was higher than the 8th grade mean (0.43). There was little difference by gender. The racial/ethnic group with the highest mean was Asian students (0.50) and the lowest was Hispanic students (0.44), indicating that more Asian students believe that they would be seen as cool if they participated in prosocial activities.

**Table 52:** ***Peer-Individual Domain Protective Factor Demographics – Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement***

| | | *Interaction with Prosocial Peers* | | *Prosocial Involvement* | | *Peer Rewards for Prosocial Involvement* | |
|---|---|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6445 | 0.64 | 6521 | 0.31 | 6478 | 0.46 |
| **Grade** | | | | | | | |
| | **7th** | 3227 | 0.66 | 3266 | 0.31 | 3229 | 0.50 |
| | **8th** | 3212 | 0.61 | 3249 | 0.32 | 3243 | 0.43 |
| **Sex** | | | | | | | |
| | **Male** | 2863 | 0.61 | 2901 | 0.29 | 2877 | 0.46 |
| | **Female** | 3456 | 0.66 | 3491 | 0.35 | 3474 | 0.47 |
| **Race/Ethnicity** | | | | | | | |
| | **White** | 3585 | 0.65 | 3615 | 0.34 | 3596 | 0.46 |
| | **African-American** | 504 | 0.62 | 513 | 0.28 | 506 | 0.49 |
| | **Hispanic** | 1418 | 0.56 | 1436 | 0.25 | 1429 | 0.44 |
| | **Asian** | 429 | 0.69 | 440 | 0.35 | 435 | 0.50 |
| | **Other** | 458 | 0.64 | 466 | 0.29 | 461 | 0.49 |

Note: Higher scores indicate higher protection.

# School Domain Protective Factors

The School Domain Protective Factor is defined by students who have positive relationships with teachers; have opportunities to make decisions in class; and/or receive rewards, recognition, or praise for such success both in and out of school. The *School Domain Protective Factor* scores by demographic subgroup are presented in Table 53.

## School Opportunities for Prosocial Involvement

- In my school, students have lots of chances to help decide things like class activities and rules.
- 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.
- There are lots of chances for students in my school to talk with a teacher one-on-one.
- There are lots of chances to be part of class discussions or activities.

Higher mean scores on the *School Opportunities for Prosocial Involvement* factor indicate that the group has a greater chance for being protected from using drugs and participating in antisocial behaviors because there are school opportunities for prosocial involvement. The overall mean was 0.63. There were no real differences by gender, grade, or race/ethnicity on this factor score.

## School Rewards for Prosocial Involvement

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

Higher mean scores on the *School Rewards for Prosocial Involvement* factor indicate that the group has a greater chance for being protected from using drugs and participating in antisocial behaviors because there are school rewards for prosocial involvement. The overall mean was 0.58. The mean for 7$^{th}$ grade students was not much different than the mean for 8$^{th}$ grade students (0.59 versus 0.57, respectively). Similarly, there was no difference between the male student and female student means (0.58 and 0.59, respectively). There were no considerable differences among means for racial/ethnic groups either, as all groups scores ranged between 0.58 and 0.60.

**Table 53:** ***School Domain Protective Factor Demographics – School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement***

| | | ***School Opportunities for Prosocial Involvement*** | | ***School Rewards for Prosocial Involvement*** | |
|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6485 | 0.63 | 6478 | 0.58 |
| **Grade** | | | | | |
| | **7th** | 3246 | 0.64 | 3237 | 0.59 |
| | **8th** | 3234 | 0.62 | 3236 | 0.57 |
| **Sex** | | | | | |
| | **Male** | 2877 | 0.63 | 2874 | 0.58 |
| | **Female** | 3481 | 0.63 | 3477 | 0.59 |
| **Race/Ethnicity** | | | | | |
| | **White** | 3602 | 0.63 | 3595 | 0.58 |
| | **African-American** | 507 | 0.62 | 503 | 0.58 |
| | **Hispanic** | 1428 | 0.62 | 1427 | 0.58 |
| | **Asian** | 435 | 0.64 | 438 | 0.60 |
| | **Other** | 465 | 0.63 | 465 | 0.58 |

Note: Higher scores indicate higher protection.

## *C. Statewide Risk and Protective Factor Averages*

Table 54 presents the average score for all 20 risk factors and all five protective factors. Overall, little variation is observed between demographic subgroups.

*Average of the Risk Factors*: Higher mean scores indicate that the group is at greater risk for using drugs and participating in antisocial behaviors. The overall mean was 0.17. There were only slight differences between demographic subgroups. The 8th grade student mean was 0.18, which was only slightly higher than the 7th grade mean of 0.15. The mean score for males was very similar to the average for females (0.17 vs. 0.16). By race/ethnicity, the highest mean was for Hispanic students (0.20) and the lowest mean was for Asian students (0.13). Table B1 indicates that the average county level risk factor score ranged from a low of 0.12 in Morris County to a high of 0.21 in Passaic* County.

*Average of the Protective Factors*: Higher mean scores indicate that the group has a greater chance for being protected from using drugs and participating in antisocial behaviors. The overall mean was 0.52. The mean for 7th grade students was slightly higher than the mean score for 8th grade students (0.54 vs. 0.51), indicating that 7th graders were more likely to be protected from using drugs and antisocial behaviors than 8th graders were. The mean score for female students was also slightly higher than the mean score for males (0.54 vs. 0.51). By race/ethnicity, Asian students had the highest mean (0.56) and the Hispanic students had lowest mean (0.49). The average county level protective factor score (see Table B1) ranged from a low of 0.49 in Passaic* County and a high of 0.57 in Morris County.

**Table 54:** ***Average of the Risk and Protective Factors by Demographic Subgroups***

| | | ***Risk Factors*** | | ***Protective Factors*** | |
|---|---|---|---|---|---|
| | | **n** | **Mean** | **n** | **Mean** |
| **NJ Middle School Students** | | 6395 | 0.17 | 6495 | 0.52 |
| **Grade** | | | | | |
| | **7th** | 3177 | 0.15 | 3249 | 0.54 |
| | **8th** | 3213 | 0.18 | 3241 | 0.51 |
| **Sex** | | | | | |
| | **Male** | 2839 | 0.17 | 2881 | 0.51 |
| | **Female** | 3432 | 0.16 | 3486 | 0.54 |
| **Race/Ethnicity** | | | | | |
| | **White** | 3554 | 0.15 | 3609 | 0.53 |
| | **African-American** | 493 | 0.19 | 508 | 0.52 |
| | **Hispanic** | 1412 | 0.20 | 1428 | 0.49 |
| | **Asian** | 433 | 0.13 | 435 | 0.56 |
| | **Other** | 453 | 0.16 | 466 | 0.53 |

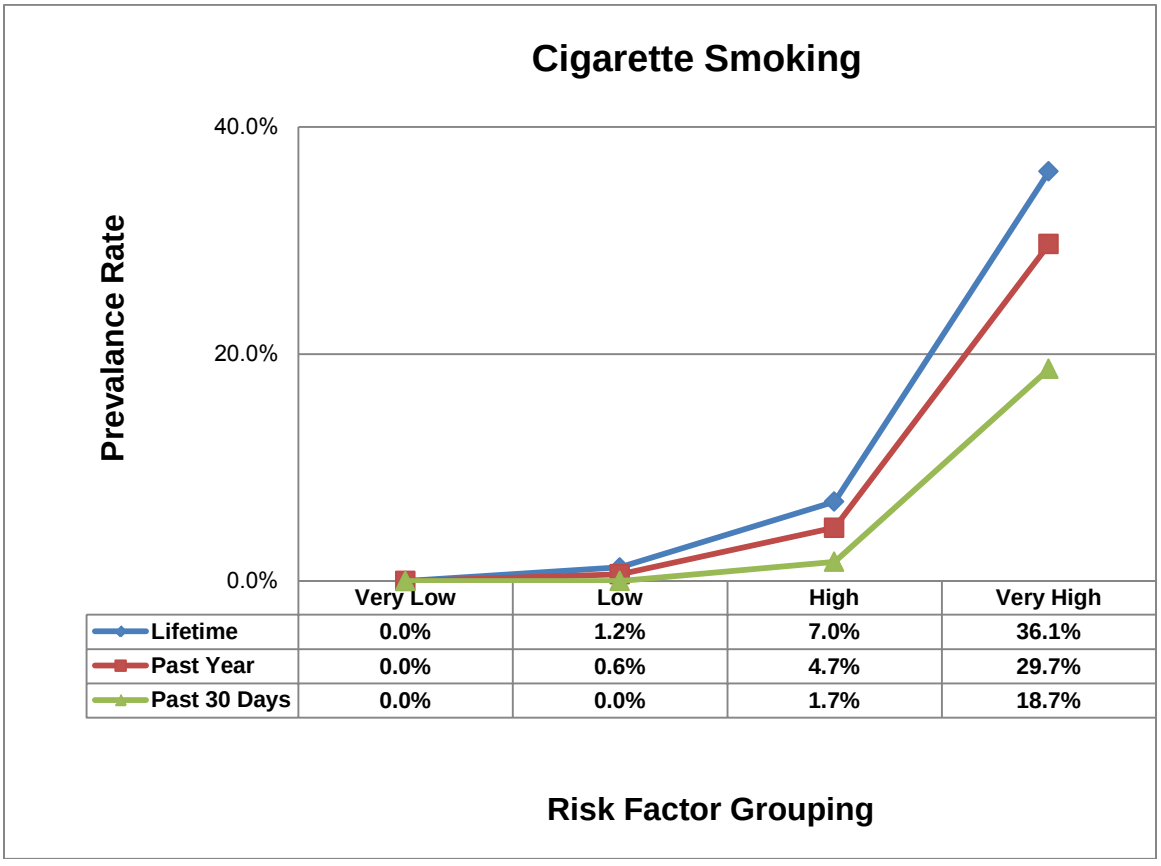
Note: Higher scores on risk factors indicate higher risk, and higher scores on protective factors indicate higher protection.

