FALL 2026

# Fairfax County 6th Grade Youth Survey

## School Year 2025-2026

WWW.FAIRFAXCOUNTY.GOV/YOUTHSURVEY

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE



# SPONSORS

## Fairfax County Board of Supervisors

**Jeffrey C. McKay**
Chairman

**Kathy L. Smith**
Vice Chairman and
Sully District

**Rachna Sizemore Heizer**
Braddock District

**James N. Bierman Jr.**
Dranesville District

**Rodney L. Lusk**
Franconia District

**Walter L. Alcorn**
Hunter Mill District

**Andres F. Jimenez**
Mason District

**Daniel G. Storck**
Mount Vernon District

**Dalia A. Palchik**
Providence District

**Pat Herrity**
Springfield District

## Fairfax County School Board

**Robyn Lady**
Chair and
Dranesville District

**Kyle McDaniel**
Vice Chair and
Member, At-Large

**Tom Dannan**
Braddock District

**Marcia St. John-Cunning**
Franconia District

**Melanie K. Meren**
Hunter Mill District

**Ricardy Anderson**
Mason District

**Mateo Dunne**
Mount Vernon District

**Karl Frisch**
Providence District

**Sandy Anderson**
Springfield District

**Seema Dixit**
Sully District

**Ryan McElveen**
Member, At-Large

**Ilryong Moon**
Member, At-Large

**Newt Shosteck**
Student Representative


COUNTY OF FAIRFAX
1742
VIRGINIA


Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

# 2025 Fairfax County
# 6th Grade Youth Survey

## School Year 2025-2026

**Results and Tabulations**

**Publication Date: September 2026**

A complete copy of this report, as well as previous Youth Survey reports, may be found on our website at:

**https://www.fairfaxcounty.gov/youthsurvey**

---


Report prepared by:

Fairfax County
Department of Management and Budget
12000 Government Center Pkwy.
Fairfax, VA 22035

Alexandra Krafchek, MSW, MS
Chloe Lee, Ph.D.
Julie Pagaduan, MPP
Jaclyn Yap, Ph.D.


---


Indiana University
School of Public Health-Bloomington
Prevention Insights

5001 N. State Road 37 Business
Suite 101
Bloomington, IN 47404

Mariah Benham, MS
Mikyoung Jun, Ph.D., MPH




To request this information in an alternate format, call the Department of Management and Budget, (703) 324-2391, TTY 711.

# TABLE OF CONTENTS


TABLE OF CONTENTS ..... i
LIST OF TABLES ..... iii
LIST OF FIGURES ..... xi
EXECUTIVE SUMMARY ..... 1
KEY FINDINGS ..... 2
THREE TO SUCCEED ..... 6
INTRODUCTION ..... 7
SURVEY INSTRUMENT ..... 8
SURVEY ADMINISTRATION ..... 10
DATA PROCESSING ..... 12
DEMOGRAPHIC PROFILE OF SURVEYED YOUTH ..... 13
DATA WEIGHTING ..... 20
HOW TO INTERPRET RESULTS ..... 20
SUBSTANCE USE ..... 22
OVERVIEW ..... 23
ALCOHOL USE ..... 25
CANNABIS USE ..... 27
INHALANT USE ..... 29
TOBACCO USE ..... 30
VAPING ..... 31
USE OF OTHER DRUGS ..... 34
DATA SPOTLIGHT ..... 35
AGGRESSIVE BEHAVIORS AND VICTIMIZATION ..... 36
PEER HARM ..... 37
FAMILY VIOLENCE ..... 43
WEAPONS ..... 45
DATA SPOTLIGHT ..... 47
MENTAL HEALTH ..... 48
DATA SPOTLIGHT ..... 53
NUTRITION ..... 54
DATA SPOTLIGHT ..... 58

ACADEMICS AND SCHOOL LIFE ..... 59
DATA SPOTLIGHT ..... 62
TIME USE ..... 63
ACTIVITIES, WORK AND SLEEP ..... 64
SCREEN AND SOCIAL MEDIA USE ..... 72
DATA SPOTLIGHT ..... 75
ASSETS THAT BUILD RESILIENCY ..... 76
COMMUNITY ASSETS ..... 77
SCHOOL ASSETS ..... 78
FAMILY ASSETS ..... 80
INDIVIDUAL ASSETS ..... 82
REFERENCES ..... 85
APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS ..... 87
APPENDIX B. SURVEY METHODOLOGY ..... 94
SURVEY VALIDITY, RELIABILITY, AND SAMPLING ..... 94
DATA PROCESSING METHODOLOGY ..... 95
DATA ANALYSIS METHODOLOGY ..... 98
APPENDIX C. 2025-2026 FAIRFAX COUNTY YOUTH SURVEY QUESTIONNAIRE FOR 6TH GRADE STUDENTS ..... 99

# LIST OF TABLES

Table 1. Language Selection for the Online Survey, 2025 ..... 10
Table 2. Student Response Rate, 2025 ..... 11
Table 3. Student Respondents' Self-Reported Race/Ethnicity, 2025 ..... 13
Table 4. Selected Demographic Characteristics of Survey Respondents, Fairfax County, 2025 .. 15
Table 5. Selected Demographic Characteristics of Enrolled Fairfax County Public School Students, 2025 ..... 16
Table 6. Students Living with Selected Family Members, Fairfax County, 2025 ..... 16
Table 7. Students with a Parent or Guardian Who Was Ever in the Military, Fairfax County, 2025 ..... 17
Table 8. Students with a Family Member Currently in the Military, Fairfax County, 2025 ..... 17
Table 9. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2025 ..... 17
Table 10. Self-reported Conditions/Disabilities, Fairfax County, 2025 ..... 18
Table 11. Percentage of Students with Disabilities (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 19
Table 12. Percentage of Students with Individualized Education Plans (IEP) or 504 Plans (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 19
Table 13. Past Month Prevalence of Any Substance Use (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 23
Table 14. Lifetime Prevalence of Selected Substance Use (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 23
Table 15. Past Month Prevalence of Selected Substance Use (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 24
Table 16. Lifetime Prevalence of Alcohol Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 25
Table 17. Past Month Prevalence of Alcohol Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 25

Table 18. Perceived Risk of Drinking Alcohol Nearly Every Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 26
Table 19. Lifetime Prevalence of Cannabis Use (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 27
Table 20. Past Month Prevalence of Cannabis Use (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 27
Table 21. Perceived Risk of Using Cannabis Regularly (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 28
Table 22. Past Month Prevalence of Inhalant Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 29
Table 23. Lifetime Prevalence of Smoking Cigarettes (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 30
Table 24. Past Month Prevalence of Smoking Cigarettes (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 30
Table 25. Lifetime Prevalence of Vaping Any Substance (%), by Selected Demographic Characteristics, Fairfax County, 2021 – 2025 ..... 31
Table 26. Past Month Prevalence of Vaping Any Substance (%), by Selected Demographic Characteristics, Fairfax County, 2021 – 2025 ..... 31
Table 27. Past Month Prevalence of Vaping Nicotine (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 32
Table 28. Past Month Prevalence of Vaping Cannabis (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 32
Table 29. Past Month Prevalence of Vaping Flavoring Only (%), by Selected Demographic Characteristics, Fairfax County and U.S., 2018 – 2025 ..... 33
Table 30. Perceived Risk of Vaping Regularly (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 33
Table 31. Lifetime Prevalence of Other Illegal Drug Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 34

Table 32. Past Month Prevalence of Other Illegal Drug Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 34
Table 33. Percentage of Students Who Felt Left Out, Had Trouble Making Friends or Getting Along at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 37
Table 34. Percentage of Students Who Intentionally Left Someone Out of a Group or Activity at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 37
Table 35. Percentage of Students Who Have Been Physically Hurt by Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 38
Table 36. Percentage of Students Who Physically Hurt Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 38
Table 37. Percentage of Students Who Have Been Mocked, Teased, or Had Rumors Spread About Them at School in The Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025..... 39
Table 38. Percentage of Students Who Mocked, Teased, or Spread Rumors About Someone at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 39
Table 39. Percentage of Students Who Have Been Threatened by Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 40
Table 40. Percentage of Students Who Threatened Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 40
Table 41. Percentage of Students Reporting Having Something Bad Said to Them about Their Race or Culture in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 41
Table 42. Percentage of Students Reporting Having Said Something Bad about Someone's Race or Culture in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025..... 41

Table 43. Percentage of Students Reporting Receiving Unwanted or Hurtful Messages Online or Through Texts at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 42
Table 44. Percentage of Students Reporting Sending Unwanted or Hurtful Messages to Someone Online or Through Texts at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 42
Table 45. Percentage of Students Reporting Having Been Bullied, Insulted or Put Down by a Parent, Caregiver or Other Adult in the Home in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 43
Table 46. Percentage of Students Reporting Having Been Hit, Beat, Kicked, or Physically Hurt by a Parent, Caregiver or Other Adult in the Home in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 43
Table 47. Percentage of Students Reporting that People in Their Family Often Insult or Yell at Each Other (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 44
Table 48. Percentage of Students with Access to a Gun that is Ready to Fire (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 45
Table 49. Percentage of Students Carrying a Weapon in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 45
Table 50. Percentage of Students Carrying a Weapon on School Property in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 46
Table 51. Percentage of Students Who Felt Sad or Hopeless in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 49
Table 52. Percentage of Students Who Felt Sad or Hopeless in the Past Year and Were Able to Get Help (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 50
Table 53. Percentage of Students Who Experienced Stress in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 50
Table 54. Percentage of Students Who Experienced a High Level of Stress in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2021 - 2025 ..... 51

Table 55. Percentage of Students Who Experienced Loneliness in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 51
Table 56. Percentage of Students Who Often Felt Lonely in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 52
Table 57. Frequency of Eating Fruits and Vegetables in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 55
Table 58. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2018 - 202555
Table 59. Percentage of Students Drinking Beverages with Added Sugar At Least Once per Day in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 56
Table 60. Percentage of Students Drinking Beverages with Caffeine At Least Once per Day in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 56
Table 61. Percentage of Students Reporting Going Hungry in the Past Month Due to Lack of Food in the Home (%), by Selected Demographic Characteristics, Fairfax County, 2018 - 2025 ..... 57
Table 62. Students' Overall Grades in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 60
Table 63. Amount of Time Spent Doing Homework Outside of School on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 60
Table 64. Percentage of Students Who Spent One or More Hours on Homework on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 .... 61
Table 65. Percentage of Students Who Believe Sometimes It Is Okay to Cheat at School (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 61
Table 66. Amount of Time Spent Participating in School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 64
Table 67. Percentage of Students Who Spent One or More Hours Doing School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 64

Table 68. Amount of Time Spent Participating in Non-School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 65
Table 69. Percentage of Students Who Spent One or More Hours Doing Non-School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 65
Table 70. Percentage of Students Who Reported Participating in School and Non-School-based Activities for at Least an Hour in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 66
Table 71. Percentage of Students Who Spent One or More Hours Working at a Job or Internship (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 66
Table 72. Amount of Time Spent Working at a Job or Internship (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 67
Table 73. Frequency of Students Who Reported Volunteering in the Community (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 67
Table 74. Percentage of Students Who Reported Volunteering Regularly in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 68
Table 75. Percentage of Students Who Reported Being a Leader in a Group or Organization in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 68
Table 76. Frequency of Physical Activity for at Least One Hour in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 69
Table 77. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 69
Table 78. Frequency of Doing Something Active with Family or Friends in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 70
Table 79. Percentage of Students Who Did Something Active with Family or Friends on Three or More Times in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 70

Table 80. Amount of Sleep on an Average School Night (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 71
Table 81. Percentage of Students Who Slept Eight or More Hours on an Average School Night (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 71
Table 82. Amount of Time Spent Watching Television on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 72
Table 83. Percentage of Students Who Spent Three or More Hours Watching Television on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025 ..... 72
Table 84. Amount of Time Spent Playing Video or Computer Games on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 73
Table 85. Percentage of Students Who Spent Three or More Hours Playing Video or Computer Games on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 73
Table 86. Amount of Time Spent Using Social Media on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 74
Table 87. Percentage of Students Who Spent Three or More Hours Using Social Media on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025 . 74
Table 88. Percentage of Students Reporting that There Are Adults in Their Neighborhood that They Could Talk to about Something Important (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 77
Table 89. Percentage of Students Reporting that Their Neighbors Notice When They Do a Good Job (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 77
Table 90. Percentage of Students Reporting that Their Teachers Notice When They Are Doing a Good Job (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 78
Table 91. Percentage of Students Who Feel Safe at Their School (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 78

Table 92. Percentage of Students Reporting That They Have a Trusted Adult at School to Talk to When They Need Help (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 79
Table 93. Percentage of Students Reporting that They Could Ask Their Parents, Caregivers, or Other Adults in Family for Help (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 80
Table 94. Percentage of Students Reporting that They Have Input in Family Decisions (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 80
Table 95. Percentage of Students Reporting that Their Parents, Caregivers, or Other Adults in Family Listen When They Talk about Something Important to Them (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 81
Table 96. Percentage of Students Reporting that They Follow Rules (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 82
Table 97. Percentage of Students Reporting that They Accept Responsibility for Their Actions and Mistakes (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 82
Table 98. Percentage of Students Reporting that They Do Their Best Even for Jobs They Dislike (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 83
Table 99. Percentage of Students Reporting that They Try to Find Different Solutions to Problems (%), by Selected Demographic Characteristics, Fairfax County, 2025 ..... 83
Table 100. Percentage of Students Reporting that They Know How to Disagree Without Starting an Argument or Fight (%), by Selected Demographic Characteristics, Fairfax County, 2025 84
Table 101. Instruments Used to Survey Fairfax County Youth, 2001 – 2025 ..... 89
Table 102. Number of Usable Questionnaires, 2001-2025 ..... 92
Table 103. Results of Data Cleaning Procedures, Fairfax County, 2025 ..... 97

# LIST OF FIGURES

Figure 1. Three to Succeed Asset Graph, Fairfax County, 2025 ..... 6
Figure 2. Percentage of Students Who Felt Sad or Hopeless in the Past Year (%), by Past Month Substance Use, Fairfax County, 2025 ..... 35
Figure 3. Percentage of Students Physically Hurting Another Student at School in the Past Year (%), By Whether a Parent or Adult in the Home Hit or Hurt Them, Fairfax County 2025 .... 47
Figure 4. Percentage of Students Who Felt Sad or Hopeless in the Past Year (%), Fairfax County, 2010 – 2025 ..... 49
Figure 5. Percentage of Students Reporting Mental Health Challenges (%), by Amount of Sleep, Fairfax County, 2025..... 53
Figure 6. Percentage of Students Reporting Drinking Beverages with Added Sugar or Caffeine Every Day in the Past Week (%), by Whether They Felt Highly Stressed in the Past Month, Fairfax County, 2025..... 58
Figure 7. Percentage of Students Grades (%), by Presence of Trusted Adult at School to Talk to, Fairfax County, 2025..... 62
Figure 8. Percentage of Students Who Spent Three or More Hours of Screen and Social Media Use (%), by Feeling Lonely in the Past Month, Fairfax County, 2025..... 75

# EXECUTIVE SUMMARY

This report summarizes the results of the *2025 Fairfax County Youth Survey of 6th Grade Students*. The survey examined behaviors, experiences, and other factors that influence the health and well-being of the county's youth. Students' participation in the survey was voluntary and anonymous. The Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the survey to provide information about youth behaviors – those that are positive as well as those that are harmful.

These data provide insight into substance use, aggressive behaviors, health and health risk behaviors, and extracurricular activities of the students. The survey also assesses factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors. In 2025, some questions were refined to improve clarity and consistency, and questions about social media use were added.

This is the twentieth year that the Fairfax County Youth Survey has been conducted and the eighteenth year that sixth-grade students have participated in the survey. The survey was administered November 2025 through February 2026 and resulted in valid responses from 11,334 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 28,103 valid responses. This report, as well as a report of the *2025 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* can be found at www.fairfaxcounty.gov/youthsurvey.

# KEY FINDINGS

## SUBSTANCE USE

- Alcohol was the most commonly used substance among Fairfax County sixth-grade students in their lifetime (11.9%), with male students (13.5%) more likely to report usage than female students (9.8%). Lifetime use of alcohol in 2025 was the lowest since 2019 while past month use (1.2%) was the second lowest since 2022 (1.1%). Lifetime use of other illegal drugs (3.6%) was the second most commonly used substance, followed by cannabis (2.5%) and vaping (2.2%).

- For past month use, inhalants were the most commonly used substance among sixth-grade students (2.5%), with over twice the percentage of students reporting alcohol use during the same period (1.2%). The reported past month inhalant use in 2025 was the highest in recent years.

- The majority of sixth-grade students said that they are at "great risk of harming themselves" when they drink alcohol or vape regularly. The shares of responses varied by race/ethnicity.

## AGGRESSIVE BEHAVIORS AND VICTIMIZATION

- In the past year, over forty percent of sixth-grade students reported feeling left out, having trouble making friends or getting along at school (40.8%), with over half of female students (50.9%) and less than a third of male students (30.5%).

- Over a third of sixth-grade students reported having been mocked, teased, or had rumors spread about them in school in the past year (35.8%).

- Over one in five sixth-grade students (21.2%) reported having been physically hurt by another student at school and one in seven students reported having been threatened by another student at school in the past year (14.7%). Male students were more likely to report these experiences.

- In the past year, around twelve percent of sixth-grade students reported experiencing being bullied, taunted, ridiculed, or teased by a parent, caregiver or other adult in the household (11.5%). Meanwhile, around eight percent reported having been hit, beaten, or physically hurt in the home for the same period (7.9%). The percentage of students reporting this experience varied by gender and race/ethnicity.

- Around four percent of sixth-grade students reported having access to a gun that is ready to fire (3.8%). Less than half a percent said they carried a weapon on school property in the past month (0.4%).

## MENTAL HEALTH

- Over one in four sixth-grade students reported feeling sad or hopeless for two or more weeks in a row in the past year that they stopped doing some usual activities (25.9%). While the 2025 rate was still higher than pre-pandemic levels, it was a percentage point improvement from 2024 and has been slowly declining since 2021 when a third of students reported this feeling. Female students and Hispanic students have consistently reported the highest shares of this feeling over the years.

- Among the sixth-grade students who reported feeling sad or hopeless for two or more weeks in a row in the past year, just over half said they were able to get the help they needed (54.1%). Moreover, male students were more likely to report doing so (61.6% compared to 50.3% of female students). Students from each racial/ethnic group were equally likely to report doing so.

- One in seven of the Fairfax County sixth-grade students reported experiencing stress most or all of the time (14.4%) while about three-fifths reported experiencing stress a little or some of the time during the month prior to the survey (58.0%). Female students were more likely to report experiencing stress.

- Less than ten percent of sixth-grade students reported feeling lonely most or all of the time in the past month (9.1%) while about half of the sixth-grade students reported feeling lonely a little or some of the time during the same period (49.2%). Female students and Hispanic students were most likely to report feeling lonely most or all of the time (with 12.1% of female students and 12.3% of Hispanic students).

## NUTRITION

- Nearly one third of Fairfax County sixth-grade students reported eating fruits and vegetables at least five times per day in the week prior to the survey (32.2%), which has been increasing since 2021.

- About one in ten sixth-grade students (9.5%) drank beverages with added sugar daily in the past week and less than 1 in 24 students drank beverages with caffeine daily during the same period (4.1%). The rates varied by race/ethnicity.

- About eight percent of sixth-grade students reported going hungry at least sometimes in the past month due to a lack of food in the home (8.2%). This was a percentage point increase from 7.2% in the past year but overall has varied little since 2010.

## ACADEMICS AND SCHOOL LIFE

- The majority of sixth-grade students said that, overall, their grades were mostly 3s and 4s in the past year (94.7%).

- The percentage of sixth-grade students who spent at least an hour on homework was 21.5% and was comparable to recent years.

## TIME USE

- About fourteen percent of sixth-grade students spent at least an hour in school-based extracurricular activities (13.5%), and less than half of the students said they spent at least an hour in non-school-based extracurricular activities on an average school day (47.3%). Rates of participation varied by race/ethnicity.

- About half of sixth-grade students reported being physically active for at least an hour for five or more days in the past week (50.6%), with more male students reporting doing so (56.4% of male students and 45.1% of female students). White students were most likely to report doing so at 60% and Hispanics were least likely to report doing so at 40%.

- About three in five sixth-grade students reported doing something active with family or friends three or more times in the past week (60.4%), with more male students than female students reporting doing so (66.4% male students vs. 54.8% female students). White students were most likely to report doing so at 64.2% while Asian and Black students were the least likely to do so at 57.7% and 57.8%, respectively.

- Less than three quarters of sixth-grade students reported sleeping at least eight hours on an average school night (73.2%). Hispanic students had the lowest percentage of sleeping the recommended hours at 65.2% while Asian students had the highest percentage at 78.5%.

- One in six sixth-grade students reported watching tv for at least three hours on an average school day (17.4%). Meanwhile, one in five sixth-grade students reported playing video or computer games (20.0%) and around one in four used social media for the same amount of time (25.4%). The rates varied by gender and race/ethnicity.

## ASSETS

- Protective factors, or assets, in a young person's life reduce the likelihood of engaging in risky behaviors and fosters resilience to help overcome adversity. Overall, the majority of sixth-grade students reported having community, school, and family assets in their lives. For example, about over eighty percent of sixth-grade students reported having adults in their community they can talk to about something important (83.9%). Meanwhile, nearly nine in ten sixth-grade students reported feeling safe in their school (87.6%) and over three in four sixth-grade students reported having an input in family decisions (76.6%).

- The assets, however, differed largely by race/ethnicity. For example, the percentage of sixth-grade students reported having adults in their community they can talk to about something important ranged from 79.9% of Hispanic students to 89.1% of White students. Furthermore, among the sixth-grade respondents, 83.7% of Hispanic students, 85.3% of Black students, and 86.1% students of other/multiple races reported feeling safe in their school, compared to 91.1% of Asian students, and 90.6% of White students.

