

# 2023 VERMONT YOUTH RISK BEHAVIOR SURVEY

ADDISON NORTHWEST SU

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.

**THANK YOU! ADDISON NORTHWEST SU SCHOOLS**

High School    VERGENNES UHS

Middle School    VERGENNES UHS

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:  
<https://www.HealthVermont.gov/yrbs>

**Table of Contents**

**About the YRBS**..... 3  
**Methodology** ..... 4  
**Using the YRBS**..... 4  
**How Accurate are the Results?**..... 5  
**Understanding and Interpreting the Results**..... 6  
**High School Results**..... 8  
 Demographics..... 9  
 Unintentional Injuries and Prevention..... 10  
 Violence and Bullying..... 13  
 Mental Health..... 16  
 Lifetime Substance Use..... 18  
 Current Substance Use..... 21  
 Other Substance Use Behaviors and Experiences..... 25  
 Perceptions Around Substance Use..... 26  
 Sexual Health..... 30  
 Weight..... 33  
 Physical Activity..... 34  
 Nutrition..... 35  
 Social Determinants of Health..... 37  
 Protective Factors..... 38  
**Middle School Results**..... 41  
 Demographics..... 42  
 Unintentional Injuries and Prevention..... 43  
 Violence and Bullying..... 45  
 Mental Health..... 47  
 Lifetime Substance Use..... 49  
 Current Substance Use..... 51  
 Perceptions Around Substance Use..... 53  
 Sexual Health..... 56  
 Physical Activity..... 57  
 Nutrition..... 59  
 Social Determinants of Health..... 60  
 Protective Factors..... 61

---

### 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
- Violence
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity
- Sexual health behaviors related to 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

### About the YRBS

In Vermont, the Department of Health works with the Agency of Education and the Centers for Disease Control and Prevention (CDC) to administer the YRBS. It is typically conducted every two years during the spring semester. The YRBS was first administered in 1993 among students in grades 8 through 12. Since 2011, Vermont has conducted two separate surveys: a high school survey of students in grades 9 through 12, and a middle school survey of students in grades 6 through 8.

The middle school and high school surveys differ. The middle school survey is shorter and 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 such as driving behaviors and self-reported height and weight.

Copies of the Vermont high school and middle school surveys as well as previous surveys can be found online at: <https://www.HealthVermont.gov/yrbs>

---

## Methodology

The YRBS is a biennial school-based survey. In Vermont, students in all public schools and select independent schools across the state are invited to participate in the YRBS. Historically, this has always taken place in the Spring semester. However, due to the COVID-19 pandemic and remote learning, the 2021 survey was delayed and administered during the fall of 2021.

Survey procedures were designed to protect the privacy of students. The YRBS is confidential, anonymous, and optional for students. All students are read a standard set of directions and asked to complete the self-administered survey. Completion of the survey depends on a student's ability to read and complete the questionnaire independently or with the use of computer assisted technology (e.g., screen readers). Thus, students with very limited reading skills or significant intellectual or learning disabilities, may not be adequately represented in this data. Students can decline participation at any time or skip any questions they do not wish to answer. In addition, to protect students' anonymity, data is suppressed when less than 50 students respond to a question or less than 5 students answer a question in a particular way.

In 2019, Vermont began administering a web-based version of the YRBS. Students complete the YRBS online using a unique, random login code to access the survey online. No survey logic or skip patterns are used to ensure that all students complete the survey in approximately the same time frame, regardless of how they answer a question.

## Using the YRBS

### Engaging 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>

### How Accurate are the Results?

Research indicates data of this nature may be gathered as credibly from adolescents as from adults. The anonymous survey design and survey environment encourages students to be honest and forthright.

Numerous precautions are taken to ensure the reliability and validity of the results. The 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.

The results in this report are weighted by sex, 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 6 through 8 (middle school survey) and high school students grades 9 through 12 (high school survey). Weighting permits us to draw inferences about the school-based student population in Vermont.

