

# 2017

# Vermont Youth Risk Behavior Survey

Statewide Report



in partnership with the  
Agency of Education

# Table of Contents

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<a href="#">About the YRBS</a> .....	3
<a href="#">Background</a> .....	5
<a href="#">Using the YRBS Results</a> .....	12
<a href="#">Sample &amp; Response Rate</a> .....	16
<a href="#">Vermont 2017 High School Survey</a> .....	18
<a href="#">List of Topics</a>	
<a href="#">Vermont 2017 Middle School Survey</a> .....	138
<a href="#">List of Topics</a>	
<a href="#">References</a> .....	221

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.

# About the YRBS

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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 and violence
- Sexual behaviors related to unintended pregnancy and sexually transmitted diseases (STDs), including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

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 identity and sex of sexual contacts

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

# About the YRBS

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## METHODOLOGY

The YRBS is conducted every two years during the spring semester. In Vermont, the Department of Health works with the Agency of Education and the Centers for Disease Control and Prevention (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 such as driving behaviors, other drug use, and self-reported height and weight.

Student participation in the YRBS is anonymous and voluntary. During the spring semester schools were asked to set aside a class period, such during all math classes or during a specific period, to administer the survey. Students were read a set of directions and completed a self-administered paper and pencil questionnaire.

In addition, numerous precautions are taken to ensure the reliability and validity of the results. The 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. 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. Since 1995, Vermont has obtained weighted data on the YRBS.

These precautions can reduce some sources of error, but not all.

Additional information about the [methodology](#) of the national, state, and large urban school district YRBSs has been described elsewhere and can be found online at: [www.cdc.gov/healthyouth/data/yrbs/methods.htm](http://www.cdc.gov/healthyouth/data/yrbs/methods.htm).

Copies of the 2017 Vermont [high school](#) and [middle school](#) surveys as well as previous surveys can be found online at: [www.healthvermont.gov/YRBS](http://www.healthvermont.gov/YRBS)

# Background

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## PERSONAL SAFETY

Feeling safe – whether at school, in a car, or in a relationship – fosters positive adolescent development. Personal safety includes preventative practices to reduce injuries and future health problems. The high school and middle school surveys included questions on fighting, bullying, safety while riding in a car, safety at school, helmet use, concussions, and tobacco exposure. The high school survey included additional questions related to driving behaviors, sexual behaviors, and interpersonal dating violence.

- Physical fighting is a marker for problem behaviors<sup>1</sup> and is associated with serious injury.<sup>2,3</sup> Abuse by an intimate partner and forced sex are associated with negative psychosocial outcomes, poor mental health outcomes, and other risk behaviors among both males and females.<sup>4,5,6</sup>
- Both being a bully and being victimized by bullies have been increasingly recognized as health problems for children because of their association with a range of problems, including poor psychological adjustment,<sup>7,8</sup> poor academic achievement,<sup>8</sup> and violent behavior.<sup>9</sup>
- Motor vehicle crash injuries are the leading cause of death among youth ages 15 to 19 in the U.S.<sup>10</sup> Proper use of safety belts reduces the risk of fatal injury to front seat passengers by 45% and risk of moderate to critical injury by 50%.<sup>11</sup>
- Alcohol use is a major contributing factor in about one-third of all motor vehicle crash fatalities.<sup>16</sup> In 2011, alcohol use was associated with nearly four in ten motor vehicle-related fatalities nationwide and in Vermont.<sup>13</sup>
- Additionally, research examining drugs other than alcohol indicates that marijuana is the most prevalent drug detected in impaired drivers, fatally injured drivers, and motor vehicle crash victims nationwide.<sup>14</sup>

# Background

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## MENTAL HEALTH

Both the high school and middle school surveys asked students about suicidality. The high school survey asked students about feeling sad or hopeless, intentional self-harming behaviors, and to plans for dying by suicide and actual suicide attempts. The middle school survey focused on suicidality by asking students about suicidal thoughts, plans, and attempts.

## ALCOHOL, TOBACCO AND OTHER DRUG USE

Early use of alcohol, tobacco, and other drugs is associated with a myriad of problems later in life. The high school and middle school surveys asked about age first used tobacco, alcohol, and marijuana products, lifetime use of inhalants, prescription pain relievers and stimulants, as well as the frequency and quantity of current tobacco, alcohol, and marijuana use. The high school survey also asked students about the use of other substances such as heroin, cocaine, and methamphetamines.

- The teen brain is still developing making it more vulnerable to the effects of alcohol, marijuana, and other drugs.<sup>22</sup> Substance use can cause changes in brain structures that help regulate memory, emotions, and motivation.
- Alcohol and substance use is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted diseases (STDs), including HIV infection.<sup>23</sup>
- Heavy drinking among youth has been linked to violence, academic and job problems, suicidal behavior, trouble with law enforcement, risky sexual behavior, and use of cigarettes, marijuana, cocaine, and other illegal drugs.<sup>17,18</sup> It is a major contributing factor in about half of all homicides and sexual assaults.<sup>15</sup>
- Tobacco use is the single most preventable cause of death in the United States,<sup>19</sup> contributing to more than one in five deaths.<sup>20</sup> Cigarette smoking increases the risk of heart disease, chronic obstructive pulmonary disease, acute respiratory illness, stroke, and cancers of the lung, larynx, oral cavity, pharynx, pancreas, and cervix.<sup>19</sup>
- Early (before age 18), frequent, and continuous marijuana use may have significant negative impacts on the brain, particularly as it develops during adolescence and young adulthood.<sup>22</sup> These brain changes can cause problems with attention, learning, memory, and the ability to quickly process information, leading to poor academic achievement. Marijuana use is associated with poorer emotional functioning, impulsivity, decreased motivation and psychological dependence.<sup>21,22</sup> Marijuana use during the teen years can worsen anxiety and depression and may increase the risk of developing anxiety disorders later in life.<sup>22</sup>

# Background

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## PERCEPTIONS ABOUT ALCOHOL, CIGARETTE, AND MARIJUANA USE

In addition to asking students about personal use, both surveys asked about their perceptions of how easy or hard it would be to obtain alcohol, cigarettes, and marijuana if they wanted to, how wrong they think it is for someone their age to use these substances, how their parents would feel about them using alcohol, cigarettes, and marijuana, and how much they think people risk harming themselves, physically or in other ways, from using these substances.

- Multi-year results from the Monitoring the Future survey indicate that the prevalence of marijuana use among youth declines as the percentage of youth expressing disapproval of marijuana increases.<sup>24</sup> As perception of harm of using alcohol and other drugs decreases, there is a tendency for use to increase. Increased use is also associated with the perception that substances are readily available, regardless of whether the perception is accurate.

## SEXUAL HEALTH

Experimentation with sexual behaviors often starts during adolescence. The high school and middle school surveys asked about ever having sexual intercourse and oral sex. The high school survey also asked about sexual activity during the past three months, number of sexual partners, alcohol and drug use related to sexual intercourse, condom use, pregnancy prevention, contraceptive use, and HIV testing.

- Early sexual activity and having multiple sexual partners are associated with an increased risk of unwanted pregnancy, sexually transmitted diseases (STDs) including HIV infection,<sup>25</sup> and negative effects on social and psychological development.<sup>26</sup> Alcohol and drug use may serve as predisposing factors for initiation of sexual activity.<sup>27</sup>
- Of the nearly 19 million new cases of STDs per year in the United States, almost half are among youth ages 15-24.<sup>28</sup> STDs may result in infertility and facilitation of HIV transmission and may have an adverse effect on pregnancy outcomes and maternal and child health.<sup>26</sup> Besides abstinence, condom use is currently the most effective means of preventing sexual transmission of HIV and other STDs.<sup>29</sup>

# Background

## BODY MASS INDEX (BMI) AND WEIGHT PERCEPTIONS

Since the 1990s obesity and being overweight among youth has increased.<sup>30</sup> Negative feelings about weight and body image often develop in adolescence and can lead to unhealthy weight-related behaviors. The high school survey asked for students' height and weight to calculate body mass index and included questions about weight perception and weight control.

- Overweight and obesity acquired during childhood or adolescence may persist into adulthood.<sup>33</sup> Approximately 400,000 deaths a year in the United States are currently associated with overweight and obesity.<sup>20</sup>
- There are more than three times as many overweight children and adolescents in the U.S. than there were in 1980.<sup>31</sup> Obesity during childhood and adolescence is associated with negative psychological and social consequences and adverse health outcomes, including type 2 diabetes, obstructive sleep apnea, hypertension, dyslipidemia, and metabolic syndrome.<sup>32</sup>

## NUTRITION

Nutritious eating and physical activity are two cornerstones of healthy adolescent development. The high school and middle school surveys asked about breakfast and water consumption. The high school survey also asked about consumption of fruits, vegetables, soda, and sugar-sweetened beverages.

- Fruits and vegetables are good sources of complex carbohydrates, vitamins, minerals, and other substances that are important for good health. Dietary patterns with higher intakes of fruits and vegetables are associated with a variety of health benefits, including a decreased risk for some types of cancer.<sup>39-43</sup>
- Beverages such as sugar-sweetened beverages including soda, soft drinks, and pop, provide calories but no nutritional benefits.<sup>38</sup> These beverages can contribute to the excessive consumption of added sugars and calories. Consumption of sugar-sweetened drinks, including soft drinks, appears to be associated with an increased risk for being overweight in children.<sup>44-45</sup> Recent studies indicate that adolescents are consuming less soda; however, overall consumption of sugar-sweetened beverages remain high.<sup>38</sup>
- Although there are no specific recommendations for sugar-sweetened beverage consumption, the Dietary Guidelines for Americans 2015-2020 recommend that persons choose beverages with no added sugars, such as water and that the intake of added sugars from food and beverages be less than 10% of calories per day.<sup>64</sup>



# Background

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## PHYSICAL ACTIVITY

Physical activity is linked to improved health and well being. The high school and middle school surveys asked about physical activity and sedentary behaviors such as watching television, using a computer, and playing video games. The middle school survey also asked about physical activity breaks during the day outside of physical education courses.

- Regular physical activity builds and maintains healthy bones and muscles, controls weight, builds lean muscle, reduces fat, reduces feelings of depression and anxiety. It also decreases the risk of dying prematurely, dying of heart disease, and developing diabetes, colon cancer, and high blood pressure.<sup>46</sup> Physical activity is also linked to academic success including an improved rate of learning, better grades, enhanced concentration, and improved classroom behavior.<sup>46</sup>
- Television viewing is the principal sedentary leisure time behavior in the U.S. Studies have shown that television viewing in young people is related to obesity<sup>51</sup> and violent or aggressive behavior.<sup>52-54</sup> Using the computer for fun and playing video games have become increasingly common sedentary leisure time activities among young people as well.
- The U.S. Department of Health and Human Services recommends that young people ages 6–17 participate in at least 60 minutes of physical activity every day.<sup>46</sup>
- Schools play a major role in helping young people develop the skills, knowledge, and confidence to be physically active for a lifetime.<sup>64, 65</sup> While physical education is a key component, schools can help students develop these skills and obtain the recommended 60 minutes of exercise through a Comprehensive School Physical Activity Program (CSPAP). In part, these programs provide students with opportunities for physical activity throughout the school day as well as before and after school.

# Background

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## PROTECTIVE FACTORS AND OTHER YOUTH ASSETS

The high school and middle school surveys asked about school and community connectivity as well as parental involvement. Both surveys also asked students about the typical grades earned in school, which is closely associated with many health behaviors. The high school survey asked additional questions about extra-curricular activity participation and post-graduation intentions.

- Youth development requires multiple sources of positive influence and protective factors, these include individual and environmental characteristics, or conditions, or behaviors that can reduce the effects of stressful life events, increase the ability to avoid risk behaviors, and promote social and emotional competence.<sup>83</sup> Schools are a natural setting for youth to share in decisions that affect their lives.
- Numerous studies have shown links between health-related behaviors and educational outcomes such as grades, test scores, rates of learning, other measures of academic success such ability to concentrate, stay on task, and classroom behavior.<sup>84</sup> Students who report higher grades are more likely to engage in physical activity, participate on sport teams, eat breakfast daily, and get more than 8 hours of sleep per night than students with lower grades.<sup>84,55</sup> In addition, students with better grades are less likely be in a physical fight, skip school because they felt unsafe, think about or attempt suicide, drink alcohol or use marijuana before age 13 compared to those with lower grades.
- Parent engagement plays a crucial role in supporting students' health and success in school and includes the interaction of parents, community, and school staff working together to support and improve youth development.<sup>56, 85</sup> Research shows that when parents are engaged in their children's school activities, students have better student behavior, higher academic achievement, and fewer risk behaviors such as sexual risk behaviors, tobacco, and other drug use.<sup>85</sup> Parental expectations regarding school achievement are also associated with lower levels of risk behaviors.<sup>57</sup>
- School connectedness is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals.<sup>86</sup> Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement. Students who feel connected to their school are also more likely to have better academic achievement.

# Background

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## SOCIAL DETERMINANTS RELATED TO HEALTH

Social determinants are preventable differences in health status related to social or demographic factors.<sup>67, 68</sup> Socially disadvantaged populations can include race, ethnicity, sex, sexual orientation and gender identity, education or income, disability, and geographic region. Both the high school and middle school surveys asked students about their race, ethnicity, sexual orientation, and food insecurity. Additional questions were asked on the high school survey about housing security, and on the middle school survey about length of time in the United States.

- The term 'food insecure' is often used for anyone who does not have reliable access to a sufficient quantity of affordable, nutritious food.<sup>69</sup> According to the United States Department of Agriculture (USDA), food insecurity includes having reduced quality, variety, or desirability of diet with or without a reduction in food intake or having disrupted eating patterns.<sup>70</sup> In 2016, 12% of U.S. households had difficulty at some time during the year providing enough food for all members of their family due to a lack of resources.<sup>71</sup> Youth who experience food insecurity are at risk for developing behavioral problems, poor cognitive and social skills and higher rates of substance use, and mental health issues.<sup>72-76</sup>
- People who are housing insecure are not necessarily homeless but are at risk for homelessness and face considerable amounts of housing stress caused by personal and economic difficulties.<sup>77, 78</sup> It includes families who face frequent moves, 'double up' with friends or family, live in hotels or motels, or face eviction. While much is known about the impact of homelessness on youth, less is known about 'hidden homelessness' or those facing home insecurity.<sup>77</sup>
- In 2010, one in five school-age children were born outside of the United States<sup>79</sup> and it is estimated that number has risen in recent years. As youth leave their former culture, many try to become more 'Americanized' or 'acculturated' by adopting the attitudes and behaviors of their peers. Research on New Americans has shown inconsistencies related to health outcomes, risk behaviors, and protective factors. These inconsistencies vary by amount of time spent in the United States as well as the availability of support structures and community engagement. Acculturation may cause increased stress that leads to depression and poor psychological well-being but may reduce or delay other risk factors such as tobacco and alcohol use.<sup>79</sup>

# Using the YRBS Results

## USING THE YRBS TO ENGAGE 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 remember the percentage of adolescents who are NOT engaging in these behaviors.
- **Participate in Getting to 'Y'** is 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. More information on upcoming trainings, newsletters, and resources visit: [Getting to 'Y'](#).

*\* Getting to Y is a project of UP for Learning and is co-sponsored by the Vermont Department of Health*

# Using the YRBS Results

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## 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 this report:

- Sex (biological)
- Race, Ethnicity
- Grade
- Sexual Orientation

## 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.

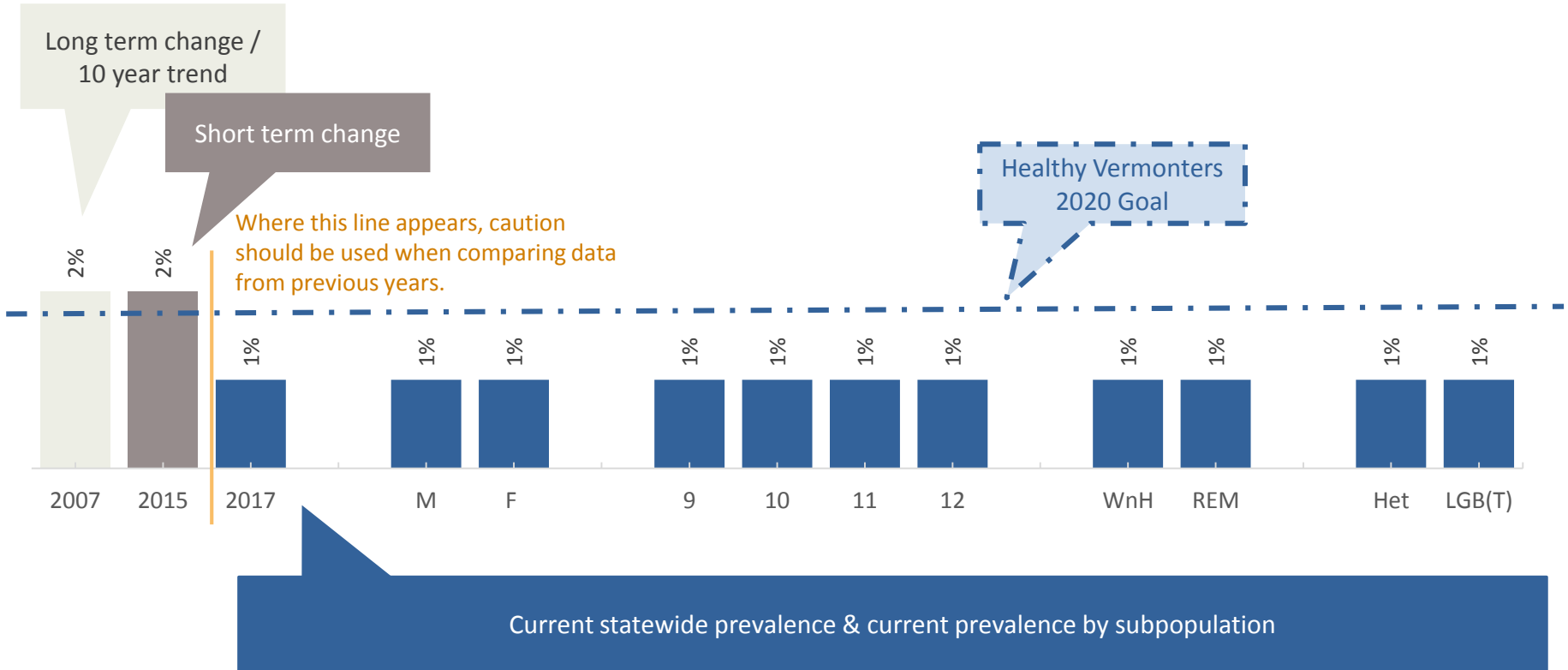
Throughout this report, statistically significant differences are noted. Statistical significance is calculated by comparing the 95% confidence intervals of two or more values. If the confidence intervals overlap, the percentages are not different. In other words, the two groups are not statistically 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 overall percent 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 differences*: does the disparity merit a targeted intervention, show a real change in health, or otherwise mean something important to the community (statistics aside).

# Using the YRBS Results

Frequently throughout this report we show long- and short-term changes and differences by sex, grade, race, and sexual orientation. Statistical differences are noted in the text.



In some cases there were not enough students responding to report an estimate. In those cases there is a dot (.) in place of a percentage indicating “Too few students.” We limit reportable estimates to a total numerator of 5 students and denominator of 50 students.

## New in 2017

Changes or modifications to the wording of a question may cause a break in the trendline or an inability to compare this year's data to previous data. Modifications are typically made to reflect new research recommendations, rising areas of concern, or societal changes.

New Questions		
Both Surveys	High School Only	Middle School Only
<ul style="list-style-type: none"> <li>• Helmet use while skiing or snowboarding</li> <li>• Concussions</li> <li>• Reasons for using electronic vapor products</li> <li>• Connections to at least one teacher or other adult in your school</li> <li>• Perceived clear rules and consequences for behavior at school</li> <li>• Eating dinner with at least one parent</li> </ul>	<ul style="list-style-type: none"> <li>• Transgender identity</li> <li>• Food insecurity</li> <li>• Housing insecurity</li> <li>• Forced sexual contact</li> <li>• Ways marijuana is used</li> <li>• Attending school under the influence of drugs or alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual orientation</li> <li>• Length of time in U.S.</li> <li>• Riding a bike or walking to school</li> </ul>

Notable changes to the 2017 questionnaires include:

- The question about binge drinking was revised to make it sex-specific.
- Lifetime cigarette use was changed from 'How old were you when you smoked a whole cigarette for the first time?' to 'How old were you when you first tried cigarette smoking, even one or two puffs'.
- Questions about the source of tobacco products and quit attempts were changed from cigarettes only to electronic vapor products and any tobacco product, respectively.
- Modifications were made to the number and brand names of smokeless tobacco used to help trigger more accurate responses.
- Modification to the wording of lifetime prescription drug use were made to include using a prescription stimulant or pain medicine in ways not prescribed. Questions about current prescription drug misuse, stimulant and prescription pain relievers, were combined into one question on the high school survey.
- Questions about perceived risk of harm were changed from the perceived risk 'someone your age' faces to 'someone' regardless of age.

## 2017 Sample and Response Rate

Between February and April 2017, students at 69 high schools and 122 middle schools took the 2017 Vermont School Youth Risk Behavior Survey. Survey procedures protected the privacy of students by allowing for anonymous and voluntary participation and completion during a single class period.

This report presents the high school results from any school with students in grades nine through twelve, including public as well as independent, interstate, and technical schools, that serve as the public high school in their Supervisory Union. Middle school results are also presented for schools that include students in grades six through eight. Elementary or intermediate schools ending in sixth grade are not eligible to participate.

The results in this report are weighted by gender, grade, and race/ethnicity to compensate for absenteeism and incomplete surveys, as well as those few schools that chose not to participate.

Overall, 20,653 Vermont high school students completed the 109-item 2017 YRBS, representing students from 69 schools. An additional 13,887 middle school students completed the 72-item 2017 YRBS, representing students from 122 middle schools.

### High School Response Rate <sup>†</sup>

**Schools** - 99% (69 of the 70 eligible schools)

**Students** - 77% (20,653<sup>‡</sup> of the 26,692 students submitted usable questionnaires)

**Overall response rate** - 99% \* 77% = 76%

### Middle School Response Rates <sup>†</sup>

**Schools** - 98% (122 of the 124 eligible schools)

**Students** - 85% (13,887<sup>¥</sup> of 16,374 students submitted usable questionnaires)

**Overall response rate** - 98% \* 85% = 83%

<sup>†</sup> Overall response rate is computed as (number of participating schools/number of eligible sampled schools) \* (number of usable questionnaires / number of eligible students sampled in participating schools).

<sup>‡</sup> 20,653 of the 20,710 submitted high school questionnaires were usable after data editing.

<sup>¥</sup> 13,887 of the 13,952 submitted middle school questionnaires were usable after data editing.



# Unweighted Sample

High School		Unweighted	
		N*	%
<b>Total</b>		20,653	
<b>Sex</b>	Female	9,985	49%
	Male	10,334	51%
<b>Grade</b>	9 <sup>th</sup> grade	5,573	27%
	10 <sup>th</sup> grade	5,491	27%
	11 <sup>th</sup> grade	4,987	24%
	12 <sup>th</sup> grade	4,318	21%
<b>Race</b>	White, non-Hispanic	14,551	84%
	Asian / Pacific Islander / Native Hawaiian	622	4%
	Black / African American	403	2%
	Hispanic / Latino	756	4%
	Native American/ Alaska Native	278	2%
	Multiracial	767	4%
	Other, unknown, or missing	558	--

Middle School		Unweighted	
		N*	%
<b>Total</b>		13,887	
<b>Sex</b>	Female	6,681	49%
	Male	7,036	51%
<b>Grade</b>	6 <sup>th</sup> grade	3,284	24%
	7 <sup>th</sup> grade	5,315	39%
	8 <sup>th</sup> grade	5,195	38%
<b>Race</b>	White, non-Hispanic	10,209	74%
	Asian / Pacific Islander / Native Hawaiian	327	2%
	Black / African American	347	2%
	Hispanic / Latino	550	4%
	Native American/ Alaska Native	374	3%
	Multiracial	827	6%
	Other, unknown, or missing	1,253	--

\*NOTE: The number of students represents the unweighted frequency of those completing the survey. Some students did not indicate their grade or gender. Therefore, totals by grade and by gender do not equal the overall total.

# 2017

# Vermont Youth Risk Behavior Survey

## High School Results

# 2018 High School Results: Table of Contents

## Vermont 2017 High School Survey

◦ <u>Demographics</u> . . . . .	20	◦ <u>Weight, Physical Activity &amp; Nutrition</u> . . . . .	109
<u>Personal Safety</u> . . . . .	22	◦ <u>BMI and Perceptions of Weight</u>	
◦ <u>Physical Fighting &amp; Bullying</u>		◦ <u>Physical Activity</u>	
◦ <u>Sexual Violence</u>		◦ <u>Nutrition</u>	
◦ <u>Distracted and Impaired Driving</u>		◦ <u>Social Determinants of Health</u> . . . . .	127
◦ <u>Injuries and Prevention</u>		◦ <u>Youth Assets and Other Protective Factors</u> . . . . .	131
◦ <u>Tobacco Exposure and Prevention</u>		◦ <u>Family Connectedness</u>	
◦ <u>Mental Health</u> . . . . .	45	◦ <u>School Connectedness</u>	
<u>Substance Use</u> . . . . .	50	◦ <u>Community Connectedness</u>	
◦ <u>Lifetime Use</u>			
◦ <u>Current Use</u>			
◦ <u>On School Property</u>			
◦ <u>Attitudes and Perceptions</u>			
◦ <u>Sexual Behaviors</u> . . . . .	95		
◦ <u>Lifetime Sexual Activity</u>			
◦ <u>Current Sexual Activity</u>			

# Survey Sample & Demographics

## Sample & Demographics

		Weighted %
<b>Sex</b>	Female	49%
	Male	51%
<b>Grade</b>	9 <sup>th</sup> grade	25%
	10 <sup>th</sup> grade	25%
	11 <sup>th</sup> grade	25%
	12 <sup>th</sup> grade	25%
<b>Race</b>	White, non-Hispanic (WnH)	84%
	Students of color (Racial and ethnic minority- REM)	16%
<b>Sexual Orientation / Gender Identity</b>	Heterosexual / Cisgender (Het)	89%
	Lesbian, Gay, Bisexual, or Transgender (LGBT)	11%

# Personal Safety



# Personal Safety

Violence and  
Bullying

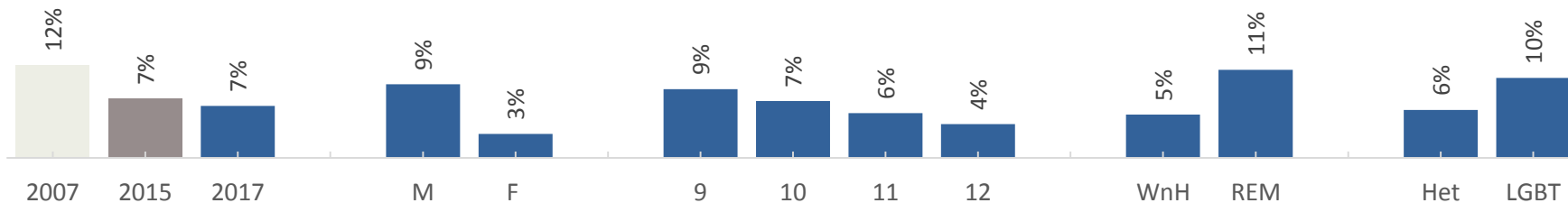
# Physical Fighting

**During the past year, fewer than 20% of students were in a physical fight; less than one in ten were in a physical fight on school property.**

Being in a physical fight (data not shown) has decreased over the past decade from 26% to 18%. Physical fighting at school has decreased by nearly 50% over the past decade but has not since 2015.

- Male students are two times as likely to have been in a fight during the past year compared to female students (22% vs 11%), and nearly three times as likely as females to be in a physical fight on school property (9% vs 3%).
- Both being in a physical fight and being in a fight on school property significantly decreases as grade levels increase from 21% to 13% and 9% to 4%, respectively.
- Students of color are twice as likely as white, non-Hispanic students to be in a fight during the past year (23% vs 16%) and in a fight on school property (11% vs 5%).
- LGBT students are significantly more likely to be in any fight (23% vs 16%) and are twice as likely as heterosexual/cisgender students to be in a fight on school property (10% vs 6%).

**Physical Fighting On School Property, Past 12 Months**





# Safety at School: Weapons

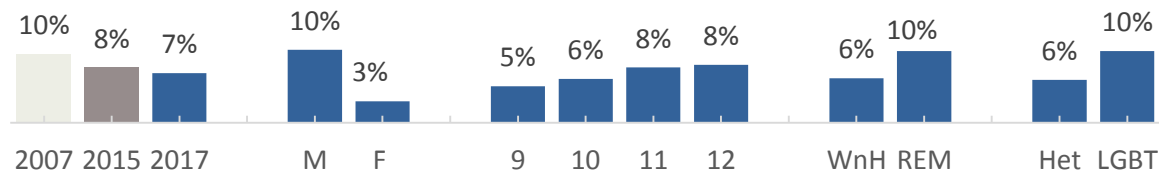
**During the past 30 days, 7% carried a weapon on school property. During the past year, 5% of students were threatened or injured with a weapon on school property.**

Both carrying a weapon such as a knife, gun, or club and being threatened or injured with a weapon on school property have significantly decreased over the past 10 years and since 2015.

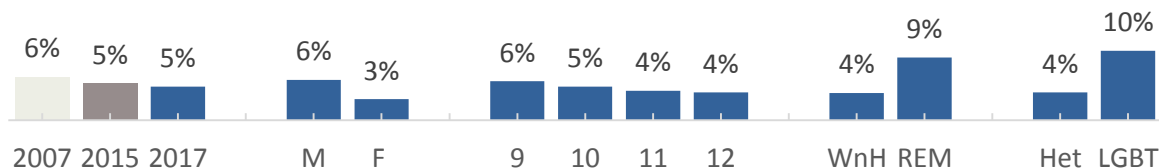
- Male students are more than three times as likely as female students to carry a weapon on school property during the past 30 days. In addition, older students, students of color, and LGBT students are also significantly more likely to carry a weapon.
- During the past year, those more likely to be threatened with a weapon on school property included:
  - male students,
  - younger students,
  - students of color, and
  - LGBT students.

## Weapons on School Property

### Carried a Weapon, Past 30 Days



### Threatened with a Weapon, Past 12 Months



# Electronic Bullying

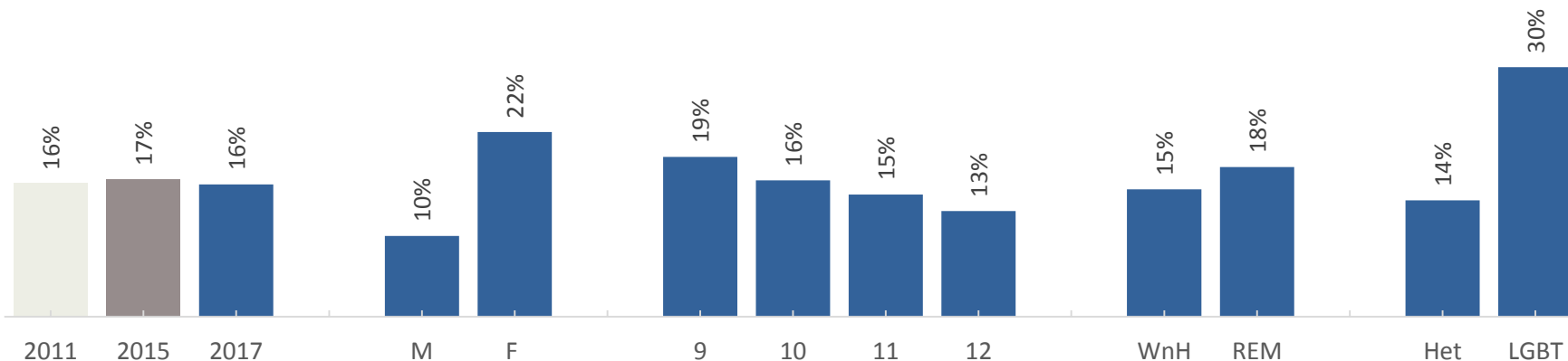
During the past 12 months, 16% were electronically bullied, a slight but significant decrease from 2015.

- Female students are more than two times as likely to experience electronic bullying compared to male students.
- Electronic bullying significantly decreases as grade levels increase.
- Students of color are significantly more likely to be electronically bullied compared to white, non-Hispanic students.
- LGBT students are more than twice as likely as heterosexual/cisgender students to experience electronic bullying during the past year.

On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

Electronic bullying is described as bullying through texting, Instagram, Facebook, or other social media sources.

Were Electronically Bullied, Past 12 Months



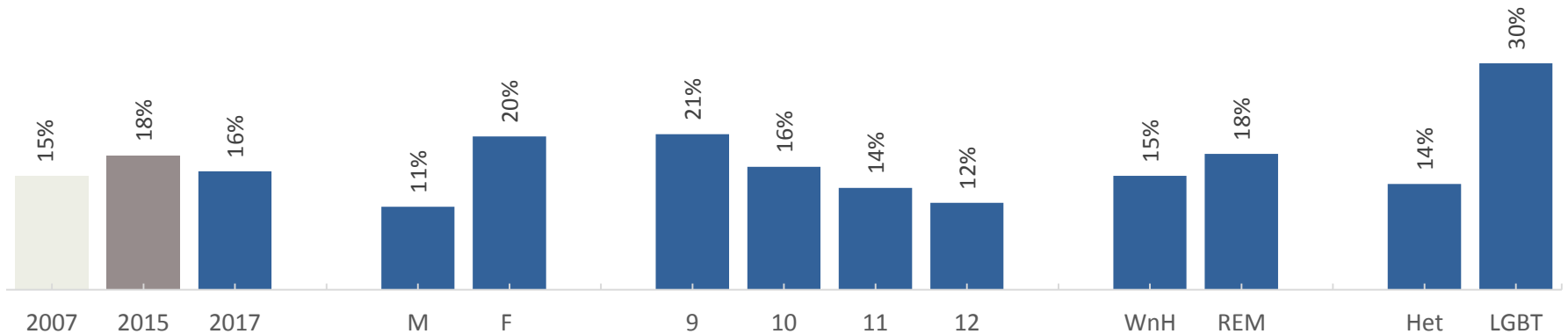
# Bullying

**During the past 30 days, nearly one in six students were bullied (16%). About half of those (8%) experienced bullying on three or more days.**

Following an increase in bullying from 2007 to 2013 (18%), the percent of students who were bullied during the previous 30 days significantly decreased between 2015 and 2017.

- Female students are nearly two times as likely as male students to experience bullying during the past 30 days.
- Bullying decreases as grade level increases. Freshman are nearly two times as likely as seniors to report being bullied during the past 30 days.
- Students of color are significantly more likely to be bullied compared to white, non-Hispanic students.
- LGBT students are twice as likely as heterosexual/cisgender students to be bullied during the past month.

Experienced Bullying, Past 30 Days



**NOTE:** On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

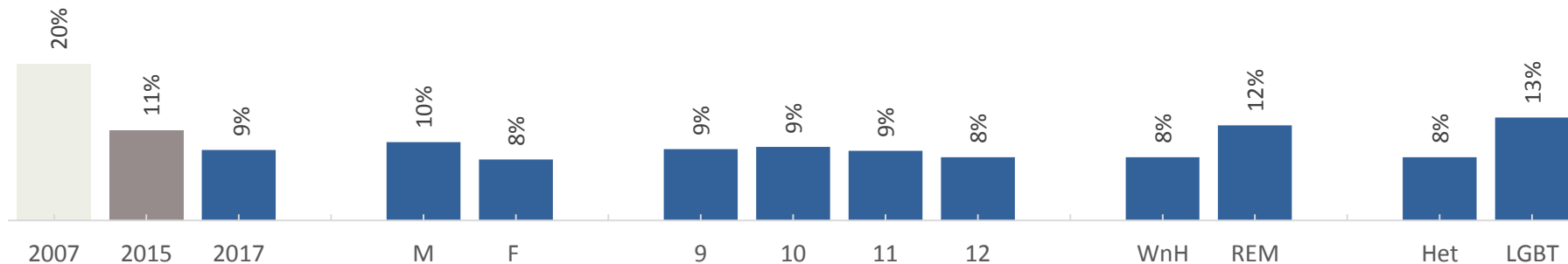
# Bullying Others

**Less than one in ten students report bullying someone during the past 30 days (9%).**

The percent of students who reported bullying someone else during the past 30 days decreased by more than half during the past decade.

- Male students are significantly more likely than female students to report bullying others.
- Bullying others does not differ by grade level.
- Students of color are significantly more likely to bully others compared to white, non-Hispanic students.
- LGBT students are significantly more likely to bully others compared to heterosexual/cisgender students.

**Bullied Others, Past 30 Days**



**NOTE:** On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

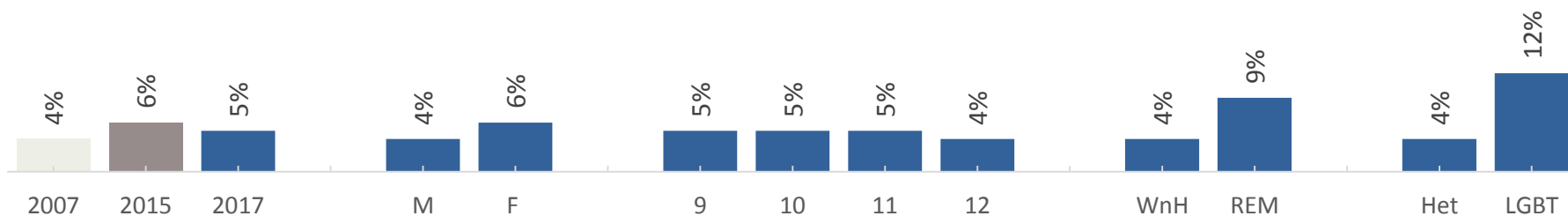
# Safety Concerns at School

**During the past 30 days, 5% of students skipped school because they felt unsafe at school or on their way to or from school.**

Fewer students skipped school because they felt unsafe in 2017 compared to 2015.

- Male students are significantly less likely than female students to report feeling unsafe at or on their way to school.
- Feeling unsafe at school does not differ by grade level.
- Students of color are significantly more likely to have safety concerns at school compared to white, non-Hispanic students.
- LGBT students are significantly more likely to have safety concerns at school compared to heterosexual/cisgender students.

**Felt Unsafe At or On Their Way To School**



# Personal Safety

## Sexual and Dating Violence

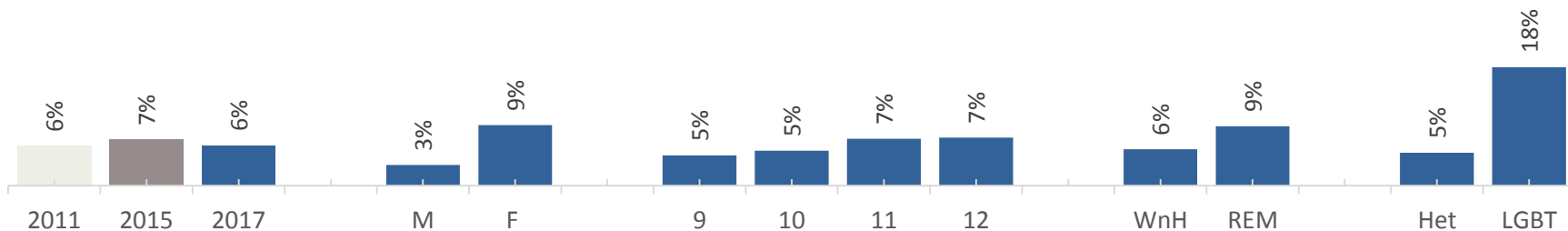
# Sexual Abuse

**Overall, 6% of students reported ever being physically forced to have sexual intercourse when they did not want to.**

Forced sexual intercourse has not changed since first asked in 2011.

- During their lifetime, female students are three times as likely as male students to be forced to have sexual intercourse.
- Younger students are significantly less likely to report ever being forced to have sexual intercourse compared to older students.
- Students of color are significantly more likely than white, non-Hispanic students to have ever been forced to have sexual intercourse.
- LGBT students are more than three times as likely as heterosexual/cisgender students to have ever been forced to have sexual intercourse.

**Forced Sexual Intercourse**



# Intimate Relationship Violence

In 2017 students were asked about both physical and sexual dating violence. Physical dating violence was described as being hit, slammed into something, or injured with an object or weapon. Sexual dating violence included being forced by someone you were dating or going out with to do sexual thing such as kissing, touching, or being forced to have sexual intercourse.

During the past year, two-thirds (66%) of high school students dated or went out with someone else.

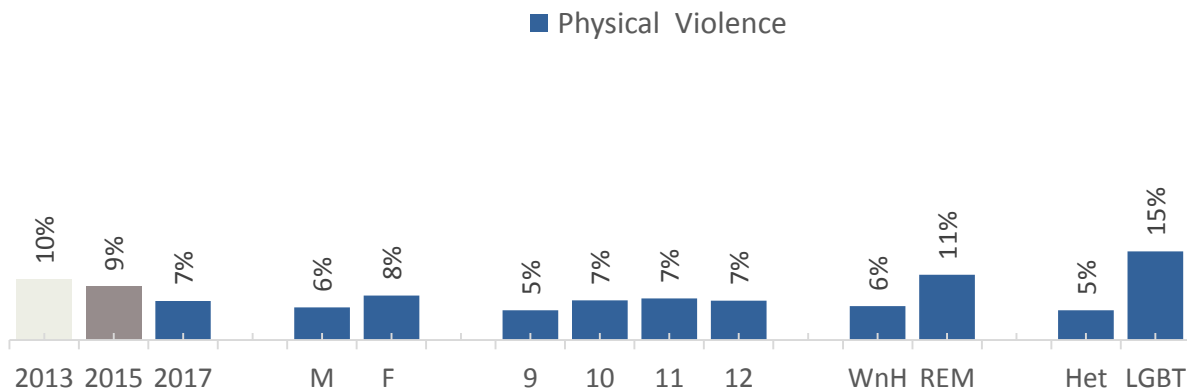
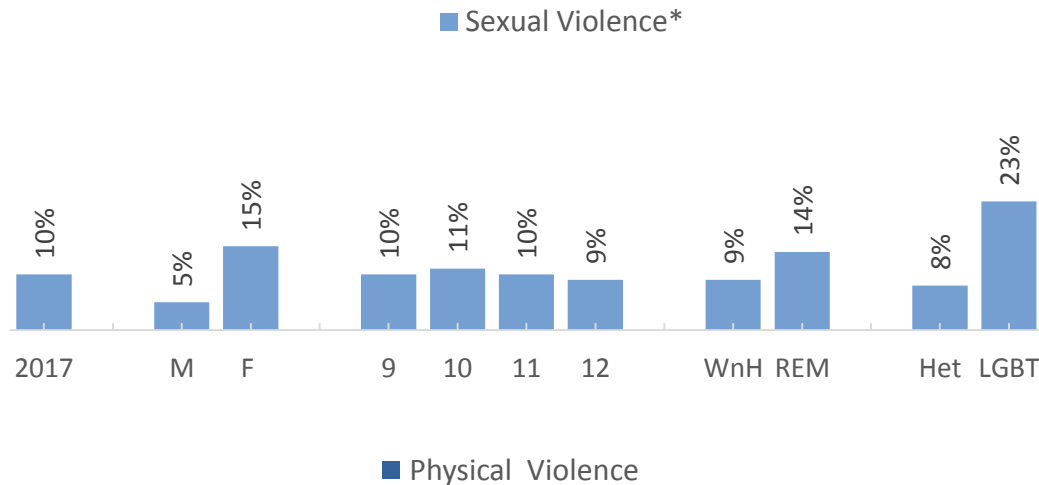
Among students who dated during the past year:

- 1 in 10 experienced sexual violence,
- 1 in 15 experienced physical violence.

Experiencing physical dating violence has significantly decreased since 2013 (9%) and 2015 (9%). Sexual violence was first asked in 2017.

Female students, students of color, and LGBT students are all significantly more likely than others to experience both physical and sexual dating violence.

Physical and Sexual Dating Violence, Past 12 Months



\* New in 2017



# Personal Safety

Distracted and  
Impaired Driving

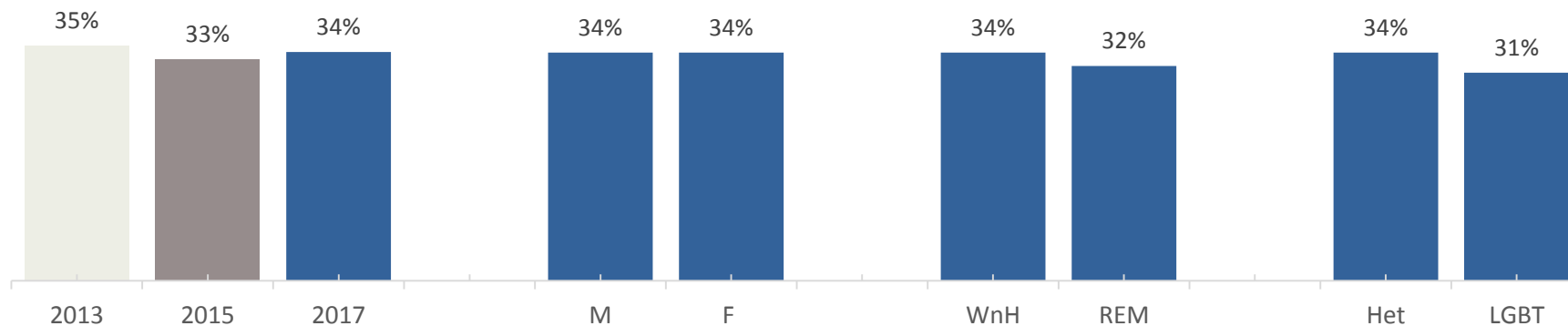
# Distracted Driving: Texting and Emailing

**A third of students who drive reported texting or emailing while driving at least once during the past 30 days; 66% never did so.**

- Regardless of sex, race, and sexual orientation all students who currently drove a vehicle are equally likely to text or email while driving.

Texting while driving did not significantly change between 2015 and 2017 and remains similar to that in 2013.

**Texted or Emailed at Least Once While Driving in the Past 30 Days, Among Those Who Drive**



# Driving Under the Influence and Riding with an Impaired Driver

Overall, about one in five students rode with someone who was under the influence of alcohol (18%) or marijuana (20%) during the previous 30 days. The percent of students who rode with someone who had been using marijuana was significantly higher than those who rode with someone who had been drinking alcohol.

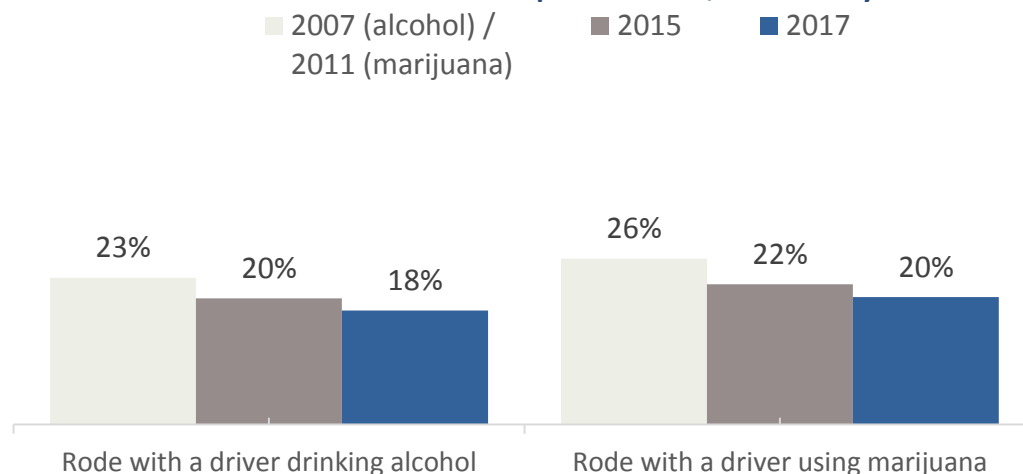
Among students who drove a vehicle during the past 30 days, 7% drove after drinking alcohol at least one time; 14% drove after using marijuana.

Since 2007, the percent of students riding with someone under the influence of alcohol has significantly decreased; riding with someone who was using marijuana has decreased since 2011, the first year the question was asked. Both decreased significantly since 2015.

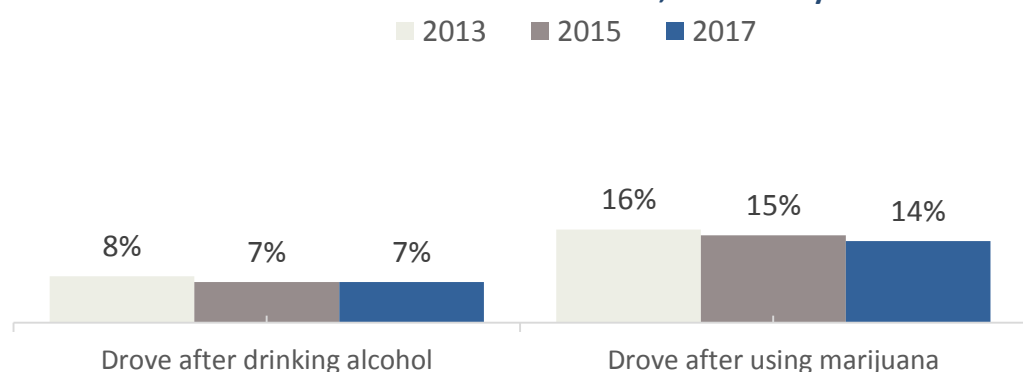
Driving a car while under the influence of alcohol and while under the influence of marijuana significantly decreased since 2013 but is similar to 2015.

Demographic breakdowns are shown on the following pages.

**Rode With an Impaired Driver, Past 30 Days**



**Drove Under the Influence, Past 30 Days**



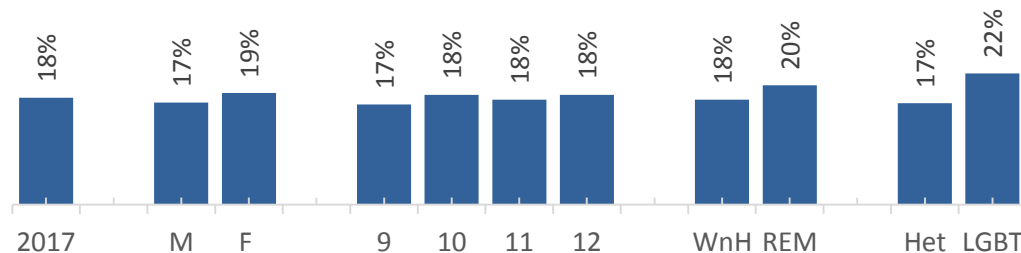
NOTE: A response of “I did not drive a car or other vehicle during the past 30 days” was added to the questionnaire in 2013. Therefore, comparison to previous years should be made with caution. Prior to 2017, questions about marijuana and driving referred to “smoking” marijuana. This was changed to “using marijuana”.

# Riding with an Impaired Driver

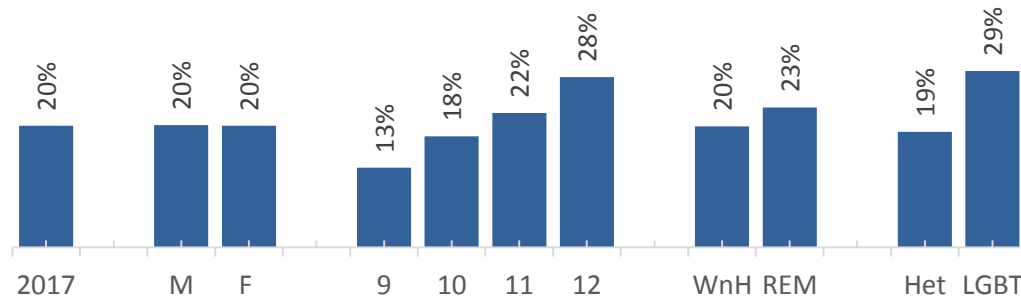
**Overall, 18% of students rode with a driver who had been using alcohol; 20% rode with someone who had been using marijuana during the past 30 days.**

- Female students are more likely to ride with someone who was drinking alcohol compared to male students. Both male and female students report similar experiences with riding with someone who was under the influence of marijuana.
- Riding with someone who had been using marijuana significantly increases with each grade level but do not vary among those who rode with a person drinking alcohol.
- Students of color are significantly more likely than white, non-Hispanic students to ride with someone who was under the influence of alcohol or marijuana.
- LGBT students are significantly more likely than heterosexual/cisgender students to ride with an impaired driver.

**Rode With a Driver Who Had Been Drinking Alcohol, Past 30 Days**



**Rode With a Driver Who Had Been Using Marijuana, Past 30 Days**



NOTE: Prior to 2017, questions about marijuana and driving referred to “smoking” marijuana. This was changed to “using marijuana”.

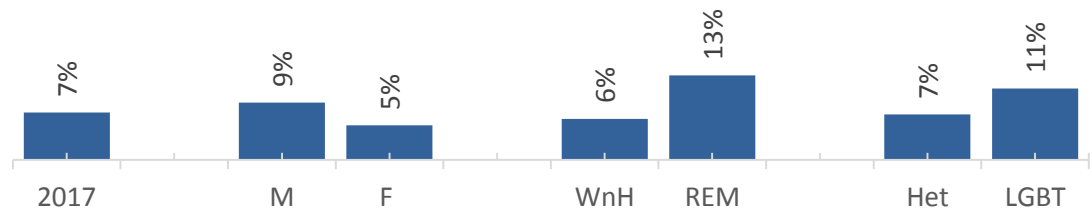
# Impaired Driving

**Overall, 7% of students who drove, reported driving after drinking alcohol in the past 30 days; 14% drove after using marijuana.**

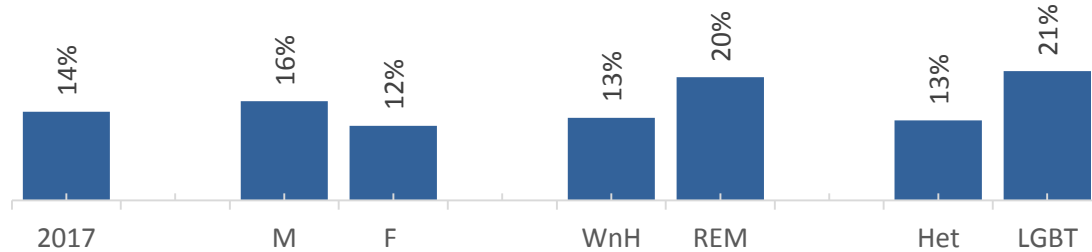
Driving a car while under the influence of alcohol or while under the influence of marijuana significantly decreased since 2013 but is similar to 2015.

