2010 NEW JERSEY MIDDLE SCHOOL RISK & PROTECTIVE FACTOR SURVEY

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

2010 New Jersey Middle School Risk and Protective Factor Survey

Prepared for:

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

Prepared by:

Bloustein Center for Survey Research
Edward J. Bloustein School of Planning and Public Policy

Date:

January 2011

RUTGERS
Edward J. Bloustein School of Planning and Public Policy

Bloustein Center for Survey Research
Rutgers, The State University of New Jersey
33 Livingston Avenue
New Brunswick, NJ 08901

Table of Contents

Executive Summary of Findings

Background

In July 2006, the New Jersey Department of Human Services (NJ DHS), Division of Addiction Services (DAS) 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/DAS 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 DAS 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 and repeated three years later among a new cohort of middle school students in 2009-10.

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 99 middle schools with the forecasted school participation goals achieved in 16 of the 21 counties. More detailed information can be found in a technical report on the administration of the 2010 survey, entitled "*2009-10 New Jersey Risk and Protective Factor Middle School Survey Technical Report: Weighting Procedures and Statistical Tabulations"* provided to the NJDHS/DAS 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 (77%) returned a form that permitted participation; 6% returned a form that did not consent to participation, and 17% did not return a form at all.

In prior years, response rates on the NJ DHS DAS administration of the 'Communities that Care' survey had been 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 2006-07, BCSR almost tripled the past response rate - obtaining a school participation rate of 55.9% and student response rate of 64.4% that led to an overall participation rate of 36.0%

In 2009-10, more schools had become familiar with the survey process and response rates increased again. With 99 of 140 schools participating (70.7% school participation rate) and 7,943 of 10,782 students returning a completed questionnaire (73.7% student participation rate), the final overall response rate was 52.1% (school rate x student rate) or almost 50% higher than the prior administration.

However, an adequate overall response rate of 36.0% was not reached in five of the 21 counties. These five counties are marked with an asterisk (*) throughout this report and their results should not be considered representative of the county overall: Mercer* (26.3%), Atlantic (30.8%), Warren* (32.0%), Monmouth* (34.6%), and Sussex* (35.1%). Details on participation rates by county can be found in Table 1 in the Introduction. While the overall participation rates obtained in the study continue to improve, 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, 7,820 of the 7,943 completed surveys (98.5%) 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 7th grade (50.7%) and 8th grade (49.3%). Survey respondents were evenly split between males (51.2%) and females (48.8%). Based on weighted demographic data, 53.7% were White, 17.2% were Hispanic or Latino (including Hispanics who also identified with a race or multiple races),14.4% were Black or African-American, 7.9% were Asians or Native Hawaiian/Pacific Islanders and 6.8% 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 2010 New Jersey Middle School Risk and Protective Factor Survey***

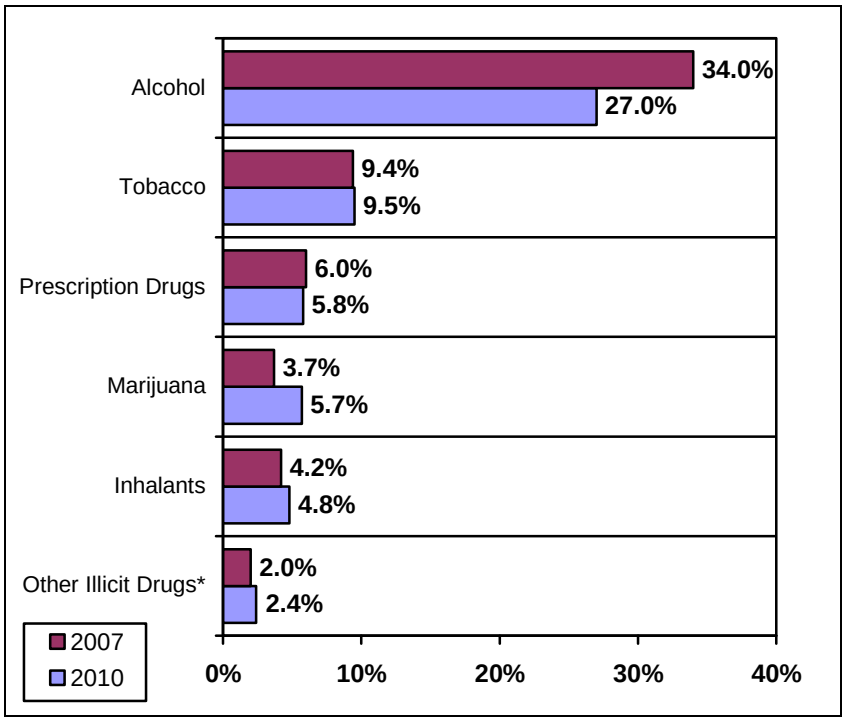
	Demographic Group	Sample (n)	Sample %	Weighted %
GENDER	Female	4096	53.7%	48.8%
	Male	3530	46.3%	51.2%
GRADE	7th	3922	50.3%	49.6%
	8th	3876	49.7%	50.4%
RACE/ETHNICITY	White	4181	53.9%	53.7%
	African-American	766	9.9%	14.4%
	Hispanic/Latino	1669	21.5%	17.2%
	Asian	592	7.6%	7.9%
	Other	542	7.0%	6.8%

Findings on Alcohol, Tobacco and Other Drug Use

This section presents findings from the *2010 New Jersey Middle School Risk and Protective Factor Survey* on lifetime, annual, and recent use of alcohol, tobacco, and other drugs (Figures ES-1 through ES -3). 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.

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 text below. 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 (34.2% vs. 19.7%).
- Cigarettes (12.3% vs. 6.6%).
- Marijuana (8.6% vs. 2.8%).

Notable Differences by Gender

- Males were slightly more likely to report lifetime marijuana use than females (7.2% vs. 4.1%).

Notable Differences by Race/Ethnicity

- Hispanic students reported a much higher rate of lifetime alcohol use than African-American, White and Asian students (38.7% vs. 28.9%, 24.5% and 12.2%, respectively).

- A greater proportion of Hispanic and African-American students reported lifetime smoking (14.7% and 11.2%, respectively) than did White and Asian students (7.8% and 3.7%, respectively).

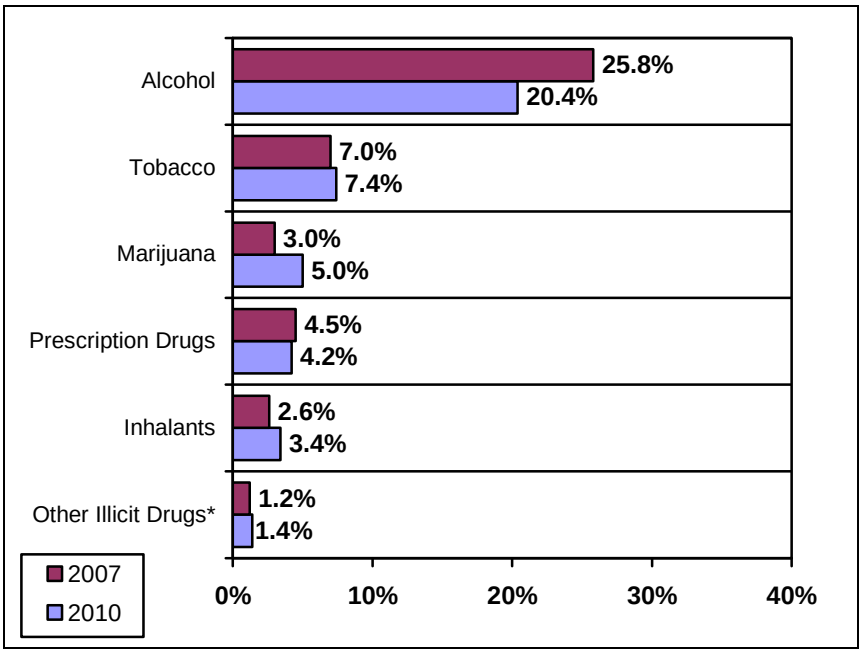
Notable Differences by County

- Cumberland County had the highest lifetime alcohol use rate (38.1%), followed by Hudson County (34.4%). The lowest lifetime rate was found in Hunterdon County (13.2%).
- Cumberland (15.7%) and Atlantic counties (15.6%) reported the highest rates for lifetime cigarette smoking while Morris County (3.1%) had the lowest rate.
- Atlantic County had the highest lifetime rate of marijuana (10.6%) and prescription drugs (9.0%), whereas Middlesex County had the lowest lifetime marijuana rate (1.4%) and Morris County had the lowest lifetime prescription drug use rate (4.4%).

Notable Differences by Year of Survey

- Lifetime use of marijuana increased from 3.7% to 5.7% between 2007 and 2010.
- Alcohol consumption decreased from 34.0% to 27.0%; however question wording differed across survey years rendering comparisons unreliable. Wording was changed in order to produce a question that more resembled those asked at the national level[1].

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 (27.1% vs. 13.7%).
- Cigarettes (10.0% vs. 4.8%).
- Marijuana (7.4% vs. 2.6%).

[1] The 2007 NJ MSRPF survey asked "Within the [time frame] how often have you drank alcoholic beverages." The 2010 survey asked "Within the [time frame] how often have you had a drink of alcohol, other than a few sips."

Notable Differences by Gender

- Males were slightly more likely to report annual marijuana use than females (6.5% vs. 3.4%).

Notable Differences by Race/Ethnicity

- Hispanic students reported a much higher rate of annual alcohol use than White, African-American, and Asian students (29.3% vs. 20.3%, 17.9% and 7.5%, respectively).
- A greater proportion of Hispanic students reported annual smoking than White, African-American and Asian students (11.6% vs. 7.2%, 5.6% and 1.7%, respectively).

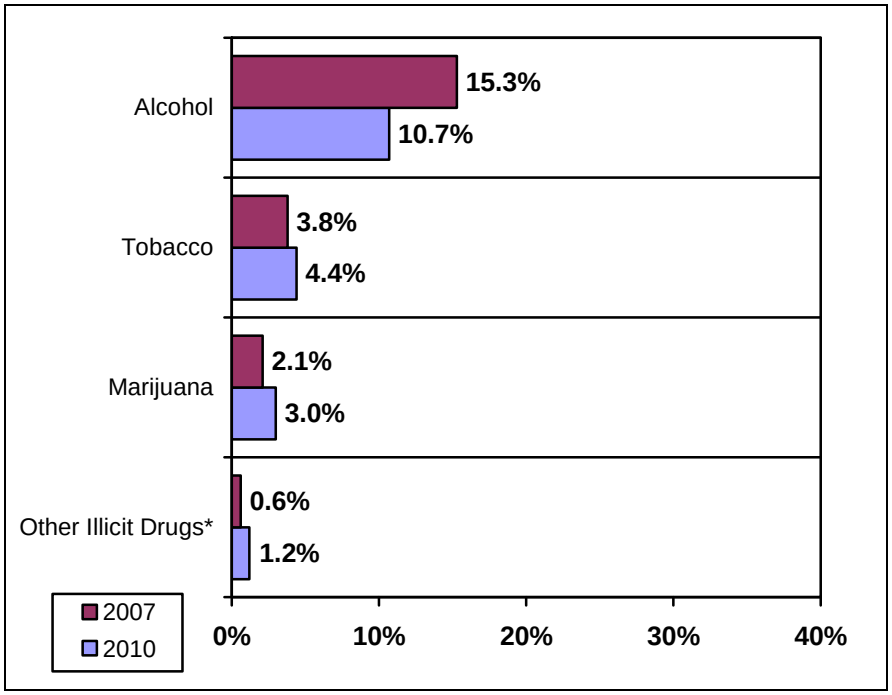
Notable Differences by County

- Hudson County had the highest annual alcohol use rate (25.9%), followed by Cumberland County (25.4%). The lowest annual rate was found in Hunterdon County (8.7%).
- Gloucester and Ocean counties (11.8% each) reported the highest rates for annual cigarette smoking while Morris (2.5%) and Warren* (2.6%) counties had the lowest rates.
- Atlantic County had the highest annual rate of the use of marijuana (9.9%) and Hudson County had the highest annual rate of prescription drug use (7.2%).

Notable Differences by Year of Survey

- Annual use of marijuana increased from 3.0% to 5.0% between 2007 and 2010.
- Alcohol consumption appears to have decreased from 25.8% to 20.4%; however question wording differed across survey years, thus rendering comparisons unreliable.

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 (14.6% vs. 6.7%).
- Cigarettes (6.0% vs. 2.8%).
- Marijuana (4.6% vs. 1.4%).

Notable Differences by Gender

- Substantial differences in substance use were not noted by gender.

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 (17.7% vs. 10.2%, 9.2% and 2.6%, respectively).

Notable Differences by County

- Hudson County had the highest past 30-day alcohol use rate (15.9%), almost four times higher than the findings for the county with the lowest reported rate, Warren* County (4.3%).
- Ocean County (9.5%) reported the highest rate of past 30-day cigarette smoking, while Warren* County (0.3%) had the lowest rate.

Notable Differences by Year of Survey

- Past 30-day use of marijuana increased from 2.1% to 3.0% between 2007 and 2010.
- Alcohol consumption appears to have decreased from 15.3% to 10.7%; however question wording differed across survey years, thus rendering comparisons unreliable.

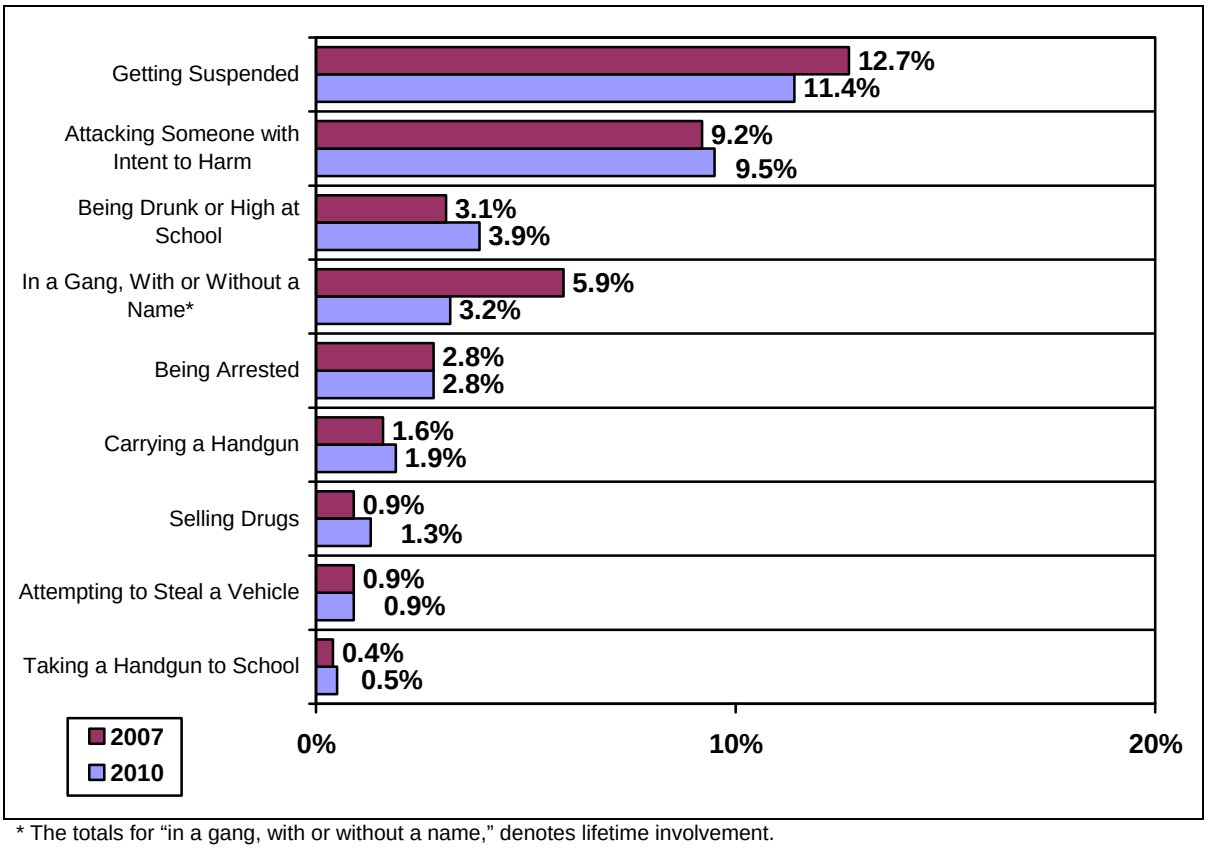
Findings on Antisocial Behavior

The *2010 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

- Substantial differences in antisocial behavior were not noted by grade.

Notable Differences by Gender

Substantially more males than females reported engaging in the following antisocial activities:

- Attacking someone with intent to harm (11.5% versus 7.6%);
- Being suspended in the past year (15.7% versus 6.8%); and,
- Being in a gang (4.5% vs. 1.8%).

