



# School Year 2010—2011 Fairfax County 6<sup>th</sup> Grade Youth Survey

FALL 2011



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# **2010 Fairfax County Youth Survey**

**6<sup>th</sup> Grade Students**

**Results and Tabulations**

**September 2011**

To request this information in an alternate format, call (703) 324-5638 or TTY 711.

A complete copy of this report, as well as the 2001, 2003, 2005, 2008, and 2009 Youth Survey reports,  
may be found on our Web site at:

<http://www.fairfaxcounty.gov/youthsurvey>

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# EXECUTIVE SUMMARY

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This report summarizes the results of the 2010 Fairfax County Youth Survey – *6<sup>th</sup> Grade Survey*. It is a comprehensive, anonymous, and voluntary survey that examines behaviors, experiences, and other factors that influence the health and well-being of the county's youth. 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 the prevalence and frequency of substance use, violence and delinquency, health and health risk behaviors, and positive behaviors. It also measures factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors, or increase their risk of engaging in those behaviors.

This is the sixth year that the Fairfax County Youth Survey has been conducted in Fairfax County Public Schools and the fourth year that the survey has been conducted for sixth graders. Significant changes were made this year to the protocol for determining which surveys are valid (i.e., which data to keep and which to eliminate from the analysis). These protocol changes were made to better reflect the methodology used by the national benchmarks. Because of these changes, comparisons should not be made between this year's data and data from previous years.

The survey was conducted in the fall of 2010 and resulted in valid responses from 11,049 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 30,399 valid responses. This report, as well as a report of the findings from the 2010 Fairfax County *Risk and Protective Factors Survey* (of eighth-, tenth-, and twelfth-grade students), can be found at [www.fairfaxcounty.gov/youthsurvey](http://www.fairfaxcounty.gov/youthsurvey).

## KEY FINDINGS

### Substance Use

- Alcohol was the most frequently used substance by sixth-grade students in their lifetime. Over one-fifth of the students (21.1%) reported having consumed alcohol at least once in their lifetime.
- Inhalants were the second most frequently used substance, with approximately one in twelve sixth-grade students (8.0%) reporting using them at least once in their lifetime.
- A much smaller percentage of the students (2.1%) reported ever having smoked cigarettes.
- Inhalants were the most frequently used substance by sixth-grade students in the past month (3.6%), followed by alcohol (2.6%), and then cigarettes (0.5%).

(See [Lifetime Substance Use](#) and [Past Month Substance Use](#) on page 15.)

### **Bullying and Aggression**

- Almost half of sixth-grade students (47.1%) have been bullied, taunted, ridiculed, or teased within the past year. Almost one-fifth of the students (19.4%) had something bad said to them about their race or culture in the past year, and a slightly smaller percentage (13.1%) reported being cyberbullied by a student who attends their school during the same timeframe.
- Almost one-fourth of sixth-grade students (23.6%) reported having bullied, taunted, ridiculed, or teased someone within the past year, while much smaller percentages reported having said something bad about someone's race or culture, or cyberbullying a student who attends their school (7.2% and 6.9%, respectively).
- Approximately one in seven sixth-grade students (14.7%) carried a weapon other than a handgun within the past year for purposes other than hunting, camping, scouting, or similar activities.

### **Physical Activity and Nutrition**

- More than half of all sixth-grade students (53.7%) reported having exercised for at least one hour on five or more days in the past week.
- Approximately one-third of sixth-grade students (32.5%) reported having consumed fruits and vegetables at least five times per day within the past week.

### **Mental Health**

- Nearly one-quarter of sixth-grade students (22.5%) reported feeling so sad or hopeless every day for two or more weeks in a row within the past year that they stopped doing some usual activities.

### **Extracurricular Activities**

- Nearly three out of four sixth-grade students (74.2%) reported participating in extracurricular activities within the past year, with over half (55.6%) doing so once a week or more often.

### **Non-Academic Use of Electronic Media**

- Nearly three in ten sixth-grade students (28.7%) reported watching TV for three or more hours on an average school day.
- Slightly more than one in five sixth-grade students (21.3%) reported playing video games or using a computer for something unrelated to school work for three or more hours on an average school day.

## **Civic Behaviors**

- Over two-fifths of sixth-grade students (44.1%) reported volunteering to do community service within the past year.
- Over three-fifths of sixth-grade students (61.3%) reported helping friends or neighbors for at least one hour in an average week.
- Approximately two-thirds of sixth-grade students (64.4%) reported being a leader in a group or organization in the past year.
- The majority of sixth-grade students reported sometimes or frequently performing several environmentally-friendly behaviors, including turning off lights and electrical appliances (97.6%), conserving water (95.4%), recycling (94.6%), and cutting down on the amount of trash and garbage they create (84.0%).
- More than nine in ten sixth-grade students (93.3%) agree or strongly agree that their actions can improve the quality of the environment.

## **Risk and Protective Factors**

This survey assesses a set of one protective factor and three risk factors. Focusing on protective factors fosters resiliency in our young people, views youth as empowered with strengths rather than confronted by risks, and encourages nurturing young people in order to help them succeed. Reinforcing protective factors can help young people be more resilient when confronting risk factors and risky behaviors.

- Over two-thirds of the sixth-grade students (68.8%) had high protection (were above the national standard) on the Belief in Moral Order scale, which measures the personal sense of “right” or “wrong” (such as cheating or being dishonest).
- Of the three risk factor scales measured, the Sensation Seeking scale had the highest percentage of students considered to have high risk (40.1%). This scale measures the student’s level of engagement in dangerous or risky behaviors. Less than one-third of the students (31.4%) were considered to have high risk on the Family Conflict scale and the Perceived Risks of Drug Use scale (28.9%).

(See [Protective Factors](#) and [Risk Factors](#) on pages 67 and 68.)

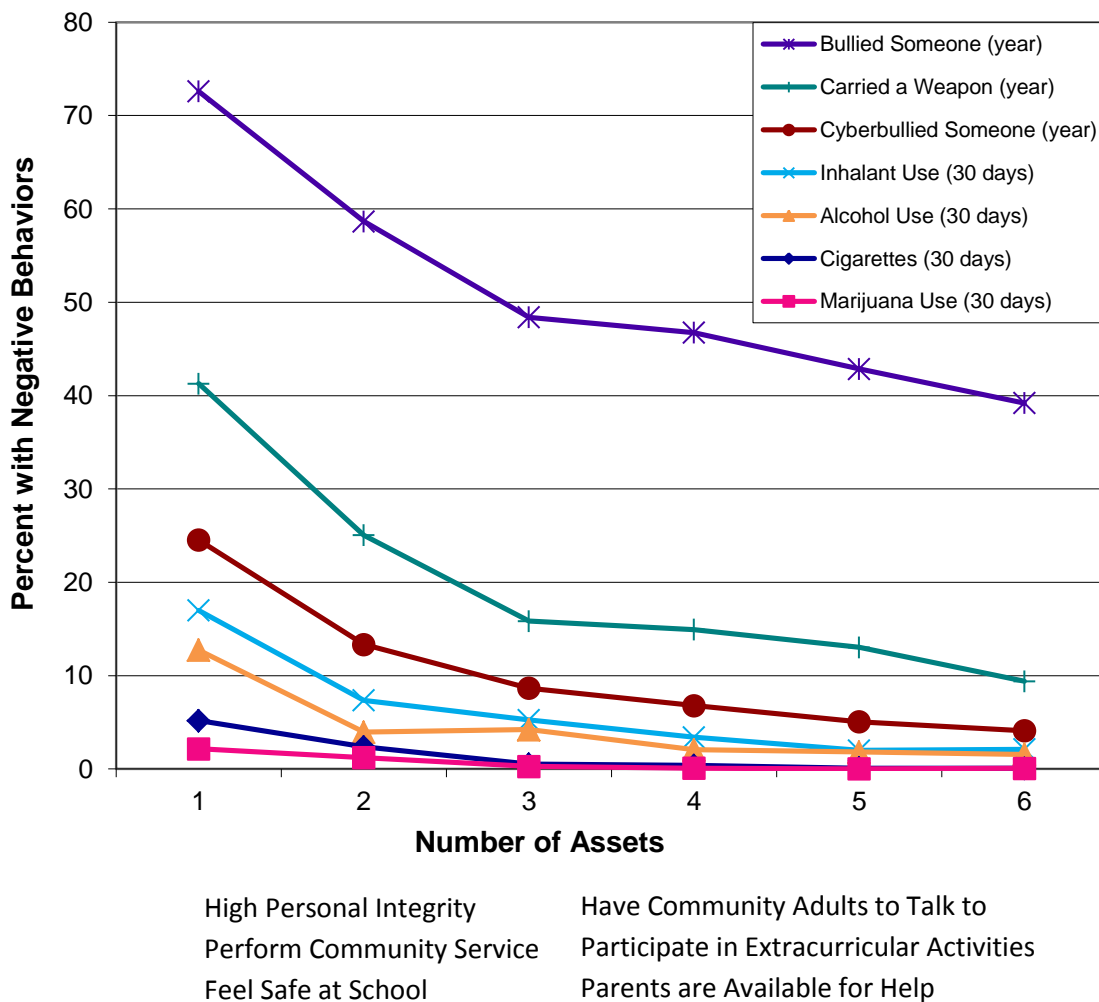
### Three to Succeed

The Three to Succeed concept is based on the youth survey analysis that shows how just having three assets (or strengths) dramatically reduces risk behaviors and promotes thriving youth.

Assets are strengths in young people, their families, schools and communities that help them thrive in health, in school and daily life, and in a safe environment. The more assets an individual has in his or her life, the fewer risk behaviors are reported.

Young people in Fairfax County report positive influences from their communities, families, schools, and friends. This support demonstrates the benefits derived from everyone taking a role in ensuring that children are thriving in Fairfax County.

**Figure 1. Three to Succeed**



# INTRODUCTION

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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 that contribute to unintended pregnancy and STDs (including HIV infection); 5) unhealthy dietary behaviors; and 6) physical inactivity. These behaviors often are established during childhood and adolescence, are interrelated, and are preventable (Centers for Disease Control and Prevention, 2010).

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 to eighth-, tenth-, and twelfth-grade students and then to sixth-grade students as well beginning in 2005, 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 for sixth-grade students includes questions on substance use, aggression and other antisocial behaviors, health and health-risk behaviors, mental health, civic engagement, environmental stewardship, and numerous items to measure the levels of risk and protective factors present in the students' environments. Risk and protective factors have been found to put youth at increased risk of, or to protect them from substance use and other problem behaviors. A comprehensive discussion of the Risk and Protective Factor Model of Prevention is found in Appendix C.

Significant changes were made this year to the protocol for determining which surveys are valid (i.e., which data to keep and which to eliminate from the analyses). These protocol changes were made to better reflect the methodology used by the national benchmarks. Because of these changes, comparisons should not be made between this year's data and data from previous years.

The survey's administration represents 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 2010 Fairfax County Youth Survey was conducted in the fall of 2010. The survey instrument, *6<sup>th</sup> Grade Survey*, was comprised of 84 questions. The survey derives the majority of its questions from the Communities That Care Youth Survey from the U.S. Substance Abuse and Mental Health Services Administration. Other questions are derived from the Centers for Disease Control and Prevention's Youth Risk Behavior Survey and other national surveys.

This is the sixth year the Fairfax County Youth Survey has been conducted. The survey instrument has been modified since it was first administered in 2001, but core questions related to risky and healthy behaviors have remained consistent. Sixth-grade students were included in the survey for the first time in 2005, when one survey instrument was administered to a sample of students in sixth, eighth, tenth, and twelfth grades. Due to concerns with both the length and language of the survey, a separate *6<sup>th</sup> Grade Survey* was developed for administration in 2008. Also in that year, two separate instruments were administered to eighth-, tenth-, and twelfth-grade students: one focusing on risk and protective factors and the other focusing on healthy behaviors. In 2009, the decision was made to administer the two instruments for older students (the *Risk and Protective Factor Survey* and the *Healthy Behaviors Survey*) in alternating years.

The results of the 2010 *Risk and Protective Factors of 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> Grade Students* are presented in a separate report, which can be found at [www.fairfaxcounty.gov/youthsurvey](http://www.fairfaxcounty.gov/youthsurvey). A more detailed discussion of the history of the Fairfax County Youth Survey is provided in Appendix A, beginning on page 71.

## ***SURVEY ADMINISTRATION***

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 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 the survey was voluntary and that they could choose not to participate in the entire survey, or to skip individual questions they did not want to answer. Instructions from survey administrators and written instructions on the front 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 on a computer-scannable booklet.

A total of 11,246 sixth-grade students participated in the 2010 Fairfax County Youth Survey, representing 87.8% of all sixth-grade students enrolled in Fairfax County Public Schools.

**Table 1. Response Rate**

<b>FCPS Enrollment<sup>a</sup></b>	<b>Number of respondents</b>	<b>Response Rate</b>
12,815	11,246	87.8%

<sup>a</sup>Total Fairfax County Public Schools enrollment in 6<sup>th</sup> grade -- November, 2010.

## *DATA PROCESSING*

Significant changes were made in 2010 to the protocol used for validating responses. These changes were made to better align the methodology with those used by the national benchmarks. Changing the criteria used to determine which data to keep and which to eliminate from the analysis can have a significant effect on the results. Therefore, comparisons should not be made between this year's data and data from previous years.

Questionnaires were eliminated from the analysis if any of the following conditions were met:

- fewer than eight questions were answered
- the student answered "I was not honest at all" on the final question
- the student reported use of a fictitious drug (BTM)
- the grade information was missing, or the student reported being in 5<sup>th</sup> or 7<sup>th</sup> grade
- the student provided inconsistent responses regarding substance use
- the student provided pharmacologically implausible patterns of 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 beginning on page 73.

A total of 197 questionnaires were rejected due to meeting at least one of the criteria, leaving 11,049 usable questionnaires (98.3%). Table 2 presents the number of usable questionnaires for each year that the Fairfax County Youth Survey has been conducted.

**Table 2. Number of Usable Questionnaires (2001-2010)**

Year	Number of Usable Questionnaires by Survey Instrument	
2001 <sup>a</sup>		11,631
2003 <sup>a</sup>		4,074
2005 <sup>b</sup>		13,235
2008		
	Risk & Protective Factor Survey <sup>a</sup>	12,468
	Healthy Behaviors Survey <sup>a</sup>	3,988
	6 <sup>th</sup> Grade Survey	3,958
2009		
	Healthy Behaviors Survey <sup>a</sup>	29,223
	6 <sup>th</sup> Grade Survey	10,927
2010		
	Risk & Protective Factor Survey <sup>a</sup>	30,399
	6 <sup>th</sup> Grade Survey	11,049

<sup>a</sup> Questionnaires administered to 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students. <sup>b</sup> Questionnaires administered to 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students.

## *DEMOGRAPHIC PROFILE OF SURVEYED YOUTH*

Race/ethnicity was computed using two questions: 1) “What do you consider yourself to be?” (Response options were “Hispanic or Latino” and “Not Hispanic nor Latino”), and 2) “What do you consider yourself to be (Select one or more)?” (Response options were “American Indian or Alaskan native,” “Asian,” “Black or African-American,” “Native Hawaiian or other Pacific Islander,” and “White”). For this report, students are referred to as “Hispanic” if they answered “Hispanic or Latino” to the first question, regardless of how they answered the second question. Students who answered “Not Hispanic nor Latino” to the first question and selected only “White” to the second question are referred to as “White.” Students who answered “Not Hispanic nor Latino” to the first question and selected only “Black or African-American” to the second question are referred to as “Black.” Students who answered “Not Hispanic nor Latino” to the first question and selected only “Asian” or only “Native Hawaiian or other Pacific Islander” to the second question are referred to as “Asian.” Students who answered “Not Hispanic nor Latino” to the first question and selected “American Indian or Alaskan native” or selected multiple responses to the second question are referred to as “Other/Multiple.” Students who did not answer the first question were classified according to their response to the second question. Race/ethnicity was classified as missing for students who did not answer either question, and for students who answered “Not Hispanic nor Latino” on the first question and left the second question blank.

Slightly more than two-fifths of the survey respondents identified themselves as non-Hispanic White (42.9%). The largest minority population among survey respondents was Hispanic (20.4%), followed by non-Hispanic Asian students (19.4%). Approximately one-fourth of the students (24.2%) reported that a language other than English is the primary language spoken in their home. Demographic characteristics of the students who participated in the survey are compared to the total Fairfax County Public Schools student population in Table 3.

**Table 3. Selected Demographic Characteristics of Surveyed Youth and Fairfax County Student Population, 2010**

	Survey Respondents <sup>a</sup>		FCPS Enrollment <sup>b</sup>	
	Number	Percent	Number	Percent
<b>Gender</b>				
Female	5,382	49.1	6,240	48.7
Male	5,582	50.9	6,575	51.3
<b>Race/Ethnicity<sup>c</sup></b>				
White	4,596	42.9 <sup>*</sup>	5,780	45.1 <sup>*</sup>
Black	1,129	10.6	1,354	10.6
Hispanic	2,177	20.4	2,550	19.9
Asian	2,068	19.4	2,453	19.1
Other/Multiple	714	6.7	678	5.3

<sup>a</sup>All percentages were calculated from valid cases (missing responses were not included). <sup>b</sup>Total enrollment in 6<sup>th</sup> grade in Fairfax County Public Schools in November, 2010. <sup>c</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

\*Statistically significant differences between the sample and the FCPS enrollment ( $p < .05$ ).

**Table 4. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
<b>Overall</b>	75.8	11.0	13.2
<b>Gender</b>			
Female	75.4	11.7	12.9
Male	76.2	10.4	13.4
<b>Race/Ethnicity<sup>a</sup></b>			
White	95.2	0.3	4.4
Black	86.4	0.1	13.5
Hispanic	43.2	54.9	1.9
Asian	56.3	0.2	43.5
Other/Multiple	89.7	0.6	9.7

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## DATA WEIGHTING

The percentage of survey respondents from sixth grade within a pyramid<sup>1</sup> was compared to the percentage of all enrolled students in sixth grade within a pyramid. 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 76. Although statistically significant differences were observed among sub-populations (race/ethnicity) 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 students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weighted by race/ethnicity.

## HOW TO INTERPRET RESULTS

This report provides data on *prevalence* and *frequency*, as well as explanatory narrative sections accompanying most tables and figures. The narrative sections are intended to summarize interesting or particularly relevant data, and do not address all of the data in each table.

The narrative sections also address ranges and differences related to gender and race/ethnicity. 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.

