

Fairfax County 6th Grade Youth Survey



**School Year
2011-2012**



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Fairfax County Public Schools

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**2011 Fairfax County
Youth Survey**

6th Grade Students

Results and Tabulations

Publication Date: September 2012

A complete copy of this report, as well as the 2001, 2003, 2005, 2008, 2009, and 2010 Youth Survey reports, may be found on our website at:

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

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EXECUTIVE SUMMARY

This report summarizes the results of the 2011 Fairfax County Youth Survey – *6th Grade Survey*. It is a comprehensive, anonymous, and voluntary survey that examines behaviors, experiences, and other factors that influence the health and well-being of the county’s youth. The Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the survey to provide information about youth behaviors – those that are positive as well as those that are harmful. These data provide insight into the prevalence and frequency of substance use, violence and delinquency, health and health risk behaviors, and positive behaviors. It also measures factors in the youth’s environment that have been shown to protect youth from substance use and other problem behaviors, or increase their risk of engaging in those behaviors.

This is the seventh year that the Fairfax County Youth Survey has been conducted in Fairfax County Public Schools and the fifth year that the survey has been conducted with sixth graders. Significant changes were made in 2010 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 years prior to 2010.

The survey was conducted in the fall of 2011 and resulted in valid responses from 11,238 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 31,106 valid responses. This report, as well as a report of the findings from the 2011 Fairfax County *Healthy Behaviors Survey* (of eighth-, tenth-, and twelfth-grade students), can be found at www.fairfaxcounty.gov/youthsurvey.

KEY FINDINGS

Substance Use

- Alcohol was the most frequently used substance by sixth-grade students in their lifetime, with one-fifth of the students (20.2%) having consumed it at least once.
- Almost one-fourth of male sixth-grade students (23.9%) reported having consumed alcohol at least once in their lifetime, compared to 16.1% of the female sixth-grade students.
- Inhalants were the second most frequently used substance by the students in their lifetime (7.0%). Substantially fewer students reported ever smoking cigarettes (1.8%), using marijuana (0.7%), or using other drugs (0.5%).
- Inhalants were the most frequently used substance by sixth-grade students in the past month (3.6%), followed by alcohol (2.4%).

- Less than one percent of the students reported smoking cigarettes (0.4%), using marijuana (0.3%), and using other drugs (0.4%) in the past month.

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

Bullying and Aggression

- Over one in five sixth-grade students (21.5%) reported having bullied, taunted, ridiculed, or teased someone in the past year, and one-third of those students (32.1%, or 6.9% of all sixth-grade students) reported doing so once a month or more frequently.
- Almost one-fourth of male students (24.2%) reported bullying compared to 18.7% of female students.
- Approximately one in fifteen sixth-grade students (6.6%) reported having said something bad about someone's race or culture in the past year, while a slightly smaller percentage (5.8%) reported having cyberbullied a student who attends their school over the same time period.
- Male students reported a higher rate of making derogatory comments about someone's race or culture (9.2% vs. 4.0% of female students), while female students reported a slightly higher rate of cyberbullying a student attending their school during the past year (6.2% vs. 5.5% of male students).
- Almost half of sixth-grade students (45.6%) reported having been bullied, taunted, ridiculed, or teased in the past year, and half of those students (49.3% or 22.5% of all sixth-grade students) reported experiencing the behavior once a month or more frequently.
- Approximately one-fifth of sixth-grade students (18.8%) reported having had something bad said to them about their race or culture in the past year, and 13.0% reported having been cyberbullied by a student who attends their school.
- Female students were more likely to have been cyberbullied in the past year by someone who attends their school (16.2% vs. 10.0% of male students), while male students were more likely to have received derogatory comments about their race or culture (20.7% vs. 16.8% of female students).
- Over one in five male students (21.4%) reported carrying a weapon other than a handgun within the past year for purposes other than hunting, camping, scouting or similar activities, and one in eleven female students (8.9%) reported doing so.

Physical Activity and Non-Academic Use of Electronic Media

- More than half of all sixth-grade students (56.1%) reported having exercised for at least one hour on five or more days in the past week.
- Almost three-fifths of male sixth-grade students (59.3%) reported having exercised for at least one hour on five or more days in the past week, compared to 52.8% of female students.
- Over one-fourth of the students (28.0%) reported watching TV for three or more hours on an average school day, and one-fourth (24.9%) reported playing video games or using a computer for something unrelated to school work for three or more hours on an average school day.
- Male students were much more likely to report playing video games or using a computer for non-school activities for three or more hours on an average school day (30.6% vs. 18.9% of female students).

Nutrition

- One-third of sixth-grade students (32.5%) reported eating fruits and vegetables five or more times per day in the past week.
- One-third of sixth-grade students (32.6%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 16.5% reported drinking non-diet soda at least once per day in the past week. Almost one-fifth of male students (19.3%) reported daily use of soda pop, compared to 13.4% of female students.
- Almost one in ten sixth-grade students (8.7%) reported that they went hungry in the past month (sometimes, most of the time, or always) due to a lack of food in the home.

Mental Health

- Over one-fifth of sixth-grade students (22.1%) reported feeling so sad or hopeless every day for two or more weeks in a row within the past year that they stopped doing some usual activities.
- Almost one-fourth of female students (24.3%) reported feeling so sad or hopeless every day for two or more weeks in a row within the past year that they stopped doing some usual activities, while 19.9% of male students reported experiencing that level of sadness/hopelessness.

Extra-Curricular Activities

- Three-fourths of sixth-grade students (74.8%) reported participating in school or non-school extracurricular activities (e.g., sports, student government, student newspaper, scouting, etc.) within the past year, with more than half (56.4%) doing so at least once per week.

Civic Behaviors

- Almost half of sixth-grade students (46.7%) volunteered to do community service within the past year.
- Approximately two-thirds of the students (65.0%) spend an hour or more in an average week helping friends or neighbors, and a similar number (65.5%) reported being a leader in a group or organization at least once in the past year.
- A higher percentage of female students reported volunteering to do community service in the past year (51.1% vs. 42.7% of male students), helping friends or neighbors in an average week (69.0% vs. 61.2% of male students), and being a leader in a group in the past year (67.4% vs. 63.9% of male students).
- Over three-fifths of sixth-grade students reported frequently recycling (62.0%), turning off lights and electrical appliances (65.1%), and conserving water (70.0%).
- While about one-quarter of sixth-grade students (28.0%) reported frequently cutting down on the amount of trash and garbage they create, slightly more than half (56.5%) reported doing so sometimes.
- Almost all sixth-grade students (93.8%) agree or strongly agree that their actions can improve the quality of the environment.

Risk and Protective Factors

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

- Almost three-fourths of sixth-grade students (72.3%) had high protection (were above the national standard) on the Belief in Moral Order scale, which measures the personal sense of “right” or “wrong” (such as cheating or being dishonest).
- Of the three risk factor scales measured, the Sensation Seeking scale had the highest percentage of students considered to have high risk (41.6%). This scale measures the student’s level of engagement in dangerous or risky behaviors. Less than one-third of the students were considered to be at high risk on the Family Conflict scale (31.2%) and the Perceived Risks of Drug Use scale (29.2%).

(See [Protective Factors](#) and [Risk Factors](#) on pages 51 and 52.)

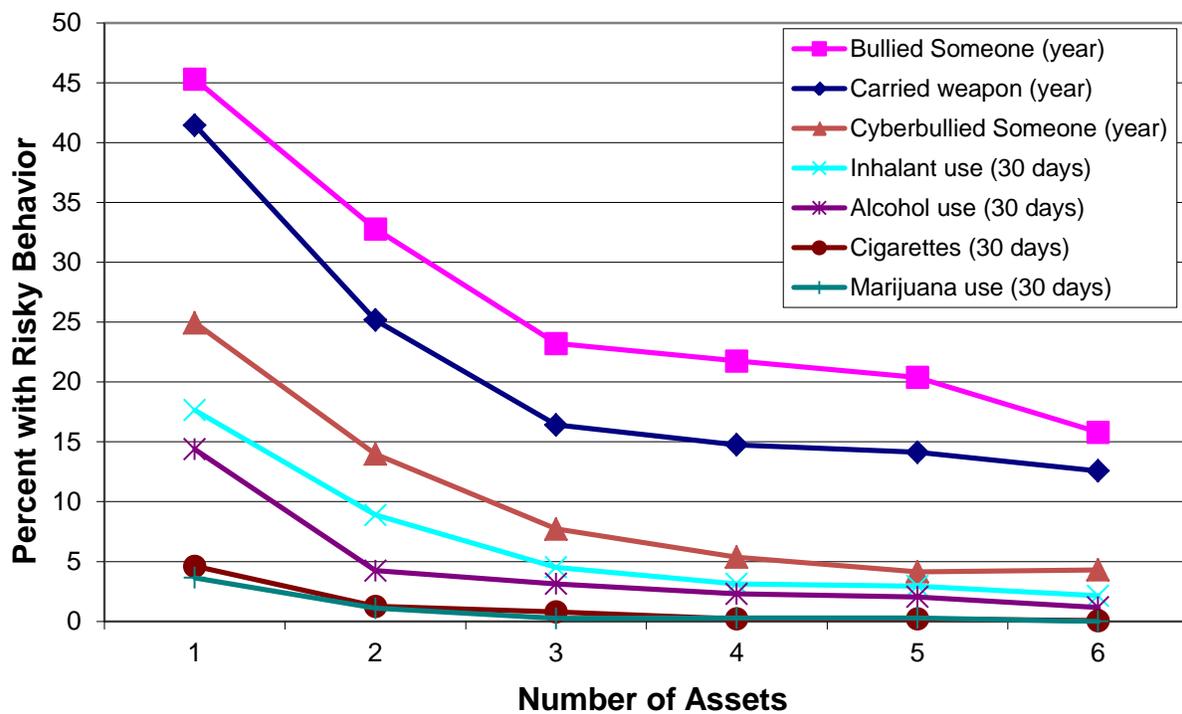
Three to Succeed

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 Asset Graph for Fairfax County, Grade 6, 2011



Having High Personal Integrity
 Performing Community Service
 Feeling Safe at School

Having Community Adults to Talk to
 Participating in Extracurricular Activities
 Having Parents 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, 2012).

To monitor the behaviors and attitudes that affect the health and well-being of Fairfax County youth, the Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the Fairfax County Youth Survey. The survey, first administered in 2001 to eighth-, tenth-, and twelfth-grade students and then to sixth-grade students as well beginning in 2005, informs our community of essential factors related to youth health and well-being. This information provides a mechanism with which schools, community groups, and governmental agencies can plan, evaluate, and improve programs designed to prevent health problems and promote healthy behaviors. The results of the survey serve as a barometer of the extent to which our community has successfully fostered healthy choices in our youth.

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

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

SURVEY INSTRUMENT

The 2011 Fairfax County Youth Survey was conducted in the fall of 2011. The survey instrument, *6th Grade Survey*, was comprised of 84 questions. The survey derives the majority of its questions from the Communities That Care Youth Survey from the U.S. Substance Abuse and Mental Health Services Administration. Other questions are derived from the Centers for Disease Control and Prevention's Youth Risk Behavior Survey and other national surveys.

This is the seventh 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 2011 *Healthy Behaviors Survey of 8th, 10th, and 12th Grade Students* 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 55.

SURVEY ADMINISTRATION

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

A total of 11,426 sixth-grade students participated in the 2011 Fairfax County Youth Survey, representing 87.8% of all sixth-grade students enrolled in Fairfax County Public Schools.

Table 1. Response Rate

FCPS Enrollment^a	Number of respondents	Response Rate
13,015	11,426	87.8%

^aTotal Fairfax County Public Schools enrollment in 6th grade -- November, 2011.

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 years prior to 2010.

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 (vivoxiline)
- the grade information was missing, or the student reported being in 5th or 7th grade
- the student provided inconsistent responses regarding substance use
- the student provided pharmacologically implausible patterns of responses (i.e., a combination of drugs and frequencies of use whose cumulative effect would be lethal).

Missing data were not imputed. A more thorough description of the survey administration and validation is presented in Appendix B beginning on page 57.

A total of 188 questionnaires were rejected due to meeting at least one of the criteria, leaving 11,238 usable questionnaires (98.4%). 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 (2001-2011)

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
6 th Grade Survey	3,958
2009	
Healthy Behaviors Survey ^a	29,223
6 th Grade Survey	10,927
2010	
Risk & Protective Factor Survey ^a	30,399
6 th Grade Survey	11,049
2011	
Healthy Behaviors Survey ^a	31,106
6 th Grade Survey	11,238

^aQuestionnaires 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 more than two-fifths of the survey respondents identified themselves as non-Hispanic White (41.9%). The largest minority population among survey respondents was Hispanic students (21.0%), followed by non-Hispanic Asian students (19.7%). One-fourth of the students (25.6%) 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 sixth-grade student population in Table 3.

