Fairfax County

6th Grade Youth Survey

School Year 2014 — 2015

A publication of
Fairfax County, Va., and
Fairfax County Public Schools

Fall 2015

www.fairfaxcounty.gov/youthsurvey

Sponsors

Fairfax County Board of Supervisors

Sharon Bulova
Chairman

Penelope A. Gross
Vice Chairman and
Mason District

John C. Cook
Braddock District

John W. Foust
Dranesville District

Catherine M. Hudgins
Hunter Mill District

Jeffrey C. McKay
Lee District

Gerald W. Hyland
Mount Vernon District

Linda Q. Smyth
Providence District

Pat Herrity
Springfield District

Michael R. Frey
Sully District

Fairfax County School Board

Pat Hynes
Chairman and
Hunter Mill District

Sandra S. Evans
Vice Chairman and
Mason District

Megan McLaughlin
Braddock District

Jane K. Strauss
Dranesville District

Tammy Derenak Kaufax
Lee District

Daniel G. Storck
Mount Vernon District

Patricia S. Reed
Providence District

Elizabeth Schultz
Springfield District

Kathy L. Smith
Sully District

Ryan McElveen
Member At Large

Ilryong Moon
Member At Large

Ted Velkoff
Member At Large


COUNTY OF FAIRFAX
1742
VIRGINIA


FC
PS

2014 Fairfax County

6th Grade Youth Survey

School Year 2014-2015

Results and Tabulations

Publication Date: September 2015

A complete copy of this report, as well as the 2001, 2003, 2005, 2008, 2009, 2010, 2011, 2012 and 2013 Youth Survey reports, may be found on our website at:

http://www.fairfaxcounty.gov/youthsurvey

Report prepared by:

Indiana University
Indiana Prevention Resource Center
501 N. Morton St., Suite 110
Bloomington, IN 47404

Rosemary A. King, MPH
Mi Kyung Jun, Ph.D., MPH

Fairfax County
Department of Neighborhood & Community Services
Countywide Service Integration and Planning Management
12011 Government Center Pkwy.
Fairfax, VA 22035

To request this information in an alternate format, call the Department of Neighborhood and Community Services, 703-324-4600, TTY 711.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

EXECUTIVE SUMMARY

This report summarizes the results of the 2014 Fairfax County Youth Survey – *6th Grade Survey*. It is a comprehensive, anonymous, and voluntary survey that examines behaviors, experiences, and other factors that influence the health and well-being of the county's youth. The Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the survey to provide information about youth behaviors – those that are positive as well as those that are harmful. These data provide insight into the prevalence and frequency of substance use, violence and delinquency, health and health risk behaviors, as well as positive behaviors of the students. It also measures factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors, or increase their risk of engaging in those behaviors.

This is the tenth year that the Fairfax County Youth Survey has been conducted and the eighth year that sixth-grade students have participated in the survey. Significant changes were made in 2010 to the protocol for determining which surveys are valid (i.e., which data to keep and which to eliminate from the analysis). These protocol changes were made to better reflect the methodology used by the national benchmarks. Because of these changes, comparisons should not be made between this year's data and data from years prior to 2010.

The survey was conducted in the fall of 2014 and resulted in valid responses from 11,778 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 32,590 valid responses. This report, as well as a report of the findings from the 2014 Fairfax County *Risk and Protective Factors 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 by sixth-grade students in their lifetime, with 15.5% of the students having consumed it at least once. Male students were more likely to have reported using alcohol in their lifetime (18.3% vs. 12.6% of female students).
- Slightly more than one percent of sixth-grade students (1.5%) reported using alcohol in the past month, with male students more likely to report using alcohol in the past month (1.8% vs. 1.2% of female students).
- Inhalants were the second most frequently used substance by the students in their lifetime (5.0%). Substantially fewer students reported ever smoking cigarettes (1.4%), using marijuana (0.7%), or using other drugs (0.4%).

- Two percent of Fairfax County sixth-grade students (2.0%) reported using inhalants in the past month. Less than one percent of the students reported smoking cigarettes (0.3%), using marijuana (0.1%), and using other drugs (0.2%) in the past month.

- Fewer students reported having ever used alcohol, inhalants or cigarettes in 2014 compared to 2010. Rates of lifetime alcohol use decreased 5.6 percentage points, rates of lifetime inhalant use declined 3.0 percentage points, and rates of lifetime cigarette use declined 0.7 percentage point from 2010 levels.

(See Lifetime Substance Use and Past Month Substance Use on page 16.)

Bullying and Aggression

- Approximately one in six sixth-grade students (16.3%) reported having bullied, taunted, ridiculed, or teased someone in the past year, and one-third of those students (32.0%, or 5.2% of all sixth-grade students) reported doing so once a month or more frequently. Over one-sixth of the male students (18.8%) reported bullying someone, compared to 13.5% of female students.

- An equal number of sixth-grade students reported having said something bad about someone's race or culture and having cyberbullied a student who attends their school in the past year (4.6% each). Male students reported a higher rate of making derogatory comments about someone's race or culture (5.9% vs. 3.1% of female students).

- Forty-three percent of sixth-grade students (43.0%) reported having been bullied, taunted, ridiculed, or teased in the past year, and almost half of those students (46.8%, or 20.1% of all sixth-grade students) reported experiencing the behavior once a month or more frequently. Female students were slightly more likely to report having been bullied in the past year (43.6%) compared to male students (42.4%).

- Over one in six sixth-grade students (18.3%) reported having had something bad said to them about their race or culture in the past year, and 13.9% reported having been cyberbullied in the past year by a student who attends their school.

- Female students were more likely to have been cyberbullied in the past year by someone who attends their school (16.9% vs. 10.9% of male students), while male students were more likely to have received derogatory comments about their race or culture (20.3% vs. 16.2% of female students).

- More than one in six male students (18.1%) reported carrying a weapon other than a handgun within the past year for purposes other than hunting, camping, scouting or similar activities, and 7.9% of female students reported doing so.

- Rates of bullying, cyberbullying, and making derogatory racial/cultural comments in the past year have all declined steadily since 2010. Rates of bullying have declined 7.3 percentage points, rates

of cyberbullying have decreased 2.3 percentage points, and rates of making derogatory racial/cultural comments have fallen 2.6 percentage points.

- Rates of being bullied have also declined since 2010 (4.1 percentage points), while a higher percentage of students reported having been cyberbullied in the 2014 survey than in any of the previous four years' surveys. The percentage of students who reported having something bad said to them about their race or culture was lower in 2014 than in 2010 (1.1 percentage point decline) but higher than in 2013 (0.6 percentage point increase).

Physical Activity and Non-Academic Use of Electronic Media

- More than half of all sixth-grade students (53.3%) reported being physically active for at least one hour on five or more days in the past week. Almost sixty percent of male sixth-grade students (59.1%) reported having exercised for at least one hour on five or more days in the past week, compared to 47.3% of female students.

- One-fifth of the students (20.0%) reported watching TV for three or more hours on an average school day, while almost one-third (29.2%) reported playing video games or using a computer for something unrelated to school work for three or more hours on an average school day.

- Male students were more likely to watch TV (20.6%) and to play video games or use a computer for non-school activities (32.2%) for three or more hours on an average school day compared to female students (19.3% and 26.1%, respectively).

- Rates of watching TV for three or more hours on an average school day were 8.6 percentage points lower in 2014 compared to 2010, while rates of playing video games or using a computer for non-school activities for three or more hours on an average school day were 8.0 percentage points higher in 2014 than 2010.

Nutrition

- Approximately one-third of sixth-grade students (33.7%) reported eating fruits and vegetables five or more times per day in the past week. Male students were more likely to report eating fruits and vegetables five or more times per day (34.5%) than female students (32.9%).

- A higher percentage of students reported eating fruits and vegetables five or more times per day in the past week in the 2014 survey than in any of the previous four years' surveys.

- Almost half of the students (45.5%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 10.9% reported drinking non-diet soda at least once per day in the past week. One in eight male students (12.7%) reported drinking soda daily, compared to one in eleven female students (9.1%).

- One in twelve sixth-grade students (8.4%) reported that they regularly went hungry in the past month (sometimes, most of the time, or always) due to a lack of food in the home.

Mental Health

- Approximately one-fifth of sixth-grade students (21.5%) reported feeling so sad or hopeless every day for two or more weeks in a row within the past year that they stopped doing some usual activities. Almost one-fourth of female students (23.8%) and 19.2% of male students reported experiencing these feelings in the past year.

Extra-Curricular Activities

- Nearly three-fourths of sixth-grade students (73.7%) reported participating in school or non-school extracurricular activities (e.g., sports, student government, student newspaper, scouting, etc.) within the past year, with more than half (56.7%) doing so at least once per week.

Civic Behaviors

- Over two-fifths of sixth-grade students (41.9%) volunteered to do community service within the past year.
- Three-fifths of the students (60.5%) spend an hour or more in an average week helping friends or neighbors, and 64.8% reported being a leader in a group or organization at least once in the past year.
- A higher percentage of female students reported helping friends or neighbors in an average week (61.7% vs. 59.4% of male students), volunteering in the past year (43.8% vs. 40.1%), and being a leader in a group in the past year (65.6% vs. 64.0%).
- Over two-thirds of sixth-grade students reported frequently turning off lights and electrical appliances (69.5%) and conserving water (71.0%), and approximately three-fifths (58.2%) reported frequently recycling.
- Over one-fourth of sixth-grade students (27.1%) reported frequently cutting down on the amount of trash and garbage that they create, and more than half (57.0%) reported doing so sometimes.
- Almost all sixth-grade students (94.1%) agreed or strongly agreed that their actions can improve the quality of the environment.

Risk and Protective Factors

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

- Three-fourths of sixth-grade students (74.5%) had high protection (were above the national standard) on the Belief in Moral Order scale, which measures the personal sense of "right" or "wrong" (such as cheating or being dishonest).

- Of the three risk factor scales measured, the Sensation Seeking scale had the highest percentage of students considered to be at high risk (39.5%). This scale measures the student's level of engagement in dangerous or risky behaviors. Less than one-third of the students were considered to be at high risk on the Perceived Risks of Drug Use scale (30.1%) and the Family Conflict scale (29.0%).

(See Protective_Factors and Risk_Factors on pages 58 and 59.)

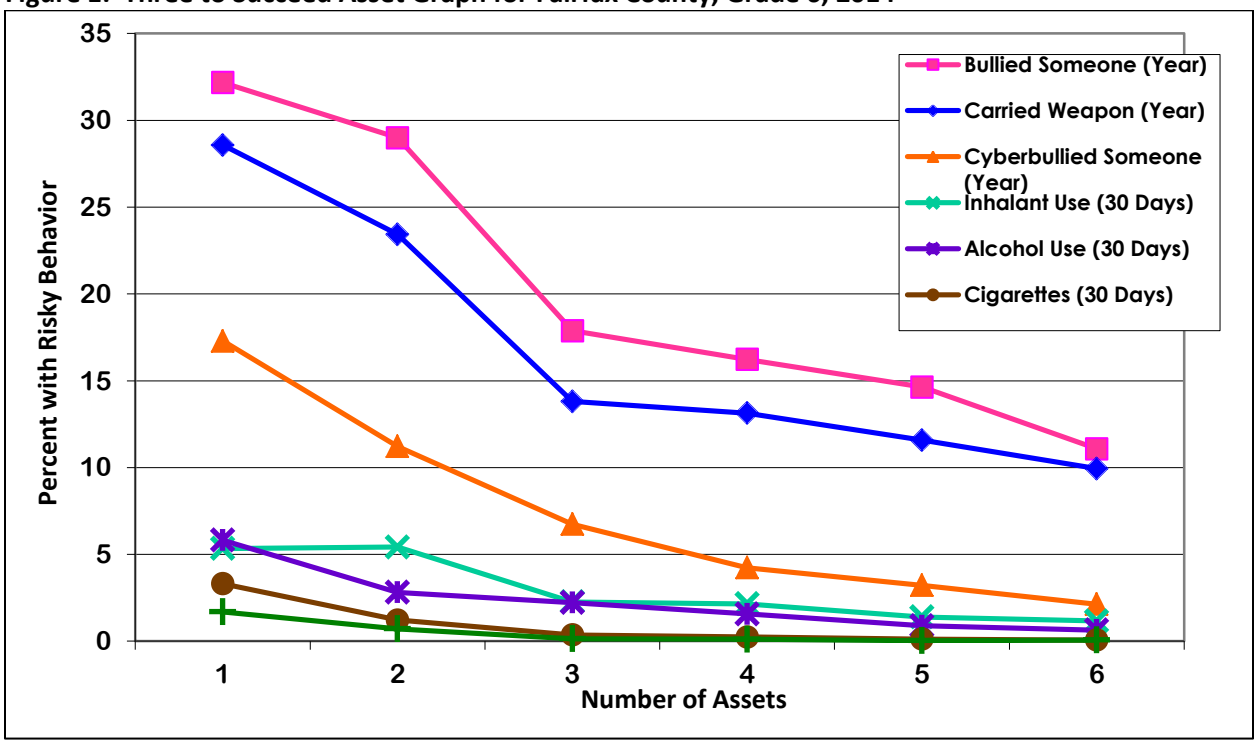
Three to Succeed

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

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

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

Figure 1. Three to Succeed Asset Graph for Fairfax County, Grade 6, 2014



Having High Personal Integrity
Performing Community Service
Feeling Safe at School
Having Community Adults to Talk to
Participating in Extracurricular Activities
Having Parents Available for Help

INTRODUCTION

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 (Frieden, Jaffe, Cono, Richards & Iademarco, 2014).

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

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

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

SURVEY INSTRUMENT

The 2014 Fairfax County Youth Survey was conducted in the fall of 2014. The survey instrument, *6th Grade Survey*, was comprised of 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. Other questions are derived from the Centers for Disease Control and Prevention's Youth Risk Behavior Survey and other national surveys.

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

The results of the 2014 *Risk and Protective Factors Survey of 8th, 10th, and 12th Grade Students* are presented in a separate report, which can be found at www.fairfaxcounty.gov/youthsurvey. A more detailed discussion of the history of the Fairfax County Youth Survey is provided in Appendix A, beginning on page 62.

SURVEY ADMINISTRATION

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

A total of 11,982 sixth-grade students participated in the 2014 Fairfax County Youth Survey, representing 88.1% of all sixth-grade students enrolled in Fairfax County Public Schools.

Table 1. Response Rate

FCPS Enrollment[a]	Number of Respondents	Response Rate
13,596	11,982	88.1%

[a]Total Fairfax County Public Schools enrollment in 6th grade -- November, 2014.

