

2019

Vermont Youth Risk Behavior Survey

High School Report



in partnership with the
Agency of Education

2019 High School Results: Table of Contents

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New in 2019

Changes or modifications to the wording of a question may cause a break in the trendline or an inability to compare this year’s data to previous data. Modifications are typically made to reflect new research recommendations, rising areas of concern, or societal changes.

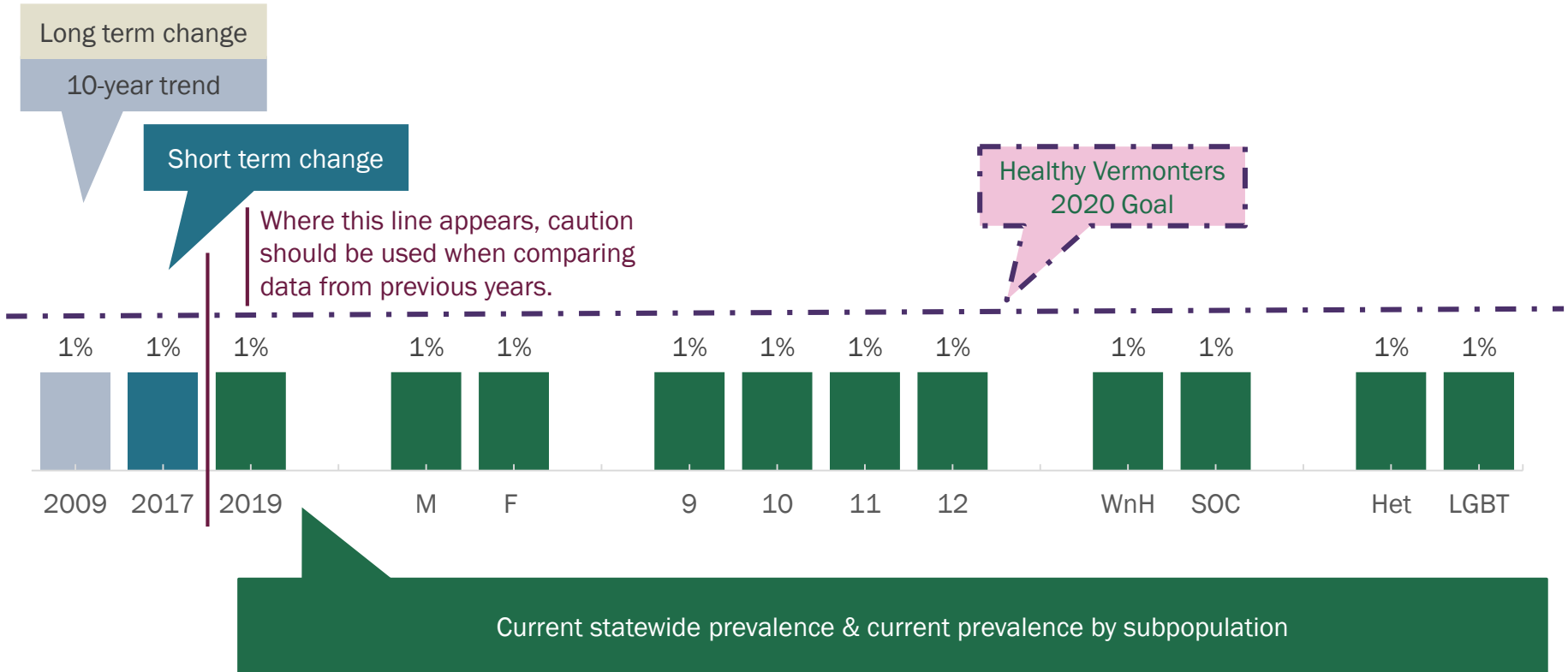
New Questions- High School Survey		
<ul style="list-style-type: none"> • Sunburns • Unwanted sexual experiences • Type of electronic vapor product used • Perceptions of electronic vapor product use 	<ul style="list-style-type: none"> • Subjective social status • Emotional and physical disabilities • Physical activity breaks at school • STD testing 	<ul style="list-style-type: none"> • Dating or going out with someone who was emotionally abusive • Sexting

Notable changes to the 2019 high school questionnaire include:

- Questions about soda and sugar-sweetened beverages consumption were combined into one question.
- Physical inactivity was changed to reflect the standard CDC question, focusing on computer and video game use.
- Housing insecurity was revised to focus on being kicked out of one's house and running away.
- Post high school plans changed from likelihood to have a plan to the specific type of plan one is most likely to do.
- Physically forced sexual intercourse was changed to experiencing unwanted sexual contact.
- Questions about peer and parental perceptions of using cigarettes was changed to electronic vapor products (EVP). Perceptions of harm and ease of access were also changed from cigarettes to EVP.

Interpreting the YRBS Results

Frequently throughout this report we show long- and short-term changes and differences by sex, grade, race / ethnicity, and sexual orientation / gender identity. Statistical differences are noted in the text.



In some cases not enough students respond to be able to report an estimate. In those cases there is a dot (.) in place of a percentage indicating “Too few students.” Reportable estimates include a numerator of at least 5 students and denominator of 50 or more students.

Interpreting the YRBS Results

KEY TERMS AND ACRONYMS

M – Male

F – Female

Younger students – Students in 9th and 10th grades

Older students – Students in 11th and 12th grades

WnH – White, non-Hispanic

SOC – Students of color

Het – Heterosexual / cisgender

LGBT – Lesbian, gay, bisexual, or transgender

HV2020 – Healthy Vermonters 2020 Goal (Target %)

STATISTICAL DIFFERENCES

Some subgroups of students defined by sex, race/ethnicity, grade in school, and sexual orientation / gender identity status have a higher prevalence of many health-risk behaviors that might place them at risk for unnecessary or premature mortality, morbidity, and social problems.

These are noted throughout the report as one group being **statistically more likely** to report the behavior than another group.

In addition, changes over time are noted when the two years being compared are statistically different from one another.

Sample & Demographics

2019 Sample and Response Rate

Between February and April 2019, students at 66 high schools took the 2019 Vermont School Youth Risk Behavior Survey. Survey procedures protected the privacy of students by allowing for anonymous and voluntary participation and completion during a single class period. The survey included 108 questions.

This report presents the high school results from any school with students in grades nine through twelve, including public as well as independent, interstate, and technical schools, that serve as the public high school in their Supervisory Union. The results in this report are weighted by gender, grade, and race/ethnicity to compensate for absenteeism and incomplete surveys, as well as those few schools that chose not to participate.

High School Response Rate †

Schools - 99% (66 of the 67 eligible schools)

Students - 74% (18,613‡ of the 25,144 students submitted usable questionnaires)

Overall response rate - 99% * 74% = 73%

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

‡ 18,613 of the 18,819 submitted high school questionnaires were usable after data editing.

Unweighted Sample

		Unweighted N	
Total		18,613	
		Unweighted	
		N*	%
Sex	Female	9,170	49%
	Male	9,370	51%
Grade	9 th grade	5,362	29%
	10 th grade	5,092	27%
	11 th grade	4,543	24%
	12 th grade	3,560	19%
Race	White, non-Hispanic	15,226	83%
	Asian / Pacific Islander / Native Hawaiian	697	4%
	Black / African American	479	3%
	Hispanic / Latino	942	5%
	Native American/ Alaska Native	177	1%
	Multiracial	854	5%

		Unweighted	
		N*	%
Sexual Orientation	Heterosexual	15,137	82%
	Lesbian / Gay	496	3%
	Bisexual	1,828	10%
	Not sure	1,041	6%
Gender Identity	Not transgender	17,701	96%
	Transgender	307	2%
	Not sure	267	1%
	Do not know what question is asking	253	1%

*NOTE: The number of students represents the unweighted frequency of those completing the survey. Some students did not indicate their grade or gender. Therefore, totals by grade and by gender do not equal the overall total.

Demographics

Demographic breakdowns included in this report are weighted to be representative of all Vermont high school students.

Total		25,958
		Weighted %
Sex	Female	48%
	Male	52%
Grade	9 th grade	25%
	10 th grade	25%
	11 th grade	25%
	12 th grade	25%
Race	White, non-Hispanic (WnH)	84%
	Students of color (SOC)	16%
Sexual Orientation / Gender Identity	Heterosexual / Cisgender (Het)	86%
	Lesbian, Gay, Bisexual, or Transgender (LGBT)	14%

Personal Safety



Physical Violence & Bullying

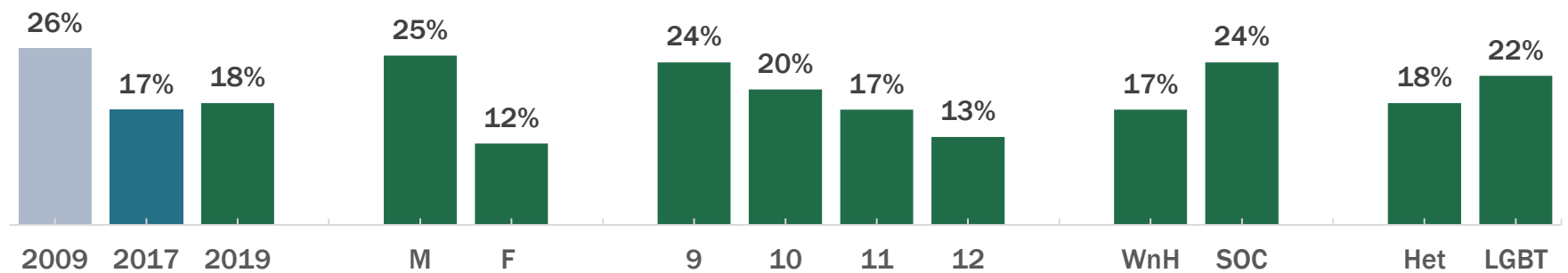
Physical Fighting

During the past year, less than one in five students were in a physical fight.

Although being in a physical fight has significantly decreased over the past decade, from 26% in 2009 to 18% in 2019, it significantly increased between 2017 and 2019.

- Male students are two times more likely than female students to report being in a physical fight during the past year.
- Physical fighting significantly decreases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to report being in a physical fight during the past year.
- LGBT students are significantly more likely than heterosexual / cisgender students to report being in a physical fight during the past year

Physical Fight, Past 12 Months



Electronic Bullying

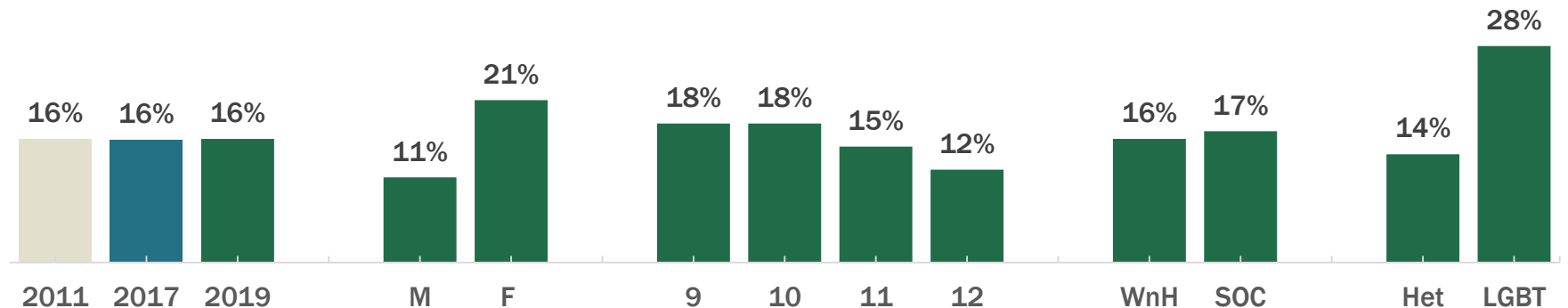
On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

Electronic bullying is described as bullying through texting, Instagram, Facebook, or other social media sources.

During the past 12 months, 16% of students were electronically bullied. Electronic bullying has not changed since 2011 and did not change between 2017 and 2019.

- Female students are significantly more likely than male students to experience electronic bullying.
- Younger students are significantly more likely to experience electronic bullying compared to older students.
- Being electronically bullied does not differ by race.
- LGBT students are twice as likely as heterosexual/cisgender students to experience electronic bullying during the past year.

Were Electronically Bullied, Past 12 Months



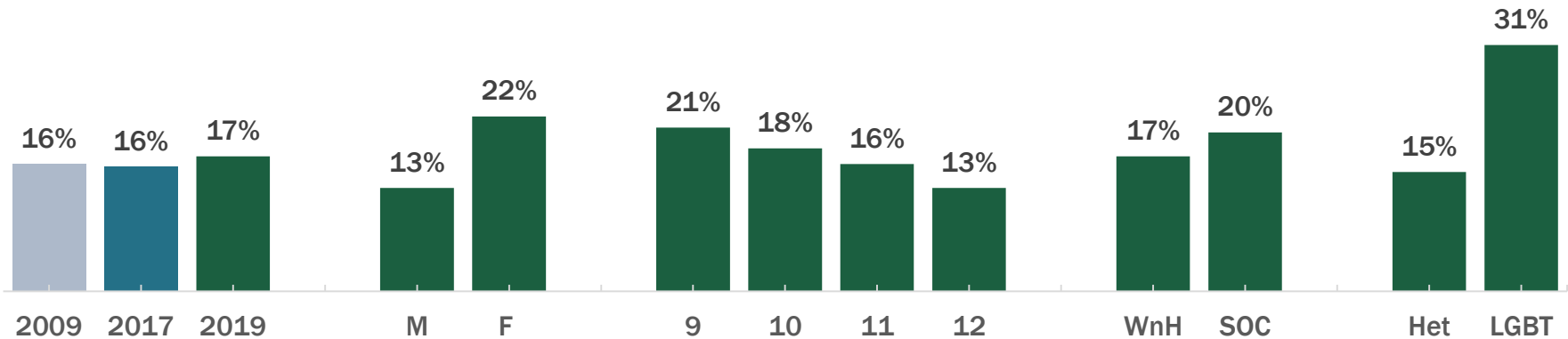
Bullying

During the past 30 days, one in six students were bullied (17%). About half of those (8%) experienced bullying on three or more days.

The percent of students who were bullied during the previous 30 days significantly increased over the past decade and between 2017 and 2019.

- Female students are nearly two times as likely as male students to experience bullying during the past 30 days.
- Younger students are significantly more likely to be bullied compared to older students.
- Students of color are significantly more likely to be bullied compared to white, non-Hispanic students.
- LGBT students are twice as likely as heterosexual/cisgender students to be bullied during the past month.

Experienced Bullying, Past 30 Days



NOTE: On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

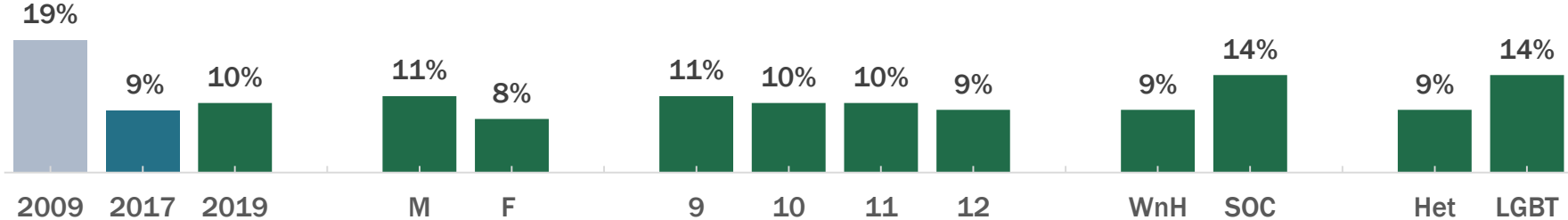
Bullying Others

One in ten students reported bullying someone during the past 30 days (10%).

The percent of students who reported bullying someone else during the past 30 days decreased by nearly 50% during the past decade. However, it significantly increased between 2017 and 2019.

- Male students are significantly more likely than female students to bully others.
- Bullying others does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to bully.
- LGBT students are significantly more likely than heterosexual/cisgender students to bully others.

Bullied Others, Past 30 Days



NOTE: On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

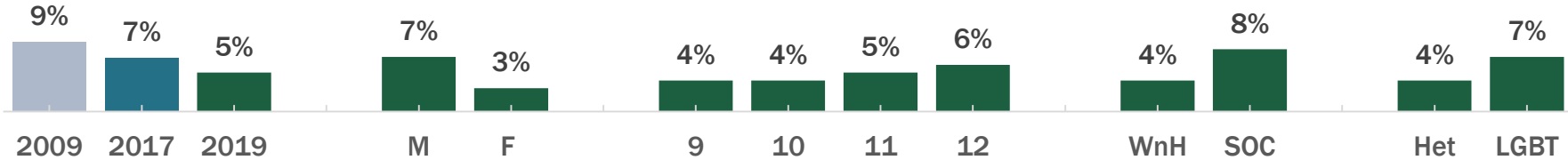
Violence at School: Carried a Weapon

During the past 30 days, 5% of students carried a weapon on school property.

Carrying a weapon such as a knife, gun, or club on school property significantly decreased between 2017 and 2019 and has decreased since 2009.

- Male students are significantly more likely than female students to carry a weapon on school property.
- Older students are significantly more likely than younger students to carry a weapon on school property.
- Students of color are significantly more likely than white, non-Hispanic students to carry a weapon on school property.
- LGBT students are significantly more likely than heterosexual/cisgender students to carry a weapon on school property.

Carried a Weapon, Past 30 Days



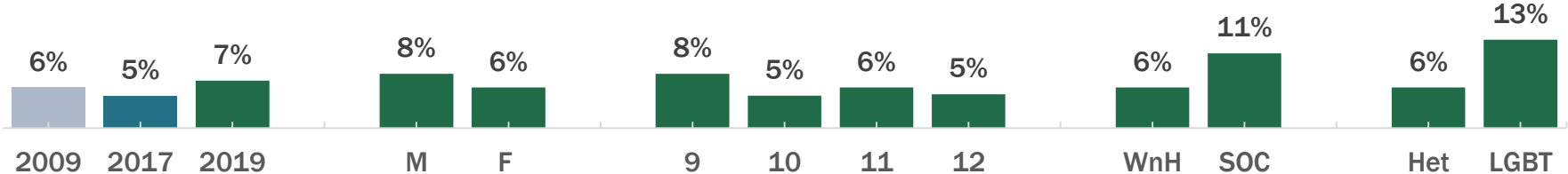
Violence at School: Threatened with a Weapon

During the past year, 7% of students were threatened or injured with a weapon on school property.

Being threatened or injured with a weapon on school property significantly between 2017 and 2019.

- Male students are significantly more likely than female students to have been threatened with a weapon on school property.
- Younger students are significantly more likely than older students to have been threatened with a weapon on school property.
- Students of color are significantly more likely than white, non-Hispanic students to have been threatened with a weapon on school property.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have been threatened with a weapon on school property.

Threatened with a Weapon, Past 12 Months



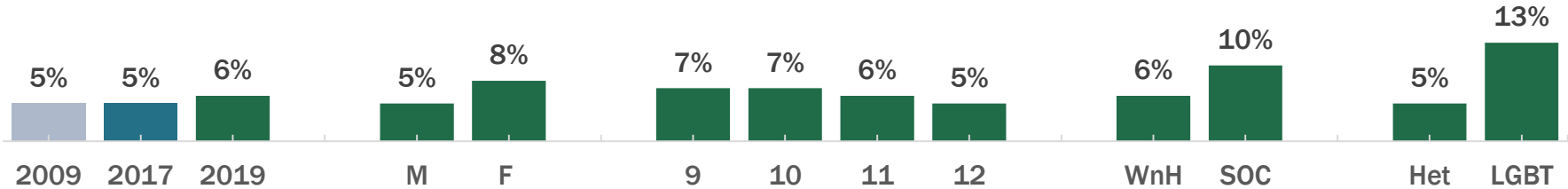
Safety Concerns at School

During the past 30 days, 6% of students skipped school because they felt unsafe at school or on their way to or from school.

The percent of students who skipped school because they felt unsafe at or on their way to or from school significantly increased between 2017 and 2019.

- Female students are significantly more likely than male students to skip school due to safety concerns at or on their way to or from school.
- Younger students are significantly more likely than older students to skip school due to safety concerns at or on their way to or from school.
- Students of color are significantly more likely than white, non-Hispanic students to skip school due to safety concerns at or on their way to or from school.
- LGBT students are significantly more likely than heterosexual/cisgender students to skip school due to safety concerns at or on their way to or from school.

Felt Unsafe At or On Their Way To School



Sexual & Dating Violence

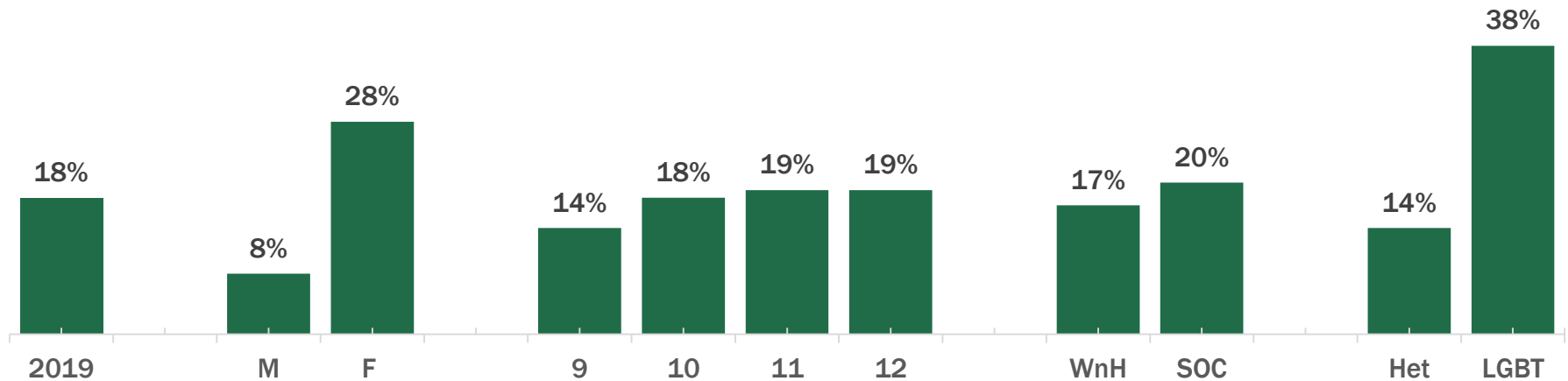
Unwanted Sexual Contact

*New in 2019

Overall, 18% of students have ever had someone do sexual things to them that they did not want. This includes things such as kissing, touching, or sexual intercourse.

- Female students are more than three times as likely as male students to have experienced unwanted sexual contact.
- Older students are significantly more likely than younger students to have experienced unwanted sexual contact.
- Students of color are significantly more likely than white, non-Hispanic students to have experienced unwanted sexual contact.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have experienced unwanted sexual contact.

Unwanted Sexual Contact



Intimate Relationship Emotional Abuse

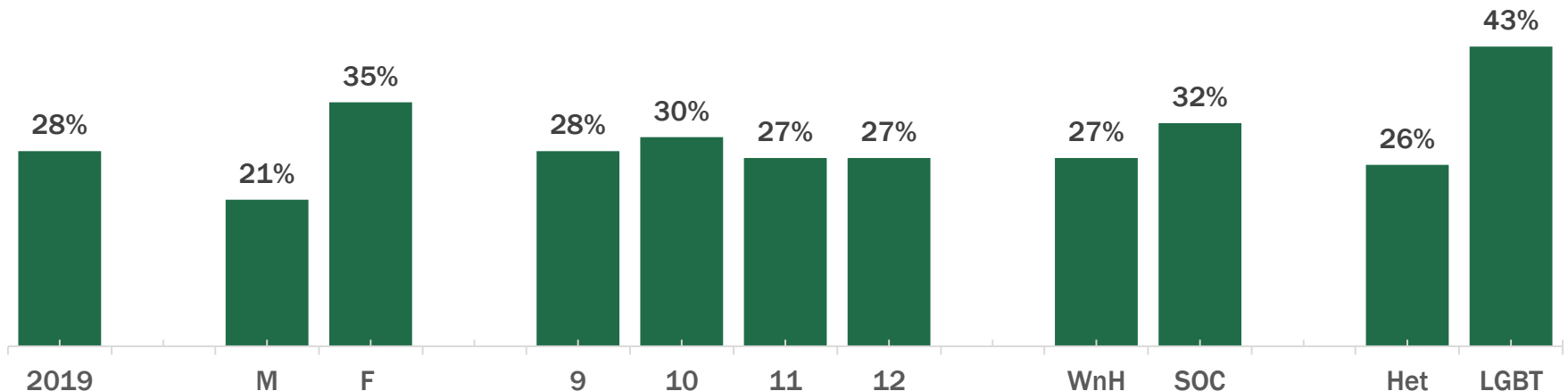
*New in 2019

Among students who dated or went out with someone during the past year, three in ten went out with someone who purposely tried to control them or hurt them emotionally. This was described as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.

Among students who dated or went out with someone during the past year:

- Female students are significantly more likely than male students to have dated or gone out with someone who tried to control or hurt them emotionally.
- Being in an emotionally abusive relationship does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have dated or gone out with someone who tried to control or hurt them emotionally.
- LGBT students are significantly more likely than heterosexual/cisgender students to have dated or gone out with someone who tried to control or hurt them emotionally.

In a Controlling or Emotionally Abusive Relationship, Past 12 Months
(Among Students Who Dated or Went Out With Someone)



Intimate Relationship Physical Violence

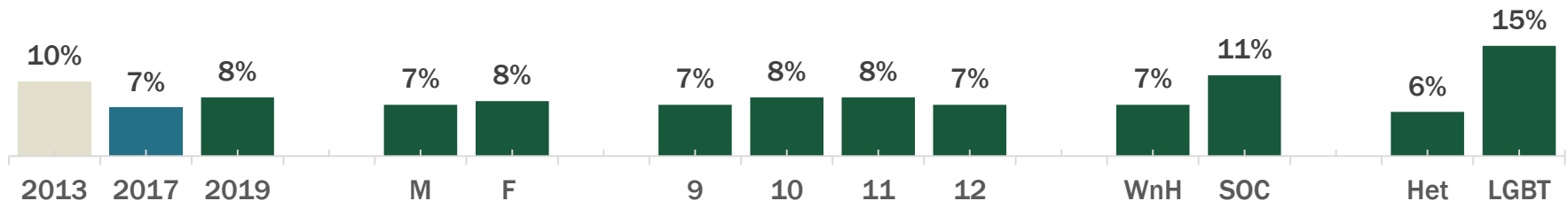
Among students who dated during the past year, less than one in ten went out with someone who physically hurt them on purpose.

Experiencing physical dating violence significantly decreased between 2013 and 2019 but significantly increased between 2017 and 2019.

Among students who dated or went out with someone during the past year:

- Female students are significantly more likely than male students to have dated or gone out with someone who physically hurt them.
- Being in a physically abusive relationship does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have dated or gone out with someone who physically hurt them.
- LGBT students are more than two times as likely as heterosexual / cisgender students to have dated or gone out with someone who physically hurt them.

Experienced Physical Dating Violence, Past 12 Months (Among Students Who Dated or Went Out With Someone)



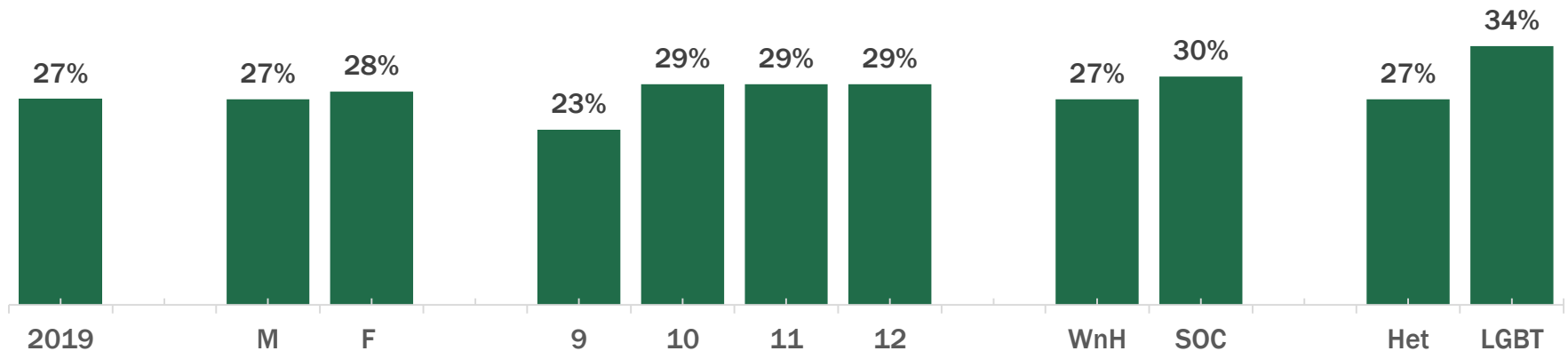
Sexting

*New in 2019

During the past 30 days, three in ten students sent or received a revealing or sexual photo of someone using social media, email, or texting on your smartphone, computer, iPad or other tablet.

- Sending or receiving a revealing or sexual photo does not differ by sex.
- Older students are significantly more likely than younger students to have sent or received a revealing or sexual photo during the past 30 days.
- Students of color are significantly more likely than white, non-Hispanic students to have sent or received a revealing or sexual photo during the past 30 days.
- LGBT students are significantly more likely than heterosexual/cisgender students to have sent or received a revealing or sexual photo during the past 30 days.

**Sent or Received a Revealing or Sexual Photo of Someone,
Past 30 Days**



Motor Vehicle Safety

Distracted Driving: Texting and Emailing

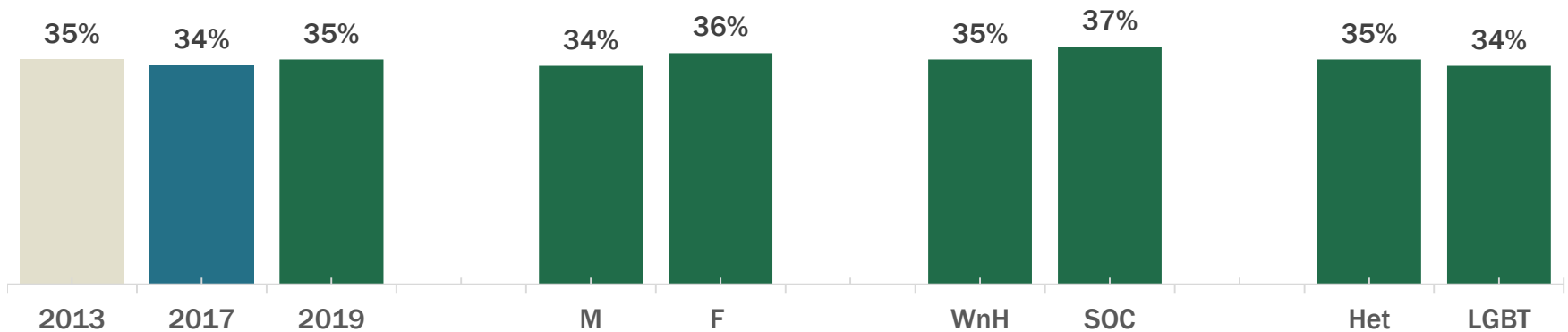
Overall 66% of students drove a car or other vehicle during the past 30 days.

- Texting or emailing while driving does not differ by sex, race, or sexual orientation / gender identity.

Among those who drive, a third reported texting or emailing while driving at least once during the past 30 days, 7% did so every day.

Texting while driving did not significantly change between 2017 and 2019 and remains similar to that in 2013.

**Texted or Emailed at Least Once While Driving in the Past 30 Days,
(Among Those Who Drive)**



NOTE: A response of “I did not drive a car or other vehicle during the past 30 days” was added to the questionnaire in 2013. Therefore, comparison to previous years should be made with caution and are not included in this report.

Driving Under the Influence and Riding with an Impaired Driver

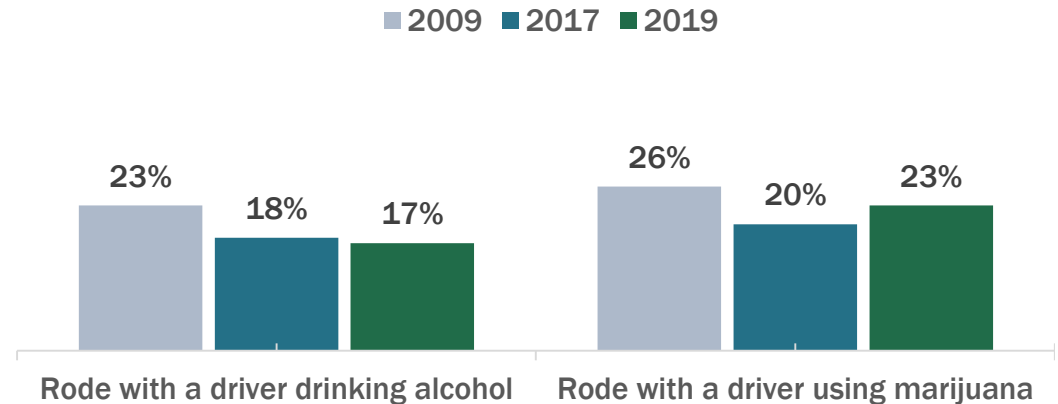
During the past 30 days about one in six students rode with someone who was under the influence of alcohol (17%), significantly more students, about one in four rode with someone who had been using marijuana (23%). Among students who drive, 6% drove after drinking alcohol. Twice that (14%) drive after using marijuana.

