

*the* 2013  
**Vermont Youth  
Risk Behavior Survey**  
Middle School



Produced in partnership with the  
Department of Education

## Survey Format in 2013

In 2013, we conducted two surveys:

- a **high school survey** of students in grades nine through twelve, and
- a **middle school survey** of students in grades six through eight.

**All results in the 2013 high school survey report are for grades nine through twelve only.**

The middle school and high school surveys differed slightly. The shorter middle school survey included questions on fighting, bullying, suicidality, substance use, attitudes and perceptions about substance use, body image, physical activity, and youth assets. The high school survey included questions on these topics as well as self-reported height and weight, driving behaviors, other drug use, sexual behavior and orientation, and nutrition.

Copies of both surveys can be found online at: <http://healthvermont.gov/research/yrbs.aspx>

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

## How to Use the YRBS

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

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

- **Start the Conversation:** Use the YRBS to begin a conversation with teens about the personal choices they make or about the health of their community. Ask them if the results accurately reflect what they see happening around them. How do they explain the results? From their perspective, what is or is not working? How would they promote healthy behaviors?
- **Increase Awareness:** The YRBS provides an opportunity to break through “denial” and make community members aware of the risks that their young people face. It can also dispel myths and correct misinformation about the “average teenager.” The YRBS can accentuate the positive and celebrate the fact that many students are abstaining from behaviors that endanger their health and their ability to succeed.
- **Plan and Evaluate Programs:** The YRBS can serve as the basis of a community needs assessment. It can help identify strengths and weaknesses in communities, and can inform strategies to address those weaknesses.

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

Note: “Getting to ‘Y’”, a program originally funded by the Agency of Education, provides a manual for student groups looking to analyze and leverage their own YRBS data – it can be found here: <http://www.upforlearning.com/index.php/yatst>

## About this Report: Methodology

**Format:** The results appear in data tables, pie charts, bar graphs, and line graphs with explanatory text. In most cases, we report data by gender and grade. The percentages in some charts may not total 100% due to rounding.

**Weighting:** The results in this report are weighted by gender, grade, and race/ethnicity in order to compensate for absenteeism and incomplete surveys, as well as the few schools that did not participate. The weighting allows the results to be fully representative of public students in grades six through eight (middle school survey) and grades nine through twelve (high school survey). This permits us to draw inferences about the school-based student population in Vermont.

In 2013 there was a methodology change in the weighting procedure. From 1993 through 2011, reports included numbers based on a weighted sample of schools. In 2013, due to the high participation from Vermont schools, the switch was made to use all of the student responses in the statewide report, instead of a sample. This will improve comparability to any county-level or supervisory union-level reports, as well as ensure that the estimates are more accurate. In the 2013 report you will find updated 2011 numbers (so they might look different from previous 2011 reports you have seen). These results are generalizable to the Vermont high school and middle school populations.

**Statistical Comparisons:** We note significant differences in the explanatory text. For the 2013 results, we compared the 95 percent confidence intervals separately by grade, gender and year to determine if the percentages were statistically different. If the confidence intervals overlapped, the percentages were not different.

Be aware that due to the very large number of students who take the YRBS the confidence intervals in the statewide report are very small, leading to statistical differences between numbers that are practically not very different from each other. Therefore, we encourage you to examine the data and consider “**meaningful difference.**” In other words, does the disparity merit a targeted intervention, show a real change in health, or otherwise mean something important to the community (statistics aside).

## A Word of Caution

The YRBS represents the most complete and most recent information available about risk behaviors among Vermont students. However, the YRBS has some limitations that you should keep in mind when interpreting the results.

- **Data Quality:** We take numerous precautions to ensure the reliability and validity of the results. The Centers for Disease Control and Prevention (CDC) carefully designed and thoroughly tested the questionnaire. The anonymous survey encourages students to be honest and forthright. The CDC runs over 100 consistency checks on the data to exclude careless, invalid, or logically inconsistent answers. We statistically adjust, or weight, the results so that the responses accurately represent all Vermont public school students based on gender, grade, and race/ethnicity. These precautions can reduce some sources of error, but not all.
- **Who's Not Included:** Administrators make every effort to have all students complete the YRBS. However, students who are not at school the day of the survey are not included in the results. Additionally, students who are home schooled, attend independent schools that chose not to participate, or dropped out of school are not included.
- **Comparing Supervisory Unions/School Districts to Each Other and to the State:** Participating supervisory unions and school districts receive reports of their results comparing them directly to the state. It is natural to also want to know how individual supervisory unions or school districts compare to each other, but we urge caution in making such comparisons because the reasons for the differences may not be simple or easy to identify.
- **What, not Why:** The YRBS can indicate what students are doing. It can also suggest which groups of students are more likely to engage in these behaviors. However, the survey does not answer why they are doing it. We encourage students to analyze their own data and offer insight into the results.

## Personal Safety

Feeling safe – whether at school, in a car, or in a relationship – fosters positive adolescent development. The high school and middle school surveys included questions on fighting, bullying, seat belt use, safety at school, helmet use, and suicidality. The high school survey included additional questions on driving behaviors, dating violence, and self harm.

- Physical fighting is a marker for problem behaviors<sup>1</sup> and is associated with serious injury.<sup>2,3</sup> Abuse by an intimate partner and forced sex are associated with negative psychosocial outcomes, poor mental health outcomes, and other risk behaviors among both males and females.<sup>4,5,6</sup>
- Both being a bully and being victimized by bullies have been increasingly recognized as health problems for children because of their association with a range of problems, including poor psychological adjustment,<sup>7,8</sup> poor academic achievement,<sup>8</sup> and violent behavior.<sup>9</sup>
- Motor vehicle crash injuries are the leading cause of death among youth ages 15 to 19 in the U.S.<sup>10</sup> Proper use of safety belts reduces the risk of fatal injury to front seat passengers by 45% and risk of moderate to critical injury by 50%.<sup>11</sup>
- Bicycle helmets are 85% to 88% effective at reducing the impact of head and brain injuries due to bicycle crashes.<sup>12</sup> Despite this, less than one quarter of bicyclists wear helmets.<sup>12</sup>
- In 2011, alcohol use was associated with nearly four in ten motor vehicle-related fatalities nationwide and in Vermont.<sup>13</sup> Additionally, research examining drugs other than alcohol indicates that marijuana is the most prevalent drug detected in impaired drivers, fatally injured drivers, and motor vehicle crash victims nationwide.<sup>14</sup>

## Alcohol, Tobacco, and Other Drugs

Early use of alcohol, tobacco, and other drugs is associated with myriad problems later in life. The high school and middle school surveys asked about tobacco, alcohol, marijuana, inhalant, and prescription drug use. The surveys also asked the age at which students first used alcohol, cigarettes, and marijuana. The high school survey asked additional questions on other drug use, such as heroin, methamphetamines, and hallucinogens. Both surveys asked about ease of availability of alcohol, cigarettes, and marijuana, peer disapproval of use of these substances, perceived parental disapproval of use, and the risk of harm associated with use of these substances.