## *D. Impact of Average Risk Factor Score on Substance Use*

In order to better interpret the risk factor mean scores, four categories were calculated – *very low*, *low*, *high*, and *very high*. These categories were based on a normal distribution of scores, such that 68% of the scores are within one standard deviation of the mean. Risk categories were determined by examining the mean and standard deviations of the average risk factor score (0.17). Each quartile division of the following graphs was created using standard deviations. The ***low*** division represents one standard deviation *below* the mean while the ***high*** division represents scores one standard deviation *above* the mean. The ***very low*** division represents scores more than one standard deviation *below* the mean. Similarly, the ***very high*** division includes scores more than one standard deviation *above* the mean.

Once risk factor categories were established, the interaction of these categories with the prevalence of tobacco, alcohol, and other drug use was analyzed. The relationships between the average risk factor score and the rate of substance use are illustrated in Figures 1-4 below. As shown, as risk scores increase, lifetime, past year, and past 30 day ATOD use increases.

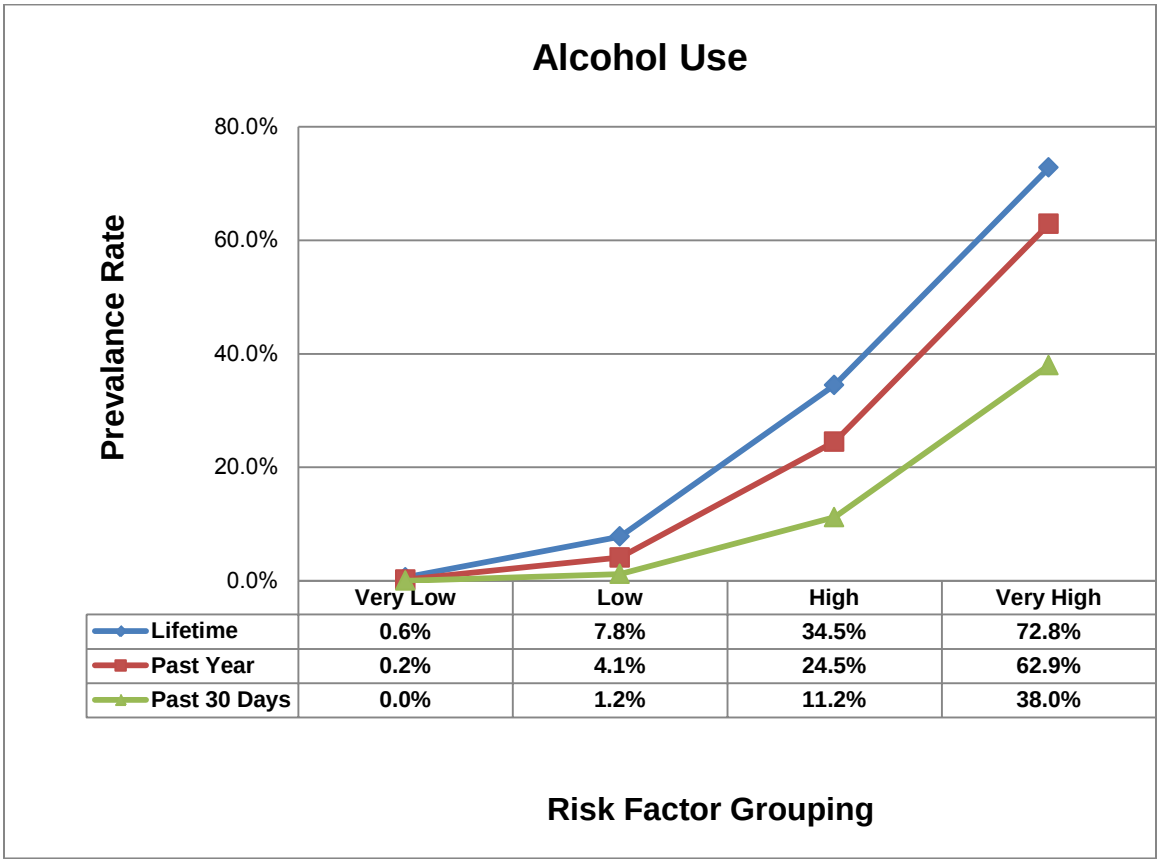
**Figure 1:** ***Prevalence of Cigarette Smoking by Risk Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 0.0% | 1.2% | 7.0% | 36.1% |
| Past Year | 0.0% | 0.6% | 4.7% | 29.7% |
| Past 30 Days | 0.0% | 0.0% | 1.7% | 18.7% |

As shown, as risk scores increase, use of tobacco increases. It is important to note that only about one in 100 students (1.2%) of *low* risk is likely to have experimented with tobacco in their lifetime, as compared to one in fourteen students of *high* risk (7.0%). Further, a dramatic increase in cigarette smoking occurs between those at *high* and *very high* risk (7.0% vs. 36.1%).

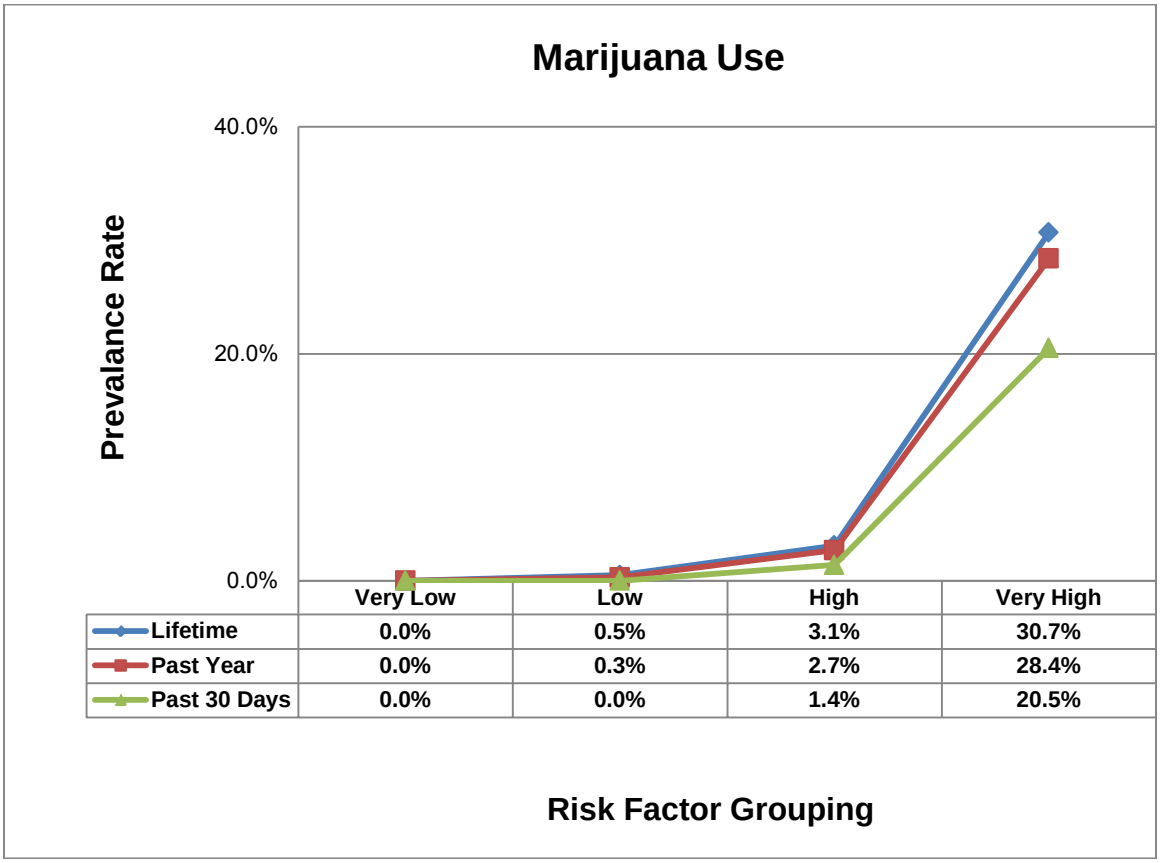
**Figure 2:** ***Prevalence of Alcohol Consumption by Risk Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 0.6% | 7.8% | 34.5% | 72.8% |
| Past Year | 0.2% | 4.1% | 24.5% | 62.9% |
| Past 30 Days | 0.0% | 1.2% | 11.2% | 38.0% |

As shown, as risk scores increase, alcohol consumption increases. There is a clear difference between those of low risk and those of high risk – percentages of use quadruple between these two risk categories. Almost three-quarters of students (72.8%) in the *very high* risk category had consumed alcohol in their lifetime.