Since 2009, the percent of students riding with someone who had been using alcohol or marijuana significantly decreased.

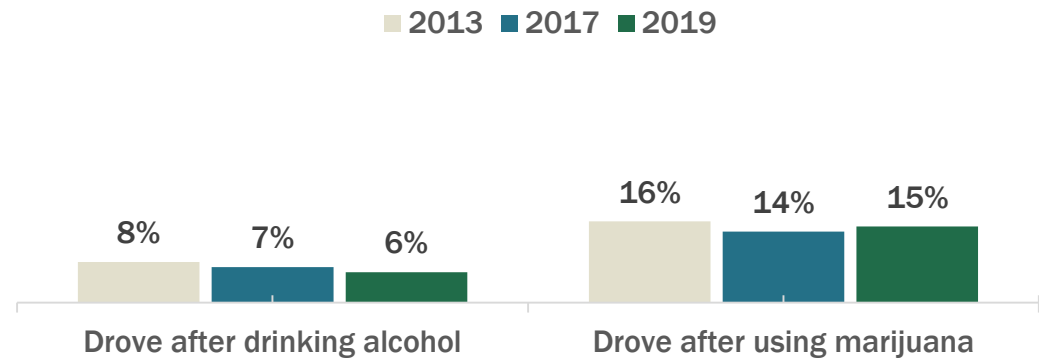
Between 2017 and 2019, riding with someone who had been drinking alcohol did not significantly change. Riding a car with someone who had been using marijuana significantly increased between 2017 and 2019.

Between 2017 and 2019, driving a car while under the influence of alcohol significantly decreased, driving after using marijuana did remained similar.

Rode With an Impaired Driver, Past 30 Days



**Drove Under the Influence, Past 30 Days
(Among Those Who Drive)**

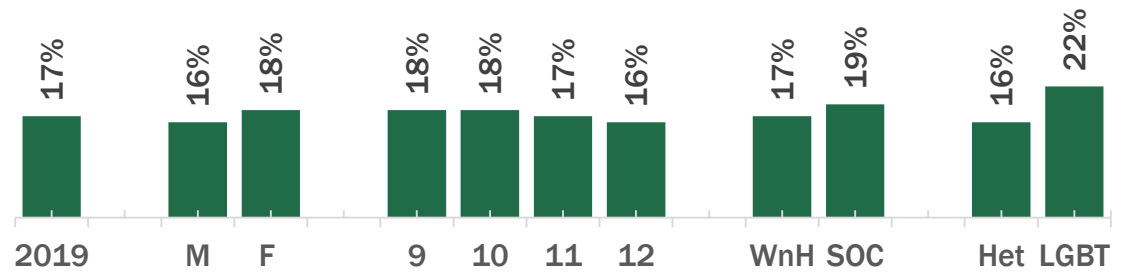


NOTE: A response of “I did not drive a car or other vehicle during the past 30 days” was added to the questionnaire in 2013. Therefore, comparison to previous years should be made with caution and are not included in this report.

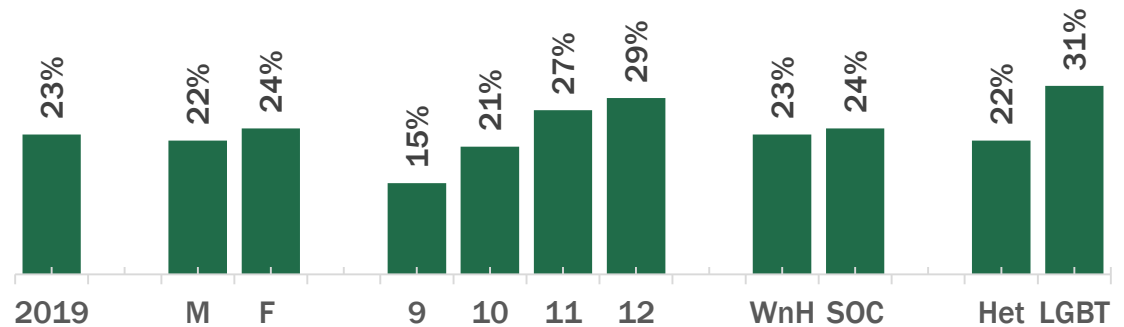
Riding with an Impaired Driver

- Female students are significantly more likely to ride with someone who was drinking alcohol compared to male students. Both male and female students report similar experiences of riding with someone who had been using marijuana.
- Younger students are significantly more likely to ride with someone who had been drinking alcohol. Older students are significantly more likely to report riding with someone who had been using marijuana.
- Riding with someone who was had been using alcohol or marijuana does not differ by race.
- LGBT students are significantly more likely than heterosexual/cisgender students to ride with someone who had been drinking or using marijuana.

Rode With a Driver Who Had Been Drinking Alcohol, Past 30 Days



Rode With a Driver Who Had Been Using Marijuana, Past 30 Days



NOTE: Prior to 2017, questions about marijuana and driving referred to “smoking” marijuana. This was changed to “using marijuana”.

Impaired Driving

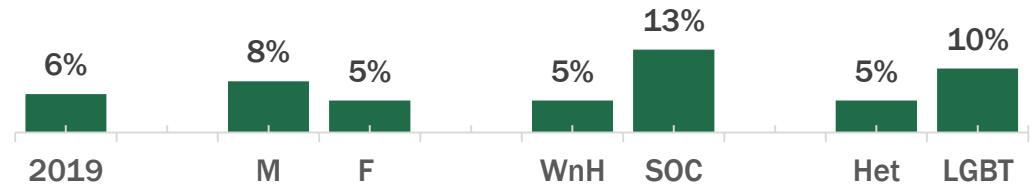
Two thirds of students drove during the past 30 days.

Most students who drive a car or other vehicle are in 11th or 12th grades.

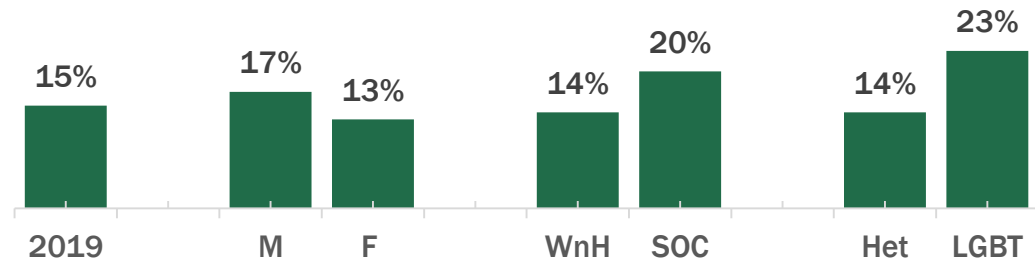
Among students who drove a car or other vehicle during the past 30 days:

- Male students are significantly more likely than female students to drive after drinking alcohol or using marijuana.
- Students of color are significantly more likely than white, non-Hispanic students to drive after drinking alcohol or using marijuana.
- LGBT students are significantly more likely than heterosexual/cisgender students to drive after drinking alcohol or using marijuana.

**Drove Under the Influence of Alcohol, Past 30 Days
(Among Those Who Drive)**



**Drove Under the Influence of Marijuana, Past 30 Days
(Among Those Who Drive)**



NOTE: A response of “I did not drive a car or other vehicle during the past 30 days” was added to the questionnaire in 2013. Therefore, comparison to previous years should be made with caution. Prior to 2017, questions about marijuana and driving referred to “smoking” marijuana. This was changed to “using marijuana”.

Injuries & Prevention

Helmet Use: Skiing or Snowboarding

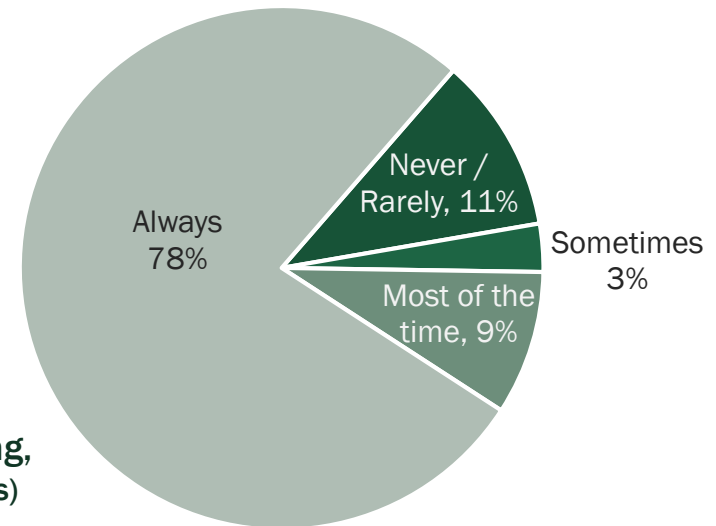
During the past year, 43% of students skied or snowboarded. Most students (87%) who skied or snowboarded always wore a helmet or did so most of the time.

In 2019, significantly fewer students reported never or rarely wearing a helmet while skiing or snowboarding compared to students in 2017.

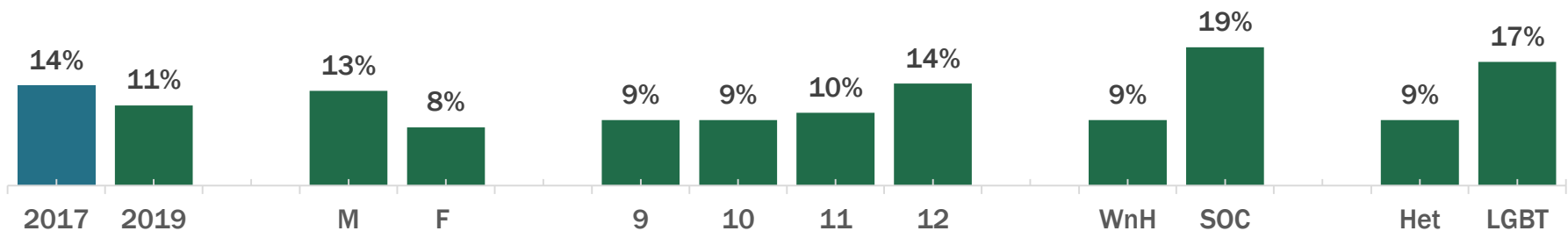
Among those who ski or snowboard, the following are significantly more likely to never or rarely wear a helmet:

- Male students
- Older students
- Students of color, and
- LGBT students.

Helmet Use
(Among Those Who Skied or Snowboarded in the Past Year)



Never or Rarely Wore a Helmet When Skiing or Snowboarding,
(Among those Who Skied or Snowboarded During the Past 12 Months)



Concussion

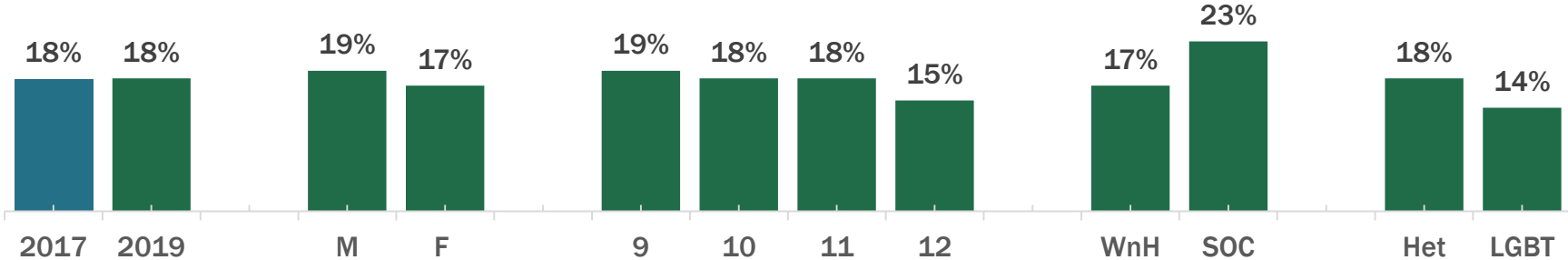
Concussions are defined as “when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out”.

During the past year, nearly one in five students (18%) experienced symptoms of a concussion from playing a sport or being physically active.

Experiencing a concussion during the past year remained unchanged between 2017 and 2019.

- Male students are significantly more likely than female students to experience a concussion from being physically active during the past year.
- Younger students are significantly more likely than older students to experience a concussion from physical activity or playing a sport.
- Students of color are significantly more likely than white, non-Hispanic students to experience a concussion from being physically active or playing a sport.
- Heterosexual / cisgender students are significantly more likely than LGBT students to experience a concussion from being physically active or playing a sport.

Had a Concussion, Past 12 Months



Sunburn

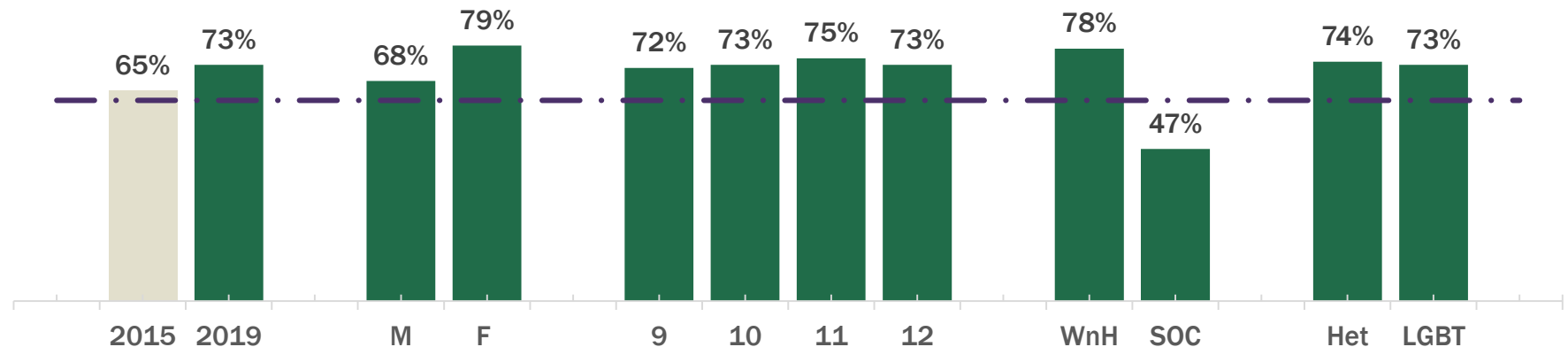
During the past year, three quarters of students had at least one sunburn. Most students had more than one sunburn with 34% having two or three sunburns during the past year and a quarter having four or more.

Having at least one sunburn during the past year significantly increased between 2015 and 2019. This question was not asked in 2017. It remains above the HV2020 goal of 62%.

- Female students are significantly more likely than male students to have had at least one sunburn during the past year.
- Having a sunburn during the past year does not differ by grade level or sexual orientation / gender identity.
- White, non-Hispanic students are significantly more likely than student of color to have had a sunburn during the past year.

Had a Sunburn, Past 12 Months

— HV2020 Goal (62%)



Mental Health



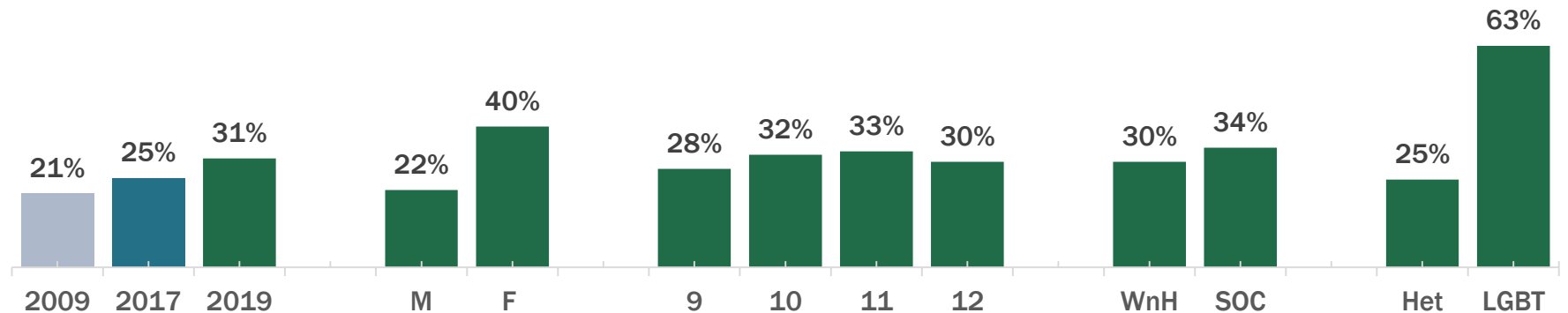
Feeling Sad Or Hopeless

Three in ten students felt so sad or hopeless almost every day for at least two weeks during the past 12 months that they stopped doing some usual activities.

Feeling sad or hopeless has significantly increased over the past 10 years and since 2017.

- Female students are nearly two times more likely than male students to report feeling so sad or hopeless during the past year that they stopped doing some activities.
- Feeling sad or hopeless does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to feel so sad or hopeless during the past year that they stopped doing some activities.
- LGBT students are nearly 2.5 times as likely as heterosexual/cisgender students to feel so sad or hopeless during the past year that they stopped doing some activities.

Felt Sad or Hopeless Almost Every Day For at Least a Two-Week Period, Past 12 Months



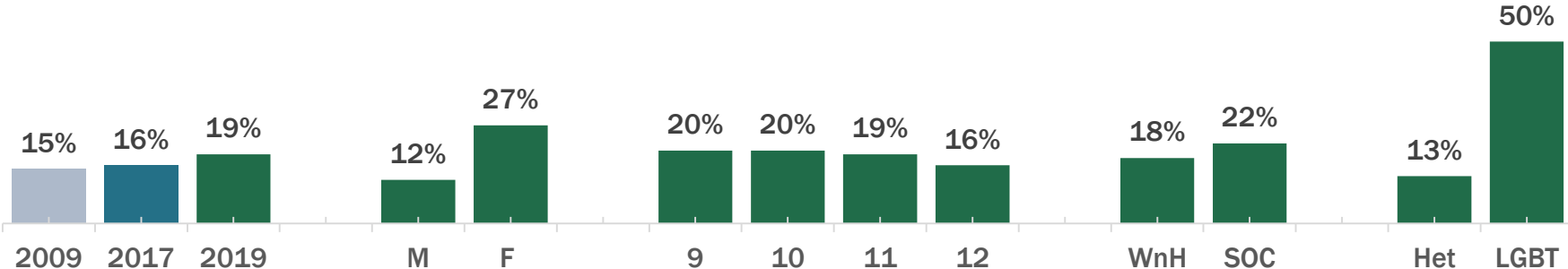
Self-Harm

Overall, 19% of students reported hurting themselves without wanting to die, such as by cutting or burning on purpose, in the past 12 months.

Self-harming behaviors significantly increased over the past decade and between 2017 and 2019.

- Female students are significantly more likely than male students to have hurt themselves on purpose during the past year.
- Younger students are significantly more likely than older students to have hurt themselves on purpose during the past year.
- Students of color are significantly more likely than white, non-Hispanic students to have hurt themselves on purpose during the past year.
- LGBT students are nearly four times as likely as heterosexual/cisgender students to have hurt themselves on purpose during the past year.

Purposely Hurt Oneself Without Wanting to Die, Past 12 Months



Made a Suicide Plan

Just over one in ten students made a plan about how they would attempt suicide during the past 12 months.

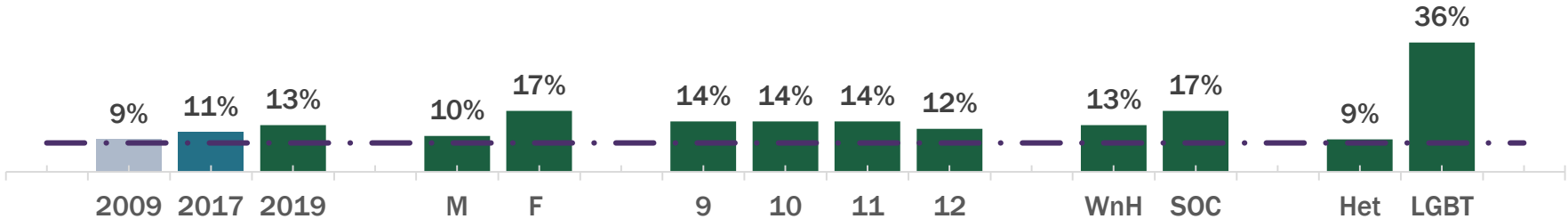
Following a decrease in the percent of students who reported making a suicide plan from 1995 to 2005, students making a suicide plan increased significantly over the past decade and increased between 2017 and 2019.

The percent of students who made a suicide plan in the past year remains above the HV2020 Goal of 8%.

- Female students are significantly more likely than male students to have made a suicide plan during the past year.
- Making a suicide plan does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have made a suicide plan during the past year.
- LGBT students are four times as likely as heterosexual/cisgender students to have made a suicide plan during the past year.

Made a Suicide Plan, Past 12 Months

— HV2020 Goal (8%)



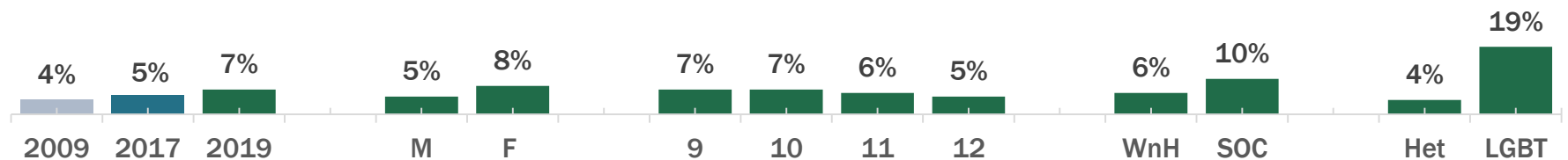
Attempted Suicide

During the past 12 months, 7% of students attempted suicide.

Suicide attempts nearly doubling over the past ten years and significantly increased between 2017 and 2019.

- Female students are significantly more likely than male students to have attempted suicide during the past year.
- Younger students are significantly more likely than older students to have attempted suicide during the past year.
- Students of color are significantly more likely than white, non-Hispanic students to have attempted suicide during the past year.
- LGBT students are five times as likely as heterosexual/cisgender students to have attempted suicide during the past year.

Attempted Suicide, Past 12 Months



Substance Use



Lifetime Substance Use

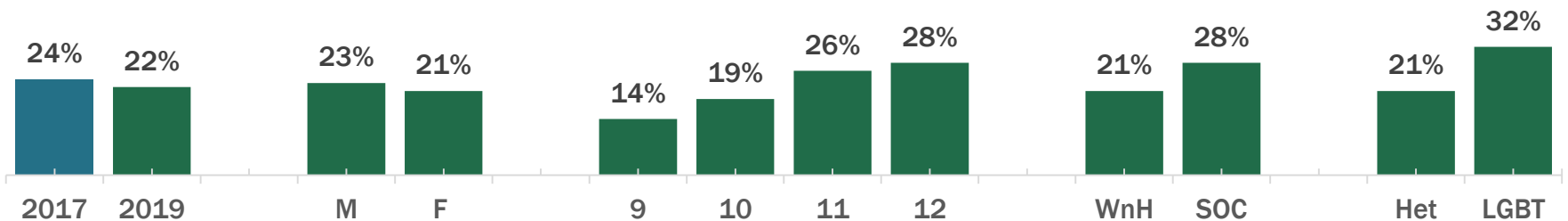
Lifetime Cigarette Use, Even 1 or 2 Puffs

Just over one in five students have ever tried smoking a cigarette, even one or two puffs.

Between 2017 and 2019, ever trying a cigarette significantly decreased.

- Male students are significantly more likely than female students to have ever tried a cigarette.
- Older students are significantly more likely than younger students to have ever tried a cigarette.
- Students of color significantly more likely than white, non-Hispanic students to have ever tried a cigarette.
- LGBT students are significantly more likely to have ever tried a cigarette compared to heterosexual / cisgender students.

Lifetime Cigarette Use, Even 1 or 2 Puffs



NOTE: In 2017, questions about lifetime cigarette use were modified from ever smoked a whole cigarette to ever tried cigarette smoking, even one or two puffs. Lifetime cigarette use now captures students who may have experimented with cigarette smoking without ever smoking an entire cigarette. Data on lifetime cigarette use cannot be compared with previous results.

Lifetime Use of Electronic Vapor Products (EVP)

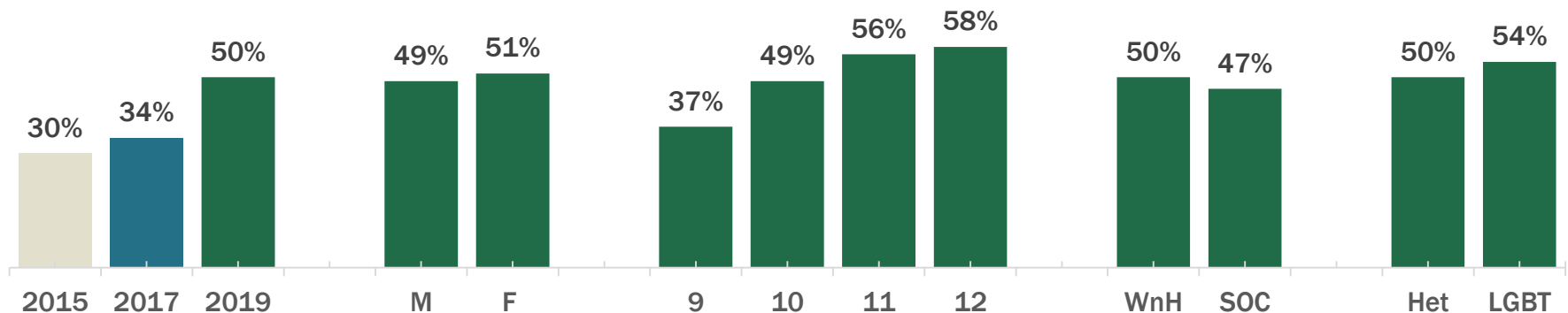
Electronic vapor products (EVP) include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, Vuse, MarkTen, and blu.

One in two high school students have ever tried an EVP.

The percent of students who have ever tried an EVP has significantly increased since first asked in 2015 and between 2017 and 2019.

- Female students are significantly more likely than male students to have ever tried an EVP. This represents a significant change from 2017 where male students were significantly more likely than female students to ever try an EVP (2017: 37% vs 31%).
- Older students are significantly more likely to report ever trying an EVP compared to younger students.
- White, non-Hispanic students are significantly more likely than students of color to report ever using an EVP.
- LGBT students are significantly more likely to report ever using an EVP compared to heterosexual/cisgender students.

Lifetime Use of Electronic Vapor Products



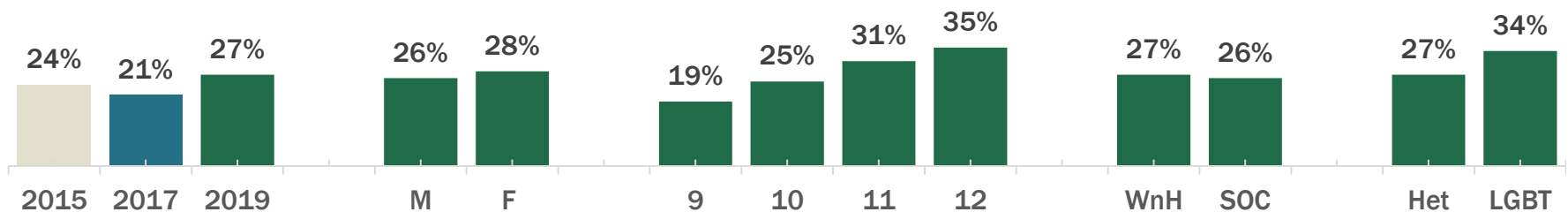
Lifetime Use of Flavored Tobacco Products

More than one in four students have ever tried a tobacco product flavored to taste like menthol (mint), clove, spice, alcohol (wine or cognac), candy, fruit, chocolate, or other sweets.

Following a decrease between 2015 and 2017, use of flavored tobacco products significantly increased in 2019.

- Ever using a flavored tobacco product does not differ by sex or race.
- Ever trying a flavored tobacco product significantly increases with each grade level.
- LGBT students are significantly more likely than heterosexual/cisgender students to have ever tried a flavored tobacco product.

Flavored Tobacco Product Use, Lifetime



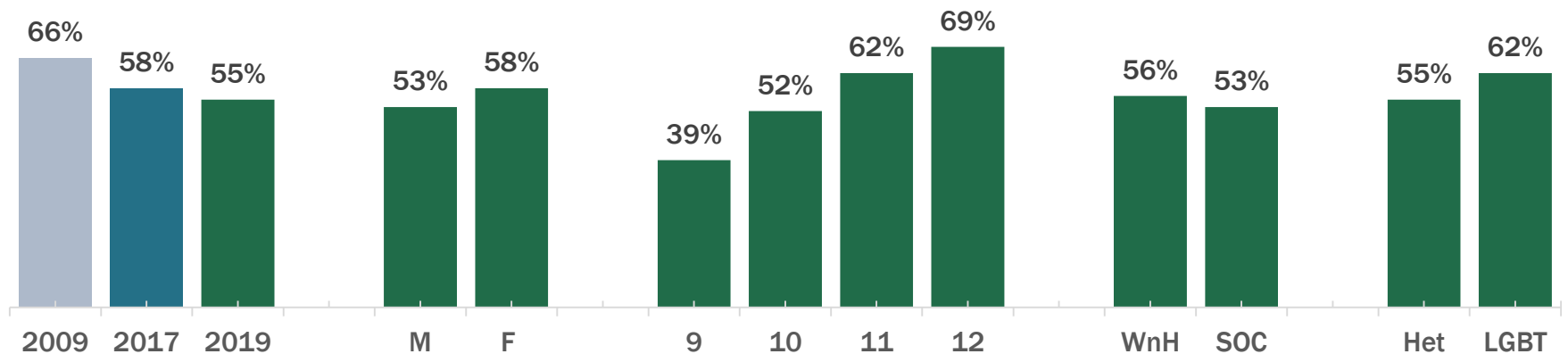
Lifetime Alcohol Use

Among high school students, just over half have ever drunk alcohol.

The percent of students who have ever drunk alcohol significantly decreased over the last decade and between 2017 and 2019.

- Female students are significantly more likely than male students to have ever drunk alcohol.
- Lifetime alcohol use significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to have ever drunk alcohol.
- LGBT students are significantly more likely than heterosexual/cisgender students to have ever drunk alcohol.

Ever Drank Alcohol



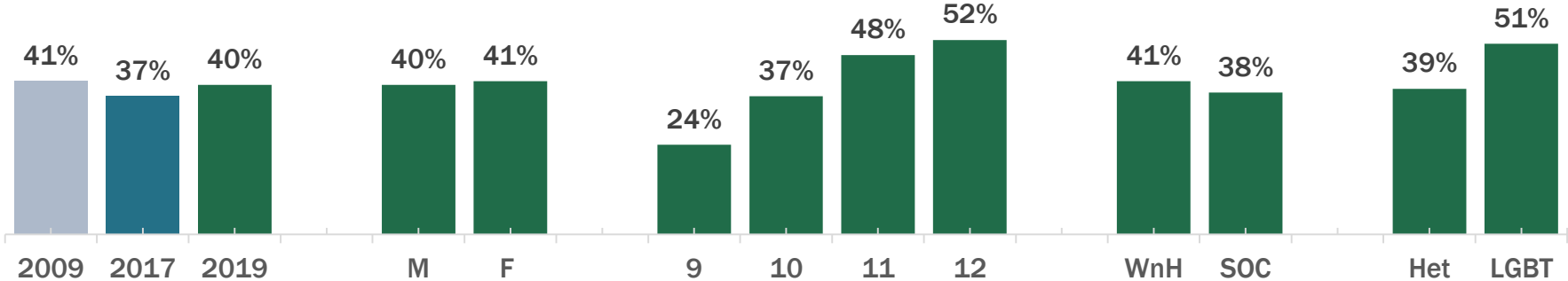
Lifetime Marijuana Use

Two in five students have tried marijuana.

While ever using marijuana has remained relatively stable over the past decade, marijuana use significantly increased between 2017 and 2019.

- Lifetime marijuana use does not differ by sex.
- Ever using marijuana significantly increases with each grade level. More than half of all 12th grade students have ever tried marijuana.
- White, non-Hispanic students are significantly more likely than students of color to have ever used marijuana.
- More than half of LGBT students have ever tried marijuana, significantly more than heterosexual/cisgender students.