More information on survey reliability including "Do students tell the truth" is available on the Vermont Department of Health YRBS webpage at:

<https://www.HealthVermont.gov/yrbs>

---

## Understanding and Interpreting the Results

### Statistical Differences

Throughout this report, statistically significant differences are noted. 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.

A 95% confidence interval is a range of values and can vary due to the size of a particular population or how consistently students responded to an item. Sometimes, when comparing the responses of two or more groups, the overall percent may look very different, but the two numbers are not statistically different. Other times, the two values may be very close but differ statistically.

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

### Data Suppression

For some questions, not enough students respond to be able to report an estimate. In those instances, a dot (.) indicating “too few students” is noted in the table. Reportable estimates include a numerator of at least 5 students and denominator of 50 or more students.

### Subgroup Comparisons

Some subgroups have a higher prevalence of many health-risk behaviors that might place them at risk for unnecessary or premature mortality, morbidity and social problems.

To draw as many statistically meaningful comparisons among groups as possible, some populations have been grouped together. When included, all American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian/Other Pacific Islander, or Hispanic /Latino students were grouped into a "BIPOC" category to compare to white, non-Hispanic students. Similarly, all lesbian, gay, bisexual, or other non-heterosexual sexual orientation and transgender students were grouped into a "LGBTQ+" category to compare to heterosexual/cisgender students.

### Key Terms and Statistical Differences

Each table includes the overall statewide and supervisory union prevalence rates (%). Prevalence rates by subpopulations are included at the local level. Overall statistical comparisons between the statewide and supervisory union rates as well as statistical differences within a supervisory union by subpopulations are indicated within each table. These are noted using the following key terms and statistical differences:

**VT** All students in Vermont

**SU** All students in ADDISON NORTHWEST SU

**M** Male students

**F** Female students

**WnH** White, non-Hispanic students

**BIPOC** American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian/Other Pacific Islander, or Hispanic /Latino students

**Het/Cis** Heterosexual and cisgender students

**LGBTQ+** Transgender, lesbian, gay, bisexual, other sexual orientation, and questioning or unsure if they are transgender students

**IEP** Currently have an IEP or 504 Plan

**noIEP** Do not have an IEP or 504 Plan

**.** Too few students to report

**\*** Significant difference between groups

**#** Significantly increases/decreases with each grade level

**+** Older (11th/12th grade) students are significantly different from younger (9th/10th grade) students

---

# 2023 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

## HIGH SCHOOL RESULTS

---



## Demographics

ADDISON NORTHWEST SU	N
Overall	189

Sex	N	%
Male	106	58
Female	83	42

Year in School	N	%
9th grade	47	22
10th grade	55	28
11th grade	43	23
12th grade	43	27

Note: Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.  
N = Unweighted number of students; % = Weighted percent

Unintentional Injuries and Prevention

	VT	SU/SD	F	M		9-10	11-12
Rarely or never wore a helmet when they rode a bicycle or skateboard or rollerbladed, among those who rode a bicycle or skateboard or rollerbladed, past year	42	41	30	49	*	45	38
Had a concussion from playing a sport or being physically active, past year	18	16	14	18		16	17

	VT	SU/SD	F	M		9-10	11-12
Had at least one sunburn, past year	72	71	81	64	*	71	72
Most of the time or always wear sunscreen when outside for at least one hour	32	34	46	23	*	37	31

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Unintentional Injuries and Prevention

	VT	SU/SD	F	M	9-10	11-12
Were asked by a doctor, dentist, or nurse if they smoked, among those who saw a provider in the past year	49	47	49	46	47	48

	VT	SU/SD	F	M	9-10	11-12
Texted or e-mailed while driving a car or other vehicle, among students who drive, past 30 days	38	27 *	27	27	.	44
Drove a car or other vehicle when they had been drinking alcohol, among students who drive, past 30 days	7	.	.	.	.	.
Drove a car or other vehicle when they had been using marijuana, among students who drive, past 30 days	12	7 *	.	8	.	7