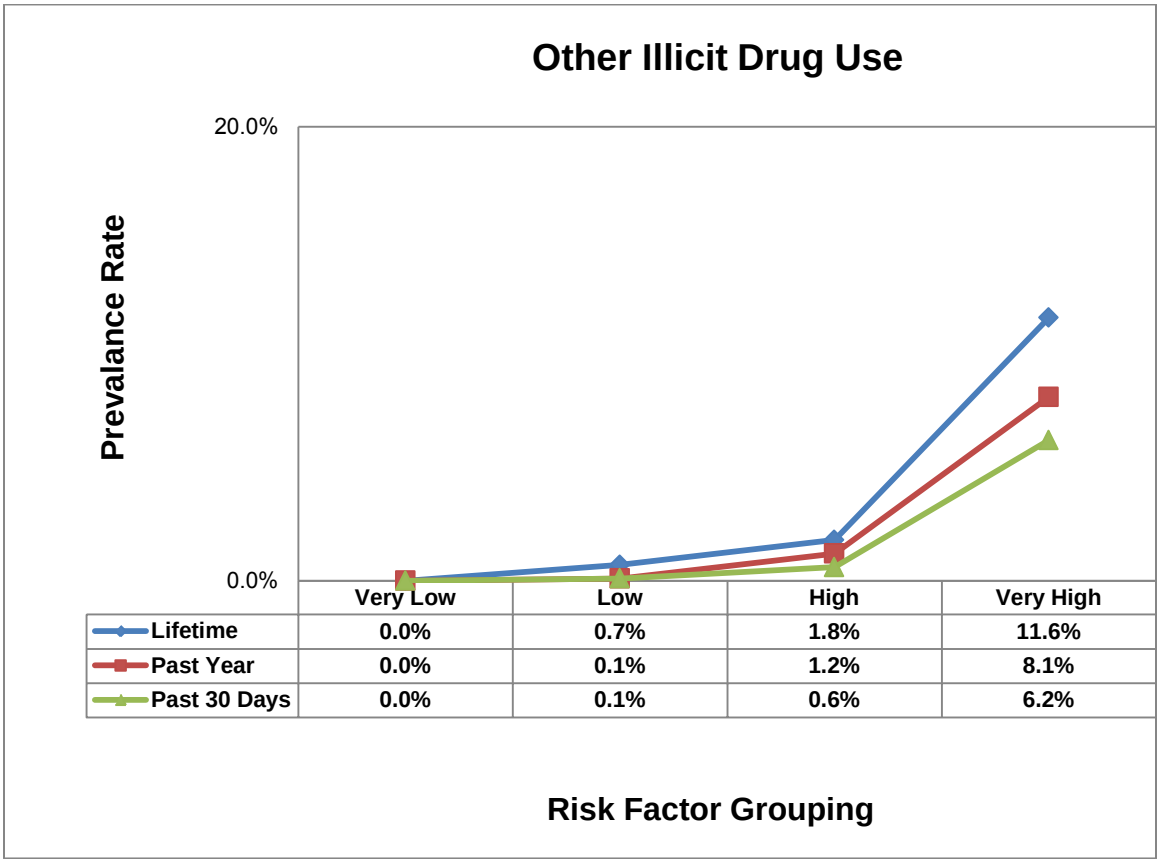
**Figure 3:** ***Prevalence of Marijuana Use by Risk Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 0.0% | 0.5% | 3.1% | 30.7% |
| Past Year | 0.0% | 0.3% | 2.7% | 28.4% |
| Past 30 Days | 0.0% | 0.0% | 1.4% | 20.5% |

As shown, as risk scores increase, use of marijuana increases. Only one in 200 students (0.5%) of *low* risk has used marijuana in their lifetime, as compared to three in 100 students of *high* risk (3.1%) and three of 10 students of *very high* risk (30.7%). Similarly striking differences occur for past year and past 30 day marijuana use as well.

**Figure 4:** ***Prevalence of Other Illicit Drug Use by Risk Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 0.0% | 0.7% | 1.8% | 11.6% |
| Past Year | 0.0% | 0.1% | 1.2% | 8.1% |
| Past 30 Days | 0.0% | 0.1% | 0.6% | 6.2% |

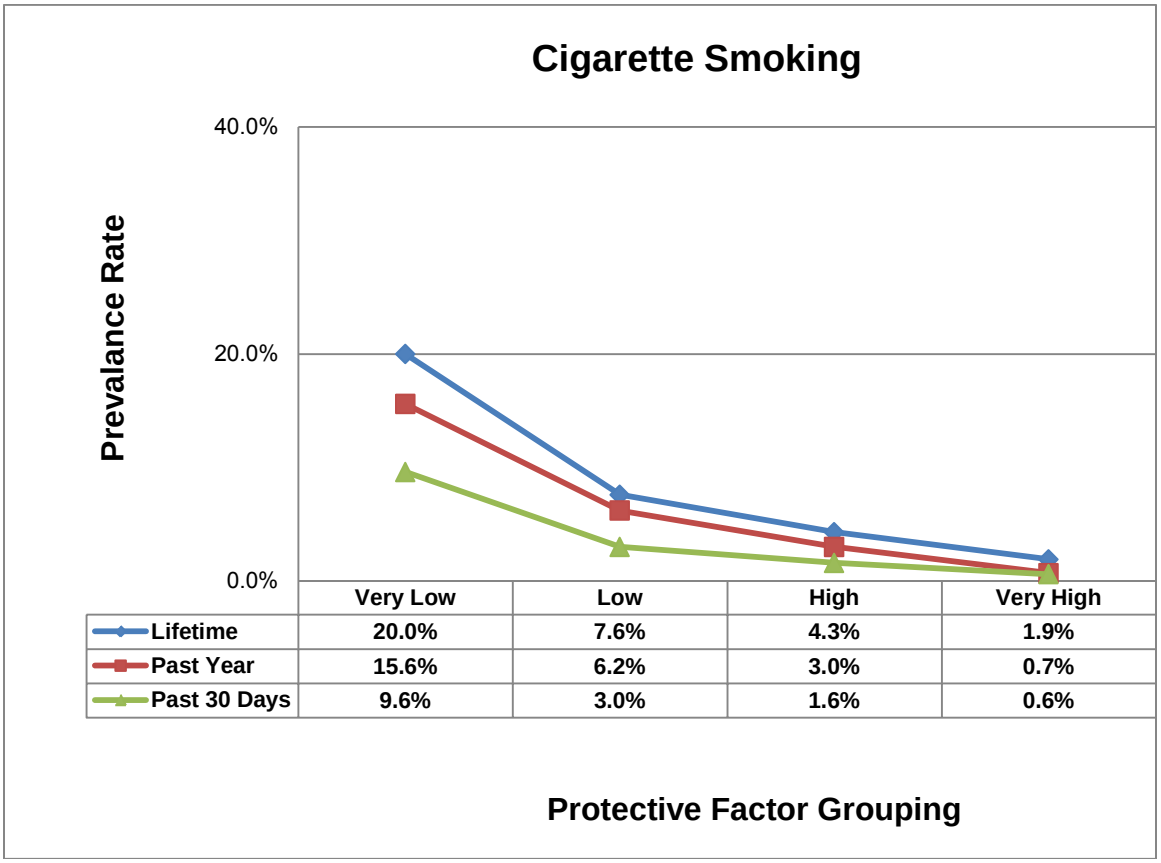
As shown, as risk scores increase, use of other illicit drugs increases. Less than 1% of students of *low* or *very low* risk had ever used other illicit drugs. It is important to note that only about one in 60 students (1.8%) of *high* risk has used other illicit drugs in their lifetime, as compared to just over one in 10 students of *very high* risk (11.6%).

## *E. Impact of Average Protective Factor Score on Substance Use*

In order to better interpret the protective factor mean scores, four categories were calculated – *very low*, *low*, *high*, and *very high*. These categories were based on a normal distribution of scores, such that 68% of the scores are within one standard deviation of the mean. Protective categories were determined by examining the mean and standard deviations of the average protective factor scores (0.52), as shown in Table 54. Each quartile division of the following graphs was created using standard deviations. The ***low*** division represents one standard deviation *below* the mean while the ***high*** division represents scores one standard deviation *above* the mean. The ***very low*** division represents scores more than one standard deviation *below* the mean. Similarly, the ***very high*** division includes scores more than one standard deviation *above* the mean.

The relationship between average protective factor score and substance use is illustrated in Figures 5-8 below. It is important to note that these are inverse relationships. In summary, as the protective factor scores increase, lifetime, past year, and past 30 day ATOD use decrease.

