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

**MIDDLE SCHOOL**

**REPORT FOR ST JOHNSBURY SD (SU011)**

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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
Total	228	16701

		SU/SD	VT
Sex	Male	50%	52%
	Female	50%	48%
Grade	6th Grade	32%	24%
	7th Grade	33%	39%
	8th Grade	35%	37%
Race / Ethnicity	White, non-Hispanic (WnH)	93%	81%
	Students of Color (REM)	7%	19%
Sexual Orientation	Heterosexual (Het)	88%	93%
	Lesbian, Gay, or Bisexual (LGB)	12%	7%

SECTION 2: PERSONAL SAFETY  
VIOLENCE AND BULLYING

<b>WERE EVER IN A PHYSICAL FIGHT</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		53%	42%
Overall Differences: State vs SU			
Sex	Male	70%	56%
	Female	36%	27%
SU > VT			
Within SU Differences			
Grade	Grade 6	55%	40%
	Grade 7	49%	43%
	Grade 8	54%	43%
Males > Females			

<b>WERE EVER BULLIED ON SCHOOL PROPERTY</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		70%	44%
Overall Differences: State vs SU			
Sex	Male	69%	39%
	Female	71%	50%
SU > VT			
Within SU Differences			
Grade	Grade 6	68%	44%
	Grade 7	75%	45%
	Grade 8	68%	44%
7 > 6			
7 > 8			

SECTION 2: PERSONAL SAFETY  
VIOLENCE AND BULLYING

<b>WERE EVER ELECTRONICALLY BULLIED</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		37%	24%
Overall Differences: State vs SU			
Sex	Male	22%	16%
SU > VT			
	Female	52%	33%
Within SU Differences			
Grade	Grade 6	31%	18%
Females > Males			
	Grade 7	44%	24%
7 > 6			
	Grade 8	35%	28%
7 > 8			

<b>WERE BULLIED, PAST 30 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		43%	22%
Overall Differences: State vs SU			
Sex	Male	40%	17%
SU > VT			
	Female	46%	26%
Within SU Differences			
Grade	Grade 6	37%	22%
7 > 6			
	Grade 7	49%	22%
	Grade 8	43%	21%

SECTION 2: PERSONAL SAFETY  
VIOLENCE AND BULLYING

<b>BULLIED SOMEONE ELSE, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		21%	8%	Overall Differences: State vs SU
Sex	Male	18%	8%	SU > VT
	Female	23%	8%	Within SU Differences
Grade	Grade 6	18%	7%	Females > Males
	Grade 7	27%	8%	7 > 6
	Grade 8	16%	9%	7 > 8

<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		16%	8%	Overall Differences: State vs SU
Sex	Male	14%	7%	SU > VT
	Female	18%	10%	Within SU Differences
Grade	Grade 6	.	8%	Too few students in at least one grade
	Grade 7	19%	8%	
	Grade 8	23%	9%	

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

<b>SEATBELT USE</b>			
	<b>SU/SD</b>	<b>VT</b>	
Never	2%	1%	SU > VT
Rarely	3%	1%	SU > VT
Sometimes	6%	3%	SU > VT
Most of the time	16%	18%	VT > SU
Always	73%	76%	VT > SU

<b>RARELY OR NEVER WEAR A SEAT BELT</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		6%	2%	Overall Differences: State vs SU
Sex	Male	7%	3%	SU > VT
	Female	5%	2%	Within SU Differences
Grade	Grade 6	.	1%	Too few students in at least one grade
	Grade 7	.	2%	
	Grade 8	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		26%	22%
Overall Differences: State vs SU			
Sex	Male	24%	20%
	Female	29%	24%
SU > VT			
Within SU Differences			
Grade	Grade 6	18%	15%
	Grade 7	29%	21%
	Grade 8	31%	27%
7 > 6			
8 > 6			

<b>EVER RODE WITH A DRIVER WHO HAD BEEN USING MARIJUANA</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		15%	9%
Overall Differences: State vs SU			
Sex	Male	13%	7%
	Female	17%	10%
SU > VT			
Within SU Differences			
Grade	Grade 6	.	5%
	Grade 7	.	8%
	Grade 8	30%	12%
Too few students in at least one grade			

