School Year 2010-2011 Fairfax County Youth Survey

FALL 2011

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2010 Fairfax County

Youth Survey

Risk and Protective Factors of 8th, 10th, and 12th 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

This report summarizes the results of the 2010 Fairfax County Youth Survey – *Risk and Protective Factor 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, as well as positive behaviors of the students. 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. 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 30,399 students in eighth, tenth, and twelfth grades. A simultaneous administration of a separate survey instrument to sixth-grade students (*6th Grade Survey)* resulted in 11,049 valid responses. This report, as well as a report of the findings from the 2010 Fairfax County *6th Grade Survey* can be found at www.fairfaxcounty.gov/youthsurvey.

KEY FINDINGS

Substance Use

- Alcohol was the most frequently used substance by Fairfax County students. Almost half of the students in eighth, tenth, and twelfth grades (45.5%) reported having consumed alcohol at least once in their lifetime. Over one-fifth (21.1%) reported drinking alcohol within the past 30 days, and approximately one in ten (10.5%) reported binge drinking (five or more drinks in one sitting) in the past two weeks. Fairfax County students in all grades reported lifetime, past month, and binge drinking rates below the national averages.

- Marijuana was the second most frequently used substance by Fairfax County students. One-fifth of the students (20.2%) reported using marijuana at least once in their lifetime, and one in ten (10.3%) reported using marijuana within the past 30 days. The Fairfax County rates of lifetime and past month marijuana use are also below the national averages for all grades.

- One-fifth of the surveyed students (20.1%) reported smoking cigarettes at least once in their lifetime and 6.8% reported smoking cigarettes within the past 30 days. Fairfax County rates of cigarette smoking are below the national averages for all grades.

- The most frequently used substance by Fairfax County students overall, following alcohol, marijuana, and tobacco, was the misuse of prescription painkillers, with 5.7% of the students reporting using them without a doctor's order in the past 30 days.

- Fairfax County past month prevalence-of-use rates for inhalants were above the national rates for all grades. In eighth grade, inhalants were the second most frequently used substance, with 6.9% of eighth-grade students reporting use in the past month.

(See Lifetime Prevalence of Substance Use on page 17, Past Month Prevalence of Substance Use, on page 18, and Mean Age of First Use, on page 19.)

Sexual Activity

- Over one in five Fairfax County students (22.6%) has had sexual intercourse at least once in their lifetime. Of these students, more than two-thirds (68.2%) reported using a condom during their last intercourse. Approximately one-fourth of Fairfax County students (26.2%) have had oral sex at least once in their lifetime.

Vehicle Safety

- Over one in ten twelfth-grade students (11.3%) reported driving a vehicle after they had been drinking alcohol, and 2.6% of twelfth-grade students did so once a month or more frequently.

Bullying and Aggression

- Almost half of the Fairfax County students (49.4%) reported bullying, taunting, ridiculing or teasing someone in the past year, and 8.3% did so 20 or more times.

- More than half of Fairfax County students (56.2%) reported being bullied, taunted, ridiculed or teased by someone in the past year, and over one in ten (10.6%) were bullied 20 or more times.

- Overall, 8.8% of Fairfax County students reported cyberbullying a student who attends their school in the past year.

- Approximately one in seven Fairfax County students (14.1%) was cyberbullied in the past year, with 12.5% having been cyberbullied by someone who attends their school. One-third of the students (33.1%) reported knowing someone who had been really hurt by cyberbullying.

- More than two-fifths of Fairfax County students (43.0%) reported having said something bad about someone's race or culture in the past year, and almost half (48.7%) reported having had something bad said to them about their race or culture.

- A small percentage of Fairfax County students (3.4%) reported carrying a handgun in the past year for purposes other than hunting and target shooting, while nearly one in seven (13.8%) reported carrying a weapon other than a handgun for purposes other than hunting, camping, scouting, or similar activities.

- Less than three percent of Fairfax County students have ever belonged to a gang (2.8%), with 2.4% indicating they have belonged to a gang that had a name.

Physical Activity and Nutrition

- Almost nine in ten Fairfax County students (87.5%) reported being physically active for 60 or more minutes on at least one day in the past week, and 42.6% reported engaging in at least an hour of physical activity on five or more days in the past week.

- One-quarter of Fairfax County students (25.0%) reported eating fruits and vegetables five or more times per day in the past week.

Mental Health

- Almost one-third of Fairfax County students (32.2%) reported feeling so sad or hopeless almost every day for two weeks or more in a row within the past year that they stopped doing some usual activities.

Extracurricular Activities

- Almost three-fourths of Fairfax County students (72.4%) reported participating in extracurricular activities at least once a month within the past year, with over half (55.8%) doing so once a week or more.

Civic Behaviors

- Over half of Fairfax County students (51.4%) reported volunteering to do community service at least once a month within the past year.

- Almost two-thirds (65.9%) of Fairfax County students reported helping friends or neighbors for at least one hour in an average week.

- Approximately two-thirds of Fairfax County students (64.7%) reported being a leader in a group or organization in the past year.

Risk and Protective Factors

The survey assessed a set of 14 risk factors and 10 protective 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.

- The protective factors with the largest percentages of students above the national standard (with high protection) were:
    - Social competencies that empower youth to respond appropriately to scenarios that require them to make decisions about substance use or problem behaviors (71.1% with high protection);
    - Opportunities to interact with teachers and to participate in school-related activities (67.1% with high protection);
    - A strong personal sense of "right" or "wrong" (such as cheating or being dishonest) (60.9% with high protection).
- The protective factors with the largest percentages of students below the national standard (with low protection) were:
    - Opportunities to engage in sports, scouting, 4-H, or service clubs, as well as having adults present in the neighborhood with whom youth can talk about something important (51.5% with low protection);
    - The closeness young people feel to their parents, and the level of sharing their thoughts and feelings with their parents (49.1% with low protection);
    - The level of encouragement and acknowledgement young people receive from their neighbors, as perceived by the youth (46.1% with low protection);
- The risk factors with the largest percentages of students considered to have high risk were:
    - Positive parental attitudes towards antisocial behavior (stealing, drawing graffiti, or starting a fight), as perceived by the youth (48.4% with high risk);
    - Conflict in the family, as perceived by the youth (43.8% with high risk);
    - Engaging in dangerous risky behaviors (42.1% with high risk);

(See Students_with_Low_Protection on page 151, and Students_with_High_Risk on page 152).

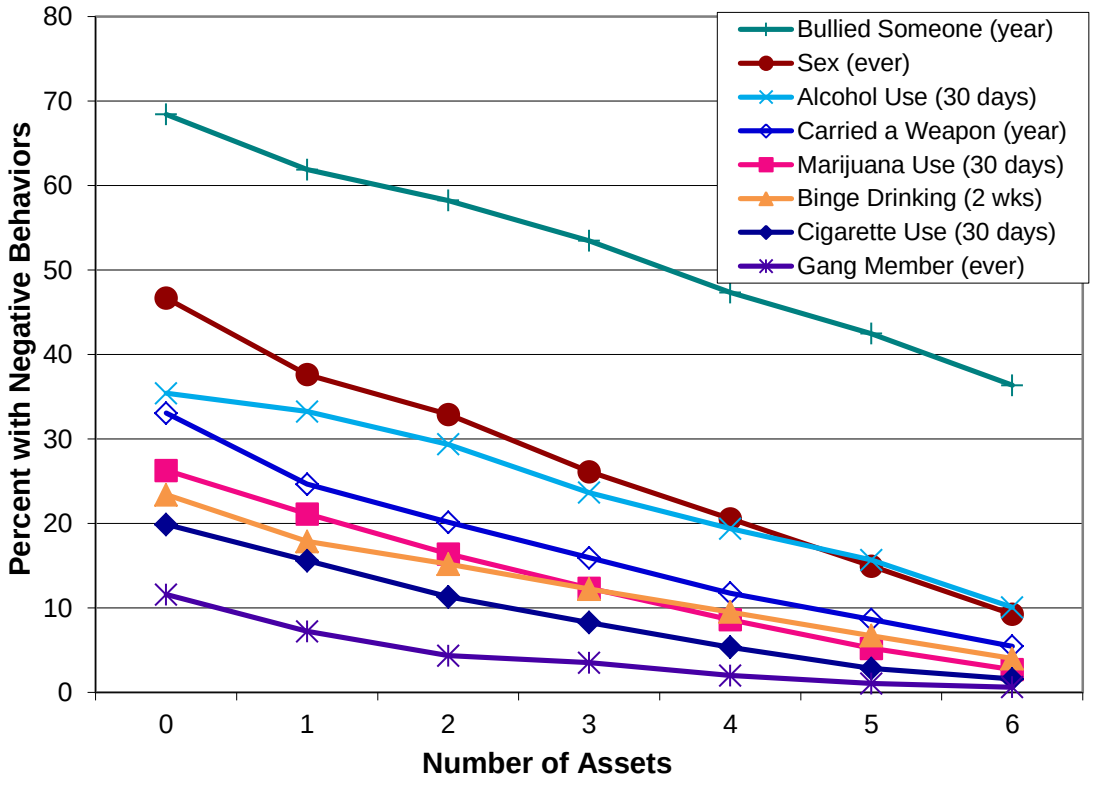
Three to Succeed

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



High Personal Integrity
Perform Community Service
Teachers Recognize Good Work
Have Community Adults to Talk to
Participate in Extracurricular Activities
Parents are Available for Help

INTRODUCTION

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, informs our community of essential factors related to youth health and well-being. This information provides a mechanism with which schools, community groups, and governmental agencies can plan, evaluate, and improve programs designed to prevent health problems and promote healthy behaviors. The results of the survey serve as a barometer of the extent to which our community has successfully fostered healthy choices in our youth.

The Fairfax County Youth Survey includes questions on substance use, aggression and other antisocial behaviors, health and health-risk behaviors, mental health, civic engagement, and environmental stewardship. Data from the Monitoring the Future Survey[1] are included in this report to compare how rates of substance use by Fairfax County youth compare to rates of substance use by students across the country.

The 2010 Fairfax County Youth Survey – *Risk and Protective Factor Survey* included numerous items to measure the levels of risk and protective factors present in the students' environments. These 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 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'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.

[1] 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).

SURVEY INSTRUMENT

The 2010 Fairfax County Youth Survey was conducted in the fall of 2010. The survey instrument, *Risk and Protective Factors of 8th, 10th, and 12th Grade Students*, was comprised of 203 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 *6th 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 *6th Grade Survey* are presented in a separate report, which can be found at 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 162.

SURVEY ADMINISTRATION

All Fairfax County Public Schools eighth-, tenth-, and twelfth-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.

Students attending alternative high schools were invited to participate in the survey. Because of the limited number of students enrolled at these schools, and the desire to analyze the data by grade, gender, race/ethnicity, and pyramid[2], the confidentiality of their responses could not be guaranteed. Therefore, those data are not included in the datasets used for these analyses.

A total of 32,953 eighth-, tenth-, and twelfth-grade students participated in the 2010 Fairfax County Youth Survey, representing 85.6% of all eighth-, tenth-, and twelfth-grade students enrolled in Fairfax County Public Schools (excluding alternative schools).

Table 1. Response Rate

FCPS Enrollment[a]	Number of respondents	Response Rate
38,476	32,953	85.6%

[a] Total Fairfax County Public Schools enrollment in grades 8, 10, and 12 -- November, 2010, excluding students in the alternative schools. Due to the limited number of students enrolled in the alternative schools, and therefore the inability to ensure the confidentiality of their responses to the survey questions, students at the alternative schools are not included in the survey analysis for the report.

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

DATA PROCESSING

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
- the student's reported age and grade were implausible
- the student provided inconsistent responses regarding substance use and other behaviors
- 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 164.

A total of 2,554 questionnaires were rejected due to meeting at least one of the data cleaning criteria, leaving 30,399 usable questionnaires (92.3%). 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[a]	11,631
2003[a]	4,074
2005[b]	13,235
2008	
Risk & Protective Factor Survey [a]	12,468
Healthy Behaviors Survey [a]	3,988
6th Grade Survey	3,958
2009	
Healthy Behaviors Survey [a]	29,223
6th Grade Survey	10,927
2010	
Risk & Protective Factor Survey [a]	30,399
6th Grade Survey	11,049

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

[b] Questionnaires administered to 6th-, 8th-, 10th-, and 12th-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 less than half of the survey respondents identified themselves as non-Hispanic White (45.5%). The largest minority population among survey respondents was non-Hispanic Asian (19.9%), followed by Hispanic students (17.3%). Over one-fifth of the students (21.4%) 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 Survey Respondents and Fairfax County Student Population, 2010

	Survey Respondents[a]		FCPS Enrollment[b]	
	Number	Percent	Number	Percent
Grade				
8th	10,718	35.3*	12,991	33.8*
10th	10,197	33.5	13,189	34.3
12th	9,484	31.2	12,296	32.0
Gender				
Female	15,160	50.1*	18,515	48.1*
Male	15,083	49.9*	19,961	51.9*
Race/Ethnicity[c]				
White	13,688	45.5*	18,355	47.7*
Black	3,070	10.2	4,043	10.5
Hispanic	5,200	17.3	6,890	17.9
Asian	5,999	19.9	7,518	19.5
Other/Multiple	2,128	7.1*	1,670	4.3*

[a]All percentages were calculated from valid cases (missing responses were not included). [b]Total enrollment in grades 8, 10, and 12 in Fairfax County Public Schools in November, 2010, excluding students in the alternative schools. Due to the limited number of students enrolled in the alternative schools, and therefore the inability to ensure the confidentiality of their responses to the survey questions, students at the alternative schools are not included in the survey analysis.
[c]Racial categories do not include Hispanic students 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**
Overall	78.6	8.7	12.7
Grade			
8th	76.8	10.0	13.1
10th	79.2	8.5	12.4
12th	79.8	7.5	12.6
Gender			
Female	78.6	8.9	12.5
Male	78.6	8.5	12.9
Race/Ethnicity[c]			
White	95.6	0.2	4.2
Black	88.1	0.5	11.4
Hispanic	48.4	50.6	1.0
Asian	54.9	0.1	44.9
Other/Multiple	93.3	0.4	6.3

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

[a]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 each grade within a pyramid was compared to the percentage of all enrolled students in each grade within a pyramid. Corrective weights were applied to the data to ensure proportional representation based on enrollment by grade and pyramid. The calculations for weighting are described in Appendix B on page 169. Although statistically significant differences were observed among sub-populations of the respondents (grade, gender, and race/ethnicity) and the FCPS enrollment, data were weighted by grade and pyramid only. Because of the desire to analyze the data at the pyramid level, the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weights by gender or race/ethnicity are applied.

HOW TO INTERPRET RESULTS

This report provides data on *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 grade, 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 regularly.

Binge drinking prevalence is the percentage of respondents who report drinking at least five alcoholic drinks in a row in the two weeks prior to administration of the survey.

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

occasions in the past month and a student who reports using marijuana more than 40 times in the past month are counted equally in the prevalence rate, although their level of use is dramatically different.

RISK BEHAVIORS

SUBSTANCE USE

Substance use was measured by a set of 21 questions on the 2010 Fairfax County *Risk and Protective Factor Survey*. Many of the questions are from the Monitoring the Future (MTF) survey, a nationwide study of substance use by eighth-, tenth-, and twelfth-grade students. Comparing the Fairfax County results with the national data provides a valuable perspective on substance use by Fairfax County youth as measured against students across the nation.

The survey asked students if they have ever used alcohol, marijuana, and cigarettes in their lifetime. Rates of lifetime prevalence-of-use are presented in Table 5. Alcohol was the most frequently used substance by students overall (45.5%), as well as for each grade, gender, and race/ethnicity. Marijuana use was the second most frequently used substance for all students combined, for tenth- and twelfth-grade students, for males, and for White and Black students, and students of other or multiple races/ethnicities. Eighth-grade students, females, and Hispanic and Asian students reported higher lifetime prevalence-of-use rates for cigarettes than marijuana. Lifetime prevalence-of-use rates for all three substances increased with grade level.

Students were asked about past month use of 13 substances. The past month prevalence and binge drinking rates are presented in Table 6. Fairfax County students reported the highest rates of use in the past month for alcohol (21.1%), followed by marijuana (10.3%), and cigarettes (6.8%). Additionally, approximately one in ten students (10.5%) reported binge drinking in the past two weeks. As with lifetime prevalence rates, alcohol was the most frequently used substance in the past month for all grades, both genders, and all racial/ethnic groups. Although past month prevalence-of-use rates increased with grade for most substances, use of inhalants and steroids decreased as students aged.

The early initiation of substance use is linked to a number of negative outcomes, including use of a greater range of drugs, unintentional injuries, and alcohol and/or drug dependence (Dawson, Goldstein, Chou, Ruan & Grant, 2008; Hingson & Zha, 2009; Warner & White, 2003). The 2010 Fairfax County Youth Survey asked students how old they were when they first used cigarettes, alcohol, and marijuana. Responses consisted of one-year responses for ages 11 through 16, and open-ended ranges for extreme responses ("10 or younger" and "17 or older"). Table 7 presents the mean age of first use, calculated by using the one-year responses and the upper and lower endpoints for the extreme responses. Cigarettes had the lowest mean age of first use (13.2 years), followed by first alcohol use (13.3 years), marijuana use (14.2 years), and then regular alcohol use (14.6 years), which was defined as consuming alcohol at least once a month.

Table 5. Percentage of Students Reporting Use of Alcohol, Marijuana, and Cigarettes in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2010

	Alcohol	Marijuana	Cigarettes
Overall	45.5	20.2	20.1
Grade			
8th	26.8	5.3	9.2
10th	46.4	19.3	18.9
12th	64.4	36.7	32.9
Gender			
Female	45.3	17.0	18.5
Male	45.7	23.4	21.7
Race/Ethnicity[a]			
White	47.8	21.6	18.3
Black	43.0	24.1	22.2
Hispanic	55.1	25.5	30.3
Asian	32.8	10.1	14.2
Other/Multiple	48.6	21.2	20.1

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic students 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

	Overall	Grade			Gender		Race/Ethnicity[a]				
Substance	**FCPS**	**8th**	**10th**	**12th**	**Females**	**Males**	**White**	**Black**	**Hispanic**	**Asian**	**Other/ Multiple**
Alcohol	21.1	7.7	19.9	36.5	21.1	21.1	25.3	16.8	23.9	11.6	21.5
Binge Drinking[b]	10.5	2.6	8.9	20.5	9.4	11.6	12.6	8.7	12.5	5.2	10.4
Marijuana	10.3	2.4	10.0	18.9	7.5	13.1	11.5	12.7	11.7	5.0	10.7
Cigarettes	6.8	2.3	5.7	12.8	5.7	8.0	7.3	5.7	9.1	4.3	6.9
Painkillers without a doctor's order	5.7	4.9	5.7	6.5	5.7	5.7	6.3	5.8	5.8	3.6	6.9
Prescription drugs other than painkillers without a doctor's order	4.1	2.1	4.0	6.2	4.1	4.0	4.8	3.4	4.1	2.4	4.4
Inhalants	3.9	6.9	3.0	1.8	4.3	3.6	2.9	4.9	6.6	3.1	5.0
Over-the-counter drugs to get high	1.7	1.2	1.9	2.0	1.6	1.8	1.7	1.8	2.6	0.8	2.0
LSD or other hallucinogens	1.5	0.9	1.3	2.4	1.0	2.1	1.9	1.3	1.4	0.8	2.1
Ecstasy	1.2	0.8	1.1	1.7	0.8	1.6	1.3	1.3	1.1	0.8	1.8
Cocaine or crack	0.8	0.7	0.7	1.1	0.6	1.0	0.8	1.1	1.2	0.4	1.0
Methamphetamine	0.7	0.7	0.6	0.8	0.5	0.9	0.7	0.8	0.9	0.4	0.5
Steroids	0.6	0.8	0.6	0.5	0.4	0.9	0.5	0.7	0.9	0.5	0.8
Heroin	0.4	0.4	0.4	0.5	0.2	0.6	0.5	0.4	0.5	0.3	0.7

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table. [b] Binge drinking was defined as having consumed five or more alcoholic drinks in a row within the past two weeks.

Table 7. Mean Age of First Use of Cigarettes, Alcohol, and Marijuana, by Selected Demographic Characteristics, Fairfax County, 2010

	Cigarette Use	First Alcohol Use	Marijuana Use	Regular Alcohol Use
Overall	13.2	13.3	14.2	14.6
Grade				
8th	11.2	11.2	11.8	11.7
10th	12.7	12.9	13.5	13.7
12th	14.1	14.3	14.8	15.4
Gender				
Female	13.4	13.4	14.4	14.6
Male	13.0	13.2	14.0	14.6
Race/Ethnicity[a]				
White	13.6	13.6	14.4	14.9
Black	12.6	12.9	13.8	14.4
Hispanic	12.9	12.9	13.9	14.2
Asian	13.0	13.2	14.5	14.8
Other/Multiple	13.0	13.0	14.0	14.4

Notes. All percentages were calculated from valid cases (missing responses were not included). Mean age of first use is based on students who reported ever having used the substance.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

ALCOHOL USE

Alcohol, including beer, wine, and hard liquor, is the most commonly used substance by Fairfax County students. In comparison, marijuana use (the second most pervasive substance) is only about half as prevalent as alcohol use.

Lifetime Use

Almost half of the surveyed students (45.5%) reported drinking alcohol (more than a few sips) at least once in their lifetime, compared to 53.6% of students in the nationwide Monitoring the Future survey. Of the students who reported using alcohol in their lifetime, approximately one-third (34.3%, or 15.6% of all surveyed students) did so once or twice, while approximately one-third (33.0%, or 15.0% of all surveyed students) did so ten or more times.

Past Month Use

Over one-fifth of the surveyed students (21.1%) reported drinking alcohol within the past 30 days, compared to 26.8% of students across the nation. Over half of the Fairfax County students who reported drinking alcohol in the past month (58.3%, or 12.3% of all surveyed students) did so on one or two occasions.

Binge Drinking

Binge drinking was defined as having five or more alcoholic drinks in a row in the past two weeks. Approximately one in ten Fairfax County students (10.5%) reported binge drinking. As with other measures of alcohol use, this rate was below the national rate of 14.9%. Slightly less than one-half of the students who reported binge drinking (45.7%, or 4.8% of all surveyed students) did so once in the past two weeks, while approximately one-quarter (25.7%, or 2.7% of all surveyed students) did so three or more times.

Age of Onset for Alcohol Use

The survey asked students how old they were the first time they drank alcohol (more than a sip or two). Of the students who have ever drunk alcohol, the average of their ages the first time they drank it was 13.3 years. Of students who have drunk alcohol regularly (at least once or twice a month), an average age of 14.6 years was reported as the first time they did so. One in seven of the surveyed youth (14.3%) reported first drinking alcohol before they were 13 years old, while 1.7% reported beginning regular use of alcohol before 13 years of age.

Differences in Alcohol Use by Grade

Rates of alcohol use increased with students' grade level for all measures of prevalence (lifetime, past month, and binge drinking). Rates of lifetime prevalence-of-use range from over one-fourth of eighth-grade students (26.8%), to almost two-thirds of twelfth-grade students (64.4%). Rates of past month alcohol use range from 7.7% of eighth-grade students to over one-third (36.5%) of twelfth-grade students. Binge drinking rates range from 2.6% of eighth-grade students to over one-fifth (20.5%) of twelfth-grade students. For all grades, Fairfax County youth reported lower lifetime, past month, and binge drinking prevalence-of-use rates than the national rates. Across the three grades, Fairfax County tenth-grade students reported the largest differences in rates of alcohol use compared with the national data for all measures (lifetime, past month, and binge drinking).

Students reported more occasions of alcohol use in their lifetime and in the past month as grade level increased. The percentages of students who had used alcohol on three or more occasions in the past month increased from 2.3% of eighth-grade students to 17.5% of twelfth-grade students.

The frequency of binge drinking also increased with grade level, with 0.7% of eighth-grade students having done so on three or more occasions in the past two weeks, ranging to 5.6% of twelfth-grade students.

Differences in Alcohol Use by Gender

There was very little difference in prevalence of alcohol use by gender. Males and females reported using alcohol in their lifetime (45.7% and 45.3%, respectively), and in the past month (21.1% each) at nearly equal rates. Male students were slightly more likely to report binge drinking (11.6% vs. 9.4% of females).

Male and female students who have used alcohol had their first drink (more than a sip or two) and initiated regular use (at least once or twice a month) at nearly identical average ages. A higher percentage of male students reported first using alcohol before 13 years of age (15.4% vs. 13.1% of females).

Differences in Alcohol Use by Race/Ethnicity

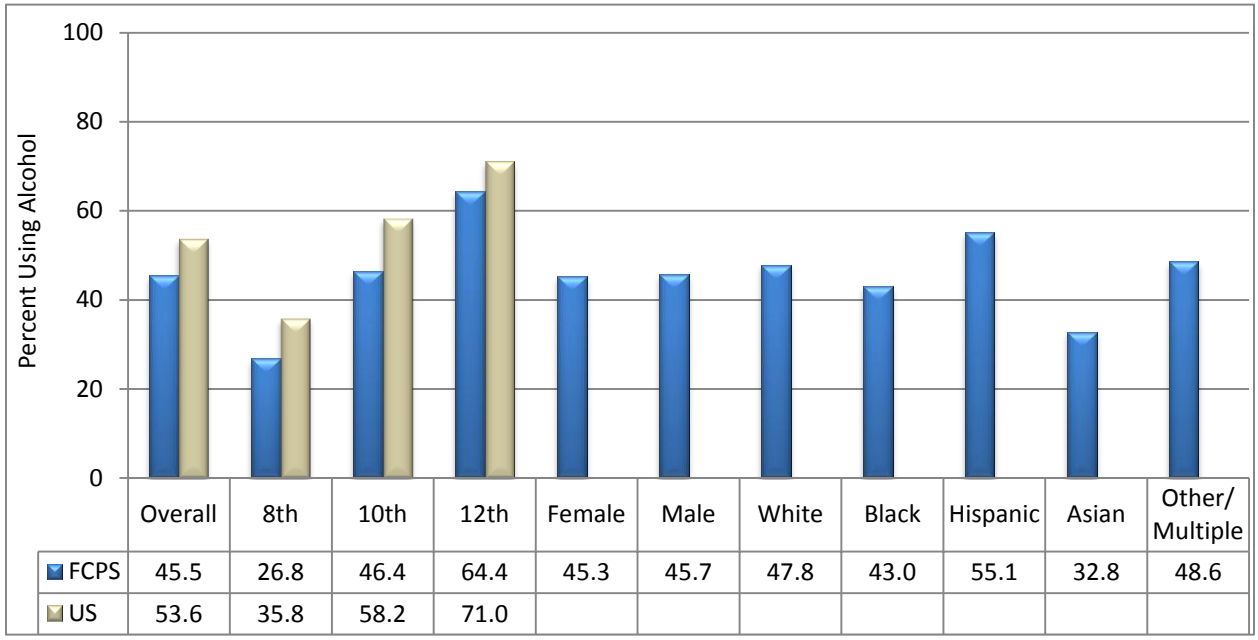
Percentages of students who reported ever having consumed alcohol range from 32.8% of Asian students to 55.1% of Hispanic students. Past month prevalence-of-use rates range from 11.6% of Asian students to 25.3% of White students, and binge drinking rates range from 5.2% of Asian students to nearly identical rates for Hispanic and White students (12.5% and 12.6%, respectively).

Hispanic students reported consuming alcohol over their lifetime with greater frequency than other students, with 35.9% doing so three or more times. Asian students reported the fewest occasions of use in their lifetime, with 18.6% doing so three or more times. There was less variability in the frequency of alcohol use in the past month. Percentages range from 3.8% of Asian students using alcohol three or more times in the past month, to approximately one in ten White and Hispanic students, and students of other or multiple races/ethnicities (10.8%, 9.9%, and 9.4%, respectively).

Frequency of binge drinking varied somewhat by racial/ethnic group, ranging from 1.1% of Asian students binge drinking three or more times in the past two weeks, to 3.6% of Hispanic students.

Of the students who have drunk alcohol, Black and Hispanic students reported the earliest average age the first time they did so, at 12.9 years. White students reported the oldest average age of 13.6 years. Of the students who have drunk alcohol regularly, Hispanic students reported the earliest average age of first doing so, at 14.2 years, and Asian and White students reported the oldest average ages (14.8 and 14.9 years, respectively).

Figure 2. Lifetime Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	45.5	26.8	46.4	64.4	45.3	45.7	47.8	43.0	55.1	32.8	48.6
US	53.6	35.8	58.2	71.0							

Notes. All percentages were calculated from valid cases (missing responses were not included). US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure.

Table 8. Lifetime Frequency of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010

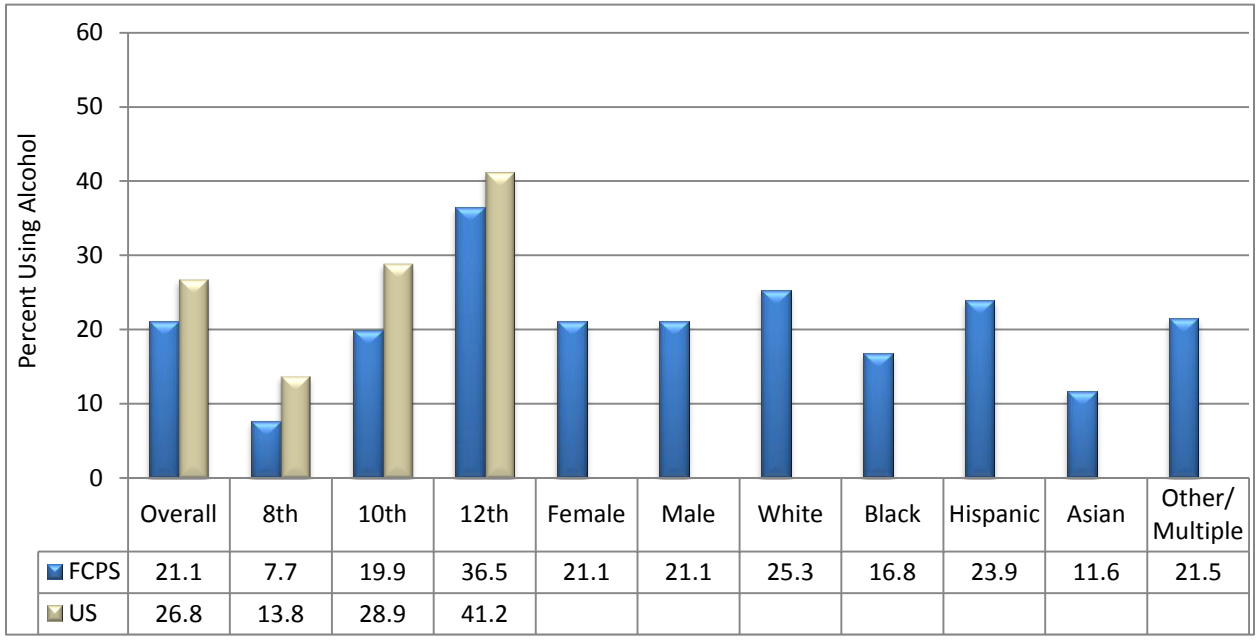
(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	54.5	15.6	9.4	5.6	5.6	3.7	5.7
Grade							
8th	73.2	14.9	5.8	2.4	1.8	0.8	1.1
10th	53.6	17.2	10.6	6.6	5.6	2.9	3.6
12th	35.6	14.4	11.9	8.0	9.7	7.6	12.6
Gender							
Female	54.7	15.8	9.9	6.2	5.3	3.7	4.4
Male	54.3	15.3	8.9	5.1	5.8	3.7	6.9
Race/Ethnicity[a]							
White	52.2	14.2	9.3	6.1	6.6	4.5	7.0
Black	57.0	17.0	9.6	5.3	4.3	3.2	3.7
Hispanic	44.9	19.1	12.6	6.7	6.3	4.2	6.1
Asian	67.2	14.4	7.1	3.5	3.4	1.8	2.8
Other/Multiple	51.4	17.4	8.5	6.3	6.0	3.8	6.7

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 3. Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	21.1	7.7	19.9	36.5	21.1	21.1	25.3	16.8	23.9	11.6	21.5
US	26.8	13.8	28.9	41.2							

Notes. All percentages were calculated from valid cases (missing responses were not included). US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 9. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

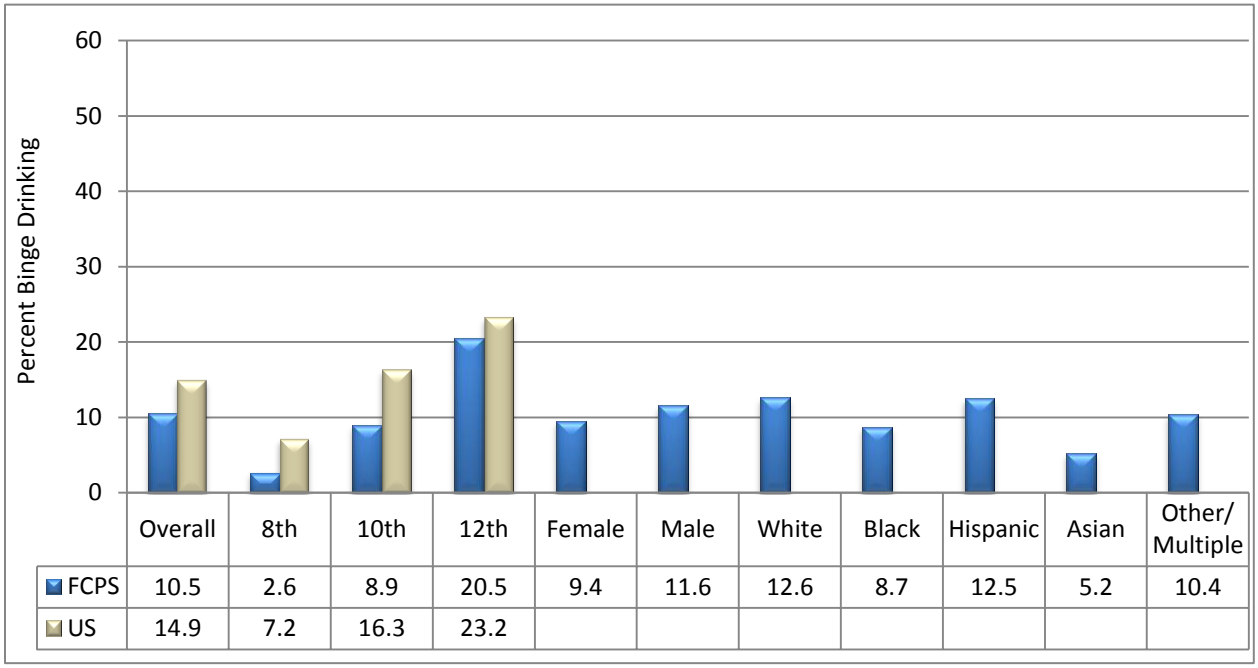
(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	78.9	12.3	4.7	2.2	1.1	0.3	0.5
Grade							
8th	92.3	5.5	1.2	0.6	0.2	0.1	0.2
10th	80.1	12.9	3.9	1.7	0.8	0.3	0.3
12th	63.5	19.0	9.3	4.3	2.3	0.6	1.0
Gender							
Female	78.9	13.5	4.6	1.8	0.8	0.2	0.3
Male	78.9	11.2	4.9	2.5	1.4	0.4	0.7
Race/Ethnicity[a]							
White	74.7	14.5	6.0	2.7	1.4	0.3	0.4
Black	83.2	9.5	4.0	1.7	0.8	0.4	0.5
Hispanic	76.2	13.8	5.2	2.3	1.2	0.5	0.7
Asian	88.4	7.7	2.0	0.9	0.5	0.1	0.3
Other/Multiple	78.4	12.3	4.6	2.6	1.0	0.3	0.9

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 4. Prevalence of Binge Drinking in the Past Two Weeks, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	10.5	2.6	8.9	20.5	9.4	11.6	12.6	8.7	12.5	5.2	10.4
US	14.9	7.2	16.3	23.2							

Notes. All percentages were calculated from valid cases (missing responses were not included). Binge drinking was defined as having consumed five or more alcoholic drinks in a row within the past two weeks. US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 10. Frequency of Binge Drinking in the Past Two Weeks, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	None	Once	Twice	3-5 times	6-9 times	10+ times
Overall	89.5	4.8	3.0	1.7	0.4	0.6
Grade						
8th	97.4	1.4	0.6	0.4	0.1	0.2
10th	91.1	4.4	2.4	1.4	0.3	0.4
12th	79.5	8.8	6.1	3.5	0.9	1.2
Gender						
Female	90.6	4.6	2.5	1.6	0.4	0.3
Male	88.4	4.9	3.5	1.9	0.5	0.8
Race/Ethnicity[a]						
White	87.4	5.8	3.8	2.1	0.5	0.5
Black	91.3	3.6	2.5	1.8	0.3	0.6
Hispanic	87.5	5.5	3.3	2.0	0.6	1.0
Asian	94.8	2.6	1.3	0.6	0.2	0.3
Other/Multiple	89.6	4.9	2.9	1.8	0.2	0.7

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Binge drinking was defined as having consumed five or more alcoholic drinks in a row within the past two weeks.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 11. Age of First Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of Initiation[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	13.3	59.4	14.3	26.3
Grade				
8th	11.2	78.8	18.8	2.4
10th	12.9	60.0	13.1	26.9
12th	14.3	38.2	10.7	51.1
Gender				
Female	13.4	59.7	13.1	27.3
Male	13.2	59.3	15.4	25.3
Race/Ethnicity[b]				
White	13.6	57.7	12.0	30.3
Black	12.9	61.2	17.0	21.8
Hispanic	12.9	48.8	22.0	29.1
Asian	13.2	72.1	10.5	17.3
Other/Multiple	13.0	56.0	17.3	26.7

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

[a]Mean age of initiation is based on students who reported ever having used alcohol. [b]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 12. Age of First Using Alcohol Regularly, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of Initiation[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	14.6	87.0	1.7	11.3
Grade				
8th	11.7	96.9	2.3	0.8
10th	13.7	89.7	1.6	8.7
12th	15.4	73.1	1.1	25.8
Gender				
Female	14.6	87.0	1.6	11.4
Male	14.6	87.1	1.8	11.2
Race/Ethnicity[b]				
White	14.9	85.5	1.2	13.2
Black	14.4	88.0	2.3	9.7
Hispanic	14.2	82.1	3.6	14.3
Asian	14.8	93.8	0.6	5.6
Other/Multiple	14.4	86.2	2.1	11.7

Notes. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding. Regular alcohol use was defined as drinking alcoholic beverages at least once or twice a month.