In addition, it is important to understand the difference between frequency and prevalence when interpreting data.

*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 of substance use is useful for determining how many students are currently using a substance.

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<sup>1</sup> 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.

*Frequency* describes *how often* or *the number of times* a specific behavior is performed or experienced within the specified timeframe. For example, a student who reports use of marijuana on one or two days in the past month and a student who reports using marijuana on ten or more days in the past month are counted equally in the prevalence rate, although their level of use is dramatically different.



## SUBSTANCE USE

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Substance use was measured by a set of 14 questions in the 2010 Fairfax County 6<sup>th</sup> Grade Survey. Many of the questions are based on those used in the Monitoring the Future<sup>2</sup> (MTF) survey, a nationwide study of substance use by eighth-, tenth-, and twelfth-grade students. Because sixth-grade students are not included in the MTF survey, comparisons between Fairfax County data and national data are not provided in this report.

Students were asked to provide data on their use of alcohol, inhalants, cigarettes, marijuana, and other illegal drugs within their lifetimes (“ever having used”) and within the past month. Over one-fifth (21.1%) of sixth-grade students in Fairfax County reported ever having used alcohol, making it the most prevalent substance of lifetime use among this population. Smaller percentages of sixth-grade students reported ever having used inhalants (8.0%), cigarettes (2.1%), marijuana (0.8%), and other illegal drugs (0.4%).

Inhalants were the most frequently used substance by sixth-grade students within the past month (3.6%). Comparatively smaller percentages of sixth-grade students reported having used alcohol (2.6%), cigarettes (0.5%), marijuana (0.2%), and other illegal drugs (0.2%) within the past month.

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<sup>2</sup> Monitoring the Future is an annual survey of substance use that is administered to eighth-, tenth-, and twelfth-grade students across the nation (Johnston, O’Malley, Bachman & Schulenberg, 2011).

**Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2010**

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
<b>Overall</b>	21.1	8.0	2.1	0.8	0.4
<b>Gender</b>					
Female	17.5	7.5	1.6	0.6	0.3
Male	24.6	8.5	2.6	0.9	0.6
<b>Race/Ethnicity<sup>a</sup></b>					
White	21.4	6.2	1.4	0.4	0.1
Black	21.6	8.3	2.5	1.2	0.2
Hispanic	26.1	11.3	4.4	1.4	1.1
Asian	15.3	8.2	1.3	0.5	0.3
Other/Multiple	24.7	8.5	2.1	1.0	0.8

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

**Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010**

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
<b>Overall</b>	2.6	3.6	0.5	0.2	0.2
<b>Gender</b>					
Female	2.2	3.7	0.5	0.1	0.1
Male	3.0	3.3	0.5	0.3	0.4
<b>Race/Ethnicity<sup>a</sup></b>					
White	2.5	2.7	0.2	0.0	0.0
Black	2.4	4.1	0.7	0.3	0.2
Hispanic	4.2	5.4	1.1	0.3	0.6
Asian	1.3	3.7	0.3	0.2	0.1
Other/Multiple	3.0	3.0	0.6	0.6	0.7

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

## **ALCOHOL USE**

Alcohol is the most commonly used substance by sixth-grade students in Fairfax County for ‘lifetime use,’ which means that more sixth-grade students reported *ever* having used alcohol than *ever* having used inhalants, cigarettes, marijuana, or other illegal drugs. Although 2.6% of sixth-grade students reported having used alcohol in the past 30 days, this number is lower than the number of sixth-grade students who reported having used inhalants in the past 30 days (3.6%).

### **Lifetime Use**

Slightly more than one-fifth (21.1%) of sixth-grade students reported having consumed alcohol at least once in their lifetime.

### **Past Month Use**

A small percentage of sixth-grade students (2.6%) reported having consumed alcohol within the past 30 days. Of those who did so, the majority (80.7%, or 2.1% of all sixth-grade students) did so on one or two days.

### **Differences in Alcohol Use by Gender**

Male sixth-grade students reported greater prevalence of having consumed alcohol at least once in their lifetime (24.6%) than female sixth-grade students (17.5%). Similarly, male sixth-grade students reported greater prevalence of having consumed alcohol within the past month (3.0%) than female sixth-grade students (2.2%).

### **Differences in Alcohol Use by Race/Ethnicity**

Percentages of sixth-grade students who reported ever having consumed alcohol range from a low of 15.3% (Asian) to a high of 26.1% (Hispanic). Similarly, percentages of sixth-grade students who reported having consumed alcohol within the past month range from a low of 1.3% (Asian) to a high of 4.2% (Hispanic).

**Table 7. Lifetime and Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Lifetime	Past Month
<b>Overall</b>	21.1	2.6
<b>Gender</b>		
Female	17.5	2.2
Male	24.6	3.0
<b>Race/Ethnicity<sup>a</sup></b>		
White	21.4	2.5
Black	21.6	2.4
Hispanic	26.1	4.2
Asian	15.3	1.3
Other/Multiple	24.7	3.0

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

**Table 8. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
<b>Overall</b>	97.4	2.1	0.3	0.1	0.1
<b>Gender</b>					
Female	97.8	1.9	0.2	0.1	0.1
Male	97.0	2.3	0.4	0.1	0.2
<b>Race/Ethnicity<sup>a</sup></b>					
White	97.5	1.9	0.4	0.1	0.1
Black	97.6	1.8	0.3	0.1	0.2
Hispanic	95.9	3.4	0.4	0.0	0.2
Asian	98.7	1.2	0.0	0.0	0.1
Other/Multiple	97.0	2.8	0.1	0.0	0.0

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

## ***INHALANT USE***

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. Inhalants are the second most frequently used drug among sixth-grade students in Fairfax County across their lifetimes. In addition, sixth-grade students reported abusing inhalants more frequently in the past month than any other substance, including alcohol.

### **Lifetime Use**

In Fairfax County, 8.0% of sixth-grade students reported having used inhalants at least once in their lifetime.

### **Past Month Use**

More than three percent of sixth-grade students (3.6%) reported having used inhalants within the past 30 days. Of those who did so, three-fourths (75.0%, or 2.7% of all sixth-grade students) did so on one or two days.

### **Differences in Inhalant Use by Gender**

Male sixth-grade students reported slightly greater prevalence of having used inhalants at least once in their lifetime (8.5%) than female students (7.5%). However, female sixth-grade students reported greater prevalence of having used inhalants within the past month (3.7%) than male sixth-grade students (3.3%).

### **Differences in Inhalant Use by Race/Ethnicity**

Percentages of sixth-grade students who reported ever having used inhalants range from a low of 6.2% (White) to a high of 11.3% (Hispanic). Similarly, percentages of sixth-grade students who reported having used inhalants within the past month range from a low of 2.7% (White) to a high of 5.4% (Hispanic).

**Table 9. Lifetime and Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Lifetime	Past Month
<b>Overall</b>	8.0	3.6
<b>Gender</b>		
Female	7.5	3.7
Male	8.5	3.3
<b>Race/Ethnicity<sup>a</sup></b>		
White	6.2	2.7
Black	8.3	4.1
Hispanic	11.3	5.4
Asian	8.2	3.7
Other/Multiple	8.5	3.0

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

**Table 10. Frequency of Inhalant Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
<b>Overall</b>	96.4	2.7	0.5	0.1	0.3
<b>Gender</b>					
Female	96.3	3.0	0.5	0.1	0.1
Male	96.6	2.3	0.6	0.1	0.4
<b>Race/Ethnicity<sup>a</sup></b>					
White	97.3	2.0	0.4	0.0	0.2
Black	95.9	3.1	0.5	0.1	0.5
Hispanic	94.7	4.0	0.9	0.1	0.4
Asian	96.3	3.0	0.4	0.2	0.1
Other/Multiple	97.0	2.0	0.7	0.1	0.1

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

## ***TOBACCO USE***

Very few sixth-grade students in Fairfax County use tobacco cigarettes. Fewer than three percent of sixth-grade students reported ever having used tobacco cigarettes, and fewer than one percent of sixth-grade students reported having used tobacco cigarettes in the past month.

### **Lifetime Use**

In Fairfax County, 2.1% of sixth-grade students reported having used tobacco cigarettes at least once in their lifetime.

### **Past Month Use**

Less than one percent of sixth-grade students (0.5%) reported having used tobacco cigarettes within the past 30 days. Of those who did so, four-fifths (80%, or 0.4% of all sixth-grade students) did so on one or two days.

### **Differences in Tobacco Use by Gender**

Male sixth-grade students reported greater prevalence of having used tobacco cigarettes at least once in their lifetime (2.6%) than female students (1.6%). However, equal numbers of male and female students (0.5%) reported having used tobacco cigarettes within the past month.

### **Differences in Tobacco Use by Race/Ethnicity**

Percentages of sixth-grade students who reported ever having used tobacco cigarettes range from a low of 1.3% (Asian) to a high of 4.4% (Hispanic). In addition, percentages of sixth-grade students who reported having used tobacco cigarettes in the past month range from 0.2% (White) to 1.1% (Hispanic).

**Table 11. Lifetime and Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	<b>Lifetime</b>	<b>Past Month</b>
<b>Overall</b>	2.1	0.5
<b>Gender</b>		
Female	1.6	0.5
Male	2.6	0.5
<b>Race/Ethnicity<sup>a</sup></b>		
White	1.4	0.2
Black	2.5	0.7
Hispanic	4.4	1.1
Asian	1.3	0.3
Other/Multiple	2.1	0.6

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Table 12. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	<b>Not at all</b>	<b>Less than 1 cigarette per day</b>	<b>1-5 cigarettes per day</b>	<b>About one- half pack per day</b>	<b>About one pack per day</b>	<b>More than one pack per day</b>
<b>Overall</b>	99.5	0.4	0.1	0.0	0.0	0.0
<b>Gender</b>						
Female	99.5	0.4	0.0	0.0	0.0	0.0
Male	99.5	0.3	0.1	0.0	0.0	0.1
<b>Race/Ethnicity<sup>a</sup></b>						
White	99.8	0.2	0.0	0.0	0.0	0.0
Black	99.4	0.5	0.1	0.0	0.0	0.0
Hispanic	98.9	0.9	0.1	0.0	0.0	0.1
Asian	99.7	0.1	0.1	0.0	0.0	0.0
Other/Multiple	99.4	0.4	0.0	0.0	0.0	0.1

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.



## ***MARIJUANA USE***

Very few sixth-grade students in Fairfax County use marijuana. Specifically, fewer than one percent of sixth-grade students reported ever having used marijuana.

### **Lifetime Use**

In Fairfax County, 0.8% of sixth-grade students reported having used marijuana at least once in their lifetime.

### **Past Month Use**

A very small percentage of sixth-grade students (0.2%) reported having used marijuana within the past 30 days. Of those who did so, half (50.0%, or 0.1% of all sixth-grade students) did so on one or two days.

### **Differences in Marijuana Use by Gender**

Slightly more male sixth-grade students reported having used marijuana at least once in their lifetime (0.9%) than female sixth-grade students (0.6%). Similarly, slightly more male sixth-grade students reported having used marijuana within the past month (0.3%) than female sixth-grade students (0.1%).

### **Differences in Marijuana Use by Race/Ethnicity**

Percentages of sixth-grade students who reported ever having used marijuana range from a low of 0.4% (White) to a high of 1.4% (Hispanic). In addition, percentages of sixth-grade students who reported having used marijuana in the past month range from 0.0% (White) to 0.6% (Other/Multiple).

**Table 13. Lifetime and Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Lifetime	Past Month
<b>Overall</b>	0.8	0.2
<b>Gender</b>		
Female	0.6	0.1
Male	0.9	0.3
<b>Race/Ethnicity<sup>a</sup></b>		
White	0.4	0.0
Black	1.2	0.3
Hispanic	1.4	0.3
Asian	0.5	0.2
Other/Multiple	1.0	0.6

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Table 14. Frequency of Marijuana Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
<b>Overall</b>	99.8	0.1	0.0	0.0	0.0
<b>Gender</b>					
Female	99.9	0.0	0.0	0.0	0.0
Male	99.7	0.2	0.1	0.0	0.0
<b>Race/Ethnicity<sup>a</sup></b>					
White	100.0	0.0	0.0	0.0	0.0
Black	99.7	0.3	0.0	0.0	0.0
Hispanic	99.7	0.2	0.1	0.0	0.0
Asian	99.8	0.2	0.0	0.0	0.0
Other/Multiple	99.4	0.3	0.0	0.0	0.3

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

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

## *USE OF OTHER DRUGS*

Very few sixth-grade students in Fairfax County reported using other illegal drugs (i.e., illegal substances that are not marijuana, inhalants, alcohol, or tobacco). Specifically, 0.4% of sixth-grade students reported ever having used other illegal drugs.

### **Lifetime Use**

In Fairfax County, 0.4% of sixth-grade students reported having used other illegal drugs (not including alcohol, tobacco, or marijuana) at least once in their lifetime.

### **Past Month Use**

Less than one percent of sixth-grade students (0.2%) reported having used other illegal drugs within the past 30 days. Of those who did so, almost all reported using other drugs on one or two days in the past month.

### **Differences in Other Drug Use by Gender**

A slightly higher percentage of male sixth-grade students reported having used other illegal drugs at least once in their lifetime (0.6%) than female sixth-grade students (0.3%). Similarly, slightly more male sixth-grade students reported having used other illegal drugs within the past month (0.4%) than female sixth-grade students (0.1%).

### **Differences in Other Drug Use by Race/Ethnicity**

Percentages of sixth-grade students who reported ever having used other illegal drugs range from a low of 0.1% (White) to a high of 1.1% (Hispanic). In addition, percentages of sixth-grade students who reported having used other illegal drugs in the past month range from 0.0% (White) to 0.7% (Other/Multiple).

**Table 15. Lifetime and Past Month Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Lifetime	Past Month
<b>Overall</b>	0.4	0.2
<b>Gender</b>		
Female	0.3	0.1
Male	0.6	0.4
<b>Race/Ethnicity<sup>a</sup></b>		
White	0.1	0.0
Black	0.2	0.2
Hispanic	1.1	0.6
Asian	0.3	0.1
Other/Multiple	0.8	0.7

Notes. All percentages were calculated from valid cases (missing responses were not included). Other illegal drugs do not include alcohol, tobacco, or marijuana.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Table 16. Frequency of Other Illegal Drug Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
<b>Overall</b>	99.8	0.2	0.0	0.0	0.0
<b>Gender</b>					
Female	99.9	0.1	0.0	0.0	0.0
Male	99.6	0.3	0.0	0.0	0.1
<b>Race/Ethnicity<sup>a</sup></b>					
White	100.0	0.0	0.0	0.0	0.0
Black	99.8	0.2	0.0	0.0	0.0
Hispanic	99.4	0.4	0.1	0.0	0.0
Asian	99.9	0.1	0.0	0.0	0.0
Other/Multiple	99.3	0.3	0.1	0.0	0.3

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Other illegal drugs do not include alcohol, tobacco, or marijuana.

<sup>a</sup>Racial categories do not include Hispanic persons who are treated as a separate category in this table.

## AGGRESSIVE BEHAVIORS

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The 2010 Fairfax County Youth Survey measured three kinds of aggressive behaviors: bullying, cyberbullying, and making derogatory comments about someone's race or culture. Students were asked if they had carried out the behaviors, and if someone had directed the behaviors at them. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

Almost half of sixth-grade students (47.1%) reported having been bullied, taunted, ridiculed, or teased in the past year, and almost one in five (19.4%) reported having had something bad said about their race or culture in the past year. A slightly smaller percentage (13.1%) reported having been cyberbullied by a student who attends their school.

Nearly one-quarter of sixth-grade students (23.6%) reported having bullied, taunted, ridiculed, or teased someone in the past year. Approximately one in fourteen sixth-grade students (7.2%) reported having said something bad about someone's race or culture in the past year, while a slightly smaller percentage (6.9%) reported having cyberbullied a student who attends their school over the same time period.

**Table 17. Prevalence of Experiencing Selected Aggressive Behaviors in the Past Year, Fairfax County, 2010**

(Values are percentages)

	Been bullied, taunted, ridiculed, or teased	Had something bad said about your race or culture	Been cyberbullied <sup>a</sup> by a student who attends your school
<b>Overall</b>	47.1	19.4	13.1
<b>Gender</b>			
Female	44.9	15.7	15.3
Male	49.0	22.9	10.9
<b>Race/Ethnicity<sup>b</sup></b>			
White	49.0	10.8	11.4
Black	46.4	28.7	12.0
Hispanic	44.7	22.2	15.7
Asian	43.9	27.9	13.8
Other/Multiple	51.4	25.6	15.1

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

<sup>a</sup> Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

<sup>b</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Table 18. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, Fairfax County, 2010**

(Values are percentages)

	Bullied, taunted, ridiculed, or teased someone	Said something bad about someone's race or culture	Cyberbullied <sup>a</sup> a student attending your school
<b>Overall</b>	23.6	7.2	6.9
<b>Gender</b>			
Female	19.5	5.0	6.9
Male	27.5	9.4	6.9
<b>Race/Ethnicity<sup>b</sup></b>			
White	21.8	5.4	4.9
Black	29.3	9.2	8.4
Hispanic	25.8	9.6	9.7
Asian	22.0	7.6	7.0
Other/Multiple	25.5	8.2	8.8

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

<sup>a</sup> Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

<sup>b</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## ***BULLYING***

### **BULLYING BEHAVIOR**

Almost one-quarter of sixth-grade students (23.6%) reported having bullied, taunted, ridiculed, or teased someone within the past year, with the majority of those (64.0%, or 15.1% of all sixth-grade students) doing so less frequently than once per month. However, 1.5% of sixth-grade students reported engaging in these behaviors daily.

#### **Differences in Bullying by Gender**

Male sixth-grade students reported greater prevalence of having bullied, taunted, ridiculed, or teased someone within the past year (27.5%) than female sixth-grade students (19.5%).

#### **Differences in Bullying by Race/Ethnicity**

Percentages of sixth-grade students who reported having bullied, taunted, ridiculed, or teased someone within the past year range from a low of 21.8% (White) to a high of 29.3% (Black).

#### **Bullying and Substance Use**

The rates of having bullied, taunted, ridiculed, or teased someone within the past year varied dramatically between students who reported having used any substance in the past month and those who didn't. There was a 27.6 percentage point difference between the two groups, with half of the students who used substances in the past month (49.5%) reporting having bullied in the past year, compared to approximately one-fifth (21.9%) of the students who reported no substance use in the past month.