Ever Used Marijuana

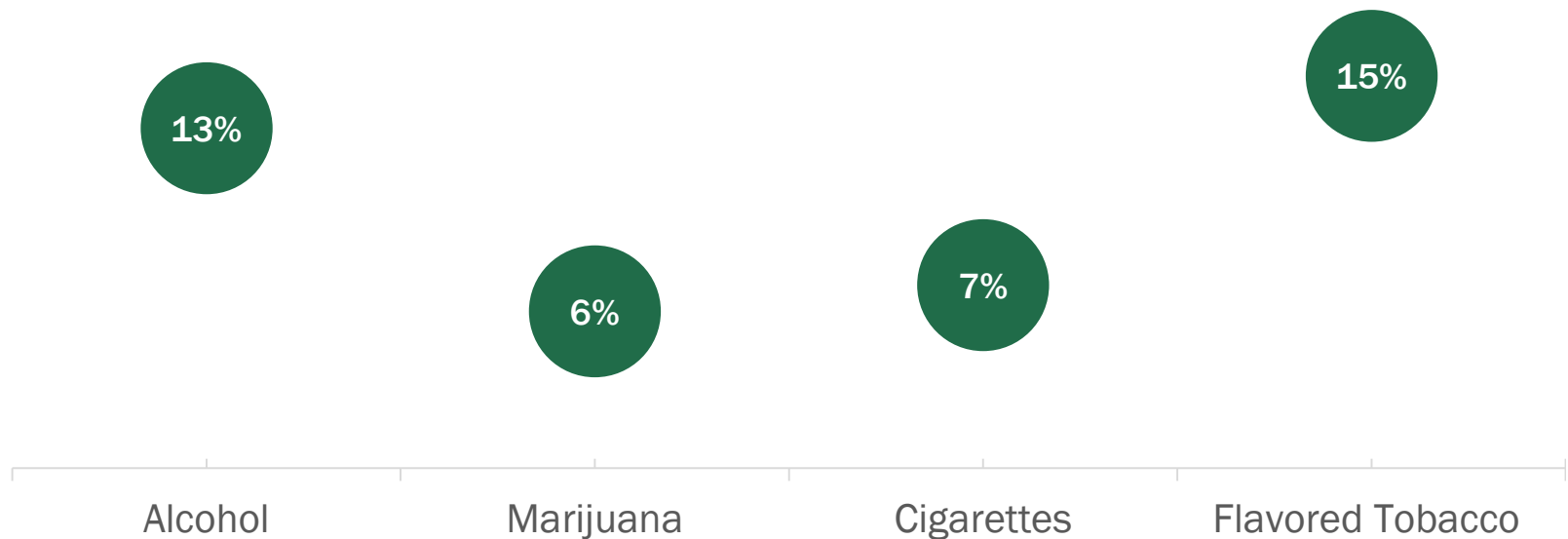


Tobacco, Alcohol, and Marijuana Use Before Age 13

Over the past decade trying alcohol before age 13 has significantly decreased from 18% in 2009 to 13% in 2019. Ever using marijuana before age 13 also significantly decreased over the past decade from 9% in 2009 to 6% in 2019.

Between 2017 and 2019, ever trying alcohol or marijuana before age 13 remained similar. Ever trying even one or two puffs of a cigarette significantly decreased from 8% to 7%. However, ever trying a flavored tobacco product before age 13 significantly increased from 10% in 2017 to 15% in 2019.

Substance Use Before Age 13



Lifetime Prescription Drug Misuse

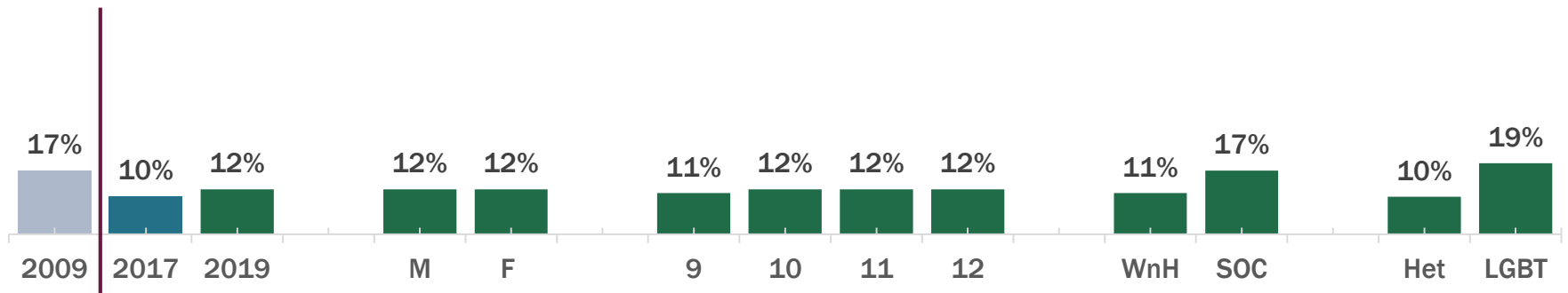
Prescription drug misuse includes using a medicine that was not prescribed to you or using it differently than how a doctor told you to use it.

Just over one in ten high school students have ever used a prescription stimulant or pain reliever that was not prescribed to them or used one in a manner different from how it was prescribed.

Misuse of any prescription pain reliever or stimulant statistically increased between 2017 and 2019.

- Ever misusing a prescription pain reliever or stimulant does not differ by sex or grade level.
- Students of color are significantly more likely to ever misuse a prescription pain reliever or stimulant compared to white, non-Hispanic students.
- LGBT students are nearly two times as likely as heterosexual/cisgender students to ever misuse a prescription pain reliever or stimulant.

Ever Misuse a Prescription Pain Reliever or Stimulant



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017. Prescription drug misuse includes misuse of prescription pain medicine or stimulants such as Vicodin, OxyContin, Hydrocodone, Percocet, Adderall, or Ritalin.

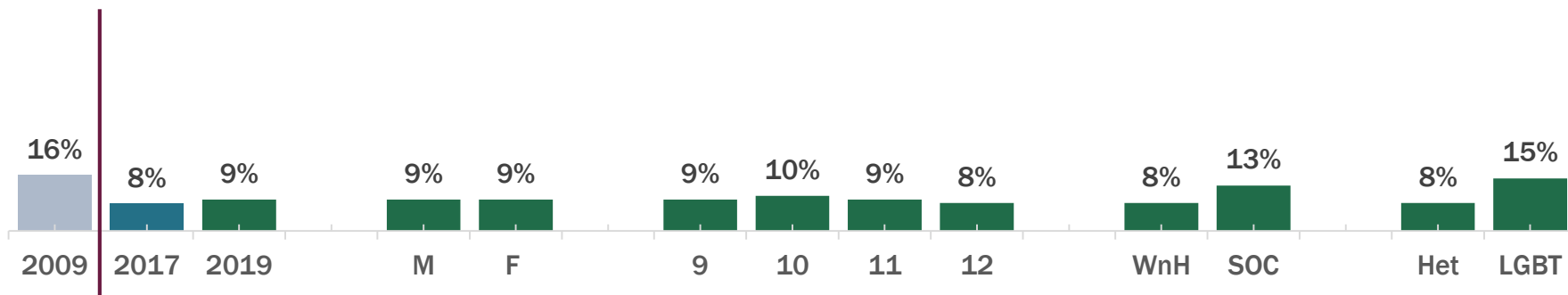
Lifetime Prescription Drug Misuse: Pain Relievers

Overall, 9% of students reported ever taking prescription pain medicine not prescribed to them or taking it differently than their doctor prescribed.

Ever misusing a prescription pain medicine significantly increased between 2017 and 2019.

- Lifetime misuse of prescription pain relievers does not differ by sex or grade level.
- Students of color are significantly more likely to have ever misused a prescription pain reliever compared to white, non-Hispanic students.
- LGBT students are twice as likely as heterosexual/cisgender students to use a prescription pain reliever during their lifetime.

Ever Misuse a Prescription Pain Reliever



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017. Prescription pain relievers were described to included things such as Vicodin, OxyContin, Hydrocodone, or Percocet.

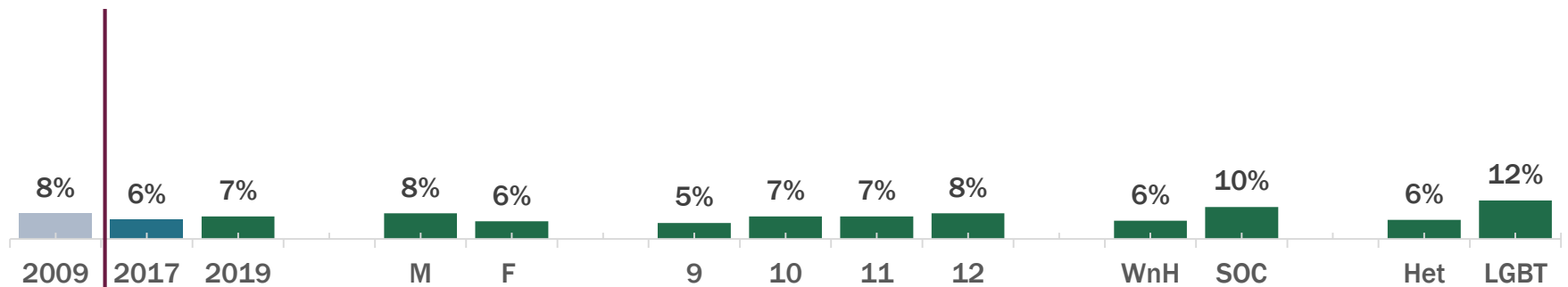
Lifetime Prescription Drug Misuse: Stimulants

Overall, 7% of students reported ever taking prescription stimulants not prescribed to them or taking it differently than their doctor prescribed.

Prescription stimulant misuse did not significantly change between 2017 and 2019.

- Male students are significantly more likely than female students to ever misuse a prescription stimulant.
- Older students are significantly more likely than younger students to ever misuse a prescription stimulant.
- Students of color are significantly more likely than white, non-Hispanic students to misuse a prescription stimulant during their lifetime.
- LGBT students are two times as likely as heterosexual/cisgender students to ever misuse a prescription stimulant.

Ever Misuse a Prescription Stimulant



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017. Prescription stimulants were described to included things such as Adderall or Ritalin.

Lifetime Use of Other Illegal Drugs

Less than one in ten students have ever tried heroin, cocaine, methamphetamines, or inhalants.

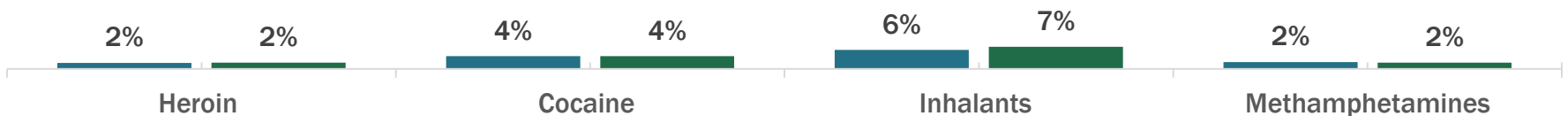
Excluding use of inhalants which significantly increased between 2017 and 2019, use of other illicit drugs did not change during this timeframe

Both lifetime use of heroin and methamphetamines have significantly decreased over the past decade from 3% to 2% and from 4% to 2%, respectively. Lifetime use of inhalants and cocaine were not included on the VT YRBS during the mid-2000's.

- Male students are significantly more likely than female students to use heroin (3% vs 1%), cocaine (5% vs 3%), inhalants (8% vs 7%), and methamphetamines (3% vs 1%).
- Older students are significantly more likely to use cocaine than younger students. Younger students are significantly more likely than older students to use inhalants.
- Students of color are significantly more likely to use heroin (5% vs 1%), cocaine (7% vs 3%), inhalants (11% vs 7%), and methamphetamines (5% vs 1%) than white non-Hispanic students.
- LGBT students are significantly more likely than heterosexual/cisgender students to use heroin (4% vs 1%), cocaine (7% vs 3%), inhalants (15% vs 6%), and methamphetamines (4% vs 1%).

Other Lifetime Illicit Drug Use

■ 2017 ■ 2019



Current Substance Use

Current Alcohol, Tobacco, and Marijuana Use

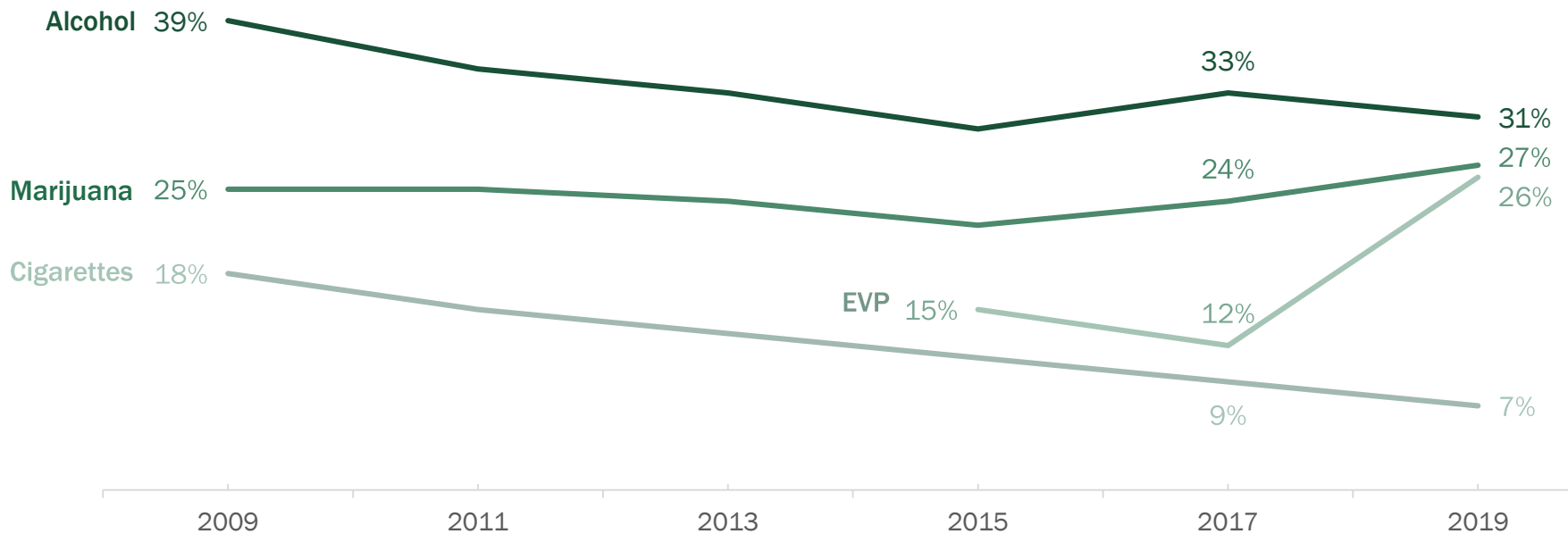
Over the past decade, the percent of students who currently smoke cigarettes has consistently and significantly decreased.

Current alcohol use has decreased over the past decade and between 2017 and 2019.

Current use of marijuana significantly increased between 2017 and 2019 but remains similar over the past decade.

Following a significant decrease in EVP use between 2015 and 2017, current EVP use more than doubled between 2017 and 2019.

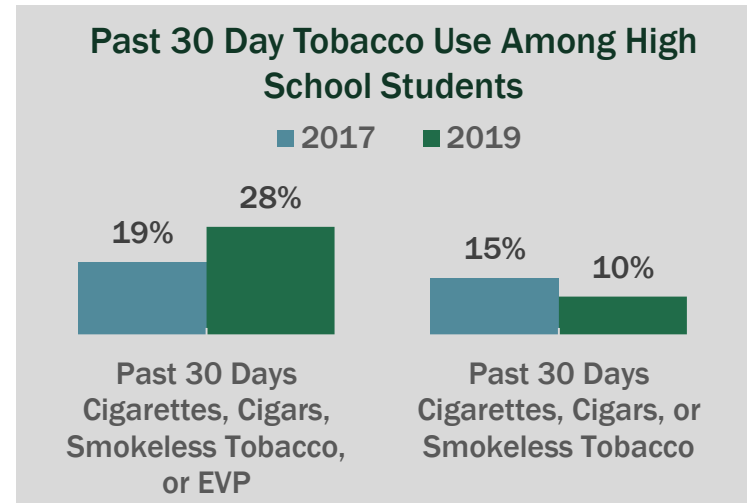
Past 30 Day Alcohol, Marijuana, Cigarette, and EVP Use



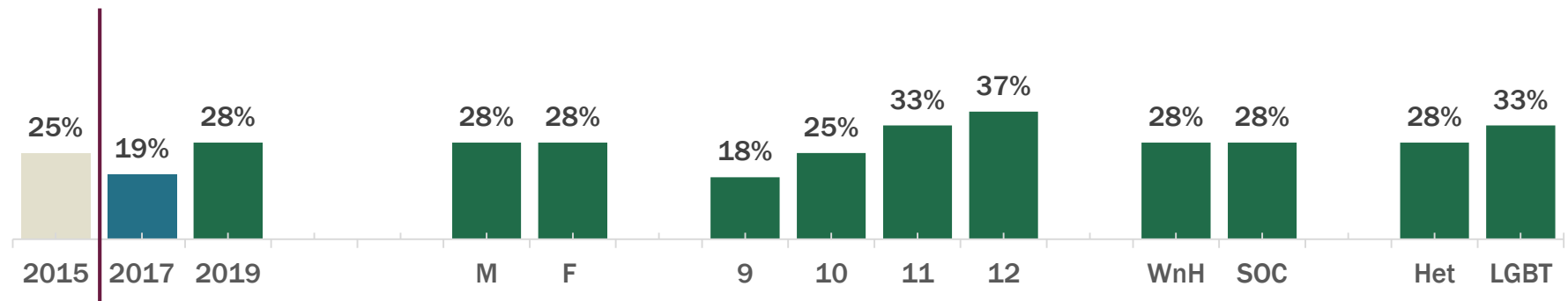
Tobacco Product Use

During the past 30 days, one in ten students used cigarettes, cigars, or smokeless tobacco products. When EVPs are included, that number nearly triples to 28%.

- Current use of cigarettes, cigars, smokeless tobacco, or EVP does not differ by sex or race.
- Current use of cigarettes, cigars, smokeless tobacco, or EVP significantly increases with each grade level and is significantly higher among LGBT students.



Used Cigarettes, Cigars, Smokeless Tobacco, or Electronic Vapor Products, Past 30 Days



Note: In 2017 the number of smokeless tobacco products and brand names listed in the question were revised to reflect emerging forms of smokeless tobacco. This change interrupts the smokeless tobacco use trend line. Caution should be used when comparing data including smokeless tobacco to previous years.

Current Cigarette Use

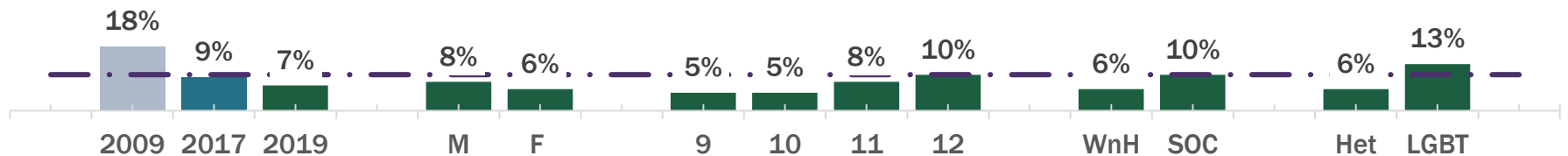


Over the past decade there has been a 50% decrease in the percent of students who smoked cigarettes during the past 30 days. Current use of cigarettes decreased between 2017 and 2019 to 7%, dropping below the HV2020 Goal of 10%.

- Male students are significantly more likely than female students to smoke cigarettes during the past 30 days.
- Older students are significantly more likely than younger students to smoke cigarettes during the past 30 days.
- Students of color are significantly more likely than white, non-Hispanic students to smoke cigarettes during the past 30 days.
- LGBT students are two times as likely as heterosexual/cisgender students to smoke cigarettes during the past 30 days.

Smoked Cigarettes, Past 30 Days

— HV2020 Goal (10%)



Among Cigarette Users

Frequency of Use

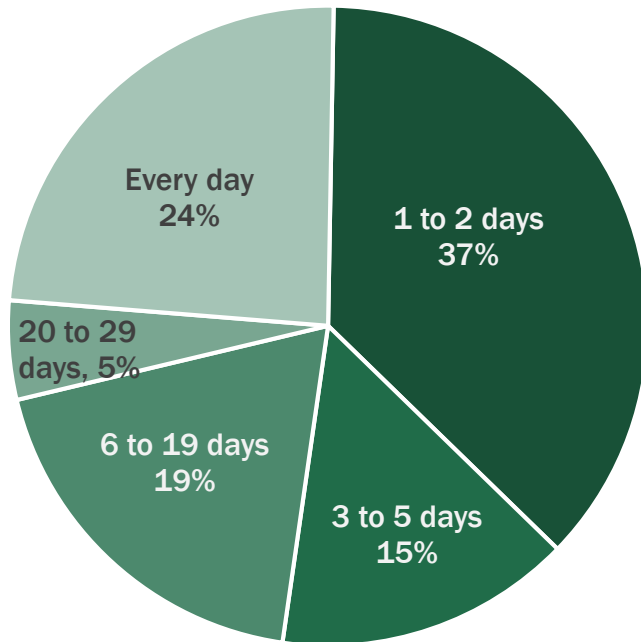
Among students who smoked cigarettes during the past 30 days, half did so on five or fewer days. Overall, about four in ten smoked a cigarette on one or two days; a quarter smoked everyday.

Quantity Smoked

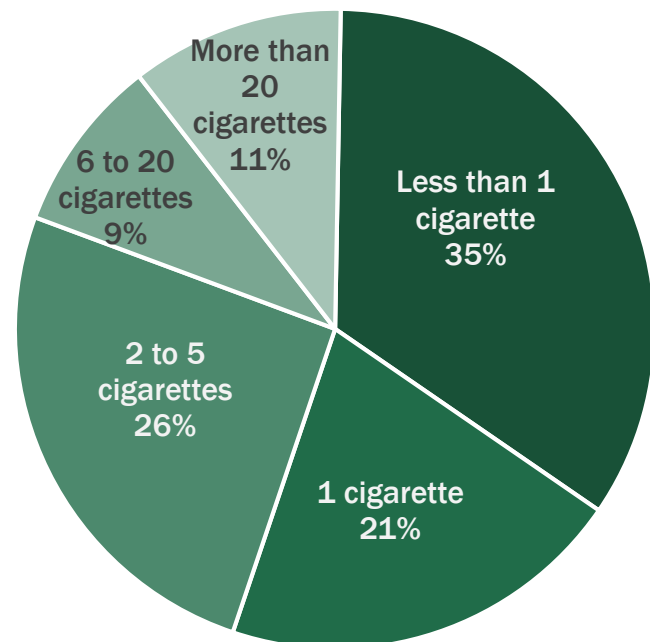
On days students smoked cigarettes, most smoked one cigarette or less. One in ten current smokers smoked more than a pack on the days they used cigarettes.

Frequency and Quantity of Cigarettes Smoked Among Current Smokers

Days Smoked Cigarettes, Past Month



Number of Cigarettes Smoked



Among Cigarette Users

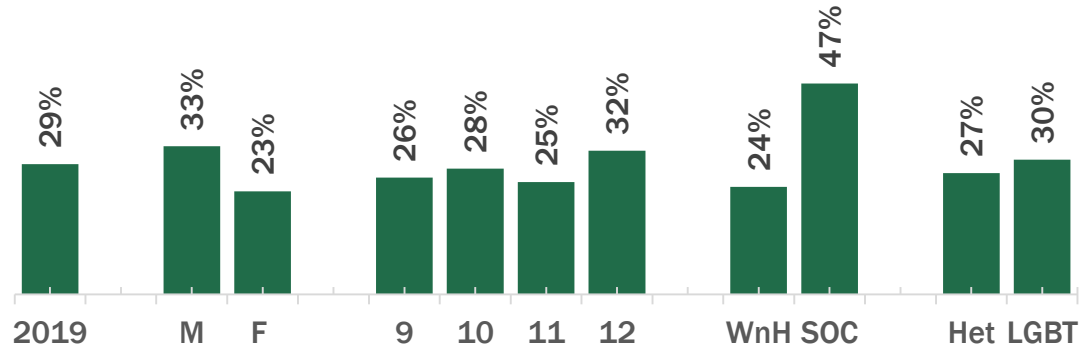
Frequency & Quantity Used

Among current smokers, a quarter smoked everyday; three in ten smoked on 20 or more days. On days when they smoked, one in seven (13%) smoked at least half a pack of cigarettes.

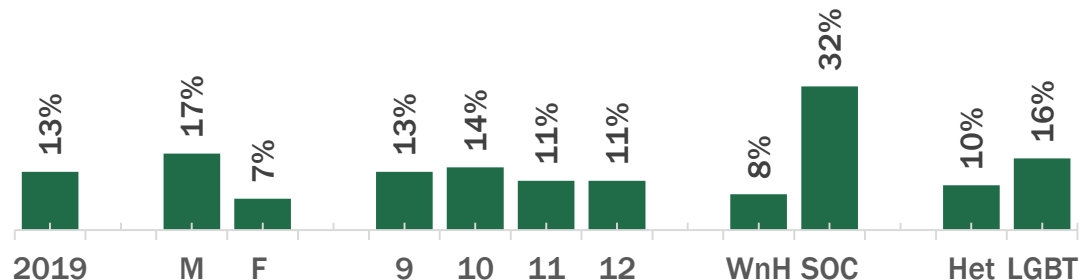
Among current smokers:

- Male students are significantly more likely than female students to smoke on 20 or more days and smoke a half or pack or more of cigarettes.
- Frequency and quantity of cigarettes smoked does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to smoke on 20 or more days and smoke more than 10 cigarettes per day.
- LGBT students are significantly more likely than heterosexual / cisgender students to smoke more than 10 cigarettes per day. Smoking on 20 or more days does not differ by sexual orientation / gender identity.

Smoked Cigarettes on 20 or More Days (Among Current Smokers)



Smoked at Least Half a Pack of Cigarettes (Among Current Users)



Current Electronic Vapor Product Use

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

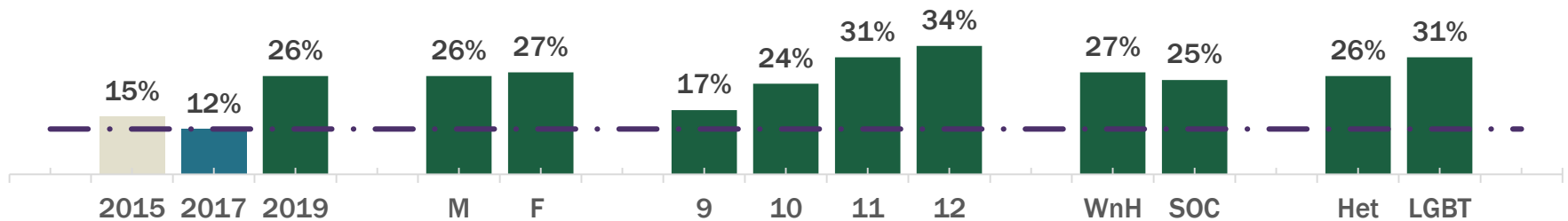
- Current EVP use does not differ by sex or race.
- Older students are significantly more likely than younger students to use an EVP during the past 30 days.
- LGBT students are significantly more likely than heterosexual/cisgender students to use an EVP during the past 30 days.

During the last 30 days, 26% of student reported using electronic vapor products (EVP).

In 2019, more than two times as many students used an EVP during the past 30 days compared to those in 2017. Current EVP use remains above the HV2020 goal of 12%.

Used an EVP, Past 30 Days

— •HV2020 Goal (12%)



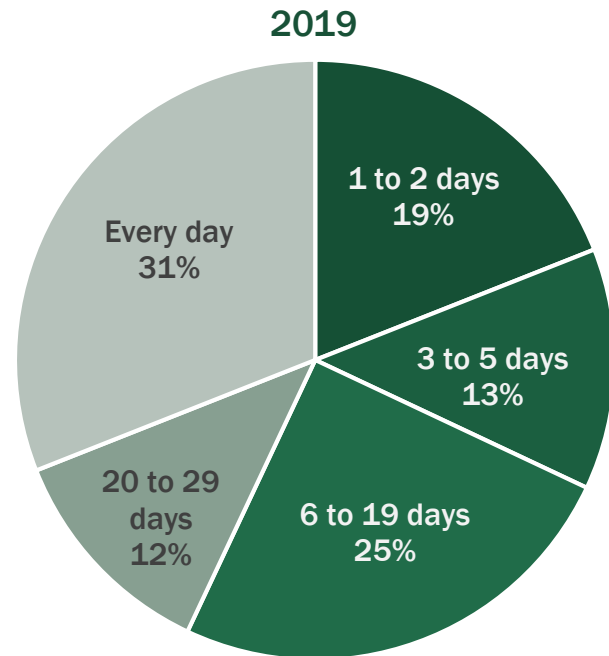
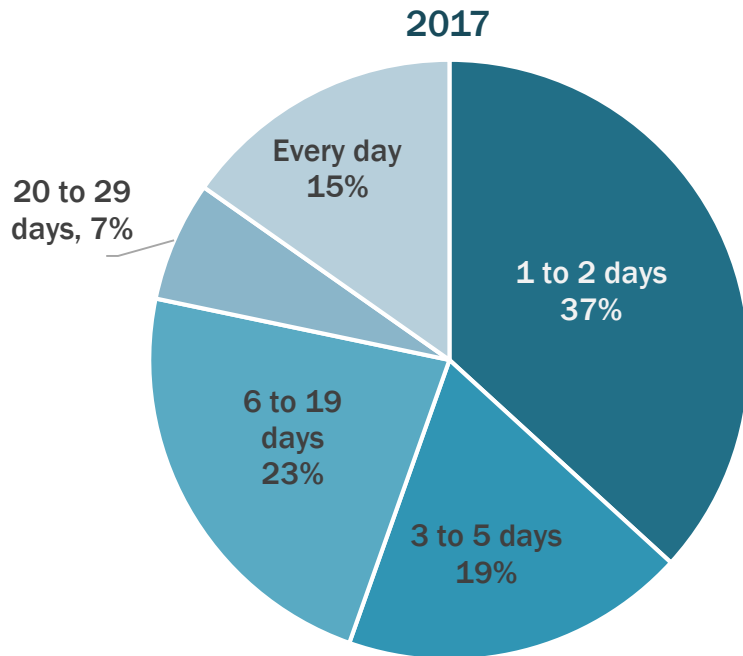
Among Electronic Vapor Product Users

Frequency of Use

Among students who currently used EVP in 2019, the majority of students (88%) used them on six or more days during the past month, with 57% using them on 10 or more days and more than three in ten using them every day.

Frequency of use among current users significantly changed between 2017 and 2019. In 2019 current users were significantly more likely to use EVP on 20 or more days. About half as many reported using them on one or two days during the past month.

Days Used EVP, Among Current Users



Among Electronic Vapor Product Users

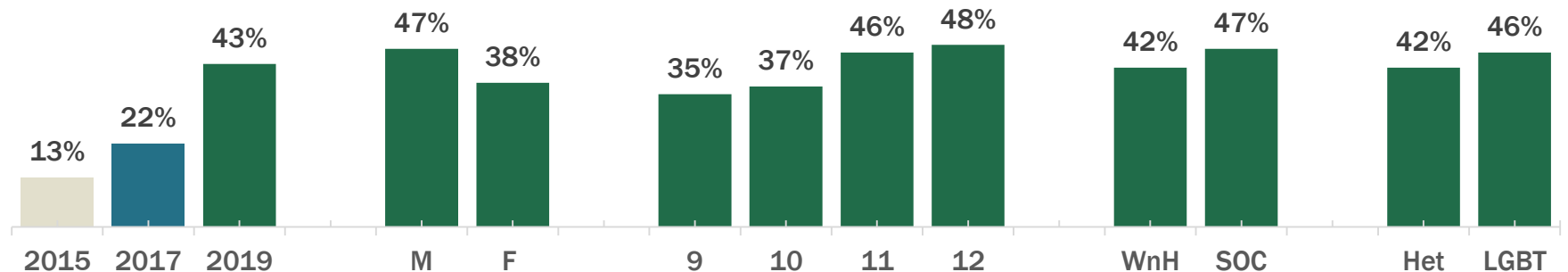
Frequency of Use

Among students who used EVP during the past 30 days, 43% used it on 20 or more days.

Use of EVP on 20 or more days among current users has significantly increased since 2015 and nearly doubled between 2017 and 2019.

- Male students are significantly more likely than females to use EVP on 20 or more days.
- Older students are significantly more likely than younger students who use EVP to use EVP on 20 or more days.
- Among current users, use of EVP on 20 or more days does not differ by race or sexual orientation / gender identity.