SECTION 2: PERSONAL SAFETY  
INJURY PREVENTION

**HELMET USE WHEN RIDING A BICYCLE**

	SU/SD	VT	
Never wear a helmet	23%	16%	SU > VT
Rarely wear a helmet	17%	15%	SU > VT
Sometimes wear a helmet	19%	15%	SU > VT
Most of the time wear a helmet	20%	25%	VT > SU
Always wear a helmet	21%	28%	VT > SU

**RARELY OR NEVER WEAR A BICYCLE HELMET**

	SU/SD	VT	
Overall	40%	31%	Overall Differences: State vs SU
Sex	Male	46%	SU > VT
	Female	34%	Within SU Differences
Grade	Grade 6	37%	Males > Females
	Grade 7	42%	
	Grade 8	40%	37%

**HELMET USE WHEN SKIING OR SNOWBOARDING**

	SU/SD	VT	
Never wear a helmet	15%	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	11%	7%	SU > VT
Always wear a helmet	67%	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		18%	7%	Overall Differences: State vs SU
Sex	Male	.	8%	SU > VT
	Female	.	6%	Within SU Differences
Grade	Grade 6	.	7%	Too few students by sex
	Grade 7	.	8%	Too few students in at least one grade
	Grade 8	.	7%	

<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	23%	19%	SU > VT
	Female	21%	16%	Within SU Differences
Grade	Grade 6	19%	17%	
	Grade 7	22%	17%	
	Grade 8	24%	18%	

**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		37%	26%
Overall Differences: State vs SU			
Sex	Male	31%	25%
	Female	41%	27%
SU > VT			
Within SU Differences			
Grade	Grade 6	36%	21%
	Grade 7	37%	27%
	Grade 8	38%	29%
Females > Males			

<b>WERE IN THE SAME CAR WITH SOMEONE WHO WAS SMOKING CIGARETTES, PAST 7 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		32%	19%
Overall Differences: State vs SU			
Sex	Male	28%	17%
	Female	35%	20%
SU > VT			
Within SU Differences			
Grade	Grade 6	19%	15%
	Grade 7	40%	19%
	Grade 8	37%	20%
Females > Males			
7 > 6			
8 > 6			

**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	10%	9%	
Rarely	7%	14%	VT > SU
Sometimes	17%	27%	VT > SU
Most of the time	32%	29%	
Always	35%	21%	SU > VT

<b>MOST OF THE TIME OR ALWAYS SEE ADS FOR CIGARETTES OR OTHER TOBACCO PRODUCTS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		66%	50%	Overall Differences: State vs SU
Sex	Male	62%	51%	SU > VT
	Female	68%	49%	Within SU Differences
Grade	Grade 6	63%	42%	
	Grade 7	65%	50%	
	Grade 8	69%	56%	

**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		33%	30%	Overall Differences: State vs SU
Sex	Male	31%	30%	VT and SU are Similar
	Female	35%	31%	
Grade	Grade 6	.	18%	Too few students in at least one grade
	Grade 7	35%	29%	
	Grade 8	39%	40%	

SECTION 3: MENTAL HEALTH

<b>FELT SAD OR HOPELESS, PAST YEAR</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		27%	19%	Overall Differences: State vs SU
Sex	Male	18%	12%	SU > VT
	Female	36%	26%	Within SU Differences
Grade	Grade 6	17%	16%	Females > Males
	Grade 7	22%	18%	8 > 6
	Grade 8	41%	22%	8 > 7

<b>EVER SERIOUSLY THOUGHT ABOUT KILLING THEMSELVES</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		27%	18%	Overall Differences: State vs SU
Sex	Male	20%	12%	SU > VT
	Female	33%	23%	Within SU Differences
Grade	Grade 6	13%	13%	Females > Males
	Grade 7	25%	17%	7 > 6
	Grade 8	42%	22%	8 > 6
		.	.	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		21%	12%
Overall Differences: State vs SU			
Sex	Male	17%	8%
	Female	23%	16%
SU > VT			
Within SU Differences			
Grade	Grade 6	.	7%
	Grade 7	20%	11%
	Grade 8	34%	16%
Females > Males			
Too few students in at least one grade			