- Male students are significantly more likely than female students to drive after drinking alcohol or using marijuana.
- Students of color are significantly more likely than white, non-Hispanic students drive after drinking alcohol or using marijuana.
- LGBT students are significantly more likely than heterosexual/cisgender students to drive after drinking alcohol or using marijuana.

**Drove Under the Influence of Alcohol, Past 30 Days**



**Drove Under the Influence of Marijuana, Past 30 Days**



NOTE: A response of “I did not drive a car or other vehicle during the past 30 days” was added to the questionnaire in 2013. Therefore, comparison to previous years should be made with caution. Prior to 2017, questions about marijuana and driving referred to “smoking” marijuana. This was changed to “using marijuana”.

# Personal Safety

Injuries & Prevention

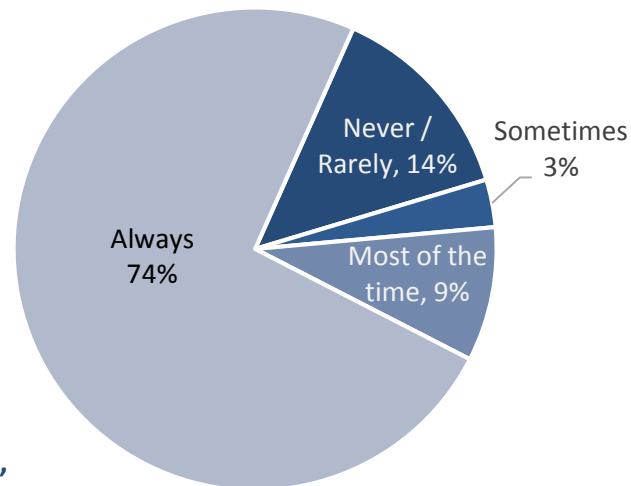
# Helmet Use: Skiing or Snowboarding

New in 2017

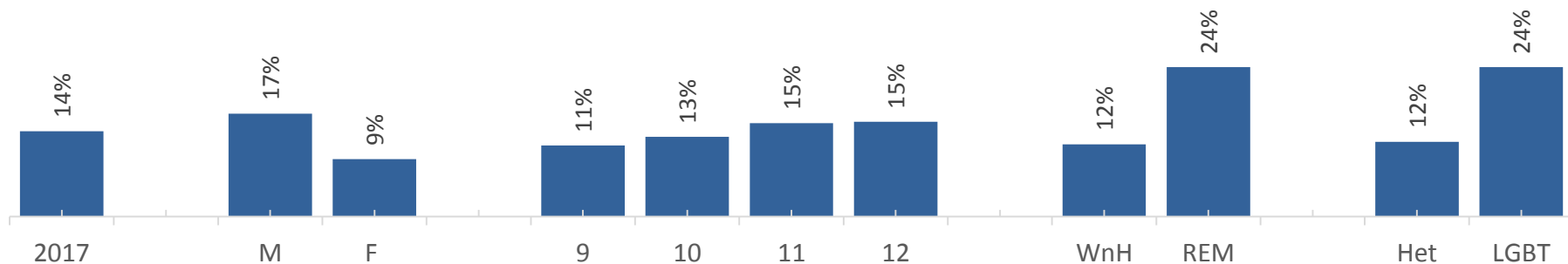
Among those who skied or snowboarded during the past 12 months, 14% never or rarely wore a helmet.

- Male students are nearly two times as likely as female students to never or rarely wear a helmet while skiing or snowboarding.
- Freshman are significantly less likely to never or rarely wear a helmet compared to juniors and seniors.
- Likewise, LGBT students and Students of color are twice as likely as heterosexual/cisgender and white non-Hispanic students to never or rarely wear a helmet.

Helmet Use, Among Those Who Skied or Snowboarded in the Past Year



Never or Rarely Wore a Helmet When Skiing or Snowboarding, Among those Who Skied or Snowboarded During the Past 12 Months



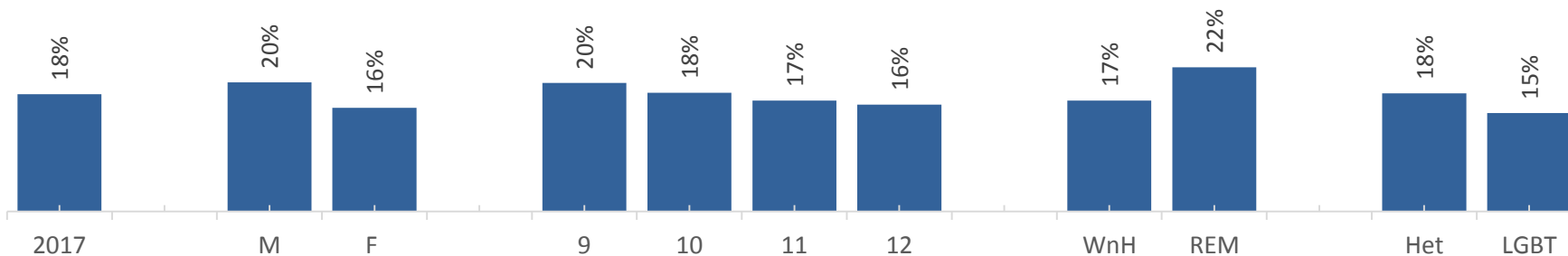
# Concussion

The 2017 YRBS asked whether or not students experienced a concussion in the past year. These could include concussions that were formally diagnosed as well as those that were not by describing concussions as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out”. New in 2017

**During the past year, nearly one in five students (18%) experienced symptoms of a concussion from playing a sport or being physically active.**

- Male students are significantly more likely than females to experience a concussion from being physically active during the past year.
- 9<sup>th</sup> grade students are significantly more likely than 11<sup>th</sup> and 12<sup>th</sup> grade students to experience a concussion from physical activity or playing a sport.
- Students of color are significantly more likely than white, non-Hispanic students to experience a concussion from being physically active in the past year.
- LGBT students are significantly less likely to have a concussion from being physically active compared to heterosexual/cisgender students.

**Had a Concussion, Past 12 Months**





# Personal Safety

Tobacco Screening  
and Exposure

# Were Asked About Smoking by a Medical Provider

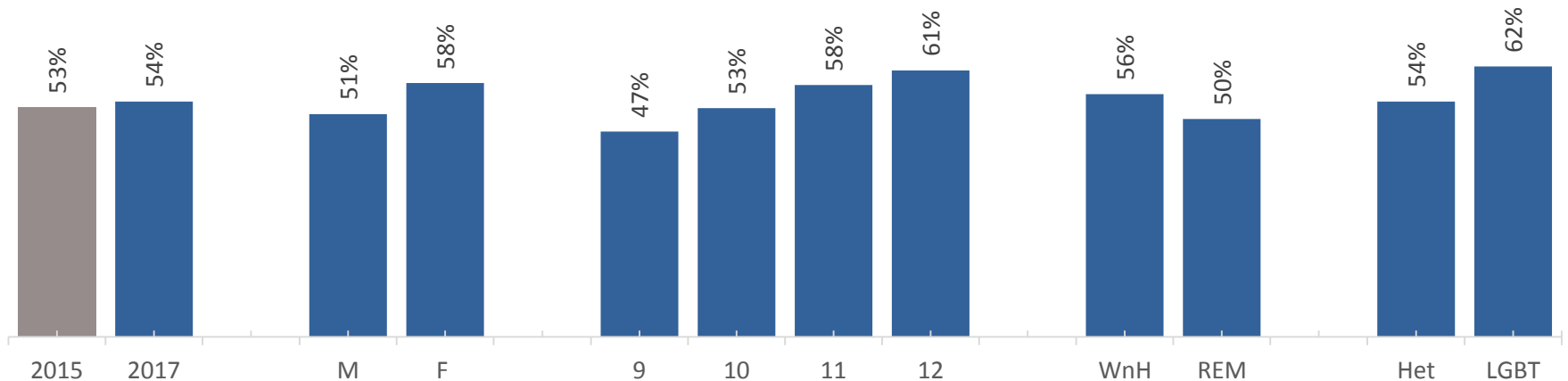
**Less than 10% of students did not see or talk to a doctor, dentist, or nurse during the past 12 months.**

**Among students who saw a doctor, nurse or dentist during the past year, just over half were asked if they smoke (54%).**

The percent of students who were asked about smoking significantly increased since 2015.

- Male students are significantly less likely to talk to a doctor, nurse, or dentist about smoking compared to female students.
- Discussions about smoking with a doctor, nurse, or dentist significantly increase with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to be asked by a medical provider about smoking.
- LGBT students are significantly more likely than heterosexual/cisgender student to be asked by a medical provider about smoking.

**Were Asked About Smoking by a Doctor, Nurse, or Dentist, Past 12 Months**



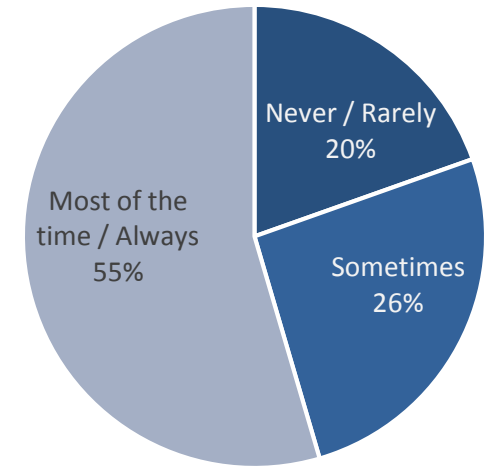
# Exposure to Tobacco Messaging

**The majority (55%) of students always or almost always see tobacco advertisement when they go to a gas station, supermarket or convenience store.**

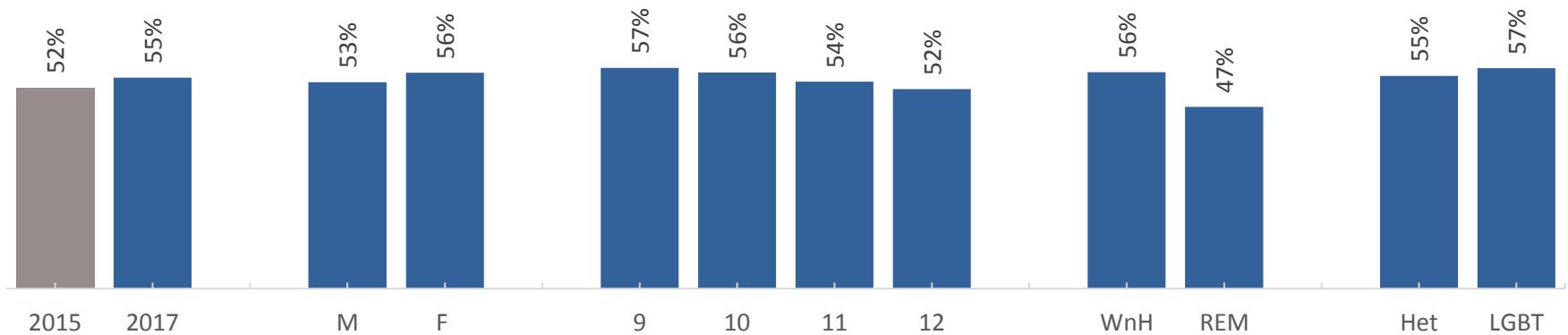
Since 2015, significantly more students reported seeing advertisements for tobacco products in convenience stores, supermarkets, or gas stations at least most of the time.

- Male students and older students are significantly less likely see tobacco advertisements at least most of the time compared to female students and younger students.
- White, non-Hispanic students and LGBT students are significantly more likely than minority and heterosexual/cisgender students to see tobacco advertisements in stores at least most of the time.

**Seeing Tobacco Advertisements in Gas Stations, Supermarkets, or Convenience Stores**



**Saw Tobacco Advertisements in Convenience Stores, Supermarkets, or Gas Stations, at Least Most of the Time**



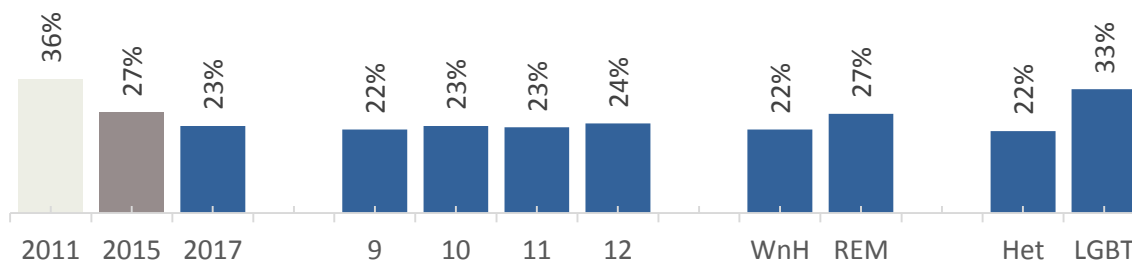
# 2<sup>nd</sup> Hand Smoke Exposure

Overall, a third of all students were in the same room with someone who was smoking cigarettes during the previous week; less than a quarter (23%) were in the same car with someone who was smoking a cigarette.

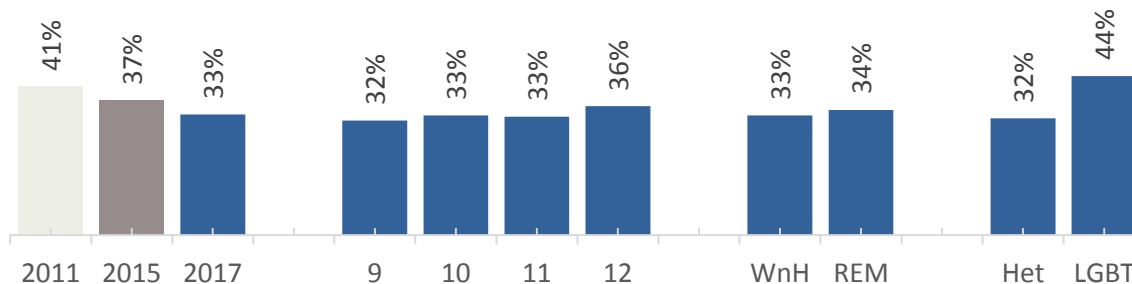
Exposure to cigarette smoke, both in a car and in a room, has continuously decreased since 2011.

- Male and female students have the same exposure to second hand cigarette smoke (23% car; 33% room).
- Regardless of grade level, all students were equally likely to be exposed to second hand smoke in a car. Seniors are significantly more likely than 9<sup>th</sup> and 11<sup>th</sup> grade students to be in the same room as someone smoking.
- Students of color are significantly more likely to spend time in a car with someone smoking compared to white, non-Hispanic students but are equally likely to spend time with someone smoking in a room.
- LGBT students are significantly more likely than heterosexual/cisgender students to spend time in a car or room with someone who was smoking.

Exposure to 2<sup>nd</sup> Hand Smoke:  
Car



Room



# Mental Health



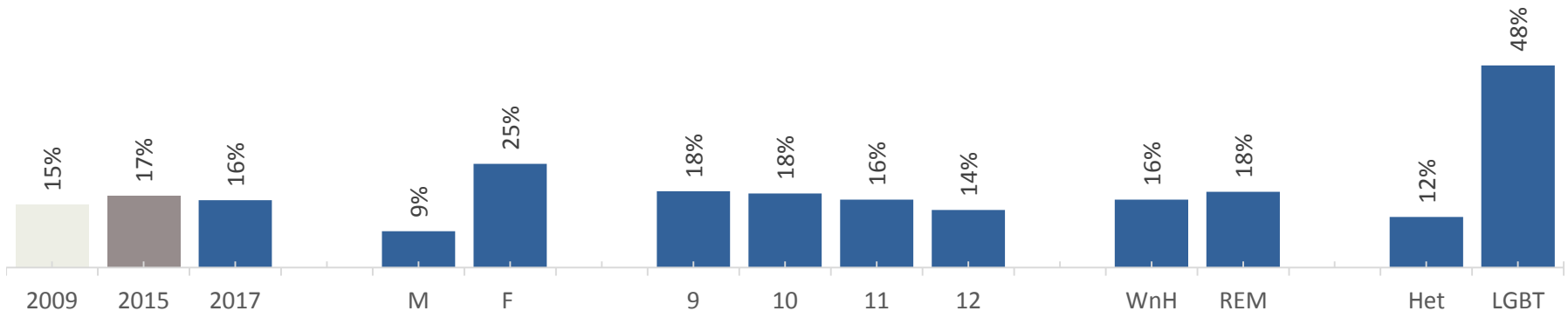
# Self-Harm

**Overall, 16% of students reported hurting themselves without wanting to die, such as by cutting or burning on purpose, in the past 12 months.**

From 2009 to 2015, self-harming behaviors significantly increased, however, since 2015, fewer students reported harming themselves on purpose.

- Female students are nearly three times as likely as male students to self-harm during the past year.
- 12<sup>th</sup> grade students are significantly less likely than all others to self-harm.
- Self-harming behaviors do not differ by race.
- LGBT students are four times as likely as heterosexual/cisgender students to hurt themselves on purpose during the past year.

**Purposely Hurt Oneself Without Wanting to Die, Past 12 Months**



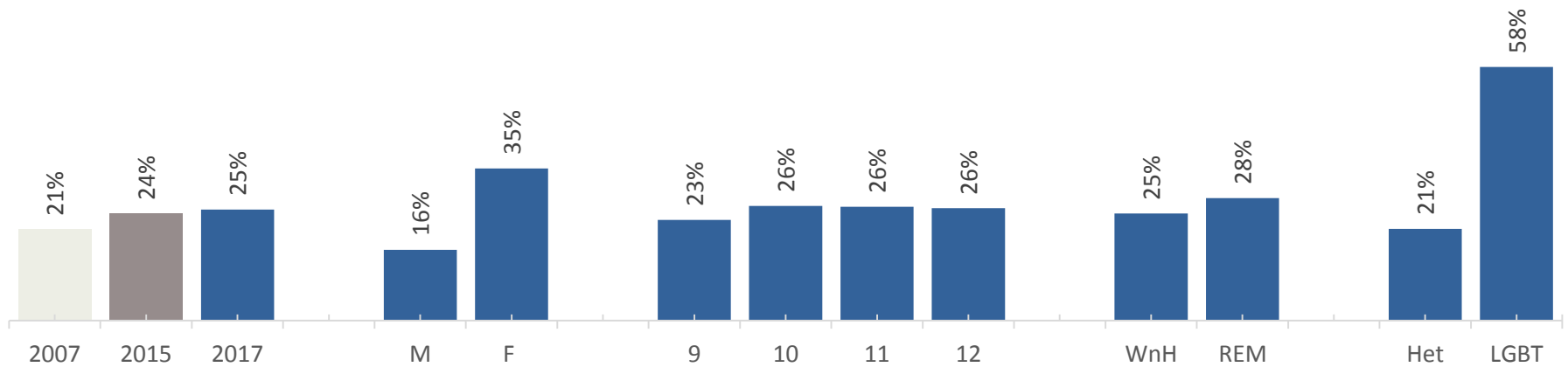
# Feeling Sad Or Hopeless

**A quarter of students felt so sad or hopeless almost every day for at least two weeks during the past 12 months that they stopped doing some usual activities.**

**Feeling sad or hopeless has significantly increased over the past 10 years and since 2015.**

- Female students are more than twice as likely as male students to report feeling so sad or hopeless that they stopped doing some activities.
- Freshman are significantly less likely to report feelings of sadness or hopelessness compared to students in all other grades.
- Students of color are significantly more likely than white, non-Hispanic students to feel sad or hopeless.
- LGBT students are nearly three times as likely as heterosexual/cisgender students to feel sad or hopeless.

**Felt Sad or Hopeless Almost Every Day For at Least a Two Week Period, Past 12 Months**



# Made a Suicide Plan

**Just over one in ten students made a plan about how they would attempt suicide during the past 12 months; 5% of students attempted suicide during that same time frame.**

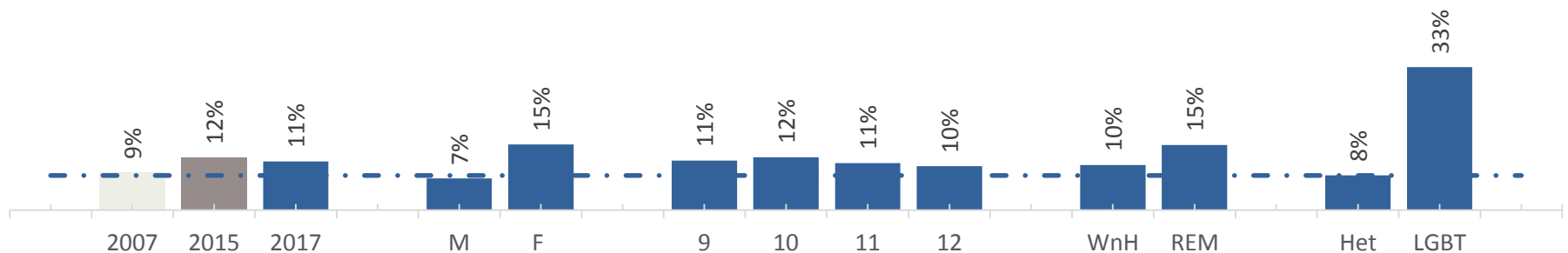
Following a decrease in the percent of students who reported making a suicide plan from 1995 to 2005, students making a suicide plan has significantly increased since 2007.

While the percent of students making a suicide plan significantly decreased between 2015 and 2017, it still remains above the HV2020 Goal of 8%.

- Female students are more than twice as likely as male students to make a suicide plan during the past year.
- 10<sup>th</sup> grade students are significantly more likely than 12<sup>th</sup> grade students to make a suicide plan, but did not differ from those in 9<sup>th</sup> or 11<sup>th</sup> grades.
- Students of color are significantly more likely than white, non-Hispanic students to make a suicide plan.
- LGBT students are more than four times as likely as heterosexual/cisgender students to make a suicide plan during the past year.

**Made a Suicide Plan, Past 12 Months**

— HV2020 Goal (8%)





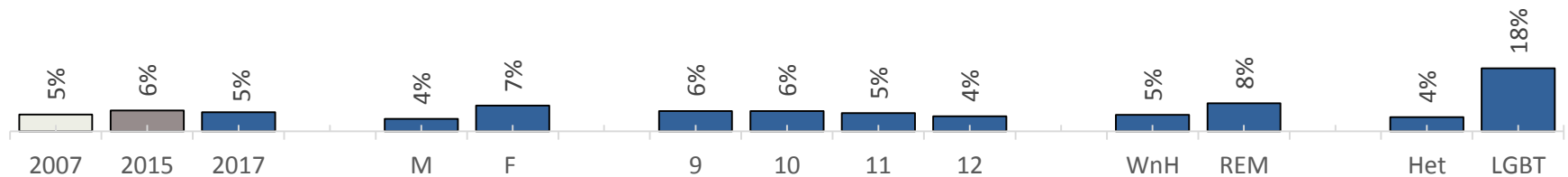
# Attempted Suicide

**During the past 12 months, 5% of students attempted suicide.**

Like suicide plans the percent of students attempting suicide significantly decreased over the past two years.

- Female students are nearly two times as likely as male students to attempt suicide during the past 12 months.
- Younger students are significantly more likely than 12<sup>th</sup> grade students to have a suicide attempt in the past year.
- People of color are significantly more likely than white, non-Hispanic students to attempt suicide.
- LGBT students are more than four times as likely as heterosexual/cisgender students to attempt suicide in the past year.

**Attempted Suicide, Past 12 Months**



# Substance Use



# Substance Use

Lifetime Use

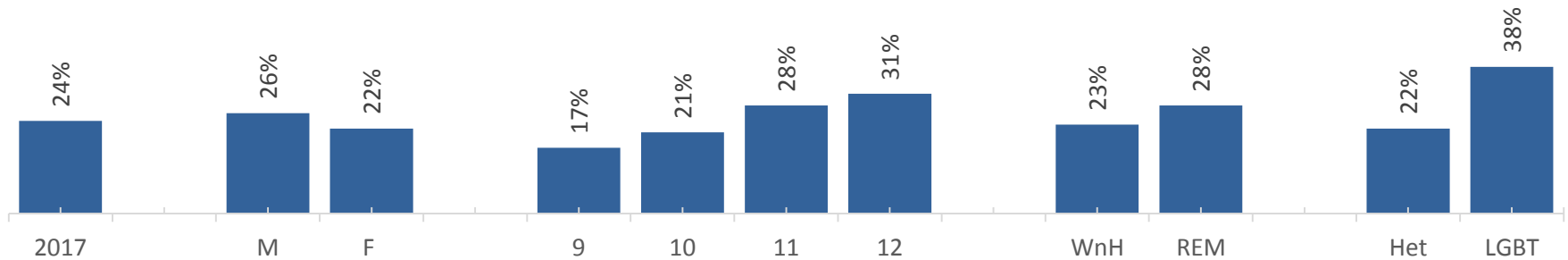
# Lifetime Cigarette Use, Even 1 or 2 Puffs

New in 2017

**Overall, a quarter of high school students have ever tried a cigarette, even one or two puffs; 8% tried a cigarette before age 13.**

- Male students are significantly more likely than female students to try smoking a cigarette (26% vs 22%) and were more like to try one before age 13 (9% vs 6%).
- Ever trying a cigarette significantly increases with each grade level.
- Students of color significantly more likely than white, non-Hispanic students to try a cigarette (38% vs 22%) or to use one before age 13 (12% vs 7%)
- LGBT students are significantly more likely to ever try smoking (28% vs 23%) and were twice as likely to try a cigarette before age 13 (7% vs 14%).

**Lifetime Cigarette Use, Even 1 or 2 Puffs**



NOTE: In 2017, questions about lifetime cigarette use were modified from ever smoked a whole cigarette to ever tried cigarette smoking, even one or two puffs. Lifetime cigarette use now captures students who may have experimented with cigarette smoking without ever smoking an entire cigarette. Data on lifetime cigarette use cannot be compared with previous results.

# Lifetime Use of Electronic Vapor Products

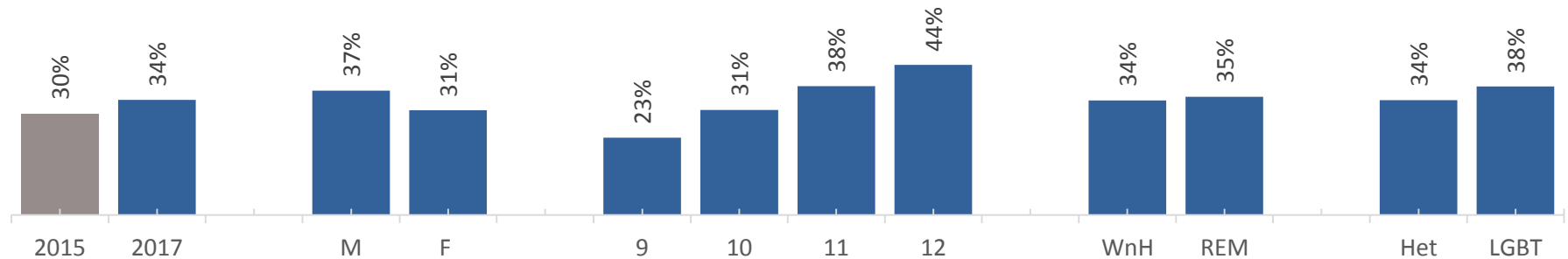
Electronic vapor products (EVP) include e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common products include: blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

In 2017, a third of students (34%) ever tried an electronic vapor product (EVP).

The percent of students who have ever tried an electronic vapor product has significantly increased since first asked in 2015.

- Male students are significantly more likely than female students to have ever tried an EVP.
- Ever trying an EVP significantly increases with each grade level. Students in 12<sup>th</sup> grade are nearly two times as likely as 9<sup>th</sup> graders to ever try an electronic vapor product.
- Ever using an EVP does not differ by race.
- LGBT students are significantly more likely to ever try an EVP compared to heterosexual/cisgender students.

Lifetime Use of Electronic Vapor Products



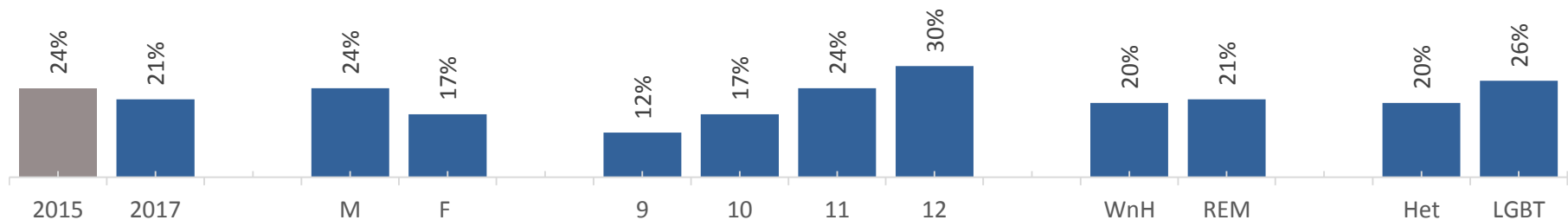
# Lifetime Use of Flavored Tobacco Products

**About one in five students have ever tried a tobacco product flavored to taste like menthol (mint), clove, spice, alcohol (wine or cognac), candy, fruit, chocolate, or other sweets.**

Since first asked in 2015, use of flavored tobacco products has significantly decreased.

- Male students are significantly more likely than female students to try a flavored tobacco product.
- Ever trying a flavored tobacco product significantly increases with each grade level.
- Use of flavored tobacco products does not differ by race.
- LGBT students are significantly more likely than heterosexual/cisgender students to try a flavored tobacco product.

Flavored Tobacco Product Use, Lifetime



# Lifetime Alcohol Use

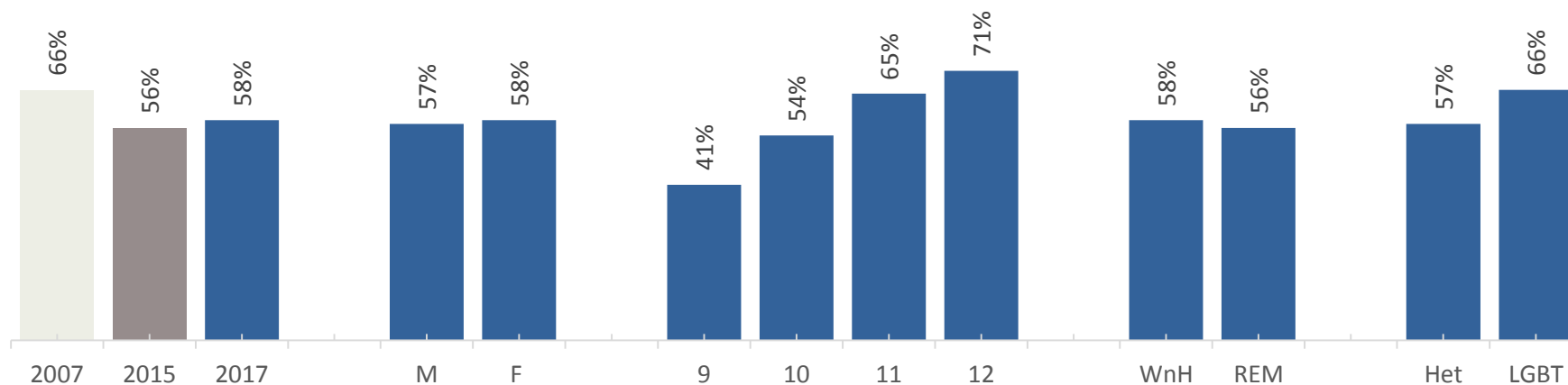
**Among high school students, three in five have ever had alcohol; one in seven (14%) drank before age 13.**

The percent of students who have ever drunk alcohol significantly decreased over the last decade, from 66% in 2007 to 58% in 2017. However, from 2015 to 2017 the percent ever drinking alcohol significantly increased (56% vs. 58%).

Following a similar trend, alcohol use before age 13 has significantly decreased since 2007 (19%), but increased from 2015 (12%) to 14% in 2017.

- Ever drinking alcohol does not differ by sex or race. Male students and students of color are significantly more likely than female students and white, non-Hispanic students to try alcohol before age 13 (16% vs 11% and 21% vs 12%, respectively)
- Lifetime alcohol use significantly increases with each grade level. By the time students are in their senior year, nearly three-quarters have tried alcohol. Ninth grade students are significantly more likely to have tried alcohol before age 13 compared to older students (17% vs 13% vs 13% vs 11%).
- LGBT students are significantly more likely than heterosexual/cisgender students to consume alcohol in their lifetime (shown below) and to drink alcohol before age 13 (20% vs 13%).

**Ever Drank Alcohol**



# Lifetime Marijuana Use

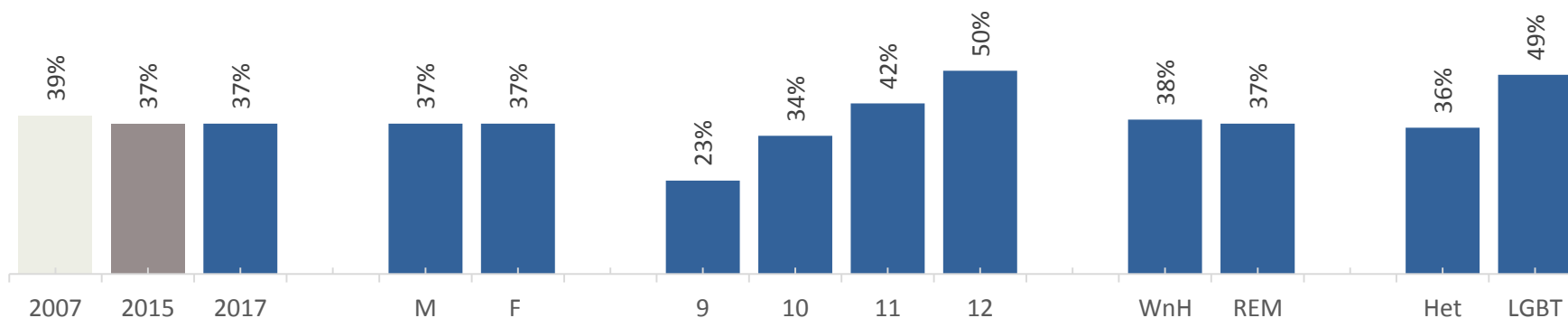
**Overall, 37% of students have ever used marijuana; 6% used it before age 13.**

Ever using marijuana has remained relatively stable over the past decade; however, during that timeframe, significantly fewer students reported using marijuana before age 13 (9% vs 6%).

Lifetime marijuana use and use before age 13 did not change between 2015 and 2017.

- Lifetime marijuana use does not differ by sex or race.
- Using marijuana before age 13 is significantly higher among male students compared to female students (7% vs 5%) and students of color (10% vs 5%).
- Half of all seniors have ever tried marijuana. Ever using marijuana significantly increases with each grade level; using it before age 13 does not vary by grade.
- LGBT students are significantly more likely to report ever using marijuana (shown below) and to try it before age 13 (11% vs 5%), compared to heterosexual/cisgender students.

Ever Used Marijuana

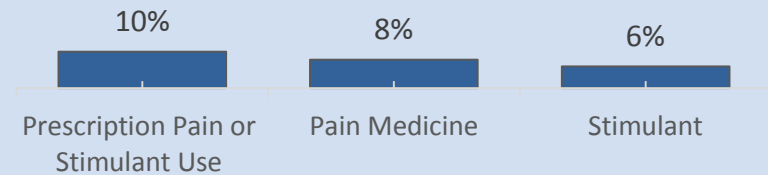




# Lifetime Prescription Drug Misuse

## Ever Misused a Prescription Pain Reliever or Stimulant

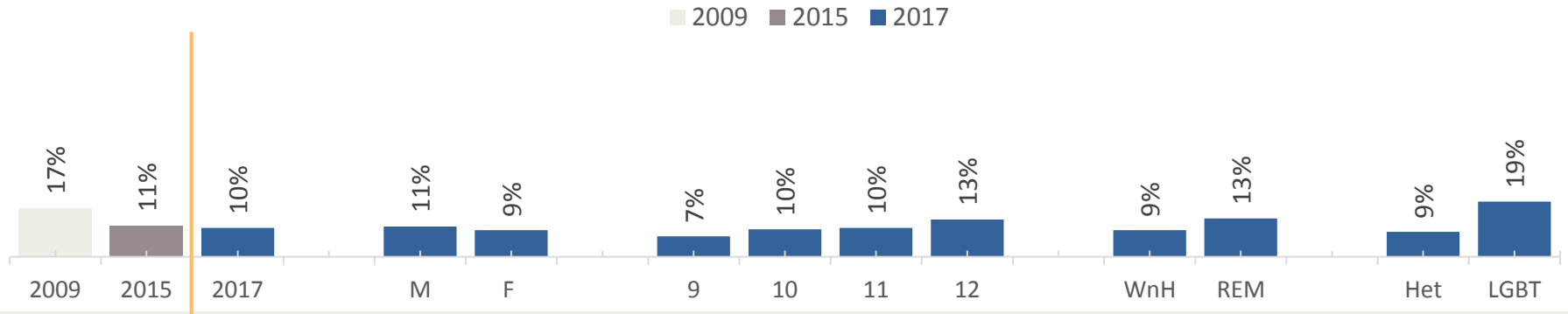
In 2017, misuse of prescription pain medicines was added to the standard YRBS questionnaire. In Vermont, the phrase “*or differently than how a doctors told you to use it*” was added to the questions about ever using a prescription pain reliever or stimulant to better reflect both illicit use and misuse of prescription drugs. However, caution should be taken when comparing prescription drug misuse with prior prescription drug use due to the addition of use as not intended.



**Overall, one in ten high school students have ever used a prescription stimulant or pain reliever that was not prescribed to them or used one in a manner different from how it was prescribed.**

- Male students are significantly more likely than female students to misuse prescription pain medicine or stimulants.
- 9<sup>th</sup> grade students are significantly less likely to have ever misused a prescription stimulant or pain reliever; 12<sup>th</sup> grade students are more likely to misuse one compared to other students.
- Students of color are significantly more likely to ever misuse a prescription pain reliever or stimulant compared to white, non-Hispanic students.
- LGBT students are nearly two times as likely as heterosexual/cisgender students to ever misuse a prescription pain reliever or stimulant.

## Ever Misuse a Prescription Pain Reliever or Stimulant



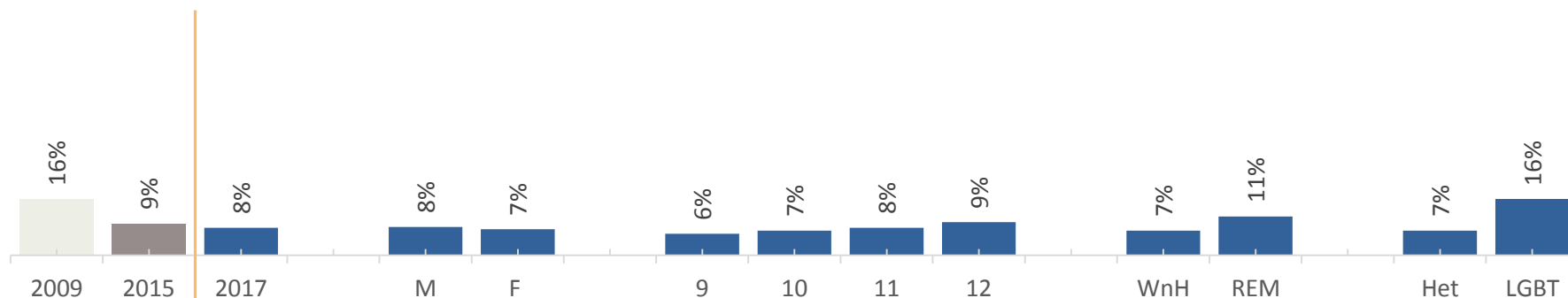
# Lifetime Prescription Drug Misuse: Pain Relievers

New in 2017

**Overall, 8% of students reported ever taking prescription pain medicine not prescribed to them or taking it differently than their doctor prescribed.**

- Lifetime misuse of prescription pain relievers does not differ by sex.
- Prescription pain reliver misuse significantly increases between 9<sup>th</sup> and 10<sup>th</sup> grade and between 11<sup>th</sup> and 12<sup>th</sup> grade.
- Students of color are significantly more likely to have ever misused a prescription pain reliever compared to white, non-Hispanic students.
- LGBT students are twice as likely as heterosexual/cisgender students to use a prescription pain reliever during their lifetime.

**Ever Misuse a Prescription Pain Reliever**



Note: In 2017, misuse of prescription pain medicines were added to the standard YRBS questionnaire. Modifications to the wording of prescription drug use, lifetime and current, were made to match the national questions. In Vermont, the phrase *“or differently than how a doctors told you to use it”* was added to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse with prior prescription drug use due to the addition of use as not intended.

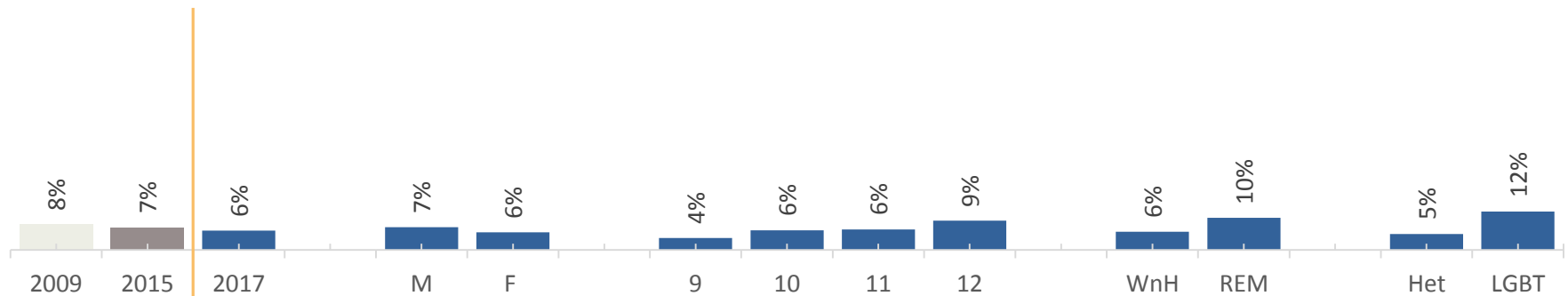
# Lifetime Prescription Drug Misuse: Stimulants

New in 2017

**Overall, 6% of students reported ever taking prescription stimulants not prescribed to them or taking it differently than their doctor prescribed.**

- Male students are significantly more likely than female students to ever misuse a prescription stimulant.
- 9<sup>th</sup> grade students are significantly less likely than other students to misuse a prescription stimulant; 12<sup>th</sup> graders are significantly more likely than other students to do so.
- Students of color are nearly twice as likely as white, non-Hispanic students to misuse a prescription stimulant during their lifetime.
- LGBT students are nearly three times as likely as heterosexual/cisgender students to ever misuse a prescription stimulant.

## Ever Misuse a Prescription Stimulant



Note: In 2017, misuse of prescription pain medicines were added to the standard YRBS questionnaire. Modifications to the wording of prescription drug use, lifetime and current, were made to match the national questions. In Vermont, the phrase “or differently than how a doctors told you to use it” was added to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse with prior prescription drug use due to the addition of use as not intended.

# Lifetime Use of Other Illegal Drugs

**Less than one in ten students have ever tried heroin, cocaine, methamphetamines, or inhalants.**

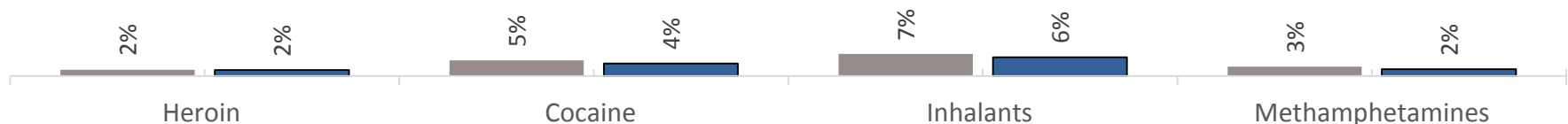
Lifetime use of methamphetamines, cocaine, and heroin significantly decreased since 2015. Ever using an inhalant has not significantly changed.

Both lifetime use of heroin and methamphetamines have dropped since 2007 (from 3% and 5%, respectively). Cocaine and inhalant use were not included on the VT YRBS during the 2000's.

- Male students are significantly more likely than female students to use methamphetamines (3% vs 1%), cocaine (5% vs 3%), and heroin (3% vs 1%).
- Illegal drug use differs by grade level and substance. Cocaine use increases with each grade level; younger students are less likely to use heroin, and 9<sup>th</sup> grade students are less likely than students in other grades to use methamphetamines.
- Students of color are significantly more likely to use inhalants (10% vs 5%) methamphetamines (6% vs 1%), cocaine (8% vs 3%), and heroin (5% vs 1%) than white non-Hispanic students.
- LGBT students are significantly more likely than heterosexual/cisgender students to use inhalants (16% vs 5%), methamphetamines (5% vs 2%), cocaine (9% vs 3%), and heroin (5% vs 1%).

## Other Lifetime Illicit Drug Use

■ 2015 ■ 2017



# Substance Use

Current use

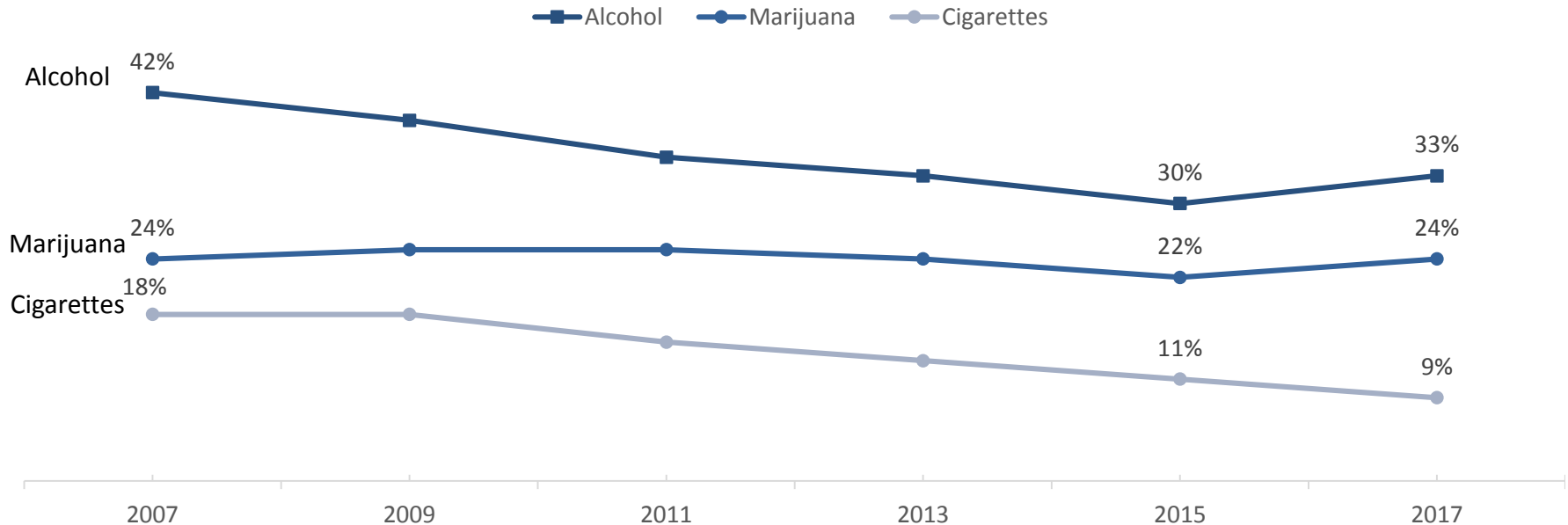
# Current Alcohol, Tobacco, and Marijuana Use

In 2017, the percent of students who currently smoke cigarettes dropped below the Healthy Vermonters 2020 Goal of 10%. Over the past decade, the percent of students who currently smoke cigarettes consistently and significantly decreased from 18% to 9%.

Current alcohol use has decreased by 10% since 2007 but significantly increased between 2015 and 2017.

Marijuana use has remained stable over the past 10 years but significantly increased between 2015 and 2017. Current marijuana use among high school students remains above the HV2020 Goal of 20%.

Past 30 Day Alcohol, Marijuana, and Cigarette Use

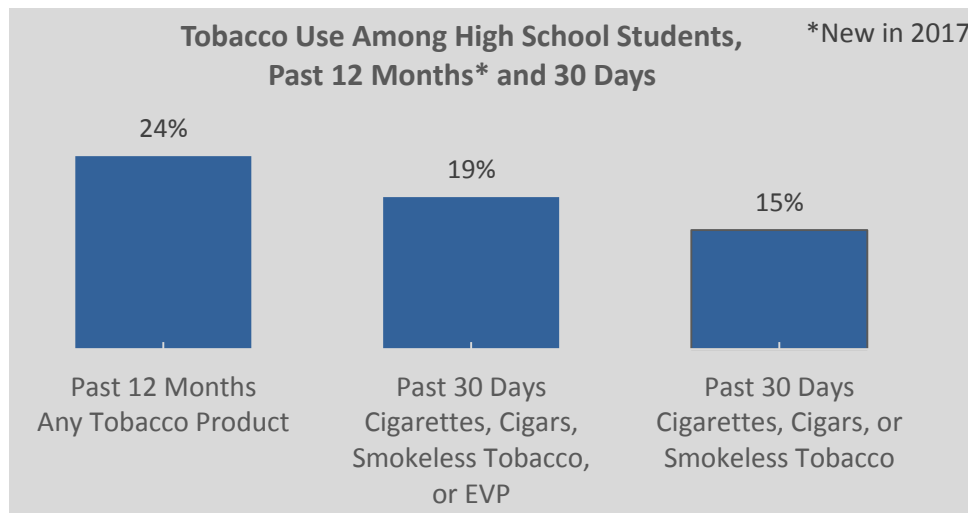


# Use of any tobacco products

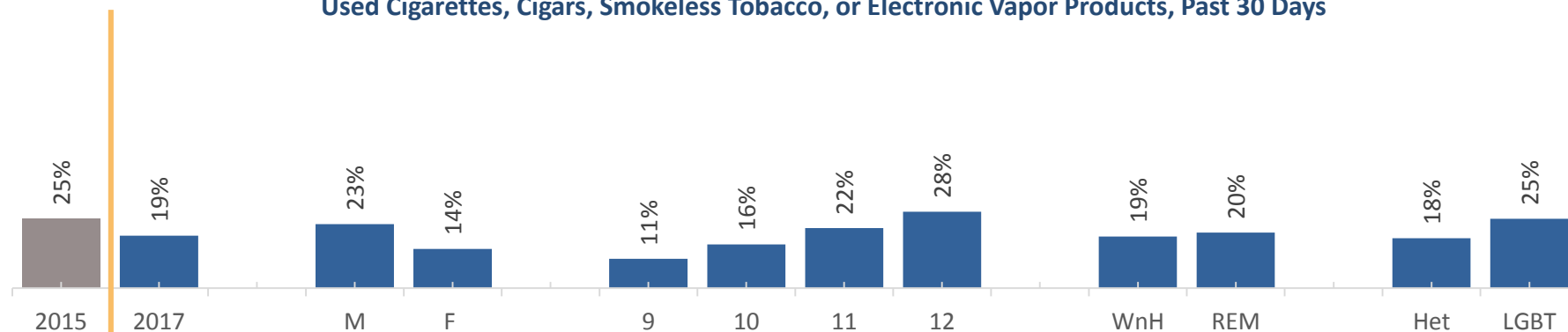
During the past year, a quarter of students reported using any tobacco product.\*

During the past 30 days, one in seven students used cigarettes, cigars, or smokeless tobacco products. Nearly one in five students used a tobacco product, including cigarettes, cigars, smokeless tobacco, or electronic vapor products.

- Current tobacco use including cigarettes, cigars, smokeless tobacco, and EVP significantly increases with each grade level and is significantly higher among male students and LGBT students. Current use does not differ by race.



## Used Cigarettes, Cigars, Smokeless Tobacco, or Electronic Vapor Products, Past 30 Days



Note: In 2017 the number of smokeless tobacco products and brand names listed in the question were revised to reflect emerging forms of smokeless tobacco. This change interrupts the smokeless tobacco use trend line. Caution should be used when comparing data including smokeless tobacco to previous years.

# Current Cigarette Use

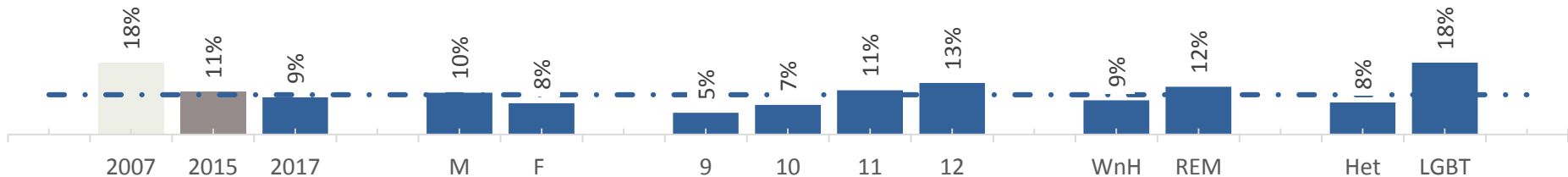
**Less than ten percent of high school students smoked cigarettes during the past 30 days.**

Over the past decade there has been a 50% decrease in the percent of students who smoked cigarettes during the past 30 days. Currently smoking cigarettes further decreased between 2015 and 2017, dropping below the HV2020 Goal of 10%.

