Fairfax County

6th Grade Youth Survey

School Year 2015-2016

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

Fall 2016

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2015 Fairfax County
6th Grade Youth Survey

School Year 2015-2016

Results and Tabulations

Publication Date: September 2016

A complete copy of this report, as well as previous Youth Survey reports, may be found on our website at:

http://www.fairfaxcounty.gov/youthsurvey

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EXECUTIVE SUMMARY

This report summarizes the results of the *2015 Fairfax County Youth Survey of 6th Grade Students*. The survey examined behaviors, experiences, and other factors that influence the health and well-being of the county's youth. Students' participation in the survey was voluntary and anonymous. The Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the survey to provide information about youth behaviors – those that are positive as well as those that are harmful. These data provide insight into the prevalence and frequency of substance use, violence and delinquency, health and health risk behaviors, and extracurricular activities of the students. The survey also assesses factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors, or increase their risk of engaging in those behaviors.

This is the eleventh year that the Fairfax County Youth Survey has been conducted and the ninth year that sixth-grade students have participated in the survey. The survey was administered in November, 2015 and resulted in valid responses from 11,932 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 33,276 valid responses. This report, as well as a report of the *2015 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* can be found at www.fairfaxcounty.gov/youthsurvey.

KEY FINDINGS

Substance Use

- Alcohol was the most frequently used substance by Fairfax County sixth-grade students in their lifetime, with 14.4% of the students having consumed it at least once. Male students were more likely to have reported using alcohol in their lifetime (17.7% vs. 10.8% of female students).
- Inhalants were the second most frequently used substance by the students in their lifetime (4.0%). Substantially fewer students reported ever smoking cigarettes (1.0%), using marijuana (0.6%), or using other drugs (0.4%).
- Almost two percent of sixth-grade students (1.8%) reported using inhalants in the past month, and 1.4% reported using alcohol. Less than one percent of the students reported smoking cigarettes (0.2%), using marijuana (0.1%), and using other drugs (0.2%) in the past month.
- The percentages of students who reported ever using alcohol, inhalants or cigarettes have all declined steadily since 2011. Rates of lifetime alcohol use decreased 5.8 percentage points, rates of lifetime inhalant use declined 3.0 percentage points, and rates of lifetime cigarette use declined 0.8 percentage point from 2011 levels.

(See Lifetime Substance Use and Past Month Substance Use tables on page 14.)

Aggressive Behaviors

- Nearly forty percent of the Fairfax County sixth-grade students (38.8%) reported having something bad said to them about their race or culture, and almost one in five of the students (18.7%) reported making derogatory comments about someone's race or culture. Male students were more likely to report making derogatory comments (21.5% compared to 15.8% of female students) and having such comments made to them (39.8% vs. 37.7%).

- One-fourth of the students (25.1%) reported having been bullied on school property in the past year, while 4.1% of the students reported bullying someone on school property. More female students reported being bullied on school property (27.5%) compared to male students (22.6%).

- Approximately one in ten of the students (10.6%) reported having been cyberbullied by a student at their school in the past year, while 3.2% reported cyberbullying a student at their school. Female students were more likely to report experiencing the aggression (12.9% compared to 8.4% of male students). The percentages of students who reported cyberbullying and having been cyberbullied were the lowest rates observed in the past five years.

- Almost ten percent of the sixth-grade students (9.5%) reported carrying a weapon in the past month, while less than one percent (0.8%) did so on school property. Male students were more than twice as likely to report carrying a weapon (13.5% compared to 5.2% of female students).

Physical Activity and Non-Academic Use of Electronic Media

- Half of the students (50.8%) reported being physically active for at least one hour per day on five or more days in the past week, which was the lowest rate reported in the past five years. Male students were more likely to report this level of activity than female students (55.5% and 45.8%, respectively).

- Approximately one in six students (16.1%) reported watching three or more hours of television on an average school day, which was 11.9 percentage points lower than in 2011.

- Over one-quarter of the students (28.0%) reported spending three or more hours on an average school day playing video games or using a computer or other electronic device (such as iPads or smartphones) for non-academic purposes. Male students were more likely to report spending three or more hours engaged in this activity than female students (31.2% and 24.7%, respectively).

Nutrition

- Almost one-third of the Fairfax County sixth-grade students (32.5%) reported eating fruits and vegetables at least five times per day in the week prior to the survey.

- Almost half of the students (45.9%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 10.0% reported drinking non-diet soda at least once a day in the week prior to the survey.

- One in seven of the students (14.4%) reported drinking non-carbonated sweetened drinks at least once per day, while 7.5% reported consuming sports drinks daily and 2.3% consumed energy drinks daily.

- Over one-fourth of the Fairfax County students (25.3%) reported drinking a sweetened beverage (all categories combined) more than once per day. Male students were more likely to report consuming more than one sweetened beverage a day (30.4% compared to 20.1% of female students).

- Eight percent of the students (8.4%) reported going hungry in the past month (some of the time, most of the time, or always) due to a lack of food in the home.

Mental Health

- Almost one in seven of the Fairfax County sixth-grade students (13.6%) reported experiencing a high level of stress during the month prior to the survey, and 47.0% reported experiencing a moderate level.

- One-fifth of sixth-grade students (20.3%) reported feeling so sad or hopeless every day for two or more weeks in a row within the past year that they stopped doing some usual activities. Female students were more likely to report experiencing this level of sadness (21.9% compared to 18.6% of male students).

Extra-Curricular Activities and Civic Behaviors

- Over one-fourth of the Fairfax County students (26.9%) indicated that they participate in extracurricular activities at school (such as participation in a team, club, or program) for one hour or more on an average school day, and almost three in five (58.3%) reported participating in such activities away from school for at least one hour.

- Approximately one-third of the students (33.8%) reported spending an hour or more doing homework, while 8.3% indicated going to work for an hour or more on an average school day. Female students were more likely to report doing homework outside of school for an hour or more (37.1% compared to 30.7% of male students), while male students were more likely to work for an hour or more (11.3% compared to 5.2% of female students).

- Two-fifths of the students (40.5%) reported volunteering in the past year to do community service, and almost two-thirds (62.6%) reported being a leader in a group or organization in the past year. Female students were more likely to report volunteering in the past year (42.7% compared to 38.2% of male students).

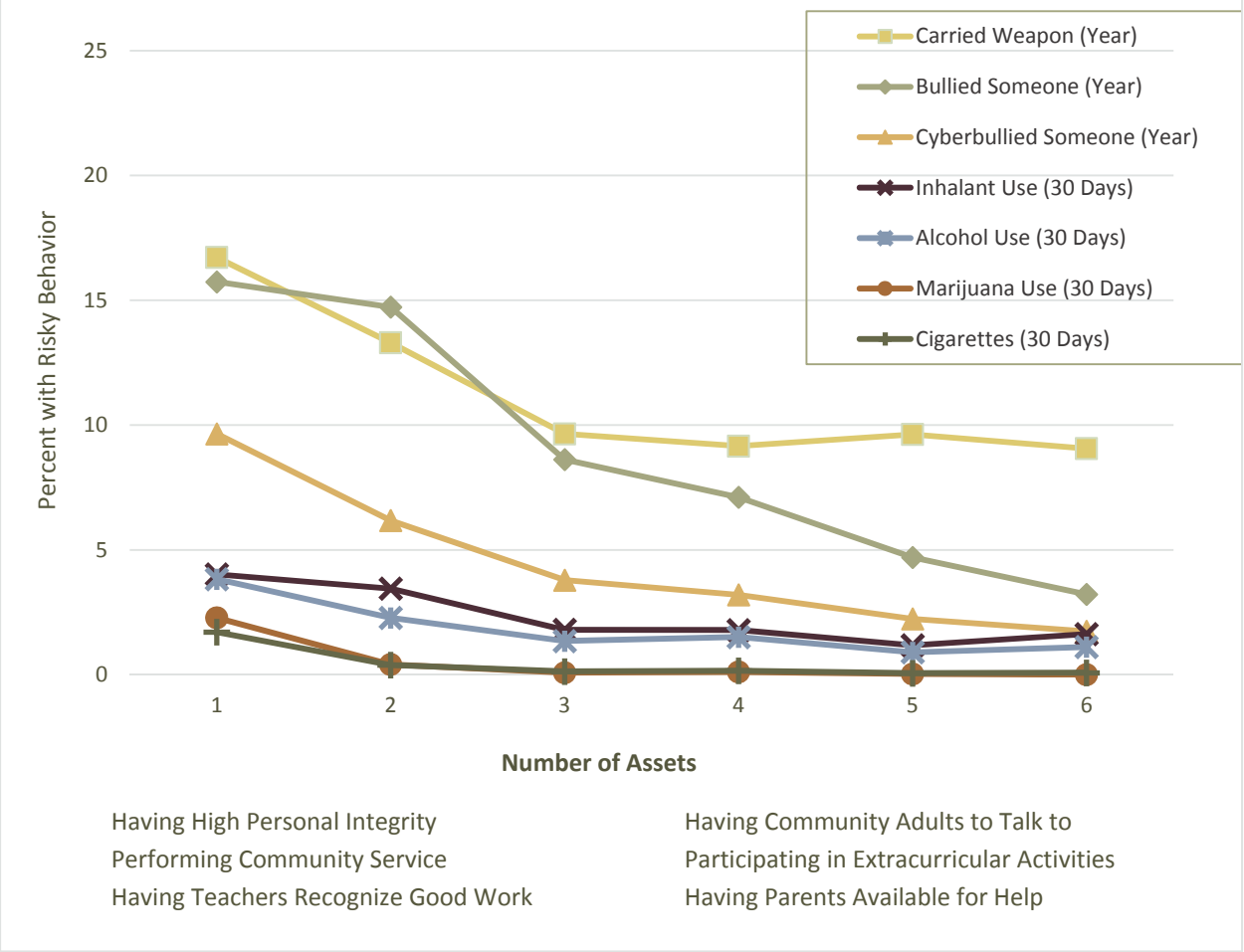
Three to Succeed

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, Fairfax County, Grade 6, 2015



INTRODUCTION

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

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

The Fairfax County Youth Survey includes questions on substance use, aggression and other antisocial behaviors, health and health-risk behaviors, mental health, civic and extracurricular behaviors, and items to measure the levels of 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.

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

SURVEY INSTRUMENT

The 2015 Fairfax County Youth Survey was conducted in November, 2015. The survey instrument for sixth-grade students contained 84 questions. The survey derives many of its questions from the Communities That Care Youth Survey (from the U.S. Substance Abuse and Mental Health Services Administration) and the U.S. Centers for Disease Control and Prevention's Youth Risk Behavior Survey.

This is the eleventh year that the Fairfax County Youth Survey has been conducted. The survey instrument has been modified since it was first administered in 2001, but core questions related to risky and healthy behaviors have remained consistent. Sixth-grade students were included in the survey for the first time in 2005, when one survey instrument was administered to a sample of students in sixth, eighth, tenth, and twelfth grades. Due to concerns with both the length and language of the survey, a separate *6th Grade Survey* instrument was developed for administration in 2008. Also in that year, two separate instruments were administered to eighth-, tenth-, and twelfth-grade students: one focusing on risk and protective factors and the other focusing on healthy behaviors. From 2009 to 2014, the two instruments for older students (the *Risk and Protective Factors Survey* and the *Healthy Behaviors Survey*) were administered in alternating years. The questionnaire for the eighth-, tenth-, and twelfth-grade students was re-designed in 2015, resulting in a single instrument that will be administered annually. The instrument for sixth-grade students was modified slightly from the previous years.

The results of the *2015 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* are presented in a separate report, which can be found at www.fairfaxcounty.gov/youthsurvey. A more detailed discussion of the history of the Fairfax County Youth Survey is provided in Appendix A on page 57.

SURVEY ADMINISTRATION

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

A total of 12,220 sixth-grade students participated in the 2015 Fairfax County Youth Survey, representing 88.0% of all sixth-grade students enrolled in Fairfax County Public Schools.

Table 1. Response Rate

FCPS Enrollment[a]	Number of Respondents	Response Rate
13,889	12,220	88.0%

[a]Total Fairfax County Public Schools enrollment in 6th grade -- November, 2015.

DATA PROCESSING

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

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

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

Missing data were not imputed. A more thorough description of the survey administration and validation is presented in Appendix B beginning on page 60.

A total of 288 questionnaires were rejected due to meeting at least one of the data cleaning criteria, leaving 11,932 usable questionnaires (97.6%). Table 2 presents the number of usable questionnaires for each year that the Fairfax County Youth Survey has been conducted.

Table 2. Number of Usable Questionnaires (2001-2015)

	Number of Usable Questionnaires by Survey Instrument
2001 Fairfax County Youth Survey [a]	11,631
2003 Virginia Community Youth Survey [a]	4,074
2005 Fairfax County Youth Survey [b]	13,235
2008	
Risk & Protective Factors Survey [a]	12,468
Healthy Behaviors Survey [a]	3,988
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
2015	
Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	33,276
Fairfax County Youth Survey of 6th Grade Students	11,932

[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.

