



2019 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

ADDISON COUNTY



2019 VERMONT YOUTH RISK BEHAVIOR SURVEY

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

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

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

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About the YRBS

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

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

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

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

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

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Methodology

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

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

Student participation in the YRBS is anonymous and voluntary.

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

How Accurate are the Results?

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

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

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

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

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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)
- Grade
- Race, Ethnicity
- Sexual Orientation / Gender Identity

Please note: Due to the small sample size, all students of color were grouped into a “SOC” category to compare to white, non-Hispanic students. For similar reasons, lesbian, gay, bisexual, and transgender students were grouped into a “LGBT” category to compare to heterosexual/cisgender students.

Using the YRBS Results

Engaging students, schools, and communities

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

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

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

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

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

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

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

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

<https://www.healthvermont.gov/yrbs>

Understanding and Interpreting the Results

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

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

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

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

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This report includes the overall results or prevalence for all students in Vermont as well as the overall results and results by demographics for students in Addison County

Key Terms and Statistical Differences Used in the Report

Each table includes a note about any statistical differences between the overall VT and Addison County prevalence rates.

When subpopulations are included, statistical comparisons between subpopulations of students within Addison County are also noted.

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

Key Terms

- . = Too few students to report
- VT = All students in Vermont
- County = All students in Addison County
- M = Male students in Addison County
- F = Female students in Addison County
- Older = Students in grades 11 and 12
- Younger = Students in grades 9 and 10
- WnH = White, non-Hispanic students in Addison County
- SOC = Students of color in Addison County
- Het = Heterosexual or cisgender students in Addison County
- LGBT = Lesbian, gay, bisexual, or transgender students in Addison County

Statistical Differences

Some subgroups of students defined by where they live, sex, race/ethnicity, grade in school, and sexual orientation / gender identity status have a higher prevalence of many health-risk behaviors that might place them at risk for unnecessary or premature mortality, morbidity, and social problems. Statistical differences, including differences between VT and Addison County students as well as differences within Addison County by sex, grade, race, and sexual orientation / gender identity are noted by the following notations:

α = Students across VT are statistically different than students in Addison

β = Male students are statistically different from female students

ε = 11th and 12th grade students are statistically different from 9th and 10th grade students; 6th grade students are significantly different from 7th and 8th grade students

ι = 8th grade students are significantly different from 6th and 7th grade students

δ = Results statistically increase or decrease with each grade

ζ = Students of color (SOC) are statistically different from white, non-Hispanic (WnH) students

θ = Lesbian, gay, bisexual and transgender (LGBT) students are statistically different from heterosexual and cisgender (HET) students

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HIGH SCHOOL RESULTS

Demographics

Sex	VT	Addison
Female	48	48
Male	52	52

Grade	VT	Addison
9th grade	25	26
10th grade	25	24
11th grade	25	25
12th grade	25	25

Demographics

Race	VT	Addison
Students of Color	16	13
White, non-Hispanic	84	87

Sexual Orientation / Gender Identity	VT	Addison
Lesbian, Gay, Bisexual, or Transgender	14	15
Heterosexual / Cisgender	86	85

Violence and Unintentional Injuries

Physical Violence													Statistical Differences		
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT			
Were in a physical fight, past year	18	16	22	10	25	19	12	8	15	25	15	21	β	ε	ζ
Carried a weapon on school property, past 30 days	5	7	10	3	7	5	6	9	7	9	6	11	α	β	
Were threatened or injured with a weapon on school property, past 30 days	7	5	6	5	8	6	4	.	4	11	4	13	α	ε	ζ θ
Did not go to school because they felt unsafe at school or on their way to or from school, past 30 days	6	5	4	6	4	6	5	4	4	11	3	14			ζ θ

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Violence and Unintentional Injuries

Bullying	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences		
													α	β	θ
Were electronically bullied, past year	16	13	8	18	13	14	12	13	13	11	12	23	α	β	θ
Were bullied, past 30 days	17	16	12	20	21	18	13	13	15	21	13	30	β	ε	θ
Bullied someone, past 30 days	10	11	12	9	12	11	7	12	10	16	10	16			

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Violence and Unintentional Injuries

