

# 2023 VERMONT YOUTH RISK BEHAVIOR SURVEY

WINOOSKI SD

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! WINOOSKI SD SCHOOLS**

High School WINOOSKI MIDDLE / HIGH SCHOOL

Middle School WINOOSKI MIDDLE / HIGH SCHOOL

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..... 11  
Violence and Bullying..... 14  
Mental Health..... 17  
Lifetime Substance Use..... 19  
Current Substance Use..... 22  
Other Substance Use Behaviors and Experiences..... 26  
Perceptions Around Substance Use..... 27  
Sexual Health..... 31  
Weight..... 34  
Physical Activity..... 35  
Nutrition..... 36  
Social Determinants of Health..... 38  
Protective Factors..... 39  
**Middle School Results**..... 42  
Demographics..... 43  
Unintentional Injuries and Prevention..... 45  
Violence and Bullying..... 47  
Mental Health..... 49  
Lifetime Substance Use..... 51  
Current Substance Use..... 53  
Perceptions Around Substance Use..... 55  
Sexual Health..... 58  
Physical Activity..... 59  
Nutrition..... 61  
Social Determinants of Health..... 62  
Protective Factors..... 63

---

### 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 WINOOSKI SD

**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

WINOOSKI SD	N
Overall	145

Sex	N	%
Male	60	44
Female	83	56

Year in School	N	%
9th grade	40	21
10th grade	29	18
11th grade	44	30
12th grade	32	31

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

## Demographics

Sexual Orientation / Gender Identity	N	%
LGBTQ+	37	28
Heterosexual/Cisgender	93	72

Race / Ethnicity	N	%
BIPOC	105	74
White, non-Hispanic	40	26

IEP Status	N	%
Currently have an IEP or 504 Plan	25	19
No IEP or 504 Plan	112	81

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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
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	57	*	.	.	.	.	.	64	61	.	.	55
Had a concussion from playing a sport or being physically active, past year	18	26	*	33	19	*	28	25	.	27	.	.	23

	VT	SU/SD		F	M	9-10	11-12	LGBTQ	HetCis	Row Percent	WnH	IEP	noIEP
Had at least one sunburn, past year	72	36	*	36	34	40	32	.	28	12	.	.	34
Most of the time or always wear sunscreen when outside for at least one hour	32	20	*	26	10	*	22	18	.	15	.	.	20

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Were asked by a doctor, dentist, or nurse if they smoked, among those who saw a provider in the past year	49	50	49	.	51	50	.	58	50	.	.	58

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Texted or e-mailed while driving a car or other vehicle, among students who drive, past 30 days	38	.	.	.	.	.	.	.	.	.	.	.
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	.	.	.	.	.	.	.	.	.	.	.

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Rode with a driver who had been drinking alcohol, past 30 days	19	14 *		19	8 *		14	14	.	11	14	.	.	15
Rode in a car or other vehicle driven by someone who had been using marijuana, past 30 days	22	14 *		17	10		14	14	.	12	9	.	.	13

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Were in a physical fight, past year	16	17	14	22	17	17	.	23	15	.	.	16
Were threatened or injured with a weapon on school property, past year	9	10	8	13	14	7	.	13	10	.	.	9
Carried a weapon on school property, past 30 days	5	.	.	.	.	.	.	.	.	.	.	.

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Were bullied, past 30 days	21	18	25	7 *	23	12 +	.	16	13	.	.	15
Bullied someone else, past 30 days	13	10	11	8	11	8	.	8	8	.	.	8
Were electronically bullied, past year	18	13 *	17	10	16	11	.	10	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

Violence and Bullying

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Did not go to school because they felt unsafe at school or on their way to or from school, past 30 days	10	10	11	9	10	10	.	10	11	.	.	8
Ever saw someone get physically attacked, beaten, stabbed, or shot in their neighborhood	17	25	* 22	28	27	23	.	23	26	.	.	27

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Report someone has ever done sexual things to them that they did not want	23	18	*	29	.	20	17	.	12	18	.	.	13
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		.	.	.	.	.	.	.	.	.	10
Experienced physical dating violence, among students who dated or went out with someone, past year	9	.		.	.	.	.	.	.	.	.	.	.