- Alcohol use is a major contributing factor in about half of all homicides and sexual assaults,<sup>15</sup> and about one-third of all motor vehicle crash fatalities.<sup>16</sup> Heavy drinking among youth has been linked to violence, academic and job problems, suicidal behavior, trouble with law enforcement authorities, risky sexual behavior, and use of cigarettes, marijuana, cocaine, and other illegal drugs.<sup>17,18</sup>
- Tobacco use is the single most preventable cause of death in the United States,<sup>19</sup> contributing to more than one of every five deaths.<sup>20</sup> Cigarette smoking increases the risk of heart disease, chronic obstructive pulmonary disease, acute respiratory illness, stroke, and cancers of the lung, larynx, oral cavity, pharynx, pancreas, and cervix.<sup>19</sup>
- Marijuana use is associated with smoking-related respiratory damage, temporary short-term memory loss, decreased motivation, and psychological dependence.<sup>21</sup> Other reactions include feelings of distrust, anxiety, or depression.<sup>21</sup> In Vermont, more teens enter treatment with a primary diagnosis for marijuana dependence than all other illicit drugs combined.<sup>22</sup>
- Other drug use is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted diseases (STDs), including HIV infection.<sup>23</sup>
- Multi-year results from the Monitoring the Future survey indicate that the prevalence of marijuana use among youth declines as the percentage of youth expressing disapproval of marijuana increases.<sup>24</sup> As perception of harm of using alcohol and other drugs decreases, there is a tendency for use to increase.<sup>24</sup> Increased use is also associated with the perception that substances are readily available, regardless of whether the perception is accurate.<sup>24</sup>

## Sexual Behavior and Orientation

Experimentation with sexual behaviors and orientation often starts during adolescence. The high school survey asked about age of first sexual intercourse, frequency, sexual partners, sexual orientation, alcohol and drug use related to sexual intercourse, contraceptive use, and HIV testing. The middle school survey did not ask any questions about sex.

- Early sexual activity and having multiple sexual partners are associated with an increased risk of unwanted pregnancy, sexually transmitted diseases (STDs) including HIV infection,<sup>25</sup> and negative effects on social and psychological development.<sup>26</sup> Alcohol and drug use may serve as predisposing factors for initiation of sexual activity.<sup>27</sup>
- Of the nearly 19 million new cases of STDs per year in the United States, almost half are among youth ages 15-24.<sup>28</sup> STDs may result in infertility and facilitation of HIV transmission and may have an adverse effect on pregnancy outcomes and maternal and child health.<sup>26</sup> Besides abstinence, condom use is currently the most effective means of preventing sexual transmission of HIV and other STDs.<sup>29</sup>
- Although many lesbian, gay, bisexual, and transgender adolescents lead happy and healthy lives, others face tremendous challenges to growing up physically and mentally healthy. Compared to heterosexual youth, lesbian, gay, bisexual, and transgender youth are at higher risk for depression, tobacco, alcohol and other drug use, suicide, and unhealthy sexual behaviors.<sup>30</sup>

## Body Image

Negative feelings about weight and body image often develop in adolescence. The high school and middle school surveys included questions about weight perception and weight control. The high school survey asked for students' height and weight to calculate body mass index.

- There are more than three times as many overweight children and adolescents in the U.S. than there were in 1980.<sup>31</sup> Obesity in childhood and adolescence is associated with negative psychological and social consequences and adverse health outcomes, including type 2 diabetes, obstructive sleep apnea, hypertension, dyslipidemia, and metabolic syndrome.<sup>32</sup> Overweight and obesity acquired during childhood or adolescence may persist into adulthood.<sup>33</sup> Approximately 400,000 deaths a year in the United States are currently associated with overweight and obesity.<sup>20</sup>
- However, overemphasis on slenderness during adolescence may contribute to eating disorders such as anorexia nervosa and bulimia.<sup>34,35</sup> Studies have shown high rates of body dissatisfaction and dieting among adolescent females, with many engaging in unhealthy weight control behaviors such as fasting and self-induced vomiting that can lead to abnormal physical and psychological development.<sup>36,37</sup>

## Nutrition and Physical Activity

Nutritious eating and physical activity are two cornerstones of healthy adolescent development. The high school and middle school surveys asked about breakfast consumption, physical activity, physical education classes, and television, computer, and video game use. The high school survey also asked about consumption of fruits, vegetables, soda, and sugar-sweetened beverages.

- Fruits and vegetables are good sources of complex carbohydrates, vitamins, minerals, and other substances that are important for good health. Dietary patterns with higher intakes of fruits and vegetables are associated with a variety of health benefits, including a decreased risk for some types of cancer.<sup>39-43</sup>
- In recent years, soft drink consumption has significantly increased among children and adolescents. Consumption of sugar-sweetened drinks, including soft drinks, appears to be associated with an increased risk for being overweight in children.<sup>44-45</sup>
- Regular physical activity builds and maintains healthy bones and muscles, controls weight, builds lean muscle, reduces fat, reduces feelings of depression and anxiety. It also decreases the risk of dying prematurely, dying of heart disease, and developing diabetes, colon cancer, and high blood pressure.<sup>46</sup> The U.S. Department of Health and Human Services recommends that young people ages 6–17 participate in at least 60 minutes of physical activity every day.<sup>46</sup>
- By 12th grade, more than half of female students in the U.S. do not participate in vigorous physical activity regularly. School physical education classes can increase adolescent participation in physical activity and help adolescents develop the knowledge, attitudes, and skills they need to engage in lifelong physical activity.<sup>47-50</sup>
- Television viewing is the principal sedentary leisure time behavior in the U.S. Studies have shown that television viewing in young people is related to obesity<sup>51</sup> and violent or aggressive behavior.<sup>52-54</sup> Using the computer for fun and playing video games have become increasingly common sedentary leisure time activities among young people as well.

## Measures of Youth Assets

Adolescent achievement requires sources of positive influence. The high school and middle school surveys asked about school and community connectivity as well as parental conversations about school. The high school survey asked additional questions about volunteerism and grades earned in school.

- Above-average school performance is one of many developmental assets, or factors promoting positive development. Studies have shown that students who get higher grades in school are less likely to use cigarettes, alcohol, or marijuana, and are more likely to postpone sexual intercourse.<sup>55</sup>
- One of the strongest predictors of students' success in school is the extent to which their parents stay involved with their schoolwork.<sup>56</sup> A national study of adolescent health found that youth who reported a "connectedness" to their parents/family and school were the least likely to engage in risky behaviors.<sup>57</sup> Parental expectations regarding school achievement were also associated with lower levels of risk behaviors.<sup>57</sup>
- Research shows that involvement in constructive, supervised extracurricular activities is associated with reduced likelihood of involvement in risky behaviors such as school failure, drug use, and delinquency.<sup>58</sup> In addition, evidence is emerging that students who participate in such activities are also more likely to engage in other "thriving" behaviors.<sup>59</sup>
- Youth are not simply objects of adult efforts to modify their behaviors. Rather, if given the opportunities, they can make significant contributions to their families, schools, and communities. Adolescents, especially, need to exercise decision-making power in as many settings as is practical, so that they can develop into competent adults. Schools are a natural setting for youth to share in decisions that affect their lives.

