

# 2021

# Vermont Youth Risk Behavior Survey

## Statewide Results



in partnership with the  
Agency of Education

# Table of Contents

---

<u>About the YRBS</u>	3
<u>Using the Results</u>	7
<u>Special Considerations</u>	11
<u>Interpreting the Results</u>	12
<u>High School Results</u>	14
<u>Middle School Results</u>	150

# About the YRBS

---

The Vermont Youth Risk Behavior Survey (YRBS) is part of a national school-based surveillance system conducted by the Centers for Disease Control and Prevention (CDC). The YRBS monitors health risk behaviors that contribute to the leading causes of death and disability among youth and young adults. These include:

- Behaviors that contribute to unintentional injuries and violence
- Sexual behaviors related to unintended pregnancy and sexually transmitted diseases (STDs), including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

The YRBS also measures other high priority health-related behaviors and protective factors. These include:

- Prevalence of obesity
- Attitudes and perceptions related to substance use
- Social determinants of health
- Youth assets

# About the YRBS

---

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

The middle school and high school surveys differ slightly. The middle school survey is shorter and focuses more on lifetime behaviors and includes questions on fighting, bullying, suicidality, substance use, attitudes and perceptions about substance use, sexual activity, nutrition, physical activity, youth assets, and other factors related to health equity. The high school survey includes questions on these topics as well as more in-depth questions on current behaviors such as driving behaviors and self-reported height and weight.

Copies of the 2021 Vermont [high school](#) and [middle school](#) surveys as well as previous surveys can be found online at: [www.healthvermont.gov/YRBS](http://www.healthvermont.gov/YRBS)

# About the YRBS

---

## METHODOLOGY

The YRBS is a biannual school-based survey. In Vermont, students in all public schools and select independent schools across the state are invited to participate in the YRBS. Historically, this has always taken place in the Spring semester. However, to due the COVID-19 pandemic and remote learning, the CDC allowed for the survey to be delayed to the Fall semester later in 2021.

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

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

For more information on the delayed administration and how it may have impacted the 2021 results, please see "[Special Considerations in 2021](#)" noted on the following pages.

Additional information about the [methodology](#) of the national, state, and large urban school district YRBSs has been described elsewhere and can be found online at: [www.cdc.gov/healthyyouth/data/yrbs/methods.htm](http://www.cdc.gov/healthyyouth/data/yrbs/methods.htm).

# About the YRBS

---

## HOW ACCURATE ARE THE RESULTS?

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

Numerous precautions are taken to ensure the reliability and validity of the results. The CDC runs over 100 consistency checks on the data to exclude careless, invalid, or logically inconsistent answers. These internal reliability checks help identify the small percentage of students who falsify their answers.

The CDC also weights data, a mathematical procedure that makes data representative of the population from which it was drawn. Only states with an overall response rate of at least 60% are weighted based on gender, grade, and race/ethnicity. Since 1995, Vermont has obtained weighted data on the YRBS.

These precautions can reduce some sources of error, but not all.

For more information on survey reliability, read [“Do students tell the truth?”](#) Additional information about survey reliability is available [www.cdc.gov/healthyyouth/data/yrbs](http://www.cdc.gov/healthyyouth/data/yrbs). For more information on the delayed administration and how it may have impacted the Vermont 2021 results, please see [“Special Considerations in 2021”](#) noted on the following pages.

# Using the YRBS Results

---

The YRBS is used to **determine the prevalence** of health behaviors. It can **detect changes** in risk behaviors over time and **identify differences** among subpopulations of students.

Data can be also be used to:

- **Examine** the co-occurrence of health behaviors;
- **Compare** national, state, and local data; and
- **Obtain** funding and **monitor** progress toward achieving program objectives and other indicators.

With this data, school and community organizations can focus prevention efforts and determine whether school policies and community programs are having the intended effect on student behaviors. Think of the YRBS as a tool for starting discussions, educating the community, and planning or evaluating programs.

For more information on the delayed administration and how it may have impacted the 2021 results, please see [“Special Considerations in 2021”](#) noted on the following pages.

# Using the YRBS Results

---

## ENGAGING STUDENTS, SCHOOLS, AND COMMUNITIES

- **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 highlight the positives 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 remember the percentage of adolescents who are NOT engaging in these behaviors.
- **Participate in Getting to 'Y'** is an opportunity for students to take a lead in bringing meaning to their own Youth Risk Behavior Survey data and taking steps to strengthen their school and community based on their findings.
  - Schools and districts across the state form teams to analyze local level data, identify areas of strength and concern, and create a preliminary action plan. Through the Getting to ‘Y’ program, students attend a training day where they learn tools and strategies to examine data, explore root causes, and create next action steps. In addition, teams plan and host a community dialogue event to share their executive summary with the school and community. More information on upcoming trainings, newsletters, and resources visit: [Getting to ‘Y’](#).

*\* Getting to Y is a project of UP for Learning and is co-sponsored by the Vermont Department of Health*



# Using the YRBS Results

---

## UNDERSTANDING AND INTERPRETING THE RESULTS

The results in this report are weighted by gender, grade, and race/ethnicity in order to compensate for absenteeism and incomplete surveys. The weighting allows the results to be fully representative of middle school students in grades six through eight (middle school survey) and high school students grades nine through twelve (high school survey). Weighting permits us to draw inferences about the school-based student population in Vermont.

Throughout this report, statistically significant differences are noted. Statistical significance is calculated by comparing the 95% confidence intervals of two or more values. If the confidence intervals overlap, the percentages are not different. In other words, the two groups are not statistically different from one another. If the confidence intervals do not overlap, there is a statistical difference between the two groups.

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

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

## Special Considerations for 2021

---

There are no trend data in this report, and caution should be used when interpreting and comparing the 2021 results to other years.

The Vermont YRBS is typically administered during the spring semester of the school year. However, due to COVID-19 and related school closures, the CDC allowed for the 2021 YRBS to be delayed and administered during the fall semester. Students in Vermont took the survey between September and December 2021.

Prevalence estimates for the 2021 VT YRBS and comparisons with previous YRBS data have likely been impacted by some significant factors unique to 2021, including the COVID-19 pandemic and the delay of the survey. Students who participated in the 2021 YRBS were facing different educational and social experiences compared to those of previous participants. Disruptions, including remote learning, lack of social interactions and extracurricular activities, are likely reflected in the survey results.

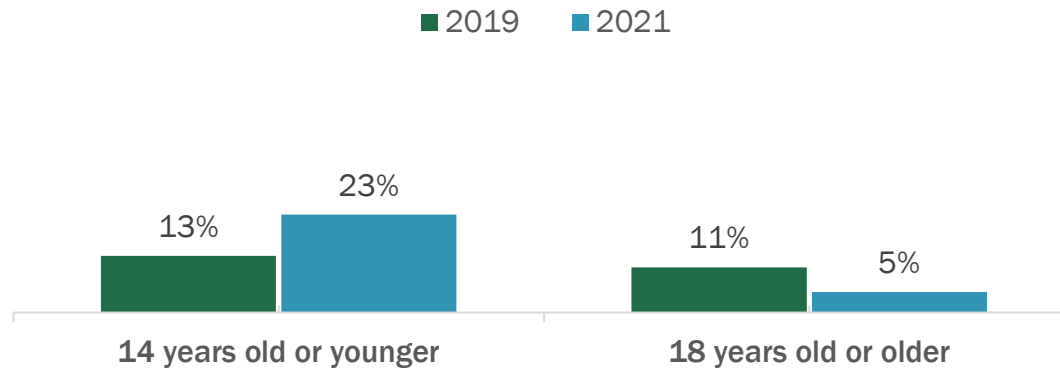
Age can influence the risk behavior prevalence estimates. Because students took the survey in the fall semester (September-December 2021) instead of the spring semester (January-June 2021), the average age of survey participants was younger than in past years. As seen in other states with a fall 2021 YRBS administration, some risk behavior prevalence estimates may be lower due to the change in age of student participants. The following page shows the differences in age of students completing the YRBS between 2019 and 2021.

The 2023 YRBS survey will be administered during the spring semester as typically done.

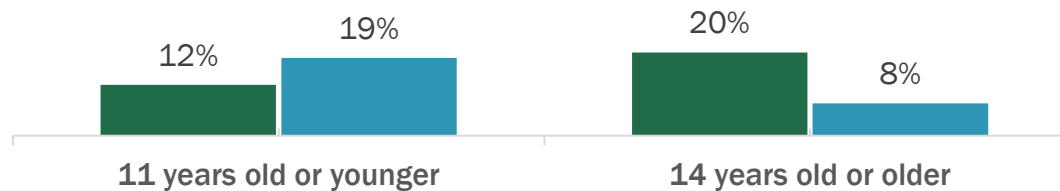
# Special Considerations for 2021

Age can influence risk behavior prevalence estimates. In 2021, more high school students were 14 years old or younger and fewer were 18 years or older compared to those in 2019. Similarly, more middle school students were 11 years old or younger and fewer were 14 years or older.

## Differences in Age Among High School Students



## Differences in Age Among Middle School Students



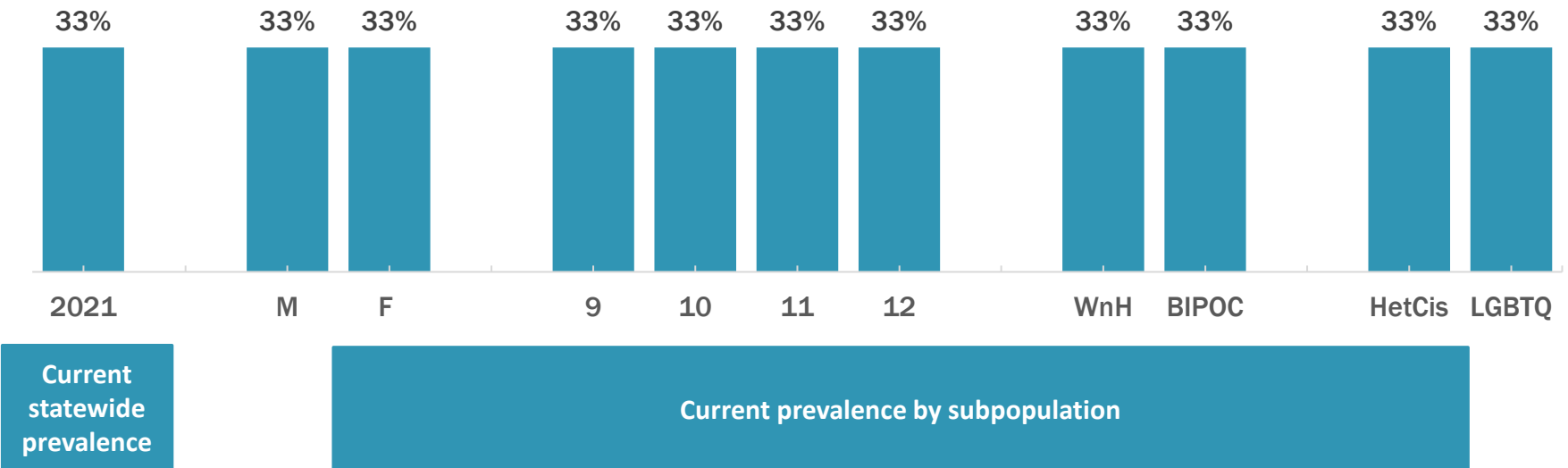
# Interpreting the YRBS Results

This report contains bar charts and graphs to describe survey results for questions asked in the 2021 questionnaire. Each chart graphically describes the weighted prevalence rate (%) of students that reported each behavior.

Prevalence rates are reported by demographic subgroups including sex, grade, race/ethnicity, and sexual orientation/gender identity. Statistically significant differences by sex, grade and race/ethnicity are noted in the text, if they exist.

This report does not include trend data. For more information on the delayed administration and how it may have impacted the 2021 results, please see "[Special Considerations in 2021.](#)"

## Example High School Chart



# Interpreting the YRBS Results

## DATA SUPPRESSION

For some questions, not enough students respond to be able to report an estimate. In those instances, “NA” is 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.

## SUBGROUP COMPARISONS

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

While this report cannot depict all subgroups of students who experience disparities, this report does include differences among students by sex, race/ethnicity, grade in school, and sexual orientation/gender identity status. To draw as many statistically meaningful comparisons among groups as possible, some populations have been grouped together. Additional demographic “Populations in Focus” reports are available [www.healthvermont.gov/yrbs](http://www.healthvermont.gov/yrbs).

In this report, all BIPOC students were grouped into a "BIPOC" category to compare to white, non-Hispanic students. Similarly, all lesbian, gay, bisexual, or other non-heterosexual sexual orientation and transgender students were grouped into a "LGBTQ+" category to compare to heterosexual/cisgender students.

We acknowledge that this grouping method strengthens statistical comparative power while also diminishing how precisely we can report the results among the distinct, diverse sub-populations within these groupings. Statistical differences are noted in the text. These are primarily noted throughout the report as one group being **statistically more likely** to report the behavior than another group.

## KEY TERMS

**M** – Male

**F** – Female

**Older students** – 11<sup>th</sup> and 12<sup>th</sup> grades

**Younger students** – 9<sup>th</sup> and 10<sup>th</sup> grades

**WnH** – White and non-Hispanic

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

**HetCis** – Heterosexual and cisgender

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

# 2021

# Vermont Youth Risk Behavior Survey

## High School Results



in partnership with the  
Agency of Education

# 2021 High School Results: Table of Contents

<b><u>New Questions</u></b>	<b>16</b>
<b><u>Sample &amp; Demographics</u></b>	<b>17</b>
<b><u>Personal Safety</u></b>	<b>22</b>
<u>Violence &amp; Bullying</u>	
<u>Sexual and Dating Violence</u>	
<u>Motor Vehicle Safety</u>	
<u>Injuries and Prevention</u>	
<b><u>Mental Health</u></b>	<b>45</b>
<b><u>Substance Use</u></b>	<b>52</b>
<u>Lifetime Use</u>	
<u>Current Use</u>	
<u>Screenings and Exposure</u>	
<u>Attitudes and Perceptions</u>	

<b><u>Sexual Health</u></b>	<b>101</b>
<u>HIV and STI Testing</u>	
<u>Lifetime Sexual Activity</u>	
<u>Current Sexual Activity</u>	
<b><u>Weight, Physical Activity &amp; Nutrition</u></b>	<b>115</b>
<u>BMI and Perceptions of Weight</u>	
<u>Physical Activity</u>	
<u>Nutrition</u>	
<b><u>Social Determinants of Health</u></b>	<b>133</b>
<b><u>Youth Assets &amp; Other Protective Factors</u></b>	<b>139</b>

## New in 2021

---

Modifications are typically made to reflect new research recommendations, rising areas of concern, or societal changes. Copies of the Vermont YRBS questionnaires are available online at [www.healthvermont.gov/yrbs](http://www.healthvermont.gov/yrbs).

### New and Modified Questions

- Exposure to community violence
- Screen time
- Where usually sleep (housing insecurity)
- Poor mental health
- Feeling nervous, anxious, or on edge
- Unfair treatment
- Having a disability or long-term health problem
- Having an IEP or 504 plan
- Additional response options for sexual identity were added





# Sample & Demographics

# 2021 Sample and Response Rate

This report presents the high school results from all public schools with students in grades nine through twelve, including independent and interstate 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.

Between September and December 2021, students at 59 high schools took the 2021 Vermont School Youth Risk Behavior Survey. Survey procedures protected students' privacy by allowing for anonymous and voluntary participation and completion during a single class period. The survey included 110 questions.

After administration, the CDC cleans and edits the data file for inconsistencies. Missing data are not statistically imputed. Among the 17,708 completed questionnaires, 296 surveys failed quality control and were excluded from the final data set, resulting in 14,412 usable questionnaires.

## High School Response Rate †

**Schools** - 98% (59 of the 60 eligible schools)

**Students** - 73% (17,412 of the 23,743 eligible students submitted usable questionnaires)

**Overall response rate** -  $98\% * 73\% = 72\%$

† 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).

# Demographics

Total Unweighted N*		17,412		
Demographic		Unweighted		Weighted
		N*	%	%
Sex	Male	8,687	50%	52%
	Female	8,524	50%	48%
Grade	9th grade	5,069	29%	26%
	10th grade	4,596	27%	25%
	11th grade	4,272	25%	25%
	12th grade	3,386	20%	24%
Race	American Indian/Alaska Native	202	1%	1%
	Asian	546	3%	3%
	Black or African American	550	3%	3%
	Native Hawaiian/Other Pacific Islander	57	0.3%	0.3%
	White	14,908	87%	87%
	Multiple	956	6%	6%
Ethnicity	Hispanic/Latino	915	5%	5%
Race / Ethnicity	White, non-Hispanic	14,275	83%	83%
	BIPOC	2,906	17%	17%

\* Unweighted number of students who completed the survey or question. Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.

# Demographics

Total Unweighted N*		17,412		
Demographic		Unweighted		Weighted
		N*	%	%
Sexual Orientation	Heterosexual (straight)	12,235	72%	72%
	Gay or lesbian	672	4%	4%
	Bisexual	2,258	13%	13%
	I describe my sexual identity some other way	891	5%	5%
	I am not sure about my sexual identity (questioning)	963	6%	5%
	I do not know what this question is asking	256	1%	
Are you Transgender	No, I am not transgender	16,000	93%	93%
	Yes, I am transgender	656	4%	4%
	I am not sure if I am transgender	496	3%	3%
	I do not know what this question is asking	140	1%	
SOGI^	Heterosexual Cisgender	12,094	71%	71%
	LBGTQ+	4,845	29%	29%

\* Unweighted number of students who completed the survey or question. Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.

^ SOGI: sexual orientation and gender identity.

# Demographics

Total Unweighted N*		17,412		
Demographic		Unweighted		Weighted
		N*	%	%
Age	13 years old or younger	88	1%	1%
	14 years old	3,940	23%	20%
	15 years old	4,714	27%	25%
	16 years old	4,293	25%	25%
	17 years old	3,496	20%	23%
	18 years old or older	850	5%	6%
<b>Disability: IEP 504 Plan</b>	Have an IEP or 504 Plan	2,540	16%	16%
	Previously had an IEP or 504 Plan	1,228	8%	8%
	No IEP or 504 Plan	11,071	69%	69%
	Not sure	1,295	8%	8%
<b>Disability: Physical, long term</b>	Have a physical disability or long-term health problem	1,133	7%	7%
	No disability	13,882	86%	86%
	Not sure	1,136	7%	7%

\* Unweighted number of students who completed the survey or question. Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.



# Personal Safety

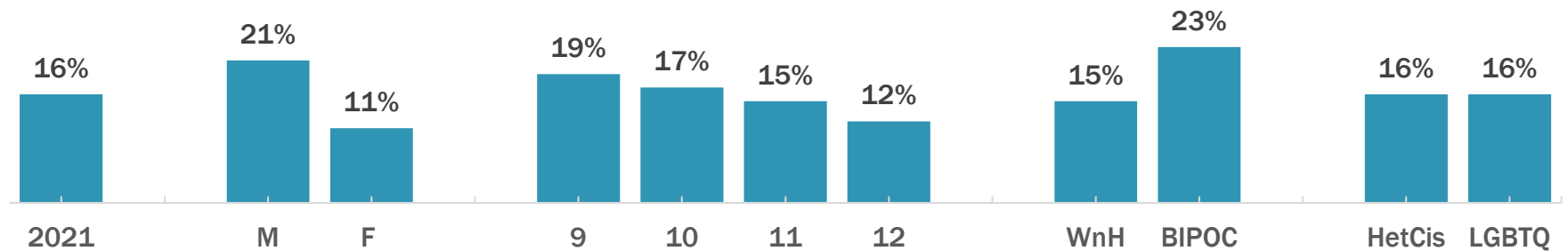
# Physical Violence & Bullying

# Physical Fighting

During the past year, one in six students were in a physical fight.

- Male students are nearly two times more likely than female students to report being in a physical fight during the past year.
- 12<sup>th</sup> grade students are significantly less likely to have been in a physical fight during the past year. 9<sup>th</sup> grade students are significantly more likely to report physical fighting compared to older students in 11<sup>th</sup> and 12<sup>th</sup> grades.
- BIPOC students are significantly more likely than white, non-Hispanic students to report being in a physical fight during the past year.
- Physical fighting does not differ by sexual orientation and gender identity.

## High School Students who Were in a Physical Fight, Past 12 Months





# Bullying

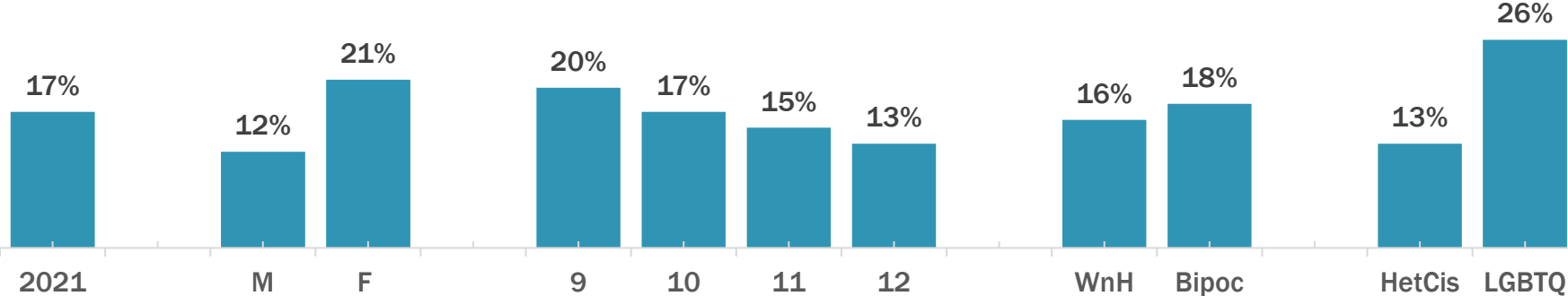
**On the YRBS, bullying is defined as: one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.**

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

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

- Female students are significantly more likely than male students to experience bullying during the past 30 days.
- 9<sup>th</sup> grade students are significantly more likely to be bullied compared to their peers. 12<sup>th</sup> grade students are significantly less likely than others to experience bullying in the past 30 days.
- Experiencing bullying does not differ by race and ethnicity.
- LGBTQ+ students are twice as likely as heterosexual cisgender students to be bullied during the past month.

High School Students who Experienced Bullying, Past 30 Days

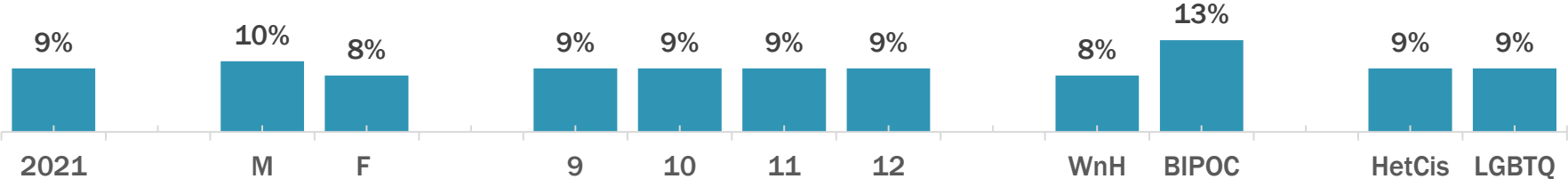


# Bullying Others

Nearly one in ten students reported bullying someone during the past 30 days.

- Male students are significantly more likely than female students to bully others.
- Bullying others does not differ by grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to bully others.
- Bullying others does not differ by sexual orientation/gender identity.

High School Students who Bullied Others, Past 30 Days



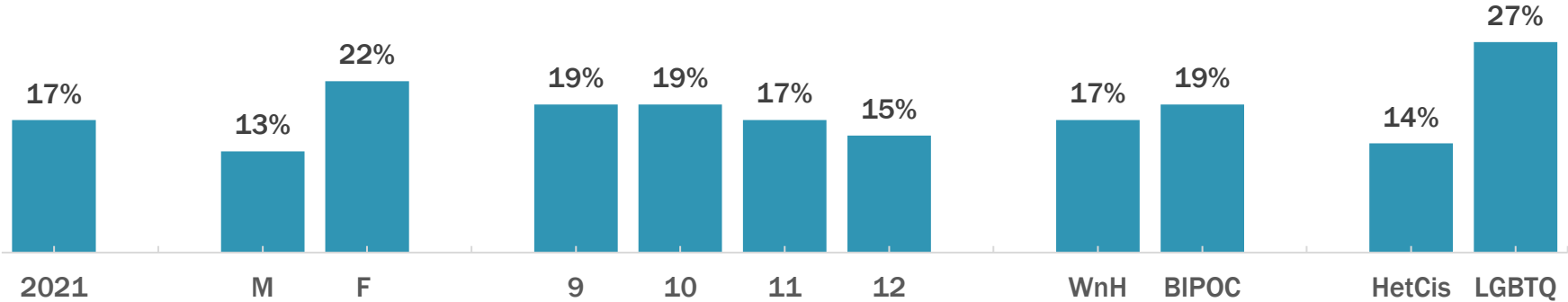
**NOTE:** On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

# Electronic Bullying

During the past 12 months, 17% of students were electronically bullied.

- 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 students in 12<sup>th</sup> grade.
- Being electronically bullied does not differ by race and ethnicity.
- LGBTQ+ students are nearly twice as likely as heterosexual cisgender students to experience electronic bullying during the past year.

High School Students who Were Electronically Bullied, Past 12 Months



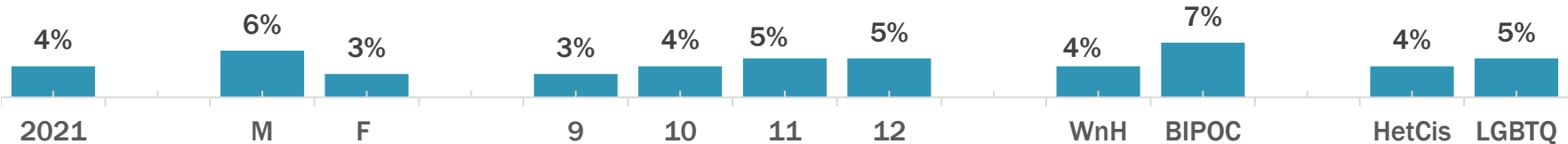
**NOTE:** On the YRBS, bullying is defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

# Violence at School: Carried a Weapon

During the past 30 days, 4% of students carried a weapon such as a gun, knife, or club on school property.

- Male students are significantly more likely than female students to carry a weapon on school property.
- Older students are significantly more likely than 9<sup>th</sup> grade students to carry a weapon on school property.
- BIPOC students are significantly more likely than white, non-Hispanic students to carry a weapon on school property.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to carry a weapon on school property.

High School Students who Carried a Weapon, Past 30 Days

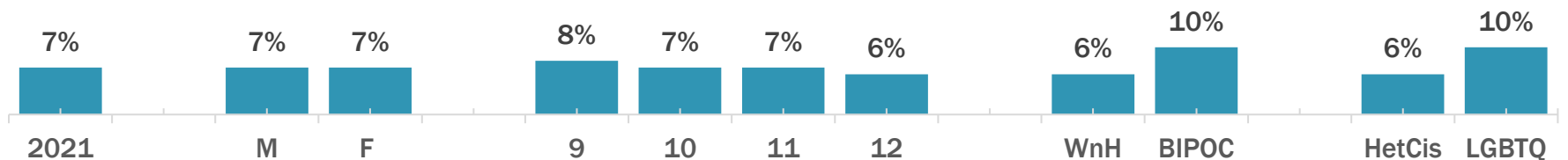


# Violence at School: Threatened with a Weapon

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

- Being threatened with a weapon on school property does not differ by sex.
- Younger students are significantly more likely than 12<sup>th</sup> grade students to have been threatened with a weapon on school property.
- BIPOC students are significantly more likely than white, non-Hispanic students to have been threatened with a weapon on school property.
- LGBTQ+ students are significantly more than heterosexual cisgender students to have been threatened with a weapon on school property.

## High School Students who Were Threatened With a Weapon, Past 12 Months

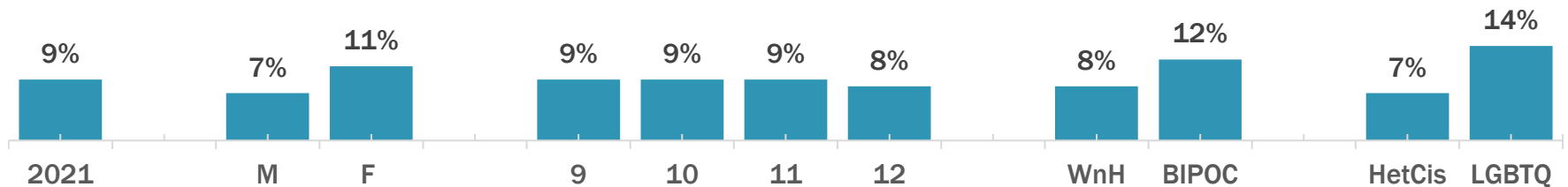


# Safety Concerns at School

During the past 30 days, 9% of students skipped school because they felt unsafe at school or on their way to or from school.

- 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.
- Skipping school due to safety concerns does not differ by grade level.
- BIPOC students 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.
- LGBTQ+ 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.

## High School Students who Felt Unsafe at or on Their Way to School, Past 30 Days



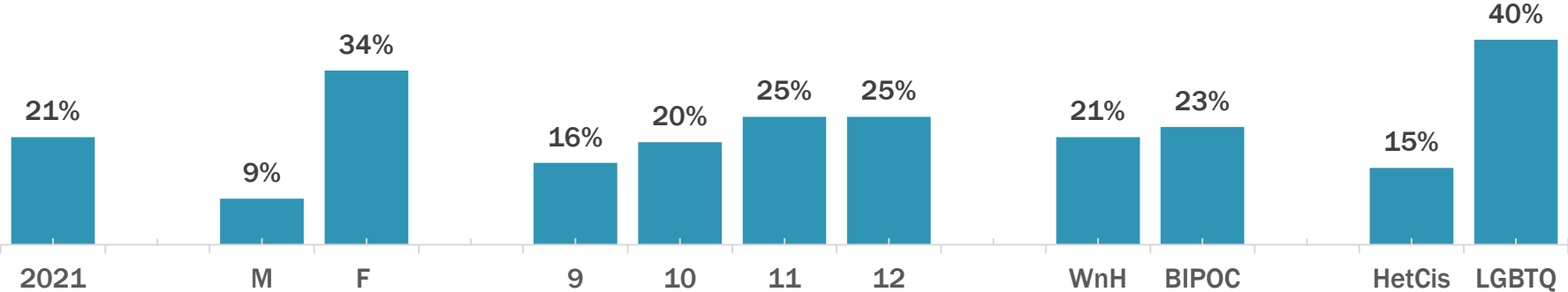
# Sexual & Dating Violence

# Unwanted Sexual Contact

Overall, 21% 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 nearly four times more likely than male students to have experienced unwanted sexual contact.
- Older students are significantly more likely than younger students to have experienced unwanted sexual contact. 10<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to have ever experienced unwanted sexual contact.
- BIPOC students are significantly more likely than white, non-Hispanic students to have experienced unwanted sexual contact.
- LGBTQ+ students are nearly three times more likely than heterosexual cisgender students to have experienced unwanted sexual contact.

High School Students who Ever Experienced Unwanted Sexual Contact





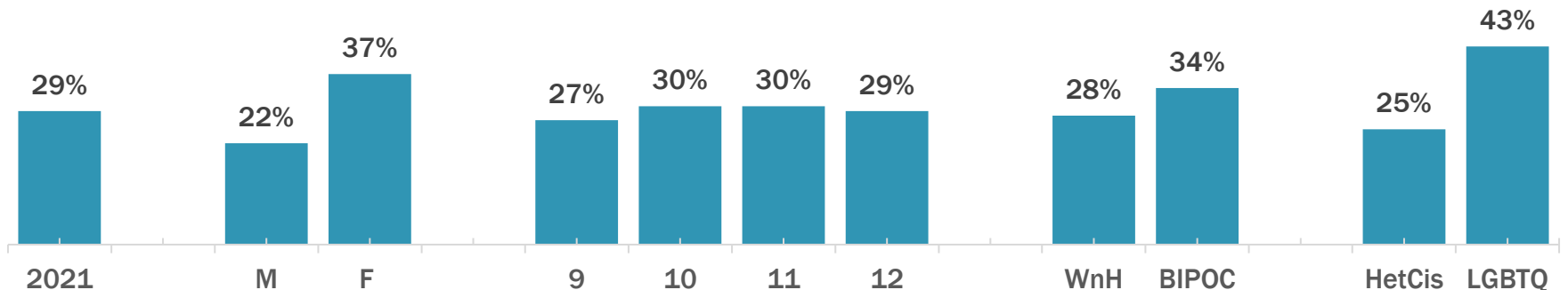
# Intimate Relationship Emotional Abuse

Among students who dated or went out with someone during the past year, nearly 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.
- BIPOC students 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.
- LGBTQ+ 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.

**High School Students who Dated or Went Out With Someone and Were In a Controlling or Emotionally Abusive Relationship, Past 12 Months**



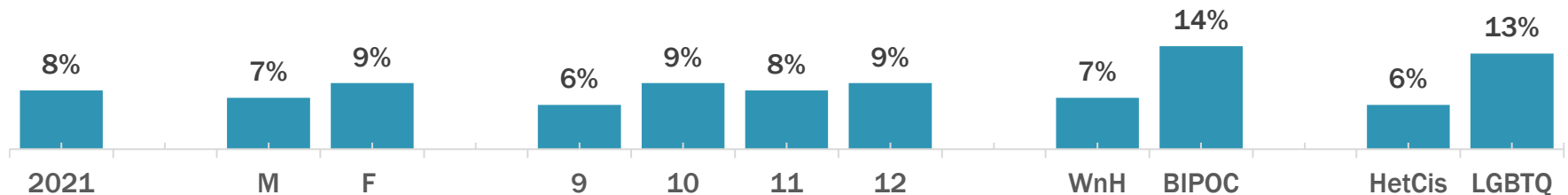
# Intimate Relationship Physical Violence

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

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.
- 9<sup>th</sup> grade students are significantly less likely than 10<sup>th</sup> and 12<sup>th</sup> grade students to experience physical dating violence.
- BIPOC students are significantly more likely than white, non-Hispanic students to have dated or gone out with someone who physically hurt them.
- LGBTQ+ students are more than two times as likely as heterosexual cisgender students to have dated or gone out with someone who physically hurt them.

## High School Students who Dated or Went Out With Someone and Experienced Physical Dating Violence, Past 12 Months



# Motor Vehicle Safety

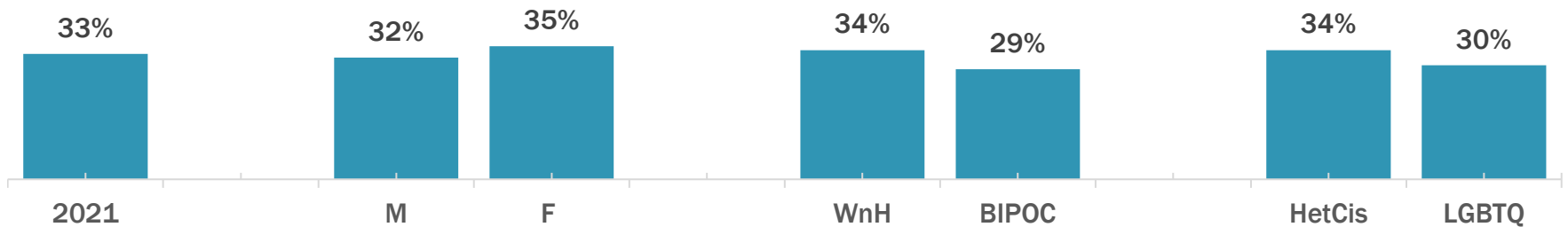
# Distracted Driving: Texting and Emailing

Two-thirds of students (67%) drove a car or other vehicle during the past 30 days.

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.

- Female students are significantly more likely than male students to text or email while driving a car or other vehicle.
- White non-Hispanic students are significantly more likely than BIPOC students to text or email while driving a car or other vehicle.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to text or email while driving a car or other vehicle.

High School Students who Drive and Texted or Emailed at Least One Time, Past 30 Days



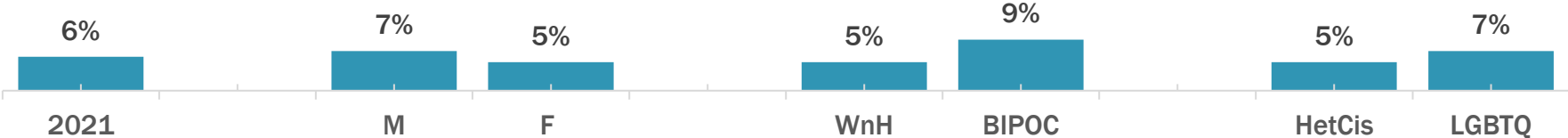
# Impaired Driving: Alcohol

Two-thirds of students (67%) drove a car or other vehicle during the past 30 days.

Among students who drove a car or other vehicle during the past 30 days, 6% drove under the influence of alcohol.

- Male students are significantly more likely than female students to drive after drinking alcohol.
- BIPOC students are significantly more likely than white, non-Hispanic students to drive after drinking alcohol.
- Driving after drinking alcohol does not differ by sexual orientation and gender identity.

High School Students who Drive and Drove Under the Influence of Alcohol, Past 30 Days



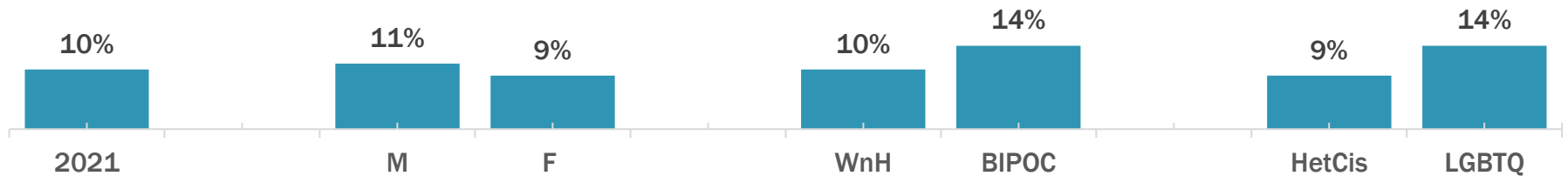
# Impaired Driving: Marijuana

Two-thirds of students (67%) drove a car or other vehicle during the past 30 days.

Among students who drove a car or other vehicle during the past 30 days one in ten drove under the influence of marijuana; 7% drove under the influence more than one time during the past 30 days.

- Male students are significantly more likely than female students to drive after they used marijuana.
- BIPOC students are significantly more likely than white, non-Hispanic students to drive after using marijuana.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to drive after using marijuana.

## High School Students who Drive and Drove Under the Influence of Marijuana, Past 30 Days

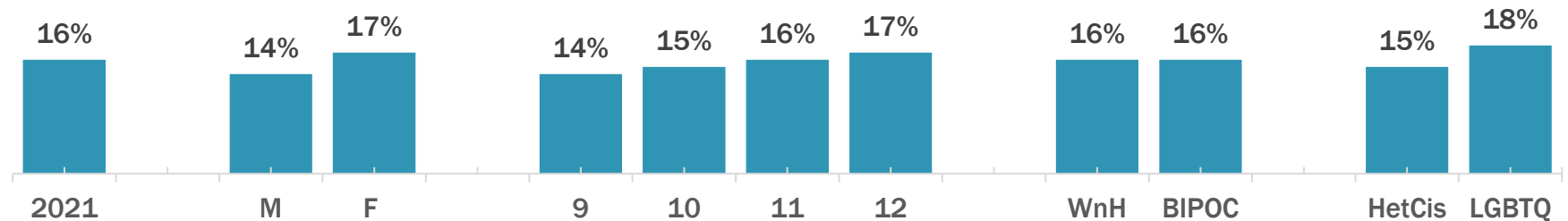


# Riding With an Impaired Driver Who Drank Alcohol

During the past 30 days, 16% of students rode with a driver who had been drinking alcohol.

- Female students are significantly more likely to ride with someone who was drinking alcohol compared to male students.
- Older students are significantly more likely than 9<sup>th</sup> grade students to ride with someone who had been drinking alcohol.
- Riding with someone who had been drinking alcohol does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ride with someone who had been drinking alcohol.

## High School Students who Rode With a Driver who Had Been Drinking Alcohol, Past 30 Days

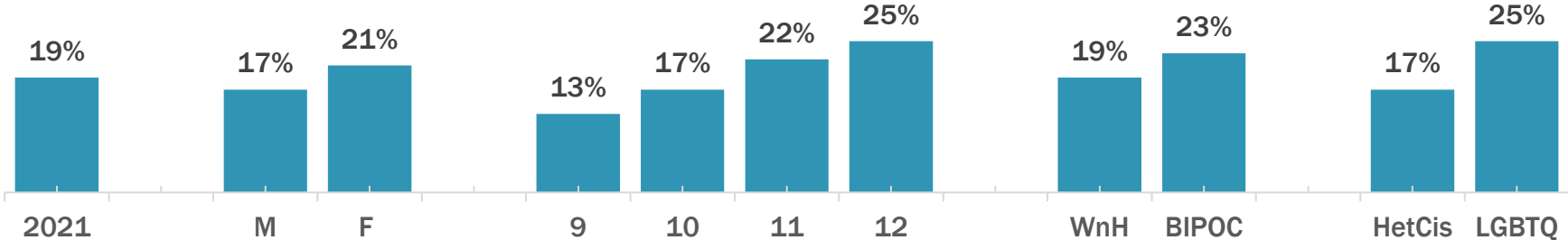


# Riding With an Impaired Driver Who Used Marijuana

During the past 30 days, nearly two in ten (19%) students rode with a driver who had used marijuana.

- Female students are significantly more likely than male students to ride with someone who had used marijuana.
- Older students are significantly more likely than younger students to ride with someone who had been using marijuana. 10<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to ride with someone who was using marijuana.
- BIPOC students are significantly more likely than white, non-Hispanic students to ride with someone who was using marijuana.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ride with someone who had been using marijuana.

High School Students who Rode With a Driver who Had Been Using Marijuana, Past 30 Days





# Injuries & Prevention

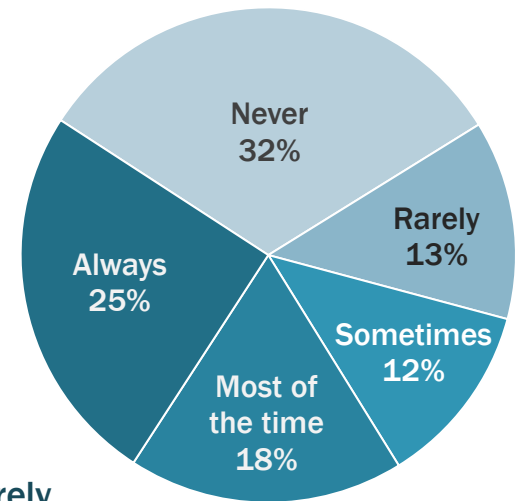
# Helmet Use: Bicycle

During the past year, 73% of students rode a bicycle.

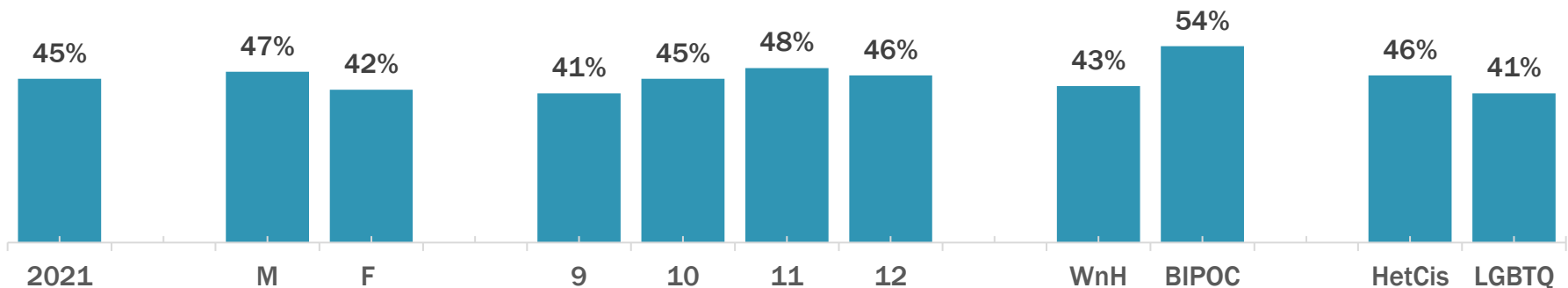
Most students who rode a bicycle in the past year, always wore a helmet or did so at least most of the time; 45% never or rarely wore a helmet.

- Among those who rode a bicycle, the following are significantly more likely to never or rarely wear a helmet
  - Male students
  - BIPOC students, and
  - Heterosexual cisgender students.
- 9<sup>th</sup> grade students are significantly less likely than their peers to never or rarely wear a helmet when riding a bicycle.

**Helmet Use, Among High School Students Who Rode a Bike**



**High School Students who Rode a Bicycle and Never or Rarely Wore a Helmet, Past 12 Months**



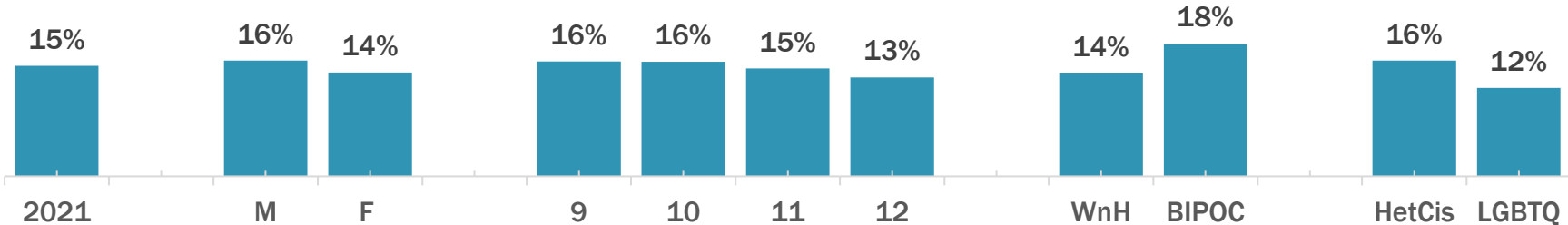
# Concussion

**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, more than one in seven students experienced symptoms of a concussion from playing a sport or being physically active; 6% experienced more than one concussion.

- Male students are significantly more likely than female students to experience a concussion from being physically active during the past year.
- Experiencing a concussion from physical activity or playing a sport does not differ by grade level.
- BIPOC students 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 LGBTQ+ students to experience a concussion from being physically active or playing a sport.

High School Students who Had a Concussion, Past 12 Months

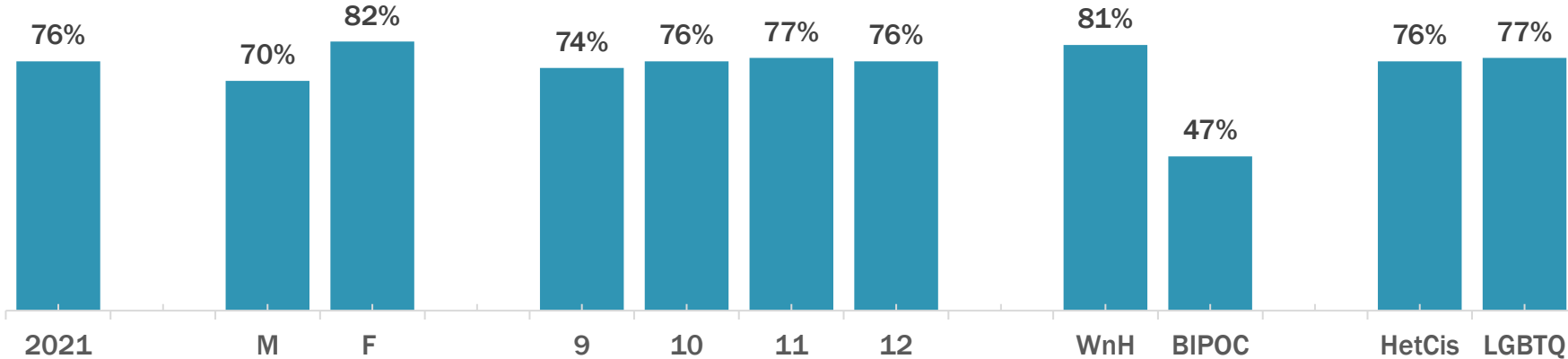


# Sunburn

During the past year, three quarters of students had at least one sunburn. Most students had more than one sunburn with 44% having received at least three sunburns in the past year.

- 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 and gender identity.
- White, non-Hispanic students are significantly more likely than BIPOC students to have had a sunburn during the past year.

High School Students who Had a Sunburn, Past 12 Months





# Mental Health

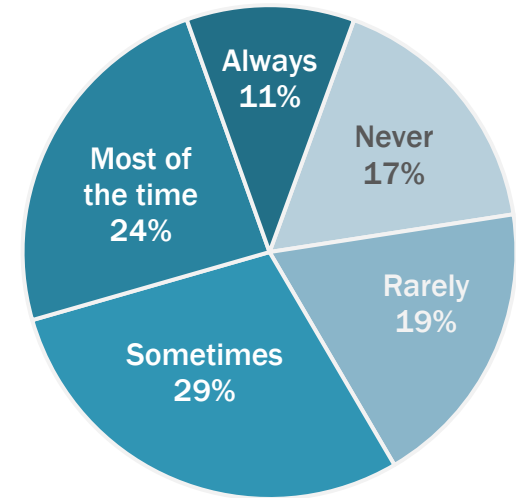
# Poor Mental Health

Poor mental health includes stress, anxiety, and depression.

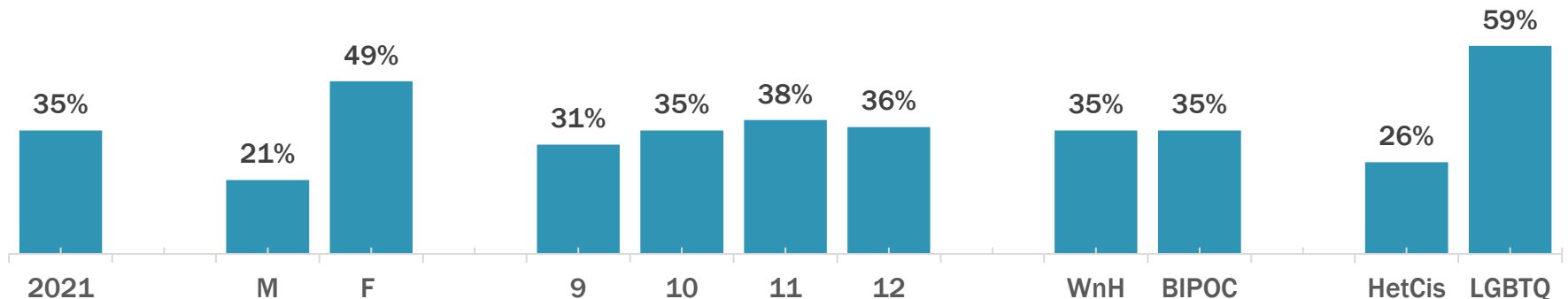
During the past 30 days, a third of students reported their mental health was not good at least most of the time. A similar percent (35%) indicated they never or rarely experienced poor mental health.