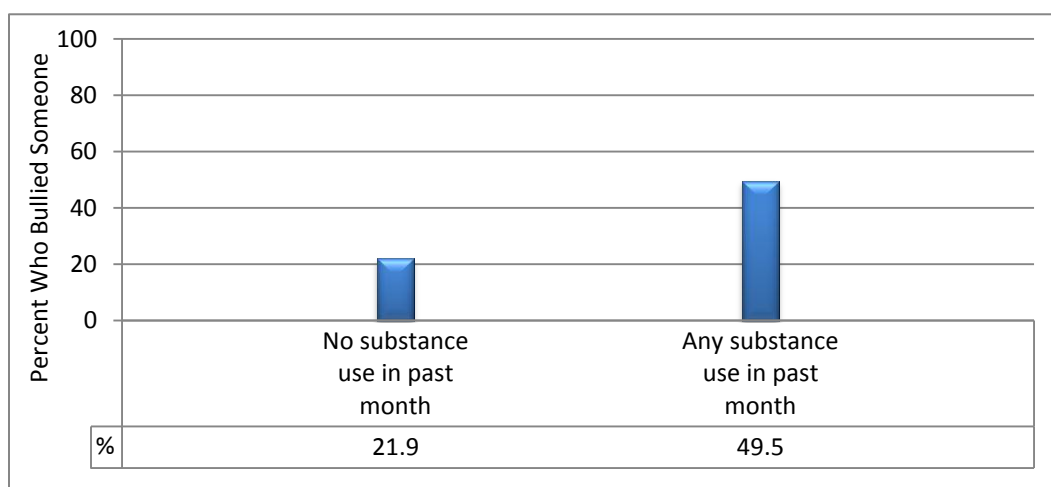
**Table 19. Prevalence and Frequency of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Past Year Prevalence	Frequency						
		Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
<b>Overall</b>	23.6	54.1	22.3	15.1	2.8	1.9	2.2	1.5
<b>Gender</b>								
Female	19.5	58.8	21.6	12.7	2.1	1.6	1.8	1.3
Male	27.5	49.5	23.0	17.4	3.4	2.3	2.7	1.7
<b>Race/Ethnicity<sup>a</sup></b>								
White	21.8	55.0	23.2	15.5	2.6	1.5	1.4	0.8
Black	29.3	46.7	23.9	17.2	3.5	2.2	3.4	3.0
Hispanic	25.8	53.9	20.3	14.4	3.2	2.4	3.3	2.5
Asian	22.0	55.3	22.8	13.6	2.7	2.1	2.5	1.2
Other/ Multiple	25.5	53.3	21.2	16.0	2.9	2.2	2.6	1.8

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Figure 2. Percentage of Students Who Bullied, Taunted, Ridiculed, or Teased Someone in the Past Year, by Past Month Substance Use, Fairfax County, 2010**



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



## HAVING BEEN BULLIED

Almost half of the sixth-grade students (47.1%) reported having been bullied, taunted, ridiculed, or teased by someone within the past year. Over half of those students (51.0%, or 24.0% of all sixth-grade students) reported having experienced the behavior about once a month or more frequently. Additionally, 5.4% of sixth-grade students reported experiencing bullying daily.

### **Differences in Having Been Bullied by Gender**

Male sixth-grade students reported greater prevalence of having been bullied, taunted, ridiculed, or teased by someone within the past year (49.0%) than female sixth-grade students (44.9%).

### **Differences in Having Been Bullied by Race/Ethnicity**

Percentages of sixth-grade students who reported having been bullied, taunted, ridiculed, or teased by someone within the past year range from a low of 43.9% (Asian) to a high of 51.4% (Other/Multiple).

### **Having Been Bullied and Substance Use**

The percentage of sixth-grade students who reported having been bullied, taunted, ridiculed, or teased within the past year was dramatically higher for students who reported having used any substance in the past month (60.6%) than for students who reported no substance use in the past month (46.2%).

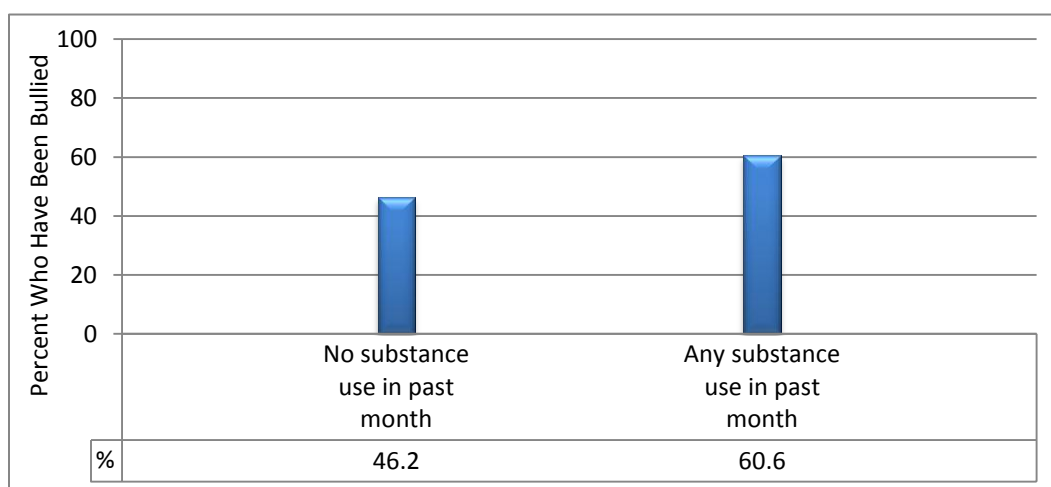
**Table 20. Prevalence and Frequency of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Past Year Prevalence	Frequency						
		Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	47.1	30.3	22.6	23.0	5.6	5.0	8.0	5.4
Gender								
Female	44.9	30.4	24.6	24.1	4.9	4.1	7.2	4.7
Male	49.0	30.3	20.7	21.9	6.2	5.9	8.9	6.1
Race/Ethnicity <sup>a</sup>								
White	49.0	27.0	24.0	25.0	5.9	5.3	8.4	4.4
Black	46.4	33.0	20.6	21.2	4.7	4.7	7.6	8.1
Hispanic	44.7	33.5	21.8	21.1	5.5	4.8	7.1	6.2
Asian	43.9	33.5	22.6	22.1	5.1	4.2	7.9	4.5
Other/ Multiple	51.4	27.5	21.1	21.5	6.2	5.5	10.7	7.5

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Figure 3. Percentage of Students Who Have Been Bullied, Taunted, Ridiculed, or Teased in the Past Year, by Past Month Substance Use, Fairfax County, 2010**



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

## CYBERBULLYING

### CYBERBULLYING BEHAVIORS

The 2010 Fairfax County Youth Survey defined cyberbullying as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. Overall, 6.9% of sixth-grade students reported cyberbullying a student who attends the same school within the past year, of whom approximately three-fourths (72.5%, or 5.0% of all sixth-grade students) reported having done so once or twice. However, 0.4% of sixth-grade students reported having cyberbullied a student who attends their school 20 or more times in the past year.

#### Differences in Cyberbullying by Gender

There was no difference between genders in the percentage of students who reported cyberbullying someone who attends their school within the past year (6.9%).

#### Differences in Cyberbullying by Race/Ethnicity

Percentages of sixth-grade students who reported having cyberbullied a student who attends the same school within the past year range from a low of 4.9% (White) to a high of 9.7% (Hispanic).

**Table 21. Prevalence and Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
<b>Overall</b>	6.9	93.1	5.0	0.9	0.3	0.2	0.1	0.1	0.2
<b>Gender</b>									
Female	6.9	93.1	5.5	0.8	0.3	0.2	0.1	0.1	0.1
Male	6.9	93.1	4.6	1.0	0.3	0.3	0.2	0.1	0.3
<b>Race/Ethnicity<sup>a</sup></b>									
White	4.9	95.1	3.8	0.8	0.2	0.1	0.0	0.0	0.0
Black	8.4	91.6	6.0	1.0	0.5	0.2	0.3	0.2	0.3
Hispanic	9.7	90.3	6.8	1.2	0.7	0.1	0.3	0.2	0.4
Asian	7.0	92.9	5.0	0.9	0.2	0.5	0.1	0.0	0.3
Other/ Multiple	8.8	91.2	6.6	1.4	0.3	0.3	0.1	0.1	0.0

Notes. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## HAVING BEEN CYBERBULLIED

Approximately one in eight sixth-grade students (13.1%) reported having been cyberbullied by a student who attends the same school within the past year. The majority of those students (61.8%, or 8.1% of all sixth-grade students) reported having experienced that behavior once or twice. Approximately one percent of sixth-grade students (0.9%) reported having experienced cyberbullying 20 or more times in the past year.

### Differences in Having Been Cyberbullied by Gender

Female sixth-grade students reported greater prevalence of having been cyberbullied within the past year by a student who attends the same school (15.3%) than male sixth-grade students (10.9%).

### Differences in Having Been Cyberbullied by Race/Ethnicity

Percentages of sixth-grade students who reported having been cyberbullied within the past year by a student who attends the same school range from a low of 11.4% (White) to a high of 15.7% (Hispanic).

**Table 22. Prevalence and Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
<b>Overall</b>	13.1	86.9	8.1	2.6	1.0	0.6	0.3	0.1	0.5
<b>Gender</b>									
Female	15.3	84.7	9.8	3.0	1.1	0.6	0.3	0.2	0.4
Male	10.9	89.2	6.3	2.1	0.9	0.7	0.3	0.1	0.5
<b>Race/Ethnicity<sup>a</sup></b>									
White	11.4	88.6	7.6	2.1	0.6	0.5	0.2	0.1	0.2
Black	12.0	88.0	7.2	2.2	1.3	0.5	0.3	0.1	0.5
Hispanic	15.7	84.3	8.8	3.6	1.2	0.7	0.6	0.1	0.7
Asian	13.8	86.2	8.6	2.4	1.3	0.6	0.2	0.1	0.4
Other/ Multiple	15.1	84.9	7.7	3.3	0.9	1.1	0.6	0.4	1.1

Notes. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## KNOWING SOMEONE HURT BY CYBERBULLYING

Nearly one-third of sixth-grade students (29.9%) agreed or strongly agreed that they know of someone who was really hurt by cyberbullying.

### Differences in Knowing Someone Hurt by Cyberbullying by Gender

Slightly more female sixth-grade students agreed or strongly agreed that they know someone who was really hurt by cyberbullying (31.6%) than male sixth-grade students (28.1%).

### Differences in Knowing Someone Hurt by Cyberbullying by Race/Ethnicity

Percentages of sixth-grade students who agreed or strongly agreed that they know someone who was really hurt by cyberbullying range from a low of 25.1% (White) to a high of 35.1% (Hispanic).

**Table 23. Percentage of Students Who Know of Someone Really Hurt by Cyberbullying, by Selected Demographic Characteristics, Fairfax County, 2010**

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Overall</b>	11.9	18.0	24.1	46.1
<b>Gender</b>				
Female	12.7	18.9	25.0	43.4
Male	11.1	17.0	23.2	48.8
<b>Race/Ethnicity<sup>a</sup></b>				
White	9.4	15.7	24.4	50.4
Black	15.1	19.0	20.5	45.4
Hispanic	13.9	21.2	27.0	37.9
Asian	12.9	19.0	22.6	45.5
Other/Multiple	13.8	18.0	23.8	44.4

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## INTENTIONS TO REPORT CYBERBULLYING

Four out of five sixth-grade students (80.7%) either agreed or strongly agreed that they would report cyberbullying incidents anonymously.

### Differences in Intentions to Report Cyberbullying by Gender

Slightly more female sixth-grade students agreed or strongly agreed that they would report cyberbullying incidents anonymously (82.8%) than male sixth-grade students (78.6%).

### Differences in Intentions to Report Cyberbullying by Race/Ethnicity

Percentages of sixth-grade students who agreed or strongly agreed that they would report cyberbullying incidents anonymously range from a low of 74.1% (Black) to a high of 84.5% (White).

**Table 24. Percentage of Students Who Would Report Cyberbullying Incidents Anonymously, by Selected Demographic Characteristics, Fairfax County, 2010**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Overall</b>	47.0	33.7	10.5	8.8
<b>Gender</b>				
Female	48.8	34.0	9.3	7.9
Male	45.2	33.4	11.6	9.7
<b>Race/Ethnicity<sup>a</sup></b>				
White	50.7	33.8	8.1	7.3
Black	45.0	29.1	13.4	12.5
Hispanic	41.5	35.2	13.4	9.9
Asian	44.5	34.8	11.5	9.2
Other/Multiple	49.9	31.9	10.9	7.3

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## OTHER AGGRESSIVE BEHAVIOR

### HAVING SAID SOMETHING BAD ABOUT SOMEONE’S RACE OR CULTURE

Overall, 7.2% of sixth-grade students reported having said something bad about someone’s race or culture within the past year, with the majority of those students (61.1%, or 4.4.% of all sixth-grade students) doing so less frequently than once a month. However, 0.4% of sixth-grade students reported having said something bad about someone’s race or culture every day for the past year.

#### Differences in Having Said Something Bad about Someone’s Race or Culture by Gender

Almost twice as many male sixth-grade students reported having said something bad about someone’s race or culture within the past year than female sixth-grade students (9.4% and 5.0%, respectively).

#### Differences in Having Said Something Bad about Someone’s Race or Culture by Race/Ethnicity

Percentages of sixth-grade students who reported having said something bad about someone’s race or culture within the past year range from a low of 5.4% (White) to a high of 9.6% (Hispanic).

**Table 25. Prevalence and Frequency of Having Said Something Bad about Someone’s Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Past Year Prevalence	Frequency						
		Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	7.2	83.0	9.8	4.4	1.1	0.7	0.7	0.4
Gender								
Female	5.0	87.5	7.5	3.2	0.6	0.4	0.5	0.3
Male	9.4	78.6	12.0	5.6	1.6	1.0	0.8	0.5
Race/Ethnicity <sup>a</sup>								
White	5.4	84.9	9.7	3.5	0.7	0.6	0.4	0.2
Black	9.2	80.1	10.7	4.3	1.5	0.9	1.4	1.1
Hispanic	9.6	79.9	10.5	6.0	1.3	1.2	0.9	0.2
Asian	7.6	83.3	9.1	4.7	1.3	0.4	0.8	0.3
Other/ Multiple	8.2	82.1	9.7	4.6	1.7	0.4	0.9	0.6

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## HAVING HAD SOMETHING BAD SAID TO THEM ABOUT THEIR RACE OR CULTURE

Approximately one-fifth of sixth-grade students (19.4%) reported having had something bad said to them about their race or culture within the past year. Almost half of those students (44.8%, or 8.7% of all sixth-grade students) reported having this experience about once a month or more frequently. Additionally, 1.4% of sixth-grade students reported having had something bad said to them about their race or culture every day for the past year.

### Differences in Having Had Something Bad Said to Them about Their Race or Culture by Gender

Male sixth-grade students reported greater prevalence of having had something bad said to them about their race or culture within the past year (22.9%) than female sixth-grade students (15.7%).

### Differences in Having Had Something Bad Said to Them about Their Race or Culture by Race/Ethnicity

Percentages of sixth-grade students who had something bad said to them about their race or culture within the past year range from a low of 10.8% (White) to a high of 28.7% (Black).

**Table 26. Prevalence and Frequency of Having Had Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Past Year Prevalence	Frequency						
		Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
<b>Overall</b>	19.4	65.5	15.1	10.6	2.7	2.2	2.4	1.4
<b>Gender</b>								
Female	15.7	68.7	15.6	9.2	2.3	1.5	1.6	1.1
Male	22.9	62.6	14.5	11.9	3.2	2.9	3.2	1.7
<b>Race/Ethnicity<sup>a</sup></b>								
White	10.8	78.8	10.4	6.1	1.5	1.2	1.4	0.6
Black	28.7	52.4	18.9	15.7	3.2	3.9	3.5	2.5
Hispanic	22.2	61.3	16.4	12.3	3.6	2.1	2.5	1.7
Asian	27.9	50.8	21.3	15.5	3.9	2.9	3.7	1.9
Other/ Multiple	25.6	58.2	16.2	11.9	3.9	3.2	4.1	2.5

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.



## **CARRYING A WEAPON OTHER THAN A HANDGUN**

Approximately one in seven sixth-grade students (14.7%) reported carrying a weapon other than a handgun in the past year (not for hunting, camping, scouting, or similar activities). Almost half of these students (44.9%, or 6.6% of all sixth-grade students) reported doing so more than twice. Approximately one percent of sixth-grade students (1.2%) reported having done so 40 or more times within the past year.

### **Differences in Carrying a Weapon Other Than a Handgun by Gender**

Over one-fifth of male sixth-grade students (21.0%) carried a weapon other than a handgun within the past year, which was more than twice the rate of female sixth-grade students (8.2%).

### **Differences in Carrying a Weapon Other than a Handgun by Race/Ethnicity**

Percentages of sixth-grade students who carried a weapon other than a handgun within the past year range from a low of 13.4% (Asian) to a high of 17.8% (Other/Multiple).

### **Carrying a Weapon Other than a Handgun and Substance Use**

The percentage of sixth-grade students who reported having carried a weapon other than a handgun in the past year was three times higher for students who reported any substance use in the past month (39.1%) than for students who reported no substance use in the past month (13.1%).