**Used an EVP on 20 or More Days
(Among Current Users)**



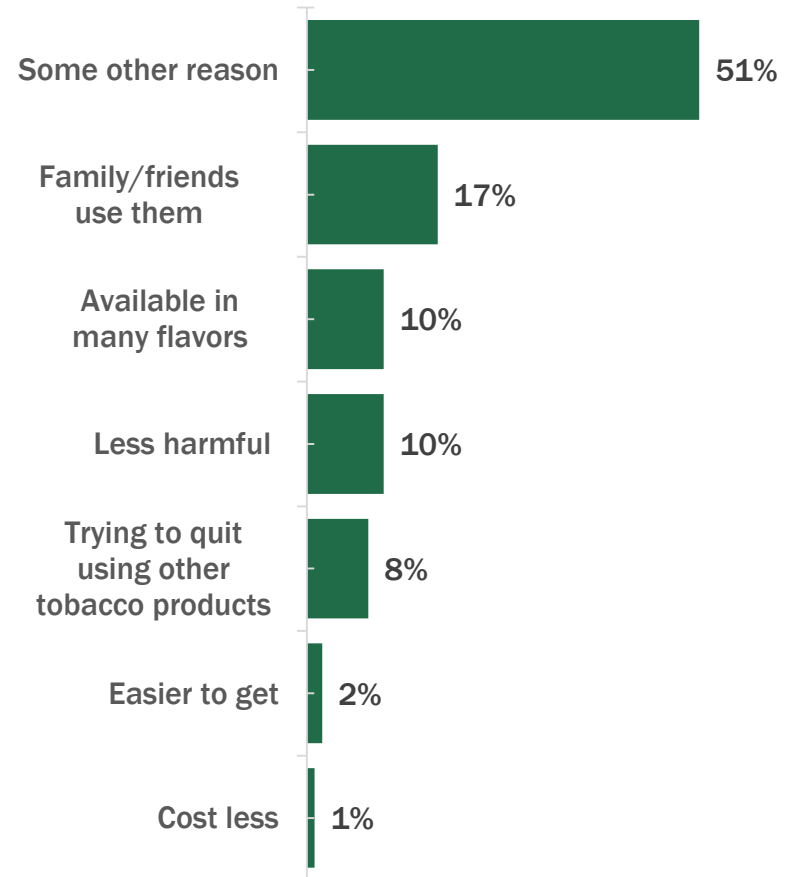
Among Electronic Vapor Products Users

Primary Reason for Using

Among students who used EVP during the past 30 days, one in ten current users reported using them because they thought they were less harmful. Less than 5% used them because they were easier to get or cost less than other tobacco products.

Compared to those in 2017, fewer students reported using them because their friends or family members use them (35% vs 17%).

**Primary Reason for Using Electronic Vapor Products
(Among Current Users)**

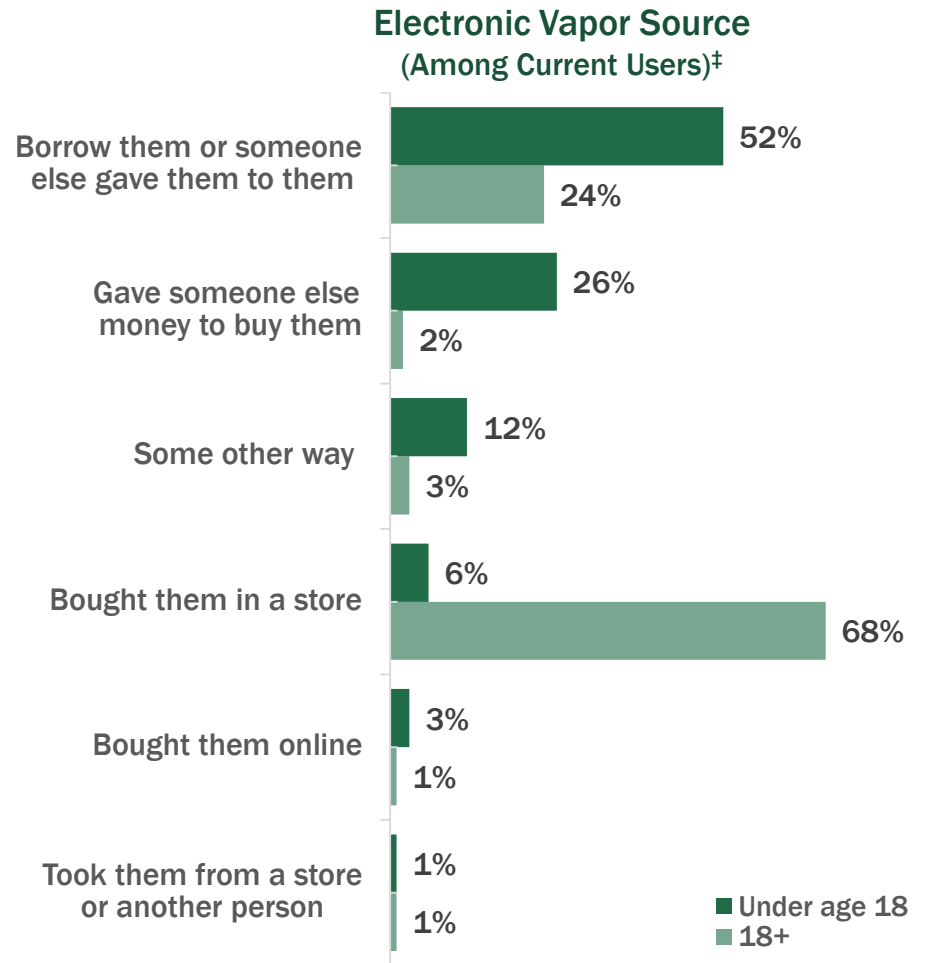


Among Electronic Vapor Product Users

Primary Source of EVP

Among current users under age 18, just over half borrowed or got EVP from someone else; a quarter gave someone money to buy them. Less than 10% purchased them either online or in a store.

Among current users 18 and older, nearly seven in ten purchased[‡] EVP in a store. Less than a quarter borrowed or got them from someone else.



[‡] The legal age to purchase tobacco products, including EVP, during the time of this survey was 18 years of age. It has since changed to 21. Getting EVP from someone else was changed in 2019 from “A person over 18 years old” to “A person who can legally buy these products”

Among Electronic Vapor Products Users

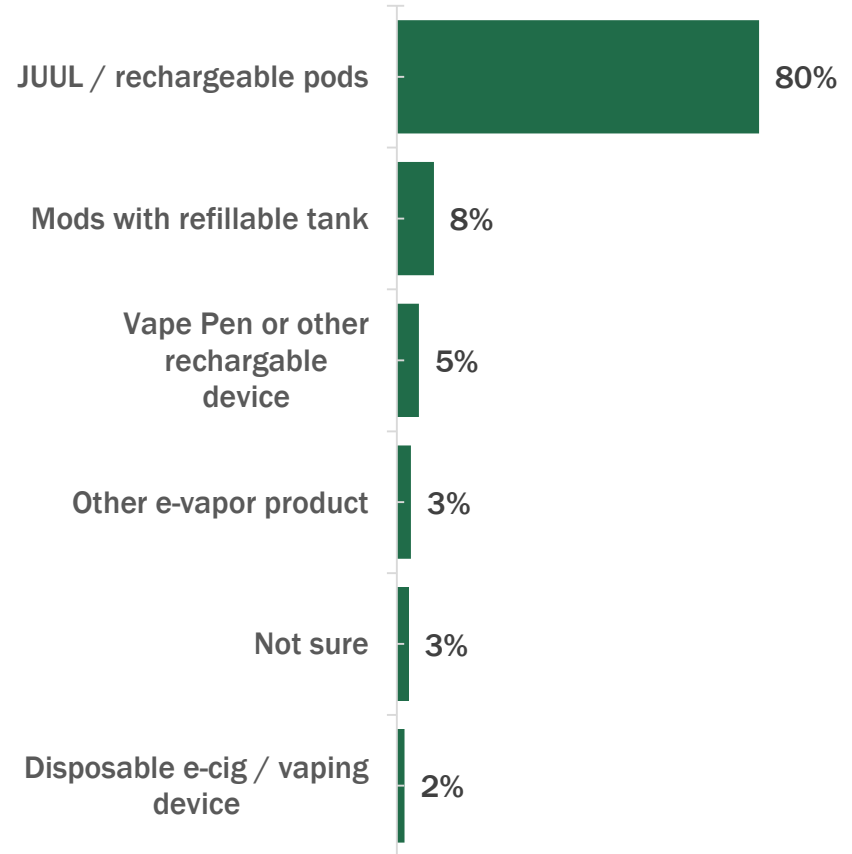
Type of EVP Used

Among students who used electronic vapor products during the past 30 days, eight in ten used a JUUL or similar type of rechargeable device with pods.

Among current users,

- Female students are significantly more likely than male students to use a JUUL or other rechargeable device that uses pods (84% vs 76%)
- White, non-Hispanic students are significantly more likely than students of color to use a JUUL or similar device (80% vs 75%).
- Heterosexual / cisgender students are significantly more likely than LGBT students to use a JUUL or rechargeable device (82% vs 72%).

Type Electronic Vapor Product Used (Among Current Users)



Other Tobacco Product Use

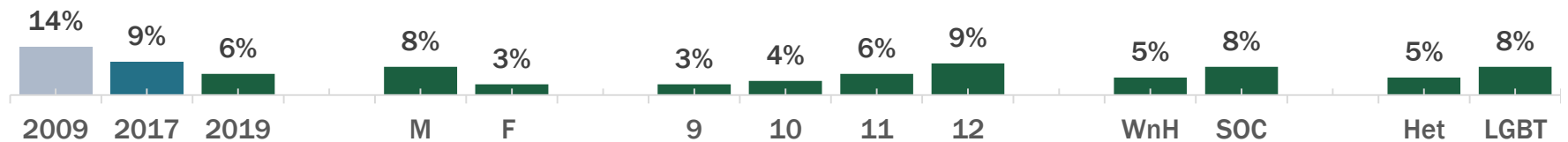
Cigar, Cigarillos, and Little Cigars

Less than 10% of students smoked cigars, cigarillos, or little cigars during the past 30 days.

Since 2009 and since 2017, current use of cigars has significantly decreased.

- Male students are significantly more likely than female students to smoke cigars.
- Cigar use increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to use cigars.
- LGBT students are significantly more likely than heterosexual / cisgender students to use cigars.

Current Cigar Use



Other Tobacco Product Use

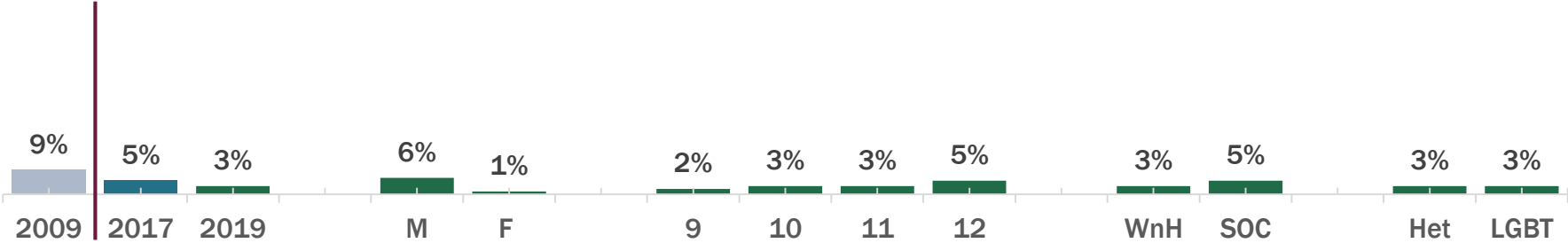
Smokeless Tobacco

Less than 5% of students used chewing tobacco, snuff, dip, snus, or dissolvable tobacco products during the past 30 days.

Since 2009 and since 2017, current use of smokeless tobacco products has significantly decreased.

- Male students are significantly more likely than female students to use smokeless tobacco.
- Older students are significantly more likely than younger students to use smokeless tobacco.
- Students of color are significantly more likely than white, non-Hispanic students to use smokeless tobacco products.
- Use of smokeless tobacco is statistically similar among LGBT and heterosexual / cisgender students.

Current Smokeless Tobacco Use



Note: In 2017 the number of smokeless tobacco products and examples used in the question were revised to include dissolvable tobacco products and included products such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, Marlboro Snus, General Snus, Ariva, Stonewall, or Carmel Orbs. This change interrupts the smokeless tobacco use trend line. Caution should be used when comparing data from previous years.

Quit Attempts

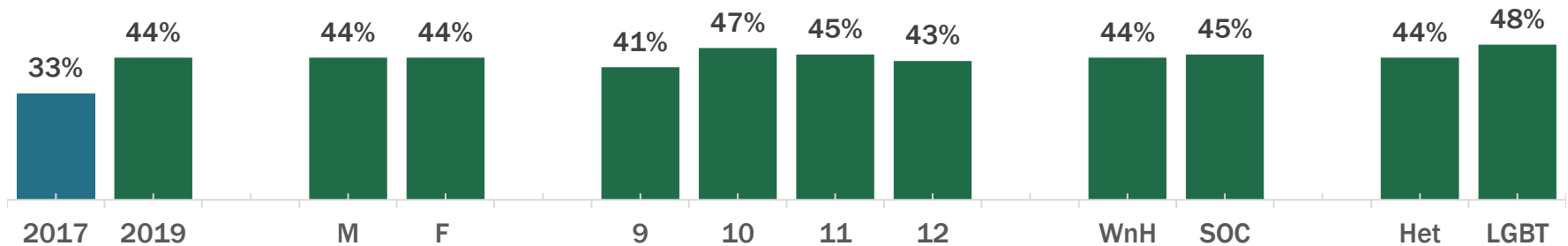
Nearly a quarter of students (33%) reported using a tobacco product during the past year.

Among students who used any tobacco products during the past year, 44% tried to quit using cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products.

Attempts to quit using all tobacco products significantly increased between 2017 and 2019.

- Attempting to quit using tobacco products during the past year does not differ by sex, grade, race, or sexual orientation / gender identity.

**Tried to Quit Using All Tobacco Products During the Past Year,
(Among Those Who Used Tobacco During the Previous 12 Months)**



Note: In 2017 quit attempts was changed from current smokers who tried to quit smoking cigarettes during the past year to among students who used any tobacco product during the past year, the percent who tried “to quit using all tobacco including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products”.

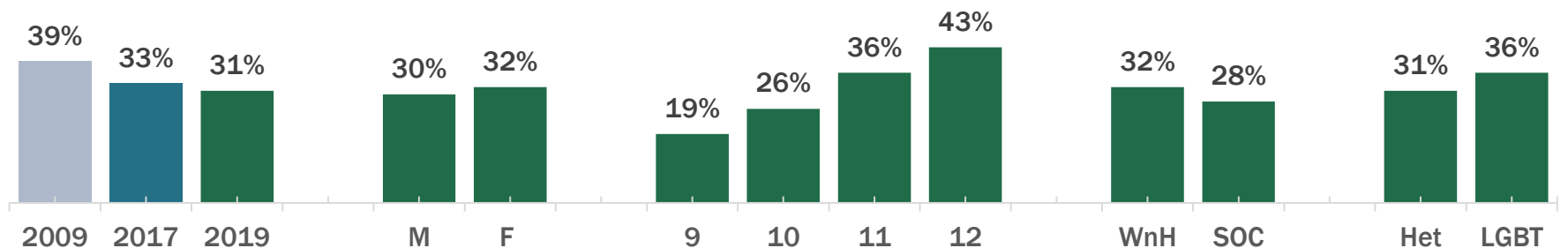
Current Alcohol Use

Three in ten high school students drank alcohol during the past 30 days.

Over the past decade and between 2017 and 2019, alcohol use during the past 30 days significantly decreased.

- Female students are significantly more likely than male students to have consumed alcohol during the past 30 days.
- Current alcohol use significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to have consumed alcohol during the past 30 days.
- LGBT students are significantly more likely than heterosexual/cisgender students to have consumed alcohol during the past 30 days.

Drank Alcohol, Past 30 Days



Binge Drinking

Binge drinking is defined as occurring when males consume five or more drinks and when females consume four or more drinks in one sitting.



Overall, 15% of high school students binge drank at least one time during the past 30 days. In 2019, binge drinking rates among high school students met the HV2020 Goal of 15%.

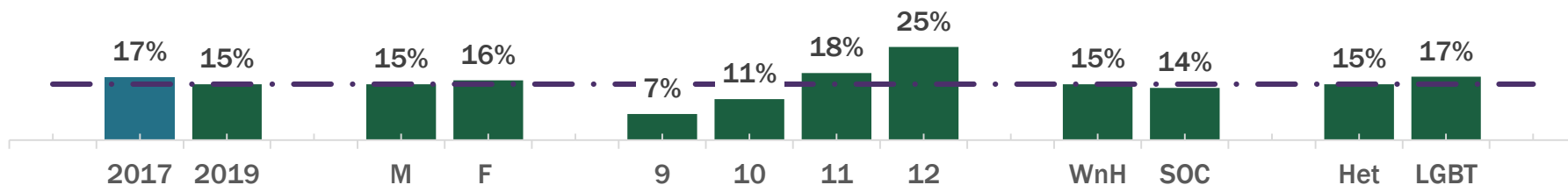
During the past 30 days, 4% of students drank 10 or more drinks in a row.

- Binge drinking during the past 30 days does not differ by sex, race, or sexual orientation.
- Binge drinking significantly increases with each grade level.

The percent of students who binge drank during the past month significantly decreased between 2017 and 2019.

Binge Drank, Past 30 Days

— HV2020 Goal (15%)

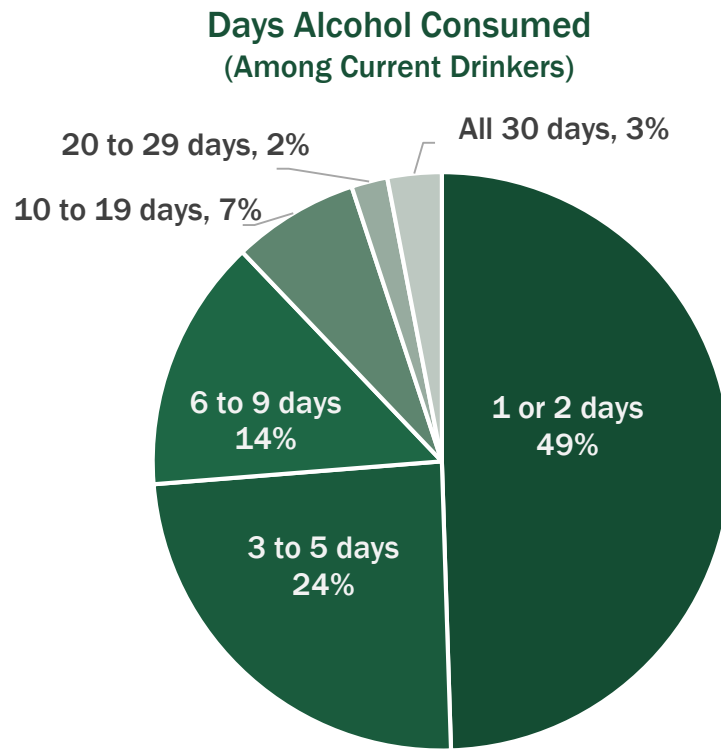


In 2017, the CDC revised the definition of binge making it sex-specific. Current binge drinking rates cannot be compared to those prior to 2017.

Among Current Drinkers

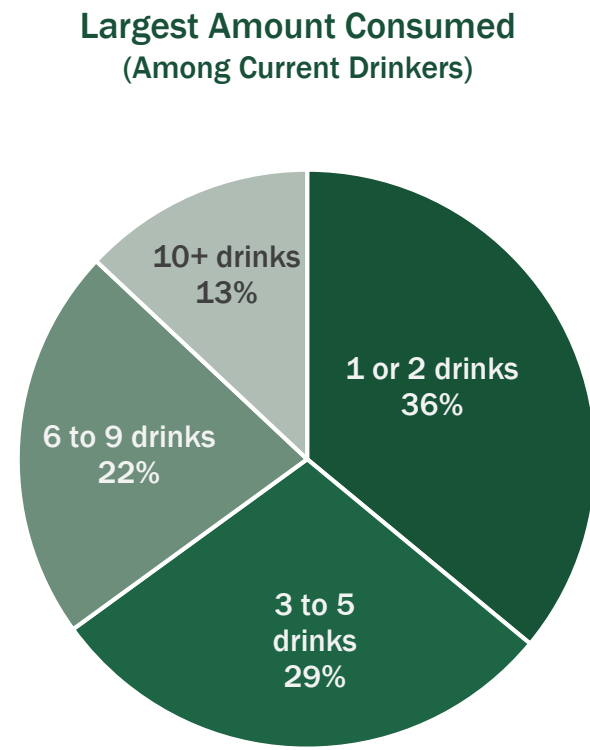
Frequency of Use

Among students who reported drinking during the past 30 days, about half drank on one or two days; about one in eight drank on ten or more days.



Largest Quantity Drank in One Sitting

Among students who reported drinking during the past 30 days, about a third had one or two drinks in a row, within a couple of hours; a third consumed 6 or more drinks in a row.



Among Current Drinkers

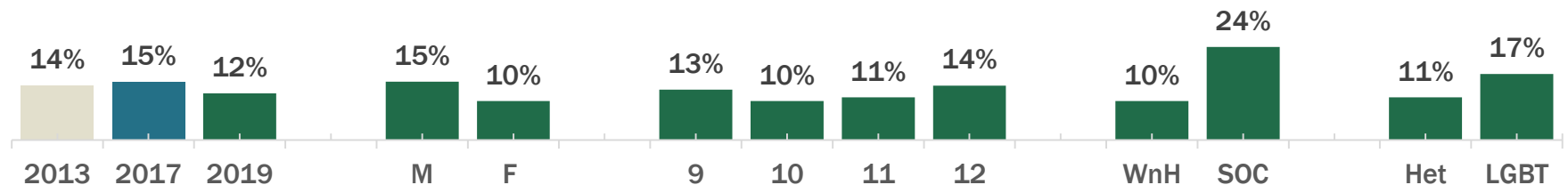
Frequency of Drinking

Among students who drank alcohol during the past 30 days, one in eight drank on ten or more days.

Drinking on ten or more days has not significantly changed since 2013 or between 2017 and 2019.

- Among students who currently drink alcohol, male students are significantly more likely than female students to drink on ten or more days during the past month.
- Among current drinkers, drinking on ten or more days during the past month does not differ by grade level.
- Students of color who currently drink alcohol are more than two times as likely as white, non-Hispanic to drink on ten or more days.
- LGBT students who currently drink alcohol are significantly more likely than heterosexual / cisgender students to drink on ten or more days.

Drank on 10 or More Days (Among Current Drinkers)



Among Current Drinkers

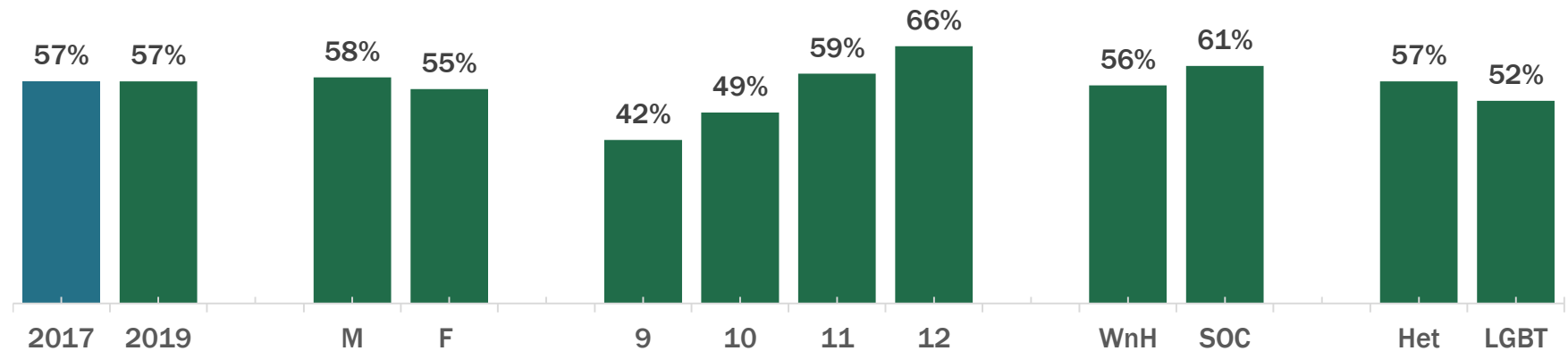
Binge Drinking

More than half of current drinkers binge drank at least once during the past month. A quarter binge drank on three or more days (data not shown).

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

- Among students who currently drink alcohol, binge drinking does not differ by sex, race, or sexual orientation / gender identity.
- Binge drinking among current users significantly increases with each grade level.

Binge Drank During the Past Month
(Among Current Drinkers)



† Binge drinking occurs when males consume five or more drinks or females consume four or more drinks in a row.

Among Current Drinkers

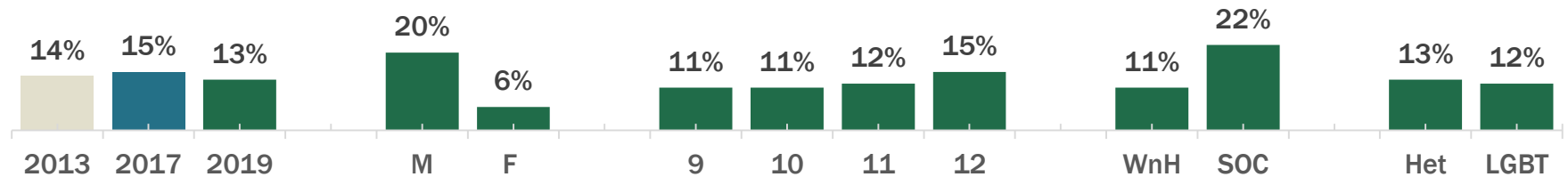
Largest Amount Consumed in One Sitting

Among students who drank during the past 30 days, one in eight consumed more than 10 drinks in a row.

Drinking 10 or more drinks in a row has not significantly changed since 2013. It significantly decreased between 2017 and 2019.

- Among current drinkers, male students are three times as likely as female students to have ten or more drinks in a row, within a couple of hours.
- Among students who currently drink alcohol, drinking ten or more drinks in a row does not differ by grade level or sexual orientation / gender identity.
- Students of color who currently drink alcohol are two times as likely as white, non-Hispanic students to have ten or more drinks in a row.

Had 10 or More Drinks in a Row (Among Current Drinkers)



Current Marijuana Use

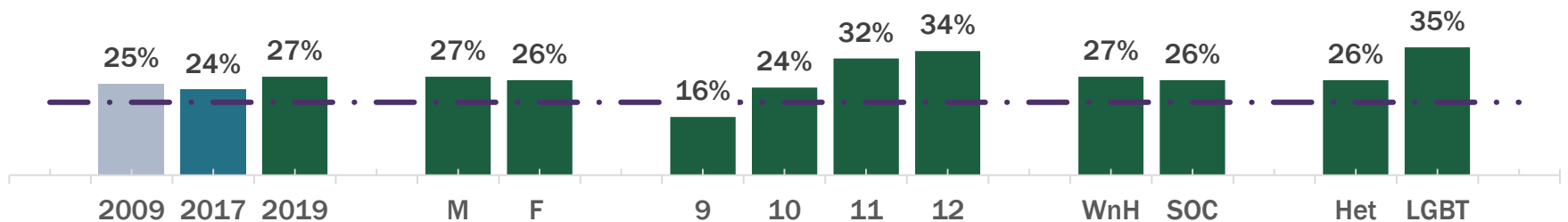
More than a quarter of high school students used marijuana during the past 30 days. Current marijuana use remains above the HV2020 Goal of 20%.

Current use of marijuana significantly increased between 2017 and 2019 but remains similar over the past decade.

- Current marijuana use does not differ by sex or race.
- Older students are significantly more likely than younger students to have used marijuana during the past 30 days.
- LGBT students are significantly more likely to use marijuana during the past 30 days compared to heterosexual/cisgender students.

Marijuana Use, Past 30 Days

· - - - HV2020 Goal (20%)



Among Marijuana Users

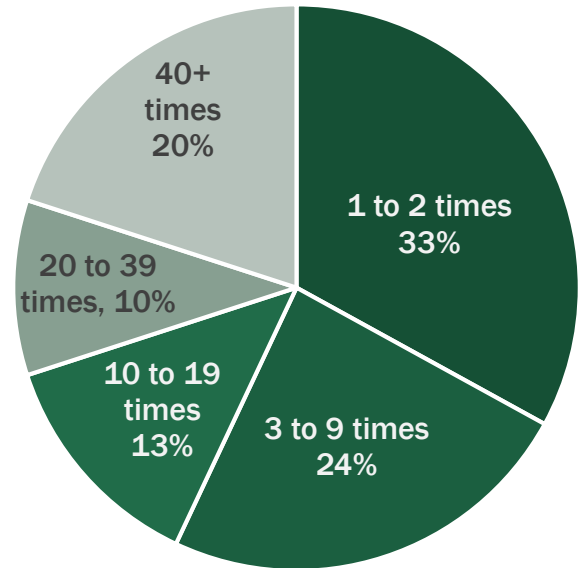
Frequency of Use

Among current users, using marijuana ten or more times in a month did not significantly change between 2015 and 2019 or between 2017 and 2019.

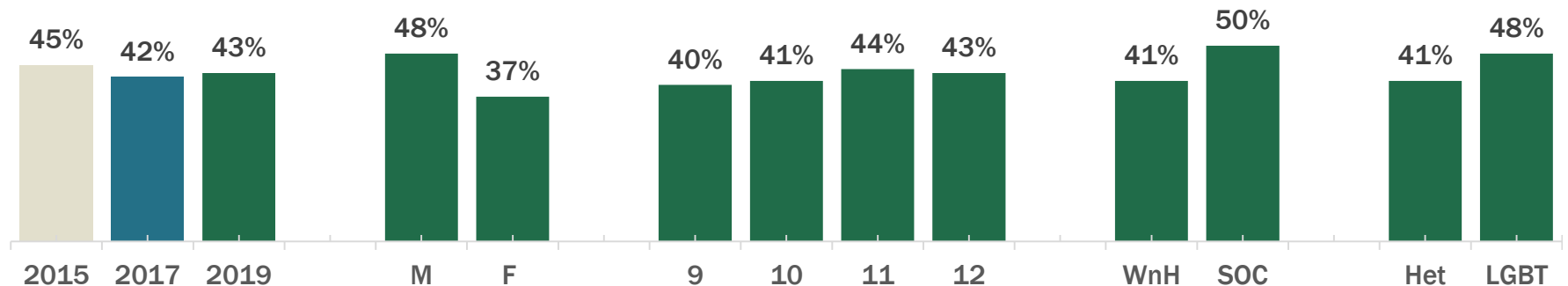
Among students who used marijuana in the past month:

- Male students are significantly more likely than females to use marijuana ten or more times in the past month.
- Using marijuana ten or more times does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to use marijuana ten or more times in the past month.
- LGBT students are significantly more likely than heterosexual / cisgender students to use marijuana ten or more times in the past month.