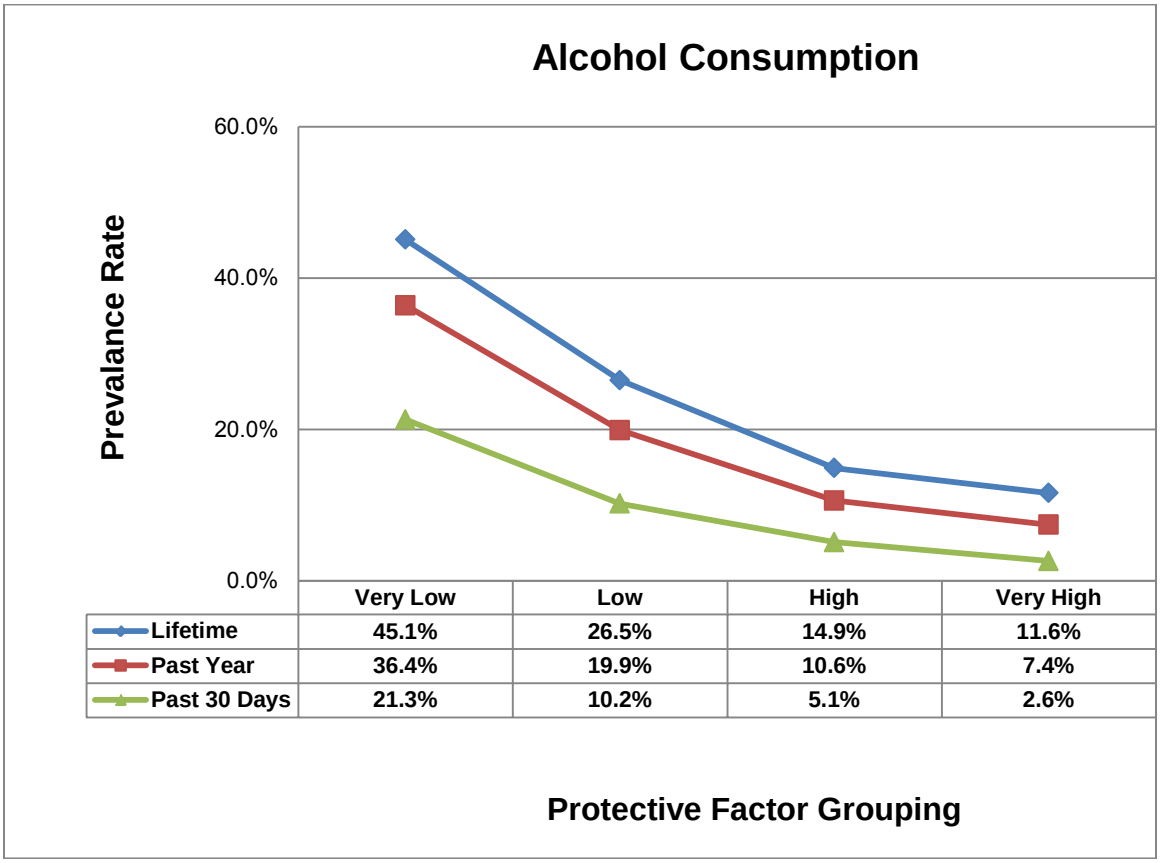
**Figure 5:** ***Prevalence of Cigarette Smoking by Protective Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 20.0% | 7.6% | 4.3% | 1.9% |
| Past Year | 15.6% | 6.2% | 3.0% | 0.7% |
| Past 30 Days | 9.6% | 3.0% | 1.6% | 0.6% |

As shown above, as protective scores increase, use of tobacco decreases. It is important to note that by only increasing protective scores by one standard deviation (*very low* to *low*) the percentage of those who have experimented with tobacco in their lifetime decreases by more than half (20.0% to 7.6%).

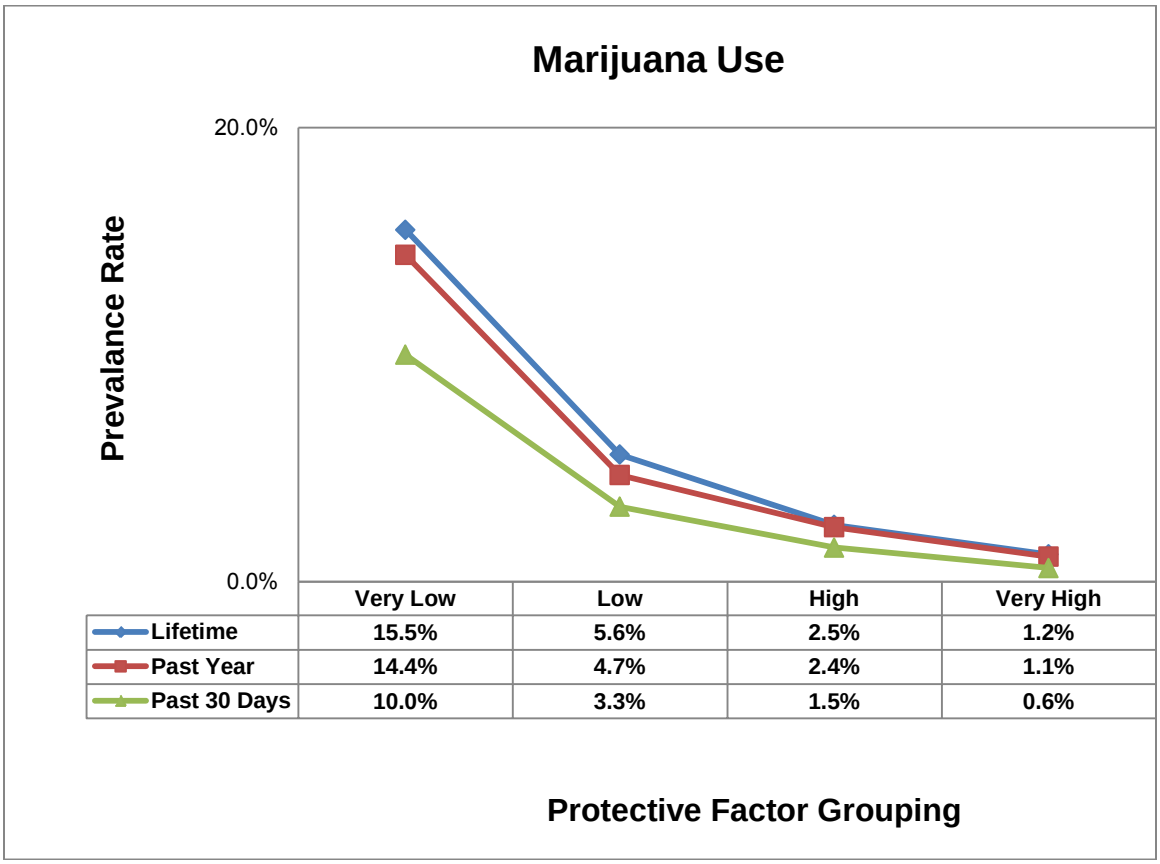
**Figure 6:** ***Prevalence of Alcohol Consumption by Protective Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 45.1% | 26.5% | 14.9% | 11.6% |
| Past Year | 36.4% | 19.9% | 10.6% | 7.4% |
| Past 30 Days | 21.3% | 10.2% | 5.1% | 2.6% |

As shown above, as protective scores increase, alcohol consumption decreases. Despite *very high* protective scores, about one in eight students still consumed alcohol in their lifetime (11.6%). This may indicate that adolescents are likely to experiment with alcohol even with an arsenal of protective factors. However, almost half of students with *very low* protective scores have consumed alcohol in their lifetime (45.1%).

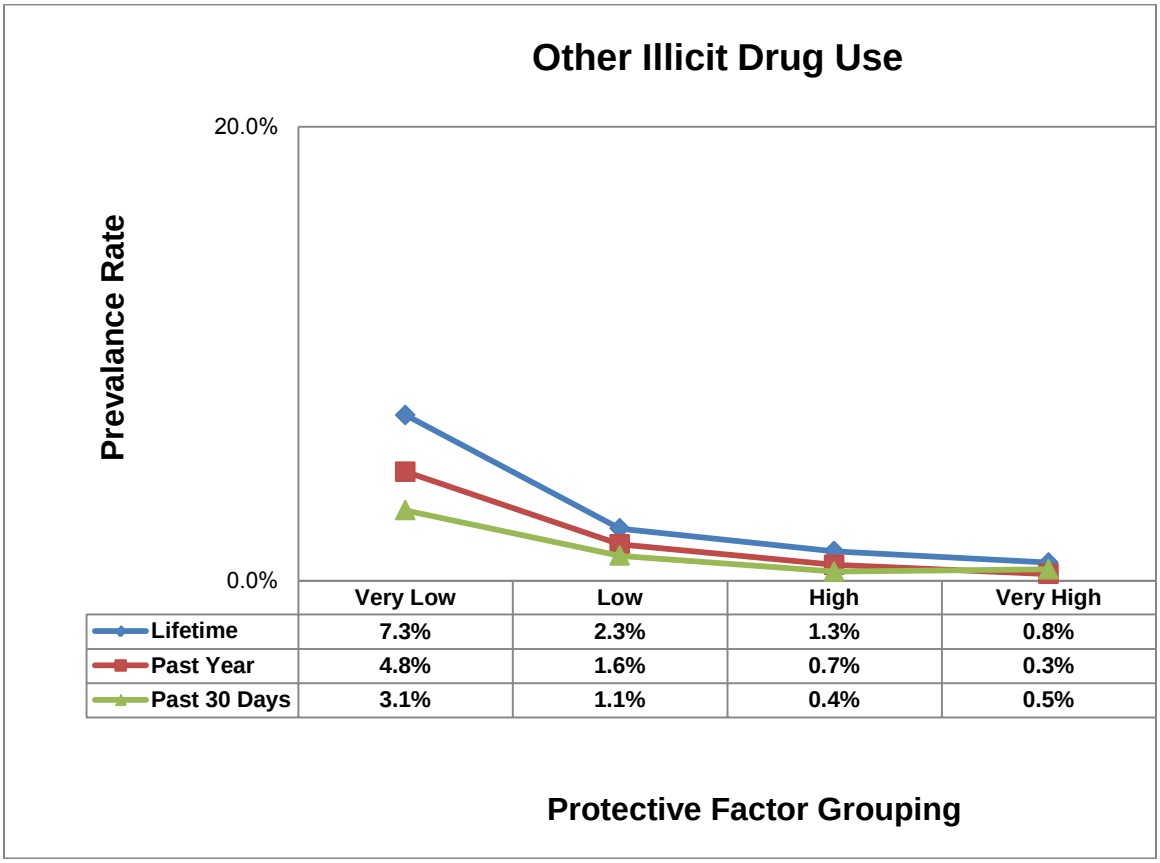
**Figure 7:** ***Prevalence of Marijuana Use by Protective Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 15.5% | 5.6% | 2.5% | 1.2% |
| Past Year | 14.4% | 4.7% | 2.4% | 1.1% |
| Past 30 Days | 10.0% | 3.3% | 1.5% | 0.6% |

As shown, as protective scores increase, use of marijuana decreases. Notably, only one in 70 students (1.2%) with *very high* protective scores have used marijuana in their lifetime, as compared one of six students with *very low* protective scores (15.5%). The greatest change occurs between students with *very low* and *low* protective scores where reported lifetime marijuana use decreases by almost two-thirds (15.5% vs. 5.6%).

