

Fairfax County 6th Grade Youth Survey



School Year 2017 - 2018

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Fall 2018

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**2017 Fairfax County
6th Grade Youth Survey**

School Year 2017-2018

Results and Tabulations

Publication Date: September 2018

A complete copy of this report, as well as previous 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 *2017 Fairfax County Youth Survey of 6th Grade Students*. The survey examined behaviors, experiences, and other factors that influence the health and well-being of the county's youth. Students' participation in the survey was voluntary and anonymous. The Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the survey to provide information about youth behaviors – those that are positive as well as those that are harmful. These data provide insight into the prevalence and frequency of substance use, violence and delinquency, health and health risk behaviors, and extracurricular activities of the students. The survey also assesses factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors.

This is the 13th year that the Fairfax County Youth Survey has been conducted and the 11th year that sixth-grade students have participated in the survey. The survey was administered in November 2017, and resulted in valid responses from 12,247 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 33,238 valid responses. This report, as well as a report of the *2017 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* can be found at www.fairfaxcounty.gov/youthsurvey.

KEY FINDINGS

Substance Use

- Alcohol was the most frequently used substance among Fairfax County sixth-grade students in their lifetime, with 14.3% of the students having consumed it at least once. Male students were more likely to have reported using alcohol in their lifetime (17.2% vs. 11.3% of female students).
- Inhalants were the second most frequently used substance by the students in their lifetime (3.7%). Fewer students reported ever smoking cigarettes (1.1%), using marijuana (0.6%), or using other illegal drugs (0.5%).
- The percentage of students who reported ever having used alcohol or inhalants has generally declined from 2010. The lifetime rate of alcohol use in 2017 was 6.8 percentage points lower than in 2010. Rates of lifetime inhalant use declined by half over the same period, falling 4.3 percentage points from the 2010 rate.
- Almost two percent of sixth-grade students (1.8%) reported using inhalants in the past month, and 1.5% reported using alcohol. Less than one percent of the students reported smoking cigarettes, using marijuana, or using other drugs (0.2% each) in the past month.

- Lifetime prevalence of cigarette smoking has dropped 1.0 percentage point since 2010, while the use of marijuana and other drugs have remained nearly unchanged since then.

(See Lifetime Substance Use and Past Month Substance Use tables on pages 15 and 16.)

Aggressive Behaviors

- Nearly forty percent of the Fairfax County sixth-grade students (38.4%) reported having had something bad said to them about their race or culture, and approximately one in six of the students (16.9%) reported having made derogatory comments about someone's race or culture. Male students were more likely to report making derogatory comments (20.0% compared to 13.7% of female students) and having such comments made to them (39.9% vs. 36.8%). Over half of the Black students (52.3%) and Asian students (51.2%) reported experiencing the aggression.
- Nearly one-fourth of the students (24.4%) reported having been bullied on school property in the past year, while 4.2% of the students reported bullying someone on school property. More female students reported being bullied on school property (26.0%) compared to male students (22.9%).
- Ten percent of the students (10.3%) reported having been cyberbullied by a student at their school in the past year, while 3.7% reported cyberbullying a student at their school. Female students were more likely to report experiencing the aggression (12.5% compared to 8.1% of male students). The percentages of students who reported cyberbullying and having been cyberbullied increased slightly from 2016, when the lowest rates since 2010 were observed.
- One in ten of the sixth-grade students (9.4%) reported carrying a weapon in the past month, while less than one percent (0.9%) did so on school property. Male students were more than twice as likely to report carrying a weapon (13.0% compared to 5.6% of female students), although rates for carrying a weapon on school property were nearly identical for male and female students (1.0% and 0.9%, respectively).

Physical Activity and Non-Academic Use of Electronic Media

- Slightly less than half of the students (48.5%) reported being physically active for at least one hour per day on five or more days in the past week. Male students were more likely to report this level of activity than female students (53.9% and 42.7%, respectively). The percentage of students reporting this level of activity has declined by 7.6 percentage points since 2011.
- Approximately one in seven students (14.7%) reported watching three or more hours of television on an average school day, which was 13.9 percentage points lower than in 2010. There was little difference between genders.
- Almost one-third of the students (31.0%) reported spending three or more hours on an average school day playing video games or using a computer or other electronic device (such as iPads or smartphones) for non-academic purposes. Male students were more likely to report spending three

or more hours engaged in this activity than female students (33.5% and 28.1%, respectively). The 2017 rate is 9.8 percentage points higher than in 2010.

Nutrition

- Three in ten Fairfax County sixth-grade students (29.7%) reported eating fruits and vegetables at least five times per day in the week prior to the survey, with nearly identical rates for male and female students. This was the lowest rate reported in the past eight years.
- Almost half of the students (45.9%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 9.4% reported drinking non-diet soda at least once a day in the week prior to the survey. Male students were slightly more likely to drink non-diet soda daily than female students (10.9% and 7.7%, respectively). The percentage of students reporting daily soda use has declined 7.1 percentage points since 2010.
- One in seven of the students (14.0%) reported drinking non-carbonated sugar-sweetened beverages at least once per day, while 6.8% reported consuming sports drinks daily and 2.0% consumed energy drinks daily.
- Nearly one-third of the Fairfax County students (31.2%) reported drinking a sweetened beverage (all categories combined) at least once per day. Male students were more likely to report consuming a sweetened beverage daily (36.3% compared to 25.9% of female students).
- Eight percent of the students (8.4%) reported going hungry in the past month (some of the time, most of the time, or always) due to a lack of food in the home. There was very little difference among male and female students. The percentage of students who reported going hungry in the past month has varied very little since 2010.

Mental Health

- One in seven of the Fairfax County sixth-grade students (14.2%) reported experiencing a high level of stress during the month prior to the survey, and 47.0% reported experiencing a moderate level. A larger percentage of female students reported a high level of stress (15.4% compared to 12.8% of male students).
- Nearly one-fourth of sixth-grade students (22.3%) reported feeling so sad or hopeless every day for two or more weeks in a row within the past year that they stopped doing some usual activities. Female students were more likely to report experiencing this level of sadness (24.2% compared to 20.1% of male students). The percentage of students reporting this experience was higher than the 2016 rate (20.7%). Since 2010 the rate has fluctuated between 20.3% and 22.5%.

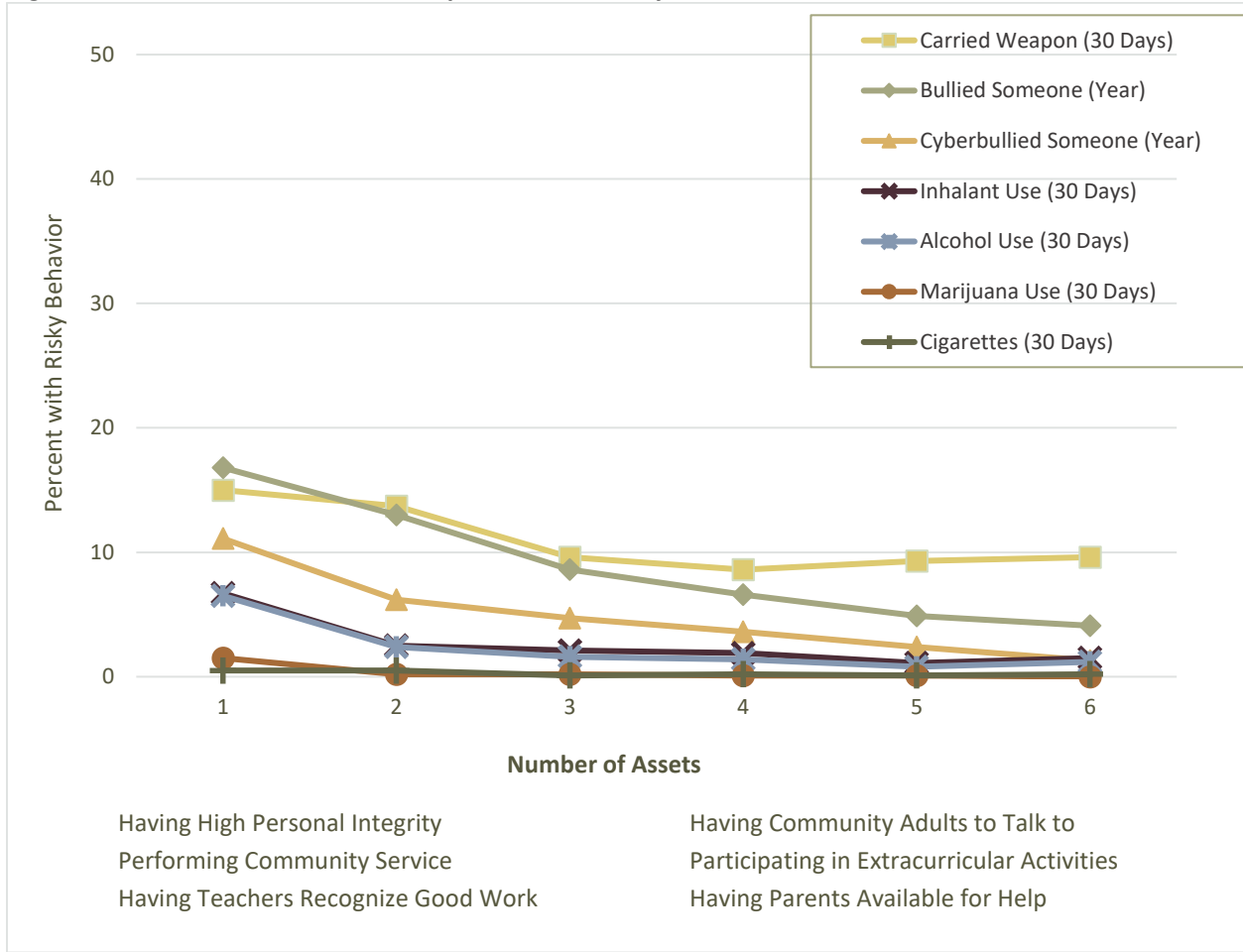
Extra-Curricular Activities and Civic Behaviors

- One-fourth of the Fairfax County students (24.9%) reported that they participate in extracurricular activities at school (such as participation in a team, club, or program) for one hour or more on an average school day, and over half (56.4%) reported participating in such activities away from school for at least one hour. Male students were more likely to participate in activities away from school (58.2% compared to 54.7% of female students). Rates of participation in extracurricular activities away from school varied substantially by race/ethnicity, ranging from 40.5% of Hispanic students to 67.6% of White students.
- Over one-quarter of the students (27.6%) reported spending an hour or more doing homework on an average school day, while 8.4% reported going to work for an hour or more. Female students were more likely to report doing homework outside of school for an hour or more (29.1% compared to 26.0% of male students), while male students were more likely to work for an hour or more (10.5% compared to 6.3% of female students).
- Two-fifths of the students (39.7%) reported volunteering in the past year to do community service, and 60.6% reported being a leader in a group or organization in the past year. Female students were more likely to report volunteering in the past year (42.1% compared to 37.5% of male students) and to report being a leader (61.5% compared to 59.8% of male students). The rate for being a leader was the lowest reported since 2010, while the rate for volunteering increased slightly from the 2016 rate of 39.1% which was the lowest reported since 2010.

Three to Succeed

The Three to Succeed concept is based on the youth survey analysis which shows that having at least three assets 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, in daily life, and in a safe environment. Most young people in Fairfax County report positive influences from their communities, families, schools, and friends. The reduction in risk behaviors among students with at least three assets demonstrates the benefits that are derived when everyone plays a role in ensuring that children are thriving in Fairfax County.

Figure 1. Three to Succeed Asset Graph, Fairfax County, 2017



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

INTRODUCTION

According to the Centers for Disease Control and Prevention, the leading causes of morbidity and mortality among youth and adults in the United States are related to six categories of health-risk behaviors: 1) those that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted infections (including HIV infection); 5) unhealthy dietary behaviors; and 6) physical inactivity. These behaviors often are established during childhood and adolescence and are interrelated (Kann et al., 2016).

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

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

The survey's administration and the use of the survey's 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 2017 Fairfax County Youth Survey was conducted in November, 2017. The survey instrument for sixth-grade students contained 84 questions. The survey derives many of its questions from the Communities That Care Youth Survey (from the U.S. Substance Abuse and Mental Health Services Administration) and the U.S. Centers for Disease Control and Prevention's Youth Risk Behavior Survey.

This is the 13th year that 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* instrument 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. From 2009 to 2014, the two instruments for older students (the *Risk and Protective Factors Survey* and the *Healthy Behaviors Survey*) were administered in alternating years. The questionnaire for the eighth-, tenth-, and twelfth-grade students was re-designed in 2015, resulting in a single instrument that will be administered annually. The instrument for sixth-grade students was also modified slightly in 2015.

The results of the *2017 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* are presented in a separate report, which can be found at www.fairfaxcounty.gov/youthsurvey. A more detailed discussion of the history of the Fairfax County Youth Survey is provided in Appendix A on page 69.

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 12,529 sixth-grade students participated in the 2017 Fairfax County Youth Survey, representing 87.7% of all sixth-grade students enrolled in Fairfax County Public Schools.

Table 1. Response Rate

FCPS Enrollment^a	Number of Respondents	Response Rate
14,281	12,529	87.7%

^aTotal Fairfax County Public Schools enrollment in 6th grade -- November, 2017.

DATA PROCESSING

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

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

- fewer than eight questions were answered
- the student answered "I was not honest at all" on the honesty question
- the student reported use of a fictitious drug (cabenerol)
- the grade information was missing, or the student reported being in 5th or 7th grade
- the student provided more than two inconsistent responses regarding substance use
- the student provided pharmacologically implausible responses (i.e., a combination of drugs and frequencies of use whose cumulative effect would be lethal).

Missing data were not imputed. A more thorough description of the survey administration and validation is presented in Appendix B beginning on page 72.

A total of 282 questionnaires were rejected due to meeting at least one of the data cleaning criteria, leaving 12,247 usable questionnaires (97.7%). 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 (2001-2017)

	Number of Usable Questionnaires
2001 Fairfax County Youth Survey ^a	11,631
2003 Virginia Community Youth Survey ^a	4,074
2005 Fairfax County Youth Survey ^b	13,235
2008	
Risk & Protective Factors Survey ^a	12,468
Healthy Behaviors Survey ^a	3,988
6 th Grade Survey	3,958
2009	
Healthy Behaviors Survey ^a	29,223
6 th Grade Survey	10,927
2010	
Risk & Protective Factors Survey ^a	30,399
6 th Grade Survey	11,049
2011	
Healthy Behaviors Survey ^a	31,106
6 th Grade Survey	11,238
2012	
Risk & Protective Factors Survey ^a	32,027
6 th Grade Survey	11,613
2013	
Healthy Behaviors Survey ^a	32,439
6 th Grade Survey	11,597
2014	
Risk & Protective Factors Survey ^a	32,590
6 th Grade Survey	11,778
2015	
Fairfax County Youth Survey of 8 th , 10 th , and 12 th Grade Students	33,276
Fairfax County Youth Survey of 6 th Grade Students	11,932
2016	
Fairfax County Youth Survey of 8 th , 10 th , and 12 th Grade Students	32,491
Fairfax County Youth Survey of 6 th Grade Students	11,961
2017	
Fairfax County Youth Survey of 8 th , 10 th , and 12 th Grade Students	33,238
Fairfax County Youth Survey of 6 th Grade Students	12,247

^aQuestionnaires administered to 8th-, 10th-, and 12th-grade students. ^bQuestionnaires 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.

Approximately one-third of the survey respondents (35.4%) identified themselves as non-Hispanic White. The largest minority population among survey respondents was Hispanic (25.6%), followed by Asian (19.9%). Over one-fourth of the students (29.2%) reported that a language other than English is the primary language spoken in their home. Demographic characteristics of the students who participated in the survey are compared to the total Fairfax County Public Schools sixth-grade student population in Table 3.

Table 3. Selected Demographic Characteristics of Survey Respondents and Fairfax County Student Population, 2017

	Survey Respondents ^a		FCPS Enrollment ^b	
	Number	Percent	Number	Percent
Gender				
Female	5,935	49.0	6,932	48.5
Male	6,167	51.0	7,360	51.5
Race/Ethnicity^c				
White	4,096	35.4	5,461	38.2
Black	1,291	11.2	1,480	10.4
Hispanic	2,962	25.6	3,702	25.9
Asian	2,308	19.9	2,835	19.8
Other/Multiple	925	8.0	814	5.7

Note. Data in this table are not weighted.

^aBecause of missing responses to the gender and race/ethnicity questions, sums for these categories do not equal the number of valid cases included in the report. ^bTotal 6th-grade enrollment in Fairfax County Public Schools in November, 2017. ^cRacial categories do not include Hispanic students who are treated as a separate category in this table.

* $p < .05$, *** $p < .001$ (statistically significant differences between the percentage of survey respondents and percentage of enrolled students in that demographic category).