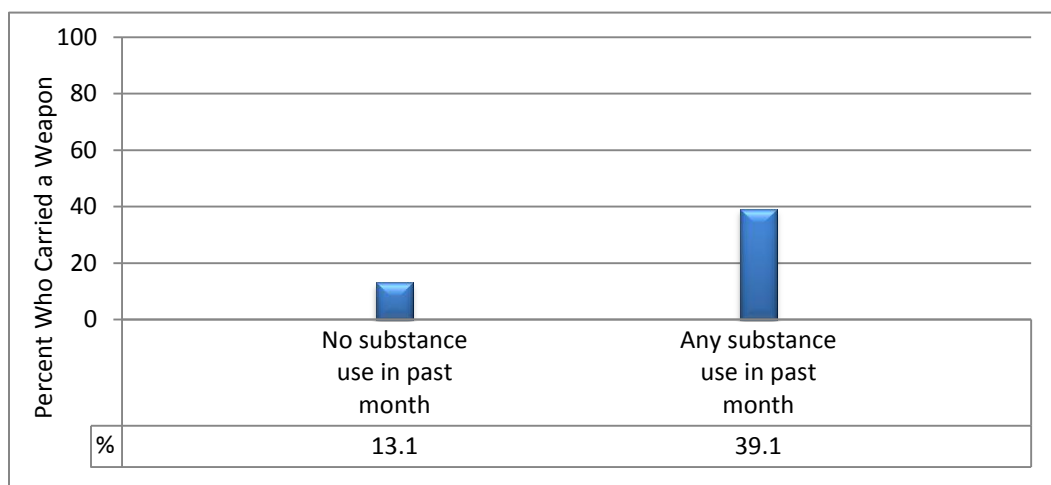
**Table 27. Prevalence and Frequency of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
<b>Overall</b>	14.7	85.3	8.0	2.4	1.2	0.9	0.6	0.3	1.2
<b>Gender</b>									
Female	8.2	91.8	5.0	1.3	0.6	0.4	0.2	0.2	0.4
Male	21.0	78.9	10.8	3.5	1.8	1.4	1.0	0.5	2.1
<b>Race/Ethnicity<sup>a</sup></b>									
White	15.5	84.5	7.6	2.8	1.3	1.2	0.7	0.3	1.5
Black	14.5	85.6	8.8	2.0	1.1	0.8	0.4	0.3	1.1
Hispanic	13.7	86.3	8.0	2.2	0.9	0.6	0.7	0.3	1.0
Asian	13.4	86.6	8.0	1.6	1.3	0.7	0.4	0.4	1.0
Other/ Multiple	17.8	82.2	9.3	3.1	1.4	1.1	0.8	0.6	1.4

Notes. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding. Students were instructed to not include carrying a weapon for hunting, camping, scouting, or similar activities.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

**Figure 4. Percentage of Students Who Carried a Weapon Other than a Handgun in the Past Year, by Past Month Substance Use, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). Students were instructed to not include carrying a weapon for hunting, camping, scouting, or similar activities. Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month.

# PHYSICAL AND MENTAL HEALTH

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## PHYSICAL ACTIVITY AND NON-ACADEMIC USE OF ELECTRONIC MEDIA

The 2010 Fairfax County Youth Survey measured students' physical activity by asking them on how many days in the past week they did any kind of physical activity for at least 60 minutes that increased their heart rate and made them breathe hard some of the time. Almost all of the sixth-grade students (95.2%) reported having engaged in an hour or more of physical activity at least once in the past seven days.

Students were asked how much time they spend on an average school day watching television, playing video or computer games, or using a computer for non-academic purposes. Nearly three in ten sixth-grade students (28.7%) reported watching three or more hours of television on an average school day. Similarly, more than one in five sixth-grade students (21.3%) reported playing video games or using a computer for non-academic purposes for three or more hours on an average school day.

### PHYSICAL ACTIVITY

The majority of sixth-grade students (95.2%) reported having engaged in an hour or more of physical activity at least once in the past seven days. More than half of all sixth-grade students (53.7%) reported having been physically active on at least five of the past seven days.

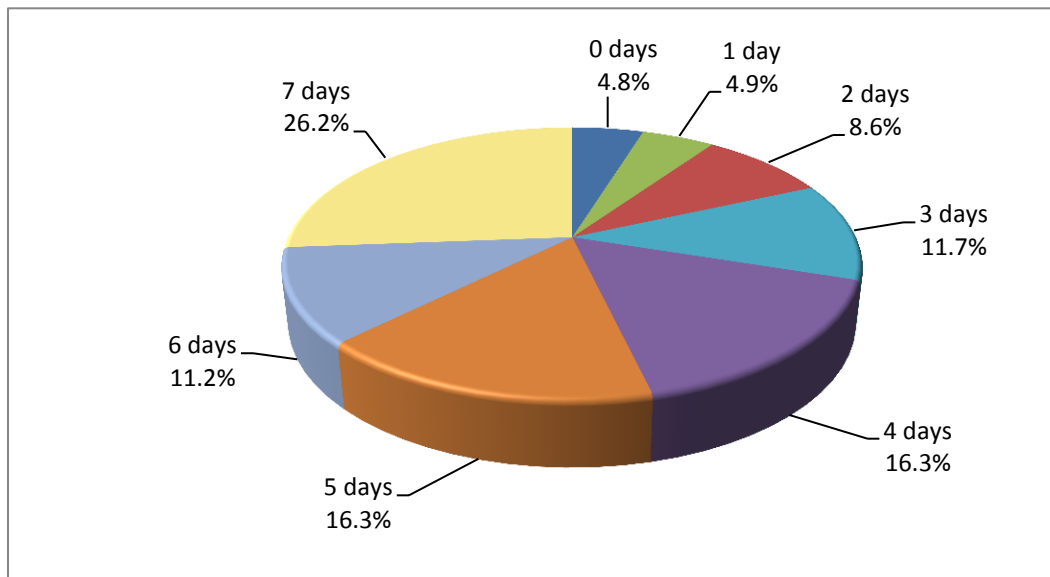
#### **Differences in Physical Activity by Gender**

Similar percentages of male and female sixth-grade students reported having engaged in physical activity at least once in the past seven days (95.7% and 94.8%, respectively). However, male sixth-grade students reported greater prevalence of having engaged in physical activity on at least five of the past seven days (60.0%) than female sixth-grade students (47.2%).

#### **Differences in Physical Activity by Race/Ethnicity**

Percentages of sixth-grade students who reported having engaged in physical activity at least once in the past seven days range from a low of 91.6% (Hispanic) to a high of 97.3% (White). Similarly, percentages of sixth-grade students who reported having engaged in physical activity on at least five of the past seven days range from a low of 45.6% (Hispanic) to a high of 60.7% (White).

**Figure 5. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). Physical activity was defined as participating in 60 or more minutes of physical activity that increased the student's heart rate and made them breathe hard some of the time.

**Table 28. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
<b>Overall</b>	4.8	4.9	8.6	11.7	16.3	16.3	11.2	26.2
<b>Gender</b>								
Female	5.2	5.5	10.2	13.3	18.6	16.4	10.7	20.1
Male	4.3	4.5	7.0	10.2	14.0	16.3	11.7	32.0
<b>Race/Ethnicity<sup>a</sup></b>								
White	2.7	3.1	6.7	10.3	16.6	16.9	14.1	29.7
Black	5.5	6.4	12.0	12.0	12.6	14.8	8.4	28.2
Hispanic	8.4	6.6	11.1	12.0	16.3	14.9	8.1	22.6
Asian	5.2	6.7	8.6	15.0	17.8	17.2	10.0	19.6
Other/Multiple	3.2	4.5	7.7	9.5	15.6	18.4	10.4	30.8

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Physical activity was defined as participating in 60 or more minutes of physical activity that increased the student's heart rate and made them breathe hard some of the time.

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## WATCHING TV (AVERAGE SCHOOL DAY)

Over one in ten sixth-grade students (11.3%) reported watching no television on an average school day. Over one-fourth of the students (28.7%) reported watching three or more hours of TV on an average school day.

### Differences in Watching TV by Gender

There was little variation in TV viewing between genders, with slightly more female students reporting watching no television on an average school day (12.3% vs. 10.3% of males). A slightly higher percentage of male sixth-grade students reported watching three or more hours of TV on an average school day than female students (29.4% and 27.2%, respectively).

### Differences in Watching TV by Race/Ethnicity

Percentages of sixth-grade students who reported watching no television on an average school day range from a low of 5.1% (Hispanic) to a high of 18.2% (Asian). Percentages of sixth-grade students who reported watching three or more hours of TV on an average school day range from a low of 20.0% (White) to a high of 45.5% (Black).

**Table 29. Amount of Time Spent Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
<b>Overall</b>	11.3	19.5	18.0	22.6	14.1	5.6	9.0
<b>Gender</b>							
Female	12.3	20.5	17.2	22.2	14.0	5.5	8.2
Male	10.3	18.5	18.7	23.2	14.2	5.6	9.6
<b>Race/Ethnicity<sup>a</sup></b>							
White	10.8	22.4	21.7	25.1	12.5	3.7	3.8
Black	11.1	15.2	9.9	18.3	15.7	8.2	21.6
Hispanic	5.1	12.5	14.4	24.7	18.4	9.1	15.8
Asian	18.2	22.5	18.6	19.0	11.9	4.1	5.9
Other/Multiple	13.7	18.7	14.7	19.9	16.0	6.4	10.6

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## PLAYING VIDEO GAMES OR USING A COMPUTER

One in eight Fairfax County sixth-grade students (12.9%) reported playing no video games nor using a computer for non-academic purposes on an average school day. Almost half of the students (48.9%) reported participating in the activities, but doing so for an hour or less on an average school day. Over one-fifth of the students (21.3%) reported playing video games or using a computer for non-academic purposes for three or more hours on an average school day.

### Differences in Playing Video Games or Using a Computer by Gender

A higher percentage of female sixth-grade students reported playing no video games nor using a computer for non-academic purposes on an average school day (14.0% vs. 11.9% of males). Male sixth-grade students reported greater prevalence of playing video games or using a computer for non-academic purposes for three or more hours on an average school day (26.7%) than female sixth-grade students (15.3%).

### Differences in Playing Video Games or Using a Computer by Race/Ethnicity

Percentages of sixth-grade students who reported playing no video games nor using a computer for non-academic purposes on an average school day range from a low of 11.4% (Hispanic) to a high of 16.3% (Asian). Percentages of sixth-grade students who reported playing video games or using a computer for non-academic purposes for three or more hours on an average school day range from a low of 15.3% (White) to a high of 31.6% (Black).

**Table 30. Amount of Time Spent Playing Video Games or Using a Computer on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
<b>Overall</b>	12.9	28.7	20.2	16.9	9.4	4.5	7.4
<b>Gender</b>							
Female	14.0	36.3	19.7	14.7	7.0	3.3	5.0
Male	11.9	21.5	20.8	19.1	11.5	5.8	9.4
<b>Race/Ethnicity<sup>a</sup></b>							
White	11.7	33.4	22.6	17.0	7.9	3.5	3.9
Black	14.8	22.4	15.6	15.7	12.1	5.3	14.2
Hispanic	11.4	22.3	19.8	18.2	11.4	5.9	11.1
Asian	16.3	28.1	19.4	16.7	9.1	4.0	6.4
Other/Multiple	12.5	27.8	17.7	16.2	9.4	7.0	9.3

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were asked how many hours they play video or computer games or use a computer for something that is not school work.

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## NUTRITION

Approximately one-third of the students (32.5%) reported having consumed fruits and vegetables at least five times per day within the past week, and a similar number reported that they had not consumed soda or pop (excluding diet soda) within the past week (37.7%). Over one-fifth of the sixth-grade students (21.5%) reported that they went hungry in the past month due to a lack of food in the home.

### EATING FRUITS AND VEGETABLES

Approximately one-third of sixth-grade students (32.5%) reported having consumed fruits and vegetables at least five times per day within the past week. Only 1.5% of sixth-grade students indicated that they had not eaten fruits or vegetables within the past week.

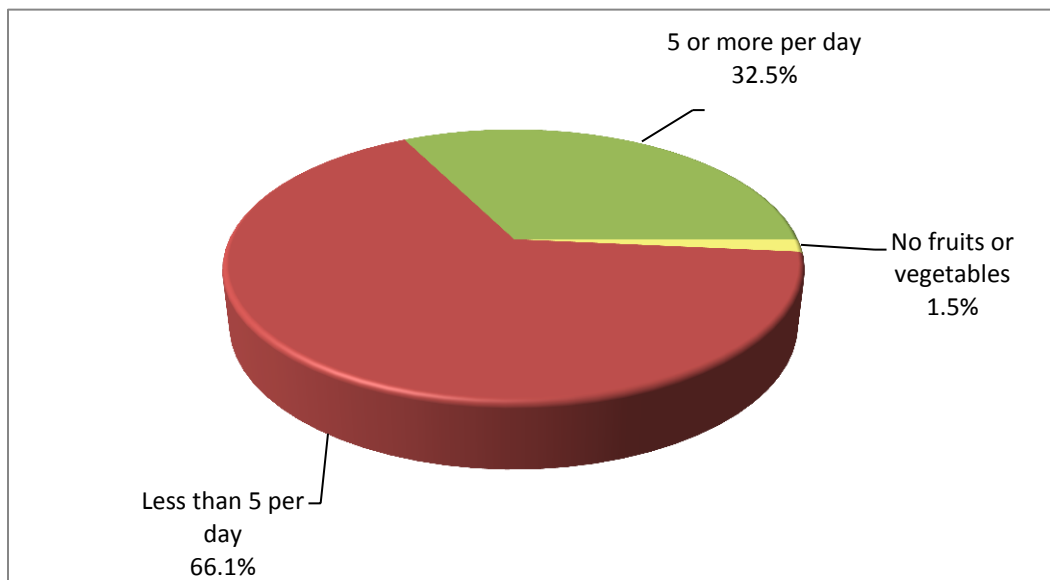
#### **Differences in Eating Fruits and Vegetables by Gender**

Similar percentages of male and female sixth-grade students reported eating fruits and vegetables at least five times per day in the past week (33.1% and 31.7%, respectively).

#### **Differences in Eating Fruits and Vegetables by Race/Ethnicity**

Percentages of sixth-grade students who reported having eaten fruits and vegetables at least five times per day in the past week range from a low of 27.6% (Black) to a high of 35.4% (Other/Multiple).

**Figure 6. Frequency of Eating Fruits and Vegetables Five or More Times Per Day in the Past Week, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). Fruits and vegetables do not include fruit juice.

**Table 31. Frequency of Eating Fruits and Vegetables Five or More Times Per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	No fruits or vegetables	Less than 5 per day	5 or more per day
<b>Overall</b>	1.5	66.1	32.5
<b>Gender</b>			
Female	1.2	67.2	31.7
Male	1.8	65.2	33.1
<b>Race/Ethnicity<sup>a</sup></b>			
White	1.1	67.2	31.6
Black	2.6	69.8	27.6
Hispanic	2.4	63.8	33.7
Asian	0.6	64.7	34.7
Other/Multiple	1.3	63.3	35.4

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

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.



## EATING FRUITS

Two-thirds of sixth-grade students (67.0%) reported having consumed fruits at least once per day in the past week. In addition, nearly one-fifth of sixth-grade students (18.3%) reported having consumed fruits at least four times per day in the past week.

### Differences in Eating Fruits by Gender

Similar percentages of male and female sixth-grade students reported eating fruits at least once per day in the past week (67.3% and 66.7%, respectively).

### Differences in Eating Fruits by Race/Ethnicity

Percentages of sixth-grade students who reported having eaten fruits at least once per day in the past week range from a low of 55.6% (Blacks) to a high of 70.6% (Other/Multiple).

**Table 32. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
<b>Overall</b>	3.8	14.3	14.9	12.9	21.2	14.6	18.3
<b>Gender</b>							
Female	3.1	14.8	15.4	12.8	21.9	14.8	17.2
Male	4.4	13.8	14.6	13.0	20.6	14.3	19.4
<b>Race/Ethnicity<sup>a</sup></b>							
White	2.9	12.5	14.3	13.5	24.5	16.9	15.4
Black	7.4	19.7	17.4	10.7	16.2	10.4	18.3
Hispanic	4.7	16.1	15.0	11.0	16.1	12.3	24.7
Asian	2.4	13.5	16.3	14.5	21.6	14.1	17.6
Other/Multiple	4.0	12.4	13.0	12.5	21.9	15.6	20.6

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Fruit does not include fruit juice.

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## EATING VEGETABLES

Approximately two-thirds of sixth-grade students (63.4%) reported having consumed vegetables at least once per day in the past week. In addition, 15.4% of sixth-grade students reported having consumed vegetables at least four times per day in the past week.

### Differences in Eating Vegetables by Gender

Similar percentages of male and female sixth-grade students reported eating vegetables at least once per day in the past week (62.7% and 64.1%, respectively).

### Differences in Eating Vegetables by Race/Ethnicity

Percentages of sixth-grade students who reported having eaten vegetables at least once per day in the past week range from a low of 54.0% (Black) to a high of 67.1% (White).

**Table 33. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
<b>Overall</b>	6.0	16.3	14.4	18.1	18.6	11.3	15.4
<b>Gender</b>							
Female	5.0	15.9	15.0	18.6	19.6	11.5	14.4
Male	6.8	16.7	13.8	17.8	17.6	11.0	16.3
<b>Race/Ethnicity<sup>a</sup></b>							
White	4.5	14.3	14.0	21.4	21.8	11.7	12.2
Black	9.0	21.6	15.4	16.4	13.1	8.9	15.6
Hispanic	9.3	20.0	13.6	14.4	15.4	10.4	16.9
Asian	4.2	14.7	14.9	15.2	18.7	12.2	20.1
Other/Multiple	4.0	14.2	15.1	21.3	15.7	13.2	16.5

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

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## DRINKING SODA OR POP

Over three-fifths of sixth-grade students (62.3%) reported that they drank a can, bottle, or glass of soda or pop (not including diet soda) at least once in the past week. One in six students (16.5%) reported drinking soda or pop at least once each day in the past week.

### Differences in Drinking Soda or Pop by Gender

Male sixth-grade students reported greater prevalence of drinking soda or pop at least once in the past week (65.1%) than female sixth-grade students (59.3%). Similarly, male sixth-grade students reported greater prevalence of drinking soda or pop at least once per day in the past week (18.4%) than female sixth-grade students (14.6%).

### Differences in Drinking Soda or Pop by Race/Ethnicity

Percentages of sixth-grade students who reported having consumed soda or pop at least once in the past week range from a low of 54.6% (Asian) to a high of 74.1% (Hispanic). In addition, percentages of sixth-grade students who reported having consumed soda or pop at least once per day in the past week range from a low of 11.0% (Asian) to a high of 28.4% (Hispanic). The prevalence of drinking soda or pop four or more times per day was more than double for sixth-grade students of Black or Hispanic race/ethnicity compared to other sixth-grade students.

**Table 34. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
<b>Overall</b>	37.7	38.8	7.0	7.2	4.2	1.7	3.4
<b>Gender</b>							
Female	40.7	39.0	5.8	6.6	4.0	1.3	2.7
Male	34.9	38.7	8.1	7.7	4.5	2.1	4.1
<b>Race/Ethnicity<sup>a</sup></b>							
White	40.6	41.3	6.7	5.8	2.8	1.2	1.7
Black	34.7	32.2	8.0	9.5	5.7	3.2	6.7
Hispanic	25.9	36.9	8.7	10.9	8.3	2.7	6.5
Asian	45.4	38.6	5.1	4.9	2.5	1.1	2.5
Other/Multiple	37.0	40.3	7.2	7.1	3.9	1.9	2.6

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were instructed not to include diet soda.

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## GOING HUNGRY DUE TO LACK OF FOOD IN THE HOME

The majority of sixth-grade students reported that they did not go hungry in the past month due to a lack of food in the home (78.5%). However, almost two percent of students (1.9%) reported that they went hungry most of the time or always in the past month due to a lack of food in the home.

