

# 2017

# Vermont Youth Risk Behavior Survey

## Middle School Results

# Middle School Results

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# Survey Sample & Demographics

# Demographics

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

# Personal Safety



# Personal Safety

Violence and  
Bullying

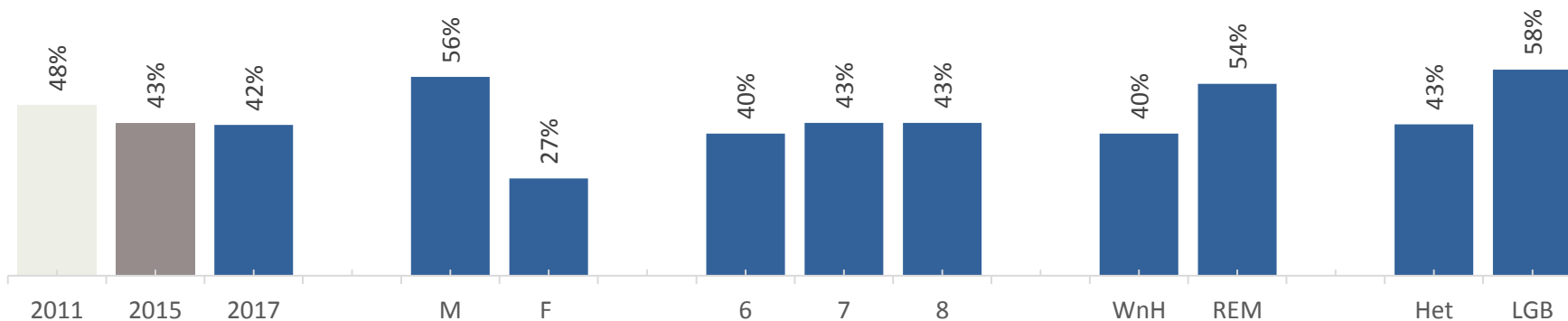
# Physical Fighting

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

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

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

Ever in a Physical Fight



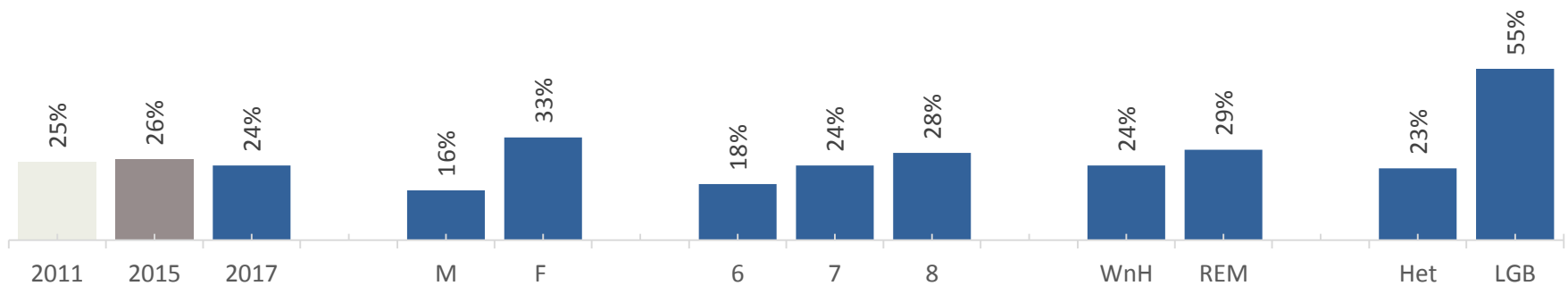
# Bullying, Lifetime

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

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

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

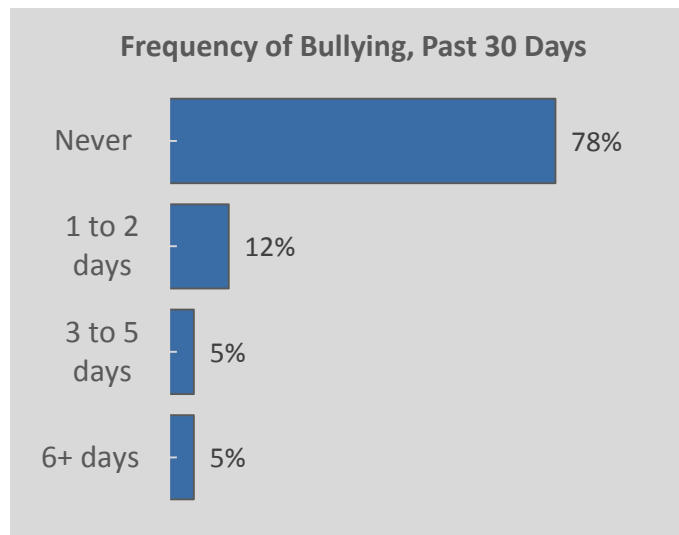
## Ever Electronically Bullied



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



# Bullying, Past 30 Days

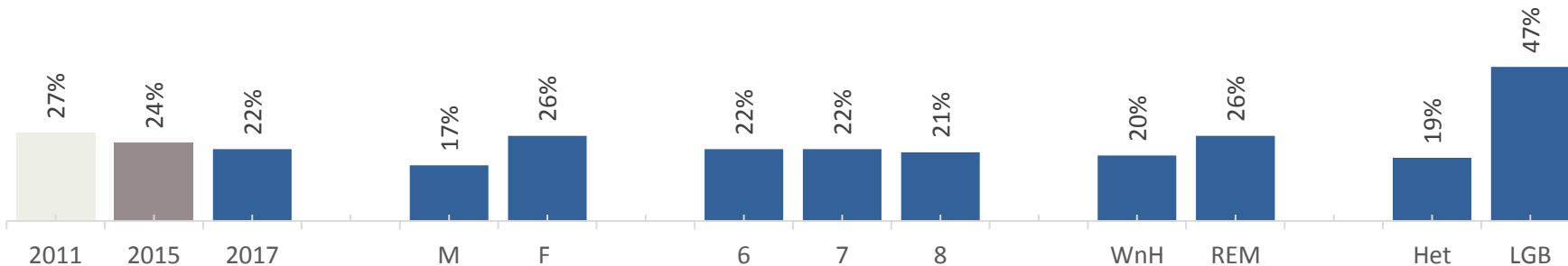


**Overall, 22% of students were bullied during the past 30 days, primarily on one or two days.**

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

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

## Were Bullied, Past 30 Days



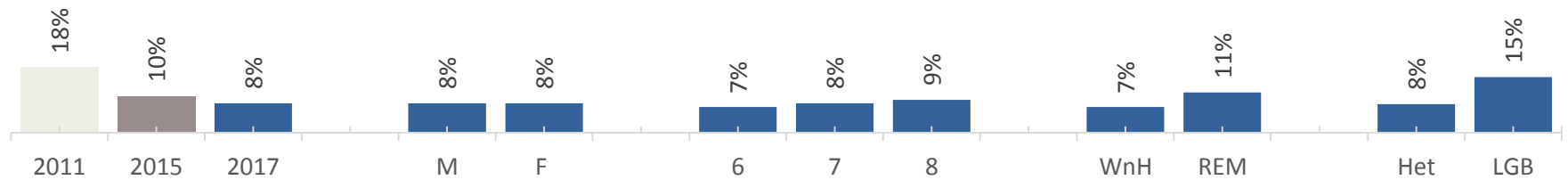
# Bullying Others

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

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

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

**Bullied Someone Else, Past 30 Days**



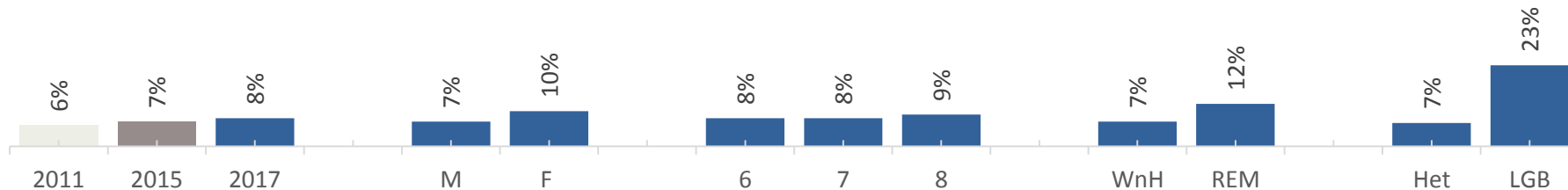
# Feeling Unsafe

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

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

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

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

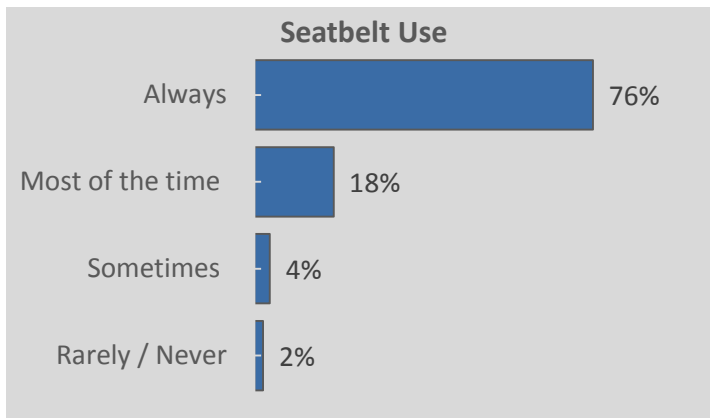


Personal Safety

Vehicular Safety

# Seatbelt Use

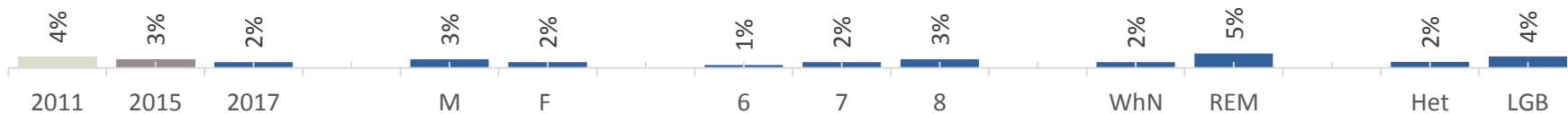
**When riding in a car, three quarters of students always wear a seatbelt; one in five (18%) do so most of the time. Less than 10% infrequently do so.**



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

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

## Never or Rarely Wear a Seatbelt



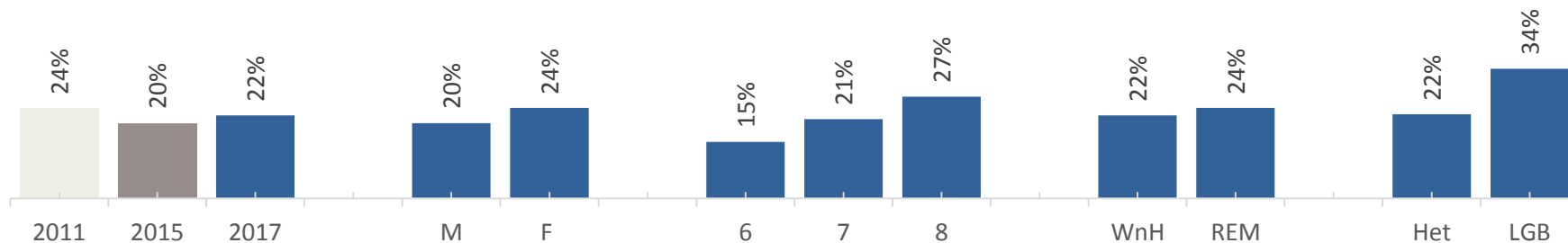
# Riding with an Impaired Driver: Alcohol

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

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

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

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



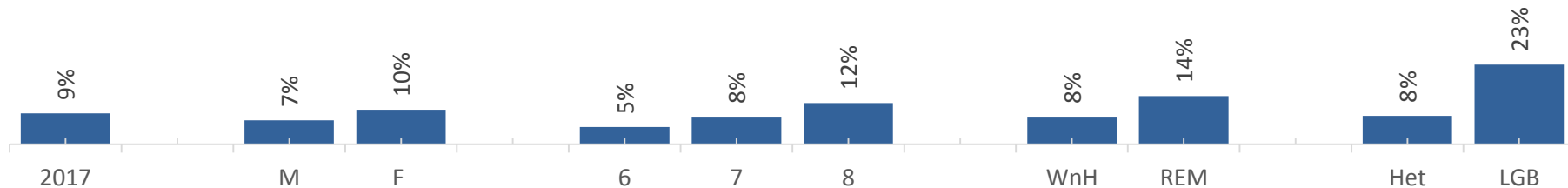
# Riding with an Impaired Driver: Marijuana

New in 2017

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

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

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



# Personal Safety

Injuries &  
Prevention



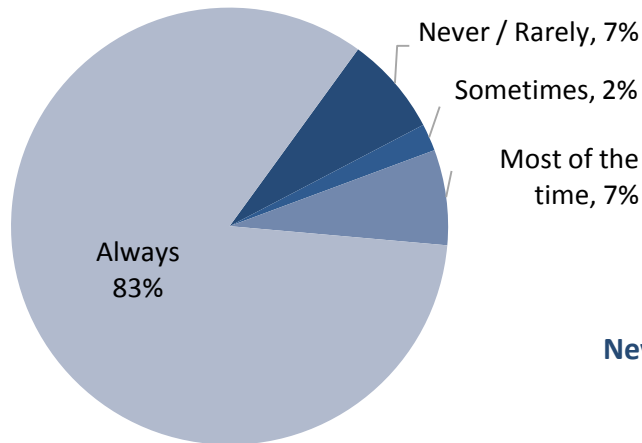
# Helmet Use: Skiing or Snowboarding

New in 2017

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

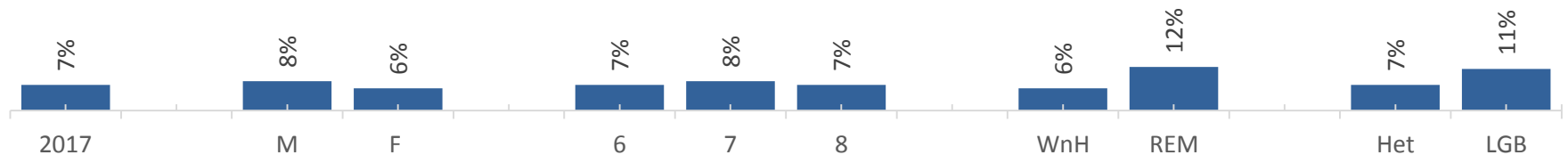
Among students who ski or snowboard, more than eight out of ten always wear a helmet; one in ten sometimes, rarely or never wear a helmet.

Helmet Use Among Students Who Ski or Snowboard



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

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



# Helmet Use: Riding a Bicycle

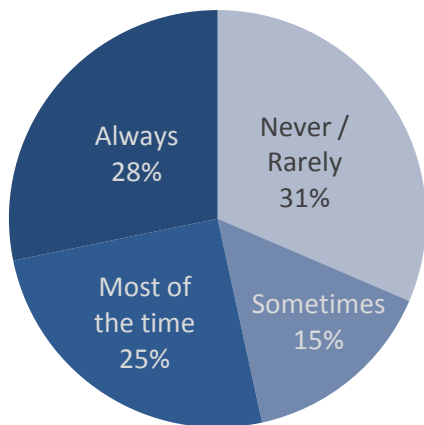
Nearly all middle school students (92%) ride bicycles.