- Male students are significantly more likely than female students to currently smoke cigarettes.
- Cigarette smoking during the past 30 days significantly increases through 11<sup>th</sup> grades. Older students are twice as likely as freshman to currently smoke cigarettes.
- Students of color are significantly more likely than white, non-Hispanic students to smoke cigarettes during the past 30 days.
- LGBT students are two times as likely as heterosexual/cisgender students to currently smoke cigarettes.

**Smoked Cigarettes, Past 30 Days**

— HV2020 Goal (10%)





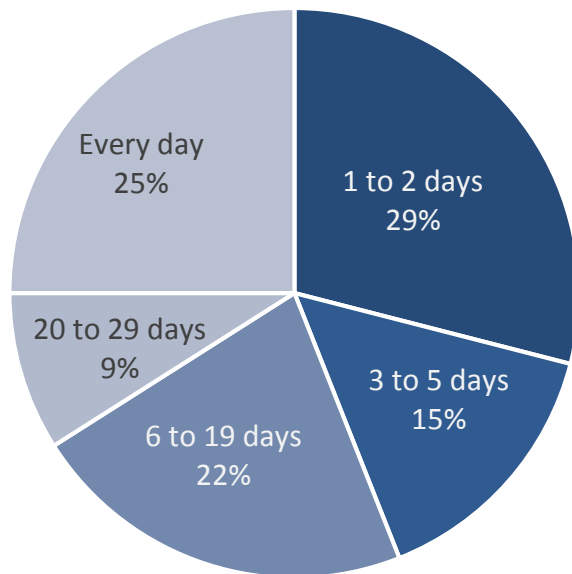
# Cigarette Use Among Current Smokers

Among students who smoked cigarettes during the past 30 days, a quarter smoked everyday; a little more than half reported smoking on six or more days in the last month.

On days current smokers smoked cigarettes, about half smoked one or part of one cigarettes; 12% smoked at least half a pack.

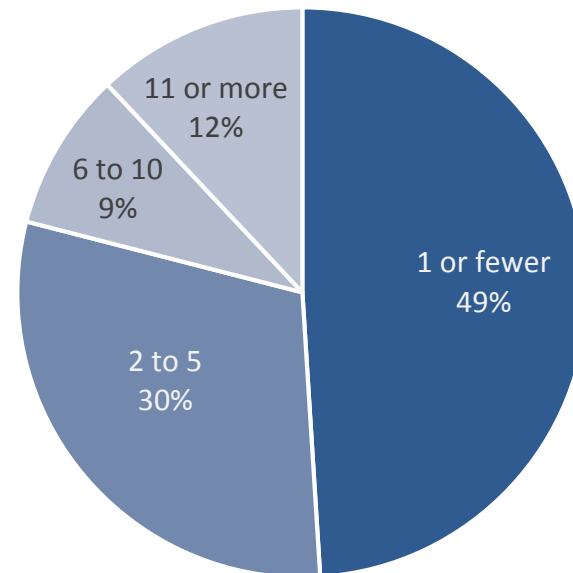
**Frequency of Cigarettes Smoked Among Current Smokers**

Days Smoked Cigarettes



**Quantity of Cigarettes Smoked Among Current Smokers**

Number of Cigarettes Smoked

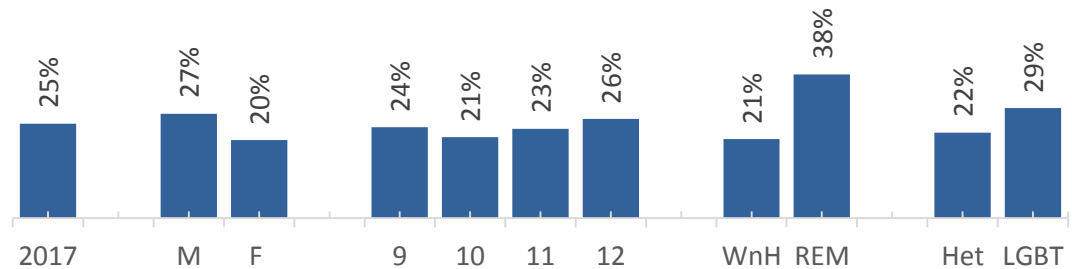


# Cigarette Use Among Current Smokers

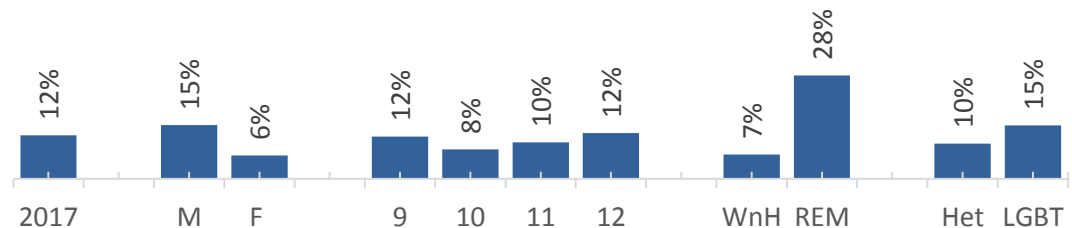
Among current smokers, a quarter smoked everyday. When smoking, 12% of students smoked at least half a pack of cigarettes (11 cigarettes) per day.

- Male students are significantly more likely than female students to smoke daily and smoke a half or pack or more of cigarettes.
- Smoking cigarettes every day varies by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to smoke every day and smoke 11 or more cigarettes on days smoked.
- LGBT students are significantly more likely than heterosexual/cisgender students to smoke every day.

Smoked Every Day, Among Current Smokers



Smoked at Least Half a Pack of Cigarettes on Days  
Current Smokers Used Cigarettes



# Current Electronic Vapor Product Use

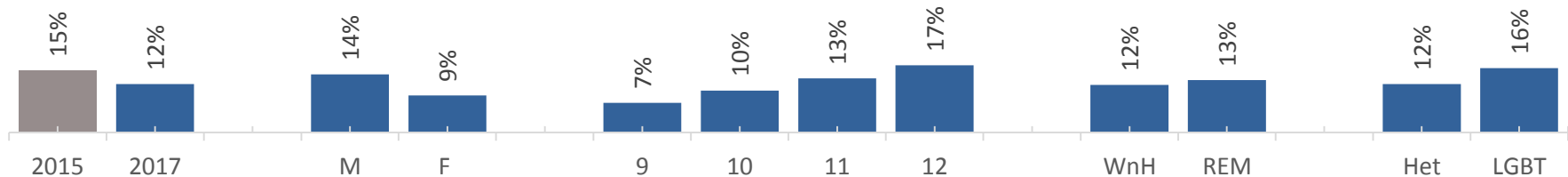
Electronic vapor products (EVP) were described to include e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens such as blu, NJOY, MarkTen, Logic, Vapin Plus, eGo, Halo, or Vuse.

**During the last 30 days, 12% of student reported using electronic vapor products (EVP).**

In 2017, significantly fewer students used an EVP during the past 30 days compared to those in 2015.

- Male students are significantly more likely than female students to currently use EVPs.
- Current use of EVP significantly increases with each grade level.
- Current EVP use does not differ by race.
- LGBT students are significantly more likely than heterosexual/cisgender students to use an EVP during the past 30 days.

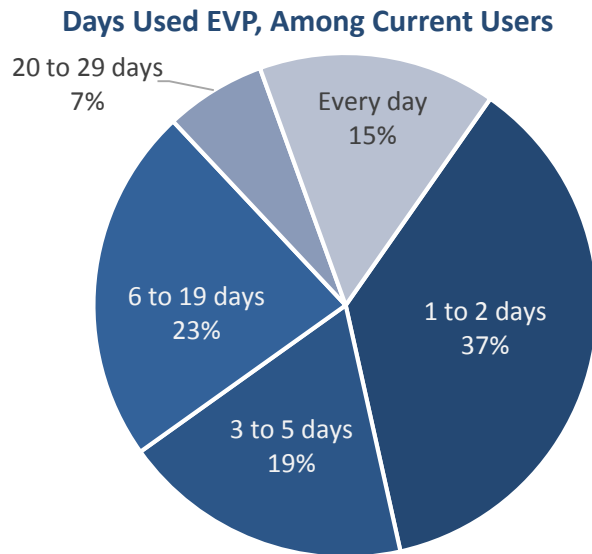
**Used an EVP, Past 30 Days**



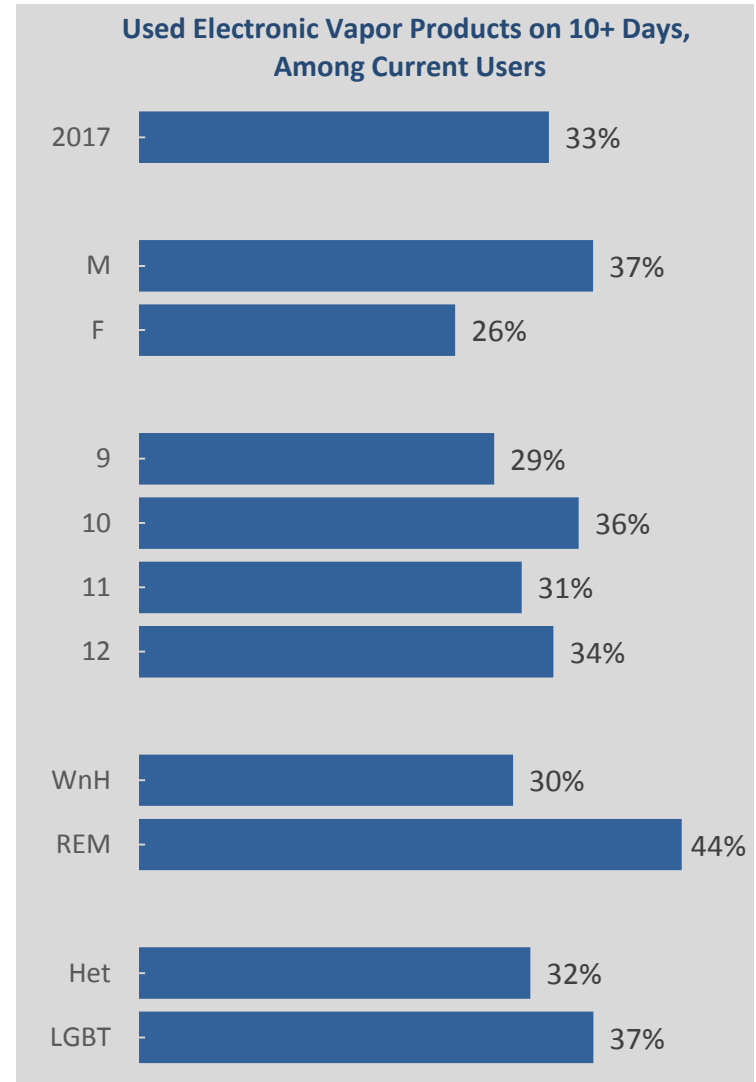
# Electronic Vapor Product Use Among Current Users

Among students who currently used electronic vapor products, a third used them once or twice during the past month, another third used them on 10 or more days.

- Male students are significantly more likely than females to use EVP on ten or more days.
- Using EVP use on ten or more days did not differ by grade level or sexual orientation.
- Students of color are significantly more likely than white, non-Hispanic students to use EVP on ten or more days.



New in 2017

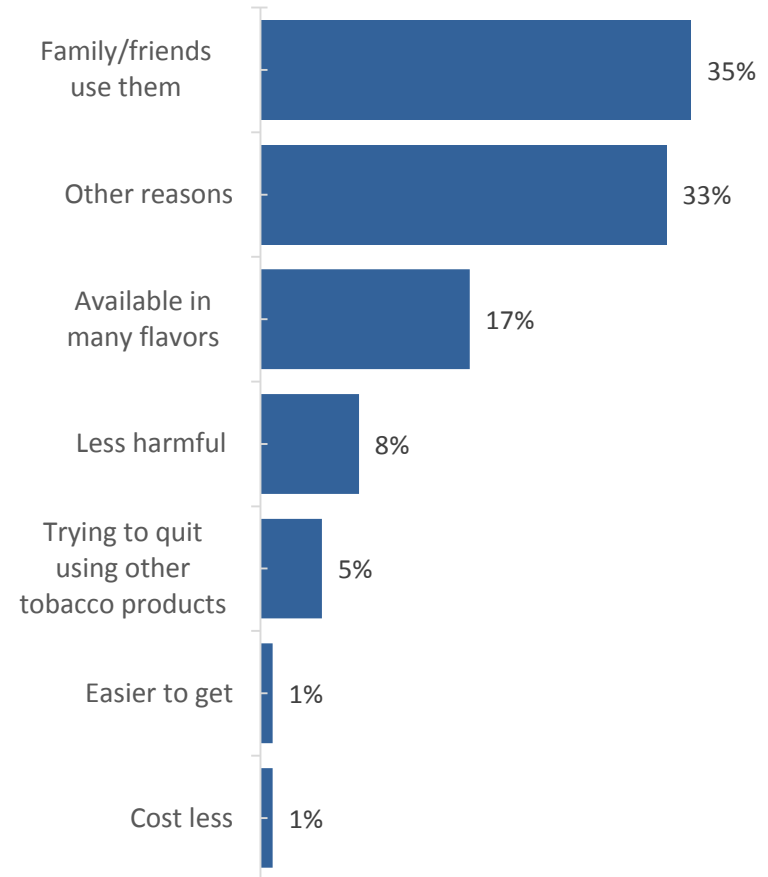


# Electronic Vapor Products Use Among Current Users

New in 2017

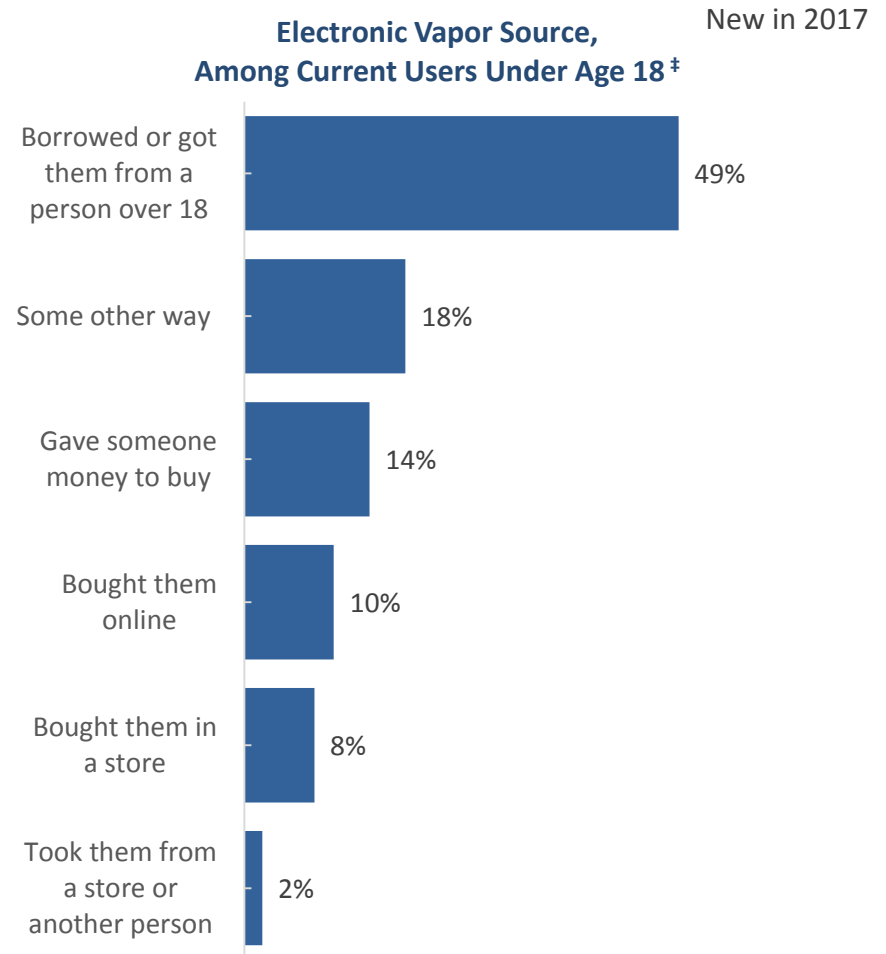
Among students who used electronic vapor products during the past 30 days, just over a third used them because their friends or family members use them. Few used them because they were trying to quit using other tobacco products, thought they were easier to get than other tobacco products, or because they cost less.

**Primary Reason for Using Electronic Vapor Products, Among Current Users**



# Electronic Vapor Product Use Among Current Users Under Age 18

Among current users under age 18, about half borrowed or got EVPs from someone who was over age 18. Nearly one in five bought them either online (10%) or in a store (8%).



‡ The current legal age to purchase tobacco products, including EVP is 18. Therefore, this figure only contains students who are not legally able to purchase and use EVP.

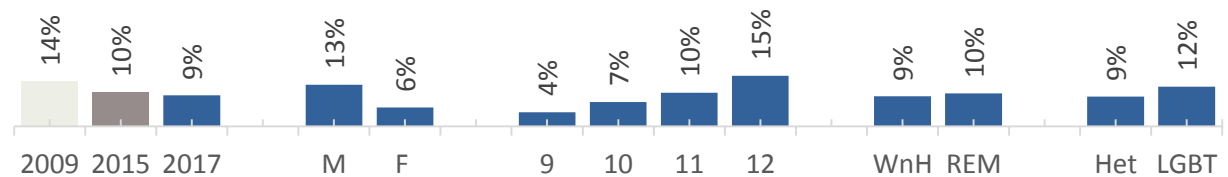
# Current Use of Other Tobacco Products

**Less than 10% of students smoked cigars, cigarillos, or little cigars during the past 30 days; 5% used chewing tobacco, snuff, dip, snus, or dissolvable tobacco products.**

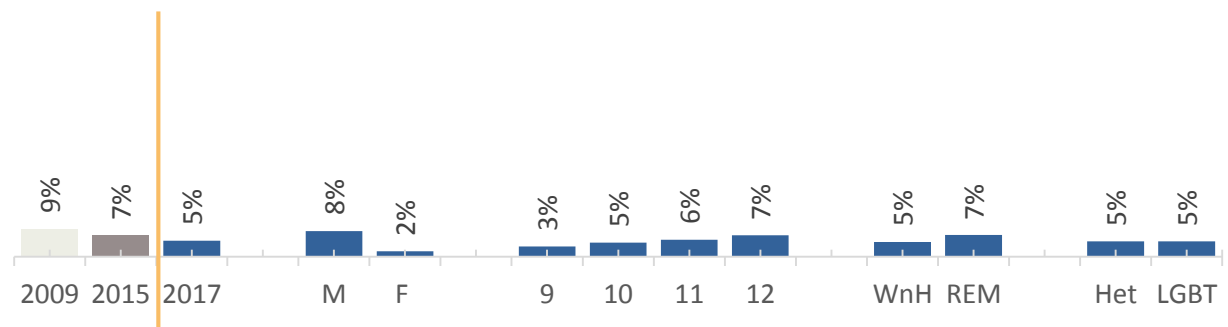
Since 2009 and since 2015, current use of cigars and smokeless tobacco products has significantly decreased.

- Male students are two and four times as likely as female students to smoke cigars and to use smokeless tobacco, respectively.
- Cigar use increases with each grade level. 9<sup>th</sup> grade students are less likely than other students to use cigars or smokeless tobacco.
- Use of cigars is significantly higher among LGBT and students of color. Students of color are also more likely than white, non-Hispanic students to use smokeless tobacco products.

**Current Cigar Use**



**Current Smokeless Tobacco Use**



Note: In 2017 the number of smokeless tobacco products and examples used in the question were revised to include dissolvable tobacco products and included products such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, Marlboro Snus, General Snus, Ariva, Stonewall, or Carmel Orbs. This change interrupts the smokeless tobacco use trend line. Caution should be used when comparing data from previous years.

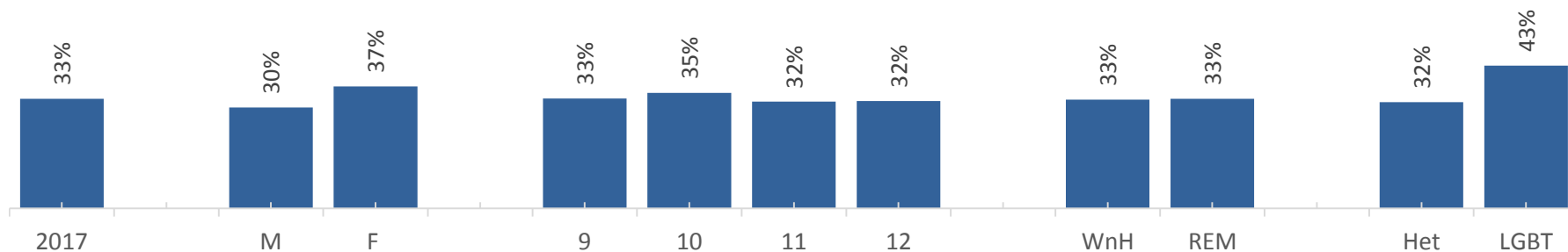
# Quit Attempts

Nearly a quarter of students (24%) reported using a tobacco product during the past year.

Among students who used any tobacco products during the past year, a third tried to quit using cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products.

- Male students are significantly less likely than female students to quit using all tobacco products during the past year. New in 2017
- Tobacco use quit attempts do not differ by grade level or race.
- LGBT students are significantly more likely than heterosexual/cisgender students to attempt to quit using tobacco products during the past year.

**Tried to Quit Using All Tobacco Products During the Past Year, Among Those Who Used Tobacco During the Previous 12 Months**



Note: In 2017 quit attempts was changed from current smokers who tried to quit smoking cigarettes during the past year to among students who used any tobacco product during the past year, the percent who tried “to quit using **all** tobacco including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products”.



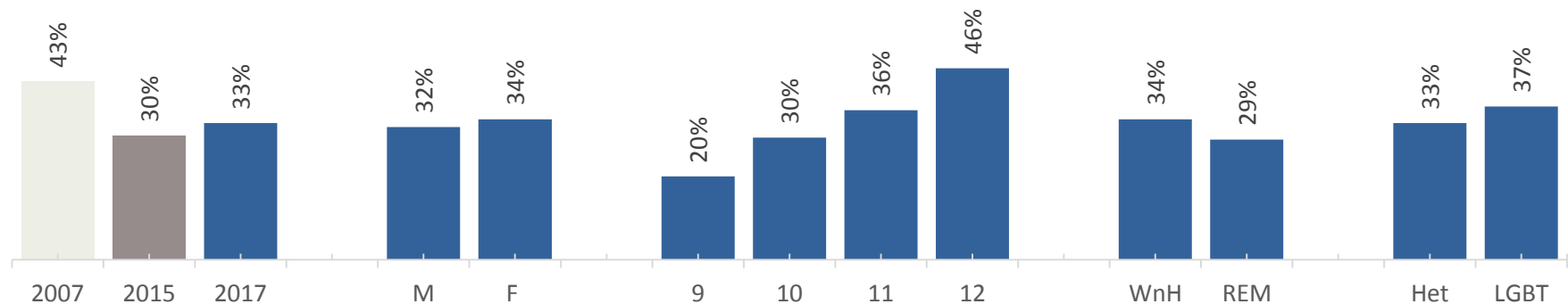
# Current Alcohol Use

**A third of all high school students drank alcohol during the past 30 days.**

Reversing the trend of the previous decade, current use of alcohol significantly increased between 2015 and 2017.

- Male students are significantly less likely than female students to consume alcohol during the past 30 days.
- Current alcohol use significantly increases with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to currently use alcohol.
- LGBT students are significantly more likely than heterosexual/cisgender students to drink alcohol during the past 30 days.

**Drank Alcohol, Past 30 Days**



# Binge Drinking

New in 2017

In 2017, the CDC revised the definition of binge making it sex-specific. On the 2017 Vermont YRBS, binge drinking was defined as occurring when males consume five or more drinks and drinking when females consume four or more drinks in one sitting.

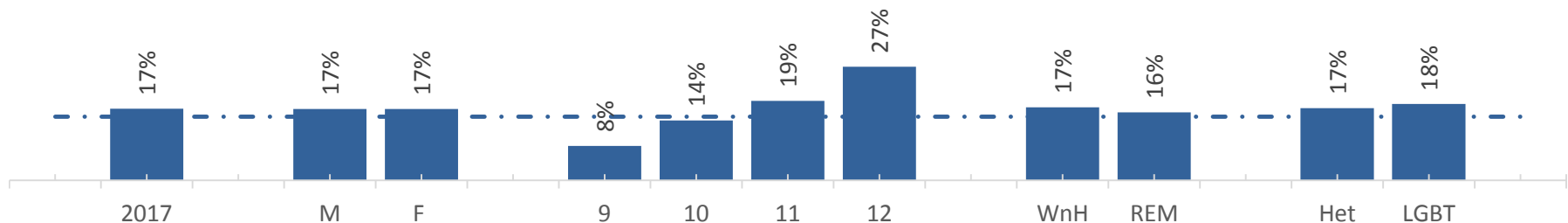
Overall, 17% of high school students binge drank at least one time during the past 30 days. Binge drinking among high school students remains above the HV2020 Goal of 15%.

- Binge drinking significantly increases with each grade level.
- Binge drinking during the past 30 days does not differ by sex, race, or sexual orientation.

One in twenty students (5%) drank 10 or more drinks in a row within a couple of hours during the past month.

**Binge Drank, Past 30 Days**

— HV2020 Goal (15%)



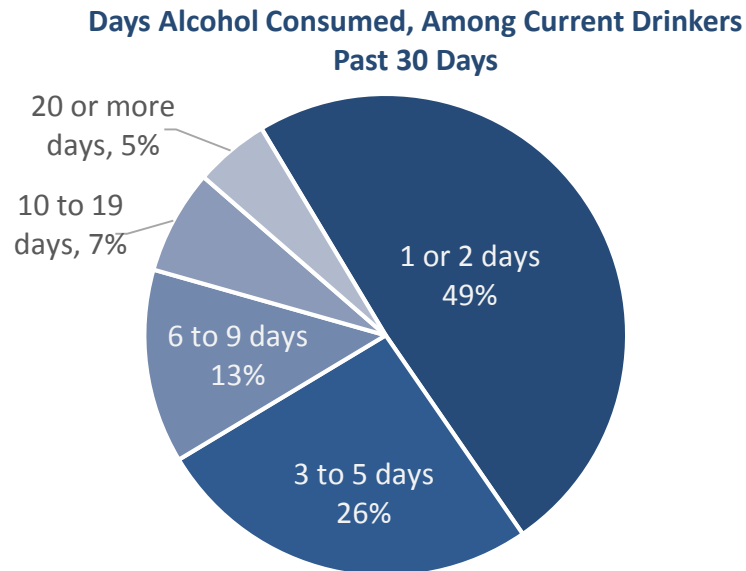
# Alcohol Use Among Current Drinkers: Frequency of Use

Among students who reported drinking during the past 30 days, about half drank on one or two days; a quarter drank on three to five days.

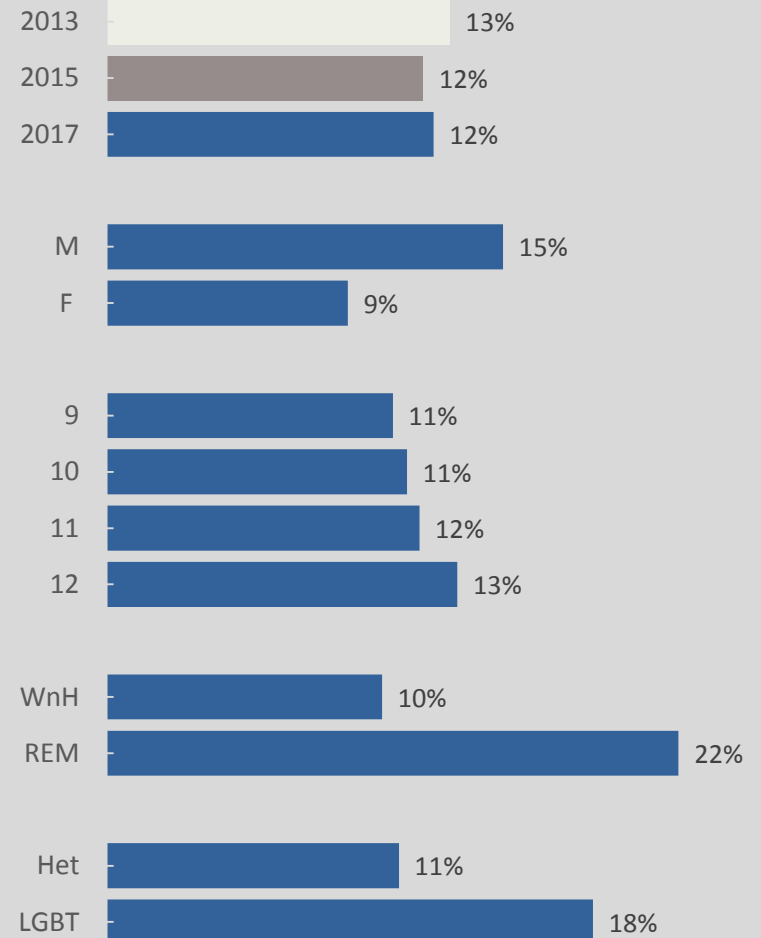
Drinking ten or more times during the past month has not significantly changed since 2013, among students who currently drank alcohol.

Among students who currently drink alcohol, drinking on ten or more days occurs more often among:

- Males,
- Students of color, and
- LGBT students.



**Drank Alcohol on 10 or More Days During the Past Month, Among Current Drinkers**

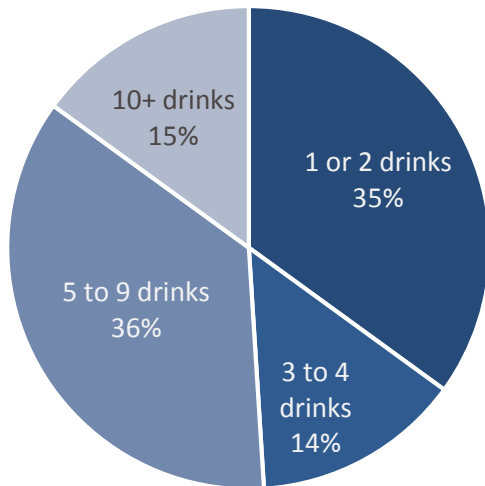


# Alcohol Use Among Current Drinkers: Amount Consumed

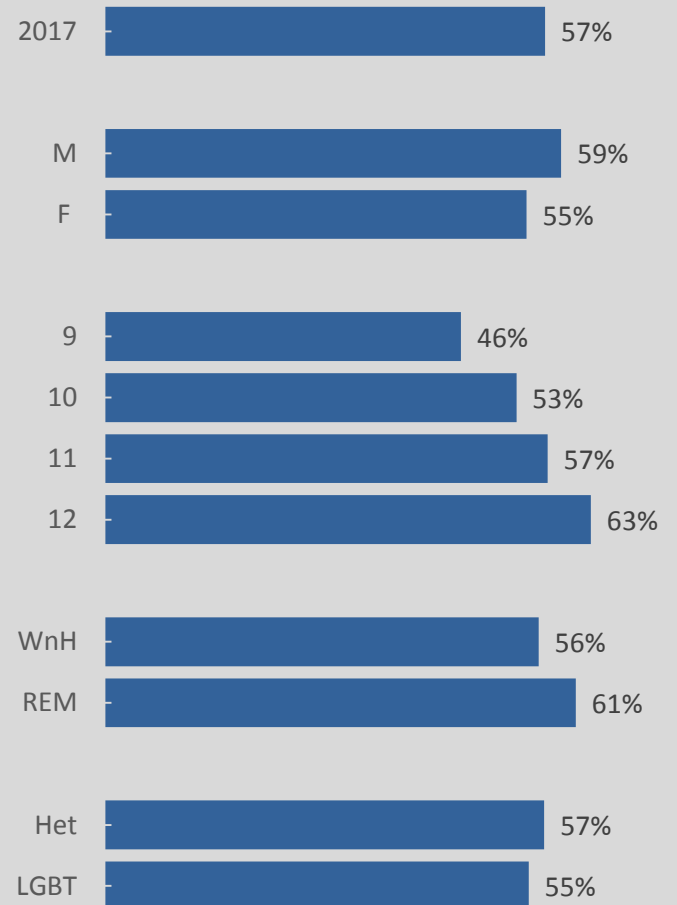
A third of current drinkers reported that the largest amount of alcohol consumed was 1 to 2 drinks. Half of current drinkers had at least five drinks in one sitting, with 15% of those students drinking ten or more drinks in a row.

Among students who currently drink alcohol, male students and older students are significantly more than female student and younger students to binge drink.

**Largest Amount of Alcohol Consumed, Among Current Drinkers, Past 30 Days**



**Binge Drank During the Past Month, Among Current Drinkers**



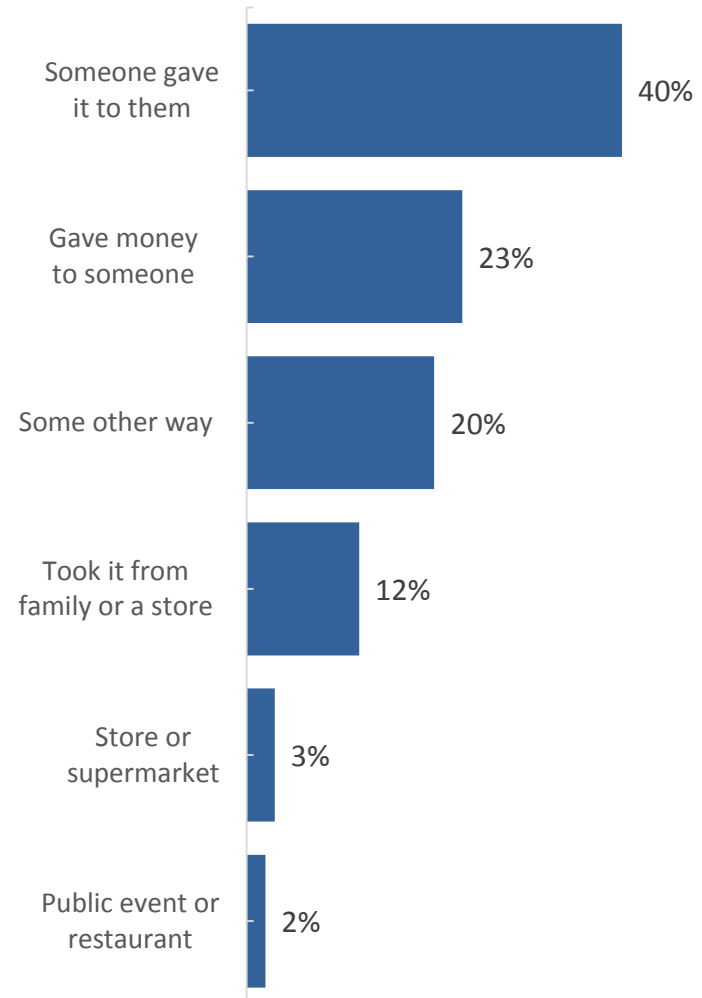
† Binge drinking occurs when males consume five or more drinks or females consume four or more drinks in a row.

# Alcohol Use Among Current Drinkers: Source

Among students who consumed alcohol during the past 30 days, two in five got it from someone else; nearly a quarter gave someone money to buy it for them. Few bought it directly from a store, bar, or other event (5%).

Overall, the way students obtained alcohol did not change since 2015.

Usual Alcohol Source Among Current Drinkers



# Current Marijuana Use

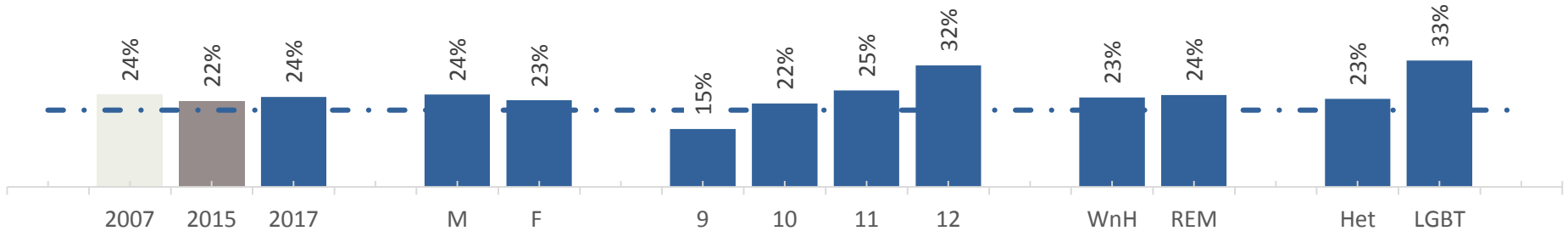
**Nearly a quarter of high school students used marijuana during the past 30 days.** Current marijuana use remains above the HV2020 Goal of 20%.

Current marijuana use significantly increased between 2015 and 2017, but has remained stable over the past decade.

- Marijuana use does not differ by sex or race.
- Current marijuana use significantly increases with each grade level.
- LGBT students are significantly likely to use marijuana during the past 30 days compared to heterosexual/cisgender students.

**Marijuana Use, Past 30 Days**

— HV2020 Goal (20%)

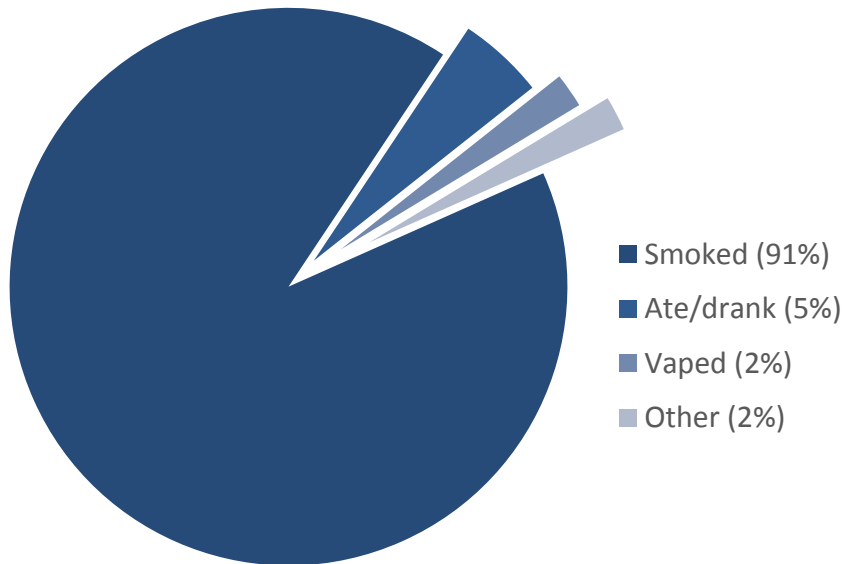


# Marijuana Use Among Current Users: Methods

Nine out of ten current marijuana users (91%) primarily smoked marijuana in a joint, pipe, or blunt.

New in 2017

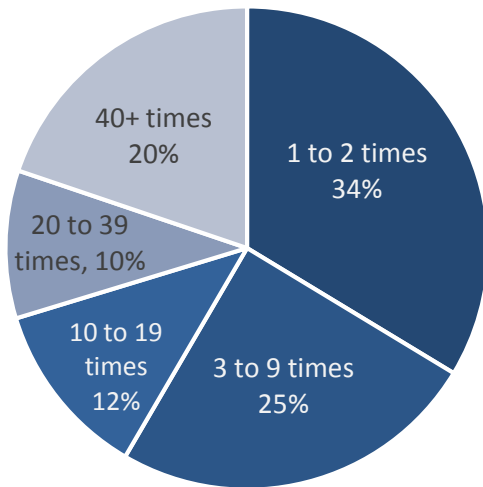
Primary Methods Used to Consume Marijuana,  
Among Current Users



# Marijuana Use Among Current Users: Frequency of Use

Among students who used marijuana in the past 30 days, a third used it one or two times; two in five used it ten or more times. One in five used marijuana 40 or more times (20%).

Frequency of Use Among Current Users

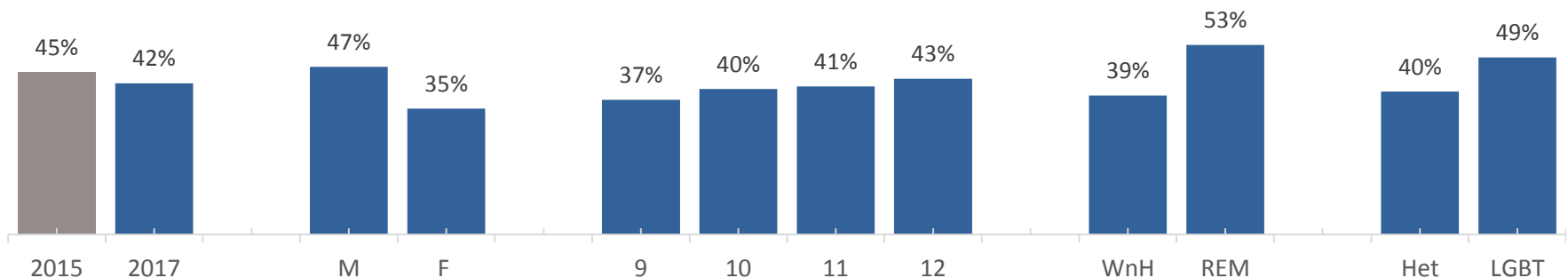


Using marijuana ten or more times in a month significantly decreased between 2015 and 2017.

Among students who used marijuana in the past month:

- Male students are significantly more likely than females to use marijuana ten or more times in the past month.
- 12<sup>th</sup> grade students are significantly more likely than 9<sup>th</sup> grade students to use marijuana ten or more times in the past month.
- Students of color are significantly more likely than white, non-Hispanic students to use marijuana.
- LGBT students are significantly more likely than heterosexual/cisgender students to use marijuana ten or more times in the past month.

Use Marijuana 10+ Times, Among Current Users





# Current Prescription Drug Misuse

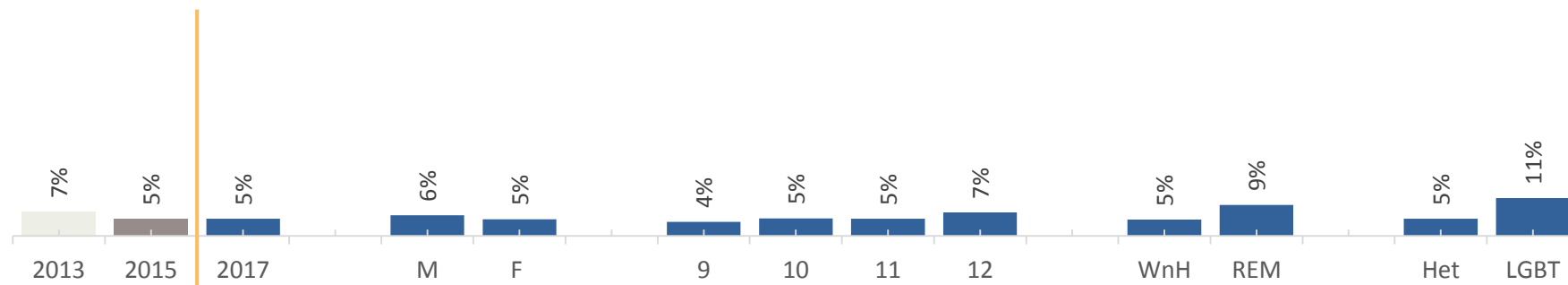
In 2017, students were asked about using prescription drugs during the past 30 days such as codeine, Vicodin, OxyContin, Hydrocodone, Percocet, Adderall, or Ritalin without a doctor's prescription or in a different manner than prescribed.

Overall, 5% of students misused a prescription during the past 30 days.

\*revised in 2017

- Male students are significantly more likely than female students to misuse a prescription drug during the previous 30 days.
- Older students are significantly more likely than 9<sup>th</sup> grade students to misuse a prescription drug; 12<sup>th</sup> grade students are also more likely than 10<sup>th</sup> grade students to misuse a prescription drug during the past 30 days.
- Students of color are significantly more likely than white, non-Hispanic students to misuse prescription medicine during the past 30 days.
- LGBT students are significantly more likely to misuse prescription medicine compared to heterosexual/cisgender students.

## Current Prescription Drug Misuse



NOTE: This question was new in 2017. It combined previous questions about current stimulant and pain medicine misuse and added the phrase “or differently than how a doctors told you to use it” was added to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse with prior prescription drug use due to the addition of use as not intended.

# Substance Use

Screenings &  
Access

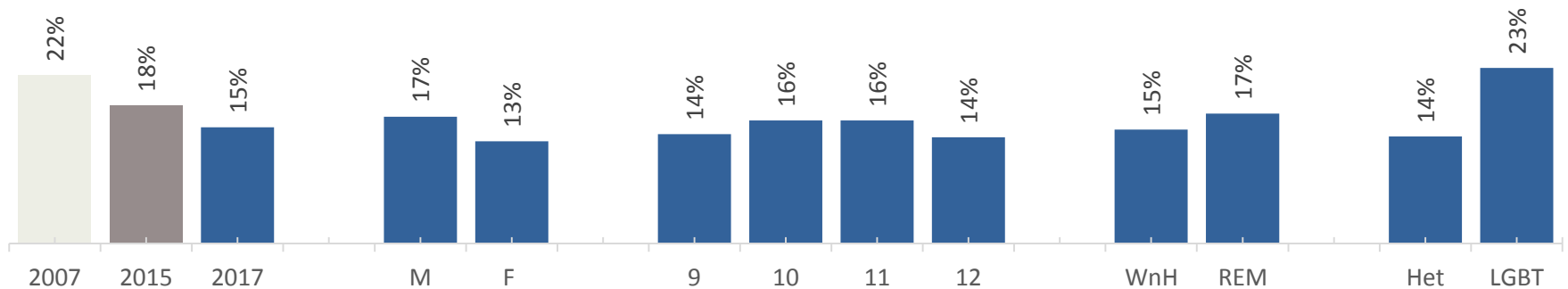
# Offered, Sold, or Given an Illegal Drug at School

**About one in seven students (15%) were offered, sold, or given an illegal drug on school property during the past 12 months.**

Giving, receiving or selling illegal substances on school property has significantly decreased over the past decade, as well as between 2015 and 2017.

- Male students are significantly more likely than females to be offered, sold, or given an illegal drug on school property during the past year.
- 12<sup>th</sup> grade students are less likely than 10<sup>th</sup> and 11<sup>th</sup> grade students to receive or sell an illegal substance on school property.
- Students of color are significantly more likely to receive or sell an illegal substance on school property compared to white, non-Hispanic students.
- LGBT students are significantly more likely than heterosexual/cisgender students to receive or sell an illegal substance on school property.

**Were Offered, Sold, or Received Illegal Drugs on School Property, Past 12 Months**



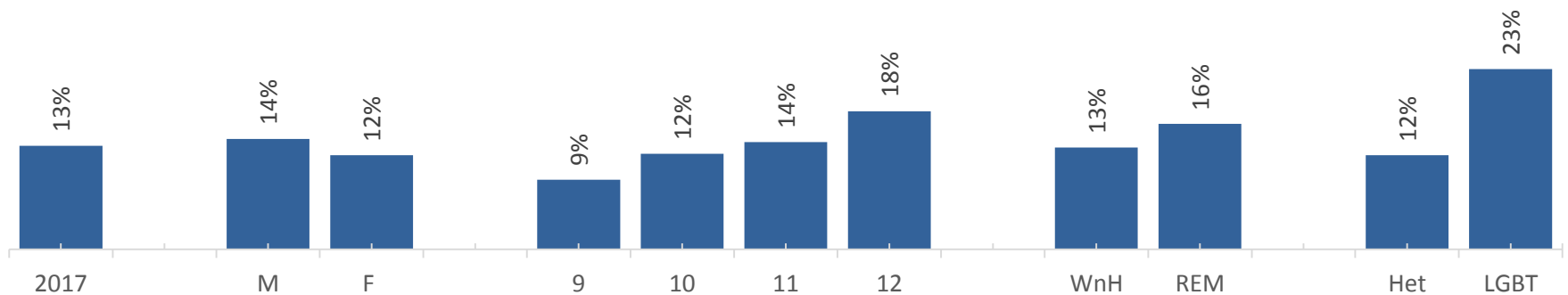
# Attended School Under the Influence of Drugs or Alcohol

New in 2017

**During the past year, 13% of students attended school under the influence of alcohol or other drugs such as marijuana or cocaine.**

- Male students are significantly more likely than females to attend school while under the influence of alcohol or other drugs.
- Attending school under the influence of drugs or alcohol increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to attend school under the influence of drugs or alcohol.
- LGBT students are significantly more likely than heterosexual/cisgender students to attend school under the influence of drugs or alcohol.

**Attended School Under the Influence of Alcohol or Other Drugs, Past 12 Months**



# Substance Use

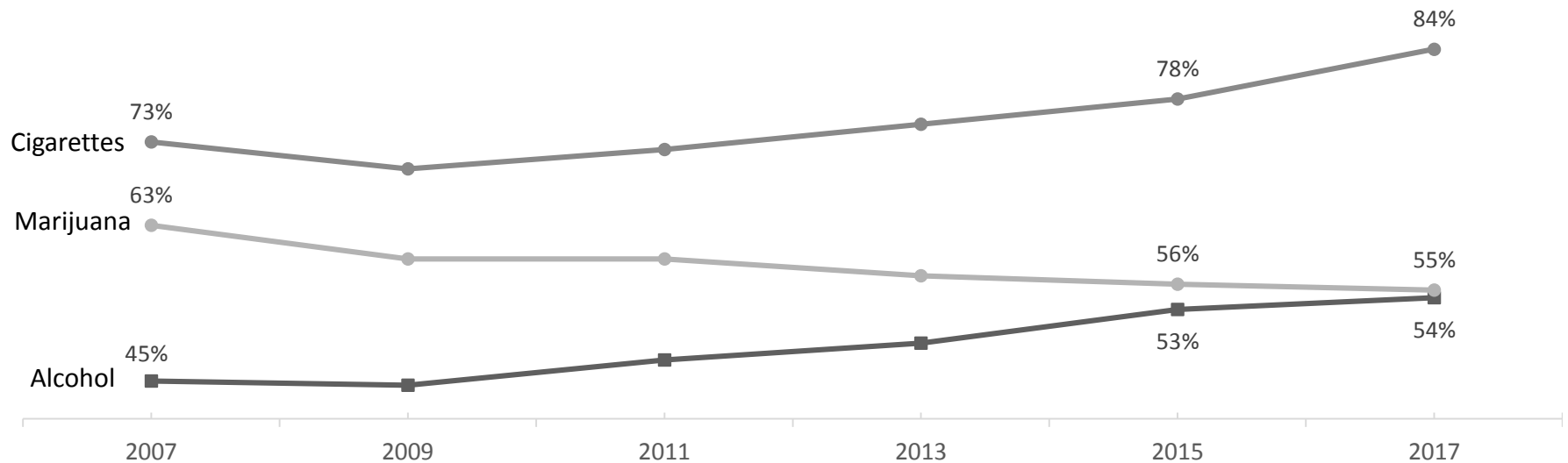
Attitudes &  
Perceptions

# Peer Disapproval

Since 2007, the percent of students who believe it is wrong or very wrong for someone their age to smoke cigarettes or drink alcohol significantly increased by about 10%. However, during the same time period, perceptions of marijuana use significantly decreased by 10%. Between 2015 and 2017, students were significantly more likely to believe it is wrong or very wrong for someone their age to smoke cigarettes or drink alcohol, disapproval of peers using marijuana did not change.

Notably in 2007, nearly two-thirds of students believed using marijuana was wrong or very wrong, 20% more than those who disapproved their peers drinking alcohol. In 2017, students were equally likely to believe it was wrong from someone their age to use marijuana or alcohol.

**Peer Disapproval of Alcohol, Marijuana, and Cigarettes  
Wrong or Very Wrong to Use**

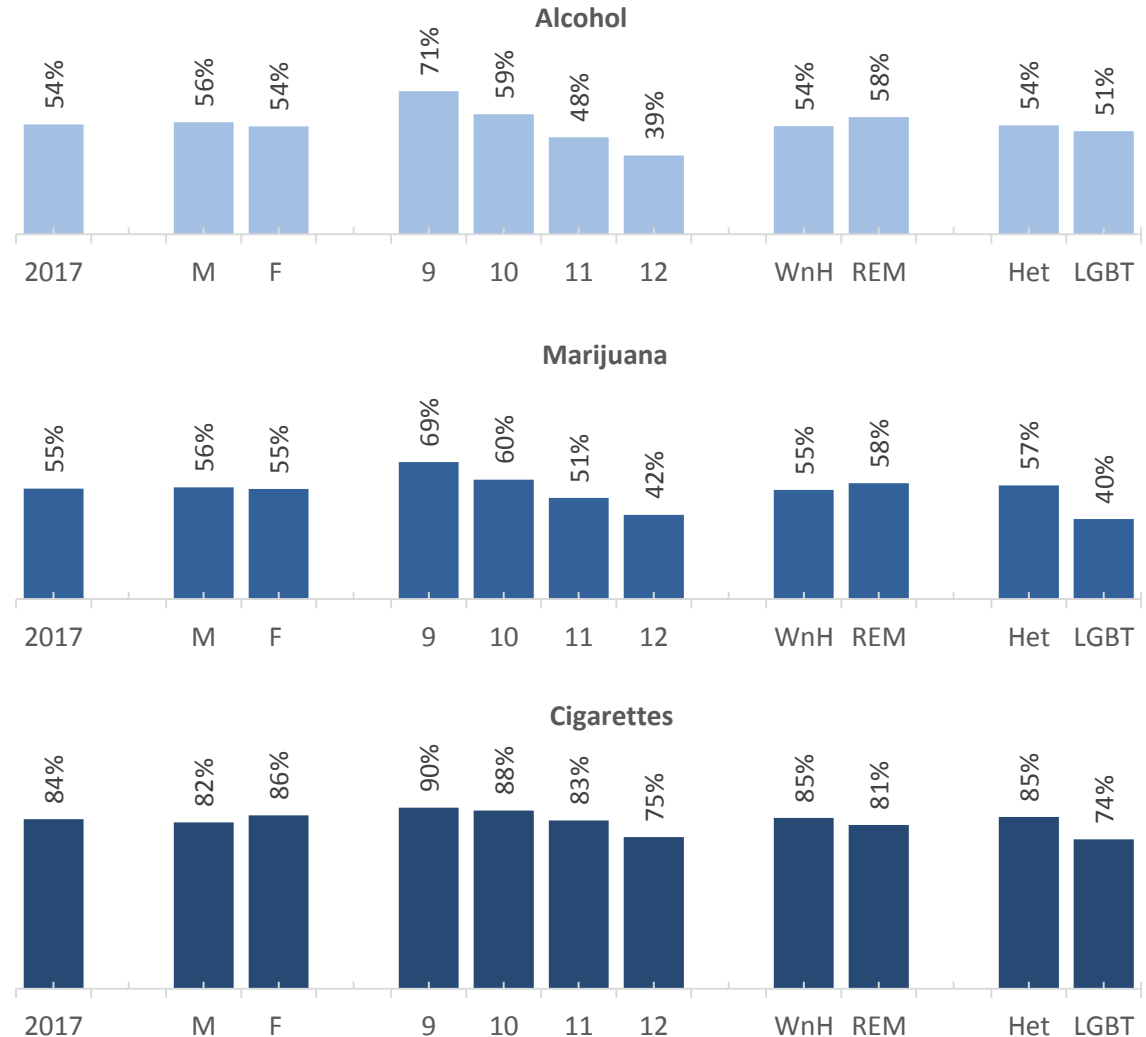


# Peer Disapproval

About half of high school students think it is wrong or very wrong for someone their age to use alcohol (54%) or marijuana (55%). More than eight out of ten believe using cigarettes is wrong or very wrong (84%).

