Fairfax County

6th Grade Youth Survey

School Year 2012—2013

Fall 2013

www.fairfaxcounty.gov/youthsurvey

A publication of
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2012 Fairfax County

6th Grade Youth Survey

School Year 2012-2013

Results and Tabulations

Publication Date: September 2013

A complete copy of this report, as well as the 2001, 2003, 2005, 2008, 2009, 2010, and 2011 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 2012 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, as well as positive behaviors of the students. It also measures factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors, or increase their risk of engaging in those behaviors.

This is the eighth year that the Fairfax County Youth Survey has been conducted and the sixth year that sixth graders have participated in the survey. 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 2012 and resulted in valid responses from 11,613 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 32,027 valid responses. This report, as well as a report of the findings from the 2012 Fairfax County *Risk and Protective Factors 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 in six of the students (17.6%) having consumed it at least once.
- Over one-fifth of male sixth-grade students (21.5%) reported having consumed alcohol at least once in their lifetime, compared to 13.7% of the female students.
- Inhalants were the second most frequently used substance by the students in their lifetime (5.7%). Substantially fewer students reported ever smoking cigarettes (1.6%), using marijuana (0.7%), or using other drugs (0.4%).
- Inhalants were the most frequently used substance by sixth-grade students in the past month (2.5%), followed by alcohol (2.1%).

- Less than one percent of the students reported smoking cigarettes (0.3%), using marijuana (0.3%), and using other drugs (0.2%) in the past month.

- Fewer students reported having ever used alcohol, inhalants or tobacco in 2012 compared to 2010. Rates of alcohol use decreased 3.5 percentage points, and rates of inhalant use declined 2.3 percentage points from 2010 levels.

(See Lifetime_Substance_Use and Past_Month_Substance_Use on page 16.)

Bullying and Aggression

- One in five sixth-grade students (19.7%) reported having bullied, taunted, ridiculed, or teased someone in the past year, and one-third of those students (32.6%, or 6.4% of all sixth-grade students) reported doing so once a month or more frequently.

- Over one-fifth of male students (22.5%) reported bullying, compared to 16.8% of female students.

- Approximately five percent of sixth-grade students reported having said something bad about someone's race or culture in the past year (5.7%) and having cyberbullied a student who attends their school over the same time period (5.0%).

- Male students reported a higher rate of making derogatory comments about someone's race or culture (7.2% 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 (5.2% vs. 4.7% of male students).

- Almost half of sixth-grade students (44.4%) reported having been bullied, taunted, ridiculed, or teased in the past year, and half of those students (48.6% or 21.6% of all sixth-grade students) reported experiencing the behavior once a month or more frequently.

- Approximately one-fifth of sixth-grade students (18.3%) reported having had something bad said to them about their race or culture in the past year, and 12.5% reported having been cyberbullied in the past year 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 (15.1% vs. 9.9% of male students), while male students were more likely to have received derogatory comments about their race or culture (20.2% vs. 16.2% of female students).

- One in five male students (19.2%) 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 twelve female students (8.5%) reported doing so.

- Rates of bullying, cyberbullying, and derogatory racial/cultural comments were all lower in 2012 than in 2010, both for experiencing the aggression and for committing the behavior. The largest decrease was in the prevalence of bullying, with the 2012 rate 3.9 percentage points lower than in 2010 (19.7% vs. 23.6%, respectively).

Physical Activity and Non-Academic Use of Electronic Media

- More than half of all sixth-grade students (54.3%) 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 (58.7%) reported having exercised for at least one hour on five or more days in the past week, compared to 49.9% of female students.
- One-fourth of the students (25.4%) reported watching TV for three or more hours on an average school day, and a similar number (24.7%) 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 (30.9% vs. 18.3% of female students).
- Rates of watching TV for three or more hours on an average school day were 3.2 percentage points lower in 2012 compared to 2010, while rates of playing video games or using a computer for non-school activities for three or more hours on an average school day were 3.5 percentage points higher in 2012 than 2010.

Nutrition

- One-third of sixth-grade students (32.7%) reported eating fruits and vegetables five or more times per day in the past week.
- Two-fifths of the students (40.2%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 13.7% reported drinking non-diet soda at least once per day in the past week. One in six male students (16.0%) reported daily use of soda pop, compared to one in nine female students (11.4%).
- One in thirteen sixth-grade students (7.9%) 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

- One-fifth of sixth-grade students (20.9%) 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, including almost one-fourth of female students (22.5%) and 19.1% of male students.

Extra-Curricular Activities

- Three-fourths of sixth-grade students (74.1%) 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 (56.0%) doing so at least once per week.

Civic Behaviors

- Almost half of sixth-grade students (44.7%) volunteered to do community service within the past year.
- Approximately two-thirds of the students (61.9%) spend an hour or more in an average week helping friends or neighbors, and a similar number (65.8%) 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 (48.0% vs. 41.6% of male students), helping friends or neighbors in an average week (65.4% vs. 58.6% of male students), and being a leader in a group in the past year (67.5% vs. 64.0% of male students).
- Over three-fifths of sixth-grade students reported frequently recycling (60.9%), turning off lights and electrical appliances (67.0%), and conserving water (70.7%).
- While about one-quarter of sixth-grade students (27.9%) 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 (94.2%) 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 (74.0%) 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 be at high risk (41.5%). 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 (30.4%) and the Perceived Risks of Drug Use scale (29.1%).

(See Protective_Factors and Risk_Factors on pages 57 and 58.)

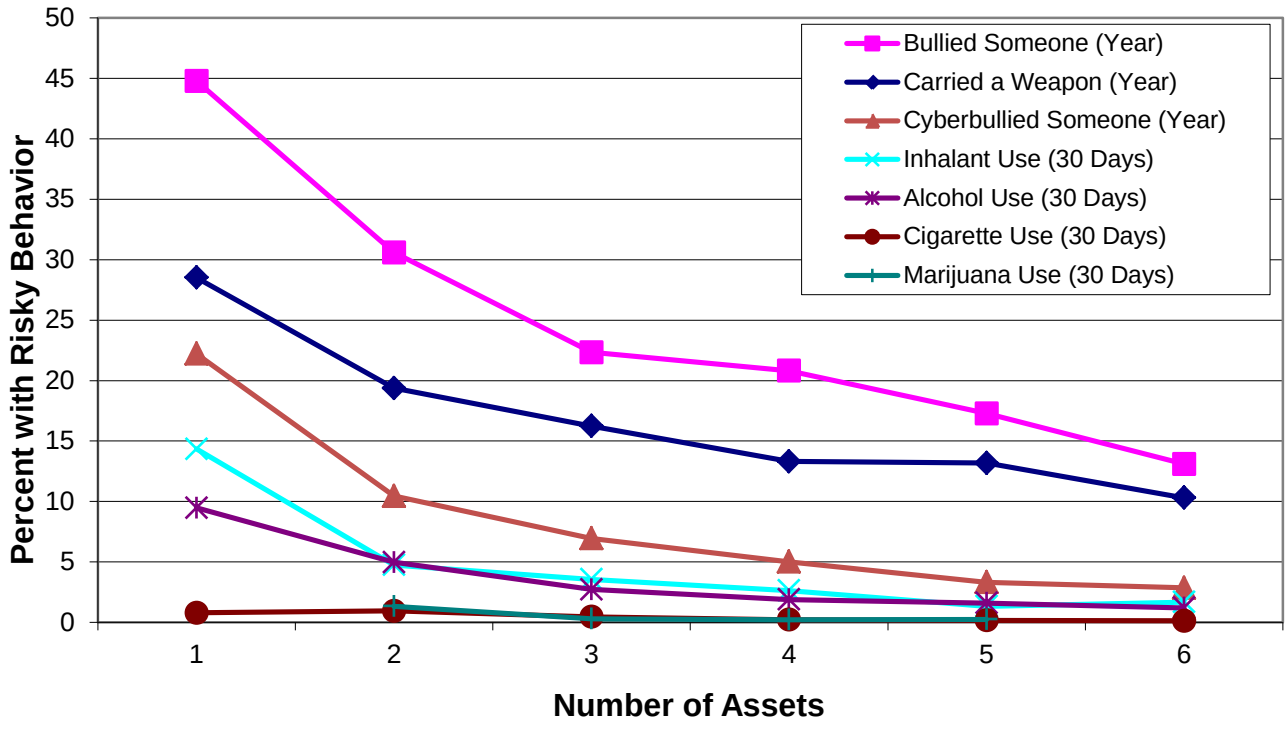
Three to Succeed

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, 2012



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

SURVEY INSTRUMENT

The 2012 Fairfax County Youth Survey was conducted in the fall of 2012. 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 eighth 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 Factors Survey* and the *Healthy Behaviors Survey*) in alternating years.

The results of the 2012 *Risk and Protective Factors 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 61.

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 11,889 sixth-grade students participated in the 2012 Fairfax County Youth Survey, representing 89.9% of all sixth-grade students enrolled in Fairfax County Public Schools.

Table 1. Response Rate

FCPS Enrollment[a]	Number of Respondents	Response Rate
13,228	11,889	89.9%

[a]Total Fairfax County Public Schools enrollment in 6th grade -- November, 2012.

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 that 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 5^{th} or 7^{th} 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 63.

A total of 276 questionnaires were rejected due to meeting at least one of the criteria, leaving 11,613 usable questionnaires (97.6%). 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 (2001-2012)

Year	Number of Usable Questionnaires by Survey Instrument
2001[a]	11,631
2003[a]	4,074
2005[b]	13,235
2008	
Risk & Protective Factors Survey [a]	12,468
Healthy Behaviors Survey [a]	3,988
6th Grade Survey	3,958
2009	
Healthy Behaviors Survey [a]	29,223
6th Grade Survey	10,927
2010	
Risk & Protective Factors Survey [a]	30,399
6th Grade Survey	11,049
2011	
Healthy Behaviors Survey [a]	31,106
6th Grade Survey	11,238
2012	
Risk & Protective Factors Survey [a]	32,027
6th Grade Survey	11,613

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

DEMOGRAPHIC PROFILE OF SURVEYED YOUTH

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

Slightly more than two-fifths of the survey respondents identified themselves as non-Hispanic White (41.6%). The largest minority population among survey respondents was Hispanic students (21.2%), followed by non-Hispanic Asian students (20.0%). One-fourth of the students (25.5%) 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, 2012

	Survey Respondents[a]			FCPS Enrollment[b]	
	Number	Percent		Number	Percent
Gender					
Female	5,724	49.7		6,458	48.8
Male	5,801	50.3		6,770	51.2
Race/Ethnicity[c]					
White	4,659	41.6	*	5,678	42.9
Black	1,161	10.4		1,347	10.2
Hispanic	2,377	21.2		2,840	21.5
Asian	2,233	20.0		2,686	20.3
Other/Multiple	759	6.8	***	677	5.1

Note. Data in this table are not weighted.
[a]All percentages were calculated from valid cases (missing responses were not included). [b]Total enrollment in 6th grade in Fairfax County Public Schools in November, 2012. [c]Racial categories do not include Hispanic persons who are treated as a separate category in this table.
*$p < .05$, *** $p < .001$ (statistically significant differences between survey respondents and enrolled students).

Table 4. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
Overall	74.6	11.6	13.9
Gender			
Female	74.5	12.5	13.0
Male	74.6	10.6	14.8
Race/Ethnicity[a]			
White	94.7	0.8	4.5
Black	81.9	0.3	17.8
Hispanic	43.6	54.3	2.1
Asian	57.5	0.1	42.4
Other/Multiple	86.6	0.6	12.8

Note. Data in this table are not weighted. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

DATA WEIGHTING

The ratio of sixth-grade survey respondents from a given pyramid* to all survey respondents (all pyramids) was compared to the ratio of all students enrolled in sixth grade in that pyramid to all students enrolled in sixth grade in all Fairfax County Public Schools. Corrective weights were applied to the data to ensure proportional representation based on enrollment by pyramid. The calculations for weighting are described in Appendix B on page 66. 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.

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 levels of use are 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.

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* 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 2012 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 and within the past month. One in six sixth-grade students in Fairfax County (17.6%) 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 (5.7%), cigarettes (1.6%), marijuana (0.7%), and other illegal drugs (0.4%). Rates of lifetime substance use did not differ greatly between genders, except for alcohol use, with over one-fifth of male students (21.5%) using alcohol in their lifetime, compared to 13.7% of female students.