Table 4. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
Overall	70.8	15.0	14.3
Gender			
Female	70.2	15.5	14.3
Male	71.4	14.3	14.2
Race/Ethnicity^a			
White	93.7	0.8	5.5
Black	79.8	0.5	19.7
Hispanic	38.4	59.7	1.9
Asian	59.1	0.2	40.7
Other/Multiple	86.1	1.1	12.7

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.

^aRacial 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 75. Although statistically significant differences were observed among sub-populations of the respondents and the FCPS enrollment, data were weighted by pyramid only. Because of the desire to analyze the data at the pyramid level, the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weights by gender or race/ethnicity are applied.

HOW TO INTERPRET RESULTS

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

* 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

Students were asked about their use of alcohol, cigarettes, inhalants, marijuana, and other illegal drugs in the *2017 Fairfax County Youth Survey of 6th Grade Students*. 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.

One in seven Fairfax County sixth-grade students (14.3%) reported having consumed alcohol at least once in their lifetime. The second most commonly used substance was inhalants, with 3.7% reporting use in their lifetime. Male students were more likely to report using alcohol in their lifetime (17.2%) compared to female students (11.3%). Rates of lifetime alcohol use varied among racial/ethnic groups, ranging from 10.1% of Asian students to 16.9% of Hispanic students. The lifetime rates of alcohol and inhalants use continued to decline from previous years, reaching the lowest levels measured by the survey over the past eight years for both substances. Lifetime use of other substances showed little change from previous years, with 1.1% of students reporting that they had smoked cigarettes, 0.6% reporting marijuana use, and 0.5% reporting use of other illegal drugs at least once in their lifetime.

More students reported using inhalants in the past month than alcohol (1.8% vs. 1.5%, respectively). Very few students (0.2% each) reported smoking cigarettes, using marijuana, or using other drugs in the 30 days prior to the survey. Male students were slightly more likely to report alcohol use in the past 30 days (1.7% compared to 1.2% of female students), while female students were slightly more likely to report use of inhalants (2.0% compared to 1.7% of male students).

* Monitoring the Future is an annual survey of substance use that is administered to eighth-, tenth-, and twelfth-grade students across the nation (Johnston et al., 2018).

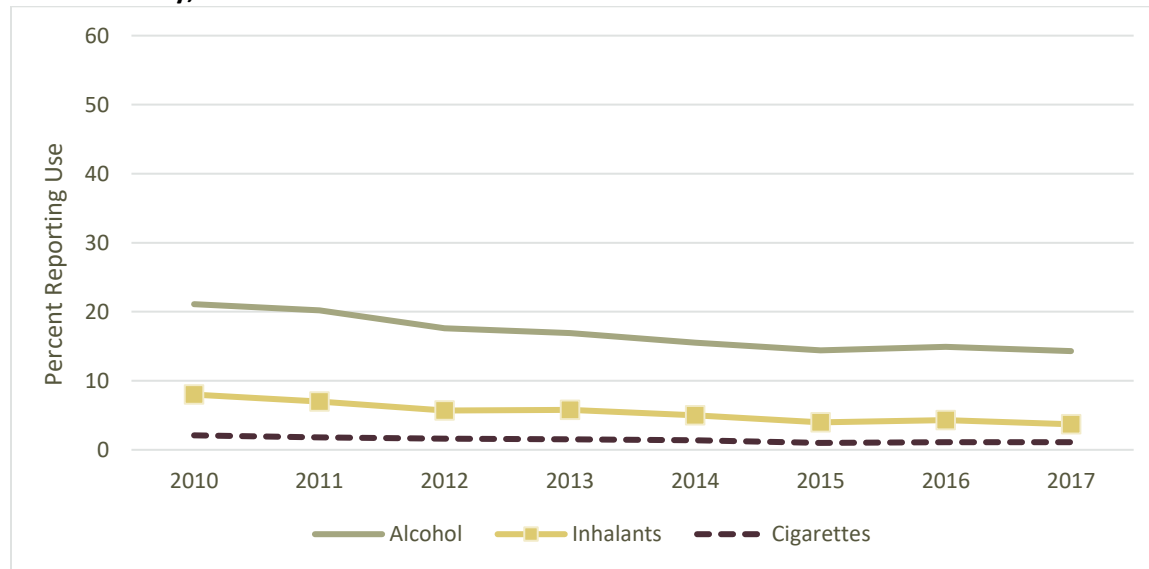
Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2017

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	14.3	3.7	1.1	0.6	0.5
Gender					
Female	11.3	3.7	0.9	0.6	0.4
Male	17.2	3.7	1.3	0.7	0.5
Race/Ethnicity^a					
White	15.3	3.0	0.6	0.4	0.3
Black	14.9	5.8	2.3	0.7	1.1
Hispanic	16.9	4.0	1.7	1.4	0.6
Asian	10.1	3.8	0.7	0.3	0.3
Other/Multiple	14.8	3.2	1.2	0.7	0.9

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

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

Figure 2. Percentage of Students Reporting Use of Alcohol, Inhalants, or Cigarettes in Their Lifetime, Fairfax County, 2010 – 2017



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

Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	1.5	1.8	0.2	0.2	0.2
Gender					
Female	1.2	2.0	0.2	0.1	0.2
Male	1.7	1.7	0.2	0.2	0.2
Race/Ethnicity^a					
White	1.5	1.4	0.1	0.1	0.1
Black	1.4	3.3	0.6	0.2	0.5
Hispanic	2.2	2.2	0.4	0.4	0.2
Asian	0.7	1.5	0.0	0.1	0.1
Other/Multiple	1.8	1.7	0.1	0.1	0.7

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

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

ALCOHOL USE

Table 7. Lifetime Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	16.9	15.5	14.4	14.9	14.3
Gender					
Female	13.5	12.6	10.8	11.3	11.3
Male	20.3	18.3	17.7	18.3	17.2
Race/Ethnicity^a					
White	17.9	17.6	15.0	17.0	15.3
Black	16.6	14.0	15.0	14.9	14.9
Hispanic	20.7	17.5	17.3	15.8	16.9
Asian	12.0	11.5	10.5	10.9	10.1
Other/Multiple	18.5	16.8	15.5	16.2	14.8

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

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

Table 8. Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	1.7	1.5	1.4	1.5	1.5
Gender					
Female	1.3	1.2	1.0	1.0	1.2
Male	2.2	1.8	1.7	2.0	1.7
Race/Ethnicity^a					
White	1.7	1.6	1.6	1.9	1.5
Black	1.6	1.5	1.6	1.2	1.4
Hispanic	2.9	2.1	1.8	1.7	2.2
Asian	0.6	0.6	0.5	0.8	0.7
Other/Multiple	2.6	1.5	1.2	1.6	1.8

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

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

Table 9. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.6	1.1	0.2	0.0	0.1
Gender					
Female	98.8	1.0	0.1	0.0	0.1
Male	98.3	1.2	0.3	0.1	0.2
Race/Ethnicity^a					
White	98.6	1.1	0.3	0.0	0.1
Black	98.6	1.0	0.2	0.1	0.2
Hispanic	97.8	1.5	0.3	0.1	0.2
Asian	99.3	0.6	0.1	0.0	0.1
Other/Multiple	98.2	1.5	0.1	0.0	0.2

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

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

INHALANT USE*

Table 10. Lifetime Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	5.8	5.0	4.0	4.3	3.7
Gender					
Female	5.8	4.6	3.7	3.8	3.7
Male	5.8	5.3	4.2	4.8	3.7
Race/Ethnicity^a					
White	4.4	4.9	3.3	3.7	3.0
Black	6.3	4.6	5.3	5.9	5.8
Hispanic	7.3	5.3	4.1	4.4	4.0
Asian	6.7	5.0	4.6	4.7	3.8
Other/Multiple	5.9	6.0	4.1	4.9	3.2

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

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

Table 11. Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	2.3	2.0	1.8	1.9	1.8
Gender					
Female	2.2	2.0	1.7	1.6	2.0
Male	2.4	2.1	1.8	2.2	1.7
Race/Ethnicity^a					
White	1.4	1.9	1.4	1.5	1.4
Black	2.4	1.6	2.1	2.4	3.3
Hispanic	3.6	2.5	1.7	2.4	2.2
Asian	3.0	2.0	2.1	1.9	1.5
Other/Multiple	1.6	2.4	2.0	2.1	1.7

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

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

* 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, 2017

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.2	1.4	0.3	0.1	0.1
Gender					
Female	98.0	1.4	0.4	0.1	0.1
Male	98.3	1.4	0.2	0.1	0.1
Race/Ethnicity^a					
White	98.6	1.1	0.2	0.1	0.1
Black	96.8	2.4	0.3	0.2	0.3
Hispanic	97.8	1.7	0.3	0.1	0.1
Asian	98.5	1.1	0.3	0.0	0.1
Other/Multiple	98.3	1.4	0.2	0.0	0.1

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

^aRacial categories do not include Hispanic students 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, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	1.5	1.4	1.0	1.1	1.1
Gender					
Female	1.2	1.0	0.7	0.8	0.9
Male	1.7	1.7	1.4	1.4	1.3
Race/Ethnicity^a					
White	0.6	0.7	0.4	0.8	0.6
Black	2.2	2.4	1.5	1.4	2.3
Hispanic	3.1	2.6	2.2	2.4	1.7
Asian	1.2	1.0	0.6	0.5	0.7
Other/Multiple	1.4	1.6	1.7	0.7	1.2

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

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

Table 14. Frequency of Smoking Cigarettes in Lifetime, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Never	Once or twice	Once in a while but not regularly	Regularly in the past	Regularly now
Overall	98.9	0.9	0.1	0.1	0.1
Gender					
Female	99.1	0.7	0.1	0.0	0.1
Male	98.7	1.1	0.0	0.1	0.1
Race/Ethnicity^a					
White	99.4	0.5	0.0	0.0	0.0
Black	97.7	1.7	0.0	0.2	0.3
Hispanic	98.3	1.4	0.1	0.1	0.0
Asian	99.3	0.4	0.0	0.1	0.1
Other/Multiple	98.8	1.0	0.0	0.1	0.1

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

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

Table 15. Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	0.2	0.3	0.2	0.2	0.2
Gender					
Female	0.2	0.3	0.1	0.2	0.2
Male	0.3	0.4	0.3	0.2	0.2
Race/Ethnicity^a					
White	0.1	0.2	0.0	0.1	0.1
Black	0.3	0.8	0.4	0.3	0.6
Hispanic	0.7	0.5	0.3	0.6	0.4
Asian	0.0	0.1	0.1	0.1	0.0
Other/Multiple	0.1	0.3	0.0	0.1	0.1

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

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

Table 16. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

(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	99.8	0.1	0.1	0.0	0.0	0.0
Gender						
Female	99.8	0.1	0.1	0.0	0.0	0.0
Male	99.8	0.1	0.1	0.0	0.0	0.0
Race/Ethnicity^a						
White	99.9	0.0	0.1	0.0	0.0	0.0
Black	99.5	0.3	0.2	0.1	0.0	0.0
Hispanic	99.6	0.2	0.1	0.0	0.0	0.0
Asian	100.0	0.0	0.0	0.0	0.0	0.0
Other/Multiple	99.9	0.1	0.0	0.0	0.0	0.0

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

^aRacial categories do not include Hispanic students 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, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	0.7	0.7	0.6	0.7	0.6
Gender					
Female	0.5	0.6	0.5	0.5	0.6
Male	0.8	0.9	0.8	0.8	0.7
Race/Ethnicity^a					
White	0.3	0.3	0.2	0.4	0.4
Black	1.2	0.9	1.1	1.6	0.7
Hispanic	1.5	1.8	1.4	1.1	1.4
Asian	0.4	0.4	0.5	0.2	0.3
Other/Multiple	0.5	1.0	0.3	0.9	0.7

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

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

Table 18. Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	0.2	0.1	0.1	0.2	0.2
Gender					
Female	0.1	0.1	0.0	0.1	0.1
Male	0.2	0.2	0.2	0.2	0.2
Race/Ethnicity^a					
White	0.1	0.1	0.0	0.1	0.1
Black	0.2	0.3	0.2	0.2	0.2
Hispanic	0.5	0.3	0.3	0.5	0.4
Asian	0.1	0.0	0.1	0.0	0.1
Other/Multiple	0.0	0.1	0.1	0.2	0.1

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

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

Table 19. Frequency of Marijuana Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

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

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

^aRacial categories do not include Hispanic students 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, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	0.4	0.4	0.4	0.4	0.5
Gender					
Female	0.3	0.4	0.3	0.3	0.4
Male	0.5	0.4	0.5	0.5	0.5
Race/Ethnicity^a					
White	0.2	0.2	0.2	0.2	0.3
Black	0.9	0.9	0.7	0.7	1.1
Hispanic	0.8	0.8	1.0	0.7	0.6
Asian	0.4	0.2	0.1	0.2	0.3
Other/Multiple	0.4	0.0	0.1	0.2	0.9

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

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

Table 21. Past Month Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	0.2	0.2	0.2	0.2	0.2
Gender					
Female	0.2	0.2	0.1	0.2	0.2
Male	0.3	0.2	0.2	0.2	0.2
Race/Ethnicity^a					
White	0.1	0.1	0.1	0.1	0.1
Black	0.4	0.2	0.4	0.3	0.5
Hispanic	0.5	0.4	0.5	0.3	0.2
Asian	0.2	0.0	0.0	0.1	0.1
Other/Multiple	0.1	0.0	0.2	0.1	0.7

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

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

Table 22. Frequency of Other Illegal Drug Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.8	0.1	0.0	0.0	0.0
Gender					
Female	99.8	0.2	0.0	0.0	0.0
Male	99.8	0.1	0.1	0.0	0.0
Race/Ethnicity^a					
White	99.9	0.0	0.0	0.0	0.0
Black	99.5	0.2	0.2	0.0	0.0
Hispanic	99.8	0.2	0.0	0.0	0.0
Asian	100.0	0.0	0.0	0.0	0.1
Other/Multiple	99.3	0.7	0.0	0.0	0.0

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

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

AGGRESSIVE BEHAVIORS

The *2017 Fairfax County Youth Survey of 6th Grade Students* included several questions on bullying, cyberbullying*, derogatory racial/ethnic comments, and carrying weapons. Many more students reported experiencing the aggressive behaviors than carrying them out. Approximately one in six students (16.9%) reported making derogatory comments about someone's race or culture†, while nearly two in five (38.4%) reported having something bad said to them. Over half of the Black students (52.3%) and Asian students (51.2%) reported experiencing the aggression. More male students reported making derogatory comments (20.0% compared to 13.7% of female students).

While 4.2% of the students reported bullying‡ someone on school property in the past year, nearly one-quarter of the students (24.4%) reported having been bullied on school property. Students who reported using any substance in the past month were more likely to report both bullying someone on school property (19.2%) and being bullied by someone on school property (37.9%).

The percentage of students who reported having been cyberbullied by a student at their school in the past year have generally fallen over the past eight years. One in ten of the students (10.3%) reported having been cyberbullied in the past year by a student at their school, and female students were more likely to report having been cyberbullied in the past year (12.5% compared to 8.1% of male students). Approximately four percent of students (3.7%) reported that they had cyberbullied a student at their school in the past year.

Approximately one in ten sixth-grade students (9.4%) reported carrying a weapon in the past month, with less than one percent (0.9%) doing so on school property. Male students were more likely to report carrying a weapon (13.0% compared to 5.6% of female students), although the percentage carrying a weapon on school property did not vary by gender (1.0% of male students compared to 0.9% of female students).

* Cyberbullying was defined as electronic bullying, such as through e-mail, chat rooms, instant messaging, websites, or text messaging.

† The wording of the response options for the derogatory comments items was changed in 2015. Comparisons of this year's results with years prior to 2015 are not advised.

‡ The definition of bullying and the response options for the bullying items were changed in 2015. The definition of bullying was expanded to clarify that bullying is any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor and victim; and is repeated over time or causes severe emotional trauma. The clarification that bullying does not include ordinary teasing, horseplay, argument, or peer conflict was added. The response options were also changed. Because of these changes, comparing this year's results with years prior to 2015 is not advised.