Approximately two-fifths of the survey respondents (39.5%) identified themselves as non-Hispanic White. The largest minority population among survey respondents was Hispanic (21.9%), followed by Asian (19.8%). Over one-fourth of the students (26.0%) reported that a language other than English is the primary language spoken in their home. Demographic characteristics of the students who participated in the survey are compared to the total Fairfax County Public Schools sixth-grade student population in Table 3.

Table 3. Selected Demographic Characteristics of Survey Respondents and Fairfax County Student Population, 2015

	Survey Respondents[a]			FCPS Enrollment[b]	
	Number	Percent		Number	Percent
Gender					
Female	5,804	49.2	***	6,726	48.4
Male	6,005	50.9	***	7,163	51.6
Race/Ethnicity[c]					
White	4,468	39.5	***	5,613	40.4
Black	1,212	10.7		1,408	10.1
Hispanic	2,484	21.9		3,213	23.1
Asian	2,245	19.8		2,835	20.4
Other/Multiple	914	8.1	***	820	5.9

Note. Data in this table are not weighted.
[a]Because of missing responses to the gender and race/ethnicity questions, sums for these categories do not equal the number of valid cases included in the report. [b]Total 6th grade enrollment in Fairfax County Public Schools in November, 2015. [c]Racial categories do not include Hispanic students who are treated as a separate category in this table.
***$p < .001$ (statistically significant differences between the percentage of survey respondents and percentage of enrolled students in that demographic category).

Table 4. Primary Language Spoken at Home, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
Overall	74.0	12.1	14.0
Gender			
Female	73.5	12.4	14.1
Male	74.6	11.6	13.8
Race/Ethnicity[a]			
White	94.2	0.9	4.9
Black	81.5	0.5	18.0
Hispanic	43.5	54.7	1.8
Asian	59.4	0.3	40.3
Other/Multiple	85.6	0.7	13.8

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

DATA WEIGHTING

The ratio of sixth-grade survey respondents from a given pyramid* to all survey respondents (all pyramids) was compared to the ratio of all students enrolled in sixth grade in that pyramid to all students enrolled in sixth grade in all Fairfax County Public Schools. Corrective weights were applied to the data to ensure proportional representation based on enrollment by pyramid. The calculations for weighting are described in Appendix B on page 63. Although statistically significant differences were observed among sub-populations of the respondents and the FCPS enrollment (gender and race/ethnicity), data were weighted by pyramid only. Because of the desire to analyze the data at the pyramid level, the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses if weights by gender or race/ethnicity are applied.

HOW TO INTERPRET RESULTS

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

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

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

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

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

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

SUBSTANCE USE

Students were asked about their use of alcohol, cigarettes, inhalants, marijuana, and other substances in the *2015 Fairfax County Youth Survey of 6th Grade Students*. The questions are based on those used in the Monitoring the Future* (MTF) survey, a nationwide study of substance use by eighth-, tenth-, and twelfth-grade students. Because sixth-grade students are not included in the MTF survey, comparisons between Fairfax County data and national data are not provided in this report.

One in seven Fairfax County sixth-grade students (14.4%) reported having consumed alcohol at least once in their lifetime. The second most commonly used substance were inhalants, with 4.0% reporting use in their lifetime. Male students were more likely to report using all of the investigated substances in their lifetime. Over one in six male students (17.7%) reported drinking alcohol at least once in their lifetime, compared to 10.8% of female students. Rates of lifetime alcohol use varied widely among racial/ethnic groups, ranging from 10.5% of Asian students to 17.3% of Hispanic students. The lifetime rates of alcohol, inhalants, and cigarette use have all declined steadily since 2011, with use of alcohol falling from 20.2% in 2011 and inhalant use falling from 7.0%. Lifetime rates of marijuana use and use of other drugs have remained nearly identical over the five-year period.

More students reported using inhalants in the past month than alcohol (1.8% vs. 1.4%, respectively). Very few students (0.2% or less) reported smoking cigarettes, or using marijuana or other drugs in the 30 days prior to the survey. Male students were more likely to indicate alcohol use in the past 30 days (1.7% compared to 1.0% of female students), and slightly more likely to indicate use of the other substances investigated. As with lifetime rates, the rates of use in the past month were lower than in 2011 for all substances.

* 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, 2016).

Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2015

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	14.4	4.0	1.0	0.6	0.4
Gender					
Female	10.8	3.7	0.7	0.5	0.3
Male	17.7	4.2	1.4	0.8	0.5
Race/Ethnicity[a]					
White	15.0	3.3	0.4	0.2	0.2
Black	15.0	5.3	1.5	1.1	0.7
Hispanic	17.3	4.1	2.2	1.4	1.0
Asian	10.5	4.6	0.6	0.5	0.1
Other/Multiple	15.5	4.1	1.7	0.3	0.1

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

Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	1.4	1.8	0.2	0.1	0.2
Gender					
Female	1.0	1.7	0.1	0.0	0.1
Male	1.7	1.8	0.3	0.2	0.2
Race/Ethnicity[a]					
White	1.6	1.4	0.0	0.0	0.1
Black	1.6	2.1	0.4	0.2	0.4
Hispanic	1.8	1.7	0.3	0.3	0.5
Asian	0.5	2.1	0.1	0.1	0.0
Other/Multiple	1.2	2.0	0.0	0.1	0.2

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

ALCOHOL USE

Table 7. Lifetime Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2011-2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	20.2	17.6	16.9	15.5	14.4
Gender					
Female	16.1	13.7	13.5	12.6	10.8
Male	23.9	21.5	20.3	18.3	17.7
Race/Ethnicity[a]					
White	20.1	18.5	17.9	17.6	15.0
Black	20.0	18.4	16.6	14.0	15.0
Hispanic	26.3	20.4	20.7	17.5	17.3
Asian	14.6	12.2	12.0	11.5	10.5
Other/Multiple	22.3	21.8	18.5	16.8	15.5

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

Table 8. Past Month Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	2.4	2.1	1.7	1.5	1.4
Gender					
Female	1.9	1.8	1.3	1.2	1.0
Male	2.9	2.4	2.2	1.8	1.7
Race/Ethnicity[a]					
White	2.4	2.3	1.7	1.6	1.6
Black	2.3	2.9	1.6	1.5	1.6
Hispanic	3.3	2.8	2.9	2.1	1.8
Asian	1.3	0.9	0.6	0.6	0.5
Other/Multiple	3.2	1.4	2.6	1.5	1.2

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

Table 9. Frequency of Alcohol Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.6	1.1	0.2	0.0	0.1
Gender					
Female	99.0	0.8	0.1	0.0	0.1
Male	98.3	1.4	0.2	0.0	0.1
Race/Ethnicity[a]					
White	98.4	1.4	0.1	0.0	0.0
Black	98.4	1.3	0.2	0.0	0.2
Hispanic	98.2	1.4	0.2	0.1	0.1
Asian	99.5	0.3	0.2	0.0	0.1
Other/Multiple	98.8	1.0	0.1	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 students who are treated as a separate category in this table.

INHALANT USE[*]

Table 10. Lifetime Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2011-2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	7.0	5.7	5.8	5.0	4.0
Gender					
Female	6.6	5.7	5.8	4.6	3.7
Male	7.4	5.7	5.8	5.3	4.2
Race/Ethnicity[a]					
White	5.5	4.7	4.4	4.9	3.3
Black	8.6	6.7	6.3	4.6	5.3
Hispanic	8.6	7.7	7.3	5.3	4.1
Asian	7.3	5.0	6.7	5.0	4.6
Other/Multiple	8.5	7.3	5.9	6.0	4.1

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

Table 11. Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	3.6	2.5	2.3	2.0	1.8
Gender					
Female	3.4	2.5	2.2	2.0	1.7
Male	3.7	2.6	2.4	2.1	1.8
Race/Ethnicity[a]					
White	2.4	1.9	1.4	1.9	1.4
Black	5.1	3.4	2.4	1.6	2.1
Hispanic	4.8	4.2	3.6	2.5	1.7
Asian	3.5	1.6	3.0	2.0	2.1
Other/Multiple	5.1	2.3	1.6	2.4	2.0

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

[*] 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, 2015

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.2	1.4	0.2	0.0	0.2
Gender					
Female	98.3	1.3	0.2	0.0	0.2
Male	98.2	1.5	0.1	0.1	0.2
Race/Ethnicity[a]					
White	98.6	1.1	0.1	0.1	0.1
Black	97.9	1.6	0.3	0.0	0.3
Hispanic	98.4	1.3	0.2	0.0	0.2
Asian	97.9	1.7	0.3	0.0	0.1
Other/Multiple	98.0	1.7	0.1	0.1	0.1

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

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

Table 13. Lifetime Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	1.8	1.6	1.5	1.4	1.0
Gender					
Female	1.3	1.3	1.2	1.0	0.7
Male	2.3	1.9	1.7	1.7	1.4
Race/Ethnicity[a]					
White	1.0	0.9	0.6	0.7	0.4
Black	3.0	3.1	2.2	2.4	1.5
Hispanic	3.3	2.9	3.1	2.6	2.2
Asian	1.2	0.9	1.2	1.0	0.6
Other/Multiple	2.3	2.2	1.4	1.6	1.7

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

Table 14. Frequency of Smoking Cigarettes in Lifetime, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Never	Once or twice	Once in a while but not regularly	Regularly in the past	Regularly now
Overall	99.0	0.8	0.1	0.1	0.0
Gender					
Female	99.3	0.6	0.1	0.0	0.0
Male	98.6	1.0	0.2	0.1	0.1
Race/Ethnicity[a]					
White	99.6	0.3	0.0	0.0	0.0
Black	98.5	0.9	0.3	0.2	0.1
Hispanic	97.9	1.7	0.2	0.2	0.1
Asian	99.5	0.4	0.0	0.0	0.1
Other/Multiple	98.3	1.4	0.1	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 students who are treated as a separate category in this table.

Table 15. Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	0.4	0.3	0.2	0.3	0.2
Gender					
Female	0.2	0.2	0.2	0.3	0.1
Male	0.5	0.4	0.3	0.4	0.3
Race/Ethnicity[a]					
White	0.2	0.1	0.1	0.2	0.0
Black	0.6	0.5	0.3	0.8	0.4
Hispanic	0.9	0.6	0.7	0.5	0.3
Asian	0.1	0.1	0.0	0.1	0.1
Other/Multiple	0.3	0.7	0.1	0.3	0.0

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

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

Table 16. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Not at all	Less than 1 cigarette per day	1-5 cigarettes per day	About one-half pack per day	About one pack per day	More than one pack per day
Overall	99.8	0.1	0.1	0.0	0.0	0.0
Gender						
Female	99.9	0.0	0.0	0.0	0.0	0.0
Male	99.7	0.2	0.1	0.0	0.0	0.0
Race/Ethnicity[a]						
White	100.0	0.0	0.0	0.0	0.0	0.0
Black	99.6	0.3	0.1	0.1	0.0	0.0
Hispanic	99.7	0.3	0.1	0.0	0.0	0.0
Asian	99.9	0.0	0.1	0.0	0.1	0.0
Other/Multiple	100.0	0.0	0.0	0.0	0.0	0.0

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

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

MARIJUANA USE

Table 17. Lifetime Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	0.7	0.7	0.7	0.7	0.6
Gender					
Female	0.4	0.6	0.5	0.6	0.5
Male	1.0	0.8	0.8	0.9	0.8
Race/Ethnicity[a]					
White	0.4	0.3	0.3	0.3	0.2
Black	1.1	1.8	1.2	0.9	1.1
Hispanic	1.3	0.9	1.5	1.8	1.4
Asian	0.3	0.3	0.4	0.4	0.5
Other/Multiple	1.1	1.4	0.5	1.0	0.3

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

Table 18. Past Month Prevalence of Marijuana Use, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	0.3	0.3	0.2	0.1	0.1
Gender					
Female	0.1	0.3	0.1	0.1	0.0
Male	0.4	0.3	0.2	0.2	0.2
Race/Ethnicity[a]					
White	0.1	0.2	0.1	0.1	0.0
Black	0.2	0.6	0.2	0.3	0.2
Hispanic	0.4	0.4	0.5	0.3	0.3
Asian	0.2	0.1	0.1	0.0	0.1
Other/Multiple	1.0	0.6	0.0	0.1	0.1

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

Table 19. Frequency of Marijuana Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015

(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	100.0	0.0	0.0	0.0	0.0
Male	99.8	0.1	0.0	0.0	0.1
Race/Ethnicity[a]					
White	100.0	0.0	0.0	0.0	0.0
Black	99.8	0.1	0.0	0.0	0.1
Hispanic	99.7	0.2	0.1	0.0	0.0
Asian	99.9	0.1	0.0	0.0	0.1
Other/Multiple	99.9	0.1	0.0	0.0	0.0