- Female students are significantly more likely than male students to experience poor mental health at least most of the time during the past 30 days.
- 9<sup>th</sup> grade students are significantly less likely than their peers to experience poor mental health at least most of the time during the past 30 days. 10<sup>th</sup> grade students are also significantly less likely to experience poor mental health compared to 11<sup>th</sup> grade students.
- Experiencing poor mental health at least most of the time during the past month does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to experience poor mental health during the past month.

Poor Mental Health



High School Students who Most of the Time or Always Experienced Poor Mental Health, Past 30 Days

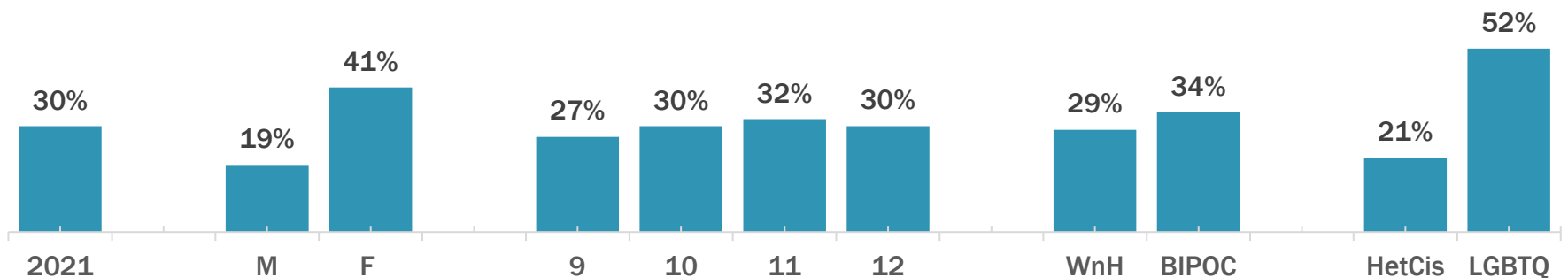


# Feeling Sad Or Hopeless

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.

- Female students are more than two times as likely as male students to report feeling so sad or hopeless during the past year that they stopped doing some activities.
- 9<sup>th</sup> grade students are significantly less likely to feel sad or hopeless during the past year.
- BIPOC students are significantly more likely than white, non-Hispanic students to feel so sad or hopeless during the past year.
- More than half of all LGBTQ+ students reported feeling sad or hopeless during the past year, a rate that is 2.5 times higher than their heterosexual cisgender peers.

**High School Students who Felt Sad or Hopeless Almost Every Day for at Least a Two-Week Period, Past 12 Months**

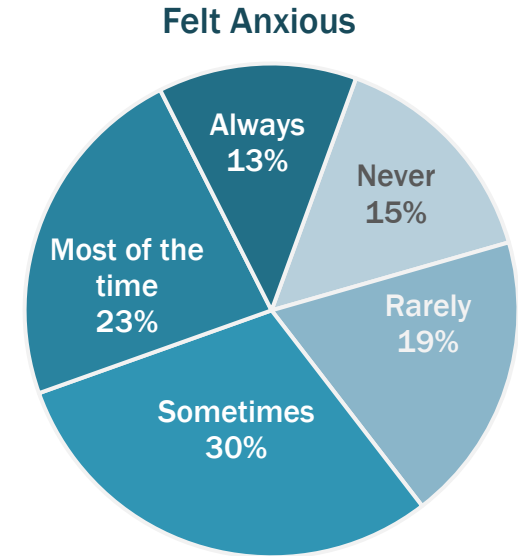


# Feeling Nervous or Anxious

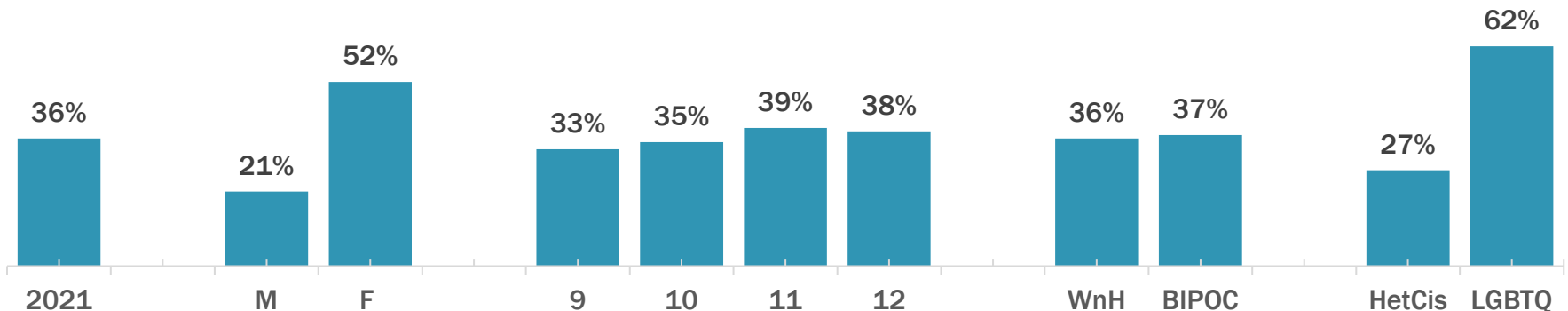
\* New in 2021

A third of students reported that they have been bothered by feeling nervous, anxious, or on edge always or most of the time during the past year.

- Female students are significantly more likely than male students to feel nervous, anxious, or on edge at least most of the time during the past year.
- 9<sup>th</sup> grade students are significantly less likely than older students to feel nervous, anxious, or on edge at least most of the time during the past year. 10<sup>th</sup> grade students are also significantly less likely than 11<sup>th</sup> grade students feel nervous, anxious, or on edge
- Feeling nervous, anxious, or on edge at least most of the time during the past year does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to feel nervous, anxious, or on edge at least most of the time during the past year.



## High School Students who Were Always or Most of the Time Nervous, Anxious, or on Edge, Past 12 Months



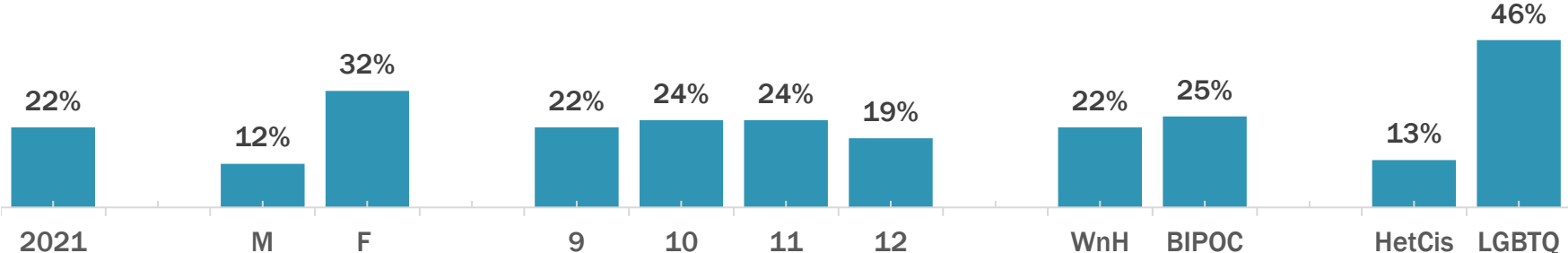


# Self-Harm

One in five students reported hurting themselves without wanting to die, such as by cutting or burning on purpose, in the past 12 months.

- Female students are more than two times as likely as male students to have hurt themselves on purpose during the past year.
- 12<sup>th</sup> grade students are significantly less likely to have hurt themselves on purpose during the past year compared to students in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade.
- BIPOC students are significantly more likely than white, non-Hispanic students to have hurt themselves on purpose during the past year.
- LGBTQ+ students are 3.5 times as likely as heterosexual cisgender students to have hurt themselves on purpose during the past year.

High School Students who Purposely Hurt Oneself Without Wanting to Die, Past 12 Months

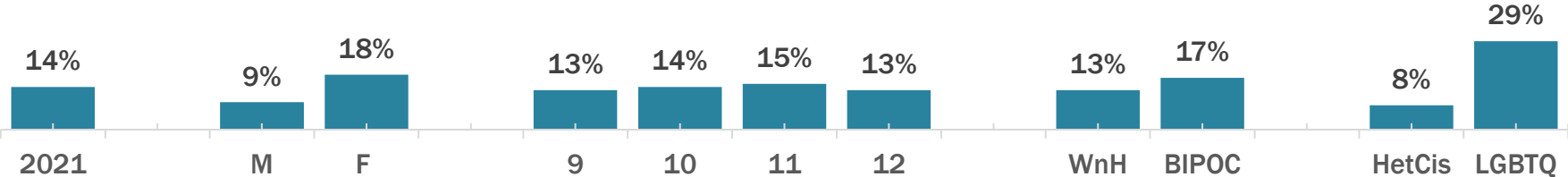


# Made a Suicide Plan

About one in seven students made a plan about how they would attempt suicide during the past 12 months.

- Female students are two times 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.
- BIPOC students are significantly more likely than white, non-Hispanic students to have made a suicide plan during the past year.
- LGBTQ+ students are more than 3.5 times as likely as heterosexual cisgender students to have made a suicide plan during the past year.

High School Students who Made a Suicide Plan, Past 12 Months

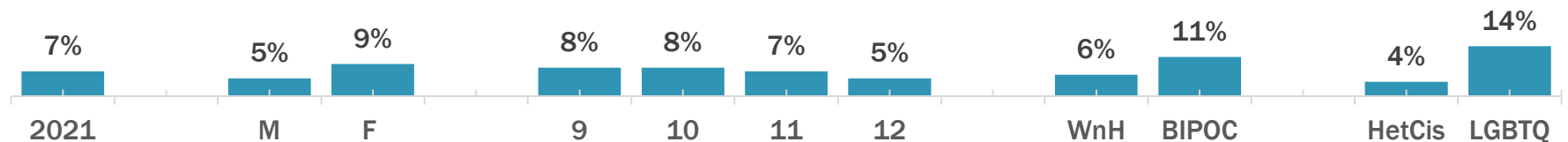


# Attempted Suicide

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

- Female students are significantly more likely than male students to have attempted suicide during the past year.
- 12<sup>th</sup> grade students are significantly less likely to have attempted suicide during the past year compared to students in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade.
- BIPOC students are nearly two times as likely white, non-Hispanic students to have attempted suicide during the past year.
- LGBTQ+ students are 3.5 times as likely as heterosexual cisgender students to have attempted suicide during the past year.

## High School Students who Attempted Suicide, Past 12 Months





# Substance Use

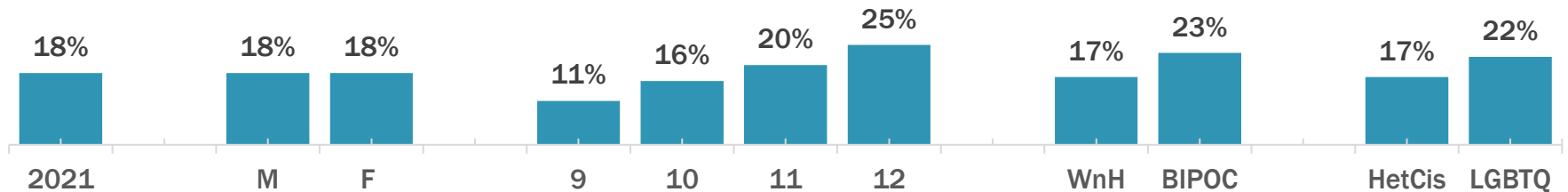
# Lifetime Substance Use

# Lifetime Cigarette Use, Even One or Two Puffs

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

- Ever trying a cigarette does not differ by sex.
- Prevalence of ever trying a cigarette significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever tried a cigarette.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever tried a cigarette.

## High School Students who Ever Tried a Cigarette



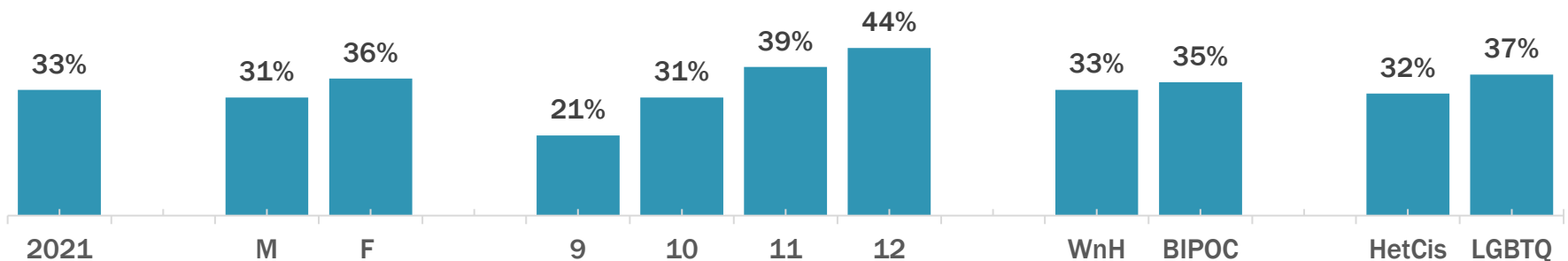
# Lifetime Use of Electronic Vapor Products (EVP)

**Electronic vapor products (EVP) are defined as e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, SMOK, Suorin, Vuse, and blu.**

One-third of high school students have ever tried an electronic vapor product (EVP).

- Female students are significantly more likely than male students to have ever tried an EVP.
- Prevalence of ever trying an EVP significantly increases with each grade level.
- Prevalence of ever trying an EVP does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ever try an EVP.

## High School Students who Ever Used an Electronic Vapor Product

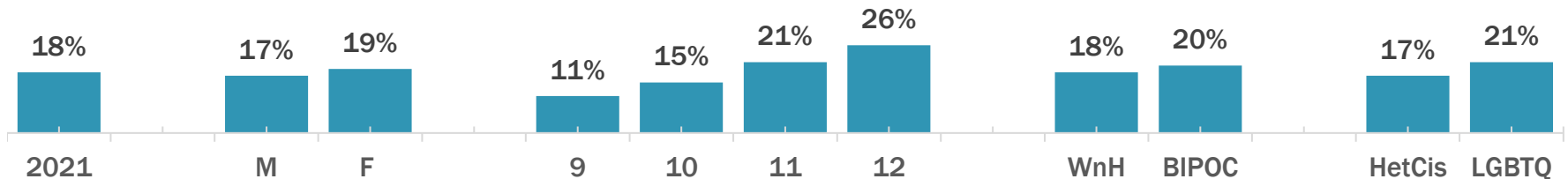


# Lifetime Use of Flavored Tobacco Products

Less than one in five 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.

- Female students are significantly more likely than male students to have ever tried a flavored tobacco product.
- Prevalence of ever trying a flavored tobacco product significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever tried a flavored tobacco product.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever tried a flavored tobacco product.

## High School Students who Ever Used a Flavored Tobacco Product



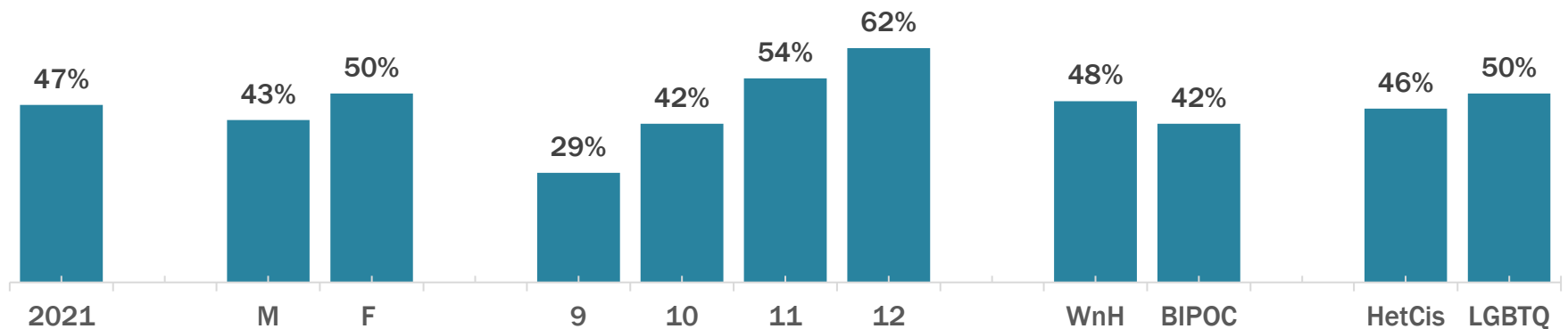


# Lifetime Alcohol Use

Less than half of all high school students have ever drunk alcohol.

- 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 BIPOC students to have ever drunk alcohol.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever drunk alcohol.

### High School Students who Ever Drank Alcohol

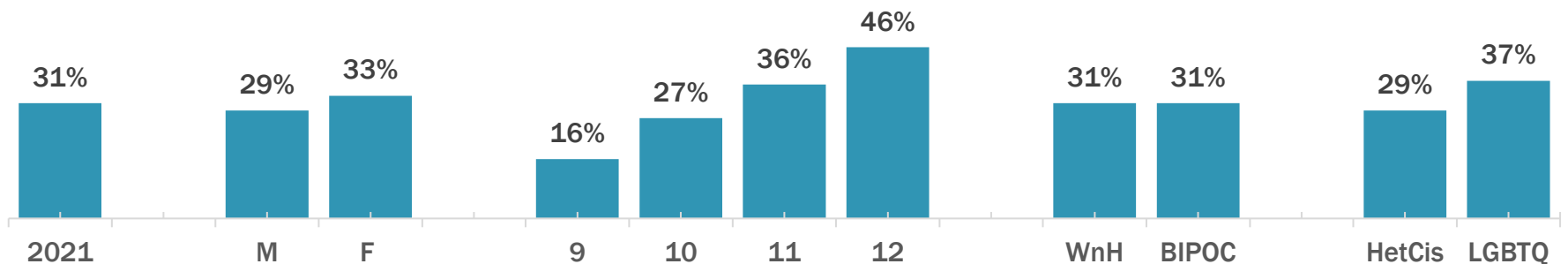


# Lifetime Marijuana Use

Nearly one-third of high school students have tried marijuana.

- Female students are significantly more likely than male students to ever use marijuana.
- Prevalence of ever using marijuana significantly increases with each grade level.
- Prevalence of ever using marijuana does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever tried marijuana.

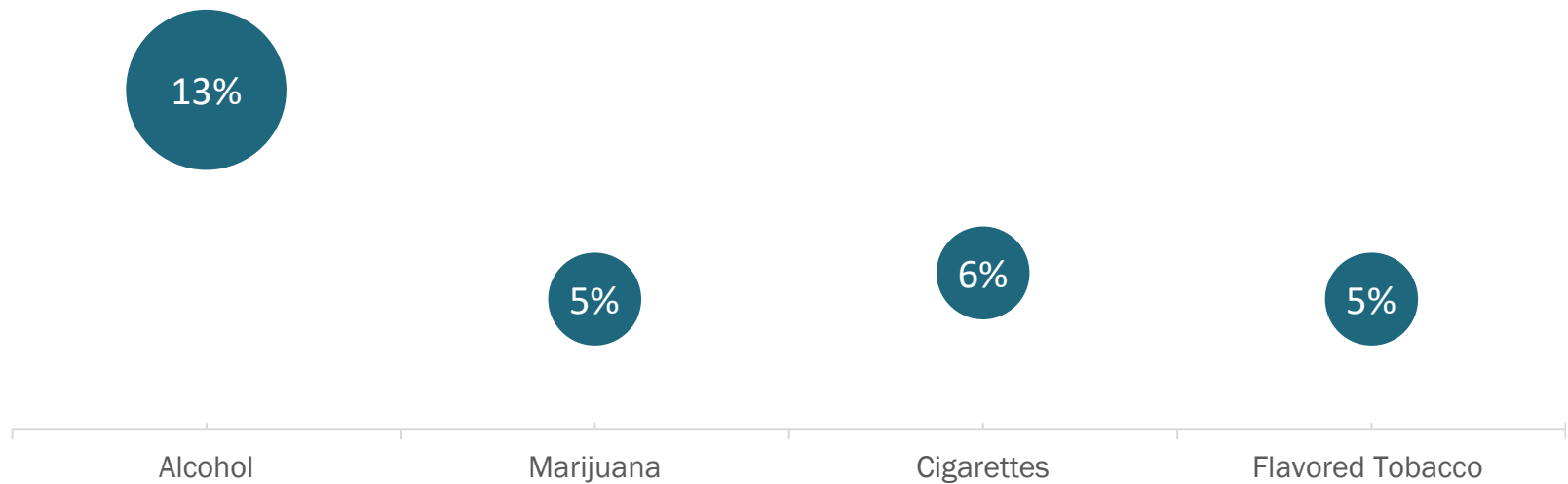
## High School Students who Ever Used Marijuana



# Tobacco, Alcohol, and Marijuana Use Before Age 13

About one in 15 students have tried marijuana, cigarettes, or flavored tobacco products before they were 13 years old. One in eight tried alcohol before age 13.

## High School Students who Used Substances Before Age 13



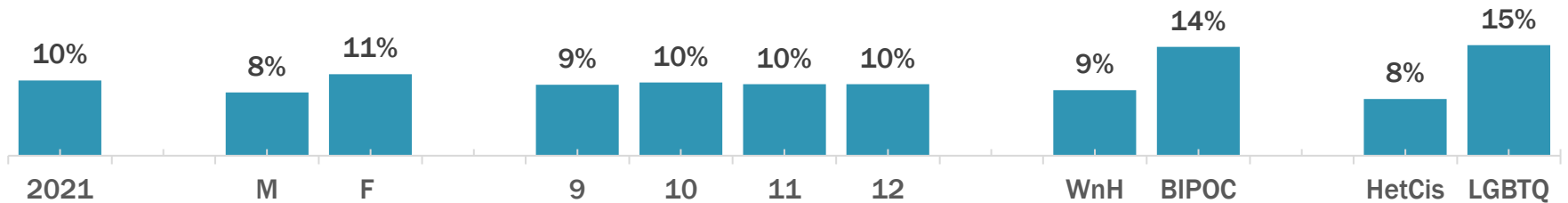
# Lifetime Prescription Drug Misuse

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.

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.

- Female students are significantly more likely than male students to ever misuse a prescription drug.
- Ever misusing a prescription pain reliever or stimulant does not differ by grade level.
- BIPOC students are significantly more likely to ever misuse a prescription pain reliever or stimulant compared to white, non-Hispanic students.
- LGBTQ+ students are nearly two times as likely as heterosexual cisgender students to ever misuse a prescription pain reliever or stimulant.

## High School Students who Ever Misused a Prescription Pain Reliever or Stimulant



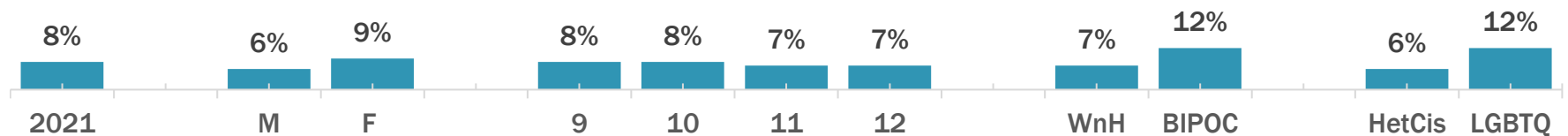
Prescription drug misuse includes misuse of prescription pain medicine or stimulants such as Vicodin, OxyContin, Hydrocodone, Percocet, Adderall, or Ritalin.

# Lifetime Prescription Drug Misuse: Pain Relievers

Overall, 8% of students reported ever taking prescription pain medicine not prescribed to them or taking it differently than their doctor prescribed.

- Female students are significantly more likely than male students to have misused a prescription pain reliever.
- Lifetime misuse of prescription pain relievers does not differ by grade level.
- BIPOC students are significantly more likely to have ever misused a prescription pain reliever compared to white, non-Hispanic students.
- LGBTQ+ students are twice as likely as heterosexual cisgender students to misuse a prescription pain reliever during their lifetime.

## High School Students who Ever Misused a Prescription Pain Reliever

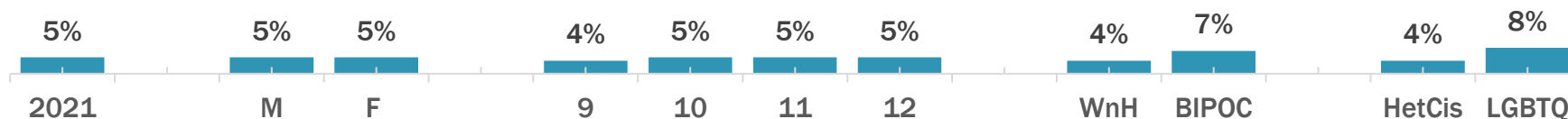


# Lifetime Prescription Drug Misuse: Stimulants

Overall, 5% of students reported ever taking prescription stimulants not prescribed to them or taking them differently than their doctor prescribed.

- Misuse of prescription stimulants does not differ by sex or grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have misused a prescription stimulant during their lifetime.
- LGBTQ+ students are two times as likely as heterosexual cisgender students to have misused a prescription stimulant during their lifetime.

## High School Students who Ever Misused a Prescription Stimulant

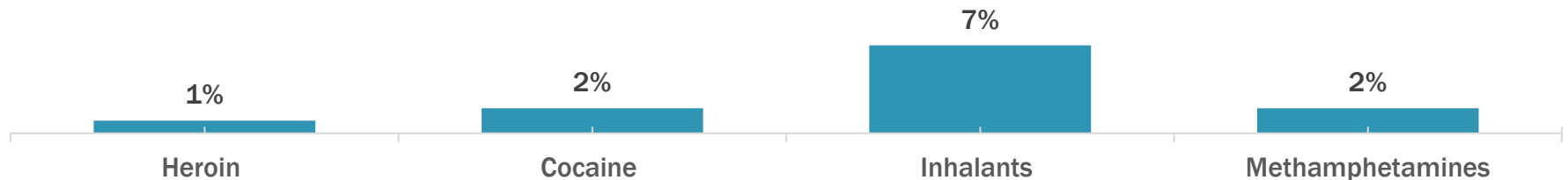


# Lifetime Use of Other Illicit Drugs

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

- Male students are significantly more likely than female students to use heroin (2% vs 1%), cocaine (3% vs 2%), and methamphetamines (2% vs 1%).
- 9<sup>th</sup> grade students are significantly less likely than their peers to use cocaine and significantly less likely than 12<sup>th</sup> grade students to use heroin and methamphetamine. 12<sup>th</sup> grade students are also significantly more likely than 10<sup>th</sup> grade students to use cocaine.
- BIPOC students are significantly more likely to use heroin (4% vs 1%), cocaine (6% vs 2%), inhalants (10% vs 7%), and methamphetamines (4% vs 1%) than white non-Hispanic students.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to use heroin (2% vs 1%), cocaine (4% vs 2%), inhalants (12% vs 6%), and methamphetamines (2% vs 1%).

## High School Students who Ever Used Other Illicit Drugs



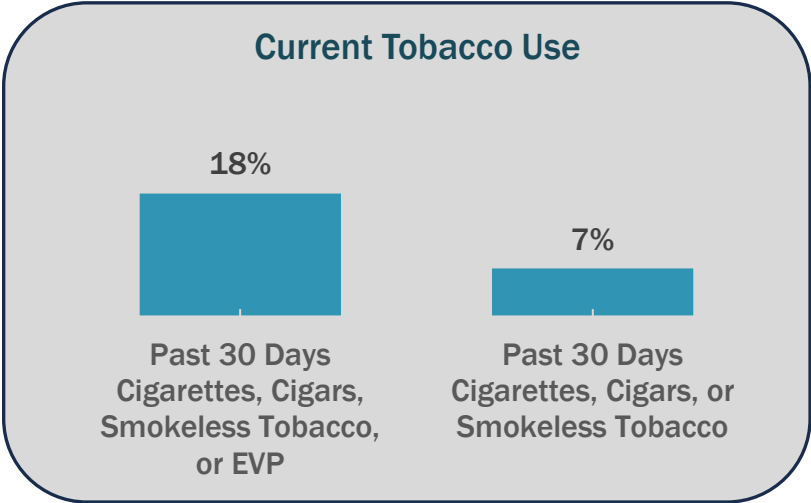
# Current Substance Use



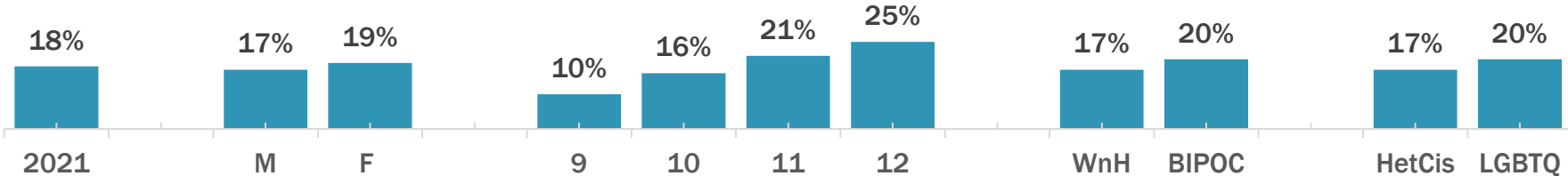
# Tobacco Product Use

During the past 30 days, 7% used cigarettes, cigars, or smokeless tobacco products. When EVPs are included, that number doubles to 18%.

- Current use of cigarettes, cigars, smokeless tobacco, or EVP does not differ by sex.
- Current use of cigarettes, cigars, smokeless tobacco, or EVP significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to use cigarettes, cigars, smokeless tobacco, or EVP.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to use cigarettes, cigars, smokeless tobacco, or EVP.



## High School Students Who Used Cigarettes, Cigars, Smokeless Tobacco, or Electronic Vapor Products, Past 30 Days

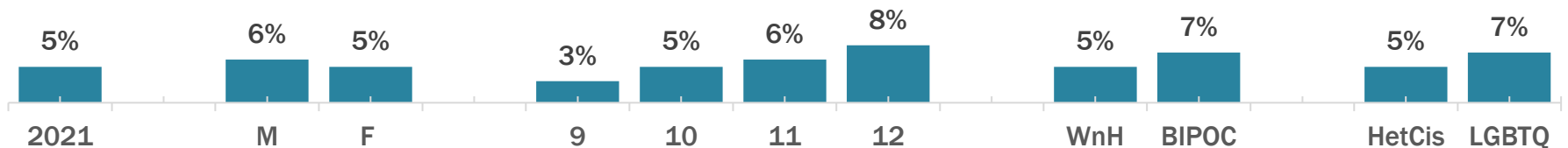


# Current Cigarette Use

Less than one in 20 high school students used a cigarette in the past 30 days.

- Male students are significantly more likely than female students to smoke cigarettes during the past 30 days.
- Current cigarette use significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to smoke cigarettes during the past 30 days.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to smoke cigarettes during the past 30 days.

## High School Students who Smoked Cigarettes, Past 30 Days

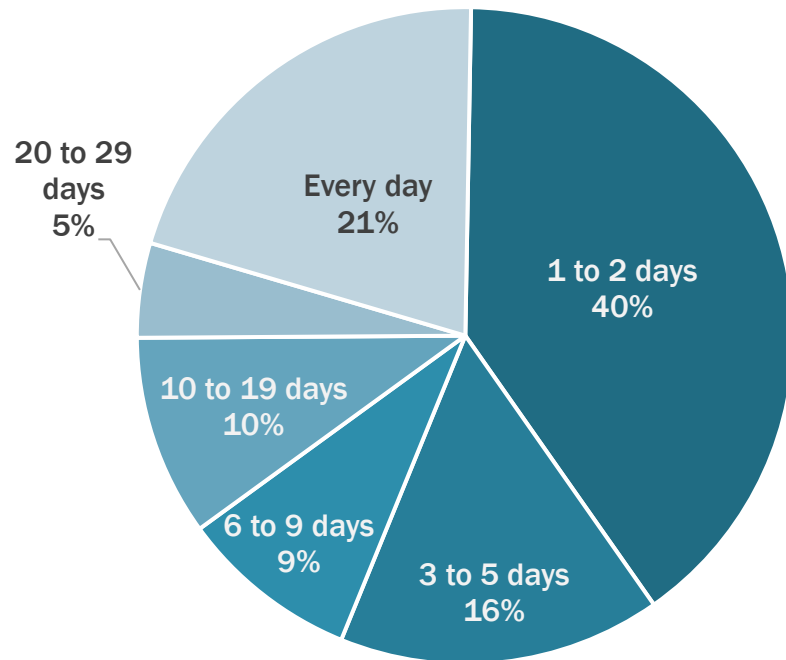


# Among Cigarette Users

## FREQUENCY OF USE

About two in five students who smoked cigarettes did so everyday; a quarter smoked 20 or more days. More than half (56%) smoked five days or less.

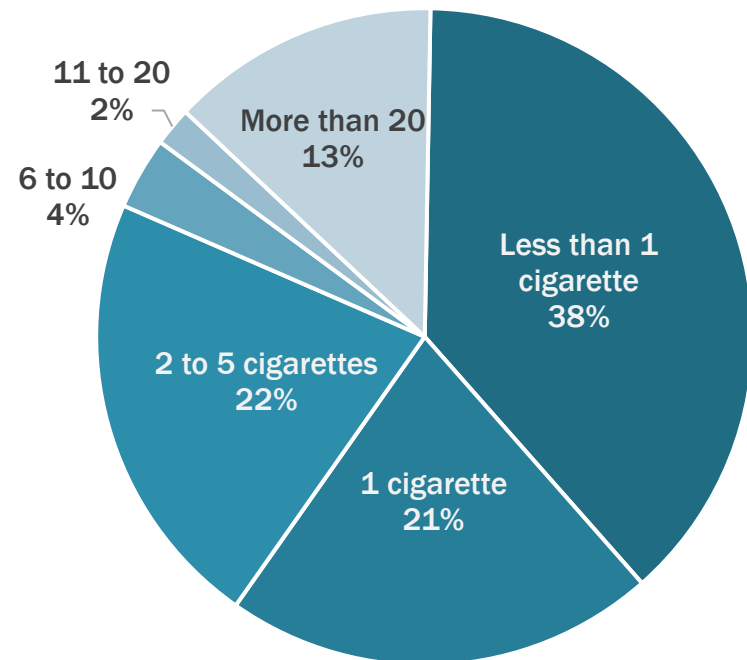
**Days Smoked Cigarettes, Past 30 Days**  
Among High School Students who Smoked



## QUANTITY SMOKED

On days students smoked cigarettes, most smoked one cigarette or less. One in seven current smokers smoked 11 or more cigarettes on the days they smoked.

**Number of Cigarettes Smoked, Past 30 Days**  
Among High School Students who Smoked



# Among Cigarette Users

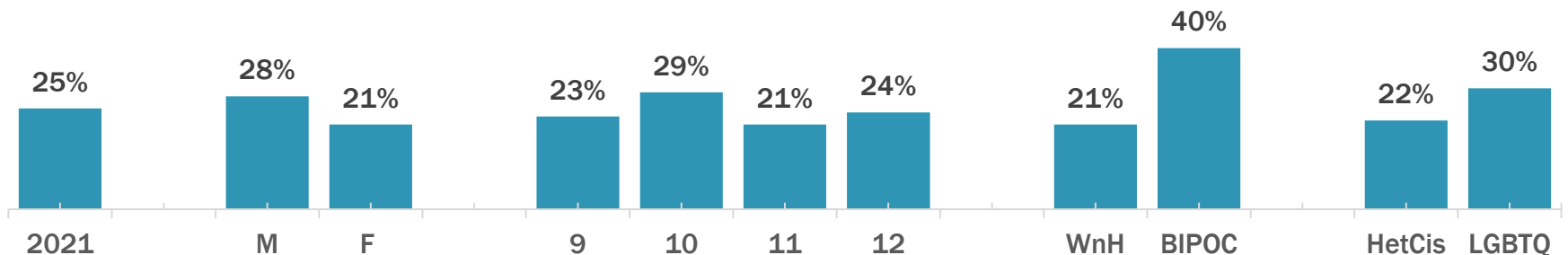
## FREQUENCY: 20 DAYS OR MORE

Among current smokers, a quarter smoked on 20 or more days; 21% smoked daily.

Among current smokers:

- Smoking cigarettes on 20 or more days does not differ by sex, grade level and sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to smoke on 20 or more days.

### High School Students who Smoked Cigarettes and Smoked Cigarettes on 20 or More Days, Past 30 Days



# Among Cigarette Users

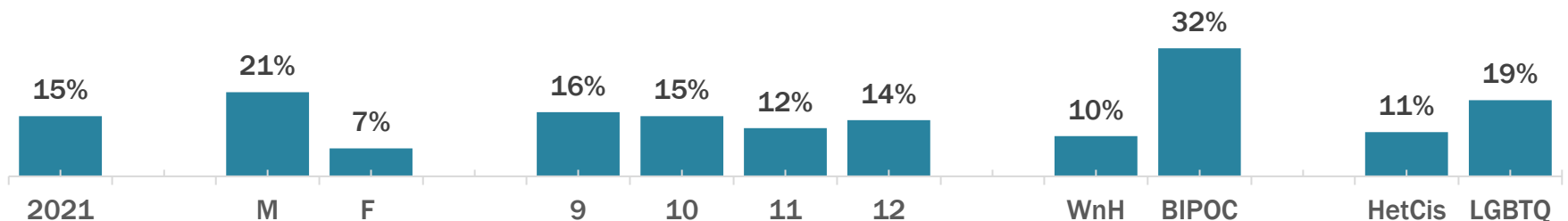
## NUMBER OF CIGARETTES SMOKED

Among current smokers, one in seven smoked 11 or more cigarettes or more than half a pack, on days they smoked.

Among current smokers:

- Male students are significantly more likely than female students to smoke 11 or more cigarettes on days smoked.
- The number of cigarettes smoked does not differ by grade level or sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to smoke 11 or more cigarettes per day.

### High School Students who Smoked Cigarettes and Smoked More Than Half a Pack of Cigarettes on Days Smoked, Past 30 Days



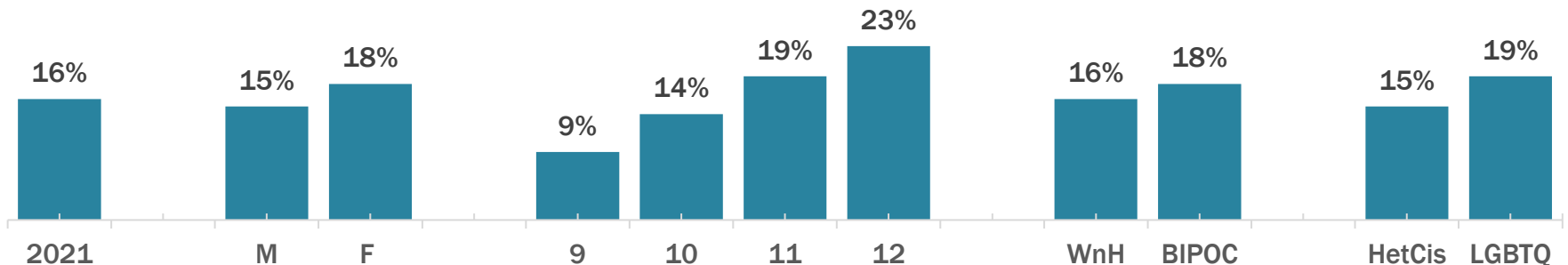
# Current Electronic Vapor Product Use

**Electronic vapor products (EVP) are defined as e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Common products include: JUUL, SMOK, Suorin, Vuse, and blu.**

- Female students are significantly more likely to use an EVP during the past 30 days compared to male students.
- Current EVP use significantly increases with each grade level.
- Current EVP use does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to use an EVP during the past 30 days.

During the last 30 days, 16% of students reported using electronic vapor products (EVP).

High School Students who Used an EVP, Past 30 Days

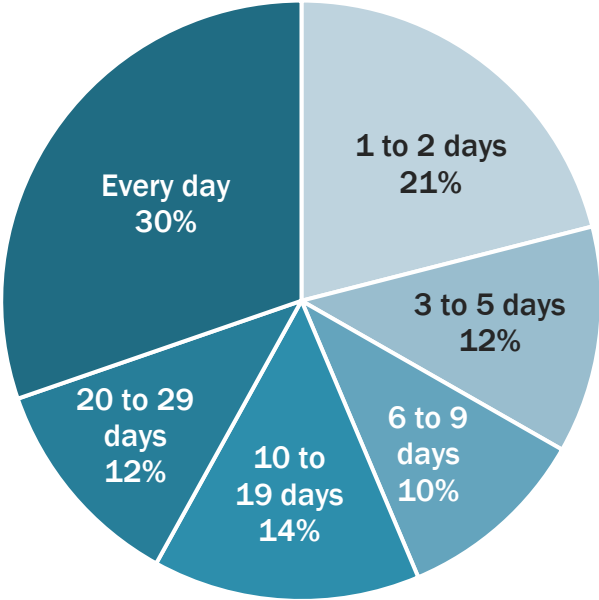


# Among Electronic Vapor Product Users

## FREQUENCY OF USE

Among students who currently used electronic vapor products (EVP), three in ten students used them every day, about a third (33%) used them on 5 or fewer days in the past month.

Days Used an EVP, Among High School Students who Used an EVP



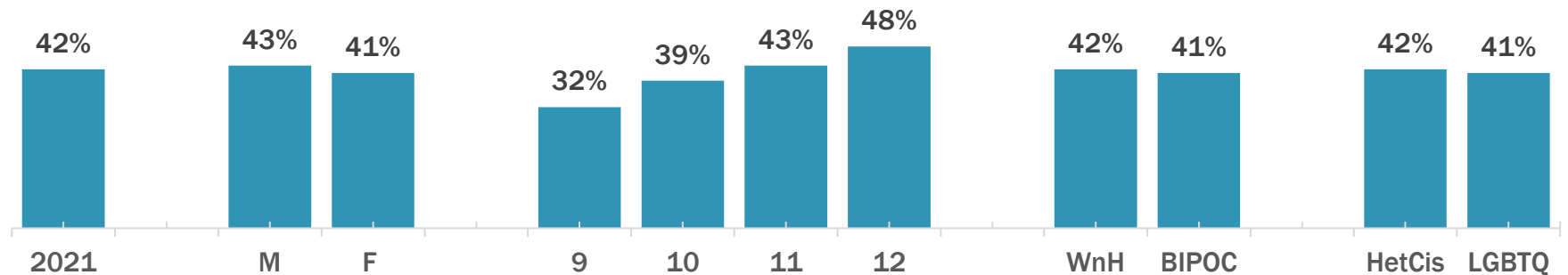
# Among Electronic Vapor Product Users

## FREQUENCY OF USE: 20 DAYS OR MORE

Among students who used EVP during the past 30 days, 42% used it on 20 or more days.

- Among students that used EVP during the past 30 days, there were no significant differences by sex, race and ethnicity, or sexual orientation and gender identity.
- 12<sup>th</sup> grade students are significantly more likely than younger students to use an EVP on 20 or more days in the past month.

High School Students who Used an EVP and Used One on 20 or More Days



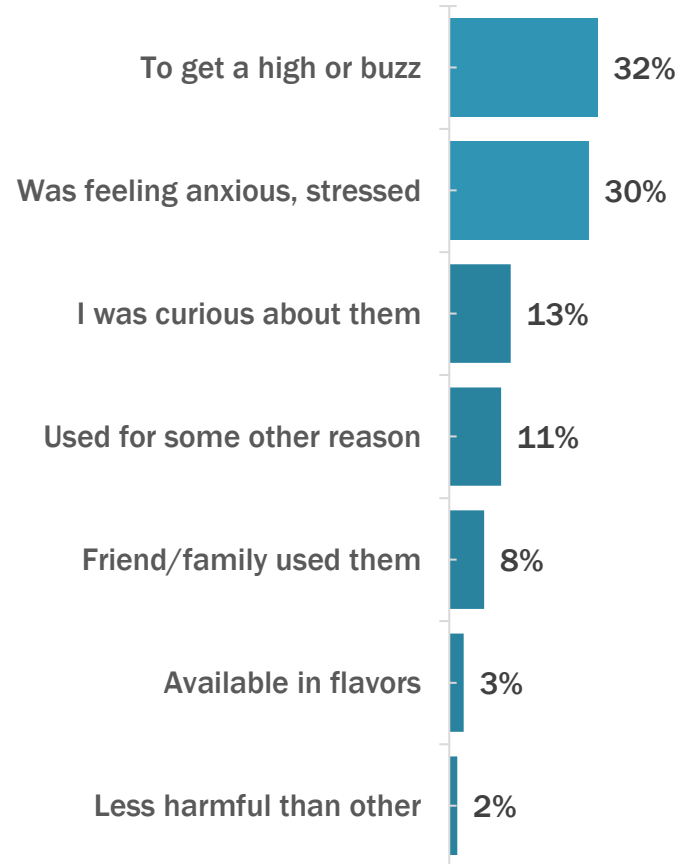


# Among Electronic Vapor Product Users

## PRIMARY REASON FOR USING

Among students who used EVP during the past 30 days, about three in ten students used an electronic vapor product (EVP) because they wanted to get high or a buzz or were feeling anxious or stressed. About one in eight used them because they were curious; 11% used them for some other reason.

**Primary Reason for Using Electronic Vapor Products Among High School Students who Used an EVP, Past 30 Days**



\* In 2021, response options around primarily reasons for using EVP changed.

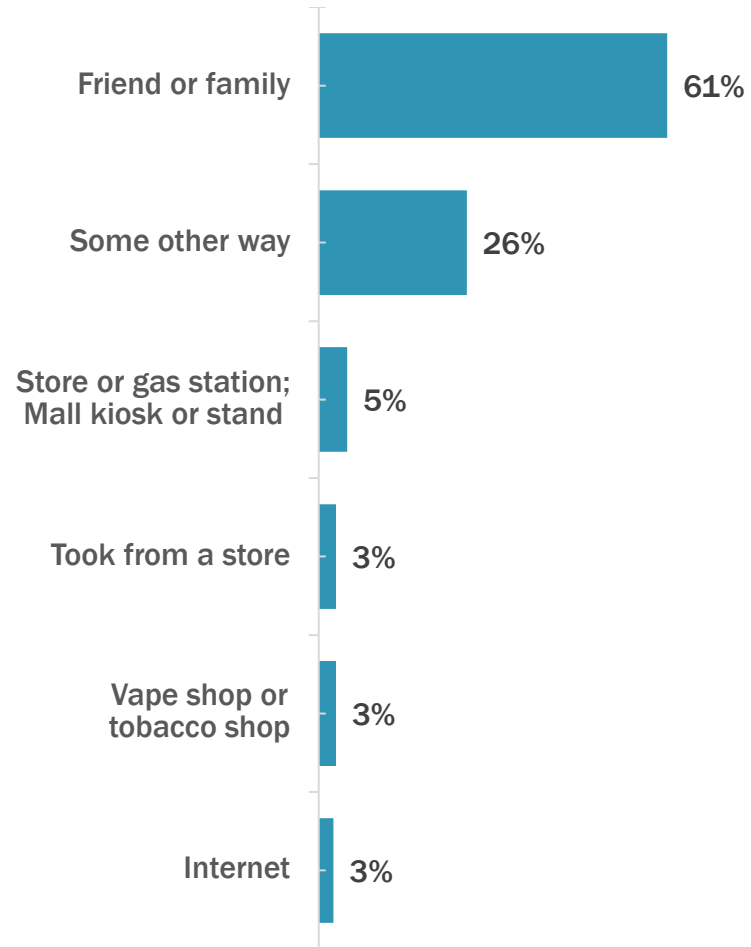
# Among Electronic Vapor Product Users

## PRIMARY SOURCE OF EVP

Among current electronic vapor product (EVP) users, nearly two-thirds primarily got an EVP from a friend or family member.

About one in eight current EVP users bought or took them from a store or got them online.

Electronic Vapor Source Among High School Students who Used an EVP, Past 30 Days



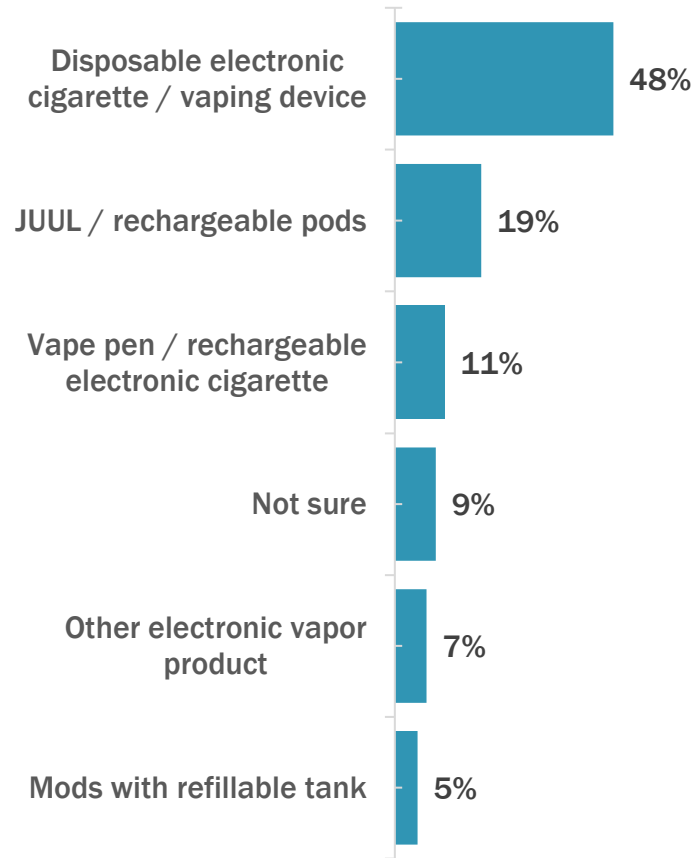
# Among Electronic Vapor Product Users

## TYPE OF EVP USED

Among students who used electronic vapor products during the past 30 days, nearly half used a disposable electronic cigarette or non-rechargeable vaping device. Two in ten used a JUUL or similar device with a rechargeable pod.

