

DRUG AND ALCOHOL USE AMONG
NEW JERSEY HIGH SCHOOL STUDENTS



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Report of the Attorney General's Task
Force on Juvenile Drug and Alcohol Use
in New Jersey

by

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Alcohol Use in New Jersey

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TASK FORCE ON JUVENILE DRUG AND ALCOHOL USE IN NEW JERSEY

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INTRODUCTION

The Attorney General of New Jersey and the Division of Criminal Justice have long believed that law enforcement agencies must take an active role in discouraging drug and alcohol abuse among all citizens of the State, but especially among its youth. It was realized at the outset, however, that in order to ascertain effective means of dealing with the drug and alcohol problem of our youth, it was first necessary to determine the extent of illicit drug and alcohol use and factors contributing to their usage. Based on this premise, in the fall of 1979, former Attorney General John J. Degnan established a Task Force within the Division of Criminal Justice to study on a statewide basis the nature and scope of drug and alcohol abuse among juveniles. Once armed with this knowledge, it was felt that responsible agencies could then more intelligently focus their efforts at understanding and combating this most pervasive problem.

In its effort to gain a better understanding of drug and alcohol use and abuse in general, the Task Force interviewed a wide variety of experts in disciplines relating to juvenile substance abuse. These experts were drawn from educational, legal, judicial, social, and medical institutions throughout the State of New Jersey. As a result of these initial sessions, the Task Force learned that accurate and comprehensive information, upon which to base important decisions concerning combating juvenile drug and alcohol abuse in New Jersey, was

simply not available. The information that was available often tended to be of the following types: (1) nationwide studies of juvenile drug and alcohol abuse (Johnston, Bachman, and O'Malley, 1978); (2) sample-specific studies in the State of New Jersey focusing at most on one or two school districts (Pandina, White, and Crocetti, 1978); or (3) highly segmented studies focusing on a specific segment of the population, e.g., young persons entering treatment centers for drug related problems (White, 1978). Consequently, the Task Force determined to focus its efforts on obtaining a comprehensive analysis of juvenile substance abuse as it currently exists in this State. The hope was that the information generated would be used to refine prevention and treatment programs, and to encourage communication among juveniles, educators, parents, law enforcement personnel, and members of the social service community.

Toward that end, it was decided to evaluate existing theory concerning youthful drug usage, and thereafter, to develop a survey instrument containing questions that would describe the extent of juvenile drug and alcohol abuse. After nine months of study by the entire Task Force, a survey instrument was developed by the Task Force Coordinators through the assistance of those expert in the field of survey design. The survey was administered to several thousand high school sophomores, juniors and seniors throughout New Jersey. The data obtained from the survey was subsequently analyzed to identify and describe the types of substances used, frequency of use, and patterns of substance

abuse. In addition, information regarding the perceived availability of illicit substances, and respondent attitudes regarding substance use was also obtained.

The survey findings are organized into two major sections: Prevalence of Substance Abuse and Student Attitudes and Patterns of Substance Use. These sections include both narrative highlights of the significant findings and tables of the relevant data. Beyond this, for those readers wishing to pursue or further investigate points of individual interest raised by these sections of the report, a third section, composed of additional data regarding frequencies of specific substance use by major subgroups, is included.

THE SURVEY

I. Instrument (Survey) Development

Review of Related Literature. The Task Force reviewed information available from technical reports and research studies describing drug and alcohol use among juveniles. This step was important in acquainting the Task Force with the major areas of concern in drug and alcohol abuse. In particular, the questionnaire developed by Johnston, Bachman, and O'Malley, as reported in their 1978 study, was most useful in aiding the Task Force in preparing an initial list of survey questions.

Survey Consultants. The Task Force met informally with several research and questionnaire development experts in order to obtain guidance in the proper development of a survey instrument. In addition, these experts also advised the Task Force with respect to sample selection and survey administration procedures.

Preliminary Survey. After reviewing the information from existing research studies, a subcommittee of the Task Force assembled a preliminary survey. The preliminary survey was reviewed by the entire Task Force and by the survey consultants. Suggested revisions were incorporated into the survey in preparation for a pretest of the instrument.

The revised survey device was pretested using two groups, under simulated administration conditions. The first group included various personnel in the Appellate Section of

the Division of Criminal Justice, while the second pretest included approximately 90 students in grades ten, eleven, and twelve at a local high school.* The major reasons for pretesting the survey were to establish approximate time parameters for respondent completion, and to identify potential problems in the ordering, wording or construction of questions and applicable instructions. Also, we attempted to insure that survey questions covered all relevant substantive areas, and that all appropriate response items would be included in the final form of the survey instrument. This version of the survey was also reviewed by members of the New Jersey Division of Alcohol, Narcotic and Drug Abuse Control. Suggestions and comments received during the pretest sessions, and from the Division of Alcohol, Narcotics and Drug Abuse Control, were used to develop the final survey format.

Demographic Data. Demographic questions designed to obtain information regarding the respondents' racial or ethnic group membership, sex, grade, and overall academic performance level were developed by the Task Force and included in the survey. Demographic questions were included in order to describe in more detail the sample responding to the survey, and to provide for analysis and comparison of survey questions by selected subgroups.

*Pretesting at the local high school was conducted with the approval and assistance of the New Jersey Department of Education, in conjunction with the school administration.

Final Survey. The final survey contained 124 substantive questions and five demographic questions. A copy of the final survey is contained in Appendix C.

II. Research Design

The basic research design involved administering the survey to tenth, eleventh, and twelfth grade students in the fall of 1980. Twenty-nine public high schools were selected to provide a representative cross-section of tenth, eleventh, and twelfth grade students throughout the state. Anonymity was guaranteed to those schools which agreed to participate in this project.

Sampling Plan. Two variables were used in the selection of schools in the final sample - geographic region and the socioeconomic status of school districts. New Jersey was divided, by counties, into three geographic regions: North, Central and South. The counties within each region are listed below:

<u>North</u>	<u>Central</u>	<u>South</u>
Bergen	Hunterdon	Atlantic
Essex	Mercer	Burlington
Hudson	Middlesex	Camden
Morris	Monmouth	Cape May
Passaic	Ocean	Cumberland
Sussex	Somerset	Gloucester
Union		Salem
Warren		

Three levels of socioeconomic status were assigned to each region, based on District Factor Groupings. District Factor Groupings are socioeconomic status factors of school

districts, developed by the New Jersey Department of Education from United States Census Survey data.* There are ten ranked District Factor Groupings, ranging from A to J, with J containing those districts with the highest socioeconomic status. For the purpose of this study, these ten levels were combined into three levels: High (H, I J), Medium (D, E, F, G), and Low (A, B, C). The total number of high schools by region and by school district socioeconomic status were calculated from documents provided by the New Jersey Department of Education. The following chart illustrates the total number of high schools by region by socioeconomic status of the school district:

<u>School District Socioeconomic Status</u>	<u>Region</u>		
	North	Central	South
High	56	25	9
Medium	43	47	28
Low	52	15	31

Since it was not financially or technically feasible to sample all schools, statistical weighting procedures were used to arrive at a sample size of 29 high schools which would allow for valid generalization of results to all public high schools in New Jersey.** For each high school selected, a total of 60 students was to be randomly selected: 20 from the tenth grade, 20 from the eleventh grade, and 20 from the twelfth grade; it was felt that a sample size

*District Factor Groupings are a composite measure of socioeconomic status, employing a weighted combination of eight variables, developed by the Division of Research, Planning and Evaluation of the New Jersey State Department of Education.

**An expanded description of the weighting procedures employed is included in Appendix B.

of 60 students per school would be sufficient to allow for anticipated subgroup analyses and at the same time minimize the burdens of questionnaire administration in those schools selected to participate.

III. Procedure

Pre-Administration Arrangements. Since mandatory participation of high schools was not possible, the Task Force attempted to obtain voluntary participation from the 29 selected high schools. In order to accomplish this, the Task Force secured the approval and assistance of the Department of Education and enlisted the aid of the Educational Improvement Centers (EIC). Personnel at two of the EICs contacted the 29 high schools and secured their participation. High schools that would not participate were replaced with other randomly selected schools that fit the sampling plan. EICs were responsible for all administration arrangements, i.e., the date and time of administration within the school, informing each high school of the number of students needed, and how students were to be selected.

Survey Administration. The actual survey administration in each high school was carried out primarily by EIC personnel; in some cases, however, school administrative personnel, or Division of Criminal Justice personnel were utilized. The surveys were administered in the school buildings during normal class periods. Both surveys and answer sheets were collected by the administrator and returned to the Division of Criminal Justice.

The survey was administered during October and early November of 1980. Inasmuch as purely random selection of students within each of the 29 schools, e.g., from alphabetical lists, was deemed to be impractical for purposes of assembling same for survey administration, alternate methods of selection were used. We were informed by school officials, local and state, that health and physical education courses were more likely than others to be filled by a process most closely approximating random assignment. For that reason, and to minimize the imposition on cooperating schools, the majority of questionnaire administrations were to students grouped in such courses. The questionnaire was administered to a total of 1,985 tenth, eleventh, and twelfth grade students in the 29 public high schools selected.

PREVALENCE OF SUBSTANCE USE

Data presented in the following sections report information regarding the numbers of students using various substances, and the frequency with which they use those substances. Prevalence findings indicate that proportion of students who report any use of a substance for a given period of time, e.g., during their lifetime, during the past year, or within the past month. In addition, data has been included concerning the frequency, or number of times, a substance has been used during each of the above time periods. Also, in an effort to describe in more detail those students who report using various substances, the student population has been divided into demographic subgroups. The prevalence and frequency data are then crosstabulated with those subgroups to more specifically identify differences regarding substance use. The subgroups reported include the students' grade, racial or ethnic group membership, and sex; as well as the geographical region and socioeconomic status of high schools included in the sample. Finally, students' drug and alcohol use is examined in relation to their overall levels of academic performance.

It seems appropriate at this juncture to forward a word of caution concerning the interpretation of data presented throughout this report. The nature of the population surveyed is such that care must be exercised with respect to unwarranted generalization of the findings reported in this study. This

sample is limited to high school students, it does not necessarily follow that the findings can be generalized to the entire population between the ages of 15 and 18. Stated otherwise, we cannot assume that those who have dropped out of high school exhibit the same rates of substance use as those who remain in school. This condition applies as well to the population subgroups for which we have presented data. It is possible that when various substances are used, the relative tendencies of members of different subgroups to stay in school are not the same. To the extent that such is true, we must remember that our sample captures only those that stay in school. To conclude, we are confident that our data are representative of alcohol and drug use among New Jersey high school students as a whole; however, as with any sample limited to students, generalization to the entire population, of comparable age, is tenuous.

GENERAL OBSERVATIONS

Presented in this initial section are specific findings intended to construct an overall view of substance use by the state's high school student population. These findings were obtained from several series of items in the questionnaire which were directed toward the respondents' use of various substances. Findings in this section are, for the most part, relative to lifetime prevalence, i.e., whether a substance has ever been used, even if only once, by the responding student. It should be kept in mind that although such an indicator is of use in establishing the overall parameters of this issue, it does not distinguish between users ranging from those who experiment only once with a substance to those who continue use on a regular basis. Such important distinctions will be dealt with in the ensuing sections of this report.

Table

- | | |
|---|---|
| . More than nine in every ten students (91.2%) report use of alcohol at some time in their lives. | 1 |
| . Approximately two-thirds of the students (67.3%) report illicit drug use at some time in their lives. Just over one-third of them have used only marijuana (36.6% of those reporting use; 24.6% of the total sample). | 9 |
| . Marijuana is clearly the most often used illicit drug, with 61.4% reporting use at some time in their lives, 51.8% reporting use in the past year, and 36.1% reporting use in the past month. | 1 |

Table

- | | |
|--|---|
| . About four of every ten students (42.7%) report substance use other than marijuana* at some time in their lives. | 9 |
| . The most widely used illicit drugs, other than marijuana, are amphetamines, with 30.2% of the students reporting use at some time in their lives. | 1 |
| . Following amphetamines in terms of lifetime prevalence are: cocaine (16.6%), hallucinogens (15.8%), barbiturates (14.4%), and tranquilizers (13.4%). | 1 |
| . With the exception of marijuana, substantially more students (14.4%) report use of amphetamines in the past month, than any other illicit drug for which monthly prevalence data was obtained. | 1 |
| . About one in every ten students (10.3%) reports having sniffed glue or paint. | 1 |
| . Heroin use is the most infrequently reported; only 2.2% of the students report use at least once in their lives. | 1 |

*Substance use, other than marijuana, includes any use of cocaine, hallucinogens, or heroin; it also includes any use of glue, aerosols, cough medicine or methadone to get high, or any use of amphetamines, barbiturates, or tranquilizers not under a physician's orders.

RECENCY OF USE

Data regarding recency of use is helpful in distinguishing between those respondents who may have only experimented briefly with a substance, and those whose use continues beyond a period of experimentation. By comparing the proportion of respondents who report use of a substance at some time in their lives, with the proportion who report use in the past month, we get a clearer idea as to the numbers of students continuing with the use of a given substance.*

Table

- | | |
|---|---|
| . As would be expected, continued use is most likely to occur with alcohol; more than three-fourths of the students who have ever used alcohol have done so in the past month. | 1 |
| . The only other substance for which a majority of those who have ever used it have also done so in the past month is marijuana; about six of every ten students reporting any lifetime use also report use in the past month. | 1 |
| . Continued use of other substances is, however, not minimal. For amphetamines, barbiturates, hallucinogens, and cocaine, the proportion of respondents reporting any lifetime use who also report use in the past month, ranges from 39% to 48%. | 1 |

*Also of importance with regard to this issue is the frequency (i.e., number of occasions) with which a substance is used. Data relative to frequency of substance use is presented in subsequent sections.

- . Of the other eight substances for which this data was collected, heroin and tranquilizers (31.8% and 29.8% respectively) show the smallest proportion of lifetime users who have also used in the past month.

1

FREQUENCY OF USE

Also of importance in our general consideration of substance use by high school students is the frequency with which a substance is used. Stated otherwise, in addition to knowing what proportion of students have used a substance at least once in their lifetime, or in the past year, questions concerning how many times that substance is used are of obvious interest. Toward that end, a series of questionnaire items elicited information regarding the number of times a student had used a given substance during his lifetime, the past year, and the past month.

- . Significantly different patterns of use frequency are evident for the eight substances on which this type data was collected.
- . Cocaine, hallucinogens, barbiturates and tranquilizers exhibit generally similar frequency of use patterns. Considering just those students who report some use during the past year or month, we observe that a substantial proportion report use on only one or two occasions. For

2

each substance, of those students reporting some use in the past year, 40%-53% report use on only one or two occasions; of those reporting some use in the past month, 50%-60% report use on only one or two occasions.