DATA PROCESSING

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

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

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

Missing data were not imputed. A more thorough description of the survey administration and validation is presented in Appendix B beginning on page 64.

A total of 204 questionnaires were rejected due to meeting at least one of the criteria, leaving 11,778 usable questionnaires (98.3%). Table 2 presents the number of usable questionnaires for each year that the Fairfax County Youth Survey has been conducted.

Table 2. Number of Usable Questionnaires (2001 - 2014)

Year	Number of Usable Questionnaires by Survey Instrument
2001[a]	11,631
2003[a]	4,074
2005[b]	13,235
2008	
Risk & Protective Factors Survey [a]	12,468
Healthy Behaviors Survey [a]	3,988
6th Grade Survey	3,958
2009	
Healthy Behaviors Survey [a]	29,223
6th Grade Survey	10,927
2010	
Risk & Protective Factors Survey [a]	30,399
6th Grade Survey	11,049
2011	
Healthy Behaviors Survey [a]	31,106
6th Grade Survey	11,238
2012	
Risk & Protective Factors Survey [a]	32,027
6th Grade Survey	11,613
2013	
Healthy Behaviors Survey [a]	32,439
6th Grade Survey	11,597
2014	
Risk & Protective Factors Survey [a]	32,590
6th Grade Survey	11,778

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

DEMOGRAPHIC PROFILE OF SURVEYED YOUTH

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

Two-fifths of the survey respondents identified themselves as non-Hispanic White (40.5%). The largest minority population among survey respondents was Hispanic students (21.5%), followed by Asian students (19.9%). One-quarter of the students (25.6%) reported that a language other than English is the primary language spoken in their home. Demographic characteristics of the students who participated in the survey are compared to the total Fairfax County Public Schools sixth-grade student population in Table 3.

Table 3. Selected Demographic Characteristics of Surveyed Youth and Fairfax County Student Population, 2014

	Survey Respondents[a]			FCPS Enrollment[b]	
	Number	Percent		Number	Percent
Gender					
Female	5,728	49.0		6,579	48.4
Male	5,952	51.0		7,017	51.6
Race/Ethnicity[c]					
White	4,545	40.5		5,643	41.5
Black	1,202	10.7		1,397	10.3
Hispanic	2,411	21.5		3,060	22.5
Asian	2,236	19.9		2,752	20.2
Other/Multiple	837	7.5	***	744	5.5

Note. Data in this table are not weighted.
[a]All percentages were calculated from valid cases (missing responses were not included). [b]Total enrollment in 6th grade in Fairfax County Public Schools in November, 2014. [c]Racial categories do not include Hispanic persons who are treated as a separate category in this table.
*** $p < .001$ (statistically significant difference between percentage of survey respondents and percentage of enrolled students).

Table 4. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
Overall	74.4	12.0	13.6
Gender			
Female	74.5	11.7	13.8
Male	74.4	12.2	13.4
Race/Ethnicity[a]			
White	94.7	0.9	4.4
Black	83.3	0.3	16.5
Hispanic	42.6	55.6	1.8
Asian	58.2	0.3	41.5
Other/Multiple	84.8	1.2	13.9

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

DATA WEIGHTING

The ratio of sixth-grade survey respondents from a given pyramid* to all survey respondents (all pyramids) was compared to the ratio of all students enrolled in sixth grade in that pyramid to all students enrolled in sixth grade in all Fairfax County Public Schools. Corrective weights were applied to the data to ensure proportional representation based on enrollment by pyramid. The calculations for weighting are described in Appendix B on page 64. Although statistically significant differences were observed among sub-populations of the respondents and the FCPS enrollment (i.e., students of other or multiple races were over-represented in the sample), data were weighted by pyramid only. Because of the desire to analyze the data at the pyramid level, the number of students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weighted by race/ethnicity.

HOW TO INTERPRET RESULTS

This report provides data on both *prevalence* and *frequency* of health-related behaviors.

Lifetime prevalence is the percentage of respondents who report a specified behavior at least once in their lifetime. Lifetime prevalence of substance use is a general indicator of occasional or experimental use of a substance.

Past month prevalence is the percentage of respondents who report a specified behavior at least once in the 30 days prior to the administration of the survey. Monthly prevalence is useful for determining how many students are currently engaging in a specified behavior.

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

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

---

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

SUBSTANCE USE

Substance use was measured by a set of ten questions in the 2014 Fairfax County *6th Grade Survey*. Many of the questions are based on those used in the Monitoring the Future* (MTF) survey, a nationwide study of substance use by eighth-, tenth-, and twelfth-grade students. Because sixth-grade students are not included in the MTF survey, comparisons between Fairfax County data and national data are not provided in this report.

Students were asked if they have used alcohol, inhalants, cigarettes, marijuana, and other illegal drugs within their lifetimes and within the past month. Nearly one in six sixth-grade students in Fairfax County (15.5%) reported ever having used alcohol, making it the most prevalent substance of lifetime use among this population. Smaller percentages of sixth-grade students reported ever having used inhalants (5.0%), cigarettes (1.4%), marijuana (0.7%), and other illegal drugs (0.4%). Male students were more likely to report ever having used alcohol, inhalants, cigarettes, and marijuana. The largest disparity was with alcohol use, where 18.3% of male students reported using it at least once in their lifetime, compared to 12.6% of female students.

The percentages of sixth-grade students who reported having ever used alcohol, inhalants, and cigarettes have declined steadily since 2010. Lifetime use of alcohol was 5.6 percentage points lower in 2014 than in 2010; inhalant use declined by 3.0 percentage points; and cigarette use showed a more modest reduction (0.7 percentage point lower than in 2010). The percentage of students ever having used marijuana has been unchanged since 2011 (0.7%), while use of other illegal drugs has held steady at 0.4% since 2012.

Inhalants were the most frequently used substance by sixth-grade students within the past month (2.0%). Smaller percentages of sixth-grade students reported having used alcohol (1.5%), cigarettes (0.3%), marijuana (0.1%), and other illegal drugs (0.2%). Male students were more likely to have used alcohol in the past month (1.8% vs. 1.2% of female students). The rates of use for all other substances varied by 0.1 percentage point or less between genders.

As with lifetime rates, the percentages of sixth-grade students who reported using alcohol and inhalants in the past month have shown steady declines since 2010. The rate of alcohol use in the past month was 1.1 percentage points lower than in 2010, and inhalant use was 1.6 percentage points lower over the same time period.

* Monitoring the Future is an annual survey of substance use that is administered to eighth-, tenth-, and twelfth-grade students across the nation (Johnston, O'Malley, Miech, Bachman & Schulenberg, 2015).

Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2014

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	15.5	5.0	1.4	0.7	0.4
Gender					
Female	12.6	4.6	1.0	0.6	0.4
Male	18.3	5.3	1.7	0.9	0.4
Race/Ethnicity[a]					
White	17.6	4.9	0.7	0.3	0.2
Black	14.0	4.6	2.4	0.9	0.9
Hispanic	17.5	5.3	2.6	1.8	0.8
Asian	11.5	5.0	1.0	0.4	0.2
Other/Multiple	16.8	6.0	1.6	1.0	0.0

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

Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2014

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	1.5	2.0	0.3	0.1	0.2
Gender					
Female	1.2	2.0	0.3	0.1	0.2
Male	1.8	2.1	0.4	0.2	0.2
Race/Ethnicity[a]					
White	1.6	1.9	0.2	0.1	0.1
Black	1.5	1.6	0.8	0.3	0.2
Hispanic	2.1	2.5	0.5	0.3	0.4
Asian	0.6	2.0	0.1	0.0	0.0
Other/Multiple	1.5	2.4	0.3	0.1	0.0

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

ALCOHOL USE

Table 7. Lifetime Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	21.1	20.2	17.6	16.9	15.5
Gender					
Female	17.5	16.1	13.7	13.5	12.6
Male	24.6	23.9	21.5	20.3	18.3
Race/Ethnicity[a]					
White	21.4	20.1	18.5	17.9	17.6
Black	21.6	20.0	18.4	16.6	14.0
Hispanic	26.1	26.3	20.4	20.7	17.5
Asian	15.3	14.6	12.2	12.0	11.5
Other/Multiple	24.7	22.3	21.8	18.5	16.8

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

Table 8. Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	2.6	2.4	2.1	1.7	1.5
Gender					
Female	2.2	1.9	1.8	1.3	1.2
Male	3.0	2.9	2.4	2.2	1.8
Race/Ethnicity[a]					
White	2.5	2.4	2.3	1.7	1.6
Black	2.4	2.3	2.9	1.6	1.5
Hispanic	4.2	3.3	2.8	2.9	2.1
Asian	1.3	1.3	0.9	0.6	0.6
Other/Multiple	3.0	3.2	1.4	2.6	1.5

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

Table 9. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.5	1.2	0.2	0.0	0.1
Gender					
Female	98.8	1.0	0.1	0.0	0.1
Male	98.2	1.4	0.2	0.0	0.2
Race/Ethnicity[a]					
White	98.4	1.3	0.3	0.0	0.1
Black	98.6	1.3	0.0	0.0	0.2
Hispanic	97.9	1.5	0.3	0.0	0.3
Asian	99.4	0.5	0.0	0.0	0.0
Other/Multiple	98.6	1.3	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.

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

INHALANT USE[*]

Table 10. Lifetime Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	8.0	7.0	5.7	5.8	5.0
Gender					
Female	7.5	6.6	5.7	5.8	4.6
Male	8.5	7.4	5.7	5.8	5.3
Race/Ethnicity[a]					
White	6.2	5.5	4.7	4.4	4.9
Black	8.3	8.6	6.7	6.3	4.6
Hispanic	11.3	8.6	7.7	7.3	5.3
Asian	8.2	7.3	5.0	6.7	5.0
Other/Multiple	8.5	8.5	7.3	5.9	6.0

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

Table 11. Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	3.6	3.6	2.5	2.3	2.0
Gender					
Female	3.7	3.4	2.5	2.2	2.0
Male	3.3	3.7	2.6	2.4	2.1
Race/Ethnicity[a]					
White	2.7	2.4	1.9	1.4	1.9
Black	4.1	5.1	3.4	2.4	1.6
Hispanic	5.4	4.8	4.2	3.6	2.5
Asian	3.7	3.5	1.6	3.0	2.0
Other/Multiple	3.0	5.1	2.3	1.6	2.4

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

* 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, 2014

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.0	1.5	0.3	0.1	0.1
Gender					
Female	98.0	1.4	0.4	0.0	0.2
Male	97.9	1.5	0.3	0.1	0.1
Race/Ethnicity[a]					
White	98.1	1.3	0.3	0.1	0.2
Black	98.4	0.9	0.3	0.1	0.3
Hispanic	97.5	2.1	0.4	0.0	0.0
Asian	98.0	1.6	0.4	0.1	0.1
Other/Multiple	97.6	1.5	0.5	0.3	0.1

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

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

TOBACCO USE

Table 13. Lifetime Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	2.1	1.8	1.6	1.5	1.4
Gender					
Female	1.6	1.3	1.3	1.2	1.0
Male	2.6	2.3	1.9	1.7	1.7
Race/Ethnicity[a]					
White	1.4	1.0	0.9	0.6	0.7
Black	2.5	3.0	3.1	2.2	2.4
Hispanic	4.4	3.3	2.9	3.1	2.6
Asian	1.3	1.2	0.9	1.2	1.0
Other/Multiple	2.1	2.3	2.2	1.4	1.6

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

Table 14. Frequency of Smoking Cigarettes in Lifetime, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Once or twice	Once in a while but not regularly	Regularly in the past	Regularly now
Overall	98.6	1.1	0.1	0.1	0.1
Gender					
Female	99.0	0.9	0.0	0.1	0.1
Male	98.3	1.4	0.1	0.1	0.1
Race/Ethnicity[a]					
White	99.3	0.6	0.0	0.0	0.0
Black	97.6	1.9	0.0	0.2	0.4
Hispanic	97.4	2.1	0.2	0.2	0.1
Asian	99.1	0.8	0.1	0.0	0.0
Other/Multiple	98.4	1.3	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.
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

Table 15. Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	0.5	0.4	0.3	0.2	0.3
Gender					
Female	0.5	0.2	0.2	0.2	0.3
Male	0.5	0.5	0.4	0.3	0.4
Race/Ethnicity[a]					
White	0.2	0.2	0.1	0.1	0.2
Black	0.7	0.6	0.5	0.3	0.8
Hispanic	1.1	0.9	0.6	0.7	0.5
Asian	0.3	0.1	0.1	0.0	0.1
Other/Multiple	0.6	0.3	0.7	0.1	0.3

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

Table 16. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Not at all	Less than 1 cigarette per day	1-5 cigarettes per day	About one-half pack per day	About one pack per day	More than one pack per day
Overall	99.7	0.2	0.0	0.0	0.0	0.1
Gender						
Female	99.8	0.2	0.0	0.0	0.0	0.0
Male	99.7	0.2	0.0	0.0	0.0	0.1
Race/Ethnicity[a]						
White	99.8	0.2	0.0	0.0	0.0	0.0
Black	99.2	0.5	0.0	0.0	0.0	0.3
Hispanic	99.5	0.3	0.0	0.1	0.0	0.0
Asian	99.9	0.1	0.0	0.0	0.0	0.0
Other/Multiple	99.8	0.1	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.
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

MARIJUANA USE

Table 17. Lifetime Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	0.8	0.7	0.7	0.7	0.7
Gender					
Female	0.6	0.4	0.6	0.5	0.6
Male	0.9	1.0	0.8	0.8	0.9
Race/Ethnicity[a]					
White	0.4	0.4	0.3	0.3	0.3
Black	1.2	1.1	1.8	1.2	0.9
Hispanic	1.4	1.3	0.9	1.5	1.8
Asian	0.5	0.3	0.3	0.4	0.4
Other/Multiple	1.0	1.1	1.4	0.5	1.0

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

Table 18. Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	0.2	0.3	0.3	0.2	0.1
Gender					
Female	0.1	0.1	0.3	0.1	0.1
Male	0.3	0.4	0.3	0.2	0.2
Race/Ethnicity[a]					
White	0.0	0.1	0.2	0.1	0.1
Black	0.3	0.2	0.6	0.2	0.3
Hispanic	0.3	0.4	0.4	0.5	0.3
Asian	0.2	0.2	0.1	0.1	0.0
Other/Multiple	0.6	1.0	0.6	0.0	0.1

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

Table 19. Frequency of Marijuana Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2014

(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	0.0
Race/Ethnicity[a]					
White	99.9	0.0	0.0	0.0	0.0
Black	99.7	0.3	0.0	0.0	0.0
Hispanic	99.7	0.2	0.0	0.0	0.1
Asian	100.0	0.0	0.0	0.0	0.0
Other/Multiple	99.9	0.0	0.0	0.1	0.0

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

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

USE OF OTHER DRUGS

Table 20. Lifetime Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	0.4	0.5	0.4	0.4	0.4
Gender					
Female	0.3	0.4	0.3	0.3	0.4
Male	0.6	0.6	0.6	0.5	0.4
Race/Ethnicity[a]					
White	0.1	0.3	0.3	0.2	0.2
Black	0.2	1.3	1.2	0.9	0.9
Hispanic	1.1	1.0	0.4	0.8	0.8
Asian	0.3	0.2	0.3	0.4	0.2
Other/Multiple	0.8	0.6	0.5	0.4	0.0

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

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

Table 21. Past Month Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	0.2	0.4	0.2	0.2	0.2
Gender					
Female	0.1	0.2	0.2	0.2	0.2
Male	0.4	0.5	0.3	0.3	0.2
Race/Ethnicity[a]					
White	0.0	0.2	0.2	0.1	0.1
Black	0.2	1.1	0.8	0.4	0.2
Hispanic	0.6	0.4	0.4	0.5	0.4
Asian	0.1	0.2	0.1	0.2	0.0
Other/Multiple	0.7	0.6	0.1	0.1	0.0

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

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

Table 22. Frequency of Other Illegal Drug Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

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

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

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

AGGRESSIVE BEHAVIORS

The 2014 Fairfax County Youth Survey measured three kinds of aggressive behaviors: bullying, cyberbullying, and making derogatory comments about someone's race or culture. Students were asked if they had carried out the behaviors, and if someone had directed the behaviors at them. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. Students were also asked if they had carried a weapon in the past year.