<b>EVER ATTEMPTED SUICIDE</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		16%	6%
Overall Differences: State vs SU			
Sex	Male	14%	3%
	Female	17%	8%
SU > VT			
Within SU Differences			
Grade	Grade 6	.	3%
	Grade 7	13%	5%
	Grade 8	30%	8%
Too few students in at least one grade			

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

<b>EVER SMOKED A WHOLE CIGARETTE</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		15%	7%	Overall Differences: State vs SU
Sex	Male	18%	7%	SU > VT
	Female	11%	7%	Within SU Differences
Grade	Grade 6	9%	4%	Males > Females
	Grade 7	9%	7%	8 > 6
	Grade 8	25%	10%	8 > 7

<b>EVER USED AN ELECTRONIC VAPOR PRODUCT</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		14%	9%	Overall Differences: State vs SU
Sex	Male	12%	9%	SU > VT
	Female	15%	8%	Within SU Differences
Grade	Grade 6	.	3%	Too few students in at least one grade
	Grade 7	9%	8%	
	Grade 8	25%	14%	

**SECTION 4: SUBSTANCE USE**  
 LIFETIME USE

<b>EVER USED A FLAVORED TOBACCO PRODUCT</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		9%	5%
Overall Differences: State vs SU			
Sex	Male	10%	5%
	Female	7%	5%
SU > VT			
Within SU Differences			
Grade	Grade 6	.	2%
	Grade 7	.	5%
	Grade 8	15%	6%
Too few students in at least one grade			

<b>EVER DRANK ALCOHOL</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		26%	19%
Overall Differences: State vs SU			
Sex	Male	27%	20%
	Female	24%	17%
SU > VT			
Within SU Differences			
Grade	Grade 6	20%	10%
	Grade 7	20%	17%
	Grade 8	39%	26%
8 > 6			
8 > 7			

**SECTION 4: SUBSTANCE USE**  
 LIFETIME USE

<b>EVER USED MARIJUANA</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		14%	7%
Overall Differences: State vs SU			
Sex	Male	12%	7%
	Female	14%	7%
SU > VT			
Within SU Differences			
Grade	Grade 6	.	2%
	Grade 7	.	6%
	Grade 8	29%	11%
Too few students in at least one grade			

<b>EVER USED INHALANTS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		8%	4%
Overall Differences: State vs SU			
Sex	Male	9%	4%
	Female	6%	4%
SU > VT			
Within SU Differences			
Grade	Grade 6	.	3%
	Grade 7	7%	4%
	Grade 8	11%	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%	2%
Overall Differences: State vs SU			
Sex	Male	.	2%
	Female	.	3%
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			

<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%
Overall Differences: State vs SU			
Sex	Male	.	2%
	Female	.	2%
Too few students			
Within SU Differences			
Grade	Grade 6	.	1%
	Grade 7	.	2%
	Grade 8	.	2%
Too few students by sex			
Too few students in at least one grade			

**SECTION 4: SUBSTANCE USE**  
CURRENT USE

<b>USED TOBACCO PRODUCTS, PAST YEAR</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		12%	5%	Overall Differences: State vs SU
Sex	Male	14%	6%	SU > VT
	Female	10%	5%	Within SU Differences
Grade	Grade 6	.	3%	Too few students in at least one grade
	Grade 7	11%	5%	
	Grade 8	21%	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		7%	5%	Overall Differences: State vs SU
Sex	Male	5%	5%	SU > VT
	Female	7%	4%	Within SU Differences
Grade	Grade 6	.	2%	Too few students in at least one grade
	Grade 7	.	4%	
	Grade 8	12%	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		5%	3%
Overall Differences: State vs SU			
Sex	Male	4%	3%
SU > VT			
	Female	6%	2%
Within SU Differences			
Grade	Grade 6	.	1%
Too few students in at least one grade			
	Grade 7	.	2%
	Grade 8	12%	4%