- . Alcohol and marijuana exhibit a somewhat different pattern 2
regarding frequency of use. Among those students reporting some use of alcohol in the past year, about seven of every eight (87.3%) used the substance on three or more occasions; for marijuana, the comparable proportion was four in five students (80.9%). Regarding those who have used in the past month, about seven of every ten students report use on three or more occasions for either marijuana or alcohol.
- . Amphetamine's frequency use pattern seems to fall somewhere 2
between the above two groupings. Of those students reporting any use in the past year, about one-third (36.0%) did so only once or twice; regarding those who had used in the past month, just under one-half (45.1%) limited same to one or two occasions.
- . Although the absolute numbers are quite small, the use 2
frequency pattern for heroin appears to be somewhat different than for the other substances. With regard to those students who have used in the past month, their frequency of use is somewhat similar to alcohol and marijuana, with about three in ten (28.5%) doing so on one

or two occasions. When considering those who have used heroin in the past year, however, the proportion limiting use to once or twice increases to just over one-third (36.4%).*

REGULAR USE

It was considered important to make some estimate of that proportion of students constituting what might be termed the highest risk group regarding potentially harmful consequences of substance use. On the assumption that any physical harm, or problems of any nature, that accompany substance abuse will intensify as use becomes more and more frequent, data are presented here regarding the frequency of regular use for eight substances. "Regular use" is defined herein as use on ten or more occasions within the last thirty days.

- . About one in every five students (21.6%) reports regular use of alcohol. 3
- . About one in every eight students (12.8%) reports regular use of marijuana. 3
- . While 3.2% of the students report regular use of amphetamines, regular use of five other substances is rare, ranging from 1.2% to 0.4% of respondents. 3

*The small absolute number involved makes interpretation of this finding tenuous at best. However, taking into consideration the relatively small proportion of lifetime users who also report use in the past month (Table 1), this finding may further indicate a relatively greater propensity, versus other substances, for use limited to experimentation. However, also of pertinence regarding this finding would be any increased tendency of an habitual heroin user to drop out of school, relative to an habitual user of any other substances. This would, of course, bias our sample of heroin users in the direction of that segment of users who essentially limit their use to experimentation.

TABLE 1.

Prevalence and Recency of Use
by Drug Type (Percent)

	<u>Ever Used</u>	<u>Past Month</u>	<u>Past Year, Not Past Month</u>	<u>Not Past Year</u>
Alcohol	91.2	70.2	17.4	3.6
Marijuana	61.4	36.1	15.7	9.6
Amphetamines	30.2	14.4	9.2	6.6
Cocaine	16.6	6.4	6.6	3.6
Hallucinogens	15.8	6.3	6.0	3.5
Barbiturates	14.4	6.1	4.1	4.2
Tranquilizers	13.4	4.0	4.3	5.1
Heroin	2.2	0.7	0.4	1.1
Glue	10.3			
Cough Medicine	5.7			
Methadone	4.5			
Aerosol	3.7			

TABLE 2.

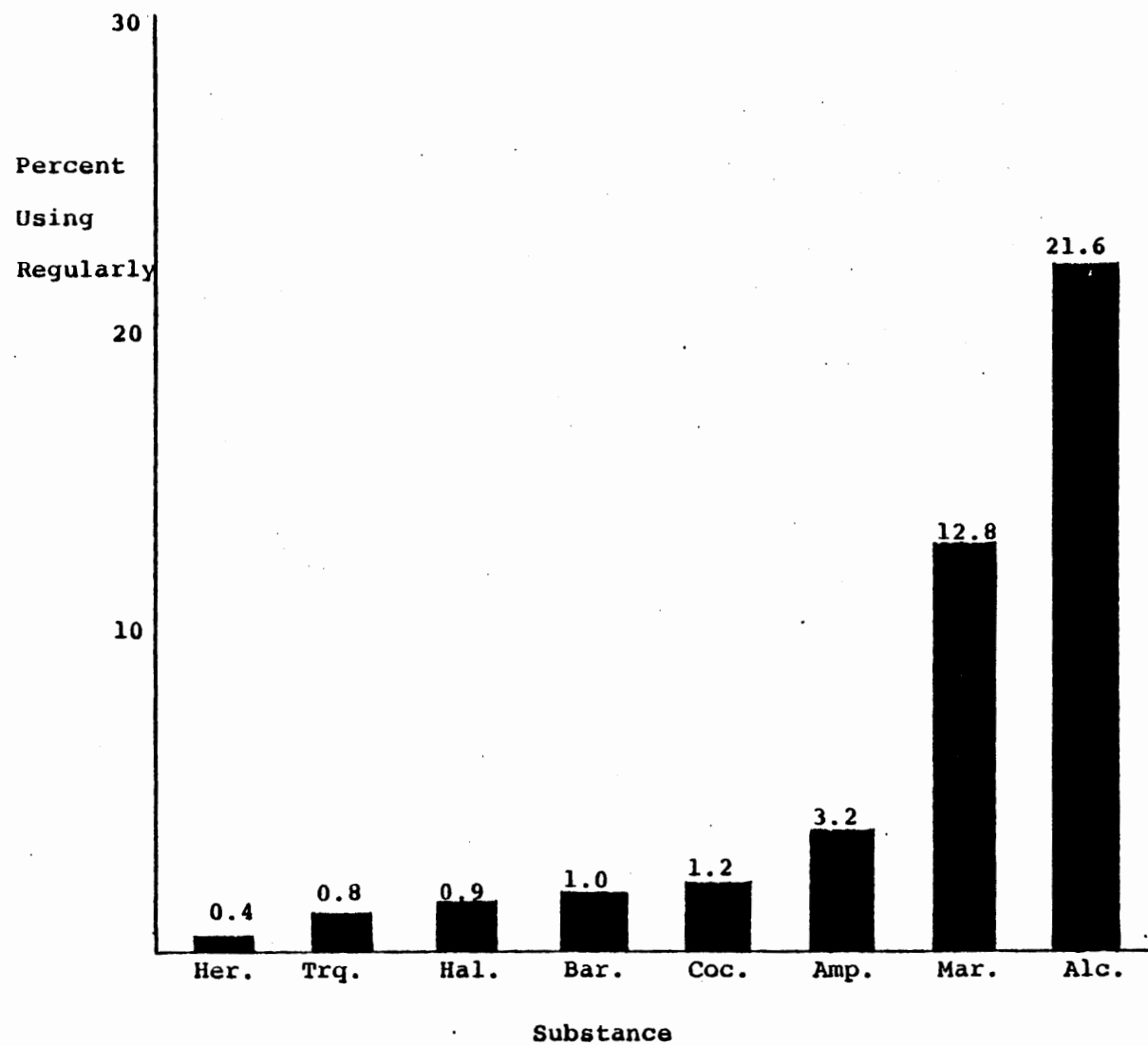
Frequency of Use - Eight Substances (Percent)

Lifetime, Last Year, Last Month

	Alc.	Mar.	Amph.	Coc.	Hal.	Barb.	Trq.	Her.
LIFETIME USE								
None	8.8	38.6	69.8	83.4	84.2	85.6	86.6	97.8
1-2 occasions	6.1	10.3	10.2	7.7	6.3	5.8	6.1	1.2
3-9 occasions	13.1	11.5	7.2	4.3	5.1	3.8	3.8	0.3
10-39 occasions	23.0	13.7	6.8	2.8	2.7	2.9	1.9	0.3
40 or more	49.0	25.9	6.0	1.8	1.7	1.9	1.6	0.4
USE IN LAST 12 MONTHS								
None	12.4	48.2	76.4	87.0	87.7	89.8	91.7	98.9
1-2 occasions	11.1	9.9	8.5	6.9	6.1	4.1	3.6	0.4
3-9 occasions	18.6	12.4	5.9	2.8	3.5	2.8	2.6	0.3
10-39 occasions	26.0	13.4	6.2	2.3	1.9	2.3	1.2	0.1
40 or more	31.9	16.1	3.0	1.0	0.8	1.0	0.9	0.3
USE IN LAST 30 DAYS								
None	29.8	63.9	85.6	93.6	93.7	93.9	96.0	99.3
1-2 occasions	20.8	11.5	6.5	3.6	3.6	3.1	2.3	0.2
3-9 occasions	27.8	11.8	4.7	1.6	1.8	2.0	0.9	0.1
10-39 occasions	17.0	9.1	2.4	0.8	0.3	0.6	0.5	0.1
40 or more	4.6	3.7	0.8	0.4	0.6	0.4	0.3	0.3

TABLE 3.

30 Day Prevalence of Regular Use*
for 8 Substances



*Regular use defined as use on 10 or more occasions in last 30 days.

SUBGROUP COMPARISONS

Data reported in this section are primarily the result of demographic items included in the questionnaire survey. Respondents were asked to report their grade, sex, and racial or ethnic group membership. In addition, the sample was stratified according to the geographical region of each selected school, as well as its general socioeconomic level. As a result, data obtained regarding prevalence and frequency of substance use were cross-tabulated with the indicated demographic variables. This allows the identification of any pronounced differences in substance use behavior by the population subgroups identified via the demographic variables.*

<u>Grade</u>	<u>Table</u>
. As would be expected, in general, the proportion of students reporting use of a substance increases with his grade.	4
. A striking exception to the general observation is noted with regard to sniffing glue or paint. Whereas 12.3% of 10th graders report having done so at least once in their lives, 10.4% of those in 11th grade and only 7.3% of those in 12th grade report having done so.	4
. A further exception is the apparent lack of difference in lifetime prevalence among grades regarding the use of alcohol, cough syrup, methadone, and aerosols.	4

*For this section, hashish and marijuana use are distinguished to point out subgroup differences of potential interest. However, such a distinction is not made elsewhere in this report. Both substances contain the same primary psychoactive ingredient (tetrahydrocannabinol) and, in fact, are dealt with as one by most epidemiological studies in the area of substance use.

- . Pronounced increases in lifetime prevalence, between grades 10 and 11, are reported for cocaine, hallucinogens, and hashish. 4
- . With regard to heavy use of alcohol (40 or more occasions in the past year), an incremental increase by grade is readily observed. Heavy use of marijuana practically doubles between 10th and 11th grade, but then seems to remain constant through 12th grade. For other substances, patterns of heavy use appear far less related to grade level. 22, 24

Sex

- . For the majority of substances covered in the survey there is little difference in either lifetime or annual prevalence between males and females. 4, 5
- . Females, however, are significantly more likely to have used amphetamines (not under a physician's order) both at any time in their lives and during the past year. 4, 5
- . Males are somewhat more likely than females to have used cough syrup or methadone (neither under a physician's order), at some point in their lives. 4
- . Males are more likely than females to have used heroin or cocaine in the past year. 5
- . With regard to frequency of use, males are generally more likely to be heavy users (40 or more occasions in the past year) than females; amphetamine use is an 21-36

exception, with females somewhat more likely to report heavy use.

Race/Ethnicity

- . For the most part each group presents different use patterns. With the exception of alcohol and marijuana, the lifetime drug use reports of whites and Hispanics* exhibit similarities as opposed to those of blacks. However, this relationship is quite complicated and must be considered in more detail. 4
- . Blacks are significantly less likely than whites or Hispanics to have used amphetamines, hallucinogens, barbiturates, tranquilizers, or glue at some time in their lives. 4
- . Whites and Hispanics are less likely than blacks to have used cough syrup at some time in their lives. 4
- . Blacks and whites are equally likely to have used marijuana, cocaine or heroin at some time in their lives. 4
- . Although blacks and whites are equally likely to have used marijuana at some time in their lives, whites are more likely than blacks to have done so in the past year. 5

*The small number of respondents comprising the Hispanic sub-group (97) is such that extreme caution must be exercised in generalizing these findings to the population as a whole. The decision to include this categorization was influenced by testimony before the Task Force indicating a notable absence of data for this ethnic group. Therefore, the data are reported only as a first step in addressing that absence.

Table(s)

- . Whites are substantially more likely than blacks or Hispanics to have used alcohol at some time in their lives or in the past year. 4, 5
- . Whites are significantly more likely than either blacks or Hispanics to have used hashish at some time in their lives. 4
- . Whites and Hispanics are more likely than blacks to have used hallucinogens, barbiturates, or amphetamines in the past year. 5

Socioeconomic Status

- . In general, there is little difference in drug or alcohol use with respect to the socioeconomic categorization of the schools surveyed. 4, 5
- . However, students reporting from schools in the low socioeconomic category are substantially less likely to have used hashish at some time in their lives. 4
- . Students from that category are also less likely to report heavy alcohol use (40 or more occasions in the past year) than those from schools in the high or medium categorizations. 22

Region

- . In general, there is little difference in drug or alcohol use with respect to the geographical region of the schools surveyed. 4, 5

. Students from the northern region are somewhat less likely to have used marijuana, hashish or amphetamines at any time in their lives. They are also less likely to have used marijuana or barbiturates in the past year than are students in the southern or central regions.

4, 5

. Respondents from the central region are more likely to report heavy alcohol use (40 or more occasions in the past year) than those from the northern or southern regions of the state.

22

TABLE 4. Lifetime Prevalence - Drug Type By Major Subgroups
(Percent)

	Alc.	Mar.	Amph.	Coc.	Hal.	Barb.	Trq.	Her.
Total	91.2	61.4	30.2	16.6	15.8	14.4	13.4	-2.2
Grade:								
10	87.2	51.6	25.6	10.7	10.5	11.1	9.9	2.2
11	92.0	63.2	30.5	19.4	18.5	15.9	14.8	1.8
12	94.4	70.3	34.9	20.8	18.8	16.7	16.0	2.4
Sex:								
Male	90.9	62.7	26.4	18.5	17.2	14.6	13.2	2.4
Female	92.4	60.2	33.6	15.1	14.4	14.1	13.5	1.8
Race:								
White	94.1	62.4	33.6	17.3	18.3	16.4	14.9	2.1
Black	81.2	63.7	13.5	17.2	5.2	3.9	5.2	2.2
Hispanic	78.9	52.3	27.1	11.9	11.9	13.0	8.3	2.2
SES:								
High	93.2	63.0	29.8	15.9	15.5	13.5	14.3	2.4
Medium	92.4	62.4	34.1	17.0	18.0	15.6	14.3	3.1
Low	88.1	58.8	25.6	17.2	13.3	13.6	11.2	1.5
Region:								
North	89.5	56.6	27.0	17.2	14.7	12.3	12.4	2.4
Central	92.6	64.9	33.0	17.0	18.6	16.6	13.9	2.1
South	93.6	68.2	33.7	15.0	13.9	16.1	14.8	1.4

TABLE 4.

Lifetime Prevalence - Drug Type by Major Subgroups
(Percent)

	Hash	Glue	Cou.	Meth.	Aer.
Total	32.4	10.3	5.7	4.5	3.7
Grade:					
10	22.3	12.3	5.4	4.2	3.5
11	35.3	10.4	6.6	5.1	4.2
12	40.2	7.3	4.9	4.0	3.3
Sex:					
Male	33.7	10.9	6.9	6.1	4.7
Female	31.4	9.8	4.6	3.1	2.7
Race:					
White	36.3	10.8	5.5	5.1	3.7
Black	19.6	6.4	7.9	2.0	3.2
Hispanic	14.8	10.6	3.2	3.2	3.2
SES:					
High	34.5	10.2	5.3	3.7	3.9
Medium	38.0	11.6	6.5	5.6	3.3
Low	24.0	8.9	5.0	4.1	3.9
Region:					
North	28.1	11.7	5.4	4.1	4.5
Central	39.1	9.7	6.8	3.9	3.1
South	33.7	7.8	4.7	6.7	2.5

TABLE 5.