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

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

USE OF OTHER DRUGS

Table 20. Lifetime Prevalence of Other Illegal Drug Use, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	0.5	0.4	0.4	0.4	0.4
Gender					
Female	0.4	0.3	0.3	0.4	0.3
Male	0.6	0.6	0.5	0.4	0.5
Race/Ethnicity[a]					
White	0.3	0.3	0.2	0.2	0.2
Black	1.3	1.2	0.9	0.9	0.7
Hispanic	1.0	0.4	0.8	0.8	1.0
Asian	0.2	0.3	0.4	0.2	0.1
Other/Multiple	0.6	0.5	0.4	0.0	0.1

Note. Other illegal drugs do not include alcohol, tobacco, inhalants, 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, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	0.4	0.2	0.2	0.2	0.2
Gender					
Female	0.2	0.2	0.2	0.2	0.1
Male	0.5	0.3	0.3	0.2	0.2
Race/Ethnicity[a]					
White	0.2	0.2	0.1	0.1	0.1
Black	1.1	0.8	0.4	0.2	0.4
Hispanic	0.4	0.4	0.5	0.4	0.5
Asian	0.2	0.1	0.2	0.0	0.0
Other/Multiple	0.6	0.1	0.1	0.0	0.2

Note. Other illegal drugs do not include alcohol, tobacco, inhalants, 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, 2015

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.8	0.2	0.0	0.0	0.0
Gender					
Female	99.9	0.1	0.0	0.0	0.0
Male	99.8	0.2	0.0	0.0	0.0
Race/Ethnicity[a]					
White	100.0	0.0	0.0	0.0	0.0
Black	99.6	0.4	0.0	0.0	0.0
Hispanic	99.5	0.4	0.0	0.0	0.1
Asian	100.0	0.0	0.0	0.0	0.0
Other/Multiple	99.8	0.2	0.0	0.0	0.0

Note. Other illegal drugs do not include alcohol, tobacco, inhalants, or marijuana. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic persons who are treated as a separate category in this table.

AGGRESSIVE BEHAVIORS

The *2015 Fairfax County Youth Survey of 6th Grade Students* included several questions on bullying, cyberbullying*, derogatory racial/ethnic comments, and carrying weapons. Many more students reported experiencing aggressive behaviors than carrying them out. Almost one in five of the students (18.7%) reported making derogatory comments about someone's race or culture†, and nearly two in five (38.8%) reported having something bad said to them. Approximately half of the non-White students reported experiencing the behavior, including over half of the Black students (51.6%) and Asian students (51.3%). More male students reported making derogatory comments (21.5% compared to 15.8% of female students) and having such comments made to them (39.8% vs. 37.7%).

While 4.1% of the students reported bullying‡ someone on school property in the past year, one-quarter of the students (25.1%) reported having been bullied on school property. More female students reported being bullied on school property (27.5%) compared to male students (22.6%). Students who reported using any substance in the past month were much more likely to report both bullying someone on school property (16.0%) and being bullied by someone on school property (40.5%).

The percentages of students who reported cyberbullying a student at their school in the past year and having been cyberbullied by a student at their school were the lowest rates observed in the past five years. The percentage who cyberbullied a student at their school fell from 5.8% in 2011 to 3.2% in 2015, while the percentage who reported being cyberbullied declined from 13.0% to 10.6% over the same period. Female students were more likely to report having been cyberbullied in the past year (12.9% compared to 8.4% of male students).

Almost ten percent of the sixth-grade students (9.5%) reported carrying a weapon in the past month, while less than one percent (0.8%) did so on school property. Male students were more than twice as likely to report carrying a weapon (13.5% compared to 5.2% of female students). The percentage of students who carried a weapon varied by race/ethnicity, ranging from 6.8% of Black students to 11.8% of White students and 11.9% of students of other or multiple races.

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

† The wording of the response options for the derogatory comments items was changed in the 2015 Fairfax County Youth Survey. Comparisons of this year's results with previous years is not advised.

‡ The definition of bullying and the response options for the bullying items were changed in the 2015 Fairfax County Youth Survey. The definition of bullying was expanded to clarify that bullying is any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor and victim; and is repeated over time or causes severe emotional trauma. The clarification that bullying does not include ordinary teasing, horseplay, argument, or peer conflict was added. The response options were changed from seven options of varying numbers of times bullying was committed or experienced, to yes/no responses. Because of these changes, comparing this year's results with previous years is not advised.

Table 23. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Said something bad about someone's race or culture	Bullied someone on school property	Cyberbullied[a] a student attending your school
Overall	18.7	4.1	3.2
Gender			
Female	15.8	3.8	3.1
Male	21.5	4.3	3.4
Race/Ethnicity[b]			
White	15.4	3.2	2.1
Black	20.1	6.3	4.3
Hispanic	24.8	5.9	5.2
Asian	20.2	2.5	2.6
Other/Multiple	17.5	4.4	3.8

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.

Table 24. Prevalence of Experiencing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Had something bad said about your race or culture	Been bullied on school property	Been cyberbullied[a] by a student who attends your school
Overall	38.8	25.1	10.6
Gender			
Female	37.7	27.5	12.9
Male	39.8	22.6	8.4
Race/Ethnicity[b]			
White	25.2	24.8	9.3
Black	51.6	26.4	11.4
Hispanic	45.1	27.1	13.9
Asian	51.3	22.1	9.5
Other/Multiple	42.6	26.7	11.2

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

(Values are percentages)

	Bullied someone on school property	Bullied someone away from school property
Overall	4.1	4.3
Gender		
Female	3.8	3.6
Male	4.3	5.0
Race/Ethnicity[a]		
White	3.2	3.0
Black	6.3	7.6
Hispanic	5.9	5.6
Asian	2.5	3.5
Other/Multiple	4.4	5.5

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

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

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

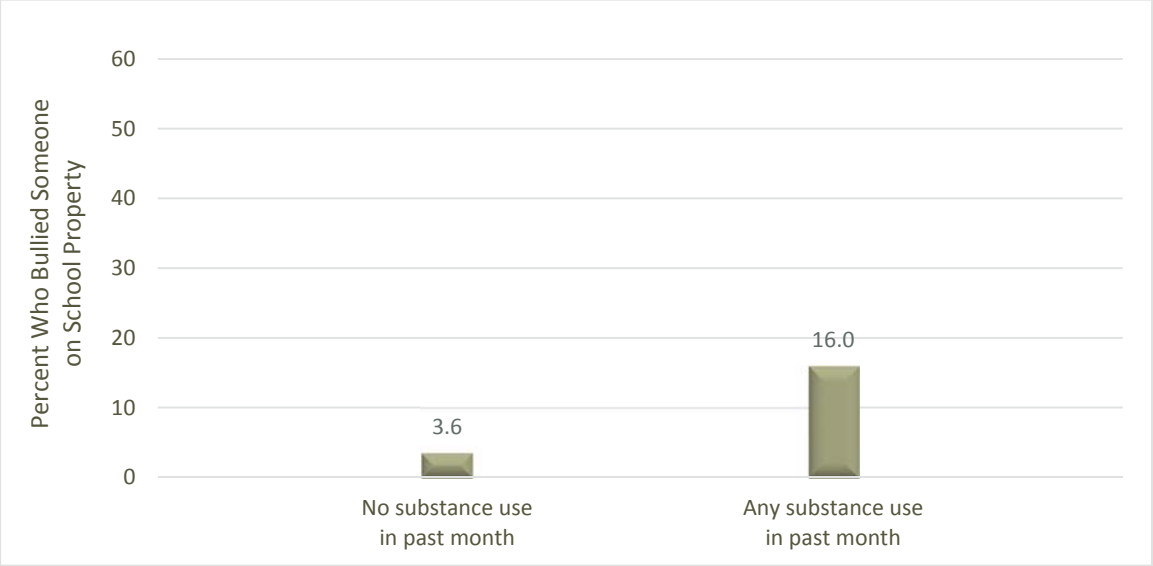
(Values are percentages)

	Been bullied on school property	Been bullied away from school property
Overall	25.1	17.7
Gender		
Female	27.5	17.4
Male	22.6	17.9
Race/Ethnicity[a]		
White	24.8	17.1
Black	26.4	19.3
Hispanic	27.1	19.2
Asian	22.1	16.0
Other/Multiple	26.7	20.6

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

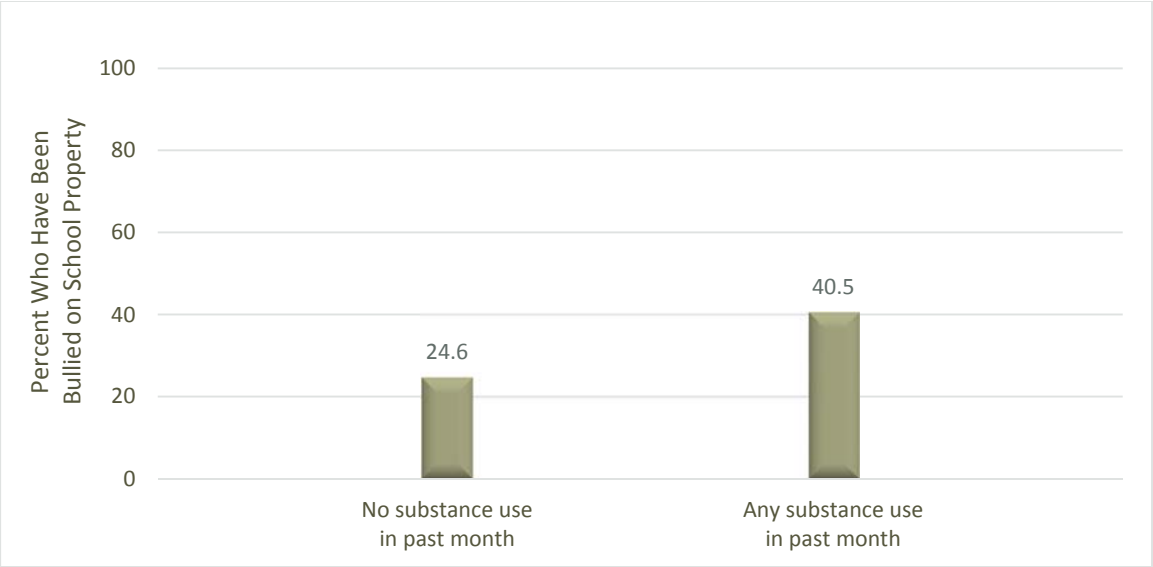
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 2. Percentage of Students Who Bullied Someone on School Property in the Past Year, by Past Month Substance Use, Fairfax County, 2015



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

Figure 3. Percentage of Students Who Have Been Bullied by Someone on School Property in the Past Year, by Past Month Substance Use, Fairfax County, 2015



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

CYBERBULLYING

Table 27. Prevalence of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	5.8	5.0	4.7	4.6	3.2
Gender					
Female	6.2	5.2	4.6	4.6	3.1
Male	5.5	4.7	4.8	4.7	3.4
Race/Ethnicity[a]					
White	4.0	3.7	3.1	3.3	2.1
Black	6.7	6.3	5.7	6.1	4.3
Hispanic	9.3	7.5	7.1	7.2	5.2
Asian	6.4	4.3	5.0	3.9	2.6
Other/Multiple	4.9	4.9	4.9	4.9	3.8

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 students who are treated as a separate category in this table.

Table 28. Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	96.8	2.3	0.4	0.3	0.1	0.0	0.0	0.1
Gender								
Female	96.9	2.3	0.5	0.2	0.1	0.0	0.0	0.1
Male	96.6	2.4	0.4	0.3	0.1	0.1	0.1	0.1
Race/Ethnicity[a]								
White	97.9	1.5	0.3	0.2	0.0	0.0	0.0	0.1
Black	95.7	3.4	0.5	0.2	0.1	0.1	0.0	0.1
Hispanic	94.8	3.6	0.9	0.5	0.1	0.1	0.0	0.1
Asian	97.4	2.0	0.2	0.2	0.1	0.0	0.1	0.0
Other/Multiple	96.2	2.9	0.4	0.2	0.1	0.0	0.1	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). Percentages may not sum to 100% due to rounding.

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

Table 29. Prevalence of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

(Values are percentages)

	2011	2012	2013	2014	2015
Overall	13.0	12.5	13.1	13.9	10.6
Gender					
Female	16.2	15.1	16.0	16.9	12.9
Male	10.0	9.9	10.2	10.9	8.4
Race/Ethnicity[a]					
White	11.1	12.0	13.1	12.9	9.3
Black	12.6	11.9	13.4	14.8	11.4
Hispanic	16.4	14.5	15.5	16.9	13.9
Asian	13.2	11.7	10.8	12.1	9.5
Other/Multiple	15.0	14.0	13.3	14.8	11.2

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 students who are treated as a separate category in this table.