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

## Unintentional Injuries and Prevention

	VT	SU/SD	F	M		9-10	11-12	
Rode with a driver who had been drinking alcohol, past 30 days	19	16	24	10	*	17	16	
Rode in a car or other vehicle driven by someone who had been using marijuana, past 30 days	22	15	*	22	9	*	13	16

. = Too few students to report;  
from younger students

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level;

+ = Older students significantly different

## Violence and Bullying

	VT	SU/SD		F	M	9-10	11-12
Were in a physical fight, past year	16	8 *		8	8	11	.
Were threatened or injured with a weapon on school property, past year	9	5 *		.	6	5	.
Carried a weapon on school property, past 30 days	5	5		.	8	.	6

	VT	SU/SD		F	M	9-10	11-12
Were bullied, past 30 days	21	13 *		16	10	14	11
Bullied someone else, past 30 days	13	6 *		.	8	.	7
Were electronically bullied, past year	18	13 *		21	6 *	15	11

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Violence and Bullying

	VT	SU/SD		F	M	9-10	11-12
Did not go to school because they felt unsafe at school or on their way to or from school, past 30 days	10	4 *		.	.	5	.
Ever saw someone get physically attacked, beaten, stabbed, or shot in their neighborhood	17	5 *		.	6	6	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

## Violence and Bullying

	VT	SU/SD	F	M		9-10	11-12
Report someone has ever done sexual things to them that they did not want	23	21	33	13	*	18	25
Reported someone they were dating or going out with did sexual things that they did not want, among students who dated or went out with someone, past year	14	10	.	.		.	.
Experienced physical dating violence, among students who dated or went out with someone, past year	9	7	.	.		.	10

. = Too few students to report;  
from younger students

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level;

+ = Older students significantly different

Mental Health

	VT	SU/SD		F	M		9-10	11-12
Reported that their mental health was most of the time or always not good, past 30 days	34	21 *		34	11 *		20	22
Most of the time or always bothered by feeling nervous, anxious, or on edge, past year	36	24 *		41	10 *		24	24
Felt sad or hopeless, past year	29	22 *		39	8 *		20	23

	VT	SU/SD		F	M		Row Percent	Row Percent
Purposely hurt themselves without wanting to die, past year	23	13 *		23	5 *		11	15
Made a plan about how they would attempt suicide, past year	14	9 *		14	5 *		10	8
Attempted suicide, past year	7	4 *		7	.		5	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students



Mental Health

	VT	SU/SD	F	M	9-10	11-12
Most of the time or always get the kind of help they need, among those who felt sad, angry, hopeless, or anxious	31	35	39	31	35	36
Would most likely talk to a teacher, counselor or other adult in their school or an adult outside of school who is not a family member about their feelings, among students who felt sad, angry, or anxious	7	10	13	.	8	12

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

## Lifetime Substance Use

	VT	SU/SD		F	M		9-10	11-12	
Ever drank alcohol	49	44 *		52	38 *		37	51	+
Ever smoked a cigarette	18	15		19	12		9	21	+
Ever tried an electronic vapor product	32	27		38	19 *		25	30	
Ever tried marijuana	35	27 *		33	22 *		21	34	+

. = Too few students to report;  
from younger students

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level;

+ = Older students significantly different

Lifetime Substance Use

	VT	SU/SD	F	M	9-10	11-12
Had their first drink of alcohol before age 13 years	14	12	13	11	10	13
Smoked a cigarette before age 13 years	7	4 *	6	.	4	.
First tried an electronic vapor product before age 13	7	4 *	6	.	.	.
Tried marijuana for the first time before age 13 years	6	3 *	.	.	.	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Lifetime Substance Use

	VT	SU/SD	F	M	9-10	11-12
Ever misused a prescription pain medicine	9	.	.	.	.	.
Ever used cocaine	3	2	.	.	.	.
Ever used inhalants	7	4 *	.	.	.	.
Ever used heroin	2	.	.	.	.	.
Ever used methamphetamines	2	.	.	.	.	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Current Substance Use

	VT	SU/SD	F	M		9-10	11-12
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	18	14	20	9	*	11	17
Currently smoked cigarettes	6	4	.	.		.	7
Currently used an electronic vapor product	16	13	20	8	*	10	16
Currently used smokeless tobacco	3	.	.	.		.	.
Currently smoked cigars	4	3	.	.		.	.