Sexual and Dating Violence	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences		
													β	ζ	θ
Report someone has ever done sexual things to them that they did not want	18	16	7	25	11	17	15	20	15	23	13	35	β	ζ	θ
Experienced physical dating violence, past year	8	6	6	7	7	7	6	4	6	9	4	14			θ
Reported someone they were dating or going out with purposely tried to control them or emotionally hurt them one or more times, past year	28	24	20	28	25	27	17	25	23	32	22	31	α		
Have sent or received a revealing or sexual photo of someone using social media, email, or texting on their smartphone, computer, iPad or other tablet, past 30 days	27	26	24	27	21	25	28	27	24	36	25	34		ζ	

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Violence and Unintentional Injuries

Motor Vehicle Safety	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences
Rode with a driver who had been drinking alcohol, past 30 days	17	18	18	19	20	19	14	19	17	25	18	20	
Rode in a car or other vehicle driven by someone who had been using marijuana, past 30 days	23	21	20	23	12	20	26	27	21	23	21	30	ε

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Violence and Unintentional Injuries

Motor Vehicle Safety, Among Students Who Drive													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Texted or e-mailed while driving a car or other vehicle, past 30 days	35	33	33	33	12	14	37	51	32	36	34	26	ε
Drove a car or other vehicle when they had been drinking alcohol, past 30 days	6	7	10	3	6	4	5	12	6	15	6	8	β
Drove a car or other vehicle when they had been using marijuana, past 30 days	15	15	18	12	11	10	11	24	15	19	13	23	ε

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Violence and Unintentional Injuries

Unintentional Injuries & Prevention													Statistical Differences		
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	α	β	ζ
Rarely or never wore a helmet when skiing or snowboarding, past year	11	13	16	10	8	10	13	20	13	.	11	.			
Had a concussion from playing a sport or being physically active, past year	18	18	18	18	19	19	18	15	17	21	18	13			
Had a sunburn, past year	73	77	72	81	80	76	79	72	80	55	77	73	α	β	ζ

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Mental Health

Mental Health	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences	
Did something to purposely hurt themselves without wanting to die, past year	19	20	15	27	23	22	17	19	20	25	15	54	β	θ
Felt sad or hopeless, past year	31	28	23	34	25	27	26	36	29	26	22	63	β	θ
Made a plan about how they would attempt suicide, past year	13	12	11	13	11	11	13	12	11	16	7	43		θ
Attempted suicide, past year	7	6	5	7	7	7	5	5	5	14	3	19		ζ θ

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Lifetime Substance Use

Tobacco, Alcohol, or Marijuana Use Before Age 13													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
First tried cigarette smoking before age 13 years	7	8	9	7	8	9	7	7	7	11	7	14	θ
Drank alcohol before age 13	13	14	16	13	17	17	12	13	14	15	13	21	
Tried marijuana for the first time before age 13 years	6	6	6	6	6	8	5	4	5	10	5	10	

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Lifetime Substance Use

Lifetime Substance Use - Alcohol, Marijuana, & Tobacco													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Ever tried cigarette smoking	22	25	27	23	16	22	25	37	25	24	24	31	ε	
Ever used an electronic vapor product	50	48	48	49	34	45	55	57	49	43	49	51	ε	
Ever used a flavored tobacco product	27	26	27	25	18	22	31	32	27	19	26	30	ε	
Ever drank alcohol	55	58	55	61	39	52	62	78	59	52	57	70	ε	θ
Ever used marijuana	40	41	41	42	22	33	48	61	43	33	42	47	δ	

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Lifetime Substance Use

Lifetime Substance Use - Prescription Drug Misuse													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Ever used a prescription drug	12	10	11	10	13	11	9	9	10	14	9	16	θ
Ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it	9	8	8	7	10	9	7	4	7	10	7	10	
Have taken prescription stimulants without a doctor's prescription or differently than how a doctor told them to use it one or more times	7	7	7	7	7	6	6	7	7	8	5	14	θ

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Lifetime Substance Use

Lifetime Substance Use - Other Drug Use													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Ever used cocaine	4	4	5	3	3	3	3	6	3	8	2	8	θ
Ever used inhalants	7	9	9	8	10	9	7	9	9	10	6	22	θ
Ever used heroin	2	2	2	1	.	2	.	.	1	5	1	5	ζ θ
Ever used methamphetamines	2	2	2	1	.	3	.	.	1	5	1	5	ζ θ

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Past 30 Day Substance Use

Past 30 Day Tobacco Use	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	28	27	28	26	22	23	26	38	28	24	26	35	ε
Currently smoked cigarettes or cigars or used smokeless tobacco	10	12	14	9	10	9	10	18	11	15	11	16	
Tried to quit using all tobacco products, past year	44	42	44	40	33	40	56	40	43	.	41	.	