Table 30. Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	89.4	6.2	1.8	1.2	0.6	0.3	0.2	0.4
Gender								
Female	87.2	7.5	2.4	1.4	0.7	0.4	0.2	0.4
Male	91.6	5.0	1.3	1.0	0.4	0.2	0.1	0.5
Race/Ethnicity[a]								
White	90.8	5.5	1.7	0.9	0.6	0.3	0.1	0.3
Black	88.6	6.5	1.6	1.4	0.6	0.4	0.2	0.8
Hispanic	86.1	7.9	2.9	1.6	0.7	0.3	0.3	0.3
Asian	90.5	5.7	1.2	1.1	0.5	0.5	0.1	0.3
Other/Multiple	88.8	6.7	1.4	1.5	0.7	0.1	0.1	0.8

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). 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 Making and Experiencing Derogatory Statements in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Said something bad about someone's race/culture	Had something bad said about your race/culture
Overall	18.7	38.8
Gender		
Female	15.8	37.7
Male	21.5	39.8
Race/Ethnicity[a]		
White	15.4	25.2
Black	20.1	51.6
Hispanic	24.8	45.1
Asian	20.2	51.3
Other/Multiple	17.5	42.6

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

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

Table 32. Frequency of Having Said Something Bad about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(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	81.3	13.1	2.6	1.2	0.9	0.4	0.2	0.5
Gender								
Female	84.2	11.6	2.1	0.9	0.7	0.1	0.1	0.3
Male	78.5	14.5	3.1	1.4	1.0	0.5	0.2	0.8
Race/Ethnicity[a]								
White	84.6	11.4	1.9	1.0	0.5	0.2	0.1	0.3
Black	79.9	11.5	4.3	1.9	1.2	0.3	0.1	0.9
Hispanic	75.2	17.1	3.8	1.2	1.3	0.6	0.1	0.8
Asian	79.8	14.1	2.7	1.5	1.1	0.2	0.2	0.5
Other/Multiple	82.5	13.1	1.4	0.7	0.9	0.8	0.2	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 33. Frequency of Having Something Bad Said to Them about Their Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	61.2	20.3	7.8	4.1	2.8	1.2	0.4	2.2
Gender								
Female	62.3	20.7	7.6	4.0	2.5	0.9	0.4	1.6
Male	60.2	20.0	8.1	4.0	3.1	1.5	0.5	2.8
Race/Ethnicity[a]								
White	74.8	15.6	4.1	2.4	1.4	0.7	0.3	0.8
Black	48.4	24.5	11.2	4.7	3.8	2.2	1.0	4.2
Hispanic	54.9	22.1	9.3	5.2	3.9	1.4	0.4	2.7
Asian	48.8	25.2	11.4	5.7	3.8	1.6	0.5	3.0
Other/Multiple	57.4	20.2	8.6	4.7	3.5	1.6	0.8	3.3

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

(Values are percentages)

	Carried a weapon	Carried a weapon on school property
Overall	9.5	0.8
Gender		
Female	5.2	0.6
Male	13.5	1.0
Race/Ethnicity[a]		
White	11.8	0.6
Black	6.8	0.8
Hispanic	7.6	1.3
Asian	7.9	0.5
Other/Multiple	11.9	1.2

Note. Weapons include guns, knives, or clubs. All percentages were calculated from valid cases (missing responses were not included).

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

Table 35. Frequency of Carrying a Weapon in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	0 days	1 day	2-3 days	4-5 days	6 or more days
Overall	90.5	4.1	2.8	0.8	1.8
Gender					
Female	94.8	2.1	1.7	0.4	1.0
Male	86.5	6.0	3.9	1.2	2.5
Race/Ethnicity[a]					
White	88.2	5.2	3.5	1.1	2.1
Black	93.2	2.8	1.9	0.8	1.4
Hispanic	92.4	3.8	1.8	0.5	1.5
Asian	92.1	3.1	2.7	0.7	1.4
Other/Multiple	88.1	4.1	4.5	0.8	2.6

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

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

Table 36. Frequency of Carrying a Weapon on School Property in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015

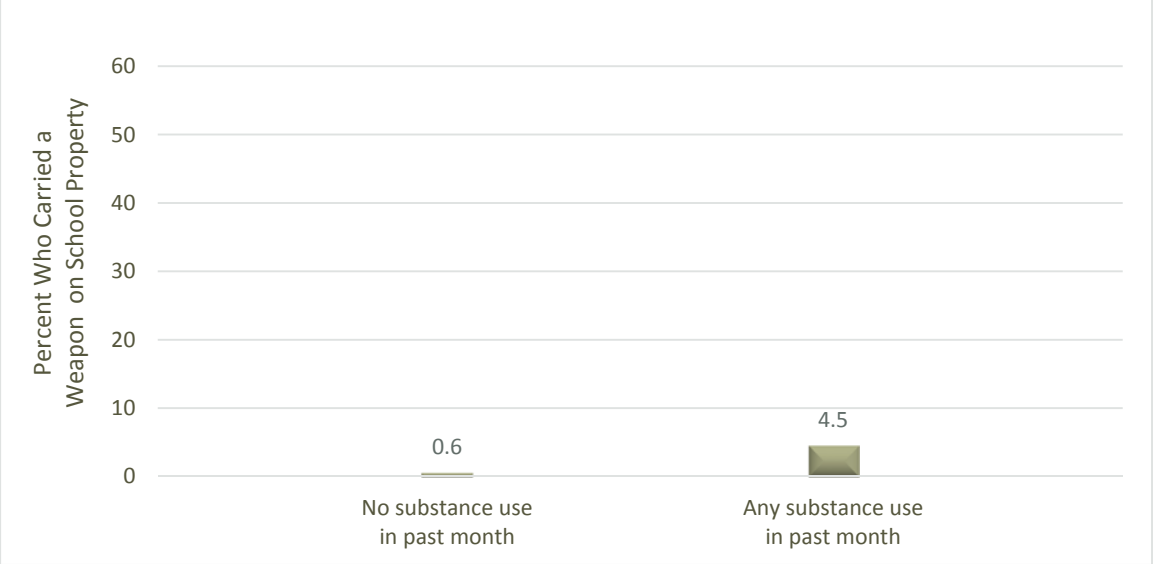
(Values are percentages)

	0 days	1 day	2-3 days	4-5 days	6 or more days
Overall	99.2	0.5	0.1	0.0	0.2
Gender					
Female	99.4	0.3	0.2	0.0	0.1
Male	99.0	0.6	0.1	0.1	0.3
Race/Ethnicity[a]					
White	99.4	0.4	0.1	0.0	0.2
Black	99.2	0.6	0.2	0.0	0.1
Hispanic	98.7	0.9	0.3	0.1	0.0
Asian	99.5	0.2	0.0	0.0	0.3
Other/Multiple	98.8	0.6	0.2	0.1	0.3

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

[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 on School Property in the Past Month, by Past Month Substance Use, Fairfax County, 2015



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

PHYSICAL AND MENTAL HEALTH

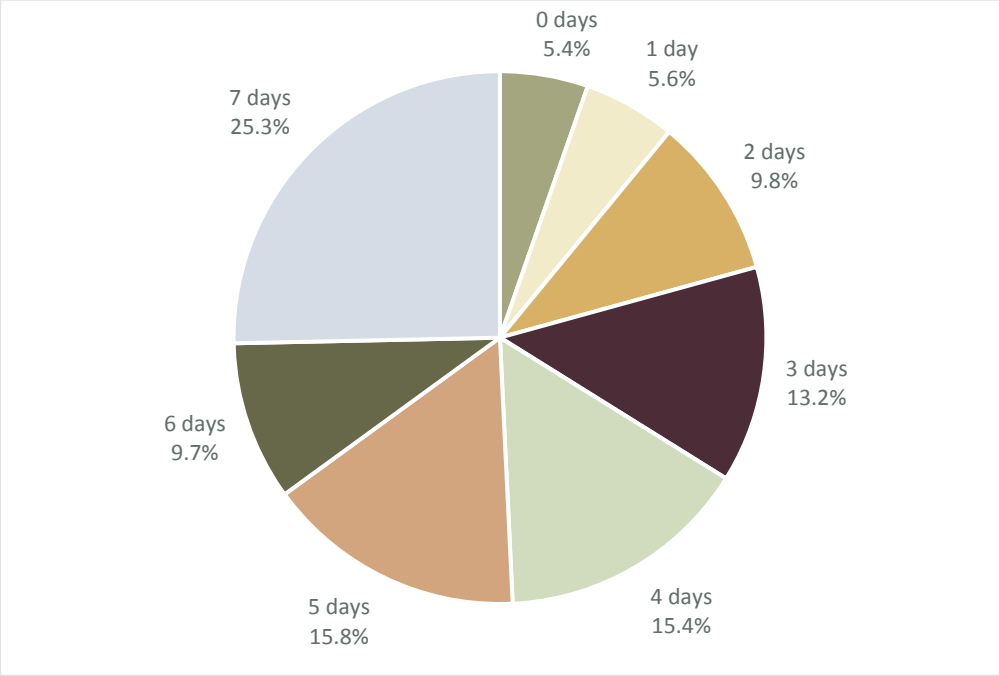
Physical Activity and Non-Academic Use of Electronic Media

Several items on the *2015 Fairfax County Youth Survey of 6th Grade Students* were included to assess students' levels of physical activity, eating behaviors, and mental health. One-quarter of the students (25.3%) indicated that they were physically active for at least one hour per day on all seven days in the week before the survey, while 5.4% reported not engaging in that level of activity on any of the previous seven days. Half of the students (50.8%) reported being physically active for at least one hour per day on five or more days in the past week. This was the lowest rate since 2011, when 56.1% of the students reported five or more days of physical activity. A larger percentage of male students (55.5%) reported being physically active on five or more days, than did female students (45.8%). The rates of physical activity on five or more days ranged from 44.2% of Hispanic students to 56.9% of White students.

Students were asked how many hours they spend watching television on an average school day. Approximately one in six students (16.1%) reported watching three or more hours, which was the lowest rate since 2011, when over one-quarter of the students (28.0%) reported doing so. Approximately one-tenth of Asian students (10.1%) and White students (10.5%) reported watching three or more hours of television on an average school day, while approximately one-quarter of Hispanic students (24.7%) and Black students (29.6%) reported doing so.

Students were also asked how many hours they spend on an average school day playing video games or using a computer or other electronic device (such as iPads or smartphones) for non-academic purposes. Over one-quarter of the students (28.0%) indicated spending three or more hours in such activities. Male students were more likely to report spending three or more hours on an average school day (31.2% compared to 24.7% of female students). Approximately one-quarter of White and Asian students (23.5% and 23.8%, respectively) and students of other or multiple races (26.7%) reported spending three or more hours on non-school-related electronic media, compared to over one-third of Hispanic and Black students (35.8% and 38.4%, respectively).

Figure 5. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2015



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

Table 37. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Overall	5.4	5.6	9.8	13.2	15.4	15.8	9.7	25.3
Gender								
Female	5.3	6.3	11.2	15.0	16.4	16.2	9.5	20.1
Male	5.3	4.9	8.4	11.4	14.4	15.3	9.8	30.4
Race/Ethnicity[a]								
White	3.4	4.6	8.7	10.8	15.6	17.0	11.4	28.5
Black	6.9	7.3	9.8	13.0	14.1	13.3	7.0	28.5
Hispanic	9.0	6.1	10.6	14.8	15.4	15.6	7.8	20.7
Asian	4.3	6.1	10.7	16.0	15.9	16.1	9.4	21.6
Other/Multiple	4.3	4.9	9.5	12.8	15.6	14.2	10.5	28.3

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

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

Table 38. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

	2011	2012	2013	2014	2015
Overall	56.1	54.3	52.3	53.3	50.8
Gender					
Female	52.8	49.9	46.3	47.3	45.8
Male	59.3	58.7	58.4	59.1	55.5
Race/Ethnicity[a]					
White	63.1	60.2	59.5	60.0	56.9
Black	53.3	53.7	49.2	50.4	48.8
Hispanic	48.7	47.0	45.8	47.2	44.2
Asian	49.3	48.8	46.8	47.3	47.0
Other/Multiple	60.5	58.8	53.6	55.7	53.0

Note. Physical activity was defined as activity that increased the student's heart rate and made them breathe hard some of the time. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 39. Amount of Time Spent Watching Television on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Not at all	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
Overall	18.3	29.2	19.5	16.9	8.8	3.2	4.1
Gender							
Female	18.4	30.3	18.8	17.1	8.4	3.2	3.8
Male	18.1	28.1	20.3	16.8	9.0	3.3	4.4
Race/Ethnicity[a]							
White	17.1	33.9	22.5	16.0	6.6	1.9	2.0
Black	18.9	19.8	15.7	16.1	12.5	6.9	10.3
Hispanic	11.4	22.0	18.4	23.5	12.6	5.2	6.9
Asian	27.7	32.0	17.3	12.9	5.8	2.0	2.4
Other/Multiple	19.6	31.7	17.8	14.8	9.6	3.1	3.4