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

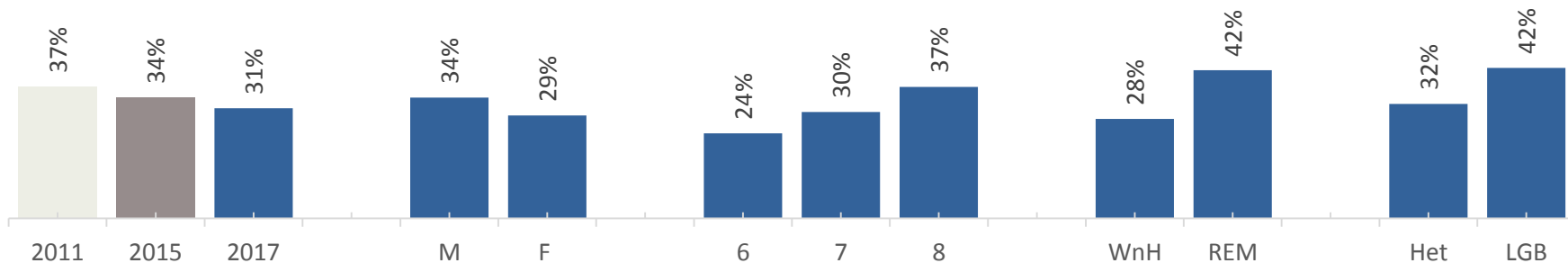
Since 2011 and since 2015, significantly fewer students who rode a bicycle reported never or rarely wearing a helmet while riding.

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

Helmet Use Among Students Who Ride Bikes



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



# Concussions

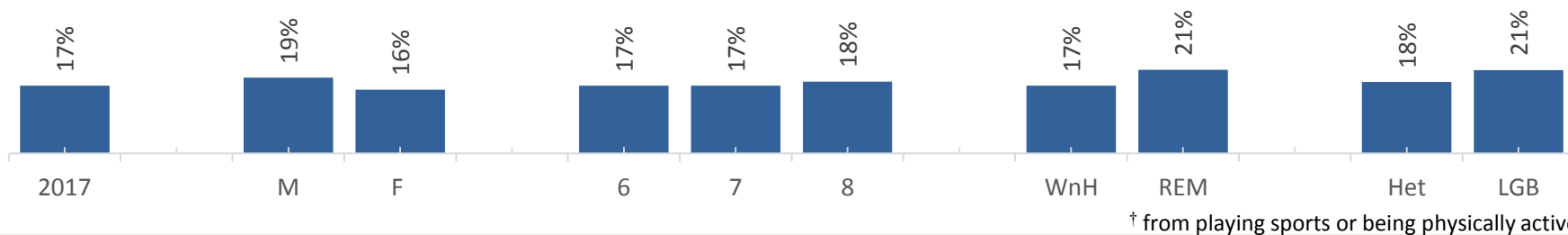
Concussions were described as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.”

New in 2017

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

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

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



# Personal Safety

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

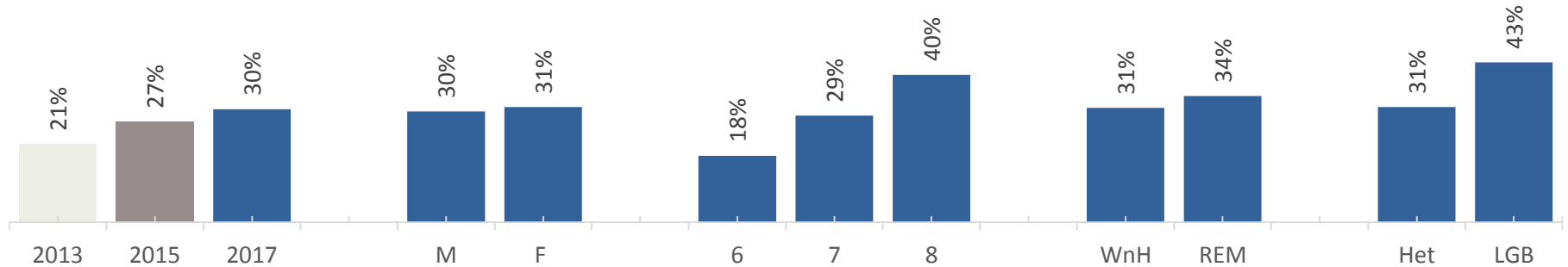
# Asked About Smoking by a Health Care Provider

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

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

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

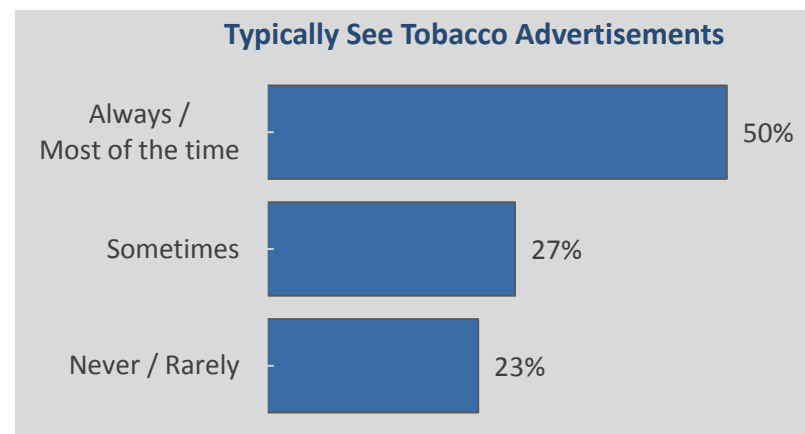
**Were Asked about Smoking by a Doctor, Nurse, or Dentist, Past Year  
Among Those Who Saw a Practitioner**



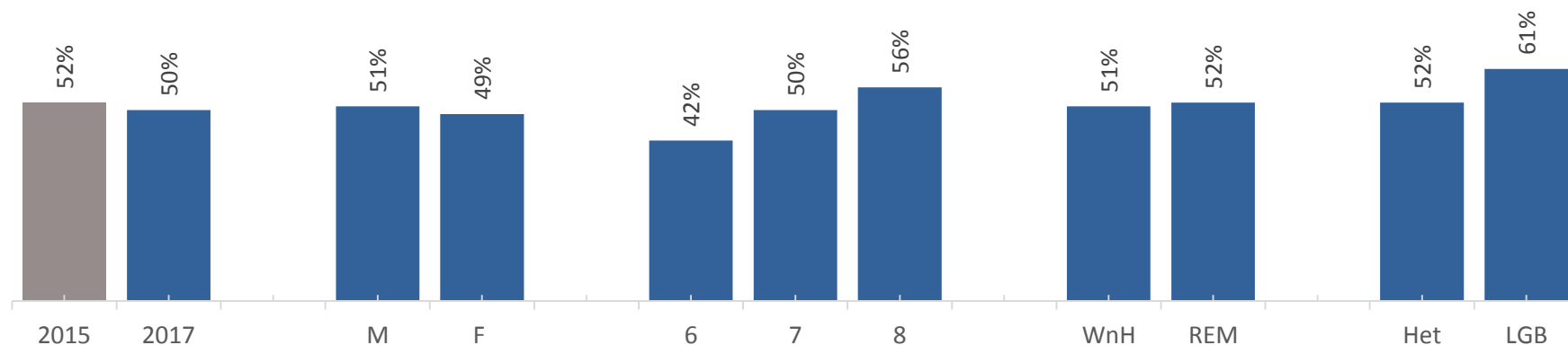
# Advertisements for Tobacco Products

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

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



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



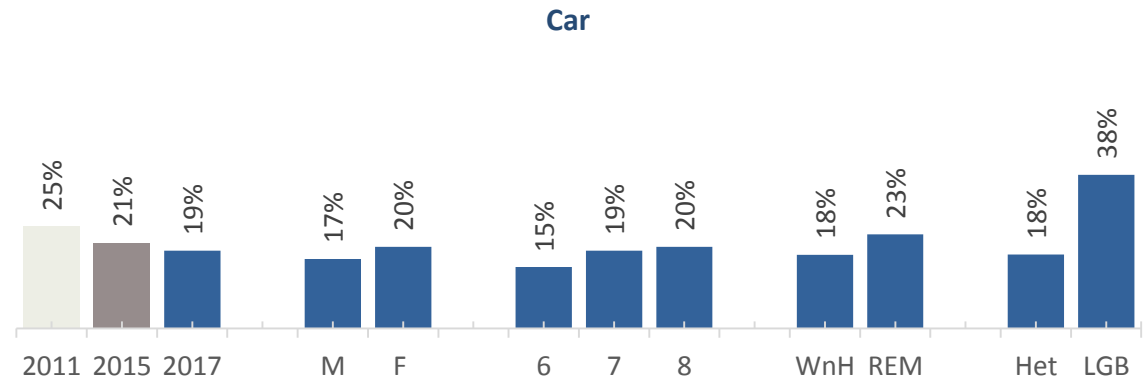
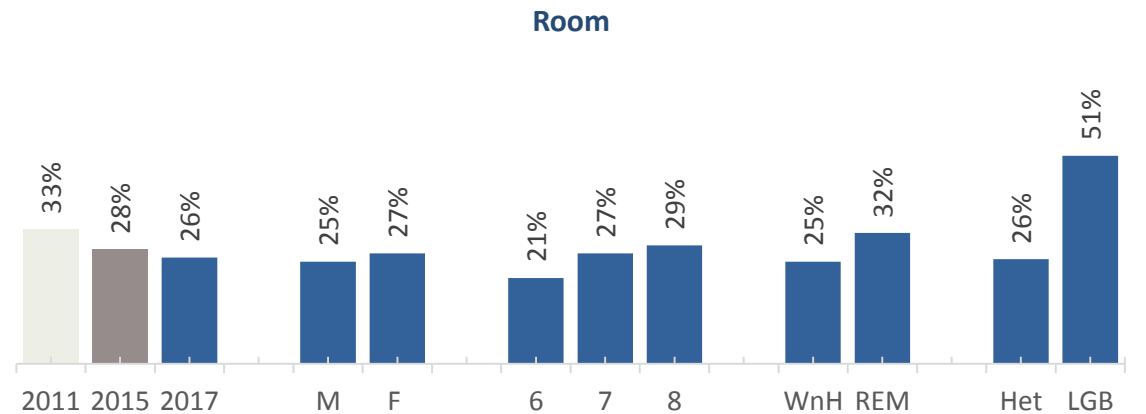
# Exposure to 2<sup>nd</sup> Hand Smoke

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

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

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

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



# Mental Health





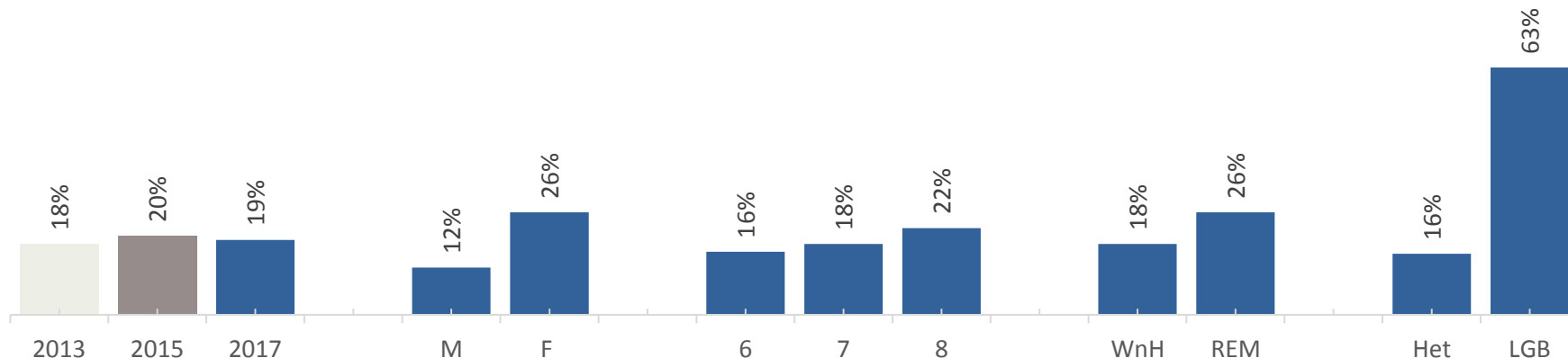
# Feeling Sad or Hopeless

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

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

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

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



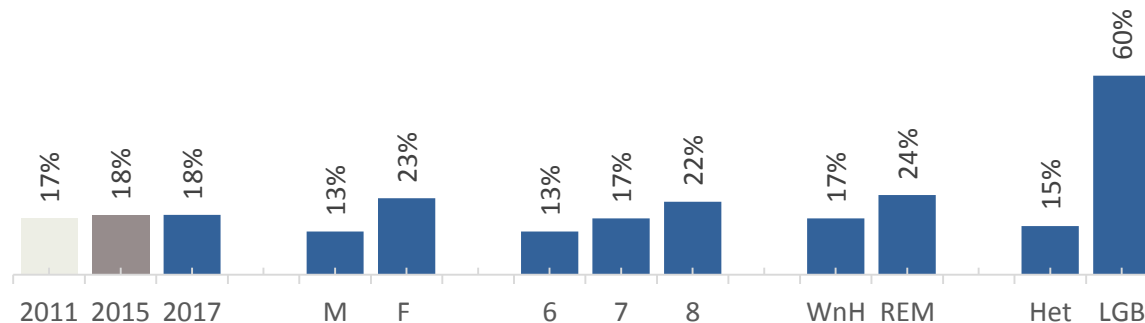
# Suicide Ideation: Thoughts and Plans

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

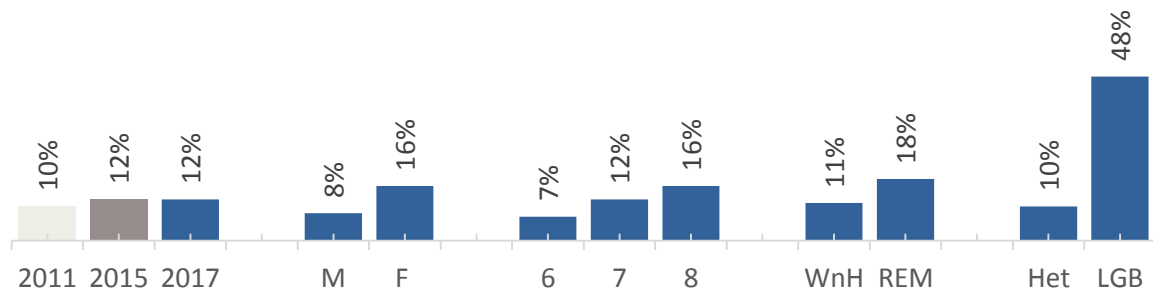
Since 2011, thoughts about suicide have not significantly changed, however, the percent of students who have made a suicide plan has significantly increased. Since 2015, suicide thoughts and plans have not changed.