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Past 30 Day Substance Use

Past 30 Day Tobacco Use	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences
Currently smoked cigarettes	7	8	7	8	5	6	7	12	7	13	6	13	
Currently used an electronic vapor product	26	25	25	24	18	22	24	34	26	18	24	31	ε
Currently used smokeless tobacco	3	3	6	1	2	2	4	5	3	7	3	.	β
Currently smoked cigars	6	7	10	4	5	6	6	11	7	8	7	8	β

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Past 30 Day Substance Use

Past 30 Day Alcohol and Other Drug Use	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences	
													α	ϵ
Currently drank alcohol	31	35	34	37	24	28	36	53	36	31	35	40	α	ϵ
Binge drank, past 30 days	15	19	18	20	11	13	20	33	20	15	19	19	α	ϵ
Currently used marijuana	27	30	29	32	18	23	36	44	31	26	30	36	α	ϵ
Currently took any prescription medication without a doctor's prescription or differently than how a doctor told them to use it	5	4	4	5	4	5	4	4	4	8	3	12		θ

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Cigarette Use, Among Current Users	Addison
1 or 2 days	47
3 to 5 days	16
6 to 9 days	.
10 to 19 days	.
20 to 29 days	9
All 30 days	18

Number of Cigarettes Smoked, Among Current Users	Addison
Less than 1 cigarette	32
1 cigarette	16
2 to 5 cigarettes	36
6 to 10 cigarettes	.
11 to 20 cigarettes	.
More than 20 cigarettes	13

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of EVP Use, Among Current Users	Addison
1 or 2 days	24
3 to 5 days	12
6 to 9 days	9
10 to 19 days	15
20 to 29 days	9
All 30 days	31

Primary Reason for EVP Use, Among Current Users	Addison
Friend/family used them	13
To try to quit other tobacco	7
Cost less than other tobacco	.
Easier to get than other	3
Less harmful than other	14
Available in flavors	7
Used for some other reason	56

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Source of EVP, Among Current Users	Addison
Bought them in a store	13
I got them on the Internet	.
Someone else bought them	22
Borrowed them	37
Someone gave them to me	13
Took them from a store	3
Some other way	10

Type of EVP Used, Among Current Users	Addison
JUUL /rechargeable w pods	77
Vape Pen/recharge e-cig	5
Disposable e-cig/vaping	.
Mods with refillable tanki	9
Other e-vapor product	7
Not sure	3

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Alcohol Use, Among Current Users	Addison
1 or 2 days	50
3 to 5 days	27
6 to 9 days	11
10 to 19 days	7
20 to 29 days	.
All 30 days	4

Largest Amount of Alcohol Consumed in One Sitting, Among Current Users	Addison
1 or 2 drinks	32
3 drinks	7
4 drinks	10
5 drinks	14
6 or 7 drinks	19
8 or 9 drinks	7
10 or more drinks	10

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Marijuana Use, Among Current Users	Addison
1 or 2 times	37
3 to 9 times	28
10 to 19 times	12
20 to 39 times	8
40 or more times	16

Primary Way Marijuana was Used, Among Current Users	Addison
Smoked it	78
Ate in food	5
Drank in tea or other drink	.
Vaporized	11
Dabbed it	5
Some other way	2

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Other Substance Use Related Topics

Substance Use Exposure and Prevention													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Were asked by a doctor, dentist, or nurse if they smoked, past year	61	62	59	66	55	56	69	70	62	63	62	70	ε
Most of the time or always see ads for cigarettes or other tobacco products	50	47	48	48	42	49	49	50	47	51	48	47	

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Other Substance Use Related Topics

Substance Use on School Property													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Attended school under the influence of alcohol or other illegal drugs, past year	15	13	13	12	10	11	13	16	12	15	11	26	θ
Were offered, sold, or given an illegal drug on school property, past year	19	19	22	16	18	19	18	21	19	21	17	31	θ

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Perceptions of Substance Use

Perceptions of Substance Use - Peer Use													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Think it is wrong or very wrong for someone their age to use electronic vapor products	56	57	56	57	67	63	52	45	56	62	57	49	ε
Think it is wrong or very wrong for someone their age to drink alcohol	53	50	53	47	67	60	43	31	49	59	50	44	ε
Think it is wrong or very wrong for someone their age to use marijuana	51	49	50	48	64	58	46	28	48	56	50	41	ε

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Perceptions of Substance Use