Table 23. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Said something bad about someone's race or culture	Bullied someone on school property	Cyberbullied ^a a student attending your school
Overall	16.9	4.2	3.7
Gender			
Female	13.7	3.4	3.6
Male	20.0	4.9	3.8
Race/Ethnicity^b			
White	13.9	3.1	2.7
Black	20.8	7.1	4.4
Hispanic	18.8	6.4	5.8
Asian	19.0	2.0	2.7
Other/Multiple	16.0	4.4	3.4

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

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

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

Table 24. Prevalence of Experiencing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Had something bad said about your race or culture	Been bullied on school property	Been cyberbullied ^a by a student who attends your school
Overall	38.4	24.4	10.3
Gender			
Female	36.8	26.0	12.5
Male	39.9	22.9	8.1
Race/Ethnicity^b			
White	26.0	24.8	9.0
Black	52.3	25.5	10.9
Hispanic	37.9	25.5	13.1
Asian	51.2	20.5	8.0
Other/Multiple	44.3	27.9	11.8

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

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

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

BULLYING

Table 25. Prevalence of Bullying Someone On and Off School Property in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

(Values are percentages)

	Bullied someone on school property			Bullied someone away from school property		
	2015	2016	2017	2015	2016	2017
Overall	4.1	4.2	4.2	4.3	4.4	4.1
Gender						
Female	3.8	3.7	3.4	3.6	3.6	3.3
Male	4.3	4.7	4.9	5.0	5.1	4.8
Race/Ethnicity^a						
White	3.2	2.9	3.1	3.0	3.6	3.0
Black	6.3	7.6	7.1	7.6	7.3	5.2
Hispanic	5.9	6.1	6.4	5.6	5.7	6.3
Asian	2.5	2.9	2.0	3.5	3.4	3.1
Other/Multiple	4.4	4.4	4.4	5.5	3.6	3.7

Note. Bullying was defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. The wording for these items was changed in 2015. Therefore, it is not recommended to compare these rates with previous years. All percentages were calculated from valid cases (missing responses were not included).

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

Table 26. Prevalence of Having Been Bullied On and Off School Property in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

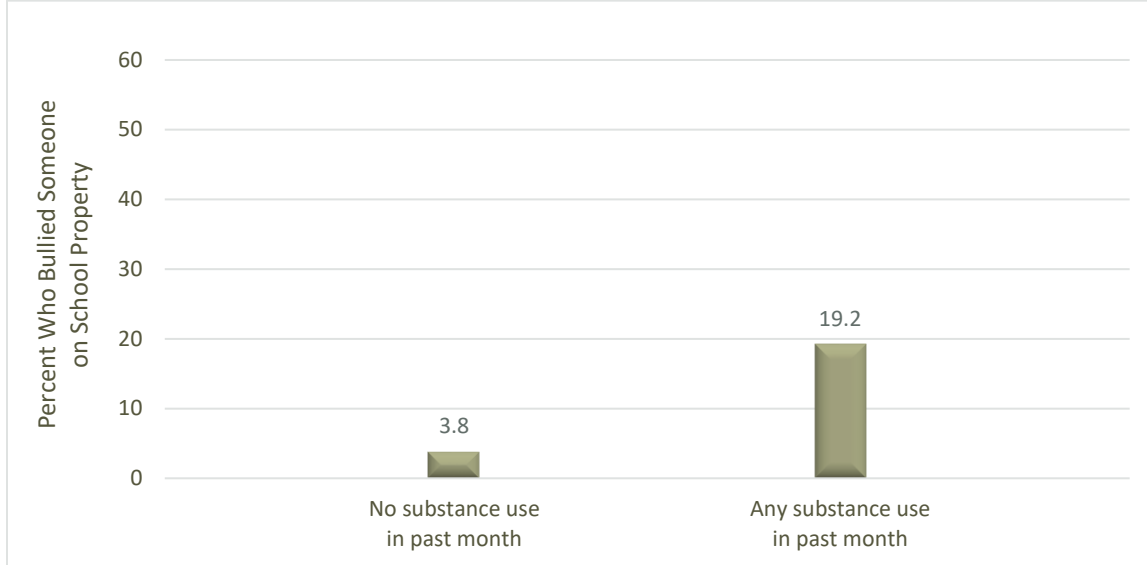
(Values are percentages)

	Been bullied on school property			Been bullied away from school property		
	2015	2016	2017	2015	2016	2017
Overall	25.1	23.7	24.4	17.7	16.2	16.4
Gender						
Female	27.5	24.9	26.0	17.4	16.3	15.5
Male	22.6	22.4	22.9	17.9	16.1	17.2
Race/Ethnicity^a						
White	24.8	22.8	24.8	17.1	16.2	15.7
Black	26.4	24.1	25.5	19.3	18.0	18.5
Hispanic	27.1	26.3	25.5	19.2	16.9	18.1
Asian	22.1	20.1	20.5	16.0	14.2	14.3
Other/Multiple	26.7	27.4	27.9	20.6	18.2	18.7

Note. Bullying was defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. The wording for these items was changed in 2015. Therefore, it is not recommended to compare these rates with previous years. All percentages were calculated from valid cases (missing responses were not included).

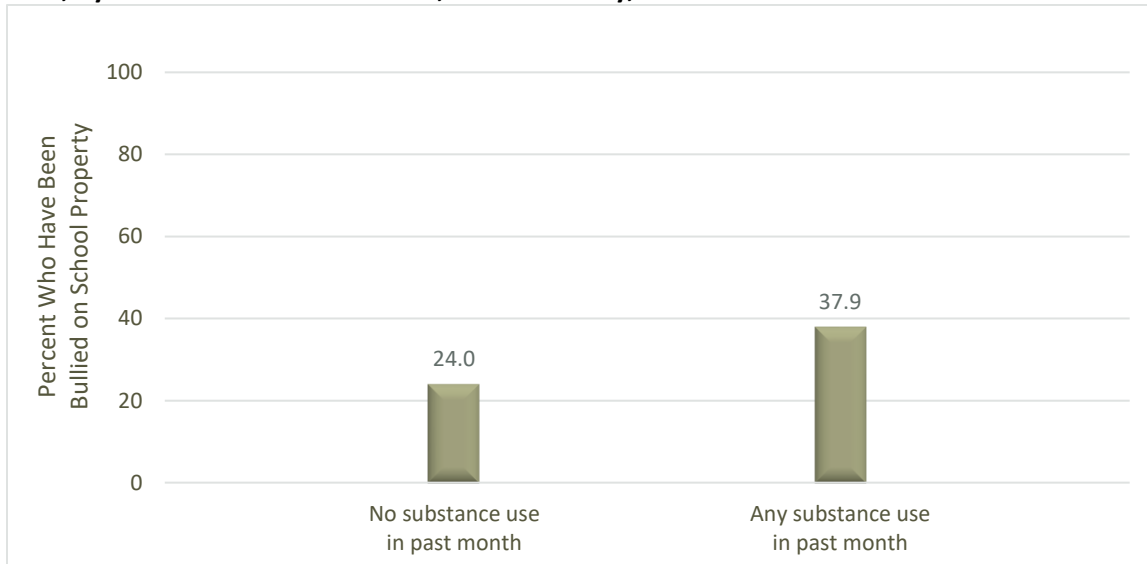
^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 3. Percentage of Students Who Bullied Someone on School Property in the Past Year, by Past Month Substance Use, Fairfax County, 2017



Note. Any substance use includes students who reported using alcohol, cigarettes, or other drugs in the past month. All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Figure 4. Percentage of Students Who Have Been Bullied by Someone on School Property in the Past Year, by Past Month Substance Use, Fairfax County, 2017



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

CYBERBULLYING

Table 27. Prevalence of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017
(Values are percentages)

	2013	2014	2015	2016	2017
Overall	4.7	4.6	3.2	3.2	3.7
Gender					
Female	4.6	4.6	3.1	3.2	3.6
Male	4.8	4.7	3.4	3.2	3.8
Race/Ethnicity^a					
White	3.1	3.3	2.1	2.1	2.7
Black	5.7	6.1	4.3	4.6	4.4
Hispanic	7.1	7.2	5.2	5.3	5.8
Asian	5.0	3.9	2.6	2.8	2.7
Other/Multiple	4.9	4.9	3.8	2.5	3.4

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

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

Table 28. Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2017
(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	96.3	2.7	0.5	0.2	0.1	0.0	0.0	0.1
Gender								
Female	96.4	2.7	0.5	0.2	0.1	0.0	0.0	0.1
Male	96.2	2.7	0.4	0.3	0.1	0.0	0.1	0.2
Race/Ethnicity^a								
White	97.4	2.1	0.2	0.2	0.1	0.0	0.1	0.1
Black	95.6	3.2	0.6	0.2	0.1	0.0	0.1	0.2
Hispanic	94.2	3.8	0.9	0.6	0.3	0.0	0.0	0.2
Asian	97.3	2.0	0.4	0.0	0.1	0.1	0.0	0.1
Other/Multiple	96.6	2.9	0.3	0.1	0.0	0.0	0.0	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). Percentages may not sum to 100% due to rounding.

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

Table 29. Prevalence of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

(Values are percentages)

	2013	2014	2015	2016	2017
Overall	13.1	13.9	10.6	10.0	10.3
Gender					
Female	16.0	16.9	12.9	12.2	12.5
Male	10.2	10.9	8.4	7.9	8.1
Race/Ethnicity^a					
White	13.1	12.9	9.3	9.2	9.0
Black	13.4	14.8	11.4	10.3	10.9
Hispanic	15.5	16.9	13.9	12.5	13.1
Asian	10.8	12.1	9.5	8.6	8.0
Other/Multiple	13.3	14.8	11.2	11.8	11.8

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

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

Table 30. Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2017

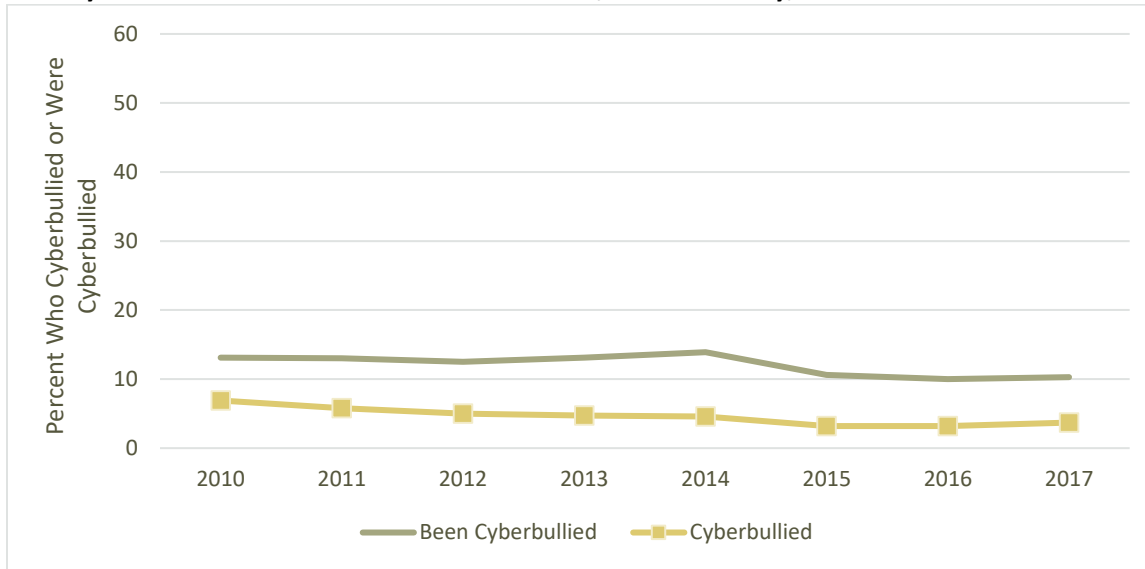
(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	89.8	6.2	2.0	0.9	0.5	0.2	0.1	0.3
Gender								
Female	87.6	7.8	2.3	1.1	0.6	0.2	0.2	0.3
Male	91.9	4.8	1.7	0.7	0.4	0.2	0.0	0.3
Race/Ethnicity^a								
White	91.1	5.7	1.6	0.8	0.5	0.1	0.1	0.3
Black	89.1	6.6	2.2	0.8	0.6	0.5	0.1	0.2
Hispanic	86.9	7.9	2.5	1.3	0.5	0.2	0.2	0.5
Asian	92.0	4.8	1.8	0.4	0.4	0.3	0.1	0.2
Other/Multiple	88.2	6.8	2.4	1.2	0.8	0.2	0.1	0.3

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

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

Figure 5. Percentage of Students Who Reported Cyberbullying or Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, Fairfax County, 2010 – 2017



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

OTHER AGGRESSIVE BEHAVIORS AND VICTIMIZATION

Table 31. Prevalence of Making and Experiencing Derogatory Statements in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

(Values are percentages)

	Said something bad about someone's race/culture			Had something bad said about your race/culture		
	2015	2016	2017	2015	2016	2017
Overall	18.7	17.8	16.9	38.8	38.6	38.4
Gender						
Female	15.8	14.7	13.7	37.7	37.2	36.8
Male	21.5	21.0	20.0	39.8	39.9	39.9
Race/Ethnicity^a						
White	15.4	14.8	13.9	25.2	25.1	26.0
Black	20.1	20.5	20.8	51.6	50.4	52.3
Hispanic	24.8	20.5	18.8	45.1	42.0	37.9
Asian	20.2	20.0	19.0	51.3	51.5	51.2
Other/Multiple	17.5	18.1	16.0	42.6	43.9	44.3

Note. The wording for these items was changed in 2015. Therefore, it is not recommended to compare these rates with previous years. All percentages were calculated from valid cases (missing responses were not included).

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

Table 32. Frequency of Having Said Something Bad about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2017

(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	83.1	12.0	2.4	1.0	0.6	0.2	0.1	0.6
Gender								
Female	86.3	10.1	1.9	0.8	0.4	0.2	0.1	0.3
Male	80.0	13.8	2.9	1.3	0.8	0.2	0.1	0.9
Race/Ethnicity^a								
White	86.1	10.5	1.7	0.7	0.5	0.1	0.0	0.3
Black	79.3	12.7	4.3	1.3	0.7	0.6	0.2	1.0
Hispanic	81.2	13.3	2.5	1.1	0.7	0.2	0.1	1.0
Asian	81.0	13.4	2.8	1.4	0.7	0.1	0.0	0.6
Other/Multiple	84.0	11.6	2.2	0.9	0.5	0.2	0.3	0.3

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

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

Table 33. Frequency of Having Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2017

(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	61.6	20.3	7.8	3.9	2.9	1.1	0.6	1.9
Gender								
Female	63.2	20.9	7.6	3.2	2.2	1.0	0.4	1.4
Male	60.1	19.6	8.1	4.5	3.5	1.1	0.8	2.3
Race/Ethnicity^a								
White	74.0	15.5	5.1	2.2	1.5	0.6	0.2	1.0
Black	47.7	24.4	11.0	5.5	4.6	2.4	1.1	3.3
Hispanic	62.1	20.9	7.5	3.5	2.8	1.0	0.6	1.8
Asian	48.8	24.9	11.2	5.9	4.8	1.3	0.7	2.5
Other/Multiple	55.7	22.6	8.5	6.2	3.3	1.2	0.6	2.0

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

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

Table 34. Past Month Prevalence of Carrying a Weapon, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

(Values are percentages)

	Carried a weapon			Carried a weapon on school property		
	2015	2016	2017	2015	2016	2017
Overall	9.5	10.1	9.4	0.8	0.8	0.9
Gender						
Female	5.2	5.9	5.6	0.6	0.6	0.9
Male	13.5	14.1	13.0	1.0	1.0	1.0
Race/Ethnicity^a						
White	11.8	12.3	11.4	0.6	0.6	0.6
Black	6.8	7.9	8.5	0.8	0.9	1.2
Hispanic	7.6	8.7	7.6	1.3	1.6	1.6
Asian	7.9	8.3	8.3	0.5	0.7	0.5
Other/Multiple	11.9	12.7	12.5	1.2	0.6	1.1

Note. Weapons include guns, knives, or clubs. The wording and response options for the questions pertaining to weapons were changed in 2015 in order to align with the national Youth Risk Behavior Survey (YRBS). Comparing this year's results with years prior to 2015 is not advised. All percentages were calculated from valid cases (missing responses were not included).

