

2019

Vermont Youth Risk Behavior Survey

Statewide Results



in partnership with the
Agency of Education

March 2020

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About the YRBS

The Youth Risk Behavior Survey (YRBS) is a national school-based survey that monitors 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

About the YRBS

In Vermont, the Department of Health works with the Agency of Education and the Centers for Disease Control and Prevention (CDC) to administer the YRBS. It is conducted every two years during the spring semester. The YRBS was first administered among students in 8th through 12th grades in 1993. Since 2011, Vermont has conducted two separate surveys: a high school survey of students in grades 9 through 12, and a middle school survey of students in grades 6 through 8.

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 and self-reported height and weight.

Copies of the 2019 Vermont [high school](#) and [middle school](#) surveys as well as previous surveys can be found online at: www.healthvermont.gov/YRBS

About the YRBS

METHODOLOGY

In Vermont, students in all public schools and select independent schools across the state are invited to participate in the YRBS.

During the spring semester schools are asked to set aside a class period to administer the survey. All students were read a standard set of directions and are asked to complete the self-administered survey. Completion of the survey depends on a student's ability to read and complete the questionnaire independently. Thus, students with very limited reading skills or significant intellectual or learning disabilities, may not be adequately represented in this data.

New in 2019, students completed the YRBS online using a unique, random login code to access the survey online. No survey logic or skip patterns were used to ensure that all student complete the survey in approximately the same time frame, regardless of how they answer a question.

In addition, to protect student's 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.

About the YRBS

HOW ACCURATE ARE THE RESULTS?

Research indicates data of this nature may be gathered as credibly from adolescents as from adults. The anonymous survey design and survey environment encourages students to be honest and forthright.

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/healthyyouth/data/yrbs/methods.htm. For more information on survey reliability, read "[Do students tell the truth?](#)"

Using the YRBS Results

The YRBS is used to **determine the prevalence** of health behaviors. It can **detect changes** in risk behaviors over time and **identify differences** among subpopulations of students.

Data can be also be used to:

- **Examine** the co-occurrence of health behaviors;
- **Compare** national, state, and local data; and
- **Obtain** funding and **monitor** progress toward achieving program objectives and other indicators.

With this 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, educating the community, and planning or evaluating programs.

Using the YRBS Results

ENGAGING STUDENTS, SCHOOLS, AND COMMUNITIES

- **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

COMPARING SUBPOPULATIONS OF STUDENTS

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 and ethnicity
- Sexual orientation and gender identity

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

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).

2019

Vermont Youth Risk Behavior Survey

High School Results



in partnership with the
Agency of Education

March 2020

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Vermont 2019 High School Survey

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New in 2019

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.

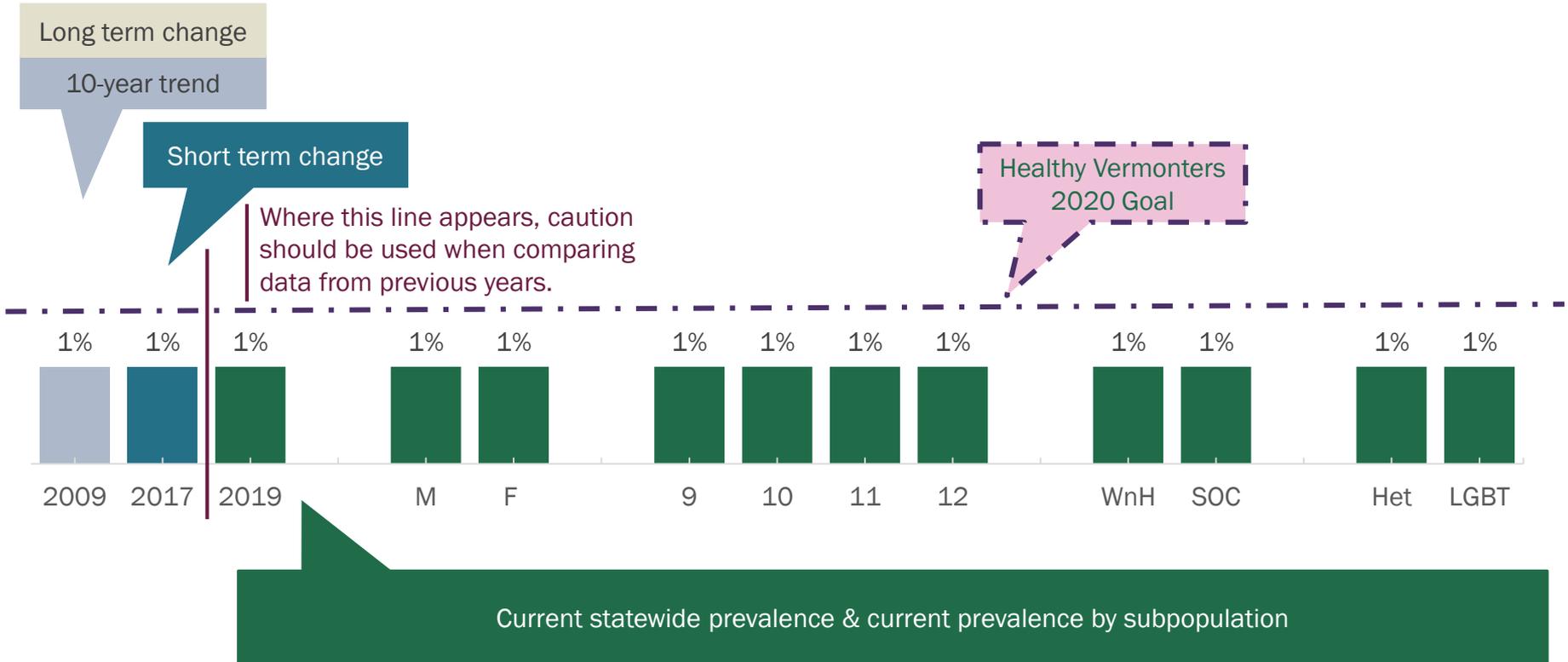
New Questions- High School Survey		
<ul style="list-style-type: none"> • Sunburns • Unwanted sexual experiences • Type of electronic vapor product used • Perceptions of electronic vapor product use 	<ul style="list-style-type: none"> • Subjective social status • Emotional and physical disabilities • Physical activity breaks at school • STD testing 	<ul style="list-style-type: none"> • Dating or going out with someone who was emotionally abusive • Sexting

Notable changes to the 2019 high school questionnaire include:

- Questions about soda and sugar-sweetened beverages consumption were combined into one question.
- Physical inactivity was changed to reflect the standard CDC question, focusing on computer and video game use.
- Housing insecurity was revised to focus on being kicked out of one's house and running away.
- Post high school plans changed from likelihood to have a plan to the specific type of plan one is most likely to do.
- Physically forced sexual intercourse was changed to experiencing unwanted sexual contact.
- Questions about peer and parental perceptions of using cigarettes was changed to electronic vapor products (EVP). Perceptions of harm and ease of access were also changed from cigarettes to EVP.

Interpreting the YRBS Results

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



In some cases not enough students respond to be able to report an estimate. In those cases there is a dot (.) in place of a percentage indicating “Too few students.” Reportable estimates include a numerator of at least 5 students and denominator of 50 or more students.

Interpreting the YRBS Results

KEY TERMS AND ACRONYMS

M – Male

F – Female

Younger students – Students in 9th and 10th grades

Older students – Students in 11th and 12th grades

WnH – White, non-Hispanic

SOC – Students of color

Het – Heterosexual / cisgender

LGBT – Lesbian, gay, bisexual, or transgender

HV2020 – Healthy Vermonters 2020 Goal (Target %)

STATISTICAL DIFFERENCES

Some subgroups of students defined by 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.

These are noted throughout the report as one group being **statistically more likely** to report the behavior than another group.

In addition, changes over time are noted when the two years being compared are statistically different from one another.

Sample & Demographics



2019 Sample and Response Rate

Between February and April 2019, students at 66 high schools took the 2019 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. The survey included 108 questions.

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. 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.

High School Response Rate †

Schools - 99% (66 of the 67 eligible schools)

Students - 74% (18,613‡ of the 25,144 students submitted usable questionnaires)

Overall response rate - 99% * 74% = 73%

† 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).

‡ 18,613 of the 18,819 submitted high school questionnaires were usable after data editing.

Unweighted Sample

		Unweighted N	
Total		18,613	
		Unweighted	
		N*	%
Sex	Female	9,170	49%
	Male	9,370	51%
Grade	9 th grade	5,362	29%
	10 th grade	5,092	27%
	11 th grade	4,543	24%
	12 th grade	3,560	19%
Race	White, non-Hispanic	15,226	83%
	Asian / Pacific Islander / Native Hawaiian	697	4%
	Black / African American	479	3%
	Hispanic / Latino	942	5%
	Native American/ Alaska Native	177	1%
	Multiracial	854	5%

		Unweighted	
		N*	%
Sexual Orientation	Heterosexual	15,137	82%
	Lesbian / Gay	496	3%
	Bisexual	1,828	10%
	Not sure	1,041	6%
Gender Identity	Not transgender	17,701	96%
	Transgender	307	2%
	Not sure	267	1%
	Do not know what question is asking	253	1%

*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.

Demographics

Demographic breakdowns included in this report are weighted to be representative of all Vermont high school students.

Total		25,958
		Weighted %
Sex	Female	48%
	Male	52%
Grade	9 th grade	25%
	10 th grade	25%
	11 th grade	25%
	12 th grade	25%
Race	White, non-Hispanic (WnH)	84%
	Students of color (SOC)	16%
Sexual Orientation / Gender Identity	Heterosexual / Cisgender (Het)	86%
	Lesbian, Gay, Bisexual, or Transgender (LGBT)	14%

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.

Physical Violence & Bullying

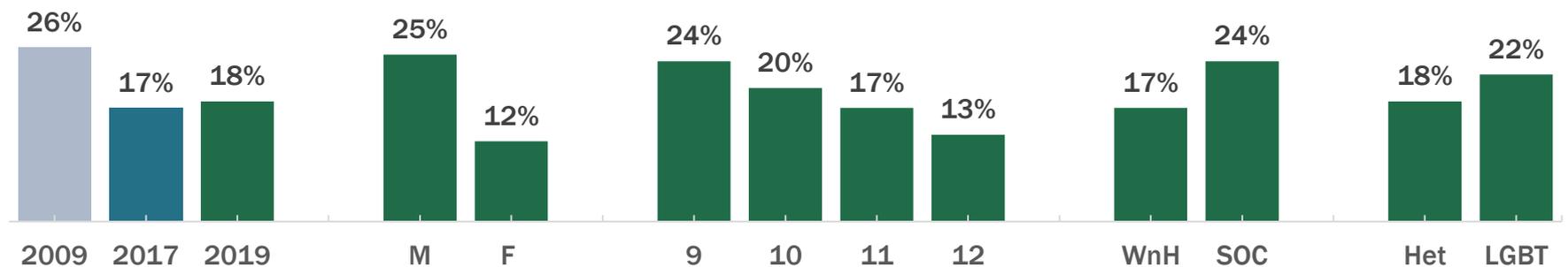
Physical Fighting

During the past year, less than one in five students were in a physical fight.

Although being in a physical fight has significantly decreased over the past decade, from 26% in 2009 to 18% in 2019, it significantly increased between 2017 and 2019.

- Male students are two times more likely than female students to report being in a physical fight during the past year.
- Physical fighting significantly decreases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to report being in a physical fight during the past year.
- LGBT students are significantly more likely than heterosexual / cisgender students to report being in a physical fight during the past year

Physical Fight, Past 12 Months



Electronic Bullying

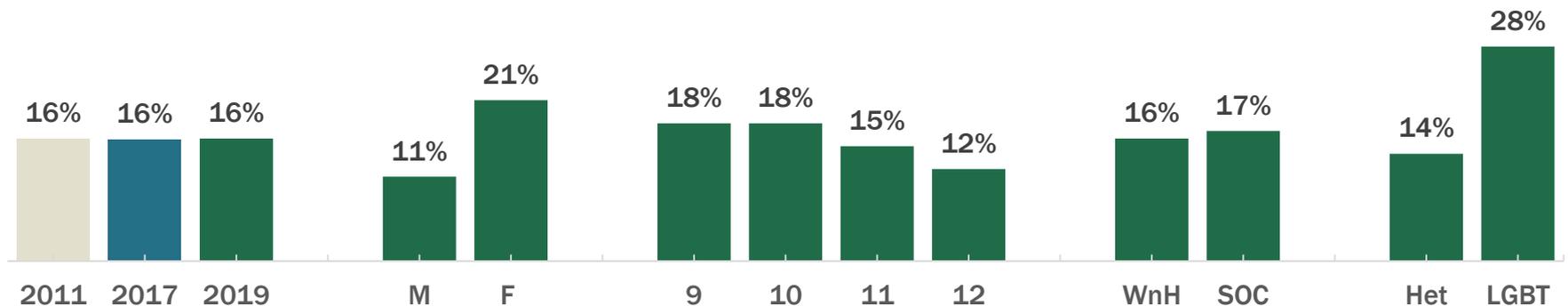
On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

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

During the past 12 months, 16% of students were electronically bullied. Electronic bullying has not changed since 2011 and did not change between 2017 and 2019.

- Female students are significantly more likely than male students to experience electronic bullying.
- Younger students are significantly more likely to experience electronic bullying compared to older students.
- Being electronically bullied does not differ by race.
- LGBT students are twice as likely as heterosexual/cisgender students to experience electronic bullying during the past year.

Were Electronically Bullied, Past 12 Months



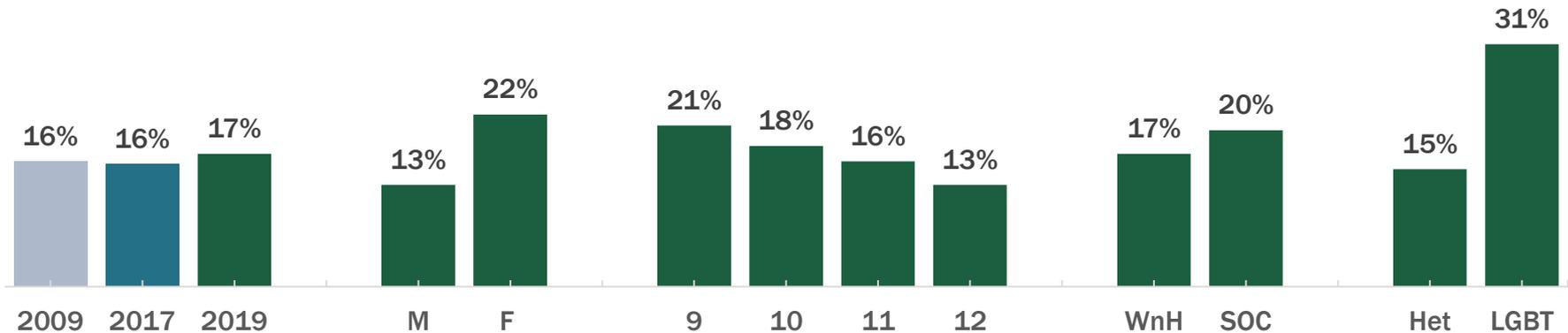
Bullying

During the past 30 days, one in six students were bullied (17%). About half of those (8%) experienced bullying on three or more days.

The percent of students who were bullied during the previous 30 days significantly increased over the past decade and between 2017 and 2019.

- Female students are nearly two times as likely as male students to experience bullying during the past 30 days.
- Younger students are significantly more likely to be bullied compared to older students.
- 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.

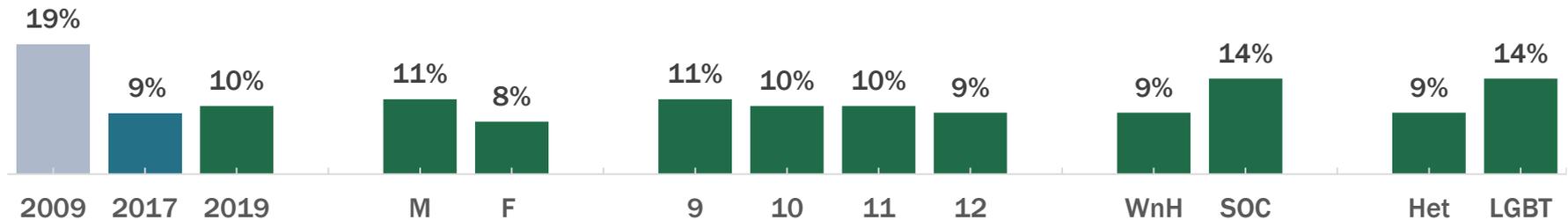
Bullying Others

One in ten students reported bullying someone during the past 30 days (10%).

The percent of students who reported bullying someone else during the past 30 days decreased by nearly 50% during the past decade. However, it significantly increased between 2017 and 2019.

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

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.

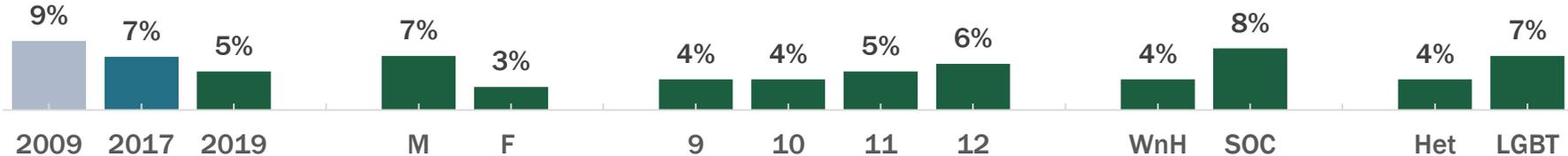
Violence at School: Carried a Weapon

During the past 30 days, 5% of students carried a weapon on school property.

Carrying a weapon such as a knife, gun, or club on school property significantly decreased between 2017 and 2019 and has decreased since 2009.

- Male students are significantly more likely than female students to carry a weapon on school property.
- Older students are significantly more likely than younger students to carry a weapon on school property.
- Students of color are significantly more likely than white, non-Hispanic students to carry a weapon on school property.
- LGBT students are significantly more likely than heterosexual/cisgender students to carry a weapon on school property.

Carried a Weapon, Past 30 Days



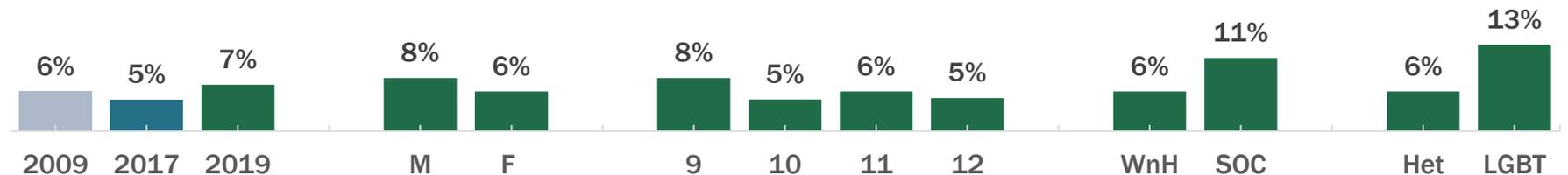
Violence at School: Threatened with a Weapon

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

Being threatened or injured with a weapon on school property significantly between 2017 and 2019.

- Male students are significantly more likely than female students to have been threatened with a weapon on school property.
- Younger students are significantly more likely than older students to have been threatened with a weapon on school property.
- Students of color are significantly more likely than white, non-Hispanic students to have been threatened with a weapon on school property.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have been threatened with a weapon on school property.

Threatened with a Weapon, Past 12 Months



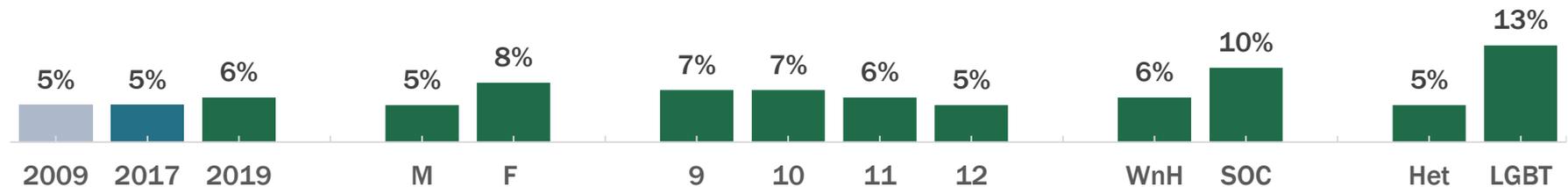
Safety Concerns at School

During the past 30 days, 6% of students skipped school because they felt unsafe at school or on their way to or from school.

The percent of students who skipped school because they felt unsafe at or on their way to or from school significantly increased between 2017 and 2019.

- Female students are significantly more likely than male students to skip school due to safety concerns at or on their way to or from school.
- Younger students are significantly more likely than older students to skip school due to safety concerns at or on their way to or from school.
- Students of color are significantly more likely than white, non-Hispanic students to skip school due to safety concerns at or on their way to or from school.
- LGBT students are significantly more likely than heterosexual/cisgender students to skip school due to safety concerns at or on their way to or from school.

Felt Unsafe At or On Their Way To School



Sexual & Dating Violence

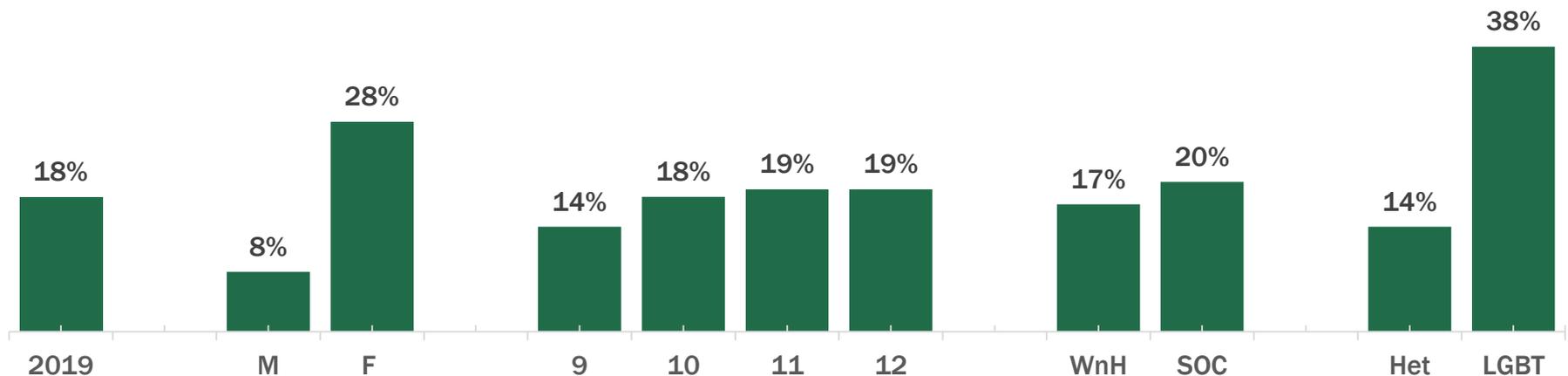
Unwanted Sexual Contact

*New in 2019

Overall, 18% of students have ever had someone do sexual things to them that they did not want. This includes things such as kissing, touching, or sexual intercourse.

- Female students are more than three times as likely as male students to have experienced unwanted sexual contact.
- Older students are significantly more likely than younger students to have experienced unwanted sexual contact.
- Students of color are significantly more likely than white, non-Hispanic students to have experienced unwanted sexual contact.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have experienced unwanted sexual contact.

Unwanted Sexual Contact



Intimate Relationship Emotional Abuse

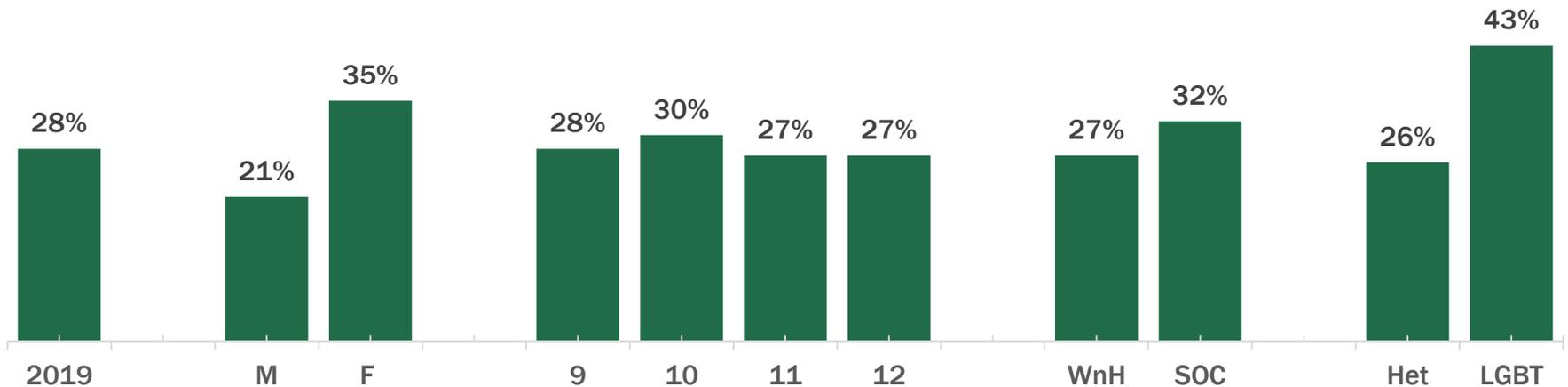
*New in 2019

Among students who dated or went out with someone during the past year, three in ten went out with someone who purposely tried to control them or hurt them emotionally. This was described as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.

Among students who dated or went out with someone during the past year:

- Female students are significantly more likely than male students to have dated or gone out with someone who tried to control or hurt them emotionally.
- Being in an emotionally abusive relationship does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have dated or gone out with someone who tried to control or hurt them emotionally.
- LGBT students are significantly more likely than heterosexual/cisgender students to have dated or gone out with someone who tried to control or hurt them emotionally.

In a Controlling or Emotionally Abusive Relationship, Past 12 Months
(Among Students Who Dated or Went Out With Someone)



Intimate Relationship Physical Violence

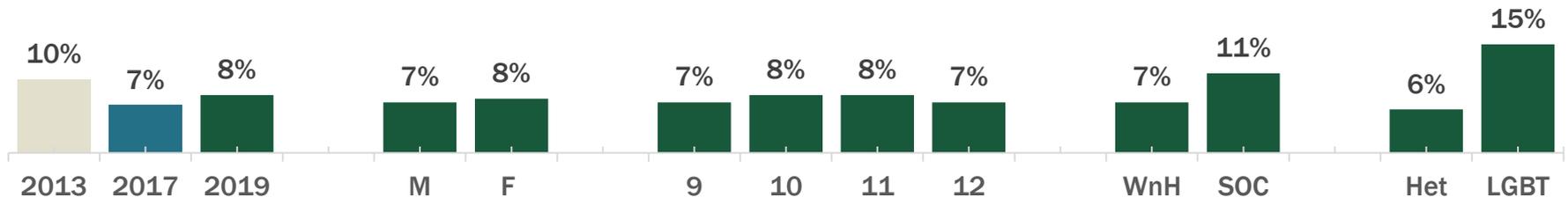
Among students who dated during the past year, less than one in ten went out with someone who physically hurt them on purpose.

Experiencing physical dating violence significantly decreased between 2013 and 2019 but significantly increased between 2017 and 2019.

Among students who dated or went out with someone during the past year:

- Female students are significantly more likely than male students to have dated or gone out with someone who physically hurt them.
- Being in a physically abusive relationship does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have dated or gone out with someone who physically hurt them.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have dated or gone out with someone who physically hurt them.

Experienced Physical Dating Violence, Past 12 Months (Among Students Who Dated or Went Out With Someone)



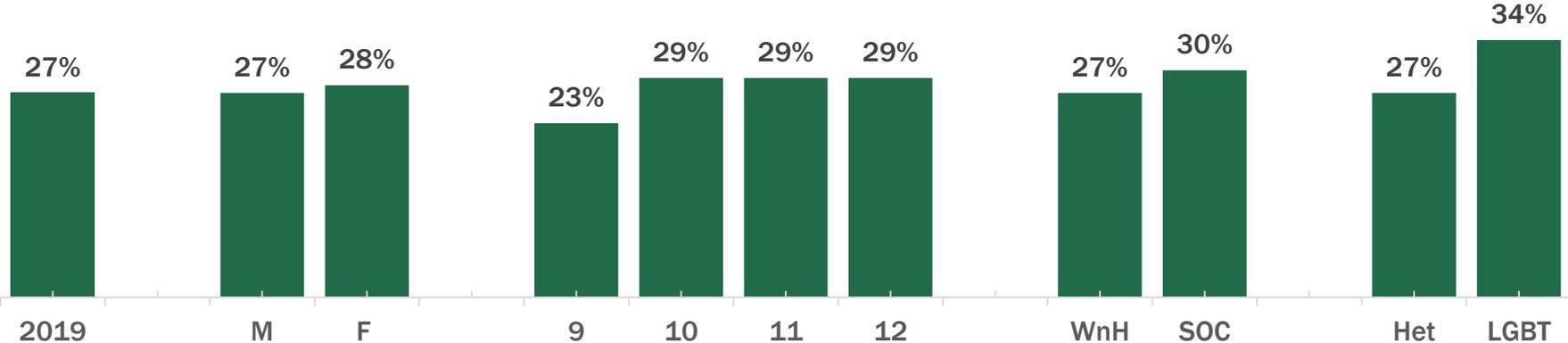
Sexting

*New in 2019

During the past 30 days, three in ten students sent or received a revealing or sexual photo of someone using social media, email, or texting on your smartphone, computer, iPad or other tablet.

- Sending or receiving a revealing or sexual photo does not differ by sex.
- Older students are significantly more likely than younger students to have sent or received a revealing or sexual photo during the past 30 days.
- Students of color are significantly more likely than white, non-Hispanic students to have sent or received a revealing or sexual photo during the past 30 days.
- LGBT students are significantly more likely than heterosexual/cisgender students to have sent or received a revealing or sexual photo during the past 30 days.

Sent or Received a Revealing or Sexual Photo of Someone, Past 30 Days



Motor Vehicle Safety

Distracted Driving: Texting and Emailing

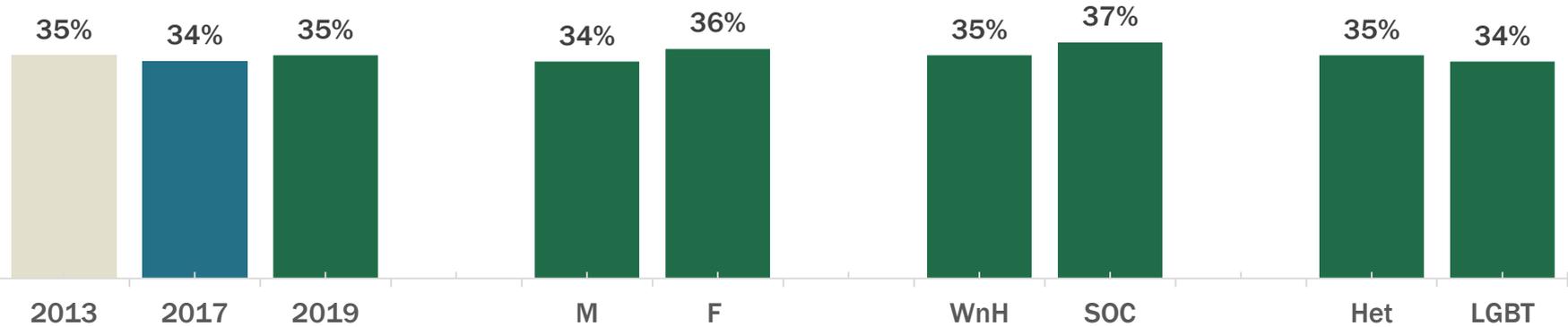
Overall 66% of students drove a car or other vehicle during the past 30 days.

- Texting or emailing while driving does not differ by sex, race, or sexual orientation / gender identity.

Among those who drive, a third reported texting or emailing while driving at least once during the past 30 days, 7% did so every day.

Texting while driving did not significantly change between 2017 and 2019 and remains similar to that in 2013.

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



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 and are not included in this report.

Driving Under the Influence and Riding with an Impaired Driver

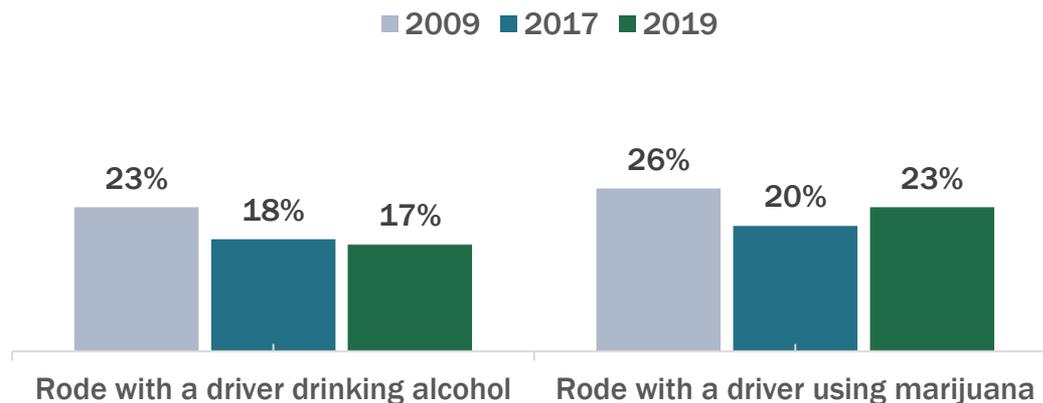
During the past 30 days about one in six students rode with someone who was under the influence of alcohol (17%), significantly more students, about one in four rode with someone who had been using marijuana (23%). Among students who drive, 6% drove after drinking alcohol. Twice that (14%) drive after using marijuana.

Since 2009, the percent of students riding with someone who had been using alcohol or marijuana significantly decreased.

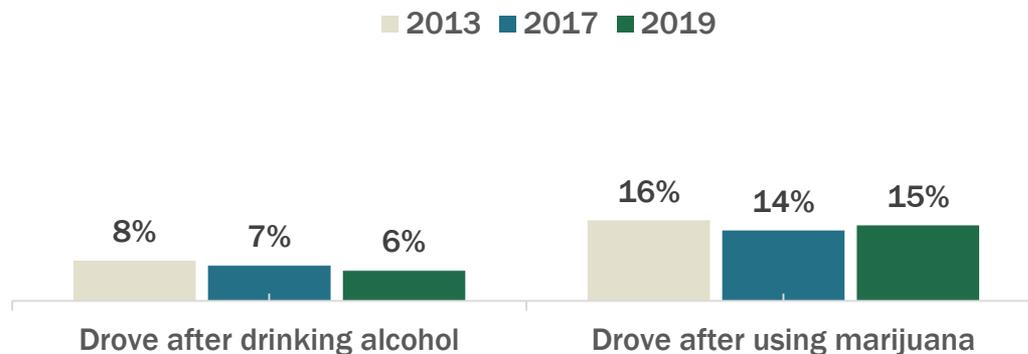
Between 2017 and 2019, riding with someone who had been drinking alcohol did not significantly change. Riding a car with someone who had been using marijuana significantly increased between 2017 and 2019.

Between 2017 and 2019, driving a car while under the influence of alcohol significantly decreased, driving after using marijuana did remained similar.

Rode With an Impaired Driver, Past 30 Days



**Drove Under the Influence, Past 30 Days
(Among Those Who Drive)**

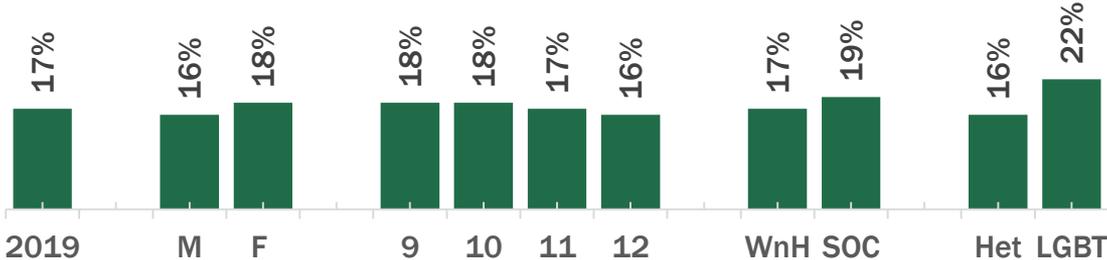


NOTE: A response of "I did not drive a car or other vehicle during the past 30 days" was added to the questionnaire in 2013. Therefore, comparison to previous years should be made with caution and are not included in this report.

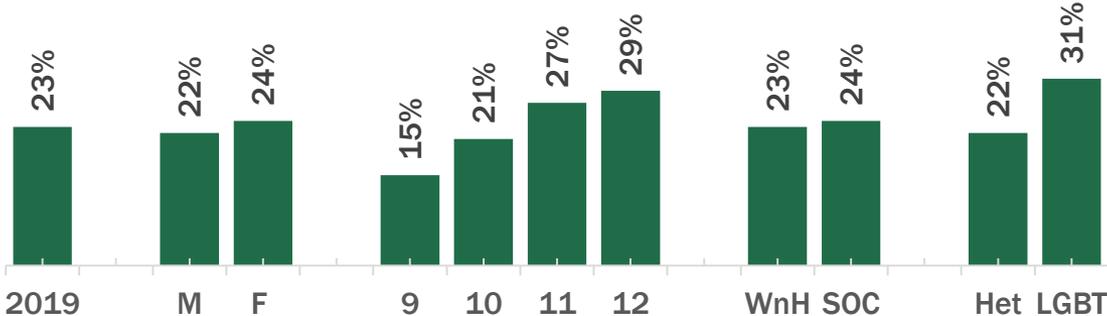
Riding with an Impaired Driver

- Female students are significantly more likely to ride with someone who was drinking alcohol compared to male students. Both male and female students report similar experiences of riding with someone who had been using marijuana.
- Younger students are significantly more likely to ride with someone who had been drinking alcohol. Older students are significantly more likely to report riding with someone who had been using marijuana.
- Riding with someone who was had been using alcohol or marijuana does not differ by race.
- LGBT students are significantly more likely than heterosexual/cisgender students to ride with someone who had been drinking or using marijuana.

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

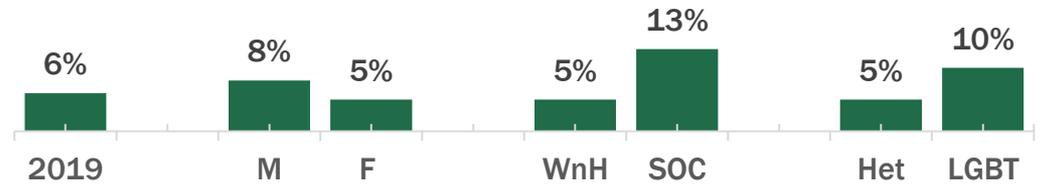
Two thirds of students drove during the past 30 days.

Most students who drive a car or other vehicle are in 11th or 12th grades.

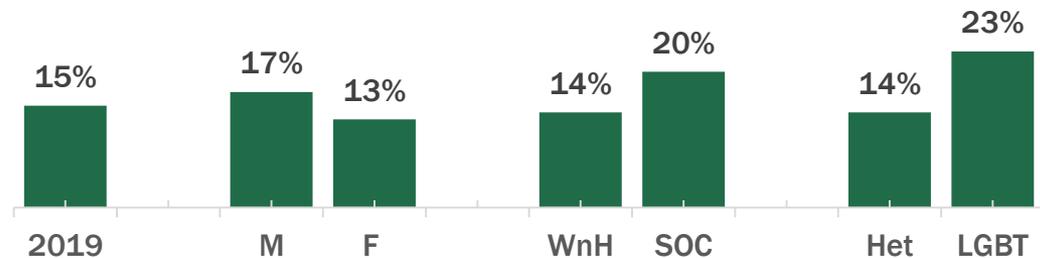
Among students who drove a car or other vehicle during the past 30 days:

- 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 to 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
(Among Those Who Drive)**



**Drove Under the Influence of Marijuana, Past 30 Days
(Among Those Who Drive)**



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”.

Injuries & Prevention

Helmet Use: Skiing or Snowboarding

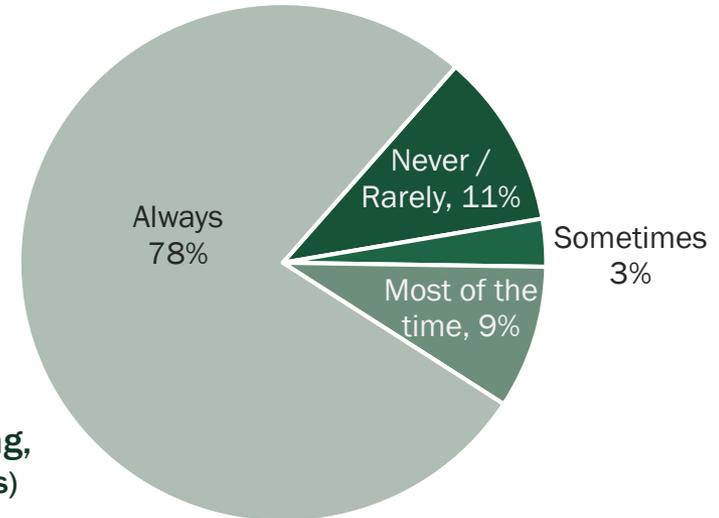
During the past year, 43% of students skied or snowboarded. Most students (87%) who skied or snowboarded always wore a helmet or did so most of the time.

In 2019, significantly fewer students reported never or rarely wearing a helmet while skiing or snowboarding compared to students in 2017.

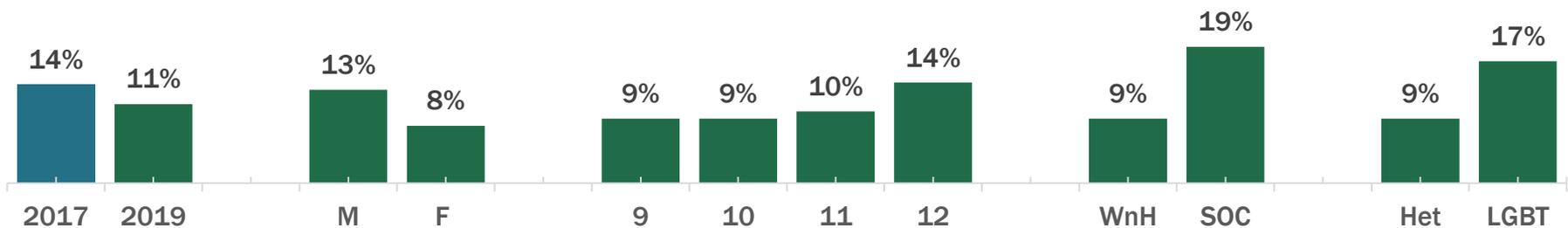
Among those who ski or snowboard, the following are significantly more likely to never or rarely wear a helmet:

- Male students
- Older students
- Students of color, and
- LGBT students.

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

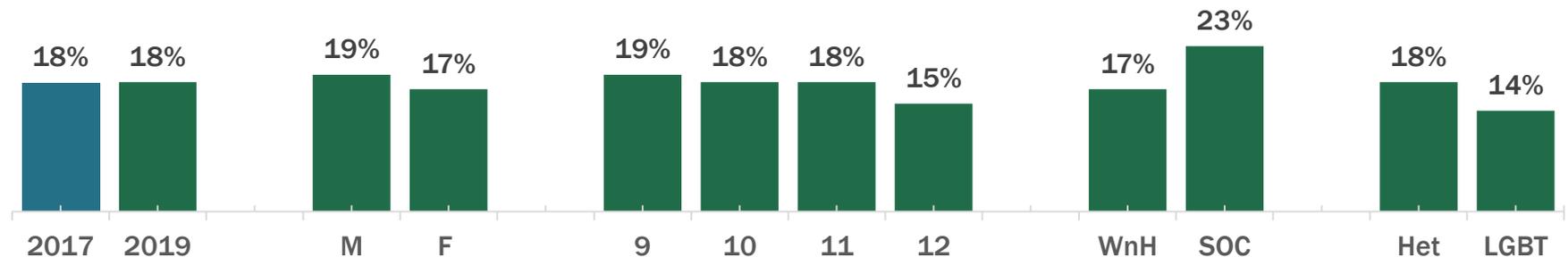
Concussions are defined as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out”.

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

Experiencing a concussion during the past year remained unchanged between 2017 and 2019.

- Male students are significantly more likely than female students to experience a concussion from being physically active during the past year.
- Younger students are significantly more likely than older 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 or playing a sport.
- Heterosexual / cisgender students are significantly more likely than LGBT students to experience a concussion from being physically active or playing a sport.

Had a Concussion, Past 12 Months

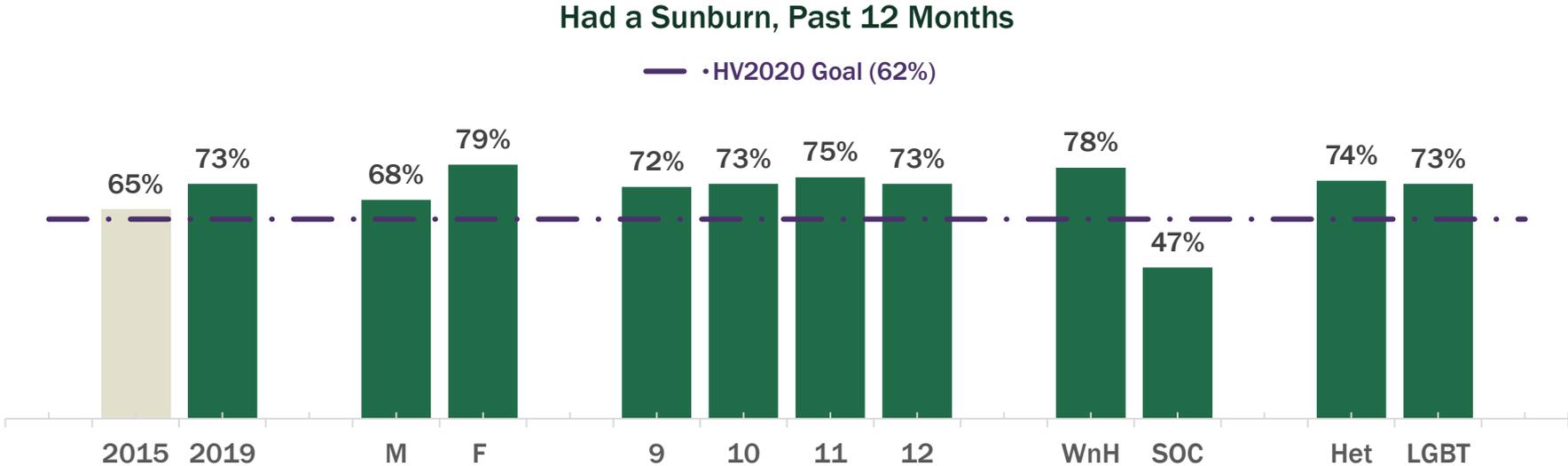


Sunburn

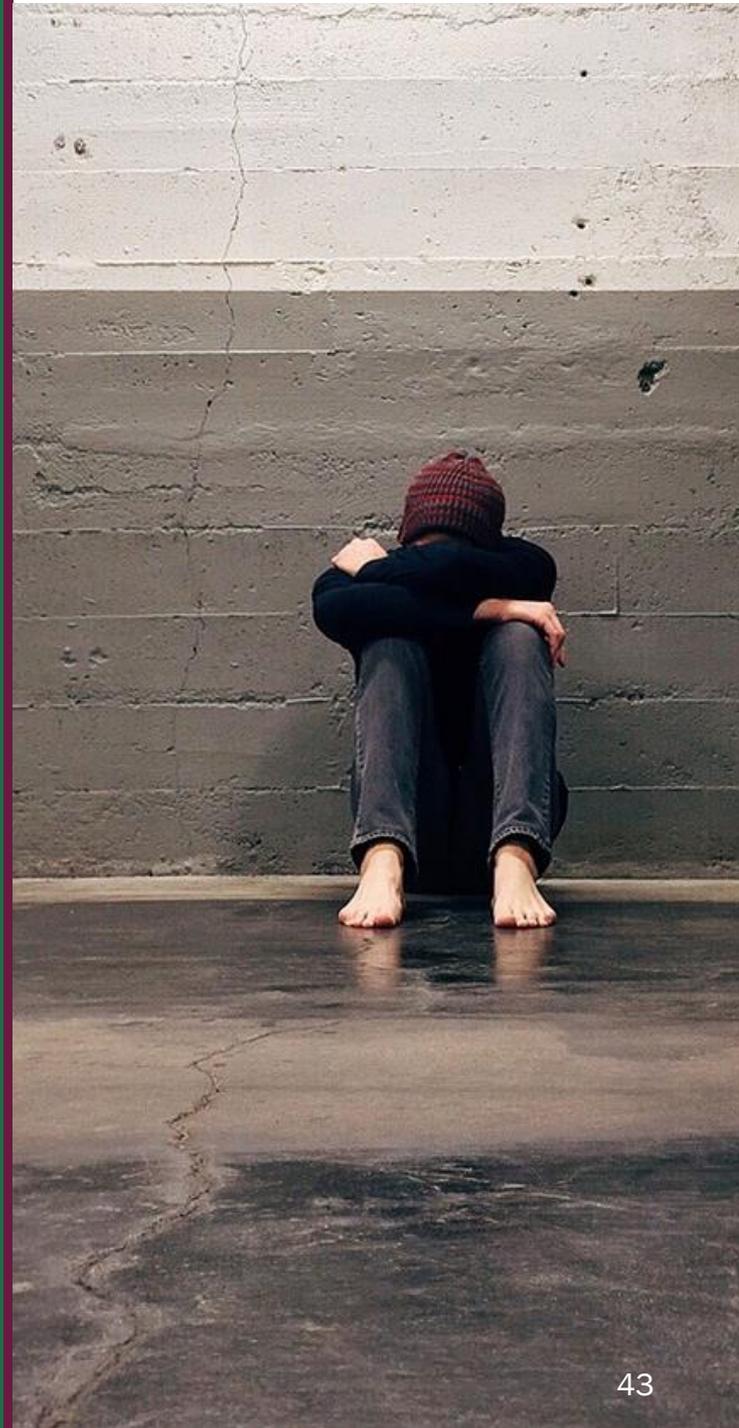
During the past year, three quarters of students had at least one sunburn. Most students had more than one sunburn with 34% having two or three sunburns during the past year and a quarter having four or more.