Notable Differences by Race/Ethnicity

- African-American and Hispanic students reported the highest prevalence of attacking someone with intent to harm (15.8% and 13.6%, respectively), as compared to Asian and White students (6.8% and 6.7%, respectively).
- African-American (5.5%) and Hispanic students (4.7%) reported being arrested most frequently, while Asian students were least likely to report arrest (0.8%).
- Hispanics reported the greatest proportion of students being drunk or high at school (6.1%).
- African-American and Hispanic students reported being suspended at much higher rates (23.0% and 17.2%, respectively) than White and Asian students (7.1% and 4.6%, respectively).
- Notably more African-American and Hispanic students (6.5% and 5.8%, respectively) reported being in a gang than did White and Asian students (1.8% and 0.7%, respectively).

Notable Differences by County

- Cumberland and Hudson counties had the highest proportion of students who reported attacking someone with intent to harm (16.6% and 14.9%, respectively). In contrast, the county with the lowest rate was Hunterdon County (3.7%).
- Atlantic County students had the highest prevalence of being arrested at 8.1% and Morris the lowest at 0.2%.
- 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 Essex (17.1%), Passaic (16.9%), Hudson (16.8%), Burlington (16.8), and Cumberland (16.4%).
- Atlantic* County reported the greatest proportion of students with gang affiliation (8.7%).

Notable Differences by Year of Survey

- Being in a gang decreased by almost half between 2007 and 2010 (5.9% vs. 3.2%).

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 NJ 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 the greatest risk.

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

Domain	*Risk Factors*	n	Mean 2007	Mean 2010
Community *(mean= 0.24)*	Laws and Norms Favorable to Drug Use	7645	0.34	0.34
	Community Transitions and Mobility	7702	0.29	0.27
	Low Neighborhood Attachment	7789	0.28	0.28
	Perceived Availability of Drugs	7685	0.25	0.26
	Community Disorganization	7678	0.24	0.22
	Perceived Availability of Handguns	7680	0.14	0.11
Family *(mean= 0.13)*	Poor Family Management	7694	0.20	0.21
	Parental Attitudes Favorable Toward Antisocial Behavior	7710	0.13	0.13
	Parental Attitudes Favorable Toward Drug Use	7716	0.05	0.05
School *(mean= 0.32)*	Low Commitment to School	7496	0.35	0.36
	Academic Failure	7611	0.31	0.30
Peer-Individual *(mean= 0.11)*	Perceived Risks of Drug Use	7746	0.20	0.21
	Favorable Attitudes Toward Antisocial Behavior	7777	0.18	0.18
	Peer Rewards for Antisocial Behavior	7723	0.13	0.15
	Favorable Attitudes Toward Drug Use	7775	0.09	0.09
	Early Initiation of Drug Use	7745	0.10	0.09
	Friends' Use of Drugs	7784	0.08	0.10
	Early Initiation of Antisocial Behavior	7750	0.07	0.06
	Gang Involvement	7711	0.05	0.03
	Interaction with Antisocial Peers	7792	0.05	0.05
Statewide Risk Factor Averages		**7594**	**0.18**	**0.17**

Notable Differences by Grade

- Eighth-grade students had a higher risk factor mean score (0.31) than 7th grade students (0.20) 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* (0.38 to 0.29), *Perceived Risks of Drug Use* (0.23 to 0.19), *Friends' Use of Drugs* (0.14 to 0.06), and *Favorable Attitudes Toward Drug Use* (0.12 to 0.07), which suggests older students believe that their community and friends are more favorable to drug use.

Notable Differences by Gender

- The mean for male students was greater than the mean for females (0.09 vs. 0.04) on the *Early Initiation of Antisocial Behavior* factor, which suggests that males were younger when they first started engaging in anti-social behavior.

- The mean for male students was also slightly higher than the female student mean (0.20 versus 0.16), for *Favorable Attitudes Toward Antisocial Behavior.*

Notable Differences by Race/Ethnicity

- African-American and Hispanic students were at higher risk to be influenced by *Low Neighborhood Attachment* (0.34 and 0.31, respectively) than Asian and White students (0.27 and 0.25, respectively).
- Hispanic and African-American students had substantially higher scores on the *Community Disorganization* factor (0.28 and 0.27, respectively) than White and Asian students (0.18 and 0.17, 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 (0.34 each) than Asian and White students (0.27 and 0.21, respectively), indicating that they had changed homes or schools more frequently.
- African-American and Hispanic students had the highest mean of 0.14 and Asian students had the lowest mean of 0.05 on the *Perceived Availability of Handguns* factor.
- African-American and Hispanic students (0.06 each) had substantially higher mean scores on the *Gang Involvement* factor than White and Asian students (0.02 and 0.01, respectively).
- Mean scores were higher for African-American and Hispanic students (0.13 and 0.10, respectively) on the *Early Initiation of Antisocial Behavior* factor than for White and Asian students (0.04 and 0.03, respectively).

Notable Differences by County

- The average county level risk factor score ranged from a low of 0.13 in Hunterdon County to a high of 0.21 in Atlantic* County.

Notable Differences by Year of Survey

- In general, mean risk factor scores remained fairly constant from 2007 to 2010.
- The only risk factor that changed by more than two percentage points was *Perceived Availability of Handguns*, which fell from 0.14 to 0.11.

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 and 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
Peer-Individual *(mean= 0.46)*	Interaction with Prosocial Peers	7718	0.63	0.62
	Peer Rewards for Prosocial Involvement	7712	0.48	0.45
	Prosocial Involvement	7793	0.28	0.30
School *(mean= 0.61)*	School Opportunities for Prosocial Involvement	7762	0.64	0.64
	School Rewards for Prosocial Involvement	7752	0.59	0.59
Statewide Protective Factor Averages		**7747**	**0.52**	**0.52**

Notable Differences by Grade

- Seventh-grade students score slightly higher than 8th graders on *Interaction with Prosocial Peers* factor (0.64 vs. 0.61) and *Peer Rewards for Prosocial Involvement* (0.48 vs. 0.43).

Notable Differences by Gender

- The mean of all protective factors for female students was higher than for males (0.54 vs. 0.50), indicating females are more protected from using drugs and participating in antisocial behaviors.
- Females had a higher mean score on the *Interaction with Prosocial Peers* factor (0.66 vs. 0.59), 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 (0.33 vs. 0.27), indicating that females more frequently engaged in prosocial activities than males did.
- Females had a higher mean score on *Peer Rewards for Prosocial Involvement* (0.48 vs. 0.43), as more females believed they would be seen as cool if they engaged in prosocial activities.

Notable Differences by Race/Ethnicity

- Asian students had the highest mean (0.68) on the *Interaction with Prosocial Peers* factor versus the lowest mean score of 0.57 for Hispanic students.
- Asian and White students (0.35 and 0.31, respectively) scored higher on the *Prosocial Involvement* factor than African-American and Hispanic students (0.26 and 0.24, 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 (0.47, 0.45 and 0.44 respectively), indicating that 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 0.47 in Union County to a high of 0.58 in Hunterdon County.

Notable Differences by Year of Survey

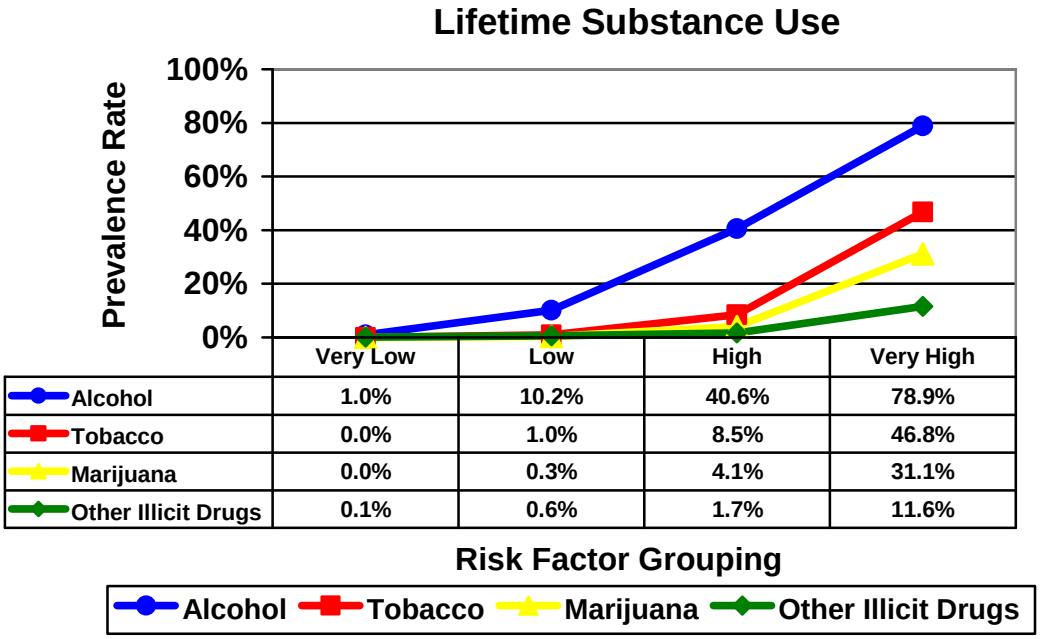
- The only protective factor that changed by more than two percentage points was *Peer Rewards for Prosocial Involvement*, which fell from 0.48 to 0.45.

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	1.0%	10.2%	40.6%	78.9%
Tobacco	0.0%	1.0%	8.5%	46.8%
Marijuana	0.0%	0.3%	4.1%	31.1%
Other Illicit Drugs	0.1%	0.6%	1.7%	11.6%

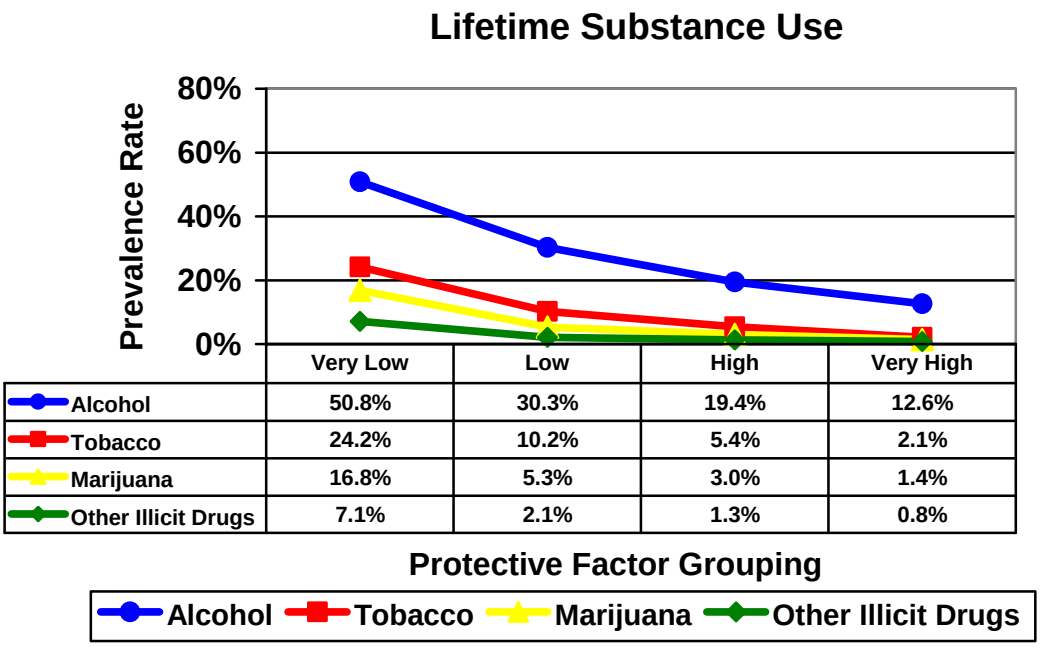
As shown, as risk scores increase, lifetime use of alcohol, tobacco, marijuana, and other illicit drugs increase. Alcohol, in particular, showed a positive linear relationship between risk factor and prevalence of use. Notably, alcohol consumption shows the strongest relationship with increased risk – a change of 75% over the four risk categories. Further, a striking increase occurs between those at *high* and *very high* risk and the use of tobacco (8.5% vs. 46.8%), marijuana (4.1% vs. 31.1%), and other illicit drugs (1.7% 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***



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, two in ten students will likely have tried alcohol in their lifetime by middle school (19.4%). Further, there is a sharp decrease between those at *very low* and *low* protective groups and the use of tobacco (24.2% vs. 10.2%), marijuana (16.8% vs. 5.3%), and other illicit drugs (7.1% vs. 2.1%). 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 Addiction Services (DAS) 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 2010, the survey continues efforts initiated in 1999 to systematically document risk and protective factors among New Jersey youth. Until 2003, the NJ DHS/DAS used the Communities That Care survey provided by the Channing Bete Company, Inc. Results of the 1999 to 2007 surveys can be found on the NJ DHS/DAS 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/DAS 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 2010 survey, entitled "*2009-10 New Jersey Risk and Protective Factor Middle School Survey Technical Report: Weighting Procedures and Statistical Tabulations"* provided to the NJDHS/DAS 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 12,424 with a targeted sample of 7,455 assuming a 60% response rate.

The final *participating* sample included 99 middle schools with the forecasted goals of school participation achieved in 16 of the 21 counties. Overall, 7,943 students submitted surveys in those 99 participating schools. Student participation rates met or exceeded the 60% response rate goal in all 21 counties.

Field Procedures

BCSR staff members began contacting school superintendents and principals in November 2009 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.[2] BCSR staff administered the survey in each randomly-selected classroom at sampled schools between December 2009 and June 2010.

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

[2] 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 (77%) returned a form that permitted participation; 6% returned a form that did not consent to participation, and 17% 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 99-school sample, 9,012 of the 10,782 students sampled (83.6%) returned their parent consent forms. Among students who did return the parent consent form, most parents (92.7%, n=8,350) agreed to participate. A total of 662 parents refused permission (7.3%). There did not seem to be any common characteristics of schools with higher percentages of refusals.

Actual participation in the 2010 NJ MS RPFS totaled 7,943 students. This represents 73.7% of the students included in the sampled classes. Of the students who returned a consent form that was marked 'Yes', 4.8% of those students were absent on the day of administration. In prior years, response rates on the NJ DHS DAS administration of the 'Communities that Care' survey, response rates have been 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 2006-07, BCSR almost tripled past response rates - obtaining a school participation rate of 55.9% and student response rate of 64.4% that led to an overall participation rate of 36.0%

This year, with 99 of 140 schools participating (70.7% school participation rate) and 7,943 of 10,782 students returning a completed questionnaire (73.7% student participation rate), the final overall survey response rate was 52.1% (school rate x student rate), or almost 50% higher than the 2006-2007 study. 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*	6	4	3	3	50.0%	218	61.6%	30.8%
Bergen	11	9	6	6	54.6%	424	79.4%	43.3%
Burlington	5	4	4	4	80.0%	408	80.0%	64.0%
Camden	6	5	5	5	83.3%	383	67.8%	56.5%
Cape May	5	4	5	5	100.0%	376	71.4%	71.4%
Cumberland	5	4	4	4	80.0%	309	66.7%	53.4%
Essex	11	9	9	9	81.8%	522	79.2%	64.8%
Gloucester	6	4	3	3	50.0%	282	73.1%	36.5%
Hudson	8	7	8	8	100.0%	525	78.6%	78.6%
Hunterdon	6	4	4	4	66.7%	345	69.7%	46.5%
Mercer*	8	4	4	3	37.5%	298	70.1%	26.3%
Middlesex	7	5	5	4	57.1%	341	74.5%	42.6%
Monmouth*	9	6	4	4	44.4%	313	77.9%	34.6%
Morris	6	4	4	4	66.7%	466	82.8%	55.2%
Ocean	4	4	4	4	100.0%	415	76.9%	76.9%
Passaic	7	5	7	7	100.0%	388	64.0%	64.0%
Salem	5	4	5	5	100.0%	435	71.4%	71.4%
Somerset	5	4	5	5	100.0%	441	74.4%	74.4%
Sussex*	7	4	3	3	42.9%	307	81.9%	35.1%
Union	7	6	6	6	85.7%	498	75.3%	64.6%
Warren*	6	4	3	3	50.0%	249	64.0%	32.0%
TOTAL	140	104	101	99	70.7%	7943	73.7%	52.1%

As shown in Table 1, overall survey response rates ranged from a low of 26.3% in Mercer* County to a high of 78.6% in Hudson 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.

The cut-off rate for adequate performance was determined to be 36.0%.[3] An adequate overall response rate was not reached in five 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 should not be considered as representative of the county overall:

- Mercer* (26.3%)
- Atlantic* (30.8%)
- Warren* (32.0%)
- Monmouth* (34.6%)
- Sussex* (35.1%)

[3] After reviewing the overall response rates, counties fell into two distinct groups. The five lower performing counties (noted by * throughout the report) had an overall response rate of 31.8%, while the 16 higher performing counties had an overall response rate of 59.8%.

C. Questionnaire

Background

From 1999 to 2003, the New Jersey Division of 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).[4] 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).[5] 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.

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

---

[4] 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.

[5] 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.

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.[6] 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 Addiction Services switched from the CTCYS to the Pride RPF. The current 66-item questionnaire, published by Pride Surveys, is a revised version of the final RPF survey and has been customized with recommendations from DAS. This instrument 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 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. 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.*

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

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

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 52%, 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 "*2010 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, 7,820 of the 7,943 completed surveys (98.5%) 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, 24.5% of the students were 12 or younger, 49.2% were 13 years old, 24.7% were 14 years old, and 1.6% were 15 or older.

Grade: Based on weighted demographic data, the students were evenly split between 7th grade (49.6%) and 8th grade (50.6%).