Perceptions of Substance Use - Parental Beliefs													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use electronic vapor products	84	86	84	87	91	87	83	82	86	80	85	87		ε
Responded that their parents or guardians feel it would be wrong or very wrong for the student to drink alcohol	69	66	64	68	82	70	61	50	66	64	66	61	α	ε
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use marijuana	75	73	73	72	84	76	70	61	72	75	75	63		ε θ

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Perceptions of Substance Use

Perceptions of Substance Use - Ease of Access													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	73	70	71	68	49	66	78	84	70	70	71	71	α	ε
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	67	70	69	72	59	70	82	71	71	66	71	71		ε
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	62	61	61	60	36	57	70	80	62	54	62	64		ε

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Perceptions of Substance Use

Perceptions of Substance Use - Harm													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Think people greatly risk harming themselves (physically or in other ways) if they use electronic vapor products regularly	29	31	24	38	38	29	29	27	31	33	29	37	β
Think people greatly risk harming themselves (physically or in other ways) if they have five or more drinks of alcohol (beer, wine, or liquor) once or twice each weekend	39	42	36	48	48	40	41	38	40	50	40	47	β
Think people greatly risk harming themselves (physically or in other ways) if they use marijuana regularly	23	21	16	27	31	21	18	16	20	28	22	17	β ε

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Sexual Health

HIV and STD Testing													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Were ever tested for human immunodeficiency virus (HIV)	13	12	11	14	4	10	13	22	11	21	12	17	ε	ζ
Were ever tested for a sexually transmitted disease (STD)	11	11	8	14	3	8	13	19	10	16	10	16	β	ε

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Sexual Health

Sexual Activity													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Ever had sexual intercourse	40	37	38	36	14	30	41	61	38	32	37	41	ε
Had sexual intercourse for the first time before age 13 years	3	3	3	2	3	.	.	3	2	7	2	4	ζ
Had sexual intercourse with four or more persons during their life	9	8	8	8	.	6	7	17	8	13	7	12	ε
Were currently sexually active	31	29	29	29	8	25	31	52	30	23	29	32	ε

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Sexual Health

Sexual Activity Among Students Who Had Sexual Intercourse During the Previous Three Months

Prescription Birth Control Use, Among Sexually Active Students													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Used birth control pills before last sexual intercourse, among sexually active students	32	31	26	36	.	28	37	31	30	.	33	.	
Used a shot (e.g., Depo-Provera), patch (e.g., OrthoEvra), or birth control ring (e.g., NuvaRing), among sexually active students	4	5	.	7	.	9	.	.	5	.	4	.	
Used an IUD (e.g., Mirena or ParaGard) or implant (e.g., Implanon or Nexplanon), among sexually active students	19	23	16	30	.	14	28	26	24	.	22	.	β ε

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Sexual Health

Sexual Activity Among Students Who Had Sexual Intercourse During the Previous Three Months

Condom & Birth Control Use, Among Sexually Active Students													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Used a condom during last sexual intercourse, among sexually active students	54	56	64	47	.	63	50	56	57	.	58	.	β
Used birth control pills; an IUD or implant; or a shot, patch, or birth control ring, among sexually active students	56	58	45	72	.	51	69	58	59	.	60	.	β
Used both a condom during last sexual intercourse and birth control pills; an IUD or implant; or a shot, patch, or birth control ring before last sexual intercourse, among sexually active students	21	21	17	25	.	20	27	18	22	.	22	.	

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Sexual Health

Sexual Activity Among Students Who Had Sexual Intercourse During the Previous Three Months

Condom & Birth Control Use, Among Sexually Active Students													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Did not use any method to prevent pregnancy, among sexually active students	6	2	4	2	.	.	.	α

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Weight, Physical Activity, and Nutrition

Weight and Weight Perceptions	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences
Were obese	13	13	15	11	11	13	13	14	12	16	11	21	θ
Were overweight	14	14	12	15	15	13	13	15	14	11	13	17	
Described themselves as slightly or very overweight	31	28	24	31	29	23	28	30	27	30	25	42	θ
Were trying to lose weight	43	39	26	53	39	37	40	41	40	32	37	56	α β θ

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Weight, Physical Activity, and Nutrition