Rates of lifetime use of alcohol, inhalants, and cigarettes declined since 2010. Lifetime use of alcohol was 3.5 percentage points lower in 2012 than in 2010; while inhalant use and cigarette use showed more modest reductions (2.3 and 0.5 percentage points, respectively).

Inhalants were the most frequently used substance by sixth-grade students within the past month (2.5%). Smaller percentages of sixth-grade students reported having used alcohol (2.1%), cigarettes (0.3%), marijuana (0.3%), and other illegal drugs (0.2%) within the past month. There was little change in rates of past month use of substances since 2010, except for inhalant use, which was 1.1 percentage points lower in 2012 than in 2010 (2.5% vs. 3.6%), and alcohol use, which was 0.5 percentage point lower in 2012 (2.1% vs. 2.6% in 2010).

* 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, 2013).

Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2012

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	17.6	5.7	1.6	0.7	0.4
Gender					
Female	13.7	5.7	1.3	0.6	0.3
Male	21.5	5.7	1.9	0.8	0.6
Race/Ethnicity[a]					
White	18.5	4.7	0.9	0.3	0.3
Black	18.4	6.7	3.1	1.8	1.2
Hispanic	20.4	7.7	2.9	0.9	0.4
Asian	12.2	5.0	0.9	0.3	0.3
Other/Multiple	21.8	7.3	2.2	1.4	0.5

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

Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2012

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	2.1	2.5	0.3	0.3	0.2
Gender					
Female	1.8	2.5	0.2	0.3	0.2
Male	2.4	2.6	0.4	0.3	0.3
Race/Ethnicity[a]					
White	2.3	1.9	0.1	0.2	0.2
Black	2.9	3.4	0.5	0.6	0.8
Hispanic	2.8	4.2	0.6	0.4	0.4
Asian	0.9	1.6	0.1	0.1	0.1
Other/Multiple	1.4	2.3	0.7	0.6	0.1

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

ALCOHOL USE

Table 7. Lifetime Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	21.1	20.2	17.6
Gender			
Female	17.5	16.1	13.7
Male	24.6	23.9	21.5
Race/Ethnicity[a]			
White	21.4	20.1	18.5
Black	21.6	20.0	18.4
Hispanic	26.1	26.3	20.4
Asian	15.3	14.6	12.2
Other/Multiple	24.7	22.3	21.8

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

Table 8. Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	2.6	2.4	2.1
Gender			
Female	2.2	1.9	1.8
Male	3.0	2.9	2.4
Race/Ethnicity[a]			
White	2.5	2.4	2.3
Black	2.4	2.3	2.9
Hispanic	4.2	3.3	2.8
Asian	1.3	1.3	0.9
Other/Multiple	3.0	3.2	1.4

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

Table 9. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	97.9	1.7	0.3	0.1	0.1
Gender					
Female	98.2	1.6	0.2	0.0	0.0
Male	97.6	1.7	0.4	0.2	0.1
Race/Ethnicity[a]					
White	97.7	1.8	0.3	0.2	0.1
Black	97.1	2.3	0.4	0.1	0.2
Hispanic	97.3	2.3	0.3	0.1	0.0
Asian	99.1	0.7	0.2	0.0	0.0
Other/Multiple	98.6	1.0	0.1	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.

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

INHALANT USE[*]

Table 10. Lifetime Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	8.0	7.0	5.7
Gender			
Female	7.5	6.6	5.7
Male	8.5	7.4	5.7
Race/Ethnicity[a]			
White	6.2	5.5	4.7
Black	8.3	8.6	6.7
Hispanic	11.3	8.6	7.7
Asian	8.2	7.3	5.0
Other/Multiple	8.5	8.5	7.3

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

Table 11. Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	3.6	3.6	2.5
Gender			
Female	3.7	3.4	2.5
Male	3.3	3.7	2.6
Race/Ethnicity[a]			
White	2.7	2.4	1.9
Black	4.1	5.1	3.4
Hispanic	5.4	4.8	4.2
Asian	3.7	3.5	1.6
Other/Multiple	3.0	5.1	2.3

Note. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial 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.

Table 12. Frequency of Inhalant Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	97.5	1.9	0.3	0.2	0.2
Gender					
Female	97.5	1.8	0.3	0.1	0.2
Male	97.5	2.0	0.2	0.2	0.2
Race/Ethnicity[a]					
White	98.1	1.6	0.1	0.1	0.2
Black	96.6	2.5	0.3	0.4	0.3
Hispanic	95.8	3.1	0.5	0.3	0.4
Asian	98.4	1.2	0.2	0.1	0.1
Other/Multiple	97.7	1.6	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.

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

TOBACCO USE

Table 13. Lifetime Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	2.1	1.8	1.6
Gender			
Female	1.6	1.3	1.3
Male	2.6	2.3	1.9
Race/Ethnicity[a]			
White	1.4	1.0	0.9
Black	2.5	3.0	3.1
Hispanic	4.4	3.3	2.9
Asian	1.3	1.2	0.9
Other/Multiple	2.1	2.3	2.2

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

Table 14. Frequency of Smoking Cigarettes in Lifetime, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Once or twice	Once in a while but not regularly	Regularly in the past	Regularly now
Overall	98.4	1.4	0.1	0.1	0.1
Gender					
Female	98.7	1.2	0.0	0.1	0.0
Male	98.1	1.6	0.2	0.1	0.1
Race/Ethnicity[a]					
White	99.1	0.8	0.0	0.0	0.1
Black	96.9	2.3	0.4	0.1	0.3
Hispanic	97.1	2.6	0.2	0.1	0.0
Asian	99.1	0.7	0.0	0.1	0.1
Other/Multiple	97.9	2.0	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.
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 15. Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	0.5	0.4	0.3
Gender			
Female	0.5	0.2	0.2
Male	0.5	0.5	0.4
Race/Ethnicity[a]			
White	0.2	0.2	0.1
Black	0.7	0.6	0.5
Hispanic	1.1	0.9	0.6
Asian	0.3	0.1	0.1
Other/Multiple	0.6	0.3	0.7

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

Table 16. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2012

(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	99.7	0.2	0.0	0.0	0.0	0.0
Gender						
Female	99.8	0.1	0.0	0.0	0.0	0.0
Male	99.6	0.2	0.0	0.0	0.0	0.1
Race/Ethnicity[a]						
White	99.9	0.1	0.0	0.0	0.0	0.0
Black	99.6	0.3	0.1	0.0	0.0	0.1
Hispanic	99.4	0.3	0.1	0.1	0.0	0.1
Asian	99.9	0.1	0.0	0.0	0.0	0.0
Other/Multiple	99.3	0.5	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.
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

MARIJUANA USE

Table 17. Lifetime Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	0.8	0.7	0.7
Gender			
Female	0.6	0.4	0.6
Male	0.9	1.0	0.8
Race/Ethnicity[a]			
White	0.4	0.4	0.3
Black	1.2	1.1	1.8
Hispanic	1.4	1.3	0.9
Asian	0.5	0.3	0.3
Other/Multiple	1.0	1.1	1.4

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

Table 18. Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	0.2	0.3	0.3
Gender			
Female	0.1	0.1	0.3
Male	0.3	0.4	0.3
Race/Ethnicity[a]			
White	0.0	0.1	0.2
Black	0.3	0.2	0.6
Hispanic	0.3	0.4	0.4
Asian	0.2	0.2	0.1
Other/Multiple	0.6	1.0	0.6

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

Table 19. Frequency of Marijuana Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.7	0.2	0.0	0.0	0.0
Gender					
Female	99.7	0.2	0.0	0.0	0.0
Male	99.7	0.2	0.0	0.0	0.0
Race/Ethnicity[a]					
White	99.9	0.1	0.0	0.0	0.0
Black	99.4	0.5	0.0	0.1	0.0
Hispanic	99.6	0.4	0.0	0.0	0.0
Asian	100.0	0.0	0.1	0.0	0.0
Other/Multiple	99.5	0.4	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.

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

USE OF OTHER DRUGS

Table 20. Lifetime Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	0.4	0.5	0.4
Gender			
Female	0.3	0.4	0.3
Male	0.6	0.6	0.6
Race/Ethnicity[a]			
White	0.1	0.3	0.3
Black	0.2	1.3	1.2
Hispanic	1.1	1.0	0.4
Asian	0.3	0.2	0.3
Other/Multiple	0.8	0.6	0.5

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

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

Table 21. Past Month Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	0.2	0.4	0.2
Gender			
Female	0.1	0.2	0.2
Male	0.4	0.5	0.3
Race/Ethnicity[a]			
White	0.0	0.2	0.2
Black	0.2	1.1	0.8
Hispanic	0.6	0.4	0.4
Asian	0.1	0.2	0.1
Other/Multiple	0.7	0.6	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).

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

Table 22. Frequency of Other Illegal Drug Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.8	0.1	0.0	0.0	0.1
Gender					
Female	99.8	0.1	0.1	0.0	0.0
Male	99.7	0.2	0.0	0.0	0.1
Race/Ethnicity[a]					
White	99.9	0.1	0.0	0.0	0.0
Black	99.2	0.5	0.1	0.1	0.2
Hispanic	99.6	0.3	0.1	0.0	0.0
Asian	100.0	0.1	0.0	0.0	0.0
Other/Multiple	99.9	0.0	0.0	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.

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

AGGRESSIVE BEHAVIORS

The 2012 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.

Almost one-fifth of the students (19.7%) reported that they had bullied, taunted, ridiculed, or teased someone in the past year. Much smaller percentages reported having said something bad about someone's race or culture (5.7%), or having cyberbullied a student who attends their school (5.0%) in the past year.

Approximately one-fourth of the male students (22.5%) reported bullying someone, compared to 16.8% of female students. Male students also reported a higher rate of making derogatory comments about someone's race or culture (7.2% vs. 4.0% of female students). Female students reported a slightly higher rate of cyberbullying a student attending their school during the past year (5.2% vs. 4.7% of male students).

Almost half of the sixth-grade students (44.4%) reported having been bullied, taunted, ridiculed, or teased in the past year, and approximately one in five (18.3%) reported having had something bad said to them about their race or culture in the past year. One in eight students (12.5%) reported having been cyberbullied by a student who attends their school and one-third of the students (32.1%) reported knowing someone who had been really hurt by cyberbullying (agreed or strongly agreed).

Female students were more likely to report having been cyberbullied (15.1% vs. 9.9% of male students), while male students were more likely to experience having derogatory comments made to them about their race or culture (20.2% vs. 16.2% of female students).

Almost one in five male sixth-grade students (19.2%) reported carrying a weapon in the past year for purposes other than hunting, camping, scouting, or similar activities, and 8.5% of female students reported doing so.

Students who used any substance in the past month were much more likely to report bullying (40.3% vs. 18.8% of students who did not use any substance), being bullied (59.9% vs. 43.8%), and carrying a weapon in the past year (39.7% vs. 12.5%).

Prevalence rates were lower in 2012 than in 2010 for all of the aggressive behaviors measured on the survey, both for experiencing the aggression and for committing the behavior. The largest decrease was in the prevalence of bullying, taunting, ridiculing or teasing someone, with the 2012 rate 3.9 percentage points lower than in 2010 (19.7% vs. 23.6%, respectively).

Table 23. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	19.7	5.7	5.0
Gender			
Female	16.8	4.0	5.2
Male	22.5	7.2	4.7
Race/Ethnicity[b]			
White	18.6	5.1	3.7
Black	25.3	7.2	6.3
Hispanic	20.3	7.2	7.5
Asian	18.0	4.6	4.3
Other/Multiple	22.1	5.7	4.9

Note. All percentages were calculated from valid cases (missing responses were not included).
[a]Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. [b]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 24. Prevalence of Experiencing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	44.4	18.3	12.5
Gender			
Female	44.8	16.2	15.1
Male	43.9	20.2	9.9
Race/Ethnicity[b]			
White	47.3	11.2	12.0
Black	45.8	28.4	11.9
Hispanic	41.7	19.7	14.5
Asian	39.3	24.7	11.7
Other/Multiple	50.3	23.0	14.0

Note. All percentages were calculated from valid cases (missing responses were not included).
[a]Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. [b]Racial categories do not include Hispanic students who are treated as a separate category in this table.