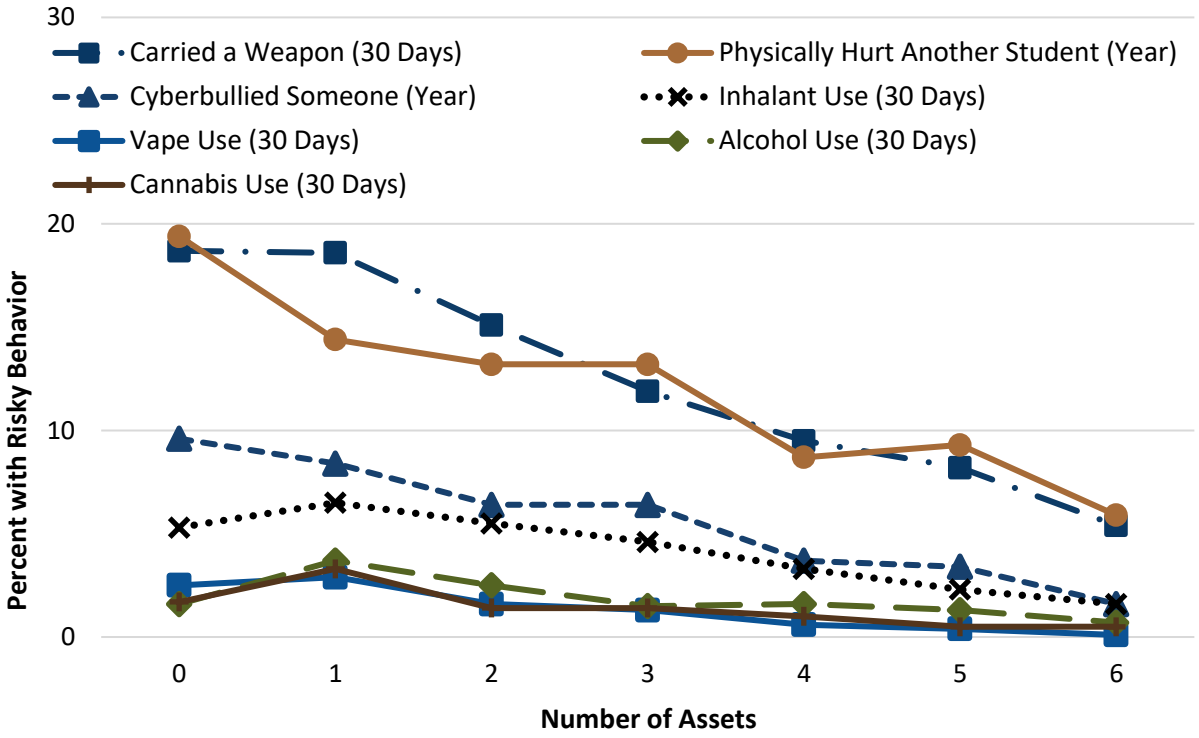
## THREE TO SUCCEED

Assets, or protective factors, are strengths in young people, their families, schools, and communities that help them thrive in health, in school, in daily life, and in a safe environment. The Three to Succeed concept is based on the Youth Survey analysis that shows how having three or more assets reduces risk behaviors and promotes thriving youth. The more assets an individual has in their life, the less likely they are to engage in a variety of risk behaviors.

Most young people in Fairfax County report positive influences from their communities, families, schools, and friends. The lower rates of risk behaviors reported by students with at least three assets demonstrate the benefits that are derived when everyone plays a role in ensuring that children are thriving in Fairfax County.

More information on the different assets is available on *Assets that Build Resiliency* section on page 76.

**Figure 1. Three to Succeed Asset Graph, Fairfax County, 2025**




Adults in Family to Ask for Help
Adults in the Community Recognize Good Work
Teachers Recognize Good Work

Adults in the Community to Talk to
Adults in the Family Ask Input for Decisions
Trusted Adult at School

*Note.* All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# INTRODUCTION

According to the Centers for Disease Control and Prevention, the leading causes of morbidity and mortality among youth and adults in the United States are related to six categories of health-risk behaviors: 1) those that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors related to unintended pregnancy and sexually transmitted infections (including HIV infection); 5) unhealthy dietary behaviors; and 6) physical inactivity. These behaviors often are established during childhood and adolescence and are interrelated (Mpofu et al., 2023).

To monitor the behaviors and attitudes that affect the health and well-being of Fairfax County youth, the Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the Fairfax County Youth Survey. The survey, first administered in 2001, informs our community of essential factors related to youth health and well-being. This information provides a mechanism with which schools, community groups, and governmental agencies can plan, evaluate, and improve programs designed to prevent health problems and promote healthy behaviors. The results of the survey serve as a barometer of the extent to which our community has successfully fostered healthy choices in our youth.

The Fairfax County Youth Survey includes questions on substance use, aggression, health and health-risk behaviors, mental health, academics, time use, and items to measure the levels of assets present in the students' environments. Assets are opportunities, experiences, and resources that foster healthy development in children and adolescents.

The administration of the survey and the use of its results represent a collaborative effort involving multiple county agencies and Fairfax County Public Schools. The support and contributions of these key individuals and groups, and their commitment to our youth, make the survey possible.

## SURVEY INSTRUMENT

The survey instrument for sixth-grade students was updated in 2025, and the latest version covered 82 questions. The survey derives many of its questions from the *Communities That Care Youth Survey* from the U.S. Substance Abuse and Mental Health Services Administration, and the *Youth Risk Behavior Survey* from the U.S. Centers for Disease Control and Prevention.

The Youth Survey has undergone substantial changes since it was first administered in 2001 to stay relevant and up-to-date, although the core questions related to risky and healthy behaviors remained consistent. In 2015, a new questionnaire for the eighth-, tenth-, and twelfth-grade students was developed, maintaining items of interest from earlier versions while adding additional questions on substance use, bullying, nutrition, among others. The questionnaire for sixth-grade students was also slightly modified in 2015. Both the *8th, 10th, and 12th Grade Survey* and the *6th Grade Survey* have been administered annually since. Items continued to be added to the survey. In 2020, the Fairfax County Youth Survey was not conducted due to the COVID-19 pandemic.

In 2025, in collaboration with multiple county agencies and the Fairfax County Public Schools, the Fairfax County Youth Survey questionnaire has undergone a comprehensive revision to enhance its relevance, clarity, and effectiveness in providing valuable insights into the experiences and well-being of youth in the community. This update reflects a commitment to maintaining the survey's alignment with current trends and emerging challenges that young people face. New questions have been incorporated to address critical topics such as social media usage and other risk and protective factors influencing youth development. Simultaneously, less critical or out-of-date questions were removed to streamline the survey and ensure it remains concise and manageable for students to complete. Skip logic was also introduced for subsets of questions, including those related to substance use. These changes aim to improve the quality of data collected, offering a more accurate understanding of the issues affecting youth today while supporting evidence-based decision-making for community programs and interventions.

Due to these updates, the analytical implications of the survey findings have also shifted. For some questions where the language has been updated to improve clarity or consistency, and/or where the answer options have changed, it is not recommended to compare the results directly with data from previous years, as the changes may influence how respondents interpret and respond to these questions. For new questions, the data collected in 2025 will serve as the baseline for future trend analyses. In addition, throughout the report, notations have been included in the tables where the questions are new or updated this year. Where questions remain consistent and/or comparable with prior iterations of the survey, the historical data are presented in the report. Results from previous surveys are accessible for reference at: https://www.fairfaxcounty.gov/data/youth-survey-archive.

The results of the *2025 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* are presented in a separate report, which can be found at www.fairfaxcounty.gov/youthsurvey. The PDF versions of the online questionnaires are also available on the same site. A more detailed discussion of the history of the Fairfax County Youth Survey is provided in Appendix A on page 87.

# SURVEY ADMINISTRATION

The 2025 Fairfax County Youth Survey was conducted from November 2025 to February 2026 and was administered online. The online survey was initially implemented in 2021, with paper versions of the survey offered as an alternative. However, starting in 2022, due to the low uptake of the paper version, the survey was fully administered online.

The survey was offered in eight languages: Arabic, Chinese, English, Farsi, Korean, Spanish, Urdu, and Vietnamese. Students were asked to choose the language they preferred to complete the survey in. Table 1 includes the frequency counts of the different languages selected by students in Grade 6.

**Table 1. Language Selection for the Online Survey, 2025**

| Language | Number | Percent |
|---|---|---|
| Arabic | 15 | 0.1 |
| Chinese | 20 | 0.2 |
| English | 10,928 | 96.4 |
| Farsi | 6 | 0.1 |
| Korean | 32 | 0.3 |
| Spanish | 318 | 2.8 |
| Urdu | 1 | 0.0 |
| Vietnamese | 14 | 0.1 |
| Total | 11,334 | 100.0 |

All Fairfax County Public Schools' sixth-grade students in class at the time of the survey administration were invited to participate. Parents and/or guardians were notified of the survey at least one month before survey administration. The notice included instructions on where to view the survey instrument and how to exclude their child from participation. In addition, students were informed that taking the survey was voluntary and that they may choose not to participate in the entire survey or to skip individual questions they did not want to answer. Instructions from survey administrators and online instructions at the beginning of all surveys assured students that their answers would be kept strictly confidential. Students completed the self-administered questionnaire during one class period. Responses were entered directly into the online survey.

A total of 11,334 students participated in the *2025 Fairfax County Youth Survey of 6$^{th}$ Grade Students*, representing 83% of all sixth-grade students enrolled in Fairfax County Public Schools.

**Table 2. Student Response Rate, 2025**

| FCPS Enrollment[a] | Number of Respondents | Response Rate |
|---|---|---|
| 13,675 | 11,334 | 82.9% |

[a]Total Fairfax County Public Schools enrollment in 6th grade at the end of SY 2025-2026.

# DATA PROCESSING

Prior to analysis, quality checks are conducted to validate student responses. Questionnaires were eliminated from the analysis if any of the following conditions were met:

- the student responded outside the data collection window (between November 10, 2025 and February 10, 2026)
- the student completed the survey during a weekend, Thanksgiving break (November 26, 2025 –November 28, 2025), or winter break (December 22, 2025-January 4, 2026)
- the student completed the survey between 4:30 pm and 7:00 am (survey needed to be completed during normal school hours)
- fewer than four questions were answered
- the student answered "I was not honest at all" on the honesty question
- the student reported use of a fictitious drug
- the grade information was missing, or the student reported being in 5$^{th}$ or 7$^{th}$ grade
- the student provided more than two inconsistent responses regarding substance use
- the student provided pharmacologically implausible responses (i.e., a combination of drugs and frequencies of use whose cumulative effect would be lethal).

Missing data were not imputed. A more thorough description of the survey administration and validation is presented in Appendix B. A total of 767 questionnaires were rejected due to meeting at least one of the data cleaning criteria, leaving 11,334 usable questionnaires (93.7%).

# DEMOGRAPHIC PROFILE OF SURVEYED YOUTH

The 6th grade Fairfax County Youth Survey includes demographic questions about race/ethnicity, gender, disability status, military or veteran family status, and the primary language spoken at home. This information helps identify trends, disparities, and specific needs within different groups.

In previous years, the race/ethnicity was derived from two separate questions, one on race and the other on Hispanic/Latino ethnicity. In 2025, the two questions were combined into one question, "What is your race and/or ethnicity?" and allowed students to select multiple options that applied to them. In addition, *Middle Eastern or North African* has also been added to the response options. Table 3 presents the students' responses to the race/ethnicity question. Because of these changes, caution should be exercised when interpreting data by race/ethnicity across years, and direct comparisons with prior data are not recommended.

**Table 3. Student Respondents' Self-Reported Race/Ethnicity, 2025**

| Responses | Number | Percent |
|---|---|---|
| American Indian or Alaska Native | 325 | 3.0 |
| Asian | 2,725 | 25.3 |
| Black or African American | 1,504 | 14.0 |
| Hispanic or Latino | 2,858 | 26.5 |
| Middle Eastern or North African | 776 | 7.2 |
| Native Hawaiian or Pacific Islander | 96 | 0.9 |
| White | 4,748 | 44.1 |

*Note.* Data in this table are not weighted. This question lets students select multiple response options. As a result, percentages will not sum to 100% as individuals with multiple responses may be counted more than once. All percentages were calculated from valid cases (missing responses were not included).

With these changes, the data processing for race/ethnicity was also updated in 2025. Students who selected "Hispanic or Latino" are referred to as "Hispanic," regardless of any other race options selected. Students who selected only "White" are referred to as "White." Students who selected only "Black or African American" are referred to as "Black." Students who selected only "Asian" or only "Native Hawaiian or Other Pacific Islander" are referred to as "Asian." Students who selected "American Indian or Alaskan native," "Middle Eastern or North African," or selected multiple racial options other than "Hispanic or Latino" are categorized as "Other/Multiple."

The gender question responses include "female", "male", "non-binary" and "another gender." "Non-binary" and "other" categories were added to the question in 2022. In 2025, "another gender" replaced "other." Because of these changes, direct comparisons with the data by gender prior to 2025 is not recommended. In addition, only male and female categories are included in

the report because the sample sizes for non-binary and another gender categories are small, and estimates using smaller sample sizes have larger margins of error.

Students were also asked about their home and family background such as household composition, military/veteran servicemen in the family, and language spoken at home. In 2023, two questions were added to the survey regarding the students' disabilities or other health conditions and whether the students had an Individualized Education Plan (IEP) or a 504 Plan.

In the 2025 Fairfax County Youth Survey, some differences were observed in risk behaviors and well-being by demographic characteristics including race/ethnicity and gender. In this report, findings are broken down by grade, gender (male/female), and race/ethnicity. Demographic characteristics of the students who participated in the survey are compared to the total Fairfax County Public Schools sixth-grade student population. Information on students' gender identity, sexual orientation, living arrangements, military family status, primary language spoken, and disability status are also included in this section.

More on results by demographic groups can be found in the Fairfax County Youth Survey Data Explorer (https://www.fairfaxcountyyouthsurvey.com/).

**Table 4. Selected Demographic Characteristics of Survey Respondents, Fairfax County, 2025**

| | Number | Percent | Statistically Different from Enrolled Population?[f] |
|---|---|---|---|
| **Overall** | 11,334 | 100.0 | |
| **Gender**[a] | | | |
| Female | 5,389 | 47.9 | |
| Male | 5,716 | 50.8 | |
| Non-Binary[b] | 96 | 0.9 | N/A |
| Another Gender[c] | 61 | 0.5 | |
| **Race/Ethnicity** | | | |
| White | 3,220 | 29.9 | Yes |
| Black | 1,087 | 10.1 | |
| Hispanic[d] | 2,858 | 26.5 | |
| Asian | 1,809 | 16.8 | |
| Other/Multiple[e] | 1,794 | 16.7 | Yes |

*Note*. Data in this table are not weighted. [a] Because of missing responses to the gender and race/ethnicity questions, sums for these categories do not equal the number of valid cases included in the report. [b] Non-Binary category was asked for the first time in 2022. [c] Other gender was replaced by Another Gender in 2025. Due to a small sample size, the estimates have larger margins of error and are not included in this report. Moreover, because of the changes in the gender question options, direct comparisons with the data by gender prior to 2025 are not recommended. [d] Multiple response items that include "Hispanic or Latino" are categorized as "Hispanic" regardless of any other options selected. [e] In the Fairfax County Youth Survey, "Other/Multiple" includes students who selected "American Indian or Alaskan native," "Middle Eastern or North African," or selected multiple racial options other than "Hispanic or Latino." [f] Indicates that the difference between the percentage of survey respondents and the percentage of enrolled students in that demographic subcategory presented in the next table is statistically significant (*p-value* < 0.05).

**Table 5. Selected Demographic Characteristics of Enrolled Fairfax County Public School Students, 2025**

| | Number | Percent |
|---|---|---|
| **Overall** | 13,675 | 100.0 |
| **Gender** | | |
| Female | 6,600 | 48.3 |
| Male | 7,072 | 51.7 |
| Other | 3 | 0.0 |
| **Race/Ethnicity** | | |
| White | 5,200 | 38.0 |
| Black | 1,328 | 9.7 |
| Hispanic | 3,573 | 26.1 |
| Asian[a] | 2,498 | 18.3 |
| Other/Multiple[b] | 1,076 | 7.9 |

*Note*. Data in this table are not weighted. Data is based on the total student enrollment in grade 6 in Fairfax County Public Schools at the end of SY 2025-2026. [a] Asian includes students who identify as "Asian" or "Hawaiian or Other Pacific Islander." [b] Other/Multiple includes students who selected "Two or More Race" or "American Indian or Alaska Native."

**Table 6. Students Living with Selected Family Members, Fairfax County, 2025**

| Responses | Number | Percent |
|---|---|---|
| Mother(s) | 10,851 | 97.1 |
| Father(s) | 9,566 | 85.6 |
| Stepmother(s) | 241 | 2.2 |
| Stepfather(s) | 518 | 4.6 |
| Grandmother(s) | 1,422 | 12.7 |
| Grandfather(s) | 821 | 7.4 |
| Foster parent(s) | 31 | 0.3 |
| Other adults | 851 | 7.6 |
| Sister(s) | 5,682 | 50.9 |
| Brother(s) | 5,989 | 53.6 |
| Stepsister(s) | 169 | 1.5 |
| Stepbrother(s) | 165 | 1.5 |
| Other children | 408 | 3.7 |

*Note.* Data in this table are not weighted. This question lets students select multiple response options. As a result, percentages will not sum to 100% as individuals with multiple responses may be counted more than once. All percentages were calculated from valid cases (missing responses were not included).

**Table 7. Students with a Parent or Guardian Who Was Ever in the Military, Fairfax County, 2025**

| Responses | Number | Percent |
|---|---|---|
| Yes | 2,269 | 20.2 |
| No | 7,409 | 65.9 |
| Not sure | 1,574 | 14.0 |

*Note*. Data in this table are not weighted. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 8. Students with a Family Member Currently in the Military, Fairfax County, 2025**

| Responses | Number | Percent |
|---|---|---|
| Yes | 1,285 | 11.4 |
| No | 8,851 | 78.5 |
| Not sure | 1,143 | 10.1 |

*Note*. Data in this table are not weighted. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 9. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2025**

| | Amharic | Arabic | Chinese | English | Farsi |
|---|---|---|---|---|---|
| **Overall** | 1.6 | 2.8 | 1.4 | 62.6 | 1.8 |
| **Gender** | | | | | |
| Female | 1.8 | 2.8 | 1.5 | 61.1 | 2.0 |
| Male | 1.6 | 2.9 | 1.3 | 63.9 | 1.5 |
| **Race/Ethnicity** | | | | | |
| White | 0.0 | 0.4 | 0.2 | 92.4 | 0.4 |
| Black | 15.2 | 4.9 | 0.0 | 69.5 | 0.1 |
| Hispanic | 0.0 | 0.0 | 0.0 | 33.7 | 0.0 |
| Asian | 0.1 | 0.3 | 7.5 | 46.0 | 4.4 |
| Other/Multiple | 0.7 | 12.0 | 0.8 | 65.9 | 5.5 |

| | Korean | Spanish | Urdu | Vietnamese | Other |
|---|---|---|---|---|---|
| **Overall** | 1.8 | 17.5 | 1.2 | 1.2 | 8.1 |
| **Gender** | | | | | |
| Female | 1.7 | 18.0 | 1.4 | 1.3 | 8.5 |
| Male | 1.8 | 17.0 | 1.2 | 1.1 | 7.7 |
| **Race/Ethnicity** | | | | | |
| White | 0.0 | 1.3 | 0.0 | 0.0 | 5.2 |
| Black | 0.2 | 0.5 | 0.3 | 0.0 | 9.4 |
| Hispanic | 0.1 | 64.4 | 0.0 | 0.0 | 1.7 |
| Asian | 9.6 | 0.1 | 4.7 | 6.3 | 21.0 |
| Other/Multiple | 0.9 | 2.0 | 2.3 | 0.9 | 9.0 |

*Note.* Data in this table are not weighted. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 10. Self-reported Conditions/Disabilities, Fairfax County, 2025**

| Disability Type/Classification[a] | Number | Percent |
|---|---|---|
| Developmental or intellectual disability | 183 | 1.7 |
| Learning disability | 774 | 7.2 |
| Mental health/emotional condition | 1,229 | 11.4 |
| Mobility disability | 30 | 0.3 |
| Sensory disability | 175 | 1.6 |
| Speech and language impairment | 229 | 2.1 |
| Other health conditions (ADHD, diabetes, cancer, epilepsy, etc.) | 1,323 | 12.3 |

*Note.* Data in this table are not weighted. This question lets students select multiple response options. As a result, percentages will not sum to 100% as individuals with multiple responses may be counted more than once. [a] The responses were based on respondents' own knowledge of their conditions. These do not necessarily reflect a medical diagnosis from a professional. All percentages were calculated from valid cases (missing responses were not included).

**Table 11. Percentage of Students with Disabilities (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | No Disabilities | One or More Disabilities [a] | Not Sure |
|---|---|---|---|
| **Overall** | 54.0 | 26.3 | 19.7 |
| **Gender** | | | |
| Female | 51.6 | 27.0 | 21.4 |
| Male | 57.5 | 24.5 | 18.0 |
| **Race/Ethnicity** | | | |
| White | 47.5 | 35.3 | 17.2 |
| Black | 58.1 | 22.4 | 19.4 |
| Hispanic | 51.0 | 26.9 | 22.1 |
| Asian | 67.9 | 13.1 | 19.1 |
| Other/Multiple | 55.3 | 24.2 | 20.5 |

*Note.* Data in this table are not weighted. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. [a] The disability status was calculated based on respondents' own knowledge of their conditions. These do not necessarily reflect a medical diagnosis from a professional.