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

**Ever Thought Seriously About Killing Themselves**



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



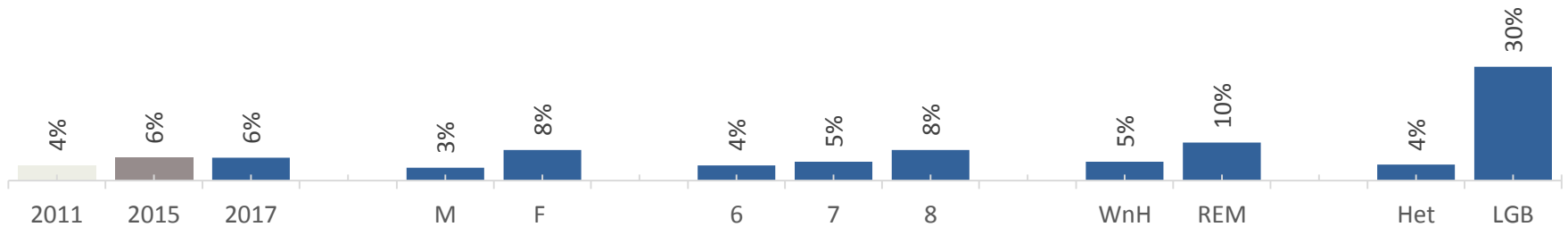
# Suicide Attempts

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

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

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

**Ever Tried to Kill Themselves**



# Substance Use



# Substance Use

Lifetime Use

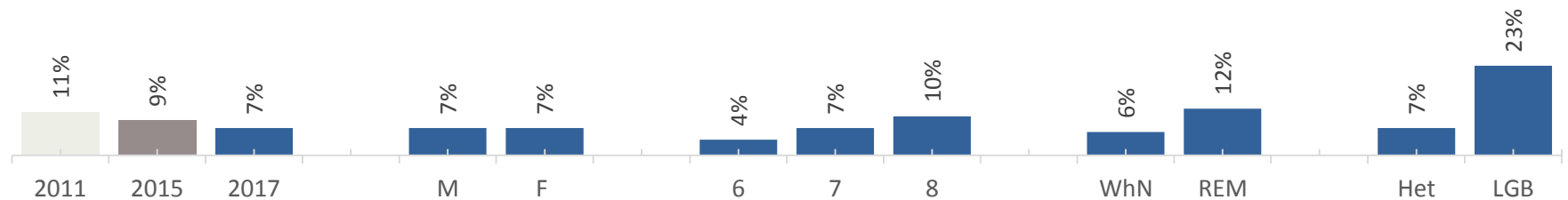
# Lifetime Cigarette Use

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

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

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

**Ever Tried a Cigarette**



# Lifetime Electronic Vapor Product Use

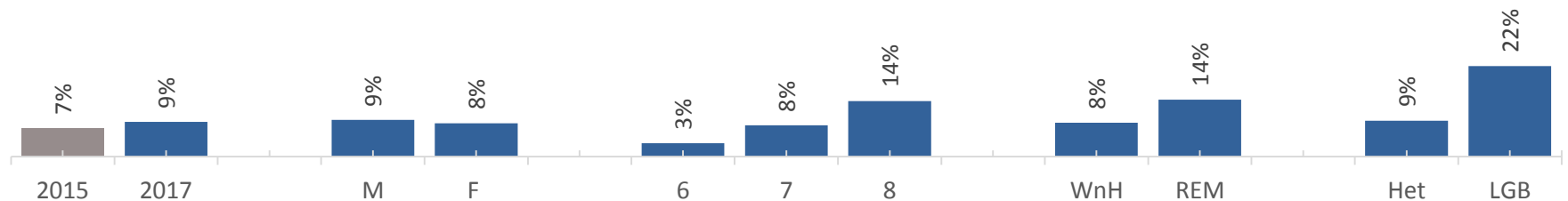
Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

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

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

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

Electronic Vapor Product Use, Lifetime



# Flavored Tobacco Product Use

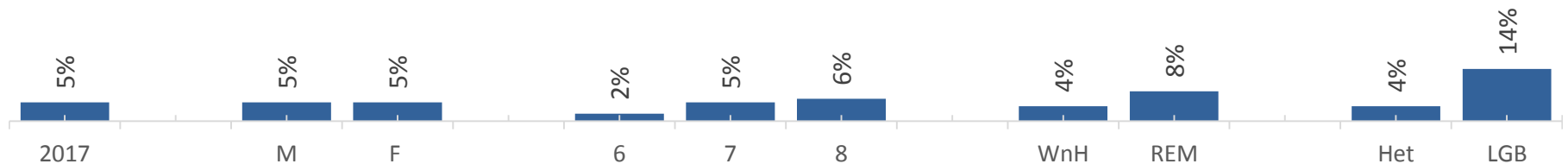
New in 2017

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

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

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

Flavored Tobacco Product Use, Lifetime





# Lifetime Alcohol Use

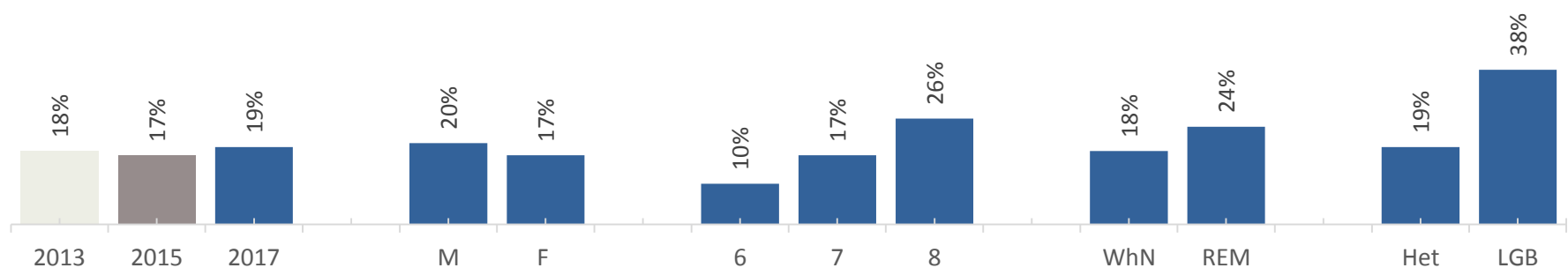
**Nearly 1 in 5 students reported ever drinking alcohol, excluding having a few sips for religious purposes.**

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

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

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

## Ever Drank Alcohol



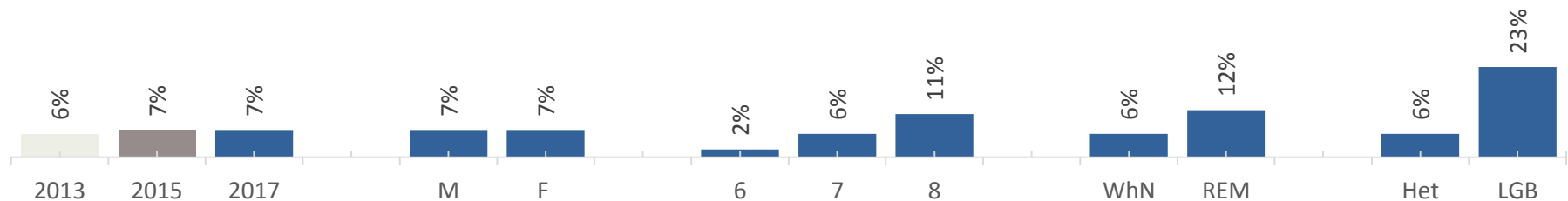
# Lifetime Marijuana Use

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

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

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

## Ever Used Marijuana



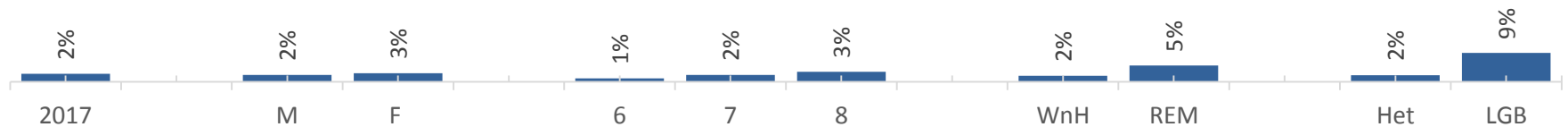
# Prescription Drug Misuse: Pain Medicine

New in 2017

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

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

Prescription Pain Medicine Misuse, Lifetime



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

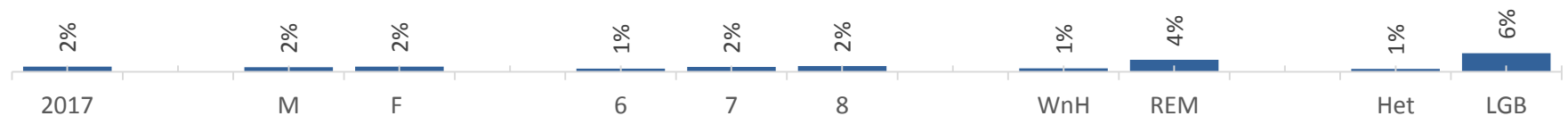
# Prescription Drug Misuse: Stimulants

New in 2017

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

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

## Prescription Stimulant Misuse, Lifetime



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

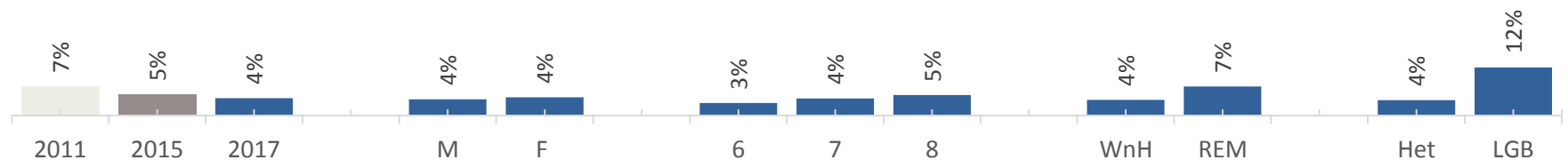
# Lifetime Use of Inhalants

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

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

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

## Used Inhalants, Lifetime



# Substance Use

Current use

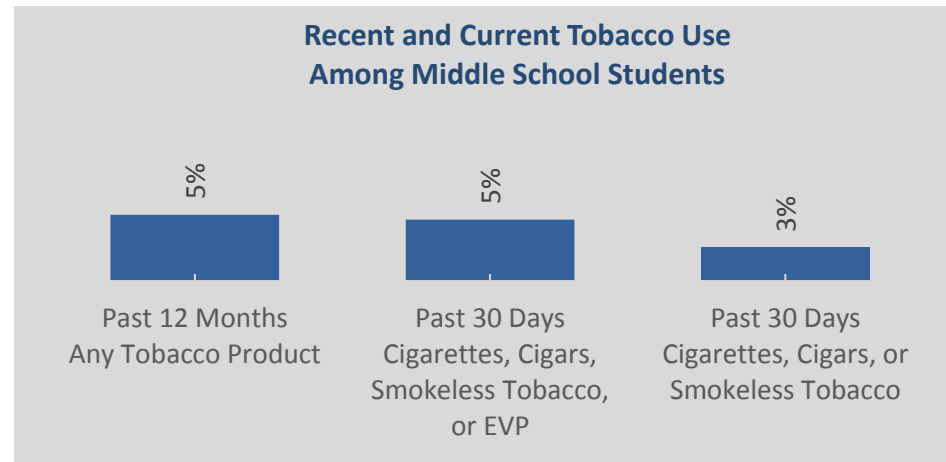
# Recent and Current Tobacco Use

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

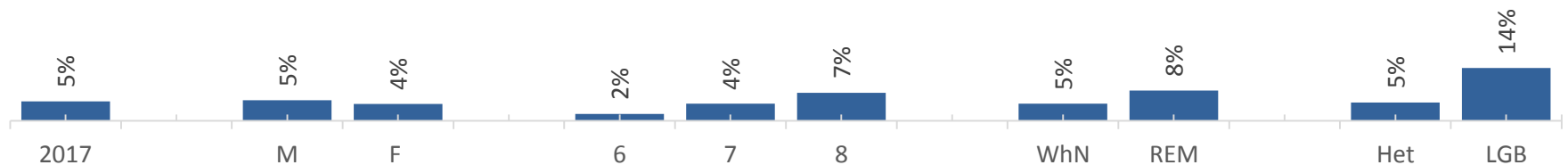
During the past 30 days, 5% used cigarettes, smokeless tobacco, cigars, or electronic vapor products; 3% used cigarettes, smokeless tobacco, or cigars.

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

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



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



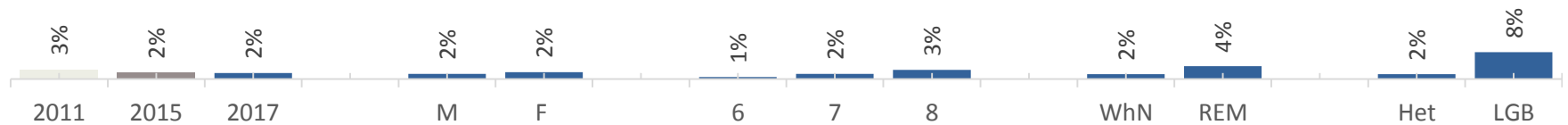
# Current Cigarette Use

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

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

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

**Cigarette Use, Past 30 Days**



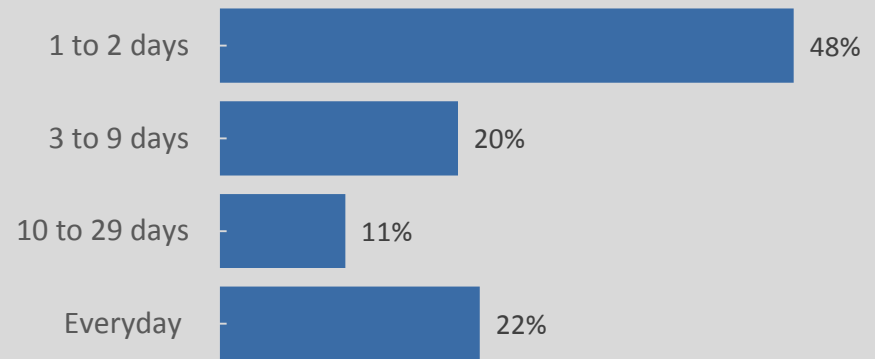


# Cigarette Use Among Current Smokers

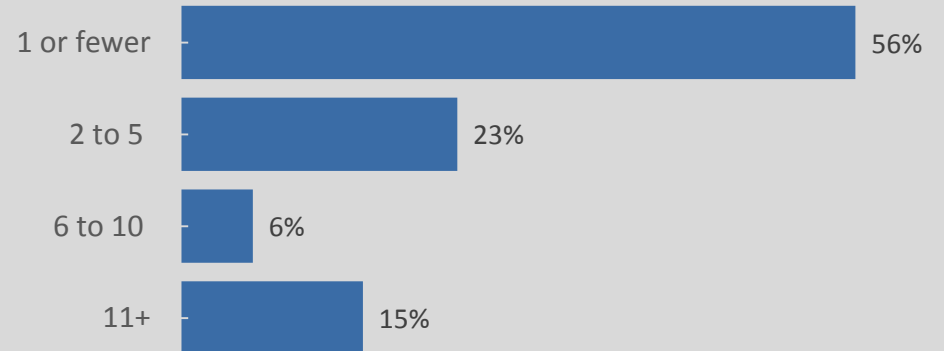
Among middle school students who smoked cigarettes during the past 30 days, about half smoked on one or two days, nearly a quarter smoked every day.

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

### Days Cigarettes Smoked, Among Current Smokers



### Number of Cigarettes Smoked, Among Current Smokers



# Current Electronic Vapor Product Use

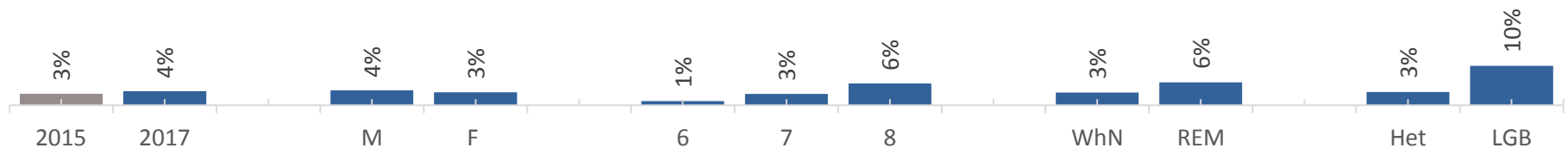
Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

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

Current EVP use has significantly increased since 2015.