Nearly one in ten current EVP users were not sure the type of device they used.

Type of Electronic Vapor Product Used Among High School Students who Used an EVP, Past 30 Days

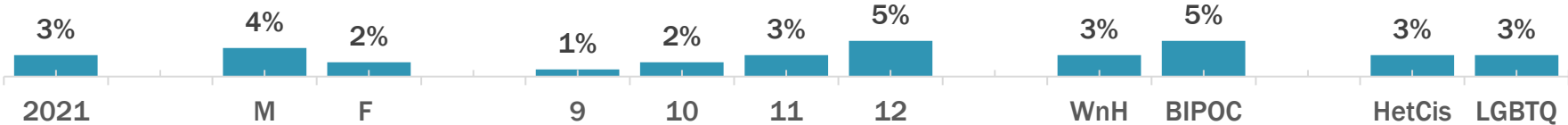


# Cigar, Cigarillos, and Little Cigars

Less than 1 in 20 high school students smoked cigars, cigarillos, or little cigars during the past 30 days.

- Male students are significantly more likely than female students to smoke cigars.
- 12<sup>th</sup> grade students are significantly more likely to smoke cigars compared to their peers; 9<sup>th</sup> grade students are significantly less likely than other students to currently smoke cigars.
- BIPOC students are significantly more likely than white, non-Hispanic students to use cigars.
- Current cigar use does not differ by sexual orientation and gender identity.

High School Students who Used Cigars, Past 30 Days



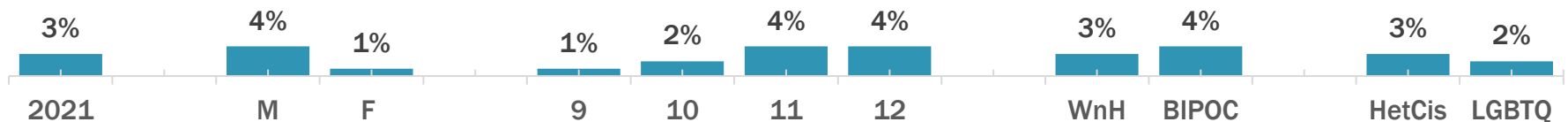
# Smokeless Tobacco

**Smokeless tobacco product use includes chewing tobacco, snuff, dip, snus, or dissolvable tobacco products, such as Copenhagen, Grizzly, Skoal, or Camel Snus.**

Less than one in 20 high school students used chewing tobacco, snuff, dip, snus, or dissolvable tobacco products during the past 30 days.

- 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. 10<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to currently use smokeless tobacco.
- BIPOC students are significantly more likely than white, non-Hispanic students to use smokeless tobacco products.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to currently use smokeless tobacco products.

## High School Students who Used Smokeless Tobacco, Past 30 Days



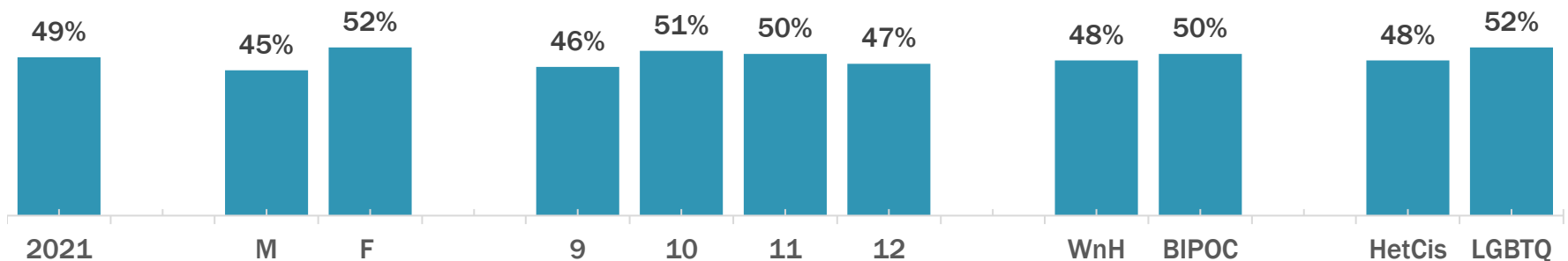
# Quit Attempts

Among students who used tobacco products during the past year, about half tried to quit using all tobacco products.

Among students who used tobacco products during the past year:

- Female students are significantly more likely than male students to try to quit using all tobacco products during the past year.
- Attempting to quit using all tobacco products during the past year does not differ by grade, race and ethnicity, or sexual orientation and gender identity.

**High School Students who Used Tobacco Products During Past Year and Tried to Quit Using All Tobacco Products, Past Year**

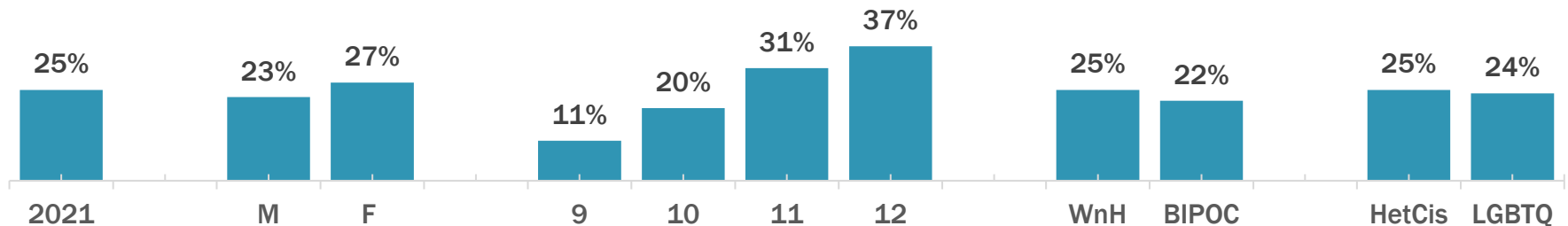


# Current Alcohol Use

A quarter of high school students drank alcohol during the past 30 days.

- 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 BIPOC students to have consumed alcohol during the past 30 days.
- Current alcohol use does not differ by sexual orientation and gender identity.

## High School Students who Drank Alcohol, Past 30 Days



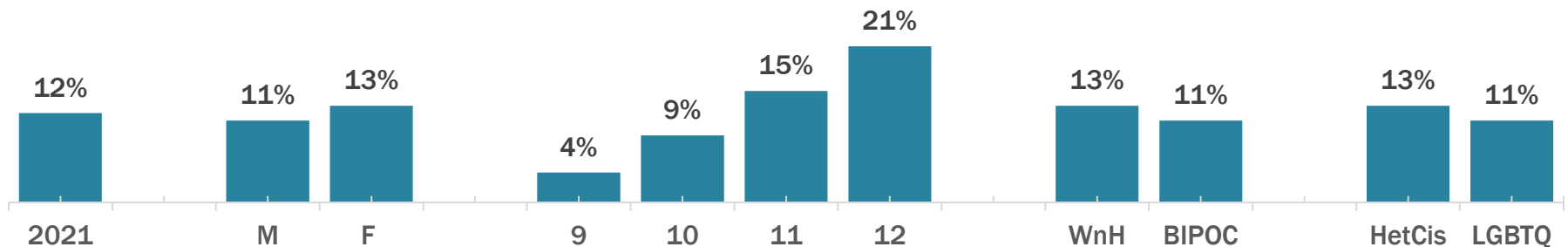
# Binge Drinking

**Binge drinking is defined for males as consuming five or more drinks and when females as consuming four or more drinks in one sitting.**

During the past 30 days, 1 in 8 students binge drank; 3% drank ten or more drinks in a row.

- Female students are significantly more likely to report binge drinking during the past 30 days compared to male students. However, male students are significantly more likely to report drinking ten or more drinks in a row (data not shown: 4% vs 1%)
- Binge drinking significantly increases with each grade level.
- Binge drinking during the past 30 days does not differ by race and ethnicity, or sexual orientation and gender identity.

High School Students who Binge Drank, Past 30 Days



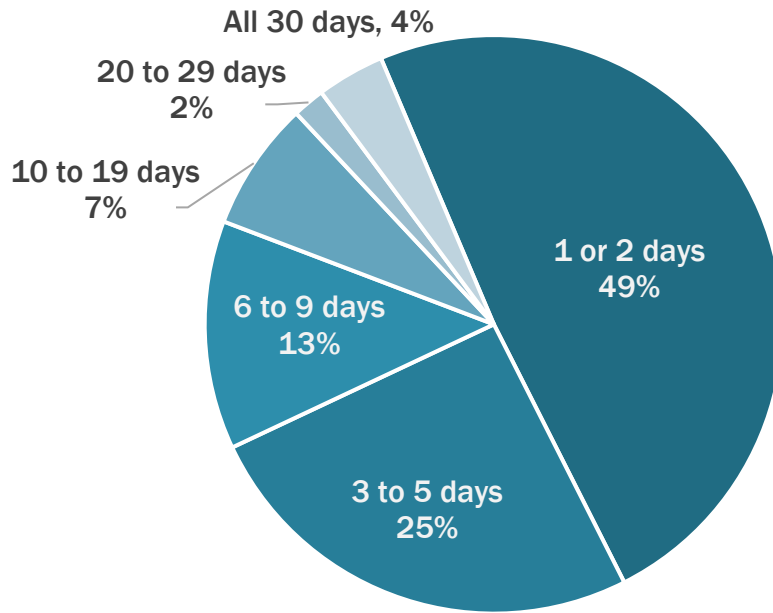


# Among Current Drinkers

## FREQUENCY OF USE

Among students who reported drinking during the past 30 days, about half drank on one or two days; 13% drank on ten or more days.

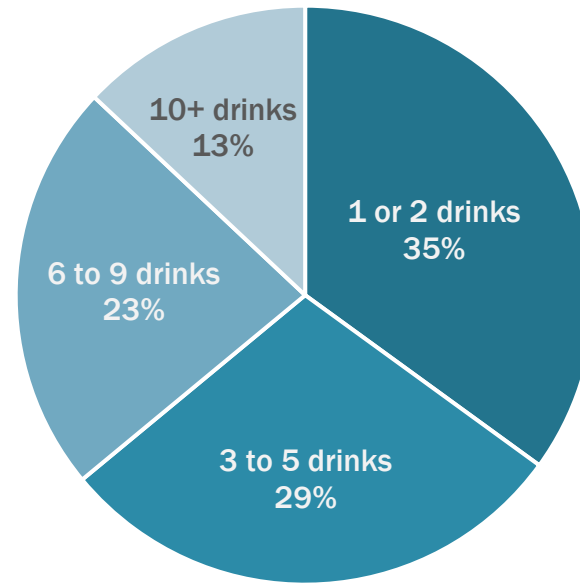
**Days Alcohol Consumed, Past 30 Days**  
Among High School Students who Drank Alcohol



## 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; about a third (36%) consumed 6 or more drinks in a row.

**Largest Amount of Alcohol Consumed, Past 30 Days**  
Among High School Students who Drank Alcohol



# Among Current Drinkers

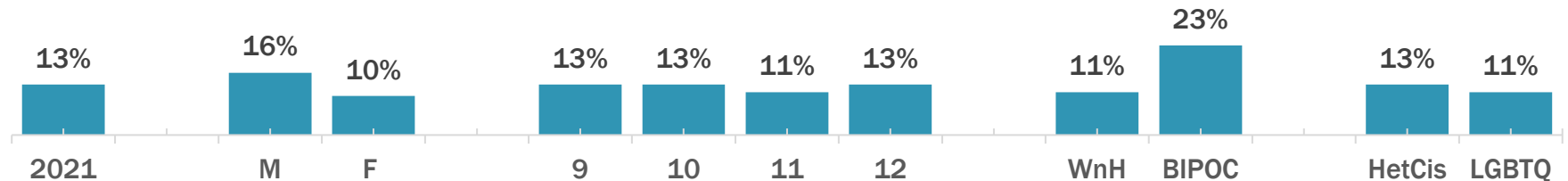
## FREQUENCY OF DRINKING: 10 DAYS OR MORE

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

Among students who drank alcohol in the past 30 days:

- Male students are significantly more likely than female students to drink on ten or more days during the past month.
- Drinking on ten or more days during the past month does not differ by grade level or sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to drink on ten or more days in the previous month.

### High School Students who Drank Alcohol and Drank on Ten or More Days



# Among Current Drinkers

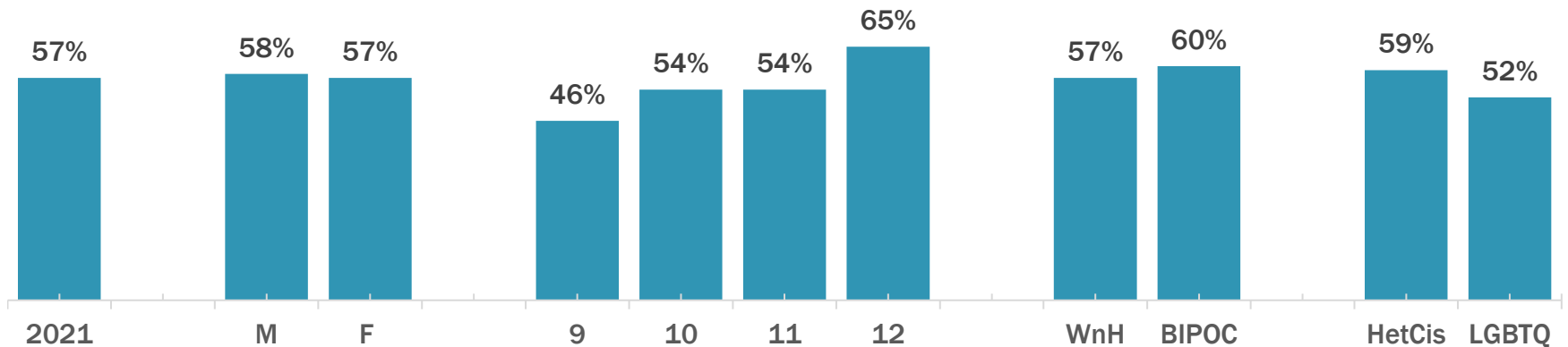
## BINGE DRINKING

More than half of students who drank alcohol in the past 30 days binge drank at least once during the past month.

Among students who currently drink alcohol,

- Binge drinking does not differ by sex, and race and ethnicity.
- 12<sup>th</sup> grade students are significantly more likely than their peers to binge drink, 11<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to binge drink.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to binge drink in the past 30 days.

High School Students who Binge Drank Among Students who Drank Alcohol



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

# Among Current Drinkers

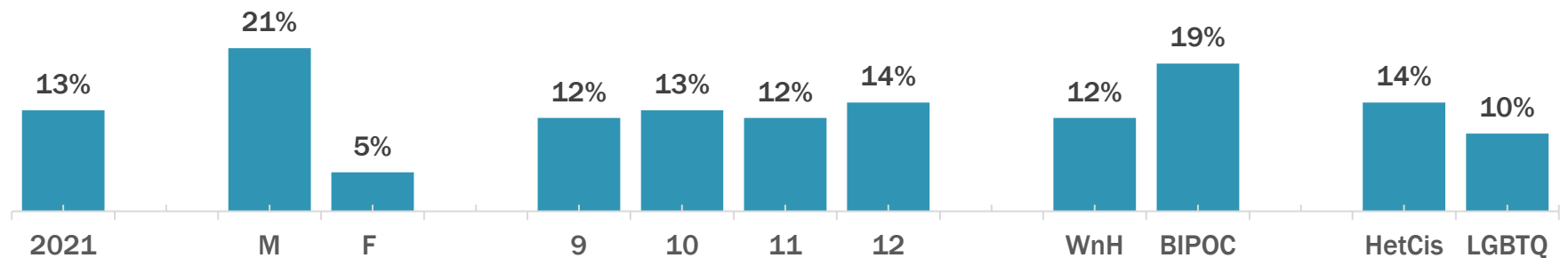
## LARGEST AMOUNT CONSUMED IN ONE SITTING

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

Among students who currently drink alcohol,

- Male students are significantly more likely than female students to have ten or more drinks in a row, within a couple of hours in the past month.
- Drinking ten or more drinks in a row does not differ by grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ten or more drinks in a row.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to have ten or more drinks in a row, within a couple of hours in the past month.

### High School Students who Drank Alcohol and Had Ten or More Drinks in a Row

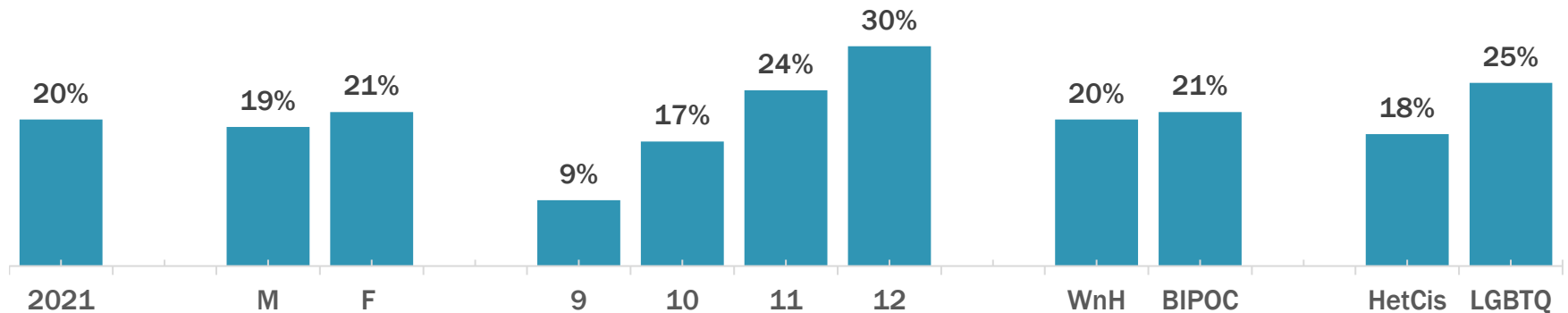


# Current Marijuana Use

One in five high school students used marijuana during the past 30 days.

- Female students are significantly more likely than male students to currently use marijuana.
- Current marijuana use increases with each grade level.
- Current marijuana use does not differ by race or ethnicity.
- LGBTQ+ students are significantly more likely to use marijuana during the past 30 days compared to heterosexual cisgender students.

High School Students who Used Marijuana, Past 30 Days



# Among Marijuana Users

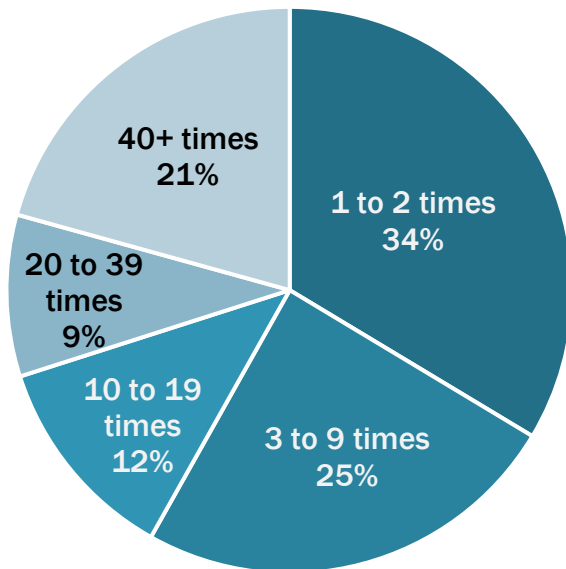
## FREQUENCY OF USE

Among current marijuana users, about a third used it one to two times. Three in ten used it 20 or more times in the past month; 42% used it ten or more times.

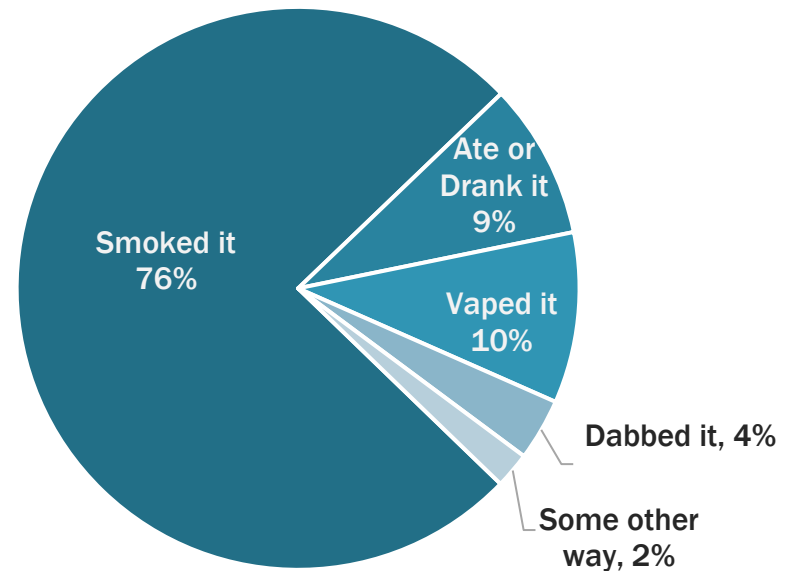
## PRIMARY METHOD USED

Three-quarters of students who currently used marijuana primarily smoked it during the past 30 days. About one in ten students vaped it or consumed it in food or beverages.

Frequency of Marijuana Use, Past 30 Days  
Among High School Students who Used Marijuana



Primary Methods Used to Consume Marijuana, Past 30 Days  
Among High School Students who Used Marijuana



# Among Marijuana Users

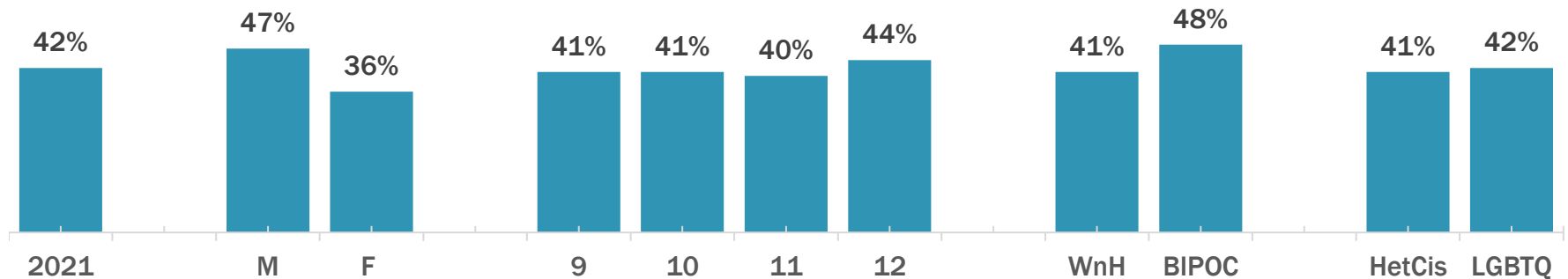
## FREQUENCY OF USE

Among current marijuana users, more than four in ten students used marijuana ten or more times in the past 30 days.

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 or sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to use marijuana ten or more times in the past month.

### High School Students who Used Marijuana and Used it Ten or More Times



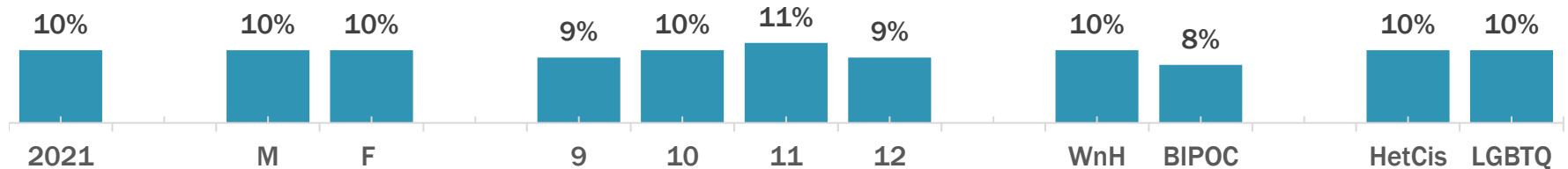
# Among Marijuana Users

## PRIMARILY VAPED MARIJUANA

One in ten students who used marijuana in the past 30 days, primarily vaped it.

- Among students who currently use marijuana, primarily vaping it does not differ by sex, grade level, race and ethnicity, or sexual orientation and gender identity.

High School Students who Used Marijuana and Primarily Vaped Marijuana





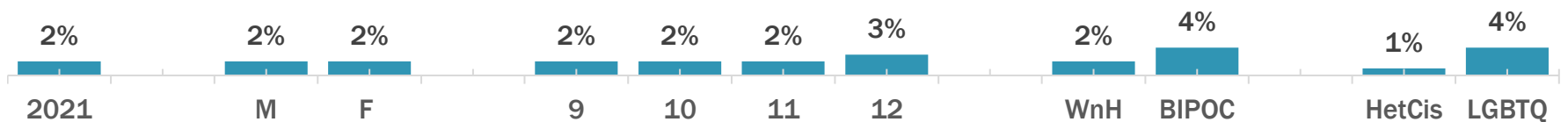
# Current Prescription Drug Misuse

**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.**

Overall, 2% of students misused a prescription during the past 30 days.

- Misusing a prescription drug during the past 30 days does not differ by sex.
- 12<sup>th</sup> grade students are significantly more likely than 9<sup>th</sup> grade students to misuse a prescription drug during the past 30 days.
- BIPOC students are significantly more likely than white, non-Hispanic students to misuse prescription drugs during the past 30 days.
- LGBTQ+ students are significantly more likely to misuse prescription drugs compared to heterosexual cisgender students.

## High School Students who Misused a Prescription Drug, Past 30 Days



**Substance  
Use  
Screenings  
& Exposure  
on School  
Property**

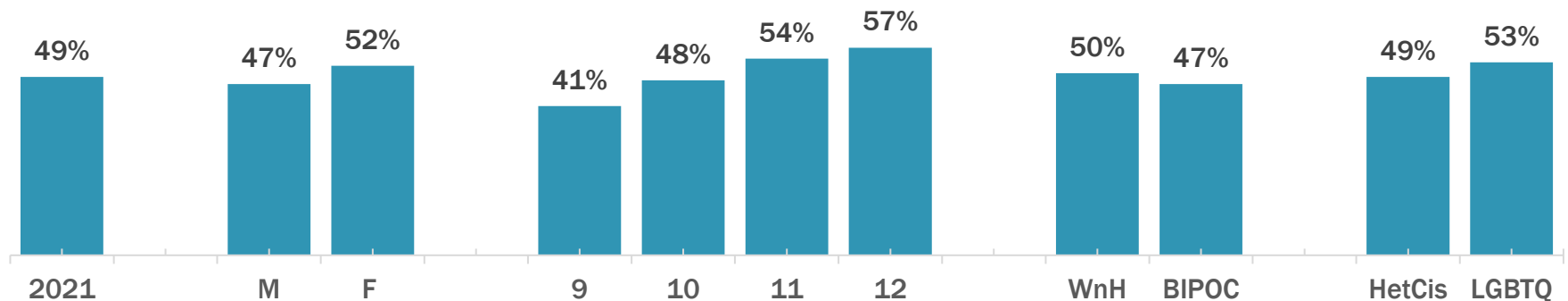
# Were Asked About Smoking by a Medical Provider

Among all high school students, 15% of students did not talk to doctor, dentist, or nurse during the past year.

Among those who saw a provider, about half were asked if they smoked by a doctor, dentist, or nurse. Nearly one in five (19%) were not sure if their medical provider asked them about smoking.

- Female students are significantly more likely than male students to be asked by a doctor, nurse, or dentist about smoking.
- Older students are significantly more likely to be asked about smoking by a doctor, nurse, or dentist compared to younger students. 10<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to be asked about smoking.
- Being asked about smoking by a medical provider does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to be asked about smoking by a doctor, nurse, or dentist.

## High School Students who Were Asked About Smoking by a Doctor, Nurse, or Dentist, Past 12 Months

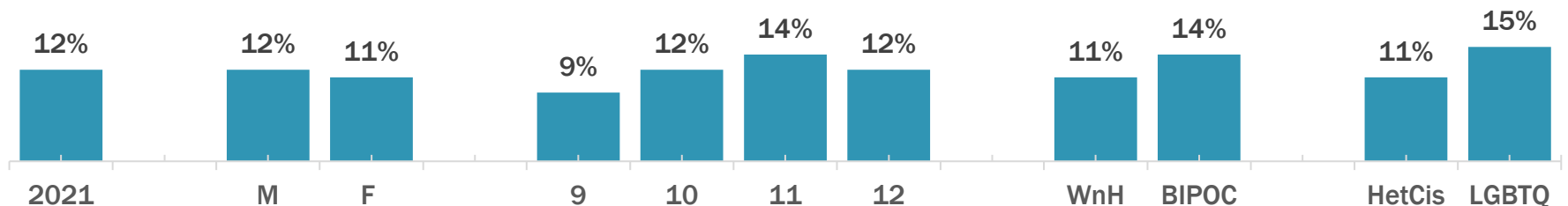


# Offered, Sold, or Given an Illegal Drug at School

About 1 in 8 high school students were offered, sold, or given an illegal drug on school property during the past 12 months.

- Being offered, sold, or given an illegal substance on school property does not differ by sex.
- 9<sup>th</sup> grade students are significantly less likely than their peers to be offered, sold, or given an illegal drug on school property during the past year. 11<sup>th</sup> grade students are significantly more likely than 10<sup>th</sup> grade students to be offered, sold, or given an illegal drug on school property.
- BIPOC students are significantly more likely than white, non-Hispanic students to be offered, sold, or given an illegal drug on school property
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to be offered, sold, or given an illegal drug on school property.

## High School Students who Were Offered, Sold, or Received Illegal Drugs on School Property, Past 12 Months

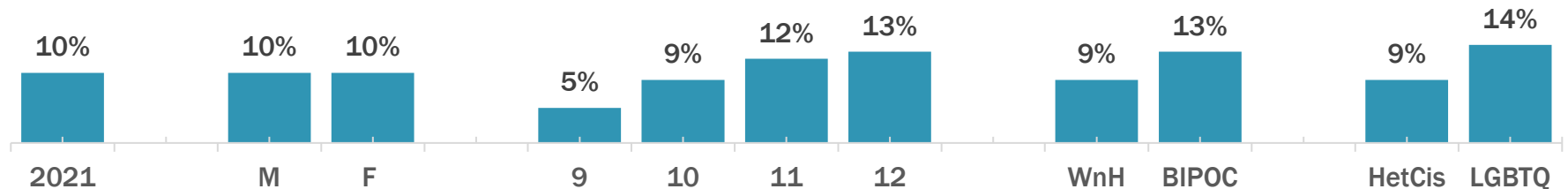


# Attended School Under the Influence of Alcohol or Drugs

During the past year, one in ten 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 does not differ by sex.
- Older students are significantly more likely than younger students to attend school under the influence of alcohol or other drugs during the past year. 10<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to attend school under the influence of drugs or alcohol.
- BIPOC students are significantly more likely than white, non-Hispanic students to attend school under the influence of drugs or alcohol.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to attend school under the influence of drugs or alcohol.

## High School Students who Attended School Under the Influence of Alcohol or Other Drugs, Past 12 Months

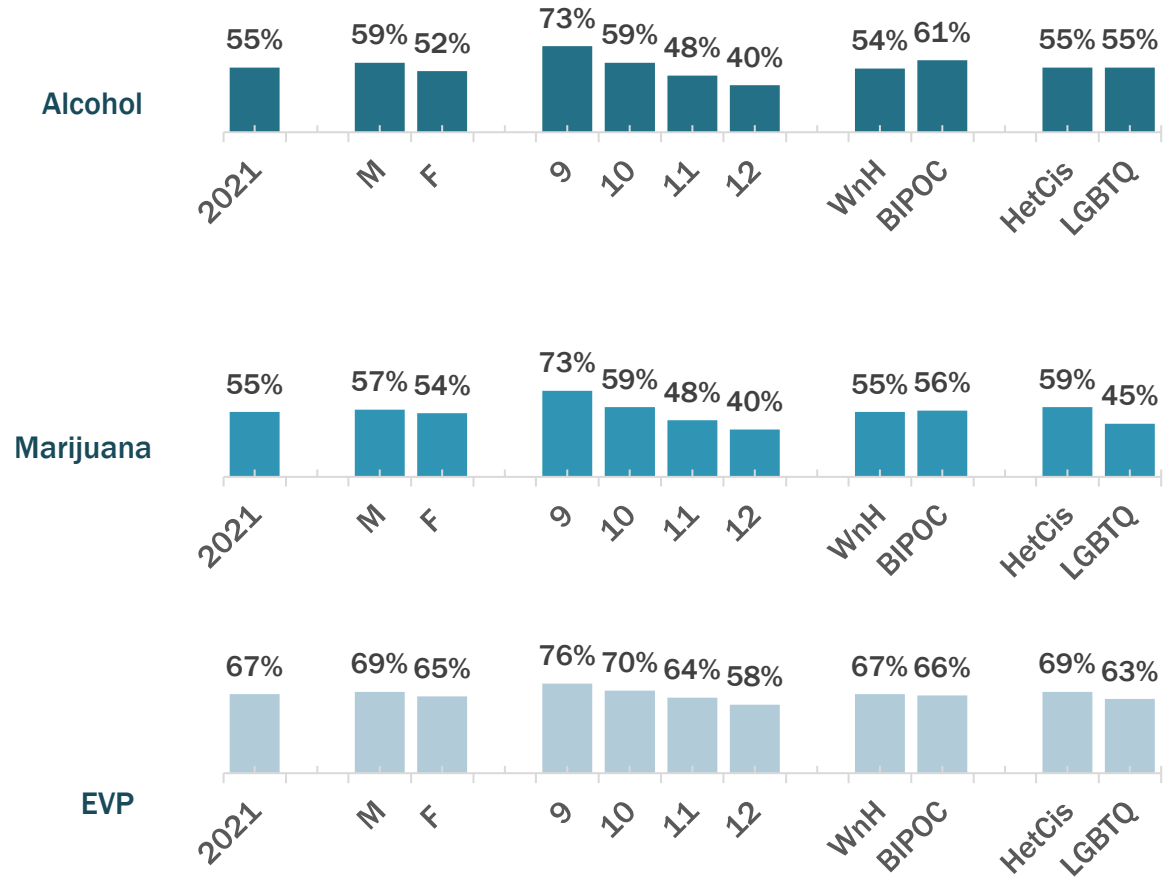


# Attitudes & Perceptions about Substance Use

# Peer Disapproval

- Male students are significantly more likely than female students to believe it is wrong or very wrong for someone their age to use alcohol, marijuana, or EVP.
- Believing it is wrong or very wrong for someone their age to use alcohol, marijuana, or EVP significantly decreases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to believe it is wrong or very wrong for someone their age to use alcohol.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to believe it is wrong or very wrong for someone their age to use EVP or marijuana.

### High School Students who Believe it is Wrong or Very Wrong for Someone Their Age to Use



# Parental Disapproval

## High School Students who Believe Their Parents Would Think it was Wrong or Very Wrong for Them To Use

- Female students are significantly more likely to believe their parents would think it is wrong or very wrong for them to use EVP.
- With each increasing grade level, students are significantly less likely to believe their parents would think it is wrong or very wrong for them to use alcohol or marijuana. Older students are less likely to believe their parents would think it is wrong or very wrong for them to use EVP, with significant differences between 9<sup>th</sup> and 11<sup>th</sup> grade and 11<sup>th</sup> and 12<sup>th</sup> grade.
- BIPOC students are significantly more likely to believe their parents would think it is wrong or very wrong for them to use alcohol, but significantly less likely to believe their parents would think it is wrong or very wrong for them to use EVP compared to white, non-Hispanic students.
- Heterosexual cisgender students are significantly more likely to believe their parents would think it is wrong or very wrong for them to use marijuana or EVP compared to LGBTQ+ students.



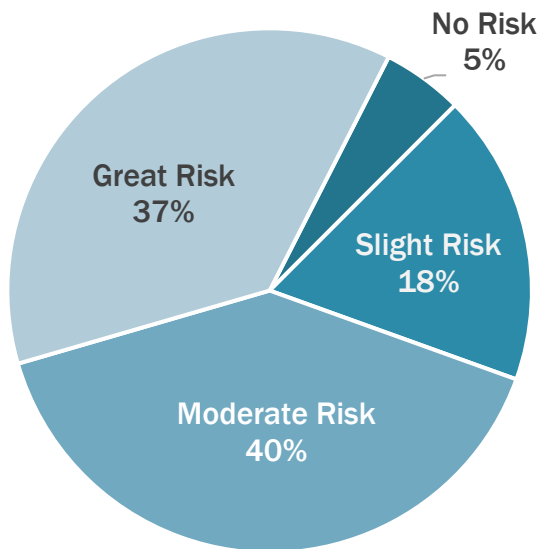


# Perceived Risk of Harm

The majority of students believe people have a great or moderate risk of themselves, physically or in other ways, if they binge drink each weekend, use marijuana regularly, or use EVP regularly.

## Perceived Harm

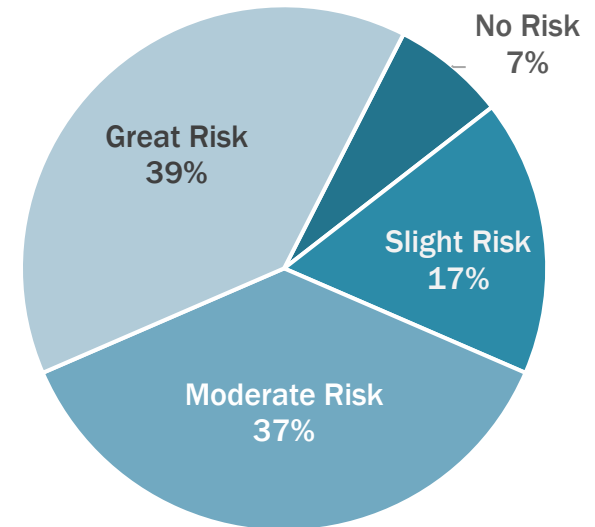
### Binge Drink Each Weekend



### Use Marijuana Regularly



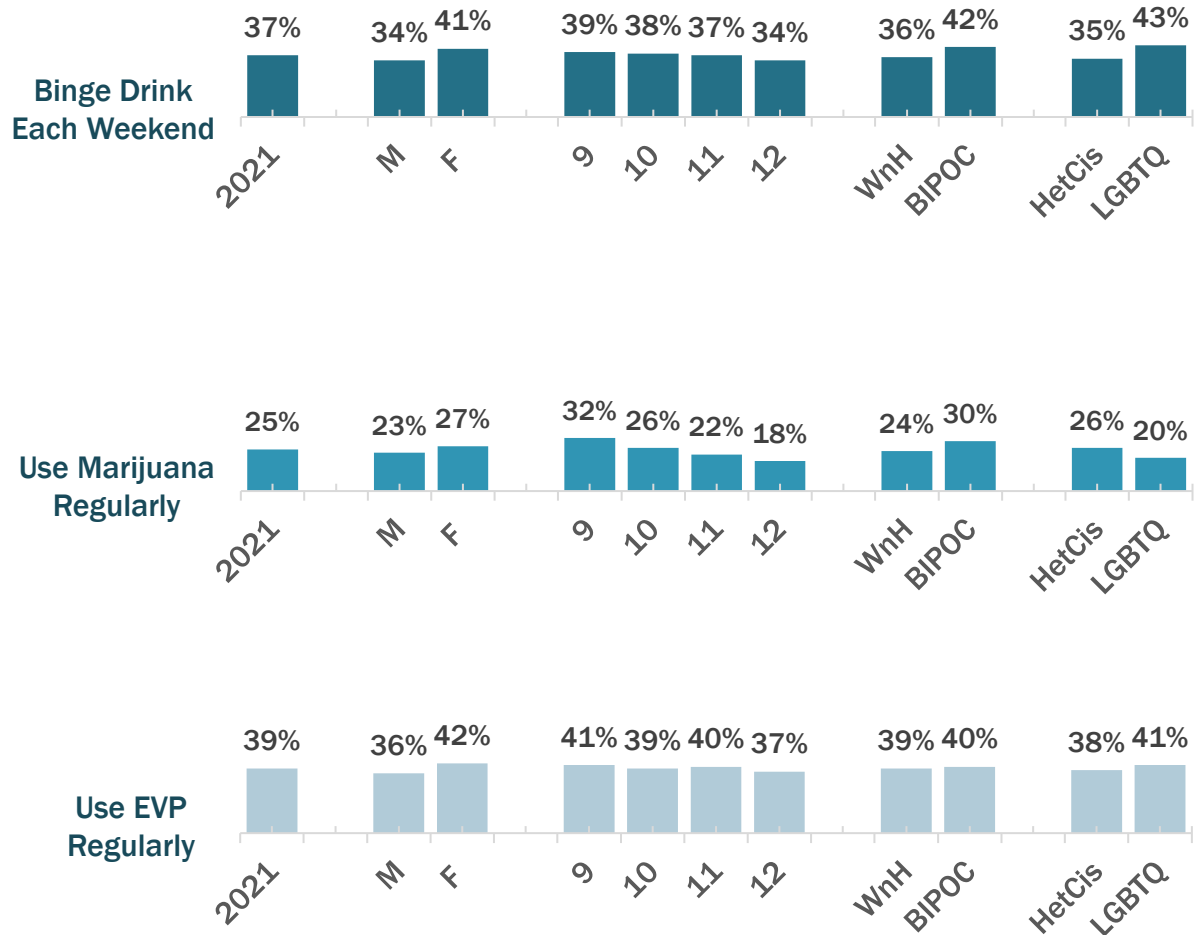
### Use EVP Regularly



# Perceived Risk of Harm

- Female students are significantly more likely than male students to believe binge drinking, using marijuana, and using EVP regularly would cause great risk of harm.
- Perceived risk of harm from marijuana use significantly decreases with each grade level. 12<sup>th</sup> grade students are significantly less likely than younger students to think binge drinking causes great harm. 9<sup>th</sup> grade students are significantly more likely than 12<sup>th</sup> grade students to believe EVP use causes great risk of harm.
- BIPOC students are significantly more likely to believe binge drinking, and using marijuana regularly would cause great risk of harm.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to think binge drinking and using EVP regularly would cause great risk of harm. Heterosexual cisgender students are significantly more likely than LGBTQ+ students to believe using marijuana regularly would cause great risk of harm.

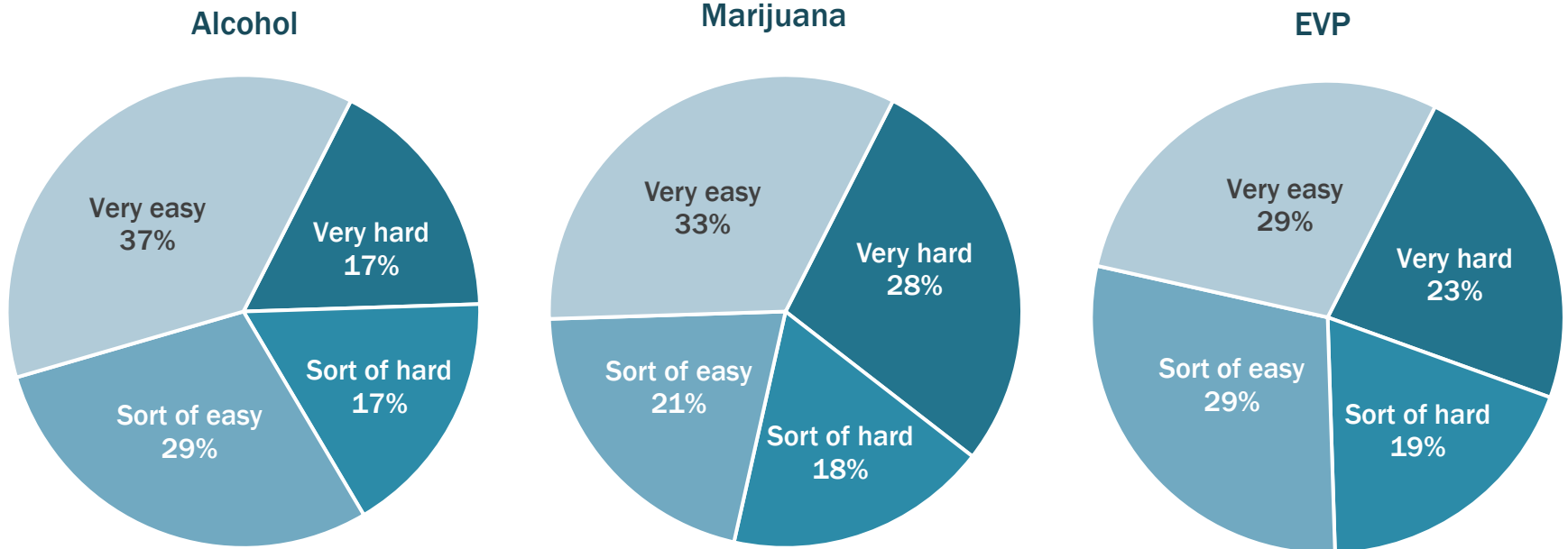
## High School Students who Believe People Risk Great Harm



# Perceived Availability

Most students believe it would be sort of or very easy to get alcohol, marijuana, or EVPs if they wanted to get it.

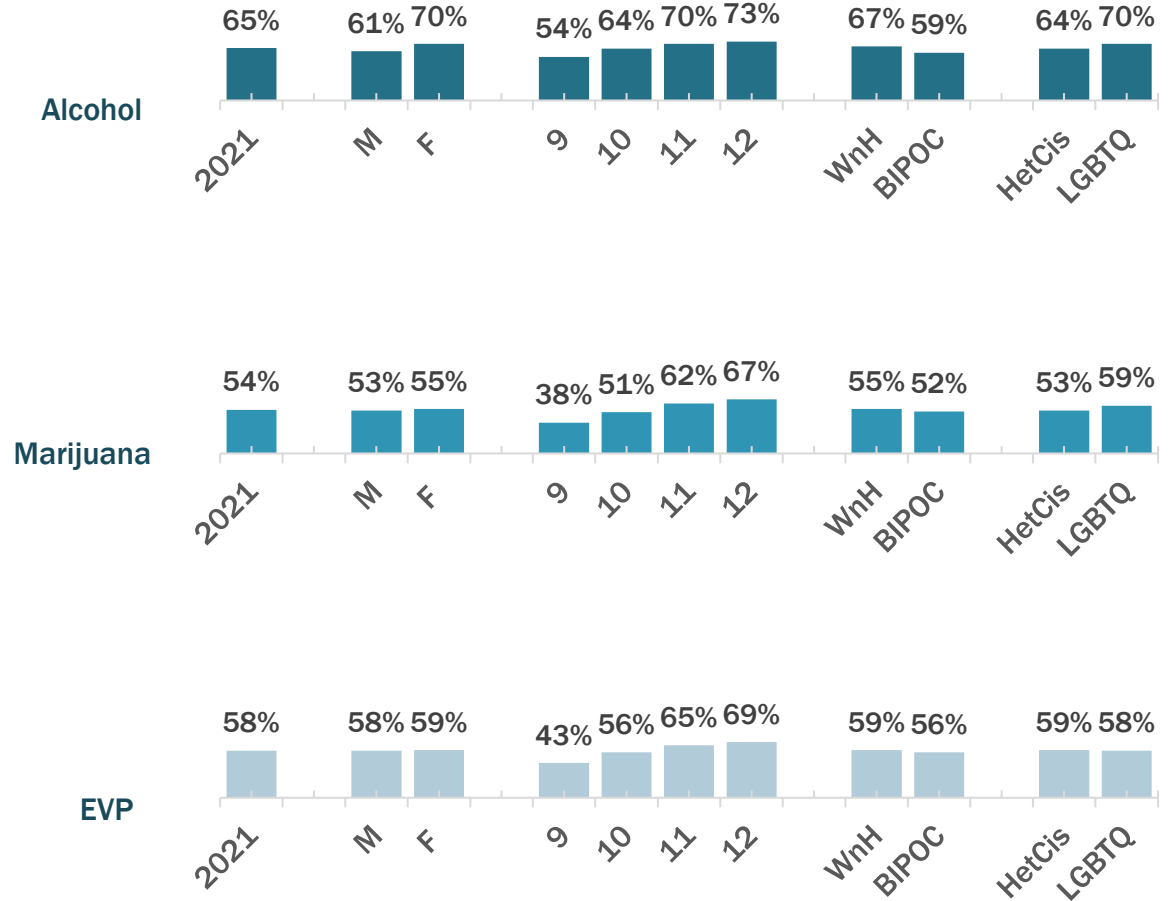
## Perceived Ease of Access



# Perceived Availability

- Female students are significantly more likely than male students to believe it would be easy or very easy to get alcohol or marijuana.
- With each increasing grade level, students are significantly more likely to believe it would be easy or very easy to get marijuana or EVP. Older students are significantly more likely than younger students to believe it would be easy or very easy to get alcohol. 10<sup>th</sup> grade students are also significantly more likely than 9<sup>th</sup> grade students to believe it would be easy or very easy to get alcohol.
- White, non-Hispanic students are significantly more likely than BIPOC students to think it would be easy or very easy to get alcohol, marijuana, or EVP if they wanted it.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to believe if they wanted it, it would be easy or very easy to get alcohol or marijuana.

### High School Students who Believe Access Would be Sort of Easy or Very Easy





# Sexual Health

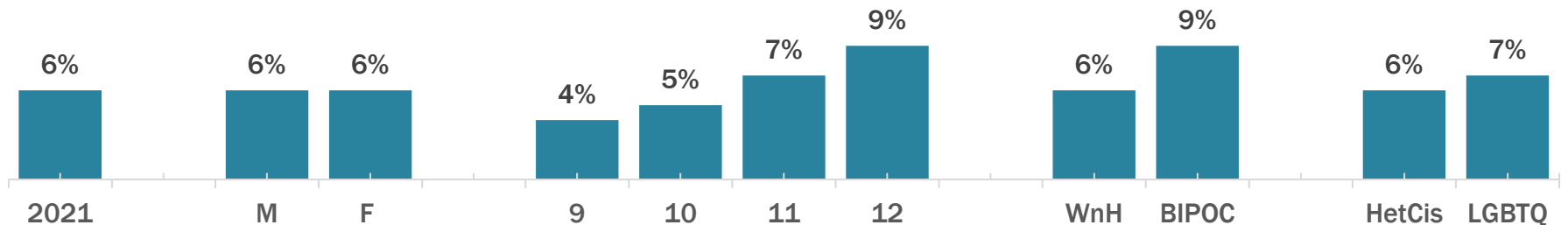
# HIV and STD Testing

# Ever Tested for HIV

Excluding testing done for blood donations, more than 1 in 16 high school students have ever been tested for human immunodeficiency virus (HIV).

- Ever being tested for HIV does not differ by sex.
- Ever being tested for HIV significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever been tested for HIV.
- LGBTQ+ students are significantly more likely to have ever been tested for HIV compared to heterosexual cisgender students.