**Table 12. Percentage of Students with Individualized Education Plans (IEP) or 504 Plans (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| IEP/504 Status [a] | Yes, I have an IEP | Yes, I have a 504 | No, I do not | Not sure |
|---|---|---|---|---|
| **Overall** | 6.7 | 4.0 | 38.7 | 50.7 |
| **Gender** | | | | |
| Female | 5.6 | 3.4 | 41.2 | 49.8 |
| Male | 7.5 | 4.3 | 36.8 | 51.4 |
| **Race/Ethnicity** | | | | |
| White | 9.2 | 7.0 | 38.6 | 45.3 |
| Black | 7.8 | 3.8 | 42.0 | 46.4 |
| Hispanic | 6.5 | 2.7 | 34.4 | 56.4 |
| Asian | 2.0 | 0.9 | 44.4 | 52.7 |
| Other/Multiple | 6.0 | 3.5 | 41.4 | 49.1 |

*Note.* Data in this table are not weighted. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. [a] The responses were based on respondents' own knowledge of their school services related to their self-reported condition/disability.

## DATA WEIGHTING

The ratio of sixth-grade survey respondents from a given pyramid* to all survey respondents (all pyramids) was compared to the ratio of all students enrolled in sixth grade in that pyramid to all students enrolled in sixth grade in all Fairfax County Public Schools. Corrective weights were applied to the data to ensure proportional representation based on enrollment by pyramid. The calculations for weighting are described in Appendix B on page 98. Although statistically significant differences were observed among sub-populations of the respondents and the FCPS enrollment, data were weighted by pyramid only. Because of the desire to analyze the data at the pyramid level, the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weights by gender or race/ethnicity are applied.

## HOW TO INTERPRET RESULTS

This report provides data on the prevalence of health-related behaviors. For selected behaviors, frequencies are also included.

*Lifetime prevalence* is the percentage of respondents who report a specified behavior at least once in their lifetime. Lifetime prevalence of substance use is a general indicator of occasional or experimental use of a substance.

*Past month prevalence* is the percentage of respondents who report a specified behavior at least once in the 30 days prior to the administration of the survey. Monthly prevalence is useful for determining how many students are currently engaging in a specified behavior.

*Frequency* describes *how often* or *the number of times* a specific behavior is performed or experienced within a specified timeframe. For example, a student who reported consuming drinks with added sugar in the past four weeks. In this report, frequencies for select behaviors are grouped, but the frequencies for questions related to the frequency of behavior or substance use are provided in the Data Explorer.

Additionally, this report includes *Data Spotlights* that present selected key findings within each section. These spotlights are intended to highlight notable patterns or implications; however, they should not be interpreted as evidence of causal relationships. For instance, while the prevalence of certain substances may appear higher among groups reporting negative experiences such as bullying or aggressive behavior, this does not imply that these experiences caused substance use. The Fairfax County Youth Survey is a cross-sectional study that provides point-in-time data, which is insufficient for establishing causality.

* The Fairfax County Public Schools' system that assigns schools to a pyramid which is comprised of a high school and its feeder elementary and middle schools.

Information about statistical significance is not included in the tables in the report, but differences of a percentage point or more typically would be significant at the 95 percent confidence level for a sample the size of the Fairfax County Youth Survey respondent pool. When the difference between estimates is statistically significant, it means that, at a specified level of confidence, there is a real or measurable difference between the values that is not due to random variation or chance. A statistically significant difference does not mean that the difference is large or important; this is a judgment that is made by those interpreting the results.

# SUBSTANCE USE

Substance use during adolescence can negatively impact children's physical and mental wellbeing and development. It is also linked with adverse outcomes, such as using of a greater range of drugs, engaging in risky sexual behaviors, driving under drug influence, drug dependence and addiction, poorer academic outcomes, and unintentional injuries (Gakh et al., 2020; Khadr et al., 2016; Hingson et al., 2009; Yocky & Barrow, 2023).

The Fairfax County 6th Grade Youth Survey asked students about their use of selected substances during their lifetime and in the past month. Substances included in the survey were alcohol, cannabis, tobacco, vaping products, inhalants, and other illicit drugs. In addition to measuring the prevalence of substance use, the 2025 survey included questions about students' perceived risk of using alcohol, cannabis, and vaping products.

The results of the 6th Grade Youth Survey on substance use are presented in the following tables.

# OVERVIEW

**Table 13. Past Month Prevalence of Any Substance Use (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Any Substance Use |
|---|---|
| **Overall** | 4.3 |
| **Gender** | |
| Female | 3.9 |
| Male | 4.6 |
| **Race/Ethnicity** | |
| White | 3.4 |
| Black | 4.0 |
| Hispanic | 5.8 |
| Asian | 3.2 |
| Other/Multiple | 5.1 |

*Note*. Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month. All percentages were calculated from valid cases (missing responses were not included).

**Table 14. Lifetime Prevalence of Selected Substance Use (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Alcohol | Cannabis | Vaping | Cigarettes | Other Illegal Drugs |
|---|---|---|---|---|---|
| **Overall** | 11.9 | 2.5 | 2.2 | 1.0 | 3.6 |
| **Gender** | | | | | |
| Female | 9.8 | 1.8 | 2.3 | 0.9 | 3.8 |
| Male | 13.5 | 3.1 | 2.0 | 1.0 | 3.4 |
| **Race/Ethnicity** | | | | | |
| White | 13.9 | 1.4 | 0.9 | 0.5 | 3.1 |
| Black | 12.9 | 3.4 | 3.3 | 0.9 | 3.8 |
| Hispanic | 12.2 | 2.8 | 3.9 | 1.9 | 4.1 |
| Asian | 8.8 | 2.3 | 1.2 | 0.4 | 2.7 |
| Other/Multiple | 10.7 | 3.4 | 2.2 | 1.3 | 4.8 |

*Note*. All percentages were calculated from valid cases (missing responses were not included).

**Table 15. Past Month Prevalence of Selected Substance Use (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Alcohol | Inhalants | Cigarettes | Vaping | Cannabis | Other Illegal Drugs |
|---|---|---|---|---|---|---|
| **Overall** | 1.2 | 2.5 | 0.3 | 0.5 | 0.7 | 0.1 |
| **Gender** | | | | | | |
| Female | 1.0 | 2.6 | 0.2 | 0.6 | 0.5 | 0.1 |
| Male | 1.3 | 2.4 | 0.3 | 0.4 | 1.0 | 0.1 |
| **Race/Ethnicity** | | | | | | |
| White | 1.1 | 2.1 | 0.0 | 0.1 | 0.5 | 0.1 |
| Black | 1.0 | 2.3 | 0.2 | 0.2 | 0.7 | 0.0 |
| Hispanic | 1.8 | 3.0 | 0.5 | 1.2 | 0.8 | 0.3 |
| Asian/Pacific | 0.5 | 1.8 | 0.3 | 0.2 | 1.0 | 0.0 |
| Other/Multiple | 1.0 | 3.5 | 0.3 | 0.5 | 0.9 | 0.2 |

*Note*. All percentages were calculated from valid cases for alcohol, cigarettes, cannabis, and other illegal drug use (missing responses were not included). Questions on past month vaping of substances were asked only among those who reported any lifetime use. For comparability, however, the percentage was calculated from the total respondents who answered the lifetime use question (missing responses were not included).

# ALCOHOL USE

**Table 16. Lifetime Prevalence of Alcohol Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 15.1 | 14.7 | 16.0 | 16.0 | 16.5 | 16.1 | 11.9 |
| **Gender**[a] | | | | | | | |
| Female | 11.9 | 12.0 | 14.4 | 13.8 | 13.7 | 13.4 | 9.8 |
| Male | 18.0 | 17.4 | 17.3 | 17.6 | 18.9 | 18.3 | 13.5 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 15.8 | 16.0 | 16.9 | 18.2 | 20.0 | 17.9 | 13.9 |
| Black | 12.8 | 15.1 | 15.3 | 17.6 | 16.5 | 16.0 | 12.9 |
| Hispanic | 17.7 | 17.4 | 17.7 | 16.8 | 16.9 | 16.2 | 12.2 |
| Asian | 11.8 | 10.3 | 13.0 | 13.0 | 12.6 | 12.7 | 8.8 |
| Other/Multiple | 18.4 | 16.4 | 19.4 | 15.4 | 18.6 | 19.0 | 10.7 |

*Note*. Students All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 17. Past Month Prevalence of Alcohol Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 1.6 | 1.3 | 1.2 | 1.1 | 1.6 | 1.4 | 1.2 |
| **Gender**[a] | | | | | | | |
| Female | 1.4 | 0.9 | 1.0 | 0.9 | 1.2 | 1.2 | 1.0 |
| Male | 1.7 | 1.6 | 1.3 | 1.3 | 1.8 | 1.6 | 1.3 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 1.7 | 1.2 | 1.2 | 1.7 | 2.1 | 1.4 | 1.1 |
| Black | 1.3 | 2.0 | 0.8 | 1.0 | 2.3 | 0.9 | 1.0 |
| Hispanic | 2.2 | 2.0 | 1.7 | 1.3 | 1.1 | 1.7 | 1.8 |
| Asian | 0.7 | 0.4 | 0.7 | 0.3 | 1.0 | 0.9 | 0.5 |
| Other/Multiple | 2.4 | 1.4 | 1.4 | 1.2 | 2.0 | 2.1 | 1.0 |

*Note*. All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 18. Perceived Risk of Drinking Alcohol Nearly Every Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | No Risk | Slight Risk | Moderate Risk | Great Risk |
|---|---|---|---|---|
| **Overall** | 25.5 | 7.1 | 15.7 | 51.7 |
| **Gender** | | | | |
| Female | 27.5 | 6.3 | 15.9 | 50.4 |
| Male | 23.5 | 7.9 | 15.3 | 53.3 |
| **Race/Ethnicity** | | | | |
| White | 18.0 | 9.4 | 20.9 | 51.7 |
| Black | 33.5 | 5.9 | 13.1 | 47.6 |
| Hispanic | 35.2 | 6.8 | 13.1 | 45.0 |
| Asian | 19.6 | 5.6 | 12.5 | 62.3 |
| Other/Multiple | 24.0 | 6.1 | 15.3 | 54.5 |

*Note*. This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included). The percentages may not sum up to 100% due to rounding.

# CANNABIS USE

**Table 19. Lifetime Prevalence of Cannabis Use (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 2.5 |
| **Gender** | |
| Female | 1.8 |
| Male | 3.1 |
| **Race/Ethnicity** | |
| White | 1.4 |
| Black | 3.4 |
| Hispanic | 2.8 |
| Asian | 2.3 |
| Other/Multiple | 3.4 |

*Note*. Cannabis use includes smoked or eaten cannabis including THC cartridges, edibles, or gummies. This question was updated in 2025. Prior to that, it asked about marijuana use. Due to changes to the question, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 20. Past Month Prevalence of Cannabis Use (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 0.7 |
| **Gender** | |
| Female | 0.5 |
| Male | 1.0 |
| **Race/Ethnicity** | |
| White | 0.5 |
| Black | 0.7 |
| Hispanic | 0.8 |
| Asian | 1.0 |
| Other/Multiple | 0.9 |

*Note*. Cannabis use includes smoked or eaten cannabis including THC cartridges, edibles, or gummies. This question was updated in 2025. Prior to that, it asked about marijuana use. Due to changes to the question, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 21. Perceived Risk of Using Cannabis Regularly (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | No Risk | Slight Risk | Moderate Risk | Great Risk |
|---|---|---|---|---|
| **Overall** | 24.3 | 3.1 | 11.1 | 61.5 |
| **Gender** | | | | |
| Female | 26.6 | 2.7 | 10.8 | 59.9 |
| Male | 22.2 | 3.4 | 11.2 | 63.3 |
| **Race/Ethnicity** | | | | |
| White | 16.1 | 2.8 | 12.6 | 68.5 |
| Black | 33.3 | 2.8 | 10.1 | 53.9 |
| Hispanic | 33.9 | 3.5 | 11.2 | 51.4 |
| Asian | 18.6 | 2.6 | 9.6 | 69.2 |
| Other/Multiple | 23.5 | 3.3 | 10.2 | 62.9 |

*Note*. Cannabis use includes smoked or eaten cannabis including THC cartridges, edibles, or gummies. This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included). The percentages may not sum up to 100% due to rounding.

# INHALANT USE*

**Table 22. Past Month Prevalence of Inhalant Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 2.0 | 1.9 | 1.3 | 1.2 | 1.3 | 1.3 | 2.5 |
| **Gender**[a] | | | | | | | |
| Female | 2.2 | 2.0 | 1.4 | 1.1 | 1.3 | 1.0 | 2.6 |
| Male | 1.7 | 1.8 | 1.2 | 1.0 | 1.3 | 1.5 | 2.4 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 1.4 | 1.6 | 1.0 | 0.8 | 1.4 | 1.1 | 2.1 |
| Black | 2.4 | 2.0 | 1.1 | 0.8 | 1.6 | 1.5 | 2.3 |
| Hispanic | 2.8 | 2.7 | 1.6 | 1.7 | 1.6 | 1.3 | 3.0 |
| Asian | 2.0 | 1.2 | 1.3 | 0.9 | 0.7 | 1.3 | 1.8 |
| Other/Multiple | 2.3 | 2.8 | 2.2 | 2.0 | 1.7 | 2.0 | 3.5 |

*Note*. All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

* Inhalants are fumes or gases that are inhaled to get high. They include common household substances such as glues, aerosols, butane, and solvents. Many household products are the most commonly used inhalants. Inhalant use is more prevalent among younger students, perhaps because they are often the easiest drugs for them to obtain: they are easily accessible, legal to obtain, and relatively cheap.

# TOBACCO USE

**Table 23. Lifetime Prevalence of Smoking Cigarettes (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 1.1 | 1.2 | 0.9 | 0.9 | 1.1 | 1.3 | 1.0 |
| **Gender[a]** | | | | | | | |
| Female | 0.8 | 0.8 | 0.8 | 0.6 | 1.0 | 1.0 | 0.9 |
| Male | 1.4 | 1.5 | 1.0 | 1.2 | 1.0 | 1.5 | 1.0 |
| **Race/Ethnicity[b]** | | | | | | | |
| White | 0.4 | 0.6 | 0.6 | 0.5 | 0.8 | 0.6 | 0.5 |
| Black | 1.8 | 0.8 | 0.9 | 0.9 | 1.2 | 1.1 | 0.9 |
| Hispanic | 2.2 | 2.4 | 1.8 | 2.0 | 1.7 | 2.4 | 1.9 |
| Asian | 0.7 | 0.6 | 0.3 | 0.6 | 0.6 | 0.9 | 0.4 |
| Other/Multiple | 1.2 | 1.1 | 1.1 | 0.6 | 1.3 | 0.9 | 1.3 |

*Note.* All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 24. Past Month Prevalence of Smoking Cigarettes (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.3 | 0.3 |
| **Gender[a]** | | | | | | | |
| Female | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 |
| Male | 0.2 | 0.2 | 0.1 | 0.2 | 0.3 | 0.3 | 0.3 |
| **Race/Ethnicity[b]** | | | | | | | |
| White | 0.1 | 0.0 | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 |
| Black | 0.1 | 0.1 | 0.2 | 0.1 | 0.4 | 0.5 | 0.2 |
| Hispanic | 0.2 | 0.5 | 0.3 | 0.4 | 0.3 | 0.5 | 0.5 |
| Asian | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.3 |
| Other/Multiple | 0.1 | 0.3 | 0.1 | 0.0 | 0.1 | 0.2 | 0.3 |

*Note*. All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

# VAPING*

**Table 25. Lifetime Prevalence of Vaping Any Substance (%), by Selected Demographic Characteristics, Fairfax County, 2021 – 2025**

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| **Overall** | 2.6 | 2.6 | 2.8 | 3.0 | 2.2 |
| **Gender[a]** | | | | | |
| Female | 2.7 | 2.5 | 2.5 | 3.0 | 2.3 |
| Male | 2.4 | 2.6 | 2.8 | 2.8 | 2.0 |
| **Race/Ethnicity[b]** | | | | | |
| White | 1.7 | 1.4 | 1.9 | 1.8 | 0.9 |
| Black | 3.2 | 2.7 | 3.1 | 3.0 | 3.3 |
| Hispanic | 4.1 | 5.1 | 4.7 | 5.1 | 3.9 |
| Asian | 2.2 | 1.8 | 2.0 | 1.9 | 1.2 |
| Other/Multiple | 2.6 | 2.7 | 2.2 | 3.3 | 2.2 |

*Note*. Vaping was added to the survey in 2021. All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 26. Past Month Prevalence of Vaping Any Substance (%), by Selected Demographic Characteristics, Fairfax County, 2021 – 2025**

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| **Overall** | 0.8 | 0.8 | 0.8 | 0.7 | 0.5 |
| **Gender[a]** | | | | | |
| Female | 0.9 | 0.8 | 0.6 | 0.9 | 0.6 |
| Male | 0.7 | 0.7 | 0.8 | 0.5 | 0.4 |
| **Race/Ethnicity[b]** | | | | | |
| White | 0.4 | 0.1 | 0.3 | 0.3 | 0.1 |
| Black | 0.7 | 0.5 | 1.2 | 0.4 | 0.2 |
| Hispanic | 1.9 | 2.3 | 1.5 | 1.7 | 1.2 |
| Asian | 0.3 | 0.3 | 0.4 | 0.1 | 0.2 |
| Other/Multiple | 0.2 | 0.6 | 0.7 | 0.6 | 0.5 |

*Note*. Vaping any substance includes vaping nicotine, cannabis, or flavoring only. Due to changes in the questions on vaping in 2025, direct comparisons with previous years' data are not recommended. Historical data should be used for reference only. Only students who reported lifetime vaping were asked this question. However, for comparability, the percentages were calculated from the total respondents who answered the lifetime use question (missing responses were not included). [a] Due to

* Vaping is the inhalation of an aerosol through a battery-powered device such as an e-cigarette, vape pen, or pod. The aerosol may contain nicotine, THC (the main psychoactive chemical in cannabis), and/or flavoring.

the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 27. Past Month Prevalence of Vaping Nicotine (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| **Overall** | 0.6 | 0.5 | 0.6 | 0.5 | 0.4 |
| **Gender[a]** | | | | | |
| Female | 0.7 | 0.7 | 0.5 | 0.6 | 0.4 |
| Male | 0.5 | 0.4 | 0.6 | 0.4 | 0.3 |
| **Race/Ethnicity[b]** | | | | | |
| White | 0.3 | 0.1 | 0.3 | 0.2 | 0.1 |
| Black | 0.5 | 0.4 | 1.0 | 0.4 | 0.1 |
| Hispanic | 1.4 | 1.5 | 1.2 | 1.3 | 0.9 |
| Asian | 0.2 | 0.3 | 0.2 | 0.1 | 0.2 |
| Other/Multiple | 0.2 | 0.5 | 0.4 | 0.3 | 0.4 |

*Note*. Only students who reported lifetime vaping were asked this question. However, for comparability, the percentages were calculated from the total respondents who answered the lifetime use question (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 28. Past Month Prevalence of Vaping Cannabis (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 0.2 |
| **Gender** | |
| Female | 0.3 |
| Male | 0.1 |
| **Race/Ethnicity** | |
| White | 0.0 |
| Black | 0.0 |
| Hispanic | 0.6 |
| Asian | 0.2 |
| Other/Multiple | 0.1 |

*Note*. The question about vaping marijuana was replaced with vaping cannabis in 2025. Due to this change, direct comparisons with previous years' data are not recommended. Only students who reported lifetime vaping were asked this question. However, for comparability, the percentages were calculated from the total respondents who answered the lifetime use question (missing responses were not included).

**Table 29. Past Month Prevalence of Vaping Flavoring Only (%), by Selected Demographic Characteristics, Fairfax County and U.S., 2018 – 2025**

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| **Overall** | 0.5 | 0.5 | 0.5 | 0.5 | 0.4 |
| **Gender**[a] | | | | | |
| Female | 0.6 | 0.5 | 0.4 | 0.6 | 0.4 |
| Male | 0.5 | 0.5 | 0.5 | 0.3 | 0.3 |
| **Race/Ethnicity**[b] | | | | | |
| White | 0.3 | 0.1 | 0.2 | 0.2 | 0.0 |
| Black | 0.6 | 0.3 | 0.4 | 0.2 | 0.1 |
| Hispanic | 1.2 | 1.4 | 1.1 | 1.1 | 0.9 |
| Asian | 0.3 | 0.1 | 0.4 | 0.1 | 0.2 |
| Other/Multiple | 0.3 | 0.5 | 0.4 | 0.4 | 0.4 |

*Note*. Only students who reported lifetime vaping were asked this question. However, for comparability, the percentages were calculated from the total respondents who answered the lifetime use question (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

**Table 30. Perceived Risk of Vaping Regularly (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | No Risk | Slight Risk | Moderate Risk | Great Risk |
|---|---|---|---|---|
| **Overall** | 23.4 | 2.9 | 10.2 | 63.6 |
| **Gender** | | | | |
| Female | 25.8 | 2.7 | 9.8 | 61.8 |
| Male | 21.0 | 3.1 | 10.5 | 65.5 |
| **Race/Ethnicity** | | | | |
| White | 15.2 | 2.6 | 10.9 | 71.3 |
| Black | 31.9 | 2.6 | 9.5 | 56.1 |
| Hispanic | 32.8 | 4.4 | 10.9 | 52.0 |
| Asian | 18.4 | 1.7 | 8.2 | 71.7 |
| Other/Multiple | 22.4 | 2.3 | 10.4 | 65.0 |

*Note*. This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included). The percentages may not sum up to 100% due to rounding.