Having at least one sunburn during the past year significantly increased between 2015 and 2019. This question was not asked in 2017. It remains above the HV2020 goal of 62%.

- Female students are significantly more likely than male students to have had at least one sunburn during the past year.
- Having a sunburn during the past year does not differ by grade level or sexual orientation / gender identity.
- White, non-Hispanic students are significantly more likely than student of color to have had a sunburn during the past year.



Mental Health



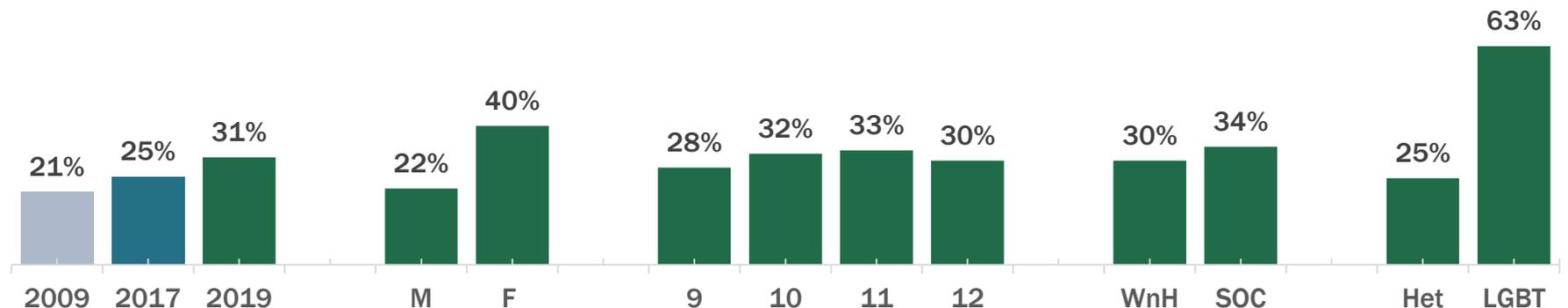
Feeling Sad Or Hopeless

Three in ten 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 2017.

- Female students are nearly two times more likely than male students to report feeling so sad or hopeless during the past year that they stopped doing some activities.
- Feeling sad or hopeless does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to feel so sad or hopeless during the past year that they stopped doing some activities.
- LGBT students are nearly 2.5 times as likely as heterosexual/cisgender students to feel so sad or hopeless during the past year that they stopped doing some activities.

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



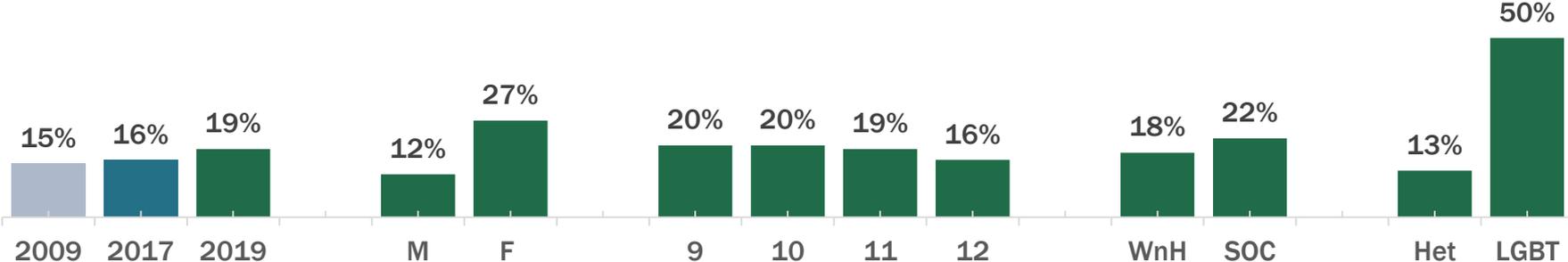
Self-Harm

Overall, 19% of students reported hurting themselves without wanting to die, such as by cutting or burning on purpose, in the past 12 months.

Self-harming behaviors significantly increased over the past decade and between 2017 and 2019.

- Female students are significantly more likely than male students to have hurt themselves on purpose during the past year.
- Younger students are significantly more likely than older students to have hurt themselves on purpose during the past year.
- Students of color are significantly more likely than white, non-Hispanic students to have hurt themselves on purpose during the past year.
- LGBT students are nearly four times as likely as heterosexual/cisgender students to have hurt themselves on purpose during the past year.

Purposely Hurt Oneself Without Wanting to Die, 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.

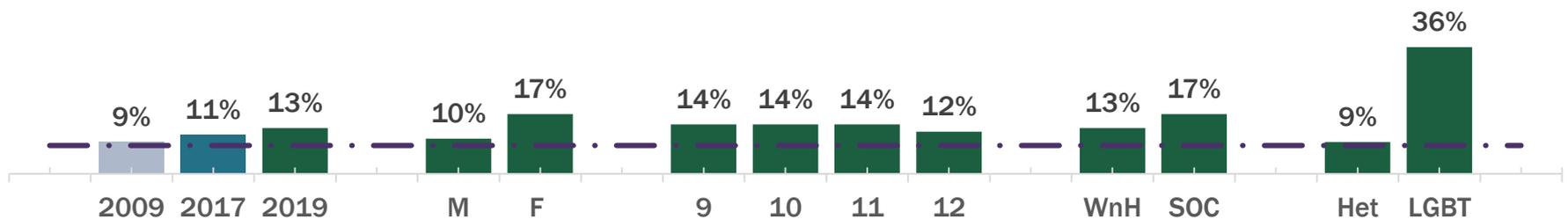
Following a decrease in the percent of students who reported making a suicide plan from 1995 to 2005, students making a suicide plan increased significantly over the past decade and increased between 2017 and 2019.

The percent of students who made a suicide plan in the past year remains above the HV2020 Goal of 8%.

- Female students are significantly more likely than male students to have made a suicide plan during the past year.
- Making a suicide plan does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have made a suicide plan during the past year.
- LGBT students are four times as likely as heterosexual/cisgender students to have made a suicide plan during the past year.

Made a Suicide Plan, Past 12 Months

— HV2020 Goal (8%)



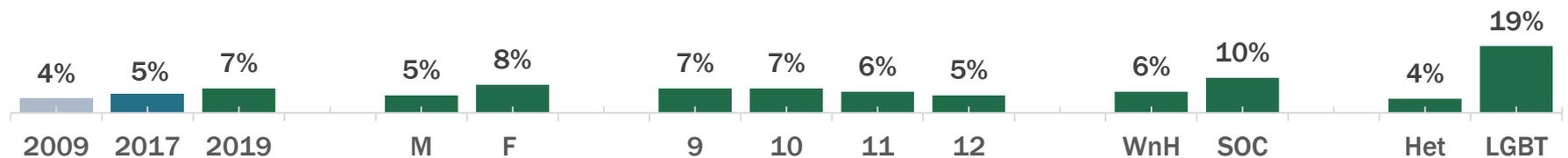
Attempted Suicide

During the past 12 months, 7% of students attempted suicide.

Suicide attempts nearly doubling over the past ten years and significantly increased between 2017 and 2019.

- Female students are significantly more likely than male students to have attempted suicide during the past year.
- Younger students are significantly more likely than older students to have attempted suicide during the past year.
- Students of color are significantly more likely than white, non-Hispanic students to have attempted suicide during the past year.
- LGBT students are five times as likely as heterosexual/cisgender students to have attempted suicide during the past year.

Attempted Suicide, Past 12 Months



Lifetime Substance Use

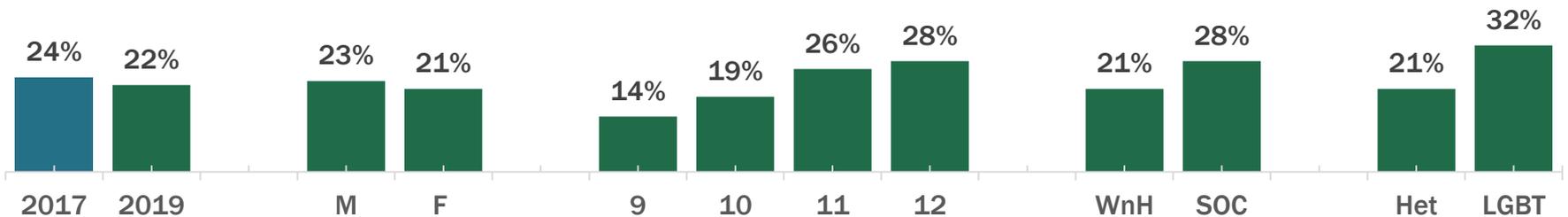
Lifetime Cigarette Use, Even 1 or 2 Puffs

Just over one in five students have ever tried smoking a cigarette, even one or two puffs.

Between 2017 and 2019, ever trying a cigarette significantly decreased.

- Male students are significantly more likely than female students to have ever tried a cigarette.
- Older students are significantly more likely than younger students to have ever tried a cigarette.
- Students of color significantly more likely than white, non-Hispanic students to have ever tried a cigarette.
- LGBT students are significantly more likely to have ever tried a cigarette compared to heterosexual / cisgender students.

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 (EVP)

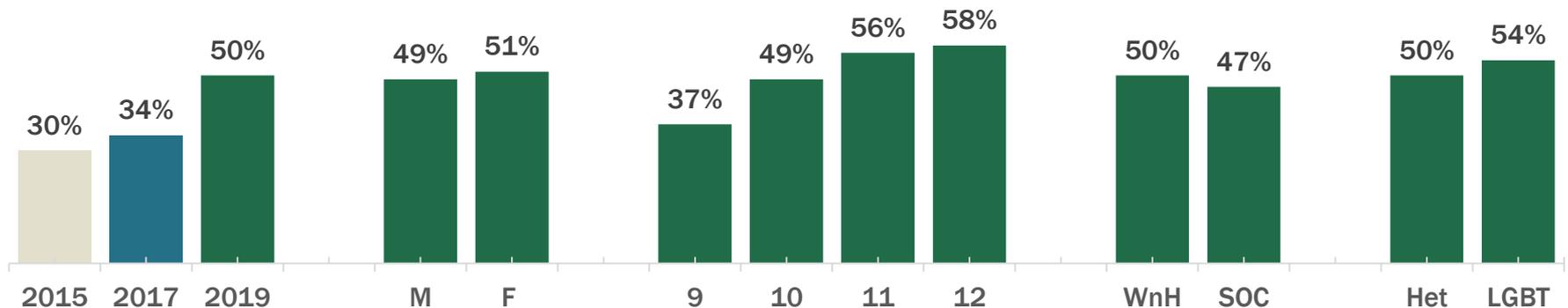
Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.

One in two high school students have ever tried an EVP.

The percent of students who have ever tried an EVP has significantly increased since first asked in 2015 and between 2017 and 2019.

- Female students are significantly more likely than male students to have ever tried an EVP. This represents a significant change from 2017 where male students were significantly more likely than female students to ever try an EVP (2017: 37% vs 31%).
- Older students are significantly more likely to report ever trying an EVP compared to younger students.
- White, non-Hispanic students are significantly more likely than students of color to report ever using an EVP.
- LGBT students are significantly more likely to report ever using an EVP compared to heterosexual/cisgender students.

Lifetime Use of Electronic Vapor Products



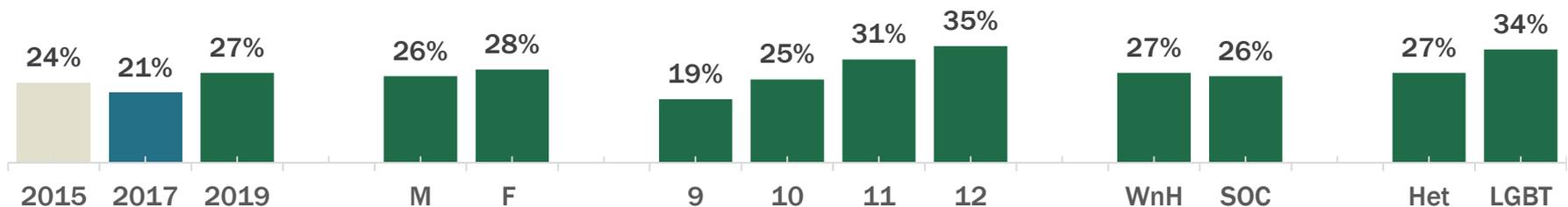
Lifetime Use of Flavored Tobacco Products

More than one in four 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.

Following a decrease between 2015 and 2017, use of flavored tobacco products significantly increased in 2019.

- Ever using a flavored tobacco product does not differ by sex or race.
- Ever trying a flavored tobacco product significantly increases with each grade level.
- LGBT students are significantly more likely than heterosexual/cisgender students to have ever tried a flavored tobacco product.

Flavored Tobacco Product Use, Lifetime



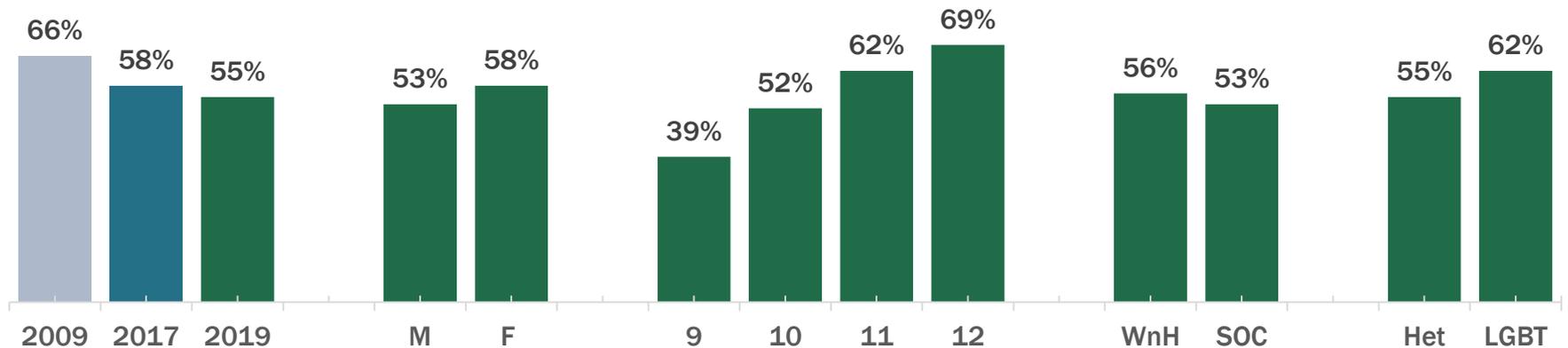
Lifetime Alcohol Use

Among high school students, just over half have ever drunk alcohol.

The percent of students who have ever drunk alcohol significantly decreased over the last decade and between 2017 and 2019.

- Female students are significantly more likely than male students to have ever drunk alcohol.
- Lifetime alcohol use significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to have ever drunk alcohol.
- LGBT students are significantly more likely than heterosexual/cisgender students to have ever drunk alcohol.

Ever Drank Alcohol



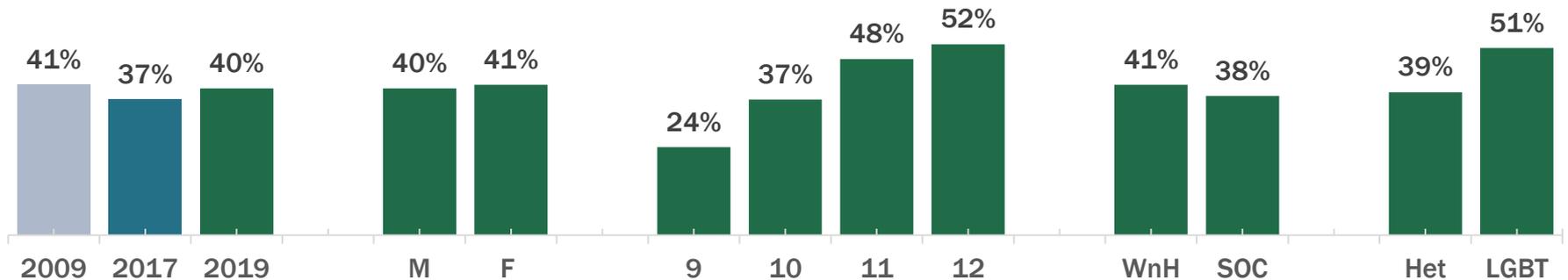
Lifetime Marijuana Use

Two in five students have tried marijuana.

While ever using marijuana has remained relatively stable over the past decade, marijuana use significantly increased between 2017 and 2019.

- Lifetime marijuana use does not differ by sex.
- Ever using marijuana significantly increases with each grade level. More than half of all 12th grade students have ever tried marijuana.
- White, non-Hispanic students are significantly more likely than students of color to have ever used marijuana.
- More than half of LGBT students have ever tried marijuana, significantly more than heterosexual/cisgender students.

Ever Used Marijuana

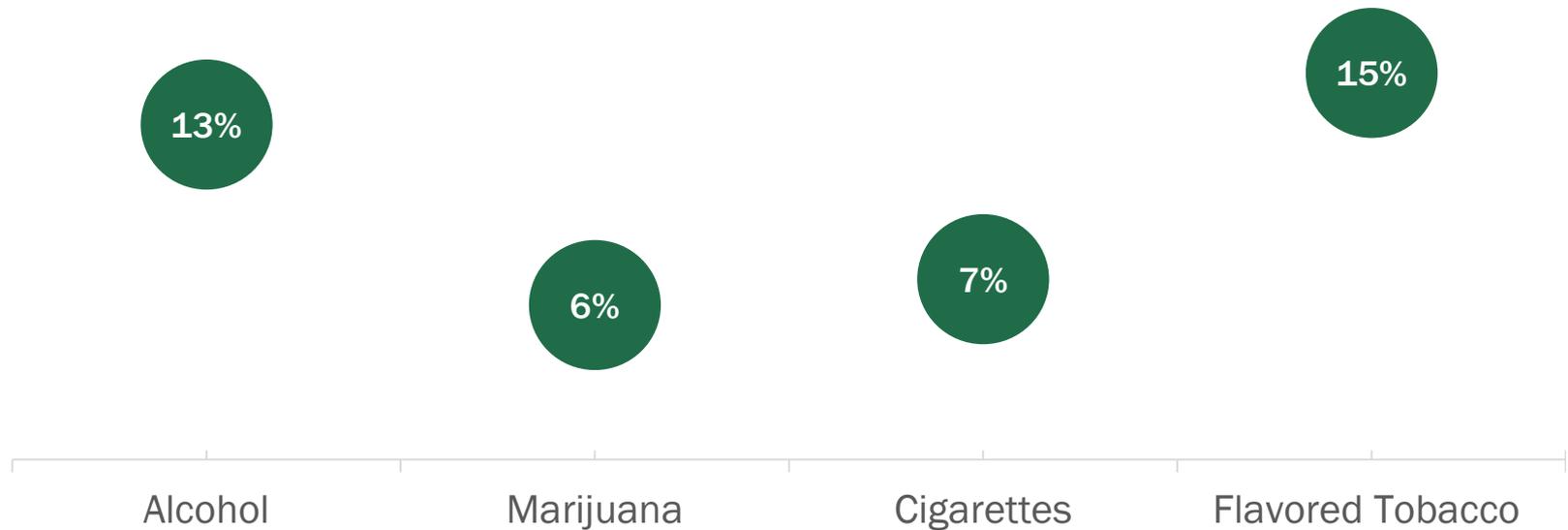


Tobacco, Alcohol, and Marijuana Use Before Age 13

Over the past decade trying alcohol before age 13 has significantly decreased from 18% in 2009 to 13% in 2019. Ever using marijuana before age 13 also significantly decreased over the past decade from 9% in 2009 to 6% in 2019.

Between 2017 and 2019, ever trying alcohol or marijuana before age 13 remained similar. Ever trying even one or two puffs of a cigarette significantly decreased from 8% to 7%. However, ever trying a flavored tobacco product before age 13 significantly increased from 10% in 2017 to 15% in 2019.

Substance Use Before Age 13



Lifetime Prescription Drug Misuse

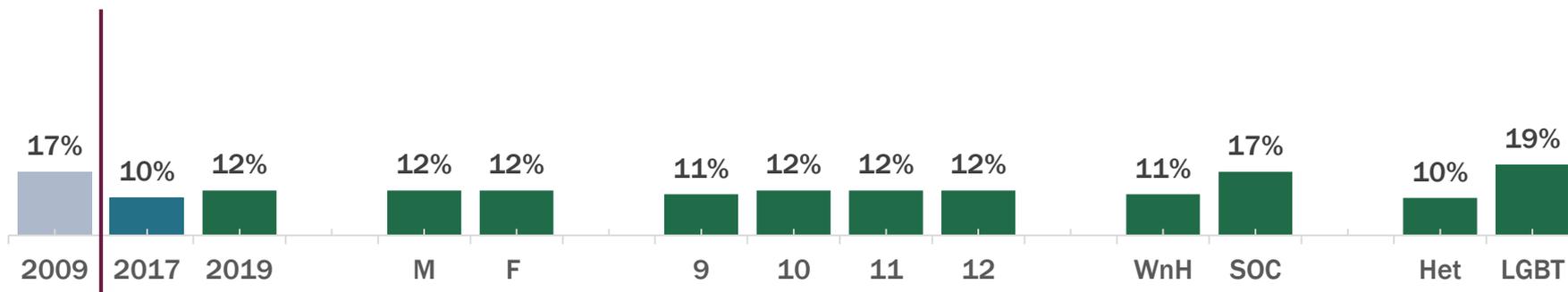
Prescription drug misuse includes using a medicine that was not prescribed to you or using it differently than how a doctor told you to use it.

Just over 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.

Misuse of any prescription pain reliever or stimulant statistically increased between 2017 and 2019.

- Ever misusing a prescription pain reliever or stimulant does not differ by sex or grade level.
- 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



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017. Prescription drug misuse includes misuse of prescription pain medicine or stimulants such as Vicodin, OxyContin, Hydrocodone, Percocet, Adderall, or Ritalin.

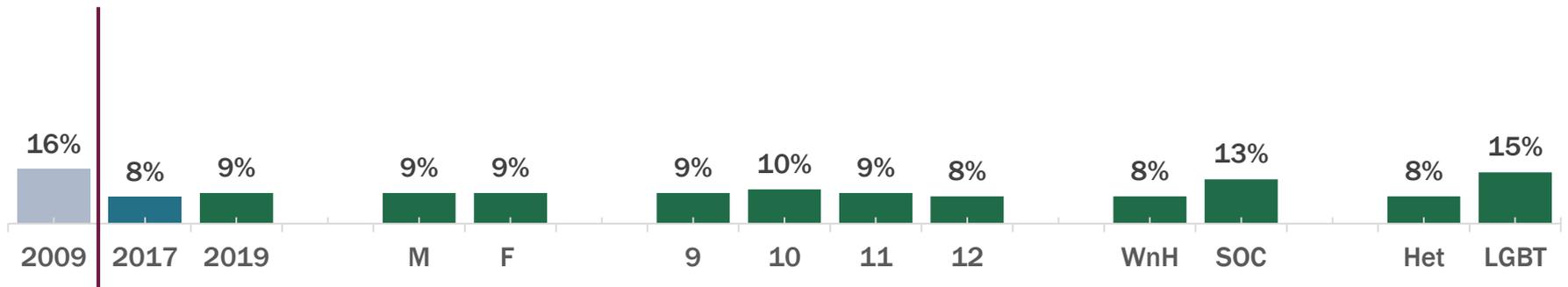
Lifetime Prescription Drug Misuse: Pain Relievers

Overall, 9% of students reported ever taking prescription pain medicine not prescribed to them or taking it differently than their doctor prescribed.

Ever misusing a prescription pain medicine significantly increased between 2017 and 2019.

- Lifetime misuse of prescription pain relievers does not differ by sex or grade level.
- 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: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017. Prescription pain relievers were described to included things such as Vicodin, OxyContin, Hydrocodone, or Percocet.

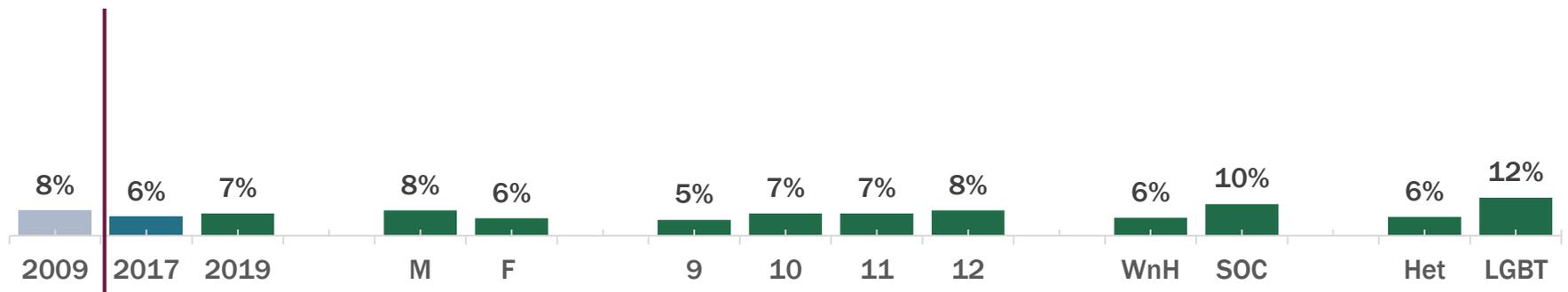
Lifetime Prescription Drug Misuse: Stimulants

Overall, 7% of students reported ever taking prescription stimulants not prescribed to them or taking it differently than their doctor prescribed.

Prescription stimulant misuse did not significantly change between 2017 and 2019.

- Male students are significantly more likely than female students to ever misuse a prescription stimulant.
- Older students are significantly more likely than younger students to ever misuse a prescription stimulant.
- Students of color are significantly more likely than white, non-Hispanic students to misuse a prescription stimulant during their lifetime.
- LGBT students are two times as likely as heterosexual/cisgender students to ever misuse a prescription stimulant.

Ever Misuse a Prescription Stimulant



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017. Prescription stimulants were described to included things such as Adderall or Ritalin.

Lifetime Use of Other Illegal Drugs

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

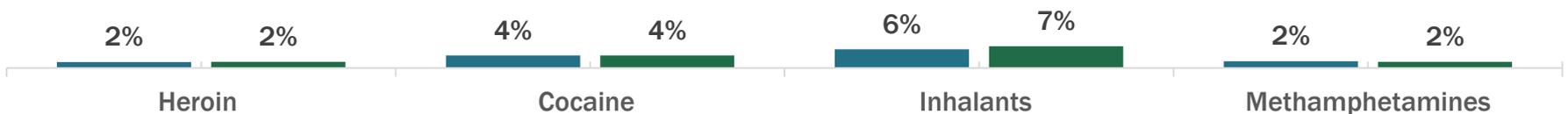
Excluding use of inhalants which significantly increased between 2017 and 2019, use of other illicit drugs did not change during this timeframe

Both lifetime use of heroin and methamphetamines have significantly decreased over the past decade from 3% to 2% and from 4% to 2%, respectively. Lifetime use of inhalants and cocaine were not included on the VT YRBS during the mid-2000's.

- Male students are significantly more likely than female students to use heroin (3% vs 1%), cocaine (5% vs 3%), inhalants (8% vs 7%), and methamphetamines (3% vs 1%).
- Older students are significantly more likely to use cocaine than younger students. Younger students are significantly more likely than older students to use inhalants.
- Students of color are significantly more likely to use heroin (5% vs 1%), cocaine (7% vs 3%), inhalants (11% vs 7%), and methamphetamines (5% vs 1%) than white non-Hispanic students.
- LGBT students are significantly more likely than heterosexual/cisgender students to use heroin (4% vs 1%), cocaine (7% vs 3%), inhalants (15% vs 6%), and methamphetamines (4% vs 1%).

Other Lifetime Illicit Drug Use

■ 2017 ■ 2019



Current Substance Use

Current Alcohol, Tobacco, and Marijuana Use

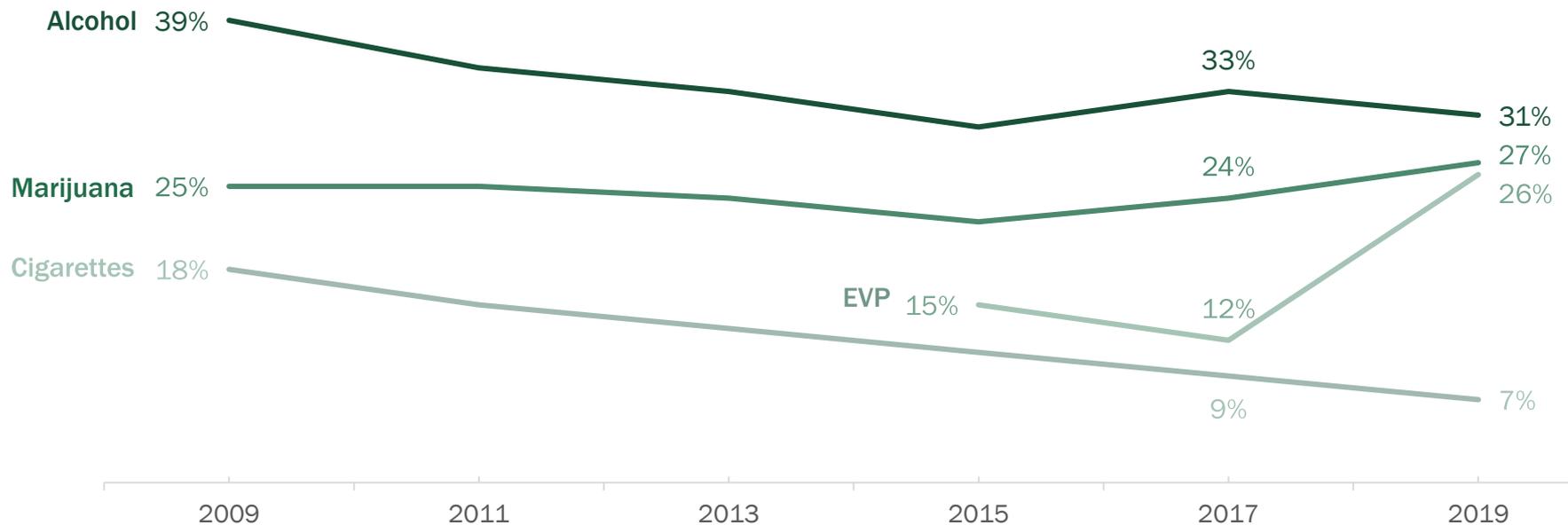
Over the past decade, the percent of students who currently smoke cigarettes has consistently and significantly decreased.

Current alcohol use has decreased over the past decade and between 2017 and 2019.

Current use of marijuana significantly increased between 2017 and 2019 but remains similar over the past decade.

Following a significant decrease in EVP use between 2015 and 2017, current EVP use more than doubled between 2017 and 2019.

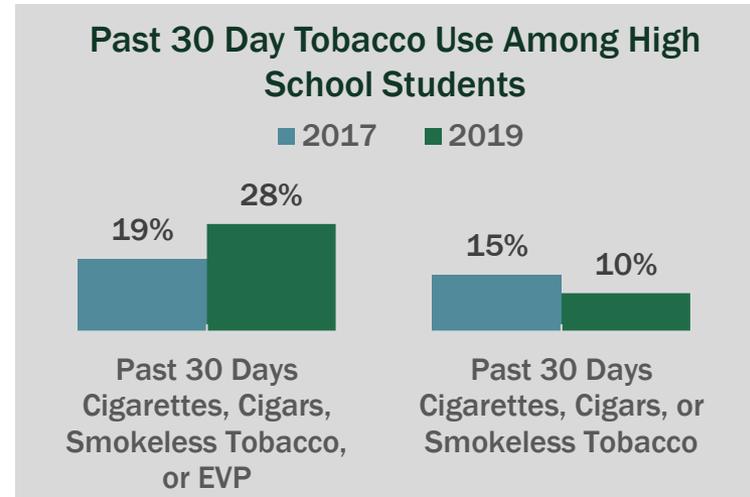
Past 30 Day Alcohol, Marijuana, Cigarette, and EVP Use



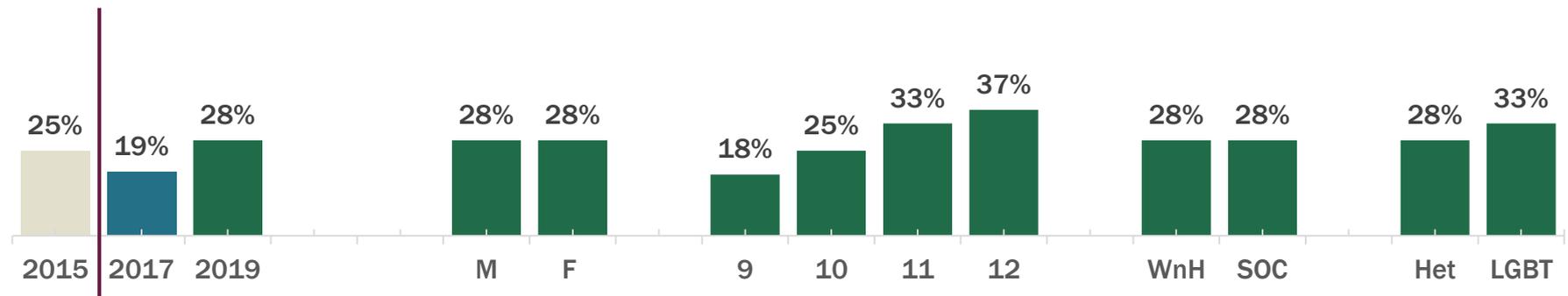
Tobacco Product Use

During the past 30 days, one in ten students used cigarettes, cigars, or smokeless tobacco products. When EVPs are included, that number nearly triples to 28%.

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



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

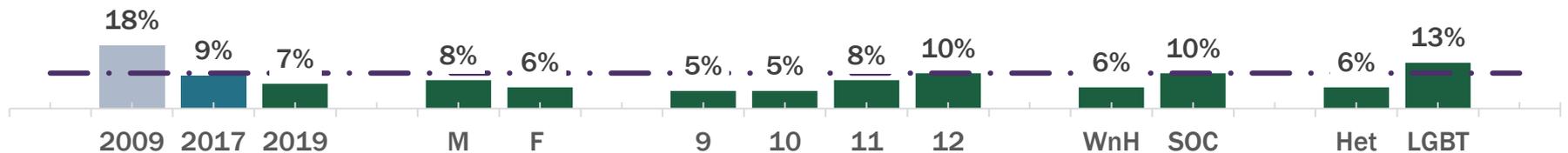


Over the past decade there has been a 50% decrease in the percent of students who smoked cigarettes during the past 30 days. Current use of cigarettes decreased between 2017 and 2019 to 7%, dropping below the HV2020 Goal of 10%.

- Male students are significantly more likely than female students to smoke cigarettes during the past 30 days.
- Older students are significantly more likely than younger students to smoke cigarettes during the past 30 days.
- 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 smoke cigarettes during the past 30 days.

Smoked Cigarettes, Past 30 Days

— HV2020 Goal (10%)



Among Cigarette Users

Frequency of Use

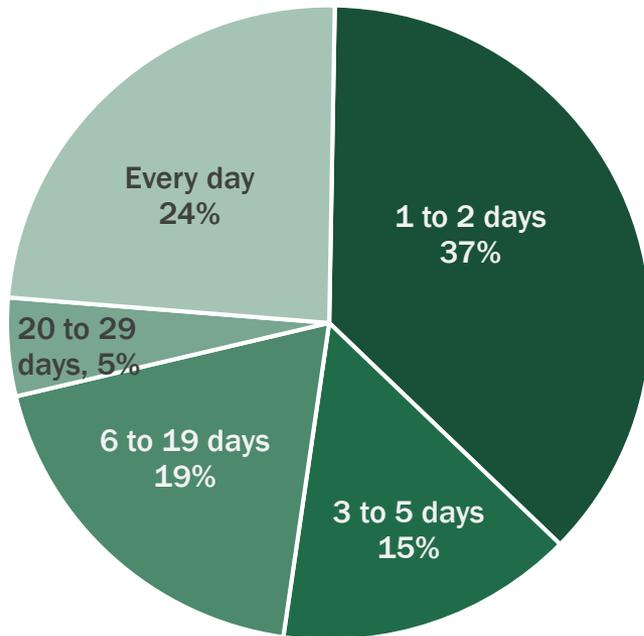
Among students who smoked cigarettes during the past 30 days, half did so on five or fewer days. Overall, about four in ten smoked a cigarette on one or two days; a quarter smoked everyday.

Quantity Smoked

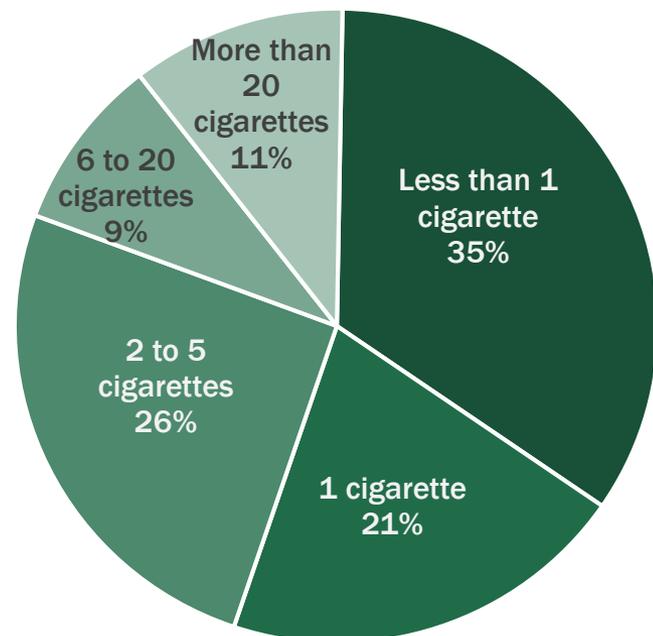
On days students smoked cigarettes, most smoked one cigarette or less. One in ten current smokers smoked more than a pack on the days they used cigarettes.

Frequency and Quantity of Cigarettes Smoked Among Current Smokers

Days Smoked Cigarettes, Past Month



Number of Cigarettes Smoked



Among Cigarette Users

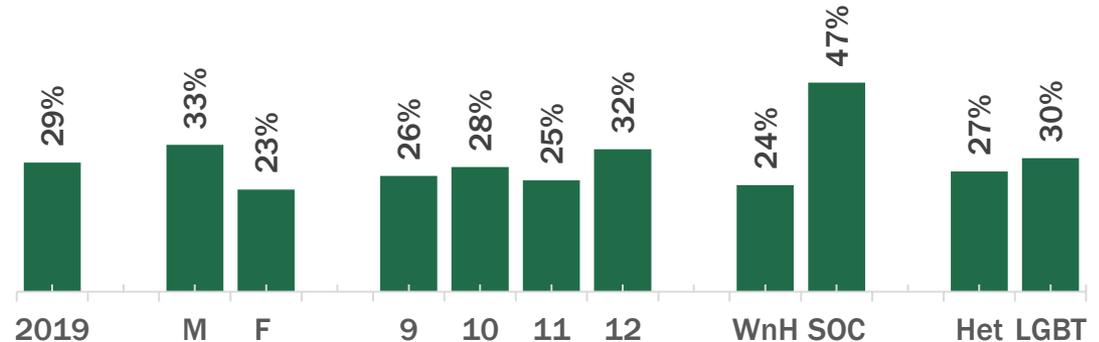
Frequency & Quantity Used

Among current smokers, a quarter smoked everyday; three in ten smoked on 20 or more days. On days when they smoked, one in seven (13%) smoked at least half a pack of cigarettes.

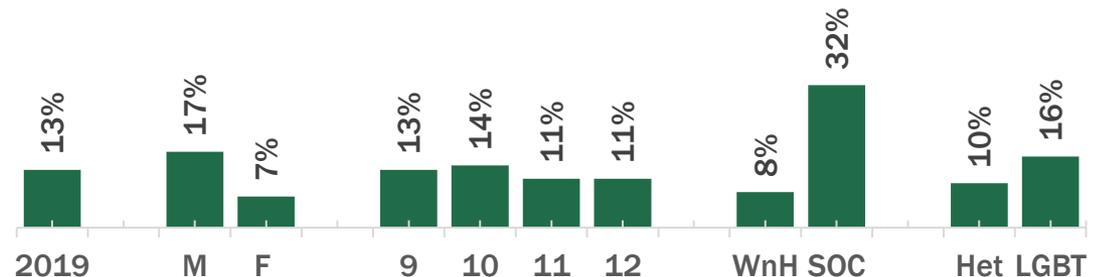
Among current smokers:

- Male students are significantly more likely than female students to smoke on 20 or more days and smoke a half or pack or more of cigarettes.
- Frequency and quantity of cigarettes smoked does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to smoke on 20 or more days and smoke more than 10 cigarettes per day.
- LGBT students are significantly more likely than heterosexual / cisgender students to smoke more than 10 cigarettes per day. Smoking on 20 or more days does not differ by sexual orientation / gender identity.

**Smoked Cigarettes on 20 or More Days
(Among Current Smokers)**



**Smoked at Least Half a Pack of Cigarettes
(Among Current Users)**



Current Electronic Vapor Product Use

Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.

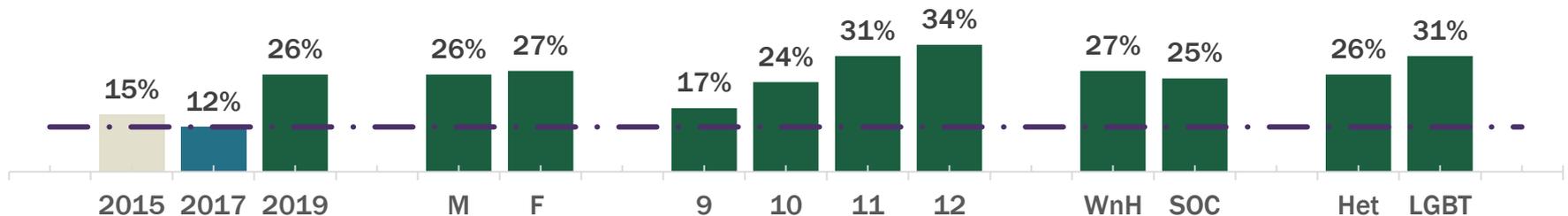
- Current EVP use does not differ by sex or race.
- Older students are significantly more likely than younger students to use an EVP during the past 30 days.
- LGBT students are significantly more likely than heterosexual/cisgender students to use an EVP during the past 30 days.

During the last 30 days, 26% of student reported using electronic vapor products (EVP).

In 2019, more than two times as many students used an EVP during the past 30 days compared to those in 2017. Current EVP use remains above the HV2020 goal of 12%.

Used an EVP, Past 30 Days

— •HV2020 Goal (12%)



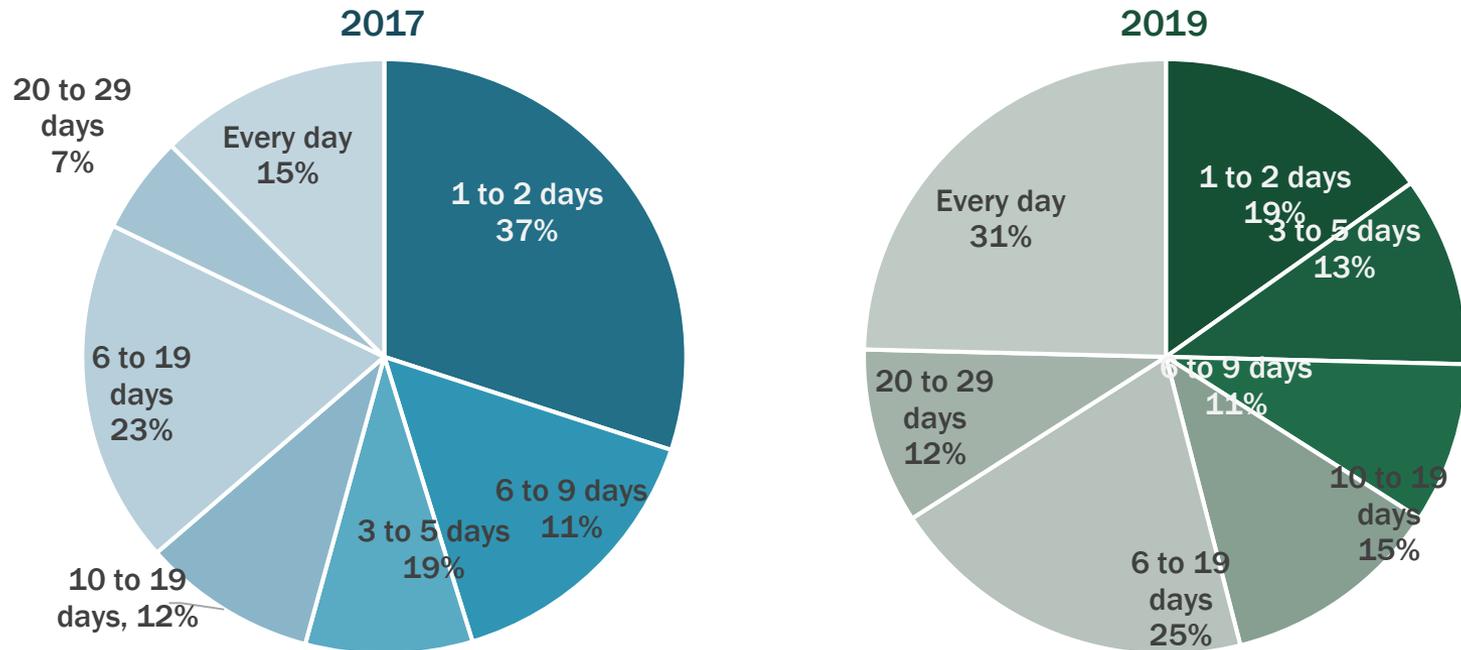
Among Electronic Vapor Product Users

Frequency of Use

Among students who currently used EVP in 2019, the majority of students (88%) used them on six or more days during the past month, with 57% using them on 10 or more days and more than three in ten using them every day.

Frequency of use among current users significantly changed between 2017 and 2019. In 2019 current users were significantly more likely to use EVP on 20 or more days. About half as many reported using them on one or two days during the past month.

Days Used EVP, Among Current Users



Among Electronic Vapor Product Users

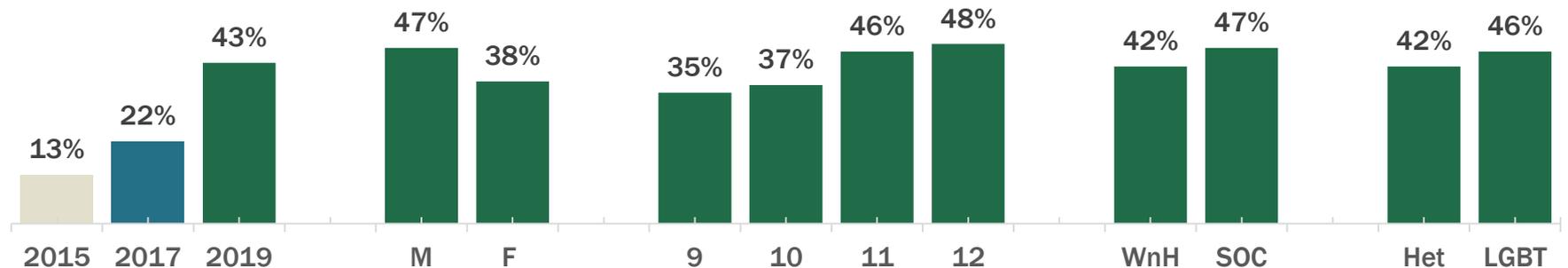
Frequency of Use

Among students who used EVP during the past 30 days, 43% used it on 20 or more days.

Use of EVP on 20 or more days among current users has significantly increased since 2015 and nearly doubled between 2017 and 2019.

- Male students are significantly more likely than females to use EVP on 20 or more days.
- Older students are significantly more likely than younger students who use EVP to use EVP on 20 or more days.
- Among current users, use of EVP on 20 or more days does not differ by race or sexual orientation / gender identity.

Used an EVP on 20 or More Days
(Among Current Users)



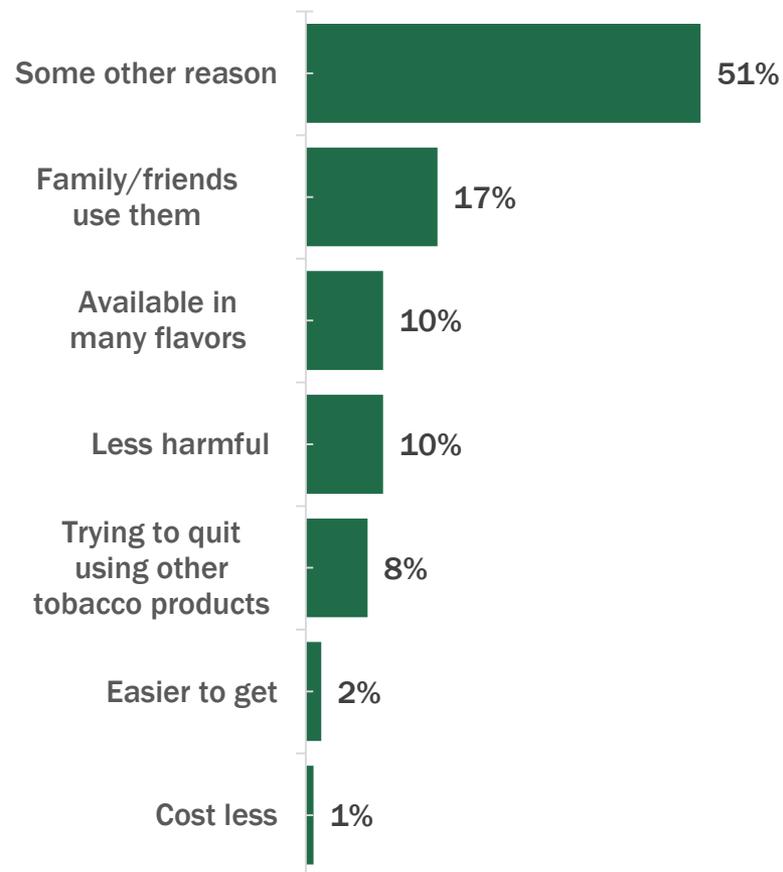
Among Electronic Vapor Products Users

Primary Reason for Using

Among students who used EVP during the past 30 days, one in ten current users reported using them because they thought they were less harmful. Less than 5% used them because they were easier to get or cost less than other tobacco products.