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

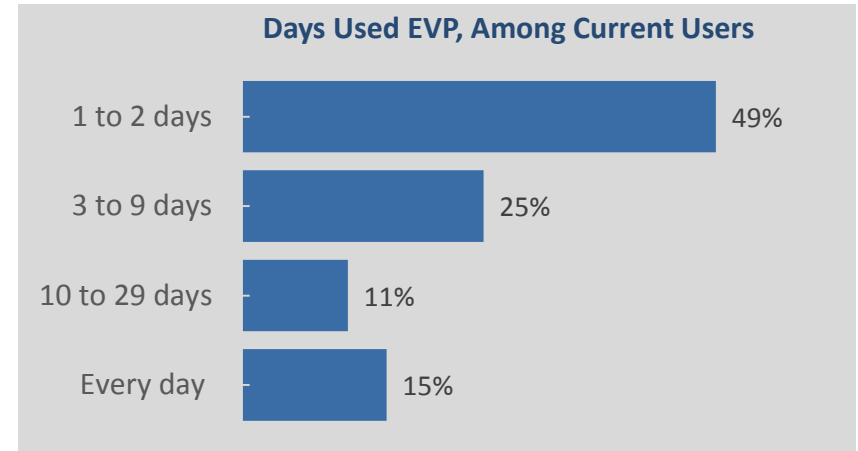
Used an Electronic Vapor Product, Past 30 Days



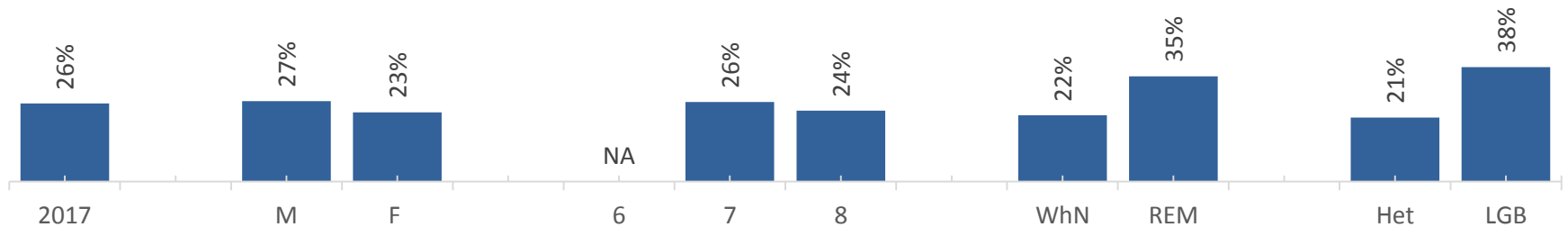
# Electronic Vapor Product Use Among Current Users

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

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



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



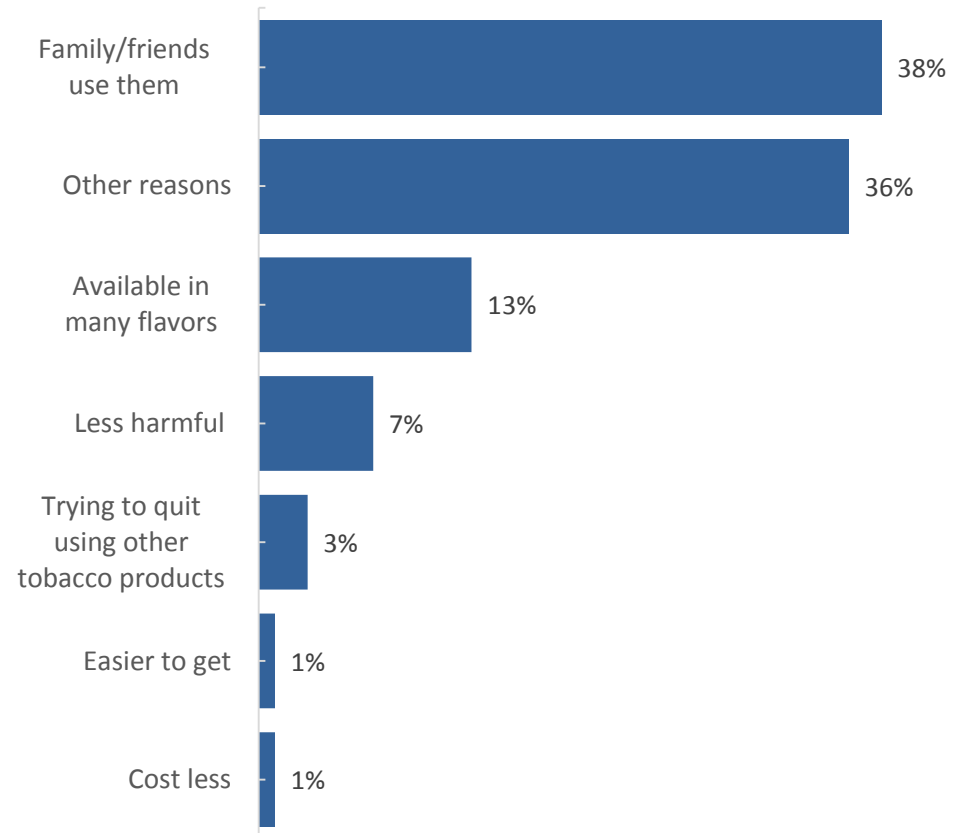
NA= too few students

# Electronic Vapor Product Use Among Current Users

New in 2017

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

Primary Reason for Using Electronic Vapor Products,  
Among Current Users



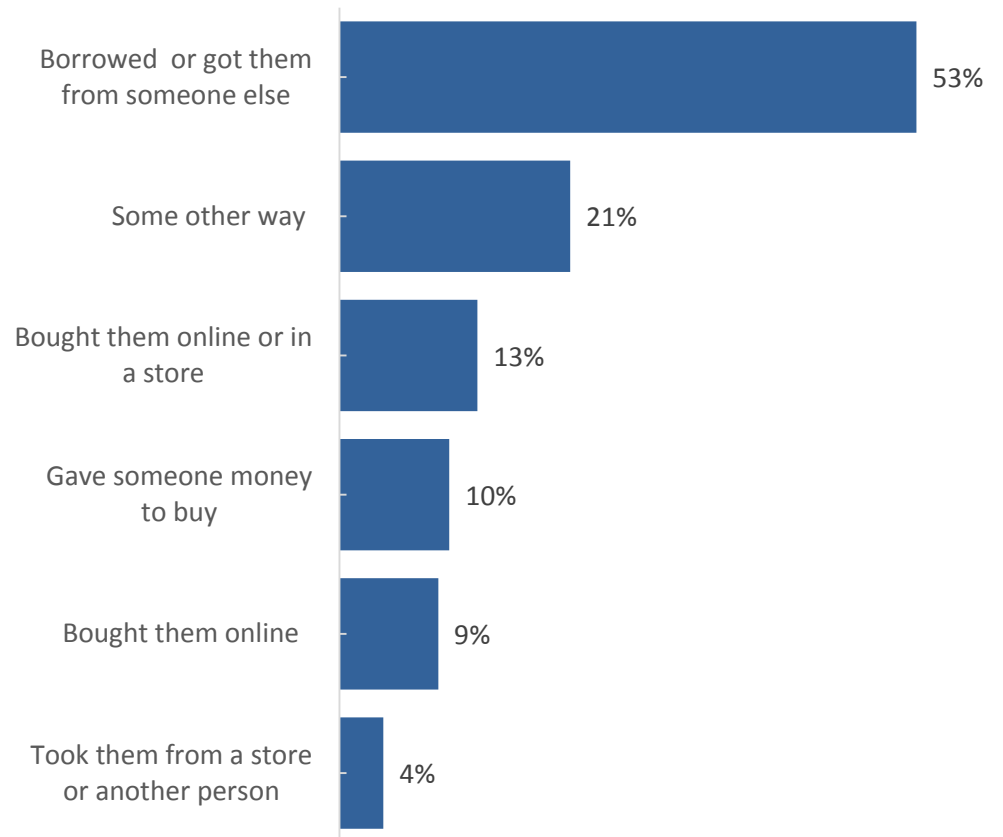
Electronic vapor products (EVP) include a variety of products such as e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens. Common names includes blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo.

# Electronic Vapor Product Use Among Current Users

New in 2017

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

Electronic Vapor Source, Among Current Users



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

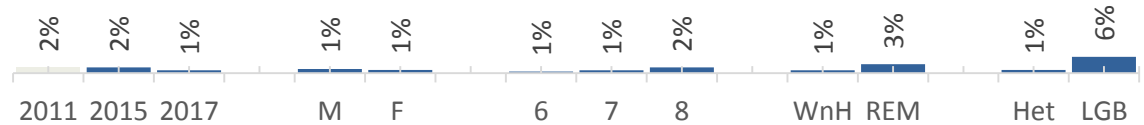
# Other Tobacco Use, Past 30 Days

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

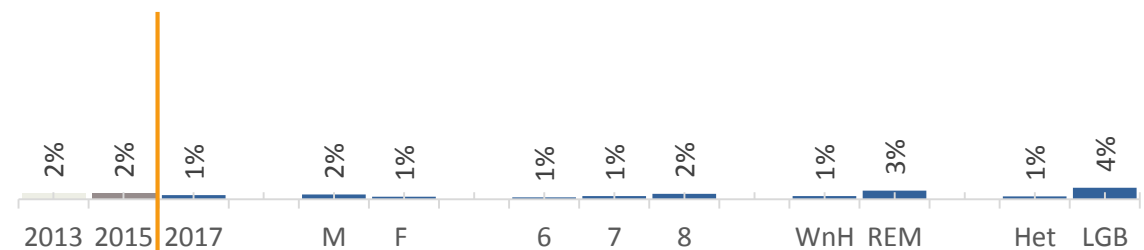
Since 2011, the percent of students who used cigars during the past month has not significantly changed.

- Male students are more likely to currently use smokeless tobacco products but are as likely as females to use cigars.
- Eighth grade students are significantly more likely than younger middle school students to currently use smokeless tobacco or cigars.
- Students of color are significantly more likely than white, non-Hispanic students to currently use smokeless tobacco or cigars.
- LGB are significantly more likely than heterosexual students to have used cigars or smokeless tobacco products during the past month.

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



**Smokeless Tobacco Use, Past 30 Days**



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

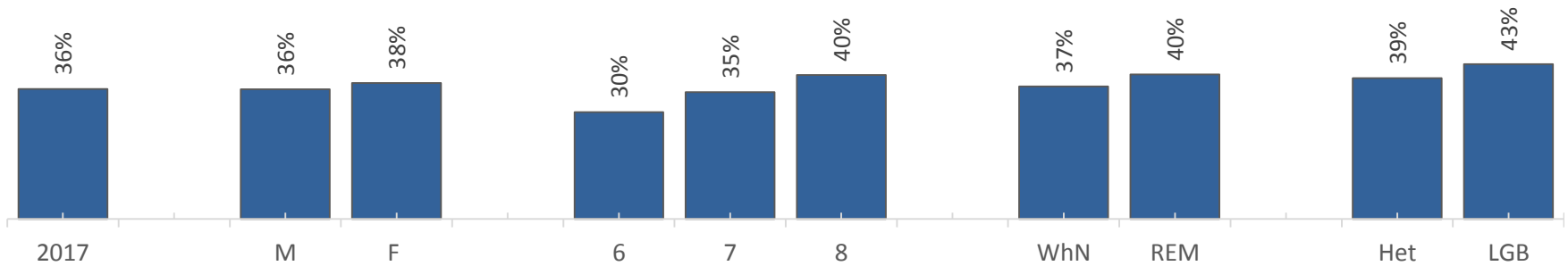
# Attempts to Quit Using Tobacco Products

New in 2017

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

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

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



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

# Current Alcohol Use

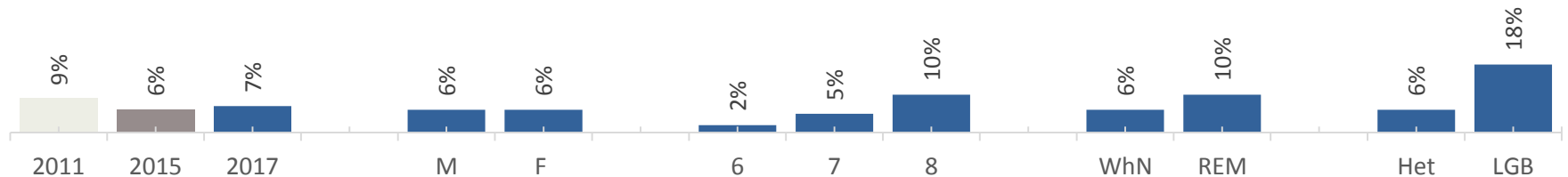
**Overall, 7% of students consumed at least one drink during the previous 30 days.**

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

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

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

**Past 30 Day Alcohol Use**

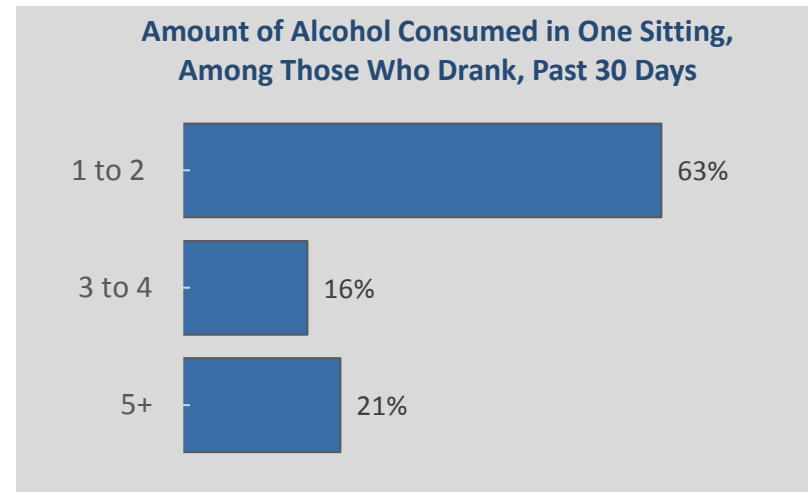




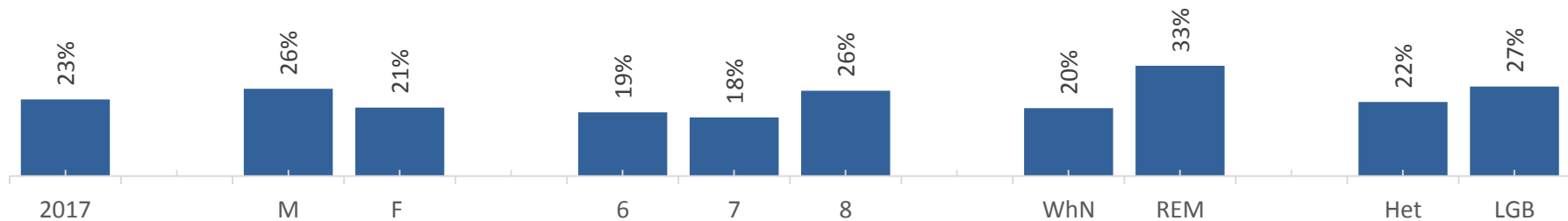
# Alcohol Use Among Current Drinkers

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

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



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



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

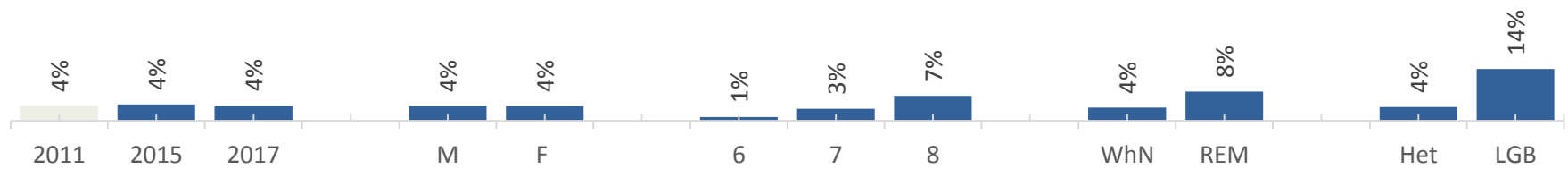
# Current Marijuana Use

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

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

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

**Marijuana Use, Past 30 Days**

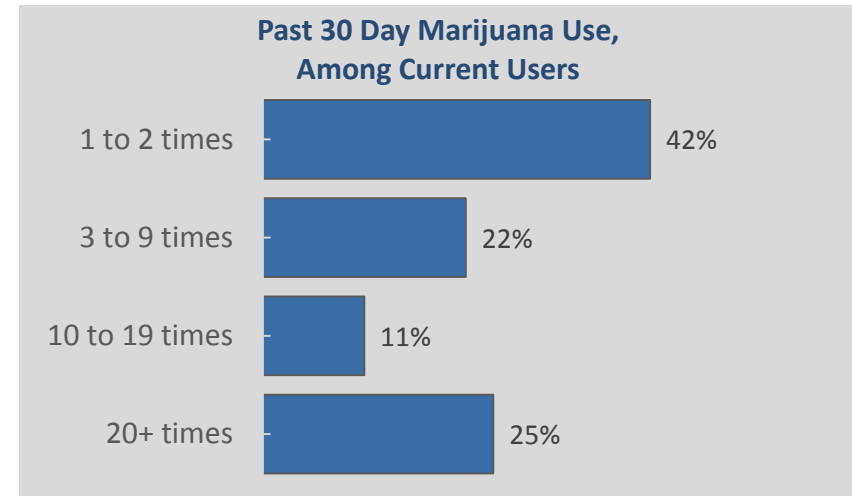


NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.