# USE OF OTHER DRUGS

**Table 31. Lifetime Prevalence of Other Illegal Drug Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 0.5 | 0.6 | 1.3 | 1.4 | 1.2 | 1.4 | 3.6 |
| **Gender[a]** | | | | | | | |
| Female | 0.5 | 0.5 | 1.2 | 1.3 | 1.1 | 1.5 | 3.8 |
| Male | 0.5 | 0.7 | 1.3 | 1.5 | 1.2 | 1.3 | 3.4 |
| **Race/Ethnicity[b]** | | | | | | | |
| White | 0.2 | 0.4 | 0.9 | 1.1 | 1.1 | 0.9 | 3.1 |
| Black | 0.7 | 0.7 | 1.5 | 2.1 | 1.7 | 2.4 | 3.8 |
| Hispanic | 1.2 | 1.0 | 1.7 | 1.4 | 1.3 | 1.6 | 4.1 |
| Asian | 0.0 | 0.3 | 1.4 | 1.3 | 0.6 | 1.1 | 2.7 |
| Other/Multiple | 0.4 | 0.6 | 0.9 | 1.8 | 1.5 | 1.9 | 4.8 |

*Note*. Other illegal drugs do not include alcohol, tobacco, inhalants, or cannabis. All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

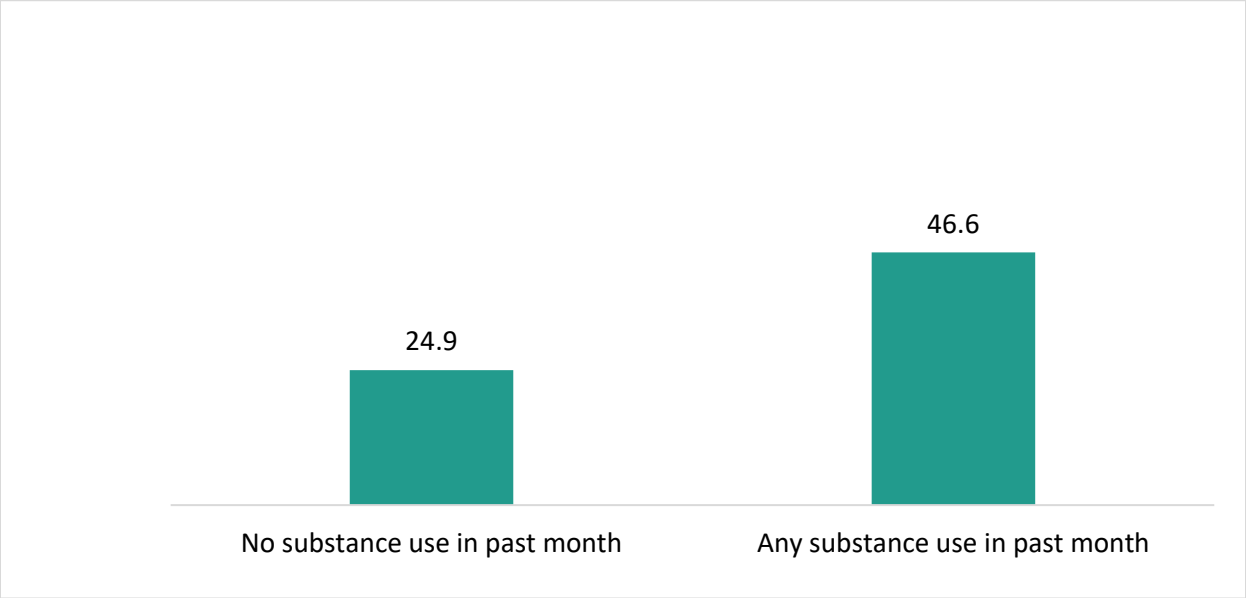
**Table 32. Past Month Prevalence of Other Illegal Drug Use (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| **Gender[a]** | | | | | | | |
| Female | 0.2 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |
| Male | 0.2 | 0.2 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 |
| **Race/Ethnicity[b]** | | | | | | | |
| White | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| Black | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.0 |
| Hispanic | 0.4 | 0.4 | 0.1 | 0.3 | 0.1 | 0.2 | 0.3 |
| Asian | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 |
| Other/Multiple | 0.2 | 0.1 | 0.0 | 0.0 | 0.1 | 0.3 | 0.2 |

*Note*. Other illegal drugs do not include alcohol, tobacco, inhalants, or cannabis. All percentages were calculated from valid cases (missing responses were not included). [a] Due to the changes in the gender question options in 2022, direct comparisons with gender data prior to 2022 are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with data prior to 2025 are not recommended.

# DATA SPOTLIGHT

**Figure 2. Percentage of Students Who Felt Sad or Hopeless in the Past Year (%), by Past Month Substance Use, Fairfax County, 2025**




*Note.* Students were asked if they ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. Any substance use includes students who reported using alcohol, tobacco, or other drugs in the past month. All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# AGGRESSIVE BEHAVIORS AND VICTIMIZATION

Aggressive behaviors and victimization included in this section include harmful peer behaviors, family violence, and carrying weapons. These behaviors are linked to many risky behaviors and negative outcomes, such as impacts on mental health and substance use.

Bullying refers to unwanted and aggressive behavior between students that involves an imbalance of power. These behaviors can be verbal, physical, and/or social. Their effects are far-reaching, influencing not only those who are targeted but also those who engage in the behaviors and those who witness them (US Department of Health and Human Services). In this report, the term *harmful peer behavior* is used to emphasize a more inclusive and comprehensive understanding of behaviors commonly referred to as bullying. This terminology captures a wider range of actions and experiences, including those that may not meet the traditional definition of bullying but still contribute to negative peer interactions. The questions related to harmful peer interactions were updated in the 2025 Fairfax County Youth Survey to assess experiences such as making threats, physically harming others, spreading rumors, excluding someone on purpose, and sending unwanted or hurtful messages or comments online or via text. The survey examined both the experiences of those who engage in these behaviors and those who experience them. It also included questions about making or receiving negative comments related to race or culture.

Students were also asked about their experiences with physical and emotional abuse by family members, parents, or caretakers, as well as whether they had witnessed domestic violence between their caretakers.

Other youth violence questions asked whether students had carried a weapon or had access to a gun that was ready to fire.

The results of the 2025 Fairfax County 6$^{th}$ Grade Youth Survey on aggressive behaviors and victimization are presented in the following tables.

# PEER HARM

**Table 33. Percentage of Students Who Felt Left Out, Had Trouble Making Friends or Getting Along at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 40.8 |
| **Gender** | |
| Female | 50.9 |
| Male | 30.5 |
| **Race/Ethnicity** | |
| White | 40.9 |
| Black | 41.4 |
| Hispanic | 41.7 |
| Asian | 37.3 |
| Other/Multiple | 42.4 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 34. Percentage of Students Who Intentionally Left Someone Out of a Group or Activity at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 12.3 |
| **Gender** | |
| Female | 11.3 |
| Male | 13.2 |
| **Race/Ethnicity** | |
| White | 11.2 |
| Black | 16.7 |
| Hispanic | 13.1 |
| Asian | 11.0 |
| Other/Multiple | 12.9 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 35. Percentage of Students Who Have Been Physically Hurt by Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 21.2 |
| **Gender** | |
| Female | 14.7 |
| Male | 27.0 |
| **Race/Ethnicity** | |
| White | 19.9 |
| Black | 27.5 |
| Hispanic | 21.9 |
| Asian | 18.0 |
| Other/Multiple | 23.0 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 36. Percentage of Students Who Physically Hurt Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 8.2 |
| **Gender** | |
| Female | 5.1 |
| Male | 11.0 |
| **Race/Ethnicity** | |
| White | 5.7 |
| Black | 12.5 |
| Hispanic | 10.5 |
| Asian | 5.8 |
| Other/Multiple | 9.5 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 37. Percentage of Students Who Have Been Mocked, Teased, or Had Rumors Spread About Them at School in The Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 35.8 |
| **Gender** | |
| Female | 36.6 |
| Male | 34.6 |
| **Race/Ethnicity** | |
| White | 35.2 |
| Black | 38.8 |
| Hispanic | 37.2 |
| Asian | 30.9 |
| Other/Multiple | 39.0 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 38. Percentage of Students Who Mocked, Teased, or Spread Rumors About Someone at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 9.0 |
| **Gender** | |
| Female | 7.9 |
| Male | 9.8 |
| **Race/Ethnicity** | |
| White | 7.2 |
| Black | 11.6 |
| Hispanic | 9.8 |
| Asian | 8.2 |
| Other/Multiple | 10.9 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 39. Percentage of Students Who Have Been Threatened by Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 14.7 |
| **Gender** | |
| Female | 11.6 |
| Male | 17.2 |
| **Race/Ethnicity** | |
| White | 14.4 |
| Black | 19.9 |
| Hispanic | 14.4 |
| Asian | 11.6 |
| Other/Multiple | 17.2 |

*Note*: This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 40. Percentage of Students Who Threatened Another Student at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 2.9 |
| **Gender** | |
| Female | 1.9 |
| Male | 3.6 |
| **Race/Ethnicity** | |
| White | 2.1 |
| Black | 4.9 |
| Hispanic | 3.1 |
| Asian | 2.2 |
| Other/Multiple | 3.9 |

*Note*: This question was added to the survey in2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 41. Percentage of Students Reporting Having Something Bad Said to Them about Their Race or Culture in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 18.9 |
| **Gender** | |
| Female | 19.1 |
| Male | 18.2 |
| **Race/Ethnicity** | |
| White | 7.2 |
| Black | 34.8 |
| Hispanic | 19.1 |
| Asian | 25.4 |
| Other/Multiple | 24.7 |

*Note*. This question was updated in 2025. The original question asked, "How many times in the past year has anyone said something bad about your race or culture?" The new question asks, "During the past 12 months, at school, have you ever had something bad said about your race or culture? Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 42. Percentage of Students Reporting Having Said Something Bad about Someone's Race or Culture in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 2.8 |
| **Gender** | |
| Female | 2.0 |
| Male | 3.6 |
| **Race/Ethnicity** | |
| White | 1.2 |
| Black | 4.9 |
| Hispanic | 4.3 |
| Asian | 2.6 |
| Other/Multiple | 2.6 |

*Note*. This question was updated in 2025. The original question asked, "How many times in the past year have you said something bad about someone's race or culture?" The new question asks, "During the past 12 months, at school, have you ever said something bad about someone's race or culture?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 43. Percentage of Students Reporting Receiving Unwanted or Hurtful Messages Online or Through Texts at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 12.2 |
| **Gender** | |
| Female | 14.5 |
| Male | 9.7 |
| **Race/Ethnicity** | |
| White | 10.1 |
| Black | 15.2 |
| Hispanic | 13.4 |
| Asian | 10.7 |
| Other/Multiple | 14.3 |

*Note*. This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 44. Percentage of Students Reporting Sending Unwanted or Hurtful Messages to Someone Online or Through Texts at School in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 3.1 |
| **Gender** | |
| Female | 2.9 |
| Male | 3.1 |
| **Race/Ethnicity** | |
| White | 2.2 |
| Black | 4.2 |
| Hispanic | 3.8 |
| Asian | 2.5 |
| Other/Multiple | 3.9 |

*Note*. This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

# FAMILY VIOLENCE

**Table 45. Percentage of Students Reporting Having Been Bullied, Insulted or Put Down by a Parent, Caregiver or Other Adult in the Home in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 11.5 |
| **Gender** | |
| Female | 13.9 |
| Male | 8.7 |
| **Race/Ethnicity** | |
| White | 8.6 |
| Black | 14.3 |
| Hispanic | 12.4 |
| Asian | 12.5 |
| Other/Multiple | 13.7 |

*Note.* This question was updated in 2025. The original question asked, "How many times in the past year has a parent or adult in your household bullied, taunted, ridiculed, or teased you?" The new question asks, "During the past 12 months, has a parent, caregiver or other adult in your home bullied you, insulted you or put you down?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 46. Percentage of Students Reporting Having Been Hit, Beat, Kicked, or Physically Hurt by a Parent, Caregiver or Other Adult in the Home in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 7.9 |
| **Gender** | |
| Female | 7.2 |
| Male | 8.3 |
| **Race/Ethnicity** | |
| White | 4.3 |
| Black | 12.5 |
| Hispanic | 8.6 |
| Asian | 10.8 |
| Other/Multiple | 8.8 |

*Note.* This question was updated in 2025. The original question asked, "How often did a parent or adult in your home ever hit, beat, kick, or physically hurt you in any way? Do not include spanking." The new question asks, "During the past 12 months, has a parent, caregiver, or other adult in your home ever hit, beat, kick, or physically hurt you in any way?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 47. Percentage of Students Reporting that People in Their Family Often Insult or Yell at Each Other (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 21.1 |
| **Gender** | |
| Female | 22.7 |
| Male | 19.1 |
| **Race/Ethnicity** | |
| White | 18.7 |
| Black | 22.3 |
| Hispanic | 22.5 |
| Asian | 20.9 |
| Other/Multiple | 22.8 |

*Note.* The answer choices for this question were updated in 2025. The original answer options included "NO!!, no, yes, and YES!!" The new answer choices are "Strongly Agree, Agree, Disagree, and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

# WEAPONS

**Table 48. Percentage of Students with Access to a Gun that is Ready to Fire (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 3.8 |
| **Gender** | |
| Female | 3.6 |
| Male | 3.9 |
| **Race/Ethnicity** | |
| White | 4.0 |
| Black | 3.9 |
| Hispanic | 4.2 |
| Asian | 2.4 |
| Other/Multiple | 4.5 |

*Note*. This question was added to the survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

**Table 49. Percentage of Students Carrying a Weapon in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 7.7 |
| **Gender** | |
| Female | 4.5 |
| Male | 10.5 |
| **Race/Ethnicity** | |
| White | 9.3 |
| Black | 8.5 |
| Hispanic | 6.2 |
| Asian | 5.9 |
| Other/Multiple | 9.0 |

*Note*. This question was updated in 2025. The original question asked, "During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?" The new question asks, "During the past 30 days, have you carried a weapon such as a gun or knife?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

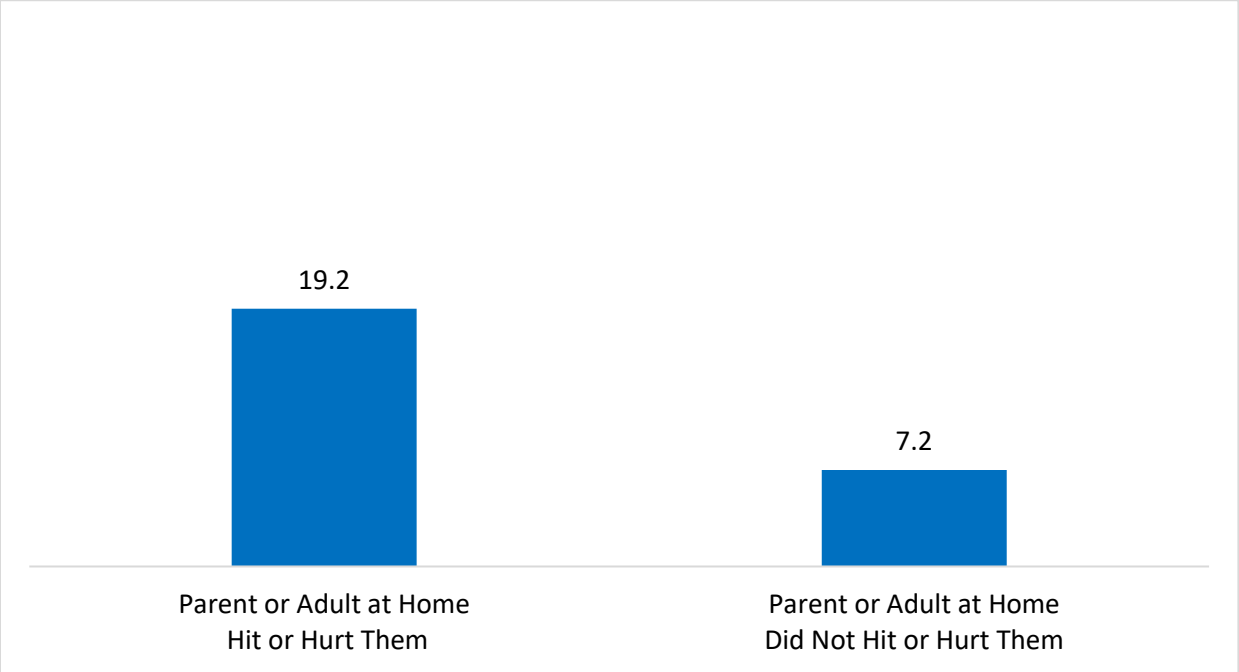
**Table 50. Percentage of Students Carrying a Weapon on School Property in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 0.4 |
| **Gender** | |
| Female | 0.3 |
| Male | 0.4 |
| **Race/Ethnicity** | |
| White | 0.3 |
| Black | 0.6 |
| Hispanic | 0.6 |
| Asian | 0.3 |
| Other/Multiple | 0.6 |

*Note*. This question was updated in 2025. The original question asked, "During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?" The new question asks, "During the past 30 days, have you carried a weapon such as a gun or knife on school property?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

# DATA SPOTLIGHT

**Figure 3. Percentage of Students Physically Hurting Another Student at School in the Past Year (%), By Whether a Parent or Adult in the Home Hit or Hurt Them, Fairfax County 2025**




*Note.* Respondents were asked the following: *During the past 12 months, at school, have you ever hit, punched, kicked, or physically hurt another student? During the past 12 months, has a parent, caregiver, or other adult in your home ever hit, beat, kick, or physically hurt you in any way?* All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# MENTAL HEALTH

In recent years, across the U.S. mental health challenges have been an increasing concern among adolescents (CDC, 2024). Mental health problems in youth often accompany other health and behavioral risks such as substance use, experiencing violence and risky sexual behaviors.

The Fairfax County 6th Grade Youth Survey asked questions related to mental health including stress, depressive feelings, and loneliness. Students who reported depressive feelings were asked a follow-up question about whether they received the help that they needed, which was added to the survey in 2025.

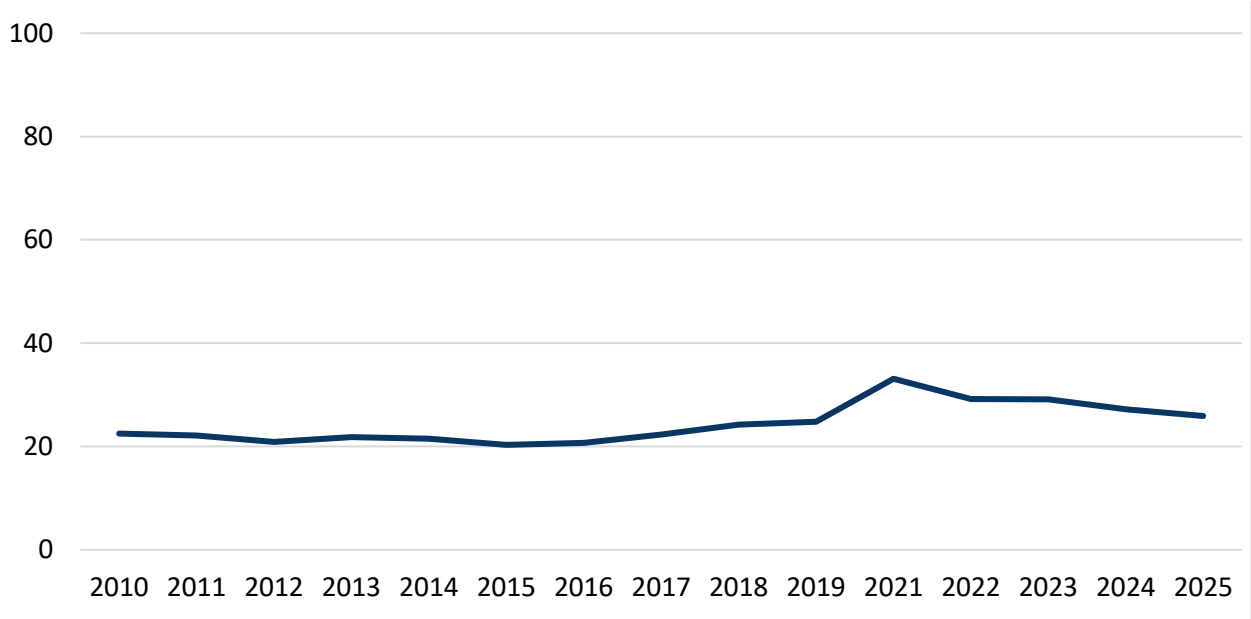
The results of the 2025 survey on mental health are presented in the following tables.

**Table 51. Percentage of Students Who Felt Sad or Hopeless in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 24.2 | 24.8 | 33.1 | 29.2 | 29.1 | 27.2 | 25.9 |
| **Gender**[a] | | | | | | | |
| Female | 27.0 | 28.8 | 39.5 | 33.0 | 34.3 | 33.4 | 30.9 |
| Male | 21.5 | 20.8 | 26.3 | 23.8 | 22.9 | 20.7 | 20.1 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 17.9 | 18.3 | 26.0 | 23.4 | 22.4 | 21.4 | 19.6 |
| Black | 26.4 | 28.0 | 35.0 | 32.2 | 34.1 | 29.4 | 28.2 |
| Hispanic | 34.1 | 33.8 | 43.9 | 38.8 | 39.0 | 36.0 | 34.7 |
| Asian | 20.3 | 21.5 | 29.0 | 23.4 | 24.4 | 22.1 | 20.7 |
| Other/Multiple | 27.5 | 27.0 | 35.8 | 29.9 | 28.0 | 28.1 | 27.7 |

*Note*. Students were asked if they ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. All percentages were calculated from valid cases (missing responses were not included). [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

**Figure 4. Percentage of Students Who Felt Sad or Hopeless in the Past Year (%), Fairfax County, 2010 – 2025**




*Note*. Students were asked if they ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. All percentages were calculated from valid cases (missing responses were not included).