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## 2013 Vermont Middle School Youth Risk Behavior Survey

- In February and March 2013, 14,742 middle school students at 126 schools took the 2013 Vermont Middle School Youth Risk Behavior Survey. Any school that included grades six through eight, including public/independent, independent, interstate, and technical schools, could participate in the high school survey. Students completed a self-administered 69-item questionnaire. Survey procedures protected the privacy of students by allowing for anonymous and voluntary participation.
- This report presents the results from the public middle schools, as well as the one independent school that serves as the public high school in their Supervisory Union. In total, 14,639 students and 122 middle schools are included in the report. The school response rate was 97%, the student response rate was 87%, and the overall response rate was 84% ( $97\% \times 87\% = 84\%$ ).
- 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.
- **All results in the 2013 middle school survey report are for grades six through eight only. The middle school survey was new in 2011.**

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## Sample Demographics

	Grade			Gender		All*
	6	7	8	Females	Males	
<b>Number of students</b>	3376	5503	5669	7174	7407	14639

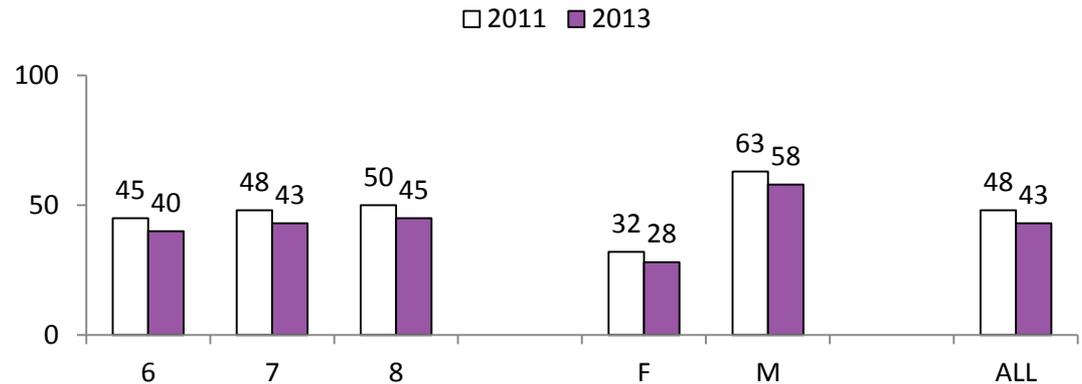
\*NOTE: Some students did not indicate their grades or genders. Therefore, totals by grade and by gender do not equal the overall total.

<b>Race and Ethnicity</b>	
White non-Hispanic	92%
Racial or Ethnic Minority	8%
<b>Age</b>	
11 or younger	11%
12	30%
13	38%
14 or older	21%

## Physical Fighting

- **Overall, 4 in 10 students (43%) reported that they have ever been in a physical fight.**
- Males were significantly more likely to have been in a physical fight than females. Eighth graders were significantly more likely to have been in a physical fight than sixth graders.
- There was a significant decrease in students reporting physical fighting from 2011 to 2013.

Percent of students who have ever been in a physical fight



## Safety at School

- Nearly half (47%) of students reported that they had ever been bullied on school property.** Females reported bullying significantly more than males. There were no differences by grade.
- In the past 30 days, 7% of students did not go to school because they felt they would be unsafe at school or on their way to or from school.** Females were more likely than males to report missing school. There were no differences by grade.
- There was a significant increase in students missing school from 2011 to 2013.

Percent of students who :	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Were ever bullied at school	47	47	47	47	48	53	42
Did not go to school during the past 30 days because they felt unsafe	6	7	8	7	6	9	5

For the purposes of the Vermont YRBS, bullying was described as occurring when, on many occasions, a student or group of students say or do unpleasant things to another student to make fun of, tease, embarrass, or scare him/her, or purposefully exclude him/her. Bullying can occur before, during, or after the school day; on school property; on a school bus; or at a school-sponsored activity. It is not bullying when two students of about the same strength and power argue or fight or when teasing is done in a friendly way.

## Bullying

- **Overall, 1 in 4 (26%) students were bullied at least once in the past 30 days.**
- Females were significantly more likely than males to have been bullied. There were no differences by grade.
- There was no difference in bullying from 2011 to 2013.

Percent of students who were bullied at least once in the past 30 days

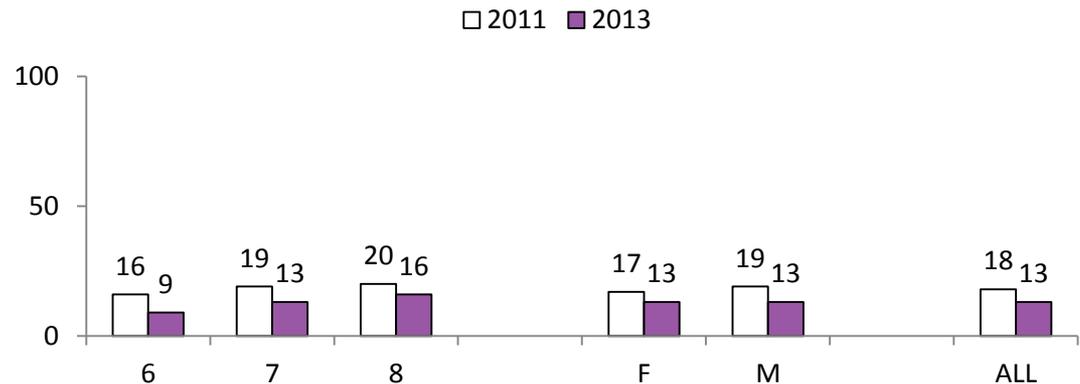


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## Bullied Someone

- **Overall, 1 in 10 (13%) students reported bullying someone at least once in the past 30 days.**
- Bullying someone else increased significantly with each increasing grade. There were no differences by gender.
- **There was a significant decrease in students reporting being a bully from 2011 to 2013.**

Percent of students who bullied someone at least once in the past 30 days

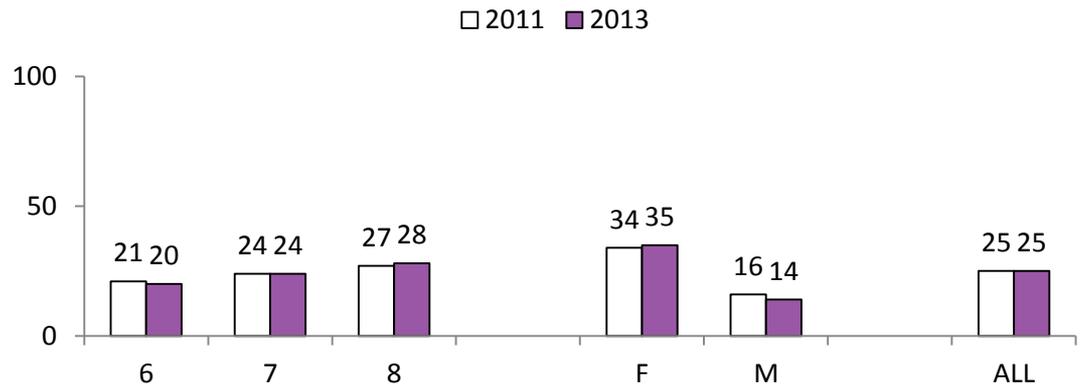


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## Electronic Bullying

- **Overall, 1 in 4 students (25%) reported that they had ever been electronically bullied.**
- Females were significantly more likely than males to report electronic bullying.
- The risk of being electronically bullied increased significantly with each grade.

Percent of students who reported that they had ever been electronically bullied



For the purposes of the Vermont YRBS, bullying was described as occurring when, on many occasions, a student or group of students say or do unpleasant things to another student to make fun of, tease, embarrass, or scare him/her, or purposefully exclude him/her. Bullying can occur before, during, or after the school day; on school property; on a school bus; or at a school-sponsored activity. It is not bullying when two students of about the same strength and power argue or fight or when teasing is done in a friendly way.