High School Students who Were Ever Tested for HIV

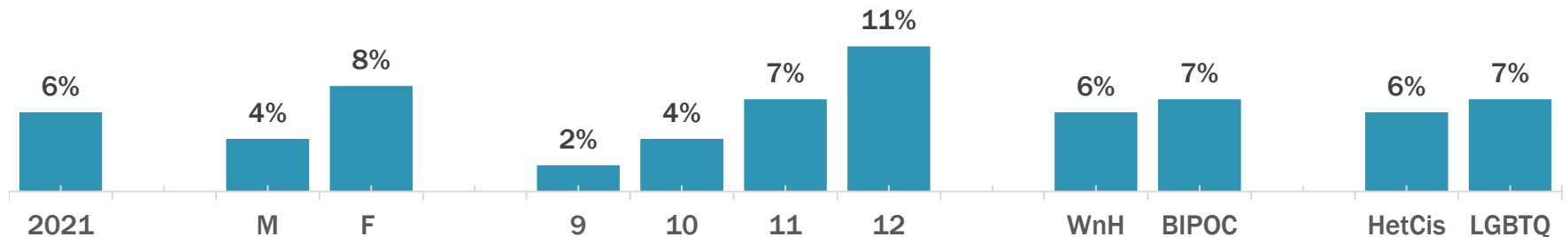


# Sexually Transmitted Disease

During the past 12 months, 1 in 16 high school students were tested for a sexually transmitted disease (STD) such as chlamydia or gonorrhea.

- 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.
- Being tested for an STD during the past year does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have been tested for an STD during the past year.

High School Students who Were Tested for STDs, Past 12 Months





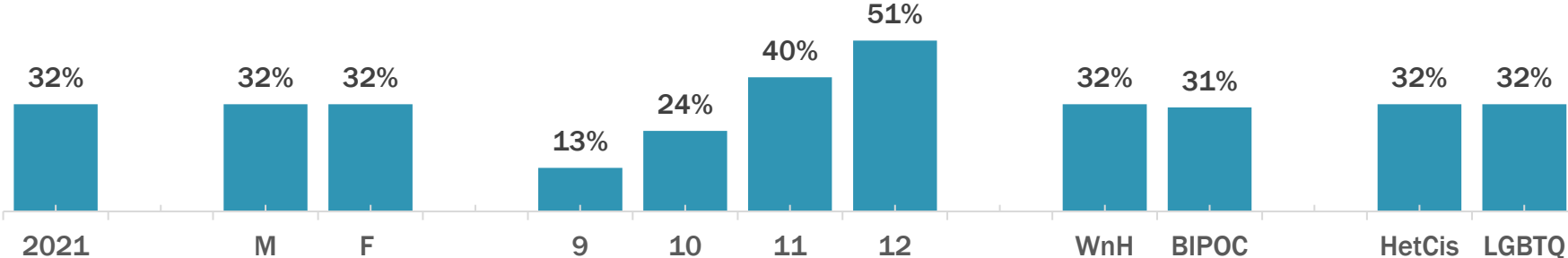
# Lifetime Sexual Activity

# Sexual Intercourse

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

- Ever having sexual intercourse does not significantly differ by sex, race and ethnicity, or sexual orientation and gender identity.
- Ever having sexual intercourse significantly increases with each grade level.

High School Students who Ever Had Sexual Intercourse

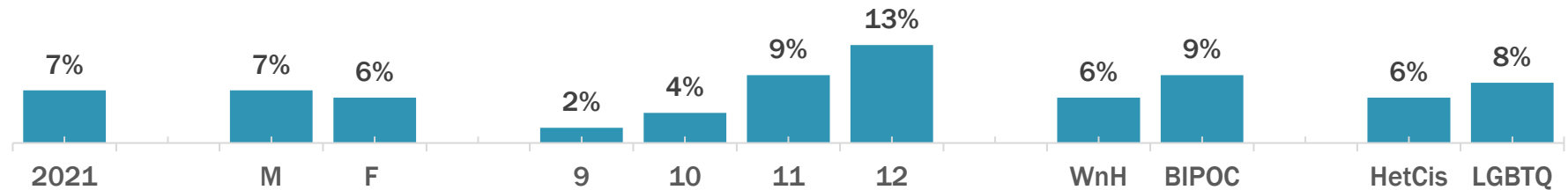


# Sexual Intercourse: Multiple Partners

Overall, 7% of high school students reported having sexual intercourse with four or more people during their lifetime.

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

## High School Students who Ever Had Four or More Sexual Partners



# Current Sexual Activity

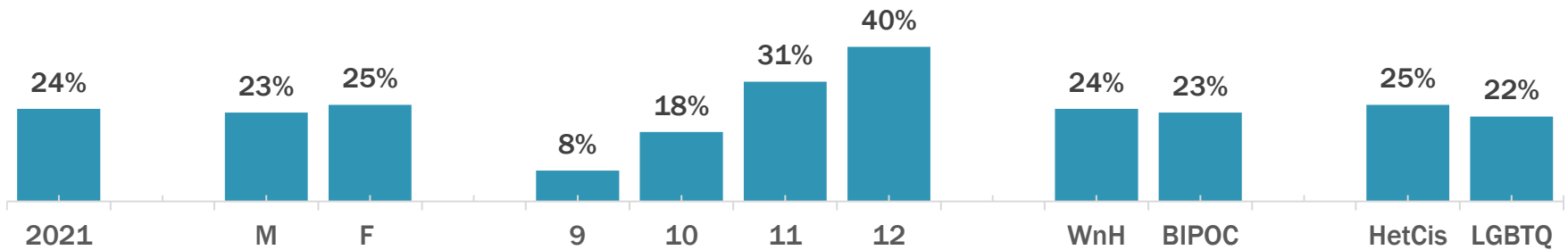
Past Three Months

# Current Sexual Activity

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

- Female students are significantly more likely than male students to have had sexual intercourse during the past three months.
- Having sexual intercourse during the past three months significantly increases with each grade level.
- Having sexual intercourse during the past three months does not differ by race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to report having sexual intercourse during the past three months.

## High School Students who Were Sexually Active, Past Three Months



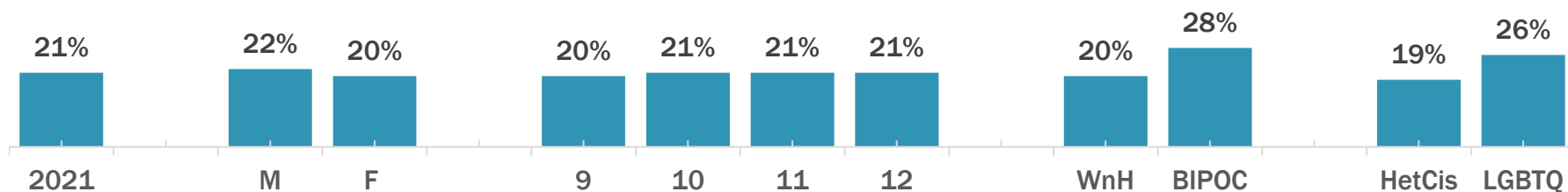
## Drinking or Using Drugs Prior to Sex, Among Sexually Active Students

Among sexual intercourse during the past three months, one in five drank alcohol or used drugs prior to sexual intercourse.

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

- Drinking alcohol or using drugs prior to the last time they had sexual intercourse does not differ by sex or grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to report drinking alcohol or using drugs prior to last sexual intercourse.
- LGBTQ+ students are significantly more likely to report using alcohol or drugs prior to last sexual intercourse than heterosexual cisgender students.

### High School Students who Had Sexual Intercourse in the Past Three Months and Used Alcohol or Drugs Before Last Sexual Intercourse



\* Sexually active students includes only students who reported having sexual intercourse during the past three months.

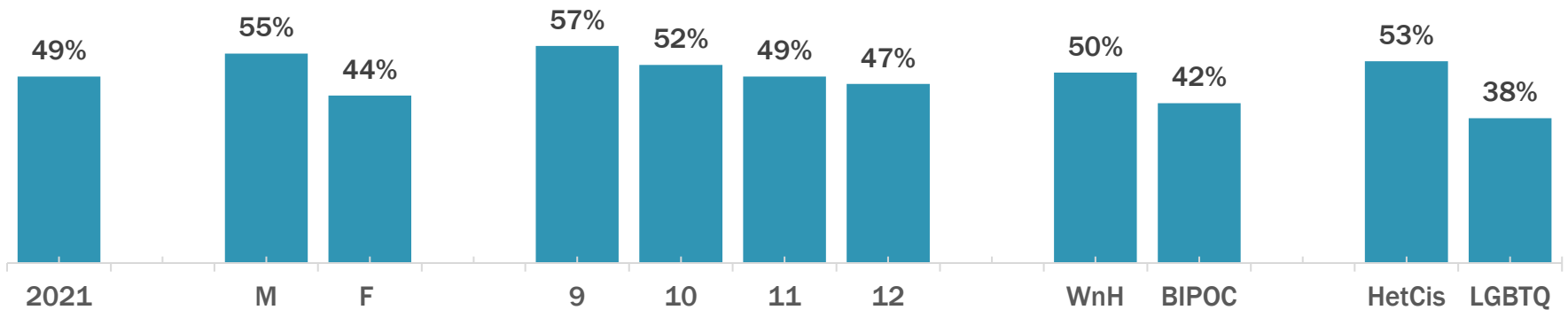
# Condom Use Among Sexually Active Students

Among students who are currently sexually active, nearly half used a condom the last time they had sex.

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.
- 9<sup>th</sup> grade students are significantly more likely than 12<sup>th</sup> grade students use a condom the last time they had sexual intercourse.
- White, non-Hispanic students are significantly more likely than BIPOC students to use a condom the last time they had sexual intercourse.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to use a condom the last time they had sexual intercourse.

**High School Students who Had Sexual Intercourse in the Past Three Months and Used a Condom During Last Sexual Intercourse**

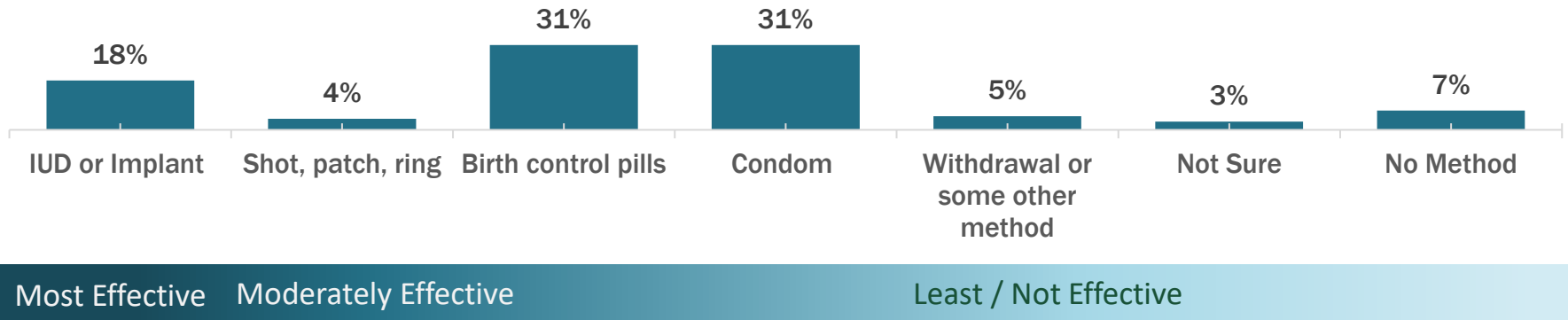


\* Sexually active students includes only students who reported having sexual intercourse during the past three months.

# 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, a shot, patch, or birth control ring to prevent pregnancy before they had sexual intercourse. Nearly a third used a condom to prevent pregnancy.

**Primary Method Used to Prevent Pregnancy Among High School Students who Had Sexual Intercourse During the Past Three Months**



\* Sexually active students includes only students who reported having sexual intercourse during the past three months.



# Pregnancy Prevention Among Sexually Active Students

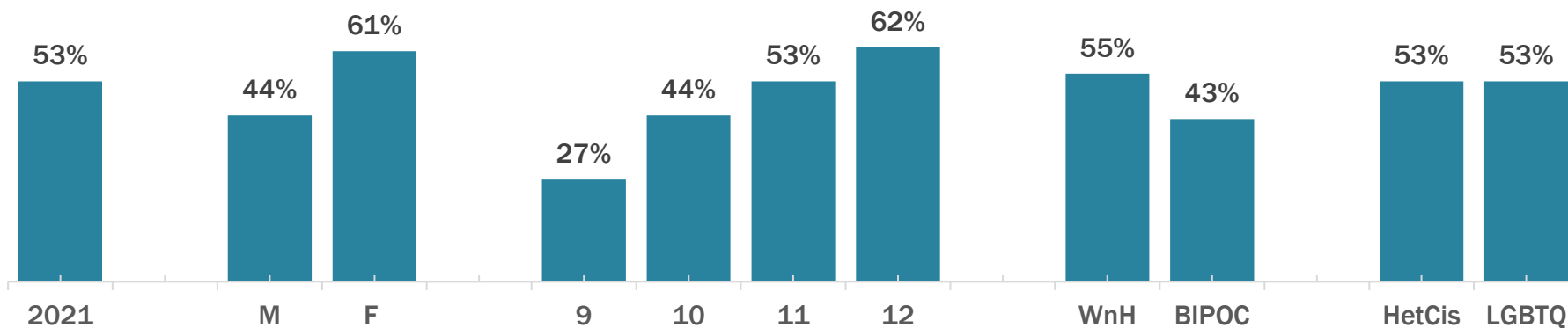
Most effective forms of birth control include Long Acting, Reversible Contraceptives (LARC) such as implants (i.e. Implanon or Nexplanon) and intrauterine devices (IUD) (i.e. Mirena or ParaGard). Moderately effective forms of birth control include birth control pills, a shot (i.e. Depro-Provera), patch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

Just over half of sexually active students reported using a most or moderately effective contraception to prevent pregnancy the last time they had sexual intercourse.

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 significantly with each grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to use a moderately or highly effective form of birth control.
- Use of moderate or most effective birth control does not differ by sexual orientation and gender identity.

## High School Students who Had Sexual Intercourse During the Past Three Months and Used Moderate or Most Effective Birth Control to Prevent Pregnancy Before Last Sexual Intercourse



\* Sexually active students includes only students who reported having sexual intercourse during the past three months.

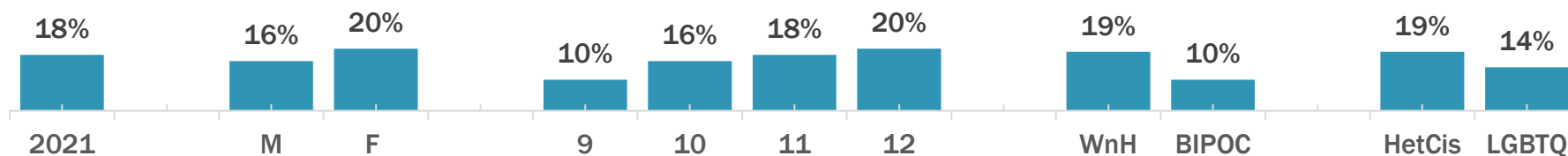
## Dual Pregnancy Prevention and Condom Use Among Sexually Active Students

More than one in five sexually active students, used both a condom and prescription birth control such as birth control pills; an IUD or implant; or a shot, patch, or birth control ring, before last sexual intercourse

Among students who were currently sexually, active,

- Female students are significantly more likely than male students to use both a condom and another form of birth control to prevent pregnancy the last time they had sexual intercourse.
- 9<sup>th</sup> grade students are significantly less likely than older students to use both a condom and prescription birth control the last time they had sexual intercourse.
- White, non-Hispanic students are significantly more likely than BIPOC students to use both a condom and prescription birth control the last time they had sexual intercourse.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to use both a condom and prescription birth control the last time they had sexual intercourse.

### High School Students who Had Sexual Intercourse During the Past Three Months and Used Both a Condom and Moderate or Most Effective Birth Control to Prevent Pregnancy Before Last Sexual Intercourse



\* Sexually active students includes only students who reported having sexual intercourse during the past three months.



# Weight, Physical Activity & Nutrition

# BMI & Perceptions of Weight

# Obesity and Overweight

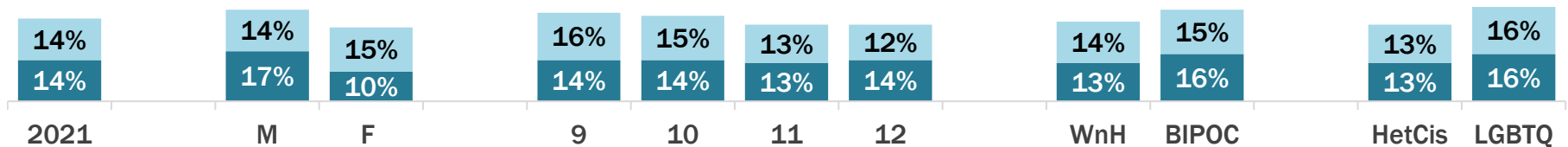
For youth, BMI, body mass index, is age- and sex- specific and is expressed as a percentile based on weight and height. Youth are considered overweight if their BMI percentile is 85 or above and obese if their BMI is above the 95<sup>th</sup> percentile.

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

- Being overweight does not differ by sex or race and ethnicity. Obesity does not differ by grade level.
- Male students are significantly more likely to be obese compared to female students.
- 9<sup>th</sup> grade students are significantly more likely than older students to be overweight. 10<sup>th</sup> grade students are also significantly more likely than 12<sup>th</sup> grade students to be overweight.
- BIPOC students are significantly more likely than white, non-Hispanic students to be obese.
- LGBTQ+ students are significantly more likely to be overweight and obese compared to heterosexual cisgender students.

## High School Students who Were Overweight and Obese

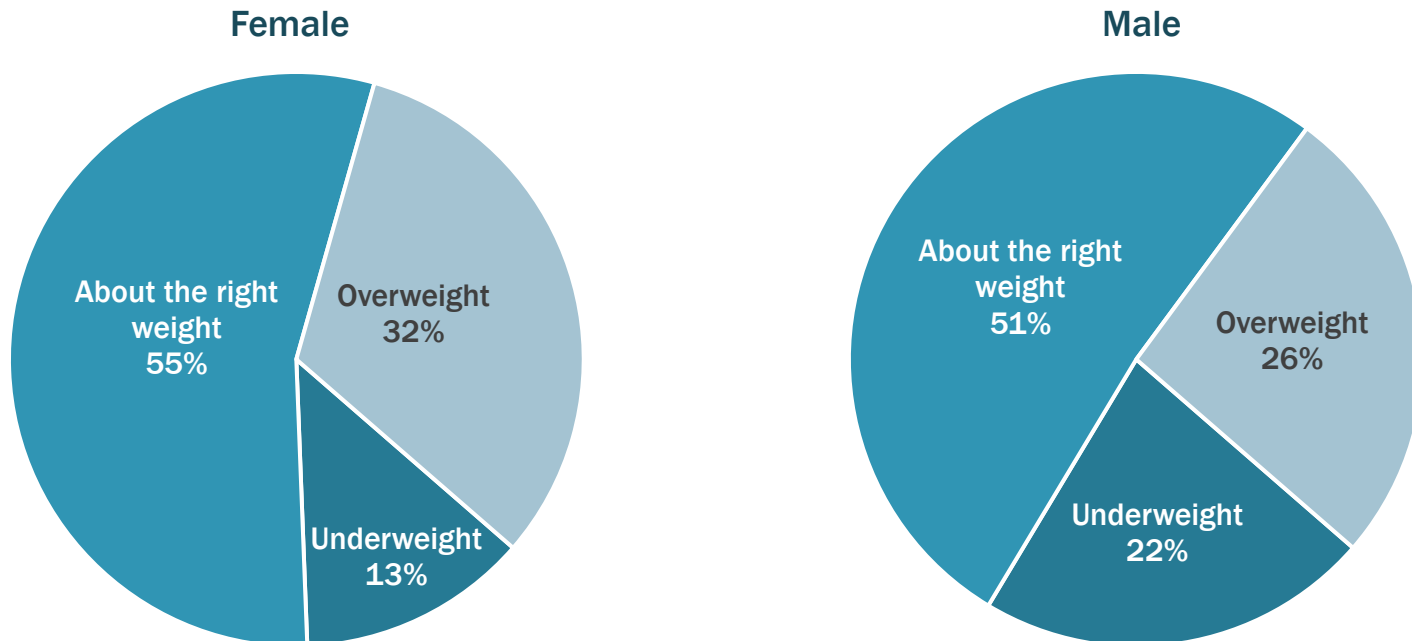
■ Obese (>=95<sup>th</sup>ile) ■ Overweight (>=85 - <95 %ile)



# Perceptions of Weight

About half of all students (53%) believe they are about the right weight; 29% believe they are slightly or very overweight; 18% believe they are slightly or very underweight (data not shown). Perceptions of weight among male and female students are shown below.

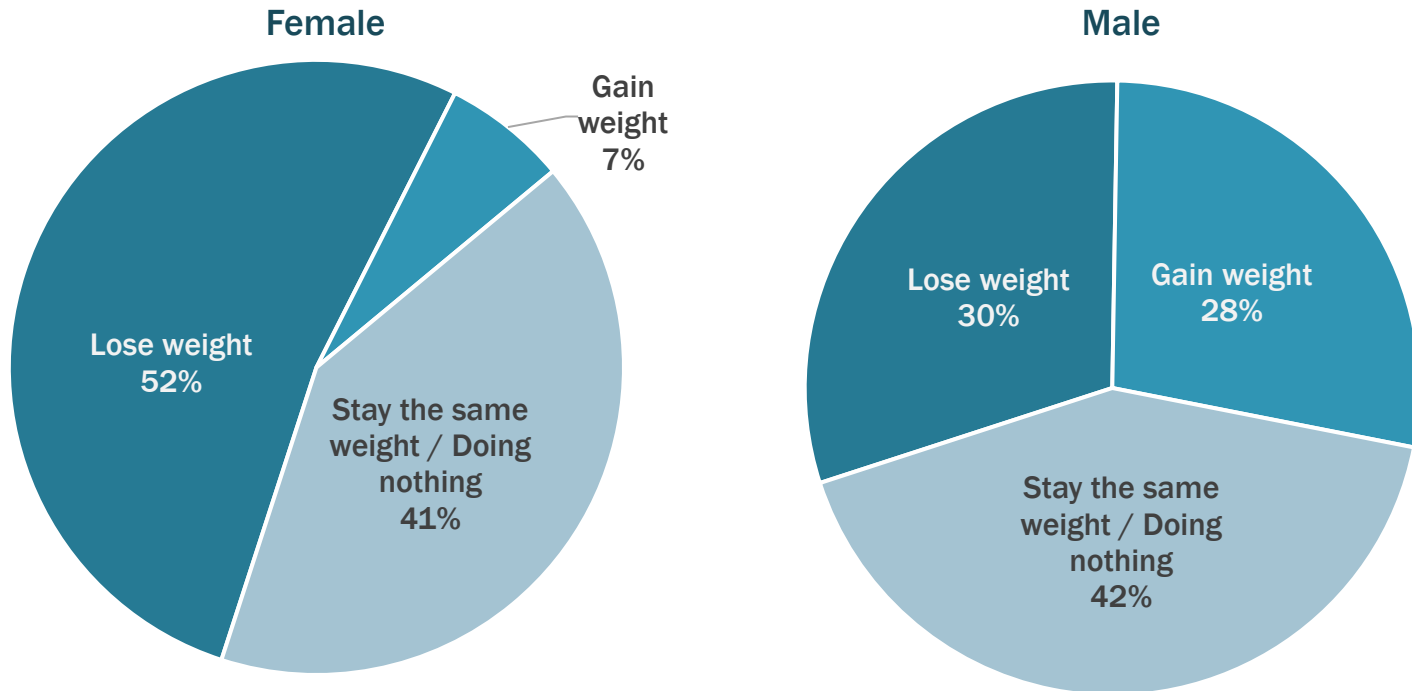
## High School Students Perceptions of Weight, By Sex



# Weight Modifications

Overall, four in ten students (41%) are trying to stay the same weight or not doing anything about their weight; 41% of students are trying to lose weight and 18% are trying to gain weight.

### High School Students Attempts to Modify Weight, by Sex



# Physical Activity

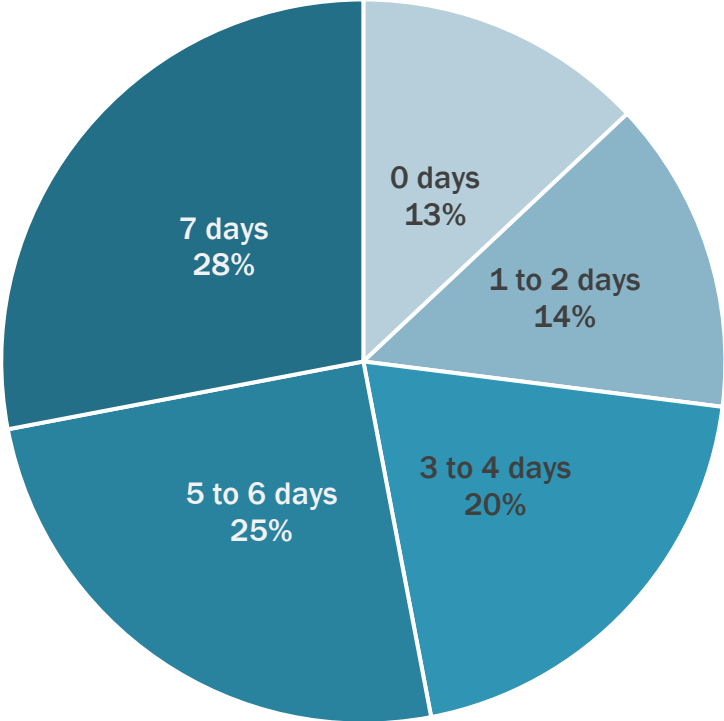


# Physical Activity

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

About a quarter of students meet physical activity guidelines.

### Number of Physically Active Days by High School Students During the Past Week



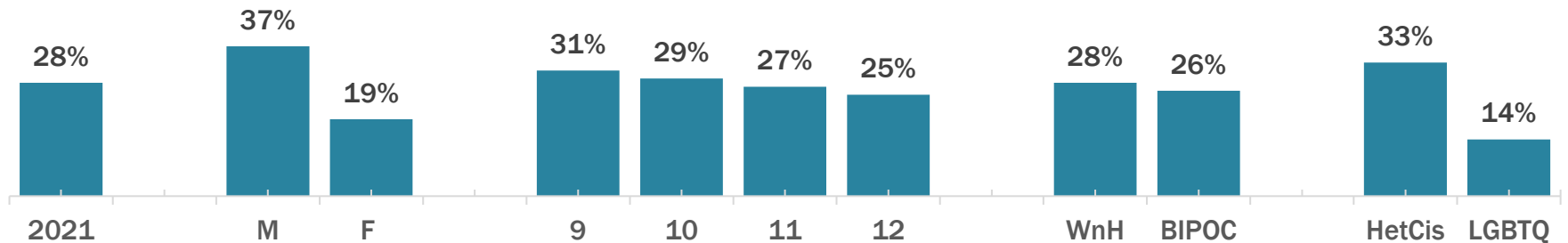
# Physical Activity: Met Recommendations

## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON ALL SEVEN DAYS, PAST WEEK

More than a quarter of high school students are physically active for at least 60 minutes every day.

- Male students are two times as likely as female students to engage in at least 60 minutes of physical activity every day.
- 9<sup>th</sup> grade students are significantly more likely than older students to engage in daily physical activity during the past week. 10<sup>th</sup> grade students are also significantly more likely than 12<sup>th</sup> grade students to engage in daily physical activity.
- Engaging in daily physical activity does not differ by race and ethnicity.
- Heterosexual cisgender students are more than two times as likely as LGBTQ+ students to engage in daily physical activity.

### High School Students who Participated in at Least 60 Minutes of Physical Activity Every Day, Past Week



# Physical Activity: Met or Approaching Recommendations

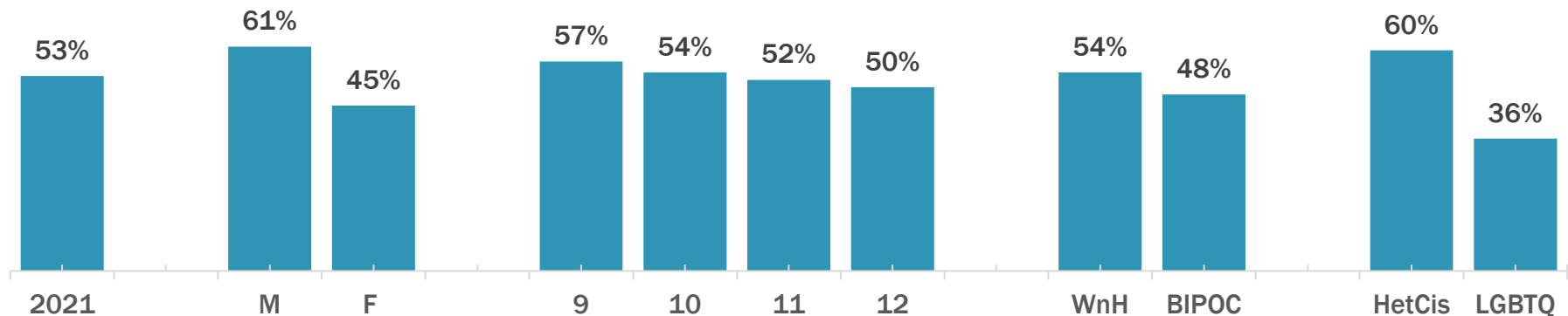
## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON AT LEAST FIVE DAYS, PAST WEEK

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

During the previous week,

- Male students are significantly more likely than female students to engage in physical activity on at least five days.
- 9<sup>th</sup> grade students are significantly more likely than older students to engage physical activity on at least five days. 10<sup>th</sup> grade students are also significantly more likely than 12<sup>th</sup> grade students to be physically active on most days during the previous week.
- White, non-Hispanic students are significantly more likely than BIPOC students to engage in physical activity on five or more days.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to engage in physical activity on at least five days.

### High School Students who Participated in at Least 60 Minutes of Physical Activity on at Least Five Days, Past Week



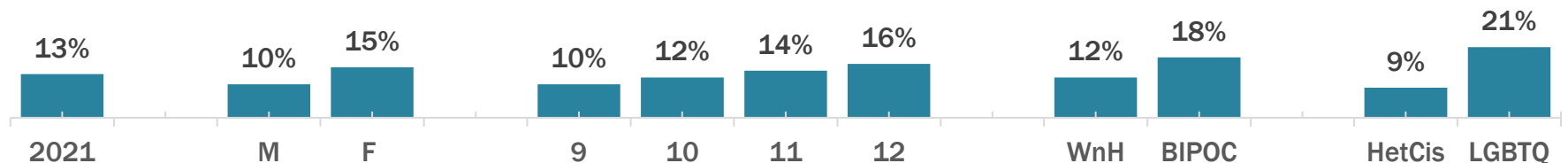
# Physical Activity: Needs Improvement, Health Risk

## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON ZERO DAYS, PAST WEEK

More than one in ten students did not participate in 60 minutes of physical activity on any day during the previous week.

- Female students are significantly more likely than male students to report no physical activity during the previous week.
- 12<sup>th</sup> grade students are significantly more likely than younger students to not engage in physical activity on any day during the previous week. 11<sup>th</sup> grade students are also more likely than 9<sup>th</sup> grade students to engage in no physical activity during the past week.
- BIPOC students are significantly more likely to report no physical activity on any day during the previous week compared to white, non-Hispanic students.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to report no physical activity on any day during the previous week.

### High School Students who Did Not Participate in at Least 60 Minutes of Physical Activity on Any Day, Past Week



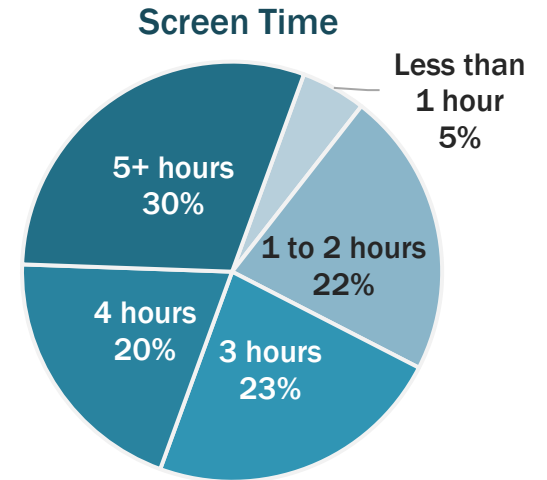
# Physical Inactivity: Screen Time

\* New 2021

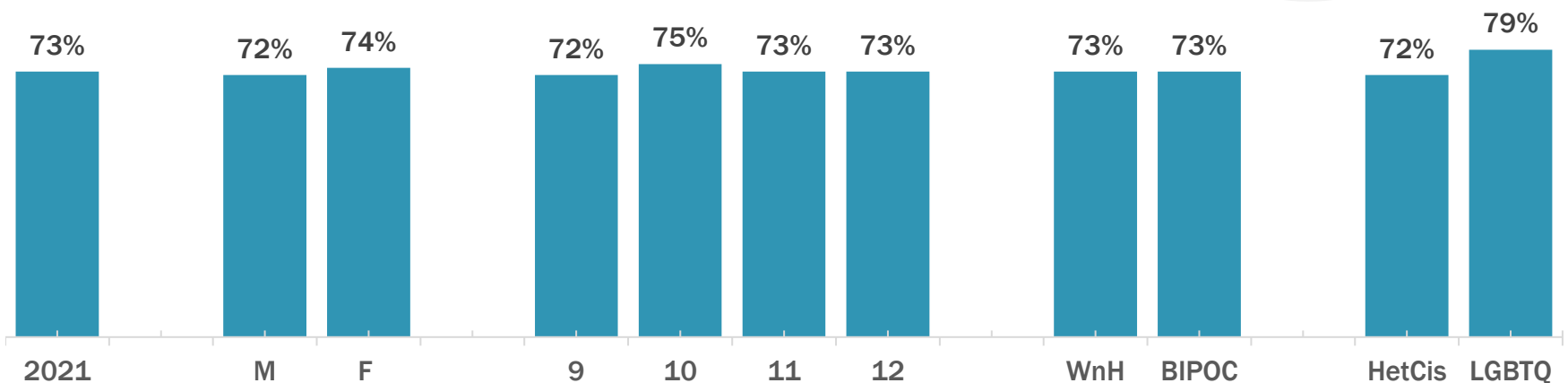
Questions about “screen time” were revised in 2021. Students were asked about time spent in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the internet, or using social media for things other than schoolwork.

On the average school day, about three-quarters of students spend three or more hours in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the internet, or using social media.

- Three or more hours a day of screen time does not differ by sex, grade level, or race.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to spend three or more hours per school day on screen time.

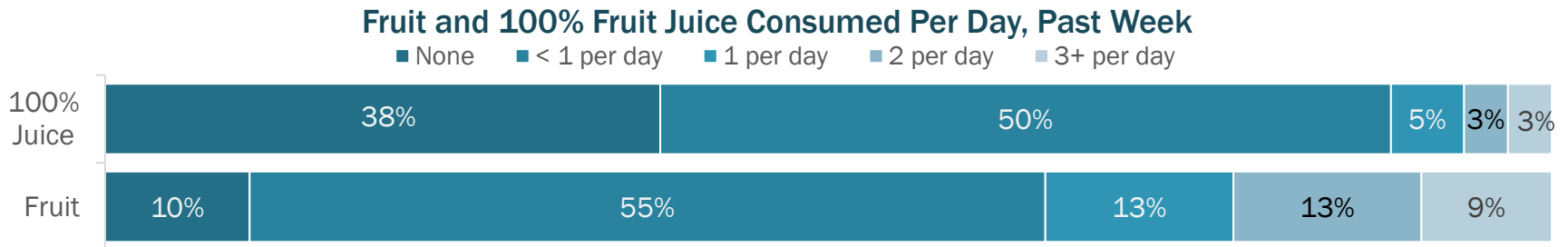


## High School Students who Had Three or More Hours of Screen Time on the Average School Day



# Nutrition

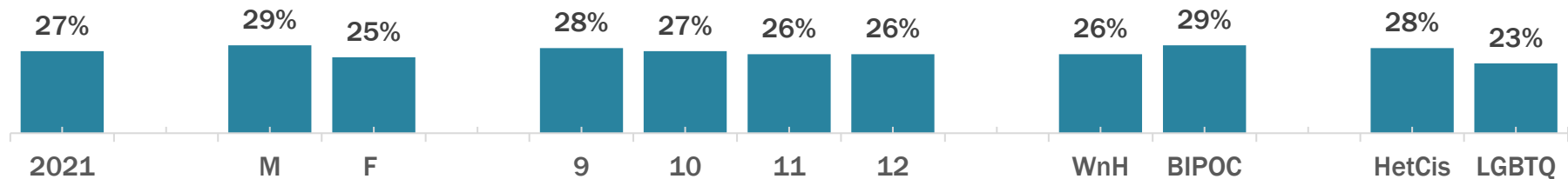
# Fruit Consumption



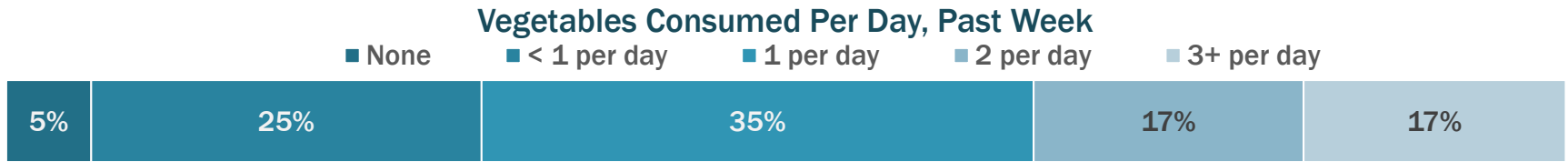
During the past week, nearly three in ten students ate fruit or drank 100% fruit juice at least two times per day. 6% of students did not drink 100% fruit juice or have any fruit during the previous week.

- Fruit consumption at least twice a day does not differ by grade level.
- The following students are significantly more likely to consume fruit or 100% juice at least two times per day during the past week.
  - Male students,
  - BIPOC students, and
  - Heterosexual cisgender students.

## High School Students who Ate Fruit or Drank 100% Fruit Juice Two or More Times Per Day, Past Week



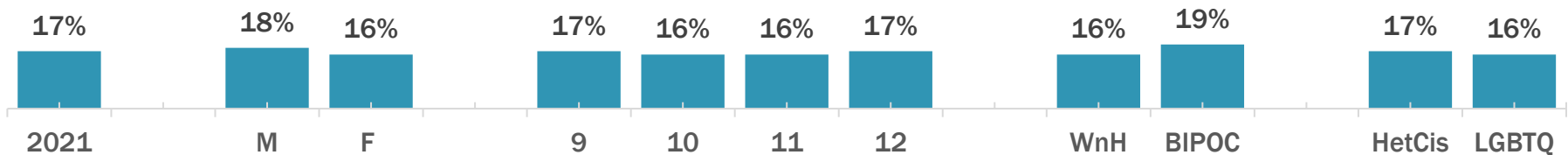
# Vegetable Consumption



During the past week, less than one in five students ate vegetables at least three times per day.

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

## High School Students who Ate Vegetables Three or More Times Per Day, Past Week



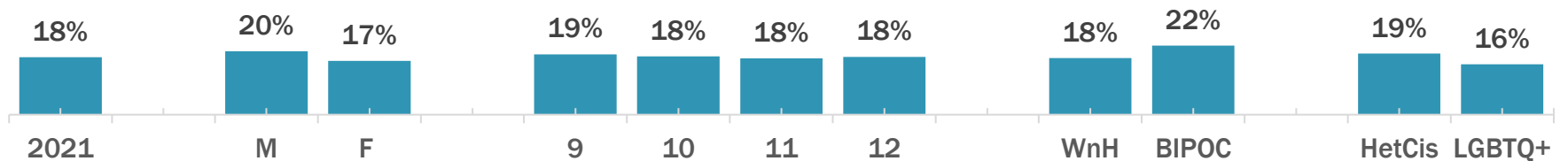


# Fruit and Vegetable Consumption

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

- Male students are significantly more likely than female students to eat five or more fruits or vegetables a day during the past week.
- Eating five or more fruits or vegetables a day does not differ by grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to eat five or more fruits or vegetables per day during the previous week.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to eat five or more fruits or vegetables per day during the previous week.

## High School Students who Ate Five or More Fruits or Vegetables Per Day, Past Week



# Soda & Sugar-Sweetened Beverage Consumption

## Soda and Sugar-Sweetened Beverage Consumption, Past Week

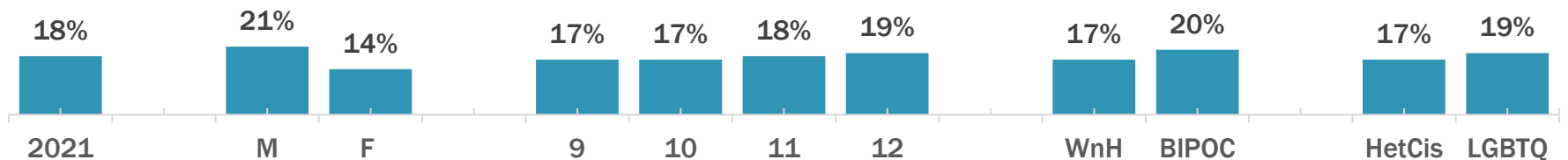
■ None ■ <1 per day ■ 1 per day ■ 2 per day ■ 3+ per day



Most high school students consume soda or sugar-sweetened beverages (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.
- 12<sup>th</sup> grade students are significantly more likely than younger students to drink at least one soda or SSB per day.
- BIPOC students are significantly more likely to drink at least one soda or SSB per day compared to white, non-Hispanic students.
- Daily soda or SSB consumption does not differ by sexual orientation and gender identity.

## High School Students who Drank at Least One Soda or Sugar-Sweetened Beverage Per Day, Past Week



# Water Consumption

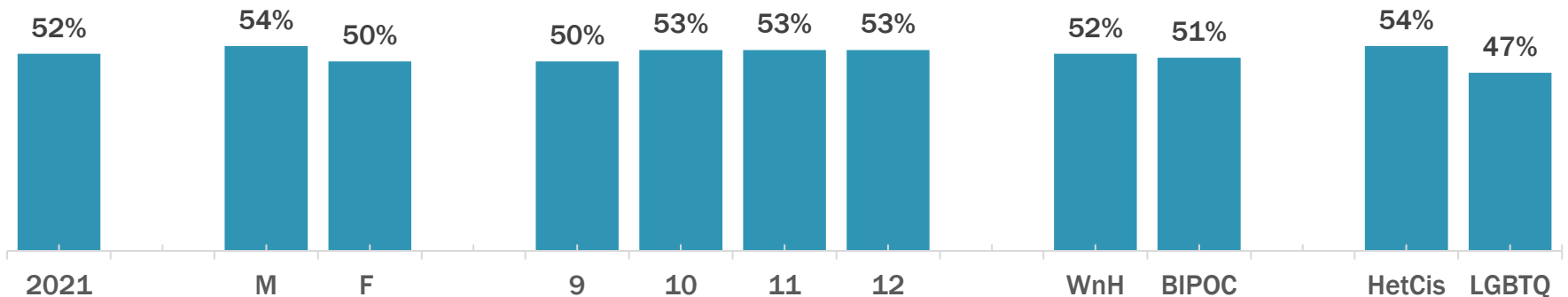
## Consumption of Plain Water, Past Week



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.

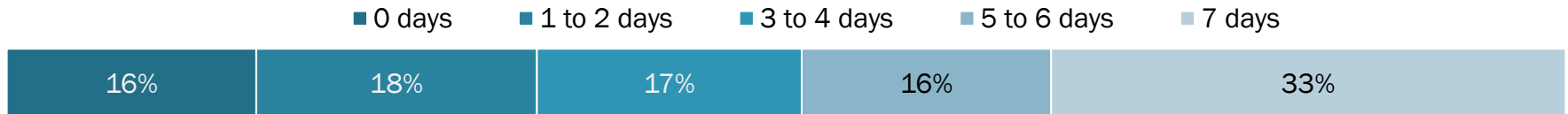
- Male students are significantly more likely than female students to drink three or more glasses of water per day.
- Drinking three or more glasses of water per day does not differ by grade or race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to drink at least three glasses of water per day during the past week.

## High School Students who Drank Three or More Glasses of Water, Past Week



# Breakfast Consumption

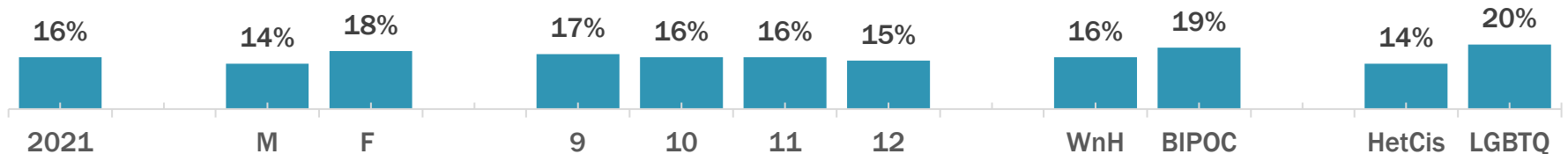
Days had Breakfast, Past Week



During the past week, nearly half of all students at breakfast at least 5 times (49%). One in six students did not eat breakfast during the previous week.

- Female students are significantly more likely than male student to not eat breakfast during the previous week.
- Skipping breakfast everyday during the past week does not differ by grade level.
- BIPOC students are significantly more likely to not eat breakfast on any day during the previous week compared to white, non-Hispanic students.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to not eat breakfast during the previous week.

## High School Students who Did Not Eat Breakfast, Past Week





# Social Determinants of Health

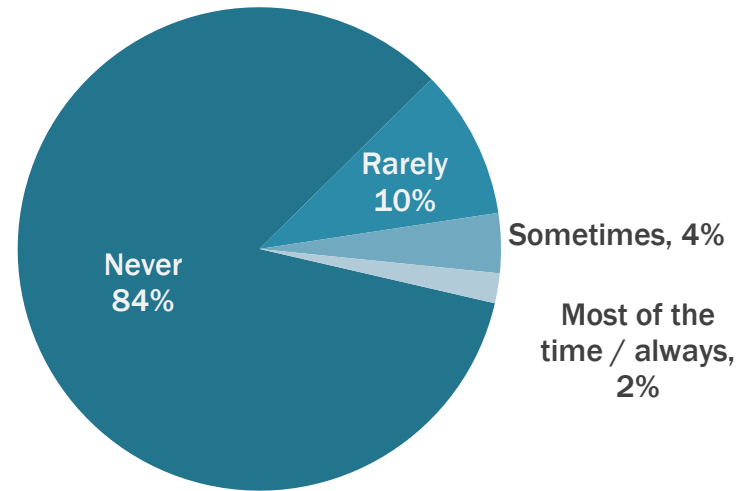
# Food Insecurity

During the past month, 2% of high school students went hungry always or most of the time because there was not enough food available; 84% never went hungry during the previous month.

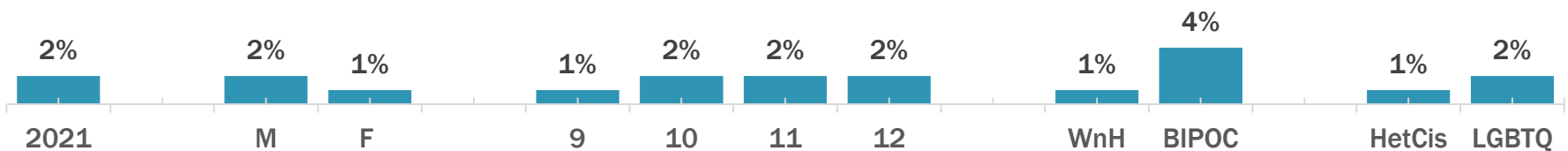
The following students are significantly more like to go hungry at least most of the time:

- Male students,
- BIPOC students, and
- LGBTQ+ students.

**Went Hungry, Past 30 Days**



**High School Students who Always or Most of the Time Went Hungry Because There was Not Enough Food in Their Home, Past 30 Days**



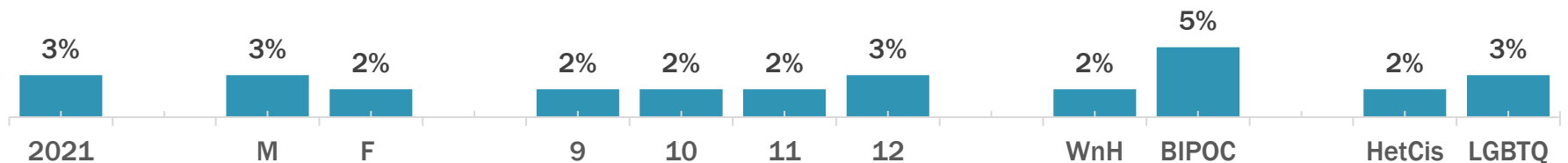
# Housing Insecurity

Those experiencing housing insecurity includes students who responded that they usually slept in the home or a friend, family member, or other person because they had to leave their home or a parent or guardian cannot afford housing; In a shelter or emergency housing, In a motel or hotel; In a car, park, campground, or other public place; or that they did not have a usual place to sleep.

During the past 30 days, 96% of students primarily slept in the home of their parents or guardian; 3% of experienced housing insecurity, sleeping in places such as someone's house, emergency housing, shelters, hotels or motels, or other public places.

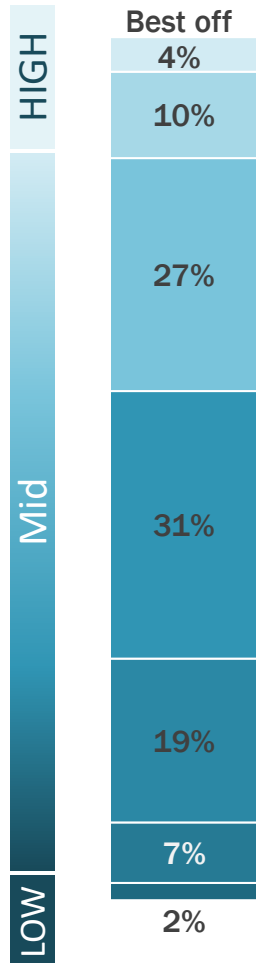
- Male students are significantly more likely to experience housing insecurity compared to female students.
- 12<sup>th</sup> grade students are significantly more likely than younger students to experience housing insecurity.
- BIPOC students are significantly more likely than white, non-Hispanic students experience housing insecurity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students experience housing insecurity.

