

**2019**

# **Vermont Youth Risk Behavior Survey**

Middle School Results



in partnership with the  
Agency of Education

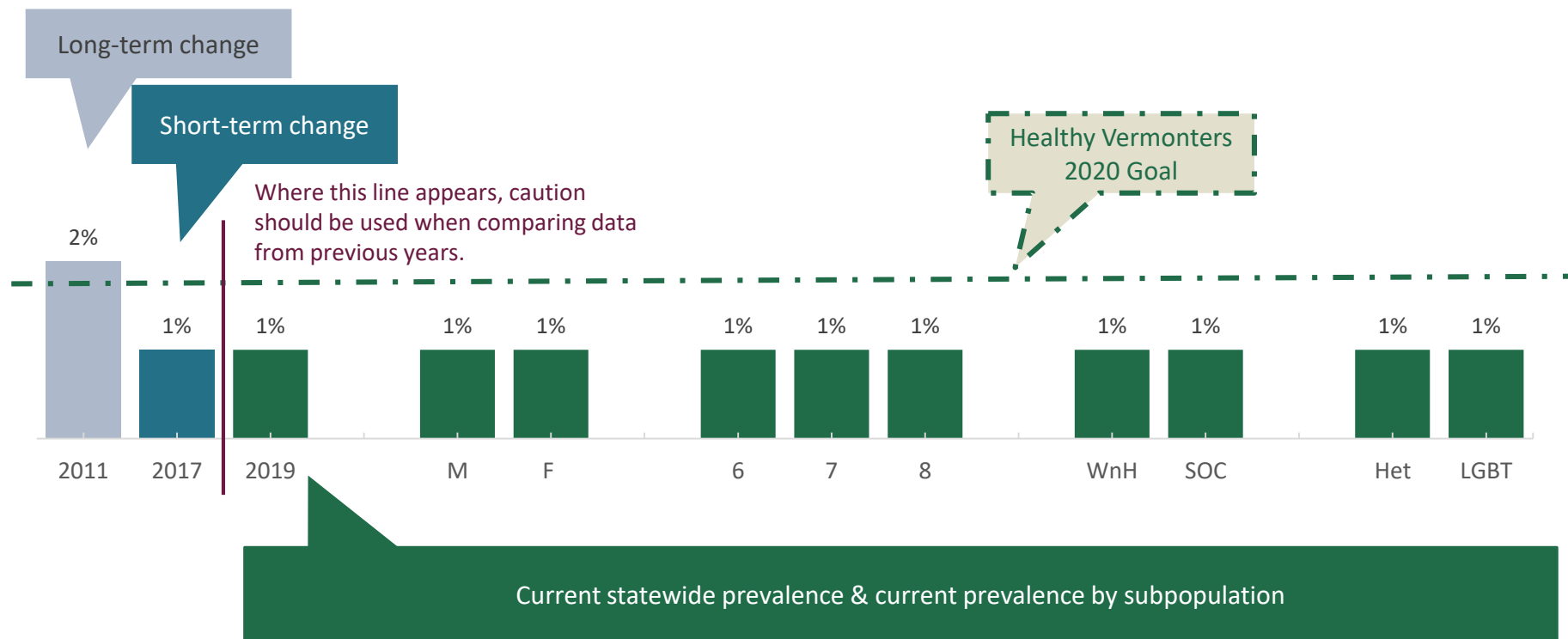
# Middle School Results

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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

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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 <sup>†</sup>

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

**Students** - 85% (13,998<sup>¥</sup> of 16,455 students submitted usable questionnaires)

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

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

<sup>¥</sup> 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 <sup>th</sup> grade	3,386	24%
	7 <sup>th</sup> grade	5,209	37%
	8 <sup>th</sup> 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.

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



# Personal Safety

# Violence & Bullying

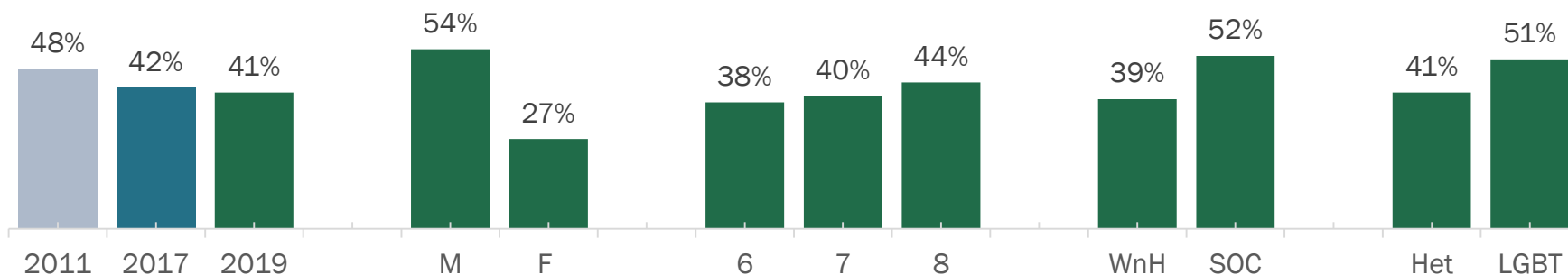
# Physical Fighting

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



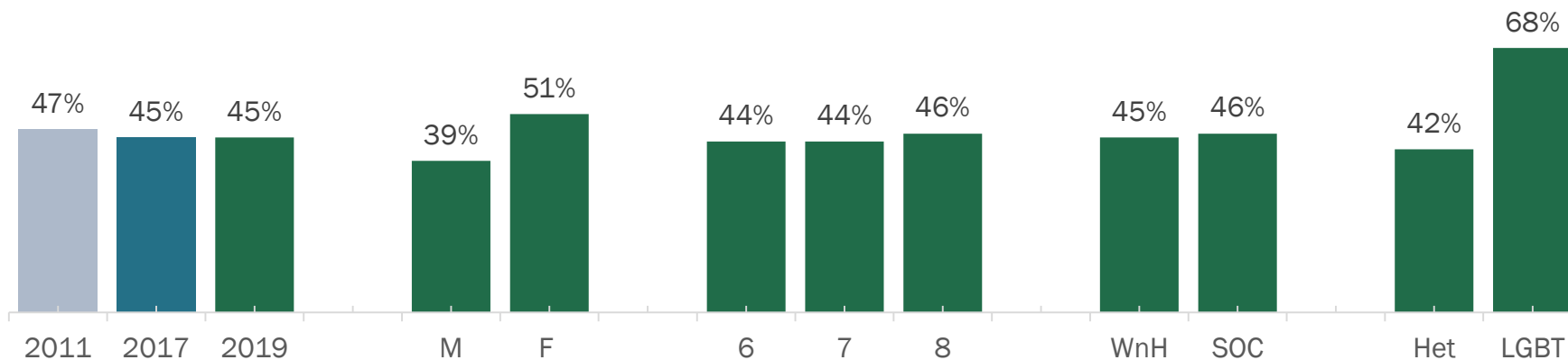
# Bullied at School, Lifetime

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.

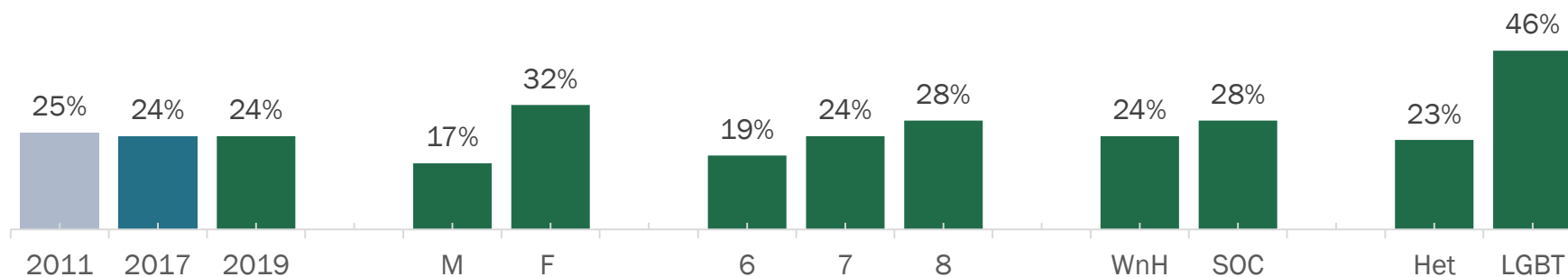
# Electronic Bullying, Lifetime

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



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.

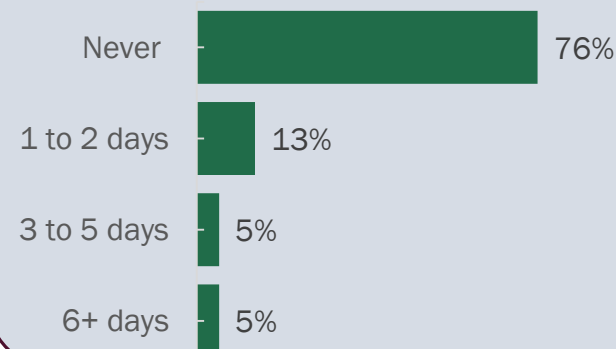
# Bullying, Past 30 Days

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.

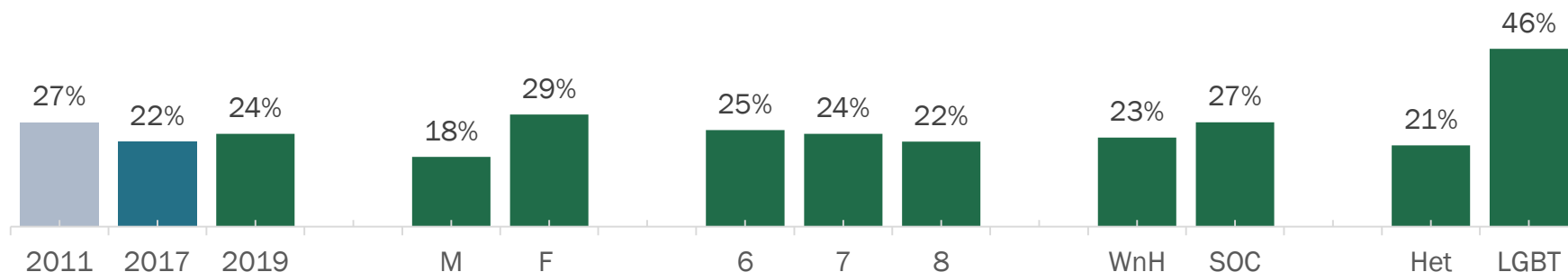
Being bullied during the past 30 days has decreased significantly since 2011 but increased significantly between 2017 and 2019.

- 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.

## Frequency of Bullying, 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.

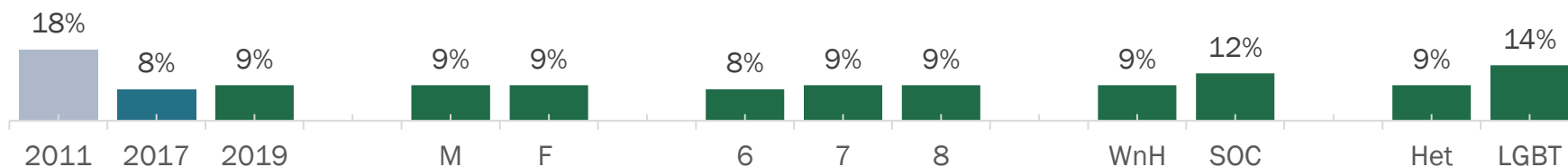
# Bullying Others

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.



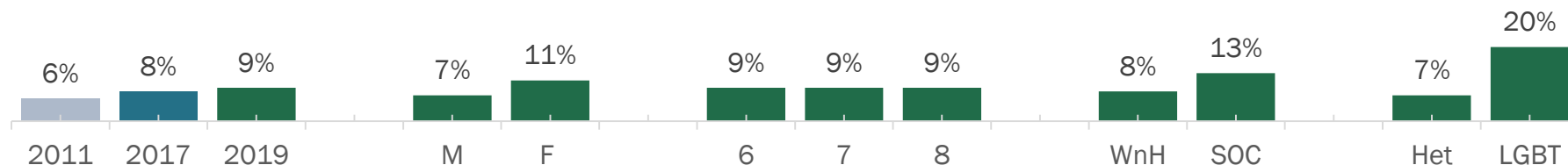
# Feeling Unsafe

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



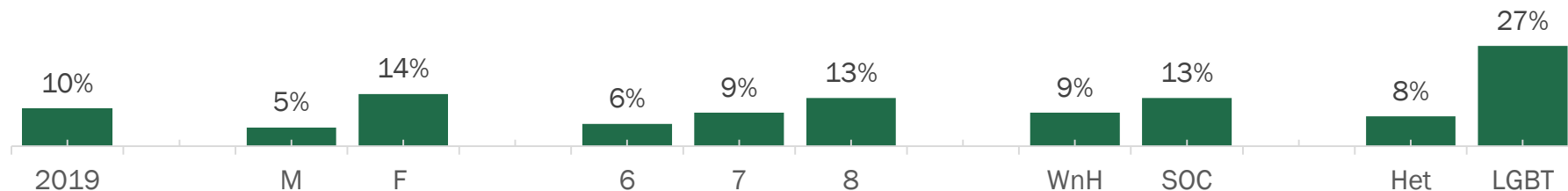
# Unwanted Sexual Contact

\*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

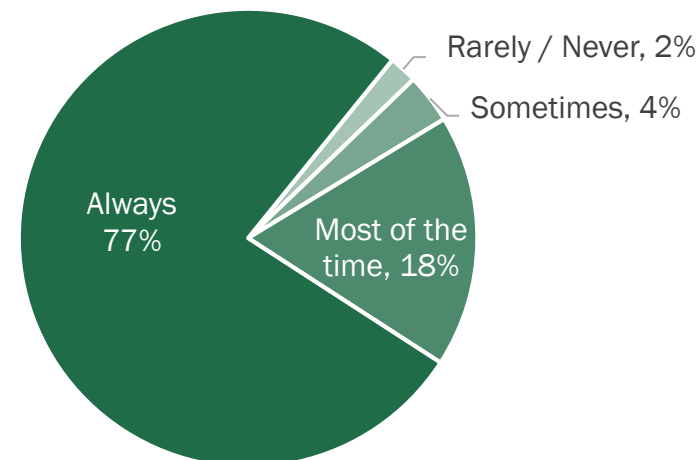
# Seatbelt Use

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.

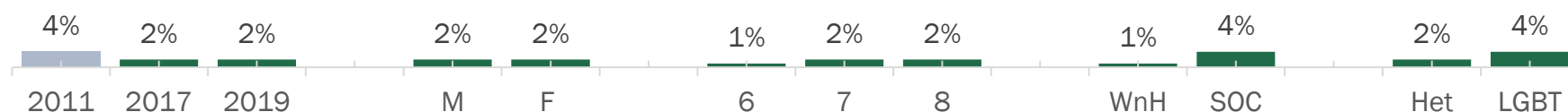
Since 2011 there has been a 50% decrease in the percent of students who never or rarely wear a seatbelt. Seatbelt use did not change between 2017 and 2019.

- 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



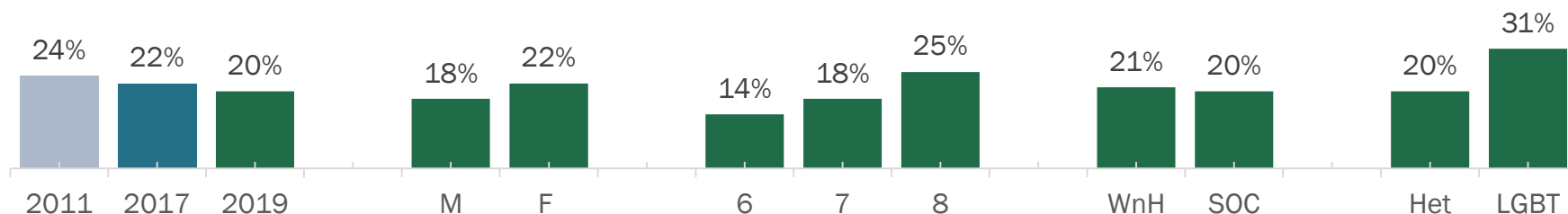
# Riding with an Impaired Driver: Alcohol

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



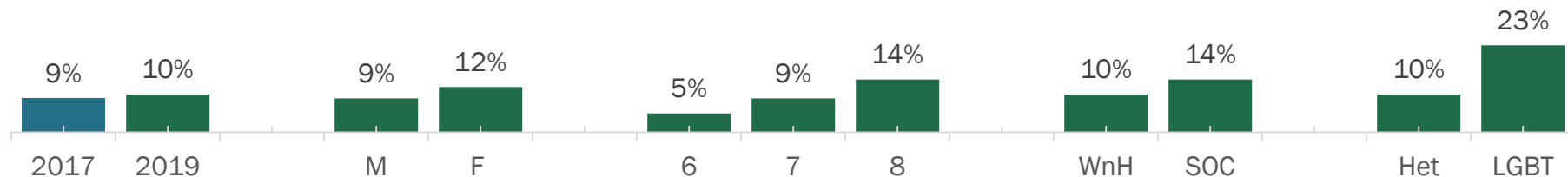
# Riding with an Impaired Driver: Marijuana

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.

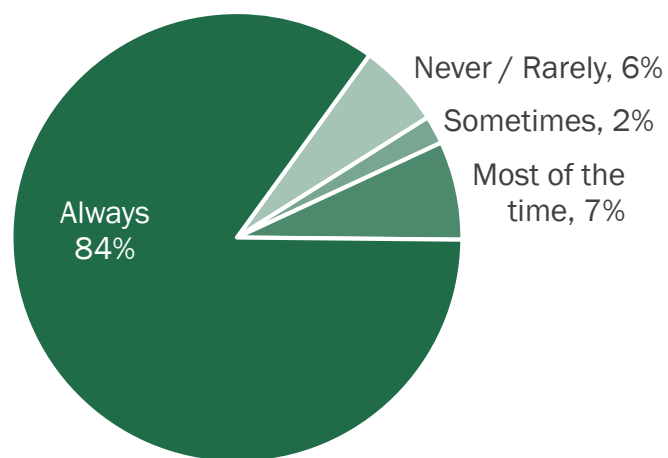
## Ever Rode in a Car with Someone Who Had Been Using Marijuana



## Injuries & Prevention

# Helmet Use: Skiing or Snowboarding

**Helmet Use**  
(Among Students Who Ski or Snowboard)



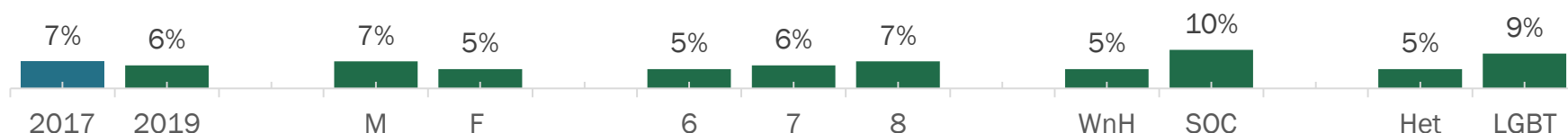
Nearly 6 in 10 middle students ski or snowboard during the winter (58%).

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.

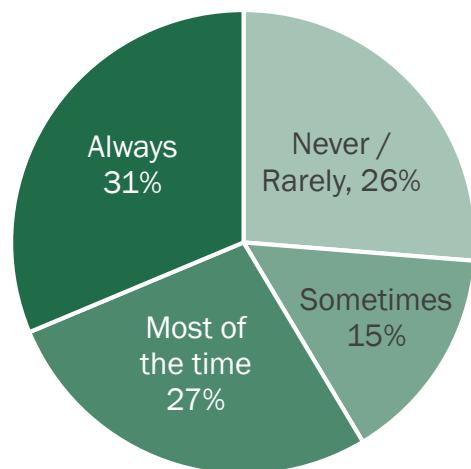
**Never or Rarely Wear a Helmet While Skiing or Snowboarding**  
(Among Those Who Ski/Snowboard)





# Helmet Use: Riding a Bicycle

**Bike Helmet Use**  
(Among Students Who Ride)

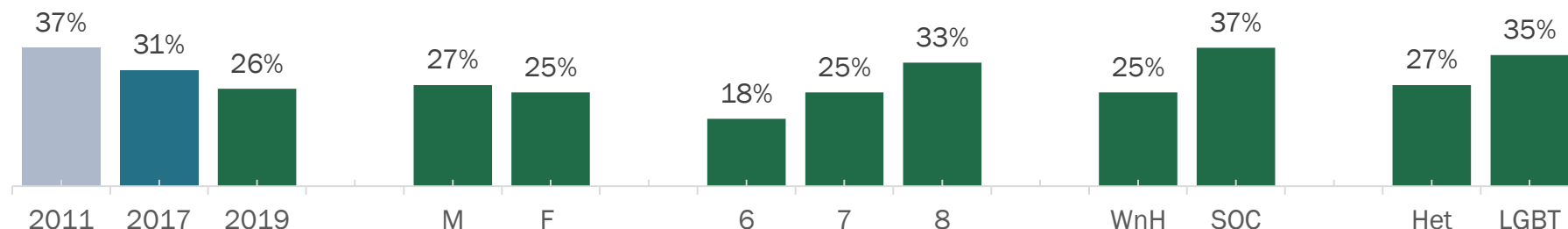


Nearly all middle school students ride bicycles (91%).

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

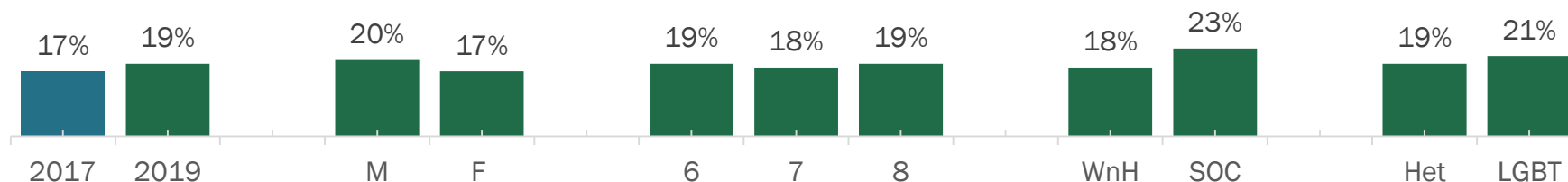
**Concussions are defined as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out”.**

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

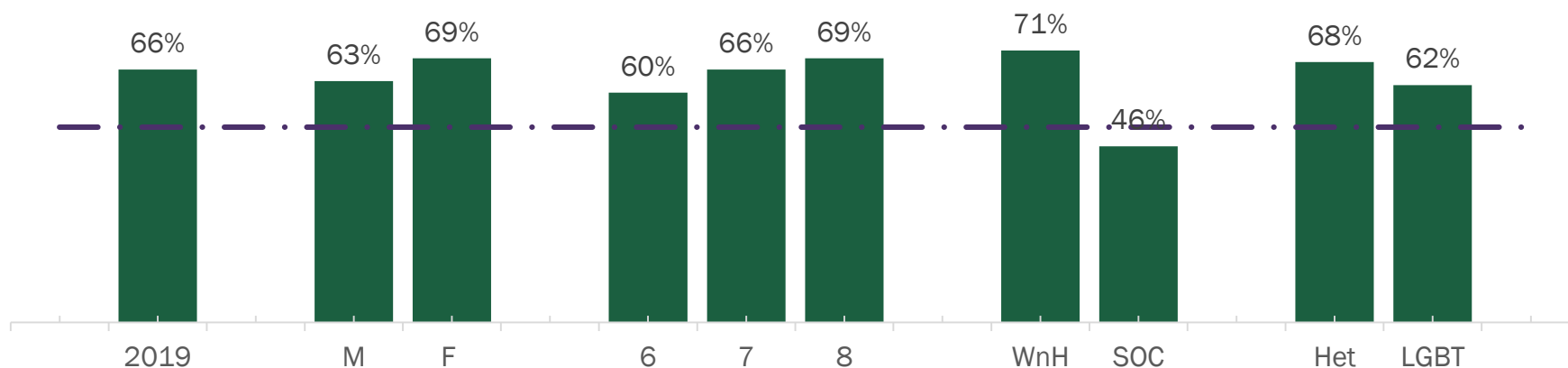
Two-thirds of middle school students have had at least one sunburn during the past year.

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

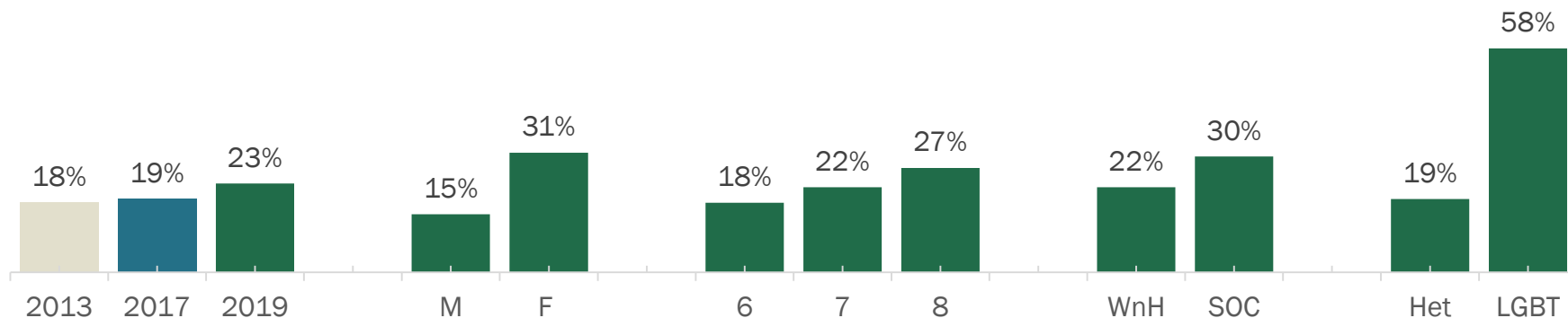
# Feeling Sad or Hopeless

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



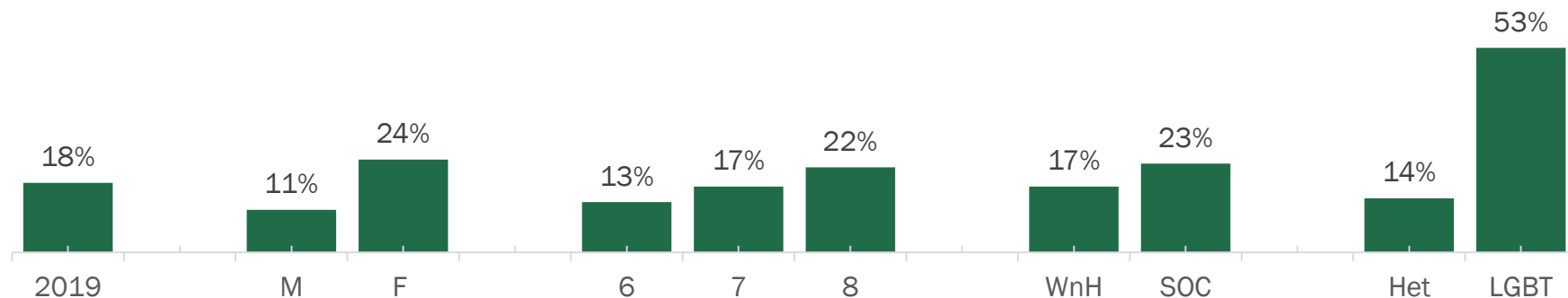
# Hurt Themselves on Purpose

\* 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



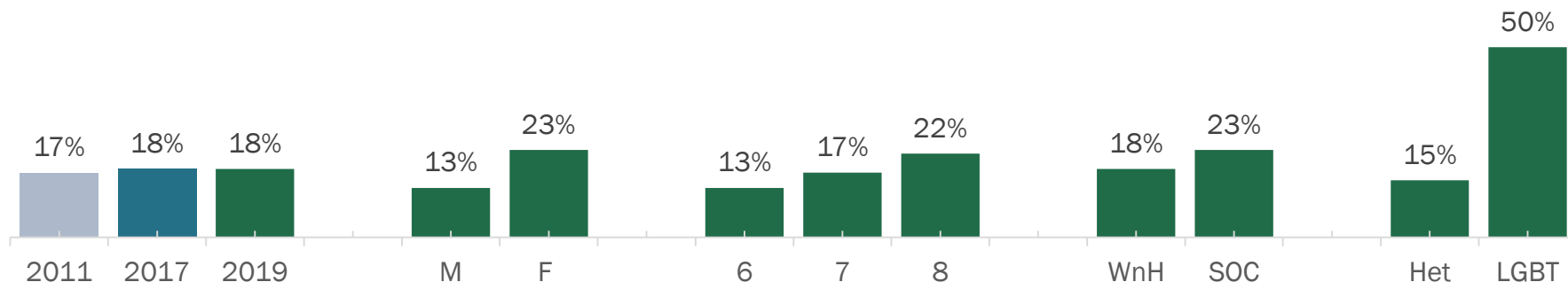
# Suicide Ideation: Thoughts

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



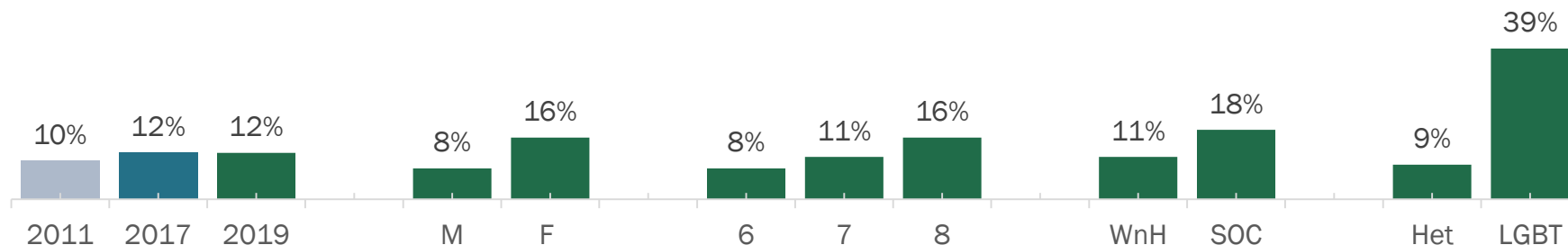
# Suicide Ideation: Plans

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





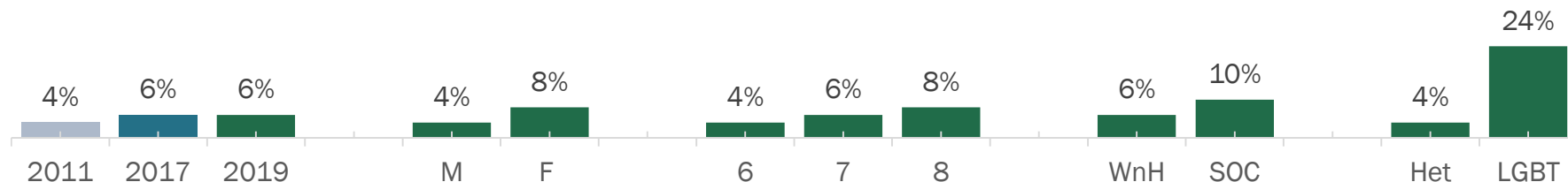
# Suicide Attempts

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.



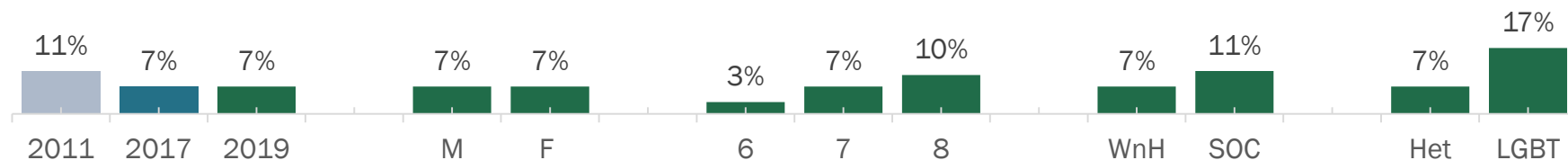
# Lifetime Cigarette Use

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

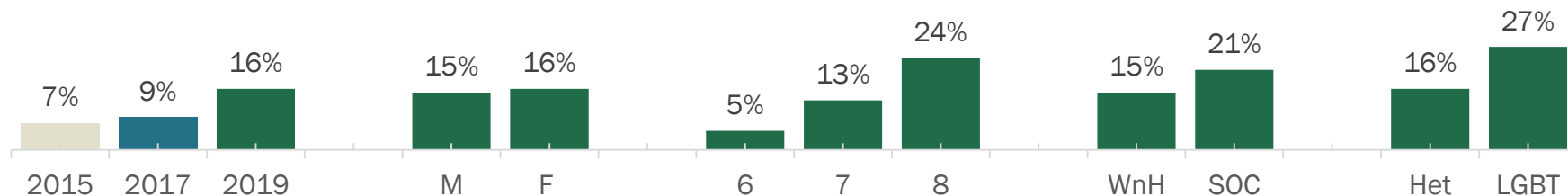
**Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.**

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.

- 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.

Electronic Vapor Product Use, Lifetime



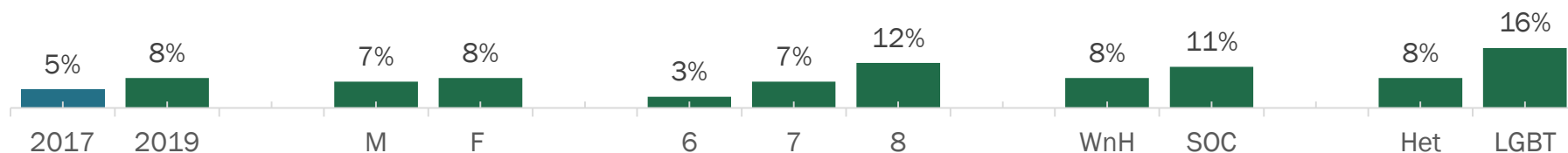
# Flavored Tobacco Product Use

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



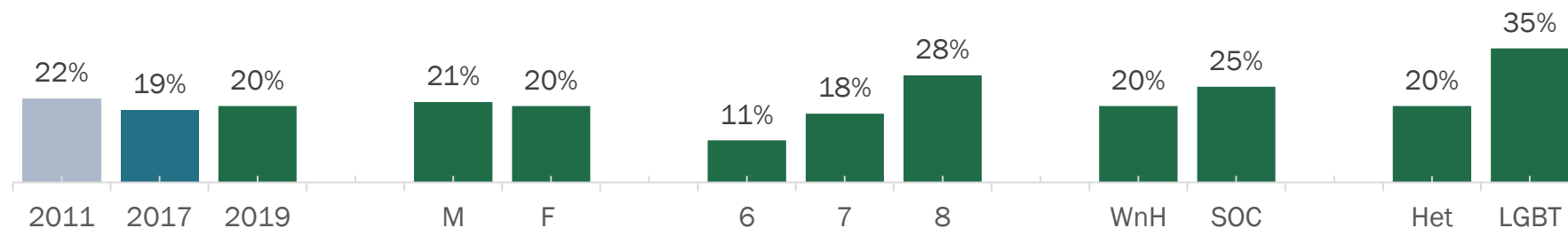
# Lifetime Alcohol Use

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.



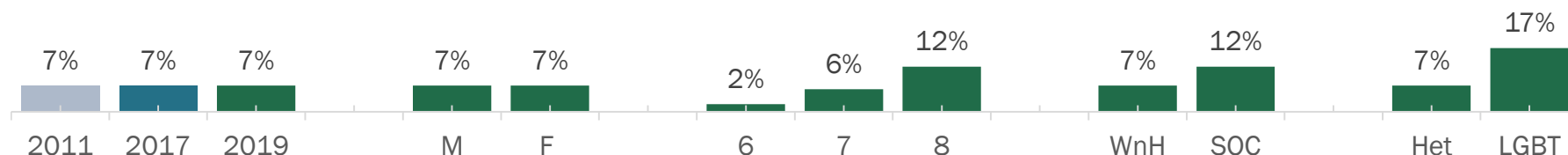
# Lifetime Marijuana Use

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

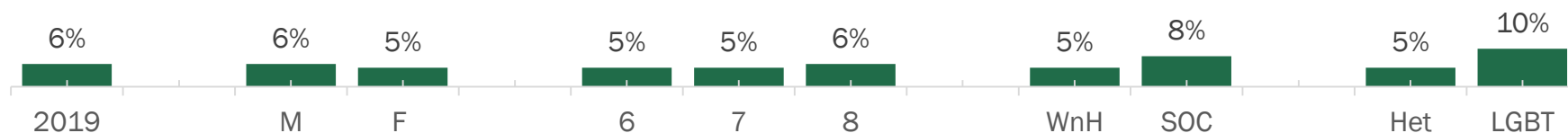
\* New in 2019

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.

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.

- 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.

## Prescription Medicine Misuse, Lifetime



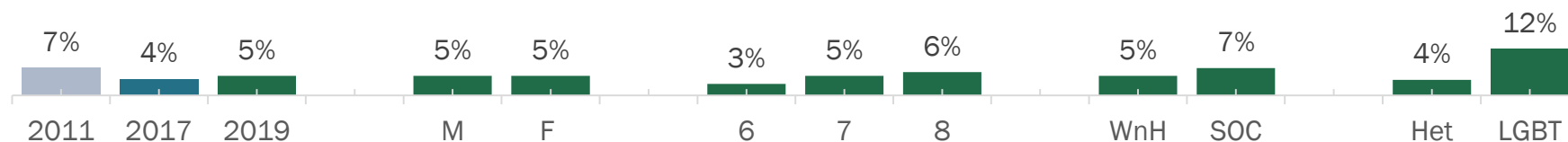
# Lifetime Use of Inhalants

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



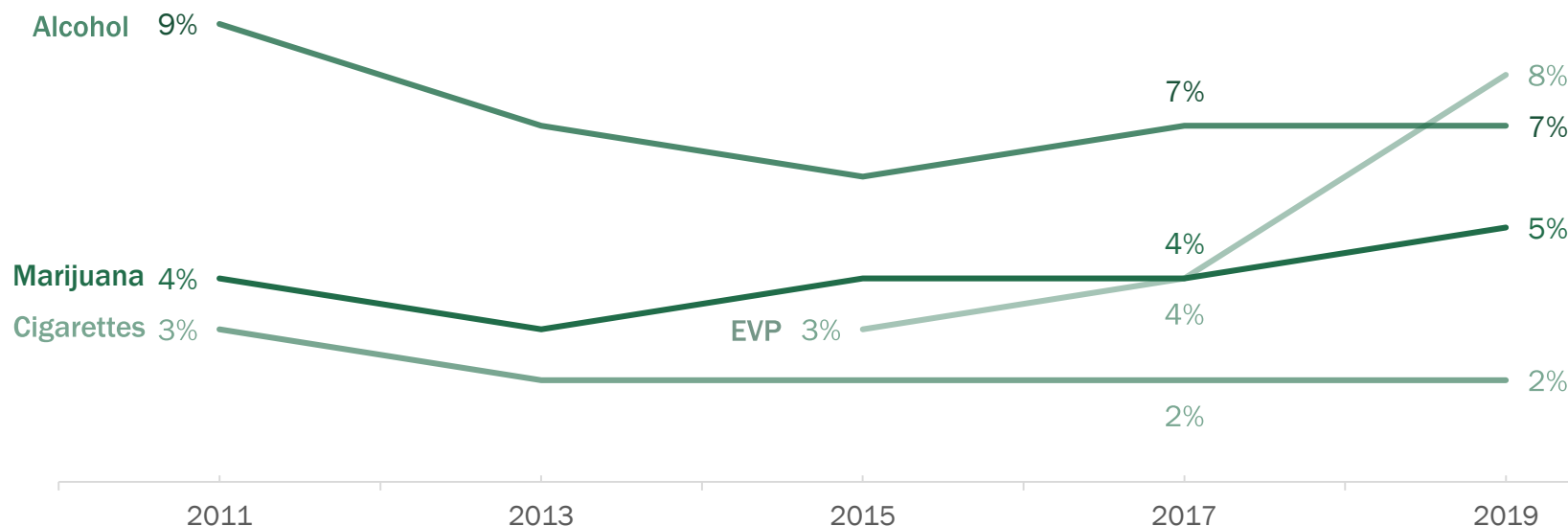
## Current Substance Use

# 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

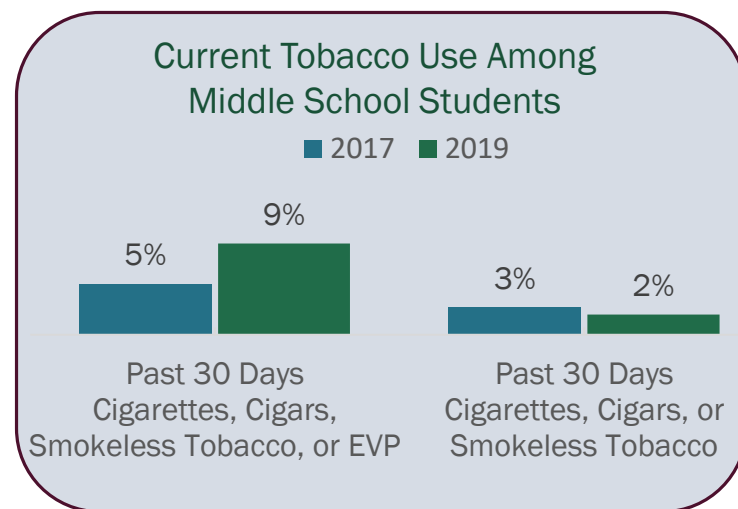


# Current Tobacco Use

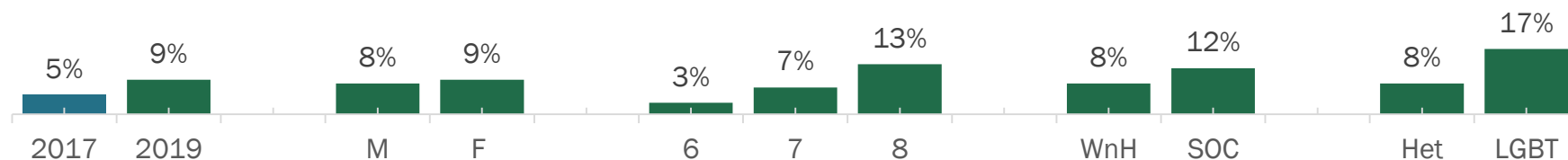
Nearly one in ten middle school students used a cigarette, cigar, smokeless tobacco, or EVP during the past 30 days, nearly twice as many as in 2017.

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



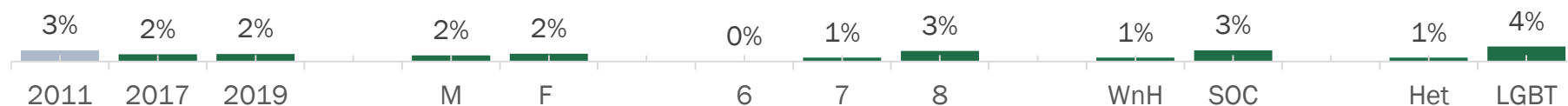
# Current Cigarette Use

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

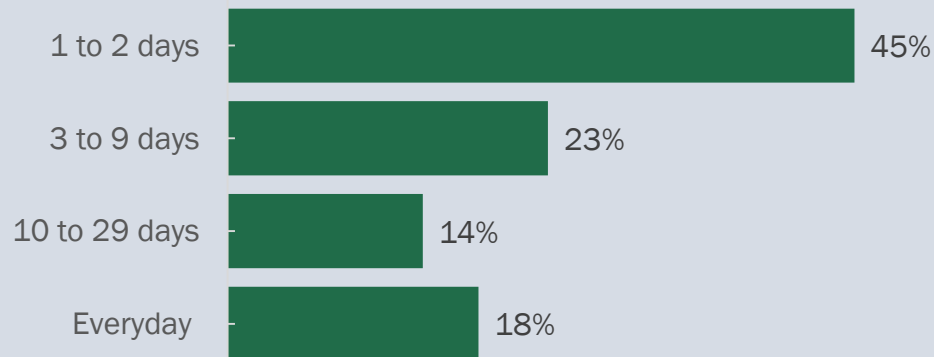


## Cigarette Use Among Current Smokers

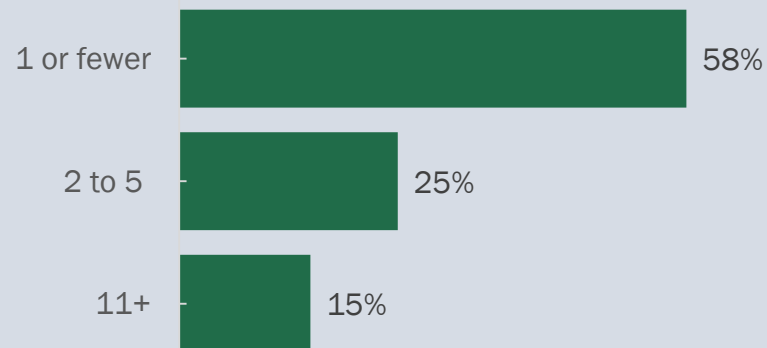
Among middle school students who smoked cigarettes during the past 30 days, nearly half smoked on one or two days, a third smoked on 10 or more days.

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

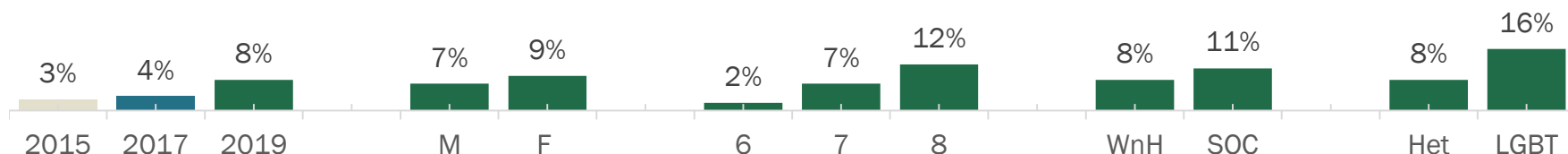
**Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.**

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.

- 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.

Used an Electronic Vapor Product, Past 30 Days



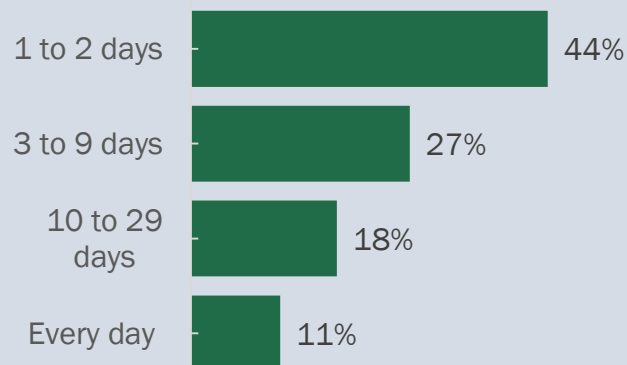
# Electronic Vapor Product Use Among Current Users

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.

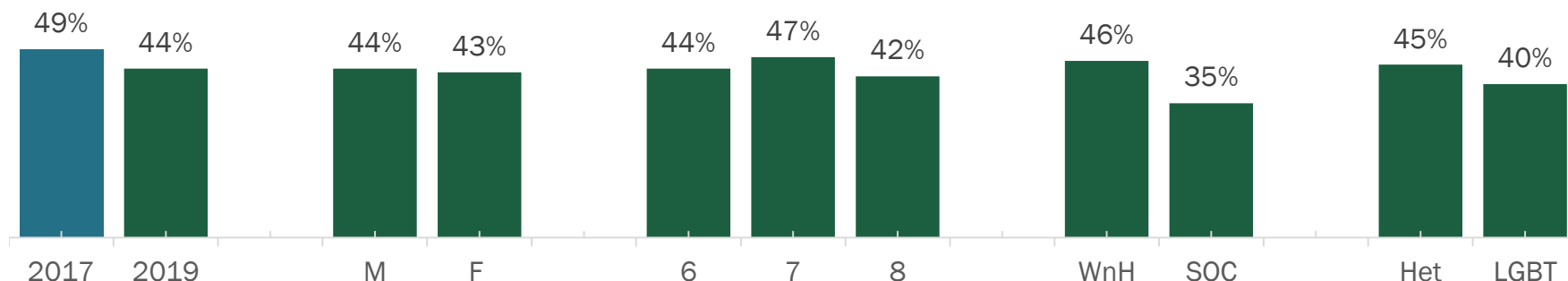
Among current users

- 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.

## Days Used EVP, Among Current Users



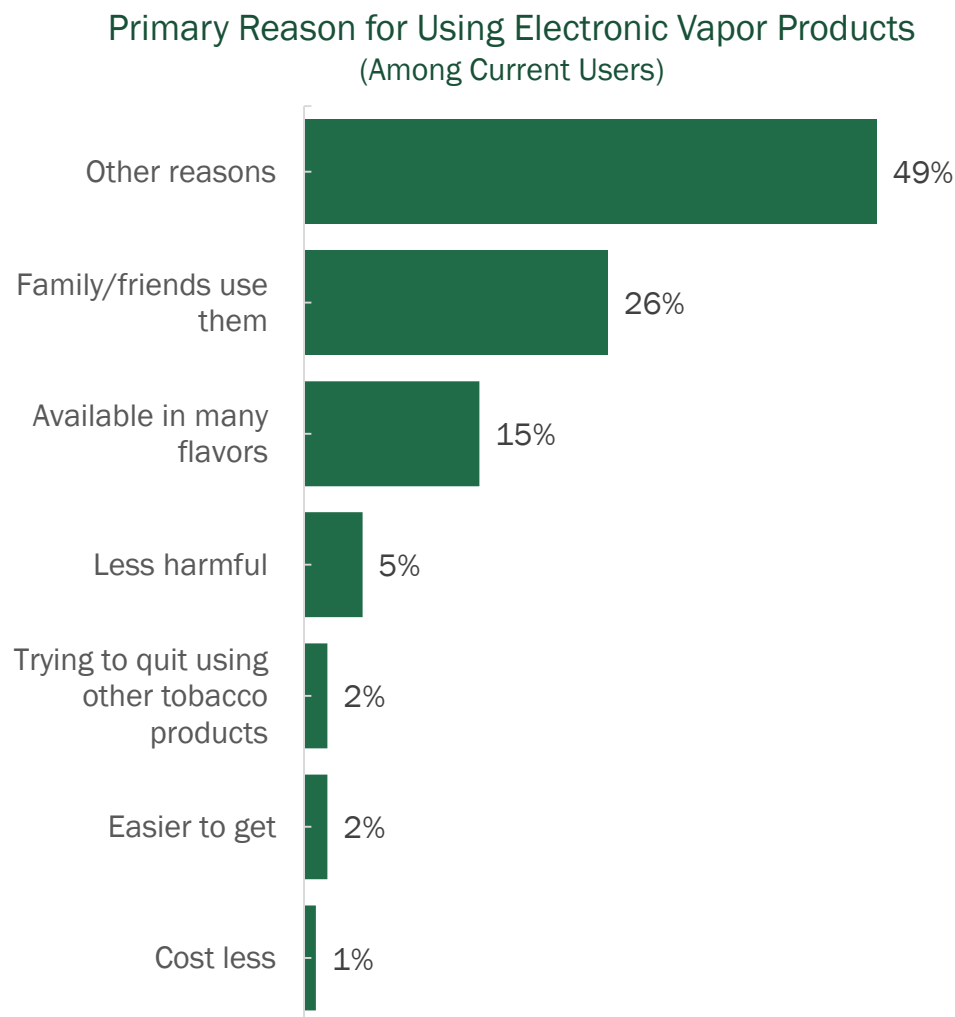
## Used an Electronic Vapor Product on One or Two Days, Past 30 Days (Among Current Users)



# 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.

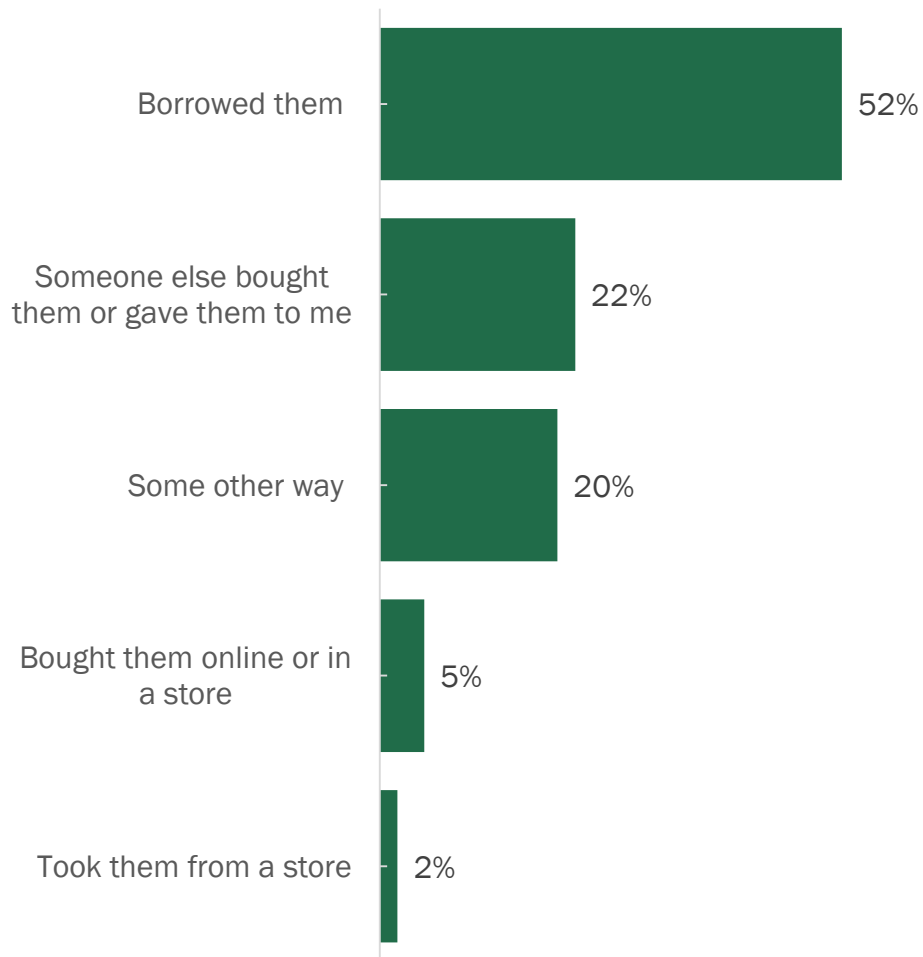


## Electronic Vapor Product Use Among Current Users

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



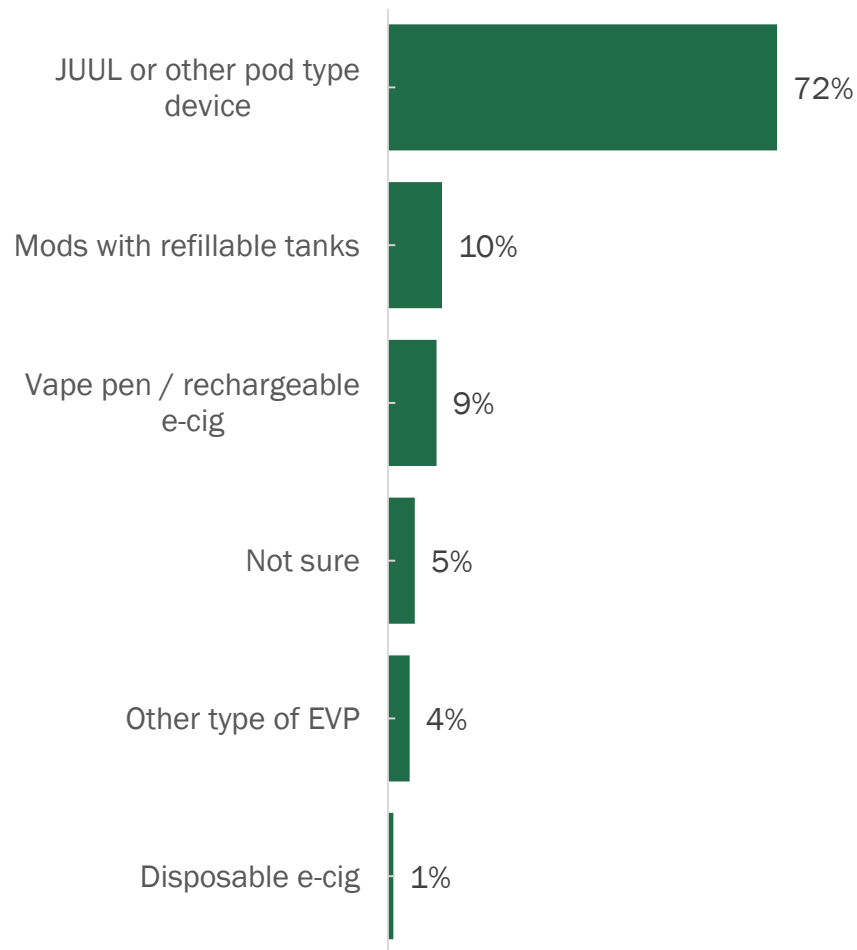
# Electronic Vapor Product Use Among Current Users

\* 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



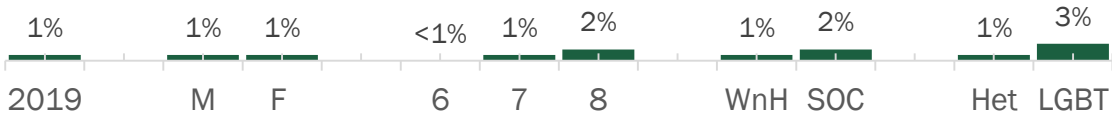
# Other Tobacco Use, Past 30 Days

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.

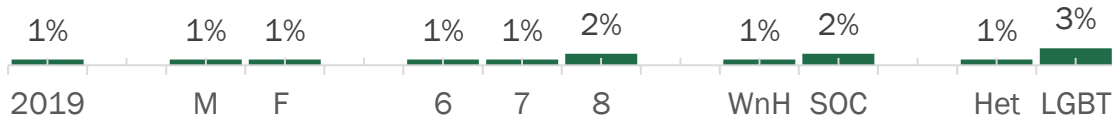
Since 2011, the percent of students who used cigars significantly decreased from 2% to 1%. Use of cigars or smokeless tobacco did not change between 2017 and 2019 (data not shown).

- 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

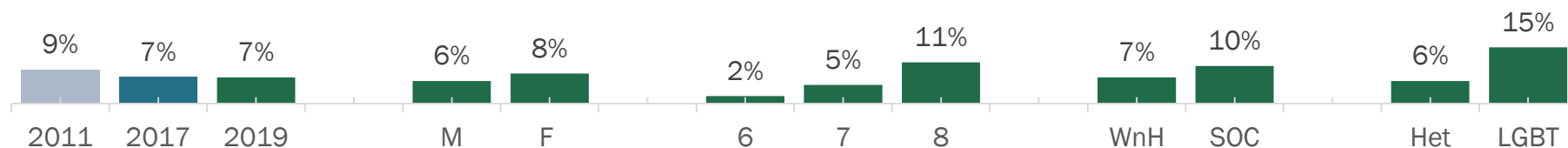
Overall, 7% of students consumed at least one drink during the previous 30 days.

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.

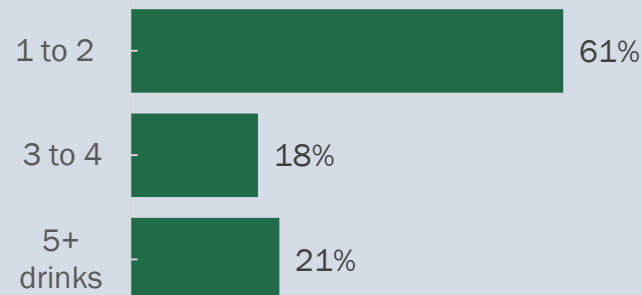
# Alcohol Use Among Current Drinkers

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.

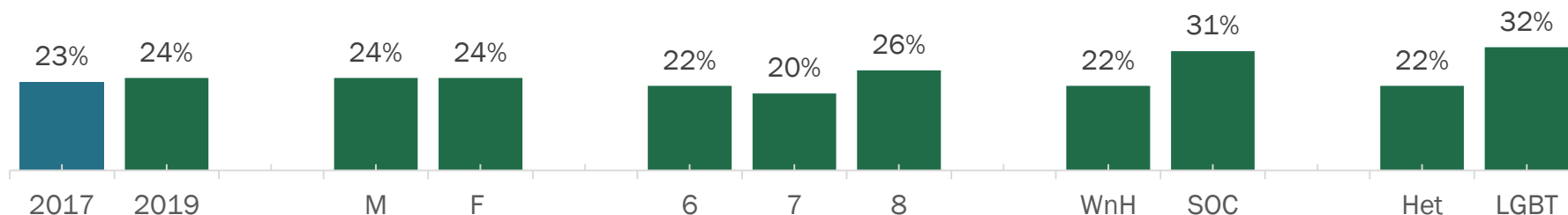
Binge drinking among current drinkers did not change between 2017 and 2019.

- 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.

## Amount of Alcohol Consumed in One Sitting (Among Current Drinkers)



## 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.



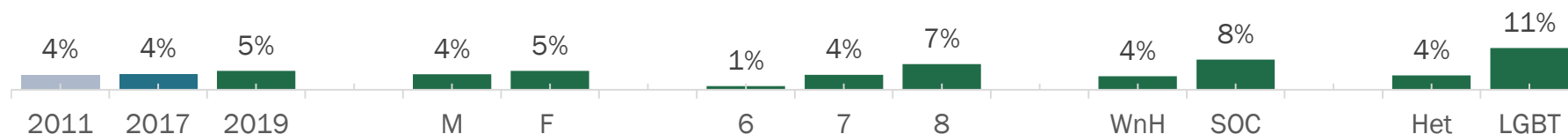
# Current Marijuana Use

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



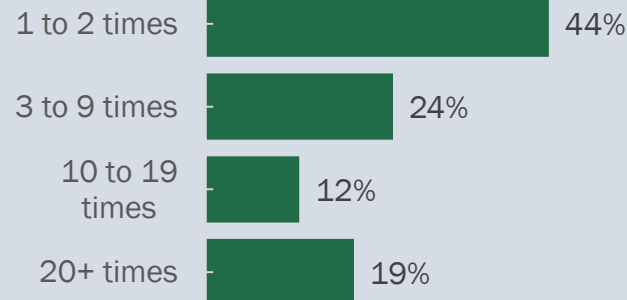
# Marijuana Use Among Current Users

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.

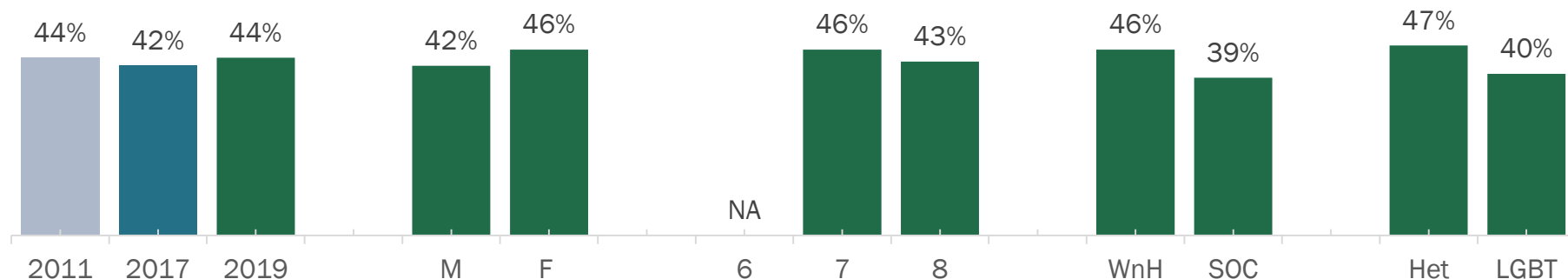
Among current marijuana users, using marijuana one or two times during the past month did not significantly change since 2011 or between 2017 and 2019.

- 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.

## Frequency of Current Marijuana Use (Among Current Users)



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



NA= too few students

## Screenings & Exposure

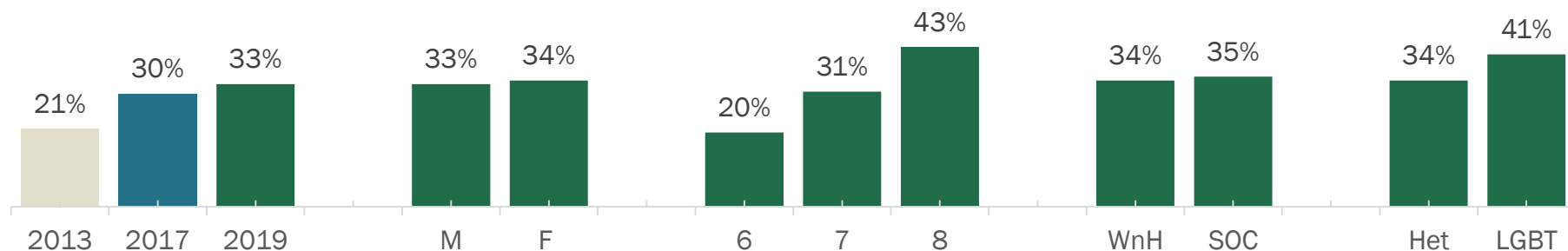
## Asked About Smoking by a Health Care Provider

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)

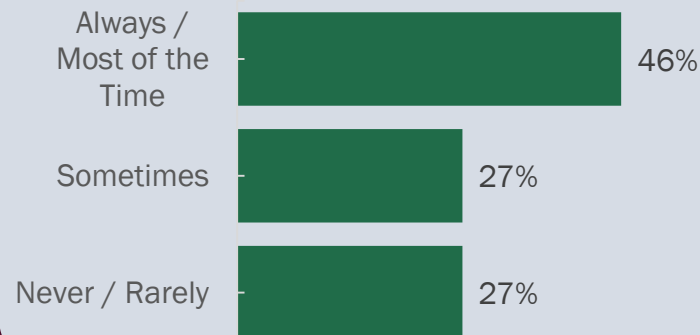


# Advertisements for Tobacco Products

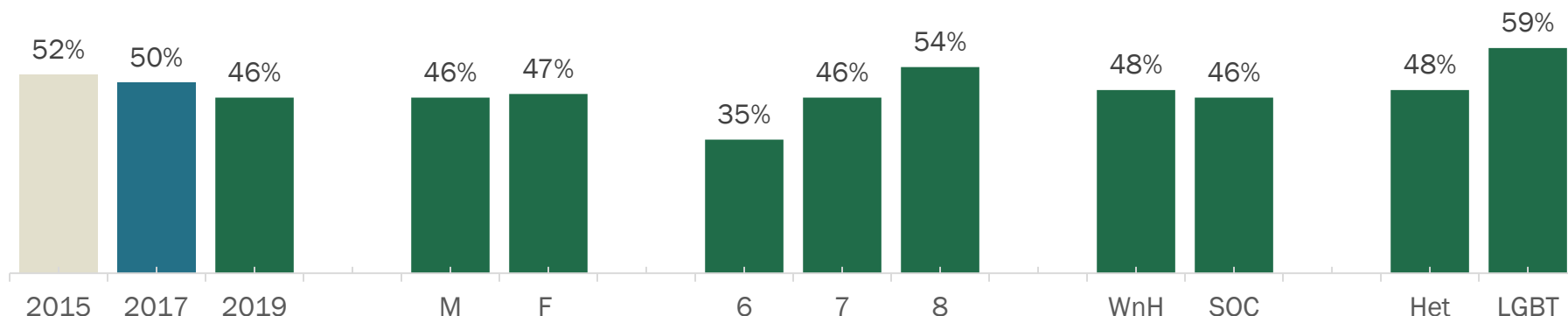
Nearly half of all students typically see advertisements for tobacco always or most of the time. Significantly fewer students reported seeing tobacco advertisements at least most of the time in 2019, compared to students in 2015 and 2017.

- 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.

## Typically See Tobacco Advertisements



## 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

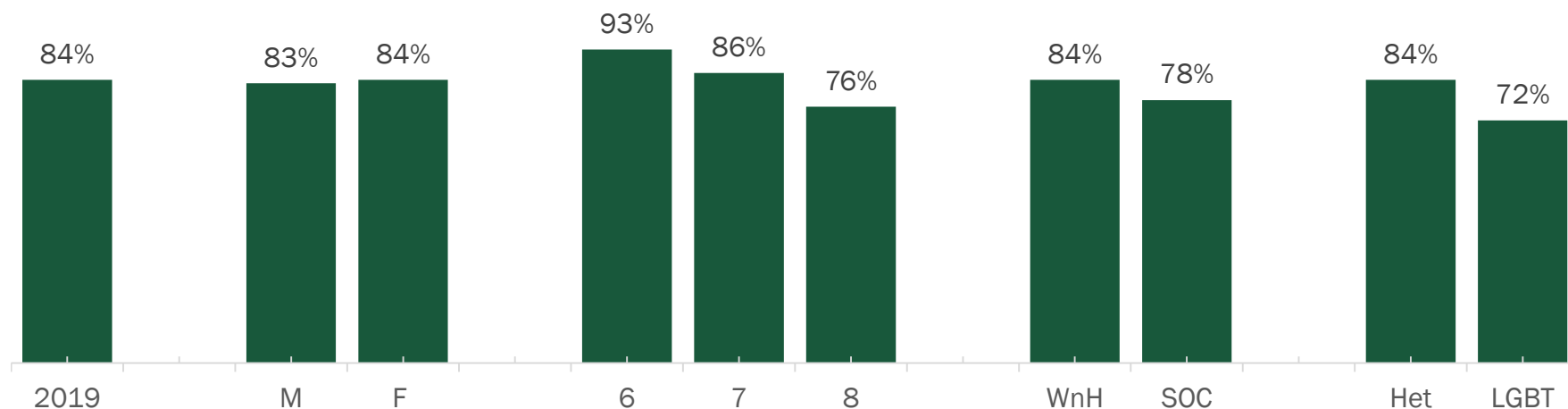
# Peer Disapproval of Electronic Vapor Products

\* 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

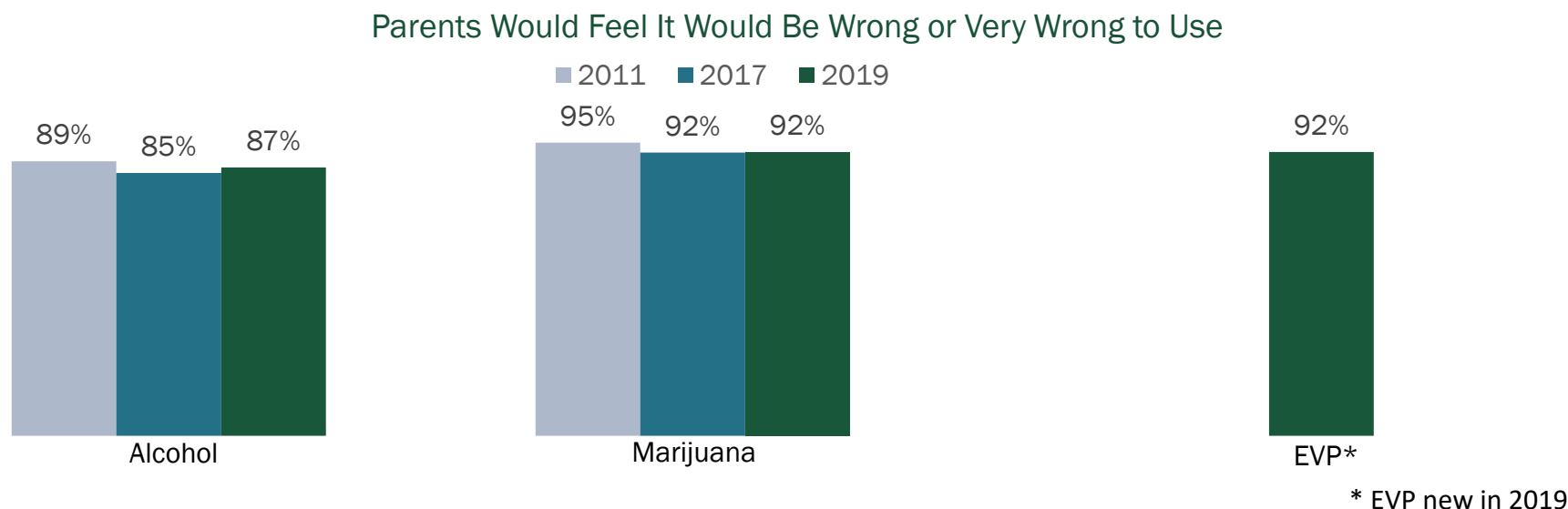


# Parental Disapproval

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.

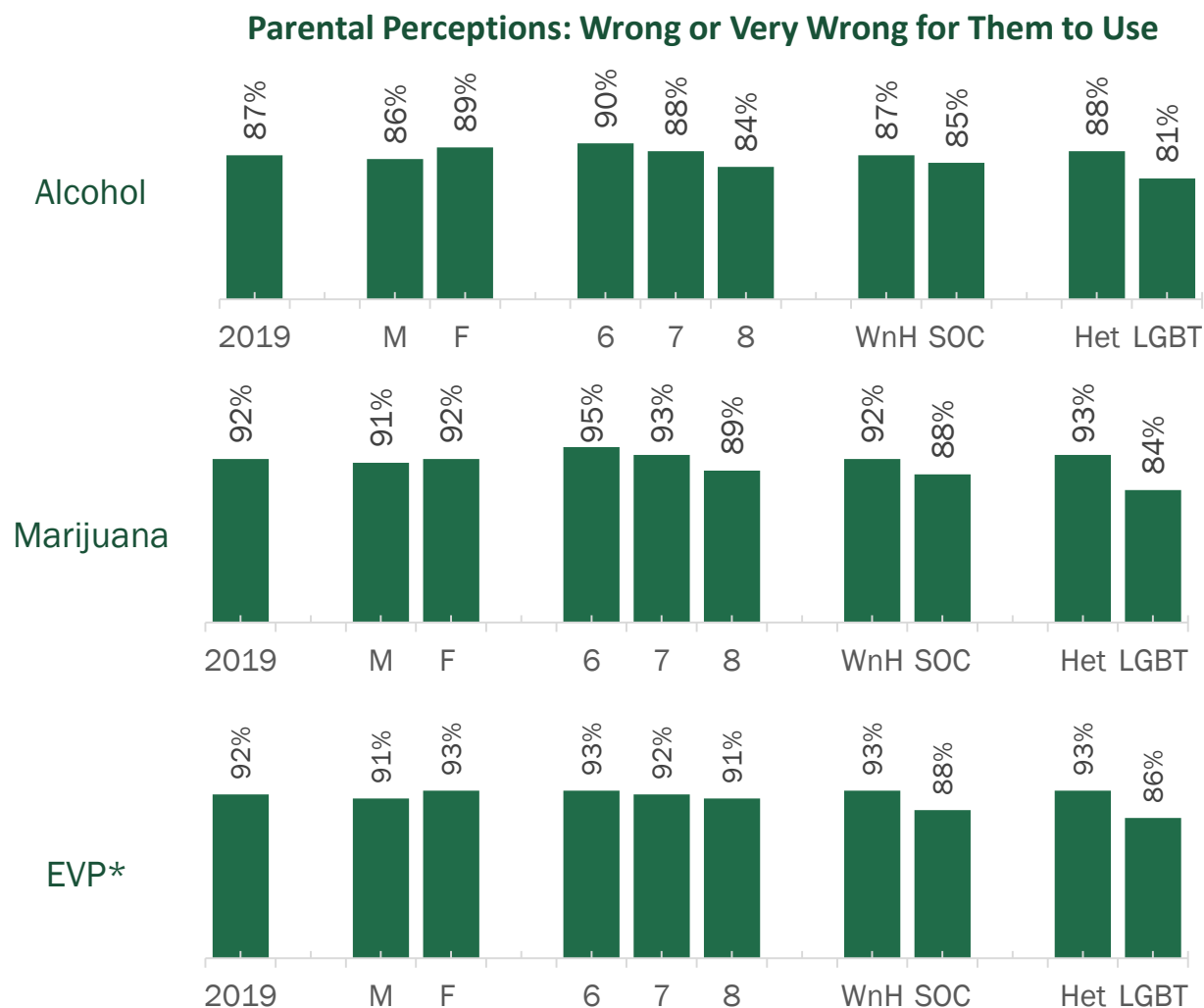




# Parental Disapproval

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 6<sup>th</sup> 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.



\* EVP new in 2019

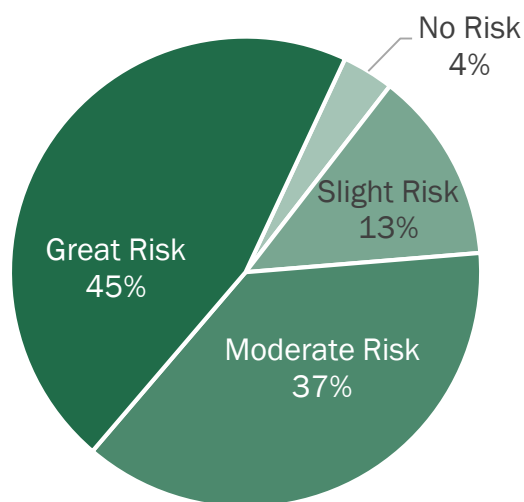
# Perceived Harm

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.

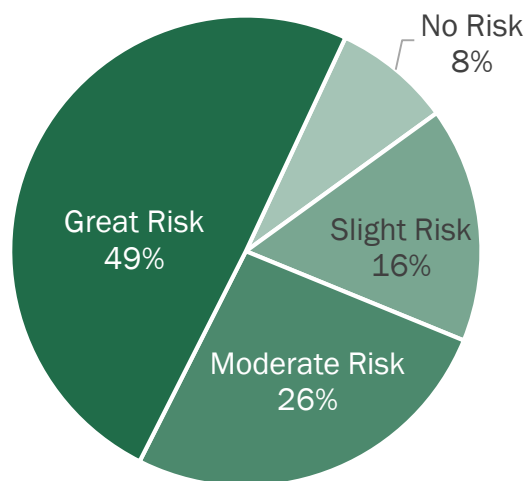
Believing people would face great risk of harm from binge drinking each weekend or using marijuana significantly decreased from 48% and 59%, respectively in 2017.

## Perceived Harm

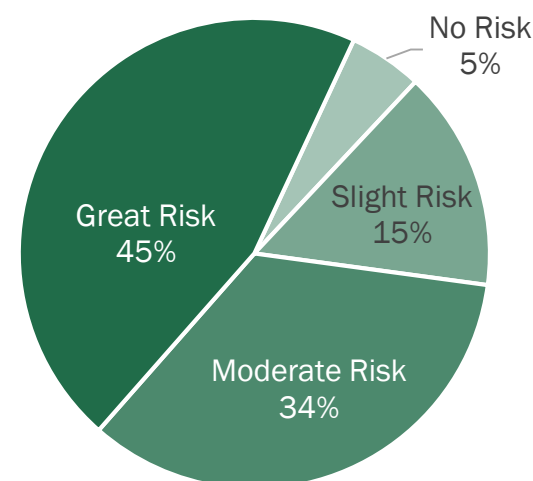
Binge Drank Every Weekend



Use Marijuana Regularly



Use EVP Regularly\*

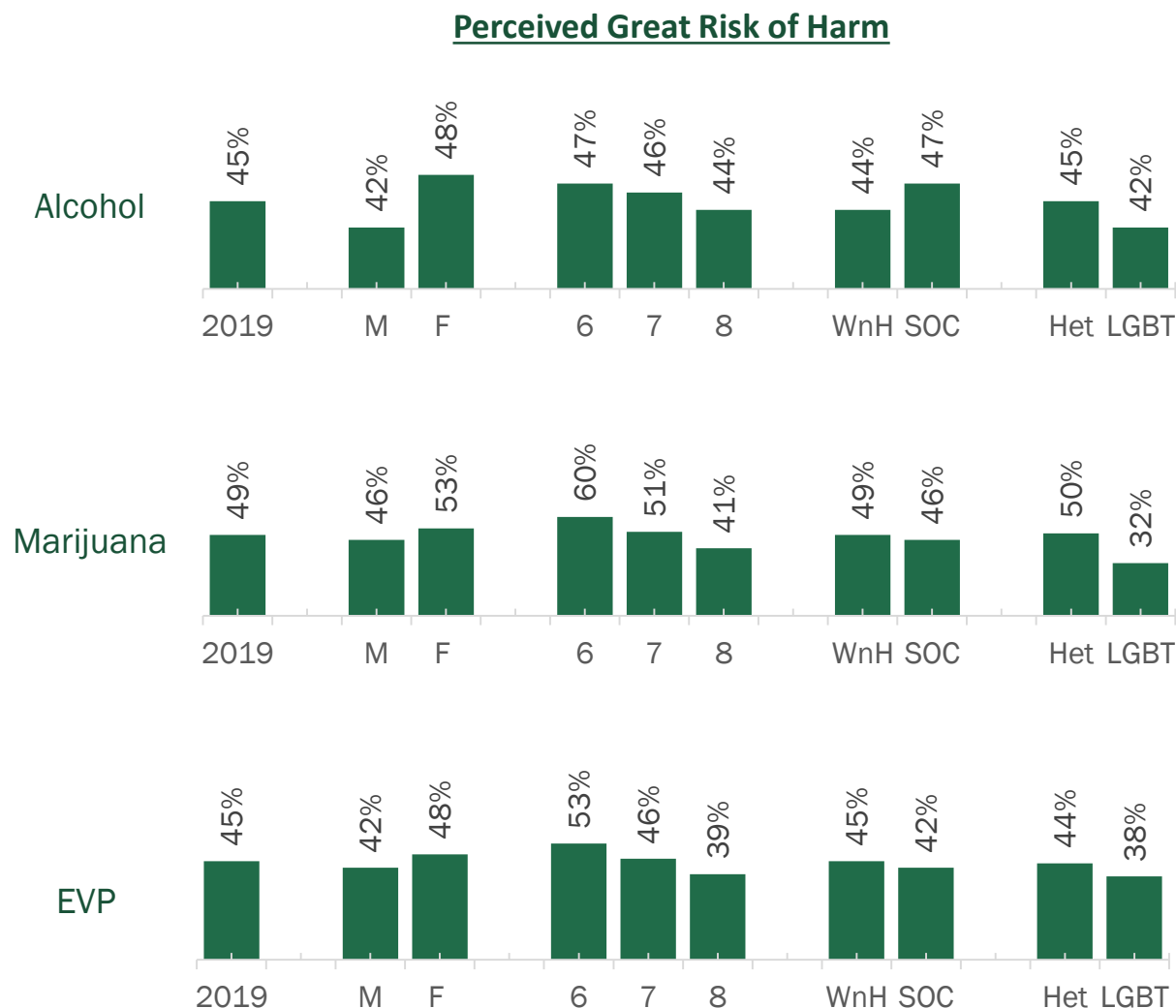


\* EVP new in 2019

# 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; 6<sup>th</sup> grade students are more likely than 8<sup>th</sup> 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.



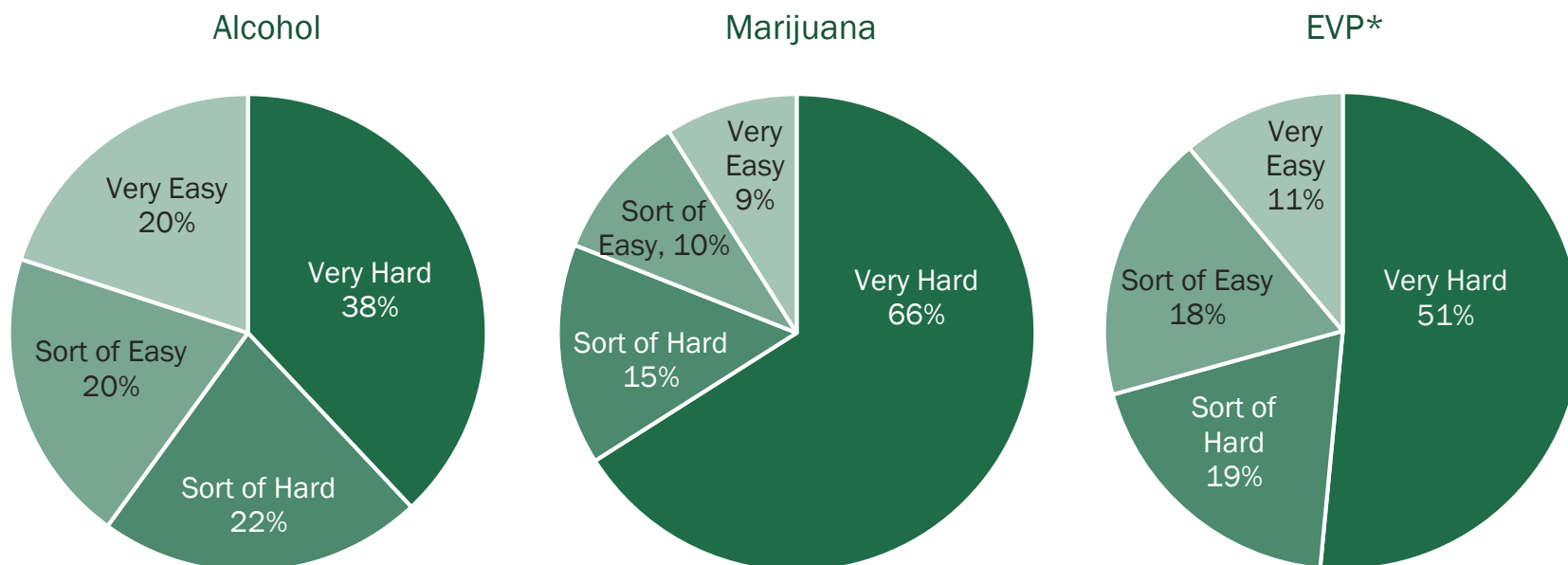
\* EVP new in 2019

# 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

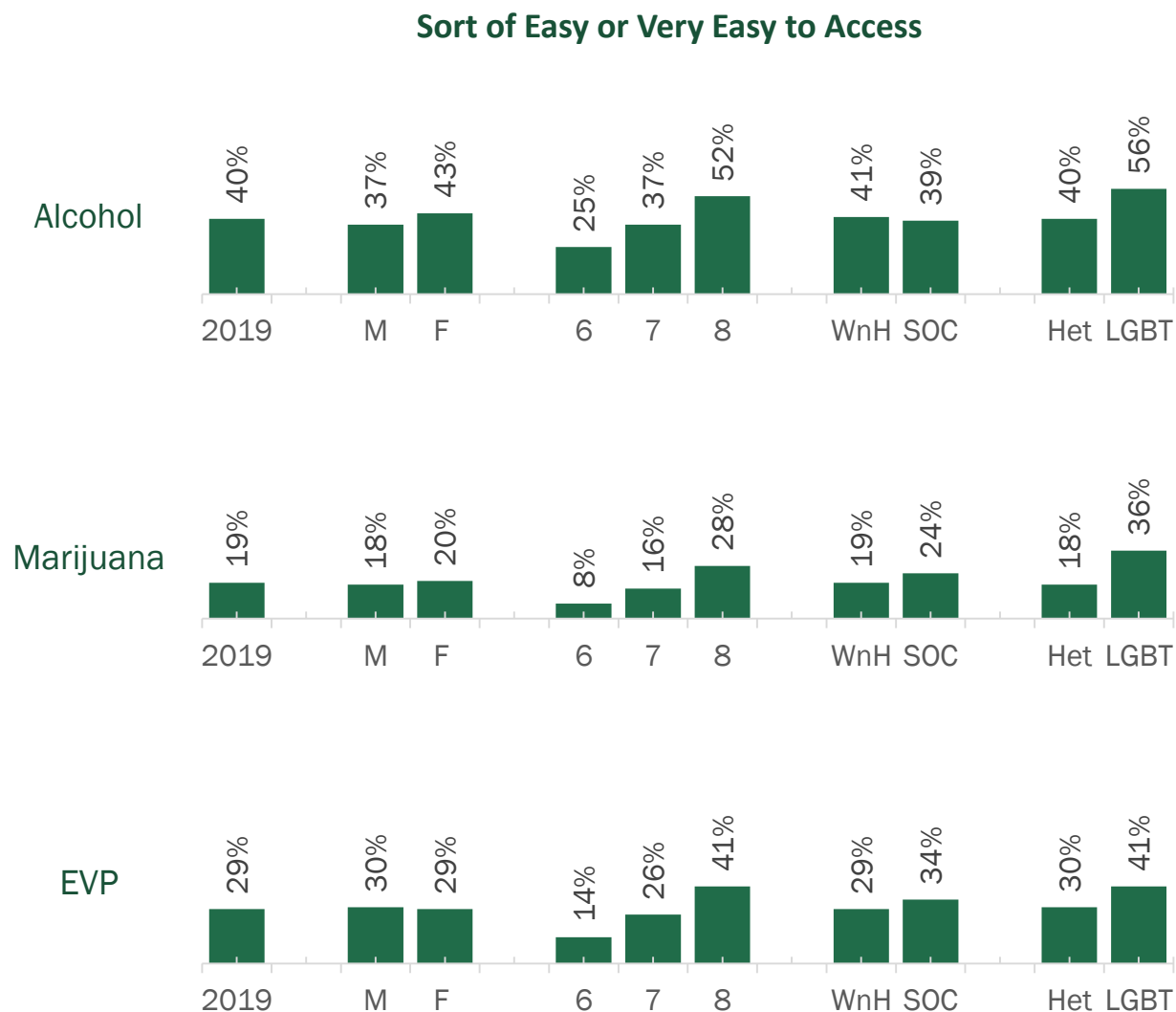


\* EVP new in 2019

# 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.



\* EVP new in 2019



# Sexual Activity



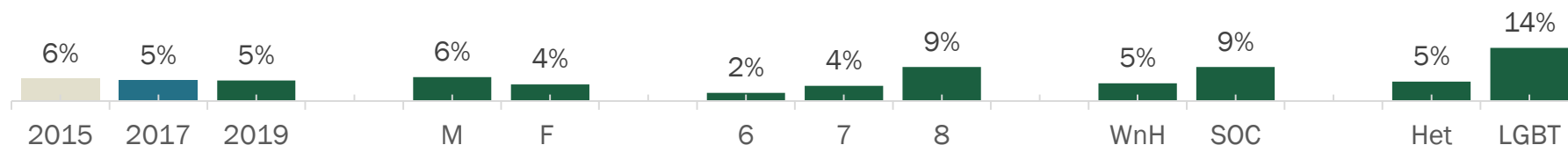
# Sexual Activity

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



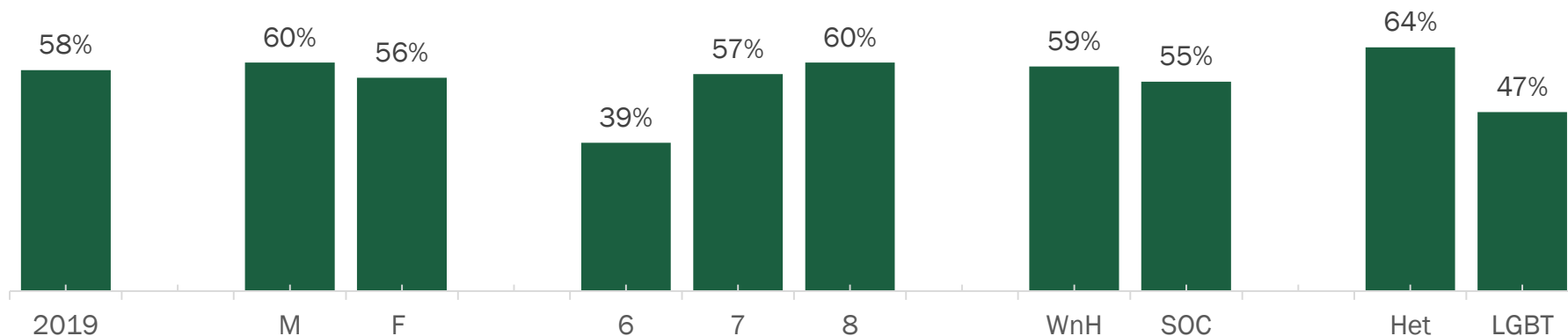
# Condom Use

\* 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, 8<sup>th</sup> grade students are significantly more likely than 6<sup>th</sup> 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)







# Weight, Physical Activity & Nutrition



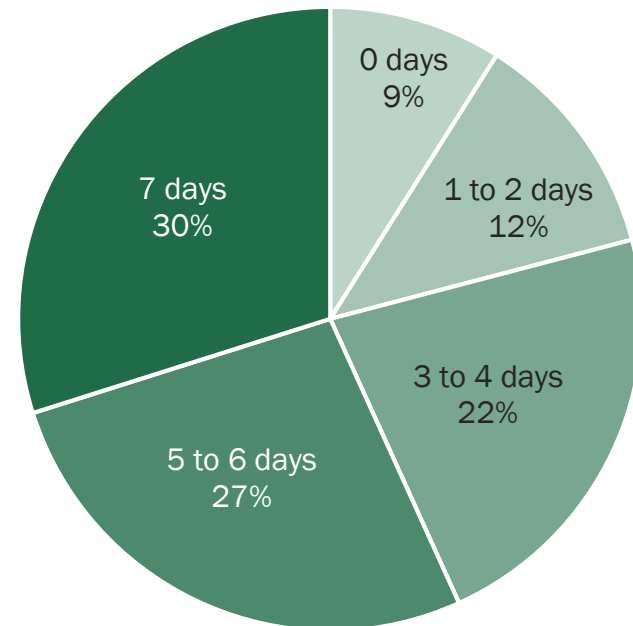
# Physical Activity

# 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, 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

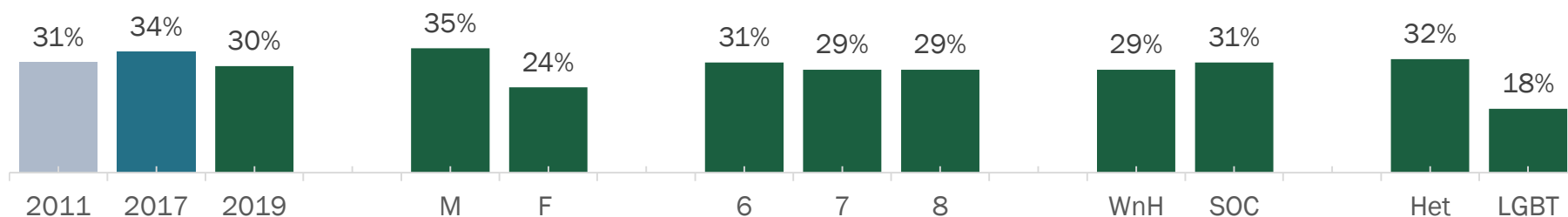
## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES EVERY DAY, PAST WEEK

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

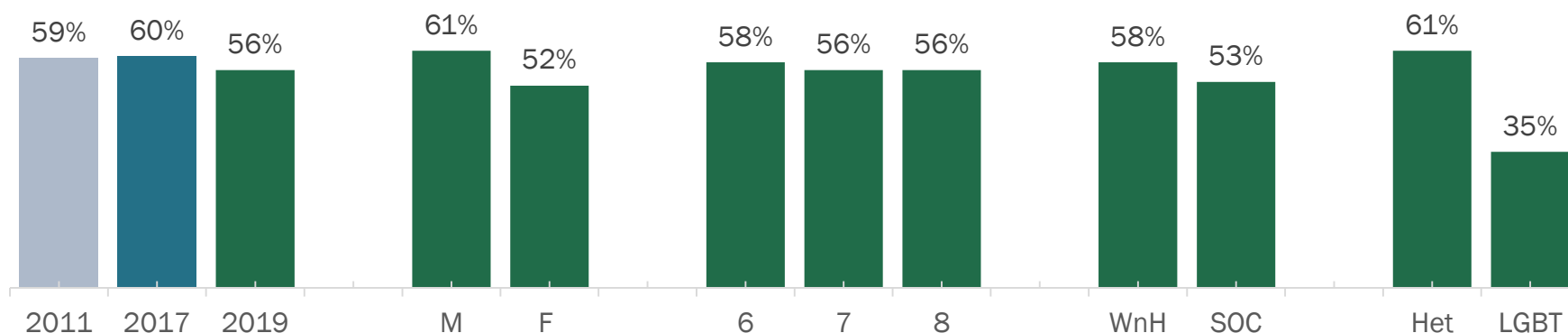
## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON FIVE OR MORE DAYS, PAST WEEK

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

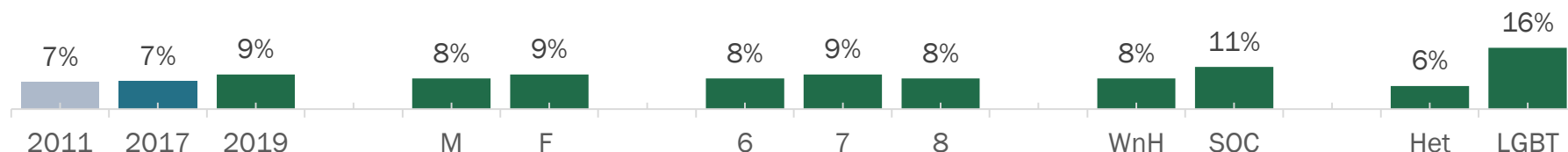
## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON ZERO DAYS, PAST WEEK

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

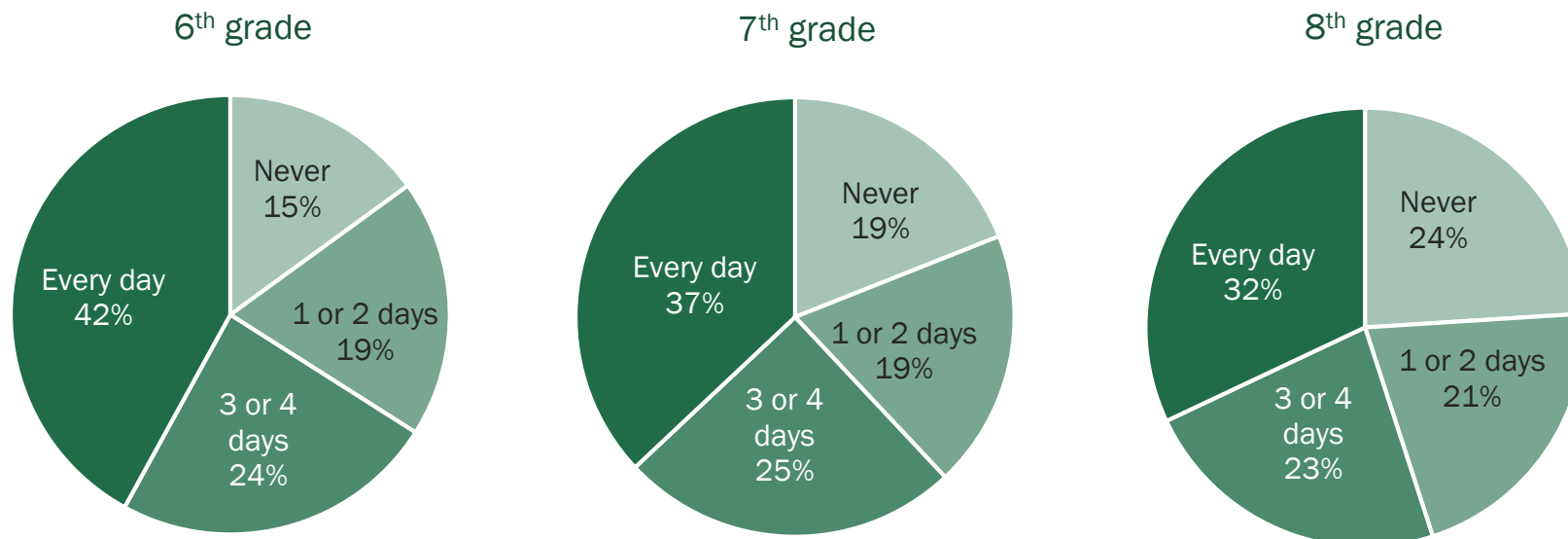


# Physical Activity Breaks at School

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



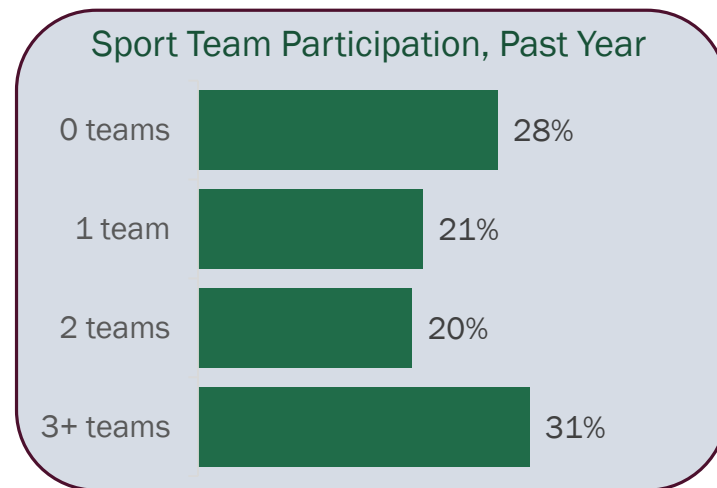
Physical activity breaks were described to include recess, time before or after classes, and short breaks during class. They do not include activity during physical education classes.

# Sport Team Participation

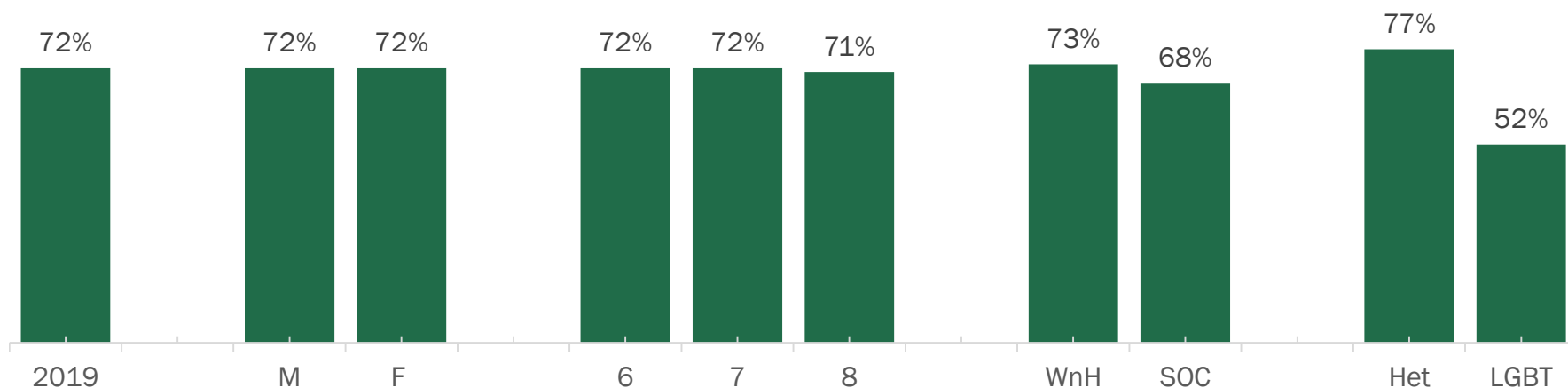
\* New in 2019

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





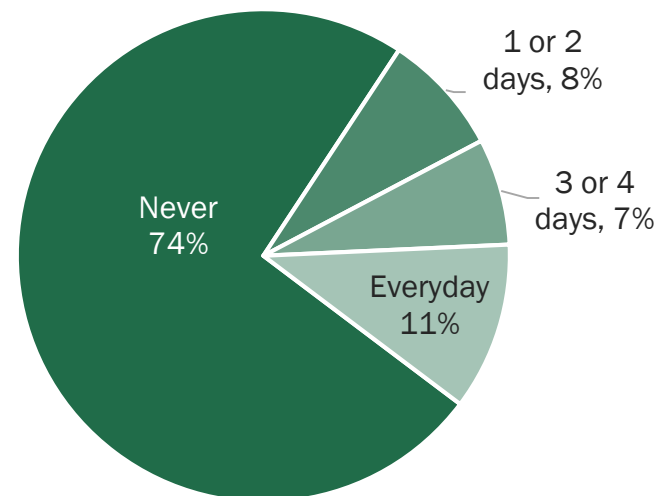
# Walk or Ride a Bike to School

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.

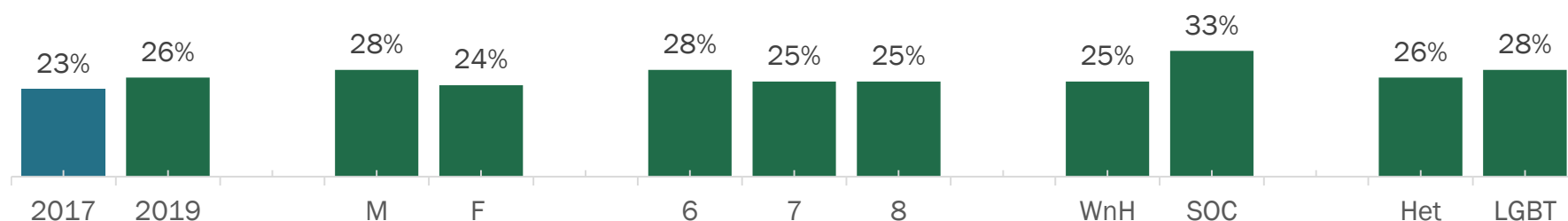
Walking or riding a bike to school significantly increased between 2017 and 2019.

- 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

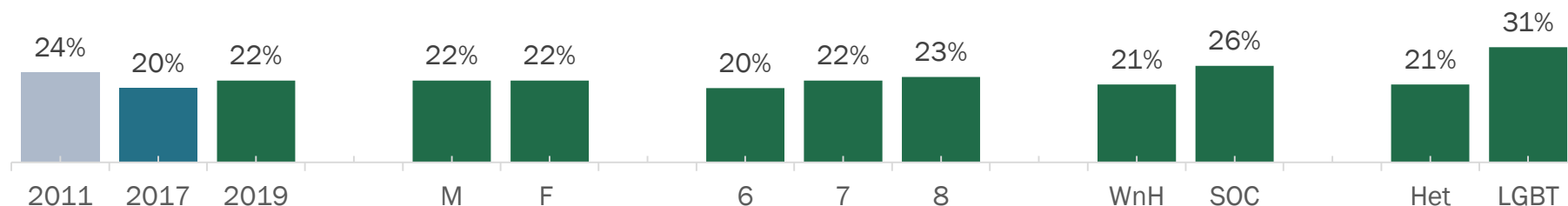
Average Time Spent Watching TV, Weeknight



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



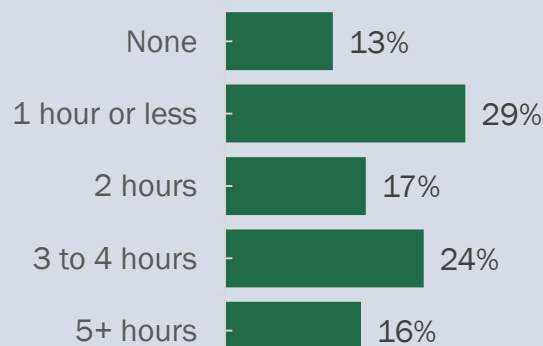
# Physical Inactivity: Computer and Video Game Use

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

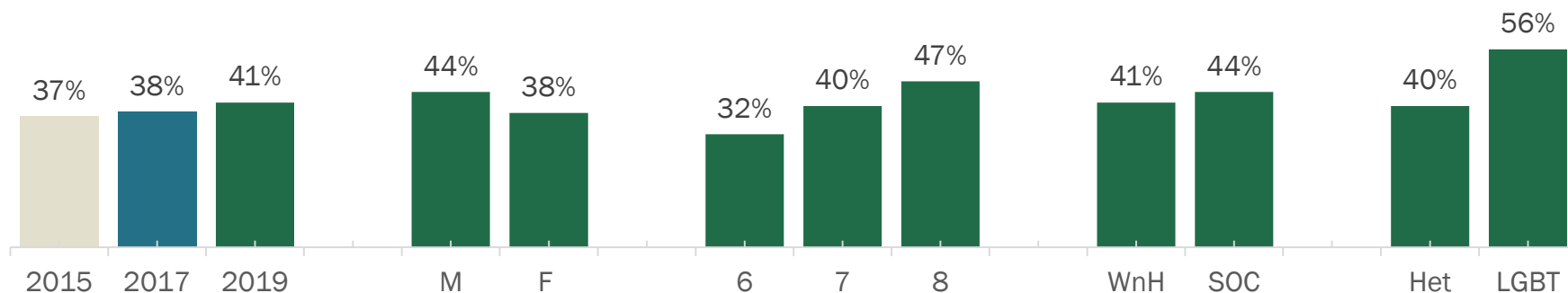
Spending three or more hours per day playing video games or on a computer significantly increased since 2015 and between 2017 and 2019.

- 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.

## Average Computer and Video Game Use, Weekday



## 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

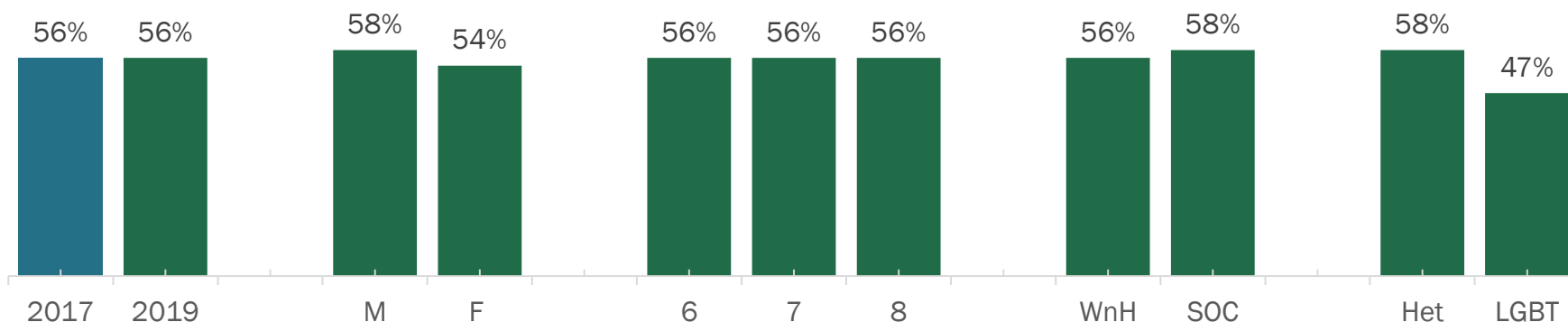
## Water Consumption, Past Week



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%).

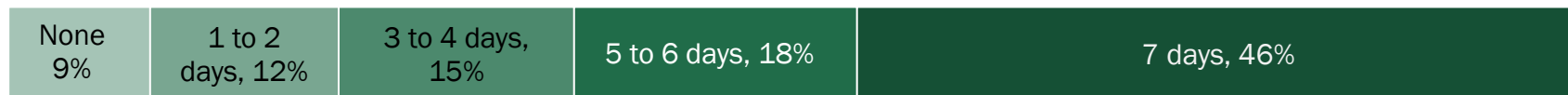
- Male students are significantly more likely than female students to drink three or more glasses of water per day during the previous week.
- Drinking three or more glasses of water per day during the previous week does not differ by grade level or race / ethnicity.
- LGBT students are significantly 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

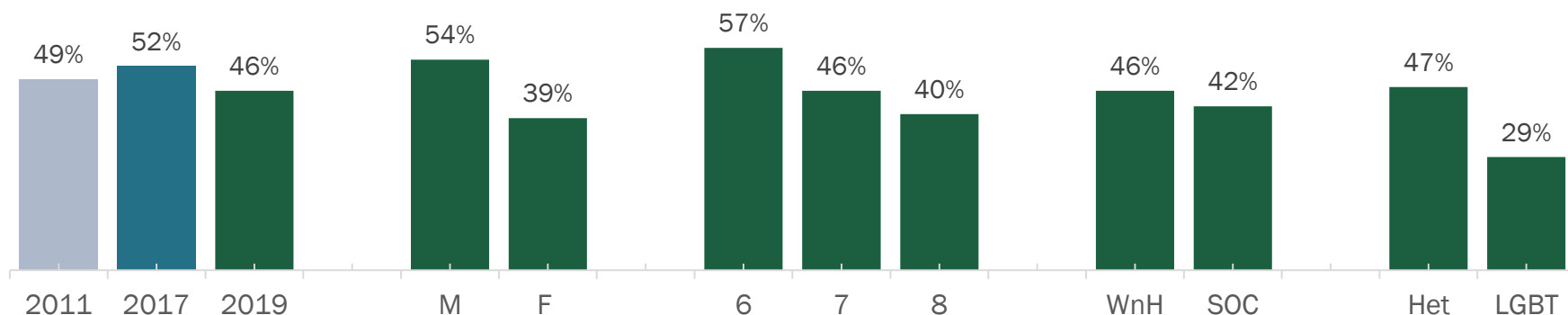


Less than half of all students ate breakfast every day during the previous week.

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





# Social Determinants of Health

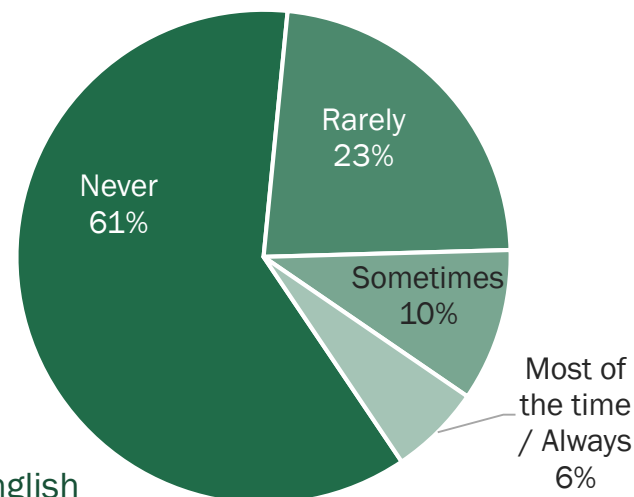
# Language Spoken at Home

\* New in 2019

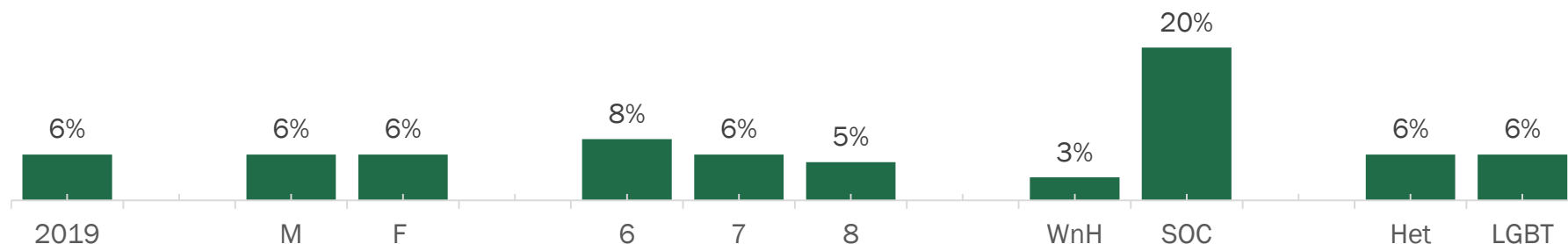
Four in ten students have someone at home who speaks another language (39%). Less than 10% live with people who primarily speak a language other than English (6%).

- Living with people who mostly speak a language other than English does not differ by sex or sexual orientation / gender identity.
- 6<sup>th</sup> 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





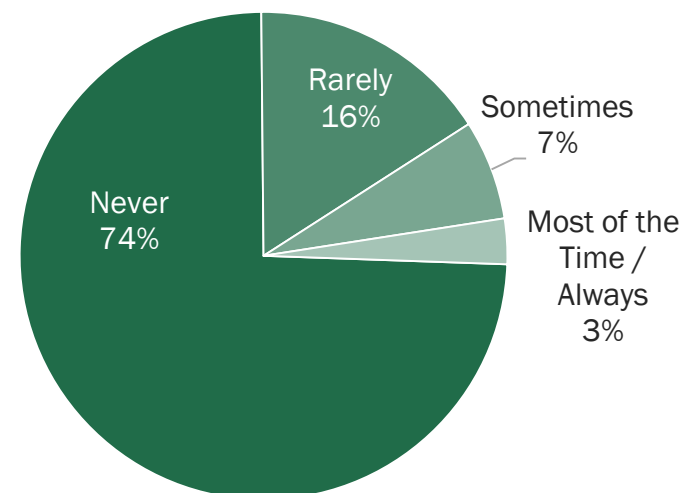
# Food Insecurity

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,.

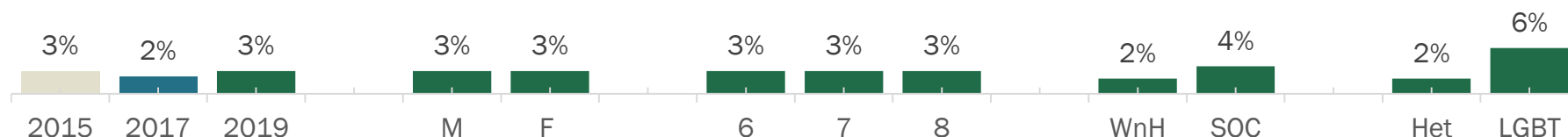
Going hungry at least most of the time has not changed since 2015.

- 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

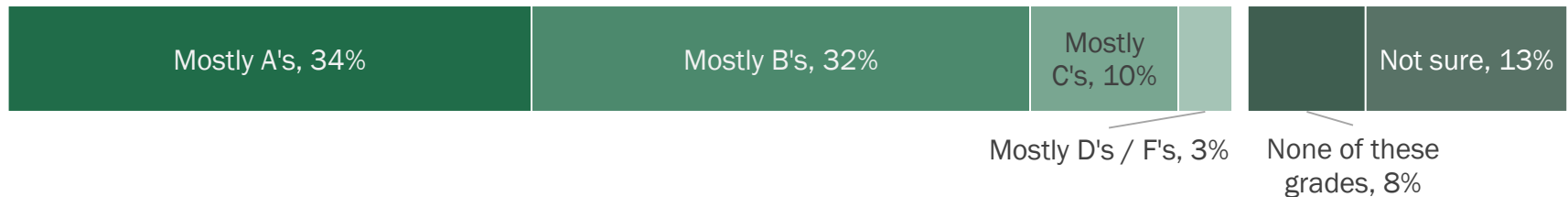




# Youth Assets and Other Protective Factors

# Grades Earned in School

Grades Earned, Past 12 Months

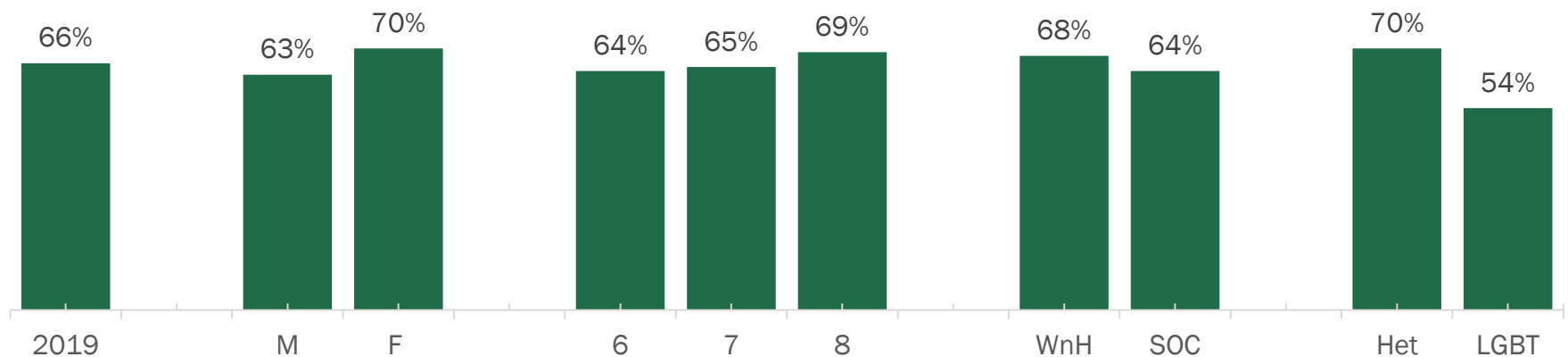


Two thirds of middle school students reported typically earning mostly A's or B's during the past year. About one in eight were not sure (13%); 8% reported having grades other than A-F's.

■ The following students are significantly more likely to mostly earn A's and B's:

- Female students
- White, non-Hispanic students
- Eighth grade students
- Heterosexual / cisgender students

Typically Earned Mostly A's or B's



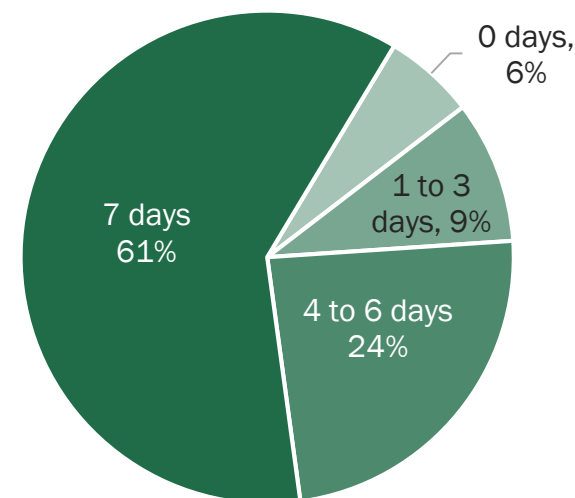
# Family Connectedness

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.

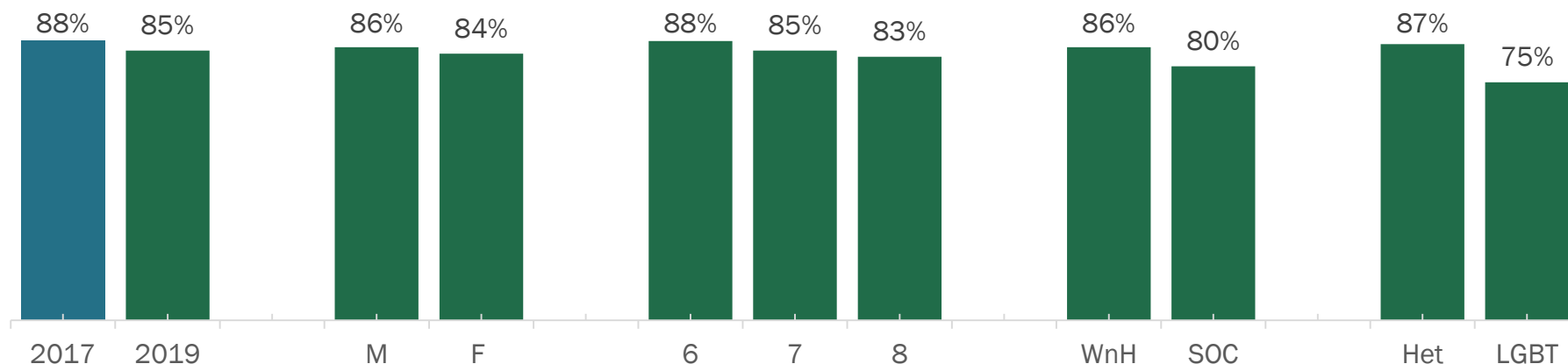
Eating dinner with a parent at least four times during the previous week significantly decreased between 2017 and 2019.

- 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



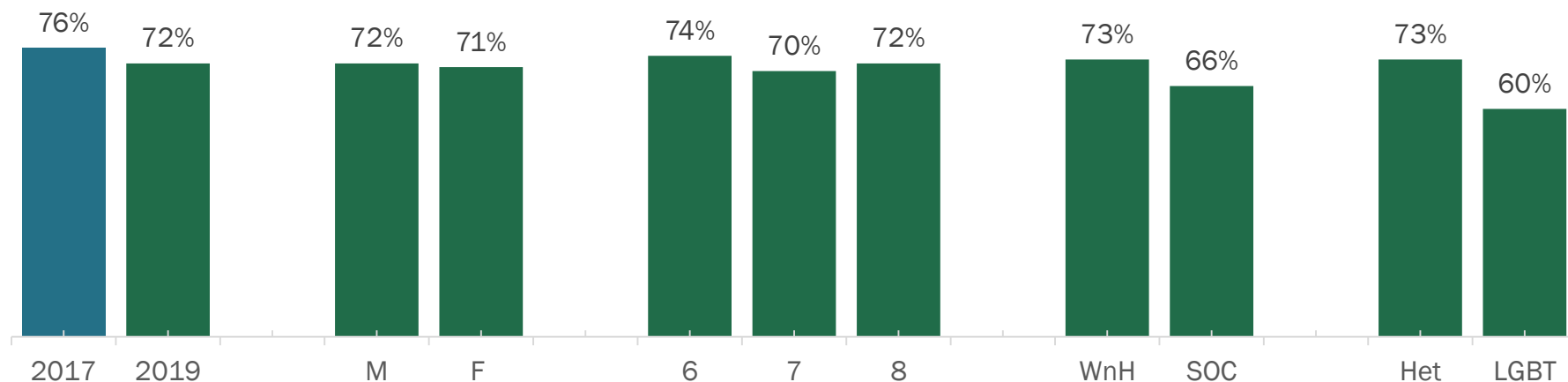
# School Connectedness

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

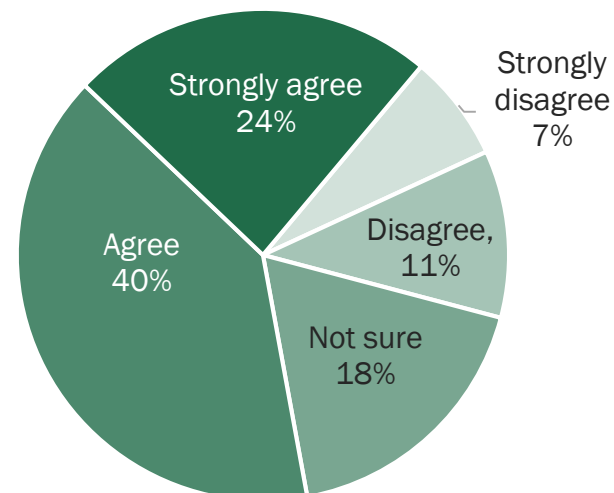


# School Connectedness

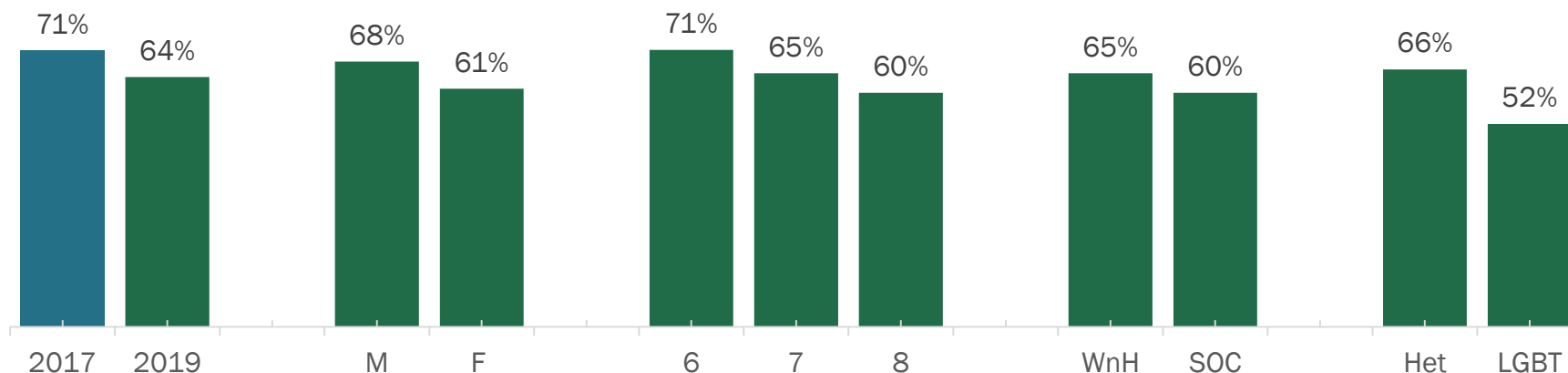
Two-thirds of middle school students agree or strongly agree that their school has clear rules and consequences for behavior (64%). Nearly two in ten are not sure if their school has clear rules and consequences for behaviors (18%).

- 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



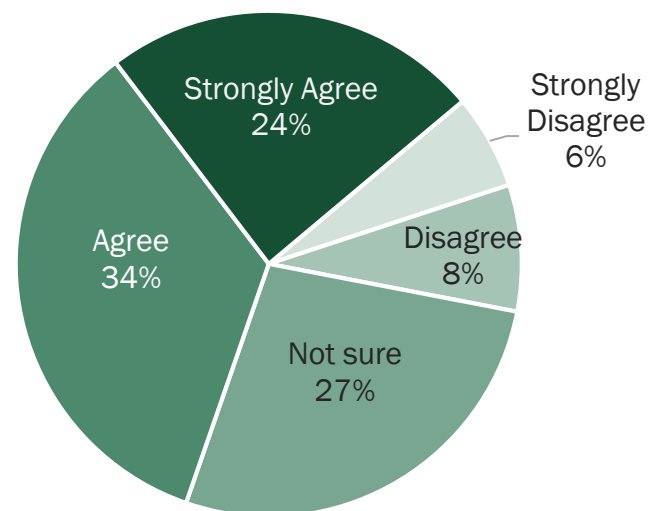
# Community Connectedness

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

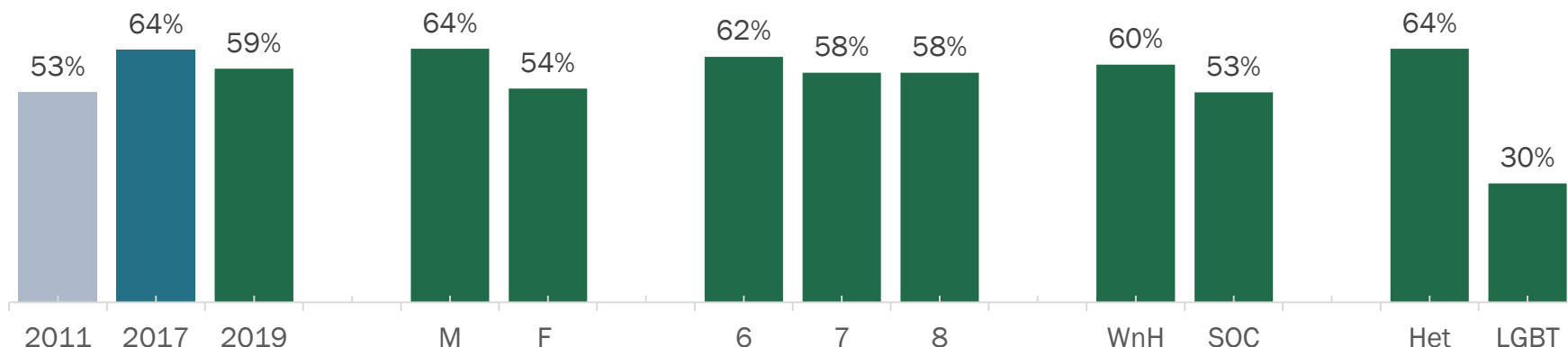
Since 2011, the percent of students who agree or strongly agree that they matter to people in their community significantly increased. Community connectedness significantly decreased between 2017 and 2019.

- Male students are significantly more likely to believe they matter to people in their community compared to female students.
- 6<sup>th</sup> 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.

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