Electronic bullying includes through e-mail, chat rooms, instant messaging, Web sites, or texting.

## Bicycle Helmet Use

- Overall, 9 out of 10 students (92%) reported that they ride a bicycle.
- **Of those students, 27% always wore a helmet while 35% rarely or never wore a helmet.**
- Males were significantly more likely to never or rarely wear a bike helmet compared to females.
- The risk of never or rarely wearing a bike helmet increased significantly with each grade.

Percent of bicycle riders who wore a helmet:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Always	25	27	36	27	22	29	26
Most of the time	23	23	25	24	21	23	23
Sometimes	15	15	15	16	15	16	15
Never or rarely	37	35	24	33	43	33	36

## Helmet Use while Rollerblading or Skateboarding

- Overall, 41% of students reported that they rollerblade or ride a skateboard.
- **Of those students, 30% always wore a helmet while 39% rarely or never wore a helmet.**
- As students got older, they were significantly less likely to wear a helmet while rollerblading or skateboarding. There were no differences by gender.
- There was a significant decrease in the percent of students reporting never or rarely wearing a helmet from 2011 to 2013.

Percent of students who rollerblade or skateboard who wear a helmet:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Always	27	30	43	29	22	31	30
Most of the time	17	18	21	19	16	17	20
Sometimes	13	12	11	14	12	13	11
Never or rarely	43	39	25	38	50	39	39

## Seatbelt Use

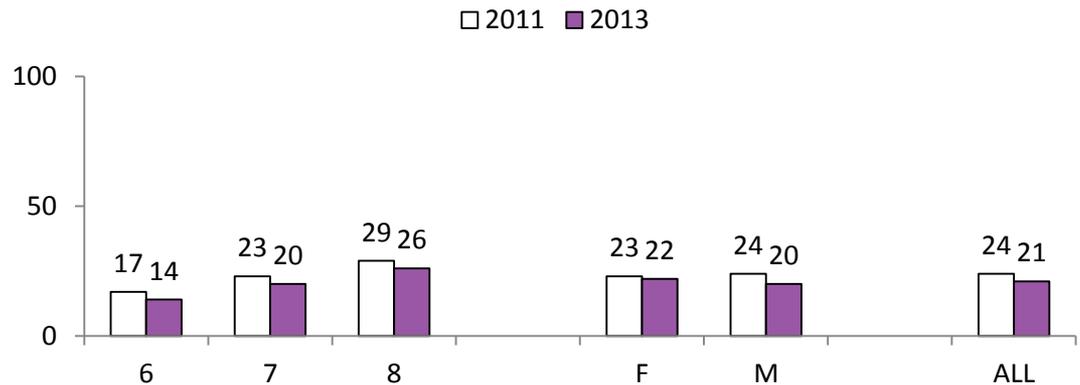
- **Overall, 75% of students reported always wearing a seat belt when riding in a car.**
- Males were significantly more likely than females to never or rarely wear a seatbelt when riding in a car.
- As students got older, they were significantly more likely to never or rarely wear a seatbelt while riding in a car.
- Students reporting rarely or never wearing a seatbelt while riding in a car decreased significantly from 2011 to 2013.

Percent of students who wear a seat belt while riding in a car:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Always	72	75	84	74	70	77	73
Most of the time	19	18	12	19	20	17	18
Sometimes	5	5	3	5	6	4	5
Rarely or never	4	3	1	3	4	2	4

## Riding in a Car with a Drinking Driver

- **Overall, 1 in 5 students (21%) reported that they had ridden in a car with someone who had been drinking.**
- As students got older, they were significantly more likely to ride in a car with a driver who had been drinking.
- Females were significantly more likely than males to ride in a car with a driver who had been drinking.
- Riding with a driver who had been drinking decreased significantly from 2011 to 2013.

Percent of students who ever rode in a car driven by someone who had been drinking



## Suicide

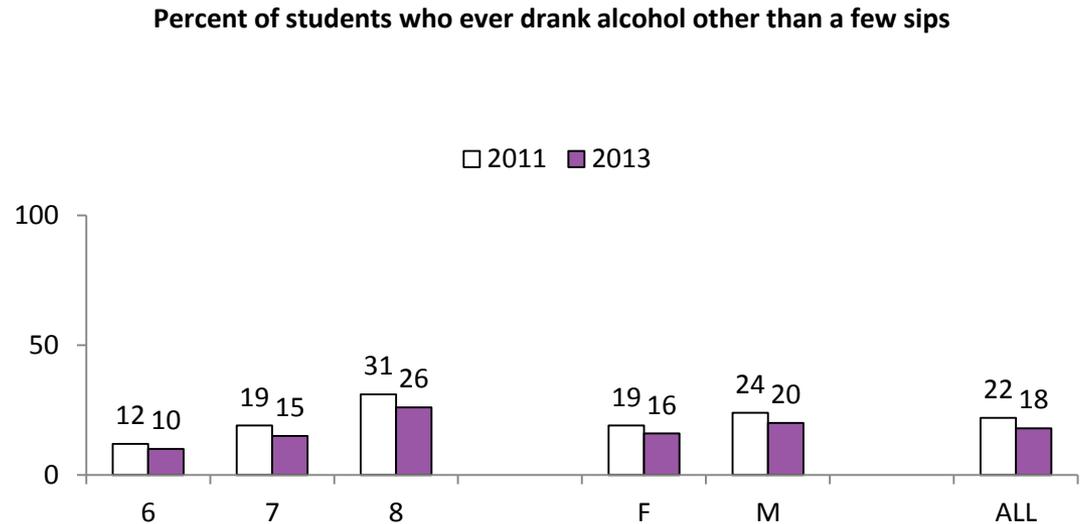
- **Overall, 18% of students were so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities.**
- Females were more likely than males to report feeling sad or hopeless. Eighth graders were more likely than sixth and seventh graders to feel sad or hopeless.
- **Overall, 17% of students reported that they ever seriously thought about committing suicide, 11% made a suicide plan, and 5% made a suicide attempt.**
- Females were significantly more likely than males to report that they ever seriously thought about suicide, made a suicide attempt, or tried to commit suicide.
- As age increases, students are significantly more likely to seriously think about suicide and make a suicide plan. Eighth graders are significantly more likely than sixth and seventh graders to try to commit suicide.
- None of the measures changed significantly from 2011 to 2013.

Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities, in the past 12 months <sup>a</sup>	NA	18	15	17	19	24	12
Seriously thought about suicide, ever	17	17	12	16	20	22	12
Made a suicide plan, ever	10	11	7	10	14	14	8
Attempted suicide, ever	4	5	3	4	6	7	3

NOTE: <sup>a</sup>This question was new in 2013

## Lifetime Alcohol Use

- **Nearly 1 in 5 students (18%) reported ever drinking alcohol, other than a few sips.**
- Males were significantly more likely than females to try alcohol.
- As students get older, they were significantly more likely to try alcohol.
- **Lifetime alcohol use among middle school students decreased significantly from 2011 to 2013.**