Compared to those in 2017, fewer students reported using them because their friends or family members use them (35% vs 17%).

**Primary Reason for Using Electronic Vapor Products
(Among Current Users)**

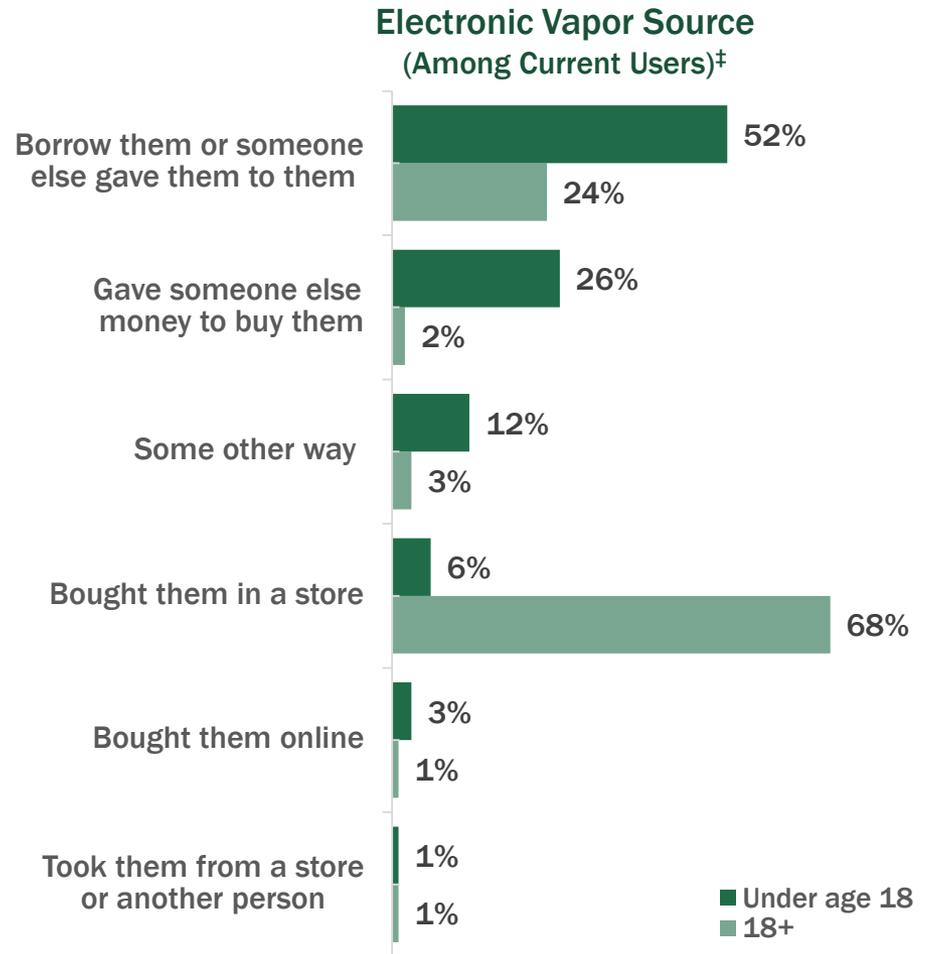


Among Electronic Vapor Product Users

Primary Source of EVP

Among current users under age 18, just over half borrowed or got EVP from someone else; a quarter gave someone money to buy them. Less than 10% purchased them either online or in a store.

Among current users 18 and older, nearly seven in ten purchased [‡] EVP in a store. Less than a quarter borrowed or got them from someone else.



[‡] The legal age to purchase tobacco products, including EVP, during the time of this survey was 18 years of age. It has since changed to 21. Getting EVP from someone else was changed in 2019 from “A person over 18 years old” to “A person who can legally buy these products”

Among Electronic Vapor Products Users

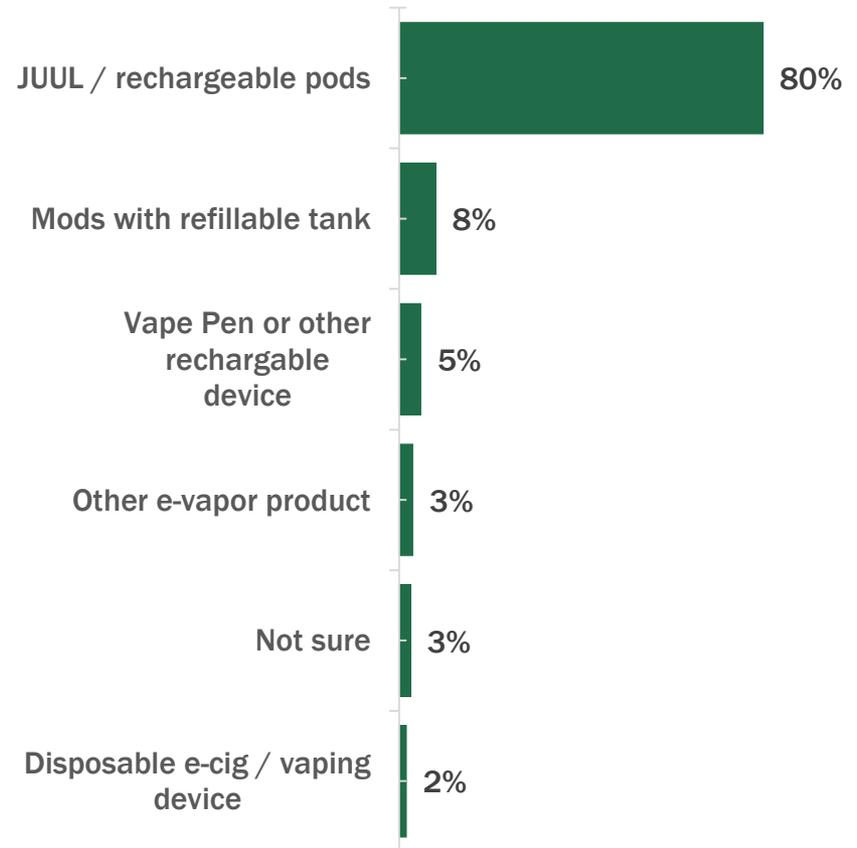
Type of EVP Used

Among students who used electronic vapor products during the past 30 days, eight in ten used a JUUL or similar type of rechargeable device with pods.

Among current users,

- Female students are significantly more likely than male students to use a JUUL or other rechargeable device that uses pods (84% vs 76%)
- White, non-Hispanic students are significantly more likely than students of color to use a JUUL or similar device (80% vs 75%).
- Heterosexual / cisgender students are significantly more likely than LGBT students to use a JUUL or rechargeable device (82% vs 72%).

Type Electronic Vapor Product Used (Among Current Users)



Other Tobacco Product Use

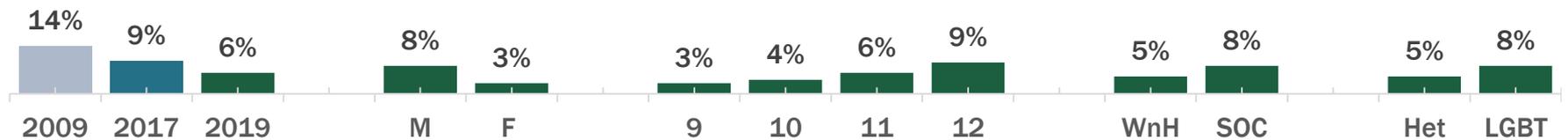
Cigar, Cigarillos, and Little Cigars

Less than 10% of students smoked cigars, cigarillos, or little cigars during the past 30 days.

Since 2009 and since 2017, current use of cigars has significantly decreased.

- Male students are significantly more likely than female students to smoke cigars.
- Cigar use increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to use cigars.
- LGBT students are significantly more likely than heterosexual / cisgender students to use cigars.

Current Cigar Use



Other Tobacco Product Use

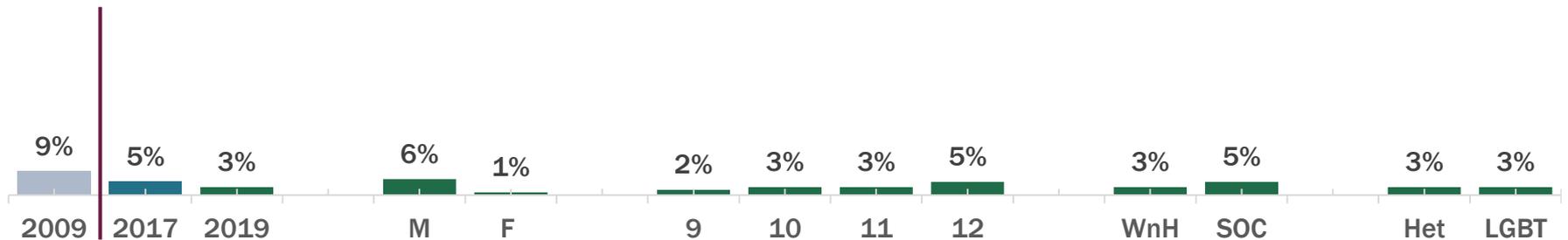
Smokeless Tobacco

Less than 5% of students used chewing tobacco, snuff, dip, snus, or dissolvable tobacco products during the past 30 days.

Since 2009 and since 2017, current use of smokeless tobacco products has significantly decreased.

- Male students are significantly more likely than female students to use smokeless tobacco.
- Older students are significantly more likely than younger students to use smokeless tobacco.
- Students of color are significantly more likely than white, non-Hispanic students to use smokeless tobacco products.
- Use of smokeless tobacco is statistically similar among LGBT and heterosexual / cisgender students.

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

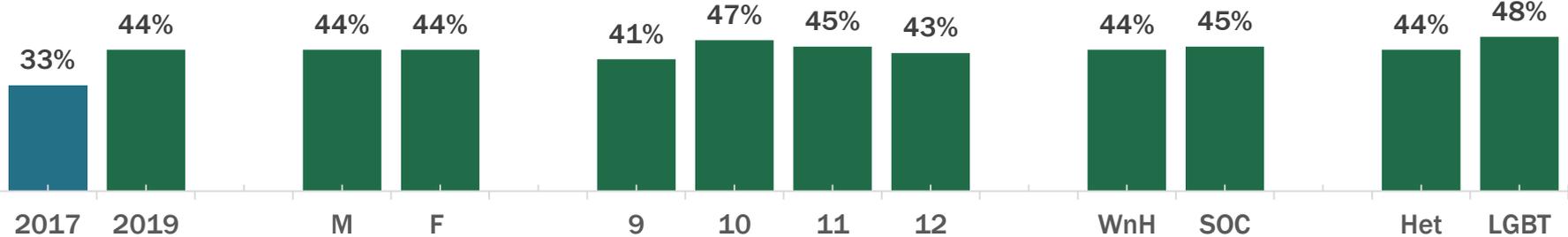
Nearly a quarter of students (33%) reported using a tobacco product during the past year.

- Attempting to quit using tobacco products during the past year does not differ by sex, grade, race, or sexual orientation / gender identity.

Among students who used any tobacco products during the past year, 44% tried to quit using cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products.

Attempts to quit using all tobacco products significantly increased between 2017 and 2019.

**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”.

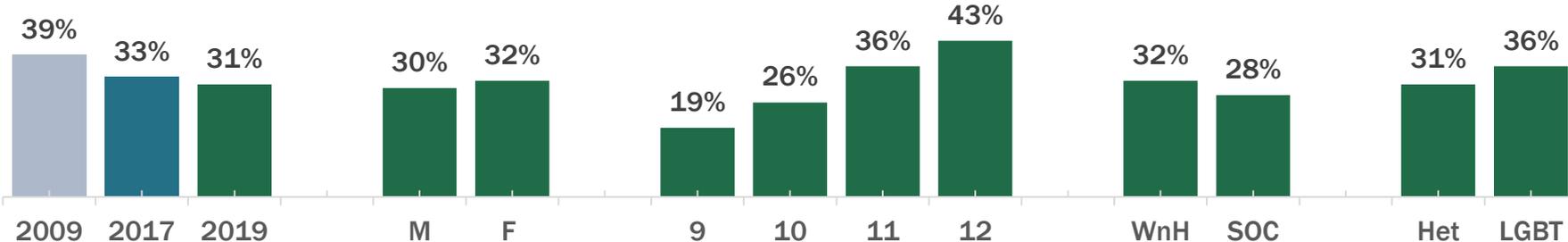
Current Alcohol Use

Three in ten high school students drank alcohol during the past 30 days.

Over the past decade and between 2017 and 2019, alcohol use during the past 30 days significantly decreased.

- Female students are significantly more likely than male students to have consumed alcohol during the past 30 days.
- Current alcohol use significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to have consumed alcohol during the past 30 days.
- LGBT students are significantly more likely than heterosexual/cisgender students to have consumed alcohol during the past 30 days.

Drank Alcohol, Past 30 Days



Binge Drinking

Binge drinking is defined as occurring when males consume five or more drinks and when females consume four or more drinks in one sitting.



Overall, 15% of high school students binge drank at least one time during the past 30 days. In 2019, binge drinking rates among high school students met the HV2020 Goal of 15%.

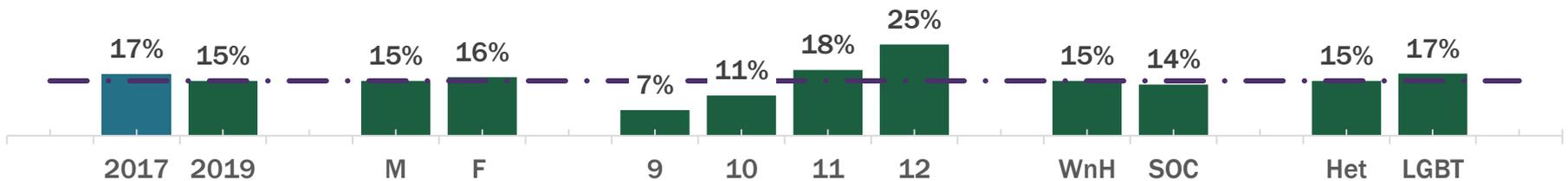
The percent of students who binge drank during the past month significantly decreased between 2017 and 2019.

During the past 30 days, 4% of students drank 10 or more drinks in a row.

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

Binge Drank, Past 30 Days

— HV2020 Goal (15%)

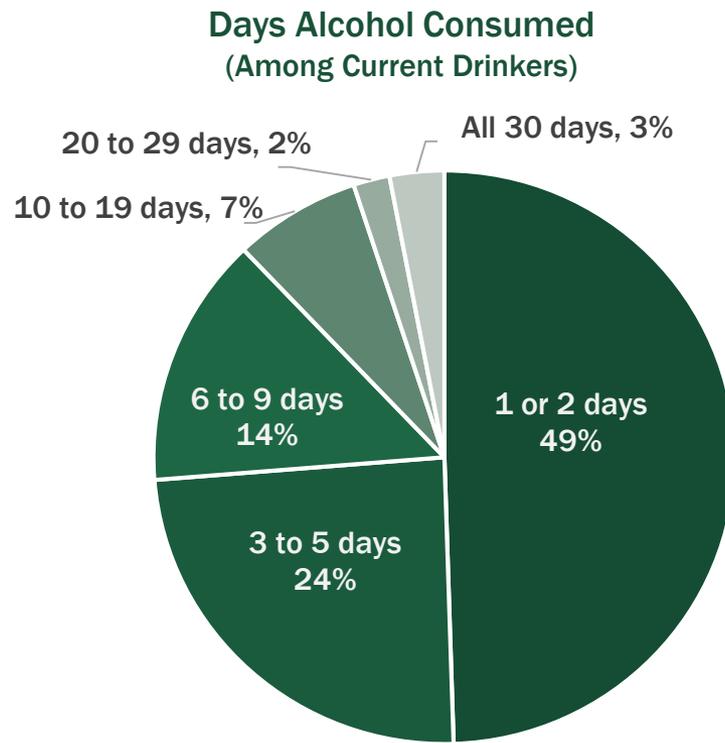


In 2017, the CDC revised the definition of binge making it sex-specific. Current binge drinking rates cannot be compared to those prior to 2017.

Among Current Drinkers

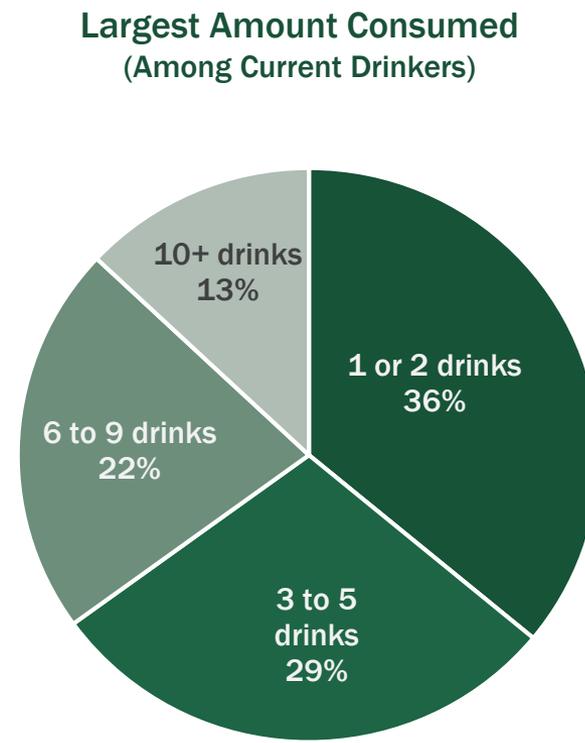
Frequency of Use

Among students who reported drinking during the past 30 days, about half drank on one or two days; about one in eight drank on ten or more days.



Largest Quantity Drank in One Sitting

Among students who reported drinking during the past 30 days, about a third had one or two drinks in a row, within a couple of hours; a third consumed 6 or more drinks in a row.



Among Current Drinkers

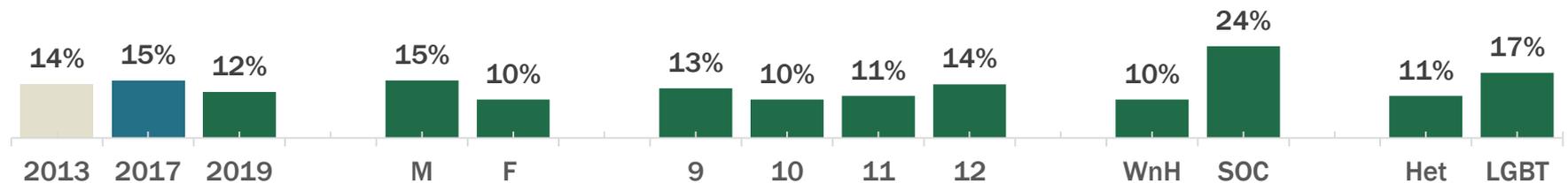
Frequency of Drinking

Among students who drank alcohol during the past 30 days, one in eight drank on ten or more days.

Drinking on ten or more days has not significantly changed since 2013 or between 2017 and 2019.

- Among students who currently drink alcohol, male students are significantly more likely than female students to drink on ten or more days during the past month.
- Among current drinkers, drinking on ten or more days during the past month does not differ by grade level.
- Students of color who currently drink alcohol are more than two times as likely as white, non-Hispanic to drink on ten or more days.
- LGBT students who currently drink alcohol are significantly more likely than heterosexual / cisgender students to drink on ten or more days.

Drank on 10 or More Days (Among Current Drinkers)



Among Current Drinkers

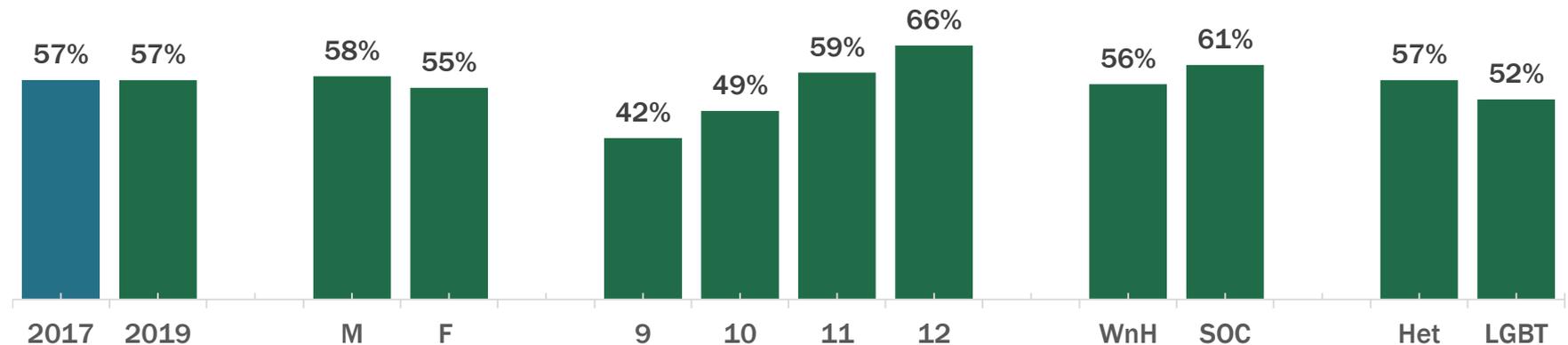
Binge Drinking

More than half of current drinkers binge drank at least once during the past month. A quarter binge drank on three or more days (data not shown).

Binge drinking among current drinkers did not change between 2017 and 2019.

- Among students who currently drink alcohol, binge drinking does not differ by sex, race, or sexual orientation / gender identity.
- Binge drinking among current users significantly increases with each grade level.

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.

Among Current Drinkers

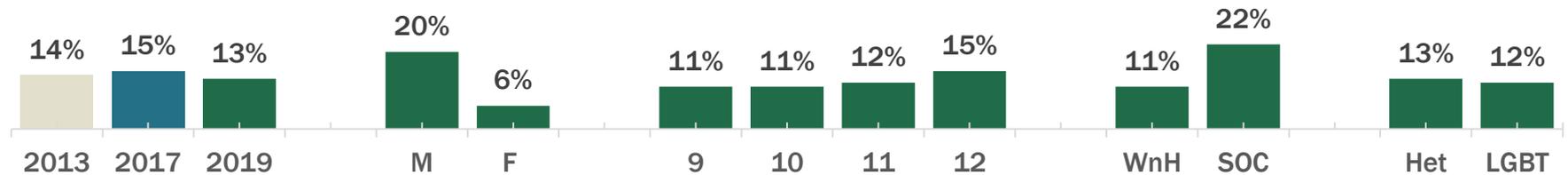
Largest Amount Consumed in One Sitting

Among students who drank during the past 30 days, one in eight consumed more than 10 drinks in a row.

Drinking 10 or more drinks in a row has not significantly changed since 2013. It significantly decreased between 2017 and 2019.

- Among current drinkers, male students are three times as likely as female students to have ten or more drinks in a row, within a couple of hours.
- Among students who currently drink alcohol, drinking ten or more drinks in a row does not differ by grade level or sexual orientation / gender identity.
- Students of color who currently drink alcohol are two times as likely as white, non-Hispanic students to have ten or more drinks in a row.

Had 10 or More Drinks in a Row (Among Current Drinkers)



Current Marijuana Use

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

Current use of marijuana significantly increased between 2017 and 2019 but remains similar over the past decade.

- Current marijuana use does not differ by sex or race.
- Older students are significantly more likely than younger students to have used marijuana during the past 30 days.
- LGBT students are significantly more likely to use marijuana during the past 30 days compared to heterosexual/cisgender students.

Marijuana Use, Past 30 Days

· - - - HV2020 Goal (20%)



Among Marijuana Users

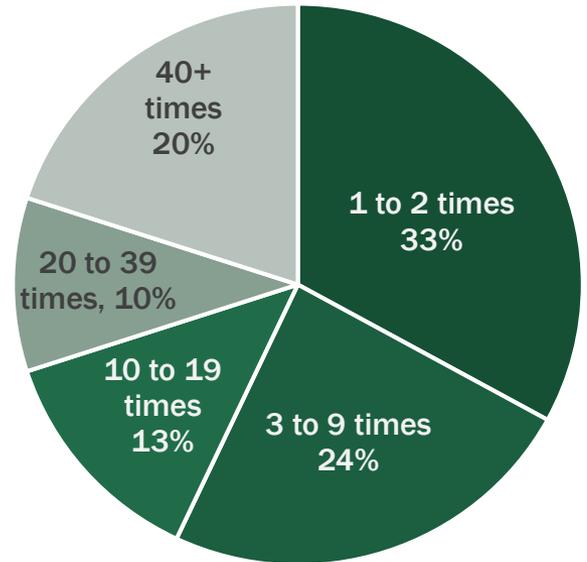
Frequency of Use

Among current users, using marijuana ten or more times in a month did not significantly change between 2015 and 2019 or between 2017 and 2019.

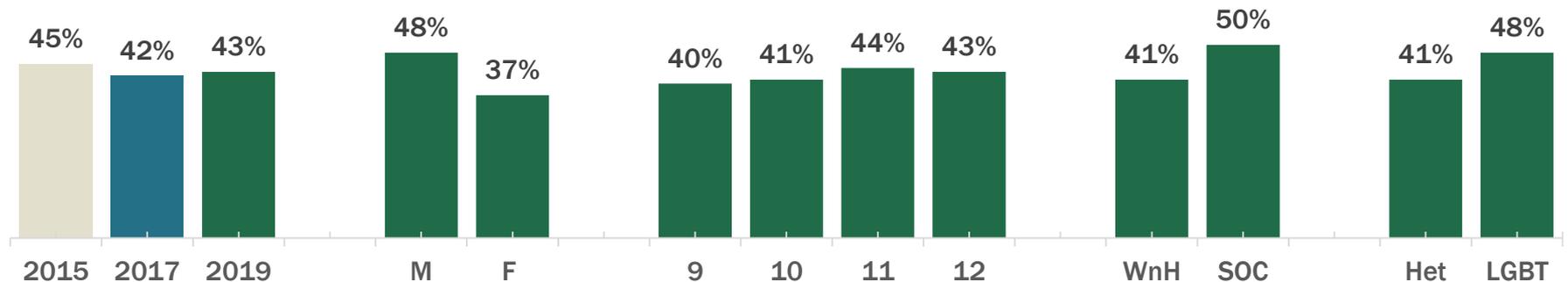
Among students who used marijuana in the past month:

- Male students are significantly more likely than females to use marijuana ten or more times in the past month.
- Using marijuana ten or more times does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to use marijuana ten or more times in the past month.
- LGBT students are significantly more likely than heterosexual / cisgender students to use marijuana ten or more times in the past month.

Frequency of Marijuana Use
(Among Current Users)



Used Marijuana 10+ Times
(Among Current Users)

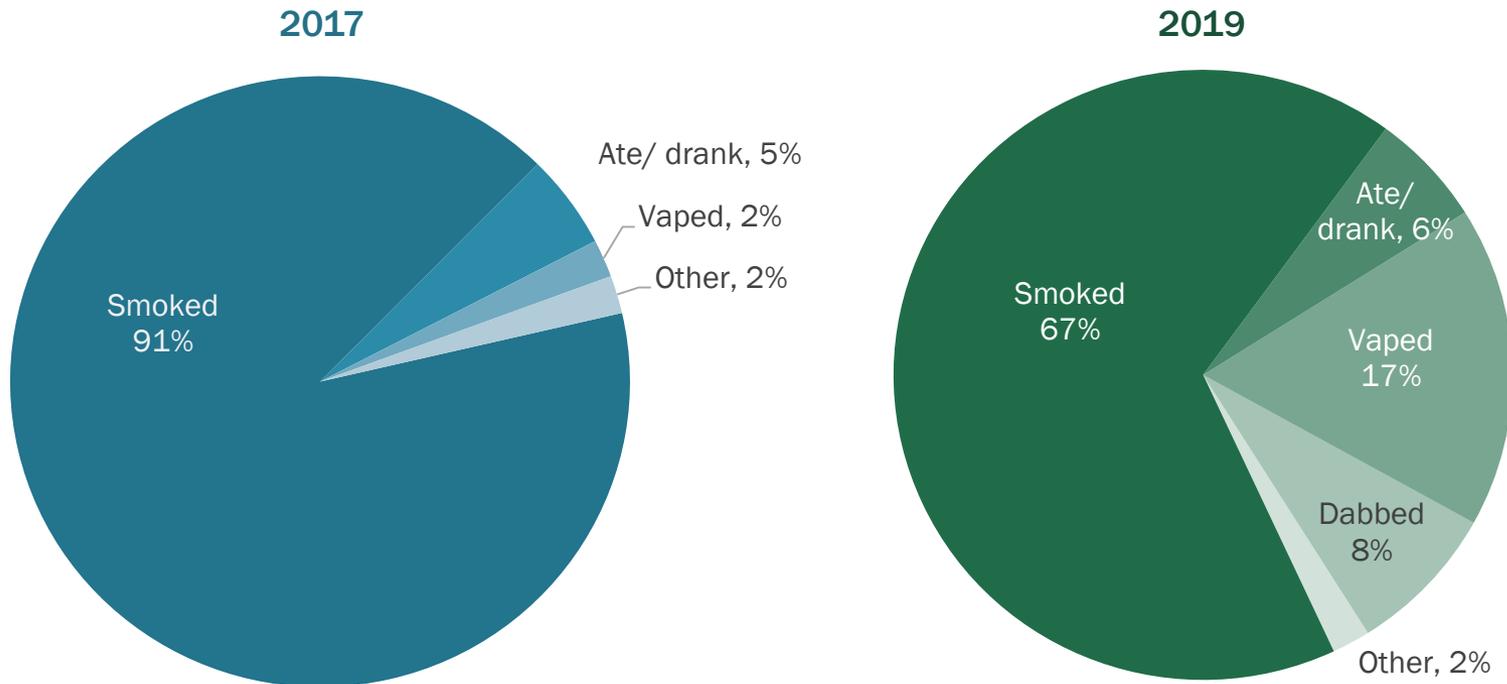


Among Marijuana Users

Primary Method Used

The primary way marijuana is used significantly changed between 2017 and 2019. In 2019, two-thirds of current marijuana users primarily smoked marijuana in a joint, pipe, or blunt, a significant decrease from 2017 when 91% of current marijuana users used it in this way. Vaping as the primary method to use marijuana was more than 8 times higher in 2019 than in 2017.

**Primary Methods Used to Consume Marijuana
(Among Current Users)**



NOTE: In 2019 dabbing was added as a response option.

Among Marijuana Users

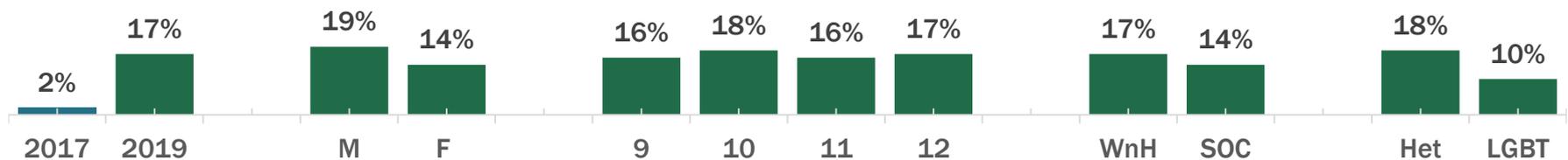
Primarily Vaped Marijuana

In 2019, a quarter of students who currently use marijuana primarily vaped (17%) or dabbled (8%) it.

Current users in 2019 were more than eight times as likely to report vaping as their primary method for using marijuana as current users in 2017.

- Among current users, male students are significantly more likely than female students to vape marijuana.
- Vaping, among current users, does not differ by grade level or race.
- White, non-Hispanic students are significantly more likely than students of color to vape marijuana, among those who used it during the past 30 days.
- Heterosexual / cisgender students who use marijuana are significantly more likely than LGBT students to vape marijuana.

Primarily Vaped Marijuana (Among Current Users)



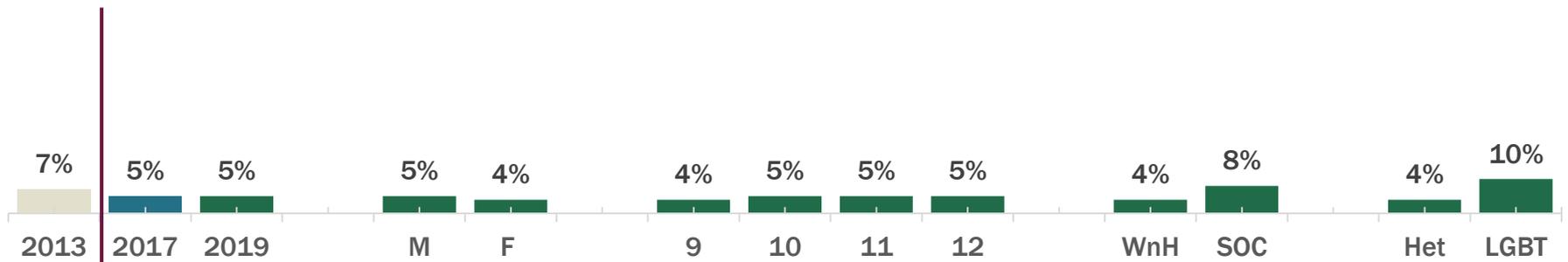
Current Prescription Drug Misuse

Prescription drug use includes using any prescription medicine such as codeine, Vicodin, OxyContin, Hydrocodone, Percocet, Adderall, or Ritalin without a doctor's prescription or in a different manner than prescribed.

- Misusing a prescription drug during the past 30 days does not differ by sex or grade level.
- Students of color are significantly more likely than white, non-Hispanic students to misuse prescription drugs during the past 30 days.
- LGBT students are significantly more likely to misuse prescription drugs compared to heterosexual/cisgender students.

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

Current Prescription Drug Misuse



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017.

Substance Use on School Property

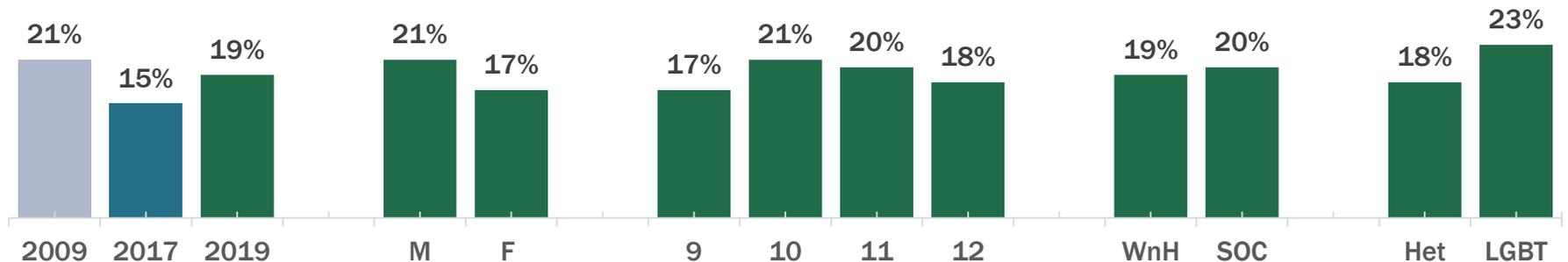
Offered, Sold, or Given an Illegal Drug at School

About two in ten students (19%) 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 significantly increased between 2017 and 2019 but remains similar to the percent who did so in 2009.

- Male students are significantly more likely than females to be offered, sold, or given an illegal drug on school property during the past year.
- Being offered, sold, or given an illegal drug on school property does not differ by grade level or race.
- 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



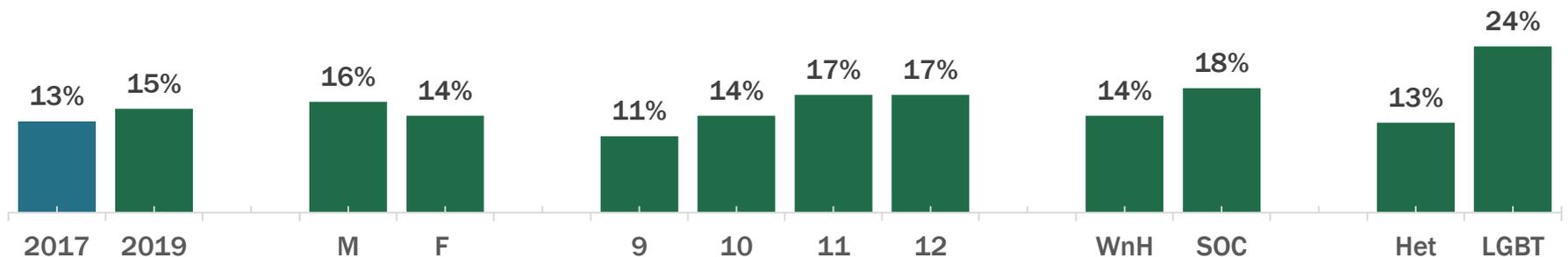
Attended School Under the Influence of Alcohol or Drugs

During the past year, one in seven students attended school under the influence of alcohol or other drugs such as marijuana or cocaine.

Attending school under the influence of alcohol or other drugs significantly increased between 2017 and 2019.

- Male students are significantly more likely than females to attend school while under the influence of alcohol or other drugs.
- Older students are significantly more likely than younger students to attend school under the influence of alcohol or other drugs during the past 30 days.
- 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 two times 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**



Screenings & Exposure

Were Asked About Smoking by a Medical Provider

Most students (91%) reported seeing or talking to a doctor, dentist, or nurse during the past 12 months.

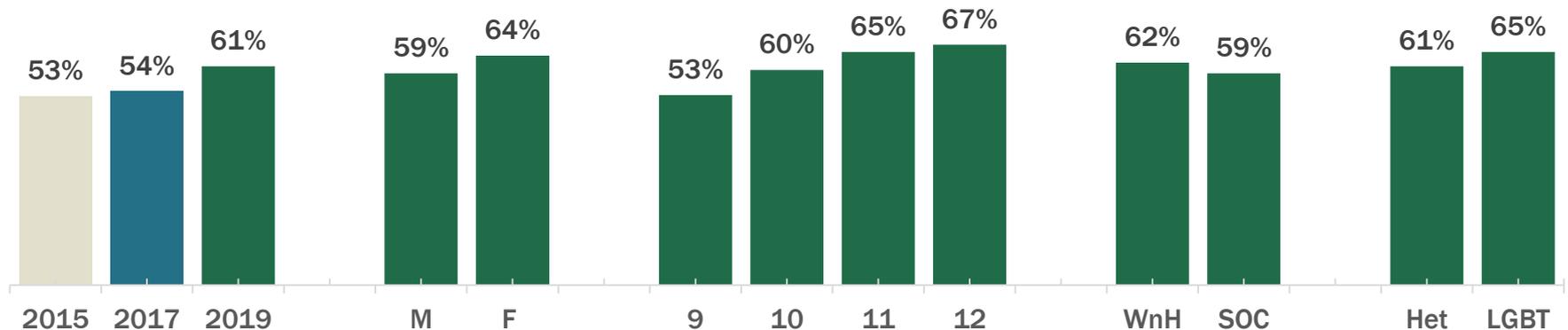
Six in ten students who saw a doctor, nurse or dentist during the past year were asked if they smoke. One in seven (15%) were not sure if a medical provider asked them about smoking.

The percent of students who were asked about smoking significantly increased since 2015 and between 2017 and 2019.

Among students that saw a medical provider during the past year:

- Female students are significantly more likely to talk to a doctor, nurse, or dentist about smoking compared to male students.
- Older students are significantly more likely to be asked about smoking by a doctor, nurse, or dentist compared to younger students.
- White, non-Hispanic students are significantly more likely than students of color to be asked about smoking by a doctor, nurse, or dentist.
- LGBT students are significantly more likely than heterosexual/cisgender student to be asked about smoking by a doctor, nurse, or dentist.

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



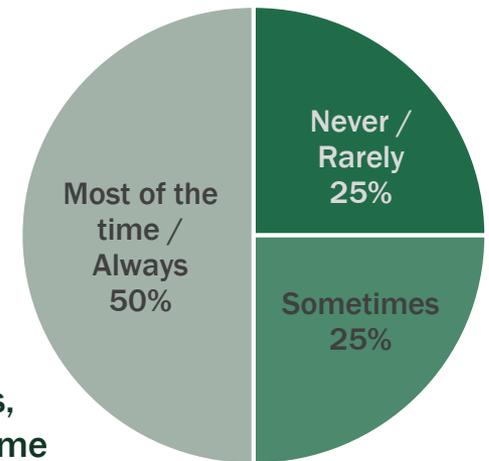
Exposure to Tobacco Messaging

Half of all students always or most of the time see tobacco advertisement when they go to a gas station, supermarket or convenience store.

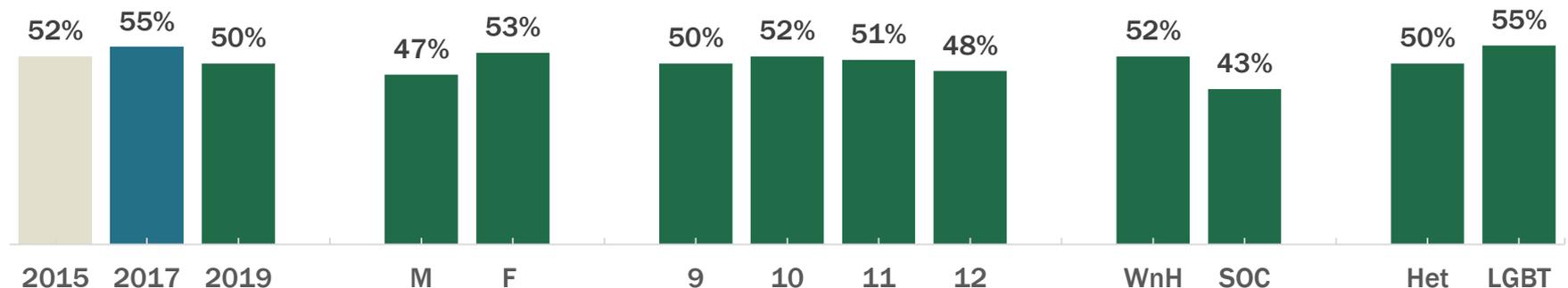
Since 2015, the percent of students who reported seeing advertisements for tobacco products in convenience stores, supermarkets, or gas stations at least most of the time significantly decreased. This also decreased between 2017 and 2019.

- 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.

Saw 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



Attitudes & Perceptions about Substance Use

Peer Disapproval

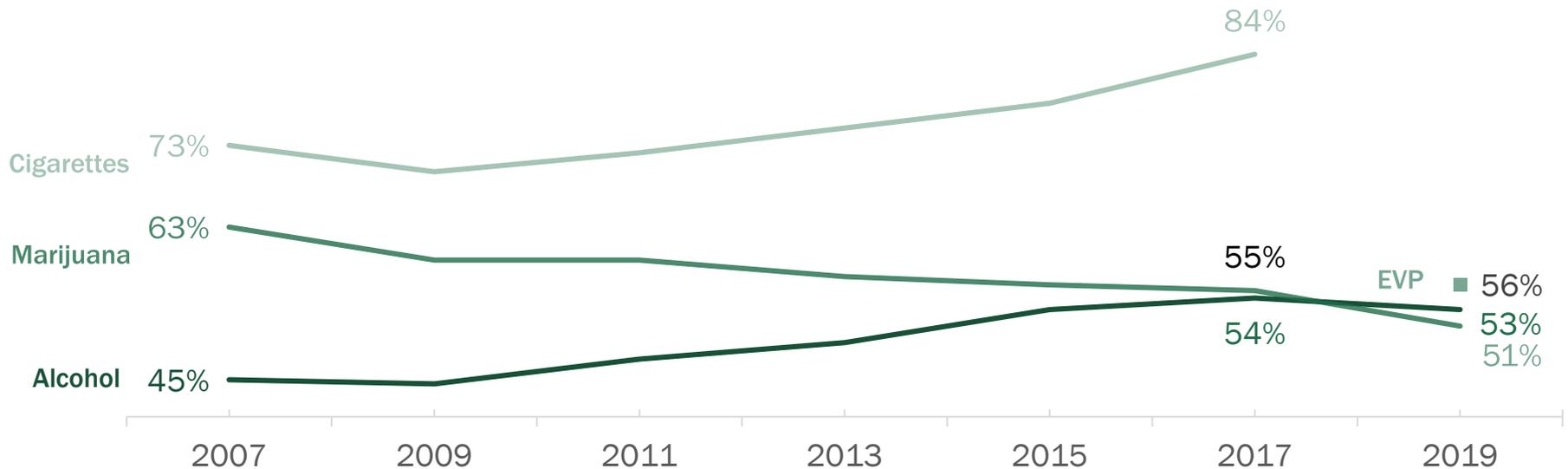
* EVP new 2019

Overall about one in two students believe it is wrong or very wrong for someone their age to use alcohol, marijuana, and EVP.

Over the past decade, the percent of students who think it is wrong or very wrong for someone their age to use alcohol has significantly increased. However, disapproval of marijuana use has decreased, with fewer students believing it is wrong or very wrong for someone their age to use it.

Peer disapproval of EVP was new in 2019. Just over half (56%) believed their peers would think it is wrong for very wrong for someone their age to use and EVP.

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



Peer Disapproval

* EVP new 2019

About half of high school students think it is wrong or very wrong for someone their age to use alcohol, marijuana, or EVP.

- With each increasing grade level, students are significantly less likely to believe it is wrong or very wrong for someone their age to use alcohol, marijuana, or EVP.
- The following students are significantly more likely to believe it is wrong or very wrong for someone their age to use alcohol:
 - Male students
 - Students of color
- The following students are significantly more likely to believe it is wrong or very wrong for someone their age to use marijuana:
 - Students of color
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe it is wrong or very wrong for someone their age to use EVP:
 - Female students
 - Heterosexual / cisgender students

Wrong or Very Wrong for Someone Their Age to Use



Parental Disapproval

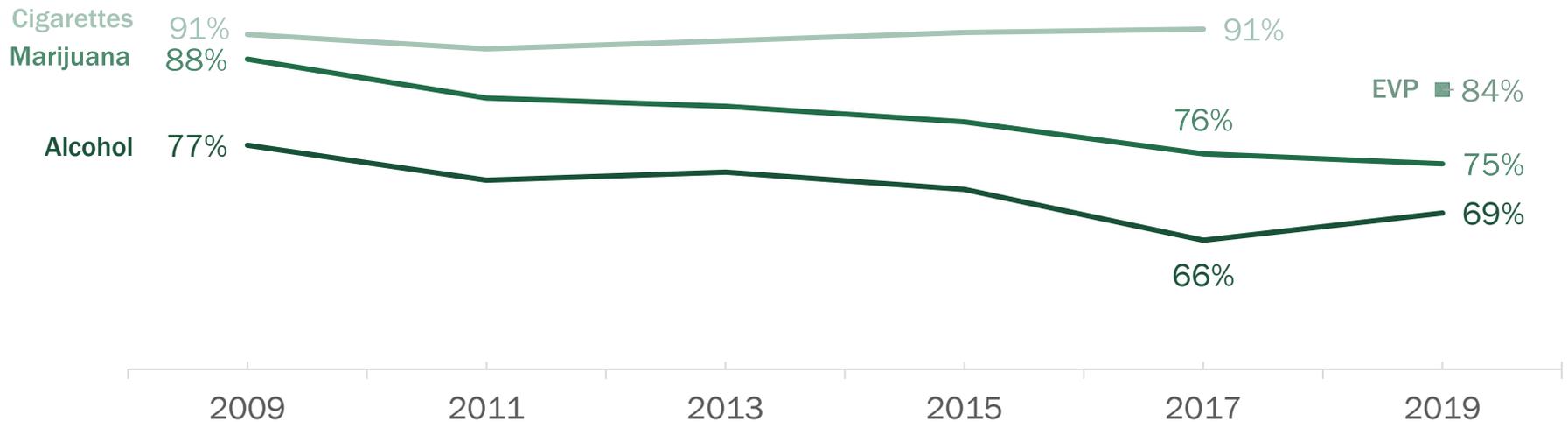
* EVP new 2019

Overall, most students believed their parents would feel that it is wrong or very wrong for them to use alcohol, marijuana, or EVP. Less than 10% were not sure if their parents would think it was wrong for them the use alcohol (4%), marijuana (4%), or EVP (6%).

Since 2009, 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 2017, significantly more students believed their parents would think it was wrong or very wrong for them to use alcohol. Parental perceptions of marijuana use between 2017 and 2019 did not change.

Parental disapproval of EVP was new in 2019. Most students (84%) believe their parents would feel it is wrong or very wrong to use EVP.

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



Parental Disapproval

* EVP new 2019

The majority of students believe their parents think it is wrong or very wrong for them to use alcohol, marijuana, or EVP.

- With each increasing grade level, students are significantly less likely to believe their parents feel it is wrong or very wrong for them to use alcohol, marijuana, or EVP.
- The following students are significantly more likely to believe their parents think it is wrong or very wrong for them to use alcohol:
 - Female students
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe their parents think it is wrong or very wrong for them to use marijuana:
 - Female students
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe their parents think it is wrong or very wrong for them to use EVP:
 - Female students
 - White, non-Hispanic students
 - Heterosexual / cisgender students

Parents Would Think it Was Wrong or Very Wrong for Them to Use



Perceived Risk of Harm

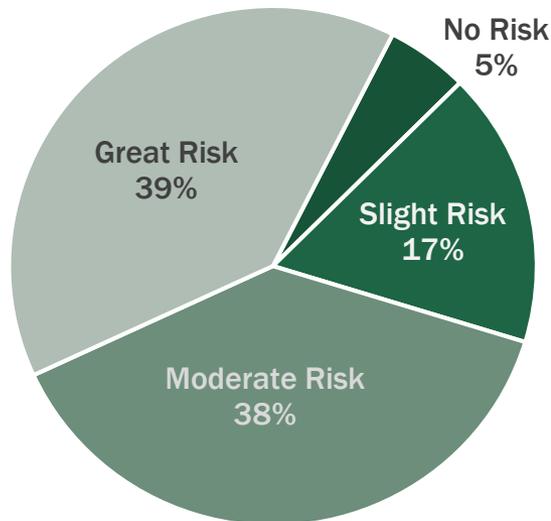
* EVP new 2019

The majority of students believe people who binge drink one or two times each weekend (77%) or use EVP regularly (68%) have a moderate or great risk harming themselves, physically or in other ways. About half believe using marijuana regularly would lead to a great or moderate risk of it harming someone.