Physical Activity													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Did not participate in at least 60 minutes of physical activity on at least one day, past week	14	11	10	12	9	11	10	14	10	16	10	22	α	θ
Were physically active at least 60 minutes per day every day, past week	22	19	24	14	20	17	23	16	19	22	22	6	β	θ
Were physically active at least 60 minutes per day on 5 or more days, past week	46	46	52	39	48	44	50	41	46	41	49	28	β	θ
Play video or computer games or used a computer 3 or more hours per day	48	45	49	42	44	44	43	50	46	44	43	63		θ

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Weight, Physical Activity, and Nutrition

Physical Activity at School													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Report they participate in physical activity or other short breaks during class at least 1x per week	62	62	63	60	72	65	54	55	61	62	62	59	ε
Report they participate in physical activity or other short breaks during class, every day	23	20	23	18	22	20	21	19	20	18	21	16	

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Weight, Physical Activity, and Nutrition

Soda and Sugar-Sweetened Beverage Consumption													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Did not drink any soda or sugar-sweetened beverages, past week	23	25	20	30	23	24	27	26	25	27	24	27	β
Drank a can, bottle, or glass of soda or a sugar-sweetened beverage, past week	18	13	14	11	9	14	15	14	12	15	12	16	α
Drank soda or sugar-sweetened beverages 2+ times per day, past week	10	7	8	5	5	11	6	7	7	7	7	6	α
Drank soda or sugar-sweetened beverages 3+ times per day, past week	5	3	4	1	2	3	3	4	3	5	3	.	α β

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Weight, Physical Activity, and Nutrition

Water Consumption													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Drank one or more glasses per day of water, past week	79	79	76	82	75	78	84	79	80	74	78	81	
Drank two or more glasses per day of water, past week	70	71	69	73	67	72	75	72	72	62	72	73	
Drank three or more glasses per day of water, past week	54	56	55	58	53	54	63	56	57	52	57	56	

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Weight, Physical Activity, and Nutrition

Fruit and Vegetable Consumption													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Ate 5+ fruits/vegetables every day, past week	21	20	19	21	18	24	21	20	20	24	21	18	

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Weight, Physical Activity, and Nutrition

Fruit Consumption													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Did not eat fruit or drink 100% fruit juices, past week	6	4	5	3	5	4	.	4	4	6	3	6	
Ate fruit or drank 100% fruit juices one or more times per day, past week	62	63	61	66	59	66	66	64	63	67	66	51	θ
Ate fruit or drank 100% fruit juices two or more times per day, past week	31	33	31	36	30	37	38	30	33	39	34	29	

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Weight, Physical Activity, and Nutrition

Vegetable Consumption	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences	
													β	ζ
Did not eat vegetables, past week	5	4	6	2	5	4	3	4	3	9	4	6	β	ζ
Ate vegetables one or more times per day, past week	72	74	74	74	73	73	77	75	76	67	74	69		
Ate vegetables two or more times per day, past week	37	40	38	42	40	37	43	40	40	41	41	32		
Ate vegetables three or more times per day, past week	19	17	18	17	17	18	17	18	17	24	18	14		

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Weight, Physical Activity, and Nutrition

Breakfast Consumption													Statistical Differences
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	
Did not eat breakfast, past week	11	9	10	7	11	7	6	11	9	10	8	12	α
Ate breakfast on at least 5 days, past week	54	56	57	54	60	55	60	49	56	56	57	45	θ
Ate breakfast on all 7 days, past week	37	39	41	37	45	37	39	35	40	34	40	32	

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Social Determinants of Health

Social Determinants of Health													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Have ever slept away from their parents or guardians because they were kicked out, ran away, or were abandoned	4	3	4	3	2	3	.	5	2	10	2	10		ζ θ
Most of the time or always went hungry because there was not enough food in their home, past 30 days	2	2	3	1	3	2	.	.	2	7	2	.		ζ
Have a physical disability, emotional problems, or learning disability	30	30	24	36	23	25	33	39	30	36	25	62	β ε	θ

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Social Determinants of Health

Social Determinants of Health	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences		
													β	ϵ	θ
Described their grades in school as mostly A's or B's	78	79	75	83	75	72	83	86	80	72	80	69	β	ϵ	θ
Report they are most likely to attend a 4-year college or university, a community college, or technical school after high school	76	76	70	81	70	73	83	79	77	71	77	73	β	ϵ	

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Youth Assets and Other Protective Factors

Protective Factors - Family													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Did not eat dinner at home with parents, past week	9	8	8	7	7	8	7	8	7	13	7	13		ζ
Ate dinner at home with parent at least 2x, past week	86	89	90	87	91	89	91	85	89	84	89	82		
Ate dinner at home with at least one of their parents or other adult family member on 4+ days, past week	75	77	78	75	83	79	77	70	78	70	79	67	ε	θ