[a] Mean age of initiation is based on students who reported ever having used alcohol regularly. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

MARIJUANA USE

Marijuana is the second most commonly used substance by Fairfax County students.

Lifetime Use

One-fifth of the surveyed students (20.2%) reported using marijuana at least once in their lifetime, compared to 30.4% of students in the nationwide Monitoring the Future survey. Of the students who reported using marijuana in their lifetime, approximately one-fourth (26.2%, or 5.3% of all surveyed students) did so once or twice, while almost half (49.0%, or 9.9% of all surveyed students) did so ten or more times.

Past Month Use

Approximately one in ten of the surveyed students (10.3%) reported using marijuana within the past 30 days, compared to 14.8% of students across the nation. Approximately two-fifths of the Fairfax County students who reported using marijuana in the past month (39.8%, or 4.1% of all surveyed students) did so on one or two occasions, while approximately one-third of the students who used marijuana in the past month (32.0%, or 3.3% of all surveyed students) did so ten or more times.

Age of Onset for Marijuana Use

Of the students who have ever used marijuana, the average age that they reported doing so the first time was 14.2 years. Less than three percent of the surveyed youth (2.9%) reported first using marijuana before they were 13 years old.

Differences in Marijuana Use by Grade

Rates of marijuana use increased with students' grade level for both lifetime and past month prevalence. Lifetime prevalence-of-use rates range from 5.3% of eighth-grade students, to over one-third of twelfth-grade students (36.7%). Rates of past month marijuana use range from 2.4% of eighth-grade students to 18.9% of twelfth-grade students. For all grades, Fairfax County youth reported lower lifetime and past month prevalence-of-use rates than the national rates. Across the three grades, Fairfax County twelfth-grade students reported the smallest differences in rates of marijuana use compared with the national data for both lifetime and past month prevalence.

Students reported more occasions of marijuana use in their lifetime and in the past month as grade level increased. Percentages of students using marijuana on three or more occasions in their lifetime range from 2.9% of eighth-grade students to 29.0% of twelfth-grade students. Differences in the frequency of marijuana use in the past month range from 1.3% of eighth-grade students using marijuana on three or more occasions, increasing to 11.8% of twelfth-grade students.

Differences in Marijuana Use by Gender

Males reported higher rates of both lifetime and past month marijuana use than female students. Almost one-fourth of male students (23.4%) had used marijuana at least once in their lifetime, compared to 17.0% of female students. Similar differences were seen in past month use, with 13.1% of male students using marijuana in the past month, compared to 7.5% of female students.

Percentages of students who used marijuana on three or more occasions in their lifetime varied by gender, with 11.8% of female students and 18.1% of male students doing so. Approximately one in twelve male students (8.7%) has used marijuana on 40 or more occasions in their lifetime. Similarly, male students used marijuana in the past month more frequently than females, with 3.5% of female students and 8.8% of male students doing so three or more times.

Of the students who have ever used marijuana, the average age of first use was 14.0 years among the male students, compared to an average age of first use of 14.4 years among the female students. A higher percentage of male students reported first using marijuana before 13 years of age (4.0% vs. 1.8% of females.)

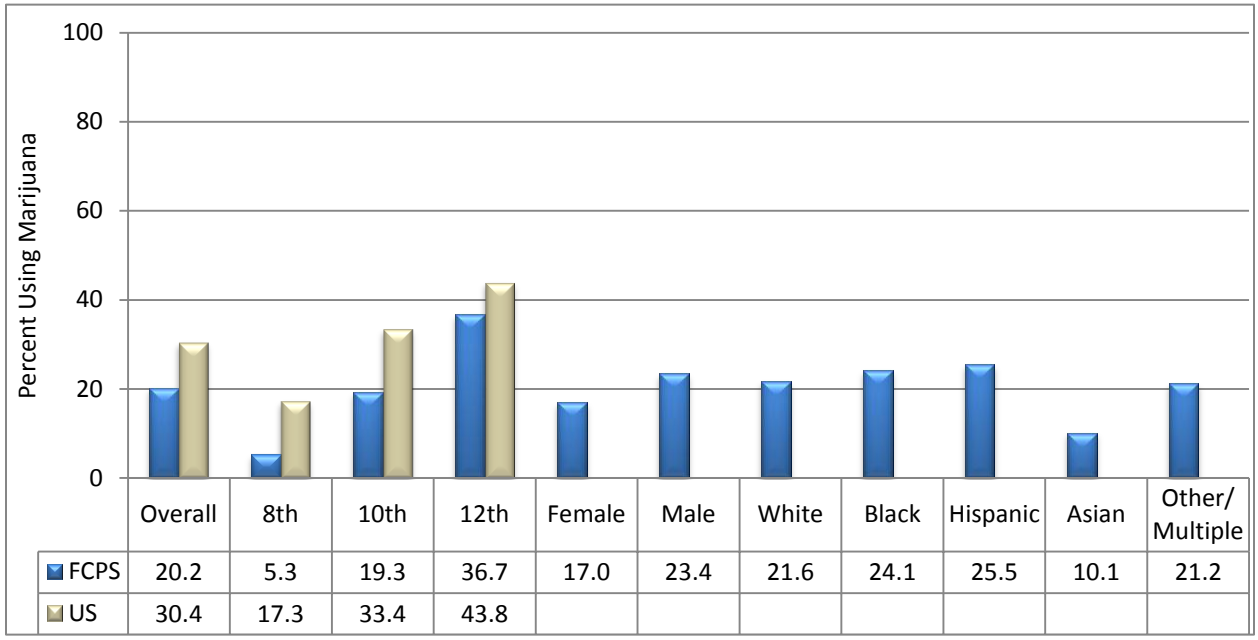
Differences in Marijuana Use by Race/Ethnicity

Percentages of students who reported ever having used marijuana range from 10.1% of Asian students to 25.5% of Hispanic students. Past month prevalence-of-use rates range from 5.0% of Asian students to 12.7% of Black students.

There was some variability in the frequency of marijuana use reported by the students according to race/ethnicity. Lifetime frequency of using marijuana on three or more occasions ranges from 7.1% of Asian students to 17.9% of Hispanic and Black students. Past month frequency of using marijuana on three or more occasions ranges from 2.9% of Asian students to 7.2% of Black students.

Of the students who have ever used marijuana, Black and Hispanic students reported the earliest average ages the first time they did so, at 13.8 and 13.9 years, respectively. White and Asian students reported the oldest average ages (14.4 and 14.5 years, respectively).

Figure 5. Lifetime Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	20.2	5.3	19.3	36.7	17.0	23.4	21.6	24.1	25.5	10.1	21.2
US	30.4	17.3	33.4	43.8							

Notes. All percentages were calculated from valid cases (missing responses were not included). US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure.

Table 13. Lifetime Frequency of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010

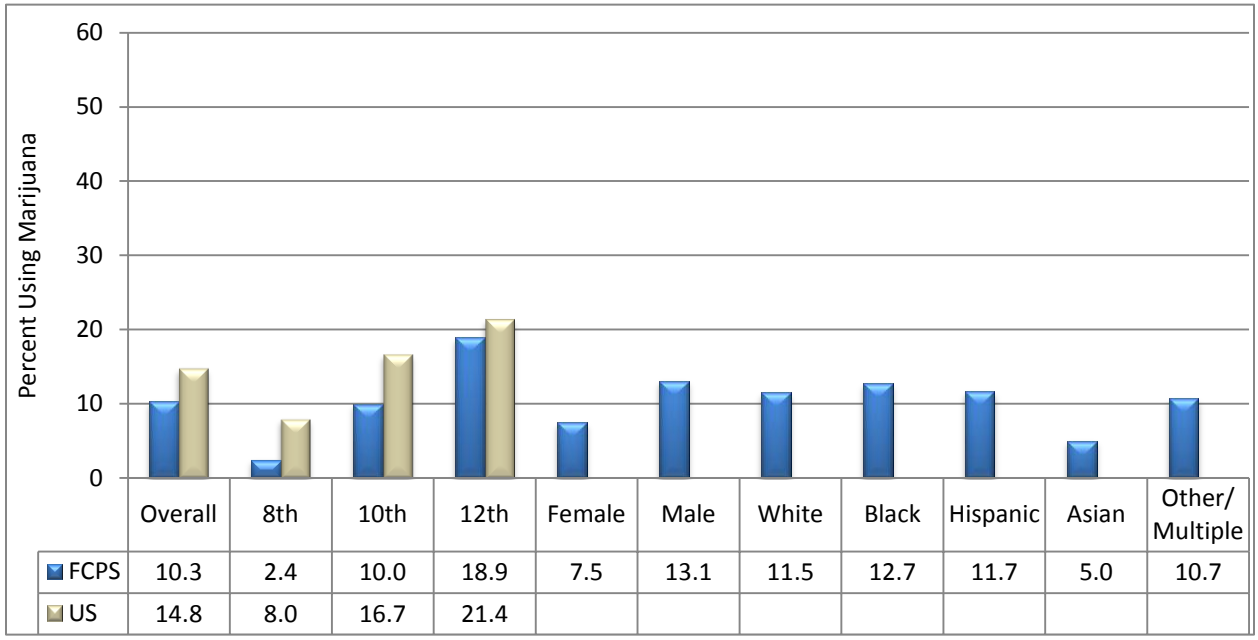
(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	79.8	5.3	3.0	2.0	2.2	1.9	5.8
Grade							
8th	94.7	2.4	0.9	0.5	0.3	0.4	0.8
10th	80.7	5.8	3.2	1.7	2.0	1.8	4.7
12th	63.3	7.7	5.0	3.9	4.4	3.5	12.2
Gender							
Female	83.0	5.2	3.2	2.0	2.2	1.5	2.9
Male	76.6	5.3	2.8	2.0	2.3	2.3	8.7
Race/Ethnicity[a]							
White	78.4	5.1	2.9	2.2	2.6	2.0	6.8
Black	75.9	6.3	3.2	3.0	3.0	2.4	6.3
Hispanic	74.5	7.7	4.5	2.7	2.4	2.5	5.8
Asian	89.9	3.0	1.7	0.8	0.9	0.8	2.9
Other/Multiple	78.8	5.5	3.0	1.5	2.4	2.0	6.8

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 6. Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	10.3	2.4	10.0	18.9	7.5	13.1	11.5	12.7	11.7	5.0	10.7
US	14.8	8.0	16.7	21.4							

Notes. All percentages were calculated from valid cases (missing responses were not included). US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

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

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	89.7	4.1	1.8	1.1	1.1	0.8	1.4
Grade							
8th	97.7	1.1	0.4	0.3	0.3	0.1	0.2
10th	90.0	4.2	1.7	1.2	1.0	0.7	1.1
12th	81.1	7.2	3.3	1.9	2.1	1.6	2.9
Gender							
Female	92.5	4.0	1.5	0.6	0.6	0.4	0.4
Male	86.9	4.3	2.1	1.5	1.7	1.2	2.3
Race/Ethnicity[a]							
White	88.5	4.5	1.9	1.3	1.3	1.0	1.5
Black	87.3	5.4	1.9	1.4	1.4	0.6	1.9
Hispanic	88.3	4.9	2.6	1.1	1.1	0.7	1.3
Asian	95.0	2.2	0.9	0.4	0.4	0.4	0.8
Other/Multiple	89.3	3.8	1.9	1.5	1.4	0.8	1.4

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 15. Age of First Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of Initiation[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	14.2	81.8	2.9	15.3
Grade				
8th	11.8	95.8	3.0	1.1
10th	13.5	83.8	2.8	13.4
12th	14.8	64.8	2.8	32.4
Gender				
Female	14.4	85.0	1.8	13.2
Male	14.0	78.6	4.0	17.4
Race/Ethnicity[b]				
White	14.4	80.4	2.3	17.2
Black	13.8	78.6	5.0	16.5
Hispanic	13.9	76.2	5.1	18.7
Asian	14.5	91.3	1.0	7.6
Other/Multiple	14.0	81.5	3.6	15.0

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

[a] Mean age of initiation is based on students who reported ever having used marijuana. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

TOBACCO USE

Lifetime Use

One-fifth of the surveyed students (20.1%) reported smoking cigarettes at least once in their lifetime, compared to 30.9% of students in the nationwide Monitoring the Future survey. Of the students who reported smoking cigarettes in their lifetime, approximately half (52.7%, or 10.6% of all surveyed students) did so once or twice, and 2.1% of all students reported current regular use.

Past Month Use

Less than seven percent (6.8%) of the surveyed students reported smoking cigarettes within the past 30 days, which is almost half of the national rate (12.8%). Almost three-fifths of the Fairfax County students who reported smoking cigarettes in the past month (58.8%, or 4.0% of all surveyed students) smoked less than one cigarette per day, while approximately one in seven of the students who smoked cigarettes in the past month (14.7%, or 1.0% of all surveyed students) smoked one-half a pack per day or more.

Age of Onset for Tobacco Use

Of the Fairfax County students who have ever smoked a cigarette (even just a puff), the average age of the first time they did so was 13.2 years. Approximately one in fourteen students (7.3%) first smoked a cigarette before they were 13 years old.

Differences in Tobacco Use by Grade

Rates of cigarette smoking increased with students' grade level for both lifetime and past month prevalence. Lifetime prevalence-of-use rates range from 9.2% of eighth-grade students, to almost one-third of twelfth-grade students (32.9%). Rates of past month cigarette use range from 2.3% of eighth-grade students to 12.8% of twelfth-grade students. For all grades, Fairfax County youth reported lower lifetime and past month prevalence-of-use rates than the national rates.

Percentages of students who currently smoke cigarettes regularly increased with grade level, ranging from 0.6% of eighth-grade students to 4.3% of twelfth-grade students. Percentages of students who smoked one-half pack or more of cigarettes per day in the past month also increased with grade level, ranging from 0.4% of eighth-grade students to 1.7% of twelfth-grade students.

Differences in Tobacco Use by Gender

Males reported slightly higher rates of both lifetime and past month cigarette use than female students. Over two-fifths of male students (21.7%) had smoked cigarettes at least once in their lifetime, compared to 18.5% of female students. Similar differences were seen in past month use, with 8.0% of male students smoking cigarettes in the past month compared to 5.7% of female students.

A slightly greater percentage of male students reported currently smoking cigarettes regularly than female students (2.6% and 1.6%, respectively). Male students were almost twice as likely to report smoking one-half pack or more of cigarettes per day in the past month (1.3% vs. 0.7% of females).

Of the students who have ever smoked a cigarette, the average age of first doing so reported by the male students was 13.0 years of age, compared to an average age of first use of 13.4 years for the female students.

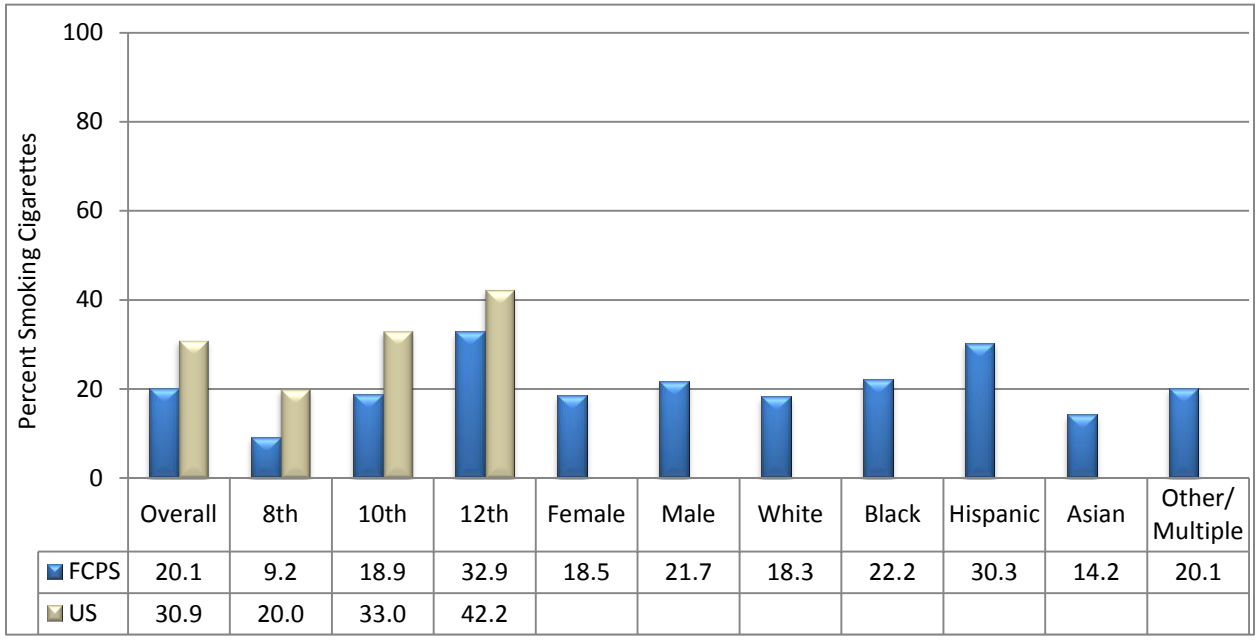
Differences in Tobacco Use by Race/Ethnicity

There was a broad range in rates of lifetime use of cigarettes among the five racial/ethnic groups. Percentages of students who reported ever having smoked cigarettes range from 14.2% of Asian students to 30.3% of Hispanic students. Past month prevalence-of-use rates range from 4.3% of Asian students to 9.1% of Hispanic students.

The percentage of students who currently smoke cigarettes regularly ranged from 1.4% (Black) to 2.4% (White). There was also little variation in frequency of past month use, with less than one percent of Black, Asian, and Hispanic students smoking one-half pack or more of cigarettes per day in the past month, 1.2% of White students, and 1.3% of students of other or multiple races/ethnicities.

Of the students who have ever smoked a cigarette, Black students reported the earliest average age of first doing so, at 12.6 years. White students reported the oldest average age of 13.6 years.

Figure 7. Lifetime Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	20.1	9.2	18.9	32.9	18.5	21.7	18.3	22.2	30.3	14.2	20.1
US	30.9	20.0	33.0	42.2							

Notes. All percentages were calculated from valid cases (missing responses were not included). US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure.

Table 16. Lifetime Frequency of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010

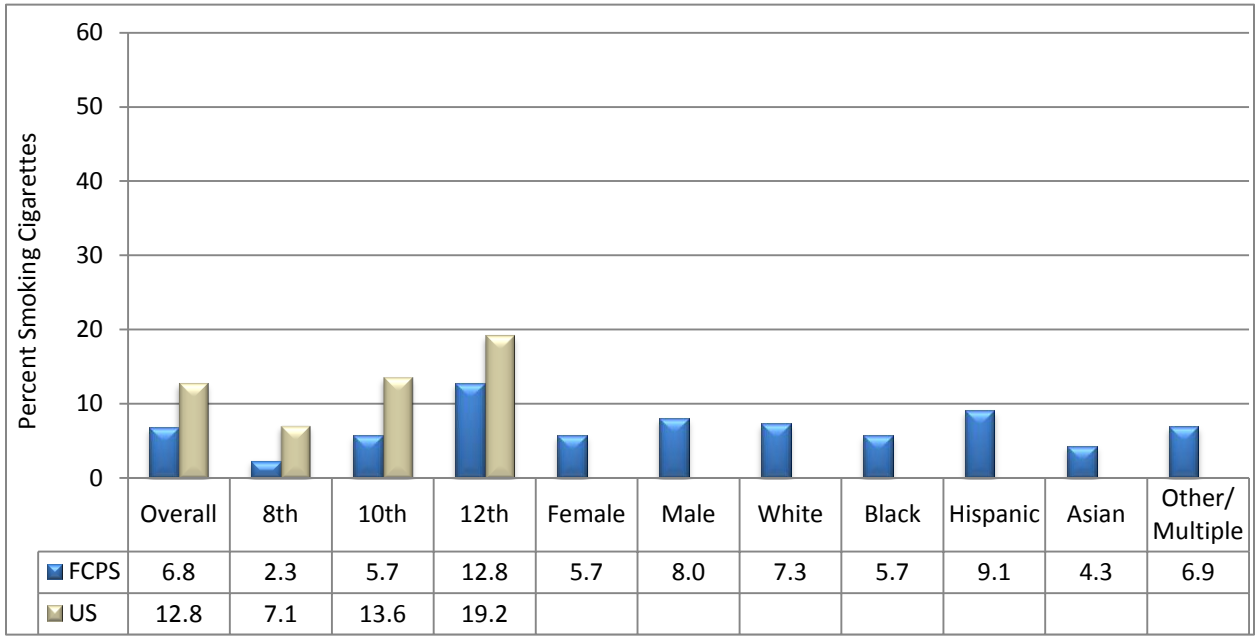
(Values are percentages)

	Never	Once or twice	Once in a while but not regularly	Regularly in the past	Regularly now
Overall	79.9	10.6	5.2	2.1	2.1
Grade					
8th	90.8	6.5	1.5	0.6	0.6
10th	81.1	10.6	4.8	2.1	1.5
12th	67.1	15.1	9.7	3.8	4.3
Gender					
Female	81.5	10.2	4.8	1.9	1.6
Male	78.3	11.0	5.7	2.3	2.6
Race/Ethnicity[a]					
White	81.7	8.7	5.3	1.9	2.4
Black	77.8	14.4	4.8	1.5	1.4
Hispanic	69.7	16.6	7.9	3.6	2.2
Asian	85.8	7.7	3.2	1.7	1.6
Other/Multiple	79.9	10.9	4.8	2.1	2.3

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 8. Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County and U.S., 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
FCPS	6.8	2.3	5.7	12.8	5.7	8.0	7.3	5.7	9.1	4.3	6.9
US	12.8	7.1	13.6	19.2							

Notes. All percentages were calculated from valid cases (missing responses were not included). US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. Racial categories do not include Hispanic students who are treated as a separate category in this figure. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 17. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Not at all	Less than 1 cigarette per day	1-5 cigarettes per day	About ½ pack per day	About 1 pack per day	About 1½ packs per day	2 or more packs per day
Overall	93.2	4.0	1.8	0.5	0.2	0.1	0.2
Grade							
8th	97.7	1.4	0.5	0.1	0.1	0.0	0.2
10th	94.3	3.5	1.4	0.4	0.2	0.0	0.3
12th	87.2	7.4	3.6	1.0	0.4	0.1	0.2
Gender							
Female	94.3	3.5	1.4	0.4	0.2	0.0	0.1
Male	92.0	4.6	2.2	0.6	0.3	0.1	0.3
Race/Ethnicity[a]							
White	92.7	4.2	1.9	0.6	0.3	0.1	0.2
Black	94.3	3.3	1.6	0.3	0.2	0.0	0.3
Hispanic	90.9	5.8	2.4	0.4	0.2	0.1	0.2
Asian	95.7	2.4	1.2	0.4	0.2	0.0	0.2
Other/Multiple	93.1	4.0	1.4	0.7	0.1	0.1	0.4

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 18. Age of First Cigarette Use, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of Initiation[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	13.2	80.8	7.3	11.9
Grade				
8th	11.2	91.4	7.5	1.1
10th	12.7	82.2	7.1	10.7
12th	14.1	68.2	7.3	24.5
Gender				
Female	13.4	82.6	5.7	11.7
Male	13.0	79.1	8.9	12.0
Race/Ethnicity[b]				
White	13.6	82.6	4.9	12.5
Black	12.6	77.8	11.3	10.9
Hispanic	12.9	70.9	12.6	16.4
Asian	13.0	86.9	5.7	7.4
Other/Multiple	13.0	81.3	7.9	10.8

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

[a] Mean age of initiation is based on students who reported ever having smoked cigarettes. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

INHALANTS 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. Inhalant use was measured by the survey question "On how many occasions (if any) have you sniffed glue, breathed (huffed) the contents of an aerosol spray can, or inhaled other gases or sprays in order to get high in the past 30 days?"

Past Month Use

Just less than four percent of the surveyed students (3.9%) reported using inhalants within the past 30 days, which is higher than the national rate of 2.4%. One-third of the Fairfax County students who reported inhalant use in the past month (33.3%, or 1.3% of all surveyed students) used inhalants three or more times in the past month.

Differences in Inhalant Use by Grade

Rates of past month inhalant use decreased with students' grade level, ranging from 6.9% of eighth-grade students to 1.8% of twelfth-grade students. Inhalants are the only substance for which use is substantially higher in eighth grade than in tenth grade (3.9 percentage points higher) or twelfth grade (5.1 percentage points higher). Although this decline in rates by grade level is also seen in the national data, Fairfax County youth reported higher past month prevalence-of-use rates than the national rates for each grade. In eighth grade, inhalants were the second most frequently used substance, second only to alcohol.

Differences in Inhalant Use by Gender

Slightly more female students (4.3%) reported using inhalants in the past 30 days than male students (3.6%). There was very little difference in the frequency of inhalant use between the male and female students, with 1.3% of male students and 1.5% of female students doing so three or more times.

Differences in Inhalant Use by Race/Ethnicity

There was some variation in the rates of past month inhalant use among the five racial/ethnic groups, with Hispanic students reporting the highest rate of use (6.6%) and White students reporting the lowest rate (2.9%). Asian students who used inhalants in the past month (3.1%) were slightly less likely to use them more than two times. Less than thirty percent of the Asian students who used inhalants in the past month (29.0%, or 0.9% of all Asian students) did so three or more times, compared to more than one-third of students of the other race/ethnicity categories who used inhalants in the past month.

Table 19. Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	3.9	2.4
Grade		
8th	6.9	3.6
10th	3.0	2.0
12th	1.8	1.4
Gender		
Female	4.3	
Male	3.6	
Race/Ethnicity[b]		
White	2.9	
Black	4.9	
Hispanic	6.6	
Asian	3.1	
Other/Multiple	5.0	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 20. Frequency of Inhalant Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	96.1	2.6	0.7	0.2	0.1	0.1	0.2
Grade							
8th	93.1	4.5	1.3	0.4	0.2	0.1	0.3
10th	97.0	2.1	0.5	0.1	0.1	0.0	0.1
12th	98.2	1.1	0.4	0.1	0.0	0.0	0.2
Gender							
Female	95.7	2.9	0.8	0.2	0.2	0.1	0.2
Male	96.4	2.3	0.7	0.2	0.1	0.1	0.2
Race/Ethnicity[a]							
White	97.1	1.9	0.5	0.1	0.1	0.1	0.2
Black	95.1	3.1	1.0	0.3	0.2	0.1	0.2
Hispanic	93.4	4.1	1.4	0.5	0.3	0.1	0.3
Asian	96.9	2.2	0.4	0.1	0.1	0.1	0.2
Other/Multiple	95.0	3.2	1.0	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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

USE OF OTHER DRUGS

The 2010 Fairfax County Youth Survey measured students' use of a variety of other drugs. These include misuse of prescription and over-the-counter medications, LSD, Ecstasy, cocaine/crack, methamphetamine, heroin, and steroids. No more than 1.7% of Fairfax County students reported using any of these substances in the past month, with two exceptions: the misuse of prescription painkillers, and the misuse of other prescription medications. The Monitoring the Future survey provides comparative data for LSD/hallucinogens, Ecstasy, cocaine, methamphetamine, heroin, and steroids use.

Past Month Use

The most frequently used substance by Fairfax County students, following alcohol, marijuana, and tobacco, was the misuse of prescription painkillers (such as Oxycontin, Vicodin, Percoset, Codeine, and Opium), with 5.7% of the students reporting using them without a doctor's order in the past 30 days. Other prescription medications (such as Ritalin, Adderal, or Xanax) were used by 4.1% of the students in the past month. Use of the other drugs measured by the survey range from 0.4% of Fairfax County students reporting heroin use in the past month to 1.7% using over-the-counter drugs to get high.

Differences in Other Drug Use by Grade

Prevalence-of-use rates for most of the other drugs increased with grade level. Notable exceptions to this pattern are steroid use, which fell from 0.8% of eighth-grade students to 0.5% of twelfth-grade students, and methamphetamine and heroin use, which showed very little variability among grades. Unlike students in other grades, eighth-grade students reported misusing prescription painkillers more frequently than binge drinking, or using marijuana or cigarettes. Students in eighth, tenth, and twelfth grades used other drugs at similar rates as students across the nation. The largest differences between Fairfax County and the national data were for Ecstasy use by tenth-grade students (0.8 percentage points) and steroid use by twelfth-grade students (0.6 percentage points), where Fairfax County students reported use at lower rates than the national sample, and steroid use by eighth-grade students and LSD use by twelfth-grade students (0.5 percentage points each), where Fairfax County students reported use at higher rates than students nationwide.

Differences in Other Drug Use by Gender

Male and female students misused prescription and over-the-counter medications at nearly equal rates in the past month, but the percentage of male students who reported using LSD, Ecstasy, and steroids (2.1%, 1.6%, and 0.9%, respectively) was approximately double the percentage of female students (1.0%, 0.8%, and 0.4%, respectively). The percentage of male students reporting heroin use was triple the rate of female students (0.6% vs. 0.2%).

Differences in Other Drug Use by Race/Ethnicity

Asian students reported lower rates of other drug use than other racial/ethnic groups for all substances except steroids, where they and White students reported the lowest rates equally (0.5%). The largest variance in use by race/ethnicity was seen in misuse of prescription painkillers, where 6.9% of students of other or multiple races/ethnicities reported misusing the drug in the past month, compared to the lowest percentage, reported by Asian students (3.6%).

Table 21. Past Month Prevalence of Painkiller Use Without a Doctor's Order, by Selected Demographic Characteristics, Fairfax County, 2010

	Percent
Overall	5.7
Grade	
8th	4.9
10th	5.7
12th	6.5
Gender	
Female	5.7
Male	5.7
Race/Ethnicity[a]	
White	6.3
Black	5.8
Hispanic	5.8
Asian	3.6
Other/Multiple	6.9

Notes. All percentages were calculated from valid cases (missing responses were not included). Students were asked if they had taken painkillers (such as Oxycontin, Vicodin, Percoset, Codeine, and Opium) without a doctor's order in the past 30 days.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 22. Frequency of Painkiller Use Without a Doctor's Order in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	94.3	3.6	1.0	0.5	0.3	0.1	0.2
Grade							
8th	95.1	3.1	0.9	0.5	0.2	0.1	0.1
10th	94.3	3.6	1.0	0.6	0.3	0.1	0.2
12th	93.5	4.0	1.2	0.5	0.3	0.2	0.2
Gender							
Female	94.3	3.7	1.0	0.5	0.2	0.1	0.1
Male	94.3	3.4	1.1	0.5	0.4	0.2	0.2
Race/Ethnicity[a]							
White	93.7	3.9	1.1	0.6	0.4	0.2	0.2
Black	94.1	3.8	1.0	0.6	0.1	0.1	0.2
Hispanic	94.2	3.6	1.1	0.5	0.3	0.1	0.3
Asian	96.4	2.3	0.7	0.3	0.1	0.1	0.1
Other/Multiple	93.1	4.0	1.7	0.6	0.3	0.1	0.0

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 if they had taken painkillers (such as Oxycontin, Vicodin, Percoset, Codeine, and Opium) without a doctor's order in the past 30 days.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 23. Past Month Prevalence of Other Prescription Drug Use Without a Doctor's Order, by Selected Demographic Characteristics, Fairfax County, 2010

	Percent
Overall	4.1
Grade	
8th	2.1
10th	4.0
12th	6.2
Gender	
Female	4.1
Male	4.0
Race/Ethnicity[a]	
White	4.8
Black	3.4
Hispanic	4.1
Asian	2.4
Other/Multiple	4.4

Notes. All percentages were calculated from valid cases (missing responses were not included). Students were asked if they had taken a prescription drug other than painkillers (such as Ritalin, Adderal, or Xanax) without a doctor's order in the past 30 days.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 24. Frequency of Other Prescription Drug Use Without a Doctor's Order in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	96.0	2.4	0.8	0.3	0.2	0.2	0.1
Grade							
8th	97.9	1.4	0.4	0.1	0.1	0.1	0.0
10th	96.0	2.2	0.8	0.3	0.3	0.2	0.2
12th	93.8	3.7	1.2	0.5	0.3	0.2	0.2
Gender							
Female	95.9	2.6	0.7	0.3	0.2	0.1	0.1
Male	96.0	2.2	0.9	0.3	0.2	0.2	0.2
Race/Ethnicity[a]							
White	95.1	2.8	1.0	0.3	0.3	0.3	0.1
Black	96.6	1.8	0.9	0.3	0.2	0.1	0.1
Hispanic	95.9	2.7	0.7	0.3	0.2	0.1	0.2
Asian	97.6	1.5	0.4	0.3	0.1	0.0	0.1
Other/Multiple	95.6	2.5	1.1	0.3	0.2	0.1	0.2

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 if they had taken a prescription drug other than painkillers (such as Ritalin, Adderal, or Xanax) without a doctor's order in the past 30 days

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 25. Past Month Prevalence of Non-medical Use of Over-the-Counter Drugs, by Selected Demographic Characteristics, Fairfax County, 2010

	Percent
Overall	1.7
Grade	
8th	1.2
10th	1.9
12th	2.0
Gender	
Female	1.6
Male	1.8
Race/Ethnicity[a]	
White	1.7
Black	1.8
Hispanic	2.6
Asian	0.8
Other/Multiple	2.0

Notes. All percentages were calculated from valid cases (missing responses were not included). Students were asked if they had taken over-the-counter drugs to get high in the past 30 days.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 26. Frequency of Non-medical Use of Over-the-Counter Drugs in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	98.3	1.0	0.3	0.1	0.1	0.0	0.1
Grade							
8th	98.8	0.7	0.2	0.1	0.1	0.0	0.2
10th	98.1	1.1	0.4	0.2	0.2	0.0	0.1
12th	98.0	1.2	0.3	0.2	0.1	0.1	0.1
Gender							
Female	98.3	1.0	0.3	0.1	0.1	0.0	0.1
Male	98.2	1.0	0.3	0.1	0.2	0.0	0.2
Race/Ethnicity[a]							
White	98.3	1.0	0.3	0.1	0.1	0.1	0.1
Black	98.2	1.0	0.3	0.1	0.1	0.1	0.1
Hispanic	97.4	1.5	0.4	0.2	0.2	0.0	0.2
Asian	99.2	0.4	0.2	0.1	0.0	0.0	0.1
Other/Multiple	98.0	1.0	0.3	0.3	0.2	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. Students were asked if they had taken over-the-counter drugs to get high in the past 30 days.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 27. Past Month Prevalence of LSD or Other Hallucinogen Use, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	1.5	1.4
Grade		
8th	0.9	1.0
10th	1.3	1.6
12th	2.4	1.9
Gender		
Female	1.0	
Male	2.1	
Race/Ethnicity[b]		
White	1.9	
Black	1.3	
Hispanic	1.4	
Asian	0.8	
Other/Multiple	2.1	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 28. Frequency of LSD or Other Hallucinogen Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	98.5	1.0	0.2	0.1	0.1	0.0	0.1
Grade							
8th	99.1	0.7	0.1	0.1	0.0	0.0	0.1
10th	98.7	0.9	0.2	0.0	0.1	0.0	0.1
12th	97.6	1.5	0.4	0.2	0.1	0.0	0.1
Gender							
Female	99.0	0.7	0.1	0.1	0.0	0.0	0.1
Male	97.9	1.4	0.3	0.1	0.1	0.1	0.2
Race/Ethnicity[a]							
White	98.1	1.3	0.3	0.1	0.0	0.1	0.1
Black	98.7	0.6	0.2	0.2	0.1	0.0	0.1
Hispanic	98.6	0.9	0.1	0.1	0.0	0.1	0.1
Asian	99.2	0.5	0.1	0.0	0.1	0.0	0.1
Other/Multiple	97.9	1.3	0.3	0.1	0.1	0.0	0.2