Approximately one in six sixth-grade students (16.3%) reported that they had bullied, taunted, ridiculed, or teased someone in the past year. A much smaller percentage reported having said something bad about someone's race, or having cyberbullied a student who attends their school (4.6% each) in the past year.

More than one-sixth of the male students (18.8%) reported bullying someone, compared to 13.5% of female students. Male students also reported a higher rate of making derogatory comments about someone's race or culture (5.9% vs. 3.1% of female students) and a slightly higher rate of cyberbullying a student attending their school during the past year (4.7% vs. 4.6% of female students).

The rates of bullying, cyberbullying, and making derogatory racial/cultural comments were the lowest reported since 2010. The percentage of students who reported bullying someone in the past year was 7.3 percentage points lower than in 2010, while the rate of cyberbullying a student attending the same school decreased by 2.3 percentage points over the same time period. There was a similar decrease of 2.6 percentage points in the percentage of students who indicated that they had made a derogatory racial/cultural comment about someone in the past year.

Over two-fifths of the sixth-grade students (43.0%) reported having been bullied, taunted, ridiculed, or teased in the past year, and more than one in six (18.3%) reported having had something bad said to them about their race or culture in the past year. Fourteen percent of the students (13.9%) reported having been cyberbullied in the past year by a student who attends their school, and approximately one-third of the students (35.2%) reported knowing someone who had been really hurt by cyberbullying (agreed or strongly agreed).

Female students were more likely to report having been cyberbullied (16.9% vs. 10.9% of male students) and having been bullied (43.6% vs. 42.4% of male students), while male students were more likely to experience having derogatory comments made to them about their race or culture (20.3% vs. 16.2% of female students).

The percentage of students who reported having been bullied in the past year was the lowest rate reported since 2010 (4.1 percentage point decline). However, the prevalence of having been cyberbullied in the past year was higher in 2014 than in any of the previous four years (0.8 percentage point increase from 2010). The percentage of students who had derogatory racial/cultural comments made to them fell steadily from 2010 through 2013, but then rose 0.6 percentage point in 2014.

More than one in six male sixth-grade students (18.1%) reported carrying a weapon other than a handgun in the past year for purposes other than hunting, camping, scouting, or similar activities, and 7.9% of female students reported doing so.

Students who used any substance in the past month were more than twice as likely to report bullying (34.2% vs. 15.5% of students who did not use any substance), and more than three times as likely to report carrying a weapon other than a handgun (40.6% vs. 12.0% of students who did not use any substance). There was a smaller difference in the rates of having been bullied, with 61.6% of students who used any substance in the past month having been bullied, compared to 42.4% of students who did not use any substance.

Table 23. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Bullied, taunted, ridiculed, or teased someone	Said something bad about someone's race or culture	Cyberbullied[a] a student attending your school
Overall	16.3	4.6	4.6
Gender			
Female	13.5	3.1	4.6
Male	18.8	5.9	4.7
Race/Ethnicity[b]			
White	15.5	4.0	3.3
Black	19.6	4.7	6.1
Hispanic	17.3	5.9	7.2
Asian	15.0	4.2	3.9
Other/Multiple	17.6	5.3	4.9

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

Table 24. Prevalence of Experiencing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Been bullied, taunted, ridiculed, or teased	Had something bad said about your race or culture	Been cyberbullied[a] by a student who attends your school
Overall	43.0	18.3	13.9
Gender			
Female	43.6	16.2	16.9
Male	42.4	20.3	10.9
Race/Ethnicity[b]			
White	45.2	10.6	12.9
Black	45.3	30.5	14.8
Hispanic	40.8	18.6	16.9
Asian	39.0	24.2	12.1
Other/Multiple	47.4	26.6	14.8

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

BULLYING

Table 25. Prevalence of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	23.6	21.5	19.7	17.7	16.3
Gender					
Female	19.5	18.7	16.8	14.4	13.5
Male	27.5	24.2	22.5	20.9	18.8
Race/Ethnicity[a]					
White	21.8	19.1	18.6	17.6	15.5
Black	29.3	27.4	25.3	20.3	19.6
Hispanic	25.8	23.0	20.3	18.7	17.3
Asian	22.0	21.0	18.0	15.8	15.0
Other/Multiple	25.5	25.6	22.1	20.7	17.6

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

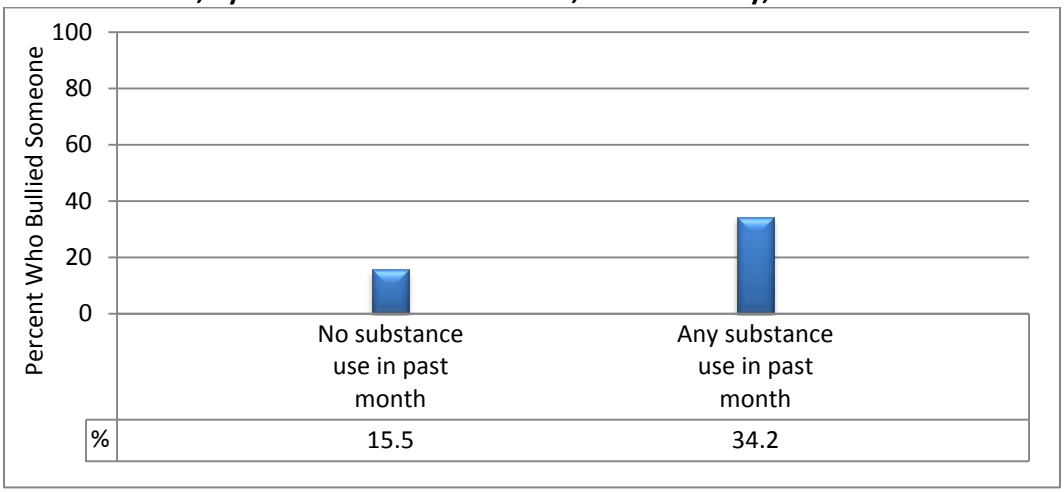
Table 26. Frequency of Bullying, Taunting, Ridiculing or Teasing Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	63.3	20.4	11.1	1.8	1.5	1.2	0.7
Gender							
Female	66.8	19.7	9.6	1.4	1.0	0.9	0.6
Male	60.1	21.1	12.4	2.2	2.0	1.4	0.7
Race/Ethnicity[a]							
White	63.1	21.4	10.9	1.8	1.2	1.0	0.6
Black	58.3	22.2	11.9	2.0	2.5	1.8	1.3
Hispanic	63.0	19.7	11.9	1.8	1.6	1.4	0.6
Asian	65.3	19.7	9.9	2.1	1.7	0.9	0.5
Other/ Multiple	60.8	21.6	12.4	1.4	1.2	1.5	1.1

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

Figure 2. Percentage of Students Who Bullied, Taunted, Ridiculed, or Teased Someone in the Past Year, by Past Month Substance Use, Fairfax County, 2014



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

Table 27. Prevalence of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	47.1	45.6	44.4	44.0	43.0
Gender					
Female	44.9	46.0	44.8	44.2	43.6
Male	49.0	45.3	43.9	43.8	42.4
Race/Ethnicity[a]					
White	49.0	47.1	47.3	46.7	45.2
Black	46.4	45.0	45.8	45.1	45.3
Hispanic	44.7	43.9	41.7	41.5	40.8
Asian	43.9	44.2	39.3	40.5	39.0
Other/Multiple	51.4	47.9	50.3	47.3	47.4

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

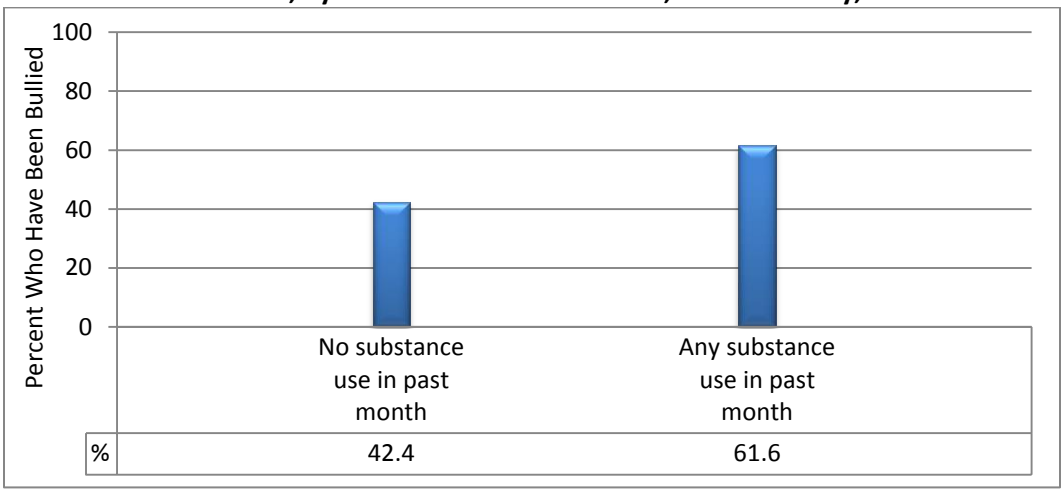
Table 28. Frequency of Having Been Bullied, Taunted, Ridiculed or Teased by Someone in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	32.0	25.0	22.9	5.1	5.0	6.5	3.5
Gender							
Female	29.5	26.9	24.7	4.8	5.1	6.0	3.0
Male	34.4	23.2	21.2	5.3	5.0	7.0	4.0
Race/Ethnicity[a]							
White	29.4	25.4	23.7	6.1	5.6	6.7	3.2
Black	32.1	22.6	22.1	4.7	5.9	7.4	5.3
Hispanic	35.6	23.6	22.6	4.6	4.1	5.7	3.8
Asian	34.2	26.8	22.1	4.1	4.4	6.0	2.4
Other/ Multiple	24.7	27.9	23.2	5.5	5.4	9.1	4.1

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

Figure 3. Percentage of Students Who Have Been Bullied, Taunted, Ridiculed, or Teased in the Past Year, by Past Month Substance Use, Fairfax County, 2014



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

CYBERBULLYING

Table 29. Prevalence of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	6.9	5.8	5.0	4.7	4.6
Gender					
Female	6.9	6.2	5.2	4.6	4.6
Male	6.9	5.5	4.7	4.8	4.7
Race/Ethnicity[a]					
White	4.9	4.0	3.7	3.1	3.3
Black	8.4	6.7	6.3	5.7	6.1
Hispanic	9.7	9.3	7.5	7.1	7.2
Asian	7.0	6.4	4.3	5.0	3.9
Other/Multiple	8.8	4.9	4.9	4.9	4.9

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

Table 30. Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	95.4	3.6	0.6	0.2	0.0	0.0	0.0	0.1
Gender								
Female	95.4	3.7	0.6	0.2	0.0	0.0	0.0	0.1
Male	95.3	3.5	0.7	0.3	0.1	0.0	0.0	0.1
Race/Ethnicity[a]								
White	96.7	2.5	0.5	0.2	0.0	0.0	0.0	0.1
Black	93.9	4.2	1.0	0.4	0.2	0.1	0.0	0.3
Hispanic	92.8	5.7	1.0	0.3	0.0	0.0	0.0	0.2
Asian	96.1	3.3	0.2	0.2	0.0	0.0	0.0	0.1
Other/ Multiple	95.1	3.9	0.6	0.2	0.1	0.0	0.0	0.0

Note. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. All percentages were calculated from valid cases (missing responses were not included). Frequency percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 31. Prevalence of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	13.1	13.0	12.5	13.1	13.9
Gender					
Female	15.3	16.2	15.1	16.0	16.9
Male	10.9	10.0	9.9	10.2	10.9
Race/Ethnicity[a]					
White	11.4	11.1	12.0	13.1	12.9
Black	12.0	12.6	11.9	13.4	14.8
Hispanic	15.7	16.4	14.5	15.5	16.9
Asian	13.8	13.2	11.7	10.8	12.1
Other/Multiple	15.1	15.0	14.0	13.3	14.8

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).