**Table 52. Percentage of Students Who Felt Sad or Hopeless in the Past Year and Were Able to Get Help (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025[a] |
|---|---|
| **Overall** | 54.1 |
| **Gender** | |
| Female | 50.3 |
| Male | 61.6 |
| **Race/Ethnicity** | |
| White | 55.0 |
| Black | 53.8 |
| Hispanic | 54.1 |
| Asian | 54.0 |
| Other/Multiple | 54.0 |

*Note*. This question was added to the survey in 2025. Students were asked, "If you felt sad or hopeless almost every day for two weeks or more during the past 12 months, were you able to get the kind of help you needed?" Only students who answered yes to feeling sad or hopeless almost every day for two weeks or more in a row, to the point that they stopped doing some usual activities, were asked this question. All percentages were calculated from valid cases (missing responses were not included).
[a] n=2,775

**Table 53. Percentage of Students Who Experienced Stress in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | None | A little/Some | Most/All |
|---|---|---|---|
| **Overall** | 27.6 | 58.0 | 14.4 |
| **Gender** | | | |
| Female | 20.3 | 61.4 | 18.3 |
| Male | 35.0 | 55.2 | 9.8 |
| **Race/Ethnicity** | | | |
| White | 27.2 | 60.6 | 12.2 |
| Black | 32.0 | 53.7 | 14.3 |
| Hispanic | 26.6 | 55.8 | 17.6 |
| Asian | 26.8 | 60.9 | 12.3 |
| Other/Multiple | 26.8 | 57.5 | 15.7 |

*Note*. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 54. Percentage of Students Who Experienced a High Level of Stress in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2021 - 2025**

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| **Overall** | 17.8 | 16.9 | 15.6 | 15.1 | 14.4 |
| **Gender[a]** | | | | | |
| Female | 22.7 | 19.8 | 20.3 | 19.5 | 18.3 |
| Male | 12.2 | 12.8 | 10.0 | 10.4 | 9.8 |
| **Race/Ethnicity[b]** | | | | | |
| White | 17.1 | 15.6 | 14.1 | 14.6 | 12.2 |
| Black | 16.6 | 18.2 | 15.3 | 13.6 | 14.3 |
| Hispanic | 20.2 | 20.1 | 19.1 | 17.7 | 17.6 |
| Asian | 14.9 | 13.6 | 13.4 | 12.9 | 12.3 |
| Other/Multiple | 21.8 | 16.8 | 15.4 | 16.4 | 15.7 |

*Note*. In the 2021 survey, the question on experiencing stress was changed. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

**Table 55. Percentage of Students Who Experienced Loneliness in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | None | A little/ Some | Most/All |
|---|---|---|---|
| **Overall** | 41.7 | 49.2 | 9.1 |
| **Gender** | | | |
| Female | 32.7 | 55.2 | 12.1 |
| Male | 50.7 | 43.7 | 5.6 |
| **Race/Ethnicity** | | | |
| White | 42.6 | 50.1 | 7.3 |
| Black | 45.1 | 46.0 | 9.0 |
| Hispanic | 38.4 | 49.3 | 12.3 |
| Asian | 42.8 | 50.0 | 7.3 |
| Other/Multiple | 41.6 | 48.6 | 9.8 |

*Note*. This question was added to the survey in 2025. Students were asked how often they felt lonely. All percentages were calculated from valid cases (missing responses were not included). The percentages may not sum up to 100% due to rounding.

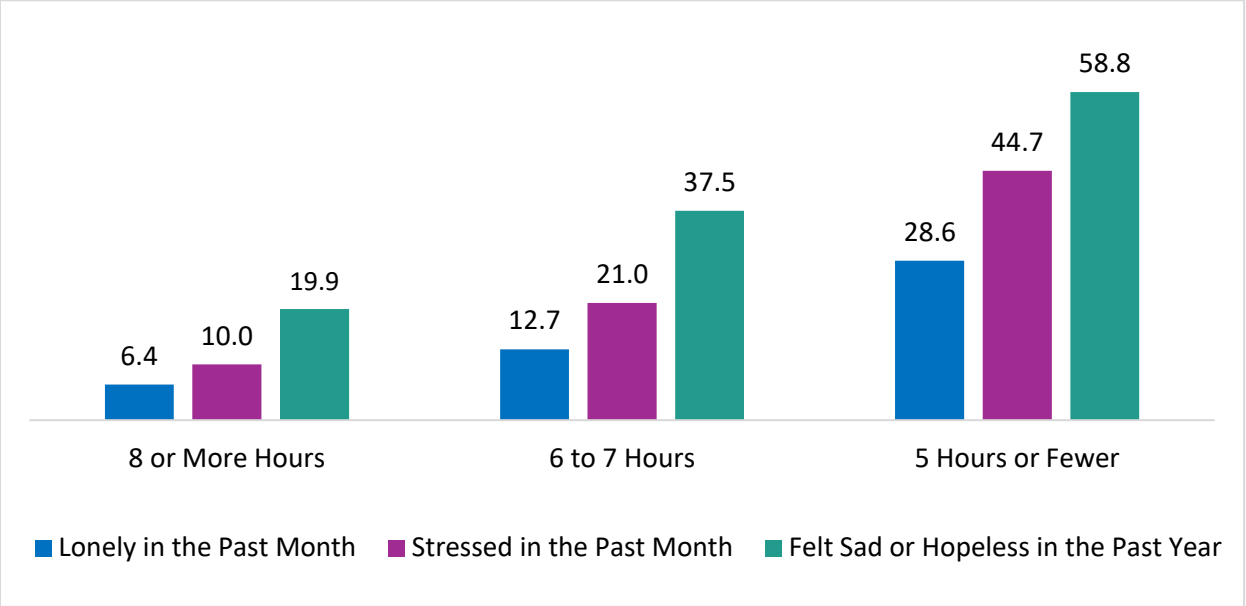
**Table 56. Percentage of Students Who Often Felt Lonely in the Past Month (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 9.1 |
| **Gender** | |
| Female | 12.1 |
| Male | 5.6 |
| **Race/Ethnicity** | |
| White | 7.3 |
| Black | 9.0 |
| Hispanic | 12.3 |
| Asian | 7.3 |
| Other/Multiple | 9.8 |

*Note*. This question was added to the survey in 2025. Students were asked how often they felt lonely. Students who reported feeling lonely "most of the time" or "always" are included. All percentages were calculated from valid cases (missing responses were not included).

## DATA SPOTLIGHT

**Figure 5. Percentage of Students Reporting Mental Health Challenges (%), by Amount of Sleep, Fairfax County, 2025**




*Note.* Respondents were asked the following: *Stress means a situation in which a person feels tense, restless, nervous, or anxious, or is unable to sleep at night because their mind is troubled all the time. Within the last 30 days, how often have you felt this kind of stress? Within the last 30 days, how often have you felt lonely? During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?* On an average school night, how many hours of sleep do you get? All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# NUTRITION

Regularly eating a balanced and nutritious diet is essential for strong, healthy development. According to the CDC (2024), it can help with maintaining a healthy weight, reducing the risk of chronic diseases like type 2 diabetes and building strong muscles. Poor eating habits such as over-consumption of sugary and caffeinated drinks or medically unsupervised weight loss behaviors can lead to long-term health conditions and negative side effects like increased anxiety and disrupted emotional regulation (Abdoli et al., 2023).

The Fairfax County 6th Grade Youth Survey asked about the past month frequency of eating fruits and vegetables, consuming drinks with added sugar at least once per day, and consuming drinks with caffeine at least once per day. It also assessed whether students had experienced going hungry due to a lack of food at home.

The results of the 2025 survey on nutrition are presented in the following tables.

**Table 57. Frequency of Eating Fruits and Vegetables in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | No Fruits or Vegetables | Less than 5 Times Per Day | 5 or More Times Per Day |
|---|---|---|---|
| **Overall** | 1.3 | 66.5 | 32.2 |
| **Gender** | | | |
| Female | 1.0 | 65.6 | 33.4 |
| Male | 1.6 | 67.3 | 31.2 |
| **Race/Ethnicity** | | | |
| White | 1.2 | 67.4 | 31.4 |
| Black | 2.3 | 68.2 | 29.5 |
| Hispanic | 1.4 | 67.6 | 31.0 |
| Asian | 0.8 | 62.6 | 36.7 |
| Other/Multiple | 1.0 | 65.9 | 33.1 |

*Note*. Starting on the 2021 survey, the questions on eating green salad, potatoes, carrots, and other vegetables are combined into one item on eating vegetables. Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 58. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2018 - 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 28.7 | 28.8 | 24.4 | 26.8 | 28.0 | 30.4 | 32.2 |
| **Gender**[a] | | | | | | | |
| Female | 28.2 | 27.4 | 22.9 | 26.9 | 27.7 | 29.3 | 33.4 |
| Male | 29.2 | 30.0 | 26.2 | 26.8 | 28.4 | 31.6 | 31.2 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 27.8 | 29.4 | 25.3 | 28.4 | 29.0 | 29.9 | 31.4 |
| Black | 28.0 | 25.6 | 19.4 | 21.3 | 24.6 | 26.0 | 29.5 |
| Hispanic | 27.4 | 25.8 | 22.3 | 24.5 | 25.3 | 29.4 | 31.0 |
| Asian | 31.7 | 32.7 | 27.5 | 28.8 | 31.2 | 33.4 | 36.7 |
| Other/Multiple | 30.6 | 31.5 | 24.7 | 27.8 | 30.7 | 31.9 | 33.1 |

*Note.* Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips. All percentages were calculated from valid cases (missing responses were not included). [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

**Table 59. Percentage of Students Drinking Beverages with Added Sugar At Least Once per Day in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 9.5 |
| **Gender** | |
| Female | 9.1 |
| Male | 9.6 |
| **Race/Ethnicity** | |
| White | 7.9 |
| Black | 13.1 |
| Hispanic | 11.2 |
| Asian | 6.4 |
| Other/Multiple | 10.7 |

*Note.* This question was updated in 2025. The original question asked "During the past 7 days, how many times did you drink a can, bottle, or glass of a sugar-sweetened beverage, such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do not count soda or pop, sports drinks, energy drinks, or 100% fruit juice)." The new question asks, "In the past 7 days, how often did you have drinks with added sugar? Include soda, sweetened coffee, sweet tea, boba/bubble tea, energy drinks, sports drinks, and juice, lemonade, or other fruit drinks with added sugar. Do not include diet drinks, low sugar soda (like Poppi), 100% juice, or unsweetened flavored fizzy or regular water." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 60. Percentage of Students Drinking Beverages with Caffeine At Least Once per Day in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 4.1 |
| **Gender** | |
| Female | 3.7 |
| Male | 4.5 |
| **Race/Ethnicity** | |
| White | 3.2 |
| Black | 4.5 |
| Hispanic | 6.4 |
| Asian | 2.0 |
| Other/Multiple | 4.5 |

*Note.* This question was added in 2025. Drinks with caffeine include coffee, tea, energy drinks or energy shots, and soda with caffeine (like diet or regular Coke/Pepsi, Dr. Pepper, Mountain Dew). Students were instructed not to include decaf drinks or herbal tea. All percentages were calculated from valid cases (missing responses were not included).

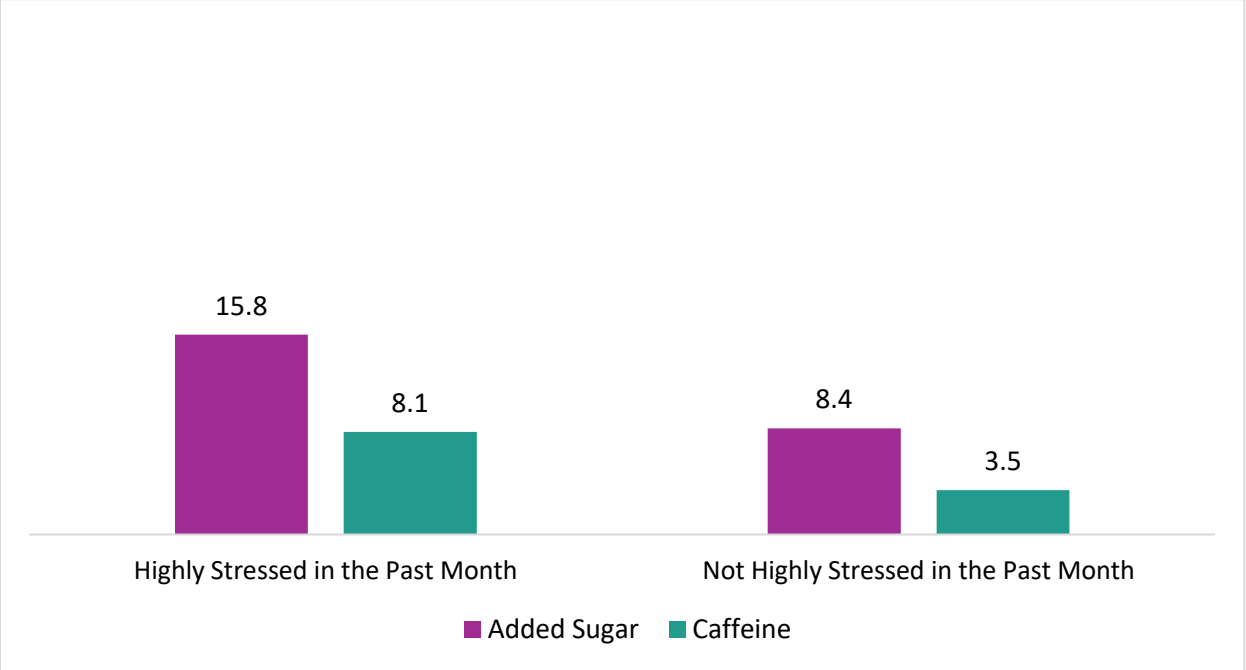
**Table 61. Percentage of Students Reporting Going Hungry in the Past Month Due to Lack of Food in the Home (%), by Selected Demographic Characteristics, Fairfax County, 2018 - 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 7.7 | 8.2 | 7.5 | 8.1 | 7.6 | 7.2 | 8.2 |
| **Gender**[a] | | | | | | | |
| Female | 7.4 | 8.1 | 7.1 | 7.1 | 6.7 | 7.1 | 7.3 |
| Male | 8.1 | 8.4 | 7.6 | 8.9 | 8.2 | 7.1 | 8.9 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 2.9 | 3.7 | 3.0 | 3.7 | 3.4 | 3.5 | 3.9 |
| Black | 9.3 | 11.9 | 9.3 | 12.7 | 12.4 | 9.3 | 11.5 |
| Hispanic | 14.9 | 15.0 | 13.9 | 15.6 | 14.4 | 12.5 | 13.5 |
| Asian | 5.6 | 5.6 | 6.0 | 4.2 | 4.6 | 5.5 | 6.7 |
| Other/Multiple | 8.7 | 6.9 | 6.4 | 6.8 | 5.1 | 5.0 | 7.7 |

*Note.* Students who reported going hungry "sometimes", "most of the time", or "always" are included. All percentages were calculated from valid cases (missing responses were not included). [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

# DATA SPOTLIGHT

**Figure 6. Percentage of Students Reporting Drinking Beverages with Added Sugar or Caffeine Every Day in the Past Week (%), by Whether They Felt Highly Stressed in the Past Month, Fairfax County, 2025**




*Note*. Respondents were asked the following: *In the past 7 days, how often do you have drinks with added sugar? Include soda, sweetened coffee, sweet tea, boba/bubble tea, energy drinks, sports drinks, and juice, lemonade, or other fruit drinks with added sugar. Do not include diet drinks, low sugar soda (like Poppi), 100% juice, or unsweetened flavored fizzy or regular water. In the past 7 days, how often did you have drinks with caffeine? Include coffee, tea, energy drinks or energy shots, and soda with caffeine (like diet or regular Coke/Pepsi, Dr. Pepper, Mountain Dew). Do not include decaf drinks or herbal tea. Stress means a situation in which a person feels tense, restless, nervous, or anxious, or is unable to sleep at night because their mind is troubled all the time. Within the last 30 days, how often have you felt this kind of stress?* All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# ACADEMICS AND SCHOOL LIFE

Youth spend a large portion of their waking hours in school and school-related activities. The Fairfax County Youth Survey includes a series of questions regarding students' academic experiences in school such as overall grades, time spent on homework, and work ethic.

The results of the 2025 Fairfax County 6th Grade Youth Survey on academic and school life are presented in the following tables.

**Table 62. Students' Overall Grades in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Mostly 1s | Mostly 2s | Mostly 3s | Mostly 4s |
|---|---|---|---|---|
| **Overall** | 1.0 | 4.3 | 46.9 | 47.8 |
| **Gender** | | | | |
| Female | 0.7 | 4.4 | 43.7 | 51.2 |
| Male | 1.2 | 4.3 | 49.7 | 44.8 |
| **Race/Ethnicity** | | | | |
| White | 0.6 | 1.7 | 41.3 | 56.4 |
| Black | 0.8 | 5.9 | 50.5 | 42.8 |
| Hispanic | 1.3 | 7.9 | 58.5 | 32.2 |
| Asian | 1.1 | 3.2 | 39.0 | 56.7 |
| Other/Multiple | 1.4 | 3.5 | 43.1 | 52.0 |

*Note.* This question was updated in 2025. The original question asked, "Putting them all together, what were your grades like last year?" Response options included "Mostly Fs, Mostly Ds, Mostly Cs, Mostly Bs, Mostly As". The new question asks, "What were your overall grades like last year?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 63. Amount of Time Spent Doing Homework Outside of School on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | None | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 7.5 | 71.0 | 19.1 | 2.5 |
| **Gender** | | | | |
| Female | 5.6 | 72.1 | 19.9 | 2.5 |
| Male | 9.2 | 70.1 | 18.4 | 2.4 |
| **Race/Ethnicity** | | | | |
| White | 7.2 | 78.5 | 13.2 | 1.1 |
| Black | 8.3 | 65.5 | 22.8 | 3.4 |
| Hispanic | 10.8 | 67.9 | 18.8 | 2.4 |
| Asian | 4.2 | 67.6 | 24.5 | 3.7 |
| Other/Multiple | 5.6 | 68.8 | 22.2 | 3.3 |

*Note.* All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 64. Percentage of Students Who Spent One or More Hours on Homework on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 27.3 | 26.1 | 24.5 | 23.6 | 20.9 | 20.0 | 21.5 |
| **Gender**[a] | | | | | | | |
| Female | 29.2 | 28.0 | 25.6 | 25.2 | 22.3 | 20.7 | 22.4 |
| Male | 25.4 | 24.2 | 23.5 | 22.5 | 19.6 | 19.4 | 20.8 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 24.7 | 22.3 | 19.5 | 18.8 | 16.4 | 12.6 | 14.3 |
| Black | 29.3 | 29.3 | 29.6 | 27.1 | 24.7 | 25.6 | 26.3 |
| Hispanic | 23.0 | 23.2 | 21.0 | 20.4 | 16.9 | 20.1 | 21.3 |
| Asian | 35.1 | 33.9 | 32.8 | 33.1 | 29.9 | 28.4 | 28.2 |
| Other/Multiple | 30.7 | 27.2 | 28.8 | 26.3 | 22.7 | 20.2 | 25.5 |

*Note.* All percentages were calculated from valid cases (missing responses were not included). [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the Race/Ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

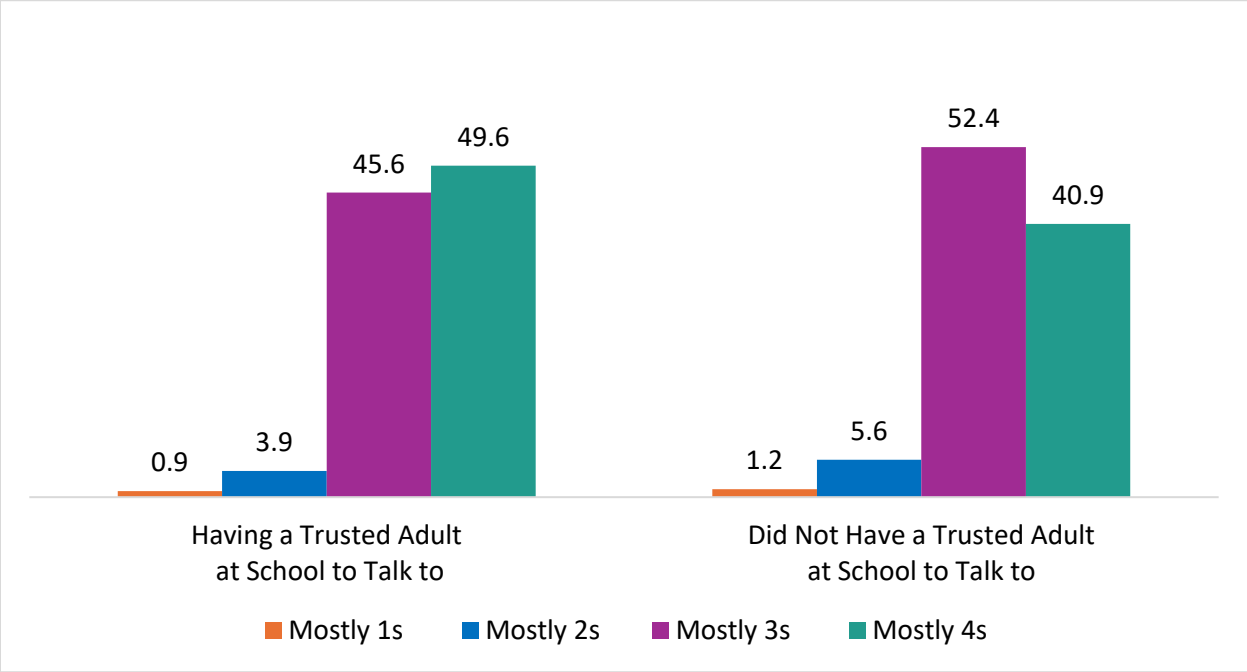
**Table 65. Percentage of Students Who Believe Sometimes It Is Okay to Cheat at School (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 6.9 |
| **Gender** | |
| Female | 5.9 |
| Male | 7.8 |
| **Race/Ethnicity** | |
| White | 4.2 |
| Black | 8.6 |
| Hispanic | 10.9 |
| Asian | 5.3 |
| Other/Multiple | 6.7 |

*Note.* This question was updated in 2025. The original question stated, "I think it is okay to cheat at school." The answer choices were "NO!!", "no", "yes" and "YES!!" The new question states, "Sometimes it is okay to cheat at school." Response options changed to "Strongly Agree," "Agree," "Disagree" and "Strongly Disagree." All percentages were calculated from valid cases (missing responses were not included). Due to the changes, direct comparisons with previous years' data are not recommended. Percentages may not sum to 100% due to rounding.

