FAIRFAX COUNTY 6TH GRADE YOUTH SURVEY

FALL 2020

SCHOOL YEAR 2019-2020

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2019 Fairfax County
6th Grade Youth Survey

School Year 2019-2020

Results and Tabulations

Publication Date: October 2020

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 *2019 Fairfax County Youth Survey of 6th Grade Students*. The survey examined behaviors, experiences, and other factors that influence the health and well-being of the county's youth. Students' participation in the survey was voluntary and anonymous. The Fairfax County Board of Supervisors and the Fairfax County School Board co-sponsor the survey to provide information about youth behaviors – those that are positive as well as those that are harmful. These data provide insight into the prevalence and frequency of substance use, violence and delinquency, health and health risk behaviors, and extracurricular activities of the students. The survey also assesses factors in the youth's environment that have been shown to protect youth from substance use and other problem behaviors.

This is the fifteenth year that the Fairfax County Youth Survey has been conducted and the thirteenth year that sixth-grade students have participated in the survey. The survey was administered in November 2019, and resulted in valid responses from 12,779 students in sixth grade. A simultaneous administration of a separate survey instrument to eighth-, tenth-, and twelfth-grade students resulted in 33,039 valid responses. This report, as well as a report of the *2019 Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students* can be found at www.fairfaxcounty.gov/youthsurvey.

KEY FINDINGS

Substance Use

- Alcohol was the most frequently used substance among Fairfax County sixth-grade students in their lifetime, with 14.7% having consumed it at least once. Male students were more likely to have reported using alcohol in their lifetime (17.4% vs. 12.0% of female students).
- Inhalants were the second most frequently used substance by the students in their lifetime (4.4%). Fewer students reported ever smoking cigarettes (1.2%), using marijuana (0.7%), or using other illegal drugs (0.6%).
- The percentages of students who reported ever having used alcohol, inhalants, or cigarettes have seen little variation since 2015, although all rates are lower than 2010. The lifetime rate of alcohol use in 2019 was 6.4 percentage points lower than in 2010, while lifetime inhalant use fell 3.6 percentage points since 2010.
- Two percent of sixth-grade students (1.9%) reported using inhalants in the past month, and 1.3% reported using alcohol. Less than one percent of the students reported smoking cigarettes, or using marijuana or other drugs (0.2% each) in the past month.

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

Aggressive Behaviors

- Over one-third of the Fairfax County sixth-grade students (36.5%) reported having had something bad said to them about their race or culture in the past year, and approximately one in seven (15.2%) reported having made derogatory comments about someone's race or culture. Male students were more likely to report making such comments to others (17.8% vs. 12.4% of female students). Nearly half of the Black and Asian students (48.3% and 47.3%, respectively) reported experiencing derogatory comments.

- Nearly one-fourth of the students (22.7%) reported having been bullied on school property in the past year, while 4.0% reported bullying someone on school property. Rates of being bullied on school property ranged from 18.6% of Asian students to 25.2% of students of other or multiple races.

- Eleven percent of the students (10.9%) reported having been cyberbullied by a student at their school in the past year, while 4.2% reported cyberbullying a student at their school. Female students were slightly more likely to report being cyberbullied (12.5% compared to 9.2% of male students). Rates of being cyberbullied ranged from 8.4% of Asian students to 14.5% of Hispanic students. The percentages of students who reported cyberbullying and being cyberbullied both showed slight increases in 2019.

- Approximately one in eleven of the sixth-grade students (9.3%) 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 (12.7% compared to 5.8% of female students).

Physical Activity and Non-Academic Use of Electronic Media

- Approximately half of the students (47.7%) reported being physically active for at least one hour per day on five or more days in the past week. Male students were much more likely to report this level of activity than female students (53.4% and 41.8%, respectively). Rates of physical activity ranged from 36.0% of Hispanic students to 56.2% of White students. After declining over ten percentage points from 2011 through 2018, there was a slight increase in the percentage of physically active students in 2019.

- One in seven students (14.6%) reported watching three or more hours of television on an average school day, ranging from 10.1% of Asian students to 24.4% of Black students. The percentage of students who spend three or more hours watching television has steadily declined since 2010, when 28.6% of sixth-grade students reported doing so.

- One-third of the students (33.4%) 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 (36.8% vs. 29.8% of female students). The percentages ranged from 26.4% of Asian students to 43.4% of Hispanic students. The overall rate for sixth-grade students has steadily increased since 2010, when 21.2% reported doing so.

Nutrition

- Nearly three-tenths of Fairfax County sixth-grade students (28.8%) reported eating fruits and vegetables at least five times per day in the week prior to the survey, ranging from 25.6% of Black students to 32.7% of Asian students. This rate has generally declined since 2010 when 32.5% of sixth-grade students reported eating this amount of fruits and vegetables in the past week.

- Almost half of the students (46.4%) reported that they had not consumed soda or pop (excluding diet soda) within the past week, while 9.6% reported drinking non-diet soda at least once a day in the week prior to the survey. Male students were more likely to report daily soda consumption (11.4% compared to 7.6% of female students). Daily soda consumption ranged from 3.7% of Asian students to 16.7% of Hispanic students. The percentage of students reporting daily soda use has declined 6.9 percentage points since 2010.

- One in seven of the students (14.0%) reported drinking non-carbonated sugar-sweetened beverages (such as lemonade or sweetened tea) at least once per day, while 6.8% reported consuming sports drinks daily and 2.3% consumed energy drinks daily.

- Three in ten sixth-grade students (30.9%) reported drinking a sweetened beverage (all categories combined) at least once per day. Male students were more likely to report consuming a sweetened beverage daily (36.5% compared to 25.2% of female students). Daily consumption of any sweetened beverage ranged from 18.3% of Asian students to 43.2% of Hispanic students.

- Eight percent of the students (8.2%) 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. The percentage of students who reported going hungry in the past month has varied very little since 2010.

Mental Health

- Fifteen percent of the Fairfax County sixth-grade students (15.4%) reported experiencing a high level of stress during the month prior to the survey, and 48.6% reported experiencing a moderate level. Female students were more likely to report a high level of stress (18.6% compared to 12.3% of male students). The rate of experiencing a high level of stress has increased steadily since the item was added in 2015, when 13.6% of sixth-grade students reported experiencing it.

- One-quarter of sixth-grade students (24.8%) 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 (28.8% compared to 20.8% of male students). The overall rate has steadily risen since 2015 and was the highest rate reported in the past ten years.

Extra-Curricular Activities and Civic Behaviors

- Approximately one-fourth of the Fairfax County students (22.9%) reported that they participate in extracurricular activities at school (such as participation in a team, club, or program) for one hour or more on an average school day, and over half (54.3%) reported participating in such activities away from school for at least one hour. Participation in activities away from school ranged from 36.8% of Hispanic students to 67.9% of White students.

- Over one-quarter of the students (26.1%) reported spending an hour or more doing homework on an average school day, while 7.7% reported going to work for an hour or more. Female students were more likely to report doing homework outside of school for an hour or more (28.0% compared to 24.2% of male students), while male students were more likely to work for an hour or more (10.0% compared to 5.2% of female students). The percentage of students who reported spending an hour or more doing homework ranged from 22.3% of White students to 33.9% of Asian students.

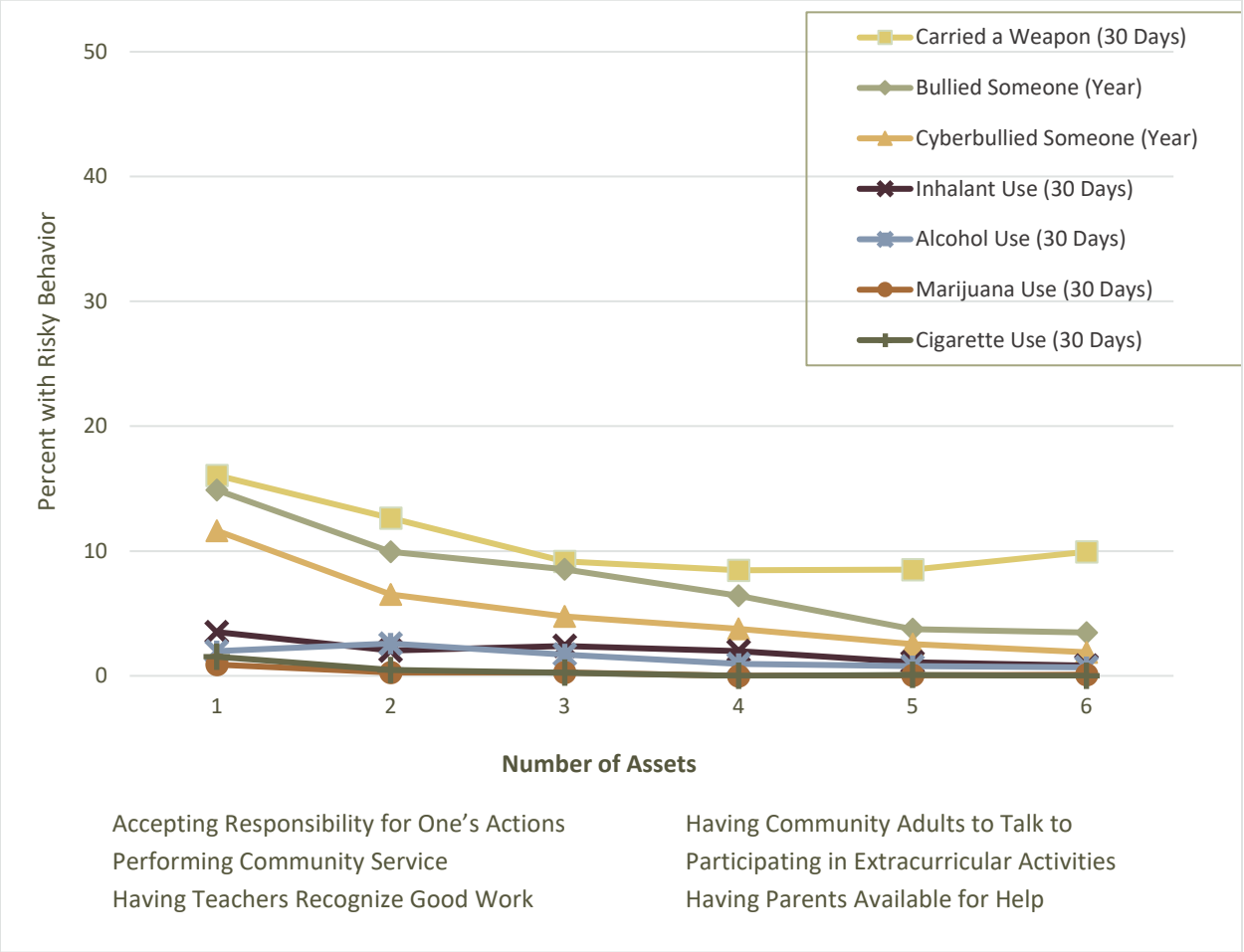
- Nearly two-fifths of the students (38.3%) reported volunteering in the past year to do community service, and three-fifths (60.9%) reported being a leader in a group or organization in the past year. Female students were more likely to report volunteering (40.8% compared to 35.6% of male students). Hispanic students were least likely to report being a leader or volunteering, while White students reported the highest rates for both items. The rate for volunteering was the lowest reported in the past ten years.

Three to Succeed

The Three to Succeed concept is based on the Youth Survey analysis which shows that having at least three assets dramatically reduces risk behaviors and promotes thriving youth. Assets are strengths in young people, their families, schools, and communities that help them thrive in health, in school, in daily life, and in a safe environment. The more assets an individual has in his or her life, the less likely he or she is to engage in a variety of risk behaviors.

Most young people in Fairfax County report positive influences from their communities, families, schools, and friends. The lower rates of risk behaviors reported by students with at least three assets demonstrates the benefits that are derived when everyone plays a role in ensuring that children are thriving in Fairfax County.

Figure 1. Three to Succeed Asset Graph, Fairfax County, 2019



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

INTRODUCTION

According to the Centers for Disease Control and Prevention, the leading causes of morbidity and mortality among youth and adults in the United States are related to six categories of health-risk behaviors: 1) those that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors related 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 (Underwood et al., 2020).

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

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

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

SURVEY INSTRUMENT

The 2019 Fairfax County Youth Survey was conducted in November 2019. 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 fifteenth 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 and the *6th Grade Survey* was administered annually. In 2015, a new questionnaire for the eighth-, tenth-, and twelfth-grade students was developed, maintaining items of interest from the two previous versions and adding additional questions on substance use, bullying, harassment, nutrition, and extra-curricular activities. The questionnaire for sixth-grade students was also modified slightly in 2015. Both the *8th, 10th, and 12th Grade Survey* and the *6th Grade Survey* have been administered annually since 2015. In 2018, items were added to the eighth-, tenth-, and twelfth-grade instrument to assess the use of vaping devices and to investigate prescription painkiller misuse. In 2019, additional items on school environment were added to the questionnaire for the older students.

The results of the *2019 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 72.

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 13,083 students participated in the *2019 Fairfax County Youth Survey of 6th Grade Students*, representing 89.0% of all sixth-grade students enrolled in Fairfax County Public Schools.

Table 1. Response Rate

FCPS Enrollment[a]	Number of Respondents	Response Rate
14,695	13,083	89.0%

[a]Total Fairfax County Public Schools enrollment in 6th grade, November, 2019.

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 75.

A total of 304 questionnaires were rejected due to meeting at least one of the data cleaning criteria, leaving 12,779 usable questionnaires (97.7%). Table 2 lists the number of usable questionnaires for each year that the Fairfax County Youth Survey has been conducted.

Table 2. Number of Usable Questionnaires (2001-2019)

		Number of Usable Questionnaires
2001	Fairfax County Youth Survey [a]	11,631
2003	Virginia Community Youth Survey [a]	4,074
2005	Fairfax County Youth Survey [b]	13,235
2008	Risk & Protective Factors Survey [a]	12,468
	Healthy Behaviors Survey [a]	3,988
	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
2016	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	32,491
	Fairfax County Youth Survey of 6th Grade Students	11,961
2017	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	33,238
	Fairfax County Youth Survey of 6th Grade Students	12,247
2018	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	32,904
	Fairfax County Youth Survey of 6th Grade Students	12,175
2019	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	33,039
	Fairfax County Youth Survey of 6th Grade Students	12,779

[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.

One-third of the survey respondents (33.6%) identified themselves as non-Hispanic White. The largest minority population among survey respondents was Hispanic (26.2%), followed by Asian (20.4%). Over one-fourth of the students (29.5%) reported that a language other than English is the primary language spoken in their home. Demographic characteristics of the students who participated in the survey are compared to the total Fairfax County Public Schools sixth-grade student population in Table 3.

Table 3. Selected Demographic Characteristics of Survey Respondents and Fairfax County Student Population, 2019

	Survey Respondents[a]			FCPS Enrollment[b]	
	Number	Percent		Number	Percent
Gender					
Female	6,238	49.4		7,133	48.5
Male	6,393	50.6		7,562	51.5
Race/Ethnicity[c]					
White	4,069	33.6	*	5,330	36.3
Black	1,377	11.4	*	1,464	10.0
Hispanic	3,172	26.2		3,999	27.2
Asian	2,470	20.4		2,975	20.2
Other/Multiple	1,024	8.5	*	927	6.3

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, 2019. [c]Racial categories do not include Hispanic students who are treated as a separate category in this table.

*$p < .05$ (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, 2019

(Values are percentages)

	Primary Language Spoken at Home		
	English	Spanish	Other
Overall	70.5	15.5	14.0
Gender			
Female	70.2	15.5	14.3
Male	71.0	15.3	13.7
Race/Ethnicity[a]			
White	94.1	0.9	5.0
Black	81.2	0.2	18.6
Hispanic	37.9	60.8	1.3
Asian	58.3	0.3	41.4
Other/Multiple	85.3	1.3	13.4

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

HOW TO INTERPRET RESULTS

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

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

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

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

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

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

SUBSTANCE USE

Students were asked about their use of alcohol, cigarettes, inhalants, marijuana, and other illegal drugs in the *2019 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.