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

Table 32. Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	86.1	8.6	2.7	1.2	0.6	0.3	0.1	0.5
Gender								
Female	83.2	10.5	3.3	1.4	0.6	0.4	0.1	0.5
Male	89.1	6.6	2.0	1.0	0.5	0.3	0.1	0.5
Race/Ethnicity[a]								
White	87.1	8.1	2.4	1.1	0.6	0.2	0.1	0.4
Black	85.2	9.0	2.4	1.3	0.9	0.4	0.0	0.8
Hispanic	83.1	10.2	3.6	1.9	0.3	0.2	0.1	0.7
Asian	87.9	7.8	2.5	0.5	0.6	0.4	0.1	0.4
Other/ Multiple	85.2	8.9	2.5	1.0	0.9	0.8	0.1	0.6

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

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

Table 33. Percentage of Students Who Know of Someone Really Hurt by Cyberbullying, by Selected Demographic Characteristics, Fairfax County, 2014

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	13.5	21.8	25.6	39.2
Gender				
Female	15.3	24.2	26.7	33.8
Male	11.6	19.5	24.5	44.4
Race/Ethnicity[a]				
White	11.2	19.3	27.1	42.4
Black	18.1	22.0	23.6	36.3
Hispanic	16.5	26.2	26.0	31.4
Asian	12.6	21.1	23.4	42.9
Other/Multiple	14.5	22.4	26.1	37.1

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

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

Table 34. Percentage of Students Who Would Report Cyberbullying Incidents Anonymously, by Selected Demographic Characteristics, Fairfax County, 2014

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	48.3	35.2	8.8	7.7
Gender				
Female	49.7	35.9	7.8	6.7
Male	47.1	34.6	9.6	8.6
Race/Ethnicity[a]				
White	52.6	33.1	7.3	6.9
Black	48.7	32.0	9.6	9.7
Hispanic	42.4	38.4	10.7	8.6
Asian	47.4	36.9	9.0	6.7
Other/Multiple	47.1	37.7	8.2	7.1

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

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

OTHER AGGRESSIVE BEHAVIORS

Table 35. Prevalence of Having Said Something Bad about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	7.2	6.6	5.7	4.9	4.6
Gender					
Female	5.0	4.0	4.0	3.5	3.1
Male	9.4	9.2	7.2	6.3	5.9
Race/Ethnicity[a]					
White	5.4	5.8	5.1	4.0	4.0
Black	9.2	8.0	7.2	6.3	4.7
Hispanic	9.6	8.0	7.2	5.8	5.9
Asian	7.6	6.6	4.6	5.4	4.2
Other/Multiple	8.2	6.0	5.7	5.0	5.3

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

Table 36. Frequency of Having Said Something Bad about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	86.2	9.3	3.2	0.5	0.3	0.3	0.2
Gender							
Female	89.4	7.4	2.4	0.2	0.2	0.2	0.1
Male	83.2	11.0	4.0	0.8	0.4	0.3	0.3
Race/Ethnicity[a]							
White	87.9	8.1	2.9	0.4	0.3	0.2	0.1
Black	83.4	11.9	2.7	0.7	0.4	0.3	0.6
Hispanic	83.0	11.2	4.2	0.6	0.6	0.2	0.4
Asian	87.2	8.6	3.1	0.6	0.1	0.4	0.0
Other/ Multiple	85.5	9.2	3.8	0.5	0.4	0.5	0.1

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

Table 37. Prevalence of Having Had Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	19.4	18.8	18.3	17.7	18.3
Gender					
Female	15.7	16.8	16.2	16.8	16.2
Male	22.9	20.7	20.2	18.4	20.3
Race/Ethnicity[a]					
White	10.8	10.3	11.2	10.1	10.6
Black	28.7	29.8	28.4	27.9	30.5
Hispanic	22.2	20.2	19.7	17.8	18.6
Asian	27.9	27.5	24.7	25.4	24.2
Other/Multiple	25.6	24.5	23.0	22.1	26.6

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

Table 38. Frequency of Having Had Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Not in the past year	A few times in the past year	About once a month	2 – 3 times a month	Once a week or more	Every day
Overall	66.4	15.3	10.9	2.4	2.1	1.8	1.0
Gender							
Female	67.8	16.0	10.3	1.8	1.8	1.6	0.8
Male	65.0	14.7	11.6	3.0	2.4	2.1	1.2
Race/Ethnicity[a]							
White	79.2	10.2	6.8	1.4	1.1	0.8	0.6
Black	50.7	18.9	15.9	3.6	4.4	4.5	2.1
Hispanic	65.4	16.1	11.2	2.4	2.1	1.6	1.3
Asian	54.2	21.7	14.4	3.2	3.0	2.6	0.9
Other/ Multiple	54.3	19.1	15.8	5.0	2.1	2.2	1.5

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

Table 39. Prevalence of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 - 2014

(Values are percentages)

	2010	2011	2012	2013	2014
Overall	14.7	15.3	13.9	12.7	13.1
Gender					
Female	8.2	8.9	8.5	7.8	7.9
Male	21.0	21.4	19.2	17.4	18.1
Race/Ethnicity[a]					
White	15.5	18.0	15.4	14.0	14.6
Black	14.5	11.6	13.1	11.0	12.2
Hispanic	13.7	14.0	13.2	12.4	12.2
Asian	13.4	12.7	11.1	10.2	11.8
Other/Multiple	17.8	17.4	17.8	16.2	14.6

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

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

Table 40. Frequency of Carrying a Weapon Other Than a Handgun in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

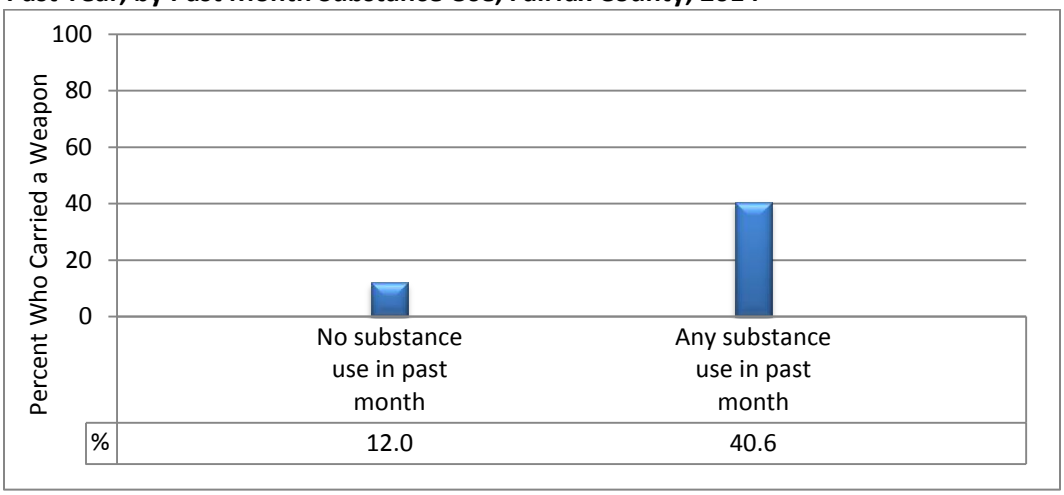
(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	86.9	6.8	2.4	1.2	0.8	0.6	0.2	1.2
Gender								
Female	92.1	4.5	1.4	0.5	0.4	0.3	0.2	0.6
Male	81.9	9.1	3.3	1.8	1.2	0.8	0.3	1.7
Race/Ethnicity[a]								
White	85.4	8.0	2.3	1.1	1.0	0.7	0.3	1.4
Black	87.8	6.3	2.5	1.1	0.6	0.3	0.2	1.3
Hispanic	87.8	6.2	2.5	1.2	0.6	0.5	0.1	1.1
Asian	88.2	6.3	2.3	0.9	0.8	0.5	0.3	0.9
Other/ Multiple	85.4	6.8	2.8	2.1	1.0	0.9	0.0	1.2

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

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

Figure 4. Percentage of Students Who Carried a Weapon Other than a Handgun in the Past Year, by Past Month Substance Use, Fairfax County, 2014



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

PHYSICAL AND MENTAL HEALTH

The 2014 Fairfax County Youth Survey measured students' physical activity by asking them on how many days in the past week they performed at least 60 minutes of physical activity that increased their heart rate and made them breathe hard some of the time. Almost all of the sixth-grade students (95.4%) reported having engaged in an hour or more of physical activity at least once in the past seven days, and over half (53.3%) were physically active on five or more days. Male students were more likely to report being physically active on five or more days in the past week than female students (59.1% vs. 47.3%, respectively).

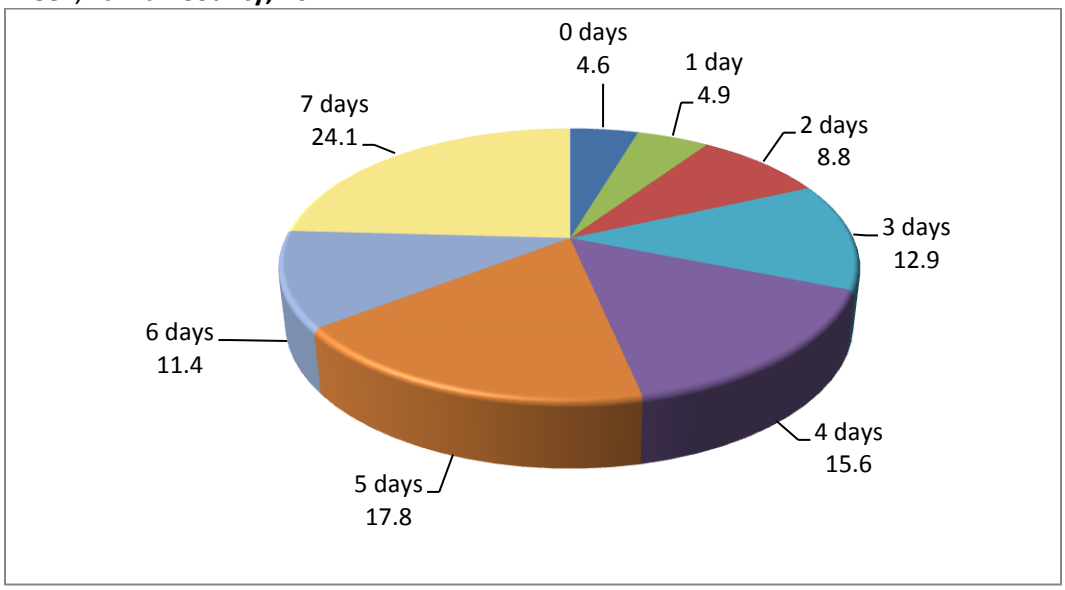
Students were asked how much time they spend on an average school day watching television as well as playing video/computer games or using a computer for non-academic purposes. One in five sixth-grade students (20.0%) reported watching three or more hours of television on an average school day, and 29.2% reported playing video games or using a computer for non-academic purposes for three or more hours on an average school day. Male students were slightly more likely to report watching television for three or more hours per day (20.6% vs. 19.3% of female students), and were much more likely to report playing video games or non-academic computer use for three or more hours per day (32.2% vs. 26.1% of female students).

The percentage of students who watch three or more hours of television on an average school day has decreased steadily since 2010 (8.6 percentage points decline), while the rate of playing video games or using a computer for non-academic purposes for three or more hours on an average school day has increased by 8.0 percentage points since 2010.

One-third of the students (33.7%) reported having consumed fruits and vegetables at least five times per day within the past week. Almost half of the students (45.5%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 10.9% reported drinking non-diet soda at least once per day in the past week. The percentage of sixth-grade students who drank non-diet soda on a daily basis has declined steadily since 2010, with the 2014 rate reflecting a decline of 5.6 percentage points. One in twelve sixth-grade students (8.4%) reported that they regularly went hungry in the past month (sometimes, most of the time, or always) due to a lack of food in the home.

Approximately one-fifth of sixth-grade students (21.5%) reported that in the past year they experienced feeling so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, with female students more likely to report the experience than male students (23.8% vs. 19.2%, respectively). Students who used substances in the past month were much more likely to report feeling sad or hopeless than non-substance users (41.1% vs. 20.7%, respectively).

Figure 5. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2014



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

Table 41. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Overall	4.6	4.9	8.8	12.9	15.6	17.8	11.4	24.1
Gender								
Female	4.7	5.4	10.0	15.1	17.5	18.3	11.0	18.1
Male	4.5	4.3	7.6	10.7	13.9	17.4	11.8	29.9
Race/Ethnicity[a]								
White	2.9	3.9	6.9	11.1	15.2	19.1	14.0	26.9
Black	7.6	5.3	10.7	12.3	13.7	15.0	9.8	25.6
Hispanic	6.0	6.7	10.3	14.2	15.6	15.9	8.8	22.5
Asian	4.8	4.6	10.2	15.0	18.2	19.2	9.1	19.0
Other/Multiple	3.1	4.6	7.6	13.7	15.4	18.0	12.0	25.7

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

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

Table 42. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Overall	53.7	56.1	54.3	52.3	53.3
Gender					
Female	47.3	52.8	49.9	46.3	47.3
Male	60.0	59.3	58.7	58.4	59.1
Race/Ethnicity[a]					
White	60.7	63.1	60.2	59.5	60.0
Black	51.4	53.3	53.7	49.2	50.4
Hispanic	45.6	48.7	47.0	45.8	47.2
Asian	46.8	49.3	48.8	46.8	47.3
Other/Multiple	59.5	60.5	58.8	53.6	55.7

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

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

Table 43. Amount of Time Spent Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Overall	15.3	24.4	19.6	20.7	11.0	3.8	5.3
Gender							
Female	16.7	25.0	18.6	20.4	10.6	4.0	4.8
Male	13.9	23.9	20.6	21.0	11.4	3.5	5.7
Race/Ethnicity[a]							
White	14.1	28.7	23.2	19.8	8.5	2.9	2.8
Black	15.5	15.0	13.3	20.8	15.9	7.1	12.4
Hispanic	7.3	18.2	17.4	25.9	17.1	4.8	9.2
Asian	25.4	27.9	17.8	17.3	6.8	2.8	2.1
Other/Multiple	17.0	24.7	20.1	18.7	11.4	3.0	5.1

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

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

Table 44. Percentage of Students Who Spend Three or More Hours Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Overall	28.6	28.0	25.4	22.8	20.0
Gender					
Female	27.7	26.7	24.8	21.7	19.3
Male	29.3	29.3	25.8	23.8	20.6
Race/Ethnicity[a]					
White	20.0	20.7	18.1	15.9	14.3
Black	45.5	45.3	43.2	38.2	35.4
Hispanic	43.3	42.9	39.9	35.8	31.2
Asian	21.8	19.6	16.1	14.8	11.7
Other/Multiple	33.0	24.9	25.7	23.8	19.5

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

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

Table 45. Amount of Time Spent Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	0 hours	Less than 1 hour	1 hour	2 hours	3 hours	4 hours	5 or more hours
Overall	8.7	24.1	19.2	18.8	12.5	6.4	10.3
Gender							
Female	8.8	28.9	19.6	16.6	10.9	5.7	9.5
Male	8.5	19.6	18.9	20.9	13.9	7.1	11.1
Race/Ethnicity[a]							
White	7.6	26.3	21.4	19.6	11.8	5.9	7.5
Black	12.1	20.0	14.2	17.5	13.6	6.7	16.0
Hispanic	6.8	18.2	19.0	20.0	14.1	7.9	14.1
Asian	10.6	29.4	18.5	16.3	11.9	5.0	8.4
Other/Multiple	8.4	21.5	19.5	19.1	12.3	7.9	11.3