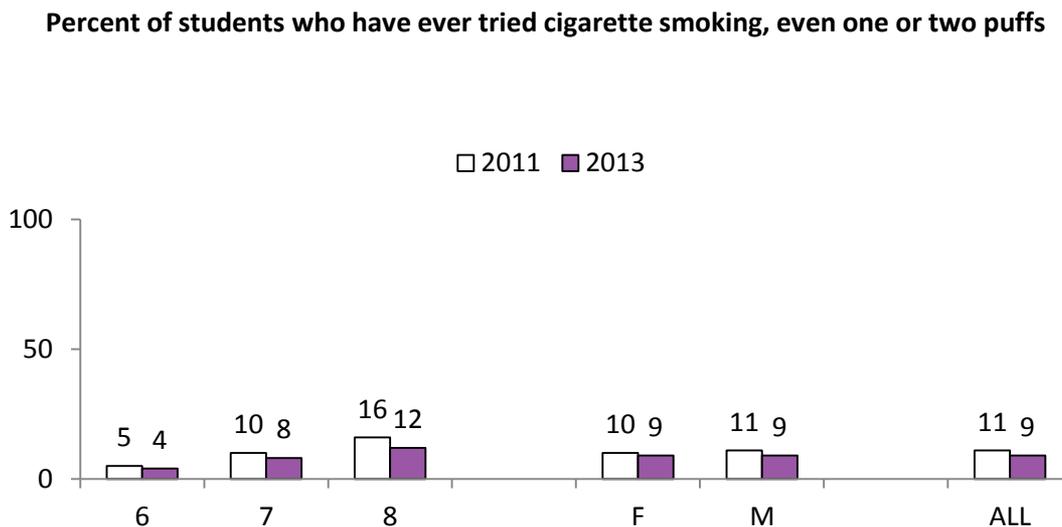
## Alcohol Use

- **Overall, 1 in 14 students (7%) drank alcohol other than a few sips before age eleven, and 1 in 14 students (7%) reported drinking alcohol in the past 30 days.**
- Males were more likely than females to report binge drinking and drinking before age 11.
- Drinking in the past thirty days and binge drinking increased significantly with each increasing grade. Eighth graders were more likely than sixth and seventh graders to report drinking before age 11.
- All three measures decreased significantly from 2011 to 2013.

Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Drank before age 11	9	7	6	6	8	5	9
Drank any alcohol in the past 30 days	9	7	3	6	11	6	7
Had five or more drinks of alcohol in a row, that is, within a couple of hours in the past 30 days	3	2	1	2	4	2	3

## Lifetime Cigarette Use

- **Overall, 9% of students reported having ever tried cigarette smoking, even one or two puffs.**
- Lifetime smoking increased significantly with each grade.
- There were no differences by gender.
- Lifetime cigarette use decreased significantly from 2011 to 2013.



## Cigarette Use

- **Overall, 2% of students reported smoking before age eleven, smoking in the past 30 days, or smoking one or more cigarettes per day.**
- Older students were significantly more likely to have smoked cigarettes in the past 30 days, and to have smoked one or more cigarettes per day on the days they smoked.
- There were no differences by gender for any of the measures.
- Smoking a cigarette before age 11 and smoking in the past 30 days both decreased significantly from 2011 to 2013.

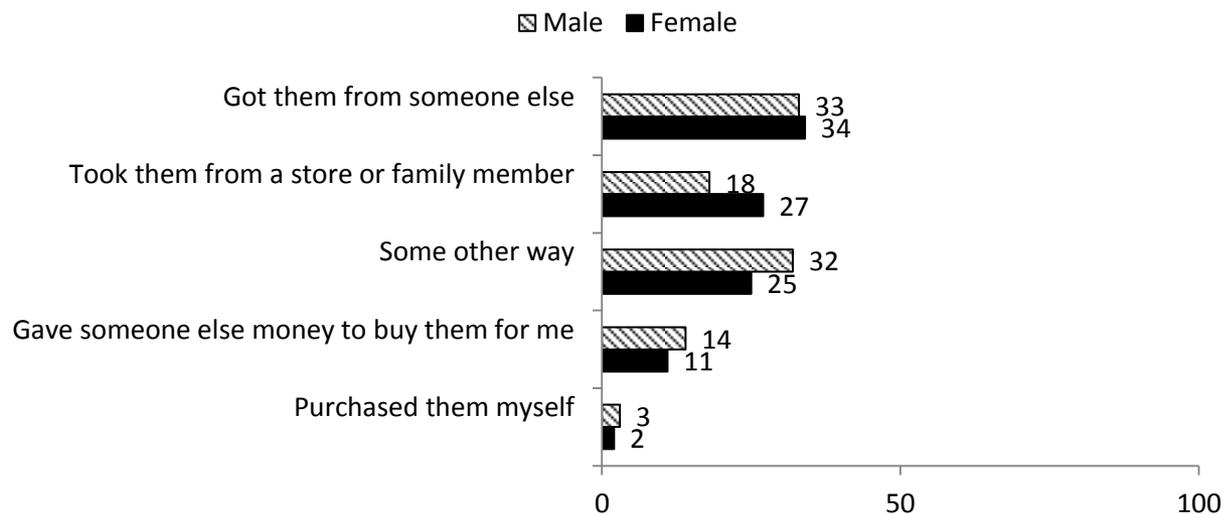
Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Smoked a whole cigarette before age 11	2	2	1	2	2	2	2
Smoked cigarettes in the past 30 days	3	2	1	2	4	2	2
Smoked 11 or more cigarettes per day on days smoked	2	2	<1	1	2	1	2

NOTE: Due to rounding smoking before age 11 does not appear to have changed.

## Source of Cigarettes Among Smokers

- **Of students who smoked in the past 30 days, 13% gave someone money to buy cigarettes for them, 3% purchased them, 33% bummed them from someone else, 22% took them from a store or family member, and 29% got them some other way.**
- Males were more likely than females to report purchasing and to give money to someone else to purchase cigarettes. There were no other differences by gender.

Usual source of cigarettes in the past 30 days among smokers



Note: there were fewer than 5 female respondents who reported purchasing their own cigarettes.

## Other Tobacco Use

- **Overall, 2% of students reported using chewing tobacco, snuff, or dip during the past 30 days.** Males were significantly more likely than females to use smokeless tobacco. Use significantly increased with each grade.
- **Of all students, 1% smoked cigars, cigarillos, or little cigars in the past 30 days.** Males were significantly more likely to report cigar use than females. Use significantly increased with each grade.
- **Overall, 3% of students have ever used snus.** Eighth graders were significantly more likely to use snus than sixth or seventh graders. There were no differences by gender.
- The use of snus and cigars significantly decreased from 2011 to 2013.

Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Used chewing tobacco, snuff, or dip such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen on one or more of the past 30 days	2	2	1	1	3	1	3
Smoked cigars, cigarillos, or little cigars on one or more of the past 30 days	2	1	<1	1	2	1	2
Ever used snus, such as Camel Snus or Marlboro Snus	3	3	1	2	4	2	3

NOTE: Due to rounding snus use does not appear to have changed.

## Awareness of Students' Smoking

The survey asked, "Out of 100 Vermont high school students, how many do you think smoke cigarettes?"

- Almost half (45%) of all students think that less than one quarter of students smoke. Of those, 27% think that sixteen to twenty students out of 100 smoke, and 17% think that fifteen or fewer students out of 100 smoke.
- Overall, 15% think forty six to fifty five students smoke and 17% think that more than fifty six students smoke.
- There were no differences by grade or gender.
- Students reporting that they think 56 or more high school students smoke out of 100 increased significantly from 2011 to 2013.