. = 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		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Reported that their mental health was most of the time or always not good, past 30 days	34	30	38	18	*	36	23	+	.	20	23	.	.	29
Most of the time or always bothered by feeling nervous, anxious, or on edge, past year	36	35	47	20	*	46	24	+	.	27	28	.	.	30
Felt sad or hopeless, past year	29	31	42	19	*	37	26		.	28	31	.	.	28

	VT	SU/SD	F	M		9-10	11-12		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Purposely hurt themselves without wanting to die, past year	23	23	37	.		29	17	+	.	14	21	.	.	23
Made a plan about how they would attempt suicide, past year	14	11	12	9		15	8		.	9	8	.	.	12
Attempted suicide, past year	7	4	6	.	*	.	5		.	4	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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Most of the time or always get the kind of help they need, among those who felt sad, angry, hopeless, or anxious	31	28	23	.	.	32	.	33	29	.	.	25

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Ever drank alcohol	49	30	*	31	30	32	29	.	23	25	.	.	27
Ever smoked a cigarette	18	18		23	12	#	14	21	.	10	18	.	17
Ever tried an electronic vapor product	32	26	*	24	29		25	26	.	23	22	.	22
Ever tried marijuana	35	30		32	28		28	31	.	24	21	.	26

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Had their first drink of alcohol before age 13 years	14	8 *		11	.	15	.	.	6	5	.	.	9
Smoked a cigarette before age 13 years	7	8		9	8	7	10	.	6	10	.	.	9
First tried an electronic vapor product before age 13	7	4 *		.	.	.	.	.	.	4	.	.	4
Tried marijuana for the first time before age 13 years	6	4		6	.	.	.	.	.	4	.	.	.

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Ever misused a prescription pain medicine	9	11	12	10	9	13	.	10	13	.	.	11
	3	.	.	.	.	.	.	.	.	.	.	.
Ever used inhalants	7	5	6	.	.	.	.	6	.	.	.	5
	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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	18	11 *		12	11	12	11	.	8	8	.	.	10
Currently smoked cigarettes	6	.		.	.	.	.	.	.	.	.	.	.
Currently used an electronic vapor product	16	10 *		11	9	11	9	.	7	8	.	.	9
	3	.		.	.	.	.	.	.	.	.	.	.
Currently smoked cigars	4	.		.	.	.	.	.	.	.	.	.	.

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Currently drank alcohol	27	10 *	13	.	14	.	.	7	.	.	.	9
Binge drank, past 30 days	13	.	.	.	.	.	.	.	.	.	.	.
Currently used marijuana	22	18	18	17	20	16	.	11	14	.	.	16
Misused any prescription medication, past 30 days	5	8	8	8	10	6	.	7	9	.	.	7

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Attended school under the influence of alcohol or other illegal drugs, past year	12	7 *	6	10	10	.	.	5	5	.	.	8
Tried to quit using all tobacco products, past year	12	8	6	11	11	6	.	9	8	.	.	8
Ever lived with a parent or guardian who was having a problem with alcohol or drug use	27	25	27	24	30	21	.	19	19	.	.	24

. = 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		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	60	48	*	47	51	48	48	.	.	47	38	.	.	45
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	66	42	*	46	36	51	35	+	.	38	30	.	.	42
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	58	45	*	43	47	52	40	.	.	38	31	.	.	45

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Think it is wrong or very wrong for someone their age to use electronic vapor products	70	69	64	73	67	70	.	76	75	.	.	76
Think it is wrong or very wrong for someone their age to drink alcohol	53	69	*	64	73	68	69	.	73	78	.	73
Think it is wrong or very wrong for someone their age to use marijuana	55	65	*	64	64	59	69	.	77	76	.	70

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Responded that their parents or guardians feel it would be wrong or very wrong for them to use electronic vapor products	89	92	93	90	94	91	.	90	95	.	.	94
Responded that their parents or guardians feel it would be wrong or very wrong for them to drink alcohol	67	75	*	71	78	76	73	.	75	82	.	80
Responded that their parents or guardians feel it would be wrong or very wrong for them to use marijuana	75	80	78	81	84	76	.	84	87	.	.	84

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Think people greatly risk harming themselves, physically or in other ways, if they use electronic vapor product regularly	42	46	46	46	45	46	.	48	45	.	.	49
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	39	41	37	38	41	.	41	43	.	.	40
Think people greatly risk harming themselves, physically or in other ways, if they use marijuana regularly	24	32	*	33	30	32	32	.	39	44	.	35