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

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

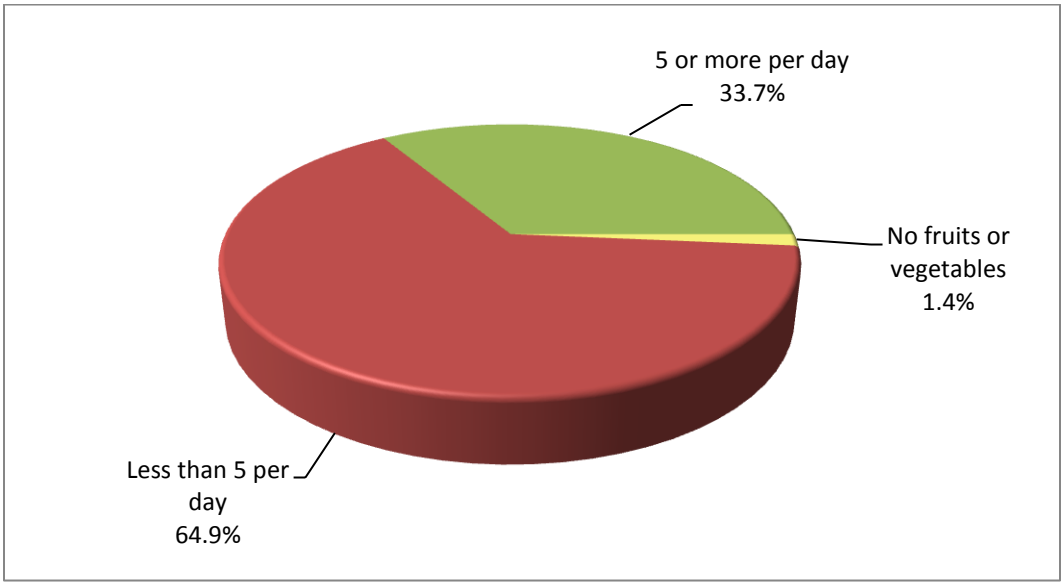
Table 46. Percentage of Students Who Spend Three or More Hours Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Overall	21.2	24.9	24.7	29.1	29.2
Gender					
Female	15.4	18.9	18.3	25.2	26.1
Male	26.8	30.6	30.9	32.8	32.2
Race/Ethnicity[a]					
White	15.4	19.6	20.2	24.9	25.1
Black	31.7	36.2	32.9	36.1	36.2
Hispanic	28.3	33.2	32.6	36.9	36.1
Asian	19.5	22.0	22.0	24.9	25.3
Other/Multiple	25.7	22.5	25.1	29.7	31.5

Note. Video/computer games include playing Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet. All percentages were calculated from valid cases (missing responses were not included).

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

Figure 6. Frequency of Eating Fruits and Vegetables in the Past Week, Fairfax County, 2014



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

Table 47. Frequency of Eating Fruits and Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	No fruits or vegetables	Less than 5 per day	5 or more per day
Overall	1.4	64.9	33.7
Gender			
Female	1.1	66.0	32.9
Male	1.6	63.9	34.5
Race/Ethnicity[a]			
White	1.0	66.6	32.5
Black	3.6	65.5	31.0
Hispanic	1.6	65.2	33.2
Asian	0.7	61.6	37.7
Other/Multiple	0.7	63.8	35.5

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

Table 48. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Overall	32.5	32.5	32.7	32.4	33.7
Gender					
Female	31.7	33.3	32.4	32.6	32.9
Male	33.1	31.7	32.8	32.2	34.5
Race/Ethnicity[a]					
White	31.6	30.3	31.1	31.4	32.5
Black	27.6	28.7	31.6	26.7	31.0
Hispanic	33.7	31.2	30.6	32.2	33.2
Asian	34.7	39.3	37.3	37.2	37.7
Other/Multiple	35.4	35.0	37.9	32.7	35.5

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

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

Table 49. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	3.5	13.1	14.9	12.8	22.3	15.5	17.9
Gender							
Female	3.0	13.7	15.6	13.4	22.2	15.9	16.2
Male	4.0	12.4	14.3	12.3	22.4	15.1	19.6
Race/Ethnicity[a]							
White	2.6	11.2	13.9	14.4	26.1	16.6	15.2
Black	6.6	16.2	16.9	9.9	16.4	12.8	21.1
Hispanic	4.0	15.7	16.2	10.3	16.8	15.4	21.7
Asian	2.5	11.8	14.9	14.2	24.5	15.0	17.1
Other/Multiple	3.8	14.1	13.6	12.3	21.2	15.9	19.1

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

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

Table 50. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	6.0	15.9	13.7	17.8	19.4	12.3	14.9
Gender							
Female	4.8	16.7	13.8	18.3	20.1	12.7	13.6
Male	7.1	15.2	13.6	17.4	18.6	12.0	16.1
Race/Ethnicity[a]							
White	4.5	12.9	13.9	22.2	22.5	12.1	11.9
Black	10.7	21.2	12.3	14.9	14.6	10.0	16.3
Hispanic	9.6	21.2	14.4	13.9	15.4	10.8	14.7
Asian	3.4	14.1	13.9	14.5	19.9	15.0	19.2
Other/Multiple	4.0	15.0	12.2	18.6	19.3	14.5	16.5

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

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

Table 51. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2014

(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	45.5	38.8	4.8	5.5	2.8	1.1	1.5
Gender							
Female	50.1	36.7	4.1	5.0	2.2	0.9	1.0
Male	41.0	40.8	5.5	6.0	3.4	1.4	1.9
Race/Ethnicity[a]							
White	47.1	41.1	4.8	3.7	1.8	0.6	0.9
Black	44.2	35.5	5.4	7.5	2.7	2.1	2.7
Hispanic	33.3	39.3	6.8	9.9	5.9	2.1	2.6
Asian	55.0	35.7	2.8	3.5	1.8	0.6	0.6
Other/Multiple	44.7	40.8	4.5	4.6	2.0	1.4	2.1

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.

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

Table 52. Percentage of Students Who Drank Soda or Pop at Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Overall	16.5	16.5	13.7	12.4	10.9
Gender					
Female	14.6	13.4	11.4	10.5	9.1
Male	18.3	19.3	16.0	14.3	12.7
Race/Ethnicity[a]					
White	11.4	12.2	9.7	7.7	7.0
Black	25.1	24.8	20.3	19.7	14.9
Hispanic	28.5	28.2	24.2	22.5	20.6
Asian	11.0	10.3	7.6	7.9	6.6
Other/Multiple	15.4	13.0	13.6	11.2	10.0

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

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

Table 53. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Rarely	Sometimes	Most of the time	Always
Overall	76.6	14.9	6.2	1.8	0.4
Gender					
Female	79.9	12.2	5.9	1.7	0.4
Male	73.6	17.7	6.5	1.8	0.4
Race/Ethnicity[a]					
White	86.4	9.6	3.3	0.6	0.2
Black	69.4	17.5	9.1	3.1	0.9
Hispanic	61.9	22.4	11.2	3.6	0.9
Asian	77.5	15.7	5.4	1.3	0.1
Other/Multiple	75.0	16.4	6.2	2.1	0.4

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

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

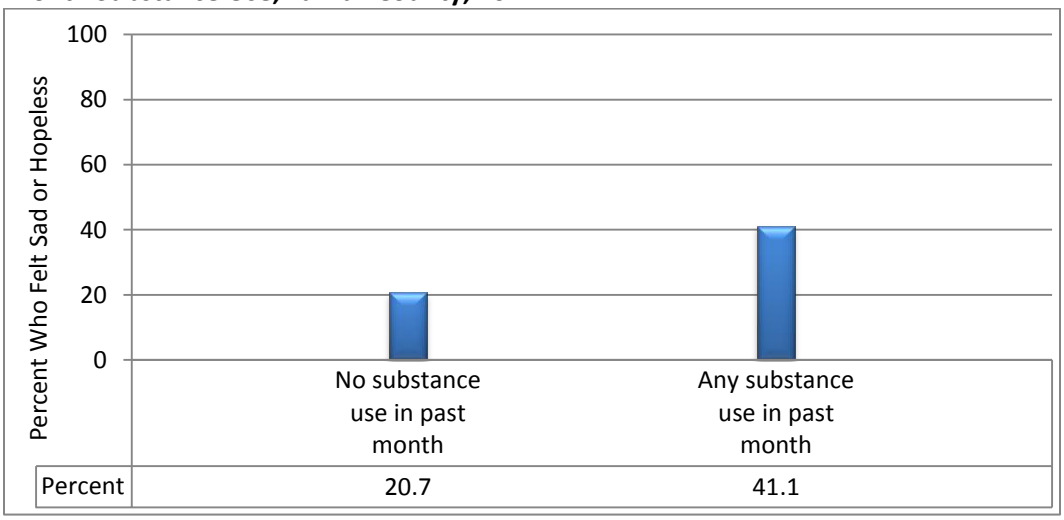
Table 54. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Overall	22.5	22.1	20.9	21.8	21.5
Gender					
Female	23.4	24.3	22.5	24.6	23.8
Male	21.5	19.9	19.1	18.9	19.2
Race/Ethnicity[a]					
White	17.8	17.8	17.2	17.6	17.6
Black	26.5	25.9	25.7	26.3	25.5
Hispanic	32.2	30.3	27.1	28.4	27.5
Asian	19.5	19.6	17.9	19.6	18.7
Other/Multiple	26.7	24.9	24.6	25.3	26.0

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

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

Figure 7. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Past Month Substance Use, Fairfax County, 2014



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

EXTRACURRICULAR AND CIVIC ACTIVITIES

Approximately three-fourths of the sixth-grade students in Fairfax County (73.7%) reported participating in school or non-school extracurricular activities (e.g., sports, student government, student newspaper, scouting, etc.) within the past year, with 56.7% doing so at least once per week.

The 2014 Fairfax County Youth Survey asked a number of questions related to sixth-grade students' civic behaviors. More than two-fifths of the students (41.9%) volunteered to do community service within the past year, and three-fifths (60.5%) reported spending an hour or more in an average week helping friends or neighbors. Almost two-thirds of the students (64.8%) reported being a leader in a group or organization at least once in the past year. A higher percentage of female students reported helping friends or neighbors in an average week (61.7% vs. 59.4% of male students), volunteering in the past year (43.8% vs. 40.1%), and being a leader in a group in the past year (65.6% vs. 64.0%).

Over two-thirds of sixth-grade students reported frequently turning off lights and electrical appliances (69.5%) and conserving water (71.0%). Approximately three-fifths of sixth-grade students (58.2%) reported frequently recycling. While only about one-fourth of sixth-grade students (27.1%) reported frequently cutting down on the amount of trash and garbage that they create, more than half (57.0%) reported doing so sometimes. In addition, almost all sixth-grade students (94.1%) agreed or strongly agreed that their actions can improve the quality of the environment.

EXTRACURRICULAR ACTIVITIES

Table 55. Frequency of Participating in Extracurricular Activities, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	I've done it but not in past year	Less than once a month	About once a month	2 – 3 times a month	Once a week or more
Overall	11.4	15.0	4.7	5.0	7.2	56.7
Gender						
Female	10.5	15.6	4.6	4.8	7.6	57.0
Male	12.1	14.3	4.9	5.1	6.9	56.6
Race/Ethnicity[a]						
White	5.2	10.3	4.1	4.5	6.9	69.0
Black	12.1	21.5	5.0	4.8	10.0	46.6
Hispanic	22.6	20.5	6.4	6.5	6.4	37.7
Asian	10.5	15.1	4.5	4.5	7.1	58.4
Other/Multiple	9.5	14.4	4.0	5.1	8.7	58.3

Note. Students were asked how many times they have participated in school or non-school extracurricular activities (e.g., sports, student government, student newspaper, scouting, etc.). All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

CIVIC BEHAVIORS

Table 56. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2014

(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	36.2	21.9	15.3	12.1	8.0	6.4
Gender						
Female	32.6	23.6	15.3	12.6	8.8	7.1
Male	39.6	20.3	15.4	11.6	7.3	5.8
Race/Ethnicity[a]						
White	24.4	23.8	20.9	16.5	9.6	4.9
Black	41.3	20.3	11.9	9.1	7.5	9.9
Hispanic	53.3	17.6	8.7	7.7	5.4	7.3
Asian	38.4	23.5	13.5	10.5	7.5	6.6
Other/Multiple	33.1	22.5	15.0	11.9	9.7	7.9

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

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

Table 57. Frequency of Helping Friends or Neighbors in an Average Week, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	0 hours	1 hour	2 hours	3-5 hours	6-10 hours	11+ hours
Overall	39.6	31.2	16.5	9.1	2.2	1.5
Gender						
Female	38.3	31.3	16.8	10.1	2.3	1.3
Male	40.6	31.2	16.4	8.1	2.1	1.7
Race/Ethnicity[a]						
White	37.3	34.4	16.6	8.1	2.4	1.3
Black	41.0	26.6	16.6	10.7	2.2	2.9
Hispanic	38.6	29.1	17.7	11.0	2.0	1.6
Asian	43.8	30.3	15.1	8.0	1.9	0.8
Other/Multiple	38.3	29.6	17.2	10.6	2.5	1.8

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

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

Table 58. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Once	Twice	3-4 times	5+ times
Overall	35.2	18.6	16.2	14.3	15.8
Gender					
Female	34.4	20.1	17.0	14.8	13.7
Male	36.0	17.0	15.5	13.8	17.8
Race/Ethnicity[a]					
White	32.2	18.0	16.4	15.7	17.7
Black	32.3	18.7	15.0	15.2	18.9
Hispanic	39.6	20.7	17.0	10.9	12.0
Asian	38.5	17.8	15.0	14.5	14.3
Other/Multiple	31.6	17.2	17.5	16.5	17.3

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

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

Table 59. Frequency of Recycling, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Sometimes	Frequently
Overall	5.6	36.3	58.2
Gender			
Female	5.1	36.3	58.6
Male	6.0	36.3	57.8
Race/Ethnicity[a]			
White	3.1	28.2	68.8
Black	10.1	44.8	45.1
Hispanic	9.9	47.7	42.4
Asian	3.7	35.9	60.4
Other/Multiple	4.1	32.3	63.7

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

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

Table 60. Frequency of Turning Off Lights and Electrical Appliances, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Sometimes	Frequently
Overall	1.7	28.8	69.5
Gender			
Female	1.5	28.1	70.5
Male	1.9	29.5	68.6
Race/Ethnicity[a]			
White	1.0	26.8	72.1
Black	2.2	34.0	63.8
Hispanic	3.4	34.0	62.6
Asian	0.8	24.2	74.9
Other/Multiple	1.6	28.6	69.9