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 29. Past Month Prevalence of Ecstasy Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	1.2	1.5
Grade		
8th	0.8	1.1
10th	1.1	1.9
12th	1.7	1.4
Gender		
Female	0.8	
Male	1.6	
Race/Ethnicity[b]		
White	1.3	
Black	1.3	
Hispanic	1.1	
Asian	0.8	
Other/Multiple	1.8	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 30. Frequency of Ecstasy Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	98.8	0.8	0.1	0.1	0.1	0.0	0.1
Grade							
8th	99.2	0.5	0.1	0.1	0.1	0.0	0.1
10th	98.9	0.7	0.1	0.0	0.1	0.0	0.2
12th	98.3	1.2	0.2	0.1	0.1	0.0	0.1
Gender							
Female	99.2	0.6	0.1	0.0	0.0	0.0	0.1
Male	98.4	1.0	0.2	0.1	0.1	0.0	0.2
Race/Ethnicity[a]							
White	98.7	0.8	0.2	0.1	0.1	0.0	0.2
Black	98.7	0.8	0.0	0.1	0.1	0.1	0.2
Hispanic	98.9	0.7	0.2	0.1	0.1	0.0	0.1
Asian	99.2	0.6	0.1	0.1	0.1	0.0	0.0
Other/Multiple	98.3	1.0	0.1	0.2	0.2	0.0	0.2

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 31. Past Month Prevalence of Cocaine or Crack Use, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	0.8	0.9
Grade		
8th	0.7	0.6
10th	0.7	0.9
12th	1.1	1.3
Gender		
Female	0.6	
Male	1.0	
Race/Ethnicity[b]		
White	0.8	
Black	1.1	
Hispanic	1.2	
Asian	0.4	
Other/Multiple	1.0	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 32. Frequency of Cocaine or Crack Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	99.1	0.5	0.1	0.1	0.1	0.0	0.1
Grade							
8th	99.3	0.5	0.1	0.0	0.0	0.0	0.1
10th	99.3	0.4	0.1	0.1	0.0	0.0	0.1
12th	98.9	0.6	0.1	0.1	0.1	0.1	0.1
Gender							
Female	99.3	0.4	0.1	0.0	0.0	0.0	0.1
Male	99.0	0.6	0.1	0.1	0.1	0.1	0.1
Race/Ethnicity[a]							
White	99.2	0.4	0.1	0.1	0.1	0.1	0.1
Black	98.9	0.6	0.1	0.2	0.1	0.0	0.2
Hispanic	98.8	0.7	0.2	0.1	0.0	0.0	0.1
Asian	99.6	0.3	0.0	0.0	0.1	0.0	0.0
Other/Multiple	99.0	0.7	0.2	0.0	0.0	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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 33. Past Month Prevalence of Methamphetamine Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	0.7	0.6
Grade		
8th	0.7	0.7
10th	0.6	0.7
12th	0.8	0.5
Gender		
Female	0.5	
Male	0.9	
Race/Ethnicity[b]		
White	0.7	
Black	0.8	
Hispanic	0.9	
Asian	0.4	
Other/Multiple	0.5	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 34. Frequency of Methamphetamine Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	99.3	0.4	0.1	0.0	0.0	0.1	0.1
Grade							
8th	99.3	0.4	0.1	0.1	0.1	0.0	0.1
10th	99.5	0.3	0.0	0.0	0.0	0.1	0.1
12th	99.2	0.4	0.2	0.1	0.0	0.1	0.1
Gender							
Female	99.5	0.3	0.1	0.0	0.0	0.0	0.1
Male	99.1	0.5	0.1	0.1	0.0	0.1	0.1
Race/Ethnicity[a]							
White	99.3	0.4	0.1	0.1	0.1	0.1	0.1
Black	99.2	0.3	0.2	0.1	0.1	0.1	0.1
Hispanic	99.1	0.6	0.2	0.0	0.0	0.1	0.1
Asian	99.6	0.3	0.0	0.0	0.0	0.0	0.0
Other/Multiple	99.5	0.3	0.1	0.0	0.0	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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 35. Past Month Prevalence of Steroids Use Without a Doctor's Order, by Selected Demographic Characteristics, Fairfax County and U.S., 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	0.6	0.6
Grade		
8th	0.8	0.3
10th	0.6	0.5
12th	0.5	1.1
Gender		
Female	0.4	
Male	0.9	
Race/Ethnicity[b]		
White	0.5	
Black	0.7	
Hispanic	0.9	
Asian	0.5	
Other/Multiple	0.8	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 36. Frequency of Steroids Use Without a Doctor's Order in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	99.4	0.3	0.1	0.0	0.0	0.0	0.1
Grade							
8th	99.2	0.6	0.1	0.0	0.0	0.0	0.1
10th	99.4	0.2	0.0	0.0	0.1	0.0	0.2
12th	99.5	0.2	0.1	0.1	0.0	0.1	0.1
Gender							
Female	99.6	0.3	0.0	0.0	0.0	0.0	0.0
Male	99.1	0.3	0.1	0.1	0.1	0.0	0.3
Race/Ethnicity[a]							
White	99.5	0.2	0.0	0.0	0.1	0.0	0.1
Black	99.3	0.4	0.1	0.0	0.0	0.1	0.1
Hispanic	99.1	0.5	0.1	0.0	0.1	0.0	0.2
Asian	99.5	0.3	0.1	0.0	0.0	0.0	0.1
Other/Multiple	99.1	0.3	0.2	0.1	0.0	0.0	0.2

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 37. Past Month Prevalence of Heroin Use, by Selected Demographic Characteristics, Fairfax County and U.S., 2010

(Values are percentages)

	Fairfax County	U.S.[a]
Overall	0.4	0.4
Grade		
8th	0.4	0.4
10th	0.4	0.4
12th	0.5	0.4
Gender		
Female	0.2	
Male	0.6	
Race/Ethnicity[b]		
White	0.5	
Black	0.4	
Hispanic	0.5	
Asian	0.3	
Other/Multiple	0.7	

Notes. All percentages were calculated from valid cases (missing responses were not included).
[a] US (national) data are from the 2010 Monitoring the Future Survey (Johnston, O'Malley, Bachman & Schulenberg, 2011). The national data are not available by gender or race/ethnicity. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 38. Frequency of Heroin Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20-39 occasions	40+ occasions
Overall	99.6	0.2	0.0	0.0	0.0	0.0	0.1
Grade							
8th	99.6	0.2	0.0	0.0	0.0	0.0	0.1
10th	99.6	0.2	0.1	0.0	0.0	0.0	0.1
12th	99.4	0.3	0.0	0.0	0.0	0.0	0.2
Gender							
Female	99.8	0.1	0.0	0.0	0.0	0.0	0.1
Male	99.4	0.3	0.1	0.0	0.0	0.0	0.2
Race/Ethnicity[a]							
White	99.5	0.2	0.1	0.0	0.0	0.0	0.1
Black	99.6	0.2	0.0	0.0	0.0	0.0	0.1
Hispanic	99.5	0.3	0.0	0.0	0.1	0.0	0.1
Asian	99.7	0.2	0.0	0.0	0.0	0.0	0.1
Other/Multiple	99.3	0.3	0.0	0.0	0.0	0.0	0.2

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

OTHER RISK BEHAVIORS

SEXUAL ACTIVITY

Over one in five Fairfax County students (22.6%) has had sexual intercourse at least once in their lifetime. Of these students, more than two-thirds (68.2%) reported using a condom during their last intercourse. Approximately one-fourth of Fairfax County students (26.2%) have had oral sex at least once in their lifetime.

Differences in Sexual Behaviors by Grade

The percentage of students reporting sexual activity increased with grade level. Lifetime prevalence of sexual intercourse ranges from 9.3% of eighth-grade students to 39.5% of twelfth-grade students. Similarly, lifetime prevalence of oral sex ranges from 10.2% of eighth-grade students to 44.1% of twelfth-grade students. At each grade level, the percentage of students having had oral sex is higher than the percentage having had sexual intercourse.

Eighth-grade students who have had sexual intercourse reported the lowest rate of condom use (66.0%), while sexually-active tenth-grade students reported the highest rate of condom use (69.9%) the last time they had sexual intercourse.

Differences in Sexual Behaviors by Gender

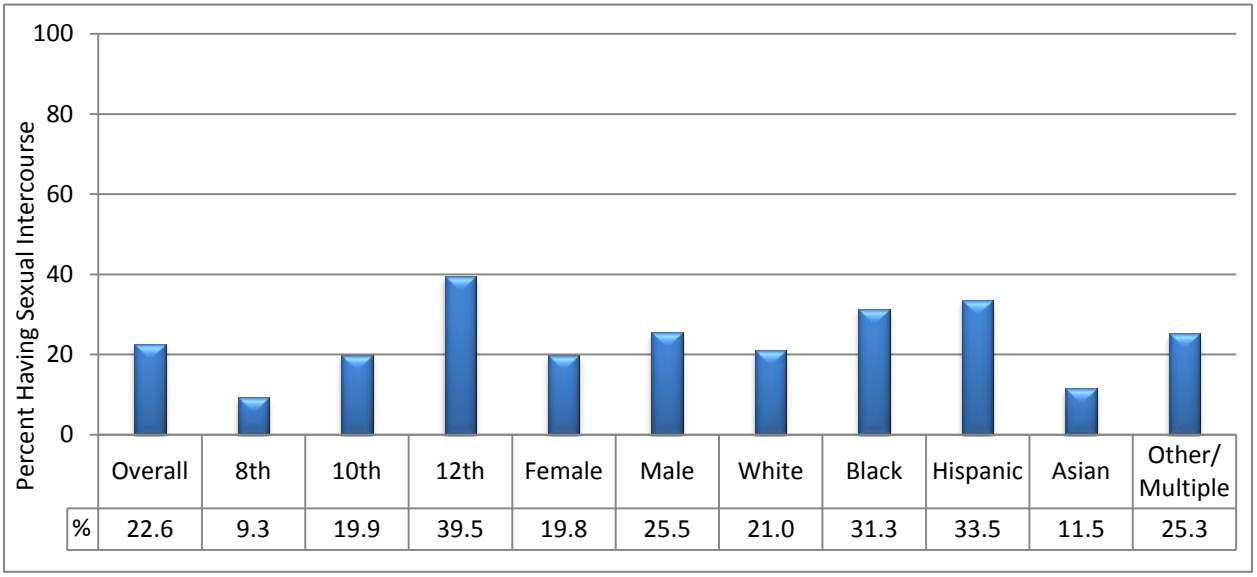
Male students reported greater prevalence of having had sexual intercourse (25.5% vs. 19.8% of females) and oral sex (30.1% vs. 22.3% of females). Male students also reported higher rates of using a condom during the last intercourse (71.7% vs. 63.9% of females).

Differences in Sexual Behaviors by Race/Ethnicity

There were considerable differences in the lifetime prevalence of sexual behaviors among the five racial/ethnic groups. A higher percentage of Hispanic (33.5%) and Black students (31.3%) reported having had sexual intercourse, while Asian students reported the lowest rate (11.5%). Black and Hispanic students (32.5% and 30.5%, respectively) reported the highest lifetime prevalence rates for oral sex, with Asian students reporting the lowest rate (13.7%).

Of those students who reported having had sexual intercourse, Asian students were the least likely to have used a condom during the last intercourse (63.6%). Approximately two-thirds of the sexually-active Hispanic students (66.3%) and students of other or multiple races/ethnicities (67.6%) reported condom use. White and Black sexually-active students (70.2% and 69.8%, respectively) reported the highest rates of using a condom.

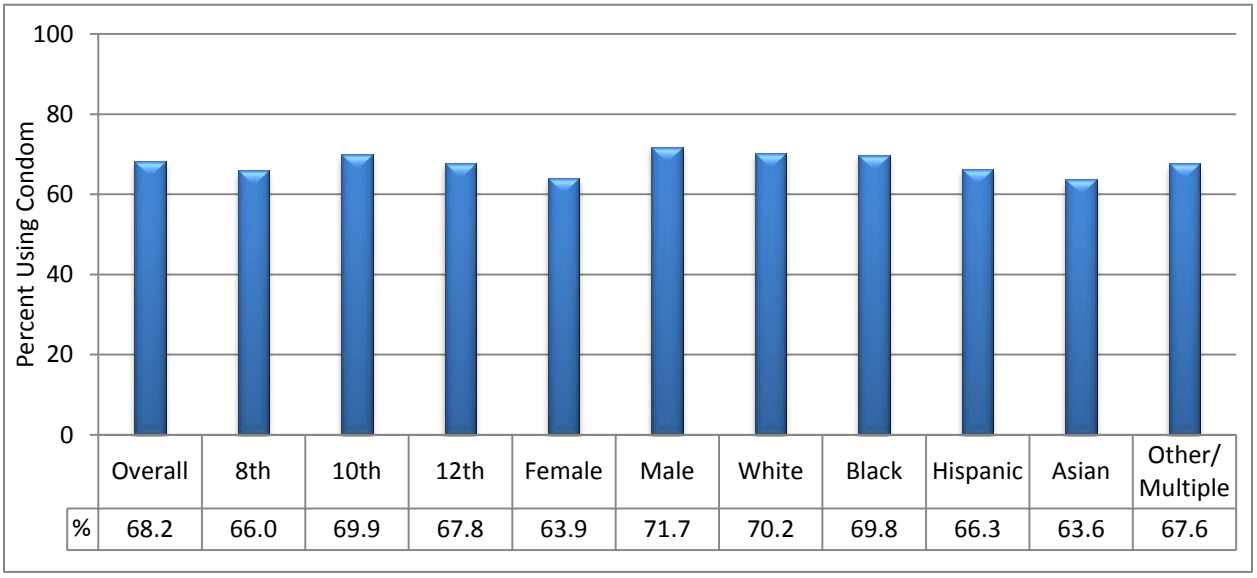
Figure 9. Lifetime Prevalence of Sexual Intercourse, by Selected Demographic Characteristics, Fairfax County, 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
%	22.6	9.3	19.9	39.5	19.8	25.5	21.0	31.3	33.5	11.5	25.3

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

Figure 10. Percentage of Students Who Used a Condom During Last Sexual Intercourse, by Selected Demographic Characteristics, Fairfax County, 2010 (n=6,586)



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
%	68.2	66.0	69.9	67.8	63.9	71.7	70.2	69.8	66.3	63.6	67.6

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

Table 39. Lifetime Prevalence of Oral Sex, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Ever had oral sex
Overall	26.2
Grade	
8th	10.2
10th	25.1
12th	44.1
Gender	
Female	22.3
Male	30.1
Race/Ethnicity[a]	
White	28.2
Black	32.5
Hispanic	30.5
Asian	13.7
Other/Multiple	29.1

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

VEHICLE SAFETY

Over one in ten twelfth-grade students (11.3%) reported driving a vehicle after they had been drinking alcohol. Almost one-quarter of these students (23.0%, or 2.6% of all twelfth-grade students) did so once a month or more frequently.

Differences in Vehicle Safety by Gender

A larger percentage of male twelfth-grade students reported driving a vehicle after they had been drinking alcohol (12.8%) than female twelfth-grade students (9.7%). Male students also reported doing so with greater frequency. Over one-fourth of the male twelfth-grade students who have driven a vehicle after drinking (28.9%, or 3.7% of all male twelfth-grade students) have done so once a month or more frequently. By comparison, approximately one in six female twelfth-grade students who have driven a vehicle after drinking (16.5%, or 1.6% of all female twelfth-grade students) have done so once a month or more often.

Differences in Vehicle Safety by Race/Ethnicity

Lifetime prevalence rates of driving a vehicle after drinking alcohol range from a low of 5.9% among Asian twelfth-grade students and 6.4% of Black twelfth-grade students to a high of 14.5% of White twelfth-grade students. Percentages of students who have driven a vehicle after drinking at least once a month range from 1.2% of Asian students to 3.4% of White students.

Table 40. Prevalence and Frequency of Driving a Vehicle After Drinking Alcohol, 12th Grade Only, by Selected Demographic Characteristics, Fairfax County, 2010 (n = 9,535)

(Values are percentages)

	Prevalence	Frequency					
		Never	More than a year ago	Less than once a month	About once a month	2-3 times a month	Once a week or more
Overall	11.3	88.7	4.4	4.3	1.2	0.9	0.5
Gender							
Female	9.7	90.3	4.4	3.8	0.8	0.6	0.2
Male	12.8	87.2	4.2	4.9	1.6	1.3	0.8
Race/Ethnicity[a]							
White	14.5	85.5	5.3	5.8	1.8	1.0	0.6
Black	6.5	93.5	2.5	2.3	0.6	0.9	0.2
Hispanic	11.3	88.7	5.3	3.4	0.8	1.1	0.7
Asian	5.9	94.1	2.5	2.3	0.5	0.4	0.3
Other/Multiple	11.9	88.1	3.8	5.5	1.2	1.0	0.5

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

DELINQUENT BEHAVIORS AND VICTIMIZATION

AGGRESSIVE BEHAVIORS

The 2010 Fairfax County Youth Survey measured three kinds of aggressive behaviors: bullying, cyberbullying, and 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.

Approximately half of the students (49.4%) indicated that they had bullied someone in the past year. Students were much more likely to report bullying and saying something bad about someone's race or culture (43.0%) than cyberbullying (8.8%). Similarly, students were much more likely to report having been bullied (56.2%) and having something bad said to them about their race or culture (48.7%) than having been cyberbullied (12.5%).

Table 41. Past Year Prevalence of Selected Aggressive Behaviors, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Prevalence of Having Experienced Aggressive Behaviors			Prevalence of Having Committed Aggressive Behaviors		
	Been bullied, taunted, ridiculed, or teased	Had something bad said about your race or culture	Been cyberbullied[a] by a student who attends your school	Bullied, taunted, ridiculed, or teased someone	Said something bad about someone's race or culture	Cyberbullied[a] a student attending your school
Overall	56.2	48.7	12.5	49.4	43.0	8.8
Grade						
8th	61.8	47.7	13.1	54.5	38.1	8.9
10th	55.8	48.8	13.4	48.8	44.0	9.2
12th	50.6	49.7	10.9	44.5	47.3	8.4
Gender						
Female	56.0	45.0	16.0	43.8	35.2	9.2
Male	56.4	52.5	9.0	55.0	51.1	8.4
Race/Ethnicity[b]						
White	58.9	34.9	13.3	49.2	41.9	8.5
Black	49.8	59.8	10.0	51.0	45.5	9.2
Hispanic	51.7	55.8	12.8	49.5	42.2	10.0
Asian	55.6	65.2	10.8	46.9	44.9	7.6
Other/ Multiple	60.8	56.8	15.9	55.3	45.1	11.1

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

[a] Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. [b]Racial categories do not include Hispanic students who are treated as a separate category in this table.

BULLYING

BULLYING BEHAVIORS

Almost half of the Fairfax County students (49.4%) reported bullying, taunting, ridiculing or teasing someone in the past year. Half of the students who have bullied others (50.4%, or 24.9% of all students) did so one or two times. Approximately one-sixth of the students who have bullied others (16.8%, or 8.3% of all students) did so 20 or more times, and 5.4% of all students have bullied others 40 or more times.

Differences in Bullying by Grade

Rates of bullying decreased with grade level. More than half of the eighth-grade students (54.5%) reported bullying others in the past year, while somewhat lower rates of tenth-grade students (48.8%) and twelfth-grade students (44.5%) reported the behavior. While the percentage of students who bullied decreased with grade level, the percentage of students who bullied more frequently increased slightly with grade level. Approximately one in fourteen (7.6%) eighth-grade students bullied others 20 or more times in the past year, increasing to 9.2% of twelfth-grade students.

Differences in Bullying by Gender

A higher percentage of male students (55.0%) reported bullying someone in the past year compared to female students (43.8%). Male students who bullied others did so with greater frequency. While approximately one in eight of the female students who have bullied others (11.9%, or 5.2% of all female students) did so 20 or more times, one in five of the male students who have bullied (20.7%, or 11.4% of all male students) did so 20 or more times. Approximately one in thirteen Fairfax County male students (7.7%) has bullied others 40 or more times in the past year.

Differences in Bullying by Race/Ethnicity

Prevalence rates of bullying someone in the past year range from a low of 46.9% of Asian students to a high of 55.3% of students of other or multiple races/ethnicities. Frequency of bullying also varied among racial/ethnic groups. Approximately one in nine Black students (11.0%) and students of other or multiple races/ethnicities (10.6%) reported bullying someone 20 or more times, while White students reported the lowest rate of doing so (7.4%).

Bullying and Substance Use

Students who used alcohol, tobacco, or other substances in the past month were more likely to bully someone compared to students who did not use substances (63.6% vs. 43.2%).

Table 42. Prevalence and Frequency of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010

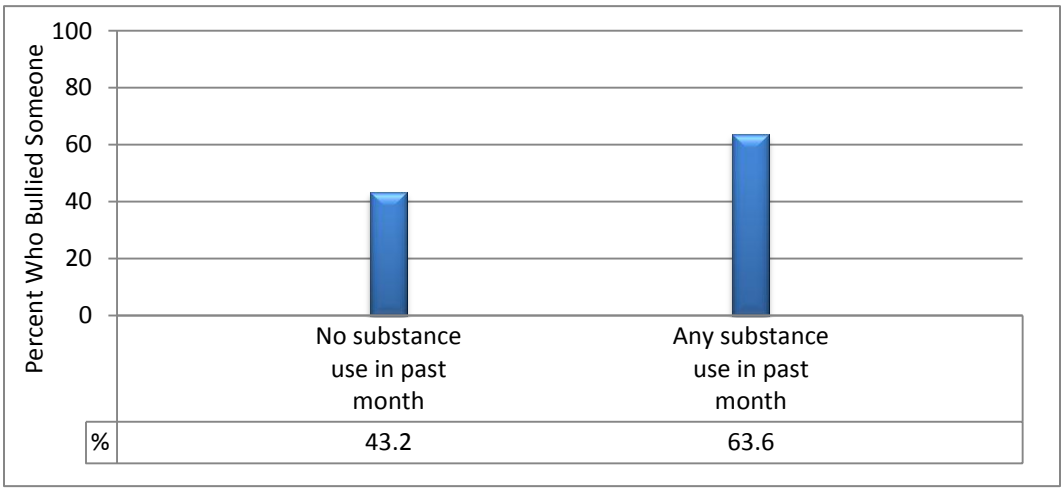
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	49.4	50.6	24.9	8.5	4.2	3.4	2.0	0.9	5.4
Grade									
8th	54.5	45.5	28.9	9.5	4.9	3.5	2.0	1.0	4.6
10th	48.8	51.2	25.0	8.2	3.9	3.5	1.9	0.9	5.4
12th	44.5	55.5	20.6	7.7	3.6	3.3	2.0	0.9	6.3
Gender									
Female	43.8	56.2	24.8	7.5	3.6	2.5	1.4	0.6	3.2
Male	55.0	45.0	25.0	9.4	4.7	4.4	2.5	1.2	7.7
Race/Ethnicity[a]									
White	49.2	50.8	26.1	8.4	4.0	3.4	1.9	0.9	4.6
Black	51.0	49.0	23.0	8.4	4.6	3.9	2.9	1.1	7.0
Hispanic	49.5	50.5	24.3	8.9	4.5	3.4	1.9	1.0	5.5
Asian	46.9	53.1	23.6	8.2	3.7	3.1	1.6	0.8	6.0
Other/ Multiple	55.3	44.7	25.5	8.9	5.6	4.7	2.6	1.2	6.8

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 11. 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

More than half of the Fairfax County students (56.2%) reported being bullied, taunted, ridiculed or teased by someone in the past year. Approximately two-fifths of the students who were bullied (42.9%, or 24.1% of all students) experienced bullying one or two times. Over one in ten Fairfax County students (10.6%) were bullied 20 or more times, and 6.5% of all students were bullied 40 or more times in the past year.

Differences in Having Been Bullied by Grade

Rates of being bullied in the past year decreased with grade level, ranging from 61.8% of eighth-grade students to 50.6% of twelfth-grade students.

Differences in Having Been Bullied by Gender

There was little variance between genders in the prevalence of being bullied (56.4% of males vs. 56.0% of females), but male students were more likely to experience the behavior with more frequency. Approximately one in seven male students (13.5%) was bullied 20 or more times in the past year, compared to one in thirteen (7.7%) female students.

Differences in Having Been Bullied by Race/Ethnicity

Rates of being bullied in the past year range from 49.8% of Black students to 60.8% of students of other or multiple races/ethnicities. Students of other or multiple races/ethnicities were most likely to report being bullied 20 or more times (14.5%). Hispanic students reported the lowest rate of being bullied 20 or more times (8.1%).

Having Been Bullied and Substance Use

Students who used alcohol, tobacco, or other substances in the past month were slightly more likely to have been bullied in the past year compared to students who did not use substances (59.3% vs. 54.9%).

Table 43. Prevalence and Frequency of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010

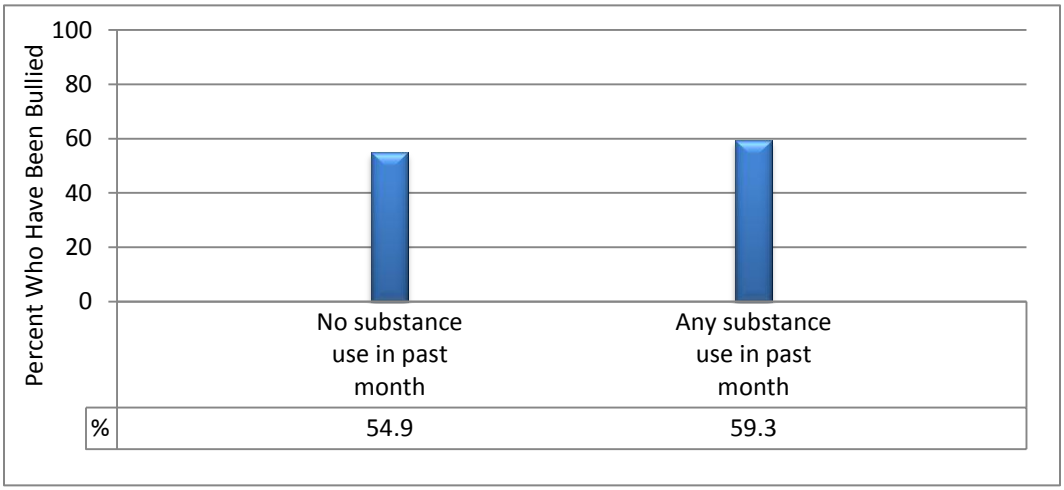
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	56.2	43.8	24.1	10.9	6.1	4.5	2.8	1.3	6.5
Grade									
8th	61.8	38.2	26.6	12.2	7.2	5.0	3.0	1.5	6.4
10th	55.8	44.2	24.3	10.6	6.1	4.2	2.8	1.4	6.4
12th	50.6	49.4	21.3	9.7	5.1	4.2	2.7	1.0	6.6
Gender									
Female	56.0	44.0	26.4	11.8	6.1	4.0	2.4	1.1	4.2
Male	56.4	43.6	21.8	9.9	6.2	4.9	3.3	1.5	8.7
Race/Ethnicity[a]									
White	58.9	41.1	24.6	11.6	6.7	4.9	3.2	1.5	6.5
Black	49.8	50.2	20.4	9.6	5.5	4.2	2.3	1.5	6.3
Hispanic	51.7	48.3	24.2	10.5	5.4	3.5	2.1	1.0	5.0
Asian	55.6	44.4	25.0	10.2	5.9	4.2	2.4	1.2	6.8
Other/ Multiple	60.8	39.2	23.5	10.8	6.4	5.6	3.9	1.3	9.3

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 12. 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, 8.8% of Fairfax County students reported cyberbullying a student who attends their school in the past year. Approximately one-third of those students (36.4%, or 3.2% of all students) reported doing so three or more times.

Approximately one-fourth of the students (24.5%) agreed or strongly agreed with the statement that they have the right to say anything they want online, even if it hurts someone or violates their privacy. Almost three-fourths of the students (70.8%) either agreed or strongly agreed that they would report cyberbullying incidents if it could be done so anonymously.

Differences in Cyberbullying by Grade

Rates of cyberbullying in the past year did not vary greatly by grade level, ranging from 8.4% of twelfth-grade students to 9.2% of tenth-grade students reporting the behavior. Frequency of cyberbullying in the past year increased with grade level. Approximately one-third of the eighth-grade students who cyberbullied others in the past year (33.7%, or 3.0% of all eighth-grade students) did so three or more times, while approximately two-fifths of the twelfth-grade students who have cyberbullied (41.7%, or 3.5% of all twelfth-grade students) did so three or more times.

Students were less likely to agree or strongly agree that they would report cyberbullying as grade level increased. Approximately two-thirds of the twelfth-grade students (68.7%) indicated they would report it, ranging to almost three-fourths (73.2%) of the eighth-grade students.

A difference by grade level was also observed in response to the statement that they have the right to say anything online. One in five eighth-grade students (20.4%) indicated agreement with the statement, increasing to over one in four twelfth-grade students (28.9%).

Differences in Cyberbullying by Gender

A slightly higher percentage of female students (9.2%) reported cyberbullying someone who attends their school in the past year compared to male students (8.4%). However, those males who reported cyberbullying did so with more frequency than the female students. Almost half of the male students who cyberbullied (46.4%, or 3.9% of all male students) did so three or more times, compared to less than one-third of the female students who cyberbullied (32.6%, or 3.0% of all female students).

A higher percentage of female students indicated that they would report cyberbullying anonymously (77.8% vs. 63.7% of males). Male students agreed or strongly agreed with the statement that they have the right to say anything online at almost double the rate as female students (31.7% vs. 17.4%).

Differences in Cyberbullying by Race/Ethnicity

Prevalence rates of cyberbullying someone in the past year range from 7.6% of Asian students to 11.1% of students of other or multiple races/ethnicities. The percentages of students who agreed or strongly agreed that they have the right to say anything online range from 22.1% of White students to 29.4% of Black students. A higher percentage of Asian students (74.2%) indicated they would report cyberbullying anonymously than students among the other race/ethnicity groups.

Table 44. 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
Overall	8.8	91.2	5.5	1.4	0.5	0.4	0.2	0.1	0.6
Grade									
8th	8.9	91.1	5.9	1.5	0.6	0.3	0.2	0.1	0.3
10th	9.2	90.8	5.8	1.5	0.5	0.5	0.2	0.1	0.7
12th	8.4	91.6	4.9	1.3	0.5	0.5	0.2	0.1	0.9
Gender									
Female	9.2	90.8	6.4	1.6	0.5	0.3	0.2	0.1	0.3
Male	8.4	91.6	4.6	1.3	0.5	0.6	0.3	0.2	1.0
Race/Ethnicity[a]									
White	8.5	91.5	5.4	1.4	0.5	0.4	0.2	0.1	0.6
Black	9.2	90.8	5.8	1.4	0.4	0.3	0.2	0.2	0.8
Hispanic	10.0	90.0	6.5	1.8	0.5	0.4	0.3	0.1	0.5
Asian	7.6	92.4	4.8	1.0	0.5	0.5	0.2	0.1	0.6
Other/ Multiple	11.1	88.9	6.3	1.9	0.6	0.9	0.3	0.1	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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 45. Percentage of Students Who Believe They Have the Right to Say Anything Online, by Selected Demographic Characteristics, Fairfax County, 2010

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	7.7	16.8	45.5	30.0
Grade				
8th	6.5	13.9	44.7	35.0
10th	7.1	17.0	46.9	29.0
12th	9.4	19.5	44.9	26.2
Gender				
Female	4.5	12.9	46.2	36.3
Male	10.9	20.8	44.8	23.6
Race/Ethnicity[a]				
White	6.6	15.5	46.4	31.5
Black	11.4	18.0	44.0	26.7
Hispanic	8.4	18.5	46.3	26.9
Asian	7.1	17.1	43.9	32.0
Other/Multiple	9.2	18.6	45.4	26.9

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 if they believe they have the right to say anything they want online, even if what they say hurts someone or violates someone's privacy.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 46. Percentage of Students Who Would Report Cyberbullying Incidents Anonymously, by Selected Demographic Characteristics, Fairfax County, 2010

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	30.1	40.7	19.2	10.0
Grade				
8th	33.2	39.9	17.6	9.2
10th	29.3	41.4	19.6	9.7
12th	27.9	40.8	20.3	11.0
Gender				
Female	34.2	43.6	16.1	6.1
Male	26.0	37.7	22.4	13.9
Race/Ethnicity[a]				
White	30.8	41.4	18.7	9.1
Black	28.5	36.5	21.2	13.8
Hispanic	27.1	39.7	21.4	11.8
Asian	31.6	42.6	17.5	8.3
Other/Multiple	30.8	39.3	19.5	10.4

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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

HAVING BEEN CYBERBULLIED

Approximately one in seven Fairfax County students (14.1%) was cyberbullied in the past year, with 12.5% having been cyberbullied by someone who attends their school. Almost half of the students who were cyberbullied by someone who attends their school (44.8%, or 5.6% of all students) experienced the behavior three or more times. One-third of the students (33.1%) reported knowing someone who had been really hurt by cyberbullying.

Differences in Having Been Cyberbullied by Grade

Rates of having been cyberbullied in the past year varied slightly by grade level, with eighth- and twelfth-grade students reporting nearly equal rates (13.8% and 13.7%, respectively), ranging to 14.8% of tenth-grade students. The percentages of students who were cyberbullied by someone at their school range from 10.9% of twelfth-grade students to 13.4% of tenth-grade students. The frequency of being cyberbullied also varied slightly by grade level, ranging from 5.2% of twelfth-grade students reporting being cyberbullied three or more times in the past year, to 6.1% of tenth-grade students. There was little difference among grades in the percentages of students who reported knowing someone who had been really hurt by cyberbullying.

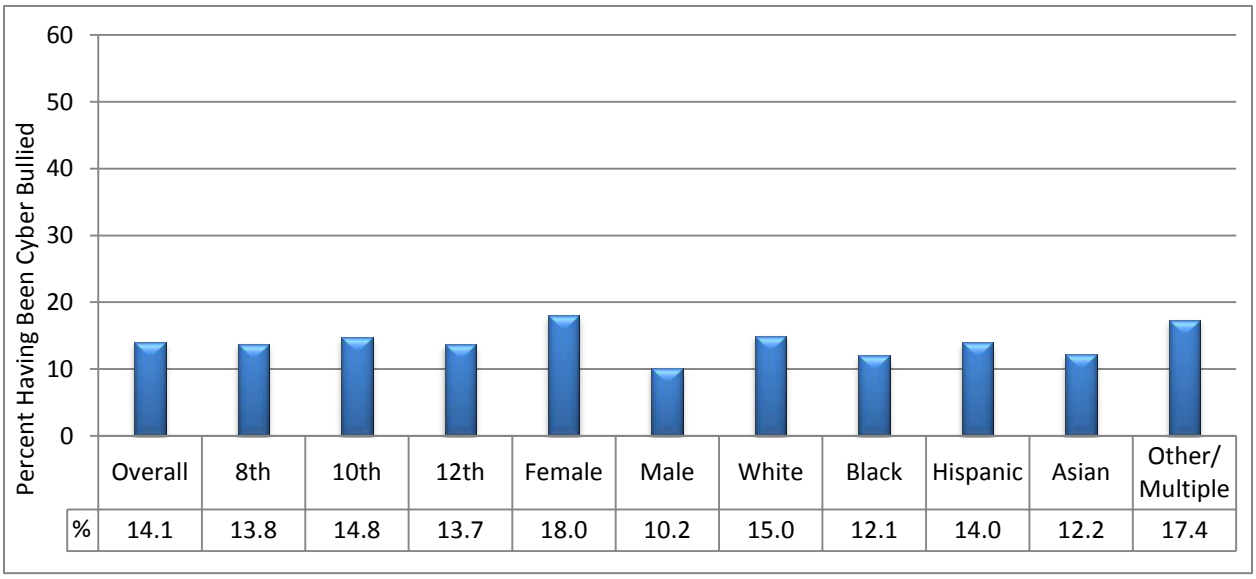
Differences in Having Been Cyberbullied by Gender

A higher percentage of female students (18.0%) than male students (10.2%) reported having been cyberbullied in the past year. Female students were also more likely to have been cyberbullied by someone at their school (16.0% vs. 9.0% of males). Over six percent of female students (6.7%) reported having been cyberbullied by someone at their school three or more times, compared to 4.5% of male students. A higher percentage of female students reported knowing someone who had been really hurt by cyberbullying (38.8% vs. 27.4% of males).

Differences in Having Been Cyberbullied by Race/Ethnicity

Rates of being cyberbullied range from approximately one in eight Black and Asian students (12.1% and 12.2%, respectively) to 17.4% of students of other or multiple races/ethnicities. Similar but slightly lower rates were reported by the students for having been cyberbullied by someone at their school. Percentages of students who reported knowing someone who had been really hurt by cyberbullying range from 32.3% of Asian students to 36.8% of Black students.