Table 3. Selected Demographic Characteristics of Surveyed Youth and Fairfax County Student Population, 2011

	Survey Respondents ^a		FCPS Enrollment ^b	
	Number	Percent	Number	Percent
Gender				
Female	5,414	48.6	6,260	48.1
Male	5,728	51.4	6,755	51.9
Race/Ethnicity^c				
White	4,569	41.9	* 5,708	43.9
Black	1,161	10.7	1,369	10.5
Hispanic	2,283	21.0	2,692	20.7
Asian	2,142	19.7	2,581	19.8
Other/Multiple	740	6.8	* 665	5.1

^aAll percentages were calculated from valid cases (missing responses were not included). ^bTotal enrollment in 6th grade in Fairfax County Public Schools in November, 2011. ^cRacial categories do not include Hispanic persons who are treated as a separate category in this table.

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

Table 4. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
Overall	74.4	11.5	14.1
Gender			
Female	73.1	12.3	14.6
Male	75.7	10.8	13.5
Race/Ethnicity^a			
White	94.9	0.5	4.6
Black	83.8	0.4	15.8
Hispanic	42.2	55.6	2.3
Asian	55.3	0.2	44.6
Other/Multiple	86.2	0.4	13.4

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

DATA WEIGHTING

The percentage of sixth-grade survey respondents from a pyramid* was compared to the percentage of all students enrolled in sixth grade in that pyramid. Corrective weights were applied to the data to ensure proportional representation based on enrollment by pyramid. The calculations for weighting are described in Appendix B on page 60. Although statistically significant differences were observed among sub-populations (race/ethnicity) of the respondents and the FCPS enrollment, data were weighted by pyramid only. Because of the desire to analyze the data at the pyramid level, the number of students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weighted by race/ethnicity.

HOW TO INTERPRET RESULTS

This report provides data on both *prevalence* and *frequency* of health-related behaviors. It is important to understand the difference between prevalence and frequency 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 is useful for determining how many students are currently engaging in a specified behavior.

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

Information about statistical significance is not included in the tables in this 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.

* 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.

SUBSTANCE USE

Substance use was measured by a set of ten questions in the 2011 Fairfax County *6th Grade Survey*. Many of the questions are based on those used in the Monitoring the Future* (MTF) survey, a nationwide study of substance use by eighth-, tenth-, and twelfth-grade students. Because sixth-grade students are not included in the MTF survey, comparisons between Fairfax County data and national data are not provided in this report.

Students were asked if they have used alcohol, inhalants, cigarettes, marijuana, and other illegal drugs within their lifetimes (“ever having used”) and within the past month. One-fifth (20.2%) of sixth-grade students in Fairfax County reported ever having used alcohol, making it the most prevalent substance of lifetime use among this population. Smaller percentages of sixth-grade students reported ever having used inhalants (7.0%), cigarettes (1.8%), marijuana (0.7%), and other illegal drugs (0.5%).

Inhalants were the most frequently used substance by sixth-grade students within the past month (3.6%). Smaller percentages of sixth-grade students reported having used alcohol (2.4%), cigarettes (0.4%), marijuana (0.3%), and other illegal drugs (0.4%) within the past month.

* 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, 2012).

Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2011

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	20.2	7.0	1.8	0.7	0.5
Gender					
Female	16.1	6.6	1.3	0.4	0.4
Male	23.9	7.4	2.3	1.0	0.6
Race/Ethnicity^a					
White	20.1	5.5	1.0	0.4	0.3
Black	20.0	8.6	3.0	1.1	1.3
Hispanic	26.3	8.6	3.3	1.3	1.0
Asian	14.6	7.3	1.2	0.3	0.2
Other/Multiple	22.3	8.5	2.3	1.1	0.6

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2011

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	2.4	3.6	0.4	0.3	0.4
Gender					
Female	1.9	3.4	0.2	0.1	0.2
Male	2.9	3.7	0.5	0.4	0.5
Race/Ethnicity^a					
White	2.4	2.4	0.2	0.1	0.2
Black	2.3	5.1	0.6	0.2	1.1
Hispanic	3.3	4.8	0.9	0.4	0.4
Asian	1.3	3.5	0.1	0.2	0.2
Other/Multiple	3.2	5.1	0.3	1.0	0.6

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

ALCOHOL USE

Table 7. Lifetime and Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	Lifetime		Past Month	
	2010	2011	2010	2011
Overall	21.1	20.2	2.6	2.4
Gender				
Female	17.5	16.1	2.2	1.9
Male	24.6	23.9	3.0	2.9
Race/Ethnicity^a				
White	21.4	20.1	2.5	2.4
Black	21.6	20.0	2.4	2.3
Hispanic	26.1	26.3	4.2	3.3
Asian	15.3	14.6	1.3	1.3
Other/Multiple	24.7	22.3	3.0	3.2

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 8. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	97.6	1.9	0.4	0.1	0.1
Gender					
Female	98.2	1.4	0.3	0.0	0.1
Male	97.1	2.3	0.4	0.1	0.1
Race/Ethnicity^a					
White	97.6	1.8	0.4	0.1	0.1
Black	97.7	1.8	0.4	0.1	0.0
Hispanic	96.7	2.4	0.6	0.1	0.3
Asian	98.7	1.2	0.1	0.0	0.0
Other/Multiple	96.8	2.5	0.4	0.1	0.1

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

INHALANT USE*

Table 9. Lifetime and Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	Lifetime		Past Month	
	2010	2011	2010	2011
Overall	8.0	7.0	3.6	3.6
Gender				
Female	7.5	6.6	3.7	3.4
Male	8.5	7.4	3.3	3.7
Race/Ethnicity^a				
White	6.2	5.5	2.7	2.4
Black	8.3	8.6	4.1	5.1
Hispanic	11.3	8.6	5.4	4.8
Asian	8.2	7.3	3.7	3.5
Other/Multiple	8.5	8.5	3.0	5.1

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 10. Frequency of Inhalant Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	96.4	2.7	0.4	0.2	0.3
Gender					
Female	96.6	2.7	0.4	0.0	0.3
Male	96.4	2.7	0.4	0.3	0.3
Race/Ethnicity^a					
White	97.6	2.0	0.2	0.1	0.2
Black	94.9	3.9	0.5	0.2	0.5
Hispanic	95.2	3.6	0.6	0.1	0.4
Asian	96.5	2.6	0.3	0.3	0.3
Other/Multiple	94.9	3.5	0.6	0.4	0.7

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

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

TOBACCO USE

Table 11. Lifetime and Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	Lifetime		Past Month	
	2010	2011	2010	2011
Overall	2.1	1.8	0.5	0.4
Gender				
Female	1.6	1.3	0.5	0.2
Male	2.6	2.3	0.5	0.5
Race/Ethnicity^a				
White	1.4	1.0	0.2	0.2
Black	2.5	3.0	0.7	0.6
Hispanic	4.4	3.3	1.1	0.9
Asian	1.3	1.2	0.3	0.1
Other/Multiple	2.1	2.3	0.6	0.3

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 12. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Not at all	Less than 1 cigarette per day	1-5 cigarettes per day	About one-half pack per day	About one pack per day	More than one pack per day
Overall	99.6	0.3	0.1	0.0	0.0	0.0
Gender						
Female	99.8	0.2	0.0	0.0	0.0	0.0
Male	99.5	0.3	0.1	0.0	0.0	0.1
Race/Ethnicity^a						
White	99.8	0.1	0.1	0.0	0.0	0.0
Black	99.4	0.5	0.1	0.0	0.0	0.0
Hispanic	99.2	0.6	0.1	0.1	0.0	0.0
Asian	99.9	0.1	0.0	0.0	0.0	0.1
Other/Multiple	99.7	0.1	0.0	0.1	0.0	0.0

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

MARIJUANA USE

Table 13. Lifetime and Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	Lifetime		Past Month	
	2010	2011	2010	2011
Overall	0.8	0.7	0.2	0.3
Gender				
Female	0.6	0.4	0.1	0.1
Male	0.9	1.0	0.3	0.4
Race/Ethnicity^a				
White	0.4	0.4	0.0	0.1
Black	1.2	1.1	0.3	0.2
Hispanic	1.4	1.3	0.3	0.4
Asian	0.5	0.3	0.2	0.2
Other/Multiple	1.0	1.1	0.6	1.0

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 14. Frequency of Marijuana Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.7	0.2	0.0	0.0	0.1
Gender					
Female	99.9	0.1	0.0	0.0	0.0
Male	99.6	0.3	0.1	0.1	0.1
Race/Ethnicity^a					
White	99.9	0.0	0.0	0.0	0.1
Black	99.8	0.0	0.1	0.1	0.0
Hispanic	99.6	0.4	0.0	0.0	0.0
Asian	99.8	0.1	0.0	0.1	0.1
Other/Multiple	99.0	0.7	0.1	0.0	0.1

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

USE OF OTHER DRUGS

Table 15. Lifetime and Past Month Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	Lifetime		Past Month	
	2010	2011	2010	2011
Overall	0.4	0.5	0.2	0.4
Gender				
Female	0.3	0.4	0.1	0.2
Male	0.6	0.6	0.4	0.5
Race/Ethnicity^a				
White	0.1	0.3	0.0	0.2
Black	0.2	1.3	0.2	1.1
Hispanic	1.1	1.0	0.6	0.4
Asian	0.3	0.2	0.1	0.2
Other/Multiple	0.8	0.6	0.7	0.6

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 16. Frequency of Other Illegal Drug Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.6	0.3	0.1	0.0	0.1
Gender					
Female	99.8	0.1	0.0	0.0	0.1
Male	99.5	0.4	0.1	0.0	0.1
Race/Ethnicity^a					
White	99.8	0.1	0.1	0.0	0.1
Black	98.9	0.8	0.1	0.0	0.2
Hispanic	99.6	0.2	0.0	0.0	0.1
Asian	99.8	0.2	0.0	0.0	0.0
Other/Multiple	99.4	0.3	0.1	0.0	0.1

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

AGGRESSIVE BEHAVIORS

The 2011 Fairfax County Youth Survey measured three kinds of aggressive behaviors: bullying, cyberbullying, and making derogatory comments about someone's race or culture. Students were asked if they had carried out the behaviors, and if someone had directed the behaviors at them. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. Students were also asked if they had carried a weapon in the past year.

Over one-fifth of the students (21.5%) reported having bullied, taunted, ridiculed, or teased someone in the past year. Approximately one in fifteen (6.6%) reported having said something bad about someone's race or culture in the past year, while a slightly smaller percentage (5.8%) reported having cyberbullied a student who attends their school over the same time period.

Almost one-fourth of the male students (24.2%) reported bullying someone, compared to 18.7% of female students. Male students also reported a higher rate of making derogatory comments about someone's race or culture (9.2% vs. 4.0% of female students). Female students reported a slightly higher rate of cyberbullying a student attending their school during the past year (6.2% vs. 5.5% of male students).

Almost half of the sixth-grade students (45.6%) reported having been bullied, taunted, ridiculed, or teased in the past year, and approximately one in five (18.8%) reported having had something bad said to them about their race or culture in the past year. A slightly smaller percentage (13.0%) reported having been cyberbullied by a student who attends their school.

Female students were more likely to have been cyberbullied in the past year by someone who attends their school (16.2% vs. 10.0% of male students), while male students were more likely to have received derogatory comments about their race or culture (20.7% vs. 16.8% of female students).

Over one in seven sixth-grade students (15.3%) reported carrying a weapon in the past year for purposes other than hunting, camping, scouting, or similar activities.

Table 17. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, Fairfax County, 2011

(Values are percentages)

	Bullied, taunted, ridiculed, or teased someone	Said something bad about someone's race or culture	Cyberbullied ^a a student attending your school
Overall	21.5	6.6	5.8
Gender			
Female	18.7	4.0	6.2
Male	24.2	9.2	5.5
Race/Ethnicity^b			
White	19.1	5.8	4.0
Black	27.4	8.0	6.7
Hispanic	23.0	8.0	9.3
Asian	21.0	6.6	6.4
Other/Multiple	25.6	6.0	4.9

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

^aCyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

^bRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 18. Prevalence of Experiencing Selected Aggressive Behaviors in the Past Year, Fairfax County, 2011

(Values are percentages)

	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
Overall	45.6	18.8	13.0
Gender			
Female	46.0	16.8	16.2
Male	45.3	20.7	10.0
Race/Ethnicity^b			
White	47.1	10.3	11.1
Black	45.0	29.8	12.6
Hispanic	43.9	20.2	16.4
Asian	44.2	27.5	13.2
Other/Multiple	47.9	24.5	15.0

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

^aCyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging.