## High School Students who Experienced Housing Insecurity, Past 30 Days



# Subjective Social Status

## Subjective Social Status

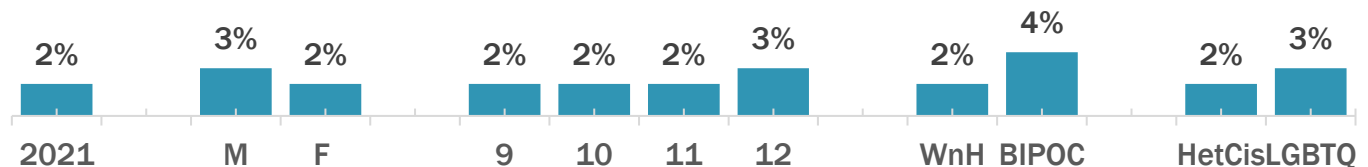


Subjective social status (SSS) is a proxy measure for socioeconomic status. It asks students to compare their family to others in American society by imagining a ladder. At the top of the ladder are people who are the best off – they have the most money, highest amount of schooling, and jobs that bring 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, 2% 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.
- BIPOC students are significantly more likely than white, non-Hispanic students to think their family's social status is worse compared to other Americans.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to think their family's social status is worse compared to other Americans.

## High School Students who Believe Their Family is Worse Off Compared to Other Families in the US





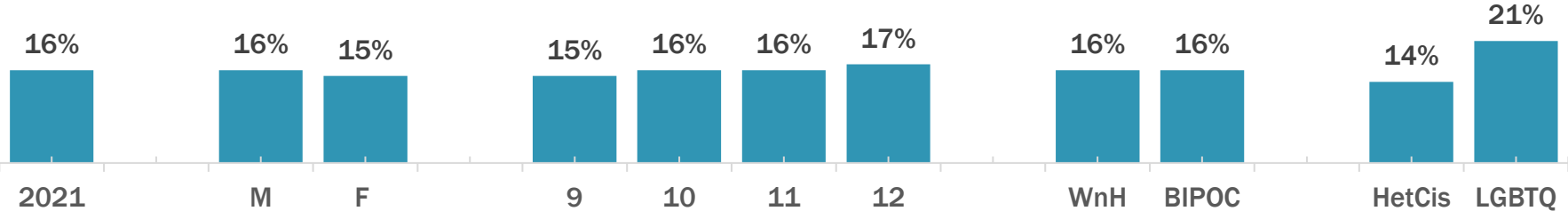
# Disabilities: IEP or 504 Plan

\* New 2021

One in six students currently receive Special Education services through an Individualized Education Plan (IEP) or 504 plan; 8% received Special Education services in the past.

- Currently receiving Special Education services through an Individualized Education Plan (IEP) or 504 plan does not differ by sex, grade level, or race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to currently receive Special Education services through an Individualized Education Plan (IEP) or 504 plan

### High School Students who Currently Receive Special Education Services Through an Individualized Education Plan (IEP) or 504 Plan



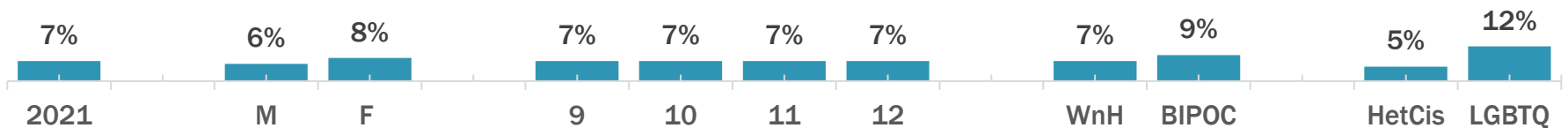
# Disabilities: Disability or Long-Term Health Problem

\* New 2021

Overall, 7% of students have a disability or long-term health problem that keeps them from doing everyday activities such as bathing, getting dressed, doing schoolwork, playing sports, or being with friends; an additional 7% were not sure.

- Female students are significantly more likely than male students to report having a disability or long-term health problem.
- Having a disability or long-term health problem does not differ by grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to report having a disability or long-term health problem.
- LGBTQ+ students are two times more likely than heterosexual cisgender students to report having a disability or long-term health problems.

## High School Students who Have a Disability or Long-Term Health Problem





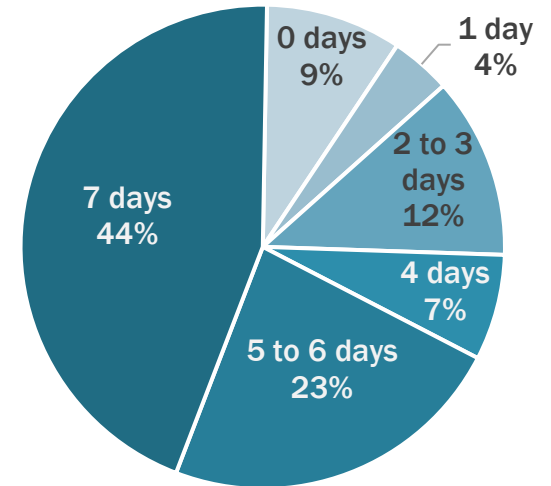
# Youth Assets and Other Protective Factors

# Family Connectedness: Dinner

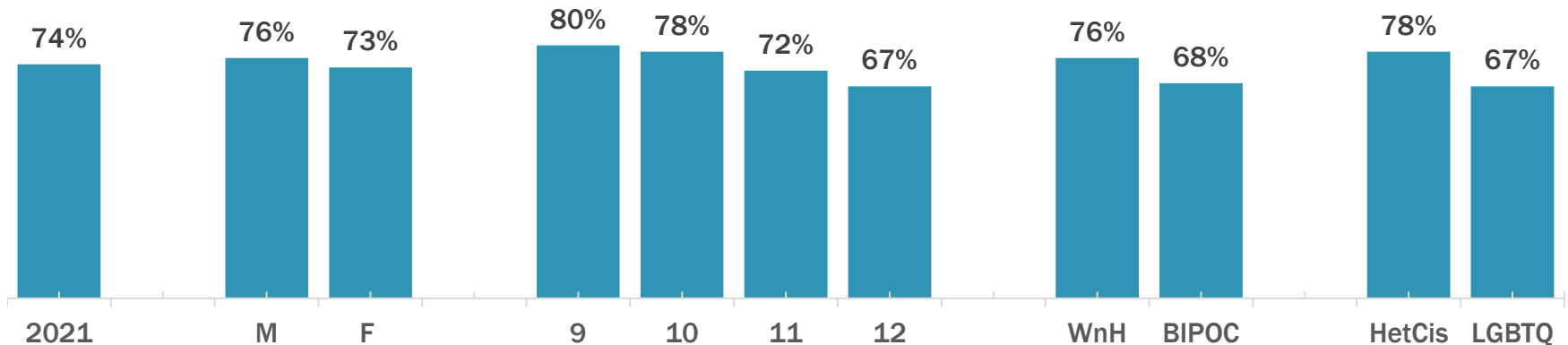
About three quarters of students ate dinner at home with at least one of their parents or guardians on at least four days during the previous week. About one in ten did not eat dinner with a parent or guardian during the past week.

- Male students are significantly more likely to eat dinner with a parent or guardian at least four times during the previous week.
- 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 BIPOC students to eat dinner with a parent at least four times during the past week.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to eat dinner with a parent at least four times during the past week.

**Number of Days had Dinner With Parents or Guardians, Past Week**



**High School Students who Ate Dinner with at Least One Parent or Guardian on Four or More Days, Past Week**

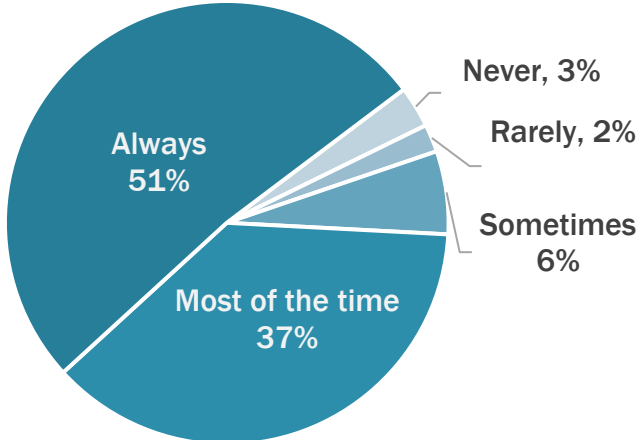


# Family Connectedness: Know Whereabouts

\* New in 2021

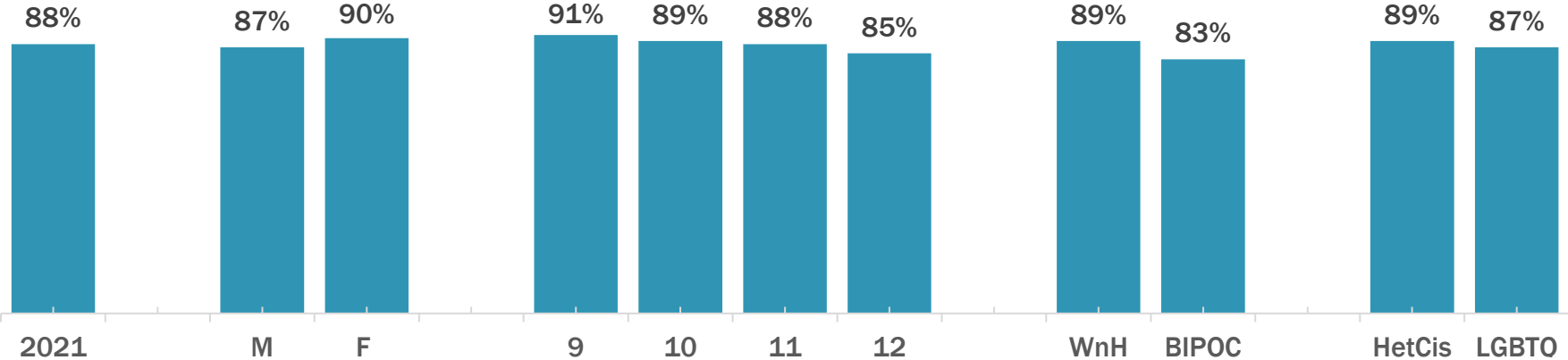
Nearly nine in ten students report that their parents or other adults in their family know where they are going or with whom they will be with always or most of the time.

**Parents or Other Adults Know Where They are Going and Whom They Will Be With**



- 9<sup>th</sup> grade students are significantly more likely than their peers to report that adults in their family know where they are going or with whom they will be with; 12<sup>th</sup> grade students are significantly less likely than their peers.
- The following students are significantly more likely to say their parents or other adults in their home know where they are going or with whom they will be with at least most of the time:
  - Female students,
  - White, non-Hispanic students, and
  - Heterosexual cisgender students.

**High School Students Whose Parents or Other Adults Always or Most of the Time Know Where They are Going and Whom They Will be With**



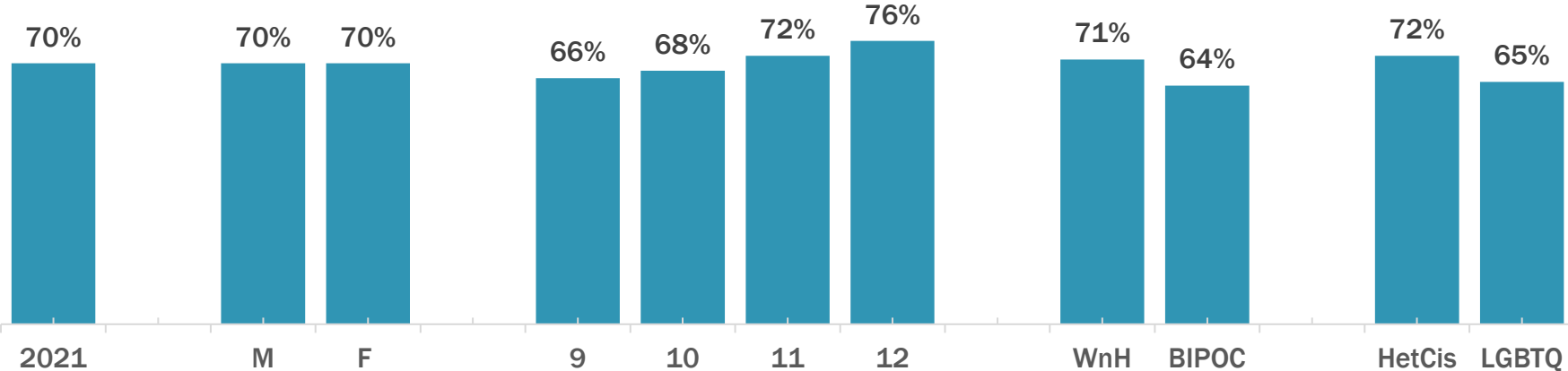
# School Connectedness: Trusted Adult

Seven in ten high school students have at least one teacher or adult in their school that they can talk to if they have a problem; 15% are not sure.

One in seven (15%) do not have an adult at their school they could talk to if they had a problem.

- Having at least one teacher or other adult they can talk to does not differ by sex.
- Older students are significantly more likely than younger students to have at least one adult or teacher in the school they can talk to if they have a problem. 12<sup>th</sup> grade students are also significantly more likely than 11<sup>th</sup> grade students to have someone at school they can talk to.
- White, non-Hispanic students are significantly more likely than BIPOC students to have an adult in their school they can talk to if they had a problem.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to have at least one adult or teacher in the school they can talk to if they had a problem.

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

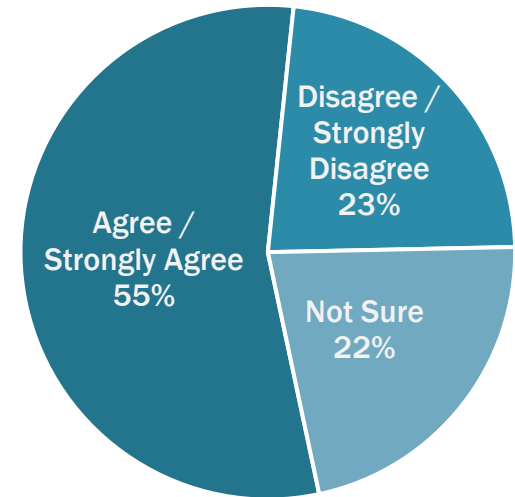


# School Connectedness: Rules and Consequences

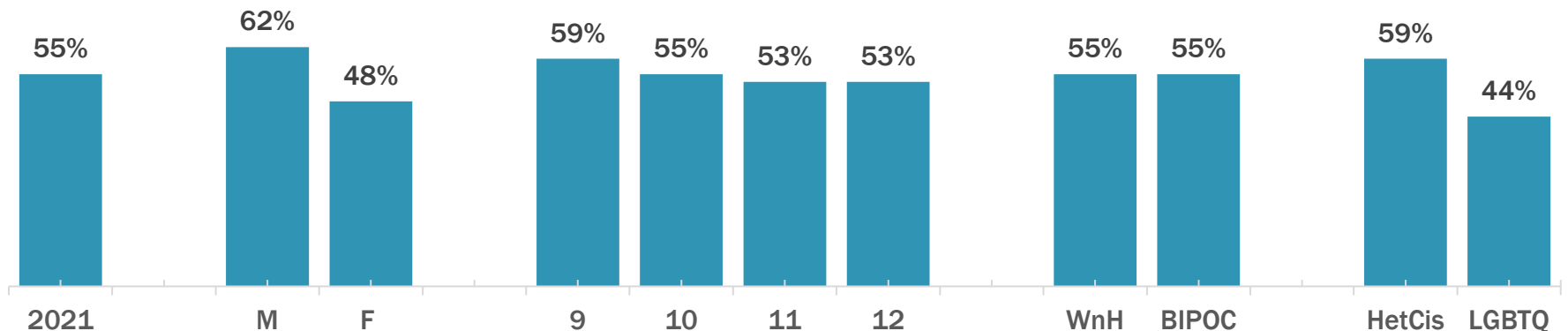
Just over half of all high school students agree or strongly agree that their school has clear rules and consequences for behavior. One in five are not sure if their school has clear rules and consequences.

- Male students are significantly more likely than females to believe their school has clear rules and consequences for all students.
- 9<sup>th</sup> grade students are significantly more likely than their peers 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 and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to believe their school has rules and consequences for behaviors.

## School Has Clear Rules and Consequences for Behaviors



## High School Students who Agree or Strongly Agree There are Clear Rules and Consequences for Behaviors at School



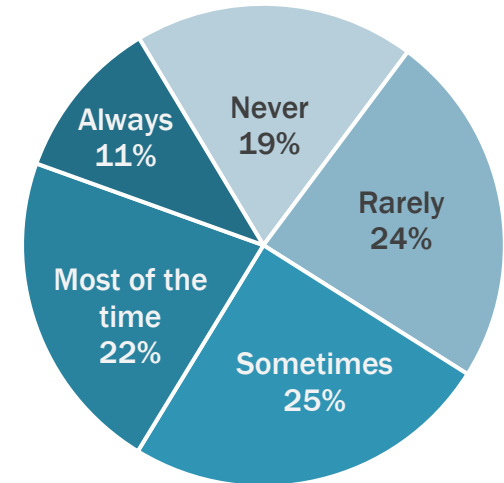
# Access to Help

\* New in 2021

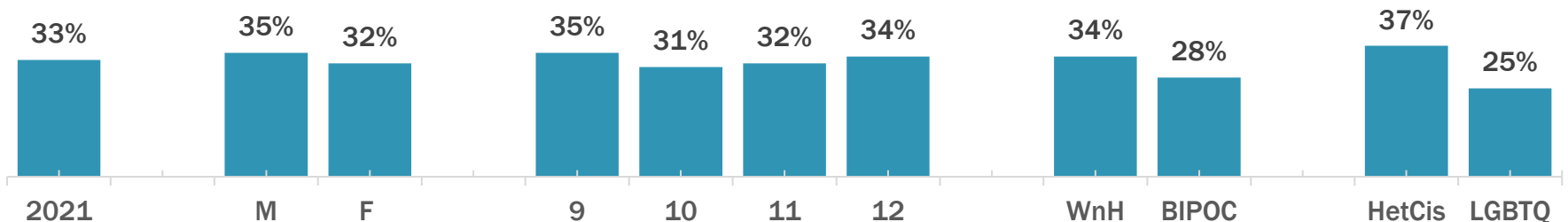
When feeling sad, angry, hopeless, or anxious, a third of students reported that they could always or at least most of the time get the kind of help they need. One in five students feel they never get the kind of help they need.

- Male students are significantly more likely than female students to get the kind of help they need at least most of the time.
- 9<sup>th</sup> grade students are significantly more likely than 10<sup>th</sup> grade students to get the kind of help they need at least most of the time.
- White, non-Hispanic students are significantly more likely than BIPOC students to get the kind of help they need at least most of the time.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to get the kind of help they need at least most of the time.

**Get the Help They Need When Sad, Angry, Hopeless, or Anxious**



**High School Students who Always or Most of the Time Get the Kind of Help They Need**

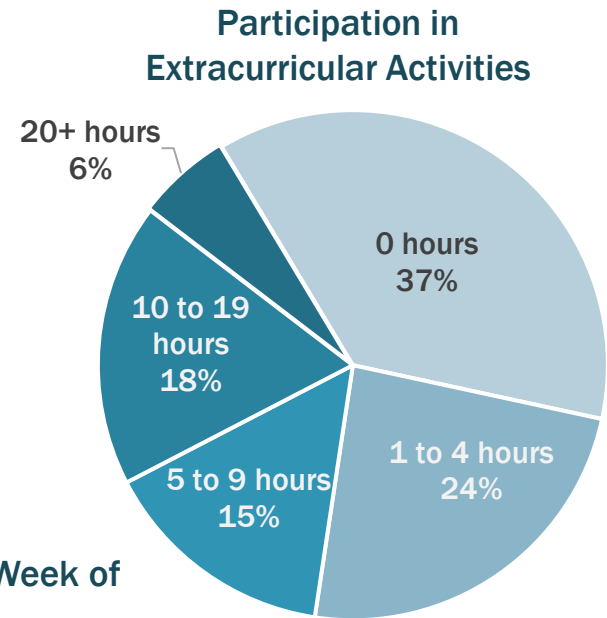




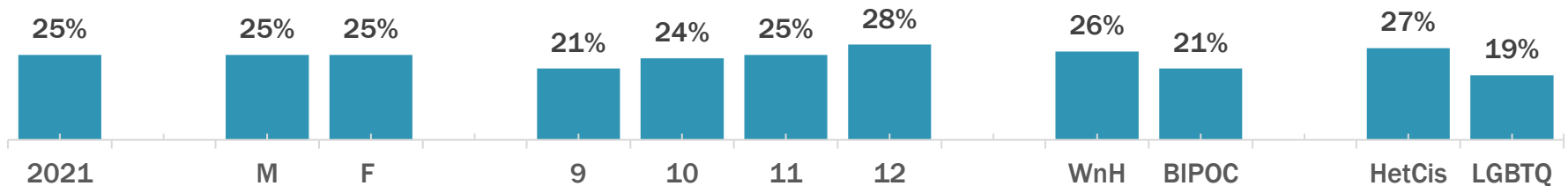
# Participation in Extracurricular Activities

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

- Participating in at least ten hours of extracurricular activities does not differ by sex.
- 9<sup>th</sup> grade students are significantly less likely to participate in at least ten hours of extracurricular activities each week compared to their peers. 12<sup>th</sup> grade students are significantly more likely than 10<sup>th</sup> grade students to participate in ten or more hours of extracurricular activities.
- White, non-Hispanic students are significantly more likely than BIPOC students to participate in at least ten hours of extracurricular activities.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to participate in ten or more hours of extracurricular activities.



## High School Students who Participate in Ten or More Hours Per Week of Extracurricular Activities, Average School Week

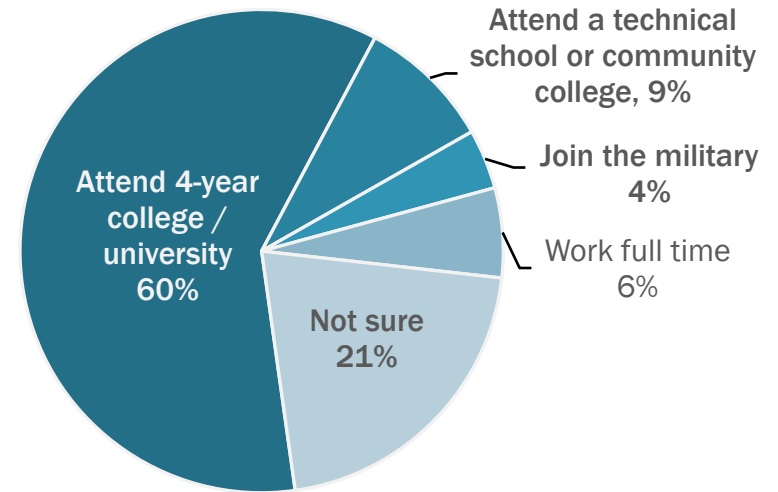


# Post Graduation Plans

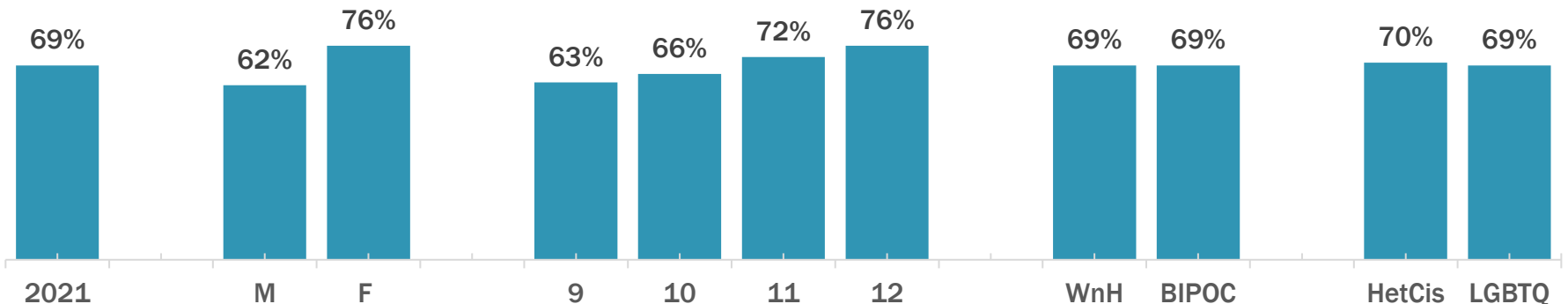
After high school more than two-thirds of high school students believe they will most likely attend a 4-year college or university, a community college or a technical school. Two in ten students were not sure what they will do after graduation.

- Female students are significantly more likely than male students to believe they most likely will attend a college or university, a community college, or technical school after high school.
- Planning on attending a college or university, a community college, or technical school significantly increases with each grade level.
- Believing they will most likely attend a college or university, a community college, or technical school after high school does not differ by race and ethnicity or sexual orientation and gender identity.

Post Graduation Plans



High School Students who will Most Likely Attend a 4-Year College or University, Community College or Technical Program Upon Graduation

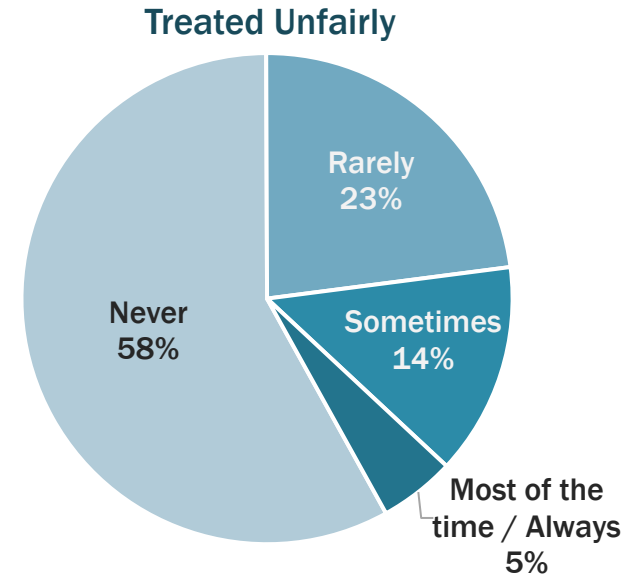


# Community Connectedness: Treated Unfairly

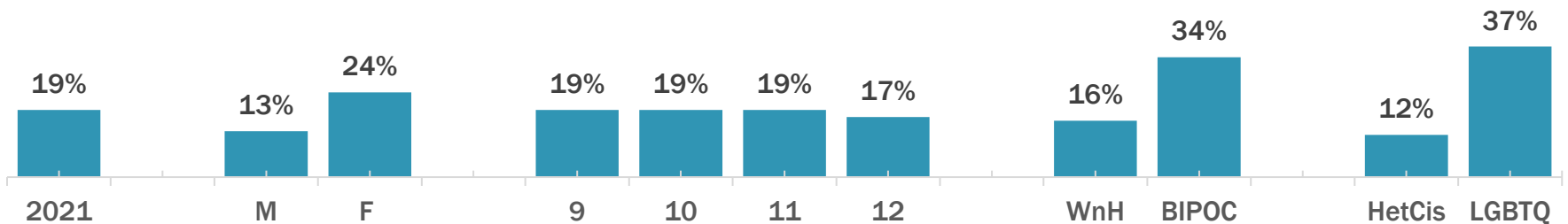
\* New in 2021

One in five students are sometimes, most of the time, or always treated badly or unfairly because of their race, ethnicity, sexual orientation, gender identity, or age; 5% believe they are treated unfairly always or most of the time.

- Female students are significantly more likely than male students to report being treated badly or unfairly because of their race, ethnicity, sexual orientation, gender identity, or age.
- Being treated badly or unfairly because of their race, ethnicity, sexual orientation, gender identity, or age does not differ by grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to report being treated badly or unfairly because of their race, ethnicity, sexual orientation, gender identity, or age.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to report being treated badly or unfairly because of their race, ethnicity, sexual orientation, gender identity, or age.



## High School Students who Are Sometimes, Most of the Time, or Always Treated Badly or Unfairly Because of Their Race, Ethnicity, Sexual Orientation, Gender Identity, or Age



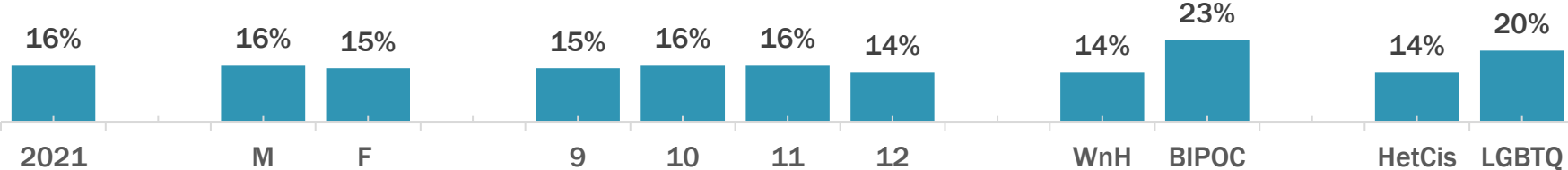
# Community Connectedness: Violence

\* New in 2021

One in six students have ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood.

- Seeing someone get physically attacked, beaten, stabbed, or shot in their neighborhood does not differ by sex or grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to ever see someone get physically attacked, beaten, stabbed, or shot in their neighborhood.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ever see someone get physically attacked, beaten, stabbed, or shot in their neighborhood.

**High School Students who Ever Saw Someone Get Physically Attacked, Beaten, Stabbed, or Shot in Their Neighborhood**

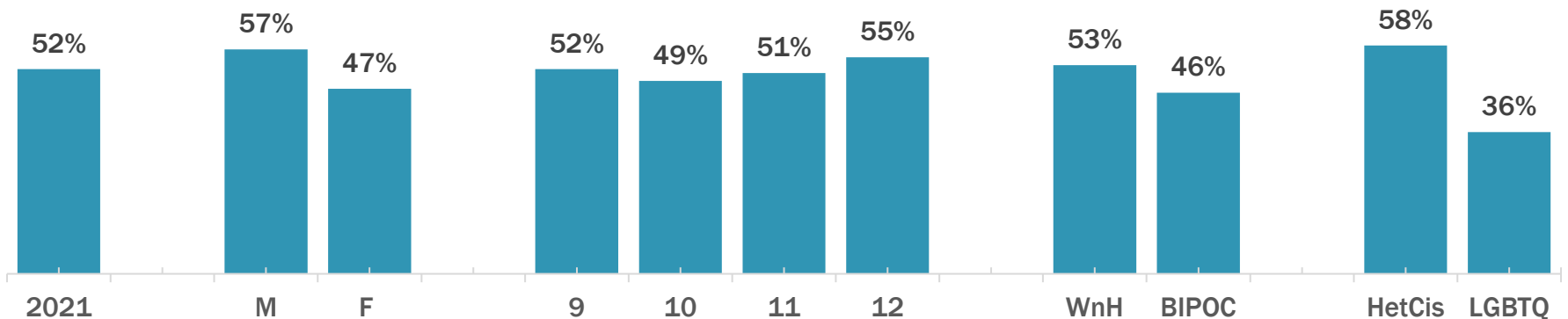


# Community Connectedness: Matter to Others

Just over half of all high school students agree or strongly agree that in their community they matter to people; 16% do not believe they matter to the people in their community (disagree or strongly disagree).

- Males are significantly more likely to feel they matter to people in their community compared to female students.
- 12<sup>th</sup> grade students are significantly more likely than 10<sup>th</sup> and 11<sup>th</sup> grade students to feel that they matter to people in their community.
- White, non-Hispanic students are significantly more likely than BIPOC students to feel like they matter to people in their community.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to feel like they matter to people in their community.

High School Students who Feel Valued in the Community



# 2021

# Vermont Youth Risk Behavior Survey

## Middle School Results



in partnership with the  
Agency of Education

# 2021 Middle School Results: Table of Contents

<b>New Questions</b>	<b>152</b>
<b>Sample &amp; Demographics</b>	<b>153</b>
<b>Personal Safety</b>	<b>157</b>
<u>Violence &amp; Bullying</u>	
<u>Motor Vehicle Safety</u>	
<u>Personal Safety</u>	
<b>Mental Health</b>	<b>175</b>
<b>Substance Use</b>	<b>183</b>
<u>Lifetime Use</u>	
<u>Current Use</u>	
<u>Screenings, Attitudes &amp; Perception</u>	
<b>Sexual Activity</b>	<b>218</b>
<b>Physical Activity &amp; Nutrition</b>	<b>221</b>
<u>Physical Activity</u>	
<u>Nutrition</u>	
<b>Social Determinants of Health</b>	<b>234</b>
<b>Youth Assets &amp; Other Protective Factors</b>	<b>235</b>

# New in 2021

---

Modifications are typically made to reflect new research recommendations, rising areas of concern, or societal changes. Copies of the Vermont YRBS questionnaires are available online at [www.healthvermont.gov/yrbs](http://www.healthvermont.gov/yrbs).

## New and Modified Questions

- Exposure to community violence
- Screen time
- Where usually sleep (housing insecurity)
- Poor mental health
- Feeling nervous, anxious, or on edge
- Able to talk to an adult about feelings
- Additional response options for sexual orientation were added





# Sample & Demographics

## 2021 Sample and Response Rate

Between September and December 2021, students at 106 middle schools took the 2021 Vermont 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.

This report presents the middle school results from schools that include students in grades six through eight. Elementary or intermediate schools ending in sixth grade are not eligible to participate. The results in this report are weighted by gender, grade, and race/ethnicity to compensate for absenteeism and incomplete surveys.

Overall, 12,210 middle school students completed the 74-item 2021 Vermont YRBS.

### Middle School Response Rate †

**Schools** - 91% (106 of the 116 eligible schools)

**Students** - 83% (12,210<sup>‡</sup> of 14,617 students submitted usable questionnaires)

**Overall response rate** - 91% \* 83% = 76%

† 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).

‡ 12,136 of the 12,212 submitted middle school questionnaires were usable after data editing.

# Demographics

Total Unweighted N*		12,136		
Demographic		Unweighted		Weighted
		N*	%	%
Sex	Male	6,106	52%	52%
	Female	5,745	48%	48%
Grade	6th grade	2,850	24%	26%
	7th grade	4,532	37%	36%
	8th grade	4,726	39%	38%
Race	American Indian/Alaska Native	235	2%	2%
	Asian	317	3%	3%
	Black or African American	491	2%	4%
	Native Hawaiian/Other Pacific Islander	42	0.4%	0.4%
	White	10,073	85%	86%
	Multiple	635	5%	6%
Ethnicity	Hispanic / Latino	537	5%	5%
Race & Ethnicity	BIPOC	2,008	18%	18%
	White, non-Hispanic	9,155	82%	82%

\* The number of students represents the unweighted number of those completing the survey. Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.

# Demographics

Total Unweighted N*		12,136		
Demographic		Unweighted		Weighted
		N*	%	%
Sexual Orientation	Heterosexual (straight)	7,774	66%	66%
	Gay or lesbian	450	4%	4%
	Bisexual	1,284	11%	11%
	I describe my sexual identity some other way	728	6%	6%
	I am not sure about my sexual identity (questioning)	921	8%	8%
	I do not know what this question is asking	638	5%	6%
Gender Identity	No, I am not transgender	10,943	91%	91%
	Yes, I am transgender	400	3%	3%
	I am not sure if I am transgender	477	4%	4%
	I do not know what this question is asking	164	1%	1%
SOGI <sup>^</sup>	LGBTQ+	3,479	31%	32%
	Heterosexual Cisgender	7,636	69%	69%
Age	11 years old or younger	2,296	19%	21%
	12 years old	4,147	34%	33%
	13 years old	4,708	39%	38%
	14 years old	910	8%	7%
	15 years old or older	50	0.4%	0.4%

\* The number of students represents the unweighted number of those completing the survey. Students are not required to answer questions on the YRBS. Therefore, totals by specific demographics may not equal the overall total.

<sup>^</sup> SOGI: sexual orientation and gender identity.



# Personal Safety

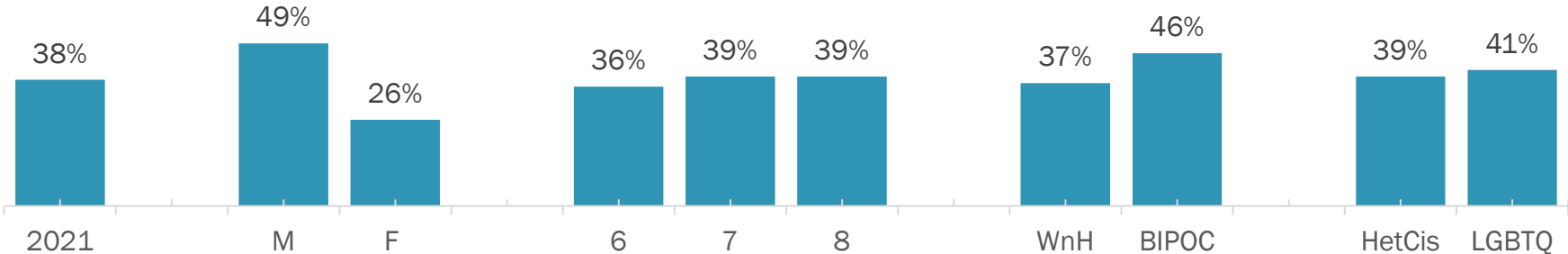
# Violence & Bullying

# Physical Fighting

Nearly four in ten students reported that they have ever been in a physical fight.

- Male students are significantly more likely than female students to have ever been in a physical fight.
- Ever being in a physical fight does not differ by grade level or sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to report every being in a physical fight.

Middle School Students who Were Ever in a Physical Fight



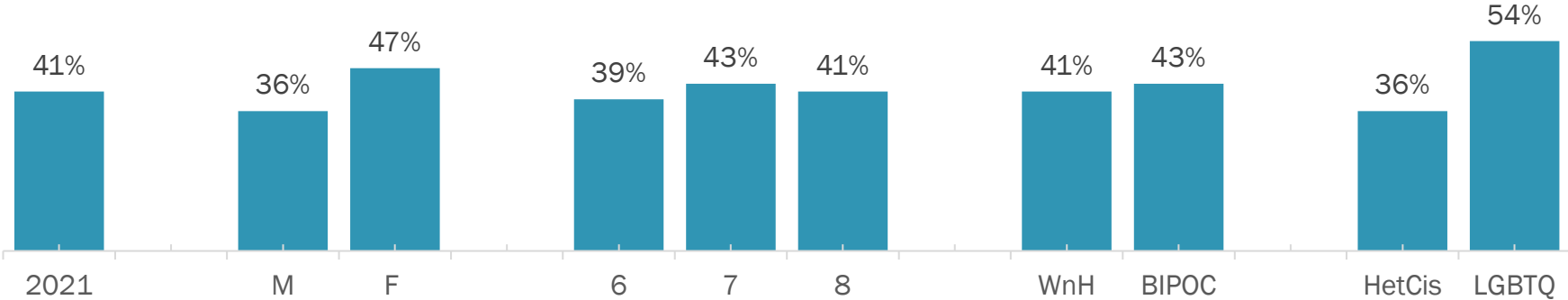
# Bullied at School, Lifetime

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.

Overall, four in ten middle school students have ever been bullied at school.

- Female students are significantly more likely than male students to have ever been bullied on school property.
- 6<sup>th</sup> grade students are significantly less likely than 7<sup>th</sup> grade students to report ever being bullied on school property.
- Ever being bullied on school property does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely to have ever been bullied at school compared to heterosexual cisgender students.

## Middle School Students who Ever Bullied on School Property

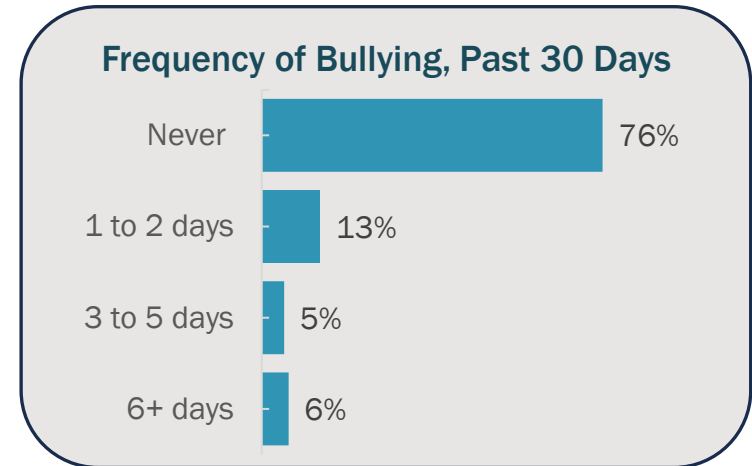




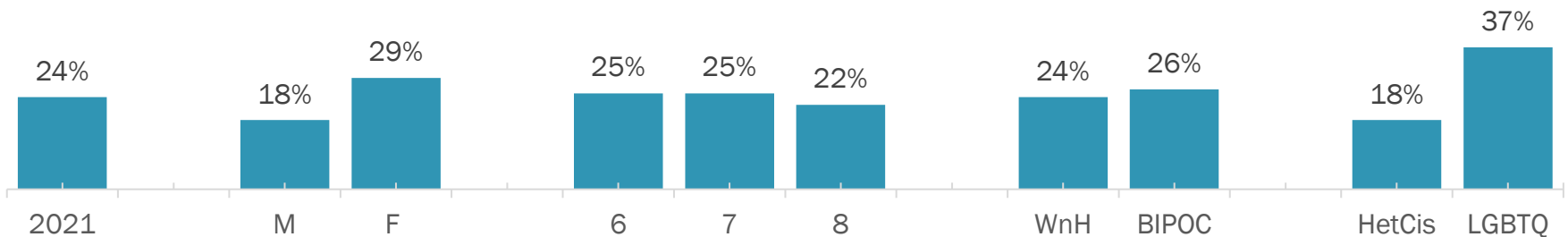
# Bullying, Past 30 Days

Nearly a quarter of students were bullied during the past 30 days. More than one in ten students were bullied on more than two days (11%).

- Female students are significantly more likely than male students to have been bullied during the past 30 days.
- 8<sup>th</sup> grade students are significantly less likely than students in 6<sup>th</sup> and 7<sup>th</sup> grade to have been bullied during the past 30 days.
- Bullied during the past 30 days does not differ by race and ethnicity.
- LGBTQ+ students are more than two times as likely as heterosexual cisgender students to have been bullied in the past 30 days.



## Middle School Students who Were Bullied, Past 30 Days



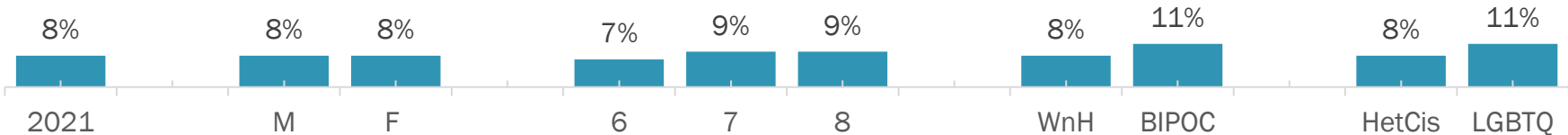
The YRBS defines bullying if one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. Electronic bullying occurs through texting, Instagram, Facebook, or other social media.

# Bullying Others

During the previous 30 days, 8% of students reported bullying others.

- Bullying other students does not differ by sex.
- Students in 6<sup>th</sup> grade are significantly less likely to bully others in the past 30 days compared to students in 7<sup>th</sup> and 8<sup>th</sup> grade.
- BIPOC students are significantly more likely to bully others compared to white, non-Hispanic students.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to bully someone else during the past 30 days.

## Middle School Students who Bullied Someone Else, Past 30 Days



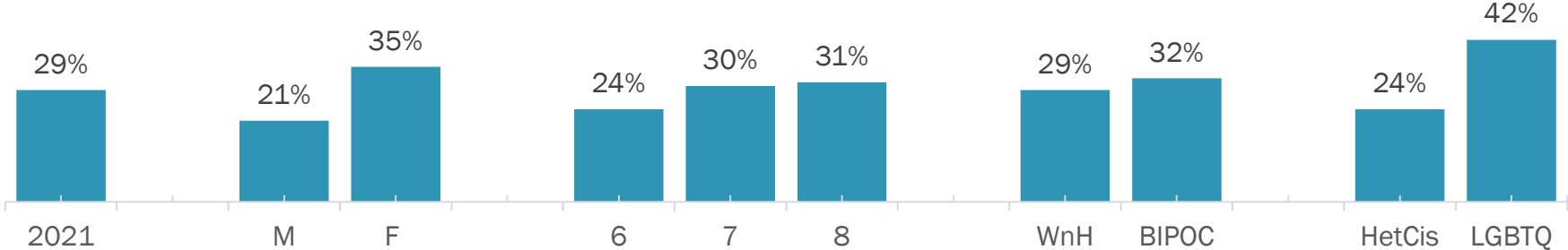
The YRBS defines bullying if one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. Electronic bullying occurs through texting, Instagram, Facebook, or other social media.

# Electronic Bullying, Lifetime

About three in ten middle school students have ever been electronically bullied.

- Female students are significantly more likely than male students to have ever experienced electronic bullying.
- 6<sup>th</sup> grade students are significantly less likely to have ever experienced electronic bullying compared to students in 7<sup>th</sup> and 8<sup>th</sup> grade.
- BIPOC students are significantly more likely than white, non-Hispanic students to be bullied electronically.
- LGBTQ+ students are significantly more likely to have ever been electronically bullied compared to heterosexual cisgender students.

Middle School Students who Were Ever Electronically Bullied



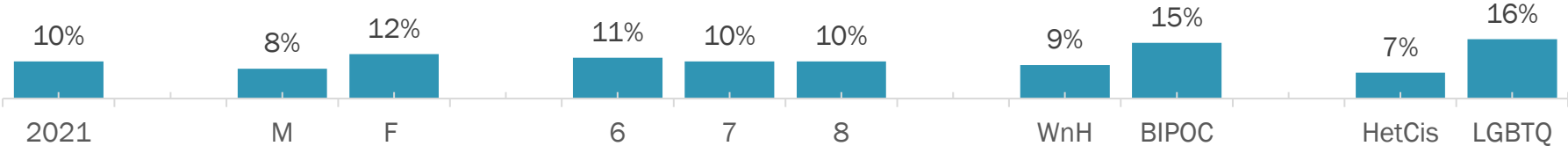
The YRBS defines bullying if one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. Electronic bullying occurs through texting, Instagram, Facebook, or other social media.

# Feeling Unsafe

During the previous 30 days, one in ten students skipped school because they felt unsafe at school or on their way to or from school. Five percent of students skipped school more than one time (data not shown).

- Female students are significantly more likely than male students to skip school because they felt unsafe during the past month.
- Skipping school because they feel unsafe does not differ by grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to skip school because they felt unsafe.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to skip school during the past 30 days because they felt unsafe.

Middle School Students who Skipped School Due to Feeling Unsafe, Past 30 Days

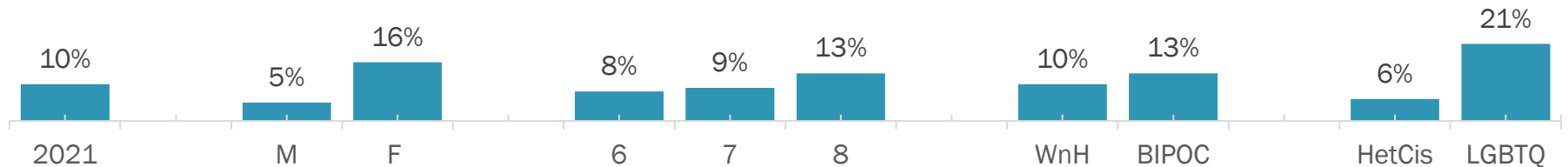


# Unwanted Sexual Contact

One in ten middle school students have ever had someone do sexual things to them that they did not want such as being kissed, touched or having sexual intercourse.

- Female students are more than three times more likely than male students to have ever experienced unwanted sexual contact.
- 8<sup>th</sup> grade students are significantly more likely than students in 6<sup>th</sup> and 7<sup>th</sup> grades to experience unwanted sexual contact.
- BIPOC students are significantly more likely to experience unwanted sexual contact compared to white, non-Hispanic students.
- LGBTQ+ students are more than three times as likely as heterosexual cisgender students to experience unwanted sexual contact.

## Middle School Students who Ever Experienced Unwanted Sexual Contact

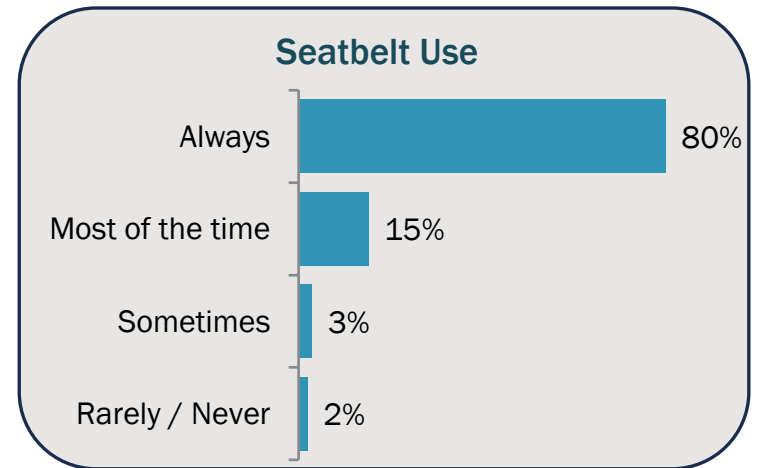


# Motor Vehicle Safety

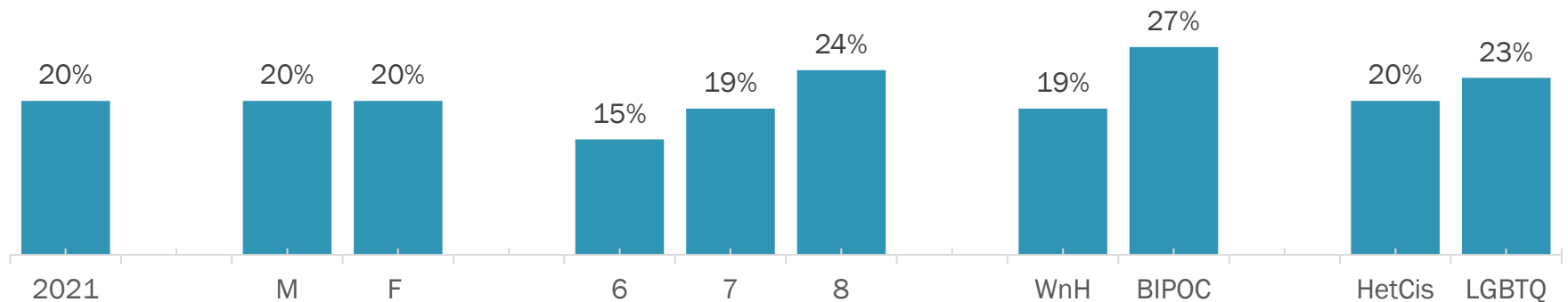
# Seatbelt Use

When riding in a car, four in five students always wear a seatbelt. One in 20 sometimes, rarely, or never wears a seatbelt.