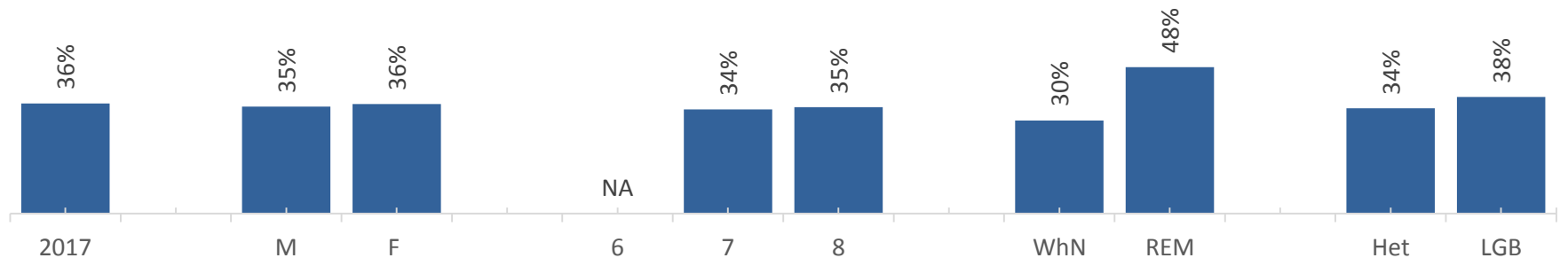
# Marijuana Use Among Current Users

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

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



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



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

NA= too few students

# Substance Use

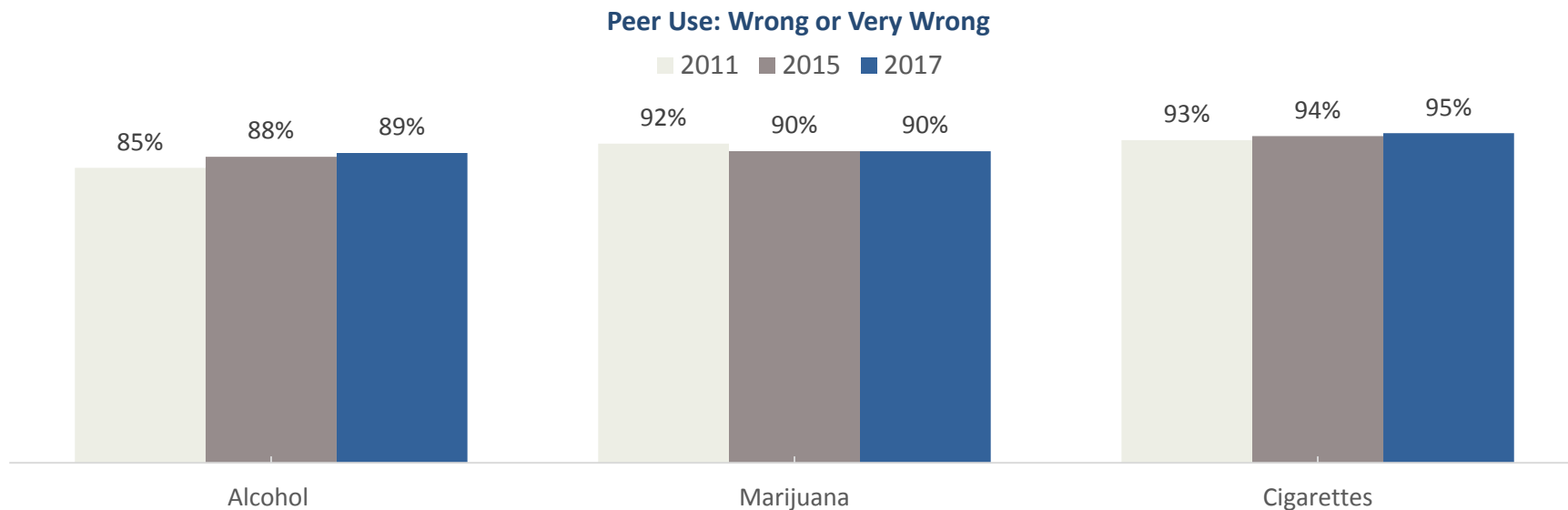
Attitudes &  
Perceptions about  
Alcohol, Marijuana,  
and Cigarettes

# Peer Disapproval of Alcohol, Marijuana, and Cigarette Use

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

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

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



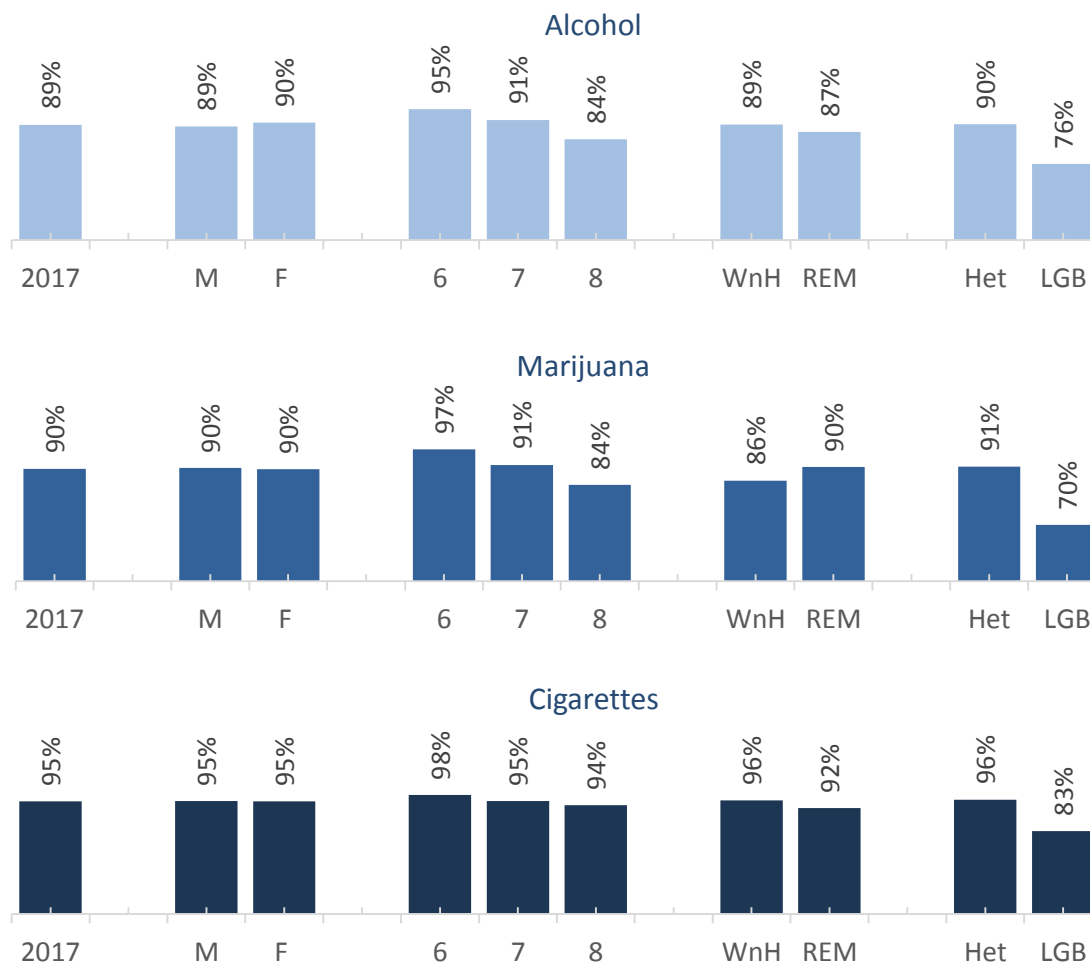
NOTE: Questions about marijuana use changed from “smoked marijuana” to “use marijuana” in 2015.

# Peer Disapproval of Alcohol, Marijuana, and Cigarette Use

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

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

Peer Perceptions: Wrong or Very Wrong to Use



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

# Parental Disapproval of Alcohol, Marijuana, and Cigarette Use

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

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

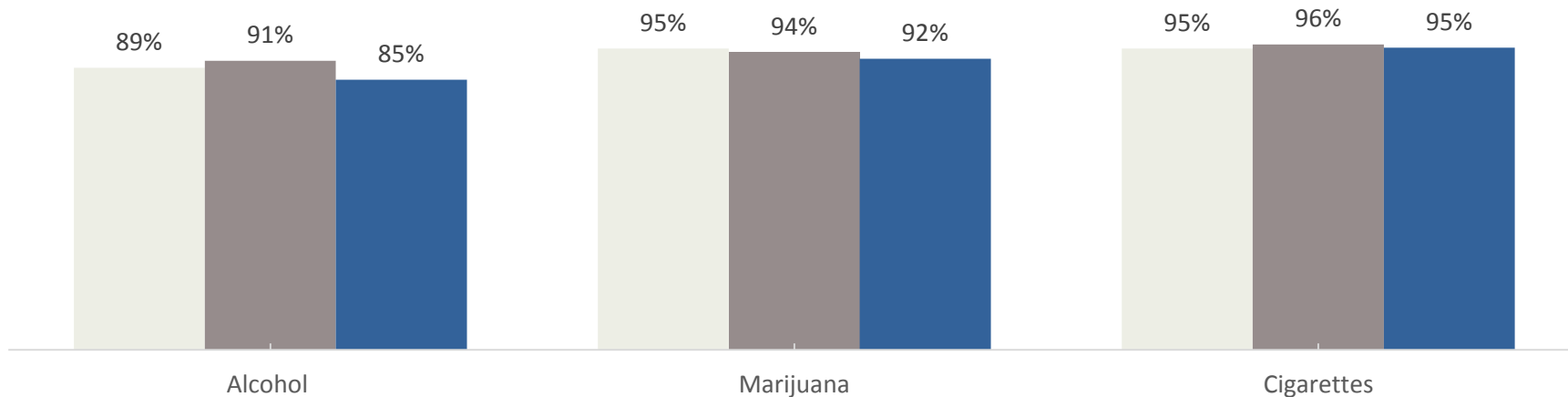
Significantly fewer students believe their parents would think it is wrong or very wrong for them to use alcohol compared to marijuana, and significantly fewer students believe their parents would think it was wrong for them to use marijuana compared to cigarettes.

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

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

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

2011 2015 2017



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

# Parental Disapproval of Alcohol, Marijuana, and Cigarette Use

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

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

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

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

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

Parental Perceptions: Wrong or Very Wrong for Them to Use



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



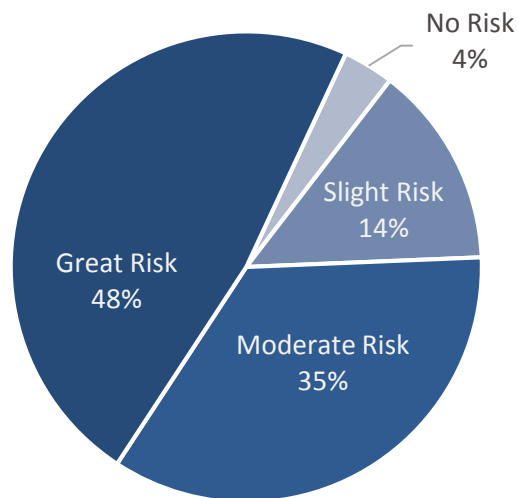
# Perceived Harm From Using Alcohol, Marijuana, and Cigarettes

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

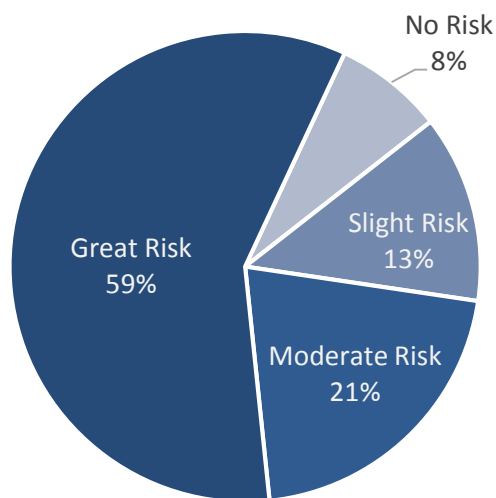
Less than 20% of middle school students believe people face no risk or are only slightly at risk of harming themselves if they binge drink every weekend, regularly use marijuana, or smoke a pack or more of cigarettes each day. The percent of students who perceive a great risk of harm varies significantly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

## Perceived Harm

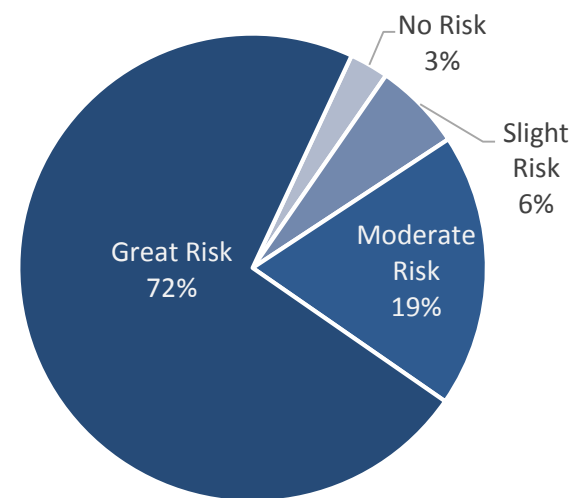
Binge Drank Every Weekend



Use Marijuana Regularly



Smoke a Pack of Cigarettes Daily



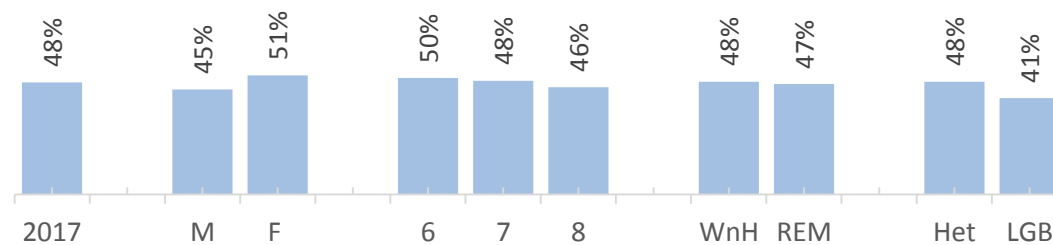
# Perceived Harm From Using Alcohol, Marijuana, and Cigarettes

