2019 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

ST JOHNSBURY SD

2019 VERMONT YOUTH RISK BEHAVIOR SURVEY

The Vermont Department of Health would like to acknowledge the work and effort of all the schools, teachers and students who participate in the Youth Risk Behavior Survey each year.

Copies of the questionnaires, state-wide reports, data briefs, and additional sub-state reports are available online.

Visit the Vermont Department of Health YRBS website at:
https://www.healthvermont.gov/yrbs

We would especially like to thank the students and schools in St Johnsbury SD who participated in the 2019 YRBS.

This report includes the results for the following schools:

Middle Schools
ST JOHNSBURY SCHOOLS

VERMONT
DEPARTMENT OF HEALTH

2019 VERMONT YOUTH RISK BEHAVIOR SURVEY

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About the YRBS

The Youth Risk Behavior Survey (YRBS) is a national school-based survey that monitors the health-risk behaviors that contribute to the leading causes of death and disability among youth and young adults. These include:

- Behaviors that contribute to unintentional injuries
- Violence
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity
- Sexual health behaviors related to pregnancy and STDs

The YRBS also measures other high priority health-related behaviors and protective factors. These include:

- Prevalence of obesity
- Attitudes and perceptions related to substance use
- Food and housing insecurity
- Youth assets
- Academic achievement
- Sexual Orientation and gender identity

In Vermont, the YRBS has been conducted during the spring semester of odd years since 1993.

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Methodology

The Department of Health works with the Agency of Education and the CDC to conduct two separate surveys: a high school survey of students in grades 9 through 12, and a middle school survey of middle school students in grades 6 through 8. These surveys are conducted as a census at all public schools and select independent schools across the state.

The middle school and high school surveys differ slightly. The shorter middle school survey focuses more on lifetime behaviors and includes questions on fighting, bullying, suicidality, substance use, attitudes and perceptions about substance use, sexual activity, nutrition, physical activity, youth assets, and other factors related to health equity. The high school survey includes questions on these topics as well as more in-depth questions on current behaviors as well as self-reported height and weight, driving behaviors, and other drugs used.

Student participation in the YRBS is anonymous and voluntary.

In addition, to protect students anonymity, data is suppressed when less than 50 students respond to a question or less than 5 students answer a question in a particular way.

How Accurate are the Results?

Numerous precautions are taken to ensure the reliability and validity of the results. The Centers for Disease Control and Prevention (CDC) runs over 100 consistency checks on the data to exclude careless, invalid, or logically inconsistent answers. These internal reliability checks help identify the small percentage of students who falsify their answers. These precautions can reduce some sources of error, but not all.

The CDC also weights data, a mathematical procedure that makes data representative of the population from which it was drawn. Only states with an overall response rate of at least 60% are weighted based on gender, grade, and race/ethnicity.

Information about the methodology of the national, state, and large urban school district YRBS has been described elsewhere and can be found online from the CDCs Healthy Youth-DASH website at: https://www.cdc.gov/healthyyouth/data/yrbs/methods

Other information including "Do students tell the truth" is available on the Vermont Department of Health YRBS webpage at: https://www.healthvermont.gov/yrbs

Populations in Focus

Adverse health outcomes and behaviors experienced by specific populations are not intrinsic to youth themselves and are often instead due to social, economic and environmental inequities. The Vermont Department of Health acknowledges that these inequities can have a greater impact than individual choices. To identify disparities and help tell the complex story of youth across Vermont, health-related factors and behaviors experienced by the following specific populations are noted throughout the statewide report:

- Sex (biological)
- Grade
- Race, Ethnicity
- Sexual Orientation / Gender Identity

Using the YRBS Results

Engaging students, schools, and communities

The YRBS can detect changes in risk behaviors over time and identify differences among ages, grades, and genders. With these data, school and community organizations can focus prevention efforts and determine whether school policies and community programs are having the intended effect on student behaviors.

Think of the YRBS as a tool for starting discussions, for educating the community, for planning and evaluating programs, and for comparing Vermont students with other students nationwide.