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

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

Table 61. Frequency of Cutting Down on the Amount of Trash and Garbage They Create, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Sometimes	Frequently
Overall	16.0	57.0	27.1
Gender			
Female	15.5	58.5	26.0
Male	16.2	55.6	28.2
Race/Ethnicity[a]			
White	15.1	58.0	26.9
Black	19.4	56.2	24.4
Hispanic	19.0	55.6	25.4
Asian	12.4	57.6	30.0
Other/Multiple	14.8	56.5	28.7

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

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

Table 62. Frequency of Conserving Water, by Selected Demographic Characteristics, Fairfax County, 2014

(Values are percentages)

	Never	Sometimes	Frequently
Overall	4.9	24.2	71.0
Gender			
Female	4.4	24.1	71.5
Male	5.2	24.2	70.6
Race/Ethnicity[a]			
White	3.3	22.6	74.1
Black	9.5	28.7	61.7
Hispanic	7.6	28.6	63.8
Asian	2.6	20.0	77.5
Other/Multiple	4.6	21.8	73.6

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

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

Table 63. Percentage of Students Who Believe Their Actions Can Improve the Quality of the Environment, by Selected Demographic Characteristics, Fairfax County, 2014

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall	43.9	50.2	5.0	0.9
Gender				
Female	45.4	49.8	4.3	0.5
Male	42.4	50.6	5.6	1.4
Race/Ethnicity[a]				
White	44.6	50.2	4.5	0.9
Black	44.8	46.3	7.0	1.8
Hispanic	39.6	54.0	5.6	0.9
Asian	46.2	49.1	4.4	0.3
Other/Multiple	44.6	49.0	5.1	1.4

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

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

RISK AND PROTECTIVE FACTORS

Risk and protective factors are aspects of a student's life that may either increase (risk factors) or decrease (protective factors) the student's risk of using substances or becoming involved in other risky activities. Both risk and protective factors exist in four domains: school, community, family, and peer-individual. The 2014 Fairfax County *6th Grade Survey* measured one protective factor and three risk factors, using 12 questions from the nationally-recognized Communities That Care Youth Survey. Each factor was measured using a set of between two and four questions, called a scale.

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

The Risk and Protective Factor Model of Prevention is based on the premise that to prevent a problem behavior, risk and protective factors need to be identified and steps taken to augment the protective factors and reduce the risk factors. A more complete discussion of risk and protective factors, how they are measured and scored, and the questions comprising the scales can be found in Appendix C beginning on page 68. The internal reliability of the scales is discussed in Appendix B beginning on page 64.

PROTECTIVE AND RISK FACTOR HIGHLIGHTS

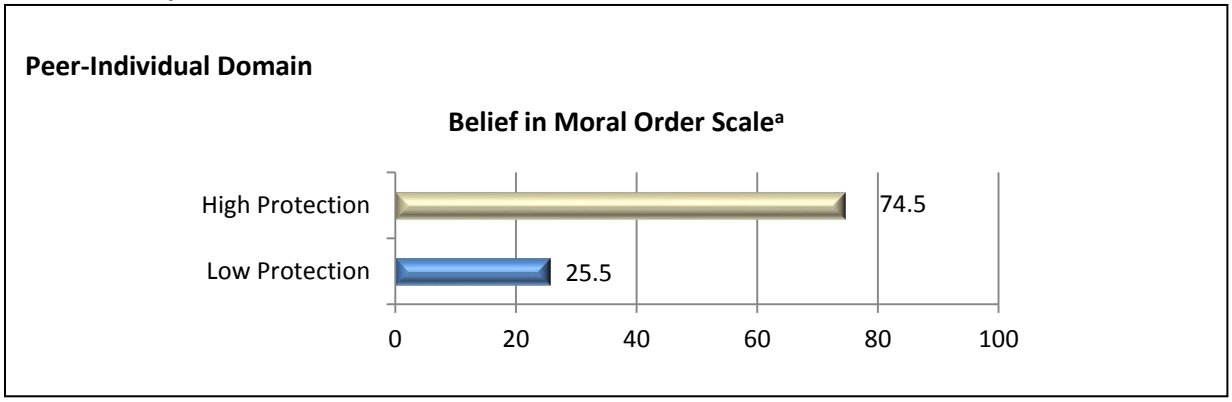
Belief in Moral Order (Protective): This scale measures the extent to which students believe that certain behaviors, such as cheating in school, are okay. Three-fourths of sixth-grade students (74.5%) were considered to have "high protection" on this scale. A higher percentage of male students were considered to have "low protection" on this scale (27.4% vs. 23.5% of female students). Sixth-grade students who reported using any substance in the past month were much more likely to be considered to have "low protection" on this scale (52.8%) than those who did not use substances in the past month (24.2%).

Family Conflict (Risk): This scale measures the level of arguing, yelling, and insulting in the family, as perceived by the youth. Overall, 29.0% of sixth-grade students were considered to be at "high risk" on this scale. A higher percentage of male students were considered to be at "high risk" than female students (30.0% vs. 28.0%, respectively). Sixth-grade students who reported using any substance in the past month were much more likely to be considered at "high risk" on this scale (59.6%) than those who did not use substances in the past month (27.6%).

Perceived Risks of Drug Use (Risk): This scale measures the extent to which students believe that certain drug use behaviors are risky. Overall, 30.1% of sixth-grade students were considered to be at "high risk" on this scale. A higher percentage of male students were considered to be at "high risk" than female students (31.2% vs. 28.8%, respectively). Sixth-grade students who reported using any substance in the past month were much more likely to be considered at "high risk" on this scale (54.3%) than those who did not use substances in the past month (28.9%).

Sensation Seeking (Risk): This scale measures the extent to which students engage in dangerous, risky behaviors: doing something dangerous when dared to, and doing something crazy even if it is a little dangerous. Two-fifths of sixth-grade students (39.5%) were considered to be at "high risk" on this scale, including almost half of the male students (47.3%) and one-third of female students (31.3%). Sixth-grade students who reported using any substance in the past month were much more likely to be considered to be at "high risk" on this scale (68.1%) than those who did not use substances in the past month (38.3%).

Figure 8. Percentage of Students with Protective Factor Scores Above or Below the National Standard, Fairfax County, 2014



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

Table 64. Percentage of Students with Protective Factor Scores Below the National Standard (Low Protection), Belief in Moral Order Scale, by Gender, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Gender					
Female	28.7	25.5	23.9	22.9	23.5
Male	33.5	30.0	28.1	27.0	27.4

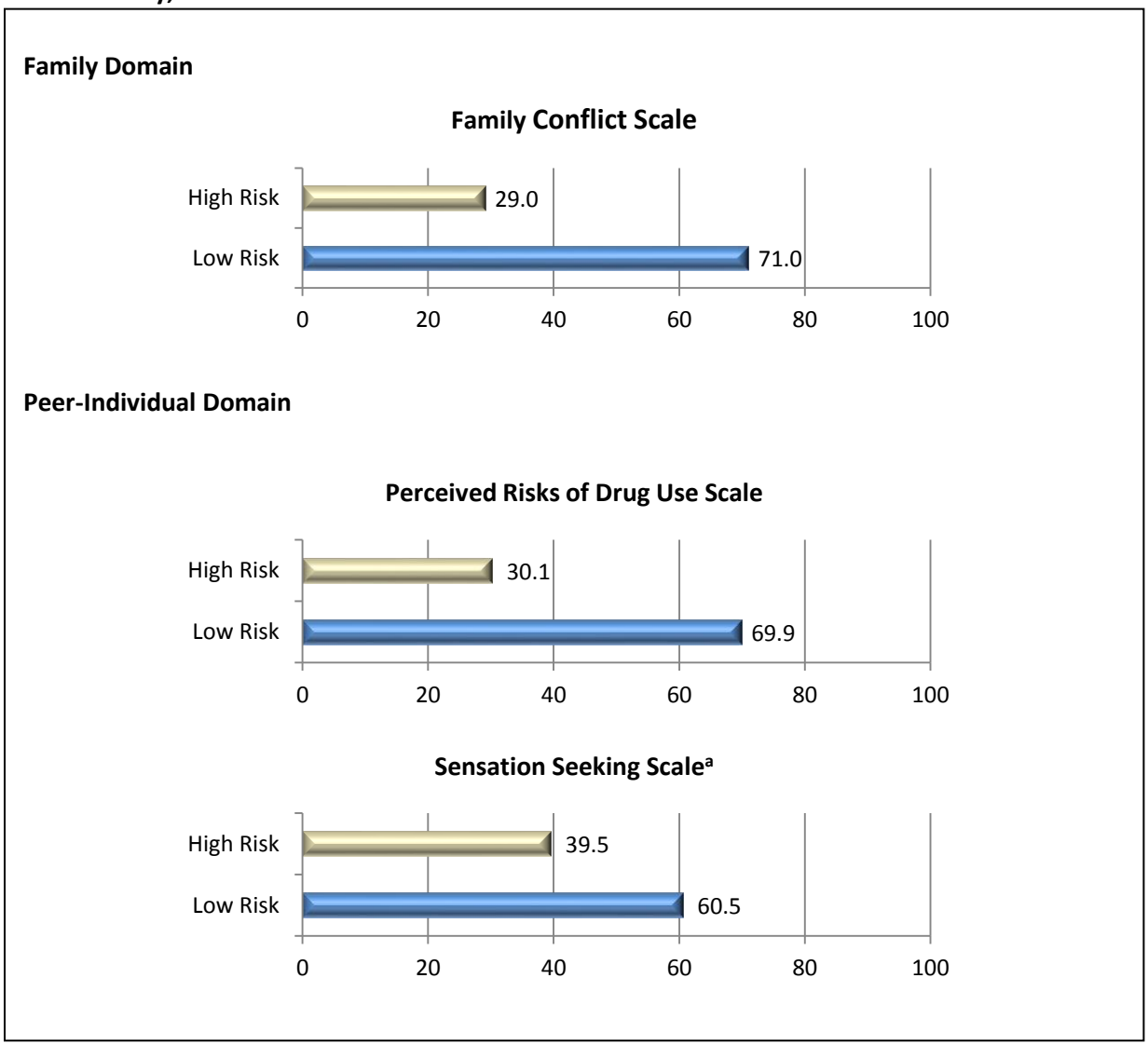
Note. The scale is missing one item out of four items from the original Communities That Care scale. The national standards (cut-points) for categorizing scores as low or high protection are provided by the Social Development Research Group at the University of Washington. All percentages were calculated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

Table 65. Percentage of Students with Protective Factor Scores Below the National Standard (Low Protection), Belief in Moral Order Scale, by Past Month Substance Use, Fairfax County, 2010 – 2014

	2010	2011	2012	2013	2014
Past Month Substance Use					
No substance use	29.3	26.0	24.6	23.9	24.2
Any use	60.1	51.1	49.7	51.0	52.8

Note. Any substance use includes students who reported using alcohol, tobacco, or other drugs in the past month. The scale is missing one item out of four items from the original Communities That Care scale. The national standards (cut-points) for categorizing scores as low or high protection are provided by the Social Development Research Group at the University of Washington. All percentages were calculated from valid cases (missing responses were not included).

Figure 9. Percentage of Students with Risk Factor Scores Above or Below the National Standard, Fairfax County, 2014



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

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

Table 66. Percentage of Students with Risk Factor Scores Above the National Standard (High Risk), by Gender, Fairfax County, 2010 – 2014

		2010	2011	2012	2013	2014
Family Domain Risk Factor Scale						
Family Conflict	Female	30.6	30.2	29.4	29.3	28.0
	Male	32.2	32.1	31.4	31.7	30.0
Peer-Individual Domain Risk Factor Scales						
Perceived Risks of Drug Use	Female	27.5	27.5	26.9	27.9	28.8
	Male	30.0	30.7	31.1	30.4	31.2
Sensation Seeking[a]	Female	29.4	32.1	32.9	31.5	31.3
	Male	50.5	50.6	50.1	47.4	47.3

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

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

Table 67. Percentage of Students with Risk Factor Scores Above the National Standard (High Risk), by Past Month Substance Use, Fairfax County, 2010 – 2014

		2010	2011	2012	2013	2014
Family Domain Risk Factor Scale						
Family Conflict	No use	29.6	29.7	29.1	29.2	27.6
	Any use	58.4	54.8	58.6	59.3	59.6
Peer-Individual Domain Risk Factor Scales						
Perceived Risks of Drug Use	No use	27.2	27.7	27.9	28.3	28.9
	Any use	48.2	48.5	48.7	49.0	54.3
Sensation Seeking[a]	No use	38.3	40.3	40.3	38.3	38.3
	Any use	70.7	69.9	75.0	69.7	68.1

Note. Any substance use includes students who reported using any substance (alcohol, tobacco, or other drugs) in the past month. The national standards (cut-points) for categorizing scores as low or high risk are provided by the Social Development Research Group at the University of Washington. All percentages were calculated from valid cases (missing responses were not included).

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

REFERENCES

Arthur, M.W., Hawkins, J.D., Pollard, J.A., Catalano, R.F., & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review, 26(*2), 575-601.

Frieden, T.R., Jaffe, H.W., Cono, J., Richards, C.L., & Iademarco, M.F. (2014). Youth risk behavior surveillance – United States, 2013. Surveillance Summaries, June 13, 2014. *MMWR 2014:63* (No. SS-4).

Hawkins, J.D., Catalano, R.F., & Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin, 112*(1), 64-105.

Hawkins, J.D., Van Horn, M.L., & Arthur, M.W. (2004). Community variation in risk and protective factors and substance use outcomes. *Prevention Science, 5*(4), 213-220.

Johnston, L. D., O'Malley, P. M., Miech, R. A., Bachman, J. G., & Schulenberg, J. E. (2015). *Monitoring the Future national results on drug use: 1975 – 2014: Overview, key findings on adolescent drug use*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS

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

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

In 2005, additional items on substance use and risk factors were added to the previous survey instrument. Students in the sixth grade were included in the survey for the first time. Classes were randomly selected from all sixth-grade classes, and eighth-, tenth-, and twelfth-grade English classes. Almost every elementary, middle, and high school (including the three alternative high schools) were represented. A total of 13,235 questionnaires were completed by students, representing nearly one-third of the total student membership in the sixth, eighth, tenth, and twelfth grades.