BULLYING

Table 25. Prevalence of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	23.6	21.5	19.7
Gender			
Female	19.5	18.7	16.8
Male	27.5	24.2	22.5
Race/Ethnicity[a]			
White	21.8	19.1	18.6
Black	29.3	27.4	25.3
Hispanic	25.8	23.0	20.3
Asian	22.0	21.0	18.0
Other/Multiple	25.5	25.6	22.1

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

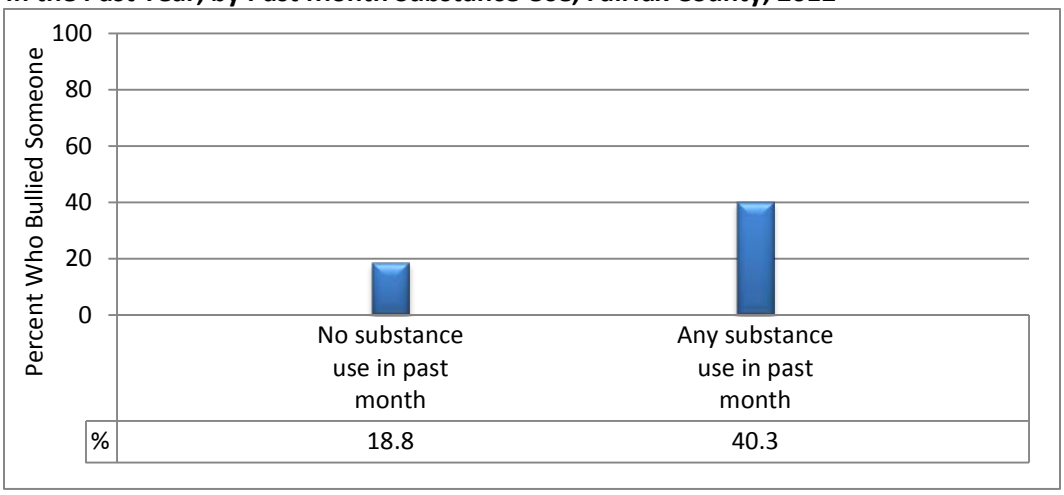
Table 26. Frequency of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	59.3	21.1	13.3	2.2	1.6	1.7	0.9
Gender							
Female	63.1	20.2	11.6	1.5	1.5	1.5	0.7
Male	55.6	22.0	15.0	2.8	1.7	1.9	1.1
Race/Ethnicity[a]							
White	59.5	21.9	13.1	2.1	1.5	1.3	0.7
Black	55.4	19.3	14.9	2.6	2.6	3.7	1.5
Hispanic	59.8	20.0	12.8	2.6	1.8	1.9	1.1
Asian	60.2	21.8	13.2	1.7	1.3	1.2	0.7
Other/ Multiple	56.0	21.9	14.8	2.3	1.5	2.6	0.8

Note. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 2. Percentage of Students Who Bullied, Taunted, Ridiculed, or Teased Someone in the Past Year, by Past Month Substance Use, Fairfax County, 2012



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 27. Prevalence of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	47.1	45.6	44.4
Gender			
Female	44.9	46.0	44.8
Male	49.0	45.3	43.9
Race/Ethnicity[a]			
White	49.0	47.1	47.3
Black	46.4	45.0	45.8
Hispanic	44.7	43.9	41.7
Asian	43.9	44.2	39.3
Other/Multiple	51.4	47.9	50.3

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

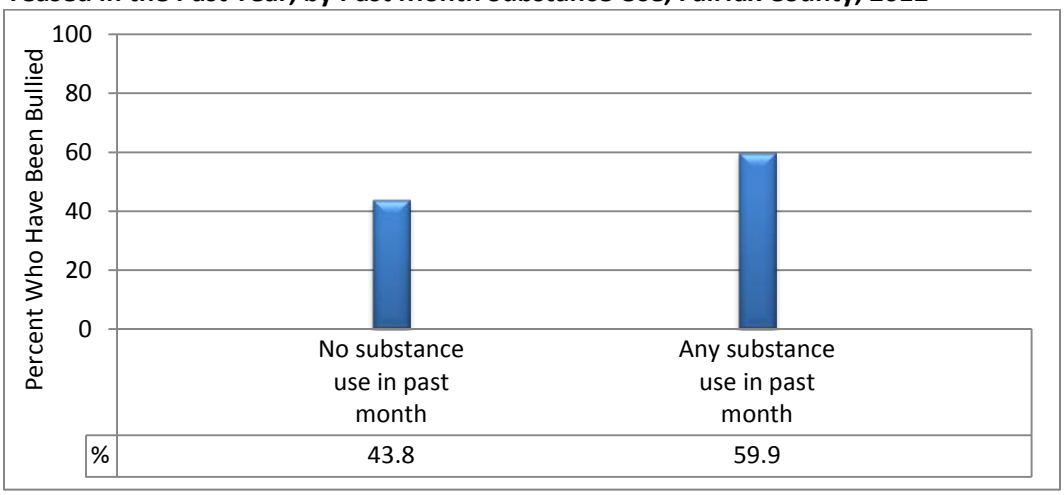
Table 28. Frequency of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	31.9	23.7	22.8	5.5	5.2	6.3	4.6
Gender							
Female	29.9	25.3	24.2	5.0	5.4	5.9	4.2
Male	33.8	22.3	21.5	5.8	5.0	6.6	5.0
Race/Ethnicity[a]							
White	27.6	25.2	24.4	6.3	5.7	6.7	4.2
Black	35.0	19.2	20.0	5.4	5.4	7.3	7.7
Hispanic	36.8	21.5	21.5	4.7	4.8	6.2	4.4
Asian	34.8	25.9	22.5	4.9	4.1	4.6	3.2
Other/ Multiple	26.9	22.8	23.3	5.4	6.4	7.9	7.3

Note. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 3. Percentage of Students Who Have Been Bullied, Taunted, Ridiculed, or Teased in the Past Year, by Past Month Substance Use, Fairfax County, 2012



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 29. Prevalence of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	6.9	5.8	5.0
Gender			
Female	6.9	6.2	5.2
Male	6.9	5.5	4.7
Race/Ethnicity[a]			
White	4.9	4.0	3.7
Black	8.4	6.7	6.3
Hispanic	9.7	9.3	7.5
Asian	7.0	6.4	4.3
Other/Multiple	8.8	4.9	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).
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 30. Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	95.0	3.8	0.6	0.3	0.1	0.0	0.0	0.1
Gender								
Female	94.8	4.3	0.6	0.1	0.1	0.0	0.1	0.0
Male	95.3	3.4	0.6	0.4	0.2	0.1	0.0	0.1
Race/Ethnicity[a]								
White	96.3	3.0	0.4	0.2	0.0	0.0	0.0	0.1
Black	93.7	4.4	0.7	0.4	0.3	0.3	0.0	0.2
Hispanic	92.5	5.3	1.0	0.5	0.3	0.0	0.1	0.1
Asian	95.7	3.5	0.6	0.1	0.0	0.0	0.0	0.1
Other/ Multiple	95.1	3.9	0.1	0.1	0.3	0.0	0.3	0.1

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). Frequency percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 31. Prevalence of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	13.1	13.0	12.5
Gender			
Female	15.3	16.2	15.1
Male	10.9	10.0	9.9
Race/Ethnicity[a]			
White	11.4	11.1	12.0
Black	12.0	12.6	11.9
Hispanic	15.7	16.4	14.5
Asian	13.8	13.2	11.7
Other/Multiple	15.1	15.0	14.0

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).

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

Table 32. Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2012

(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	87.5	7.7	2.4	1.0	0.5	0.3	0.1	0.5
Gender								
Female	84.9	9.4	3.0	1.0	0.7	0.2	0.1	0.6
Male	90.1	6.0	1.8	0.9	0.3	0.4	0.1	0.4
Race/Ethnicity[a]								
White	88.0	7.5	2.3	1.1	0.3	0.3	0.1	0.4
Black	88.1	6.8	2.6	0.6	0.5	0.4	0.1	1.0
Hispanic	85.5	8.3	3.1	1.0	0.7	0.5	0.3	0.7
Asian	88.3	7.9	2.0	0.7	0.7	0.1	0.1	0.2
Other/ Multiple	86.0	9.3	2.0	1.0	0.8	0.1	0.1	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.

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

Table 33. Percentage of Students Who Know of Someone Really Hurt by Cyberbullying, by Selected Demographic Characteristics, Fairfax County, 2012

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	12.7	19.4	25.0	42.9
Gender				
Female	14.4	21.4	25.8	38.5
Male	11.0	17.5	24.1	47.4
Race/Ethnicity[a]				
White	10.0	17.3	26.2	46.5
Black	18.9	18.6	23.1	39.4
Hispanic	16.0	23.1	25.6	35.3
Asian	12.1	19.7	23.5	44.7
Other/Multiple	13.3	19.8	23.8	43.1

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.

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

Table 34. Percentage of Students Who Would Report Cyberbullying Incidents Anonymously, by Selected Demographic Characteristics, Fairfax County, 2012

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	50.0	33.5	9.0	7.5
Gender				
Female	52.4	33.1	8.2	6.4
Male	47.8	33.9	9.7	8.6
Race/Ethnicity[a]				
White	53.7	32.5	7.5	6.3
Black	50.1	30.7	10.1	9.1
Hispanic	42.8	35.9	11.4	9.9
Asian	48.3	35.4	8.9	7.4
Other/Multiple	54.3	30.3	8.5	6.9

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). Percentages may not sum to 100% due to rounding.

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

OTHER AGGRESSIVE BEHAVIORS

Table 35. Prevalence of Having Said Something Bad about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	7.2	6.6	5.7
Gender			
Female	5.0	4.0	4.0
Male	9.4	9.2	7.2
Race/Ethnicity[a]			
White	5.4	5.8	5.1
Black	9.2	8.0	7.2
Hispanic	9.6	8.0	7.2
Asian	7.6	6.6	4.6
Other/Multiple	8.2	6.0	5.7

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

Table 36. Frequency of Having Said Something Bad about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	85.3	9.1	3.9	0.7	0.4	0.4	0.3
Gender							
Female	89.2	6.9	2.8	0.5	0.3	0.3	0.2
Male	81.6	11.2	4.9	0.9	0.6	0.4	0.4
Race/Ethnicity[a]							
White	86.5	8.5	3.8	0.5	0.3	0.3	0.2
Black	83.6	9.2	4.4	0.7	0.9	0.6	0.5
Hispanic	82.2	10.6	4.6	1.2	0.4	0.6	0.5
Asian	86.3	9.1	3.0	0.6	0.6	0.2	0.2
Other/ Multiple	85.7	8.6	4.0	0.7	0.4	0.4	0.1

Note. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 37. 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 - 2012

(Values are percentages)

	2010	2011	2012
Overall	19.4	18.8	18.3
Gender			
Female	15.7	16.8	16.2
Male	22.9	20.7	20.2
Race/Ethnicity[a]			
White	10.8	10.3	11.2
Black	28.7	29.8	28.4
Hispanic	22.2	20.2	19.7
Asian	27.9	27.5	24.7
Other/Multiple	25.6	24.5	23.0

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

Table 38. Frequency of Having Had Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(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	67.3	14.5	11.0	2.4	2.1	1.7	1.1
Gender							
Female	68.6	15.2	10.3	1.9	1.7	1.5	0.9
Male	65.9	13.9	11.6	2.9	2.4	2.0	1.4
Race/Ethnicity[a]							
White	78.7	10.2	6.9	1.4	1.1	1.2	0.6
Black	53.5	18.1	15.4	2.7	4.0	3.5	2.9
Hispanic	66.5	13.8	12.0	2.5	2.3	1.6	1.3
Asian	54.7	20.6	15.5	3.5	2.9	2.0	0.9
Other/ Multiple	58.8	18.2	12.2	3.9	2.7	2.4	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.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 39. Prevalence of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2012

(Values are percentages)

	2010	2011	2012
Overall	14.7	15.3	13.9
Gender			
Female	8.2	8.9	8.5
Male	21.0	21.4	19.2
Race/Ethnicity[a]			
White	15.5	18.0	15.4
Black	14.5	11.6	13.1
Hispanic	13.7	14.0	13.2
Asian	13.4	12.7	11.1
Other/Multiple	17.8	17.4	17.8

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).