- Peer disapproval of using alcohol and marijuana does not differ by sex; however, female students are significantly more likely than male students to believe using cigarettes is wrong.
- Peer disapproval for using alcohol, marijuana, and cigarettes significantly decreases with each grade level.
- Students of color are significantly more likely to believe drinking alcohol and using marijuana is wrong, but less likely to believe using cigarettes is wrong for someone their age compared to white, non-Hispanic students.
- LGBT students are significantly less likely to believe it is wrong or very wrong for someone their age to use alcohol, marijuana, or cigarettes compared to heterosexual/cisgender students.

## Peer Disapproval: Wrong or Very Wrong to Use

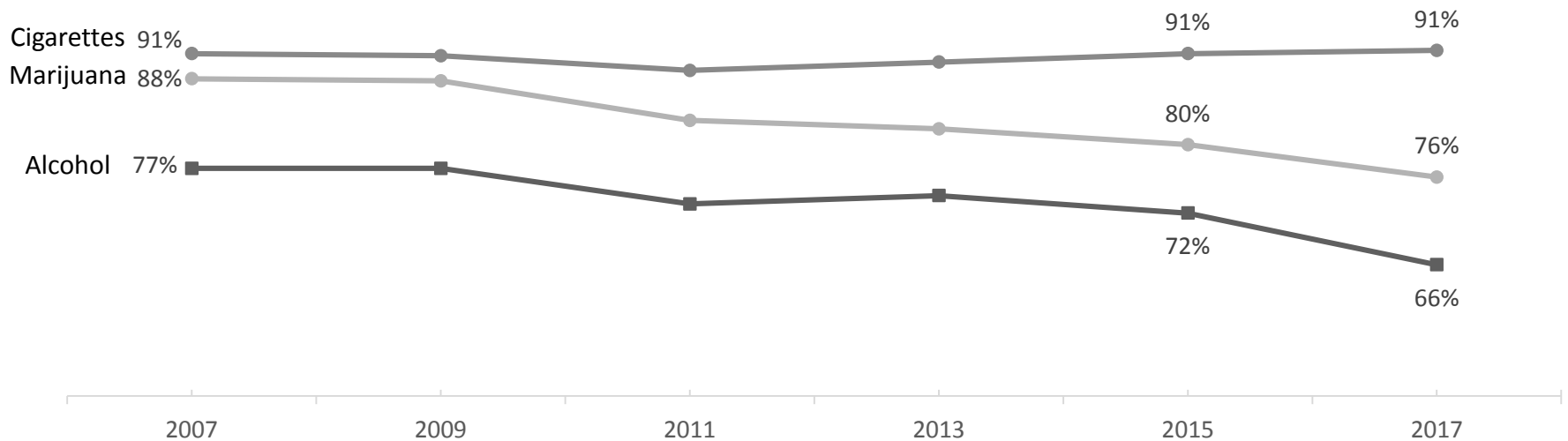


# Parental Disapproval

Overall, most students believed their parents would feel that it is wrong or very wrong for them to use alcohol, marijuana, or cigarettes. With both alcohol and marijuana, one in ten students (11%) were not sure or believed their parents would not think it was wrong to use.

Since 2007, the percent of students who believed their parents would think it was wrong for them to drink alcohol or use marijuana has significantly decreased. Compared to 2015, students in 2017 were less likely to believe their parents would think it was wrong for them to use alcohol or marijuana. Parental perceptions of cigarette use has not changed since 2007.

**Parental Disapproval of Alcohol, Marijuana, and Cigarettes  
Wrong or Very Wrong to Use**



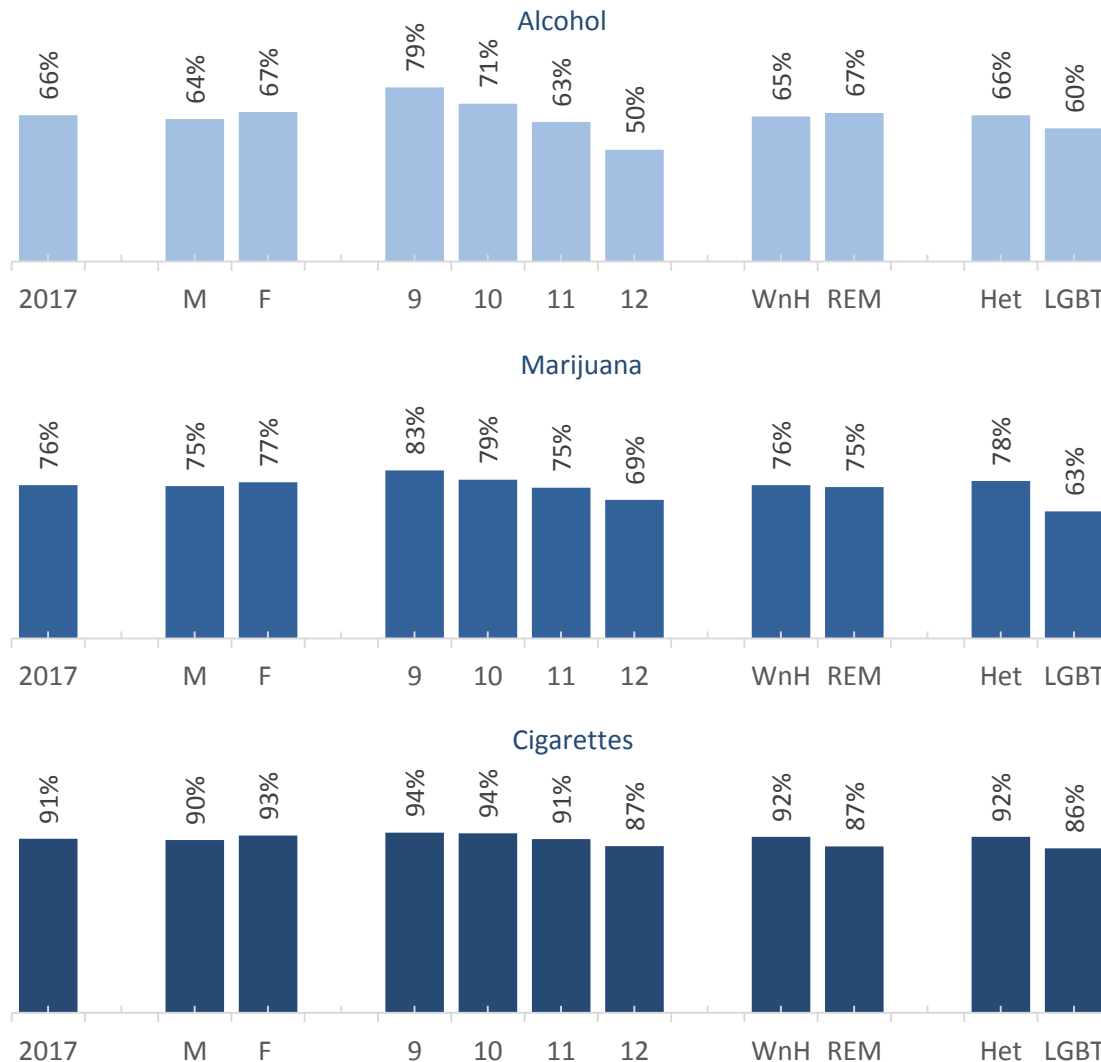


# Parental Disapproval

The majority of students believed their parents would think it was wrong for them to drink alcohol (66%), use marijuana (76%), or smoke cigarettes (91%).

- Male students are significantly less likely to believe their parents would think it is wrong for them to use alcohol, marijuana, or cigarettes compared to female students.
- Believing their parents would think it is wrong or very wrong for them to use alcohol or marijuana decreases with each grade level; perceptions of parental disapproval of smoking significantly decrease after 10<sup>th</sup> grade.
- Students of color are significantly less likely to believe their parents would disapprove of them using cigarettes compared to white, non-Hispanic students.
- LGBT students are significantly less likely to feel their parents would think it is wrong for them to use alcohol, marijuana, or cigarettes compared to heterosexual/cisgender students.

Parents Would Think it Was Wrong or Very Wrong



# Perceived Risk of Harm

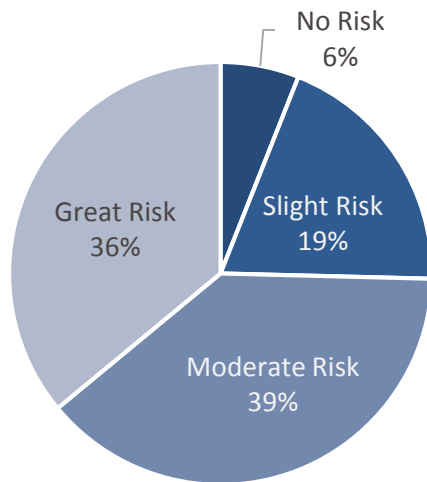
New in 2017

In 2017 this question was modified to examine students beliefs about how much people, *regardless of age*, are at risk for harming themselves (physically or in other ways) if they regularly smoke a pack or more of cigarettes every day, binge drink or consume five or more drinks in a row every weekend, or use marijuana regularly. Previously, questions about perceived risk of harm were about people their age.

Overall, very few students believed binge drinking every weekend or smoking a pack of cigarettes every day would not cause great harm to a person. However, one in five students believed using marijuana regularly would not cause great harm.

## Perceived Harm

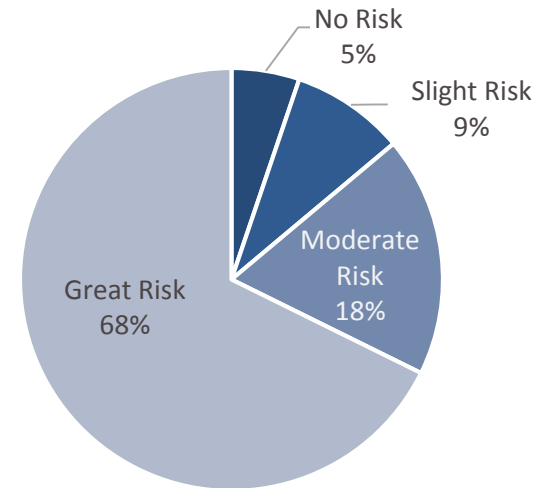
Binge Drinking Every Weekend



Using Marijuana Regularly



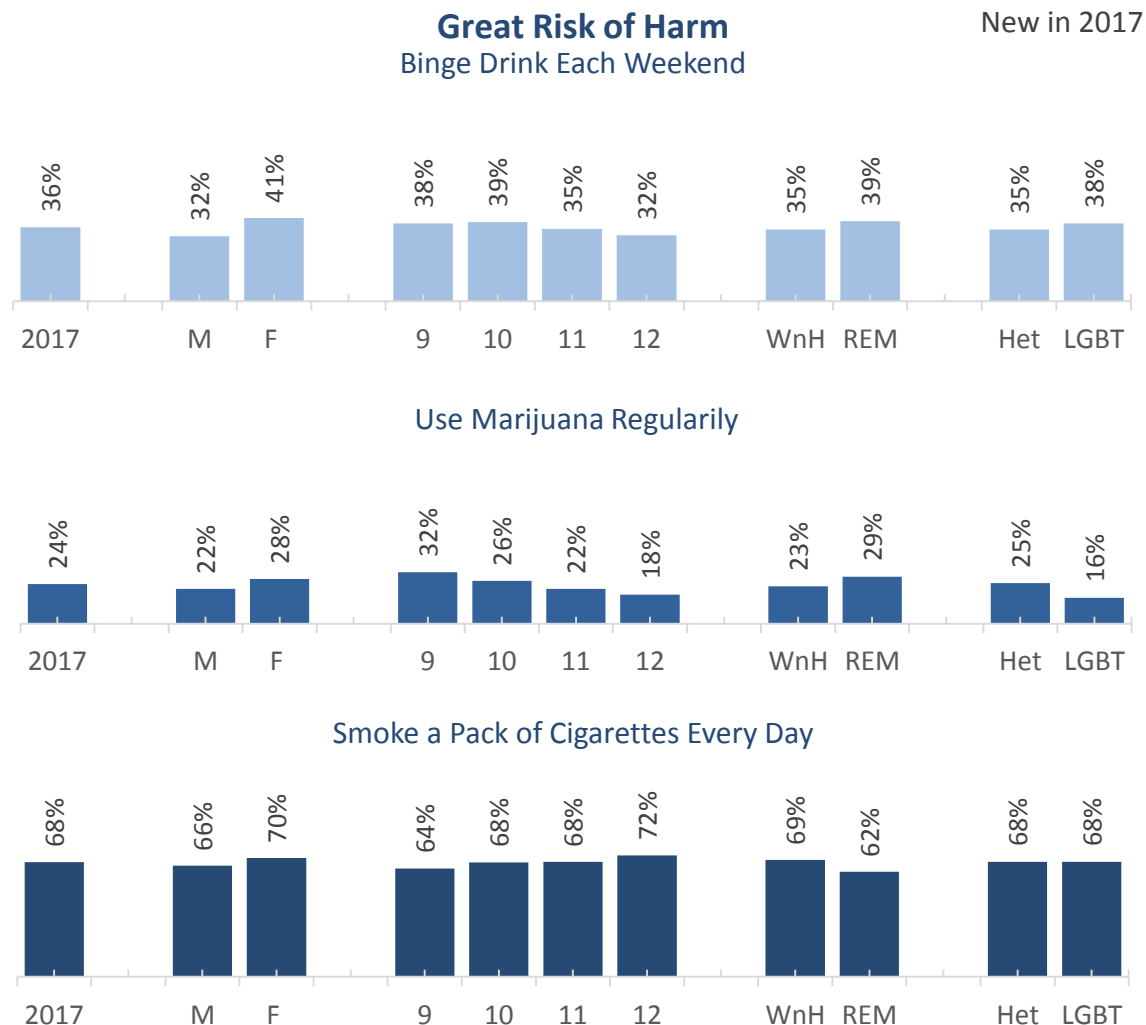
Smoke a Pack of Cigarettes Every Day



# Perceived Risk of Harm

**Overall, quarter a of students believe people who use marijuana regularly have a great risk of harm, significantly fewer than people who binge drink or smoke cigarettes.**

- Male students are significantly less likely to perceive people have a great risk of harm from using all three substances compared to females.
- Believing regular marijuana use leads to a great risk of harm significantly decreases with each grade level. Compared to other students, 12<sup>th</sup> graders are less likely to perceive great risk of harm from alcohol use; 9<sup>th</sup> graders are significantly less to believe smoking cigarettes greatly increases ones risk of harm.
- Students of color are more likely to believe people greatly risk harming themselves from using alcohol and marijuana but are less likely to believe smoking cigarettes causes a great risk of harm, compared to white, non-Hispanic students.
- Perceptions of harm differ among LGBT and heterosexual/cisgender students for alcohol and marijuana use.



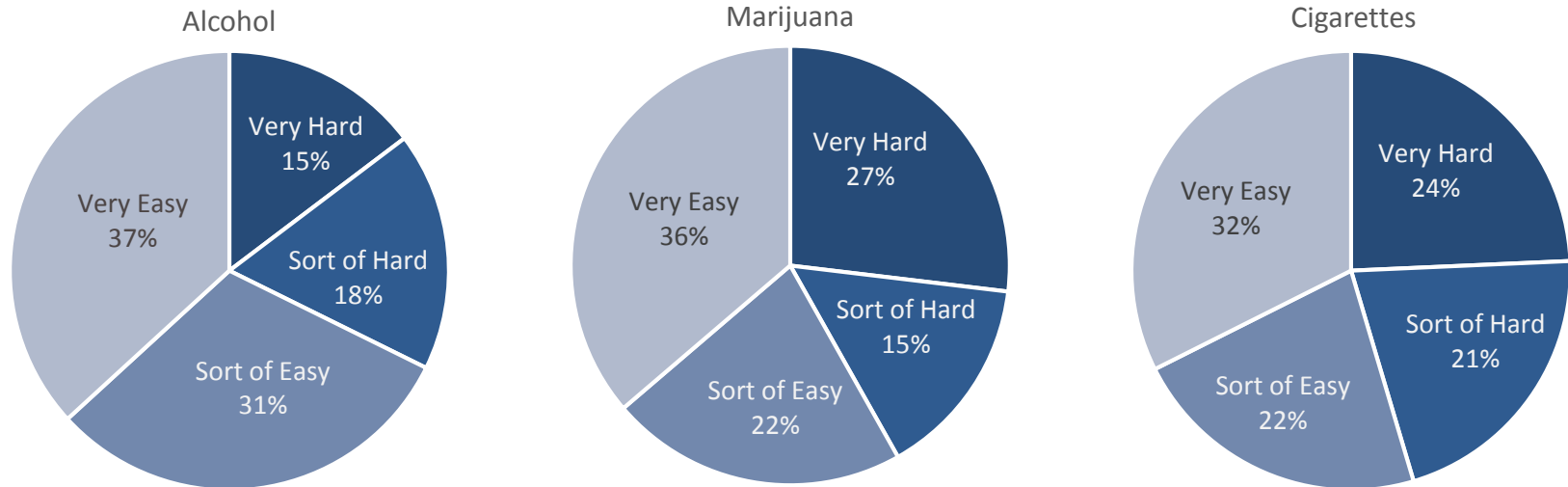
NOTE: In 2017 this question was modified to examine students beliefs about how harmful regularly smoking a pack or more of cigarettes every day, binge drinking or consuming 5 or more drinks in a row every weekend, and using marijuana regularly for anyone regardless of age.

# Perceived Availability

Overall, about seven out of ten (68%) believed it would be sort of easy or very easy to access alcohol; six out of ten (58%) students believed it would be sort of easy or very easy to access marijuana. Just over half (55%) believed it would be sort of easy or very easy to access cigarettes.

Over the past decade and since 2015 the percent of students who believed it would be easy or very easy to access these substances has significantly decreased (alcohol (73%-2007; 69%-2015), marijuana (60%-2007; 62%-2015) and cigarettes (73%-2007; 61%-2015)).

## Perceived Ease of Access

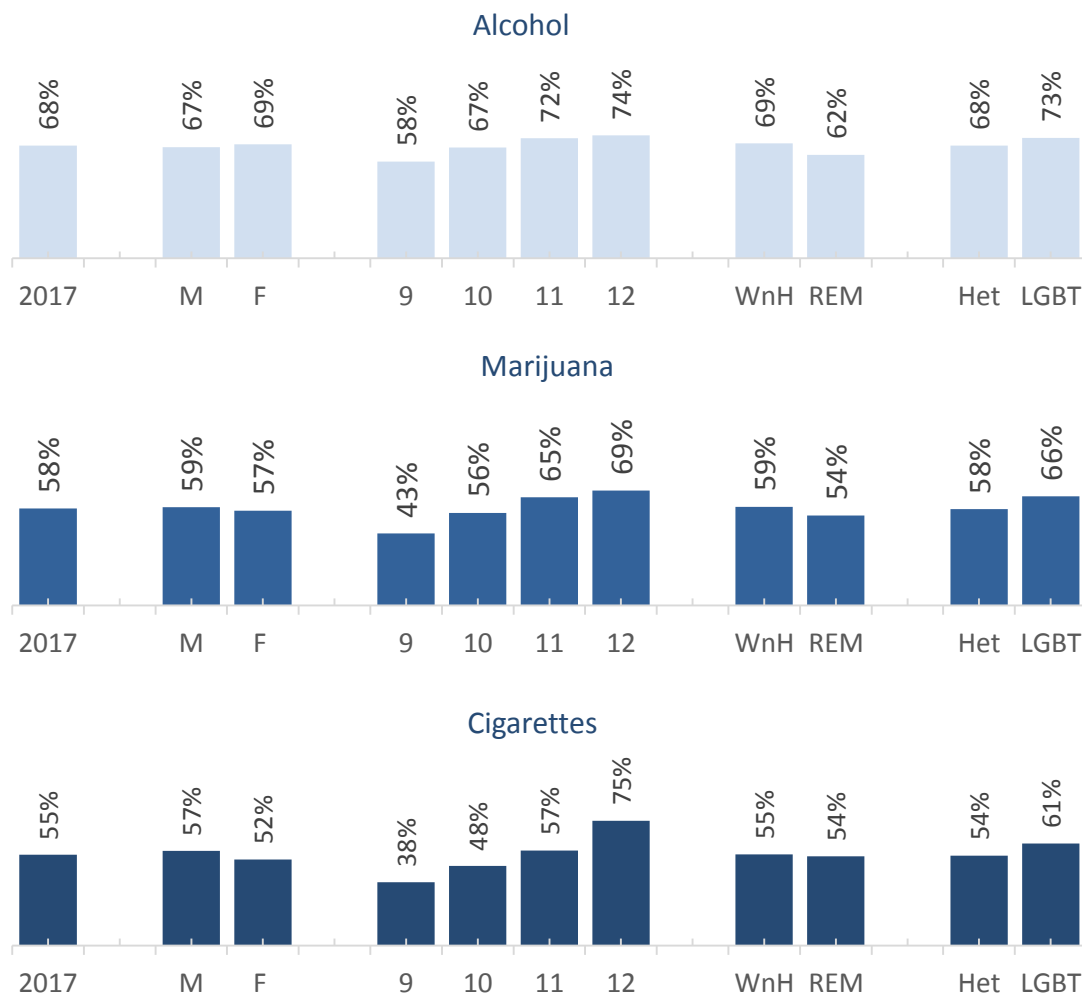


# Perceived Availability

In 2017 about six in ten students believe it would be sort of easy or very easy to access marijuana (58%) or cigarettes (55%). About two-thirds believe it would be easy or very easy to access alcohol.

- Male students are significantly more likely than female students to believe it would be easy to access cigarettes but do not differ with regard to alcohol or marijuana use.
- Believing it would be easy to access marijuana and cigarettes increases with each grade level; perception of access to alcohol increases significantly with each grade through 11<sup>th</sup> grade.
- Students of color are significantly less likely than white, non-Hispanic students to believe it would be easy to get alcohol or marijuana but equally likely to believe accessing cigarettes would be easy.
- LGBT students are more likely than heterosexual/cisgender students to believe it would be easy to access alcohol, marijuana, or cigarettes.

## “Sort of Easy” or “Very Easy” to Access



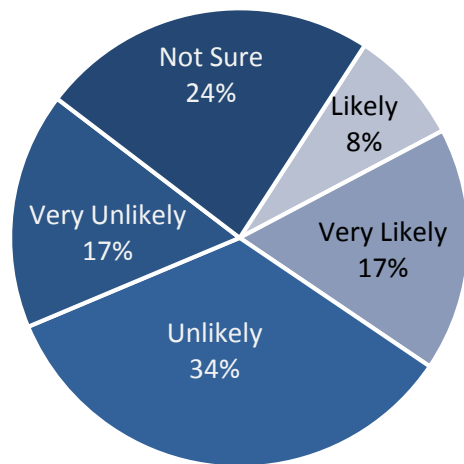
# Perceived Police Intervention

Overall about half of all students thought it was unlikely or very unlikely that police would break up a party where high school students were drinking alcohol. A quarter thought police would likely or very likely break up a party; 24% were not sure.

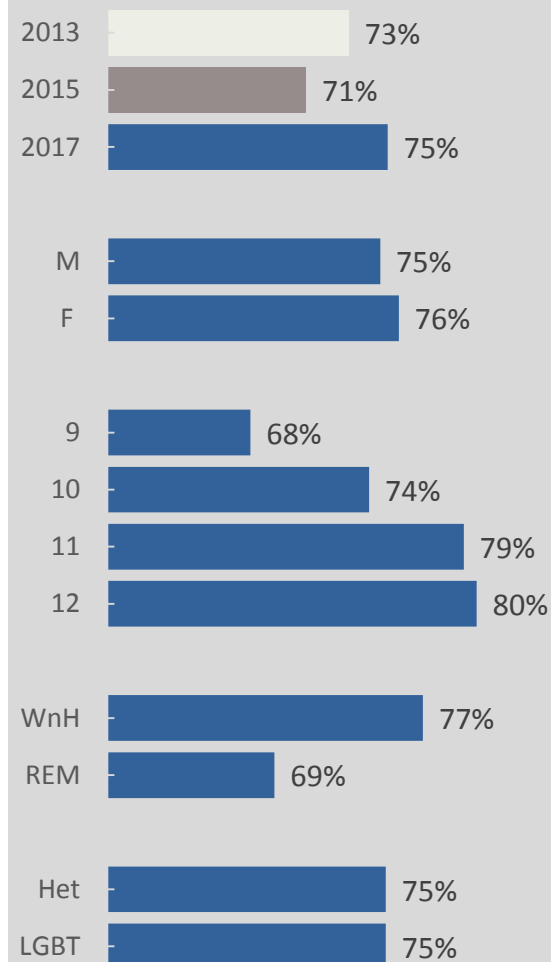
In 2017, significantly more students, compared with both 2013 and 2015, believed police were not likely to break up a party attended by high school students or were not sure.

- Thinking that police were unlikely to break up a party or were not sure does not differ by sex or sexual orientation.
- Believing police would not likely to break up a party significantly increases with each grade level through 11<sup>th</sup> grade.
- Students of color are less likely to believe police would not break up a party compared to white, non-Hispanic students.

**Likelihood Police Would Break Up a Party Attended by High School Students**



**Are Not Sure or Believe Police Are Unlikely or Very Unlikely to Break Up a High School Party**



# Sexual Behaviors



# Sexual Behaviors

Lifetime

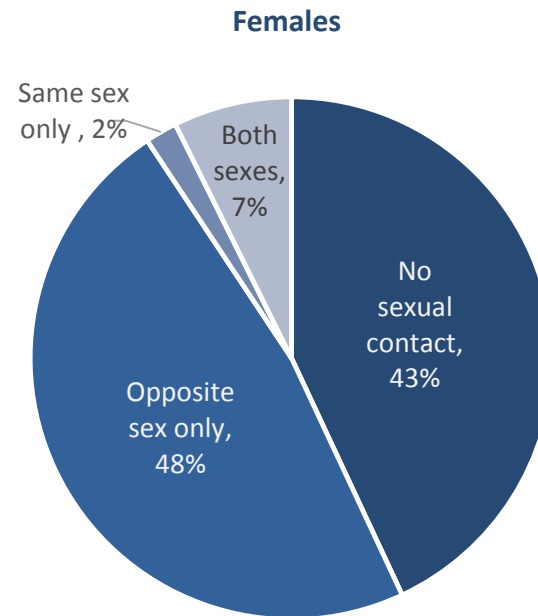
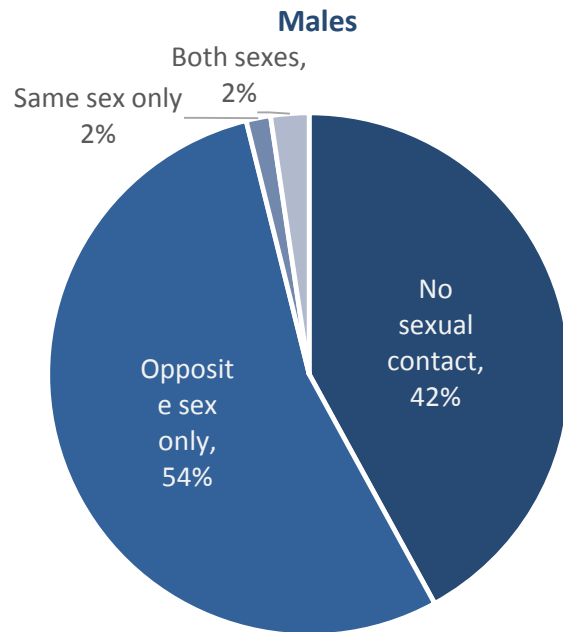


# Lifetime Sexual Contacts

Overall, 42% of students have never had sexual contact.

About half of high school students have had sexual contact with someone of the opposite sex only; 5% have had sexual contact with both males and females, and 2% have had contact with someone of the same sex only.

## Lifetime Sexual Contacts



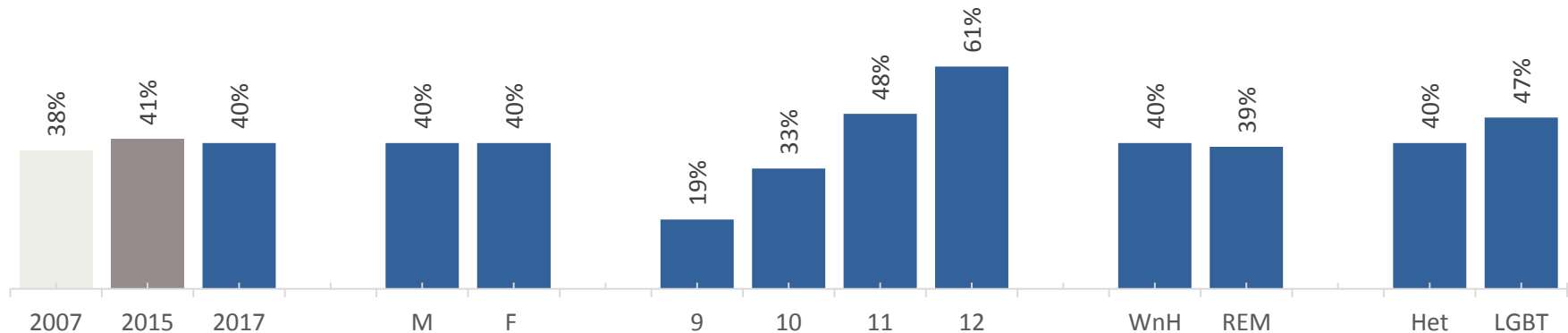
# Lifetime Sexual Activity

**Overall, 40% of all high school students have ever had sexual intercourse; three percent had sex before age 13.**

Ever having sexual intercourse has not significantly changed over the past decade. The proportion having sex before age 13 significantly decreased from 6% in 2007 but has not changed more recently (3% in 2015).

- Ever having sexual intercourse does not significantly differ by sex or race.
- Before age 13, male students are twice as likely as female students to have sexual intercourse (2% vs 4%); students of color are three times as likely as white, non-Hispanic students to have had sex (2% vs 7%).
- The percent of students who report they ever had sex increases significantly with each grade; having sex before age 13 does not vary by grade level.
- LGBT students are significantly more likely than heterosexual/cisgender students to have ever had sexual intercourse and to have sex before age 13 (7% vs 2%).

## Lifetime Sexual Activity



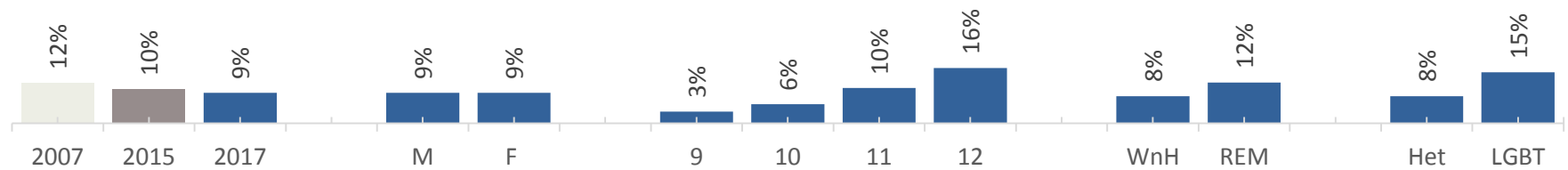
# Lifetime Sexual Behaviors: Multiple Partners

**Nearly one in ten students (9%) reported having had sexual intercourse with four or more people during their lifetime.**

Since 2007 and since 2015, the percent of students who have had four or more sexual partners has significantly decreased.

- Having multiple sexual partners significantly increases with each grade level, but does not differ among male and female students.
- Students of color and LGBT students are significantly more likely than white, non-Hispanic and heterosexual/cisgender students to have had four or more sexual partners.

**Four or More Lifetime Sexual Partners**



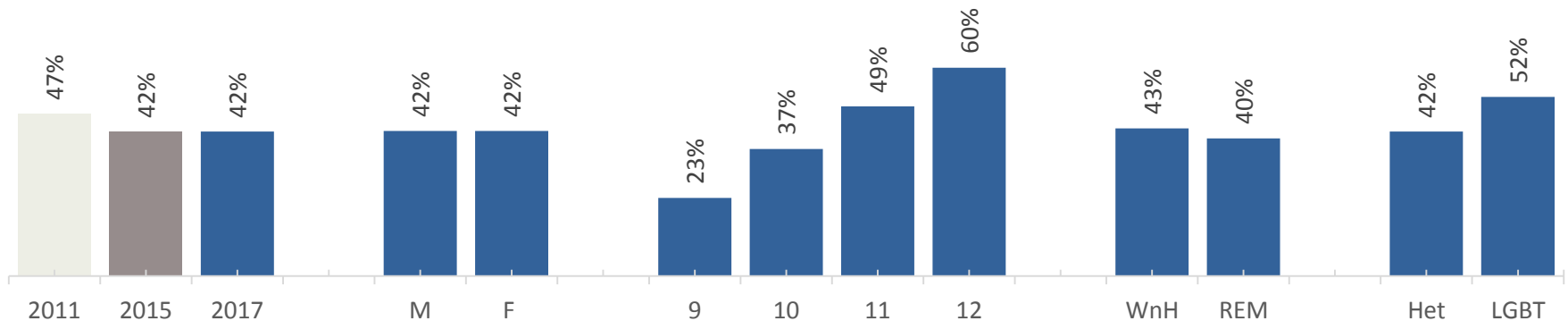
# Oral Sex

**About two in five (42%) students have had oral sex during their lifetime.**

The percent of students ever having oral sex has decreased significantly since first asked in 2011 (47%).

- Ever having oral sex does not differ among male and female students.
- Oral sexual activity increases significantly with each grade level. High school seniors are nearly three times as likely to report ever having had oral sex compared to 9<sup>th</sup> grade students.
- Students of color are significantly more likely than white, non-Hispanic students to have ever had oral sex.
- Half of LGBT students have ever had oral sex, significantly more than heterosexual/cisgender students.

**Ever Had Oral Sex**

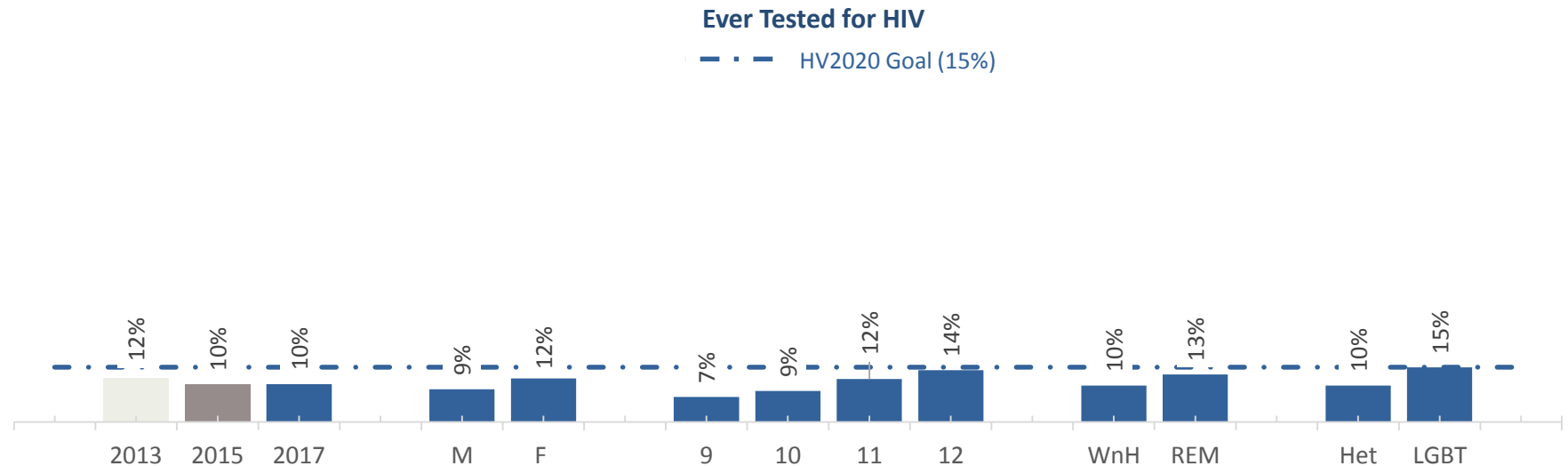


# Ever Tested for HIV

Excluding testing done for blood donations, one in ten high school students have ever been tested for human immunodeficiency virus (HIV).

Since first asked in 2013, fewer students have ever been tested for HIV. Ever being tested for HIV did not change between 2015 and 2017 and remains below the Healthy Vermonters 2020 (HV2020) Goal of 15%.

- Male students are significantly less likely to have ever been tested for HIV compared to females.
- Ever being tested for HIV significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have ever been tested for HIV.
- LGBT students are significantly more likely to have ever been tested for HIV compared to heterosexual/cisgender students.



# Sexual Behaviors

Current Sexual  
Activity

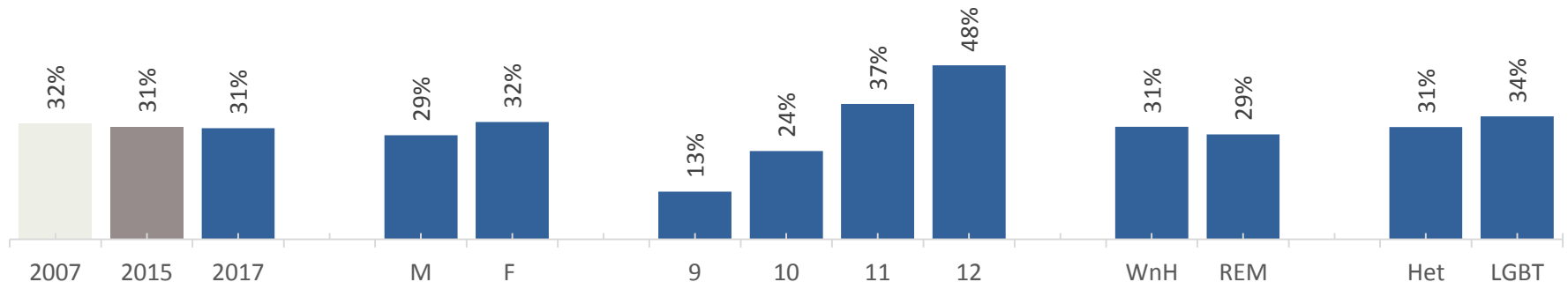
# Current Sexual Activity

**Nearly a third of students have had sexual intercourse with at least one person during the previous 3 months.**

Current sexual activity has not changed over the past decade.

- Male students are significantly less likely than female students to report having sexual intercourse during the past three months.
- Current sexual activity significantly increases with each grade level, nearly doubling during the first two years of high school, and doubling again between 10<sup>th</sup> and 12<sup>th</sup> grade.
- Students of color are significantly less likely than white, non-Hispanic students to report having sexual intercourse during the past three months.
- LGBT students are significantly more likely than heterosexual/cisgender students to report having sexual intercourse during the past three months.

**Sexual Activity, Past Three Months**



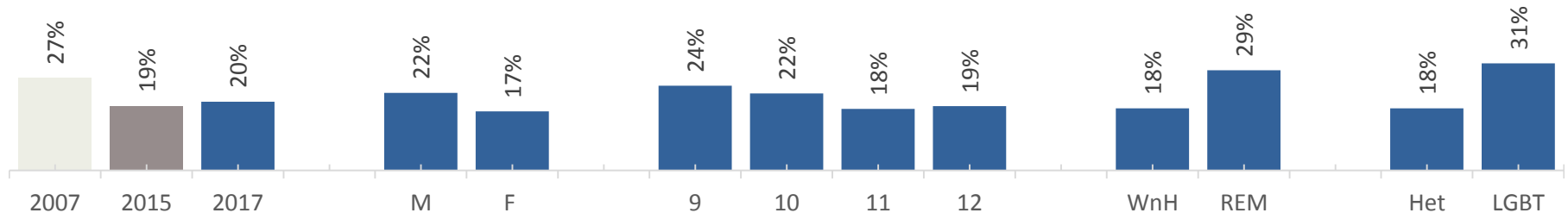
# Drinking or Using Drugs Prior to Sex, Among Sexually Active Students

**Among sexually active students, one in five (20%) drank alcohol or used drugs prior to sexual intercourse.**

The percent of students who used alcohol or drugs prior to their last sexual experience has decreased significantly since 2007 but has not changed in recent years.

- Male students are significantly more likely than female students to drink alcohol or use drugs prior to the last time they had sexual intercourse.
- 11<sup>th</sup> grade students are significantly less likely 9<sup>th</sup> and 10<sup>th</sup> grade students to use alcohol or drugs prior to sexual intercourse. 12<sup>th</sup> grade students are significantly less likely than 9<sup>th</sup> grade students to use alcohol or drugs prior to sexual intercourse.
- Sexually active students of color are significantly more likely than white, non-Hispanic students to use drugs or alcohol before last sexual intercourse.
- LGBT students are nearly twice as likely as heterosexual/cisgender students to drink alcohol or use drugs prior to having sex.

**Used Alcohol or Drugs Prior to Sexual Intercourse  
Among Those Who Were Currently Sexually Active**



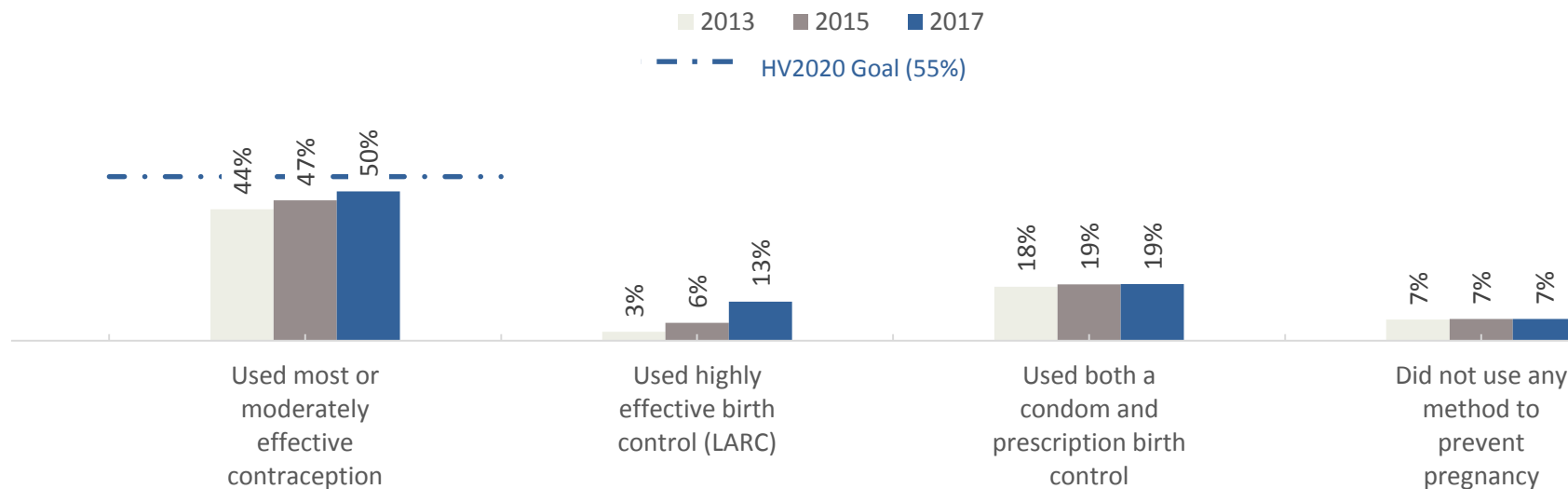


# Pregnancy Prevention & Condom Use Among Sexually Active Students

Overall, half of sexually active students used the most effective (Long Acting, Reversible Contraceptives (LARC) (i.e., implants, intrauterine device (IUD)) or moderately effective (i.e., injectables, oral pills, patch, or ring) methods of contraception. Less than one in five used both a condom and prescription birth control the last time they had sexual intercourse.

Specific methods of birth control use are shown on the following pages.

**Pregnancy Prevention And Condom Use,  
Among Those Who Were Currently Sexually Active**



Use of most or moderately effective contraception is a Healthy Vermonters 2020 (HV2020) Goal of 55%.

Due to changes in question wording, long term trend data is not available for use of “any prescription birth control” prior to 2013; trend data is available for some specific types of birth control such as the pill.

# Pregnancy Prevention Among Sexually Active Students

**Overall, half of sexually active students used prescription birth control such as oral pills, an IUD or implant, or a shot, patch, or birth control ring to prevent pregnancy before they had sexual intercourse.**

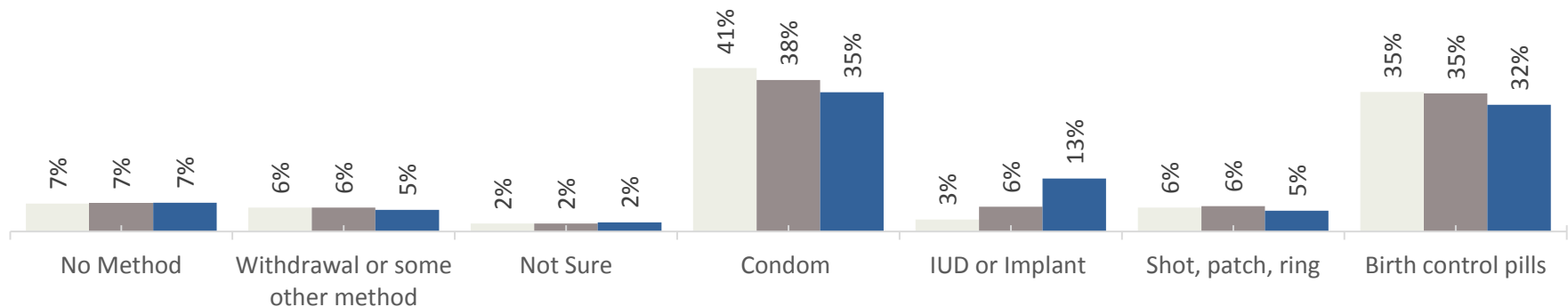
Due to changes in question wording, long term trend data is not available for use of any prescription birth control.

Since 2013, the use of prescription birth control, among sexually active students, significantly increased from 44% to 47% in 2015 to 50% in 2017. Most notably:

- Use of an IUD or implant has increased by 10% since 2013 (3% vs 6% vs 13%),
- Use of a shot, patch, or birth control ring significantly decreased since 2015 (6%),
- Use of birth control pills decreased since 2015 (35%).

**Primary Method Used to Prevent Pregnancy,  
Among Those Who Were Currently Sexually Active**

2013 2015 2017



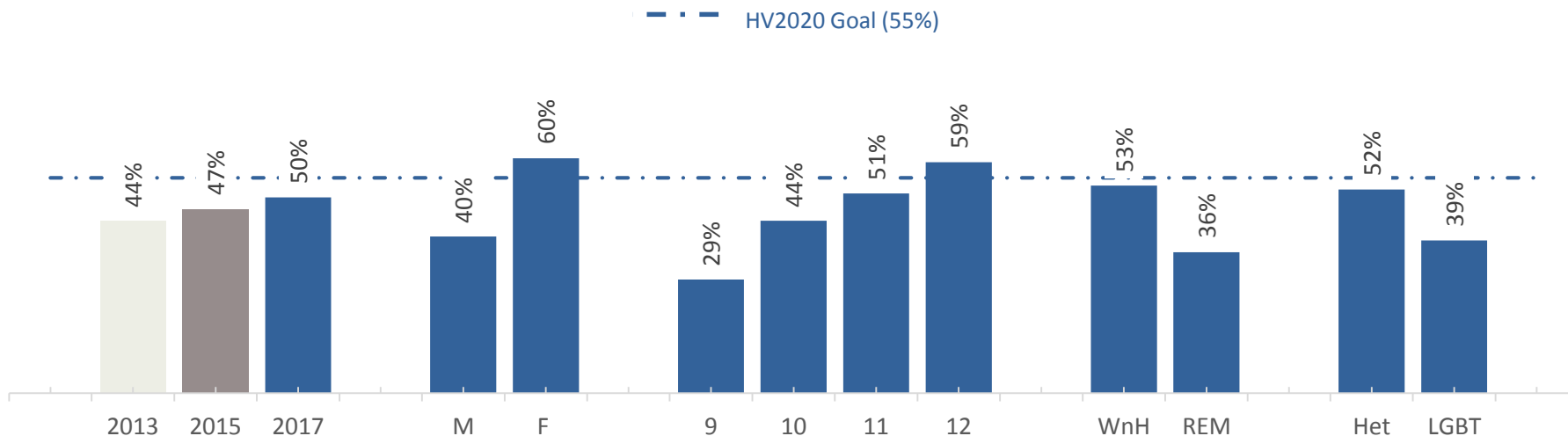
# Pregnancy Prevention Among Sexually Active Students

**There is a strong association between type of contraceptive method used and risk of unintended pregnancy. In 2017 half of all sexually active students reported using a most or moderately effective contraception to prevent pregnancy the last time they had sexual intercourse, below the HV2020 Goal of 55%.**

Use of moderate or most effective forms of prescription birth control significantly increased since 2013 and between 2015 and 2017.

- Sexually active male students are significantly less likely than female students to report using a moderately or highly effective form of birth control.
- Use of a moderately or highly effective form of birth control among sexually active students increases with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to use a moderately or highly effective form of birth control.
- Sexually active LGBT students are significantly less likely than heterosexual/cisgender students to use a moderately or highly effective form of birth control.

**Used Moderate or Highly Effective Birth Control to Prevent Pregnancy Prior to Last Sexual Intercourse, Among Those Who Were Currently Sexually Active**



Due to changes in methods included, long term trend data is not available prior to 2013.

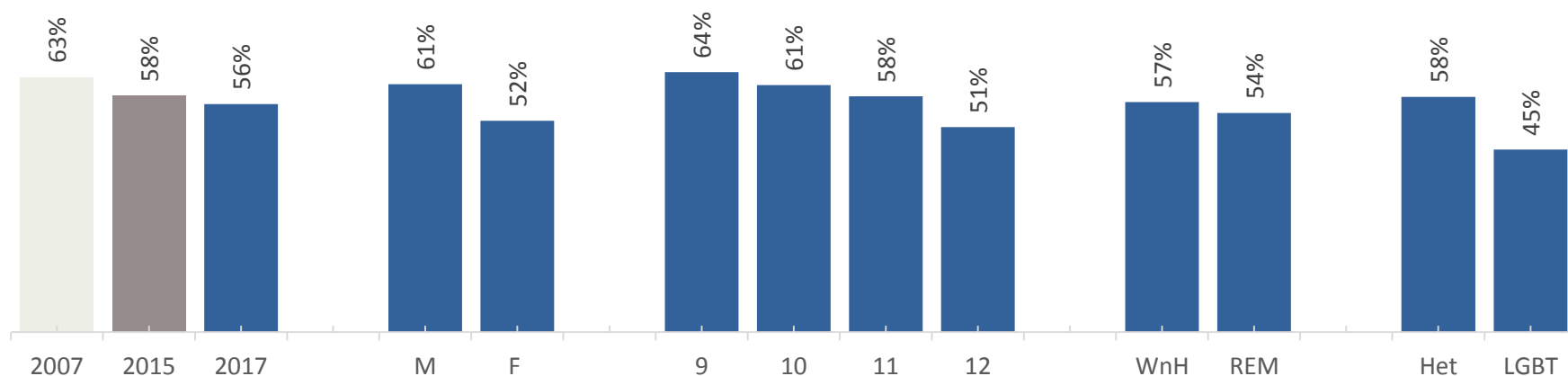
## Condom Use Among Sexually Active Students

**Among students who were currently sexually active, just over half (56%) used a condom the last time they had sex.**

Condom use among sexually active students has significantly decreased over the past decade and continued to decrease between 2015 and 2017.

- Sexually active male students are significantly more likely than female students to report using a condom the last time they had sex.
- Sexually active 12<sup>th</sup> grade students are significantly less likely than other students to use a condom during last intercourse.
- Condom use among sexually active students does not differ by race.
- Sexually active LGBT students are significantly less likely than heterosexual/ cisgender students to use a condom the last time they had sex.