Annual Prevalence - Drug Type by Major Subgroups
(Percent)

	Alc.	Mar.	Amph.	Coc.	Hal.	Barb.	Trq.	Her.
Total	87.6	51.8	23.6	13.0	12.3	10.2	8.3	1.1
Grade:								
10	83.0	41.1	17.5	7.1	8.4	8.3	6.6	1.3
11	87.2	54.8	24.6	14.0	14.2	11.4	8.8	0.9
12	91.7	60.6	29.4	18.1	15.2	11.7	9.8	1.1
Sex:								
Male	86.3	51.2	20.0	15.0	13.3	10.0	8.3	1.4
Female	88.6	52.4	27.1	10.9	11.3	10.7	8.2	0.6
Race:								
White	91.7	54.2	26.8	13.3	14.4	12.2	9.4	1.0
Black	70.8	44.6	8.0	12.3	4.0	2.0	2.4	1.6
Hispanic	76.3	42.3	20.5	10.8	8.7	7.6	5.0	0.0
SES:								
High	89.8	53.7	22.5	12.3	12.3	9.9	9.9	0.8
Medium	90.7	54.7	27.2	12.8	14.2	10.7	7.2	1.3
Low	81.5	46.4	20.3	13.6	10.1	10.3	7.8	1.0
Region:								
North	85.7	47.5	20.4	12.8	11.9	7.8	7.2	1.0
Central	90.7	56.5	28.2	14.5	14.0	12.3	6.7	1.2
South	87.0	55.5	24.7	10.8	10.5	13.4	10.1	0.9

ACADEMIC PERFORMANCE

Students were asked a question concerning their overall academic performance in high school. An item on the questionnaire asked respondents to indicate the grades they most often received: mostly A's, mostly B's, etc.. The intention was to discover if there existed any relationship between students' academic performance and their use of alcohol or drugs. In Table 6 we see the proportion of students in each academic performance grouping who have used the indicated substance in the past year.

Table

- . Self-reported academic performance has no relationship with use of alcohol in the past year. Students are equally likely to have used alcohol independent of their academic performance grouping. 6
- . For each of the other seven substances, with no exceptions, the higher the self-reported grade, the lower the proportion of students who have used the substance in the past year. 6

TABLE 6.

Annual Prevalence by Self-Reported Academic Performance
(Percent)

	<u>Alc.</u>	<u>Mar.</u>	<u>Amph.</u>	<u>Coc.</u>	<u>Hal.</u>	<u>Barb.</u>	<u>Trq.</u>	<u>Her.</u>
Total	87.6	51.8	23.6	13.0	12.3	10.2	8.3	1.1
Mostly A's	87.3	33.2	12.7	4.3	5.1	4.1	3.2	0.2
Mostly B's	88.1	48.8	21.6	10.3	9.9	9.1	7.2	0.5
Mostly C's	87.0	64.8	31.6	20.2	19.2	14.9	11.5	1.8
Mostly D's and F's	88.2	76.5	41.2	29.4	25.5	27.5	21.6	5.9

NUMBER OF SUBSTANCES USED

Data obtained from the survey were analyzed in order to derive information concerning the total number of substances used by each respondent. With regard to use of a substance at any time in a respondent's life, data were collected for the 12 substances which are alphabetically listed below:

- Aerosol
- Alcohol
- Amphetamines
- Barbiturates
- Cocaine
- Cough Medicine
- Glue
- Hallucinogens
- Heroin
- Marijuana
- Methadone
- Tranquilizers

Table 7 reports the proportion of the total student sample who have used the indicated number (0-12) of different substances at some point in their lives.

Table 8 reports similar information concerning the number of different substances used by each responding student in the past year. Data concerning use in the past year were obtained for the eight substances* which are alphabetically listed below:

- Alcohol
- Amphetamines
- Barbiturates
- Cocaine
- Hallucinogens
- Heroin
- Marijuana
- Tranquilizers

*Since data were obtained for fewer substances regarding use in the past year, direct comparisons between Tables 7 and 8 will be misleading. When fewer substances are included, the chances of using at least 1, 2, 3... do not remain constant.

LifetimeTable

- . Only one in every 20 students (5.7%) has not used any of the 12 substances at some time in his life. 7
- . Just over half of all students (55.9%) have used one or two substances in their lifetime. 7
- . Of those students who have used at least one substance, over two-thirds have used three or less different substances during their lifetime. 7
- . About one-fifth of all students (18.5%) have used five or more substances at some time in their lives, while about one in every thirteen students (7.8%) has used seven or more different substances. 7

Annual

- . About one in every ten students (9.4%) has not used any of the listed eight substances in the past year. 8
- . About six in every ten students (61.6%) have used one or two of the substances in the past year. 8
- . Of those students who have used any of the eight substances in the past year, about four in ten have used only one, while about three in ten have used two. 8
- . Almost one-fifth of all students (18.5%) have used four or more different substances in the past year, while about one-tenth (10.9%) have used five or more. 8

TABLE 7.

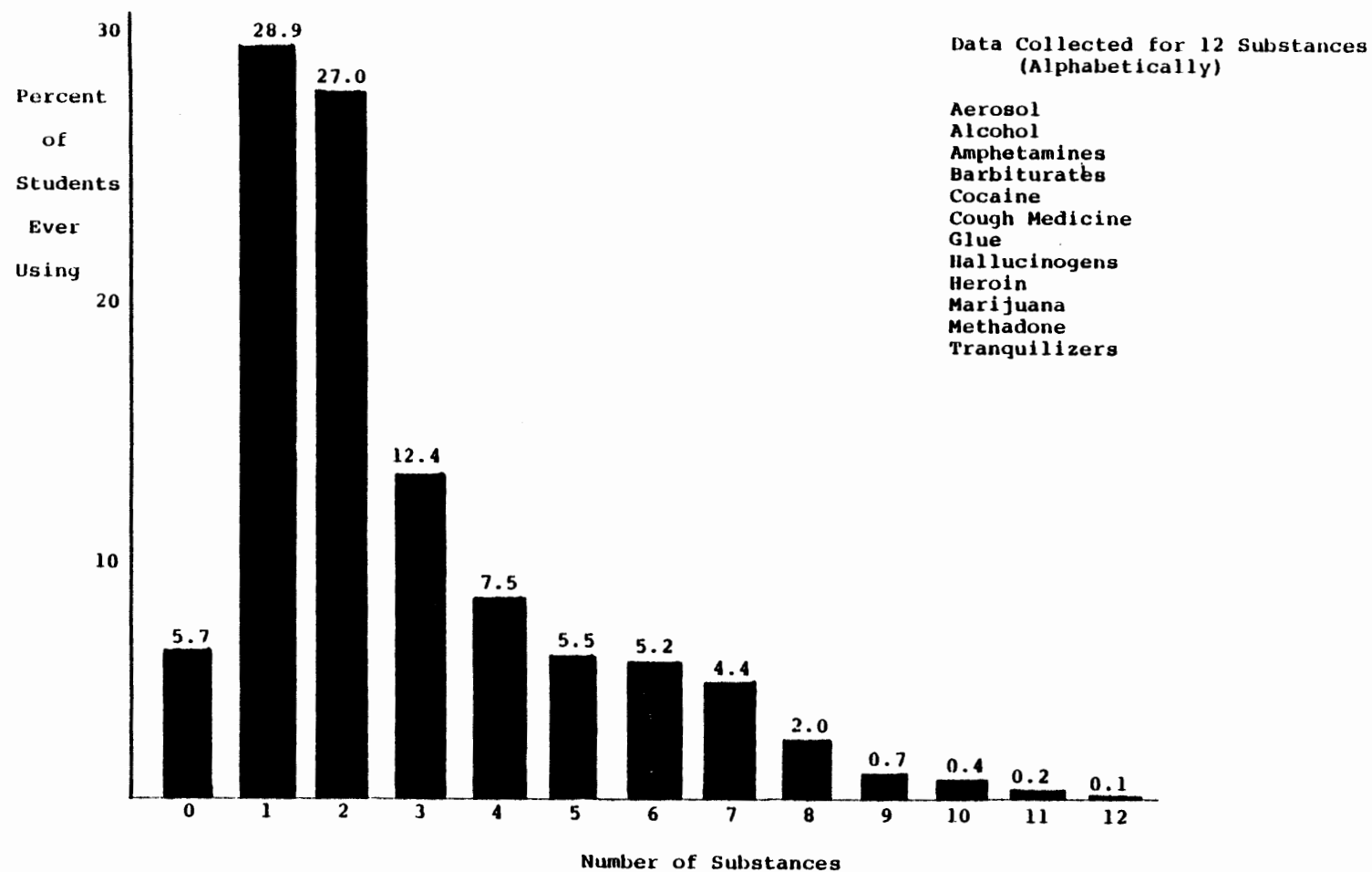
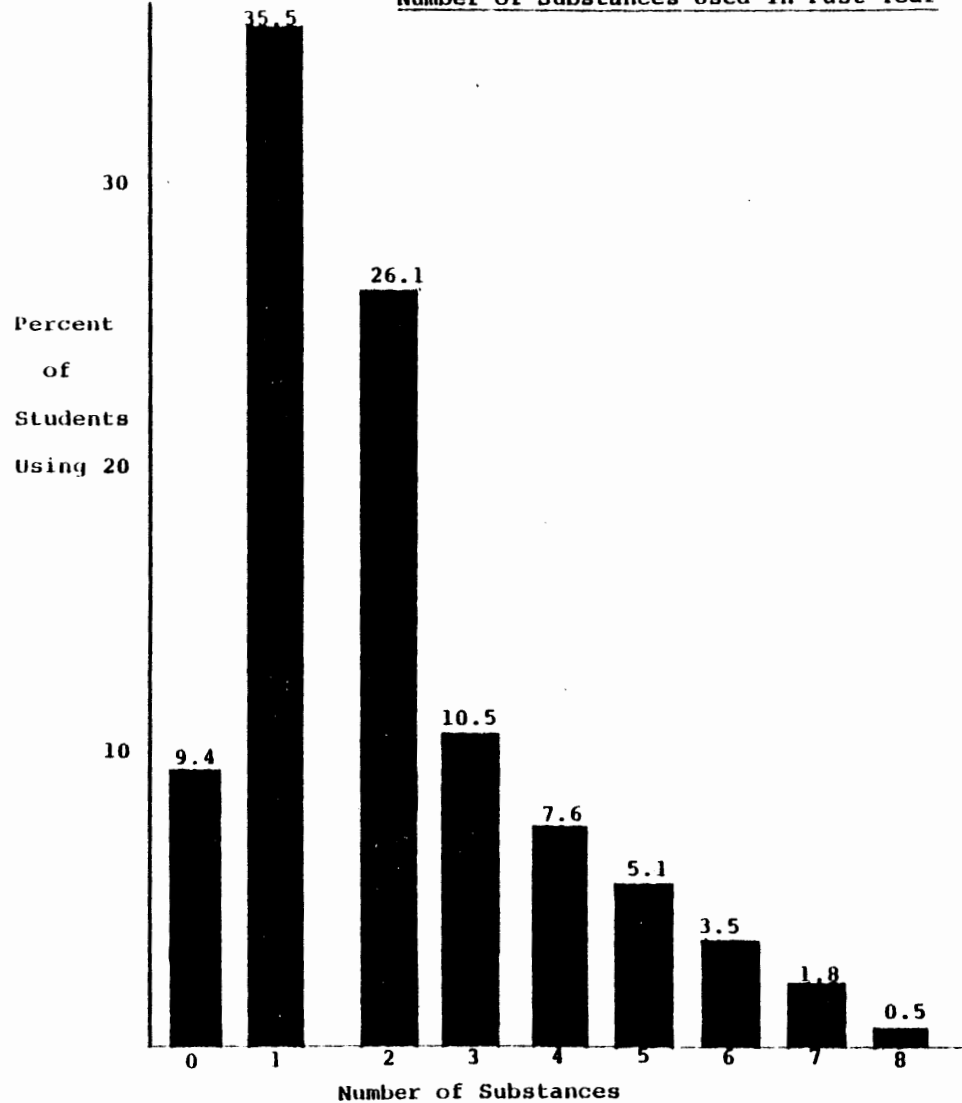
Number of Substances Used in Lifetime

TABLE 8.

Number of Substances Used in Past Year



Data Collected for 8 Substances
(Alphabetically)

Alcohol
Amphetamines
Barbiturates
Cocaine
Hallucinogens
Heroin
Marijuana
Tranquilizers

TYPE OF SUBSTANCES USED

Data from questionnaire items concerning lifetime and annual prevalence for the various substance groups were analyzed in order to distinguish among alcohol, marijuana, and other substance use. Toward that end, respondents were categorized with respect to their use of alcohol only, marijuana only, alcohol and marijuana but nothing else, and use of any other substance. In that way we are able to determine the proportion of substance users whose consumption goes beyond use of just marijuana and/or alcohol. Whether or not this distinction is generally appropriate, or useful in more specific analyses, it is a distinction often drawn, most notably by the criminal law.

Table

- | | |
|--|---|
| . Only one in every 20 students (5.7%) has never used any of the substances surveyed. | 9 |
| . About one in every ten (9.4%) has been substance free for the past year. | 9 |
| . While just over four in ten students (42.7%) have used a substance other than marijuana or alcohol at some time in their lives, about one-third (33.5%) have done so in the past year. | 9 |

- . Just over one-half of all students (51.6%) have limited their substance use to alcohol and marijuana during their lifetime, and about the same number (57.1%) have done so in the past year. 9
- . Use of marijuana, absent any other substance use is extremely rare. Only about 1% of all students have exclusively used marijuana during their lifetime or the past year. 9
- . However, such is not the case with alcohol; over one-quarter of all students (27.0%) have used only alcohol during their lifetime, while one-third (33.7%) have done so in the past year. 9

TABLE 9.

Type of Substances Used

	<u>Lifetime</u>		<u>Past Year</u>	
	<u>Freq.</u>	<u>Pct.</u>	<u>Freq.</u>	<u>Pct.</u>
None	112	5.7	187	9.4
Alc. Only	537	27.0	670	33.7
Mar. Only	26	1.3	26	1.3
Alc. & Mar. Only	463	23.3	438	22.1
Other Sub. Use	847	42.7	664	33.5*
	<hr/>	<hr/>	<hr/>	<hr/>
	1985	100.0	1985	100.0

*As in the previous section, direct comparison of the findings in this category is somewhat misleading due to the absence of annual prevalence data for four substances. Lifetime prevalence for just those substances constituting the noted finding is 37.6%.

COMBINED SUBSTANCE USE

A series of questions was included in the survey in order to obtain information concerning the use of various substance combinations at the same time. Inasmuch as the potential for physical harm is substantially increased when certain substances are used in combination, it was decided to inquire as to the propensity of respondents to use more than one substance on a given occasion. The questions were designed to gauge the proportion of students who, at any time, have used combinations of alcohol, marijuana, and other drugs.