Sex: Overall, an equivalent number of males (51.2%) and females (48.8%) responded to the survey.

Race/Ethnicity: Based on weighted demographic data, 53.7% were White, 17.2% were Hispanic or Latino (including Hispanics who also identified with a race or multiple races), 14.4% were Black or African-American, 7.9% were Asians and 6.8% 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 2010 New Jersey Middle School Risk and Protective Factor Survey***

	Demographic Group	Sample (n)	Sample %	Weighted %
GENDER	*Female*	4096	53.7%	48.8%
	Male	3530	46.3%	51.2%
AGE	*12 Years Old or Younger*	1827	23.5	24.5%
	13 Years Old	3867	49.6	49.2%
	14 Years Old	1965	25.2	24.7%
	15 Years Old or Older	138	1.8	1.6%
GRADE	*7th*	3922	50.3%	49.6%
	8th	3876	49.7%	50.4%
RACE/ETHNICITY	White	4181	53.9%	53.7%
	African-American	766	9.9%	14.4%
	Hispanic/Latino	1669	21.5%	17.2%
	Asian	592	7.6%	7.9%
	Other	542	7.0%	6.8%

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 *2010 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,[7] hallucinogens, heroin, steroids, ecstasy, OxyContin, and club drugs.

Many of the items on the *2010 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.

[7] Amphetamines asked as "Uppers" and tranquilizers and sedatives asked as "Downers" in the survey.

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

Tables 3 and 4 display the results from the 2010 NJ MS RPF survey while national comparative results from the 2009 *Monitoring the Future* survey are presented in Table 5. As shown in Table 5, New Jersey 8th grade students reported lower levels of use for many substances than those reported in the 2009 *Monitoring the Future* study. It is important to note that the *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. Particularly noteworthy differences were found for the lifetime use of cigarettes, marijuana, and inhalants, all of which were quite lower than the national rates (12.3% vs. 20.1%, 8.6% vs. 15.7%, and 5.0% vs. 14.9%, respectively). However, in terms of alcohol use, NJ 8th grade students showed only slightly lower lifetime and annual rates (34.2% vs. 36.6% and 27.1% vs. 30.3%) and had comparable levels of past 30-day use (14.6% vs. 14.9%).

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 2010 New Jersey Middle School Risk and Protective Factor Survey***

		7th		8th		Overall	
		n	%	n	%	n	%
Alcohol	**Lifetime**	3846	19.7	3797	34.2	7663	27.0
	Annual	3854	13.7	3780	27.1	7655	20.4
	Past 30 Days	3879	6.7	3832	14.6	7732	10.7
Alcohol - Binge	**Lifetime**	3870	5.5	3788	13.4	7677	9.5
	Annual	3897	3.8	3810	11.4	7727	7.6
Cigarettes	**Lifetime**	3869	6.6	3829	12.3	7719	9.5
	Annual	3890	4.8	3829	10.0	7741	7.4
	Past 30 Days	3902	2.8	3846	6.0	7770	4.4
Marijuana	**Lifetime**	3882	2.8	3851	8.6	7754	5.7
	Annual	3907	2.6	3849	7.4	7778	5.0
	Past 30 Days	3901	1.4	3850	4.6	7773	3.0
Inhalants	**Lifetime**	3863	4.7	3837	5.0	7721	4.8
	Annual	3876	3.3	3841	3.6	7739	3.4
	Past 30 Days	3876	2.3	3844	1.6	7741	1.9
Prescription Drugs w/o Prescription	**Lifetime**	3850	4.1	3810	7.5	7681	5.8
	Annual	3864	3.0	3818	5.5	7704	4.2
	Past 30 Days	3881	2.0	3843	3.5	7746	2.7

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 2010 New Jersey Middle School Risk and Protective Factor Survey***

		7th		8th		Overall	
		n	%	n	%	n	%
Cocaine	**Lifetime**	3877	0.2	3841	0.4	7739	0.3
	Annual	3903	0.1	3859	0.3	7784	0.2
	Past 30 Days	3884	0.0	3838	0.1	7744	0.1
Methamphetamines	**Lifetime**	3877	0.3	3843	0.4	7741	0.3
	Annual	3883	0.2	3845	0.3	7750	0.2
Amphetamines	**Lifetime**	3873	0.4	3843	0.6	7737	0.5
	Annual	3900	0.3	3851	0.4	7773	0.3
Sedatives	**Lifetime**	3875	0.5	3844	0.7	7740	0.6
	Annual	3910	0.3	3862	0.4	7794	0.3
Hallucinogens	**Lifetime**	3878	0.3	3850	0.5	7749	0.4
	Annual	3900	0.1	3864	0.3	7786	0.2
Heroin	**Lifetime**	3884	0.1	3855	0.2	7760	0.2
	Annual	3908	0.0	3864	0.1	7794	0.1
Steroids	**Lifetime**	3877	0.5	3851	0.4	7749	0.4
	Annual	3905	0.2	3861	0.1	7788	0.1
Ecstasy	**Lifetime**	3875	0.3	3848	0.9	7744	0.6
	Annual	3899	0.1	3863	0.6	7784	0.3
OxyContin	**Lifetime**	3863	0.2	3839	0.8	7723	0.5
	Annual	3889	0.1	3850	0.5	7761	0.3
Club Drugs	**Lifetime**	3887	0.4	3854	0.1	7762	0.3
	Annual	3903	0.2	3861	0.1	7786	0.1
Total of Other Illicit Drugs	**Lifetime**	3879	2.0	3852	2.8	7752	2.4
	Annual	3905	1.0	3865	1.9	7792	1.4

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: ***Lifetime, Annual and Recent Use of Alcohol, Tobacco and Other Drugs from the 2010 NJ MS RPF Survey Compared to the 2009 "Monitoring the Future" Study***

	2010 NJ MS RPF Survey (8th Grade) %	2009 Monitoring the Future (8th Grade) %
Lifetime Use		
Alcohol	34.2	36.6
Cigarettes	12.3	20.1
Marijuana	8.6	15.7
Inhalants	5.0	14.9
Ecstasy	0.9	2.2
Cocaine or Crack[8]	0.4	2.6
Heroin	0.2	1.3
Annual Use		
Alcohol	27.1	30.3
Cigarettes	10.0	*
Marijuana	7.4	11.8
Inhalants	3.6	8.1
Ecstasy	0.6	1.3
Cocaine or Crack	0.3	1.6
Heroin	0.1	0.7
Recent Use (Past 30 days)		
Alcohol	14.6	14.9
Cigarettes	6.0	6.5
Marijuana	4.6	6.5
Inhalants	1.6	3.8
Cocaine or Crack	0.1	0.8

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

[8] *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 2010 are presented in Tables 6 and 7.

Among New Jersey middle school students, 27.0% 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 (34.2% and 19.7%, respectively). For 8th graders nationwide in 2009, the *Monitoring the Future* study found slightly higher lifetime alcohol prevalence (36.6% vs. 34.2%). As shown in Table 6, 10.7% of all the surveyed 7th and 8th grade students in New Jersey had used alcohol in the 30 days prior to the survey, with 14.6% of 8th graders and 6.7% of 7th graders reporting such use. The past 30-day prevalence rate for NJ 8th graders matched the *Monitoring the Future* study rate of 14.9%.

There was a slight difference in reported lifetime alcohol use between New Jersey male and female middle-school students (28.1% to 25.7%), with males having reported greater alcohol use. There was also a slight difference between males and females in recent use, however females were more likely to have drunk than males in that time period (11.8% to 9.6%).

Differences among race/ethnicity groups regarding the lifetime use of alcohol were vast, with Hispanic students reporting higher rates than African-American, White, and Asian students (38.7% vs. 28.9%, 24.5%, and 12.2%, respectively). Similar to the lifetime results, Hispanic students were more likely than White, African-American, and Asian students (17.7% vs. 10.2%, 9.2%, and 2.6%, respectively) to have consumed alcohol in the 30 days prior to the survey.

Some counties showed almost three times the lifetime alcohol use rates than other counties (Table A1). For example, Cumberland County had the highest lifetime prevalence rate of 38.1%, followed by Hudson County at 34.4%. The lowest lifetime rate was found in Hunterdon County (13.2%). Hudson County had the highest past 30-day rate (15.9%). This was almost four times higher than the findings for Warren County, the county with the lowest past 30-day prevalence rates (4.3%). 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, 10.4% 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 (2.2% in the *3 to 5 occasions* category and 2.0% 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	7663	27.0	7655	20.4	7732	10.7
Grade						
7th	3846	19.7	3854	13.7	3879	6.7
8th	3797	34.2	3780	27.1	3832	14.6
Sex						
Male	3450	28.1	3461	20.7	3498	9.6
Female	4029	25.7	4008	20.0	4044	11.8
Race/Ethnicity						
White	4117	24.5	4117	20.3	4154	10.2
African-American	749	28.9	742	17.9	750	9.2
Hispanic	1625	38.7	1624	29.3	1636	17.7
Asian	581	12.2	580	7.5	589	2.6
Other	523	29.2	522	17.6	533	9.5

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	7732	89.3	10.7	7.6	1.7	1.3
Grade						
7th	3879	93.3	6.7	4.8	1.3	0.6
8th	3832	85.4	14.6	10.4	2.2	2.0
Sex						
Male	3498	90.4	9.6	6.9	1.8	1.1
Female	4044	88.2	11.8	8.3	1.7	1.6
Race/Ethnicity						
White	4154	89.8	10.2	7.7	1.4	1.0
African-American	750	90.8	9.2	6.0	1.6	1.7
Hispanic	1636	82.3	17.7	11.6	3.7	2.5
Asian	589	97.4	2.6	2.2	0.4	0.0
Other	533	90.5	9.5	6.9	1.3	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.

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 2010 are presented in Table 8.

Among New Jersey middle school students, 9.5% 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 (13.4% vs. 5.5%). The past year rate for NJ 8th graders was 7.6% and, similar to the lifetime rates, 8th graders reported a higher annual rate than 7th graders (11.4% vs. 3.8%).

There was virtually no difference between New Jersey male and female middle-school students in reported lifetime (10.1% and 8.9%) or past year (7.9% and 7.4%) 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 (15.1% vs. 8.6%, 8.3%, and 2.9%, 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. 7.3%, 6.7%, and 2.0%, respectively).

Binge use of alcohol by county varied widely, with some counties showing almost four the lifetime alcohol use rates than others (Table A1). For example, Cumberland and Mercer* counties had the highest lifetime binge use rates (15.6% and 15.2%), whereas the lowest lifetime rate was found in Hunterdon County (4.1%). Cumberland County also had the highest past year rate (11.9%). This was over four times higher than the findings for Warren* County, the county with the lowest past year prevalence (2.8%). 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	7677	9.5	7727	7.6
Grade				
7th	3870	5.5	3897	3.8
8th	3788	13.4	3810	11.4
Sex				
Male	3468	10.1	3494	7.9
Female	4022	8.9	4042	7.4
Race/Ethnicity				
White	4114	8.6	4136	7.3
African-American	751	8.3	758	6.7
Hispanic	1627	15.1	1638	11.5
Asian	585	2.9	587	2.0
Other	532	11.9	539	7.5

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 2010. 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 (12.3% vs. 20.1%).

Table 9 presents the lifetime, annual and recent prevalence rates for cigarette smoking. As shown, overall 9.5% of NJ middle-school students had smoked cigarettes in their lifetimes. In addition, 7.4% reported use in the past year and 4.4% reported smoking cigarettes in the past 30 days. Eighth-grade students were twice as likely as 7th graders to report having smoked cigarettes in their lifetime (12.3% vs. 6.6%). The 8th and 7th grade figures for the past 30-day use of cigarettes were 6.0% and 2.8%, respectively.

Males were slightly more likely than females to have smoked cigarettes in their lifetime (9.9% and 9.0%, respectively). Substantial differences occurred across racial/ethnic groups, with a greater proportion of Hispanic and African-American students (14.7% and 11.2%, respectively) than White and Asian students (7.8% and 3.7%, 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 (4.4%) reported smoking on at least one occasion during the past 30 days prior to the survey, with only 1.4% 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, two-thirds (67.5%) indicated that they had smoked less than one cigarette per day and one-third (32.5%) indicated smoking more than one cigarette per day.

The findings at the county level indicate that Cumberland (15.7%) and Atlantic* counties (15.6%) had the highest rates for lifetime cigarette smoking, while Morris (3.1%) reported the lowest rates.

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	7719	9.5	7741	7.4	7770	4.4
Grade						
7th	3869	6.6	3890	4.8	3902	2.8
8th	3829	12.3	3829	10.0	3846	6.0
Sex						
Male	3479	9.9	3495	7.7	3512	4.5
Female	4052	9.0	4053	7.0	4065	4.4
Race/Ethnicity						
White	4130	7.8	4150	7.2	4165	4.6
African-American	757	11.2	756	5.6	759	3.1
Hispanic	1643	14.7	1650	11.6	1651	6.6
Asian	589	3.7	587	1.7	589	1.2
Other	532	12.1	529	8.2	537	3.5

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	7770	95.6	4.4	2.3	0.8	1.4
Grade						
7th	3902	97.2	2.8	1.7	0.4	0.7
8th	3846	94.0	6.0	2.9	1.1	2.1
Sex						
Male	3512	95.5	4.5	2.3	0.8	1.4
Female	4065	95.6	4.4	2.3	0.8	1.4
Race/Ethnicity						
White	4165	95.4	4.6	2.2	0.8	1.6
African-American	759	96.9	3.1	2.1	0.2	0.7
Hispanic	1651	93.4	6.6	3.9	1.3	1.3
Asian	589	98.8	1.2	0.9	0.2	0.1
Other	537	96.5	3.5	1.1	0.8	1.6

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.

Prescription Drugs without a Prescription

Prescription drug use without a prescription was the third most frequently used substance among NJ middle school students. Presented in Table 11, 5.8% of students reported lifetime prescription drug use without a prescription (4.2% in the past year).

New Jersey 8th graders were slightly more likely to have used prescription drugs in their lifetime than 7th graders (7.5% to 4.1%). Little variation was observed with respect to gender for lifetime, annual or past 30-day use. With respect to race/ethnicity, Whites were least likely to report prescription drug use (4.7%), with only slight variation occurring between the remaining categories (6.4%-7.9%).

County-level findings on prescription drugs without a prescription showed that Atlantic* (9.0%) and Hudson counties (8.8%) have the highest rates for lifetime use while Morris (3.6%) and Monmouth* (4.4%) counties have the lowest rates.

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		7681	5.8	7704	4.2	7746	2.7
Grade							
	7th	3850	4.1	3864	3.0	3881	2.0
	8th	3810	7.5	3818	5.5	3843	3.5
Sex							
	Male	3467	5.4	3489	3.6	3498	2.1
	Female	4027	6.1	4025	4.7	4057	3.2
Race/Ethnicity							
	White	4125	4.7	4134	3.5	4154	2.2
	African-American	753	6.8	751	4.4	755	3.2
	Hispanic	1632	7.9	1637	6.3	1648	4.3
	Asian	578	6.4	584	4.2	586	1.8
	Other	526	7.0	529	4.5	533	3.6

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 2010 than the *Monitoring the Future* 8th graders surveyed in 2009 (8.6% vs. 15.7%). Past 30-day use was 4.6% among 2010 New Jersey 8th graders compared to 6.5% among 2009 *Monitoring the Future* 8th graders.

The lifetime, annual and past 30-day rates of marijuana use by demographic subgroups is presented in Table 12. Just 5.7% of the students surveyed reported using marijuana in their lifetime. A similar proportion (5.0%) reported using marijuana in the past year, though fewer (3.0%) reporting using it in the past 30 days. The reported lifetime, annual and recent marijuana use rates were lower among 7th graders (2.8%, 2.6%, and 1.4%, respectively) than 8th graders (8.6%, 7.4%, and 4.6%, respectively).

More males than females reported lifetime marijuana use (7.2% and 4.1%, respectively). This difference was comparable for annual use (6.5% and 3.4%, respectively) and past 30-day rates (3.8% and 2.1%). Across racial/ethnic categories, African-American students reported the greatest proportion of lifetime use (8.2%); followed by Hispanic, White, and Asian students (7.0%. 5.2% and 1.5%, respectively).

At the county level, lifetime marijuana use varied widely, from a high of 10.6% in Atlantic* County to a low of 1.4% in Middlesex County (See Table A1).

Table 13 summarizes the frequency of marijuana use during the past 30 days, in terms of whether or not a student used during this period of time. Overall 3.0% of students reported any marijuana use during the past 30 days. Disaggregated by grade, 4.6% of 8th graders compared to 1.4% of 7th graders reported past 30-day use. By gender, 3.8% of males and 2.1% of females reported using marijuana in the past 30 days.