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

Table 40. Frequency of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

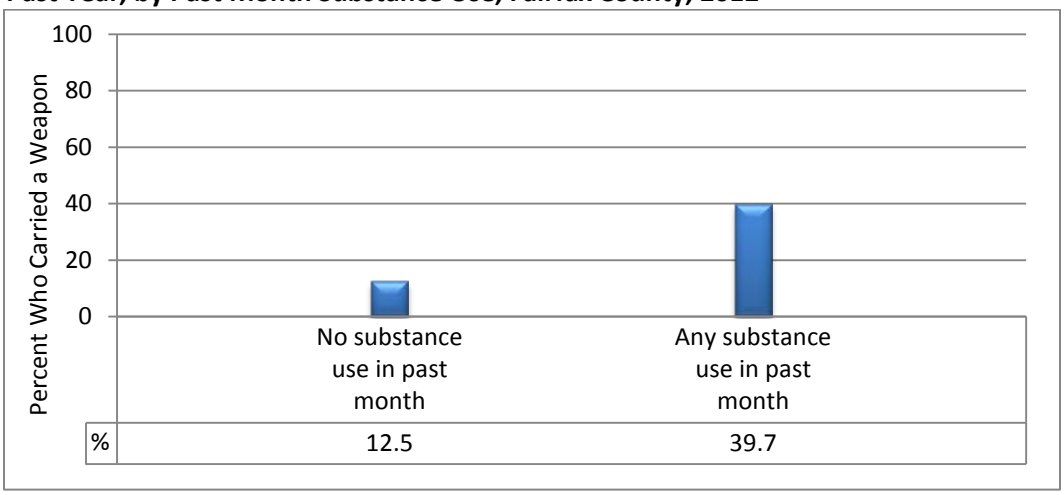
(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	86.1	7.1	2.5	1.3	1.0	0.5	0.4	1.1
Gender								
Female	91.5	5.1	1.3	0.7	0.4	0.2	0.3	0.6
Male	80.8	9.2	3.6	2.0	1.5	0.9	0.4	1.7
Race/Ethnicity[a]								
White	84.6	8.1	2.8	1.5	1.1	0.6	0.3	1.1
Black	86.9	6.4	1.7	1.1	0.9	0.8	0.6	1.6
Hispanic	86.8	6.7	2.3	1.2	0.9	0.5	0.3	1.4
Asian	88.9	5.4	2.2	1.3	0.8	0.4	0.3	0.7
Other/ Multiple	82.2	8.7	3.7	1.6	0.8	0.4	0.8	1.8

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.

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

Figure 4. Percentage of Students Who Carried a Weapon Other than a Handgun in the Past Year, by Past Month Substance Use, Fairfax County, 2012



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 2012 Fairfax County Youth Survey measured students' physical activity by asking them on how many days in the past week they performed at least 60 minutes of physical activity that increased their heart rate and made them breathe hard some of the time. Almost all of the sixth-grade students (95.8%) reported having engaged in an hour or more of physical activity at least once in the past seven days, and over half (54.3%) were physically active on five or more days. Male students were more likely to report being physically active on five or more days in the past week than female students (58.7% vs. 49.9%, respectively).

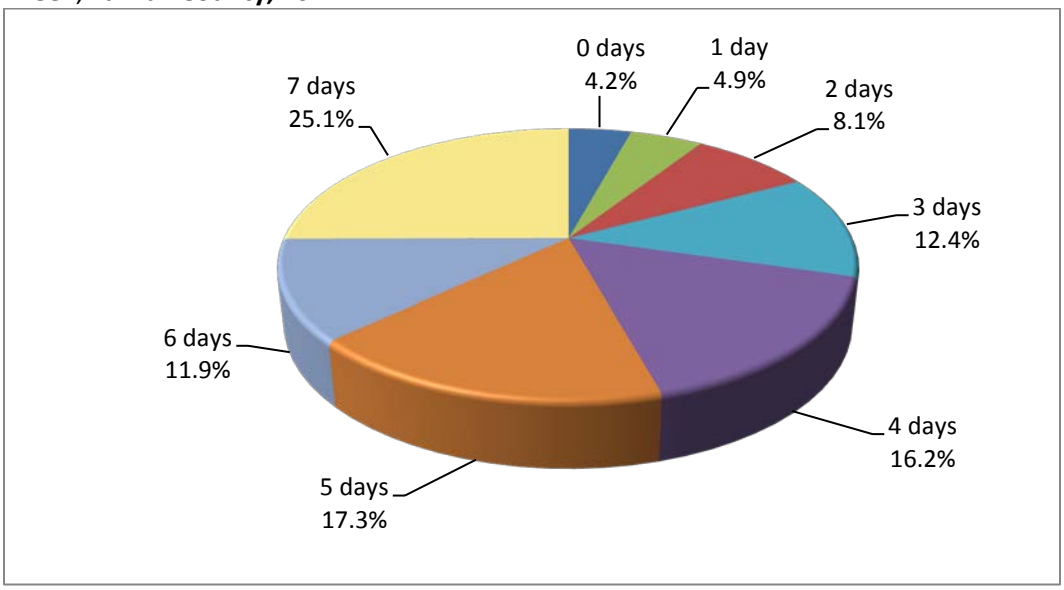
Students were asked how much time they spend on an average school day watching television as well as playing video or computer games or using a computer for non-academic purposes. One-quarter of sixth-grade students (25.4%) reported watching three or more hours of television on an average school day, and a similar number (24.7%) reported playing video games or using a computer for non-academic purposes for three or more hours on an average school day. Male students were much more likely to report playing video games or non-academic computer use for three or more hours per day (30.9% vs. 18.3% of female students).

Prevalence rates of watching three or more hours of television on an average school day decreased from 2010 to 2012 (28.6% vs. 25.4%, respectively) while rates of playing video games or using a computer for non-academic purposes for three or more hours on an average school day were higher in 2012 (21.2% in 2010 vs. 24.7% in 2012).

Approximately one-third of the students (32.7%) reported having consumed fruits and vegetables at least five times per day within the past week. Two-fifths of the students (40.2%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 13.7% reported drinking non-diet soda at least once per day in the past week. One in thirteen sixth-grade students (7.9%) 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.

One-fifth of sixth-grade students (20.9%) 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 female students more likely to report the experience than male students (22.5% vs. 19.1%, respectively). Students who used substances in the past month were much more likely to report feeling sad or hopeless than non-substance users (44.9% vs. 19.6%, respectively). Rates of feeling sad or hopeless were somewhat lower in 2012 than 2010 (20.9% compared to 22.5% in 2010).

Figure 5. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2012



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 41. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Overall	4.2	4.9	8.1	12.4	16.2	17.3	11.9	25.1
Gender								
Female	4.2	5.2	9.0	14.3	17.6	17.9	11.7	20.3
Male	4.2	4.6	7.2	10.6	14.7	16.8	12.2	29.7
Race/Ethnicity[a]								
White	2.7	3.7	6.9	10.4	16.2	18.3	14.7	27.3
Black	5.8	6.1	9.4	12.2	12.7	15.1	10.1	28.5
Hispanic	6.9	6.3	9.5	14.4	15.9	16.8	8.0	22.2
Asian	3.4	5.5	9.2	14.5	18.7	17.4	11.0	20.4
Other/Multiple	3.3	3.5	6.0	13.0	15.3	15.4	12.3	31.1

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.

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

Table 42. 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 - 2012

	2010	2011	2012
Overall	53.7	56.1	54.3
Gender			
Female	47.3	52.8	49.9
Male	60.0	59.3	58.7
Race/Ethnicity[a]			
White	60.7	63.1	60.2
Black	51.4	53.3	53.7
Hispanic	45.6	48.7	47.0
Asian	46.8	49.3	48.8
Other/Multiple	59.5	60.5	58.8

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).

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

Table 43. Amount of Time Spent Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Overall	13.0	20.4	19.7	21.5	12.8	4.8	7.8
Gender							
Female	14.0	21.6	19.0	20.6	12.7	4.8	7.3
Male	12.1	19.3	20.3	22.5	12.8	4.7	8.3
Race/Ethnicity[a]							
White	12.7	23.0	24.6	21.6	10.7	3.4	4.0
Black	13.9	13.8	11.7	17.4	17.2	7.9	18.1
Hispanic	6.3	13.7	15.3	24.8	18.5	7.4	14.0
Asian	19.7	26.4	18.0	19.8	9.4	2.7	4.0
Other/Multiple	14.6	20.5	18.7	20.6	12.5	5.8	7.3

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

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

Table 44. Percentage of Students Who Spend Three or More Hours Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010 – 2012

	2010	2011	2012
Overall	28.6	28.0	25.4
Gender			
Female	27.7	26.7	24.8
Male	29.3	29.3	25.8
Race/Ethnicity[a]			
White	20.0	20.7	18.1
Black	45.5	45.3	43.2
Hispanic	43.3	42.9	39.9
Asian	21.8	19.6	16.1
Other/Multiple	33.0	24.9	25.7

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

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

Table 45. Amount of Time Spent Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Overall	10.7	26.5	20.5	17.6	10.2	5.4	9.1
Gender							
Female	11.7	33.5	21.0	15.5	7.5	4.0	6.8
Male	9.7	19.6	20.1	19.7	12.8	6.8	11.4
Race/Ethnicity[a]							
White	9.3	30.5	22.3	17.7	9.5	4.9	5.9
Black	14.6	19.3	15.8	17.4	11.1	7.6	14.2
Hispanic	8.5	20.2	19.2	19.4	12.0	7.1	13.5
Asian	13.5	28.3	19.7	16.4	9.4	4.5	8.0
Other/Multiple	10.4	25.9	21.9	16.8	10.3	4.2	10.6

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.

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

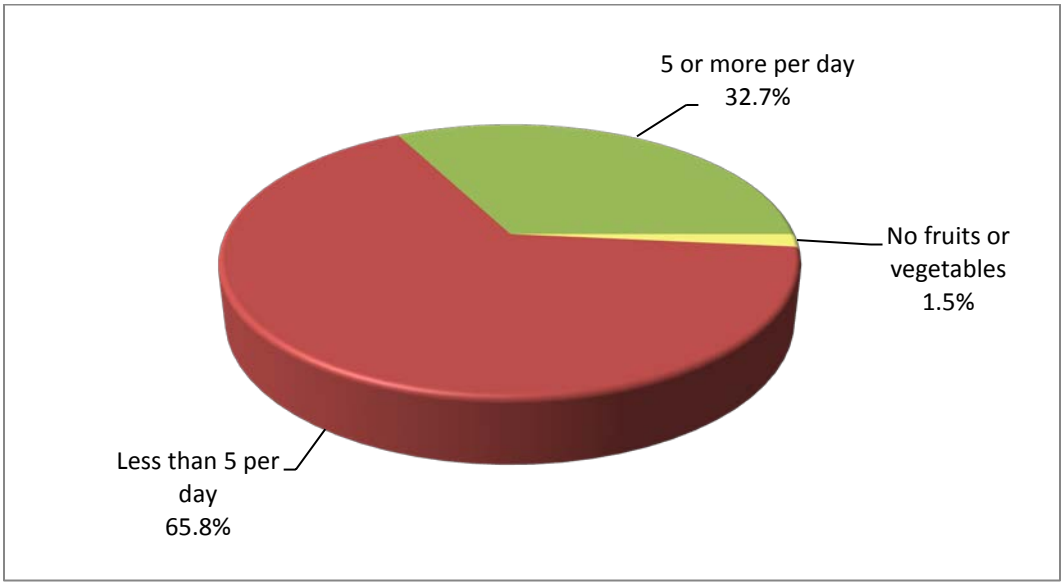
Table 46. Percentage of Students Who Spend Three or More Hours Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010 – 2012

	2010	2011	2012
Overall	21.2	24.9	24.7
Gender			
Female	15.4	18.9	18.3
Male	26.8	30.6	30.9
Race/Ethnicity[a]			
White	15.4	19.6	20.2
Black	31.7	36.2	32.9
Hispanic	28.3	33.2	32.6
Asian	19.5	22.0	22.0
Other/Multiple	25.7	22.5	25.1

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).