^bRacial categories do not include Hispanic students who are treated as a separate category in this table.

BULLYING

Table 19. Prevalence of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	23.6	21.5
Gender		
Female	19.5	18.7
Male	27.5	24.2
Race/Ethnicity^a		
White	21.8	19.1
Black	29.3	27.4
Hispanic	25.8	23.0
Asian	22.0	21.0
Other/Multiple	25.5	25.6

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 20. Frequency of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

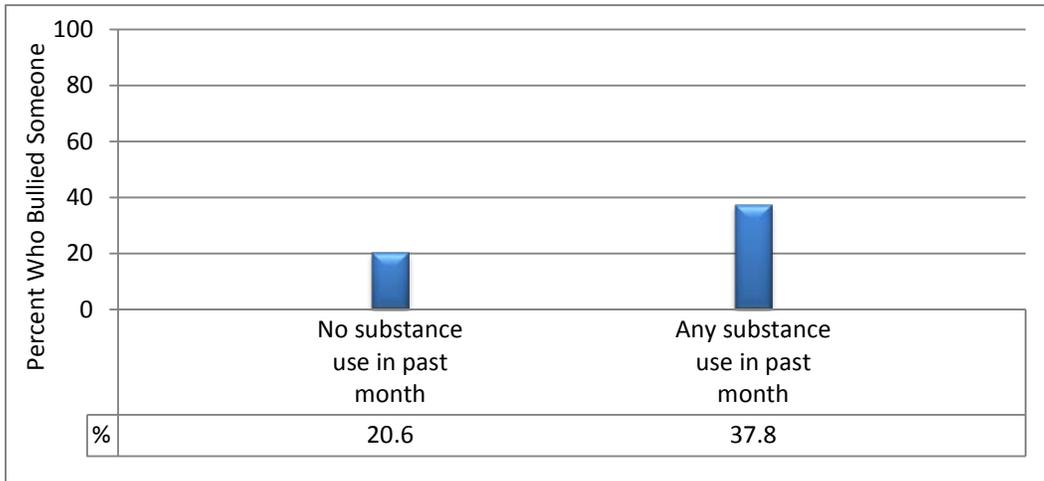
(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	56.2	22.3	14.6	2.3	1.8	2.0	0.8
Gender							
Female	59.6	21.7	13.1	1.9	1.6	1.5	0.6
Male	52.9	22.9	16.1	2.6	2.1	2.4	1.0
Race/Ethnicity^a							
White	57.8	23.1	13.9	2.0	1.3	1.5	0.4
Black	50.7	21.9	15.8	3.8	2.8	3.3	1.7
Hispanic	54.2	22.8	15.1	2.4	2.2	2.4	1.1
Asian	57.1	22.0	14.2	2.2	2.0	1.7	0.9
Other/ Multiple	54.3	20.0	17.8	2.3	2.1	2.7	0.9

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 2. Percentage of Students Who Bullied, Taunted, Ridiculed, or Teased Someone in the Past Year, by Past Month Substance Use, Fairfax County, 2011



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

Table 21. Prevalence of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	47.1	45.6
Gender		
Female	44.9	46.0
Male	49.0	45.3
Race/Ethnicity^a		
White	49.0	47.1
Black	46.4	45.0
Hispanic	44.7	43.9
Asian	43.9	44.2
Other/Multiple	51.4	47.9

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 22. Frequency of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

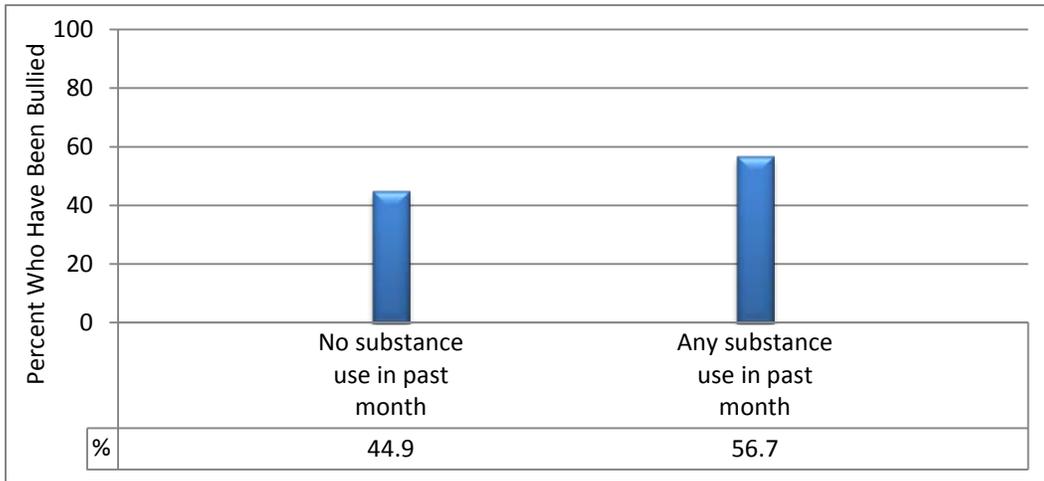
(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	30.8	23.6	23.1	5.3	5.4	7.3	4.6
Gender							
Female	29.5	24.6	24.0	5.5	5.4	6.7	4.3
Male	32.0	22.8	22.2	5.1	5.3	7.9	4.8
Race/Ethnicity^a							
White	28.3	24.6	25.1	5.7	5.6	7.3	3.5
Black	34.1	20.9	20.6	4.4	5.0	8.3	6.7
Hispanic	35.0	21.1	21.2	5.2	5.0	7.1	5.5
Asian	30.3	25.5	23.0	5.5	5.3	6.2	4.2
Other/ Multiple	27.5	24.7	21.3	4.7	5.7	11.0	5.1

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 3. Percentage of Students Who Have Been Bullied, Taunted, Ridiculed, or Teased in the Past Year, by Past Month Substance Use, Fairfax County, 2011



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

CYBERBULLYING

Table 23. Prevalence of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	6.9	5.8
Gender		
Female	6.9	6.2
Male	6.9	5.5
Race/Ethnicity^a		
White	4.9	4.0
Black	8.4	6.7
Hispanic	9.7	9.3
Asian	7.0	6.4
Other/Multiple	8.8	4.9

Note. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. All percentages were calculated from valid cases (missing responses were not included).

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 24. Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	94.2	4.3	0.8	0.3	0.2	0.1	0.0	0.1
Gender								
Female	93.8	4.8	0.9	0.3	0.1	0.1	0.1	0.1
Male	94.5	3.7	0.8	0.3	0.3	0.2	0.0	0.2
Race/Ethnicity^a								
White	96.0	3.0	0.5	0.2	0.0	0.1	0.0	0.1
Black	93.3	4.5	1.1	0.4	0.4	0.1	0.1	0.3
Hispanic	90.8	6.4	1.6	0.5	0.3	0.1	0.1	0.2
Asian	93.6	5.0	0.8	0.1	0.2	0.1	0.0	0.2
Other/ Multiple	95.1	3.6	0.7	0.4	0.0	0.3	0.0	0.0

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 25. Prevalence of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	13.1	13.0
Gender		
Female	15.3	16.2
Male	10.9	10.0
Race/Ethnicity^a		
White	11.4	11.1
Black	12.0	12.6
Hispanic	15.7	16.4
Asian	13.8	13.2
Other/Multiple	15.1	15.0

Note. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. All percentages were calculated from valid cases (missing responses were not included).

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 26. Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	87.0	8.3	2.1	1.0	0.5	0.3	0.1	0.6
Gender								
Female	83.8	10.5	2.8	1.3	0.6	0.3	0.1	0.7
Male	90.1	6.3	1.4	0.8	0.4	0.3	0.2	0.5
Race/Ethnicity^a								
White	88.9	7.3	1.8	0.9	0.4	0.3	0.0	0.4
Black	87.5	7.6	2.0	1.0	0.6	0.4	0.1	0.8
Hispanic	83.6	10.2	2.5	1.4	0.6	0.6	0.3	0.9
Asian	86.8	8.8	2.3	0.8	0.8	0.1	0.1	0.5
Other/ Multiple	85.0	9.8	1.9	1.5	0.3	0.3	0.5	0.7

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 27. Percentage of Students Who Know of Someone Really Hurt by Cyberbullying, by Selected Demographic Characteristics, Fairfax County, 2011

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	12.5	18.9	24.9	43.7
Gender				
Female	14.2	20.8	26.2	38.8
Male	10.8	17.1	23.7	48.4
Race/Ethnicity^a				
White	10.1	16.6	25.6	47.8
Black	18.6	19.0	20.7	41.6
Hispanic	14.9	24.2	26.2	34.8
Asian	11.7	18.8	25.6	44.0
Other/Multiple	12.9	17.2	22.9	47.1

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 28. Percentage of Students Who Would Report Cyberbullying Incidents Anonymously, by Selected Demographic Characteristics, Fairfax County, 2011

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	47.3	34.3	10.2	8.2
Gender				
Female	48.9	34.9	8.9	7.4
Male	45.8	33.8	11.5	8.9
Race/Ethnicity^a				
White	52.6	32.0	8.4	7.0
Black	47.1	31.6	10.5	10.8
Hispanic	39.2	37.6	14.1	9.1
Asian	44.7	37.6	9.4	8.3
Other/Multiple	47.2	33.6	11.1	8.1

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

OTHER AGGRESSIVE BEHAVIOR

Table 29. Prevalence of Having Said Something Bad about Someone’s Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	7.2	6.6
Gender		
Female	5.0	4.0
Male	9.4	9.2
Race/Ethnicity^a		
White	5.4	5.8
Black	9.2	8.0
Hispanic	9.6	8.0
Asian	7.6	6.6
Other/Multiple	8.2	6.0

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 30. Frequency of Having Said Something Bad about Someone’s Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	83.2	10.2	4.5	0.9	0.6	0.5	0.3
Gender							
Female	87.5	8.5	2.8	0.5	0.2	0.3	0.2
Male	79.1	11.7	6.0	1.2	0.8	0.7	0.4
Race/Ethnicity^a							
White	85.2	9.0	4.5	0.5	0.3	0.4	0.1
Black	80.5	11.5	4.2	1.5	1.0	0.8	0.5
Hispanic	78.7	13.2	5.3	0.9	0.8	0.7	0.3
Asian	83.8	9.6	4.5	1.1	0.5	0.3	0.3
Other/ Multiple	85.3	8.8	2.9	1.4	0.9	0.3	0.6

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 31. Prevalence of Having Had Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	19.4	18.8
Gender		
Female	15.7	16.8
Male	22.9	20.7
Race/Ethnicity^a		
White	10.8	10.3
Black	28.7	29.8
Hispanic	22.2	20.2
Asian	27.9	27.5
Other/Multiple	25.6	24.5

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 32. Frequency of Having Had Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	66.4	14.8	10.7	2.6	2.1	2.2	1.1
Gender							
Female	68.0	15.2	10.2	2.2	1.5	1.9	1.0
Male	65.0	14.4	11.2	3.1	2.7	2.5	1.2
Race/Ethnicity^a							
White	80.1	9.6	6.3	1.5	0.7	1.1	0.7
Black	50.9	19.3	16.2	3.6	3.6	4.4	1.9
Hispanic	63.4	16.4	11.6	2.9	2.2	2.2	1.3
Asian	51.3	21.3	15.8	3.6	3.8	3.3	1.1
Other/ Multiple	59.6	15.9	12.2	4.6	3.6	2.2	1.8

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 33. Prevalence of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

(Values are percentages)

	2010	2011
Overall	14.7	15.3
Gender		
Female	8.2	8.9
Male	21.0	21.4
Race/Ethnicity^a		
White	15.5	18.0
Black	14.5	11.6
Hispanic	13.7	14.0
Asian	13.4	12.7
Other/Multiple	17.8	17.4

Note. Students were instructed to not include carrying a weapon for hunting, camping, scouting, or similar activities. All percentages were calculated from valid cases (missing responses were not included).