. = Too few students to report;      \* = Statistical differences between groups;      # = Significantly increases/decreases with each grade level;      + = Older students significantly different from younger students

## Current Substance Use

	VT	SU/SD	F	M		9-10	11-12	
Currently drank alcohol	27	24	31	18	*	12	35	+
Binge drank, past 30 days	13	13	17	10		5	21	+
Currently used marijuana	22	18	24	13	*	13	22	+
Misused any prescription medication, past 30 days	5	.	.	.		.	.	

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Current Substance Use

	VT	SU/SD	F	M	9-10	11-12
Usually got electronic vapor products by buying them themselves in a convenience store, supermarket, discount store, or gas station, among students who used EVP, past 30 days	4	.	.	.	.	.
Primarily used EVP because they were curious about them, among students who used EVP, past 30 days	25	.	.	.	.	.
Primarily used EVP because friends or family used them, among students who used EVP, past 30 days	19	.	.	.	.	.

. = Too few students to report;      \* = Statistical differences between groups;      # = Significantly increases/decreases with each grade level;      + = Older students significantly different from younger students

Current Substance Use

	VT	SU/SD	F	M	9-10	11-12
Used an electronic vapor product to vape marijuana, among students who used marijuana, past 30 days	65	.	.	.	.	.
Usually used marijuana by smoking it in a joint, bong, pipe, or blunt, among students who used marijuana, past 30 days	67	.	.	.	.	.
	3	.	.	.	.	.
Usually used marijuana by vaping it, among students who used marijuana, past 30 days	15	.	.	.	.	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students



Other Substance Use Behaviors and Experiences

	VT	SU/SD		F	M	9-10	11-12
Attended school under the influence of alcohol or other illegal drugs, past year	12	9 *		6	11	8	10
Tried to quit using all tobacco products, past year	12	12		14	10	7	16 +
Ever lived with a parent or guardian who was having a problem with alcohol or drug use	27	17 *		24	11 *	17	18

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Perceptions Around Substance Use

	VT	SU/SD	F	M	9-10	11-12
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	60	61	62	60	57	64
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	66	63	64	62	59	67
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	58	56	55	58	53	60

. = Too few students to report;      \* = Statistical differences between groups;      # = Significantly increases/decreases with each grade level;      + = Older students significantly different from younger students

Perceptions Around Substance Use

	VT	SU/SD	F	M	9-10	11-12		
Think it is wrong or very wrong for someone their age to use electronic vapor products	70	70	69	71	74	66		
Think it is wrong or very wrong for someone their age to drink alcohol	53	55	52	58	66	44	+	
Think it is wrong or very wrong for someone their age to use marijuana	55	61	*	58	63	69	51	+

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Perceptions Around Substance Use

	VT	SU/SD	F	M	9-10	11-12	
Responded that their parents or guardians feel it would be wrong or very wrong for them to use electronic vapor products	89	91	88	93	96	86	+
Responded that their parents or guardians feel it would be wrong or very wrong for them to drink alcohol	67	69	64	73	77	61	+
Responded that their parents or guardians feel it would be wrong or very wrong for them to use marijuana	75	80	*	79	81	80	

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Perceptions Around Substance Use

	VT	SU/SD	F	M	9-10	11-12
Think people greatly risk harming themselves, physically or in other ways, if they use electronic vapor product regularly	42	40	37	43	39	42
Think people greatly risk harming themselves, physically or in other ways, if they have five or more drinks of alcohol once or twice each weekend	35	35	33	36	37	31
Think people greatly risk harming themselves, physically or in other ways, if they use marijuana regularly	24	19 *	21	17	22	15