Approximately one in seven Fairfax County sixth-grade students (14.7%) reported having consumed alcohol at least once in their lifetime. The second most commonly used substance was inhalants, with 4.4% reporting use in their lifetime. Male students were more likely to report using alcohol in their lifetime compared to female students (17.4% vs. 12.0%, respectively) and slightly more likely to report ever smoking cigarettes (1.5% compared to 0.8% of female students). Rates of lifetime alcohol use varied among racial/ethnic groups, ranging from 10.3% of Asian students to 17.4% of Hispanic students. Lifetime use of alcohol declined slightly (0.4 percentage points) in 2019, while prevalence rates for other substances showed little change from the previous year.

Slightly more students reported using inhalants in the past month than alcohol (1.9% vs. 1.3%, respectively). Very few students (0.2% each) reported using cigarettes, marijuana or other drugs in the 30 days prior to the survey. Male students were slightly more likely to report alcohol use in the past 30 days (1.6% compared to 0.9% of female students).

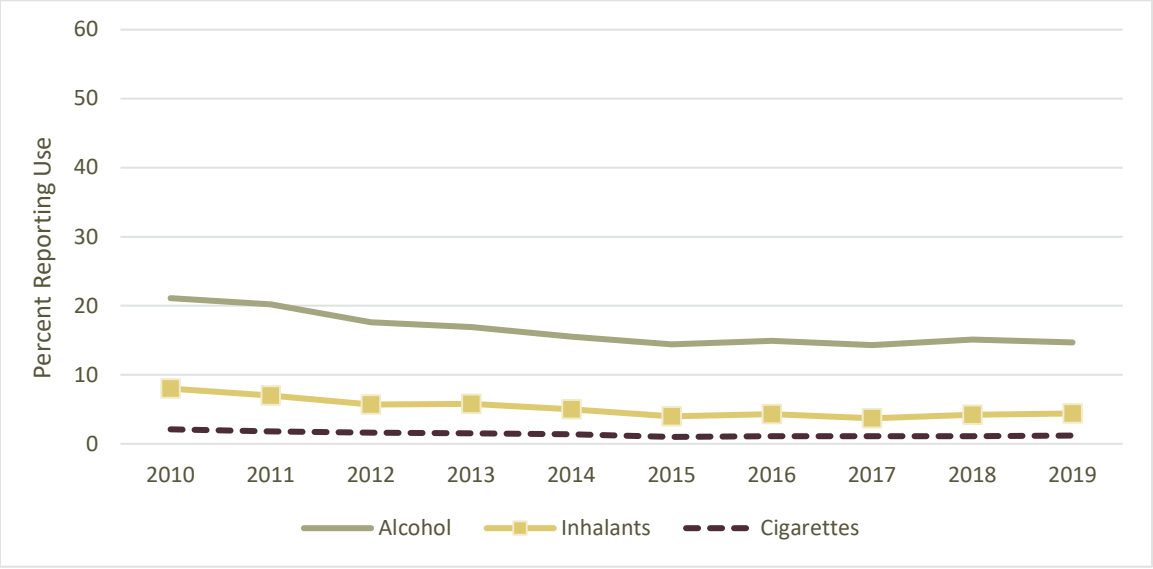
* Monitoring the Future is an annual survey of substance use that is administered to eighth-, tenth-, and twelfth-grade students across the nation (Johnston et al., 2020).

Table 5. Percentage of Students Reporting Use of Selected Substances in Their Lifetime, by Selected Demographic Characteristics, Fairfax County, 2019

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	14.7	4.4	1.2	0.7	0.6
Gender					
Female	12.0	4.3	0.8	0.6	0.5
Male	17.4	4.6	1.5	0.7	0.7
Race/Ethnicity[a]					
White	16.0	4.0	0.6	0.3	0.4
Black	15.1	5.5	0.8	0.9	0.7
Hispanic	17.4	5.6	2.4	1.4	1.0
Asian	10.3	2.7	0.6	0.4	0.3
Other/Multiple	16.4	6.5	1.1	0.4	0.6

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.

Figure 2. Percentage of Students Reporting Use of Alcohol, Inhalants, or Cigarettes in Their Lifetime, Fairfax County, 2010 – 2019



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

Table 6. Percentage of Students Reporting Use of Selected Substances in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2019

	Alcohol	Inhalants	Cigarettes	Marijuana	Other Illegal Drugs
Overall	1.3	1.9	0.2	0.2	0.2
Gender					
Female	0.9	2.0	0.2	0.2	0.2
Male	1.6	1.8	0.2	0.1	0.2
Race/Ethnicity[a]					
White	1.2	1.6	0.0	0.1	0.1
Black	2.0	2.0	0.1	0.3	0.1
Hispanic	2.0	2.7	0.5	0.4	0.4
Asian	0.4	1.2	0.1	0.0	0.1
Other/Multiple	1.4	2.8	0.3	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.

ALCOHOL USE

Table 7. Lifetime Prevalence of Alcohol Use, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	14.4	14.9	14.3	15.1	14.7
Gender					
Female	10.8	11.3	11.3	11.9	12.0
Male	17.7	18.3	17.2	18.0	17.4
Race/Ethnicity[a]					
White	15.0	17.0	15.3	15.8	16.0
Black	15.0	14.9	14.9	12.8	15.1
Hispanic	17.3	15.8	16.9	17.7	17.4
Asian	10.5	10.9	10.1	11.8	10.3
Other/Multiple	15.5	16.2	14.8	18.4	16.4

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, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	1.4	1.5	1.5	1.6	1.3
Gender					
Female	1.0	1.0	1.2	1.4	0.9
Male	1.7	2.0	1.7	1.7	1.6
Race/Ethnicity[a]					
White	1.6	1.9	1.5	1.7	1.2
Black	1.6	1.2	1.4	1.3	2.0
Hispanic	1.8	1.7	2.2	2.2	2.0
Asian	0.5	0.8	0.7	0.7	0.4
Other/Multiple	1.2	1.6	1.8	2.4	1.4

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, 2019

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.7	1.0	0.2	0.1	0.1
Gender					
Female	99.1	0.8	0.1	0.1	0.0
Male	98.4	1.2	0.2	0.1	0.1
Race/Ethnicity[a]					
White	98.8	0.9	0.2	0.1	0.1
Black	98.0	1.3	0.2	0.2	0.4
Hispanic	98.0	1.5	0.3	0.1	0.1
Asian	99.6	0.3	0.0	0.0	0.0
Other/Multiple	98.6	1.2	0.1	0.0	0.1

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

[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, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	4.0	4.3	3.7	4.2	4.4
Gender					
Female	3.7	3.8	3.7	4.3	4.3
Male	4.2	4.8	3.7	4.1	4.6
Race/Ethnicity[a]					
White	3.3	3.7	3.0	2.8	4.0
Black	5.3	5.9	5.8	5.1	5.5
Hispanic	4.1	4.4	4.0	5.4	5.6
Asian	4.6	4.7	3.8	4.4	2.7
Other/Multiple	4.1	4.9	3.2	5.6	6.5

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 11. Past Month Prevalence of Inhalant Use, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	1.8	1.9	1.8	2.0	1.9
Gender					
Female	1.7	1.6	2.0	2.2	2.0
Male	1.8	2.2	1.7	1.7	1.8
Race/Ethnicity[a]					
White	1.4	1.5	1.4	1.4	1.6
Black	2.1	2.4	3.3	2.4	2.0
Hispanic	1.7	2.4	2.2	2.8	2.7
Asian	2.1	1.9	1.5	2.0	1.2
Other/Multiple	2.0	2.1	1.7	2.3	2.8

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, 2019

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	98.1	1.4	0.2	0.1	0.2
Gender					
Female	98.0	1.5	0.2	0.1	0.1
Male	98.2	1.4	0.2	0.1	0.2
Race/Ethnicity[a]					
White	98.4	1.3	0.1	0.1	0.1
Black	98.0	1.5	0.2	0.2	0.2
Hispanic	97.3	1.9	0.5	0.1	0.2
Asian	98.8	0.9	0.2	0.0	0.1
Other/Multiple	97.2	2.3	0.1	0.1	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.

Table 13. Lifetime Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	1.0	1.1	1.1	1.1	1.2
Gender					
Female	0.7	0.8	0.9	0.8	0.8
Male	1.4	1.4	1.3	1.4	1.5
Race/Ethnicity[a]					
White	0.4	0.8	0.6	0.4	0.6
Black	1.5	1.4	2.3	1.8	0.8
Hispanic	2.2	2.4	1.7	2.2	2.4
Asian	0.6	0.5	0.7	0.7	0.6
Other/Multiple	1.7	0.7	1.2	1.2	1.1

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 14. Frequency of Smoking Cigarettes in Lifetime, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	Never	Once or twice	Once in a while but not regularly	Regularly in the past	Regularly now
Overall	98.8	1.0	0.1	0.1	0.1
Gender					
Female	99.2	0.6	0.1	0.1	0.1
Male	98.5	1.3	0.1	0.1	0.0
Race/Ethnicity[a]					
White	99.4	0.5	0.0	0.1	0.0
Black	99.2	0.7	0.0	0.1	0.1
Hispanic	97.6	2.0	0.2	0.2	0.1
Asian	99.4	0.6	0.1	0.0	0.0
Other/Multiple	98.9	0.7	0.2	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 15. Past Month Prevalence of Smoking Cigarettes, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	0.2	0.2	0.2	0.1	0.2
Gender					
Female	0.1	0.2	0.2	0.1	0.2
Male	0.3	0.2	0.2	0.2	0.2
Race/Ethnicity[a]					
White	0.0	0.1	0.1	0.1	0.0
Black	0.4	0.3	0.6	0.1	0.1
Hispanic	0.3	0.6	0.4	0.2	0.5
Asian	0.1	0.1	0.0	0.1	0.1
Other/Multiple	0.0	0.1	0.1	0.1	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 16. Frequency of Smoking Cigarettes in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2019

(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	0.0	0.0	0.0	0.0
Gender						
Female	99.9	0.1	0.0	0.0	0.0	0.0
Male	99.8	0.1	0.0	0.0	0.0	0.0
Race/Ethnicity[a]						
White	100.0	0.0	0.0	0.0	0.0	0.0
Black	99.9	0.0	0.0	0.0	0.0	0.1
Hispanic	99.5	0.4	0.1	0.0	0.0	0.0
Asian	99.9	0.1	0.0	0.0	0.0	0.0
Other/Multiple	99.7	0.2	0.0	0.0	0.0	0.1

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

[a]Racial categories do not include Hispanic 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, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	0.6	0.7	0.6	0.7	0.7
Gender					
Female	0.5	0.5	0.6	0.7	0.6
Male	0.8	0.8	0.7	0.7	0.7
Race/Ethnicity[a]					
White	0.2	0.4	0.4	0.4	0.3
Black	1.1	1.6	0.7	0.6	0.9
Hispanic	1.4	1.1	1.4	1.5	1.4
Asian	0.5	0.2	0.3	0.4	0.4
Other/Multiple	0.3	0.9	0.7	0.6	0.4

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, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	0.1	0.2	0.2	0.2	0.2
Gender					
Female	0.0	0.1	0.1	0.1	0.2
Male	0.2	0.2	0.2	0.2	0.1
Race/Ethnicity[a]					
White	0.0	0.1	0.1	0.1	0.1
Black	0.2	0.2	0.2	0.1	0.3
Hispanic	0.3	0.5	0.4	0.5	0.4
Asian	0.1	0.0	0.1	0.0	0.0
Other/Multiple	0.1	0.2	0.1	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, 2019

(Values are percentages)

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

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

[a]Racial categories do not include Hispanic 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, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	0.4	0.4	0.5	0.5	0.6
Gender					
Female	0.3	0.3	0.4	0.5	0.5
Male	0.5	0.5	0.5	0.5	0.7
Race/Ethnicity[a]					
White	0.2	0.2	0.3	0.2	0.4
Black	0.7	0.7	1.1	0.7	0.7
Hispanic	1.0	0.7	0.6	1.2	1.0
Asian	0.1	0.2	0.3	0.0	0.3
Other/Multiple	0.1	0.2	0.9	0.4	0.6

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, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	0.2	0.2	0.2	0.2	0.2
Gender					
Female	0.1	0.2	0.2	0.2	0.2
Male	0.2	0.2	0.2	0.2	0.2
Race/Ethnicity[a]					
White	0.1	0.1	0.1	0.1	0.1
Black	0.4	0.3	0.5	0.2	0.1
Hispanic	0.5	0.3	0.2	0.4	0.4
Asian	0.0	0.1	0.1	0.0	0.1
Other/Multiple	0.2	0.1	0.7	0.2	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 22. Frequency of Other Illegal Drug Use in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	None	1-2 days	3-5 days	6-9 days	10+ days
Overall	99.8	0.1	0.0	0.0	0.0
Gender					
Female	99.9	0.1	0.0	0.0	0.0
Male	99.8	0.1	0.1	0.0	0.0
Race/Ethnicity[a]					
White	99.9	0.0	0.0	0.0	0.1
Black	99.9	0.1	0.0	0.0	0.0
Hispanic	99.6	0.3	0.1	0.0	0.0
Asian	99.9	0.0	0.0	0.0	0.0
Other/Multiple	99.9	0.1	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 *2019 Fairfax County Youth Survey of 6th Grade Students* included several questions on bullying, cyberbullying*, derogatory racial/ethnic comments, and carrying weapons. Many more students reported experiencing the aggressive behaviors than carrying them out. Approximately one in seven students (15.2%) reported making derogatory comments about someone's race or culture†, while over one-third (36.5%) reported having something bad said to them. More male students reported making and experiencing derogatory comments (17.8% and 37.4%, respectively) compared to female students (12.4% and 35.6%, respectively). Nearly half of the Black and Asian students (48.3% and 47.3%, respectively) reported experiencing the aggression. Rates of both making and experiencing derogatory racial/ethnic comments have declined steadily since 2015 (when item wording changed).

While 4.0% of the students reported bullying‡ someone on school property in the past year, nearly one-quarter of the students (22.7%) reported having been bullied on school property. Rates of being bullied on school property ranged from 18.6% of Asian students to 25.2% of students of other or multiple races. Students who reported using any substance in the past month were much more likely to report both bullying someone on school property (18.6%) and being bullied by someone on school property (38.7%) compared to students who reported not using any substance in the past month (3.5% and 22.2%, respectively). The percentage of students who reported having been bullied on school property was the lowest since 2015 (when item wording changed).

Approximately one in nine of the students (10.9%) reported having been cyberbullied in the past year by a student at their school, and 4.2% reported that they had cyberbullied a student at their school in the past year. Female students were more likely to report having been cyberbullied by a student at their school (12.5% compared to 9.2% of male students). Rates of both cyberbullying and being cyberbullied increased slightly from 2018.

Approximately one in eleven sixth-grade students (9.3%) reported carrying a weapon in the past month, with less than one percent (0.8%) doing so on school property. Male students were more likely to report carrying a weapon (12.7% compared to 5.8% of female students).