**Condom Use During Last Sexual Intercourse,  
Among Those Who Were Currently Sexually Active**



# Weight, Physical Activity & Nutrition



# Weight, Physical Activity & Nutrition:

BMI and Perceptions  
of Weight

# Obesity and Overweight

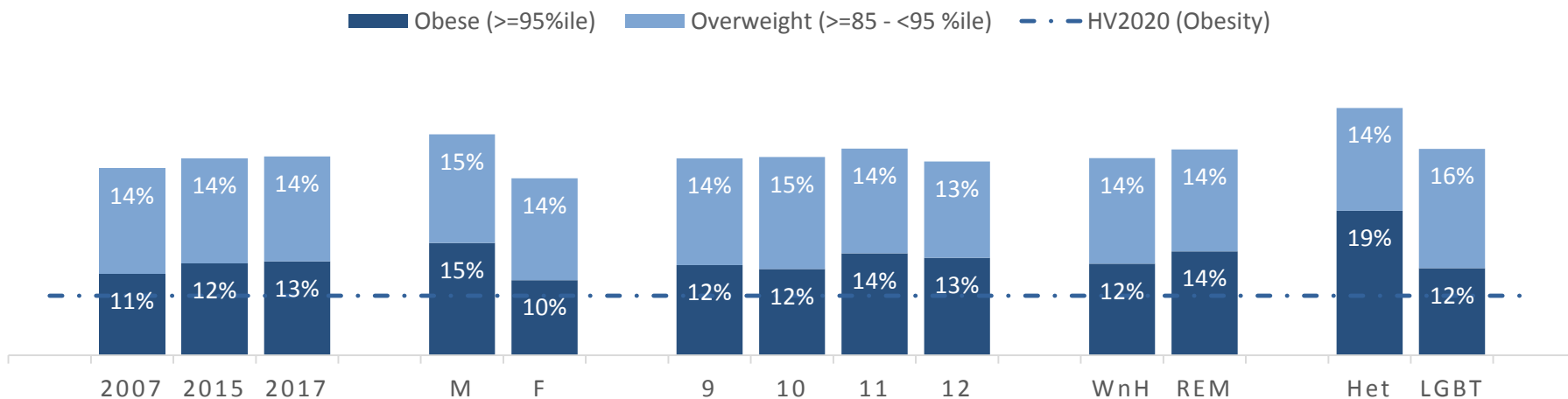
For youth, BMI, body mass index, is age- and sex- specific and is expressed as a percentile based on weight and height. Youth are considered overweight if their BMI percentile is 85 or above and obese if their BMI is above the 95<sup>th</sup> percentile.

Overall, a quarter of high school students have a weight-height ratio above the 85<sup>th</sup> percentile for their age and sex. Specifically, 14% of students are overweight and have a BMI ratio between the 85<sup>th</sup> and <95<sup>th</sup> percentile; 13% of students have a BMI ratio above the 95<sup>th</sup> percentile and are considered obese.

The prevalence of obese and overweight youth has remained stable over the past decade.

- Weight status does not differ by grade or race.
- Male students are significantly more likely to be obese compared to female students. However, they are equally likely to be overweight (14% vs 15%).
- LGBT students are significantly more likely to be overweight but less likely to be obese compared to heterosexual/cisgender students.

**Overweight and Obese  
(BMI >=85<sup>th</sup> BMI >= 95<sup>th</sup> Percentile)**



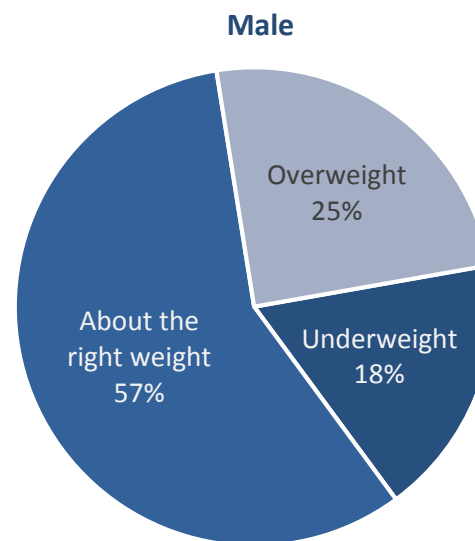
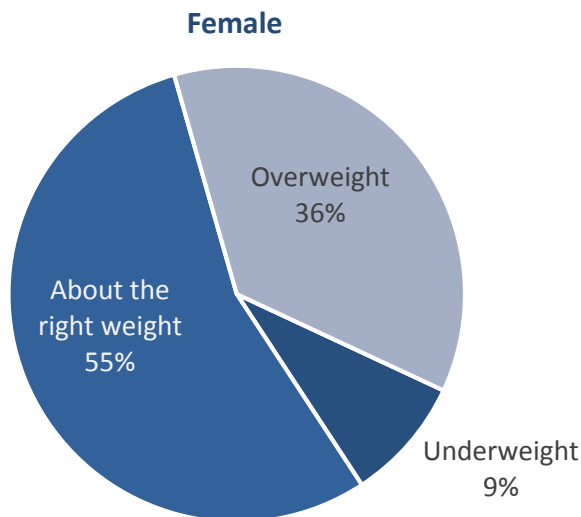
# Perceptions of Weight

**Most students (56%) believe they are about the right weight; 3 out of 10 (30%) believe they are slightly or very overweight; 14% believe they are slightly or very underweight.**

- While female students are significantly less likely to be obese, they are significantly more likely to believe that they are slightly or very overweight, compared to male students.
- Male students are significantly more likely to believe they are underweight compared to female students.

- Seniors are significantly more likely to believe they are overweight compared to 9<sup>th</sup> grade students (44% vs. 41%).
- There are no differences by race in the percent of students who think they are overweight.
- LGBT students are also significantly more likely to believe they are overweight compared to heterosexual/cisgender students (46% vs 28%).

Perceptions of Weight, By Sex





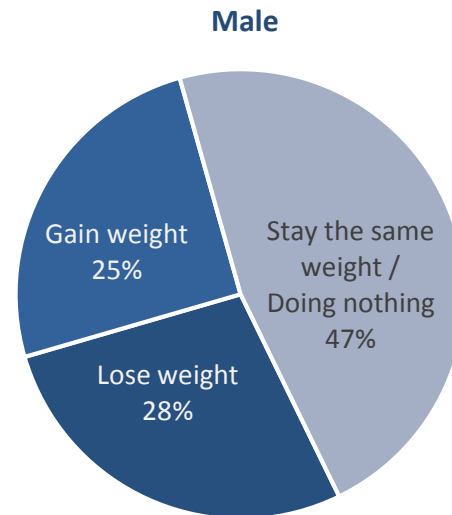
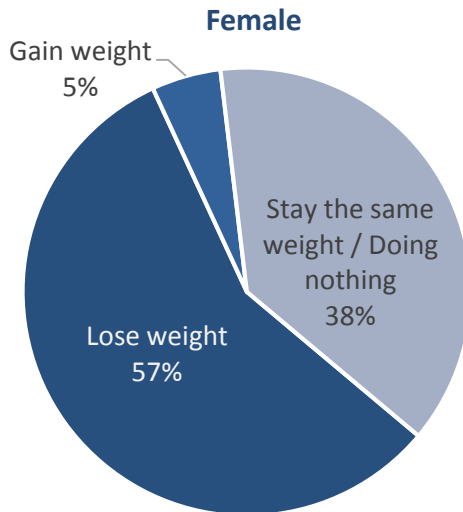
# Weight Modifications

**Overall, two out of five (42%) students are trying to lose weight; 15% are trying to gain weight.**

- Female students are twice as likely as male student to be trying to lose weight.
- Male students are five times as likely as female students to be trying to gain weight and are significantly more likely to be doing nothing about their weight.

- Attempts to lose weight do not differ by grade level. However, older students are significantly more likely to be trying to gain weight compared to younger students.
- There are no differences in students attempting to lose weight by race.
- LGBT students are significantly more likely than heterosexual/cisgender students to be attempting to lose weight.

**Attempts to Modify Weight, by Sex**



# Weight, Physical Activity & Nutrition:

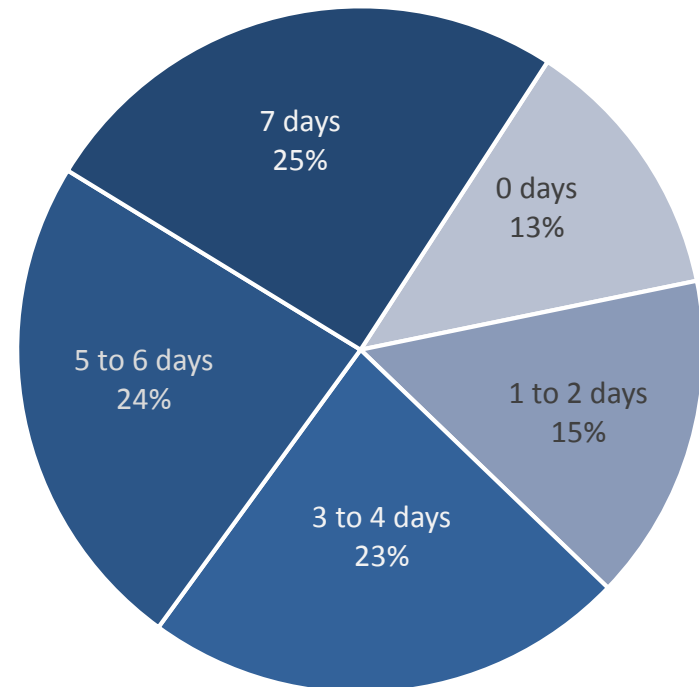
## Physical Activity

# Physical Activity

The U.S. Department of Health and Human Services Guidelines for Physical Activity recommend youth participate in 60 minutes of physical activity every day.

Overall, a quarter of students meet physical activity guidelines; about half participate on five or more days during the previous week.

Number of Physically Active Days During the Past Week  
Among All Students



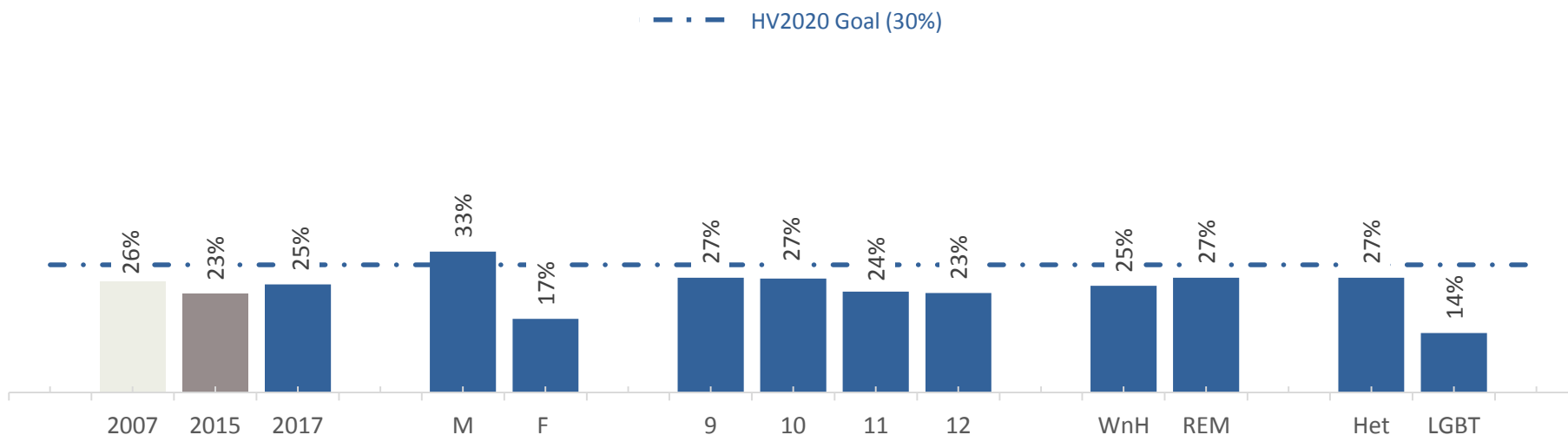
# Physical Activity: Met Recommendations

## Physically active for at least 60 minutes every day, past week

The percent of students meeting current physical activity guidelines remains below the HV2020 Goal of 30%. While it has not significantly changed over the past 10 years, the percent of students engaging in daily physical activity significantly increased between 2015 and 2017.

- Male students are nearly two times as likely as female students to engage in 60 minutes of physical activity every day.
- Younger students are significantly more likely than older students to engage in daily physical activity.
- Engaging in daily physical activity does not differ by race.
- LGBT students are significantly less likely than heterosexual/cisgender students to engage in daily physical activity.

Participated in at Least 60 Minutes of Physical Activity Every Day During the Previous Week



# Physical Activity: Met or Approaching Recommendations

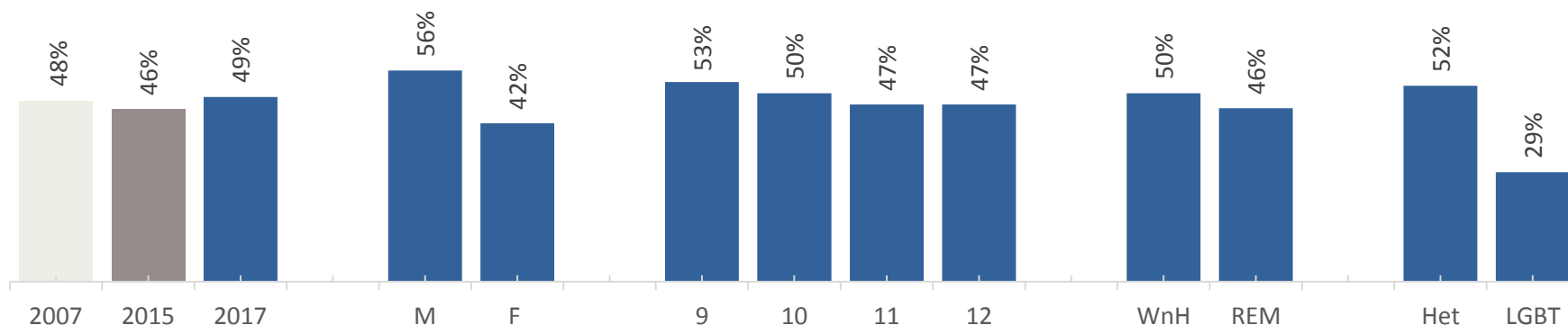
Physically active for at least 60 minutes on at least five days, past week

**Overall, about half of high school students were physically active for at least 60 minutes on five or more days during the previous week.**

Engaging in physical activity on five or more days in the past week has not significantly changed since 2007. However, more students in 2017 engaged in physical activity on five or more day compared to 2015.

- Male students are significantly more likely than female students to engage in 60 minutes of physical activity on at least five days.
- 9<sup>th</sup> grade students are significantly more likely than older students to engage physical activity on five or more days.
- Students of color are significantly less likely than white, non-Hispanic students to engage in physical activity on five or more days.
- LGBT students are significantly less likely than heterosexual/cisgender students to engage in 60 minutes of physical activity on at least five of the past seven days.

**Participated in at Least 60 Minutes of Physical Activity on at Least Five Days During the Previous Week**



# Physical Activity: Needs Improvement, Health Risk

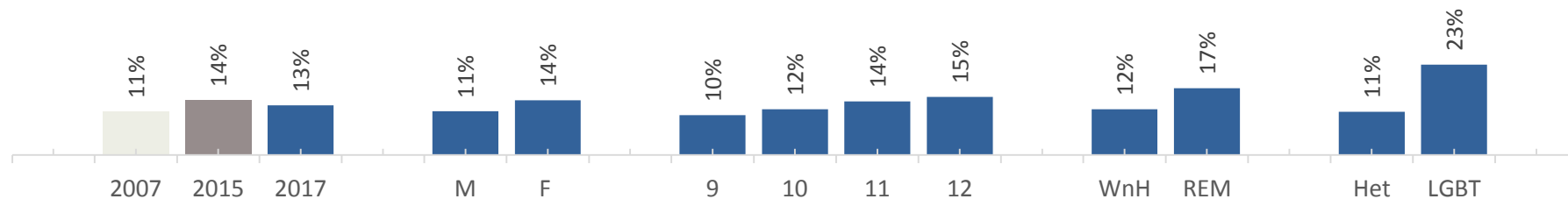
## Physically active for at least 60 minutes on zero days, past week

The percent of students not participating in 60 minutes of physical activity on any day during the previous week has remained stable over the past decade. However, in 2017 fewer students reported not participating in any physical activity compared to 2015.

- Male students are significantly less likely than female students to report no physical activity during the previous week.
- Older students are significantly more likely to not engage in 60 minutes of physical activity on any day during the previous week.
- Students of color are significantly more likely than heterosexual/cisgender students to not engage in physical activity on any day during the previous week compared to white, non-Hispanic students.
- LGBT students are significantly more likely than heterosexual/cisgender students to not engage in physical activity on any day during the previous week.

### Did NOT Participate in at Least 60 Minutes of Physical Activity on Any Day During the Previous Week

— HV2020 Goal (12%)



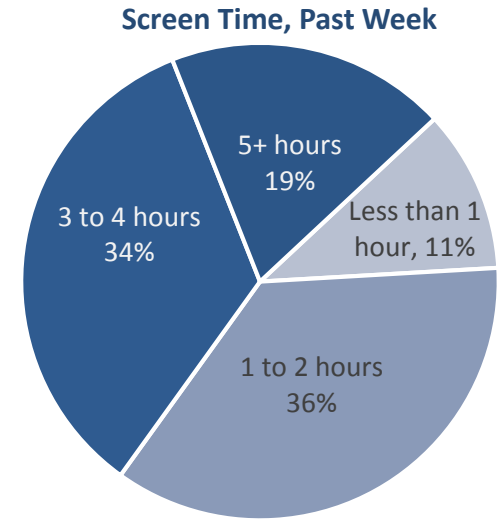
# Physical Inactivity: Screen Time

Screen time includes things such as using an Xbox, PlayStation, iPad or other tablet, smartphone or texting, YouTube, Instagram, Facebook or other social media.

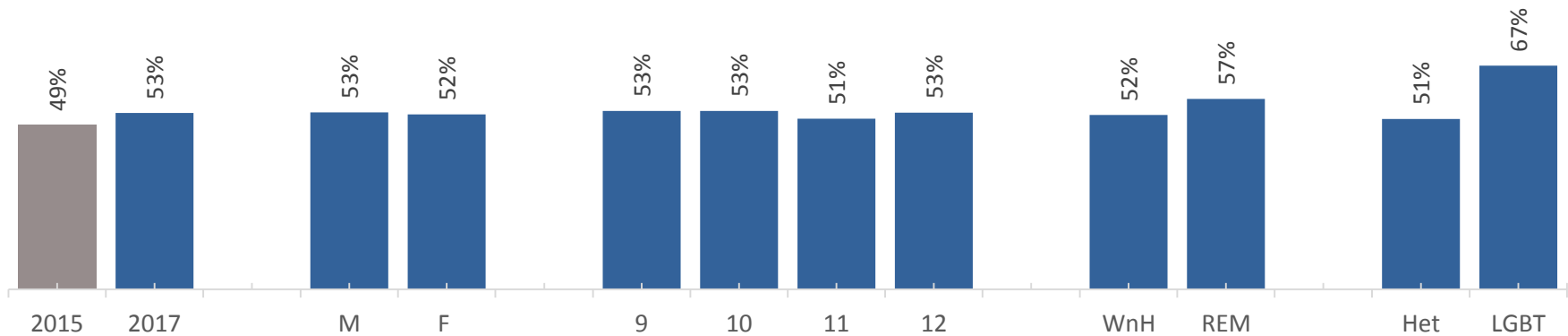
On the average school day more than half of students (53%) spend three or more hours watching TV, playing video games, or using a computer for something not related to school.

Spending three or more hours in front of a screen significantly increased since 2015.

- Spending three or more hours in front of a screen does not differ by sex or grade level.
- Students of color and LGBT students are significantly more likely than white, non-Hispanic and heterosexual/cisgender students to watch TV, use a computer, or play video games for three or more hours per day during the week.



Spent Three or More Hours in Front of a Screen, Average School Day



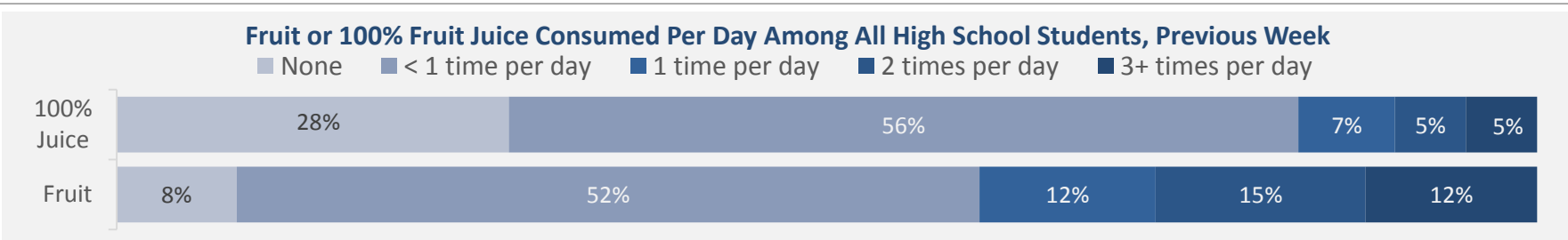
NOTE: Due to changes in how screen time can be defined, comparisons to prior years should be made with caution and are not shown above.

# Weight, Physical Activity & Nutrition

Nutrition



# Fruit Consumption

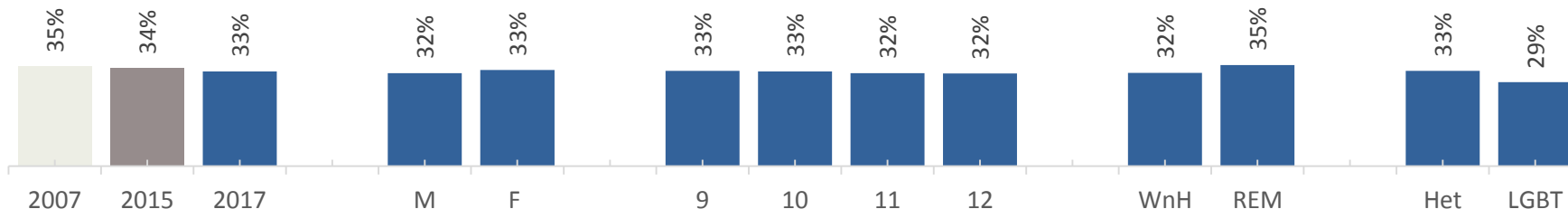


**During the past week, a third of students ate fruit or drank 100% fruit juice at least two times per day; 5% did not have any fruit or fruit juice. Overall, students were more likely to report not drinking fruit juice (28%) compared to fruit (8%).**

Since 2015 the percent of students who ate two or more fruits per day has significantly decreased.

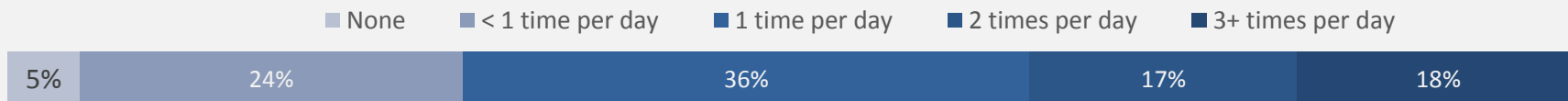
- Consuming fruit or 100% juice at least two times per day does not differ by sex or grade level.
- Students of color are significantly more likely than white, non-Hispanic students to eat two or more fruits or juice per day.
- LGBT students are significantly less likely than heterosexual/cisgender students to eat two or more fruits or fruit juice compared to heterosexual/cisgender students.

## Ate Fruit or Drank 100% Fruit Juice Two or More Times Per Day, Past Week



# Vegetable Consumption

**Vegetables Consumed Per Day Among All High School Students, Previous Week**

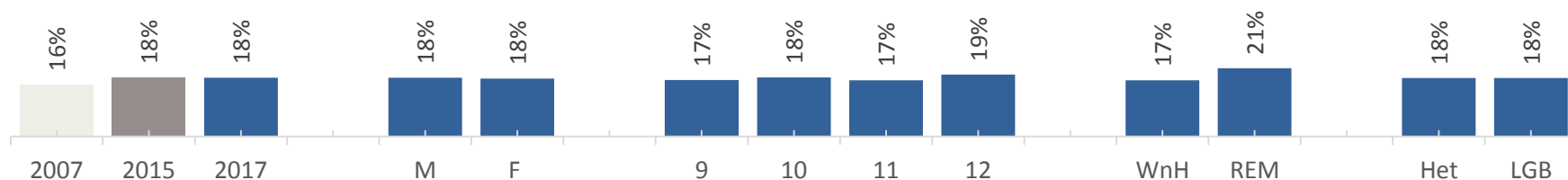


**During the past week, seven out of ten students ate vegetables at least once per day; a quarter did not eat vegetables every day; 5% did not have any during the week.**

Since 2007 consumption of three or more vegetables per day has significantly increased; however, there was no change in vegetable consumption between 2015 and 2017.

- Consumption of three or more vegetables per day does not differ by sex, grade level, or sexual orientation.
- Students of color are significantly more likely to eat three or more vegetables per day during the previous week.

**Ate Vegetables Three or More Times Per Day, Past Week**



# Soda Consumption

**Soda Consumption Among High School Students, Past Week**

None <1 per day 1-2 per day 3+ per day

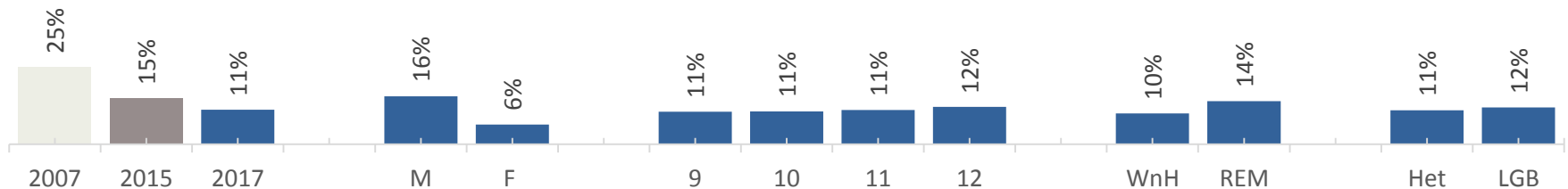


**Most high school students consume soda or pop less than once per day. A third of students did not drink any soda or pop during the week (37%); about half (52%) drank less than one per day. One in ten (11%) students drank at least one soda every day during the past week; 4% had more than three every day.**

- Male students are more than two times as likely as females to drink at least one soda every day during the past week.
- There are no differences by grade level or sexual orientation among students who drink soda daily.
- Students of color are significantly more likely to drink at least one soda every day during the past week compared to white, non-Hispanic students.

Drinking at least one soda per day has significantly decreased over the past decade and since 2015.

**Drank at Least One Soda Per Day, Past Week**



# Sugar-Sweetened Beverage Consumption

Consumption of Sugar-Sweetened Beverages Among High School Students, Previous Week

None <1 per day 1 -2 per day 3+ per day

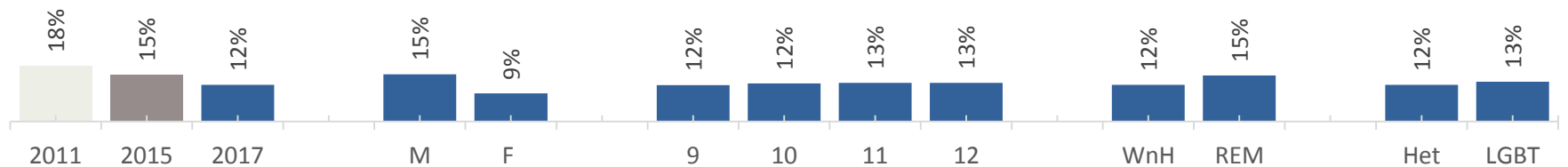


**Overall, 12% of students drank at least one can, bottle, or glass of sugar-sweetened beverages (SSB) such as sport drinks, energy drinks, lemonade, sweetened tea or coffee drinks, flavored milk, Snapple or Sunny Delight every day during the previous week.**

SSB consumption has significantly decreased since first asked in 2011 and since 2015.

- Daily SSB consumption does not differ by grade level or sexual orientation.
- Male students are significantly more likely than females to consume at least one SSB every day.
- Students of color are significantly more likely to drink at least one SSB every day during the past week compared to white, non-Hispanic student.

Drank at Least One SSB Per Day, Past Week



# Water Consumption

Consumption of Plain Water Among High School Students, Previous Week

New in 2017

None <1 per day 1-2 per day 3+ per day

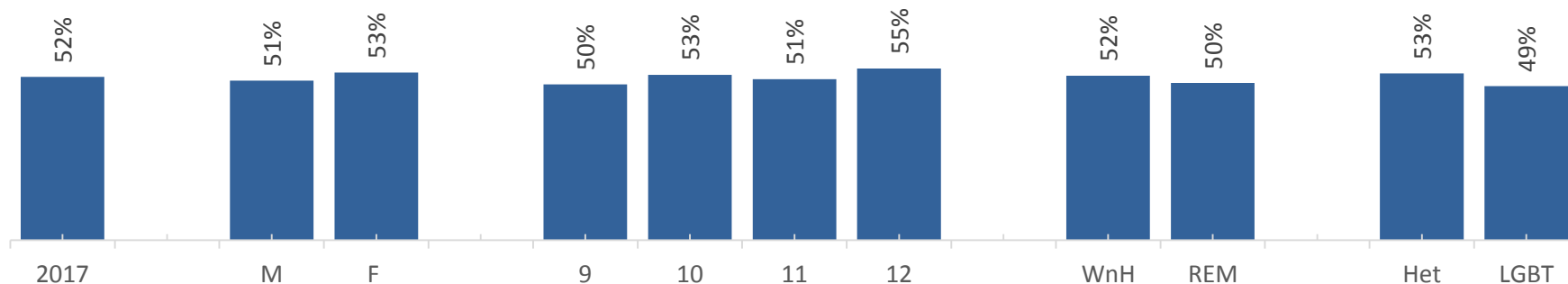


The majority of students drank three or more bottles or glasses of plain water per day during the previous week, with a third (33%) having four or more glasses every day.

One out of every five students drank less than one glass or bottle per day during the previous week; 4% did not have any water.

- Male students are significantly less likely to drink three or more glasses of water per day compared to female students.
- Drinking three or more glasses of water per day varies by grade level.
- Students of color are significantly less likely than white, non-Hispanic students to drink at least three glasses of water per day during the past week.
- LGBT students are significantly less likely than heterosexual/cisgender students to drink at least three glasses of water per day during the past week.

Drank Three or More Glasses of Water, Past Week



NOTE: Trend data is not available; question changes from glasses of water yesterday to amount of water during the past week.

# Breakfast Consumption

Frequency High School Students Ate Breakfast, Previous Week

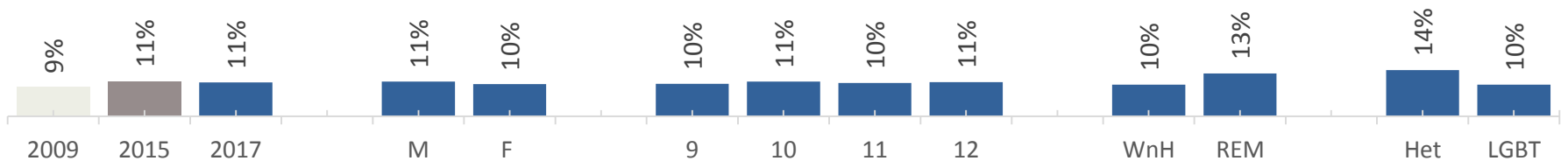
0 days 11%	1 to 2 days 15%	3 to 4 days 19%	5 to 6 days 16%	7 days 40%
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**During the past week, two in five students (40%) ate breakfast every day; one in ten never ate breakfast during the past seven days (11%).**

The percent of students who did not eat any breakfast during the previous week has not significantly changed.

- Not eating breakfast during the previous week does not differ by sex or grade level.
- Students of color are significantly more likely to not eat breakfast on any day during the previous week compared to white, non-Hispanic students.
- Compared to heterosexual/cisgender students, LGBT students are significantly more likely to not eat breakfast during the previous week.

Did Not Eat Breakfast During the Previous Week



# Social Determinants of Health



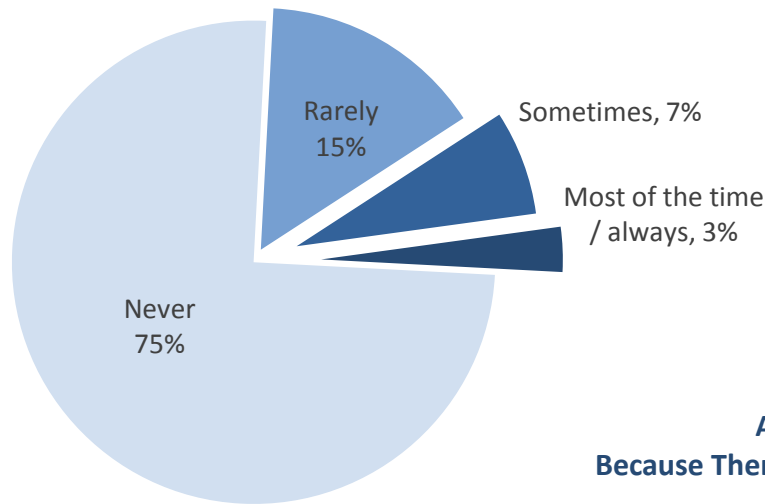
# Food Insecurity

New in 2017

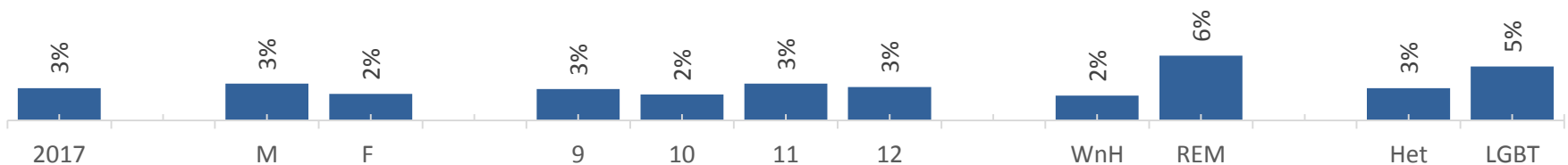
During the past month, a quarter of students went hungry because there was not enough food at home; about one in ten students sometimes (7%) or most of the time/always went hungry (3%) because there was not enough food in their home.

- Going hungry because there was not enough food at home does not differ by sex or grade level.
- Students of color are significantly more likely than white, non-Hispanic students to go hungry at least most of the time.
- LGBT students are significantly more likely than heterosexual/cisgender students to go hungry at least most of the time.

**Food Security: Hunger at Home**



**Always or Most of the Time Went Hungry Because There Was Not Enough Food in Their Home, Past 30 Days**

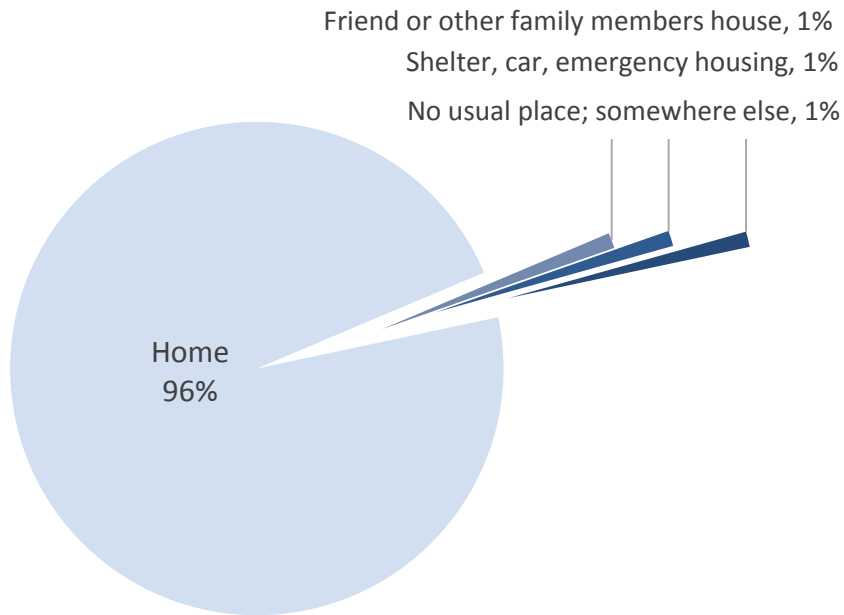




# Housing Insecurity

New in 2017

**During the past 30 days, nearly all students (96%) usually slept at their parent’s home.**



- LGBT students are significantly more likely than heterosexual/ cisgender students to sleep outside their parent’s home (3% vs 1%).
- There are no differences in sleeping at their parent’s home by sex, grade, or race.

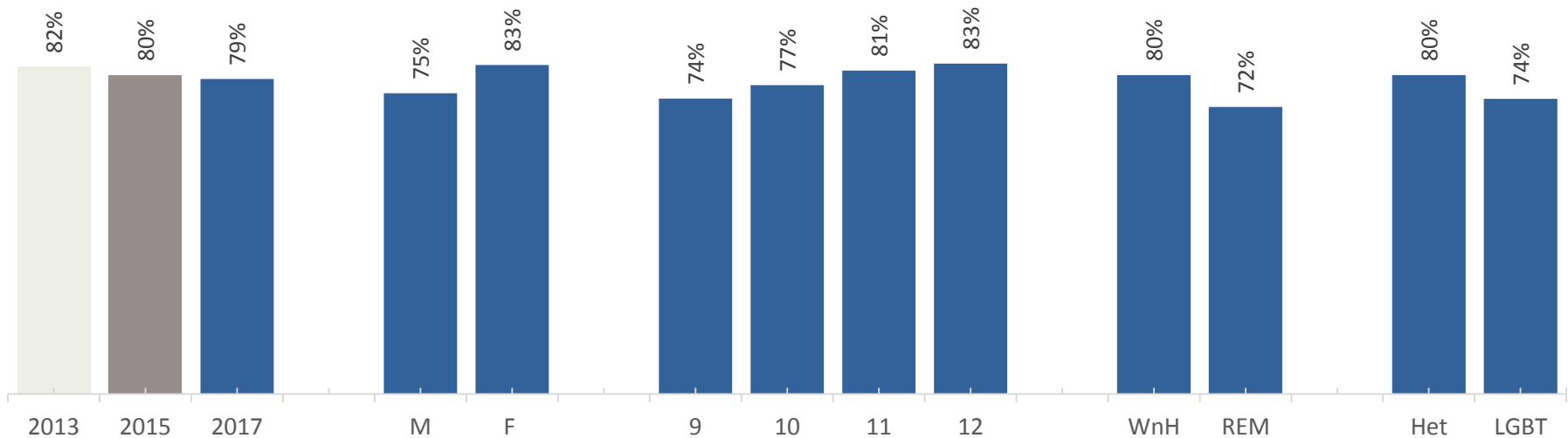
# Post Graduation Plans

**Nearly four out of five students (79%) believe they will probably or definitely complete a post high school program such as enrolling in a vocational training program, military service, or college; 12% were not sure.**

Plans for post high school programs have significantly decreased since 2013 and 2015.

- Male students are significantly less likely to believe they would complete a post high school program upon graduation compared to female students.
- Younger students are less likely to believe they would complete a post high school program compared to older students.
- Students of color are significantly less likely than white, Non-Hispanic students to believe they will or probably will complete a post high-school program.
- LGBT students are significantly less likely than heterosexual/cisgender students to believe they will or probably will complete a post high-school program.

**Will Probably or Definitely Complete a Post High School Program**

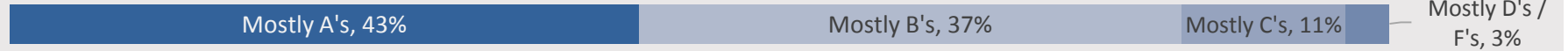


# Youth Assets and Other Protective Factors



# Grades Earned in School

## Typical Grades Earned, Past 12 Months\*

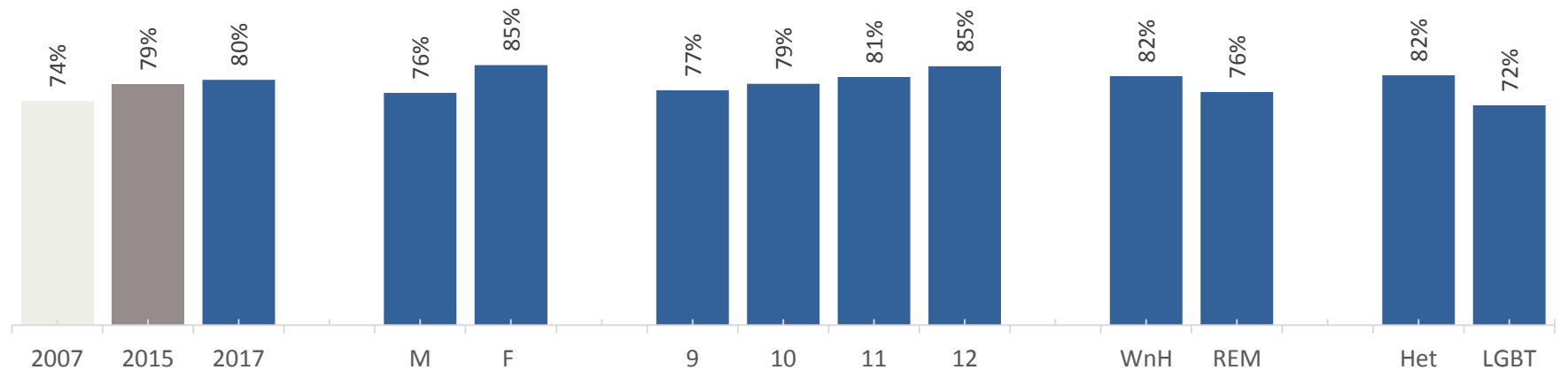


**Four out of five students earned mostly A's (43%) or B's (37%) during the past year; 5% of students reported earning grades using some other grading scale or were not sure.**

Since 2007 and 2015, the percent of students who typically earn mostly A's and B's has significantly increased.

- Male students are significantly less likely to report high grades (mostly A's and B's) compared to female students.
- Earning mostly A's and B's significantly increases with each grade level.
- Students of color are significantly less likely to earn higher grades compared to white, non-Hispanic students.
- LGBT students are significantly less likely to earn mostly A's and B's compared to heterosexual/cisgender students.

## Typically Earned A's and B's in School



\* Not shown students who responded "Not Sure" and those who do not use A-F grading scale.

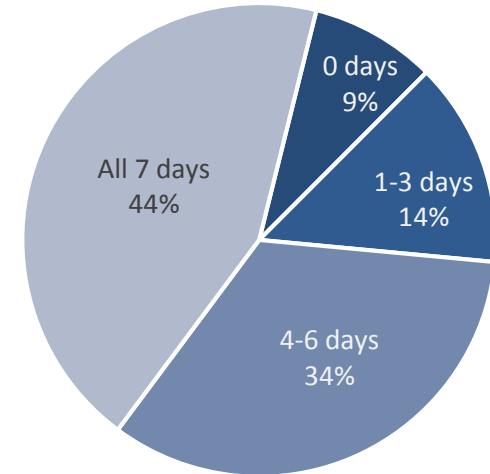
# Family Connectedness

New in 2017

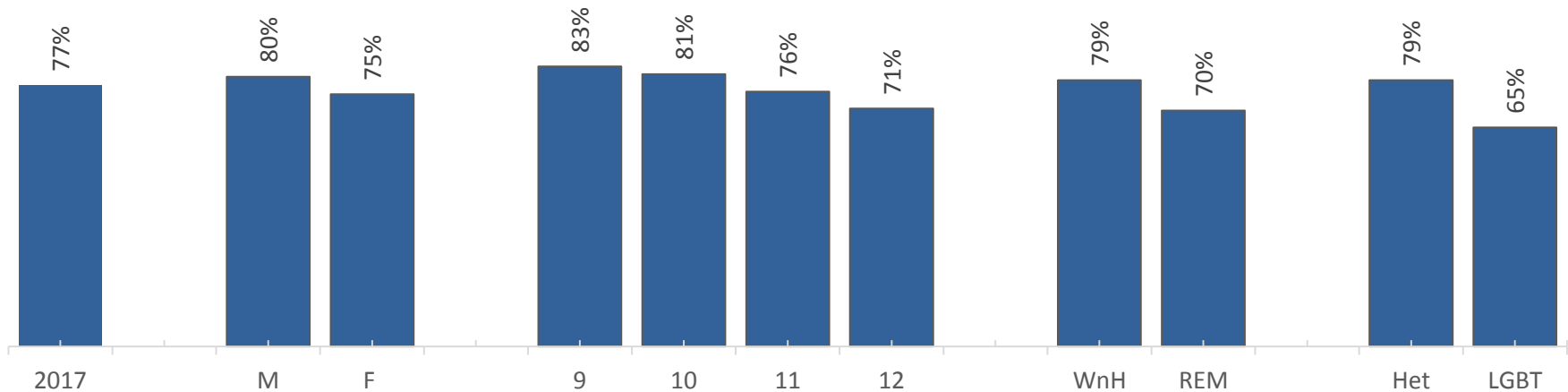
**More than three quarters of all students (77%) ate dinner at home with at least one of their parents on at least four days during the previous week.**

- Males are significantly more likely than females to have dinner at least four times during the past week with at least one parent.
- Eating dinner at least four times during the previous week significantly decreases as grade level increases.
- Students of color are significantly less likely than white, non-Hispanic students have dinner at least four times during the past week with at least one parent.
- LGBT students are significantly less likely than heterosexual/cisgender students to have dinner at least four times during the past week with at least one parent.

**Number of Days Ate Dinner With Parents, Past Week**



**Ate Dinner With at Least One Parent on Four or More Days During the Previous Week**



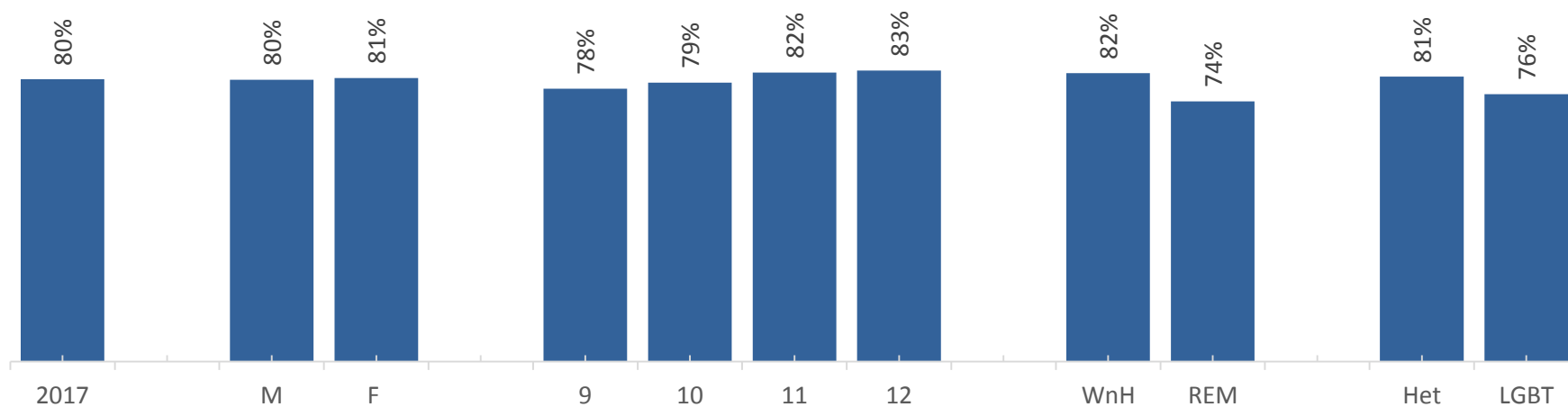
# School Connectedness

New in 2017

**Four out of five students (80%) had at least one teacher or adult in their school that they can talk to if they had a problem; 10% were not sure or did not have an adult at their school they could talk to if they had a problem.**

- There are no differences by sex in having at least one adult in the school student could talk to if they had a problem.
- Younger students are less likely than students in 11<sup>th</sup> and 12<sup>th</sup> grade to have at least one adult or teacher in the school they could turn to if they had a problem.
- Students of color are significantly less likely to have an adult in their school they could talk to if they had a problem compared to white, non-Hispanic students.
- LGBT students are less likely than heterosexual/cisgender students to have at least one adult or teacher in the school they could turn to if they had a problem.

**Have at Least One Teacher or Other Adult in Their School They Can Talk To**



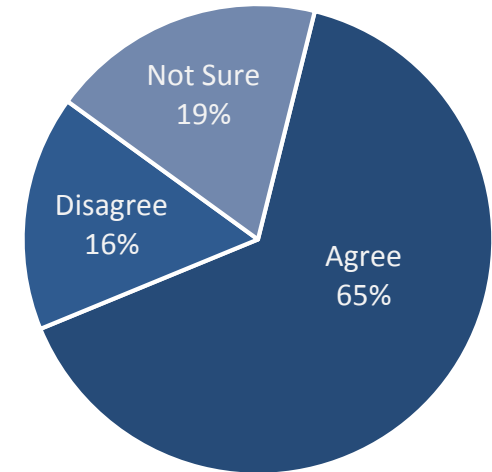
# School Connectedness

New in 2017

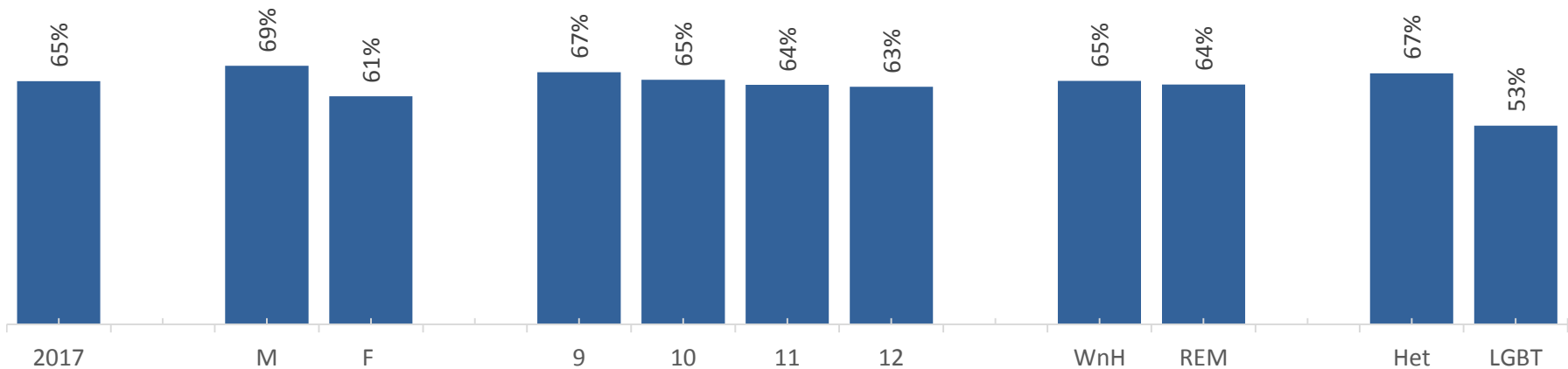
**Two-thirds (65%) of students agree or strongly agree that their school has clear rules and consequences for behavior; one in five were not sure if their schools rules and consequences were clear.**

- Male students (69%) are significantly more likely than females (61%) to believe their school has clear rules and consequences for all students.
- 9<sup>th</sup> grade students are significantly more likely than older students to believe their school has rules and consequences for behaviors.
- Believing their school has clear rules and consequences for behaviors did not differ by race.
- LGBT students are significantly less likely than heterosexual/cisgender students to believe their school has rules and consequences for behaviors.

**School Has Clear Rules and Consequences for Behaviors**



**Agree or Strongly Agree That There Are Clear Rules and Consequences for Behaviors at School**



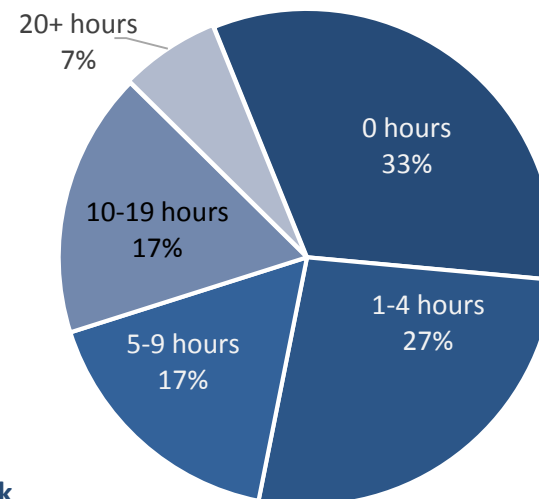
# Participation in Extracurricular Activities

**During a typical week, a quarter of students spent ten hours or more participating in extracurricular activities such as sports, band, drama, or clubs run by the school or the community. Three out of five students (59%) spent less than four hours per weekday doing extracurricular activities; a third did not participate in any activities.**

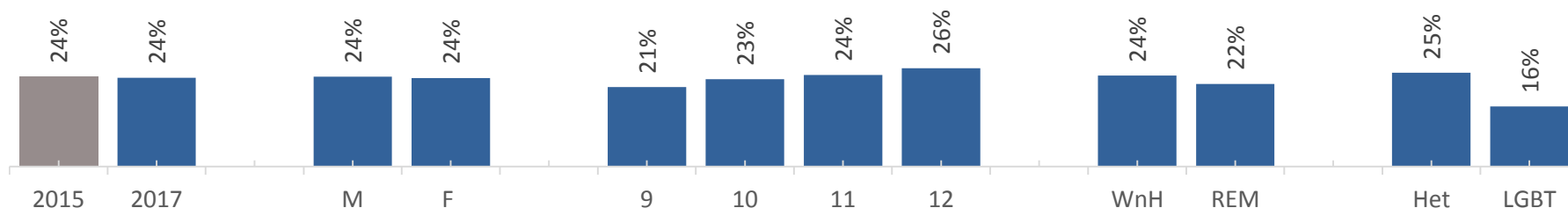
Similar to those in 2015, nearly a quarter of students spend 10 or more hours per week participating in afterschool activities.

- Participation in ten or more hours per week of extracurricular activities does not differ by sex.
- White, non-Hispanic students and heterosexual/cisgender students are significantly more likely than students of color and LGBT students to participate in 10 or more hours of extracurricular activities each week.
- Older students are significantly more likely than 9<sup>th</sup> grade students to participate in activities for 10 or more hours during a typical week; 12<sup>th</sup> grade students are also more likely than 10<sup>th</sup> graders to do so.