. = Too few students to report;      \* = Statistical differences between groups;      # = Significantly increases/decreases with each grade level;      + = Older students significantly different from younger students

Sexual Health

	VT	SU/SD	F	M	9-10	11-12
Were ever tested for human immunodeficiency virus (HIV)	8	7	7	7	5	10
Were tested for a sexually transmitted disease (STD), past year	8	6	.	7	.	10

	VT	SU/SD	F	M	9-10	11-12
Ever had sexual intercourse	37	27 *	28	27	14	40 +
Had sexual intercourse with four or more persons during their life	8	5	.	7	.	7

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Sexual Health

	VT	SU/SD	F	M	9-10	11-12
Were currently sexually active, past 3 month	28	21 *	25	18	10	32 +

	VT	SU/SD	F	M	9-10	11-12
Drank alcohol or used drugs before last sexual intercourse, among students who were currently sexually active	20	.	.	.	.	.
Used a condom during last sexual intercourse, among students who were currently sexually active	49	.	.	.	.	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Sexual Health

	VT	SU/SD	F	M	9-10	11-12
Used an IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon) before last sexual intercourse with an opposite-sex partner, among students who were currently sexually active	18	.	.	.	.	.
Used birth control pills; an IUD or implant; or a shot, patch, or birth control ring before last sexual intercourse with an opposite-sex partner, among students who were currently sexually active	52	.	.	.	.	.
Did not use any method to prevent pregnancy during last sexual intercourse with an opposite-sex partner, among students who were currently sexually active	7	.	.	.	.	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students



Weight

	VT	SU/SD	F	M	9-10	11-12
Are overweight	14	10 *	10	9	13	7
Are obese	14	14	13	14	12	15

	VT	SU/SD	F	M	9-10	11-12
Described themselves as slightly or very overweight	29	27	35	22 *	29	26
Were trying to lose weight	39	33 *	44	24 *	34	32
Tried to lose weight or keep from gaining weight by going without eating for 24 hours or more, taking any diet pills, powders, or liquids, vomiting or taking laxatives, smoking cigarettes, or skipping meals	22	20	35	8 *	20	20

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Physical Activity

	VT	SU/SD		F	M		9-10	11-12	
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	13	8	*	10	7		10	7	
Were physically active at least 60 minutes per day on 5 or more days, past week	52	61	*	50	70	*	53	69	+
Were physically active at least 60 minutes per day on all 7 days, past week	28	34	*	25	41	*	28	39	

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

	VT	SU/SD	F	M	9-10	11-12	
Did not eat breakfast, past week	14	14	16	13	21	7	+
Ate breakfast on 5 or more days, past week	49	50	46	53	55	45	
Ate breakfast on all 7 days, past week	32	32	24	38	35	30	*

. = Too few students to report;  
from younger students

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level;

+ = Older students significantly different

## Nutrition

	VT	SU/SD	F	M	9-10	11-12		
Ate 5+ fruits/vegetables every day, past week	19	16	17	15	20	13		
Did not eat vegetables, past week	6	7	.	9	7	7		
Ate vegetables one or more times per day, past week	69	72	76	69	68	75		
Ate vegetables two or more times per day, past week	34	33	31	35	33	34		
Ate vegetables three or more times per day, past week	17	14	12	16	15	14		
Did not eat fruit or drink 100% fruit juices, past week	7	7	.	10	7	8		
Ate fruit or drank 100% fruit juices one or more times per day, past week	58	61	66	56	62	60		
Ate fruit or drank 100% fruit juices two or more times per day, past week	27	32	*	34	29	39	25	+

. = Too few students to report;  
from younger students

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level;

+ = Older students significantly different

## Social Determinants of Health

	VT	SU/SD	F	M	9-10	11-12
Most of the time or always went hungry because there was not enough food in their home, past 30 days	2	.	.	.	.	.
Experienced unstable housing, past 30 days	4	3	.	.	.	.
Think their family subjective social status is worse than other families	3	.	.	.	.	.