Table

- | | |
|---|----|
| . Almost half of all students (43.6%) report using marijuana and alcohol at the same time at least once in their lives. | 10 |
| . About one in every five students (21.5%) has used marijuana and other drugs together at some time in his life; a similar proportion (18.1%), have used alcohol and drugs (other than marijuana) together at least once in their lives. Stated otherwise, considering just those students who have used drugs (including marijuana), approximately one-third have combined substances in this fashion. | 10 |
| . Combinations of all three groups (alcohol, marijuana, and other drugs), have been used at the same time by about one of every seven students (14.1%), at least once during his life. | 10 |
| . One-tenth of all students (10.7%) have used two or more drugs (other than marijuana) in combination at some time in their lives. | 10 |

TABLE 10.

Combined Substance Use

<u>Substance Combination</u>	<u>Percent Reporting Use</u>
Alcohol and Marijuana	43.6
Marijuana and Other Drugs	21.5
Alcohol and Other Drugs	18.1
Alcohol, Marijuana and Other Drugs	14.1
Two or More Drugs (Other than Marijuana)	10.7

STUDENT ATTITUDES AND PATTERNS OF SUBSTANCE USE

The ensuing sections report information gathered relative to the attitudes, perceptions, and beliefs of high school students regarding alcohol and drug use. Issues raised by the questionnaire range from those concerned with the times and occasions on which students are most likely to use drugs or alcohol, to questions surveying students' opinions regarding the legality of marijuana, and their perceptions of the availability of various substances. In addition, several sections report issues which focus on questions of prevention. Respondents were asked to indicate factors most likely to prevent them from using drugs or alcohol, as well as their perceptions concerning the harmfulness of various patterns of substance use. Finally, information concerning the respondents' projected use of marijuana, five and ten years from now, is also presented.

PERCEIVED AVAILABILITY

It is clear that use of a substance must, to some degree, be a function of that substance's availability to the potential user. A series of items included in the questionnaire sought to measure the respondents' perceptions regarding the availability of nine specific substances. Possible responses to those items included a set of five alternatives ranging from "very easy" to "probably impossible." Although it is recognized that perceived availability may not be a precise reflection of the actual availability of a substance, it does seem reasonable to assume some degree of correspondence between the perception and actuality.

Table

- | | |
|--|----|
| . There is a considerable range in the perceived availability of the nine substances for which data was collected. Not surprisingly, we generally find the more widely used substances are perceived to be more readily available. | 11 |
| . Alcohol and marijuana are available to virtually all students, with about nine of every ten (93.9% alcohol; 89.8% marijuana) saying these substances were "easy" or "very easy" to obtain. | 11 |
| . Amphetamines are reported to be readily available by about two-thirds of all students (65.0%). | 11 |
| . Hashish, tranquilizers, barbiturates, cocaine, and hallucinogens are perceived to be easily available by about half of the responding students (range: 47.3%-54.6%). | 11 |

- . Heroin is reported to be the least available of the nine substances, with one student in four (25.6%) reporting easy availability.

TABLE 11. Perceived Availability of Nine Substances
(Percent)

<u>Substance</u>	<u>Easy/ Very Easy</u>	<u>Hard/ Very Hard</u>	<u>Prob. Impossible</u>
Alcohol	93.9*	4.5	1.6
Marijuana	89.8	6.8	3.3
Amphetamines	65.0	27.4	7.6
Hashish	54.6	36.6	8.9
Tranquilizers	54.0	36.7	9.3
Barbiturates	51.7	38.2	10.0
Cocaine	47.4	42.4	10.1
Hallucinogens	47.3	41.4	11.2
Heroin	25.6	54.9	19.6

*Includes 5.7% of the sample who reported that they could legally purchase alcohol.

TIME AND OCCASION OF USE

Students reporting alcohol or drug use at any time in their lives were asked two series of questions concerning the times or occasions on which they had used the substances. The questions were, for the most part, directed at substance use relative to the school day and school functions. The questions were grouped separately in the survey in order to identify any difference between marijuana/drug usage patterns and patterns of use regarding alcohol.

Table

- | | |
|--|----|
| . As would be expected, the great majority of students report using drugs and alcohol on weekends and at parties. | 12 |
| . However, about half of the students who report using marijuana or drugs at some time in their lives say they have done so either at school functions (53.4%) or during school hours (48.8%). | 12 |
| . Of students who report using alcohol at some time in their lives, almost half (45.7%) report use at school functions, while less than one in five (18.4%) report use of the substance during school hours. | 12 |
| . A similar finding is noted for the response "before school." Of those students who have ever used drugs, over half (53.0%) have done so before school; while for those students who have ever used alcohol, only one-fifth (19.8%) have done so before school. | 12 |

. With regard to the entire sample, we find that almost
twice as many students (30.6%) have used marijuana or
drugs at least once during school hours than have used
alcohol (16.5%).

12

. Similarly, nearly twice as many students have used
drugs or marijuana before school (33.3%) as have used
alcohol at that time (17.7%).

12

TABLE 12.

Time and Occasion of Use

Have you ever used marijuana/drugs or alcohol...	<u>Marijuana/Drugs</u> <u>Percent Reporting Use</u>		<u>Alcohol</u> <u>Percent Reporting Use</u>	
	<u>Those who have used Marijuana/ Drugs</u>	<u>Total Sample</u>	<u>Those who have used Alcohol</u>	<u>Total Sample</u>
Before School	53.0	(33.3)	19.8	(17.7)
During School	48.8	(30.6)	18.4	(16.5)
After School	73.3	(45.9)	57.5	(51.4)
School Function (Dance, Games, etc.)	53.4	(33.4)	45.7	(40.8)
Parties	81.4	(51.0)	89.8	(80.3)
Weekends	86.1	(53.9)	89.4	(79.4)

FACTORS PREVENTING SUBSTANCE USE

All students were asked to respond to a series of questions designed to identify persons, values, or fears which might prevent them from using marijuana or other drugs. They were also asked to respond to a similar series of questions regarding factors which might prevent them from using alcohol. Inasmuch as prevention is deemed to be of primary importance in efforts to deal with substance abuse, it was felt that the survey should attempt to elicit basic information regarding the attitudes of students in this area. It is recognized that information of this type is needed in order to maximize the utility of efforts directed toward the prevention of substance abuse.

Table

- | | |
|---|----|
| . For both alcohol and drugs or marijuana, the students attached the same relative importance to the preventive factors mentioned in the survey questions. Fear of physical harm was by far of most importance, followed by fear of getting into trouble with the law and parental disapproval. | 13 |
|---|----|

Marijuana/Drugs

- | | |
|--|----|
| . Fear of physical harm was clearly reported as the most intense preventive consideration, with more than three-fourths of the students (77.1%) reporting it would prevent them from using drugs or marijuana. | 13 |
|--|----|

- | | |
|---|----|
| . About two of every three students (66.2%) report that fear of getting into trouble with the law would prevent them, while more than half (55.5%) indicate that parental disapproval would prevent their use of drugs. | 13 |
| . Almost one-half of the students (47.1%) indicate that fear of bad grades would prevent their use of marijuana or drugs. | 13 |
| . Approximately four of every ten students (39.0%) report that peer disapproval would prevent their using drugs, while three of every ten (29.7%) report that religious values would have a similar effect. | 13 |
| . Only about one in every nine students (11.9%) reports that nothing would prevent him from using drugs or marijuana. | 13 |

Alcohol

- | | |
|--|----|
| . About six of every ten students (62.8%) report that fear of physical harm would prevent them from using alcoholic beverages. | 13 |
| . Just over half of all students (51.3%) respond that fear of getting into trouble with the law would prevent their use of alcohol. | 13 |
| . Approximately four of every ten students (43.2%) report that parental disapproval would prevent them from using alcohol, while about the same proportion (38.9%) indicate that fear of bad grades would do the same. | 13 |

Table

- | | |
|--|----|
| . About one in every five students reports that disapproval of friends and religious values would prevent him from using alcohol (23.8% and 19.6% respectively). | 13 |
| . Almost one-fifth of the students (18.7%) report that nothing would prevent them from using alcohol. | 13 |

TABLE 13. Factors Preventing Substance Use

Would prevent from using
drugs/marijuana or alcohol:

	<u>Percent</u>	
	<u>Drugs or Marijuana</u>	<u>Alcohol</u>
Fear Physical Harm	77.1	62.8
Fear Trouble w/Law	66.2	51.3
Parent Disapproval	55.5	43.2
Fear Bad Grades	47.1	38.9
Friends Disapproval	39.0	23.8
Religious Values	29.7	19.6
Nothing	11.9	18.7

PERCEIVED HARMFULNESS - USE OF MARIJUANA AND ALCOHOL

Continuing in this area of student attitudes and beliefs about drug and alcohol use, several questionnaire items were directed toward the students' perceptions concerning the potential physical harm attached to alcohol and marijuana use. A series of questions asked the respondents to assign a level of risk to various frequency of use patterns with respect to the above two substances. Inasmuch as they are by far the most widely and frequently used of the substances surveyed, it was decided that they would be the focus of our efforts regarding this topic. Although the causal relationship between attitudes and behavior is known to be quite complex, it was felt that interesting and useful insights might result from items relating perceived harm to behavior undertaken relatively often.

Marijuana

Table

- | | |
|--|----|
| . Almost half of the students (48.6%) perceive regular use of marijuana to entail great risk of physical harm. | 14 |
| . One in ten students (10.7%) perceives a great risk of physical harm in occasional use of marijuana. | 14 |
| . About one in every six students reports that he does not know what risk of physical harm is entailed in either regular or occasional use of marijuana (16.2%, and 15.2% respectively). | 14 |

Alcohol

Table

- | | |
|---|----|
| . More than half of the students (57.9%) believe there is great risk involved in having four or five drinks almost everyday. Only three of every ten students (29.8%) believe there is great risk in having five or more drinks, once or twice each weekend. | 15 |
| . Whereas less than one in every ten students (8.9%) perceives little or no risk of harm in having four or five drinks almost everyday, more than one-quarter of the students (28.2%) believe there is little or no risk in having five or more drinks, once or twice each weekend. | 15 |

TABLE 14. Perceived Risk of Physical Harm by Occasional
or Regular Use of Marijuana (Percent)

<u>Risk</u>	<u>Occasional Use</u>	<u>Regular Use</u>
Great	10.7	48.6
Moderate	26.9	25.7
Slight	36.2	8.1
None	10.0	2.4
Do Not Know	16.2	15.2
Total	<u>100.0</u>	<u>100.0</u>

TABLE 15.

Perceived Risk of Physical Harm by Use
of Alcoholic Beverages (Percent)

How much physical harm are people likely to risk if they . . .	<u>Great</u>	<u>Moderate</u>	<u>RISK</u> <u>Slight</u>	<u>None</u>	<u>Don't</u> <u>Know</u>
Have 1 or 2 drinks on occasion	2.8	7.5	38.1	45.6	6.0
Have 1 or 2 drinks almost everyday	14.9	39.5	29.4	9.8	6.3
Have 4 or 5 drinks almost everyday	57.9	27.0	6.4	2.5	6.3
Have 5 or more drinks once or twice each weekend	29.8	32.5	19.5	8.7	9.5

SUBSTANCE USERS - TROUBLE/CRITICISM

Students who reported having used marijuana at some time in their lives were asked a series of questions concerning "getting into trouble" as a result of that use. The students were asked if they had ever gotten into trouble with their families, schools, or the police for using marijuana, as well as if they had ever been subject to criticism from their friends for use of the substance. The same series of questions was asked of students reporting that they had ever used alcoholic beverages.

Table

16

- . The experiences of students using marijuana were quite different from the experiences of those using alcohol. Students who had used alcohol were more likely to report getting into trouble with their families as a result of that use than were students who had used marijuana. Similarly, students were almost twice as likely to have experienced trouble with the police for alcohol use than for use of marijuana. On the other hand, students using marijuana were subject to peer criticism far more often than those using alcohol.

Marijuana

- . Of those students reporting marijuana use at some time in their lives, about one-fifth (19.8%) have gotten into trouble with their families for use of substance. 16
- . Slightly more than one-fifth (22.2%) have experienced criticism from their friends as a result of marijuana use. 16

Table

- | | |
|---|----|
| . Very few of the students who have used marijuana have been in trouble with the police (5.5%) or school officials (3.8%) as a result of marijuana use. | 16 |
| . Of those students who have ever used marijuana, almost three-fourths (72.9%) report that they have never gotten into trouble as a result of that use. | 16 |

Alcohol

- | | |
|--|----|
| . Of those students reporting use of alcohol at some time in their lives, one in four (25.5%) has gotten into trouble with his family as a result of that use. | 16 |
| . Less than one in ten of those students (9.8%) have experienced peer criticism as a result of alcohol use. | 16 |
| . About the same number (9.9%) have been in trouble with the police as a result of their alcohol use. | 16 |
| . Very few of the students who have used alcohol (4.1%) have been in trouble with school officials as a result of that use. | 16 |
| . Of those students who have ever used alcohol, almost two-thirds (64.2%) report that they have never gotten into trouble as a result of that use. | 16 |

TABLE 16. Substance Users - Trouble/Criticism

Have you ever gotten into
trouble with _____
for using marijuana/alcohol?

	<u>Percent</u>			
	<u>Those Who Have Used Marijuana</u>	<u>Total Sample</u>	<u>Those Who Have Used Alcohol</u>	<u>Total Sample</u>
Friends	22.2	(13.6)	9.8	(9.2)
Family	19.8	(12.1)	25.5	(23.8)
Police	5.5	(3.3)	9.9	(9.3)
School	3.8	(2.3)	4.1	(3.8)
Have never gotten into trouble as a result of marijuana/ alcohol use.	72.9	(44.6)	64.2	(59.9)

ATTITUDES REGARDING THE LEGALITY OF MARIJUANA

Advocated changes in the degree of criminality associated with the possession of varying amounts of marijuana constitute what would appear to be rather salient issues. Three items were included in the survey in order to gauge the attitudes and opinions of responding students relative to issues arising from this topic. All students were asked to indicate the degree of criminal sanction which, in their estimation, should attach to the possession of marijuana and the sale of marijuana. In addition, respondents were asked to project alterations of their current behavior should the use of marijuana be legalized.

Table

- | | |
|---|----|
| . While a majority of students (57.1%) feel there should be some form of legal prohibition regarding the use of marijuana, only one in four students (26.4%) feels it should be a criminal violation for everyone. | 17 |
| . About one-fourth of the students (25.7%) believe marijuana use should be entirely legal. In addition, another 30.8% of the students feel marijuana use should be treated as a minor violation (like a parking ticket), or as a criminal violation for only those under 18 years of age. Taken together, the views of this group, representing a majority of the sample (56.5%), constitute a rough definition of decriminalization. | 17 |

- . It is interesting to note that a relatively large number of students (17.1%) express no opinion on what seems to be a timely issue for those of high school age. 17
- . When asked whether it should be legal to sell marijuana, if its use were legalized, more than two-thirds (71.4%) said it should. However, the great majority of that group (46.8% of the total sample) said the sale should be limited to adults. 18
- . Just over one-fourth of the students (27.2%) feel the sale of marijuana should be unrestricted. This is consistent with the proportion favoring unrestricted legal use. 18
- . Students indicate that legalization would have little effect on their use of marijuana. Approximately half (48.9%) indicate they would not use marijuana, while another quarter (27.7%) report they would use marijuana about the same. 19
- . Approximately 8% of the students report they would use less marijuana if it were legal to do so; the same number say they would try marijuana for the first time. 19

TABLE 17. Should Marijuana Use be Legal?