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	7754	5.7	7778	5.0	7773	3.0
Grade						
7th	3882	2.8	3907	2.6	3901	1.4
8th	3851	8.6	3849	7.4	3850	4.6
Sex						
Male	3497	7.2	3508	6.5	3510	3.8
Female	4068	4.1	4077	3.4	4069	2.1
Race/Ethnicity						
White	4148	5.2	4171	4.8	4164	2.7
African-American	759	8.2	757	6.5	758	3.3
Hispanic	1654	7.0	1650	6.1	1650	4.3
Asian	590	1.5	590	0.7	590	0.6
Other	535	6.4	540	5.7	541	4.1

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

Table 13: ***Frequency of Marijuana Use during the Past 30 Days by Demographic Subgroups***

		Prevalence	
		Never	Any Occasion
	n	%	%
NJ Middle School Students	7773	97.0	3.0
Grade			
7th	3901	98.6	1.4
8th	3850	95.4	4.6
Sex			
Male	3510	96.2	3.8
Female	4069	97.9	2.1
Race/Ethnicity			
White	4164	97.3	2.7
African-American	758	96.7	3.3
Hispanic	1650	95.7	4.3
Asian	590	99.4	0.6
Other	541	95.9	4.1

Note: The two prevalence categories ('Never' and 'Any Occasion') generally sum to 100% and represent the total number of valid cases ("n") for the survey question. However, rounding can produce totals that do not equal 100%. The three 'Number of Occasions' categories generally sum to the 'Any Occasion' category. However, again, rounding can produce slightly different sums.

Inhalants

New Jersey students reported substantially lower rates of inhalant use in 2010 than the *Monitoring the Future* 8th graders surveyed in 2009 (5.0% vs. 14.9%). Annual use of inhalants was 3.4% among 2010 New Jersey 8th graders compared to 8.1% among 2009 *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 14). Overall, 4.8% of students reported using inhalants sometime in their lifetime and 3.4% reported using them some time in the past year. Little variation was shown by grade and only slight variation was found with respect to lifetime use by gender; with women showing higher rates (5.5% to 4.1%). Hispanic students reported the greatest rate of use (7.6%) while Asian students had the least (3.8%).

County-level findings on inhalant use are presented in Table A1. There were notable variations among the counties for lifetime inhalant use. Cumberland County reported the highest use of inhalants (8.1%) while Warren* County reported the lowest (1.9%).

Table 14: *Lifetime and Annual Prevalence of Inhalant Use by Demographic Subgroups*

		Lifetime		Annual		Past 30-Days	
		n	%	n	%	n	%
NJ Middle School Students		7721	4.8	7739	3.4	7741	1.9
Grade							
	7th	3863	4.7	3876	3.3	3876	2.3
	8th	3837	5.0	3841	3.6	3844	1.6
Sex							
	Male	3489	4.1	3499	3.1	3499	1.6
	Female	4042	5.5	4047	3.8	4048	2.2
Race/Ethnicity							
	White	4141	3.9	4156	3.1	4151	1.7
	African-American	753	4.7	757	3.1	755	1.5
	Hispanic	1641	7.6	1637	5.0	1644	3.6
	Asian	587	3.8	586	1.8	587	0.6
	Other	530	5.8	533	4.4	534	2.4

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, marijuana, and inhalants. With such low overall prevalence rates, differences between subgroups are not meaningful and are therefore not discussed.

Cocaine or Crack

New Jersey 8th grade students reported using less cocaine across lifetime, annual, and past 30-day categories than the nationally reported use rates in the *Monitoring the Future* survey (0.4% vs. 2.6%, 0.3% vs. 1.6%, and 0.1% vs. 0.8%, respectively). As shown in Table 15, only 0.3% of New Jersey middle-school students reported using cocaine or crack in their lifetimes, with 0.2% reporting use in the past year and 0.1% in the past 30 days.

Methamphetamine

Table 16 reports the lifetime and annual prevalence rates for methamphetamine use. The percentage of students who reported using methamphetamines in their lifetime was 0.3%, with 0.2% using in the past year.

Hallucinogens

Lifetime and past year hallucinogen use was quite low among surveyed New Jersey middle-school students (Table 17). Only 0.4% reported use at least once in their lifetime and 0.2% reported use in the past year.

Ecstasy

The reported lifetime Ecstasy use was 0.6% with 0.3% reporting use in the past year (Table 18). Lifetime and past year Ecstasy use by 8th graders in New Jersey was less than half of the national *Monitoring the Future* rate (0.9% vs. 2.2% and 0.6% vs. 1.3%, respectively).

OxyContin

Table 19 reports the lifetime and annual prevalence rates of OxyContin use by 7th and 8th grade students. Only 0.5% of students reported having used OxyContin in their lifetime and 0.3% reported having used it in the past year.

Heroin

New Jersey students reported lower rates of heroin use In 2010 than the *Monitoring the Future* 8th graders surveyed in 2009 (0.2% vs. 1.3%). Past year use was 0.1% among 2010 New Jersey 8th graders compared to 0.7% among 2009 *Monitoring the Future* 8th graders.

The prevalence of use of heroin is summarized on Table 20. 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.

Steroids

The lifetime and annual prevalence of steroid use is presented in Table 21. Only 0.4% of students reported lifetime use of steroids and just 0.1% reported use in the past year.

Club Drugs

Club drug use is summarized in Table 22, with 0.3% of students reporting use in their lifetime and 0.1% of students reporting use in the past year.

Amphetamines

Table 23 reports the findings for prevalence of amphetamine use of New Jersey middle school students. Only 0.5% of 7th and 8th graders reported using amphetamines in their lifetime. Past year use paralleled this with 0.3% of students using amphetamines.

Sedatives/Tranquilizers

Table 24 reports the findings for prevalence of sedatives/tranquilizers use of New Jersey middle school students. Only 0.6% reported using sedatives/tranquilizers in their lifetime while a comparable proportion (0.3%) used them 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 2.4% of 7th and 8th graders reported using at least one of these drugs in their lifetime. The past year prevalence rate was 1.4% for these drugs.

Table 15: ***Lifetime, Annual, and Recent Prevalence of Cocaine or Crack Use by Demographic Subgroups***

	Lifetime		Past Year		Past 30-Days	
	n	%	n	%	n	%
NJ Middle School Students	7739	0.3	7784	0.2	7744	0.1
Grade						
7th	3877	0.2	3903	0.1	3884	0.0
8th	3841	0.4	3859	0.3	3838	0.1
Sex						
Male	3486	0.3	3514	0.2	3500	0.1
Female	4063	0.3	4076	0.1	4051	0.0
Race/Ethnicity						
White	4142	0.1	4163	0.1	4143	0.0
African-American	754	0.3	764	0.3	759	0.0
Hispanic	1653	0.6	1657	0.4	1644	0.2
Asian	590	0.2	590	0.1	591	0.1
Other	533	0.5	540	0.4	537	0.2

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

Table 16: ***Lifetime, Annual, and Recent Prevalence of Methamphetamine Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7741	0.3	7750	0.2
Grade				
7th	3877	0.3	3883	0.2
8th	3843	0.4	3845	0.3
Sex				
Male	3491	0.3	3495	0.2
Female	4060	0.3	4063	0.2
Race/Ethnicity				
White	4142	0.2	4157	0.1
African-American	760	0.1	755	0.1
Hispanic	1650	0.6	1645	0.4
Asian	587	0.3	587	0.2
Other	535	1.1	537	0.6

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	7749	0.4	7786	0.2
Grade				
7th	3878	0.3	3900	0.1
8th	3850	0.5	3864	0.3
Sex				
Male	3496	0.6	3515	0.3
Female	4062	0.2	4078	0.1
Race/Ethnicity				
White	4146	0.4	4171	0.2
African-American	759	0.6	761	0.0
Hispanic	1650	0.6	1655	0.4
Asian	591	0.2	590	0.1
Other	535	0.2	539	0.0

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 Ecstasy Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7744	0.6	7784	0.3
Grade				
7th	3875	0.3	3899	0.1
8th	3848	0.9	3863	0.6
Sex				
Male	3491	0.9	3509	0.4
Female	4062	0.3	4081	0.2
Race/Ethnicity				
White	4150	0.5	4170	0.3
African-American	759	1.2	762	0.3
Hispanic	1642	0.7	1658	0.5
Asian	590	0.1	587	0.1
Other	535	0.3	537	0.3

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

Table 19: ***Lifetime and Annual Prevalence of OxyContin Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7723	0.5	7761	0.3
Grade				
7th	3863	0.2	3889	0.1
8th	3839	0.8	3850	0.5
Sex				
Male	3481	0.7	3499	0.4
Female	4055	0.3	4069	0.2
Race/Ethnicity				
White	4135	0.5	4161	0.4
African-American	757	0.9	757	0.1
Hispanic	1643	0.4	1650	0.3
Asian	587	0.1	586	0.1
Other	534	0.3	537	0.3

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

Table 20: ***Lifetime and Annual Prevalence of Heroin Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7760	0.2	7794	0.1
Grade				
7th	3884	0.1	3908	0.0
8th	3855	0.2	3864	0.1
Sex				
Male	3497	0.3	3518	0.1
Female	4072	0.1	4083	0.1
Race/Ethnicity				
White	4153	0.1	4175	0.1
African-American	762	0.6	763	0.0
Hispanic	1650	0.2	1658	0.2
Asian	591	0.1	590	0.1
Other	536	0.4	538	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 Steroid Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7749	0.4	7788	0.1
Grade				
7th	3877	0.5	3905	0.2
8th	3851	0.4	3861	0.1
Sex				
Male	3496	0.6	3516	0.2
Female	4062	0.3	4078	0.0
Race/Ethnicity				
White	4145	0.4	4171	0.2
African-American	758	0.6	762	0.0
Hispanic	1653	0.6	1658	0.2
Asian	590	0.3	589	0.1
Other	536	0.0	539	0.0

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 Club Drug Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7762	0.3	7786	0.1
Grade				
7th	3887	0.4	3903	0.2
8th	3854	0.1	3861	0.1
Sex				
Male	3499	0.4	3511	0.1
Female	4072	0.2	4081	0.2
Race/Ethnicity				
White	4152	0.2	4172	0.1
African-American	760	0.5	760	0.1
Hispanic	1656	0.4	1655	0.2
Asian	591	0.1	590	0.1
Other	535	0.3	539	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 Amphetamine Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7737	0.5	7773	0.3
Grade				
7th	3873	0.4	3900	0.3
8th	3843	0.6	3851	0.4
Sex				
Male	3489	0.7	3507	0.4
Female	4058	0.4	4073	0.3
Race/Ethnicity				
White	4143	0.5	4164	0.4
African-American	755	0.7	761	0.1
Hispanic	1645	0.3	1651	0.3
Asian	590	0.1	590	0.1
Other	536	1.1	537	0.9

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 Sedative and Tranquilizer Use by Demographic Subgroups***

	Lifetime		Past Year	
	n	%	n	%
NJ Middle School Students	7740	0.6	7794	0.3
Grade				
7th	3875	0.5	3910	0.3
8th	3844	0.7	3862	0.4
Sex				
Male	3493	0.6	3519	0.2
Female	4057	0.7	4081	0.4
Race/Ethnicity				
White	4147	0.6	4174	0.3
African-American	754	0.6	762	0.0
Hispanic	1648	0.8	1658	0.6
Asian	589	0.4	590	0.0
Other	534	0.7	540	0.7

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	7752	2.4	7792	1.4
Grade				
7th	3879	2.0	3905	1.0
8th	3852	2.8	3865	1.9
Sex				
Male	3496	2.9	3517	1.7
Female	4066	2.0	4081	1.2
Race/Ethnicity				
White	4150	2.3	4173	1.5
African-American	758	2.2	762	1.0
Hispanic	1650	3.1	1658	1.8
Asian	591	1.2	590	0.4
Other	535	3.3	539	2.2

Note: "n" represents the number of responses for a given survey item, and "%" represents the percentage of students reporting use.
* Other illicit drugs is a combined category which includes; hallucinogens, Ecstasy, methamphetamines, club drugs, OxyContin, heroin, steroids, cocaine or crack, amphetamines, and sedatives/tranquilizers.

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 almost one in ten students (8.6%) had consumed alcohol at age 11 or younger.

Table 26: ***Summary of the Age of Onset of Primary Substances for the 2010 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	27.0	8.6	18.3	7663
Cigarettes	9.5	3.0	6.4	7719
Prescription Drugs w/o Prescription	5.8	2.6	3.3	7681
Marijuana	5.7	0.5	5.2	7754
Inhalants	4.8	1.6	3.2	7721
Other Illicit Drugs	2.4	0.8	1.6	7752

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, 21.4% of surveyed middle-school students reported having gambled in the past year. As shown in Table 27, 18.3% of 7th grade students and 24.4% of 8th grade students reported gambling. Males were more than twice as likely to have gambled in the past year as females (29.8% vs. 12.8%). With respect to race/ethnicity, Hispanic students were most likely to report gambling (25.1%) and Asian students the least likely (16.9%).

When disaggregated by county, the highest prevalence of gambling was found in Union County (25.5%) and the lowest rate was found in Cape May and Warren* counties (16.7% each).

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

			Gambling Past Year		
		n	**Never/Before, but not in the past year** %	**A few times in the past year** %	**Monthly, weekly, or almost everyday** %
NJ Middle School Students		7777	78.6	16.8	4.7
Grade					
	7th	3898	81.7	10.7	7.6
	8th	3857	75.6	12.8	11.6
Sex					
	Male	3506	70.2	15.0	14.8
	Female	4078	87.2	8.6	4.2
Race/Ethnicity					
	White	4166	78.8	11.5	9.6
	African-American	762	77.9	10.6	11.4
	Hispanic	1651	74.9	14.1	10.8
	Asian	590	83.1	11.9	4.9
	Other	538	82.1	10.7	7.2

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 and 2010. While it appears that lifetime, past year and past 30-day use of alcohol diminished considerably across the years, it must be noted that question wording on alcohol items differed between surveys, thus those comparisons are not reliable[9]. In fact, the only substance that showed notable variation between 2007 and 2010 was marijuana, which increased in terms of lifetime (3.7% vs. 5.7%), past year (3.0% vs. 5.0%), and past 30-day use (2.1% vs. 3.0%).

[9] 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, it asked "Within the [time frame] how often have you had a drink of alcohol, other than a few sips."

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

	2007 NJ MS RPF Survey	2010 NJ MS RPF Survey
	%	%
Lifetime Use		
Alcohol	34.0	27.0
Cigarettes	9.4	9.5
Prescription drugs	6.0	5.8
Marijuana	3.7	5.7
Inhalants	4.2	4.8
Other Illicit Drugs	2.0	2.4
Annual Use		
Alcohol	25.8	20.4
Cigarettes	7.0	7.4
Prescription drugs	4.5	4.2
Marijuana	3.0	5.0
Inhalants	2.6	3.4
Other Illicit Drugs	1.2	1.4
Recent Use (Past 30 days)		
Alcohol	15.3	10.7
Cigarettes	3.8	4.4
Prescription drugs	*	2.7
Marijuana	2.1	3.0

* 2007 survey contained no question about prescription drug use in the past 30 days.

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 and 2010. No substance showed a notable increase in early onset. Early onset of cigarettes decreased, but only slightly from 3.5 in 2007 to 3.0 in 2010. Again, alcohol does not provide a reliable comparison as the question wording differed across survey years.

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

	Onset at Age 11 or Younger 2007	Onset at Age 11 or Younger 2010
	%	%
Alcohol	14.9	8.6
Cigarettes	3.5	3.0
Prescription Drugs w/o Prescription	2.5	2.6
Marijuana	0.8	0.5
Inhalants	1.8	1.6
Other Illicit Drugs	0.7	0.8

Table 30 compares gambling behaviors of New Jersey Middle School students across the survey years. There was a slight decrease between 2007 and 2010 in the percentage of students saying they gambled *a few times in the past year* (18.0% vs. 16.8%) and those saying they gambled *monthly, weekly, or almost every day* (6.2% vs. 4.7%).

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

	Gambling in Past Year 2007 %	Gambling in Past Year 2010 %
Never/Before, but not in the past year	75.8	78.6
A few times in the past year	18.0	16.8
Monthly, weekly, or almost everyday	6.2	4.7

Chapter 2: Other Antisocial Behavior

The *2010 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 31 is a summary table giving the reported 7th grade, 8th grade and combined prevalence rates of the given behavior. Tables 32 through 41 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 A2. 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 31: ***Summary of the Prevalence of Delinquent Behaviors for New Jersey Middle School Students in Past Year***

	7th		8th		Overall	
	n	%	n	%	n	%
Getting Suspended	3918	11.4	3870	11.6	7810	11.4
Attacking Someone with Intent to Harm	3916	9.2	3865	9.8	7803	9.5
Being Drunk or High at School	3908	2.4	3860	5.4	7790	3.9
In a Gang, With or Without a Name	3773	2.3	3772	4.0	7567	3.2
Being Arrested	3887	1.5	3836	4.2	7745	2.8
Carrying a Handgun	3916	1.5	3867	2.2	7805	1.9
Selling Drugs	3885	0.5	3834	2.1	7741	1.3
Attempting to Steal a Vehicle	3911	0.8	3872	1.1	7805	0.9
Taking a Handgun to School	3822	0.4	3756	0.7	7598	0.5

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 32, 11.4% 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 more than twice as many males (15.7%) than females (6.8%) 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 than other ethnic groups (23.0% and 17.2%, respectively).

County-wide suspension prevalence also varied considerably. The five counties that reported suspension rates over the 15% threshold included Essex (17.1%), Passaic (16.9%), Hudson (16.8%), Burlington (16.8), and Cumberland (16.4%).