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Were ever tested for human immunodeficiency virus (HIV)	8	11	12	11	8	14	.	9	12	.	.	10
Were tested for a sexually transmitted disease (STD), past year	8	7	7	.	.	9	.	.	7	.	.	7

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Ever had sexual intercourse	37	24 *	20	30	15	33 +	.	19	25	.	.	21
Had sexual intercourse with four or more persons during their life	8	6	.	10	.	.	.	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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Were currently sexually active, past 3 month	28	18 *	15	21	12	24 +	.	13	17	.	.	14

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
	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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Are overweight	14	20	*	24	15	26	14	.	22	19	.	.	19
Are obese	14	18	*	15	22	17	20	.	19	18	.	.	17

	VT	SU/SD		F	M	9-10	11-12		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Described themselves as slightly or very overweight	29	36	*	39	29	42	30	.	32	30	.	.	36	
Were trying to lose weight	39	47	*	56	35	61	34	+	40	37	.	.	44	
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	23		36	.	34	14	+	15	17	.	.	22	

. = 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		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	13	19	*	21	16	11	27	+	.	16	24	.	.	18
Were physically active at least 60 minutes per day on 5 or more days, past week	52	42	*	36	49	46	38		.	47	36	.	.	48
Were physically active at least 60 minutes per day on all 7 days, past week	28	22	*	17	29	24	21		.	25	21	.	.	27

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

Nutrition

	VT	SU/SD		F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Did not eat breakfast, past week	14	22	*	19	23	24	20	.	19	20	.	.	23
Ate breakfast on 5 or more days, past week	49	41	*	43	40	37	44	.	46	44	.	.	42
Ate breakfast on all 7 days, past week	32	24	*	21	29	21	27	.	30	28	.	.	27

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

## Nutrition

	VT	SU/SD	F	M		9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Ate 5+ fruits/vegetables every day, past week	19	22	13	31	*	16	27	.	23	18	.	.	23
Did not eat vegetables, past week	6	5	.	.		.	8	.	.	5	.	.	.
Ate vegetables one or more times per day, past week	69	59	*	58	60	57	60	.	55	54	.	.	58
Ate vegetables two or more times per day, past week	34	28		23	34	26	30	.	27	25	.	.	28
Ate vegetables three or more times per day, past week	17	14		9	19	14	15	.	14	15	.	.	17
Did not eat fruit or drink 100% fruit juices, past week	7	6	.	.		.	12	.	7	7	.	.	6
Ate fruit or drank 100% fruit juices one or more times per day, past week	58	58		56	60	63	55	.	58	54	.	.	55
Ate fruit or drank 100% fruit juices two or more times per day, past week	27	30		25	35	32	28	.	32	26	.	.	29

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

## Social Determinants of Health

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
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	.	.	.	.	.	.	.	.	.	.	.
Think their family subjective social status is worse than other families	3	5	*	.	7	.	.	7	7	.	.	5

	VT	SU/SD	F	M	9-10	11-12	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Have a disability or long-term health problem that keeps them from doing everyday activities	7	10	13	.	9	11	.	8	8	.	.	5
Currently receive Special Education services through an Individualized Education Plan (IEP) or 504 plan	18	21	26	14	14	26	.	16	11	.	.	.

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Ate dinner at home with at least one parent or other adult family member on four or more days during the previous week	72	57 *		58	57	56	59	.	57	55	.	.	60

. = 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		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Strongly agree or agree that their school has clear rules and consequences for behavior	48	50	42	62	*	42	57	+	.	54	47	.	.	46
Felt that they were ever treated badly or unfairly in school because of their race or ethnicity	21	40	*	47	34	45	36		.	42	51	.	.	43
Reported there is at least one teacher or other adult in their school that they can talk to if they have a problem	69	57	*	55	59	50	64		.	61	55	.	.	54
During an average school week, spend 10 or more hours participating in afterschool activities	24	16	*	14	19	14	17		.	18	14	.	.	17
Report they are most likely to attend a 4-year college or university, a community college, or technical school after high school	69	70		75	64	67	73		.	68	71	.	.	72

. = 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	LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Used social media several times a day	80	77	87	68	*	81	74	.	80	76	.	.	77

. = 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	105

Sex	N	%
Male	51	50
Female	51	50

Year in School	N	%
6th grade	36	35
7th grade	35	33
8th grade	33	32

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

## Demographics

Sexual Orientation / Gender Identity	N	%
LGBTQ+	18	20
Heterosexual/Cisgender	72	80

Race / Ethnicity	N	%
BIPOC	76	76
White, non-Hispanic	24	24

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	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Rarely or never wore a bicycle helmet, among students who had ridden a bicycle	27	45	*	.	.	.	.	.	.	51	52	.
Rarely or never wore a helmet when rollerblading or skateboarding, among students who used rollerblades or rode a skateboard	30	.		.	.	.	.	.	.	.	.	.
Had a concussion from playing a sport or being physically active, past year	17	21		31	.	.	.	.	.	23	24	.