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

Figure 6. Frequency of Eating Fruits and Vegetables in the Past Week, Fairfax County, 2012



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

Table 47. Frequency of Eating Fruits and Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	No fruits or vegetables	Less than 5 per day	5 or more per day
Overall	1.5	65.8	32.7
Gender			
Female	1.2	66.4	32.4
Male	1.8	65.4	32.8
Race/Ethnicity[a]			
White	1.4	67.5	31.1
Black	1.9	66.5	31.6
Hispanic	2.1	67.3	30.6
Asian	0.9	61.8	37.3
Other/Multiple	1.4	60.7	37.9

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

Table 48. 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 – 2012

	2010	2011	2012
Overall	32.5	32.5	32.7
Gender			
Female	31.7	33.3	32.4
Male	33.1	31.7	32.8
Race/Ethnicity[a]			
White	31.6	30.3	31.1
Black	27.6	28.7	31.6
Hispanic	33.7	31.2	30.6
Asian	34.7	39.3	37.3
Other/Multiple	35.4	35.0	37.9

Note. Fruits and vegetables do not include fruit juice. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 49. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2012

(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	3.4	13.5	15.4	12.5	22.7	13.9	18.7
Gender							
Female	3.0	13.9	15.1	13.0	23.2	14.6	17.2
Male	3.8	13.2	15.8	12.0	22.1	13.2	20.0
Race/Ethnicity[a]							
White	3.0	11.7	15.2	14.0	25.0	15.4	15.7
Black	5.3	18.7	15.6	8.4	17.9	10.7	23.5
Hispanic	4.0	16.2	16.8	10.7	18.1	12.7	21.6
Asian	2.4	12.4	14.3	13.9	25.3	13.6	18.2
Other/Multiple	3.7	10.7	15.2	11.7	22.5	14.5	21.9

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

Table 50. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	6.2	16.4	13.6	18.6	18.7	11.4	15.2
Gender							
Female	5.2	15.8	14.1	19.9	18.9	11.5	14.7
Male	7.2	17.2	13.0	17.3	18.3	11.3	15.6
Race/Ethnicity[a]							
White	4.7	14.7	13.8	22.1	20.9	11.4	12.4
Black	9.4	18.6	15.8	16.2	14.3	8.2	17.6
Hispanic	10.6	20.6	13.2	16.3	14.7	9.6	15.0
Asian	3.1	14.7	12.7	15.8	20.8	13.9	19.1
Other/Multiple	5.5	13.6	11.5	16.8	20.1	14.2	18.3

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

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

Table 51. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2012

(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	40.2	39.9	6.3	6.4	3.5	1.4	2.5
Gender							
Female	44.3	39.1	5.2	5.5	2.7	1.2	2.0
Male	36.1	40.6	7.4	7.3	4.2	1.5	2.9
Race/Ethnicity[a]							
White	42.0	42.5	5.9	5.3	2.4	0.8	1.3
Black	35.6	37.5	6.6	7.0	5.3	2.6	5.5
Hispanic	28.3	38.4	9.2	10.8	6.0	2.5	4.9
Asian	49.4	38.6	4.4	3.7	2.0	0.8	1.0
Other/Multiple	46.1	34.9	5.4	5.9	3.7	1.4	2.7

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.

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

Table 52. 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 – 2012

	2010	2011	2012
Overall	16.5	16.5	13.7
Gender			
Female	14.6	13.4	11.4
Male	18.3	19.3	16.0
Race/Ethnicity[a]			
White	11.4	12.2	9.7
Black	25.1	24.8	20.3
Hispanic	28.5	28.2	24.2
Asian	11.0	10.3	7.6
Other/Multiple	15.4	13.0	13.6

Note. Students were instructed not to include diet soda. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 53. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Rarely	Sometimes	Most of the time	Always
Overall	77.6	14.4	6.1	1.3	0.5
Gender					
Female	81.0	11.9	5.6	1.1	0.4
Male	74.3	16.9	6.5	1.6	0.7
Race/Ethnicity[a]					
White	86.7	9.2	3.0	0.6	0.4
Black	70.2	18.6	8.2	2.4	0.6
Hispanic	64.4	20.8	11.7	2.3	0.8
Asian	76.1	16.8	5.4	1.2	0.5
Other/Multiple	77.3	15.3	5.4	1.5	0.5

Note. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

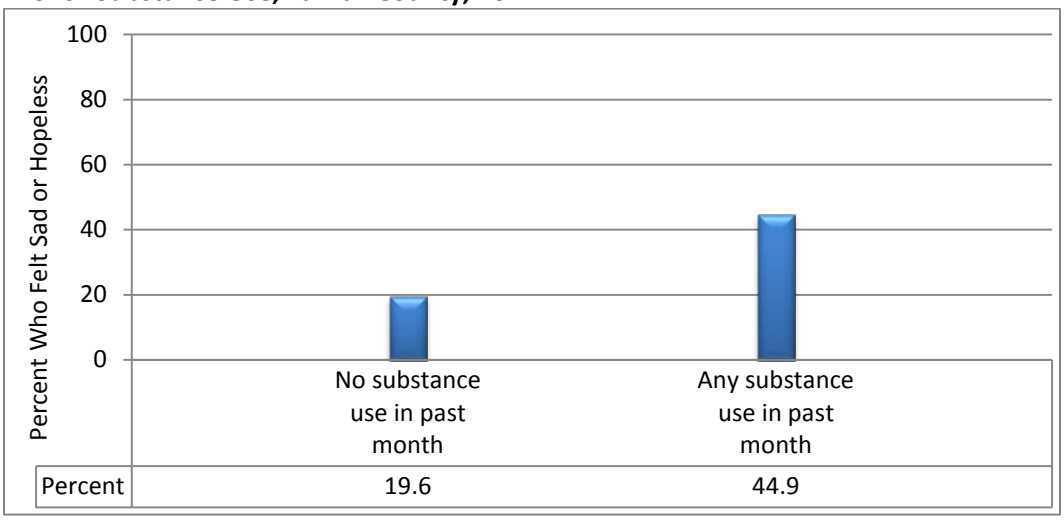
Table 54. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 – 2012

	2010	2011	2012
Overall	22.5	22.1	20.9
Gender			
Female	23.4	24.3	22.5
Male	21.5	19.9	19.1
Race/Ethnicity[a]			
White	17.8	17.8	17.2
Black	26.5	25.9	25.7
Hispanic	32.2	30.3	27.1
Asian	19.5	19.6	17.9
Other/Multiple	26.7	24.9	24.6

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

[a]Racial 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, 2012



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 (74.1%) 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 (56.0%) doing so at least once per week.

The 2012 Fairfax County Youth Survey asked a number of questions related to sixth-grade students' civic behaviors. Almost half of the students (44.7%) volunteered to do community service within the past year, and approximately two-thirds reported spending an hour or more in an average week helping friends or neighbors (61.9%) and being a leader in a group or organization at least once in the past year (65.8%). A higher percentage of female students reported helping friends or neighbors in an average week (65.4% vs. 58.6% of male students), volunteering in the past year (48.0% vs. 41.6%), and being a leader in a group in the past year (67.5% vs. 64.0%).

Over three-fifths of sixth-grade students reported frequently recycling (60.9%), turning off lights and electrical appliances (67.0%), and conserving water (70.7%). While only about one-quarter of sixth-grade students (27.9%) 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 (94.2%) agreed or strongly agreed that their actions can improve the quality of the environment.

EXTRACURRICULAR ACTIVITIES

Table 55. Frequency of Participating in Extracurricular Activities, by Selected Demographic Characteristics, Fairfax County, 2012

(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	11.1	14.8	4.9	5.0	8.1	56.0
Gender						
Female	10.5	14.8	4.6	4.8	8.5	56.8
Male	11.6	14.8	5.2	5.2	7.8	55.4
Race/Ethnicity[a]						
White	5.2	10.5	4.0	4.2	7.9	68.2
Black	15.5	17.5	5.8	4.7	10.3	46.2
Hispanic	22.6	21.9	5.6	5.9	7.6	36.5
Asian	9.2	14.8	5.3	5.6	8.0	57.2
Other/Multiple	8.9	14.2	5.9	5.6	8.2	57.3

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.

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

CIVIC BEHAVIORS

Table 56. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2012

(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	32.6	22.7	15.5	13.5	8.9	6.7
Gender						
Female	27.7	24.3	15.7	14.2	9.9	8.1
Male	37.3	21.2	15.3	12.8	8.0	5.4
Race/Ethnicity[a]						
White	22.2	23.3	21.3	17.6	10.3	5.3
Black	41.8	22.3	9.1	10.0	8.3	8.4
Hispanic	45.4	21.4	9.3	8.6	6.7	8.5
Asian	35.6	23.5	13.4	12.3	8.3	6.9
Other/Multiple	30.1	22.6	16.3	13.0	10.2	7.9

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

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

Table 57. Frequency of Helping Friends or Neighbors in an Average Week, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	0 hours	1 hour	2 hours	3-5 hours	6-10 hours	11+ hours
Overall	38.1	31.7	17.0	9.8	2.0	1.5
Gender						
Female	34.6	32.3	18.3	10.9	2.2	1.8
Male	41.4	31.0	15.7	8.9	1.8	1.2
Race/Ethnicity[a]						
White	36.8	33.7	17.3	9.4	1.8	1.1
Black	41.9	25.4	17.1	11.2	2.4	2.0
Hispanic	37.3	29.8	18.1	10.8	2.2	1.9
Asian	40.2	33.4	15.0	8.5	1.6	1.2
Other/Multiple	36.0	31.3	17.4	10.4	3.0	1.9

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.

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

Table 58. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Once	Twice	3-4 times	5+ times
Overall	34.3	19.9	16.4	13.8	15.7
Gender					
Female	32.5	21.8	17.3	14.5	13.9
Male	36.0	17.9	15.5	13.2	17.4
Race/Ethnicity[a]					
White	30.5	19.3	17.4	15.6	17.2
Black	33.5	19.9	16.1	12.9	17.7
Hispanic	37.8	21.9	15.7	11.0	13.5
Asian	37.6	19.6	15.0	13.6	14.1
Other/Multiple	34.6	17.9	16.9	14.1	16.5

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

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

Table 59. Frequency of Recycling, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Sometimes	Frequently
Overall	5.1	34.0	60.9
Gender			
Female	4.9	32.6	62.6
Male	5.3	35.4	59.4
Race/Ethnicity[a]			
White	2.7	26.1	71.2
Black	10.1	42.8	47.1
Hispanic	8.5	43.7	47.8
Asian	4.1	35.5	60.4
Other/Multiple	4.1	31.8	64.1

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.

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

Table 60. Frequency of Turning Off Lights and Electrical Appliances, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Sometimes	Frequently
Overall	2.1	31.0	67.0
Gender			
Female	1.6	30.2	68.2
Male	2.5	31.8	65.7
Race/Ethnicity[a]			
White	1.3	29.6	69.1
Black	3.2	37.0	59.8
Hispanic	4.0	34.5	61.6
Asian	1.4	26.8	71.8
Other/Multiple	1.0	30.0	69.0

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.

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

Table 61. Frequency of Cutting Down on the Amount of Trash and Garbage They Create, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Sometimes	Frequently
Overall	15.6	56.5	27.9
Gender			
Female	16.0	56.7	27.2
Male	15.2	56.3	28.5
Race/Ethnicity[a]			
White	14.6	57.8	27.6
Black	20.2	52.3	27.5
Hispanic	20.1	54.0	25.9
Asian	11.5	57.8	30.6
Other/Multiple	14.6	56.5	28.9

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

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

Table 62. Frequency of Conserving Water, by Selected Demographic Characteristics, Fairfax County, 2012

(Values are percentages)

	Never	Sometimes	Frequently
Overall	4.4	25.0	70.7
Gender			
Female	4.2	24.9	71.0
Male	4.5	25.1	70.4
Race/Ethnicity[a]			
White	2.8	23.2	74.0
Black	8.1	32.4	59.5
Hispanic	7.0	28.6	64.4
Asian	3.1	20.2	76.7
Other/Multiple	3.0	24.6	72.4

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.

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

Table 63. Percentage of Students Who Believe Their Actions Can Improve the Quality of the Environment, by Selected Demographic Characteristics, Fairfax County, 2012

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	45.9	48.4	4.7	1.1
Gender				
Female	49.6	45.8	3.9	0.7
Male	42.3	50.7	5.5	1.5
Race/Ethnicity[a]				
White	46.1	48.5	4.5	0.9
Black	45.4	47.0	6.0	1.6
Hispanic	42.4	50.8	5.2	1.6
Asian	49.0	46.3	3.8	0.9
Other/Multiple	48.1	46.4	4.9	0.6

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

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

RISK AND PROTECTIVE FACTORS

Risk and protective factors are aspects of a student's life that may either increase (risk factors) or decrease (protective factors) the 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. The 2012 Fairfax County *6th Grade Survey* measured one protective factor and three risk factors, using 13 questions from the nationally-recognized Communities That Care Youth Survey. Each factor was measured using a set of between two and four questions, called a scale.