**Figure 8:** ***Prevalence of Other Illicit Drug Use by Protective Factor Groupings***




| | Very Low | Low | High | Very High |
|---|---|---|---|---|
| Lifetime | 7.3% | 2.3% | 1.3% | 0.8% |
| Past Year | 4.8% | 1.6% | 0.7% | 0.3% |
| Past 30 Days | 3.1% | 1.1% | 0.4% | 0.5% |

Overall, differences between protective factors are marginal though it is clear to see that as protective scores increase, use of other illicit drugs decreases. The greatest change occurs between students with *very low* and *low* protective scores where reported lifetime other illicit drugs use decreases more than three-fold (7.3% vs. 2.3%).

## APPENDIX A: Prevalence Summaries Disaggregated by County

**Table A1:** ***Prevalence Summaries of Selected Substance Use by New Jersey Middle School Students, by County***

| 2012 | | Atlantic | Bergen* | Burlington | Camden | Cape May* | Cumberland* | Essex | Gloucester | Hudson | # Hunterdon* | Mercer | Middlesex | Monmouth | Morris | Ocean | Passaic* | Salem | Somerset | Sussex | # Union* | Warren | Statewide |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| **Alcohol** | **Lifetime** | 21.3 | 23.2 | 23.4 | 29.7 | 15.6 | 37.1 | 22.5 | 25.8 | 29.1 | 10.6 | 20.9 | 22.4 | 14.1 | 13.5 | 20.2 | 40.1 | 21.5 | 18.1 | 18.8 | 27.4 | 21.0 | **23.1** |
| | **Annual** | 14.9 | 17.8 | 18.7 | 21.4 | 12.3 | 22.5 | 16.0 | 21.3 | 23.2 | 9.2 | 14.7 | 16.9 | 10.6 | 9.7 | 14.3 | 30.4 | 15.4 | 11.8 | 15.0 | 22.7 | 14.6 | **17.3** |
| | **Past 30 Days** | 6.8 | 7.4 | 8.7 | 10.1 | 4.7 | 14.9 | 10.6 | 9.2 | 13.4 | 3.8 | 7.0 | 9.8 | 4.1 | 4.8 | 7.2 | 20.8 | 9.5 | 8.1 | 9.1 | 9.0 | 5.8 | **9.0** |
| **Alcohol Binge** | **Lifetime** | 7.2 | 5.8 | 4.1 | 9.1 | 6.0 | 12.9 | 6.9 | 8.7 | 13.0 | 3.2 | 6.7 | 9.8 | 4.2 | 2.7 | 5.8 | 18.4 | 6.1 | 6.5 | 9.2 | 7.8 | 4.7 | **7.6** |
| | **Annual** | 6.2 | 5.2 | 3.9 | 7.2 | 5.2 | 9.5 | 6.7 | 6.2 | 10.1 | 2.5 | 5.6 | 8.1 | 3.4 | 1.9 | 4.8 | 16.1 | 5.1 | 6.0 | 7.4 | 4.6 | 4.1 | **6.3** |
| **Cigarettes** | **Lifetime** | 5.9 | 6.8 | 7.2 | 7.9 | 7.8 | 13.1 | 5.0 | 10.3 | 13.3 | 3.2 | 6.9 | 9.4 | 3.9 | 1.6 | 7.1 | 13.3 | 6.8 | 4.7 | 6.6 | 12.2 | 6.1 | **7.6** |
| | **Annual** | 4.0 | 5.1 | 6.4 | 5.0 | 6.4 | 9.6 | 4.7 | 8.0 | 9.2 | 2.9 | 5.0 | 7.0 | 2.9 | 1.6 | 6.3 | 9.5 | 5.6 | 4.2 | 6.1 | 8.0 | 4.7 | **5.7** |
| | **Past 30 Days** | 2.3 | 3.7 | 3.0 | 2.6 | 4.8 | 5.2 | 2.4 | 4.7 | 6.1 | 2.3 | 3.0 | 4.5 | 1.7 | 1.1 | 1.3 | 6.5 | 1.7 | 2.4 | 4.3 | 1.7 | 2.6 | **3.2** |
| **Prescription Drugs w/o Prescription** | **Lifetime** | 3.5 | 6.3 | 5.0 | 6.9 | 2.4 | 9.0 | 5.0 | 4.4 | 8.9 | 3.7 | 6.3 | 5.0 | 5.9 | 3.0 | 3.0 | 6.8 | 6.0 | 3.6 | 4.4 | 10.4 | 0.7 | **5.6** |
| | **Annual** | 1.6 | 4.8 | 3.8 | 5.6 | 1.4 | 7.1 | 3.6 | 2.8 | 6.2 | 3.0 | 3.3 | 2.3 | 4.8 | 2.7 | 2.4 | 4.5 | 3.7 | 2.8 | 3.4 | 7.4 | 0.4 | **3.9** |
| | **Past 30 Days** | 0.0 | 2.9 | 1.2 | 3.0 | 1.0 | 4.5 | 1.9 | 2.3 | 3.6 | 0.6 | 1.3 | 1.3 | 1.6 | 0.4 | 1.4 | 2.4 | 3.6 | 1.5 | 2.5 | 3.5 | 0.4 | **2.0** |
| **Marijuana** | **Lifetime** | 7.1 | 3.3 | 3.3 | 5.6 | 7.6 | 13.8 | 6.9 | 6.6 | 8.3 | 1.9 | 6.4 | 6.8 | 2.9 | 0.9 | 8.1 | 11.0 | 3.2 | 3.6 | 6.0 | 2.1 | 2.9 | **5.4** |
| | **Annual** | 6.3 | 3.2 | 3.3 | 4.6 | 7.7 | 12.2 | 6.9 | 5.7 | 7.7 | 1.9 | 5.1 | 6.0 | 2.9 | 0.9 | 7.2 | 9.3 | 1.8 | 2.9 | 5.9 | 2.1 | 2.2 | **4.9** |
| | **Past 30 Days** | 4.6 | 1.9 | 1.6 | 2.6 | 5.1 | 8.4 | 5.0 | 3.8 | 5.4 | 1.6 | 2.8 | 4.4 | 1.5 | 0.6 | 4.2 | 8.0 | 0.9 | 2.0 | 5.2 | 1.4 | 1.2 | **3.3** |
| **Inhalants** | **Lifetime** | 2.5 | 3.5 | 3.4 | 3.3 | 2.7 | 4.3 | 4.0 | 3.3 | 7.2 | 1.2 | 6.5 | 3.2 | 2.8 | 1.2 | 3.4 | 9.7 | 2.8 | 2.6 | 2.1 | 7.3 | 3.5 | **4.1** |
| | **Annual** | 1.2 | 3.1 | 2.2 | 2.1 | 1.7 | 2.7 | 1.6 | 1.6 | 4.0 | 1.2 | 5.3 | 2.3 | 1.8 | 0.9 | 2.5 | 6.5 | 1.8 | 1.9 | 2.0 | 5.4 | 2.3 | **2.7** |
| | **Past 30 Days** | 0.8 | 2.5 | 1.1 | 0.6 | 0.8 | 1.3 | 1.1 | 1.3 | 1.5 | 0.7 | 3.4 | 1.6 | 1.1 | 0.5 | 1.7 | 4.6 | 2.2 | 0.9 | 1.0 | 1.4 | 1.6 | **1.6** |
| **Cough Medicine** | **Annual** | 0.4 | 1.5 | 0.4 | 0.8 | 0.3 | 2.9 | 3.1 | 0.9 | 2.1 | 0.0 | 2.0 | 0.7 | 0.6 | 0.7 | 1.2 | 1.9 | 1.8 | 0.6 | 0.4 | 0.6 | 0.8 | **1.2** |
| **Range of Valid Student Responses to Question Item**** | | 358 - 364 | 336 - 342 | 395 - 403 | 319 - 325 | 233 - 240 | 197 - 204 | 334 - 344 | 345 - 354 | 388 - 396 | 171 - 175 | 367 - 374 | 396 - 402 | 377 - 383 | 302 - 311 | 305 - 311 | 276 - 284 | 193 - 199 | 369 - 382 | 318 - 326 | 101 - 105 | 304 - 312 | |

* County response rate is below 36%.
** The range of valid student responses specified includes all 18 items listed in Tables A1 and A2.
# Because response rates were so low in Hunterdon and Union Counties (below 16%), their results should be interpreted with extreme caution.