<b>SMOKED CIGARETTES, PAST 30 DAYS</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		5%	2%
Overall Differences: State vs SU			
Sex	Male	.	2%
SU > VT			
	Female	6%	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	11%	3%

**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%	4%	Overall Differences: State vs SU
Sex	Male	.	4%	VT and SU are Similar
	Female	.	3%	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	.	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		2%	1%	Overall Differences: State vs SU
Sex	Male	.	1%	VT and SU are Similar
	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%	

**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		9%	7%	Overall Differences: State vs SU
Sex	Male	9%	6%	SU > VT
	Female	9%	6%	Within SU Differences
Grade	Grade 6	.	2%	Too few students in at least one grade
	Grade 7	.	5%	
	Grade 8	14%	10%	

<b>BINGE DRANK, PAST 30 DAYS</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		.	2%	Overall Differences: State vs SU
Sex	Male	.	2%	Too few students
	Female	.	1%	Within SU Differences
Grade	Grade 6	.	0%	
	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		8%	4%
Overall Differences: State vs SU			
Sex	Male	6%	4%
	Female	9%	4%
Within SU Differences			
Grade	Grade 6	.	1%
	Grade 7	.	3%
	Grade 8	18%	7%
Too few students in at least one grade			

**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		92%	95%	Overall Differences: State vs SU
Sex	Male	91%	95%	VT > SU
	Female	93%	95%	Within SU Differences
Grade	Grade 6	98%	98%	6 > 8
	Grade 7	96%	95%	7 > 8
	Grade 8	83%	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		88%	89%	Overall Differences: State vs SU
Sex	Male	89%	89%	VT and SU are Similar
	Female	89%	90%	Within SU Differences
Grade	Grade 6	94%	95%	6 > 8
	Grade 7	94%	91%	7 > 8
	Grade 8	78%	84%	

**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		85%	90%	Overall Differences: State vs SU
Sex	Male	84%	90%	VT > SU
	Female	86%	90%	Within SU Differences
Grade	Grade 6	96%	97%	6 > 7
	Grade 7	87%	91%	6 > 8
	Grade 8	71%	84%	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		94%	95%	Overall Differences: State vs SU
Sex	Male	94%	95%	VT > SU
	Female	94%	95%	Within SU Differences
Grade	Grade 6	94%	96%	
	Grade 7	94%	95%	
	Grade 8	94%	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		87%	85%
Overall Differences: State vs SU			
Sex	Male	87%	84%
	Female	88%	87%
SU > VT			
Within SU Differences			
Grade	Grade 6	89%	87%
	Grade 7	92%	86%
	Grade 8	82%	83%
6 > 8			
7 > 8			

<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		88%	92%
Overall Differences: State vs SU			
Sex	Male	85%	92%
	Female	89%	92%
VT > SU			
Within SU Differences			
Grade	Grade 6	96%	95%
	Grade 7	89%	92%
	Grade 8	78%	89%
6 > 7			
6 > 8			
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	22%	22%
	Female	26%	21%
VT and SU are Similar			
Within SU Differences			
Grade	Grade 6	14%	13%
	Grade 7	27%	20%
	Grade 8	29%	28%
7 > 6			
8 > 6			

<b>THINK ALCOHOL WOULD BE SORT OF EASY OR VERY EASY TO GET</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		28%	37%
Overall Differences: State vs SU			
Sex	Male	23%	37%
	Female	31%	37%
VT > SU			
Within SU Differences			
Grade	Grade 6	17%	24%
	Grade 7	34%	35%
	Grade 8	31%	48%
Females > Males			
7 > 6			
8 > 6			

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		17%	15%	Overall Differences: State vs SU
Sex	Male	14%	15%	VT and SU are Similar
	Female	21%	15%	Within SU Differences
Grade	Grade 6	.	6%	Females > Males
	Grade 7	17%	13%	Too few students in at least one grade
	Grade 8	28%	23%	

<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		66%	72%	Overall Differences: State vs SU
Sex	Male	69%	71%	VT > SU
	Female	63%	74%	Within SU Differences
Grade	Grade 6	70%	76%	
	Grade 7	64%	72%	
	Grade 8	64%	70%	