Figure 13. Prevalence of Having Been Cyberbullied in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
%	14.1	13.8	14.8	13.7	18.0	10.2	15.0	12.1	14.0	12.2	17.4

Notes. All percentages were calculated from valid cases (missing responses were not included). Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. Racial categories do not include Hispanic students who are treated as a separate category in this figure. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 47. 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
Overall	12.5	87.5	6.9	2.3	1.2	0.8	0.4	0.2	0.7
Grade									
8th	13.1	86.9	7.7	2.4	1.1	0.7	0.4	0.3	0.6
10th	13.4	86.6	7.4	2.5	1.1	0.9	0.5	0.2	0.9
12th	10.9	89.1	5.7	1.9	1.3	0.8	0.3	0.2	0.7
Gender									
Female	16.0	84.0	9.3	3.1	1.6	0.9	0.4	0.2	0.5
Male	9.0	91.0	4.5	1.5	0.8	0.7	0.3	0.3	0.9
Race/Ethnicity[a]									
White	13.3	86.7	7.1	2.5	1.3	1.0	0.4	0.2	0.7
Black	10.0	90.0	5.6	1.9	0.7	0.5	0.3	0.3	0.7
Hispanic	12.8	87.1	7.9	2.0	1.2	0.6	0.4	0.2	0.6
Asian	10.8	89.2	6.3	1.8	0.9	0.6	0.3	0.2	0.7
Other/ Multiple	15.9	84.1	7.2	3.0	1.9	1.3	0.7	0.6	1.2

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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 48. Percentage of Students Who Know Someone Really Hurt by Cyberbullying, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	12.0	21.1	31.1	35.7
Grade				
8th	12.8	21.1	29.8	36.3
10th	12.1	21.8	32.3	33.8
12th	11.2	20.4	31.3	37.1
Gender				
Female	13.9	24.9	30.9	30.4
Male	10.1	17.3	31.5	41.2
Race/Ethnicity[a]				
White	11.6	20.5	31.3	36.7
Black	15.0	21.8	30.1	33.0
Hispanic	12.0	22.1	31.6	34.3
Asian	11.4	20.9	31.8	36.0
Other/Multiple	13.0	22.3	29.2	35.5

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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

OTHER AGGRESSIVE BEHAVIORS

More than two-fifths of Fairfax County students (43.0%) reported having said something bad about someone's race or culture in the past year, and almost half (48.7%) reported having had something bad said to them about their race or culture. Over half of the students who made derogatory remarks (54.6%, or 23.5% of all students) did so three or more times, while over three-fifths of students who experienced derogatory remarks (61.6%, or 30.0% of all students) did so three or more times.

Among Fairfax County students, 8.9% reported attacking someone intending to seriously hurt them. Of those students, the average age reported as the first time they attacked someone was 12.1 years.

Differences in Other Aggressive Behaviors by Grade

Percentages of students who reported saying something bad about someone's race or culture in the past year increased with grade level, ranging from 38.1% of eighth-grade students to 47.3% of twelfth-grade students. An increasing proportion of students who made derogatory remarks did so more frequently as grade level increased. Less than half of the eighth-grade students who made derogatory remarks (45.7%, or 17.4% of all students) did so three or more times, while three-fifths of the twelfth-grade students who made derogatory remarks (60.7%, or 28.7% of all students) did so three or more times.

There were very slight differences in the percentages of students who have had something bad said to them about their race or culture among the three grades. The frequency of having something bad said to them increased slightly with grade level, ranging from 27.5% of all eighth-grade students experiencing derogatory remarks three or more times, to 32.2% of all twelfth-grade students. Similarly, 6.0% of eighth-grade students reported making derogatory comments 20 or more times, compared with 14.2% of twelfth-grade students.

The prevalence of ever attacking someone with the intent to seriously hurt them increased slightly by grade level, ranging from 7.7% of eighth-grade students to 10.2% of twelfth-grade students. Similarly, of the students who reported attacking someone with intent to seriously hurt them, the mean age of first doing so increased by grade, ranging from 11.1 years for eighth-grade students to 12.9 years for twelfth-grade students.

Differences in Other Aggressive Behaviors by Gender

A substantially higher percentage of male students (51.1%) reported saying something bad about someone's race or culture in the past year compared to female students (35.2%), and they reported doing so more frequently. The percentage of male students who reported making derogatory comments three or more times in the past year (32.3%) was more than double the percentage of female students who reported doing so (15.0%). Over one-fifth of Fairfax County male students (20.6%) reported saying something bad about someone's race or culture ten or more times in the past year.

There was smaller variation between genders in the prevalence of having had something bad said to them about their race or culture, with 45.0% of the female students and 52.5% of the male students

experiencing the derogatory remarks. The percentage of male students who had something bad said to them about their race or culture three or more times was higher than the percentage of female students (35.9% vs. 24.3%).

Male students were more than twice as likely as female students to report having attacked someone intending to seriously hurt them (12.4% vs. 5.6%, respectively). There was little difference between genders in the mean age of first attacking someone.

Differences in Other Aggressive Behaviors by Race/Ethnicity

There were slight differences among racial/ethnic groups in the percentages of students who reported saying something bad about someone's race or culture in the past year, ranging from 41.9% of White students to 45.5% of Black students. Of those students who made derogatory remarks, Hispanic students (50.7%, or 21.4% of all Hispanic students) reported the smallest percentage of doing so three or more times in the past year, whereas students of other or multiple races/ethnicities reported the highest percentage (57.0%, or 25.7% of all students of other or multiple races/ethnicities).

Experiencing derogatory racial/cultural remarks differed widely by race/ethnicity, with a difference of over 30 percentage points between White students and Asian students (34.9% vs. 65.2%, respectively). Hispanic students, students of other or multiple races/ethnicities, and Black students reported similar percentages of having experienced the remarks in the past year (55.8%, 56.8%, and 59.8%, respectively). Approximately two-fifths of Black and Asian students reported experiencing derogatory racial/cultural remarks three or more times in the past year (40.2% and 41.7%, respectively). White students were least likely to report receiving such remarks three or more times (20.3%).

Black students reported the highest rate of having attacked someone intending to seriously hurt them (16.4%), which was more than double the lowest percentage reported (6.7% of White students). Approximately eight percent of Asian students (8.1%), and one in ten Hispanic students (10.3%) and students of other or multiple races/ethnicities (11.7%) reported the behavior. There was very little variation in the mean age of first attacking someone.

Table 49. 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)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	43.0	57.0	19.5	6.3	3.7	3.3	2.0	0.8	7.4
Grade									
8th	38.1	62.0	20.5	5.4	3.3	2.7	1.4	0.6	4.0
10th	44.0	56.0	19.3	6.8	3.9	3.3	2.0	0.9	7.7
12th	47.3	52.7	18.7	6.8	3.8	3.9	2.5	1.0	10.7
Gender									
Female	35.2	64.8	20.2	5.7	2.7	2.2	1.2	0.4	2.8
Male	51.1	48.9	18.8	7.0	4.7	4.5	2.7	1.3	12.1
Race/Ethnicity[a]									
White	41.9	58.1	18.4	6.1	3.5	3.3	2.0	0.9	7.6
Black	45.5	54.5	20.3	7.4	4.0	3.4	2.2	0.9	7.2
Hispanic	42.2	57.8	20.8	6.2	3.4	3.1	2.0	0.8	6.0
Asian	44.9	55.1	20.7	6.9	3.8	3.4	1.8	0.7	7.6
Other/ Multiple	45.1	54.9	19.4	5.1	4.9	3.5	2.4	0.7	9.1

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 50. 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)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	48.7	51.3	18.7	8.6	5.4	4.4	2.5	1.4	7.7
Grade									
8th	47.7	52.3	20.4	8.4	5.3	4.2	2.1	1.6	5.9
10th	48.8	51.2	18.1	8.5	5.6	4.4	2.7	1.4	8.2
12th	49.7	50.3	17.6	9.1	5.3	4.7	2.6	1.3	9.2
Gender									
Female	45.0	55.0	20.8	9.0	5.2	3.6	1.6	.9	4.1
Male	52.5	47.5	16.6	8.3	5.6	5.3	3.3	1.9	11.5
Race/Ethnicity[a]									
White	34.9	65.1	14.6	6.0	3.6	3.3	1.5	.8	5.1
Black	59.8	40.2	19.6	11.7	6.9	5.2	3.3	1.8	11.3
Hispanic	55.8	44.2	22.6	10.0	6.2	4.2	2.8	1.9	8.2
Asian	65.2	34.8	23.4	11.5	7.8	6.4	3.4	2.0	10.6
Other/ Multiple	56.8	43.2	20.0	9.3	5.8	5.6	3.6	1.6	10.9

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

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 51. Age of First Attacking Someone with Intent to Harm, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of First Attack[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	12.1	91.1	5.5	3.4
Grade				
8th	11.1	92.3	7.0	0.7
10th	12.0	91.1	5.1	3.9
12th	12.9	89.7	4.5	5.7
Gender				
Female	11.9	94.5	3.6	2.0
Male	12.1	87.6	7.5	4.9
Race/Ethnicity[b]				
White	12.0	93.3	4.2	2.5
Black	12.0	83.6	10.7	5.7
Hispanic	12.2	89.7	6.1	4.2
Asian	12.2	91.9	4.8	3.3
Other/Multiple	12.0	88.2	7.3	4.4

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

[a] Mean age of initiation is based on students who reported ever having attacked someone. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

WEAPONS

The 2010 Fairfax County Youth Survey asked students if they had carried a handgun or other weapon (such as a knife or club) in the past year. Students were instructed not to include instances when a handgun was used for hunting or target shooting, nor to include other weapons carried for hunting, camping, scouting, or similar activities. A small percentage of Fairfax County students (3.4%) reported carrying a handgun in the past year and 13.8% reported carrying a weapon other than a handgun. Of the students who have ever carried a handgun, the mean age of first doing so was 12.4 years.

Differences in Carrying a Weapon by Grade

There was very little variation in the percentages of students by grade who carried a handgun or other weapons. Equal rates for carrying a handgun were reported by tenth- and twelfth-grade students (3.3%), while 3.5% of eighth-grade students reported the behavior. The percentages of students who carried a weapon other than a handgun range from 13.2% of twelfth-grade students to 14.4% of eighth-grade students.

Differences in Carrying a Weapon by Gender

A substantially higher percentage of male students reported carrying a handgun (5.3% vs. 1.4%) and other weapons (21.1% vs. 6.5%) in the past year compared to female students.

Differences in Carrying a Weapon by Race/Ethnicity

Rates of carrying a handgun in the past year range from 2.3% of the Asian students to 5.2% of the Hispanic students. Rates of carrying other weapons varied by almost ten percentage points among the racial/ethnic groups, with Asian students reporting the lowest rate (9.1%) and students of other or multiple races reporting the highest rate (19.0%).

Of the students who have ever carried a handgun, the mean ages of first doing so range from 12.0 years for students of other or multiple races/ethnicities, to 12.5 years for White and Black students.

Carrying a Weapon and Substance Use

Students who used alcohol, tobacco, or other substances in the past month were much more likely to carry a handgun (7.8% vs. 1.4%) and to carry other weapons (26.1% vs. 8.3%) compared to students who did not use substances.

Table 52. Prevalence and Frequency of Carrying a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010

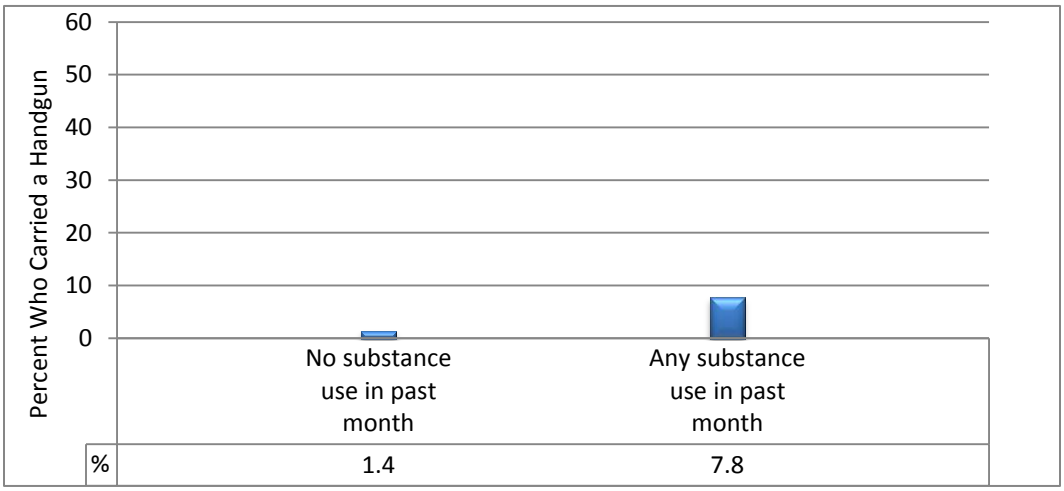
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	3.4	96.6	1.8	0.4	0.2	0.2	0.1	0.1	0.4
Grade									
8th	3.5	96.6	2.0	0.4	0.2	0.2	0.1	0.0	0.4
10th	3.3	96.7	1.8	0.5	0.3	0.2	0.1	0.1	0.3
12th	3.3	96.7	1.5	0.4	0.2	0.3	0.2	0.1	0.7
Gender									
Female	1.4	98.6	0.8	0.2	0.1	0.1	0.0	0.0	0.1
Male	5.3	94.7	2.7	0.7	0.4	0.4	0.2	0.1	0.8
Race/Ethnicity[a]									
White	2.6	97.4	1.3	0.4	0.2	0.1	0.1	0.1	0.4
Black	4.5	95.5	2.2	0.5	0.3	0.5	0.2	0.1	0.8
Hispanic	5.2	94.7	3.0	0.6	0.4	0.4	0.2	0.1	0.6
Asian	2.3	97.7	1.3	0.3	0.2	0.3	0.0	0.0	0.3
Other/ Multiple	4.6	95.4	2.2	0.9	0.3	0.3	0.2	0.1	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. Students were instructed to not include carrying a handgun for hunting or target shooting.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 14. Percentage of Students Who Carried 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 handgun for hunting or target shooting. Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 53. Prevalence and Frequency of Carrying a Weapon Other than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010

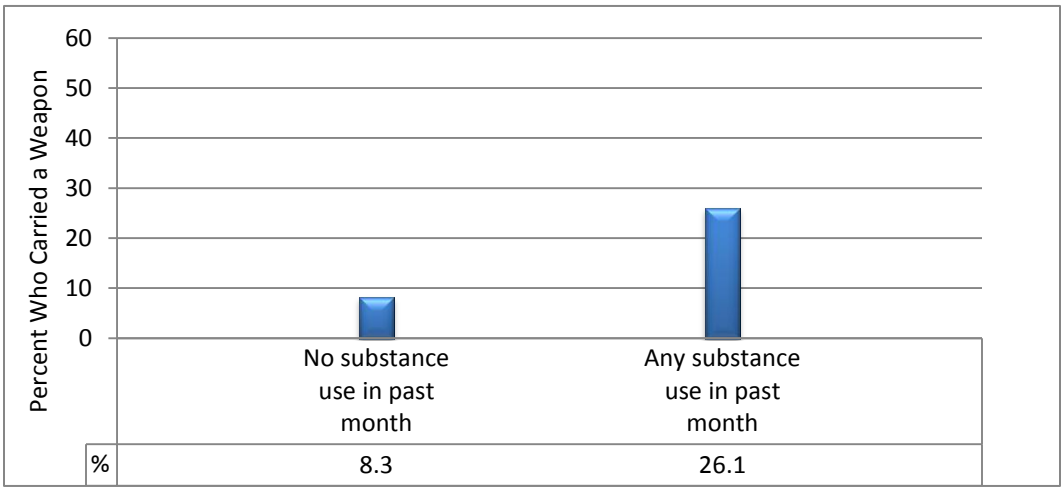
(Values are percentages)

	Prevalence	Frequency							
		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	13.8	86.2	6.0	2.1	1.2	1.2	0.7	0.2	2.4
Grade									
8th	14.4	85.6	7.2	2.2	1.2	1.2	0.6	0.2	1.7
10th	13.7	86.3	6.1	2.1	1.0	1.1	0.8	0.2	2.3
12th	13.2	86.8	4.5	2.0	1.3	1.3	0.6	0.2	3.3
Gender									
Female	6.5	93.5	3.6	1.0	0.4	0.4	0.3	0.0	0.7
Male	21.1	78.9	8.3	3.2	1.9	1.9	1.1	0.5	4.1
Race/Ethnicity[a]									
White	14.1	85.9	5.8	2.2	1.1	1.2	0.7	0.3	2.7
Black	13.3	86.7	5.5	2.6	1.0	1.2	0.6	0.3	2.1
Hispanic	16.3	83.7	7.7	2.3	1.6	1.4	0.9	0.3	2.3
Asian	9.1	90.9	4.5	1.2	0.7	0.6	0.4	0.1	1.6
Other/ Multiple	19.0	81.0	7.4	2.7	2.0	2.0	1.1	0.2	3.7

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.

[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 15. 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. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 54. Age of First Carrying a Handgun, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of Initiation[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	12.4	96.6	1.9	1.5
Grade				
8th	11.3	96.8	2.8	0.4
10th	12.4	96.7	1.5	1.7
12th	13.3	96.3	1.4	2.3
Gender				
Female	12.3	98.7	0.8	0.6
Male	12.4	94.6	3.0	2.4
Race/Ethnicity[b]				
White	12.5	97.0	1.6	1.4
Black	12.5	95.6	2.2	2.2
Hispanic	12.2	95.5	2.6	1.9
Asian	12.4	97.9	1.2	0.9
Other/Multiple	12.0	95.1	3.4	1.5

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

[a] Mean age of initiation is based on students who reported ever having carried a handgun. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

GANG MEMBERSHIP

A small percentage of Fairfax County students reported ever belonging to a gang (2.8%), with 2.4% indicating they have belonged to a gang that had a name. Among students who have belonged to a gang, the mean age of first belonging was 12.0 years.

Differences in Gang Membership by Grade

There was very little variation in the percentages of students by grade who ever belonged to a gang, with 2.6% of tenth-grade students reporting the behavior, and both eighth- and twelfth-grade students reporting a rate of 2.9%. Membership in a gang with a name increased by 0.2 percentage points with each successive grade.

Differences in Gang Membership by Gender

Male students were almost three times as likely to report ever having belonged to a gang (4.2% vs. 1.5%) and ever having belonged to a gang with a name (3.6% vs. 1.3%) than female students.

Differences in Gang Membership by Race/Ethnicity

Black and Hispanic students reported greater prevalence of ever having belonged to a gang (5.3% and 5.0%, respectively) and belonging to a gang with a name (4.8% and 4.4%, respectively), while White and Asian students reported the lowest percentages of gang membership (1.6% and 2.1%, respectively) and belonging to a gang with a name (1.4% and 1.6%, respectively).

White and Hispanic students who ever belonged to a gang first did so at a mean age of 11.9 years, while students of other races/ethnicities who ever belonged to a gang did so at slightly older mean ages: 12.0 years (Asian students and students of other or multiple races/ethnicities) and 12.2 years (Black students).

Gang Membership and Substance Use

Students who used alcohol, tobacco, or other substances in the past month were much more likely to have ever belonged to a gang compared to students who did not use substances (6.8% vs. 1.0%, respectively).

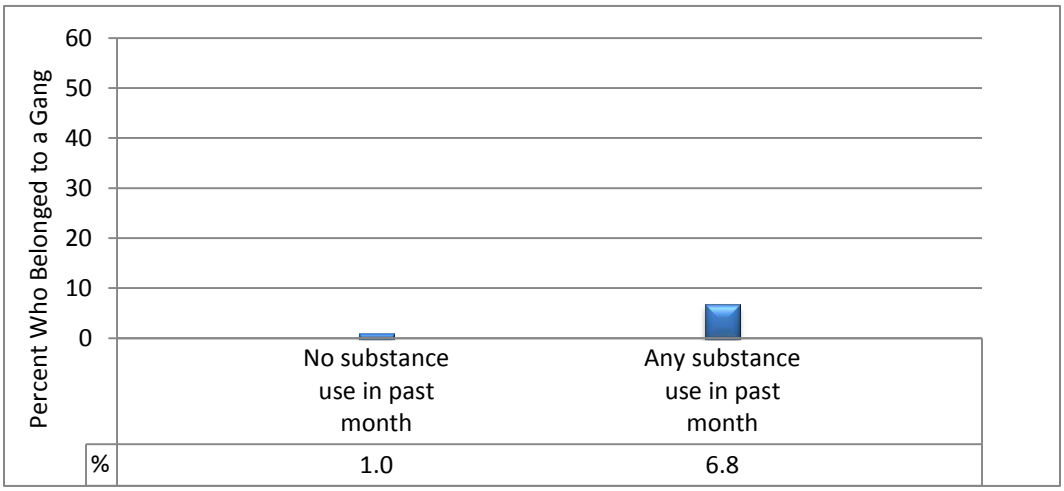
Table 55. Lifetime Prevalence of Gang Membership, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Belonged to any gang	Belonged to a gang with a name
Overall	2.8	2.4
Grade		
8th	2.9	2.2
10th	2.6	2.4
12th	2.9	2.6
Gender		
Female	1.5	1.3
Male	4.2	3.6
Race/Ethnicity[a]		
White	1.6	1.4
Black	5.3	4.8
Hispanic	5.0	4.4
Asian	2.1	1.6
Other/Multiple	3.6	3.1

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

Figure 16. Percentage of Students Who Ever Belonged to a Gang, 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. The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 56. Age of First Belonging to a Gang, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of Initiation[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	12.0	97.1	1.8	1.2
Grade				
8th	11.3	96.9	2.5	0.6
10th	12.3	97.2	1.4	1.4
12th	12.6	97.1	1.3	1.6
Gender				
Female	12.0	98.5	1.0	0.6
Male	12.0	95.7	2.6	1.7
Race/Ethnicity[b]				
White	11.9	98.3	1.1	0.6
Black	12.2	94.7	3.1	2.2
Hispanic	11.9	94.9	3.0	2.0
Asian	12.0	97.9	1.2	0.9
Other/Multiple	12.0	95.7	2.6	1.6

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

[a] Mean age of initiation is based on students who reported ever having belonged to a gang. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

OTHER DELINQUENT BEHAVIORS

Overall, 5.2% of Fairfax County students reported selling illegal drugs in the past year. The majority of those students (55.8%, or 2.9% of all students) did so three or more times.

Approximately one in ten Fairfax County students (10.4%) reported having been suspended from school in the past year, with the majority of those students (74.0%, or 7.7% of all students) having been suspended once or twice. Of the students who have ever been suspended, they reported an average age of 12.2 years the first time it happened. A small percentage of Fairfax County students (2.6%) reported having been arrested in their lifetime. Among them, a mean age of 13.5 years was reported as the first time they were arrested.

Differences in Other Delinquent Behaviors by Grade

The prevalence of selling illegal drugs in the past year rose steadily with grade level. While 1.7% of eighth-grade students reported the behavior, 8.8% of twelfth-grade students did so.

There was very little variation in the percentages of students by grade who were suspended from school in the past year, with 9.8% of twelfth-grade students, 10.4% of eighth-grade students, and 11.0% of tenth-grade students reporting the experience.

Differences in Other Delinquent Behaviors by Gender

Male students reported greater prevalence of selling illegal drugs in the past year (7.6% vs. 2.8%) and having been suspended from school in the past year (14.9% vs. 6.0%) than female students. Of the students who have ever been suspended, the male students reported a younger mean age of first suspension (12.1 years vs. 12.5 years for the female students). There was little variation in the mean age at which male and female students were first arrested (13.5 years and 13.7 years, respectively) amongst youth who reported the experience.

Differences in Other Delinquent Behaviors by Race/Ethnicity

Asian students reported the lowest rate of selling illegal drugs in the past year (2.5%) and Hispanic students reported the highest rate (6.3%). Rates of being suspended from school in the past year range from 6.4% of White and Asian students to almost one-fourth (22.8%) of Black students. The mean age of being suspended for the first time ranged from 12.0 years among the Black students and students of other or multiple races/ethnicities who have ever been suspended, to 12.6 years among the Asian students who have ever been suspended.

Table 57. Prevalence and Frequency of Being Suspended from 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
Overall	10.4	89.6	7.7	1.5	0.5	0.3	0.1	0.1	0.2
Grade									
8th	10.4	89.6	7.6	1.5	0.6	0.3	0.0	0.0	0.3
10th	11.0	89.0	8.1	1.7	0.5	0.3	0.1	0.1	0.2
12th	9.8	90.1	7.5	1.3	0.4	0.3	0.1	0.1	0.2
Gender									
Female	6.0	94.0	4.6	0.7	0.3	0.1	0.0	0.1	0.2
Male	14.9	85.1	10.9	2.3	0.7	0.5	0.1	0.1	0.3
Race/Ethnicity[a]									
White	6.4	93.6	5.0	0.8	0.2	0.1	0.0	0.0	0.1
Black	22.8	77.2	15.2	3.9	1.6	0.8	0.3	0.2	0.8
Hispanic	17.7	82.3	12.7	3.1	0.8	0.5	0.2	0.1	0.3
Asian	6.4	93.6	5.3	0.6	0.3	0.1	0.0	0.0	0.1
Other/ Multiple	11.8	88.2	9.0	1.3	0.6	0.4	0.0	0.1	0.3

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 58. Prevalence and Frequency of Selling Illegal Drugs 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
Overall	5.2	94.8	2.2	0.8	0.4	0.4	0.3	0.1	0.9
Grade									
8th	1.7	98.3	0.8	0.2	0.2	0.1	0.1	0.0	0.4
10th	5.2	94.8	2.4	0.8	0.4	0.4	0.3	0.2	0.8
12th	8.8	91.2	3.4	1.4	0.7	0.8	0.6	0.2	1.7
Gender									
Female	2.8	97.2	1.6	0.5	0.2	0.2	0.0	0.0	0.3
Male	7.6	92.4	2.8	1.1	0.6	0.7	0.6	0.2	1.6
Race/Ethnicity[a]									
White	5.8	94.2	2.4	0.9	0.4	0.6	0.3	0.2	1.0
Black	5.9	94.1	2.5	0.8	0.5	0.2	0.4	0.1	1.3
Hispanic	6.3	93.7	2.9	1.0	0.6	0.4	0.4	0.1	1.0
Asian	2.5	97.5	1.1	0.3	0.2	0.2	0.2	0.1	0.5
Other/ Multiple	5.4	94.5	2.2	0.8	0.5	0.5	0.3	0.2	0.9

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 59. Age of First Being Suspended from School, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of First Suspension[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	12.2	87.7	6.9	5.4
Grade				
8th	11.0	90.6	8.6	0.8
10th	12.2	87.1	6.5	6.4
12th	13.1	85.4	5.6	9.0
Gender				
Female	12.5	93.0	3.4	3.5
Male	12.1	82.3	10.5	7.3
Race/Ethnicity[b]				
White	12.2	91.3	4.9	3.8
Black	12.0	74.6	16.0	9.5
Hispanic	12.4	81.2	9.9	8.9
Asian	12.6	92.5	3.6	4.0
Other/Multiple	12.0	85.8	8.7	5.4

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

[a] Mean age of first suspension is based on students who reported ever having been suspended. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 60. Age of First Being Arrested, by Selected Demographic Characteristics, Fairfax County, 2010

	Mean Age of First Arrest[a]	Frequency (%)		
		Never	12 Years or Younger	13 Years or Older
Overall	13.5	97.4	0.8	1.7
Grade				
8th	11.6	98.5	1.1	0.3
10th	13.2	97.5	0.7	1.7
12th	14.6	96.2	0.5	3.3
Gender				
Female	13.7	98.6	0.4	1.1
Male	13.5	96.3	1.3	2.4
Race/Ethnicity[b]				
White	13.9	98.1	0.5	1.4
Black	13.1	96.0	1.7	2.4
Hispanic	13.5	96.0	1.2	2.8
Asian	13.6	98.5	0.4	1.1
Other/Multiple	13.0	96.3	1.7	2.1

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

[a] Mean age of first arrest is based on students who reported ever having been arrested. [b] Racial categories do not include Hispanic students who are treated as a separate category in this table.

PHYSICAL AND MENTAL HEALTH

PHYSICAL ACTIVITY

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. Overall, 87.5% of Fairfax County students reported being physically active for 60 or more minutes on at least one day in the past week, and 42.6% reported engaging in at least an hour of physical activity on five or more days in the past week.

Differences in Physical Activity by Grade

Percentages of students reporting physical activity for 60 or more minutes on at least one day in the past week decreased as grade level increased. Rates of physical activity on at least one day range from 91.6% of eighth-grade students to 81.8% of twelfth-grade students. Likewise, rates of physical activity on five or more days in the past week decreased as grade level increased, with 48.7% of eighth-grade students, 43.0% of tenth-grade students, and 35.8% of twelfth-grade students reporting doing so.

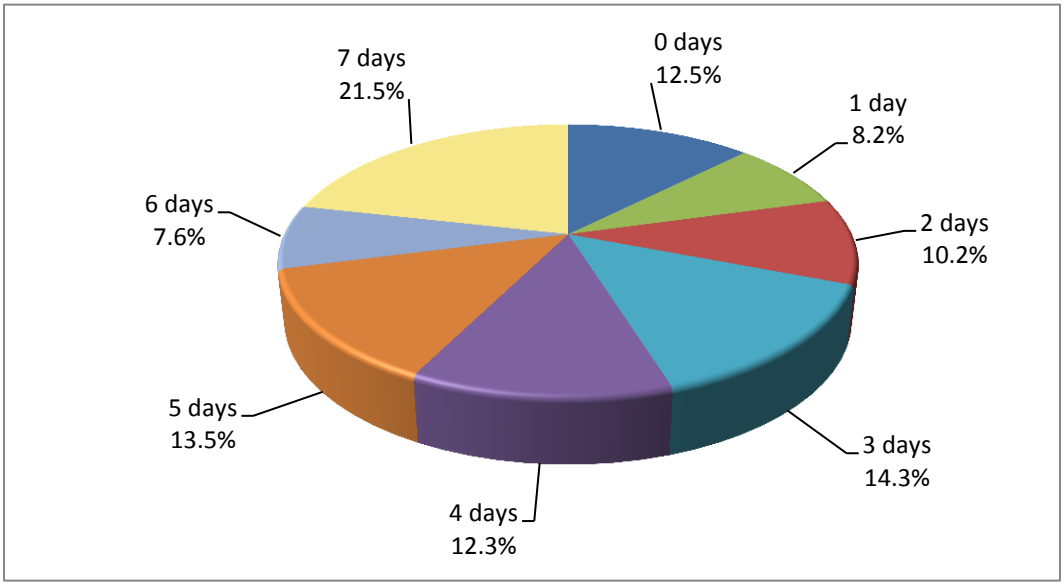
Differences in Physical Activity by Gender

A higher percentage of male students reported being physically active for 60 or more minutes on at least one day in the past week (90.6% vs. 84.6% of females) and being physically active on five or more days in the past week (52.4% vs. 32.9% of females).

Differences in Physical Activity by Race/Ethnicity

Rates of being physically active for 60 or more minutes on at least one day in the past week range from a low of 83.6% (Black) to a high of 90.9% (White). White students also reported the highest rate of being physically active on five or more days in the past week (49.5%), while Asian students reported the lowest rate (33.6%).

Figure 17. 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 61. 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
Overall	12.5	8.2	10.2	14.3	12.3	13.5	7.6	21.5
Grade								
8th	8.4	6.5	8.8	14.5	13.1	15.1	8.9	24.7
10th	11.1	7.8	10.9	14.5	12.7	13.8	7.3	21.9
12th	18.2	10.2	10.9	13.8	11.0	11.4	6.6	17.8
Gender								
Female	15.4	10.3	12.5	16.0	12.7	12.6	7.0	13.3
Male	9.4	6.0	7.8	12.5	11.9	14.3	8.2	29.9
Race/Ethnicity[a]								
White	9.1	6.4	9.2	13.0	12.8	14.7	10.2	24.6
Black	16.4	8.7	10.0	14.2	11.0	12.0	5.2	22.6
Hispanic	15.1	10.6	11.0	15.7	12.0	12.2	5.4	18.0
Asian	15.9	10.3	12.3	15.6	12.3	12.6	4.8	16.2
Other/Multiple	11.7	6.8	9.7	14.7	11.0	13.7	7.9	24.5

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.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

REST

One-third of Fairfax County students (33.0%) reported getting eight or more hours of sleep on an average school night.

Differences in Rest by Grade

Rates of getting eight or more hours of sleep on an average school night decreased substantially as grade level increased, with 54.4% of eighth-grade students, 27.4% of tenth-grade students, and 16.9% of twelfth-grade students reporting doing so.

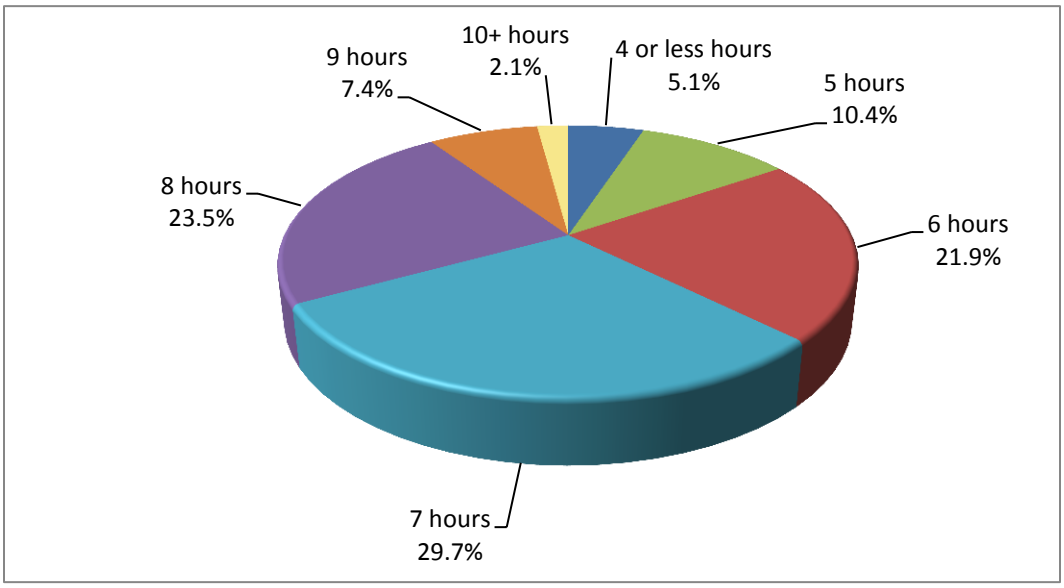
Differences in Rest by Gender

Over one-third of male students (35.9%) reported getting eight or more hours of sleep on an average school night, compared to 30.3% of female students.

Differences in Rest by Race/Ethnicity

Rates of getting eight or more hours of sleep on an average school night range from a low of 27.9% (Asian) to nearly equal rates of 34.4% (Black) and 34.6% (White).

Figure 18. Average Number of Hours of Sleep on a School Night, Fairfax County, 2010



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

Table 62. Average Number of Hours of Sleep on a School Night, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	4 or less hours	5 hours	6 hours	7 hours	8 hours	9 hours	10+ hours
Overall	5.1	10.4	21.9	29.7	23.5	7.4	2.1
Grade							
8th	2.9	4.1	11.9	26.7	35.4	14.8	4.2
10th	5.0	11.1	23.7	32.8	20.9	5.1	1.4
12th	7.4	16.1	30.2	29.4	14.0	2.3	0.6
Gender							
Female	5.1	11.8	23.2	29.6	22.0	6.6	1.7
Male	5.0	8.9	20.5	29.8	25.2	8.3	2.4
Race/Ethnicity[a]							
White	3.7	8.4	21.4	31.8	25.4	7.6	1.6
Black	5.9	11.4	21.3	27.0	22.2	8.8	3.4
Hispanic	4.6	9.8	21.6	30.1	23.2	8.1	2.6
Asian	8.0	14.6	23.8	25.8	20.2	6.1	1.6
Other/Multiple	5.9	10.9	21.8	30.0	22.6	6.4	2.4

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

NUTRITION

One-quarter of Fairfax County students (25.0%) reported eating fruits and vegetables five or more times per day in the past week. Fruit was the most commonly consumed food item, with 93.8% of students reporting eating it at least once in the past week, and more than half (54.1%) eating it daily. A majority of Fairfax County students (69.5%) drank a can, bottle, or glass of soda or pop (not including diet soda) at least once in the past week. Slightly less than one in five students (18.9%) reported drinking soda daily in the past week. One in five Fairfax County students (19.9%) reported going hungry in the past month due to lack of food in their home (rarely, sometimes, most of the time, or always).

EATING FRUITS AND VEGETABLES

One-quarter of Fairfax County students (25.0%) reported eating fruits and vegetables five or more times per day in the past week.

Differences in Eating Fruits and Vegetables by Grade

Percentages of students who ate fruits and vegetables five or more times per day in the past week decreased as grade level increased. Rates range from 28.6% of eighth-grade students to 21.5% of twelfth-grade students.