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

Table 35. Frequency of Carrying a Weapon in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	0 days	1 day	2-3 days	4-5 days	6 or more days
Overall	90.6	4.1	2.7	0.8	1.7
Gender					
Female	94.4	2.6	1.5	0.4	1.2
Male	87.0	5.6	3.9	1.2	2.3
Race/Ethnicity^a					
White	88.7	5.2	3.3	1.0	1.9
Black	91.5	3.9	2.2	0.8	1.6
Hispanic	92.4	3.1	2.4	0.7	1.5
Asian	91.7	3.4	2.8	0.6	1.6
Other/Multiple	87.5	5.7	2.7	1.4	2.7

Note. Weapons include guns, knives, or clubs. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 36. Frequency of Carrying a Weapon on School Property in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

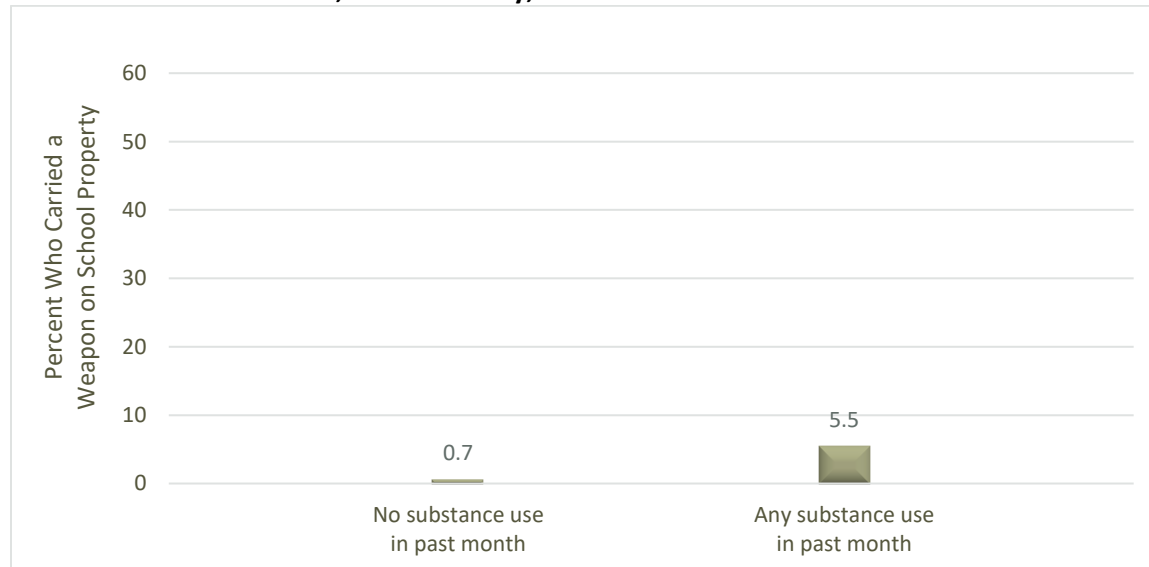
(Values are percentages)

	0 days	1 day	2-3 days	4-5 days	6 or more days
Overall	99.1	0.5	0.1	0.1	0.2
Gender					
Female	99.1	0.4	0.2	0.1	0.2
Male	99.1	0.6	0.1	0.0	0.3
Race/Ethnicity^a					
White	99.4	0.5	0.0	0.0	0.1
Black	98.8	0.5	0.1	0.2	0.5
Hispanic	98.4	1.0	0.3	0.2	0.1
Asian	99.5	0.3	0.0	0.0	0.3
Other/Multiple	98.9	0.3	0.2	0.1	0.5

Note. Weapons include guns, knives, or clubs. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Figure 6. Percentage of Students Who Carried a Weapon on School Property in the Past Month, by Past Month Substance Use, Fairfax County, 2017



Note. Weapons include guns, knives, or clubs. Any substance use includes students who reported using alcohol, cigarettes, or other drugs in the past month. All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

PHYSICAL AND MENTAL HEALTH

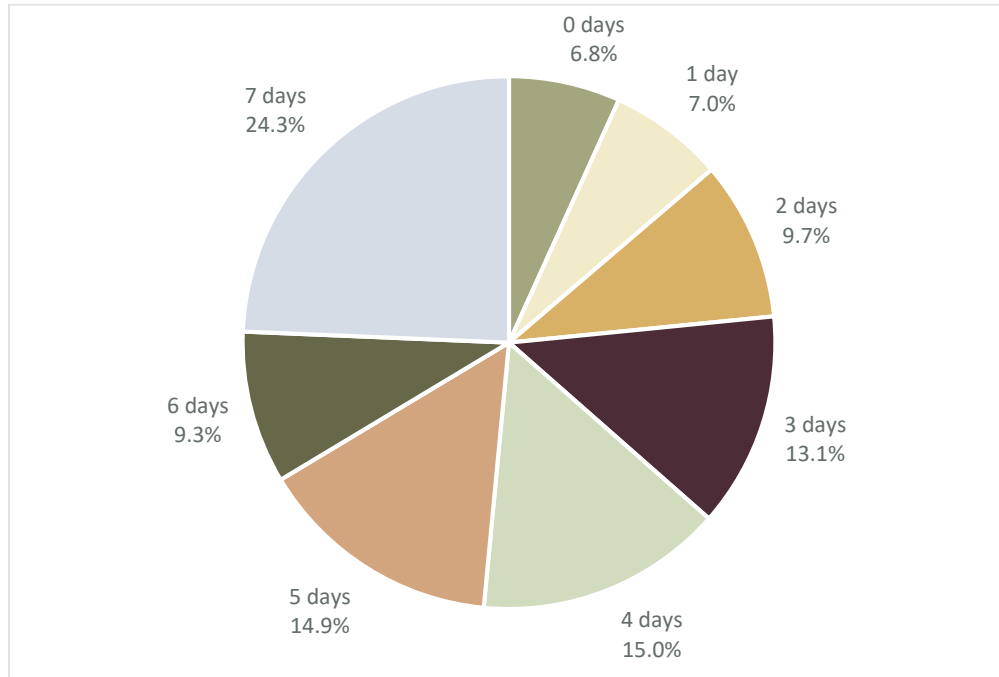
Physical Activity and Non-Academic Use of Electronic Media

Several items on the *2017 Fairfax County Youth Survey of 6th Grade Students* were included to assess students' levels of physical activity, eating behaviors, and mental health. Nearly one-quarter of the students (24.3%) indicated that they were physically active for at least one hour per day on all seven days in the week before the survey, while 6.8% reported not engaging in that level of activity on any of the previous seven days. Slightly less than half of the students (48.5%) reported being physically active for at least one hour per day on five or more days in the past week. This rate has generally declined since 2010, when 53.7% of the students reported five or more days of physical activity. A larger percentage of male students (53.9%) reported being physically active on five or more days, than did female students (42.7%). The rates of physical activity on five or more days ranged from 41.2% of Hispanic students to 55.5% of White students.

Students were asked how many hours they spend watching television on an average school day. Fifteen percent of the students (14.7%) reported watching three or more hours, which was the lowest rate since 2010, when over one-quarter of the students (28.6%) reported doing so. The percentage of students who spent three or more hours watching television varied by race/ethnicity, from 8.4% of Asian students to 25.5% of Black students. Male and female students reported nearly identical rates (14.8% and 14.5%, respectively).

Students were also asked how many hours they spend on an average school day playing video games or using a computer or other electronic device (such as iPads or smartphones) for non-academic purposes. Over thirty percent of the students (31.0%) reported spending three or more hours in such activities. Male students were more likely to report spending three or more hours on an average school day (33.5% compared to 28.1% of female students). Approximately one-quarter of Asian and White students (24.4% and 25.5%, respectively) reported spending three or more hours on non-school-related electronic media, compared to nearly two-fifths of Hispanic and Black students (39.9% and 40.1%, respectively). While rates of television viewing have decreased over time, the percentage of students engaged with electronic devices has steadily increased from 21.2% in 2010.

Figure 7. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2017



Note. Physical activity was defined as participating in 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.

Table 37. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Overall	6.8	7.0	9.7	13.1	15.0	14.9	9.3	24.3
Gender								
Female	6.9	7.7	11.4	14.9	16.4	15.3	9.1	18.3
Male	6.6	6.4	8.0	11.5	13.6	14.5	9.4	30.0
Race/Ethnicity^a								
White	4.2	5.1	8.4	12.2	14.6	15.8	11.8	28.0
Black	9.0	7.6	11.1	14.2	13.7	11.5	7.6	25.4
Hispanic	9.6	9.3	10.6	14.9	14.4	14.8	6.1	20.3
Asian	6.1	7.1	9.5	12.2	18.0	15.7	9.9	21.7
Other/Multiple	5.2	6.2	9.5	13.1	15.5	12.9	9.3	28.4

Note. Physical activity was defined as activity that increased the student’s heart rate and made them breathe hard some of the time. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 38. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	52.3	53.3	50.8	50.4	48.5
Gender					
Female	46.3	47.3	45.8	44.9	42.7
Male	58.4	59.1	55.5	55.6	53.9
Race/Ethnicity^a					
White	59.5	60.0	56.9	58.2	55.5
Black	49.2	50.4	48.8	50.8	44.4
Hispanic	45.8	47.2	44.2	40.2	41.2
Asian	46.8	47.3	47.0	46.5	47.2
Other/Multiple	53.6	55.7	53.0	55.1	50.6

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

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

Table 39. Amount of Time Spent Watching Television on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Not at all	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
Overall	20.3	29.6	19.4	16.1	7.9	2.7	4.1
Gender							
Female	20.0	30.4	19.3	15.8	8.1	2.9	3.5
Male	20.7	28.8	19.6	16.2	7.7	2.5	4.7
Race/Ethnicity^a							
White	17.8	33.7	22.7	15.0	6.8	2.0	2.0
Black	21.4	20.5	15.2	17.4	12.1	5.1	8.3
Hispanic	15.0	27.3	18.8	19.5	10.0	3.3	6.2
Asian	29.9	31.5	17.6	12.6	5.0	1.3	2.1
Other/Multiple	22.5	27.9	18.1	15.7	7.7	2.8	5.4

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

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

Table 40. Percentage of Students Who Spend Three or More Hours Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	22.8	20.0	16.1	15.4	14.7
Gender					
Female	21.7	19.3	15.4	15.2	14.5
Male	23.8	20.6	16.8	15.6	14.8
Race/Ethnicity^a					
White	15.9	14.3	10.5	10.7	10.9
Black	38.2	35.4	29.6	29.6	25.5
Hispanic	35.8	31.2	24.7	23.2	19.4
Asian	14.8	11.7	10.1	8.0	8.4
Other/Multiple	23.8	19.5	16.1	12.9	15.9

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

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

Table 41. 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, 2017
(Values are percentages)

	Not at all	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
Overall	11.0	20.5	18.5	18.9	12.4	6.5	12.1
Gender							
Female	11.7	24.4	18.4	17.5	11.2	6.4	10.6
Male	10.5	16.9	18.7	20.5	13.5	6.6	13.4
Race/Ethnicity^a							
White	10.5	23.1	21.1	19.7	12.4	5.6	7.5
Black	13.6	15.9	13.7	16.7	12.8	7.4	19.9
Hispanic	7.7	15.4	17.4	19.7	14.3	8.5	17.1
Asian	12.9	26.8	18.5	17.4	9.6	5.2	9.6
Other/Multiple	13.5	19.3	17.6	18.5	13.8	6.1	11.3

Note. Video/computer games include playing Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook or other social media. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

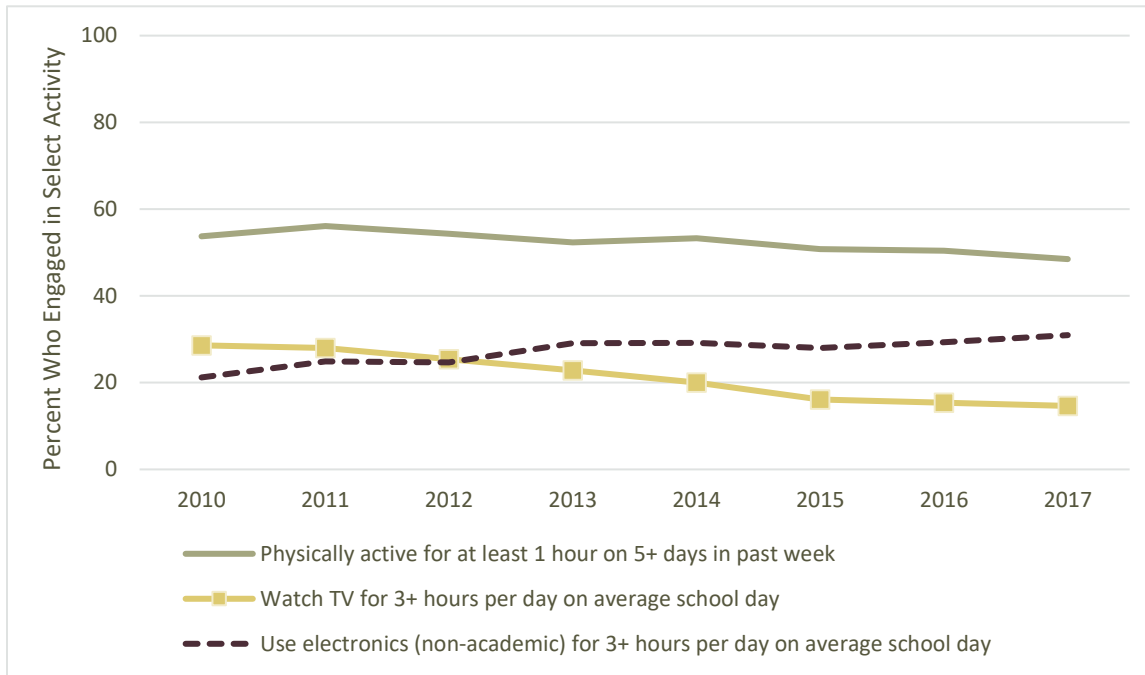
Table 42. Percentage of Students Who Spend Three or More Hours Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	29.1	29.2	28.0	29.3	31.0
Gender					
Female	25.2	26.1	24.7	26.3	28.1
Male	32.8	32.2	31.2	32.1	33.5
Race/Ethnicity^a					
White	24.9	25.1	23.5	24.6	25.5
Black	36.1	36.2	38.4	39.5	40.1
Hispanic	36.9	36.1	35.8	37.4	39.9
Asian	24.9	25.3	23.8	23.6	24.4
Other/Multiple	29.7	31.5	26.7	28.2	31.2

Note. Video/computer games include playing Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook or other social media. All percentages were calculated from valid cases (missing responses were not included).

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

Figure 8. Prevalence of Physical Activity, Television Viewing, and Non-Academic Use of Electronic Devices, Fairfax County, 2010 – 2017



Note. Physical activity was defined as activity that increased the student’s heart rate and made them breathe hard some of the time. Video/computer games include playing Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook or other social media. All percentages were calculated from valid cases (missing responses were not included).

Nutrition

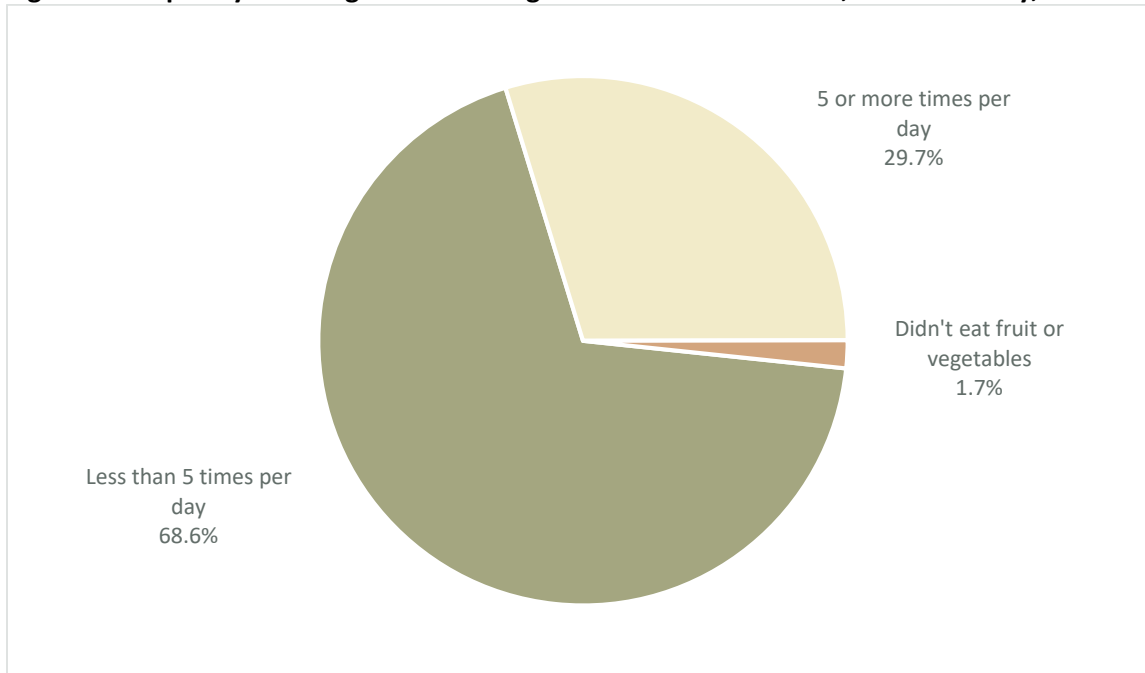
While nearly all students reported eating some fruits and vegetables in the week prior to the survey, only 29.7% reported eating them at least five times per day. This was the lowest percentage reported since 2010. Asian students and students of other or multiple races reported the highest rates of eating fruits and vegetables five or more times per day (34.1% and 32.8%, respectively).

Approximately one in ten of the students (9.4%) reported drinking non-diet soda at least once a day in the week prior to the survey. Rates of daily consumption of soda have decreased steadily over the past eight years, falling from 16.5% in 2010. Items were added to the survey in 2015 to assess students' consumption of other sweetened beverages, including non-carbonated sweetened drinks such as lemonade and sweetened tea, as well as sports drinks and energy drinks. One in seven of the students (14.0%) reported drinking non-carbonated sugar-sweetened drinks at least once per day, while 6.8% reported consuming sports drinks daily and 2.0% consumed energy drinks daily. A larger percentage of male students reported daily consumption of soda, non-carbonated sweetened beverages, sports drinks, and energy drinks than did female students.