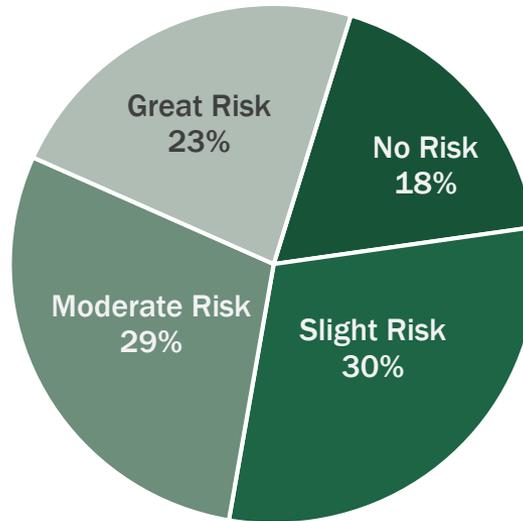
Nearly one in five students believe there is no risk of harm from using marijuana regularly. One in ten believe there is no risk of harm from using EVP regularly. Fewer students (5%) believe there is no risk from binge drinking each weekend.

Perceived Harm

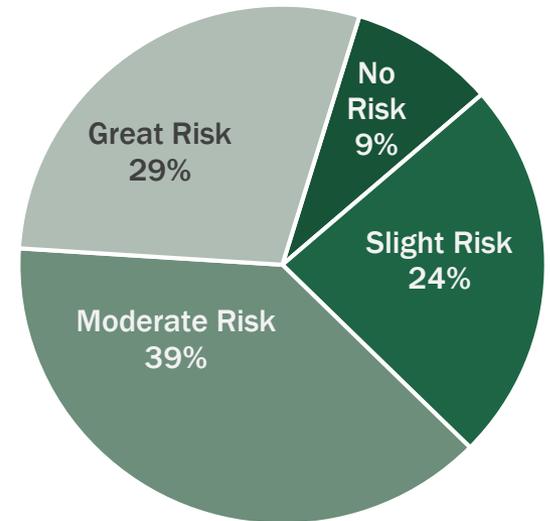
Binge Drink Each Weekend



Use Marijuana Regularly



Use EVP Regularly



Comparisons cannot be made to questions prior to 2017 due to changes in question wording

Perceived Risk of Harm

* EVP new 2019

Less than half of all students believe binge drinking, using marijuana or EVP regularly would cause great harm.

- The following students are significantly more likely to believe binge drinking each weekend would cause great harm:

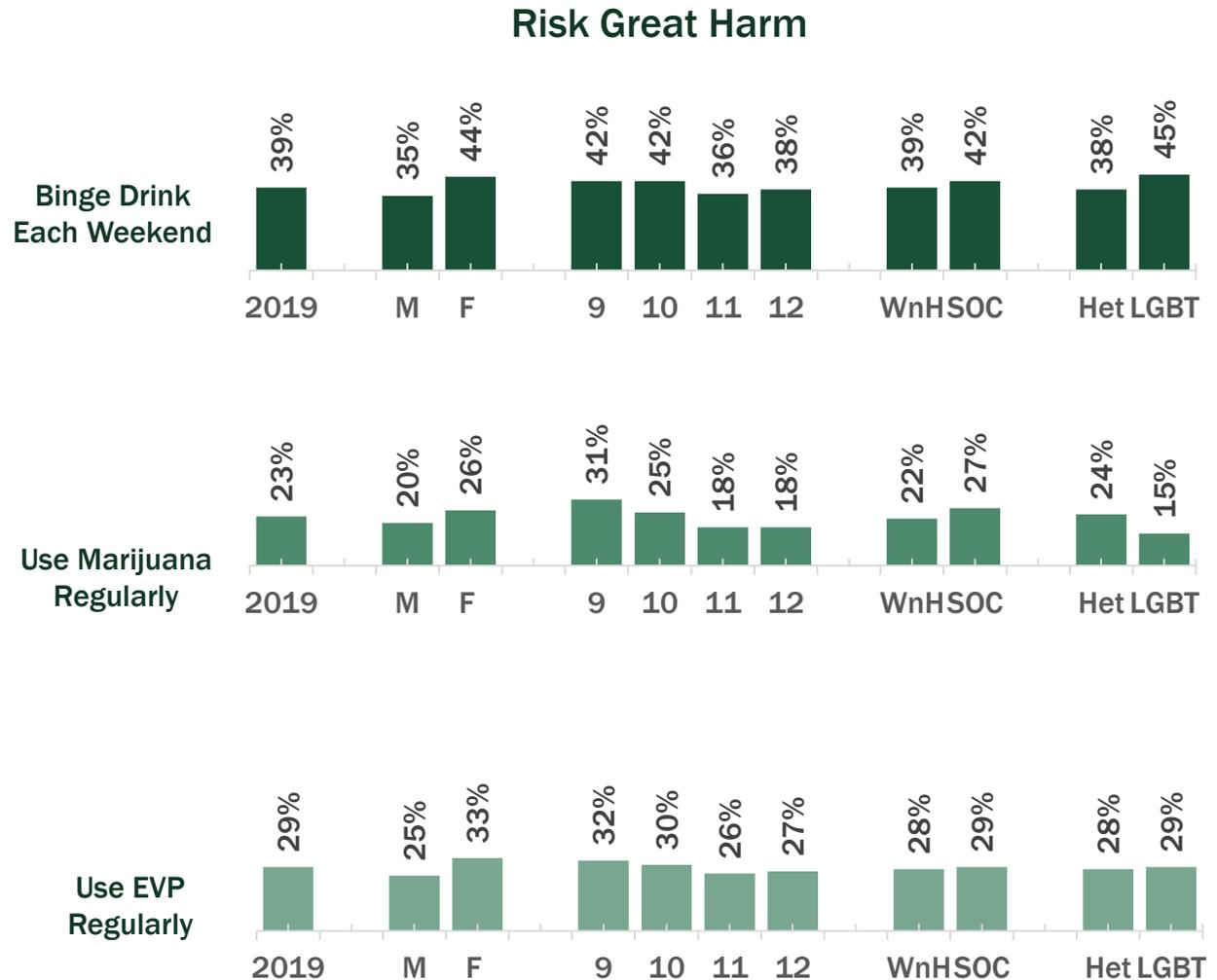
- Female students
- Younger students
- Students of color
- LGBT students

- The following students are significantly more likely to believe using marijuana regularly would cause great harm:

- Female students
- Younger students
- Students of color
- Heterosexual / cisgender students

- The following students are significantly more likely to believe using EVP would cause great harm:

- Female students
- Younger students



Perceived Availability

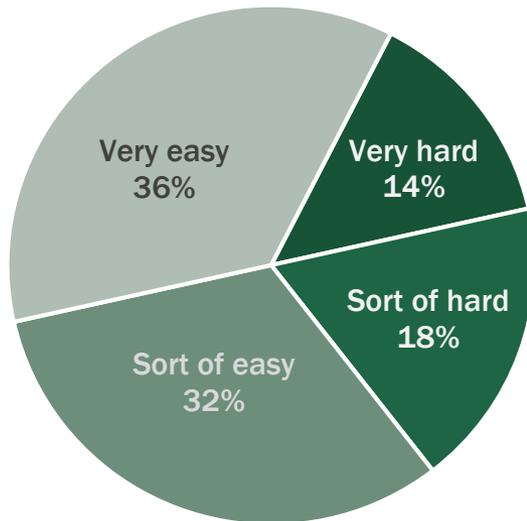
* EVP new 2019

Roughly four in ten students believe it would be very easy for them to get alcohol, marijuana, or EVP if they wanted to.

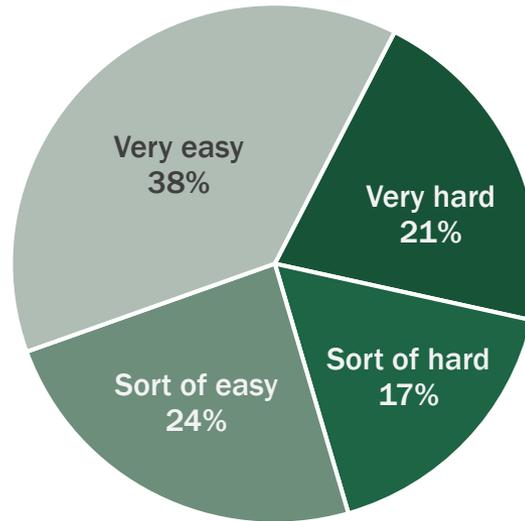
Significantly fewer students think it would be very hard to get these products. About one in eight students believe it would be very hard to get alcohol or EVP and one in five believe it would be very hard to get marijuana.

Perceived Ease of Access

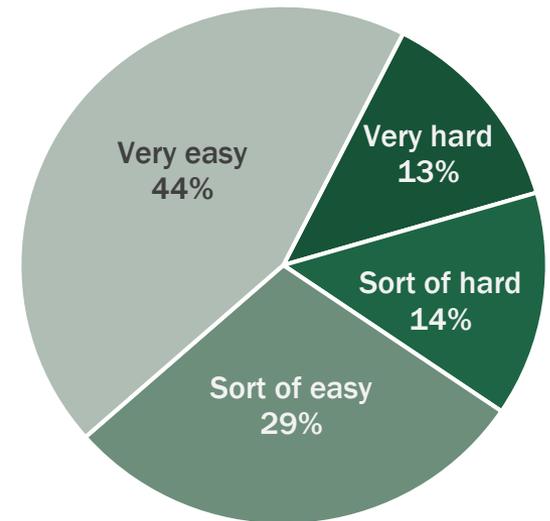
Alcohol



Marijuana



EVP



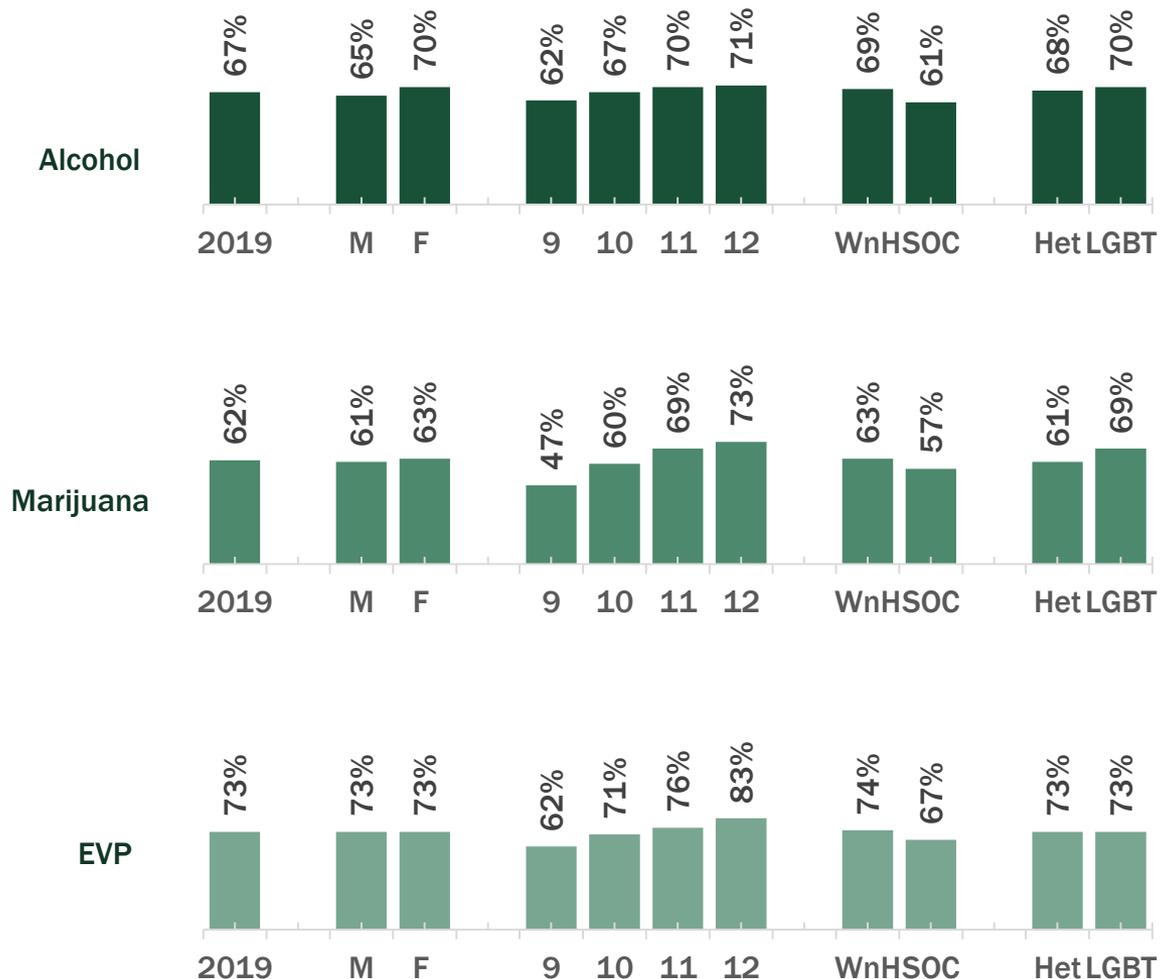
Perceived Availability

* EVP new 2019

About seven in ten students believe it would be easy to get alcohol or EVP. More than six in ten believe it would be easy to get marijuana if they wanted to.

- With each increasing grade level, students are significantly more likely to believe it would be easy to get marijuana or EVP. Older students are significantly more likely than younger students to believe it would be easy to get alcohol.
- The following students are significantly more likely to believe it would be easy to get alcohol:
 - Female students
 - White, non-Hispanic students
- The following students are significantly more likely to believe it would be easy to get marijuana:
 - White, non-Hispanic students
 - LGBT students
- The following students are significantly more likely to believe it would be easy to get EVP:
 - White, non-Hispanic students

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



Sexual Behavior



Sexual Behavior

HIV and STD Testing

Ever Tested for HIV

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

The percent of students who have ever been tested for HIV significantly increased over the past decade and between 2017 and 2019. Ever being tested for HIV remains below the Healthy Vermonters 2020 (HV2020) Goal of 15%.

- 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.

Ever Tested for HIV

--- HV2020 Goal (15%)



Sexually Transmitted Disease

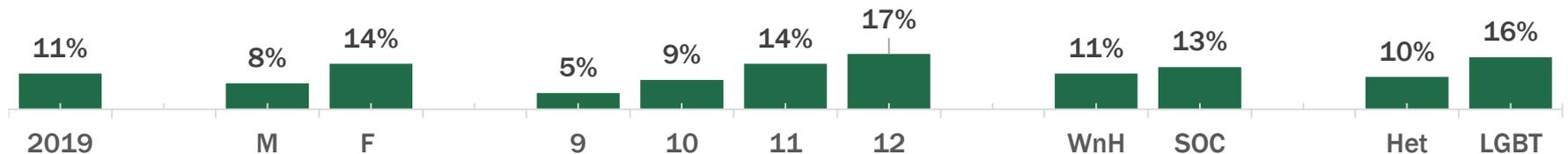
* New 2019

During the past 12 months, 11% of students were tested for a sexually transmitted disease (STD) such as chlamydia or gonorrhea.

Among students who have ever had sexual intercourse, 27% were tested for an STD during the past year.

- Female students are significantly more likely than male students to have been tested for an STD during the past year.
- Being tested for an STD during the past year significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have been tested for an STD during the past year.
- LGBT students are significantly more likely than heterosexual/cisgender students to have been tested for an STD during the past year.

Tested for STDs, Past 12 Months



Lifetime Sexual Activity

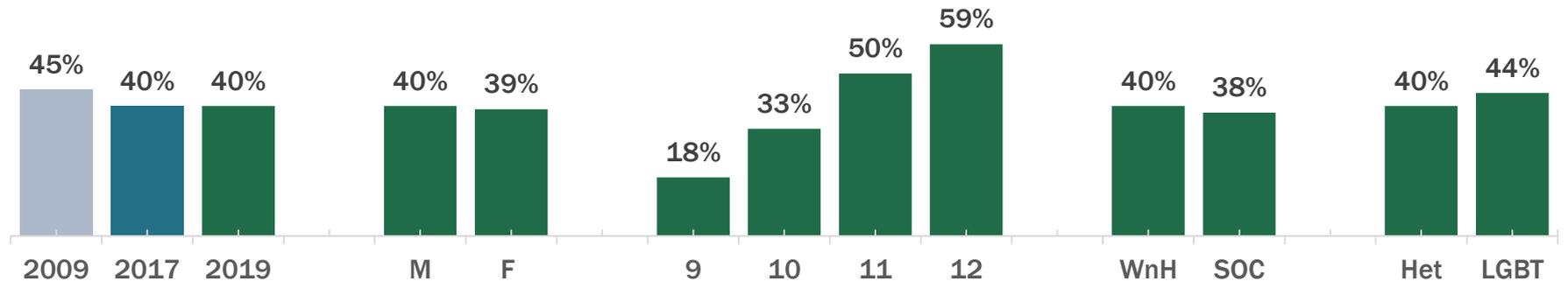
Sexual Intercourse

Overall, 40% of high school students have ever had sexual intercourse; 3% had sex before age 13.

Ever having sexual intercourse significantly decreased between 2009 and 2019. It did not change between 2017 and 2019.

- Ever having sexual intercourse does not significantly differ by sex or race.
- Ever having sexual intercourse significantly increases with each grade level.
- LGBT students are significantly more likely than heterosexual / cisgender students to have ever had sexual intercourse.

Lifetime Sexual Activity



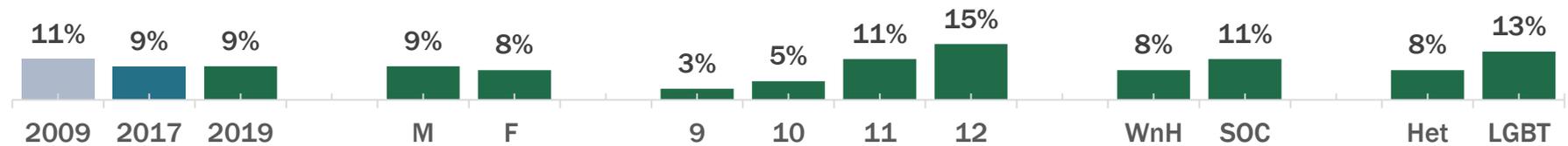
Sexual Intercourse: Multiple Partners

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

Since 2009, the percent of students who have had four or more sexual partners has significantly decreased. It remained unchanged between 2017 and 2019.

- Having four or more sexual partners does not differ by sex.
- Having four or more sexual partners significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have had four or more sexual partners during their lifetime.
- LGBT students are significantly more likely than heterosexual/cisgender students to have had four or more sexual partners during their lifetime.

Four or More Lifetime Sexual Partners



Sexual Activity

Past Three Months

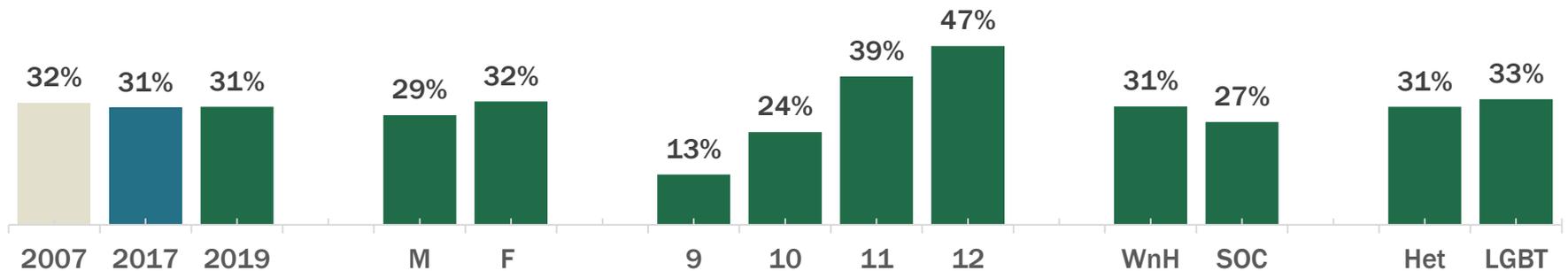
Current Sexual Activity

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

Current sexual activity has not changed since 2007 or between 2017 and 2019.

- Female students are significantly more likely than male students to have had sexual intercourse during the past three months.
- Having had sexual intercourse during the past three months significantly increases with each grade level, nearly doubling during the first two years of high school and doubling again between 10th and 12th grade.
- White, non-Hispanic students are significantly more likely than students of color to have had sexual intercourse during the past three months.
- Having sexual intercourse during the past three months does not differ by sexual orientation/ gender identity.

Sexual Activity, Past Three Months



* Current sexual activity was not asked in 2009

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

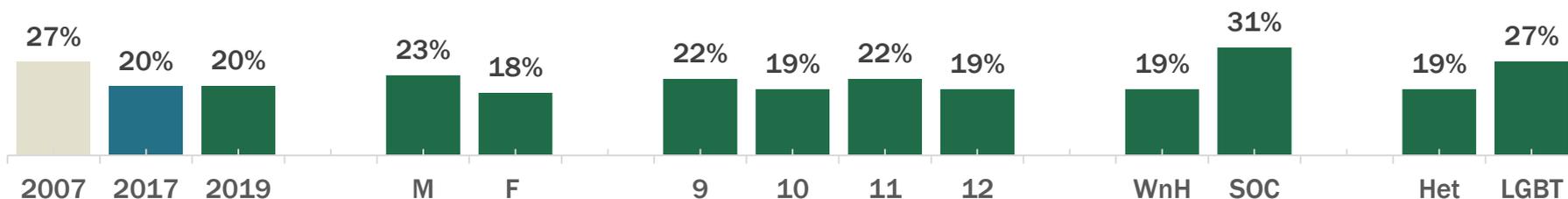
Among sexually active students, one in five (20%) drank alcohol or used drugs prior to sexual intercourse.

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

Among students who had sexual intercourse during the past three months:

- Male students are significantly more likely than female students to report drinking alcohol or using drugs prior to the last time they had sexual intercourse.
- Drinking alcohol or using drugs prior to last sexual intercourse does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to report drinking alcohol or using drugs prior to last sexual intercourse.
- LGBT students are significantly more likely to report using alcohol or drugs prior to last sexual intercourse than heterosexual/cisgender students.

Used Alcohol or Drugs Prior to Last Sexual Intercourse (Among Those Who Were Currently Sexually Active)



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months. Current sexual activity was not asked in 2009.

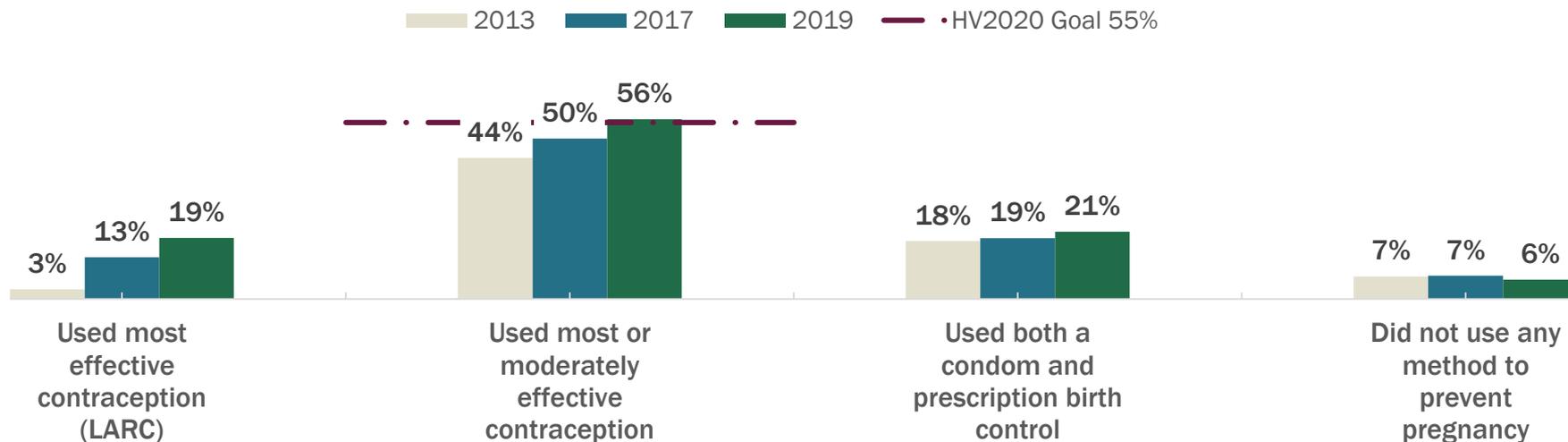
Pregnancy Prevention & Condom Use Among Sexually Active Students

Most effective forms of birth control include Long Acting, Reversible Contraceptives (LARC) such as implants (i.e. Implanon or Nexplanon) and intrauterine devices (IUD) (i.e. Mirena or ParaGard). Moderately effective forms of birth control include birth control pills, a shot (i.e. Depro-Provera), patch (i.e. Ortho Evra) or birth control ring (i.e. NuvaRing).

Use of most effective contraception, most or moderately effective contraception, and dual use of a condom and birth control have significantly increased since first asked in 2013. Compared to 2017, significantly more students also reported using most and most or moderately effective contraception. Fewer sexually active students reported not using a condom or other form of birth control the last time they had sexual intercourse during that same time period.

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

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



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months.
- Due to changes in question wording, long term trend data is not available for use of any prescription birth control. Response options for this question do not an option for same sex intercourse where pregnancy is not possible.

Pregnancy Prevention Among Sexually Active Students

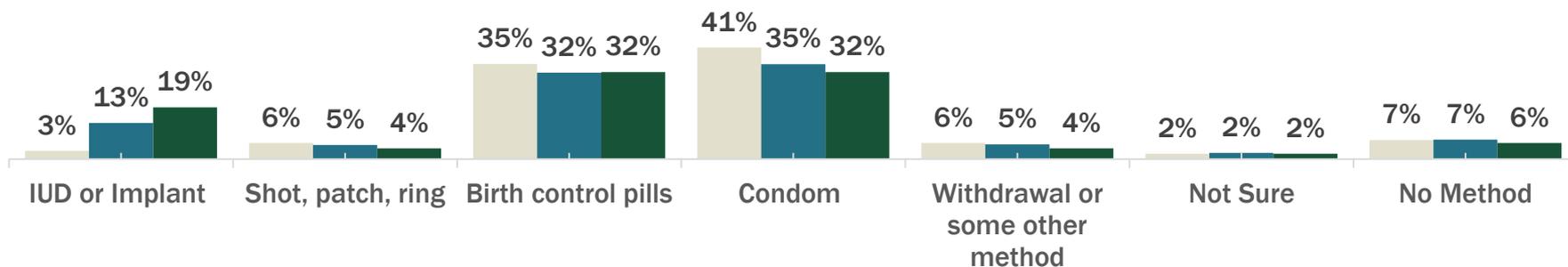
Overall, more than half of sexually active students used prescription birth control such as oral pills, an IUD or implant, or a shot, patch, or birth control ring to prevent pregnancy before they had sexual intercourse.

Since 2013, the use of prescription birth control, among sexually active students, significantly increased from 44% to 56% in 2019.

Use of a condom as a primary pregnancy prevention method has significantly decreased during that same time period.

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

■ 2013 ■ 2017 ■ 2019



Most Effective

Moderately Effective

Least / Not Effective

- Sexually active students and currently sexually active includes students who had sexual activity during the past three months.
- Due to changes in question wording, long term trend data is not available for use of any prescription birth control. Response options for this question do not an option for same sex intercourse where pregnancy is not possible.

Pregnancy Prevention Among Sexually Active Students



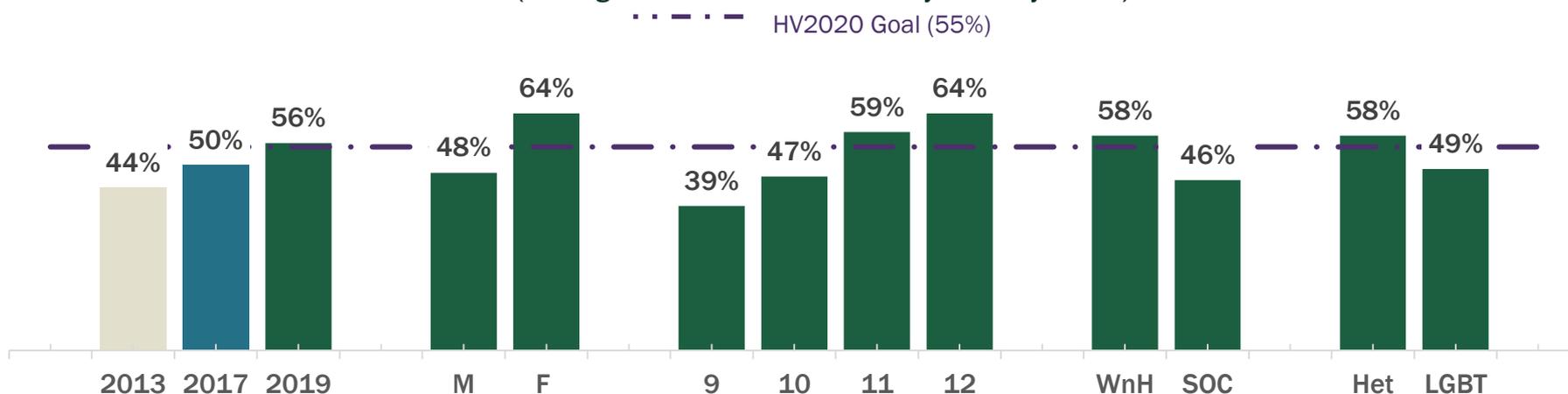
In 2019 56% of sexually active students reported using a most or moderately effective contraception to prevent pregnancy the last time they had sexual intercourse. This exceeds the HV2020 Goal of 55%.

Use of moderate or most effective forms of prescription birth control significantly increased since 2013 and between 2017 and 2019.

Among students who had sexual intercourse during the past three months:

- Female students are significantly more likely than male students to report using a moderately or highly effective form of birth control to prevent pregnancy.
- Use of a moderately or highly effective form of birth control among sexually active students increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to use a moderately or highly effective form of birth control.
- Heterosexual/cisgender students are significantly more likely than LGBT students to use a moderately or highly effective form of birth control.

Used Moderate or Most Effective Birth Control to Prevent Pregnancy Prior to Last Sexual Intercourse (Among Those Who Were Currently Sexually Active)



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months.
- Due to changes in question wording, long term trend data is not available for use of any prescription birth control. Response options for this question do not include an option for same sex intercourse where pregnancy is not possible.

Condom Use Among Sexually Active Students

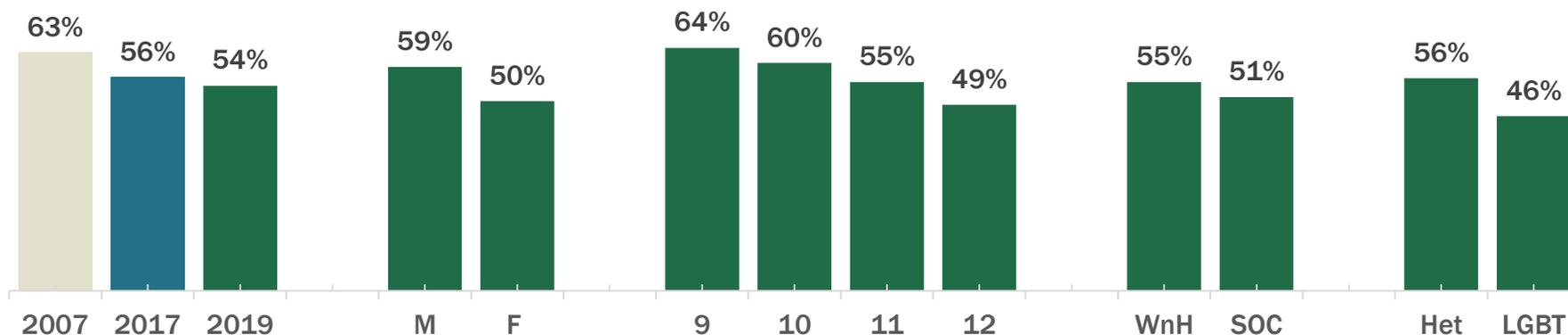
Among students who are currently sexually active, just over half (54%) used a condom the last time they had sex.

Condom use among sexually active students has significantly decreased since 2007. It did not significantly change between 2017 and 2019.

Among students who had sexual intercourse during the past three months:

- Male students are significantly more likely than female students to use a condom the last time they had sexual intercourse.
- Younger students are significantly more likely to report using a condom the last time they had sexual intercourse compared to older students.
- Condom use does not differ by race.
- Heterosexual/cisgender students are significantly more likely than LGBT students to use a condom the last time they had sexual intercourse.

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



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months. Current sexual activity was not asked in 2009.

Weight, Physical Activity & Nutrition



BMI & Perceptions of Weight

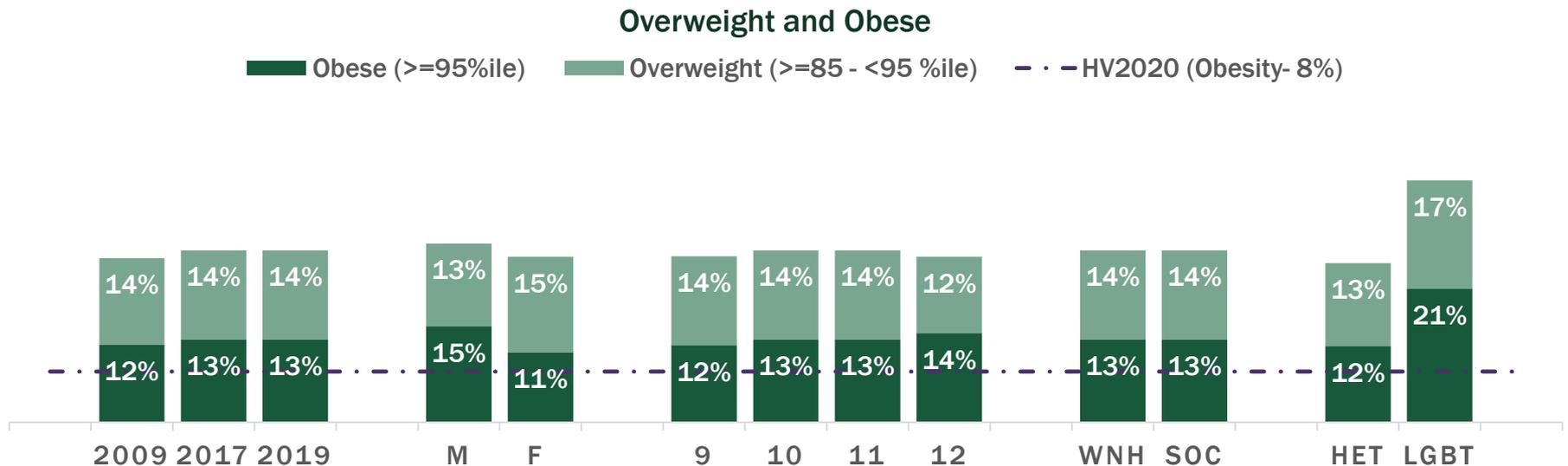
Obesity and Overweight

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 95th percentile.

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

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

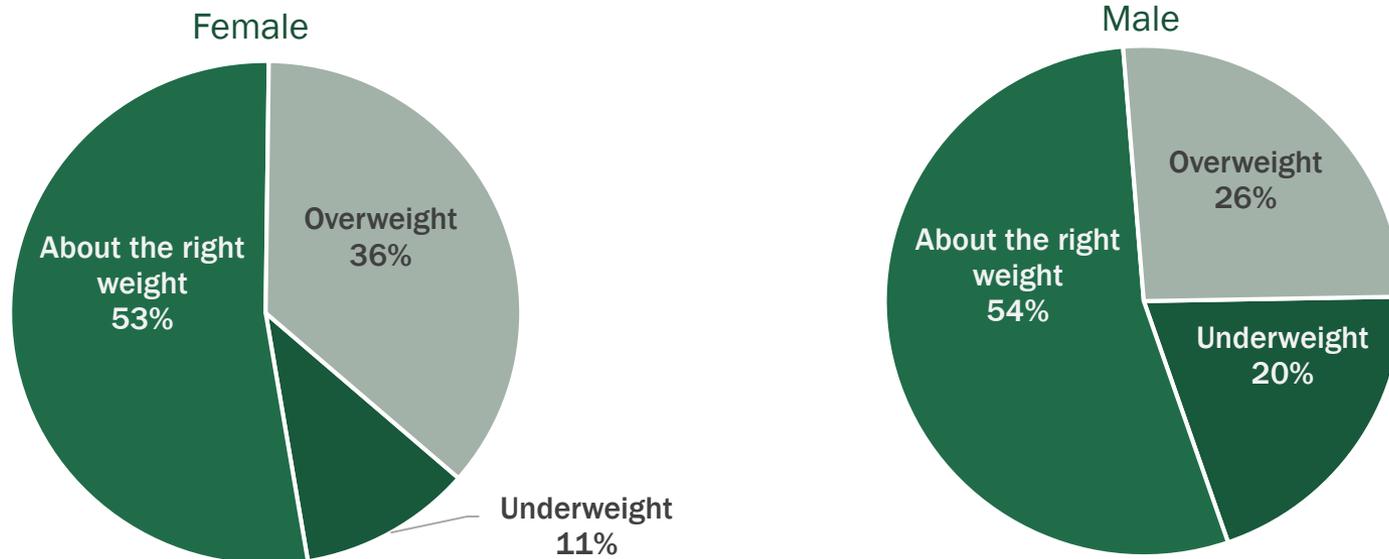
- Female students are significantly more likely to be overweight but significantly less likely to be obese compared to male students.
- Weight status does not differ by grade or race.
- LGBT students are significantly more likely to be overweight and obese compared to heterosexual / cisgender students.



Perceptions of Weight

About half of all students (54%) believe they are about the right weight; 31% believe they are slightly or very overweight; 16% believe they are slightly or very underweight. Perceptions of weight differ significantly by sex with female students significantly more likely than male students to believe they are overweight and male students significantly more likely to believe they are underweight.

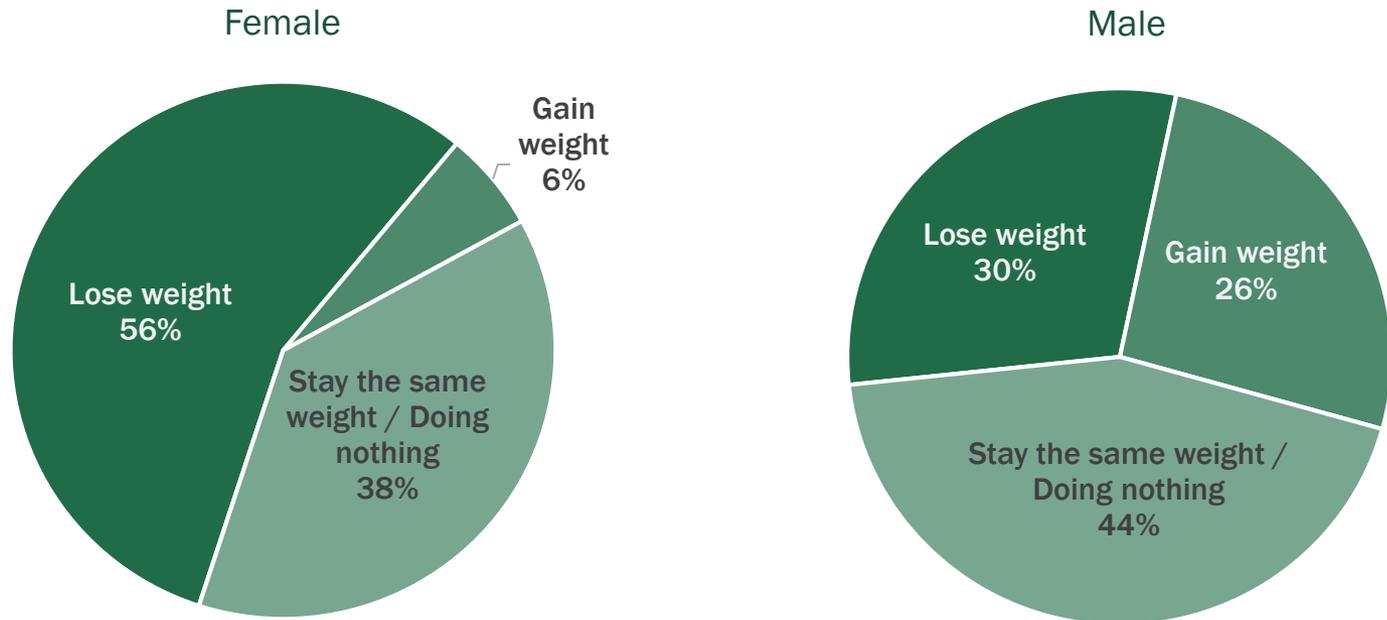
Perceptions of Weight, By Sex



Weight Modifications

Overall, two out of five (43%) students are trying to lose weight and 16% are trying to gain weight. Attempts to modify ones weight differ by sex with female students significantly more likely than male students to be attempting to lose weight and male students significantly more likely to be attempting to gain or maintain weight.

Attempts to Modify Weight, by Sex



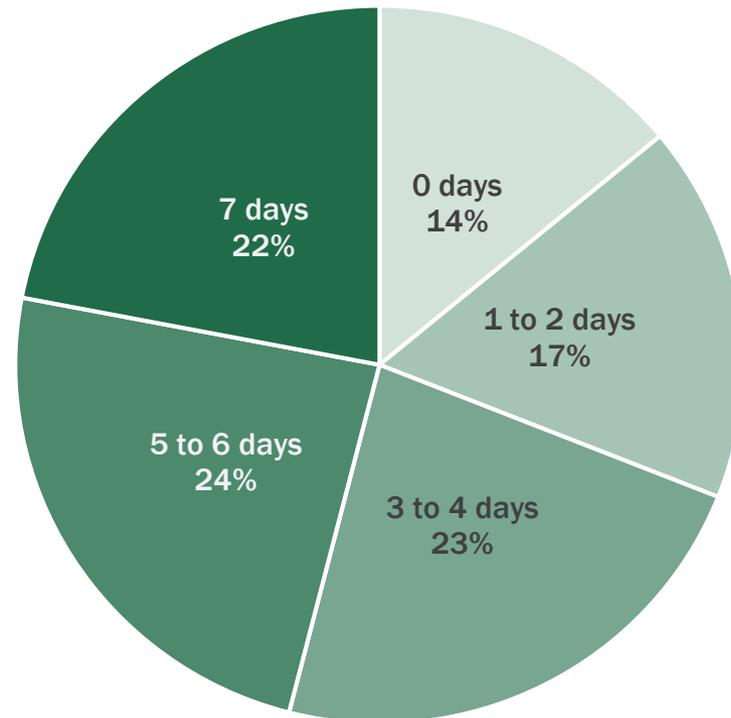
Physical Activity

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, less than a quarter of students meet physical activity guidelines; about half participate in 60 minutes of physical activity on five or more days during the previous week.

**Number of Physically Active Days
During the Past Week**



Physical Activity: Met Recommendations

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

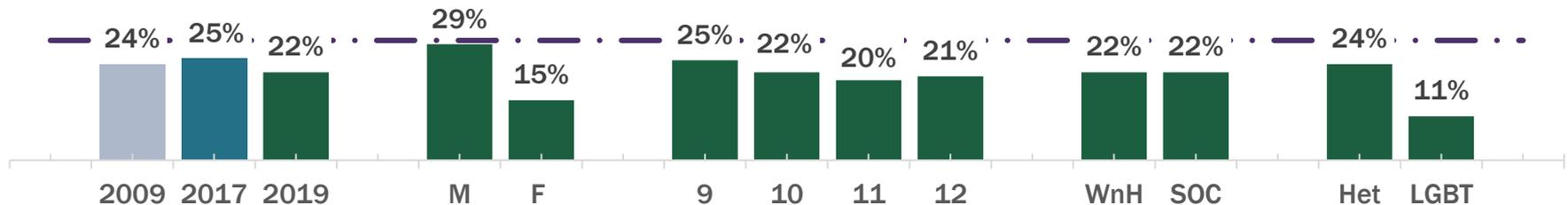
The percent of students engaging in daily physical activity has not significantly changed over the past decade. The percent of students reported being physically active every day during the past week significantly decreased between 2017 and 2019.

The percent of students meeting current physical activity guidelines remains below the HV2020 Goal of 30%.

- Male students are nearly two times as likely as female students to engage in at least 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.
- Heterosexual/cisgender students are more than two times as likely as LGBT students to engage in daily physical activity.

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

— HV2020 Goal (30%)



Physical Activity: Met or Approaching Recommendations

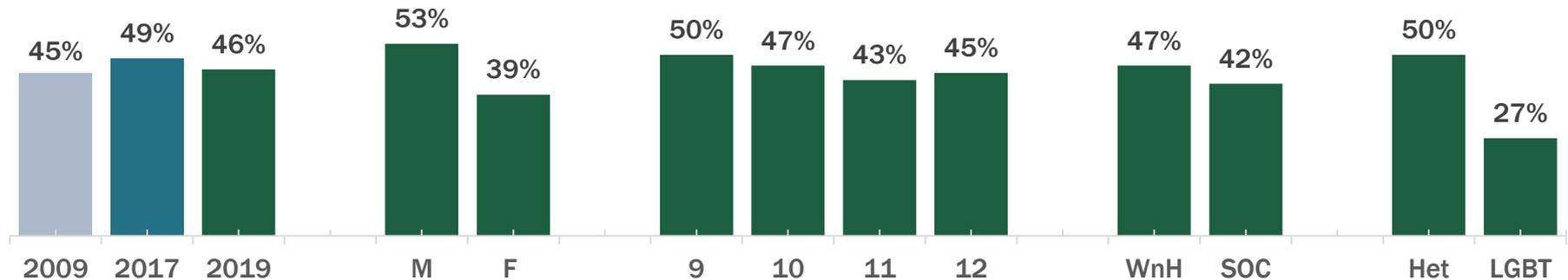
Physically active for at least 60 minutes on at least five days, past week

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 2009. However, significantly fewer students in 2019 engaged in physical activity on five or more days compared to 2017.

- Male students are significantly more likely than female students to engage in 60 minutes of physical activity on at least five days.
- Younger students are significantly more likely than older students to engage physical activity on five or more days.
- White, non-Hispanic students are significantly more likely than students of color to engage in physical activity on five or more days.
- Heterosexual/cisgender students are nearly two times more likely than LGBT 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

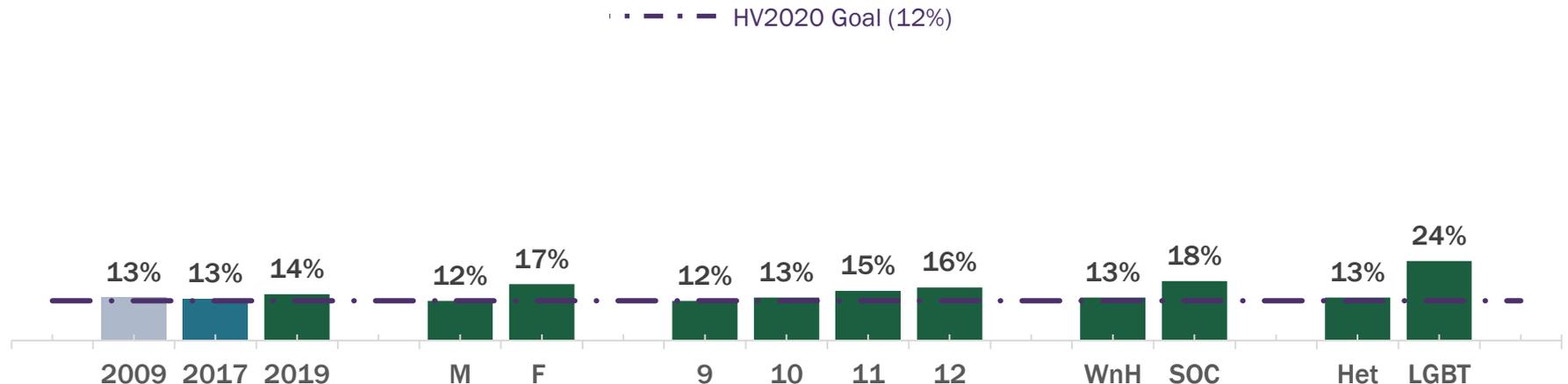
Physically active for at least 60 minutes on zero days, past week

The percent of students not participating in 60 minutes of physical activity on any day during the previous week significantly increased between 2017 and 2019.

The percent of students who do not participate in at least 60 minutes of physical activity on any day during the previous week remains above the HV2020 Goal of 12%.

- Female students are significantly more likely than male 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 to report no physical activity on any day during the previous week compared to white, non-Hispanic students.
- LGBT students are nearly two times more likely than heterosexual / cisgender students to report no 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



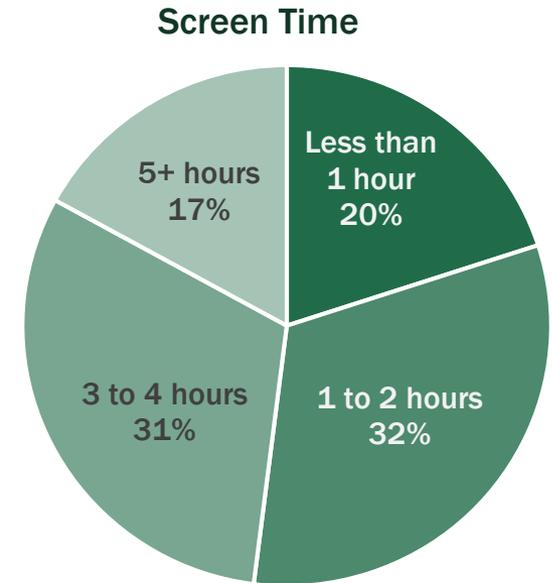
Physical Inactivity: Screen Time

* New 2019

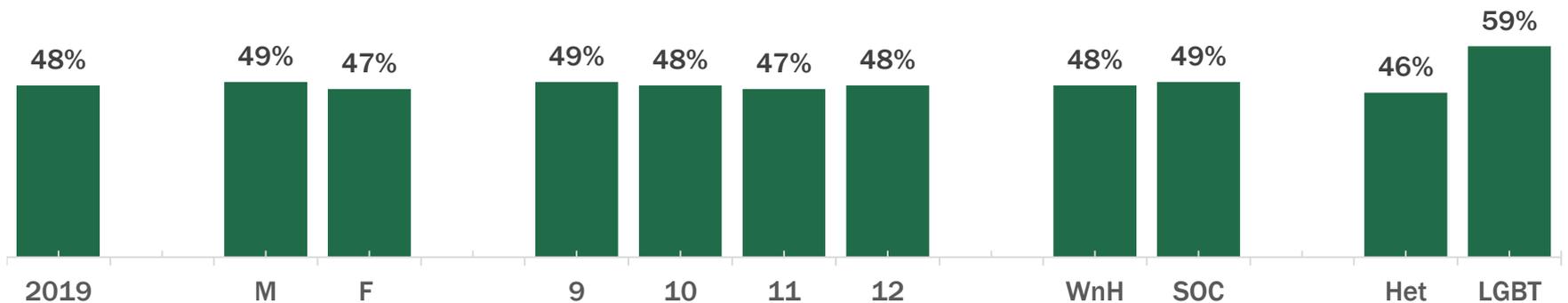
Screen time includes things such as playing games, watching videos, texting, or using social media on a smartphone, computer, Xbox, PlayStation, iPad, or other tablet.