**Participation in Extracurricular Activities**



**Participate in 10 or more Hours Per Week of Extracurricular Activities**





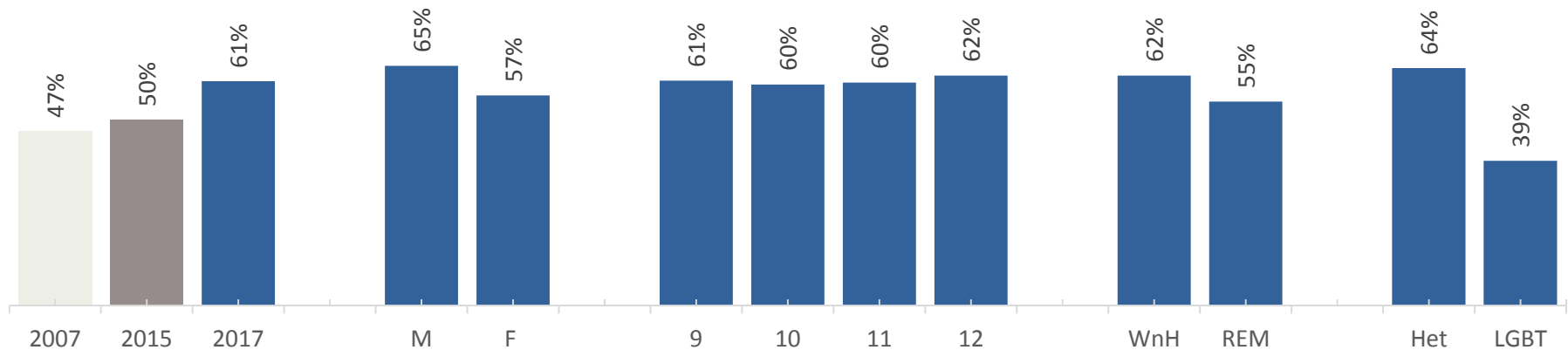
# Community Connectedness

**Three out of five students (61%) agree or strongly agree that in their community they matter to people; 14% do not believe they matter to the people in their community.**

Feeling like one matters to the people in their community has significantly increased over the past decade and since 2015.

- Males are significantly more likely to feel like they matter to people in their community compared to females.
- Regardless of grade, students are equally likely to feel that in their community they matter to people.
- Students of color are significantly less likely compared to white, non-Hispanic students to feel like they matter to people in their community.
- Significantly fewer LGBT students feel as if they matter to people in their community compared to heterosexual/cisgender students.

**Feel Valued in the Community**



# 2017

# Vermont Youth Risk Behavior Survey

## Middle School Results

# Middle School Results

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<u>Survey Sample &amp; Demographics</u> .....	140
<u>Personal Safety</u> .....	142
◦ <u>Fighting and Bullying</u> .....	
◦ <u>Vehicular Safety</u> .....	
◦ <u>Injuries and Prevention</u> .....	
◦ <u>Tobacco Screenings and Exposure</u> .....	
<u>Mental Health</u> .....	161
<u>Substance Use</u> .....	165
◦ <u>Lifetime Use</u> .....	
◦ <u>Current Use</u> .....	
◦ <u>Attitudes and Perceptions of Use</u> .....	
<u>Sexual Activity</u> .....	198
<u>Physical Activity &amp; Nutrition</u> .....	200
◦ <u>Physical Activity</u> .....	
◦ <u>Nutrition</u> .....	
<u>Social Determinants of Health</u> .....	213
<u>Youth Assets and Other Protective Factors</u> ..	216

# Survey Sample & Demographics

# Demographics

		Weighted %
Sex	Female	48%
	Male	52%
Grade	8 <sup>th</sup> grade	24%
	7 <sup>th</sup> grade	39%
	6 <sup>th</sup> grade	37%
Race	White, non-Hispanic (WnH)	81%
	Students of color (Racial and ethnic minorities--REM)	19%
Sexual Orientation	Heterosexual (Het)	93%
	Lesbian, Gay, or Bisexual (LGB)	7%

# Personal Safety



# Personal Safety

Violence and  
Bullying

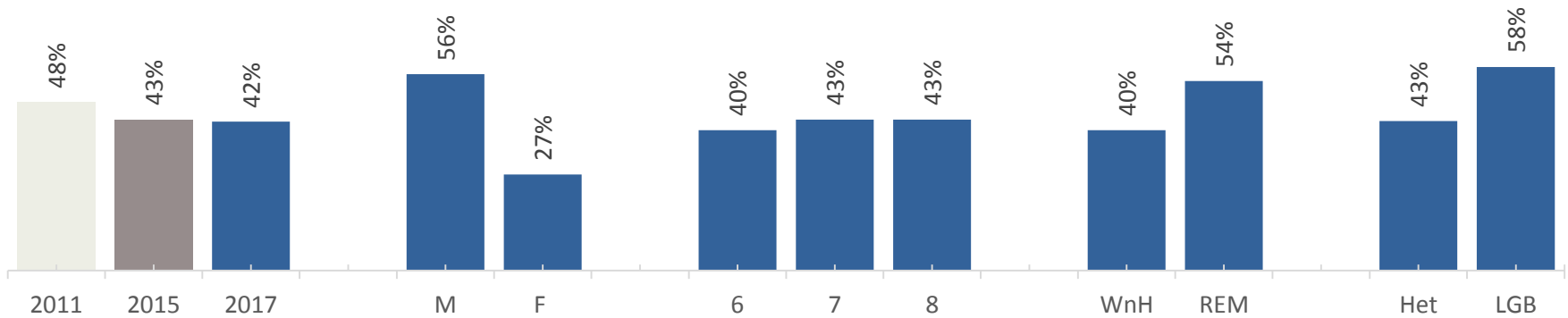
# Physical Fighting

**Overall, 4 in 10 students (42%) reported that they have ever been in a physical fight.**

Since 2011, the percent of students who have ever been in a physical fight has significantly decreased (48% vs 42%). There was no significant change between 2015 and 2017.

- Male students are more than twice as likely to report physical fighting compared to female students.
- 7<sup>th</sup> and 8<sup>th</sup> grade students are significantly more likely than 6<sup>th</sup> grade students to report physical fighting.
- Students of color are more likely than white, non Hispanic students to report every being in a physical fight.
- LGB students are significantly more likely than heterosexual students to have ever been in a physical fight.

Ever in a Physical Fight





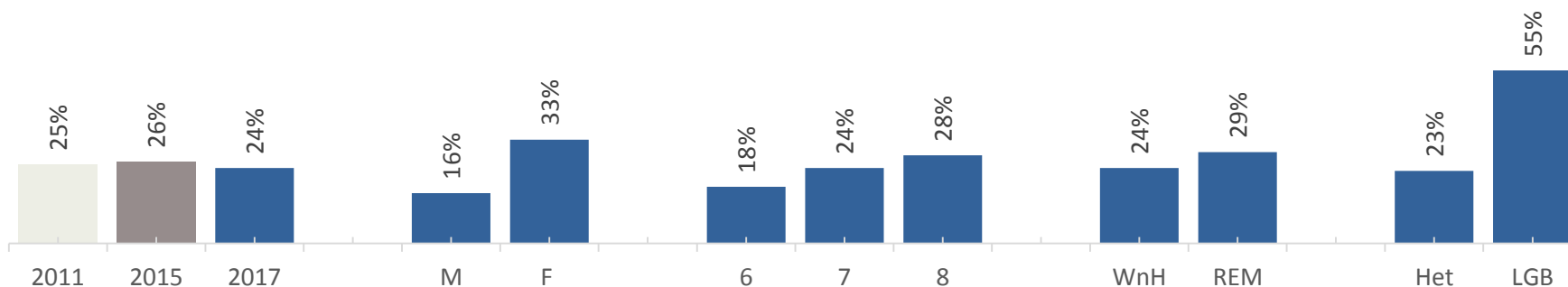
# Bullying, Lifetime

**Overall, 45% of middle school students report ever being bullied at school.** The percent of students reporting bullying on school property has significantly decreased each year since 2011 (47%). (data not shown)

**About a quarter of students (24%) have ever been electronically bullied;** electronic bullying decreased significantly between 2015 and 2017.

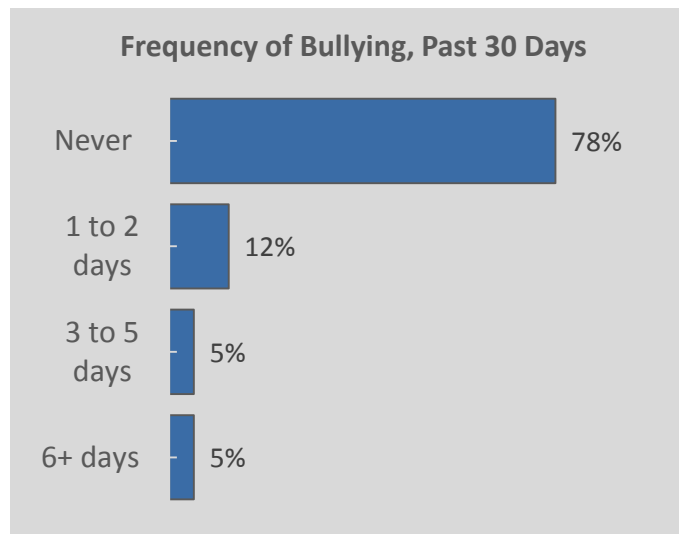
- Compared to male students, female students are more likely to ever experience bullying at school (50% vs 39%) and electronically.
- While electronic bullying significantly increases with each grade level, bullying at school does not differ by grade level (44%, 45%, 44%, respectively).
- Students of color are significantly more likely than white, non-Hispanic students to be bullied, either electronically or at school (43% vs 48%) during their lifetime.
- LGB students are nearly twice as likely to have ever been bullied at school (73% vs 42%) or electronically bullied compared to heterosexual students.

## Ever Electronically Bullied



The YRBS defines bullying if one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the strength or power argue or fight or tease each other in a friendly way. Electronic bullying occurs through texting, Instagram, Facebook, or other social media.

# Bullying, Past 30 Days

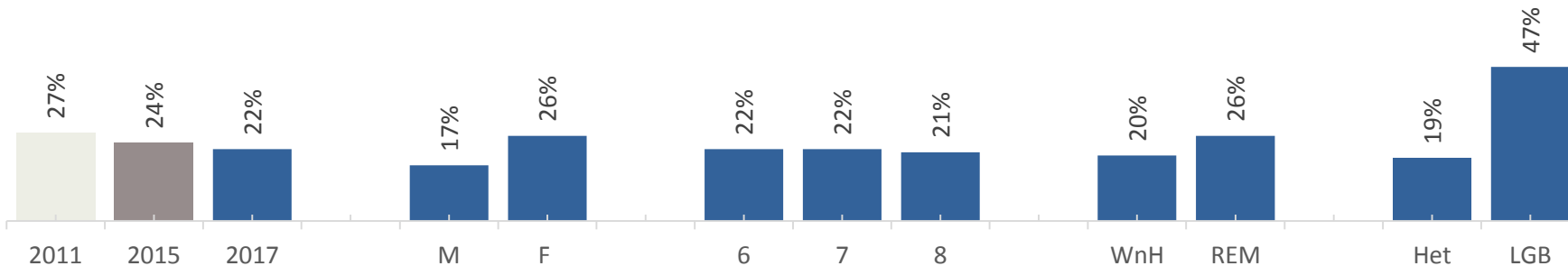


**Overall, 22% of students were bullied during the past 30 days, primarily on one or two days.**

Being bullied during the past 30 days decreased significantly since 2011 and from 2015 to 2017.

- Female students are significantly more likely than males to experience bullying during the past 30 days.
- Bullied during the past 30 days does not differ by grade level.
- Students of color students are significantly more likely than white, non-Hispanic students to experience bullying during the past 30 days.
- LGB students are more than two times as likely as heterosexual students to have been bullied in the past 30 days.

## Were Bullied, Past 30 Days



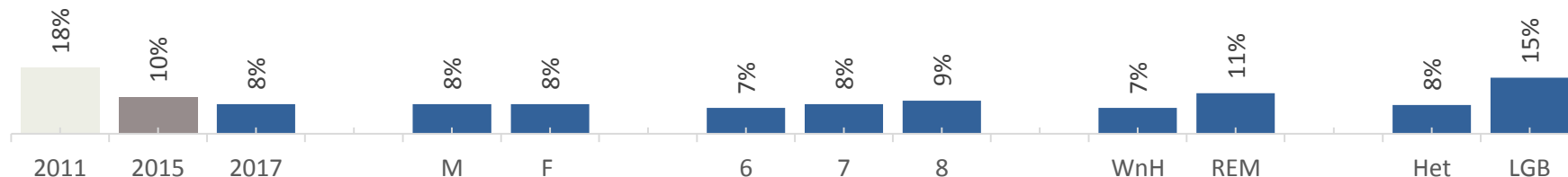
# Bullying Others

**During the previous 30 days, 8% of students reported bullying others.**

The percent of students who said they bullied others has significantly decreased each year from nearly one in five students in 2011 to less than one in ten students in 2017.

- Male and female students are equally likely to report bullying others.
- Students in 8<sup>th</sup> grade are significantly more likely to bully someone else during the past 30 days compared to 6<sup>th</sup> grade students.
- Students of color are significantly more likely to bully others compared to white, non-Hispanic students.
- LGB students are twice as likely as heterosexual students to bully someone else during the past 30 days.

**Bullied Someone Else, Past 30 Days**



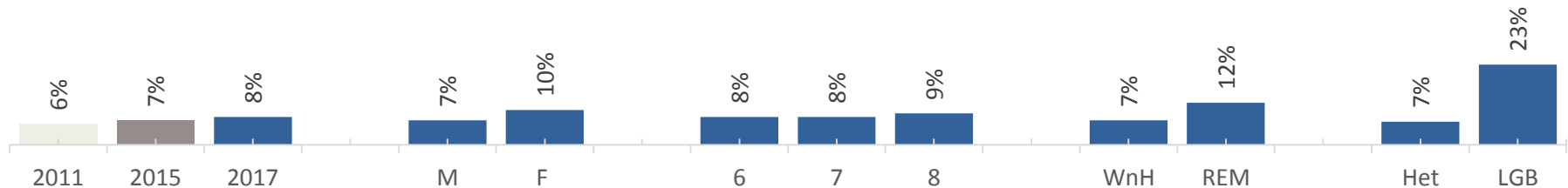
# Feeling Unsafe

**During the previous 30 days, 8% of students skipped school because they felt unsafe at school or on their way to or from school. Five percent of students skipped school more than one time.**

In 2017, significantly more students reported skipping school because they felt unsafe compared to students in 2011 and 2015.

- One in ten females skipped school during the past 30 days because they felt unsafe, significantly more than male students.
- There are no differences by grade.
- Students of color are significantly more likely than white, non-Hispanic students to skip school because they felt unsafe.
- LGB students are more than three times as likely to report skip school during the past 30 days because they felt unsafe, compared to heterosexual students.

**Skipped School Due to Feeling Unsafe, Past 30 Days**

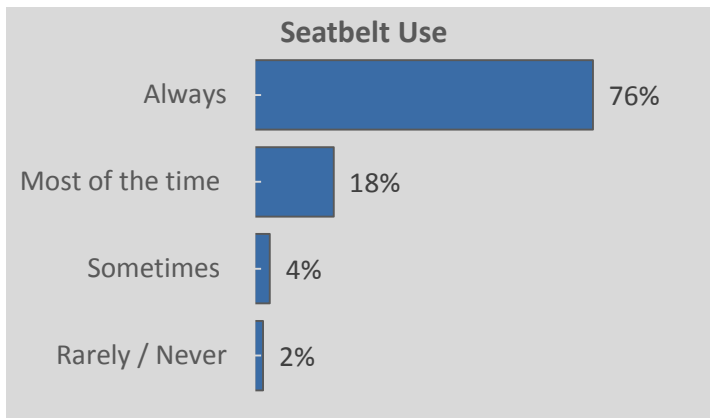


Personal Safety

Vehicular Safety

# Seatbelt Use

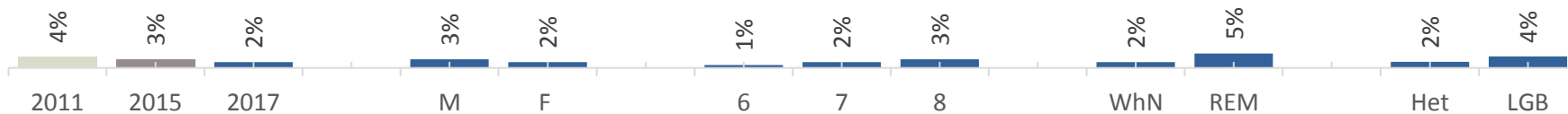
**When riding in a car, three quarters of students always wear a seatbelt; one in five (18%) do so most of the time. Less than 10% infrequently do so.**



Since 2011 there has been a 50% decrease in the percent of students who never or rarely wear a seatbelt (4% vs. 2%). Additionally, fewer students in 2017 reported never or rarely wearing a seatbelt compared to 2015.

- Male students are significantly more likely to report never or rarely wearing a seatbelt while riding in a car or other vehicle compared to female students.
- Compared to 6<sup>th</sup> grade students, older students are significantly more likely to report never or rarely wearing a seatbelt while riding in a car.
- Students of color are significantly more likely than white, non-Hispanic students to never or rarely wear a seatbelt.
- LGB students are twice as likely as heterosexual students to never or rarely wear a seatbelt.

## Never or Rarely Wear a Seatbelt



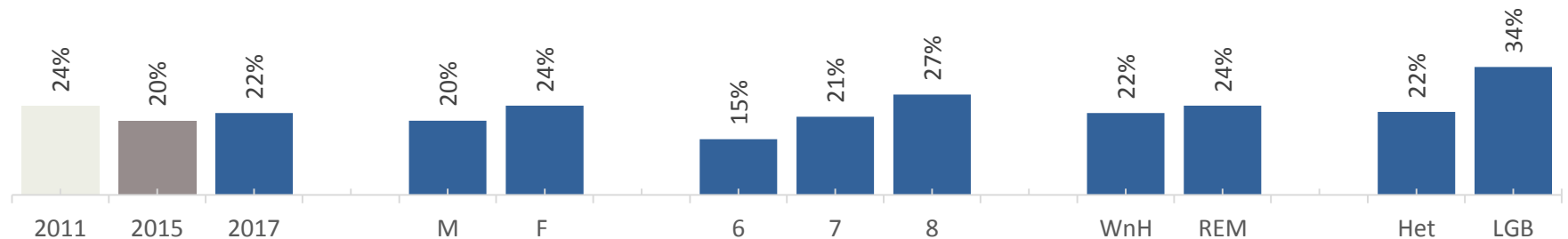
# Riding with an Impaired Driver: Alcohol

**More than one in five students (22%) have ever ridden in a car with someone who had been drinking alcohol. Additionally, 21% were not sure if they have ever ridden with someone who had been drinking alcohol.**

Following a decrease between 2011 and 2015, the percent of students who reported ever riding in a car with someone who had been drinking alcohol increased significantly between 2015 and 2017.

- Male students are significantly less likely to report riding in a car with someone who had been drinking alcohol compared to female students.
- Ever riding in a car with someone who had been drinking alcohol increases significantly with each grade level.
- Riding in a car with someone who had alcohol does not vary by race.
- LGB students are significantly more likely compared to heterosexual students to have ridden in a car with someone who had been drinking.

**Ever Rode in a Car with Someone Who Had Been Drinking Alcohol**



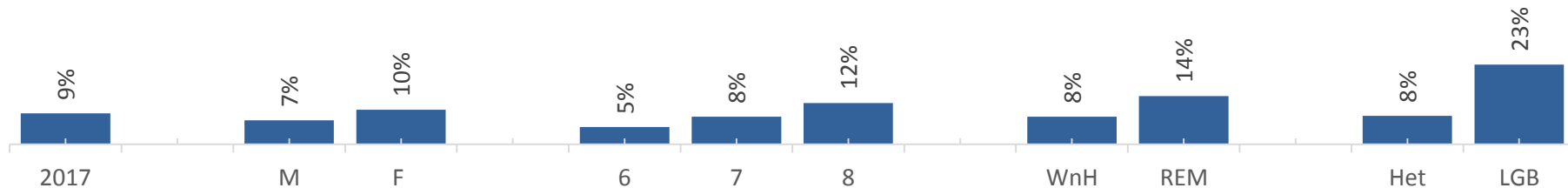
# Riding with an Impaired Driver: Marijuana

New in 2017

Less than 10% of students have ever ridden in a car driven by someone who had been using marijuana. One in seven students (14%) were not sure if someone they had ever ridden with had been using marijuana.

- Male students are significantly less likely than female students to report riding in a car driven by someone who had been using marijuana.
- Riding in a car with someone who had been using marijuana significantly increases with each grade. Notably, 8<sup>th</sup> grade students are more than two times as likely as 6<sup>th</sup> grade students to report riding with someone under the influence of marijuana.
- Students of color are significantly more likely than white, non-Hispanic students to ever ride in a car with someone who had been using marijuana.
- LGB students are significantly more likely than heterosexual students to have ridden in a car with someone who had been using marijuana.

Ever Rode in a Car with Someone Who Had Been Using Marijuana





# Personal Safety

Injuries &  
Prevention

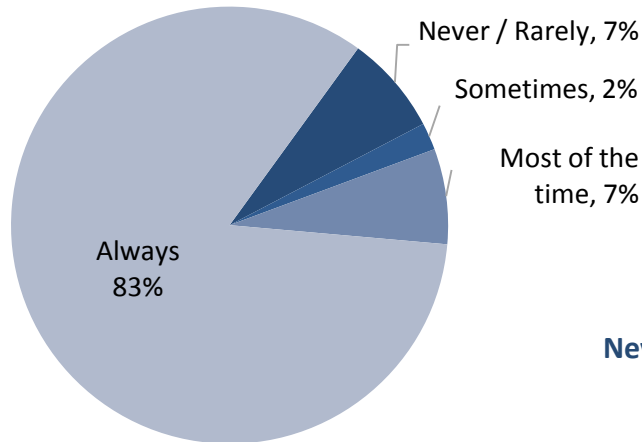
# Helmet Use: Skiing or Snowboarding

New in 2017

More than half (57%) of all middle school students ski or snowboard during the winter.

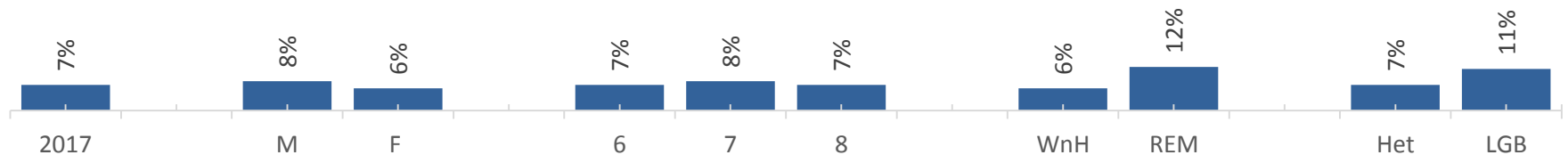
Among students who ski or snowboard, more than eight out of ten always wear a helmet; one in ten sometimes, rarely or never wear a helmet.

Helmet Use Among Students Who Ski or Snowboard



- Male students are significantly more likely than female students to never or rarely wear a helmet when skiing or snowboarding.
- Helmet use while skiing or snowboarding remains similar across all grade levels.
- Students of color are twice as likely as white, non-Hispanic students to rarely or never wear a helmet when skiing or snowboarding.
- LGB students are significantly more likely than heterosexual students to never or rarely wear a helmet while skiing or snowboarding.

Never or Rarely Wear a Helmet While Skiing or Snowboarding  
(Among Those Who Ski/Snowboard)



# Helmet Use: Riding a Bicycle

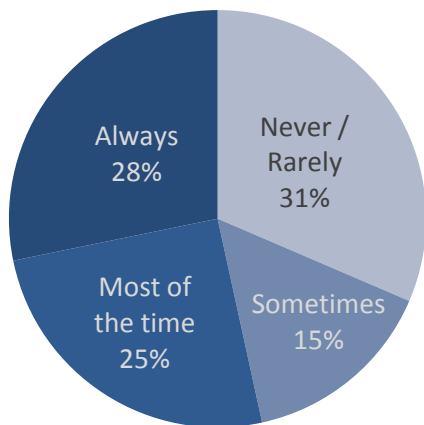
Nearly all middle school students (92%) ride bicycles.

Of those that ride, about half wear a helmet at least most of the time. A third never or rarely do so.

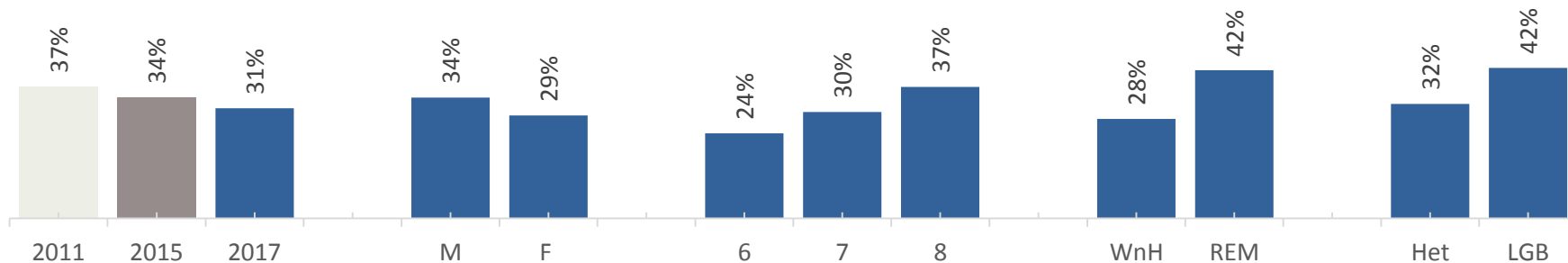
Since 2011 and since 2015, significantly fewer students who rode a bicycle reported never or rarely wearing a helmet while riding.

- Male students are more likely to report never or rarely wearing a helmet.
- Overall, helmet use decreases with each grade level. By the time they are in 8<sup>th</sup> grade, nearly four out of ten do not wear a helmet while riding a bike.
- People of color are significantly more likely than white, non-Hispanic students to never wear a helmet when riding a bike.
- LGB students are significantly more likely than heterosexual students to never or rarely wear a helmet while riding a bike.

Helmet Use Among Students Who Ride Bikes



Never or Rarely Wear a Helmet When Riding a Bicycle  
(Among Those Who Ride)



# Concussions

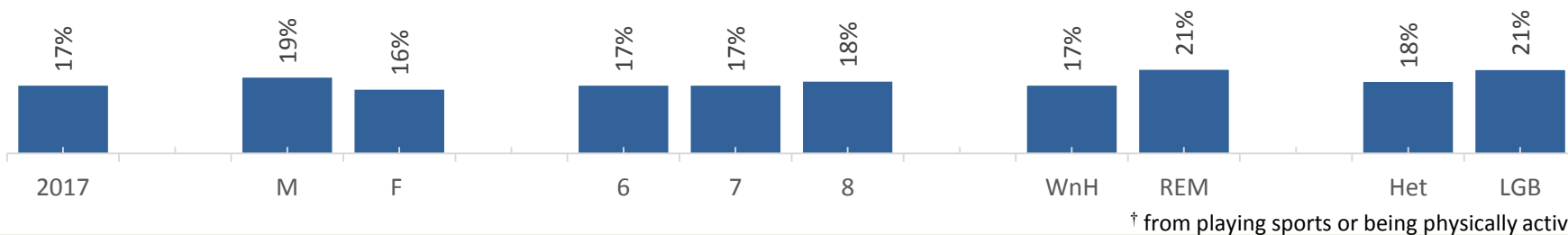
Concussions were described as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.”

New in 2017

During the past 12 months, nearly 1 in 5 students (17%) reported experiencing symptoms of a concussion from playing sports or being physically active; 6% experienced a concussion two or more times during the past year.

- Male students are significantly more likely than female students to experience one or more concussions † during the past year.
- There are no differences among students in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade.
- Students of color are significantly more likely than white, non-Hispanic students to have had a concussion † during the past year.
- LGB students are significantly more likely than heterosexual students to have a concussion † during the past year.

Experienced a Concussion From Playing Sports or Being Physically Active, Past 12 Months



# Personal Safety

2<sup>nd</sup> Hand Tobacco  
Exposure,  
Prevention, and  
Screenings

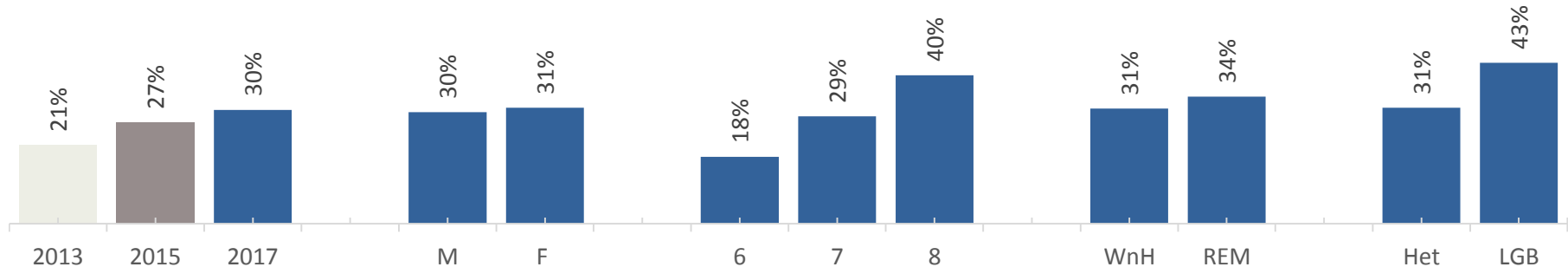
# Asked About Smoking by a Health Care Provider

During the past year, among students who saw a doctor, nurse, or dentist, three in ten were asked if they smoked; one in five (20%) were not sure.

Significantly more students reported being asked about smoking by a medical professional compared to 2013 and 2015.

- Being asked about smoking does not differ by sex.
- As grade level increases, students are significantly more likely to be asked about smoking when they saw a doctor, nurse, or dentist.
- Students of color are significantly more likely than white, non-Hispanic students to be asked about smoking when visiting a doctor, nurse, or dentist.
- LGB students are significantly more likely than heterosexual students to be asked about smoking by a doctor, nurse or dentist.

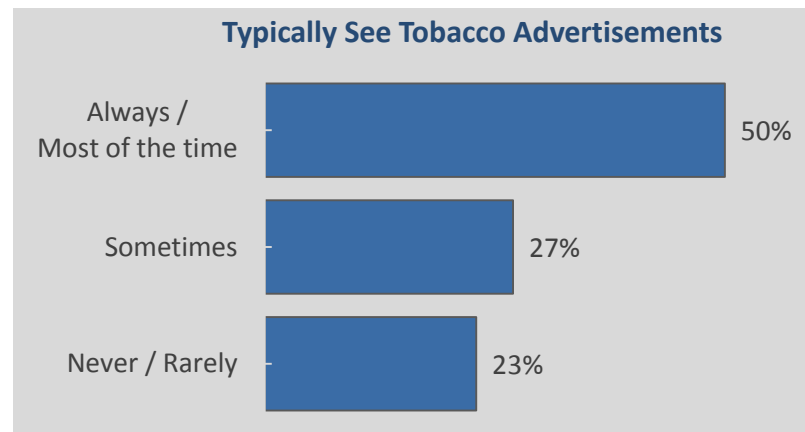
Were Asked about Smoking by a Doctor, Nurse, or Dentist, Past Year  
Among Those Who Saw a Practitioner



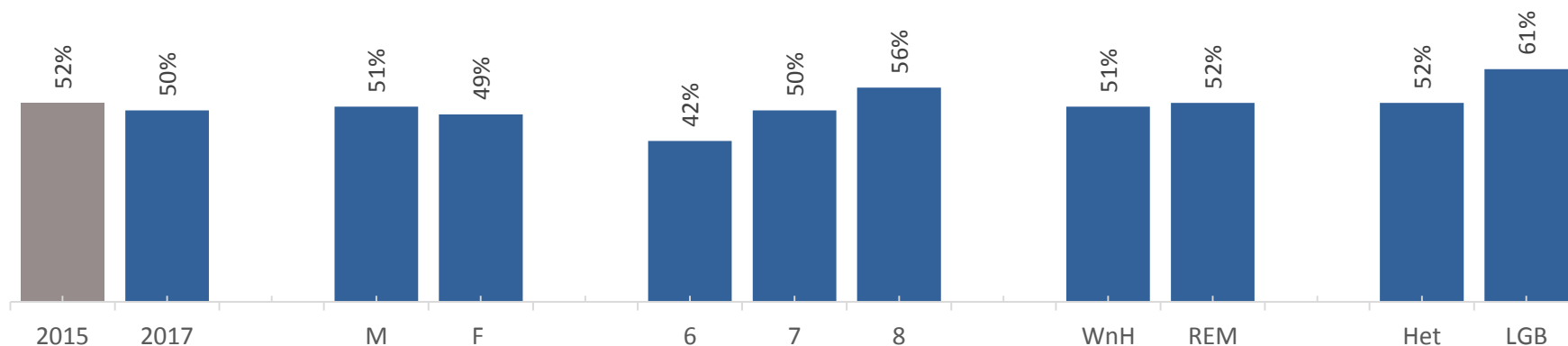
# Advertisements for Tobacco Products

Significantly fewer students reported seeing tobacco advertisements always or most of the time in 2017 than in 2015.

- Seeing tobacco advertisements, always or most of the time, does not differ by sex or race.
- Exposure to tobacco advertisements increases with each grade level.
- LGB students are significantly more likely to report seeing advertisements for tobacco products at least most of the time compared to heterosexual students.



## See Advertisements for Tobacco Products at Least Most of the Time When Shopping In a Convenience Store, Supermarket, or Gas Station



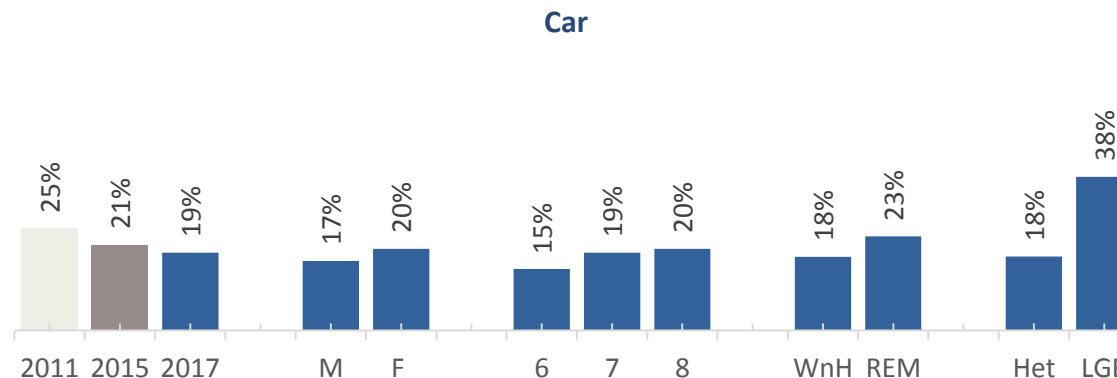
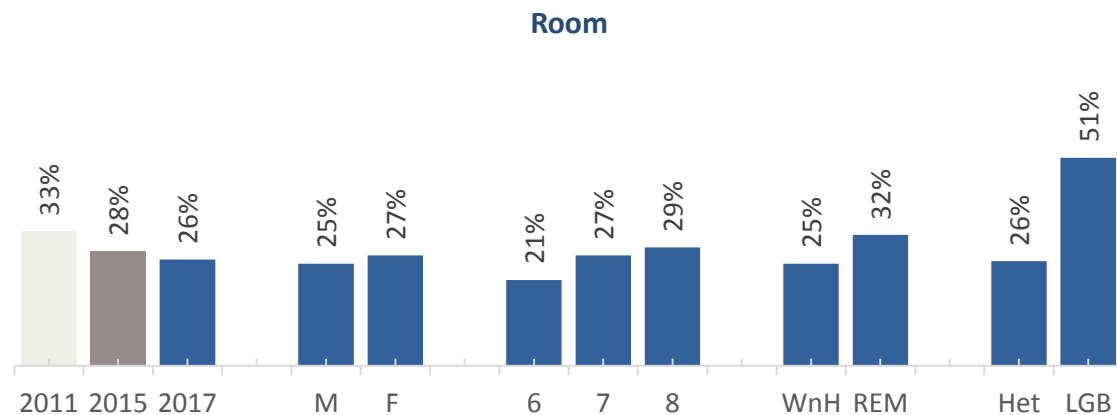
# Exposure to 2<sup>nd</sup> Hand Smoke

During the previous seven days, more than a quarter of students were in the same room as someone who was smoking cigarettes; fewer were exposed to secondhand smoke in a car.

Exposure to second hand smoke has significantly decreased since 2011 and 2015.

- Female students are significantly more likely than male students to report second hand smoke exposure in a room or car.
- Exposure to second hand smoke in a room significantly increases with each grade level. Sixth grade middle school students are significantly less likely than older students to be exposed to smoke in a car.
- Students of color are significantly more likely than white, non-Hispanic students to be the same room or in a car with someone who was smoking.
- LGB students are twice as likely as heterosexual students to be the same room or in a car with someone who was smoking.

## 2<sup>nd</sup> Hand Smoke Exposure, Past Week





# Mental Health



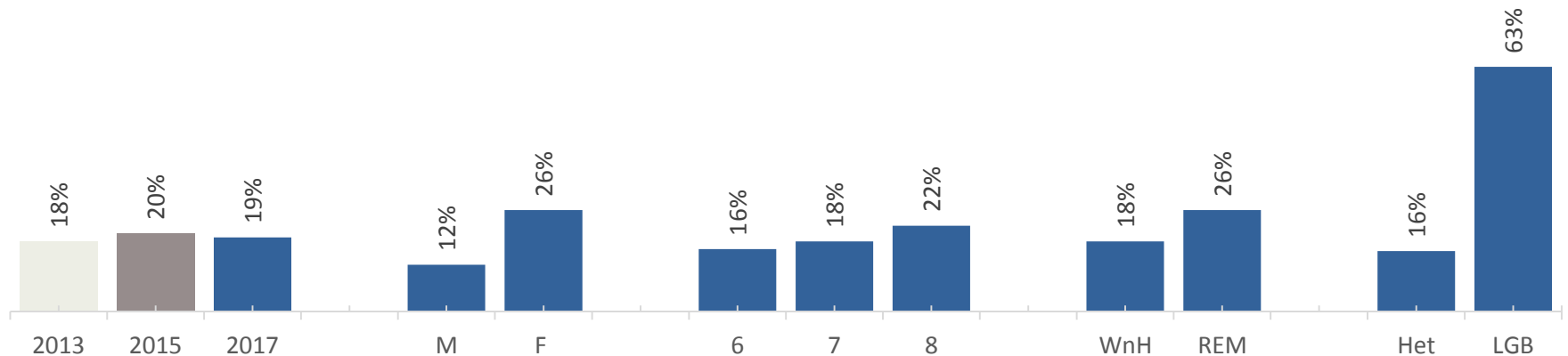
# Feeling Sad or Hopeless

**During the past 12 months, one in five students felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities.**

Feeling sad or hopeless for two or more weeks in a row during the previous year has not significantly changed over the past five years.

- Female students are more than twice as likely as male students to feel so sad or hopeless that they stopped doing some of their usual activities.
- Eighth grade students are significantly more likely than younger students to experience feelings of sadness or hopelessness.
- Students of color are significantly more likely than white, non-Hispanic students to report feeling sad or hopeless for at least two weeks during the past year.
- LGB students are nearly four times as likely to report feeling so sad or hopeless that they stopped doing regular activities compared to heterosexual students.

**Felt Sad or Hopeless for Two or More Weeks in a Row, past 12 months**



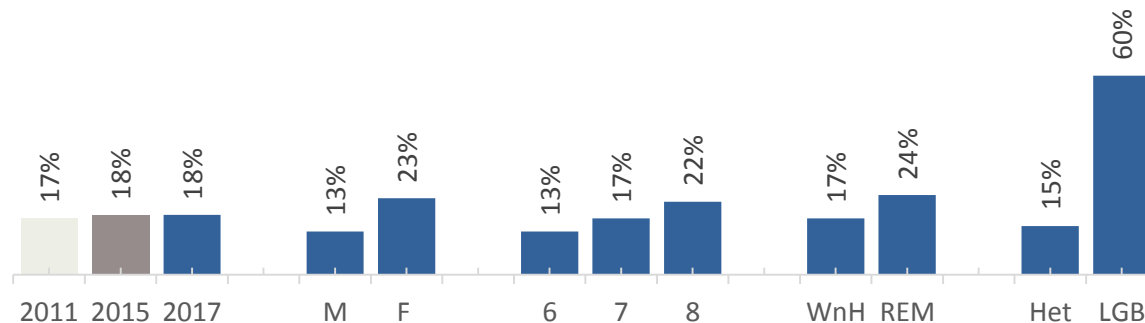
# Suicide Ideation: Thoughts and Plans

**Overall, 18% of students reported that they ever seriously thought killing themselves; 12% have made a plan.**

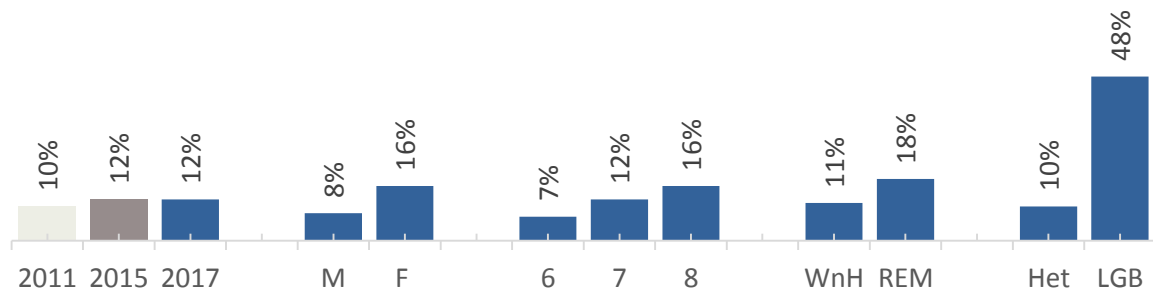
Since 2011, thoughts about suicide have not significantly changed, however, the percent of students who have made a suicide plan has significantly increased. Since 2015, suicide thoughts and plans have not changed.

- Females are nearly twice as likely as male students to seriously think about suicide and to ever make a suicide plan.
- Suicidal thoughts and plans significantly increase with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to think about suicide or make a suicide plan.
- LGB students are five times as likely as heterosexual students to have ever thought seriously about suicide or make a suicide plan.

**Ever Thought Seriously About Killing Themselves**



**Ever Made Plan About How They Would Kill Themselves**



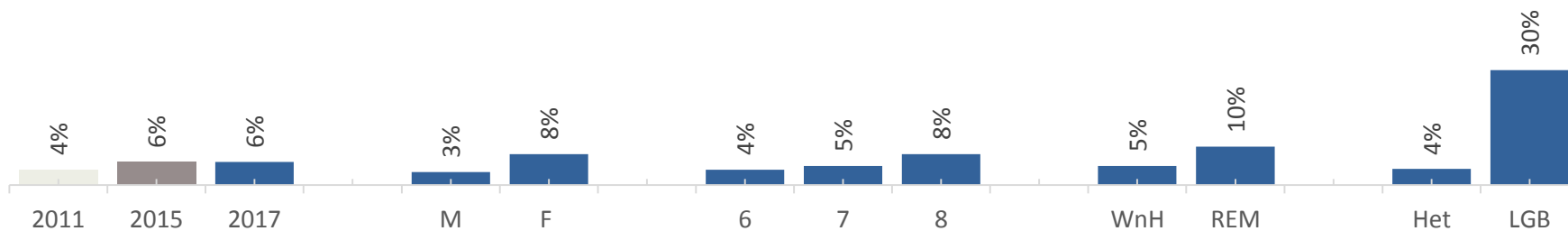
# Suicide Attempts

**Overall, 6% of middle school students have ever tried to kill themselves.**

The percent of students who have tried to commit suicide has not significantly changed over the past five years.

- More than two times as many female students report attempting to kill themselves compared to male students.
- Making a suicide attempt significantly increases with each grade level.
- Students of color are twice as likely as white, non-Hispanic students to have ever attempted suicide.
- Three in ten LGB students have ever attempted suicide, significantly more than heterosexual students.

**Ever Tried to Kill Themselves**



# Substance Use



# Substance Use

Lifetime Use

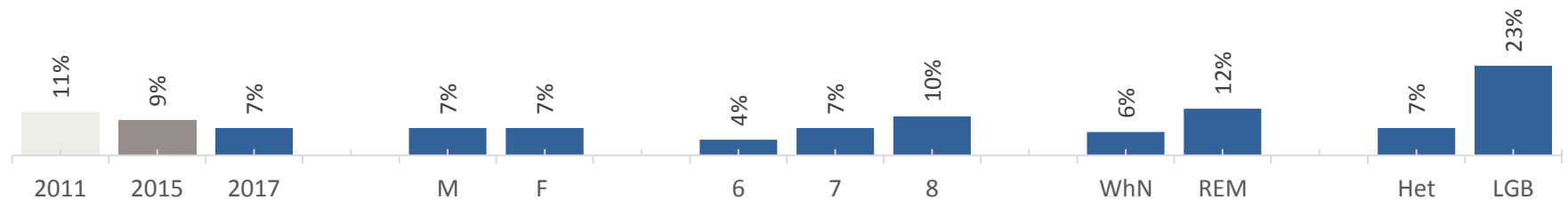
# Lifetime Cigarette Use

**Overall, 7% of students reported ever trying cigarette smoking, even one or two puffs; 3% tried one before age 11.**

Since 2011, the percent of students who have ever tried even one or two puffs of a cigarette has significantly decreased from 11% to 7% (data not shown).

- Lifetime cigarette use and use before age 11 do not differ by sex.
- Ever trying a cigarette varies by grade level, but trying one before age 11 does not vary.
- Students of color are twice as likely as white, non-Hispanic students to ever try smoking cigarettes and three times as likely to do so before age 11 (6% vs 2%).
- LGB students are significantly more likely than heterosexual students to try a cigarette and were three times as likely to use one before age 11 (9% vs 3%).

**Ever Tried a Cigarette**



# Lifetime Electronic Vapor Product Use

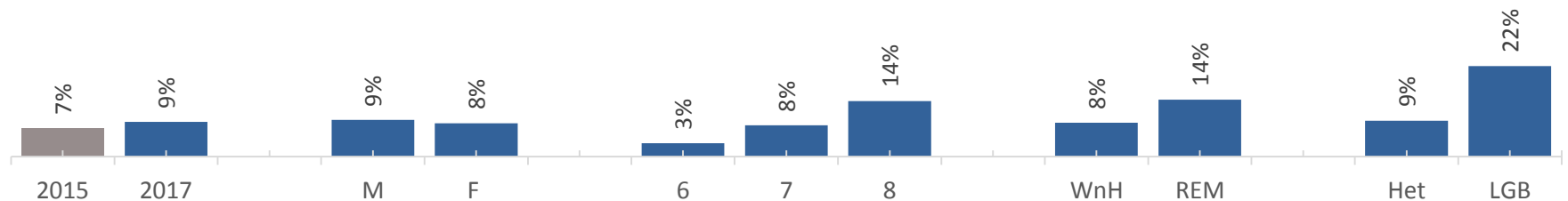
Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

Nearly one in ten middle school students have ever tried an electronic vapor products (EVP).

The percent of students who have ever used an electronic vapor product significantly increased between 2015 and 2017.

- Ever trying EVP does not differ by sex.
- EVP use nearly doubles with each increasing grade level.
- Students of color are significantly more likely than white, non-Hispanic students to ever try an EVP.
- LGB students are twice as likely as heterosexual students to ever try an EVP.

Electronic Vapor Product Use, Lifetime





# Flavored Tobacco Product Use

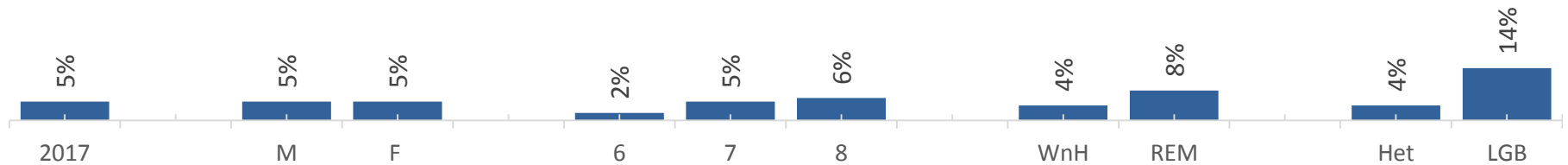
New in 2017

**Flavored tobacco products are flavored to taste like menthol (mint), clove, spice, alcohol (wine or cognac), candy, fruit, chocolate, or other sweets.**

Overall, 5% of middle schools have ever tried a flavored tobacco product.

- Use of flavored tobacco products does not differ by sex.
- Flavored tobacco product use significantly increases with each grade level.
- Students of color are two times as likely as heterosexual students to try flavored tobacco products.
- LGB students are significantly more likely than heterosexual students to try flavored tobacco products.

Flavored Tobacco Product Use, Lifetime



# Lifetime Alcohol Use

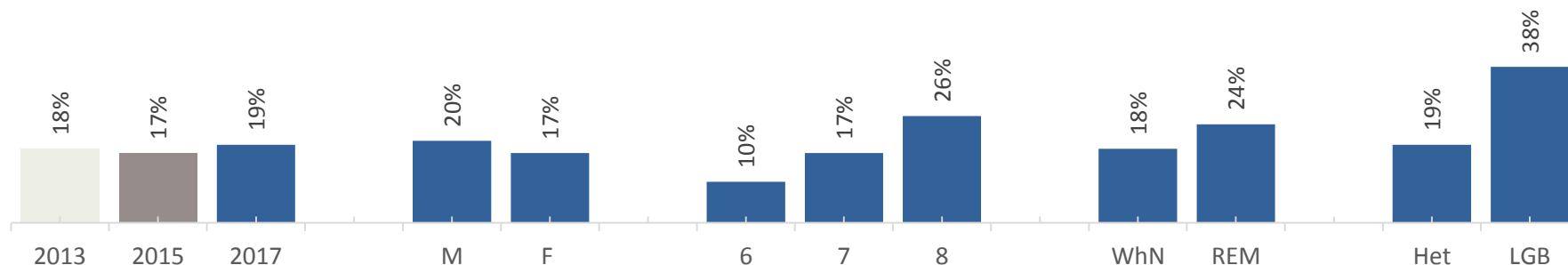
**Nearly 1 in 5 students reported ever drinking alcohol, excluding having a few sips for religious purposes.**

**Less than one in ten students (9%) have ever drunk alcohol before age 11.**

Alcohol use and use before age 11 was significantly higher in 2017 compared to 2015 (6%). However it remains unchanged from 2011 (9%) (data not shown).

- Male students are significantly more likely than females to have had a drink of alcohol and to drink before age 11 (10% vs 7%).
- Ever drinking alcohol significantly changes with each grade level. Trying alcohol before age 11 does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have alcohol in their lifetime and to drink before age 11 (13% vs 8%).
- LGB students are significantly more likely than heterosexual students to have had alcohol during their lifetime and to drink it before age 11 (16% vs 8%).

## Ever Drank Alcohol



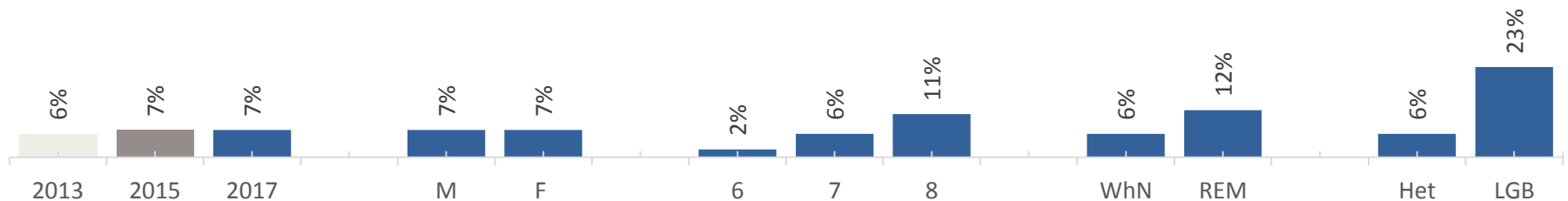
# Lifetime Marijuana Use

**Overall, 7% of students have ever used marijuana; 1% have tried it before age 11.**

There has been no change in lifetime marijuana use since 2011.

- Male students are significantly more likely to have tried marijuana before age 11 compared to female students (2% vs 1%).
- Using marijuana before age 11 does not differ by grade level. However, ever using marijuana significantly increases with each grade.
- Students of color are significantly more likely than white, non-Hispanic students to use marijuana and to use it before age 11 (3% vs 1%).
- LGB students are four times as likely than heterosexual students to ever use marijuana and to try it before age 11 (5% vs 1%).

## Ever Used Marijuana



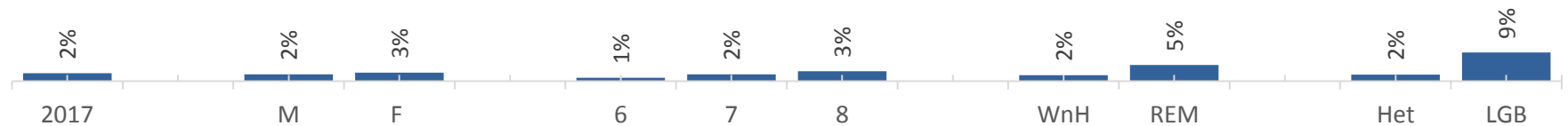
# Prescription Drug Misuse: Pain Medicine

New in 2017

Two percent of students have ever taken a prescription pain reliever that was not prescribed to them or took one differently than how a doctor told them to use it.

- There are no differences in misuse of a prescription pain reliever by sex.
- 8<sup>th</sup> grade students are significantly more likely than 6<sup>th</sup> grade students to report ever misusing prescription pain medicine.
- Students of color are significantly more likely than white, non-Hispanic students to misuse prescription pain medicine.
- LGB students are nearly five times as likely as heterosexual students to have ever misused prescription pain medicine.