A student's score for a given scale was compared to a national cut-off score that has been set for each risk and protective factor scale, 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 or high protection for that scale, and those that fall below the cut-off score are considered to be at low risk or low 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 augment the protective factors and reduce the risk factors. A more complete discussion of risk and protective factors, how they are measured and scored, and the questions comprising the scales can be found in Appendix C beginning on page 67. The internal reliability of the scales is discussed in Appendix B beginning on page 63.

PROTECTIVE AND RISK FACTOR HIGHLIGHTS

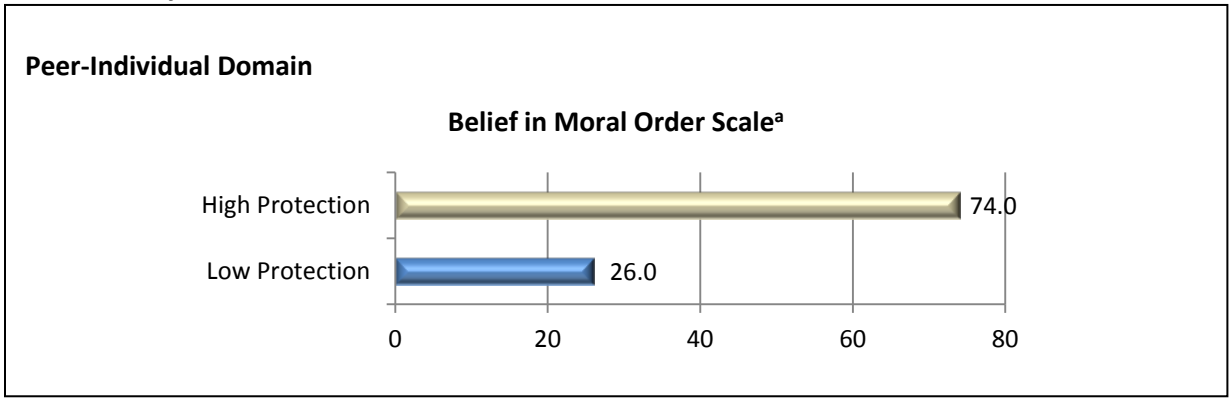
Belief in Moral Order (Protective): This scale measures the extent to which students believe that certain behaviors, such as cheating in school, are okay. Almost three-fourths of sixth-grade students (74.0%) were considered to have "high protection" on this scale. A higher percentage of male students were considered to have "low protection" on this scale (28.1% vs. 23.9% of female students). Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have "low protection" on this scale (49.7%) than those who did not use substances in the past month (24.6%).

Family Conflict (Risk): This scale measures the level of arguing, yelling, and insulting in the family, as perceived by the youth. Overall, 30.4% of sixth-grade students were considered to be at "high risk" on this scale. Sixth-grade students who reported using any substance in the past month were much more likely to be considered to be at "high risk" on this scale (58.6%) than those who did not use substances in the past month (29.1%).

Perceived Risks of Drug Use (Risk): This scale measures the extent to which students believe that certain drug use behaviors are risky. Overall, 29.1% of sixth-grade students were considered to be at "high risk" on this scale. A higher percentage of male students were considered to be at "high risk" than female students (31.1% vs. 26.9%, respectively). Sixth-grade students who reported using any substance in the past month were much more likely to be considered to be at "high risk" on this scale (48.7%) than those who did not use substances in the past month (27.9%).

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 (41.5%) were considered to be at "high risk" on this scale, including one-half of male students (50.1%) and approximately one-third of female students (32.9%). Sixth-grade students who reported using any substance in the past month were much more likely to be considered to be at "high risk" on this scale (75.0%) 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, 2012



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

Table 64. Percentage of Students with Protective Factor Scores Below the National Standard (Low Protection), Belief in Moral Order Scale, by Gender, Fairfax County, 2010 – 2012

	2010	2011	2012
Gender			
Female	28.7	25.5	23.9
Male	33.5	30.0	28.1

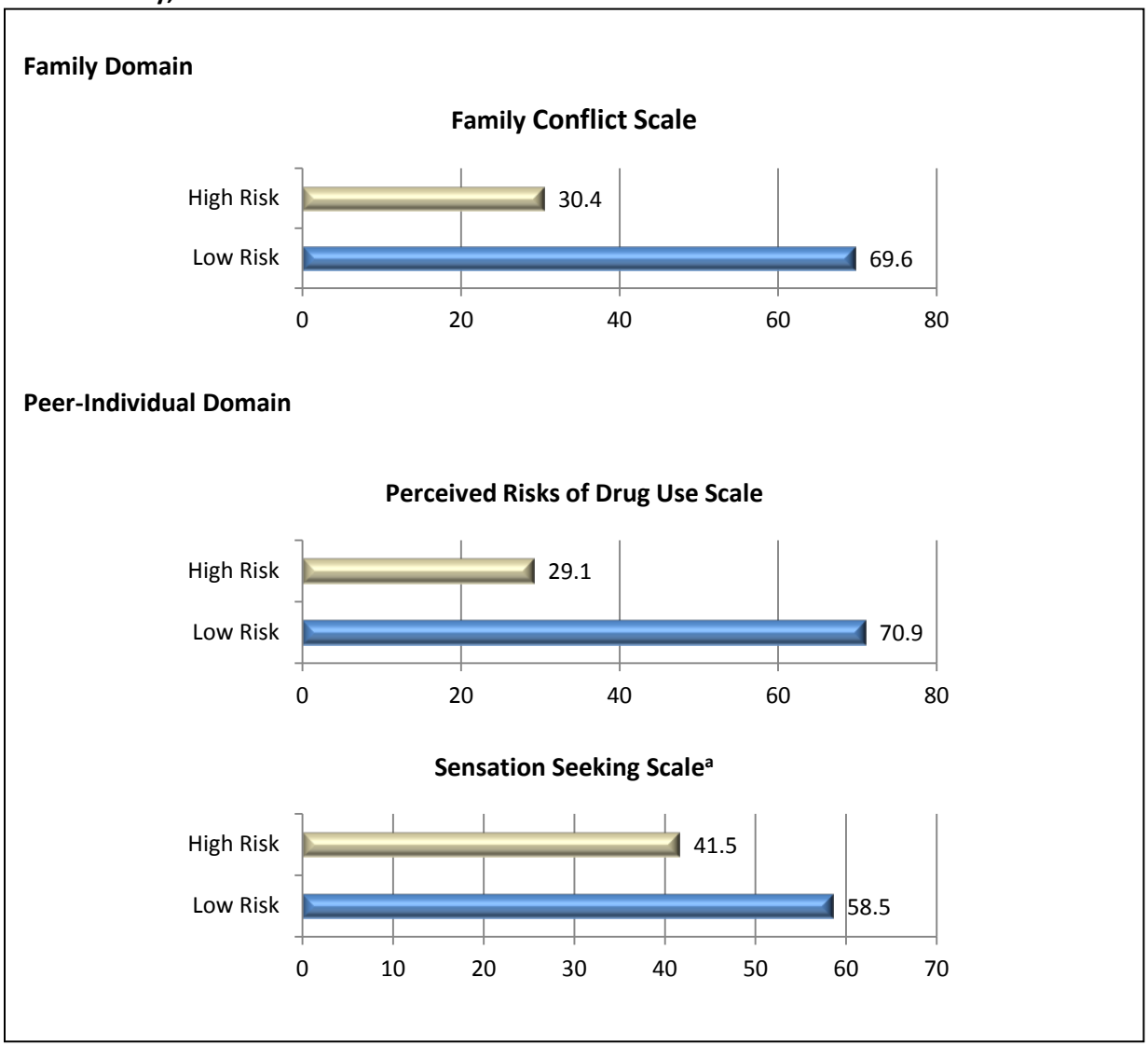
Note. The scale is missing one item out of four items from the original Communities That Care scale. The national standards (cut-points) for categorizing scores as low or high protection are provided by the Social Development Research Group at the University of Washington. All percentages were calculated from valid cases (missing responses were not included).

Table 65. Percentage of Students with Protective Factor Scores Below the National Standard (Low Protection), Belief in Moral Order Scale, by Past Month Substance Use, Fairfax County, 2012

	2010	2011	2012
Past Month Substance Use			
No substance use	29.3	26.0	24.6
Any use	60.1	51.1	49.7

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

Figure 9. Percentage of Students with Risk Factor Scores Above or Below the National Standard, Fairfax County, 2012



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).

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

Table 66. Percentage of Students with Risk Factor Scores Above the National Standard (High Risk), by Gender, Fairfax County, 2010 – 2012

		2010	2011	2012
Family Domain Risk Factor Scale				
Family Conflict	Female	30.6	30.2	29.4
	Male	32.2	32.1	31.4
Peer-Individual Domain Risk Factor Scales				
Perceived Risks of Drug Use	Female	27.5	27.5	26.9
	Male	30.0	30.7	31.1
Sensation Seeking[a]	Female	29.4	32.1	32.9
	Male	50.5	50.6	50.1

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).

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

Table 67. Percentage of Students with Risk Factor Scores Above the National Standard (High Risk), by Past Month Substance Use, Fairfax County, 2010 – 2012

		2010	2011	2012
Family Domain Risk Factor Scale				
Family Conflict	No use	29.6	29.7	29.1
	Any use	58.4	54.8	58.6
Peer-Individual Domain Risk Factor Scales				
Perceived Risks of Drug Use	No use	27.2	27.7	27.9
	Any use	48.2	48.5	48.7
Sensation Seeking[a]	No use	38.3	40.3	40.3
	Any use	70.7	69.9	75.0

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

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

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APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS

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

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

In 2005, additional items on substance use and risk factors were added to the previous survey instrument. Students in the sixth grade were included in the survey for the first time. Classes were randomly selected from all sixth-grade classes, and eighth-, tenth-, and twelfth-grade English classes. Almost every elementary, middle, and high school (including the three alternative high schools) were represented. A total of 13,235 questionnaires were completed by students, representing nearly one-third of 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 Factors Survey*. These questionnaires were administered to eighth-, tenth-, and twelfth-grade students. To allow for year-to-year comparisons, both instruments included 39 "core questions." The *Risk and Protective Factors Survey* included additional questions about risk and protective factors while the *Healthy Behaviors Survey* included additional questions about health, health risks, and outcomes. A separate *6th Grade Survey* was developed in 2008 due to concerns with both the length and language of the questionnaires for use with the older students. The 2008 *6th Grade Survey* had fewer questions but included most of the core items in the other questionnaires.

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

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

Table 68. Instruments Used to Survey Fairfax County Youth, 2001-2012

Year	*Survey*	*Targeted Population*	*Number of Questions*	*National Comparison*
2001	Fairfax County Youth Survey	8th, 10th, 12th	228	MTF
2003	Virginia Community Youth Survey	8th, 10th, 12th	135	MTF
2005	Fairfax County Youth Survey	6th, 8th, 10th, 12th	137	MTF (for 8th, 10th, and 12th)
2008	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	154	MTF
	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	109	YRBS
	Fairfax County Youth Survey: 6th Grade Survey	6th	62	None
2009	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	151	MTF & YRBS
	Fairfax County Youth Survey: 6th Grade Survey	6th	82	None
2010	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	203	MTF
	Fairfax County Youth Survey: 6th Grade Survey	6th	84	None
2011	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	155	MTF & YRBS
	Fairfax County Youth Survey: 6th Grade Survey	6th	84	None
2012	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	207	MTF
	Fairfax County Youth Survey: 6th Grade Survey	6th	84	None

APPENDIX B. SURVEY METHODOLOGY

SURVEY VALIDITY, RELIABILITY, AND SAMPLING

The validity of a survey is the extent to which it measures what its designers intend it to measure. Reliability is an estimate of how consistently survey items measure the same concept each time they are administered under the same conditions and with the same subjects. To ensure the validity and reliability of the information about student behaviors, the 2012 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 Centers 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 2012 Fairfax County Youth Survey used a nonrandom sampling procedure (i.e., all sixth-grade students were invited to participate). A nonrandom sampling procedure limits the extent to which the results of the survey can be generalized to populations other than the sample who completed the survey. This type of sample selection may also introduce sampling bias, meaning that one or more shared characteristics systematically may differentiate those who completed the survey from those who did not.

The 2012 Fairfax County *6th Grade Survey* had a response rate of 89.9%. Table 3 on page 13 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.