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

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

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

Table 23. Prevalence of Committing Selected Aggressive Behaviors in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2019

(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	15.2	4.0	4.2
Gender			
Female	12.4	3.4	3.6
Male	17.8	4.7	4.8
Race/Ethnicity[b]			
White	11.2	2.6	2.8
Black	15.1	6.6	5.2
Hispanic	19.8	6.2	7.1
Asian	16.5	2.3	2.7
Other/Multiple	16.0	3.9	3.6

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, 2019

(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	36.5	22.7	10.9
Gender			
Female	35.6	23.9	12.5
Male	37.4	21.4	9.2
Race/Ethnicity[b]			
White	23.6	22.8	9.3
Black	48.3	24.2	10.5
Hispanic	39.0	23.9	14.5
Asian	47.3	18.6	8.4
Other/Multiple	41.9	25.2	12.1

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 School Property in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	4.1	4.2	4.2	4.1	4.0
Gender					
Female	3.8	3.7	3.4	3.7	3.4
Male	4.3	4.7	4.9	4.4	4.7
Race/Ethnicity[a]					
White	3.2	2.9	3.1	2.6	2.6
Black	6.3	7.6	7.1	5.8	6.6
Hispanic	5.9	6.1	6.4	6.6	6.2
Asian	2.5	2.9	2.0	3.0	2.3
Other/Multiple	4.4	4.4	4.4	4.6	3.9

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

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

Table 26. Prevalence of Bullying Someone Away from School Property in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	4.3	4.4	4.1	4.1	4.2
Gender					
Female	3.6	3.6	3.3	3.3	3.3
Male	5.0	5.1	4.8	4.7	5.1
Race/Ethnicity[a]					
White	3.0	3.6	3.0	2.5	2.6
Black	7.6	7.3	5.2	5.3	5.5
Hispanic	5.6	5.7	6.3	6.4	6.7
Asian	3.5	3.4	3.1	3.3	2.9
Other/Multiple	5.5	3.6	3.7	4.5	4.4

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

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

Table 27. Prevalence of Having Been Bullied on School Property in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	25.1	23.7	24.4	23.4	22.7
Gender					
Female	27.5	24.9	26.0	25.2	23.9
Male	22.6	22.4	22.9	21.7	21.4
Race/Ethnicity[a]					
White	24.8	22.8	24.8	22.9	22.8
Black	26.4	24.1	25.5	25.6	24.2
Hispanic	27.1	26.3	25.5	25.2	23.9
Asian	22.1	20.1	20.5	19.9	18.6
Other/Multiple	26.7	27.4	27.9	26.4	25.2

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

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

Table 28. Prevalence of Having Been Bullied Away from School Property in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

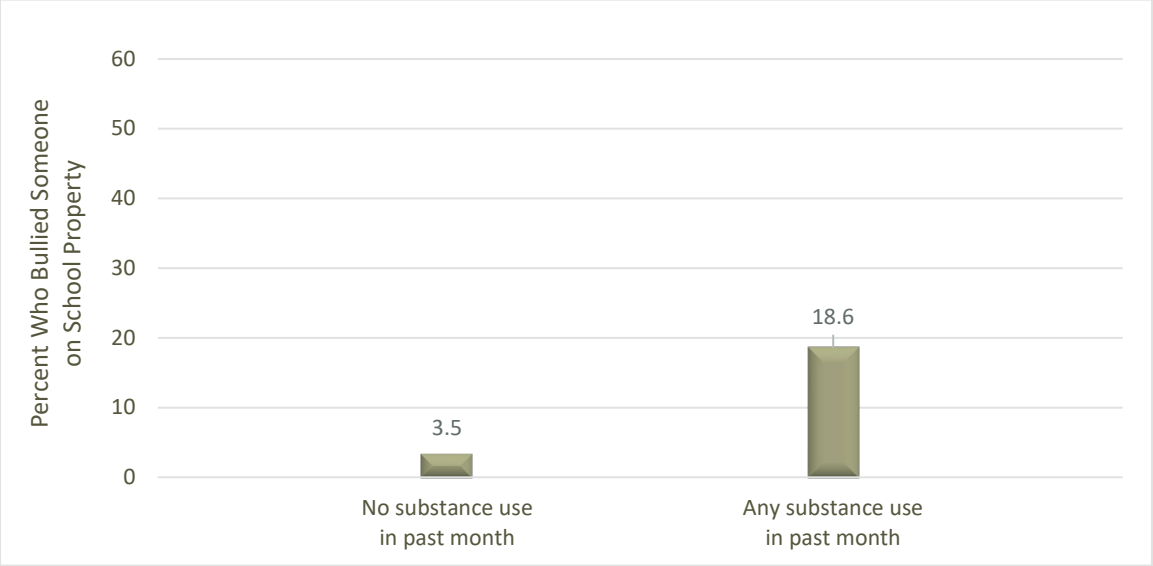
(Values are percentages)

	2015	2016	2017	2018	2019
Overall	17.7	16.2	16.4	14.9	14.5
Gender					
Female	17.4	16.3	15.5	14.3	13.6
Male	17.9	16.1	17.2	15.4	15.3
Race/Ethnicity[a]					
White	17.1	16.2	15.7	14.0	14.0
Black	19.3	18.0	18.5	15.9	15.1
Hispanic	19.2	16.9	18.1	16.7	16.5
Asian	16.0	14.2	14.3	13.5	11.4
Other/Multiple	20.6	18.2	18.7	16.4	16.9

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

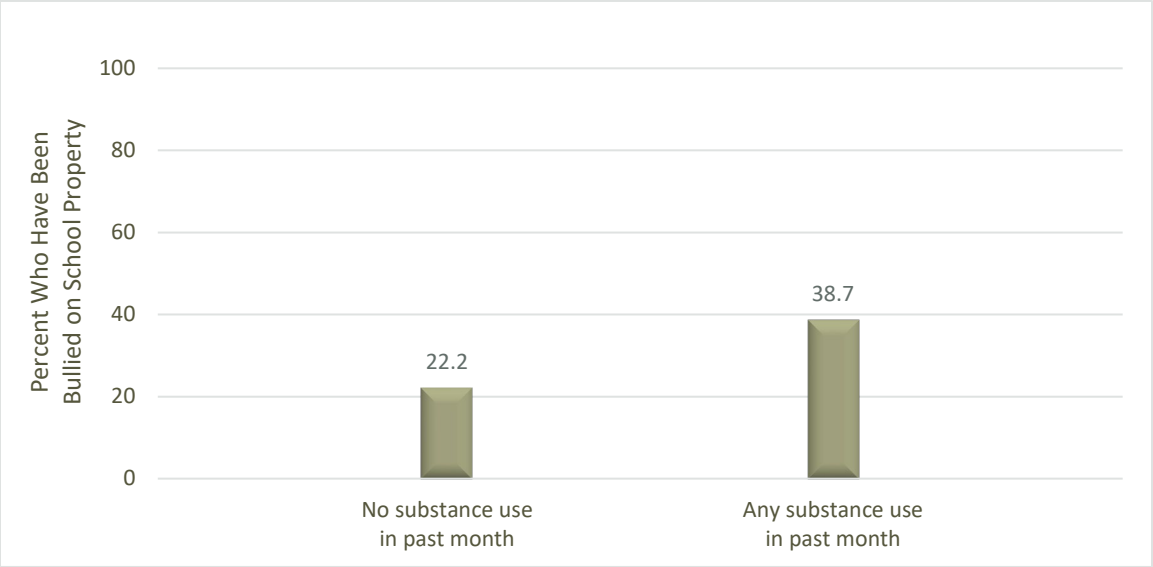
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 3. Percentage of Students Who Bullied Someone on School Property in the Past Year, by Past Month Substance Use, Fairfax County, 2019



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

Figure 4. Percentage of Students Who Have Been Bullied by Someone on School Property in the Past Year, by Past Month Substance Use, Fairfax County, 2019



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 29. Prevalence of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	3.2	3.2	3.7	3.7	4.2
Gender					
Female	3.1	3.2	3.6	3.6	3.6
Male	3.4	3.2	3.8	3.7	4.8
Race/Ethnicity[a]					
White	2.1	2.1	2.7	2.3	2.8
Black	4.3	4.6	4.4	5.1	5.2
Hispanic	5.2	5.3	5.8	5.7	7.1
Asian	2.6	2.8	2.7	3.1	2.7
Other/Multiple	3.8	2.5	3.4	3.2	3.6

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

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

Table 30. Frequency of Cyberbullying a Student Who Attends the Same School in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	95.8	3.0	0.5	0.3	0.2	0.1	0.0	0.1
Gender								
Female	96.4	2.8	0.3	0.2	0.2	0.1	0.0	0.1
Male	95.2	3.2	0.7	0.3	0.2	0.1	0.1	0.2
Race/Ethnicity[a]								
White	97.2	2.1	0.3	0.2	0.1	0.0	0.0	0.1
Black	94.8	3.6	0.7	0.4	0.1	0.2	0.0	0.2
Hispanic	92.9	5.0	1.0	0.5	0.3	0.1	0.1	0.1
Asian	97.4	1.8	0.4	0.1	0.3	0.0	0.0	0.1
Other/Multiple	96.4	2.8	0.2	0.3	0.1	0.0	0.1	0.1

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

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

Table 31. Prevalence of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	10.6	10.0	10.3	10.0	10.9
Gender					
Female	12.9	12.2	12.5	11.1	12.5
Male	8.4	7.9	8.1	8.8	9.2
Race/Ethnicity[a]					
White	9.3	9.2	9.0	8.6	9.3
Black	11.4	10.3	10.9	10.5	10.5
Hispanic	13.9	12.5	13.1	11.8	14.5
Asian	9.5	8.6	8.0	9.4	8.4
Other/Multiple	11.2	11.8	11.8	12.0	12.1

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

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

Table 32. Frequency of Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, by Selected Demographic Characteristics, Fairfax County, 2019

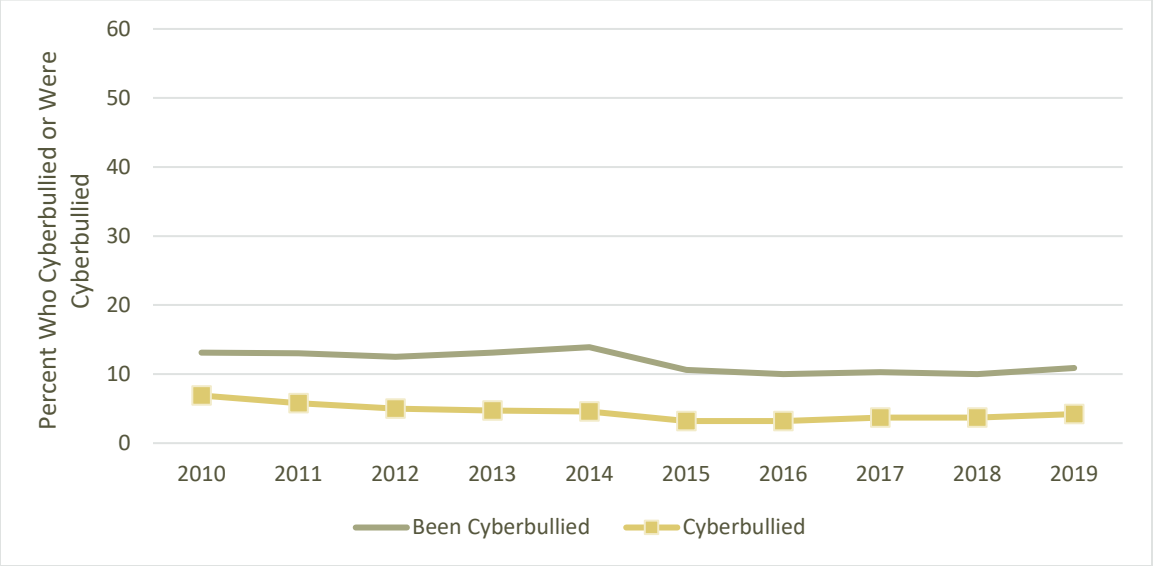
(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	89.1	6.3	2.1	1.0	0.6	0.3	0.1	0.5
Gender								
Female	87.5	7.4	2.5	0.9	0.7	0.4	0.2	0.3
Male	90.8	5.2	1.6	1.1	0.5	0.3	0.1	0.6
Race/Ethnicity[a]								
White	90.7	5.9	1.4	0.8	0.4	0.2	0.1	0.5
Black	89.5	5.1	2.6	1.0	1.1	0.3	0.2	0.2
Hispanic	85.5	8.2	2.9	1.6	0.8	0.4	0.1	0.6
Asian	91.6	5.3	1.5	0.5	0.4	0.3	0.1	0.4
Other/Multiple	87.9	6.6	2.6	0.8	0.6	0.6	0.3	0.6

Note. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. All percentages were calculated from valid cases (missing responses were not included). 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 5. Percentage of Students Who Reported Cyberbullying or Having Been Cyberbullied in the Past Year by a Student Who Attends the Same School, Fairfax County, 2010 – 2019



Note. Cyberbullying was defined as bullying through e-mail, chat rooms, instant messaging, web sites, or text messaging. All percentages were calculated from valid cases (missing responses were not included). The scale (y-axis) for this figure is reduced to aid in interpretation of the data.

Table 33. Prevalence of Making Derogatory Statements about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	18.7	17.8	16.9	15.6	15.2
Gender					
Female	15.8	14.7	13.7	12.1	12.4
Male	21.5	21.0	20.0	18.9	17.8
Race/Ethnicity[a]					
White	15.4	14.8	13.9	12.8	11.2
Black	20.1	20.5	20.8	15.6	15.1
Hispanic	24.8	20.5	18.8	18.9	19.8
Asian	20.2	20.0	19.0	17.3	16.5
Other/Multiple	17.5	18.1	16.0	15.8	16.0

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

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

Table 34. Frequency of Making Derogatory Statements about Someone's Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
Overall	84.8	10.9	2.1	1.0	0.5	0.2	0.1	0.5
Gender								
Female	87.6	9.1	1.7	0.8	0.4	0.1	0.1	0.4
Male	82.3	12.7	2.4	1.2	0.5	0.3	0.1	0.6
Race/Ethnicity[a]								
White	88.8	8.9	1.3	0.4	0.4	0.1	0.0	0.2
Black	84.9	9.4	3.2	0.8	0.6	0.2	0.2	0.8
Hispanic	80.2	13.6	2.9	1.6	0.6	0.2	0.2	0.7
Asian	83.5	11.9	2.0	1.5	0.5	0.2	0.0	0.4
Other/Multiple	84.0	11.4	2.0	1.0	0.3	0.5	0.1	0.7

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

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

Table 35. Prevalence of Experiencing Derogatory Statements about Your Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	38.8	38.6	38.4	37.8	36.5
Gender					
Female	37.7	37.2	36.8	35.8	35.6
Male	39.8	39.9	39.9	39.6	37.4
Race/Ethnicity[a]					
White	25.2	25.1	26.0	24.9	23.6
Black	51.6	50.4	52.3	51.8	48.3
Hispanic	45.1	42.0	37.9	38.4	39.0
Asian	51.3	51.5	51.2	51.8	47.3
Other/Multiple	42.6	43.9	44.3	41.5	41.9

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

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

Table 36. Frequency of Experiencing Derogatory Statements about Your Race or Culture in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2019

(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	63.5	20.0	7.8	3.8	2.2	1.0	0.4	1.4
Gender								
Female	64.4	20.2	8.1	3.5	1.8	0.8	0.4	0.9
Male	62.6	19.7	7.5	4.1	2.4	1.3	0.4	1.9
Race/Ethnicity[a]								
White	76.4	14.0	4.8	2.2	1.2	0.6	0.2	0.6
Black	51.7	24.0	11.0	5.1	3.1	1.9	0.9	2.2
Hispanic	61.0	21.9	8.1	3.6	2.5	0.8	0.4	1.7
Asian	52.7	24.6	10.2	5.5	3.3	1.5	0.5	1.7
Other/Multiple	58.1	22.3	8.8	5.4	2.0	1.3	0.4	1.7

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

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

Table 37. Past Month Prevalence of Carrying a Weapon, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	9.5	10.1	9.4	9.3	9.3
Gender					
Female	5.2	5.9	5.6	5.4	5.8
Male	13.5	14.1	13.0	13.0	12.7
Race/Ethnicity[a]					
White	11.8	12.3	11.4	10.8	10.2
Black	6.8	7.9	8.5	8.3	8.2
Hispanic	7.6	8.7	7.6	8.3	9.0
Asian	7.9	8.3	8.3	8.9	8.2
Other/Multiple	11.9	12.7	12.5	10.1	11.5

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

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

Table 38. Frequency of Carrying a Weapon in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	0 days	1 day	2-3 days	4-5 days	6 or more days
Overall	90.7	3.9	2.6	0.9	1.9
Gender					
Female	94.2	2.5	1.6	0.5	1.2
Male	87.3	5.2	3.7	1.3	2.5
Race/Ethnicity[a]					
White	89.9	4.5	3.1	0.7	1.9
Black	91.8	3.2	1.7	0.8	2.5
Hispanic	91.0	3.7	2.3	1.3	1.8
Asian	91.8	3.4	2.5	0.7	1.5
Other/Multiple	88.5	3.7	3.9	1.4	2.5