Frequency of Marijuana Use
(Among Current Users)



Used Marijuana 10+ Times
(Among Current Users)

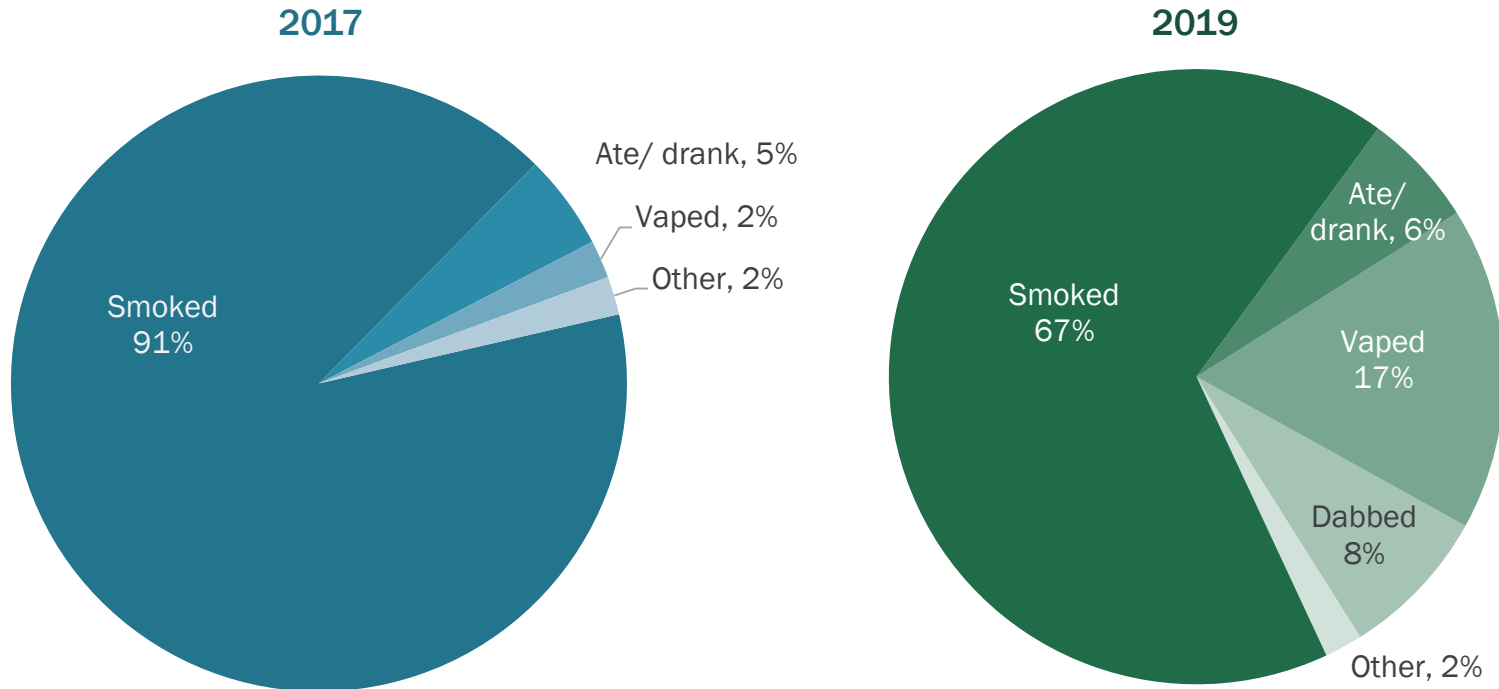


Among Marijuana Users

Primary Method Used

The primary way marijuana is used significantly changed between 2017 and 2019. In 2019, two-thirds of current marijuana users primarily smoked marijuana in a joint, pipe, or blunt, a significant decrease from 2017 when 91% of current marijuana users used it in this way. Vaping as the primary method to use marijuana was more than 8 times higher in 2019 than in 2017.

**Primary Methods Used to Consume Marijuana
(Among Current Users)**



NOTE: In 2019 dabbing was added as a response option.

Among Marijuana Users

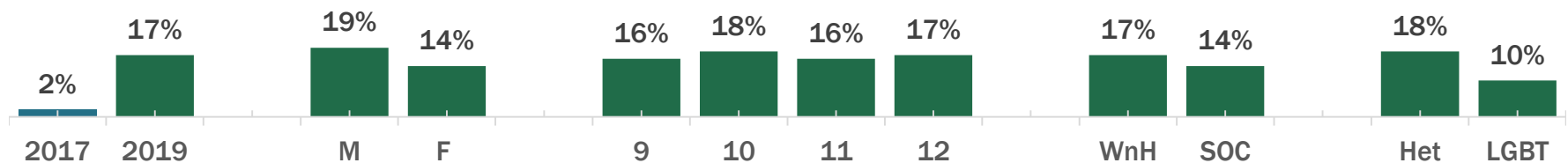
Primarily Vaped Marijuana

In 2019, a quarter of students who currently use marijuana primarily vaped (17%) or dabbled (8%) it.

Current users in 2019 were more than eight times as likely to report vaping as their primary method for using marijuana as current users in 2017.

- Among current users, male students are significantly more likely than female students to vape marijuana.
- Vaping, among current users, does not differ by grade level or race.
- White, non-Hispanic students are significantly more likely than students of color to vape marijuana, among those who used it during the past 30 days.
- Heterosexual / cisgender students who use marijuana are significantly more likely than LGBT students to vape marijuana.

Primarily Vaped Marijuana (Among Current Users)



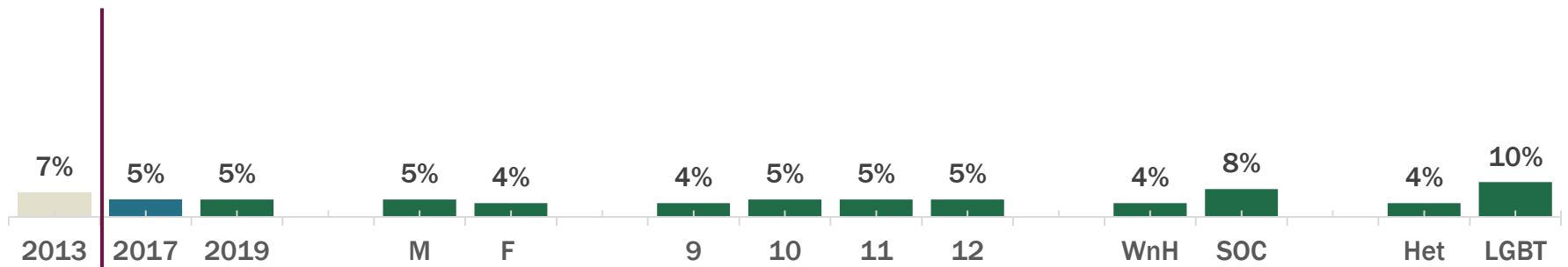
Current Prescription Drug Misuse

Prescription drug use includes using any prescription medicine such as codeine, Vicodin, OxyContin, Hydrocodone, Percocet, Adderall, or Ritalin without a doctor's prescription or in a different manner than prescribed.

- Misusing a prescription drug during the past 30 days does not differ by sex or grade level.
- Students of color are significantly more likely than white, non-Hispanic students to misuse prescription drugs during the past 30 days.
- LGBT students are significantly more likely to misuse prescription drugs compared to heterosexual/cisgender students.

Overall, 5% of students misused a prescription during the past 30 days.

Current Prescription Drug Misuse



Note: Modifications to the wording of lifetime and current prescription drug use were made in 2017 to reflect both illicit use and misuse of prescription drugs. Caution should be taken when comparing prescription drug misuse prior to 2017.

Substance Use on School Property

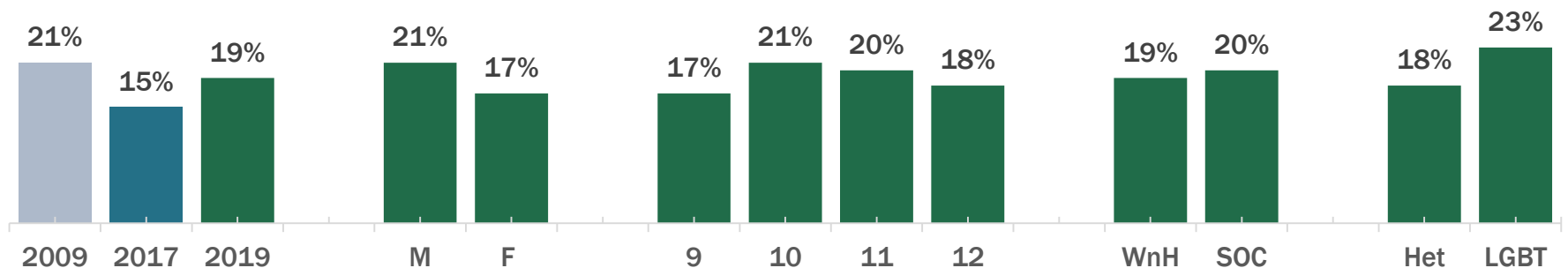
Offered, Sold, or Given an Illegal Drug at School

About two in ten students (19%) were offered, sold, or given an illegal drug on school property during the past 12 months.

Giving, receiving or selling illegal substances on school property significantly increased between 2017 and 2019 but remains similar to the percent who did so in 2009.

- Male students are significantly more likely than females to be offered, sold, or given an illegal drug on school property during the past year.
- Being offered, sold, or given an illegal drug on school property does not differ by grade level or race.
- LGBT students are significantly more likely than heterosexual/cisgender students to receive or sell an illegal substance on school property.

Were Offered, Sold, or Received Illegal Drugs on School Property, Past 12 Months



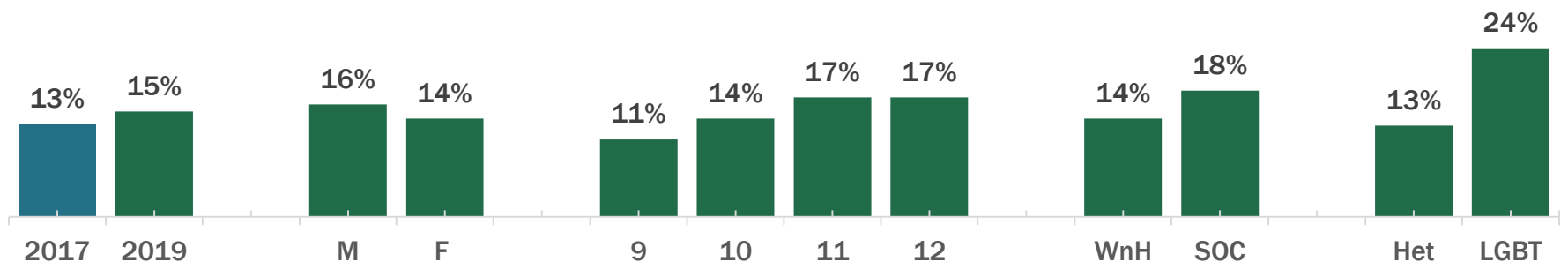
Attended School Under the Influence of Alcohol or Drugs

During the past year, one in seven students attended school under the influence of alcohol or other drugs such as marijuana or cocaine.

Attending school under the influence of alcohol or other drugs significantly increased between 2017 and 2019.

- Male students are significantly more likely than females to attend school while under the influence of alcohol or other drugs.
- Older students are significantly more likely than younger students to attend school under the influence of alcohol or other drugs during the past 30 days.
- Students of color are significantly more likely than white, non-Hispanic students to attend school under the influence of drugs or alcohol.
- LGBT students are two times more likely than heterosexual/cisgender students to attend school under the influence of drugs or alcohol.

**Attended School Under the Influence of Alcohol or Other Drugs,
Past 12 Months**



Screenings & Exposure

Were Asked About Smoking by a Medical Provider

Most students (91%) reported seeing or talking to a doctor, dentist, or nurse during the past 12 months.

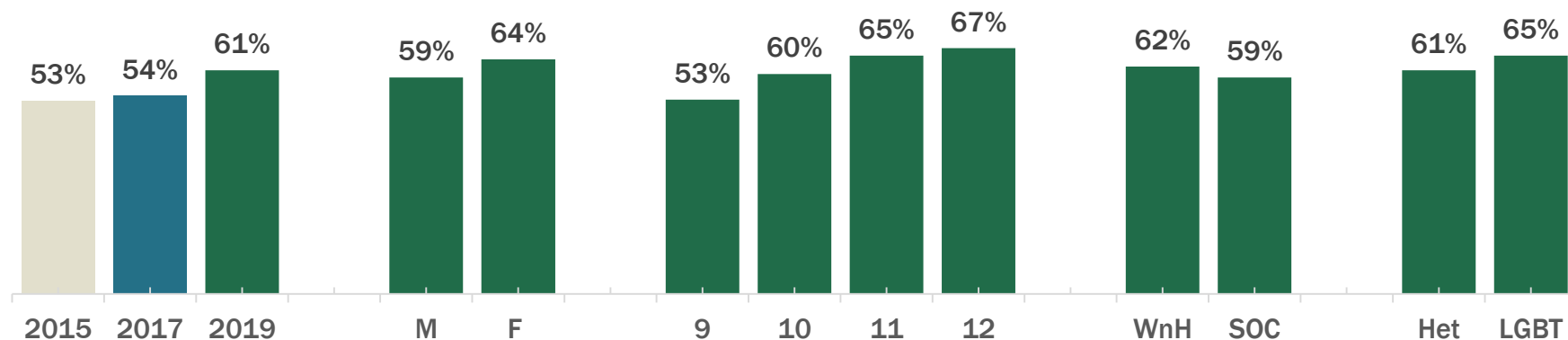
Six in ten students who saw a doctor, nurse or dentist during the past year were asked if they smoke. One in seven (15%) were not sure if a medical provider asked them about smoking.

The percent of students who were asked about smoking significantly increased since 2015 and between 2017 and 2019.

Among students that saw a medical provider during the past year:

- Female students are significantly more likely to talk to a doctor, nurse, or dentist about smoking compared to male students.
- Older students are significantly more likely to be asked about smoking by a doctor, nurse, or dentist compared to younger students.
- White, non-Hispanic students are significantly more likely than students of color to be asked about smoking by a doctor, nurse, or dentist.
- LGBT students are significantly more likely than heterosexual/cisgender student to be asked about smoking by a doctor, nurse, or dentist.

Were Asked About Smoking by a Doctor, Nurse, or Dentist, Past 12 Months



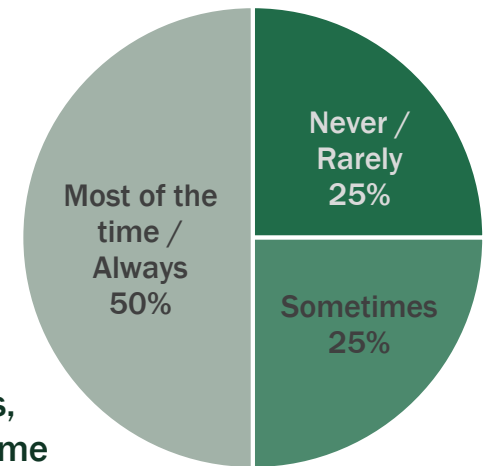
Exposure to Tobacco Messaging

Half of all students always or most of the time see tobacco advertisement when they go to a gas station, supermarket or convenience store.

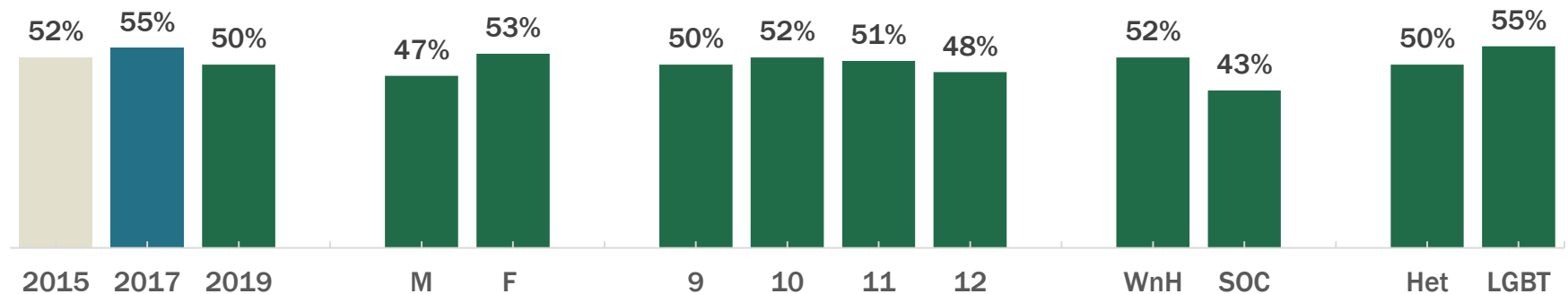
Since 2015, the percent of students who reported seeing advertisements for tobacco products in convenience stores, supermarkets, or gas stations at least most of the time significantly decreased. This also decreased between 2017 and 2019.

- Male students and older students are significantly less likely see tobacco advertisements at least most of the time compared to female students and younger students.
- White, non-Hispanic students and LGBT students are significantly more likely than minority and heterosexual/cisgender students to see tobacco advertisements in stores at least most of the time.

Saw Tobacco Advertisements in Gas Stations, Supermarkets, or Convenience Stores



Saw Tobacco Advertisements in Convenience Stores, Supermarkets, or Gas Stations, at Least Most of the Time



Attitudes & Perceptions about Substance Use

Peer Disapproval

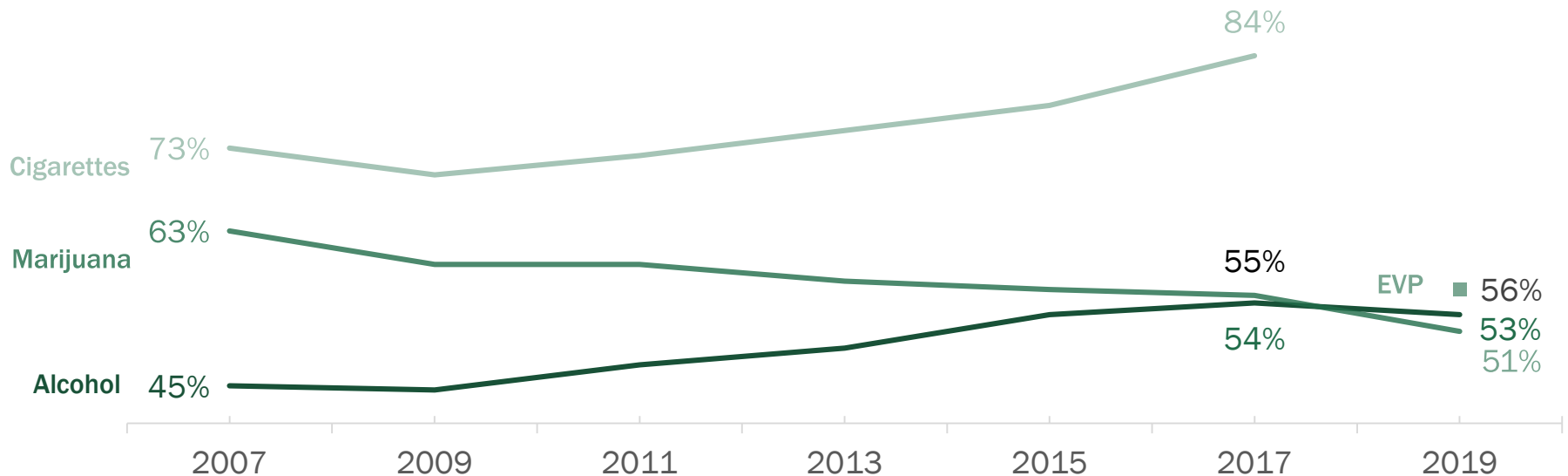
* EVP new 2019

Overall about one in two students believe it is wrong or very wrong for someone their age to use alcohol, marijuana, and EVP.

Over the past decade, the percent of students who think it is wrong or very wrong for someone their age to use alcohol has significantly increased. However, disapproval of marijuana use has decreased, with fewer students believing it is wrong or very wrong for someone their age to use it.

Peer disapproval of EVP was new in 2019. Just over half (56%) believed their peers would think it is wrong for very wrong for someone their age to use and EVP.

**Peer Disapproval of Alcohol, Marijuana, and Tobacco Products
Wrong or Very Wrong to Use**



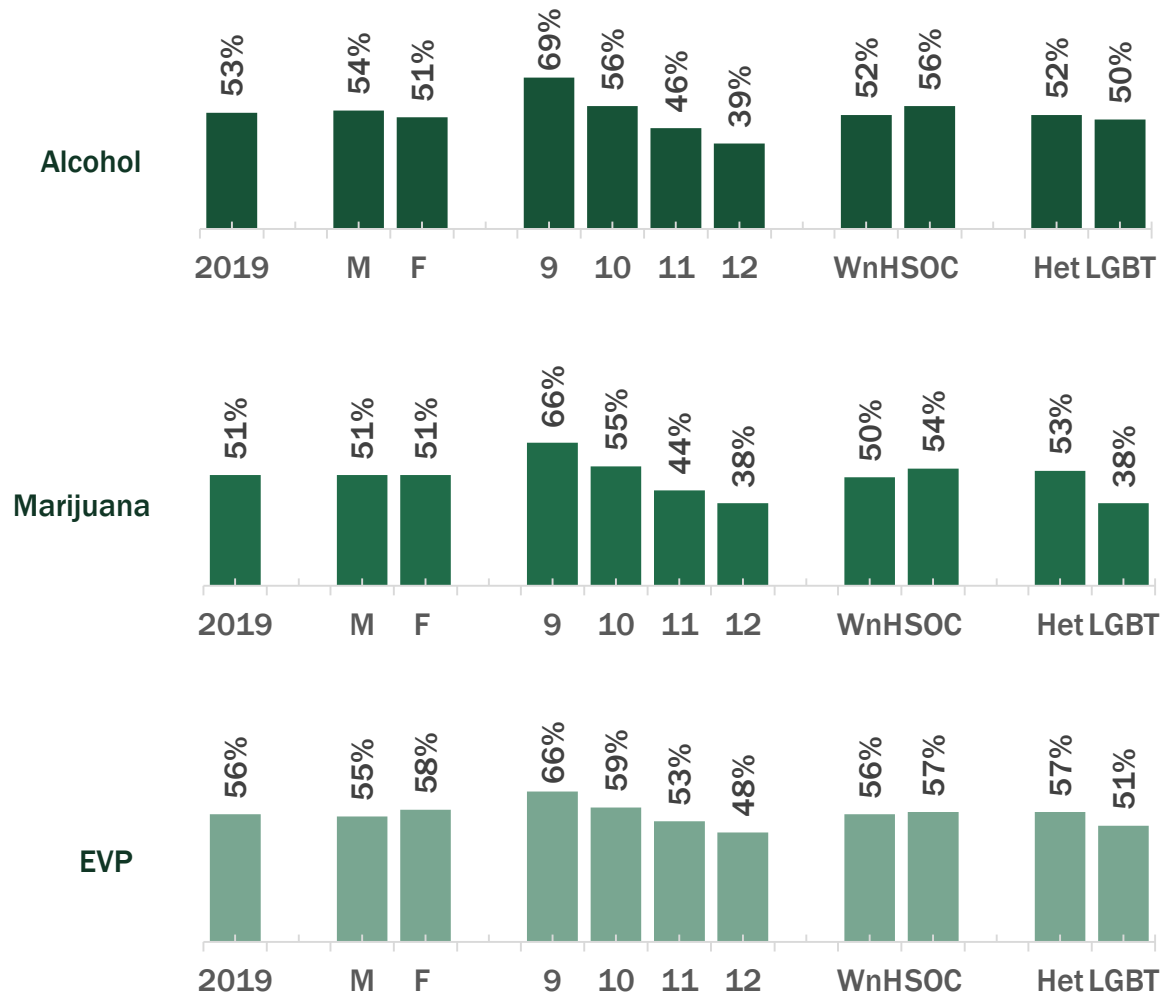
Peer Disapproval

* EVP new 2019

About half of high school students think it is wrong or very wrong for someone their age to use alcohol, marijuana, or EVP.

- With each increasing grade level, students are significantly less likely to believe it is wrong or very wrong for someone their age to use alcohol, marijuana, or EVP.
- The following students are significantly more likely to believe it is wrong or very wrong for someone their age to use alcohol:
 - Male students
 - Students of color
- The following students are significantly more likely to believe it is wrong or very wrong for someone their age to use marijuana:
 - Students of color
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe it is wrong or very wrong for someone their age to use EVP:
 - Female students
 - Heterosexual / cisgender students

Wrong or Very Wrong for Someone Their Age to Use



Parental Disapproval

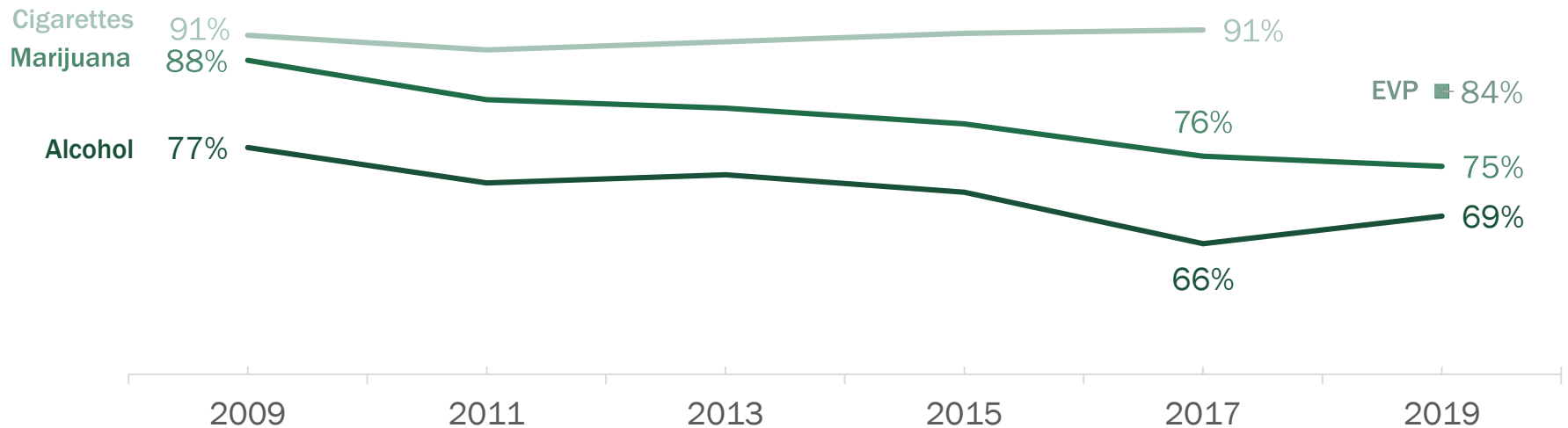
* EVP new 2019

Overall, most students believed their parents would feel that it is wrong or very wrong for them to use alcohol, marijuana, or EVP. Less than 10% were not sure if their parents would think it was wrong for them the use alcohol (4%), marijuana (4%), or EVP (6%).

Since 2009, the percent of students who believed their parents would think it was wrong for them to drink alcohol or use marijuana has significantly decreased. Compared to 2017, significantly more students believed their parents would think it was wrong or very wrong for them to use alcohol. Parental perceptions of marijuana use between 2017 and 2019 did not change.

Parental disapproval of EVP was new in 2019. Most students (84%) believe their parents would feel it is wrong or very wrong to use EVP.

**Parental Disapproval of Alcohol, Marijuana, and Tobacco Products
Wrong or Very Wrong to Use**



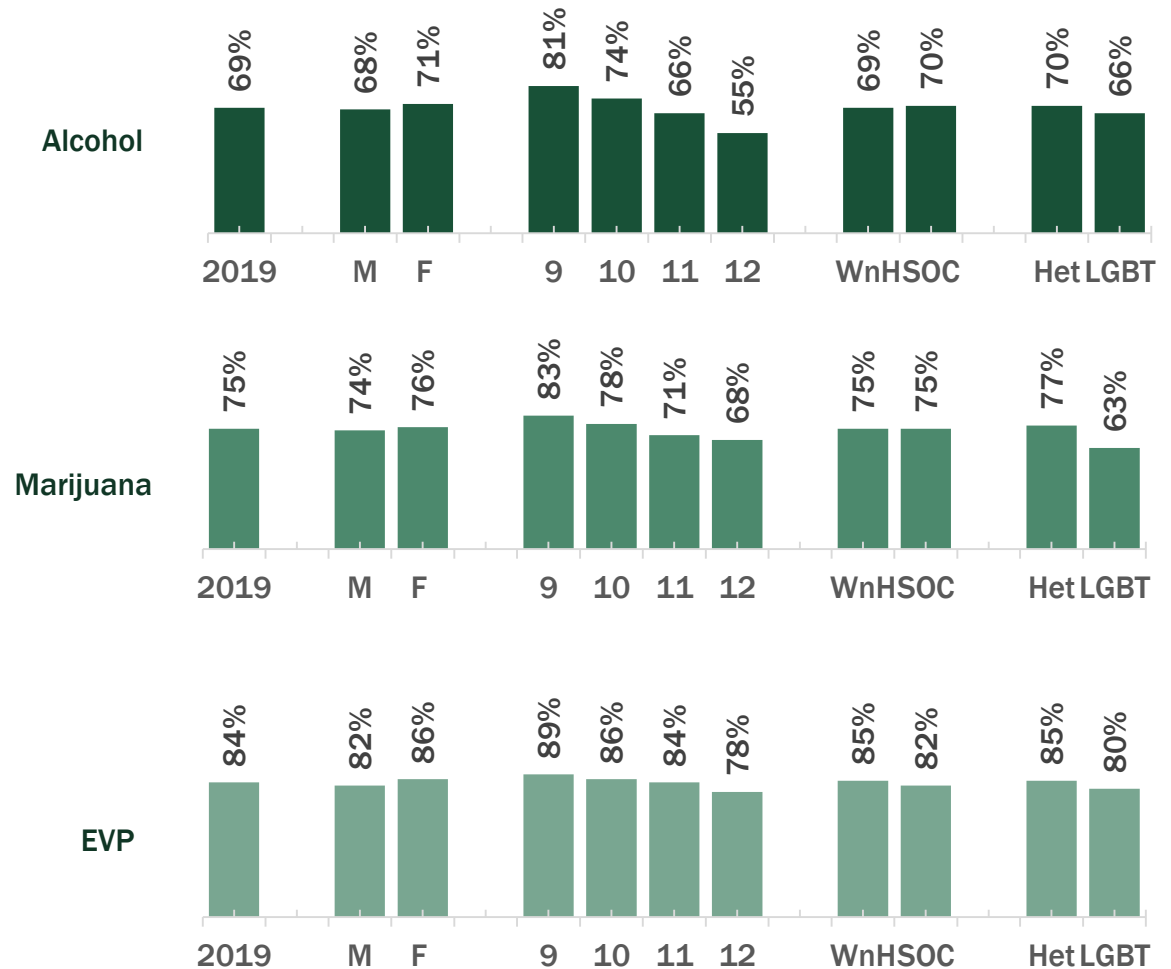
Parental Disapproval

* EVP new 2019

The majority of students believe their parents think it is wrong or very wrong for them to use alcohol, marijuana, or EVP.

- With each increasing grade level, students are significantly less likely to believe their parents feel it is wrong or very wrong for them to use alcohol, marijuana, or EVP.
- The following students are significantly more likely to believe their parents think it is wrong or very wrong for them to use alcohol:
 - Female students
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe their parents think it is wrong or very wrong for them to use marijuana:
 - Female students
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe their parents think it is wrong or very wrong for them to use EVP:
 - Female students
 - White, non-Hispanic students
 - Heterosexual / cisgender students

Parents Would Think it Was Wrong or Very Wrong for Them to Use



Perceived Risk of Harm

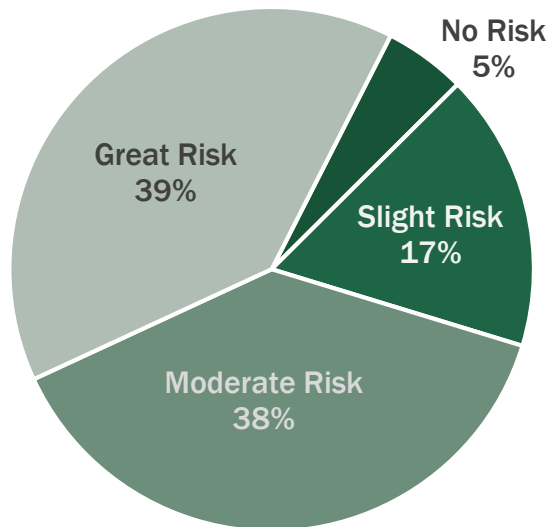
* EVP new 2019

The majority of students believe people who binge drink one or two times each weekend (77%) or use EVP regularly (68%) have a moderate or great risk harming themselves, physically or in other ways. About half believe using marijuana regularly would lead to a great or moderate risk of it harming someone.

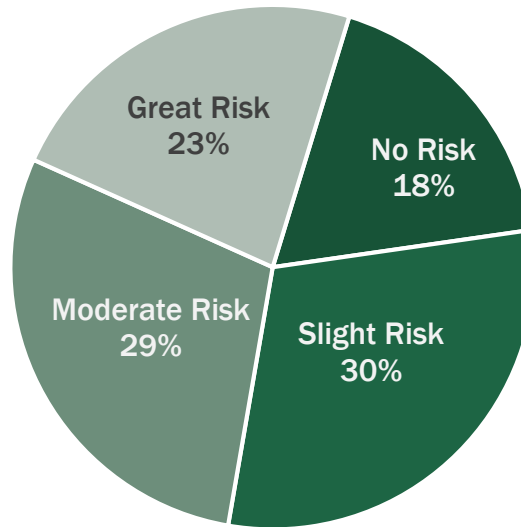
Nearly one in five students believe there is no risk of harm from using marijuana regularly. One in ten believe there is no risk of harm from using EVP regularly. Fewer students (5%) believe there is no risk from binge drinking each weekend.