Approximately one-third of the Fairfax County students (31.2%) reported drinking a sweetened beverage (all categories combined) at least once per day. Male students were more likely to report consuming a sweetened beverage daily (36.3% compared to 25.9% of female students). Daily consumption of sweetened beverages varied by race/ethnicity, ranging from 20.1% of Asian students to 44.0% of Hispanic students.

Eight percent of the students (8.4%) reported going hungry in the past month (some of the time, most of the time, or always) due to a lack of food in the home. White students reported the lowest rate of going hungry in the past month (some of the time, most of the time, or always) due to a lack of food in the home (3.5%), ranging to approximately one in six Hispanic students (16.0%). The percentage of students who reported going hungry in the past month has fluctuated very little since 2010.

Figure 9. Frequency of Eating Fruits and Vegetables in the Past Week, Fairfax County, 2017



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

Table 43. Frequency of Eating Fruits and Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	No fruits or vegetables	Less than 5 times per day	5 or more times per day
Overall	1.7	68.6	29.7
Gender			
Female	1.6	68.9	29.6
Male	1.8	68.6	29.7
Race/Ethnicity^a			
White	1.4	69.7	28.9
Black	2.4	71.9	25.8
Hispanic	2.2	69.7	28.1
Asian	0.9	65.0	34.1
Other/Multiple	1.8	65.3	32.8

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

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

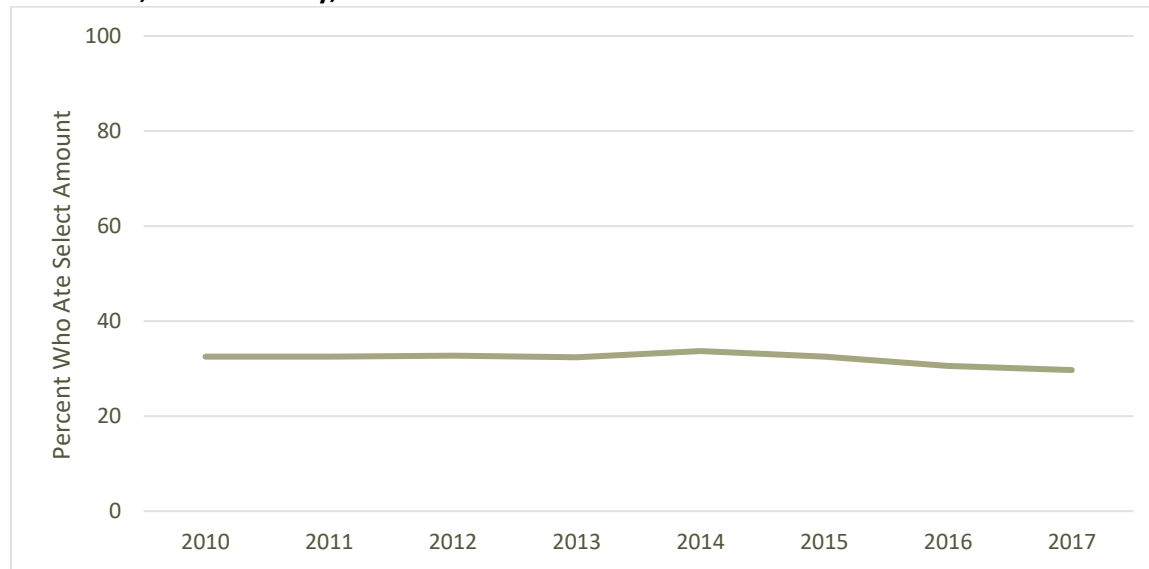
Table 44. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	32.4	33.7	32.5	30.6	29.7
Gender					
Female	32.6	32.9	32.7	30.4	29.6
Male	32.2	34.5	32.3	30.8	29.7
Race/Ethnicity^a					
White	31.4	32.5	32.0	31.7	28.9
Black	26.7	31.0	29.2	27.6	25.8
Hispanic	32.2	33.2	31.1	26.7	28.1
Asian	37.2	37.7	36.7	34.0	34.1
Other/Multiple	32.7	35.5	35.3	33.1	32.8

Note. Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips. All percentages were calculated from valid cases (missing responses were not included).

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

Figure 10. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, Fairfax County, 2010 – 2017



Note. Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips. All percentages were calculated from valid cases (missing responses were not included).

Table 45. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(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	4.4	16.1	17.7	12.4	20.2	13.0	16.2
Gender							
Female	3.9	16.5	18.7	12.8	19.7	13.7	14.7
Male	4.9	15.8	16.9	12.1	20.6	12.4	17.4
Race/Ethnicity^a							
White	3.3	13.6	15.7	15.4	24.3	14.5	13.3
Black	8.1	23.3	17.6	9.2	13.6	10.8	17.6
Hispanic	5.6	17.7	20.2	9.6	15.7	11.1	20.2
Asian	2.6	14.8	17.7	13.0	22.8	14.2	15.0
Other/Multiple	5.0	15.7	17.9	11.5	19.9	12.7	17.3

Note. Fruits 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.

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

Table 46. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(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	7.2	17.8	15.0	16.0	17.8	11.4	14.7
Gender							
Female	6.6	17.8	15.4	16.2	18.4	12.0	13.6
Male	7.8	18.0	14.7	15.9	17.3	10.9	15.5
Race/Ethnicity^a							
White	5.5	15.2	14.8	19.6	21.2	11.6	12.2
Black	10.7	21.9	16.6	14.0	13.1	8.0	15.9
Hispanic	11.6	22.2	15.3	12.9	13.6	10.1	14.3
Asian	3.4	15.3	14.5	14.7	19.4	14.2	18.5
Other/Multiple	4.7	16.3	13.8	16.5	19.9	11.8	17.0

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

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

Table 47. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(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	45.9	40.4	4.4	5.0	2.2	0.8	1.3
Gender							
Female	49.4	39.2	3.8	4.3	1.9	0.6	1.0
Male	42.3	41.7	5.1	5.7	2.5	0.9	1.7
Race/Ethnicity^a							
White	46.6	43.7	4.2	3.5	1.0	0.3	0.7
Black	43.8	37.5	4.9	5.8	3.8	1.4	2.8
Hispanic	35.8	41.2	5.8	9.1	4.3	1.6	2.1
Asian	56.5	36.6	2.7	2.4	0.9	0.3	0.6
Other/Multiple	49.2	39.6	4.3	4.1	1.1	0.7	1.1

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

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

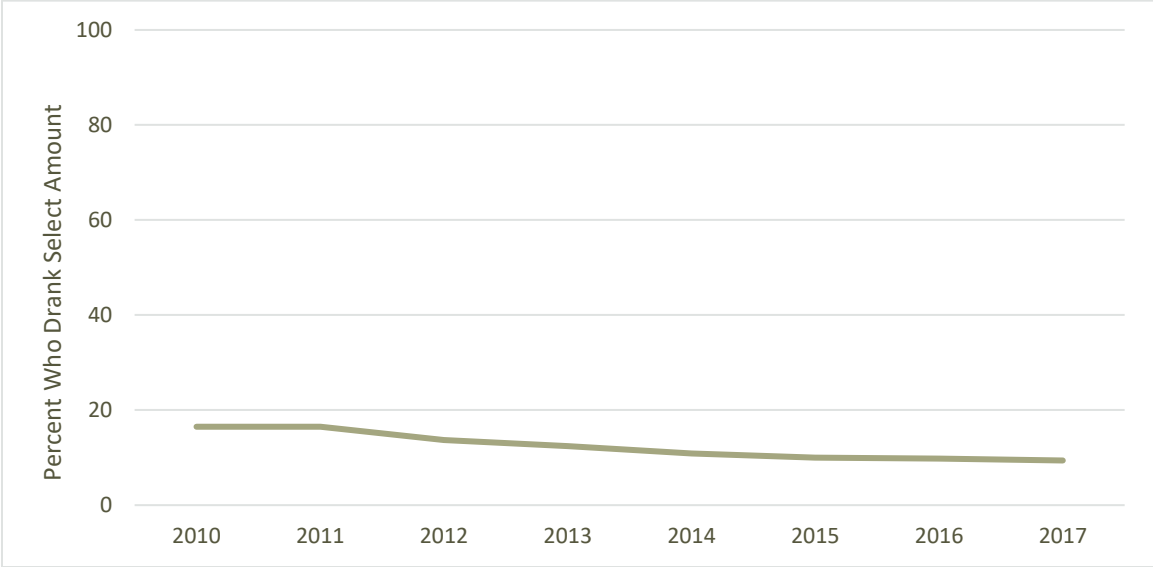
Table 48. Percentage of Students Who Drank Soda or Pop At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	12.4	10.9	10.0	9.8	9.4
Gender					
Female	10.5	9.1	8.0	8.2	7.7
Male	14.3	12.7	11.7	11.3	10.9
Race/Ethnicity^a					
White	7.7	7.0	6.6	6.1	5.5
Black	19.7	14.9	16.0	15.2	13.7
Hispanic	22.5	20.6	18.1	17.9	17.2
Asian	7.9	6.6	5.6	4.4	4.2
Other/Multiple	11.2	10.0	8.2	10.5	7.0

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

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

Figure 11. Percentage of Students Who Drank Soda or Pop At Least One Time per Day in the Past Week, Fairfax County, 2010 – 2017



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

Table 49. Frequency of Drinking Sugar-Sweetened Beverages in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(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	36.1	41.2	8.7	6.7	3.6	1.5	2.3
Gender							
Female	35.4	44.0	8.2	6.1	3.2	1.5	1.7
Male	36.7	38.6	9.2	7.3	4.0	1.4	2.8
Race/Ethnicity^a							
White	37.6	43.7	8.8	5.3	2.6	0.9	1.1
Black	33.5	36.0	10.0	8.2	5.0	2.8	4.6
Hispanic	29.3	39.3	10.0	10.3	5.5	2.2	3.5
Asian	42.7	42.4	6.7	4.0	2.1	0.8	1.4
Other/Multiple	35.8	41.7	8.2	6.1	3.8	1.7	2.8

Note. Sugar-sweetened beverages include lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, and Sunny Delight. Students were instructed not to count soda, sports drinks, energy drinks, or 100% fruit juice. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 50. Frequency of Drinking Sports Drinks in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(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	63.1	25.9	4.2	3.6	1.5	0.6	1.2
Gender							
Female	71.1	22.1	2.3	2.4	1.1	0.5	0.5
Male	55.2	29.8	6.0	4.6	1.9	0.7	1.9
Race/Ethnicity^a							
White	64.3	27.0	4.4	2.8	0.7	0.3	0.5
Black	62.5	23.0	5.3	3.6	2.4	0.7	2.5
Hispanic	53.0	29.6	5.1	5.9	3.1	1.4	2.0
Asian	72.0	21.9	2.8	2.1	0.4	0.2	0.5
Other/Multiple	64.4	26.2	3.2	3.1	1.2	0.2	1.6

Note. Sports drinks include Gatorade and PowerAde. Students were instructed not to count low-calorie sports drinks such as Propel or G2. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 51. Frequency of Drinking Energy Drinks in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(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	93.6	3.8	0.7	0.9	0.4	0.2	0.4
Gender							
Female	95.5	2.7	0.4	0.8	0.3	0.1	0.2
Male	91.8	4.8	1.0	1.0	0.4	0.4	0.6
Race/Ethnicity^a							
White	96.4	2.6	0.4	0.2	0.1	0.1	0.2
Black	90.9	5.0	1.3	1.4	0.3	0.5	0.6
Hispanic	88.3	6.2	1.0	2.2	0.8	0.6	0.9
Asian	96.2	2.4	0.4	0.5	0.3	0.1	0.1
Other/Multiple	95.4	3.4	0.6	0.2	0.2	0.0	0.2

Note. Energy drinks include Red Bull and Jolt. Students were instructed not to count diet energy drinks or sports drinks such as Gatorade or PowerAde. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 52. Prevalence of Drinking Non-Carbonated Sweetened Beverages At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

(Values are percentages)

	Sugar-sweetened beverages ^a			Sports drinks ^b			Energy drinks ^c		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Overall	14.4	14.5	14.0	7.5	7.3	6.8	2.3	2.2	2.0
Gender									
Female	13.1	13.4	12.4	4.7	4.8	4.4	1.4	1.6	1.4
Male	15.7	15.5	15.5	10.2	9.6	9.1	3.2	2.7	2.4
Race/Ethnicity^d									
White	10.6	11.0	9.8	5.2	4.7	4.4	1.0	0.9	0.6
Black	23.4	23.0	20.5	11.9	12.2	9.2	5.1	4.4	2.8
Hispanic	21.9	21.3	21.5	13.5	13.3	12.4	4.7	4.4	4.5
Asian	9.3	9.4	8.2	3.8	3.0	3.2	1.1	1.0	1.0
Other/Multiple	12.9	14.3	14.4	7.2	6.7	6.2	1.2	1.9	0.7

Note. The items on non-carbonated sweetened drinks were first added to the survey in 2015. All percentages were calculated from valid cases (missing responses were not included).

^aSugar-sweetened beverages include lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, and Sunny Delight. Students were instructed not to count soda, sports drinks, energy drinks, or 100% fruit juice. ^bSports drinks include Gatorade and PowerAde. Students were instructed not to count low-calorie sports drinks such as Propel or G2.

^cEnergy drinks include Red Bull and Jolt. Students were instructed not to count diet energy drinks or sports drinks such as Gatorade or PowerAde. ^dRacial categories do not include Hispanic students who are treated as a separate category in this table.

Table 53. Frequency of Drinking Any Sweetened Beverage in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Did not drink any sweetened beverage	Less than one time per day	One time per day	More than one time per day
Overall	17.0	51.8	7.1	24.1
Gender				
Female	18.9	55.2	6.9	19.0
Male	15.0	48.6	7.4	29.0
Race/Ethnicity^a				
White	17.0	56.3	7.5	19.2
Black	14.6	44.4	8.4	32.6
Hispanic	10.3	45.7	7.3	36.8
Asian	25.4	54.5	6.3	13.8
Other/Multiple	18.0	54.5	6.3	21.2

Note. Any sweetened beverage includes non-diet soda; sweetened beverages such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, and Sunny Delight; energy drinks such as Red Bull and Jolt; and sports drinks such as Gatorade and PowerAde. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 54. Prevalence of Drinking Any Sweetened Beverage At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

(Values are percentages)

	2015	2016	2017
Overall	32.6	33.3	31.2
Gender			
Female	26.8	27.7	25.9
Male	38.2	38.6	36.3
Race/Ethnicity^a			
White	27.8	27.3	26.7
Black	43.6	46.3	41.1
Hispanic	48.1	46.6	44.0
Asian	21.6	23.2	20.1
Other/Multiple	28.0	34.4	27.5

Note. Any sweetened beverage includes non-diet soda; sweetened beverages such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, and Sunny Delight; energy drinks such as Red Bull and Jolt; and sports drinks such as Gatorade and PowerAde. The items on non-carbonated sweetened drinks were first added to the survey in 2015. All percentages were calculated from valid cases (missing responses were not included).

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

Table 55. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Never	Rarely	Sometimes	Most of the Time	Always
Overall	76.3	15.3	6.7	1.3	0.4
Gender					
Female	77.9	14.0	6.6	1.1	0.5
Male	74.7	16.8	6.8	1.4	0.4
Race/Ethnicity^a					
White	86.4	10.1	2.9	0.5	0.1
Black	70.6	17.6	8.9	2.3	0.6
Hispanic	62.3	21.7	13.3	2.0	0.7
Asian	79.0	15.3	4.4	1.1	0.2
Other/Multiple	77.6	15.3	5.2	1.1	0.8

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

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

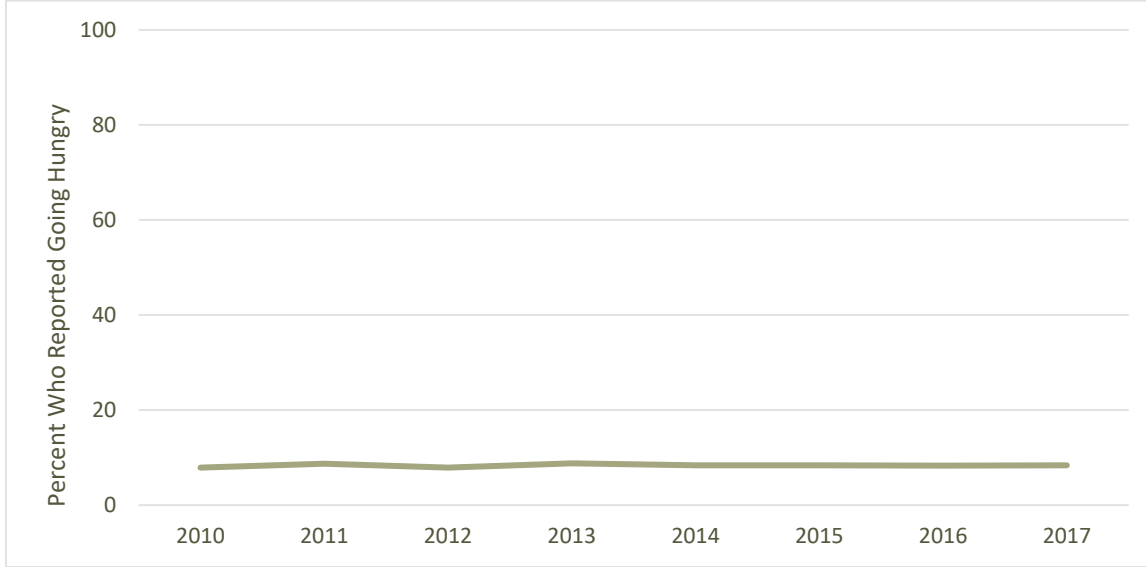
Table 56. Percentage of Students Who Reported Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	8.8	8.4	8.4	8.3	8.4
Gender					
Female	7.7	7.9	7.5	8.1	8.2
Male	9.8	8.8	9.2	8.4	8.5
Race/Ethnicity^a					
White	4.0	4.0	3.7	3.6	3.5
Black	13.7	13.0	11.7	12.9	11.8
Hispanic	16.3	15.7	16.8	16.0	16.0
Asian	7.7	6.8	6.7	6.4	5.7
Other/Multiple	7.9	8.6	7.9	6.4	7.1

Note. Students who reported going hungry “sometimes”, “most of the time”, or “always” are included. All percentages were calculated from valid cases (missing responses were not included).