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 34. Frequency of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

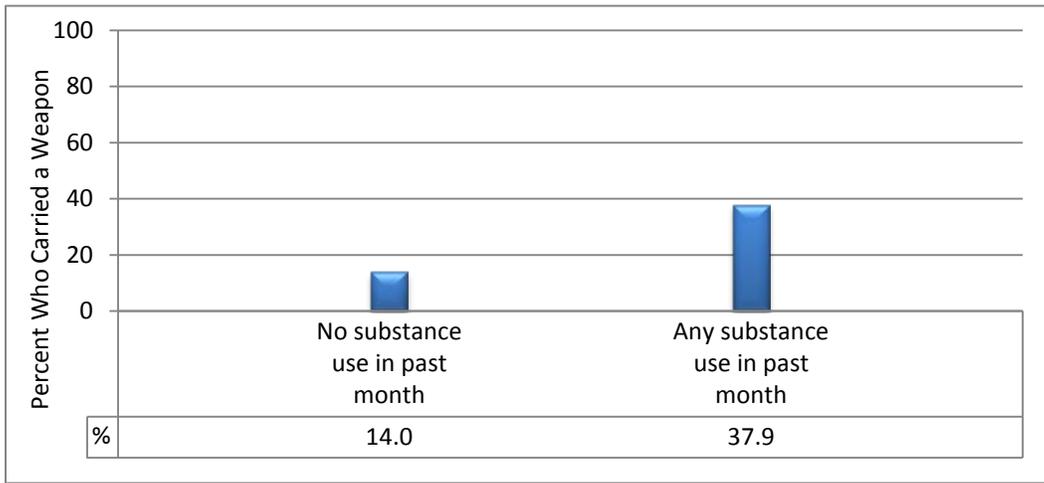
(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	84.7	8.3	2.8	1.3	0.8	0.5	0.3	1.3
Gender								
Female	91.1	5.8	1.5	0.6	0.3	0.2	0.1	0.4
Male	78.6	10.7	4.0	2.1	1.2	0.8	0.4	2.2
Race/Ethnicity^a								
White	82.0	10.0	3.1	1.5	0.9	0.7	0.3	1.5
Black	88.4	5.9	2.2	0.8	0.4	0.8	0.2	1.3
Hispanic	86.0	7.4	3.0	1.3	1.0	0.2	0.3	0.9
Asian	87.3	7.0	2.4	1.4	0.5	0.3	0.2	1.0
Other/ Multiple	82.7	8.8	2.7	1.8	1.5	0.7	0.4	1.5

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 4. Percentage of Students Who Carried a Weapon Other than a Handgun in the Past Year, by Past Month Substance Use, Fairfax County, 2011



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

PHYSICAL AND MENTAL HEALTH

The 2011 Fairfax County Youth Survey measured students' physical activity by asking them on how many days in the past week they did any kind of physical activity for at least 60 minutes that increased their heart rate and made them breathe hard some of the time. Almost all of the sixth-grade students (95.9%) reported having engaged in an hour or more of physical activity at least once in the past seven days, and over half (56.1%) were physically active on five or more days.

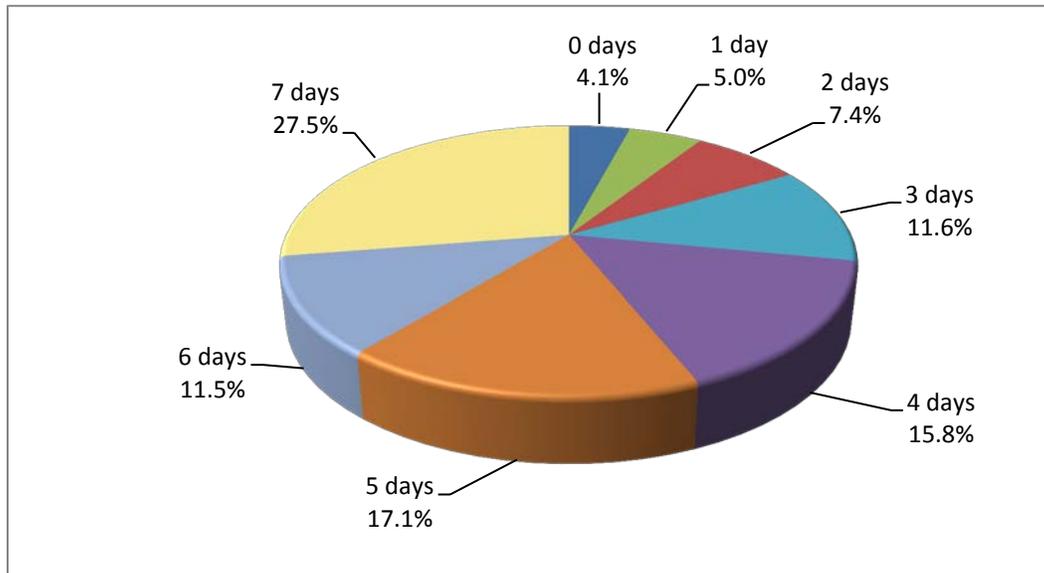
Students were asked how much time they spend on an average school day watching television, playing video or computer games, or using a computer for non-academic purposes. Over one-quarter of sixth-grade students (28.0%) reported watching three or more hours of television on an average school day. Similarly, one-quarter of sixth-grade students (24.9%) reported playing video games or using a computer for non-academic purposes for three or more hours on an average school day.

Approximately one-third of the students (32.5%) reported having consumed fruits and vegetables at least five times per day within the past week. A similar number reported that they had not consumed soda or pop (excluding diet soda) within the past week (32.6%), while 16.5% reported drinking non-diet soda at least once per day in the past week. Almost one in ten sixth-grade students (8.7%) reported that they went hungry in the past month (sometimes, most of the time, or always) due to a lack of food in the home.

Over one-fifth of sixth-grade students (22.1%) reported that in the past year they experienced feeling so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, with almost one-fourth of female students (24.3%) and one-fifth of male students (19.9%) experiencing that level of sadness/hopelessness.

PHYSICAL ACTIVITY AND NON-ACADEMIC USE OF ELECTRONIC MEDIA

Figure 5. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2011



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

Table 35. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Overall	4.1	5.0	7.4	11.6	15.8	17.1	11.5	27.5
Gender								
Female	3.9	5.4	8.3	12.5	17.2	18.4	11.9	22.5
Male	4.4	4.6	6.7	10.6	14.5	15.8	11.1	32.3
Race/Ethnicity^a								
White	2.5	3.3	5.6	9.6	15.9	17.2	14.9	31.0
Black	6.4	6.1	8.2	11.9	14.1	15.2	8.6	29.5
Hispanic	6.2	6.4	9.1	13.6	16.0	15.9	8.1	24.8
Asian	4.0	5.7	8.9	14.4	17.8	18.9	9.6	20.8
Other/Multiple	3.7	6.1	8.0	9.6	12.1	17.3	11.6	31.6

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 36. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

	2010	2011
Overall	53.7	56.1
Gender		
Female	47.3	52.8
Male	60.0	59.3
Race/Ethnicity^a		
White	60.7	63.1
Black	51.4	53.3
Hispanic	45.6	48.7
Asian	46.8	49.3
Other/Multiple	59.5	60.5

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 37. Amount of Time Spent Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Overall	11.6	19.2	18.8	22.4	13.5	5.8	8.7
Gender							
Female	12.2	20.3	19.3	21.6	13.1	5.5	8.1
Male	10.9	18.1	18.5	23.2	13.9	6.0	9.4
Race/Ethnicity^a							
White	11.4	21.9	23.1	22.9	12.0	3.9	4.8
Black	11.8	12.2	12.0	18.7	16.4	10.1	18.9
Hispanic	4.5	12.5	14.3	25.8	18.0	9.2	15.7
Asian	18.7	23.4	18.1	20.3	11.0	3.7	4.8
Other/Multiple	14.0	21.1	19.9	20.2	12.4	5.6	6.9

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 38. Percentage of Students Who Spend Three or More Hours Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

	2010	2011
Overall	28.6	28.0
Gender		
Female	27.7	26.7
Male	29.3	29.3
Race/Ethnicity^a		
White	20.0	20.7
Black	45.5	45.3
Hispanic	43.3	42.9
Asian	21.8	19.6
Other/Multiple	33.0	24.9

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 39. Amount of Time Spent Playing Video Games or Using a Computer on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Overall	10.5	26.5	20.5	17.7	10.4	5.2	9.3
Gender							
Female	11.0	33.3	21.4	15.6	8.5	4.3	6.1
Male	10.1	19.9	19.6	19.8	12.2	6.0	12.4
Race/Ethnicity^a							
White	9.4	30.2	22.6	18.3	9.4	4.1	6.1
Black	12.4	19.9	16.3	15.3	13.8	6.8	15.6
Hispanic	8.2	20.4	19.4	18.8	12.3	7.3	13.6
Asian	13.5	29.0	19.4	16.0	8.8	4.6	8.7
Other/Multiple	12.8	24.6	21.9	18.3	9.7	5.2	7.6

Note. Video/computer games include playing Xbox, PlayStation, Nintendo DS, iPod Touch, and using Facebook and the Internet. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 40. Percentage of Students Who Spend Three or More Hours Playing Video Games or Using a Computer on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

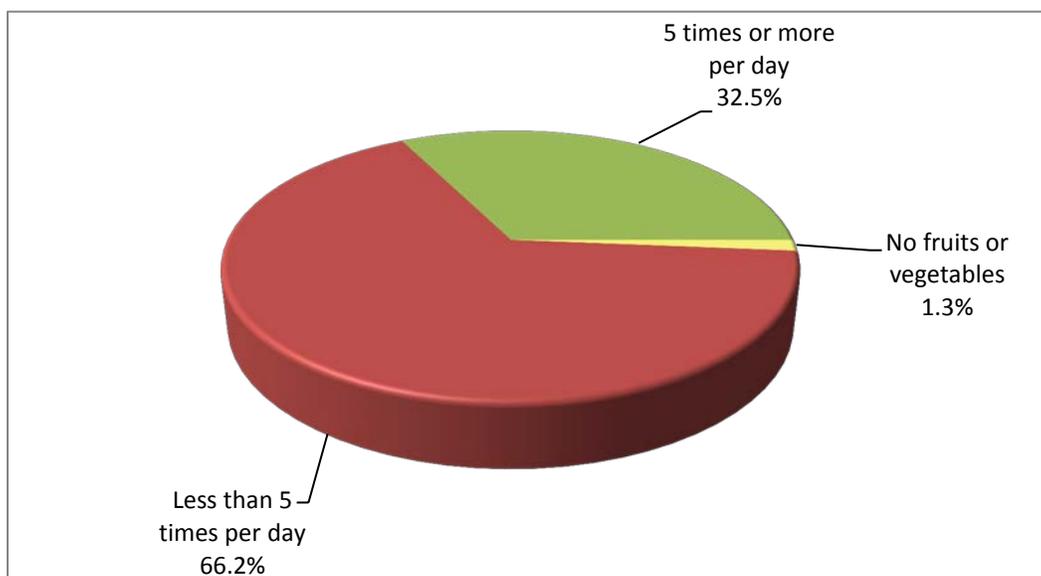
	2010	2011
Overall	21.2	24.9
Gender		
Female	15.4	18.9
Male	26.8	30.6
Race/Ethnicity^a		
White	15.4	19.6
Black	31.7	36.2
Hispanic	28.3	33.2
Asian	19.5	22.0
Other/Multiple	25.7	22.5

Note. Video/computer games include playing Xbox, PlayStation, Nintendo DS, iPod Touch, and using Facebook and the Internet. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

NUTRITION

Figure 6. Frequency of Eating Fruits and Vegetables in the Past Week, Fairfax County, 2011



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

Table 41. Frequency of Eating Fruits and Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	No fruits or vegetables	Less than 5 per day	5 or more per day
Overall	1.3	66.2	32.5
Gender			
Female	0.9	65.9	33.3
Male	1.8	66.5	31.7
Race/Ethnicity^a			
White	1.4	68.2	30.3
Black	1.7	69.6	28.7
Hispanic	1.8	66.9	31.2
Asian	0.4	60.3	39.3
Other/Multiple	1.0	64.1	35.0

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 42. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

	2010	2011
Overall	32.5	32.5
Gender		
Female	31.7	33.3
Male	33.1	31.7
Race/Ethnicity^a		
White	31.6	30.3
Black	27.6	28.7
Hispanic	33.7	31.2
Asian	34.7	39.3
Other/Multiple	35.4	35.0

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 43. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011

(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	3.9	14.7	14.9	12.3	21.7	14.2	18.4
Gender							
Female	3.1	15.1	14.8	13.0	22.0	14.9	17.2
Male	4.6	14.4	14.9	11.8	21.4	13.4	19.5
Race/Ethnicity^a							
White	3.5	13.1	14.4	14.4	24.6	15.6	14.4
Black	7.4	19.3	15.6	10.8	15.8	10.6	20.5
Hispanic	4.2	17.0	16.0	9.7	17.2	12.8	23.2
Asian	2.4	12.6	14.7	11.7	24.0	14.7	19.9
Other/Multiple	3.8	14.7	15.1	12.1	20.8	14.1	19.5

Note. Fruit does not include fruit juice. 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.