There has been much talk about
whether or not marijuana use
should be made legal. What
do you think should be done?

	<u>Freq.</u>	<u>Pct.</u>
Crime - all	523	26.4
Crime - under 18 yrs.	243	12.2
Ticket - all	225	11.4
Ticket - under 18 yrs.	143	7.2
Legal	510	25.7
No opinion	341	17.2
	<hr/>	<hr/>
Total	1,985	100.0

TABLE 18. Should Selling Marijuana be Legal?

If it were legal to use
 marijuana, should it also
 be legal to sell marijuana?

	<u>Freq.</u>	<u>Pct.</u>
No	488	24.6
Yes - only to adults	929	46.8
Yes - to anyone	540	27.2
No answer	28	1.4
	<hr/>	<hr/>
Total	1,985	100.0

TABLE 19. Personal Use - If Marijuana were Legal

If marijuana were legal to use
which of the following would you
be most likely to do?

	<u>Freq.</u>	<u>Pct.</u>
Not use it	970	48.9
Try for first time	140	7.0
Use less than now	158	7.9
Use same as now	549	27.7
Use more than now	153	7.7
No answer	15	0.8
	<hr/>	<hr/>
Total	1,985	100.0

PERSONAL MARIJUANA USE IN FUTURE

In that marijuana is by far the most widely used illicit drug, several questionnaire items were designed to elicit more detailed information about its use and about students' attitudes and beliefs regarding that use. Two of those items dealt with the respondents' perceptions concerning their anticipated use of marijuana in the future. The students were asked to indicate the degree of certainty with which they believed they would or would not be using marijuana five or ten years from now.

Table

. The majority of students report a belief that they will not be using marijuana five or ten years from now.	20
. Six of every ten students (60.1%) report probable or definite non-use five years from now, while more than two-thirds (68.2%) indicate the same for ten years from the present time.	20
. About one-fifth of the students (19.1%) report probable or definite use five years from now.	20
. Only one in every ten students (10.2%) reports probable or definite use ten years from now.	20

TABLE 20. Personal Marijuana Use in Future (Percent)

	<u>5 yrs. from now</u>	<u>10 yrs. from now</u>
Definitely Will	4.6	2.3
Probably Will	14.6	7.9
Unsure	20.4	21.4
Probably Not	21.9	23.8
Definitely Not	38.5	44.6
	<hr/>	<hr/>
Total	100.0	100.0

ADDITIONAL FREQUENCY DATA FOR MAJOR SUBGROUPS

Provided in this section are additional data regarding frequencies of specific substance use by major subgroups. Tables 21-36, which report both lifetime and annual frequency of use, by the demographic subgroups, are presented for eight substances. Although many important points could be narratively noted on the basis of this section, no attempt has been made to select findings for textual presentation as in the preceding sections. Inasmuch as these data provide additional detail and refinement of observations and findings reported earlier, they are included for those readers wishing to pursue or further investigate points of individual interest raised earlier in this report. The tables are ordered by substance, with the lifetime frequency data for each substance followed by the corresponding annual frequency data.

<u>Substance</u>	<u>Table</u>	<u>Page</u>
Alcohol Lifetime Frequency	21	72
" Annual Frequency	22	73
Marijuana Lifetime Frequency	23	74
" Annual Frequency	24	75
Amphetamines Lifetime Frequency	25	76
" Annual Frequency	26	77
Cocaine Lifetime Frequency	27	78
" Annual Frequency	28	79
Hallucinogens Lifetime Frequency	29	80
" Annual Frequency	30	81

<u>Substance</u>	<u>Table</u>	<u>Page</u>
Barbiturates Lifetime Frequency	31	82
" Annual Frequency	32	83
Tranquilizers Lifetime Frequency	33	84
" Annual Frequency	34	85
Heroin Lifetime Frequency	35	86
" Annual Frequency	36	87

TABLE 21. Lifetime Frequency of Use by Major Subgroups (Percent)

ALCOHOL					
	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	8.8	6.1	13.1	23.0	49.0
Grade:					
10	12.8	7.1	16.9	26.7	36.5
11	8.0	6.5	11.5	22.7	51.3
12	5.6	4.6	10.5	18.8	60.6
Sex:					
Male	9.0	5.2	13.0	21.1	50.9
Female	8.6	7.0	13.2	25.0	47.2
Race/Ethnicity:					
White	5.9	4.9	11.6	22.3	55.2
Black	18.8	12.1	20.9	26.6	21.5
Hispanic	21.1	7.5	9.7	26.1	36.5
SES:					
High	6.8	4.2	11.7	23.6	53.7
Medium	7.6	5.4	11.0	21.2	54.8
Low	11.9	8.8	17.0	24.9	37.4
Region:					
North	10.5	7.0	13.9	23.8	44.7
Central	7.4	3.6	9.4	22.9	56.8
South	6.4	7.7	16.6	21.5	47.8

TABLE 22. Annual Frequency of Use by Major Subgroups (Percent)

ALCOHOL					
	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	12.4	11.1	18.6	26.0	31.9
Grade:					
10	17.0	13.9	21.3	27.0	20.8
11	12.8	9.7	18.2	25.8	33.5
12	8.3	8.9	15.6	25.2	42.1
Sex:					
Male	13.7	9.4	18.7	22.9	35.3
Female	12.4	12.7	18.4	28.8	28.6
Race/Ethnicity:					
White	8.3	10.1	17.3	27.6	36.6
Black	29.2	15.8	24.2	18.1	12.7
Hispanic	23.7	11.3	22.7	26.8	15.4
SES:					
High	10.2	9.2	18.1	28.2	34.2
Medium	9.3	10.1	16.8	26.5	37.2
Low	18.5	14.0	21.2	23.1	23.1
Region:					
North	14.3	11.2	20.1	26.9	27.6
Central	9.3	9.2	16.3	25.5	39.7
South	13.0	13.8	17.9	24.6	30.7

TABLE 23. Lifetime Frequency of Use by Major Subgroups (Percent)

MARIJUANA

	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	38.6	10.3	11.5	13.7	25.9
Grade:					
10	48.4	12.7	11.1	10.7	17.1
11	36.8	8.5	10.6	14.1	30.1
12	29.7	9.3	13.0	16.0	32.1
Sex:					
Male	37.3	10.3	11.8	11.8	28.7
Female	39.8	10.2	11.3	15.5	23.3
Race/Ethnicity:					
White	37.6	9.7	10.9	14.6	27.3
Black	36.3	14.1	17.4	9.9	22.4
Hispanic	47.7	10.2	12.1	13.0	17.0
SES:					
High	37.0	11.5	11.9	15.2	24.3
Medium	37.6	7.6	10.6	14.4	29.7
Low	41.2	12.3	12.3	11.3	22.9
Region:					
North	43.4	10.8	10.5	12.6	22.8
Central	35.1	7.9	12.1	14.9	30.1
South	31.8	12.7	13.3	14.7	27.5

TABLE 24. Annual Frequency of Use by Major Subgroups (Percent)

MARIJUANA

	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	48.2	9.9	12.4	13.4	16.1
Grade:					
10	58.9	9.5	10.9	9.7	10.9
11	45.2	9.2	12.2	14.4	19.0
12	39.4	10.8	13.9	16.3	19.6
Sex:					
Male	48.8	9.1	11.3	11.3	19.5
Female	47.6	10.7	13.5	15.2	13.0
Race/Ethnicity:					
White	45.8	9.5	13.2	14.4	17.1
Black	55.4	12.3	9.6	9.6	13.1
Hispanic	57.7	10.3	13.4	7.2	11.3
SES:					
High	46.3	10.4	13.3	14.3	15.8
Medium	45.3	9.3	12.5	14.7	18.1
Low	53.6	10.0	11.5	10.8	14.0
Region:					
North	52.5	9.7	11.1	12.2	14.5
Central	43.5	8.8	14.8	16.3	16.5
South	44.5	12.0	12.0	11.8	19.7

TABLE 25. Lifetime Frequency of Use by Major Subgroups (Percent)

AMPHETAMINES

	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	69.8	10.2	7.2	6.8	6.0
Grade:					
10	74.4	11.1	4.5	5.6	4.4
11	69.5	9.3	9.0	6.4	5.7
12	65.1	10.1	8.5	8.5	7.8
Sex:					
Male	73.6	9.0	6.3	5.8	5.4
Female	66.4	11.4	8.1	7.7	6.5
Race/Ethnicity:					
White	66.4	10.3	8.1	8.1	7.1
Black	86.5	7.9	2.4	1.6	1.6
Hispanic	72.9	16.6	6.5	1.1	2.9
SES:					
High	70.2	9.9	7.6	7.2	5.1
Medium	65.9	10.9	8.1	7.6	7.5
Low	74.4	9.6	5.8	5.4	4.9
Region:					
North	73.0	10.0	7.1	5.8	4.1
Central	67.0	9.9	7.2	7.5	8.5
South	66.3	11.1	7.3	8.3	6.9

TABLE 26. Annual Frequency of Use by Major Subgroups (Percent)

AMPHETAMINES					
	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	76.4	8.5	5.9	6.2	3.0
Grade:					
10	82.5	6.5	4.0	4.7	2.3
11	75.4	8.4	7.2	6.5	2.5
12	70.6	10.8	6.6	7.8	4.2
Sex:					
Male	80.0	7.4	5.1	5.1	2.4
Female	72.9	9.6	6.6	7.3	3.6
Race/Ethnicity:					
White	73.2	8.7	7.0	7.5	3.6
Black	92.0	5.2	1.2	0.8	0.8
Hispanic	79.5	13.3	3.2	2.9	1.1
SES:					
High	77.5	7.3	6.7	5.8	2.7
Medium	72.8	9.8	6.1	7.8	3.5
Low	79.7	8.0	4.8	4.8	2.7
Region:					
North	79.6	8.3	5.3	4.6	2.2
Central	71.8	9.5	7.0	8.2	3.5
South	75.3	7.5	5.6	7.5	4.1

TABLE 27. Lifetime Frequency of Use by Major Subgroups (Percent)

COCAINE					
	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	83.4	7.7	4.3	2.8	1.8
Grade:					
10	89.3	5.4	2.9	1.3	1.1
11	80.6	9.3	4.0	3.9	2.2
12	79.2	8.8	6.3	3.5	2.3
Sex:					
Male	81.5	7.6	5.1	3.2	2.6
Female	84.9	7.8	3.5	2.5	1.2
Race/Ethnicity:					
White	82.7	7.8	4.6	3.2	1.6
Black	82.8	8.5	3.9	1.6	3.2
Hispanic	88.1	5.4	3.2	2.2	1.1
SES:					
High	84.1	7.9	2.7	3.0	2.3
Medium	83.0	8.3	4.8	2.3	1.5
Low	82.8	6.9	5.2	3.4	1.7
Region:					
North	82.8	8.0	3.8	3.8	1.6
Central	83.0	7.9	5.1	2.6	1.4
South	85.0	6.7	4.4	0.9	3.0

TABLE 28. Annual Frequency of Use by Major Subgroups (Percent)

COCAINE					
	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	87.0	6.9	2.8	2.3	1.0
Grade:					
10	92.9	3.9	1.1	1.5	0.6
11	86.0	7.5	2.6	2.4	1.5
12	81.9	9.5	4.7	3.0	0.9
Sex:					
Male	85.0	7.6	3.1	3.0	1.3
Female	89.1	6.1	2.5	1.7	0.6
Race/Ethnicity:					
White	86.7	6.8	1.6	1.2	1.6
Black	87.7	7.9	3.2	2.4	0.9
Hispanic	89.2	6.5	1.1	3.2	0.0
SES:					
High	87.7	5.1	3.1	2.6	1.5
Medium	87.2	8.0	2.4	1.7	0.7
Low	86.4	7.1	3.0	2.7	0.8
Region:					
North	87.2	5.8	3.4	2.9	0.7
Central	85.5	9.1	2.7	1.4	1.3
South	89.2	6.1	1.4	2.2	1.1

TABLE 29. Lifetime Frequency of Use by Major Subgroups (Percent)

HALLUCINOGENS

	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	84.2	6.3	5.1	2.7	1.7
Grade:					
10	89.5	5.2	3.0	1.4	0.9
11	81.5	7.4	6.1	3.0	2.1
12	81.2	6.4	6.5	3.7	2.2
Sex:					
Male	82.8	5.6	6.3	3.0	2.4
Female	85.6	6.9	3.9	2.4	1.1
Race/Ethnicity:					
White	81.7	7.0	6.1	3.3	1.9
Black	94.8	2.4	1.6	0.4	0.8
Hispanic	88.1	8.7	1.1	0.0	2.2
SES:					
High	84.5	6.5	5.1	2.1	1.8
Medium	82.0	6.5	7.0	3.0	1.4
Low	86.7	5.8	2.6	2.8	2.1
Region:					
North	85.3	5.7	4.5	2.7	1.7
Central	81.4	7.1	6.0	3.2	2.3
South	86.1	6.4	5.0	1.6	0.8

TABLE 30. Annual Frequency of Use by Major Subgroups (Percent)

HALLUCINOGENS					
	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	87.7	6.1	3.5	1.9	0.8
Grade:					
10	91.6	5.3	1.2	1.0	0.9
11	85.8	7.0	3.8	2.4	1.0
12	84.8	6.5	5.6	2.4	0.7
Sex:					
Male	86.7	5.8	4.1	2.3	1.1
Female	88.7	6.4	2.8	1.5	0.6
Race/Ethnicity:					
White	85.6	6.9	4.2	2.4	0.8
Black	96.0	2.4	0.8	0.0	0.9
Hispanic	91.3	6.5	0.0	1.1	1.1
SES:					
High	87.7	6.2	3.9	1.6	0.6
Medium	85.8	7.2	4.7	1.6	0.7
Low	89.9	4.8	1.6	2.5	1.2
Region:					
North	88.1	5.8	3.7	1.7	0.7
Central	86.0	6.3	3.8	2.3	1.6
South	89.5	6.7	2.2	1.6	0.0

TABLE 31. Lifetime Frequency of Use by Major Subgroups (Percent)

BARBITURATES

	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	85.6	5.8	3.8	2.9	1.9
Grade:					
10	88.9	3.7	3.5	2.3	1.6
11	84.1	7.5	3.6	3.0	1.7
12	83.3	6.3	4.4	3.4	2.5
Sex:					
Male	85.4	6.0	3.6	2.1	2.9
Female	85.9	5.6	4.0	3.6	1.0
Race/Ethnicity:					
White	83.6	6.2	4.5	3.4	2.3
Black	96.1	2.4	0.8	0.4	0.4
Hispanic	87.0	7.6	2.2	3.2	0.0
SES:					
High	86.5	5.7	3.7	2.3	1.9
Medium	84.4	6.4	4.6	3.2	1.4
Low	86.4	5.2	3.0	2.9	2.5
Region:					
North	87.7	5.9	2.5	2.0	1.8
Central	83.4	5.5	5.2	3.5	2.4
South	83.9	5.9	5.0	3.9	1.4