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

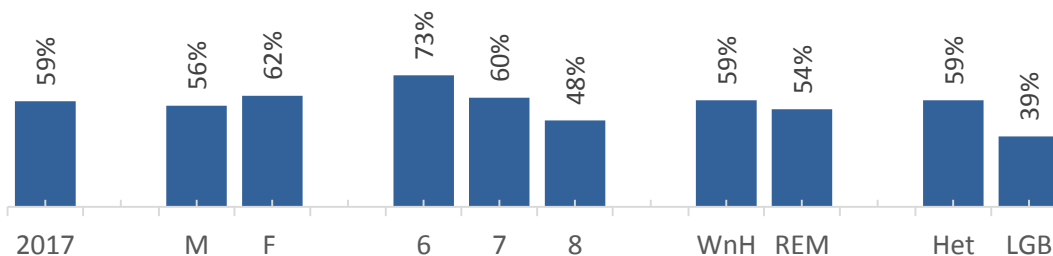
- **Alcohol:** 6<sup>th</sup> grade students are more likely to believe binge drinking would cause great harm compared to 8<sup>th</sup> grade students. Beliefs that binge drinking at least once a weekend would cause great harm to someone differs significantly by sex and sexual orientation.
- **Marijuana:**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

## Perceived Great Risk of Harm

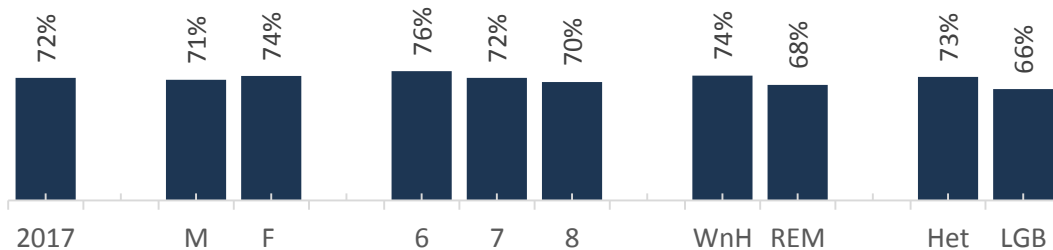
### Binge Drink Every Weekend



### Use Marijuana Regularly



### Smoke a Pack of Cigarettes, Daily



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

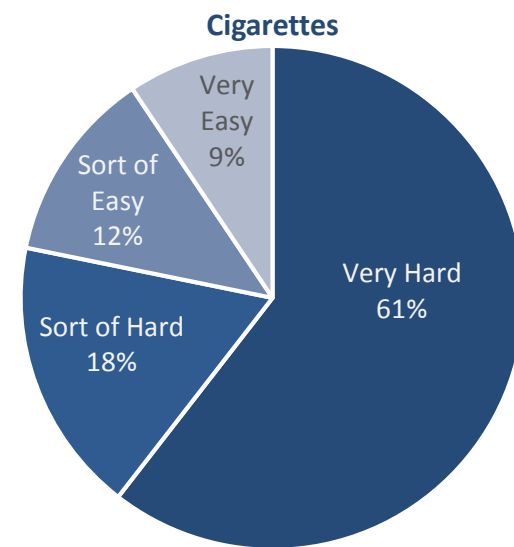
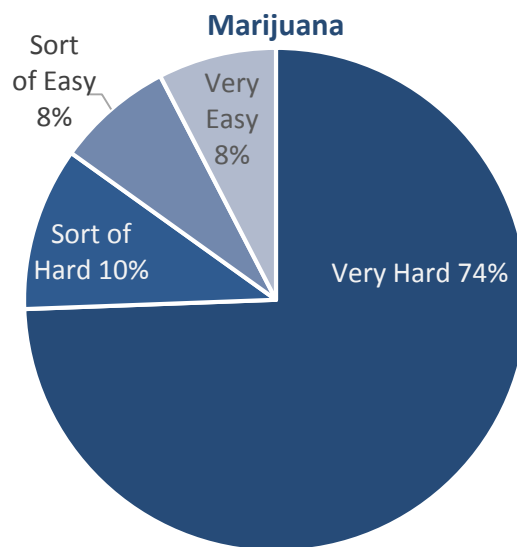
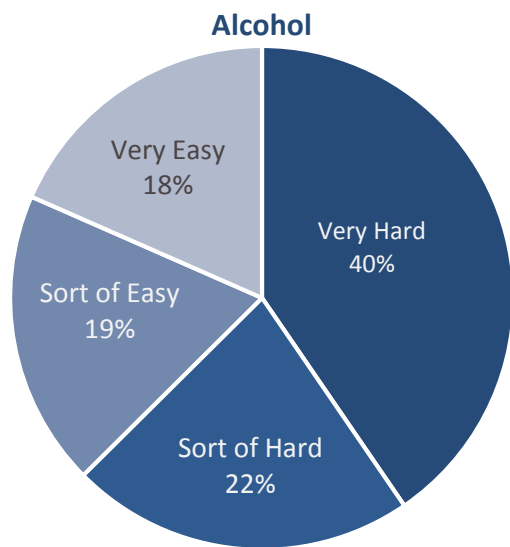
# Perceived Availability of Alcohol, Marijuana, and Cigarettes

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

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

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

## Perceived Ease of Access

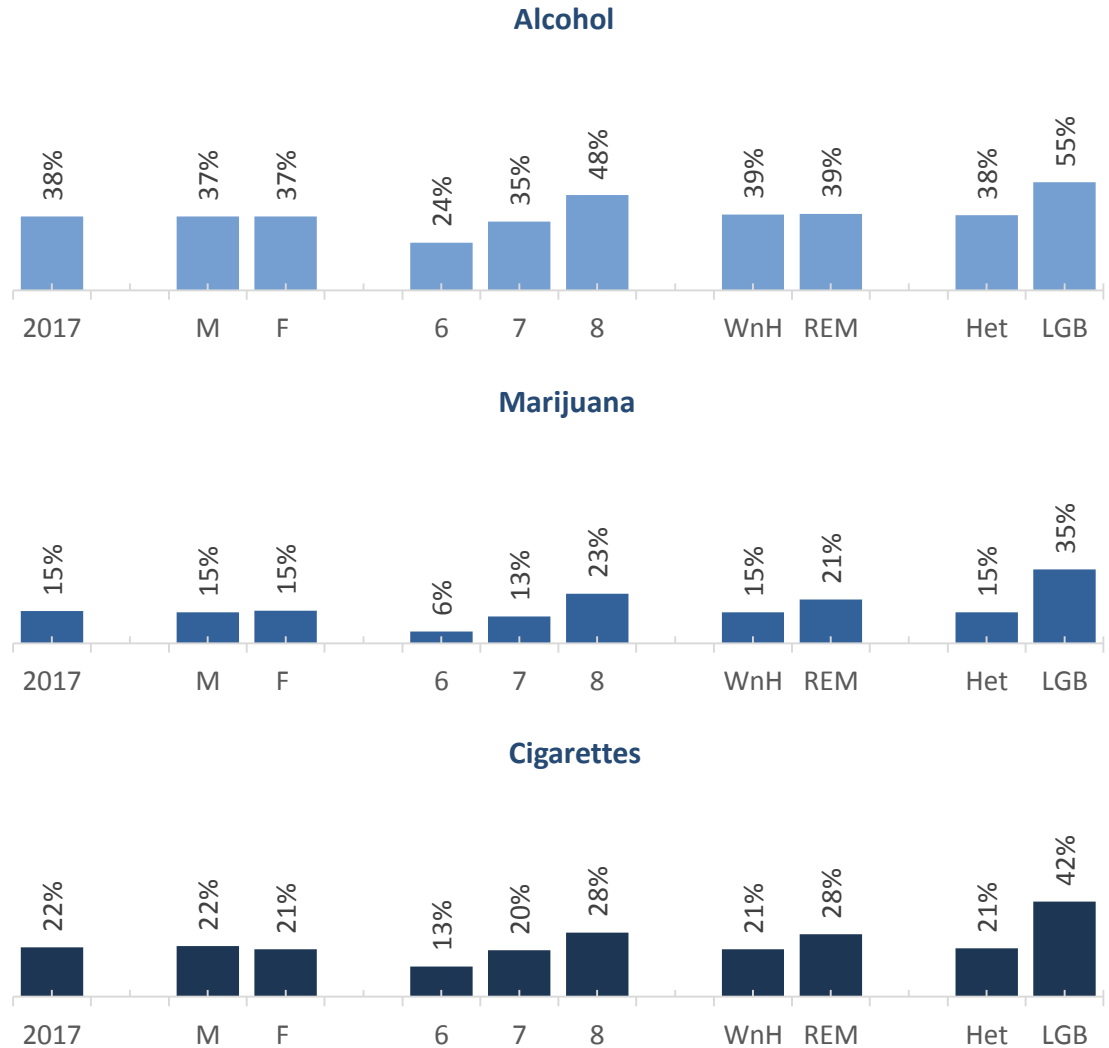


# Perceived Availability of Alcohol, Marijuana, and Cigarettes

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

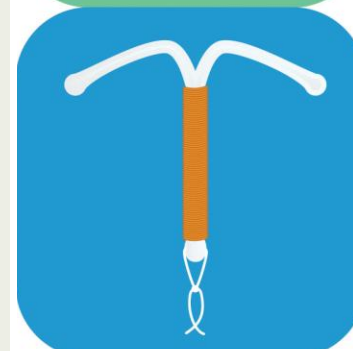
- There are no differences in believing it would be easy or very easy to get alcohol, marijuana, or cigarettes by sex.
- Believing that it would be easy or very easy to access alcohol, marijuana, or cigarettes increases with each grade level.
- Students of color are significantly more likely than white,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

## Sort of Easy or Very Easy to Access



# Sexual Behaviors

Lifetime Sexual Activity



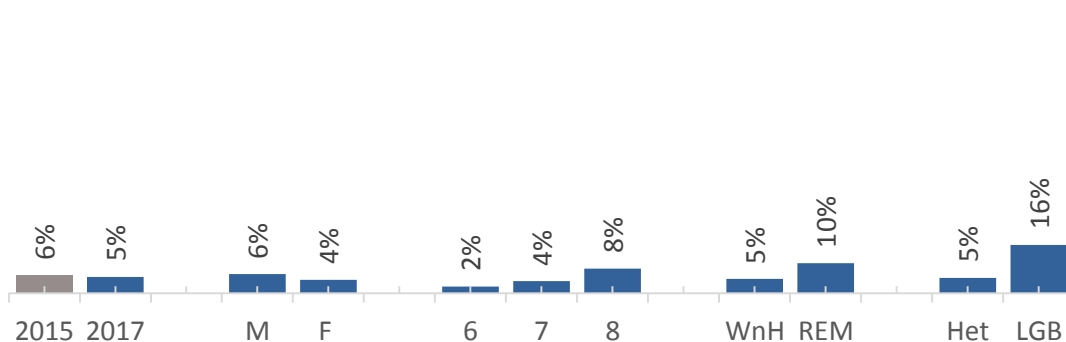
# Sexual Behaviors

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

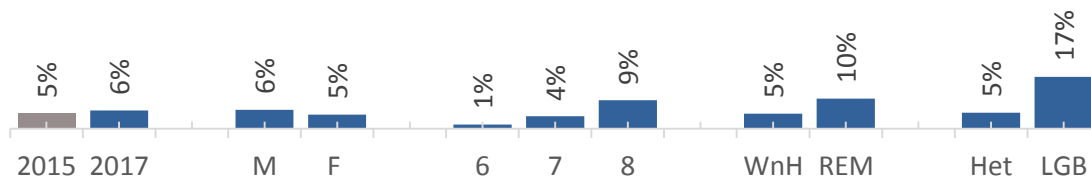
Lifetime sexual intercourse and oral sex have not significantly changed since first asked in 2015.

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

**Sexual Intercourse**



**Oral Sex**



# Physical Activity & Nutrition



# Physical Activity & Nutrition:

Physical Activity

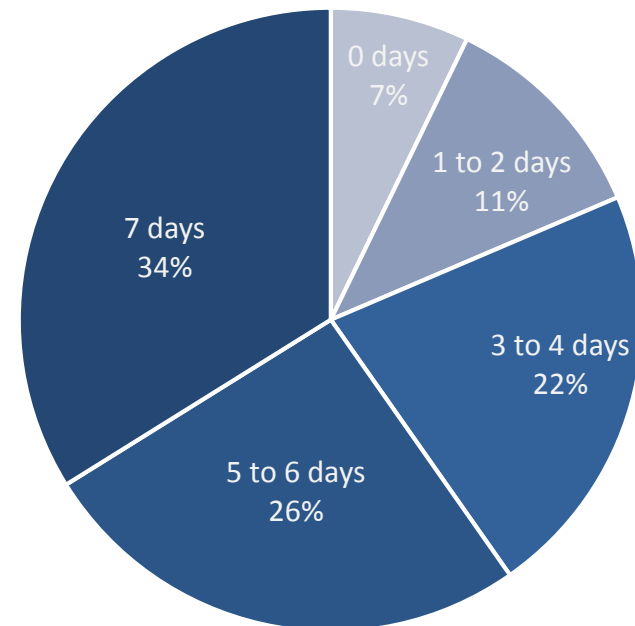


# Physical Activity

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

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

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



# Physical Activity: Met Recommendations

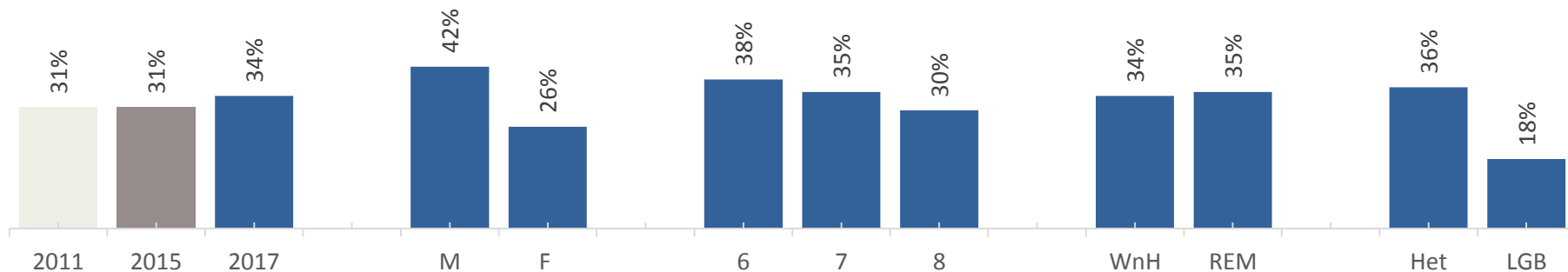
## Physically active for at least 60 minutes every day, past week

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

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

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

Were Physically Active Every Day, Past Week



# Physical Activity: Met or Approached Recommendations

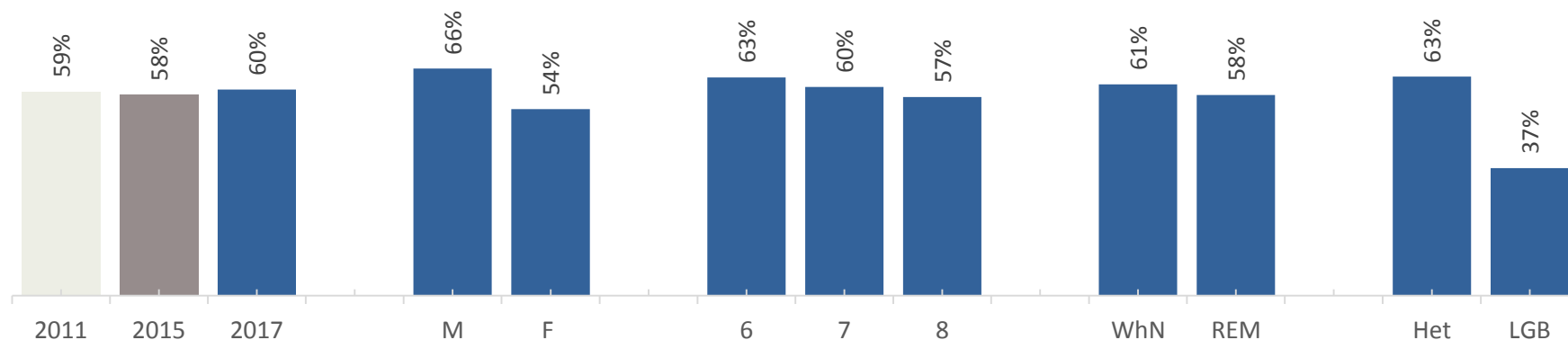
## Physically active for at least 60 minutes on five or more days, past week