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Youth Assets and Other Protective Factors

Protective Factors - School Connectedness													Statistical Differences	
	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT		
Reported there is at least one teacher or other adult in their school that they can talk to if they have a problem	78	80	78	83	74	81	85	80	81	73	81	75		
Strongly agree or agree that their school has clear rules and consequences for behavior	56	57	63	51	66	57	53	53	57	53	61	35	β	θ
Do not participate in any afterschool activities	34	31	30	31	30	32	26	33	29	38	28	42		θ
Spend 10 or more hours participating in afterschool activities	24	26	26	26	22	23	30	28	27	18	27	17		θ

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Youth Assets and Other Protective Factors

Protective Factors - Community	VT	Addison	M	F	9th	10th	11th	12th	WnH	SOC	Het	LGBT	Statistical Differences	
													α	θ
Strongly agree or agree that in their community they feel like they matter to people	58	64	66	61	62	61	69	63	65	56	68	45	α	θ

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2019 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

MIDDLE SCHOOL RESULTS

Demographics

Sex	VT	Addison
Female	49	45
Male	51	55

Grade	VT	Addison
6th grade	24	2
7th grade	38	43
8th grade	38	55

Demographics

Race	VT	Addison
Students of Color	19	14
White, non-Hispanic	81	86

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

Violence and Unintentional Injuries

Violence	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences	
												β	ζ
Were ever in a physical fight	41	39	50	24	.	33	43	37	51	38	42	β	ζ
Did not go to school because they felt they would be unsafe at school or on their way to or from school, past 30 days	9	7	6	8	.	6	8	6	7	5	12		θ
Report someone has ever done sexual things to them that they did not want	10	11	4	17	.	10	11	10	15	8	30	β	θ

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Violence and Unintentional Injuries

Bullying												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Were ever bullied on school property	45	40	33	47	.	38	40	40	42	38	52	α	β
Were ever electronically bullied	24	22	13	31	.	19	23	22	23	20	42	β	θ
Were bullied, past 30 days	24	20	14	26	.	20	18	19	22	16	39	α	β
Bullied someone, past 30 days	9	7	7	7	.	6	8	6	13	7	9		ζ

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Violence and Unintentional Injuries

Unintentional Injuries & Prevention												Statistical Differences		
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT			
Rarely or never wear a bicycle helmet	26	29	29	28	.	23	34	29	32	30	.			
Rarely or never wear a helmet when skiing or snowboarding	6	10	10	8	.	9	11	6	.	8	.	α		
Had a concussion from playing a sport or being physically active, past year	19	17	19	13	.	15	18	15	23	16	23			
Had a sunburn, past year	66	70	65	77	.	69	71	74	48	72	64	α	β	ζ

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Violence and Unintentional Injuries

Motor Vehicle Safety												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Rarely or never wear a seat belt	2	2	3	.	.	.	2	1	.	2	.	β
Ever rode with a driver who had been drinking alcohol	20	22	20	25	.	17	25	22	21	21	39	θ
Have ever ridden in a car driven by someone who had been using marijuana	10	10	8	11	.	4	14	10	13	9	19	θ

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Mental Health

Mental Health	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences	
												β	θ
Ever seriously thought about killing themselves	18	17	12	22	.	13	20	16	19	13	46	β	θ
Ever made a plan about how they would kill themselves	12	11	7	15	.	7	15	10	16	8	37	β	θ
Ever tried to kill themselves	6	7	3	9	.	4	8	6	8	4	28	β	θ
Have ever done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose, past year	18	17	9	25	.	14	20	16	20	12	53	β	θ
Felt sad or hopeless, past year	23	21	12	31	.	19	24	21	23	17	56	β	θ

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Lifetime Substance Use

Lifetime Substance Use												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Ever tried a cigarette	7	7	7	6	.	5	8	6	12	6	14		
Ever tried a flavored tobacco product	8	7	5	9	.	5	9	7	12	7	12		
Ever used an electronic vapor product	16	14	14	13	.	7	20	13	20	14	18		
Ever drank alcohol	20	22	23	21	.	13	30	21	31	22	30		
Ever used marijuana	7	6	6	7	.	2	10	6	10	6	16		θ
Have ever taken a prescription drug without a doctor's prescription or differently than how a doctor told them to use it	6	5	5	5	.	5	4	5	6	4	11		
Ever used inhalants	5	5	5	5	.	3	7	5	9	4	16		θ