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

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

Table 39. Past Month Prevalence of Carrying a Weapon on School Property, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	0.8	0.8	0.9	0.8	0.8
Gender					
Female	0.6	0.6	0.9	0.6	0.6
Male	1.0	1.0	1.0	1.0	1.0
Race/Ethnicity[a]					
White	0.6	0.6	0.6	0.7	0.7
Black	0.8	0.9	1.2	0.7	0.7
Hispanic	1.3	1.6	1.6	1.5	1.5
Asian	0.5	0.7	0.5	0.4	0.6
Other/Multiple	1.2	0.6	1.1	1.0	0.5

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

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

Table 40. Frequency of Carrying a Weapon on School Property in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2019

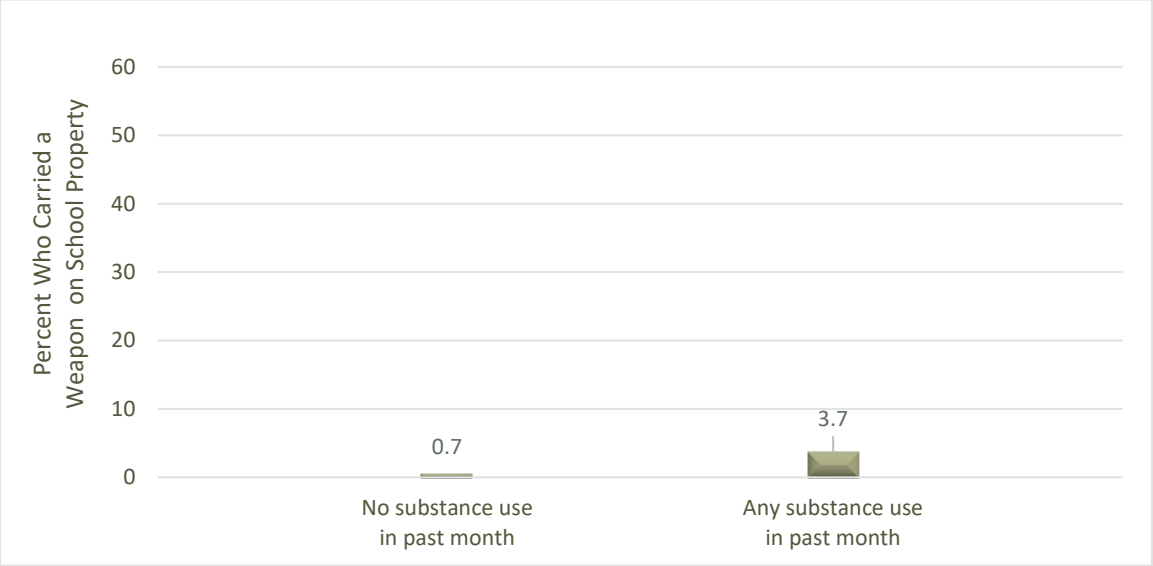
(Values are percentages)

	0 days	1 day	2-3 days	4-5 days	6 or more days
Overall	99.2	0.4	0.2	0.1	0.2
Gender					
Female	99.4	0.2	0.1	0.1	0.2
Male	99.0	0.4	0.2	0.1	0.3
Race/Ethnicity[a]					
White	99.3	0.4	0.2	0.0	0.2
Black	99.3	0.4	0.1	0.2	0.0
Hispanic	98.5	0.5	0.3	0.3	0.5
Asian	99.4	0.4	0.1	0.0	0.1
Other/Multiple	99.5	0.1	0.1	0.0	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 6. Percentage of Students Who Carried a Weapon on School Property in the Past Month, by Past Month Substance Use, Fairfax County, 2019



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

PHYSICAL AND MENTAL HEALTH

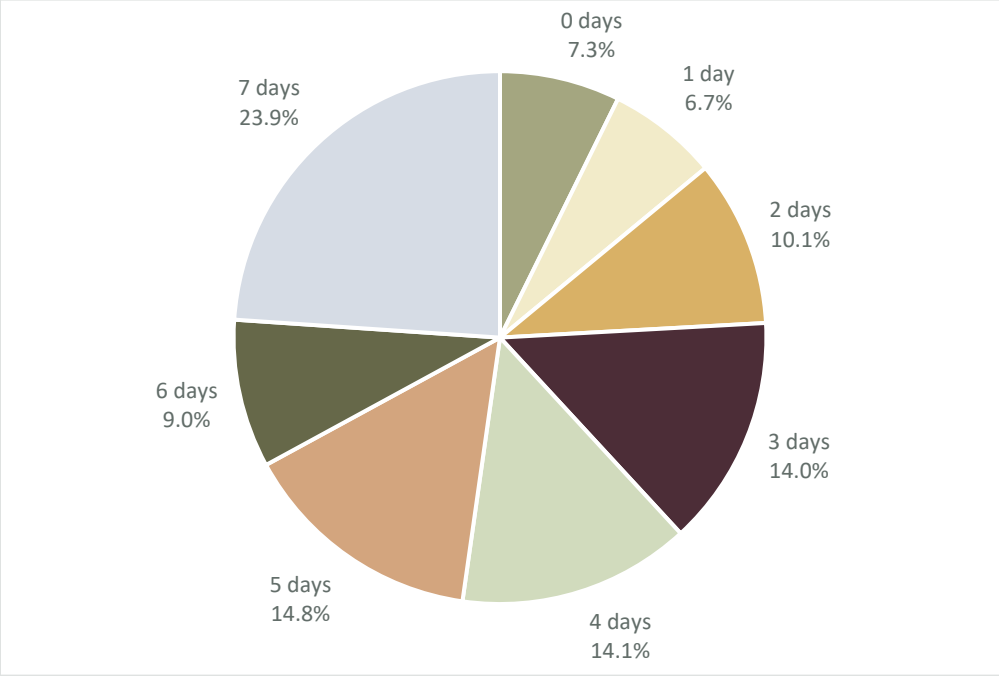
Physical Activity and Non-Academic Use of Electronic Media

Nearly one-quarter of the students (23.9%) indicated that they were physically active for at least one hour per day on all seven days in the week before the survey, while 7.3% reported not engaging in that level of activity on any of the previous seven days. Slightly less than half of the students (47.7%) reported being physically active for at least one hour per day on five or more days in the past week. This rate increased slightly from 2018. A larger percentage of male students (53.4%) reported being physically active on five or more days than female students (41.8%). The rates of physical activity on five or more days ranged from 36.0% of Hispanic students to 56.2% of White students.

Students were asked how many hours they spend watching television on an average school day. Fifteen percent of the students (14.6%) reported watching three or more hours. The percentage of students who spent three or more hours watching television varied by race/ethnicity, from 10.1% of Asian students to 24.4% of Black students. The rate of watching three or more hours of television on an average school day has declined since 2010, when over one-quarter of the students (28.6%) 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 Xbox, iPads, or smartphones) for non-academic purposes. One-third of the students (33.4%) reported spending three or more hours in such activities. Male students were more likely to report spending three or more hours on an average school day (36.8% compared to 29.8% of female students). The rates of playing on electronic devices for three or more hours per day ranged from 26.4% of Asian students to 43.4% of Hispanic students. The overall rate has increased steadily since 2010, when 21.2% of sixth-grade students reported this amount of use.

Figure 7. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, Fairfax County, 2019



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 41. Frequency of Physical Activity for at Least One Hour per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
Overall	7.3	6.7	10.1	14.0	14.1	14.8	9.0	23.9
Gender								
Female	7.0	7.9	11.9	15.9	15.4	14.8	9.4	17.7
Male	7.5	5.6	8.4	12.3	12.7	14.9	8.8	29.7
Race/Ethnicity[a]								
White	3.9	4.8	9.1	12.1	13.9	16.6	11.4	28.2
Black	9.4	7.4	10.2	16.3	12.9	12.5	7.1	24.3
Hispanic	12.1	8.9	13.3	15.9	13.9	12.7	6.3	17.0
Asian	5.4	6.8	9.4	14.2	15.9	15.4	10.0	22.8
Other/Multiple	7.8	6.4	7.8	12.6	13.7	13.3	8.8	29.7

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 42. Percentage of Students Who Were Physically Active for at Least One Hour on Five or More Days in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	50.8	50.4	48.5	45.2	47.7
Gender					
Female	45.8	44.9	42.7	41.2	41.8
Male	55.5	55.6	53.9	48.9	53.4
Race/Ethnicity[a]					
White	56.9	58.2	55.5	53.5	56.2
Black	48.8	50.8	44.4	42.3	43.9
Hispanic	44.2	40.2	41.2	36.1	36.0
Asian	47.0	46.5	47.2	43.5	48.2
Other/Multiple	53.0	55.1	50.6	47.8	51.7

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 43. Amount of Time Spent Watching Television on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	Not at all	Less than 1 hour per day	1 hour per day	2 hours per day	3 hours per day	4 hours per day	5 or more hours per day
Overall	20.4	29.1	19.6	16.4	7.6	2.8	4.3
Gender							
Female	20.8	30.5	19.7	15.5	7.5	2.6	3.4
Male	19.9	27.7	19.6	17.3	7.6	2.9	5.0
Race/Ethnicity[a]							
White	16.8	33.1	23.4	15.8	6.4	2.2	2.3
Black	21.8	21.2	14.2	18.4	10.1	4.5	9.8
Hispanic	18.1	26.5	17.5	19.8	9.6	3.5	5.1
Asian	28.2	29.8	19.3	12.6	5.6	2.0	2.6
Other/Multiple	20.4	29.7	18.7	15.1	7.6	2.4	6.3

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

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

Table 44. Percentage of Students Who Spend Three or More Hours Watching TV on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	16.1	15.4	14.7	14.7	14.6
Gender					
Female	15.4	15.2	14.5	14.5	13.5
Male	16.8	15.6	14.8	15.0	15.5
Race/Ethnicity[a]					
White	10.5	10.7	10.9	9.5	10.9
Black	29.6	29.6	25.5	28.1	24.3
Hispanic	24.7	23.2	19.4	20.4	18.2
Asian	10.1	8.0	8.4	10.0	10.1
Other/Multiple	16.1	12.9	15.9	13.3	16.2

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 45. Amount of Time Spent Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2019

(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	11.7	18.8	17.2	19.0	13.5	7.4	12.5
Gender							
Female	11.6	22.5	17.8	18.4	12.8	6.7	10.4
Male	11.8	15.2	16.7	19.6	14.2	8.2	14.5
Race/Ethnicity[a]							
White	11.2	21.0	20.2	19.9	13.3	6.4	8.0
Black	13.6	14.7	12.1	17.8	13.5	9.3	19.1
Hispanic	9.2	12.9	13.9	20.6	16.1	8.9	18.4
Asian	14.4	23.7	19.7	15.8	10.8	6.4	9.3
Other/Multiple	11.4	18.0	17.4	21.0	13.1	6.9	12.3

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

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

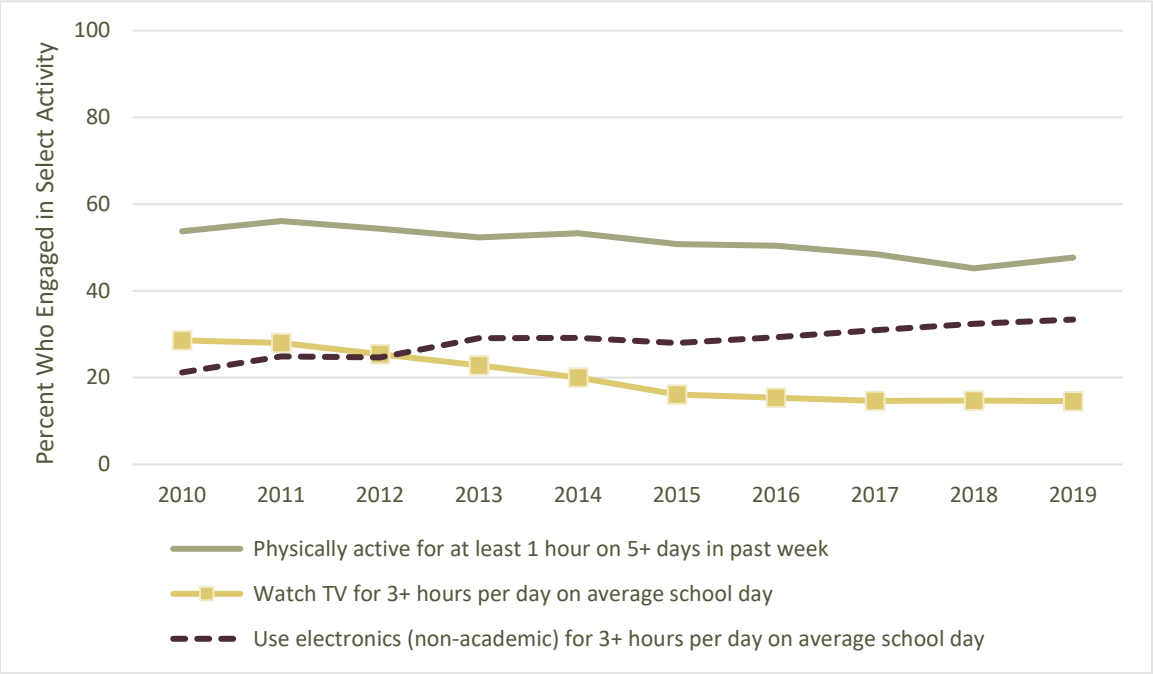
Table 46. Percentage of Students Who Spend Three or More Hours Playing Video Games or Using a Computer for Non-Academic Purposes on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	28.0	29.3	31.0	32.4	33.4
Gender					
Female	24.7	26.3	28.1	29.2	29.8
Male	31.2	32.1	33.5	35.6	36.8
Race/Ethnicity[a]					
White	23.5	24.6	25.5	26.0	27.7
Black	38.4	39.5	40.1	44.1	41.9
Hispanic	35.8	37.4	39.9	42.4	43.4
Asian	23.8	23.6	24.4	25.6	26.4
Other/Multiple	26.7	28.2	31.2	31.6	32.2

Note. Video/computer games include playing games, watching videos, texting, or using social media on a smartphone, computer, Xbox, PlayStation, iPad, or other tablet. 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 8. Prevalence of Physical Activity, Television Viewing, and Non-Academic Use of Electronic Devices, Fairfax County, 2010 – 2019



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

Nutrition

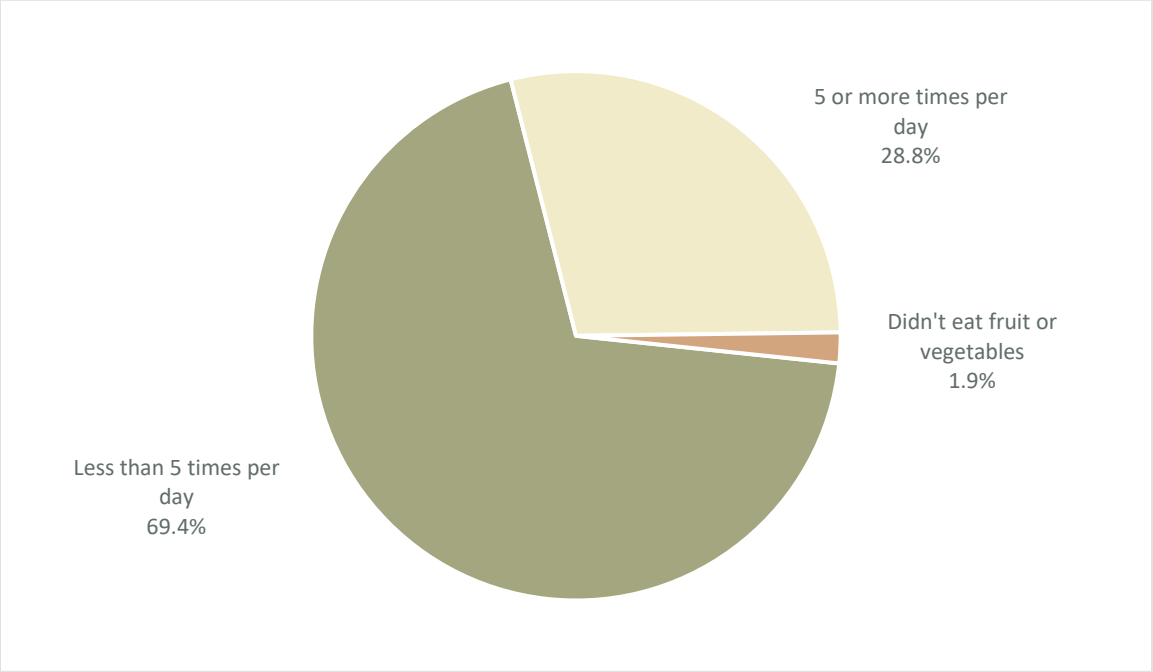
While nearly all students reported eating some fruits and vegetables in the week prior to the survey, only 28.8% reported eating them at least five times per day. There was little change from the 2018 rate, which was the lowest percentage reported since 2010, when 32.5% reported doing so.