On the average school day about half of students (48%) spend three or more hours playing video or computer games or using a computer for things not related to school.

- Spending three or more hours a day playing video games or using a computer does not differ by sex, grade level, or race.
- LGBT students are significantly more likely than heterosexual/cisgender students to use a computer or play video games for three or more hours per day during the week.



Spent Three or More Hours a Day Using a Computer or Playing Video Games, Average School Day



Physical Activity Breaks at School

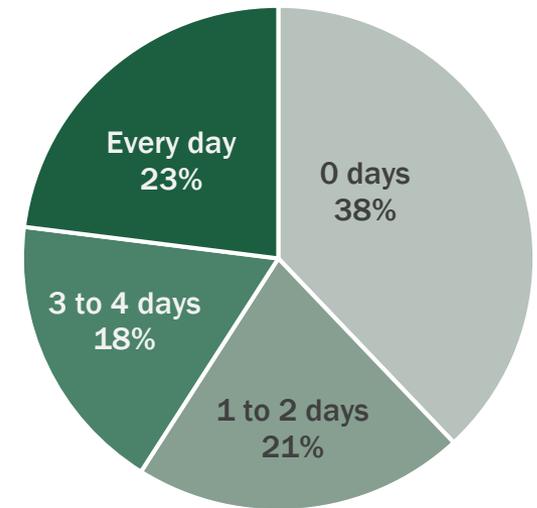
* New 2019

During an average week, six in ten students participated in physical activity or other short breaks during class at least once a week. Activity breaks included things such as movement, stretching, or brain breaks. Nearly a quarter participated in physical activity breaks every day.

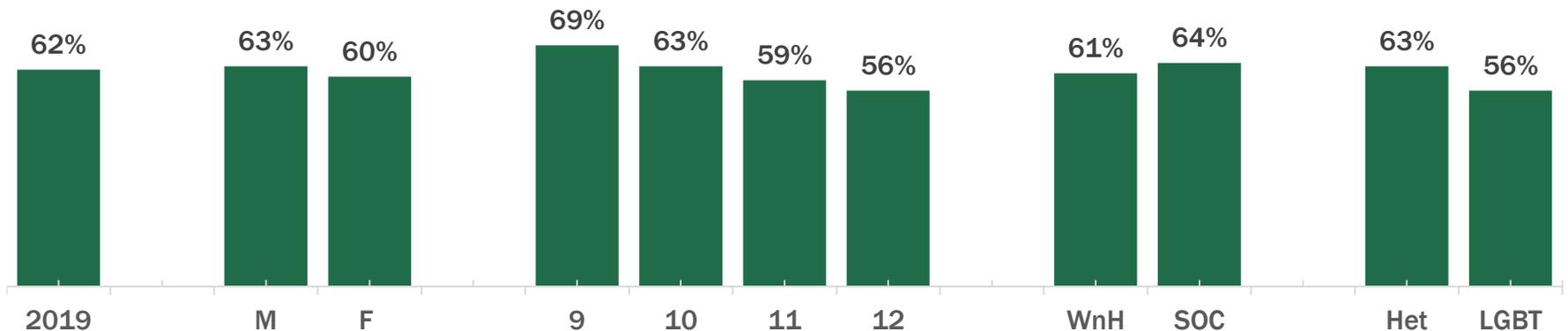
The following students are significantly more likely to report having physical activity breaks during class at least once a week:

- Male students
- Younger students
- Students of color
- Heterosexual / cisgender students

Physical Activity Breaks at School



Have Physical Activity Breaks During Class at Least Once a Week



Nutrition

Fruit Consumption

Fruit and 100% Fruit Juice Consumed Per Day Among All High School Students, Past Week



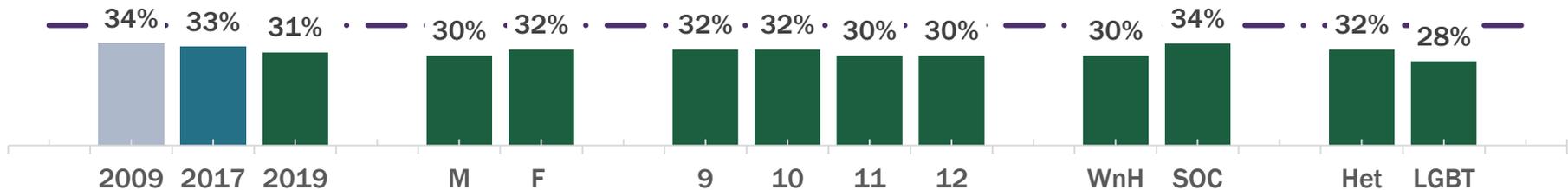
During the past week, three in ten students ate fruit or drank 100% fruit juice at least two times per day.

The percent of students who ate two or more fruits per day significantly decreased between 2017 and 2019 and remains below the HV2020 goal of 40%.

- Consuming fruit or 100% juice at least two times per day does not differ by sex.
- Younger students are significantly more likely than older students to have two or more fruits or juice per day.
- Students of color are significantly more likely than white, non-Hispanic students to eat two or more fruits or juice per day.
- Heterosexual/cisgender students are significantly more likely than LGBT students to eat two or more fruits or fruit juice during the previous week.

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

— HV2020 Goal (40%)



Vegetable Consumption

Vegetables Consumed Per Day Among All High School Students, Past Week

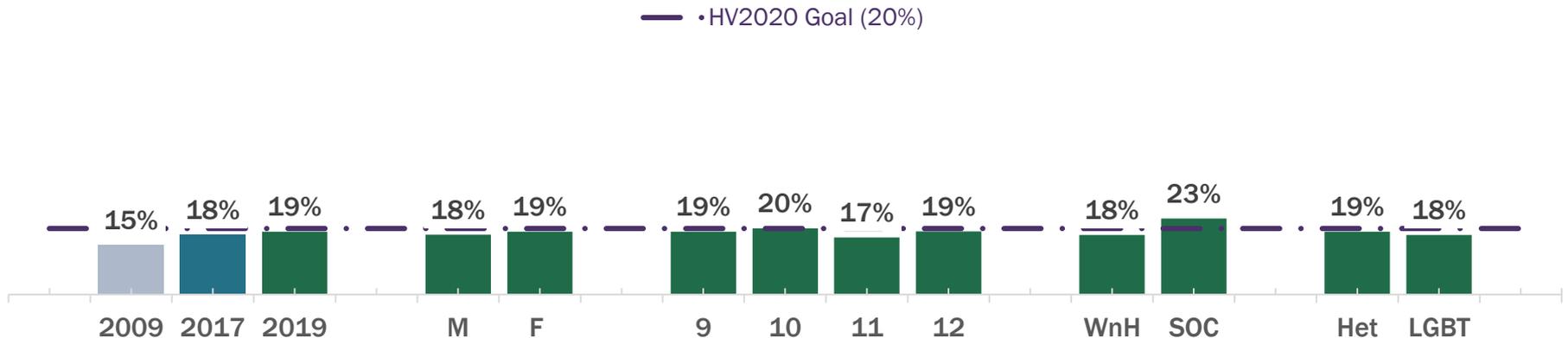


During the past week, about three-quarters of students ate vegetables at least one time per day (72%); 5% did not have any. One in five students ate vegetables at least three times per day during the past week.

Since 2009 consumption of three or more vegetables per day has significantly increased; however, there was no change in vegetable consumption between 2017 and 2019 and it remains below the HV2020 goal of 20%.

- Consumption of three or more vegetables per day does not differ by sex, grade level, or sexual orientation / gender identity.
- Students of color are significantly more likely to eat three or more vegetables per day during the previous week compared to white, non-Hispanic students.

Ate Vegetables Three or More Times Per Day, Past Week



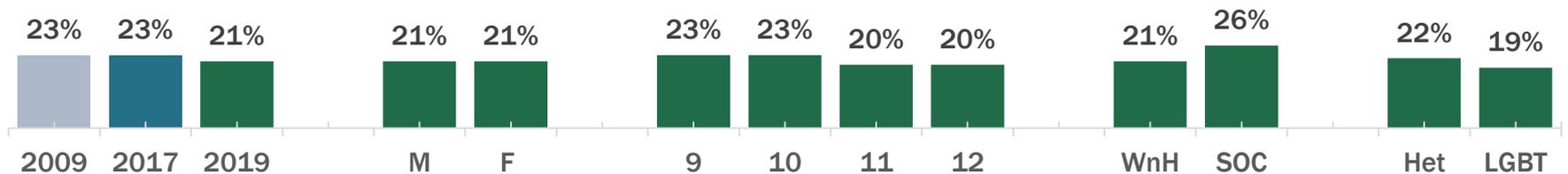
Fruit and Vegetable Consumption

About one in five students ate five or more fruits or vegetables per day during the past week.

Eating five or more fruits or vegetables remains similar to 2009 and 2017.

- Eating five or more fruits or vegetables a day does not differ by sex or sexual orientation / gender identity.
- Younger students are significantly more likely than older students to eat five or more fruits or vegetables per day during previous week.
- Students of color are significantly more likely than white, non-Hispanic students to eat five or more fruits or vegetables per day during the previous week.

Ate Five or More Fruits or Vegetables Per Day, Past Week



Sugar-Sweetened Beverage & Soda Consumption

* New 2019

SSB or Soda Consumption Among High School Students, Past Week

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

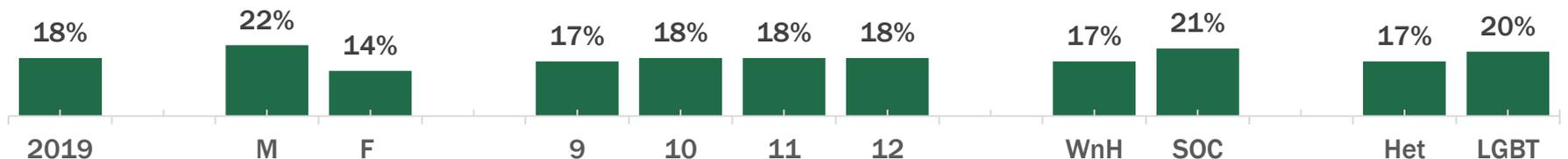


In 2019 questions about soda and sugar-sweetened beverages (SSB) were combined into one question.

Most high school students consume soda or SSB less than once per day, nearly a quarter did not have any during the past week.

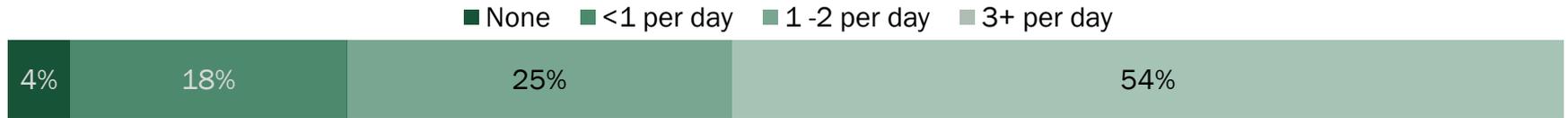
- Male students are significantly more likely than female students to drink at least one soda or SSB every day during the past week.
- Soda or SSB consumption does not differ by grade level.
- Students of color are significantly more likely to drink at least one soda or SSB every day during the past week compared to white, non-Hispanic students.
- LGBT students are significantly more likely than heterosexual / cisgender students to drink soda or SSB every day.

Drank at Least One SSB or Soda Per Day, Past Week



Water Consumption

Consumption of Plain Water Among High School Students, Past Week

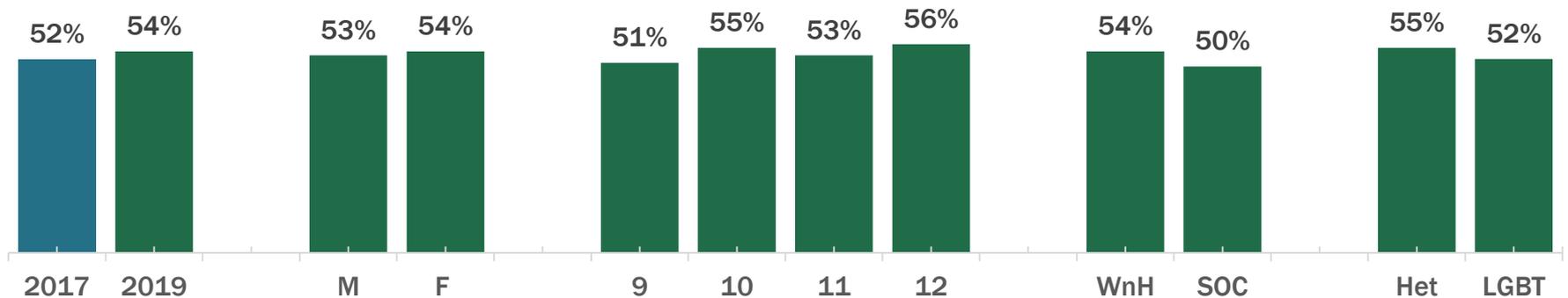


Just over half of all students drank three or more bottles or glasses of plain water per day; 4% did not have a glass of water on any day during the previous week.

Drinking three or more glasses of water per day significantly increased between 2017 and 2019.

- Drinking three or more glasses of water per day does not differ by sex, grade level, or sexual orientation.
- White, non-Hispanic students are significantly more likely than students of color to drink at least three glasses of water per day during the past week.

Drank Three or More Glasses of Water, Past Week



Breakfast Consumption

Frequency High School Students Ate Breakfast, Past Week

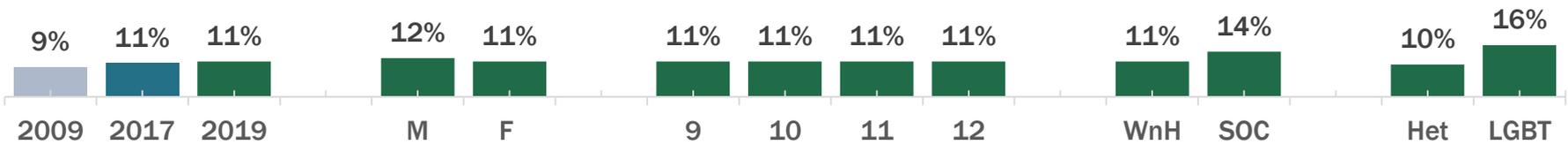


During the past week, two in five students (40%) ate breakfast every day; one in ten never ate breakfast during the past seven days (11%).

The percent of students who did not eat any breakfast during the previous week significantly increased since 2009 but did not significantly change between 2017 and 2019.

- 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



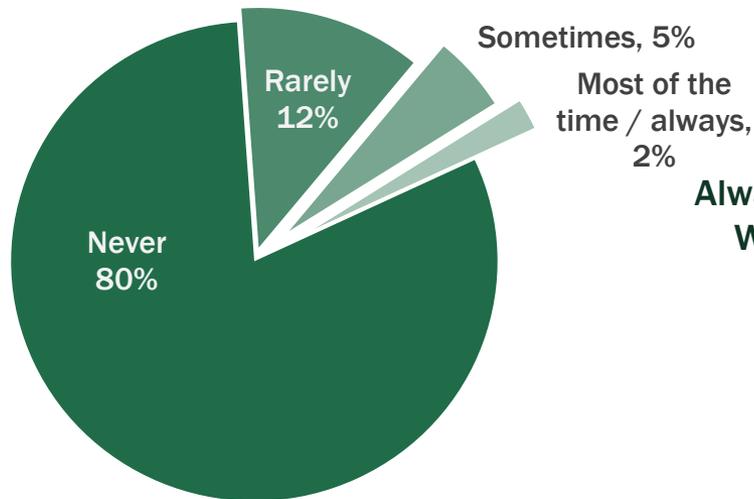
Food Insecurity

During the past month, less than one in ten students went hungry because there was not enough food in their homes at least some of the time. Few went hungry most of the time.

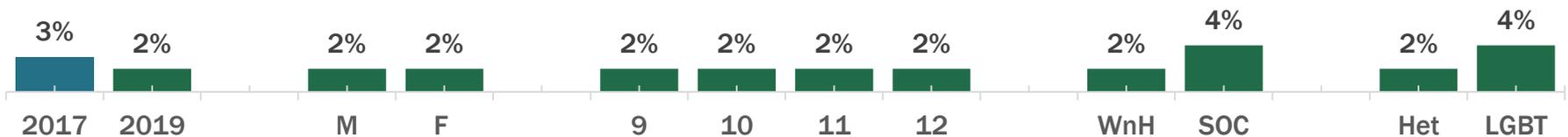
The percent of students who went hungry always or most of the time significantly decreased between 2017 and 2019.

- Going hungry because there was not enough food at home does not differ by 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.

Went Hungry, Past 30 Days



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



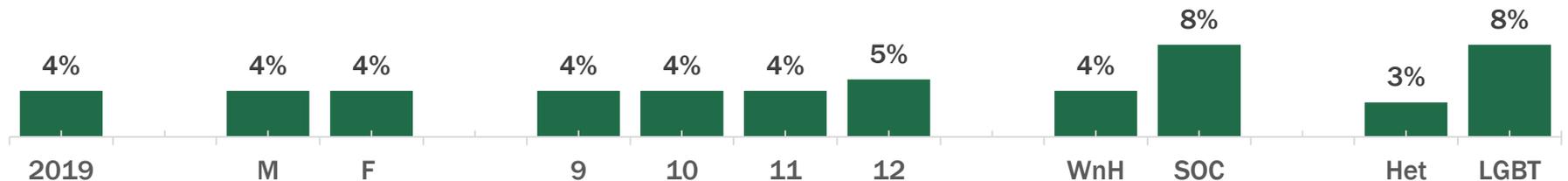
Housing Insecurity

* New 2019

During the past 30 days, 4% of students slept away from home because they ran away, were abandoned, or their parents kicked them out.

- There are no differences in sleeping away from home by sex and grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have slept away from their parents or guardians during the past 30 days because they were kicked out, ran away, or were abandoned.
- LGBT students are significantly more likely than heterosexual/ cisgender students to have slept away from their parents or guardians during the past 30 days because they were kicked out, ran away, or were abandoned.

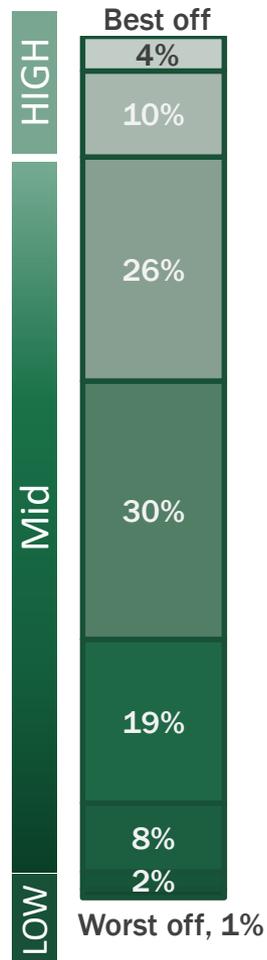
Slept Away From Their Home Because They Were Kicked Out, Ran Away, or Abandoned



Subjective Social Status

* New 2019

Subjective Social Status

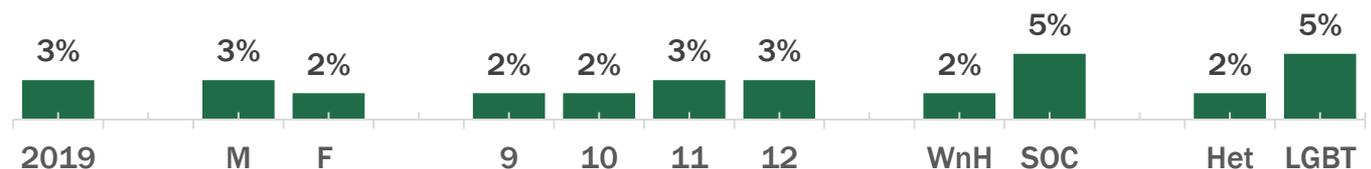


Subjective social status (SSS) is a proxy measure for socioeconomic status. It asks students to compare their family to others in American society by imagining a ladder. At the top of the ladder are people who are the best off – they have the most money, highest amount of schooling, and jobs that bring the most money. At the bottom of the ladder are people who are the worst off – they have the least money, little or no education, no job or jobs that no one wants or respects.

Overall most students believe they are in the middle of the ladder or that their family is somewhat similar to others in American society. One in seven believe their family is better off, 3% believe their family is worse off than others in American society.

- Male students are significantly more likely than female students to think their family's social status is worse compared to other Americans.
- Subjective social status does not significantly differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to think their family's social status is worse compared to other Americans.
- LGBT students are significantly more likely than heterosexual / cisgender students to think their family's social status is worse compared to other Americans.

Believe Their Family is Worse Off Compared to Other Families in the US



Disabilities

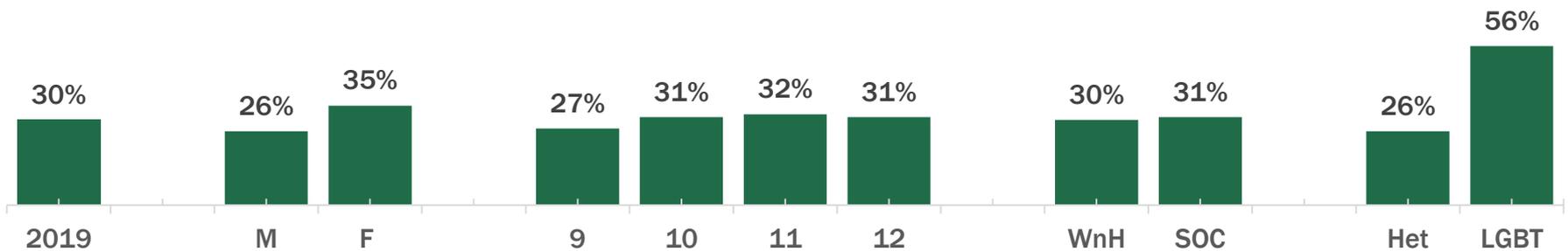
* New 2019

Overall three in ten students report having a physical disability, long-term health problems, emotional problems, or learning disability. One in seven (13%) are not sure if they have either a physical or emotional disability.

Specifically, 14% of students report having a physical disability or long-term health problems. Nearly a quarter (23%) have long-term emotional problems or learning disabilities.

- Female students are significantly more likely than male students to report having a physical disability, long-term health problems, emotional problems, or a learning disability.
- Older students are significantly more likely than younger students to report having a physical disability, long-term health problems, emotional problems, or a learning disability.
- There are no difference by race for having a physical disability, long-term health problems, emotional problems, or a learning disability.
- LGBT students are two times more likely than heterosexual / cisgender students to report having a physical disability, long-term health problems, emotional problems, or a learning disability.

Have a Physical Disability, Long Term Health Problem or a Learning Disability, Long-term Emotional Problem

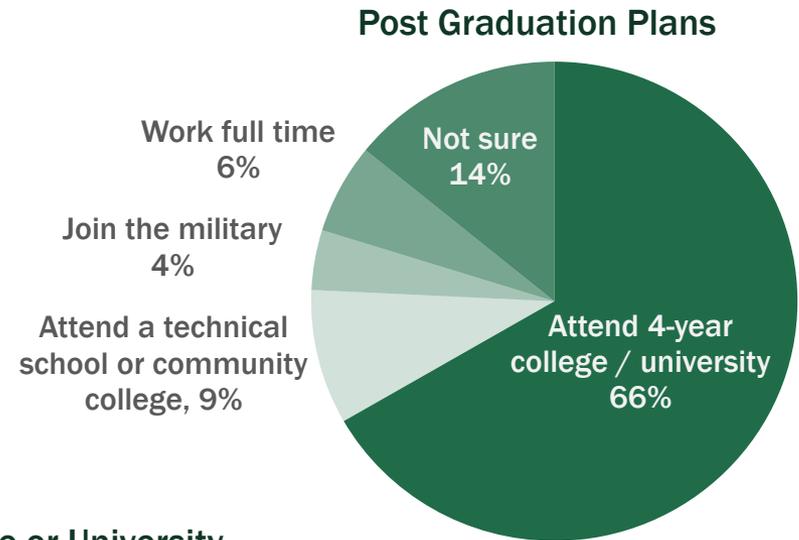


Post Graduation Plans

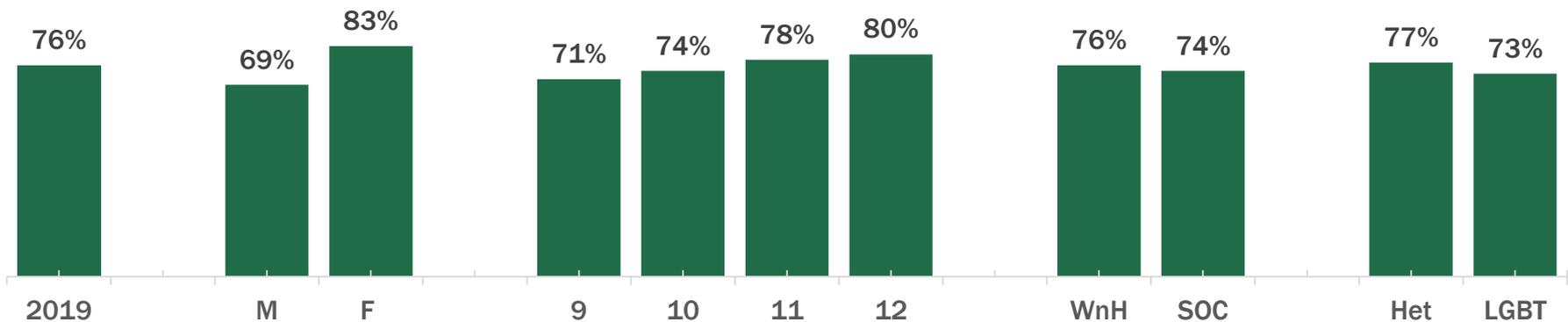
* New 2019

After high school most students believe they will most likely attend a 2- or 4-year college or university or a technical school. One in seven students were not sure what they will do after graduation.

- Planning on attending college or technical school significantly increases with each grade level.
- In addition, female students and heterosexual / cisgender students are significantly more likely to report they will most likely attend a 4-year college or university, community college, or technical school after high school.



Will Most Likely Attend a 4-Year College or University, Community College or Technical Program Upon Graduation



Youth Assets and Other Protective Factors

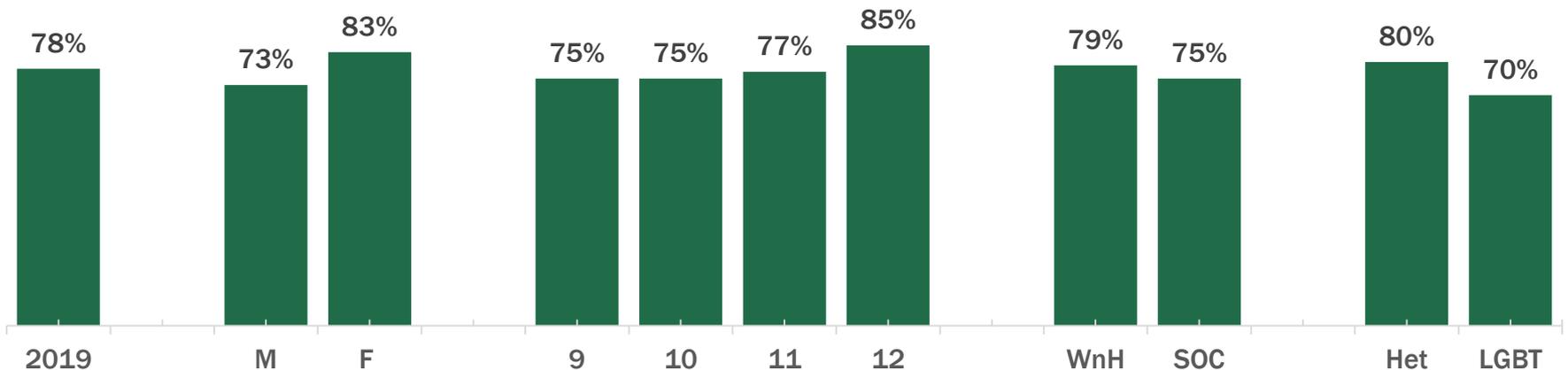


Grades Earned in School

Four out of five students earned mostly A's (41%) or B's (37%) during the past year; 11% earned mostly C's and 3% earned mostly D's or F's. About one in ten students reported using a different scale (3%) or were not sure (5%).

- Female students are significantly more likely to report high grades (mostly A's and B's) compared to male students.
- Older students are significantly more likely to earn mostly A's and B's compared to younger students.
- White, non-Hispanic students are significantly more likely than students of color to earn mostly A's and B's.
- Heterosexual/cisgender students are significantly more likely than LGBT students to earn mostly A's and B's.

Typically Earned A's and B's in School

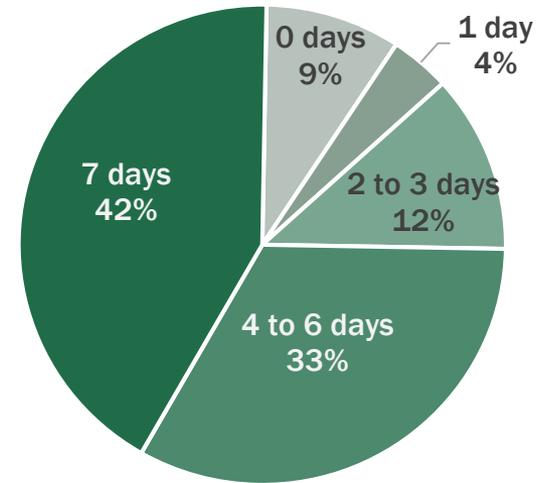


Family Connectedness

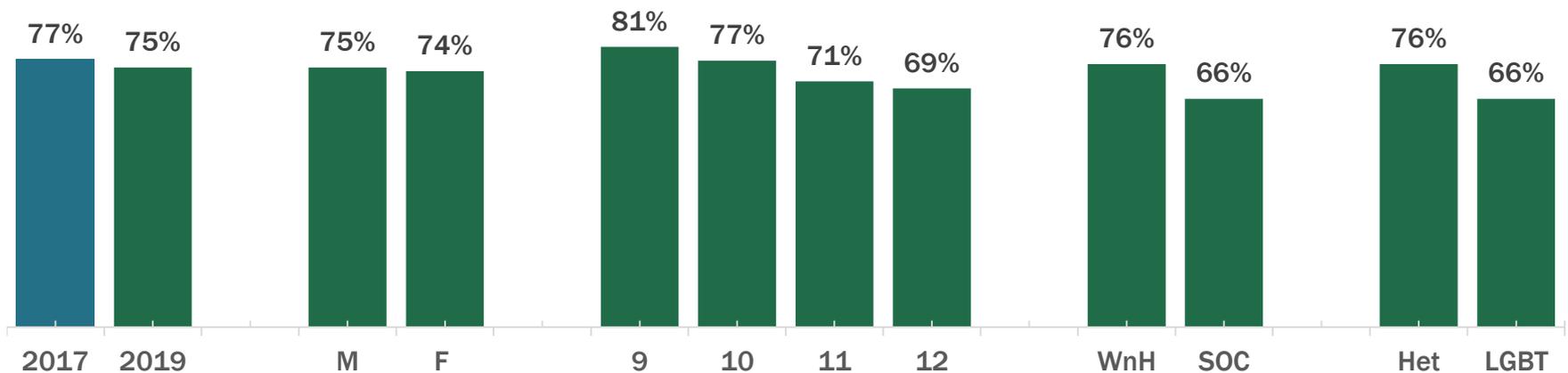
More than three quarters of students (75%) ate dinner at home with at least one of their parents on at least four days during the previous week, significantly less than in 2017.

- Eating dinner with a parent at least four times during the past week did not differ by sex.
- Younger students are significantly more likely than older students to report eating dinner with a parent at least four times during the past week.
- White, non-Hispanic students are significantly more likely than students of color to eat dinner with a parent at least four times during the past week.
- Heterosexual/cisgender students are significantly more likely than LGBT students to eat dinner with a parent at least four times during the past week.

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



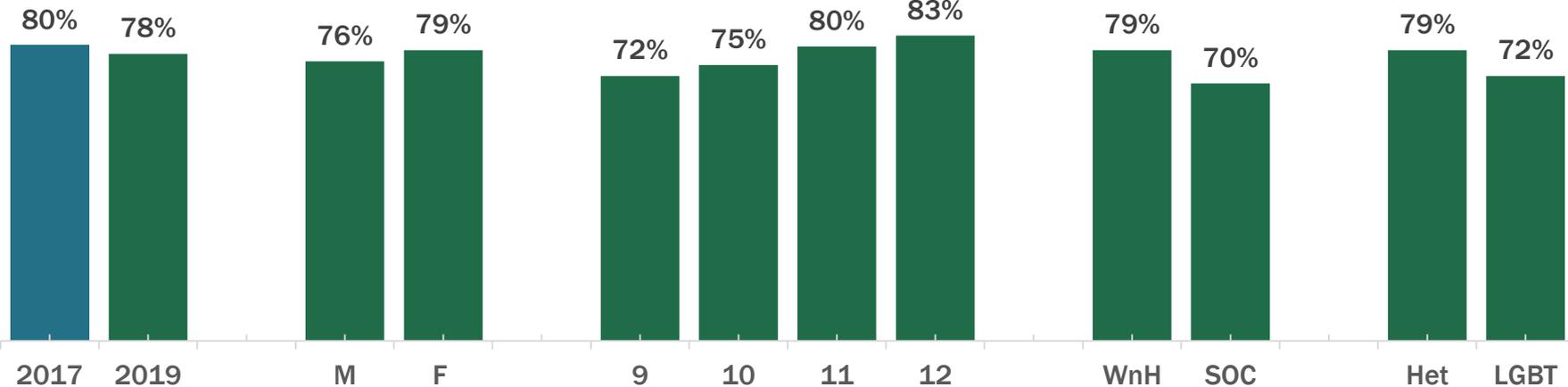
School Connectedness

About three quarters of students (78%) have at least one teacher or adult in their school that they can talk to if they have a problem; 11% are not sure or do not have an adult at their school they could talk to if they had a problem.

In 2019 significantly fewer students reported having at least one teacher or other adult in their school that they could talk to if they had a problem compared to those in 2017.

- Female students are significantly more likely than male students to report having at least one teacher or other adult they can talk to if they had a problem.
- Having at least one adult or teacher in the school they could turn to if they had a problem significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color are significantly to have an adult in their school they could talk to if they had a problem.
- Heterosexual/cisgender students are significantly more likely than LGBT 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

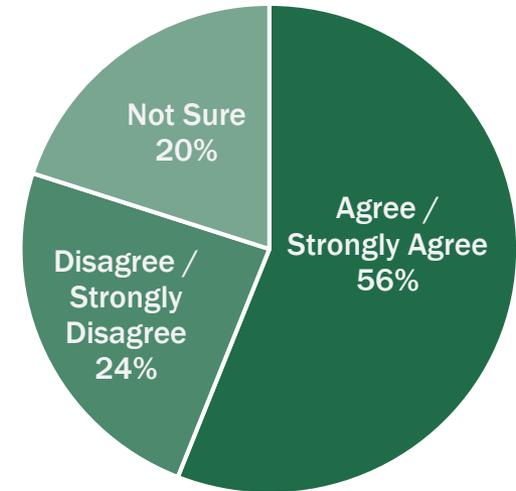


School Connectedness

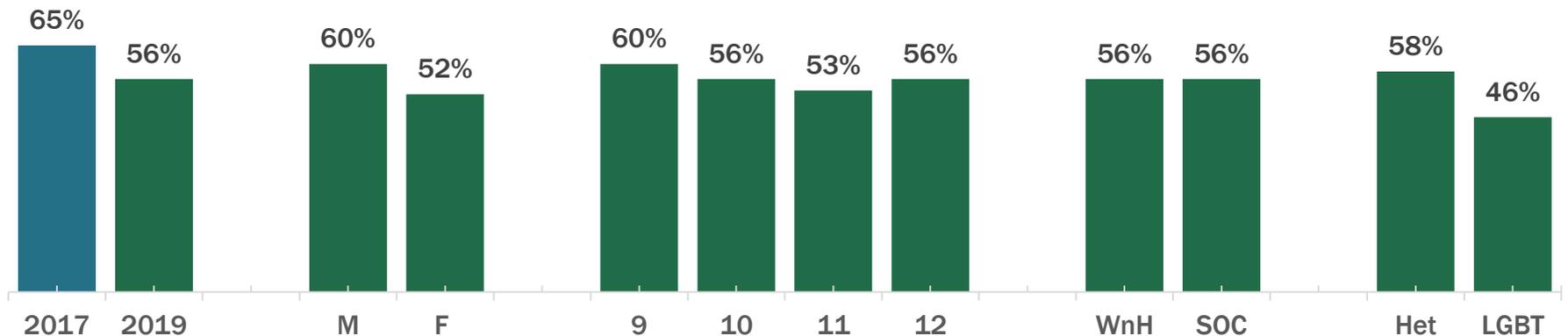
Just over half (56%) of students agree or strongly agree that their school has clear rules and consequences for behavior; one in five (20%) are not sure if their school has clear rules and consequences.

- Male students are significantly more likely than females to believe their school has clear rules and consequences for all students.
- Younger 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 does not differ by race.
- Heterosexual/cisgender students are significantly more likely than LGBT 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

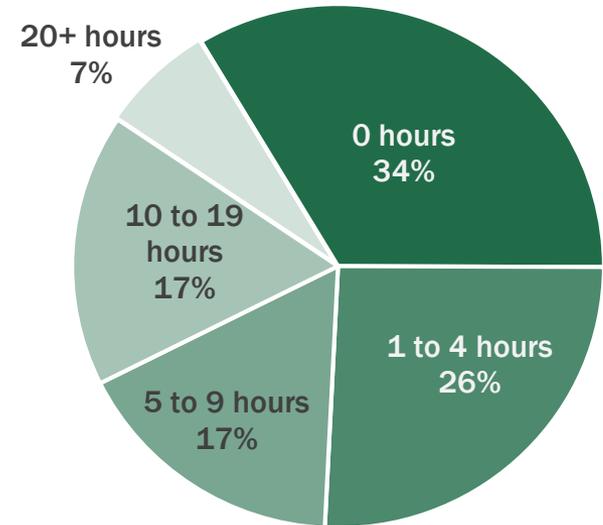
During a typical week, a quarter of students spent ten hours or more participating in extracurricular activities such as sports, band, drama, or clubs run by the school or the community; a third did not participate in any activities.

Participation in 10 or more hours per week of extracurricular activities has remained stable since 2015.

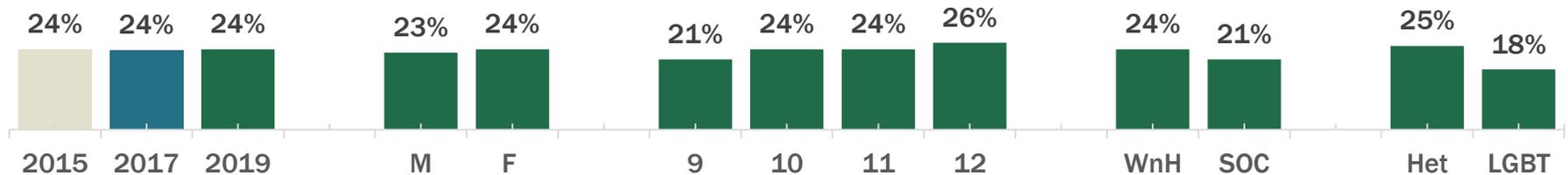
The following students are significantly more likely to participate in 10 or more hours of extracurricular activity during a typical week:

- Older students
- White, non-Hispanic students
- Heterosexual/cisgender students

Participation in Extracurricular Activities



Participate in 10 or more Hours Per Week of Extracurricular Activities



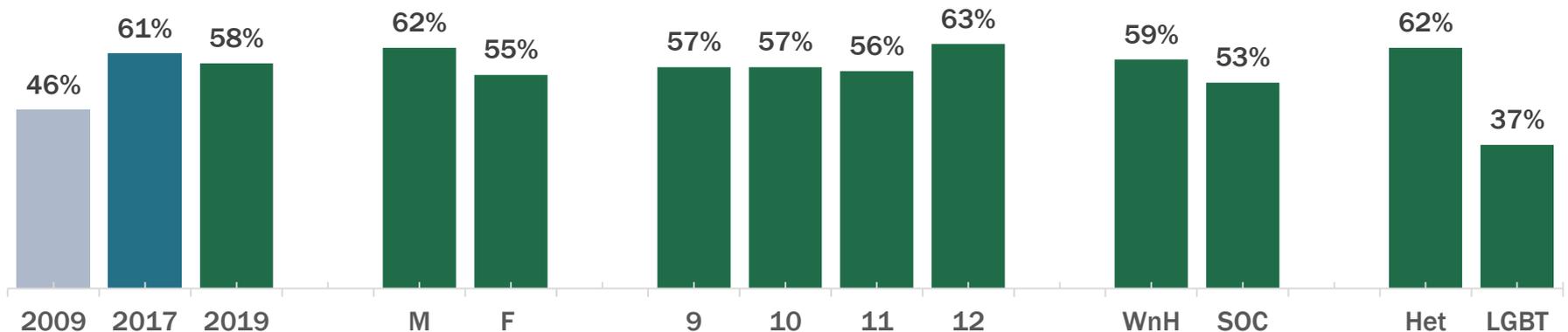
Community Connectedness

Three out of five students (58%) agree or strongly agree that in their community they matter to people; 16% 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, but significantly decreased between 2017 and 2019.

- Males are significantly more likely to feel like they matter to people in their community compared to female students.
- Older students are significantly more likely than younger students to feel that in their community they matter to people.
- White, non-Hispanic students are significantly more likely that students of color to feel like they matter to people in their community.
- Heterosexual/ cisgender students are significantly more likely than LGBT students to feel like they matter to people in their community.

Feel Valued in the Community



2019

Vermont Youth Risk Behavior Survey

Middle School Results



in partnership with the
Agency of Education

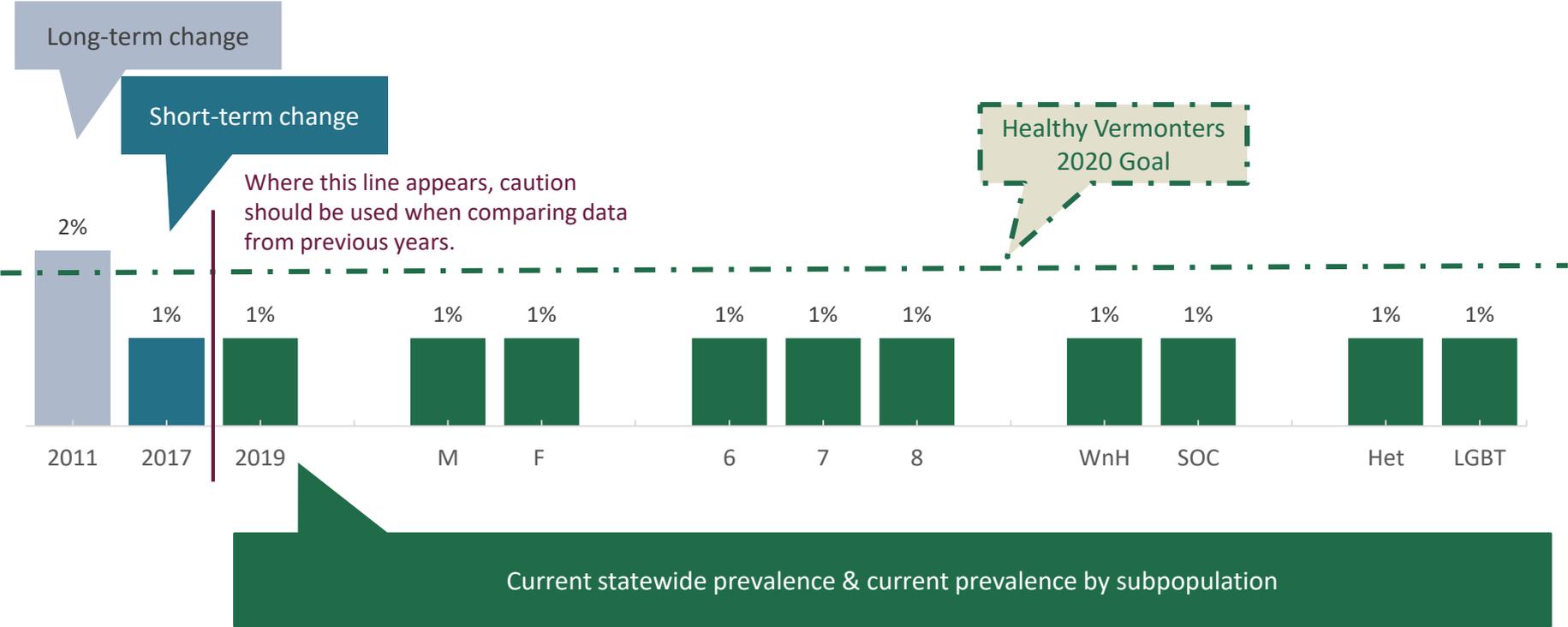
March 2020

Middle School Results

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Using the YRBS Results

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



In some cases not enough students respond to be able to report an estimate. In those cases there is a dot (.) in place of a percentage indicating “Too few students.” Reportable estimates include a numerator of at least 5 students and denominator of 50 or more students.

New in 2019

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

- Transgender identity
- Language spoken at home other than English
- Intentional self-harm
- Unwanted sexual experiences
- Condom use
- Sunburns
- Type of electronic vapor product used
- Perceptions of electronic vapor product use

Interpreting the YRBS Results

KEY TERMS AND ACRONYMS

M – Male

F – Female

WnH – White, non-Hispanic

SOC – Students of color

Het – Heterosexual / cisgender

LGBT – Lesbian, gay, bisexual, or transgender

HV2020 – Healthy Vermonters 2020 Goal (Target %)

STATISTICAL DIFFERENCES

Some subgroups of students defined by 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.

These are noted throughout the report as one group being **statistically more likely** to report the behavior than another group.

In addition, changes over time are noted when the two years being compared are statistically different from one another.

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.



Sample & Demographics

2019 Sample and Response Rate

Between February and April 2019, students at 123 middle schools took the 2019 Vermont 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 middle school results from 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.

Overall, 13,998 middle school students completed the 72-item 2019 YRBS.

Middle School Response Rate †

Schools - 100% (123 of the 123 eligible schools)

Students - 85% (13,998[‡] of 16,455 students submitted usable questionnaires)

Overall response rate - $100\% * 85\% = 85\%$

† 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).

‡ 13,998 of the 14,051 submitted middle school questionnaires were usable after data editing.

Unweighted Sample

		Unweighted N	
Total		13,998	
		Unweighted	
		N*	%
Sex	Female	6,872	49%
	Male	7,028	51%
Grade	6 th grade	3,386	24%
	7 th grade	5,209	37%
	8 th grade	5,355	38%
Race	White, non-Hispanic	10,491	81%
	Asian / Pacific Islander / Native Hawaiian	350	3%
	Black / African American	425	3%
	Hispanic / Latino	711	6%
	Native American/ Alaska Native	231	2%
	Multiracial	682	5%

		Unweighted	
		N*	%
Sexual Orientation	Heterosexual	10,699	78%
	Lesbian / Gay	232	2%
	Bisexual	1064	8%
	Not sure	1685	12%
Gender Identity	Not transgender	13,226	95%
	Transgender	155	1%
	Not sure	309	2%
	Do not know what question is asking	201	1%

* 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.

Demographics

Demographic breakdowns included in this report are weighted to be representative of all Vermont middle school students.

Total		16,547
		Weighted %
Sex	Female	49%
	Male	51%
Grade	6 th grade	24%
	7 th grade	38%
	8 th grade	38%
Race	White, non-Hispanic (WnH)	81%
	Students of color (SOC)	19%
Sexual Orientation / Gender Identity	Heterosexual / Cisgender (Het)	89%
	Lesbian, Gay, Bisexual, or Transgender (LGBT)	11%



Personal Safety

Violence & Bullying

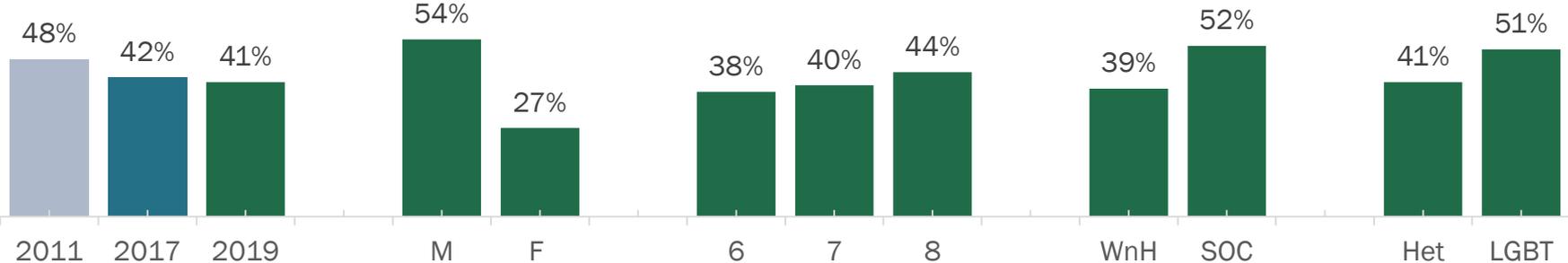
Physical Fighting

Overall, four in ten students 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. There was no significant change between 2017 and 2019.

- Male students are twice as likely to report physical fighting compared to female students.
- Eighth grade students are significantly more likely than younger students to have ever been in a physical fight.
- Students of color are significantly more likely than white, non-Hispanic students to report every being in a physical fight.
- LGBT students are significantly more likely than heterosexual students to have ever been in a physical fight.