Percent who think that, out of 100 Vermont high school students, 56 or more smoke cigarettes



## Exposure to Cigarette Smoke

- **Overall, 30% of students were in the same room with someone who was smoking cigarettes during the past seven days and 22% were in a car with someone who was smoking during the past seven days.**
- Females were more likely to report both being in the same room, and in a car with a smoker compared to males. Being in the same room as a smoker and being in a car with a smoker both increased significantly with each grade.
- Both measures decreased significantly from 2011 to 2013.

Percent of students who during the past 7 days:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Were in the same room with someone who was smoking cigarettes	33	30	26	29	33	31	29
Were in the same car with someone who was smoking cigarettes	25	22	18	22	25	24	20

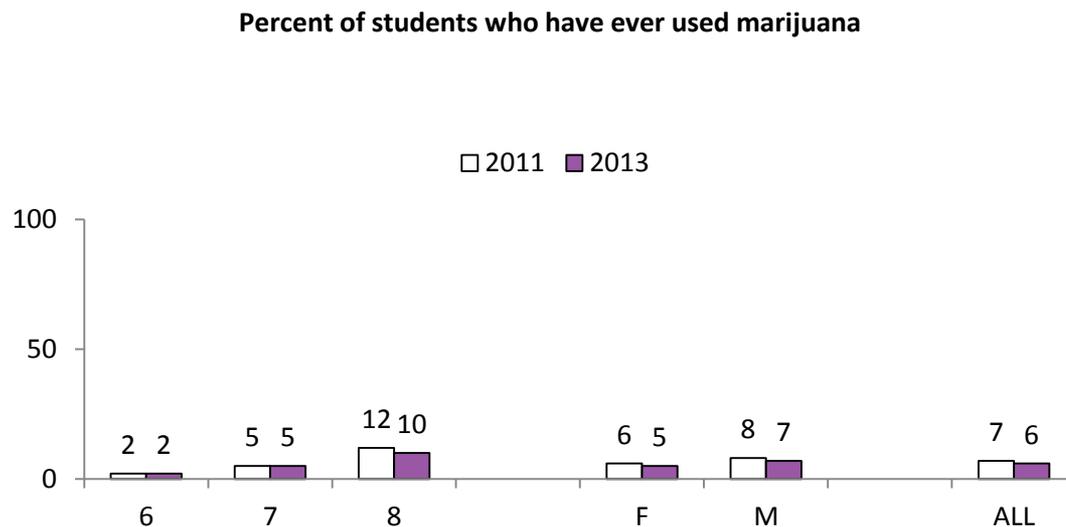
## Discussions about Smoking

- Overall, 21% of students were asked if they smoked by a health professional in the past 12 months.** Female students were more likely than males students to be asked by a health professional if they smoked. Being asked by a health professional about smoking increased significantly with each increasing grade.
- Being asked by a health professional about smoking increased significantly from 2011 to 2013.
- Of smokers, 48% attempted to quit in the past 12 months.** There were no differences by grade or gender.
- Attempting to quit did not change significantly from 2011 to 2013.

Percent of students who in the past 12 months:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Were asked if they smoked by any doctor, dentist, nurse, or other health professional	19	21	12	19	28	22	20
Attempted to quit (of smokers)	54	48	49	50	47	47	49

## Lifetime Marijuana Use

- **Overall, 6% of students have ever used marijuana.**
- Males were more likely than females to report marijuana use. Marijuana use increased significantly with each grade.
- There was no difference in lifetime marijuana use from 2011 to 2013.



## Marijuana Use

- **Only 1% of students reported using marijuana before age 11.**
- There were no differences by gender or grade.
- **Overall, 3% of students smoked marijuana in the past 30 days.**
- Males were more likely than females to report marijuana use in the past thirty days. Past thirty day marijuana use increased significantly with each increasing grade.
- There was no significant difference in either measure from 2011 to 2013.

Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Used marijuana before age 11	1	1	1	1	1	1	1
Used marijuana in the past thirty days	4	3	1	2	5	3	4

## Other Drug Use

- **Of all students, 5% reported ever using inhalants and 3% reported ever misusing prescription drugs.**
- Females were more likely to report inhalant use than males. Inhalant use did not differ by grade.
- Prescription drug misuse did not differ by gender. Eighth graders were more likely than sixth or seventh graders to report misusing a prescription drug.
- Inhalant use decreased significantly from 2011 to 2013.

Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Ever used inhalants	7	5	4	5	6	6	5
Ever took a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription	3	3	2	2	3	3	3

NOTE: Due to rounding prescription drug misuse does not appear to have changed.

## Parental Disapproval of Alcohol, Cigarette, and Marijuana Use

- **Students are highly likely to perceive that their parents think it is wrong or very wrong for them to use cigarettes, alcohol, or marijuana.**
- Females were more likely to report perceived parental disapproval of drinking than males. There were no differences by gender for perceived parental disapproval of smoking cigarettes or using marijuana.
- Perceived parental disapproval of drinking and using marijuana decreased significantly with each increasing grade. Eighth graders were less likely to report parental disapproval for smoking cigarettes compared to sixth graders.
- There was a significant increase in students reporting perceived parental disapproval of alcohol use from 2011 to 2013. There were no differences in perceived parental disapproval of cigarette or marijuana use from 2011 to 2013.

Percent of students who think their parents would think it is <i>wrong</i> or <i>very wrong</i> for them to:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Smoke cigarettes	95	96	97	96	96	97	96
Drink alcohol	89	91	93	91	89	92	89
Smoke marijuana	95	95	97	96	93	95	95

## Peer Disapproval of Alcohol, Cigarette, and Marijuana Use

- **Approximately 9 out of 10 students think it would be wrong or very wrong for someone their age to use cigarettes, alcohol, or marijuana.**
- Female students were more likely to report disapproval of peer use of cigarettes, alcohol, and marijuana compared to male students.
- Disapproval decreased significantly with each increasing grade for all three substances.
- There was a significant increase in peer disapproval of cigarette and alcohol use from 2011 to 2013. There was no difference in peer disapproval of marijuana use.

Percent of students who think it would be <i>wrong or very wrong</i> for someone their age to:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Smoke cigarettes	93	94	98	95	92	95	94
Drink alcohol	85	88	95	90	83	90	86
Smoke marijuana	92	92	97	94	86	93	91

## Perceived Harmfulness of Alcohol, Cigarette, and Marijuana Use

- **Students were more likely to perceive that people their age greatly risk harming themselves by smoking a pack of cigarettes daily than by using marijuana regularly, and more by smoking marijuana regularly than by having five or more drinks of alcohol once or twice each weekend.**
- Perceived harmfulness of smoking cigarettes did not differ by gender or grade.
- Female students were more likely to perceive binge drinking once or twice each weekend as posing great risk of harm compared to male students. There were no differences by grade.
- Female students were more likely than male students to perceive smoking marijuana regularly as posing a great risk. Perception of harm for regular marijuana use decreased significantly with each grade.
- There was a significant decrease in the perception of harm for binge drinking on weekends and smoking marijuana regularly from 2011 to 2013. There was no change in perceived harm of smoking cigarettes from 2011 to 2013.

Percent of students who think <i>people their age</i> greatly risk harming themselves (physically or in other ways) if they:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Smoke one or more packs of cigarettes per day	70	71	70	70	72	71	71
Have five or more drinks of alcohol once or twice each weekend	53	51	52	51	50	53	49
Smoke marijuana regularly	68	64	71	67	58	66	63

## Perceived Availability of Alcohol, Cigarette, and Marijuana Use

- **Overall, nearly 2 in 5 students (38%) perceive that alcohol is easy to obtain, compared to 26% who perceive cigarettes are easy to obtain and 14% who perceive marijuana is easy to obtain.**
- Male students were more likely to perceive that cigarettes and marijuana are easy to obtain compared to female students. There was no difference by gender for ease of access to alcohol.
- Perceived availability increased significantly for all substances with each increasing grade.
- Perceived availability of all substances decreased significantly from 2011 to 2013.