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

For the eighth-, tenth-, and twelfth-grade survey, English classrooms were randomly selected from every school. The number of classrooms selected was proportional to the pyramid size to ensure a representative sample to allow for generalized survey results. (The Fairfax County Public School system is divided into 24 pyramids comprised of a high school and its feeder elementary and middle schools. The alternative high schools form an additional pyramid, as does Thomas Jefferson High School for Science and Technology for purposes of this survey only). Of the selected classrooms, 75% received the

Risk and Protective Factors Survey and 25% received the *Healthy Behaviors Survey*. The sixth-grade sampling utilized a two-step process. First, schools containing sixth-grade classrooms were randomly selected proportionately by pyramid. Then, sixth-grade classrooms within the selected schools were randomly selected to participate in the *6th Grade Survey*.

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

Table 68. Instruments Used to Survey Fairfax County Youth, 2001-2014

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

APPENDIX B. SURVEY METHODOLOGY

SURVEY VALIDITY, RELIABILITY, AND SAMPLING

The validity of a survey is the extent to which it measures what its designers intend it to measure. Reliability is an estimate of how consistently survey items measure the same concept each time they are administered under the same conditions and with the same subjects. To ensure the validity and reliability of the information about student behaviors, the 2014 Fairfax County Youth Survey used items from nationally-validated youth surveys. Many of the items are from the Communities That Care Youth Survey. Other questions are derived from the Centers for Disease Control and Prevention (CDC) Youth Risk Behavior Survey, selected Search Institute surveys, and the National Environmental Education and Training Foundation's Roper Survey.

The 2014 Fairfax County Youth Survey used a nonrandom sampling procedure (i.e., all sixth-grade students were invited to participate). A nonrandom sampling procedure limits the extent to which the results of the survey can be generalized to populations other than the sample who completed the survey. This type of sample selection may also introduce sampling bias, meaning that one or more shared characteristics systematically may differentiate those who completed the survey from those who did not.

The 2014 Fairfax County *6th Grade Survey* had a response rate of 88.1%. Table 3 on page 13 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. A statistically significant difference ($p < .001$) was observed for students of other or multiple races: they were over-represented in the sample. However, because the data are analyzed at the pyramid level, and the number of students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the *6th Grade Survey* data were not weighted by gender or race/ethnicity. The data were weighted by pyramid only.

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

Internal reliability measures for the item sets (risk and protective factor scales) contained in the 2014 Fairfax County *6th Grade Survey* are shown in Table 69. The alpha values in the 2014 survey ranged from 0. 605 to 0. 903.

Table 69. Internal Reliability of Risk and Protective Factor Scales

Item Set	*Number of Questions*	*Cronbach's Alpha*
Belief in Moral Order[a]	3	.605
Sensation Seeking[b]	2	.747
Perceived Risks of Drug Use	4	.903
Family Conflict	3	.801

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

DATA PROCESSING METHODOLOGY

The following six conditions were used to clean the 2014 Fairfax County *6th Grade Survey* data. Missing data were not imputed.

Condition 1: Blank Surveys

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

Condition 2: Truthfulness

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

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

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

Condition 3: Vivoxiline (vivo) Use

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

Condition 4: Grade Inconsistency or Missing Grade Information

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

Condition 5: Substance Use Inconsistencies

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

Condition 6: Pharmacological Implausibility

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

Table 70 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 70. Number of Usable Questionnaires, Fairfax County, 2014

	Number	Percent
Rejected questionnaires		
Blank questionnaires	27	0.2
"Not honest at all" responses	43	0.4
Reported fictitious drug use	58	0.5
Rejected by grade check	74	0.6
Rejected by consistency check	1	0.0
Rejected by dose check	1	0.0
Total number of usable questionnaires	**11,778**	**98.3**
Total	11,982	100.0

DATA ANALYSIS METHODOLOGY

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

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

Where

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

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

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

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

($1 \leq i \leq 25$)

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

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

APPENDIX C. ASSESSING RISK AND PROTECTIVE FACTORS

Researchers have identified risk factors that can reliably predict adolescent substance use and other problem behaviors such as delinquency, violence, and dropping out of school. Protective factors that reduce the likelihood that youth will engage in problem behaviors have also been identified (Hawkins, Catalano, & Miller, 1992). These factors are found in four areas of a child's environment: school, community, family, and peer-individual. The risk and protective factor model of prevention is based on the premise that to prevent substance use and other problem behaviors, the factors that are known to increase the risk of the problem behavior must be identified and reduced, and conditions that buffer youth from the risk factors should be augmented.

The 2014 Fairfax County *6th Grade Survey* measured risk and protective factors in the family and individual-peer domains, using 12 items from the Communities That Care (CTC) Youth Survey. The CTC survey instrument was developed by Drs. J. David Hawkins and Richard F. Catalano of the Social Development Research Group at the University of Washington to measure a broad array of risk and protective factors among youth. It contains 158 items scaled to measure 38 risk and protective factor constructs (scales). The CTC survey does not measure all risk and protective factors identified by research as predictive of adolescent substance abuse and delinquency, while some of the risk factors are measured by more than one scale. Validation studies have established the reliability and validity of the CTC instrument's risk and protective factor scales across gender, racial/ethnic, and age groups (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002) and the utility of the scales in predicting a community's levels of substance use prevalence (Hawkins, Van Horn, & Arthur, 2004).

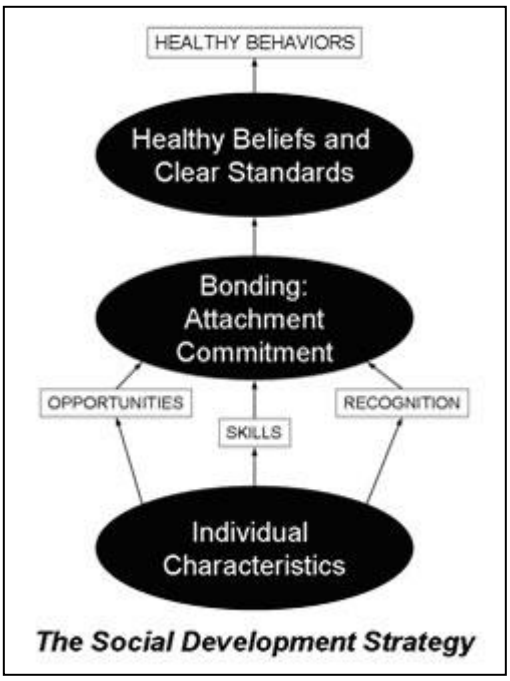
Risk Factors

Risk factors are characteristics of school, community, and family environments, and of students and their peer groups, that increase the likelihood that an individual will engage in problem behaviors such as substance use, delinquency, dropping out of school, and violence. Although different groups may have greater exposure to a given risk factor, the risk factors have similar effects regardless of race/ethnicity. For example, some racial groups are more likely to be exposed to economic deprivation, but the effects of poverty as a risk factor are the same, regardless of race. The 20 risk factors identified by Hawkins, Catalano, and Miller (1992) are presented in the following chart.

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

Protective Factors

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



The Social Development Strategy

Measuring Levels of Risk and Protection

The 2014 Fairfax County *6th Grade Survey* measured three risk factors and one protective factor using sets of survey items called scales. Each scale is comprised of between two and four questions, described below. A survey respondent's score for each scale was compared to a national standard to determine if the score falls above or below the standard (cut-point). The cut-points indicate the threshold above which a student is considered to be at high risk or protection, or below which a student is considered to be at low risk or protection. The national cut-points were established by the Social Development Research Group at the University of Washington. They were calculated using a database of over 310,000 CTC survey records of students in sixth through twelfth grades, collected in six states during 2000 through 2002. Sample weights were applied to the records in the database to establish national representativeness in terms of gender, grade, ethnicity, urbanicity, and socioeconomic status. Cut-points were established separately for each grade level.

The national cut-points provide a mechanism to interpret the scores of the Fairfax County students by determining what proportion of the surveyed youth have scores above and below the national standard. This information provides community leaders with a tool for setting prevention priorities. The risk and protective factor scores are analyzed by grade level to identify changes in problems and protection as youth develop, allowing prevention planners to target their prevention efforts as precisely as possible.

VARIABLES COMPRISING THE 2014 FAIRFAX COUNTY RISK AND PROTECTIVE FACTOR SCALES

The following scales from the Communities That Care Youth Survey were included in the 2014 Fairfax County *6th Grade Survey*. A description of each scale and the specific questions on the survey instrument that make up the scale are provided.

Peer-Individual Protective Factor Scale

Belief in the Moral Order

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

Questions:

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

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

Family Risk Factor Scale

Family Conflict

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

Questions:

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

Peer-Individual Risk Factor Scales

Perceived Risks of Drug Use

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

Questions:

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

Sensation Seeking

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

Questions:

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

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

APPENDIX D. UNIVARIATE TABLES*

Q1 How old are you?

	Number	%
10 or younger	73	0.6
11	9,141	77.8
12	2,498	21.3
13	42	0.4
14 or older	3	0.0
Total	11,757	100.0
Missing	21	
Total	11,778	

Q2 What grade are you in?

	Number	%
6th	11,778	100.0

Q3 Gender

	Number	%
Female	5,730	49.1
Male	5,950	50.9
Total	11,680	100.0
Missing	98	
Total	11,778	

Q4 & Q5 Race/Ethnicity

	Number	%
White	4,521	40.3
Black	1,208	10.8
Hispanic	2,429	21.6
Asian/Pacific Islander	2,237	19.9
Multiple	837	7.5
Total	11,232	100.0
Missing	547	
Total	11,778	

Q6 Which of the following people live with you?

	Number	%*
Mother	11,321	96.8
Father	9,679	82.8
Stepmother	241	2.1
Stepfather	631	5.4
Grandmother(s)	1,283	11.0
Grandfather(s)	722	6.2
Foster parent	20	0.2
Other adults	1,216	10.4
Sister(s)	6,332	54.1
Brother(s)	6,622	56.6
Stepsister(s)	203	1.7
Stepbrother(s)	224	1.9
Other children	543	4.6

*Denominator = 11,695. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (missing = 83).

Q7 What language do you use most often at home?

	Number	%
English	8,377	74.3
Spanish	1,368	12.1
Another language	1,530	13.6
Total	11,275	100.0
Missing	503	
Total	11,778	

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

	Number	%
Mostly Fs	44	0.4
Mostly Ds	87	0.8
Mostly Cs	673	6.4
Mostly Bs	4,202	40.2
Mostly As	5,449	52.1
Total	10,454	100.0
Missing	1,324	
Total	11,778	

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

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

		Number	%
	NO!!	9,397	80.9
	no	1,901	16.4
	yes	278	2.4
	YES!!	38	0.3
	Total	11,615	100.0
Missing		163	
Total		11,778	

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

		Number	%
	Usually	389	3.4
	Sometimes	6,099	52.8
	Never	5,054	43.8
	Total	11,542	100.0
Missing		236	
Total		11,778	

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

		Number	%
	Strongly agree	6,410	55.3
	Agree	4,199	36.2
	Not sure	844	7.3
	Disagree	101	0.9
	Strongly disagree	32	0.3
	Total	11,586	100.0
Missing		192	
Total		11,778	

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

		Number	%
	Strongly agree	6,502	57.1
	Agree	2,972	26.1
	Not sure	1,170	10.3
	Disagree	406	3.6
	Strongly disagree	335	3.0
	Total	11,386	100.0
Missing		392	
Total		11,778	

Q13 I feel safe at my school.

		Number	%
	NO!!	182	1.6
	no	581	5.0
	yes	5,222	45.3
	YES!!	5,545	48.1
	Total	11,530	100.0
Missing		248	
Total		11,778	

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

		Number	%
	Yes	2,396	21.5
	No	8,741	78.5
	Total	11,136	100.0
Missing		642	
Total		11,778	

Q15 I ignore rules that get in my way.

		Number	%
	Very false	6,275	54.9
	Somewhat false	3,585	31.4
	Somewhat true	1,418	12.4
	Very true	147	1.3
	Total	11,426	100.0
Missing		352	
Total		11,778	

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

		Number	%
	NO!!	1,779	15.5
	no	3,524	30.7
	yes	4,098	35.7
	YES!!	2,075	18.1
	Total	11,476	100.0
Missing		302	
Total		11,778	

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

		Number	%
	NO!!	101	0.9
	no	382	3.3
	yes	3,501	30.1
	YES!!	7,639	65.7
	Total	11,623	100.0
Missing		155	
Total		11,778	

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

		Number	%
	NO!!	8,317	72.1
	no	2,773	24.0
	yes	367	3.2
	YES!!	85	0.7
	Total	11,542	100.0
Missing		236	
Total		11,778	

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

		Number	%
	Never	7,149	61.5
	I've done it, but not in the past year	3,150	27.1
	Less than once a month	664	5.7
	About once a month	285	2.5
	Two or three times a month	232	2.0
	Once a week or more	140	1.2
	Total	11,620	100.0
Missing		158	
	Total	11,778	

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

		Number	%
	Never	5,024	43.5
	I've done it, but not in the past year	3,748	32.4
	Less than once a month	1,265	10.9
	About once a month	641	5.5
	Two or three times a month	486	4.2
	Once a week or more	400	3.5
	Total	11,563	100.0
Missing		215	
Total		11,778	

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

		Number	%
	Never	10,069	86.9
	1 to 2 times	790	6.8
	3 to 5 times	274	2.4
	6 to 9 times	135	1.2
	10 to 19 times	96	0.8
	20 to 29 times	64	0.6
	30 to 39 times	25	0.2
	40 or more times	137	1.2
	Total	11,589	100.0
Missing		189	
Total		11,778	

Q22 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	5,532	47.7
	Quite important	4,624	39.9
	Not sure	1,058	9.1
	Somewhat important	337	2.9
	Not important	50	0.4
	Total	11,601	100.0
Missing		177	
Total		11,778	

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

		Number	%
	Extremely important	5,453	46.8
	Quite important	4,542	39.0
	Not sure	1,084	9.3
	Somewhat important	476	4.1
	Not important	101	0.9
	Total	11,657	100.0
Missing		121	
Total		11,778	

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

		Number	%
	Strongly agree	6,221	53.3
	Agree	3,892	33.3
	Not sure	1,098	9.4
	Disagree	324	2.8
	Strongly disagree	144	1.2
	Total	11,679	100.0
Missing		99	
Total		11,778	

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

		Number	%
	Strongly agree	2,972	25.5
	Agree	5,469	46.9
	Not sure	2,451	21.0
	Disagree	594	5.1
	Strongly disagree	174	1.5
	Total	11,660	100.0
Missing		118	
Total		11,778	