# DATA SPOTLIGHT

**Figure 7. Percentage of Students Grades (%), by Presence of Trusted Adult at School to Talk to, Fairfax County, 2025**




*Note.* Students were asked, "What were your overall grades like last year?" They were also asked whether they agree or disagree with the statement: *I have a trusted adult at school I can talk to when I need help.* All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# TIME USE

The ways that youth spend their time outside of school have lasting impacts on their lives. Extracurricular involvement offers tangible and intangible benefits to young people, such as enhancing self-confidence, shaping future aspirations, honing soft skills, improving academic outcomes, lowering the chances of engaging in risky behaviors, and reducing dropout rates. In addition, sleep and leisure are vital for their overall health and development.

The Fairfax County 6th Grade Youth Survey assessed how students spend their time. Questions covered time spent on extracurricular activities, jobs or internships, volunteering, sleep, and physical exercise. Students were also asked whether they had experience serving as a leader in a group.

The results of the 2025 survey on time use are presented in the following tables.

# ACTIVITIES, WORK AND SLEEP

**Table 66. Amount of Time Spent Participating in School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | None | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 68.0 | 18.5 | 12.2 | 1.4 |
| **Gender** | | | | |
| Female | 65.0 | 21.2 | 12.3 | 1.4 |
| Male | 70.9 | 15.8 | 12.0 | 1.3 |
| **Race/Ethnicity** | | | | |
| White | 66.6 | 19.8 | 12.8 | 0.8 |
| Black | 66.8 | 18.1 | 12.1 | 3.0 |
| Hispanic | 69.9 | 17.3 | 11.2 | 1.6 |
| Asian | 67.3 | 19.4 | 12.5 | 0.9 |
| Other/Multiple | 67.4 | 18.5 | 12.3 | 1.9 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you spend staying after school to participate in a team, club, program, etc.?" The new question asks, "On an average day, how many hours do you spend in a school-based team, club, program, etc.?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 67. Percentage of Students Who Spent One or More Hours Doing School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 13.5 |
| **Gender** | |
| Female | 13.7 |
| Male | 13.3 |
| **Race/Ethnicity** | |
| White | 13.6 |
| Black | 15.1 |
| Hispanic | 12.8 |
| Asian | 13.4 |
| Other/Multiple | 14.1 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you spend staying after school to participate in a team, club, program, etc.?" The new question asks, "On an average day, how many hours do you spend in a school-based team, club, program, etc.?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 68. Amount of Time Spent Participating in Non-School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | None | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 37.0 | 15.8 | 37.5 | 9.8 |
| **Gender** | | | | |
| Female | 35.7 | 17.2 | 36.6 | 10.5 |
| Male | 37.9 | 14.4 | 38.6 | 9.2 |
| **Race/Ethnicity** | | | | |
| White | 24.1 | 16.2 | 48.9 | 10.8 |
| Black | 45.0 | 15.1 | 29.1 | 10.8 |
| Hispanic | 52.4 | 14.4 | 24.7 | 8.6 |
| Asian | 32.1 | 19.2 | 40.2 | 8.6 |
| Other/Multiple | 34.8 | 14.5 | 40.4 | 10.3 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you spend participating in a team, club, program, etc. somewhere other than at school?" The new question asks, "On an average day, how many hours do you spend in a non-school-based team, club, program, etc.?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 69. Percentage of Students Who Spent One or More Hours Doing Non-School-Based Extracurricular Activities on an Average Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 47.3 |
| **Gender** | |
| Female | 47.1 |
| Male | 47.8 |
| **Race/Ethnicity** | |
| White | 59.7 |
| Black | 39.9 |
| Hispanic | 33.2 |
| Asian | 48.7 |
| Other/Multiple | 50.7 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you spend participating in a team, club, program, etc. somewhere other than at school?" The new question asks, "On an average day, how many hours do you spend in a non-school-based team, club, program, etc.?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 70. Percentage of Students Who Reported Participating in School and Non-School-based Activities for at Least an Hour in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 55.8 |
| **Gender** | |
| Female | 56.0 |
| Male | 55.7 |
| **Race/Ethnicity** | |
| White | 67.4 |
| Black | 49.8 |
| Hispanic | 42.8 |
| Asian | 57.4 |
| Other/Multiple | 59.4 |

*Note.* All percentages were calculated from valid cases (missing responses were not included).

**Table 71. Percentage of Students Who Spent One or More Hours Working at a Job or Internship (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| Overall | 4.4 |
| **Gender** | |
| Female | 3.6 |
| Male | 5.0 |
| **Race/Ethnicity** | |
| White | 2.7 |
| Black | 3.8 |
| Hispanic | 7.8 |
| Asian | 2.8 |
| Other/Multiple | 4.5 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you spend going to work?" The new question asks, "On an average day, how many hours do you spend working at a job or internship?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 72. Amount of Time Spent Working at a Job or Internship (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | None | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 86.9 | 8.7 | 3.2 | 1.2 |
| **Gender** | | | | |
| Female | 87.9 | 8.5 | 2.7 | 0.9 |
| Male | 86.1 | 8.8 | 3.6 | 1.5 |
| **Race/Ethnicity** | | | | |
| White | 91.7 | 5.6 | 2.2 | 0.5 |
| Black | 88.5 | 7.7 | 2.3 | 1.5 |
| Hispanic | 77.2 | 15.0 | 5.4 | 2.4 |
| Asian | 91.1 | 6.1 | 2.0 | 0.8 |
| Other/Multiple | 88.1 | 7.4 | 3.6 | 1.0 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you spend going to work?" The new question asks, "On an average day, how many hours do you spend working at a job or internship?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 73. Frequency of Students Who Reported Volunteering in the Community (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Never | Not in the Past Year/ Less than Once a Month | 1-2 Times a Month | Once a Week or More |
|---|---|---|---|---|
| **Overall** | 36.0 | 37.6 | 17.9 | 8.6 |
| **Gender** | | | | |
| Female | 32.1 | 40.2 | 19.0 | 8.7 |
| Male | 39.6 | 35.0 | 17.0 | 8.4 |
| **Race/Ethnicity** | | | | |
| White | 30.3 | 41.7 | 20.9 | 7.1 |
| Black | 37.2 | 36.3 | 16.8 | 9.8 |
| Hispanic | 41.5 | 33.5 | 15.3 | 9.7 |
| Asian | 36.0 | 38.3 | 16.8 | 9.0 |
| Other/Multiple | 35.8 | 36.2 | 19.0 | 9.0 |

*Note.* This question was updated in 2025. The original question asked, "How many times have you volunteered to do community service?" The new question asks, "How many times have you engaged in service learning or volunteering?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 74. Percentage of Students Who Reported Volunteering Regularly in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 26.5 |
| **Gender** | |
| Female | 27.8 |
| Male | 25.4 |
| **Race/Ethnicity** | |
| White | 28.0 |
| Black | 26.6 |
| Hispanic | 25.0 |
| Asian | 25.8 |
| Other/Multiple | 28.0 |

*Note.* This question was updated in 2025. The original question asked, "How many times have you volunteered to do community service?" The new question asks, "How many times have you engaged in service learning or volunteering?" Volunteering regularly includes engaging at least once a month. Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 75. Percentage of Students Who Reported Being a Leader in a Group or Organization in the Past Year (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 47.8 |
| **Gender** | |
| Female | 47.8 |
| Male | 48.0 |
| **Race/Ethnicity** | |
| White | 54.3 |
| Black | 50.9 |
| Hispanic | 38.9 |
| Asian | 47.2 |
| Other/Multiple | 51.1 |

*Note.* This question was updated in 2025. The original question asked, "During the last 12 months, how many times have you been a leader in a group or organization?" The new question asks, "During the last 12 months, have you been a leader in a group or organization?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 76. Frequency of Physical Activity for at Least One Hour in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 0 Days | 1-2 Days | 3-4 Days | 5 or More Days |
|---|---|---|---|---|
| **Overall** | 8.3 | 16.5 | 24.6 | 50.6 |
| **Gender** | | | | |
| Female | 8.6 | 18.5 | 27.9 | 45.1 |
| Male | 7.9 | 14.2 | 21.5 | 56.4 |
| **Race/Ethnicity** | | | | |
| White | 4.3 | 13.1 | 22.8 | 59.8 |
| Black | 11.2 | 16.6 | 23.9 | 48.3 |
| Hispanic | 12.6 | 20.8 | 26.4 | 40.2 |
| Asian | 7.6 | 16.9 | 26.4 | 49.2 |
| Other/Multiple | 6.7 | 14.6 | 24.4 | 54.3 |

*Note.* Physical activity was defined as activity that increased the student's heart rate and made them breathe hard some of the time. All percentages were calculated from valid cases (missing responses were not included).

**Table 77. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 45.2 | 47.7 | 44.1 | 44.7 | 42.6 | 46.4 | 50.6 |
| **Gender**[a] | | | | | | | |
| Female | 41.2 | 41.8 | 38.2 | 39.6 | 36.2 | 40.0 | 45.1 |
| Male | 48.9 | 53.4 | 50.1 | 49.8 | 49.0 | 52.7 | 56.4 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 53.5 | 56.2 | 53.6 | 54.2 | 50.7 | 53.8 | 59.8 |
| Black | 42.3 | 43.9 | 41.9 | 41.9 | 38.5 | 45.5 | 48.3 |
| Hispanic | 36.1 | 36.0 | 32.7 | 32.5 | 30.4 | 36.9 | 40.2 |
| Asian | 43.5 | 48.2 | 42.9 | 44.5 | 44.4 | 46.7 | 49.2 |
| Other/Multiple | 47.8 | 51.7 | 47.7 | 49.9 | 49.4 | 49.9 | 54.3 |

*Note.* Physical activity was defined as activity that increased the student's heart rate and made them breathe hard some of the time. All percentages were calculated from valid cases (missing responses were not included). [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the Race/Ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

**Table 78. Frequency of Doing Something Active with Family or Friends in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Never | 1-2 Times | 3-4 Times | 5 or More Times |
|---|---|---|---|---|
| **Overall** | 10.4 | 29.2 | 27.4 | 33.0 |
| **Gender** | | | | |
| Female | 11.5 | 33.7 | 28.4 | 26.4 |
| Male | 8.9 | 24.7 | 26.6 | 39.7 |
| **Race/Ethnicity** | | | | |
| White | 8.0 | 27.8 | 28.2 | 36.0 |
| Black | 12.9 | 29.4 | 24.9 | 32.9 |
| Hispanic | 11.7 | 29.6 | 27.8 | 31.0 |
| Asian | 11.2 | 31.2 | 28.4 | 29.3 |
| Other/Multiple | 10.4 | 28.7 | 26.3 | 34.6 |

*Note.* This question was added to the 6th grade survey in 2025. Examples of doing something active include biking, hiking, taking a walk or playing a sport. All percentages were calculated from valid cases (missing responses were not included).

**Table 79. Percentage of Students Who Did Something Active with Family or Friends on Three or More Times in the Past Week (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 60.4 |
| **Gender** | |
| Female | 54.8 |
| Male | 66.4 |
| **Race/Ethnicity** | |
| White | 64.2 |
| Black | 57.8 |
| Hispanic | 58.7 |
| Asian | 57.7 |
| Other/Multiple | 60.9 |

*Note.* This question was added to the 6th grade survey in 2025. Examples of doing something active include biking, hiking, taking a walk or playing a sport. All percentages were calculated from valid cases (missing responses were not included).

**Table 80. Amount of Sleep on an Average School Night (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 4 Hours or Less | 5 Hours | 6 Hours | 7 Hours | 8 or More Hours |
|---|---|---|---|---|---|
| **Overall** | 2.8 | 3.5 | 6.3 | 14.2 | 73.2 |
| **Gender** | | | | | |
| Female | 2.8 | 4.1 | 7.1 | 15.0 | 71.0 |
| Male | 2.4 | 2.7 | 5.5 | 13.3 | 76.1 |
| **Race/Ethnicity** | | | | | |
| White | 1.6 | 2.4 | 5.1 | 13.4 | 77.6 |
| Black | 4.3 | 3.8 | 6.5 | 14.9 | 70.5 |
| Hispanic | 3.9 | 5.2 | 8.3 | 17.4 | 65.2 |
| Asian | 2.1 | 1.9 | 5.8 | 11.8 | 78.5 |
| Other/Multiple | 3.0 | 4.2 | 5.7 | 12.9 | 74.3 |

*Note.* This question was added to the 6th grade survey in 2025. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 81. Percentage of Students Who Slept Eight or More Hours on an Average School Night (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 73.2 |
| **Gender** | |
| Female | 71.0 |
| Male | 76.1 |
| **Race/Ethnicity** | |
| White | 77.6 |
| Black | 70.5 |
| Hispanic | 65.2 |
| Asian | 78.5 |
| Other/Multiple | 74.3 |

*Note.* This question was added to the 6th grade survey in 2025. All percentages were calculated from valid cases (missing responses were not included).

# SCREEN AND SOCIAL MEDIA USE

**Table 82. Amount of Time Spent Watching Television on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Not at All | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 16.4 | 26.1 | 40.1 | 17.4 |
| **Gender** | | | | |
| Female | 15.7 | 27.3 | 40.3 | 16.8 |
| Male | 16.9 | 24.8 | 40.3 | 18.0 |
| **Race/Ethnicity** | | | | |
| White | 13.9 | 28.9 | 42.4 | 14.9 |
| Black | 18.1 | 20.6 | 35.9 | 25.3 |
| Hispanic | 13.8 | 23.4 | 41.9 | 21.0 |
| Asian | 23.8 | 28.3 | 37.0 | 10.9 |
| Other/Multiple | 16.1 | 26.9 | 39.2 | 17.8 |

*Note.* All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

**Table 83. Percentage of Students Who Spent Three or More Hours Watching Television on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2018 – 2025**

| | 2018 | 2019 | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|---|
| **Overall** | 14.7 | 14.6 | 19.6 | 20.3 | 19.3 | 18.3 | 17.4 |
| **Gender**[a] | | | | | | | |
| Female | 14.5 | 13.5 | 19.3 | 19.4 | 18.5 | 17.5 | 16.8 |
| Male | 15.0 | 15.5 | 20.0 | 20.8 | 19.5 | 18.8 | 18.0 |
| **Race/Ethnicity**[b] | | | | | | | |
| White | 9.5 | 10.9 | 16.6 | 16.3 | 15.4 | 16.1 | 14.9 |
| Black | 28.1 | 24.3 | 28.1 | 31.4 | 28.1 | 29.7 | 25.3 |
| Hispanic | 20.4 | 18.2 | 24.3 | 25.8 | 25.7 | 21.1 | 21.0 |
| Asian | 10.0 | 10.1 | 14.4 | 14.2 | 13.3 | 11.8 | 10.9 |
| Other/Multiple | 13.3 | 16.2 | 19.0 | 19.1 | 16.8 | 18.5 | 17.8 |

*Note*. All percentages were calculated from valid cases (missing responses were not included). [a] Due to changes in the gender question options in 2022, direct comparisons with previous years' data are not recommended. [b] Due to the changes in the race/ethnicity categories for 2025, direct comparisons with previous years' data are not recommended.

**Table 84. Amount of Time Spent Playing Video or Computer Games on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Not at All | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 23.5 | 24.2 | 32.3 | 20.0 |
| **Gender** | | | | |
| Female | 29.6 | 27.6 | 29.1 | 13.7 |
| Male | 18.0 | 21.0 | 35.4 | 25.6 |
| **Race/Ethnicity** | | | | |
| White | 24.2 | 27.0 | 33.9 | 14.8 |
| Black | 25.9 | 19.7 | 27.3 | 27.1 |
| Hispanic | 17.2 | 22.5 | 33.3 | 27.0 |
| Asian | 29.1 | 25.0 | 31.6 | 14.2 |
| Other/Multiple | 23.8 | 24.2 | 32.3 | 19.7 |

*Note.* This question was updated in 2025. The original question asked, "On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent playing games, watching videos, texting, or using social media on your smartphone, computer, Xbox, PlayStation, iPad, or other tablet.)" The new question asked, "On an average school day, how many hours do you spend playing video or computer games?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 85. Percentage of Students Who Spent Three or More Hours Playing Video or Computer Games on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 20.0 |
| **Gender** | |
| Female | 13.7 |
| Male | 25.6 |
| **Race/Ethnicity** | |
| White | 14.8 |
| Black | 27.1 |
| Hispanic | 27.0 |
| Asian | 14.2 |
| Other/Multiple | 19.7 |

*Note*. This question was updated in 2025. The original question asked, "On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent playing games, watching videos, texting, or using social media on your smartphone, computer, Xbox, PlayStation, iPad, or other tablet.)" The new question asks, "On an average school day, how many hours do you spend playing video or computer games?" Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 86. Amount of Time Spent Using Social Media on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | Not at All | Less than 1 Hour | 1-2 Hours | 3 or More Hours |
|---|---|---|---|---|
| **Overall** | 24.3 | 19.5 | 30.8 | 25.4 |
| **Gender** | | | | |
| Female | 23.9 | 18.6 | 29.5 | 28.0 |
| Male | 24.8 | 20.4 | 32.0 | 22.9 |
| **Race/Ethnicity** | | | | |
| White | 34.2 | 20.4 | 31.0 | 14.4 |
| Black | 19.7 | 17.3 | 27.9 | 35.2 |
| Hispanic | 14.6 | 13.4 | 31.9 | 40.2 |
| Asian | 23.8 | 26.7 | 30.5 | 19.0 |
| Other/Multiple | 23.2 | 21.2 | 31.5 | 24.2 |

*Note*. This question was added to the 6th grade survey in 2025. The new question asks, "On an average school day, how many hours do you spend using social media, such as Instagram, Snapchat, TikTok, or YouTube?" All percentages were calculated from valid cases (missing responses were not included).

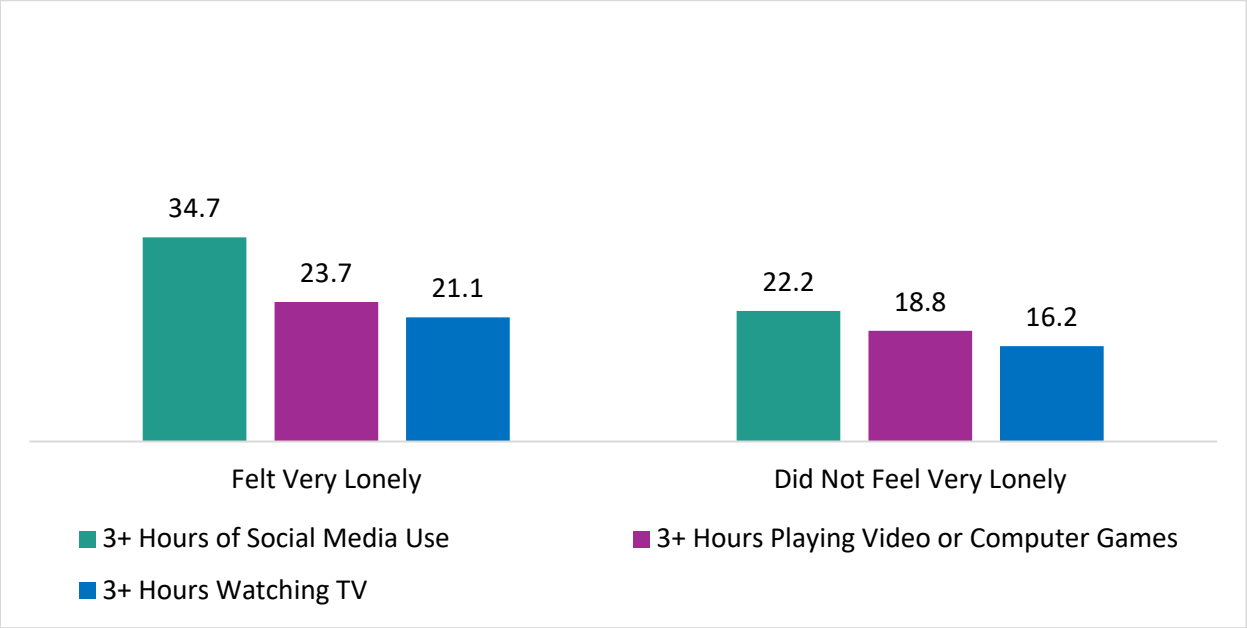
**Table 87. Percentage of Students Who Spent Three or More Hours Using Social Media on an Average School Day (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 25.4 |
| **Gender** | |
| Female | 28.0 |
| Male | 22.9 |
| **Race/Ethnicity** | |
| White | 14.4 |
| Black | 35.2 |
| Hispanic | 40.2 |
| Asian | 19.0 |
| Other/Multiple | 24.2 |

*Note*. This question was added to the 6th grade survey in 2025. The new question asks, "On an average school day, how many hours do you spend using social media, such as Instagram, Snapchat, TikTok, or YouTube?" All percentages were calculated from valid cases (missing responses were not included).