Table 32: *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	7810	88.6	11.4	9.3	1.3	0.9
Grade						
7th	3918	88.6	11.4	9.5	1.2	0.7
8th	3870	88.4	11.6	9.1	1.5	0.9
Sex						
Male	3526	84.3	15.7	12.9	1.7	1.1
Female	4090	93.2	6.8	5.5	0.8	0.6
Race/Ethnicity						
White	4179	92.9	7.1	6.0	0.6	0.6
African-American	764	77.0	23.0	18.1	3.3	1.6
Hispanic	1665	82.8	17.2	13.7	2.1	1.4
Asian	591	95.4	4.6	3.8	0.0	0.8
Other	541	85.0	15.0	12.4	2.2	0.5

Note: The two prevalence categories ('Never' and 'Any Occasion') generally sum to 100% and represent the total number of valid cases ("n") for the survey question. However, rounding can produce totals that do not equal 100%. The three 'Number of Occasions' categories generally sum to the 'Any Occasion' category. However, again, rounding can produce slightly different sums.

B. Attacking Someone with Intent to Harm

Overall, 9.5% of surveyed students reported having attacked someone with intent to harm in the past year (see Table 33). Only the category 'Getting Suspended' had higher prevalence rates than 'Attacking Someone with Intent to Harm.' A similar proportion of 8th graders and 7th graders (9.8% and 9.2%, respectively) had reported this behavior. However, more males (11.5%) engaged in this type of behavior than females (7.6%). African-American students and Hispanic students reported the highest prevalence of this behavior (15.8% and 13.6%, respectively).

Overall, 6.6% reported attacking someone with the idea of seriously hurting them only *1 to 2 times* in the past year. Overall, very few students reported this behavior occurred on more than two occasions (3.0%). 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 A2. Cumberland and Hudson counties had the highest proportions of students reporting attacking someone with intent to harm (16.6% and 14.9%, respectively). In contrast, the county with the lowest rate was Hunterdon County (3.7%).

Table 33: ***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	7803	90.5	9.5	6.6	1.6	1.4
Grade						
7th	3916	90.8	9.2	6.6	1.6	1.1
8th	3865	90.2	9.8	6.5	1.6	1.7
Sex						
Male	3522	88.5	11.5	7.9	1.8	1.8
Female	4088	92.4	7.6	5.3	1.4	1.0
Race/Ethnicity						
White	4173	93.3	6.7	4.8	1.1	0.7
African-American	765	84.2	15.8	9.5	3.2	3.1
Hispanic	1665	86.4	13.6	10.1	2.5	1.0
Asian	591	93.2	6.8	4.8	0.6	1.4
Other	539	88.4	11.6	7.8	1.1	2.7

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 34, 3.9% of New Jersey middle-school students reported having been drunk or high at school in the year prior to the survey. Like all the other behaviors discussed so far, more 8th graders (5.4%) than 7th graders (2.4%) report having been drunk or high at school in the past year. There was no difference between males and females (3.9% each). Hispanics reported the greatest proportion of students being drunk or high at school (6.1%) and White students reported the least (3.0%). County data revealed that the highest reported prevalence rate was in Mercer* County at 7.2% and the lowest reported prevalence rate was in Warren* County at 1.4%.

Table 34: *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	7790	96.1	3.9	2.8	0.5	0.6
Grade						
7th	3908	97.6	2.4	1.8	0.3	0.3
8th	3860	94.6	5.4	3.7	0.8	0.8
Sex						
Male	3514	96.1	3.9	2.8	0.4	0.5
Female	4083	96.1	3.9	2.7	0.6	0.6
Race/Ethnicity						
White	4167	97.0	3.0	2.1	0.4	0.5
African-American	762	96.0	4.0	3.2	0.5	0.4
Hispanic	1660	93.9	6.1	4.4	1.0	0.8
Asian	591	96.7	3.3	2.5	0.0	0.8
Other	540	94.9	5.1	3.7	0.7	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.

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 35. Discordant responses were considered a non-response and consequently removed from the response list[10].

Overall, 3.2% of students reported being in a gang, with 2.8% reporting that their gang had a name. Since only 0.4% 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 since the percentages were so small.

Interestingly, there was little variation by grade, although 7th grade students reported a greater rate than 8th graders did (4.0% vs. 2.3%). Over twice as many males than females (4.5% vs. 1.8%) reported being in a gang. There was a wide range of difference when gang membership was broken down by racial/ethnic categories. Notably, more African-American and Hispanic students (6.5% and 5.8%, respectively) reported being in a gang than did White and Asian students (1.8% and 0.7%, respectively).

County-wide data showed a wide variation in gang affiliation. Atlantic* County students reported the greatest proportion of students with gang affiliation (8.7%).

Table 35: *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	7567	96.8	0.4	2.8	3.2
Grade					
7th	3773	97.6	0.4	1.9	2.3
8th	3772	96.0	0.4	3.6	4.0
Sex					
Male	3400	95.5	0.6	3.9	4.5
Female	3989	98.1	0.2	1.6	1.8
Race/Ethnicity					
White	4085	98.2	0.5	1.3	1.8
African-American	731	93.5	0.3	6.2	6.5
Hispanic	1592	94.2	0.3	5.5	5.8
Asian	573	99.3	0.4	0.3	0.7
Other	518	95.9	0.4	3.6	4.0

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.

[10] 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 36, in the year prior to the survey, 2.8% of New Jersey middle-school students reported being arrested. Though 2.8% reported ever having been arrested in the past year, 2.3% indicated that it had only been 1 to 2 times. Only 0.5% reported being arrested three or more times in the past year. The majority of the demographic subgroups with this behavior followed this pattern. Three times more males than females reported being arrested (4.2% compared to 1.4%). Like the previous two behaviors, rates increased as the students' grade level increased with 7th graders reporting 1.5% prevalence as compared to 4.2% of 8th graders. African-American (4.7%) and Hispanic students (3.8%) reported being arrested most frequently while Asian students reported the least (0.1%).

County data for this behavior varied greatly. Atlantic* County students had the highest prevalence of being arrested at 8.1% and Morris the lowest at 0.2%.

Table 36: *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	7745	97.2	2.8	2.3	0.3	0.2
Grade						
7th	3887	98.5	1.5	1.1	0.2	0.3
8th	3836	95.8	4.2	3.4	0.4	0.4
Sex						
Male	3492	95.8	4.2	3.3	0.5	0.5
Female	4064	98.6	1.4	1.1	0.1	0.2
Race/Ethnicity						
White	4146	98.0	2.0	1.6	0.1	0.3
African-American	756	94.5	5.5	4.7	0.4	0.4
Hispanic	1653	95.3	4.7	3.8	0.8	0.1
Asian	586	99.2	0.8	0.1	0.0	0.7
Other	535	98.2	1.8	1.2	0.2	0.5

Note: The two prevalence categories ('Never' and 'Any Occasion') generally sum to 100% and represent the total number of valid cases ("n") for the survey question. However, rounding can produce totals that do not equal 100%. The three 'Number of Occasions' categories generally sum to the 'Any Occasion' category. However, again, rounding can produce slightly different sums.

F. Carrying a Handgun

Overall, only 1.9% 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 (1.3%) (Table 37). There were only slight differences by grade. However, more than four times as many males (3.0%) than females (0.7%) were likely to carry a handgun. African-American and Hispanic students reported the highest frequency of this behavior (3.0% and 2.5%, respectively). Percentages included in this table are low and should thus be interpreted with caution.

Table 37: *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	7805	98.1	1.9	1.3	0.2	0.3
Grade						
7th	3916	98.5	1.5	1.2	0.2	0.2
8th	3867	97.8	2.2	1.5	0.2	0.5
Sex						
Male	3519	97.0	3.0	2.2	0.3	0.4
Female	4092	99.3	0.7	0.4	0.1	0.2
Race/Ethnicity						
White	4177	98.4	1.6	1.1	0.2	0.3
African-American	764	97.0	3.0	2.1	0.3	0.5
Hispanic	1664	97.5	2.5	1.9	0.3	0.3
Asian	589	99.2	0.8	0.0	0.1	0.7
Other	541	98.3	1.7	1.3	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.

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 38, 0.5% of 7th grade students and 2.1% 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 4.0%, with Ocean County showing the highest at 3.7%.

Table 38: *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	7741	98.7	1.3	0.6	0.2	0.4
Grade						
7th	3885	99.5	0.5	0.4	0.0	0.0
8th	3834	97.9	2.1	0.8	0.4	0.8
Sex						
Male	3496	98.3	1.7	0.7	0.3	0.7
Female	4054	99.1	0.9	0.6	0.1	0.2
Race/Ethnicity						
White	4149	99.0	1.0	0.6	0.3	0.2
African-American	756	98.5	1.5	0.7	0.0	0.7
Hispanic	1644	98.1	1.9	0.9	0.3	0.6
Asian	587	98.3	1.7	0.7	0.0	1.0
Other	537	99.1	0.9	0.0	0.2	0.7

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, 0.9% reported having stolen, or having attempted to steal, a motor vehicle in the past year (Table 39). This behavior was about as prevalent among 8th graders as 7th graders (1.1% vs. 0.8%) and among males opposed to females (1.2% vs. 0.7%). 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 39: *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	7805	99.1	0.9	0.6	0.0	0.2
Grade						
7th	3911	99.2	0.8	0.6	0.1	0.1
8th	3872	98.9	1.1	0.7	0.0	0.4
Sex						
Male	3518	98.8	1.2	0.8	0.0	0.3
Female	4093	99.3	0.7	0.4	0.1	0.2
Race/Ethnicity						
White	4178	99.2	0.8	0.7	0.0	0.1
African-American	764	99.2	0.8	0.5	0.0	0.3
Hispanic	1663	98.7	1.3	0.8	0.2	0.2
Asian	590	98.8	1.2	0.1	0.0	1.0
Other	541	98.8	1.2	0.6	0.1	0.5

Note: The two prevalence categories ('Never' and 'Any Occasion') generally sum to 100% and represent the total number of valid cases ("n") for the survey question. However, rounding can produce totals that do not equal 100%. The three 'Number of Occasions' categories generally sum to the 'Any Occasion' category. However, again, rounding can produce slightly different sums.

I. Taking a Handgun to School

As presented in Table 40, only 0.5% 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 40*: 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	7598	99.5	0.5	0.2	0.1	0.3
Grade						
7th	3822	99.6	0.4	0.1	0.0	0.2
8th	3756	99.3	0.7	0.2	0.1	0.4
Sex						
Male	3451	99.2	0.8	0.2	0.2	0.4
Female	3959	99.7	0.3	0.2	0.0	0.1
Race/Ethnicity						
White	4066	99.7	0.3	0.1	0.0	0.1
African-American	742	99.0	1.0	0.4	0.2	0.4
Hispanic	1618	99.2	0.8	0.2	0.3	0.2
Asian	578	98.9	1.1	0.4	0.0	0.8
Other	525	99.6	0.4	0.2	0.0	0.2

Note: The two prevalence categories ('Never' and 'Any Occasion') generally sum to 100% and represent the total number of valid cases ("n") for the survey question. However, rounding can produce totals that do not equal 100%. The three 'Number of Occasions' categories generally sum to the 'Any Occasion' category. However, again, rounding can produce slightly different sums.

J. Trends over Time

Table 41 compares data on the nine antisocial behaviors exhibited by New Jersey Middle School students across the survey years of 2007 and 2010. The most substantial decrease between the years occurred for being in a gang, which was almost halved, falling from 5.9% to 3.2%. A slight decrease was found for getting suspended (12.7% vs. 11.4%) and a slight increase was found for being drunk or high at school (3.1% vs. 3.9%).

Table 41: ***Summary of the Prevalence of Delinquent Behaviors for New Jersey Middle School Students, by Year***

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

Chapter 3: Risk and Protective Factors

The following chapter presents the risk and protective factors from the *2010 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 will 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 their respective mean scores. The third section provides the average risk and protective factor scores for the State. 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.[11] All of the survey items that define the factors are presented with the mean score for the factor. Table 42 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.

Trends over Time

Table 42 presents data from both the 2007 and 2010 survey. Note that the means of the 25 factors changed very little so trends over time will not be discussed in further detail. The only mean scores which changed more than .02 between survey years were *Perceived Availability of Handguns* and *Peer Rewards for Prosocial Involvement,* which both decreased by .03.

[11] 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, barbiturates, and tranquilizers.

Table 42: *Summary of All Risk and Protective Factors by Domain, by Survey Year*

Domain	*Risk Factors*	n	Mean 2007	Mean 2010
Community *(mean= 0.24)*	Laws and Norms Favorable to Drug Use	7645	0.34	0.34
	Community Transitions and Mobility	7702	0.29	0.27
	Low Neighborhood Attachment	7789	0.28	0.28
	Perceived Availability of Drugs	7685	0.25	0.26
	Community Disorganization	7678	0.24	0.22
	Perceived Availability of Handguns	7680	0.14	0.11
Family *(mean= 0.13)*	Poor Family Management	7694	0.20	0.21
	Parental Attitudes Favorable Toward Antisocial Behavior	7710	0.13	0.13
	Parental Attitudes Favorable Toward Drug Use	7716	0.05	0.05
School *(mean= 0.32)*	Low Commitment to School	7496	0.35	0.36
	Academic Failure	7611	0.31	0.30
Peer-Individual *(mean= 0.11)*	Perceived Risks of Drug Use	7746	0.20	0.21
	Favorable Attitudes Toward Antisocial Behavior	7777	0.18	0.18
	Peer Rewards for Antisocial Behavior	7723	0.13	0.15
	Favorable Attitudes Toward Drug Use	7775	0.09	0.09
	Early Initiation of Drug Use	7745	0.10	0.09
	Friends' Use of Drugs	7784	0.08	0.10
	Early Initiation of Antisocial Behavior	7750	0.07	0.06
	Gang Involvement	7711	0.05	0.03
	Interaction with Antisocial Peers	7792	0.05	0.05
Statewide Risk Factor Averages		**7594**	**0.18**	**0.17**

Domain	*Protective Factors*	n	Mean 2007	Mean 2010
Peer-Individual *(mean= 0.46)*	Interaction with Prosocial Peers	7718	0.63	0.62
	Peer Rewards for Prosocial Involvement	7712	0.48	0.45
	Prosocial Involvement	7793	0.28	0.30
School *(mean= 0.61)*	School Opportunities for Prosocial Involvement	7762	0.64	0.64
	School Rewards for Prosocial Involvement	7752	0.59	0.59
Statewide Protective Factor Averages		**7775**	**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 43 and 44.

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 (0.30) than 7th grade students (0.26). There was no notable difference between the mean factor scores for male vs. female students. When broken down by race/ethnicity, African-American and Hispanic students were at higher risk to be influenced by *Low Neighborhood Attachment* (0.34 and 0.31, respectively) than Asian or White students (0.27 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 0.22. Eighth-grade students had a mean of 0.24 while the mean for 7th grade students was slightly lower (0.20). There was no notable difference between male student and female student means. By race/ethnicity, Hispanic and African-American students had moderately higher scores on the *Community Disorganization* factor (0.28 and 0.27, respectively) than White and Asian students (0.18 and 0.17, 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. There was no notable difference with regards to grade level or between male and female student mean scores. For race/ethnicity in this category, African-American and Hispanic students had higher mean scores (0.34 each) than Asian or White students (0.27 and 0.21, respectively).

Table 43: 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	7789	0.28	7678	0.22	7702	0.27
Grade						
7th	3903	0.26	3849	0.20	3840	0.27
8th	3864	0.30	3807	0.24	3841	0.26
Sex						
Male	3513	0.28	3464	0.22	3471	0.26
Female	4083	0.28	4030	0.22	4043	0.27
Race/Ethnicity						
White	4171	0.25	4140	0.18	4138	0.21
African-American	761	0.34	734	0.27	748	0.34
Hispanic	1661	0.31	1626	0.28	1634	0.34
Asian	590	0.27	585	0.17	583	0.27
Other	537	0.31	525	0.23	532	0.32

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 0.26. Eighth-grade students had a substantially higher risk factor mean score (0.31) than 7th grade students (0.20), indicating that ATOD were easier to

get for 8th grade students. Male students had a mean of 0.26 and female students had a mean of 0.25. The means for race/ethnicity categories were varied with Hispanic students having the highest mean of 0.29 and Asian students having the lowest mean of 0.17.

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. Only a small difference occurred between 7th and 8th grades (0.09 and 0.12, respectively). The mean for male students (0.12) was slightly higher than the female student mean of 0.09, indicating that male students perceived it was easier to get a handgun than female students. By race/ethnicity, African-American and Hispanic students had the highest mean (0.14 each) and Asian students had the lowest mean of 0.05.

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 (0.38) than the 7th grade students (0.29), which suggests that older students believe that their community is more favorable to drug use. There was no notable difference between male and female student mean scores. By race/ethnicity, all groups were comparable except for Asian students, who had the lowest mean at 0.26.

Table 44: ***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	7685	0.26	7680	0.11	7645	0.33
Grade						
7th	3835	0.20	3832	0.09	3819	0.29
8th	3829	0.31	3827	0.12	3806	0.38
Sex						
Male	3459	0.26	3457	0.12	3447	0.34
Female	4037	0.25	4034	0.09	4011	0.34
Race/Ethnicity						
White	4134	0.25	4131	0.10	4119	0.34
African-American	747	0.27	747	0.14	743	0.35
Hispanic	1626	0.29	1626	0.14	1613	0.35
Asian	580	0.17	579	0.05	583	0.26
Other	530	0.26	529	0.12	523	0.31

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 45.