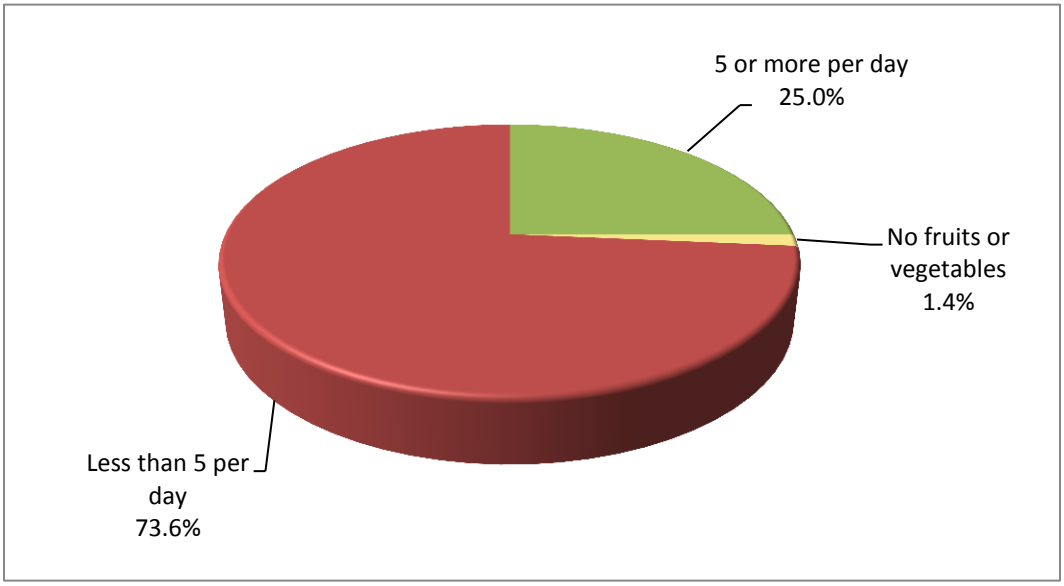
Differences in Eating Fruits and Vegetables by Gender

A higher percentage of male students reported eating fruits and vegetables five or more times per day in the past week (26.4% vs. 23.7% of females).

Differences in Eating Fruits and Vegetables by Race/Ethnicity

Asian students and students of other or multiple races/ethnicities reported the highest rates of eating fruits and vegetables five or more times per day in the past week (27.6% and 26.6%, respectively). Black students reported the lowest rate (20.4%).

Figure 19. Frequency of Eating Fruits and Vegetables 5 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, french fries, fried potatoes, or potato chips.

Table 63. Frequency of Eating Fruits and Vegetables 5 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
Overall	1.4	73.6	25.0
Grade			
8th	1.5	69.9	28.6
10th	1.3	73.8	24.8
12th	1.3	77.2	21.5
Gender			
Female	1.0	75.3	23.7
Male	1.7	71.9	26.4
Race/Ethnicity[a]			
White	1.0	74.2	24.9
Black	2.6	77.0	20.4
Hispanic	1.9	73.7	24.4
Asian	1.0	71.3	27.6
Other/Multiple	2.0	71.4	26.6

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

EATING FRUITS

Almost all Fairfax County students (93.8%) had consumed fruits at least once in the past week. Over half of the students (54.1%) reported having consumed fruits at least once per day in the past week

Differences in Eating Fruits by Grade

Over half of the students in all grades reported eating fruits at least once per day in the past week. The rates decreased slightly as grade level increased, ranging from 57.4% of eighth-grade students to 51.7% of twelfth-grade students.

Differences in Eating Fruits by Gender

Similar percentages of male and female students reported eating fruits at least once per day in the past week (54.7% and 53.8%, respectively).

Differences in Eating Fruits by Race/Ethnicity

Percentages of students who reported having eaten fruits at least once per day in the past week range from a low of 40.7% (Black) to a high of 59.2% (White).

Table 64. 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
Overall	6.2	23.3	16.2	16.5	19.5	9.3	8.8
Grade							
8th	6.0	21.0	15.6	15.7	20.0	10.1	11.6
10th	6.5	24.0	15.9	16.5	19.2	9.4	8.5
12th	6.1	25.0	17.2	17.5	19.4	8.4	6.4
Gender							
Female	5.7	24.3	16.1	16.9	20.0	9.9	7.0
Male	6.7	22.3	16.4	16.2	19.1	8.7	10.7
Race/Ethnicity[a]							
White	4.6	19.5	16.7	18.2	23.0	10.7	7.3
Black	12.0	32.5	14.7	12.8	12.3	5.8	9.8
Hispanic	7.8	28.2	15.7	14.3	15.3	8.5	10.2
Asian	5.1	23.7	16.5	17.0	18.9	8.7	10.1
Other/Multiple	7.2	21.4	16.0	16.0	19.9	9.1	10.3

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.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

EATING VEGETABLES

Students were asked how often in the past week they ate salad, potatoes, carrots, and other vegetables. Over one-third of the students (37.5%) reported eating "other vegetables" at least once per day in the past week, while 21.5% ate green salad, 12.1% ate carrots, and 10.3% ate potatoes at least once per day in the past week. Students were most likely to report not eating carrots in the past week (41.7%).

Differences in Eating Vegetables by Grade

The percentage of students who ate "other vegetables" or carrots at least once per day in the past week decreased as grade level increased (ranging from 39.8% of eighth-grade students to 35.1% of twelfth-grade students eating "other vegetables" and from 14.1% to 10.3% eating carrots). There were slight differences in the rates of daily consumption of salad and potatoes by grade level.

Differences in Eating Vegetables by Gender

Female students were slightly more likely to have eaten green salad in the past week (75.4% vs. 70.3% of male students). Male students more frequently reported eating potatoes at least once per day in the past week (13.0% vs. 7.7% of females). They also reported slightly higher rates of eating carrots at least once per day in the past week (13.6% vs. 10.5% of females).

Differences in Eating Vegetables by Race/Ethnicity

Daily consumption of potatoes ranged from 7.7% (White) to 15.0% (Hispanic), and daily consumption of salad ranged from 16.5% (Black) to 23.1% (Hispanic). Almost half of Asian students (44.7%) reported eating "other vegetables" at least once per day in the past week, followed by approximately two-fifths of White students (38.9%) and students of other or multiple races/ethnicities (38.5%). Black students reported the highest rates of no past-week consumption for all categories of vegetables investigated in the survey. Almost one in five Black students (19.9%) reported not eating "other vegetables" in the past week, ranging to over half of Black students (57.9%) reporting not eating carrots in the past week.

Table 65. Frequency of Eating Green Salad 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
Overall	27.2	37.2	14.1	13.7	4.2	1.3	2.4
Grade							
8th	29.6	34.5	13.9	13.1	4.7	1.5	2.7
10th	26.7	37.1	14.8	13.9	4.1	1.2	2.3
12th	25.1	40.2	13.8	14.1	3.8	1.0	2.0
Gender							
Female	24.6	39.2	15.2	14.2	4.3	1.1	1.4
Male	29.7	35.2	13.1	13.2	4.1	1.5	3.3
Race/Ethnicity[a]							
White	23.8	37.2	16.5	16.4	3.7	0.8	1.6
Black	38.1	35.2	10.1	8.5	3.8	1.1	3.1
Hispanic	28.7	35.8	12.5	13.2	5.1	2.0	2.8
Asian	27.7	39.2	12.3	10.9	5.0	1.8	3.2
Other/Multiple	27.8	37.8	14.3	13.0	3.5	0.8	2.8

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 66. Frequency of Eating Potatoes 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
Overall	31.8	47.3	10.6	5.7	2.2	0.7	1.8
Grade							
8th	35.3	44.1	10.0	5.7	2.1	0.7	2.1
10th	30.5	47.9	11.1	5.6	2.2	0.7	1.9
12th	29.5	49.9	10.8	5.7	2.2	0.7	1.3
Gender							
Female	33.9	49.0	9.3	4.6	1.7	0.5	0.9
Male	29.6	45.4	12.0	6.8	2.7	0.9	2.6
Race/Ethnicity[a]							
White	28.9	52.9	10.5	4.7	1.5	0.4	1.1
Black	41.5	36.7	9.7	5.5	2.7	1.2	2.7
Hispanic	31.5	41.7	11.8	7.8	3.6	1.2	2.4
Asian	33.9	44.3	10.6	6.2	2.2	0.8	2.0
Other/Multiple	30.4	48.5	10.6	5.8	2.1	0.6	2.0

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 french fries, fried potatoes, or potato chips.
[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 67. Frequency of Eating Carrots 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
Overall	41.7	36.1	10.1	6.7	2.5	1.0	2.0
Grade							
8th	41.2	33.7	11.0	6.8	3.1	1.4	2.8
10th	41.5	36.4	10.3	6.7	2.4	0.9	1.8
12th	42.4	38.2	9.1	6.6	1.8	0.6	1.2
Gender							
Female	43.1	36.3	10.0	6.5	2.1	0.8	1.1
Male	40.1	36.0	10.3	6.9	2.8	1.1	2.8
Race/Ethnicity[a]							
White	36.7	38.8	12.0	7.5	2.6	0.9	1.5
Black	57.9	25.9	6.1	4.7	2.0	0.8	2.6
Hispanic	43.7	33.9	9.0	6.7	2.9	1.5	2.2
Asian	43.2	36.8	9.1	6.0	1.9	0.9	2.2
Other/Multiple	40.7	37.3	10.0	6.0	2.4	0.8	2.7

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 68. Frequency of Eating Other 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
Overall	12.6	29.0	20.9	17.1	10.9	4.4	5.0
Grade							
8th	13.7	27.1	19.4	16.9	11.1	5.0	6.7
10th	12.4	28.9	21.3	17.4	11.0	4.4	4.6
12th	11.7	31.1	22.2	16.8	10.7	3.8	3.7
Gender							
Female	11.5	29.3	21.1	17.5	11.7	4.7	4.2
Male	13.8	28.7	20.7	16.6	10.2	4.2	5.8
Race/Ethnicity[a]							
White	10.0	28.5	22.6	19.1	12.0	4.3	3.5
Black	19.9	32.5	18.8	13.5	6.7	3.0	5.5
Hispanic	19.1	32.3	18.6	14.3	7.5	3.5	4.7
Asian	9.0	26.2	20.1	16.7	13.3	6.5	8.2
Other/Multiple	13.6	26.2	21.8	17.0	11.7	4.1	5.7

Notes. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding. Students were instructed not to include green salad, potatoes, or carrots.

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Drinking Soda or Pop

A majority of Fairfax County students (69.5%) drank a can, bottle, or glass of soda or pop (not including diet soda) at least once in the past week. Slightly less than one in five students (18.9%) reported drinking soda daily in the past week.

Differences in Drinking Soda or Pop by Grade

Percentages of students who drank soda (not including diet) at least once in the past week declined with grade level, ranging from 72.4% of eighth-grade students to 67.7% of twelfth-grade students. Rates of drinking soda daily in the past week varied by grade level, ranging from 18.0% of tenth-grade students to 20.2% of eighth-grade students.

Differences in Drinking Soda or Pop by Gender

A higher percentage of male students reported drinking soda (not including diet) at least once in the past week (74.9% vs. 64.1% of females). Male students also reported a higher rate of drinking soda daily in the past week (23.2% vs. 14.9% of females).

Differences in Drinking Soda or Pop by Race/Ethnicity

Rates of drinking soda (not including diet) at least once in the past week range from 64.1% of Asian students to 77.9% of Hispanic students. Similarly, Asian students were least likely to report drinking soda daily (13.0%) and Hispanic students were most likely to report the behavior (27.0%).

Table 69. 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
Overall	30.5	37.6	13.0	8.0	5.3	2.2	3.4
Grade							
8th	27.6	38.7	13.4	8.1	5.4	2.4	4.3
10th	31.8	37.4	12.8	7.6	5.1	2.1	3.2
12th	32.3	36.6	12.7	8.3	5.4	2.1	2.7
Gender							
Female	35.9	38.3	10.9	6.6	4.1	1.9	2.3
Male	25.1	36.9	15.0	9.4	6.6	2.6	4.6
Race/Ethnicity[a]							
White	32.2	37.5	12.9	8.3	5.0	1.8	2.3
Black	26.5	36.3	13.8	7.2	6.7	3.3	6.1
Hispanic	22.1	35.4	15.5	9.5	7.6	4.3	5.6
Asian	35.9	40.9	10.3	6.1	3.3	1.2	2.4
Other/Multiple	31.2	35.4	13.5	8.4	5.4	1.6	4.5

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.

[a] 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

While the majority of students (80.1%) reported that they did not go hungry in the past month due to a lack of food in the home, one in five (19.9%) did so at least once. Over two percent of students (2.3%) 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 Grade

There was a very slight decrease in the percentages of students who reported going hungry (rarely, sometimes, most of the time, or always) as grade level increased, ranging from 20.7% of eighth-grade students to 19.2% of twelfth-grade students.

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

Male students were more likely to report going hungry (rarely, sometimes, most of the time, or always) in the past month due to lack of food in their home (22.5% vs. 17.3% of females).

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

A higher percentage of Hispanic students (29.7%) reported going hungry in the past month due to lack of food in their home than students among the other race/ethnicity groups. White students reported the lowest rate (12.1%).

Table 70. 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
Overall	80.1	12.0	5.6	1.4	0.9
Grade					
8th	79.3	12.3	5.7	1.5	1.1
10th	80.1	12.0	5.8	1.2	0.8
12th	80.8	11.5	5.3	1.5	0.9
Gender					
Female	82.6	10.2	5.2	1.3	0.6
Male	77.5	13.8	6.0	1.5	1.2
Race/Ethnicity[a]					
White	87.8	7.8	3.1	0.7	0.5
Black	72.8	15.4	8.2	2.2	1.4
Hispanic	70.3	16.8	9.4	1.9	1.6
Asian	74.6	16.1	6.6	1.8	1.0
Other/Multiple	79.1	11.4	6.0	2.2	1.3

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

[a] 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. Almost one-third of Fairfax County students (32.2%) reported feeling this sad or hopeless.

Differences in Feeling Sad or Hopeless by Grade

Percentages of students who experienced the measured level of sadness or hopelessness in the past year increased as grade level increased. Twenty-nine percent of eighth-grade students reported the feeling, compared to 32.6% of tenth-grade students and 35.3% of twelfth-grade students.

Differences in Feeling Sad or Hopeless by Gender

A substantially higher percentage of female students reported experiencing the measured level of sadness or hopelessness in the past year (36.5% vs. 27.9% of males).

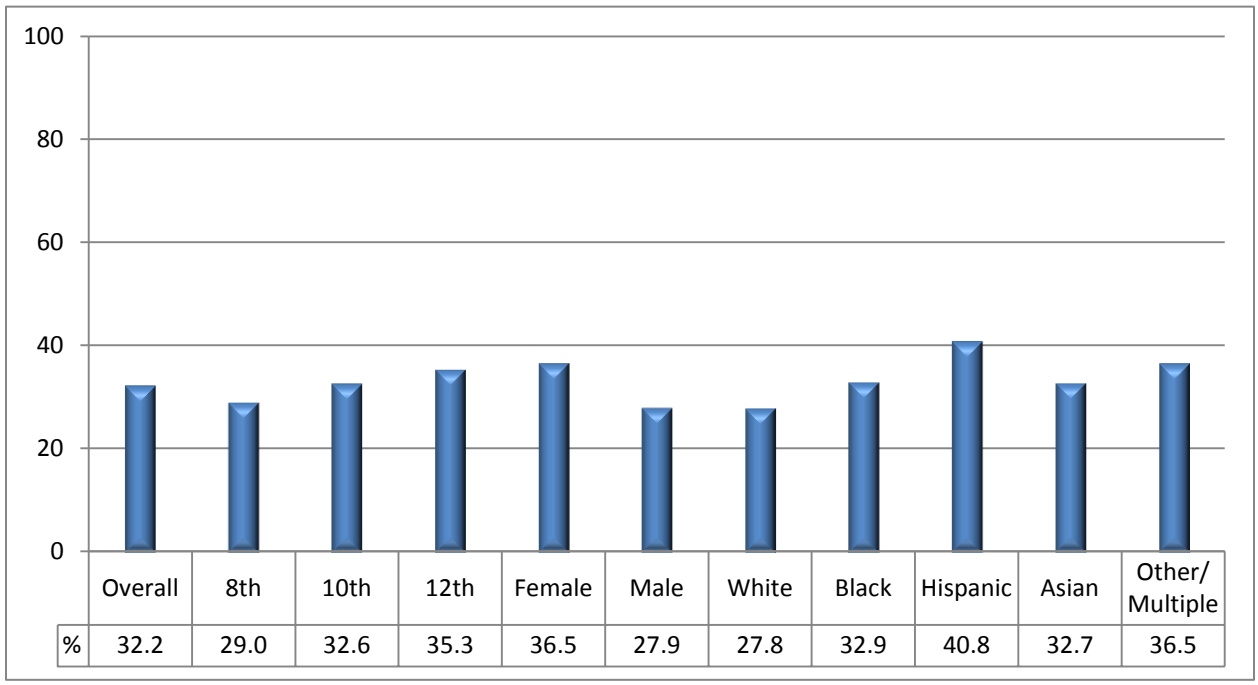
Differences in Feeling Sad or Hopeless by Race/Ethnicity

Two-fifths of Hispanic students (40.8%) reported feeling so sad or hopeless in the past year that they stopped doing some usual activities. Students of other or multiple races/ethnicities reported the second highest rate, with over one-third (36.5%) reporting the experience. Black and Asian students experienced the measured level of sadness or hopelessness in the past year at nearly equal rates (32.9% and 32.7%, respectively), and over one-fourth of White students (27.8%) reported the experience.

Feeling Sad or Hopeless and Substance Use

Students who used alcohol, tobacco, or other substances in the past month were more likely to experience the measured level of sadness or hopelessness compared to students who did not use substances (44.2% vs. 26.9%, respectively).

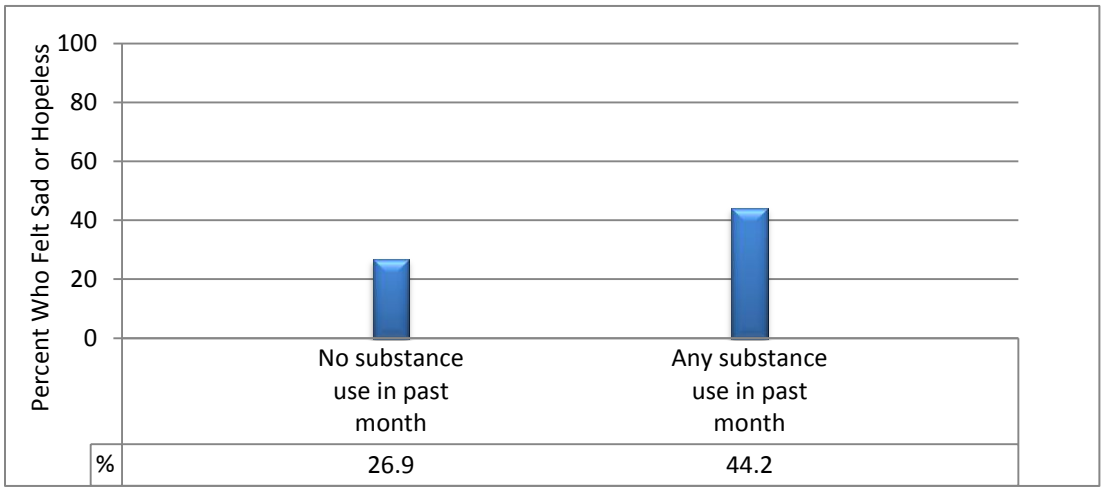
Figure 20. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010



	Overall	8th	10th	12th	Female	Male	White	Black	Hispanic	Asian	Other/ Multiple
%	32.2	29.0	32.6	35.3	36.5	27.9	27.8	32.9	40.8	32.7	36.5

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 21. 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 BEHAVIORS

EXTRACURRICULAR ACTIVITIES

Students were asked how frequently they have participated in school or non-school extracurricular activities, such as sports, student government, student newspaper, or scouting. Over half of Fairfax County students (55.8%) reported participating in an extracurricular activity at least once a week. Almost three-fourths (72.4%) had participated at least once a month. One in eleven students (9.2%) has never participated in an extracurricular activity.

Differences in Participating in Extracurricular Activities by Grade

Students were more likely to report participating in extracurricular activities as grade level increased. Eighth-grade students reported the lowest rate of involvement with extracurricular activities at least once a week (52.3%), followed by tenth-grade students (56.3%), and twelfth-grade students reporting the highest rate (59.1%). Similarly, eighth-grade students (10.6%) were most likely to report never having participated in an extracurricular activity, compared to 9.5% of tenth-grade students and 7.4% of twelfth-grade students.

Differences in Participating in Extracurricular Activities by Gender

There was very little variation in rates of participation in extracurricular activities between genders, with 55.5% of female students and 56.1% of male students participating in an extracurricular activity at least once a week.

Differences in Participating in Extracurricular Activities by Race/Ethnicity

Rates of participating in extracurricular activities at least once a week varied by 26 percentage points among the racial/ethnic groups. Percentages ranged from approximately two-fifths (39.5%) of Hispanic students to almost two-thirds (65.5%) of White students. Hispanic students were most likely to report never having participated (18.2%), followed by approximately one in eight Black students (12.1%).

Table 71. 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
Overall	9.2	12.6	5.8	6.7	9.9	55.8
Grade						
8th	10.6	13.8	6.9	6.6	9.8	52.3
10th	9.5	12.6	5.5	6.6	9.5	56.3
12th	7.4	11.2	4.9	7.1	10.3	59.1
Gender						
Female	8.9	13.1	5.5	6.7	10.3	55.5
Male	9.5	12.1	6.1	6.8	9.4	56.1
Race/Ethnicity[a]						
White	5.2	9.6	5.2	5.6	8.8	65.5
Black	12.1	15.3	6.3	7.1	10.4	48.8
Hispanic	18.2	18.5	6.6	7.8	9.6	39.5
Asian	9.0	12.8	6.1	8.3	12.6	51.2
Other/Multiple	7.7	12.2	5.6	6.0	8.6	59.9

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.)

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

CIVIC BEHAVIORS

Most Fairfax County students (89.0%) have volunteered to do community service at least once in their lifetime and over half (51.4%) do so once a month or more often. Two-thirds of the students (65.9%) reported that they spend at least an hour in an average week helping friends or neighbors and a similar percentage (64.7%) have been a leader in a group or organization in the past year.

Students were asked how frequently they perform the following activities: recycling, turning off lights/electrical appliances, cutting down on the amount of trash they create, conserving water in their home or yard, and buying biodegradable or recyclable products. Approximately nine in ten students frequently or sometimes turn off lights (94.8%), conserve water (87.7%), and recycle (87.5%). Approximately three-fourths of the students frequently or sometimes cut down on trash (72.4%) and buy biodegradable/recyclable products (76.0%). A large majority of students believe that their actions can improve the quality of the environment, with 84.4% agreeing or strongly agreeing with the statement.

VOLUNTEERING TO DO COMMUNITY SERVICE

Most Fairfax County students (89.0%) have volunteered to do community service at least once in their lifetime and over half (51.4%) do so once a month or more often.

Differences in Volunteering to Do Community Service by Grade

Percentages of students who have volunteered to do community service at least once in their lifetime range from 86.8% of tenth-grade students to 91.2% of twelfth-grade students. Tenth-grade students were much less likely to have volunteered at least once a month (35.7%) compared to eighth- and twelfth-grade students (63.6% and 55.4%, respectively).

Differences in Volunteering to Do Community Service by Gender

Female students were more likely to report volunteering to do community service at least once a month (57.8% vs. 44.9% of males).

Differences in Volunteering to Do Community Service by Race/Ethnicity

Rates of volunteering to do community service at least once a month range from two-fifths of Hispanic students (40.3%) to almost three-fifths of Asian students (58.8%).

Table 72. 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
Overall	11.0	18.7	18.9	19.5	18.3	13.6
Grade						
8th	11.1	7.9	17.5	22.9	25.8	14.9
10th	13.2	31.7	19.4	15.8	10.9	9.0
12th	8.8	16.1	19.7	19.8	18.5	17.1
Gender						
Female	7.8	17.0	17.4	20.7	21.0	16.1
Male	14.3	20.5	20.4	18.3	15.6	11.0
Race/Ethnicity[a]						
White	7.2	16.6	22.3	22.5	19.8	11.5
Black	18.4	21.4	15.8	16.1	15.8	12.4
Hispanic	20.0	23.8	15.9	15.5	13.3	11.5
Asian	8.3	18.1	14.9	17.5	20.2	21.1
Other/Multiple	10.0	17.1	20.0	20.4	19.8	12.7

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

HELPING FRIENDS OR NEIGHBORS

Nearly two-thirds of the students (65.9%) reported that they spend at least an hour in an average week helping friends or neighbors.

Differences in Helping Friends or Neighbors by Grade

Tenth-grade students reported the lowest rate of spending at least an hour helping friends or neighbors in an average week (59.7%) compared to eighth- and twelfth-grade students (69.8% and 68.6%, respectively).

Differences in Helping Friends or Neighbors by Gender

Female students were more likely to have spent at least an hour helping friends or neighbors in an average week (69.7% vs. 62.1% of males).

Differences in Helping Friends or Neighbors by Race/Ethnicity

Approximately two-thirds of Asian and White students, and students of other or multiple races/ethnicities (69.9%, 68.3%, and 65.2%, respectively) spend at least an hour helping friends or neighbors in an average week, with lower percentages reported by Hispanic (59.6%) and Black students (58.1%).

Table 73. 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
Overall	34.1	27.9	19.2	13.7	3.0	2.0
Grade						
8th	30.2	32.0	19.4	13.8	2.7	1.8
10th	40.3	25.5	18.0	11.7	2.7	1.8
12th	31.4	26.5	20.3	15.7	3.6	2.5
Gender						
Female	30.3	28.3	21.0	15.4	3.3	1.8
Male	37.9	27.6	17.5	11.9	2.8	2.3
Race/Ethnicity[a]						
White	31.7	31.4	20.0	12.7	2.7	1.5
Black	41.9	21.4	17.0	13.8	3.2	2.8
Hispanic	40.4	24.1	17.5	12.6	3.0	2.5
Asian	30.1	26.2	20.5	17.1	3.7	2.3
Other/Multiple	34.8	28.9	17.7	12.4	3.2	2.9

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.

[a] 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 the students (64.7%) have been a leader in a group or organization in the past year.

Differences in Being a Leader in a Group or Organization by Grade

Almost three-fourths of twelfth-grade students (72.9%) have been a leader in a group or organization in the past year, compared to approximately three-fifths of eighth- and tenth-grade students (61.0% and 60.5%, respectively).

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

Male and female students reported similar prevalence of leadership roles in the past year (64.2% and 65.2%, respectively).

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

Prevalence rates of being a leader in the past year range from a low of 53.9% of Hispanic students to a high of 69.6% of White students.

Table 74. 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
Overall	35.3	20.9	15.1	13.5	15.2
Grade					
8th	39.0	21.9	15.0	12.0	12.1
10th	39.5	22.0	14.2	12.1	12.1
12th	27.1	18.8	16.2	16.5	21.3
Gender					
Female	34.7	21.0	15.6	14.1	14.5
Male	35.8	20.8	14.6	13.0	15.8
Race/Ethnicity[a]					
White	30.4	21.3	15.9	14.7	17.8
Black	38.4	20.3	14.7	12.2	14.4
Hispanic	46.1	21.0	12.9	10.8	9.3
Asian	35.8	21.0	16.1	13.2	14.0
Other/Multiple	34.3	19.0	14.0	15.1	17.6

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

RECYCLING BEHAVIOR

Almost three-fifths of Fairfax County students (59.1%) reported frequently recycling, while one in eight (12.4%) reported never recycling.

Differences in Recycling Behavior by Grade

Students were more likely to report frequently recycling as grade level increased, ranging from 57.3% of eighth-grade students to 60.7% of twelfth-grade students.

Differences in Recycling Behavior by Gender

Female students were slightly more likely to report frequently recycling (60.2% vs. 58.0% of males) while a slightly higher percentage of male students reported never recycling (12.9% vs. 12.0% of females).

Differences in Recycling Behavior by Race/Ethnicity

There was a 29.9 percentage point difference in the lowest and highest rates of frequently recycling by race/ethnicity (39.9% of Black students and 69.8% of White students).

Table 75. Frequency of Recycling, by Selected Demographic Characteristics, Fairfax County, 2010
(Values are percentages)

	Never	Sometimes	Frequently
Overall	12.4	28.4	59.1
Grade			
8th	12.7	30.0	57.3
10th	12.7	28.0	59.4
12th	11.9	27.3	60.7
Gender			
Female	12.0	27.8	60.2
Male	12.9	29.1	58.0
Race/Ethnicity[a]			
White	8.3	21.9	69.8
Black	24.0	36.0	39.9
Hispanic	19.5	35.5	45.0
Asian	10.7	34.3	55.0
Other/Multiple	11.2	26.4	62.4

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.
[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

Turning Off Lights and Electrical Appliances

Three-fifths of the students (60.6%) reported frequently turning off lights and electrical appliances, while only 5.2% said they never did so.

Differences in Turning Off Lights and Electrical Appliances by Grade

Students were more likely to report frequently turning off lights as grade level increased, ranging from 57.7% of eighth-grade students to 64.2% of twelfth-grade students.

Differences in Turning Off Lights and Electrical Appliances by Gender

Female students were more likely to report frequently turning off lights (62.3% vs. 58.9% of males), while male students were more likely to report never doing so (6.0% vs. 4.4% of females).

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

Percentages of students who reported frequently turning off lights range from a low of 52.5% (Black) to a high of 64.1% (Asian). Black and Hispanic students were most likely to report never turning off lights (7.7% and 7.5%, respectively), while White students were least likely to report never doing so (4.1%).

Table 76. Frequency of Turning Off Lights and Electrical Appliances, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Never	Sometimes	Frequently
Overall	5.2	34.2	60.6
Grade			
8th	5.9	36.4	57.7
10th	5.4	34.8	59.9
12th	4.4	31.5	64.2
Gender			
Female	4.4	33.3	62.3
Male	6.0	35.1	58.9
Race/Ethnicity[a]			
White	4.1	33.1	62.8
Black	7.7	39.7	52.5
Hispanic	7.5	37.8	54.6
Asian	4.5	31.4	64.1
Other/Multiple	5.3	33.5	61.2

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.

[a] 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

One-quarter of the students (25.2%) reported frequently cutting down on the amount of trash and garbage they create, while over one-quarter (27.6%) said they never did so.

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

Percentages of students who reported never cutting down on trash increased with grade level, ranging from 24.8% of eighth-grade students to 29.0% of twelfth-grade students. Eighth-grade students were slightly more likely to report frequently cutting down on the amount of trash they create (26.8%).

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

Male students were slightly more likely to frequently cut down on the amount of trash they create (26.0% vs. 24.4% of females), while female students were slightly more likely to report never doing so (28.3% vs. 26.9% of males).

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

Percentages of students who reported frequently cutting down on trash range from a low of 20.8% (Black) to a high of 28.4% (Asian). Similarly, Asian students were least likely to report never cutting down on the amount of trash they create (23.1%), while Black students (35.2%) were the most likely to report never doing so.

Table 77. 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
Overall	27.6	47.2	25.2
Grade			
8th	24.8	48.4	26.8
10th	28.8	47.2	24.1
12th	29.0	46.2	24.8
Gender			
Female	28.3	47.4	24.4
Male	26.9	47.1	26.0
Race/Ethnicity[a]			
White	27.0	47.3	25.7
Black	35.2	44.0	20.8
Hispanic	29.3	48.7	21.9
Asian	23.1	48.5	28.4
Other/Multiple	29.1	44.5	26.4

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

CONSERVING WATER

Over half of the students (53.4%) reported frequently conserving water, while one in eight (12.4%) reported never doing so.

Differences in Conserving Water by Grade

Students were less likely to report frequently conserving water as grade level increased, ranging from 50.2% of twelfth-grade students to 57.4% of eighth-grade students. Rates of never conserving water ranged from 11.2% of eighth-grade students to 13.0% of twelfth-grade students.

Differences in Conserving Water by Gender

Female students were more likely to report frequently conserving water (55.8% vs. 50.8% of males). Approximately one in seven male students (13.9%) reported never conserving water, compared to one in nine (10.9%) female students.

Differences in Conserving Water by Race/Ethnicity

There was a large variation by racial/ethnic group in the percentages reported for frequently conserving water, with a 19.2 percentage point difference in the lowest and highest rates. Asian students were most likely to frequently conserve water (60.7%) while Black students reported the lowest percentage (41.5%). The percentages of students who reported never conserving water range from a low of 8.3% (Asian) to a high of 20.0% (Black).

Table 78. Frequency of Conserving Water, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Never	Sometimes	Frequently
Overall	12.4	34.3	53.4
Grade			
8th	11.2	31.3	57.4
10th	12.8	34.6	52.6
12th	13.0	36.8	50.2
Gender			
Female	10.9	33.3	55.8
Male	13.9	35.3	50.8
Race/Ethnicity[a]			
White	11.5	33.6	54.9
Black	20.0	38.5	41.5
Hispanic	15.2	38.4	46.4
Asian	8.3	31.0	60.7
Other/Multiple	12.3	31.6	56.1

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 conserve water in their home or yard (such as shutting off the faucet when brushing their teeth).

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

BUYING BIODEGRADABLE OR RECYCLABLE PRODUCTS

Half of the students (50.9%) reported buying biodegradable or recyclable products sometimes, while one-fourth (25.1%) reported doing so frequently and a nearly equal percentage (24.0%) reported never doing so.

Differences in Buying Biodegradable or Recyclable Products by Grade

Students were less likely to report frequently buying biodegradable or recyclable products as grade level increased, ranging from 23.6% of twelfth-grade students to 27.0% of eighth-grade students.

Differences in Buying Biodegradable or Recyclable Products by Gender

There was very little variation between genders in buying biodegradable or recyclable products, with 24.4% of male students and 25.7% of female students reporting doing so frequently.

Differences in Buying Biodegradable or Recyclable Products by Race/Ethnicity

Percentages of students who reported frequently buying biodegradable or recyclable products range from a low of 16.7% (Black) to a high of 29.6% (White).

Table 79. Frequency of Buying Biodegradable or Recyclable Products, by Selected Demographic Characteristics, Fairfax County, 2010

(Values are percentages)

	Never	Sometimes	Frequently
Overall	24.0	50.9	25.1
Grade			
8th	22.8	50.2	27.0
10th	24.3	51.0	24.8
12th	24.8	51.6	23.6
Gender			
Female	23.0	51.3	25.7
Male	25.0	50.6	24.4
Race/Ethnicity[a]			
White	19.3	51.1	29.6
Black	38.0	45.3	16.7
Hispanic	31.0	49.6	19.4
Asian	22.1	55.4	22.5
Other/Multiple	23.8	48.2	28.0

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

[a] 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

Most students (84.4%) 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 Grade

There was little variation (one percentage point) among grades of students' beliefs 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

Female students were more likely to agree or strongly agree that their actions can improve the quality of the environment (88.1% vs. 80.6% of males).

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

There was slight variation between racial/ethnic groups of students' beliefs that their actions can improve the quality of the environment, ranging from 82.4% of Black students to 87.2% of Asian students agreeing or strongly agreeing with the statement.

Table 80. 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
Overall	31.9	52.5	11.8	3.8
Grade				
8th	32.7	52.3	10.8	4.2
10th	31.1	53.1	12.1	3.7
12th	31.8	52.2	12.4	3.6
Gender				
Female	33.9	54.2	9.7	2.2
Male	29.8	50.8	13.9	5.4
Race/Ethnicity[a]				
White	31.7	52.5	12.2	3.6
Black	30.7	51.7	12.2	5.3
Hispanic	30.1	53.4	12.3	4.2
Asian	33.9	53.3	10.0	2.7
Other/Multiple	33.0	49.9	12.3	4.8

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

[a] Racial categories do not include Hispanic students who are treated as a separate category in this table.

RISK AND PROTECTIVE FACTORS

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 *Risk and Protective Factor Survey* included a set of 114 questions from the nationally-recognized Communities That Care Youth Survey to measure 10 protective and 14 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 for each grade level, 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 aggregated data presented in Table 82 and Table 84 (i.e., by gender, substance use, and gang membership) indicate the percentage of students who fall on either side of the cut-off score appropriate to their grade level.

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 augment the protective factors and reduce the risk 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 170. The internal reliability of the scales is discussed in Appendix B.

PROTECTIVE AND RISK FACTOR HIGHLIGHTS

Among the protective factor scales measured in the 2010 Fairfax County Youth Survey, those with the largest percentages of students with low protection were in the Community and Family domains:

- **Community Domain: Opportunities for Prosocial Involvement** (51.5% with low protection). This scale measures the level of opportunities in the community available to youth for positive participation. These include opportunities to engage in sports, scouting, 4-H, or service clubs, as well as having adults present in the neighborhood to whom youth can talk about something important.

- **Family Domain: Family Attachment** (49.1% with low protection). This scale measures the level of closeness young people feel to their parents, and the level of sharing of their thoughts and feelings with their parents.

- **Community Domain: Rewards for Prosocial Involvement** (46.1% with low protection). This scale measures the level of encouragement and acknowledgement young people receive from their neighbors, as perceived by the youth.

- **Family Domain: Opportunities for Prosocial Involvement** (44.5% with low protection). This scale measures the level of opportunities youth have to share thoughts with their parents about family decisions that affect them, to ask their parents for help with personal problems, and to do fun things with their parents.