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Had a sunburn, past year	62	34	*	.	.	.	.	.	.	35	21	.
Most of the time or always wear sunscreen	42	27	*	.	.	.	.	.	.	24	22	.

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

Unintentional Injuries and Prevention

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
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	15 *	.	.	.	.	.	.	.	11	.

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Do not always wear a seat belt	25	40 *	52	32 *	.	.	.	.	44	51	.
Ever rode with a driver who had been drinking alcohol	19	9 *	.	11	.	.	.	.	11	8	.
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	F	M		6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Were ever bullied on school property	47	43	53	34	*	.	.	.	.	43	34	.
Were ever electronically bullied	30	28	43	16	*	.	.	.	.	29	26	.
Were bullied, past 30 days	27	27	39	.		.	.	.	.	23	26	.
Bullied someone else, past 30 days	12	22	*	.	.	.	.	.	.	25	22	.

	VT	SU/SD	F	M		6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH	
Were ever in a physical fight	40	50	*	33	64	*	.	.	.	.	51	48	.
Ever saw someone get physically attacked, beaten, stabbed, or shot in their neighborhood	15	19		25	15		.	.	.	.	19	17	.

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

Violence and Bullying

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Report someone has ever done sexual things to them that they did not want	13	8 *	.	.	.	.	.	.	11	6	.

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Did not go to school because they felt unsafe at school or on their way to or from school, past 30 days	12	15	19	13	.	.	.	.	17	15	.

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



Mental Health

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Reported that their mental health was most of the time or always not good during the past 30 days	25	16 *		23	.	.	.	.	.	13	11	.
Have ever done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose	21	15 *		25	.	.	.	.	.	13	9	.
Felt sad or hopeless, past year	24	23		30	15 *	.	.	.	.	21	20	.

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Ever seriously thought about killing themselves	20	16		28	.	.	.	.	.	14	12	.
Ever made a plan about how they would kill themselves	15	14		.	.	.	.	.	.	13	10	.
Ever tried to kill themselves	7	6		10	.	.	.	.	.	.	.	.

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

Mental Health

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Most of the time or always get the kind of help they need, among those who felt sad, angry, hopeless, or anxious	41	28	*	.	.	.	.	.	.	.	.	.
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	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Ever drank alcohol	19	8 *	.	.	.	.	.	.	.	7	.
Ever smoked a cigarette	7	9	.	.	.	.	.	.	9	9	.
Ever tried an electronic vapor product	12	11	.	.	.	.	.	.	13	7	.
Ever tried a flavored tobacco product	6	.	.	.	.	.	.	.	.	.	.
Ever tried marijuana	8	7	11	.	.	.	.	.	10	.	.

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

Lifetime Substance Use

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Had their first drink of alcohol before age 11 years	9	.	.	.	.	.	.	.	.	.	.
Smoked a cigarette before age 11 years	3	5	.	.	.	.	.	.	.	.	.
Tried an electronic vapor product for the first time before age 11 years	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	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Ever misused a prescription pain medicine	7	15 *	.	.	.	.	.	.	11	13	.
Ever used inhalants	6	5	.	.	.	.	.	.	.	.	.

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

Current Substance Use

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Currently smoked cigarettes or cigars or used smokeless tobacco or electronic vapor products	7	11 *	.	.	.	.	.	.	11	13	.
Currently smoked cigarettes	2	.	.	.	.	.	.	.	.	.	.
Currently used an electronic vapor product	6	5	10	.	.	.	.	.	.	.	.
Currently used smokeless tobacco	1	.	.	.	.	.	.	.	.	.	.
Currently smoked cigars	1	.	.	.	.	.	.	.	.	.	.