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

		Number	%
	Strongly agree	2,837	24.4
	Agree	5,254	45.2
	Not sure	2,611	22.4
	Disagree	715	6.1
	Strongly disagree	214	1.8
	Total	11,631	100.0
Missing		147	
Total		11,778	

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

		Number	%
	A lot	4,836	41.8
	Sometimes	5,556	48.0
	A little	1,036	8.9
	Never	153	1.3
	Total	11,581	100.0
Missing		197	
Total		11,778	

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

		Number	%
	Never	1,276	11.4
	I've done it, but not in the past year	1,683	15.0
	Less than once a month	532	4.7
	About once a month	560	5.0
	Two or three times a month	812	7.2
	Once a week or more	6,380	56.7
	Total	11,243	100.0
Missing		535	
Total		11,778	

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

		Number	%
	Never	4,099	36.2
	I've done it, but not in the past year	2,482	21.9
	Less than once a month	1,737	15.3
	About once a month	1,368	12.1
	Two or three times a month	908	8.0
	Once a week or more	729	6.4
	Total	11,323	100.0
Missing		455	
Total		11,778	

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

		Number	%
	Not at all	1,760	15.3
	Less than 1 hour per day	2,812	24.4
	1 hour per day	2,265	19.6
	2 hours per day	2,390	20.7
	3 hours per day	1,268	11.0
	4 hours per day	433	3.8
	5 or more hours per day	606	5.3
	Total	11,533	100.0
Missing		245	
Total		11,778	

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

		Number	%
	Not at all	999	8.7
	Less than 1 hour per day	2,780	24.1
	1 hour per day	2,214	19.2
	2 hours per day	2,165	18.8
	3 hours per day	1,437	12.5
	4 hours per day	735	6.4
	5 or more hours per day	1,190	10.3
	Total	11,520	100.0
Missing		258	
Total		11,778	

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

		Number	%
	0 days	515	4.6
	1 day	548	4.9
	2 days	989	8.8
	3 days	1,449	12.9
	4 days	1,762	15.6
	5 days	2,010	17.8
	6 days	1,284	11.4
	7 days	2,717	24.1
	Total	11,275	100.0
Missing		503	
Total		11,778	

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

		Number	%
	Never	7,161	63.3
	It's happened, but not in the past year	2,309	20.4
	A few times in the past year	1,250	11.1
	About once a month	207	1.8
	Two or three times a month	170	1.5
	Once a week or more	133	1.2
	Every day	78	0.7
	Total	11,308	100.0
Missing		470	
Total		11,778	

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

		Number	%
	Never	9,786	86.2
	It's happened, but not in the past year	1,052	9.3
	A few times in the past year	365	3.2
	About once a month	61	0.5
	Two or three times a month	38	0.3
	Once a week or more	29	0.3
	Every day	23	0.2
	Total	11,355	100.0
Missing		423	
Total		11,778	

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

		Number	%
	Never	3,635	32.0
	It's happened, but not in the past year	2,847	25.0
	A few times in the past year	2,602	22.9
	About once a month	576	5.1
	Two or three times a month	573	5.0
	Once a week or more	741	6.5
	Every day	399	3.5
	Total	11,374	100.0
Missing		404	
Total		11,778	

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

		Number	%
	Never	7,550	66.4
	It's happened, but not in the past year	1,741	15.3
	A few times in the past year	1,238	10.9
	About once a month	276	2.4
	Two or three times a month	241	2.1
	Once a week or more	208	1.8
	Every day	116	1.0
	Total	11,370	100.0
Missing		408	
Total		11,778	

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

		Number	%
	Never	9,440	82.0
	It's happened, but not in the past year	700	6.1
	A few times in the past year	547	4.8
	About once a month	184	1.6
	Two or three times a month	167	1.5
	Once a week or more	267	2.3
	Every day	215	1.9
	Total	11,520	100.0
Missing		258	
Total		11,778	

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

		Number	%
	Never	9,986	86.1
	1 to 2 times	996	8.6
	3 to 5 times	310	2.7
	6 to 9 times	136	1.2
	10 to 19 times	65	0.6
	20 to 29 times	37	0.3
	30 to 39 times	9	0.1
	40 or more times	58	0.5
	Total	11,598	100.0
Missing		180	
Total		11,778	

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

		Number	%
	Never	11,047	95.4
	1 to 2 times	412	3.6
	3 to 5 times	73	0.6
	6 to 9 times	26	0.2
	10 to 19 times	5	0.0
	20 to 29 times	3	0.0
	40 or more times	15	0.1
	Total	11,583	100.0
Missing		195	
Total		11,778	

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

		Number	%
	No risk	1,450	12.7
	Slight risk	389	3.4
	Moderate risk	1,406	12.3
	Great risk	8,150	71.5
	Total	11,395	100.0
Missing		383	
Total		11,778	

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

		Number	%
	No risk	1,718	15.6
	Slight risk	2,059	18.7
	Moderate risk	3,130	28.5
	Great risk	4,096	37.2
	Total	11,004	100.0
Missing		774	
Total		11,778	

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

		Number	%
	No risk	1,603	14.4
	Slight risk	275	2.5
	Moderate risk	1,158	10.4
	Great risk	8,072	72.7
	Total	11,109	100.0
Missing		669	
Total		11,778	

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

		Number	%
	No risk	1,820	16.0
	Slight risk	1,964	17.3
	Moderate risk	3,398	29.9
	Great risk	4,166	36.7
	Total	11,349	100.0
Missing		429	
Total		11,778	

Q44 Have you ever smoked cigarettes?

		Number	%
	Never	11,439	98.6
	Once or twice	131	1.1
	Once in a while but not regularly	9	0.1
	Regularly in the past	11	0.1
	Regularly now	8	0.1
	Total	11,598	100.0
Missing		180	
Total		11,778	

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

		Number	%
	Not at all	11,535	99.7
	Less than one cigarette per day	24	0.2
	One to five cigarettes per day	2	0.0
	About one-half pack per day	2	0.0
	More than one pack per day	6	0.1
	Total	11,569	100.0
Missing		209	
Total		11,778	

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

		Number	%
	Yes	1,784	15.5
	No	9,704	84.5
	Total	11,488	100.0
Missing		290	
Total		11,778	

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

		Number	%
	None	11,362	98.5
	1-2 days	134	1.2
	3-5 days	20	0.2
	6-9 days	3	0.0
	10 or more days	13	0.1
	Total	11,532	100.0
Missing		246	
Total		11,778	

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

		Number	%
	Yes	86	0.7
	No	11,464	99.3
	Total	11,549	100.0
Missing		229	
Total		11,778	

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

		Number	%
	None	11,478	99.9
	1-2 days	9	0.1
	3-5 days	1	0.0
	6-9 days	3	0.0
	10 or more days	3	0.0
	Total	11,494	100.0
Missing		284	
Total		11,778	

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

		Number	%
	Yes	561	5.0
	No	10,744	95.0
	Total	11,305	100.0
Missing		473	
Total		11,778	

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

		Number	%
	None	11,059	98.0
	1-2 days	167	1.5
	3-5 days	38	0.3
	6-9 days	10	0.1
	10 or more days	14	0.1
	Total	11,287	100.0
Missing		491	
Total		11,778	

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

		Number	%
	Yes	45	0.4
	No	11,450	99.6
	Total	11,495	100.0
Missing		283	
Total		11,778	

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

		Number	%
	None	11,408	99.8
	1-2 days	10	0.1
	3-5 days	3	0.0
	6-9 days	1	0.0
	10 or more days	6	0.1
	Total	11,428	100.0
Missing		350	
Total		11,778	

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

		Number	%
	Very hard	7,494	72.0
	Sort of hard	1,591	15.3
	Sort of easy	861	8.3
	Very easy	461	4.4
	Total	10,407	100.0
Missing		1,371	
Total		11,778	

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

		Number	%
	Very hard	8,897	86.7
	Sort of hard	742	7.2
	Sort of easy	365	3.6
	Very easy	262	2.6
	Total	10,266	100.0
Missing		1,512	
Total		11,778	

Q58 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	401	3.5
	1 to 3 times during the past 7 days	1,483	13.1
	4 to 6 times during the past 7 days	1,693	14.9
	1 time per day	1,459	12.8
	2 times per day	2,534	22.3
	3 times per day	1,756	15.5
	4 or more times per day	2,037	17.9
	Total	11,363	100.0
Missing		415	
Total		11,778	

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

		Number	%
	I did not eat vegetables during the past 7 days	684	6.0
	1 to 3 times during the past 7 days	1,807	15.9
	4 to 6 times during the past 7 days	1,558	13.7
	1 time per day	2,026	17.8
	2 times per day	2,199	19.4
	3 times per day	1,396	12.3
	4 or more times per day	1,687	14.9
	Total	11,357	100.0
Missing		421	
Total		11,778	

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

		Number	%
	I did not drink soda or pop during the past 7 days	5,164	45.5
	1 to 3 times during the past 7 days	4,410	38.8
	4 to 6 times during the past 7 days	547	4.8
	1 time per day	626	5.5
	2 times per day	317	2.8
	3 times per day	128	1.1
	4 or more times per day	169	1.5
	Total	11,360	100.0
Missing		418	
Total		11,778	

Q61 How many times have you changed homes since kindergarten?

		Number	%
	None	5,544	48.4
	1-2 times	3,571	31.2
	3-4 times	1,635	14.3
	5-6 times	452	4.0
	7 or more times	247	2.2
	Total	11,449	100.0
Missing		329	
Total		11,778	

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

		Number	%
	NO!!	397	3.5
	no	706	6.1
	yes	3,446	29.9
	YES!!	6,975	60.5
	Total	11,523	100.0
Missing		255	
Total		11,778	

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

		Number	%
	NO!!	4,502	39.5
	no	4,235	37.2
	yes	2,058	18.1
	YES!!	593	5.2
	Total	11,387	100.0
Missing		391	
Total		11,778	

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

		Number	%
	NO!!	4,802	42.3
	no	4,068	35.8
	yes	1,983	17.5
	YES!!	496	4.4
	Total	11,348	100.0
Missing		430	
Total		11,778	

Q65 People in my family have serious arguments.

		Number	%
	NO!!	5,886	52.1
	no	3,421	30.3
	yes	1,472	13.0
	YES!!	528	4.7
	Total	11,307	100.0
Missing		471	
Total		11,778	

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

		Number	%
	Never	8,825	76.6
	Rarely	1,720	14.9
	Sometimes	719	6.2
	Most of the time	202	1.8
	Always	49	0.4
	Total	11,514	100.0
Missing		264	
Total		11,778	

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

		Number	%
	Frequently	6,648	58.2
	Sometimes	4,142	36.3
	Never	638	5.6
	Total	11,428	100.0
Missing		350	
Total		11,778	

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

		Number	%
	Frequently	7,929	69.5
	Sometimes	3,280	28.8
	Never	196	1.7
	Total	11,405	100.0
Missing		373	
Total		11,778	

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

		Number	%
	Frequently	3,063	27.1
	Sometimes	6,452	57.0
	Never	1,808	16.0
	Total	11,323	100.0
Missing		455	
Total		11,778	

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

		Number	%
	Frequently	8,077	71.0
	Sometimes	2,753	24.2
	Never	553	4.9
	Total	11,383	100.0
Missing		395	
Total		11,778	

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

		Number	%
	Strongly agree	4,929	43.9
	Agree	5,638	50.2
	Disagree	560	5.0
	Strongly disagree	106	0.9
	Total	11,233	100.0
Missing		545	
Total		11,778	

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

		Number	%
	0 hours	4,439	39.6
	1 hour	3,496	31.2
	2 hours	1,856	16.5
	3-5 hours	1,021	9.1
	6-10 hours	242	2.2
	11 or more hours	170	1.5
	Total	11,224	100.0
Missing		554	
Total		11,778	

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

		Number	%
	Never	3,959	35.2
	Once	2,086	18.6
	Twice	1,818	16.2
	3-4 times	1,609	14.3
	5 or more times	1,776	15.8
	Total	11,248	100.0
Missing		530	
Total		11,778	

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

		Number	%
	Never	914	8.1
	Once	1,334	11.9
	Twice	1,736	15.4
	3-4 times	2,573	22.9
	5 or more times	4,696	41.7
	Total	11,252	100.0
Missing		526	
Total		11,778	

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

		Number	%
	Frequently	2,140	19.0
	Sometimes	6,140	54.6
	Never	2,963	26.4
	Total	11,243	100.0
Missing		535	
Total		11,778	

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

		Number	%
	Yes	1,425	13.2
	No	9,409	86.9
	Total	10,835	100.0
Missing		943	
Total		11,778	

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

		Number	%
	Very important	2,627	24.2
	Quite important	2,876	26.5
	Fairly important	2,683	24.7
	Slightly important	1,559	14.4
	Not at all important	1,115	10.3
	Total	10,860	100.0
Missing		918	
Total		11,778	

Q78 People who know me would say this: Being good at planning ahead is...

		Number	%
	Not at all like me	559	5.0
	A little like me	2,242	19.9
	Somewhat like me	3,337	29.6
	Quite like me	3,335	29.6
	Very much like me	1,790	15.9
	Total	11,263	100.0
Missing		515	
Total		11,778	

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

		Number	%
	Not at all like me	4,860	42.6
	A little like me	3,975	34.9
	Somewhat like me	1,543	13.5
	Quite like me	646	5.7
	Very much like me	375	3.3
	Total	11,398	100.0
Missing		380	
Total		11,778	

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	559	4.9
	A little like me	710	6.3
	Somewhat like me	739	6.5
	Quite like me	2,151	19.0
	Very much like me	7,169	63.3
	Total	11,328	100.0
Missing		450	
Total		11,778	

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	486	4.4
	A little like me	1,355	12.3
	Somewhat like me	2,380	21.5
	Quite like me	3,718	33.6
	Very much like me	3,120	28.2
	Total	11,060	100.0
Missing		718	
Total		11,778	

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

		Number	%
	Strongly agree	1,494	13.5
	Agree	2,416	21.8
	Disagree	2,840	25.6
	Strongly disagree	4,356	39.2
	Total	11,105	100.0
Missing		673	
Total		11,778	

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

		Number	%
	Strongly agree	5,236	48.3
	Agree	3,816	35.2
	Disagree	949	8.8
	Strongly disagree	832	7.7
	Total	10,832	100.0
Missing		946	
Total		11,778	

Q84 How honest were you in filling out this survey?

		Number	%
	I was very honest	9,258	81.4
	I was honest pretty much of the time	1,928	17.0
	I was honest some of the time	140	1.2
	I was honest once in a while	43	0.4
	Total	11,369	100.0
Missing		409	
Total		11,778	

www.fairfaxcounty.gov/youthsurvey