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

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

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

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



# Physical Activity: Needs Improvement, Health Risk

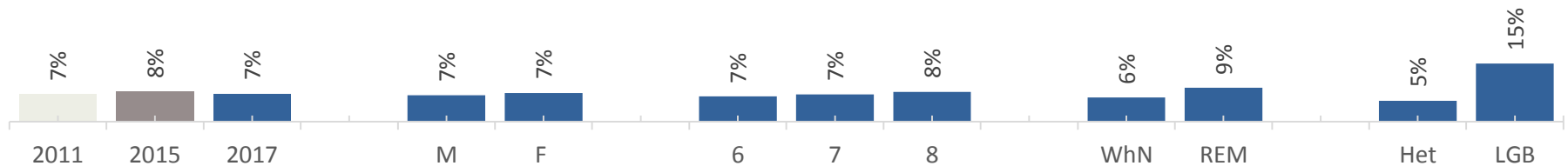
## Physically active for at least 60 minutes on zero days, past week

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

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

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

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



# Physical Activity Breaks at School

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

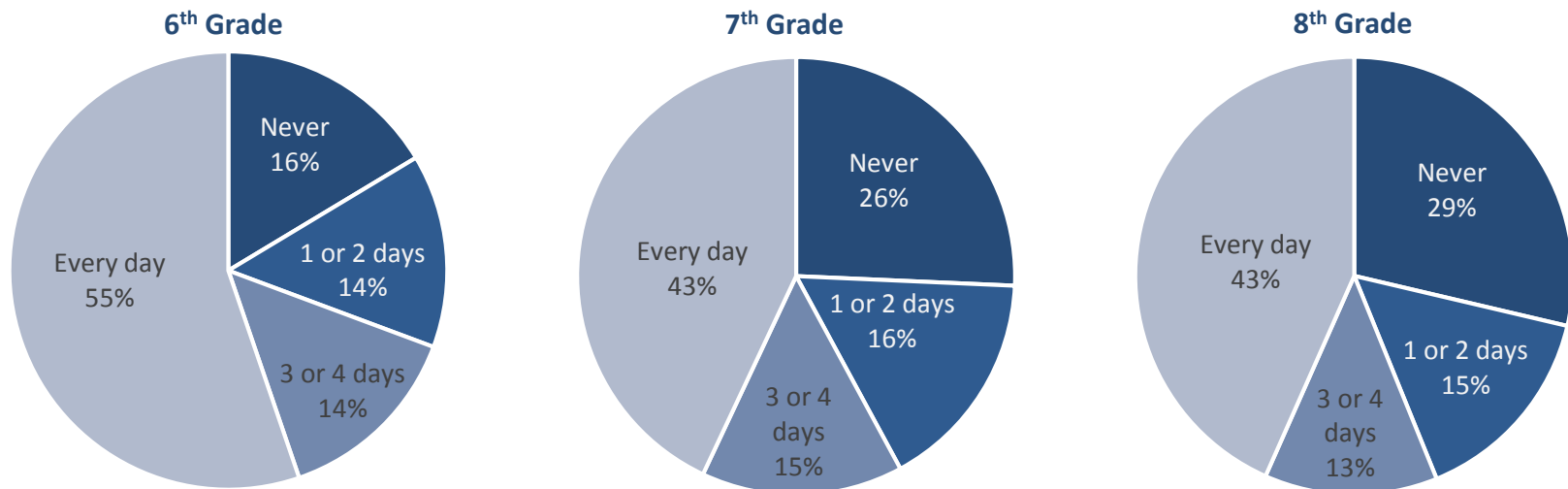
- 46% have opportunities for physical activity during the school day every day.

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

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

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

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



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

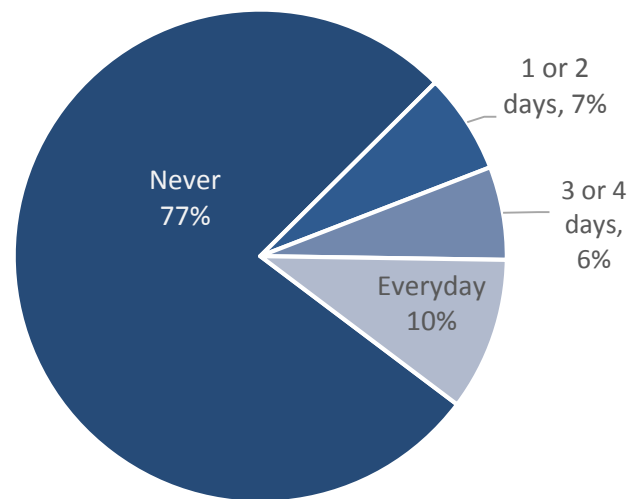
# Ride a Bike or Walk to School

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

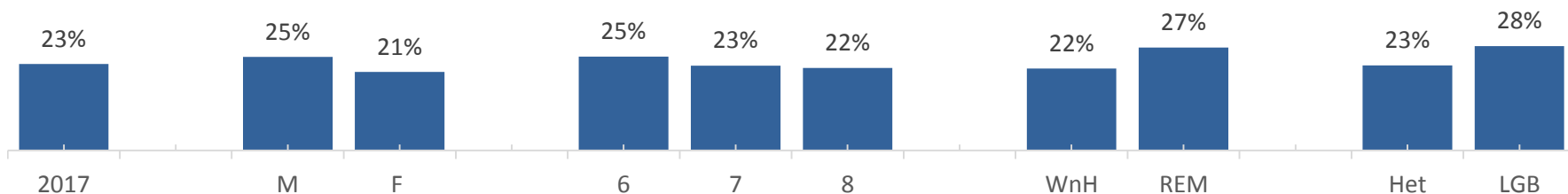
New in 2017

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

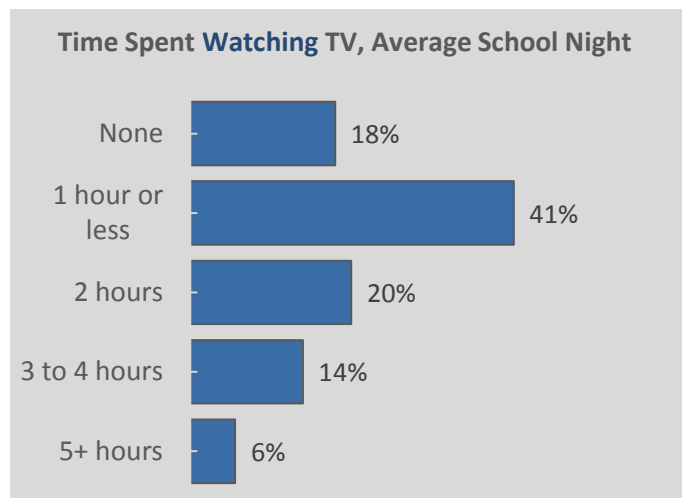
**Walk or Ride a Bike to School  
When Weather Permits**



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



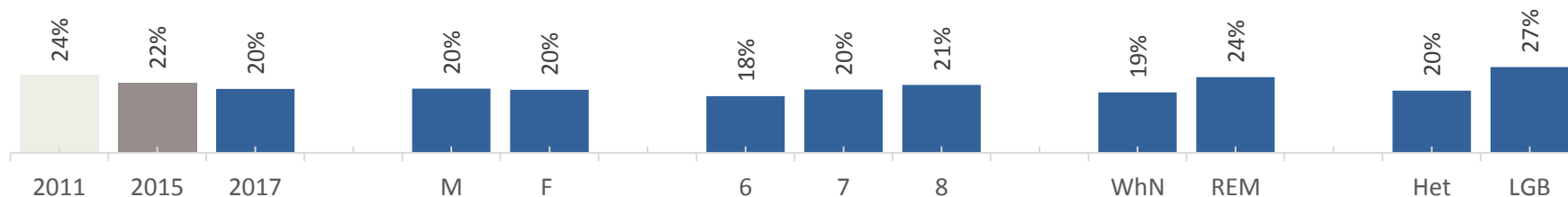
# Physical Inactivity: Television Watching



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

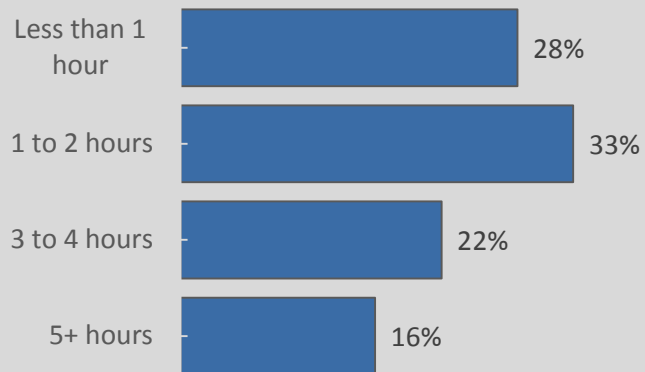
- Watching three or more hours of TV per day does not differ by sex.
- Eighth grade students are significantly more likely than 6<sup>th</sup> grade students to watch three or more hours of TV per day.
- Students of color are significantly more likely than white, non-Hispanic students to watch TV for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

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



# Physical Inactivity: Computer and Video Game Use

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

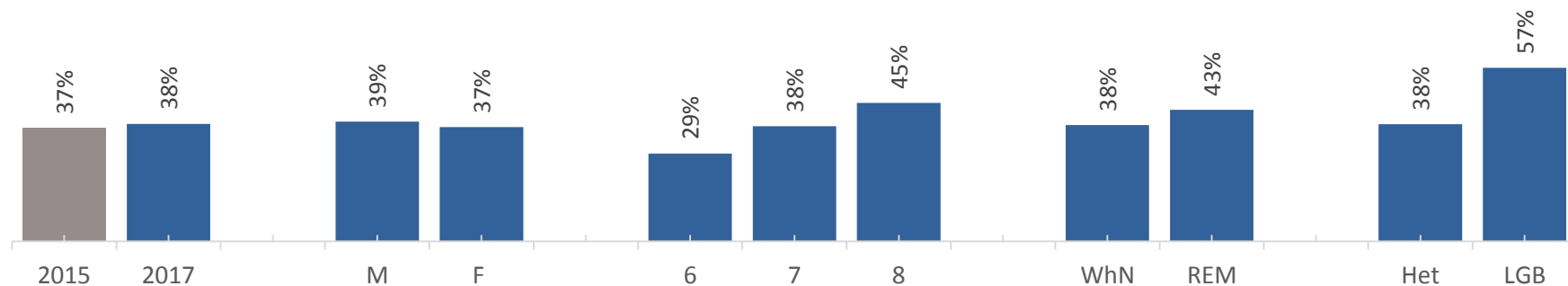


Overall, the majority of students spend less than three hours per day using a computer or going online to do something other than school work.

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

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

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

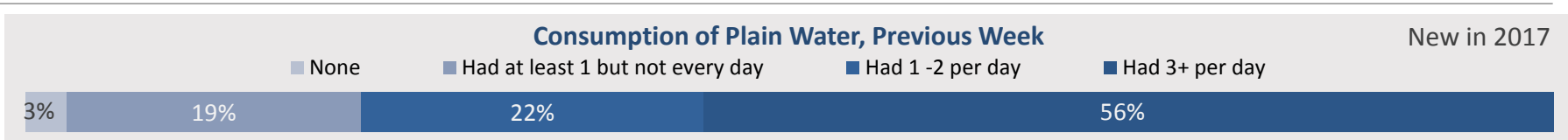


NOTE: Computer and video game use was described as time spend on things such as Xbox, PlayStation, iPad or other tablet, smartphone, texting, YouTube, Instagram, Facebook, or other social media used for something that was not for school work .



Physical Activity  
& Nutrition:  
Nutrition

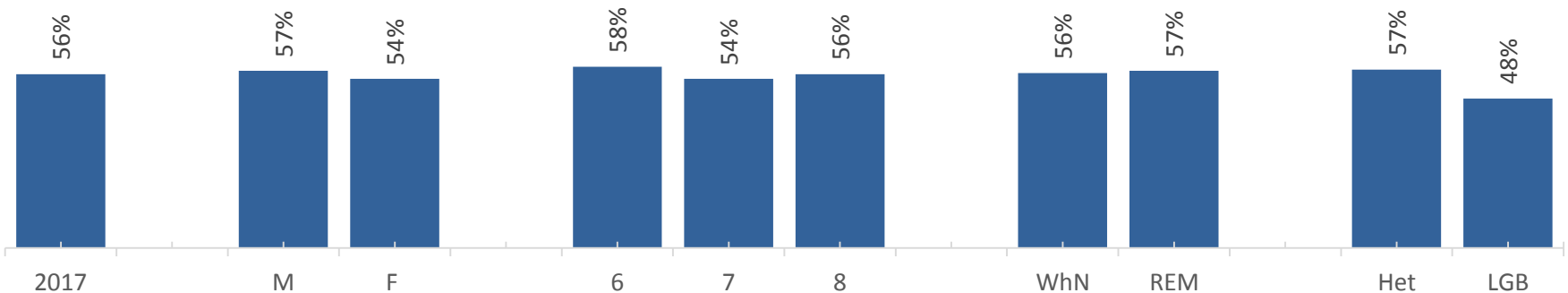
# Water Consumption



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

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

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



# Breakfast Consumption

## Breakfast Consumption, Previous Week

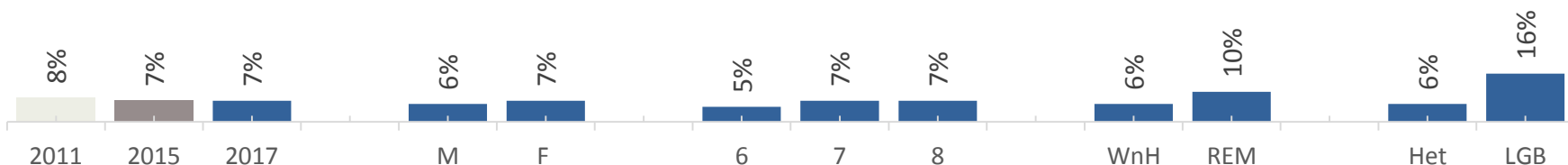


**More than half of students (52%) ate breakfast every day in the past week; less than one in ten did not consume any breakfast (7%).**