The risk factor scales with the largest percentages of students considered to have high risk were in the Family and Peer-Individual domains:

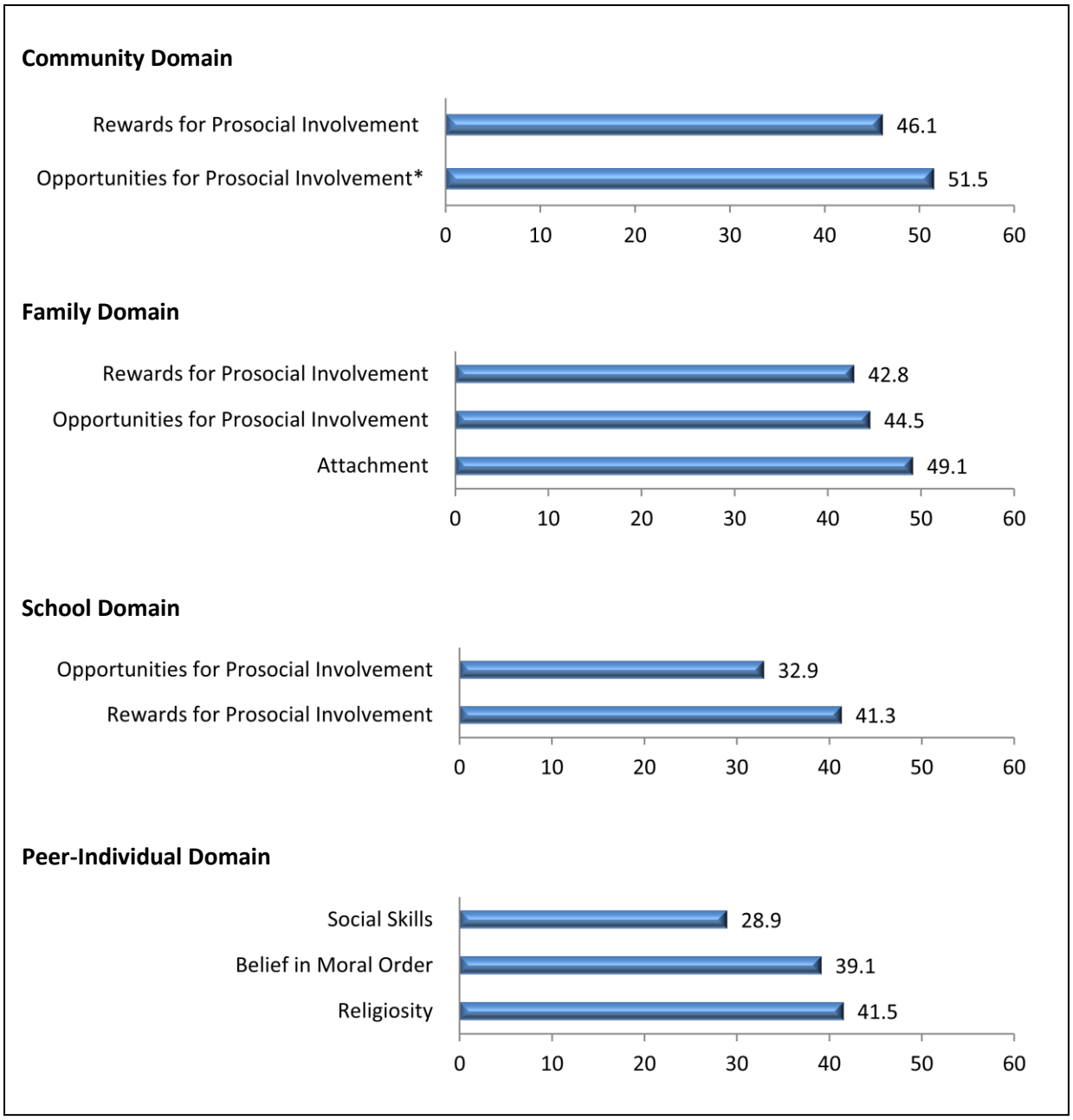
- **Family Domain: Favorable Attitudes to Antisocial Behavior** (48.4% with high risk). This scale measures the level of positive parental attitudes towards stealing something worth more than $5, drawing graffiti, and picking a fight with someone, as perceived by the youth.

- **Family Domain: Family Conflict** (43.8% with high risk). This scale measures the level of arguing, yelling, and insulting in the family, as perceived by the youth.

- **Peer-Individual Domain: Sensation Seeking** (42.1% with high risk)**.** This scale measures the level that students engage in dangerous, risky behaviors: doing what feels good no matter what, doing something dangerous when dared to, and doing something crazy even if it is a little dangerous.

- **Peer-Individual Domain: Favorable Attitudes to Antisocial Behavior** (42.0% with high risk). This scale measures the level of positive attitudes expressed by youth toward taking a handgun to school, stealing something worth more than $5, picking a fight with or attacking someone, and skipping school without their parent's awareness.

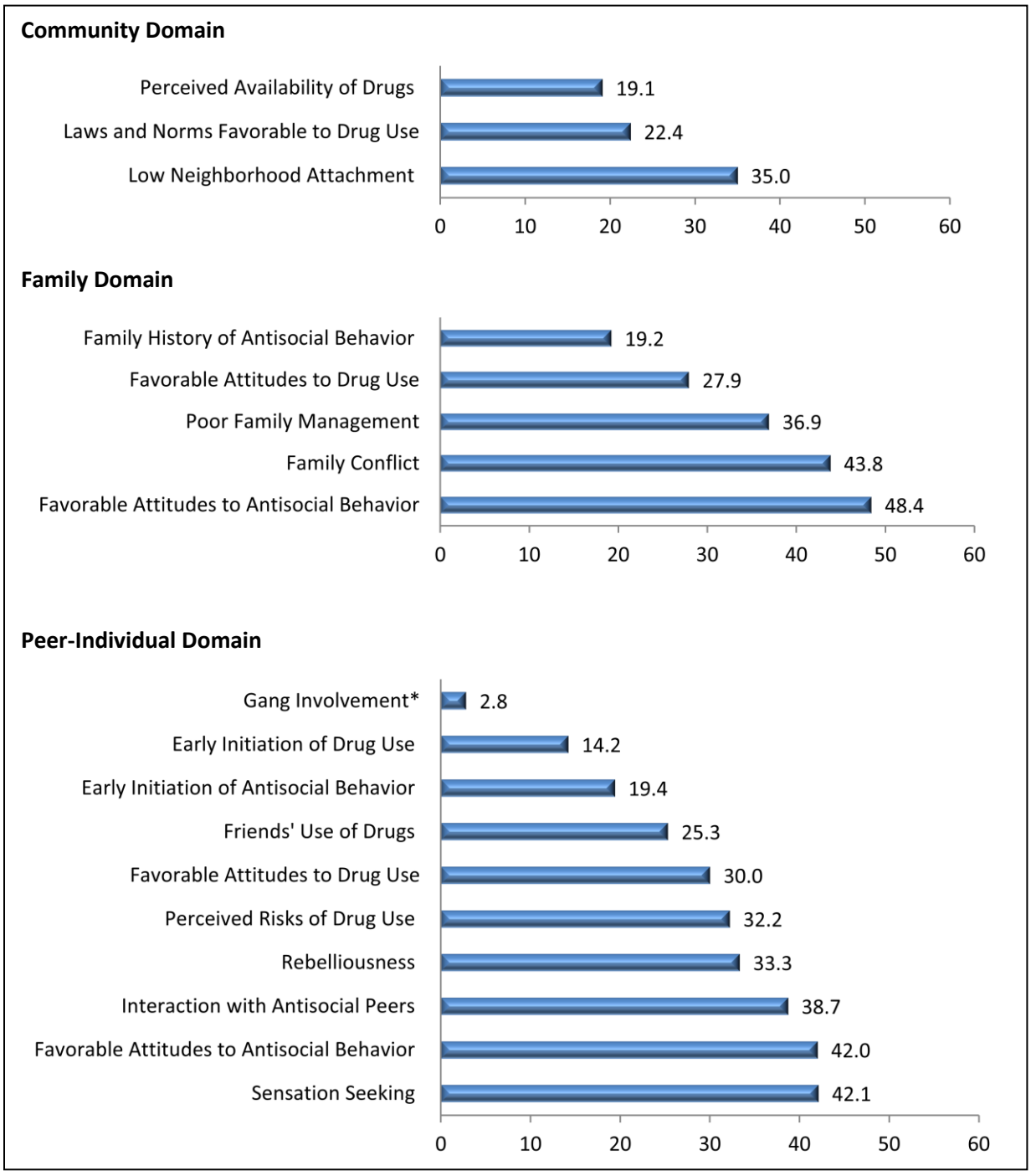
Figure 22. Percentage of Students with Low Protection (Scoring Below National Standards) for Selected Protective Factors, Fairfax County, 2010



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.

***** The original Communities That Care scale is comprised of six items. Five of the items related to the availability of extracurricular activities were consolidated into one item on the Fairfax County Youth Survey – *Risk and Protective Factor Survey*.

Figure 23. Percentage of Students with High Risk (Scoring Above National Standards) for Selected Risk Factors, 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.

* The scale is missing one item out of four items from the original Communities That Care scale.

Protective and Risk Factor Measures by Grade

Protective Factors

Levels of protection between grades varied most between tenth- and twelfth-grade students for Religiosity (23.9 percentage points), Belief in Moral Order (19.3 percentage points), and between eighth- and twelfth-grade students for Religiosity (19.6 percentage points). Percentages of students considered at low protection increased with grade level for three of the scales: Community Opportunities for Prosocial Involvement, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. Percentages of students considered at low protection decreased as grade level increased for School Opportunities for Prosocial Involvement.

Risk Factors

Percentages of students considered at high risk increased as grade level increased for almost all of the risk factor scales. The largest increases in percentages between eighth- and twelfth-grade students were for Peer-Individual Favorable Attitudes Towards Drug Use (18.7 percentage points), Peer-Individual Perceived Risk of Drug Use (17.8 percentage points), Low Neighborhood Attachment (17.7 percentage points), and Friends' Use of Drugs (15.4 percentage points).

Percentages of students considered at high risk decreased somewhat as grade level increased for two of the risk factor scales. Between eighth- and twelfth-grade students there was a 7.7 percentage point decrease in the percentage of students considered at high risk for Family Conflict and a 6.2 percentage point decrease in the percentage of students considered at high risk for Laws and Norms Favorable to Drug Use.

Eighth Grade

Protective Factors

The protective factor scales with the largest percentage of eighth-grade students considered at low protection were Community Rewards for Prosocial Involvement (51.4%), Family Attachment (47.3%), and Religiosity (46.4%).

Risk Factors

The risk factor scales with the largest percentage of eighth-grade students considered at high risk were Family Conflict (48.8%), Parental Attitudes Favorable to Antisocial Behavior (45.9%), and Sensation Seeking (42.0%).

Tenth Grade

Protective Factors

More than half of tenth-grade students were considered at low protection for three of the protective factor scales: Family Attachment (54.2%), Community Opportunities for Prosocial Involvement (53.4%), and Religiosity (50.7%).

Risk Factors

The risk factor scales with the largest percentages of tenth-grade students considered at high risk were Parental Attitudes Favorable to Antisocial Behavior (49.6%), Peer-Individual Favorable Attitudes Towards Antisocial Behavior (43.4%), and Family Conflict (41.6%).

Twelfth Grade

Protective Factors

The protective factor scales with the largest percentages of twelfth-grade students considered at low protection were Community Opportunities for Prosocial Involvement (56.6%), Belief in Moral Order (50.7%), Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement (47.2% each).

Risk Factors

The risk factor scales with the largest percentages of twelfth-grade students considered at high risk were Parental Attitudes Favorable to Antisocial Behavior (49.6%), Sensation Seeking (46.3%), and Peer-Individual Favorable Attitudes Towards Antisocial Behavior (44.5%).

Protective and Risk Factor Measures by Gender

Protective Factors

There was little variation in the percentage of students considered at low protection between genders, except for the Belief in Moral Order and Social Skills protective factor scales. For both of these scales, a higher percentage of male students were considered at low protection (13.7 percentage point difference between genders on both scales). Percentage point differences on the other protective factor scales ranged from 0.2 percentage points for Family Opportunities for Prosocial Involvement to 3.6 percentage points for Community Opportunities for Prosocial Involvement and Religiosity.

Risk Factors

Greater percentages of male students were considered at high risk for almost all of the risk factor scales. The largest differences were in Sensation Seeking (15.6 percentage points), Peer-Individual Early Initiation of Antisocial Behavior (15.1 percentage points), and Parental Attitudes Favorable to Antisocial Behavior (14.9 percentage points). Greater percentages of female students were considered at high risk for Family Conflict (5.1 percentage points), Low Neighborhood Attachment (2.8 percentage points), and Family History of Antisocial Behavior (0.5 percentage points).

Female Students

Protective Factors

The protective factor scales with the largest percentages of female students considered at low protection were Community Opportunities for Prosocial Involvement (53.2%), Family Attachment (49.7%), and Community Rewards for Prosocial Involvement (45.8%).

Risk Factors

The risk factor scales with the largest percentages of female students considered at high risk were Family Conflict (46.3%), Parental Attitudes Favorable to Antisocial Behavior (41.0%), and Low Neighborhood Attachment (36.4%).

Male Students

Protective Factors

The protective factor scales with the largest percentages of male students considered at low protection were Community Opportunities for Prosocial Involvement (49.6%), Family Attachment (48.3%), and Community Rewards for Prosocial Involvement (46.5%)

Risk Factors

The risk factor scales with the largest percentages of male students considered at high risk were Parental Attitudes Favorable to Antisocial Behavior (55.9%), Sensation Seeking (49.9%), and Peer-Individual Favorable Attitudes Towards Antisocial Behavior (49.4%).

Protective and Risk Factor Measures by 30-day ATOD Use and Gang Membership

Protective Factors

Higher percentages of students who used alcohol, tobacco, or other drugs in the past month or who have ever belonged to a gang were considered to be at low protection for every protective factor scale measured by the survey, compared to the overall sample. More than half of the students who used alcohol, tobacco, or other drugs in the past month were considered at low protection for eight of the ten protective factor scales. Similarly, over half of the students who have ever belonged to a gang were considered at low protection for all but one of the protective factor scales (Religiosity, 48.1%).

Risk Factors

Higher percentages of students who used alcohol, tobacco, or other drugs in the past month or who have ever belonged to a gang were considered to be at high risk for every risk factor scale measured by the survey, compared to the overall sample. More than half of the students who used alcohol, tobacco, or other drugs in the past month were considered at high risk for 11 of the 18 risk factor scales, while a majority of students who ever belonged to a gang were considered at high risk for 16 of the 18 risk factor scales . The risk factor scales with the largest percentages of students who used alcohol, tobacco, or other drugs in the past month considered at high risk were Sensation Seeking (65.9%), Parental Attitudes Favorable to Antisocial Behavior, and Peer-Individual Favorable Attitudes Towards Antisocial Behavior (65.2% each). For students who have ever belonged to a gang, the risk factor scales with the largest percentages considered at high risk were Gang Involvement (100%) as well as Peer-Individual Favorable Attitudes Towards Antisocial Behavior and Peer-Individual Interaction with Antisocial Peers (82.6% each).

Table 81. Percentage of Students with Protective Factor Scores Above or Below the National Standard, by Grade, Fairfax County, 2010

		8th	10th	12th	Overall
Community Domain Protective Factor Scores					
Opportunities for Prosocial Involvement scale[a]	Low protection	44.4	53.4	56.6	51.5
	High protection	55.6	46.6	43.4	48.5
Rewards for Prosocial Involvement scale	Low protection	51.4	42.8	44.2	46.1
	High protection	48.6	57.2	55.8	53.9
Family Domain Protective Factor Scores					
Attachment scale	Low protection	47.3	54.2	45.4	49.1
	High protection	52.7	45.8	54.6	50.9
Opportunities for Prosocial Involvement scale	Low protection	40.3	45.9	47.2	44.5
	High protection	59.7	54.1	52.8	55.5
Rewards for Prosocial Involvement scale	Low protection	36.6	44.8	47.2	42.8
	High protection	63.4	55.2	52.8	57.2
School Domain Protective Factor Scores					
Opportunities for Prosocial Involvement scale	Low protection	36.4	31.5	30.8	32.9
	High protection	63.6	68.5	69.2	67.1
Rewards for Prosocial Involvement scale	Low protection	45.8	31.8	46.8	41.3
	High protection	54.2	68.2	53.2	58.7
Peer-Individual Domain Protective Factor Scores					
Religiosity scale	Low protection	46.4	50.7	26.8	41.5
	High protection	53.6	49.3	73.2	58.5
Belief in Moral Order scale	Low protection	35.9	31.4	50.7	39.1
	High protection	64.1	68.6	49.3	60.9
Social Skills scale	Low protection	25.5	33.0	28.1	28.9
	High protection	74.5	67.0	71.9	71.1

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.

[a] The original Communities That Care scale is comprised of six items. Five of the items related to the availability of extracurricular activities were consolidated into one item on the Fairfax County Youth Survey – *Risk and Protective Factor Survey*.

Table 82. Percentage of Students with Protective Factor Scores Above or Below the National Standard, by Selected Characteristics, Fairfax County, 2010

		By Gender		Any substance use in past month[a]	Ever belonged to a gang
		Female	Male		
Community Domain Protective Factor Scores					
Opportunities for Prosocial Involvement scale[b]	Low protection	53.2	49.6	59.2	68.8
	High protection	46.8	50.4	40.8	31.2
Rewards for Prosocial Involvement scale	Low protection	45.8	46.5	51.4	63.8
	High protection	54.2	53.5	48.6	36.2
Family Domain Protective Factor Scores					
Attachment scale	Low protection	49.7	48.3	59.1	68.9
	High protection	50.3	51.7	40.9	31.1
Opportunities for Prosocial Involvement scale	Low protection	44.6	44.4	56.2	65.2
	High protection	55.4	55.6	43.8	34.8
Rewards for Prosocial Involvement scale	Low protection	42.4	43.2	54.0	63.1
	High protection	57.6	56.8	46.0	36.9
School Domain Protective Factor Scores					
Opportunities for Prosocial Involvement scale	Low protection	31.5	34.3	39.4	51.8
	High protection	68.5	65.7	60.6	48.2
Rewards for Prosocial Involvement scale	Low protection	40.2	42.4	50.9	63.3
	High protection	59.8	57.6	49.1	36.7
Peer-Individual Domain Protective Factor Scores					
Religiosity scale	Low protection	39.7	43.3	43.1	48.1
	High protection	60.3	56.7	56.9	51.9
Belief in Moral Order scale	Low protection	32.2	45.9	63.1	79.2
	High protection	67.8	54.1	36.9	20.8
Social Skills scale	Low protection	22.1	35.8	55.8	73.5
	High protection	77.9	64.2	44.2	26.5

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. Separate cut-point scores are established for each grade. Scores by gender, substance use, and gang membership have been aggregated from the grade-specific calculations.

[a] Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month.

[b] The original Communities That Care scale is comprised of six items. Five of the items related to the availability of extracurricular activities were consolidated into one item on the Fairfax County Youth Survey – *Risk and Protective Factor Survey*.

Table 83. Percentage of Students with Risk Factor Scores Above or Below the National Standard, by Grade, Fairfax County, 2010

		8th	10th	12th	Overall
Community Domain Risk Factor Scores					
Low Neighborhood Attachment scale	Low risk	74.0	64.4	56.3	65.0
	High risk	26.0	35.6	43.7	35.0
Laws and Norms Favorable to Drug Use scale	Low risk	74.7	77.1	81.0	77.6
	High risk	25.3	22.9	19.0	22.4
Perceived Availability of Drugs scale	Low risk	85.8	81.8	74.9	80.9
	High risk	14.2	18.2	25.1	19.1
Family Domain Risk Factor Scores					
Poor Family Management scale	Low risk	61.5	64.2	63.4	63.1
	High risk	38.5	35.8	36.6	36.9
Family Conflict scale	Low risk	51.2	58.4	58.9	56.2
	High risk	48.8	41.6	41.1	43.8
Family History of Antisocial Behavior scale	Low risk	82.6	80.2	79.5	80.8
	High risk	17.4	19.8	20.5	19.2
Parental Attitudes Favorable Towards Drug Use scale	Low risk	81.4	67.8	67.1	72.1
	High risk	18.6	32.2	32.9	27.9
Parental Attitudes Favorable to Antisocial Behavior scale	Low risk	54.1	50.4	50.4	51.6
	High risk	45.9	49.6	49.6	48.4
Peer-Individual Domain Risk Factor Scores					
Rebelliousness scale	Low risk	71.7	65.0	63.2	66.7
	High risk	28.3	35.0	36.8	33.3
Early Initiation of Drug Use scale	Low risk	91.0	86.1	80.0	85.8
	High risk	9.0	13.9	20.0	14.2
Early Initiation of Antisocial Behavior scale	Low risk	83.9	80.2	77.7	80.6
	High risk	16.1	19.8	22.3	19.4
Favorable Attitudes Towards Antisocial Behavior scale	Low risk	61.7	56.6	55.5	58.0
	High risk	38.3	43.4	44.5	42.0
Favorable Attitudes Towards Drug Use scale	Low risk	79.8	68.5	61.1	70.0
	High risk	20.2	31.5	38.9	30.0
Perceived Risks of Drug Use scale	Low risk	75.0	70.5	57.2	67.8
	High risk	25.0	29.5	42.8	32.2
Interaction with Antisocial Peers scale	Low risk	62.4	62.0	59.4	61.3
	High risk	37.6	38.0	40.6	38.7
Friends' Use of Drugs scale	Low risk	82.5	74.1	67.1	74.7
	High risk	17.5	25.9	32.9	25.3
Sensation Seeking scale	Low risk	58.0	61.7	53.7	57.9
	High risk	42.0	38.3	46.3	42.1
Gang Involvement scale[a]	Low risk	97.1	97.4	97.2	97.2
	High risk	2.9	2.6	2.8	2.8

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.

[a] The scale is missing one item out of four items from the original Communities That Care scale.

Table 84. Percentage of Students with Risk Factor Scores Above or Below the National Standard, by Selected Characteristics, Fairfax County, 2010

		By Gender		Any substance use in past month[a]	Ever belonged to a gang
		Female	Male		
Community Domain Risk Factor Scores					
Low Neighborhood Attachment scale	Low risk	63.6	66.4	56.5	52.3
	High risk	36.4	33.6	43.5	47.7
Laws and Norms Favorable to Drug Use scale	Low risk	80.0	75.1	69.1	55.8
	High risk	20.0	24.9	30.9	44.2
Perceived Availability of Drugs scale	Low risk	83.2	78.7	62.2	47.8
	High risk	16.8	21.3	37.8	52.2
Family Domain Risk Factor Scores					
Poor Family Management scale	Low risk	66.0	60.0	44.8	29.3
	High risk	34.0	40.0	55.2	70.7
Family Conflict scale	Low risk	53.7	58.8	47.4	44.0
	High risk	46.3	41.2	52.6	56.0
Family History of Antisocial Behavior scale	Low risk	80.5	81.0	61.9	44.3
	High risk	19.5	19.0	38.1	55.7
Parental Attitudes Favorable Towards Drug Use scale	Low risk	74.7	69.4	49.0	49.2
	High risk	25.3	30.6	51.0	50.8
Parental Attitudes Favorable to Antisocial Behavior scale	Low risk	59.0	44.1	34.8	26.6
	High risk	41.0	55.9	65.2	73.4
Peer-Individual Domain Risk Factor Scores					
Rebelliousness scale	Low risk	68.8	64.6	46.7	29.4
	High risk	31.2	35.4	53.3	70.6
Early Initiation of Drug Use scale	Low risk	87.6	84.1	60.1	41.7
	High risk	12.4	15.9	39.9	58.3
Early Initiation of Antisocial Behavior scale	Low risk	88.1	73.0	66.5	30.0
	High risk	11.9	27.0	33.5	70.0
Favorable Attitudes Towards Antisocial Behavior scale	Low risk	65.4	50.6	34.8	17.4
	High risk	34.6	49.4	65.2	82.6
Favorable Attitudes Towards Drug Use scale	Low risk	74.3	65.7	36.6	30.3
	High risk	25.7	34.3	63.4	69.7
Perceived Risks of Drug Use scale	Low risk	75.1	60.3	40.5	33.1
	High risk	24.9	39.7	59.5	66.9
Interaction with Antisocial Peers scale	Low risk	68.7	53.9	39.3	17.4
	High risk	31.3	46.1	60.7	82.6
Friends' Use of Drugs scale	Low risk	76.8	72.7	43.2	32.7
	High risk	23.2	27.3	56.8	67.3
Sensation Seeking scale	Low risk	65.7	50.1	34.1	23.8
	High risk	34.3	49.9	65.9	76.2
Gang Involvement scale[b]	Low risk	98.5	95.9	93.2	0.0
	High risk	1.5	4.1	6.8	100.0

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. Separate cut point scores are established for each grade. Scores by gender, substance use, and gang membership have been aggregated from the grade-specific calculations.

[a] Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month.

[b] The scale is missing one item out of four 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 workgroup 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 *6th 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 *6th Grade Survey* had fewer questions but included most of the core items in the other questionnaires.

For the eighth-, tenth-, and twelfth-grade survey, English classrooms were randomly selected from every school. The number of classrooms selected was proportional to the pyramid size to ensure a representative sample to allow for generalized survey results (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 *6th 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 *6th 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 *6th 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 *6th Grade Survey*. The survey data were weighted by grade level within each pyramid to allow generalization of survey results to the entire population.

Table 85. Instruments Used to Survey Fairfax County Youth, 2001-2010

Year	*Survey*	*Targeted Population*	*Number of Questions*	*National Comparison*
2001	Fairfax County Youth Survey	8th, 10th, 12th	228	MTF
2003	Virginia Community Youth Survey	8th, 10th, 12th	135	MTF
2005	Fairfax County Youth Survey	6th, 8th, 10th, 12th	137	MTF (for 8th, 10th, and 12th)
2008	Fairfax County Youth Survey : Risk and Protective Factor Survey	8th, 10th, 12th	154	MTF
	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	109	YRBS
	Fairfax County Youth Survey: 6th Grade Survey	6th	62	None
2009	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	151	MTF & YRBS
	6th Grade Survey	6th	82	None
2010	Fairfax County Youth Survey: Risk and Protective Factor Survey	8th, 10th, 12th	203	MTF
	Fairfax County Youth Survey: 6th 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 students in eighth, tenth, and twelfth grades to participate). A nonrandom sampling procedure limits the extent to which 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.

The 2010 Fairfax County *Risk and Protective Factor Survey* had a response rate of 85.6%. Table 3 on page 12 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. Statistical differences ($p < .05$) were observed for grade-level, gender, and racial/ethnic sub-groups: for example, eighth-grade students were over-represented in the sample. However, because the data are analyzed at the pyramid level, and the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the data were weighted by grade within 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 *Risk and Protective Factor Survey* are shown in Table 86. The alpha values in the 2010 survey ranged from 0.420 to 0.965.

Table 86. Internal Reliability of Risk and Protective Factor Scales

Item Set	*Number of Questions*	*Cronbach's Alpha*
Belief in Moral Order	4	.686
Social Skills	4	.554
Community Opportunities for Prosocial Involvement	2	.420
Community Rewards for Prosocial Involvement	3	.826
Family Attachment	4	.792
Family Opportunities for Prosocial Involvement	3	.778
Family Rewards for Prosocial Involvement	4	.784
School Opportunities for Prosocial Involvement	5	.590
School Rewards for Prosocial Involvement	4	.676
Sensation Seeking	3	.692
Rebelliousness	3	.729
Early Initiation of Drug Use	4	.808
Early Initiation of Antisocial Behavior	4	.470
Perceived Risk of Drug Use	4	.754
Peer-Individual Attitudes Favorable Towards Antisocial Behavior	5	.771
Peer-Individual Attitudes Favorable Towards Drug Use	4	.832
Interaction with Antisocial Peers	6	.779
Friends' Use of Drugs	4	.832
Gang Involvement	3	.965
Family Conflict	3	.843
Poor Family Management	8	.826
Family History of Antisocial Behavior	10	.803
Parental Attitudes Favorable Towards Drug Use	3	.707
Parental Attitudes Favorable Towards Antisocial Behavior	3	.683
Low Neighborhood Attachment	3	.839
Laws and Norms Favorable to Drug Use	6	.723
Perceived Availability of Drugs	4	.822

DATA PROCESSING METHODOLOGY

The following seven conditions were used to clean the 2010 Fairfax County *Risk and Protective Factor Survey* data. Missing data were not imputed.

Condition 1: Blank Surveys

There were a total of 203 questions on the survey instrument, including seven questions that asked 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 survey instrument asked students, "How honest were you in filling out this survey?" The response options for this question were:

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

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

Condition 3: Bentrometin (BTM) Use

There were two items on "bentrometin (BTM)" use – in their 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 (> 0 occasions) were eliminated from the data analysis.

Condition 4: Missing Grade Information

Cases where students did not provide an answer to the grade question were eliminated from the data analysis.

Condition 5: Implausible Age and Grade Combination

Students whose combination of age and grade are implausible (e.g.., a 10-year-old in the twelfth grade) were eliminated. The following ranges were considered plausible:

- 8^{th} grade: 11 through 16 years old
- 10^{th} grade: 13 through 18 years old
- 12^{th} grade: 15 years or older

Condition 6: Substance Use and Other Behavior Inconsistencies

Responses to the following questions were examined for consistency. 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.

- **Lifetime and 30-day use** – if a student indicated use in the past 30 days, but responded "0 occasions" for lifetime use for:
    - cigarettes
    - alcohol
    - marijuana

- **Binge drinking and lifetime or 30-day alcohol use** – if a student reported binge drinking in the past two weeks and responded "0 occasions" to either lifetime or 30-day alcohol use.

- **Age of onset and age** – if a student's indicated age of first involvement is older than the student's current age for the following behaviors: using marijuana, smoking cigarettes, drinking alcohol (more than a sip or two), drinking alcohol (drinking regularly), having been suspended from school, having been arrested, having carried a handgun, having attacked someone, and having belonged to a gang.

- **Sexual behaviors**: The following two circumstances were used to determine inconsistent responses to the sexual behaviors questions:

	Have you ever had sexual intercourse?	The last time you had sexual intercourse, did you or your partner use a condom?
Inconsistent Pattern #1	No	Yes
Inconsistent Pattern #2	Yes	I have never had sexual intercourse

If a student answered "No" to ever having sexual intercourse, and "No" to using a condom the last time they had sexual intercourse, the response to the condom use question was set to missing.

- **Gang involvement**: The following four circumstances were used to determine inconsistent responses to the gang involvement questions:

	Have you ever belonged to a gang?	If you ever belonged to a gang, did the gang have a name?
Inconsistent Pattern #1	No	Yes
Inconsistent Pattern #2	Yes	I have never been in a gang

If a student answered "No" to ever having belonged to a gang, and "No" to if the gang had a name, the response to the gang name question was set to missing.

	Have you ever belonged to a gang?	How old were you when you first belonged to a gang?
Inconsistent Pattern #3	No	10 or younger, 11, 12, 13, 14, 15, 16, 17+
Inconsistent Pattern #4	Yes	Never have

Condition 7: Pharmacological Implausibility

The over-reporting of substance use was examined through patterns of responses that are pharmacologically implausible (i.e., a combination of drugs and frequencies of use whose cumulative effect would be lethal). The 30-day use of the following substances was examined: alcohol, marijuana, LSD or other hallucinogens, cocaine/crack, inhalants, methamphetamine, Ecstasy, steroids, heroin, painkillers, prescription drugs, and over-the-counter drugs (cigarettes were not included). Cases where students reported at least "20 or more occasions" for five or more of the substances were eliminated from data analysis.

Table 87 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 87. Number of Usable Questionnaires, Fairfax County, 2010

	Number	Percent
Rejected questionnaires		
Blank questionnaires	73	0.2
"Not honest at all" responses	596	1.8
Reported fictitious drug use	1032	3.1
No grade reported	272	0.8
Rejected by age check	92	0.3
Rejected by consistency check	419	1.3
Rejected by dose check	70	0.2
Total number of usable questionnaires	**30,399**	**92.3**
Total	32,953	100.0

DATA ANALYSIS METHODOLOGY

The percentage of survey respondents from each grade within a pyramid was compared with the percentage of all enrolled students in each grade within a pyramid. Corrective weights were applied to the data to ensure proportional representation based on the total student enrollment in each grade in each pyramid. Each record was weighted by the factor

$$w_{ij} = \frac{X_{ij} \div X}{Y_{ij} \div Y}$$

Where

X_{ij} = # of students enrolled in Grade *i*, Pyramid *j*

X = total # of students enrolled in Grades 8, 10, and 12, in Pyramids 1-25

Y_{ij} = # of survey respondents in Grade *i*, Pyramid *j*

Y = total # of survey respondents in Grades 8, 10, and 12, in Pyramids 1-25

(i = 8, 10, 12; $1 \leq j \leq 25$)

Respondents from the alternative school (Pyramid 26) are not included in the analysis. Because of the small number of students in the alternative schools, when analyzing data by grade, gender, and race/ethnicity, their anonymity could not be ensured.

PASW Statistic 18 (formerly known as SPSS) was used to generate all tables in this report, except for Table 40 (Prevalence and Frequency of Driving a Vehicle After Drinking Alcohol) which was generated using SAS 9.2. The two 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 abuse 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 *Risk and Protective Factor Survey* measures risk and protective factors in the community, family, school, 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 abuse 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.

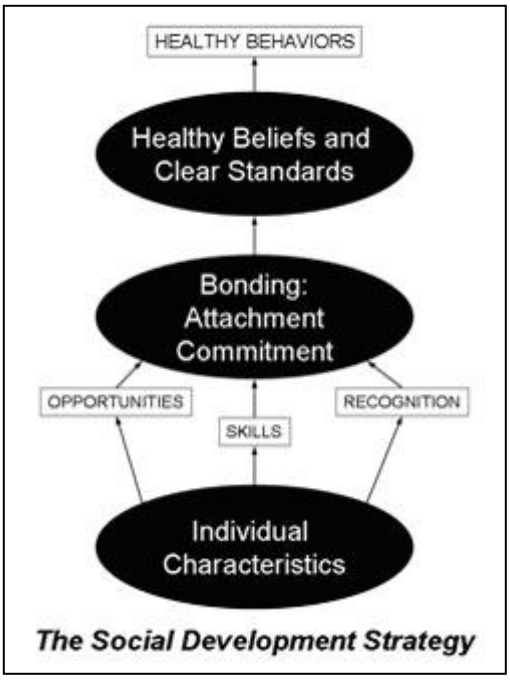
Risk Factors

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. Some risk factors are measured by more than one scale. For instance, the risk factor "Favorable Parental Attitudes and Involvement in the Problem Behavior" is measured by two risk factor scales: Parental Attitudes Favorable Towards Drug Use and Parental Attitudes Favorable Towards Antisocial Behavior. The 2010 Fairfax County *Risk and Protective Factor Survey* measured 14 risk factors using 18 risk factor scales, and 10 protective factors, each of which was measured by a single scale. 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 *Risk and Protective Factor Survey*. A description of each scale and the specific questions on the survey instrument that make up the scale are provided.

Community Protective Factors

Opportunities for Prosocial Involvement

This factor indicates the extent to which respondents report having opportunities to engage in prosocial activities, or that caring adults are present in their community. These community opportunities for positive participation decrease the likelihood young people will engage in substance use or problem behaviors.

Questions:

- There are lots of adults in my neighborhood I could talk to about something important.
- Are there sports teams or other extracurricular activities for people your age available in your community?

Note: The Community Opportunities for Prosocial Involvement scale in the Communities That Care Youth Survey is comprised of six items. Five of the items related to the availability of extracurricular activities (sports teams, scouting, boys and girls clubs, 4-H clubs, and service clubs) were consolidated into one item on the Fairfax County Youth Survey.

Rewards for Prosocial Involvement

This factor indicates the extent to which respondents feel their positive behaviors are recognized and acknowledged by their community. These young people are more likely to bond to their community, decreasing the likelihood young people will engage in substance use or problem behaviors.

Questions:

- There are people in my neighborhood, or the area around where I live, who are proud of me when I do something well.
- There are people in my neighborhood, or the area around where I live, who encourage me to do my best.
- My neighbors notice when I am doing a good job and let me know about it.

Family Protective Factors

Attachment

This factor indicates the extent to which respondents feel close to and can share openly with their mother and father. Young people who feel that they are a valued part of their family are less likely to engage in substance use or problem behaviors.

Questions:

- Do you feel very close to your mother?
- Do you share your thoughts and feelings with your mother?
- Do you feel very close to your father?
- Do you share your thoughts and feelings with your father?

Opportunities for Prosocial Involvement

This factor indicates the extent to which respondents participate in family decision making, have opportunities to do fun things with their parents, and can share problems with their parents.

Questions:

- If I had a personal problem, I could ask my mom or dad for help.
- My parents give me lots of chances to do fun things with them.
- My parents ask me what I think before most family decisions affecting me are made.

Rewards for Prosocial Involvement

This factor indicates the extent to which respondents report their parents acknowledge and praise them for good things they do, and that they enjoy spending time with their parents. When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, the likelihood young people will engage in substance use or problem behaviors decreases.

Questions:

- My parents notice when I am doing a good job and let me know about it.
- How often do your parents tell you that they are proud of you for something you have done?
- Do you enjoy spending time with your mother?
- Do you enjoy spending time with your father?