**Table A2:** ***Prevalence Summaries of Selected Substance Use by New Jersey Middle School Students, by County***

| 2012 | | Atlantic | Bergen* | Burlington | Camden | Cape May* | Cumberland* | Essex | Gloucester | Hudson | # Hunterdon* | Mercer | Middlesex | Monmouth | Morris | Ocean | Passaic* | Salem | Somerset | Sussex | # Union* | Warren | Statewide |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| **Sedatives** | **Lifetime** | 1.6 | 0.7 | 0.2 | 0.5 | 0.5 | 1.5 | 0.5 | 0.6 | 1.3 | 0.0 | 0.9 | 0.7 | 0.6 | 0.4 | 0.3 | 1.7 | 1.2 | 0.8 | 0.3 | 0.5 | 0.3 | **0.7** |
| | **Annual** | 0.9 | 0.7 | 0.0 | 0.5 | 0.5 | 1.0 | 0.0 | 0.6 | 0.0 | 0.0 | 0.4 | 0.2 | 0.6 | 0.0 | 0.3 | 1.7 | 1.2 | 0.1 | 0.3 | 0.5 | 0.3 | **0.4** |
| **Steroids** | **Lifetime** | 0.4 | 0.5 | 0.4 | 0.8 | 1.0 | 0.6 | 1.1 | 1.9 | 0.2 | 0.7 | 0.6 | 1.4 | 0.0 | 0.4 | 0.6 | 0.7 | 0.9 | 0.6 | 0.7 | 0.0 | 0.3 | **0.6** |
| | **Annual** | 0.2 | 0.5 | 0.1 | 0.4 | 0.0 | 0.3 | 1.1 | 0.6 | 0.4 | 0.0 | 0.0 | 0.7 | 0.0 | 0.0 | 0.6 | 0.2 | 0.0 | 0.3 | 0.3 | 0.0 | 0.0 | **0.4** |
| **Hallucinogens** | **Lifetime** | 0.2 | 0.6 | 1.4 | 1.0 | 0.0 | 0.9 | 0.5 | 0.5 | 0.7 | 0.6 | 0.3 | 0.5 | 0.2 | 0.0 | 1.0 | 0.4 | 0.0 | 0.2 | 0.4 | 0.0 | 0.0 | **0.5** |
| | **Annual** | 0.2 | 0.2 | 1.3 | 0.5 | 0.0 | 0.3 | 0.5 | 0.2 | 0.4 | 0.6 | 0.3 | 0.0 | 0.2 | 0.0 | 0.3 | 0.4 | 0.0 | 0.0 | 0.4 | 0.0 | 0.0 | **0.3** |
| **Amphetamines** | **Lifetime** | 0.4 | 0.2 | 0.0 | 1.7 | 0.0 | 0.5 | 0.5 | 0.7 | 0.7 | 0.0 | 0.9 | 1.1 | 0.0 | 0.4 | 0.3 | 0.2 | 0.0 | 0.5 | 0.3 | 0.0 | 0.4 | **0.5** |
| | **Annual** | 0.4 | 0.0 | 0.0 | 0.8 | 0.0 | 0.5 | 0.2 | 0.7 | 0.5 | 0.0 | 0.7 | 0.4 | 0.0 | 0.0 | 0.3 | 0.2 | 0.0 | 0.2 | 0.3 | 0.0 | 0.0 | **0.2** |
| **Cocaine** | **Lifetime** | 0.2 | 0.6 | 0.0 | 1.0 | 0.6 | 0.5 | 0.0 | 0.6 | 0.5 | 0.0 | 0.4 | 1.3 | 0.0 | 0.0 | 0.3 | 0.4 | 0.0 | 0.4 | 0.4 | 0.7 | 0.0 | **0.4** |
| | **Annual** | 0.2 | 0.6 | 0.0 | 0.8 | 0.6 | 0.5 | 0.0 | 0.6 | 0.4 | 0.0 | 0.4 | 0.3 | 0.0 | 0.0 | 0.3 | 0.4 | 0.0 | 0.4 | 0.0 | 0.7 | 0.0 | **0.3** |
| | **Past 30 Days** | 0.0 | 0.2 | 0.0 | 0.5 | 0.0 | 0.5 | 0.0 | 0.0 | 0.4 | 0.0 | 0.4 | 0.2 | 0.0 | 0.0 | 0.3 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | **0.1** |
| **Methamphetamines** | **Lifetime** | 0.4 | 0.0 | 0.2 | 0.5 | 0.0 | 1.7 | 0.0 | 0.2 | 1.3 | 0.0 | 0.7 | 0.2 | 0.0 | 0.0 | 0.2 | 1.5 | 0.0 | 0.0 | 0.3 | 2.2 | 0.0 | **0.4** |
| | **Annual** | 0.4 | 0.2 | 0.0 | 0.6 | 0.0 | 1.4 | 0.0 | 0.0 | 0.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.7 | 0.0 | 0.0 | 0.3 | 1.4 | 0.0 | **0.3** |
| **Ecstasy** | **Lifetime** | 0.0 | 0.3 | 1.4 | 1.0 | 0.0 | 2.1 | 0.5 | 0.0 | 0.2 | 0.0 | 0.5 | 0.2 | 0.2 | 0.0 | 0.3 | 1.0 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | **0.4** |
| | **Annual** | 0.0 | 0.3 | 1.4 | 0.5 | 0.0 | 0.2 | 0.5 | 0.0 | 0.2 | 0.0 | 0.5 | 0.2 | 0.2 | 0.0 | 0.3 | 0.6 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | **0.3** |
| **Heroin** | **Lifetime** | 0.0 | 0.2 | 0.0 | 0.5 | 0.0 | 1.3 | 0.0 | 0.2 | 0.1 | 0.0 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | **0.2** |
| | **Annual** | 0.0 | 0.2 | 0.0 | 0.5 | 0.0 | 0.7 | 0.0 | 0.2 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | **0.1** |
| **OxyContin** | **Lifetime** | 0.0 | 0.0 | 0.3 | 0.9 | 0.0 | 0.5 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 | **0.1** |
| | **Annual** | 0.0 | 0.0 | 0.2 | 0.6 | 0.0 | 0.5 | 0.3 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 0.0 | 0.0 | 1.3 | 0.0 | 0.0 | **0.1** |
| **Club Drugs** | **Lifetime** | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.4 | 0.0 | 0.2 | 0.4 | 0.0 | 0.3 | 0.0 | 0.0 | 0.2 | 0.0 | 0.7 | 0.0 | 0.0 | 0.3 | 0.0 | 0.3 | **0.1** |
| | **Annual** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 | 0.2 | 0.2 | 0.0 | 0.3 | 0.0 | 0.0 | 0.2 | 0.0 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | **0.1** |
| **Any Other Illicit Drugs** | **Lifetime** | 2.5 | 2.3 | 2.2 | 3.1 | 2.1 | 6.0 | 2.3 | 3.1 | 3.1 | 1.3 | 3.4 | 3.3 | 0.9 | 1.2 | 1.2 | 4.1 | 3.0 | 2.0 | 2.2 | 3.4 | 1.3 | **2.5** |
| | **Annual** | 1.6 | 2.1 | 1.6 | 1.5 | 1.1 | 3.0 | 1.8 | 1.7 | 1.5 | 0.6 | 2.0 | 1.9 | 0.9 | 0.2 | 0.8 | 2.5 | 2.1 | 1.0 | 1.7 | 2.7 | 0.3 | **1.6** |
| **Range of Valid Student Responses to Question Item**** | | 358 - 364 | 336 - 342 | 395 - 403 | 319 - 325 | 233 - 240 | 197 - 204 | 334 - 344 | 345 - 354 | 388 - 396 | 171 - 175 | 367 - 374 | 396 - 402 | 377 - 383 | 302 - 311 | 305 - 311 | 276 - 284 | 193 - 199 | 369 - 382 | 318 - 326 | 101 - 105 | 304 - 312 | |

* County response rate is below 36%.
** The range of valid student responses specified includes all 18 items listed in Tables A1 and A2.
# Because response rates were so low in Hunterdon and Union Counties (below 16%), their results should be interpreted with extreme caution.

**Table A3:** ***Prevalence Summaries of Selected Delinquent Behaviors by New Jersey Middle School Students, by County***