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 40. Percentage of Students Who Spend Three or More Hours Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2011 – 2015

	2011	2012	2013	2014	2015
Overall	28.0	25.4	22.8	20.0	16.1
Gender					
Female	26.7	24.8	21.7	19.3	15.4
Male	29.3	25.8	23.8	20.6	16.8
Race/Ethnicity[a]					
White	20.7	18.1	15.9	14.3	10.5
Black	45.3	43.2	38.2	35.4	29.6
Hispanic	42.9	39.9	35.8	31.2	24.7
Asian	19.6	16.1	14.8	11.7	10.1
Other/Multiple	24.9	25.7	23.8	19.5	16.1

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

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

Table 41. Amount of Time Spent Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Not at all	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
Overall	11.0	24.4	19.1	17.6	11.8	6.3	9.9
Gender							
Female	11.9	29.3	18.4	15.8	10.5	5.5	8.7
Male	10.1	19.6	19.7	19.4	13.2	7.1	10.8
Race/Ethnicity[a]							
White	9.8	27.5	21.0	18.2	11.3	5.2	7.1
Black	14.4	19.1	13.9	14.3	13.1	8.6	16.7
Hispanic	7.6	19.0	18.5	19.1	13.8	7.6	14.4
Asian	13.8	26.5	19.3	16.6	10.4	5.0	8.4
Other/Multiple	13.1	23.8	18.8	17.7	11.0	7.4	8.3

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 42. Percentage of Students Who Spend Three or More Hours Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2011 – 2015

	2011	2012	2013	2014	2015
Overall	24.9	24.7	29.1	29.2	28.0
Gender					
Female	18.9	18.3	25.2	26.1	24.7
Male	30.6	30.9	32.8	32.2	31.2
Race/Ethnicity[a]					
White	19.6	20.2	24.9	25.1	23.5
Black	36.2	32.9	36.1	36.2	38.4
Hispanic	33.2	32.6	36.9	36.1	35.8
Asian	22.0	22.0	24.9	25.3	23.8
Other/Multiple	22.5	25.1	29.7	31.5	26.7

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 students who are treated as a separate category in this table.

Nutrition

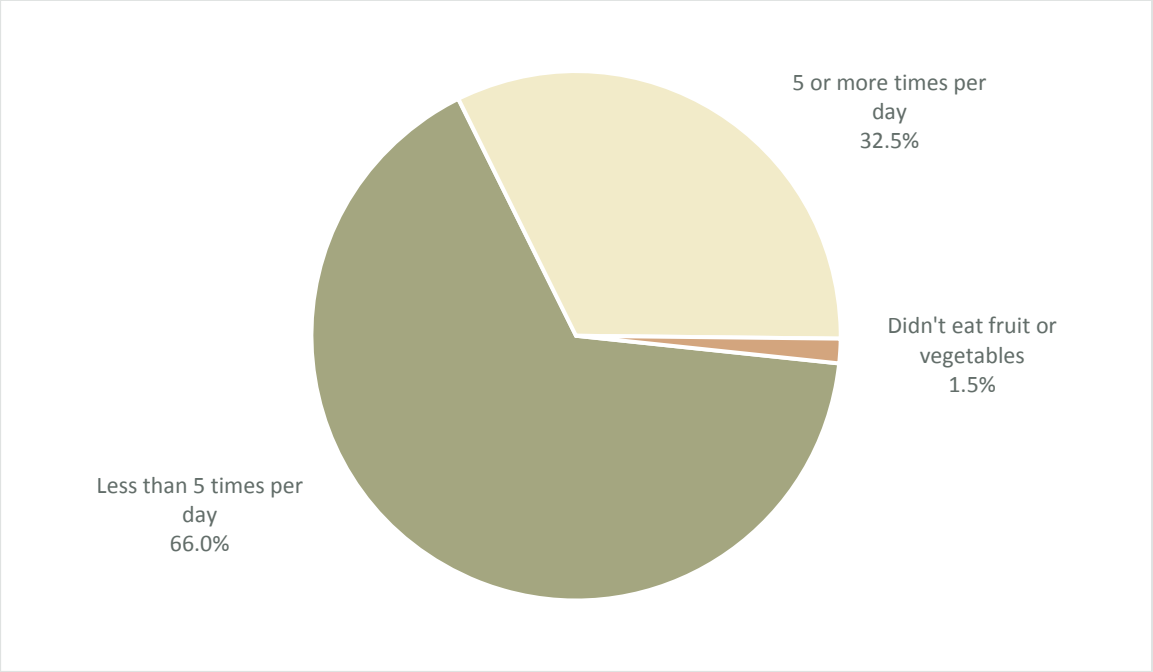
Almost one-third of the Fairfax County sixth-grade students (32.5%) reported eating fruits and vegetables at least five times per day in the week prior to the survey. Asian students and students of other or multiple races reported the highest rates of eating fruits and vegetables five or more times per day (36.7% and 35.3%, respectively). There has been very little change in the percentage of students consuming this quantity of fruits and vegetables in the past five years.

Ten percent of the students (10.0%) reported drinking non-diet soda at least once a day in the week prior to the survey. Rates of daily consumption of soda have decreased steadily over the past five years, falling from 16.5% in 2011. Items were added to the 2015 Fairfax County Youth Survey to assess students' consumption of other sweetened beverages, including non-carbonated sweetened drinks such as lemonade and sweetened tea, as well as sports drinks and energy drinks. One in seven of the students (14.4%) reported drinking non-carbonated sweetened drinks at least once per day, while 7.5% reported consuming sports drinks daily and 2.3% consumed energy drinks daily. A larger percentage of male students reported daily consumption of soda, non-carbonated sweetened beverages, sports drinks, and energy drinks than did female students.

Over one-fourth of the Fairfax County students (25.3%) reported drinking a sweetened beverage (all categories combined) more than once per day. Male students were more likely to report consuming more than one sweetened beverage a day (30.4% compared to 20.1% of female students). Consumption of sweetened beverages varied by race/ethnicity, ranging from 15.5% of Asian students to 39.6% of Hispanic students consuming them more than once per day.

Eight percent of the students (8.4%) reported going hungry in the past month (some of the time, most of the time, or always) due to a lack of food in the home. White students reported the lowest rate of going hungry (some of the time, most of the time, or always) due to a lack of food in the home in the past month (3.7%), ranging to approximately one in six Hispanic students (16.8%).

Figure 6. Frequency of Eating Fruits and Vegetables in the Past Week, Fairfax County, 2015



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

Table 43. Frequency of Eating Fruits and Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	No fruits or vegetables	Less than 5 times per day	5 or more times per day
Overall	1.5	66.0	32.5
Gender			
Female	1.1	66.2	32.7
Male	1.9	65.8	32.3
Race/Ethnicity[a]			
White	1.6	66.4	32.0
Black	2.1	68.7	29.2
Hispanic	2.5	66.5	31.1
Asian	0.7	62.6	36.7
Other/Multiple	0.6	64.2	35.3

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

Table 44. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

	2011	2012	2013	2014	2015
Overall	32.5	32.7	32.4	33.7	32.5
Gender					
Female	33.3	32.4	32.6	32.9	32.7
Male	31.7	32.8	32.2	34.5	32.3
Race/Ethnicity[a]					
White	30.3	31.1	31.4	32.5	32.0
Black	28.7	31.6	26.7	31.0	29.2
Hispanic	31.2	30.6	32.2	33.2	31.1
Asian	39.3	37.3	37.2	37.7	36.7
Other/Multiple	35.0	37.9	32.7	35.5	35.3

Note. Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 45. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(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	3.7	14.4	16.1	12.8	20.9	14.1	17.9
Gender							
Female	2.8	14.5	16.6	12.9	21.4	14.7	17.1
Male	4.6	14.2	15.7	12.9	20.4	13.5	18.7
Race/Ethnicity[a]							
White	3.2	12.2	15.0	13.9	23.5	16.3	15.9
Black	6.6	20.4	15.9	10.6	16.4	10.7	19.4
Hispanic	4.9	15.3	18.3	10.2	17.3	12.8	21.3
Asian	2.1	13.4	15.9	15.1	23.0	13.1	17.5
Other/Multiple	3.1	15.6	15.0	12.9	19.4	15.2	18.9

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

Table 46. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	6.2	15.5	14.7	17.6	18.9	11.1	16.1
Gender							
Female	5.4	15.0	14.8	18.2	19.4	11.3	15.9
Male	6.9	16.0	14.5	17.0	18.5	10.9	16.3
Race/Ethnicity[a]							
White	5.0	12.9	14.2	21.6	21.8	11.6	12.9
Black	9.7	21.2	13.6	14.7	15.8	8.1	17.0
Hispanic	10.0	19.9	16.0	13.9	14.3	9.4	16.6
Asian	3.4	13.0	13.7	15.4	19.9	13.7	20.8
Other/Multiple	4.7	13.4	15.4	17.0	20.1	11.1	18.4

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 47. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	45.9	39.5	4.6	4.8	2.5	1.0	1.6
Gender							
Female	51.2	37.4	3.4	4.2	2.1	0.9	0.9
Male	41.0	41.5	5.9	5.4	3.0	1.1	2.3
Race/Ethnicity[a]							
White	48.3	40.6	4.5	3.6	1.4	0.5	1.0
Black	41.8	37.8	4.5	7.5	3.2	2.3	2.9
Hispanic	33.1	41.7	7.2	8.5	4.9	1.7	3.0
Asian	55.7	36.0	2.8	2.8	1.7	0.6	0.6
Other/Multiple	50.0	38.9	2.9	2.8	2.8	1.1	1.5

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 48. Percentage of Students Who Drank Soda or Pop At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2011 - 2015

	2011	2012	2013	2014	2015
Overall	16.5	13.7	12.4	10.9	10.0
Gender					
Female	13.4	11.4	10.5	9.1	8.0
Male	19.3	16.0	14.3	12.7	11.7
Race/Ethnicity[a]					
White	12.2	9.7	7.7	7.0	6.6
Black	24.8	20.3	19.7	14.9	16.0
Hispanic	28.2	24.2	22.5	20.6	18.1
Asian	10.3	7.6	7.9	6.6	5.6
Other/Multiple	13.0	13.6	11.2	10.0	8.2

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 students who are treated as a separate category in this table.

Table 49. Frequency of Drinking Sugar-Sweetened Beverages in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	36.2	40.6	8.8	7.0	3.6	1.6	2.2
Gender							
Female	36.6	42.3	8.1	6.7	3.3	1.5	1.6
Male	35.8	39.1	9.4	7.3	3.9	1.8	2.7
Race/Ethnicity[a]							
White	37.7	42.6	9.1	6.0	2.6	0.9	1.0
Black	32.0	37.1	7.4	10.1	5.8	3.0	4.5
Hispanic	27.5	39.3	11.3	9.6	5.8	2.9	3.7
Asian	42.5	41.8	6.5	4.9	1.9	1.0	1.4
Other/Multiple	38.7	40.7	7.7	5.3	3.8	1.8	2.0

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

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

Table 50. Frequency of Drinking Sports Drinks in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(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	60.4	27.2	4.9	3.7	1.7	0.8	1.4
Gender							
Female	69.5	23.0	2.8	2.9	0.8	0.3	0.6
Male	51.6	31.3	6.8	4.4	2.5	1.2	2.1
Race/Ethnicity[a]							
White	61.6	28.3	4.9	2.7	1.4	0.5	0.6
Black	56.8	24.9	6.4	4.9	2.4	1.7	2.9
Hispanic	50.8	29.8	5.9	6.4	2.6	1.6	2.9
Asian	68.6	24.5	3.3	2.0	1.0	0.2	0.6
Other/Multiple	62.8	25.7	4.2	3.7	2.0	0.3	1.2

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

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

Table 51. Frequency of Drinking Energy Drinks in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(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	92.7	4.3	0.7	1.0	0.5	0.3	0.5
Gender							
Female	95.5	2.8	0.3	0.9	0.2	0.1	0.3
Male	89.9	5.8	1.2	1.1	0.7	0.6	0.8
Race/Ethnicity[a]							
White	95.8	2.9	0.4	0.5	0.2	0.1	0.1
Black	86.9	6.4	1.6	1.6	1.1	0.8	1.6
Hispanic	86.8	7.1	1.3	1.9	0.9	0.7	1.2
Asian	95.4	3.2	0.3	0.7	0.1	0.2	0.1
Other/Multiple	93.1	4.8	0.9	0.7	0.1	0.1	0.3

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

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

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

(Values are percentages)