Prescription Pain Medicine Misuse, Lifetime



**NOTE:** From 2011 to 2015, prescription drug misuse included misusing prescription drugs such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax. In 2017, questions about lifetime prescription drug use were modified to include separate questions for (a) prescription pain medicine use including codeine, Vicodin, Oxycontin, hydrocodone, and Percocet, and (b) prescription stimulant use such as Adderall or Ritalin. These questions also described prescription drug misuse to include taking something “differently than how a doctor told you to use it”.

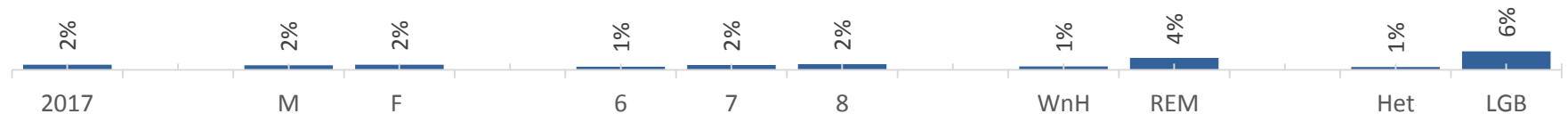
# Prescription Drug Misuse: Stimulants

New in 2017

**Two percent of students have ever misused a prescription stimulant, either taking it without a prescription or taking it differently than prescribed.**

- There are no significant differences by sex for prescription stimulant misuse.
- Eighth grade students are significantly more likely than 6<sup>th</sup> grade students to have ever misuse a prescription stimulant.
- Students of color are significantly more likely than white, non-Hispanic students to ever misuse a prescription stimulant.
- LGB students are more than five times as likely as heterosexual students to have ever misused a prescription stimulant.

## Prescription Stimulant Misuse, Lifetime



**NOTE:** From 2011 to 2015, prescription drug misuse included misusing prescription drugs such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax. In 2017, questions about lifetime prescription drug use were modified to include separate questions for (a) prescription pain medicine use including codeine, Vicodin, Oxycontin, hydrocodone, and Percocet, and (b) prescription stimulant use such as Adderall or Ritalin. These questions also described prescription drug misuse to include taking something “differently than how a doctor told you to use it”.

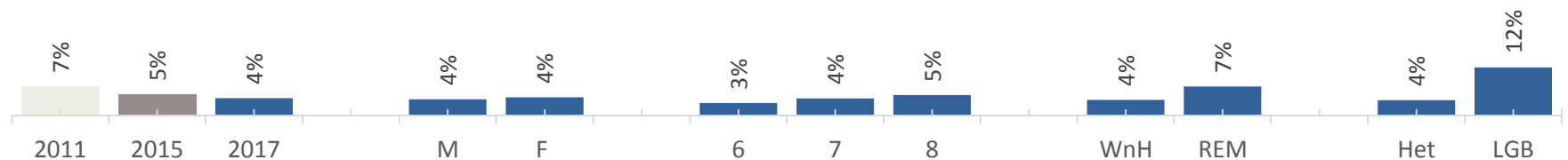
# Lifetime Use of Inhalants

**Overall, 4% of students have ever used inhalants such as sniffing glue, breathing in the contents of spray cans, or inhaling any paints or sprays to get high.**

Since 2011 and since 2015, the percent of students ever using inhalants has significantly decreased.

- Inhalant use among middle school students does not differ by sex.
- Students in 8<sup>th</sup> grades are significantly more likely than students in 6<sup>th</sup> grade to have ever used inhalants.
- Students of color are significantly more likely than white, non-Hispanic students to ever use inhalants.
- LGB students are three times as likely as heterosexual students to have ever used inhalants.

## Used Inhalants, Lifetime



# Substance Use

Current use

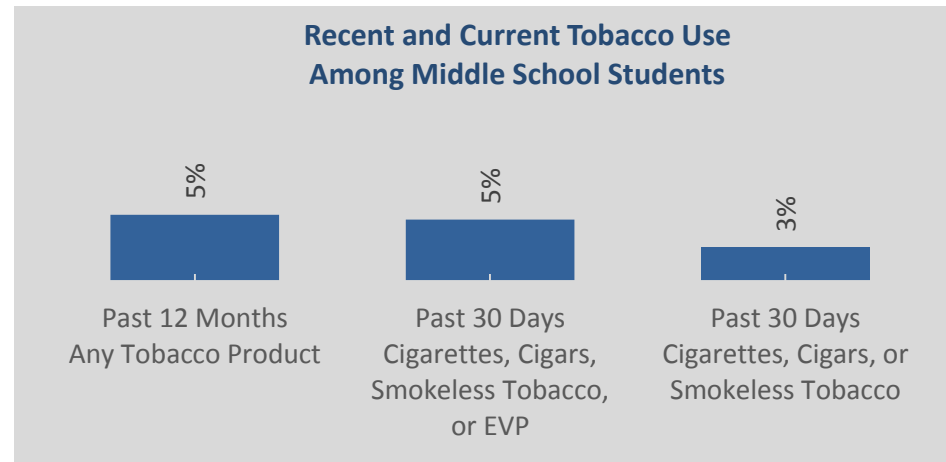
# Recent and Current Tobacco Use

During the past year, 5% of middle school students used a tobacco product.

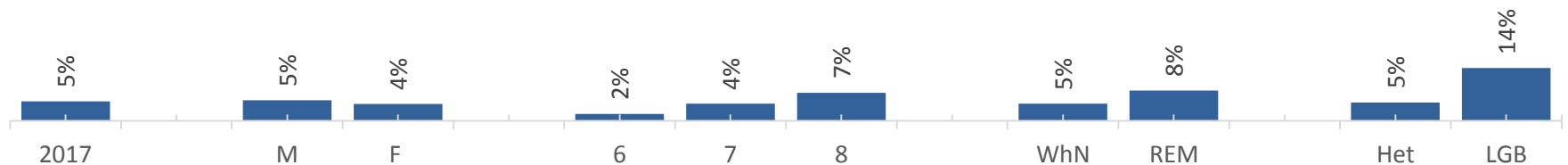
During the past 30 days, 5% used cigarettes, smokeless tobacco, cigars, or electronic vapor products; 3% used cigarettes, smokeless tobacco, or cigars.

Any tobacco use including EVP during the past 30 days significantly increases with each grade level but does not differ by sex.

Current use of cigarettes, smokeless tobacco, cigars, or EVPs during the past 30 days is also significantly higher among students of color and LGB students.



## Used Cigarettes, Cigars, Smokeless Tobacco, or EVPs During the Past 30 Days





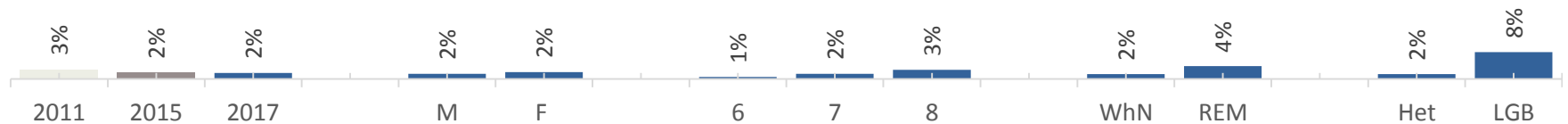
# Current Cigarette Use

**Overall, 2% of students smoked cigarettes in the past 30 days.**

Since 2011, current cigarette use has significantly decreased, however, there has been no change since 2015.

- Current cigarette use does not differ by sex.
- Cigarette use during the past 30 days significantly increases with each grade level.
- Students of color are significantly more likely than heterosexual students to have smoked cigarettes during the past 30 days.
- LGB students are significantly more likely than heterosexual students to have smoked cigarettes during the past 30 days.

**Cigarette Use, Past 30 Days**

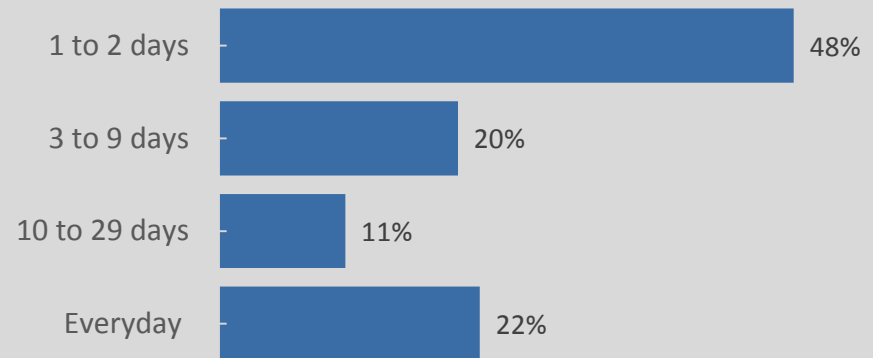


# Cigarette Use Among Current Smokers

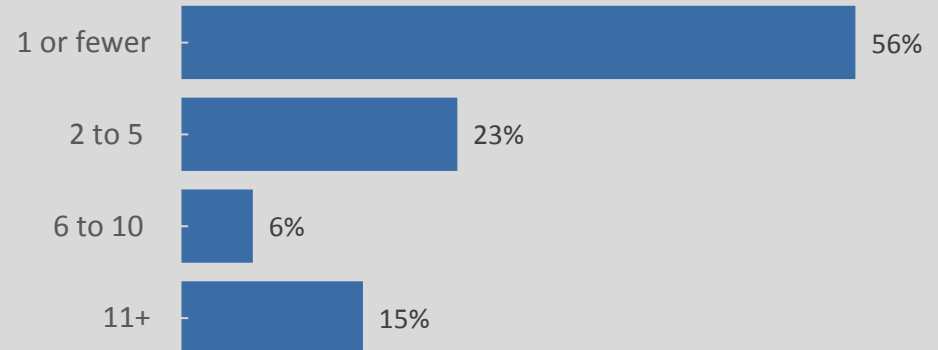
Among middle school students who smoked cigarettes during the past 30 days, about half smoked on one or two days, nearly a quarter smoked every day.

A third of middle school students who smoked a cigarette during the past 30 days smoked less than one cigarette (33%); one in seven (15%) smoked at least half a pack.

### Days Cigarettes Smoked, Among Current Smokers



### Number of Cigarettes Smoked, Among Current Smokers



# Current Electronic Vapor Product Use

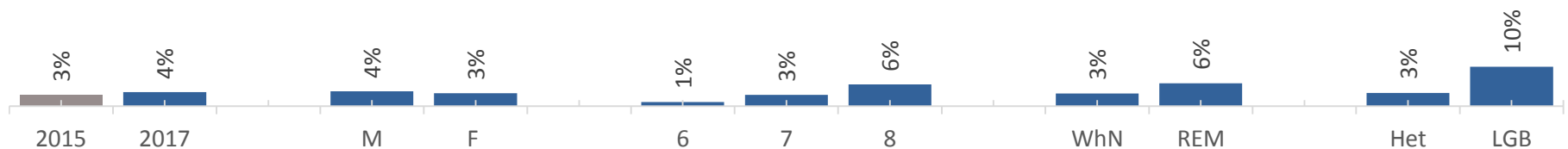
Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

**Less than one in twenty middle school students used an electronic vapor product during the past 30 days.**

Current EVP use has significantly increased since 2015.

- Current EVP use does not differ by sex.
- Current EVP use significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have used an EVP during the past 30 days.
- LGB students are significantly more likely than heterosexual students to have used an EVP during the past 30 days.

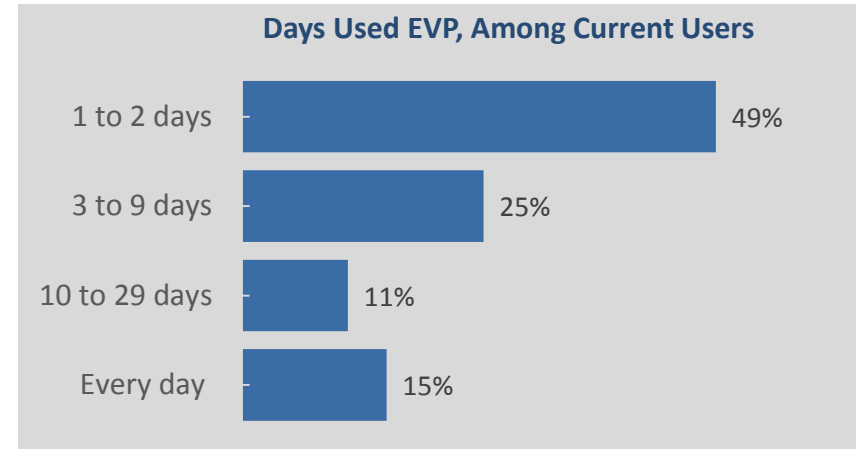
Used an Electronic Vapor Product, Past 30 Days



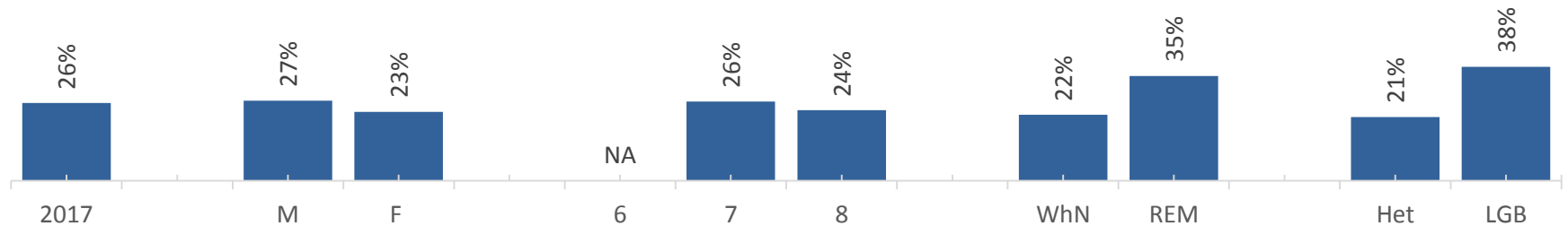
# Electronic Vapor Product Use Among Current Users

Among middle school students who used an electronic vapor product (EVP) during the past 30 days, about half did so on one or two days; about a quarter used them on 10 or more days.

- Among students who used an EVP during the past month:
  - EVP use on ten or more days during the past month does not differ by sex or grade level.
  - Students of color are significantly more likely to have used an EVP on ten or more days compared to white, non-Hispanic students.
  - LGB students are more likely than heterosexual students to have used EVP on ten or more days in the past month.



Used an EVP on Ten or More Days During the Past Month, Among Current Users



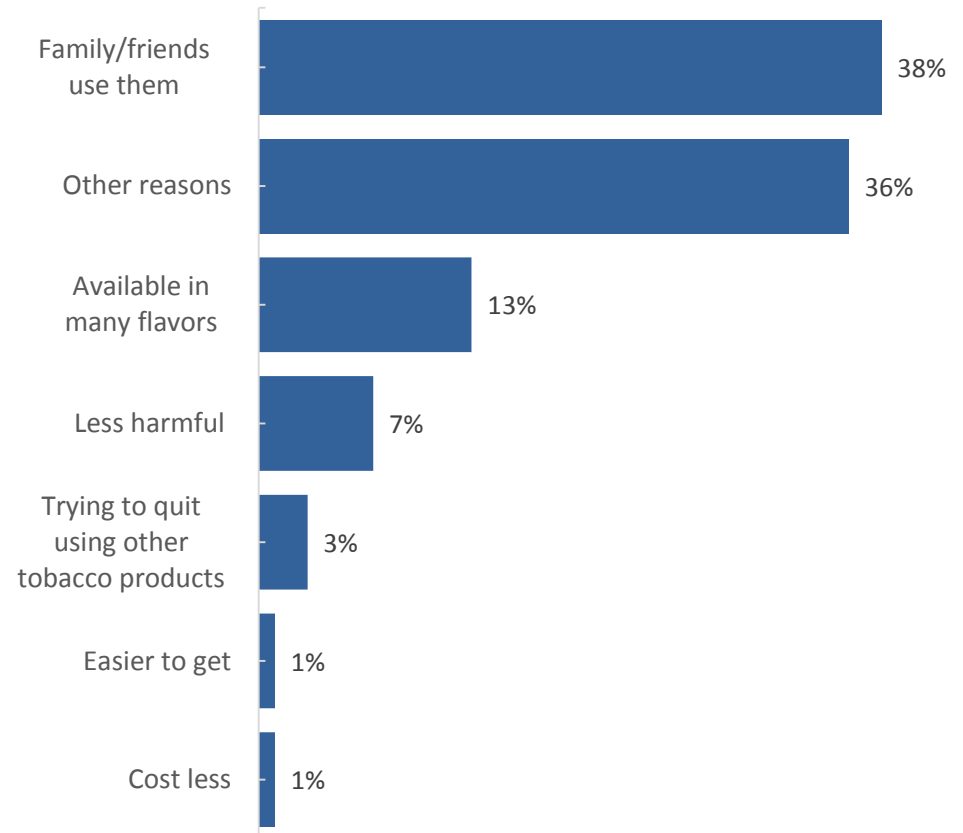
NA= too few students

# Electronic Vapor Product Use Among Current Users

New in 2017

Among students who used electronic vapor products (EVP), about four in ten used them because their family or friends did or for other reasons. About one in eight used them because they were available in many flavors, while less than one in ten used them because they thought they were less harmful, were trying to quit using other tobacco products, thought they were easier to get, or because they cost less than other tobacco products.

Primary Reason for Using Electronic Vapor Products,  
Among Current Users



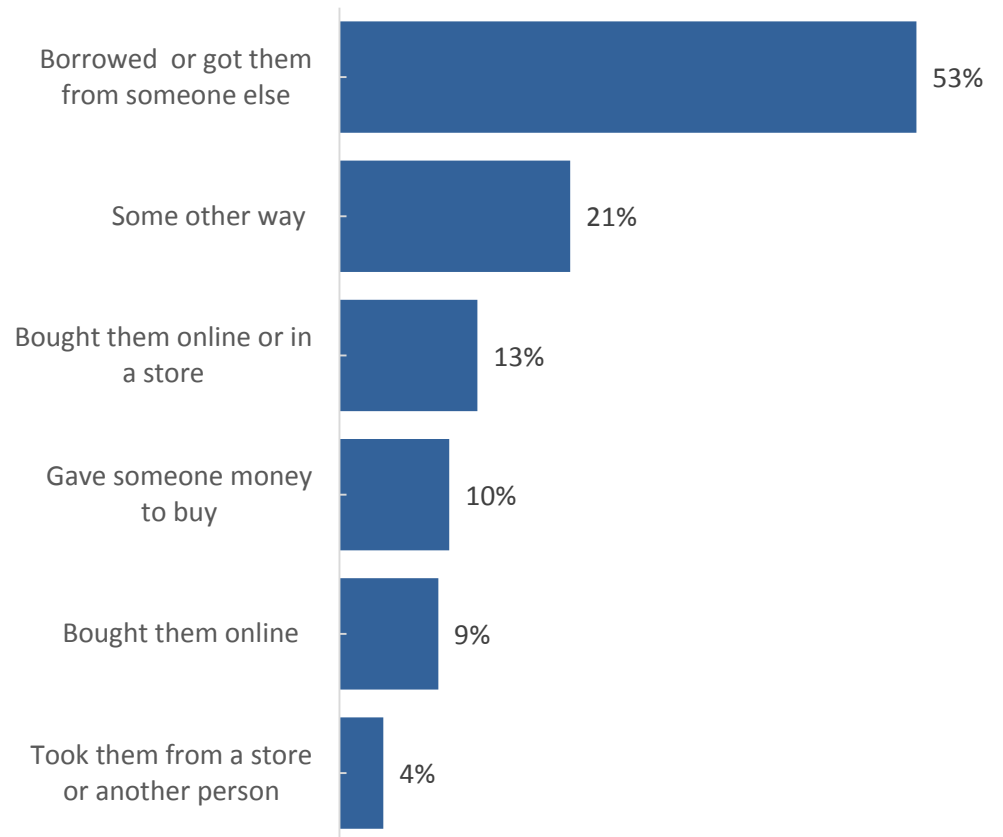
Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

# Electronic Vapor Product Use Among Current Users

New in 2017

More than half of current electronic vapor product (EVP) users obtained EVP from someone else. One in eight middle school students bought EVP either in a store (3%) or online (9%).

Electronic Vapor Source, Among Current Users



Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

# Other Tobacco Use, Past 30 Days

**Overall, 1% of students used smokeless tobacco during the past 30 days. Likewise, 1% of students smoked cigars, cigarillos, or little cigars during the past 30 days.**

Since 2011, the percent of students who used cigars during the past month has not significantly changed.

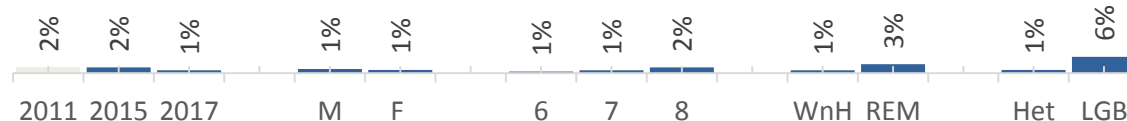
- Male students are more likely to currently use smokeless tobacco products but are as likely as females to use cigars.

- Eighth grade students are significantly more likely than younger middle school students to currently use smokeless tobacco or cigars.

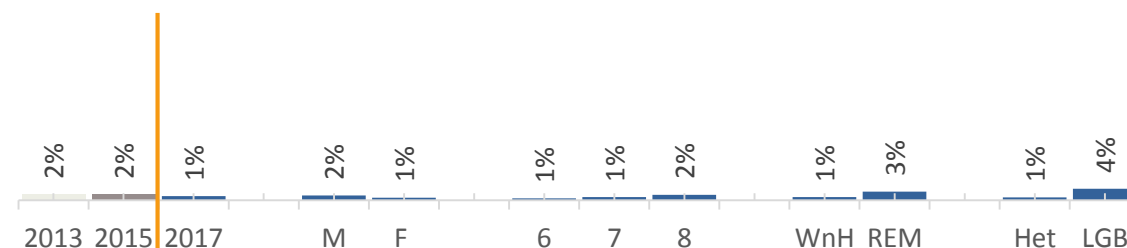
- Students of color are significantly more likely than white, non-Hispanic students to currently use smokeless tobacco or cigars.

- LGB are significantly more likely than heterosexual students to have used cigars or smokeless tobacco products during the past month.

**Cigar, Cigarillos, or Little Cigar Use, Past 30 Days**



**Smokeless Tobacco Use, Past 30 Days**



Note: In 2017 the number of smokeless tobacco products and examples used in the question were revised to include dissolvable tobacco products and included products such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, Marlboro Snus, General Snus, Ariva, Stonewall, or Carmel Orbs. This change interrupts the smokeless tobacco use trend line. Caution should be used when comparing data from previous years.

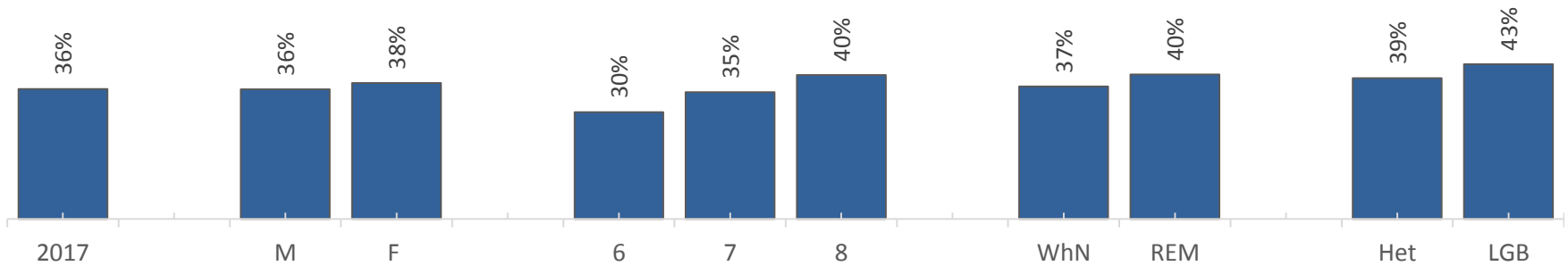
# Attempts to Quit Using Tobacco Products

New in 2017

Among students who used tobacco products during the past year, more than a third (36%) tried to quit.

- Quit attempts do not differ by sex, grade level, race, or sexual orientation.

Quit Attempts Among Students Who Used a Tobacco Product During the Past Year



Note: In 2017 quit attempts was changed from current smokers who tried to quit smoking cigarettes during the past year to among students who used any tobacco product during the past year, the percent who tried to quit using all tobacco products.



# Current Alcohol Use

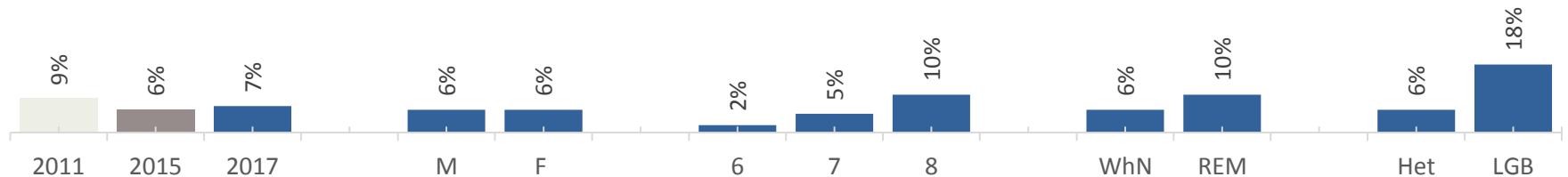
**Overall, 7% of students consumed at least one drink during the previous 30 days.**

- **Two percent of middle school students binge drank during the past month.**

**Current alcohol use has significantly decreased since 2011, but did not change between 2015 and 2017.**

- Current alcohol use does not differ by sex.
- Eighth grade students are twice as likely as 7<sup>th</sup> grade students to currently drink alcohol; 7<sup>th</sup> grade students are more likely than 6<sup>th</sup> grade students to drink.
- Students of color are significantly more likely than white, non-Hispanic students to drink alcohol using the past 30 days.
- LGB students are three times as likely as heterosexual students to drink alcohol.

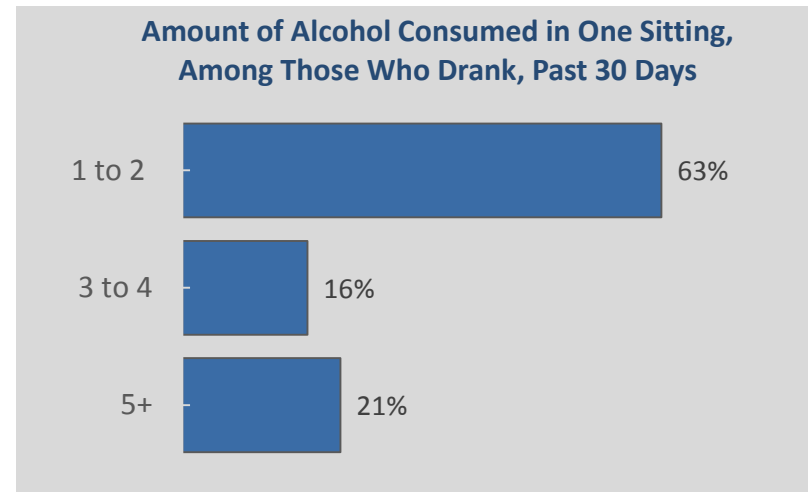
**Past 30 Day Alcohol Use**



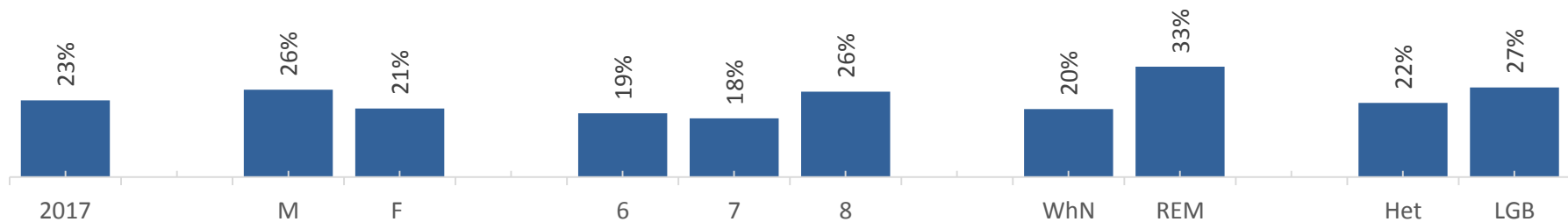
# Alcohol Use Among Current Drinkers

Among students who drank alcohol during the past 30 days, two-thirds had one or two drinks at most. One in five students who drank in the past 30 days binge drank.

- Binge drinking among students who drank alcohol during the past 30 days does not differ by sex, grade, or sexual orientation.
- Students of color who drank alcohol are significantly more likely than white, non-Hispanic students to binge drink.



## Binge Drank in Past 30 Days, Among Current Drinkers



In 2017, the CDC revised the definition of binge making it sex-specific. On the 2017 Vermont middle school YRBS, binge drinking was calculated as occurring when the largest amount of alcohol consumed in one sitting was five or more drinks for male students or four or more drinks for female students.

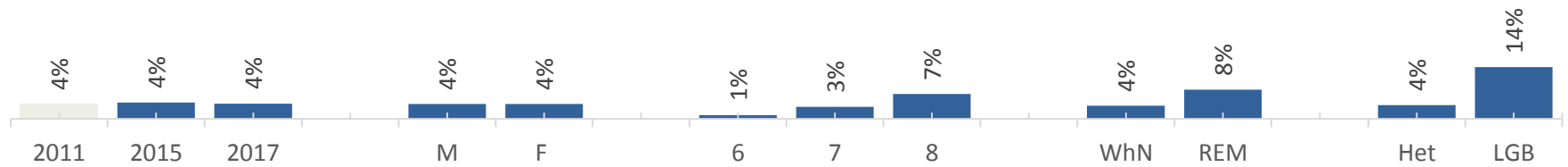
# Current Marijuana Use

**About one in twenty middle school students used marijuana during the past 30 days.**

Current marijuana use among middle school students has not significantly changed since 2011 or 2015.

- Current marijuana use does not differ significantly by sex.
- Current marijuana use more than doubles with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have used marijuana during the past 30 days.
- LGB students are significantly more likely than heterosexual students to have used marijuana during the past 30 days.

**Marijuana Use, Past 30 Days**

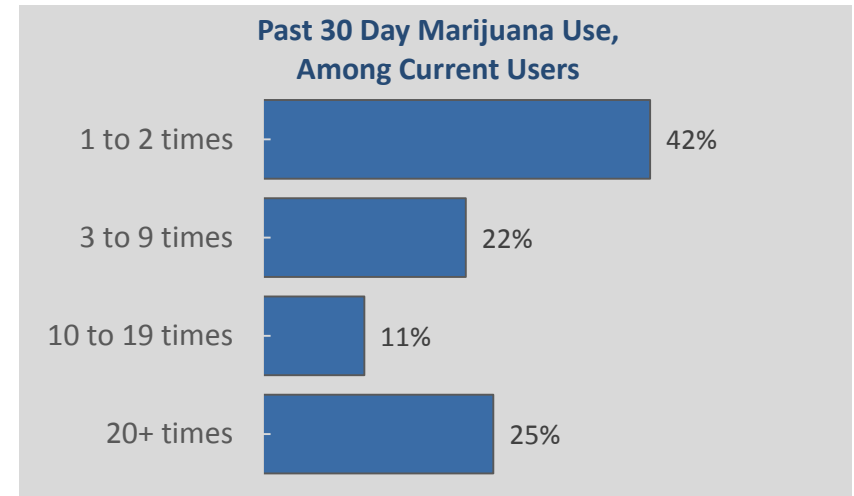


NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.

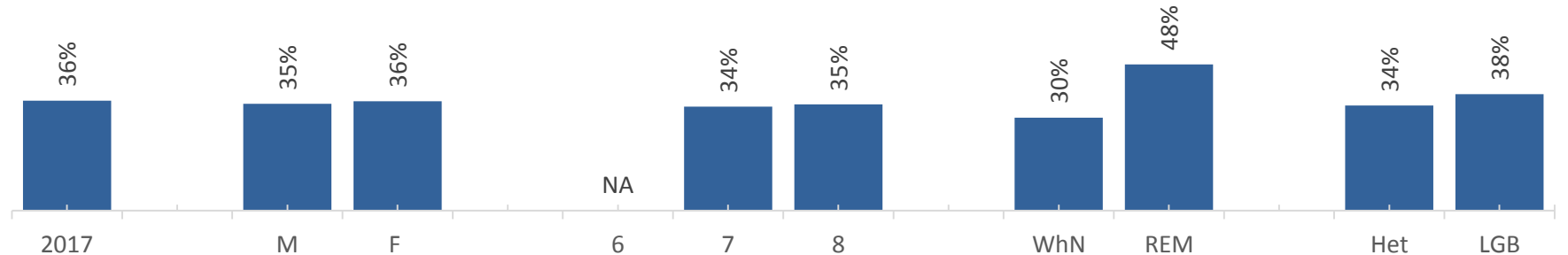
# Marijuana Use Among Current Users

Among students who used marijuana during the past 30 days, a quarter used it 20 or more times; 17% did so 40 or more times.

- Using marijuana ten or more times in the past month does not differ by sex, grade, or sexual orientation among current users.
- Among current users, students of color are significantly more likely than white, non-Hispanic students to frequently use marijuana.



## Used Marijuana Ten or More Times During the Past Month, Among Current Users



NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.

NA= too few students

# Substance Use

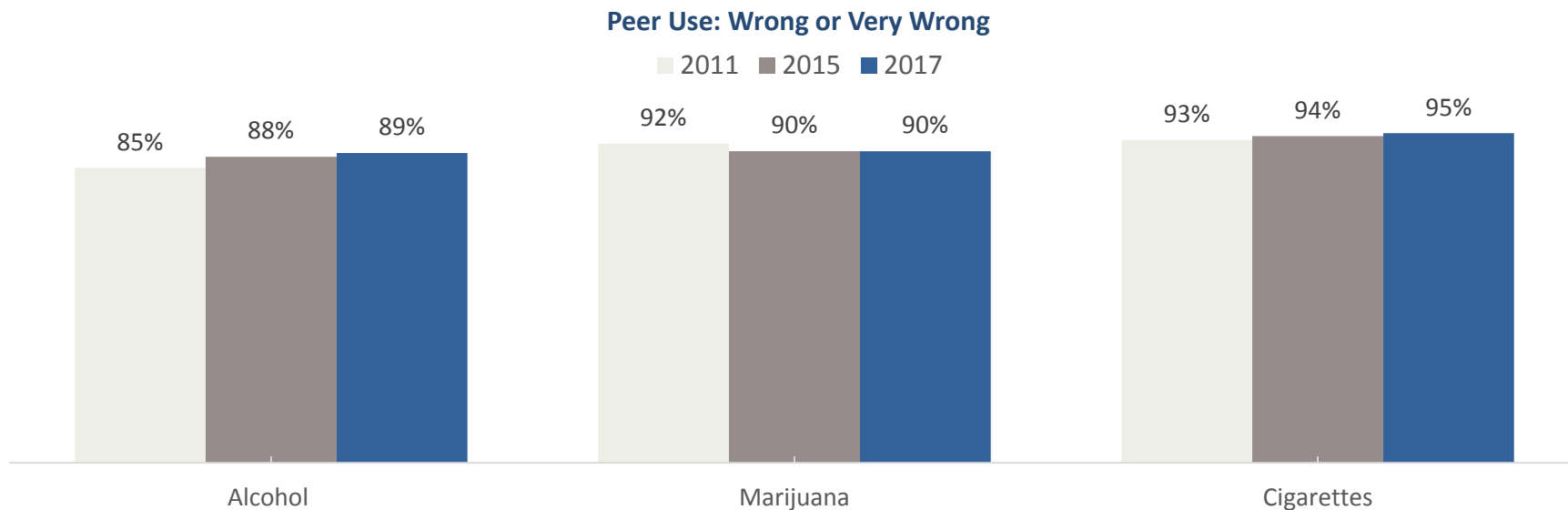
Attitudes &  
Perceptions about  
Alcohol, Marijuana,  
and Cigarettes

# Peer Disapproval of Alcohol, Marijuana, and Cigarette Use

Nearly all middle school students believed it was wrong or very wrong for someone their age to use alcohol, marijuana, or cigarettes.

Overall, students were significantly more likely to view using cigarettes as wrong or very wrong compared to alcohol or marijuana.

Since 2011 and since 2015, students were significantly more likely to believe it is wrong or very wrong for someone their age to smoke cigarettes or drink alcohol. However, there was no change in the percent of students who believed it is wrong for someone their age to use marijuana.



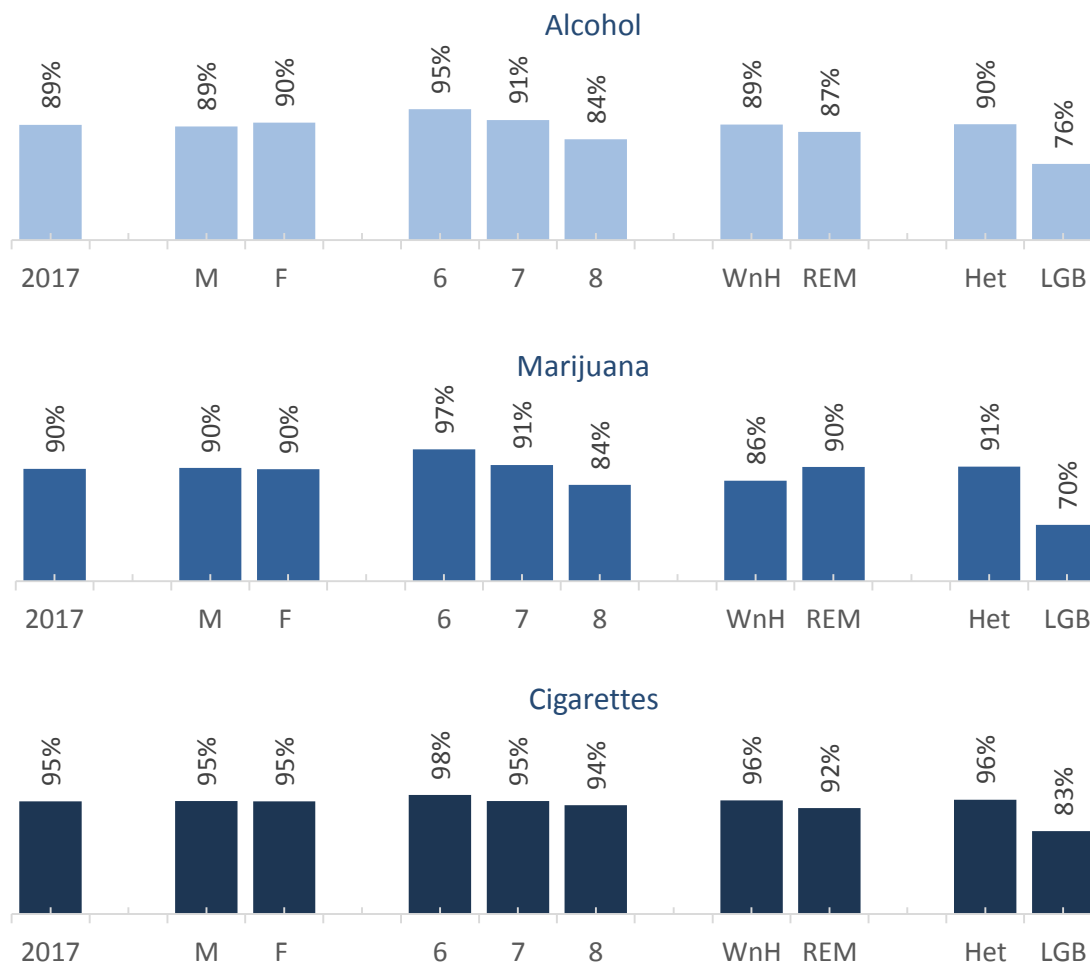
NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.

# Peer Disapproval of Alcohol, Marijuana, and Cigarette Use

Nearly all middle school students believe it is wrong or very wrong for someone their age to use alcohol (89%), marijuana (90%), or cigarettes (95%).

- Perceived use as wrong or very wrong does not differ by sex.
- Perceived use of alcohol, marijuana, or cigarettes by one's peers as wrong or very wrong significantly decreases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to think it is wrong for someone their age to use marijuana but are less likely to believe drinking alcohol and smoking cigarettes is wrong.
- LGB students are significantly less likely than heterosexual students to believe it is wrong for someone their age to use alcohol, marijuana, or cigarettes.

## Peer Perceptions: Wrong or Very Wrong to Use



NOTE: questions about marijuana use changed from "smoked marijuana" to "use marijuana" in 2015.

# Parental Disapproval of Alcohol, Marijuana, and Cigarette Use

**More than nine out of ten middle school students believed their parents would think it is wrong or very wrong for them to use marijuana (92%) or cigarettes (95%).**

**Less than one in 20 were not sure how their parents would feel about them drinking alcohol (5%), using marijuana (3%), or smoking cigarettes (3%).**

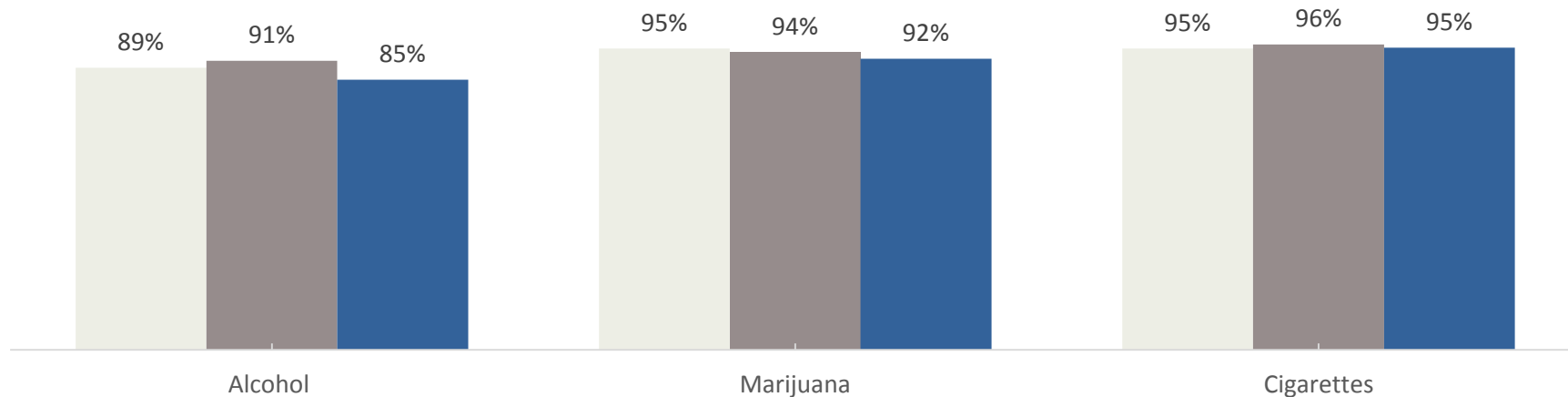
Significantly fewer students believe their parents would think it is wrong or very wrong for them to use alcohol compared to marijuana, and significantly fewer students believe their parents would think it was wrong for them to use marijuana compared to cigarettes.

Since 2011, beliefs that their parents would think it was wrong or very wrong for them to use alcohol or marijuana significantly decreased; beliefs about cigarette use have not changed.

Compared with 2015, significantly fewer students, in 2017, believe their parents would feel it was wrong or very wrong for them drink alcohol, use marijuana, or smoke cigarettes.

**Parents Would Feel It Would Be Wrong or Very Wrong to Use**

2011 2015 2017



NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.



# Parental Disapproval of Alcohol, Marijuana, and Cigarette Use

Female students are significantly more likely than male students to believe their parents would think it was wrong for them to use alcohol, but as likely to believe their parents would feel it was wrong or very wrong to use marijuana or smoke cigarettes.

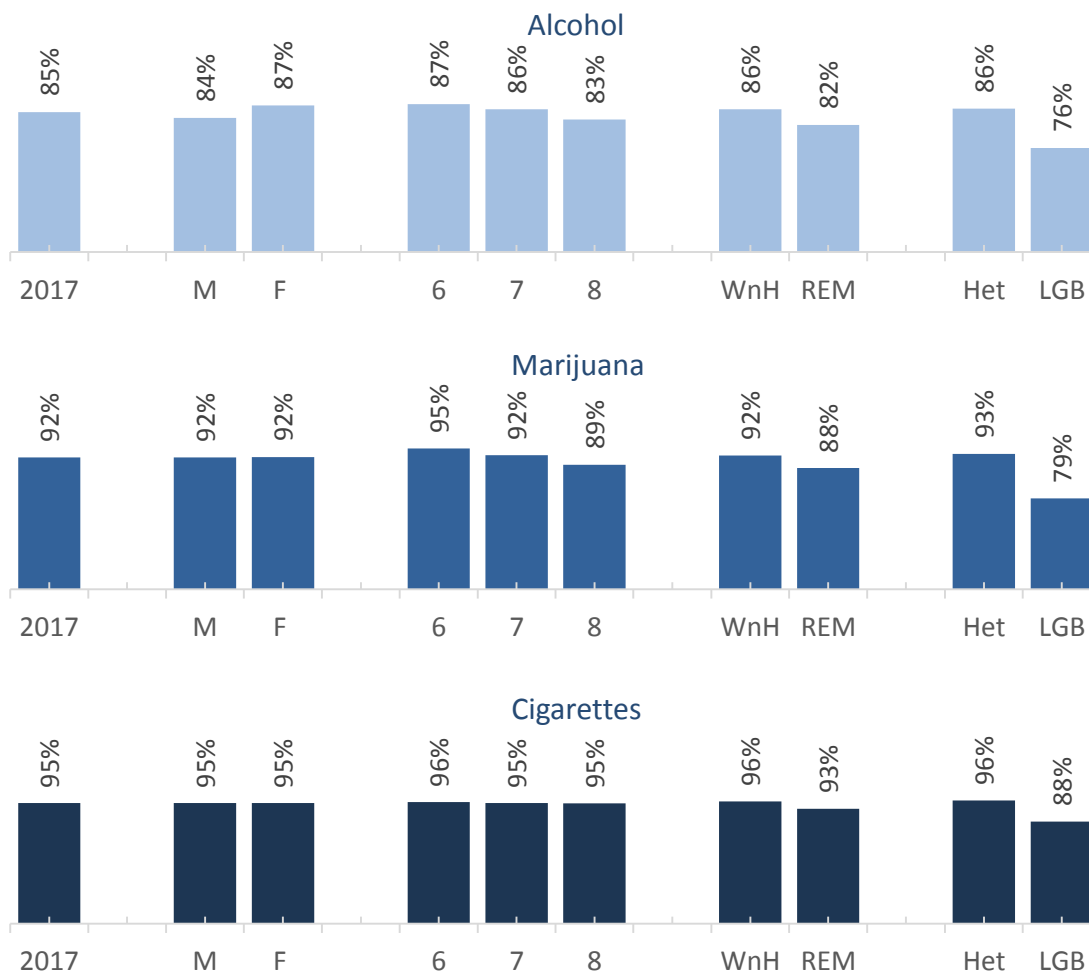
Perceptions of parental disapproval vary by grade level and substance used.

- Sixth grade students are significantly more likely than older students to think their parents would believe it was wrong or very wrong to drink alcohol.
- As grade level increases, students are significantly less likely to believe their parents would think it was wrong or very wrong for them to use marijuana.
- Perceived parental disapproval of cigarette use does not differ by grade level.

Heterosexual students are more significantly likely to believe their parents would think it was wrong or very wrong to use alcohol, marijuana, or cigarettes.

White, non-Hispanic students are significantly more likely to believe their parents would think it was wrong or very wrong to use alcohol, marijuana, or cigarettes.

Parental Perceptions: Wrong or Very Wrong for Them to Use



NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.

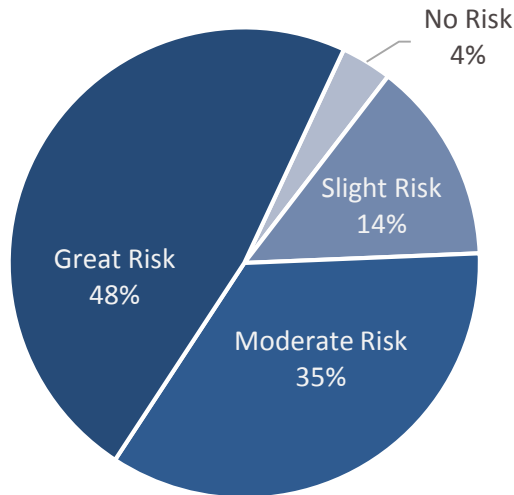
# Perceived Harm From Using Alcohol, Marijuana, and Cigarettes

In 2017 this question was modified to examine students beliefs about how harmful regularly smoking a pack or more of cigarettes every day, binge drinking or consuming 5 or more drinks in a row every weekend, and using marijuana regularly *for anyone regardless of age*.

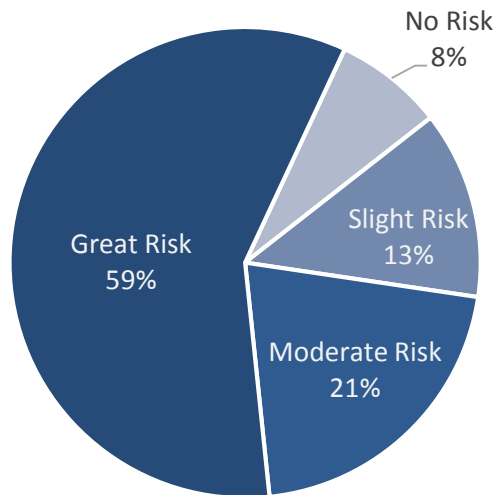
Less than 20% of middle school students believe people face no risk or are only slightly at risk of harming themselves if they binge drink every weekend, regularly use marijuana, or smoke a pack or more of cigarettes each day. The percent of students who perceive a great risk of harm varies significantly by substance, with a ten percent increase between alcohol and marijuana and marijuana and cigarettes.

## Perceived Harm

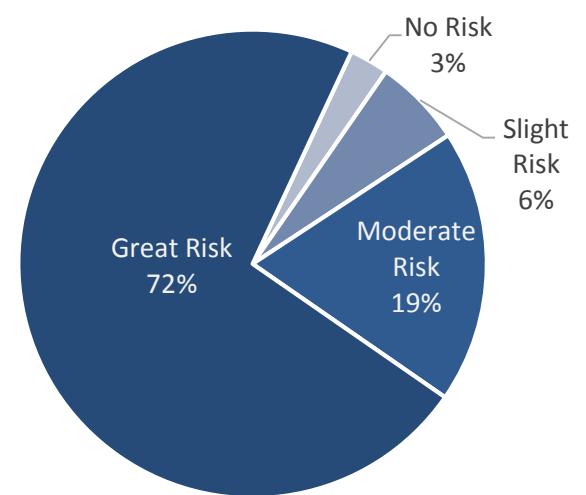
Binge Drank Every Weekend



Use Marijuana Regularly



Smoke a Pack of Cigarettes Daily



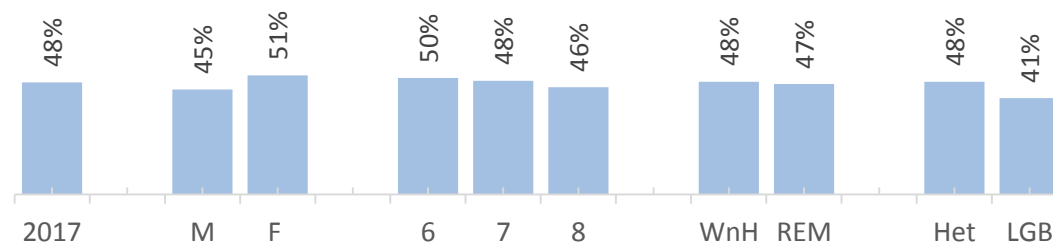
# Perceived Harm From Using Alcohol, Marijuana, and Cigarettes

About half of middle school students believe people greatly risk harming themselves if they binge drink every weekend (48%). Three in five believe this about using marijuana regularly (59%). Nearly three-quarters believe smoking a pack or more of cigarettes each day would cause great harm (72%).

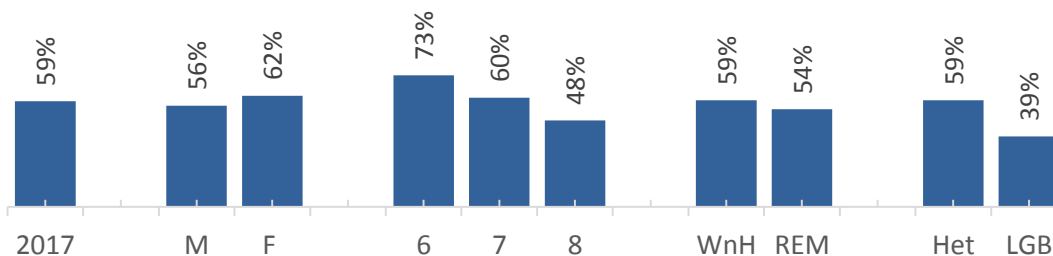
- **Alcohol:** 6<sup>th</sup> grade students are more likely to believe binge drinking would cause great harm compared to 8<sup>th</sup> grade students. Beliefs that binge drinking at least once a weekend would cause great harm to someone differs significantly by sex and sexual orientation.
- **Marijuana:** Perceived great harm from using marijuana regularly differs significantly by sex, grade level, race, and sexual orientation.
- **Cigarettes:** 6<sup>th</sup> grade students are significantly more likely to believe smoking a pack or more of cigarettes every day would cause someone great harm compared to older students. Perceived harm from smoking differs by race and sexual orientation, but not sex.