SECTION 4: SUBSTANCE USE  
PERCEPTIONS ABOUT USE

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

		SU/SD	VT	
Overall		47%	48%	Overall Differences: State vs SU
Sex	Male	42%	45%	VT and SU are Similar
	Female	51%	51%	Within SU Differences
Grade	Grade 6	49%	50%	Females > Males
	Grade 7	52%	48%	6 > 8
	Grade 8	41%	46%	7 > 8

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

		SU/SD	VT	
Overall		55%	59%	Overall Differences: State vs SU
Sex	Male	53%	56%	VT > SU
	Female	58%	62%	Within SU Differences
Grade	Grade 6	72%	73%	6 > 7
	Grade 7	61%	60%	6 > 8
	Grade 8	33%	48%	7 > 8

SECTION 5: SEXUAL ACTIVITY

<b>EVER HAD SEXUAL INTERCOURSE</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		9%	5%	Overall Differences: State vs SU
Sex	Male	14%	6%	SU > VT
	Female	.	4%	Within SU Differences
Grade	Grade 6	.	2%	Too few students by sex
	Grade 7	7%	4%	Too few students in at least one grade
	Grade 8	13%	8%	

<b>EVER HAD ORAL SEX</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		8%	6%	Overall Differences: State vs SU
Sex	Male	10%	6%	SU > VT
	Female	6%	5%	Within SU Differences
Grade	Grade 6	.	1%	Males > Females
	Grade 7	.	4%	Too few students in at least one grade
	Grade 8	16%	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	10%	7%	SU > VT
1 day	7%	4%	SU > VT
2 days	7%	7%	
3 days	8%	10%	VT > SU
4 days	9%	11%	VT > SU
5 days	9%	15%	VT > SU
6 days	8%	11%	VT > SU
7 days	42%	34%	SU > VT

WERE PHYSICALLY ACTIVE AT LEAST 60 MINUTES PER DAY ON ALL 7 DAYS				
		SU/SD	VT	
Overall		42%	34%	Overall Differences: State vs SU
Sex	Male	45%	42%	SU > VT
	Female	38%	26%	Within SU Differences
Grade	Grade 6	45%	38%	Males > Females
	Grade 7	47%	35%	6 > 8
	Grade 8	33%	30%	7 > 8

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		59%	60%	Overall Differences: State vs SU
Sex	Male	56%	66%	VT and SU are Similar
	Female	61%	54%	Within SU Differences
Grade	Grade 6	61%	63%	6 > 8
	Grade 7	65%	60%	7 > 8
	Grade 8	51%	57%	

<b>WERE NOT PHYSICALLY ACTIVE PAST WEEK</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		10%	7%	Overall Differences: State vs SU
Sex	Male	14%	7%	SU > VT
	Female	6%	7%	Within SU Differences
Grade	Grade 6	10%	7%	Males > Females
	Grade 7	7%	7%	8 > 7
	Grade 8	12%	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	6%	25%	VT > SU
1 day	5%	7%	VT > SU
2 days	6%	8%	VT > SU
3 days	6%	8%	VT > SU
4 days	17%	5%	SU > VT
5 days	60%	46%	SU > VT

<b>GET NO PHYSICAL ACTIVITY BREAKS WHILE THEY ARE AT SCHOOL</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		6%	25%	Overall Differences: State vs SU
Sex	Male	9%	24%	VT > SU
	Female	.	25%	Within SU Differences
Grade	Grade 6	.	16%	Too few students by sex
	Grade 7	.	26%	Too few students in at least one grade
	Grade 8	8%	29%	

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
PHYSICAL ACTIVITY

**RIDE A BIKE OR WALK TO SCHOOL WHEN WEATHER PERMITS**

	SU/SD	VT	
0 days	57%	77%	VT > SU
1 day	7%	3%	SU > VT
2 days	8%	3%	SU > VT
3 days	5%	4%	
4 days	.	2%	Too few students
5 days	21%	10%	SU > VT

**WALK OR RIDE THEIR BIKE TO SCHOOL EVERYDAY**

		SU/SD	VT	
Overall		21%	10%	Overall Differences: State vs SU
Sex	Male	23%	12%	SU > VT
	Female	19%	9%	Within SU Differences
Grade	Grade 6	22%	11%	
	Grade 7	20%	10%	
	Grade 8	21%	10%	