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Lifetime Substance Use

Substance Use Before Age 11												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Tried cigarette smoking for the first time before age 11 years	3	3	2	3	.	2	3	2	.	2	.	
Drank alcohol for the first time before age 11 years	9	10	9	10	.	8	11	8	17	10	16	ζ
Tried marijuana for the first time before age 11 years	1	1	

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Past 30 Day Substance Use

Past 30 Day Tobacco Use												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Currently smoked cigarettes or cigars or used smokeless tobacco	2	2	2	2	.	.	3	2	.	2	.	
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	9	8	6	9	.	4	11	8	11	8	.	
Currently smoked cigarettes	2	2	2	1	.	2	.	
Currently used an electronic vapor product	8	7	5	8	.	3	10	7	9	7	.	
Currently used smokeless tobacco	1	1	
Currently smoked cigars	1	1	

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Past 30 Day Substance Use

Past 30 Day Alcohol and Other Substance Use												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Currently drank alcohol	7	7	5	9	.	2	11	7	10	8	11	
Binge drank, past 30 days	2	2	2	3	.	.	4	2	.	3	.	
Currently used marijuana	5	4	5	3	.	.	6	4	6	4	.	

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Cigarette Use, Among Current Users	Addison
1 or 2 days	56
3 to 9 days	22
Every day	23

Number of Cigarettes Smoked, Among Current Users	Addison
1 or Less	44
2 to 5 cigarettes	33
11 or more cigarettes	23

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of EVP Use, Among Current Users	Addison
1 or 2 days	48
3 to 9 days	32
10 to 29 days	15
Every day	5

Access to EVP, Among Current Users	Addison
Bought them in a store or online	7
Borrowed them	62
Someone else bought them or someone gave them to me	13
Took them from a store	3
Some other way	15

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Reason for EVP Use, Among Current Users	Addison
Friend/family used them	20
To try to quit other tobacco	2
Cost less than other tobacco	3
Easier to get than other	5
Less harmful than other	5
Available in flavors	5
Used for some other reason	59

Type of EVP Used, Among Current Users	Addison
JUUL / pod-type device	75
Vape Pen / rechargeable e-cigarette	8
Mods with refillable tank	11
Other electronic vapor product	3
Not sure	3

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Tobacco, Alcohol, and Marijuana Use Among Current Users

Frequency of Marijuana Use, Among Current Users	Addison
1 or 2 times	37
3 to 9 times	20
10 to 19 times	4
20+ times	38

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Other Substance Use Related Topics

Tobacco Use Exposure & Prevention												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Were asked by a doctor, dentist, or nurse if they smoked	33	41	38	45	.	35	48	42	43	42	53	α	
Most of the time or always see ads for cigarettes or other tobacco products	46	41	41	41	.	39	42	43	33	40	65	α	θ

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Perceptions of Substance Use

Perceptions of Peer Use as Wrong or Very Wrong												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Think it is wrong or very wrong for someone their age to use electronic vapor products	84	86	87	84	.	93	79	87	78	85	77	

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Perceptions of Substance Use

Perceptions of Substance Use - Parental Beliefs												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use electronic vapor products	92	93	93	92	.	95	91	94	90	94	82	θ
Responded that their parents or guardians feel it would be wrong or very wrong for the student to drink alcohol	87	86	85	88	.	89	83	87	81	86	88	
Responded that their parents or guardians feel it would be wrong or very wrong for the student to use marijuana	92	93	92	93	.	97	90	93	95	94	86	

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2019 VERMONT YOUTH RISK BEHAVIOR SURVEY
Addison County Middle School Results

Perceptions of Substance Use

Perceptions of Substance Use - Ease of Access												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	29	30	29	30	.	20	39	30	30	29	54	θ
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	40	40	39	41	.	31	49	41	42	40	56	θ
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	19	19	19	17	.	12	25	19	21	18	39	θ

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Perceptions of Substance Use

Perceptions of Substance Use - Harm												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Think people greatly risk harming themselves (physically or in other ways) if they use electronic vapor products regularly	45	43	38	50	.	52	37	44	41	43	46	β
Think people greatly risk harming themselves (physically or in other ways) if they have five or more drinks of alcohol (beer, wine, or liquor) once or twice each weekend	45	44	41	48	.	44	45	43	47	46	39	
Think people greatly risk harming themselves (physically or in other ways) if they use marijuana regularly	49	50	46	54	.	55	44	49	49	51	37	