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

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

## Did Not Eat Breakfast, Past Week



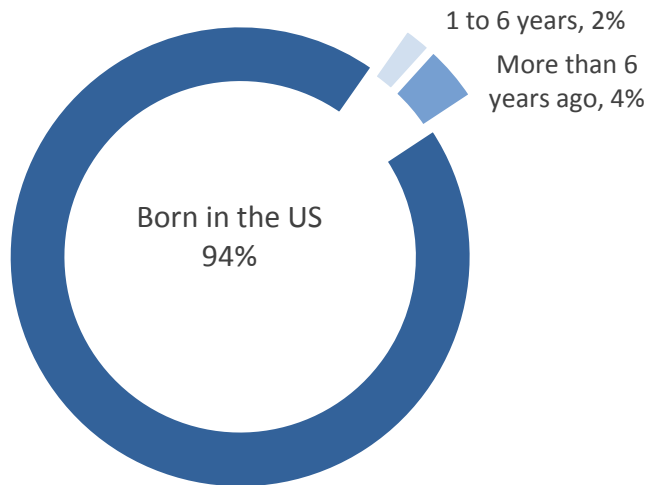
# Social Determinants of Health



# Born in the United States

New in 2017

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



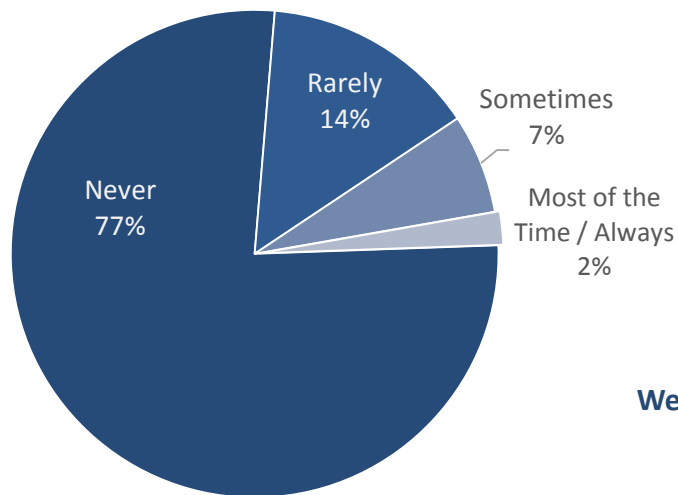
Among students born outside the United States,

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

# Food Insecurity

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

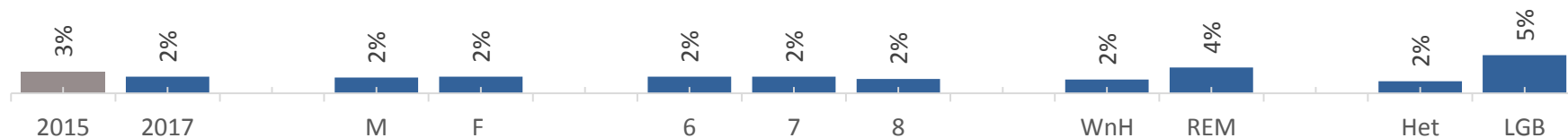
**Went Hungry Because There was Not Enough Food at Home, Past 30 Days**



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

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

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



# Youth Assets and Other Protective Factors



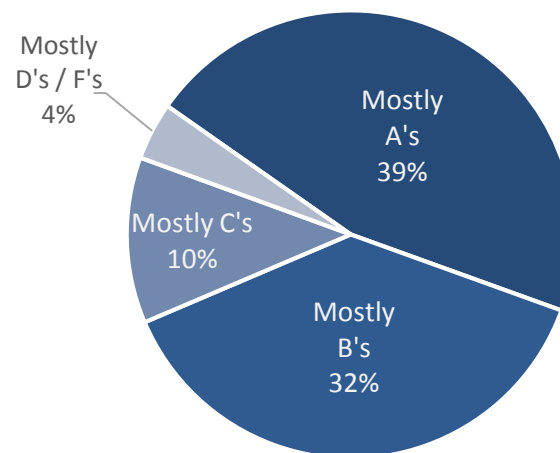
# Grades Earned in School

New in 2017

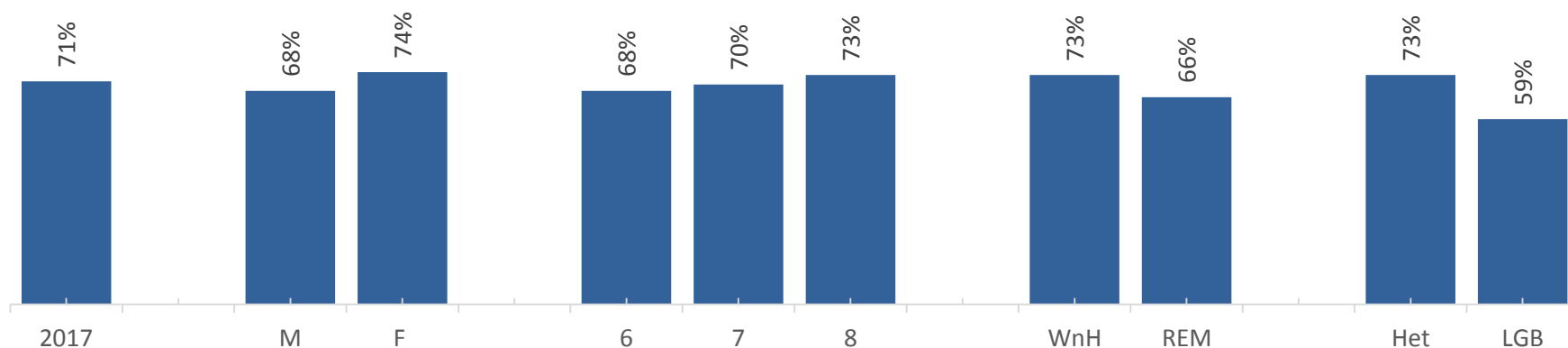
Seven out of ten (71%) middle school students reported typically earning mostly A's or B's during the past year.

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

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



Typically Earned Mostly A's or B's



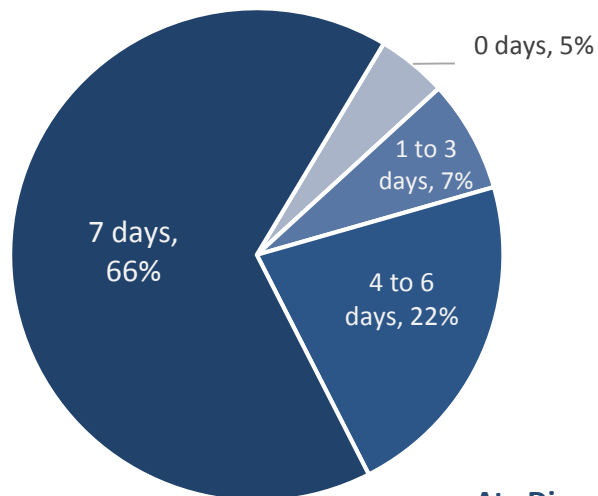
<sup>‡</sup> Not shown: students who responded "Not Sure" and those who do not use A-F grading scale



# Family Connectedness

New in 2017

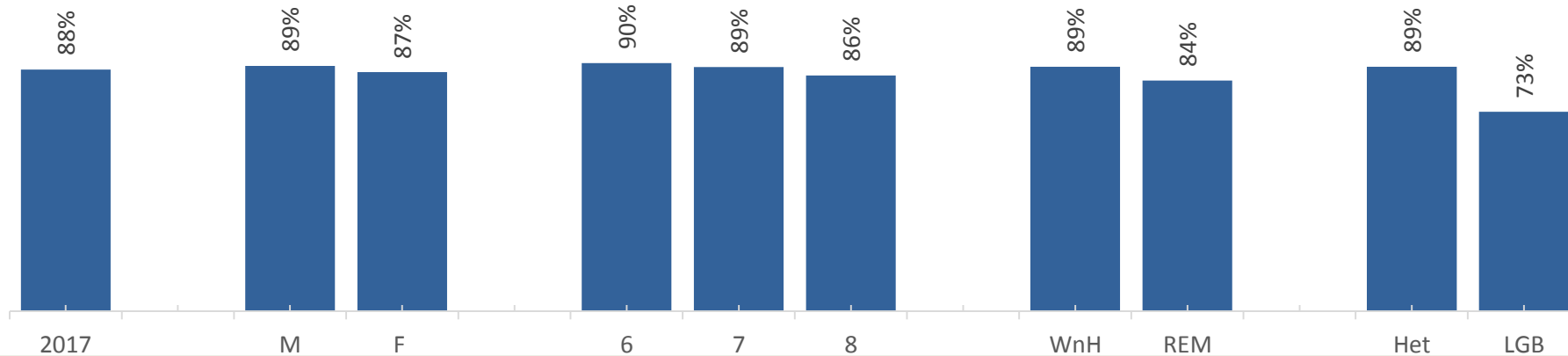
Ate Dinner at Home with Parents, Past Week



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

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

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



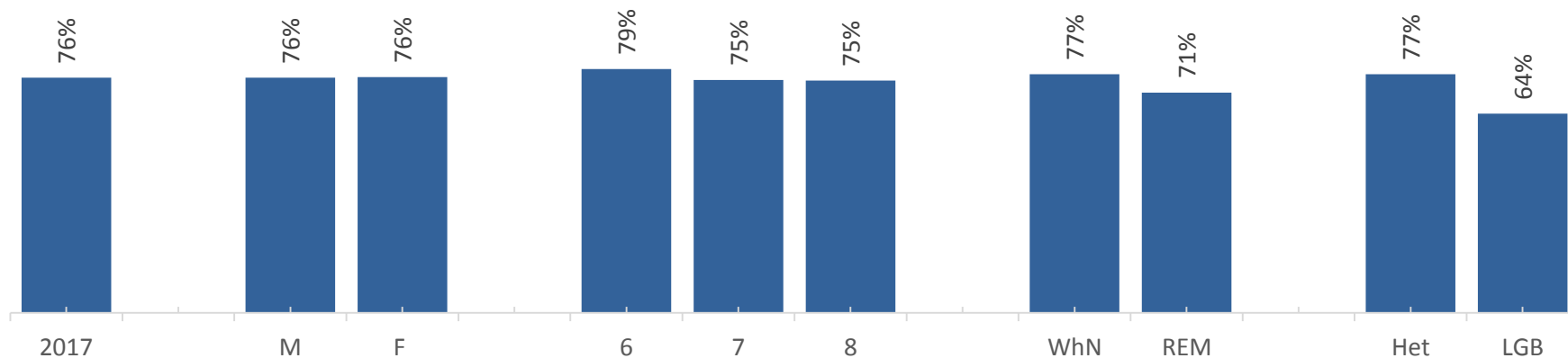
# School Connectedness

New in 2017

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

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

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



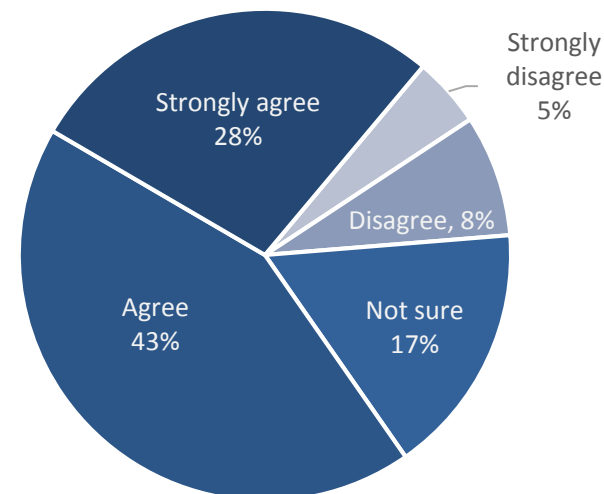
# School Connectedness

New in 2017

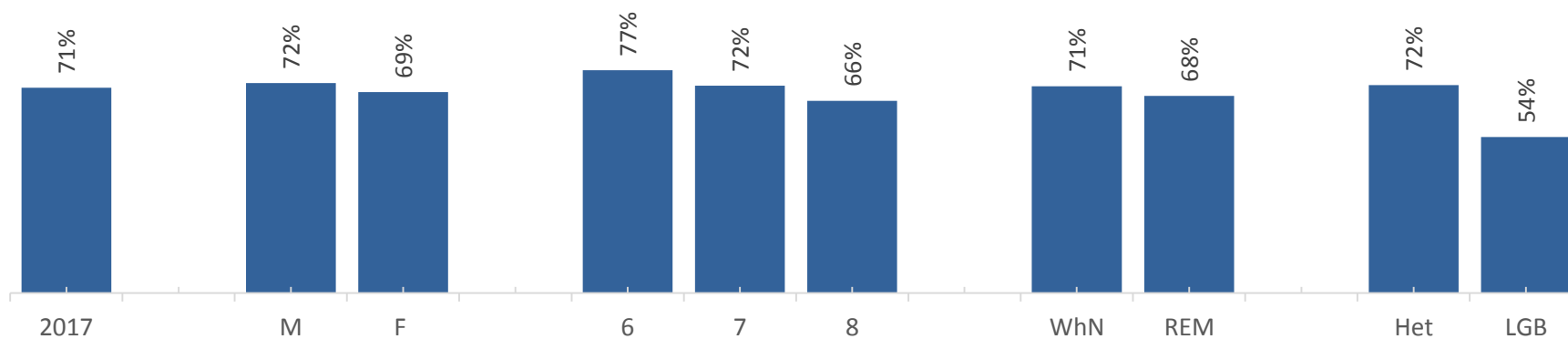
Seven in ten middle school students (71%) agree or strongly agree that their school has clear rules and consequences for behavior. One in eight (13%) do not believe (strongly disagree or disagree) their school has clear rules and consequences.

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

School Has Clear Rules and Consequences



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



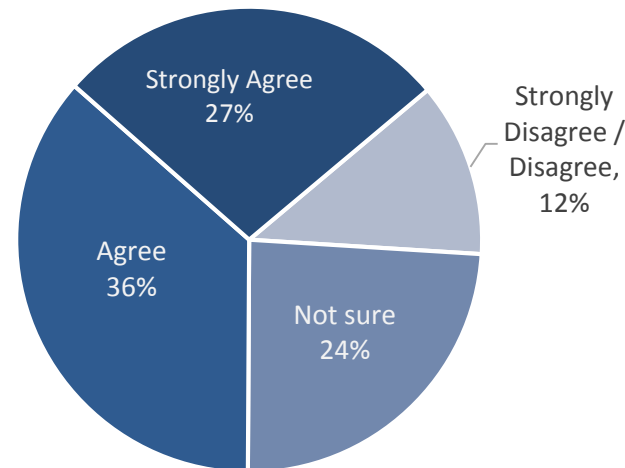
# Community Connectedness

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

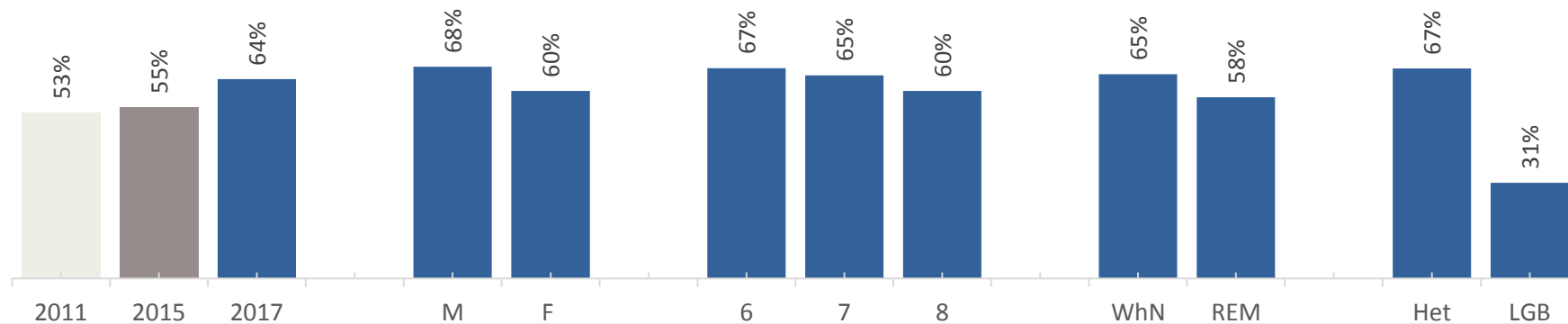
Since 2011 and since 2015, the percent of students who agree or strongly agree that they matter to people in their community significantly increased.

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

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



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



# 2017

## Vermont Youth Risk Behavior Survey

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

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