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
PHYSICAL ACTIVITY

WATCH TELEVISION, TYPICAL SCHOOL DAY			
	SU/SD	VT	
No TV on average school day	21%	18%	SU > VT
Less than 1 hour per day	18%	23%	VT > SU
1 hour per day	18%	18%	
2 hours per day	19%	20%	
3 hours per day	8%	10%	VT > SU
4 hours per day	5%	4%	SU > VT
5 or more hours per day	11%	6%	SU > VT

WATCHED TV 3+ HOURS PER DAY			
	SU/SD	VT	
Overall	24%	20%	Overall Differences: State vs SU
Sex			
Male	30%	20%	SU > VT
Female	17%	20%	Within SU Differences
Grade			
Grade 6	12%	18%	Males > Females
Grade 7	31%	20%	7 > 6
Grade 8	27%	21%	8 > 6

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

<b>COMPUTER AND VIDEO GAME USE, TYPICAL SCHOOL DAY</b>			
	<b>SU/SD</b>	<b>VT</b>	
No playing video/computer game	14%	12%	
Less than 1 hour per day	11%	17%	VT > SU
1 hour per day	13%	15%	
2 hours per day	16%	18%	
3 hours per day	16%	14%	SU > VT
4 hours per day	10%	8%	SU > VT
5 or more hours per day	19%	16%	SU > VT

<b>PLAYED VIDEO OR COMPUTER GAMES OR USED A COMPUTER 3+ HOURS PER DAY</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		46%	38%	Overall Differences: State vs SU
Sex	Male	48%	39%	SU > VT
	Female	40%	37%	Within SU Differences
Grade	Grade 6	23%	29%	Males > Females
	Grade 7	50%	38%	7 > 6
	Grade 8	61%	45%	8 > 6
	.	.	.	8 > 7

SECTION 6: PHYSICAL ACTIVITY AND NUTRITION  
NUTRITION

BREAKFAST CONSUMPTION, PAST WEEK			
	SU/SD	VT	
0 days	17%	7%	SU > VT
1 day	7%	4%	SU > VT
2 days	8%	7%	
3 days	4%	7%	VT > SU
4 days	8%	6%	SU > VT
5 days	8%	8%	
6 days	6%	9%	VT > SU
7 days	42%	52%	VT > SU

DID NOT EAT BREAKFAST, PAST WEEK				
	SU/SD	VT		
Overall	17%	7%	Overall Differences: State vs SU	
Sex	Male	13%	6%	SU > VT
	Female	19%	7%	Within SU Differences
Grade	Grade 6	14%	5%	Females > Males
	Grade 7	17%	7%	
	Grade 8	17%	7%	

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

<b>GLASSES OF WATER CONSUMED PER DAY, PAST WEEK</b>			
	<b>SU/SD</b>	<b>VT</b>	
Did not drink water	7%	3%	SU > VT
1 to 3 times	9%	9%	
4 to 6 times	12%	10%	SU > VT
1 time per day	6%	6%	
2 times per day	16%	16%	
3 times per day	14%	19%	VT > SU
4 or more times per day	37%	37%	

<b>DRANK THREE OR MORE GLASSES PER DAY OF WATER</b>				
		<b>SU/SD</b>	<b>VT</b>	
Overall		51%	56%	Overall Differences: State vs SU
Sex	Male	46%	57%	VT > SU
	Female	56%	54%	Within SU Differences
Grade	Grade 6	56%	58%	Females > Males
	Grade 7	48%	54%	6 > 7
	Grade 8	46%	56%	6 > 8

SECTION 7: SOCIAL DETERMINANTS OF HEALTH

**WENT HUNGRY BECAUSE THERE WAS NOT ENOUGH FOOD AT HOME,  
 PAST 30 DAYS**

	SU/SD	VT	
Never	68%	77%	VT > SU
Rarely	19%	14%	SU > VT
Sometimes	10%	7%	SU > VT
Most of the time	.	1%	Too few students
Always	.	1%	Too few students