### Differences in Going Hungry Due to Lack of Food in the Home by Gender

Male sixth-grade students reported greater prevalence of going hungry in the past month due to a lack of food in the home (rarely, sometimes, most of the time, or always) (23.8% vs. 19.4% of female students).

### Differences in Going Hungry Due to Lack of Food in the Home by Race/Ethnicity

Percentages of sixth-grade students who reported going hungry in the past month due to a lack of food in the home (rarely, sometimes, most of the time, or always) ranged from a low of 13.9% (White) to a high of 33.7% (Hispanic).

**Table 35. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	Rarely	Sometimes	Most of the Time	Always
<b>Overall</b>	78.5	13.6	6.0	1.3	0.6
<b>Gender</b>					
Female	80.9	12.1	5.5	1.1	0.4
Male	76.2	15.0	6.4	1.5	0.8
<b>Race/Ethnicity<sup>a</sup></b>					
White	86.1	9.8	3.2	0.6	0.3
Black	76.3	13.2	8.0	1.6	0.8
Hispanic	66.3	19.4	10.7	2.6	1.0
Asian	77.1	15.8	5.5	1.1	0.5
Other/Multiple	76.2	16.2	5.1	1.3	1.1

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## MENTAL HEALTH

Fairfax County students were asked if, during the past 12 months, 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. Nearly a quarter of the sixth-grade students (22.5%) reported experiencing this level of sadness or hopelessness.

### **Differences in Feeling Sad or Hopeless by Gender**

Similar percentages of male and female sixth-grade students (21.5% and 23.4%, respectively) reported having felt so sad or hopeless every day for two weeks or more in a row in the past year that they stopped doing some usual activities.

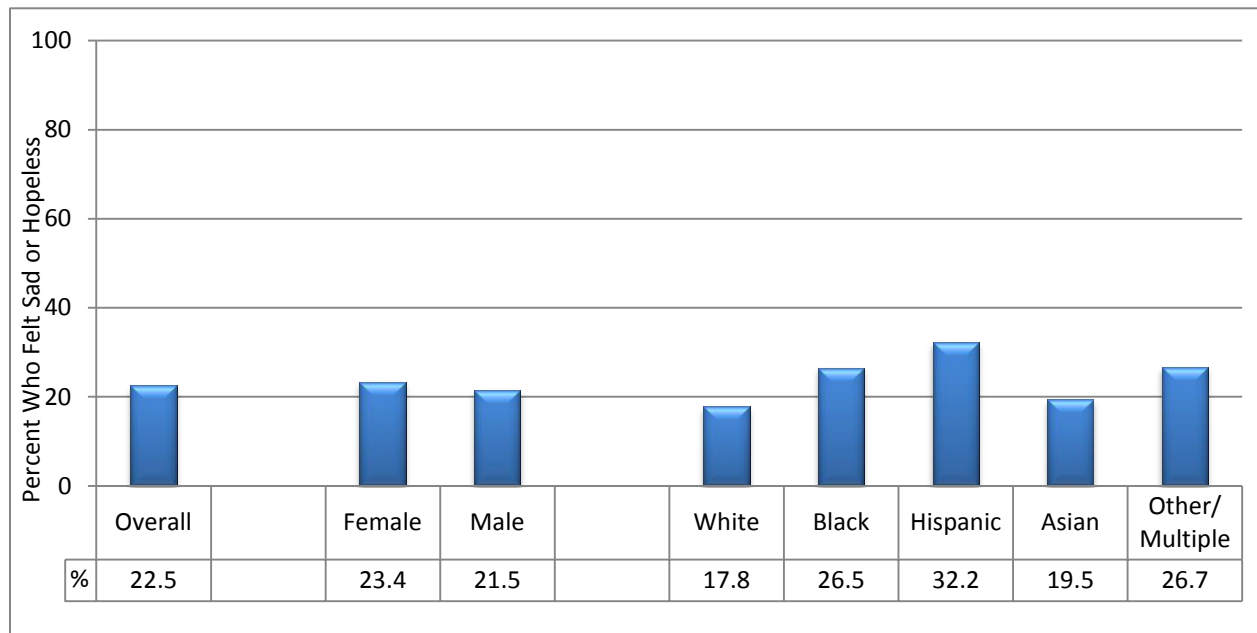
### **Differences in Feeling Sad or Hopeless by Race/Ethnicity**

Percentages of sixth-grade students who experienced the measured level of sadness or hopelessness in the past year range from a low of 17.8% (White) to a high of 32.2% (Hispanic).

### **Feeling Sad or Hopeless and Substance Use**

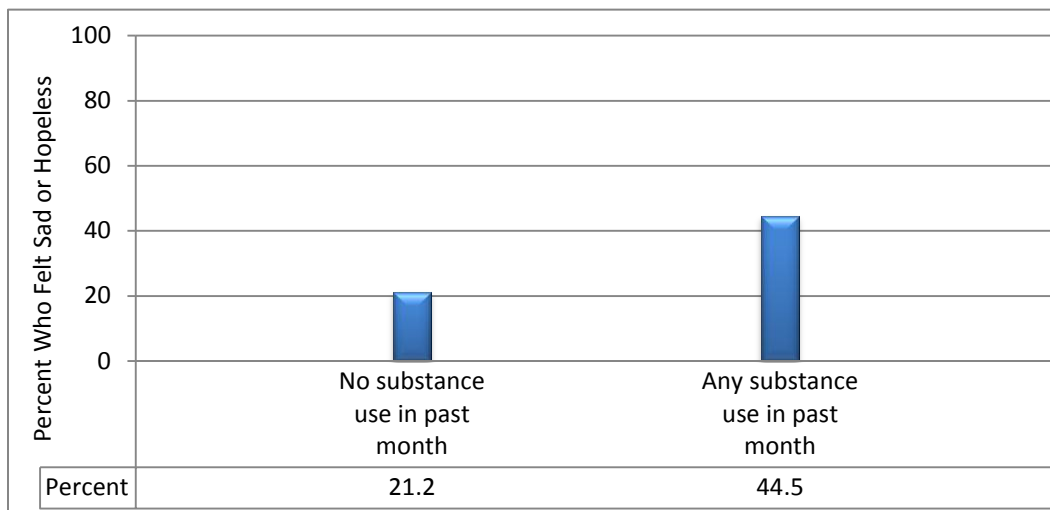
Students who used alcohol, tobacco, or other substances in the past month were more than twice as likely to experience the measured level of sadness or hopelessness compared to students who did not use substances (44.5% and 21.2%, respectively).

**Figure 7. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). 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. Racial categories do not include Hispanic students who are treated as a separate category in this figure.

**Figure 8. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Past Month Substance Use, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). 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 any substance (alcohol, tobacco, or other drugs) in the past month.

# EXTRACURRICULAR AND CIVIC ACTIVITIES

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## EXTRACURRICULAR ACTIVITIES

Three-fourths of the sixth-grade students in Fairfax County (74.2%) reported participating in extracurricular activities within the past year, with more than half (55.6%) doing so at least once per week.

### **Differences in Participating in Extracurricular Activities by Gender**

Similar percentages of male and female sixth-grade students reported participating in extracurricular activities within the past year (73.5% and 74.7%, respectively). In addition, similar percentages of male and female sixth-grade students reported participating in extracurricular activities at least once per week (55.3% and 55.9%, respectively).

### **Differences in Participating in Extracurricular Activities by Race/Ethnicity**

Percentages of sixth-grade students who reported participating in extracurricular activities within the past year range from a low of 58.3% (Hispanic) to a high of 85.5% (White). Similarly, percentages of sixth-grade students who reported participating in extracurricular activities at least once per week range from a low of 37.9% (Hispanic) to a high of 68.3% (White).



**Table 36. Frequency of Participating in Extracurricular Activities, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	I've done it but not in past year	Less than once a month	About once a month	2 – 3 times a month	Once a week or more
<b>Overall</b>	11.0	14.8	4.6	5.8	8.2	55.6
<b>Gender</b>						
Female	10.5	14.8	4.4	5.7	8.7	55.9
Male	11.6	14.9	4.7	5.8	7.8	55.3
<b>Race/Ethnicity<sup>a</sup></b>						
White	4.8	9.7	4.0	5.3	7.9	68.3
Black	15.7	20.6	6.5	6.5	8.8	41.9
Hispanic	21.2	20.5	5.1	7.2	8.2	37.9
Asian	11.3	16.9	4.4	5.1	8.6	53.7
Other/Multiple	9.1	14.1	3.9	5.0	8.3	59.6

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were asked how many times they have participated in school or non-school extracurricular activities (e.g., sports, student government, student newspaper, scouting, etc.)

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## CIVIC BEHAVIORS

The 2010 Fairfax County Youth Survey asked a number of questions related to sixth-grade students' civic behaviors. Almost half of sixth-grade students volunteered to do community service within the past year. Approximately three-fifths of sixth-grade students spend an hour or more in an average week helping friends or neighbors, and almost two-thirds reported being a leader in a group or organization at least once in the past year.

More than half of sixth-grade students reported frequently recycling, turning off lights and electrical appliances, and conserving water. While about one-quarter of sixth-grade students reported frequently cutting down on the amount of trash and garbage that they create, slightly more than half report doing so sometimes. In addition, more than nine in ten sixth-grade students agree or strongly agree that their actions can improve the quality of the environment (93.3%).

### VOLUNTEERING TO DO COMMUNITY SERVICE

Over two-fifths of sixth-grade students (44.1%) reported volunteering to do community service within the past year, with 6.7% volunteering to do community service once a week or more frequently.

#### **Differences in Volunteering to Do Community Service by Gender**

A higher percentage of female sixth-grade students reported volunteering to do community service within the past year (47.3%) than male sixth-grade students (41.4%). In addition, slightly more female sixth-grade students reported volunteering to do community service once a week or more frequently (7.6%) than male students (5.9%).

#### **Differences in Volunteering to Do Community Service by Race/Ethnicity**

Percentages of sixth-grade students who reported volunteering to do community service within the past year range from a low of 33.9% (Black) to a high of 53.2% (White). Percentages of sixth-grade students who reported volunteering to do community service once a week or more frequently range from a low of 5.6% (White) to a high of 9.1% (Other/Multiple).

**Table 37. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	I've done it but not in past year	Less than once a month	About once a month	2 – 3 times a month	Once a week or more
<b>Overall</b>	32.8	22.9	15.3	13.0	9.1	6.7
<b>Gender</b>						
Female	29.6	23.2	15.8	13.8	10.1	7.6
Male	35.9	22.8	15.0	12.4	8.1	5.9
<b>Race/Ethnicity<sup>a</sup></b>						
White	23.0	23.8	20.1	16.9	10.6	5.6
Black	45.0	21.1	9.0	9.1	7.6	8.2
Hispanic	45.1	21.4	9.4	9.4	7.1	7.6
Asian	35.4	24.1	14.1	10.2	9.4	6.9
Other/Multiple	30.1	20.7	16.8	14.1	9.3	9.1

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## HELPING FRIENDS OR NEIGHBORS

Over three-fifths of sixth-grade students (61.3%) reported spending an hour or more in an average week helping friends or neighbors. One in seven (14.3%) reported spending three or more hours in an average week helping friends or neighbors.

### Differences in Helping Friends or Neighbors by Gender

Female sixth-grade students reported greater prevalence of spending at least one hour in an average week helping friends or neighbors than male sixth-grade students (63.8% and 58.7%, respectively). Similarly, a higher percentage of female students reported spending three or more hours in an average week helping friends or neighbors (16.4% vs. 12.2% of male students).

### Differences in Helping Friends or Neighbors by Race/Ethnicity

Percentages of sixth-grade students who reported spending one or more hours in an average week helping friends or neighbors range from a low of 55.9% (Black) to a high of 63.8% (White). Percentages of sixth-grade students who reported spending three or more hours in an average week helping friends or neighbors range from 12.5% (Asian) to 16.7% (Hispanic).

**Table 38. Frequency of Helping Friends or Neighbors in an Average Week, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	0 hours	1 hour	2 hours	3-5 hours	6-10 hours	11+ hours
<b>Overall</b>	38.7	30.5	16.5	10.2	2.1	2.0
<b>Gender</b>						
Female	36.1	29.9	17.5	11.9	2.6	1.9
Male	41.3	31.1	15.4	8.5	1.5	2.2
<b>Race/Ethnicity<sup>a</sup></b>						
White	36.1	33.0	17.2	10.0	1.9	1.7
Black	44.2	24.8	16.3	9.6	2.3	2.9
Hispanic	37.9	28.3	17.1	11.8	2.5	2.4
Asian	42.2	30.8	14.4	8.7	2.0	1.8
Other/Multiple	37.6	29.0	17.3	11.8	1.7	2.6

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were asked how many hours in an average week they spend helping friends or neighbors, or helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency or doing other things) to make their city a better place for people to live.

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## BEING A LEADER IN A GROUP OR ORGANIZATION

Approximately two-thirds of sixth-grade students (64.4%) reported being a leader in a group or organization at least once in the past year. One in seven of the sixth-grade students (14.7%) reported being a leader five or more times in the past year.

### Differences in Being a Leader in a Group or Organization by Gender

Similar percentages of male and female sixth-grade students reported being a leader in a group or organization at least once in the past year (64.1% and 64.7%, respectively). Male sixth-grade students reported greater prevalence of being a leader in a group or organization five or more times in the past year (17.3%) than female sixth-grade students (12.0%).

### Differences in Being a Leader in a Group or Organization by Race/Ethnicity

Percentages of sixth-grade students who reported being a leader in a group or organization at least once in the past year range from a low of 59.5% (Asian) to a high of 69.0% (White). Percentages of sixth-grade students who reported being a leader in a group or organization five or more times in the past year range from a low of 11.3% (Hispanic) to a high of 16.7% (White and Other/Multiple).

**Table 39. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	Once	Twice	3-4 times	5+ times
<b>Overall</b>	35.6	20.4	16.0	13.4	14.7
<b>Gender</b>					
Female	35.3	21.9	16.8	14.0	12.0
Male	35.9	18.9	15.1	12.8	17.3
<b>Race/Ethnicity<sup>a</sup></b>					
White	31.0	19.9	17.2	15.2	16.7
Black	37.3	19.9	15.3	12.1	15.3
Hispanic	38.5	22.9	15.7	11.4	11.3
Asian	40.6	19.2	14.2	12.9	13.2
Other/Multiple	34.1	20.3	15.8	13.1	16.7

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

<sup>a</sup>Racial categories do not include Hispanic students who are treated as a separate category in this table.

## RECYCLING BEHAVIOR

Almost all sixth-grade students reported sometimes or frequently recycling (94.6%), with three-fifths (61.4%) doing so frequently.

### Differences in Recycling Behavior by Gender

Similar percentages of male and female sixth-grade students reported sometimes or frequently recycling (94.5% and 94.7%, respectively).

### Differences in Recycling Behavior by Race/Ethnicity

Percentages of sixth-grade students who reported sometimes or frequently recycling range from a low of 90.1% (Black) to a high of 96.9% (White).

**Table 40. Frequency of Recycling, by Selected Demographic Characteristics, Fairfax County, 2010**  
(Values are percentages)

	Never	Sometimes	Frequently
<b>Overall</b>	5.4	33.2	61.4
<b>Gender</b>			
Female	5.3	32.8	61.9
Male	5.5	33.6	60.9
<b>Race/Ethnicity<sup>a</sup></b>			
White	3.1	23.7	73.2
Black	9.9	45.0	45.0
Hispanic	8.6	42.9	48.5
Asian	4.2	37.3	58.5
Other/Multiple	6.5	32.4	61.1

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were asked how often they recycle things such as newspapers, cans and glass.

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## TURNING OFF LIGHTS AND ELECTRICAL APPLIANCES

Almost all sixth-grade students reported sometimes or frequently turning off lights and electrical appliances (97.6%).

### Differences in Turning Off Lights and Electrical Appliances by Gender

Similar percentages of male and female sixth-grade students reported sometimes or frequently turning off lights and electrical appliances (96.9% and 98.3%, respectively).

### Differences in Turning Off Lights and Electrical Appliances by Race/Ethnicity

Percentages of sixth-grade students who reported sometimes or frequently turning off lights and electrical appliances range from a low of 95.7% (Black) to a high of 98.4% (White).

**Table 41. Frequency of Turning Off Lights and Electrical Appliances, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	Sometimes	Frequently
<b>Overall</b>	2.4	32.2	65.3
<b>Gender</b>			
Female	1.7	31.5	66.8
Male	3.1	33.0	63.9
<b>Race/Ethnicity<sup>a</sup></b>			
White	1.6	29.8	68.6
Black	4.3	36.6	59.1
Hispanic	3.6	36.5	60.0
Asian	2.3	30.3	67.4
Other/Multiple	2.2	33.2	64.7

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were asked how often they turn off lights and electrical appliances (such as TVs and computers) when not in use.

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## CUTTING DOWN ON THE AMOUNT OF TRASH AND GARBAGE CREATED

Over four-fifths of sixth-grade students (84.0%) reported sometimes or frequently cutting down on the amount of trash and garbage they create.

### Differences in Cutting Down on the Amount of Trash and Garbage Created by Gender

Similar percentages of male and female sixth-grade students reported sometimes or frequently cutting down on the amount of trash and garbage they create (84.1% and 83.9%, respectively).

### Differences in Cutting Down on the Amount of Trash and Garbage Created by Race/Ethnicity

Percentages of sixth-grade students who reported sometimes or frequently cutting down on the amount of trash and garbage they create range from a low of 76.2% (Black) to a high of 86.0% (Asian).

**Table 42. Frequency of Cutting Down on the Amount of Trash and Garbage They Create, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	Sometimes	Frequently
<b>Overall</b>	16.0	55.2	28.7
<b>Gender</b>			
Female	16.1	56.0	27.9
Male	15.9	54.5	29.6
<b>Race/Ethnicity<sup>a</sup></b>			
White	15.3	55.4	29.3
Black	23.8	49.5	26.7
Hispanic	15.9	56.8	27.4
Asian	14.0	57.5	28.5
Other/Multiple	14.5	52.4	33.1

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

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.



## CONSERVING WATER

Almost all sixth-grade students (95.4%) reported sometimes or frequently conserving water.

### Differences in Conserving Water by Gender

Similar percentages of male and female sixth-grade students reported sometimes or frequently conserving water (94.8% and 96.0%, respectively).