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 0.21. The 8th grade mean was 0.23 and the 7th grade mean was lower at 0.18. The difference between male and female students was small (0.21 and 0.20, respectively). There were also small differences among racial/ethnic groups. 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 student and female student 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 0.15 for students was slightly higher than the mean of 0.12 for 7th grade students. The mean of 0.15 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 0.15 while Asian students scored a low of 0.10.

Table 45: ***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	7694	0.21	7716	0.05	7710	0.13
Grade						
7th	3844	0.18	3859	0.03	3857	0.12
8th	3829	0.23	3836	0.06	3833	0.15
Sex						
Male	3473	0.21	3478	0.05	3473	0.15
Female	4034	0.20	4050	0.04	4049	0.11
Race/Ethnicity						
White	4141	0.20	4148	0.05	4146	0.13
African-American	745	0.21	751	0.04	749	0.13
Hispanic	1622	0.23	1631	0.05	1630	0.15
Asian	587	0.18	586	0.03	587	0.10
Other	531	0.20	532	0.04	530	0.11

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 46.

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 0.30. There was no real difference between 7th grade and 8th grade students, nor was there a difference between male and female students. For race/ethnicity in this domain, Hispanic students had the highest mean of 0.38 and Asian students had the lowest mean of 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 0.36. There was no real difference between 7th grade and 8th grade students, nor was there a difference between male and female students. White students were at greatest risk to be impacted by their low commitment to school (0.37) versus Asian students, who had the lowest mean (0.31).

Table 46: ***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		7611	0.30	7496	0.36
Grade					
	7th	3807	0.29	3744	0.34
	8th	3788	0.31	3731	0.37
Sex					
	Male	3435	0.31	3357	0.37
	Female	3991	0.28	3959	0.34
Race/Ethnicity					
	White	4099	0.27	4076	0.37
	African-American	738	0.35	684	0.34
	Hispanic	1613	0.38	1562	0.35
	Asian	579	0.20	586	0.31
	Other	521	0.31	520	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 47-50.

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 0.03. There was little variation between grade levels or between genders. For race/ethnicity in this category, African-American and Hispanic students (0.06 each) had slightly higher mean scores than White and Asian students (0.02 and 0.01, respectively).

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 0.21. Slight differences were shown by grade and gender. The 8th grade mean score was 0.23 versus the 7th grade mean of 0.19. The male mean score was higher than the female student mean (0.23 vs. 0.19). For race/ethnicity in this group, African-American students (0.25) perceived less risk of harm from drugs and alcohol, as compared to Asian students (0.14).

Table 47: ***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		7711	0.03	7746	0.21
Grade					
	7th	3854	0.02	3875	0.19
	8th	3835	0.04	3850	0.23
Sex					
	Male	3469	0.04	3499	0.23
	Female	4058	0.02	4059	0.19
Race/Ethnicity					
	White	4132	0.02	4148	0.20
	African-American	754	0.06	751	0.25
	Hispanic	1641	0.06	1645	0.24
	Asian	584	0.01	588	0.14
	Other	532	0.04	535	0.21

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 0.09. The 8th grade student mean was 0.11 while the mean score for 7th grade students was 0.07, 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 (0.14), which was more than three times that of the group with the lowest mean, Asian students (0.04).

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 0.06. There was

little difference by grade level (0.06 vs. 0.07). The mean for male students (0.09) was much 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 substantially higher for African-American and Hispanic students (0.13 and 0.10, respectively) than for White and Asian students (0.04 and 0.03, respectively).

Table 48: ***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		7745	0.09	7750	0.06
Grade					
	7th	3876	0.07	3881	0.06
	8th	3848	0.11	3848	0.07
Sex					
	Male	3491	0.10	3495	0.09
	Female	4065	0.09	4066	0.04
Race/Ethnicity					
	White	4145	0.08	4150	0.04
	African-American	758	0.11	758	0.13
	Hispanic	1652	0.14	1649	0.10
	Asian	589	0.04	591	0.03
	Other	533	0.11	534	0.08

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 8th grade student mean was 0.12 and the 7th grade student mean was 0.07, which suggests that 8th graders believed it was less wrong for someone their age to use ATOD. Only small differences were shown by gender; however, by race, Hispanic students had a mean twice as high as Asian students (0.12 vs. 0.06).

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 0.18. The mean for 8th grade students was 0.20 and the mean for 7th grade students was 0.16. The mean for male students (0.20) was higher than that for female students (0.16), indicating that males believed it was less wrong for someone their age to engage in antisocial behavior. By racial/ethnic groups, Hispanic students had the highest mean of 0.21.

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. The 8th grade student mean (0.18) was higher than the 7th grade student mean (0.12), which indicates that 8th graders felt that there were more rewards for antisocial behavior. There was no difference by gender. For this group, the racial/ethnic category with the highest mean was for African-American students at 0.17 and the lowest mean was for Asian students at 0.11.

Table 49*: 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		7775	0.09	7777	0.18	7723	0.15
Grade							
	7th	3900	0.07	3903	0.16	3863	0.12
	8th	3853	0.12	3853	0.20	3839	0.18
Sex							
	Male	3498	0.10	3502	0.20	3482	0.15
	Female	4084	0.09	4083	0.16	4052	0.15
Race/Ethnicity							
	White	4167	0.09	4167	0.17	4145	0.15
	African-American	755	0.10	757	0.18	754	0.17
	Hispanic	1656	0.12	1654	0.21	1640	0.16
	Asian	590	0.06	591	0.15	582	0.11
	Other	537	0.10	538	0.18	534	0.16

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 0.10. The 8th grade student mean was 0.14, more than twice the 7th grade mean of 0.06. 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 0.10 while Asian students reported the lowest mean of 0.03.

Table 50: *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		7784	0.10	7792	0.05
Grade					
	7th	3903	0.06	3909	0.05
	8th	3859	0.14	3861	0.06
Sex					
	Male	3510	0.10	3515	0.06
	Female	4081	0.10	4085	0.04
Race/Ethnicity					
	White	4173	0.09	4175	0.03
	African-American	758	0.12	759	0.10
	Hispanic	1653	0.14	1658	0.08
	Asian	592	0.03	592	0.03
	Other	539	0.11	539	0.07

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 51.

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 0.62. The mean for 8th grade students was slightly lower than the mean for 7th grade students (0.61 and 0.64, respectively), indicating that the friends of 7th grade students have participated in more positive behaviors than the friends of 8th grade students. Great distinctions were shown by gender and race/ethnicity. Females had a mean score of 0.66 while male students averaged 0.59. By racial/ethnic group, Asian students had the highest mean (0.68) versus the lowest mean score of 0.57 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 0.30. Little variation was shown by grade (0.29 vs. 0.31). By gender, the female student mean was (0.33) greater than the male student mean (0.27), indicating that females more frequently engaged in prosocial activities than males did. Asian and White students (0.35 and 0.31, respectively) reported more prosocial involvement than did African-American and Hispanic students (0.26 and 0.24, 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 0.45. The 7th grade mean was 0.48, higher than the 8th grade mean of 0.43. The female student mean was 0.48 while males averaged 0.43. The racial/ethnic group with the highest mean was Asian students (0.50) and the lowest was White students (0.44 each), indicating that more Asian students believe they would be seen as cool if they participated in prosocial activities.

Table 51: ***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	7718	0.62	7793	0.30	7712	0.45
Grade						
7th	3866	0.64	3907	0.29	3854	0.48
8th	3830	0.61	3864	0.31	3837	0.43
Sex						
Male	3475	0.59	3517	0.27	3475	0.43
Female	4052	0.66	4082	0.33	4048	0.48
Race/Ethnicity						
White	4138	0.63	4167	0.31	4140	0.44
African-American	749	0.61	763	0.26	752	0.47
Hispanic	1641	0.57	1665	0.24	1635	0.45
Asian	587	0.68	588	0.35	585	0.50
Other	535	0.62	540	0.30	532	0.47

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 52.

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 0.64. There were no differences by gender or grade. By race/ethnicity, there was also very little variation as Asian students had the highest mean of 0.65 while Hispanic students had the lowest mean of 0.62.

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 0.59. The mean for 7th grade students was only slightly higher than for 8th grade students (0.60 versus 0.57, respectively). Similarly, there was only a slight difference between the male student and female student means (0.57 and 0.60, respectively). There were no considerable differences among means for racial/ethnic groups.

Table 52: *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		7762	0.64	7752	0.59
Grade					
	7th	3884	0.64	3887	0.60
	8th	3856	0.63	3843	0.57
Sex					
	Male	3502	0.63	3508	0.57
	Female	4068	0.64	4055	0.60
Race/Ethnicity					
	White	4158	0.64	4153	0.59
	African-American	757	0.63	757	0.58
	Hispanic	1652	0.62	1649	0.58
	Asian	589	0.65	588	0.60
	Other	539	0.63	537	0.59

Note: Higher scores indicate higher protection

C. Statewide Risk and Protective Factor Averages

Table 53 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 0.19, which was only slightly higher than the 7th grade mean of 0.15. The mean score for males was slightly higher than the average for females (0.18 versus 0.16). By race/ethnicity, the highest mean was for Hispanic students (0.21) 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 0.13 in Hunterdon County to a high of 0.21 in Atlantic* 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 (0.53 versus 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 higher than the mean score for males (0.54 versus 0.50). 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 0.47 in Union County and a high of 0.58 in Hunterdon County.

Table 53: ***Average of the Risk and Protective Factors by Demographic Subgroups***

		Risk Factors		***Protective Factors***	
		n	**Mean**	**n**	**Mean**
NJ Middle School Students		7594	0.17	7775	0.52
Grade					
	7th	3783	0.15	3897	0.53
	8th	3791	0.19	3856	0.51
Sex					
	Male	3411	0.18	3507	0.50
	Female	4001	0.16	4078	0.54
Race/Ethnicity					
	White	4100	0.16	4165	0.52
	African-American	730	0.20	760	0.51
	Hispanic	1599	0.21	1656	0.49
	Asian	580	0.13	587	0.56
	Other	521	0.18	539	0.52

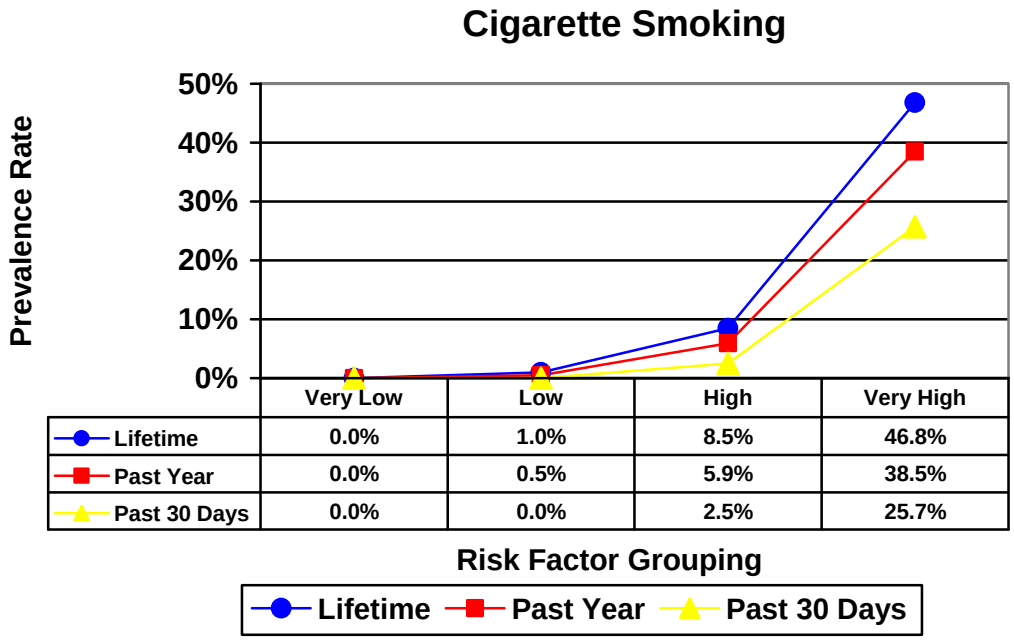
Note: Higher scores on risk factors indicate higher risk, and higher scores on protective factors indicate higher protection.

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.

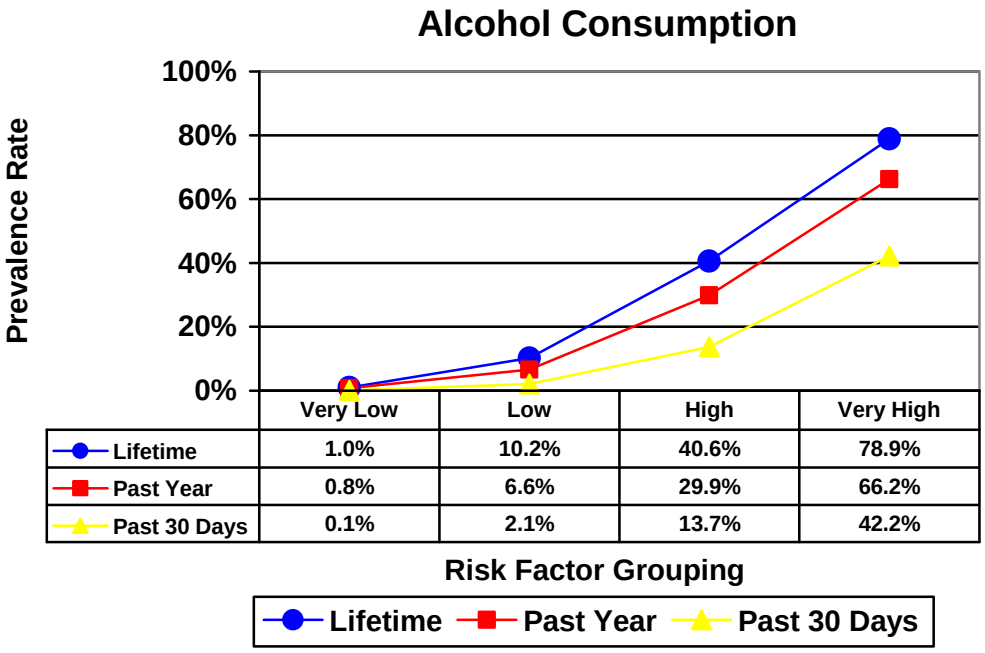
Once risk factor categories were established, the interaction of these categories with the prevalence of tobacco, alcohol, and other drug use was analyzed. The relationships between the average risk factor score and the rate of substance use are illustrated in Figures 1-4 below. As shown, as risk scores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

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



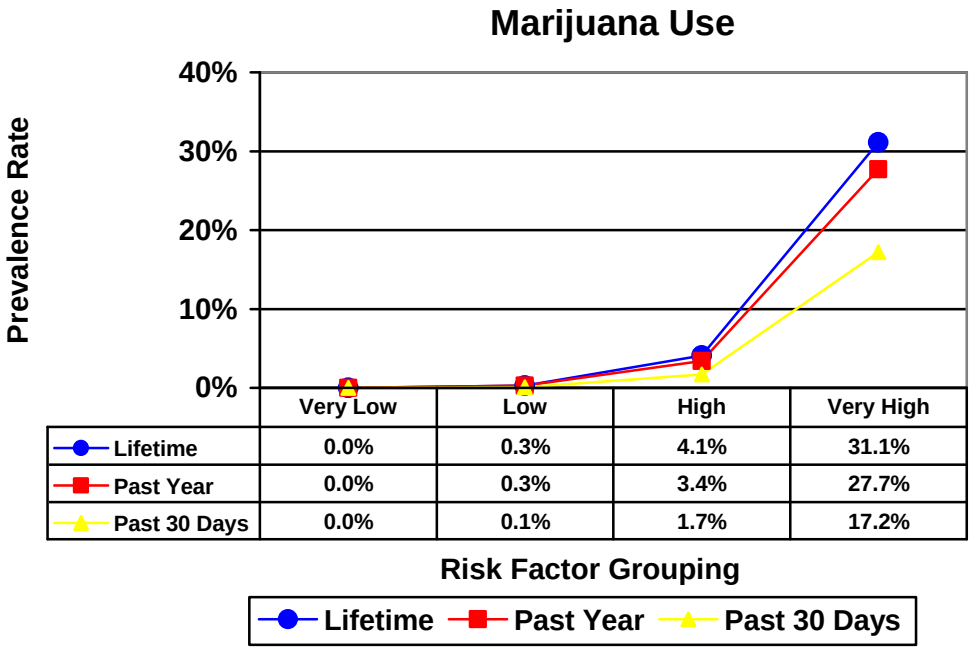
As shown, as risk scores increase, use of tobacco increases. It is important to note that only one in 100 students (1.0%) of *low* risk is likely to have experimented with tobacco in their lifetime, as compared to one in twelve students of *high* risk (8.5%). Further, a striking increase in cigarette smoking occurs between those at *high* and *very high* risk (8.5% vs. 46.8%).

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



As shown, as risk scores increase, alcohol consumption increases. There is a dramatic difference between those of low risk and those of high risk – percentages of use quadruple between these two risk categories. The majority of students (78.9%) in the *very high* risk category had consumed alcohol in their lifetime.