Start the Conversation: Use the YRBS to begin a conversation with teens about the personal choices they make or about the health of their community. Ask them if the results accurately reflect what they see happening around them. How do they explain the results? From their perspective, what is or is not working? How would they promote healthy behaviors?

Increase Awareness: The YRBS provides an opportunity to break through "denial" and make community members aware of the risks that their young people face. It can also dispel myths and correct misinformation about the "average teenager." The YRBS can accentuate the positive and celebrate the fact that many students are abstaining from behaviors that endanger their health and their ability to succeed.

Plan and Evaluate Programs: The YRBS can serve as the basis of a community needs assessment. It can help identify strengths and weaknesses in communities and can inform strategies to address those weaknesses.

Remember to Look at the Positive Side: In most cases, the majority of adolescents are NOT engaging in risky behaviors. Although most of the charts examine the prevalence of risk behaviors, please do not forget about the percentage of adolescents who are NOT engaging in these behaviors.

Participate in Getting to 'Y': Getting to Y provides an opportunity for students to take a lead in bringing meaning to their own Youth Risk Behavior Survey data and taking steps to strengthen their school and community based on their findings. Schools and districts across the state form teams to analyze local level data, identify areas of strength and concern, and create a preliminary action plan. Through the Getting to 'Y' program, students attend a training day where they learn tools and strategies to examine data, explore root causes, and create next action steps. In addition, teams plan and host a community dialogue event to share their executive summary with the school and community.

For more information on upcoming Getting to Y trainings, newsletters, and resources visit Getting to Y at http://www.upforlearning.org/initiatives/getting-to-y

Understanding and Interpreting the Results

The results in this report are weighted by gender, grade, and race/ethnicity in order to compensate for absenteeism and incomplete surveys. The weighting allows the results to be fully representative of middle school students in grades six through eight (middle school survey) and high school students grades nine through twelve (high school survey). Weighting permits us to draw inferences about the school-based student population in Vermont.

Throughout this report, statistically significant differences are noted. Statistical significance is calculated by comparing the 95% confidence intervals of two or more values. If the confidence intervals overlap, the percentages are not different. In other words, the two groups are not statistically different from one another. If the confidence intervals do not overlap, there is a statistical difference between the two groups.

A 95% confidence interval is a range of values and can vary due to the size of a particular population or how consistently students responded to an item. Sometimes, when comparing the responses of two or more groups, the difference between the overall percentages may look very different, but the two numbers are not statistically different. Other times, the two values may be very close but differ statistically.

While this report notes statistical differences, we encourage you to consider meaningful difference: does the disparity merit a targeted intervention, show a real change in health, or otherwise mean something important to the community (statistics aside).

Key Terms and Statistical Differences Used in the Report

Each table includes a note about any statistical differences between the overall Vermont and St Johnsbury SD prevalence rates.

Throughout this report you will see the following key terms and statistical notations.

Key Terms

. = Too few students to report

VT = All students in Vermont

SU or SD = All students in St Johnsbury SD

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MIDDLE SCHOOL RESULTS

Demographics

Sex	VT	SD
Female	49	49
Male	51	51

Grade	VT	SD
6th grade	24	37
7th grade	38	27
8th grade	38	36

Demographics

Race	VT	SD
Students of Color	19	18
White, non-Hispanic	81	82

Sexual Orientation / Gender Identity	VT	SD
Lesbian, Gay, Bisexual, or Transgender	11	14
Heterosexual / Cisgender	89	86

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St Johnsbury SD Middle School Results

Violence and Unintentional Injuries

Violence	VT	SD	Statistical Differences
Were ever in a physical fight	41	38	
Did not go to school because they felt they would be unsafe at school or on their way to or from school, past 30 days	9	7	
Report someone has ever done sexual things to them that they did not want	10	9	

Bullying	VT	SD	Statistical Differences
Were ever bullied on school property	45	51	SU/SD is higher than VT
Were ever electronically bullied	24	25	
Were bullied, past 30 days	24	25	
Bullied someone, past 30 days	9	10	