## DATA SPOTLIGHT

**Figure 8. Percentage of Students Who Spent Three or More Hours of Screen and Social Media Use (%), by Feeling Lonely in the Past Month, Fairfax County, 2025**




*Note.* Respondents were asked the following: *On an average school day, how many hours do you spend using social media, such as Instagram, Snapchat, TikTok, or YouTube? Within the last 30 days, how often have you felt lonely?* All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

# ASSETS THAT BUILD RESILIENCY

Changes were made to the Fairfax County Youth Survey in 2015 that shifted the focus from an investigation of risk factors that students may encounter in their environments to an assessment of the assets or protective factors shown to promote well-being and positive development in youth. This shift directs attention to strengths that can be nurtured in a youth and his or her environment instead of focusing on problems or deficits. Research suggests that the more assets young people have, the less likely they are to engage in a wide range of risky behaviors and the more likely they are to thrive (Leffert et al., 1998).

Assets enhance a young person's ability to resist risks and make good decisions. They are characteristics of youth and their environments (families, schools, and communities) that foster resilience, which helps individuals overcome adversity. Research suggests six key elements for building an environment where resiliency is nurtured. They include three strategies that mitigate the impact of risk factors in children's lives and three that build resiliency in the environment (Hawkins, Catalano, & Miller, 1992). The Resiliency Wheel is a tool that can be utilized to assess and strengthen these six resiliency-building factors (Henderson & Milstein, 2003). By creating systems and processes that help students make positive connections with caring adults, schools and communities can ensure that an environment is in place that strengthens the resiliency of all students.



Resiliency Wheel is from the book Resiliency in Schools: Making It Happen for Students and Educators by Nan Henderson and Mike Milstein, published by Corwin Press, Thoussand Oaks, CA (2003).

The 2025 Fairfax County 6th Grade Youth Survey investigated eight assets within the school, community, and family domains to determine how prevalent these external supports are in the students' environments. Five additional items measured individual behaviors and attitudes that help young people develop into successful adults.

# COMMUNITY ASSETS

**Table 88. Percentage of Students Reporting that There Are Adults in Their Neighborhood that They Could Talk to about Something Important (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 83.9 |
| **Gender** | |
| Female | 83.0 |
| Male | 85.3 |
| **Race/Ethnicity** | |
| White | 89.1 |
| Black | 81.1 |
| Hispanic | 79.9 |
| Asian | 85.1 |
| Other/Multiple | 81.2 |

*Note.* This question was updated in 2025. The original question stated, "There are lots of adults in my neighborhood I could talk to about something important." Answer choices included "NO!!, no, yes, and YES!!" The new question states, "There are adults in my community I could talk to about something important to me." Answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 89. Percentage of Students Reporting that Their Neighbors Notice When They Do a Good Job (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 88.0 |
| **Gender** | |
| Female | 88.7 |
| Male | 87.7 |
| **Race/Ethnicity** | |
| White | 90.9 |
| Black | 86.0 |
| Hispanic | 86.7 |
| Asian | 87.7 |
| Other/Multiple | 86.1 |

*Note.* This question was updated in 2025. The original question stated, "My neighbors notice when I am doing a good job and let me know about it." Answer choices included, "NO!!, no, yes, and YES!!" The new question states, "Adults in my community let me know when I am doing a good job." Answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

# SCHOOL ASSETS

**Table 90. Percentage of Students Reporting that Their Teachers Notice When They Are Doing a Good Job (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 91.5 |
| **Gender** | |
| Female | 92.4 |
| Male | 90.9 |
| **Race/Ethnicity** | |
| White | 92.4 |
| Black | 91.5 |
| Hispanic | 90.9 |
| Asian | 92.0 |
| Other/Multiple | 90.8 |

*Note.* This question was updated in 2025. The original question asked, "My teacher notices when I am doing a good job and lets me know about it." The answer choices included, "NO!!, no, yes, and YES!!" The new question states, "My teacher lets me know when I am doing a good job." The answer choices include, "Strongly Agree, Agree, Disagree, Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 91. Percentage of Students Who Feel Safe at Their School (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 87.6 |
| **Gender** | |
| Female | 88.2 |
| Male | 87.7 |
| **Race/Ethnicity** | |
| White | 90.6 |
| Black | 85.3 |
| Hispanic | 83.7 |
| Asian | 91.1 |
| Other/Multiple | 86.1 |

*Note.* This question was updated in 2025. The original answer options included, "NO!!, no, yes, YES!!". The new answer choices include "Strongly Agree, Agree, Disagree, Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 92. Percentage of Students Reporting That They Have a Trusted Adult at School to Talk to When They Need Help (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 80.6 |
| **Gender** | |
| Female | 80.4 |
| Male | 81.2 |
| **Race/Ethnicity** | |
| White | 84.0 |
| Black | 79.0 |
| Hispanic | 77.2 |
| Asian | 82.8 |
| Other/Multiple | 78.0 |

*Note.* This question was added in 2025. All percentages were calculated from valid cases (missing responses were not included).

# FAMILY ASSETS

**Table 93. Percentage of Students Reporting that They Could Ask Their Parents, Caregivers, or Other Adults in Family for Help (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 87.6 |
| **Gender** | |
| Female | 85.4 |
| Male | 90.5 |
| **Race/Ethnicity** | |
| White | 91.6 |
| Black | 87.2 |
| Hispanic | 83.2 |
| Asian | 87.7 |
| Other/Multiple | 87.0 |

*Note.* This question was updated in 2025. The original question asked, "If I had a personal problem, I could ask my mom or dad for help." The answer choices included, "NO!!, no, yes, and YES!!" The new question asks, "If I had a personal problem, I could ask my parents, caregivers, or other adults in my family for help." Answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 94. Percentage of Students Reporting that They Have Input in Family Decisions (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 76.6 |
| **Gender** | |
| Female | 76.4 |
| Male | 77.5 |
| **Race/Ethnicity** | |
| White | 80.7 |
| Black | 74.2 |
| Hispanic | 70.0 |
| Asian | 79.5 |
| Other/Multiple | 78.3 |

*Note.* This question was updated in 2025. The original question stated, "My parents ask me what I think before most family decisions affecting me are made." The answer choices included, "NO!!, no, yes, and YES!!" The new question states, "My parents, caregivers, or other adults in my family ask me what I think before most family decisions affecting me are made." Answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 95. Percentage of Students Reporting that Their Parents, Caregivers, or Other Adults in Family Listen When They Talk about Something Important to Them (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 90.4 |
| **Gender** | |
| Female | 89.0 |
| Male | 92.0 |
| **Race/Ethnicity** | |
| White | 93.6 |
| Black | 87.7 |
| Hispanic | 86.6 |
| Asian | 91.5 |
| Other/Multiple | 90.5 |

*Note.* This question was added in 2025. The question states, "My parents, caregivers, or other adults in my family listen to me when I talk to them about something important to me." All percentages were calculated from valid cases (missing responses were not included).

# INDIVIDUAL ASSETS

**Table 96. Percentage of Students Reporting that They Follow Rules (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 88.4 |
| **Gender** | |
| Female | 89.9 |
| Male | 87.3 |
| **Race/Ethnicity** | |
| White | 91.9 |
| Black | 86.9 |
| Hispanic | 82.7 |
| Asian | 91.6 |
| Other/Multiple | 88.0 |

*Note.* This question was updated in 2025. The original answer choices included, "Very False, Somewhat False, Somewhat True, Very True". The new answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 97. Percentage of Students Reporting that They Accept Responsibility for Their Actions and Mistakes (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 92.0 |
| **Gender** | |
| Female | 93.4 |
| Male | 90.9 |
| **Race/Ethnicity** | |
| White | 92.9 |
| Black | 91.1 |
| Hispanic | 90.7 |
| Asian | 93.8 |
| Other/Multiple | 91.2 |

*Note.* This question was updated in 2025. The original question asked how important was, "Accepting responsibility for my actions when I make a mistake or get in trouble." Answer choices included, "Extremely Important, Quite Important, Not Sure, Somewhat Important and Not Important." The new question states, "I accept responsibility for my actions when I make a mistake or get in trouble." The answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 98. Percentage of Students Reporting that They Do Their Best Even for Jobs They Dislike (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 86.5 |
| **Gender** | |
| Female | 88.9 |
| Male | 84.6 |
| **Race/Ethnicity** | |
| White | 86.7 |
| Black | 83.3 |
| Hispanic | 85.8 |
| Asian | 90.4 |
| Other/Multiple | 84.8 |

*Note.* This question was updated in 2025. The original question asked how important was, "Doing my best even when I have to do a job I don't like." Answer choices included, "Extremely Important, Quite Important, Not Sure, Somewhat Important and Not Important." The new question states, "I try my best even with tasks I don't enjoy." The answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 99. Percentage of Students Reporting that They Try to Find Different Solutions to Problems (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 88.8 |
| **Gender** | |
| Female | 89.0 |
| Male | 88.9 |
| **Race/Ethnicity** | |
| White | 90.2 |
| Black | 85.9 |
| Hispanic | 86.2 |
| Asian | 91.9 |
| Other/Multiple | 89.2 |

*Note.* This question was updated in 2025. The original question asked how they "Try to find different solutions to the problem" when they have a problem of any kind. Answer choices included, "A Lot, Sometimes, A Little or Never." The new question states, "I try to find different solutions to problems." The answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

**Table 100. Percentage of Students Reporting that They Know How to Disagree Without Starting an Argument or Fight (%), by Selected Demographic Characteristics, Fairfax County, 2025**

| | 2025 |
|---|---|
| **Overall** | 80.4 |
| **Gender** | |
| Female | 80.3 |
| Male | 81.0 |
| **Race/Ethnicity** | |
| White | 83.7 |
| Black | 74.0 |
| Hispanic | 76.3 |
| Asian | 85.3 |
| Other/Multiple | 79.8 |

*Note.* This question was updated in 2025. The original question states, "I know how to disagree without starting an argument or fight." Answer choices included, "Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree." The new question states, "I know how to disagree without starting an argument or fight." The answer choices include, "Strongly Agree, Agree, Disagree and Strongly Disagree." Due to the changes, direct comparisons with previous years' data are not recommended. All percentages were calculated from valid cases (missing responses were not included).

# REFERENCES


Abdoli M., Rosato M. S., Cipiriano, A., Napolano R., Cotrufo P. Barberis N., & Cella S. (2023) Affect, body, and eating habits in children: A systematic review. *Nutrients, 15*(15), 3343. https://doi.org/10.3390/nu15153343

Ball, J., Grucza, R., Livingston, M., Ter Bogt, T., Currie, C., & de Looze, M. (2023). The great decline in adolescent risk behaviours: Unitary trend, separate trends, or cascade? *Social Science & Medicine*, *317*, 115616. https://doi.org/10.1016/j.socscimed.2022.115616

Centers for Disease Control and Prevention (CDC). (2024, February 14). *Benefits of healthy eating for children*. U.S. Department of Health and Human Services. https://www.cdc.gov/nutrition/php/resources/healthy-eating-benefits-for-children.html

Centers for Disease Control and Prevention (CDC). (2024, November 29). *Mental health: Poor mental health effects adolescent well-being*. U.S. Department of Health and Human Services. https://www.cdc.gov/healthy-youth/mental-health/index.html

Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, *112*(1), 64-105. https://doi.org/10.1037/0033-2909.112.1.64

Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, CA: Corwin Press.

Khadr S.N., Jones K.G., Mann S., Hale D.R., Johnson A.M., Viner, R.M., Mercer, C.H., & Wellings, K. (2016). Investigating the relationship between substance use and sexual behaviour in young people in Britain: Findings from a national probability survey. *BMJ Open*, *6*(6). e011961. https://doi.org/10.1136/bmjopen-2016-011961

Leffert, N., Benson, P. L., Scales, P. C., Sharma, A. R., Drake, D. R., & Blyth, D. A. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. *Applied Developmental Science*, *2*(4), 209. https://doi.org/10.1207/s1532480xads0204_4

Miech, R. A., Johnston, L. D., Patrick, M. E., & O'Malley, P. M. (2026). *Monitoring the Future national survey results on drug use, 1975–2023: Overview and detailed results for secondary school students*. University of Michigan, Institute for Social Research. https://monitoringthefuture.org/wp-content/uploads/2025/12/mtfvol12026.pdf

Mpofu, J. J., Underwood, J. M., Thornton, J. E., Brener, N. D., Rico, A., Kilmer, G., Harris, W. A., Leon-Nguyen, M., Chyen, D., Lim, C., Mbaka, C. K., Smith-Grant, J., Whittle, L., Jones, S.

E., Krause, K. H., Li, J., Shanklin, S. L., McKinnon, I., Arrey, L ., . . . Roberts, A. M. (2023). Overview and methods for the youth risk behavior surveillance system - United States, 2021. *MMWR Supplements, 72*(1), 1–12. https://doi.org/10.15585/mmwr.su7201a1

U.S. Department of Health & Human Services. (n.d). *Long-term effects of bullying*. StopBullying.gov. https://www.stopbullying.gov/bullying/effects

U.S. Department of Health & Human Services. (n.d.). *What is bullying*. StopBullying.gov. https://www.stopbullying.gov/bullying/what-is-bullying

Yockey, R. A., & Barroso, C. S. (2023). Drugged driving among U.S. adolescents, 2016-2019, USA. *Journal of Safety Research*, 84, 1–6. https://doi.org/10.1016/j.jsr.2022.10.002

# APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS

In 1999, Fairfax County convened a Youth Survey Work Group sponsored collaboratively by the Fairfax County Board of Supervisors, Fairfax County School Board, Fairfax County Human Services Council, and Fairfax County Partnership for Youth. The work group reviewed national youth surveys and made the recommendation to design the 2001 Fairfax County Youth Survey using the Communities That Care Youth Survey, with additional items related to safety, mental health, use of leisure time, and violence from the Centers for Disease Control and Prevention (CDC) Youth Risk Behavior Survey. Classes were randomly selected from eighth- and tenth-grade Physical Education courses and twelfth-grade Government courses. A total of 11,951 students participated in the survey, representing just over 37% of the students in eighth, tenth, and twelfth grades.

In 2003, the county participated in the Virginia Community Youth Survey sponsored by the Commonwealth of Virginia. The questionnaire was comprised of items from the Communities That Care Youth Survey, with almost all items in common with the 2001 Fairfax County Youth Survey. Students in eighth, tenth, and twelfth grades from randomly selected English classes were surveyed. A total of 4,239 questionnaires were completed by students, representing nearly 13% of the total FCPS student membership in those grades.

In 2005, additional items on substance use and risk factors were added to the previous survey instrument. Students in the sixth grade were included in the survey for the first time. Classes were randomly selected from all sixth-grade classes, and eighth-, tenth-, and twelfth-grade English classes. Almost every elementary, middle, and high school (including the three alternative high schools) were represented. A total of 13,235 questionnaires were completed by students, representing nearly one-third of all students in sixth, eighth, tenth, and twelfth grades.

In 2008, the Fairfax County Youth Survey Team weighed the desire to add more questions to the questionnaire related to youth's use of time, general health, and other behaviors against the need to keep the instrument at a length that would allow for completion within one class period, as specified by survey protocol. In order to include a larger number of items, the questions were divided into two instruments: the *Healthy Behaviors Survey* and the *Risk and Protective Factors Survey*. These questionnaires were administered to eighth-, tenth-, and twelfth-grade students. To allow for year-to-year comparisons, both instruments included 39 "core questions." The *Risk and Protective Factors Survey* included additional questions about risk and protective factors while the *Healthy Behaviors Survey* included additional questions about health, health risks, and outcomes. A separate *6th Grade Survey* was developed for administration in 2008 due to concerns

with both the length and language of the questionnaires for use with older students. The 2008 *6th Grade Survey* had fewer questions but included most of the core items in the other questionnaires.

For the eighth-, tenth-, and twelfth-grade survey, English classrooms were randomly selected from every school. The number of classrooms selected was proportional to the pyramid* size to ensure a representative sample to allow for generalized survey results. Of the selected classrooms, 75% received the *Risk and Protective Factors Survey* and 25% received the *Healthy Behaviors Survey*. The sixth-grade sampling utilized a two-step process. First, schools containing sixth-grade classrooms were randomly selected proportionately by pyramid. Then, sixth-grade classrooms within the selected schools were randomly selected to participate in the *6th Grade Survey*.

In 2009, the decision was made to administer the Fairfax County Youth Survey every year, alternating between the *Healthy Behaviors Survey* and the *Risk and Protective Factors Survey* for the eighth, tenth, and twelfth grades and administering the *6th Grade Survey* annually. A census approach was adopted in 2009, giving all students in the targeted grades the opportunity to participate in the surveys. Survey data were weighted by grade and race. Since 2010 the survey data have been weighted by grade within each pyramid to allow generalization of survey results to the entire population.

In 2015, the questionnaire for the eighth-, tenth-, and twelfth-grade students was redesigned and a single instrument was developed that combined items of interest from the two previous versions into one questionnaire, to be administered annually. Wording on some questions was changed to align with new wording on national surveys used for comparison of Fairfax County youth results, and additional questions were added on substance use, bullying, harassment, nutrition, and extra-curricular activities. Additional questions on substance use, bullying, harassment, nutrition, and extra-curricular activities were included. The instrument for sixth-grade students was modified slightly in 2015.

In 2018, items were added to the eighth-, tenth-, and twelfth-grade instrument to assess the use of vaping devices and to investigate prescription painkiller misuse. Items on school environment were added to the instrument for older students in 2019. In 2020, due to the COVID-19 pandemic, the Fairfax County Youth Survey was not conducted that year.

* The Fairfax County Public Schools' system that assigns schools to a pyramid which is comprised of a high school and its feeder elementary and middle schools.

In 2021, the Fairfax County Youth Survey was conducted online for the first time. The survey was offered in eight languages for the first time as well: Arabic, Chinese, English, Farsi, Korean, Spanish, Urdu, and Vietnamese. Students were asked to choose the language of the survey they completed. A paper survey in English was offered as an option to accommodate students with disabilities. Additional demographic questions, as well as questions on specific behaviors and experiences were modified or added to the survey in 2021. In 2022, the Fairfax County Youth Survey was conducted entirely online, no paper versions of the survey were offered. The survey was once again offered in eight languages based on the success of this feature in the 2021 survey. Students in Grades 8, 10, and 12 were asked to choose the language of the survey they completed. In 2022, two options were added to the gender identification question: 'non-binary' and 'other.' Prior to 2022, gender identification options included only 'female' and 'male'. Questions regarding students' disabilities or other health conditions and disability-related education services were included in the demographic section in 2023.

In 2025, the entire survey questionnaire was comprehensively reviewed by multiple county agencies and the Fairfax County Public Schools to improve clarity, relevance, and its ability to capture meaningful insights into the experiences and well-being of youth. Although the core questions related to risky and healthy behaviors have remained consistent, the revisions ensure the survey remains aligned with current trends and emerging challenges. New questions were added regarding social media use, physical activity with family and friends, access to help for mental health challenges, gambling behaviors, among others. Outdated items were removed to keep the survey concise and up-to-date. Skip logic was also introduced for subsets of questions, including those related to substance use, sexual activities, vehicle safety, and gambling. In 2025, the survey continued to be offered entirely online and in eight languages.

Table 101 and Table 102 below present the Youth Survey instruments and the total number of usable questionnaires since the survey's inception in 2001.

**Table 101. Instruments Used to Survey Fairfax County Youth, 2001 – 2025**

| Year | Survey | Targeted Population | Number of Questions | National Comparison |
|---|---|---|---|---|
| 2001 | Fairfax County Youth Survey | 8th, 10th, 12th | 228 | MTF |
| 2003 | Virginia Community Youth Survey | 8th, 10th, 12th | 135 | MTF |
| 2005 | Fairfax County Youth Survey | 6th, 8th, 10th, 12th | 137 | MTF (for 8th, 10th, and 12th) |
| 2008 | Fairfax County Youth Survey: Risk and Protective Factors Survey | 8th, 10th, 12th | 154 | MTF |

| Year | Survey | Targeted Population | Number of Questions | National Comparison |
|---|---|---|---|---|
| 2008 | Fairfax County Youth Survey: Healthy Behaviors Survey | 8th, 10th, 12th | 109 | YRBS |
| 2008 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 62 | None |
| 2009 | Fairfax County Youth Survey: Healthy Behaviors Survey | 8th, 10th, 12th | 151 | MTF & YRBS |
| 2009 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 82 | None |
| 2010 | Fairfax County Youth Survey: Risk and Protective Factors Survey | 8th, 10th, 12th | 203 | MTF |
| 2010 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 84 | None |
| 2011 | Fairfax County Youth Survey: Healthy Behaviors Survey | 8th, 10th, 12th | 155 | MTF & YRBS |
| 2011 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 84 | None |
| 2012 | Fairfax County Youth Survey: Risk and Protective Factors Survey | 8th, 10th, 12th | 207 | MTF |
| 2012 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 84 | None |
| 2013 | Fairfax County Youth Survey: Healthy Behaviors Survey | 8th, 10th, 12th | 155 | MTF & YRBS |
| 2013 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 84 | None |
| 2014 | Fairfax County Youth Survey: Risk and Protective Factors Survey | 8th, 10th, 12th | 210 | MTF |
| 2014 | Fairfax County Youth Survey: 6th Grade Survey | 6th | 84 | None |
| 2015/2016/2017 | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 8th, 10th, 12th | 164 | MTF & YRBS |
| 2015/2016/2017 | Fairfax County Youth Survey of 6th Grade Students | 6th | 84 | None |
| 2018 | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 8th, 10th, 12th | 170 | MTF |
| 2018 | Fairfax County Youth Survey of 6th Grade Students | 6th | 84 | None |
| 2019 | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 8th, 10th, 12th | 174 | MTF & YRBS |
| 2019 | Fairfax County Youth Survey of 6th Grade Students | 6th | 84 | None |
| 2020 | No administration of the Fairfax County Youth Survey due to the COVID-19 pandemic | - | - | - |

| Year | Survey | Targeted Population | Number of Questions | National Comparison |
|---|---|---|---|---|
| 2021/2022 | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 8th, 10th, 12th | 173 | MTF & YRBS |
| 2021/2022 | Fairfax County Youth Survey of 6th Grade Students | 6th | 89 | None |
| 2023/2024 | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 8th, 10th, 12th | 175 | MTF & YRBS |
| 2023/2024 | Fairfax County Youth Survey of 6th Grade Students | 6th | 91 | None |
| 2025 | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 8th, 10th, 12th | 155 | MTF & YRBS |
| 2025 | Fairfax County Youth Survey of 6th Grade Students | 6th | 82 | None |

*Note.* Monitoring the Future (MTF) is an annual survey of substance use that is administered to eighth-, tenth-, and twelfth-grade students across the nation (Miech et al., 2026). The Youth Risk Behavior Survey (YRBS) is a national survey conducted in odd years by the U.S. Centers for Disease Control and Prevention among students in grades 9 – 12 (Mpofu et al., 2023).