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 44. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011

(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	6.1	16.4	14.2	18.3	18.4	11.4	15.2
Gender							
Female	5.0	15.7	14.4	18.8	18.8	12.0	15.3
Male	7.3	17.2	14.1	17.8	17.9	10.8	15.0
Race/Ethnicity^a							
White	4.9	14.6	14.3	22.2	20.8	11.5	11.8
Black	7.4	19.9	17.1	15.2	14.8	8.4	17.3
Hispanic	10.7	21.1	13.7	14.4	14.9	9.1	16.2
Asian	3.6	14.1	12.9	15.9	19.0	15.1	19.6
Other/Multiple	5.2	14.1	14.5	19.2	19.8	12.1	15.1

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 45. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011

(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	32.6	43.0	7.9	7.2	4.6	1.7	3.1
Gender							
Female	35.6	43.9	7.1	6.3	4.0	1.1	2.0
Male	29.8	42.3	8.6	8.0	5.1	2.2	4.0
Race/Ethnicity^a							
White	34.5	45.5	7.9	6.3	3.2	1.1	1.7
Black	27.8	37.8	9.6	9.1	6.9	2.8	6.1
Hispanic	23.1	39.1	9.6	10.2	8.9	3.7	5.4
Asian	40.3	43.8	5.5	5.1	2.6	0.7	2.0
Other/Multiple	33.6	46.2	7.2	6.2	3.5	0.5	2.8

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 46. Percentage of Students Who Drank Soda or Pop at Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

	2010	2011
Overall	16.5	16.5
Gender		
Female	14.6	13.4
Male	18.3	19.3
Race/Ethnicity^a		
White	11.4	12.2
Black	25.1	24.8
Hispanic	28.5	28.2
Asian	11.0	10.3
Other/Multiple	15.4	13.0

Note. Students were instructed not to include diet soda. All percentages were calculated from valid cases (missing responses were not included).

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 47. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Rarely	Sometimes	Most of the time	Always
Overall	77.1	14.2	6.5	1.5	0.7
Gender					
Female	79.6	12.5	6.1	1.3	0.5
Male	74.7	16.0	6.9	1.6	0.8
Race/Ethnicity^a					
White	85.8	9.5	3.5	0.7	0.5
Black	72.5	17.0	7.7	1.9	0.9
Hispanic	63.8	20.0	12.3	2.8	1.1
Asian	75.0	16.8	6.5	1.2	0.5
Other/Multiple	76.6	14.0	6.8	2.1	0.6

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

MENTAL HEALTH

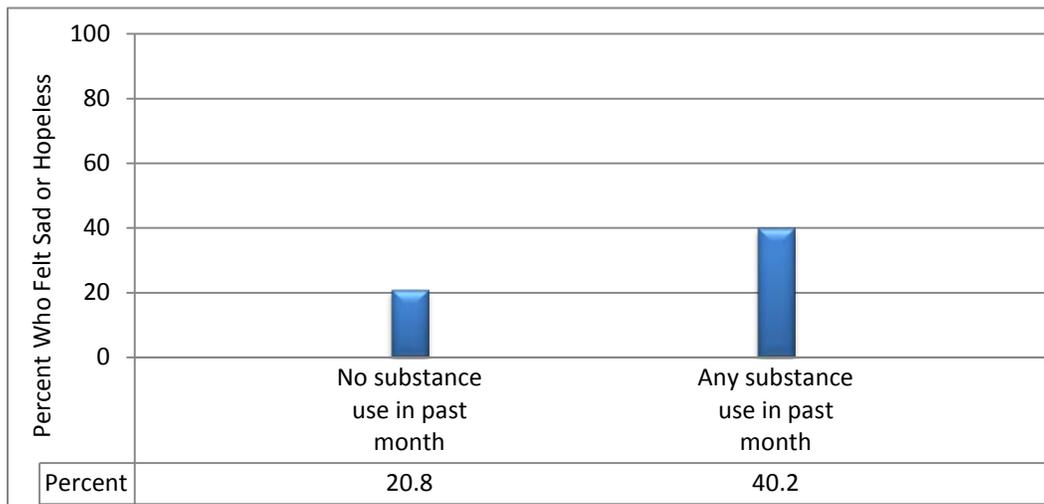
Table 48. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 and 2011

	2010	2011
Overall	22.5	22.1
Gender		
Female	23.4	24.3
Male	21.5	19.9
Race/Ethnicity^a		
White	17.8	17.8
Black	26.5	25.9
Hispanic	32.2	30.3
Asian	19.5	19.6
Other/Multiple	26.7	24.9

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

^aRacial categories do not include Hispanic persons who are treated as a separate category in this table.

Figure 7. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Past Month Substance Use, Fairfax County, 2011



Note. Students were asked if they ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. Any substance use includes students who reported using alcohol, tobacco, or other drugs in the past month. All percentages were calculated from valid cases (missing responses were not included).

EXTRACURRICULAR AND CIVIC ACTIVITIES

Three-fourths of the sixth-grade students in Fairfax County (74.7%) reported participating in school or non-school extracurricular activities (e.g., sports, student government, student newspaper, scouting, etc.) within the past year, with more than half (56.4%) doing so at least once per week.

The 2011 Fairfax County Youth Survey asked a number of questions related to sixth-grade students' civic behaviors. Almost half of the students (46.7%) volunteered to do community service within the past year, including 51.1% of female students and 42.7% of male students. Approximately two-thirds of the students (65.0%) spend an hour or more in an average week helping friends or neighbors, and a similar number (65.6%) reported being a leader in a group or organization at least once in the past year. A higher percentage of female students reported helping friends or neighbors in an average week (69.0% vs. 61.2% of male students), and being a leader in a group in the past year (67.4% vs. 63.9% of male students).

Over three-fifths of sixth-grade students reported frequently recycling (62.0%), turning off lights and electrical appliances (65.1%), and conserving water (70.0%). While only about one-quarter of sixth-grade students (28.0%) reported frequently cutting down on the amount of trash and garbage that they create, slightly more than half (56.5%) reported doing so sometimes. In addition, almost all sixth-grade students (93.8%) agree or strongly agree that their actions can improve the quality of the environment.

EXTRACURRICULAR ACTIVITIES

Table 49. Frequency of Participating in Extracurricular Activities, by Selected Demographic Characteristics, Fairfax County, 2011

(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	11.2	14.1	4.8	5.5	8.0	56.4
Gender						
Female	10.5	13.6	4.5	5.7	8.3	57.5
Male	11.8	14.5	5.1	5.3	7.7	55.5
Race/Ethnicity^a						
White	5.0	9.7	4.1	4.9	7.6	68.7
Black	13.3	19.6	5.4	6.1	9.9	45.7
Hispanic	21.7	20.1	5.4	6.5	9.5	36.8
Asian	11.6	15.2	5.4	5.9	6.9	54.8
Other/Multiple	9.5	10.4	4.1	4.8	6.7	64.5

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

CIVIC BEHAVIORS

Table 50. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2011

(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	31.5	21.7	16.4	14.5	9.3	6.6
Gender						
Female	26.6	22.3	16.2	16.2	10.6	8.0
Male	36.3	21.1	16.5	12.9	8.1	5.2
Race/Ethnicity^a						
White	21.7	21.4	21.5	18.9	10.9	5.6
Black	40.4	22.6	10.3	11.5	7.2	8.1
Hispanic	43.8	20.8	10.7	10.7	6.8	7.2
Asian	35.5	22.6	15.2	11.6	8.3	6.8
Other/Multiple	27.6	22.5	16.9	13.5	12.8	6.8

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 51. Frequency of Helping Friends or Neighbors in an Average Week, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	0 hours	1 hour	2 hours	3-5 hours	6-10 hours	11+ hours
Overall	35.0	32.1	17.7	10.7	2.5	2.0
Gender						
Female	31.0	32.8	19.1	12.2	2.7	2.2
Male	38.8	31.5	16.5	9.3	2.2	1.8
Race/Ethnicity^a						
White	32.6	34.2	18.8	10.9	1.9	1.7
Black	36.4	29.2	18.0	11.0	2.7	2.6
Hispanic	35.2	28.6	18.5	11.7	3.9	2.2
Asian	38.8	32.7	14.9	9.6	2.3	1.7
Other/Multiple	35.8	33.6	16.5	9.9	2.0	2.3

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 52. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Once	Twice	3-4 times	5+ times
Overall	34.5	20.0	16.5	13.7	15.4
Gender					
Female	32.6	21.5	17.3	14.1	14.5
Male	36.1	18.7	15.6	13.3	16.3
Race/Ethnicity^a					
White	30.4	20.0	17.7	15.3	16.6
Black	32.3	19.9	15.7	13.8	18.3
Hispanic	38.3	22.3	16.0	11.3	12.2
Asian	39.3	18.5	15.5	12.7	14.1
Other/Multiple	34.9	17.7	16.1	14.5	16.9

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 53. Frequency of Recycling, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Sometimes	Frequently
Overall	5.0	33.0	62.0
Gender			
Female	4.7	31.5	63.8
Male	5.4	34.4	60.2
Race/Ethnicity^a			
White	2.8	24.2	73.0
Black	10.2	44.7	45.1
Hispanic	8.1	44.9	47.0
Asian	3.8	34.3	61.9
Other/Multiple	5.6	28.0	66.4

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 54. Frequency of Turning Off Lights and Electrical Appliances, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Sometimes	Frequently
Overall	2.3	32.5	65.1
Gender			
Female	2.0	31.7	66.3
Male	2.6	33.4	64.0
Race/Ethnicity^a			
White	1.5	30.4	68.1
Black	4.1	38.1	57.8
Hispanic	4.1	38.1	57.9
Asian	1.6	28.0	70.4
Other/Multiple	1.1	33.0	65.9

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 55. Frequency of Cutting Down on the Amount of Trash and Garbage They Create, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Sometimes	Frequently
Overall	15.6	56.5	28.0
Gender			
Female	15.3	57.1	27.6
Male	15.8	55.8	28.4
Race/Ethnicity^a			
White	14.4	56.9	28.8
Black	23.2	52.0	24.8
Hispanic	17.8	57.0	25.2
Asian	12.1	57.7	30.2
Other/Multiple	14.0	57.9	28.1

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 56. Frequency of Conserving Water, by Selected Demographic Characteristics, Fairfax County, 2011

(Values are percentages)

	Never	Sometimes	Frequently
Overall	4.7	25.4	70.0
Gender			
Female	4.2	24.7	71.1
Male	5.1	26.0	68.9
Race/Ethnicity^a			
White	3.7	23.7	72.6
Black	8.1	32.3	59.6
Hispanic	6.8	30.8	62.4
Asian	2.8	20.9	76.3
Other/Multiple	4.2	22.1	73.7

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

^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 57. Percentage of Students Who Believe Their Actions Can Improve the Quality of the Environment, by Selected Demographic Characteristics, Fairfax County, 2011

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	45.2	48.6	4.7	1.4
Gender				
Female	47.6	47.6	4.0	0.9
Male	43.0	49.6	5.4	2.0
Race/Ethnicity^a				
White	45.5	48.5	4.6	1.4
Black	46.1	46.3	5.4	2.2
Hispanic	40.0	52.5	6.2	1.4
Asian	48.7	46.9	3.3	1.2
Other/Multiple	47.4	46.6	4.3	1.7

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

^aRacial 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 2011 Fairfax County 6th Grade Survey included a set of 13 questions from the nationally-recognized Communities That Care Youth Survey to measure one protective and three risk factors.

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

The Risk and Protective Factor Model of Prevention is based on the premise that to prevent a problem behavior, risk and protective factors need to be identified, and steps taken to reduce the risk factors and augment the protective factors. A more complete discussion of risk and protective factors, how they are measured and scored, and the questions comprising the scales can be found in Appendix C beginning on page 61. The internal reliability of the scales is discussed in Appendix B beginning on page 57.