- Not always wearing a seatbelt does not differ by sex.
- Not always wearing a seatbelt significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to not always wear a seatbelt.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to not always wear a seatbelt.



## Middle School Students who Did Not Always Wear a Seatbelt

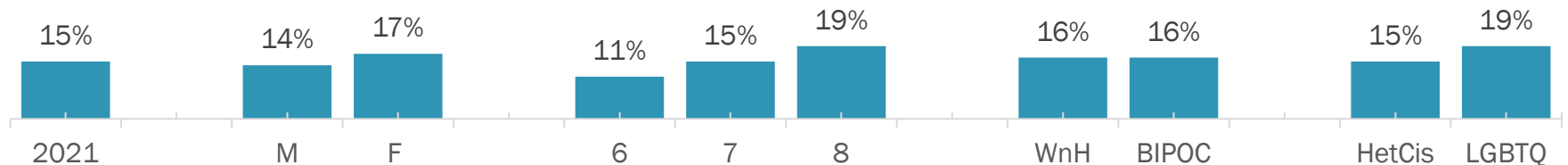


# Riding with an Impaired Driver: Alcohol

About one in seven students have ever ridden in a car with someone who had been drinking alcohol; 21% were not sure if they have ever ridden with someone who had been drinking alcohol.

- Female students are significantly more likely to ever ride in a car with someone who had been drinking alcohol compared to male students.
- Ever riding in a car with someone who had been drinking alcohol increases significantly with each grade level.
- Ever riding in a car with someone who had been drinking alcohol does not vary by race.
- LGBTQ+ students are significantly more likely compared to heterosexual cisgender students to ever ride in a car with someone who had been drinking.

## Middle School Students who Ever Rode in a Car With Someone who Had Been Drinking Alcohol



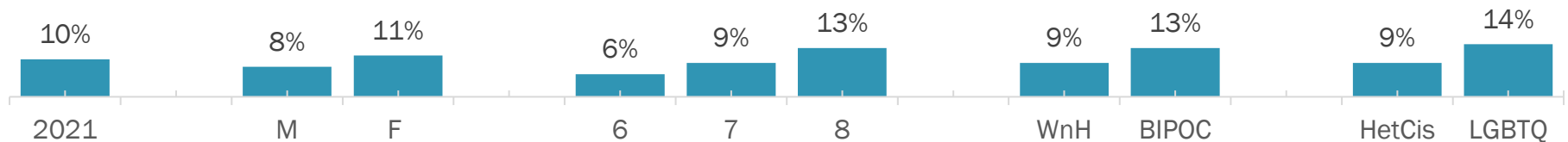


# Riding with an Impaired Driver: Marijuana

One in ten students have ever ridden in a car driven by someone who had been using marijuana. Nearly one in six students were not sure if someone they had ever ridden with had been using marijuana (17%, data not shown).

- Female students are significantly more likely than male students to report ever riding in a car driven by someone who had been using marijuana.
- Ever riding in a car with someone who had been using marijuana significantly increases with each grade.
- BIPOC students are significantly more likely than white, non-Hispanic students to ever ride in a car with someone who had been using marijuana.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ever ride in a car with someone who had been using marijuana.

## Middle School Students who Ever Rode in a Car With Someone who Had Been Using Marijuana



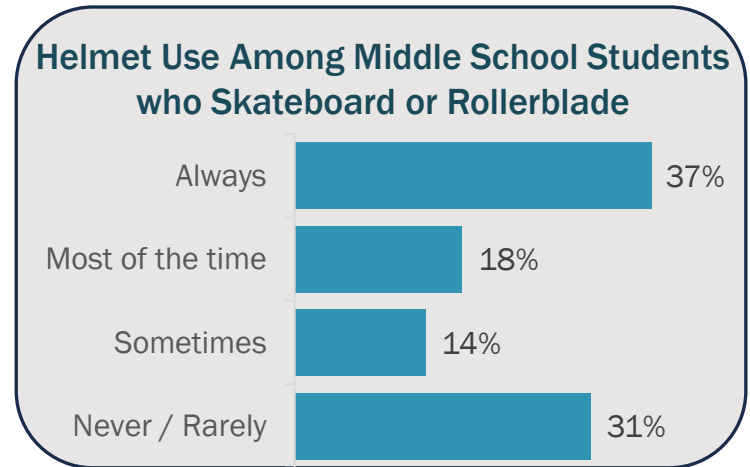
# Personal Safety

# Helmet Use: Skateboard or Rollerblade

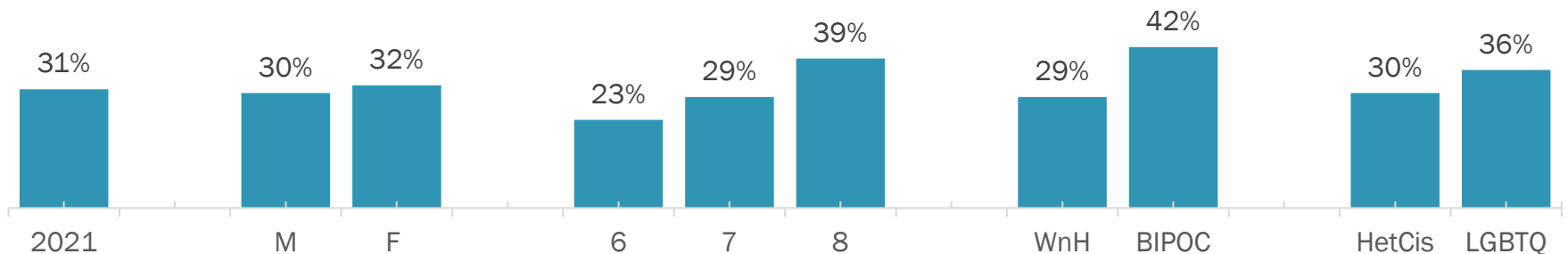
Less than half of middle school students rollerblade or skateboard (46%).

Among students who skateboard or rollerblade, nearly a third never or rarely wear a helmet. Just over half wear a helmet at least most of the time (55%).

- Never or rarely wearing a helmet while skateboarding or rollerblading does not differ by sex.
- Wearing a helmet when skateboarding or rollerblading significantly decreases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to rarely or never wear a helmet when skateboarding or rollerblading.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to rarely or never wear a helmet when skateboarding or rollerblading.



## Middle School Students who Skateboard or Rollerblade and Never or Rarely Wear a Helmet

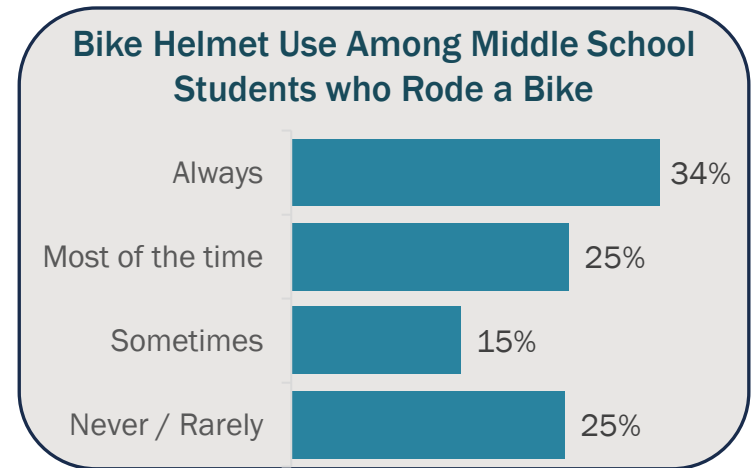


# Helmet Use: Riding a Bicycle

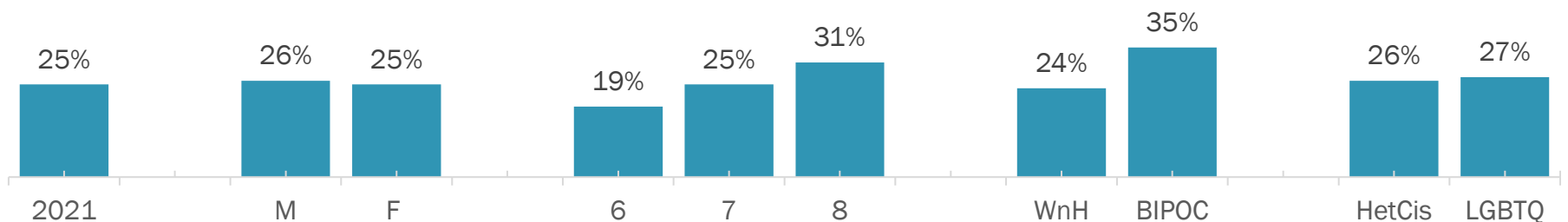
Nine in ten middle school students ride a bicycle (90%).

Of those who ride bicycles, a quarter never or rarely wear a helmet; about six in ten wear one at least most of the time (59%).

- Never or rarely wearing a helmet while riding a bike does not differ by sex or sexual orientation and gender identity.
- Wearing a helmet when riding a bike significantly decreases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to never or rarely wear a helmet when riding a bike.



## Middle School Students who Ride a Bicycle and Never or Rarely Wear a Helmet



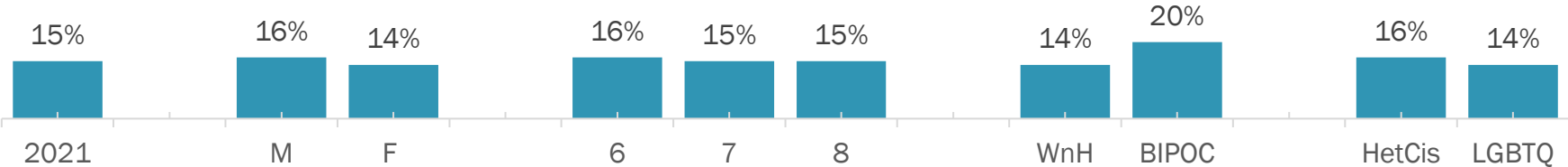
# Concussions

**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 12 months, one in seven students reported experiencing symptoms of a concussion from playing sports or being physically active, 6% experienced a concussion two or more times during the past year.

- Male students are significantly more likely than female students to experience one or more concussions during the past year.
- Having a concussion during the past year does not differ by grade or sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to have had at least one concussion during the past year.

**Middle School Students who Experienced a Concussion From Playing Sports or Being Physically Active, Past 12 Months**

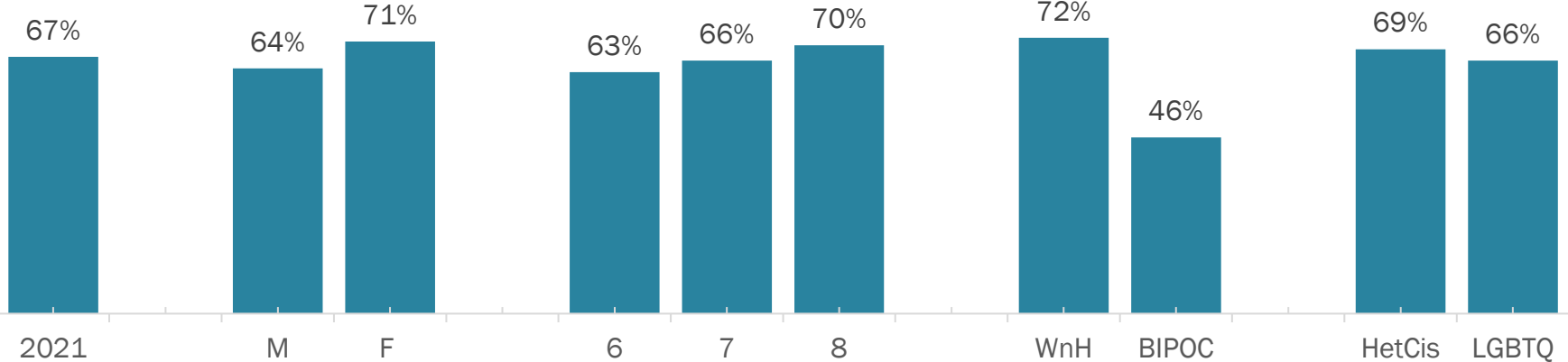


# Sunburn

Two-thirds of middle school students have had at least one sunburn during the past year; a third (34%) had three or more.

- Female students are significantly more likely than male students to have had at least one sunburn during the past year.
- Having at least one sunburn during the past year significantly increases with each grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to have had a sunburn during the past year.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to have had a sunburn during the past year.

Middle School Students who Had a Sunburn, Past Year





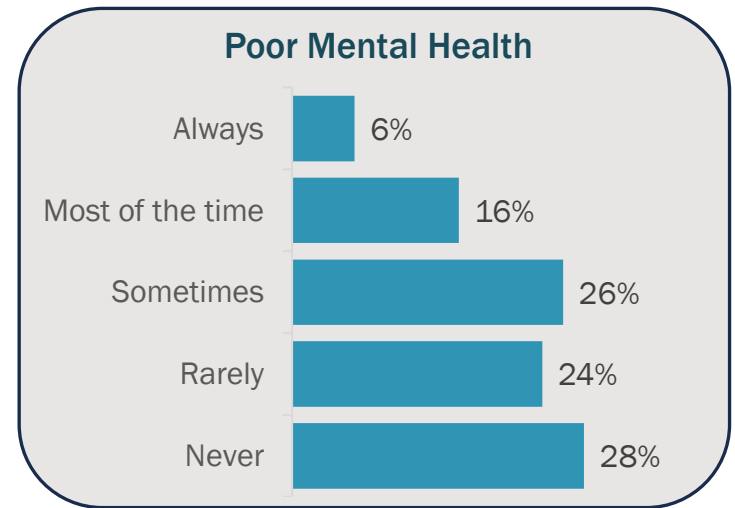
# Mental Health

# Poor Mental Health

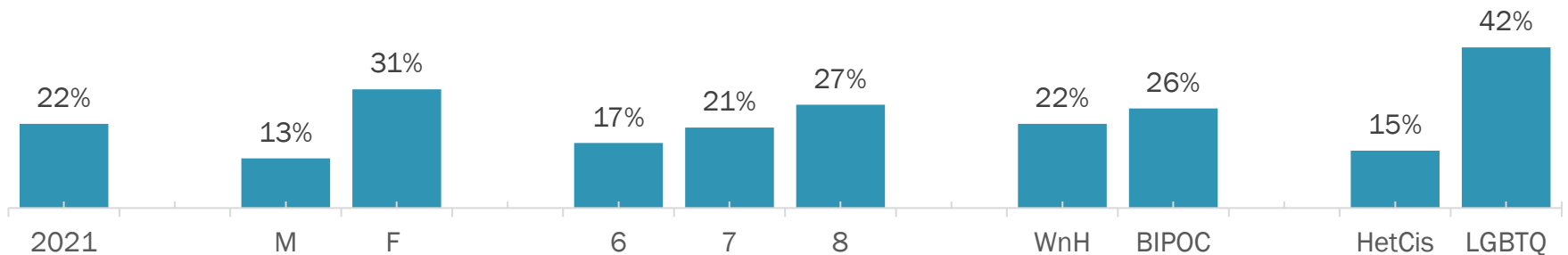
\* New in 2021

During the past 30 days, more than two in ten students said their mental health was not good most of the time or always. Roughly a quarter (26%) sometimes experienced poor mental health.

- Female students are significantly more likely than male students to report their mental health was not good at least most of the time during the past 30 days.
- Experiencing poor mental health at least most of the time significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to report their mental health was not good, at least most of the time during the past 30 days.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to report their mental health was not good, at least most of the time during the past 30 days.



## Middle School Students Whose Mental Health Was Not Good at Least Most of the Time





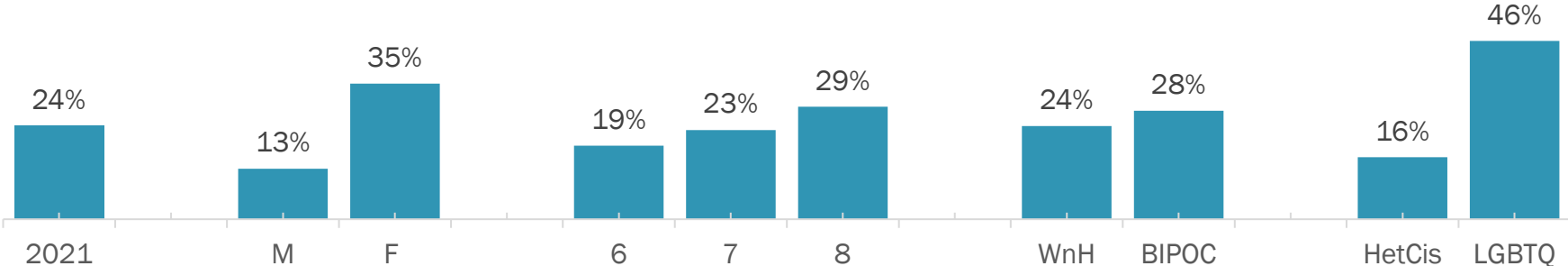
# Feeling Nervous, Anxious, or on Edge

\* New in 2021

Nearly a quarter of students were bothered by feeling nervous, anxious, or on edge always or most of the time during the past 12 months. A third (32%) sometimes felt nervous, anxious, or on edge.

- Female students are significantly more likely than male students to report feeling nervous, anxious, or on edge at least most of the time.
- Feeling nervous, anxious, or on edge at least most of the time significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to report feeling nervous, anxious, or on edge at least most of the time.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to report feeling nervous, anxious, or on edge at least most of the time.

Middle School Students who Felt Nervous, Anxious, or on Edge at Least Most of the Time, Past Year

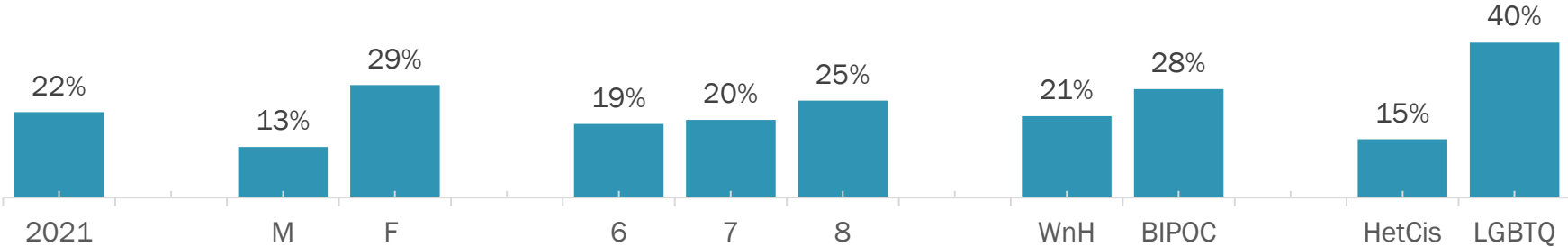


# Feeling Sad or Hopeless

During the past 12 months, nearly a quarter of students felt so sad or hopeless almost every day for at least two weeks that they stopped doing some usual activities.

- Female students are significantly more likely than male students to report feeling sad or hopeless during the past year.
- 8<sup>th</sup> grade students are significantly more likely than students in 6<sup>th</sup> and 7<sup>th</sup> grade to report feeling sad or hopeless in the past year.
- BIPOC students are significantly more likely than white, non-Hispanic students to report feeling sad or hopeless in the past year.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to report feeling sad or hopeless in the past year.

Middle School Students who Felt Sad or Hopeless for Two or More Weeks in a Row, Past Year

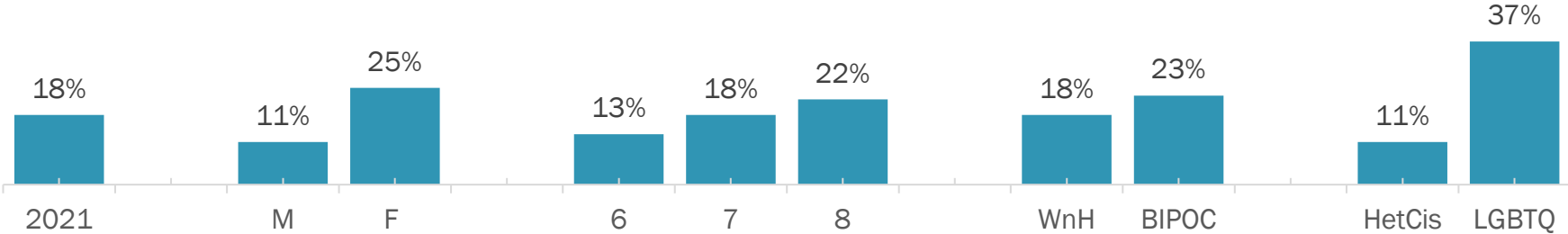


# Hurt Themselves on Purpose

Nearly two in ten students have ever done something to purposely hurt themselves without wanting to die such as cutting or burning themselves on purpose.

- Female students are more than twice as likely as male students to have ever hurt themselves on purpose.
- Hurting oneself on purpose increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever hurt themselves on purpose.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever hurt themselves on purpose.

Middle School Students who Ever Hurt Themselves on Purpose Without Wanting to Die

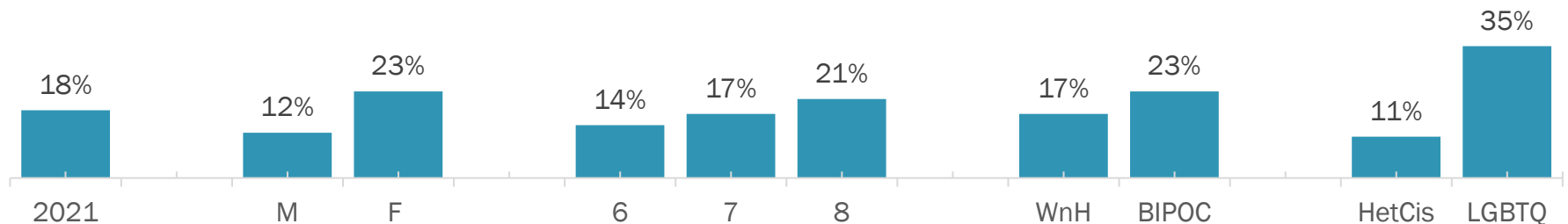


# Suicide Ideation: Thoughts

Overall, 18% of students have ever seriously thought about killing themselves.

- Females are nearly twice as likely as male students to have ever seriously thought about killing themselves.
- Suicidal thoughts significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have had serious thoughts about suicide.
- LGBTQ+ students are more than three times as likely as heterosexual cisgender students to have ever thought seriously about killing themselves.

## Middle School Students who Ever Thought Seriously About Killing Themselves

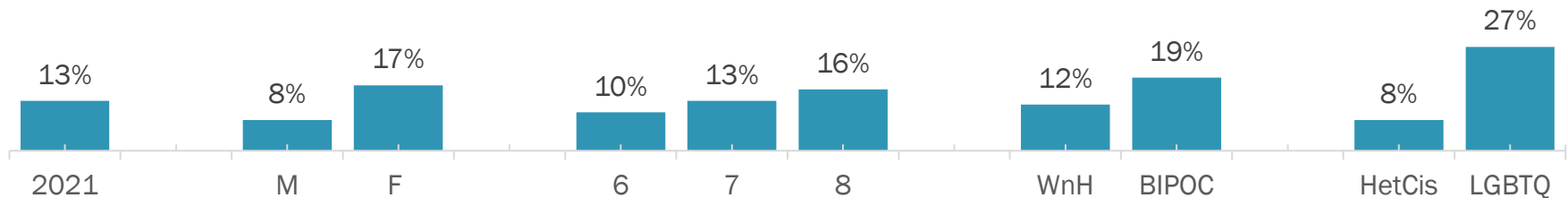


# Suicide Ideation: Plans

About one in eight middle school students have ever made a plan about how they would kill themselves.

- Females are twice as likely as male students to have made a plan about how they would kill themselves.
- Having a plan to kill themselves significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have made a plan about how they would kill themselves.
- LGBTQ+ students are more than three times as likely as heterosexual cisgender students to have made a suicide plan.

**Middle School Students who Ever Made Plan About How They Would Kill Themselves**

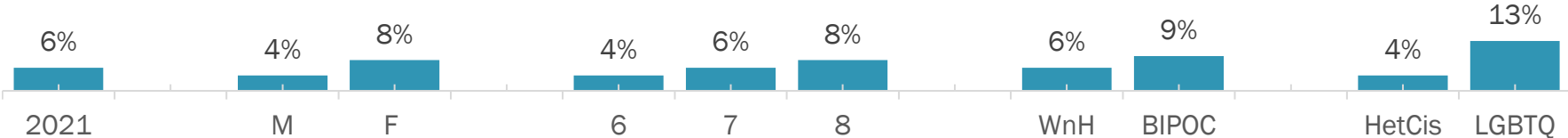


# Suicide Attempts

Overall, 6% of middle school students have ever tried to kill themselves.

- Female students are two times more likely to have attempted to kill themselves compared to male students.
- 8<sup>th</sup> grade students are significantly more likely than students in 6<sup>th</sup> and 7<sup>th</sup> grade to have ever attempted to kill themselves.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever attempted to kill themselves.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever attempted to kill themselves.

Middle School Students who Ever Tried to Kill Themselves





# Substance Use

## Lifetime Substance Use



# Ever Using Cigarettes, Alcohol, and Marijuana Before Age 11

Nearly one in ten middle school students tried alcohol before they turned 11 years old. Before they turned 11 years old, 3% of middle school students tried a cigarette; 1% tried marijuana.

## Middle School Students who Used Cigarettes, Alcohol, or Marijuana Before Age 11

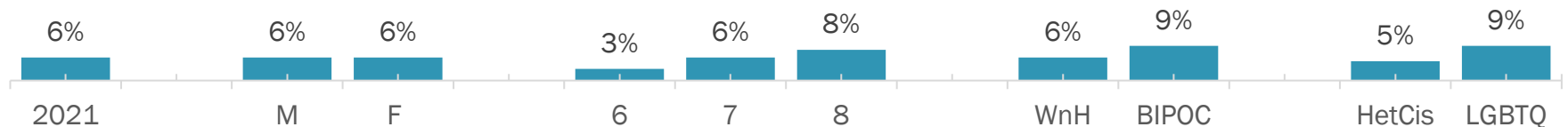


# Lifetime Cigarette Use

Overall, 6% of students have ever tried a cigarette.

- Ever trying a cigarette does not differ by sex.
- Ever trying a cigarette significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to ever try a cigarette.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever tried a cigarette.

## Middle School Students who Ever Tried a Cigarette



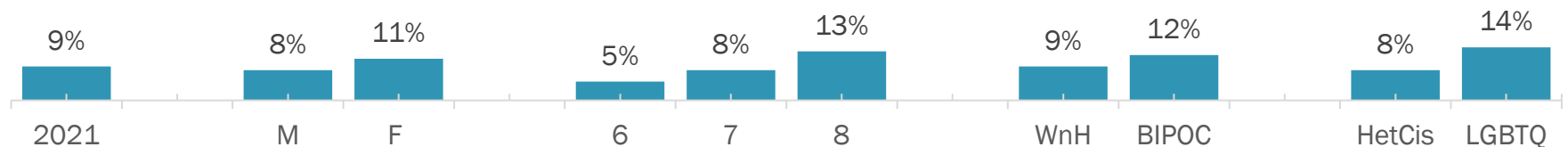
# Lifetime Electronic Vapor Product Use

**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.**

Just under one in ten middle school students have ever tried an electronic vapor product (EVP).

- Female students are significantly more likely than male students to have ever tried an EVP.
- EVP use significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to ever try an EVP.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ever try an EVP.

## Middle School Students who Ever Tried an Electronic Vapor Product



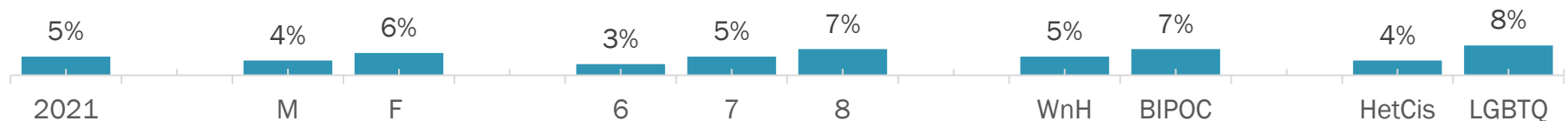
# Lifetime Flavored Tobacco Product Use

**Flavored tobacco products are flavored to taste like menthol (mint), clove, spice, alcohol (wine or cognac), candy, fruit, chocolate, or other sweets.**

Overall, 5% of middle school students have ever tried a flavored tobacco product.

- Female students are significantly more likely than male students to have ever tried a flavored tobacco product during their lifetime.
- 8<sup>th</sup> grade students are significantly more likely than students in 6<sup>th</sup> and 7<sup>th</sup> grades to have ever tried a flavored tobacco product.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever tried flavored tobacco products.
- LGBTQ+ students are two times as likely as heterosexual cisgender students to have ever tried a flavored tobacco product.

## Middle School Students who Ever Tried a Flavored Tobacco Product

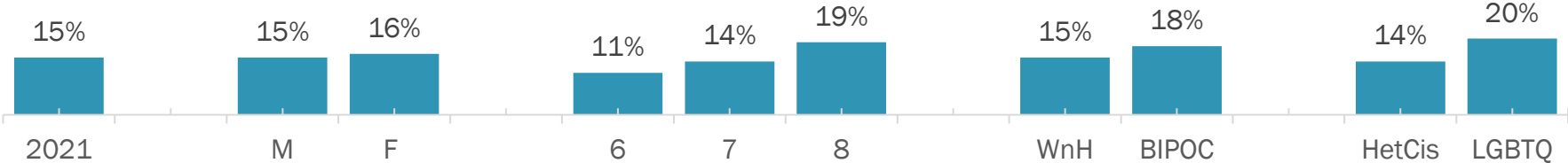


# Lifetime Alcohol Use

One in seven middle school students have ever drunk alcohol.

- Ever drinking alcohol does not differ by sex or race and ethnicity.
- Ever drinking alcohol significantly increases with each grade level.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever drunk alcohol.

Middle School Students who Ever Drank Alcohol



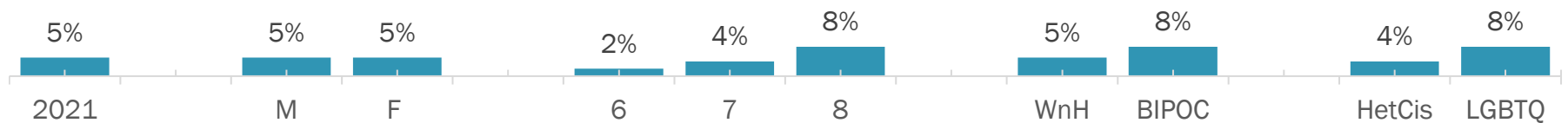
Alcohol use is described as drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. It does not include having a sip of wine for religious purposes.

# Lifetime Marijuana Use

Overall, 5% of students have ever used marijuana.

- Lifetime marijuana use does not differ by sex.
- Ever using marijuana significantly increases with each grade.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever used marijuana.
- LGBTQ+ students are twice as likely as heterosexual cisgender students to have ever used marijuana.

## Middle School Students who Ever Used Marijuana



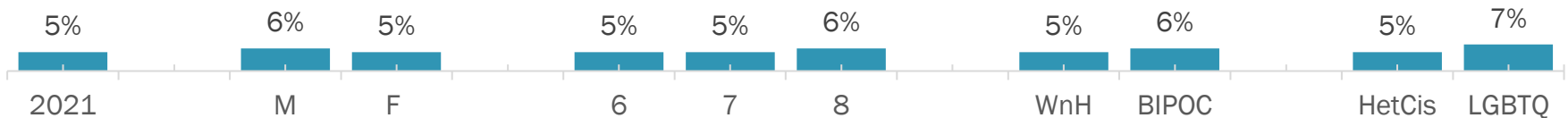
# Lifetime Prescription Drug Misuse

Prescription drug misuse includes using a medicine such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax that was not prescribed to you or using it differently than how a doctor told you to use it.

- Misuse of a prescription drug does not differ by sex, grade level, or race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever misused a prescription medicine.

One in 20 middle school students have ever taken a prescription pain reliever that was not prescribed to them or took one differently than how a doctor told them to use it.

## Middle School Students who Ever Misused Prescription Medicine

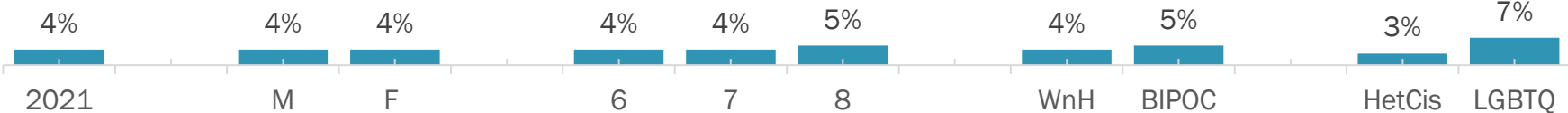


# Lifetime Use of Inhalants

Overall, 4% of students have ever used inhalants such as sniffing glue, breathing in the contents of spray cans, or inhaling any paints or sprays to get high.

- Inhalant use among middle school students does not differ by sex, grade level, or race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever used inhalants.

Middle School Students who Ever Used Inhalants



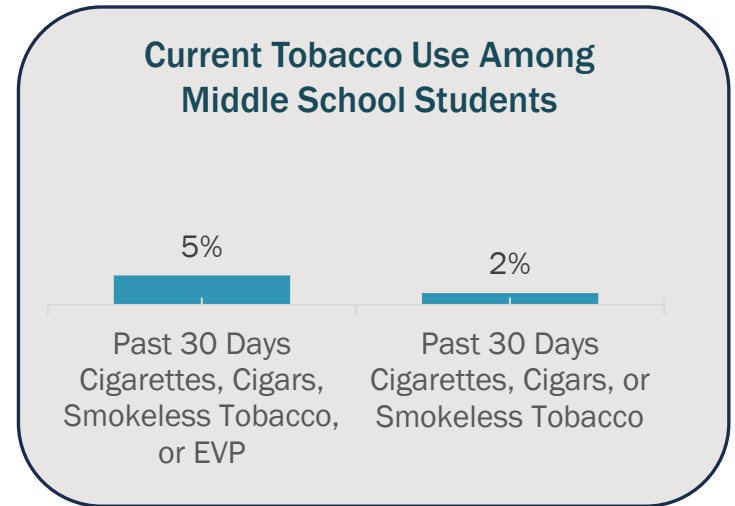


## Current Substance Use

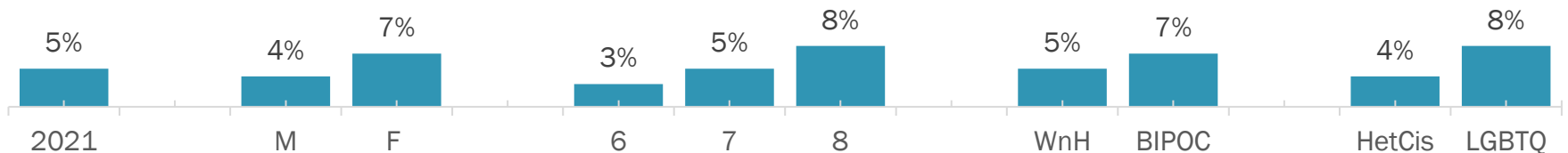
# Current Tobacco Use

One in 20 middle school students used a cigarette, cigar, smokeless tobacco, or EVP during the past 30 days. Excluding EVP, 2% of students used a cigarette, cigar, or smokeless tobacco products during the past 30 days.

- Female students are significantly more likely than male students to use of cigarettes, cigars, smokeless tobacco, or EVPs during the past 30 days.
- Current use of cigarettes, cigars, smokeless tobacco, or EVPs significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to use cigarettes, cigars, smokeless tobacco, or EVPs during the past 30 days.
- LGBTQ+ students are twice as likely than heterosexual cisgender students to use cigarettes, cigars, smokeless tobacco, or EVPs during the past 30 days.



## Middle School Students who Used Cigarettes, Cigars, Smokeless Tobacco, or EVPs, Past 30 Days

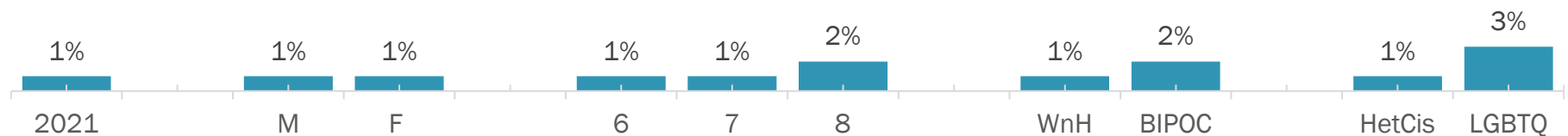


# Current Cigarette Use

Overall, 1% of students smoked cigarettes in the past 30 days.

- Current cigarette use does not differ by sex.
- 8<sup>th</sup> grade students are significantly more likely than their peers to smoke cigarettes during the past 30 days.
- BIPOC students are significantly more likely than white non-Hispanic students to have smoked cigarettes during the past 30 days.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have smoked cigarettes during the past 30 days.

## Middle School Students who Smoked Cigarettes, Past 30 Days



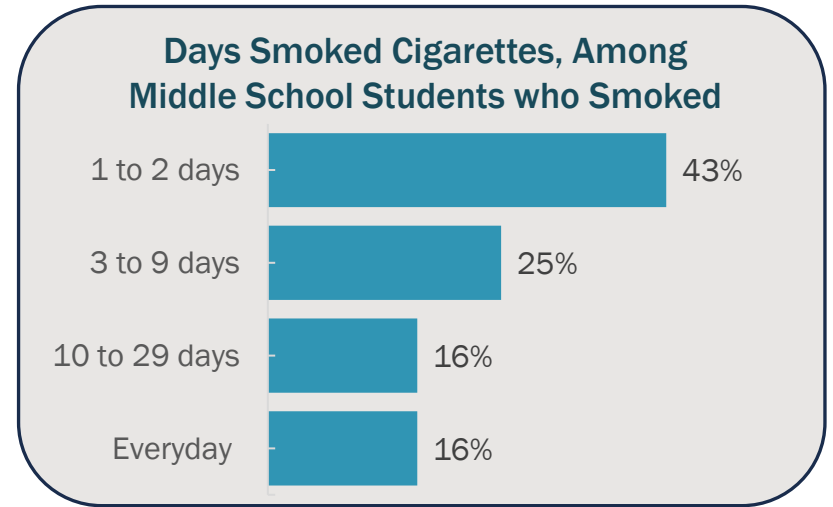
# Cigarette Use Among Current Smokers

## FREQUENCY OF CIGARETTE SMOKING

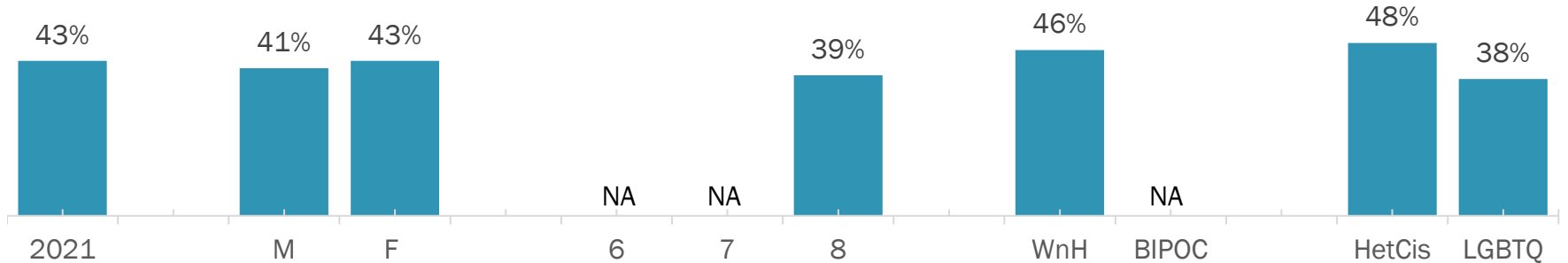
Among middle school students who smoked cigarettes during the past 30 days, about four in ten smoked on one to two days; a third smoked on ten or more days (32%).

Among current users:

- Smoking cigarettes on one or two days does not differ by sex or sexual orientation and gender identity.
- There were too few students who used cigarettes on one or two days to provide statistical comparisons by grade or race and ethnicity.



## Middle School Students who Smoked Cigarettes and Smoked Cigarettes on One to Two Days, Past 30 Days



NA= too few students

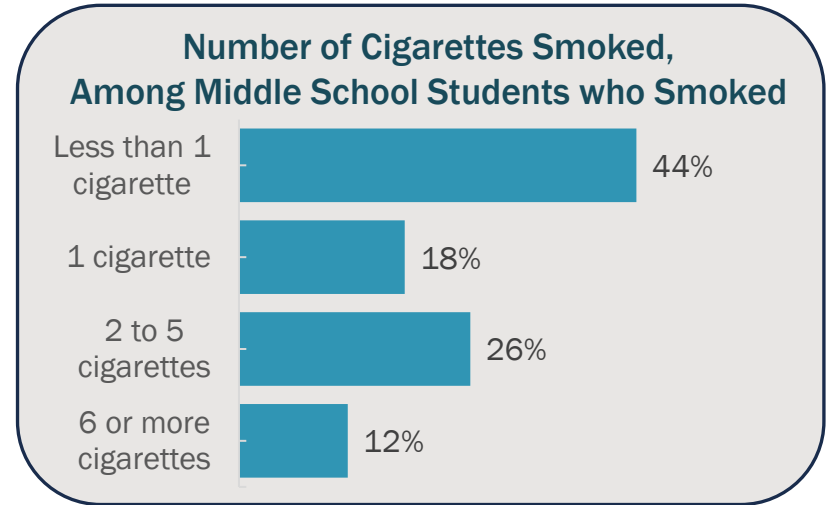
# Cigarette Use Among Current Smokers

## QUANTITY OF CIGARETTES SMOKED

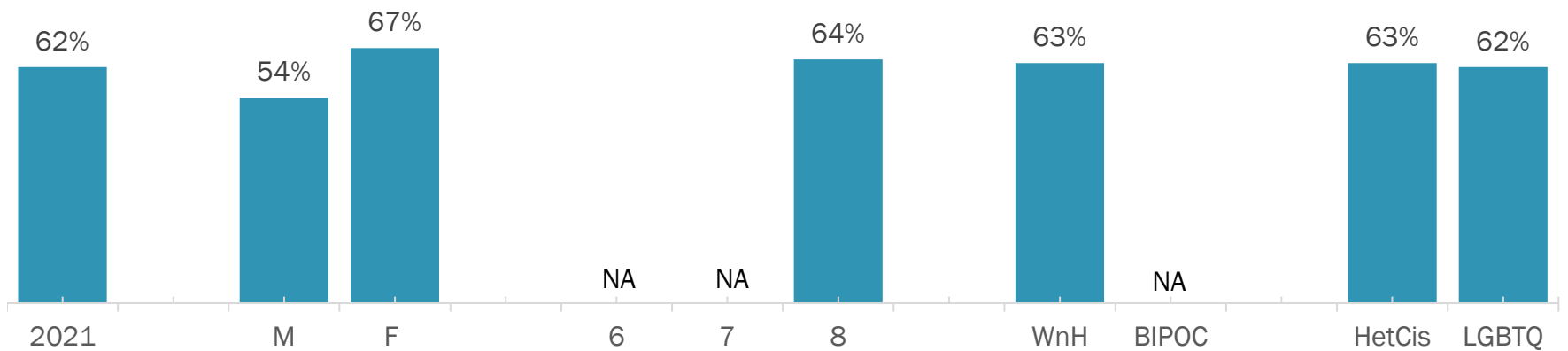
On days smoked, six in ten students who currently smoked cigarettes smoked one or fewer cigarettes (62%); 11% smoked 11 or more cigarettes or at least half a pack per day (not shown).

Among current users

- Typically smoking one or fewer cigarettes does not differ by sex or sexual orientation and gender identity.
- There were too few students who used cigarettes on one or two days to provide statistical comparisons by grade level or race and ethnicity.



## Middle School Students who Smoked Cigarettes and Typically Smoked One or Fewer Cigarettes, Past 30 Days



NA= too few students

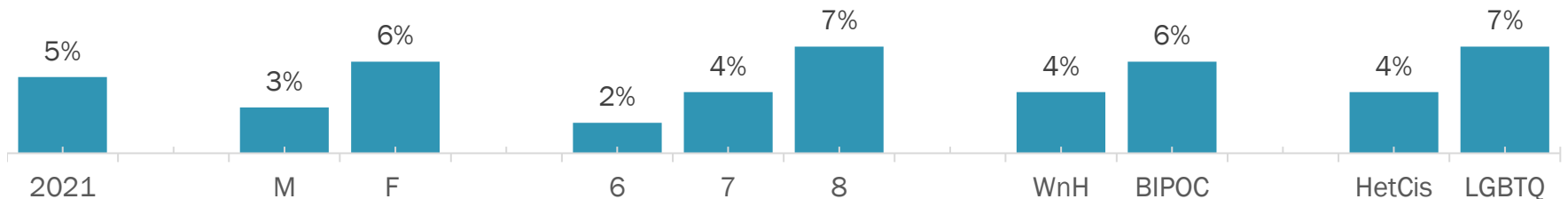
# Current Electronic Vapor Product Use

**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.**

One in 20 middle school students used an electronic vapor product (EVP) during the past 30 days.

- Female students are significantly more likely than male students to use an EVP during the past 30 days.
- Current EVP use significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to use an EVP during the past 30 days.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to use an EVP during the past 30 days.

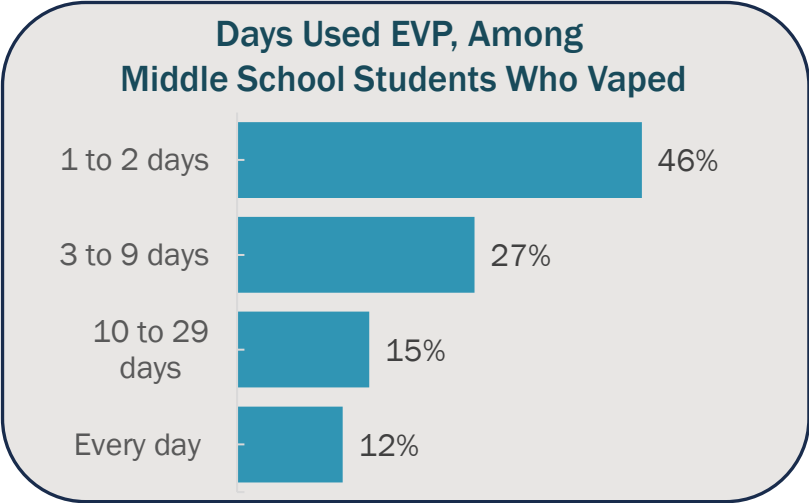
## Middle School Students who Used an Electronic Vapor Product, Past 30 Days



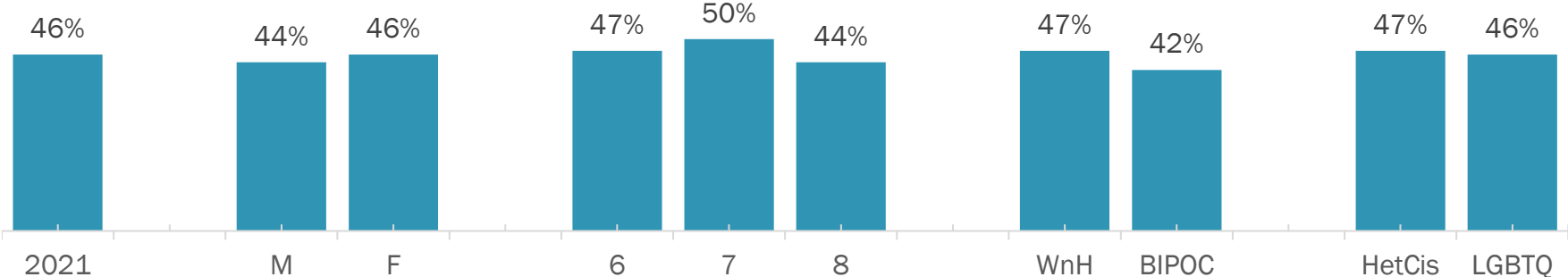
# Electronic Vapor Product Use Among Current Users

Among middle school students who used an EVP during the past 30 days, nearly half did so on one or two days; about three in ten used them on ten or more days (27%).

- Among current users, use of EVP on one or two days does not differ by sex, grade level, race and ethnicity, or sexual orientation and gender identity.



Middle School Students who Used EVP and Used an Electronic Vapor Product on One or Two Days, Past 30 Days



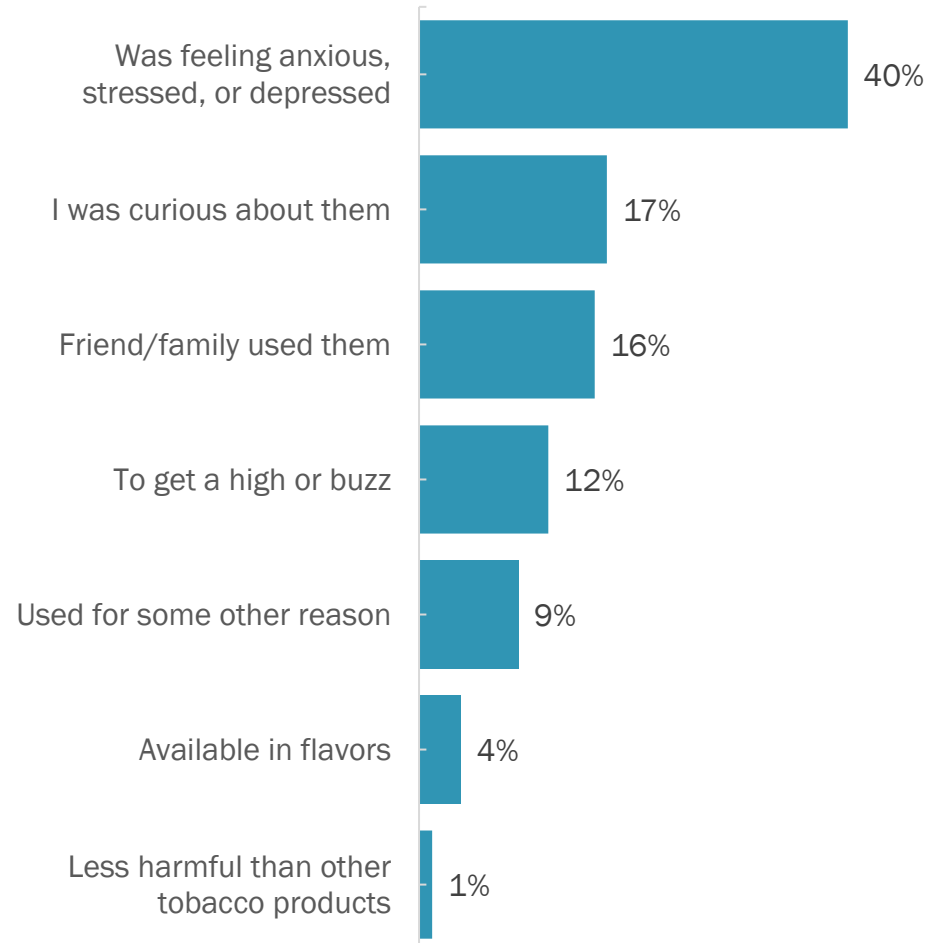
# Electronic Vapor Product Use Among Current Users

\* New in 2021

Among students who used electronic vapor products (EVP) during the past month, four in ten used them because they were feeling anxious, stressed, or depressed. Nearly one in five used them because they were curious about them.