	VT	SU/SD	F	M	9-10	11-12
Have a disability or long-term health problem that keeps them from doing everyday activities	7	4 *	.	5	5	.
Currently receive Special Education services through an Individualized Education Plan (IEP) or 504 plan	18	17	19	16	16	18

. = Too few students to report;  
from younger students

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level;

+ = Older students significantly different

Protective Factors

	VT	SU/SD	F	M	9-10	11-12
Ate dinner at home with at least one parent or other adult family member on four or more days during the previous week	72	77	77	76	83	71 +

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Protective Factors

	VT	SU/SD		F	M		9-10	11-12
Strongly agree or agree that their school has clear rules and consequences for behavior	48	37 *		22	51 *		40	36
Felt that they were ever treated badly or unfairly in school because of their race or ethnicity	21	12 *		13	11		12	12
Reported there is at least one teacher or other adult in their school that they can talk to if they have a problem	69	74 *		73	74		71	76
During an average school week, spend 10 or more hours participating in afterschool activities	24	36 *		36	36		37	35
Report they are most likely to attend a 4-year college or university, a community college, or technical school after high school	69	72		82	65 *		71	74

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students

Protective Factors

	VT	SU/SD	F	M	9-10	11-12
Used social media several times a day	80	76	78	75	80	73

	VT	SU/SD	F	M	9-10	11-12
Strongly agree or agree that in their community they feel like they matter to people	54	65 *	55	74 *	64	68

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students



---

# 2023 VERMONT YOUTH RISK BEHAVIOR SURVEY REPORT

## MIDDLE SCHOOL RESULTS

---

## Demographics

	N
Overall	101

Year in School	N	%
7th grade	57	56
8th grade	44	44

Note: Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.

N = Unweighted number of students; % = Weighted percent

Unintentional Injuries and Prevention

	VT	SU/SD	
Rarely or never wore a bicycle helmet, among students who had ridden a bicycle	27	25	
Rarely or never wore a helmet when rollerblading or skateboarding, among students who used rollerblades or rode a skateboard	30	17	*
Had a concussion from playing a sport or being physically active, past year	17	14	

	VT	SU/SD	
Had a sunburn, past year	62	63	
Most of the time or always wear sunscreen	42	40	

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Unintentional Injuries and Prevention

	VT	SU/SD	
Were asked by a doctor, dentist, or nurse if they used a tobacco product among those who saw a provider during the past year	26	20	*

	VT	SU/SD	
Do not always wear a seat belt	25	23	
Ever rode with a driver who had been drinking alcohol	19	12	*
Ever rode with a driver who had been using marijuana	13	6	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Violence and Bullying

	VT	SU/SD	
Were ever bullied on school property	47	42	*
Were ever electronically bullied	30	33	
Were bullied, past 30 days	27	21	*
Bullied someone else, past 30 days	12	8	*

	VT	SU/SD	
Were ever in a physical fight	40	29	*
Ever saw someone get physically attacked, beaten, stabbed, or shot in their neighborhood	15	6	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

Violence and Bullying

	VT	SU/SD	
Report someone has ever done sexual things to them that they did not want	13	9	*

	VT	SU/SD	
Did not go to school because they felt unsafe at school or on their way to or from school, past 30 days	12	5	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Mental Health

	VT	SU/SD	
Reported that their mental health was most of the time or always not good during the past 30 days	25	23	
Have ever done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose	21	16	*
Felt sad or hopeless, past year	24	17	*

	VT	SU/SD	
Ever seriously thought about killing themselves	20	14	*
Ever made a plan about how they would kill themselves	15	9	*
Ever tried to kill themselves	7	3	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

Mental Health

	VT	SU/SD
Most of the time or always get the kind of help they need, among those who felt sad, angry, hopeless, or anxious	41	45
Would most likely to talk to a teacher, counselor or other adult in their school or an adult outside of school who is not a family member about their feelings, among those who felt sad, angry, hopeless, or anxious	5	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level