Perceived Harm

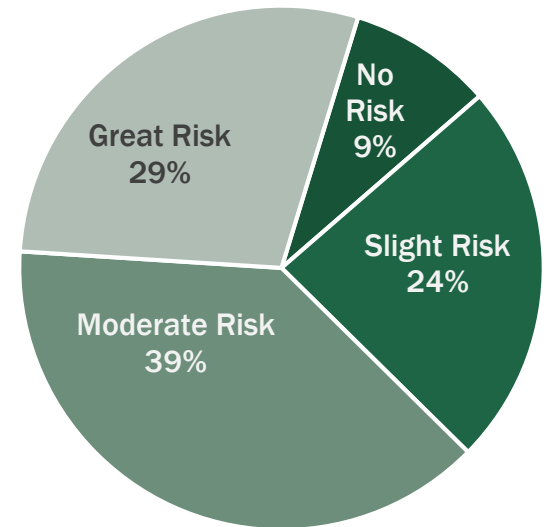
Binge Drink Each Weekend



Use Marijuana Regularly



Use EVP Regularly



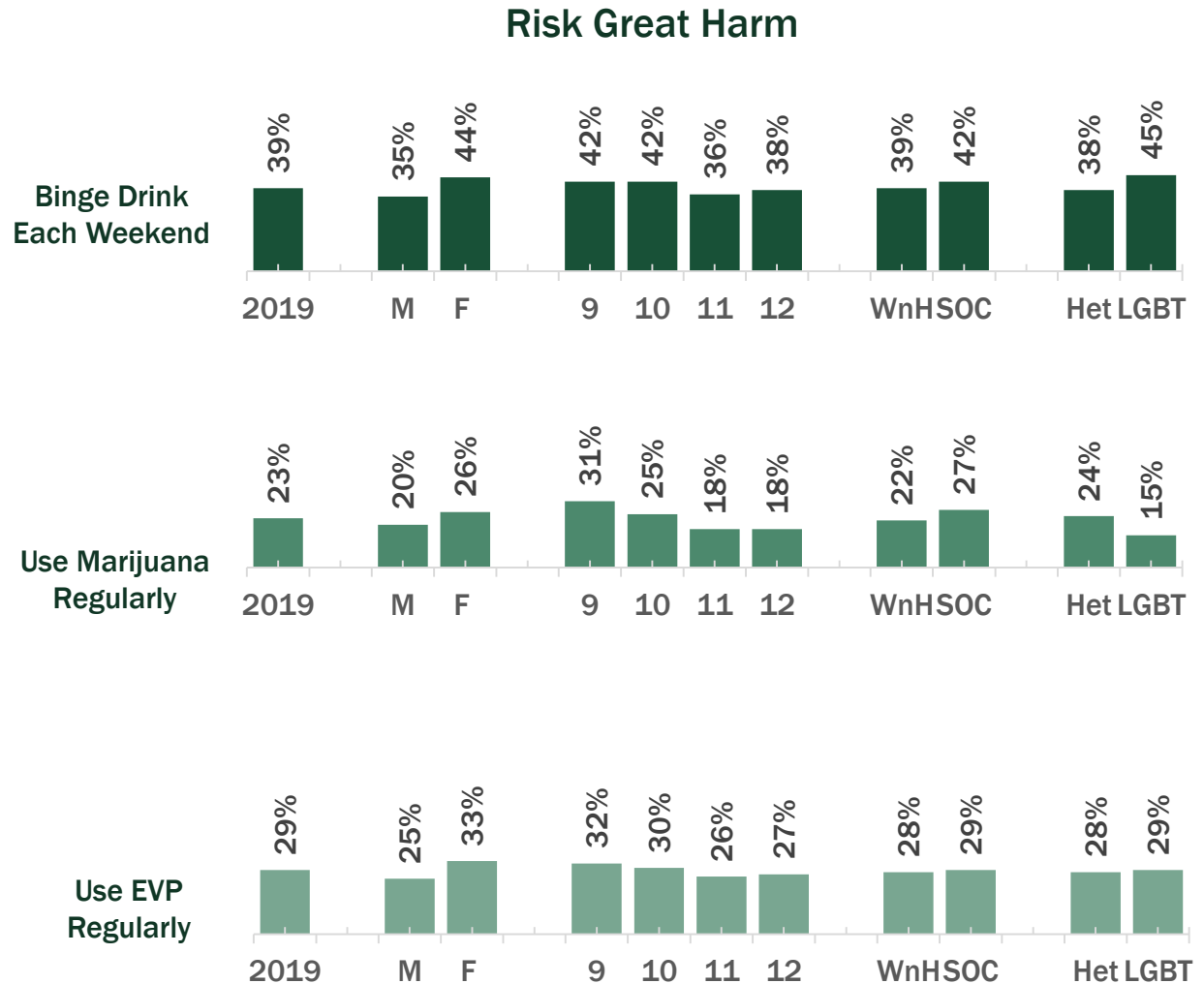
Comparisons cannot be made to questions prior to 2017 due to changes in question wording

Perceived Risk of Harm

* EVP new 2019

Less than half of all students believe binge drinking, using marijuana or EVP regularly would cause great harm.

- The following students are significantly more likely to believe binge drinking each weekend would cause great harm:
 - Female students
 - Younger students
 - Students of color
 - LGBT students
- The following students are significantly more likely to believe using marijuana regularly would cause great harm:
 - Female students
 - Younger students
 - Students of color
 - Heterosexual / cisgender students
- The following students are significantly more likely to believe using EVP would cause great harm:
 - Female students
 - Younger students



Perceived Availability

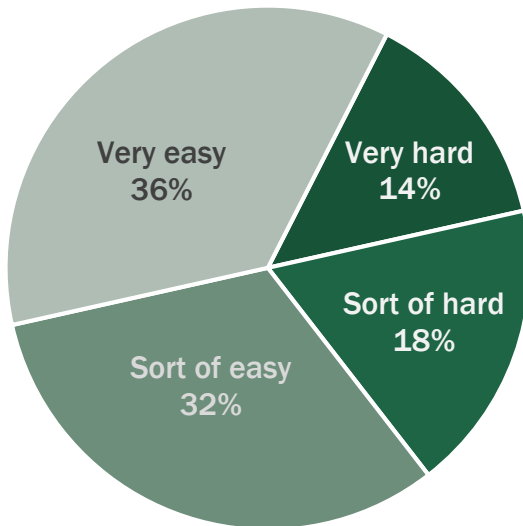
* EVP new 2019

Roughly four in ten students believe it would be very easy for them to get alcohol, marijuana, or EVP if they wanted to.

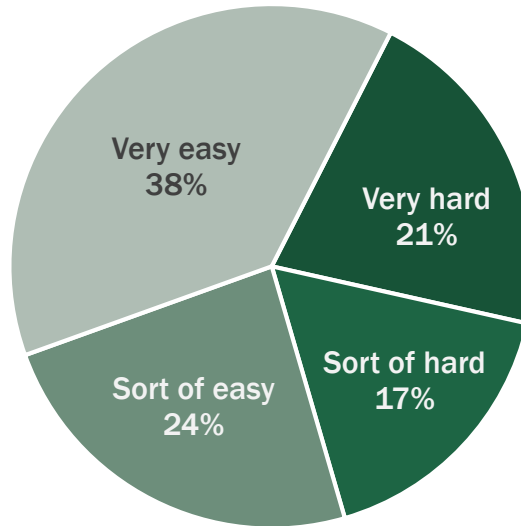
Significantly fewer students think it would be very hard to get these products. About one in eight students believe it would be very hard to get alcohol or EVP and one in five believe it would be very hard to get marijuana.

Perceived Ease of Access

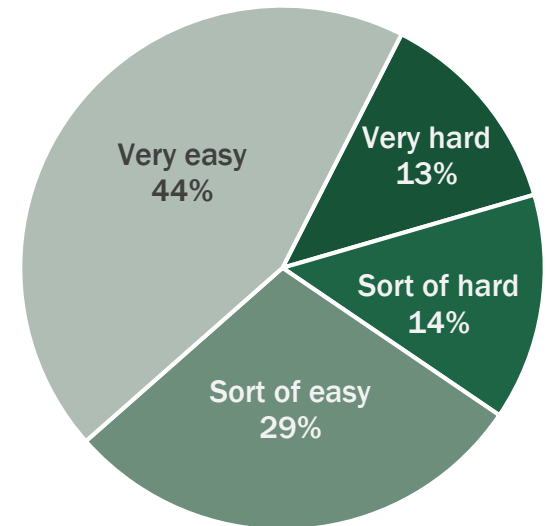
Alcohol



Marijuana



EVP



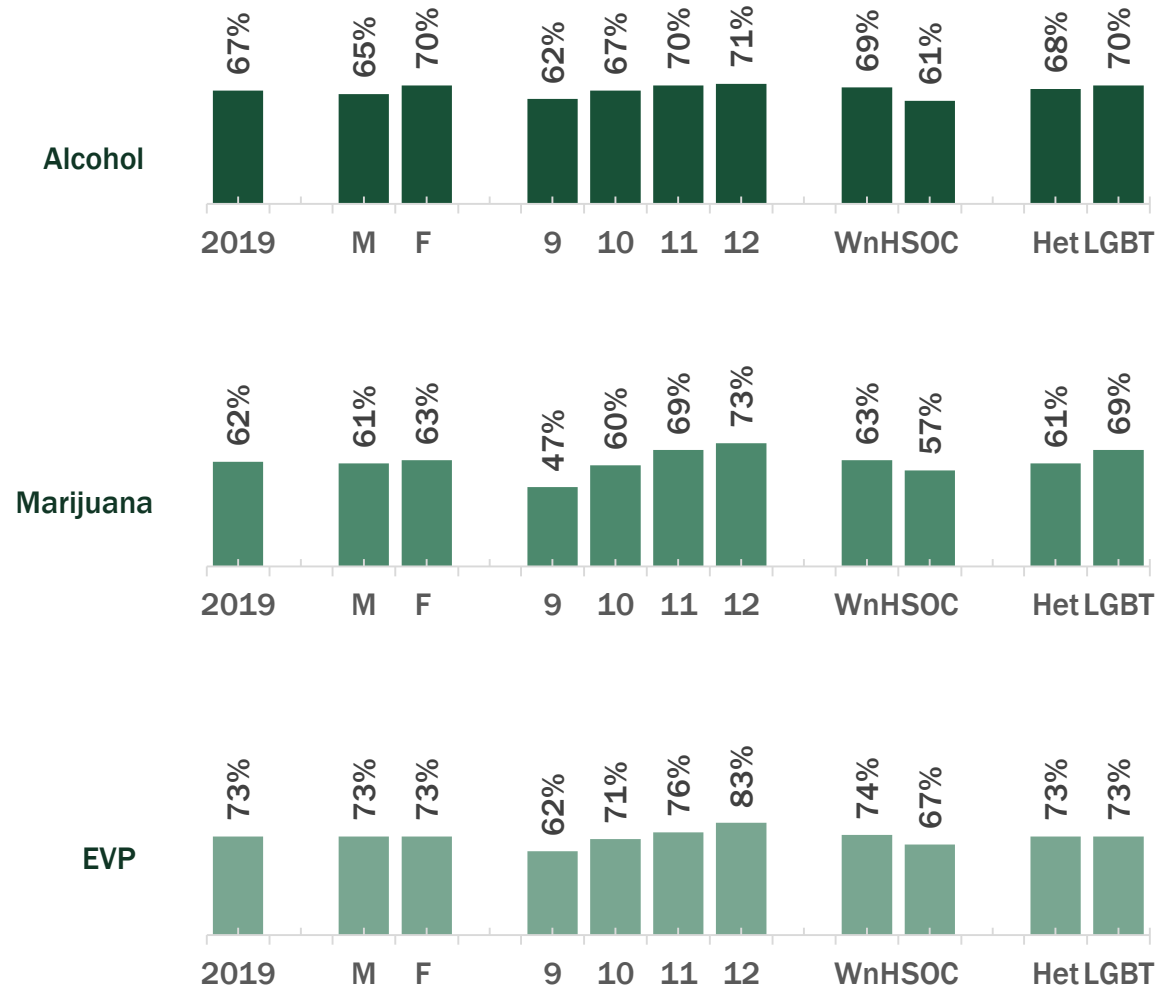
Perceived Availability

* EVP new 2019

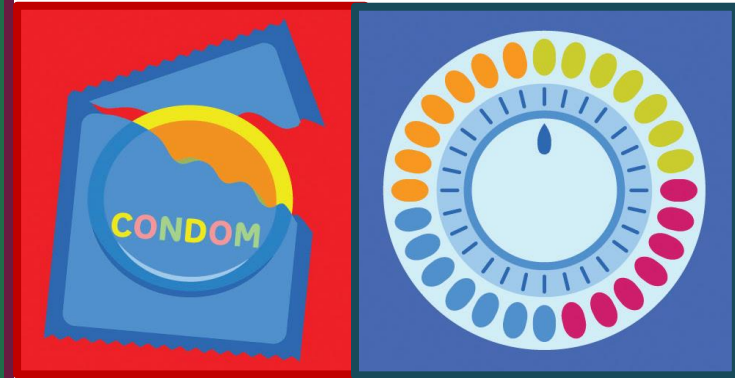
About seven in ten students believe it would be easy to get alcohol or EVP. More than six in ten believe it would be easy to get marijuana if they wanted to.

- With each increasing grade level, students are significantly more likely to believe it would be easy to get marijuana or EVP. Older students are significantly more likely than younger students to believe it would be easy to get alcohol.
- The following students are significantly more likely to believe it would be easy to get alcohol:
 - Female students
 - White, non-Hispanic students
- The following students are significantly more likely to believe it would be easy to get marijuana:
 - White, non-Hispanic students
 - LGBT students
- The following students are significantly more likely to believe it would be easy to get EVP:
 - White, non-Hispanic students

“Sort of Easy” or “Very Easy” to Access



Sexual Behavior



Sexual Behavior

HIV and STD Testing

Ever Tested for HIV

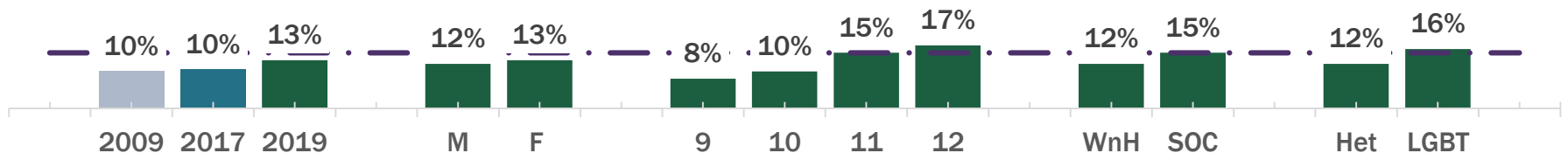
Excluding testing done for blood donations, more than one in ten high school students have ever been tested for human immunodeficiency virus (HIV).

The percent of students who have ever been tested for HIV significantly increased over the past decade and between 2017 and 2019. Ever being tested for HIV remains below the Healthy Vermonters 2020 (HV2020) Goal of 15%.

- Ever being tested for HIV significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have ever been tested for HIV.
- LGBT students are significantly more likely to have ever been tested for HIV compared to heterosexual/cisgender students.

Ever Tested for HIV

--- HV2020 Goal (15%)



Sexually Transmitted Disease

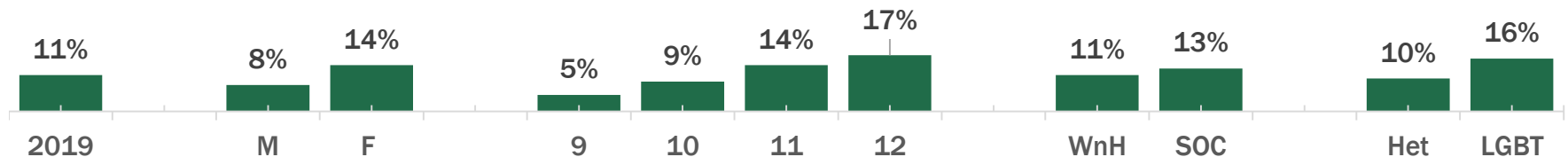
* New 2019

During the past 12 months, 11% of students were tested for a sexually transmitted disease (STD) such as chlamydia or gonorrhea.

Among students who have ever had sexual intercourse, 27% were tested for an STD during the past year.

- Female students are significantly more likely than male students to have been tested for an STD during the past year.
- Being tested for an STD during the past year significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have been tested for an STD during the past year.
- LGBT students are significantly more likely than heterosexual/cisgender students to have been tested for an STD during the past year.

Tested for STDs, Past 12 Months



Lifetime Sexual Activity

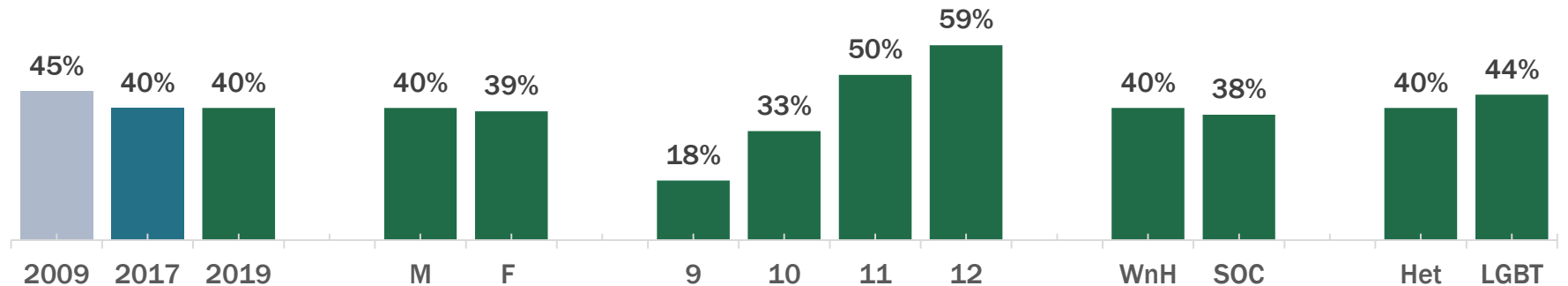
Sexual Intercourse

Overall, 40% of high school students have ever had sexual intercourse; 3% had sex before age 13.

Ever having sexual intercourse significantly decreased between 2009 and 2019. It did not change between 2017 and 2019.

- Ever having sexual intercourse does not significantly differ by sex or race.
- Ever having sexual intercourse significantly increases with each grade level.
- LGBT students are significantly more likely than heterosexual / cisgender students to have ever had sexual intercourse.

Lifetime Sexual Activity



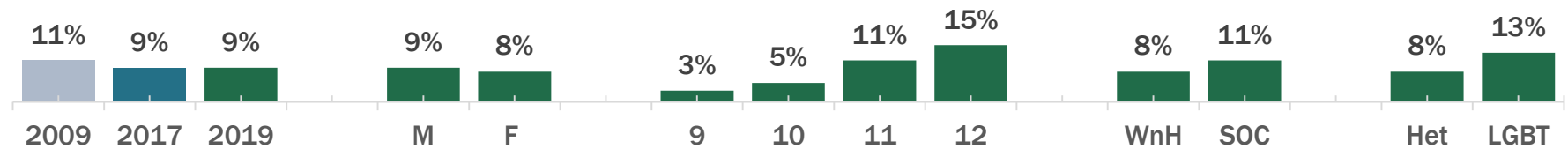
Sexual Intercourse: Multiple Partners

Nearly one in ten students (9%) reported having had sexual intercourse with four or more people during their lifetime.

Since 2009, the percent of students who have had four or more sexual partners has significantly decreased. It remained unchanged between 2017 and 2019.

- Having four or more sexual partners does not differ by sex.
- Having four or more sexual partners significantly increases with each grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have had four or more sexual partners during their lifetime.
- LGBT students are significantly more likely than heterosexual/cisgender students to have had four or more sexual partners during their lifetime.

Four or More Lifetime Sexual Partners



Sexual Activity

Past Three Months

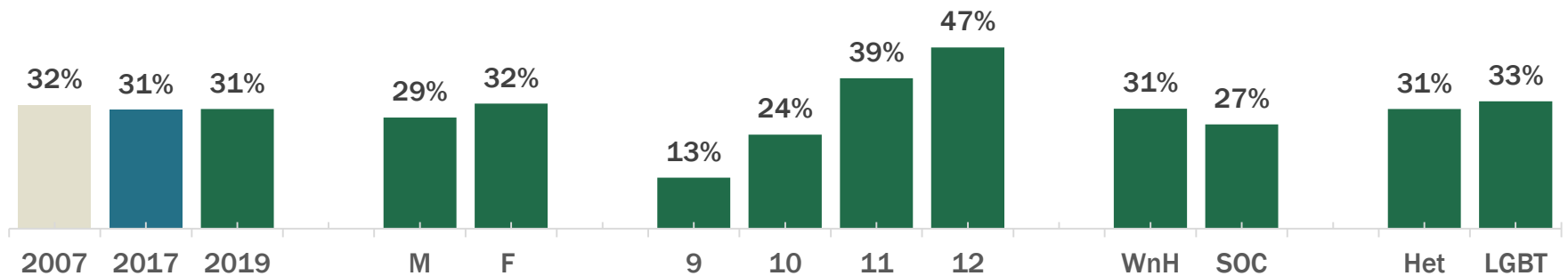
Current Sexual Activity

Nearly a third of students have had sexual intercourse with at least one person during the previous three months.

Current sexual activity has not changed since 2007 or between 2017 and 2019.

- Female students are significantly more likely than male students to have had sexual intercourse during the past three months.
- Having had sexual intercourse during the past three months significantly increases with each grade level, nearly doubling during the first two years of high school and doubling again between 10th and 12th grade.
- White, non-Hispanic students are significantly more likely than students of color to have had sexual intercourse during the past three months.
- Having sexual intercourse during the past three months does not differ by sexual orientation/ gender identity.

Sexual Activity, Past Three Months



* Current sexual activity was not asked in 2009

Drinking or Using Drugs Prior to Sex, Among Sexually Active Students

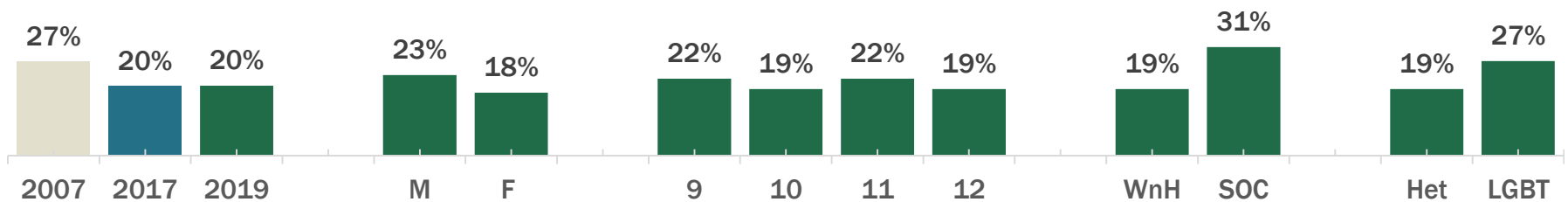
Among sexually active students, one in five (20%) drank alcohol or used drugs prior to sexual intercourse.

The percent of students who used alcohol or drugs prior to their last sexual experience decreased significantly since 2007 but has not changed in recent years.

Among students who had sexual intercourse during the past three months:

- Male students are significantly more likely than female students to report drinking alcohol or using drugs prior to the last time they had sexual intercourse.
- Drinking alcohol or using drugs prior to last sexual intercourse does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to report drinking alcohol or using drugs prior to last sexual intercourse.
- LGBT students are significantly more likely to report using alcohol or drugs prior to last sexual intercourse than heterosexual/cisgender students.

Used Alcohol or Drugs Prior to Last Sexual Intercourse (Among Those Who Were Currently Sexually Active)



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months. Current sexual activity was not asked in 2009.

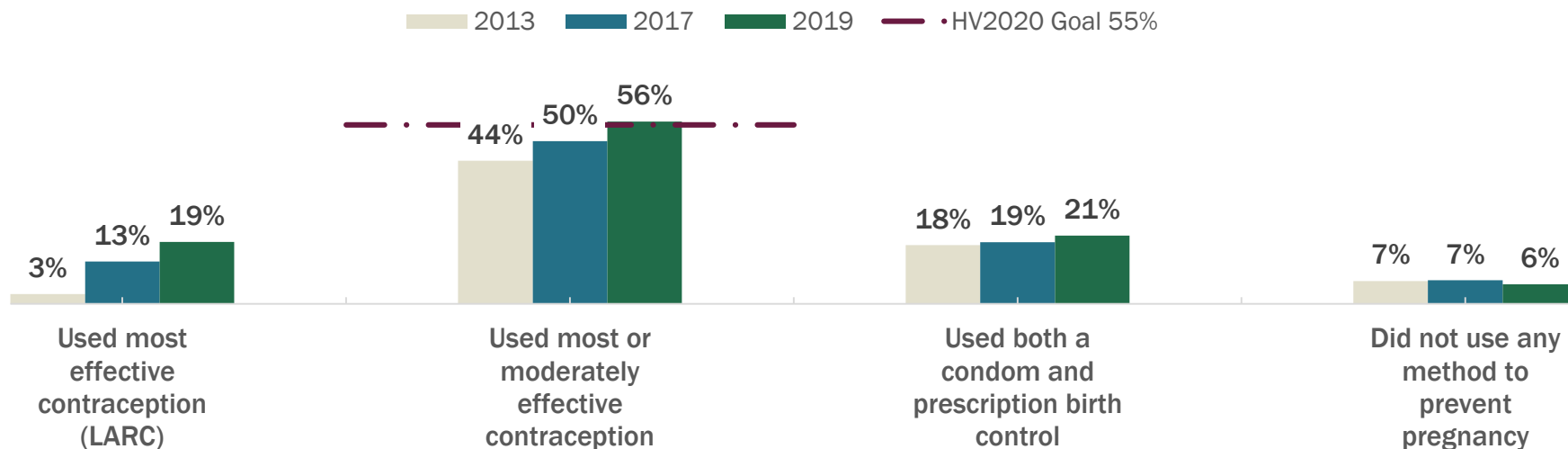
Pregnancy Prevention & Condom Use Among Sexually Active Students

Most effective forms of birth control include Long Acting, Reversible Contraceptives (LARC) such as implants (i.e. Implanon or Nexplanon) and intrauterine devices (IUD) (i.e. Mirena or ParaGard). Moderately effective forms of birth control include birth control pills, a shot (i.e. Depro-Provera), patch (i.e. Ortho Evra) or birth control ring (i.e. NuvaRing).

Use of most effective contraception, most or moderately effective contraception, and dual use of a condom and birth control have significantly increased since first asked in 2013. Compared to 2017, significantly more students also reported using most and most or moderately effective contraception. Fewer sexually active students reported not using a condom or other form of birth control the last time they had sexual intercourse during that same time period.

Specific methods of birth control use are shown on the following pages.

**Pregnancy Prevention And Condom Use,
(Among Those Who Were Currently Sexually Active)**



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months.
- Due to changes in question wording, long term trend data is not available for use of any prescription birth control. Response options for this question do not an option for same sex intercourse where pregnancy is not possible.

Pregnancy Prevention Among Sexually Active Students

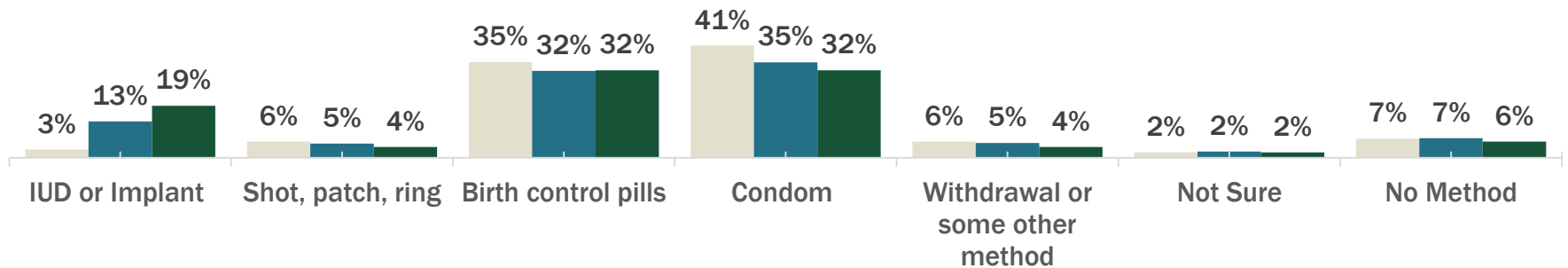
Overall, more than half of sexually active students used prescription birth control such as oral pills, an IUD or implant, or a shot, patch, or birth control ring to prevent pregnancy before they had sexual intercourse.

Since 2013, the use of prescription birth control, among sexually active students, significantly increased from 44% to 56% in 2019.

Use of a condom as a primary pregnancy prevention method has significantly decreased during that same time period.

**Primary Method Used to Prevent Pregnancy,
(Among Those Who Were Currently Sexually Active)**

■ 2013 ■ 2017 ■ 2019



Most Effective

Moderately Effective

Least / Not Effective

- Sexually active students and currently sexually active includes students who had sexual activity during the past three months.
- Due to changes in question wording, long term trend data is not available for use of any prescription birth control. Response options for this question do not an option for same sex intercourse where pregnancy is not possible.

Pregnancy Prevention Among Sexually Active Students



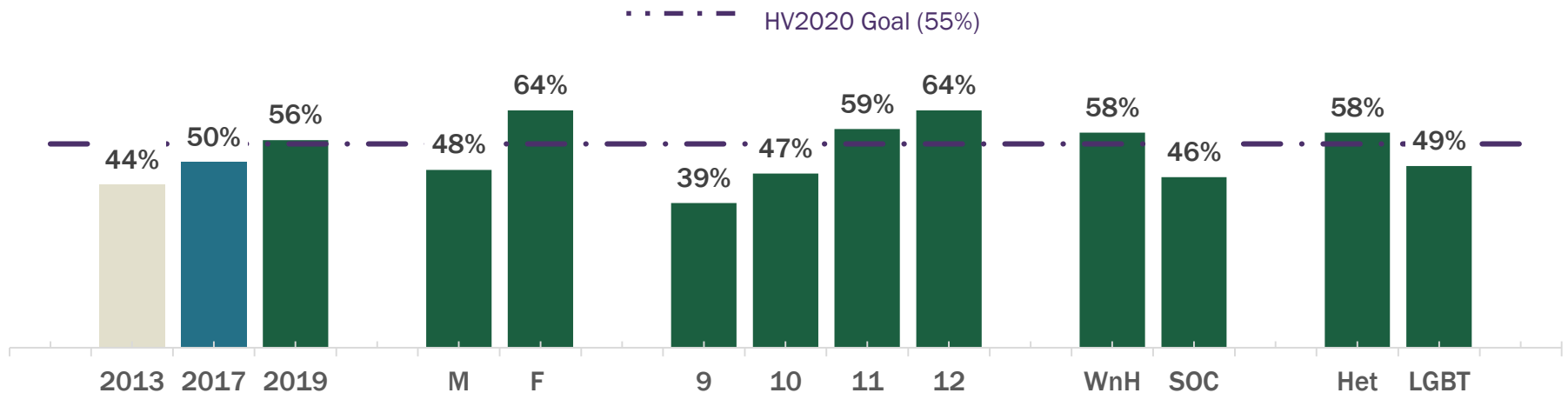
In 2019 56% of sexually active students reported using a most or moderately effective contraception to prevent pregnancy the last time they had sexual intercourse. This exceeds the HV2020 Goal of 55%.

Use of moderate or most effective forms of prescription birth control significantly increased since 2013 and between 2017 and 2019.

Among students who had sexual intercourse during the past three months:

- Female students are significantly more likely than male students to report using a moderately or highly effective form of birth control to prevent pregnancy.
- Use of a moderately or highly effective form of birth control among sexually active students increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color to use a moderately or highly effective form of birth control.
- Heterosexual/cisgender students are significantly more likely than LGBT students to use a moderately or highly effective form of birth control.

Used Moderate or Most Effective Birth Control to Prevent Pregnancy Prior to Last Sexual Intercourse (Among Those Who Were Currently Sexually Active)



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months.
- Due to changes in question wording, long term trend data is not available for use of any prescription birth control. Response options for this question do not include an option for same sex intercourse where pregnancy is not possible.

Condom Use Among Sexually Active Students

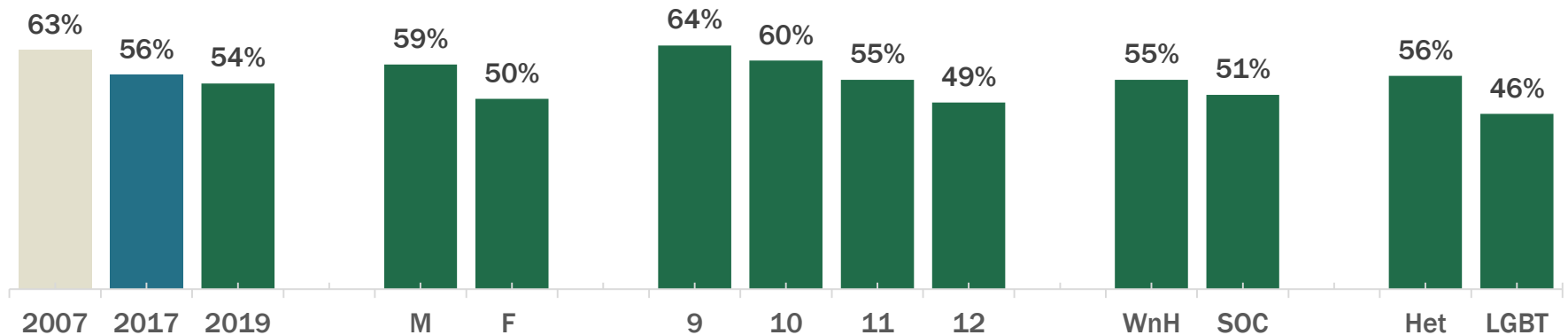
Among students who are currently sexually active, just over half (54%) used a condom the last time they had sex.