Few students primarily used them because they are available in flavors or because they think EVPs are less harmful than other tobacco products.

## Primary Reason for Using Electronic Vapor Products, Among Middle School Students who Vaped



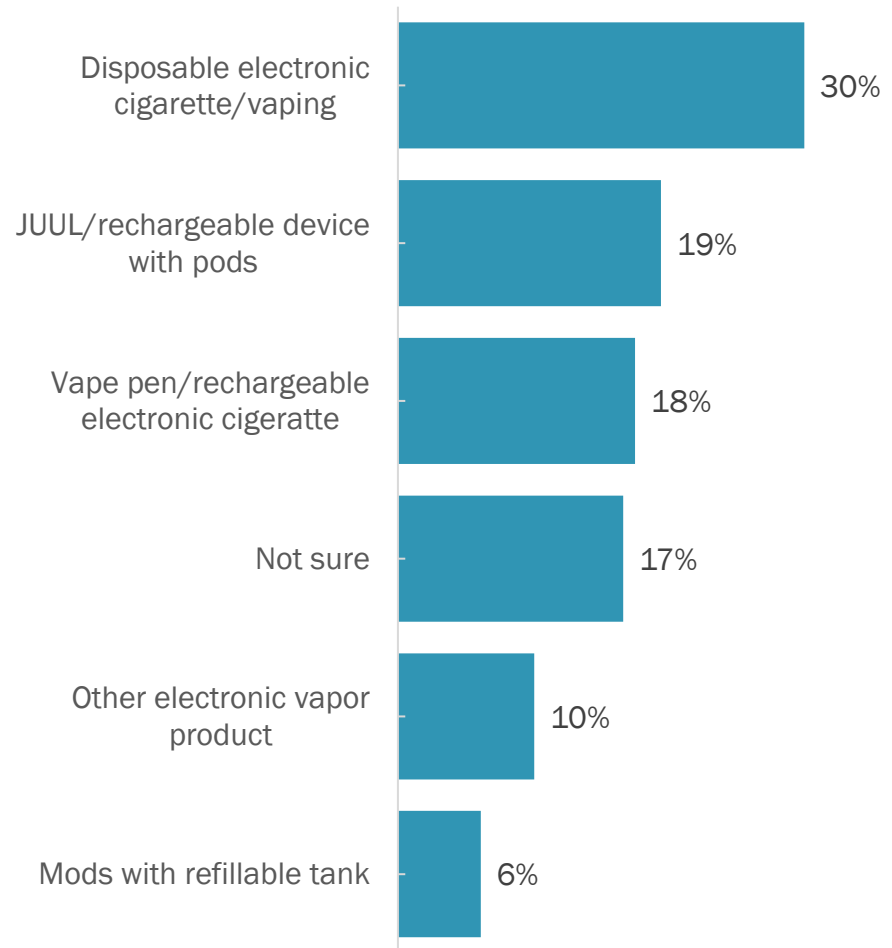


# Electronic Vapor Product Use Among Current Users

Three in ten students who used an electronic vapor product (EVP) in the past 30 days, used a disposable e-cigarette or disposable vape. About two in ten used JUUL or other similar rechargeable device with pods.

Nearly two in ten were not sure the type of vaping device used.

Type of EVP Used, Among Middle School Students who Vaped

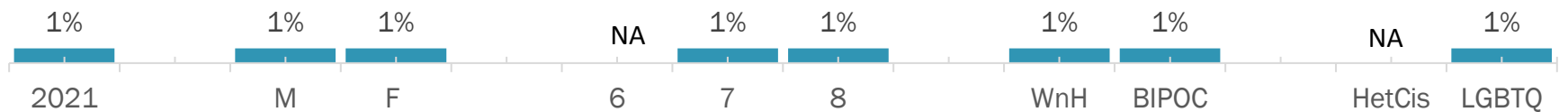


# Current Cigar, Cigarillo, or Little Cigar Use

Overall, 1% of students smoked cigars, cigarillos, or little cigars during the past 30 days.

- Current cigar, cigarillo, or little cigar use does not differ by sex, grade level, or race and ethnicity.
- There were too few students who used cigars, cigarillos, or little cigars to provide statistical comparisons by 6<sup>th</sup> grade students or sexual orientation and gender identity.

## Middle School Students who Used Cigar, Cigarillos, or Little Cigar, Past 30 Days



NA= too few students

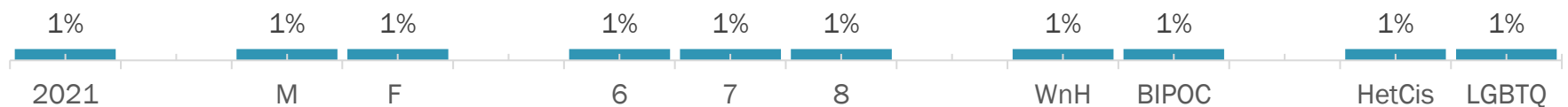
# Current Smokeless Tobacco Use

**Smokeless tobacco product use includes chewing tobacco, snuff, dip, snus, or dissolvable tobacco products, such as Copenhagen, Grizzly, Skoal, or Camel Snus.**

- Using smokeless tobacco during the past 30 days does not differ by sex, grade level, race and ethnicity, or sexual orientation and gender identity.

Overall, 1% of students used smokeless tobacco during the past 30 days.

## Middle School Students who Used Smokeless Tobacco, Past 30 Days

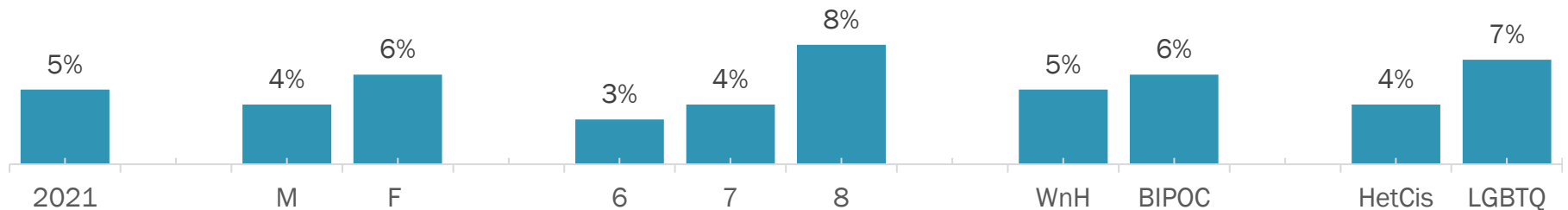


# Current Alcohol Use

Overall, one in 20 middle school students consumed at least one drink during the previous 30 days.

- Female students are significantly more likely than male students to drink alcohol during the past 30 days.
- 8<sup>th</sup> grade students are significantly more likely than students in 6<sup>th</sup> and 7<sup>th</sup> grade to currently drink alcohol.
- Current alcohol use does not differ by race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual students to currently drink alcohol.

## Middle School Students who Used Alcohol, Past 30 Days



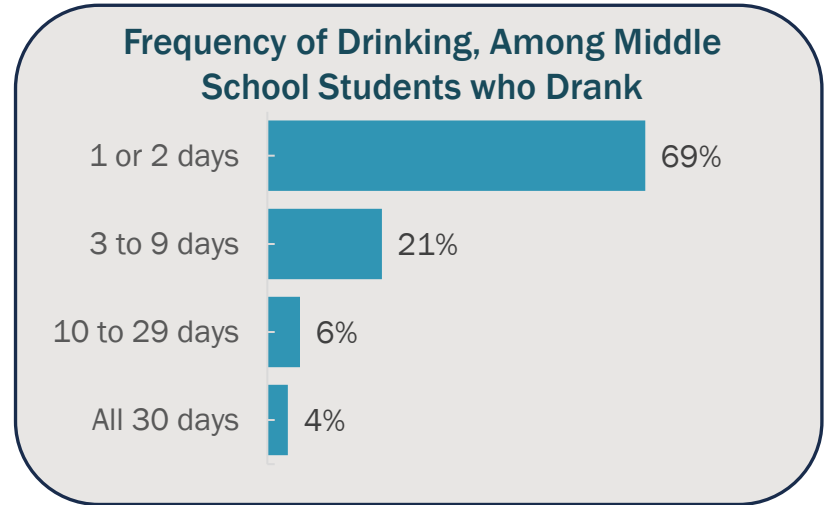
# Alcohol Use Among Current Drinkers

## FREQUENCY OF ALCOHOL CONSUMPTION

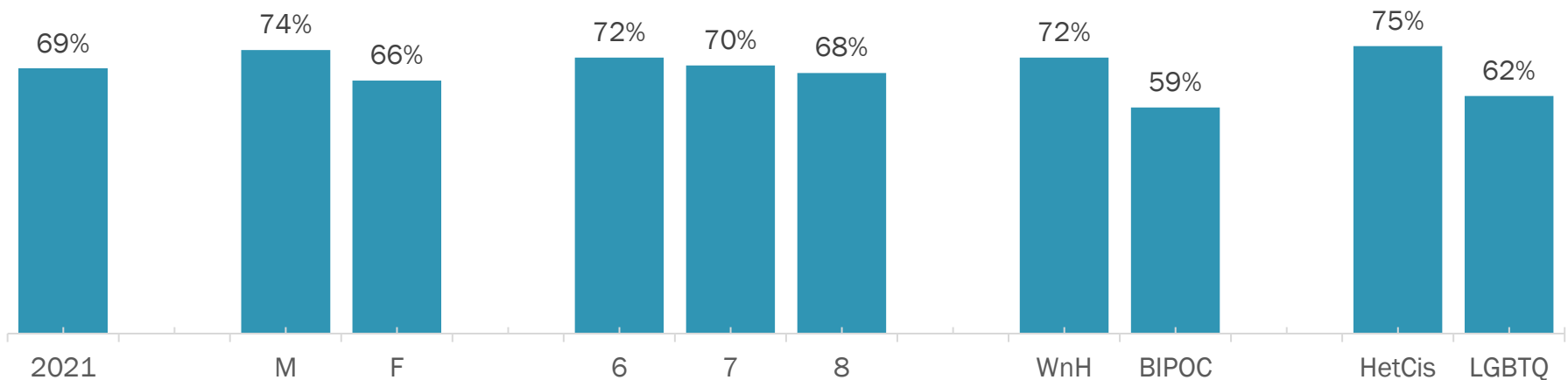
Among students who drank alcohol during the past 30 days, seven in ten drank on one to two days; one in ten drank on ten or more days.

Among students who drank in the past 30 days,

- Drinking on one to two days in the past month does not differ by sex, grade, or race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to drink on one to two days in the past month.



## Middle School Students who Drank Alcohol and Drank on One to Two Days, Past 30 Days

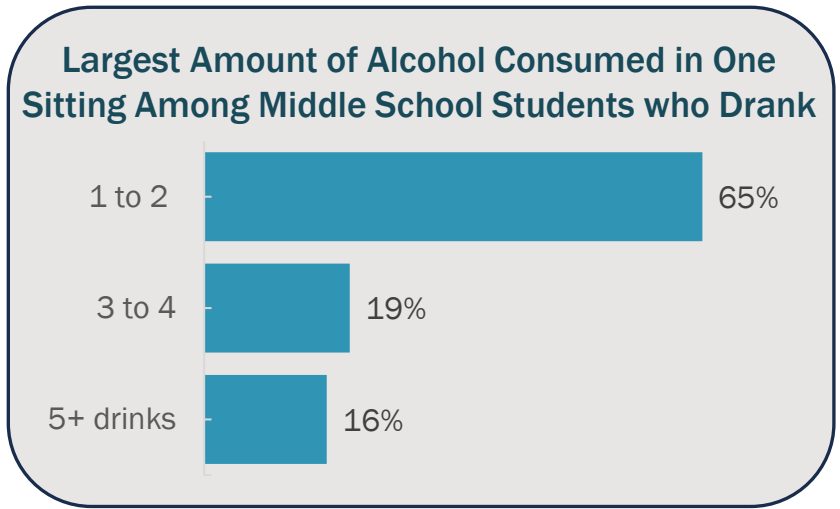


# Alcohol Use Among Current Drinkers

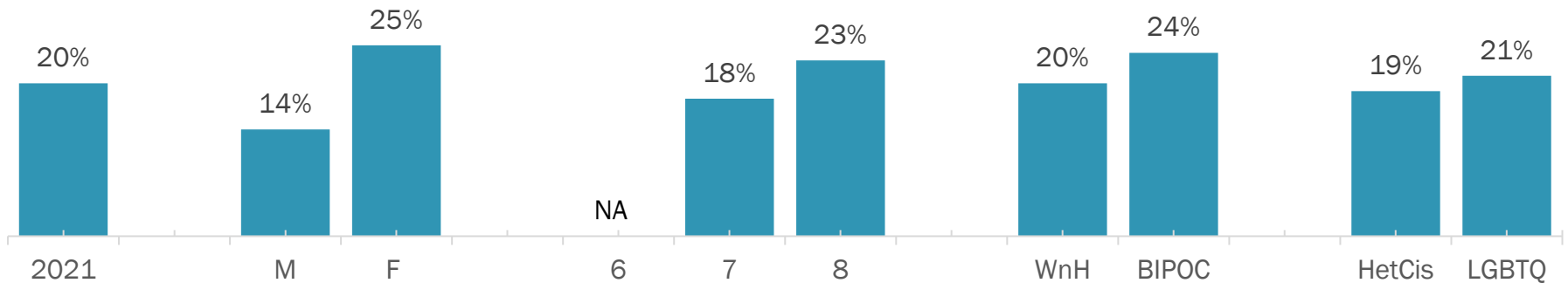
## LARGEST AMOUNT CONSUMED IN ONE SITTING

Among students who drank alcohol during the past 30 days, two-thirds had one or two drinks in a row. One in five students who currently drank alcohol, binge drank.\*

- Among students who drank alcohol during the past 30 days, binge drinking does not differ by grade level, race and ethnicity, or sexual orientation and gender identity.
- Female students who drank alcohol during the past 30 days are significantly more likely than male students to binge drink.



## Middle School Students who Drank Alcohol and Binge Drank, Past 30 Days\*



\* In 2017, the CDC revised the definition of binge drinking making it sex-specific. Binge drinking was calculated as occurring when the largest amount of alcohol consumed in one sitting was five or more drinks for male students or four or more drinks for female students.

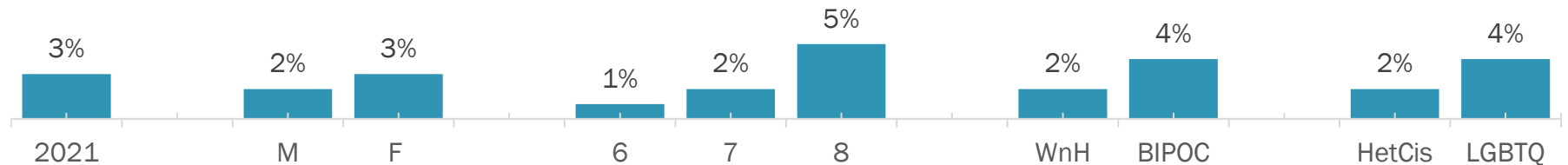
NA= too few students

# Current Marijuana Use

During the past 30 days, 3% of middle school students used marijuana.

- Current marijuana use does not differ significantly by sex.
- Marijuana use during the past 30 days significantly increases with each grade level.
- BIPOC students are significantly more likely than white, non-Hispanic students to have used marijuana during the past 30 days.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have used marijuana during the past 30 days.

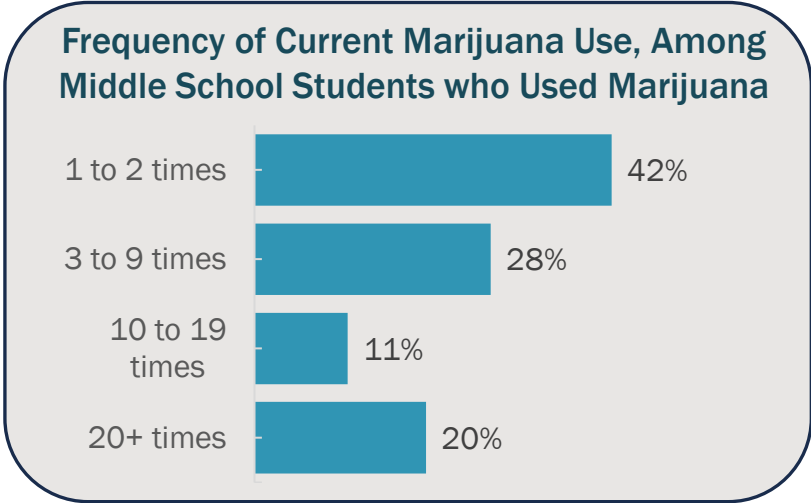
## Middle School Students who Use Marijuana, Past 30 Days



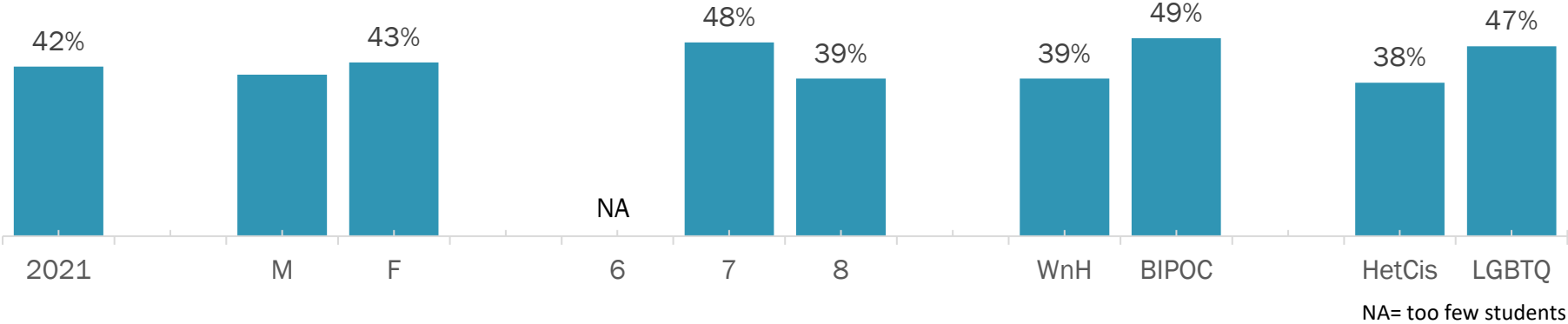
# Marijuana Use Among Current Users

Among students who used marijuana during the past 30 days, about four in ten used it one or two times. One in five current users used marijuana 20 times or more times during the past month.

- Among current users, using marijuana one or two times does not differ by sex, grade, race and ethnicity, or sexual orientation and gender identity.
- There were too few students who used marijuana one or two times to provide statistical comparisons with students in 6<sup>th</sup> grade.



## Middle School Students who Used Marijuana and Used It One or Two Days, Past 30 Days





## Screenings, and Attitudes & Perceptions about Substance Use

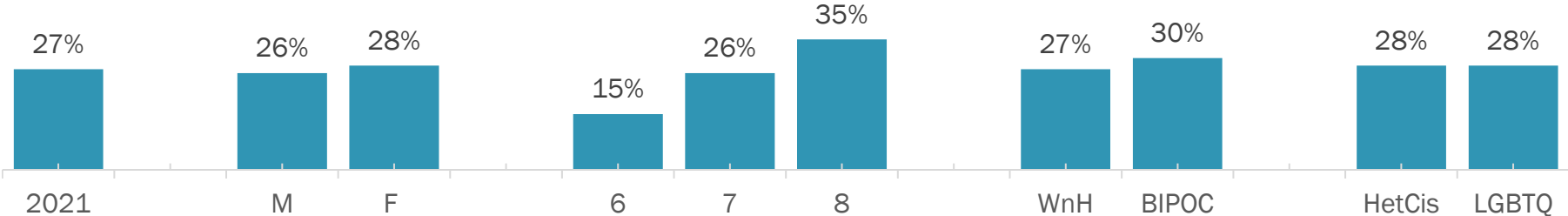
# Asked About Smoking by a Health Care Provider

During the past year, 17% of students did not see a doctor, nurse, or dentist.

Among students who saw a doctor, nurse, or dentist in the past year, nearly three in ten asked if they smoked; one in four were not sure (25%, data not shown).

- Being asked about smoking does not differ by sex, race and ethnicity, or sexual orientation and gender identity.
- As grade level increases, students are significantly more likely to be asked about smoking when they saw a doctor, nurse, or dentist.

Middle School Students who Saw a Doctor, Nurse, or Dentist and Were Asked About Smoking, Past Year

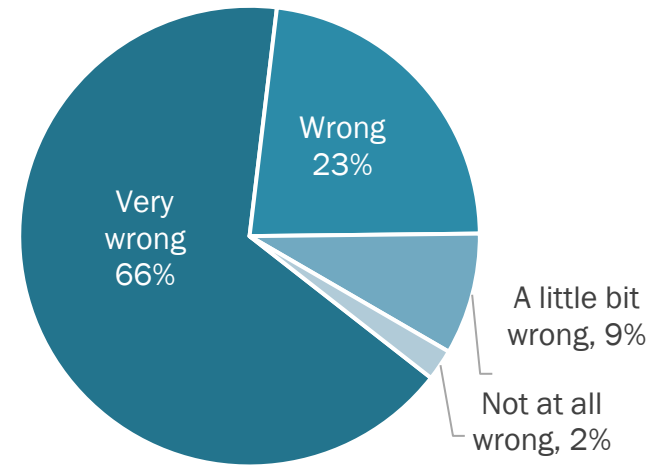


# Peer Disapproval of Electronic Vapor Products

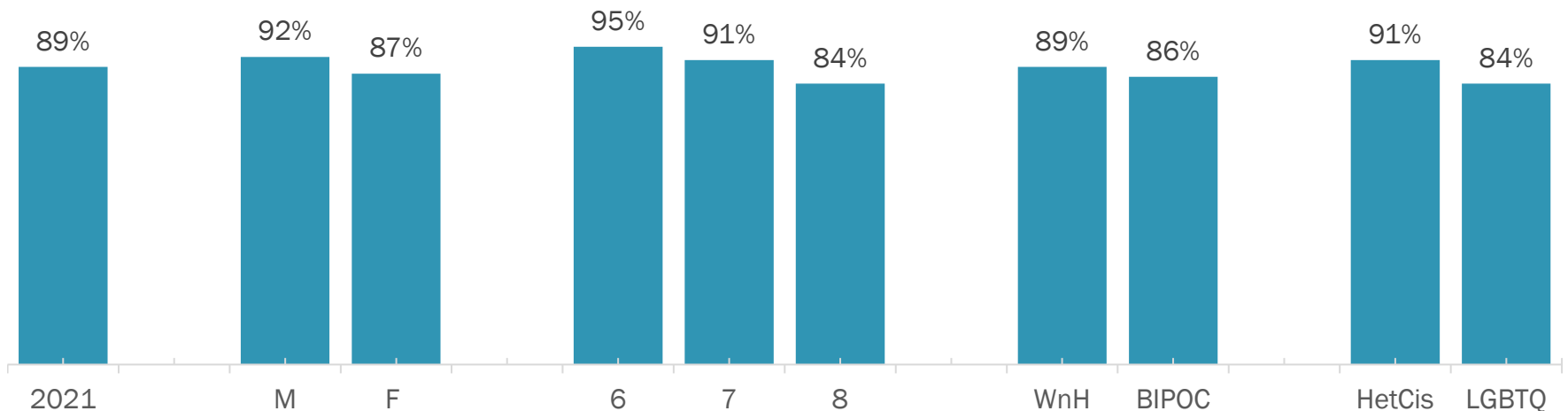
Nearly nine in ten middle school students think it is wrong or very wrong for someone their age to use EVPs.

- Male students are significantly more likely to believe it is wrong or very wrong for someone their age to use EVPs.
- Believing it is wrong or very wrong for someone their age to use EVPs decreases with each grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to believe it is wrong for someone their age to use EVPs.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to believe it is wrong for someone their age to use EVPs.

Perceived Peer EVP Use



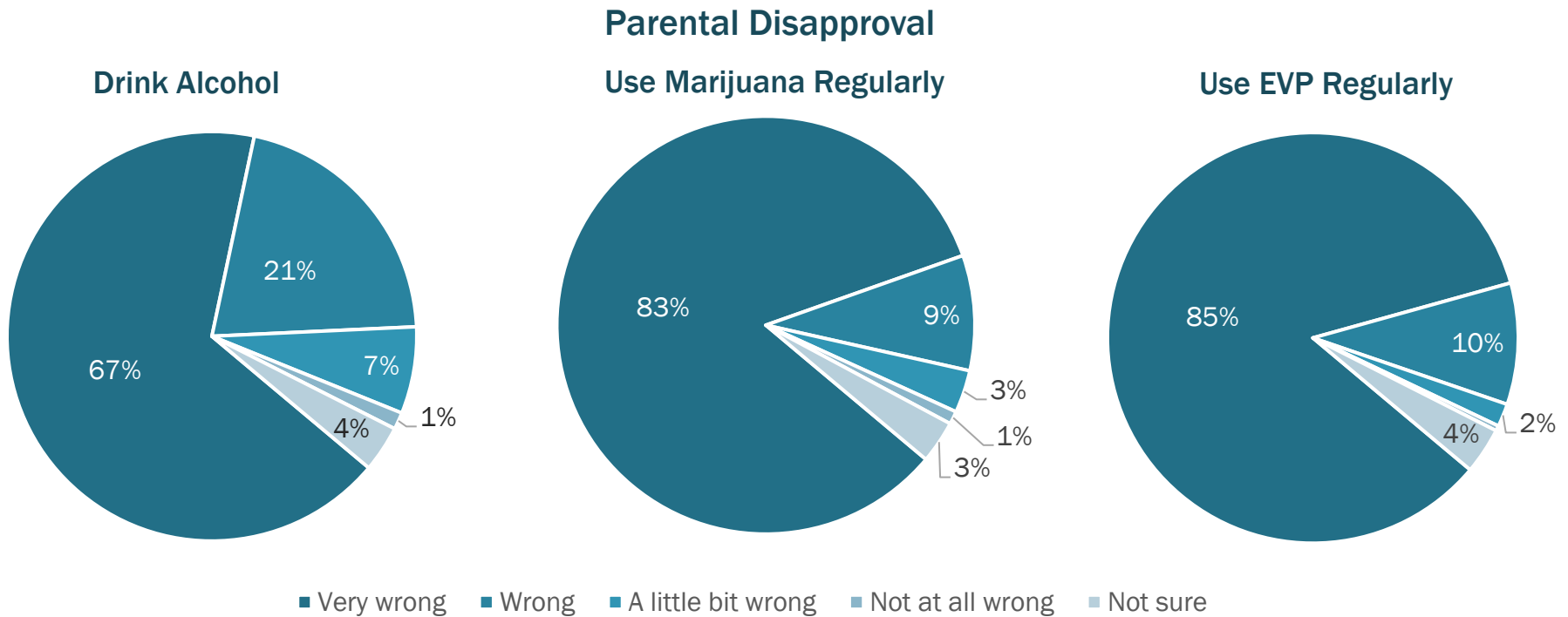
Believe Peer EVP Use: Wrong or Very Wrong



# Parental Disapproval

More than four in five middle school students believed their parents would think it is very wrong for them to use marijuana, or EVPs. About two-thirds believe their parents would feel it would be very wrong for them to drink alcohol.

A few were not sure how their parents would feel about them drinking alcohol, using marijuana, or EVP.

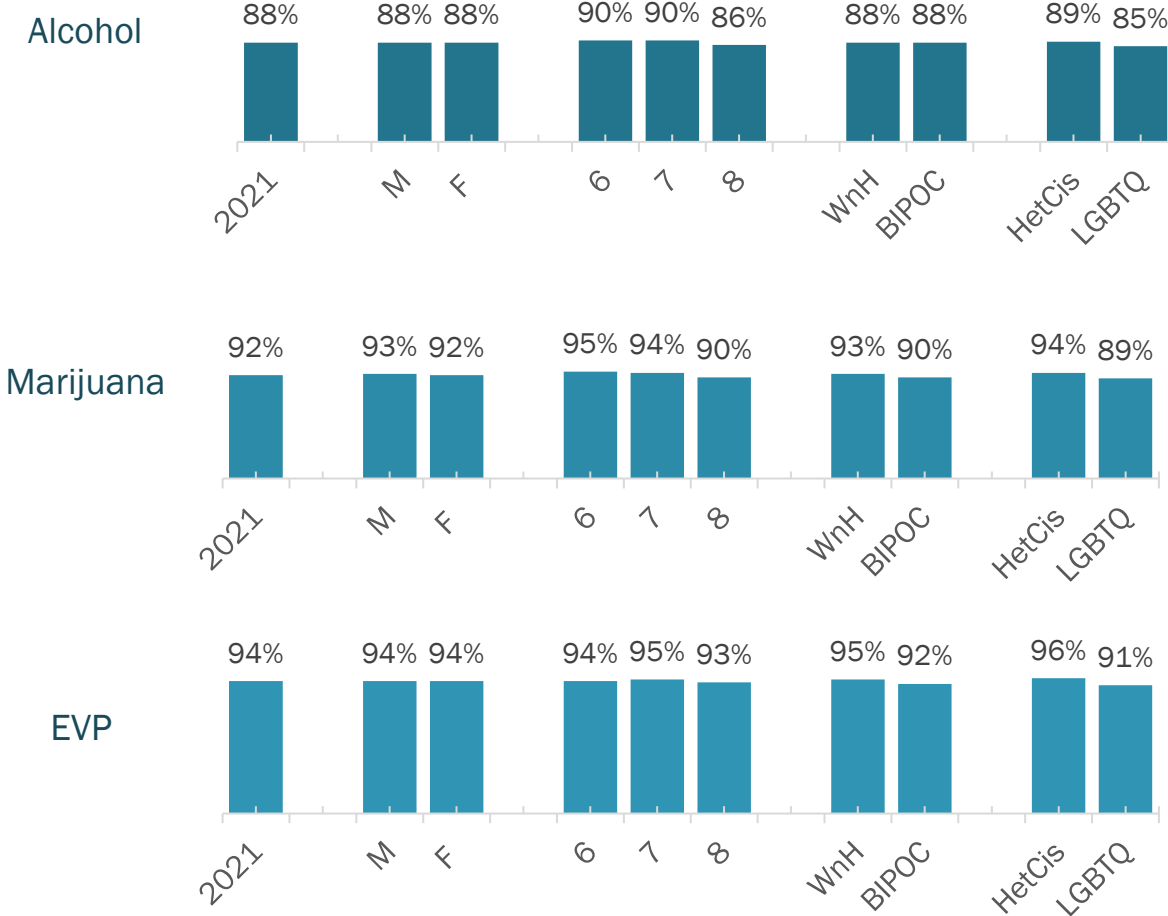


# Parental Disapproval

Approximately nine in ten students believe that their parents feel it is wrong or very wrong for them to use alcohol, marijuana, and EVP.

- Believing their parents would think it is wrong for them to use alcohol, marijuana, or EVP does not differ by sex.
- Eighth grade students are significantly less likely than 6<sup>th</sup> and 7<sup>th</sup> grade students to believe their parents feel it is wrong for them to use alcohol or marijuana and significantly less likely than 7<sup>th</sup> grade students to believe their parents feel it is wrong for them to use EVP.
- White, non-Hispanic students are significantly more likely to believe their parents feel it is wrong for them to use marijuana, or EVP.
- Heterosexual cisgender students are significantly more likely to believe their parents feel it is wrong for them to use alcohol, marijuana, or EVP.

Parental Perceptions: Wrong or Very Wrong

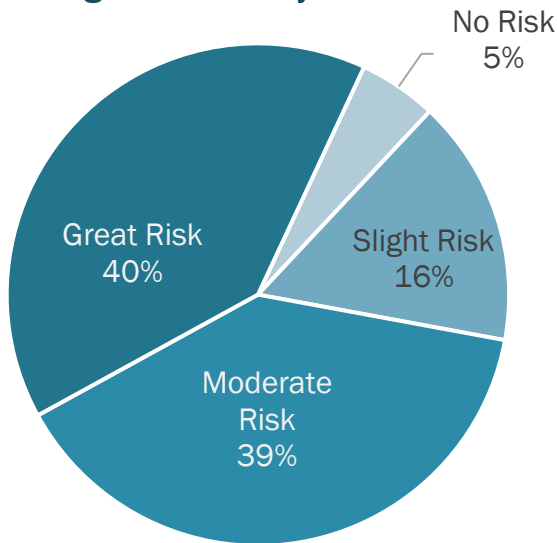


# Perceived Harm

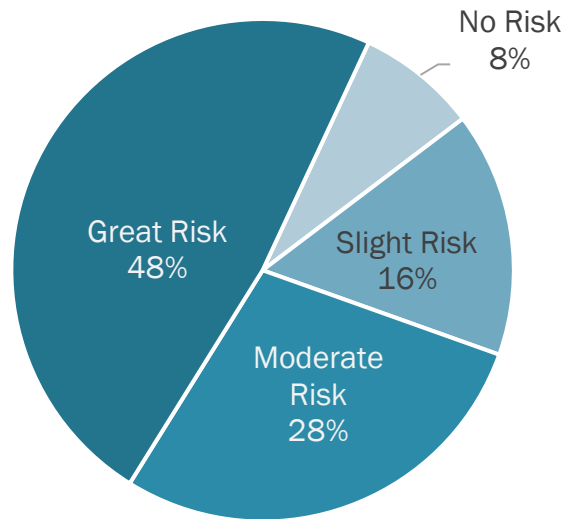
Less than a quarter of middle school students believe people face no risk or slight risk of harm if they binge drink every weekend, use marijuana regularly, or use EVP regularly.

## Perceived Harm

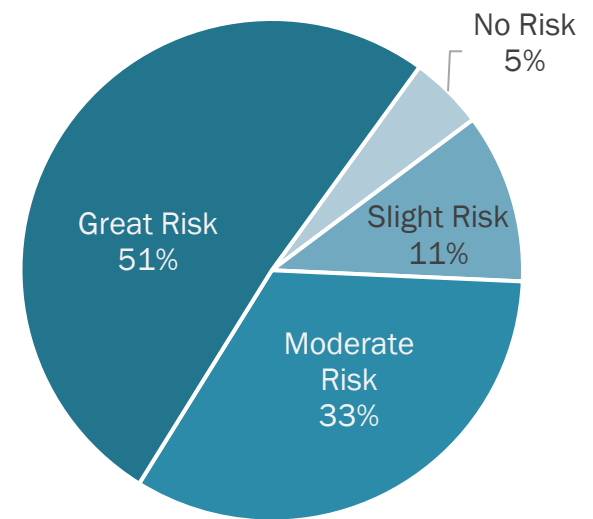
### Binge Drink Every Weekend



### Use Marijuana Regularly



### Use EVP Regularly

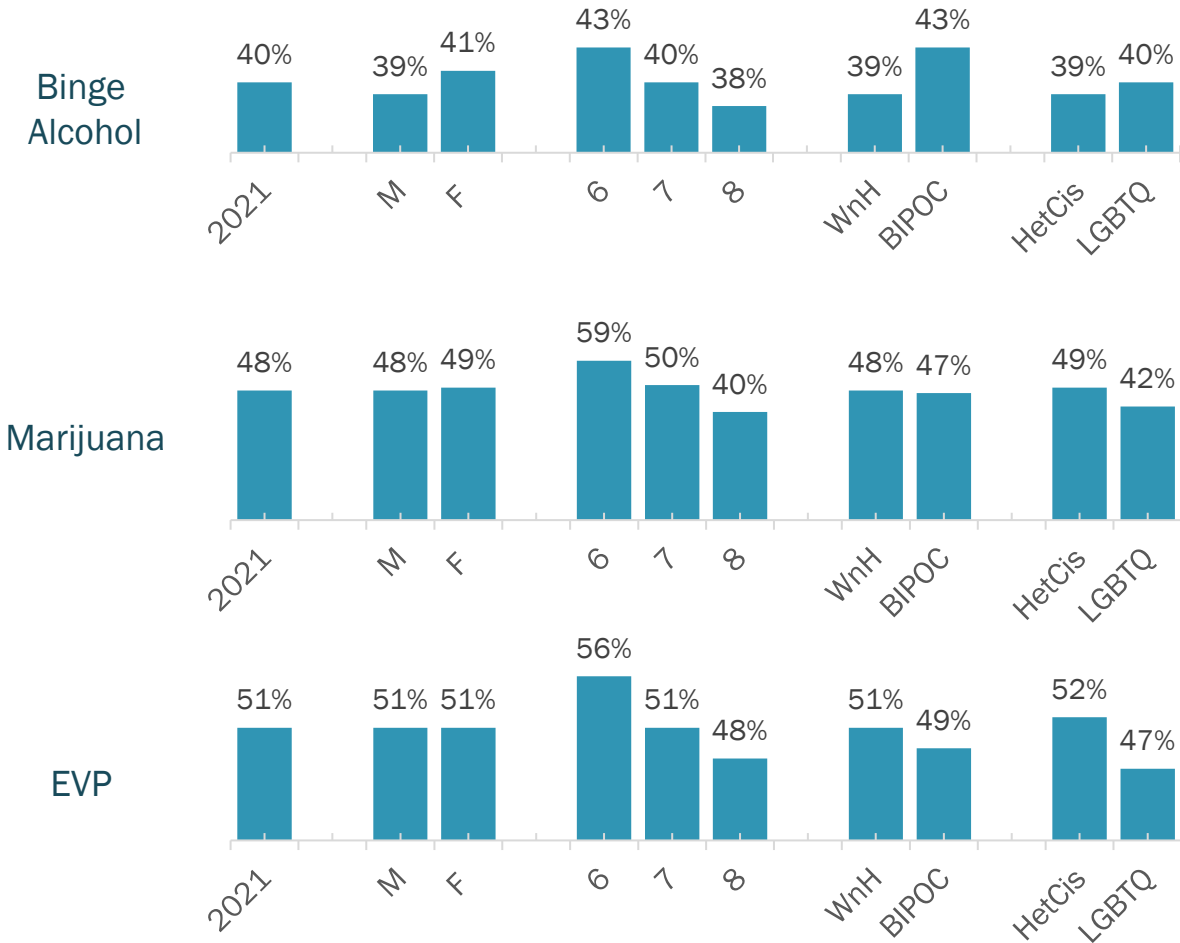


# Perceived Harm

At least four in ten students believe people greatly risk harming themselves if they binge drink each weekend, use marijuana regularly, or use EVP regularly.

- Female students are significantly more likely to believe people greatly risk harming themselves if they binge drink each weekend.
- Perceived harm from using marijuana and EVP regularly decreases with each grade level; 6<sup>th</sup> grade students are more likely than 7<sup>th</sup> and 8<sup>th</sup> grade students to believe people greatly risk harming themselves if they binge drink each weekend.
- BIPOC students are significantly more likely than white, non-Hispanic students to think people greatly risk harming themselves if they binge drink each weekend.
- Heterosexual cisgender students are significantly more likely to believe people greatly risk harming themselves if they use marijuana regularly or use EVP regularly.

Perceived Great Risk of Harm

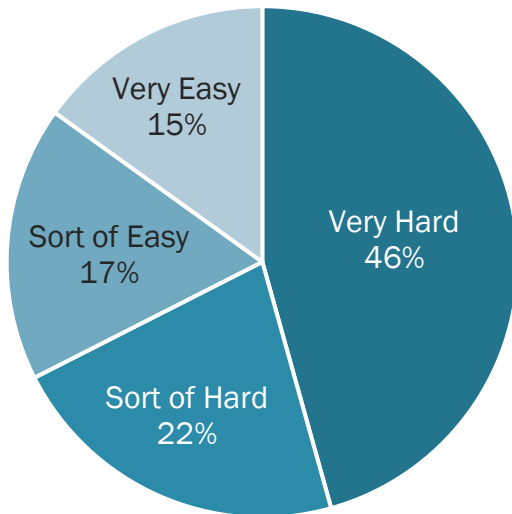


# Perceived Availability

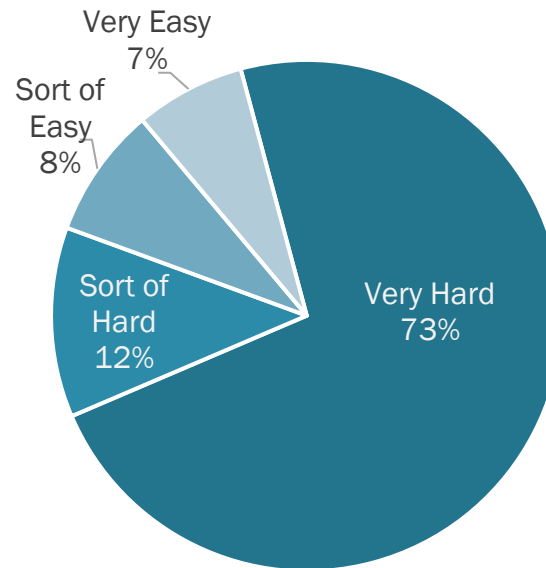
Nearly half of all middle school students think it would be very hard access alcohol. Three-quarters believe it would be very hard to access marijuana. Two-thirds believe it would be very hard to access EVPs.

## Perceived Ease of Access

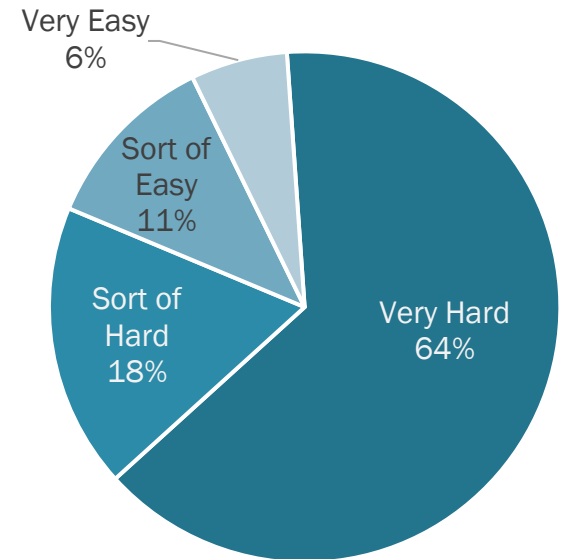
Alcohol



Marijuana



EVP



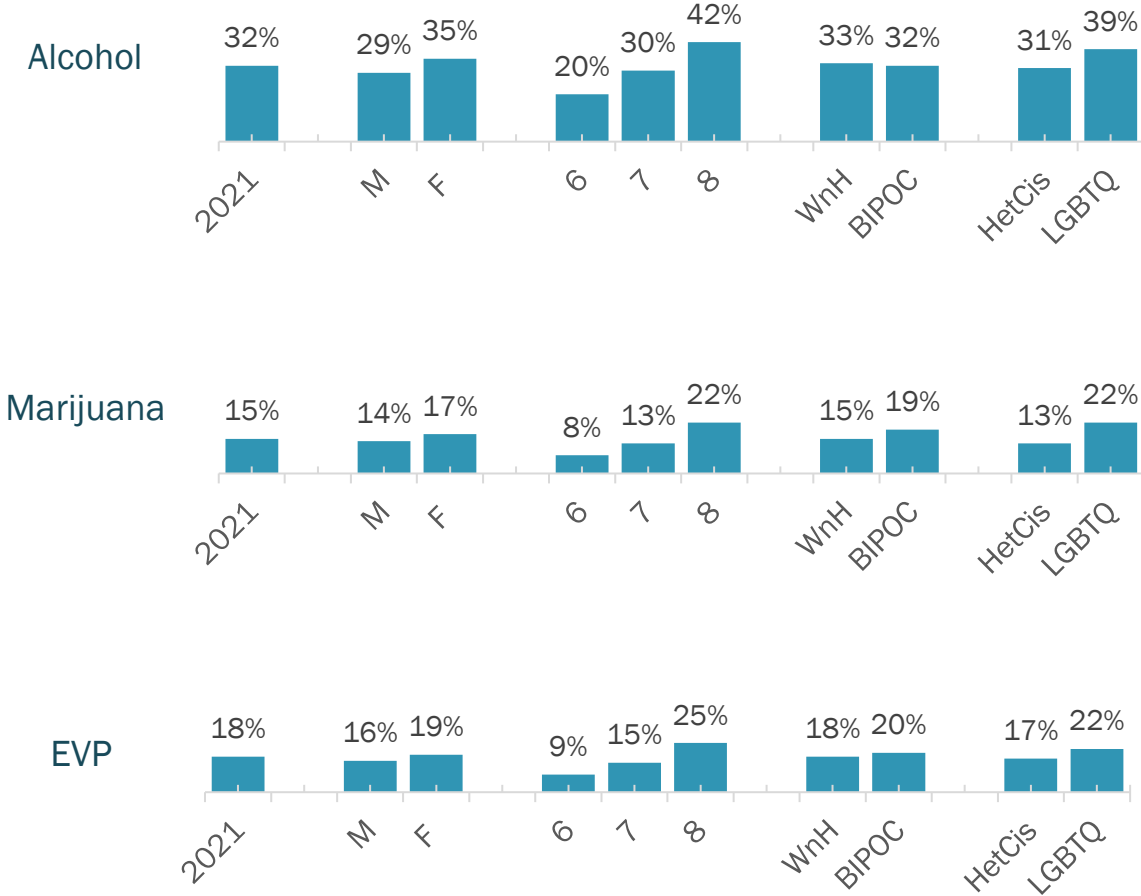


# Perceived Availability

A third of middle school students believe it would be easy or very easy to access alcohol. About one in six believe it would be easy or very easy to access marijuana or EVP.

- Female students are significantly more likely to believe it would be easy to access alcohol, marijuana, or EVP.
- Believing that it would be easy to access alcohol, marijuana, or EVP increases with each grade level.
- BIPOC students are significantly more likely to believe it would be easy to access marijuana.
- LGBTQ+ students are significantly more likely to believe it would be easy to access alcohol, marijuana, or EVP.

Access: Sort of Easy or Very Easy





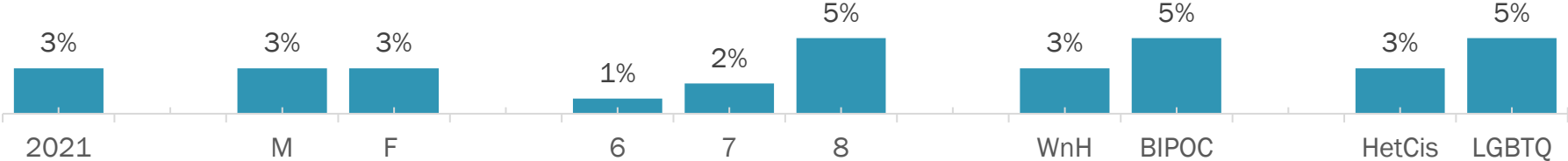
# Sexual Activity

# Sexual Intercourse

Overall, 3% of students have ever had sexual intercourse.

- Ever having sexual intercourse does not differ by sex.
- 8<sup>th</sup> grade students are significantly more likely than their peers to have ever had sexual intercourse.
- BIPOC students are significantly more likely than white, non-Hispanic students to have ever had sexual intercourse.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to have ever had sexual intercourse.

## Middle School Students who Ever Had Sexual Intercourse

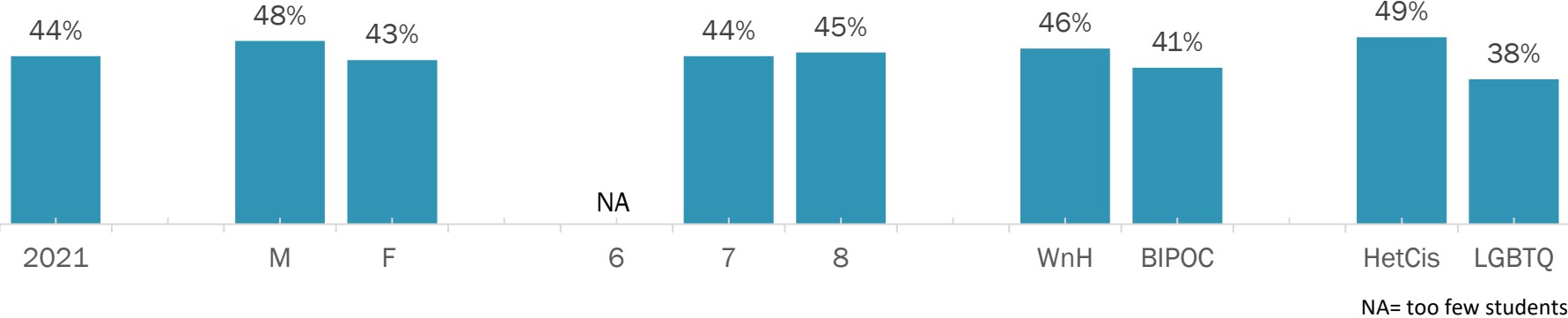


# Condom Use

Among students who have ever had sexual intercourse, less than a half used a condom.

- Among students who have ever had sexual intercourse, condom use does not significantly differ by sex, grade level, race and ethnicity or sexual orientation and gender identity.