TABLE 32: Annual Frequency of Use by Major Subgroups (Percent)

BARBITURATES					
	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	89.8	4.1	2.8	2.3	1.0
Grade:					
10	91.7	2.7	2.1	2.7	0.8
11	88.6	5.3	2.8	2.2	1.1
12	88.3	4.4	3.6	2.4	1.3
Sex:					
Male	90.0	3.7	2.3	2.7	1.3
Female	89.3	4.5	3.3	2.1	0.8
Race/Ethnicity:					
White	87.8	4.6	3.5	2.9	1.2
Black	98.0	0.8	0.4	0.4	0.4
Hispanic	92.4	5.4	0.0	1.1	1.1
SES:					
High	90.1	4.0	2.2	2.9	0.8
Medium	89.3	4.6	3.7	1.8	0.6
Low	89.7	3.6	2.4	2.5	1.8
Region:					
North	92.2	3.0	1.8	2.0	1.0
Central	87.7	4.7	3.4	3.0	1.2
South	86.6	5.9	4.5	2.2	0.8

TABLE 33. Lifetime Frequency of Use by Major Subgroups (Percent)

TRANQUILIZERS

	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	86.6	6.0	3.8	1.9	1.6
Grade:					
10	90.1	4.0	3.0	1.1	1.8
11	85.2	6.8	4.6	2.0	1.4
12	84.0	7.6	3.9	2.8	1.6
Sex:					
Male	86.8	5.3	3.6	1.7	2.5
Female	86.5	6.7	3.9	2.1	0.7
Race/Ethnicity:					
White	85.1	6.7	4.3	2.2	1.8
Black	94.8	3.2	1.2	0.4	0.4
Hispanic	92.7	6.1	1.1	1.1	0.0
SES:					
High	85.7	6.2	3.8	2.4	1.8
Medium	85.7	6.8	4.3	1.8	1.4
Low	88.8	5.0	3.0	1.6	1.6
Region:					
North	87.6	6.3	3.0	1.8	1.2
Central	86.1	5.7	3.9	2.5	1.8
South					

TABLE 34. Annual Frequency of Use by Major Subgroups (Percent)

TRANQUILIZERS					
	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	91.7	3.6	2.6	1.2	0.9
Grade:					
10	93.4	2.4	2.1	1.3	0.8
11	91.2	3.8	2.8	1.1	1.1
12	90.2	4.6	3.0	1.4	0.8
Sex:					
Male	91.7	3.3	2.4	1.1	1.5
Female	91.6	3.8	2.7	1.4	0.2
Race/Ethnicity:					
White	90.6	4.0	2.9	1.5	1.0
Black	97.6	1.2	0.4	0.4	0.4
Hispanic	95.0	3.9	1.1	0.0	0.0
SES:					
High	90.1	4.2	2.7	1.7	1.3
Medium	92.8	2.8	3.1	0.7	0.6
Low	92.2	3.9	1.8	1.4	0.7
Region:					
North	92.8	3.4	1.8	1.4	0.6
Central	91.3	3.2	3.4	1.4	0.7
South	89.9	4.7	3.1	0.6	1.7

TABLE 35. Lifetime Frequency of Use by Major Subgroups (Percent)

HEROIN					
	<u>Never</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	97.8	1.2	0.3	0.3	0.4
Grade:					
10	97.8	1.1	0.5	0.2	0.5
11	98.2	1.2	0.0	0.2	0.3
12	97.6	1.2	0.4	0.5	0.3
Sex:					
Male	97.6	1.2	0.3	0.4	0.4
Female	98.2	1.1	0.3	0.1	0.3
Race/Ethnicity:					
White	97.9	1.2	0.4	0.3	0.3
Black	97.8	0.8	0.0	0.0	0.4
Hispanic	97.8	1.1	0.0	0.0	0.1
SES:					
High	97.6	0.5	0.3	0.3	0.3
Medium	96.9	1.8	0.6	0.4	0.4
Low	98.5	1.1	0.0	0.0	0.3
Region:					
North	97.6	1.4	0.2	0.3	0.7
Central	97.9	0.8	0.5	0.4	1.2
South	98.6	1.1	0.3	0.0	0.0

TABLE 36. Annual Frequency of Use by Major Subgroups (Percent)

HEROIN

	<u>None</u>	<u>1-2</u>	<u>3-9</u>	<u>10-39</u>	<u>40+</u>
Total	98.9	0.4	0.3	0.1	0.3
Grade:					
10	98.7	0.8	0.3	0.0	0.2
11	99.1	0.4	0.0	0.0	0.5
12	98.9	0.2	0.4	0.2	0.3
Sex:					
Male	98.6	0.5	0.3	0.0	0.6
Female	99.4	0.3	0.2	0.1	0.0
Race/Ethnicity:					
White	99.0	0.4	0.3	0.1	0.2
Black	98.4	0.8	0.0	0.0	0.8
Hispanic	100.0	0.0	0.0	0.0	0.0
SES:					
High	99.2	0.0	0.3	0.0	0.5
Medium	98.7	0.6	0.4	0.0	0.3
Low	99.0	0.6	0.0	0.2	0.2
Region:					
North	99.0	0.3	0.2	0.1	0.4
Central	98.8	0.3	0.5	0.0	0.4
South	99.2	0.8	0.0	0.0	0.0

APPENDICIES

Appendix A.

Sample Distribution by Major Subgroups

GEOGRAPHIC REGION

	<u>No. Students</u>	<u>Percent</u>
North	994	50.1
Central	600	30.2
South	391	19.7
Total	<u>1,985</u>	<u>100.0</u>

S.E.S.

	<u>No. Students</u>	<u>Percent</u>
High	596	30.0
Medium	761	38.4
Low	627	31.6
Total	<u>1,985</u>	<u>100.0</u>

SEX

	<u>No. Students</u>	<u>Percent</u>
Male	961	48.4
Female	1,023	51.6
Total	<u>1,985</u>	<u>100.0</u>

GRADE

	<u>No. Students</u>	<u>Percent</u>
10th	640	32.3
11th	617	31.1
12th	675	34.1
Other	49	2.5
Total	<u>1,981*</u>	<u>100.0</u>

*No response to this item from four students.

RACE/ETHNICITY

	<u>No. Students</u>	<u>Percent</u>
Black	260	13.2
White	1,557	78.8
Hispanic	97	4.9
Other	62	3.1
Total	<u>1,976*</u>	<u>100.0</u>

*No response to this item by nine students.

Appendix B.

Sample Weighting Procedure

The sample chosen for this study essentially constitutes a stratified random sample, i.e., a series of random samples drawn within different strata of the target population. As reported in the text of this report, two variables provided the basis of the sample stratification. The population was stratified by geographical region and socioeconomic status as determined by the State Department of Education's District Factor Groupings. The result of those categorizations was nine sampling cells, indicated in Table A along with the applicable student population per cell.

Table A Student Population by Sampling Cell

<u>Region</u>	<u>S.E.S.</u>			Tot.
	High	Medium	Low	
North	56,046	38,647	57,955	152,648
Central	24,413	53,796	13,886	92,095
South	11,062	24,514	24,535	60,111
Total	91,521	116,957	96,376	304,854

As is apparent from Table A, the total population is disproportionately distributed among the stratified sampling cells. Therefore, some adjustment in the sampling procedure, or a system of sample weighting, must be employed in order to allow for generalization of the data to the population as a whole. Toward that

end, adjustments were made in the number of schools randomly selected in each sampling cell. Table B indicates the ratio of the smallest sampling cell (South-High) to all other cells.

Table B Ratio Smallest Cell to Other Cells

<u>Region</u>	<u>S.E.S.</u>		
	High	Medium	Low
North	5.1	3.5	5.2
Central	2.2	4.9	1.3
South	1.0	2.2	2.2

On the basis of Table B, the following schedule was utilized for selecting schools within each cell.

<u>Sample Cell</u>	<u>No. Schools Selected</u>
North - High	5
Medium	4
Low	5
Central - High	3
Medium	5
Low	2
South - High	1
Medium	2
Low	<u>2</u>
	29

The sampling scheme thus involves a multi-stage random selection process. First, high schools were randomly selected within each stratum, with the number of schools per stratum as indicated above. In addition, the actual administration of the

survey instrument made it necessary that a sample be drawn within selected schools. Although the schools per strata sample did make some adjustment regarding the proportional distribution of the sample, further refinement was necessary. Table C compares the proportion of the total population represented in each cell with the proportion of the sample population so represented.

Table C Comparison - Total Population/Sample Population
by Sampling Cell

Stratum	Stratum Population	% Total Population	Sample Size	% Total Sample
North - High	56,046	18.3845	371	18.6902
Medium	38,647	12.6772	250	12.5945
Low	57,955	19.0107	361	18.1864
Central - High	24,413	8.0081	181	9.1184
Medium	53,796	17.6465	330	16.6247
Low	13,886	4.5550	132	6.6499
South - High	11,062	3.6286	67	3.3753
Medium	24,514	8.0412	141	7.1033
Low	24,535	8.0481	152	7.6574
Total	304,854	100.0000	1985	100.0000

As can be seen from a comparison of percentage distributions, some of the sampling strata have been slightly over-represented (e.g., Central-High), while some strata have been under-represented (e.g., South-Medium). In order to more accurately treat the individual samples in the aggregate, as a total population estimate, adjustments were made to the sample proportions to conform to the total population proportions. The effect of each case was

multiplied by an adjustment or weighting factor, calculated for each cell as - $\frac{\text{proportion in total population}}{\text{proportion in sample}}$.

Table D reports the weights assigned to the cases comprising each sampling cell.

Table D Sample Cell Weights

Stratum	Proportion Total Population	Proportion Sample	Weight
North - High	18.3845	18.6902	0.9836
Medium	12.6772	12.5945	1.0066
Low	19.0107	18.1864	1.0453
Central - High	8.0081	9.1184	0.8782
Medium	17.6465	16.6247	1.0615
Low	4.5550	6.6499	0.6849
South - High	3.6286	3.3753	1.0751
Medium	8.0412	7.1033	1.1320
Low	8.0481	7.6574	1.0510

Appendix C.

NEW JERSEY

PUBLIC HIGH SCHOOL SURVEY

DRUG AND ALCOHOL USE

1980

INTRODUCTION

This questionnaire is part of a statewide study of alcohol and drug use among youth being conducted by the Attorney General in an attempt to understand your feelings about this subject. The questions ask your opinions about a number of things - the way things are now and the way you think they ought to be in the future. In a sense, many of your answers on this questionnaire will count as "votes" on many important issues.

If this study is to be helpful, it is important that you answer each question as thoughtfully and honestly as possible. All your answers will be kept strictly confidential and will never be seen by anyone who knows you. Your answers will never be used in any way against you. To help keep your answers absolutely anonymous, we ask that you do not put your name anywhere on this questionnaire or on the answer sheet.

This study is completely voluntary. If there is any question that you do not want to answer for any reason, just leave it blank. Remember, it is your honest opinion that we want; there are no right or wrong answers to the questions.

Thank you for being an important part of our study.

Instructions

You should have a 21 page questionnaire containing 129 questions and a single page answer sheet. Please make sure you have both an answer sheet and a complete questionnaire. Raise your hand if you are missing any pages, and you will be given a new set of materials.

Do not write your name on the answer sheet. We want the questionnaire to remain anonymous.

Answer all questions only on the answer sheet. Put a circle around the letter of the answer you select. For example, on question number 1, if you are male, put a circle around the letter A on your answer sheet. If you are female, you should circle letter B on your answer sheet to answer question number 1.

MARK YOUR ANSWER TO ALL QUESTIONS ON YOUR ANSWER SHEET.

1. Are you:
 - A. Male
 - B. Female
2. How old are you?
 - A. 14 years old or younger
 - B. 15 years old
 - C. 16 years old
 - D. 17 years old
 - E. 18 years old
 - F. 19 years old
 - G. 20 years old or older
3. What grade are you in?
 - A. 10th
 - B. 11th
 - C. 12th
 - D. Other
4. What grades do you usually get?
 - A. Mostly A's
 - B. Mostly B's
 - C. Mostly C's
 - D. Mostly D's
 - E. Mostly F's
5. Are you:
 - A. Black or Afro-American
 - B. White
 - C. Hispanic
 - D. Other
6. Have you ever smoked cigarettes?
 - A. Yes
 - B. No
7. How frequently do you smoke cigarettes at the present time?
 - A. Never
 - B. On occasion
 - C. Half a pack or less a day
 - D. Half a pack to a pack a day
 - E. More than one pack a day

8. When did you first smoke cigarettes?

- A. I have never smoked cigarettes
- B. 6th grade or earlier
- C. 7th-8th grade
- D. 9th grade
- E. 10th grade
- F. 11th grade
- G. 12th grade

9. If people smoke one or more packs of cigarettes a day, how much physical harm are they likely to risk?

- A. No risk
- B. Slight risk
- C. Medium risk
- D. Great risk
- E. I don't know

THE FOLLOWING QUESTIONS ARE ABOUT MARIJUANA.

10. How hard do you think it would be for you to get marijuana [grass, pot, dope] if you wanted some?

- A. Very easy
- B. Easy
- C. Hard
- D. Very hard
- E. Probably impossible

11. Where would you most likely get marijuana if you want some?

- A. I couldn't get it
- B. From members of my family
- C. From other students or friends
- D. From adults I know
- E. From strangers
- F. Grow my own

12. Do you think you will be using marijuana 5 years from now?

- A. I definitely will
- B. I probably will
- C. I am unsure
- D. I probably will not
- E. I definitely will not

13. Do you think you will be using marijuana 10 years from now?

- A. I definitely will
- B. I probably will
- C. I am unsure
- D. I probably will not
- E. I definitely will not

14. If people smoke marijuana occasionally, how much physical harm are they likely to risk?
- A. No risk
 - B. Slight risk
 - C. Medium risk
 - D. Great risk
 - E. I don't know
15. If people smoke marijuana regularly, how much physical harm are they likely to risk?
- A. No risk
 - B. Slight risk
 - C. Medium risk
 - D. Great risk
 - E. I don't know
16. Do you think it is wrong if a person uses marijuana occasionally?
- A. Very wrong
 - B. Slightly wrong
 - C. Not wrong at all
17. Do you think it is wrong if a person uses marijuana regularly?
- A. Very wrong
 - B. Slightly wrong
 - C. Not wrong at all
18. There has been much talk about whether or not marijuana use should be made legal. What do you think should be done?
- A. It should be a crime for everyone
 - B. It should be a crime only for people under 18 years
 - C. It should be a minor violation, like a parking ticket, for everyone
 - D. It should be a minor violation, like a parking ticket, only for people under 18 years
 - E. It should be legal
 - F. No opinion
19. If it were legal to use marijuana, should it also be legal to sell marijuana?
- A. No
 - B. Yes, but only to adults
 - C. Yes, to anyone

20. If marijuana were legal to use and legally available, which of the following would you be most likely to do?

- A. Not use it, even if it were legal and available
- B. Try it for the first time
- C. Use it less often than I do now
- D. Use it as often as I do now
- E. Use it more often than I do now

21. How many times have you used marijuana in your lifetime?

- A. Never
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 39 times
- E. 40 or more times

IF YOU SELECTED ANSWER A TO QUESTION 21, SKIP QUESTIONS 22 THROUGH 36 AND DRAW A LINE THROUGH THOSE QUESTIONS ON YOUR ANSWER SHEET; THEN GO ON TO QUESTION 37. IF YOU SELECTED ANSWERS B, C, D, OR E TO QUESTION 21, CONTINUE ON WITH QUESTION 22.