Condom use among sexually active students has significantly decreased since 2007. It did not significantly change between 2017 and 2019.

Among students who had sexual intercourse during the past three months:

- Male students are significantly more likely than female students to use a condom the last time they had sexual intercourse.
- Younger students are significantly more likely to report using a condom the last time they had sexual intercourse compared to older students.
- Condom use does not differ by race.
- Heterosexual/cisgender students are significantly more likely than LGBT students to use a condom the last time they had sexual intercourse.

**Condom Use During Last Sexual Intercourse,
(Among Those Who Were Currently Sexually Active)**



- Sexually active students and currently sexually active includes students who had sexual activity during the past three months. Current sexual activity was not asked in 2009.

Weight, Physical Activity & Nutrition



BMI & Perceptions of Weight

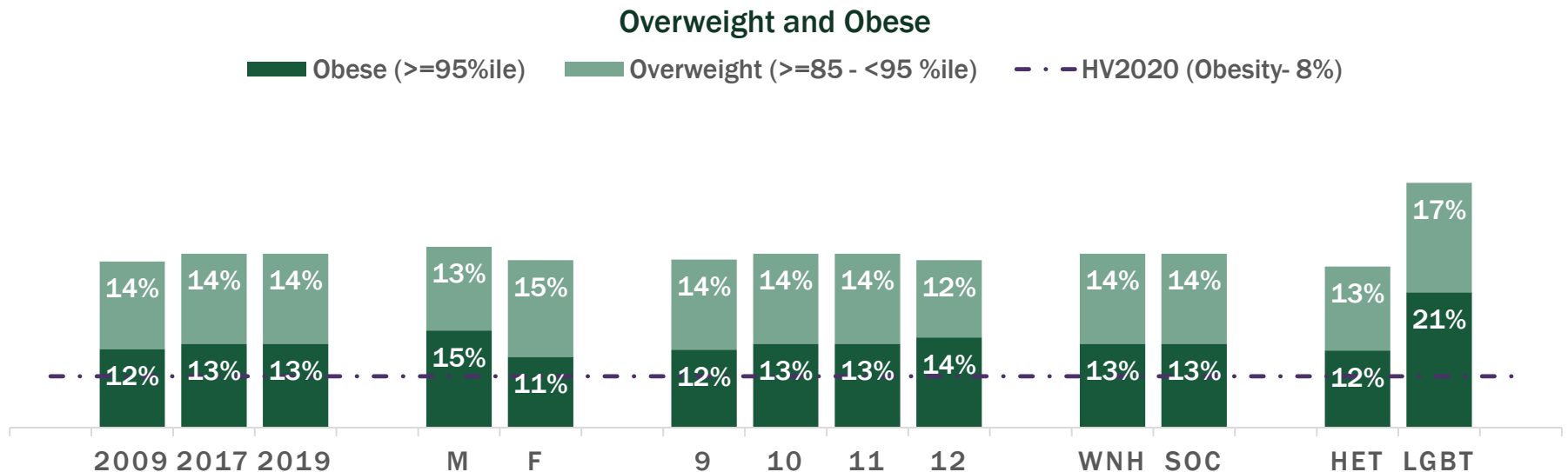
Obesity and Overweight

For youth, BMI, body mass index, is age- and sex- specific and is expressed as a percentile based on weight and height. Youth are considered overweight if their BMI percentile is 85 or above and obese if their BMI is above the 95th percentile.

Overall, a quarter of high school students have a weight-height ratio above the 85th percentile for their age and sex. Specifically, 14% of students are overweight and have a BMI ratio between the 85th and <95th percentile; 13% of students have a BMI ratio above the 95th percentile and are considered obese.

The prevalence of obese and overweight youth has remained stable over the past decade.

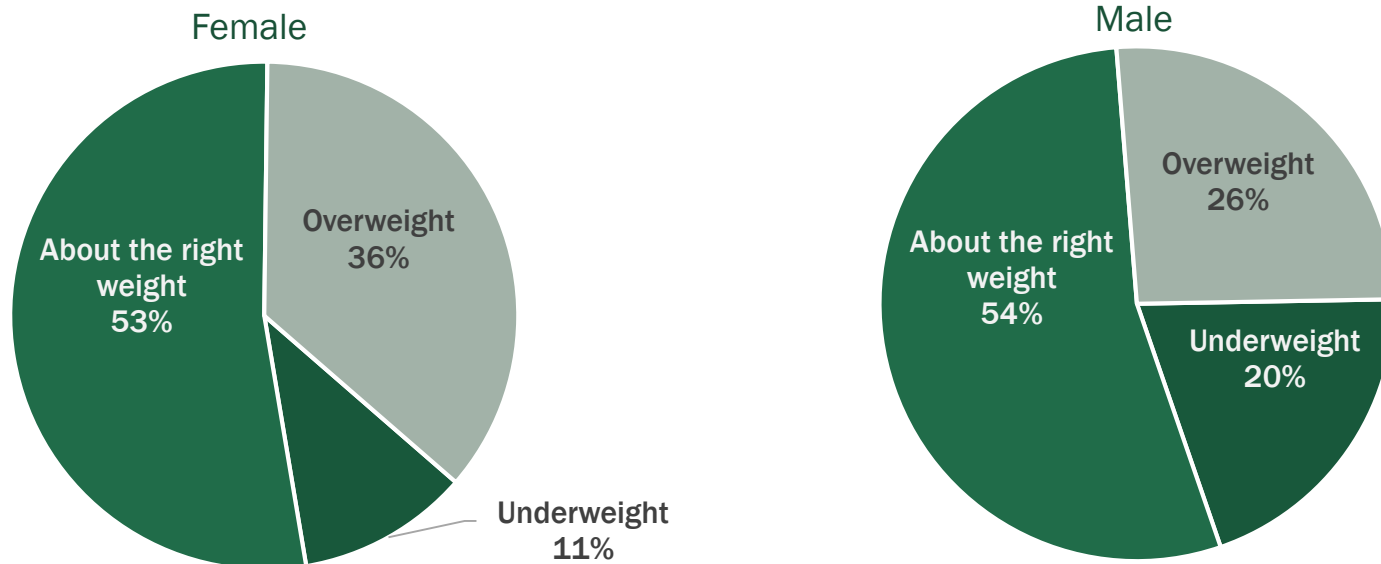
- Female students are significantly more likely to be overweight but significantly less likely to be obese compared to male students.
- Weight status does not differ by grade or race.
- LGBT students are significantly more likely to be overweight and obese compared to heterosexual / cisgender students.



Perceptions of Weight

About half of all students (54%) believe they are about the right weight; 31% believe they are slightly or very overweight; 16% believe they are slightly or very underweight. Perceptions of weight differ significantly by sex with female students significantly more likely than male students to believe they are overweight and male students significantly more likely to believe they are underweight.

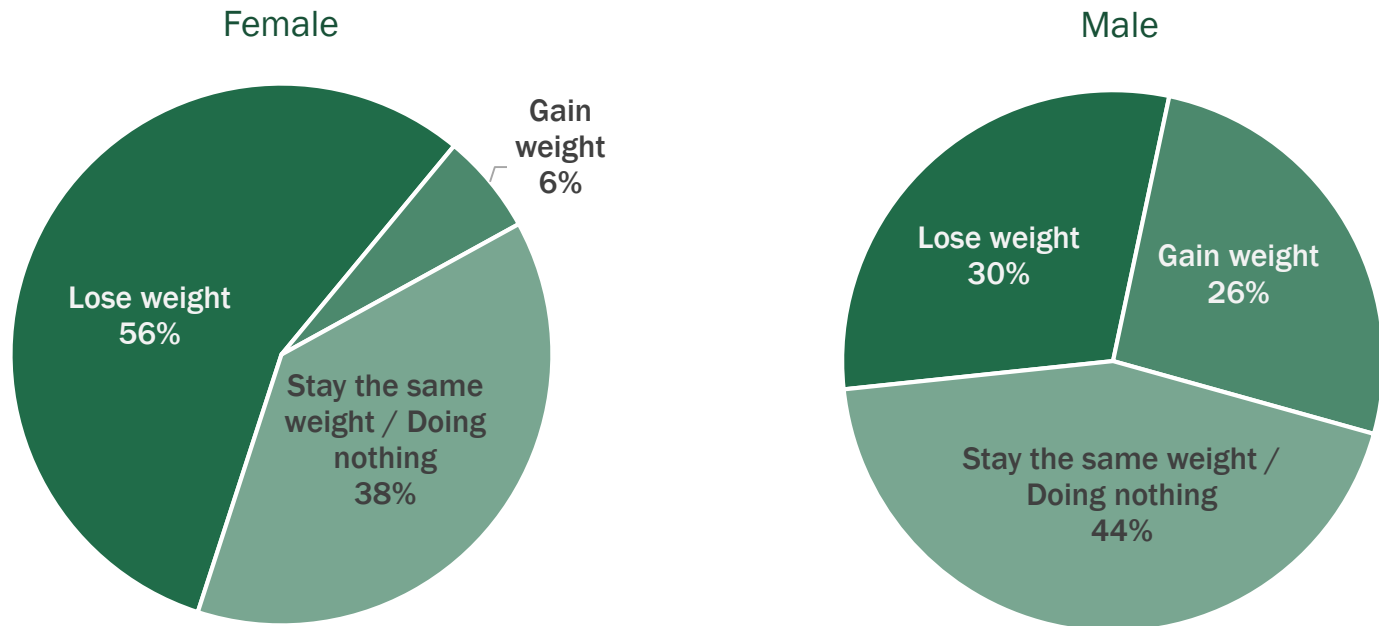
Perceptions of Weight, By Sex



Weight Modifications

Overall, two out of five (43%) students are trying to lose weight and 16% are trying to gain weight. Attempts to modify ones weight differ by sex with female students significantly more likely than male students to be attempting to lose weight and male students significantly more likely to be attempting to gain or maintain weight.

Attempts to Modify Weight, by Sex



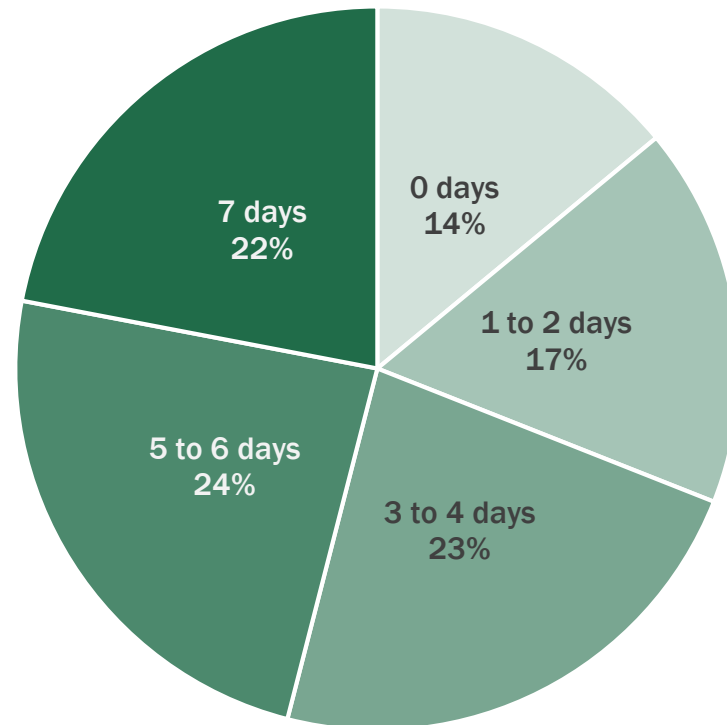
Physical Activity

Physical Activity

The U.S. Department of Health and Human Services Guidelines for Physical Activity recommend youth participate in 60 minutes of physical activity every day.

Overall, less than a quarter of students meet physical activity guidelines; about half participate in 60 minutes of physical activity on five or more days during the previous week.

**Number of Physically Active Days
During the Past Week**



Physical Activity: Met Recommendations

Physically active for at least 60 minutes on all seven days, past week

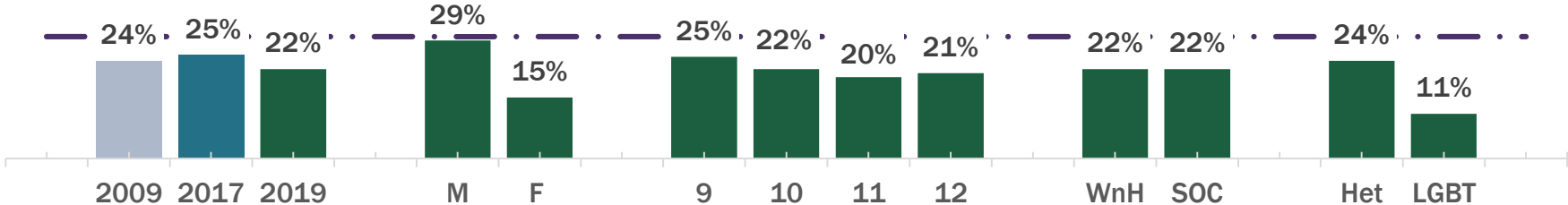
The percent of students engaging in daily physical activity has not significantly changed over the past decade. The percent of students reported being physically active every day during the past week significantly decreased between 2017 and 2019.

The percent of students meeting current physical activity guidelines remains below the HV2020 Goal of 30%.

- Male students are nearly two times as likely as female students to engage in at least 60 minutes of physical activity every day.
- Younger students are significantly more likely than older students to engage in daily physical activity.
- Engaging in daily physical activity does not differ by race.
- Heterosexual/cisgender students are more than two times as likely as LGBT students to engage in daily physical activity.

Participated in at Least 60 Minutes of Physical Activity Every Day During the Previous Week

— HV2020 Goal (30%)



Physical Activity: Met or Approaching Recommendations

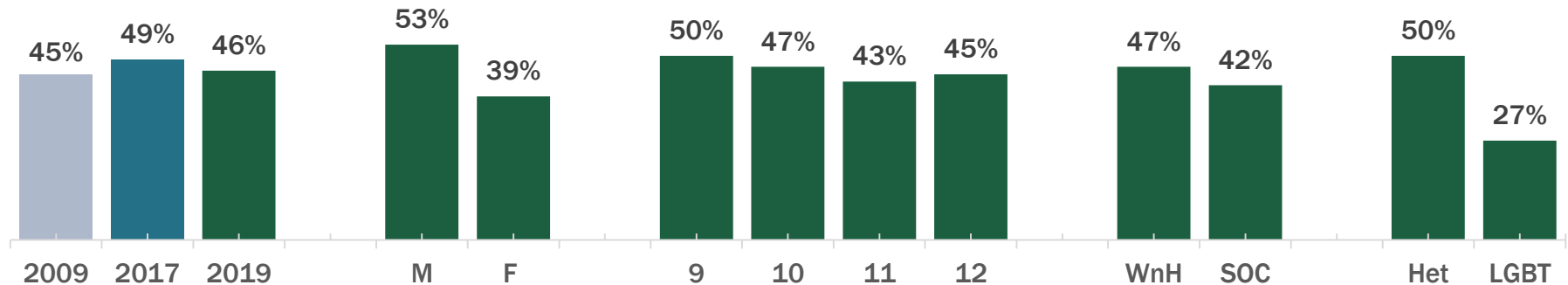
Physically active for at least 60 minutes on at least five days, past week

Overall, about half of high school students were physically active for at least 60 minutes on five or more days during the previous week.

Engaging in physical activity on five or more days in the past week has not significantly changed since 2009. However, significantly fewer students in 2019 engaged in physical activity on five or more days compared to 2017.

- Male students are significantly more likely than female students to engage in 60 minutes of physical activity on at least five days.
- Younger students are significantly more likely than older students to engage physical activity on five or more days.
- White, non-Hispanic students are significantly more likely than students of color to engage in physical activity on five or more days.
- Heterosexual/cisgender students are nearly two times more likely than LGBT students to engage in 60 minutes of physical activity on at least five of the past seven days.

Participated in at Least 60 Minutes of Physical Activity on at Least Five Days During the Previous Week



Physical Activity: Needs Improvement, Health Risk

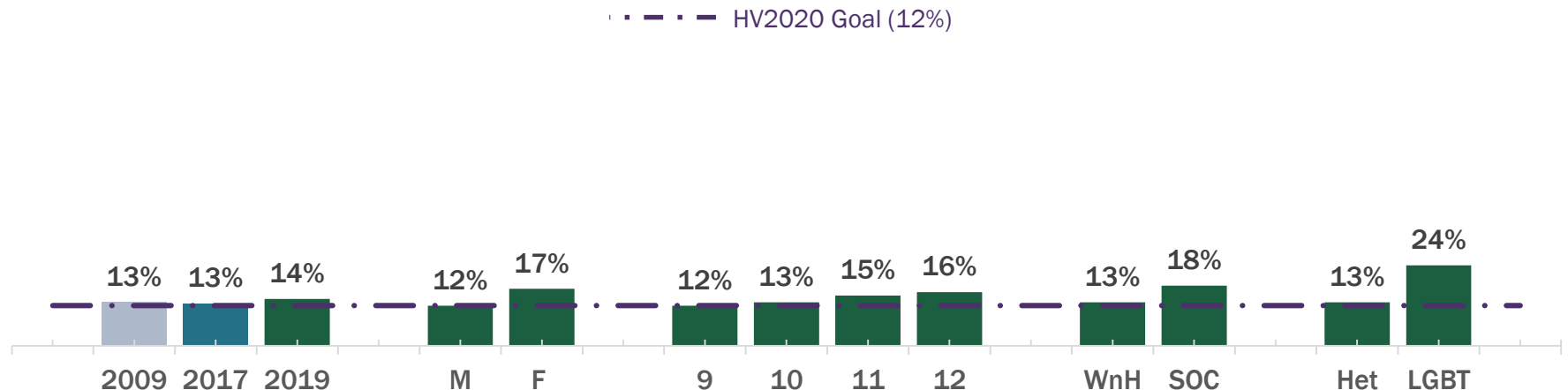
Physically active for at least 60 minutes on zero days, past week

The percent of students not participating in 60 minutes of physical activity on any day during the previous week significantly increased between 2017 and 2019.

The percent of students who do not participate in at least 60 minutes of physical activity on any day during the previous week remains above the HV2020 Goal of 12%.

- Female students are significantly more likely than male students to report no physical activity during the previous week.
- Older students are significantly more likely to not engage in 60 minutes of physical activity on any day during the previous week.
- Students of color are significantly more likely to report no physical activity on any day during the previous week compared to white, non-Hispanic students.
- LGBT students are nearly two times more likely than heterosexual / cisgender students to report no physical activity on any day during the previous week.

Did NOT Participate in at Least 60 Minutes of Physical Activity on Any Day During the Previous Week



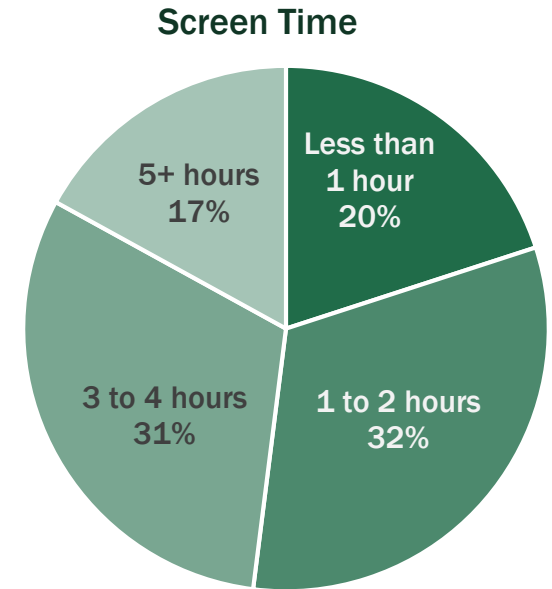
Physical Inactivity: Screen Time

* New 2019

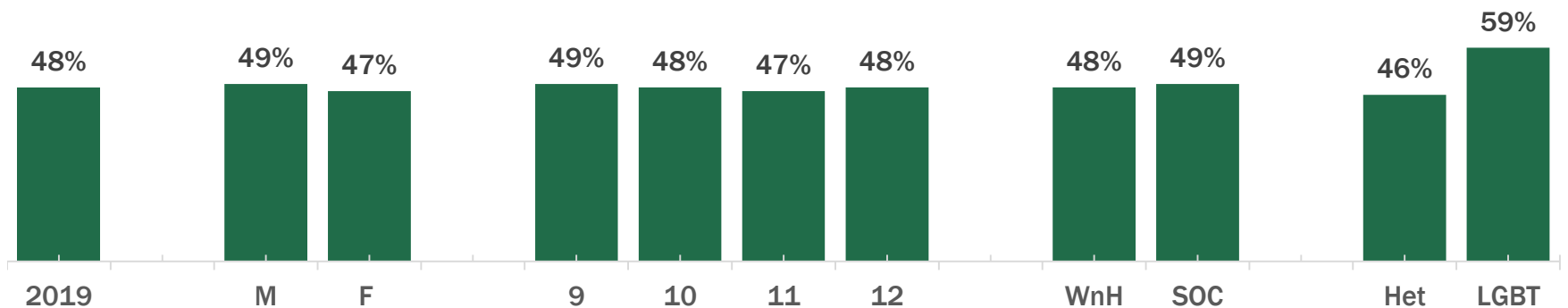
Screen time includes things such as playing games, watching videos, texting, or using social media on a smartphone, computer, Xbox, PlayStation, iPad, or other tablet.

On the average school day about half of students (48%) spend three or more hours playing video or computer games or using a computer for things not related to school.

- Spending three or more hours a day playing video games or using a computer does not differ by sex, grade level, or race.
- LGBT students are significantly more likely than heterosexual/cisgender students to use a computer or play video games for three or more hours per day during the week.



Spent Three or More Hours a Day Using a Computer or Playing Video Games, Average School Day



Physical Activity Breaks at School

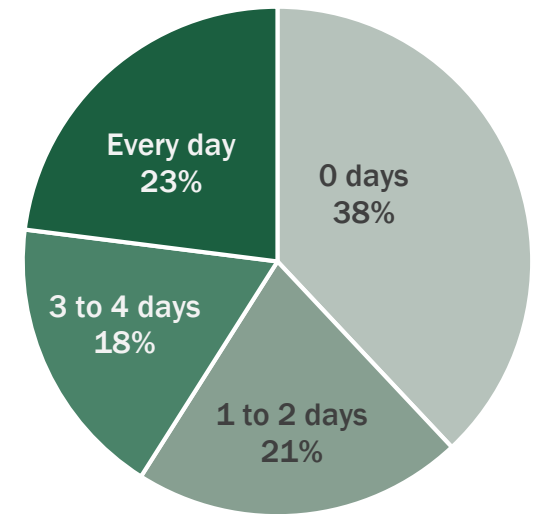
* New 2019

During an average week, six in ten students participated in physical activity or other short breaks during class at least once a week. Activity breaks included things such as movement, stretching, or brain breaks. Nearly a quarter participated in physical activity breaks every day.

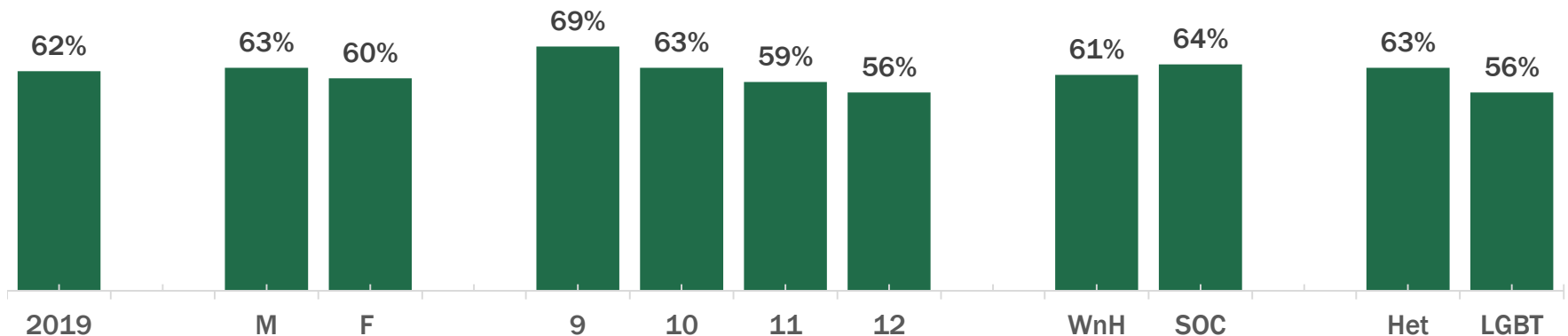
The following students are significantly more likely to report having physical activity breaks during class at least once a week:

- Male students
- Younger students
- Students of color
- Heterosexual / cisgender students

Physical Activity Breaks at School



Have Physical Activity Breaks During Class at Least Once a Week



Nutrition

Fruit Consumption

Fruit and 100% Fruit Juice Consumed Per Day Among All High School Students, Past Week



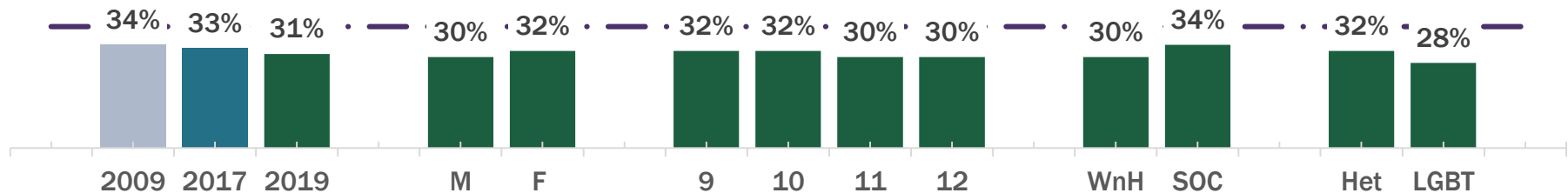
During the past week, three in ten students ate fruit or drank 100% fruit juice at least two times per day.

The percent of students who ate two or more fruits per day significantly decreased between 2017 and 2019 and remains below the HV2020 goal of 40%.

- Consuming fruit or 100% juice at least two times per day does not differ by sex.
- Younger students are significantly more likely than older students to have two or more fruits or juice per day.
- Students of color are significantly more likely than white, non-Hispanic students to eat two or more fruits or juice per day.
- Heterosexual/cisgender students are significantly more likely than LGBT students to eat two or more fruits or fruit juice during the previous week.

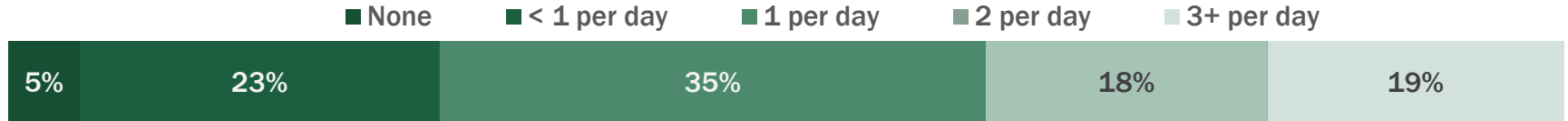
Ate Fruit or Drank 100% Fruit Juice Two or More Times Per Day, Past Week

— HV2020 Goal (40%)



Vegetable Consumption

Vegetables Consumed Per Day Among All High School Students, Past Week

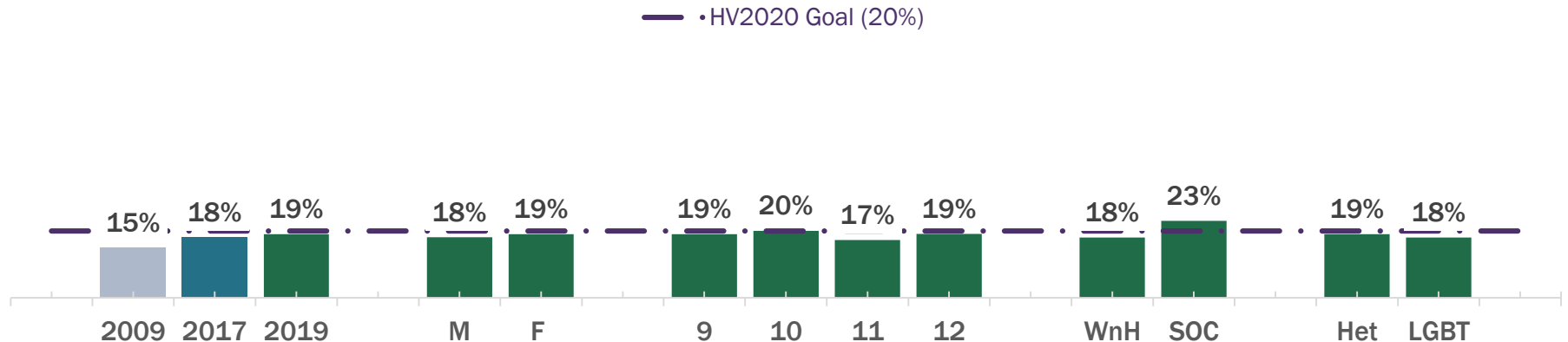


During the past week, about three-quarters of students ate vegetables at least one time per day (72%); 5% did not have any. One in five students ate vegetables at least three times per day during the past week.

Since 2009 consumption of three or more vegetables per day has significantly increased; however, there was no change in vegetable consumption between 2017 and 2019 and it remains below the HV2020 goal of 20%.

- Consumption of three or more vegetables per day does not differ by sex, grade level, or sexual orientation / gender identity.
- Students of color are significantly more likely to eat three or more vegetables per day during the previous week compared to white, non-Hispanic students.

Ate Vegetables Three or More Times Per Day, Past Week



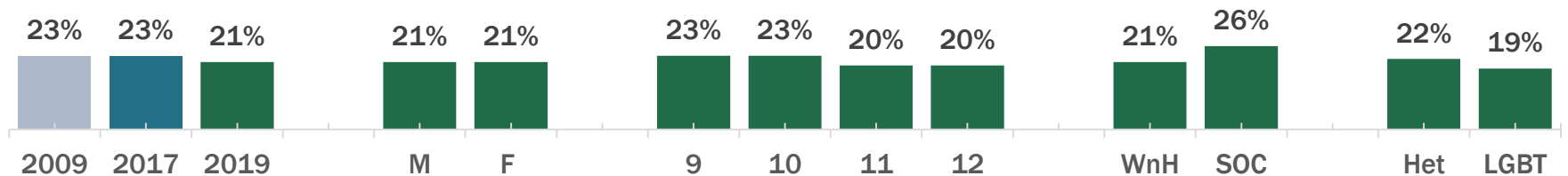
Fruit and Vegetable Consumption

About one in five students ate five or more fruits or vegetables per day during the past week.

Eating five or more fruits or vegetables remains similar to 2009 and 2017.

- Eating five or more fruits or vegetables a day does not differ by sex or sexual orientation / gender identity.
- Younger students are significantly more likely than older students to eat five or more fruits or vegetables per day during previous week.
- Students of color are significantly more likely than white, non-Hispanic students to eat five or more fruits or vegetables per day during the previous week.

Ate Five or More Fruits or Vegetables Per Day, Past Week



Sugar-Sweetened Beverage & Soda Consumption

* New 2019

SSB or Soda Consumption Among High School Students, Past Week

■ None ■ <1 per day ■ 1-2 per day ■ 3+ per day

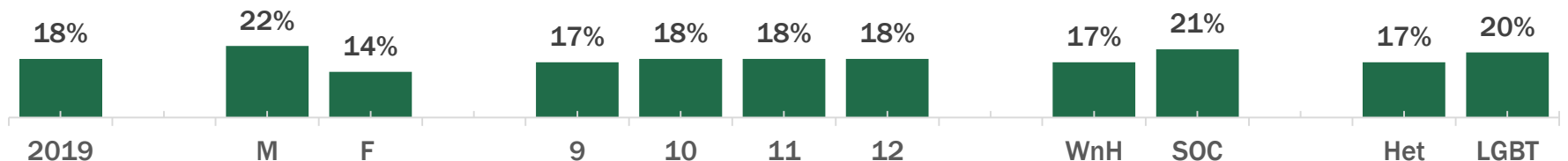


In 2019 questions about soda and sugar-sweetened beverages (SSB) were combined into one question.

Most high school students consume soda or SSB less than once per day, nearly a quarter did not have any during the past week.