## Perceived Great Risk of Harm

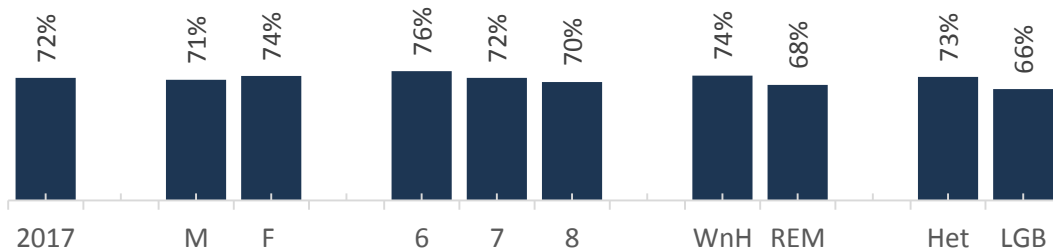
### Binge Drink Every Weekend



### Use Marijuana Regularly



### Smoke a Pack of Cigarettes, Daily



NOTE: In 2017 this question was modified to examine students beliefs about how harmful regularly smoking a pack or more of cigarettes every day, binge drinking or consuming 5 or more drinks in a row every weekend, and using marijuana regularly for anyone regardless of age.

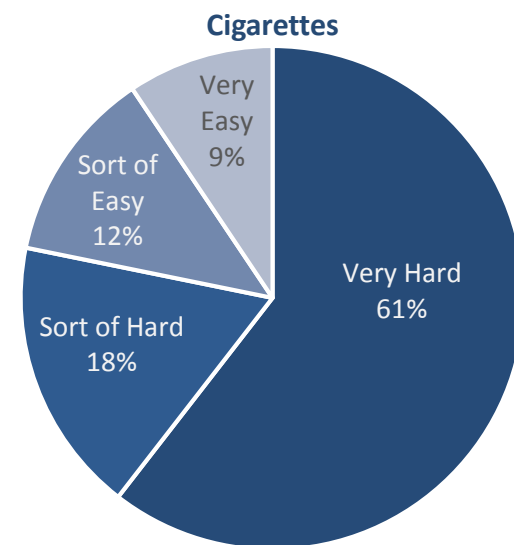
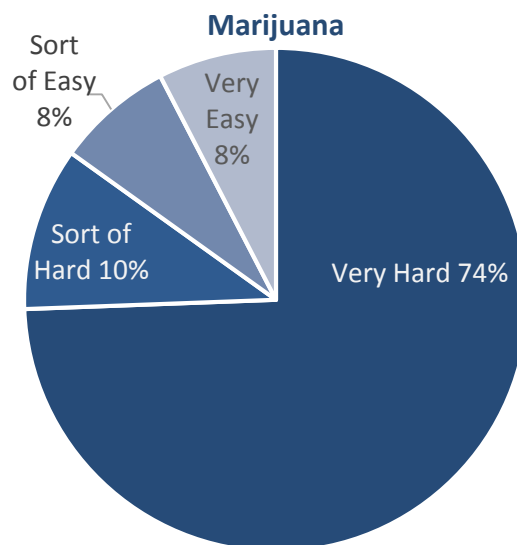
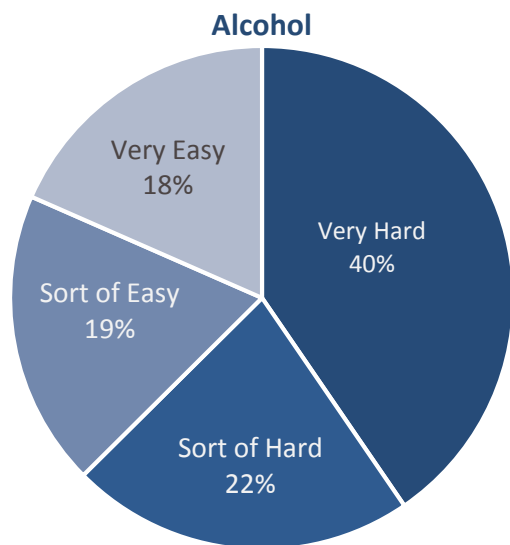
# Perceived Availability of Alcohol, Marijuana, and Cigarettes

**Overall, the majority of middle school students think it would be hard or very hard to access alcohol, marijuana, or cigarettes if they want to. Less than one in ten thought it would be “very easy” to access marijuana or cigarettes; one in five thought it would be “very easy” to get alcohol.**

Since 2011, significantly fewer students believe it would be sort of easy or very easy to access cigarettes (29% vs 22%).

Since 2015, significantly fewer students believe it would be sort of easy or very easy to access cigarettes (27% vs 22%), however, in 2017, more students believe it would be sort of easy or very easy to access alcohol (36% vs 38%).

## Perceived Ease of Access

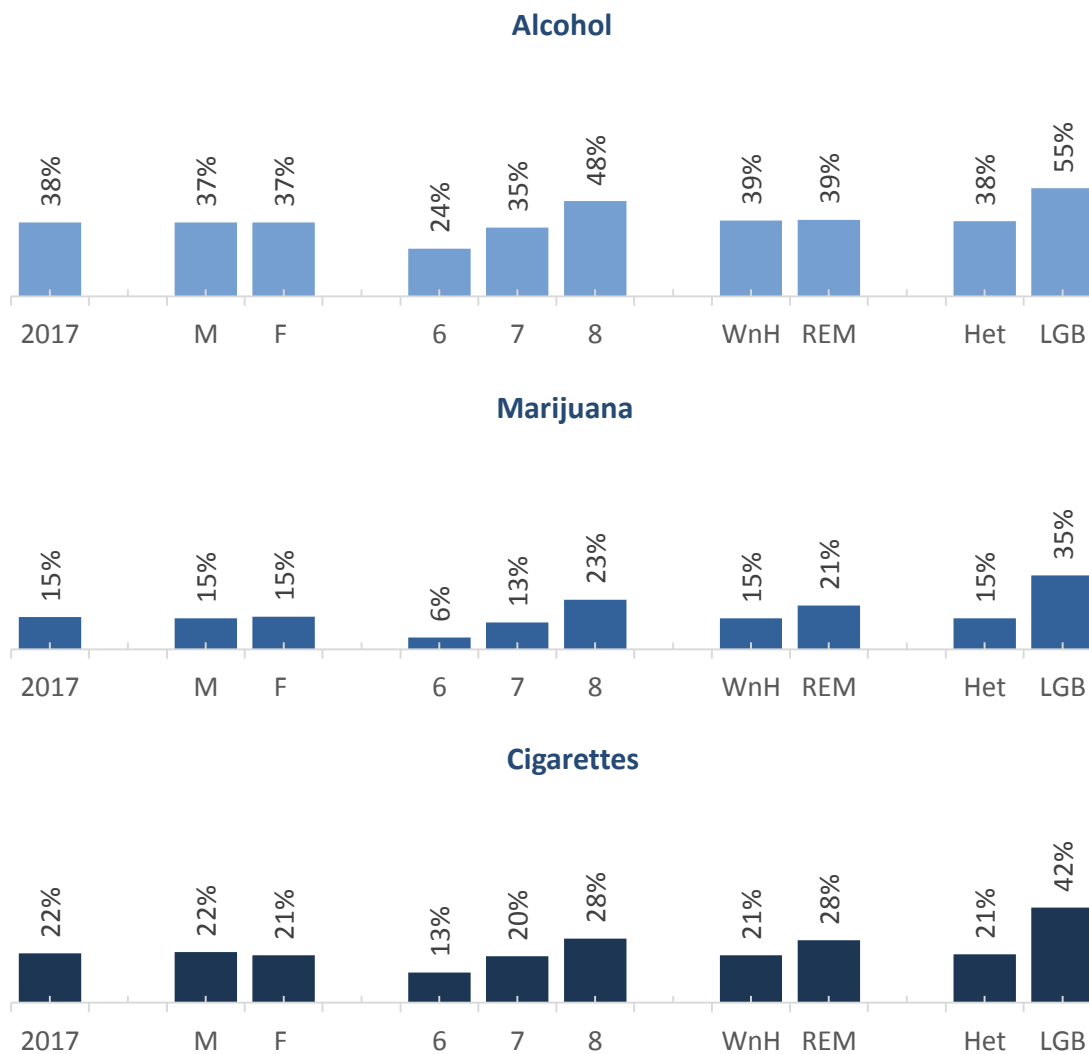


# Perceived Availability of Alcohol, Marijuana, and Cigarettes

Less than four in ten middle school students believe it would be easy or very easy to access alcohol (38%). Half as many believe it about marijuana (15%). One in five middle school students believe it would be easy or very easy to access cigarettes (22%) if they wanted to.

- There are no differences in believing it would be easy or very easy to get alcohol, marijuana, or cigarettes by sex.
- Believing that it would be easy or very easy to access alcohol, marijuana, or cigarettes increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to believe it would be easy to access marijuana or cigarettes.
- LGB students are significantly more likely than heterosexual students to believe it would be easy to access alcohol, marijuana, or cigarettes.

## Sort of Easy or Very Easy to Access



# Sexual Behaviors

Lifetime Sexual Activity



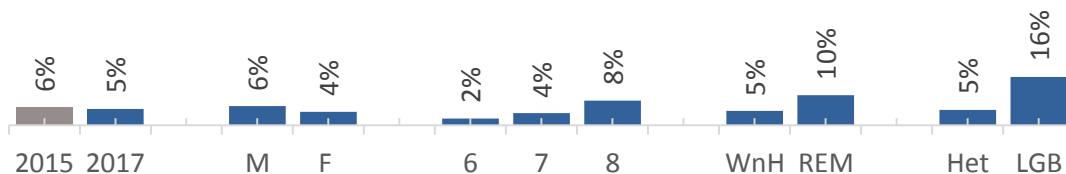
# Sexual Behaviors

**Overall, 5% of students have ever had sexual intercourse; 6% have had oral sex.**

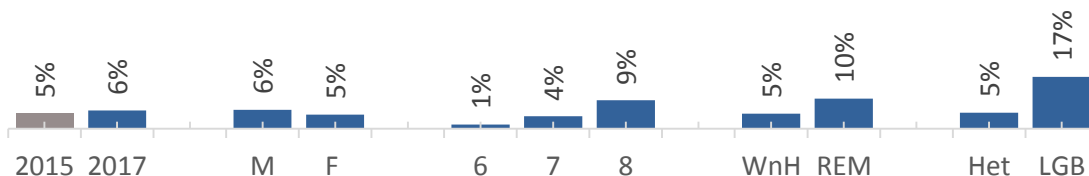
Lifetime sexual intercourse and oral sex have not significantly changed since first asked in 2015.

- Male students are significantly more likely to report ever having sexual intercourse or having oral sex compared to female students.
- As grade level increases, students are twice as likely to report ever having sexual intercourse or oral sex.
- Students of color are significantly more likely than white, non-Hispanic students to ever have sexual intercourse or oral sex.
- LGB students are significantly more likely than heterosexual students to have ever had sexual intercourse or oral sex.

**Sexual Intercourse**



**Oral Sex**





# Physical Activity & Nutrition





# Physical Activity & Nutrition:

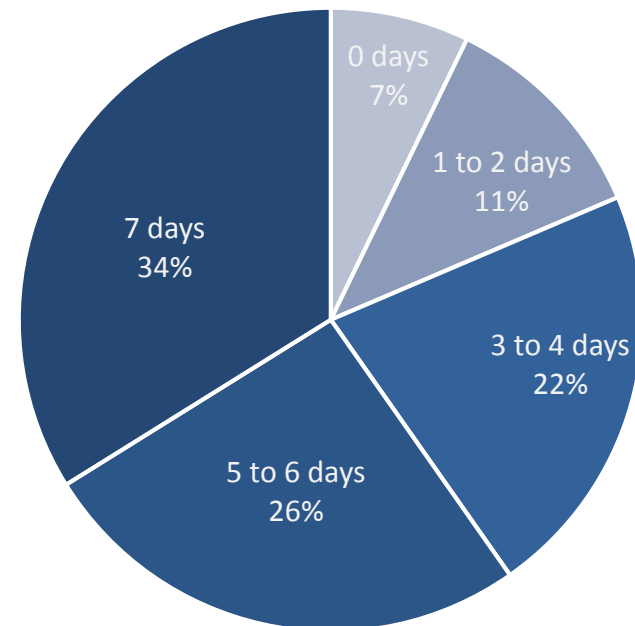
Physical Activity

# Physical Activity

Current physical activity guidelines state that youth should participate in 60 minutes or more of physical activity daily. Most of that activity should be either moderate- or vigorous- intensity aerobic activity.

During the previous week, about a third of all middle school students engaged in activities that increased their heart rate and sometimes made them breathe hard every day. About a quarter engaged in physical activity on five or six days, while fewer than one in ten students did not participate in any physical activity.

Days Spent Being Physically Active for 60+ Minutes, Past Week



# Physical Activity: Met Recommendations

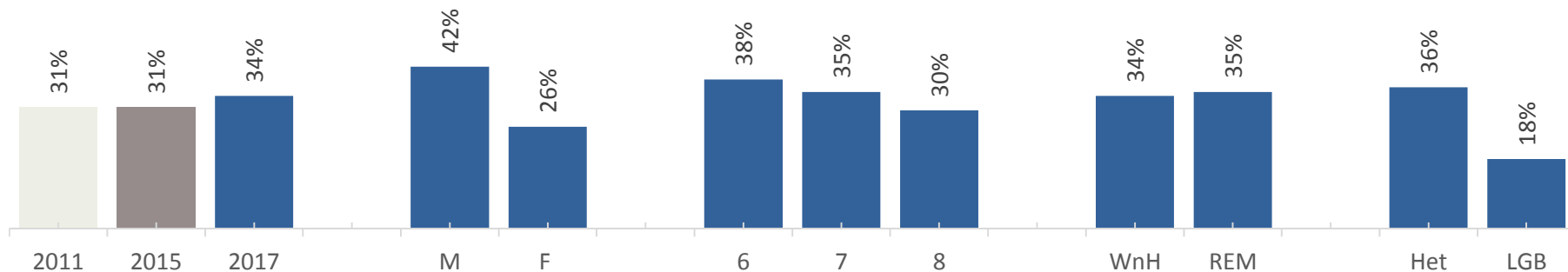
## Physically active for at least 60 minutes every day, past week

**About two-thirds of students meet current physical activity guidelines of at least 60 minutes of activity per day.**

The percent of students who were physically active on all seven days during the previous week significantly increased since 2011 and between 2015 and 2017.

- Only a quarter of female students meet physical activity guidelines, significantly fewer than male students.
- Engaging in daily physical activity significantly decreases with each grade level.
- Spending at least 60 minutes per day being physical active does not differ by race.
- LGB students are significantly less likely than heterosexual students to have engaged in physical activity every day during the previous week.

Were Physically Active Every Day, Past Week



# Physical Activity: Met or Approached Recommendations

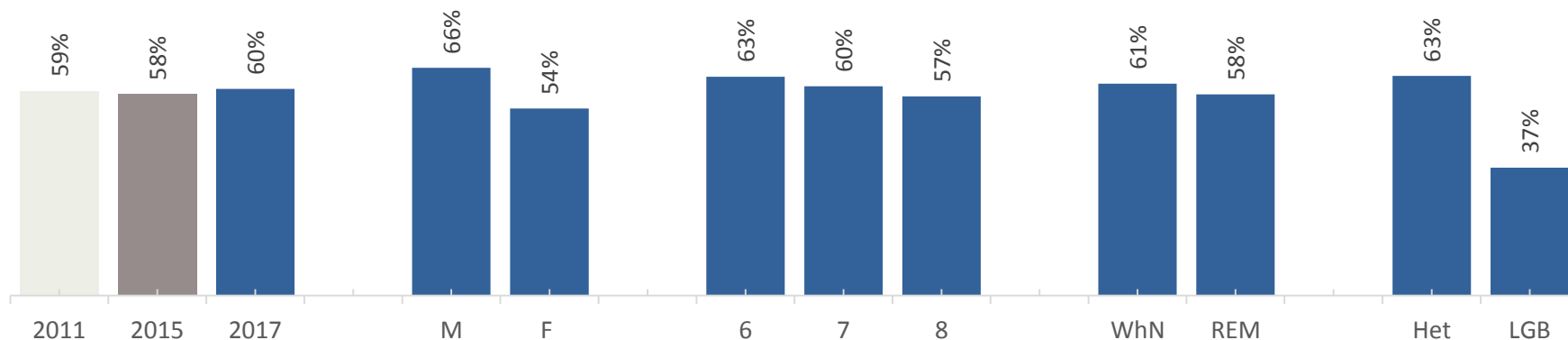
## Physically active for at least 60 minutes on five or more days, past week

**Three in five middle school students were active for at least 60 minutes on five or more days during the previous week.**

Since 2011 and 2015, significantly more students currently engaged in physical activity for at least 60 minutes on five or more days during the previous week.

- Male students are significantly more likely than female students to have engaged in physical activity on five or more days during the previous week.
- Students in 8<sup>th</sup> grade are significantly less likely than younger students to have been physically active on five or more days during the previous week.
- Students of color are significantly less likely than white, non-Hispanic students to have spent at least 60 minutes being physical active on at least five days during the previous week.
- LGB students are significantly less likely than heterosexual students to have engaged in physical activity on at least five days during the previous week.

**Were Physically Active for 60+ Minutes on 5 or More Days, Past Week**



# Physical Activity: Needs Improvement, Health Risk

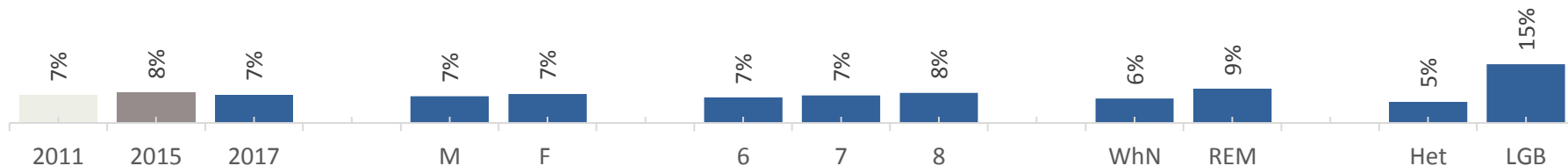
## Physically active for at least 60 minutes on zero days, past week

**Overall, less than 10% of students did not engage in at least 60 minutes of physical activity on any day during the past week.**

Not engaging in physical activity during the previous week has not significantly changed over time.

- There are no differences among students by sex or grade level who were not physically active for at least 60 minutes on any day during the previous week.
- Students of color are significantly more likely than other students to not participate in 60 minutes of physical activity on any day during the past week.
- LGB students are three times as likely as heterosexual students to not participate in any physical activity during the previous week.

**No Days with 60+ Minutes of Physical Activity, Past Week**



# Physical Activity Breaks at School

Three-quarters (75%) of middle school students have *at least one* physical activity break at school during a typical week.

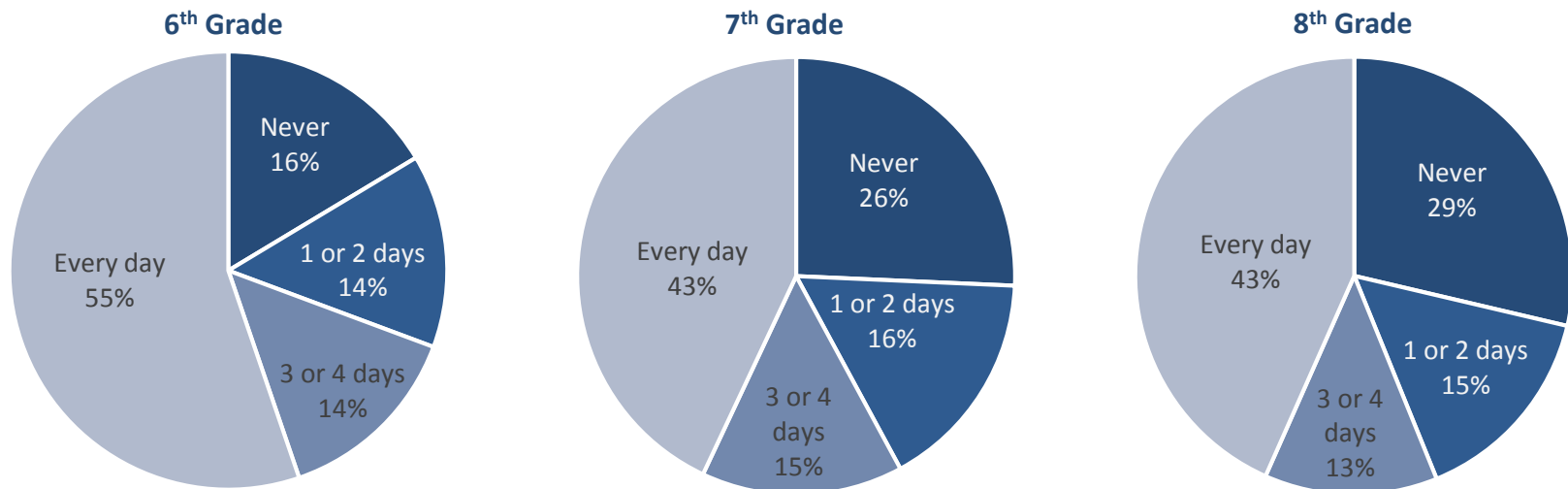
- 46% have opportunities for physical activity during the school day every day.

Since 2015, significantly more students have at least one physical activity break during the week (72% vs 75%).

Physical activity breaks during the school day differ significantly by grade level.

- Middle school students in 6<sup>th</sup> grade are significantly more likely than older students to have physical activity breaks every day.
- Having at least one physical activity break significantly decreases as grade level increases.

## Opportunities for Physical Activity Breaks at School, Average Week



NOTE: Physical activity breaks were described to include recess, time before or after classes, and short breaks during class. They do not include activity during physical education classes.

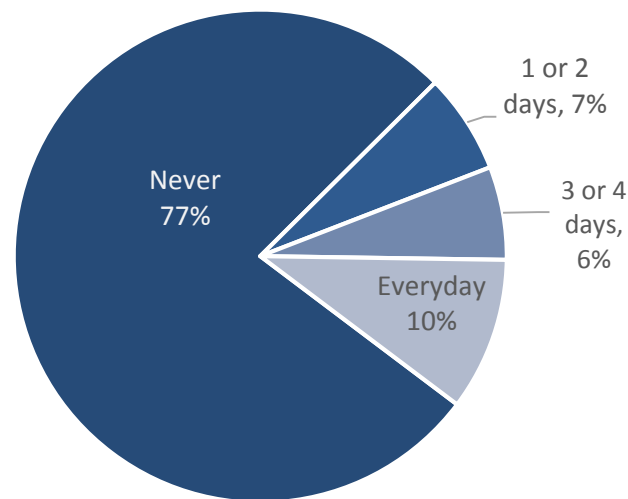
# Ride a Bike or Walk to School

**Three-quarters of middle school students never walk or ride a bike to school during an average week with good weather. A quarter walk or ride at least once a week, while one in ten walk or ride every day.**

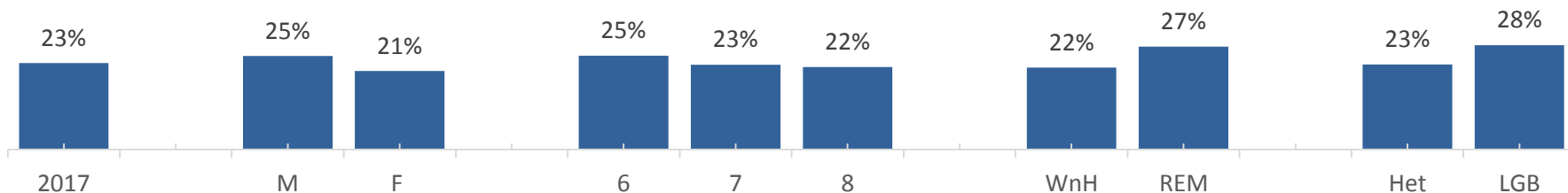
New in 2017

- Male students are more likely to ride a bike or walk to school at least one time during a typical week with good weather.
- 6<sup>th</sup> grade students are significantly more likely than 8<sup>th</sup> grade students to ride a bike or walking to school at least one time during a typical week significantly.
- Students of color are significantly more likely than white, non-Hispanic students to walk or ride a bike to school during a typical week.
- LGB students are significantly more likely than heterosexual students to ride a bike or walk to school at least one time during a typical week with good weather.

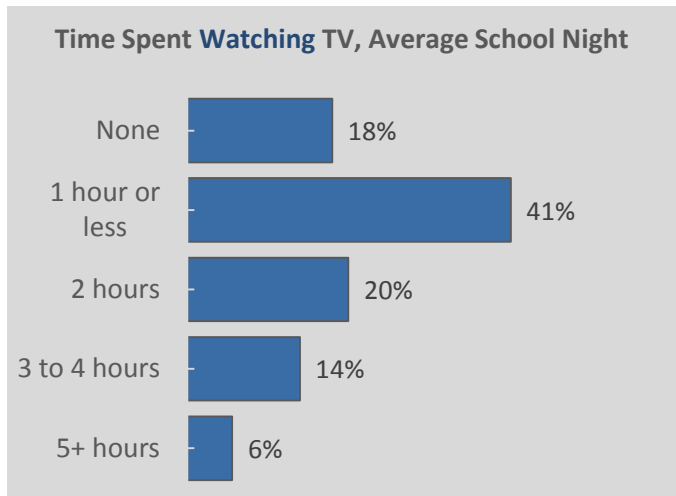
**Walk or Ride a Bike to School  
When Weather Permits**



**Walk or Ride a Bike to School at Least Once,  
During an Average Week**



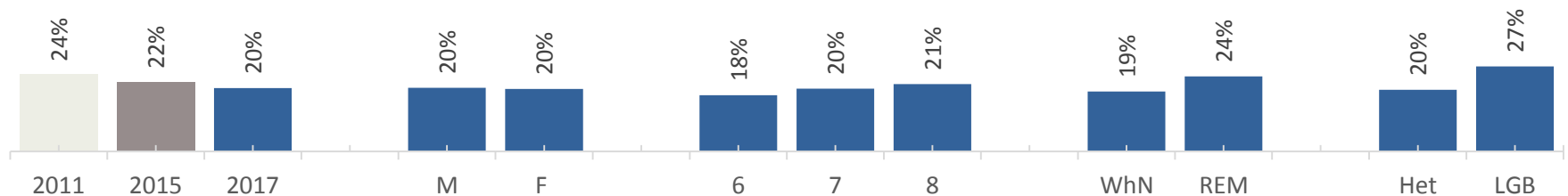
# Physical Inactivity: Television Watching



**On an average school day, six out of ten students spend one hour or less watching TV. One in five watch three or more hours of TV per day.**

- Watching three or more hours of TV per day does not differ by sex.
- Eighth grade students are significantly more likely than 6<sup>th</sup> grade students to watch three or more hours of TV per day.
- Students of color are significantly more likely than white, non-Hispanic students to watch TV for three or more hours per day.
- LGB students are significantly more likely to watch three or more hours of TV per day compared to heterosexual students.

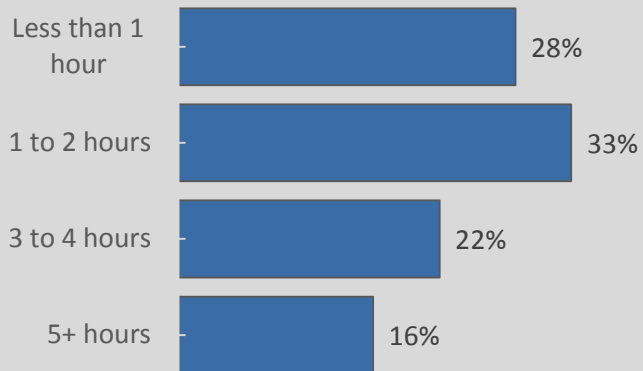
## Watch TV for Three or More Hours Per Day During the School Week





# Physical Inactivity: Computer and Video Game Use

**Time Spent Per Day on a Computer or Playing Video Games During the School Week**

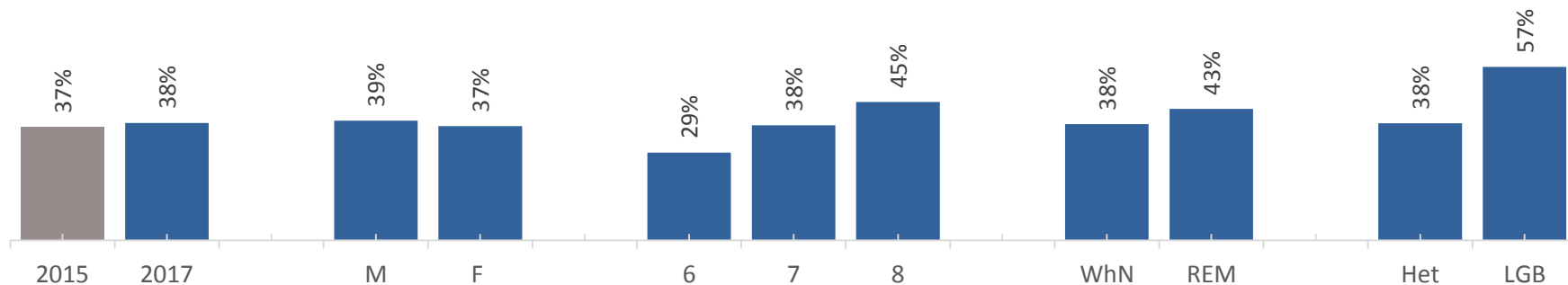


Overall, the majority of students spend less than three hours per day using a computer or going online to do something other than school work.

The percent of students who spend three or more hours per day playing video games or on a computer did not change between 2015 and 2017.

- Spending three or more hours using a computer or playing video games does not differ by sex.
- Spending three or more hours per day using a computer or playing video games significantly increases with each grade level.
- Students of color and LGB students are significantly more likely to spend three or more hours per using a computer or playing video games, compared to white, non-Hispanic and heterosexual students.

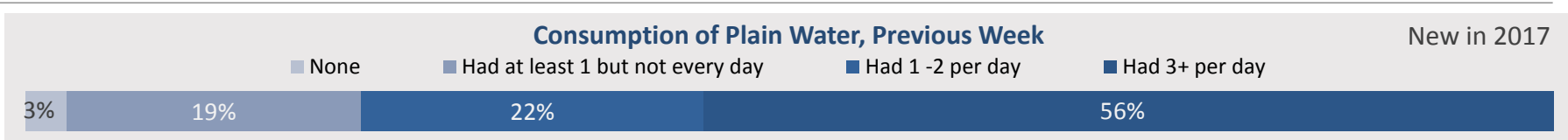
**Use a Computer or Play Video Games for Three or More Hours Per Day**



NOTE: Computer and video game use was described as time spend on things such as Xbox, PlayStation, iPad or other tablet, smartphone, texting, YouTube, Instagram, Facebook, or other social media used for something that was not for school work .

Physical Activity  
& Nutrition:  
Nutrition

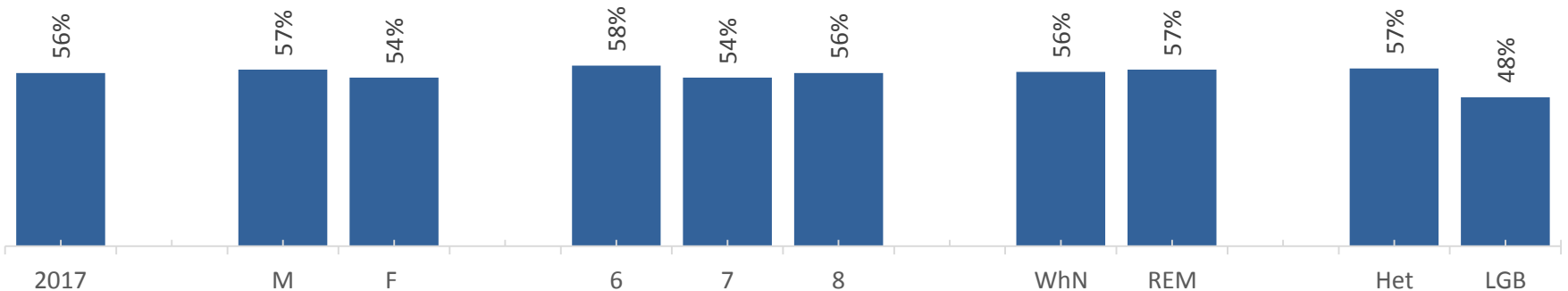
# Water Consumption



**Overall, more than half of all students drank at least three glasses of water every day during the previous week (56%). One in five did not consume a glass of water every day during the previous week (19%).**

- Male students are significantly more likely than female students to drink three or more glasses of water per day during the previous week.
- Drinking three or more glasses of water per day during the previous week differs significantly between 6<sup>th</sup> and 7<sup>th</sup> grade students but is similar to 8<sup>th</sup> grade students.
- Drinking three or more glasses of water per day does not differ by race.
- LGB students are significantly less likely than heterosexual students to drink three or more glasses or bottles of water per day.

## Drank 3+ Glasses of Water Every Day, Past Week



# Breakfast Consumption

## Breakfast Consumption, Previous Week

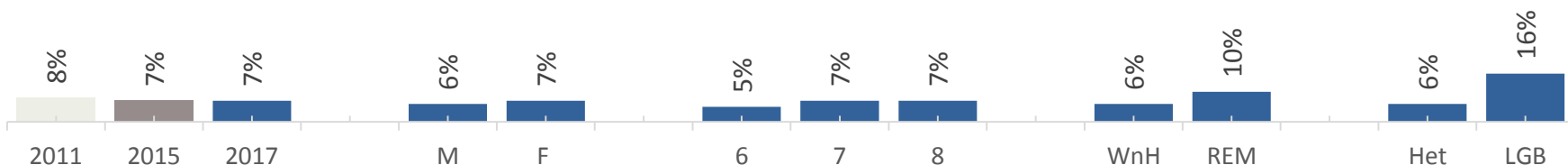


**More than half of students (52%) ate breakfast every day in the past week; less than one in ten did not consume any breakfast (7%).**

Daily breakfast consumption has increased since 2011 (49%) but has remained steady in recent years. Not eating breakfast on any day has not changed since 2011 (7%).

- Male students are significantly more likely than female students to eat breakfast every day (60% vs. 52%); however, they are equally likely to never eat breakfast.
- Nearly two-thirds of 6<sup>th</sup> grade students (62%) eat breakfast every day, significantly more than 7<sup>th</sup> and 8<sup>th</sup> grade students (52% and 47%); 6<sup>th</sup> graders are less likely to never have breakfast compared to older students.
- Students of color are significantly less likely than white, non-Hispanic students to consume breakfast every day (48% vs 53%) and are more likely to never have breakfast during the past week.
- LGB students are significantly less likely than heterosexual students to eat breakfast every day (30% vs 53%) and are more likely to never have breakfast.

## Did Not Eat Breakfast, Past Week



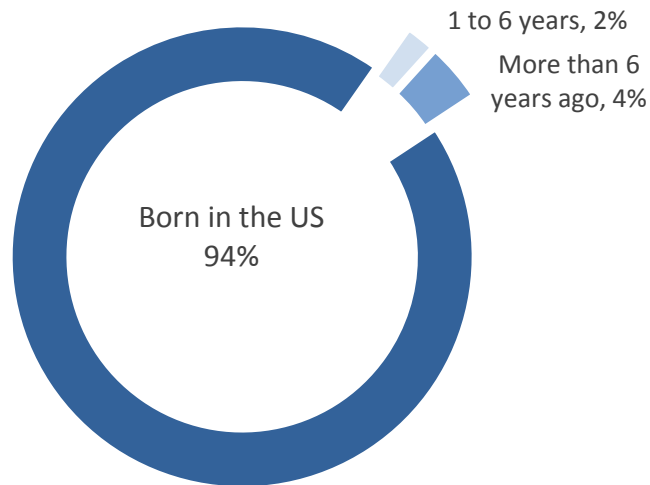
# Social Determinants of Health



# Born in the United States

New in 2017

Six percent of middle school students were born outside the United States. The majority of students who were born outside of the United States have lived in the U.S. for more than six years; 1% have lived in the US for less than four years.



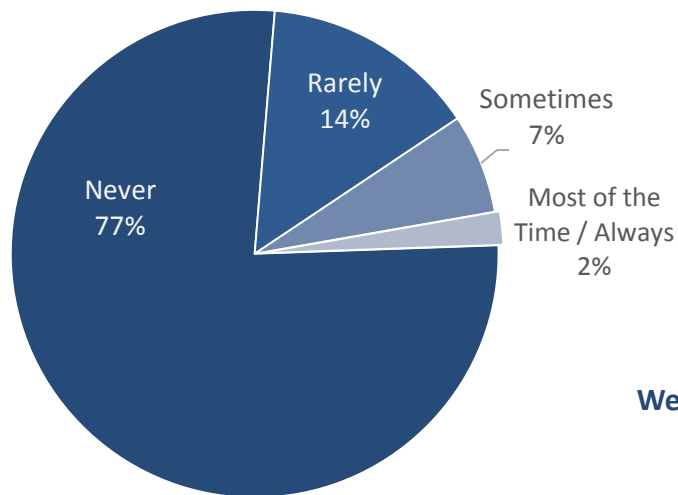
Among students born outside the United States,

- nearly four in ten identify themselves as white, non-Hispanic (39%),
- 20% identify themselves as Asian, Pacific Islander, or Native Hawaiian,
- 13% identify themselves as Black or African American,
- 11% identify themselves as Hispanic,
- 5% identify themselves as multiracial,
- 2% identify themselves as Native American or Native Alaskan, and
- 11% did not specify a race or ethnicity.

# Food Insecurity

**During the past 30 days, three-quarters of students never went hungry because there was not enough food at home; one in seven rarely went hungry, one in ten were hungry at least sometimes.**

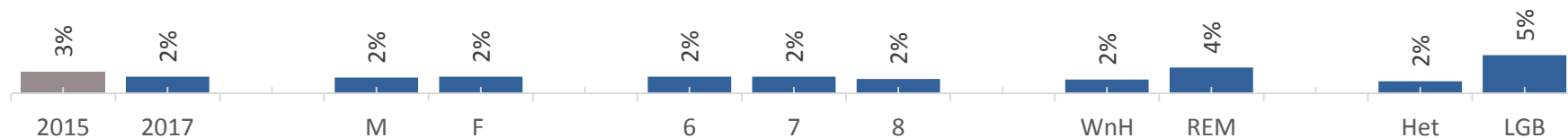
**Went Hungry Because There was Not Enough Food at Home, Past 30 Days**



In 2017 fewer middle school students went hungry at least most of the time, compared to those in 2015.

- Going hungry at least most of the time because there was not enough food at home does not differ by sex or grade level.
- Students of color are significantly more likely than white, non-Hispanic students to feel hungry at least most of the time because there was not enough food at home.
- LGB students are significantly more likely than heterosexual students to feel hungry at least most of the time because there was not enough food at home.

**Went Hungry at Least Most of the Time**



# Youth Assets and Other Protective Factors





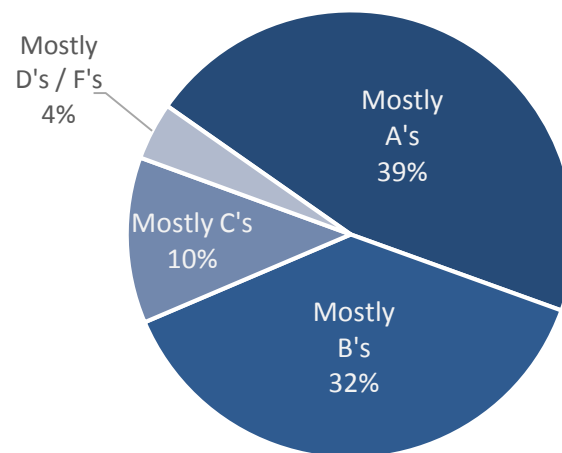
# Grades Earned in School

New in 2017

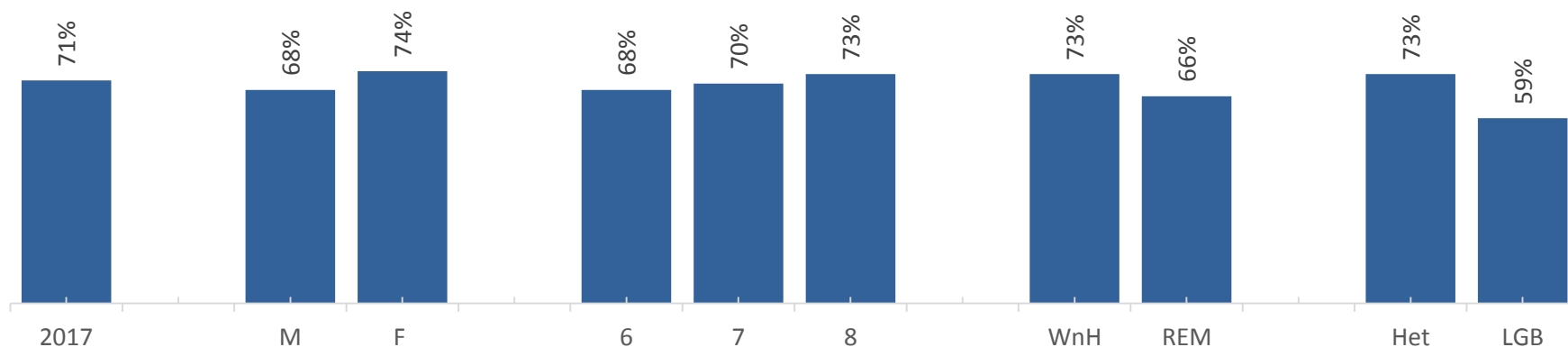
Seven out of ten (71%) middle school students reported typically earning mostly A's or B's during the past year.

- Male students are significantly less likely to earn mostly A's or B's compared to female students.
- Eighth grade students are more likely than younger students to have higher grades.
- Students of color are significantly less likely than white, non-Hispanic students to earn higher grades.
- LGB students are less likely than heterosexual students to earn mostly A's and B's.

Grades Earned, Past 12 Months<sup>‡</sup>



Typically Earned Mostly A's or B's

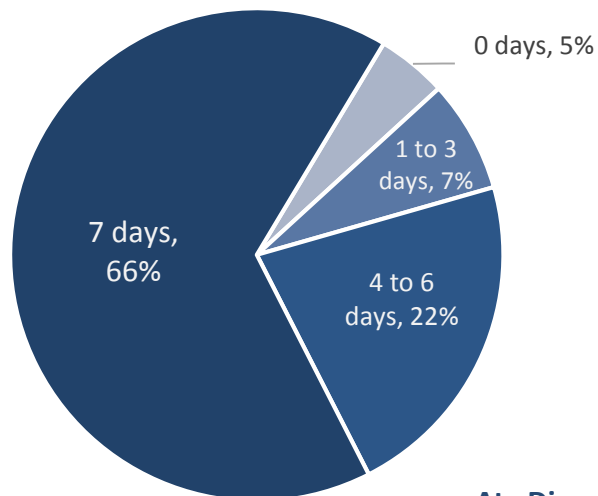


<sup>‡</sup> Not shown: students who responded "Not Sure" and those who do not use A-F grading scale

# Family Connectedness

New in 2017

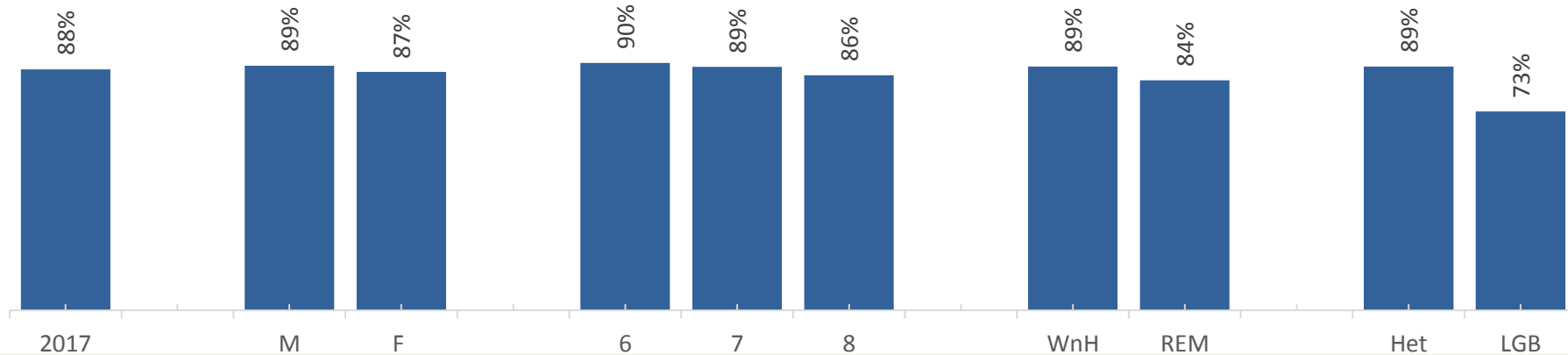
Ate Dinner at Home with Parents, Past Week



**Two-thirds of middle school students ate dinner with their parents every day during the past week. The majority of students (88%) ate dinner with a parent at least four times. However, nearly one in twenty never ate dinner with their parents.**

- Male students are significantly more likely to eat dinner with a parent four or more times during the past week compared to female students.
- Eighth grade students are significantly less likely than other middle school students to eat dinner with a parent at least four times during the past week.
- Students of color are significantly less likely than white, non-Hispanic students to eat dinner with a parent on most days during the previous week.
- Three quarters of LGB students ate dinner with a parent at least four times during the previous week, significantly fewer than heterosexual students.

Ate Dinner With At Least One Parent, Four or More Times, Past Week



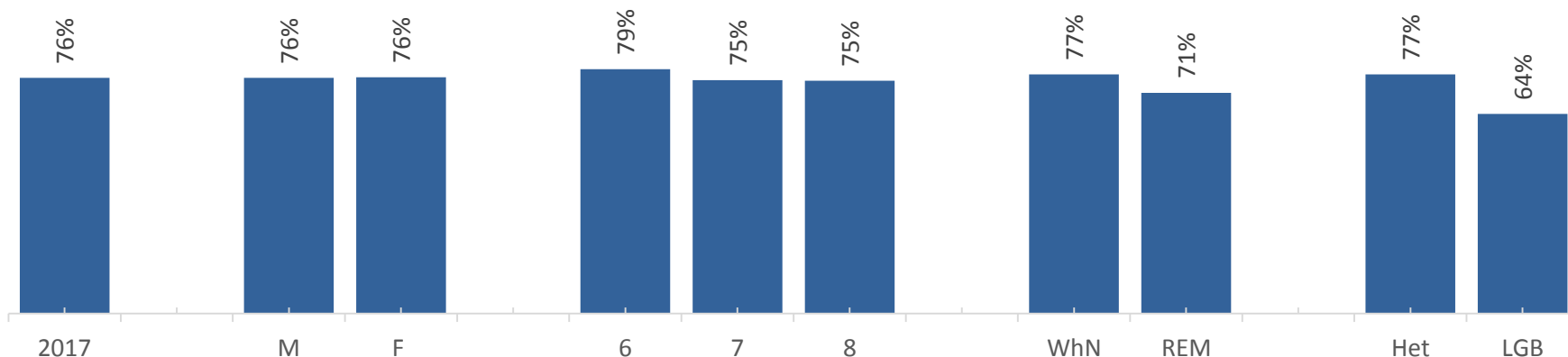
# School Connectedness

New in 2017

**Three quarters of middle school students have at least one teacher or other adult in their school that they can talk to if they have a problem. One in seven (14%) were not sure if there was someone they could talk to if they had a problem.**

- Having a trusted adult in their school does not differ by sex.
- Sixth grade middle school students are significantly more likely to have at least one teacher or other adult in their school they could talk to if they have a problem compared to older students.
- Students of color are significantly less likely to believe there is an adult at school they could talk to if they have a problem.
- LGB students are significantly less likely than heterosexual students to have at least one adult in their school they could talk to.

**Have at Least One Adult or Teacher in Their School They Can Talk To if They Had a Problem**



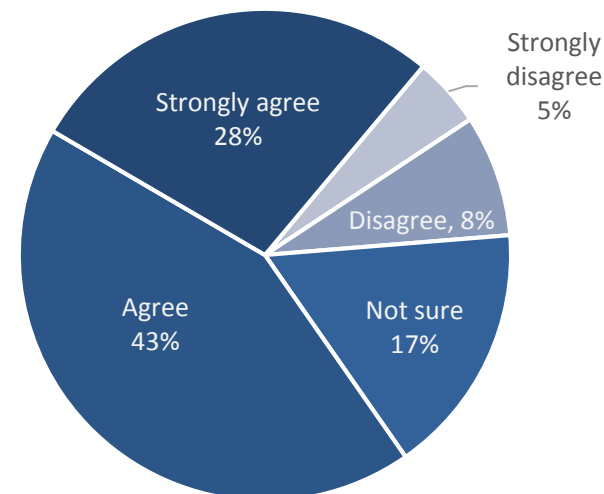
# School Connectedness

New in 2017

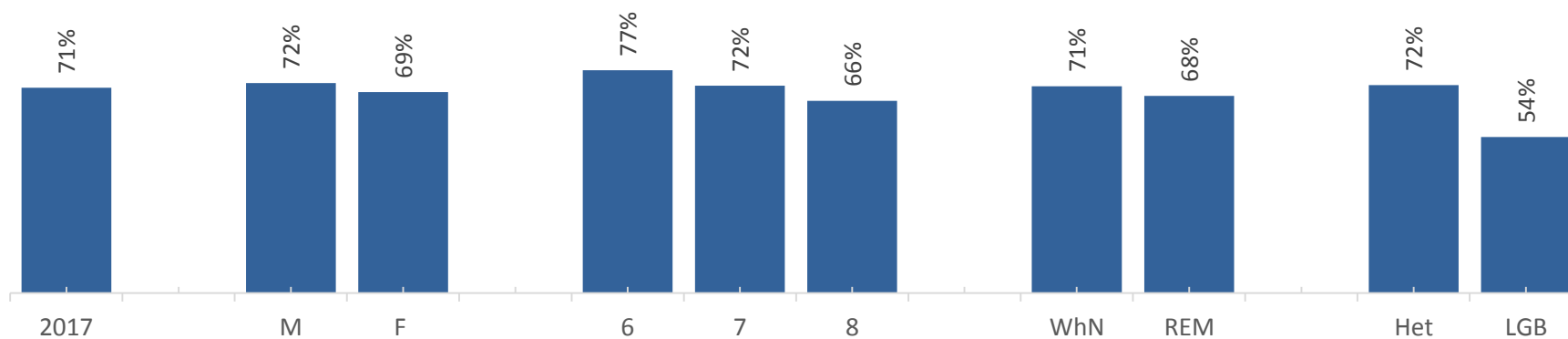
Seven in ten middle school students (71%) agree or strongly agree that their school has clear rules and consequences for behavior. One in eight (13%) do not believe (strongly disagree or disagree) their school has clear rules and consequences.

- Male students are significantly more likely to believe their school has clear rules and consequences compared to female students.
- Believing one’s school has clear rules and consequences for behavior significantly decreases with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to believe their school has clear rules and consequences.
- LGB students are significantly less likely to believe their school has clear rules and consequences for behaviors compared to heterosexual students.

School Has Clear Rules and Consequences



Agree or Strongly Agree that Their School Has Clear Rules and Consequences for Behaviors



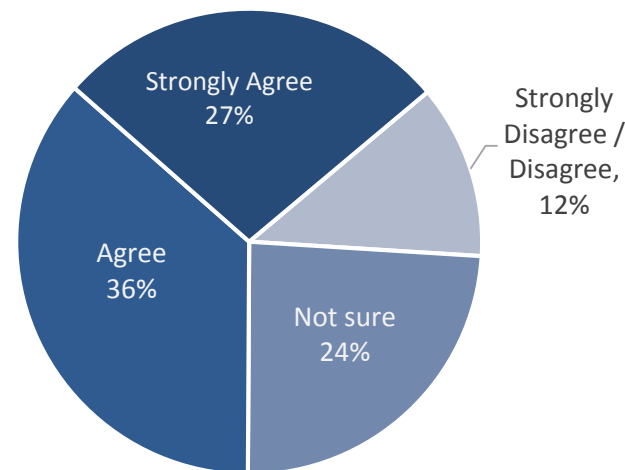
# Community Connectedness

**Nearly two-thirds of middle school students agree or strongly agree that they matter to people in their community; a quarter were not sure.**

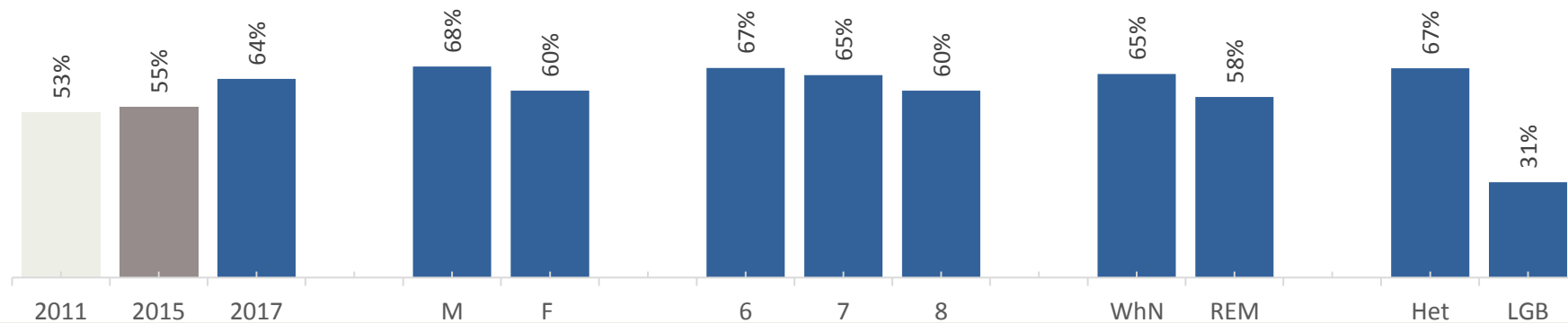
Since 2011 and since 2015, the percent of students who agree or strongly agree that they matter to people in their community significantly increased.

- Male students are significantly more likely to believe they matter to people in their community compared to female students.
- Eighth grade students and students of color are significantly less likely than other students to believe that in their community they matter to people.
- Heterosexual students are more than two times as likely as LGB students to feel like they matter to people in their community.

**Believe They Matter to People in Their Community**



**Agree or Strongly Agree that In Their Community They Matter to People**



# 2017 Vermont Youth Risk Behavior Survey

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# 2017

## Vermont Youth Risk Behavior Survey

The Vermont Youth Risk Behavior Survey is a collaborative project between the Vermont Department of Health and Agency of Education.

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