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Sexual Health

Sexual Activity & Condom Use	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences
Ever had sexual intercourse	5	4	4	4	.	2	6	4	9	2	20	θ
Used a condom during last sexual intercourse, among those who have has sexual intercourse	58	40	

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Physical Activity, and Nutrition

Physical Activity: 60 min per day												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	9	7	8	6	.	8	7	7	10	6	12		
Were physically active at least 60 minutes per day on 5 or more days, past week	56	55	59	51	.	61	50	57	47	59	30		θ
Were physically active at least 60 minutes per day on all 7 days, past week	30	29	33	24	.	32	26	30	28	34	.	β	

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Physical Activity, and Nutrition

Physical Inactivity												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Watch television 1 hour or less per day	42	40	36	43	.	36	43	38	44	39	49		
Watch television 3 or more hours per day	22	18	15	20	.	14	20	16	22	16	34	α	θ

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Physical Activity, and Nutrition

Physical Inactivity												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Play video or computer games or used a computer 1 hour or less per day	58	58	62	52	.	53	61	57	63	58	67	β
Play video or computer games or used a computer 3 or more hours per day	41	39	41	36	.	37	41	39	42	39	46	

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Physical Activity, and Nutrition

Physical Activity at School	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences		
												α	β	
Participate in physical activity or other short breaks during class at least once a week	80	83	85	82	.	87	79	82	87	85	71		θ	
Participate in physical activity or other short breaks during class everyday	64	60	53	67	.	50	68	60	52	58	75	α	β	θ

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Physical Activity, and Nutrition

Walk or Bike To/From School												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Walk or ride a bike to school at least once a week when weather permits	74	75	74	78	.	78	74	74	80	74	88	θ
Walk or ride their bike to school every day when weather permits	11	11	12	10	.	12	10	11	14	11	.	

Sport Team Participation												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Play on at least one sports team, past year	72	75	77	73	.	72	77	78	70	80	60	θ

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Physical Activity, and Nutrition

Water Consumption												Statistical Differences
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	
Drank one or more glasses per day of water, past week	78	79	82	78	.	78	80	78	86	83	68	θ
Drank two or more glasses per day of water, past week	71	74	78	71	.	72	76	74	80	77	64	
Drank three or more glasses per day of water, past week	56	58	61	54	.	56	59	57	64	59	46	

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Physical Activity, and Nutrition

Breakfast Consumption	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences	
												α	θ
Did not eat breakfast, past week	9	12	9	14	.	10	13	11	18	9	30	α	θ
Ate breakfast on 5 or more days, past week	36	38	31	46	.	35	41	39	37	37	56	β	θ
Ate breakfast on all 7 days, past week	46	44	53	35	.	48	41	44	44	46	25	β	θ

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Social Determinants of Health

Social Determinants of Health	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences
Described their grades in school as mostly A's or B's	66	61	57	67	.	58	64	62	62	62	60	α β
Reported in their home people most of the time or always speak a language other than English	6	5	4	5	.	3	6	2	17	4	.	ζ

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Youth Assets and Other Protective Factors

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Youth Assets and Other Protective Factors

Family Engagement												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Did not eat dinner at home with at least one of their parents or other adult family member, past week	6	5	5	4	.	4	5	4	9	3	14		θ
Ate dinner at home with at least one of their parents or other adult family member on two or more days, past week	92	93	93	93	.	94	93	94	86	95	84	ζ	θ
Ate dinner at home with at least one of their parents or other adult family member on four or more days, past week	85	87	88	87	.	89	87	89	78	90	77	ζ	θ
Ate dinner at home with at least one of their parents or other adult family member every day, past week	61	64	69	60	.	67	61	64	60	67	46		θ

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Youth Assets and Other Protective Factors

School Connectedness												Statistical Differences	
	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT		
Have at least one teacher or other adult in their school that they can talk to if they have a problem	72	79	79	79	.	79	78	79	76	81	68	α	θ
Strongly agree or agree that their school has clear rules and consequences for behavior	64	78	80	76	.	79	76	81	67	78	72	α	ζ

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Youth Assets and Other Protective Factors

Community Connectedness	VT	Addison	M	F	6th	7th	8th	WnH	SOC	Het	LGBT	Statistical Differences		
												α	β	θ
Strongly agree or agree that in their community they feel like they matter to people	59	66	70	61	.	69	64	67	59	68	48	α	β	θ

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