Percent of students who report that it would be <i>easy</i> or <i>very easy</i> to get:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Cigarettes	29	26	14	24	35	24	28
Alcohol	41	38	24	36	49	38	39
Marijuana	16	14	5	12	23	13	16

## Perceived Weight

- **A majority of students (57%) think that they are about the right weight.**
- **Of all students, 41% are trying to lose weight.**
- Females were significantly more likely to report trying to lose weight compared to males. Eighth graders were significantly more likely to report trying to lose weight compared to sixth and seventh graders.
- Females were more likely than males to think that they were overweight. Eighth graders were more likely than sixth and seventh graders to think they were overweight.
- Describing themselves as overweight and trying to lose weight did not change from 2011 to 2013. However, the percent of students not trying to do anything about their weight increased significantly from 2011 to 2013.

	All		Grade			Gender	
	2011	2013	6	7	8	F	M
<b>Percent of students who describe themselves as:</b>							
Underweight	17	17	21	17	16	16	19
About the right weight	57	57	56	58	57	56	58
Overweight	26	26	24	25	28	28	23
<b>Percent of students who are trying to:</b>							
Lose weight	42	41	39	39	44	50	32
Gain weight	10	10	11	9	10	5	14
Stay the same weight	23	23	24	23	21	20	25
Not trying to do anything	24	27	26	29	26	25	29

## Sun Protection

- **Overall, 7% of students reported always, and 27% reported most of the time or always using SPF 15 or higher when they were outside in the sun for one hour or more.**
- In total, 45% of students report never or rarely using sun protection, and 28% report sometimes using sun protection.
- Female students were significantly more likely than male students to report always using sun protection.
- Sixth graders were significantly more likely than seventh and eighth graders to report always using sun protection.

Percent of students who use SPF 15 or higher when outside for >1 hour:	All	Grade			Gender	
	2013	6	7	8	F	M
Always	7	9	6	5	9	5
Most of the time or always	27	37	26	21	34	21

NOTE: This question was new in 2013.

## Breakfast Consumption

- **Almost half of all students (52%) ate breakfast every day in the past week.**
- Females were significantly less likely to eat breakfast every day than males.
- The likelihood of eating breakfast on all of the past seven days decreased significantly with each grade.
- The percent of students reporting eating breakfast on all of the past seven days increased significantly from 2011 to 2013.

Percent of students who ate breakfast:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
On all of the past seven days	49	52	62	51	46	44	59
At least three of the past seven days	81	82	87	82	79	77	87
On zero of the past seven days	8	7	5	7	8	9	5

## Water Consumption

- **Overall, 39% of middle school students reported drinking at least four bottles or glasses of water a day.**
- Males were more likely than females to report drinking at least four bottles or glasses of water a day. Sixth graders were more likely than seventh and eighth graders to report drinking at least four bottles or glasses of water a day.
- In total, 8% reported drinking no water, 11% reported drinking water once, 41% reported drinking two to three bottles or glasses of water a day.

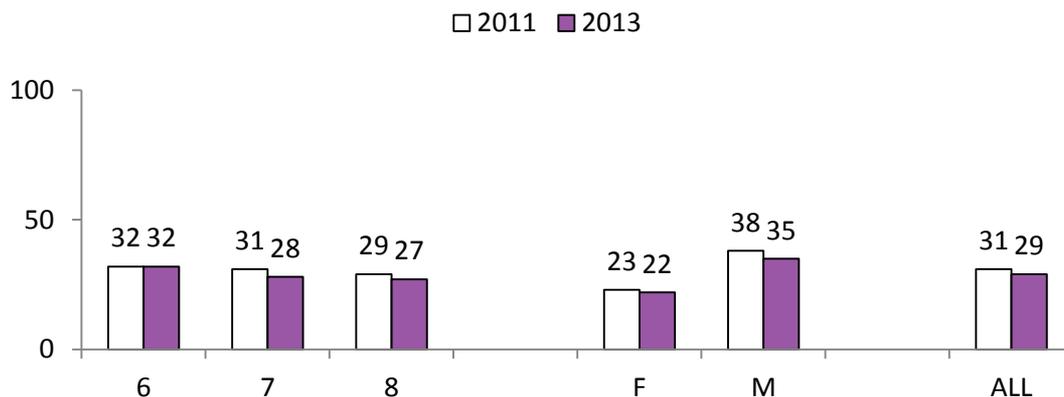


NOTE: This question was new in 2013.

## Physical Activity

- **Overall, 3 in 10 students (29%) participated in 60 minutes of physical activity every day, per the U.S. Department of Health and Human Services Guidelines.**
- Females were significantly less likely to participate in daily physical activity than males. Sixth graders were more likely than seven and eighth graders to participate in daily physical activity.
- There was a significant decrease from 2011 to 2013 in the percent of students reporting daily physical activity.
- Of all students, 6% reported zero days with at least 60 minutes of physical activity in the past week. There were no differences by grade or gender.

Percent of students who participated in at least 60 minutes of physical activity every day during the past seven days



## Physical Education

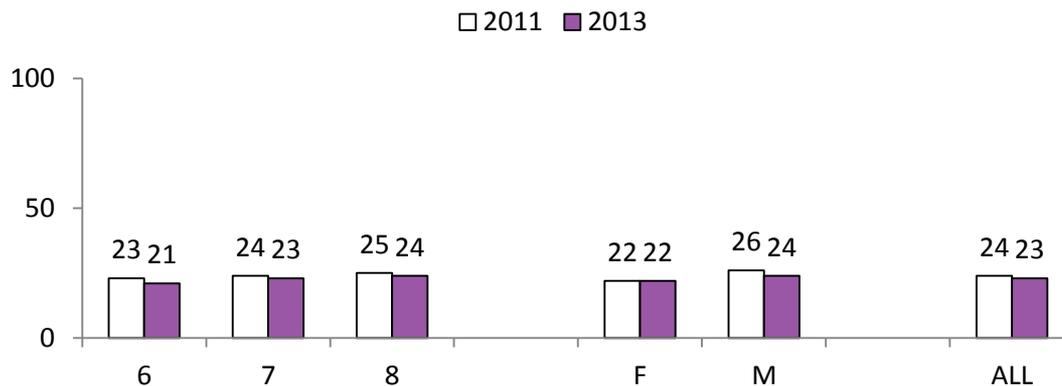
- **Overall, 9 in 10 students (91%) participated in physical education classes at least once a week, and 13% of students participated in physical education class every day during an average school week.**
- Significantly more sixth graders reported attending physical education classes at least once a week, as well as five times a week, compared to seventh and eighth graders.
- There was no difference by gender for either measure.
- There was a significant decrease in the percent of students reporting attending physical education classes every day from 2011 to 2013. There was no change in the percent who attended physical education classes at least once a week.