**Table 102. Number of Usable Questionnaires, 2001-2025**

| Year | Survey | Number of Usable Questionnaires |
|---|---|---|
| **2001** | Fairfax County Youth Survey [a] | 11,631 |
| **2003** | Virginia Community Youth Survey [a] | 4,074 |
| **2005** | Fairfax County Youth Survey [b] | 13,235 |
| **2008** | Risk & Protective Factors Survey [a] | 12,468 |
| **2008** | Healthy Behaviors Survey [a] | 3,988 |
| **2008** | 6th Grade Survey | 3,958 |
| **2009** | Healthy Behaviors Survey [a] | 29,223 |
| **2009** | 6th Grade Survey | 10,927 |
| **2010** | Risk & Protective Factors Survey [a] | 30,399 |
| **2010** | 6th Grade Survey | 11,049 |
| **2011** | Healthy Behaviors Survey [a] | 31,106 |
| **2011** | 6th Grade Survey | 11,238 |
| **2012** | Risk & Protective Factors Survey [a] | 32,027 |
| **2012** | 6th Grade Survey | 11,613 |
| **2013** | Healthy Behaviors Survey [a] | 32,439 |
| **2013** | 6th Grade Survey | 11,597 |
| **2014** | Risk & Protective Factors Survey [a] | 32,590 |
| **2014** | 6th Grade Survey | 11,778 |
| **2015** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 33,276 |
| **2015** | Fairfax County Youth Survey of 6th Grade Students | 11,932 |
| **2016** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 32,491 |
| **2016** | Fairfax County Youth Survey of 6th Grade Students | 11,961 |
| **2017** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 33,238 |
| **2017** | Fairfax County Youth Survey of 6th Grade Students | 12,247 |
| **2018** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 32,904 |
| **2018** | Fairfax County Youth Survey of 6th Grade Students | 12,175 |
| **2019** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 33,039 |
| **2019** | Fairfax County Youth Survey of 6th Grade Students | 12,779 |
| **2020** | No administration of the Fairfax County Youth Survey due to the COVID-19 pandemic | - |
| **2021** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 30,921 |
| **2021** | Fairfax County Youth Survey of 6th Grade Students | 10,443 |
| **2022** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 25,695 |
| **2022** | Fairfax County Youth Survey of 6th Grade Students | 10,714 |
| **2023** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 26,218 |
| **2023** | Fairfax County Youth Survey of 6th Grade Students | 10,814 |
| **2024** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 29,810 |
| **2024** | Fairfax County Youth Survey of 6th Grade Students | 11,514 |
| **2025** | Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students | 28,103 |

| Year | Survey | Number of Usable Questionnaires |
|---|---|---|
| **2025** | Fairfax County Youth Survey of 6th Grade Students | 11,334 |

[a]Questionnaires administered to 8th-, 10th-, and 12th-grade students. [b]Questionnaires administered to 6th-, 8th-, 10th-, and 12th-grade students.

# APPENDIX B. SURVEY METHODOLOGY

## SURVEY VALIDITY, RELIABILITY, AND SAMPLING

The validity of a survey is the extent to which it measures what its designers intend it to measure. Reliability is an estimate of how consistently survey items measure the same concept each time they are administered under the same conditions and with the same subjects. To ensure the validity and reliability of the information about student behaviors, the 2025 Fairfax County Youth Survey used items from national youth surveys that have already been tested, including questions from the Communities That Care Youth Survey from the U.S. Substance Abuse and Mental Health Services Administration, and U.S. Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey (YRBS), and Institute for Social Research's Monitoring the Future Survey at the University of Michigan.

The 2025 Fairfax County Youth Survey used a census sampling method, where all students in sixth, eighth, tenth, and twelfth grades were invited to participate. Non-response bias may occur if one or more shared characteristics differentiate those who completed the survey from those who did not (if the answers of respondents differ from the potential answers of those who chose not to participate.) A non-response bias limits the extent to which the results of the survey can be generalized to populations other than the sample who completed the survey.

The *2025 Fairfax County Youth Survey of 6th Grade Students* had a response rate of 83%. A comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics is included in the Demographic Profile of Surveyed Youth. Statistical differences (*p-value* < 0.05) were noted for gender and racial/ethnic sub-groups indicating over- or under-representation of the group in the survey. However, because the data are analyzed at the pyramid* level, and the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the data were not weighted by gender or race/ethnicity. The data were weighted within pyramid only.

* The Fairfax County Public Schools' system that assigns schools to a pyramid which is comprised of a high school and its feeder elementary and middle schools.

# DATA PROCESSING METHODOLOGY

The following seven conditions were used to clean the *2025 Fairfax County Youth Survey of 6th Grade Students* data.* Missing data were not imputed.

*Condition 1: Survey Window Period*

Responses that were collected outside the data collection window (between November 10, 2025 and February 10, 2026), during a weekend, Thanksgiving break (November 26, 2025 –November 28, 2025), or winter break (December 22, 2025– January 4, 2026), or between 4:30 pm and 7:00 am (survey needed to be completed during normal school hours) were eliminated from the data analysis.

*Condition 2: Blank Surveys*

There was a total of 82 questions on the survey instrument. Cases where students provided four or fewer responses were eliminated from the data analysis.

*Condition 3: Duplicate IDs*

Each response ID was inspected for duplicate entries. Duplicates, if any, were eliminated from the data analysis.

*Condition 4: Truthfulness*

The final item of the survey instrument asked students, "How honest were you in filling out this survey?" The response options for this question were:

- I was very honest.
- I was honest pretty much of the time.
- I was honest some of the time.
- I was honest once in a while.
- I was not honest at all.

Cases where students responded "I was not honest at all" were eliminated from the data analysis.

* In 2010, significant changes to the protocol used for validating responses were made to better align the methodology with those used by the national benchmarks. Comparisons should not be made to data from years prior to 2010 since changes in the criteria for determining the analytical sample can have a significant effect on the results.

*Condition 5: Fictitious Drug Use*

There was an item on fictitious drug use during the past 30 days. The drug is fictitious and was created to check the validity of students' responses. Cases where students reported any use were eliminated from the data analysis.

*Condition 6: Missing or Incorrect Grade Information*

Cases where students reported being in fifth or seventh grade were eliminated from the data analysis, as were cases where students did not provide an answer to the grade question.

*Condition 7: Substance Use Inconsistencies*

The consistency of responses between lifetime and 30-day use of substances was checked. Four substances were queried for both lifetime and 30-day use: cigarettes, alcohol, cannabis, and other illegal drugs. Responses were considered inconsistent if students answered "never" to lifetime use of a substance but indicated use of the substance in the past month. Surveys with three or more inconsistent responses were eliminated from the data analysis. Surveys with fewer than three inconsistencies were kept in the dataset but the inconsistent responses were set to missing.

*Condition 8: Pharmacological Implausibility*

The over-reporting of substance use was examined through patterns of responses that are pharmacologically implausible. The 30-day use of the following substances was examined: alcohol, cannabis, inhalants, and other illegal drugs. Cases where students reported "10 or more days" for all four of the substances were eliminated from data analysis.

The Table below presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

**Table 103. Results of Data Cleaning Procedures, Fairfax County, 2025**

| | Number | Percent |
|---|---|---|
| **Rejected questionnaires** | | |
| Invalid survey dates | 2 | 0.0 |
| Invalid survey time | 11 | 0.0 |
| Blank questionnaires | 317 | 2.6 |
| "Not honest at all" responses | 49 | 0.4 |
| Reported fictitious drug use | 83 | 0.7 |
| Rejected by grade check | 304 | 2.6 |
| Rejected by consistency check | 1 | 0.0 |
| Rejected by dose check | 0 | 0.0 |
| **Total number of usable questionnaires** | **11,334** | **93.7** |
| Total | 12,101 | 100.0 |

# DATA ANALYSIS METHODOLOGY

The ratio of sixth-grade survey respondents from a given pyramid to all survey respondents (all pyramids) was compared to the ratio of all students enrolled in sixth grade in that pyramid to all students enrolled in sixth grade in all Fairfax County Public Schools. Corrective weights were applied to the data to ensure proportional representation based on the total sixth-grade student enrollment in each pyramid. Each record was weighted by the factor

$$w_i = \frac{X_i / X}{Y_i / Y}$$

Where

$X_i$= no. of students enrolled in sixth grade in Pyramid $i$

$X$ = total no. of students enrolled in sixth grade in Pyramids 1-25

$Y_i$ = no. of survey respondents in sixth grade in Pyramid $i$

$Y$ = total no. of survey respondents in sixth grade in Pyramids 1-25

And $1 \leq i \leq 25$

SAS 9.4 was used to generate all tables in this report. The SAS and SPSS data analysis programs use slightly different weighting processes so readers using SPSS for data analysis may receive slightly different outputs (0.1% or less).

# APPENDIX C. 2025-2026 FAIRFAX COUNTY YOUTH SURVEY QUESTIONNAIRE FOR 6TH GRADE STUDENTS

**Demographics**

- Are you:
  - Female
  - Male
  - Non-binary
  - Another gender
- What is your race and/or ethnicity? Choose ALL that apply:
  - ☐ American Indian or Alaska Native
  - ☐ Asian
  - ☐ Black or African American
  - ☐ Hispanic or Latino
  - ☐ Middle Eastern or North African
  - ☐ Native Hawaiian or Pacific Islander
  - ☐ White
- Think of where you live most of the time. Which of the following people live there with you? Choose ALL that apply.
  - ☐ Mother(s)
  - ☐ Father(s)
  - ☐ Stepmother(s)
  - ☐ Stepfather(s)
  - ☐ Grandmother(s)
  - ☐ Grandfather(s)
  - ☐ Foster parent(s)
  - ☐ Other adults
  - ☐ Sister(s)
  - ☐ Brother(s)
  - ☐ Stepsister(s)
  - ☐ Stepbrother(s)
  - ☐ Other children
- What language do you use most often at home?
  - Amharic
  - Arabic
  - Chinese

    - English
    - Farsi
    - Korean
    - Spanish
    - Urdu
    - Vietnamese
    - Other
- Has your parent or guardian ever served in the military?
    - Yes
    - No
    - Not sure
- Do you have someone in your family (such as a parent, brother, or sister) who is currently in the military?
    - Yes
    - No
    - Not sure
- Do you have any of the following conditions/disabilities? Choose ALL that apply:
    - ☐ Developmental or intellectual disability (such as Down syndrome or autism spectrum disorder)
    - ☐ Learning disability (such as difficulty with reading, writing, or doing math)
    - ☐ Mental health/emotional condition (such as depression or anxiety)
    - ☐ Mobility disability (such as use of a wheelchair, walker, or cane)
    - ☐ Sensory disability (such as blindness, difficulty seeing even when wearing glasses, deaf, or hard-of-hearing)
    - ☐ Speech and language impairment
    - ☐ Other health conditions (such as ADHD, diabetes, or cancer)
    - ☐ I'm not sure
    - ☐ None of these apply to me
- At school, do you have an Individualized Education Plan (IEP) or 504 Plan to help you learn?
    - Yes, I have an IEP.
    - Yes, I have a 504.
    - No, I do not.
    - Not sure.

**Substance Use**

- Have you ever, even once in your lifetime, had more than a sip or two of beer, wine, or hard liquor (such as vodka, whiskey, gin or tequila)?
    - Yes
    - No
- On how many days did you drink beer, wine, or hard liquor (such as vodka, whiskey, gin or tequila) in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days
    - 10 or more days
- How much do you think you risk harming yourself if you take one or two drinks of an alcoholic beverage (beer, wine, or hard liquor such as vodka, whiskey, gin, or tequila) nearly every day?
    - No risk
    - Slight risk
    - Moderate risk
    - Great risk
- Have you ever, even once in your lifetime, smoked or ingested cannabis (including THC cartridges, edibles, or gummies)?
    - Yes
    - No
- On how many days did you smoke or ingest cannabis (including THC cartridges, edibles, or gummies) in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days
    - 10 or more days
- How much do you think you risk harming yourself if you smoke or ingest cannabis (including THC cartridges, edibles, or gummies) regularly?
    - No risk
    - Slight risk
    - Moderate risk
    - Great risk
- On how many days did you sniff glue, breathe (huff) the contents of an aerosol spray can, or inhale other gases or sprays in order to get high in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days

    - 10 or more days
- Have you ever smoked cigarettes in your lifetime?
    - Never
    - Once or twice
    - Once in a while but not regularly
    - Regularly in the past
    - Regularly now
- How often have you smoked cigarettes in the past 30 days?
    - Not at all
    - Less than one cigarette per day
    - One to five cigarettes per day
    - About one-half pack per day
    - About one pack per day
    - More than one pack per day
- To “vape” is to use a device such as a vape-pen, an e-cigarette, an e-hookah, or an e-vaporizer to inhale a mist or vapor into the lungs. Have you ever vaped?
    - Yes
    - No
- On how many days have you vaped nicotine in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days
    - 10 or more days
- On how many days have you vaped cannabis (including THC cartridges) in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days
    - 10 or more days
- On how many days have you vaped flavoring, without any nicotine or cannabis in it in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days
    - 10 or more days
- How much do you think you risk harming yourself if you vape regularly?
    - No risk
    - Slight risk
    - Moderate risk

    - Great risk
- Have you ever, even once in your lifetime, used other illegal drugs (not counting alcohol, tobacco, inhalant, cannabis or vape)?
    - Yes
    - No
- On how many days did you use other illegal drugs (not counting alcohol, tobacco, inhalant, cannabis or vape) in the past 30 days?
    - None
    - 1-2 days
    - 3-5 days
    - 6-9 days
    - 10 or more days

**Aggressive Behaviors**

During the past 12 months, at school, have you ever:

- …felt left out of a group or activity or had trouble making friends/getting along with others?
    - Yes
    - No
- … intentionally left someone out of a group or activity?
    - Yes
    - No
- …been hit, punched, kicked, or physically hurt by another student?
    - Yes
    - No
- … hit, punched, kicked, or physically hurt another student?
    - Yes
    - No
- …been made fun of, teased, or had rumors spread about you in a way that made you feel bad?
    - Yes
    - No
- … made fun of, teased someone, or spread rumors about someone?
    - Yes
    - No
- … been threatened by another student?
    - Yes
    - No
- … threatened another student?
    - Yes
    - No
- … had something bad said about your race or culture?

    - Yes
    - No
- … said something bad about someone's race or culture?
    - Yes
    - No
- …received unwanted or hurtful messages or comments from someone online or through text messages?
    - Yes
    - No
- …sent unwanted or hurtful messages or comments to someone online or through text messages?
    - Yes
    - No

- During the past 12 months, has a parent, caregiver or other adult in your home bullied you, insulted you or put you down?
    - Yes
    - No
- During the past 12 months, has a parent, caregiver, or other adult in your home ever hit, beat, kick, or physically hurt you in any way?
    - Yes
    - No

How much do you agree or disagree with the following statement?

- …People in my family often insult or yell at each other.
    - Yes
    - No
- Would you be able to access a gun that is ready for you to fire without a parent or other adult around? The gun could be yours or someone else's. The gun could be located in your home or car, or someone else's home or car.
    - Yes
    - No
- During the past 30 days, have you carried a weapon such as a gun or knife?
    - Yes
    - No
- During the past 30 days, have you carried a weapon such as a gun or knife, on school property?
    - Yes
    - No

**Mental Health**

- During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
    - Yes
    - No
- If you felt sad or hopeless almost every day for two weeks or more during the past 12 months, were you able to get the kind of help you needed?
    - Yes
    - No
- Stress means a situation in which a person feels tense, restless, nervous, or anxious, or is unable to sleep at night because their mind is troubled all the time. Within the last 30 days, how often have you felt this kind of stress?
    - None of the time
    - A little of the time
    - Some of the time
    - Most of the time
    - All of the time
- Within the last 30 days, how often have you felt lonely?
    - None of the time
    - A little of the time
    - Some of the time
    - Most of the time
    - All of the time

**Nutrition**

- In the past 7 days, how many times did you eat fruit?
    - I did not eat fruit
    - 1 to 3 times in the past 7 days
    - 4 to 6 times in the past 7 days
    - 1 time per day
    - 2 times per day
    - 3 times per day
    - 4 or more times per day
- In the past 7 days, how many times did you eat vegetables?
    - I did not eat vegetables
    - 1 to 3 times in the past 7 days
    - 4 to 6 times in the past 7 days
    - 1 time per day
    - 2 times per day
    - 3 times per day
    - 4 or more times per day

- In the past 7 days, how often did you have drinks with added sugar? Include soda, sweetened coffee, sweet tea, boba/bubble tea, energy drinks, sports drinks, and juice, lemonade, or other fruit drinks with added sugar. Do not include diet drinks, low sugar soda (like Poppi), 100% juice, or unsweetened flavored fizzy or regular water.
    - Never
    - Less than once a week
    - Once a week
    - A few times a week
    - Every day
    - More than once a day
- In the past 7 days, how often did you have drinks with caffeine? Include coffee, tea, energy drinks or energy shots, and soda with caffeine (like diet or regular Coke/Pepsi, Dr. Pepper, Mountain Dew). Do not include decaf drinks or herbal tea.
    - Never
    - Less than once a week
    - Once a week
    - A few times a week
    - Every day
    - More than once a day
- During the past 30 days, how often did you go hungry because there was not enough food in your home?
    - Never
    - Rarely
    - Sometimes
    - Most of the time
    - Always

**Academics and School Life**

- What were your overall grades like last year?
    - Mostly 1s
    - Mostly 2s
    - Mostly 3s
    - Mostly 4s
- On an average school day, how many hours do you spend doing homework outside of school?
    - None
    - Half hour or less
    - Between a half hour and an hour
    - 1 hour
    - 2 hours
    - 3 hours or more

How much do you agree or disagree with the following statements?

- …Sometimes it is okay to cheat at school.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

**Time Use**

- On an average school day, how many hours do you watch TV?
    - None
    - Less than 1 hour per day
    - 1 hour per day
    - 2 hours per day
    - 3 hours per day
    - 4 hours per day
    - 5 or more hours per day
- On an average school day, how many hours do you spend playing video or computer games?
    - None
    - Less than 1 hour per day
    - 1 hour per day
    - 2 hours per day
    - 3 hours per day
    - 4 hours per day
    - 5 or more hours per day
- On an average school day, how many hours do you spend using social media, such as Instagram, Snapchat, TikTok, or YouTube?
    - None
    - Less than 1 hour per day
    - 1 hour per day
    - 2 hours per day
    - 3 hours per day
    - 4 hours per day
    - 5 or more hours per day
- On an average day, how many hours do you spend in a school-based team, club, program, etc.?
    - None
    - Half hour or less
    - Between a half hour and an hour
    - 1 hour
    - 2 hours
    - 3 hours or more
- On an average day, how many hours do you spend in a non-school-based team, club, program, etc.?
    - None

    - Half hour or less
    - Between a half hour and an hour
    - 1 hour
    - 2 hours
    - 3 hours or more
- On an average day, how many hours do you spend working at a job or internship?
    - None
    - Half hour or less
    - Between a half hour and an hour
    - 1 hour
    - 2 hours
    - 3 hours or more
- How many times have you engaged in service learning or volunteering?
    - Never
    - I've done it, but not in the past year
    - Less than once a month
    - About once a month
    - Two or three times a month
    - Once a week or more
- During the last 12 months, have you been a leader in a group or organization?
    - Yes
    - No
- During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? Add up all the time you spend in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time.
    - 0 days
    - 1 day
    - 2 days
    - 3 days
    - 4 days
    - 5 days
    - 6 days
    - 7 days
- In the past 7 days, how many times did you do something active with family or friends (like bike, hike, take a walk, or play a sport)?
    - Never
    - 1-2 times
    - 3-4 times
    - 5-6 times
    - 7 or more times
- On an average school night, how many hours of sleep do you get?

- 4 or less hours
- 5 hours
- 6 hours
- 7 hours
- 8 hours
- 9 hours
- 10 or more hours

**Assets that Build Resiliency**

How much do you agree or disagree with the following statements?

- …There are adults in my community I could talk to about something important to me.
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- …Adults in my community let me know when I am doing a good job.
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- …My teacher lets me know when I am doing a good job.
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- …I feel safe at my school.
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- …I have a trusted adult at school I can talk to when I need help.
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- …If I had a personal problem, I could ask my parents, caregivers, or other adults in my family for help.
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree

- …My parents, caregivers, or other adults in my family ask me what I think before most family decisions affecting me are made.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- …My parents, caregivers, or other adults in my family listen to me when I talk to them about something important to me.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- …I ignore rules that get in my way.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- …I accept responsibility for my actions when I make a mistake or get in trouble.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- …I try my best even with tasks I don't enjoy.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- …I try to find different solutions to problems.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree
- …I know how to disagree without starting an argument or fight.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree