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# **2017 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT**

**MIDDLE SCHOOL**

**REPORT FOR CALEDONIA NORTH SU (SU008)**

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Copies of the questionnaires, state-wide reports, data briefs, and additional sub-state reports are available online. Visit the Vermont Department of Health YRBS website at <http://healthvermont.gov/yrbs>

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

Visit the Vermont Department of Health YRBS website at: [www.healthvermont.gov/yrbs](http://www.healthvermont.gov/yrbs)

## About the YRBS

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

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

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

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

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

## Methodology

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

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

Student participation in the YRBS is anonymous and voluntary. During the spring semester schools were asked to set aside a class period, such during all math classes or during a specific period, to administer the survey. Students were read a set of directions and completed a self-administered paper and pencil questionnaire.

In addition, numerous precautions are taken to ensure the reliability and validity of the results. The Centers for Disease Control and Prevention (CDC) runs over 100 consistency checks on the data to exclude careless, invalid, or logically inconsistent answers. These internal reliability checks help identify the small percentage of students who falsify their answers. The CDC also weights data, a mathematical procedure that makes data representative of the population from which it was drawn. Only states with an overall response rate of at least 60% are weighted based on gender, grade, and race/ethnicity. These precautions can reduce some sources of error, but not all.

Additional information about the methodology of the national, state, and large urban school district YRBS has been described elsewhere and can be found online from the CDC's Healthy Youth-DASH website at:

<https://www.cdc.gov/healthyouth/data/yrbs/methods>

## Using the YRBS Results

### Using the YRBS to engage students, schools, and communities

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

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

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

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

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

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

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

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

### Populations in Focus

The Vermont Department of Health acknowledges that these inequities can have a greater impact than individual choices. To identify disparities and help tell the complex story of youth across Vermont, when possible, health-related factors and behaviors experienced by the following populations are noted:

- Sex (biological)
- Grade
- Race, Ethnicity
- Sexual Orientation

Populations presented vary depending on the size of the SU/SD or district. Smaller area may have limitations based on sample size that prevent all populations to be included.

To maintain anonymity and confidence in results, data is suppressed when the numerator is < 5 or the denominator is < 50 students. Suppression is indicated by a dot (.) and 'Too few students'.

## Understanding and Interpreting the Results

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

Throughout this report, statistically significant differences are noted for the overall estimates by comparing the local and statewide results. Comparisons are also made for students within a local area, such as between male and female students in a particular SU/SD.

Statistical significance is calculated by comparing the 95% confidence intervals of two or more values. If the confidence intervals overlap, the percentages are not different. In other words, the two groups are not statistically different from one another. If the confidence intervals do not overlap, there is a statistical difference between the two groups, indicating that the difference is caused by something other than random chance.

Smaller groups (e.g. a SU/SD, female students, etc.) tend to have wider confidence intervals, thus when compared with another group the two may not be statistically different. In other words, when comparing the responses of two or more groups, the overall percent's may look very different, but the two numbers are not statistically different.

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

SECTION 1: DEMOGRAPHICS

MIDDLE SCHOOL DEMOGRAPHICS		
	SU/SD	VT
Overall	276	16701

		SU/SD	VT
Sex	Male	52%	52%
	Female	48%	48%
Grade	6th Grade	33%	24%
	7th Grade	39%	39%
	8th Grade	28%	37%
Race / Ethnicity	White, non-Hispanic (WnH)	86%	81%
	Students of Color (REM)	14%	19%
Sexual Orientation	Heterosexual (Het)	93%	93%
	Lesbian, Gay, or Bisexual (LGB)	7%	7%

SECTION 2: PERSONAL SAFETY  
 VIOLENCE AND BULLYING

<b>WERE EVER IN A PHYSICAL FIGHT</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		44%	42%	Overall Differences: State vs SU
Sex	Male	56%	56%	VT and SU are Similar
	Female	32%	27%	Within SU Differences
Grade	Grade 6	45%	40%	Males > Females
	Grade 7	46%	43%	
	Grade 8	41%	43%	

<b>WERE EVER BULLIED ON SCHOOL PROPERTY</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		48%	44%	Overall Differences: State vs SU
Sex	Male	44%	39%	SU > VT
	Female	52%	50%	Within SU Differences
Grade	Grade 6	54%	44%	Females > Males
	Grade 7	42%	45%	
	Grade 8	49%	44%	

SECTION 2: PERSONAL SAFETY  
 VIOLENCE AND BULLYING

<b>WERE EVER ELECTRONICALLY BULLIED</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		21%	24%
Overall Differences: State vs SU			
Sex	Male	14%	16%
VT > SU			
	Female	29%	33%
Within SU Differences			
Grade	Grade 6	18%	18%
Females > Males			
	Grade 7	18%	24%
8 > 6			
	Grade 8	29%	28%
8 > 7			

<b>WERE BULLIED, PAST 30 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		20%	22%
Overall Differences: State vs SU			
Sex	Male	16%	17%
VT and SU are Similar			
	Female	25%	26%
Within SU Differences			
Grade	Grade 6	25%	22%
Females > Males			
	Grade 7	17%	22%
6 > 7			
	Grade 8	20%	21%

**SECTION 2: PERSONAL SAFETY**  
**VIOLENCE AND BULLYING**

<b>BULLIED SOMEONE ELSE, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		7%	8%	Overall Differences: State vs SU
Sex	Male	6%	8%	VT and SU are Similar
	Female	9%	8%	Within SU Differences
Grade	Grade 6	7%	7%	
	Grade 7	7%	8%	
	Grade 8	7%	9%	

<b>DID NOT GO TO SCHOOL BECAUSE THEY FELT UNSAFE AT SCHOOL OR ON THEIR WAY TO OR FROM SCHOOL, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		5%	8%	Overall Differences: State vs SU
Sex	Male	.	7%	VT > SU
	Female	7%	10%	Within SU Differences
Grade	Grade 6	.	8%	Too few students by sex
	Grade 7	.	8%	
	Grade 8	.	9%	

**SECTION 2: PERSONAL SAFETY**  
**CAR SAFETY**

<b>SEATBELT USE</b>			
	<b>SU/SD</b>	<b>VT</b>	
Never	.	1%	Too few students
Rarely	2%	1%	
Sometimes	5%	3%	SU > VT
Most of the time	18%	18%	
Always	74%	76%	

<b>RARELY OR NEVER WEAR A SEAT BELT</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		2%	2%	Overall Differences: State vs SU
Sex	Male	.	3%	VT and SU are Similar
	Female	.	2%	Within SU Differences
Grade	Grade 6	.	1%	Too few students by sex
	Grade 7	.	2%	Too few students in at least one grade
	Grade 8	.	3%	

**SECTION 2: PERSONAL SAFETY**  
**CAR SAFETY**

<b>EVER RODE WITH A DRIVER WHO HAD BEEN DRINKING ALCOHOL</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		28%	22%
Overall Differences: State vs SU			
Sex	Male	24%	20%
	Female	34%	24%
SU > VT			
Within SU Differences			
Grade	Grade 6	21%	15%
	Grade 7	25%	21%
	Grade 8	41%	27%
Females > Males			
8 > 6			
8 > 7			

<b>EVER RODE WITH A DRIVER WHO HAD BEEN USING MARIJUANA</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		12%	9%
Overall Differences: State vs SU			
Sex	Male	12%	7%
	Female	12%	10%
SU > VT			
Within SU Differences			
Grade	Grade 6	11%	5%
	Grade 7	9%	8%
	Grade 8	18%	12%
8 > 6			
8 > 7			

SECTION 2: PERSONAL SAFETY  
 INJURY PREVENTION

HELMET USE WHEN RIDING A BICYCLE

	SU/SD	VT	
Never wear a helmet	20%	16%	SU > VT
Rarely wear a helmet	19%	15%	SU > VT
Sometimes wear a helmet	18%	15%	SU > VT
Most of the time wear a helmet	21%	25%	VT > SU
Always wear a helmet	22%	28%	VT > SU

RARELY OR NEVER WEAR A BICYCLE HELMET

	SU/SD	VT		
Overall	39%	31%	Overall Differences: State vs SU	
Sex	Male	36%	33%	SU > VT
	Female	41%	29%	Within SU Differences
Grade	Grade 6	38%	24%	8 > 6
	Grade 7	34%	30%	8 > 7
	Grade 8	49%	37%	

HELMET USE WHEN SKIING OR SNOWBOARDING

	SU/SD	VT	
Never wear a helmet	8%	5%	SU > VT
Rarely wear a helmet	.	2%	Too few students
Sometimes wear a helmet	.	2%	Too few students
Most of the time wear a helmet	9%	7%	
Always wear a helmet	80%	83%	VT > SU

**SECTION 2: PERSONAL SAFETY**  
**INJURY PREVENTION**

<b>RARELY OR NEVER WEAR A HELMET WHEN SKIING OR SNOWBOARDING</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		9%	7%
Overall Differences: State vs SU			
Sex	Male	9%	8%
	Female	8%	6%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	.	7%
	Grade 7	9%	8%
	Grade 8	.	7%
Too few students in at least one grade			

<b>HAD A CONCUSSION FROM PLAYING A SPORT OR BEING PHYSICALLY ACTIVE</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		21%	17%
Overall Differences: State vs SU			
Sex	Male	22%	19%
	Female	21%	16%
SU > VT			
Within SU Differences			
Grade	Grade 6	18%	17%
	Grade 7	26%	17%
	Grade 8	19%	18%
7 > 6			
7 > 8			

SECTION 2: PERSONAL SAFETY  
 TOBACCO EXPOSURE AND PREVENTION

<b>WERE IN THE SAME ROOM WITH SOMEONE WHO WAS SMOKING CIGARETTES, PAST 7 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		31%	26%
Overall Differences: State vs SU			
Sex	Male	34%	25%
	Female	28%	27%
SU > VT			
Within SU Differences			
Grade	Grade 6	29%	21%
	Grade 7	27%	27%
	Grade 8	37%	29%
8 > 6			
8 > 7			

<b>WERE IN THE SAME CAR WITH SOMEONE WHO WAS SMOKING CIGARETTES, PAST 7 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		24%	19%
Overall Differences: State vs SU			
Sex	Male	24%	17%
	Female	24%	20%
SU > VT			
Within SU Differences			
Grade	Grade 6	24%	15%
	Grade 7	20%	19%
	Grade 8	29%	20%
8 > 7			

**SECTION 2: PERSONAL SAFETY**  
**TOBACCO EXPOSURE AND PREVENTION**

<b>SEE TOBACCO ADS WHEN GOING TO A GROCERY STORE, SUPERMARKET, OR CONVENIENCE STORE</b>		
	<b>SU/SD</b>	<b>VT</b>
Never	9%	9%
Rarely	13%	14%
Sometimes	26%	27%
Most of the time	28%	29%
Always	23%	21%

<b>MOST OF THE TIME OR ALWAYS SEE ADS FOR CIGARETTES OR OTHER TOBACCO PRODUCTS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		51%	50%
Sex	Male	54%	51%
	Female	49%	49%
Grade	Grade 6	46%	42%
	Grade 7	55%	50%
	Grade 8	52%	56%

Overall Differences: State vs SU

VT and SU are Similar

Within SU Differences

7 > 6

**SECTION 2: PERSONAL SAFETY**  
**TOBACCO EXPOSURE AND PREVENTION**

<b>WERE ASKED BY A DOCTOR, DENTIST, OR NURSE IF THEY SMOKED, PAST YEAR</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		35%	30%
<b>Overall Differences: State vs SU</b>			
Sex	Male	32%	30%
	Female	37%	31%
<b>Within SU Differences</b>			
Grade	Grade 6	27%	18%
	Grade 7	31%	29%
	Grade 8	49%	40%

SECTION 3: MENTAL HEALTH

<b>FELT SAD OR HOPELESS, PAST YEAR</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		18%	19%	Overall Differences: State vs SU
Sex	Male	11%	12%	VT and SU are Similar
	Female	26%	26%	Within SU Differences
Grade	Grade 6	17%	16%	Females > Males
	Grade 7	15%	18%	8 > 7
	Grade 8	23%	22%	

<b>EVER SERIOUSLY THOUGHT ABOUT KILLING THEMSELVES</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		16%	18%	Overall Differences: State vs SU
Sex	Male	11%	12%	VT and SU are Similar
	Female	21%	23%	Within SU Differences
Grade	Grade 6	9%	13%	Females > Males
	Grade 7	13%	17%	8 > 6
	Grade 8	26%	22%	8 > 7

SECTION 3: MENTAL HEALTH

<b>EVER MADE A PLAN ABOUT HOW THEY WOULD KILL THEMSELVES</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		12%	12%	Overall Differences: State vs SU
Sex	Male	8%	8%	VT and SU are Similar
	Female	16%	16%	Within SU Differences
Grade	Grade 6	7%	7%	Females > Males
	Grade 7	11%	11%	8 > 6
	Grade 8	19%	16%	8 > 7

<b>EVER ATTEMPTED SUICIDE</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		4%	6%	Overall Differences: State vs SU
Sex	Male	.	3%	VT > SU
	Female	7%	8%	Within SU Differences
Grade	Grade 6	.	3%	Too few students by sex
	Grade 7	.	5%	Too few students in at least one grade
	Grade 8	9%	8%	

**SECTION 4: SUBSTANCE USE**  
**LIFETIME USE**

<b>EVER SMOKED A WHOLE CIGARETTE</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		9%	7%
Sex	Male	9%	7%
	Female	9%	7%
Grade	Grade 6	.	4%
	Grade 7	9%	7%
	Grade 8	16%	10%

  

Overall Differences: State vs SU			
SU > VT			
Within SU Differences			
Too few students in at least one grade			

<b>EVER USED AN ELECTRONIC VAPOR PRODUCT</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		10%	9%
Sex	Male	10%	9%
	Female	9%	8%
Grade	Grade 6	.	3%
	Grade 7	10%	8%
	Grade 8	19%	14%

  

Overall Differences: State vs SU			
VT and SU are Similar			
Within SU Differences			
Too few students in at least one grade			

SECTION 4: SUBSTANCE USE  
 LIFETIME USE

<b>EVER USED A FLAVORED TOBACCO PRODUCT</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		7%	5%	Overall Differences: State vs SU
Sex	Male	9%	5%	SU > VT
	Female	6%	5%	Within SU Differences
Grade	Grade 6	.	2%	Too few students in at least one grade
	Grade 7	5%	5%	
	Grade 8	15%	6%	

<b>EVER DRANK ALCOHOL</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		23%	19%	Overall Differences: State vs SU
Sex	Male	24%	20%	SU > VT
	Female	22%	17%	Within SU Differences
Grade	Grade 6	12%	10%	7 > 6
	Grade 7	24%	17%	8 > 6
	Grade 8	34%	26%	8 > 7

**SECTION 4: SUBSTANCE USE**  
 LIFETIME USE

<b>EVER USED MARIJUANA</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		5%	7%
Overall Differences: State vs SU			
Sex	Male	6%	7%
	Female	4%	7%
VT > SU			
Within SU Differences			
Grade	Grade 6	.	2%
	Grade 7	5%	6%
	Grade 8	9%	11%
Too few students in at least one grade			

<b>EVER USED INHALANTS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		5%	4%
Overall Differences: State vs SU			
Sex	Male	5%	4%
	Female	6%	4%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	8%	3%
	Grade 7	5%	4%
	Grade 8	.	5%
Too few students in at least one grade			

SECTION 4: SUBSTANCE USE  
 LIFETIME USE

<b>EVER TOOK PRESCRIPTION PAIN MEDICINE WITHOUT A DOCTOR'S PRESCRIPTION OR DIFFERENTLY THAN HOW A DOCTOR TOLD THEM TO USE IT</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		.	2%
Sex	Male	.	2%
	Female	.	3%
Grade	Grade 6	.	1%
	Grade 7	.	2%
	Grade 8	.	3%

Overall Differences: State vs SU

Too few students

Within SU Differences

Too few students by sex

Too few students in at least one grade

<b>EVER TOOK A PRESCRIPTION STIMULANT WITHOUT A DOCTOR'S PRESCRIPTION OR DIFFERENTLY THAN HOW A DOCTOR TOLD THEM TO USE IT</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		.	2%
Sex	Male	.	2%
	Female	.	2%
Grade	Grade 6	.	1%
	Grade 7	.	2%
	Grade 8	.	2%

Overall Differences: State vs SU

Too few students

Within SU Differences

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>USED TOBACCO PRODUCTS, PAST YEAR</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		8%	5%	Overall Differences: State vs SU
Sex	Male	7%	6%	SU > VT
	Female	9%	5%	Within SU Differences
Grade	Grade 6	9%	3%	6 > 7
	Grade 7	5%	5%	8 > 7
	Grade 8	10%	7%	

<b>SMOKED CIGARETTES OR CIGARS OR USED SMOKELESS TOBACCO OR ELECTRONIC VAPOR PRODUCTS, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		5%	5%	Overall Differences: State vs SU
Sex	Male	6%	5%	VT and SU are Similar
	Female	.	4%	Within SU Differences
Grade	Grade 6	.	2%	Too few students by sex
	Grade 7	.	4%	Too few students in at least one grade
	Grade 8	9%	7%	

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>SMOKED CIGARETTES OR CIGARS OR USED SMOKELESS TOBACCO, PAST 30 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		3%	3%
Overall Differences: State vs SU			
Sex	Male	4%	3%
	Female	.	2%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	.	1%
	Grade 7	.	2%
	Grade 8	.	4%
Too few students by sex			
Too few students in at least one grade			

<b>SMOKED CIGARETTES, PAST 30 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		2%	2%
Overall Differences: State vs SU			
Sex	Male	.	2%
	Female	.	2%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	.	1%
	Grade 7	.	2%
	Grade 8	.	3%
Too few students by sex			
Too few students in at least one grade			

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>AMONG CURRENT USERS: TYPICAL NUMBER OF CIGARETTES SMOKED</b>			
	<b>SU/SD</b>	<b>VT</b>	
Less than 1 cigarette	.	33%	Too few students
1 cigarette	.	23%	Too few students
2 to 5 cigarettes	.	23%	Too few students
6 to 10 cigarettes	.	6%	Too few students
11 to 20 cigarettes	.	.	Too few students
More than 20 cigarettes	.	14%	Too few students

<b>USED AN ELECTRONIC VAPOR PRODUCT PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		.	4%	Overall Differences: State vs SU
Sex	Male	.	4%	Too few students
	Female	.	3%	Within SU Differences
Grade	Grade 6	.	1%	
	Grade 7	.	3%	
	Grade 8	.	6%	

SECTION 4: SUBSTANCE USE  
 CURRENT USE

**AMONG CURRENT USERS: REASONS FOR USING AN ELECTRONIC VAPOR PRODUCT**

	SU/SD	VT	
Friend/family used them	.	38%	Too few students
To try to quit other tobacco products	.	3%	Too few students
Cost less	.	1%	Too few students
Easier to get	.	1%	Too few students
Less harmful	.	7%	Too few students
Available in flavors	.	13%	Too few students
Used for some other reason	.	36%	Too few students

**AMONG CURRENT USERS: ELECTRONIC VAPOR PRODUCT SOURCE**

	SU/SD	VT	
Bought them in a store	.	3%	Too few students
I got them on the Internet	.	9%	Too few students
Someone else bought them	.	10%	Too few students
Borrowed them	.	44%	Too few students
A person 18 or older gave me	.	9%	Too few students
Took them from a store	.	4%	Too few students
Some other way	.	21%	Too few students

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>AMONG CURRENT USERS: FREQUENCY OF ELECTRONIC VAPOR PRODUCT USE</b>			
	<b>SU/SD</b>	<b>VT</b>	
1 or 2 days	.	49%	Too few students
3 to 5 days	.	16%	Too few students
6 to 9 days	.	10%	Too few students
10 to 19 days	.	6%	Too few students
20 to 29 days	.	5%	Too few students
All 30 days	.	15%	Too few students

<b>SMOKED CIGARS, PAST 30 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		.	1%
Overall Differences: State vs SU			
Sex	Male	.	1%
	Female	.	1%
Within SU Differences			
Grade	Grade 6	.	1%
	Grade 7	.	1%
	Grade 8	.	2%

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>USED SMOKELESS TOBACCO, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		.	1%	Overall Differences: State vs SU
Sex	Male	.	2%	Too few students
	Female	.	1%	Within SU Differences
Grade	Grade 6	.	1%	Too few students by sex
	Grade 7	.	1%	Too few students in at least one grade
	Grade 8	.	2%	

<b>TRIED TO QUIT USING ALL TOBACCO PRODUCTS, AMONG STUDENTS WHO USED ANY IN PAST YEAR</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		.	36%	Overall Differences: State vs SU
Sex	Male	.	36%	Too few students
	Female	.	38%	Within SU Differences
Grade	Grade 6	.	30%	Too few students by sex
	Grade 7	.	35%	Too few students in at least one grade
	Grade 8	.	40%	

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>DRANK ALCOHOL, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		10%	7%	Overall Differences: State vs SU
Sex	Male	8%	6%	SU > VT
	Female	11%	6%	Within SU Differences
Grade	Grade 6	.	2%	Too few students in at least one grade
	Grade 7	10%	5%	
	Grade 8	13%	10%	

<b>BINGE DRANK, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		2%	2%	Overall Differences: State vs SU
Sex	Male	.	2%	VT and SU are Similar
	Female	.	1%	Within SU Differences
Grade	Grade 6	.	0%	Too few students by sex
	Grade 7	.	1%	
	Grade 8	.	3%	

**SECTION 4: SUBSTANCE USE**  
 CURRENT USE

<b>AMONG CURRENT USERS: LARGEST AMOUNT OF ALCOHOL CONSUMED</b>			
	<b>SU/SD</b>	<b>VT</b>	
1 or 2 drinks	.	63%	Too few students
3 drinks	.	10%	Too few students
4 drinks	.	7%	Too few students
5 drinks	.	6%	Too few students
6 or 7 drinks	.	4%	Too few students
8 or 9 drinks	.	2%	Too few students
10 or more drinks	.	9%	Too few students

<b>USED MARIJUANA, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		2%	4%	Overall Differences: State vs SU
Sex	Male	.	4%	VT > SU
	Female	.	4%	Within SU Differences
Grade	Grade 6	.	1%	Too few students by sex
	Grade 7	.	3%	Too few students in at least one grade
	Grade 8	.	7%	

**SECTION 4: SUBSTANCE USE**  
 PERCEPTIONS ABOUT USE

<b>THINK IT IS WRONG OR VERY WRONG FOR SOMEONE THEIR AGE TO SMOKE CIGARETTES</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		94%	95%
Overall Differences: State vs SU			
Sex	Male	92%	95%
	Female	95%	95%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	96%	98%
	Grade 7	93%	95%
	Grade 8	93%	93%

<b>THINK IT IS WRONG OR VERY WRONG FOR SOMEONE THEIR AGE TO DRINK ALCOHOL</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		83%	89%
Overall Differences: State vs SU			
Sex	Male	81%	89%
	Female	84%	90%
VT > SU			
Within SU Differences			
Grade	Grade 6	86%	95%
	Grade 7	82%	91%
	Grade 8	80%	84%
6 > 8			

SECTION 4: SUBSTANCE USE  
 PERCEPTIONS ABOUT USE

<b>THINK IT IS WRONG OR VERY WRONG FOR SOMEONE THEIR AGE TO USE MARIJUANA</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		92%	90%
Overall Differences: State vs SU			
Sex	Male	93%	90%
	Female	90%	90%
SU > VT			
Within SU Differences			
Grade	Grade 6	93%	97%
	Grade 7	94%	91%
	Grade 8	88%	84%
6 > 8			
7 > 8			

<b>THINK THEIR PARENTS OR GUARDIANS FEEL IT WOULD BE WRONG OR VERY WRONG FOR THEM TO SMOKE CIGARETTES</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		96%	95%
Overall Differences: State vs SU			
Sex	Male	95%	95%
	Female	97%	95%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	97%	96%
	Grade 7	95%	95%
	Grade 8	96%	95%

**SECTION 4: SUBSTANCE USE**  
 PERCEPTIONS ABOUT USE

<b>THINK THEIR PARENTS OR GUARDIANS FEEL IT WOULD BE WRONG OR VERY WRONG FOR THEM TO DRINK ALCOHOL</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		80%	85%
Overall Differences: State vs SU			
Sex	Male	79%	84%
	Female	82%	87%
VT > SU			
Within SU Differences			
Grade	Grade 6	83%	87%
	Grade 7	78%	86%
	Grade 8	80%	83%

<b>THINK THEIR PARENTS OR GUARDIANS FEEL IT WOULD BE WRONG OR VERY WRONG FOR THEM TO USE MARIJUANA</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		92%	92%
Overall Differences: State vs SU			
Sex	Male	92%	92%
	Female	90%	92%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	92%	95%
	Grade 7	94%	92%
	Grade 8	88%	89%
7 > 8			

**SECTION 4: SUBSTANCE USE**  
 PERCEPTIONS ABOUT USE

<b>THINK CIGARETTES WOULD BE SORT OF EASY OR VERY EASY TO GET</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		23%	22%
Overall Differences: State vs SU			
Sex	Male	23%	22%
	Female	23%	21%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	19%	13%
	Grade 7	23%	20%
	Grade 8	27%	28%
8 > 6			

<b>THINK ALCOHOL WOULD BE SORT OF EASY OR VERY EASY TO GET</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		37%	37%
Overall Differences: State vs SU			
Sex	Male	38%	37%
	Female	37%	37%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	25%	24%
	Grade 7	37%	35%
	Grade 8	51%	48%
7 > 6			
8 > 6			
8 > 7			

SECTION 4: SUBSTANCE USE  
 PERCEPTIONS ABOUT USE

<b>THINK MARIJUANA WOULD BE SORT OF EASY OR VERY EASY TO GET</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		14%	15%
Overall Differences: State vs SU			
Sex	Male	13%	15%
	Female	16%	15%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	13%	6%
	Grade 7	9%	13%
	Grade 8	24%	23%
8 > 6			
8 > 7			

<b>THINK PEOPLE GREATLY RISK HARMING THEMSELVES IF THEY SMOKE ONE OR MORE PACKS OF CIGARETTES PER DAY</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		71%	72%
Overall Differences: State vs SU			
Sex	Male	71%	71%
	Female	71%	74%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	68%	76%
	Grade 7	77%	72%
	Grade 8	65%	70%
7 > 6			
7 > 8			

SECTION 4: SUBSTANCE USE  
 PERCEPTIONS ABOUT USE

**THINK PEOPLE GREATLY RISK HARMING THEMSELVES IF THEY BINGE  
 DRINK EACH WEEKEND**

		SU/SD	VT	
Overall		32%	48%	Overall Differences: State vs SU
Sex	Male	26%	45%	VT > SU
	Female	38%	51%	Within SU Differences
Grade	Grade 6	37%	50%	Females > Males
	Grade 7	31%	48%	
	Grade 8	29%	46%	

**THINK PEOPLE GREATLY RISK HARMING THEMSELVES IF THEY USE  
 MARIJUANA REGULARLY**

		SU/SD	VT	
Overall		52%	59%	Overall Differences: State vs SU
Sex	Male	49%	56%	VT > SU
	Female	58%	62%	Within SU Differences
Grade	Grade 6	64%	73%	Females > Males
	Grade 7	56%	60%	6 > 7
	Grade 8	35%	48%	6 > 8
				7 > 8

SECTION 5: SEXUAL ACTIVITY

<b>EVER HAD SEXUAL INTERCOURSE</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		5%	5%	Overall Differences: State vs SU
Sex	Male	4%	6%	VT and SU are Similar
	Female	5%	4%	Within SU Differences
Grade	Grade 6	.	2%	Too few students in at least one grade
	Grade 7	.	4%	
	Grade 8	10%	8%	

<b>EVER HAD ORAL SEX</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		4%	6%	Overall Differences: State vs SU
Sex	Male	4%	6%	VT > SU
	Female	.	5%	Within SU Differences
Grade	Grade 6	.	1%	Too few students by sex
	Grade 7	.	4%	
	Grade 8	10%	9%	

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
 PHYSICAL ACTIVITY

DAYS ENGAGED IN AT LEAST 60 MIN OF PHYSICAL ACTIVITY, PAST WEEK			
	SU/SD	VT	
0 days	11%	7%	SU > VT
1 day	6%	4%	SU > VT
2 days	10%	7%	SU > VT
3 days	13%	10%	SU > VT
4 days	8%	11%	VT > SU
5 days	13%	15%	VT > SU
6 days	9%	11%	VT > SU
7 days	31%	34%	VT > SU

WERE PHYSICALLY ACTIVE AT LEAST 60 MINUTES PER DAY ON ALL 7 DAYS				
		SU/SD	VT	
Overall		31%	34%	Overall Differences: State vs SU
Sex	Male	40%	42%	VT > SU
	Female	21%	26%	Within SU Differences
Grade	Grade 6	23%	38%	Males > Females
	Grade 7	34%	35%	7 > 6
	Grade 8	35%	30%	8 > 6

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
 PHYSICAL ACTIVITY

<b>WERE PHYSICALLY ACTIVE AT LEAST 60 MINUTES PER DAY ON 5 OR MORE DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		52%	60%
Overall Differences: State vs SU			
Sex	Male	59%	66%
VT > SU			
	Female	45%	54%
Within SU Differences			
Grade	Grade 6	46%	63%
Males > Females			
	Grade 7	56%	60%
7 > 6			
	Grade 8	55%	57%
8 > 6			

<b>WERE NOT PHYSICALLY ACTIVE PAST WEEK</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		11%	7%
Overall Differences: State vs SU			
Sex	Male	12%	7%
SU > VT			
	Female	11%	7%
Within SU Differences			
Grade	Grade 6	12%	7%
	Grade 7	12%	7%
	Grade 8	9%	8%

**SECTION 6: PHYSICAL ACTIVITY AND NUTRITION**  
 PHYSICAL ACTIVITY

<b>PHYSICAL ACTIVITY BREAKS AT SCHOOL, TYPICAL WEEK</b>			
	<b>SU/SD</b>	<b>VT</b>	
0 days	15%	25%	VT > SU
1 day	5%	7%	VT > SU
2 days	6%	8%	VT > SU
3 days	5%	8%	VT > SU
4 days	3%	5%	VT > SU
5 days	65%	46%	SU > VT

<b>GET NO PHYSICAL ACTIVITY BREAKS WHILE THEY ARE AT SCHOOL</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		15%	25%	Overall Differences: State vs SU
Sex	Male	16%	24%	VT > SU
	Female	15%	25%	Within SU Differences
Grade	Grade 6	19%	16%	6 > 8
	Grade 7	15%	26%	
	Grade 8	12%	29%	

**SECTION 6: PHYSICAL ACTIVITY AND NUTRITION**  
 PHYSICAL ACTIVITY

<b>RIDE A BIKE OR WALK TO SCHOOL WHEN WEATHER PERMITS</b>			
	<b>SU/SD</b>	<b>VT</b>	
0 days	89%	77%	SU > VT
1 day	4%	3%	
2 days	.	3%	Too few students
3 days	.	4%	Too few students
4 days	.	2%	Too few students
5 days	4%	10%	VT > SU

<b>WALK OR RIDE THEIR BIKE TO SCHOOL EVERYDAY</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		4%	10%	Overall Differences: State vs SU
Sex	Male	4%	12%	VT > SU
	Female	.	9%	Within SU Differences
Grade	Grade 6	.	11%	Too few students by sex
	Grade 7	.	10%	Too few students in at least one grade
	Grade 8	.	10%	

**SECTION 6: PHYSICAL ACTIVITY AND NUTRITION**  
 PHYSICAL ACTIVITY

<b>WATCH TELEVISION, TYPICAL SCHOOL DAY</b>			
	<b>SU/SD</b>	<b>VT</b>	
No TV on average school day	13%	18%	VT > SU
Less than 1 hour per day	22%	23%	
1 hour per day	20%	18%	
2 hours per day	23%	20%	
3 hours per day	10%	10%	
4 hours per day	6%	4%	SU > VT
5 or more hours per day	6%	6%	

<b>WATCHED TV 3+ HOURS PER DAY</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		22%	20%	Overall Differences: State vs SU
Sex	Male	24%	20%	VT and SU are Similar
	Female	22%	20%	Within SU Differences
Grade	Grade 6	26%	18%	6 > 7
	Grade 7	17%	20%	8 > 7
	Grade 8	26%	21%	

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
 PHYSICAL ACTIVITY

COMPUTER AND VIDEO GAME USE, TYPICAL SCHOOL DAY

	SU/SD	VT	
No playing video/computer game	13%	12%	VT > SU
Less than 1 hour per day	13%	17%	
1 hour per day	16%	15%	
2 hours per day	18%	18%	
3 hours per day	15%	14%	
4 hours per day	9%	8%	
5 or more hours per day	15%	16%	

PLAYED VIDEO OR COMPUTER GAMES OR USED A COMPUTER 3+ HOURS PER DAY

	SU/SD	VT		
Overall	39%	38%	Overall Differences: State vs SU	
Sex	Male	41%	39%	VT and SU are Similar
	Female	38%	37%	Within SU Differences
Grade	Grade 6	37%	29%	8 > 6
	Grade 7	36%	38%	8 > 7
	Grade 8	46%	45%	

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION

NUTRITION

BREAKFAST CONSUMPTION, PAST WEEK			
	SU/SD	VT	
0 days	7%	7%	
1 day	5%	4%	
2 days	7%	7%	
3 days	10%	7%	SU > VT
4 days	7%	6%	
5 days	7%	8%	
6 days	8%	9%	
7 days	49%	52%	VT > SU

DID NOT EAT BREAKFAST, PAST WEEK				
	SU/SD	VT		
Overall	7%	7%	Overall Differences: State vs SU	
Sex	Male	6%	6%	VT and SU are Similar
	Female	9%	7%	Within SU Differences
Grade	Grade 6	.	5%	Too few students in at least one grade
	Grade 7	6%	7%	
	Grade 8	10%	7%	

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
 NUTRITION

GLASSES OF WATER CONSUMED PER DAY, PAST WEEK

	SU/SD	VT	
Did not drink water	5%	3%	SU > VT
1 to 3 times	12%	9%	SU > VT
4 to 6 times	7%	10%	VT > SU
1 time per day	10%	6%	SU > VT
2 times per day	16%	16%	
3 times per day	14%	19%	VT > SU
4 or more times per day	36%	37%	