- Male students are significantly more likely than female students to drink at least one soda or SSB every day during the past week.
- Soda or SSB consumption does not differ by grade level.
- Students of color are significantly more likely to drink at least one soda or SSB every day during the past week compared to white, non-Hispanic students.
- LGBT students are significantly more likely than heterosexual / cisgender students to drink soda or SSB every day.

Drank at Least One SSB or Soda Per Day, Past Week



Water Consumption

Consumption of Plain Water Among High School Students, Past Week

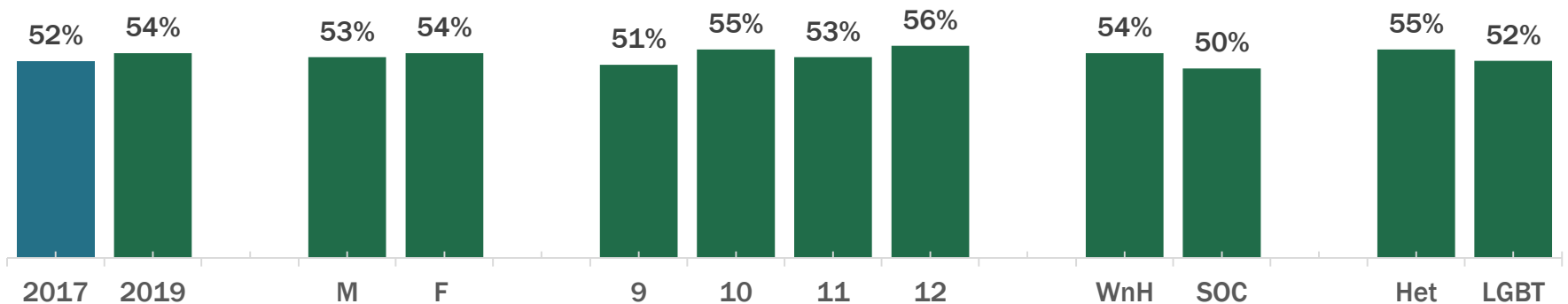


Just over half of all students drank three or more bottles or glasses of plain water per day; 4% did not have a glass of water on any day during the previous week.

- Drinking three or more glasses of water per day does not differ by sex, grade level, or sexual orientation.
- White, non-Hispanic students are significantly more likely than students of color to drink at least three glasses of water per day during the past week.

Drinking three or more glasses of water per day significantly increased between 2017 and 2019.

Drank Three or More Glasses of Water, Past Week



Breakfast Consumption

Frequency High School Students Ate Breakfast, Past Week

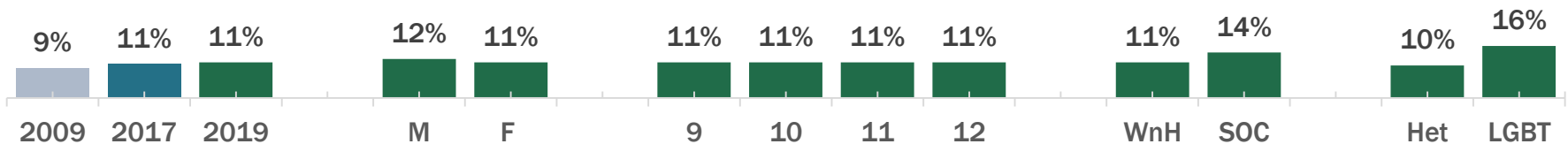


During the past week, two in five students (40%) ate breakfast every day; one in ten never ate breakfast during the past seven days (11%).

The percent of students who did not eat any breakfast during the previous week significantly increased since 2009 but did not significantly change between 2017 and 2019.

- Not eating breakfast during the previous week does not differ by sex or grade level.
- Students of color are significantly more likely to not eat breakfast on any day during the previous week compared to white, non-Hispanic students.
- Compared to heterosexual/cisgender students, LGBT students are significantly more likely to not eat breakfast during the previous week.

Did Not Eat Breakfast During the Previous Week



Social Determinants of Health



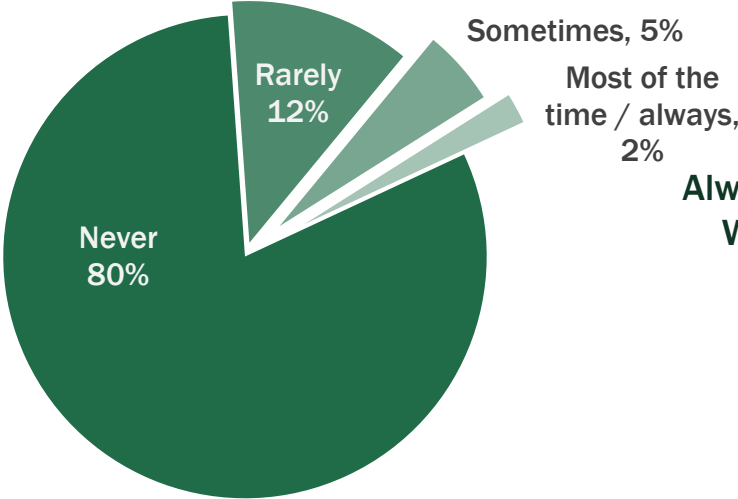
Food Insecurity

During the past month, less than one in ten students went hungry because there was not enough food in their homes at least some of the time. Few went hungry most of the time.

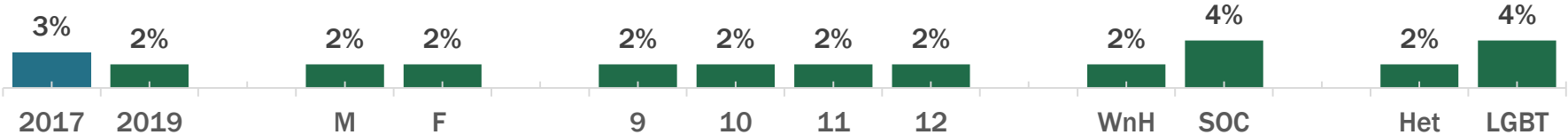
The percent of students who went hungry always or most of the time significantly decreased between 2017 and 2019.

- Going hungry because there was not enough food at home does not differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to go hungry at least most of the time.
- LGBT students are significantly more likely than heterosexual/cisgender students to go hungry at least most of the time.

Went Hungry, Past 30 Days



Always or Most of the Time Went Hungry Because There Was Not Enough Food in Their Home, Past 30 Days



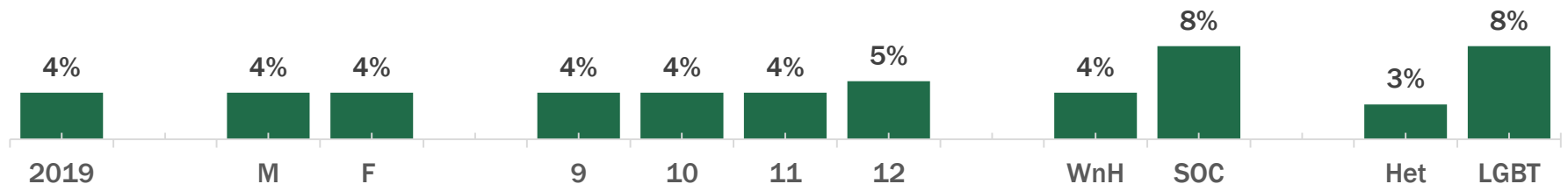
Housing Insecurity

* New 2019

During the past 30 days, 4% of students slept away from home because they ran away, were abandoned, or their parents kicked them out.

- There are no differences in sleeping away from home by sex and grade level.
- Students of color are significantly more likely than white, non-Hispanic students to have slept away from their parents or guardians during the past 30 days because they were kicked out, ran away, or were abandoned.
- LGBT students are significantly more likely than heterosexual/ cisgender students to have slept away from their parents or guardians during the past 30 days because they were kicked out, ran away, or were abandoned.

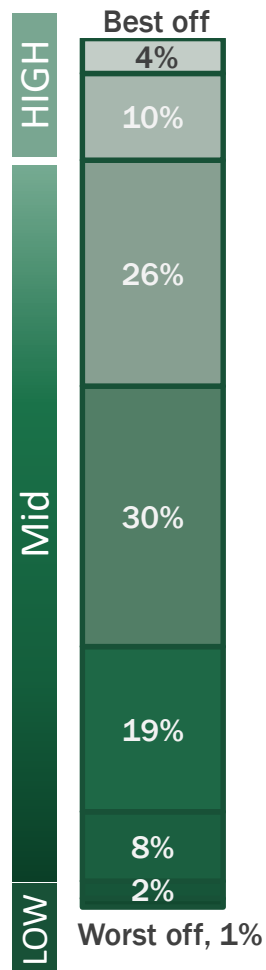
Slept Away From Their Home Because They Were Kicked Out, Ran Away, or Abandoned



Subjective Social Status

* New 2019

Subjective Social Status

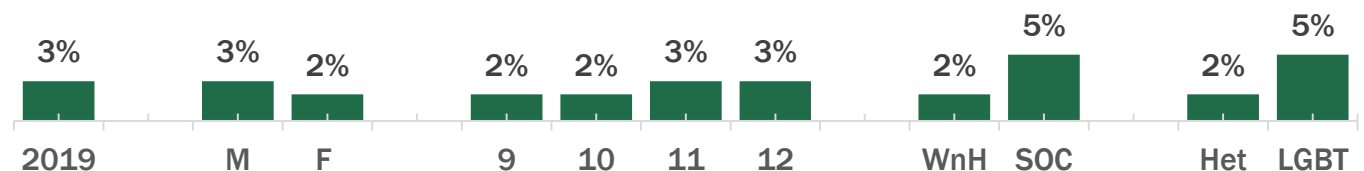


Subjective social status (SSS) is a proxy measure for socioeconomic status. It asks students to compare their family to others in American society by imagining a ladder. At the top of the ladder are people who are the best off – they have the most money, highest amount of schooling, and jobs that bring the most money. At the bottom of the ladder are people who are the worst off – they have the least money, little or no education, no job or jobs that no one wants or respects.

Overall most students believe they are in the middle of the ladder or that their family is somewhat similar to others in American society. One in seven believe their family is better off, 3% believe their family is worse off than others in American society.

- Male students are significantly more likely than female students to think their family's social status is worse compared to other Americans.
- Subjective social status does not significantly differ by grade level.
- Students of color are significantly more likely than white, non-Hispanic students to think their family's social status is worse compared to other Americans.
- LGBT students are significantly more likely than heterosexual / cisgender students to think their family's social status is worse compared to other Americans.

Believe Their Family is Worse Off Compared to Other Families in the US



Disabilities

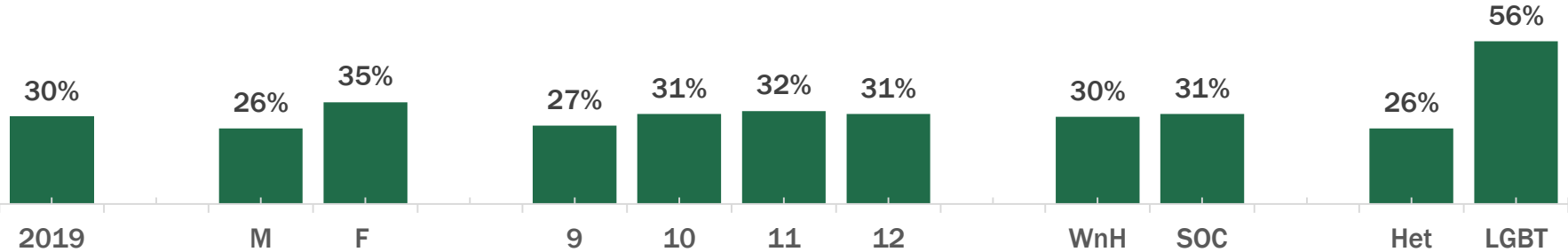
* New 2019

Overall three in ten students report having a physical disability, long-term health problems, emotional problems, or learning disability. One in seven (13%) are not sure if they have either a physical or emotional disability.

Specifically, 14% of students report having a physical disability or long-term health problems. Nearly a quarter (23%) have long-term emotional problems or learning disabilities.

- Female students are significantly more likely than male students to report having a physical disability, long-term health problems, emotional problems, or a learning disability.
- Older students are significantly more likely than younger students to report having a physical disability, long-term health problems, emotional problems, or a learning disability.
- There are no difference by race for having a physical disability, long-term health problems, emotional problems, or a learning disability.
- LGBT students are two times more likely than heterosexual / cisgender students to report having a physical disability, long-term health problems, emotional problems, or a learning disability.

Have a Physical Disability, Long Term Health Problem or a Learning Disability, Long-term Emotional Problem

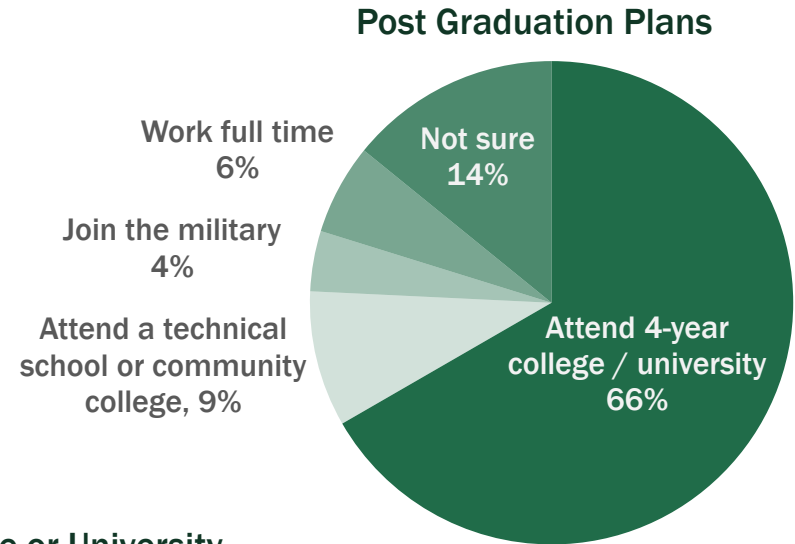


Post Graduation Plans

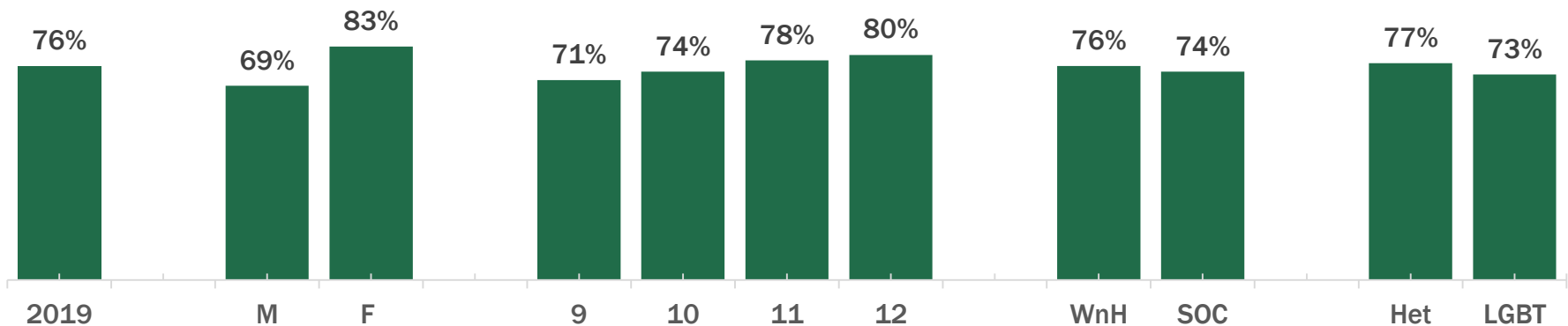
* New 2019

After high school most students believe they will most likely attend a 2- or 4-year college or university or a technical school. One in seven students were not sure what they will do after graduation.

- Planning on attending college or technical school significantly increases with each grade level. In addition, female students and heterosexual / cisgender students are significantly more likely to report they will most likely attend a 4-year college or university, community college, or technical school after high school.



Will Most Likely Attend a 4-Year College or University, Community College or Technical Program Upon Graduation



Youth Assets and Other Protective Factors

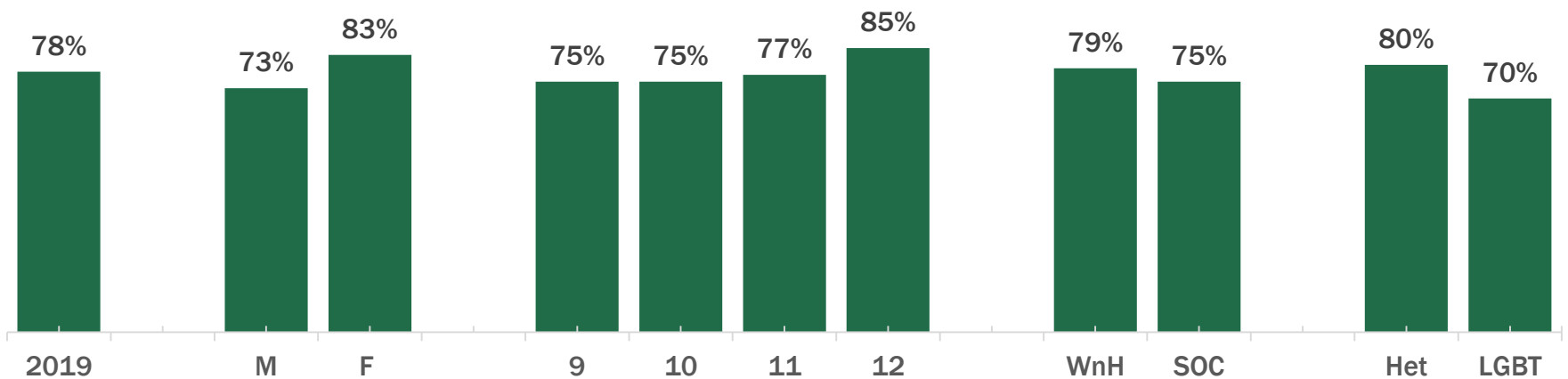


Grades Earned in School

Four out of five students earned mostly A's (41%) or B's (37%) during the past year; 11% earned mostly C's and 3% earned mostly D's or F's. About one in ten students reported using a different scale (3%) or were not sure (5%).

- Female students are significantly more likely to report high grades (mostly A's and B's) compared to male students.
- Older students are significantly more likely to earn mostly A's and B's compared to younger students.
- White, non-Hispanic students are significantly more likely than students of color to earn mostly A's and B's.
- Heterosexual/cisgender students are significantly more likely than LGBT students to earn mostly A's and B's.

Typically Earned A's and B's in School

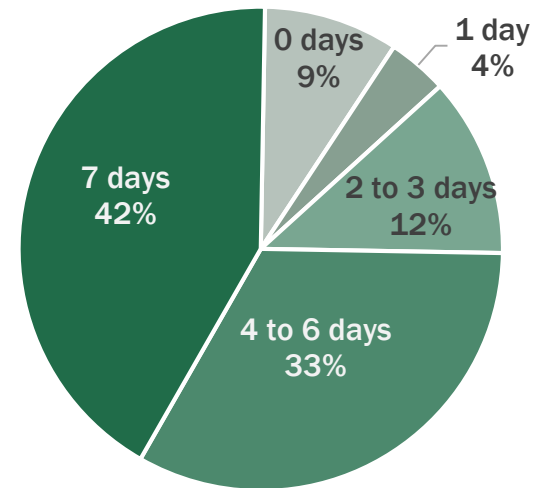


Family Connectedness

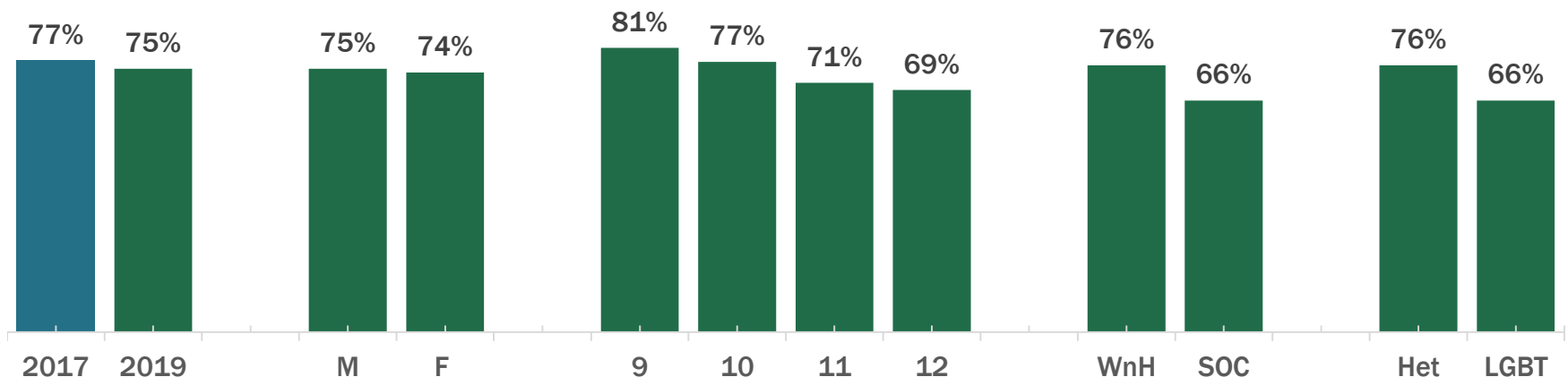
More than three quarters of students (75%) ate dinner at home with at least one of their parents on at least four days during the previous week, significantly less than in 2017.

- Eating dinner with a parent at least four times during the past week did not differ by sex.
- Younger students are significantly more likely than older students to report eating dinner with a parent at least four times during the past week.
- White, non-Hispanic students are significantly more likely than students of color to eat dinner with a parent at least four times during the past week.
- Heterosexual/cisgender students are significantly more likely than LGBT students to eat dinner with a parent at least four times during the past week.

Number of Days Ate Dinner With Parents, Past Week



Ate Dinner With at Least One Parent on Four or More Days During the Previous Week



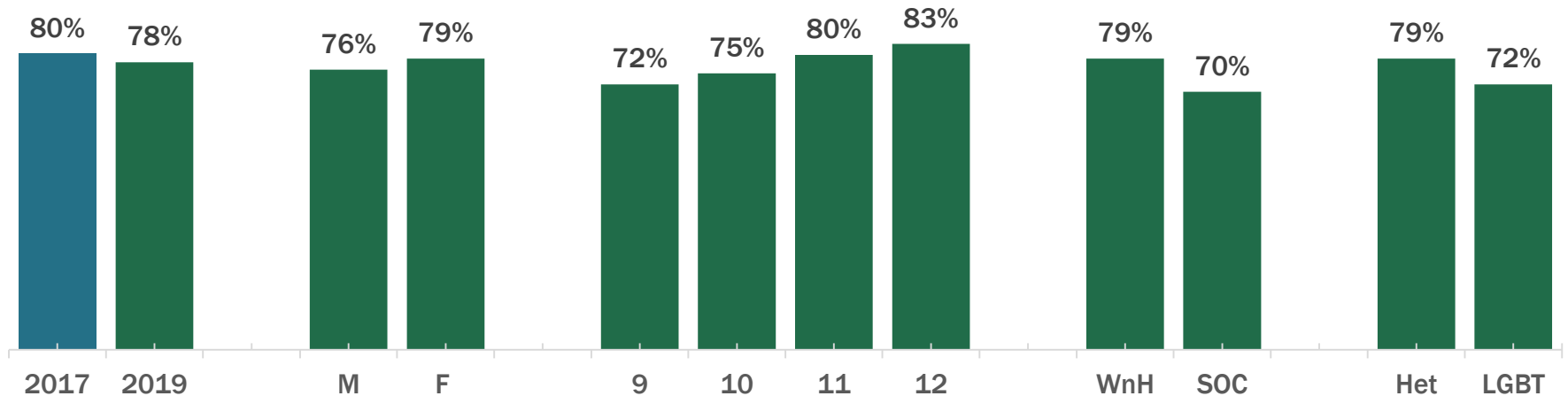
School Connectedness

About three quarters of students (78%) have at least one teacher or adult in their school that they can talk to if they have a problem; 11% are not sure or do not have an adult at their school they could talk to if they had a problem.

In 2019 significantly fewer students reported having at least one teacher or other adult in their school that they could talk to if they had a problem compared to those in 2017.

- Female students are significantly more likely than male students to report having at least one teacher or other adult they can talk to if they had a problem.
- Having at least one adult or teacher in the school they could turn to if they had a problem significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than students of color are significantly to have an adult in their school they could talk to if they had a problem.
- Heterosexual/cisgender students are significantly more likely than LGBT students to have at least one adult or teacher in the school they could turn to if they had a problem.

Have at Least One Teacher or Other Adult in Their School They Can Talk To

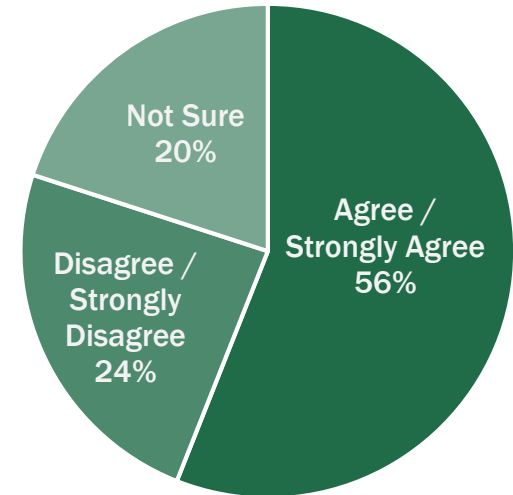


School Connectedness

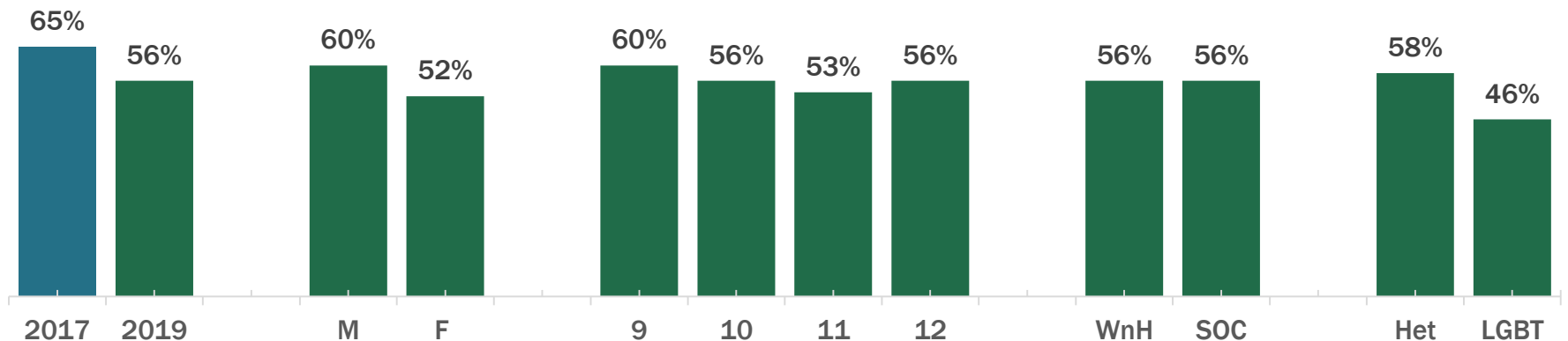
Just over half (56%) of students agree or strongly agree that their school has clear rules and consequences for behavior; one in five (20%) are not sure if their school has clear rules and consequences.

- Male students are significantly more likely than females to believe their school has clear rules and consequences for all students.
- Younger students are significantly more likely than older students to believe their school has rules and consequences for behaviors.
- Believing their school has clear rules and consequences for behaviors does not differ by race.
- Heterosexual/cisgender students are significantly more likely than LGBT students to believe their school has rules and consequences for behaviors.

School Has Clear Rules and Consequences for Behaviors



Agree or Strongly Agree That There Are Clear Rules and Consequences for Behaviors at School



Participation in Extracurricular Activities

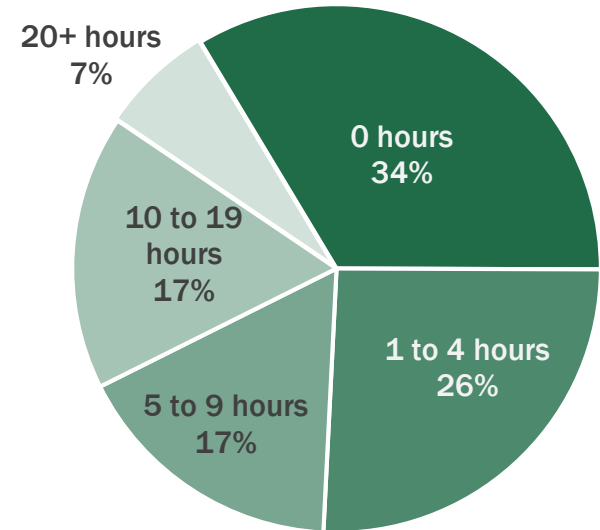
During a typical week, a quarter of students spent ten hours or more participating in extracurricular activities such as sports, band, drama, or clubs run by the school or the community; a third did not participate in any activities.

Participation in 10 or more hours per week of extracurricular activities has remained stable since 2015.

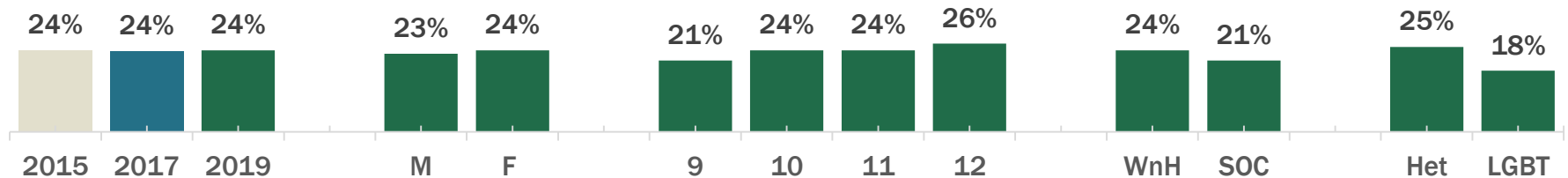
The following students are significantly more likely to participate in 10 or more hours of extracurricular activity during a typical week:

- Older students
- White, non-Hispanic students
- Heterosexual/cisgender students

Participation in Extracurricular Activities



Participate in 10 or more Hours Per Week of Extracurricular Activities



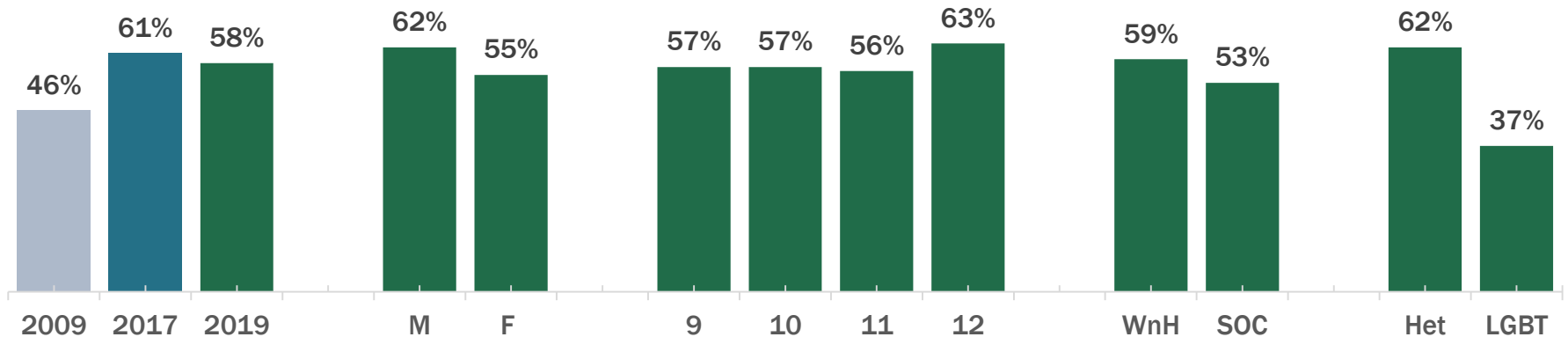
Community Connectedness

Three out of five students (58%) agree or strongly agree that in their community they matter to people; 16% do not believe they matter to the people in their community.

Feeling like one matters to the people in their community has significantly increased over the past decade, but significantly decreased between 2017 and 2019.

- Males are significantly more likely to feel like they matter to people in their community compared to female students.
- Older students are significantly more likely than younger students to feel that in their community they matter to people.
- White, non-Hispanic students are significantly more likely that students of color to feel like they matter to people in their community.
- Heterosexual/ cisgender students are significantly more likely than LGBT students to feel like they matter to people in their community.

Feel Valued in the Community



2019 Vermont Youth Risk Behavior Survey

The Vermont Youth Risk Behavior Survey is a collaborative project between the Vermont Department of Health and Agency of Education.

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