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

Figure 12. Percentage of Students Who Reported Going Hungry in the Past Month Due to Lack of Food in the Home, Fairfax County, 2010 – 2017



Note. Students who reported going hungry “sometimes”, “most of the time”, or “always” are included. All percentages were calculated from valid cases (missing responses were not included).

Mental Health

Students were asked to rate their average level of stress during the past month on a scale from 1 (little or no stress) to 10 (a great deal of stress). Responses were categorized as “Low” (responses of 1, 2, or 3), “Moderate” (responses of 4, 5, 6, or 7), or “High” (responses of 8, 9, or 10) (see American Psychological Association, 2014). One in seven of the students (14.2%) reported experiencing levels of stress that fell in the high category, and 47.0% fell in the moderate category. A larger percentage of female students reported a high level of stress (15.4% compared to 12.8% of male students). Rates of experiencing high levels of stress ranged from 12.3% of Asian students to 17.2% of students of other or multiple races.

Over one-fifth of the students (22.3%) reported feeling so sad or hopeless almost every day for two or more weeks in a row within the past year that they stopped doing usual activities. Female students were more likely to report experiencing this level of sadness (24.2% compared to 20.1% of male students). Among racial/ethnic groups, Hispanic students reported the highest rates of experiencing this level of sadness (28.7%) while White and Asian students had the lowest rates (18.2% and 18.4%, respectively). Almost half of the students who reported substance use in the past month indicated experiencing this level of sadness or hopelessness (45.7% compared to 21.3% of students who did not use substances). The percentage of students who reported feeling this sad or hopeless in the past year has fluctuated very little since 2010.

Table 57. Percentage of Students Who Experienced Selected Levels of Stress in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2017

	Low	Moderate	High
Overall	38.8	47.0	14.2
Gender			
Female	36.5	48.1	15.4
Male	41.3	46.0	12.8
Race/Ethnicity^a			
White	39.0	47.8	13.3
Black	40.0	43.8	16.2
Hispanic	38.1	46.4	15.4
Asian	40.7	47.1	12.3
Other/Multiple	31.4	51.4	17.2

Note. Students were asked to rate their average level of stress using a 10-point scale where 1 means “little or no stress” and 10 means “a great deal of stress”. Responses were categorized as “Low” (responses of 1, 2, or 3), “Moderate” (responses of 4, 5, 6, or 7) or “High” (responses of 8, 9, or 10) based on the American Psychological Association’s report “Stress in America™: Are Teens Adopting Adults’ Stress Habits?” (American Psychological Association, 2014). All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 58. Percentage of Students Who Experienced High Levels of Stress in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

	2015	2016	2017
Overall	13.6	13.7	14.2
Gender			
Female	14.9	15.0	15.4
Male	12.3	12.4	12.8
Race/Ethnicity^a			
White	12.2	13.6	13.3
Black	14.8	13.9	16.2
Hispanic	15.7	14.5	15.4
Asian	12.4	12.0	12.3
Other/Multiple	17.3	17.2	17.2

Note. Students were asked to rate their average level of stress using a 10-point scale where 1 means “little or no stress” and 10 means “a great deal of stress”. Responses of 8, 9, or 10 were categorized as “High” based on the American Psychological Association’s report “Stress in America™: Are Teens Adopting Adults’ Stress Habits?” (American Psychological Association, 2014). This item was first added to the survey in 2015. All percentages were calculated from valid cases (missing responses were not included).

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

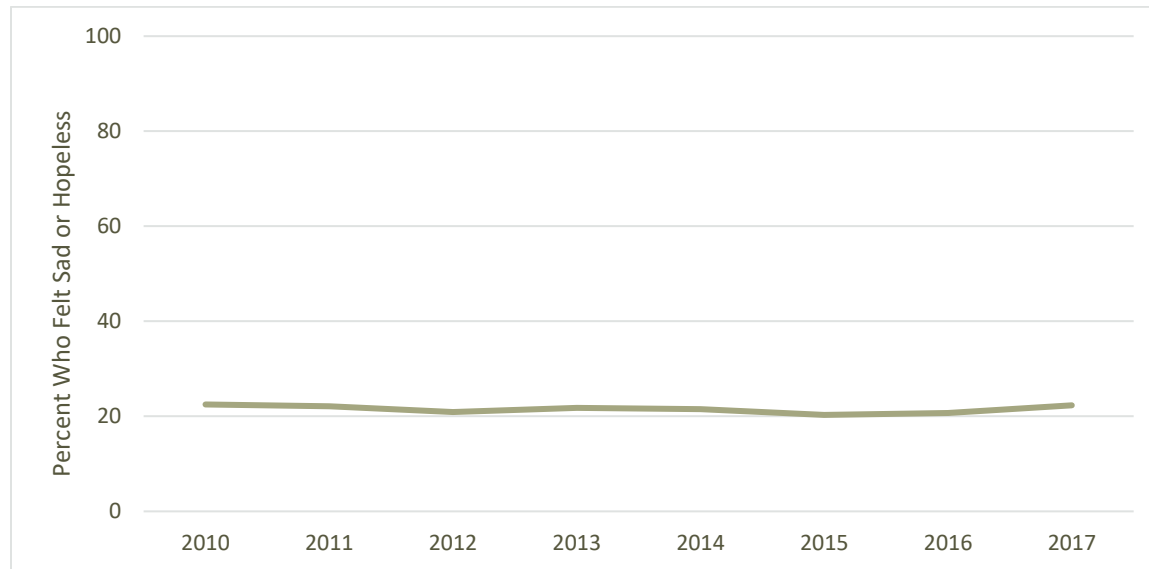
Table 59. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	21.8	21.5	20.3	20.7	22.3
Gender					
Female	24.6	23.8	21.9	22.5	24.2
Male	18.9	19.2	18.6	18.8	20.1
Race/Ethnicity^a					
White	17.6	17.6	15.9	16.1	18.2
Black	26.3	25.5	24.1	26.6	25.8
Hispanic	28.4	27.5	27.2	26.8	28.7
Asian	19.6	18.7	18.3	17.7	18.4
Other/Multiple	25.3	26.0	23.5	22.9	25.2

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

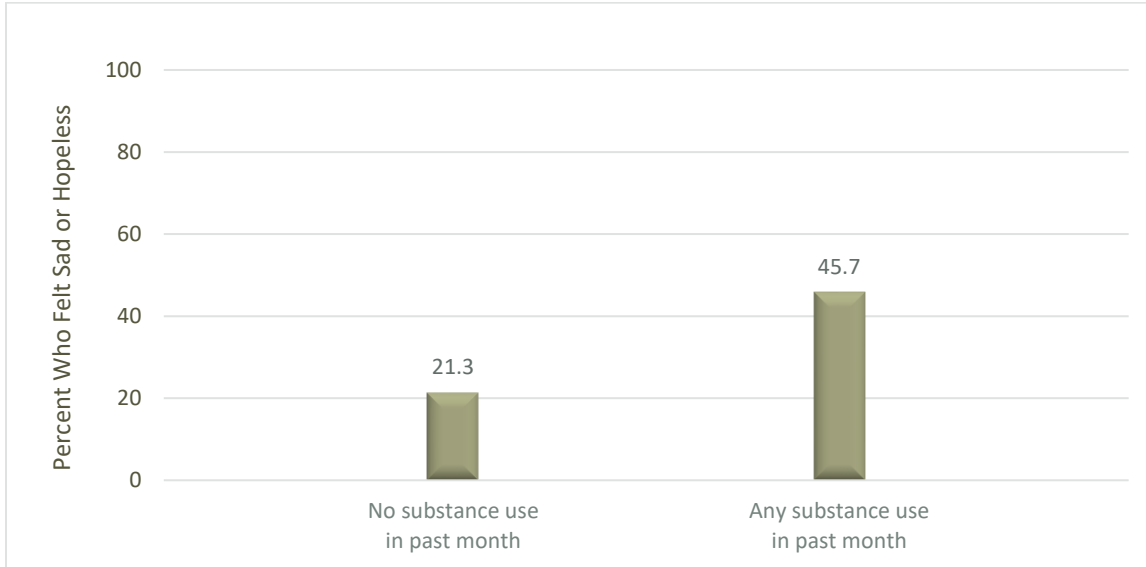
^aRacial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 13. Percentage of Students Who Felt Sad or Hopeless in the Past Year, Fairfax County, 2010 – 2017



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).

Figure 14. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Past Month Substance Use, Fairfax County, 2017



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, cigarettes, or other drugs in the past month. All percentages were calculated from valid cases (missing responses were not included).

EXTRACURRICULAR AND CIVIC BEHAVIORS

One-fourth of the Fairfax County students (24.9%) reported participating in extracurricular activities at school (such as participation in a team, club, or program) for one hour or more on an average school day, and over half (56.4%) reported participating in such activities away from school for at least one hour. Rates of participation in extracurricular activities away from school varied substantially by race/ethnicity, ranging from 40.5% of Hispanic students to 67.6% of White students.

Students were also asked to indicate how much time they spend on an average school day doing homework and going to work. Approximately one-fourth of the students (27.6%) reported spending an hour or more doing homework, and 8.4% reported going to work for an hour or more. Asian students were most likely to report doing an hour or more of homework (35.0%), and male students were more likely to work for an hour or more on an average school day (10.5% compared to 6.3% of female students).

Table 66 shows the amount of time students spend on an average school day in all afterschool activities combined. One-fourth of the students (24.5%) spend more than 3½ hours on the combined activities.

Two-fifths of the students (39.7%) reported volunteering in the past year to do community service, and 60.6% reported being a leader in a group or organization in the past year. Female students were more likely to report volunteering in the past year (42.1% compared to 37.5% of male students). Rates of volunteering and being a group leader in the past year varied by race/ethnicity, ranging from 28.3% of Hispanic students to 51.4% of White students volunteering, and 53.4% of Hispanic students to 66.2% of White students being a leader.

Extracurricular Activities

Table 60. Frequency of Participating in Extracurricular Activities at School, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	63.2	4.8	7.1	16.0	6.7	2.3
Gender						
Female	61.0	5.2	8.1	16.9	6.7	2.1
Male	65.3	4.4	6.1	15.2	6.7	2.3
Race/Ethnicity^a						
White	66.1	5.7	5.7	15.3	5.5	1.6
Black	58.6	3.8	7.4	17.8	8.6	3.7
Hispanic	60.7	4.7	8.5	15.0	8.3	2.9
Asian	63.9	4.0	7.5	17.1	5.6	1.9
Other/Multiple	61.5	4.9	6.9	17.4	7.1	2.3

Note. Students were asked how many hours they spend on an average school day staying after school to participate in a team, club, program, etc. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 61. Frequency of Participating in Extracurricular Activities Away from School, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	32.6	3.5	7.5	21.8	23.2	11.4
Gender						
Female	33.1	3.7	8.6	22.2	21.2	11.3
Male	32.0	3.3	6.6	21.5	25.2	11.6
Race/Ethnicity^a						
White	21.8	3.1	7.5	25.5	28.8	13.3
Black	37.1	3.3	6.1	18.9	22.3	12.4
Hispanic	48.5	3.9	7.1	15.9	16.5	8.2
Asian	29.8	3.7	8.4	25.1	21.8	11.3
Other/Multiple	26.0	3.5	8.3	21.8	27.1	13.4

Note. Students were asked how many hours they spend on an average school day participating in a team, club, program, etc. somewhere other than at school. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Table 62. Frequency of Doing Homework Outside of School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	4.4	33.7	34.3	14.6	9.2	3.8
Gender						
Female	3.5	32.6	34.8	14.9	10.1	4.2
Male	5.2	34.9	33.9	14.2	8.3	3.4
Race/Ethnicity^a						
White	3.1	33.5	37.6	14.8	8.3	2.8
Black	4.7	36.0	31.0	13.7	9.7	5.0
Hispanic	7.4	38.4	31.6	13.7	6.2	2.7
Asian	2.4	28.3	34.2	16.1	13.0	6.0
Other/Multiple	4.0	31.6	34.3	14.4	11.2	4.5

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

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

Table 63. Frequency of Going to Work on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	79.8	7.4	4.4	3.0	1.8	3.7
Gender						
Female	84.0	6.2	3.5	2.3	1.1	2.9
Male	75.7	8.6	5.2	3.7	2.4	4.4
Race/Ethnicity^a						
White	81.6	7.6	3.9	2.1	1.4	3.4
Black	80.8	5.9	4.2	3.2	2.2	3.7
Hispanic	75.7	8.4	5.5	3.8	2.1	4.6
Asian	83.0	6.3	3.6	2.9	1.7	2.6
Other/Multiple	76.5	8.9	4.3	3.7	2.3	4.4

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

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

Table 64. Percentage of Students Who Spend One Hour or More on Extracurricular Activities on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

	Extracurricular at school			Extracurricular away from school		
	2015	2016	2017	2015	2016	2017
Overall	26.9	25.6	24.9	58.3	57.4	56.4
Gender						
Female	27.4	26.5	25.7	57.3	55.6	54.7
Male	26.4	24.7	24.2	59.5	59.4	58.2
Race/Ethnicity^a						
White	24.4	23.8	22.4	69.7	68.8	67.6
Black	33.3	27.4	30.2	50.5	50.9	53.6
Hispanic	28.7	28.5	26.1	43.9	41.5	40.5
Asian	26.6	24.4	24.6	57.7	59.1	58.1
Other/Multiple	25.6	25.3	26.8	59.5	60.7	62.3

Note. Extracurricular activities include participation in a team, club, program, etc. The wording for the questions pertaining to extracurricular activities was changed in 2015. Comparing this year’s results with years prior to 2015 is not advised. All percentages were calculated from valid cases (missing responses were not included).

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

Table 65. Percentage of Students Who Spend One Hour or More on Homework or Going to Work on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2017

	Doing homework			Going to work		
	2015	2016	2017	2015	2016	2017
Overall	33.8	29.3	27.6	8.3	8.4	8.4
Gender						
Female	37.1	30.9	29.1	5.2	5.7	6.3
Male	30.7	27.9	26.0	11.3	10.9	10.5
Race/Ethnicity^a						
White	32.2	28.6	25.8	6.7	8.2	6.9
Black	32.6	28.2	28.4	9.6	9.2	9.1
Hispanic	29.6	25.2	22.6	10.4	9.0	10.5
Asian	41.3	35.9	35.0	7.8	7.6	7.2
Other/Multiple	33.5	28.9	30.1	10.0	8.7	10.4

Note. These items were first added to the survey in 2015. All percentages were calculated from valid cases (missing responses were not included).

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

Table 66. Total Amount of Time Spent Doing Homework, Going to Work, and Participating in Extracurricular Activities on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Less than 2 hours	2 – 3 ½ hours	3 ¾ - 5 ½ hours	5 ¾ - 7 ¾ hours	8 or more hours
Overall	40.8	34.6	18.6	4.9	1.0
Gender					
Female	41.9	34.2	18.5	4.5	0.9
Male	39.8	35.1	18.9	5.3	1.0
Race/Ethnicity^a					
White	36.7	39.0	19.0	4.4	0.9
Black	40.1	31.6	20.7	6.2	1.4
Hispanic	49.4	30.2	15.3	4.3	0.9
Asian	38.3	34.8	20.8	5.1	1.0
Other/Multiple	35.6	35.0	21.3	6.7	1.4

Note. Extracurricular activities include participation in a team, club, program, etc. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.