DRANK THREE OR MORE GLASSES PER DAY OF WATER

	SU/SD	VT	
Overall	49%	56%	Overall Differences: State vs SU
Sex			
Male	50%	57%	VT > SU
Female	50%	54%	Within SU Differences
Grade			
Grade 6	53%	58%	
Grade 7	48%	54%	
Grade 8	48%	56%	

SECTION 7: SOCIAL DETERMINANTS OF HEALTH

<b>WENT HUNGRY BECAUSE THERE WAS NOT ENOUGH FOOD AT HOME, PAST 30 DAYS</b>			
	<b>SU/SD</b>	<b>VT</b>	
Never	77%	77%	
Rarely	17%	14%	SU > VT
Sometimes	4%	7%	VT > SU
Most of the time	2%	1%	
Always	.	1%	Too few students

<b>MOST OF THE TIME OR ALWAYS WENT HUNGRY BECAUSE THERE WAS NOT ENOUGH FOOD IN THEIR HOME</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		2%	2%	Overall Differences: State vs SU
Sex	Male	.	2%	VT and SU are Similar
	Female	.	2%	Within SU Differences
Grade	Grade 6	.	2%	Too few students by sex
	Grade 7	.	2%	Too few students in at least one grade
	Grade 8	.	2%	

SECTION 7: SOCIAL DETERMINANTS OF HEALTH

<b>BORN OUTSIDE THE U.S.</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		3%	6%
Overall Differences: State vs SU			
Sex	Male	.	6%
VT > SU			
	Female	5%	6%
Within SU Differences			
Grade	Grade 6	.	7%
Too few students by sex			
	Grade 7	.	5%
Too few students in at least one grade			
	Grade 8	.	6%

SECTION 8: YOUTH ASSETS AND OTHER PROTECTIVE FACTORS

**ATE DINNER WITH AT LEAST ONE PARENT, PAST WEEK**

	SU/SD	VT	
0 days	6%	5%	
1 day	.	2%	Too few students
2 days	.	2%	Too few students
3 days	2%	3%	VT > SU
4 days	2%	4%	VT > SU
5 days	7%	7%	
6 days	10%	10%	
7 days	71%	66%	SU > VT

**ATE DINNER AT HOME WITH AT LEAST ONE OF THEIR PARENTS ON 4+ DAYS, PAST WEEK**

		SU/SD	VT	
Overall		89%	88%	Overall Differences: State vs SU
Sex	Male	92%	89%	VT and SU are Similar
	Female	86%	87%	Within SU Differences
Grade	Grade 6	96%	90%	Males > Females
	Grade 7	91%	89%	6 > 7
	Grade 8	80%	86%	6 > 8
	.	.	.	7 > 8

SECTION 8: YOUTH ASSETS AND OTHER PROTECTIVE FACTORS

<b>BELIEVE SCHOOL HAS RULES AND CONSEQUENCES FOR BEHAVIORS</b>			
	<b>SU/SD</b>	<b>VT</b>	
Strongly agree	28%	28%	
Agree	48%	43%	SU > VT
Not sure	15%	17%	
Disagree	5%	8%	VT > SU
Strongly disagree	4%	5%	

<b>STRONGLY AGREE OR AGREE THAT THEIR SCHOOL HAS CLEAR RULES AND CONSEQUENCES FOR BEHAVIOR</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		76%	71%	Overall Differences: State vs SU
Sex	Male	77%	72%	SU > VT
	Female	74%	69%	Within SU Differences
Grade	Grade 6	75%	77%	
	Grade 7	78%	72%	
	Grade 8	74%	66%	

**SECTION 8: YOUTH ASSETS AND OTHER PROTECTIVE FACTORS**

<b>BELIEVE THERE IS AT LEAST ONE ADULT IN THEIR SCHOOL THAT THEY CAN TALK TO IF THEY HAVE A PROBLEM</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		74%	76%
Overall Differences: State vs SU			
Sex	Male	69%	76%
	Female	79%	76%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	75%	79%
	Grade 7	74%	75%
	Grade 8	72%	75%
Females > Males			

<b>GRADES EARNED IN SCHOOL</b>			
	<b>SU/SD</b>	<b>VT</b>	
Mostly A's	40%	46%	VT > SU
Mostly B's	40%	38%	
Mostly C's	17%	12%	SU > VT
Mostly D's	3%	3%	
Mostly F's	.	1%	Too few students

<b>BELIEVE THEY MATTER TO PEOPLE IN THEIR COMMUNITY</b>			
	<b>SU/SD</b>	<b>VT</b>	
Strongly agree	26%	27%	
Agree	37%	36%	
Not sure	24%	24%	
Disagree	9%	7%	SU > VT
Strongly disagree	5%	5%	

SECTION 8: YOUTH ASSETS AND OTHER PROTECTIVE FACTORS

<b>STRONGLY AGREE OR AGREE THAT IN THEIR COMMUNITY THEY FEEL LIKE THEY MATTER TO PEOPLE</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		62%	64%
Overall Differences: State vs SU			
Sex	Male	65%	68%
	Female	59%	60%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	64%	67%
	Grade 7	60%	65%
	Grade 8	63%	60%
Males > Females			