Middle School Students who Ever Had Sexual Intercourse and Used a Condom



NA= too few students



# Physical Activity & Nutrition



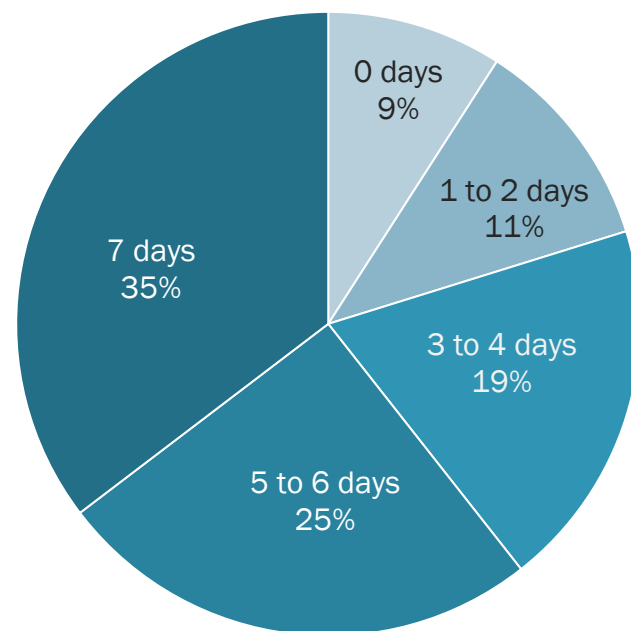
# Physical Activity

# Physical Activity

**Current physical activity guidelines state that youth should participate in 60 minutes or more of physical activity daily. Most of that activity should be either moderate- or vigorous-intensity aerobic activity.**

During the previous week, more than a third of middle school students engaged in at least 60 minutes of physical activity every day. More half engaged in physical activity on at least five days during the previous week. Less than one in ten students did not participate in any physical activity.

**Days Spent Being Physically Active for 60+ Minutes, Past Week**



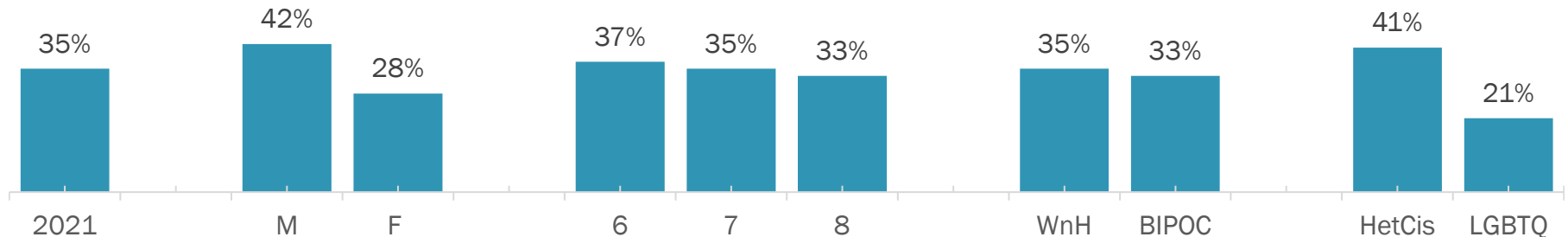
# Physical Activity: Met Recommendations

## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES EVERY DAY, PAST WEEK

Overall, 35% of middle school students meet current physical activity guidelines and were physically active for at least 60 minutes everyday during the past week.

- Male students are significantly more likely than female students to meet physical activity guidelines.
- 6<sup>th</sup> grade students are significantly more likely than 8<sup>th</sup> grade students to engage in at least 60 minutes of physical activity everyday.
- Engaging in 60 minutes of physical activity every day does not differ by race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to engage in 60 minutes of physical activity every day.

### Middle School Students who Were Physically Active Every Day, Past Week





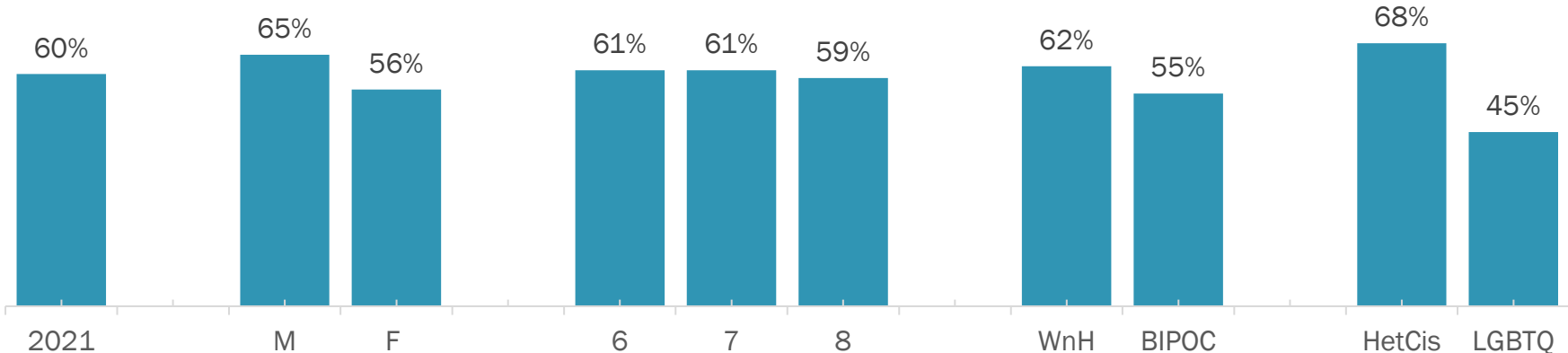
# Physical Activity: Met or Approached Recommendations

## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON FIVE OR MORE DAYS, PAST WEEK

Six in ten middle school students were active for at least 60 minutes on five or more days during the previous week.

- Male students are significantly more likely than female students to engage in physical activity on five or more days during the previous week.
- Being physically active on at least five days during the previous week does not differ by grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to be physically active for at least 60 minutes on at least five days during the previous week.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to engage in 60 minutes of physical activity on at least five days during the previous week.

### Middle School Students who Were Physically Active for 60+ Minutes on Five or More Days, Past Week



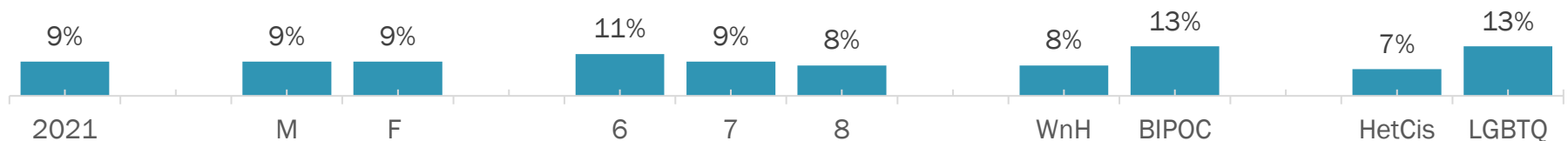
# Physical Activity: Needs Improvement, Health Risk

## PHYSICALLY ACTIVE FOR AT LEAST 60 MINUTES ON ZERO DAYS, PAST WEEK

Overall, less than one in ten students did not engage in 60 minutes of physical activity on any day during the past week.

- Not participating in 60 minutes of physical activity on any day during the past week does not differ by sex.
- 6<sup>th</sup> grade students are significantly more likely than 8<sup>th</sup> grade students to not participate in 60 minutes of physical activity on any day during the past week.
- BIOPC students are significantly more likely than white, non-Hispanic students to not participate in 60 minutes of physical activity during the past week.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to not participate in 60 minutes of physical activity during the past week.

### Middle School Students who Were Not Physically Active, Past Week

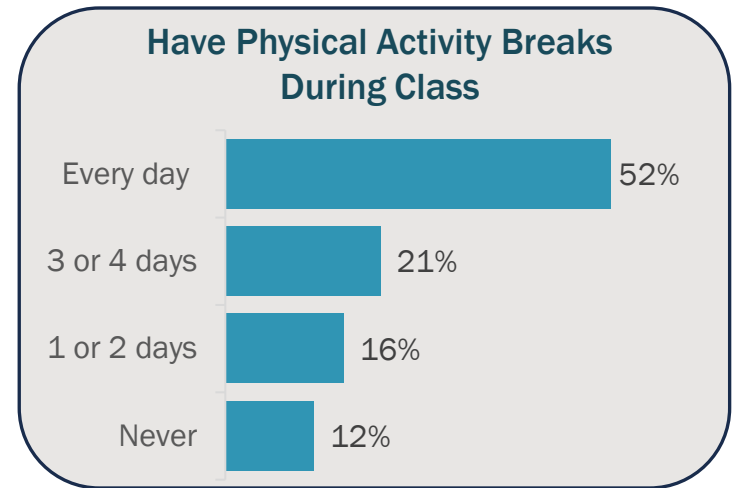


# Physical Activity Breaks at School

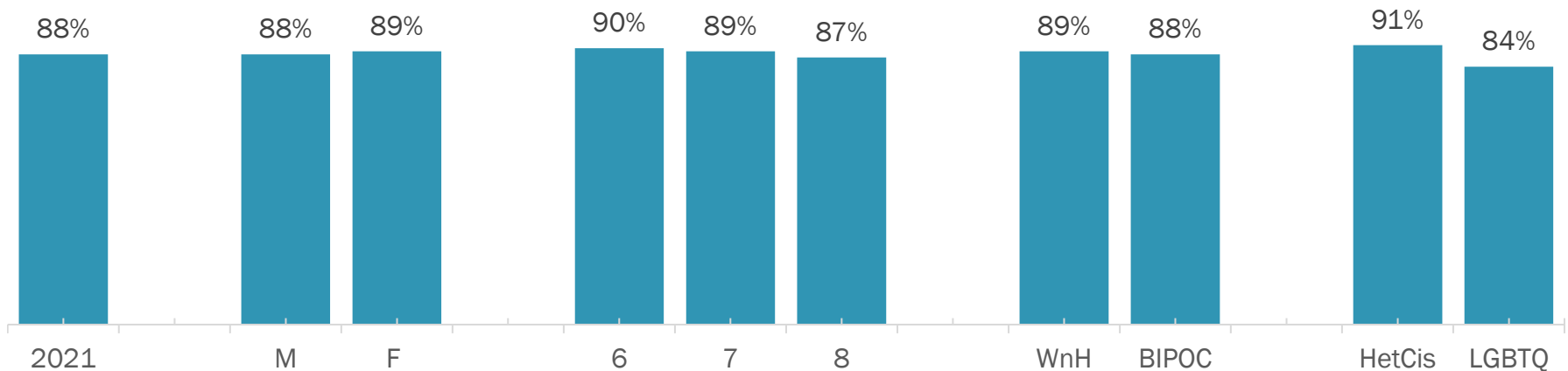
\* New in 2021

Nearly nine in ten middle school students have at least one physical activity break at school during a typical week. More than half have opportunities for physical activity breaks every day (52%).

- Having at least one physical activity break during class does not differ by sex or race and ethnicity.
- 6<sup>th</sup> grade students are significantly more likely than 8<sup>th</sup> grade students to have at least one physical activity break during class.
- Heterosexual cisgender students are significantly more likely to have at least one physical activity break compared to LGBTQ+ students.



## Middle School Students who Have at Least One Physical Activity Break During Class in an Average Week

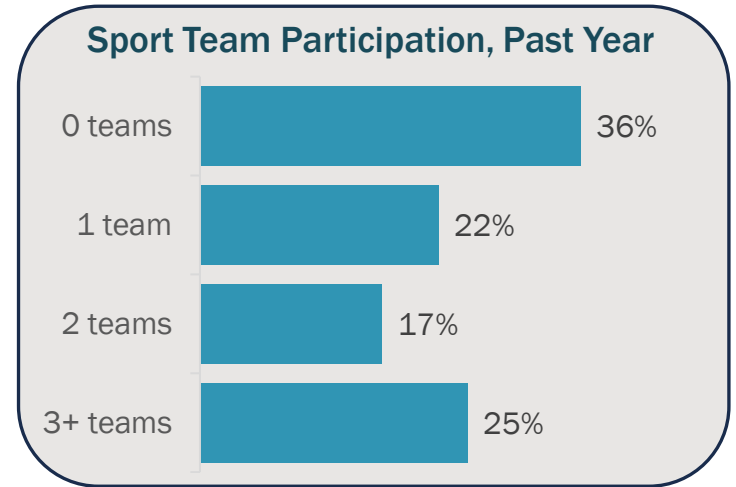


Physical activity breaks include movement, stretching, or “brain breaks” outside of physical education courses.

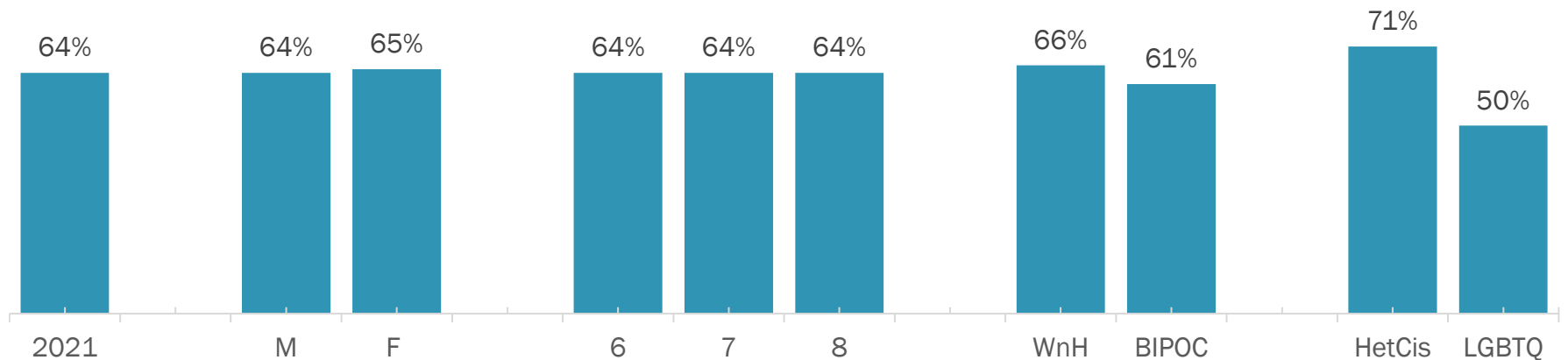
# Sport Team Participation

Two-thirds of middle school students participated on at least one sport team during the past year.

- Participating on at least one school or community-based sport team does not differ by sex or grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to participate on at least one sports team during the past year.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to participate on at least one sports team.



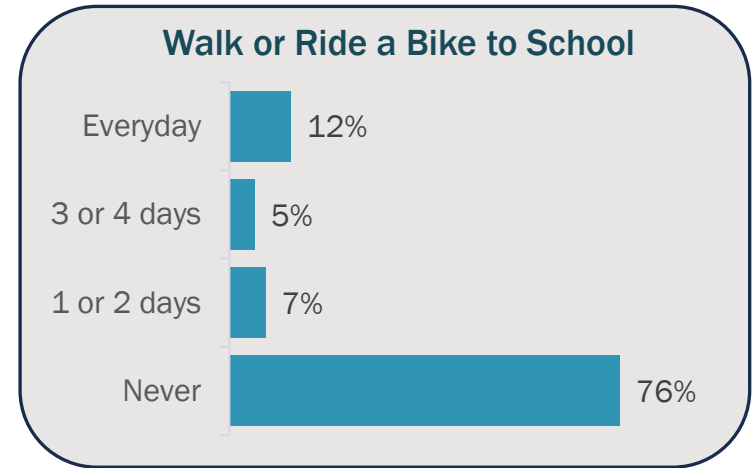
## Middle School Students who Participated on at Least One Sports Team, Past Year



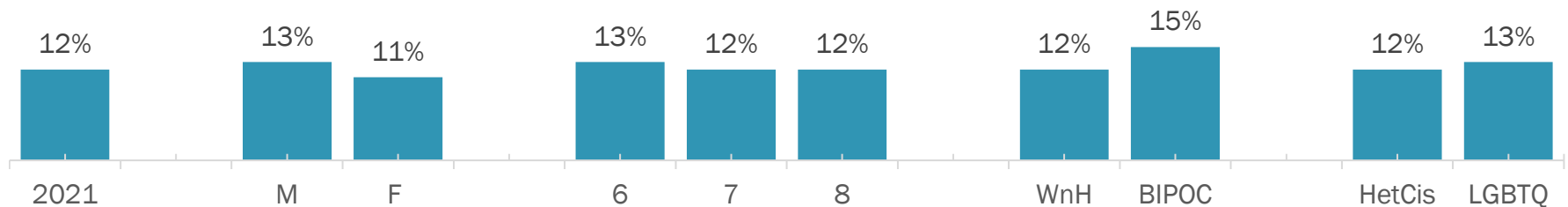
# Walk or Ride a Bike to School

When weather permits, a quarter of students walk or ride a bike to school at least once a week. About one in six (17%) walk or ride a bike on most days.

- When weather permits, male students are more likely to ride a bike or walk to school everyday during a typical week.
- Riding a bike or walking to school everyday does not differ by grade level or sexual orientation and gender identity.
- BIPOC students are significantly more likely than white, non-Hispanic students to ride a bike or walk to school everyday.



## Middle School Students who Walk or Ride a Bike to School Every Day, Average Week



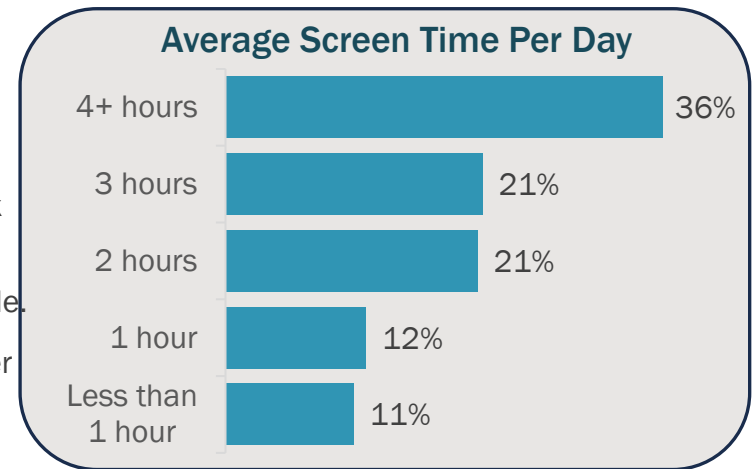
# Physical Inactivity: Screen Time

\* New in 2021

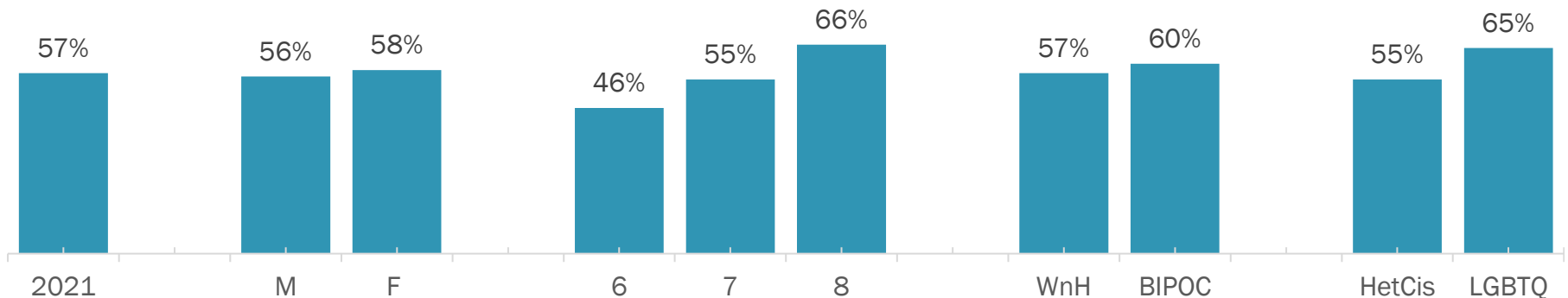
In 2021, students were asked about time spent in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the internet, or using social media for things other than schoolwork.

On the average school day, about six in ten students spend three or more hours in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the internet, or using social media.

- Spending three or more hours a day on screen time does not differ by sex or race and ethnicity.
- Three or more hours of screen time significantly increases with each grade.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to engage in three or more hours of screen time.



## Middle School Students who Had Three or More Hours Per Day of Screen Time



# Nutrition

# Water Consumption

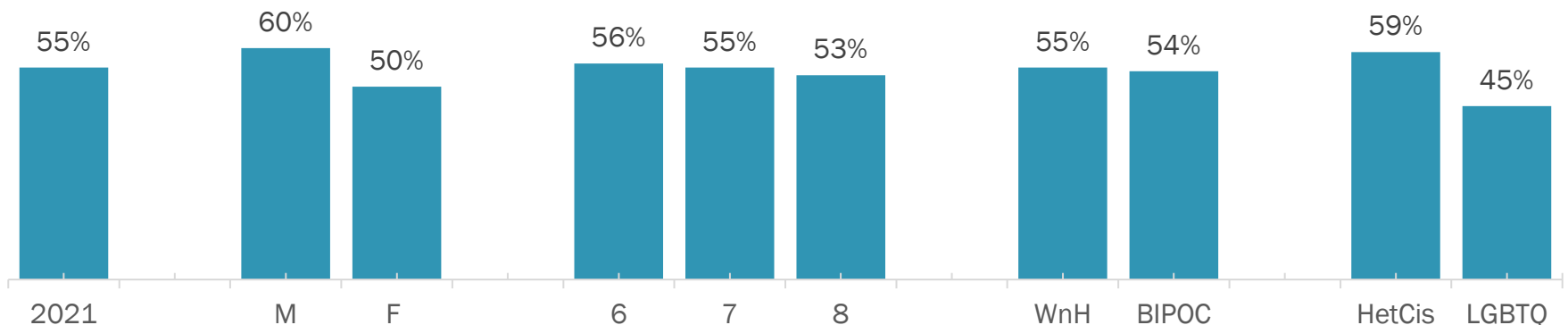
Water Consumption, Past Week



Overall, more than half of all students drank at least three glasses of water every day during the previous week.

- Male students are significantly more likely than female students to drink three or more glasses of water per day during the previous week.
- Drinking three or more glasses of water per day during the previous week does not differ by grade level or race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to drink three or more glasses of water per day.

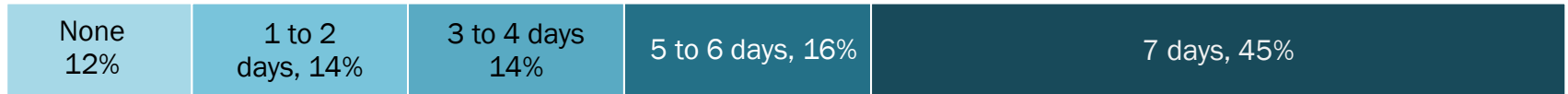
Middle School Students who Drank Three or More Glasses of Water Every Day, Past Week





# Breakfast Consumption

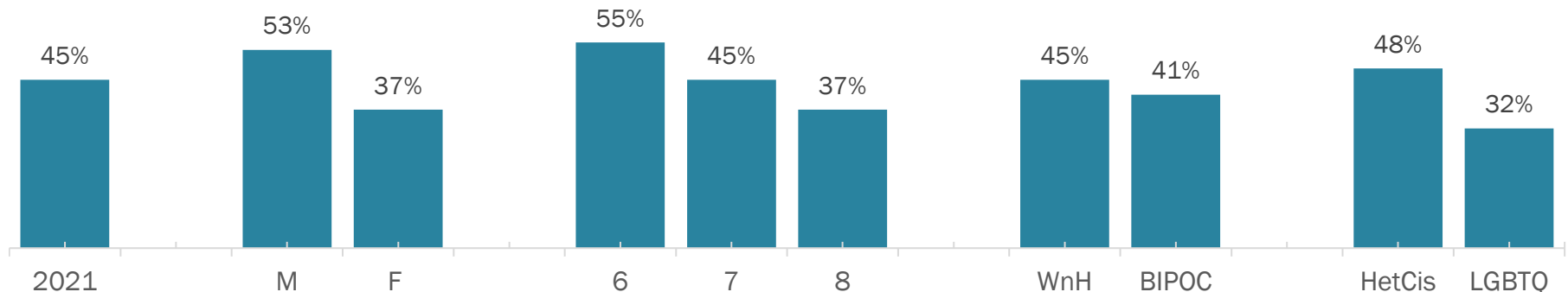
## Ate Breakfast, Past Week



Less than half of all students ate breakfast every day during the previous week.

- Male students are significantly more likely than female students to eat breakfast every day during the previous week.
- Eating breakfast every day decreases with each grade level.
- Eating breakfast every day does not differ by race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to eat breakfast every day.

## Middle School Students who Ate Breakfast Every Day, Past Week



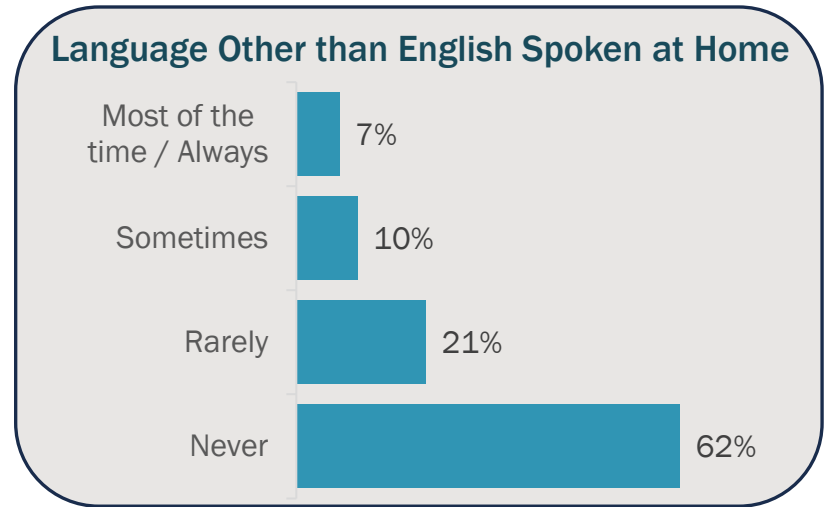


# Social Determinants of Health

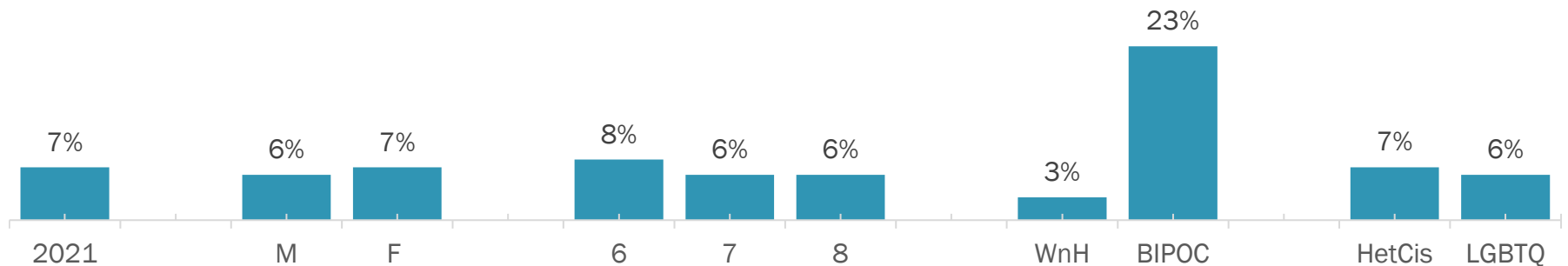
# Language Spoken at Home

Less than 10% of students live with someone who primarily speaks a language other than English most of the time or always.

- Living with someone who most of the time or always speaks a language other than English does not differ by sex or sexual orientation and gender identity.
- 6<sup>th</sup> grade students are significantly more likely than 7<sup>th</sup> and 8<sup>th</sup> grade students to live with someone who most of the time or always speaks a language other than English.
- BIPOC students are significantly more likely than white, non-Hispanic students to live with someone who most of the time or always speaks a language other than English.



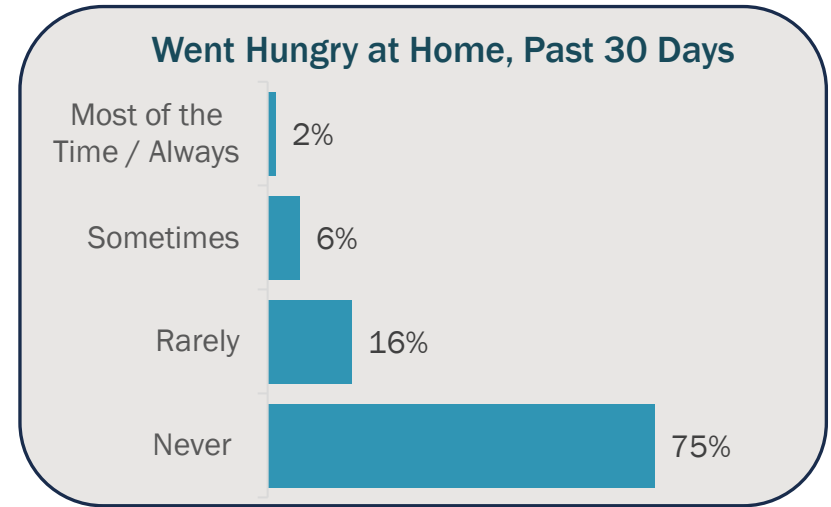
## Middle School Students who Live With People who Speak a Language Other than English Most of the Time or Always



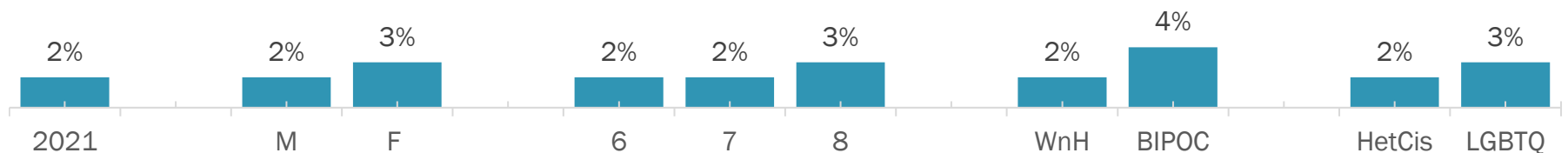
# Food Insecurity

During the past 30 days, 2% of middle school students went hungry most of the time or always because there was not enough food at home. Three-quarters of students never went hungry.

- Going hungry always or most of the time because there was not enough food at home does not differ by sex or grade level.
- BIPOC students are nearly eight times more likely than white, non-Hispanic students to go hungry always or most of the time because there was not enough food at home.
- LGBTQ+ students significantly more likely than heterosexual cisgender students to go hungry always or most of the time because there was not enough food at home.



## Middle School Students who Always or Most of the Time Went Hungry, Past 30 Days



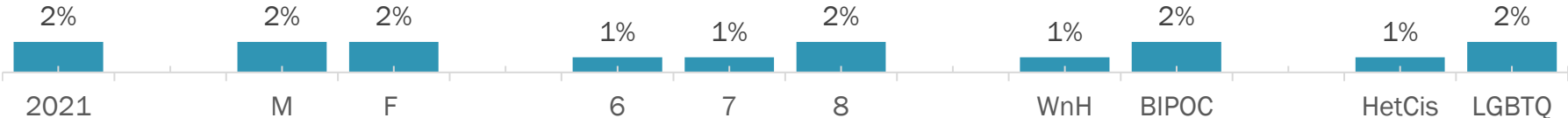
# Housing Insecurity

\* New in 2021

During the past 30 days, 2% of students experienced housing insecurity, sleeping in the home of other people, a shelter or emergency housing, motel / hotel, in a public place, or did not have a usual place to stay.

- Experiencing housing insecurity does not differ by sex, grade level, or race and ethnicity.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to experience housing insecurity.

Middle School Students who Experienced Housing Insecurity, Past 30 Days



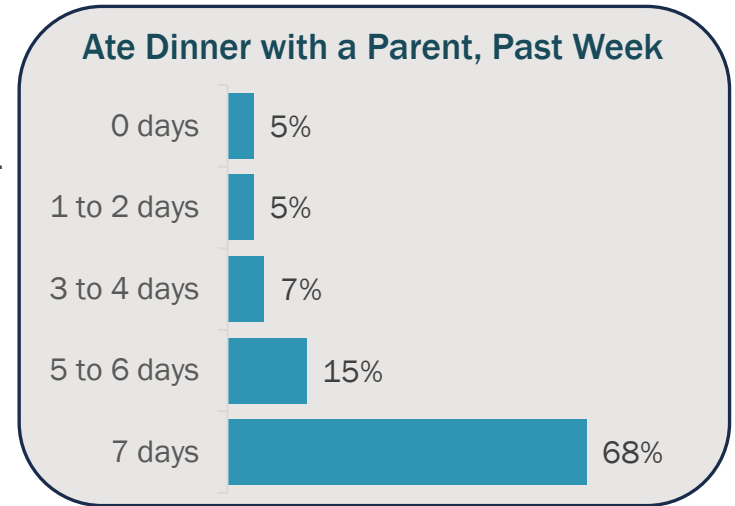


# Youth Assets and Other Protective Factors

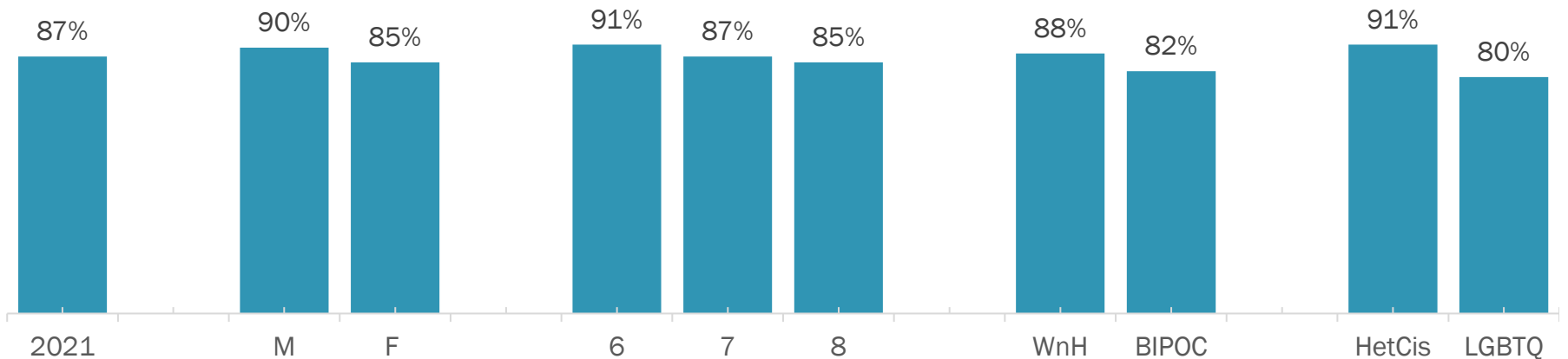
# Family Connectedness: Dinner

Nearly nine in ten students ate dinner with their parent or guardian at least four times during the previous week; few (5%) never did so.

- Male students are significantly more likely than female students to eat dinner with a parent or guardian at least four times in the previous week.
- Eating dinner with a parent or guardian four or more times during the previous week significantly decreases with each grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to eat dinner with a parent four or more times during the previous week.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to eat dinner with a parent four or more times during the previous week.



## Middle School Students who Ate Dinner With at Least One Parent or Guardian, Four or More Times, Past Week

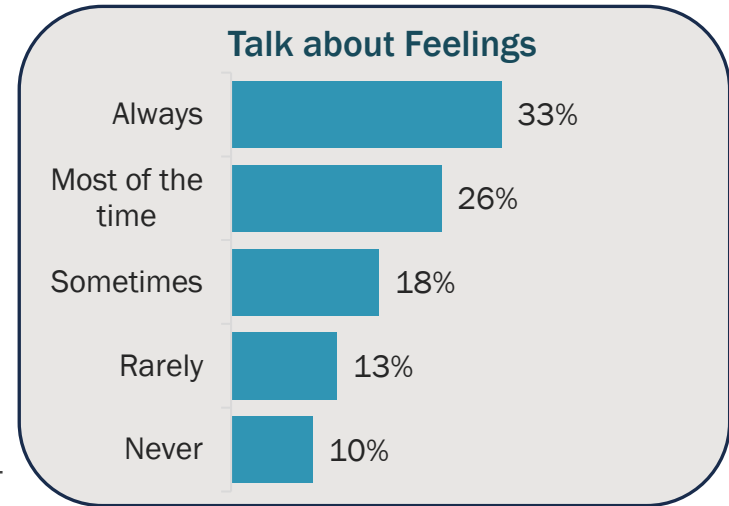


# Family Connectedness: Talk about Feelings

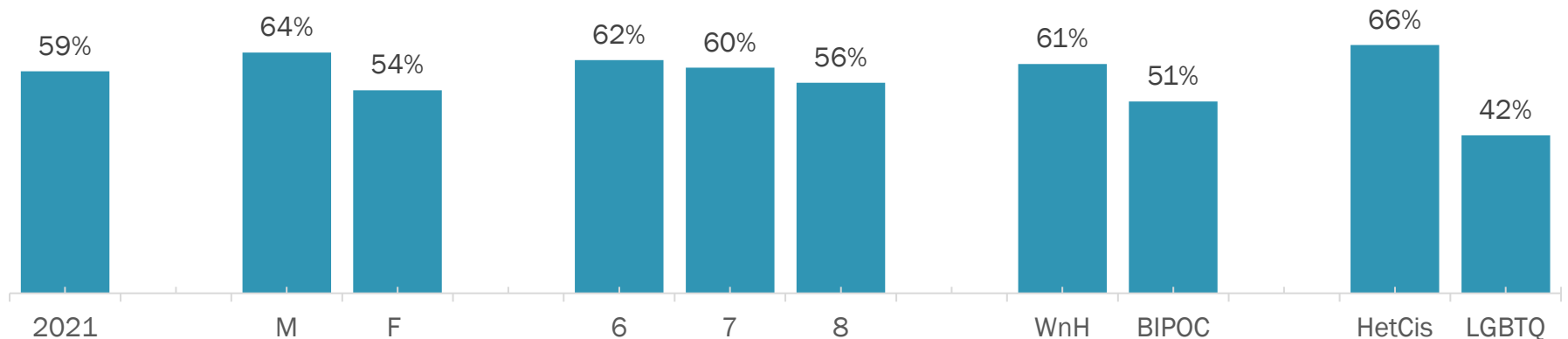
\* New in 2021

About six in ten students feel they can talk to a caring adult or an adult in their family about their feelings at least most of the time.

- Male students are significantly more likely than female students to feel like they can talk to an adult about their feelings at least most of the time.
- 8<sup>th</sup> grade students are significantly less likely than 6<sup>th</sup> and 7<sup>th</sup> grade students to feel like they can talk to an adult about their feelings at least most of the time.
- White, non-Hispanic students are significantly more likely than BIPOC students to feel like they can talk to an adult about their feelings at least most of the time.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to feel like they can talk to an adult about their feelings at least most of the time.



## Middle School Students who Can Talk to a Caring Adult About Their Feelings at Least Most of the Time



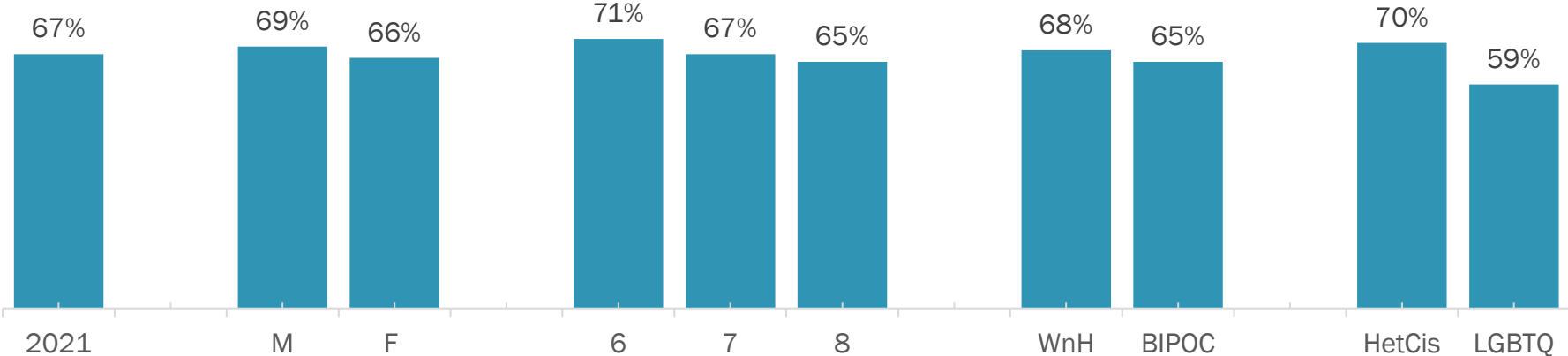


# School Connectedness: Trusted Adult

Two-thirds of middle school students have at least one teacher or other adult in their school that they can talk to if they have a problem; One in five (20%) are not sure if there was someone at their school they can talk to.

- Male students are significantly more likely than female students to report having a trusted adult in their school that they can talk to.
- Compared to 7<sup>th</sup> and 8<sup>th</sup> grade students, 6<sup>th</sup> grade students are significantly more likely to have at least one teacher or other adult in their school they can talk to if they have a problem.
- Having a trusted teacher or other adult at school does not differ by race and ethnicity.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to have at least one trusted adult in their school they can talk to if they have a problem.

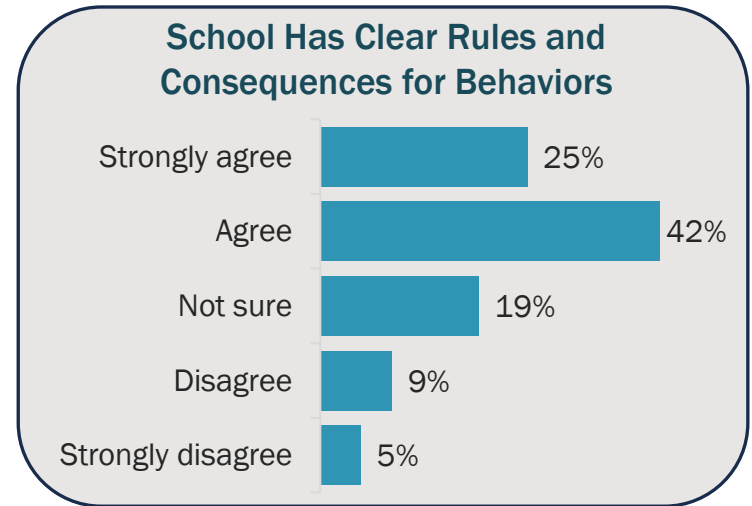
**Middle School Students who Have at Least One Adult or Teacher in Their School They Could Talk to if They Had a Problem**



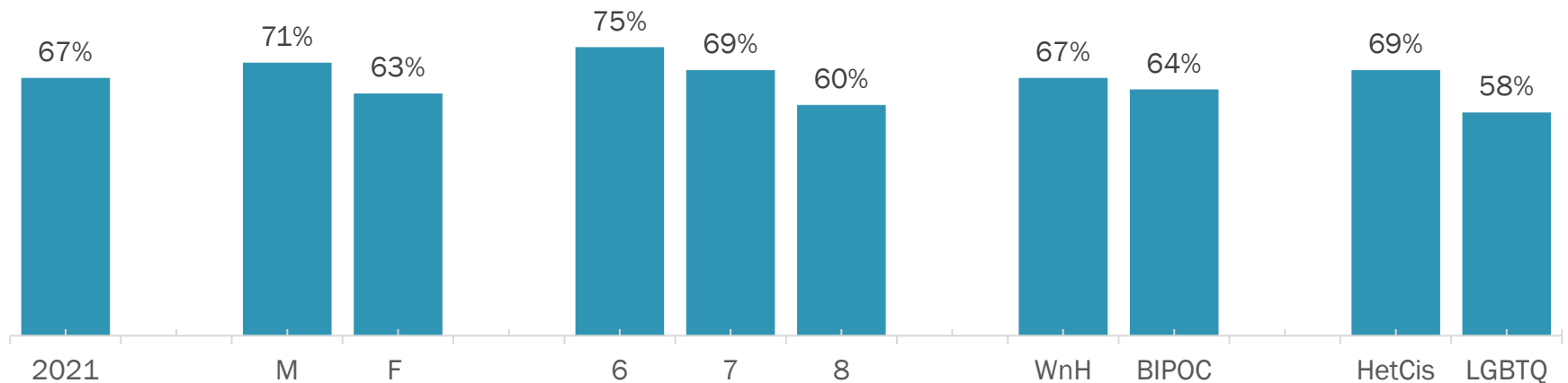
# School Connectedness: Rules and Consequences

Two-thirds of middle school students agree or strongly agree that their school has clear rules and consequences for behavior. Two in ten are not sure if their school has clear rules and consequences for behaviors.

- Male students are significantly more likely than female students to believe their school has clear rules and consequences.
- Believing their school has clear rules and consequences significantly decreases with each grade level.
- White, non-Hispanic students are significantly more likely than BIPOC students to believe their school has clear rules and consequences.
- Heterosexual cisgender students are significantly more likely to believe their school has clear rules and consequences for behaviors compared to LGBTQ+ students.



## Middle School Students who Agree or Strongly Agree Their School Has Clear Rules and Consequences for Behaviors



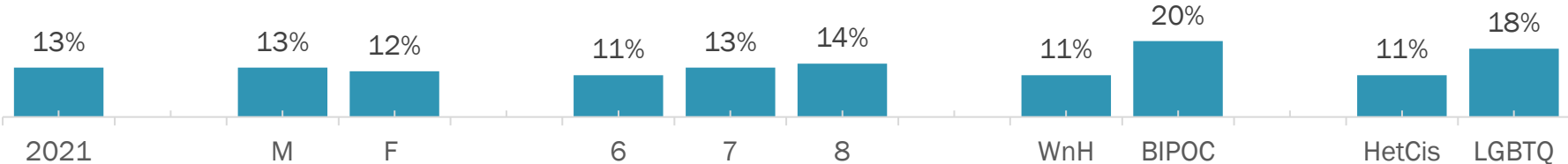
# Community Connectedness: Violence

\* New in 2021

About one in eight middle school students have ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood.

- Seeing someone get physically attacked, beaten, stabbed, or shot in their neighborhood does not differ by sex.
- 8<sup>th</sup> grade students are significantly more likely than 6<sup>th</sup> grade students to report ever seeing someone physically attacked, beaten, stabbed, or shot in their neighborhood.
- BIPOC students are significantly more likely than white, non-Hispanic students to ever see someone physically attacked, beaten, stabbed, or shot in their neighborhood.
- LGBTQ+ students are significantly more likely than heterosexual cisgender students to ever see someone physically attacked, beaten, stabbed, or shot in their neighborhood.

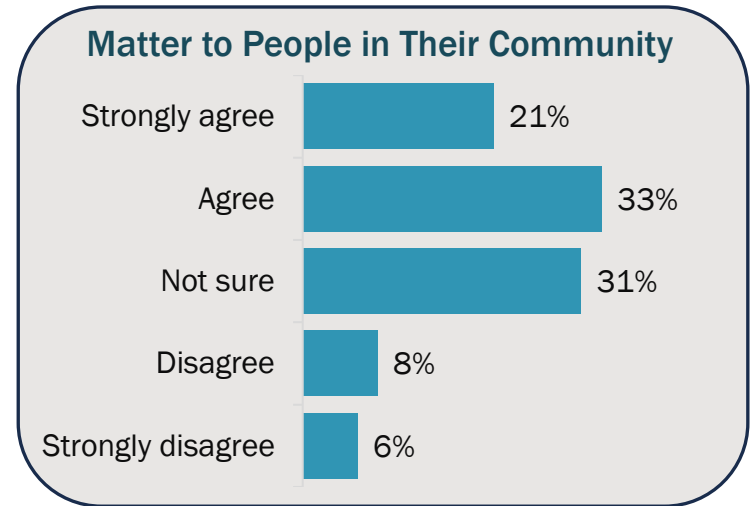
**Middle School Students who Ever Saw Someone Get Physically Attached, Beaten, Stabbed, or Shot in Their Neighborhood**



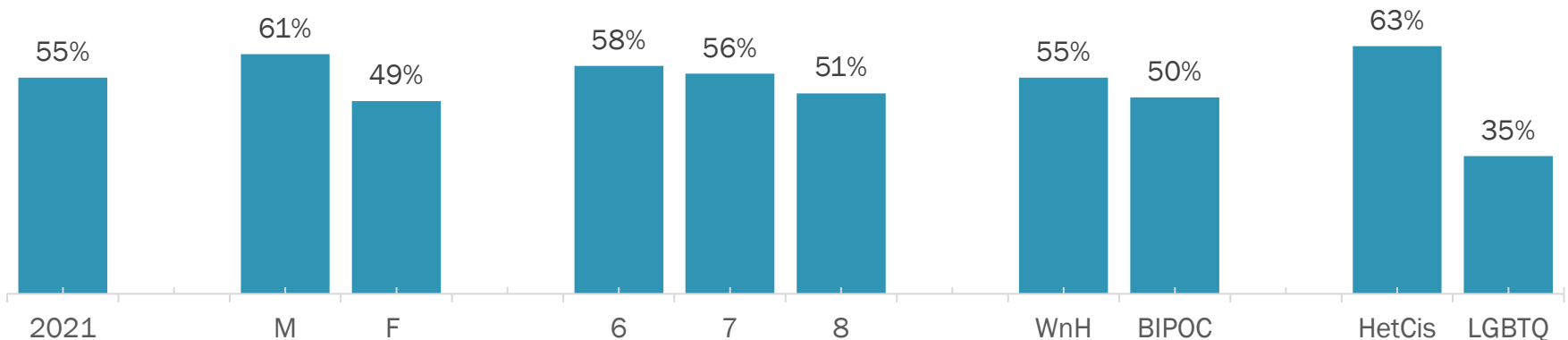
# Community Connectedness: Matter

Just over half of all middle school students agree or strongly agree that they matter to people in their community; three in ten were not sure.

- Male students are significantly more likely to believe they matter to people in their community compared to female students.
- 8<sup>th</sup> grade students are significantly less likely than 6<sup>th</sup> and 7<sup>th</sup> grade students to think they matter to people in their community.
- White, non-Hispanic students are significantly more likely than BIPOC students to think they matter to people in their community.
- Heterosexual cisgender students are significantly more likely than LGBTQ+ students to feel like they matter to people in their community.



## Middle School Students who Agree or Strongly Agree They Matter to People in Their Community



# 2021

## 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.

*Report prepared by:*  
Vermont Department of Health  
Division of Health Surveillance  
108 Cherry Street  
Burlington, Vermont 05402  
802-863-7300

*For more information contact:*  
Kristen Murray, PhD  
Public Health Analyst / YRBS Coordinator  
[Kristen.Murray@vermont.gov](mailto:Kristen.Murray@vermont.gov)

[www.healthvermont.gov/YRBS](http://www.healthvermont.gov/YRBS)