Ever in a Physical Fight



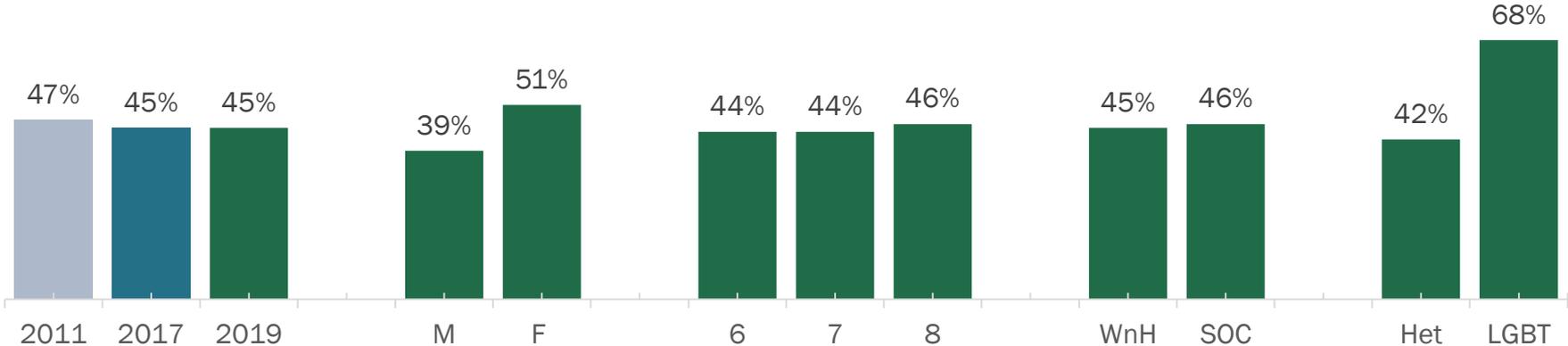
Bullied at School, Lifetime

Overall, 45% of middle school students have ever been bullied at school.

The percent of students reporting bullying on school property has significantly decreased since 2011 but did not change between 2017 and 2019.

- Female students are significantly more likely than male students to have ever been bullied on school property.
- Ever being bullied on school property does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have ever been bullied.
- LGBT students are significantly more likely to have ever been bullied at school compared to heterosexual / cisgender students.

Ever Bullied on School Property



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 same 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.

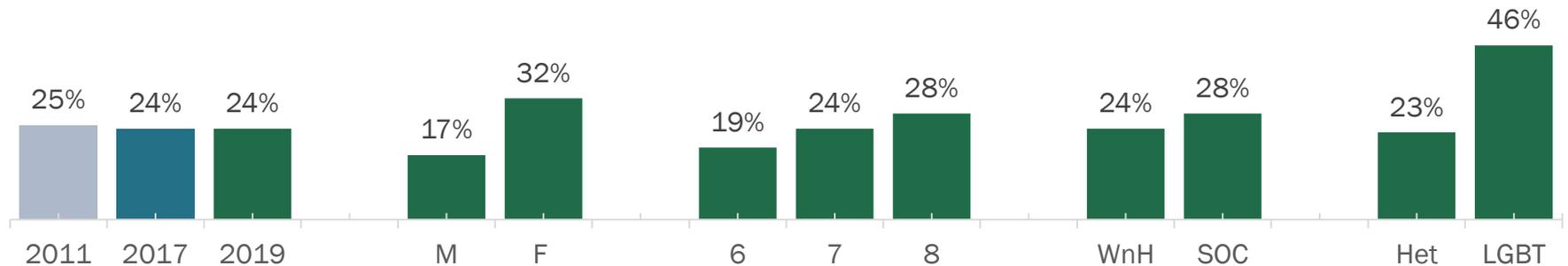
Electronic Bullying, Lifetime

About a quarter of middle school students have been electronically bullied during their lifetime.

Ever being electronically bullied has not significantly changed since 2011 or between 2017 and 2019.

- Female students are nearly two times more likely to ever experience electronic bullying compared to male students.
- Electronic bullying increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to be bullied electronically.
- LGBT students are two times as likely to have ever been electronically bullied compared to heterosexual / cisgender students.

Ever Electronically Bullied

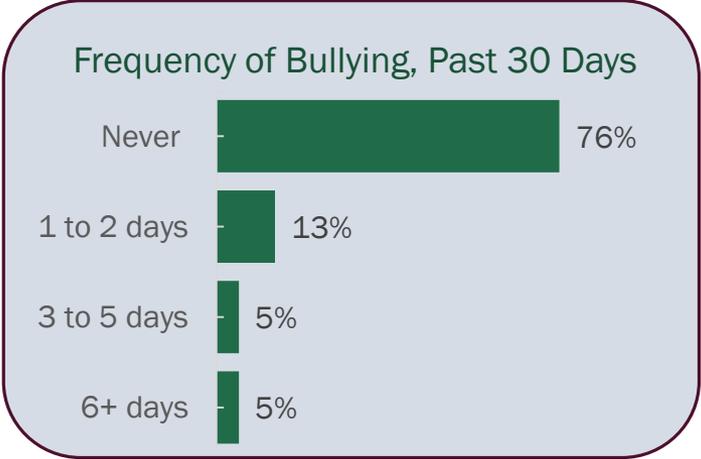


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Bullying, Past 30 Days

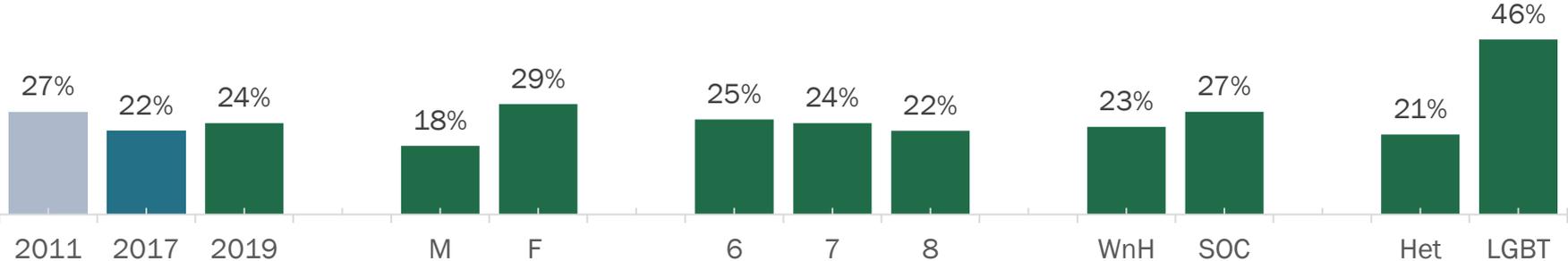
Nearly a quarter of students were bullied during the past 30 days. Most of those that experienced bullying were bullied on one or two days during the previous month, 5% were bullied on six or more days.

Being bullied during the past 30 days has decreased significantly since 2011 but increased significantly between 2017 and 2019.



- Female students are significantly more likely than male students to have been bullied 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.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have been bullied in the past 30 days.

Were Bullied, Past 30 Days



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 same 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.

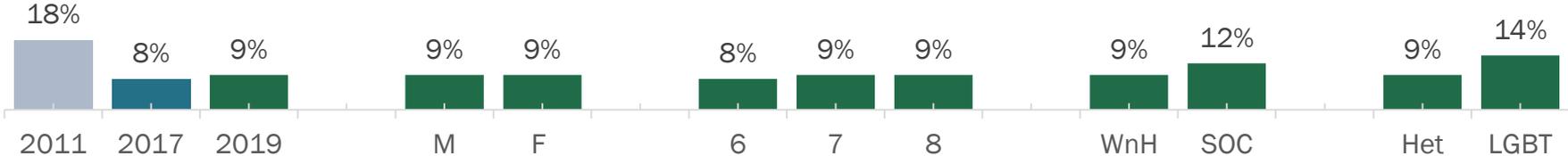
Bullying Others

During the previous 30 days, 9% of students reported bullying others.

The percent of students who said they bullied others has significantly decreased since 2011; it did not change between 2017 and 2019.

- Bullying other students does not differ by sex or grade level.
- Students of color are significantly more likely to bully others compared to white, non-Hispanic students.
- LGBT students are significantly more likely than heterosexual / cisgender students to bully someone else during the past 30 days.

Bullied Someone Else, Past 30 Days



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 same 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.

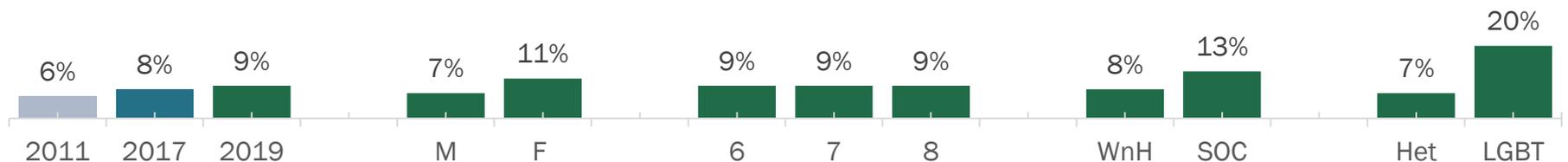
Feeling Unsafe

During the previous 30 days, nearly one in ten students skipped school because they felt unsafe at school or on their way to or from school. Four percent of students skipped school more than one time.

Skipping school due to safety concerns was significantly higher in 2019 compared to 2011. It did not change between 2017 and 2019.

- Female students are significantly more likely than male students to skip school because they felt unsafe during the past month.
- 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.
- LGBT students are nearly three times as likely to report skipping school during the past 30 days because they felt unsafe, compared to heterosexual / cisgender students.

Skipped School Due to Feeling Unsafe, Past 30 Days



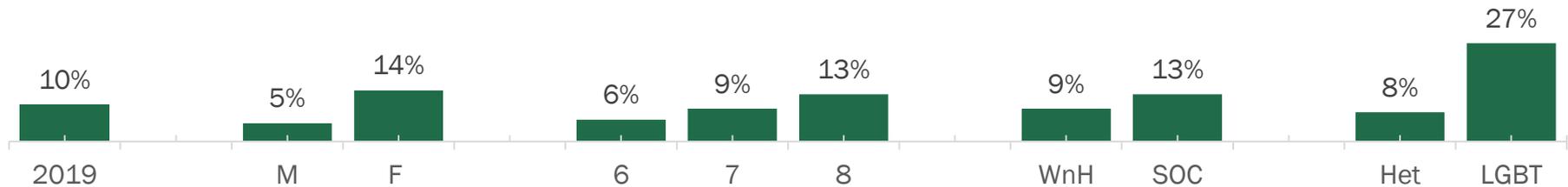
Unwanted Sexual Contact

*New in 2019

One in ten middle school students have ever had someone do sexual things to them that they did not want such as being kissed, touched or having sexual intercourse.

- Female students are nearly three times more likely than male students to have ever experienced unwanted sexual contact.
- Experiencing unwanted sexual contact increases with each grade level.
- Students of color are significantly more likely to experience unwanted sexual contact compared to white, non-Hispanic students.
- LGBT students are more than three times as likely as heterosexual / cisgender students to experience unwanted sexual contact.

Have Ever Experienced Unwanted Sexual Contact



Motor Vehicle Safety

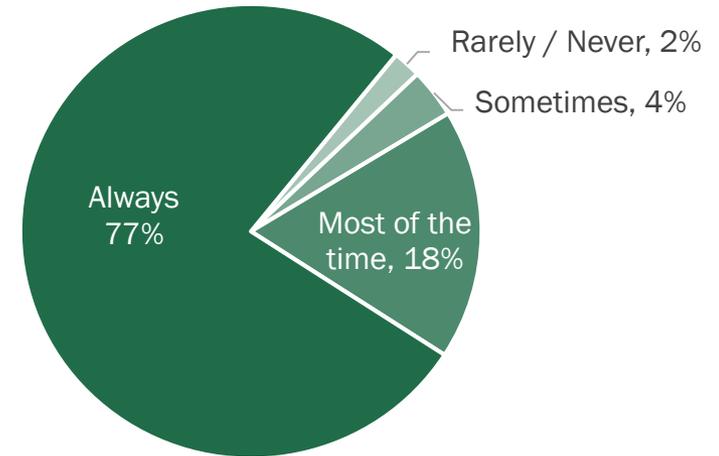
Seatbelt Use

When riding in a car, three quarters of students always wear a seatbelt; one in five do so most of the time. Less than 10% wear a seatbelt less frequently.

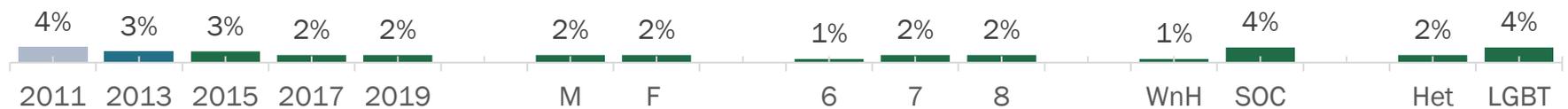
Since 2011 there has been a 50% decrease in the percent of students who never or rarely wear a seatbelt. Seatbelt use did not change between 2017 and 2019.

- Never or rarely wearing a seatbelt does not differ by sex.
- Students of color are significantly more likely than white, non-Hispanic students to never or rarely wear a seatbelt.
- LGBT students are twice as likely to not wear a seatbelt compared to heterosexual / cisgender students.

Seatbelt Use



Never or Rarely Wear a Seatbelt



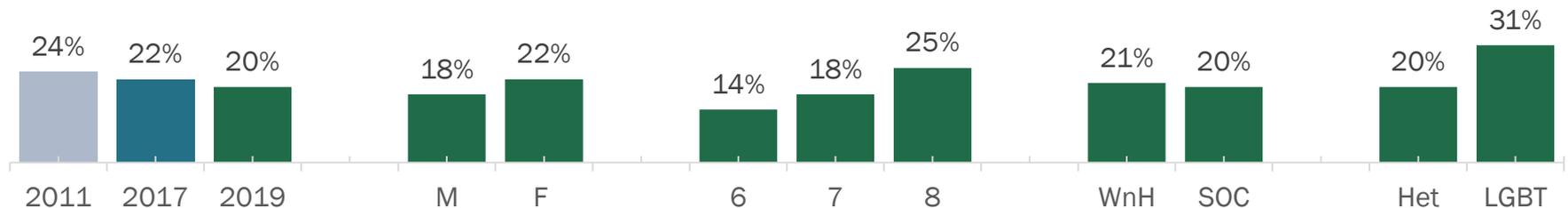
Riding with an Impaired Driver: Alcohol

One in five students have ever ridden in a car with someone who had been drinking alcohol. Additionally, 20% were not sure if they have ever ridden with someone who had been drinking alcohol.

Riding in a car with someone who had been drinking alcohol has significantly decreased since 2011 and between 2017 and 2019.

- Female students are significantly more likely to report riding in a car with someone who had been drinking alcohol compared to male 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 been drinking alcohol does not vary by race.
- LGBT students are significantly more likely compared to heterosexual/cisgender 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



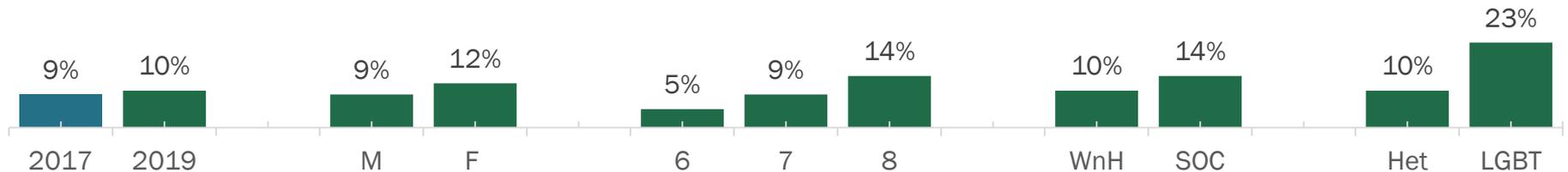
Riding with an Impaired Driver: Marijuana

One in ten 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.

In 2019, significantly more students reported riding with someone who had been using marijuana compared to students in 2017.

- Female students are significantly more likely than male 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.
- 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.
- LGBT students are more than two times more likely than heterosexual / cisgender students to have ridden in a car with someone who had been using marijuana.

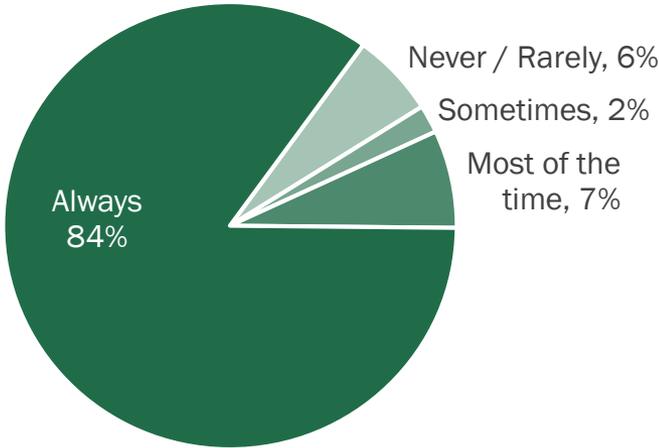
Ever Rode in a Car with Someone Who Had Been Using Marijuana



Injuries & Prevention

Helmet Use: Skiing or Snowboarding

Helmet Use
(Among Students Who Ski or Snowboard)



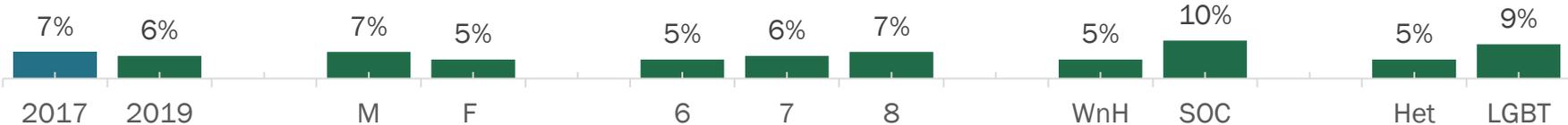
Nearly 6 in 10 middle students ski or snowboard during the winter (58%).

Among students who ski or snowboard, more than eight out of ten always wear a helmet; 92% wear a helmet at least most of the time.

Never or rarely wearing a helmet significantly decreased since 2017.

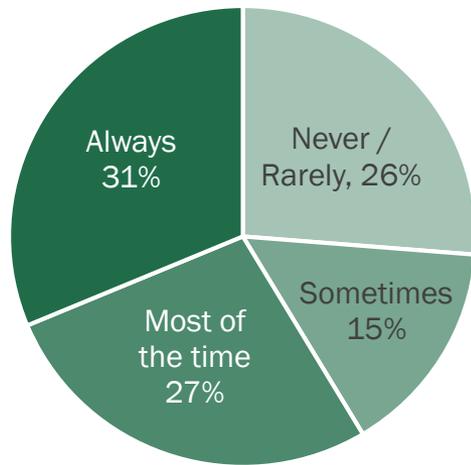
- Male students are significantly more likely than female students to never or rarely wear a helmet when skiing or snowboarding.
- Helmet use remains similar across all grade levels.
- Students of color are twice as likely as white, non-Hispanic students to rarely or never wear a helmet when skiing or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

Bike Helmet Use
(Among Students Who Ride)

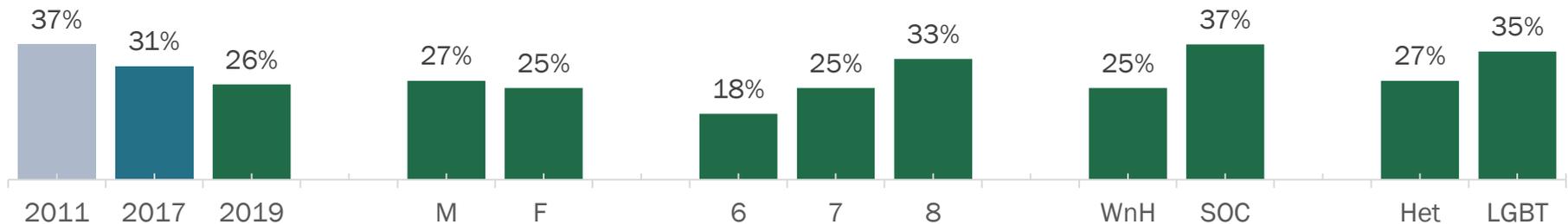


Nearly all middle school students ride bicycles (91%).

Of those that ride bicycles, a quarter never or rarely wear a helmet; more than half do so at least most of the time (58%). Since 2011 and between 2017 and 2019, significantly fewer students who rode a bicycle reported never or rarely wearing a helmet.

- Never or rarely wearing a helmet while riding a bike does not differ by sex.
- Overall, never or rarely wearing a helmet increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to never or rarely wear a helmet when riding a bike.
- LGBT students are significantly more likely than heterosexual / cisgender students to never or rarely wear a helmet while riding a bike.

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



Concussions

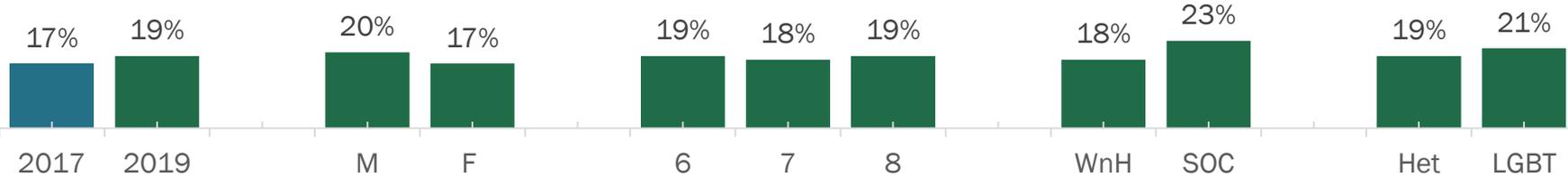
Concussions are defined as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out”.

During the past 12 months, two in ten students reported experiencing symptoms of a concussion from playing sports or being physically active; 7% experienced a concussion two or more times during the past year.

Having a least one concussion during the previous year did not significantly change between 2017 and 2019.

- Male students are significantly more likely than female students to experience one or more concussions during the past year.
- Having a concussion during the past year does not differ by grade or sexual orientation / gender identity.
- Students of color are significantly more likely than white, non-Hispanic students to have had a concussion during the past year.

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



Sunburn

*New in 2019

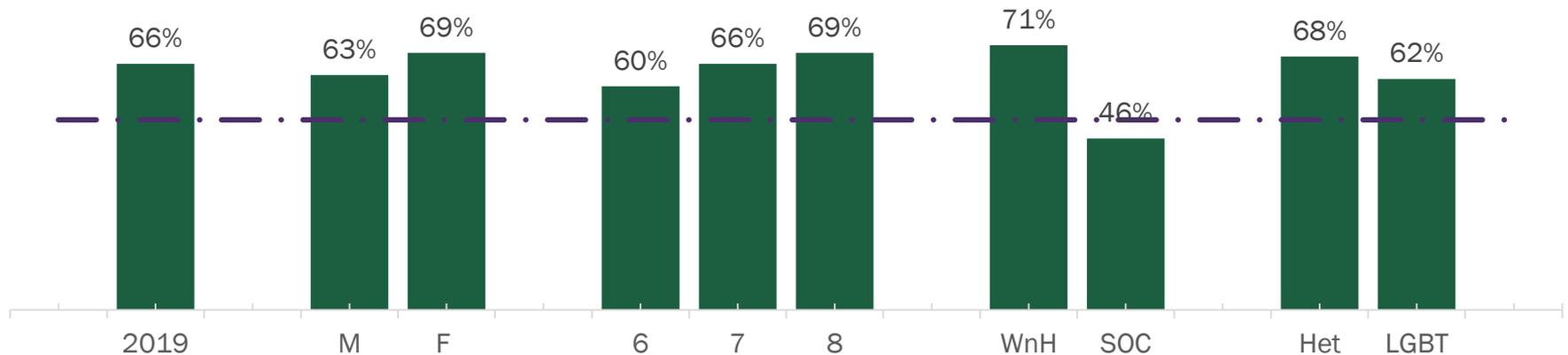
Two-thirds of middle school students have had at least one sunburn during the past year.

More than half (51%) had more than one sunburn (data not shown).

- Female students are significantly more likely than male students to have had at least one sunburn during the past year.
- Having a sunburn significantly increases with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to have had a sunburn during the past year.
- LGBT students are significantly less likely than heterosexual / cisgender students to have had a sunburn during the past year.

Had a Sunburn, Past Year

— •HV2020 (51%)





Mental Health

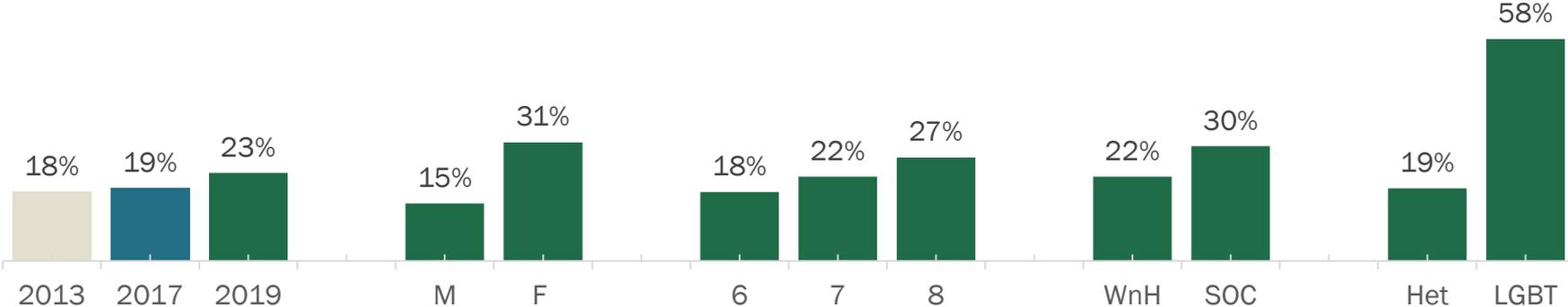
Feeling Sad or Hopeless

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

Feeling sad or hopeless for two or more weeks in a row during the previous year has significantly increased since 2013 and between 2017 and 2019.

- Female students are more than twice as likely as male students to feel sad or hopeless.
- Feeling sad or hopeless significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to feel sad or hopeless.
- LGBT students are three times as likely to report feeling so sad or hopeless that they stopped doing regular activities compared to heterosexual / cisgender students.

Felt Sad or Hopeless for Two or More Weeks in a Row, Past Year



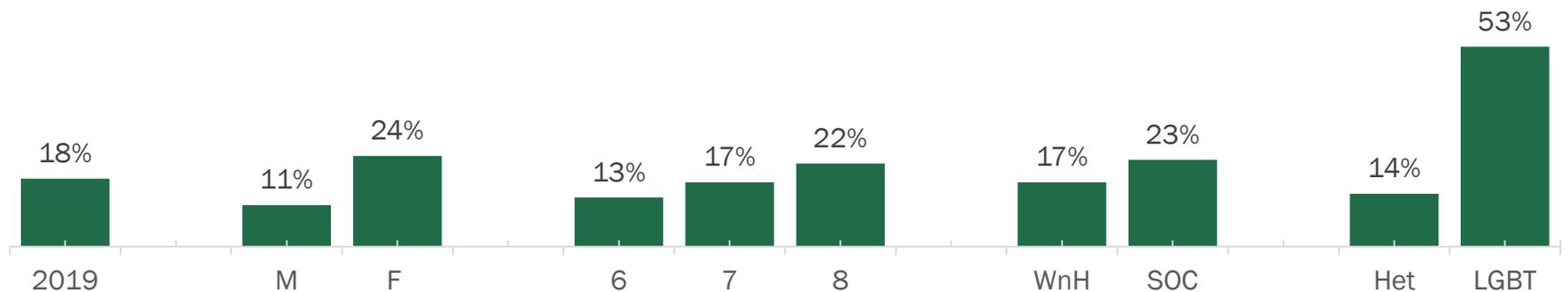
Hurt Themselves on Purpose

* New in 2019

Nearly two in ten students have ever done something to purposely hurt themselves without wanting to die such as cutting or burning themselves on purpose.

- Female students are more than twice as likely as male students to have ever hurt themselves on purpose.
- Hurting oneself on purpose increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have ever hurt themselves on purpose.
- LGBT students are nearly four times as likely to report hurt themselves on purpose compared to heterosexual students.

Hurt Themselves on Purpose Without Wanting to Die



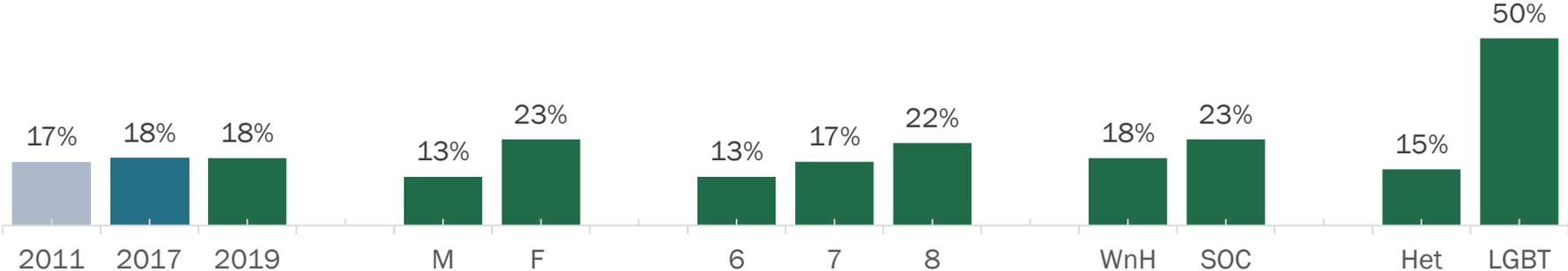
Suicide Ideation: Thoughts

Overall, 18% of students have ever seriously thought about killing themselves.

Having serious thoughts about suicide significantly increased between 2011 and 2017. It did not change between 2017 and 2019.

- Females are nearly twice as likely as male students to have ever seriously thought about killing themselves.
- Suicidal thoughts significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have had serious thoughts about suicide.
- LGBT students are more than three times as likely as heterosexual / cisgender students to have ever thought seriously about killing themselves.

Ever Thought Seriously About Killing Themselves



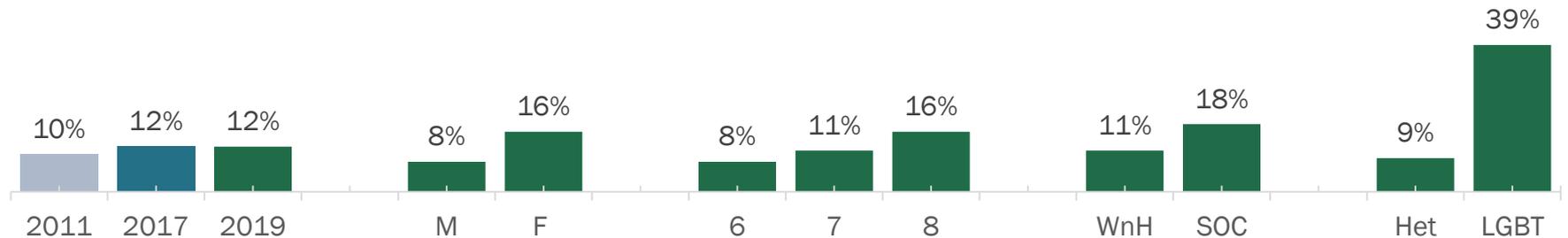
Suicide Ideation: Plans

More than one in ten middle school students have ever made a plan about how they would kill themselves.

The percent of students who have made a suicide plan has significantly increased since 2011. It did not change between 2017 and 2019.

- Females are twice as likely as male students to have made a plan about how they would kill themselves.
- Having a plan to kill themselves significantly increase with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have made a plan about how they would kill themselves.
- LGBT students are four times as likely as heterosexual / cisgender students to have made a suicide plan.

Ever Made Plan About How They Would Kill Themselves



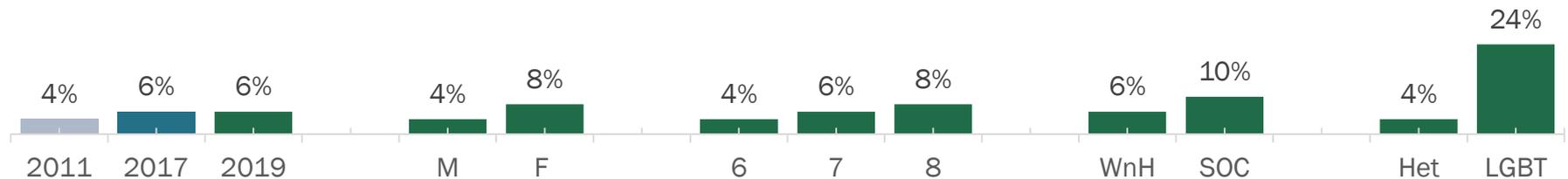
Suicide Attempts

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

The percent of students who have tried to kill themselves significantly increased between 2011 and 2019. It did not change between 2017 and 2019.

- Female students are two times more likely to have attempted suicide compared to male students.
- Attempting to kill oneself significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have ever attempted suicide.
- A quarter of LGBT students have ever attempted to kill themselves, six times the rate among heterosexual/ cisgender students.

Ever Tried to Kill Themselves





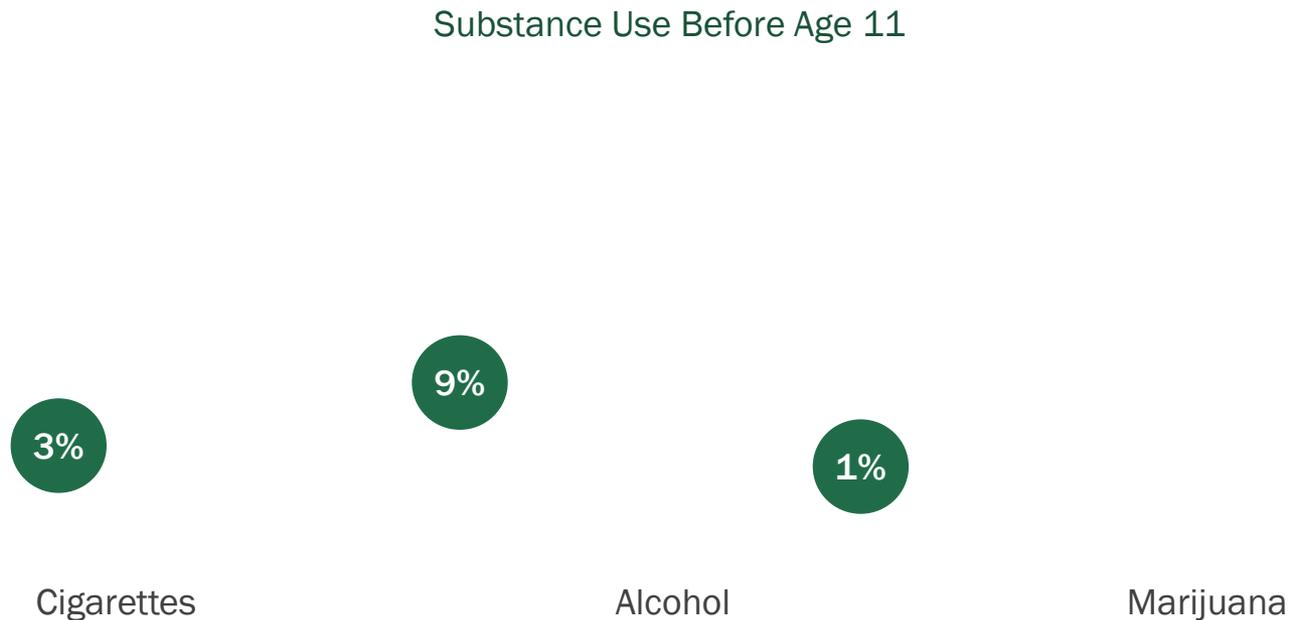
Substance Use

Lifetime Substance Use

Ever Using Cigarettes, Alcohol, and Marijuana Before Age 11

Nearly one in ten middle school students tried alcohol before they turned 11 years old. Before age 11, 3% of middle school students had tried a cigarette; 1% used marijuana.

Use of cigarettes, alcohol, and marijuana before age 11 has remained stable since 2011.



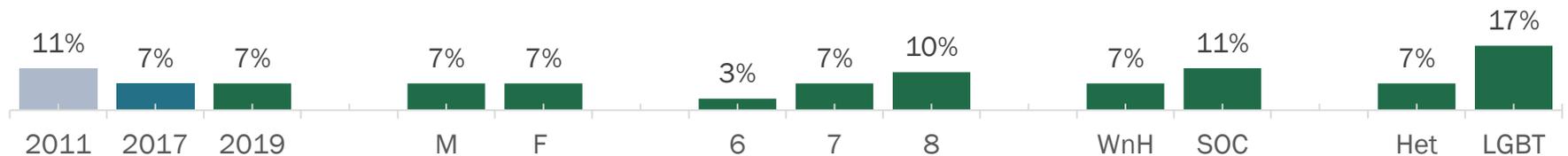
Lifetime Cigarette Use

Overall, 7% of students have ever tried a cigarette.

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%. It did not change between 2017 and 2019

- Ever trying a cigarette does not differ by sex.
- Ever trying a cigarette increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to try smoking cigarettes.
- LGBT students are more than two times as likely than heterosexual/cisgender students to have ever smoked even one or two puffs of a cigarette.

Ever Tried a Cigarette



Lifetime Electronic Vapor Product Use

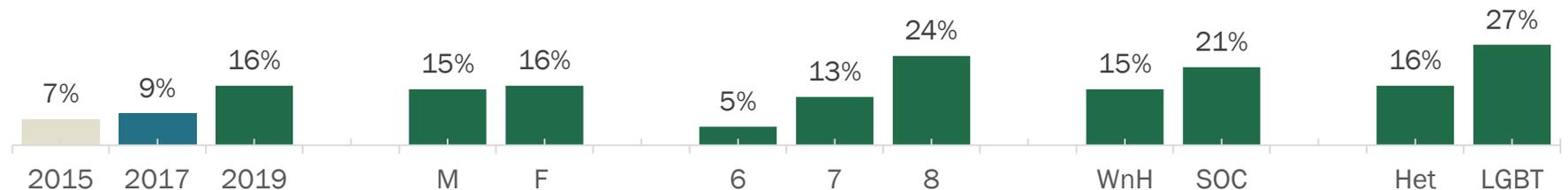
Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.

- Ever trying an EVP does not differ by sex.
- EVP use significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to ever try an EVP.
- LGBT students are significantly more likely than heterosexual / cisgender students to try an EVP.

One in six middle school students have ever tried an electronic vapor product (EVP).

The percent of students who have ever used an EVP significantly increased between 2015 and 2019 and nearly doubled between 2017 and 2019.

Electronic Vapor Product Use, Lifetime



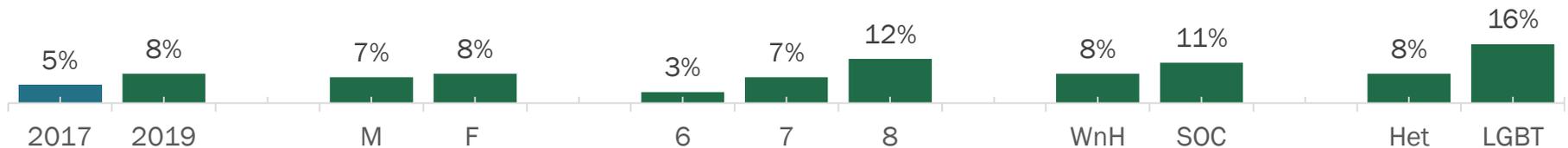
Flavored Tobacco Product Use

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

Overall, 8% of middle school students have ever tried a flavored tobacco product, a significant increase from 2017.

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

Flavored Tobacco Product Use, Lifetime



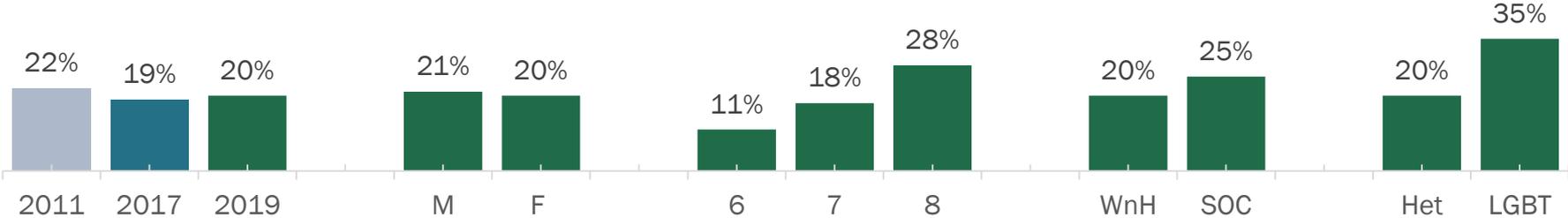
Lifetime Alcohol Use

One in five middle school students have ever drunk alcohol.

Lifetime use of alcohol significantly increased between 2017 and 2019 but remains similar compared to 2011.

- Ever drinking alcohol does not differ by sex.
- Ever drinking alcohol significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have ever drunk alcohol.
- LGBT students are significantly more likely than heterosexual / cisgender students to have drunk alcohol during their lifetime.

Ever Drank Alcohol



Alcohol use is described as drinking beer, wine, wine coolers, and liquor such a rum, gin, vodka, or whiskey. It does not include having a sip of wine for religious purposes.

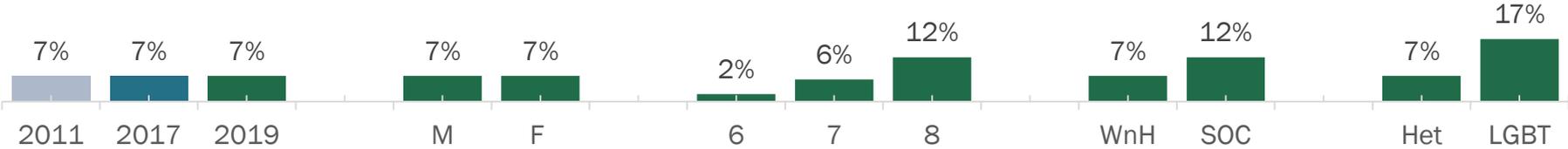
Lifetime Marijuana Use

Overall, 7% of students have ever used marijuana.

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

- Lifetime marijuana use does not differ by sex.
- Ever using marijuana significantly increases with each grade.
- Students of color are significantly more likely than white, non-Hispanic students to use marijuana.
- LGBT students are more than twice as likely as heterosexual / cisgender students to have ever used marijuana.

Ever Used Marijuana



Prescription Drug Misuse

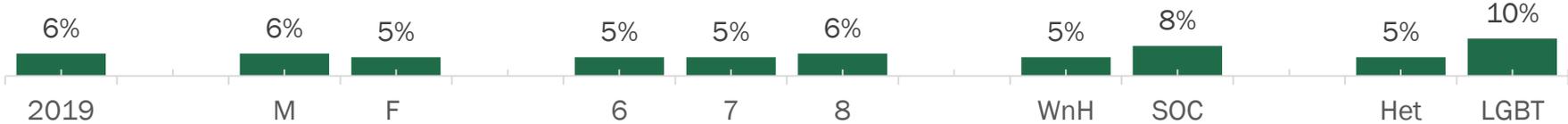
* New in 2019

Prescription drug misuse includes using a medicine such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax that was not prescribed to you or using it differently than how a doctor told you to use it.

- Misuse of a prescription drug does not differ by sex.
- Students of color are significantly more likely than white, non-Hispanic students to have ever misused a prescription medicine.
- LGBT students are twice as likely as heterosexual students to have ever misused a prescription medicine.

Six 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.

Prescription Medicine Misuse, Lifetime



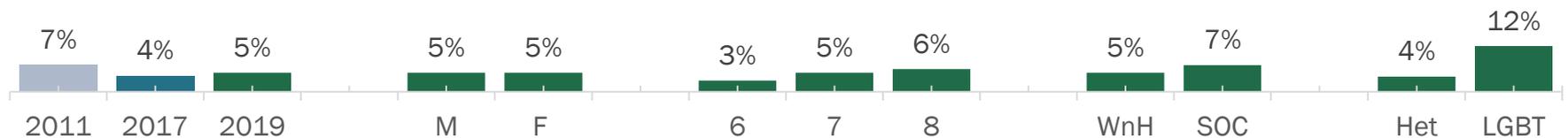
Lifetime Use of Inhalants

Overall, 5% 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, the percent of students ever using inhalants has significantly decreased. Between 2017 and 2019, use of inhalants significantly increased.

- Inhalant use among middle school students does not differ by sex.
- Ever using an inhalant significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to ever use inhalants.
- LGBT students are three times as likely as heterosexual / cisgender students to have ever used inhalants.

Used Inhalants, Lifetime



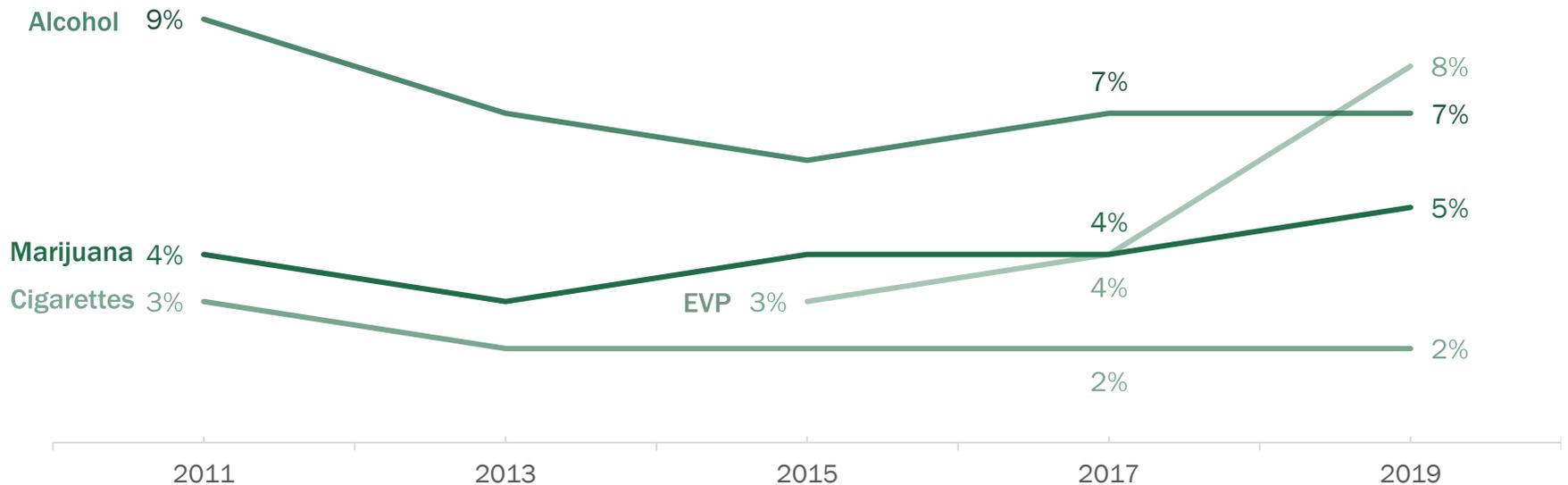
Current Substance Use

Past 30 Day Alcohol, Marijuana, and Tobacco Use

Since 2011, current alcohol and cigarette use has significantly decreased; marijuana use has significantly increased. Between 2017 and 2019, use of cigarettes, alcohol, and marijuana during the past 30 days did not significantly change.

Since first asked in 2015, EVP use during the past 30 days has significantly increased, nearly tripling from 3% in 2015 to 8% in 2019. Between 2017 and 2019, EVP use doubled.

Past 30 Day Alcohol, Marijuana, Cigarette, and EVP Use

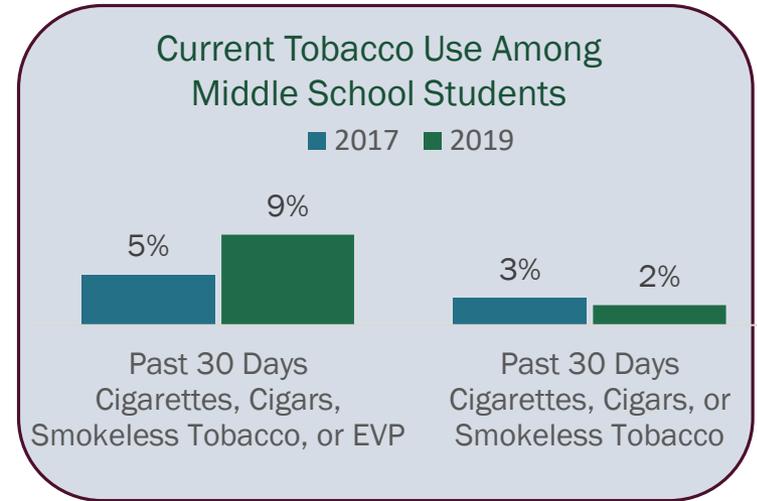


Current Tobacco Use

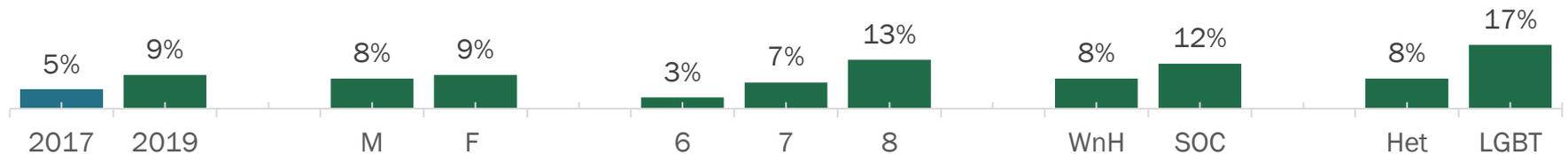
Nearly one in ten middle school students used a cigarette, cigar, smokeless tobacco, or EVP during the past 30 days, nearly twice as many as in 2017.

Excluding EVP, 2% of students used a cigarette, cigar, or smokeless tobacco products during the past 30 days.