PROTECTIVE AND RISK FACTOR HIGHLIGHTS

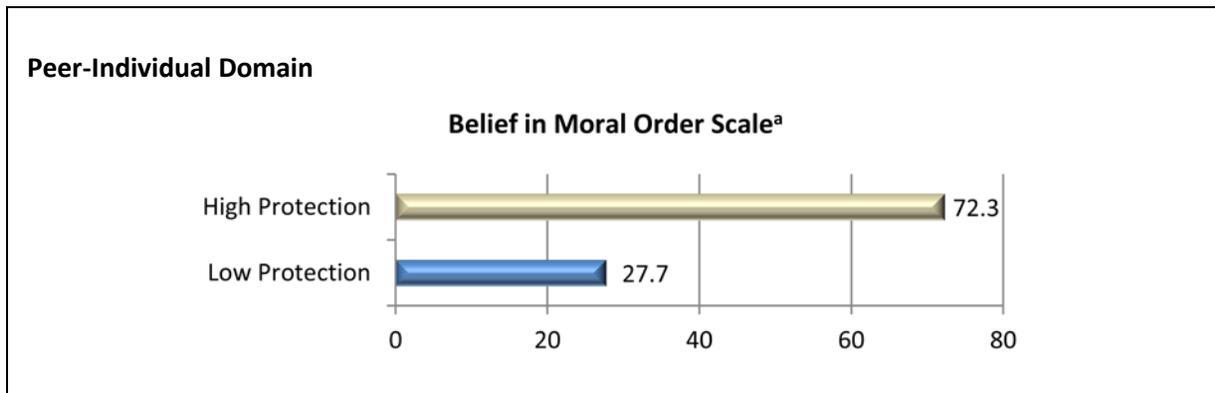
Belief in Moral Order (Protective): This scale measures the extent to which students believe that certain behaviors, such as cheating in school, are okay. Almost three-fourths of sixth-grade students (72.3%) were considered to have “high protection” on this scale. Sixth-grade students who reported not using any substance in the past month were much more likely to be considered to have “high protection” on this scale (74.0%) than those who did use substances in the past month (48.9%).

Family Conflict (Risk): This scale measures the level of arguing, yelling, and insulting in the family, as perceived by the youth. Overall, 31.2% of sixth-grade students were considered to be at “high risk” on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “high risk” on this scale (54.8%) than those who did not use substances in the past month (29.7%).

Perceived Risks of Drug Use (Risk): This scale measures the extent to which students believe that certain drug use behaviors are risky. Overall, 29.2% of sixth-grade students were considered to be at “high risk” on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “high risk” on this scale (48.5%) than those who did not use substances in the past month (27.7%).

Sensation Seeking (Risk): This scale measures the extent to which students engage in dangerous, risky behaviors: doing something dangerous when dared to and doing something crazy even if it is a little dangerous. Two-fifths of sixth-grade students (41.6%) were considered to be at “high risk” on this scale, including one-half of male students (50.6%) and approximately one-third of female students (32.1%). Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have “high risk” on this scale (69.9%) than those who did not use substances in the past month (40.3%).

Figure 8. Percentage of Students with Protective Factor Scores Above or Below the National Standard, Fairfax County, 2011



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

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

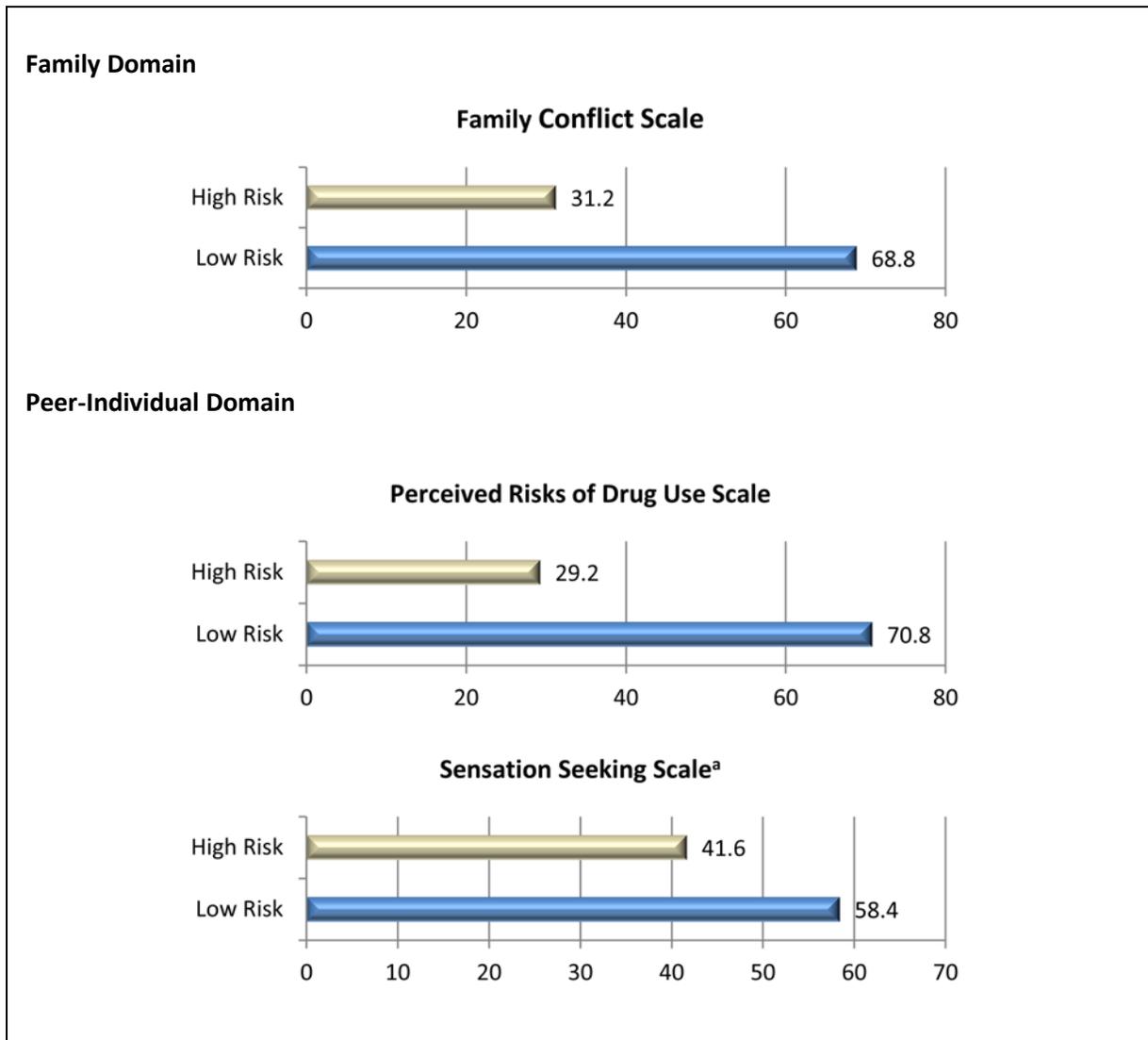
Table 58. Percentage of Students with Protective Factor Scores Above or Below the National Standard, by Selected Characteristics, Fairfax County, 2011

		By Gender		Substance use in past month ^a	
		Female	Male	No Use	Any Use
Peer-Individual Domain Protective Factor Scores					
Belief in Moral Order scale ^b	Low protection	25.5	30.0	26.0	51.1
	High protection	74.6	70.0	74.0	48.9

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

^aAny substance use includes students who reported using alcohol, tobacco, or other drugs in the past month. ^bThe scale is missing one item out of four items from the original Communities That Care scale.

Figure 9. Percentage of Students with Risk Factor Scores Above or Below the National Standard, Fairfax County, 2011



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

^aThe scale is missing one item out of three items from the original Communities That Care scale.

Table 59. Percentage of Students with Risk Factor Scores Above or Below the National Standard, by Selected Characteristics, Fairfax County, 2011

		By Gender		Substance use in past month ^a	
		Female	Male	No Use	Any Use
Family Domain Risk Factor Scores					
Family Conflict scale	Low risk	69.8	68.0	70.3	45.2
	High risk	30.2	32.1	29.7	54.8
Peer-Individual Domain Risk Factor Scores					
Perceived Risks of Drug Use scale	Low risk	72.5	69.3	72.3	51.6
	High risk	27.5	30.7	27.7	48.5
Sensation Seeking scale ^b	Low risk	67.9	49.4	59.7	30.1
	High risk	32.1	50.6	40.3	69.9

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

^aAny substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month. ^bThe scale is missing one item out of three items from the original Communities That Care scale.

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APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS

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

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

In 2005, additional items on substance use and risk factors were added to the previous survey instrument. Students in the sixth grade were included in the survey for the first time. Classes were randomly selected from all sixth-grade classes, and eighth-, tenth-, and twelfth-grade English classes. Almost every elementary, middle, and high school (including the three alternative high schools) were represented. A total of 13,235 questionnaires were completed by students, representing nearly one-third of 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 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 and 2011, a census approach was again utilized, giving all students in the targeted grades the opportunity to participate. For eighth-, tenth, and twelfth-grade students, the *Risk and Protective Factor Survey* was administered in 2010, and the *Healthy Behaviors Survey* was administered in 2011. The *6th Grade Survey* was administered both years. The survey data were weighted by grade level within each pyramid to allow generalization of survey results to the entire population.

Table 60. Instruments Used to Survey Fairfax County Youth, 2001-2011

<i>Year</i>	<i>Survey</i>	<i>Targeted Population</i>	<i>Number of Questions</i>	<i>National Comparison</i>
2001	Fairfax County Youth Survey	8th, 10th, 12th	228	MTF
2003	Virginia Community Youth Survey	8th, 10th, 12th	135	MTF
2005	Fairfax County Youth Survey	6th, 8th, 10th, 12th	137	MTF (for 8th, 10th, and 12th)
2008	Fairfax County Youth Survey: Risk and Protective Factor Survey	8th, 10th, 12th	154	MTF
	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	109	YRBS
	Fairfax County Youth Survey: 6 th Grade Survey	6th	62	None
2009	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	151	MTF & YRBS
	Fairfax County Youth Survey: 6 th Grade Survey	6th	82	None
2010	Fairfax County Youth Survey: Risk and Protective Factor Survey	8th, 10th, 12th	203	MTF
	Fairfax County Youth Survey: 6 th Grade Survey	6th	84	None
2011	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	155	MTF & YRBS
	Fairfax County Youth Survey: 6 th 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 2011 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 Center for Disease Control and Prevention (CDC) Youth Risk Behavior Survey, selected Search Institute surveys, and the National Environmental Education and Training Foundation's Roper Survey.

The 2011 Fairfax County Youth Survey used a nonrandom sampling procedure (i.e., invited all sixth-grade students to participate). A nonrandom sampling procedure limits the extent that the results of the survey can be generalized to populations other than the sample who completed the survey. This type of sample selection may also introduce sampling bias, meaning that one or more shared characteristics systematically may differentiate those who completed the survey from those who did not.

Table 3 on page 12 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. Statistical difference ($p < .05$) was observed for racial/ethnic sub-groups: White students were under-represented in the sample and students of other or multiple races were over-represented. However, because the data are analyzed at the pyramid level, and the number of students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the *6th Grade Survey* data were not weighted by race/ethnicity. The data were weighted by pyramid only.

Reliability is an estimate of how consistently survey items measure the same concept each time they are administered under the same conditions and with the same subjects. Internal reliability coefficients describe the consistency of results across sets of items (e.g., multiple-item scales). Cronbach's alpha is commonly used as an indicator of internal consistency when there are multiple items that are grouped to measure a single construct. It describes the degree to which a set of items measure the same thing. Cronbach's alpha can range in value from 0 to 1 and increases as the inter-correlation among items increases. 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 2011 Fairfax County *6th Grade Survey* are shown in Table 61. The alpha values in the 2011 survey ranged from .618 to .889.

Table 61. Internal Reliability of Risk and Protective Factor Scales

<i>Item Set</i>	<i>Number of Questions</i>	<i>Cronbach's Alpha</i>
Belief in Moral Order ^a	3	.618
Sensation Seeking ^b	2	.766
Perceived Risk of Drug Use	4	.889
Family Conflict	3	.804

^aThe scale is missing one item out of four items from the original Communities That Care scale. ^bThe scale is missing one item out of three items from the original Communities That Care scale

DATA PROCESSING METHODOLOGY

The following six conditions were used to clean the 2011 Fairfax County 6th Grade Survey data. Missing data were not imputed.

Condition 1: Blank Surveys

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

Condition 2: Truthfulness

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

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

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

Condition 3: Vivoxiline (vivo) Use

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

Condition 4: Grade Inconsistency or Missing Grade Information

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

Condition 5: Substance Use Inconsistencies

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

Condition 6: Pharmacological Implausibility

The over-reporting of substance use was examined through patterns of responses that are pharmacologically implausible. The 30-day use of the following substances was examined: alcohol, marijuana, inhalants, and other illegal drugs (cigarettes were not included). Cases where students reported “10 or more days” for all four of the substances were eliminated from data analysis.