Approximately one in ten of the students (9.6%) 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 since 2010, when 16.5% reported drinking soda daily. One in seven of the students (14.0%) reported drinking non-carbonated sugar-sweetened drinks (such as lemonade and sweetened tea) at least once per day, while 6.8% 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.

Approximately one-third of the Fairfax County students (30.9%) reported drinking a sweetened beverage (all categories combined) at least once per day. Male students were more likely to report consuming a sweetened beverage daily (36.5% compared to 25.2% of female students). Daily consumption of sweetened beverages varied widely by race/ethnicity, ranging from 18.3% of Asian students to 43.2% of Hispanic students.

Eight percent of the students (8.2%) 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 were least likely to report going hungry in the past month (3.7%) while Hispanic students reported the highest rate (15.0%). The percentage of students who reported going hungry in the past month has fluctuated very little since 2010.

Figure 9. Frequency of Eating Fruits and Vegetables in the Past Week, Fairfax County, 2019



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 47. Frequency of Eating Fruits and Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	No fruits or vegetables	Less than 5 times per day	5 or more times per day
Overall	1.9	69.4	28.8
Gender			
Female	1.4	71.2	27.4
Male	2.4	67.6	30.0
Race/Ethnicity[a]			
White	1.4	69.2	29.4
Black	2.6	71.8	25.6
Hispanic	2.7	71.5	25.8
Asian	1.0	66.3	32.7
Other/Multiple	1.8	66.8	31.5

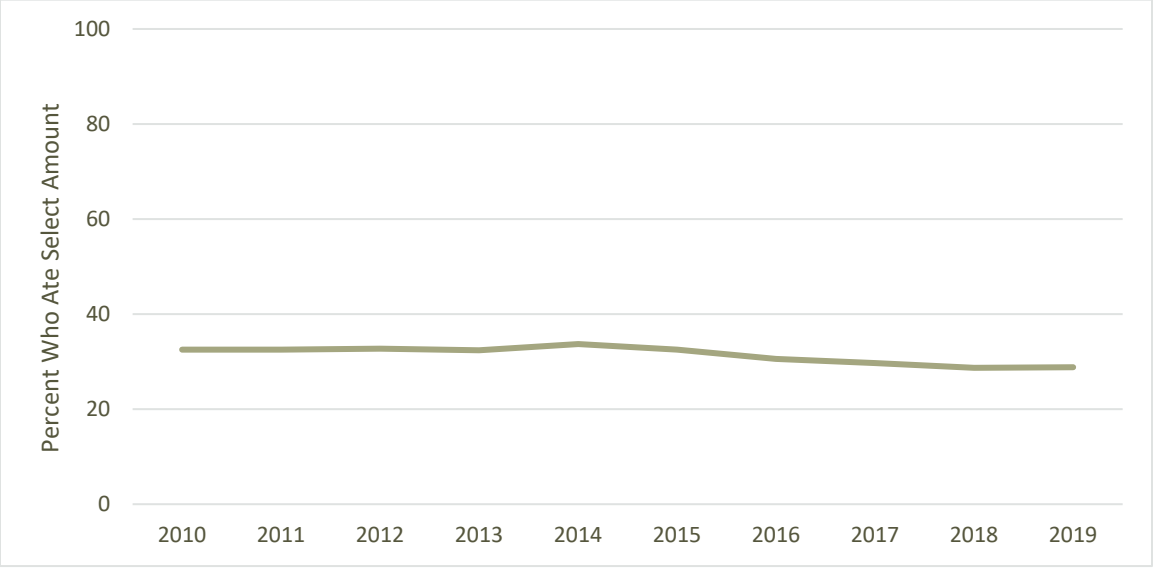
Note. Fruits and vegetables do not include fruit juice, french fries, fried potatoes, or potato chips. All percentages were calculated from valid cases (missing responses were not included). Percentages may not sum to 100% due to rounding.
[a]Racial categories do not include Hispanic students who are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

Table 48. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	32.5	30.6	29.7	28.7	28.8
Gender					
Female	32.7	30.4	29.6	28.2	27.4
Male	32.3	30.8	29.7	29.2	30.0
Race/Ethnicity[a]					
White	32.0	31.7	28.9	27.8	29.4
Black	29.2	27.6	25.8	28.0	25.6
Hispanic	31.1	26.7	28.1	27.4	25.8
Asian	36.7	34.0	34.1	31.7	32.7
Other/Multiple	35.3	33.1	32.8	30.6	31.5

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.

Figure 10. Percentage of Students Who Ate Fruits and Vegetables Five or More Times Per Day in the Past Week, Fairfax County, 2010 – 2019



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

Table 49. Frequency of Eating Fruits in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	4.6	16.2	17.5	12.3	19.7	12.8	17.0
Gender							
Female	3.9	17.1	18.0	13.2	20.1	12.7	15.0
Male	5.3	15.4	17.0	11.3	19.3	13.0	18.9
Race/Ethnicity[a]							
White	3.5	13.2	16.5	13.8	23.4	14.9	14.6
Black	7.4	21.5	16.3	10.9	15.5	9.3	19.2
Hispanic	5.6	19.7	19.4	9.1	14.9	10.9	20.4
Asian	3.1	14.3	18.0	13.2	22.3	14.0	15.2
Other/Multiple	3.9	15.1	16.2	14.5	19.2	13.4	17.7

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 50. Frequency of Eating Vegetables in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	7.9	17.9	15.1	16.2	17.8	11.1	14.0
Gender							
Female	6.7	18.7	15.0	16.8	18.7	11.8	12.4
Male	9.2	17.2	15.0	15.7	16.8	10.7	15.5
Race/Ethnicity[a]							
White	5.1	14.2	15.5	20.4	21.0	11.1	12.7
Black	12.7	21.4	15.3	15.0	11.9	9.5	14.1
Hispanic	13.0	24.0	15.4	12.4	12.7	9.0	13.5
Asian	4.0	14.7	14.5	15.6	20.9	14.4	16.0
Other/Multiple	6.1	15.1	14.4	15.4	21.0	11.9	16.1

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 51. Frequency of Drinking Soda or Pop in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(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	46.4	39.5	4.5	4.8	2.3	0.8	1.8
Gender							
Female	50.1	38.6	3.7	4.3	1.8	0.5	1.1
Male	42.9	40.3	5.3	5.2	2.8	1.1	2.4
Race/Ethnicity[a]							
White	47.9	40.5	4.8	3.7	1.8	0.4	1.0
Black	43.5	38.2	5.6	6.1	2.5	1.3	2.9
Hispanic	34.9	43.0	5.4	8.0	4.0	1.7	3.1
Asian	57.6	36.1	2.6	1.8	1.0	0.2	0.8
Other/Multiple	49.8	36.3	4.6	4.3	2.4	0.9	1.7

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

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

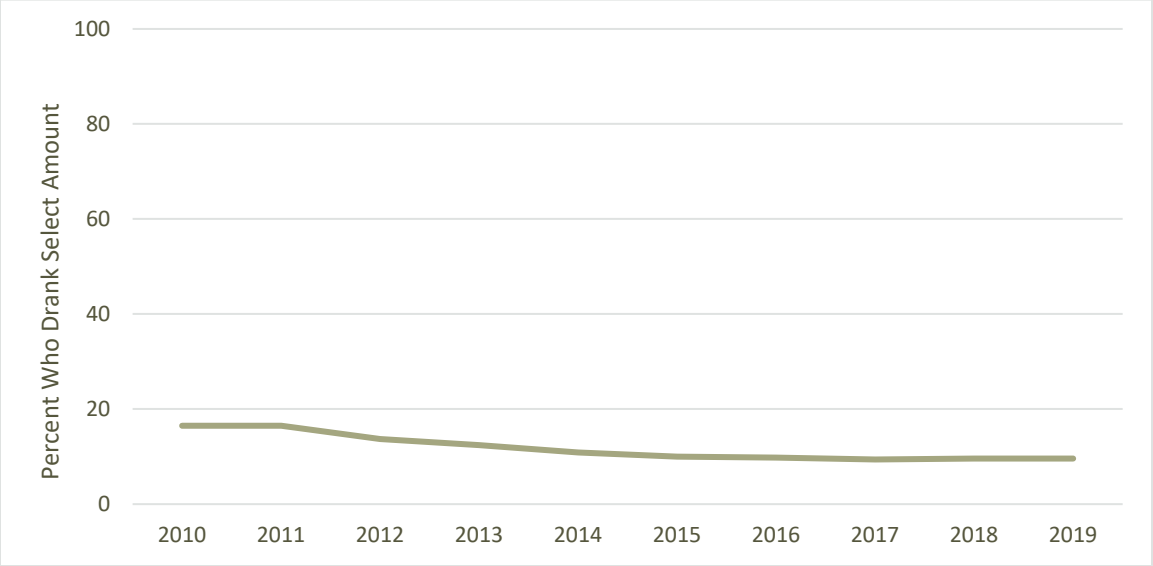
Table 52. Percentage of Students Who Drank Soda or Pop At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	10.0	9.8	9.4	9.6	9.6
Gender					
Female	8.0	8.2	7.7	8.1	7.6
Male	11.7	11.3	10.9	10.9	11.4
Race/Ethnicity[a]					
White	6.6	6.1	5.5	6.0	6.8
Black	16.0	15.2	13.7	14.6	12.8
Hispanic	18.1	17.9	17.2	17.1	16.7
Asian	5.6	4.4	4.2	3.8	3.7
Other/Multiple	8.2	10.5	7.0	9.4	9.2

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.

Figure 11. Percentage of Students Who Drank Soda or Pop At Least One Time per Day in the Past Week, Fairfax County, 2010 – 2019



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

Table 53. Frequency of Drinking Sugar-Sweetened Beverages in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(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	35.3	42.3	8.4	6.5	3.7	1.6	2.2
Gender							
Female	35.3	44.7	8.0	5.6	3.6	1.3	1.4
Male	35.2	40.0	8.9	7.3	3.9	1.8	2.9
Race/Ethnicity[a]							
White	37.1	43.2	8.8	5.9	2.8	0.9	1.4
Black	29.9	41.1	10.2	7.2	5.4	2.8	3.4
Hispanic	28.8	40.8	9.8	8.7	5.7	2.8	3.5
Asian	41.5	43.7	6.4	5.2	2.0	0.5	0.8
Other/Multiple	36.1	44.0	7.2	5.5	3.2	1.5	2.5

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 54. Prevalence of Drinking Sugar-Sweetened Beverages At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	14.4	14.5	14.0	14.4	14.0
Gender					
Female	13.1	13.4	12.4	13.6	12.0
Male	15.7	15.5	15.5	15.3	15.9
Race/Ethnicity[a]					
White	10.6	11.0	9.8	10.3	11.0
Black	23.4	23.0	20.5	21.4	18.9
Hispanic	21.9	21.3	21.5	21.5	20.6
Asian	9.3	9.4	8.2	8.8	8.5
Other/Multiple	12.9	14.3	14.4	15.5	12.7

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).

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

Table 55. Frequency of Drinking Sports Drinks in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	0 times	1-3 times	4-6 times	Once per day	2 times per day	3 times per day	4+ times per day
Overall	63.4	25.7	4.2	3.3	1.4	0.7	1.3
Gender							
Female	72.1	21.7	2.0	2.2	0.9	0.5	0.7
Male	54.8	29.8	6.3	4.2	2.0	1.0	2.0
Race/Ethnicity[a]							
White	63.6	27.7	4.1	2.3	1.1	0.6	0.6
Black	61.7	21.8	5.8	4.6	2.6	1.2	2.4
Hispanic	54.6	29.0	4.9	5.5	2.4	1.0	2.6
Asian	73.4	21.1	2.5	1.6	0.5	0.4	0.5
Other/Multiple	63.4	26.2	4.6	2.7	1.0	0.6	1.5

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 56. Prevalence of Drinking Sports Drinks At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	7.5	7.3	6.8	6.8	6.8
Gender					
Female	4.7	4.8	4.4	4.6	4.2
Male	10.2	9.6	9.1	8.9	9.2
Race/Ethnicity[a]					
White	5.2	4.7	4.4	3.9	4.6
Black	11.9	12.2	9.2	10.8	10.8
Hispanic	13.5	13.3	12.4	11.8	11.5
Asian	3.8	3.0	3.2	3.6	3.0
Other/Multiple	7.2	6.7	6.2	6.9	5.9

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).

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

Table 57. Frequency of Drinking Energy Drinks in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(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	92.3	4.7	0.8	1.2	0.3	0.3	0.5
Gender							
Female	95.0	3.1	0.5	0.8	0.2	0.2	0.2
Male	89.7	6.2	1.1	1.5	0.4	0.4	0.8
Race/Ethnicity[a]							
White	95.4	3.3	0.4	0.5	0.1	0.1	0.2
Black	89.4	6.3	1.0	1.7	0.4	0.5	0.8
Hispanic	86.5	7.8	1.3	2.4	0.6	0.6	0.9
Asian	96.2	2.6	0.4	0.5	0.0	0.1	0.2
Other/Multiple	91.6	4.2	1.0	1.6	0.4	0.3	0.8

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 58. Prevalence of Drinking Energy Drinks At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	2.3	2.2	2.0	2.3	2.3
Gender					
Female	1.4	1.6	1.4	1.6	1.4
Male	3.2	2.7	2.4	2.8	3.1
Race/Ethnicity[a]					
White	1.0	0.9	0.6	0.9	0.9
Black	5.1	4.4	2.8	3.1	3.3
Hispanic	4.7	4.4	4.5	4.8	4.5
Asian	1.1	1.0	1.0	1.0	0.8
Other/Multiple	1.2	1.9	0.7	3.0	3.1

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).

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

Table 59. Frequency of Drinking Any Sweetened Beverage in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2019

(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	16.7	52.5	6.7	24.2
Gender				
Female	19.2	55.6	6.4	18.8
Male	14.0	49.5	7.1	29.4
Race/Ethnicity[a]				
White	17.6	55.2	6.6	20.6
Black	13.6	46.6	8.0	31.8
Hispanic	9.5	47.3	6.9	36.3
Asian	24.4	57.3	5.4	12.9
Other/Multiple	17.1	52.7	7.8	22.4

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 60. Prevalence of Drinking Any Sweetened Beverage At Least One Time per Day in the Past Week, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

(Values are percentages)

	2015	2016	2017	2018	2019
Overall	32.6	33.3	31.2	30.9	30.9
Gender					
Female	26.8	27.7	25.9	26.5	25.2
Male	38.2	38.6	36.3	35.2	36.5
Race/Ethnicity[a]					
White	27.8	27.3	26.7	25.1	27.2
Black	43.6	46.3	41.1	41.3	39.8
Hispanic	48.1	46.6	44.0	44.2	43.2
Asian	21.6	23.2	20.1	20.2	18.3
Other/Multiple	28.0	34.4	27.5	31.0	30.2

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

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

Table 61. Frequency of Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	Never	Rarely	Sometimes	Most of the Time	Always
Overall	76.5	15.3	6.5	1.4	0.4
Gender					
Female	78.6	13.4	6.5	1.2	0.3
Male	74.5	17.1	6.4	1.6	0.5
Race/Ethnicity[a]					
White	87.1	9.2	3.1	0.4	0.3
Black	68.8	19.3	8.3	3.0	0.6
Hispanic	63.0	22.0	11.5	2.8	0.7
Asian	80.2	14.2	4.9	0.5	0.2
Other/Multiple	77.1	16.0	5.8	0.8	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.