	Sugar-sweetened beverages[a]	Sports drinks[b]	Energy drinks[c]
Overall	14.4	7.5	2.3
Gender			
Female	13.1	4.7	1.4
Male	15.7	10.2	3.2
Race/Ethnicity[d]			
White	10.6	5.2	1.0
Black	23.4	11.9	5.1
Hispanic	21.9	13.5	4.7
Asian	9.3	3.8	1.1
Other/Multiple	12.9	7.2	1.2

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

[a]Sugar-sweetened beverages include lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, and Sunny Delight. Students were instructed not to count soda, sports drinks, energy drinks, or 100% fruit juice. [b]Sports drinks include Gatorade and PowerAde. Students were instructed not to count low-calorie sports drinks such as Propel or G2. [c]Energy drinks include Red Bull and Jolt. Students were instructed not to count diet energy drinks or sports drinks such as Gatorade or PowerAde. [d]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 53. Frequency of Drinking Any Sweetened Beverage in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Did not drink any sweetened beverage	Less than one time per day	One time per day	More than one time per day
Overall	16.6	50.8	7.3	25.3
Gender				
Female	19.3	53.9	6.8	20.1
Male	14.0	47.9	7.7	30.4
Race/Ethnicity[a]				
White	17.4	54.8	7.2	20.6
Black	14.7	41.7	7.7	36.0
Hispanic	8.9	43.1	8.5	39.6
Asian	23.0	55.5	6.1	15.5
Other/Multiple	18.4	53.5	6.1	22.0

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

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

Table 54. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Never	Rarely	Sometimes	Most of the Time	Always
Overall	76.6	15.0	6.6	1.4	0.5
Gender					
Female	79.8	12.7	5.7	1.3	0.5
Male	73.6	17.3	7.3	1.4	0.5
Race/Ethnicity[a]					
White	86.2	10.1	3.0	0.5	0.2
Black	69.5	18.8	7.9	2.7	1.1
Hispanic	61.8	21.3	13.2	2.6	1.1
Asian	77.8	15.5	5.5	1.1	0.1
Other/Multiple	76.1	16.1	6.2	1.4	0.3

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.

Mental Health

Students were asked to rate their average level of stress during the past month on a scale from 1 (little or no stress) to 10 (a great deal of stress). Responses were categorized as "Low" (responses of 1, 2, or 3), "Moderate" (responses of 4, 5, 6, or 7), or "High" (responses of 8, 9, or 10) (see American Psychological Association, 2014). Almost one in seven of the students (13.6%) reported experiencing levels of stress that fell in the high category, and 47.0% fell in the moderate category.

One in five students (20.3%) reported feeling so sad or hopeless almost every day for two or more weeks in a row within the past year that they stopped doing usual activities. Female students were more likely to report experiencing this level of sadness (21.9% compared to 18.6% of male students). Among racial/ethnic groups, Hispanic students reported the highest rate of experiencing this level of sadness (27.2%) while White students had the lowest rate (15.9%). Students who reported substance use in the past month were more than twice as likely to report experiencing this level of sadness or hopelessness (40.3% compared to 19.4% of students who did not use substances).

Table 55. Percentage of Students Who Experienced Selected Levels of Stress in the Past Month, Fairfax County, 2015

	Low	Moderate	High
Overall	39.4	47.0	13.6
Gender			
Female	36.5	48.7	14.9
Male	42.3	45.5	12.3
Race/Ethnicity[a]			
White	39.4	48.4	12.2
Black	43.1	42.0	14.8
Hispanic	36.3	48.0	15.7
Asian	40.5	47.1	12.4
Other/Multiple	37.1	45.6	17.3

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

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

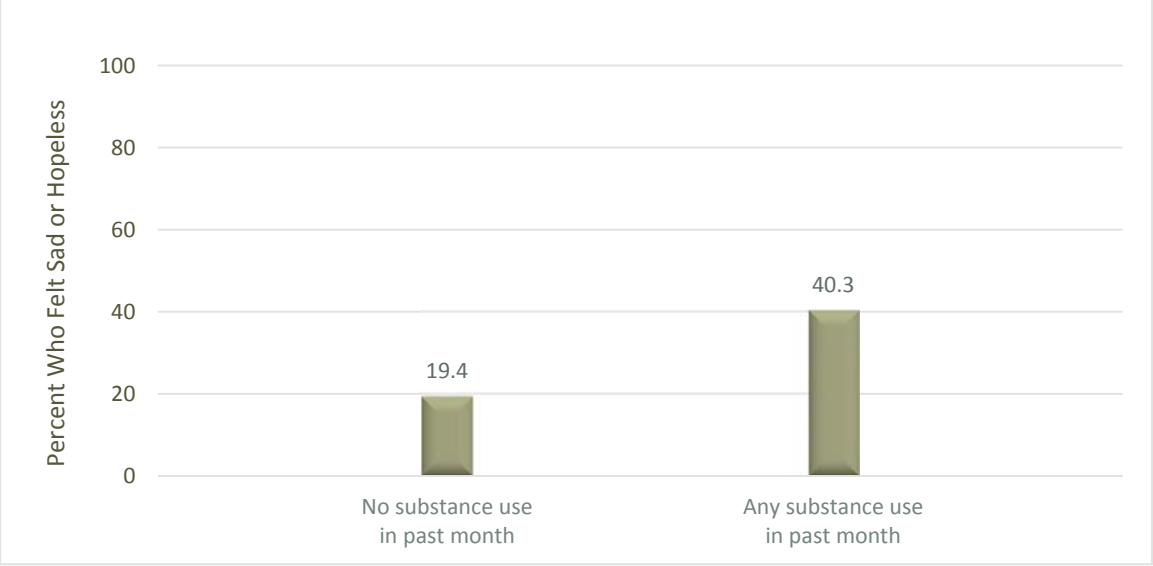
Table 56. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2011 – 2015

	2011	2012	2013	2014	2015
Overall	22.1	20.9	21.8	21.5	20.3
Gender					
Female	24.3	22.5	24.6	23.8	21.9
Male	19.9	19.1	18.9	19.2	18.6
Race/Ethnicity[a]					
White	17.8	17.2	17.6	17.6	15.9
Black	25.9	25.7	26.3	25.5	24.1
Hispanic	30.3	27.1	28.4	27.5	27.2
Asian	19.6	17.9	19.6	18.7	18.3
Other/Multiple	24.9	24.6	25.3	26.0	23.5

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 students 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, 2015



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

EXTRACURRICULAR AND CIVIC BEHAVIORS

Over one-fourth of the Fairfax County students (26.9%) indicated participating in extracurricular activities at school (such as participation in a team, club, or program) for one hour or more on an average school day, and almost three in five (58.3%) reported participating in such activities away from school for at least one hour. Rates of participation in extracurricular activities varied by race/ethnicity, ranging from one-quarter of White students (24.4%) to one-third of Black students (33.3%) attending such activities at school for at least one hour, and from less than half of Hispanic students (43.9%) to over two-thirds of White students (69.7%) attending these activities away from school for one hour or more on an average school day.

Students were also asked to indicate how much time they spend on an average school day doing homework and going to work. Approximately one-third of the students (33.8%) reported spending an hour or more doing homework, while 8.3% indicated going to work for an hour or more. Female students were more likely to report doing homework outside of school for an hour or more (37.1% compared to 30.7% of male students), while male students were more likely to work for an hour or more (11.3% compared to 5.2% of female students).

Table 62 shows the amount of time students spend on an average school day in all afterschool activities combined. Over one-fourth of the students (27.8%) spend more than 3½ hours on the combined activities. A larger percentage of male students reported spending more than 3½ hours on the activities on an average school day (29.0% compared to 26.7% of female students).

Two-fifths of the students (40.5%) reported volunteering in the past year to do community service, and almost two-thirds (62.6%) reported being a leader in a group or organization in the past year. Female students were more likely to report volunteering in the past year (42.7% compared to 38.2% of male students). The percentage of students who reported being a leader in a group or organization in the past year ranged from 55.5% of Hispanic students to 66.7% of White students.

Extracurricular Activities

Table 57. Frequency of Participating in Extracurricular Activities at School, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	60.6	4.5	8.1	17.1	7.3	2.5
Gender						
Female	57.5	5.1	10.0	18.5	7.1	1.8
Male	63.5	3.9	6.2	15.8	7.4	3.1
Race/Ethnicity[a]						
White	63.8	4.2	7.6	16.2	6.3	1.9
Black	53.6	4.9	8.2	19.8	9.5	4.0
Hispanic	58.7	4.6	8.0	17.4	8.3	3.1
Asian	60.7	4.2	8.5	17.5	6.8	2.2
Other/Multiple	60.8	5.0	8.5	15.8	7.6	2.3

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

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

Table 58. Frequency of Participating in Extracurricular Activities Away from School, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	30.3	3.4	7.9	21.4	25.4	11.5
Gender						
Female	30.1	4.0	8.6	22.3	23.4	11.6
Male	30.3	3.0	7.2	20.6	27.5	11.5
Race/Ethnicity[a]						
White	20.0	3.1	7.3	25.3	31.9	12.5
Black	38.8	3.8	7.0	16.1	23.1	11.2
Hispanic	45.1	4.2	6.9	16.4	18.0	9.5
Asian	28.6	3.3	10.4	22.2	23.0	12.4
Other/Multiple	28.5	3.2	8.9	20.5	26.7	12.3

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

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

Table 59. Frequency of Doing Homework Outside of School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	2.9	26.9	36.4	17.8	11.3	4.7
Gender						
Female	2.1	23.9	36.8	18.6	13.2	5.3
Male	3.6	29.8	36.0	17.1	9.5	4.1
Race/Ethnicity[a]						
White	1.8	24.9	41.1	18.2	10.3	3.8
Black	4.7	31.0	31.6	16.3	9.6	6.7
Hispanic	3.9	33.7	32.7	16.5	9.4	3.7
Asian	2.7	22.3	33.7	20.0	15.4	6.0
Other/Multiple	2.7	26.5	37.3	15.9	12.0	5.6

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

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

Table 60. Frequency of Going to Work on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	78.3	8.6	4.8	3.0	1.8	3.5
Gender						
Female	83.6	7.5	3.7	2.0	1.2	2.0
Male	73.3	9.6	5.8	3.9	2.4	5.0
Race/Ethnicity[a]						
White	80.6	8.4	4.3	2.5	1.3	2.9
Black	76.6	8.5	5.4	3.2	2.7	3.7
Hispanic	73.5	10.3	5.9	3.4	2.3	4.7
Asian	80.8	7.2	4.2	3.1	1.6	3.1
Other/Multiple	77.6	7.8	4.6	3.5	2.5	4.0

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 students who are treated as a separate category in this table.

Table 61. Percentage of Students Who Spend One Hour or More on Selected Activities on an Average School Day, Fairfax County, 2015

	Extracurricular at school	Extracurricular away from school	Doing homework	Going to work
Overall	26.9	58.3	33.8	8.3
Gender				
Female	27.4	57.3	37.1	5.2
Male	26.4	59.5	30.7	11.3
Race/Ethnicity[a]				
White	24.4	69.7	32.2	6.7
Black	33.3	50.5	32.6	9.6
Hispanic	28.7	43.9	29.6	10.4
Asian	26.6	57.7	41.3	7.8
Other/Multiple	25.6	59.5	33.5	10.0

Note. Extracurricular activities include participation in a team, club, program, etc. All percentages were calculated from valid cases (missing responses were not included).
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Table 62. Total Amount of Time Spent Doing Homework, Going to Work, and Participating in Extracurricular Activities on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Less than 2 hours	2 – 3 ½ hours	3 ¾ - 5 ½ hours	5 ¾ - 7 ¾ hours	8 or more hours
Overall	36.8	35.4	20.7	5.9	1.3
Gender					
Female	37.4	35.9	20.3	5.3	1.1
Male	36.0	35.0	21.2	6.4	1.4
Race/Ethnicity[a]					
White	32.3	39.7	21.4	5.7	0.9
Black	36.9	33.3	21.5	6.3	2.0
Hispanic	44.9	31.3	17.2	5.1	1.5
Asian	35.9	33.1	23.2	6.3	1.5
Other/Multiple	34.0	36.9	21.3	6.6	1.3

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 63. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2015

(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	39.4	20.1	13.2	12.2	8.2	6.9
Gender						
Female	36.9	20.4	12.9	12.7	8.8	8.2
Male	41.9	19.9	13.3	11.7	7.6	5.7
Race/Ethnicity[a]						
White	26.5	22.2	19.1	16.5	10.1	5.6
Black	47.8	17.8	8.4	9.4	7.2	9.4
Hispanic	54.2	17.1	7.2	7.6	6.7	7.3
Asian	42.9	19.9	11.7	10.5	7.3	7.6
Other/Multiple	38.3	23.1	11.7	12.0	7.9	7.0

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 students who are treated as a separate category in this table.