- Current use of cigarettes, cigars, smokeless tobacco, or EVP does not differ by sex.
- Current use of cigarettes, cigars, smokeless tobacco, or EVP significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to use cigarettes, cigars, smokeless tobacco, or EVP during the past 30 days.
- LGBT students are twice as likely than heterosexual / cisgender students to use cigarettes, cigars, smokeless tobacco, or EVP during the past 30 days.



Used Cigarettes, Cigars, Smokeless Tobacco, or EVPs, Past 30 Days



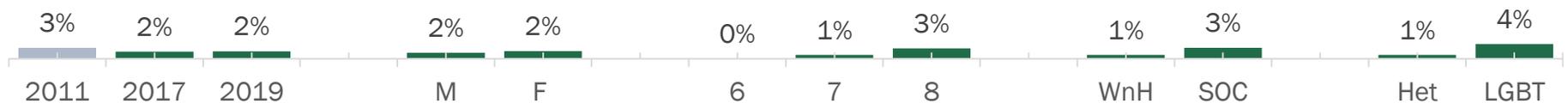
Current Cigarette Use

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

Since 2011, current cigarette use has significantly decreased. It did not change between 2017 and 2019.

- 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 white non-Hispanic students to have smoked cigarettes during the past 30 days.
- LGBT students are four times more likely than heterosexual / cisgender students to have smoked cigarettes during the past 30 days.

Cigarette Use, Past 30 Days

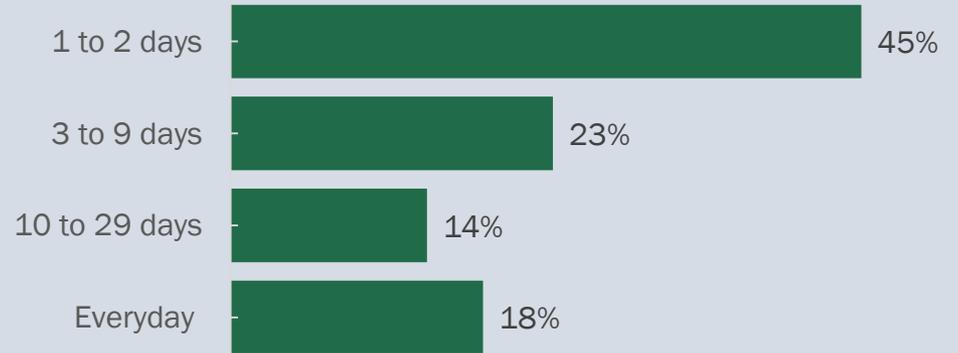


Cigarette Use Among Current Smokers

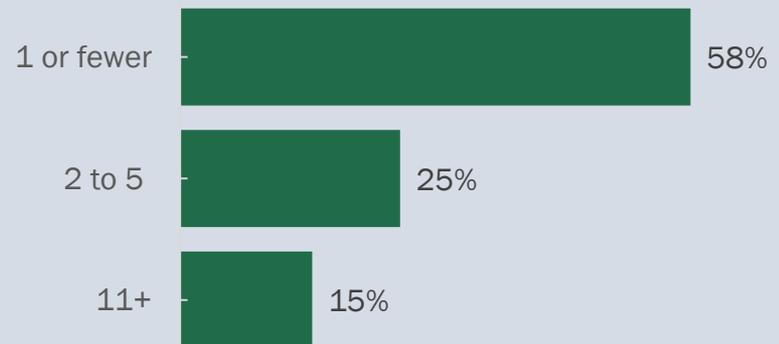
Among middle school students who smoked cigarettes during the past 30 days, nearly half smoked on one or two days, a third smoked on 10 or more days.

On days smoked, nearly six in ten students smoked one or fewer cigarettes. One in seven smoked at a least half a pack per day.

Days Cigarettes Smoked, Among Current Smokers



Number of Cigarettes Smoked, Among Current Smokers



Current Electronic Vapor Product Use

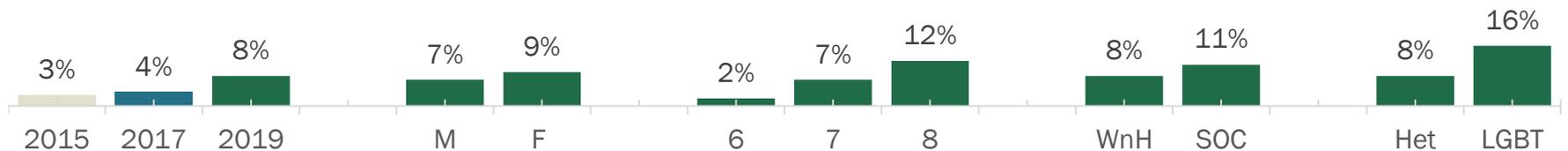
Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.

- Female students are significantly more likely than male students to use an EVP during the past 30 days.
- Current EVP use significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to use an EVP during the past 30 days.
- LGBT students are two times more likely than heterosexual / cisgender students to use an EVP during the past 30 days.

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

Current EVP use has significantly increased since 2015 and doubled between 2017 and 2019.

Used an Electronic Vapor Product, Past 30 Days

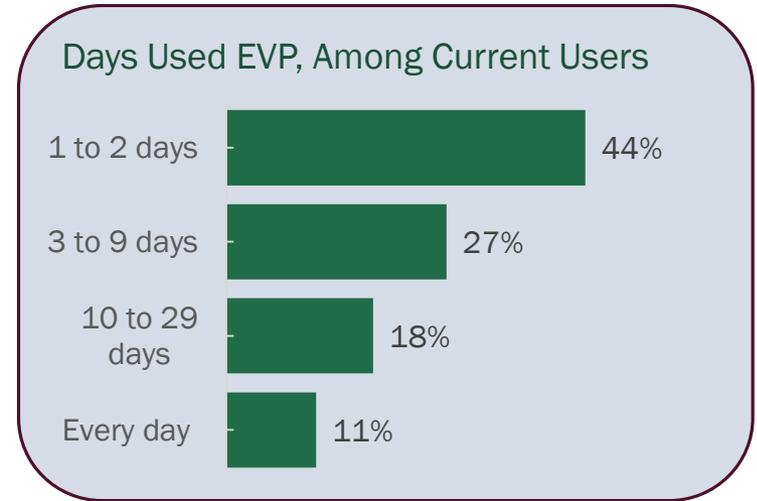


Electronic Vapor Product Use Among Current Users

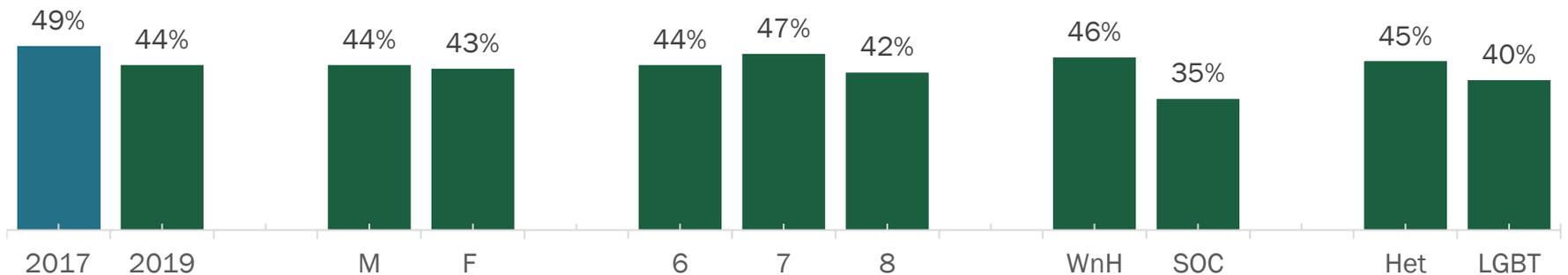
Among middle school students who used an EVP during the past 30 days, less than half did so on one or two days; about three in ten used them on 10 or more days. Among current users, using EVP on one or two days did not significantly change between 2017 and 2019.

Among current users

- Use of EVP on one or two days does not differ by sex, grade level, or sexual orientation.
- White non-Hispanic students are significantly more likely to use EVP on one or two days compared to students of color.



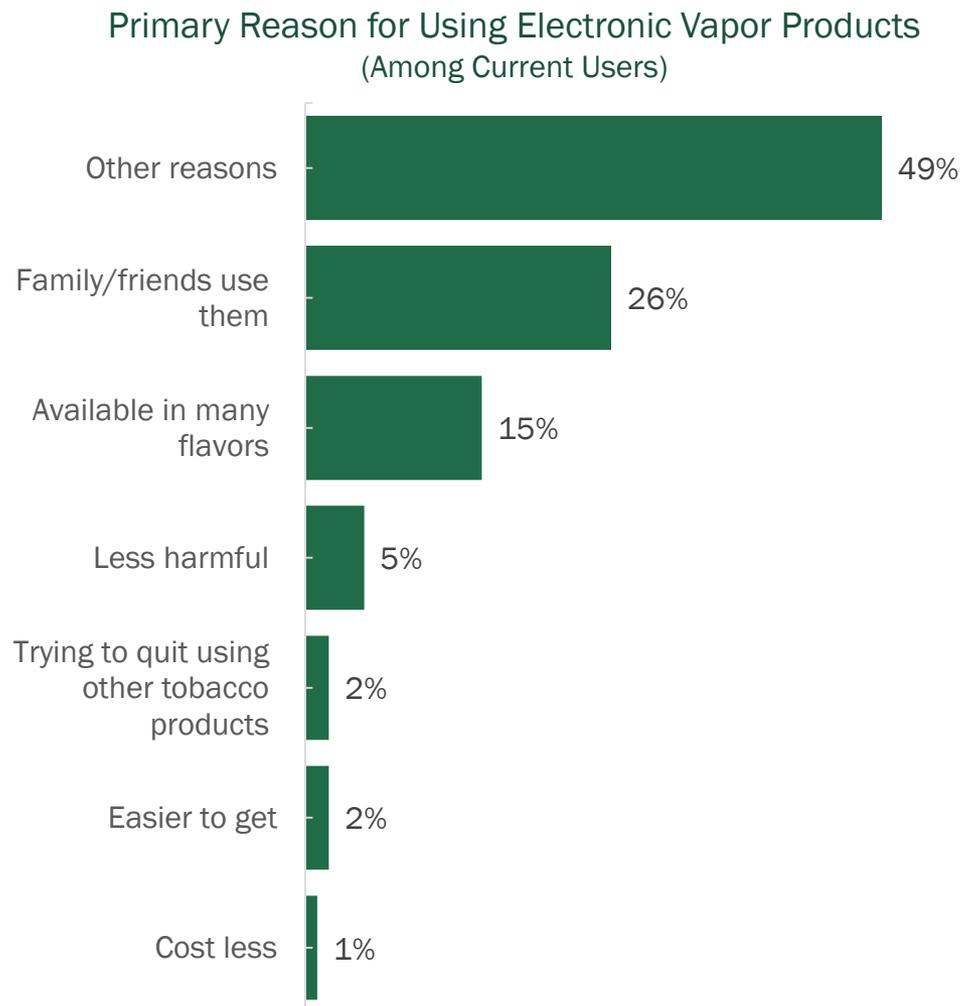
Used an Electronic Vapor Product on One or Two Days, Past 30 Days
(Among Current Users)



Electronic Vapor Product Use Among Current Users

Among students who used electronic vapor products (EVP), a quarter primarily used them because their family or friends used them, one in seven primarily used them because they are available in many flavors.

One in ten used EVPs because they thought they were less harmful or easier to get, cost less, or because they were trying to quit using other tobacco products.

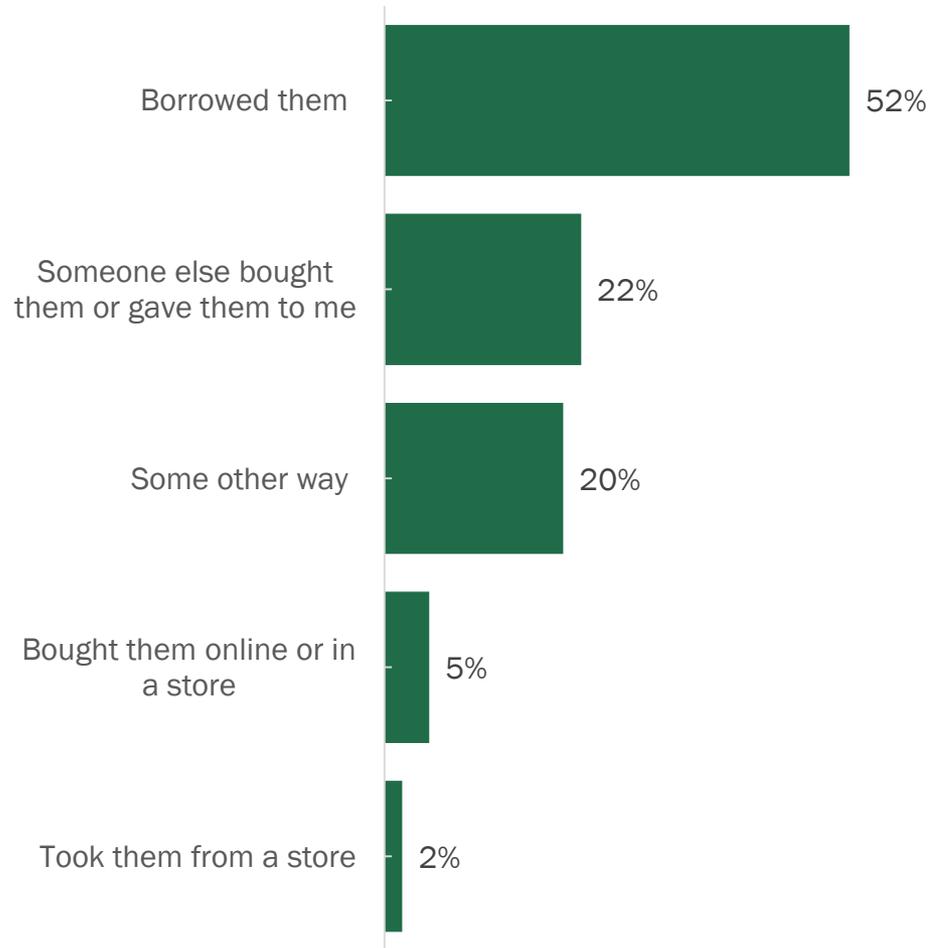


Electronic Vapor Product Use Among Current Users

Among current EVP users, nearly three quarters borrowed them or got them from someone else. Few students (5%) bought them in a store (2%) or online (3%).

Purchasing EVP during the previous 30 days significantly decreased by more than 50% from 13% in 2017 to 5% in 2019.

Electronic Vapor Source, Among Current Users



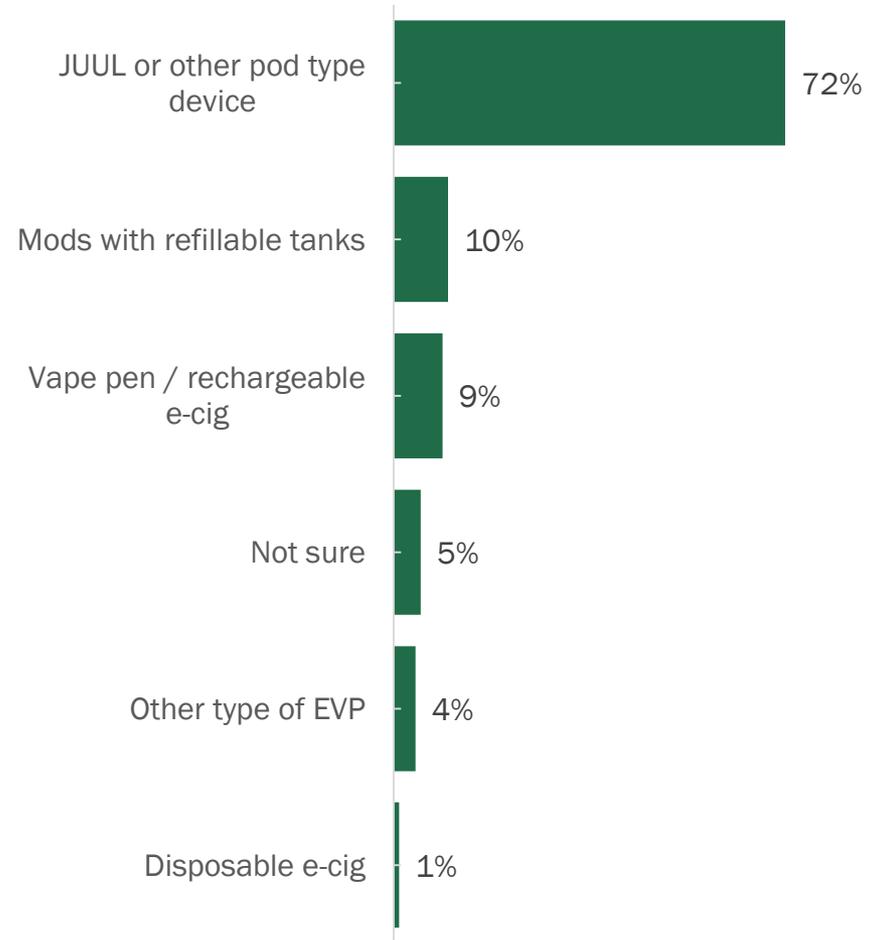
Electronic Vapor Product Use Among Current Users

* New in 2019

Nearly three quarters of current EVP users used a JUUL or rechargeable device that uses pods.

One in 20 current users were not sure what type of device they used.

Electronic Vapor Source, Among Current Users



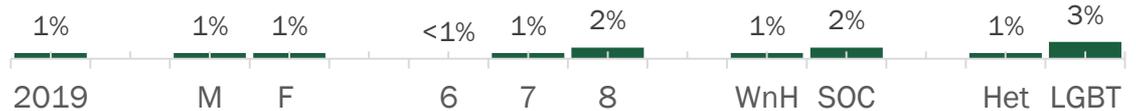
Other Tobacco Use, Past 30 Days

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

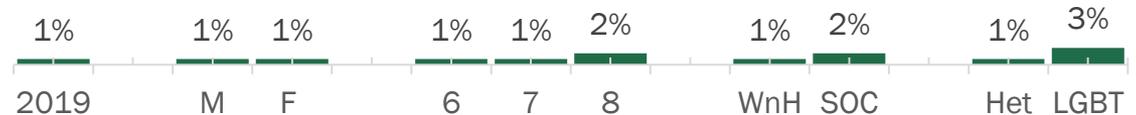
Since 2011, the percent of students who used cigars significantly decreased from 2% to 1%. Use of cigars or smokeless tobacco did not change between 2017 and 2019 (data not shown).

- The following students are significantly more likely to use cigars or smokeless tobacco:
 - Students of color
 - LGBT students

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



Smokeless Tobacco Use, Past 30 Days



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.

Current Alcohol Use

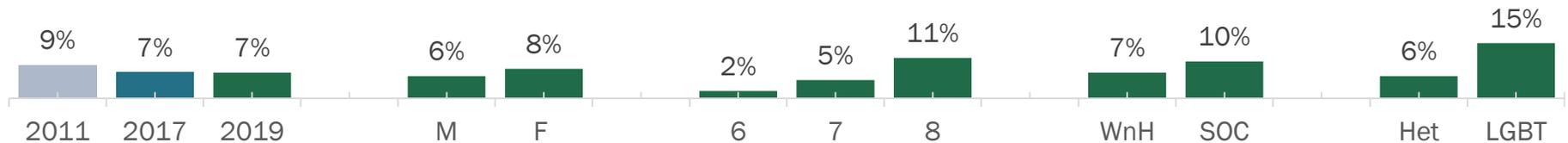
Overall, 7% of students consumed at least one drink during the previous 30 days.

Two percent of middle school students binge drank during the past 30 days.

Current alcohol use has significantly decreased since 2011. It did not change between 2017 and 2019.

- Female students are significantly more likely than male students to drink alcohol during the past 30 days.
- Current alcohol use significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to drink alcohol during the past 30 days.
- LGBT students are nearly three times as likely as heterosexual students to drink alcohol.

Past 30 Day Alcohol Use



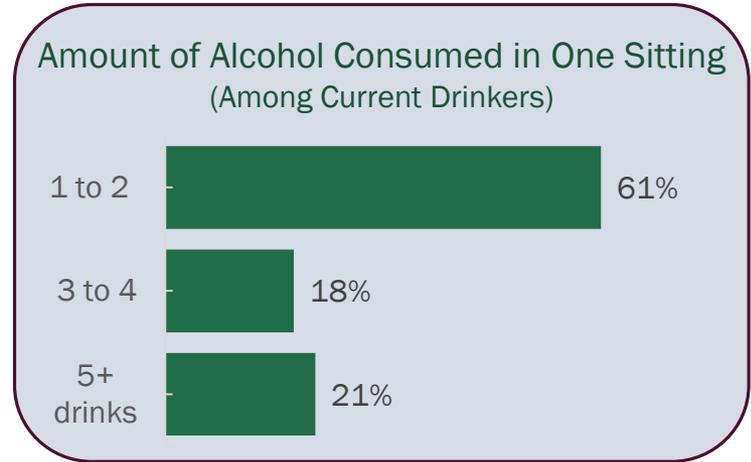
Binge drinking was calculated as occurring when the largest amount of alcohol consumed in one sitting was five or more drinks for male students or four or more drinks for female students.

Alcohol Use Among Current Drinkers

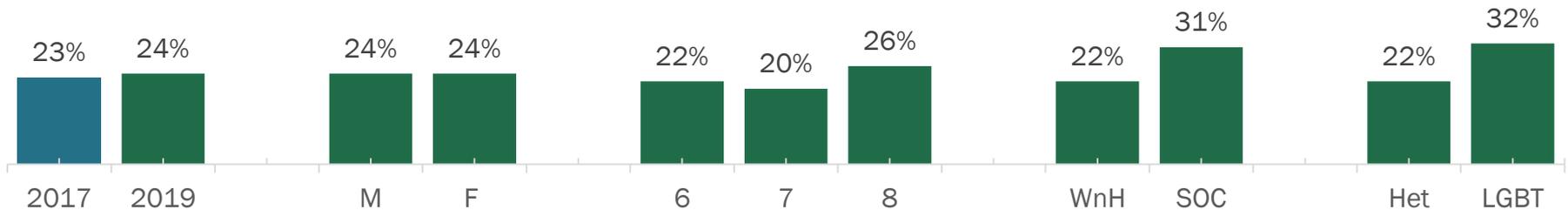
Among students who drank alcohol during the past 30 days, two-thirds had one or two drinks at most. One in five students had five or more drinks in a row.

Binge drinking among current drinkers did not change between 2017 and 2019.

- Binge drinking among students who drank alcohol during the past 30 days does not differ by sex, grade, or race.
- LGBT students are significantly more likely than heterosexual / cisgender students to binge drink during the past month.



Binge Drank, Past 30 Days
(Among Current Drinkers)



In 2017, the CDC revised the definition of binge drinking making it sex-specific. 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.

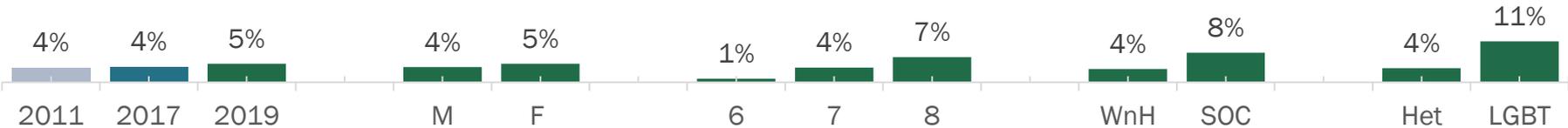
Current Marijuana Use

During the past 30 days, 5% of middle school students used marijuana.

Current marijuana use among middle school students did not significantly change between 2017 and 2019.

- Current marijuana use does not differ significantly by sex.
- Marijuana use during the past 30 days significantly increases with each grade level.
- Students of color are two times more likely than white, non-Hispanic students to have used marijuana during the past 30 days.
- LGBT students are nearly three times more likely than heterosexual/cisgender students to have used marijuana during the past 30 days.

Marijuana Use, Past 30 Days

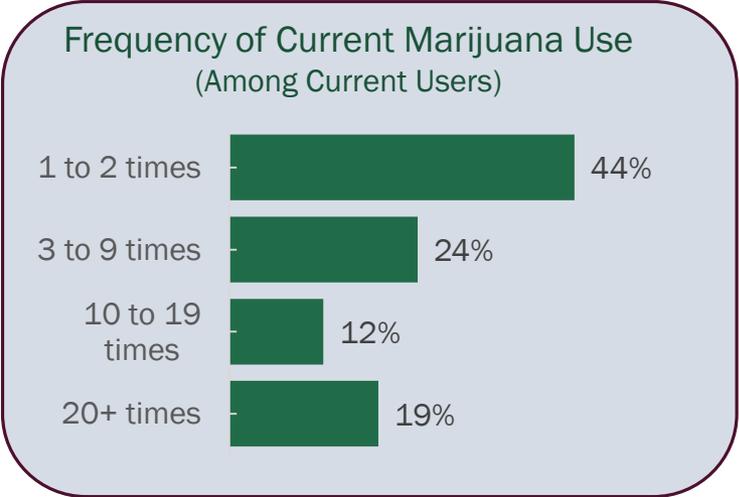


Marijuana Use Among Current Users

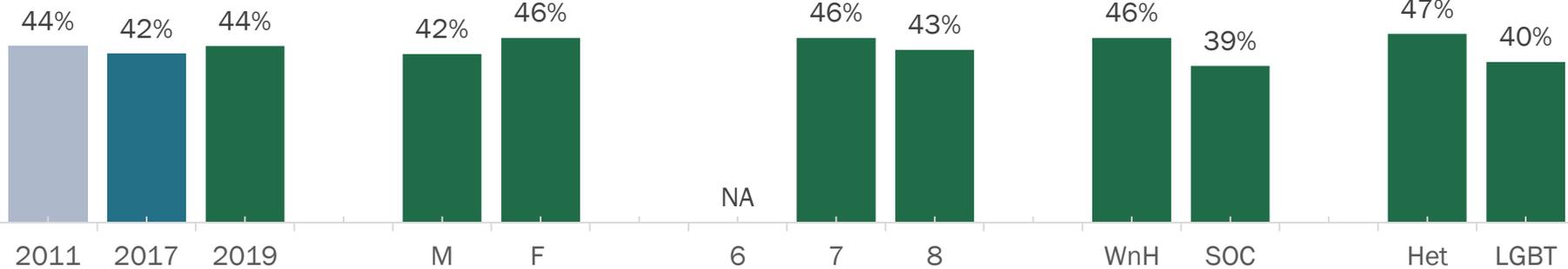
Among students who used marijuana during the past 30 days, nearly half used it one or two times. About one in five current users used marijuana 20 or more times during the past month.

Among current marijuana users, using marijuana one or two times during the past month did not significantly change since 2011 or between 2017 and 2019.

- There were no differences by sex, grade, race, or sexual orientation / gender identity among current users who used marijuana one or two times during the past month.



Used Marijuana One or Two Times During the Past Month, (Among Current Users)



NA= too few students

Screenings & Exposure

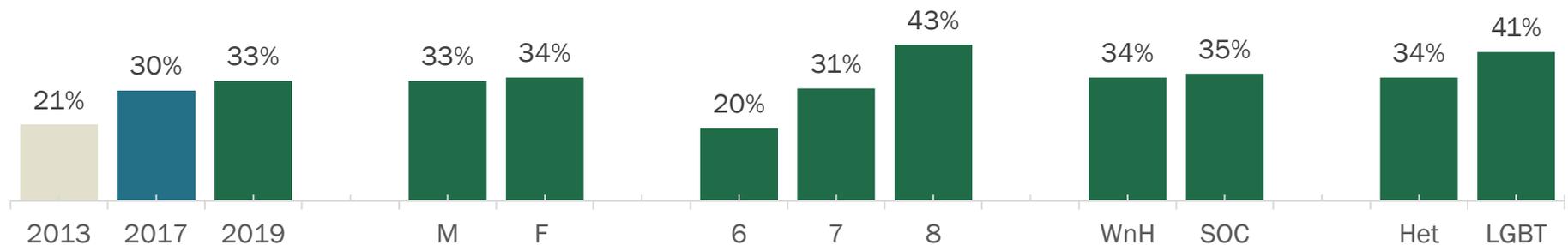
Asked About Smoking by a Health Care Provider

During the past year, among students who saw a doctor, nurse, or dentist, a third 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 2017.

- Being asked about smoking does not differ by sex or race.
- As grade level increases, students are significantly more likely to be asked about smoking when they saw a doctor, nurse, or dentist.
- LGBT students are significantly more likely to be asked by a doctor, nurse, or dentist if they smoked.

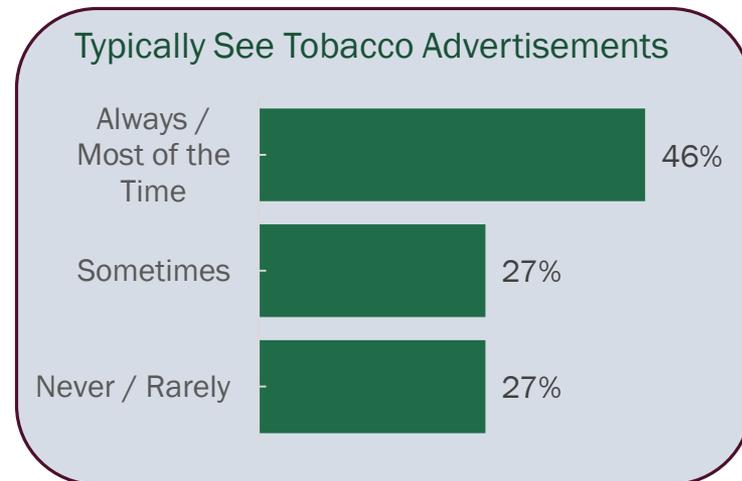
Were Asked about Smoking by a Doctor, Nurse, or Dentist, Past Year
(Among Those Who Saw a Practitioner)



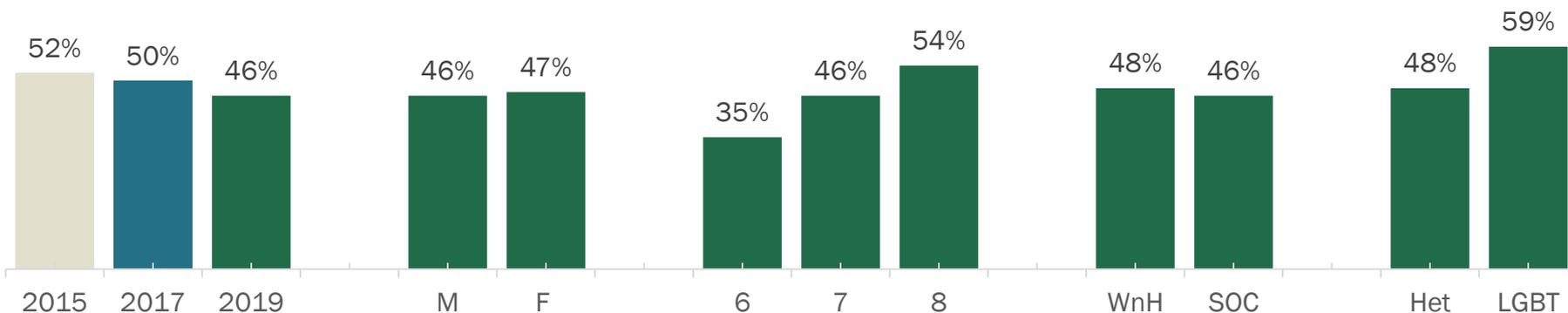
Advertisements for Tobacco Products

Nearly half of all students typically see advertisements for tobacco always or most of the time. Significantly fewer students reported seeing tobacco advertisements at least most of the time in 2019, compared to students in 2015 and 2017.

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



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



Attitudes & Perceptions about Substance Use

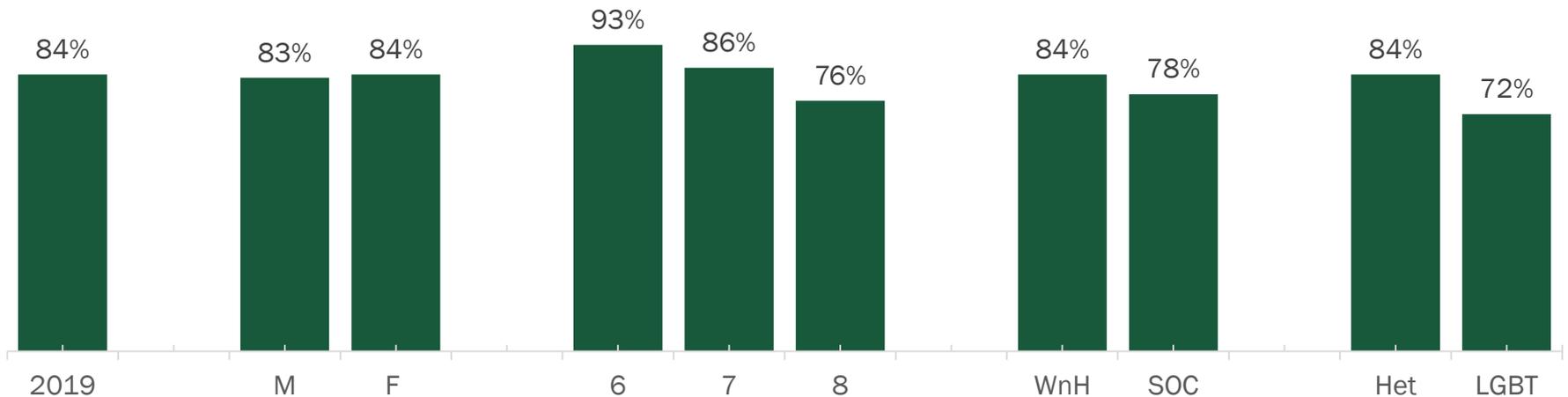
Peer Disapproval of Electronic Vapor Products

* New in 2019

Overall, 84% of middle school students think it is wrong or very wrong for someone their age to use EVP.

- Believing it is wrong or very wrong for someone their age to use EVP does not differ by sex.
- Perceptions of peer EVP use as wrong or very wrong decrease with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to believe it is wrong for someone their age to use EVP.
- LGBT students are significantly less likely than heterosexual / cisgender students to believe it is wrong for someone their age to use EVP.

Peer EVP Use: Wrong or Very Wrong



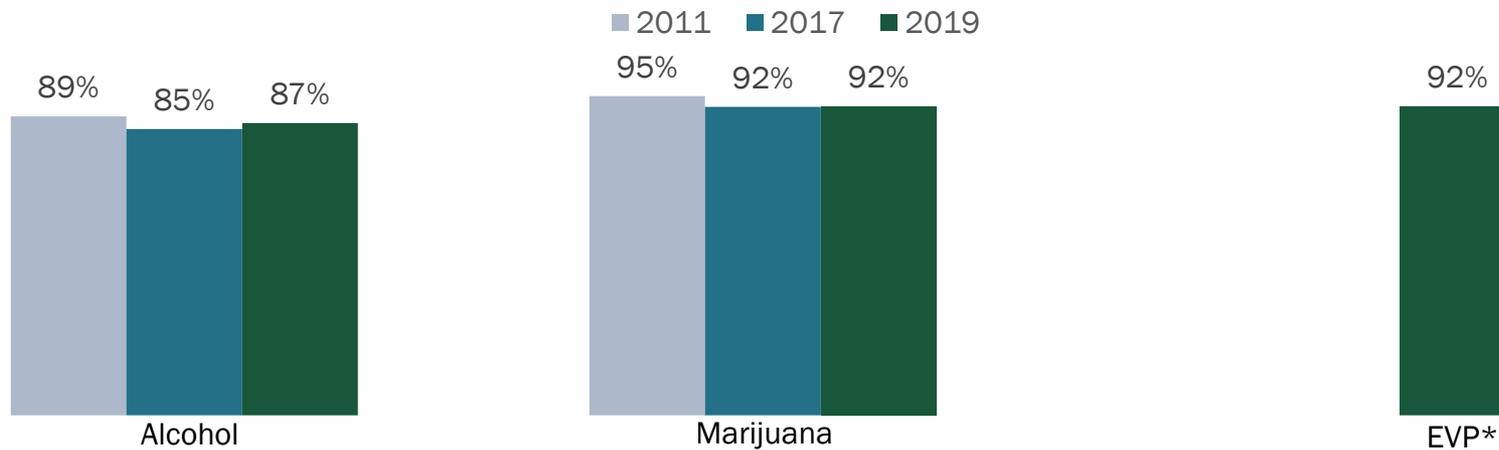
Parental Disapproval

About nine out of ten middle school students believed their parents would think it is wrong or very wrong for them to use alcohol (87%), marijuana (92%) or EVP (92%).

A few were not sure how their parents would feel about them drinking alcohol (4%), using marijuana (3%), or EVP (5%).

Since 2011, the percent of students who think their parents believe it is wrong for them to use alcohol and marijuana significantly decreased. Between 2017 and 2019, significantly more students believed their parents would think it was wrong or very wrong for them to use alcohol; perceived parental perceptions of marijuana use did not change.

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



* EVP new in 2019

Parental Disapproval

Approximately nine in ten students believe that their parents feel it is wrong or very wrong for them to use alcohol, marijuana, and EVP.

- Female students are significantly more likely to believe their parents feel it was wrong for them to use alcohol and EVP.
- Perceptions of parental disapproval of marijuana decreases with each grade level. Eighth grade students are significantly less likely than younger students to believe their parents feel it was wrong for them to use alcohol and less likely than 6th grade students to think using EVP is wrong.
- White, non-Hispanic students are significantly more likely to believe their parents feel it was wrong for them to use alcohol, marijuana, and EVP.
- Heterosexual / cisgender students are significantly more likely to believe their parents feel it was wrong for them to use alcohol, marijuana, and EVP.

Parental Perceptions: Wrong or Very Wrong for Them to Use



* EVP new in 2019

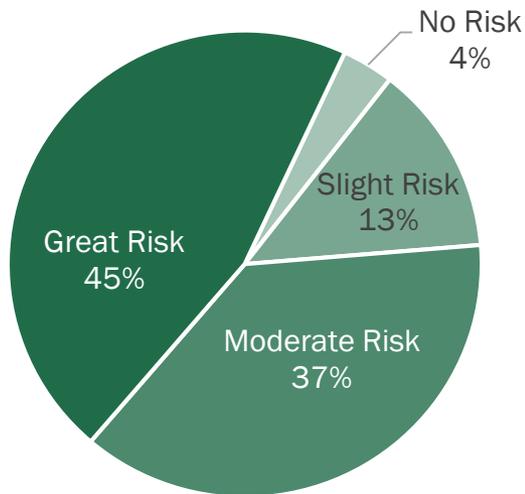
Perceived Harm

Less than a quarter 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 EVP.

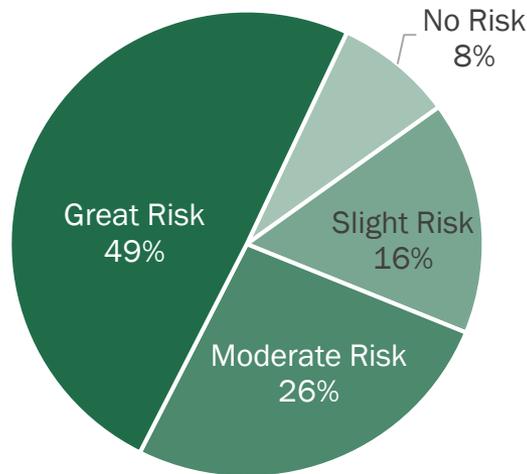
Believing people would face great risk of harm from binge drinking each weekend or using marijuana significantly decreased from 48% and 59%, respectively in 2017.

Perceived Harm

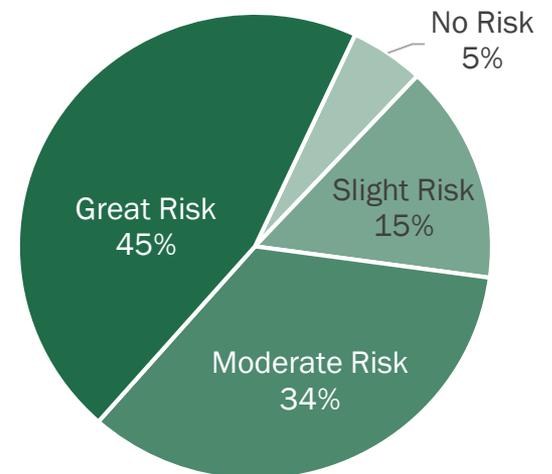
Binge Drank Every Weekend



Use Marijuana Regularly



Use EVP Regularly*



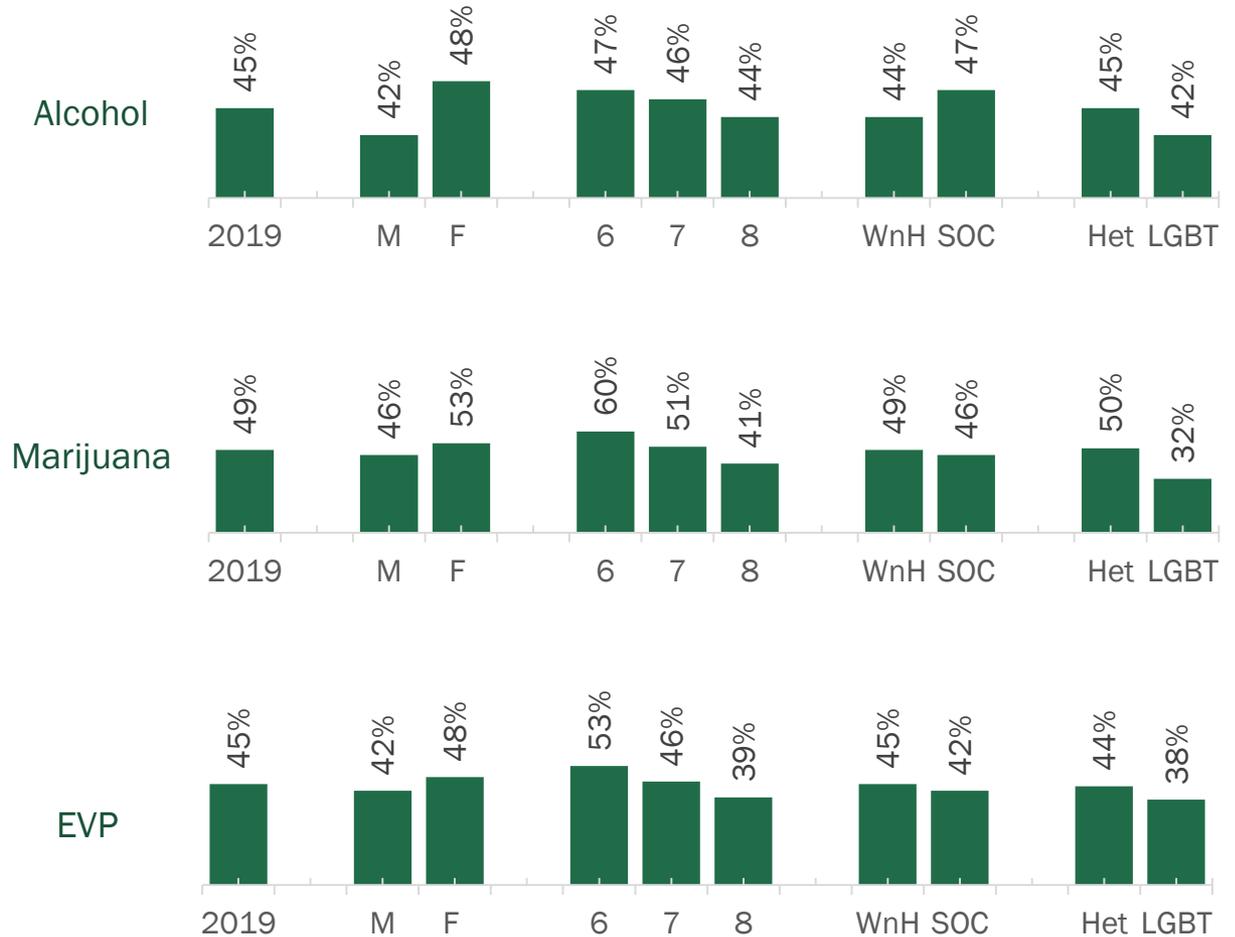
* EVP new in 2019

Perceived Harm

Over four in ten students believe people greatly risk harming themselves if they binge drink each weekend, use marijuana regularly, or use EVP regularly.

- Female students are significantly more likely to believe people greatly risk harming themselves if they binge drink each weekend, use marijuana regularly, and use EVP regularly.
- Perceived harm from using marijuana and EVP regularly decreases with each grade level; 6th grade students are more likely than 8th grade students to believe people greatly risk harming themselves if they binge drink each weekend.
- There are no differences in perceptions of harm by race.
- LGBT students are significantly less likely to believe people greatly risk harming themselves if use marijuana regularly and use EVP regularly.

Perceived Great Risk of Harm



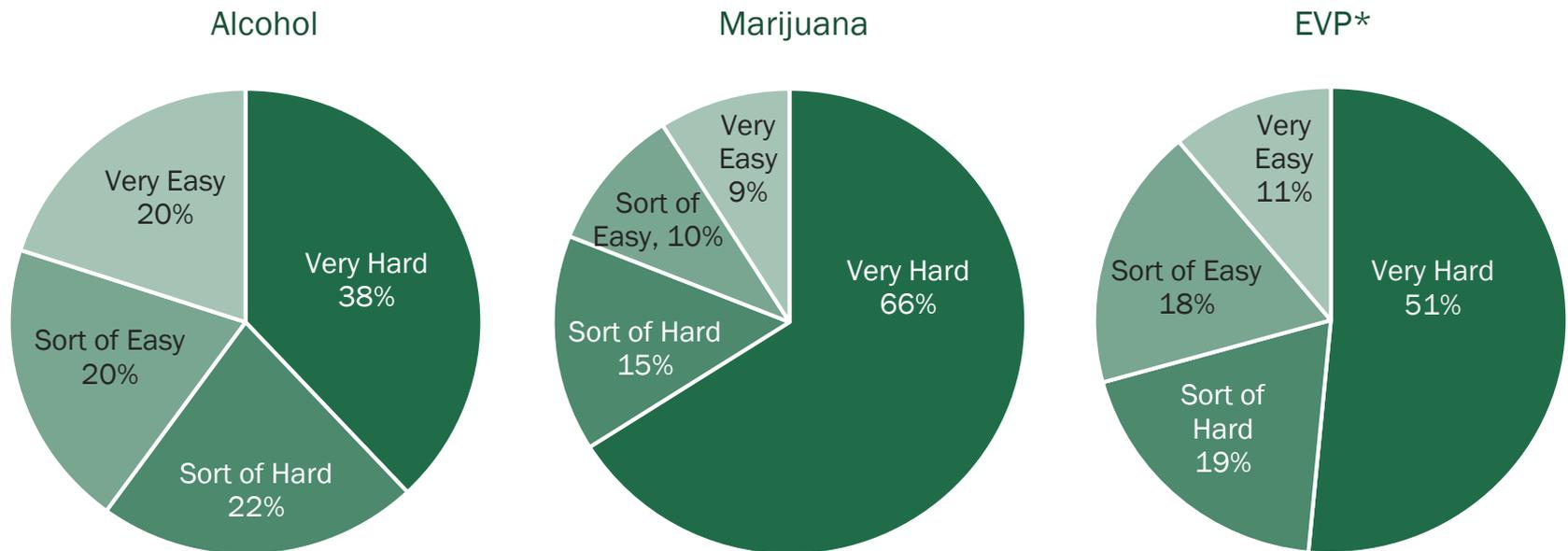
* EVP new in 2019

Perceived Availability

Overall, most students think it would be hard (“very” or “sort of hard”) to access alcohol, marijuana, and EVP. About one in ten thought it would be “very easy” to access marijuana or EVP; one in five thought it would be “very easy” to get alcohol.

Since 2011, significantly more students thought it would be easy (“very easy” or “sort of easy”) to access marijuana if they wanted it (19% vs 16%), perceived access to alcohol did not change. Between 2017 and 2019, significantly more students thought it would be easy to access alcohol (40% vs 37%) and marijuana (19% vs 15%).

Perceived Ease of Access



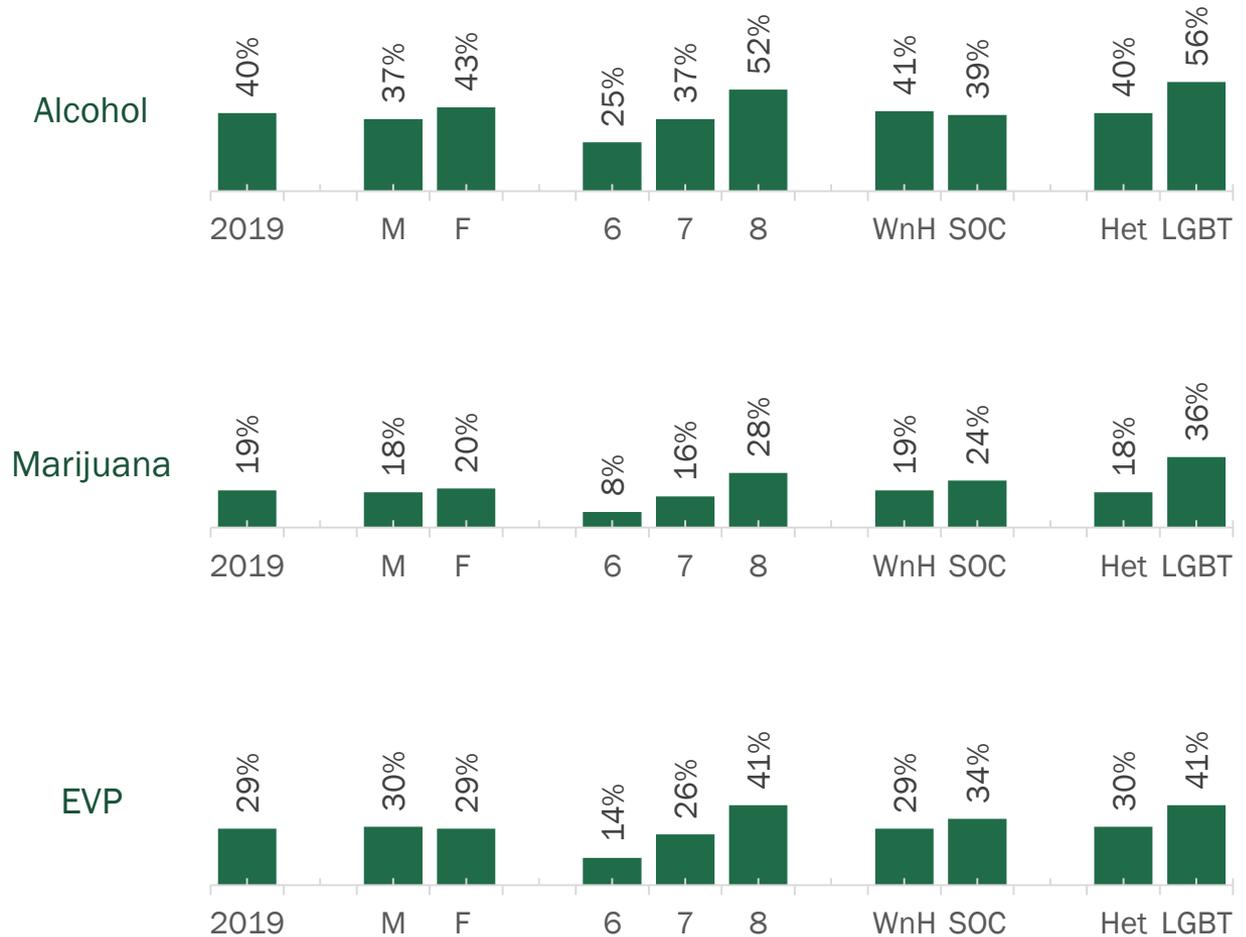
* EVP new in 2019

Perceived Availability

Four in ten middle school students believe it would be easy or very easy to access alcohol. Nearly three in ten believe it would be easy or very easy to access EVP; 19% believe it would be easy or very easy to access marijuana.