| 2012 | Atlantic | Bergen* | Burlington | Camden | Cape May* | Cumberland* | Essex | Gloucester | Hudson | # Hunterdon* | Mercer | Middlesex | Monmouth | Morris | Ocean | Passaic* | Salem | Somerset | Sussex | # Union* | Warren | Statewide |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| **Getting Suspended** | 10.3 | 6.3 | 4.4 | 13.7 | 8.0 | 18.8 | 12.3 | 13.3 | 12.2 | 2.8 | 6.2 | 14.2 | 6.8 | 3.0 | 6.9 | 18.1 | 18.4 | 6.8 | 5.5 | 9.6 | 5.4 | **9.6** |
| **Attacking Someone with Intent to Harm** | 8.8 | 7.3 | 4.5 | 8.0 | 3.7 | 12.2 | 12.1 | 9.6 | 10.9 | 2.9 | 6.0 | 7.8 | 5.6 | 5.0 | 6.0 | 13.6 | 7.1 | 4.3 | 6.4 | 10.2 | 4.7 | **7.9** |
| **Being Drunk or High at School** | 2.3 | 2.0 | 3.3 | 1.7 | 4.1 | 4.7 | 4.9 | 2.1 | 9.3 | 1.2 | 3.1 | 4.4 | 0.9 | 1.3 | 2.3 | 8.1 | 1.9 | 3.0 | 3.0 | 2.1 | 3.3 | **3.3** |
| **In a Gang, With or Without a Name** | 4.2 | 2.4 | 3.5 | 1.5 | 2.0 | 5.8 | 1.2 | 2.2 | 3.1 | 0.0 | 2.2 | 1.1 | 2.3 | 0.9 | 0.2 | 4.9 | 5.9 | 0.7 | 2.1 | 4.7 | 2.6 | **2.3** |
| **Being Arrested** | 1.5 | 1.9 | 0.2 | 2.3 | 2.8 | 5.4 | 1.5 | 2.5 | 2.5 | 0.0 | 3.4 | 2.3 | 1.5 | 0.0 | 1.3 | 2.5 | 1.5 | 1.1 | 0.0 | 6.8 | 0.8 | **2.0** |
| **Carrying a Handgun** | 2.7 | 1.7 | 1.0 | 1.7 | 2.6 | 3.6 | 1.5 | 0.8 | 1.5 | 0.9 | 1.9 | 1.6 | 1.1 | 1.1 | 0.3 | 2.9 | 3.2 | 0.5 | 1.1 | 3.1 | 2.4 | **1.6** |
| **Selling Drugs** | 2.1 | 2.1 | 0.4 | 1.3 | 1.8 | 2.9 | 1.9 | 1.2 | 2.3 | 0.0 | 1.7 | 2.1 | 0.4 | 0.0 | 0.6 | 1.6 | 1.4 | 0.4 | 1.9 | 0.0 | 0.4 | **1.3** |
| **Attempting to Steal a Vehicle** | 0.2 | 0.2 | 0.0 | 0.2 | 0.2 | 0.8 | 0.6 | 0.9 | 1.9 | 0.0 | 1.1 | 0.7 | 1.0 | 0.0 | 0.6 | 0.8 | 1.4 | 0.0 | 0.8 | 0.0 | 0.4 | **0.5** |
| **Taking a Handgun to School** | 1.0 | 0.0 | 0.0 | 0.3 | 0.0 | 2.4 | 0.0 | 0.0 | 0.3 | 0.0 | 0.3 | 1.0 | 0.4 | 0.0 | 0.0 | 0.8 | 0.3 | 0.0 | 0.3 | 0.0 | 0.0 | **0.3** |
| **Range of Valid Student Responses to Question Item** | 348 - 364 | 331 - 342 | 394 - 403 | 315 - 326 | 232 - 241 | 196 - 204 | 330 - 344 | 334 - 354 | 383 - 398 | 168 - 175 | 358 - 375 | 392 - 402 | 372 - 383 | 300 - 311 | 302 - 310 | 272 - 284 | 190 - 199 | 370 - 382 | 308 - 325 | 103 - 105 | 307 - 312 | |

* County response rate is below 36%.

\# Because response rates were so low in Hunterdon and Union Counties (below 16%), their results should be interpreted with extreme caution.

## APPENDIX B: Risk and Protective Factor Averages

**Table B1:** ***County-wide Risk and Protective Factor Averages by Domain***

| | 2012 | Atlantic | Bergen* | Burlington | Camden | Cape May* | Cumberland* | Essex | Gloucester | Hudson | # Hunterdon* | Mercer | Middlesex | Monmouth | Morris | Ocean | Passaic* | Salem | Somerset | Sussex | # Union* | Warren | Statewide |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Risk Factors | Community Domain | 0.26 | 0.21 | 0.22 | 0.26 | 0.25 | 0.26 | 0.24 | 0.26 | 0.30 | 0.18 | 0.22 | 0.24 | 0.21 | 0.18 | 0.22 | 0.28 | 0.27 | 0.20 | 0.25 | 0.29 | 0.24 | **0.24** |
| | Family Domain | 0.13 | 0.11 | 0.12 | 0.13 | 0.13 | 0.13 | 0.12 | 0.14 | 0.13 | 0.11 | 0.12 | 0.11 | 0.11 | 0.10 | 0.12 | 0.16 | 0.13 | 0.12 | 0.13 | 0.13 | 0.10 | **0.12** |
| | School Domain | 0.30 | 0.31 | 0.32 | 0.30 | 0.31 | 0.33 | 0.30 | 0.32 | 0.33 | 0.27 | 0.31 | 0.31 | 0.28 | 0.28 | 0.29 | 0.34 | 0.34 | 0.28 | 0.30 | 0.28 | 0.29 | **0.30** |
| | Peer-Individual Domain | 0.11 | 0.09 | 0.10 | 0.11 | 0.09 | 0.15 | 0.11 | 0.11 | 0.13 | 0.07 | 0.10 | 0.10 | 0.08 | 0.06 | 0.09 | 0.15 | 0.11 | 0.08 | 0.10 | 0.11 | 0.08 | **0.10** |
| | **Average Risk Factor Score** | **0.17** | **0.15** | **0.16** | **0.18** | **0.17** | **0.20** | **0.17** | **0.18** | **0.20** | **0.13** | **0.16** | **0.16** | **0.14** | **0.12** | **0.15** | **0.21** | **0.18** | **0.14** | **0.17** | **0.18** | **0.15** | **0.17** |
| Protective Factors | School Domain | 0.62 | 0.62 | 0.60 | 0.61 | 0.61 | 0.59 | 0.61 | 0.61 | 0.62 | 0.63 | 0.58 | 0.60 | 0.62 | 0.64 | 0.60 | 0.59 | 0.59 | 0.60 | 0.61 | 0.53 | 0.61 | **0.47** |
| | Peer-Individual Domain | 0.49 | 0.48 | 0.46 | 0.46 | 0.47 | 0.49 | 0.47 | 0.47 | 0.44 | 0.51 | 0.46 | 0.46 | 0.50 | 0.53 | 0.48 | 0.43 | 0.47 | 0.49 | 0.46 | 0.44 | 0.50 | **0.61** |
| | **Average Protective Factor Score** | **0.54** | **0.53** | **0.51** | **0.52** | **0.52** | **0.53** | **0.52** | **0.52** | **0.51** | **0.56** | **0.50** | **0.52** | **0.55** | **0.57** | **0.53** | **0.49** | **0.52** | **0.54** | **0.52** | **0.48** | **0.54** | **0.52** |

* County response rate is below 36%.

# Because response rates were so low in Hunterdon and Union Counties (below 16%), their results should be interpreted with extreme caution.

**Table B2:** ***Risk and Protective Factor Averages by Domain***

| | ***RISK FACTORS*** | | | | | | | | ***PROTECTIVE FACTORS*** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ***Community Domain*** | | **Family Domain** | | ***School Domain*** | | ***Peer-Individual Domain*** | | ***School Domain*** | | ***Peer-Individual Domain*** | |
| | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** | **n** | **Mean** |
| **2012 NJ Middle School Students** | 6287 | 0.24 | 6468 | 0.12 | 6055 | 0.30 | 6296 | 0.10 | 6457 | 0.61 | 6366 | 0.47 |
| **Grade** | | | | | | | | | | | | |
| **7th** | 3113 | 0.21 | 3229 | 0.10 | 3015 | 0.29 | 3135 | 0.08 | 3226 | 0.62 | 3171 | 0.49 |
| **8th** | 3169 | 0.26 | 3234 | 0.14 | 3035 | 0.31 | 3155 | 0.12 | 3226 | 0.59 | 3189 | 0.46 |
| **Sex** | | | | | | | | | | | | |
| **Male** | 2794 | 0.23 | 2875 | 0.13 | 2667 | 0.31 | 2772 | 0.10 | 2865 | 0.60 | 2825 | 0.45 |
| **Female** | 3372 | 0.24 | 3466 | 0.12 | 3275 | 0.29 | 3403 | 0.10 | 3466 | 0.61 | 3417 | 0.50 |
| **Race/Ethnicity** | | | | | | | | | | | | |
| **White** | 3512 | 0.22 | 3596 | 0.12 | 3396 | 0.30 | 3494 | 0.09 | 3586 | 0.61 | 3537 | 0.49 |
| **African-American** | 485 | 0.29 | 505 | 0.13 | 443 | 0.31 | 480 | 0.13 | 502 | 0.60 | 497 | 0.47 |
| **Hispanic** | 1373 | 0.28 | 1424 | 0.14 | 1332 | 0.34 | 1389 | 0.14 | 1424 | 0.60 | 1404 | 0.42 |
| **Asian** | 424 | 0.20 | 435 | 0.10 | 420 | 0.25 | 434 | 0.06 | 433 | 0.62 | 426 | 0.52 |
| **Other** | 447 | 0.25 | 457 | 0.12 | 423 | 0.31 | 450 | 0.09 | 464 | 0.61 | 453 | 0.48 |