Table 64. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015

(Values are percentages)

	Never	Once	Twice	3-4 times	5 or more times
Overall	37.4	19.2	14.9	13.2	15.4
Gender					
Female	36.7	19.9	15.3	13.9	14.3
Male	37.9	18.6	14.6	12.6	16.4
Race/Ethnicity[a]					
White	33.3	19.2	15.4	14.8	17.3
Black	36.7	19.1	13.5	13.6	17.2
Hispanic	44.5	20.6	14.3	10.4	10.3
Asian	37.9	17.8	15.3	13.0	16.0
Other/Multiple	34.7	18.4	16.3	13.2	17.4

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.

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APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS

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

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

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

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

For the eighth-, tenth-, and twelfth-grade survey, English classrooms were randomly selected from every school. The number of classrooms selected was proportional to the pyramid size to ensure a representative sample to allow for generalized survey results. (The Fairfax County Public School system is divided into 24 pyramids comprised of a high school and its feeder elementary and middle schools. The alternative high

schools form an additional pyramid as does Thomas Jefferson High School for Science and Technology for purposes of this survey only). Of the selected classrooms, 75% received the *Risk and Protective Factors Survey* and 25% received the *Healthy Behaviors Survey*. The sixth-grade sampling utilized a two-step process. First, schools containing sixth-grade classrooms were randomly selected proportionately by pyramid. Then, sixth-grade classrooms within the selected schools were randomly selected to participate in the *6th Grade Survey*.

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

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

Table 65. Instruments Used to Survey Fairfax County Youth, 2001-2015

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
2015	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	8th, 10th, 12th	164	MTF & YRBS
	Fairfax County Youth Survey of 6th Grade Students	6th	84	None

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

APPENDIX B. SURVEY METHODOLOGY

SURVEY VALIDITY, RELIABILITY, AND SAMPLING

The validity of a survey is the extent to which it measures what its designers intend it to measure. Reliability is an estimate of how consistently survey items measure the same concept each time they are administered under the same conditions and with the same subjects. To ensure the validity and reliability of the information about student behaviors, the 2015 Fairfax County Youth Survey used items from nationally-validated youth surveys. Approximately forty percent of the questions come from the Communities That Care Youth Survey from the U.S. Substance Abuse and Mental Health Services Administration, and approximately one-third come from the U.S. Centers for Disease Control and Prevention's Youth Risk Behavior Survey. Other questions are derived from the Search Institute and other surveys.

The 2015 Fairfax County Youth Survey used a census sampling method, where all students in sixth, eighth, tenth, and twelfth grades were invited to participate. Non-response bias may occur if one or more shared characteristics differentiate those who completed the survey from those who did not (if the answers of respondents differ from the potential answers of those who chose not to participate.) A non-response bias limits the extent to which the results of the survey can be generalized to populations other than the sample who completed the survey.

The *2015 Fairfax County Youth Survey of 6th Grade Students* had a response rate of 88.0%. Table 3 on page 11 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. Statistical differences ($p < .001$) were observed for gender and racial/ethnic sub-groups: for example, male students were over-represented in the sample and students identifying themselves as White were under-represented. However, because the data are analyzed at the pyramid level, and the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the data were not weighted by gender or race/ethnicity. The data were weighted by pyramid only.

DATA PROCESSING METHODOLOGY

The following six conditions were used to clean the *2015 Fairfax County Youth Survey of 6th Grade Students* data. Missing data were not imputed.

Condition 1: Blank Surveys

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

Condition 2: Truthfulness

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

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

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

Condition 3: Cabeniferol (cabbies) Use

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

Condition 4: Missing or Incorrect Grade Information

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

Condition 5: Substance Use Inconsistencies

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

Condition 6: Pharmacological Implausibility

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

Table 66 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 66. Results of Data Cleaning Procedures, Fairfax County, 2015

	Number	Percent
Rejected questionnaires		
Blank questionnaires	127	1.0
"Not honest at all" responses	44	0.4
Reported fictitious drug use	51	0.4
Rejected by grade check	65	0.5
Rejected by consistency check	0	0.0
Rejected by dose check	1	0.0
Total number of usable questionnaires	**11,932**	**97.6**
Total	12,220	100.0

DATA ANALYSIS METHODOLOGY

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

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

Where

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

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

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

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

($1 \leq i \leq 25$)

SAS 9.4 was used to generate all tables in this report. The SAS and SPSS data analysis programs use slightly different weighting processes so readers using SPSS for data analysis may receive slightly different outputs (0.1% or less).

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

APPENDIX C. UNIVARIATE TABLES*

Q1 How old are you?

		Number	%
	10 or younger	80	0.7
	11	9,291	78.0
	12	2,498	21.0
	13	42	0.4
	Total	11,910	100.0
Missing		22	
Total		11,932	

Q2 What grade are you in?

		Number	%
	6th	11,932	100.0

Q3 Gender

		Number	%
	Female	5,804	49.2
	Male	6,005	50.9
	Total	11,809	100.0
Missing		123	
Total		11,932	

Q4 & Q5 Race/Ethnicity

		Number	%
	White	4,448	39.3
	Black	1,214	10.7
	Hispanic	2,511	22.2
	Asian/Pacific Islander	2,240	19.8
	Other/Multiple	910	8.0
	Total	11,323	100.0
Missing		609	
Total		11,932	

Q6 Which of the following people live with you?

	Number	%*
Mother	11,472	96.7
Father	9,799	82.6
Stepmother	246	2.1
Stepfather	651	5.5
Grandmother(s)	1,385	11.7
Grandfather(s)	800	6.7
Foster parent	22	0.2
Other adults	1,276	10.8
Sister(s)	6,317	53.3
Brother(s)	6,724	56.7
Stepsister(s)	210	1.8
Stepbrother(s)	225	1.9
Other children	576	4.9

*Denominator = 11,860. Students who did not respond to any of the multiple choice items on Q6 are excluded from the calculations (missing = 72).

Q7 What language do you use most often at home?

		Number	%
	English	8,417	73.8
	Spanish	1,402	12.3
	Another language	1,593	14.0
	Total	11,412	100.0
Missing		520	
Total		11,932	

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

		Number	%
	Yes	2,666	22.7
	No	7,598	64.6
	Not sure	1,504	12.8
	Total	11,769	100.0
Missing		163	
Total		11,932	

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

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

		Number	%
	Yes	1,525	13.0
	No	9,114	77.8
	Not sure	1,072	9.2
	Total	11,710	100.0
Missing		222	
Total		11,932	

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

		Number	%
	Mostly Fs	35	0.3
	Mostly Ds	80	0.8
	Mostly Cs	651	6.2
	Mostly Bs	4,090	38.9
	Mostly As	5,657	53.8
	Total	10,513	100.0
Missing		1,419	
Total		11,932	

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

		Number	%
	NO!!	9,387	79.9
	no	2,020	17.2
	yes	288	2.5
	YES!!	57	0.5
	Total	11,752	100.0
Missing		180	
Total		11,932	

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

		Number	%
	Strongly agree	5,085	44.1
	Agree	3,549	30.8
	Not sure	1,668	14.5
	Disagree	705	6.1
	Strongly disagree	514	4.5
	Total	11,520	100.0
Missing		412	
Total		11,932	

Q13 I feel safe at my school.

		Number	%
	NO!!	148	1.3
	no	565	4.8
	yes	5,544	47.1
	YES!!	5,503	46.8
	Total	11,760	100.0
Missing		172	
Total		11,932	

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

		Number	%
	NO!!	272	2.3
	no	1,564	13.5
	yes	6,586	56.7
	YES!!	3,201	27.5
	Total	11,623	100.0
Missing		309	
Total		11,932	

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

		Number	%
	NO!!	899	7.9
	no	3,859	33.8
	yes	4,670	40.9
	YES!!	1,990	17.4
	Total	11,418	100.0
Missing		514	
Total		11,932	

Q16 During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row...

		Number	%
	Yes	2,358	20.3
	No	9,280	79.7
	Total	11,638	100.0
Missing		294	
Total		11,932	

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

		Number	%
	1 - little or no stress	1,218	10.4
	2	1,505	12.9
	3	1,875	16.0
	4	1,622	13.9
	5	1,643	14.1
	6	1,162	9.9
	7	1,068	9.1
	8	875	7.5
	9	390	3.3
	10 - a great deal of stress	326	2.8
	Total	11,684	100.0
Missing		248	
Total		11,932	

Q18 I ignore rules that get in my way.

		Number	%
	Very false	6,022	52.2
	Somewhat false	3,861	33.5
	Somewhat true	1,500	13.0
	Very true	154	1.3
	Total	11,538	100.0
Missing		394	
Total		11,932	

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

		Number	%
	NO!!	2,129	18.4
	no	3,781	32.7
	yes	3,703	32.0
	YES!!	1,960	16.9
	Total	11,572	100.0
Missing		360	
Total		11,932	

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

		Number	%
	NO!!	3,606	31.1
	no	4,579	39.5
	yes	2,528	21.8
	YES!!	868	7.5
	Total	11,581	100.0
Missing		351	
Total		11,932	

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

		Number	%
	0 days	10,564	90.5
	1 day	480	4.1
	2 or 3 days	328	2.8
	4 or 5 days	94	0.8
	6 or more days	208	1.8
	Total	11,674	100.0
Missing		258	
Total		11,932	

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

		Number	%
	0 days	11,642	99.2
	1 day	56	0.5
	2 or 3 days	17	0.1
	4 or 5 days	5	0.0
	6 or more days	20	0.2
	Total	11,739	100.0
Missing		193	
Total		11,932	

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

		Number	%
	Extremely important	4,885	41.8
	Quite important	4,871	41.7
	Not sure	1,331	11.4
	Somewhat important	523	4.5
	Not important	83	0.7
	Total	11,693	100.0
Missing		239	
Total		11,932	

Q24 How important is the following to you in your life? Doing my best even when I have to do a job I don't like.

		Number	%
	Extremely important	4,966	42.3
	Quite important	4,605	39.2
	Not sure	1,271	10.8
	Somewhat important	760	6.5
	Not important	141	1.2
	Total	11,743	100.0
Missing		189	
Total		11,932	

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

		Number	%
	Strongly agree	2,663	22.6
	Agree	5,542	47.1
	Not sure	2,488	21.2
	Disagree	814	6.9
	Strongly disagree	255	2.2
	Total	11,762	100.0
Missing		170	
Total		11,932	

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

		Number	%
	Strongly agree	2,561	21.8
	Agree	5,387	45.8
	Not sure	2,621	22.3
	Disagree	929	7.9
	Strongly disagree	270	2.3
	Total	11,767	100.0
Missing		165	
Total		11,932	

Q27 I have much in life to be thankful for.

		Number	%
	Strongly agree	9,096	76.9
	Agree	2,075	17.6
	Not sure	470	4.0
	Disagree	128	1.1
	Strongly disagree	55	0.5
	Total	11,823	100.0
Missing		109	
Total		11,932	

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

		Number	%
	A lot	4,310	36.7
	Sometimes	6,311	53.8
	A little	977	8.3
	Never	133	1.1
	Total	11,731	100.0
Missing		201	
Total		11,932	

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

		Number	%
	Never	1,242	10.8
	I've done it, but not in the past year	1,746	15.2
	Less than once a month	307	2.7
	About once a month	373	3.3
	Two or three times a month	703	6.1
	Once a week or more	7,108	61.9
	Total	11,478	100.0
Missing		454	
Total		11,932	

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

		Number	%
	Never	4,471	39.4
	I've done it, but not in the past year	2,278	20.1
	Less than once a month	1,490	13.2
	About once a month	1,387	12.2
	Two or three times a month	931	8.2
	Once a week or more	779	6.9
	Total	11,336	100.0
Missing		596	
Total		11,932	

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

		Number	%
	None	335	2.9
	Half hour or less	3,145	26.9
	Between 1/2 and 1 hour	4,257	36.4
	1 hour	2,084	17.8
	2 hours	1,317	11.3
	3 hours or more	547	4.7
	Total	11,685	100.0
Missing		247	
Total		11,932	

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

		Number	%
	None	8,029	78.3
	Half hour or less	877	8.6
	Between 1/2 and 1 hour	489	4.8
	1 hour	306	3.0
	2 hours	187	1.8
	3 hours or more	362	3.5
	Total	10,250	100.0
Missing		1,682	
Total		11,932	

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

		Number	%
	None	6,915	60.6
	Half hour or less	511	4.5
	Between 1/2 and 1 hour	919	8.1
	1 hour	1,956	17.1
	2 hours	829	7.3
	3 hours or more	283	2.5
	Total	11,414	100.0
Missing		518	
Total		11,932	

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

		Number	%
	None	3,427	30.3
	Half hour or less	389	3.4
	Between 1/2 and 1 hour	897	7.9
	1 hour	2,414	21.4
	2 hours	2,873	25.4
	3 hours or more	1,302	11.5
	Total	11,302	100.0
Missing		630	
Total		11,932	

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

		Number	%
	Not at all	2,113	18.3
	Less than 1 hour per day	3,375	29.2
	1 hour per day	2,255	19.5
	2 hours per day	1,956	16.9
	3 hours per day	1,012	8.8
	4 hours per day	371	3.2
	5 or more hours per day	475	4.1
	Total	11,556	100.0
Missing		376	
Total		11,932	

Q36 On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work?