22. How many times have you used marijuana in the last year?

- A. I have not used marijuana in the last year
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 39 times
- E. 40 or more times

23. How many times have you used marijuana in the last 30 days?

- A. I have not used marijuana in the last 30 days
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 39 times
- E. 40 or more times

24. When did you first use marijuana?

- A. 6th grade or earlier
- B. 7th-8th grade
- C. 9th grade
- D. 10th grade
- E. 11th grade
- F. 12th grade

LISTED BELOW ARE A FEW REASONS PEOPLE GIVE FOR SMOKING MARIJUANA. CHOOSE THE ANSWERS THAT APPLY TO YOU AND MARK THEM ON YOUR ANSWER SHEET.

I smoke marijuana:

- | | <u>True</u> | <u>False</u> |
|---|-------------|--------------|
| 25. because I like to get high | A | B |
| 26. because my friends use it | A | B |
| 27. to escape from my problems | A | B |
| 28. because members of my family use it | A | B |
| 29. to enjoy myself at a party | A | B |
| 30. because it makes me feel more comfortable when I am with other people | A | B |
| 31. When you use marijuana do you usually get: | | |
| A. No effect at all | | |
| B. Slightly high or silly | | |
| C. High | | |
| D. Very stoned | | |
| E. Passed out. | | |
| 32. Have you ever gotten into trouble with your family for using marijuana? | | |
| A. Yes | | |
| B. No | | |
| 33. Have you ever gotten into trouble with your school for using marijuana? | | |
| A. Yes | | |
| B. No | | |
| 34. Have you ever gotten into trouble with the police for using marijuana? | | |
| A. Yes | | |
| B. No | | |
| 35. Have your friends ever criticized you for using marijuana? | | |
| A. Yes | | |
| B. No | | |
| 36. I have used marijuana but have never gotten into trouble because of it. | | |
| A. True | | |
| B. False | | |

THE FOLLOWING QUESTIONS ARE ABOUT OTHER DRUGS.

37. How many times have you used hashish [hash, hash oil, THC] in your lifetime?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
38. How difficult do you think it would be for you to get hashish if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably impossible
39. How many times have you used hallucinogens [such as angel dust, PCP, LSD, Acid, Mescaline, etc.] in your lifetime?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
40. How many times have you used hallucinogens in the last year?
- A. I have never used hallucinogens
 - B. I have used hallucinogens, but not in the last year
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
41. How many times have you used hallucinogens in the last 30 days?
- A. I have never used hallucinogens
 - B. I have used hallucinogens, but not in the last 30 days
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
42. When did you first use hallucinogens?
- A. I have never used hallucinogens
 - B. 6th grade or earlier
 - C. 7th-8th grade
 - D. 9th grade
 - E. 10th grade
 - F. 11th grade
 - G. 12th grade

43. How difficult do you think it would be for you to get hallucinogens if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably impossible
44. How many times have you used cocaine in your lifetime?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
45. How many times have you used cocaine in the last year?
- A. I have never used cocaine
 - B. I have used cocaine, but not in the last year
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
46. How many times have you used cocaine in the last 30 days?
- A. I have never used cocaine
 - B. I have used cocaine, but not in the last 30 days
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
47. When did you first use cocaine?
- A. I have never used cocaine
 - B. 6th grade or earlier
 - C. 7th-8th grade
 - D. 9th grade
 - E. 10th grade
 - F. 11th grade
 - G. 12th grade
48. How hard do you think it would be for you to get cocaine if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably Impossible

49. How many times in your lifetime have you used amphetamines [such as diet pills, uppers, bennies, dexies, pep pills, speed, etc.] which were not prescribed for you by a doctor?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
50. How many times in the last year have you used amphetamines which were not prescribed for you by a doctor?
- A. I have never used amphetamines which were not prescribed for me by a doctor
 - B. I have used amphetamines which were not prescribed for me by a doctor, but not in the last year
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
51. How many times in the last 30 days have you used amphetamines which were not prescribed for you by a doctor?
- A. I have never used amphetamines which were not prescribed for me by a doctor
 - B. I have used amphetamines which were not prescribed for me by a doctor, but not in the last 30 days
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
52. When did you first use amphetamines which were not prescribed for you by a doctor?
- A. I have never used amphetamines which were not prescribed for me by a doctor
 - B. 6th grade or earlier
 - C. 7th-8th grade
 - D. 9th grade
 - E. 10th grade
 - F. 11th grade
 - G. 12th grade
53. How difficult do you think it would be for you to get amphetamines if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably impossible

54. How many times in your lifetime have you used barbiturates [such as downs, quaaludes, blues, seconals, yellows, rainbows, goofballs, etc.] which were not prescribed for you by a doctor?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
55. How many times in the last year have you used barbiturates which were not prescribed for you by a doctor?
- A. I have never used barbiturates which were not prescribed for me by a doctor
 - B. I have used barbiturates which were not prescribed for me by a doctor, but not in the last year
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
56. How many times in the last 30 days have you used barbiturates which were not prescribed for you by a doctor?
- A. I have never used barbiturates which were not prescribed for me by a doctor
 - B. I have used barbiturates which were not prescribed for me by a doctor, but not in the last 30 days
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
57. When did you first use barbiturates which were not prescribed for you by a doctor?
- A. I have never used barbiturates which were not prescribed for me by a doctor
 - B. 6th grade or earlier
 - C. 7th-8th grade
 - D. 9th grade
 - E. 10th grade
 - F. 11th grade
 - G. 12th grade
58. How difficult do you think it would be for you to get barbiturates if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably impossible

59. How many times in your lifetime have you used tranquilizers [such as valium, librium, miltown, etc.] which were not prescribed for you by a doctor?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
60. How many times in the last year have you used tranquilizers which were not prescribed for you by a doctor?
- A. I have never used tranquilizers which were not prescribed for me by a doctor
 - B. I have used tranquilizers which were not prescribed for me by a doctor, but not in the last year
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
61. How many times in the last 30 days have you used tranquilizers which were not prescribed for you by a doctor?
- A. I have never used tranquilizers which were not prescribed for me by a doctor
 - B. I have used tranquilizers which were not prescribed for me by a doctor, but not in the last 30 days
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
62. When did you first use tranquilizers which were not prescribed for you by a doctor?
- A. I have never used tranquilizers which were not prescribed for me by a doctor
 - B. 6th grade or earlier
 - C. 7th-8th grade
 - D. 9th grade
 - E. 10th grade
 - F. 11th grade
 - G. 12th grade
63. How difficult do you think it would be for you to get tranquilizers if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably impossible

64. How many times have you used heroin in your lifetime?
- A. Never
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 39 times
 - E. 40 or more times
65. How many times have you used heroin in the last year?
- A. I have never used heroin
 - B. I have used heroin, but not in the last year
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
66. How many times have you used heroin in the last 30 days?
- A. I have never used heroin
 - B. I have used heroin, but not in the last 30 days
 - C. 1 or 2 times
 - D. 3 to 9 times
 - E. 10 to 39 times
 - F. 40 or more times
67. When did you first use heroin?
- A. I have never used heroin
 - B. 6th grade or earlier
 - C. 7th-8th grade
 - D. 9th grade
 - E. 10th grade
 - F. 11th grade
 - G. 12th grade
68. How hard do you think it would be for you to get heroin if you wanted some?
- A. Very easy
 - B. Easy
 - C. Hard
 - D. Very hard
 - E. Probably impossible
69. Have you ever in your lifetime used cough syrup to get high?
- A. Yes
 - B. No
70. Have you ever in your lifetime used methadone to get high?
- A. Yes
 - B. No

71. Have you ever in your lifetime sniffed glue and/or paint to get high?

- A. Yes
- B. No

72. Have you ever in your lifetime used aerosol sprays to get high?

- A. Yes
- B. No

THE FOLLOWING STATEMENT APPLIES TO QUESTIONS 73 THROUGH 79. PLEASE BE SURE TO MARK AN ANSWER ON YOUR ANSWER SHEET FOR EACH REASON FOLLOWING THE STATEMENT.

Which of the following reasons might prevent you from using drugs or marijuana, substances you might otherwise want to use?

73. Religious values

- A. Yes
- B. No

74. Disapproval of parents

- A. Yes
- B. No

75. Disapproval of friends

- A. Yes
- B. No

76. Fear of getting bad grades in school

- A. Yes
- B. No

77. Fear of getting into trouble with the law

- A. Yes
- B. No

78. Fear of physical harm

- A. Yes
- B. No

79. Nothing would prevent me

- A. True
- B. False

ANSWER QUESTIONS 80 THROUGH 87 ONLY IF YOU HAVE EVER USED DRUGS OR MARIJUANA. IF YOU HAVE NEVER USED DRUGS OR MARIJUANA, DRAW A LINE THROUGH QUESTIONS 80 THROUGH 87 ON YOUR ANSWER SHEET; THEN GO ON TO QUESTION 88.

80. Have you ever used drugs or marijuana before school?

- A. Yes
- B. No

81. Have you ever used drugs or marijuana during school hours?

- A. Yes
- B. No

82. Have you ever used drugs or marijuana after school?

- A.. Yes
- B. No

83. Have you ever used drugs or marijuana at school functions such as football games or dances?

- A. Yes
- B. No

84. Have you ever used drugs or marijuana at parties?

- A. Yes
- B. No

85. Have you ever used drugs or marijuana on weekends?

- A. Yes
- B. No

86. Have you ever used marijuana and other drugs at the same time?

- A. Yes
- B. No

87. Have you ever used two or more drugs (other than marijuana) at the same time?

- A. Yes
- B. No

THE FOLLOWING QUESTIONS ARE ABOUT ALCOHOL.

88. How many times have you had alcoholic beverages (beer, wine, hard liquor, or mixed drinks) in your lifetime?

- A. Never
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 39 times
- E. 40 or more times

IF YOU SELECTED ANSWER A TO QUESTION 88, SKIP QUESTIONS 89 THROUGH 105 AND DRAW A LINE THROUGH THOSE QUESTIONS ON YOUR ANSWER SHEET; THEN GO ON TO QUESTION 106. IF YOU SELECTED ANSWERS B, C, D, OR E TO QUESTION 88, CONTINUE ON WITH QUESTION 89.

89. What type of alcoholic beverages do you most often drink?

- A. Beer or malt liquor
- B. Wine
- C. Hard liquor (such as scotch, vodka, whiskey or a mixed drink)
- D. Some combination of the above

90. How many times have you had alcoholic beverages in the last year?

- A. I have not had alcoholic beverages in the last year
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 39 times
- E. 40 or more times

91. How many times have you had alcoholic beverages in the last 30 days?

- A. I have not had alcoholic beverages in the last 30 days
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 39 times
- E. 40 or more times

92. When did you try your first alcoholic beverage?

- A. 6th grade or earlier
- B. 7th-8th grade
- C. 9th grade
- D. 10th grade
- E. 11th grade
- F. 12th grade

93. How much do you usually drink at one time?

- A. A little - a few sips
- B. 1 to 2 drinks
- C. 3 to 4 drinks
- D. 5 to 6 drinks
- E. 7 to 8 drinks
- F. 9 or more drinks

94. When you drink, do you usually get:

- A. No effect at all
- B. Slightly high or silly
- C. High
- D. Very drunk
- E. Passed out

LISTED BELOW ARE A FEW REASONS PEOPLE HAVE FOR DRINKING ALCOHOLIC BEVERAGES. CHOOSE THE ANSWERS THAT APPLY TO YOU AND MARK THEM ON YOUR ANSWER SHEET.

I drink alcoholic beverages:

- | | <u>True</u> | <u>False</u> |
|---|-------------|--------------|
| 95. because I like to get high | A | B |
| 96. because my friends drink | A | B |
| 97. to escape my problems | A | B |
| 98. because members of my family drink | A | B |
| 99. to enjoy myself at a party | A | B |
| 100. because it makes me feel more comfortable when I am with other people | A | B |
| 101. Have you ever gotten into trouble with your family for drinking alcoholic beverages? | | |
| A. Yes | | |
| B. No | | |
| 102. Have you ever gotten into trouble at school for drinking alcoholic beverages? | | |
| A. Yes | | |
| B. No | | |
| 103. Have you ever gotten into trouble with the police for drinking alcoholic beverages? | | |
| A. Yes | | |
| B. No | | |

104. Have your friends ever criticized you for drinking alcoholic beverages?
- A. Yes
 - B. No
105. I drink alcoholic beverages but have never gotten into trouble because of my drinking.
- A. True
 - B. False
106. How would you describe the drinking pattern of your mother or female guardian with whom you live?
- A. She never drank
 - B. She used to drink but doesn't now
 - C. She occasionally drinks
 - D. She has 1 or 2 drinks a day
 - E. She has 3 to 5 drinks a day
 - F. She has 6 or more drinks a day
 - G. Question does not apply
107. How would you describe the drinking pattern of your father or male guardian with whom you live?
- A. He never drank
 - B. He used to drink but doesn't now
 - C. He occasionally drinks
 - D. He has 1 or 2 drinks a day
 - E. He has 3 to 5 drinks a day
 - F. He has 6 or more drinks a day
 - G. Question does not apply
108. How difficult do you think it would be for you to get alcoholic beverages (beer, wine, hard liquor) if you wanted some?
- A. I could legally buy it
 - B. Very easy
 - C. Easy
 - D. Hard
 - E. Very hard
 - F. Probably impossible
109. Where would you most likely get alcohol if you wanted some?
- A. I couldn't get it
 - B. I could legally buy it
 - C. I could buy it even though I'm under age
 - D. From parents with permission
 - E. From other family members (like brothers or sisters)
 - F. From home without my parents' knowledge
 - G. From friends or other students
 - H. Someone would buy it for me

110. If people have 1 or 2 drinks of an alcoholic beverage (beer, wine or hard liquor) on occasion, how much physical harm are they likely to risk?

- A. No risk
- B. Slight risk
- C. Medium risk
- D. Great risk
- E. I don't know

111. If people have 1 or 2 drinks almost every day, how much physical harm are they likely to risk?

- A. No risk
- B. Slight risk
- C. Medium risk
- D. Great risk
- E. I don't know

112. If people have 4 or 5 drinks almost every day, how much physical harm are they likely to risk?

- A. No risk
- B. Slight risk
- C. Medium risk
- D. Great risk
- E. I don't know

113. If people have 5 or more drinks once or twice each weekend, how much physical harm are they likely to risk?

- A. No risk
- B. Slight risk
- C. Medium risk
- D. Great risk
- E. I don't know

THE FOLLOWING STATEMENT APPLIES TO QUESTIONS 114 THROUGH 120.
PLEASE BE SURE TO MARK AN ANSWER ON YOUR ANSWER SHEET FOR EACH
REASON FOLLOWING THE STATEMENT.