**MOST OF THE TIME OR ALWAYS WENT HUNGRY BECAUSE THERE WAS NOT  
 ENOUGH FOOD IN THEIR HOME**

	SU/SD	VT	
Overall	.	2%	Overall Differences: State vs SU
Sex			
Male	.	2%	Too few students
Female	.	2%	Within SU Differences
Grade			
Grade 6	.	2%	
Grade 7	.	2%	
Grade 8	.	2%	

SECTION 7: SOCIAL DETERMINANTS OF HEALTH

<b>BORN OUTSIDE THE U.S.</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		8%	6%
Overall Differences: State vs SU			
Sex	Male	7%	6%
SU > VT			
	Female	9%	6%
Within SU Differences			
Grade	Grade 6	7%	7%
	Grade 7	8%	5%
	Grade 8	8%	6%

SECTION 8: YOUTH ASSETS AND OTHER PROTECTIVE FACTORS

<b>ATE DINNER WITH AT LEAST ONE PARENT, PAST WEEK</b>			
	<b>SU/SD</b>	<b>VT</b>	
0 days	8%	5%	SU > VT
1 day	3%	2%	SU > VT
2 days	2%	2%	
3 days	4%	3%	
4 days	3%	4%	
5 days	9%	7%	
6 days	9%	10%	
7 days	61%	66%	VT > SU

<b>ATE DINNER AT HOME WITH AT LEAST ONE OF THEIR PARENTS ON 4+ DAYS, PAST WEEK</b>			
		<b>SU/SD</b>	<b>VT</b>
Overall		82%	88%
Overall Differences: State vs SU			
Sex	Male	83%	89%
VT > SU			
	Female	83%	87%
Within SU Differences			
Grade	Grade 6	90%	90%
	Grade 7	88%	89%
	Grade 8	69%	86%
			6 > 8
			7 > 8

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

**BELIEVE SCHOOL HAS RULES AND CONSEQUENCES FOR BEHAVIORS**

	<b>SU/SD</b>	<b>VT</b>	
Strongly agree	24%	28%	VT > SU
Agree	35%	43%	VT > SU
Not sure	21%	17%	SU > VT
Disagree	11%	8%	SU > VT
Strongly disagree	9%	5%	SU > VT

**STRONGLY AGREE OR AGREE THAT THEIR SCHOOL HAS CLEAR RULES AND CONSEQUENCES FOR BEHAVIOR**

	<b>SU/SD</b>	<b>VT</b>	
Overall	60%	71%	Overall Differences: State vs SU
Sex			VT > SU
Male	63%	72%	
Female	56%	69%	Within SU Differences
Grade			Males > Females
Grade 6	76%	77%	
Grade 7	59%	72%	6 > 7
Grade 8	45%	66%	6 > 8
	.	.	7 > 8

**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		78%	76%	Overall Differences: State vs SU
Sex	Male	75%	76%	VT and SU are Similar
	Female	81%	76%	Within SU Differences
Grade	Grade 6	81%	79%	Females > Males
	Grade 7	80%	75%	
	Grade 8	75%	75%	

<b>GRADES EARNED IN SCHOOL</b>				
		<b>SU/SD</b>	<b>VT</b>	
Mostly A's	30%	46%	VT > SU	
Mostly B's	38%	38%		
Mostly C's	24%	12%	SU > VT	
Mostly D's	5%	3%	SU > VT	
Mostly F's	4%	1%	SU > VT	

<b>BELIEVE THEY MATTER TO PEOPLE IN THEIR COMMUNITY</b>				
		<b>SU/SD</b>	<b>VT</b>	
Strongly agree	28%	27%		
Agree	26%	36%	VT > SU	
Not sure	29%	24%	SU > VT	
Disagree	9%	7%	SU > VT	
Strongly disagree	9%	5%	SU > VT	

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		54%	64%	Overall Differences: State vs SU
Sex	Male	57%	68%	VT > SU
	Female	51%	60%	Within SU Differences
Grade	Grade 6	65%	67%	6 > 7
	Grade 7	54%	65%	6 > 8
	Grade 8	44%	60%	7 > 8