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 2012 Fairfax County *6th Grade Survey* are shown in Table 69. The alpha values in the 2012 survey ranged from 0.610 to 0.897.

Table 69. Internal Reliability of Risk and Protective Factor Scales

Item Set	*Number of Questions*	*Cronbach's Alpha*
Belief in Moral Order[a]	3	.610
Sensation Seeking[b]	2	.768
Perceived Risks of Drug Use	4	.897
Family Conflict	3	.804

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

DATA PROCESSING METHODOLOGY

The following six conditions were used to clean the 2012 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 70 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 70. Number of Usable Questionnaires, Fairfax County, 2012

	Number	Percent
Rejected questionnaires		
Blank questionnaires	79	0.7
"Not honest at all" responses	70	0.6
Reported fictitious drug use	66	0.6
Rejected by grade check	61	0.5
Rejected by consistency check	0	0.0
Rejected by dose check	0	0.0
Total number of usable questionnaires	**11,613**	**97.6**
Total	11,889	100.0

DATA ANALYSIS METHODOLOGY

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

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

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).

* 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.

APPENDIX C. ASSESSING RISK AND PROTECTIVE FACTORS

Researchers have identified risk factors that can reliably predict adolescent substance use and other problem behaviors such as delinquency, violence, and dropping out of school. Protective factors that reduce the likelihood that youth will engage in problem behaviors have also been identified (Hawkins, Catalano, & Miller, 1992). These factors are found in four areas of a child's environment: school, community, family, and peer-individual. 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.

The 2012 Fairfax County *6th Grade Survey* measured risk and protective factors in the family and individual-peer domains, using 13 items from the Communities That Care (CTC) Youth Survey. The CTC survey instrument was developed by Drs. J. David Hawkins and Richard F. Catalano of the Social Development Research Group at the University of Washington to measure a broad array of risk and protective factors among youth. It contains 158 items scaled to measure 38 risk and protective factor constructs (scales). The CTC survey does not measure all risk and protective factors identified by research as predictive of adolescent substance abuse and delinquency, while some of the risk factors are measured by more than one scale. 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).

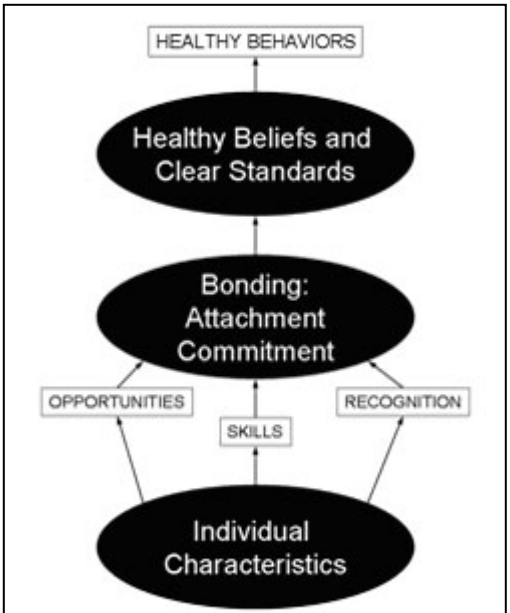
Risk Factors

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. The 20 risk factors identified by Hawkins, Catalano, and Miller (1992) are presented in the following chart.

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	✓	✓			✓
	Media portrayal of violence					✓
	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.



The Social Development Strategy

Measuring Levels of Risk and Protection

The 2012 Fairfax County *6th Grade Survey* measured three risk factors and one protective factor using sets of survey items called scales. Each scale is comprised of between two and four questions, described below. A survey respondent's score for each scale was compared to a national standard to determine if the score falls above or below the standard (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, allowing prevention planners to target their prevention efforts as precisely as possible.

VARIABLES COMPRISING THE 2012 FAIRFAX COUNTY RISK AND PROTECTIVE FACTOR SCALES

The following scales from the Communities That Care Youth Survey were included in the 2012 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 Factor Scale

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 Factor Scale

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 Factor Scales

Perceived Risks 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	70	0.6
	11	8,824	76.1
	12	2,632	22.7
	13	70	0.6
	14 or older	1	0.0
	Total	11,597	100.0
Missing		16	
Total		11,613	

Q3 Gender

		Number	Valid %
Valid	Female	5,723	49.7
	Male	5,801	50.3
	Total	11,525	100.0
Missing		88	
Total		11,613	

Q4 & Q5 Race/Ethnicity

		Number	Valid %
Valid	White	4,648	41.6
	Black	1,168	10.4
	Hispanic	2,387	21.3
	Asian/Pacific Islander	2,226	19.9
	Multiple	759	6.8
	Total	11,189	100.0
Missing		424	
Total		11,613	

Q6 Which of the following people live with you?

		Number	Valid %[a]
Valid	Mother	11,088	96.2
	Father	9,457	82.1
	Stepmother	248	2.2
	Stepfather	589	5.1
	Grandmother(s)	1,267	11.0
	Grandfather(s)	686	6.0
	Foster parent	18	0.2
	Other adults	1,145	9.9
	Sister(s)	6,221	54.0
	Brother(s)	6,308	54.8
	Stepsister(s)	194	1.7
	Stepbrother(s)	245	2.1
	Other children	534	4.6

[a] Denominator = 11,520. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (missing = 93).

Q7 What language do you use most often at home?

		Number	Valid %
Valid	English	8,325	74.5
	Spanish	1,300	11.6
	Another language	1,546	13.8
	Total	11,171	100.0
Missing		442	
Total		11,613	

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

		Number	Valid %
Valid	Mostly Fs	21	0.2
	Mostly Ds	99	0.9
	Mostly Cs	751	6.8
	Mostly Bs	4,326	38.9
	Mostly As	5,926	53.3
	Total	11,124	100.0
Missing		489	
Total		11,613	

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

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

		Number	Valid %
Valid	NO!!	9,209	80.3
	no	1,954	17.0
	yes	265	2.3
	YES!!	45	0.4
	Total	11,473	100.0
Missing		140	
Total		11,613	

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

		Number	Valid %
Valid	Usually	350	3.1
	Sometimes	6,241	54.6
	Never	4,838	42.3
	Total	11,429	100.0
Missing		184	
Total		11,613	

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

		Number	Valid %
Valid	Strongly agree	6,523	56.9
	Agree	4,007	34.9
	Not sure	790	6.9
	Disagree	103	0.9
	Strongly disagree	49	0.4
	Total	11,472	100.0
Missing		141	
Total		11,613	

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

		Number	Valid %
Valid	Strongly agree	6,868	60.6
	Agree	2,880	25.4
	Not sure	1,016	9.0
	Disagree	291	2.6
	Strongly disagree	272	2.4
	Total	11,327	100.0
Missing		286	
Total		11,613	

Q13 I feel safe at my school.

		Number	Valid %
Valid	NO!!	177	1.6
	no	578	5.1
	yes	4,755	41.8
	YES!!	5,881	51.6
	Total	11,391	100.0
Missing		222	
Total		11,613	

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	2,296	20.9
	No	8,708	79.1
	Total	11,004	100.0
Missing		609	
Total		11,613	

Q15 I ignore rules that get in my way.

		Number	Valid %
Valid	Very false	6,253	55.7
	Somewhat false	3,423	30.5
	Somewhat true	1,387	12.4
	Very true	166	1.5
	Total	11,229	100.0
Missing		384	
Total		11,613	

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

		Number	Valid %
Valid	NO!!	1,659	14.7
	no	3,257	28.8
	yes	4,221	37.4
	YES!!	2,156	19.1
	Total	11,292	100.0
Missing		321	
Total		11,613	

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

		Number	Valid %
Valid	NO!!	114	1.0
	no	331	2.9
	yes	3,361	29.4
	YES!!	7,617	66.7
	Total	11,422	100.0
Missing		191	
Total		11,613	

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

		Number	Valid %
Valid	NO!!	8,227	72.4
	no	2,649	23.3
	yes	372	3.3
	YES!!	111	1.0
	Total	11,359	100.0
Missing		254	
Total		11,613	

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

		Number	Valid %
Valid	Never	6,724	59.1
	I've done it, but not in the past year	3,126	27.5
	Less than once a month	774	6.8
	About once a month	316	2.8
	Two or three times a month	244	2.1
	Once a week or more	191	1.7
	Total	11,374	100.0
Missing		239	
Total		11,613	

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

		Number	Valid %
Valid	Never	4,788	42.1
	I've done it, but not in the past year	3,676	32.4
	Less than once a month	1,288	11.3
	About once a month	614	5.4
	Two or three times a month	477	4.2
	Once a week or more	518	4.6
	Total	11,362	100.0
Missing		251	
Total		11,613	

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

		Number	Valid %
Valid	Never	9,802	86.1
	1 to 2 times	812	7.1
	3 to 5 times	281	2.5
	6 to 9 times	152	1.3
	10 to 19 times	109	1.0
	20 to 29 times	59	0.5
	30 to 39 times	40	0.4
	40 or more times	129	1.1
	Total	11,383	100.0
Missing		230	
Total		11,613	

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

		Number	Valid %
Valid	Extremely important	5,545	48.9
	Quite important	4,376	38.6
	Not sure	1,014	8.9
	Somewhat important	346	3.1
	Not important	65	0.6
	Total	11,346	100.0
Missing		267	
Total		11,613	

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	5,506	48.5
	Quite important	4,154	36.6
	Not sure	1,086	9.6
	Somewhat important	484	4.3
	Not important	116	1.0
	Total	11,346	100.0
Missing		267	
Total		11,613	

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	6,471	56.9
	Agree	3,480	30.6
	Not sure	905	8.0
	Disagree	342	3.0
	Strongly disagree	184	1.6
	Total	11,381	100.0
Missing		232	
Total		11,613	

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	2,972	26.1
	Agree	5,347	47.0
	Not sure	2,295	20.2
	Disagree	554	4.9
	Strongly disagree	208	1.8
	Total	11,375	100.0
Missing		238	
Total		11,613	

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	2,840	25.1
	Agree	5,223	46.1
	Not sure	2,423	21.4
	Disagree	634	5.6
	Strongly disagree	214	1.9
	Total	11,334	100.0
Missing		279	
Total		11,613	

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	4,561	40.4
	Sometimes	5,537	49.0
	A little	1,022	9.0
	Never	179	1.6
	Total	11,298	100.0
Missing		315	
Total		11,613	

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

		Number	Valid %
Valid	Never	1,239	11.1
	I've done it, but not in the past year	1,657	14.8
	Less than once a month	550	4.9
	About once a month	559	5.0
	Two or three times a month	908	8.1
	Once a week or more	6,254	56.0
	Total	11,166	100.0
Missing		447	
Total		11,613	

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

		Number	Valid %
Valid	Never	3,652	32.6
	I've done it, but not in the past year	2,546	22.7
	Less than once a month	1,740	15.5
	About once a month	1,512	13.5
	Two or three times a month	999	8.9
	Once a week or more	754	6.7
	Total	11,203	100.0
Missing		410	
Total		11,613	

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

		Number	Valid %
Valid	Not at all	1,481	13.0
	Less than 1 hour per day	2,328	20.4
	1 hour per day	2,241	19.7
	2 hours per day	2,449	21.5
	3 hours per day	1,461	12.8
	4 hours per day	541	4.8
	5 or more hours per day	887	7.8
	Total	11,387	100.0
Missing		226	
Total		11,613	

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	1,215	10.7
	Less than 1 hour per day	3,018	26.5
	1 hour per day	2,335	20.5
	2 hours per day	2,002	17.6
	3 hours per day	1,158	10.2
	4 hours per day	619	5.4
	5 or more hours per day	1,032	9.1
	Total	11,378	100.0
Missing		235	
Total		11,613	

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	469	4.2
	1 day	543	4.9
	2 days	897	8.1
	3 days	1,376	12.4
	4 days	1,797	16.2
	5 days	1,925	17.3
	6 days	1,323	11.9
	7 days	2,789	25.1
	Total	11,120	100.0
Missing		493	
Total		11,613	

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

		Number	Valid %
Valid	Never	6,633	59.3
	It's happened, but not in the past year	2,358	21.1
	A few times in the past year	1,483	13.3
	About once a month	240	2.2
	Two or three times a month	180	1.6
	Once a week or more	193	1.7
	Every day	103	0.9
	Total	11,192	100.0
Missing		421	
Total		11,613	