School Protective Factors

Opportunities for Prosocial Involvement

This factor indicates the degree to which respondents feel they can interact with teachers and can participate in school-related activities. When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in substance use and other problem behaviors.

Questions:

- In my school, students have lots of chances to help decide things like class activities and rules.
- Teachers ask me to work on special classroom projects.
- There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.
- There are lots of chances for students at my school to talk with a teacher one-on-one.
- I have lots of chances to be a part of class discussions or activities.

Rewards for Prosocial Involvement

This factor indicates the degree to which respondents feel acknowledged by teachers and their parents relative to their school involvement and performance.

Questions:

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

Peer-Individual Protective Factors

Religiosity

Young people who regularly attend religious services are less likely to engage in problem behaviors.

Question:

- How often do you attend religious services or activities?

Belief in the Moral Order

This factor indicates the degree to which respondents feel it is okay to cheat, be dishonest, or hurt someone who starts a fight. Young people with a strong personal sense of what is "right" or "wrong" are less likely to use substances.

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.
- It is alright to beat up people if they start the fight.

Social Skills

This factor indicates how youth respond to scenarios that require them to make a decision about the most prosocial option. Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use substances and engage in other problem behaviors.

Questions (rephrased from actual survey questions for brevity):

- What would you do if you saw a friend shoplift a CD, and she urged you to shoplift too?
- What would you do if your mother wanted you to stay home, instead of leaving and hanging out with friends?
- What would you do if a teenager who is a stranger deliberately bumped into you while passing on a sidewalk?
- What would you do if a friend offered you a drink containing alcohol at a party?

Community Risk Factors

Low Neighborhood Attachment

Where young people lack community engagement, they are more likely to be at risk for substance use and other problem behaviors. Young people with low neighborhood attachment are less likely to have others monitoring or supervising their behavior, their parents are less likely to have support networks, and they are less likely to easily find opportunities to socialize with positive peers. These problems can be found in high-income as well as low-income neighborhoods.

Questions:

- I would like to get out of my neighborhood or the area around where I live.
- If I had to move, I would miss the neighborhood I now live in.
- I like my neighborhood, or the area around where I live.

Laws and Norms Favorable to Drug Use

This factor indicates the degree to which respondents think kids in their neighborhood would be caught by the police if they engaged in substance use or other problem behaviors. Rates of use have declined in states that place legal restrictions on alcohol and tobacco use, raise the legal drinking age, restrict smoking in public places, increase taxes on substances (making them more expensive), or increase the penalties for providing substances to minors. The attitudes of young people may follow those laws and norms regarding substance use.

Questions:

- Would a kid in your neighborhood, or the area around where you live, be caught by the police if he or she drank some beer, wine, or hard liquor?
- Would a kid in your neighborhood, or the area around where you live, be caught by the police if he or she smoked marijuana?
- Would a kid in your neighborhood, or the area around where you live, be caught by the police if he or she carried a handgun?
- How wrong would most adults in your neighborhood, or the area around where you live, think it is for kids your age to use marijuana?
- How wrong would most adults in your neighborhood, or the area around where you live, think it is for kids your age to drink alcohol?
- How wrong would most adults in your neighborhood, or the area around where you live, think it is for kids your age to smoke cigarettes?

Perceived Availability of Drugs

This factor indicates the degree to which respondents think it is easy for kids to get alcohol, cigarettes, and illegal drugs. Where these substances are more easily available, the likelihood of their use increases.

Questions:

- How easy or hard would it be for you to get some beer, wine, or hard liquor?
- How easy or hard would it be for you to get some cigarettes?
- How easy or hard would it be for you to get drugs like cocaine, LSD, or amphetamines?
- How easy or hard would it be for you to get some marijuana?

Family Risk Factors

Poor Family Management

This factor indicates the extent to which respondents report that their parents would find out if they engaged in substance use or other problem behaviors. The factor also assesses whether or not there are clear family rules, that parents know the whereabouts of their children, that there are rules about alcohol and drug use, and that parents oversee homework. Young people with parents who provide clear expectations about expected behavior are less likely to engage in substance use and other problem behaviors.

Questions:

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

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 substance 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.

Family History of Antisocial Behavior

This factor indicates the percentage of respondents that report whether they have brothers or sisters or know adults or others that engage in substance use or other problem behaviors. When young people grow up in families with histories of problem behaviors they are more likely to engage in these behaviors.

Questions:

- Has anyone in your family ever had a severe alcohol or drug problem?
- Have any of your brothers or sisters ever drunk beer, wine, or hard liquor?
- Have any of your brothers or sisters ever smoked marijuana?
- Have any of your brothers or sisters ever smoked cigarettes?
- Have any of your brothers or sisters ever taken a handgun to school?
- Have any of your brothers or sisters ever been suspended or expelled from school?
- About how many adults have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs?
- About how many adults have you known personally who in the past year have sold or dealt drugs?
- About how many adults have you known personally who in the past year have done other things that could get them in trouble with the police?
- About how many adults have you known personally who in the past year have gotten drunk or high?

Parental Attitudes Favorable Towards Drug Use

This factor indicates the degree to which respondents report their parents would feel it is wrong for them to use substances.

Questions:

- How wrong do your parents feel it would be for you to drink beer, wine, or hard liquor?
- How wrong do your parents feel it would be for you to smoke cigarettes?
- How wrong do your parents feel it would be for you to smoke marijuana?

Parental Attitudes Favorable to Antisocial Behavior

This factor indicates the degree to which respondents report their parents would feel it is wrong for the respondent to steal, draw graffiti, or fight. Young people who have parents that are more tolerant of antisocial behavior are more likely to either engage in such behavior or to engage in substance use.

Questions:

- How wrong do your parents feel it would be for you to steal anything worth more than $5.00?
- How wrong do your parents feel it would be for you to draw graffiti, write things, or draw pictures on buildings (without the owner's permission)?
- How wrong do your parents feel it would be for you to pick a fight with someone?

Peer-Individual Risk Factors

Rebelliousness

This factor indicates the extent to which respondents report defiant behavior. The rationale for this item is that young people who rebel against authority are at higher risk of substance use and other problem behaviors. The questions for this factor regard engaging in rebelliousness for its own sake, rather than youth with strong self-esteem who are able to resist and stand up to negative peer pressure.

Questions:

- I like to see how much I can get away with.
- I ignore rules that get in my way.
- I do the opposite of what people tell me to just to get them mad.

Early Initiation of Drug Use

This factor indicates the age at which respondents first report trying substances. The age of onset of substance use is a strong predictor of future use, as well as frequency of future use.

Questions:

- How old were you when you first smoked a cigarette, even just a puff?
- How old were you when you first had more than a sip or two of beer, wine, or hard liquor?
- How old were you when you first began drinking alcoholic beverages regularly, that is, at least once or twice a month?
- How old were you when you first smoked marijuana?

Early Initiation of Antisocial Behavior

Young people who report engaging in aggressive behavior at early ages or who have trouble controlling their impulses are at higher risk for substance use and other problem behaviors.

Questions:

- How old were you when you first got suspended from school?
- How old were you when you first got arrested?
- How old were you when you first carried a handgun?
- How old were you when you first attacked someone with the idea of seriously hurting them?

Favorable Attitudes Towards Antisocial Behavior

This factor indicates the extent to which respondents feel that engaging in antisocial behaviors for kids their age is wrong. Young people who are accepting of antisocial behavior are more likely to engage in them.

Questions:

- How wrong do you think it is for someone your age to take a handgun to school?
- How wrong do you think it is for someone your age to steal anything worth more than $5.00?
- How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them?
- How wrong do you think it is for someone your age to pick a fight with someone?
- How wrong do you think it is for someone your age to stay away from school all day when their parents think they are at school?

Favorable Attitudes Towards Drug Use

This factor indicates the extent to which respondents feel that drinking, smoking, or taking illicit drugs for youth their age is wrong. Negative attitudes towards substance use decrease the likelihood that kids will engage in subsequent use.

Questions:

- How wrong do you think it is for someone your age to drink beer, wine, or hard liquor regularly (at least once or twice a month)?
- How wrong do you think it is for someone your age to smoke cigarettes?
- How wrong do you think it is for someone your age to smoke marijuana?
- How wrong do you think it is for someone your age to use LSD, cocaine, amphetamines, or another illegal drug?

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 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?

Interaction with Antisocial Peers

This scale indicates the number of a respondent's friends who engage in problem behaviors or illegal/antisocial activities. Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

Questions:

- In the past year how many of your four best friends have been suspended from school?
- In the past year how many of your four best friends have carried a handgun?
- In the past year how many of your four best friends have sold illegal drugs?
- In the past year how many of your four best friends have stolen or tried to steal a motor vehicle?
- In the past year how many of your four best friends have been arrested?
- In the past year how many of your four best friends have dropped out of school?

Friends' Use of Drugs

This factor indicates the number of a respondent's friends who take drugs, drink alcohol, and smoke cigarettes. Young people who associate with peers who engage in alcohol or substance use are much more likely to engage in the same behavior. Peers' substance use is a strong predictor of substance use for youth, regardless of the presence of other protective factors or the absence of other risk factors. Youth that spend time with friends who use substances are at much higher risk for substance use and other problem behaviors.

Questions:

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

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?

Gang Involvement

Membership in a gang is both a predictor of risky behavior, as well as a possible result of exposure to numerous risk factors. Gang members are much more likely to have peers involved in delinquent behavior, criminal activity, and substance use.

Questions:

- Have you ever belonged to a gang?
- If you have ever belonged to a gang, did the gang have a name?
- How old were you when you first belonged to a gang?

Note: The Gang Involvement scale is missing one item from the original Communities That Care scale.

APPENDIX D. UNIVARIATE TABLES

Q1 How old are you?

		Number	Valid %
Valid	11	2	0.0
	12	123	0.4
	13	7,599	25.0
	14	2,591	8.5
	15	7,749	25.5
	16	2,631	8.7
	17	7,271	23.9
	18	2,244	7.4
	19 or older	180	0.6
	Total	30,392	100.0
Missing		7	
Total		30,399	

Q2 What grade are you in?

		Number	Valid %
Valid	8th	10,264	33.8
	10th	10,420	34.3
	12th	9,715	32.0
	Total	30,399	100.0

Q3 Gender

		Number	Valid %
Valid	Female	15,168	50.2
	Male	15,072	49.8
	Total	30,241	100.0
Missing		158	
Total		30,399	

Q4 & Q5 Combined - Race/Ethnicity

		Number	Valid %
Valid	White	13,574	45.1
	Black	3,147	10.5
	Hispanic	5,290	17.6
	Asian/Pacific Islander	5,951	19.8
	Other/Multiple	2,120	7.0
	Total	30,082	100.0
Missing		317	
Total		30,399	

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 %[a]
Valid	Mother	28,688	94.7
	Father	23,718	78.3
	Stepmother	772	2.5
	Stepfather	1,838	6.1
	Grandmother(s)	2,278	7.5
	Grandfather(s)	1,071	3.5
	Foster parent	107	0.4
	Other adults	2,134	7.0
	Sister(s)	14,759	48.7
	Brother(s)	15,560	51.3
	Stepsister(s)	498	1.6
	Stepbrother(s)	546	1.8
	Other children	1,092	3.6

[a] Denominator = 30,305. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (n=94).

Q7 What language do you use most often at home?

		Number	Valid %
Valid	English	23,069	78.6
	Spanish	2,551	8.7
	Another language	3,732	12.7
	Total	29,352	100.0
Missing		1,047	
Total		30,399	

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

		Number	Valid %
Valid	Mostly Fs	207	0.7
	Mostly Ds	537	1.8
	Mostly Cs	3,850	12.9
	Mostly Bs	11,120	37.3
	Mostly As	14,061	47.2
	Total	29,776	100.0
Missing		623	
Total		30,399	

Q9 How many days of school have you missed because you skipped or cut?

		Number	Valid %
Valid	None	20,830	69.4
	1 day	2,827	9.4
	2 days	1,840	6.1
	3 days	1,392	4.6
	4-5 days	1,482	4.9
	6-10 days	694	2.3
	11 or more	936	3.1
	Total	30,000	100.0
Missing		399	
Total		30,399	

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

		Number	Valid %
Valid	Usually	2,472	8.2
	Sometimes	17,939	59.5
	Never	9,735	32.3
	Total	30,145	100.0
Missing		254	
Total		30,399	

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

		Number	Valid %
Valid	Strongly agree	22,514	74.4
	Agree	6,763	22.3
	Not sure	662	2.2
	Disagree	169	0.6
	Strongly disagree	152	0.5
	Total	30,260	100.0
Missing		139	
Total		30,399	

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

		Number	Valid %
Valid	Strongly agree	20,642	68.3
	Agree	8,185	27.1
	Not sure	1,067	3.5
	Disagree	225	0.7
	Strongly disagree	104	0.3
	Total	30,223	100.0
Missing		176	
Total		30,399	

Q13 In my school, students have lots of chances to help decide things like class activities and rules.

		Number	Valid %
Valid	NO!!	5,499	18.3
	no	11,955	39.8
	yes	10,465	34.8
	YES!!	2,112	7.0
	Total	30,030	100.0
Missing		369	
Total		30,399	

Q14 Teachers ask me to work on special classroom projects.

		Number	Valid %
Valid	NO!!	3,498	11.8
	no	15,221	51.2
	yes	9,509	32.0
	YES!!	1,509	5.1
	Total	29,738	100.0
Missing		661	
Total		30,399	

Q15 My teacher notices when I am doing a good job and lets me know about it.

		Number	Valid %
Valid	NO!!	2,300	7.6
	no	8,175	27.2
	yes	15,374	51.1
	YES!!	4,235	14.1
	Total	30,085	100.0
Missing		314	
Total		30,399	

Q16 There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.

		Number	Valid %
Valid	NO!!	434	1.4
	no	1,255	4.2
	yes	11,414	37.8
	YES!!	17,095	56.6
	Total	30,197	100.0
Missing		201	
Total		30,399	

Q17 There are lots of chances for students at my school to talk with a teacher one-on-one.

		Number	Valid %
Valid	NO!!	675	2.2
	no	3,760	12.5
	yes	16,332	54.2
	YES!!	9,342	31.0
	Total	30,109	100.0
Missing		290	
Total		30,399	

Q18 I feel safe at my school.

		Number	Valid %
Valid	NO!!	1,046	3.5
	no	2,512	8.4
	yes	17,385	57.8
	YES!!	9,123	30.3
	Total	30,065	100.0
Missing		334	
Total		30,399	

Q19 The school lets my parents know when I have done something well.

		Number	Valid %
Valid	NO!!	5,907	19.7
	no	13,851	46.1
	yes	8,136	27.1
	YES!!	2,150	7.2
	Total	30,043	100.0
Missing		356	
Total		30,399	

Q20 My teachers praise me when I have done well in school.

		Number	Valid %
Valid	NO!!	3,239	10.8
	no	11,680	39.0
	yes	12,842	42.8
	YES!!	2,210	7.4
	Total	29,971	100.0
Missing		428	
Total		30,399	

Q21 I have lots of chances to be a part of class discussions or activities.

		Number	Valid %
Valid	NO!!	501	1.7
	no	2,704	9.0
	yes	19,654	65.4
	YES!!	7,215	24.0
	Total	30,074	100.0
Missing		325	
Total		30,399	

Q22 I think sometimes it is okay to cheat at school.

		Number	Valid %
Valid	NO!!	10,090	33.7
	no	10,919	36.4
	yes	7,462	24.9
	YES!!	1,495	5.0
	Total	29,967	100.0
Missing		432	
Total		30,399	

Q23 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	9,658	32.2
	No	20,307	67.8
	Total	29,965	100.0
Missing		434	
Total		30,399	

Q24 How many of your best friends (up to 4) have smoked cigarettes?

		Number	Valid %
Valid	None	20,231	67.4
	1	3,667	12.2
	2	2,469	8.2
	3	1,277	4.3
	4	2,383	7.9
	Total	30,028	100.0
Missing		371	
Total		30,399	

Q25 How many of your best friends (up to 4) have tried beer, wine, or hard liquor when their parents didn't know about it?

		Number	Valid %
Valid	None	15,023	50.0
	1	3,806	12.7
	2	3,004	10.0
	3	2,138	7.1
	4	6,058	20.2
	Total	30,028	100.0
Missing		371	
Total		30,399	

Q26 How many of your best friends (up to 4) have used marijuana?

		Number	Valid %
Valid	None	18,885	62.7
	1	3,289	10.9
	2	2,319	7.7
	3	1,665	5.5
	4	3,949	13.1
	Total	30,106	100.0
Missing		293	
Total		30,399	

Q27 How many of your best friends (up to 4) have used LSD, cocaine, amphetamines, or other illegal drugs?

		Number	Valid %
Valid	None	26,327	87.5
	1	1,978	6.6
	2	811	2.7
	3	319	1.1
	4	651	2.2
	Total	30,086	100.0
Missing		313	
Total		30,399	

Q28 How many of your best friends (up to 4) have been suspended from school?

		Number	Valid %
Valid	None	21,205	70.4
	1	4,533	15.1
	2	2,103	7.0
	3	878	2.9
	4	1,382	4.6
	Total	30,101	100.0
Missing		298	
Total		30,399	

Q29 How many of your best friends (up to 4) have carried a handgun?

		Number	Valid %
Valid	None	28,696	95.2
	1	840	2.8
	2	238	0.8
	3	101	0.3
	4	263	0.9
	Total	30,138	100.0
Missing		261	
Total		30,399	

Q30 How many of your best friends (up to 4) have sold illegal drugs?

		Number	Valid %
Valid	None	25,474	84.6
	1	2,173	7.2
	2	1,195	4.0
	3	460	1.5
	4	803	2.7
	Total	30,106	100.0
Missing		293	
Total		30,399	

Q31 How many of your best friends (up to 4) have stolen or tried to steal a motor vehicle?

		Number	Valid %
Valid	None	28,683	95.1
	1	861	2.9
	2	276	0.9
	3	100	0.3
	4	229	0.8
	Total	30,148	100.0
Missing		251	
Total		30,399	

Q32 How many of your best friends (up to 4) have been arrested?

		Number	Valid %
Valid	None	26,350	87.4
	1	2,285	7.6
	2	751	2.5
	3	340	1.1
	4	410	1.4
	Total	30,136	100.0
Missing		263	
Total		30,399	

Q33 How many of your best friends (up to 4) have dropped out of school?

		Number	Valid %
Valid	None	28,110	93.3
	1	1,341	4.5
	2	361	1.2
	3	121	0.4
	4	180	0.6
	Total	30,113	100.0
Missing		286	
Total		30,399	

Q34 How wrong do you think it is for someone your age to take a handgun to school?

		Number	Valid %
Valid	Very wrong	25,418	84.0
	Wrong	3,632	12.0
	A little bit wrong	923	3.1
	Not wrong at all	283	0.9
	Total	30,256	100.0
Missing		143	
Total		30,399	

Q35 How wrong do you think it is for someone your age to steal anything worth more than $5?

		Number	Valid %
Valid	Very wrong	13,453	44.6
	Wrong	11,792	39.1
	A little bit wrong	4,261	14.1
	Not wrong at all	688	2.3
	Total	30,194	100.0
Missing		205	
Total		30,399	

Q36 How wrong do you think it is for someone your age to pick a fight with someone?

		Number	Valid %
Valid	Very wrong	7,896	26.1
	Wrong	12,094	40.0
	A little bit wrong	8,173	27.1
	Not wrong at all	2,034	6.7
	Total	30,197	100.0
Missing		202	
Total		30,399	

Q37 How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them?

		Number	Valid %
Valid	Very wrong	20,254	67.1
	Wrong	7,563	25.1
	A little bit wrong	1,862	6.2
	Not wrong at all	501	1.7
	Total	30,180	100.0
Missing		219	
Total		30,399	

Q38 How wrong do you think it is for someone your age to stay away from school all day when their parents think they are at school?

		Number	Valid %
Valid	Very wrong	12,397	41.1
	Wrong	11,680	38.7
	A little bit wrong	4,930	16.3
	Not wrong at all	1,174	3.9
	Total	30,181	100.0
Missing		218	
Total		30,399	

Q39 How wrong do you think it is for someone your age to drink beer, wine, or hard liquor regularly?

		Number	Valid %
Valid	Very wrong	13,958	46.3
	Wrong	7,204	23.9
	A little bit wrong	5,452	18.1
	Not wrong at all	3,517	11.7
	Total	30,131	100.0
Missing		268	
Total		30,399	

Q40 How wrong do you think it is for someone your age to smoke cigarettes?

		Number	Valid %
Valid	Very wrong	18,130	60.1
	Wrong	7,048	23.4
	A little bit wrong	3,136	10.4
	Not wrong at all	1,827	6.1
	Total	30,141	100.0
Missing		258	
Total		30,399	

Q41 How wrong do you think it is for someone your age to smoke marijuana?

		Number	Valid %
Valid	Very wrong	17,792	59.1
	Wrong	5,562	18.5
	A little bit wrong	3,454	11.5
	Not wrong at all	3,313	11.0
	Total	30,122	100.0
Missing		277	
Total		30,399	

Q42 How wrong do you think it is for someone your age to use LSD, cocaine, amphetamines, or another illegal drug?

		Number	Valid %
Valid	Very wrong	24,935	82.7
	Wrong	3,777	12.5
	A little bit wrong	982	3.3
	Not wrong at all	456	1.5
	Total	30,150	100.0
Missing		249	
Total		30,399	

Q43 It is alright to beat up people if they start the fight.

		Number	Valid %
Valid	NO!!	5,911	19.6
	no	10,064	33.4
	yes	8,475	28.2
	YES!!	5,639	18.7
	Total	30,090	100.0
Missing		309	
Total		30,399	

Q44 It is important to be honest with your parents even if they become upset or you get punished.

		Number	Valid %
Valid	NO!!	1,282	4.3
	no	4,063	13.5
	yes	15,167	50.5
	YES!!	9,550	31.8
	Total	30,062	100.0
Missing		337	
Total		30,399	

Q45 I think it is okay to take something without asking if you can get away with it.

		Number	Valid %
Valid	NO!!	9,826	32.9
	no	15,689	52.5
	yes	3,648	12.2
	YES!!	707	2.4
	Total	29,870	100.0
Missing		529	
Total		30,399	

Q46 I ignore rules that get in my way.

		Number	Valid %
Valid	Very false	9,857	32.9
	Somewhat false	10,747	35.9
	Somewhat true	8,272	27.6
	Very true	1,064	3.6
	Total	29,940	100.0
Missing		459	
Total		30,399	

Q47 I do the opposite of what people tell me to just to get them mad.

		Number	Valid %
Valid	Very false	15,218	50.9
	Somewhat false	8,408	28.1
	Somewhat true	5,340	17.9
	Very true	923	3.1
	Total	29,889	100.0
Missing		510	
Total		30,399	

Q48 How many times have you done what felt good no matter what?

		Number	Valid %
Valid	Never	6,780	23.9
	I've done it, but not in the past year	4,288	15.1
	Less than once a month	3,950	13.9
	About once a month	3,636	12.8
	Two or three times a month	4,148	14.6
	Once a week or more	5,522	19.5
	Total	28,325	100.0
Missing		2,074	
Total		30,399	

Q49 How many times have you done something dangerous because someone dared you to do it?

		Number	Valid %
Valid	Never	15,116	50.6
	I've done it, but not in the past year	7,700	25.8
	Less than once a month	3,738	12.5
	About once a month	1,797	6.0
	Two or three times a month	977	3.3
	Once a week or more	560	1.9
	Total	29,888	100.0
Missing		511	
Total		30,399	

Q50 How many times have you done crazy things even if they are a little dangerous?

		Number	Valid %
Valid	Never	9,417	31.5
	I've done it, but not in the past year	8,079	27.1
	Less than once a month	5,135	17.2
	About once a month	3,118	10.4
	Two or three times a month	2,294	7.7
	Once a week or more	1,813	6.1
	Total	29,857	100.0
Missing		542	
Total		30,399	

Q51 I like to see how much I can get away with.

		Number	Valid %
Valid	Very false	12,814	42.9
	Somewhat false	8,544	28.6
	Somewhat true	6,758	22.6
	Very true	1,778	5.9
	Total	29,894	100.0
Missing		505	
Total		30,399	

Q52 How important is accepting responsibility for my actions when I make a mistake or get in trouble.

		Number	Valid %
Valid	Extremely important	9,989	33.3
	Quite important	12,724	42.4
	Not sure	4,003	13.3
	Somewhat important	2,764	9.2
	Not important	555	1.8
	Total	30,035	100.0
Missing		364	
Total		30,399	

Q53 How important is doing my best even when I have to do a job I don't like.

		Number	Valid %
Valid	Extremely important	10,552	35.1
	Quite important	12,066	40.1
	Not sure	3,615	12.0
	Somewhat important	3,118	10.4
	Not important	713	2.4
	Total	30,064	100.0
Missing		334	
Total		30,399	

Q54 I am able to save my money for something I really want.

		Number	Valid %
Valid	Strongly agree	14,616	48.5
	Agree	10,716	35.6
	Not sure	2,382	7.9
	Disagree	1,701	5.6
	Strongly disagree	710	2.4
	Total	30,124	100.0
Missing		275	
Total		30,399	

Q55 When things don't go well for me, I am good at finding a way to make things better.

		Number	Valid %
Valid	Strongly agree	8,092	26.9
	Agree	14,153	47.1
	Not sure	5,511	18.3
	Disagree	1,779	5.9
	Strongly disagree	541	1.8
	Total	30,075	100.0
Missing		324	
Total		30,399	

Q56 I feel as if I can solve most problems in my life.

		Number	Valid %
Valid	Strongly agree	7,701	25.6
	Agree	12,853	42.8
	Not sure	6,017	20.0
	Disagree	2,532	8.4
	Strongly disagree	932	3.1
	Total	30,034	100.0
Missing		365	
Total		30,399	

Q57 I try to find different solutions to the problem.

		Number	Valid %
Valid	A lot	12,378	41.3
	Sometimes	14,542	48.6
	A little	2,539	8.5
	Never	487	1.6
	Total	29,946	100.0
Missing		453	
Total		30,399	

Q58 How many times have you participated in school or non-school extracurricular activities?

		Number	Valid %
Valid	Never	2,751	9.2
	I've done it, but not in the past year	3,760	12.6
	Less than once a month	1,730	5.8
	About once a month	2,018	6.7
	Two or three times a month	2,946	9.9
	Once a week or more	16,699	55.8
	Total	29,904	100.0
Missing		495	
Total		30,399	

Q59 How many times have you volunteered to do community service?

		Number	Valid %
Valid	Never	3,304	11.0
	I've done it, but not in the past year	5,596	18.7
	Less than once a month	5,648	18.9
	About once a month	5,827	19.5
	Two or three times a month	5,480	18.3
	Once a week or more	4,056	13.6
	Total	29,912	100.0
Missing		487	
Total		30,399	

Q60 Have you ever belonged to a gang?

		Number	Valid %
Valid	Yes	840	2.8
	No	28,922	97.2
	Total	29,762	100.0
Missing		637	
Total		30,399	

Q61 How old were you when you first belonged to a gang?

		Number	Valid %
Valid	Never have	28,845	97.1
	10 or younger	279	0.9
	11	122	0.4
	12	120	0.4
	13	156	0.5
	14	91	0.3
	15	61	0.2
	16	16	0.1
	17 or older	23	0.1
	Total	29,713	100.0
Missing		686	
Total		30,399	

Q62 If you have ever belonged to a gang, did the gang have a name?

		Number	Valid %
Valid	Yes	711	2.4
	No	202	0.7
	I have never been in a gang	28,483	96.9
	Total	29,396	100.0
Missing		1,003	
Total		30,399	

Q63 How many times in the past year have you carried a weapon other than a handgun?

		Number	Valid %
Valid	Never	25,857	86.2
	1 to 2 times	1,785	6.0
	3 to 5 times	632	2.1
	6 to 9 times	349	1.2
	10 to 19 times	356	1.2
	20 to 29 times	205	0.7
	30 to 39 times	71	0.2
	40 or more times	725	2.4
	Total	29,981	100.0
Missing		418	
Total		30,399	

Q64 How many times in the past year have you carried a handgun?

		Number	Valid %
Valid	Never	29,034	96.6
	1 to 2 times	536	1.8
	3 to 5 times	134	0.4
	6 to 9 times	74	0.2
	10 to 19 times	71	0.2
	20 to 29 times	39	0.1
	30 to 39 times	18	0.1
	40 or more times	134	0.4
	Total	30,041	100.0
Missing		358	
Total		30,399	

Q65 How many times in the past year have you sold illegal drugs?

		Number	Valid %
Valid	Never	28,429	94.8
	1 to 2 times	660	2.2
	3 to 5 times	237	0.8
	6 to 9 times	124	0.4
	10 to 19 times	127	0.4
	20 to 29 times	90	0.3
	30 to 39 times	37	0.1
	40 or more times	279	0.9
	Total	29,985	100.0
Missing		414	
Total		30,399	

Q66 How many times in the past year have you bullied, taunted, ridiculed, or teased someone?

		Number	Valid %
Valid	Never	15,092	50.6
	1 to 2 times	7,420	24.9
	3 to 5 times	2,524	8.5
	6 to 9 times	1,246	4.2
	10 to 19 times	1,026	3.4
	20 to 29 times	595	2.0
	30 to 39 times	277	0.9
	40 or more times	1,617	5.4
	Total	29,798	100.0
Missing		601	
Total		30,399	

Q67 How many times in the past year have you said something bad about someone's race or culture?

		Number	Valid %
Valid	Never	17,003	57.0
	1 to 2 times	5,829	19.5
	3 to 5 times	1,891	6.3
	6 to 9 times	1,100	3.7
	10 to 19 times	985	3.3
	20 to 29 times	589	2.0
	30 to 39 times	247	0.8
	40 or more times	2,212	7.4
	Total	29,856	100.0
Missing		543	
Total		30,399	

Q68 How many times in the past year have you been suspended from school?

		Number	Valid %
Valid	Never	26,861	89.6
	1 to 2 times	2,323	7.7
	3 to 5 times	453	1.5
	6 to 9 times	155	0.5
	10 to 19 times	88	0.3
	20 to 29 times	23	0.1
	30 to 39 times	18	0.1
	40 or more times	71	0.2
	Total	29,991	100.0
Missing		408	
Total		30,399	

Q69 How many times in the past year has anyone bullied, taunted, ridiculed, or teased you?

		Number	Valid %
Valid	Never	13,070	43.8
	1 to 2 times	7,188	24.1
	3 to 5 times	3,237	10.9
	6 to 9 times	1,831	6.1
	10 to 19 times	1,328	4.5
	20 to 29 times	848	2.8
	30 to 39 times	391	1.3
	40 or more times	1,928	6.5
	Total	29,819	100.0
Missing		580	
Total		30,399	

Q70 How many times in the past year has anyone said something bad about your race or culture?

		Number	Valid %
Valid	Never	15,276	51.3
	1 to 2 times	5,572	18.7
	3 to 5 times	2,573	8.6
	6 to 9 times	1,606	5.4
	10 to 19 times	1,320	4.4
	20 to 29 times	731	2.5
	30 to 39 times	419	1.4
	40 or more times	2,308	7.7
	Total	29,806	100.0
Missing		593	
Total		30,399	

Q71 During the past 12 months, have you ever been electronically bullied...?

		Number	Valid %
Valid	Yes	4,224	14.1
	No	25,700	85.9
	Total	29,924	100.0
Missing		475	
Total		30,399	

Q72 How many times in the past year have you been cyberbullied by a student who attends your school?

		Number	Valid %
Valid	Never	26,130	87.5
	1 to 2 times	2,068	6.9
	3 to 5 times	678	2.3
	6 to 9 times	351	1.2
	10 to 19 times	243	0.8
	20 to 29 times	117	0.4
	30 to 39 times	70	0.2
	40 or more times	215	0.7
	Total	29,872	100.0
Missing		527	
Total		30,399	

Q73 How many times in the past year have you cyberbullied a student attending your school?

		Number	Valid %
Valid	Never	27,251	91.2
	1 to 2 times	1,653	5.5
	3 to 5 times	429	1.4
	6 to 9 times	148	0.5
	10 to 19 times	130	0.4
	20 to 29 times	64	0.2
	30 to 39 times	32	0.1
	40 or more times	184	0.6
	Total	29,890	100.0
Missing		509	
Total		30,399	

Q74 You are looking at the CDs in the music store with a friend…What would you do now?

		Number	Valid %
Valid	Ignore her	6,389	21.4
	Grab a CD and leave the store	2,554	8.6
	Tell her to put the CD back	9,604	32.2
	Act like it is a joke, and ask her to put the CD back	11,245	37.7
	Total	29,793	100.0
Missing		606	
Total		30,399	

Q75 It is 8:00 on a weeknight and you are about to go over to a friend's house…What would you do now?

		Number	Valid %
Valid	Leave the house anyway	1,646	5.6
	Explain what you are going to do with your friends, tell your parent when you will get home and ask if you can go out	22,337	75.5
	Not say anything and start watching TV	2,866	9.7
	Get into an argument with your parent	2,723	9.2
	Total	29,572	100.0
Missing		827	
Total		30,399	

Q76 You are visiting another part of town and you do not know any of the people your age there…What would you say or do?

		Number	Valid %
Valid	Push the person back	2,924	9.9
	Say 'Excuse me' and keep walking	15,080	51.1
	Say 'Watch where you are going' and keep walking	7,221	24.5
	Swear at the person and walk away	4,276	14.5
	Total	29,501	100.0
Missing		898	
Total		30,399	

Q77 You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

		Number	Valid %
Valid	Drink it	7,559	25.6
	Tell your friend 'No thanks, I do not drink' and suggest you and your friend go do something else	8,849	29.9
	Just say 'No thanks' and walk away	9,081	30.7
	Make up a good excuse, tell your friend you have something else to do and leave	4,090	13.8
	Total	29,579	100.0
Missing		820	
Total		30,399	

Q78 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	810	2.7
	Slight risk	1,242	4.2
	Moderate risk	4,292	14.4
	Great risk	23,456	78.7
	Total	29,801	100.0
Missing		598	
Total		30,399	

Q79 How much do you think people risk harming themselves if they try marijuana once or twice?

		Number	Valid %
Valid	No risk	7,099	23.9
	Slight risk	7,368	24.8
	Moderate risk	6,926	23.3
	Great risk	8,327	28.0
	Total	29,719	100.0
Missing		680	
Total		30,399	

Q80 How much do you think people risk harming themselves if they smoke marijuana regularly?

		Number	Valid %
Valid	No risk	2,468	8.3
	Slight risk	3,930	13.2
	Moderate risk	5,465	18.3
	Great risk	17,932	60.2
	Total	29,794	100.0
Missing		605	
Total		30,399	

Q81 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	1,884	6.3
	Slight risk	4,462	15.0
	Moderate risk	8,741	29.4
	Great risk	14,666	49.3
	Total	29,754	100.0
Missing		645	
Total		30,399	

Q82 Have you ever smoked cigarettes in your lifetime?

		Number	Valid %
Valid	Never	23,857	79.9
	Once or twice	3,178	10.6
	Once in a while but not regularly	1,567	5.2
	Regularly in the past	640	2.1
	Regularly now	621	2.1
	Total	29,862	100.0
Missing		537	
Total		30,399	

Q83 How often have you smoked cigarettes during the past 30 days?

		Number	Valid %
Valid	Not at all	27,816	93.2
	Less than one cigarette per day	1,199	4.0
	One to five cigarettes per day	536	1.8
	About one-half pack per day	149	0.5
	About one pack per day	68	0.2
	About one and one half packs per day	20	0.1
	Two or more packs per day	67	0.2
	Total	29,855	100.0
Missing		544	
Total		30,399	

Q84 ...had beer, wine, or hard liquor in your lifetime?

		Number	Valid %
Valid	0 occasions	16,152	54.5
	1-2 occasions	4,616	15.6
	3-5 occasions	2,786	9.4
	6-9 occasions	1,664	5.6
	10-19 occasions	1,666	5.6
	20-39 occasions	1,101	3.7
	40 or more occasions	1,678	5.7
	Total	29,663	100.0
Missing		736	
Total		30,399	

Q85 ...had beer, wine, or hard liquor during the past 30 days?

		Number	Valid %
Valid	0 occasions	23,439	78.9
	1-2 occasions	3,666	12.3
	3-5 occasions	1,403	4.7
	6-9 occasions	649	2.2
	10-19 occasions	324	1.1
	20-39 occasions	91	0.3
	40 or more occasions	142	0.5
	Total	29,714	100.0
Missing		685	
Total		30,399	

Q86 Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

		Number	Valid %
Valid	None	26,634	89.5
	Once	1,424	4.8
	Twice	891	3.0
	3-5 times	512	1.7
	6-9 times	125	0.4
	10 or more times	173	0.6
	Total	29,760	100.0
Missing		639	
Total		30,399	

Q87 How many times have you driven a car or other vehicle when you had been drinking alcohol?

		Number	Valid %
Valid	Never	28,429	95.5
	I've done it, but not in the past year	544	1.8
	Less than once a month	490	1.6
	About once a month	133	0.4
	Two or three times a month	103	0.3
	Once a week or more	71	0.2
	Total	29,769	100.0
Missing		629	
Total		30,399	

Q88 On how many occasions have you used marijuana in your lifetime?