### Differences in Conserving Water by Race/Ethnicity

Percentages of sixth-grade students who reported sometimes or frequently conserving water range from a low of 92.1 % (Black) to a high of 96.6% (White).

**Table 43. Frequency of Conserving Water, by Selected Demographic Characteristics, Fairfax County, 2010**

(Values are percentages)

	Never	Sometimes	Frequently
<b>Overall</b>	4.6	25.1	70.3
<b>Gender</b>			
Female	4.0	23.9	72.1
Male	5.2	26.1	68.7
<b>Race/Ethnicity<sup>a</sup></b>			
White	3.4	23.0	73.6
Black	7.9	32.4	59.8
Hispanic	6.4	28.9	64.7
Asian	3.8	20.7	75.5
Other/Multiple	4.2	27.5	68.3

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were asked how often they conserve water in their home or yard (such as shutting off the faucet when brushing their teeth).

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## BELIEFS THAT THEIR ACTIONS CAN IMPROVE THE QUALITY OF THE ENVIRONMENT

More than nine in ten sixth-grade students (93.3%) agreed or strongly agreed that their actions can improve the quality of the environment.

### Differences in Beliefs that Their Actions Can Improve the Quality of the Environment by Gender

Slightly more female sixth-grade students (95.0%) than male sixth-grade students (91.7%) agreed or strongly agreed that their actions can improve the quality of the environment.

### Differences in Beliefs that Their Actions Can Improve the Quality of the Environment by Race/Ethnicity

Percentages of sixth-grade students who agreed or strongly agreed that their actions can improve the quality of the environment range from a low of 91.3% (Black) to a high of 94.8% (Asian).

**Table 44. Percentage of Students Who Believe Their Actions Can Improve the Quality of the Environment, by Selected Demographic Characteristics, Fairfax County, 2010**

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Overall</b>	45.1	48.2	5.4	1.3
<b>Gender</b>				
Female	47.8	47.2	4.2	0.8
Male	42.5	49.2	6.5	1.8
<b>Race/Ethnicity<sup>a</sup></b>				
White	44.2	49.0	5.6	1.2
Black	45.3	46.0	6.4	2.3
Hispanic	44.8	49.1	4.8	1.4
Asian	47.8	47.0	4.4	0.8
Other/Multiple	47.4	44.4	7.3	0.9

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

<sup>a</sup> Racial categories do not include Hispanic students who are treated as a separate category in this table.

## RISK AND PROTECTIVE FACTORS

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Risk and protective factors are aspects of students' lives that may either increase (risk factors) or decrease (protective factors) a student's risk of using substances or becoming involved in other risky activities. Both risk and protective factors exist in four domains: school, community, family, and peer-individual. Each factor is measured using a series of questions called a scale. The 2010 Fairfax County 6<sup>th</sup> Grade Survey included a set of 13 questions from the nationally-recognized Communities That Care Youth Survey to measure one protective and three risk factors.

A student's score for a given scale is measured against a national cut-off score that has been set for each risk and protective factor, based on a multi-state dataset of the Communities That Care Youth Survey. Students whose scores fall above this cut-off score are considered to be at "high risk/protection" for that scale, and those that fall below the cut-off score are considered to be at "low risk/protection" for that scale.

The Risk and Protective Factor Model of Prevention is based on the premise that to prevent a problem behavior, risk and protective factors need to be identified, and steps taken to reduce the risk factors and augment the protective factors. A more complete discussion of risk and protective factors, how they are measured and scored, and the questions comprising the scales may be found in Appendix C beginning on page 77. The internal reliability of the scales is discussed in Appendix B beginning on page 73.

## *PROTECTIVE AND RISK FACTOR HIGHLIGHTS*

**Belief in Moral Order (Protective):** This scale measures the extent to which students believe that certain behaviors, such as cheating in school, are okay. Overall, 31.2% of sixth-grade students were considered to have “low protection” on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “low protection” on this scale (60.1%) than those who did not use substances in the past month (29.3%).

**Family Conflict (Risk):** This scale measures the level of arguing, yelling, and insulting in the family, as perceived by the youth. Overall, 31.4% of sixth-grade students were considered to be at “high risk” on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “high risk” on this scale (58.4%) than those who did not use substances in the past month (29.6%).

**Perceived Risks of Drug Use (Risk):** This scale measures the extent to which students believe that certain drug use behaviors are risky. Overall, 28.9% of sixth-grade students were considered to be at “high risk” on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “high risk” on this scale (48.2%) than those who did not use substances in the past month (27.2%).

**Sensation Seeking (Risk):** This scale measures the extent to which students engage in dangerous, risky behaviors: of doing what feels good no matter what, doing something dangerous when dared to, and doing something crazy even if it is a little dangerous. Two-fifths of sixth-grade students (40.1%) were considered to be at “high risk” on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “high risk” on this scale (70.7%) than those who did not use substances in the past month (38.3%).

## **Protective and Risk Factor Measures by Gender**

### *Protective Factors*

A higher percentage of male students were considered to have low protection on the Belief in Moral Order Scale (33.5% vs. 28.7% of females).

### *Risk Factors*

Greater percentages of male students were considered at high risk for all of the risk factor scales measured in the survey. The largest difference was in the Sensation Seeking scale, where over half of the male students (50.5%) were considered at high risk. Less than three in ten of the female students (29.4%) were considered at high risk on this scale. Smaller differences were observed between genders on the Perceived Risks of Drug Use scale (2.5 percentage points), and the Family Conflict scale (1.6 percentage points).

### **Female Students**

The risk factor scale with the largest percentage of female students considered at high risk was the Family Conflict scale (30.6%).

### **Male Students**

The risk factor scale with the largest percentage of male students considered at high risk was the Sensation Seeking scale (50.5%).

## **Protective and Risk Factor Measures by 30-day ATOD Use**

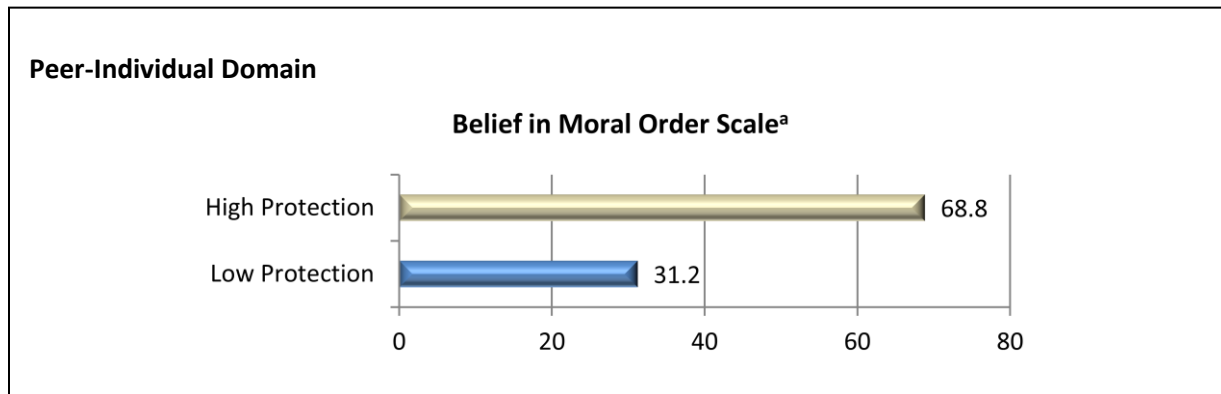
### *Protective Factors*

Students who used alcohol, tobacco, or other drugs in the past month were twice as likely to have low protection on the Belief in Moral Order scale compared to students who did not use substances in the past month (60.1% and 29.3%, respectively).

### *Risk Factors*

Higher percentages of students who used alcohol, tobacco, or other drugs in the past month were considered to be at high risk for every risk factor scale measured by the survey compared to students who did not use any substances. The largest difference was observed on the Sensation Seeking scale, where 70.7% of students who used substances in the past month were considered at high risk, compared to 38.3% of students who did not use substances. Almost twice as many students who used substances in the past month (58.4%) were considered at high risk on the Family Conflict scale compared to students who did not use substances (29.6%). Almost half of the substance-using students (48.2%) were considered at high risk on the Perceived Risks of Drug Use scale, compared to approximately one-quarter of non-using students (27.2%).

**Figure 9. Percentage of Students with Protective Factor Scores Above or Below the National Standard, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). The national standards (cut points) for categorizing scores as low or high protection are provided by the Social Development Research Group at the University of Washington.

<sup>a</sup>The scale is missing one item out of four items from the original Communities That Care scale.

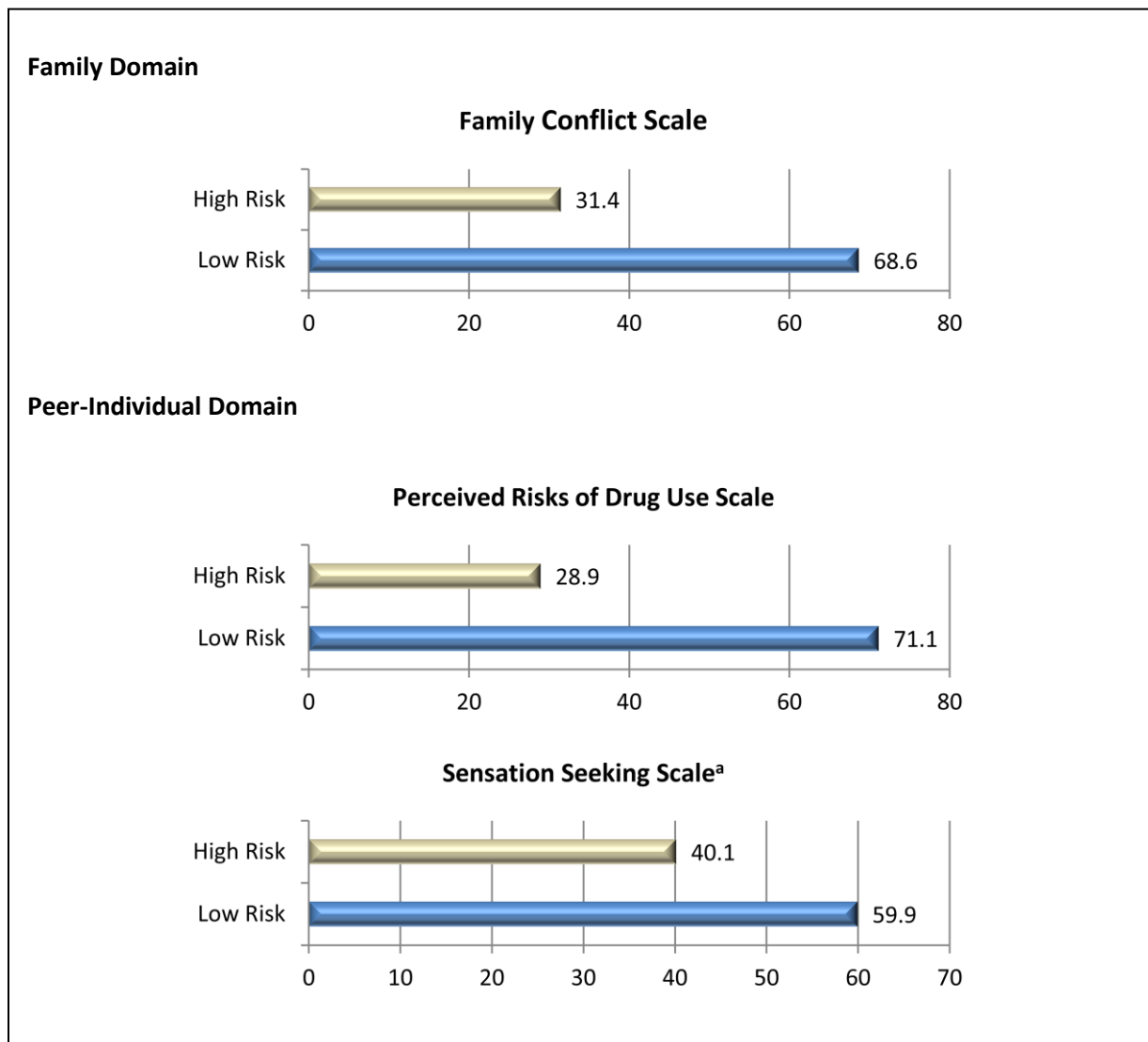
**Table 45. Percentage of Students with Protective Factor Scores Above or Below the National Standard, by Selected Characteristics, Fairfax County, 2010**

		By Gender		Substance use in past month <sup>a</sup>	
		Female	Male	No Use	Any Use
<b>Peer-Individual Domain Protective Factor Scores</b>					
Belief in Moral Order scale <sup>b</sup>	Low protection	28.7	33.5	29.3	60.1
	High protection	71.3	66.5	70.7	39.9

Notes. All percentages were calculated from valid cases (missing responses were not included). The national standards (cut points) for categorizing scores as low or high protection are provided by the Social Development Research Group at the University of Washington.

<sup>a</sup>Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month. <sup>b</sup>The scale is missing one item out of four items from the original Communities That Care scale.

**Figure 10. Percentage of Students with Risk Factor Scores Above or Below the National Standard, Fairfax County, 2010**



Notes. All percentages were calculated from valid cases (missing responses were not included). The national standards (cut points) for categorizing scores as low or high risk are provided by the Social Development Research Group at the University of Washington.

<sup>a</sup> The scale is missing one item out of three items from the original Communities That Care scale.

**Table 46. Percentage of Students with Risk Factor Scores Above or Below the National Standard, by Selected Characteristics, Fairfax County, 2010**

		By Gender		Substance use in past month <sup>a</sup>	
		Female	Male	No Use	Any Use
<b>Family Domain Risk Factor Scores</b>					
Family Conflict scale	Low risk	69.4	67.8	70.4	41.6
	High risk	30.6	32.2	29.6	58.4
<b>Peer-Individual Domain Risk Factor Scores</b>					
Perceived Risks of Drug Use scale	Low risk	72.5	70.0	72.8	51.8
	High risk	27.5	30.0	27.2	48.2
Sensation Seeking scale <sup>b</sup>	Low risk	70.6	49.5	61.7	29.3
	High risk	29.4	50.5	38.3	70.7

Notes. All percentages were calculated from valid cases (missing responses were not included). The national standards (cut points) for categorizing scores as low or high risk are provided by the Social Development Research Group at the University of Washington.

<sup>a</sup> Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month. <sup>b</sup> The scale is missing one item out of three items from the original Communities That Care scale.



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## 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 Public 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 CDC's 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 the total student membership in the 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 Factor 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 Factor 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 *6<sup>th</sup> Grade Survey* was developed for administration in 2008 due to concerns with both the length and language of the 2005 questionnaire for use with sixth-grade students. The 2008 *6<sup>th</sup> 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. (The Fairfax County Public School system is divided into 24 pyramids comprised of a high school and its feeder elementary and middle schools. The alternative high schools form an additional pyramid, as does Thomas Jefferson High School for Science and Technology for purposes of this survey only). Of the selected classrooms, 75% received the

*Risk and Protective Factor 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 *6<sup>th</sup> Grade Survey*. A total of 22,251 students participated in the survey (50.7% of those enrolled).

In 2009, Fairfax County Public Schools chose a census approach, where all students in the county in the targeted grades were given the opportunity to participate in the survey. The decision was made to administer the survey every year, alternating between the *Risk and Protective Factor Survey* and the *Healthy Behaviors Survey* for the eighth, tenth, and twelfth grades and administering the *6<sup>th</sup> Grade Survey* annually. To the extent possible, all eighth-, tenth-, and twelfth-grade students were administered the *Healthy Behaviors Survey*, and all sixth-grade students were administered the *6<sup>th</sup> Grade Survey*. The survey data were weighted by grade and race to allow generalization of survey results to the entire population.

In 2010, a census approach was again utilized, giving all students in the targeted grades the opportunity to participate. To the extent possible, all eighth-, tenth-, and twelfth-grade students were administered the *Risk and Protective Factor Survey*, and all sixth-grade students were administered the *6<sup>th</sup> Grade Survey*. The survey data were weighted by grade level within each pyramid to allow generalization of survey results to the entire population.

**Table 47. Instruments Used to Survey Fairfax County Youth, 2001-2010**

<b>Year</b>	<b>Survey</b>	<b>Targeted Population</b>	<b>Number of Questions</b>	<b>National Comparison</b>
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 Factor Survey	8th, 10th, 12th	154	MTF
	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	109	YRBS
	Fairfax County Youth Survey: 6 <sup>th</sup> Grade Survey	6th	62	None
2009	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	151	MTF & YRBS
	6 <sup>th</sup> Grade Survey	6th	82	None
2010	Fairfax County Youth Survey: Risk and Protective Factor Survey	8th, 10th, 12th	203	MTF
	Fairfax County Youth Survey: 6 <sup>th</sup> Grade Survey	6th	84	None

## 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. To ensure the validity of the information about student behaviors, the 2010 Fairfax County Youth Survey used items from nationally-validated youth surveys. The majority of the items are from the Communities That Care Youth Survey. Other questions are derived from the CDC's Youth Risk Behavior Survey, selected Search Institute surveys, and the National Environmental Education and Training Foundation's Roper Survey.

The 2010 Fairfax County Youth Survey used a nonrandom sampling procedure (i.e., invited all sixth-grade students to participate). A nonrandom sampling procedure limits the extent that the results of the survey can be generalized to populations other than the sample who completed the survey. This type of sample selection may also introduce sampling bias, meaning that one or more shared characteristics systematically may differentiate those who completed the survey from those who did not.

Table 3 on page 11 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. Statistical difference ( $p < .05$ ) was observed for racial/ethnic sub-groups: White students were under-represented in the sample. However, because the data are analyzed at the pyramid level, and the number of students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the *6th Grade Survey* data were not weighted by race/ethnicity. The data were weighted by pyramid only.

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. Internal reliability coefficients describe the consistency of results across sets of items (e.g., multiple-item scales). Cronbach's alpha is commonly used as an indicator of internal consistency when there are multiple items that are grouped to measure a single construct. It describes the degree to which a set of items measure the same thing. Cronbach's alpha can range in value from 0 to 1 and increases as the inter-correlation among items increase. A commonly-accepted rule of thumb is that an alpha of 0.6 - 0.7 indicates acceptable reliability and an alpha of 0.8 or higher indicates good reliability.

Internal reliability measures for the item sets (risk and protective factor scales) contained in the 2010 Fairfax County *6th Grade Survey* are shown in Table 48. The alpha values in the 2010 survey ranged from 0.647 to 0.897.