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

		Number	Valid %
Valid	Never	9,609	85.3
	It's happened, but not in the past year	1,021	9.1
	A few times in the past year	434	3.9
	About once a month	80	0.7
	Two or three times a month	49	0.4
	Once a week or more	43	0.4
	Every day	30	0.3
	Total	11,268	100.0
Missing		345	
Total		11,613	

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	3,581	31.9
	It's happened, but not in the past year	2,666	23.7
	A few times in the past year	2,566	22.8
	About once a month	612	5.5
	Two or three times a month	586	5.2
	Once a week or more	708	6.3
	Every day	518	4.6
	Total	11,237	100.0
Missing		376	
Total		11,613	

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	7,549	67.3
	It's happened, but not in the past year	1,625	14.5
	A few times in the past year	1,229	11.0
	About once a month	268	2.4
	Two or three times a month	233	2.1
	Once a week or more	195	1.7
	Every day	124	1.1
	Total	11,224	100.0
Missing		389	
Total		11,613	

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	8,950	79.3
	It's happened, but not in the past year	799	7.1
	A few times in the past year	591	5.2
	About once a month	214	1.9
	Two or three times a month	191	1.7
	Once a week or more	314	2.8
	Every day	230	2.0
	Total	11,290	100.0
Missing		323	
Total		11,613	

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

		Number	Valid %
Valid	Never	9,953	87.5
	1 to 2 times	880	7.7
	3 to 5 times	272	2.4
	6 to 9 times	110	1.0
	10 to 19 times	58	0.5
	20 to 29 times	33	0.3
	30 to 39 times	12	0.1
	40 or more times	57	0.5
	Total	11,375	100.0
Missing		238	
Total		11,613	

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

		Number	Valid %
Valid	Never	10,801	95.0
	1 to 2 times	436	3.8
	3 to 5 times	68	0.6
	6 to 9 times	28	0.3
	10 to 19 times	14	0.1
	20 to 29 times	5	0.0
	30 to 39 times	4	0.0
	40 or more times	11	0.1
	Total	11,368	100.0
Missing		245	
Total		11,613	

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	1,320	11.8
	Slight risk	397	3.5
	Moderate risk	1,472	13.1
	Great risk	8,008	71.5
	Total	11,197	100.0
Missing		416	
Total		11,613	

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

		Number	Valid %
Valid	No risk	1,581	14.6
	Slight risk	1,828	16.9
	Moderate risk	3,019	27.9
	Great risk	4,389	40.6
	Total	10,817	100.0
Missing		796	
Total		11,613	

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

		Number	Valid %
Valid	No risk	1,451	13.4
	Slight risk	276	2.6
	Moderate risk	1,037	9.6
	Great risk	8,047	74.4
	Total	10,811	100.0
Missing		802	
Total		11,613	

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	1,656	15.0
	Slight risk	1,953	17.7
	Moderate risk	3,324	30.1
	Great risk	4,117	37.3
	Total	11,050	100.0
Missing		563	
Total		11,613	

Q44 Have you ever smoked cigarettes?

		Number	Valid %
Valid	Never	11,147	98.4
	Once or twice	156	1.4
	Once in a while but not regularly	11	0.1
	Regularly in the past	7	0.1
	Regularly now	10	0.1
	Total	11,331	100.0
Missing		282	
Total		11,613	

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

		Number	Valid %
Valid	Not at all	11,242	99.7
	Less than one cigarette per day	19	0.2
	One to five cigarettes per day	3	0.0
	About one-half pack per day	3	0.0
	About one pack per day	1	0.0
	More than one pack per day	5	0.0
	Total	11,274	100.0
Missing		339	
Total		11,613	

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	1,992	17.6
	No	9,323	82.4
	Total	11,315	100.0
Missing		298	
Total		11,613	

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

		Number	Valid %
Valid	None	11,092	97.9
	1-2 days	187	1.7
	3-5 days	31	0.3
	6-9 days	12	0.1
	10 or more days	8	0.1
	Total	11,330	100.0
Missing		283	
Total		11,613	

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

		Number	Valid %
Valid	Yes	76	0.7
	No	11,289	99.3
	Total	11,366	100.0
Missing		247	
Total		11,613	

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

		Number	Valid %
Valid	None	11,274	99.7
	1-2 days	24	0.2
	3-5 days	3	0.0
	6-9 days	2	0.0
	10 or more days	2	0.0
	Total	11,306	100.0
Missing		307	
Total		11,613	

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

		Number	Valid %
Valid	Yes	638	5.7
	No	10,543	94.3
	Total	11,181	100.0
Missing		432	
Total		11,613	

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	10,925	97.5
	1-2 days	214	1.9
	3-5 days	29	0.3
	6-9 days	17	0.2
	10 or more days	22	0.2
	Total	11,207	100.0
Missing		406	
Total		11,613	

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

		Number	Valid %
Valid	Yes	50	0.4
	No	11,291	99.6
	Total	11,341	100.0
Missing		272	
Total		11,613	

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

		Number	Valid %
Valid	None	11,265	99.8
	1-2 days	16	0.1
	3-5 days	4	0.0
	6-9 days	1	0.0
	10 or more days	6	0.1
	Total	11,292	100.0
Missing		321	
Total		11,613	

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

		Number	Valid %
Valid	Very hard	7,194	70.3
	Sort of hard	1,690	16.5
	Sort of easy	859	8.4
	Very easy	491	4.8
	Total	10,234	100.0
Missing		1,379	
Total		11,613	

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

		Number	Valid %
Valid	Very hard	8,586	84.7
	Sort of hard	828	8.2
	Sort of easy	412	4.1
	Very easy	313	3.1
	Total	10,139	100.0
Missing		1,474	
Total		11,613	

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	382	3.4
	1 to 3 times during the past 7 days	1,510	13.5
	4 to 6 times during the past 7 days	1,729	15.4
	1 time per day	1,405	12.5
	2 times per day	2,539	22.7
	3 times per day	1,553	13.9
	4 or more times per day	2,091	18.7
	Total	11,210	100.0
Missing		403	
Total		11,613	

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	696	6.2
	1 to 3 times during the past 7 days	1,842	16.4
	4 to 6 times during the past 7 days	1,519	13.6
	1 time per day	2,082	18.6
	2 times per day	2,094	18.7
	3 times per day	1,278	11.4
	4 or more times per day	1,702	15.2
	Total	11,213	100.0
Missing		400	
Total		11,613	

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

		Number	Valid %
Valid	I did not drink soda or pop during the past 7 days	4,500	40.2
	1 to 3 times during the past 7 days	4,468	39.9
	4 to 6 times during the past 7 days	705	6.3
	1 time per day	716	6.4
	2 times per day	388	3.5
	3 times per day	152	1.4
	4 or more times per day	280	2.5
	Total	11,209	100.0
Missing		404	
Total		11,613	

Q61 How many times have you changed homes since kindergarten?

		Number	Valid %
Valid	None	5,543	49.2
	1-2 times	3,331	29.6
	3-4 times	1,582	14.0
	5-6 times	520	4.6
	7 or more times	291	2.6
	Total	11,267	100.0
Missing		346	
Total		11,613	

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

		Number	Valid %
Valid	NO!!	468	4.1
	no	674	5.9
	yes	3,365	29.6
	YES!!	6,852	60.3
	Total	11,360	100.0
Missing		253	
Total		11,613	

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

		Number	Valid %
Valid	NO!!	4,368	38.9
	no	3,987	35.5
	yes	2,165	19.3
	YES!!	700	6.2
	Total	11,220	100.0
Missing		393	
Total		11,613	

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

		Number	Valid %
Valid	NO!!	4,575	41.0
	no	3,985	35.7
	yes	2,030	18.2
	YES!!	582	5.2
	Total	11,171	100.0
Missing		442	
Total		11,613	

Q65 People in my family have serious arguments.

		Number	Valid %
Valid	NO!!	5,708	51.4
	no	3,356	30.2
	yes	1,427	12.9
	YES!!	616	5.6
	Total	11,108	100.0
Missing		505	
Total		11,613	

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	8,785	77.6
	Rarely	1,635	14.4
	Sometimes	686	6.1
	Most of the time	151	1.3
	Always	61	0.5
	Total	11,318	100.0
Missing		295	
Total		11,613	

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

		Number	Valid %
Valid	Frequently	6,846	60.9
	Sometimes	3,821	34.0
	Never	577	5.1
	Total	11,244	100.0
Missing		369	
Total		11,613	

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

		Number	Valid %
Valid	Frequently	7,499	67.0
	Sometimes	3,469	31.0
	Never	230	2.1
	Total	11,199	100.0
Missing		414	
Total		11,613	

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	3,112	27.9
	Sometimes	6,301	56.5
	Never	1,745	15.6
	Total	11,158	100.0
Missing		455	
Total		11,613	

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

		Number	Valid %
Valid	Frequently	7,941	70.7
	Sometimes	2,804	25.0
	Never	489	4.4
	Total	11,233	100.0
Missing		380	
Total		11,613	

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

		Number	Valid %
Valid	Strongly agree	5,100	45.9
	Agree	5,377	48.4
	Disagree	524	4.7
	Strongly disagree	121	1.1
	Total	11,123	100.0
Missing		490	
Total		11,613	

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

		Number	Valid %
Valid	0 hours	4,218	38.1
	1 hour	3,511	31.7
	2 hours	1,885	17.0
	3-5 hours	1,087	9.8
	6-10 hours	217	2.0
	11 or more hours	162	1.5
	Total	11,080	100.0
Missing		533	
Total		11,613	

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

		Number	Valid %
Valid	Never	3,805	34.3
	Once	2,205	19.9
	Twice	1,817	16.4
	3-4 times	1,535	13.8
	5 or more times	1,747	15.7
	Total	11,110	100.0
Missing		503	
Total		11,613	

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

		Number	Valid %
Valid	Never	997	9.0
	Once	1,409	12.7
	Twice	1,794	16.2
	3-4 times	2,490	22.5
	5 or more times	4,382	39.6
	Total	11,071	100.0
Missing		542	
Total		11,613	

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	2,658	23.9
	Sometimes	5,992	54.0
	Never	2,452	22.1
	Total	11,101	100.0
Missing		512	
Total		11,613	

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

		Number	Valid %
Valid	Yes	1,617	15.1
	No	9,063	84.9
	Total	10,679	100.0
Missing		934	
Total		11,613	

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

		Number	Valid %
Valid	Very important	3,867	35.8
	Quite important	2,804	26.0
	Fairly important	2,131	19.7
	Slightly important	1,171	10.9
	Not at all important	822	7.6
	Total	10,797	100.0
Missing		816	
Total		11,613	

Q78 Being good at planning ahead is...

		Number	Valid %
Valid	Not at all like me	523	4.7
	A little like me	2,241	20.2
	Somewhat like me	3,234	29.1
	Quite like me	3,363	30.3
	Very much like me	1,751	15.8
	Total	11,111	100.0
Missing		502	
Total		11,613	

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

		Number	Valid %
Valid	Not at all like me	4,865	43.4
	A little like me	3,895	34.8
	Somewhat like me	1,518	13.6
	Quite like me	580	5.2
	Very much like me	348	3.1
	Total	11,206	100.0
Missing		407	
Total		11,613	

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	569	5.1
	A little like me	769	6.9
	Somewhat like me	793	7.1
	Quite like me	2,024	18.2
	Very much like me	6,990	62.7
	Total	11,145	100.0
Missing		468	
Total		11,613	

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	453	4.2
	A little like me	1,341	12.3
	Somewhat like me	2,336	21.5
	Quite like me	3,465	31.8
	Very much like me	3,291	30.2
	Total	10,886	100.0
Missing		727	
Total		11,613	

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

		Number	Valid %
Valid	Strongly agree	1,389	12.7
	Agree	2,118	19.4
	Disagree	2,728	25.0
	Strongly disagree	4,685	42.9
	Total	10,920	100.0
Missing		693	
Total		11,613	

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

		Number	Valid %
Valid	Strongly agree	5,344	50.0
	Agree	3,580	33.5
	Disagree	956	9.0
	Strongly disagree	806	7.5
	Total	10,685	100.0
Missing		928	
Total		11,613	

Q84 How honest were you in filling out this survey?

		Number	Valid %
Valid	I was very honest	9,202	82.2
	I was honest pretty much of the time	1,796	16.0
	I was honest some of the time	159	1.4
	I was honest once in a while	36	0.3
	Total	11,194	100.0
Missing		419	
Total		11,613	

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