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Currently drank alcohol	5	.	.	.	.	.	.	.	.	.	.
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	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Usually used JUUL or other rechargeable device that uses pods, past 30 days, among students who used EVP	14	.	.	.	.	.	.	.	.	.	.
Primary used EVP because they were curious about them, past 30 days, among students who used EVP	29	.	.	.	.	.	.	.	.	.	.

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

Perceptions Around Substance Use

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Say if they wanted to get electronic vapor products, it would be sort of easy or very easy for them to get some	24	21	.	.	.	.	.	.	24	22	.
Say if they wanted to get alcohol, it would be sort of easy or very easy for them to get some	38	24	*	.	.	.	.	.	22	22	.
Say if they wanted to get marijuana, it would be sort of easy or very easy for them to get some	20	21	.	.	.	.	.	.	16	11	.

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Think it is wrong or very wrong for someone their age to use electronic vapor products	89	87	.	.	.	.	.	.	88	90	.

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

Perceptions Around Substance Use

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Believe that their parents or guardians feel it would be wrong or very wrong for them to use electronic vapor products	94	91	.	.	.	.	.	.	.	.	.
Believe that their parents or guardians feel it would be wrong or very wrong for them to drink alcohol	86	89	.	.	.	.	.	.	91	90	.
Believe that their parents or guardians feel it would be wrong or very wrong for them to use marijuana	92	94	.	.	.	.	.	.	99	93	.

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



Perceptions Around Substance Use

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Think people greatly risk harming themselves, physically or in other ways, if they use electronic vapor products regularly	51	55	.	.	.	.	.	.	54	58	.
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	46	*	.	.	.	.	.	47	51	.
Think people greatly risk harming themselves, physically or in other ways, if they use marijuana regularly	45	39	.	.	.	.	.	.	42	46	.

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

Sexual Health

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Ever had sexual intercourse	5	9 *	.	.	.	.	.	.	12	8	.
Used a condom during last sexual intercourse, among students who have ever had intercourse	51	.	.	.	.	.	.	.	.	.	.

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

Physical Activity

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Did not participate in at least 60 minutes of physical activity on at least 1 day, past week	10	31	*	30	.	.	.	.	.	31	36	.
Were physically active at least 60 minutes per day on 5 or more days, past week	59	42	*	46	.	.	.	.	.	42	37	.
Were physically active at least 60 minutes per day on all 7 days, past week	34	25	*	25	.	.	.	.	.	28	22	.

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Played on at least one sports team, past year	69	62	*	72	.	.	.	.	.	74	65	.

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

Physical Activity

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Walk or ride their bike to school at least once a week when weather permits	23	47	*	46	.	.	.	.	.	58	47	.
Walk or ride their bike to school five days a week when weather permits	11	23	*	20	.	.	.	.	.	28	23	.

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

## Nutrition

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Did not eat breakfast, past week	12	12	16	.	.	.	.	.	10	9	.
Ate breakfast on 5 or more days, past week	60	65	60	.	.	.	.	.	66	65	.
Ate breakfast on all 7 days, past week	42	46	33	.	.	.	.	.	46	48	.

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

## Social Determinants of Health

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
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	2	.	.	.	.	.	.	.	.	.	.
People in their home most of the time or always speak a language other than English	7	40 *	42	39	.	.	.	.	43	56	.

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

Protective Factors

	VT	SU/SD		F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Ate dinner at home with at least one of their parents or other adult family member on four or more days, past week	87	82	*	.	.	.	.	.	.	81	75	.
Ever felt that they were treated badly or unfairly in school because of their race or ethnicity	25	49	*	57	44	.	.	.	.	53	49	.
Have at least one teacher or other adult in their school that they can talk to if they have a problem	65	49	*	.	.	.	.	.	.	49	47	.
Strongly agree or agree that their school has clear rules and consequences for behavior	56	41	*	.	.	.	.	.	.	44	40	.
Spend 10 or more hours participating in afterschool activities during a typical school week	13	9	*	.	.	.	.	.	.	12	8	.

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

Protective Factors

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Do not use social media such as Instagram, TikTok, Snapchat, and Twitter	21	21	.	.	.	.	.	.	13	15	.
Use social media such as Instagram, TikTok, Snapchat, and Twitter several times a day	60	56	.	.	.	.	.	.	64	61	.

	VT	SU/SD	F	M	6th	7th	8th	LGBTQ	HetCis	BIPOC	WnH
Strongly agree or agree that in their community they feel like they matter to people	56	37	*	.	.	.	.	.	44	45	.

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