

Racial and Ethnic Minority Health

Middle School Data Brief

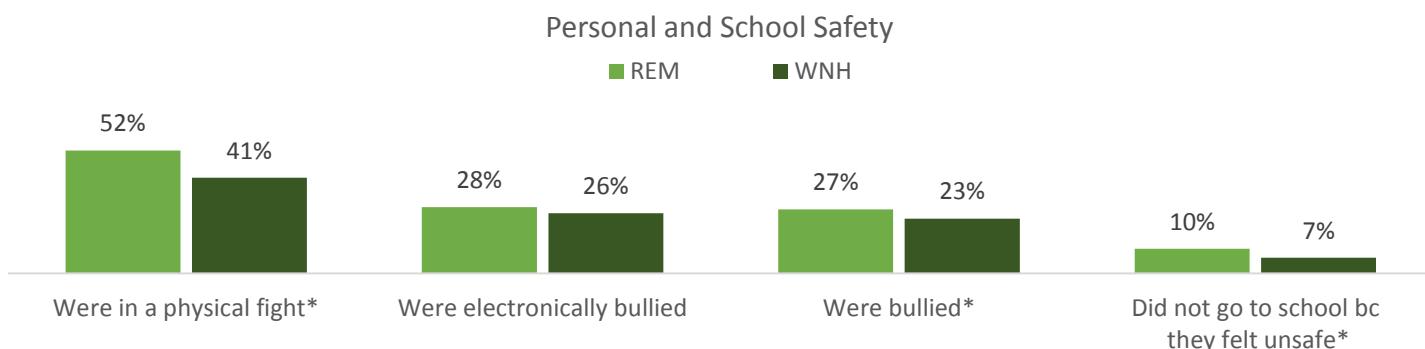
2015 Vermont Youth Risk Behavior Survey

Background

The Youth Risk Behavior Survey allows us to look at health disparities among minority populations. Race/ethnicity is measured with two questions: Are you Hispanic or Latino? and What is your race?, with minority students defined as those who reported being Black, Hispanic/Latino, American Indian/Alaskan Native, Asian, Native Hawaiian/ Pacific Islander, or multiple races. In 2015, two in ten (19%) Vermont middle school students, grades 6-8, identified themselves as a racial or ethnic minority.

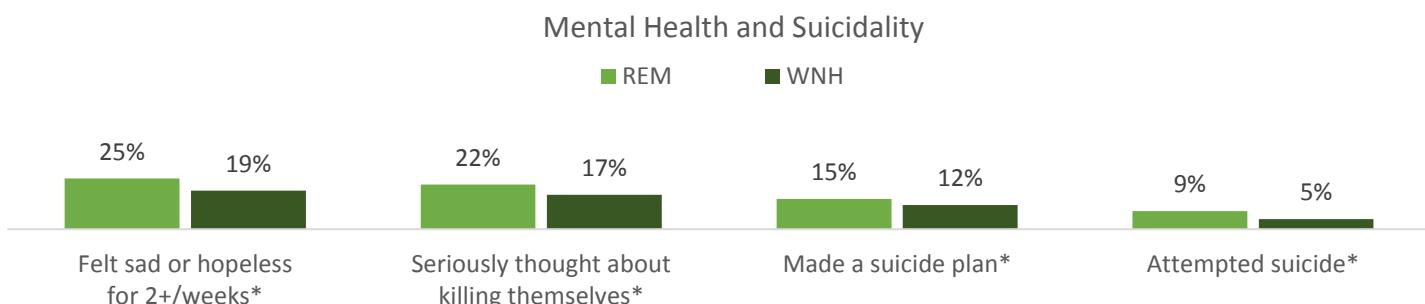
Personal and School Safety

Racial and ethnic minority students are significantly more likely than White, non-Hispanic students to report ever being in a physical fight, being bullied during the past 30 days, or not going to school at least once in the last year because they felt unsafe. While racial and ethnic minority students are more likely than White, non-Hispanic students to be electronically bullied the difference is not statistically significant.



Mental Health and Suicidality

A quarter of racial and ethnic minority middle school students said they felt sad or hopeless for two or more weeks in a row, significantly higher than the two in ten (19%) reported among White, non-Hispanic students. Racial and ethnic minority students are also significantly more likely than White, non-Hispanic students to have seriously thought about killing themselves, made a suicide plan, and have attempted suicide.



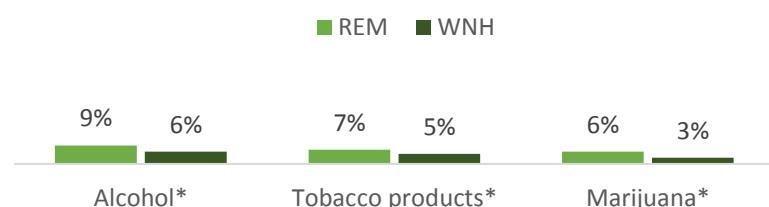
Sexual Behaviors

Racial and ethnic minority students are about twice as likely as White, non-Hispanic students to report ever having had sexual intercourse (10% vs. 5%) or oral sex (9% vs. 5%). These are both statistically significant differences.

Substance Use

During the past 30 days, significantly more minority middle school students used alcohol, marijuana, or tobacco products than White, non-Hispanic students.

Past 30 Day Substance Use



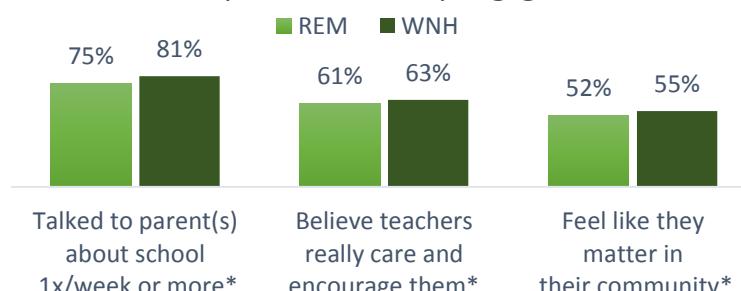
Family and Community Engagement

Racial and ethnic minority students in grades 6 to 8 are significantly less likely than their White, non-Hispanic peers to feel connected to their family and community. This includes talking with their parents at least once a week about school, believing their teachers really care about and encourage them, or feeling like they matter in their community.

Nutrition

In general, few middle school students report going hungry most of the time or always because there was not enough food at home. However, students of a racial or ethnic minority are significantly more likely than White, non-Hispanic students to report going hungry. Racial and ethnic minority students are also more likely to not eat breakfast on any day in the last seven days, compared with their White, non-Hispanic peers. Racial and ethnic students are also significantly less likely to have eaten breakfast on all seven days.

Family and Community Engagement



Physical Activity

A quarter of racial or ethnic minority students watch television for at least three hours per day, significantly higher than the two in ten reported among White, non-Hispanic students. Middle school students who are a racial or ethnic minority are more likely than their White, non-Hispanic peers to not participate in 60 or more minutes of physical activity on any day in the last week. Minority students are also more likely to be physically active on all seven days in the last week, however, the difference is not statistically significant.

Nutrition

For questions on this data brief please contact: Kristen Murray (Kristen.murray@vermont.gov).

* Racial and ethnic minority students statistically different compared with White, non-Hispanic students.

** Any tobacco use was defined as using either cigarettes, cigars, little cigarillos, smokeless tobacco or electronic vapor products.