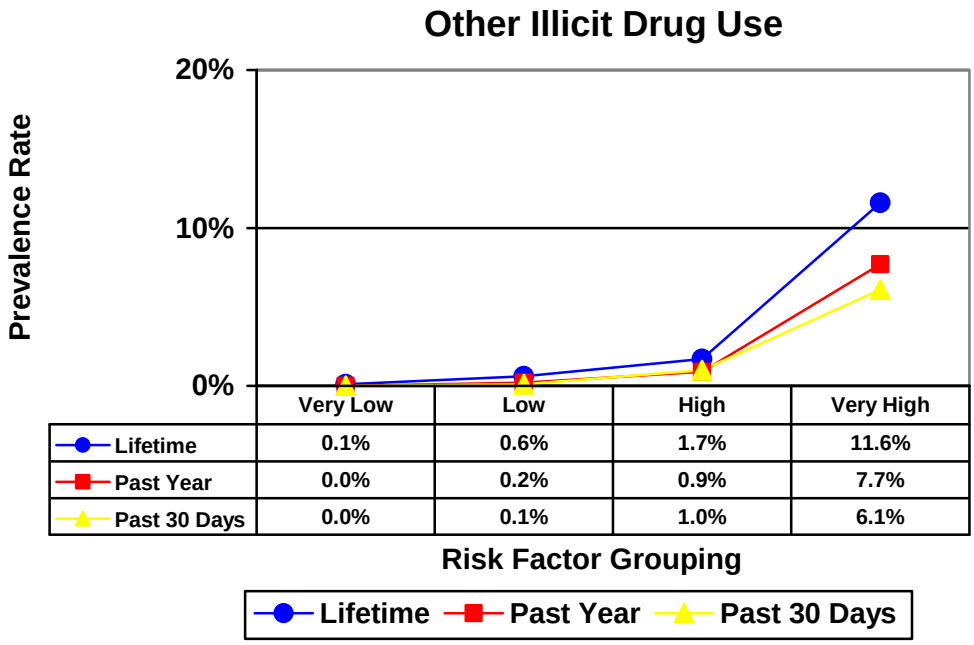
Figure 3: ***Prevalence of Marijuana Use by Risk Factor Groupings***



As shown, as risk scores increase, use of marijuana increases. Only one in 300 students (0.3%) of *low* risk has used marijuana in their lifetime, as compared to four in 100 students of

high risk (4.1%) and three of 10 students of *very high* risk (31.1%). Between *high* and *very high* risk, marijuana use triples.

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



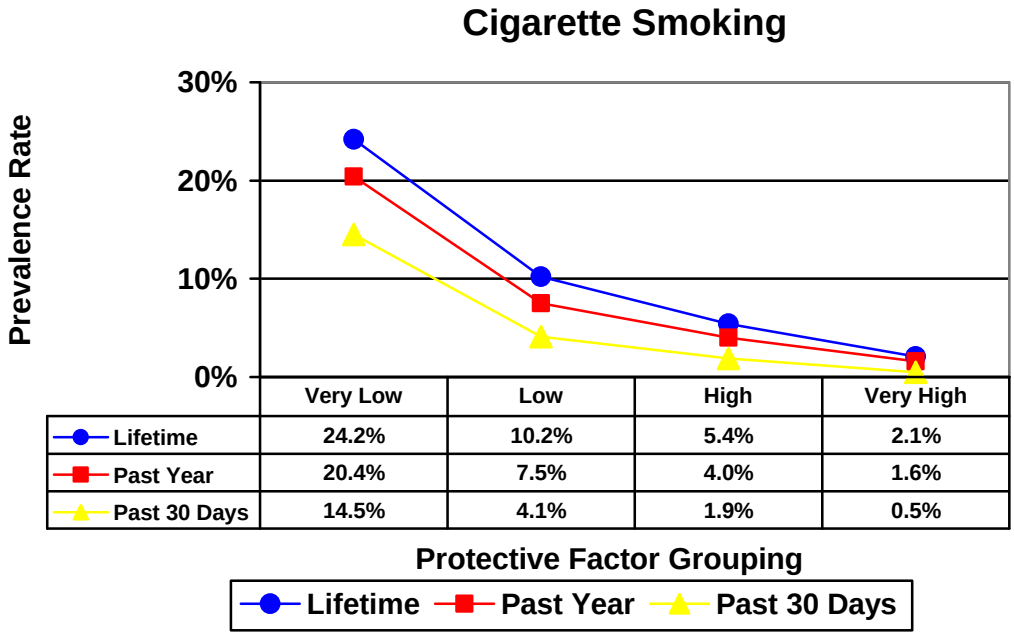
As shown, as risk scores increase, use of other illicit drugs increases. Less than 1% of students of *low* or *very low* risk had ever used other illicit drugs. It is important to note that only about one in 60 students (1.7%) of *high* risk has used other illicit drugs in their lifetime, as compared 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 49. 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.

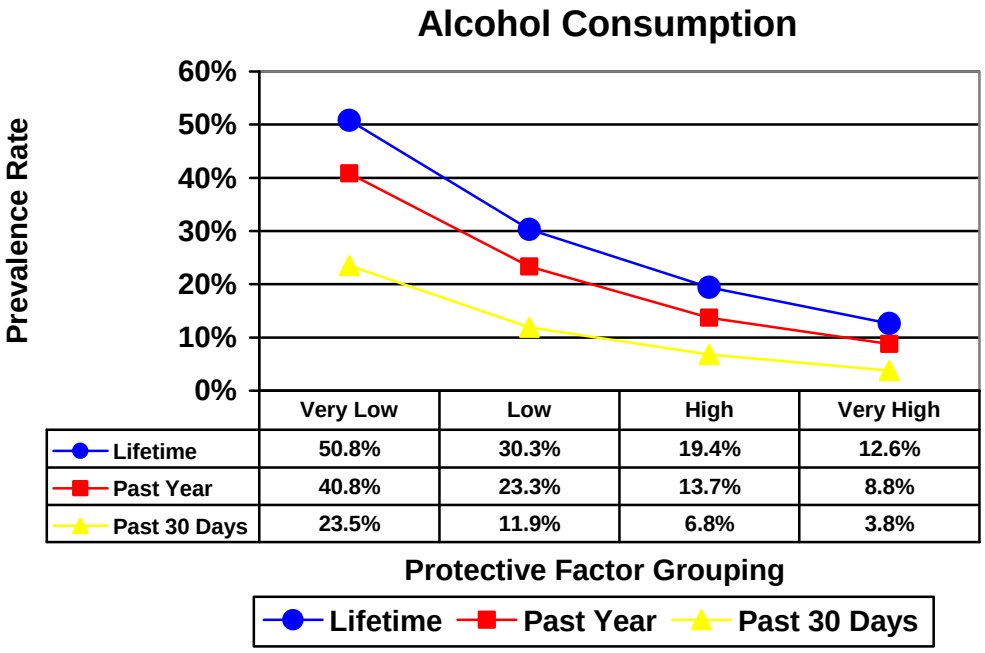
The relationship between average protective factor score and substance use is illustrated in Figures 5-8 below. It is important to note that these are inverse relationships. In summary, as the protective factor scores increase, lifetime, past year, and past 30-day ATOD use decrease.

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



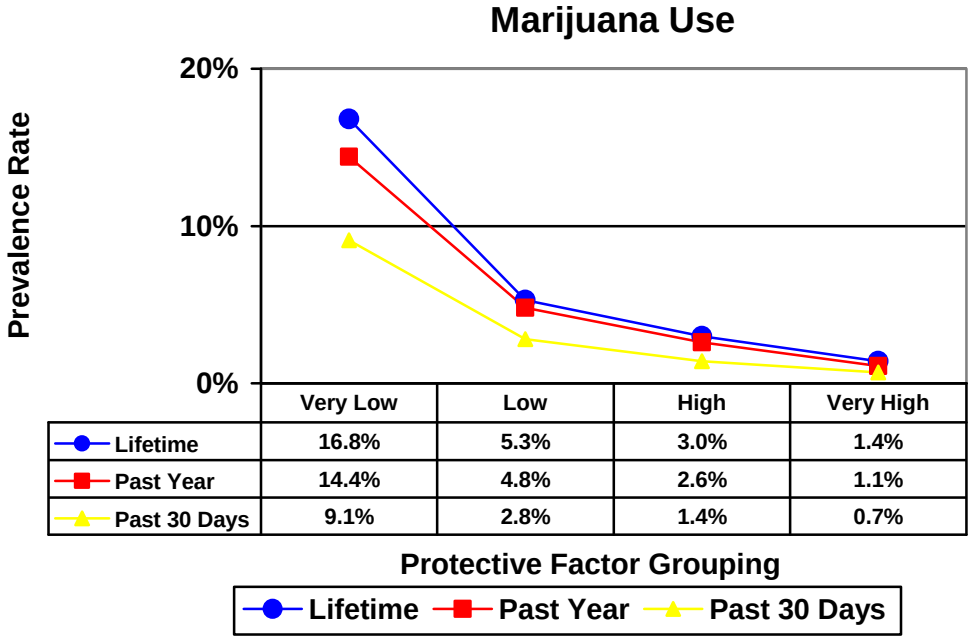
As shown above, as protective scores increase, use of tobacco decreases. It is important to note that by only increasing protective scores by one standard deviation (*very low* to *low*) the percentage of those who have experimented with tobacco in their lifetime decreases by more than half (24.3% to 10.2%).

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



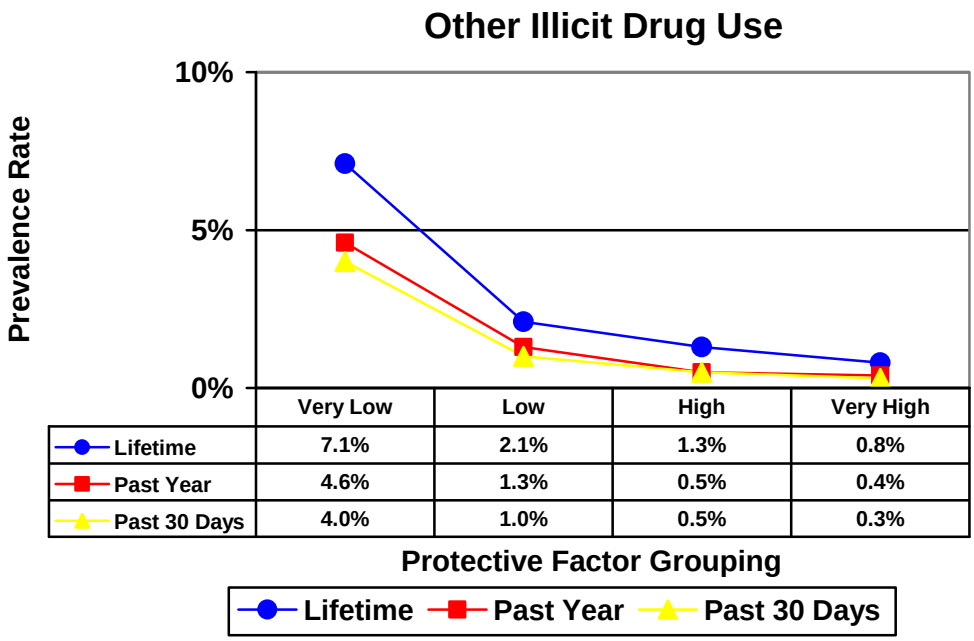
As shown above, as protective scores increase, alcohol consumption decreases. Despite *very high* protective scores, one in eight students still consumed alcohol in their lifetime (12.6%). This may indicate that adolescents are likely to experiment with alcohol even with an arsenal of protective factors. However, more than half of students with *very low* protective scores have consumed alcohol in their lifetime (50.8%).

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



As shown, as protective scores increase, use of marijuana decreases. Notably, only one in 70 students (1.4%) with *very high* protective scores have used marijuana in their lifetime, as compared one of six students with *very low* protective scores (16.8%). The greatest change occurs between students with *very low* and *low* protective scores where reported lifetime marijuana use decreases by two-thirds (16.8% vs. 5.3%).

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



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 (7.1% vs. 2.1%).

APPENDIX A: Prevalence Summaries Disaggregated by County

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

2010		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**	28.7	25.5	25.1	30.3	25.7	38.1	32.5	30.0	34.4	13.2	27.8	24.2	22.7	16.8	31.2	31.6	28.8	24.0	23.9	28.3	18.5	**27.0**
	Annual	22.3	19.0	19.1	21.7	18.1	25.4	21.7	24.9	25.9	8.7	18.4	17.2	20.5	14.1	24.7	23.4	21.6	19.1	19.7	22.0	15.4	**20.4**
	Past 30 Days	15.2	8.9	11.9	10.0	11.2	14.2	10.0	14.2	15.9	5.7	12.3	7.7	9.6	5.8	14.8	12.7	12.2	9.9	9.0	11.7	4.3	**10.7**
Alcohol Binge	**Lifetime**	13.4	7.2	8.7	10.9	9.9	15.6	10.8	13.6	13.8	4.1	15.2	6.3	8.1	5.0	12.1	10.7	9.5	6.6	7.9	9.1	5.0	**9.5**
	Annual	10.7	4.5	7.9	8.9	8.0	11.9	8.3	11.8	10.8	3.6	11.5	5.5	7.1	4.3	10.3	8.3	7.2	5.4	6.5	7.1	2.8	**7.6**
Cigarettes	**Lifetime**	15.6	7.8	11.3	10.0	10.9	15.7	11.8	14.3	15.0	4.1	10.1	6.7	6.7	3.1	13.3	9.5	6.5	7.1	7.4	9.2	4.1	**9.5**
	Annual	9.8	5.5	9.2	7.5	7.0	10.5	7.6	11.8	11.5	3.9	6.4	6.3	7.1	2.5	11.8	7.9	5.2	5.6	6.6	7.0	2.6	**7.4**
	Past 30 Days	6.1	2.5	5.1	3.6	4.7	5.9	4.4	6.7	7.9	1.7	5.3	3.1	4.9	1.0	9.5	5.7	3.4	2.8	3.3	3.5	0.3	**4.4**
Marijuana	**Lifetime**	10.6	4.7	9.7	6.8	5.5	9.7	7.5	8.7	5.7	3.1	6.5	1.4	4.4	2.1	9.6	6.2	3.2	5.5	3.9	4.5	2.0	**5.7**
	Annual	9.9	3.7	9.3	6.4	5.0	8.0	6.2	7.6	4.4	3.1	5.6	0.9	4.6	1.9	8.6	5.0	3.1	5.2	3.0	3.6	1.6	**5.0**
	Past 30 Days	4.5	2.4	5.6	3.1	2.3	4.3	3.9	4.8	3.0	2.9	4.7	0.0	2.1	1.5	6.2	4.3	2.5	1.7	1.4	1.9	0.9	**3.1**
Cocaine	**Lifetime**	0.7	0.1	0.3	0.5	0.1	0.8	0.5	0.3	0.4	0.0	0.0	0.4	0.0	0.2	0.2	0.4	0.0	0.0	0.8	0.2	0.0	**0.3**
	Annual	0.0	0.0	0.3	0.4	0.0	0.3	0.3	0.3	0.6	0.0	0.0	0.4	0.0	0.2	0.2	0.0	0.0	0.0	0.4	0.2	0.0	**0.2**
	Past 30 Days	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.2	0.2	0.0	0.0	0.0	0.4	0.0	0.0	**0.1**
Prescription Drugs w/o Prescription	**Lifetime**	9.0	5.0	5.2	6.0	6.6	5.6	6.9	4.9	8.8	6.0	6.7	5.9	4.4	3.6	5.5	5.7	5.8	4.5	4.5	7.5	5.1	**5.8**
	Annual	4.4	3.2	3.4	4.5	4.0	5.3	4.7	3.2	7.2	5.7	5.2	3.7	3.8	2.6	4.2	4.3	5.2	3.6	4.2	5.7	5.1	**4.2**
	Past 30 Days	2.6	2.2	2.6	2.5	3.0	3.6	3.4	2.4	4.8	2.3	4.0	2.7	1.4	2.0	3.0	2.6	4.0	1.9	1.5	3.8	1.7	**2.7**
Inhalants	**Lifetime**	5.6	4.5	4.3	3.7	4.5	8.1	3.8	5.2	6.8	2.1	8.0	4.8	4.7	2.3	5.3	4.1	3.2	3.9	6.0	7.9	1.9	**4.8**
	Annual	3.6	2.5	3.1	2.9	3.6	5.9	2.5	4.5	4.4	1.3	4.6	4.2	4.0	1.9	3.9	3.1	2.4	2.8	4.9	4.5	1.0	**3.4**
	Past 30 Days	2.3	1.0	2.2	2.5	2.6	4.1	1.4	2.9	3.6	0.6	1.6	1.1	3.1	1.3	1.9	1.8	1.6	2.3	3.2	1.2	.6	**1.9**
Amphetamines	**Lifetime**	1.3	0.1	1.1	1.3	0.5	0.0	0.1	1.0	0.1	0.9	0.6	0.7	0.4	0.4	0.9	0.3	0.6	0.5	1.1	0.0	0.0	**0.5**
	Annual	1.3	0.0	0.8	0.6	0.2	0.0	0.1	1.0	0.0	0.6	0.6	0.3	0.4	0.4	0.2	0.3	0.6	0.3	0.4	0.0	0.0	**0.3**
Sedatives	**Lifetime**	1.8	0.2	0.9	1.4	1.0	0.6	0.5	0.4	0.1	1.1	0.7	0.9	0.0	0.4	1.0	0.9	0.5	1.0	0.3	0.1	0.0	**0.6**
	Annual	1.4	0.1	0.6	0.7	0.7	0.4	0.3	0.0	0.1	0.9	0.3	0.3	0.0	0.4	0.2	0.4	0.3	0.4	0.0	0.1	0.0	**0.3**
Methamphetamines	**Lifetime**	0.4	0.1	0.6	0.0	0.1	0.0	0.6	0.0	1.1	0.3	0.7	0.3	0.0	0.0	0.2	0.6	0.3	0.4	0.9	0.3	0.0	**0.3**
	Annual	0.4	0.1	0.4	0.0	0.0	0.0	0.7	0.0	0.8	0.0	0.3	0.0	0.0	0.0	0.2	0.6	0.0	0.2	0.4	0.0	0.0	**0.2**
Hallucinogens	**Lifetime**	0.9	0.1	0.7	0.7	0.7	0.7	0.1	1.2	0.2	0.9	0.8	0.4	0.3	0.0	0.5	0.5	0.0	0.0	0.7	0.2	0.0	**0.4**
	Annual	0.6	0.1	0.4	0.0	0.1	0.2	0.0	0.9	0.0	0.9	0.5	0.0	0.3	0.0	0.2	0.5	0.0	0.0	0.4	0.2	0.0	**0.2**
Heroin	**Lifetime**	0.0	0.1	0.1	0.7	0.0	0.3	0.6	0.0	0.2	0.0	0.0	0.4	0.0	0.2	0.0	0.0	0.3	0.0	0.4	0.0	0.0	**0.2**
	Annual	0.0	0.1	0.1	0.0	0.0	0.3	0.3	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	**0.1**
Steroids	**Lifetime**	0.6	0.1	0.2	0.9	0.2	0.0	0.6	0.0	0.5	0.3	1.4	0.7	0.0	0.4	0.7	0.4	0.2	0.2	0.9	0.2	0.5	**0.4**
	Annual	0.6	0.1	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.3	0.6	0.0	0.0	0.0	0.2	0.4	0.2	0.0	0.4	0.0	0.5	**0.1**
Ecstasy	**Lifetime**	1.0	0.6	0.4	0.9	0.2	0.3	0.4	0.0	0.3	0.8	1.3	0.4	0.6	0.2	1.3	0.8	0.0	0.3	1.4	0.4	0.0	**0.6**
	Annual	0.5	0.1	0.4	0.0	0.2	0.3	0.3	0.0	0.3	0.8	0.3	0.0	0.3	0.2	1.2	0.8	0.0	0.0	1.4	0.2	0.5	**0.3**
OxyContin	**Lifetime**	0.2	0.5	1.4	1.0	0.8	0.0	0.0	0.5	0.1	0.3	0.5	0.4	0.5	0.2	0.9	1.2	0.7	0.0	0.9	0.2	0.0	**0.5**
	Annual	0.2	0.5	0.6	0.3	0.5	0.0	0.0	0.5	0.1	0.3	0.3	0.0	0.3	0.2	0.6	1.2	0.5	0.0	0.9	0.0	0.0	**0.3**
Club Drugs	**Lifetime**	0.0	0.5	0.1	1.3	0.5	0.3	0.1	0.3	0.0	0.0	0.0	0.3	0.2	0.0	0.5	0.0	0.0	0.3	0.4	0.3	0.0	**0.3**
	Annual	0.0	0.5	0.0	0.1	0.1	0.3	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.0	0.2	0.0	0.0	0.0	0.4	0.3	0.0	**0.1**
Any Other Illicit Drugs	**Lifetime**	4.2	1.4	2.9	3.8	2.6	1.9	2.1	2.9	2.3	2.4	4.1	1.8	2.1	1.4	3.3	3.3	2.2	2.3	2.8	1.5	0.5	**2.4**
	Annual	2.6	0.7	1.5	1.7	1.3	1.2	1.0	2.2	1.6	2.2	1.7	1.0	1.5	1.0	2.0	2.9	1.3	0.9	2.0	1.0	0.5	**1.4**
Range of Valid Student Responses to Question Item		212 - 216	409 - 420	394 - 401	360 - 372	361 - 370	292 - 301	494 - 509	275 - 282	501 - 516	333 - 341	283 - 291	324 - 331	304 - 311	457 - 462	399 - 407	370 - 380	421 - 430	422 - 432	294 - 300	474 - 488	244 - 248	