Percent of students who:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Attended physical education classes one or more days in an average week when they were in school	90	91	93	91	89	91	91
Attended physical education classes daily in an average week when they were in school	15	13	15	12	11	12	13

## Television on an Average School Day

- **Overall, 1 in 5 students (23%) watched three hours or more of TV on an average school day.**
- Eighth graders were significantly more likely than sixth graders to report watching 3 or more hours of television daily.
- Of all students, 6% spent five or more hours watching TV on an average school day. Males were more likely than females to watch 5+ hours of TV on an average school day. There were no differences by gender.
- There was no difference from 2011 to 2013 for either measure.

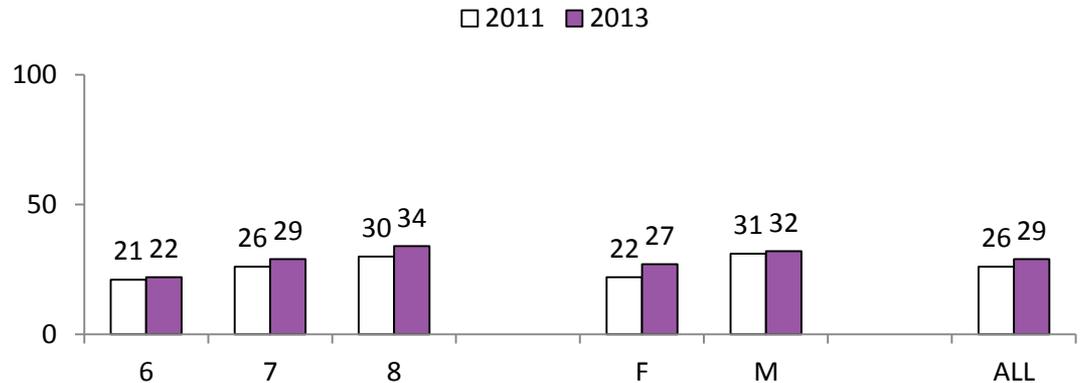
Percent of students who watched three or more hours of TV per day on an average school day



## Computer Use on an Average School Day

- **Overall, 3 in 10 students (29%) played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day.**
- Males were significantly more likely than females to report three or more hours of non-school work on the computer. This behavior increased significantly with each grade.
- **One in ten students (11%) spent five or more hours per school day** playing video or computer games or using a computer for something that was not school work.
- From 2011 to 2013 there was a significant increase in the percent of students who reported using a computer for something that was not school work for three or more hours per day.

Percent of students who played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day



## Internet Usage

- **Overall, 45% of students went online on six or seven days in the past week for something that was not for school.**
- The likelihood that a student would go online for something that was not for school 6 out of 7 days in the past week increases significantly with each grade. There were no differences by gender.
- The percent of students reporting going online for something that was not school related on 6 to 7 days in the past week increased significantly from 2011 to 2013.

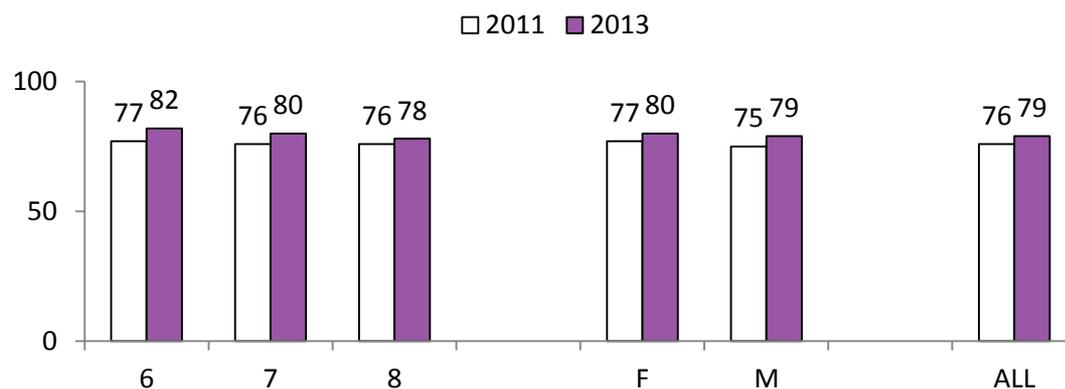
Percent of students who, in the past 7 days, went online for something that was not for school:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
0 to 1 days	23	20	31	21	13	20	21
2 to 3 days	19	18	24	19	14	19	18
4 to 5 days	17	16	16	16	16	16	17
6 to 7 days	42	45	29	43	57	46	45

## Talk to Parents about School

- **Overall, 4 out of 5 students (79%) spoke to their parents about school at least once a week.**
- Eighth graders were significantly less likely than sixth graders to talk to their parents about school at least once a week.
- There were no differences by gender.
- There was a significant increase in the percentage of students reporting talking to their parents at least weekly from 2011 to 2013.

Percent of students whose parents talked with them about school:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Almost every day	46	51	56	51	47	52	49
About once or twice a week	30	29	26	29	30	28	30
About once or twice a month	10	9	8	8	9	8	9
Less than once a month	7	7	6	6	8	6	7
Never	7	5	5	5	6	5	5

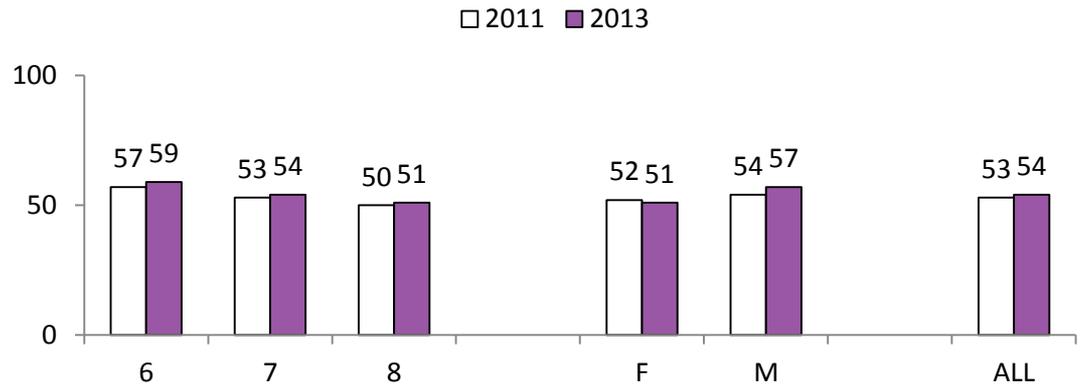
Percent of students who talk to their parents about school at least once a week



## Feel Valued by Community

- **Over half (54%) of students agree or strongly agree that they matter to people in their communities.**
- Males are significantly more likely to agree that they matter to their community compared to females.
- As grade increased, students were significantly less likely to report feeling that they mattered to their community.
- There was no significant difference from 2011 to 2013.

Percent of students who agree or strongly agree that “in your community you feel like you matter to people”



## Feel Valued at School

- **Overall, 62% of students agreed or strongly agreed that their teachers really care about them and give them a lot of encouragement.**
- Agreeing that teachers really care about students decreased significantly with each grade.
- There were no differences by gender.
- **Overall, 42% of students agree or strongly agree that students help decide what goes on in their school.**
- Eighth graders were significantly less likely to agree that students help decide what goes on in school compared to sixth and seventh graders.
- There were no differences by gender.
- The percent of students who agreed that their teachers care about them significantly increased from 2011 to 2013.

Percent of students who agree or strongly agree that:	All		Grade			Gender	
	2011	2013	6	7	8	F	M
Their teachers really care about them and give them a lot of encouragement	59	62	69	61	58	62	62
Students help decide what goes on in school	42	42	45	43	40	42	43



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