Table 62 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 62. Number of Usable Questionnaires, Fairfax County, 2011

	Number	Percent
Rejected questionnaires		
Blank questionnaires	18	0.2
“Not honest at all” responses	54	0.5
Reported fictitious drug use	65	0.6
Rejected by grade check	50	0.4
Rejected by consistency check	0	0.0
Rejected by dose check	1	0.0
Total number of usable questionnaires	11,238	98.4
Total	11,426	100.0

DATA ANALYSIS METHODOLOGY

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

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

Where

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

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

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

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

($1 \leq i \leq 25$)

SAS 9.3 was used to generate all tables in this report. The SAS and SPSS data analysis programs use slightly different weighting processes so readers using SPSS for data analysis may receive slightly different outputs (0.1% or less).

APPENDIX C. ASSESSING RISK AND PROTECTIVE FACTORS

The risk and protective factor model of prevention is based on the premise that to prevent substance use and other problem behaviors, the factors that are known to increase the risk of the problem behavior must be identified and reduced, and conditions that buffer youth from the risk factors should be augmented. Risk and protective factors were identified in the research of Hawkins and Catalano beginning in 1992 (Hawkins, Catalano, & Miller, 1992). They have identified 20 factors that are correlated with adolescent substance use and other problem behaviors such as delinquency, violence, and dropping out of school. Their research has also identified protective factors that reduce the likelihood that youth will engage in problem behaviors. 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 2011 Fairfax County *6th Grade Survey* measures risk and protective factors in the family and individual-peer domains, using items from the Communities That Care (CTC) Youth Survey. The CTC survey instrument was developed by Drs. J. David Hawkins and Richard F. Catalano of the Social Development Research Group at the University of Washington. 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).

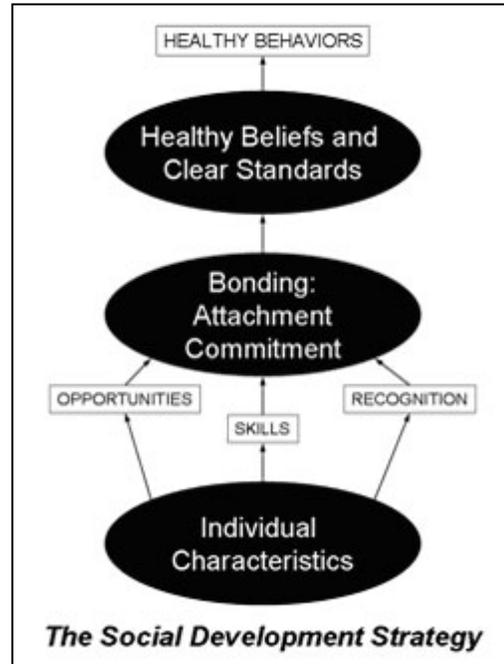
Risk Factors

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

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

Protective Factors

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



Measuring Levels of Risk and Protection

Risk and protective factors are measured by sets of survey items, called scales. Scales are composed of between one and ten questions. The 2011 Fairfax County *6th Grade Survey* measured three risk factors and one protective factor. Each of the scales included in the survey, and the questions comprising the scales, are described below.

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

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

VARIABLES COMPRISING THE 2011 FAIRFAX COUNTY RISK AND PROTECTIVE FACTOR SCALES

The following scales from the Communities That Care Youth Survey were included in the 2011 Fairfax County 6th Grade Survey. A description of each scale and the specific questions on the survey instrument that make up the scale are provided.

Peer-Individual Protective Factors

Belief in the Moral Order

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

Questions:

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

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

Family Risk Factors

Family Conflict

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

Questions:

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

Peer-Individual Risk Factors

Perceived Risk of Drug Use

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

Questions:

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

Sensation Seeking

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

Questions:

- How many times have you done something dangerous because someone dared you to do it?
- How many times have you done crazy things even if they are a little dangerous?

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

APPENDIX D. UNIVARIATE TABLES*

Q1 How old are you?

		Number	Valid %
Valid	10 or younger	93	0.8
	11	8,676	77.3
	12	2,406	21.4
	13	52	0.5
	Total	11,227	100.0
Missing		11	
Total		11,238	

Q2 What grade are you in?

		Number	Valid %
Valid	6th	11,238	100.0

Q3 Gender

		Number	Valid %
Valid	Female	5,414	48.6
	Male	5,728	51.4
	Total	11,142	100.0
Missing		96	
Total		11,238	

Q4 & Q5 Race/Ethnicity

		Number	Valid %
Valid	White	4,553	41.8
	Black	1,169	10.7
	Hispanic	2,290	21.0
	Asian/Pacific Islander	2,143	19.7
	Multiple	740	6.8
	Total	10,895	100.0
Missing		343	
Total		11,238	

Q6 Which of the following people live with you?

		Number	Valid % ^a
Valid	Mother	10,773	96.5
	Father	9,002	80.6
	Stepmother	228	2.0
	Stepfather	623	5.6
	Grandmother(s)	1,201	10.8
	Grandfather(s)	660	5.9
	Foster parent	31	0.3
	Other adults	1,210	10.8
	Sister(s)	5,886	52.7
	Brother(s)	6,212	55.6
	Stepsister(s)	203	1.8
	Stepbrother(s)	208	1.9
	Other children	574	5.1

^aDenominator = 11,168. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (missing = 70).

Q7 What language do you use most often at home?

		Number	Valid %
Valid	English	8,073	74.4
	Spanish	1,255	11.6
	Another language	1,525	14.1
	Total	10,853	100.0
Missing		385	
Total		11,238	

*Univariate tables reflect weighted data. Due to rounding, percentages may not sum to 100.0.

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

		Number	Valid %
Valid	Mostly Fs	32	0.3
	Mostly Ds	108	1.0
	Mostly Cs	873	8.1
	Mostly Bs	4,009	37.2
	Mostly As	5,764	53.4
	Total	10,786	100.0
Missing		452	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	8,793	79.2
	no	1,946	17.5
	yes	312	2.8
	YES!!	51	0.5
	Total	11,102	100.0
Missing		136	
Total		11,238	

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

		Number	Valid %
Valid	Usually	356	3.2
	Sometimes	6,149	55.4
	Never	4,588	41.4
	Total	11,094	100.0
Missing		144	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	6,301	56.5
	Agree	3,881	34.8
	Not sure	811	7.3
	Disagree	115	1.0
	Strongly disagree	41	0.4
	Total	11,149	100.0
Missing		89	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	6,862	62.2
	Agree	2,652	24.0
	Not sure	924	8.4
	Disagree	310	2.8
	Strongly disagree	287	2.6
	Total	11,036	100.0
Missing		202	
Total		11,238	

Q13 I feel safe at my school.

		Number	Valid %
Valid	NO!!	195	1.8
	no	582	5.3
	yes	4,569	41.3
	YES!!	5,712	51.7
	Total	11,057	100.0
Missing		181	
Total		11,238	

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

		Number	Valid %
Valid	Yes	2,351	22.1
	No	8,281	77.9
	Total	10,632	100.0
Missing		606	
Total		11,238	

Q15 I ignore rules that get in my way.

		Number	Valid %
Valid	Very false	5,887	53.6
	Somewhat false	3,445	31.4
	Somewhat true	1,464	13.3
	Very true	187	1.7
	Total	10,983	100.0
Missing		255	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	1,667	15.1
	no	3,238	29.4
	yes	3,979	36.2
	YES!!	2,122	19.3
	Total	11,005	100.0
Missing		233	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	124	1.1
	no	353	3.2
	yes	3,426	30.8
	YES!!	7,210	64.9
	Total	11,114	100.0
Missing		124	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	7,768	70.4
	no	2,675	24.3
	yes	462	4.2
	YES!!	122	1.1
	Total	11,027	100.0
Missing		211	
Total		11,238	

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

		Number	Valid %
Valid	Never	6,621	59.6
	I've done it, but not in the past year	2,969	26.7
	Less than once a month	750	6.7
	About once a month	336	3.0
	Two or three times a month	255	2.3
	Once a week or more	186	1.7
	Total	11,117	100.0
	Missing		121
Total		11,238	

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

		Number	Valid %
Valid	Never	4,592	41.4
	I've done it, but not in the past year	3,552	32.0
	Less than once a month	1,304	11.8
	About once a month	620	5.6
	Two or three times a month	479	4.3
	Once a week or more	548	4.9
	Total	11,095	100.0
Missing		143	
Total		11,238	

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

		Number	Valid %
Valid	Never	9,379	84.7
	1 to 2 times	921	8.3
	3 to 5 times	306	2.8
	6 to 9 times	149	1.3
	10 to 19 times	89	0.8
	20 to 29 times	58	0.5
	30 to 39 times	31	0.3
	40 or more times	144	1.3
	Total	11,076	100.0
Missing		162	
Total		11,238	

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

		Number	Valid %
Valid	Extremely important	5,182	46.7
	Quite important	4,400	39.7
	Not sure	1,075	9.7
	Somewhat important	361	3.3
	Not important	70	0.6
	Total	11,088	100.0
Missing		150	
Total		11,238	

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

		Number	Valid %
Valid	Extremely important	5,059	45.5
	Quite important	4,293	38.6
	Not sure	1,125	10.1
	Somewhat important	512	4.6
	Not important	126	1.1
	Total	11,115	100.0
Missing		123	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	6,344	56.8
	Agree	3,481	31.2
	Not sure	821	7.4
	Disagree	337	3.0
	Strongly disagree	188	1.7
	Total	11,170	100.0
Missing		68	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	2,851	25.7
	Agree	5,217	46.9
	Not sure	2,242	20.2
	Disagree	567	5.1
	Strongly disagree	239	2.2
	Total	11,115	100.0
Missing		123	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	2,845	25.6
	Agree	4,968	44.7
	Not sure	2,390	21.5
	Disagree	652	5.9
	Strongly disagree	256	2.3
	Total	11,110	100.0
Missing		128	
Total		11,238	

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

		Number	Valid %
Valid	A lot	4,331	39.2
	Sometimes	5,439	49.3
	A little	1,064	9.6
	Never	207	1.9
	Total	11,041	100.0
Missing		197	
Total		11,238	

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

		Number	Valid %
Valid	Never	1,218	11.2
	I've done it, but not in the past year	1,535	14.1
	Less than once a month	526	4.8
	About once a month	601	5.5
	Two or three times a month	874	8.0
	Once a week or more	6,145	56.4
	Total	10,899	100.0
Missing		339	
Total		11,238	

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

		Number	Valid %
Valid	Never	3,447	31.5
	I've done it, but not in the past year	2,375	21.7
	Less than once a month	1,789	16.4
	About once a month	1,583	14.5
	Two or three times a month	1,017	9.3
	Once a week or more	719	6.6
	Total	10,931	100.0
Missing		307	
Total		11,238	

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

		Number	Valid %
Valid	Not at all	1,282	11.6
	Less than 1 hour per day	2,127	19.2
	1 hour per day	2,088	18.8
	2 hours per day	2,485	22.4
	3 hours per day	1,497	13.5
	4 hours per day	637	5.8
	5 or more hours per day	969	8.7
	Total	11,085	100.0
Missing		153	
Total		11,238	

Q31 On an average school day, how many hours do you...play video or computer games or use a computer for something that is not school work?