* County response rate is below 36%

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

2010	Atlantic*	Bergen	Burlington	Camden	Cape May	Cumberland	Essex	Gloucester	Hudson	Hunterdon	Mercer*	Middlesex	Monmouth*	Morris	Ocean	Passaic	Salem	Somerset	Sussex*	Union	Warren*	Statewide
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Attacking Someone with Intent to Harm	6.7	8.5	11.3	10.9	10.5	16.6	11.6	14.3	14.9	3.7	9.1	6.9	7.3	6.1	10.1	9.9	11.7	6.3	9.0	11.3	6.2	**9.5**
Attempting to Steal a Vehicle	0.6	0.3	1.9	1.0	1.2	1.8	1.5	1.7	1.0	0.8	1.5	0.6	0.9	0.0	0.4	1.1	0.3	1.1	0.9	1.2	0.0	**0.9**
Being Arrested	8.1	2.0	3.3	3.0	3.3	5.6	2.9	5.4	3.7	0.9	3.6	2.5	2.8	0.2	3.0	1.7	2.8	2.0	0.9	3.5	0.8	**2.8**
Being Drunk or High at School	6.9	3.2	5.5	4.4	3.6	5.2	3.2	4.5	5.3	2.1	7.2	3.0	3.1	2.0	4.4	4.8	3.8	1.8	4.4	3.6	1.4	**3.9**
Carrying a Handgun	5.9	0.9	2.1	1.9	2.0	3.0	3.2	2.0	2.5	1.0	1.9	1.2	1.4	1.1	1.7	1.8	1.7	0.7	0.5	2.3	1.8	**1.9**
Getting Suspended	10.5	10.4	16.8	14.5	10.6	16.4	17.1	8.8	16.8	2.0	12.5	11.0	8.4	4.9	8.8	16.9	14.6	4.0	4.0	13.3	3.4	**11.4**
Selling Drugs	3.3	0.7	2.1	0.9	1.2	0.9	1.6	2.1	1.4	0.2	3.1	0.0	0.2	0.6	3.7	1.2	1.1	1.1	2.1	1.2	0.0	**1.3**
Taking a Handgun to School	0.0	0.3	0.8	0.1	1.2	0.5	1.7	0.7	0.9	0.0	1.0	0.3	0.5	0.0	0.0	0.7	0.3	0.2	0.5	0.8	0.0	**0.5**
In a Gang, With or Without a Name	8.7	2.6	3.6	6.7	3.4	7.6	3.9	2.2	5.9	1.4	1.6	0.7	1.9	1.2	3.8	3.8	4.2	1.9	4.6	2.8	1.3	**3.2**
Range of Valid Student Responses to Question Item	209 - 214	410 - 422	391 - 402	363 - 372	355 - 370	292 - 301	497 - 509	272 - 282	498 - 517	336 - 341	285 - 292	318 - 333	306 - 311	453 - 462	397 - 407	372 - 380	419 - 430	425 - 432	292 - 300	468 - 490	240 - 248	

* County response rate is below 36%

APPENDIX B: Risk and Protective Factor Averages

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

	2010	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	0.30	0.20	0.24	0.26	0.26	0.28	0.27	0.26	0.29	0.19	0.25	0.23	0.23	0.20	0.26	0.26	0.27	0.22	0.25	0.25	0.23	**0.24**
	Family Domain	0.14	0.12	0.12	0.14	0.14	0.14	0.12	0.13	0.13	0.11	0.14	0.12	0.12	0.11	0.15	0.14	0.13	0.13	0.12	0.14	0.12	**0.13**
	School Domain	0.34	0.32	0.33	0.33	0.33	0.36	0.31	0.33	0.32	0.29	0.32	0.34	0.32	0.31	0.34	0.32	0.33	0.29	0.31	0.34	0.29	**0.32**
	Peer-Individual Domain	0.14	0.09	0.11	0.12	0.11	0.14	0.12	0.12	0.13	0.07	0.12	0.09	0.10	0.07	0.13	0.12	0.11	0.09	0.09	0.12	0.07	**0.11**
	Average Risk Factor Score	0.21	0.15	0.18	0.19	0.18	0.20	0.19	0.18	0.20	0.13	0.18	0.16	0.16	0.14	0.19	0.18	0.18	0.16	0.17	0.18	0.15	**0.18**
Protective Factors	School Domain	0.63	0.62	0.59	0.62	0.61	0.59	0.62	0.61	0.63	0.63	0.61	0.61	0.61	0.62	0.60	0.60	0.59	0.60	0.61	0.57	0.61	**0.61**
	Peer-Individual Domain	0.47	0.48	0.45	0.45	0.46	0.43	0.46	0.46	0.47	0.55	0.42	0.46	0.46	0.49	0.46	0.43	0.45	0.46	0.49	0.41	0.50	**0.46**
	Average Protective Factor Score	0.54	0.53	0.50	0.52	0.52	0.50	0.53	0.52	0.53	0.58	0.49	0.52	0.52	0.54	0.52	0.50	0.51	0.51	0.54	0.47	0.54	**0.52**

* County response rate is below 36%

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**
2010 NJ Middle School Students	7435	0.24	7672	0.13	7300	0.32	7474	0.11	7709	0.61	7603	0.46
Grade												
7th	3697	0.22	3835	0.11	3639	0.31	3721	0.09	3858	0.62	3794	0.47
8th	3718	0.27	3817	0.15	3646	0.33	3734	0.13	3829	0.60	3788	0.45
Sex												
Male	3344	0.25	3459	0.14	3272	0.34	3346	0.12	3486	0.60	3419	0.43
Female	3916	0.24	4028	0.12	3857	0.31	3956	0.10	4035	0.62	3997	0.49
Race/Ethnicity												
White	4043	0.22	4132	0.13	4000	0.32	4046	0.10	4134	0.61	4092	0.46
African-American	702	0.29	742	0.13	658	0.34	719	0.13	750	0.60	733	0.45
Hispanic	1553	0.29	1617	0.14	1510	0.36	1564	0.14	1636	0.60	1609	0.42
Asian	571	0.20	585	0.10	574	0.25	569	0.07	587	0.63	578	0.51
Other	504	0.26	528	0.12	499	0.32	512	0.11	536	0.61	524	0.46

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

	2010	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	0.40	0.28	0.33	0.35	0.34	0.34	0.33	0.35	0.34	0.30	0.36	0.31	0.34	0.31	0.37	0.35	0.38	0.33	0.38	0.35	0.34	**0.34**
	Community Transitions and Mobility	0.32	0.23	0.29	0.31	0.29	0.37	0.31	0.30	0.31	0.23	0.23	0.27	0.24	0.20	0.24	0.28	0.25	0.27	0.20	0.27	0.23	**0.27**
	Low Neighborhood Attachment	0.30	0.25	0.29	0.30	0.33	0.32	0.30	0.28	0.35	0.21	0.30	0.27	0.27	0.23	0.28	0.30	0.28	0.24	0.28	0.28	0.26	**0.28**
	Perceived Availability of Drugs	0.31	0.21	0.26	0.26	0.28	0.28	0.27	0.26	0.26	0.20	0.29	0.23	0.26	0.23	0.33	0.25	0.28	0.25	0.28	0.26	0.24	**0.26**
	Community Disorganization	0.29	0.19	0.17	0.22	0.18	0.20	0.31	0.23	0.33	0.12	0.21	0.22	0.18	0.12	0.19	0.29	0.21	0.15	0.18	0.24	0.15	**0.22**
	Perceived Availability of Handguns	0.19	0.07	0.11	0.10	0.13	0.20	0.12	0.12	0.13	0.09	0.11	0.10	0.06	0.09	0.14	0.10	0.20	0.07	0.16	0.09	0.14	**0.11**
Family	Poor Family Management	0.20	0.20	0.19	0.22	0.20	0.21	0.22	0.21	0.22	0.18	0.23	0.19	0.18	0.17	0.22	0.21	0.21	0.21	0.19	0.24	0.20	**0.21**
	Parental Attitudes Favorable Toward Antisocial Behavior	0.13	0.13	0.13	0.14	0.15	0.13	0.11	0.13	0.12	0.11	0.15	0.13	0.12	0.12	0.16	0.14	0.14	0.14	0.13	0.14	0.12	**0.13**
	Parental Attitudes Favorable Toward Drug Use	0.08	0.04	0.06	0.04	0.05	0.06	0.04	0.05	0.04	0.04	0.04	0.03	0.04	0.03	0.07	0.05	0.05	0.05	0.05	0.04	0.04	**0.05**
School	Low Commitment to School	0.36	0.36	0.38	0.34	0.38	0.36	0.32	0.38	0.32	0.34	0.37	0.36	0.37	0.36	0.38	0.33	0.37	0.35	0.35	0.37	0.34	**0.36**
	Academic Failure	0.32	0.29	0.28	0.31	0.29	0.37	0.32	0.30	0.34	0.25	0.28	0.32	0.28	0.25	0.29	0.32	0.29	0.24	0.28	0.31	0.24	**0.30**
Peer-Individual	Perceived Risks of Drug Use	0.23	0.19	0.21	0.25	0.24	0.24	0.22	0.23	0.24	0.18	0.21	0.17	0.22	0.17	0.24	0.23	0.23	0.19	0.18	0.22	0.17	**0.21**
	Favorable Attitudes Toward Antisocial Behavior	0.20	0.17	0.18	0.17	0.19	0.19	0.16	0.19	0.18	0.15	0.21	0.19	0.17	0.16	0.21	0.18	0.19	0.17	0.18	0.21	0.15	**0.18**
	Peer Rewards for Antisocial Behavior	0.19	0.12	0.15	0.17	0.16	0.17	0.16	0.16	0.14	0.08	0.15	0.15	0.17	0.12	0.18	0.18	0.13	0.16	0.13	0.17	0.10	**0.15**
	Favorable Attitudes Toward Drug Use	0.13	0.08	0.11	0.10	0.10	0.10	0.09	0.11	0.12	0.07	0.12	0.08	0.08	0.06	0.13	0.10	0.10	0.09	0.09	0.10	0.06	**0.09**
	Early Initiation of Drug Use	0.13	0.08	0.09	0.10	0.09	0.14	0.11	0.12	0.13	0.04	0.10	0.08	0.07	0.05	0.11	0.10	0.08	0.07	0.07	0.10	0.05	**0.09**
	Friends' Use of Drugs	0.14	0.07	0.12	0.11	0.12	0.12	0.11	0.12	0.12	0.05	0.12	0.09	0.09	0.05	0.15	0.11	0.09	0.08	0.09	0.09	0.06	**0.10**
	Early Initiation of Antisocial Behavior	0.07	0.05	0.08	0.09	0.06	0.11	0.10	0.07	0.10	0.02	0.06	0.06	0.05	0.03	0.05	0.08	0.08	0.03	0.04	0.08	0.03	**0.06**
	Gang Involvement	0.07	0.02	0.03	0.06	0.03	0.07	0.04	0.03	0.06	0.01	0.02	0.01	0.02	0.01	0.03	0.04	0.04	0.02	0.05	0.03	0.01	**0.03**
	Interaction with Antisocial Peers	0.07	0.04	0.06	0.06	0.05	0.08	0.09	0.04	0.08	0.02	0.05	0.05	0.04	0.02	0.06	0.07	0.05	0.03	0.03	0.06	0.02	**0.05**

* County response rate is below 36%

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

	2010	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	0.64	0.64	0.62	0.64	0.64	0.62	0.64	0.63	0.66	0.66	0.63	0.63	0.64	0.64	0.64	0.62	0.59	0.63	0.65	0.61	0.65	**0.64**
	School Rewards for Prosocial	0.62	0.59	0.56	0.60	0.58	0.57	0.61	0.60	0.60	0.61	0.58	0.59	0.59	0.60	0.56	0.58	0.59	0.56	0.58	0.54	0.58	**0.59**
Peer-Individual	Interaction with Prosocial Peers	0.65	0.62	0.62	0.61	0.61	0.55	0.63	0.63	0.61	0.72	0.59	0.62	0.62	0.68	0.62	0.58	0.60	0.64	0.63	0.59	0.67	**0.62**
	Peer Rewards for Prosocial	0.44	0.49	0.43	0.46	0.46	0.50	0.46	0.46	0.50	0.54	0.40	0.47	0.44	0.46	0.43	0.46	0.48	0.39	0.49	0.40	0.50	**0.45**
	Prosocial Involvement	0.33	0.31	0.29	0.28	0.32	0.24	0.30	0.28	0.28	0.39	0.26	0.27	0.31	0.33	0.34	0.25	0.28	0.34	0.35	0.25	0.34	**0.30**

* County response rate is below 36%

PUBLISHED BY:
New Jersey Department of Human Services
Division of Mental Health and Addiction Services
Office of Addiction Services
Research, Planning, Evaluation, Information Systems & Technology
P.O. Box 362, Trenton, NJ 08625-0362

http://www.state.nj.us/humanservices/das/index.htm