**Table 48. Internal Reliability of Risk and Protective Factor Scales**

<i>Item Set</i>	<i>Number of Questions</i>	<i>Cronbach's Alpha</i>
Belief in Moral Order <sup>a</sup>	3	.647
Sensation Seeking <sup>b</sup>	2	.771
Perceived Risk of Drug Use	4	.897
Family Conflict	3	.808

<sup>a</sup>The scale is missing one item out of four items from the original Communities That Care scale. <sup>b</sup>The scale is missing one item out of three items from the original Communities That Care scale

## *DATA PROCESSING METHODOLOGY*

The following six conditions were used to clean the 2010 Fairfax County 6<sup>th</sup> Grade Survey data. Missing data were not imputed.

### *Condition 1: Blank Surveys*

There were a total of 84 questions on the 6<sup>th</sup> Grade Survey including seven questions that ask about students' demographic information. Cases where students provided seven or fewer responses were eliminated from the data analysis.

### *Condition 2: Truthfulness*

The final item of the 6<sup>th</sup> Grade Survey asks students, "How honest were you in filling out this survey?" The response options for this question are:

- 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.

### *Condition 3: Bentrometin (BTM) Use*

There are two items on "bentrometin (BTM)" use -- during lifetime and during the past 30 days. The drug is fictitious. It was created by the instrument developers to check the validity of students' responses. Cases where students reported any use were eliminated from the data analysis.

### *Condition 4: Grade Inconsistency or Missing 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 5: Substance Use Inconsistencies***

The consistency of responses between lifetime and 30-day use of substances was checked. There are five substances that were queried for both lifetime and 30-day use: cigarettes, alcohol, inhalants, marijuana, 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 6: 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, marijuana, inhalants, and other illegal drugs (cigarettes were not included). Cases where students reported “10 or more days” for all four of the substances were eliminated from data analysis.

Table 49 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

**Table 49. Number of Usable Questionnaires, Fairfax County, 2010**

	<b>Number</b>	<b>Percent</b>
Rejected questionnaires		
Blank questionnaires	24	0.2
“Not honest at all” responses	54	0.5
Reported fictitious drug use	59	0.5
Rejected by grade check	58	0.5
Rejected by consistency check	1	0.0
Rejected by dose check	1	0.0
<b>Total number of usable questionnaires</b>	<b>11,049</b>	<b>98.3</b>
Total	11,246	100.0

## DATA ANALYSIS METHODOLOGY

The percentage of sixth-grade survey respondents within a pyramid was compared with the percentage of all enrolled sixth-grade students within that pyramid. 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

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

Where

$X_i$  = # of students enrolled in sixth grade in Pyramid  $i$

$X$  = total # of students enrolled in sixth grade in Pyramids 1-25

$Y_i$  = # of survey respondents in sixth grade in Pyramid  $i$

$Y$  = total # of survey respondents in sixth grade in Pyramids 1-25

(  $1 \leq i \leq 25$  )

PASW Statistic 18 (formerly known as SPSS) was used to generate all tables in this report. PASW Statistic 18 and the SAS data analysis programs use slightly different weighting processes so readers using SAS for data analysis may receive slightly different outputs (0.1% or less).

## APPENDIX C. ASSESSING RISK AND PROTECTIVE FACTORS

The risk and protective factor model of prevention is based on the premise that to prevent substance use and other problem behaviors, the factors that are known to increase the risk of the problem behavior must be identified and reduced, and conditions that buffer youth from the risk factors should be augmented. When high levels of risk and/or low levels of protective factors are identified within a domain (community, family, school, peer/individual), prevention programming can be designed to target those factors.

The 2010 Fairfax County *6th Grade Survey* measures risk and protective factors in the family and individual-peer domains, using items from the Communities That Care (CTC) Youth Survey. The CTC survey instrument was developed by Drs. J. David Hawkins and Richard F. Catalano of the Social Development Research Group at the University of Washington to identify the levels of risk factors related to problem behaviors such as alcohol, tobacco and other drug use, and to identify the levels of protective factors that help guard against those behaviors. Validation studies have established the reliability and validity of the CTC instrument's risk and protective factor scales across gender, racial/ethnic, and age groups (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002) and the utility of the scales in predicting a community's levels of substance use prevalence (Hawkins, Van Horn, & Arthur, 2004).

Risk and protective factors were identified in the research of Hawkins and Catalano beginning in 1992 (Hawkins, Catalano, & Miller, 1992). They have identified 20 factors that are correlated with adolescent substance use and other problem behaviors such as delinquency, violence, and dropping out of school. Their research has also identified protective factors that reduce the likelihood that youth will engage in problem behaviors.



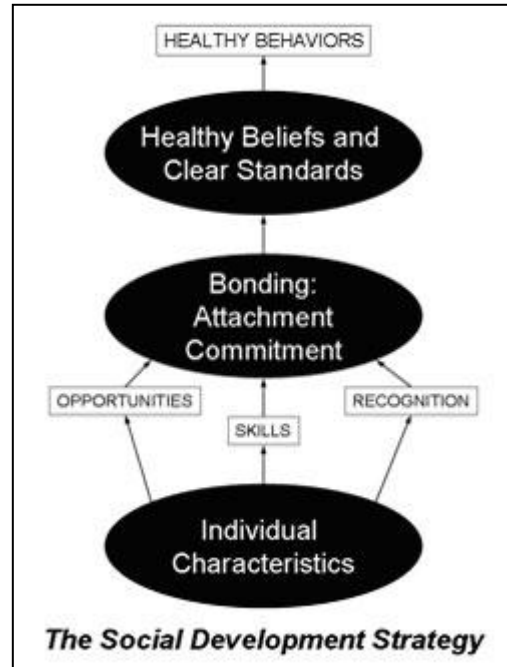
## Risk Factors

Risk factors are characteristics of school, community, and family environments, and of students and their peer groups, that increase the likelihood that an individual will engage in problem behaviors such as substance use, delinquency, dropping out of school, and violence. Although different groups may have greater exposure to a given risk factor, the risk factors have similar effects regardless of race/ethnicity. For example, some racial groups are more likely to be exposed to economic deprivation, but the effects of poverty as a risk factor are the same, regardless of race.

Domain	Risk Factors	Problem Behaviors				
		Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community	Availability of Drugs	✓				✓
	Availability of Firearms		✓			✓
	Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
	Transitions and Mobility	✓	✓		✓	
	Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
	Extreme Economic Deprivation	✓	✓	✓	✓	✓
Family	Family History of the Problem Behavior	✓	✓	✓	✓	✓
	Family Management Problems	✓	✓	✓	✓	✓
	Family Conflict	✓	✓	✓	✓	✓
	Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
School	Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
	Lack of Commitment to School	✓	✓	✓	✓	✓
Peer and Individual	Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
	Rebelliousness	✓	✓		✓	
	Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓
	Gang Involvement	✓	✓			✓
	Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
	Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
	Constitutional Factors (e.g., sensation seeking, lack of impulse control)	✓	✓			✓

## Protective Factors

Protective factors enhance a young person's ability to resist risks and make good decisions. Protective factors include strong bonding to family, school, community and peers. These groups support the development of healthy behaviors for children by setting and communicating healthy beliefs and clear standards for youth behavior. Young people are more likely to follow the standards for behavior set by these groups if bonds are strong. Strong bonds are encouraged by providing young people with **opportunities** to make meaningful contributions, by teaching them the **skills** they need to be successful in these new opportunities, and by **recognizing** their contributions. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.



## Measuring Levels of Risk and Protection

Risk and protective factors are measured by sets of survey items, called scales. Scales are composed of between one and ten questions. The 2010 Fairfax County *6th Grade Survey* measured three risk factors and one protective factor. Each of the scales included in the survey, and the questions comprising the scales, are described below.

Fairfax County survey respondents' scores were compared to a national standard to determine if the score falls above or below the cut-off score (cut point). The cut points indicate the threshold above which a student is considered to be at "high risk or protection", or below which a student is considered to be at "low risk or protection". The national cut points were established by the Social Development Research Group at the University of Washington. They were calculated using a database of over 310,000 CTC survey records of students in sixth through twelfth grades, collected in six states during 2000 through 2002. Sample weights were applied to the records in the database to establish national representativeness in terms of gender, grade, ethnicity, urbanicity, and socioeconomic status. Cut points were established separately for each grade level.

The national cut points provide a mechanism to interpret the scores of the Fairfax County students by determining what proportion of the surveyed youth have scores above and below the national standard. This information provides community leaders with a tool for setting prevention priorities. The Risk and Protective Factor scores are analyzed by grade level to identify changes in problems and protection as youth develop. It allows prevention planners to focus on the most appropriate points in youth development for preventive intervention action, and to target their prevention efforts as precisely as possible.

## *VARIABLES COMPRISING THE 2010 FAIRFAX COUNTY RISK AND PROTECTIVE FACTOR SCALES*

The following scales from the Communities That Care Youth Survey were included in the 2010 Fairfax County 6<sup>th</sup> Grade Survey. A description of each scale and the specific questions on the survey instrument that make up the scale are provided.

### **Peer-Individual Protective Factors**

#### *Belief in the Moral Order*

This factor indicates the degree to which respondents feel it is okay to fight, steal, cheat, and be dishonest. Young people with a strong personal sense of what is “right” or “wrong” are less likely to use drugs.

Questions:

- It is important to be honest with your parents even if they become upset or you get punished.
- I think sometimes it is okay to cheat at school.
- I think it is okay to take something without asking if you can get away with it.

Note: The Belief in Moral Order scale is missing one item from the original Communities That Care scale.

### **Family Risk Factors**

#### *Family Conflict*

Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear to be at risk for both delinquency and drug use. Conflict between family members appears to be more important than family structure (e.g., whether the family is headed by two biological parents, a single parent, or another primary caregiver).

Questions:

- People in my family often insult or yell at each other.
- We argue about the same things in my family over and over.
- People in my family have serious arguments.

## Peer-Individual Risk Factors

### Perceived Risk of Drug Use

This factor indicates the extent to which respondents feel it is risky to smoke cigarettes, drink alcohol, or smoke marijuana. Young people who do not perceive substance use to be dangerous are far more likely to engage in substance use.

Questions:

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

### Sensation Seeking

This factor indicates the extent to which respondents report doing dangerous and reckless things. Young people who pursue opportunities for risky behavior are at higher risk for substance use and other problem behaviors.

Questions:

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

Note: The Sensation Seeking scale is missing one item from the original Communities That Care scale.

## APPENDIX D. UNIVARIATE TABLES

### Q1 How old are you?

		Number	Valid %
Valid	10 or younger	99	0.9
	11	8,418	76.3
	12	2,429	22.0
	13	86	0.8
	14 or older	3	0.0
	Total	11,035	100.0
Missing		14	
Total		11,049	

### Q2 What grade are you in?

		Number	Valid %
Valid	6th	11,049	100.0

### Q3 Gender?

		Number	Valid %
Valid	Female	5,382	49.1
	Male	5,582	50.9
	Total	10,965	100.0
Missing		85	
Total		11,049	

### Q4 & Q5 Combined - Race/Ethnicity

		Number	Valid %
Valid	White	4,596	43.0
	Black	1,129	10.6
	Hispanic	2,177	20.4
	Asian/Pacific Islander	2,068	19.4
	Other/Multiple	714	6.7
	Total	10,684	100.0
Missing		365	
Total		11,049	

### Q6 Think of where you live most of the time. Which of the following people live there with you? (Select all that apply.)

		Number	Valid % <sup>a</sup>
Valid	Mother	10,547	96.2
	Father	8,801	80.2
	Stepmother	236	2.2
	Stepfather	634	5.8
	Grandmother(s)	1,143	10.4
	Grandfather(s)	581	5.3
	Foster parent	13	0.1
	Other adults	1,100	10.0
	Sister(s)	5,781	52.7
	Brother(s)	6,092	55.5
	Stepsister(s)	197	1.8
	Stepbrother(s)	193	1.8
	Other children	507	4.6

<sup>a</sup> Denominator = 10,967. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (n=82).

### Q7 What language do you use most often at home?

		Number	Valid %
Valid	English	8,090	75.8
	Spanish	1,179	11.0
	Another language	1,409	13.2
	Total	10,678	100.0
Missing		371	
Total		11,049	

### Q8 Putting them all together, what were your grades like last year?

		Number	Valid %
Valid	Mostly Fs	30	0.3
	Mostly Ds	105	1.0
	Mostly Cs	788	7.4
	Mostly Bs	3,790	35.7
	Mostly As	5,889	55.5
	Total	10,603	100.0
Missing		446	
Total		11,049	

**Q9 I think sometimes it is okay to cheat at school.**

		Number	Valid %
Valid	NO!!	8,304	75.9
	no	2,163	19.8
	yes	399	3.6
	YES!!	71	0.6
	Total	10,937	100.0
Missing		112	
Total		11,049	

**Q13 I feel safe at my school.**

		Number	Valid %
Valid	NO!!	182	1.7
	no	494	4.6
	yes	4,473	41.2
	YES!!	5,697	52.5
	Total	10,845	100.0
Missing		204	
Total		11,049	

**Q10 How often do you come to classes without your homework finished?**

		Number	Valid %
Valid	Usually	343	3.1
	Sometimes	6,011	55.2
	Never	4,542	41.7
	Total	10,896	100.0
Missing		153	
Total		11,049	

**Q14 During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row...**

		Number	Valid %
Valid	Yes	2,334	22.5
	No	8,028	77.5
	Total	10,362	100.0
Missing		687	
Total		11,049	

**Q11 I know how to use a computer to do things like schoolwork, finding information, or typing papers.**

		Number	Valid %
Valid	Strongly agree	6,143	56.2
	Agree	3,814	34.9
	Not sure	825	7.5
	Disagree	104	1.0
	Strongly disagree	49	0.4
	Total	10,935	100.0
Missing		114	
Total		11,049	

**Q15 I ignore rules that get in my way.**

		Number	Valid %
Valid	Very false	5,685	52.6
	Somewhat false	3,439	31.8
	Somewhat true	1,512	14.0
	Very true	181	1.7
	Total	10,817	100.0
Missing		232	
Total		11,049	

**Q12 I can do well in school if I want to.**

		Number	Valid %
Valid	Strongly agree	6,916	63.8
	Agree	2,508	23.1
	Not sure	861	7.9
	Disagree	298	2.7
	Strongly disagree	259	2.4
	Total	10,841	100.0
Missing		208	
Total		11,049	

**Q16 There are lots of adults in my neighborhood I could talk to about something important.**

		Number	Valid %
Valid	NO!!	1,831	16.9
	no	3,219	29.7
	yes	3,895	35.9
	YES!!	1,905	17.6
	Total	10,850	100.0
Missing		199	
Total		11,049	

**Q17 It is important to be honest with your parents even if they become upset or you get punished.**

		Number	Valid %
Valid	NO!!	142	1.3
	no	383	3.5
	yes	3,387	31.0
	YES!!	7,025	64.2
	Total	10,936	100.0
Missing		113	
Total		11,049	

**Q18 I think it is okay to take something without asking if you can get away with it.**

		Number	Valid %
Valid	NO!!	7,274	67.1
	no	2,902	26.8
	yes	540	5.0
	YES!!	127	1.2
	Total	10,842	100.0
Missing		207	
Total		11,049	

**Q19 How many times have you...done something dangerous because someone dared you to do it?**

		Number	Valid %
Valid	Never	6,640	60.9
	I've done it, but not in the past year	2,912	26.7
	Less than once a month	666	6.1
	About once a month	285	2.6
	Two or three times a month	222	2.0
	Once a week or more	187	1.7
	Total	10,913	100.0
Missing		136	
Total		11,049	

**Q20 How many times have you...done crazy things even if they are a little dangerous?**

		Number	Valid %
Valid	Never	4,696	43.2
	I've done it, but not in the past year	3,466	31.9
	Less than once a month	1,160	10.7
	About once a month	625	5.7
	Two or three times a month	460	4.2
	Once a week or more	469	4.3
	Total	10,876	100.0
Missing		173	
Total		11,049	

**Q21 How many times in the past year have you...carried a weapon other than a handgun?**

		Number	Valid %
Valid	Never	9,290	85.3
	1 to 2 times	867	8.0
	3 to 5 times	262	2.4
	6 to 9 times	135	1.2
	10 to 19 times	99	0.9
	20 to 29 times	65	0.6
	30 to 39 times	38	0.3
	40 or more times	136	1.2
	Total	10,891	100.0
Missing		158	
Total		11,049	

**Q22 How important is the following to you in your life? Accepting responsibility for your actions...**

		Number	Valid %
Valid	Extremely important	5,047	46.4
	Quite important	4,262	39.2
	Not sure	1,100	10.1
	Somewhat important	395	3.6
	Not important	82	0.8
	Total	10,886	100.0
Missing		163	
Total		11,049	

**Q23 How important is the following to you in your life? Doing my best even when I have to do a job I don't like.**

		Number	Valid %
Valid	Extremely important	4,766	43.6
	Quite important	4,321	39.5
	Not sure	1,127	10.3
	Somewhat important	591	5.4
	Not important	128	1.2
	Total	10,933	100.0
Missing		116	
Total		11,049	

**Q24 How much do you agree or disagree with the following...I am able to save my money for something I really want.**

		Number	Valid %
Valid	Strongly agree	6,225	56.8
	Agree	3,316	30.3
	Not sure	862	7.9
	Disagree	356	3.2
	Strongly disagree	203	1.9
	Total	10,962	100.0
Missing		87	
Total		11,049	

**Q25 How much do you agree or disagree with the following...When things don't go well for me, I am good at finding a way to make things better.**

		Number	Valid %
Valid	Strongly agree	2,824	25.8
	Agree	5,105	46.7
	Not sure	2,196	20.1
	Disagree	594	5.4
	Strongly disagree	214	2.0
	Total	10,932	100.0
Missing		117	
Total		11,049	

**Q26 How much do you agree or disagree with the following...I feel as if I can solve most problems in my life.**

		Number	Valid %
Valid	Strongly agree	2,695	24.7
	Agree	4,789	43.9
	Not sure	2,544	23.3
	Disagree	651	6.0
	Strongly disagree	237	2.2
	Total	10,916	100.0
Missing		133	
Total		11,049	

**Q27 How much do you do the following when you have a problem...I try to find different solutions to the problem.**

		Number	Valid %
Valid	A lot	4,206	38.7
	Sometimes	5,318	48.9
	A little	1,165	10.7
	Never	179	1.6
	Total	10,867	100.0
Missing		182	
Total		11,049	