Which of the following reasons might prevent you from using
alcoholic beverages you might otherwise want to use?

114. Religious values

- A. Yes
- B. No

115. Disapproval of parents

- A. Yes
- B. No

116. Disapproval of friends

- A. Yes
- B. No

117. Fear of getting bad grades in school

- A. Yes
- B. No

118. Fear of getting into trouble with the law

- A. Yes
- B. No

119. Fear of physical harm

- A. Yes
- B. No

120. Nothing would prevent me

- A. True
- B. False

ANSWER QUESTIONS 121 THROUGH 126 ONLY IF YOU HAVE EVER USED ALCOHOLIC BEVERAGES. IF YOU HAVE NEVER USED ALCOHOLIC BEVERAGES, DRAW A LINE THROUGH QUESTIONS 121 THROUGH 126 ON YOUR ANSWER SHEET; THEN GO ON TO THE INSTRUCTIONS BEFORE QUESTION 127.

121. Have you ever used alcoholic beverages before school?

- A. Yes
- B. No

122. Have you ever used alcoholic beverages during school hours?

- A. Yes
- B. No

123. Have you ever used alcoholic beverages after school?

- A. Yes
- B. No

124. Have you ever used alcoholic beverages at school functions such as football games or dances?

- A. Yes
- B. No

125. Have you ever used alcoholic beverages at parties?

- A. Yes
- B. No

126. Have you ever used alcoholic beverages on weekends?

- A. Yes
- B. No

ANSWER QUESTIONS 127 THROUGH 129 ONLY IF YOU HAVE EVER USED BOTH ALCOHOLIC BEVERAGES AND DRUGS OR MARIJUANA. IF YOU HAVE NEVER USED BOTH ALCOHOLIC BEVERAGES AND DRUGS OR MARIJUANA DRAW A LINE THROUGH QUESTIONS 127 THROUGH 129 ON YOUR ANSWER SHEET. YOU MAY THEN HAND IN YOUR PAPERS TO THE INSTRUCTOR.

127. Have you ever used alcoholic beverages and marijuana at the same time?

- A. Yes
- B. No

128. Have you ever used alcoholic beverages and drugs (other than marijuana) at the same time?

- A. Yes
- B. No

129. Have you ever used alcoholic beverages, marijuana, and drugs other than marijuana at the same time?

- A. Yes
- B. No

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ALCOHOL AND DRUG EDUCATION STEERING COMMITTEE
REVIEW AND RECOMMENDATIONS
DRUG AND ALCOHOL USE AMONG NEW JERSEY HIGH SCHOOL STUDENTS

WILLIAM BURCAT
CHAIRMAN

NOVEMBER 9, 1981

COMMENDATION

The Committee commends the Attorney General and his staff for conducting this survey and producing a report which provides significant data on the use of drugs and alcohol by New Jersey public high school students (grades 10, 11, 12). This is the first report of its kind to address this problem by providing up-to-date information on public high school students of New Jersey. Isolated surveys have been conducted in various communities throughout the state, but nothing of this magnitude has been attempted in the past.

INTRODUCTION TO REPORT

In the fall of 1979, a task force was created by the Attorney General within the Division of Criminal Justice to study, on a statewide basis, the nature and scope of drug and alcohol abuse among juveniles. It was felt that a determination of the extent of substance use, and factors contributing to such use, would enable responsible agencies to more intelligently focus their efforts on understanding and combating this most serious problem. The hope was that information generated by a comprehensive analysis of current substance abuse would be used to refine prevention and treatment programs, and would encourage communication among juveniles, educators, parents, law enforcement officials, and members of social and health service communities.

Toward that end, a survey instrument was developed containing questions that would describe the extent of juvenile drug and alcohol abuse. The survey was administered, in the fall of 1980, to a carefully selected sample of approximately two thousand high school sophomores, juniors and seniors throughout New Jersey. The data obtained from the survey was analyzed to identify and describe the types of substances used, frequency of use, and patterns of substance abuse as reported in the recently released, Drug and Alcohol Use Among New Jersey High School Students. That report was subsequently forwarded by Governor Byrne and Attorney General Zazzali to

the Alcohol and Drug Education Steering Committee for careful review and recommendations for action.

The report acknowledges the Institute of Social Research of the University of Michigan for its prior work in this area (Drug Use Among American High School Students 1975-1977), as well as more recent reports of their annual nationwide surveys. This information coupled with other factual surveys administered by professional pollsters and by school officials shows that the data developed by the Attorney General's report reflect a trend of alcohol and drug use in New Jersey on a par with other states and school districts throughout the country. Although resources available for the survey did not allow for the inclusion of private and parochial school students, we found no evidence to say that their problems are not as equally pronounced.

HIGHLIGHTS OF REPORT FINDINGS

- . With regard to alcohol, 91.2% of the students report use at some time in their lives, 87.6% report use in the past year, and 70.2% report use in the past month.
- . About one in every five students (21.6%) reports regular use (10 or more occasions within the last 30 days) of alcohol.
- . Two-thirds of the students (67.3%) report illicit drug use at some time in their lives.
- . 42.7% of students report using a substance other than marijuana or alcohol at least once in their lives.
- . Marijuana is the most often used illicit drug, with 61.4% reporting use at some time in their lives, 51.8% in the past year, and 36.1% in the past month.
- . Regular use of marijuana (10 or more occasions within the last 30 days) is reported by 12.8% of the students.
- . Lifetime prevalence for other drugs:

amphetamines	30.2%
cocaine	16.6%
hallucinogens	15.8%
barbiturates	14.4%
tranquilizers	13.4%
- . Almost one-third of all students (30.6%) report using drugs at least once during school hours, while 16.5% report using alcohol at least once during school hours.

HISTORICAL OVERVIEW

The Committee, while deliberating over the report, reviewed the long history of substance use and abuse. The use and abuse of chemical substances dates back to the dawn of mankind in one form or another; however, the Committee's concern was with the more recent events that had led up to today's problems. It wasn't until the late 1960s that substance abuse found its way from the urban ghetto into suburban U.S.A.. At this point it became evident that the alliance of substances and youth knew no racial, class, ethnic or socioeconomic bounds. Police, educators, and parents began to realize the scope of the problem as it left its beginnings in the urban sector and hit communities large and small, black and white, rich and poor, across the country. The last two decades' surge in substance use and abuse has proven to be most dramatic among youth, with onset of use most likely to occur during early adolescence. From one year to the next particular substances rise or fall in popularity, and related problems occur for youth, for their families, for governmental agencies, and for society as a whole. Except for the use of alcohol and cigarettes, virtually all of the substances used are illicit. In addition, the practice is spreading from colleges and high schools to the junior high, middle schools and even grade schools.

As the Committee continued to examine this phenomenon in New Jersey it became apparent that several Departments within State Government have been active in providing programs for school age children to address the resulting problems.

The initial efforts to have the schools of New Jersey provide programs in alcohol and drug education were begun at the time of World War I. 18A:35-4 was the first of a series of bills that would mandate that public schools provide alcohol and drug education in their curriculums.

It then wasn't until 1968 that Senate Bill 748 provided for a week-long teacher workshop at the Peddie School in Hightstown. Approximately 125 teachers from seventh, eighth, and ninth grades in public, private and parochial schools attended. Other workshops, seminars and conferences were conducted for elementary and secondary teachers as part of this Bill.

The bill was funded again for the 1969-1970 school year and additional workshops were conducted. In 1969-1971 a series of bills i.e., 18A:4-28 et seq. provided for:

- Summer workshops to train selected teachers to teach a drug program to secondary school teachers.
- Teacher training programs conducted in all school districts for teachers primarily in grades 7-12 (had to cover 12 clock hours of instruction).
- Each school district having secondary grades had to incorporate into its health education curriculum a drug education unit for a minimum of 10 clock hours per school year as part of the ongoing health education curriculum.

- Operational grants were provided directly to local school districts according to a formula based upon the district's population grades 7-12.
- The Commissioner of Education was directed to develop an evaluation procedure measuring the effectiveness of the Drug Education Program and report to the State Board of Education.
- Research and demonstration grants were made available to local districts to assist them in the implementation of innovative pilot projects designed to educate students of elementary and secondary schools, and members of the general public, on the subject of drugs and to prevent the abuse of drugs (no grant to exceed \$5,000).

In 1970, the Department of Education, with the help of the Department of Health, applied for a grant under the Education Professions Development Act. The proposal was for a teacher training program in substance use and abuse. The program was approved the first year for \$91,000, with \$51,000 approved for each of the following two years. The Drug Education Institute, as the program was called, conducted their programs in the local districts with trainers on loan from the Department of Health. The breadth of programs varied from team building for the school district and community to peer counseling. The program was conducted for one year after the federal grant ended and was funded jointly by the Department of Education and the Department of Health.

In addition to the programs conducted at this time, several publications were produced for use by the local districts. Publications produced included curriculum guidelines, school board policy

guidelines, teacher's handbook and selected bibliographies.

In May, 1979 the Commissioner of Education, Fred G. Burke, appointed a Drug and Alcohol Task Force to: establish local board guidelines regarding drug and alcohol abuse; establish guidelines for a drug and alcohol abuse prevention curriculum; recommend requirements for teacher training and in-service; develop parent cooperation strategies; establish criteria for monitoring drug and alcohol education programs; and to propose legislative changes if necessary. The Task Force presented its report to the Commissioner and the State Board of Education in September 1979. It contained 23 recommendations.

Also, in 1979, 18A:35-4 was amended and renewed mandates were put in place with an emphasis on alcohol education. To assist the Department of Education and the Department of Health carry out the mandates of 18A:35-4 and the recommendations of the Task Force, an Alcohol and Drug Education Steering Committee was formed. The following activities have been accomplished to date:

- Guidelines for the development of local board policies have been completed and will be ready for distribution shortly.
- Curriculum guidelines have been completed and will be ready for distribution.
- A pilot inservice program for teachers was developed and conducted at the four Educational Improvement Centers (315 participants representing 210 school districts).

- Another inservice program is being planned for the 1981-82 school year (at the EICs again).

In addition, in 1979 the Division of Alcohol, Narcotics and Drug Abuse Control, Office of Prevention, State Department of Health initiated the State Community Organization Project (SCOP). This project involves the recruitment and training of community representatives in developing local programs for youth. The team concept is crucial to this process. A combination of school, police/law enforcement, community groups, and elected officials is required in the team make-up. The training program lasts for three days. The teams return to their respective communities to begin work on projects designed for and adapted to unique local needs in promoting positive adjustment among youth and the entire community.

The Office of Highway Safety has been promoting highway safety by sponsoring several alcohol education programs for school. The most notable of these is a multi-media program called "Mr. Chug" that they have made available to all the elementary schools of the state free of charge.

CONFRONTING THE ISSUE

The Committee notes with dismay the State's lack of continuous funding for drug and alcohol programs that affect school age children. The practice of intermittent funding has been demonstrated to be clearly ineffective, and it is, therefore, the Committee's consensus that a permanent funding commitment by the state is absolutely essential. The Committee was greatly concerned that in recent years the amount of money provided for prevention programs for school age children by the State of New Jersey has not kept pace with the severity of problem. In fact, the monies appropriated have been negligible.

RECOMMENDATIONS

1. LOCAL SCHOOL DISTRICT ASSESSMENTS

- A. Each local school district should be required to file an annual report with their county superintendent to include an assessment of student substance use, a list of local school board policies regarding substance use, and what, if any, steps are being taken to address any problem identified.
- B. The Departments of Health and Education should render technical assistance to districts in developing assessment procedures and the steps necessary to deal with the problems identified.

2. CONTINUED TRAINING - EDUCATIONAL PERSONNEL

The training program recently developed for school personnel by the Departments of Health, Education, and Law and Public Safety, piloted with Office of Highway Safety funding, should be conducted on a yearly basis.

3. CONFIDENTIALITY

Each local school district should develop policies governing the confidentiality of communications between students and school personnel regarding substance abuse related problems.

4. DESK REFERENCE HANDBOOK

A Desk Reference Handbook should be jointly developed by the Departments of Health and Education to deal comprehensively with the issue of student substance abuse. The handbook should include intervention strategies to be used by school administrators, school personnel, parents, health professionals and law enforcement officials.

5. NEW JERSEY MEDICAL SOCIETY SUPPORT

- A. The Departments of Health and Education should work together with the New Jersey Medical Society to inform New Jersey physicians of adolescent substance abuse problems and to help provide training to upgrade their skills in dealing with the adolescent abuser.
- B. A reference handbook should be developed for physicians including information relative to available resources for the treatment of adolescent substance abusers.

6. HEALTH SERVICES AREA

- A. The Department of Health should develop training and information programs for delivery to professionals in all segments of the health care community.
- B. The Departments of Health and Education should actively develop a comprehensive program to inform the public through schools, media and the health care community of the potential harm resulting from substance use.

7. RESOURCE BOOKLET

The Departments of Health and Education and the Office of Highway Safety should jointly prepare a resource booklet listing available sources of treatment services, counseling services, consultant services, and educational materials to assist local school districts.

8. TREATMENT AND INTERVENTION STRATEGIES

A. The Departments of Health and Education and the Office of Highway Safety should promote legislation to establish and maintain needed treatment facilities for both regular and occasional adolescent substance abusers.

B. The Department of Health should develop procedures to insure the cooperation of hospitals, community health agencies and physicians in carrying out the provisions of 18A:40-4.1 (physical examination of students regarding substance abuse). The Department of Health should monitor the above procedures.

C. Existing treatment facilities should take steps to incorporate into their programs services specific to adolescent substance abusers.

9. MEDIA

A. The Departments of Health and Education and the Office of Highway Safety should jointly develop program materials with documentation for use by all media outlets.

B. Contacts should be made with cable television and New Jersey public television stations to provide programming in the area of substance use and abuse.

10. RESOURCE CENTERS

Financial support should be provided to resource centers (EICs, Rutgers, T.E.C.) to provide needed materials and information to communities and local school districts.

11. PARENT AWARENESS INFORMATION AND NETWORKING

A. The Departments of Health and Education should develop a statewide substance abuse information system involving schools, community groups, PTA's, PTO's and other appropriate parties.

B. In addition, parent awareness programs should be continued on an ongoing basis.

C. The Departments of Health and Education should provide technical assistance to communities and/or community groups to develop networking.

12. TRAINING - DEPARTMENT OF HUMAN SERVICES PERSONNEL

A committee should be established from the Departments of Health, Education and Human Services for the purpose of developing and providing training to Department of Human Services personnel regarding adolescent substance abuse.

13. LEGISLATIVE REFORM

The legislature should conduct a comprehensive review of existing statutes applying to substance use by both juveniles and adults.

14. LEGISLATIVE FUNDING

The legislature should provide the resources necessary to the Departments of Health and Education to implement these recommendations.

The Committee hopes that the recommendations it has made will convey the strong sense of need it felt in making them. The Committee also recognizes that the absence of a rational social policy for drug and alcohol abuse is cause for concern. While the recommendations address specific concerns, they should not obscure the obligation of a society to decide how the use of recreational drugs and the abuse of other drugs fits into the overall fabric of society.