. = Too few students to report

Violence and Unintentional Injuries

Unintentional Injuries & Prevention	VT	SD	Statistical Differences
Rarely or never wear a bicycle helmet	26	32	SU/SD is higher than VT
Had a concussion from playing a sport or being physically active, past year	19	17	
Rarely or never wear a helmet when skiing or snowboarding	6	10	SU/SD is higher than VT
Had a sunburn, past year	66	60	SU/SD is lower than VT

Motor Vehicle Safety	VT	SD	Statistical Differences
Rarely or never wear a seat belt	2	4	SU/SD is higher than VT
Ever rode with a driver who had been drinking alcohol	20	20	
Have ever ridden in a car driven by someone who had been using marijuana	10	13	SU/SD is higher than VT

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Mental Health

Mental Health	VT	SD	Statistical Differences
Ever seriously thought about killing themselves	18	22	SU/SD is higher than VT
Ever made a plan about how they would kill themselves	12	12	
Ever tried to kill themselves	6	7	
Have ever done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose, past year	18	20	
Felt sad or hopeless, past year	23	25	

. = Too few students to report

Lifetime Substance Use

Lifetime Substance Use	VT	SD	Statistical Differences
Ever tried a cigarette	7	16	SU/SD is higher than VT
Ever tried a flavored tobacco product	8	12	SU/SD is higher than VT
Ever used an electronic vapor product	16	20	SU/SD is higher than VT
Ever drank alcohol	20	22	
Ever used marijuana	7	9	SU/SD is higher than VT
Have ever taken a prescription drug without a doctor's prescription or differently than how a doctor told them to use it	6	3	SU/SD is lower than VT
Ever used inhalants	5	4	

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Lifetime Substance Use

Substance Use Before Age 11	VT	SD	Statistical Differences
Tried cigarette smoking for the first time before age 11 years	3	5	SU/SD is higher than VT
Drank alcohol for the first time before age 11 years	9	10	
Tried marijuana for the first time before age 11 years	1	2	

. = Too few students to report

Past 30 Day Substance Use

Past 30 Day Tobacco Use	VT	SD	Statistical Differences
Currently smoked cigarettes or cigars or used smokeless tobacco	2	4	SU/SD is higher than VT
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	9	11	SU/SD is higher than VT
Currently smoked cigarettes	2	3	SU/SD is higher than VT
Currently used an electronic vapor product	8	10	SU/SD is higher than VT
Currently used smokeless tobacco	1	2	
Currently smoked cigars	1	1	

. = Too few students to report

Past 30 Day Substance Use

Past 30 Day Alcohol and Other Substance Use	VT	SD	Statistical Differences
Currently drank alcohol	7	8	
Binge drank, past 30 days	2	2	
Currently used marijuana	5	5	

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Other Substance Use Related Topics

Tobacco Use Exposure & Prevention	VT	SD	Statistical Differences
Were asked by a doctor, dentist, or nurse if they smoked	33	27	SU/SD is lower than VT
Most of the time or always see ads for cigarettes or other tobacco products	46	51	SU/SD is higher than VT

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Perceptions of Substance Use

Perceptions of Peer Use as Wrong or Very Wrong	VT	SD	Statistical Differences
Think it is wrong or very wrong for someone their age to use electronic vapor products	84	87	SU/SD is higher than VT

Believe Parents Would Think It Is Wrong or Very Wrong to Use	VT	SD	Statistical Differences
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use electronic vapor products	92	94	SU/SD is higher than VT
Responded that their parents or guardians feel it would be wrong or very wrong for the student to drink alcohol	87	90	SU/SD is higher than VT
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use marijuana	92	90	

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Perceptions of Substance Use