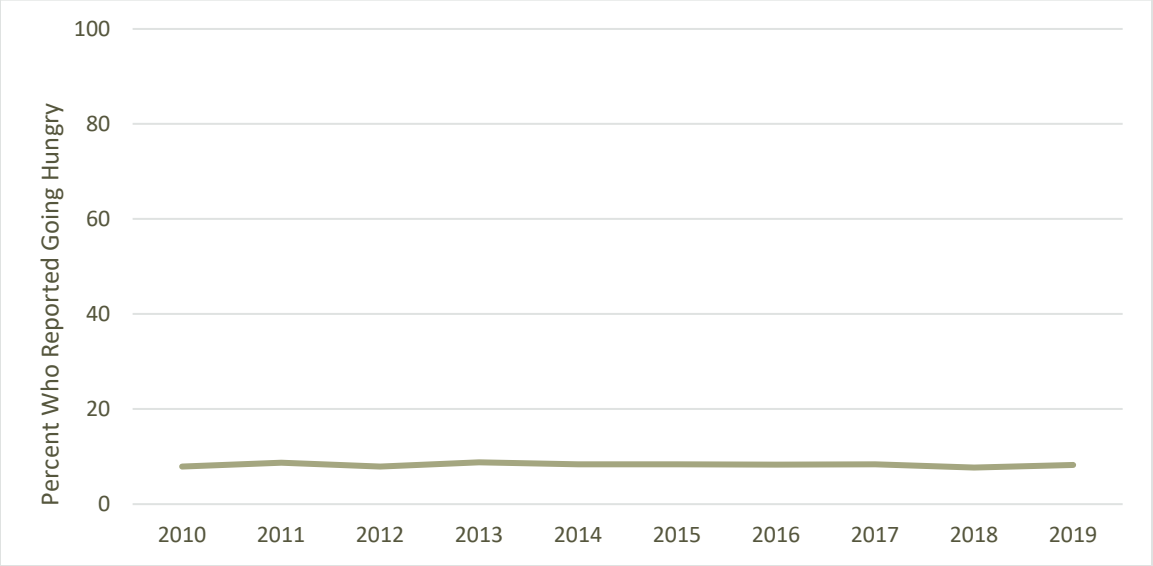
Table 62. Percentage of Students Who Reported Going Hungry in the Past Month Due to Lack of Food in the Home, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	8.4	8.3	8.4	7.7	8.2
Gender					
Female	7.5	8.1	8.2	7.4	8.1
Male	9.2	8.4	8.5	8.1	8.4
Race/Ethnicity[a]					
White	3.7	3.6	3.5	2.9	3.7
Black	11.7	12.9	11.8	9.3	11.9
Hispanic	16.8	16.0	16.0	14.9	15.0
Asian	6.7	6.4	5.7	5.6	5.6
Other/Multiple	7.9	6.4	7.1	8.7	6.9

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

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

Figure 12. Percentage of Students Who Reported Going Hungry in the Past Month Due to Lack of Food in the Home, Fairfax County, 2010 – 2019



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

Mental Health

Students were asked to rate their average level of stress during the past month on a scale from 1 (little or no stress) to 10 (a great deal of stress). Responses were categorized as "Low" (responses of 1, 2, or 3), "Moderate" (responses of 4, 5, 6, or 7), or "High" (responses of 8, 9, or 10) (see American Psychological Association, 2014). Approximately one in seven of the students (15.4%) reported experiencing levels of stress that fell in the high category, and 48.6% fell in the moderate category. A larger percentage of female students reported a high level of stress (18.6% compared to 12.3% of male students). Rates of experiencing high levels of stress ranged from 13.7% of White students to 18.6% of students of other or multiple races. The percentage of students reporting a high level of stress has increased slightly each year since 2015 when the item was added.

One-fourth of the students (24.8%) 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 (28.8% compared to 20.8% of male students). Among racial/ethnic groups, Hispanic students reported the highest rate of experiencing this level of sadness (33.8%) while White students reported the lowest rate (18.3%). Over half of the students who reported substance use in the past month indicated experiencing this level of sadness or hopelessness (51.1%) compared to 23.8% of students who did not use substances. The percentage of students who reported feeling this sad or hopeless in the past year has risen gradually since 2015 and was the highest recorded since 2010.

Table 63. Percentage of Students Who Experienced Selected Levels of Stress in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2019

	Low	Moderate	High
Overall	36.0	48.6	15.4
Gender			
Female	31.4	50.0	18.6
Male	40.7	47.1	12.3
Race/Ethnicity[a]			
White	37.6	48.8	13.7
Black	38.6	45.2	16.3
Hispanic	33.9	49.5	16.7
Asian	35.8	49.2	15.1
Other/Multiple	33.2	48.3	18.6

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). This item was added to the survey in 2015. 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. Percentage of Students Who Experienced High Levels of Stress in the Past Month, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	13.6	13.7	14.2	14.9	15.4
Gender					
Female	14.9	15.0	15.4	17.4	18.6
Male	12.3	12.4	12.8	12.4	12.3
Race/Ethnicity[a]					
White	12.2	13.6	13.3	13.3	13.7
Black	14.8	13.9	16.2	15.4	16.3
Hispanic	15.7	14.5	15.4	16.6	16.7
Asian	12.4	12.0	12.3	13.7	15.1
Other/Multiple	17.3	17.2	17.2	17.8	18.6

Note. Students were asked to rate their average level of stress using a 10-point scale where 1 means "little or no stress" and 10 means "a great deal of stress". Responses of 8, 9, or 10 were categorized as "High" based on the American Psychological Association's report "Stress in America™: Are Teens Adopting Adults' Stress Habits?" (American Psychological Association, 2014). This item was added to the survey in 2015. 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.

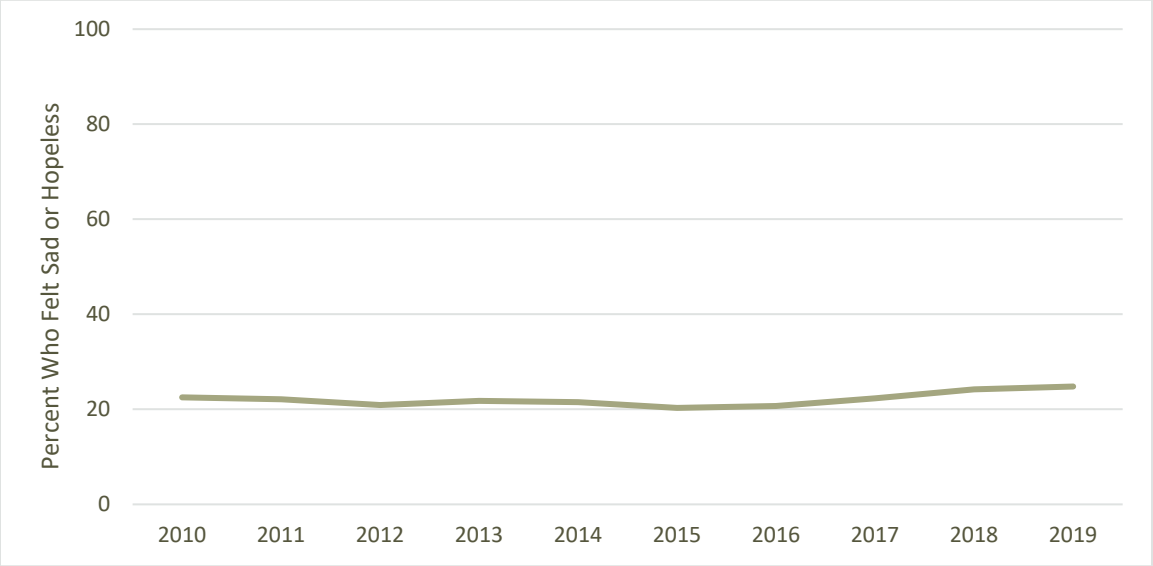
Table 65. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	20.3	20.7	22.3	24.2	24.8
Gender					
Female	21.9	22.5	24.2	27.0	28.8
Male	18.6	18.8	20.1	21.5	20.8
Race/Ethnicity[a]					
White	15.9	16.1	18.2	17.9	18.3
Black	24.1	26.6	25.8	26.4	28.0
Hispanic	27.2	26.8	28.7	34.1	33.8
Asian	18.3	17.7	18.4	20.3	21.5
Other/Multiple	23.5	22.9	25.2	27.5	27.0

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

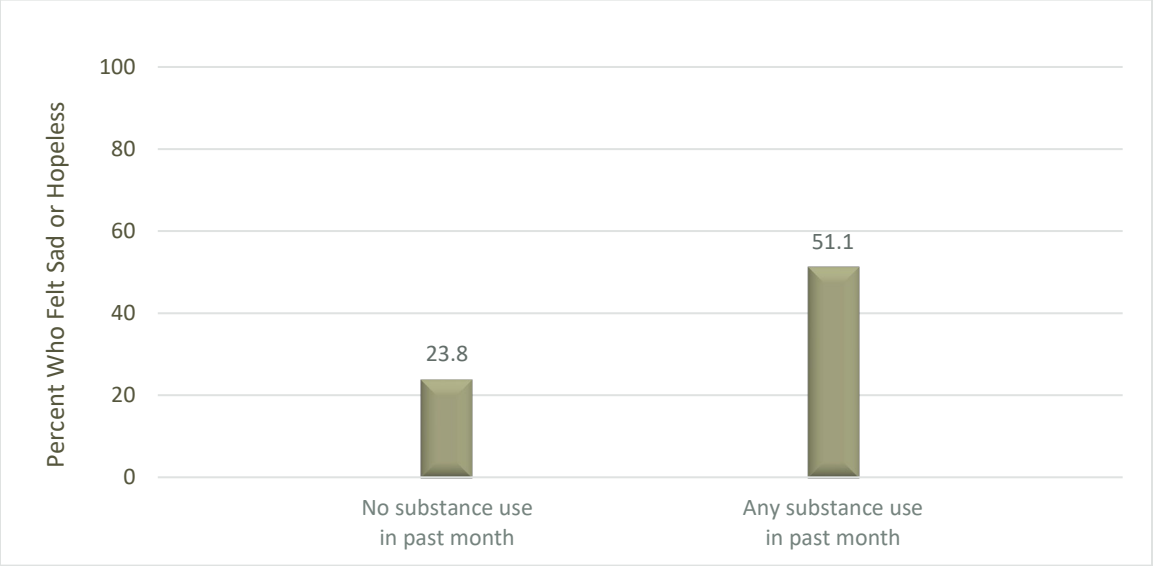
[a]Racial categories do not include Hispanic students who are treated as a separate category in this table.

Figure 13. Percentage of Students Who Felt Sad or Hopeless in the Past Year, Fairfax County, 2010 – 2019



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

Figure 14. Percentage of Students Who Felt Sad or Hopeless in the Past Year, by Past Month Substance Use, Fairfax County, 2019



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

Nearly one-fourth of the sixth-grade students (22.9%) reported participating in extracurricular activities at school (such as participation in a team, club, or program) for one hour or more on an average school day, and over half (54.3%) reported participating in such activities away from school for at least one hour. Rates of participation in extracurricular activities away from school varied substantially by race/ethnicity, ranging from 36.8% of Hispanic students to 67.9% of White students, while rates of participation in such activities at school ranged from 21.0% of students of other or multiple races to 26.8% of Black students. The percentage of students who spend an hour or more in extracurricular activities has declined steadily since 2015 when 26.9% reported participating at school for an hour or more, and 58.3% participated to that extent in activities away from school.

Students were also asked to indicate how much time they spend on an average school day doing homework and going to work. Over one-fourth of the students (26.1%) reported spending an hour or more doing homework, and 7.7% reported going to work for an hour or more. Male students were more likely to work for an hour or more on an average school day (10.0% compared to 5.2% of female students), while female students were more likely to report spending an hour or more on homework (28.0% compared to 24.2% of male students). Among racial/ethnic groups, Asian students were most likely to report doing an hour or more of homework (33.9%), while Hispanic students were most likely to report spending an hour or more at work (10.1%). The percentage of students who spend an hour or more doing homework on an average school day has declined steadily since 2015 when 33.8% reported doing so.

Table 74 shows the amount of time students spend on an average school day in all afterschool activities combined. Nearly one-fourth of the students (22.8%) spends more than 3½ hours on the combined activities.

Approximately two-fifths of the students (38.3%) reported volunteering in the past year to do community service, and 60.9% 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 (40.8% compared to 35.6% of male students). Rates of volunteering and being a group leader in the past year varied by race/ethnicity, ranging from 25.7% of Hispanic students to 50.2% of White students volunteering, and 53.7% of Hispanic students to 65.9% of White students being a leader. The percentage of students who reported volunteering in the past year was the lowest rate since 2010, while rates of being a leader were up very slightly from 2018.

Extracurricular Activities

Table 66. Frequency of Participating in Extracurricular Activities at School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	65.7	4.6	6.8	14.4	6.2	2.3
Gender						
Female	64.2	5.0	8.2	14.5	6.1	2.1
Male	67.0	4.2	5.6	14.4	6.4	2.5
Race/Ethnicity[a]						
White	66.3	4.7	6.7	14.9	5.8	1.6
Black	63.6	3.4	6.1	15.1	8.0	3.8
Hispanic	66.1	4.4	6.4	12.7	7.5	2.9
Asian	64.7	5.0	7.3	15.6	5.5	1.9
Other/Multiple	66.1	5.4	7.6	14.3	4.2	2.5

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 67. Percentage of Students Who Spend One Hour or More on Extracurricular Activities at School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	26.9	25.6	24.9	24.0	22.9
Gender					
Female	27.4	26.5	25.7	24.9	22.7
Male	26.4	24.7	24.2	23.1	23.3
Race/Ethnicity[a]					
White	24.4	23.8	22.4	21.1	22.3
Black	33.3	27.4	30.2	29.0	26.8
Hispanic	28.7	28.5	26.1	25.8	23.1
Asian	26.6	24.4	24.6	24.5	23.0
Other/Multiple	25.6	25.3	26.8	23.3	21.0

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

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

Table 68. Frequency of Participating in Extracurricular Activities Away from School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	35.1	3.3	7.3	20.9	22.5	10.9
Gender						
Female	34.6	3.8	8.1	21.2	21.1	11.2
Male	35.5	2.8	6.5	20.6	23.9	10.7
Race/Ethnicity[a]						
White	22.1	2.5	7.5	26.6	28.6	12.7
Black	42.3	3.3	6.9	16.1	20.3	11.1
Hispanic	53.7	4.2	5.2	13.5	15.9	7.5
Asian	29.8	3.4	9.3	23.1	22.4	12.0
Other/Multiple	30.5	3.7	7.9	22.1	22.9	13.0

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 69. Percentage of Students Who Spend One Hour or More on Extracurricular Activities Away from School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	58.3	57.4	56.4	54.5	54.3
Gender					
Female	57.3	55.6	54.7	52.8	53.5
Male	59.5	59.4	58.2	56.2	55.2
Race/Ethnicity[a]					
White	69.7	68.8	67.6	67.1	67.9
Black	50.5	50.9	53.6	49.2	47.5
Hispanic	43.9	41.5	40.5	38.5	36.8
Asian	57.7	59.1	58.1	56.4	57.5
Other/Multiple	59.5	60.7	62.3	57.1	58.0