		Number	%
	Not at all	1,267	11.0
	Less than 1 hour per day	2,817	24.4
	1 hour per day	2,197	19.1
	2 hours per day	2,027	17.6
	3 hours per day	1,360	11.8
	4 hours per day	723	6.3
	5 or more hours per day	1,141	9.9
	Total	11,532	100.0
Missing		400	
Total		11,932	

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

		Number	%
	0 days	605	5.4
	1 day	633	5.6
	2 days	1,103	9.8
	3 days	1,485	13.2
	4 days	1,735	15.4
	5 days	1,779	15.8
	6 days	1,092	9.7
	7 days	2,862	25.3
	Total	11,294	100.0
Missing		638	
Total		11,932	

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

		Number	%
	Yes	476	4.1
	No	11,267	96.0
	Total	11,742	100.0
Missing		190	
Total		11,932	

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

		Number	%
	Yes	508	4.3
	No	11,206	95.7
	Total	11,714	100.0
Missing		218	
Total		11,932	

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

		Number	%
	Yes	2,919	25.1
	No	8,735	75.0
	Total	11,654	100.0
Missing		278	
Total		11,932	

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

		Number	%
	Yes	2,067	17.7
	No	9,583	82.3
	Total	11,650	100.0
Missing		282	
Total		11,932	

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

		Number	%
	Never	9,441	81.3
	1 to 2 times	1,522	13.1
	3 to 5 times	303	2.6
	6 to 9 times	135	1.2
	10 to 19 times	101	0.9
	20 to 29 times	40	0.4
	30 to 39 times	17	0.2
	40 or more times	58	0.5
	Total	11,617	100.0
Missing		315	
Total		11,932	

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

		Number	%
	Never	7,117	61.2
	1 to 2 times	2,357	20.3
	3 to 5 times	911	7.8
	6 to 9 times	472	4.1
	10 to 19 times	329	2.8
	20 to 29 times	141	1.2
	30 to 39 times	51	0.4
	40 or more times	254	2.2
	Total	11,634	100.0
Missing		298	
Total		11,932	

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

		Number	%
	Never	9,234	79.5
	1 to 2 times	1,070	9.2
	3 to 5 times	397	3.4
	6 to 9 times	216	1.9
	10 to 19 times	173	1.5
	20 to 29 times	116	1.0
	30 to 39 times	68	0.6
	40 or more times	346	3.0
	Total	11,620	100.0
Missing		312	
Total		11,932	

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

		Number	%
	Never	10,453	89.4
	1 to 2 times	725	6.2
	3 to 5 times	211	1.8
	6 to 9 times	137	1.2
	10 to 19 times	69	0.6
	20 to 29 times	35	0.3
	30 to 39 times	18	0.2
	40 or more times	49	0.4
	Total	11,698	100.0
Missing		234	
Total		11,932	

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

		Number	%
	Never	11,324	96.8
	1 to 2 times	273	2.3
	3 to 5 times	49	0.4
	6 to 9 times	31	0.3
	10 to 19 times	9	0.1
	20 to 29 times	4	0.0
	30 to 39 times	4	0.0
	40 or more times	6	0.1
	Total	11,701	100.0
Missing		231	
Total		11,932	

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

		Number	%
	Strongly agree	3,093	27.1
	Agree	1,882	16.5
	Neutral	2,861	25.1
	Disagree	2,273	19.9
	Strongly disagree	1,295	11.4
	Total	11,403	100.0
Missing		529	
Total		11,932	

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

		Number	%
	No risk	1,501	13.1
	Slight risk	374	3.3
	Moderate risk	1,397	12.2
	Great risk	8,208	71.5
	Total	11,480	100.0
Missing		452	
Total		11,932	

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

		Number	%
	No risk	1,815	16.4
	Slight risk	1,578	14.3
	Moderate risk	2,827	25.5
	Great risk	4,848	43.8
	Total	11,068	100.0
Missing		864	
Total		11,932	

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

		Number	%
	No risk	1,704	15.3
	Slight risk	277	2.5
	Moderate risk	1,036	9.3
	Great risk	8,099	72.9
	Total	11,116	100.0
Missing		816	
Total		11,932	

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

		Number	%
	No risk	1,947	17.1
	Slight risk	1,942	17.1
	Moderate risk	3,379	29.7
	Great risk	4,107	36.1
	Total	11,375	100.0
Missing		557	
Total		11,932	

Q52 Have you ever smoked cigarettes?

		Number	%
	Never	11,585	99.0
	Once or twice	94	0.8
	Once in a while but not regularly	14	0.1
	Regularly in the past	8	0.1
	Regularly now	5	0.0
	Total	11,707	100.0
Missing		225	
Total		11,932	

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

		Number	%
	Not at all	11,643	99.8
	Less than one cigarette per day	11	0.1
	One to five cigarettes per day	6	0.1
	About one-half pack per day	1	0.0
	About one pack per day	1	0.0
	Total	11,662	100.0
Missing		270	
Total		11,932	

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

		Number	%
	Yes	1,662	14.4
	No	9,924	85.7
	Total	11,587	100.0
Missing		345	
Total		11,932	

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

		Number	%
	None	11,484	98.6
	1-2 days	128	1.1
	3-5 days	19	0.2
	6-9 days	3	0.0
	10 or more days	8	0.1
	Total	11,642	100.0
Missing		290	
Total		11,932	

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

		Number	%
	Yes	73	0.6
	No	11,545	99.4
	Total	11,618	100.0
Missing		314	
Total		11,932	

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

		Number	%
	None	11,515	99.9
	1-2 days	8	0.1
	3-5 days	4	0.0
	10 or more days	3	0.0
	Total	11,531	100.0
Missing		401	
Total		11,932	

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

		Number	%
	Yes	446	4.0
	No	10,779	96.0
	Total	11,224	100.0
Missing		708	
Total		11,932	

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

		Number	%
	None	11,084	98.2
	1-2 days	156	1.4
	3-5 days	21	0.2
	6-9 days	4	0.0
	10 or more days	18	0.2
	Total	11,283	100.0
Missing		649	
Total		11,932	

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

		Number	%
	Yes	41	0.4
	No	11,452	99.6
	Total	11,493	100.0
Missing		439	
Total		11,932	

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

		Number	%
	None	11,483	99.8
	1-2 days	17	0.2
	10 or more days	3	0.0
	Total	11,503	100.0
Missing		429	
Total		11,932	

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

		Number	%
	Very hard	7,322	69.7
	Sort of hard	1,768	16.8
	Sort of easy	903	8.6
	Very easy	517	4.9
	Total	10,510	100.0
Missing		1,422	
Total		11,932	

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

		Number	%
	Very hard	8,893	86.3
	Sort of hard	729	7.1
	Sort of easy	378	3.7
	Very easy	310	3.0
	Total	10,311	100.0
Missing		1,621	
Total		11,932	

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

		Number	%
	I did not eat fruit during the past 7 days	429	3.7
	1 to 3 times during the past 7 days	1,666	14.4
	4 to 6 times during the past 7 days	1,863	16.1
	1 time per day	1,485	12.8
	2 times per day	2,421	20.9
	3 times per day	1,629	14.1
	4 or more times per day	2,069	17.9
	Total	11,563	100.0
Missing		369	
Total		11,932	

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

		Number	%
	I did not eat vegetables during the past 7 days	714	6.2
	1 to 3 times during the past 7 days	1,790	15.5
	4 to 6 times during the past 7 days	1,693	14.7
	1 time per day	2,027	17.6
	2 times per day	2,183	18.9
	3 times per day	1,285	11.1
	4 or more times per day	1,859	16.1
	Total	11,551	100.0
Missing		381	
Total		11,932	

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

		Number	%
	I did not drink soda or pop during the past 7 days	5,311	45.9
	1 to 3 times during the past 7 days	4,564	39.5
	4 to 6 times during the past 7 days	535	4.6
	1 time per day	559	4.8
	2 times per day	293	2.5
	3 times per day	115	1.0
	4 or more times per day	183	1.6
	Total	11,561	100.0
Missing		371	
Total		11,932	

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

		Number	%
	I did not drink sugar-sweetened beverages during the past 7 days	4,186	36.2
	1 to 3 times during the past 7 days	4,692	40.6
	4 to 6 times during the past 7 days	1,016	8.8
	1 time per day	808	7.0
	2 times per day	416	3.6
	3 times per day	189	1.6
	4 or more times per day	248	2.2
	Total	11,555	100.0
Missing		377	
Total		11,932	

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

		Number	%
	I did not drink energy drinks during the past 7 days	10,686	92.7
	1 to 3 times during the past 7 days	499	4.3
	4 to 6 times during the past 7 days	85	0.7
	1 time per day	113	1.0
	2 times per day	52	0.5
	3 times per day	38	0.3
	4 or more times per day	61	0.5
	Total	11,533	100.0
Missing		399	
Total		11,932	

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

		Number	%
	I did not drink sports drinks during the past 7 days	6,985	60.4
	1 to 3 times during the past 7 days	3,142	27.2
	4 to 6 times during the past 7 days	563	4.9
	1 time per day	424	3.7
	2 times per day	195	1.7
	3 times per day	89	0.8
	4 or more times per day	157	1.4
	Total	11,556	100.0
Missing		376	
Total		11,932	

Q72 How many times have you changed homes since kindergarten?

		Number	%
	None	5,582	48.4
	1-2 times	3,627	31.4
	3-4 times	1,624	14.1
	5-6 times	450	3.9
	7 or more times	259	2.3
	Total	11,543	100.0
Missing		389	
Total		11,932	

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

		Number	%
	NO!!	789	7.2
	no	2,066	18.9
	yes	4,792	43.9
	YES!!	3,277	30.0
	Total	10,924	100.0
Missing		1,008	
Total		11,932	

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

		Number	%
	NO!!	354	3.0
	no	777	6.7
	yes	3,438	29.6
	YES!!	7,058	60.7
	Total	11,627	100.0
Missing		305	
Total		11,932	

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

		Number	%
	NO!!	4,057	35.4
	no	4,568	39.9
	yes	2,176	19.0
	YES!!	652	5.7
	Total	11,453	100.0
Missing		479	
Total		11,932	

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

		Number	%
	Never	8,874	76.6
	Rarely	1,738	15.0
	Sometimes	762	6.6
	Most of the time	156	1.4
	Always	57	0.5
	Total	11,588	100.0
Missing		344	
Total		11,932	

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

		Number	%
	Never	4,203	37.4
	Once	2,158	19.2
	Twice	1,670	14.9
	3-4 times	1,482	13.2
	5 or more times	1,726	15.4
	Total	11,239	100.0
Missing		693	
Total		11,932	

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

		Number	%
	Never	1,528	13.7
	Once	1,647	14.8
	Twice	1,716	15.4
	3-4 times	2,184	19.6
	5 or more times	4,050	36.4
	Total	11,124	100.0
Missing		808	
Total		11,932	

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

		Number	%
	Not at all like me	5,091	44.9
	A little like me	4,181	36.8
	Somewhat like me	1,378	12.1
	Quite like me	429	3.8
	Very much like me	271	2.4
	Total	11,349	100.0
Missing		583	
Total		11,932	

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	952	8.4
	A little like me	598	5.3
	Somewhat like me	590	5.2
	Quite like me	1,898	16.8
	Very much like me	7,276	64.3
	Total	11,315	100.0
Missing		617	
Total		11,932	

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	631	5.7
	A little like me	1,366	12.4
	Somewhat like me	2,203	19.9
	Quite like me	3,607	32.6
	Very much like me	3,244	29.4
	Total	11,051	100.0
Missing		881	
Total		11,932	

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

		Number	%
	Strongly agree	4,406	38.4
	Agree	5,026	43.8
	Not sure	1,638	14.3
	Disagree	265	2.3
	Strongly disagree	139	1.2
	Total	11,473	100.0
Missing		459	
Total		11,932	

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

		Number	%
	Strongly agree	3,459	30.3
	Agree	4,885	42.7
	Not sure	2,361	20.7
	Disagree	491	4.3
	Strongly disagree	235	2.1
	Total	11,432	100.0
Missing		500	
Total		11,932	

Q84 How honest were you in filling out this survey?

		Number	%
	I was very honest	9,425	81.7
	I was honest pretty much of the time	1,936	16.8
	I was honest some of the time	144	1.3
	I was honest once in a while	28	0.3
	Total	11,533	100.0
Missing		399	
Total		11,932	

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