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

Civic Behaviors

Table 67. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2017

(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	40.6	19.7	12.3	11.7	8.0	7.8
Gender						
Female	37.3	20.6	12.6	11.5	9.2	8.8
Male	43.8	18.7	12.1	11.9	6.8	6.8
Race/Ethnicity^a						
White	27.7	20.9	18.9	16.3	9.9	6.4
Black	46.8	19.2	7.9	7.8	7.3	10.9
Hispanic	55.5	16.3	6.4	7.9	5.8	8.1
Asian	42.3	20.3	11.2	11.2	7.4	7.6
Other/Multiple	33.3	24.4	12.8	11.4	9.5	8.6

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

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

Table 68. Percentage of Students Who Reported Volunteering to Do Community Service in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	43.0	41.9	40.5	39.1	39.7
Gender					
Female	45.3	43.8	42.7	41.1	42.1
Male	41.0	40.1	38.3	37.2	37.5
Race/Ethnicity^a					
White	53.9	51.9	51.3	50.5	51.4
Black	31.2	38.4	34.4	33.7	33.9
Hispanic	32.2	29.1	28.8	26.3	28.3
Asian	40.3	38.1	37.2	36.8	37.4
Other/Multiple	41.5	44.4	38.6	42.5	42.3

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

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

Table 69. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2017

(Values are percentages)

	Never	Once	Twice	3-4 times	5 or more times
Overall	39.4	19.0	14.6	13.0	14.1
Gender					
Female	38.5	20.0	15.4	13.3	12.9
Male	40.2	18.2	13.8	12.7	15.1
Race/Ethnicity^a					
White	33.8	18.6	15.5	15.3	16.8
Black	37.6	17.6	14.8	13.0	16.9
Hispanic	46.6	21.7	12.5	9.5	9.8
Asian	40.2	17.6	15.9	13.5	12.9
Other/Multiple	35.0	19.8	14.9	13.6	16.7

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

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

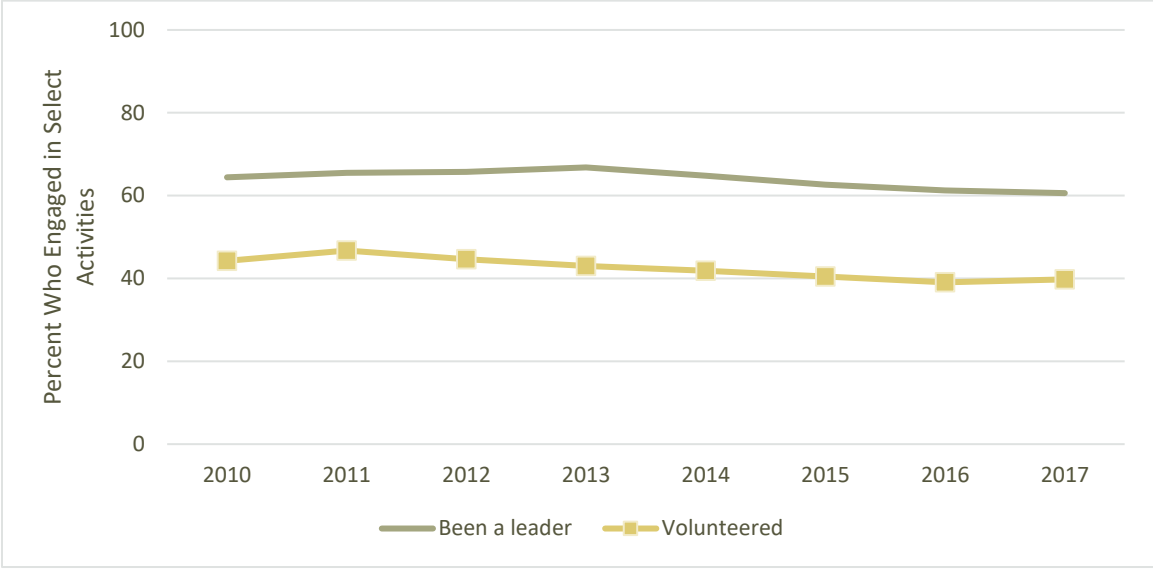
Table 70. Percentage of Students Who Reported Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2013 – 2017

	2013	2014	2015	2016	2017
Overall	66.8	64.8	62.6	61.2	60.6
Gender					
Female	68.3	65.6	63.3	62.4	61.5
Male	65.5	64.0	62.1	60.2	59.8
Race/Ethnicity^a					
White	70.6	67.8	66.7	67.3	66.2
Black	66.5	67.7	63.4	60.8	62.4
Hispanic	62.5	60.5	55.5	52.6	53.4
Asian	64.4	61.5	62.1	61.8	59.9
Other/Multiple	68.1	68.5	65.3	62.4	65.0

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

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

Figure 15. Percentage of Students Who Reported Volunteering to Do Community Service or Being a Leader in a Group or Organization in the Past Year, Fairfax County, 2010 – 2017



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

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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 all students in sixth, eighth, tenth, and twelfth grades.

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

For the eighth-, tenth-, and twelfth-grade survey, English classrooms were randomly selected from every school. The number of classrooms selected was proportional to the pyramid size to ensure a representative sample to allow for generalized survey results. (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 was adopted in 2009, giving all students in the targeted grades the opportunity to participate in the surveys. Survey data were weighted by grade and race. Since 2010 the survey data have been weighted by grade within each pyramid to allow generalization of survey results to the entire population.

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

Table 71. Instruments Used to Survey Fairfax County Youth, 2001 – 2017

<i>Year</i>	<i>Survey</i>	<i>Targeted Population</i>	<i>Number of Questions</i>	<i>National Comparison</i>
2001	Fairfax County Youth Survey	8th, 10th, 12th	228	MTF
2003	Virginia Community Youth Survey	8th, 10th, 12th	135	MTF
2005	Fairfax County Youth Survey	6th, 8th, 10th, 12th	137	MTF (for 8th, 10th, and 12th)
2008	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	154	MTF
	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	109	YRBS
	Fairfax County Youth Survey: 6 th Grade Survey	6th	62	None
2009	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	151	MTF & YRBS
	Fairfax County Youth Survey: 6 th Grade Survey	6th	82	None
2010	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	203	MTF
	Fairfax County Youth Survey: 6 th Grade Survey	6th	84	None
2011	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	155	MTF & YRBS
	Fairfax County Youth Survey: 6 th Grade Survey	6th	84	None
2012	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	207	MTF
	Fairfax County Youth Survey: 6 th Grade Survey	6th	84	None
2013	Fairfax County Youth Survey: Healthy Behaviors Survey	8th, 10th, 12th	155	MTF & YRBS
	Fairfax County Youth Survey: 6 th Grade Survey	6th	84	None
2014	Fairfax County Youth Survey: Risk and Protective Factors Survey	8th, 10th, 12th	210	MTF
	Fairfax County Youth Survey: 6 th Grade Survey	6th	84	None
2015, 2016, 2017	Fairfax County Youth Survey of 8 th , 10 th , and 12 th Grade Students	8th, 10th, 12th	164	MTF & YRBS
	Fairfax County Youth Survey of 6 th Grade Students	6th	84	None

Note. Monitoring the Future (MTF) is an annual survey of substance use that is administered to eighth-, tenth-, and twelfth-grade students across the nation (Johnston et al., 2018). The Youth Risk Behavior Survey (YRBS) is a national survey conducted in odd years by the U.S. Centers for Disease Control and Prevention among students in grades 9 – 12 (Kann et al., 2016).

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 2017 Fairfax County Youth Survey used items from nationally-validated youth surveys. Approximately forty percent of the questions come from the Communities That Care Youth Survey from the U.S. Substance Abuse and Mental Health Services Administration, and approximately one-third come from the U.S. Centers for Disease Control and Prevention's Youth Risk Behavior Survey. Other questions are derived from the Search Institute and other surveys.

The 2017 Fairfax County Youth Survey used a census sampling method, where all students in sixth, eighth, tenth, and twelfth grades were invited to participate. Non-response bias may occur if one or more shared characteristics differentiate those who completed the survey from those who did not (if the answers of respondents differ from the potential answers of those who chose not to participate.) A non-response bias limits the extent to which the results of the survey can be generalized to populations other than the sample who completed the survey.

The *2017 Fairfax County Youth Survey of 6th Grade Students* had a response rate of 87.7%. Table 3 on page 12 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. Statistical differences were observed for some of the racial/ethnic sub-groups: for example, students identifying themselves as White were under-represented in the sample ($p < .001$) while students identifying themselves as Black were over-represented ($p < .05$). However, because the data are analyzed at the pyramid level, and the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the data were not weighted by gender or race/ethnicity. The data were weighted by pyramid only.

DATA PROCESSING METHODOLOGY

The following six conditions were used to clean the *2017 Fairfax County Youth Survey of 6th Grade Students* data. Missing data were not imputed.

Condition 1: Blank Surveys

There were a total of 84 questions on the survey instrument, including seven questions that asked about students' demographic information. Cases where students provided seven or fewer responses were eliminated from the data analysis.

Condition 2: Truthfulness

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

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

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

Condition 3: Cabeniferol (cabbies) Use

There were two items on "cabeniferol (cabbies)" use – in their lifetime and during the past 30 days. The drug is fictitious and was created to check the validity of students' responses. Cases where students reported any use were eliminated from the data analysis.

Condition 4: Missing or Incorrect Grade Information

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

Condition 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 72 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 72. Results of Data Cleaning Procedures, Fairfax County, 2017

	Number	Percent
Rejected questionnaires		
Blank questionnaires	55	0.4
“Not honest at all” responses	67	0.5
Reported fictitious drug use	64	0.5
Rejected by grade check	94	0.8
Rejected by consistency check	1	0.0
Rejected by dose check	1	0.0
Total number of usable questionnaires	12,247	97.7
Total	12,529	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 9.4 was used to generate all tables in this report. The SAS and SPSS data analysis programs use slightly different weighting processes so readers using SPSS for data analysis may receive slightly different outputs (0.1% or less).

* 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. UNIVARIATE TABLES*

Q1 How old are you?		
	Number	%
10 or younger	86	0.7
11	9,620	78.7
12	2,481	20.3
13	41	0.3
Total	12,228	100.0
Missing	19	
Total	12,247	

Q3 Gender		
	Number	%
Female	5,934	49.0
Male	6,168	51.0
Total	12,102	100.0
Missing	145	
Total	12,247	

Q4 & Q5 Race/Ethnicity		
	Number	%
White	4,081	35.2
Black	1,299	11.2
Hispanic	2,982	25.8
Asian/Pacific Islander	2,296	19.8
Other/Multiple	923	8.0
Total	11,581	100.0
Missing	666	
Total	12,247	

Q6 Which of the following people live with you?		
	Number	%
Mother	11,744	96.6
Father	9,944	81.8
Stepmother	267	2.2
Stepfather	726	6.0
Grandmother(s)	1,473	12.1
Grandfather(s)	789	6.5
Foster parent	24	0.2
Other adults	1,341	11.0
Sister(s)	6,510	53.5
Brother(s)	6,828	56.1
Stepsister(s)	233	1.9
Stepbrother(s)	232	1.9
Other children	617	5.1

*Denominator = 12,162. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (missing = 85).

Q7 What language do you use most often at home?		
	Number	%
English	8,245	70.7
Spanish	1,763	15.1
Another language	1,660	14.2
Total	11,668	100.0
Missing	579	
Total	12,247	

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

Q8 Has your parent or guardian ever served in the military?

	Number	%
Yes	2,637	21.8
No	7,869	65.2
Not sure	1,570	13.0
Total	12,076	100.0
Missing	171	
Total	12,247	

Q9 Do you have someone in your family who is currently in the military?

	Number	%
Yes	1,459	12.1
No	9,353	77.8
Not sure	1,214	10.1
Total	12,027	100.0
Missing	220	
Total	12,247	

Q10 Putting them all together, what were your grades like last year?

	Number	%
Mostly Fs	37	0.4
Mostly Ds	96	0.9
Mostly Cs	594	5.6
Mostly Bs	4,313	40.4
Mostly As	5,624	52.7
Total	10,663	100.0
Missing	1,584	
Total	12,247	

Q11 I think sometimes it is okay to cheat at school.

	Number	%
NO!!	9,104	75.6
no	2,477	20.6
yes	408	3.4
YES!!	56	0.5
Total	12,045	100.0
Missing	202	
Total	12,247	

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

	Number	%
Strongly agree	4,963	42.0
Agree	3,871	32.7
Not sure	1,782	15.1
Disagree	742	6.3
Strongly disagree	471	4.0
Total	11,829	100.0
Missing	418	
Total	12,247	

Q13 I feel safe at my school.

	Number	%
NO!!	146	1.2
no	671	5.6
yes	6,055	50.4
YES!!	5,153	42.9
Total	12,026	100.0
Missing	221	
Total	12,247	

Q14 My teacher notices when I am doing a good job and lets me know about it.

	Number	%
NO!!	271	2.3
no	1,884	15.8
yes	6,774	56.9
YES!!	2,986	25.1
Total	11,915	100.0
Missing	332	
Total	12,247	

Q15 The school lets my parents know when I have done something well.

	Number	%
NO!!	935	8.0
no	4,227	36.2
yes	4,747	40.6
YES!!	1,780	15.2
Total	11,690	100.0
Missing	557	
Total	12,247	

Q16 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	%
Yes	2,652	22.3
No	9,262	77.7
Total	11,914	100.0
Missing	333	
Total	12,247	

Q17 On a scale of 1 to 10, where 1 means little or no stress and 10 means a great deal of stress, how would you rate your average level of stress during the past month?

	Number	%
1 - little or no stress	1,241	10.4
2	1,572	13.2
3	1,822	15.3
4	1,609	13.5
5	1,677	14.1
6	1,222	10.2
7	1,104	9.3
8	936	7.8
9	397	3.3
10 - a great deal of stress	359	3.0
Total	11,938	100.0
Missing	309	
Total	12,247	

Q18 I ignore rules that get in my way.

	Number	%
Very false	5,592	47.2
Somewhat false	4,219	35.6
Somewhat true	1,839	15.5
Very true	193	1.6
Total	11,844	100.0
Missing	403	
Total	12,247	

Q19 There are lots of adults in my neighborhood I could talk to about something important.

	Number	%
NO!!	2,351	19.8
no	3,998	33.7
yes	3,755	31.7
YES!!	1,748	14.8
Total	11,852	100.0
Missing	395	
Total	12,247	

Q20 My neighbors notice when I am doing a good job and let me know about it.

	Number	%
NO!!	4,154	34.9
no	4,738	39.8
yes	2,310	19.4
YES!!	698	5.9
Total	11,900	100.0
Missing	347	
Total	12,247	

Q21 During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?

	Number	%
0 days	10,842	90.6
1 day	494	4.1
2 or 3 days	325	2.7
4 or 5 days	99	0.8
6 or more days	208	1.7
Total	11,969	100.0
Missing	278	
Total	12,247	

Q22 During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?

	Number	%
0 days	11,979	99.1
1 day	63	0.5
2 or 3 days	13	0.1
4 or 5 days	9	0.1
6 or more days	27	0.2
Total	12,092	100.0
Missing	155	
Total	12,247	

Q23 How important is the following to you in your life? Accepting responsibility for my actions when I make a mistake or get in trouble.

	Number	%
Extremely important	4,567	38.2
Quite important	5,088	42.5
Not sure	1,504	12.6
Somewhat important	725	6.1
Not important	75	0.6
Total	11,959	100.0
Missing	288	
Total	12,247	

Q24 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	%
Extremely important	4,736	39.4
Quite important	4,711	39.2
Not sure	1,484	12.4
Somewhat important	919	7.6
Not important	166	1.4
Total	12,015	100.0
Missing	232	
Total	12,247	

Q25 When things don't go well for me, I am good at finding a way to make things better.

	Number	%
Strongly agree	2,435	20.2
Agree	5,721	47.5
Not sure	2,710	22.5
Disagree	898	7.5
Strongly disagree	291	2.4
Total	12,056	100.0
Missing	191	
Total	12,247	

Q26 I feel as if I can solve most problems in my life.

	Number	%
Strongly agree	2,454	20.3
Agree	5,455	45.1
Not sure	2,771	22.9
Disagree	1,084	9.0
Strongly disagree	324	2.7
Total	12,088	100.0
Missing	159	
Total	12,247	

Q27 I have much in life to be thankful for.

	Number	%
Strongly agree	9,130	75.3
Agree	2,305	19.0
Not sure	523	4.3
Disagree	118	1.0
Strongly disagree	50	0.4
Total	12,126	100.0
Missing	121	
Total	12,247	

Q28 How much do you do the following when you have a problem...I try to find different solutions to the problem.

	Number	%
A lot	4,162	34.5
Sometimes	6,537	54.2
A little	1,188	9.9
Never	172	1.4
Total	12,060	100.0
Missing	187	
Total	12,247	

Q29 How many times have you participated in school or non-school-based activities after the regular school day ended?

	Number	%
Never	1,355	11.5
I've done it, but not in the past year	1,831	15.6
Less than once a month	345	2.9
About once a month	421	3.6
Two or three times a month	756	6.4
Once a week or more	7,041	59.9
Total	11,748	100.0
Missing	499	
Total	12,247	

Q30 How many times have you volunteered to do community service?