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

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

Table 70. Frequency of Doing Homework Outside of School on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	5.0	34.9	34.1	14.7	7.7	3.6
Gender						
Female	3.7	32.5	35.8	15.5	8.5	4.0
Male	6.1	37.2	32.5	14.0	7.0	3.3
Race/Ethnicity[a]						
White	4.0	35.6	38.2	13.3	6.7	2.3
Black	5.6	35.4	29.6	14.3	9.5	5.6
Hispanic	7.4	39.0	30.4	14.5	5.9	2.7
Asian	3.2	30.2	32.7	17.6	11.0	5.3
Other/Multiple	5.3	30.9	36.7	14.7	7.4	5.1

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

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

Table 71. Percentage of Students Who Spend One Hour or More Doing Homework on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	33.8	29.3	27.6	27.3	26.1
Gender					
Female	37.1	30.9	29.1	29.2	28.0
Male	30.7	27.9	26.0	25.4	24.2
Race/Ethnicity[a]					
White	32.2	28.6	25.8	24.7	22.3
Black	32.6	28.2	28.4	29.3	29.3
Hispanic	29.6	25.2	22.6	23.0	23.2
Asian	41.3	35.9	35.0	35.1	33.9
Other/Multiple	33.5	28.9	30.1	30.7	27.2

Note. This item was added to the survey in 2015. 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 72. Frequency of Going to Work on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	None	Half hour or less	Between ½ - 1 hour	1 hour	2 hours	3 or more hours
Overall	82.0	6.6	3.7	2.6	1.8	3.3
Gender						
Female	86.2	5.7	3.0	1.8	1.3	2.0
Male	78.1	7.5	4.5	3.4	2.2	4.5
Race/Ethnicity[a]						
White	83.7	6.8	3.7	1.9	1.5	2.5
Black	82.9	5.4	4.5	2.2	1.5	3.4
Hispanic	78.8	7.3	3.8	3.7	2.1	4.3
Asian	83.1	5.9	3.4	2.6	2.0	3.0
Other/Multiple	81.7	6.4	3.6	3.1	1.6	3.7

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

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

Table 73. Percentage of Students Who Spend One Hour or More Going to Work on an Average School Day, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	8.3	8.4	8.4	7.7	7.7
Gender					
Female	5.2	5.7	6.3	5.6	5.2
Male	11.3	10.9	10.5	9.7	10.0
Race/Ethnicity[a]					
White	6.7	8.2	6.9	5.7	5.8
Black	9.6	9.2	9.1	8.3	7.2
Hispanic	10.4	9.0	10.5	10.5	10.1
Asian	7.8	7.6	7.2	7.0	7.6
Other/Multiple	10.0	8.7	10.4	8.7	8.4

Note. This item was added to the survey in 2015. 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 74. 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, 2019

(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	43.8	33.5	17.3	4.8	0.7
Gender					
Female	44.7	32.8	17.7	4.2	0.6
Male	42.8	34.1	16.9	5.4	0.9
Race/Ethnicity[a]					
White	38.2	38.9	18.6	3.9	0.4
Black	43.7	32.1	16.7	6.0	1.6
Hispanic	54.0	27.8	13.1	4.2	0.8
Asian	39.8	32.8	20.6	6.1	0.7
Other/Multiple	40.2	35.3	18.9	4.9	0.7

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

Table 75. Frequency of Volunteering to Do Community Service, by Selected Demographic Characteristics, Fairfax County, 2019

(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	42.2	19.5	13.4	10.9	7.4	6.6
Gender						
Female	38.5	20.8	14.1	11.5	7.8	7.4
Male	46.0	18.5	12.6	10.3	6.8	5.9
Race/Ethnicity[a]						
White	28.4	21.4	19.4	16.0	8.9	6.0
Black	49.3	18.1	9.8	8.4	7.3	7.1
Hispanic	58.5	15.8	7.3	6.8	5.1	6.5
Asian	42.5	21.0	11.9	9.9	7.4	7.4
Other/Multiple	37.7	21.4	16.1	9.8	8.5	6.5

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

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

Table 76. Percentage of Students Who Reported Volunteering to Do Community Service in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	40.5	39.1	39.7	39.1	38.3
Gender					
Female	42.7	41.1	42.1	40.7	40.8
Male	38.3	37.2	37.5	37.4	35.6
Race/Ethnicity[a]					
White	51.3	50.5	51.4	51.1	50.2
Black	34.4	33.7	33.9	32.3	32.6
Hispanic	28.8	26.3	28.3	26.7	25.7
Asian	37.2	36.8	37.4	38.2	36.5
Other/Multiple	38.6	42.5	42.3	40.6	40.9

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 77. Frequency of Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2019

(Values are percentages)

	Never	Once	Twice	3-4 times	5 or more times
Overall	39.1	19.7	14.5	12.8	14.0
Gender					
Female	39.1	20.1	15.5	13.4	11.8
Male	39.0	19.0	13.6	12.2	16.2
Race/Ethnicity[a]					
White	34.1	19.3	15.2	14.7	16.7
Black	40.2	21.0	12.3	12.3	14.2
Hispanic	46.3	19.7	13.6	10.3	10.1
Asian	38.3	18.3	16.5	13.3	13.7
Other/Multiple	36.2	20.5	14.0	13.4	15.9

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

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

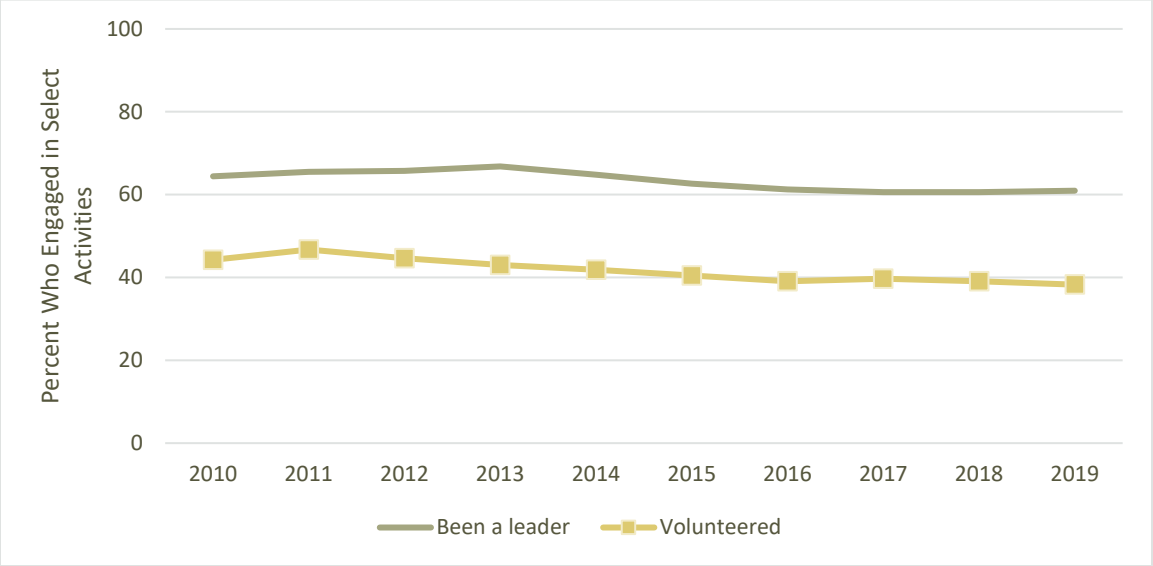
Table 78. Percentage of Students Who Reported Being a Leader in a Group or Organization in the Past Year, by Selected Demographic Characteristics, Fairfax County, 2015 – 2019

	2015	2016	2017	2018	2019
Overall	62.6	61.2	60.6	60.6	60.9
Gender					
Female	63.3	62.4	61.5	62.0	60.9
Male	62.1	60.2	59.8	59.3	61.0
Race/Ethnicity[a]					
White	66.7	67.3	66.2	66.1	65.9
Black	63.4	60.8	62.4	61.9	59.8
Hispanic	55.5	52.6	53.4	52.5	53.7
Asian	62.1	61.8	59.9	61.4	61.8
Other/Multiple	65.3	62.4	65.0	63.4	63.8

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.

Figure 15. Percentage of Students Who Reported Volunteering to Do Community Service or Being a Leader in a Group or Organization in the Past Year, Fairfax County, 2010 – 2019



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

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APPENDIX A. HISTORY OF FAIRFAX COUNTY YOUTH SURVEYS

In 1999, Fairfax County convened a Youth Survey Work Group sponsored collaboratively by the Fairfax County Board of Supervisors, Fairfax County 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. Of the selected classrooms, 75% received the *Risk and Protective Factors Survey* and 25% received the *Healthy Behaviors Survey*. The sixth-grade sampling utilized a two-step process. First, schools containing sixth-grade classrooms were randomly selected proportionately by pyramid. Then, sixth-grade classrooms within the selected schools were randomly selected to participate in the *6th Grade Survey*.

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

The questionnaire for the eighth-, tenth-, and twelfth-grade students was re-designed in 2015. A single instrument was developed that combined items of interest from the two previous versions into one questionnaire, to be administered annually. Wording on some questions was changed to align with new wording on national surveys used for comparison of Fairfax County youth results, and additional questions were added on substance use, bullying and harassment, nutrition and extra-curricular activities. The instrument for sixth-grade students was modified slightly in 2015. In 2018, items were added to the eighth-, tenth-, and twelfth-grade instrument to assess the use of vaping devices and to investigate prescription painkiller misuse. Items on school environment were added to the instrument for older students in 2019.

* 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.

Table 79. Instruments Used to Survey Fairfax County Youth, 2001 – 2019

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 2016 2017	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
2018	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	8th, 10th, 12th	170	MTF
	Fairfax County Youth Survey of 6th Grade Students	6th	84	None
2019	Fairfax County Youth Survey of 8th, 10th, and 12th Grade Students	8th, 10th, 12th	174	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 et al., 2020). The Youth Risk Behavior Survey (YRBS) is a national survey conducted in odd years by the U.S. Centers for Disease Control and Prevention among students in grades 9 – 12 (Underwood et al., 2020).

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 2019 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 2019 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 *2019 Fairfax County Youth Survey of 6th Grade Students* had a response rate of 89.0%. Table 3 on page 12 presents a comparison of the students who completed the survey and the total enrollment figures, by selected demographic characteristics. Statistical differences were observed for some of the racial/ethnic sub-groups: for example, White students were under-represented in the sample while Black students were over-represented ($p < .05$). However, because the data are analyzed at the pyramid level*, and the number of male and female students in some racial/ethnic groups within a pyramid is small enough to jeopardize the anonymity of their responses, the data were not weighted by gender or race/ethnicity. The data were weighted by pyramid only.

* 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.

DATA PROCESSING METHODOLOGY

The following six conditions were used to clean the *2019 Fairfax County Youth Survey of 6th Grade Students* data. Missing data were not imputed.

Condition 1: Blank Surveys

There was 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 80 presents the number of surveys eliminated from the analysis at each step of the data cleaning process.

Table 80. Results of Data Cleaning Procedures, Fairfax County, 2019

	Number	Percent
Rejected questionnaires		
Blank questionnaires	100	0.8
"Not honest at all" responses	68	0.5
Reported fictitious drug use	60	0.5
Rejected by grade check	75	0.6
Rejected by consistency check	0	0.0
Rejected by dose check	1	0.0
Total number of usable questionnaires	**12,779**	**97.7**
Total	13,083	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).

APPENDIX C. UNIVARIATE TABLES*

Q1 How old are you?

		Number	%
	10 or younger	82	0.6
	11	10,000	78.4
	12	2,631	20.6
	13	36	0.3
	Total	12,750	100.0
Missing		29	
Total		12,779	

Q2 What grade are you in?

		Number	%
	6th	12,779	100.0

Q3 Gender

		Number	%
	Female	6,236	49.4
	Male	6,395	50.6
	Total	12,631	100.0
Missing		148	
Total		12,779	

Q4 & Q5 Race/Ethnicity

		Number	%
	White	4,057	33.5
	Black	1,379	11.4
	Hispanic	3,191	26.3
	Asian/Pacific Islander	2,464	20.3
	Other/Multiple	1,022	8.4
	Total	12,113	100.0
Missing		666	
Total		12,779	

Q6 Which of the following people live with you?

		Number	%
	Mother	12,280	96.9
	Father	10,462	82.5
	Stepmother	293	2.3
	Stepfather	720	5.7
	Grandmother(s)	1,539	12.1
	Grandfather(s)	836	6.6
	Foster parent	19	0.2
	Other adults	1,440	11.4
	Sister(s)	6,837	53.9
	Brother(s)	7,001	55.2
	Stepsister(s)	233	1.8
	Stepbrother(s)	265	2.1
	Other children	592	4.7

Note: Multiple responses allowed. Students who did not respond to any of the multiple-choice items on Q6 are excluded from the calculations (missing = 99).

Q7 What language do you use most often at home?

		Number	%
	English	8,543	70.4
	Spanish	1,897	15.6
	Another language	1,698	14.0
	Total	12,137	100.0
Missing		642	
Total		12,779	

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

		Number	%
	Yes	2,644	21.0
	No	8,432	66.9
	Not sure	1,536	12.2
	Total	12,612	100.0
Missing		167	
Total		12,779	

* 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	1,454	11.6
	No	9,865	78.6
	Not sure	1,239	9.9
	Total	12,557	100.0
Missing		222	
Total		12,779	

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

		Number	%
	Mostly Fs	49	0.5
	Mostly Ds	90	0.8
	Mostly Cs	676	6.2
	Mostly Bs	4,596	42.2
	Mostly As	5,476	50.3
	Total	10,886	100.0
Missing		1,893	
Total		12,779	

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

		Number	%
	NO!!	8,930	71.2
	no	3,017	24.1
	yes	526	4.2
	YES!!	64	0.5
	Total	12,537	100.0
Missing		242	
Total		12,779	

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

		Number	%
	Strongly agree	4,655	37.7
	Agree	4,225	34.3
	Not sure	2,084	16.9
	Disagree	894	7.3
	Strongly disagree	476	3.9
	Total	12,336	100.0
Missing		443	
Total		12,779	

Q13 I feel safe at my school.

		Number	%
	NO!!	169	1.4
	no	757	6.1
	yes	6,694	53.5
	YES!!	4,884	39.1
	Total	12,505	100.0
Missing		274	
Total		12,779	

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

		Number	%
	NO!!	291	2.4
	no	1,899	15.3
	yes	7,207	58.2
	YES!!	2,989	24.1
	Total	12,387	100.0
Missing		392	
Total		12,779	

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

		Number	%
	NO!!	917	7.6
	no	4,345	35.8
	yes	5,126	42.2
	YES!!	1,755	14.5
	Total	12,142	100.0
Missing		637	
Total		12,779	

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	3,087	24.8
	No	9,338	75.2
	Total	12,425	100.0
Missing		354	
Total		12,779	

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	1,150	9.2
	2	1,484	11.9
	3	1,838	14.8
	4	1,631	13.1
	5	1,756	14.1
	6	1,430	11.5
	7	1,229	9.9
	8	1,084	8.7
	9	453	3.6
	10 - a great deal of stress	382	3.1
	Total	12,436	100.0
Missing		343	
Total		12,779	

Q18 I ignore rules that get in my way.