- Female students are significantly more likely to believe it would be easy to access alcohol and marijuana.
- Believing that it would be easy to access alcohol, marijuana, and EVP increases with each grade level.
- Students of color are significantly more likely to believe it would be easy to access marijuana and EVP.
- LGBT students are significantly more likely to believe it would be easy to access alcohol, marijuana, and EVP.

Sort of Easy or Very Easy to Access



* EVP new in 2019



Sexual Activity



March 2020

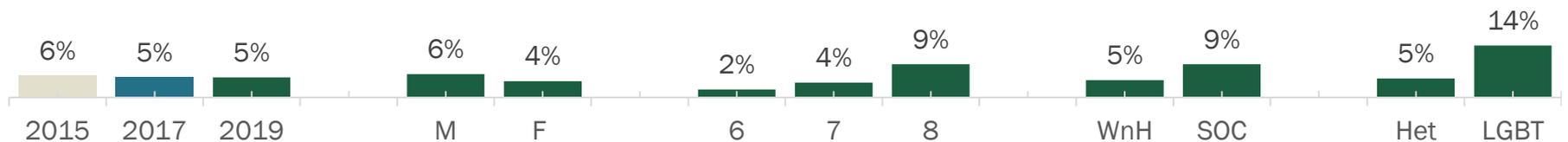
Sexual Activity

Overall, 5% of students have ever had sexual intercourse.

Lifetime sexual intercourse has not significantly changed since first asked in 2015.

- Male students are significantly more likely to have had sexual intercourse compared to female students.
- Having sexual intercourse significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have had sexual intercourse.
- LGBT students are nearly three times more likely than heterosexual / cisgender students to have had sexual intercourse.

Sexual Intercourse



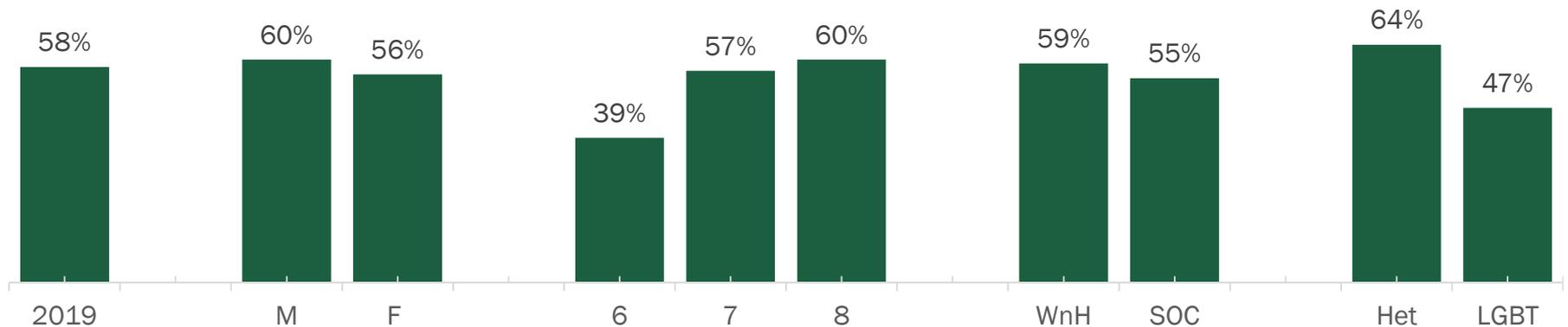
Condom Use

* New in 2019

Among students who have ever had sexual intercourse, nearly six in ten used a condom the last time they had sexual intercourse.

- Among students who have ever had sexual intercourse, condom use does not differ by sex or sexual orientation / gender identity.
- Among students who have had sexual intercourse, 8th grade students are significantly more likely than 6th grade students to use a condom the last time they had sexual intercourse.
- Heterosexual / cisgender students are significantly more likely than LGBT students to use a condom the last time they has sexual intercourse.

Used a Condom
(Among Students Who Have Had Sexual Intercourse)





Physical Activity & Nutrition



March 2020

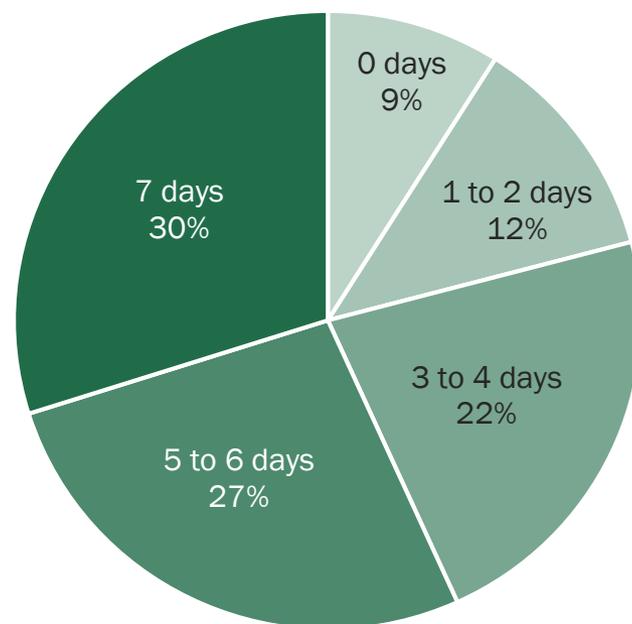
Physical Activity

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, three in ten middle school students engaged in at least 60 minutes of physical activity every day. More than a quarter engaged in physical activity on five or six days, while less 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

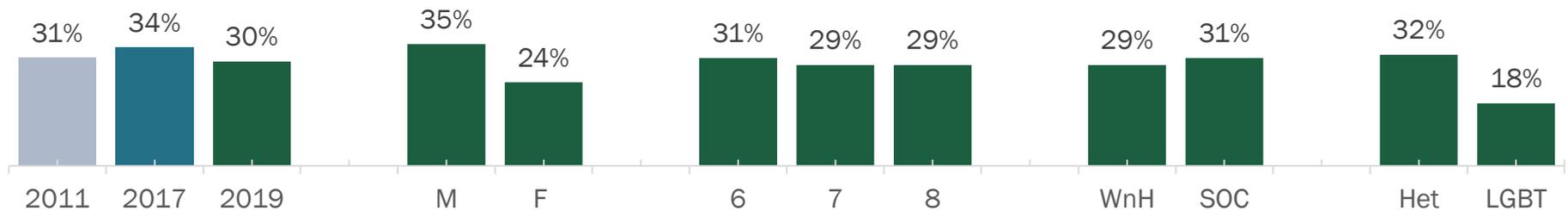
PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES EVERY DAY, PAST WEEK

Three in ten 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 decreased between 2017 and 2019 but remains unchanged since 2011.

- Less than a quarter of female students meet physical activity guidelines, significantly fewer than male students.
- Engaging in 60 minutes of physical activity every day does not differ by grade level or race.
- Heterosexual / cisgender students are nearly two times as likely as LGBT to engage in 60 minutes of physical activity every day.

Were Physically Active Every Day, Past Week



Physical Activity: Met or Approached Recommendations

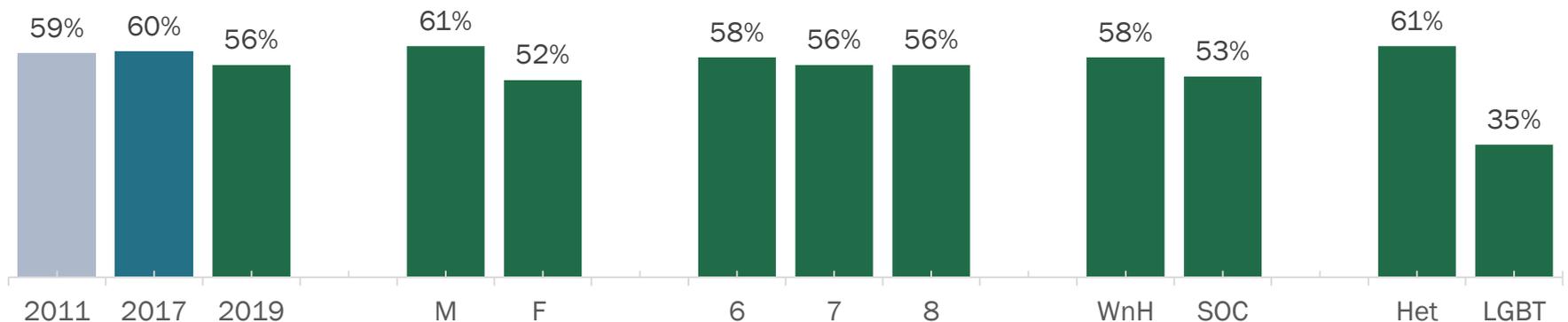
PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON FIVE OR MORE DAYS, PAST WEEK

Just over half of all middle school students were active for at least 60 minutes on five or more days during the previous week.

Since 2011 and 2017, engaging in physical activity for at least 60 minutes on five or more days during the previous week has significantly decreased.

- Male students are significantly more likely than female students to have engaged in physical activity on five or more days during the previous week.
- Being physically active on at least five days during the previous week does not differ by grade level.
- White, non-Hispanic students are significantly more likely than students of color to be physical active for at least 60 minutes on at least five days during the previous week.
- Heterosexual / cisgender students are nearly two times as likely as LGBT to engage in 60 minutes of 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

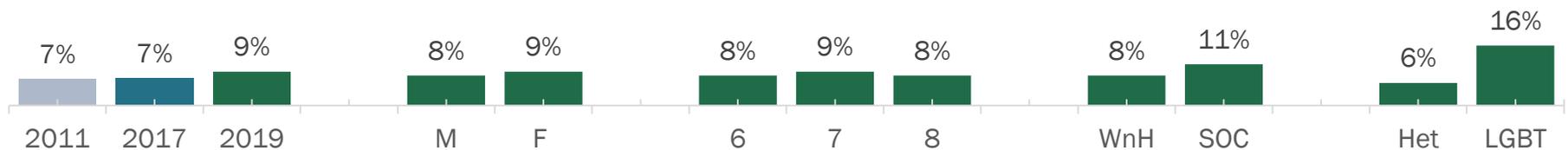
PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON ZERO DAYS, PAST WEEK

Overall, less than one in ten 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 significantly increased since 2011 and between 2017 and 2019.

- Not participating in at least 60 minutes of physical activity during the past week does not differ by sex or grade level.
- Students of color are significantly more likely than white, non-Hispanic students to not participate in at least 60 minutes of physical activity during the past week.
- LGBT students are nearly three times as likely as heterosexual / cisgender students to not participate in any physical activity during the previous week.

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

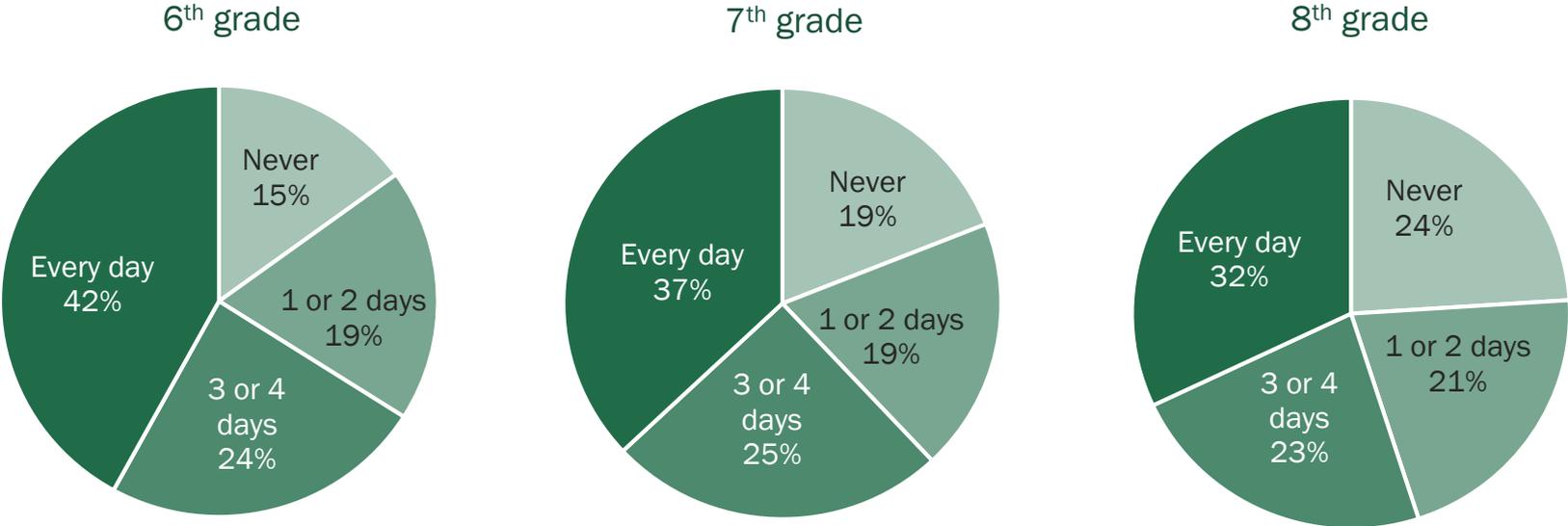


Physical Activity Breaks at School

Eight in ten middle school students have at least one physical activity break at school during a typical week. Nearly four in ten have opportunities for physical activity every day (36%).

Since 2015 (72%) and between 2017 and 2019, significantly more students have at least one physical activity break during the week (75% vs 80%).

Opportunities for Physical Activity Breaks at School, Average Week



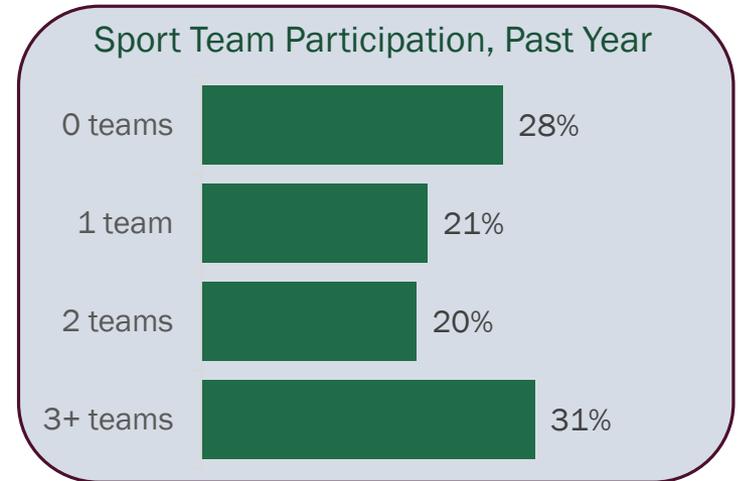
Physical activity breaks were described to include recess, time before or after classes, and short breaks during class. They do not include activity during physical education classes.

Sport Team Participation

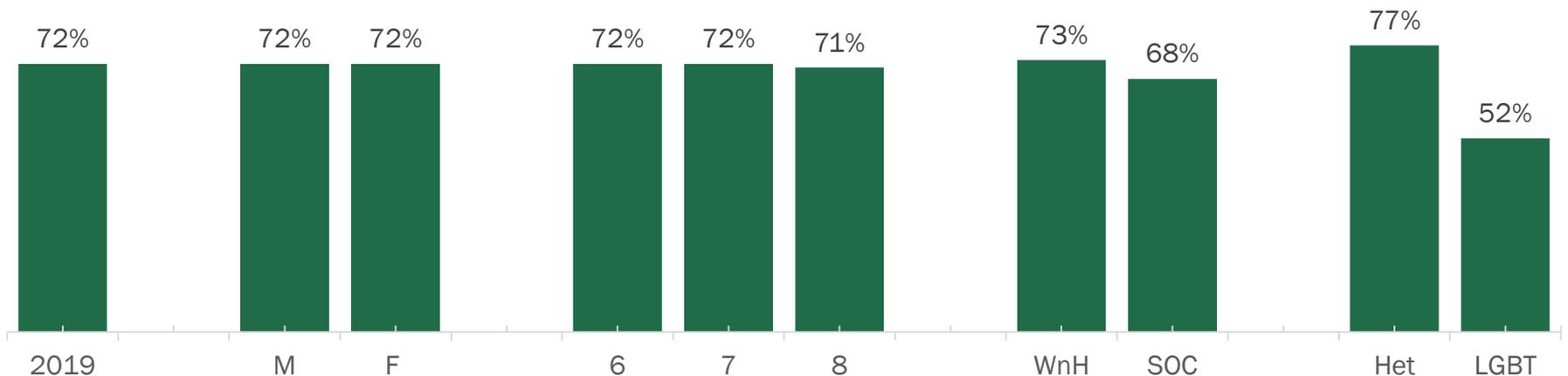
* New in 2019

Seven in ten middle school students participated on at least one sport team during the past year (72%). Nearly a third participated on three or more teams (31%).

- Participating on at least one school or community-based sport team does not differ by sex or grade level.
- White, non-Hispanic students are significantly more likely than students of color to participate on at least one sports team during the past year.
- Heterosexual / cisgender students are significantly more likely than LGBT students to participate on at least one sports team.



Participate On At Least One Sports Team, Past Year



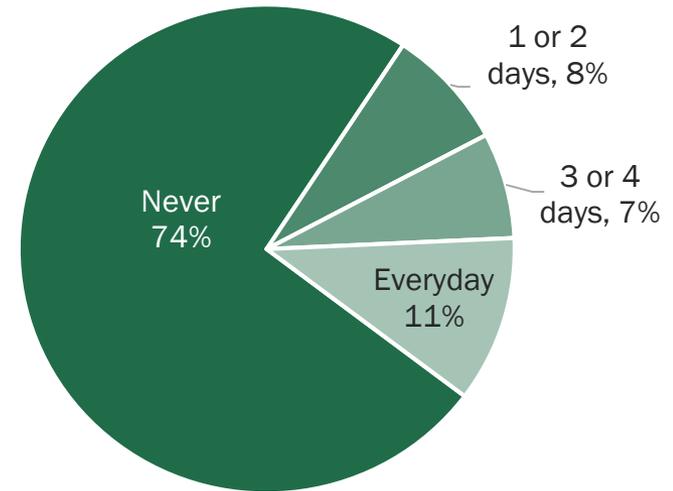
Walk or Ride a Bike to School

When weather permits, a quarter of students walk or ride a bike to school at least once a week. About one in six (17%) walk or ride a bike on most days.

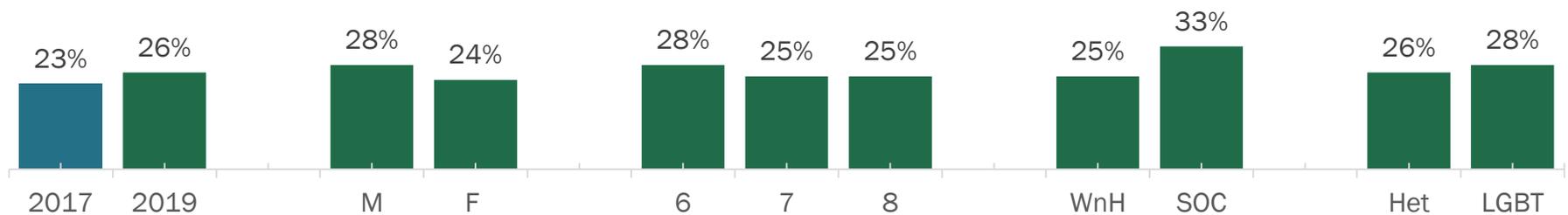
Walking or riding a bike to school significantly increased between 2017 and 2019.

- Male students are more likely to ride a bike or walk to school at least one time during a typical week with good weather.
- 6th grade students are significantly more likely than older students to ride a bike or walk to school at least one time during a typical week.
- Students of color are significantly more likely than white, non-Hispanic students to walk or ride a bike to school during a typical week.
- Riding a bike or walking to school does not differ by sexual orientation / gender identity.

Walk or Ride a Bike to School



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



Physical Inactivity: Television Watching

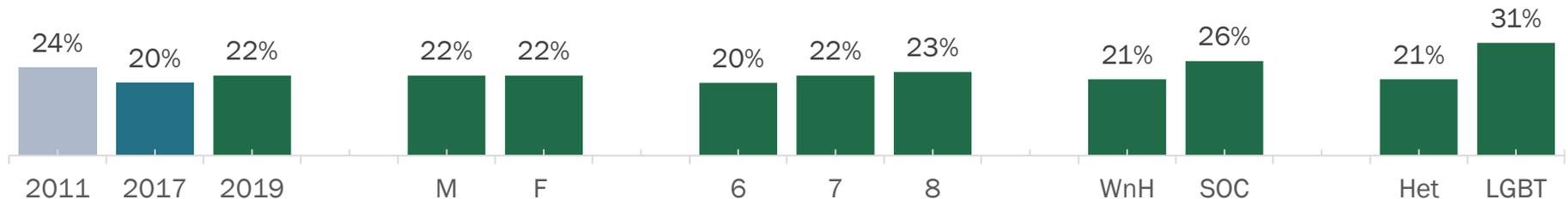
Average Time Spent Watching TV, Weeknight



On an average school day, about six out of ten students (58%) 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 6th 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.
- LGBT students are significantly more likely to watch three or more hours of TV per day compared to heterosexual / cisgender students.

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

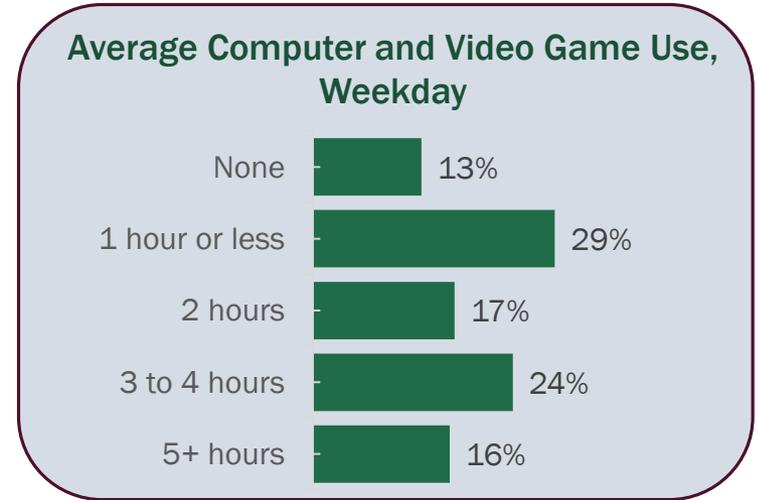


Physical Inactivity: Computer and Video Game Use

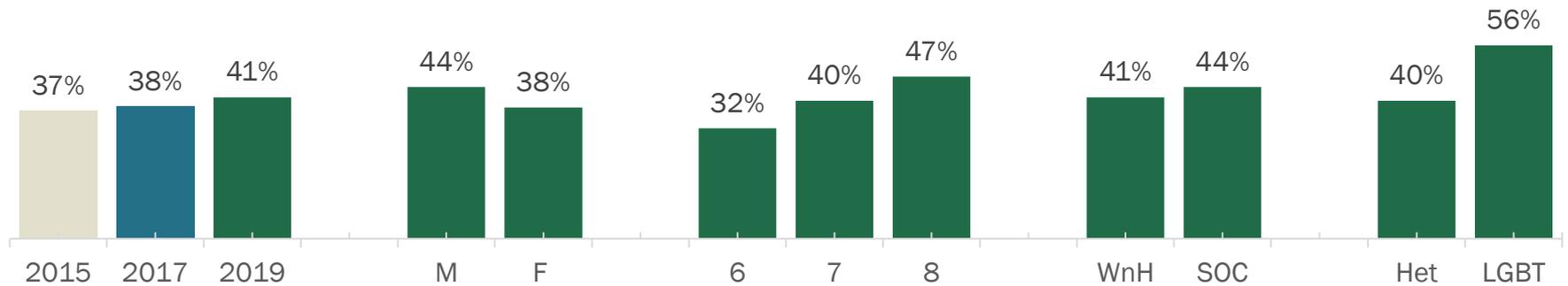
Overall, four in ten students spend less than three hours per day using a computer or going online to do something other than schoolwork.

Spending three or more hours per day playing video games or on a computer significantly increased since 2015 and between 2017 and 2019.

- The following students are significantly more likely to use a computer or play video games for three or more hours per day:
 - Male students
 - Students of color
 - LGBT students, and
 - With each increasing grade level.



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



Computer and video game use was described as time spent 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. Activities included in computer and video game use have changed over time. Comparisons with data prior to 2015 should be made with caution and are not shown here.

Nutrition

Water Consumption

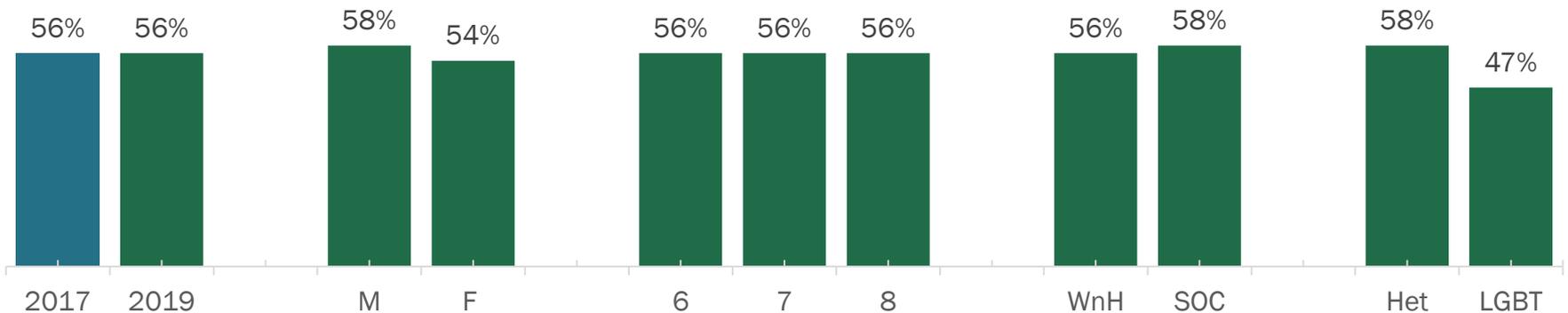
Water Consumption, Past Week



Overall, more than half of all students drank at least three glasses of water every day during the previous week (56%). One in five had less than one glass of water every day during the previous week (22%).

- 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 does not differ by grade level or race / ethnicity.
- LGBT students are significantly less likely than heterosexual / cisgender students to drink three or more glasses or bottles of water per day.

Drank 3+ Glasses of Water Every Day, Past Week



Breakfast Consumption

Ate Breakfast, Past Week

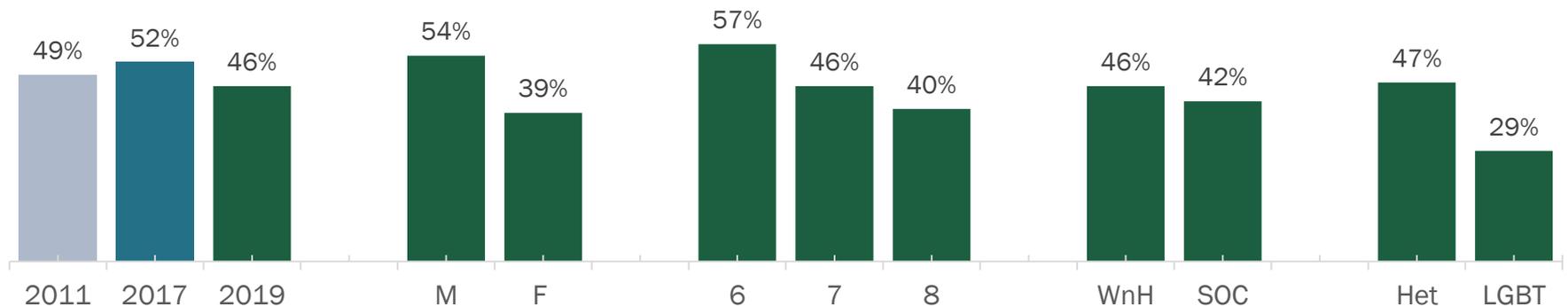


Less than half of all students ate breakfast every day during the previous week.

Daily breakfast consumption significantly decreased since 2011 and between 2017 and 2019.

- Male students are significantly more likely than female students to eat breakfast every day.
- Eating breakfast every day decreases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to eat breakfast every day.
- Heterosexual / cisgender students are significantly more likely than LGBT students to eat breakfast every day.

Ate Breakfast Every Day, Past Week





Health Equity

 VERMONT
DEPARTMENT OF HEALTH

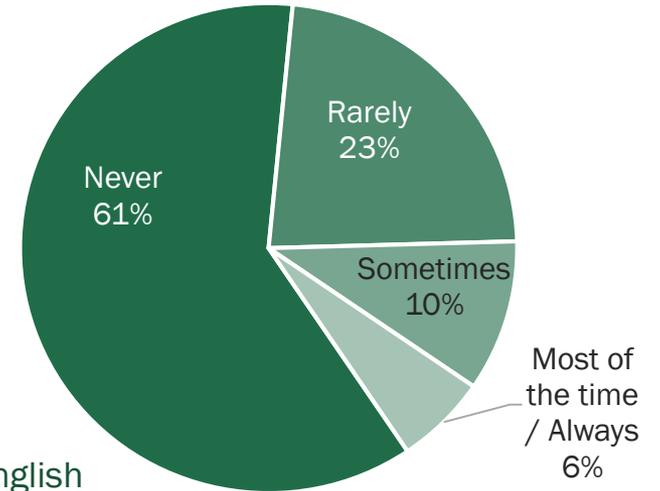
Language Spoken at Home

* New in 2019

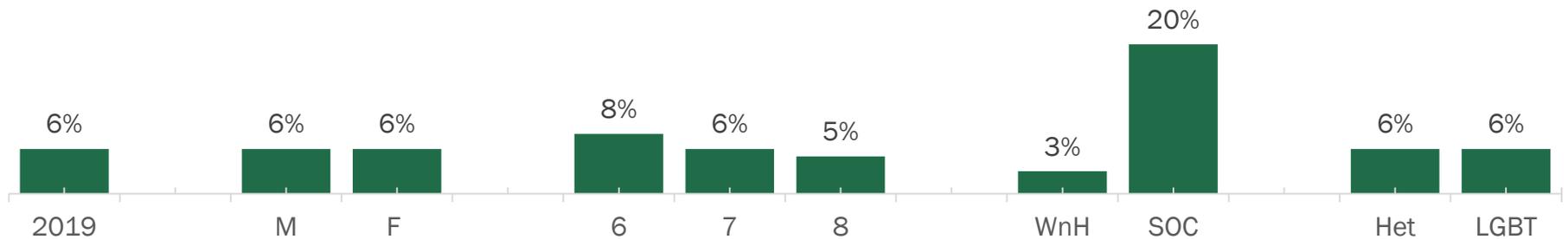
Four in ten students have someone at home who speaks another language (39%). Less than 10% live with people who primarily speak a language other than English (6%).

- Living with people who mostly speak a language other than English does not differ by sex or sexual orientation / gender identity.
- 6th grade students are significantly more likely than older students to live with people who mostly speak a language other than English.
- Students of color are nearly seven times more likely than white, non-Hispanic students to live with people who mostly speak a language other than English.

Language Other than English Spoken at Home



People at Home Speak a Language Other than English at Least Most of the Time



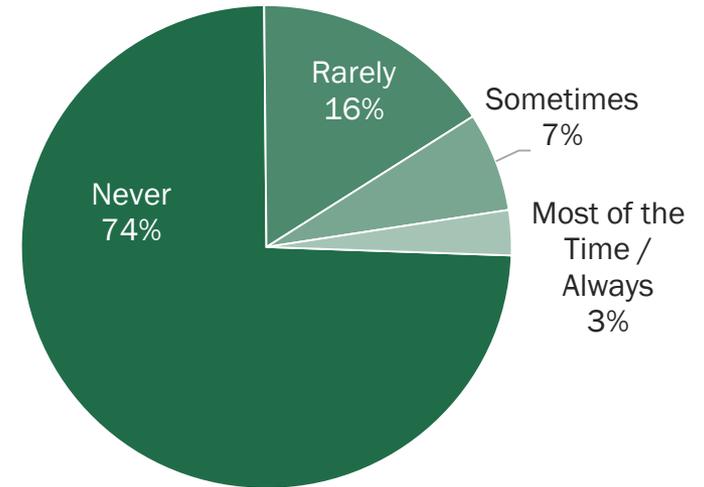
Food Insecurity

During the past 30 days, three-quarters of students never went hungry because there was not enough food at home. One in ten were hungry at least sometimes; 16% rarely went hungry,.

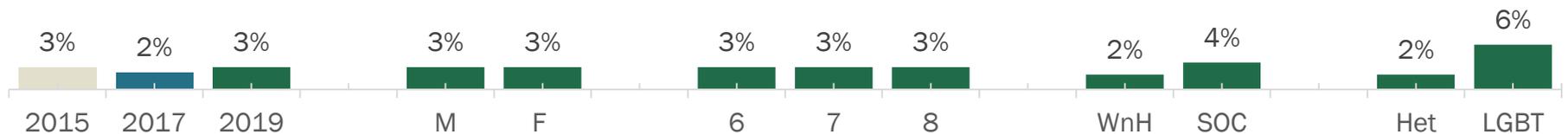
Going hungry at least most of the time has not changed since 2015.

- 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.
- LGBT students are three times more likely than heterosexual / cisgender students to feel hungry at least most of the time because there was not enough food at home.

Went Hungry at Home, Past Month



Went Hungry at Least Most of the Time

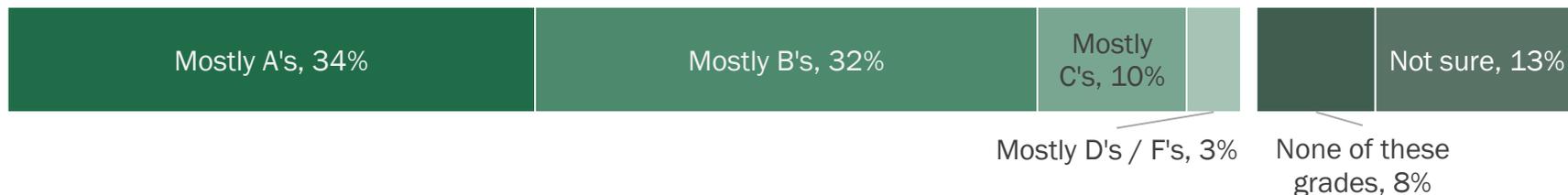




Youth Assets and Other Protective Factors

Grades Earned in School

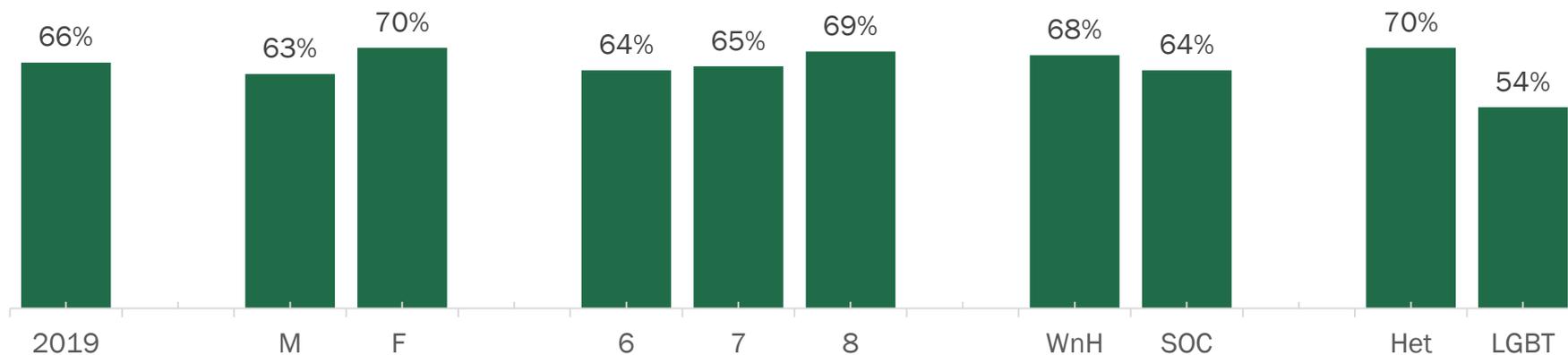
Grades Earned, Past 12 Months



Two thirds of middle school students reported typically earning mostly A's or B's during the past year. About one in eight were not sure (13%); 8% reported having grades other than A-F's.

- The following students are significantly more likely to mostly earn A's and B's:
 - Female students
 - Eighth grade students
- White, non-Hispanic students
- Heterosexual / cisgender students

Typically Earned Mostly A's or B's



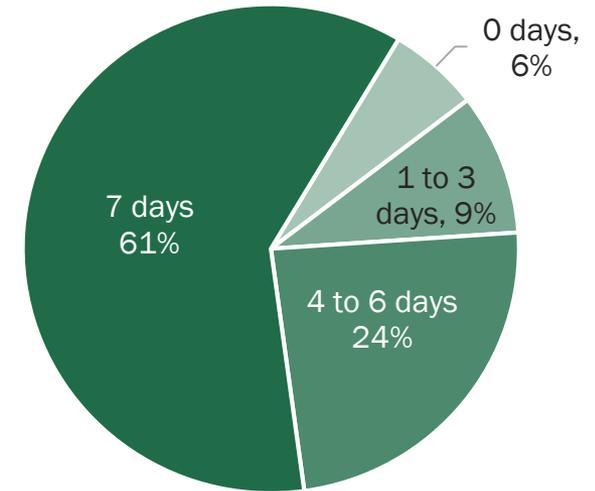
Family Connectedness

Six in ten middle school students ate dinner with their parents every day during the past week. More than eight in ten students ate dinner with a parent at least four times during the previous week.

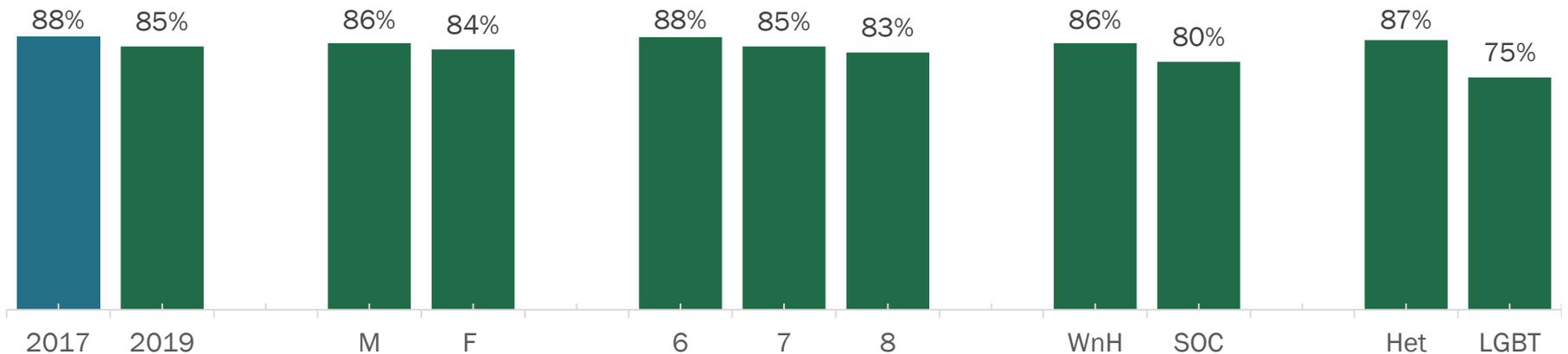
Eating dinner with a parent at least four times during the previous week significantly decreased between 2017 and 2019.

- Eating dinner with a parent at least four times during the previous week does not differ by sex.
- Eating dinner with a parent four or more times during the previous week decreases with each grade level.
- Students of color are significantly less likely than white, non-Hispanic students to eat dinner with a parent four or more times during the previous week.
- LGBT students are significantly less likely than heterosexual / cisgender students to eat dinner with a parent four or more time during the previous week.

Ate Dinner with a Parent, Past Week



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



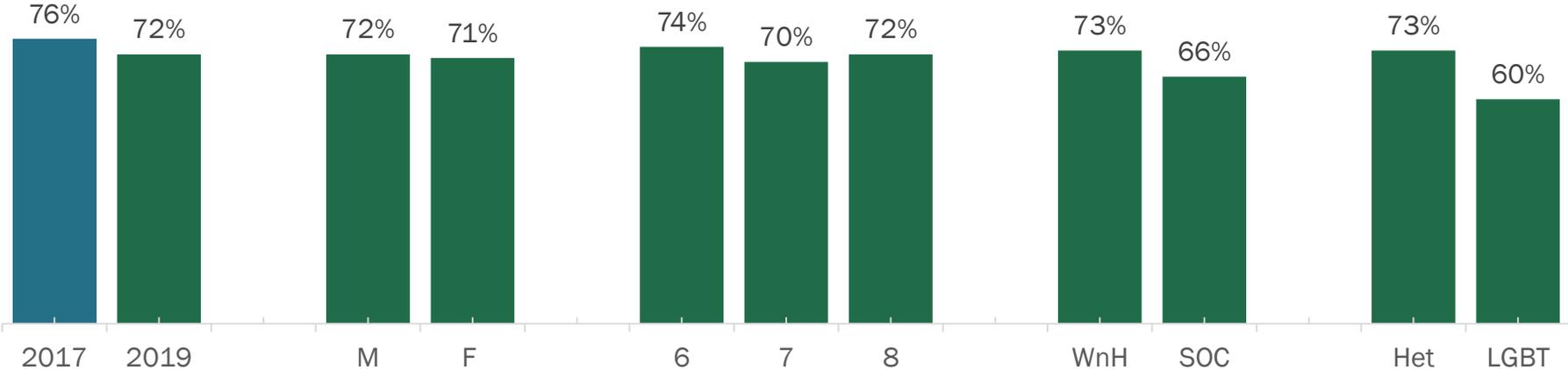
School Connectedness

Seven in ten middle school students have at least one teacher or other adult in their school that they can talk to if they have a problem; 15% were not sure if there was someone they could talk to.

Having a teacher or other trusted adult significantly decreased between 2017 and 2019.

- Having a trusted adult in their school does not differ by sex.
- Sixth grade 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.
- LGBT 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

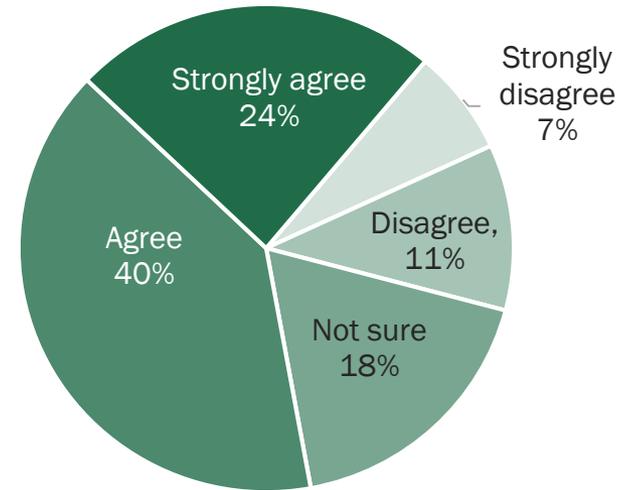


School Connectedness

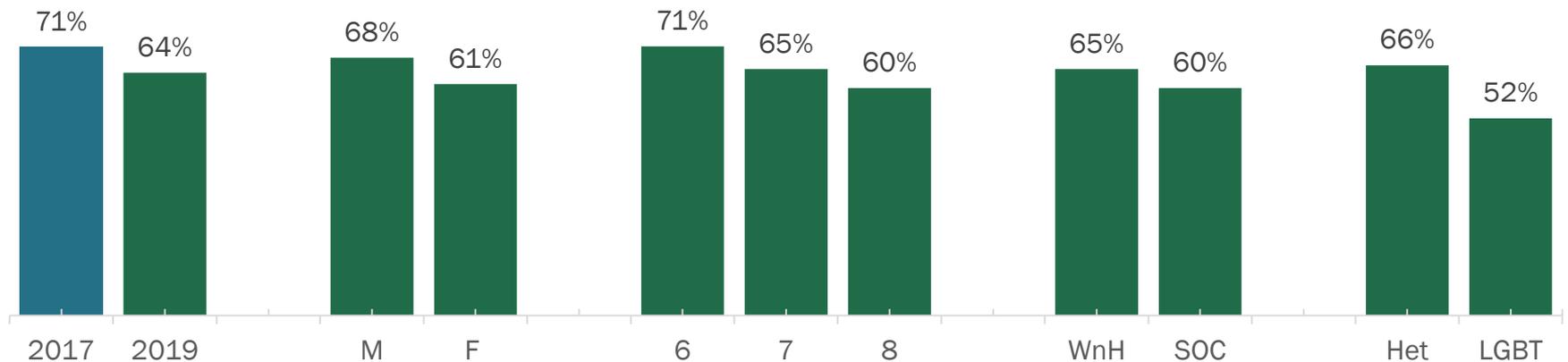
Two-thirds of middle school students agree or strongly agree that their school has clear rules and consequences for behavior (64%). Nearly two in ten are not sure if their school has clear rules and consequences for behaviors (18%).

- Male students are significantly more likely to believe their school has clear rules and consequences compared to female students.
- Believing their school has clear rules and consequences significantly decreases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to believe their school has clear rules and consequences.
- Heterosexual / cisgender are significantly more likely to believe their school has clear rules and consequences for behaviors compared to LGBT students.

School Has Clear Rules and Consequences for Behaviors



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



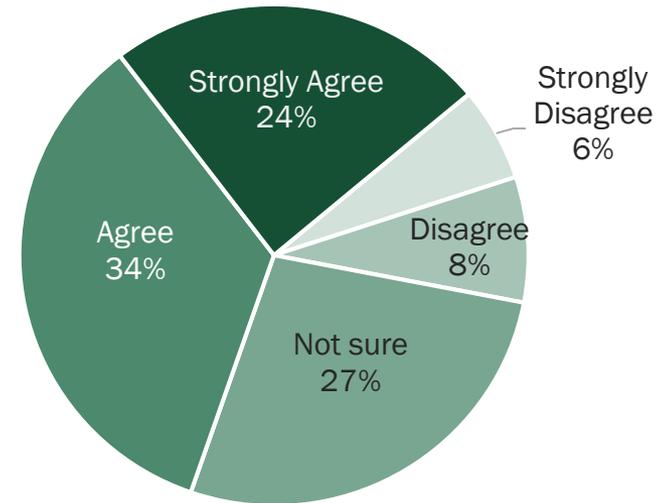
Community Connectedness

Six in ten students agree or strongly agree that they matter to people in their community; a quarter were not sure.

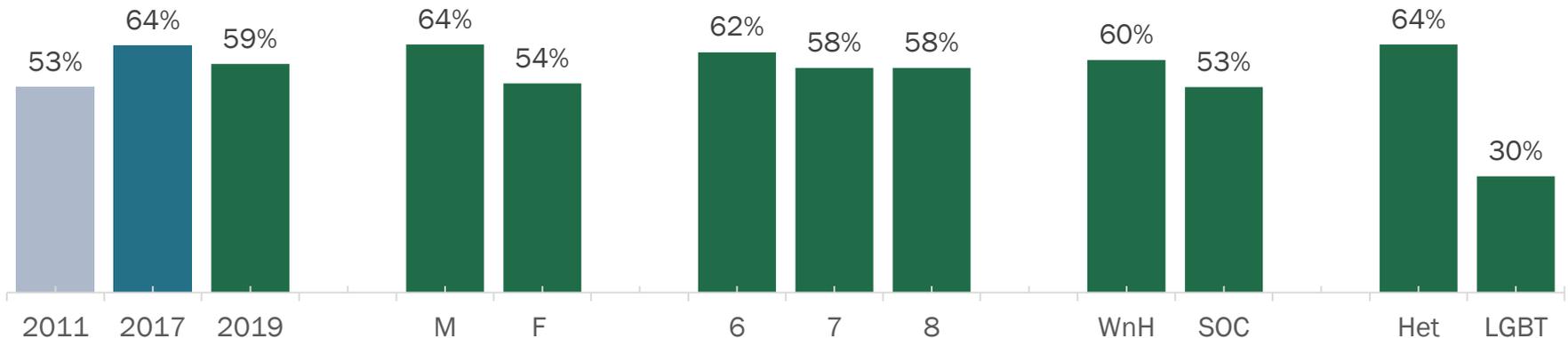
Since 2011, the percent of students who agree or strongly agree that they matter to people in their community significantly increased. Community connectedness significantly decreased between 2017 and 2019.

- Male students are significantly more likely to believe they matter to people in their community compared to female students.
- 6th grade students are significantly more likely than older students to believe they matter to people in their community.
- White non-Hispanic students are significantly more likely than students of color to think they matter to people in their community.
- Heterosexual / cisgender students are more than two times as likely to feel like they matter to people in their community compared to LGBT students.

Matter to People in Their Community



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



2019

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.

Report prepared by:
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