Believe People Greatly Risk Harm from Substance Use	VT	SD	Statistical Differences
Think people greatly risk harming themselves (physically or in other ways) if they use electronic vapor products regularly	45	48	
Think people greatly risk harming themselves (physically or in other ways) if they have five or more drinks of alcohol (beer, wine, or liquor) once or twice each weekend	45	37	SU/SD is lower than VT
Think people greatly risk harming themselves (physically or in other ways) if they use marijuana regularly	49	42	SU/SD is lower than VT

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Perceptions of Substance Use

Think it is Easy or Very Easy to Access	VT	SD	Statistical Differences
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	29	28	
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	40	31	SU/SD is lower than VT
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	19	18	

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Sexual Health

Sexual Activity & Condom Use	VT	SD	Statistical Differences
Ever had sexual intercourse	5	5	
Used a condom during last sexual intercourse, among those who have has sexual intercourse	58	61	

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Physical Activity, and Nutrition

Physical Activity: 60 min per day	VT	SD	Statistical Differences
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	9	16	SU/SD is higher than VT
Were physically active at least 60 minutes per day on 5 or more days, past week	56	54	
Were physically active at least 60 minutes per day on all 7 days, past week	30	31	

Physical Inactivity, Average School Day	VT	SD	Statistical Differences
Watch television 1 hour or less per day	58	47	SU/SD is lower than VT
Watch television 3 or more hours per day	22	33	SU/SD is higher than VT

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Physical Activity, and Nutrition

Physical Inactivity, Average School Day	VT	SD	Statistical Differences
Play video or computer games or used a computer 1 hour or less per day	42	38	
Play video or computer games or used a computer 3 or more hours per day	41	51	SU/SD is higher than VT

Physical Activity at School	VT	SD	Statistical Differences
Participate in physical activity or other short breaks during class at least once a week	80	76	SU/SD is lower than VT
Participate in physical activity or other short breaks during class everyday	36	38	

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Physical Activity, and Nutrition

Walk or Bike To/From School	VT	SD	Statistical Differences
Walk or ride a bike to school at least once a week when weather permits	26	36	SU/SD is higher than VT
Walk or ride their bike to school every day when weather permits	11	17	SU/SD is higher than VT

Sport Team Participation	VT	SD	Statistical Differences
Play on at least one sports team, past year	72	60	SU/SD is lower than VT

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Physical Activity, and Nutrition

Water Consumption, Past Week	VT	SD	Statistical Differences
Drank one or more glasses per day of water, past week	78	74	SU/SD is lower than VT
Drank two or more glasses per day of water, past week	71	70	
Drank three or more glasses per day of water, past week	56	54	

Breakfast Consumption	VT	SD	Statistical Differences
Did not eat breakfast, past week	9	7	
Ate breakfast on 5 or more days, past week	64	62	
Ate breakfast on all 7 days, past week	46	44	

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Social Determinants of Health

Social Determinants of Health	VT	SD	Statistical Differences
Described their grades in school as mostly A's or B's	66	49	SU/SD is lower than VT
Reported in their home people most of the time or always speak a language other than English	6	2	SU/SD is lower than VT
Most of the time or always went hungry because there was not enough food in their home, past 30 days	3	2	

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Youth Assets and Other Protective Factors

Family Engagement	VT	SD	Statistical Differences
Did not eat dinner at home with at least one of their parents or other adult family member, past week	6	8	SU/SD is higher than VT
Ate dinner at home with at least one of their parents or other adult family member on four or more days, past week	85	83	
Ate dinner at home with at least one of their parents or other adult family member on two or more days, past week	92	91	
Ate dinner at home with at least one of their parents or other adult family member every day, past week	61	60	

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Youth Assets and Other Protective Factors

School Connectedness	VT	SD	Statistical Differences
Have at least one teacher or other adult in their school that they can talk to if they have a problem	72	76	SU/SD is higher than VT
Strongly agree or agree that their school has clear rules and consequences for behavior	64	77	SU/SD is higher than VT

Community Connectedness	VT	SD	Statistical Differences
Strongly agree or agree that in their community they feel like they matter to people	59	53	SU/SD is lower than VT

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