		Number	Valid %
Valid	0 occasions	23,719	79.8
	1-2 occasions	1,565	5.3
	3-5 occasions	890	3.0
	6-9 occasions	601	2.0
	10-19 occasions	663	2.2
	20-39 occasions	560	1.9
	40 or more occasions	1,719	5.8
	Total	29,716	100.0
Missing		683	
Total		30,399	

Q90 On how many occasions have you used marijuana during the past 30 days?

		Number	Valid %
Valid	0 occasions	26,604	89.7
	1-2 occasions	1,226	4.1
	3-5 occasions	533	1.8
	6-9 occasions	326	1.1
	10-19 occasions	334	1.1
	20-39 occasions	230	0.8
	40 or more occasions	402	1.4
	Total	29,656	100.0
Missing		743	
Total		30,399	

Q91 On how many occasions have you used LSD or other hallucinogens in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,167	98.5
	1-2 occasions	306	1.0
	3-5 occasions	58	0.2
	6-9 occasions	31	0.1
	10-19 occasions	19	0.1
	20-39 occasions	13	0.0
	40 or more occasions	32	0.1
	Total	29,626	100.0
Missing		773	
Total		30,399	

Q92 On how many occasions have you used cocaine or crack in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,412	99.2
	1-2 occasions	145	0.5
	3-5 occasions	31	0.1
	6-9 occasions	19	0.1
	10-19 occasions	16	0.1
	20-39 occasions	9	0.0
	40 or more occasions	31	0.1
	Total	29,663	100.0
Missing		736	
Total		30,399	

Q93 On how many occasions have you sniffed glue, breathed the contents of an aerosol spray can...in the past 30 days?

		Number	Valid %
Valid	0 occasions	28,511	96.1
	1-2 occasions	766	2.6
	3-5 occasions	218	0.7
	6-9 occasions	61	0.2
	10-19 occasions	41	0.1
	20-39 occasions	20	0.1
	40 or more occasions	62	0.2
	Total	29,678	100.0
Missing		721	
Total		30,399	

Q94 On how many occasions have you used methamphetamine in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,382	99.3
	1-2 occasions	109	0.4
	3-5 occasions	31	0.1
	6-9 occasions	13	0.0
	10-19 occasions	13	0.0
	20-39 occasions	16	0.1
	40 or more occasions	19	0.1
	Total	29,582	100.0
Missing		817	
Total		30,399	

Q96 On how many occasions have you used Ecstasy in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,209	98.8
	1-2 occasions	224	0.8
	3-5 occasions	39	0.1
	6-9 occasions	24	0.1
	10-19 occasions	20	0.1
	20-39 occasions	7	0.0
	40 or more occasions	37	0.1
	Total	29,560	100.0
Missing		839	
Total		30,399	

Q97 On how many occasions have you taken steroids without a doctor's order in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,537	99.4
	1-2 occasions	92	0.3
	3-5 occasions	19	0.1
	6-9 occasions	11	0.0
	10-19 occasions	14	0.0
	20-39 occasions	8	0.0
	40 or more occasions	42	0.1
	Total	29,722	100.0
Missing		677	
Total		30,399	

Q98 On how many occasions have you used heroin in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,543	99.6
	1-2 occasions	58	0.2
	3-5 occasions	12	0.0
	6-9 occasions	9	0.0
	10-19 occasions	9	0.0
	20-39 occasions	4	0.0
	40 or more occasions	38	0.1
	Total	29,673	100.0
Missing		726	
Total		30,399	

Q99 On how many occasions have you taken painkillers without a doctor's order in the past 30 days?

		Number	Valid %
Valid	0 occasions	27,972	94.3
	1-2 occasions	1,053	3.6
	3-5 occasions	309	1.0
	6-9 occasions	151	0.5
	10-19 occasions	78	0.3
	20-39 occasions	42	0.1
	40 or more occasions	50	0.2
	Total	29,655	100.0
Missing		744	
Total		30,399	

Q100 On how many occasions have you taken a prescription drug other than painkillers without a doctor's order in the past 30 days?

		Number	Valid %
Valid	0 occasions	28,465	95.9
	1-2 occasions	718	2.4
	3-5 occasions	238	0.8
	6-9 occasions	88	0.3
	10-19 occasions	64	0.2
	20-39 occasions	53	0.2
	40 or more occasions	41	0.1
	Total	29,668	100.0
Missing		731	
Total		30,399	

Q101 On how many occasions have you taken over-the-counter drugs to get high in the past 30 days?

		Number	Valid %
Valid	0 occasions	29,149	98.3
	1-2 occasions	297	1.0
	3-5 occasions	91	0.3
	6-9 occasions	39	0.1
	10-19 occasions	35	0.1
	20-39 occasions	12	0.0
	40 or more occasions	35	0.1
	Total	29,658	100.0
Missing		741	
Total		30,399	

Q102 How old were you when you first smoked marijuana?

		Number	Valid %
Valid	Never have	23,598	81.8
	10 or younger	203	0.7
	11	176	0.6
	12	454	1.6
	13	738	2.6
	14	1,244	4.3
	15	1,163	4.0
	16	1,035	3.6
	17 or older	230	0.8
	Total	28,842	100.0
Missing		1,557	
Total		30,399	

Q103 How old were you when you first smoked a cigarette, even just a puff?

		Number	Valid %
Valid	Never have	23,495	80.8
	10 or younger	949	3.3
	11	471	1.6
	12	703	2.4
	13	761	2.6
	14	989	3.4
	15	777	2.7
	16	689	2.4
	17 or older	231	0.8
	Total	29,065	100.0
Missing		1,334	
Total		30,399	

Q104 How old were you when you first had more than a sip or two of beer, wine, or hard liquor?

		Number	Valid %
Valid	Never have	16,481	59.4
	10 or younger	1,764	6.4
	11	791	2.9
	12	1,402	5.1
	13	1,520	5.5
	14	2,197	7.9
	15	1,821	6.6
	16	1,422	5.1
	17 or older	336	1.2
	Total	27,735	100.0
Missing		2,664	
Total		30,399	

Q105 How old were you when you first began drinking alcoholic beverages regularly; that is, at least once or twice a month?

		Number	Valid %
Valid	Never have	24,644	87.0
	10 or younger	158	0.6
	11	87	0.3
	12	231	0.8
	13	292	1.0
	14	682	2.4
	15	815	2.9
	16	1,064	3.8
	17 or older	353	1.2
	Total	28,325	100.0
Missing		2,074	
Total		30,399	

Q106 How old were you when you first got suspended from school?

		Number	Valid %
Valid	Never have	25,731	87.7
	10 or younger	999	3.4
	11	443	1.5
	12	582	2.0
	13	579	2.0
	14	514	1.8
	15	279	1.0
	16	156	0.5
	17 or older	53	0.2
	Total	29,337	100.0
Missing		1,062	
Total		30,399	

Q107 How old were you when you first got arrested?

		Number	Valid %
Valid	Never have	28,758	97.5
	10 or younger	90	0.3
	11	51	0.2
	12	97	0.3
	13	106	0.4
	14	145	0.5
	15	114	0.4
	16	105	0.4
	17 or older	44	0.2
	Total	29,510	100.0
Missing		889	
Total		30,399	

Q108 How old were you when you first carried a handgun?

		Number	Valid %
Valid	Never have	28,450	96.6
	10 or younger	248	0.8
	11	142	0.5
	12	172	0.6
	13	132	0.4
	14	126	0.4
	15	86	0.3
	16	66	0.2
	17 or older	21	0.1
	Total	29,443	100.0
Missing		956	
Total		30,399	

Q109 How old were you when you first attacked someone with the idea of seriously hurting them?

		Number	Valid %
Valid	Never have	26,611	91.1
	10 or younger	884	3.0
	11	299	1.0
	12	431	1.5
	13	322	1.1
	14	311	1.1
	15	196	0.7
	16	131	0.4
	17 or older	34	0.1
	Total	29,220	100.0
Missing		1,179	
Total		30,399	

Q110 Have you ever had sexual intercourse?

		Number	Valid %
Valid	Yes	6,623	22.6
	No	22,639	77.4
	Total	29,262	100.0
Missing		1,137	
Total		30,399	

Q111 The last time you had sexual intercourse, did you or your partner use a condom?

		Number	Valid %
Valid	I have never had sexual intercourse	22,089	76.9
	Yes	4,516	15.7
	No	2,115	7.4
	Total	28,720	100.0
Missing		1,679	
Total		30,399	

Q112 Have you ever had oral sex?

		Number	Valid %
Valid	Yes	7,685	26.2
	No	21,685	73.8
	Total	29,371	100.0
Missing		1,028	
Total		30,399	

Q113 Which of the following best describes you?

		Number	Valid %
Valid	Heterosexual (straight)	27,201	92.3
	Gay or lesbian	249	0.8
	Bisexual	856	2.9
	Not sure	1,148	3.9
	Total	29,454	100.0
Missing		945	
Total		30,399	

Q114 During the past 7 days how many times did you eat fruit?

		Number	Valid %
Valid	I did not eat fruit during the past 7 days	1,836	6.2
	1 to 3 times during the past 7 days	6,900	23.3
	4 to 6 times during the past 7 days	4,803	16.2
	1 time per day	4,891	16.5
	2 times per day	5,775	19.5
	3 times per day	2,748	9.3
	4 or more times per day	2,613	8.8
	Total	29,566	100.0
Missing		833	
Total		30,399	

Q115 During the past 7 days how many times did you eat green salad?

		Number	Valid %
Valid	I did not eat green salad during the past 7 days	8,025	27.2
	1 to 3 times during the past 7 days	11,001	37.2
	4 to 6 times during the past 7 days	4,178	14.1
	1 time per day	4,043	13.7
	2 times per day	1,239	4.2
	3 times per day	370	1.3
	4 or more times per day	700	2.4
	Total	29,557	100.0
Missing		842	
Total		30,399	

Q116 During the past 7 days how many times did you eat potatoes?

		Number	Valid %
Valid	I did not eat potatoes during the past 7 days	9,372	31.8
	1 to 3 times during the past 7 days	13,936	47.3
	4 to 6 times during the past 7 days	3,139	10.6
	1 time per day	1,672	5.7
	2 times per day	646	2.2
	3 times per day	208	0.7
	4 or more times per day	519	1.8
	Total	29,493	100.0
Missing		906	
Total		30,399	

Q117 During the past 7 days how many times did you eat carrots?

		Number	Valid %
Valid	I did not eat carrots during the past 7 days	12,290	41.7
	1 to 3 times during the past 7 days	10,652	36.1
	4 to 6 times during the past 7 days	2,995	10.2
	1 time per day	1,979	6.7
	2 times per day	723	2.5
	3 times per day	288	1.0
	4 or more times per day	576	2.0
	Total	29,503	100.0
Missing		896	
Total		30,399	

Q118 During the past 7 days how many times did you eat other vegetables?

		Number	Valid %
Valid	I did not eat other vegetables during the past 7 days	3,718	12.6
	1 to 3 times during the past 7 days	8,530	29.0
	4 to 6 times during the past 7 days	6,156	20.9
	1 time per day	5,021	17.1
	2 times per day	3,221	10.9
	3 times per day	1,308	4.4
	4 or more times per day	1,472	5.0
	Total	29,425	100.0
Missing		974	
Total		30,399	

Q119 During the past 7 days how many times did you drink a can, bottle, or glass of soda or pop, such as Coke, Pepsi, or Sprite?

		Number	Valid %
Valid	I did not drink soda or pop during the past 7 days	8,991	30.5
	1 to 3 times during the past 7 days	11,058	37.6
	4 to 6 times during the past 7 days	3,817	13.0
	1 time per day	2,349	8.0
	2 times per day	1,566	5.3
	3 times per day	651	2.2
	4 or more times per day	1,009	3.4
	Total	29,441	100.0
Missing		958	
Total		30,399	

Q120 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	3,638	12.5
	1 day	2,383	8.2
	2 days	2,980	10.2
	3 days	4,177	14.3
	4 days	3,590	12.3
	5 days	3,936	13.5
	6 days	2,221	7.6
	7 days	6,287	21.5
	Total	29,212	100.0
Missing		1,187	
Total		30,399	

Q121 On an average school night, how many hours of sleep do you get?

		Number	Valid %
Valid	4 or less hours	1,484	5.1
	5 hours	3,029	10.4
	6 hours	6,392	21.9
	7 hours	8,667	29.7
	8 hours	6,876	23.5
	9 hours	2,174	7.4
	10 or more hours	602	2.1
	Total	29,224	100.0
Missing		1,175	
Total		30,399	

Q122 How easy or hard would it be for you to get some beer, wine, or hard liquor?

		Number	Valid %
Valid	Very hard	8,752	30.0
	Sort of hard	7,474	25.6
	Sort of easy	7,196	24.7
	Very easy	5,759	19.7
	Total	29,181	100.0
Missing		1,218	
Total		30,399	

Q123 How easy or hard would it be for you to get some cigarettes?

		Number	Valid %
Valid	Very hard	11,853	40.6
	Sort of hard	5,917	20.3
	Sort of easy	4,809	16.5
	Very easy	6,591	22.6
	Total	29,169	100.0
Missing		1,230	
Total		30,399	

Q124 How easy or hard would it be for you to get drugs like cocaine, LSD, or amphetamines?

		Number	Valid %
Valid	Very hard	21,798	75.0
	Sort of hard	4,655	16.0
	Sort of easy	1,690	5.8
	Very easy	930	3.2
	Total	29,074	100.0
Missing		1,325	
Total		30,399	

Q125 How easy or hard would it be for you to get some marijuana?

		Number	Valid %
Valid	Very hard	14,818	51.0
	Sort of hard	3,783	13.0
	Sort of easy	4,256	14.6
	Very easy	6,211	21.4
	Total	29,069	100.0
Missing		1,330	
Total		30,399	

Q126 Would a kid in your neighborhood be caught by the police if he or she smoked marijuana?

		Number	Valid %
Valid	NO!!	4,169	14.4
	no	11,440	39.5
	yes	8,453	29.2
	YES!!	4,884	16.9
	Total	28,946	100.0
Missing		1,453	
Total		30,399	

Q127 Would a kid in your neighborhood be caught by the police if he or she drank some beer, wine, or hard liquor?

		Number	Valid %
Valid	NO!!	5,169	17.8
	no	13,689	47.2
	yes	6,835	23.6
	YES!!	3,317	11.4
	Total	29,010	100.0
Missing		1,389	
Total		30,399	

Q128 Would a kid in your neighborhood be caught by the police if he or she carried a handgun?

		Number	Valid %
Valid	NO!!	3,849	13.3
	no	8,628	29.9
	yes	9,636	33.4
	YES!!	6,769	23.4
	Total	28,882	100.0
Missing		1,517	
Total		30,399	

Q129 How wrong would most adults in your neighborhood think it is for kids your age to use marijuana?

		Number	Valid %
Valid	Very wrong	21,533	73.7
	Wrong	5,703	19.5
	A little bit wrong	1,546	5.3
	Not wrong at all	446	1.5
	Total	29,228	100.0
Missing		1,171	
Total		30,399	

Q130 How wrong would most adults in your neighborhood think it is for kids your age to drink alcohol?

		Number	Valid %
Valid	Very wrong	16,263	55.7
	Wrong	8,546	29.3
	A little bit wrong	3,476	11.9
	Not wrong at all	895	3.1
	Total	29,179	100.0
Missing		1,220	
Total		30,399	

Q131 How wrong would most adults in your neighborhood think it is for kids your age to smoke cigarettes?

		Number	Valid %
Valid	Very wrong	18,067	62.0
	Wrong	7,579	26.0
	A little bit wrong	2,645	9.1
	Not wrong at all	860	3.0
	Total	29,151	100.0
Missing		1,248	
Total		30,399	

Q132 How many adults have you known personally who in the past year have used marijuana, crack, cocaine, or other drugs?

		Number	Valid %
Valid	None	20,896	71.7
	1 adult	3,399	11.7
	2 adults	1,955	6.7
	3 or 4 adults	1,419	4.9
	5 or more adults	1,467	5.0
	Total	29,136	100.0
Missing		1,263	
Total		30,399	

Q133 How many adults have you known personally who in the past year have sold or dealt drugs?

		Number	Valid %
Valid	None	24,984	85.7
	1 adult	1,900	6.5
	2 adults	923	3.2
	3 or 4 adults	638	2.2
	5 or more adults	703	2.4
	Total	29,148	100.0
Missing		1,251	
Total		30,399	

Q134 How many adults have you known personally who in the past year have done other things that could get them in trouble with the police...?

		Number	Valid %
Valid	None	23,988	82.4
	1 adult	2,395	8.2
	2 adults	1,096	3.8
	3 or 4 adults	748	2.6
	5 or more adults	899	3.1
	Total	29,125	100.0
Missing		1,274	
Total		30,399	

Q135 How many adults have you known personally who in the past year have gotten drunk or high?

		Number	Valid %
Valid	None	13,392	46.2
	1 adult	4,656	16.1
	2 adults	3,141	10.8
	3 or 4 adults	2,808	9.7
	5 or more adults	5,007	17.3
	Total	29,004	100.0
Missing		1,395	
Total		30,399	

Q136 If I had to move, I would miss the neighborhood I now live in.

		Number	Valid %
Valid	NO!!	2,712	9.3
	no	4,995	17.1
	yes	10,471	35.9
	YES!!	10,952	37.6
	Total	29,130	100.0
Missing		1,269	
Total		30,399	

Q137 My neighbors notice when I am doing a good job and let me know about it.

		Number	Valid %
Valid	NO!!	9,463	32.6
	no	11,999	41.3
	yes	5,902	20.3
	YES!!	1,680	5.8
	Total	29,043	100.0
Missing		1,356	
Total		30,399	

Q138 I like my neighborhood, or the area around where I live.

		Number	Valid %
Valid	NO!!	2,132	7.3
	no	3,297	11.3
	yes	13,833	47.6
	YES!!	9,808	33.7
	Total	29,071	100.0
Missing		1,328	
Total		30,399	

Q139 There are lots of adults in my neighborhood I could talk to about something important.

		Number	Valid %
Valid	NO!!	7,342	25.3
	no	10,086	34.7
	yes	8,465	29.1
	YES!!	3,155	10.9
	Total	29,049	100.0
Missing		1,350	
Total		30,399	

Q140 There are people in my neighborhood, or the area around where I live, who are proud of me when I do something well.

		Number	Valid %
Valid	NO!!	5,066	17.6
	no	8,830	30.6
	yes	11,419	39.6
	YES!!	3,505	12.2
	Total	28,821	100.0
Missing		1,578	
Total		30,399	

Q141 How much does the following statement describe your neighborhood: crime and/or drug selling?

		Number	Valid %
Valid	NO!!	15,111	52.4
	no	9,759	33.9
	yes	3,223	11.2
	YES!!	734	2.5
	Total	28,827	100.0
Missing		1,572	
Total		30,399	

Q142 How many times have you changed homes since kindergarten?

		Number	Valid %
Valid	None	9,822	34.0
	1-2 times	9,525	32.9
	3-4 times	5,348	18.5
	5-6 times	2,413	8.3
	7 or more times	1,811	6.3
	Total	28,918	100.0
Missing		1,481	
Total		30,399	

Q143 Are there sports teams or other extracurricular activities for people your age available in your community?

		Number	Valid %
Valid	NO!!	1,548	5.4
	no	3,352	11.7
	yes	11,923	41.4
	YES!!	11,943	41.5
	Total	28,766	100.0
Missing		1,633	
Total		30,399	

Q144 I feel safe in my neighborhood, or the area around where I live.

		Number	Valid %
Valid	NO!!	874	3.0
	no	2,317	8.0
	yes	14,658	50.9
	YES!!	10,948	38.0
	Total	28,796	100.0
Missing		1,603	
Total		30,399	

Q145 I would like to get out of my neighborhood or the area around where I live.

		Number	Valid %
Valid	NO!!	8,445	29.5
	no	11,901	41.5
	yes	5,769	20.1
	YES!!	2,547	8.9
	Total	28,662	100.0
Missing		1,737	
Total		30,399	

Q146 There are people in my neighborhood, or the area around where I live, who encourage me to do my best.

		Number	Valid %
Valid	NO!!	3,649	12.7
	no	8,351	29.1
	yes	12,379	43.2
	YES!!	4,276	14.9
	Total	28,655	100.0
Missing		1,744	
Total		30,399	

Q147 How often do you attend religious services or activities?

		Number	Valid %
Valid	Never	6,496	22.6
	Rarely	8,158	28.4
	1-2 times a month	4,247	14.8
	About once a week or more	9,872	34.3
	Total	28,774	100.0
Missing		1,625	
Total		30,399	

Q148 How wrong do your parents feel it would be for you to drink beer, wine, or hard liquor regularly?

		Number	Valid %
Valid	Very wrong	20,050	70.3
	Wrong	5,072	17.8
	A little bit wrong	2,638	9.3
	Not wrong at all	741	2.6
	Total	28,501	100.0
Missing		1,898	
Total		30,399	

Q149 How wrong do your parents feel it would be for you to smoke cigarettes?

		Number	Valid %
Valid	Very wrong	24,725	86.8
	Wrong	2,814	9.9
	A little bit wrong	714	2.5
	Not wrong at all	245	0.9
	Total	28,498	100.0
Missing		1,901	
Total		30,399	

Q150 How wrong do your parents feel it would be for you to smoke marijuana?

		Number	Valid %
Valid	Very wrong	25,085	88.1
	Wrong	2,200	7.7
	A little bit wrong	847	3.0
	Not wrong at all	354	1.2
	Total	28,486	100.0
Missing		1,913	
Total		30,399	

Q151 How wrong do your parents feel it would be for you to steal anything worth more than $5?

		Number	Valid %
Valid	Very wrong	23,475	82.4
	Wrong	4,038	14.2
	A little bit wrong	769	2.7
	Not wrong at all	199	0.7
	Total	28,481	100.0
Missing		1,918	
Total		30,399	

Q152 How wrong do your parents feel it would be for you to draw graffiti, write things, or draw pictures on buildings or other property?

		Number	Valid %
Valid	Very wrong	22,759	79.9
	Wrong	4,397	15.4
	A little bit wrong	988	3.5
	Not wrong at all	326	1.1
	Total	28,471	100.0
Missing		1,928	
Total		30,399	

Q153 How wrong do your parents feel it would be for you to pick a fight with someone?

		Number	Valid %
Valid	Very wrong	16,316	57.4
	Wrong	8,294	29.2
	A little bit wrong	3,119	11.0
	Not wrong at all	700	2.5
	Total	28,429	100.0
Missing		1,970	
Total		30,399	

Q154 Have any of your brothers or sisters ever drunk beer, wine, or hard liquor?

		Number	Valid %
Valid	Yes	10,567	37.0
	No	12,733	44.6
	I do not know	3,012	10.5
	I do not have any brothers or sisters	2,259	7.9
	Total	28,570	100.0
Missing		1,829	
Total		30,399	

Q155 Have any of your brothers or sisters ever smoked marijuana?

		Number	Valid %
Valid	Yes	5,063	17.8
	No	17,578	61.7
	I do not know	3,587	12.6
	I do not have any brothers or sisters	2,242	7.9
	Total	28,470	100.0
Missing		1,929	
Total		30,399	

Q156 Have any of your brothers or sisters ever smoked cigarettes?

		Number	Valid %
Valid	Yes	5,606	19.7
	No	17,322	60.8
	I do not know	3,300	11.6
	I do not have any brothers or sisters	2,258	7.9
	Total	28,485	100.0
Missing		1,914	
Total		30,399	

Q157 Have any of your brothers or sisters ever taken a handgun to school?

		Number	Valid %
Valid	Yes	259	0.9
	No	24,489	85.9
	I do not know	1,490	5.2
	I do not have any brothers or sisters	2,266	8.0
	Total	28,505	100.0
Missing		1,894	
Total		30,399	

Q158 Have any of your brothers or sisters ever been suspended or expelled from school?

		Number	Valid %
Valid	Yes	3,985	13.9
	No	20,893	73.1
	I do not know	1,431	5.0
	I do not have any brothers or sisters	2,265	7.9
	Total	28,574	100.0
Missing		1,825	
Total		30,399	

Q159 The rules in my family are clear.

		Number	Valid %
Valid	NO!!	711	2.5
	no	2,880	10.1
	yes	13,033	45.6
	YES!!	11,935	41.8
	Total	28,558	100.0
Missing		1,841	
Total		30,399	

Q160 Has anyone in your family ever had a severe alcohol or drug problem?

		Number	Valid %
Valid	Yes	6,529	22.9
	No	21,952	77.1
	Total	28,481	100.0
Missing		1,918	
Total		30,399	

Q161 When I am not at home, one of my parents knows where I am and who I am with.

		Number	Valid %
Valid	NO!!	669	2.3
	no	3,093	10.8
	yes	14,012	49.1
	YES!!	10,747	37.7
	Total	28,521	100.0
Missing		1,878	
Total		30,399	

Q162 If you drank some beer, wine, or hard liquor without your parents' permission, would you be caught by your parents?

		Number	Valid %
Valid	NO!!	2,679	9.5
	no	10,527	37.2
	yes	7,824	27.6
	YES!!	7,266	25.7
	Total	28,296	100.0
Missing		2,103	
Total		30,399	

Q163 My family has clear rules about alcohol and drug use.

		Number	Valid %
Valid	NO!!	623	2.2
	no	3,627	12.8
	yes	9,896	34.9
	YES!!	14,249	50.2
	Total	28,395	100.0
Missing		2,004	
Total		30,399	

Q164 My parents notice when I am doing a good job and let me know about it.

		Number	Valid %
Valid	Never or almost never	2,368	8.3
	Sometimes	8,454	29.7
	Often	8,928	31.4
	All the time	8,675	30.5
	Total	28,424	100.0
Missing		1,975	
Total		30,399	

Q165 How often do your parents tell you that they are proud of you for something you have done?

		Number	Valid %
Valid	Never or almost never	2,857	10.1
	Sometimes	8,185	28.9
	Often	9,125	32.2
	All the time	8,197	28.9
	Total	28,363	100.0
Missing		2,036	
Total		30,399	

Q166 My parents ask me what I think before most family decisions affecting me are made.

		Number	Valid %
Valid	NO!!	3,012	10.7
	no	7,175	25.5
	yes	12,736	45.2
	YES!!	5,230	18.6
	Total	28,153	100.0
Missing		2,246	
Total		30,399	

Q167 Do you enjoy spending time with your mother?

		Number	Valid %
Valid	NO!!	1,283	4.6
	no	3,030	10.8
	yes	13,492	48.0
	YES!!	10,294	36.6
	Total	28,099	100.0
Missing		2,300	
Total		30,399	

Q168 Do you enjoy spending time with your father?

		Number	Valid %
Valid	NO!!	2,226	8.0
	no	3,356	12.0
	yes	13,042	46.8
	YES!!	9,257	33.2
	Total	27,881	100.0
Missing		2,518	
Total		30,399	

Q169 If I had a personal problem, I could ask my mom or dad for help.

		Number	Valid %
Valid	NO!!	2,331	8.3
	no	5,056	17.9
	yes	11,781	41.8
	YES!!	9,005	32.0
	Total	28,174	100.0
Missing		2,225	
Total		30,399	

Q170 My parents give me lots of chances to do fun things with them.

		Number	Valid %
Valid	NO!!	1,825	6.5
	no	6,514	23.2
	yes	12,686	45.1
	YES!!	7,097	25.2
	Total	28,121	100.0
Missing		2,278	
Total		30,399	

Q171 If you carried a handgun without your parents' permission, would you be caught by your parents?

		Number	Valid %
Valid	NO!!	1,396	5.0
	no	4,655	16.6
	yes	8,595	30.7
	YES!!	13,342	47.7
	Total	27,988	100.0
Missing		2,411	
Total		30,399	

Q172 If you skipped school without your parents' permission, would you be caught by your parents?

		Number	Valid %
Valid	NO!!	1,393	5.0
	no	4,791	17.0
	yes	9,949	35.4
	YES!!	11,996	42.6
	Total	28,129	100.0
Missing		2,270	
Total		30,399	

Q173 Do you feel very close to your mother?

		Number	Valid %
Valid	NO!!	1,414	5.0
	no	3,816	13.6
	yes	10,837	38.7
	YES!!	11,969	42.7
	Total	28,035	100.0
Missing		2,364	
Total		30,399	

Q174 Do you share your thoughts and feelings with your mother?

		Number	Valid %
Valid	NO!!	2,701	9.6
	no	8,193	29.3
	yes	10,809	38.6
	YES!!	6,291	22.5
	Total	27,995	100.0
Missing		2,404	
Total		30,399	

Q175 Do you share your thoughts and feelings with your father?

		Number	Valid %
Valid	NO!!	4,663	16.8
	no	10,355	37.3
	yes	9,129	32.9
	YES!!	3,621	13.0
	Total	27,768	100.0
Missing		2,631	
Total		30,399	

Q176 Do you feel very close to your father?

		Number	Valid %
Valid	NO!!	3,169	11.4
	no	5,689	20.5
	yes	11,124	40.2
	YES!!	7,710	27.8
	Total	27,692	100.0
Missing		2,707	
Total		30,399	

Q177 My parents ask if I have gotten my homework done.

		Number	Valid %
Valid	NO!!	1,093	3.9
	no	3,413	12.2
	yes	12,199	43.5
	YES!!	11,369	40.5
	Total	28,073	100.0
Missing		2,326	
Total		30,399	

Q178 Would your parents know if you did not come home on time?

		Number	Valid %
Valid	NO!!	980	3.5
	no	5,147	18.4
	yes	12,396	44.3
	YES!!	9,487	33.9
	Total	28,011	100.0
Missing		2,388	
Total		30,399	

Q179 People in my family often insult or yell at each other.

		Number	Valid %
Valid	NO!!	5,100	18.3
	no	12,374	44.3
	yes	7,236	25.9
	YES!!	3,191	11.4
	Total	27,901	100.0
Missing		2,498	
Total		30,399	

Q180 We argue about the same things in my family over and over.

		Number	Valid %
Valid	NO!!	3,748	13.4
	no	9,924	35.6
	yes	10,390	37.3
	YES!!	3,828	13.7
	Total	27,890	100.0
Missing		2,509	
Total		30,399	

Q181 People in my family have serious arguments.

		Number	Valid %
Valid	NO!!	6,238	22.4
	no	12,837	46.1
	yes	6,050	21.7
	YES!!	2,703	9.7
	Total	27,827	100.0
Missing		2,572	
Total		30,399	

Q182 During the past 30 days, how often did you go hungry because there was not enough food in your home?

		Number	Valid %
Valid	Never	22,419	80.1
	Rarely	3,347	12.0
	Sometimes	1,571	5.6
	Most of the time	389	1.4
	Always	262	0.9
	Total	27,988	100.0
Missing		2,411	
Total		30,399	

Q183 How often do you recycle things such as newspapers, cans, and glass?

		Number	Valid %
Valid	Frequently	16,271	59.1
	Sometimes	7,816	28.4
	Never	3,423	12.4
	Total	27,510	100.0
Missing		2,889	
Total		30,399	

Q184 How often do you turn off lights and electrical appliances when not in use?

		Number	Valid %
Valid	Frequently	16,861	60.6
	Sometimes	9,522	34.2
	Never	1,454	5.2
	Total	27,836	100.0
Missing		2,563	
Total		30,399	

Q185 How often do you try to cut down on the amount of trash and garbage you create?

		Number	Valid %
Valid	Frequently	6,994	25.2
	Sometimes	13,112	47.2
	Never	7,648	27.6
	Total	27,754	100.0
Missing		2,645	
Total		30,399	

Q186 How often do you conserve water in your home or yard?

		Number	Valid %
Valid	Frequently	14,800	53.4
	Sometimes	9,499	34.3
	Never	3,429	12.4
	Total	27,728	100.0
Missing		2,671	
Total		30,399	

Q187 How often do you buy biodegradable or recyclable products?

		Number	Valid %
Valid	Frequently	6,933	25.1
	Sometimes	14,059	50.9
	Never	6,618	24.0
	Total	27,610	100.0
Missing		2,789	
Total		30,399	

Q188 I believe that my actions can improve the quality of the environment.

		Number	Valid %
Valid	Strongly agree	8,796	31.9
	Agree	14,495	52.5
	Disagree	3,250	11.8
	Strongly disagree	1,050	3.8
	Total	27,590	100.0
Missing		2,808	
Total		30,399	

Q189 During an average week, how many hours do you spend helping friends or neighbors...

		Number	Valid %
Valid	0 hours	9,345	34.1
	1 hour	7,658	27.9
	2 hours	5,267	19.2
	3-5 hours	3,757	13.7
	6-10 hours	827	3.0
	11 or more hours	558	2.0
	Total	27,411	100.0
Missing		2,988	
Total		30,399	

Q190 During the last 12 months, how many times have you been a leader in a group or organization?

		Number	Valid %
Valid	Never	9,696	35.2
	Once	5,752	20.9
	Twice	4,165	15.1
	3-4 times	3,722	13.5
	5 or more times	4,173	15.2
	Total	27,508	100.0
Missing		2,891	
Total		30,399	

Q191 During the last 12 months, how many times have you helped make sure that all people are treated fairly?

		Number	Valid %
Valid	Never	5,400	19.7
	Once	4,647	17.0
	Twice	4,182	15.3
	3-4 times	5,457	19.9
	5 or more times	7,701	28.1
	Total	27,387	100.0
Missing		3,012	
Total		30,399	

Q192 During the last 12 months, how many times have you stood up for what you believed, even when it was unpopular to do so?

		Number	Valid %
Valid	Never	3,617	13.2
	Once	4,380	16.0
	Twice	4,099	15.0
	3-4 times	5,657	20.7
	5 or more times	9,624	35.2
	Total	27,377	100.0
Missing		3,022	
Total		30,399	

Q193 In the past 30 days, how often have you read about issues affecting the public, politics...

		Number	Valid %
Valid	Frequently	8,730	31.8
	Sometimes	12,914	47.0
	Never	5,830	21.2
	Total	27,474	100.0
Missing		2,925	
Total		30,399	

Q194 During the last 12 months, have you used your political voice as a result of reading about politics, political campaigns...

		Number	Valid %
Valid	Yes	5,861	21.5
	No	21,444	78.5
	Total	27,305	100.0
Missing		3,094	
Total		30,399	

Q195 How important is participating in a democratic process to you?

		Number	Valid %
Valid	Very important	7,480	27.4
	Quite important	6,342	23.2
	Fairly important	6,103	22.3
	Slightly important	3,964	14.5
	Not at all important	3,431	12.6
	Total	27,319	100.0
Missing		3,080	
Total		30,399	

Q196 People who know me would say being good at planning ahead is...

		Number	Valid %
Valid	Not at all like me	2,748	10.0
	A little like me	5,734	20.9
	Somewhat like me	7,929	28.9
	Quite like me	6,463	23.6
	Very much like me	4,521	16.5
	Total	27,396	100.0
Missing		3,003	
Total		30,399	

Q197 People who know me would say giving up when things get hard for me is...

		Number	Valid %
Valid	Not at all like me	12,344	45.1
	A little like me	8,184	29.9
	Somewhat like me	4,513	16.5
	Quite like me	1,503	5.5
	Very much like me	813	3.0
	Total	27,357	100.0
Missing		3,042	
Total		30,399	

Q198 People who know me would say 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	1,248	4.6
	A little like me	2,669	9.8
	Somewhat like me	3,160	11.6
	Quite like me	6,807	25.0
	Very much like me	13,376	49.1
	Total	27,260	100.0
Missing		3,139	
Total		30,399	

Q199 People who know me would say thinking through the possible good and bad results of different choices before I make decisions is...

		Number	Valid %
Valid	Not at all like me	1,643	6.0
	A little like me	3,231	11.9
	Somewhat like me	5,907	21.7
	Quite like me	7,986	29.3
	Very much like me	8,466	31.1
	Total	27,234	100.0
Missing		3,165	
Total		30,399	

Q200 I know of someone who has been really hurt by cyberbullying.

		Number	Valid %
Valid	Strongly agree	3,293	12.0
	Agree	5,769	21.1
	Disagree	8,513	31.1
	Strongly disagree	9,756	35.7
	Total	27,331	100.0
Missing		3,068	
Total		30,399	

Q201 I would report cyberbullying incidents, if I could do so without anyone knowing it was me.

		Number	Valid %
Valid	Strongly agree	8,171	30.1
	Agree	11,046	40.7
	Disagree	5,209	19.2
	Strongly disagree	2,709	10.0
	Total	27,134	100.0
Missing		3,265	
Total		30,399	

Q202 I have the right to say anything I want online, even if what I say hurts someone or violates someone's privacy.

		Number	Valid %
Valid	Strongly agree	2,081	7.7
	Agree	4,564	16.8
	Disagree	12,363	45.5
	Strongly disagree	8,156	30.0
	Total	27,164	100.0
Missing		3,235	
Total		30,399	

Q203 How honest were you in filling out this survey?

		Number	Valid %
Valid	I was very honest	19,412	70.7
	I was honest pretty much of the time	6,846	24.9
	I was honest some of the time	909	3.3
	I was honest once in a while	281	1.0
	Total	27,448	100.0
Missing		2,951	
Total		30,399	