**Table B3:** ***Individual Risk Factor Averages by County***

| | 2012 | Atlantic | Bergen* | Burlington | Camden | Cape May* | Cumberland* | Essex | Gloucester | Hudson | # Hunterdon* | Mercer | Middlesex | Monmouth | Morris | Ocean | Passaic* | Salem | Somerset | Sussex | # Union* | Warren | Statewide |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community | Laws and Norms Favorable to Drug Use | 0.35 | 0.30 | 0.33 | 0.35 | 0.33 | 0.33 | 0.31 | 0.37 | 0.35 | 0.27 | 0.31 | 0.32 | 0.32 | 0.28 | 0.32 | 0.37 | 0.38 | 0.29 | 0.37 | 0.42 | 0.32 | **0.33** |
| | Community Transitions and Mobility | 0.28 | 0.22 | 0.27 | 0.26 | 0.27 | 0.33 | 0.28 | 0.28 | 0.34 | 0.29 | 0.24 | 0.29 | 0.21 | 0.20 | 0.22 | 0.25 | 0.20 | 0.28 | 0.24 | 0.26 | 0.24 | **0.26** |
| | Low Neighborhood Attachment | 0.30 | 0.26 | 0.26 | 0.32 | 0.31 | 0.31 | 0.27 | 0.29 | 0.33 | 0.19 | 0.24 | 0.28 | 0.26 | 0.23 | 0.25 | 0.33 | 0.32 | 0.23 | 0.29 | 0.37 | 0.28 | **0.28** |
| | Perceived Availability of Drugs | 0.27 | 0.21 | 0.24 | 0.25 | 0.27 | 0.29 | 0.26 | 0.26 | 0.30 | 0.19 | 0.24 | 0.24 | 0.21 | 0.18 | 0.25 | 0.27 | 0.22 | 0.23 | 0.27 | 0.27 | 0.24 | **0.25** |
| | Community Disorganization | 0.17 | 0.20 | 0.14 | 0.26 | 0.19 | 0.19 | 0.25 | 0.23 | 0.34 | 0.09 | 0.14 | 0.20 | 0.17 | 0.10 | 0.15 | 0.31 | 0.25 | 0.12 | 0.18 | 0.32 | 0.19 | **0.21** |
| | Perceived Availability of Handguns | 0.16 | 0.09 | 0.11 | 0.11 | 0.13 | 0.14 | 0.11 | 0.13 | 0.15 | 0.07 | 0.10 | 0.09 | 0.11 | 0.08 | 0.10 | 0.14 | 0.24 | 0.07 | 0.15 | 0.10 | 0.18 | **0.11** |
| Family | Poor Family Management | 0.21 | 0.19 | 0.20 | 0.23 | 0.20 | 0.20 | 0.20 | 0.20 | 0.21 | 0.19 | 0.20 | 0.18 | 0.17 | 0.15 | 0.19 | 0.24 | 0.19 | 0.19 | 0.19 | 0.21 | 0.16 | **0.20** |
| | Parental Attitudes Favorable Toward Antisocial Behavior | 0.15 | 0.12 | 0.12 | 0.12 | 0.12 | 0.13 | 0.12 | 0.15 | 0.12 | 0.11 | 0.12 | 0.11 | 0.12 | 0.11 | 0.13 | 0.16 | 0.14 | 0.13 | 0.16 | 0.13 | 0.10 | **0.13** |
| | Parental Attitudes Favorable Toward Drug Use | 0.05 | 0.04 | 0.05 | 0.05 | 0.06 | 0.05 | 0.05 | 0.06 | 0.05 | 0.03 | 0.05 | 0.04 | 0.04 | 0.03 | 0.04 | 0.07 | 0.06 | 0.05 | 0.05 | 0.05 | 0.03 | **0.05** |
| School | Low Commitment to School | 0.33 | 0.35 | 0.37 | 0.34 | 0.34 | 0.35 | 0.33 | 0.37 | 0.31 | 0.30 | 0.34 | 0.34 | 0.34 | 0.33 | 0.34 | 0.35 | 0.36 | 0.32 | 0.35 | 0.31 | 0.33 | **0.34** |
| | Academic Failure | 0.28 | 0.28 | 0.27 | 0.27 | 0.29 | 0.32 | 0.29 | 0.27 | 0.36 | 0.24 | 0.28 | 0.28 | 0.23 | 0.23 | 0.26 | 0.33 | 0.32 | 0.24 | 0.26 | 0.25 | 0.26 | **0.27** |
| Peer-Individual | Perceived Risks of Drug Use | 0.26 | 0.21 | 0.21 | 0.24 | 0.24 | 0.28 | 0.26 | 0.25 | 0.27 | 0.21 | 0.21 | 0.19 | 0.20 | 0.17 | 0.20 | 0.28 | 0.23 | 0.19 | 0.21 | 0.23 | 0.20 | **0.22** |
| | Favorable Attitudes Toward Antisocial Behavior | 0.16 | 0.17 | 0.17 | 0.18 | 0.14 | 0.18 | 0.16 | 0.18 | 0.18 | 0.14 | 0.17 | 0.16 | 0.15 | 0.13 | 0.15 | 0.20 | 0.18 | 0.16 | 0.18 | 0.16 | 0.13 | **0.16** |
| | Peer Rewards for Antisocial Behavior | 0.15 | 0.12 | 0.14 | 0.16 | 0.14 | 0.22 | 0.19 | 0.16 | 0.18 | 0.11 | 0.14 | 0.14 | 0.14 | 0.10 | 0.15 | 0.19 | 0.15 | 0.15 | 0.16 | 0.19 | 0.11 | **0.15** |
| | Favorable Attitudes Toward Drug Use | 0.08 | 0.07 | 0.09 | 0.10 | 0.09 | 0.12 | 0.09 | 0.10 | 0.11 | 0.05 | 0.09 | 0.09 | 0.07 | 0.05 | 0.08 | 0.14 | 0.08 | 0.08 | 0.10 | 0.10 | 0.06 | **0.09** |
| | Early Initiation of Drug Use | 0.06 | 0.07 | 0.07 | 0.10 | 0.06 | 0.14 | 0.08 | 0.09 | 0.11 | 0.03 | 0.07 | 0.08 | 0.04 | 0.03 | 0.08 | 0.15 | 0.06 | 0.06 | 0.06 | 0.09 | 0.06 | **0.08** |
| | Friends' Use of Drugs | 0.08 | 0.06 | 0.09 | 0.10 | 0.11 | 0.14 | 0.10 | 0.11 | 0.13 | 0.04 | 0.08 | 0.08 | 0.05 | 0.03 | 0.09 | 0.15 | 0.09 | 0.06 | 0.08 | 0.08 | 0.05 | **0.09** |
| | Early Initiation of Antisocial Behavior | 0.06 | 0.04 | 0.04 | 0.07 | 0.04 | 0.10 | 0.07 | 0.06 | 0.08 | 0.03 | 0.06 | 0.06 | 0.03 | 0.02 | 0.04 | 0.09 | 0.07 | 0.04 | 0.03 | 0.07 | 0.04 | **0.05** |
| | Gang Involvement | 0.04 | 0.02 | 0.03 | 0.02 | 0.02 | 0.07 | 0.02 | 0.02 | 0.04 | 0.00 | 0.03 | 0.02 | 0.02 | 0.01 | 0.01 | 0.05 | 0.05 | 0.01 | 0.02 | 0.04 | 0.03 | **0.02** |
| | Interaction with Antisocial Peers | 0.05 | 0.04 | 0.04 | 0.06 | 0.05 | 0.09 | 0.06 | 0.04 | 0.08 | 0.01 | 0.05 | 0.05 | 0.03 | 0.01 | 0.04 | 0.08 | 0.07 | 0.03 | 0.03 | 0.05 | 0.03 | **0.05** |

* County response rate is below 36%.

# Because response rates were so low in Hunterdon and Union Counties (below 16%), their results should be interpreted with extreme caution.

**Table B4:** ***Individual Protective Factor Averages by County***

| | 2012 | Atlantic | Bergen* | Burlington | Camden | Cape May* | Cumberland* | Essex | Gloucester | Hudson | # Hunterdon* | Mercer | Middlesex | Monmouth | Morris | Ocean | Passaic* | Salem | Somerset | Sussex | # Union* | Warren | Statewide |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School | School Opportunities for | 0.65 | 0.64 | 0.64 | 0.63 | 0.64 | 0.60 | 0.64 | 0.63 | 0.65 | 0.67 | 0.60 | 0.62 | 0.65 | 0.66 | 0.62 | 0.59 | 0.59 | 0.64 | 0.64 | 0.54 | 0.63 | **0.63** |
| | School Rewards for Prosocial | 0.60 | 0.59 | 0.57 | 0.58 | 0.58 | 0.59 | 0.59 | 0.58 | 0.59 | 0.60 | 0.56 | 0.59 | 0.60 | 0.63 | 0.58 | 0.58 | 0.60 | 0.57 | 0.58 | 0.52 | 0.59 | **0.58** |
| Peer-Individual | Interaction with Prosocial Peers | 0.66 | 0.63 | 0.62 | 0.62 | 0.63 | 0.65 | 0.63 | 0.63 | 0.60 | 0.71 | 0.64 | 0.63 | 0.68 | 0.71 | 0.65 | 0.55 | 0.61 | 0.68 | 0.63 | 0.60 | 0.66 | **0.64** |
| | Peer Rewards for Prosocial | 0.50 | 0.49 | 0.43 | 0.46 | 0.46 | 0.49 | 0.48 | 0.43 | 0.44 | 0.45 | 0.45 | 0.45 | 0.49 | 0.52 | 0.47 | 0.47 | 0.48 | 0.45 | 0.44 | 0.42 | 0.49 | **0.46** |
| | Prosocial Involvement | 0.32 | 0.32 | 0.31 | 0.30 | 0.32 | 0.35 | 0.30 | 0.34 | 0.29 | 0.36 | 0.29 | 0.30 | 0.34 | 0.35 | 0.33 | 0.27 | 0.32 | 0.34 | 0.32 | 0.30 | 0.35 | **0.31** |

* County response rate is below 36%.
# Because response rates were so low in Hunterdon and Union Counties (below 16%), their results should be interpreted with extreme caution.

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