		Number	%
	Very false	5,631	45.9
	Somewhat false	4,523	36.9
	Somewhat true	1,932	15.7
	Very true	187	1.5
	Total	12,272	100.0
Missing		507	
Total		12,779	

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

		Number	%
	NO!!	2,399	19.4
	no	4,440	35.9
	yes	3,793	30.6
	YES!!	1,751	14.1
	Total	12,383	100.0
Missing		396	
Total		12,779	

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

		Number	%
	NO!!	4,310	34.9
	no	5,222	42.2
	yes	2,188	17.7
	YES!!	643	5.2
	Total	12,363	100.0
Missing		416	
Total		12,779	

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	11,266	90.7
	1 day	482	3.9
	2 or 3 days	328	2.6
	4 or 5 days	113	0.9
	6 or more days	234	1.9
	Total	12,423	100.0
Missing		356	
Total		12,779	

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	12,477	99.2
	1 day	46	0.4
	2 or 3 days	22	0.2
	4 or 5 days	10	0.1
	6 or more days	28	0.2
	Total	12,583	100.0
Missing		196	
Total		12,779	

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	4,442	35.6
	Quite important	5,477	43.9
	Not sure	1,706	13.7
	Somewhat important	766	6.1
	Not important	101	0.8
	Total	12,491	100.0
Missing		288	
Total		12,779	

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	4,588	36.6
	Quite important	5,095	40.6
	Not sure	1,647	13.1
	Somewhat important	1,038	8.3
	Not important	175	1.4
	Total	12,542	100.0
Missing		237	
Total		12,779	

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

		Number	%
	Strongly agree	2,215	17.6
	Agree	5,935	47.2
	Not sure	2,999	23.9
	Disagree	1,114	8.9
	Strongly disagree	314	2.5
	Total	12,578	100.0
Missing		201	
Total		12,779	

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

		Number	%
	Strongly agree	2,244	17.8
	Agree	5,652	44.9
	Not sure	3,045	24.2
	Disagree	1,240	9.9
	Strongly disagree	410	3.3
	Total	12,591	100.0
Missing		188	
Total		12,779	

Q27 I have much in life to be thankful for.

		Number	%
	Strongly agree	9,163	72.5
	Agree	2,662	21.1
	Not sure	618	4.9
	Disagree	134	1.1
	Strongly disagree	60	0.5
	Total	12,638	100.0
Missing		141	
Total		12,779	

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	4,173	33.2
	Sometimes	6,972	55.4
	A little	1,275	10.1
	Never	162	1.3
	Total	12,582	100.0
Missing		197	
Total		12,779	

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

		Number	%
	Never	1,437	11.7
	I've done it, but not in the past year	2,063	16.8
	Less than once a month	399	3.3
	About once a month	399	3.3
	Two or three times a month	764	6.2
	Once a week or more	7,191	58.7
	Total	12,253	100.0
Missing		526	
Total		12,779	

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

		Number	%
	Never	5,103	42.2
	I've done it, but not in the past year	2,360	19.5
	Less than once a month	1,620	13.4
	About once a month	1,313	10.9
	Two or three times a month	893	7.4
	Once a week or more	802	6.6
	Total	12,091	100.0
Missing		688	
Total		12,779	

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

		Number	%
	None	620	5.0
	Half hour or less	4,368	34.9
	Between 1/2 and 1 hour	4,272	34.1
	1 hour	1,843	14.7
	2 hours	967	7.7
	3 hours or more	453	3.6
	Total	12,523	100.0
Missing		256	
Total		12,779	

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

		Number	%
	None	9,063	82.0
	Half hour or less	729	6.6
	Between 1/2 and 1 hour	409	3.7
	1 hour	289	2.6
	2 hours	193	1.8
	3 hours or more	364	3.3
	Total	11,047	100.0
Missing		1,732	
Total		12,779	

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	8,013	65.7
	Half hour or less	558	4.6
	Between 1/2 and 1 hour	834	6.8
	1 hour	1,759	14.4
	2 hours	759	6.2
	3 hours or more	280	2.3
	Total	12,202	100.0
Missing		577	
Total		12,779	

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	4,261	35.1
	Half hour or less	404	3.3
	Between 1/2 and 1 hour	885	7.3
	1 hour	2,534	20.9
	2 hours	2,725	22.5
	3 hours or more	1,327	10.9
	Total	12,136	100.0
Missing		643	
Total		12,779	

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

		Number	%
	Not at all	2,507	20.4
	Less than 1 hour per day	3,580	29.1
	1 hour per day	2,416	19.6
	2 hours per day	2,021	16.4
	3 hours per day	932	7.6
	4 hours per day	339	2.8
	5 or more hours per day	527	4.3
	Total	12,322	100.0
Missing		457	
Total		12,779	

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	1,429	11.7
	Less than 1 hour per day	2,290	18.8
	1 hour per day	2,102	17.2
	2 hours per day	2,317	19.0
	3 hours per day	1,645	13.5
	4 hours per day	906	7.4
	5 or more hours per day	1,528	12.5
	Total	12,218	100.0
Missing		561	
Total		12,779	

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	875	7.3
	1 day	807	6.7
	2 days	1,216	10.1
	3 days	1,680	14.0
	4 days	1,694	14.1
	5 days	1,773	14.8
	6 days	1,084	9.0
	7 days	2,859	23.9
	Total	11,989	100.0
Missing		790	
Total		12,779	

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

		Number	%
	Yes	506	4.0
	No	12,061	96.0
	Total	12,567	100.0
Missing		212	
Total		12,779	

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

		Number	%
	Yes	528	4.2
	No	12,018	95.8
	Total	12,546	100.0
Missing		233	
Total		12,779	

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

		Number	%
	Yes	2,828	22.7
	No	9,636	77.3
	Total	12,464	100.0
Missing		315	
Total		12,779	

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

		Number	%
	Yes	1,807	14.5
	No	10,646	85.5
	Total	12,453	100.0
Missing		326	
Total		12,779	

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

		Number	%
	Never	10,533	84.8
	1 to 2 times	1,357	10.9
	3 to 5 times	255	2.1
	6 to 9 times	123	1.0
	10 to 19 times	57	0.5
	20 to 29 times	23	0.2
	30 to 39 times	9	0.1
	40 or more times	59	0.5
	Total	12,417	100.0
Missing		362	
Total		12,779	

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	7,865	63.5
	1 to 2 times	2,474	20.0
	3 to 5 times	962	7.8
	6 to 9 times	468	3.8
	10 to 19 times	271	2.2
	20 to 29 times	129	1.0
	30 to 39 times	49	0.4
	40 or more times	174	1.4
	Total	12,394	100.0
Missing		385	
Total		12,779	

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

		Number	%
	Never	9,819	79.3
	1 to 2 times	1,169	9.4
	3 to 5 times	403	3.3
	6 to 9 times	227	1.8
	10 to 19 times	197	1.6
	20 to 29 times	129	1.0
	30 to 39 times	69	0.6
	40 or more times	378	3.1
	Total	12,390	100.0
Missing		389	
Total		12,779	

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

		Number	%
	Never	11,170	89.1
	1 to 2 times	792	6.3
	3 to 5 times	259	2.1
	6 to 9 times	124	1.0
	10 to 19 times	71	0.6
	20 to 29 times	41	0.3
	30 to 39 times	17	0.1
	40 or more times	57	0.5
	Total	12,532	100.0
Missing		247	
Total		12,779	

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

		Number	%
	Never	12,025	95.8
	1 to 2 times	376	3.0
	3 to 5 times	66	0.5
	6 to 9 times	35	0.3
	10 to 19 times	24	0.2
	20 to 29 times	9	0.1
	30 to 39 times	4	0.0
	40 or more times	14	0.1
	Total	12,554	100.0
Missing		225	
Total		12,779	

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

		Number	%
	Strongly agree	3,183	26.0
	Agree	2,120	17.3
	Neutral	3,184	26.0
	Disagree	2,471	20.2
	Strongly disagree	1,268	10.4
	Total	12,225	100.0
Missing		554	
Total		12,779	

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

		Number	%
	No risk	1,627	13.3
	Slight risk	477	3.9
	Moderate risk	1,765	14.5
	Great risk	8,339	68.3
	Total	12,207	100.0
Missing		572	
Total		12,779	

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

		Number	%
	No risk	2,059	17.7
	Slight risk	2,057	17.7
	Moderate risk	3,264	28.1
	Great risk	4,251	36.6
	Total	11,631	100.0
Missing		1,148	
Total		12,779	

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

		Number	%
	No risk	1,881	15.9
	Slight risk	351	3.0
	Moderate risk	1,359	11.5
	Great risk	8,260	69.7
	Total	11,852	100.0
Missing		927	
Total		12,779	

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

		Number	%
	No risk	2,092	17.2
	Slight risk	2,036	16.7
	Moderate risk	3,741	30.8
	Great risk	4,293	35.3
	Total	12,163	100.0
Missing		616	
Total		12,779	

Q52 Have you ever smoked cigarettes?

		Number	%
	Never	12,383	98.8
	Once or twice	119	1.0
	Once in a while but not regularly	11	0.1
	Regularly in the past	10	0.1
	Regularly now	7	0.1
	Total	12,530	100.0
Missing		249	
Total		12,779	

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

		Number	%
	Not at all	12,459	99.8
	Less than one cigarette per day	16	0.1
	One to five cigarettes per day	4	0.0
	About one pack per day	1	0.0
	More than one pack per day	2	0.0
	Total	12,482	100.0
Missing		297	
Total		12,779	

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

		Number	%
	Yes	1,822	14.7
	No	10,551	85.3
	Total	12,372	100.0
Missing		407	
Total		12,779	

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

		Number	%
	None	12,300	98.7
	1-2 days	125	1.0
	3-5 days	19	0.2
	6-9 days	7	0.1
	10 or more days	10	0.1
	Total	12,461	100.0
Missing		318	
Total		12,779	

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

		Number	%
	Yes	82	0.7
	No	12,363	99.3
	Total	12,445	100.0
Missing		334	
Total		12,779	

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

		Number	%
	None	12,314	99.9
	1-2 days	10	0.1
	3-5 days	4	0.0
	6-9 days	1	0.0
	10 or more days	4	0.0
	Total	12,333	100.0
Missing		446	
Total		12,779	

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

		Number	%
	Yes	536	4.4
	No	11,564	95.6
	Total	12,100	100.0
Missing		679	
Total		12,779	

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

		Number	%
	None	11,883	98.1
	1-2 days	173	1.4
	3-5 days	27	0.2
	6-9 days	9	0.1
	10 or more days	20	0.2
	Total	12,112	100.0
Missing		667	
Total		12,779	

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

		Number	%
	Yes	70	0.6
	No	12,221	99.4
	Total	12,290	100.0
Missing		489	
Total		12,779	

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

		Number	%
	None	12,264	99.8
	1-2 days	14	0.1
	3-5 days	4	0.0
	6-9 days	1	0.0
	10 or more days	2	0.0
	Total	12,285	100.0
Missing		494	
Total		12,779	

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

		Number	%
	Very hard	7,946	70.0
	Sort of hard	1,855	16.4
	Sort of easy	1,024	9.0
	Very easy	522	4.6
	Total	11,348	100.0
Missing		1,431	
Total		12,779	

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

		Number	%
	Very hard	9,710	86.4
	Sort of hard	892	7.9
	Sort of easy	396	3.5
	Very easy	237	2.1
	Total	11,235	100.0
Missing		1,544	
Total		12,779	

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	555	4.6
	1 to 3 times during the past 7 days	1,979	16.2
	4 to 6 times during the past 7 days	2,130	17.5
	1 time per day	1,495	12.3
	2 times per day	2,398	19.7
	3 times per day	1,561	12.8
	4 or more times per day	2,074	17.0
	Total	12,194	100.0
Missing		585	
Total		12,779	

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

		Number	%
	I did not eat vegetables during the past 7 days	973	7.9
	1 to 3 times during the past 7 days	2,201	17.9
	4 to 6 times during the past 7 days	1,854	15.1
	1 time per day	1,989	16.2
	2 times per day	2,188	17.8
	3 times per day	1,369	11.1
	4 or more times per day	1,722	14.0
	Total	12,297	100.0
Missing		482	
Total		12,779	

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	5,701	46.4
	1 to 3 times during the past 7 days	4,850	39.5
	4 to 6 times during the past 7 days	557	4.5
	1 time per day	586	4.8
	2 times per day	285	2.3
	3 times per day	97	0.8
	4 or more times per day	217	1.8
	Total	12,292	100.0
Missing		487	
Total		12,779	

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	4,330	35.3
	1 to 3 times during the past 7 days	5,189	42.3
	4 to 6 times during the past 7 days	1,034	8.4
	1 time per day	799	6.5
	2 times per day	459	3.7
	3 times per day	194	1.6
	4 or more times per day	265	2.2
	Total	12,270	100.0
Missing		509	
Total		12,779	

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

		Number	%
	I did not drink energy drinks during the past 7 days	11,362	92.3
	1 to 3 times during the past 7 days	573	4.7
	4 to 6 times during the past 7 days	95	0.8
	1 time per day	150	1.2
	2 times per day	39	0.3
	3 times per day	33	0.3
	4 or more times per day	61	0.5
	Total	12,313	100.0
Missing		466	
Total		12,779	

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

		Number	%
	I did not drink sports drinks during the past 7 days	7,807	63.4
	1 to 3 times during the past 7 days	3,162	25.7
	4 to 6 times during the past 7 days	511	4.2
	1 time per day	401	3.3
	2 times per day	177	1.4
	3 times per day	91	0.7
	4 or more times per day	165	1.3
	Total	12,315	100.0
Missing		464	
Total		12,779	

Q72 How many times have you changed homes since kindergarten?

		Number	%
	None	5,478	44.6
	1-2 times	4,262	34.7
	3-4 times	1,791	14.6
	5-6 times	503	4.1
	7 or more times	258	2.1
	Total	12,292	100.0
Missing		487	
Total		12,779	

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

		Number	%
	NO!!	860	7.4
	no	2,455	21.1
	yes	5,205	44.7
	YES!!	3,134	26.9
	Total	11,654	100.0
Missing		1,125	
Total		12,779	

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

		Number	%
	NO!!	426	3.4
	no	947	7.6
	yes	3,905	31.4
	YES!!	7,165	57.6
	Total	12,443	100.0
Missing		336	
Total		12,779	

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

		Number	%
	NO!!	4,195	34.3
	no	5,076	41.5
	yes	2,302	18.8
	YES!!	658	5.4
	Total	12,231	100.0
Missing		548	
Total		12,779	

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

		Number	%
	Never	9,510	76.5
	Rarely	1,900	15.3
	Sometimes	802	6.5
	Most of the time	173	1.4
	Always	49	0.4
	Total	12,434	100.0
Missing		345	
Total		12,779	

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

		Number	%
	Never	4,721	39.1
	Once	2,374	19.7
	Twice	1,748	14.5
	3-4 times	1,543	12.8
	5 or more times	1,690	14.0
	Total	12,077	100.0
Missing		702	
Total		12,779	

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

		Number	%
	Never	1,639	13.7
	Once	1,688	14.1
	Twice	1,868	15.7
	3-4 times	2,377	19.9
	5 or more times	4,362	36.6
	Total	11,934	100.0
Missing		845	
Total		12,779	

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

		Number	%
	Not at all like me	4,466	36.4
	A little like me	4,975	40.6
	Somewhat like me	1,842	15.0
	Quite like me	595	4.9
	Very much like me	377	3.1
	Total	12,255	100.0
Missing		524	
Total		12,779	

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	992	8.1
	A little like me	821	6.7
	Somewhat like me	783	6.4
	Quite like me	2,420	19.8
	Very much like me	7,187	58.9
	Total	12,202	100.0
Missing		577	
Total		12,779	

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	786	6.6
	A little like me	1,603	13.4
	Somewhat like me	2,706	22.7
	Quite like me	4,032	33.7
	Very much like me	2,824	23.6
	Total	11,951	100.0
Missing		828	
Total		12,779	

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

		Number	%
	Strongly agree	4,265	34.6
	Agree	5,577	45.2
	Not sure	2,009	16.3
	Disagree	298	2.4
	Strongly disagree	178	1.4
	Total	12,328	100.0
Missing		451	
Total		12,779	

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

		Number	%
	Strongly agree	3,052	24.8
	Agree	5,511	44.7
	Not sure	2,833	23.0
	Disagree	630	5.1
	Strongly disagree	293	2.4
	Total	12,319	100.0
Missing		460	
Total		12,779	

Q84 How honest were you in filling out this survey?

		Number	%
	I was very honest	9,541	77.2
	I was honest pretty much of the time	2,562	20.7
	I was honest some of the time	213	1.7
	I was honest once in a while	39	0.3
	Total	12,355	100.0
Missing		424	
Total		12,779	

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