## Lifetime Substance Use

	VT	SU/SD	
Ever drank alcohol	19	14	*
Ever smoked a cigarette	7	.	
Ever tried an electronic vapor product	12	6	*
Ever tried a flavored tobacco product	6	5	
Ever tried marijuana	8	7	

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Lifetime Substance Use

	VT	SU/SD
Had their first drink of alcohol before age 11 years	9	8
Smoked a cigarette before age 11 years	3	.
	3	.
First tried a flavored tobacco product before age 11	3	.
Tried marijuana for the first time before age 11 years	2	.

	VT	SU/SD
Ever misused a prescription pain medicine	7	.
Ever used inhalants	6	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

Current Substance Use

	VT	SU/SD
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	7	5
	2	.
Currently used an electronic vapor product	6	4
Currently used smokeless tobacco	1	.
Currently smoked cigars	1	.

	VT	SU/SD
Currently drank alcohol	5	7
Currently used marijuana	4	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

Current Substance Use

	VT	SU/SD
	14	.
	29	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

Perceptions Around Substance Use

	VT	SU/SD
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	24	27
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	38	36
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	20	17

	VT	SU/SD
Think it is wrong or very wrong for someone their age to use electronic vapor products	89	94 *

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Perceptions Around Substance Use

	VT	SU/SD	
Believe that their parents or guardians feel it would be wrong or very wrong for them to use electronic vapor products	94	97	*
Believe that their parents or guardians feel it would be wrong or very wrong for them to drink alcohol	86	86	
Believe that their parents or guardians feel it would be wrong or very wrong for them to use marijuana	92	98	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Perceptions Around Substance Use

	VT	SU/SD	
Think people greatly risk harming themselves, physically or in other ways, if they use electronic vapor products regularly	51	47	
Think people greatly risk harming themselves, physically or in other ways, if they have five or more drinks of alcohol once or twice each weekend	39	34	*
Think people greatly risk harming themselves, physically or in other ways, if they use marijuana regularly	45	37	*

. = Too few students to report;

\* = Statistical differences between groups;

# = Significantly increases/decreases with each grade level

## Sexual Health

	VT	SU/SD
	5	.
	51	.

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level



Physical Activity

	VT	SU/SD	
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	10	16	*
Were physically active at least 60 minutes per day on 5 or more days, past week	59	57	
Were physically active at least 60 minutes per day on all 7 days, past week	34	33	

	VT	SU/SD	
Played on at least one sports team, past year	69	78	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Physical Activity

	VT	SU/SD	
Walk or ride their bike to school at least once a week when weather permits	23	26	
Walk or ride their bike to school five days a week when weather permits	11	16	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

	VT	SU/SD
Did not eat breakfast, past week	12	12
Ate breakfast on 5 or more days, past week	60	63
Ate breakfast on all 7 days, past week	42	43

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Social Determinants of Health

	VT	SU/SD
Most of the time or always went hungry because there was not enough food in their home, past 30 days	2	.
	2	.
People in their home most of the time or always speak a language other than English	7	4 *

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

Protective Factors

	VT	SU/SD	
Ate dinner at home with at least one of their parents or other adult family member on four or more days, past week	87	81	*

	VT	SU/SD	
Ever felt that they were treated badly or unfairly in school because of their race or ethnicity	25	18	*
Have at least one teacher or other adult in their school that they can talk to if they have a problem	65	74	*
Strongly agree or agree that their school has clear rules and consequences for behavior	56	43	*
Spend 10 or more hours participating in afterschool activities during a typical school week	13	19	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level

## Protective Factors

	VT	SU/SD	
Do not use social media such as Instagram, TikTok, Snapchat, and Twitter	21	23	
Use social media such as Instagram, TikTok, Snapchat, and Twitter several times a day	60	53	*

	VT	SU/SD	
Strongly agree or agree that in their community they feel like they matter to people	56	64	*

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level