**Q28 How many times have you...participated in school or non-school extracurricular activities?**

		Number	Valid %
Valid	Never	1,179	11.0
	I've done it, but not in the past year	1,579	14.8
	Less than once a month	490	4.6
	About once a month	614	5.8
	Two or three times a month	873	8.2
	Once a week or more	5,936	55.6
	Total	10,671	100.0
Missing		378	
Total		11,049	



**Q29 How many times have you...volunteered to do community service?**

		Number	Valid %
Valid	Never	3,530	32.8
	I've done it, but not in the past year	2,466	22.9
	Less than once a month	1,650	15.3
	About once a month	1,402	13.0
	Two or three times a month	984	9.1
	Once a week or more	725	6.7
	Total	10,757	100.0
Missing		293	
Total		11,049	

**Q30 On an average school day, how many hours do you...watch TV?**

		Number	Valid %
Valid	Not at all	1,228	11.3
	Less than 1 hour per day	2,119	19.5
	1 hour per day	1,962	18.0
	2 hours per day	2,467	22.7
	3 hours per day	1,536	14.1
	4 hours per day	605	5.6
	5 or more hours per day	975	9.0
	Total	10,892	100.0
Missing		157	
Total		11,049	

**Q31 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?**

		Number	Valid %
Valid	Not at all	1,409	12.9
	Less than 1 hour per day	3,121	28.7
	1 hour per day	2,203	20.2
	2 hours per day	1,841	16.9
	3 hours per day	1,018	9.3
	4 hours per day	494	4.5
	5 or more hours per day	801	7.4
	Total	10,887	100.0
Missing		162	
Total		11,049	

**Q32 During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?**

		Number	Valid %
Valid	0 days	503	4.8
	1 day	521	4.9
	2 days	907	8.6
	3 days	1,237	11.7
	4 days	1,717	16.3
	5 days	1,721	16.3
	6 days	1,182	11.2
	7 days	2,770	26.2
	Total	10,558	100.0
Missing		491	
Total		11,049	

**Q33 During the past year, how many times have you ...bullied, taunted, ridiculed, or teased someone?**

		Number	Valid %
Valid	Never	5,773	54.1
	It's happened, but not in the past year	2,382	22.3
	A few times in the past year	1,607	15.1
	About once a month	300	2.8
	Two or three times a month	204	1.9
	Once a week or more	240	2.2
	Every day	164	1.5
	Total	10,669	100.0
Missing		380	
Total		11,049	

**Q35 How many times in the past year has anyone done the following to you...bullied, taunted, ridiculed, or teased you?**

		Number	Valid %
Valid	Never	3,259	30.3
	It's happened, but not in the past year	2,431	22.6
	A few times in the past year	2,473	23.0
	About once a month	600	5.6
	Two or three times a month	537	5.0
	Once a week or more	863	8.0
	Every day	583	5.4
	Total	10,745	100.0
Missing		304	
Total		11,049	

**Q34 During the past year, how many times have you...said something bad about someone's race or culture?**

		Number	Valid %
Valid	Never	8,922	83.0
	It's happened, but not in the past year	1,053	9.8
	A few times in the past year	470	4.4
	About once a month	117	1.1
	Two or three times a month	77	0.7
	Once a week or more	73	0.7
	Every day	40	0.4
	Total	10,752	100.0
Missing		297	
Total		11,049	

**Q36 How many times in the past year has anyone done the following to you...said something bad about your race or culture?**

		Number	Valid %
Valid	Never	7,042	65.5
	It's happened, but not in the past year	1,622	15.1
	A few times in the past year	1,140	10.6
	About once a month	293	2.7
	Two or three times a month	236	2.2
	Once a week or more	263	2.4
	Every day	150	1.4
	Total	10,746	100.0
Missing		303	
Total		11,049	

**Q37 How many times in the past year has a parent or adult in your household bullied, taunted, ridiculed, or teased you?**

		Number	Valid %
Valid	Never	8,652	79.6
	It's happened, but not in the past year	723	6.7
	A few times in the past year	602	5.5
	About once a month	196	1.8
	Two or three times a month	178	1.6
	Once a week or more	279	2.6
	Every day	237	2.2
	Total	10,866	100.0
Missing		183	
Total		11,049	

**Q38 How many times in the past year have you been cyberbullied by a student who attends your school?**

		Number	Valid %
Valid	Never	9,467	86.9
	1 to 2 times	877	8.1
	3 to 5 times	278	2.6
	6 to 9 times	105	1.0
	10 to 19 times	67	0.6
	20 to 29 times	33	0.3
	30 to 39 times	13	0.1
	40 or more times	51	0.5
	Total	10,891	100.0
Missing		158	
Total		11,049	

**Q39 How many times in the past year have you cyberbullied a student attending your school?**

		Number	Valid %
Valid	Never	10,146	93.1
	1 to 2 times	549	5.0
	3 to 5 times	101	0.9
	6 to 9 times	34	0.3
	10 to 19 times	22	0.2
	20 to 29 times	15	0.1
	30 to 39 times	11	0.1
	40 or more times	21	0.2
	Total	10,898	100.0
Missing		151	
Total		11,049	

**Q40 How much do you think people risk harming themselves if they...smoke one or more packs of cigarettes per day?**

		Number	Valid %
Valid	No risk	1,282	11.9
	Slight risk	452	4.2
	Moderate risk	1,309	12.2
	Great risk	7,720	71.7
	Total	10,763	100.0
Missing		286	
Total		11,049	

**Q41 How much do you think people risk harming themselves if they...try marijuana once or twice?**

		Number	Valid %
Valid	No risk	1,516	14.5
	Slight risk	1,711	16.3
	Moderate risk	2,981	28.5
	Great risk	4,262	40.7
	Total	10,469	100.0
Missing		580	
Total		11,049	

**Q42 How much do you think people risk harming themselves if they...smoke marijuana regularly?**

		Number	Valid %
Valid	No risk	1,435	13.6
	Slight risk	256	2.4
	Moderate risk	895	8.5
	Great risk	7,963	75.5
	Total	10,549	100.0
Missing		501	
Total		11,049	

**Q43 How much do you think people risk harming themselves if they...take one or two drinks of an alcoholic beverage nearly every day?**

		Number	Valid %
Valid	No risk	1,659	15.5
	Slight risk	1,880	17.6
	Moderate risk	3,229	30.2
	Great risk	3,922	36.7
	Total	10,690	100.0
Missing		359	
Total		11,049	

**Q44 Have you ever smoked cigarettes?**

		Number	Valid %
Valid	Never	10,693	97.9
	Once or twice	178	1.6
	Once in a while but not regularly	27	0.3
	Regularly in the past	15	0.1
	Regularly now	12	0.1
	Total	10,926	100.0
Missing		123	
Total		11,049	

**Q45 How often have you smoked cigarettes during the past 30 days?**

		Number	Valid %
Valid	Not at all	10,824	99.5
	Less than one cigarette per day	41	0.4
	One to five cigarettes per day	6	0.1
	About one pack per day	1	0.0
	More than one pack per day	4	0.0
	Total	10,876	100.0
Missing		173	
Total		11,049	

**Q46 Have you ever, even once in your lifetime, had more than a sip or two of beer, wine, or hard liquor?**

		Number	Valid %
Valid	Yes	2,281	21.1
	No	8,511	78.9
	Total	10,793	100.0
Missing		256	
Total		11,049	

**Q47 During the past 30 days, on how many days did you drink beer, wine, or hard liquor?**

		Number	Valid %
Valid	None	10,559	97.4
	1-2 days	229	2.1
	3-5 days	32	0.3
	6-9 days	8	0.1
	10 or more days	15	0.1
	Total	10,843	100.0
Missing		206	
Total		11,049	

**Q48 Have you ever, even once in your lifetime, smoked marijuana?**

		Number	Valid %
Valid	Yes	82	0.8
	No	10,764	99.2
	Total	10,846	100.0
Missing		203	
Total		11,049	

**Q54 Have you ever, even once in your lifetime, used other illegal drugs?**

		Number	Valid %
Valid	Yes	48	0.4
	No	10,792	99.6
	Total	10,840	100.0
Missing		209	
Total		11,049	

**Q49 During the past 30 days, on how many days did you use marijuana?**

		Number	Valid %
Valid	None	10,791	99.8
	1-2 days	13	0.1
	3-5 days	4	0.0
	6-9 days	1	0.0
	10 or more days	3	0.0
	Total	10,812	100.0
Missing		237	
Total		11,049	

**Q55 During the past 30 days, on how many days did you use other illegal drugs?**

		Number	Valid %
Valid	None	10,783	99.8
	1-2 days	17	0.2
	3-5 days	4	0.0
	6-9 days	1	0.0
	10 or more days	4	0.0
	Total	10,809	100.0
Missing		240	
Total		11,049	

**Q50 Have you ever, even once in your lifetime, sniffed glue, breathed the contents of an aerosol spray can...?**

		Number	Valid %
Valid	Yes	853	8.0
	No	9,797	92.0
	Total	10,650	100.0
Missing		399	
Total		11,049	

**Q56 How easy or hard would it be for you to get...beer, wine, or hard liquor?**

		Number	Valid %
Valid	Very hard	6,940	69.8
	Sort of hard	1,642	16.5
	Sort of easy	865	8.7
	Very easy	492	5.0
	Total	9,938	100.0
Missing		1,111	
Total		11,049	

**Q51 During the past 30 days, on how many days did you sniff glue, breathe the contents of an aerosol spray can...?**

		Number	Valid %
Valid	None	10,291	96.4
	1-2 days	289	2.7
	3-5 days	58	0.5
	6-9 days	10	0.1
	10 or more days	27	0.2
	Total	10,675	100.0
Missing		374	
Total		11,049	

**Q57 How easy or hard would it be for you to get...some cigarettes?**

		Number	Valid %
Valid	Very hard	8,205	83.8
	Sort of hard	790	8.1
	Sort of easy	439	4.5
	Very easy	356	3.6
	Total	9,790	100.0
Missing		1,259	
Total		11,049	

**Q58 During the past 7 days, how many times did you...eat fruit? Do not count fruit juice.**

		Number	Valid %
Valid	I did not eat fruit during the past 7 days	407	3.8
	1 to 3 times during the past 7 days	1,532	14.3
	4 to 6 times during the past 7 days	1,604	14.9
	1 time per day	1,382	12.9
	2 times per day	2,274	21.2
	3 times per day	1,569	14.6
	4 or more times per day	1,963	18.3
	Total	10,730	100.0
Missing		319	
Total		11,049	

**Q60 During the past 7 days, how many times did you...drink a can, bottle, or glass of soda or pop?**

		Number	Valid %
Valid	I did not drink soda or pop during the past 7 days	4,049	37.7
	1 to 3 times during the past 7 days	4,170	38.8
	4 to 6 times during the past 7 days	747	7.0
	1 time per day	768	7.1
	2 times per day	452	4.2
	3 times per day	187	1.7
	4 or more times per day	366	3.4
	Total	10,738	100.0
Missing		311	
Total		11,049	

**Q59 During the past 7 days, how many times did you...eat vegetables?**

		Number	Valid %
Valid	I did not eat vegetables during the past 7 days	641	6.0
	1 to 3 times during the past 7 days	1,754	16.3
	4 to 6 times during the past 7 days	1,544	14.4
	1 time per day	1,950	18.1
	2 times per day	1,996	18.6
	3 times per day	1,212	11.3
	4 or more times per day	1,656	15.4
	Total	10,753	100.0
Missing		297	
Total		11,049	

**Q61 How many times have you changed homes since kindergarten?**

		Number	Valid %
Valid	None	5,152	47.9
	1-2 times	3,119	29.0
	3-4 times	1,602	14.9
	5-6 times	528	4.9
	7 or more times	361	3.4
	Total	10,762	100.0
Missing		288	
Total		11,049	

**Q62 If I had a personal problem, I could ask my mom or dad for help.**

		Number	Valid %
Valid	NO!!	495	4.6
	no	796	7.3
	yes	3,327	30.7
	YES!!	6,233	57.4
	Total	10,851	100.0
Missing		198	
Total		11,049	

**Q63 People in my family often insult or yell at each other.**

		Number	Valid %
Valid	NO!!	4,077	38.0
	no	3,784	35.2
	yes	2,076	19.3
	YES!!	805	7.5
	Total	10,743	100.0
Missing		306	
Total		11,049	

**Q64 We argue about the same things in my family over and over.**

		Number	Valid %
Valid	NO!!	4,350	40.7
	no	3,697	34.6
	yes	1,999	18.7
	YES!!	647	6.0
	Total	10,693	100.0
Missing		356	
Total		11,049	

**Q65 People in my family have serious arguments.**

		Number	Valid %
Valid	NO!!	5,460	51.3
	no	3,145	29.5
	yes	1,402	13.2
	YES!!	640	6.0
	Total	10,648	100.0
Missing		402	
Total		11,049	

**Q66 During the past 30 days, how often did you go hungry because there was not enough food in your home?**

		Number	Valid %
Valid	Never	8,515	78.5
	Rarely	1,476	13.6
	Sometimes	646	6.0
	Most of the time	143	1.3
	Always	66	0.6
	Total	10,845	100.0
Missing		204	
Total		11,049	

**Q67 How often do you perform the following activity...recycle things such as newspapers, cans, and glass?**

		Number	Valid %
Valid	Frequently	6,613	61.4
	Sometimes	3,571	33.2
	Never	583	5.4
	Total	10,767	100.0
Missing		282	
Total		11,049	

**Q68 How often do you perform the following activity... turn off lights and electrical appliances when not in use?**

		Number	Valid %
Valid	Frequently	7,014	65.3
	Sometimes	3,461	32.2
	Never	260	2.4
	Total	10,735	100.0
Missing		314	
Total		11,049	

**Q69 How often do you perform the following activity... try to cut down on the amount of trash and garbage you create?**

		Number	Valid %
Valid	Frequently	3,090	28.8
	Sometimes	5,936	55.2
	Never	1,722	16.0
	Total	10,748	100.0
Missing		301	
Total		11,049	

**Q70 How often do you perform the following activity...conserve water in your home or yard?**

		Number	Valid %
Valid	Frequently	7,570	70.3
	Sometimes	2,698	25.1
	Never	497	4.6
	Total	10,765	100.0
Missing		284	
Total		11,049	

**Q71 I believe that my actions can improve the quality of the environment.**

		Number	Valid %
Valid	Strongly agree	4,811	45.1
	Agree	5,136	48.2
	Disagree	572	5.4
	Strongly disagree	138	1.3
	Total	10,658	100.0
Missing		391	
Total		11,049	

**Q72 During an average week, how many hours do you spend helping friends or neighbors, or helping other people...**

		Number	Valid %
Valid	0 hours	4,118	38.7
	1 hour	3,240	30.5
	2 hours	1,755	16.5
	3-5 hours	1,086	10.2
	6-10 hours	218	2.1
	11 or more hours	217	2.0
	Total	10,634	100.0
Missing		415	
Total		11,049	

**Q73 During the last 12 months, how many times have you been a leader in a group or organization?**

		Number	Valid %
Valid	Never	3,787	35.6
	Once	2,169	20.4
	Twice	1,701	16.0
	3-4 times	1,425	13.4
	5 or more times	1,567	14.7
	Total	10,650	100.0
Missing		399	
Total		11,049	

**Q74 During the last 12 months, how many times have you helped make sure that all people are treated fairly?**

		Number	Valid %
Valid	Never	1,041	9.8
	Once	1,527	14.4
	Twice	1,698	16.0
	3-4 times	2,359	22.3
	5 or more times	3,969	37.5
	Total	10,594	100.0
Missing		455	
Total		11,049	



**Q75 In the past 30 days, how often have you read about issues affecting the public, politics, and/or political campaigns...**

		Number	Valid %
Valid	Frequently	2,041	19.3
	Sometimes	5,674	53.6
	Never	2,866	27.1
	Total	10,581	100.0
Missing		468	
Total		11,049	

**Q76 During the last 12 months, have you used your political voice...**

		Number	Valid %
Valid	Yes	1,643	16.2
	No	8,515	83.8
	Total	10,158	100.0
Missing		891	
Total		11,049	

**Q77 How important is participating in a democratic process to you?**

		Number	Valid %
Valid	Very important	2,739	26.6
	Quite important	2,526	24.5
	Fairly important	2,425	23.5
	Slightly important	1,447	14.0
	Not at all important	1,171	11.4
	Total	10,309	100.0
Missing		740	
Total		11,049	

**Q78 Being good at planning ahead is...**

		Number	Valid %
Valid	Not at all like me	594	5.6
	A little like me	2,297	21.6
	Somewhat like me	2,941	27.7
	Quite like me	3,003	28.3
	Very much like me	1,784	16.8
	Total	10,619	100.0
Missing		430	
Total		11,049	

**Q79 Giving up when things get hard for me is...**

		Number	Valid %
Valid	Not at all like me	4,686	43.7
	A little like me	3,566	33.3
	Somewhat like me	1,440	13.4
	Quite like me	653	6.1
	Very much like me	367	3.4
	Total	10,712	100.0
Missing		337	
Total		11,049	

**Q80 Knowing how to say 'no' when someone wants me to do things I know are wrong or dangerous is...**

		Number	Valid %
Valid	Not at all like me	628	5.9
	A little like me	679	6.4
	Somewhat like me	696	6.5
	Quite like me	1,797	16.8
	Very much like me	6,867	64.4
	Total	10,665	100.0
Missing		384	
Total		11,049	

**Q81 Thinking through the possible good and bad results of different choices before I make decisions is...**

		Number	Valid %
Valid	Not at all like me	525	5.0
	A little like me	1,283	12.3
	Somewhat like me	2,247	21.5
	Quite like me	3,180	30.5
	Very much like me	3,201	30.7
	Total	10,435	100.0
Missing		614	
Total		11,049	

**Q82 I know of someone who has been really hurt by cyberbullying.**

		Number	Valid %
Valid	Strongly agree	1,244	11.9
	Agree	1,880	18.0
	Disagree	2,517	24.1
	Strongly disagree	4,815	46.0
	Total	10,455	100.0
Missing		594	
Total		11,049	

**Q83 I would report cyberbullying incidents, if I could do so without anyone knowing it was me.**

		Number	Valid %
Valid	Strongly agree	4,808	47.0
	Agree	3,450	33.7
	Disagree	1,077	10.5
	Strongly disagree	899	8.8
	Total	10,234	100.0
Missing		815	
Total		11,049	

**Q84 How honest were you in filling out this survey?**

		Number	Valid %
Valid	I was very honest	8,895	83.2
	I was honest pretty much of the time	1,644	15.4
	I was honest some of the time	126	1.2
	I was honest once in a while	32	0.3
	Total	10,697	100.0
Missing		353	
Total		11,049	