		Number	Valid %
Valid	Not at all	1,165	10.5
	Less than 1 hour per day	2,930	26.5
	1 hour per day	2,265	20.5
	2 hours per day	1,956	17.7
	3 hours per day	1,155	10.4
	4 hours per day	574	5.2
	5 or more hours per day	1,029	9.3
	Total	11,073	100.0
Missing		165	
Total		11,238	

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

		Number	Valid %
Valid	0 days	447	4.1
	1 day	537	5.0
	2 days	804	7.4
	3 days	1,249	11.6
	4 days	1,707	15.8
	5 days	1,849	17.1
	6 days	1,243	11.5
	7 days	2,975	27.5
	Total	10,811	100.0
Missing		427	
Total		11,238	

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

		Number	Valid %
Valid	Never	6,084	56.2
	It's happened, but not in the past year	2,419	22.3
	A few times in the past year	1,577	14.6
	About once a month	246	2.3
	Two or three times a month	199	1.8
	Once a week or more	214	2.0
	Every day	87	0.8
	Total	10,826	100.0
Missing		412	
Total		11,238	

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

		Number	Valid %
Valid	Never	9,074	83.2
	It's happened, but not in the past year	1,106	10.2
	A few times in the past year	488	4.5
	About once a month	92	0.9
	Two or three times a month	60	0.6
	Once a week or more	53	0.5
	Every day	28	0.3
	Total	10,902	100.0
Missing		336	
Total		11,238	

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

		Number	Valid %
Valid	Never	7,252	66.4
	It's happened, but not in the past year	1,615	14.8
	A few times in the past year	1,172	10.7
	About once a month	287	2.6
	Two or three times a month	231	2.1
	Once a week or more	240	2.2
	Every day	123	1.1
	Total	10,919	100.0
Missing		319	
Total		11,238	

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

		Number	Valid %
Valid	Never	3,363	30.8
	It's happened, but not in the past year	2,584	23.6
	A few times in the past year	2,525	23.1
	About once a month	577	5.3
	Two or three times a month	586	5.4
	Once a week or more	798	7.3
	Every day	497	4.6
	Total	10,929	100.0
Missing		309	
Total		11,238	

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

		Number	Valid %
Valid	Never	8,601	78.0
	It's happened, but not in the past year	810	7.4
	A few times in the past year	617	5.6
	About once a month	218	2.0
	Two or three times a month	198	1.8
	Once a week or more	302	2.7
	Every day	275	2.5
	Total	11,021	100.0
Missing		217	
Total		11,238	

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

		Number	Valid %
Valid	Never	9,668	87.0
	1 to 2 times	926	8.3
	3 to 5 times	230	2.1
	6 to 9 times	116	1.0
	10 to 19 times	57	0.5
	20 to 29 times	36	0.3
	30 to 39 times	13	0.1
	40 or more times	65	0.6
	Total	11,111	100.0
Missing		127	
Total		11,238	

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

		Number	Valid %
Valid	Never	10,447	94.2
	1 to 2 times	472	4.3
	3 to 5 times	94	0.8
	6 to 9 times	31	0.3
	10 to 19 times	19	0.2
	20 to 29 times	12	0.1
	30 to 39 times	5	0.0
	40 or more times	16	0.1
	Total	11,096	100.0
Missing		142	
Total		11,238	

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

		Number	Valid %
Valid	No risk	1,210	11.0
	Slight risk	412	3.8
	Moderate risk	1,485	13.5
	Great risk	7,864	71.7
	Total	10,971	100.0
Missing		267	
Total		11,238	

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

		Number	Valid %
Valid	No risk	1,510	14.1
	Slight risk	1,959	18.3
	Moderate risk	3,063	28.7
	Great risk	4,158	38.9
	Total	10,690	100.0
Missing		548	
Total		11,238	

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

		Number	Valid %
Valid	No risk	1,358	12.6
	Slight risk	279	2.6
	Moderate risk	1,092	10.2
	Great risk	8,011	74.6
	Total	10,740	100.0
Missing		498	
Total		11,238	

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

		Number	Valid %
Valid	No risk	1,564	14.3
	Slight risk	1,942	17.8
	Moderate risk	3,385	31.0
	Great risk	4,014	36.8
	Total	10,906	100.0
Missing		332	
Total		11,238	

Q44 Have you ever smoked cigarettes?

		Number	Valid %
Valid	Never	10,908	98.2
	Once or twice	158	1.4
	Once in a while but not regularly	19	0.2
	Regularly in the past	16	0.2
	Regularly now	5	0.1
	Total	11,107	100.0
Missing		131	
Total		11,238	

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

		Number	Valid %
Valid	Not at all	11,025	99.6
	Less than one cigarette per day	28	0.3
	One to five cigarettes per day	7	0.1
	About one-half pack per day	2	0.0
	About one pack per day	1	0.0
	More than one pack per day	3	0.0
	Total	11,067	100.0
Missing		171	
Total		11,238	

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

		Number	Valid %
Valid	Yes	2,219	20.2
	No	8,787	79.8
	Total	11,006	100.0
Missing		232	
Total		11,238	

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

		Number	Valid %
Valid	None	10,806	97.6
	1-2 days	207	1.9
	3-5 days	40	0.4
	6-9 days	9	0.1
	10 or more days	10	0.1
	Total	11,072	100.0
Missing		166	
Total		11,238	

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

		Number	Valid %
Valid	Yes	76	0.7
	No	10,992	99.3
	Total	11,068	100.0
Missing		170	
Total		11,238	

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

		Number	Valid %
Valid	None	10,968	99.7
	1-2 days	18	0.2
	3-5 days	3	0.0
	6-9 days	3	0.0
	10 or more days	5	0.1
	Total	10,998	100.0
Missing		240	
Total		11,238	

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

		Number	Valid %
Valid	Yes	762	7.0
	No	10,075	93.0
	Total	10,837	100.0
Missing		401	
Total		11,238	

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

		Number	Valid %
Valid	None	10,475	96.4
	1-2 days	294	2.7
	3-5 days	43	0.4
	6-9 days	17	0.2
	10 or more days	33	0.3
	Total	10,862	100.0
Missing		376	
Total		11,238	

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

		Number	Valid %
Valid	Yes	58	0.5
	No	10,948	99.5
	Total	11,006	100.0
Missing		232	
Total		11,238	

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

		Number	Valid %
Valid	None	10,943	99.6
	1-2 days	27	0.3
	3-5 days	5	0.1
	10 or more days	9	0.1
	Total	10,984	100.0
Missing		254	
Total		11,238	

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

		Number	Valid %
Valid	Very hard	6,989	68.9
	Sort of hard	1,703	16.8
	Sort of easy	903	8.9
	Very easy	551	5.4
	Total	10,146	100.0
Missing		1,092	
Total		11,238	

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

		Number	Valid %
Valid	Very hard	8,294	82.9
	Sort of hard	904	9.0
	Sort of easy	414	4.1
	Very easy	396	4.0
	Total	10,009	100.0
Missing		1,229	
Total		11,238	

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

		Number	Valid %
Valid	I did not eat fruit during the past 7 days	422	3.9
	1 to 3 times during the past 7 days	1,599	14.7
	4 to 6 times during the past 7 days	1,616	14.9
	1 time per day	1,342	12.3
	2 times per day	2,362	21.7
	3 times per day	1,544	14.2
	4 or more times per day	2,000	18.4
	Total	10,885	100.0
Missing		353	
Total		11,238	

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

		Number	Valid %
Valid	I did not eat vegetables during the past 7 days	668	6.1
	1 to 3 times during the past 7 days	1,787	16.4
	4 to 6 times during the past 7 days	1,549	14.2
	1 time per day	1,994	18.3
	2 times per day	1,997	18.4
	3 times per day	1,236	11.4
	4 or more times per day	1,651	15.2
	Total	10,881	100.0
Missing		357	
Total		11,238	

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

		Number	Valid %
Valid	I did not drink soda or pop during the past 7 days	3,554	32.6
	1 to 3 times during the past 7 days	4,693	43.0
	4 to 6 times during the past 7 days	859	7.9
	1 time per day	784	7.2
	2 times per day	500	4.6
	3 times per day	181	1.7
	4 or more times per day	334	3.1
	Total	10,904	100.0
Missing		334	
Total		11,238	

Q61 How many times have you changed homes since kindergarten?

		Number	Valid %
Valid	None	5,174	47.4
	1-2 times	3,218	29.5
	3-4 times	1,635	15.0
	5-6 times	577	5.3
	7 or more times	311	2.9
	Total	10,916	100.0
Missing		322	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	495	4.5
	no	685	6.2
	yes	3,248	29.5
	YES!!	6,589	59.8
	Total	11,016	100.0
Missing		222	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	4,005	36.7
	no	4,055	37.2
	yes	2,094	19.2
	YES!!	751	6.9
	Total	10,905	100.0
Missing		333	
Total		11,238	

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

		Number	Valid %
Valid	NO!!	4,312	39.8
	no	3,890	35.9
	yes	2,011	18.5
	YES!!	632	5.8
	Total	10,845	100.0
Missing		393	
Total		11,238	

Q65 People in my family have serious arguments.

		Number	Valid %
Valid	NO!!	5,471	50.9
	no	3,259	30.3
	yes	1,360	12.6
	YES!!	666	6.2
	Total	10,757	100.0
Missing		481	
Total		11,238	

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

		Number	Valid %
Valid	Never	8,468	77.1
	Rarely	1,566	14.2
	Sometimes	719	6.5
	Most of the time	161	1.5
	Always	76	0.7
	Total	10,990	100.0
Missing		248	
Total		11,238	

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

		Number	Valid %
Valid	Frequently	6,755	62.0
	Sometimes	3,598	33.0
	Never	548	5.0
	Total	10,900	100.0
Missing		338	
Total		11,238	

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

		Number	Valid %
Valid	Frequently	7,620	70.0
	Sometimes	2,765	25.4
	Never	508	4.7
	Total	10,893	100.0
Missing		345	
Total		11,238	

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

		Number	Valid %
Valid	Frequently	7,086	65.1
	Sometimes	3,540	32.5
	Never	254	2.3
	Total	10,879	100.0
Missing		359	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	4,878	45.2
	Agree	5,245	48.6
	Disagree	509	4.7
	Strongly disagree	155	1.4
	Total	10,787	100.0
Missing		451	
Total		11,238	

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

		Number	Valid %
Valid	Frequently	3,039	28.0
	Sometimes	6,132	56.5
	Never	1,688	15.6
	Total	10,859	100.0
Missing		379	
Total		11,238	

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

		Number	Valid %
Valid	0 hours	3,758	35.0
	1 hour	3,452	32.1
	2 hours	1,906	17.7
	3-5 hours	1,149	10.7
	6-10 hours	263	2.5
	11 or more hours	212	2.0
	Total	10,741	100.0
Missing		497	
Total		11,238	

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

		Number	Valid %
Valid	Never	3,709	34.5
	Once	2,152	20.0
	Twice	1,773	16.5
	3-4 times	1,471	13.7
	5 or more times	1,658	15.4
	Total	10,764	100.0
Missing		474	
Total		11,238	

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

		Number	Valid %
Valid	Never	998	9.3
	Once	1,509	14.0
	Twice	1,774	16.5
	3-4 times	2,467	23.0
	5 or more times	4,003	37.2
	Total	10,752	100.0
Missing		486	
Total		11,238	

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

		Number	Valid %
Valid	Frequently	2,062	19.2
	Sometimes	5,848	54.5
	Never	2,823	26.3
	Total	10,734	100.0
Missing		504	
Total		11,238	

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

		Number	Valid %
Valid	Yes	1,555	15.2
	No	8,711	84.9
	Total	10,265	100.0
Missing		973	
Total		11,238	

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

		Number	Valid %
Valid	Very important	2,616	25.1
	Quite important	2,721	26.1
	Fairly important	2,550	24.5
	Slightly important	1,523	14.6
	Not at all important	1,017	9.8
	Total	10,428	100.0
Missing		810	
Total		11,238	

Q78 Being good at planning ahead is...

		Number	Valid %
Valid	Not at all like me	563	5.2
	A little like me	2,240	20.8
	Somewhat like me	3,068	28.6
	Quite like me	3,096	28.8
	Very much like me	1,781	16.6
	Total	10,747	100.0
Missing		491	
Total		11,238	

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

		Number	Valid %
Valid	Not at all like me	4,702	43.5
	A little like me	3,762	34.8
	Somewhat like me	1,464	13.5
	Quite like me	551	5.1
	Very much like me	334	3.1
	Total	10,814	100.0
Missing		424	
Total		11,238	

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

		Number	Valid %
Valid	Not at all like me	547	5.1
	A little like me	678	6.3
	Somewhat like me	716	6.7
	Quite like me	1,973	18.3
	Very much like me	6,844	63.6
	Total	10,757	100.0
Missing		481	
Total		11,238	

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

		Number	Valid %
Valid	Not at all like me	493	4.7
	A little like me	1,318	12.5
	Somewhat like me	2,238	21.3
	Quite like me	3,461	32.9
	Very much like me	3,010	28.6
	Total	10,520	100.0
Missing		718	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	1,329	12.5
	Agree	2,004	18.9
	Disagree	2,644	24.9
	Strongly disagree	4,637	43.7
	Total	10,614	100.0
Missing		624	
Total		11,238	

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

		Number	Valid %
Valid	Strongly agree	4,891	47.3
	Agree	3,544	34.3
	Disagree	1,056	10.2
	Strongly disagree	845	8.2
	Total	10,336	100.0
Missing		902	
Total		11,238	

Q84 How honest were you in filling out this survey?

		Number	Valid %
Valid	I was very honest	8,812	81.7
	I was honest pretty much of the time	1,795	16.6
	I was honest some of the time	139	1.3
	I was honest once in a while	38	0.4
	Total	10,784	100.0
Missing		454	
Total		11,238	