	Number	%
Never	4,745	40.6
I've done it, but not in the past year	2,297	19.7
Less than once a month	1,441	12.3
About once a month	1,368	11.7
Two or three times a month	931	8.0
Once a week or more	906	7.8
Total	11,687	100.0
Missing	560	
Total	12,247	

Q31 On an average school day, how many hours do you spend doing homework outside of school?

	Number	%
None	534	4.4
Half hour or less	4,058	33.7
Between 1/2 and 1 hour	4,132	34.3
1 hour	1,762	14.6
2 hours	1,102	9.2
3 hours or more	458	3.8
Total	12,046	100.0
Missing	201	
Total	12,247	

Q32 On an average school day, how many hours do you spend going to work?

	Number	%
None	8,460	79.8
Half hour or less	784	7.4
Between 1/2 and 1 hour	465	4.4
1 hour	313	3.0
2 hours	189	1.8
3 hours or more	393	3.7
Total	10,604	100.0
Missing	1,643	
Total	12,247	

Q33 On an average school day, how many hours do you spend staying after school to participate in a team, club, program, etc.?

	Number	%
None	7,417	63.2
Half hour or less	562	4.8
Between 1/2 and 1 hour	833	7.1
1 hour	1,875	16.0
2 hours	787	6.7
3 hours or more	265	2.3
Total	11,739	100.0
Missing	508	
Total	12,247	

Q34 On an average school day, how many hours do you spend participating in a team, club, program, etc. somewhere other than at school?

	Number	%
None	3,801	32.6
Half hour or less	408	3.5
Between 1/2 and 1 hour	879	7.5
1 hour	2,542	21.8
2 hours	2,709	23.2
3 hours or more	1,330	11.4
Total	11,669	100.0
Missing	578	
Total	12,247	

Q35 On an average school day, how many hours do you watch TV?

	Number	%
Not at all	2,409	20.3
Less than 1 hour per day	3,508	29.6
1 hour per day	2,303	19.4
2 hours per day	1,908	16.1
3 hours per day	936	7.9
4 hours per day	316	2.7
5 or more hours per day	486	4.1
Total	11,865	100.0
Missing	382	
Total	12,247	

Q36 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	%
Not at all	1,303	11.0
Less than 1 hour per day	2,423	20.5
1 hour per day	2,188	18.5
2 hours per day	2,236	18.9
3 hours per day	1,465	12.4
4 hours per day	766	6.5
5 or more hours per day	1,423	12.1
Total	11,803	100.0
Missing	444	
Total	12,247	

Q37 During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

	Number	%
0 days	783	6.8
1 day	807	7.0
2 days	1,119	9.7
3 days	1,510	13.1
4 days	1,738	15.0
5 days	1,721	14.9
6 days	1,072	9.3
7 days	2,815	24.3
Total	11,567	100.0
Missing	680	
Total	12,247	

Q38 During the past 12 months, have you ever bullied someone else on school property?

	Number	%
Yes	509	4.2
No	11,523	95.8
Total	12,032	100.0
Missing	215	
Total	12,247	

Q39 During the past 12 months, have you ever bullied someone else away from school property?

	Number	%
Yes	495	4.1
No	11,511	95.9
Total	12,006	100.0
Missing	241	
Total	12,247	

Q40 During the past 12 months, have you ever been bullied on school property?

	Number	%
Yes	2,920	24.4
No	9,038	75.6
Total	11,958	100.0
Missing	289	
Total	12,247	

Q41 During the past 12 months, have you ever been bullied away from school property?

	Number	%
Yes	1,965	16.4
No	10,010	83.6
Total	11,974	100.0
Missing	273	
Total	12,247	

Q42 How many times in the past year have you said something bad about someone's race or culture?

	Number	%
Never	9,881	83.1
1 to 2 times	1,427	12.0
3 to 5 times	284	2.4
6 to 9 times	122	1.0
10 to 19 times	68	0.6
20 to 29 times	22	0.2
30 to 39 times	13	0.1
40 or more times	71	0.6
Total	11,888	100.0
Missing	359	
Total	12,247	

Q43 How many times in the past year has anyone done the following to you...said something bad about your race or culture?

	Number	%
Never	7,337	61.6
1 to 2 times	2,415	20.3
3 to 5 times	933	7.8
6 to 9 times	465	3.9
10 to 19 times	344	2.9
20 to 29 times	129	1.1
30 to 39 times	66	0.6
40 or more times	224	1.9
Total	11,912	100.0
Missing	335	
Total	12,247	

Q44 How many times in the past year has a parent or adult in your household bullied, taunted, ridiculed, or teased you?

	Number	%
Never	9,460	79.6
1 to 2 times	1,069	9.0
3 to 5 times	414	3.5
6 to 9 times	229	1.9
10 to 19 times	182	1.5
20 to 29 times	111	0.9
30 to 39 times	49	0.4
40 or more times	366	3.1
Total	11,880	100.0
Missing	367	
Total	12,247	

Q45 How many times in the past year have you been cyberbullied by a student who attends your school?

	Number	%
Never	10,775	89.8
1 to 2 times	750	6.2
3 to 5 times	242	2.0
6 to 9 times	104	0.9
10 to 19 times	59	0.5
20 to 29 times	25	0.2
30 to 39 times	13	0.1
40 or more times	38	0.3
Total	12,005	100.0
Missing	242	
Total	12,247	

Q46 How many times in the past year have you cyberbullied a student attending your school?

	Number	%
Never	11,589	96.3
1 to 2 times	325	2.7
3 to 5 times	54	0.5
6 to 9 times	29	0.2
10 to 19 times	13	0.1
20 to 29 times	2	0.0
30 to 39 times	5	0.0
40 or more times	15	0.1
Total	12,033	100.0
Missing	214	
Total	12,247	

Q47 Do you agree or disagree that harassment and bullying by other students is a problem at your school?

	Number	%
Strongly agree	3,341	28.5
Agree	2,059	17.6
Neutral	3,018	25.7
Disagree	2,163	18.4
Strongly disagree	1,153	9.8
Total	11,734	100.0
Missing	513	
Total	12,247	

Q48 How much do you think people risk harming themselves if they smoke one or more packs of cigarettes per day?

	Number	%
No risk	1,551	13.2
Slight risk	453	3.9
Moderate risk	1,624	13.8
Great risk	8,135	69.2
Total	11,762	100.0
Missing	485	
Total	12,247	

Q49 How much do you think people risk harming themselves if they try marijuana once or twice?

	Number	%
No risk	1,902	17.0
Slight risk	1,944	17.4
Moderate risk	3,008	26.9
Great risk	4,334	38.7
Total	11,188	100.0
Missing	1,059	
Total	12,247	

Q50 How much do you think people risk harming themselves if they smoke marijuana regularly?

	Number	%
No risk	1,811	16.0
Slight risk	314	2.8
Moderate risk	1,294	11.4
Great risk	7,900	69.8
Total	11,319	100.0
Missing	928	
Total	12,247	

Q51 How much do you think people risk harming themselves if they take one or two drinks of an alcoholic beverage nearly every day?

	Number	%
No risk	2,009	17.2
Slight risk	2,058	17.6
Moderate risk	3,606	30.8
Great risk	4,032	34.5
Total	11,705	100.0
Missing	542	
Total	12,247	

Q52 Have you ever smoked cigarettes?

	Number	%
Never	11,892	98.9
Once or twice	108	0.9
Once in a while but not regularly	7	0.1
Regularly in the past	9	0.1
Regularly now	11	0.1
Total	12,027	100.0
Missing	220	
Total	12,247	

Q53 How often have you smoked cigarettes during the past 30 days?

	Number	%
Not at all	11,951	99.8
Less than one cigarette per day	13	0.1
One to five cigarettes per day	7	0.1
About one-half pack per day	1	0.0
About one pack per day	1	0.0
More than one pack per day	1	0.0
Total	11,974	100.0
Missing	273	
Total	12,247	

Q54 Have you ever, even once in your lifetime, had more than a sip or two of beer, wine, or hard liquor?

	Number	%
Yes	1,699	14.3
No	10,172	85.7
Total	11,871	100.0
Missing	376	
Total	12,247	

Q55 During the past 30 days, on how many days did you drink beer, wine, or hard liquor?

	Number	%
None	11,803	98.6
1-2 days	129	1.1
3-5 days	26	0.2
6-9 days	4	0.0
10 or more days	15	0.1
Total	11,977	100.0
Missing	270	
Total	12,247	

Q56 Have you ever, even once in your lifetime, smoked marijuana?

	Number	%
Yes	76	0.6
No	11,844	99.4
Total	11,920	100.0
Missing	327	
Total	12,247	

Q57 During the past 30 days, on how many days did you use marijuana?

	Number	%
None	11,791	99.9
1-2 days	12	0.1
6-9 days	1	0.0
10 or more days	5	0.0
Total	11,809	100.0
Missing	438	
Total	12,247	

Q58 Have you ever, even once in your lifetime, sniffed glue, breathed the contents of an aerosol spray can...?

	Number	%
Yes	429	3.7
No	11,136	96.3
Total	11,564	100.0
Missing	683	
Total	12,247	

Q59 During the past 30 days, on how many days did you sniff glue, breathe the contents of an aerosol spray can...?

	Number	%
None	11,400	98.2
1-2 days	160	1.4
3-5 days	31	0.3
6-9 days	7	0.1
10 or more days	13	0.1
Total	11,611	100.0
Missing	636	
Total	12,247	

Q62 Have you ever, even once in your lifetime, used other illegal drugs?

	Number	%
Yes	56	0.5
No	11,752	99.5
Total	11,808	100.0
Missing	439	
Total	12,247	

Q63 During the past 30 days, on how many days did you use other illegal drugs?

	Number	%
None	11,814	99.8
1-2 days	16	0.1
3-5 days	4	0.0
10 or more days	2	0.0
Total	11,837	100.0
Missing	410	
Total	12,247	

Q64 How easy or hard would it be for you to get beer, wine, or hard liquor?

	Number	%
Very hard	7,536	69.1
Sort of hard	1,838	16.9
Sort of easy	984	9.0
Very easy	546	5.0
Total	10,904	100.0
Missing	1,343	
Total	12,247	

Q65 How easy or hard would it be for you to get some cigarettes?

	Number	%
Very hard	9,265	85.8
Sort of hard	875	8.1
Sort of easy	395	3.7
Very easy	266	2.5
Total	10,801	100.0
Missing	1,446	
Total	12,247	

Q66 During the past 7 days, how many times did you eat fruit? Do not count fruit juice.

	Number	%
I did not eat fruit during the past 7 days	525	4.4
1 to 3 times during the past 7 days	1,903	16.1
4 to 6 times during the past 7 days	2,096	17.7
1 time per day	1,466	12.4
2 times per day	2,391	20.2
3 times per day	1,539	13.0
4 or more times per day	1,915	16.2
Total	11,834	100.0
Missing	413	
Total	12,247	

Q67 During the past 7 days, how many times did you eat vegetables?

	Number	%
I did not eat vegetables during the past 7 days	861	7.2
1 to 3 times during the past 7 days	2,118	17.8
4 to 6 times during the past 7 days	1,778	15.0
1 time per day	1,905	16.0
2 times per day	2,119	17.8
3 times per day	1,358	11.4
4 or more times per day	1,747	14.7
Total	11,886	100.0
Missing	361	
Total	12,247	

Q68 During the past 7 days, how many times did you drink a can, bottle, or glass of soda or pop? Do not include diet soda.

	Number	%
I did not drink soda or pop during the past 7 days	5,432	45.9
1 to 3 times during the past 7 days	4,785	40.4
4 to 6 times during the past 7 days	523	4.4
1 time per day	596	5.0
2 times per day	261	2.2
3 times per day	93	0.8
4 or more times per day	159	1.3
Total	11,848	100.0
Missing	399	
Total	12,247	

Q69 During the past 7 days, how many times did you drink a can, bottle, or glass of a sugar-sweetened beverage such as lemonade...?

	Number	%
I did not drink sugar-sweetened beverages during the past 7 days	4,259	36.1
1 to 3 times during the past 7 days	4,862	41.2
4 to 6 times during the past 7 days	1,020	8.7
1 time per day	789	6.7
2 times per day	421	3.6
3 times per day	173	1.5
4 or more times per day	271	2.3
Total	11,796	100.0
Missing	451	
Total	12,247	

Q70 During the past 7 days, how many times did you drink a can, bottle, or glass of an energy drink, such as Red Bull or Jolt?

	Number	%
I did not drink energy drinks during the past 7 days	11,081	93.6
1 to 3 times during the past 7 days	449	3.8
4 to 6 times during the past 7 days	79	0.7
1 time per day	112	0.9
2 times per day	41	0.4
3 times per day	29	0.2
4 or more times per day	50	0.4
Total	11,842	100.0
Missing	405	
Total	12,247	

Q71 During the past 7 days, how many times did you drink a can, bottle, or glass of a sports drink, such as Gatorade or PowerAde?

	Number	%
I did not drink sports drinks during the past 7 days	7,487	63.1
1 to 3 times during the past 7 days	3,077	25.9
4 to 6 times during the past 7 days	494	4.2
1 time per day	421	3.6
2 times per day	174	1.5
3 times per day	72	0.6
4 or more times per day	142	1.2
Total	11,867	100.0
Missing	380	
Total	12,247	

Q72 How many times have you changed homes since kindergarten?

	Number	%
None	5,460	46.0
1-2 times	3,934	33.2
3-4 times	1,732	14.6
5-6 times	475	4.0
7 or more times	261	2.2
Total	11,863	100.0
Missing	384	
Total	12,247	

Q73 My parents ask me what I think before most family decisions affecting me are made.

	Number	%
NO!!	818	7.3
no	2,227	19.8
yes	5,082	45.2
YES!!	3,125	27.8
Total	11,250	100.0
Missing	997	
Total	12,247	

Q74 If I had a personal problem, I could ask my mom or dad for help.

	Number	%
NO!!	356	3.0
no	808	6.7
yes	3,593	30.0
YES!!	7,240	60.4
Total	11,997	100.0
Missing	250	
Total	12,247	

Q75 People in my family often insult or yell at each other.

	Number	%
NO!!	4,117	35.0
no	4,714	40.0
yes	2,294	19.5
YES!!	647	5.5
Total	11,773	100.0
Missing	474	
Total	12,247	

Q76 During the past 30 days, how often did you go hungry because there was not enough food in your home?

	Number	%
Never	9,138	76.3
Rarely	1,834	15.3
Sometimes	801	6.7
Most of the time	152	1.3
Always	50	0.4
Total	11,974	100.0
Missing	273	
Total	12,247	

Q77 During the last 12 months, how many times have you been a leader in a group or organization?

	Number	%
Never	4,583	39.4
Once	2,210	19.0
Twice	1,694	14.6
3-4 times	1,514	13.0
5 or more times	1,642	14.1
Total	11,643	100.0
Missing	604	
Total	12,247	

Q78 During the last 12 months, how many times have you helped make sure that all people are treated fairly?

	Number	%
Never	1,651	14.3
Once	1,641	14.2
Twice	1,865	16.1
3-4 times	2,329	20.1
5 or more times	4,100	35.4
Total	11,585	100.0
Missing	662	
Total	12,247	

Q79 People who know me would say this: Giving up when things get hard for me is...

	Number	%
Not at all like me	4,870	41.3
A little like me	4,546	38.5
Somewhat like me	1,566	13.3
Quite like me	526	4.5
Very much like me	290	2.5
Total	11,799	100.0
Missing	448	
Total	12,247	

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

	Number	%
Not at all like me	996	8.5
A little like me	742	6.3
Somewhat like me	745	6.3
Quite like me	2,152	18.3
Very much like me	7,130	60.6
Total	11,766	100.0
Missing	481	
Total	12,247	

Q81 People who know me would say this: Thinking through the possible good and bad results of different choices before I make decisions is...

	Number	%
Not at all like me	718	6.2
A little like me	1,571	13.6
Somewhat like me	2,448	21.2
Quite like me	3,801	32.9
Very much like me	3,004	26.0
Total	11,542	100.0
Missing	705	
Total	12,247	

Q82 I get along well with students who are different from me.

	Number	%
Strongly agree	4,416	37.1
Agree	5,242	44.1
Not sure	1,788	15.0
Disagree	281	2.4
Strongly disagree	174	1.5
Total	11,901	100.0
Missing	346	
Total	12,247	

Q83 I know how to disagree without starting an argument or fight.

	Number	%
Strongly agree	3,192	26.8
Agree	5,201	43.7
Not sure	2,599	21.9
Disagree	641	5.4
Strongly disagree	259	2.2
Total	11,892	100.0
Missing	355	
Total	12,247	

Q84 How honest were you in filling out this survey?

	Number	%
I was very honest	9,542	79.8
I was honest pretty much of the time	2,220	18.6
I was honest some of the time	158	1.3
I was honest once in a while	32	0.3
Total	11,952	100.0
Missing	295	
Total	12,247	

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