

# Lexington Public Schools Youth Risk Behavior Survey 2021 Highlights

Presentation to  
March 14, 2022



# About the LPS Youth Risk Behavior Survey (YRBS)

- Every two years LPS administers an anonymous and voluntary Youth Risk Behavior Survey (YRBS). This is an online survey given to students in middle school (grades 7 & 8) and high school (grades 9 to 12).
- These surveys cover a series of topics associated with youth health behavior, including **substance use, automobile safety, bullying and violence, sexual behavior, suicidal ideation and symptoms of depression, and stress.**
- Final 2021 survey forms and detailed results can be accessed below:
  - [LHS 2021 YRBS Survey Form](#)
  - [Middle School 2021 YRBS Survey Form](#)
  - [LPS YRBS: Overview & 2021 Detailed Results](#)
- High response rates and a demographic breakdown that appears roughly similar to statistics for the full LPS population supports the representativeness of the sample.
- **When interpreting 2021 results (or any other YRBS results), we must consider the context. At the time of survey administration, LPS students and community members were responding during the global COVID-19 pandemic. For this reason, results should be analyzed with caution.**

# Key Findings

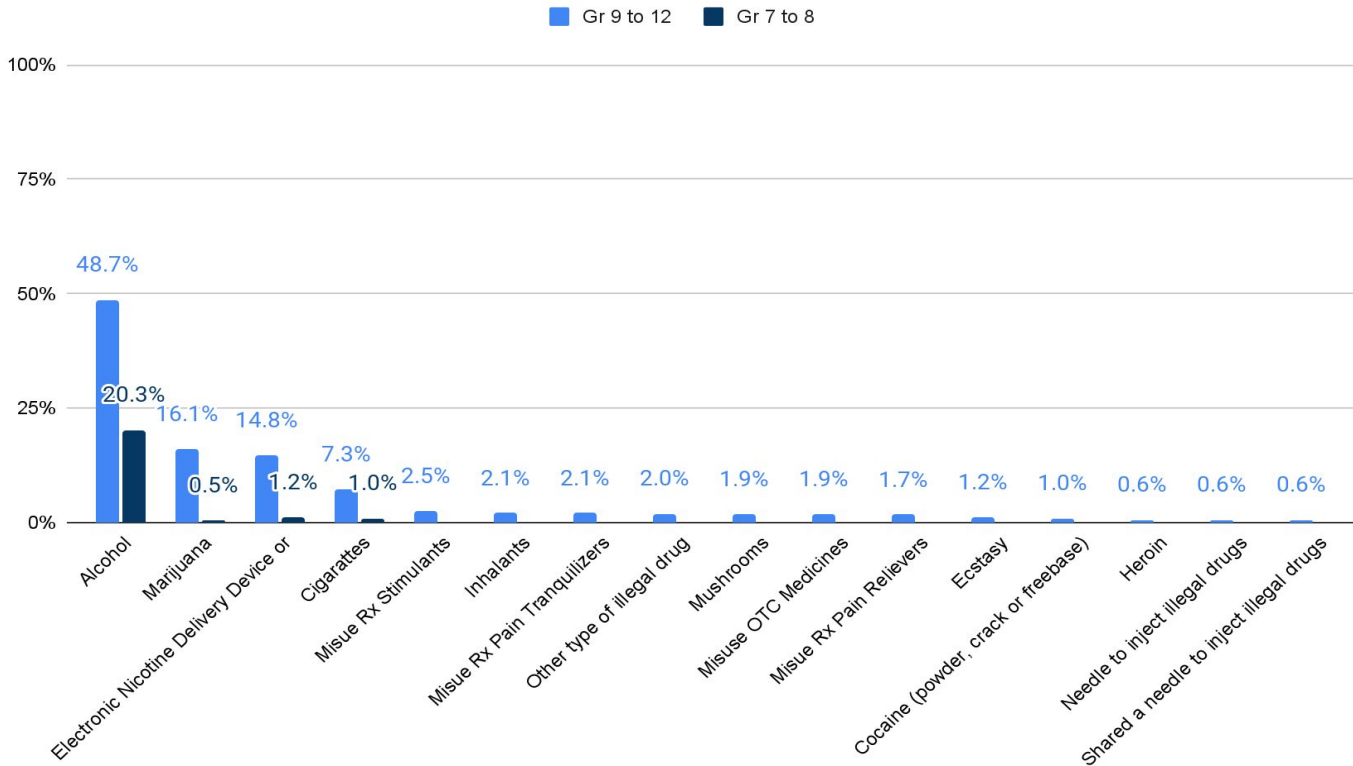
- The unique context of the pandemic complicates interpretation of results, so it is important to use caution when interpreting results.
- Improvements have been observed in some health-related behaviors among LPS middle and high school students, such as decreases in alcohol and marijuana use and indicators of suicidality.
- Use of most other substances included on the survey continues to be very low among LPS youth, mirroring national trends.
- Although substance abuse is comparatively low, alcohol continues to be the most commonly used substance among LHS students, along with marijuana and vaping. LPS prevention efforts should continue to focus on these substances.
- Like other datasets, results often vary among LPS subgroups. Many patterns are similar to what is observed in research, and this variation makes program development more complex and multifaceted.
- In particular, LGBTQ+ students continue to face special health and safety risks, with disproportionately high rates of bullying/harassment, sexual contact against their will, missing school due to not feeling safe, substance use, self-harm, suicidal ideation, suicide attempts, and other adverse outcomes. We must acknowledge the impact of LGBTQ+ issues outside of the schools and continue efforts to address these concerns.
- Among LPS students, high schoolers were more likely than middle schoolers to report a negative impact on physical and emotional health in relation to the pandemic.
- While academic stress remains a major challenge for LHS, many students report the use of positive stress management strategies, including listening to music (63.1%), exercising (42.7%), and talking to other people (52.6%).
- Data from the survey reinforce the important role of parents and caregivers. LHS students are most likely to report that parents/caregivers are the most influential factor in their decision-making about stress management, alcohol and substance abuse, and sex.

# 2021 Results in more Detail

- Substance Use
- Violence, Bullying & Harassment
- Mental Health, Suicide Ideation & Self Injury
- Self Reported Impacts of the Pandemic



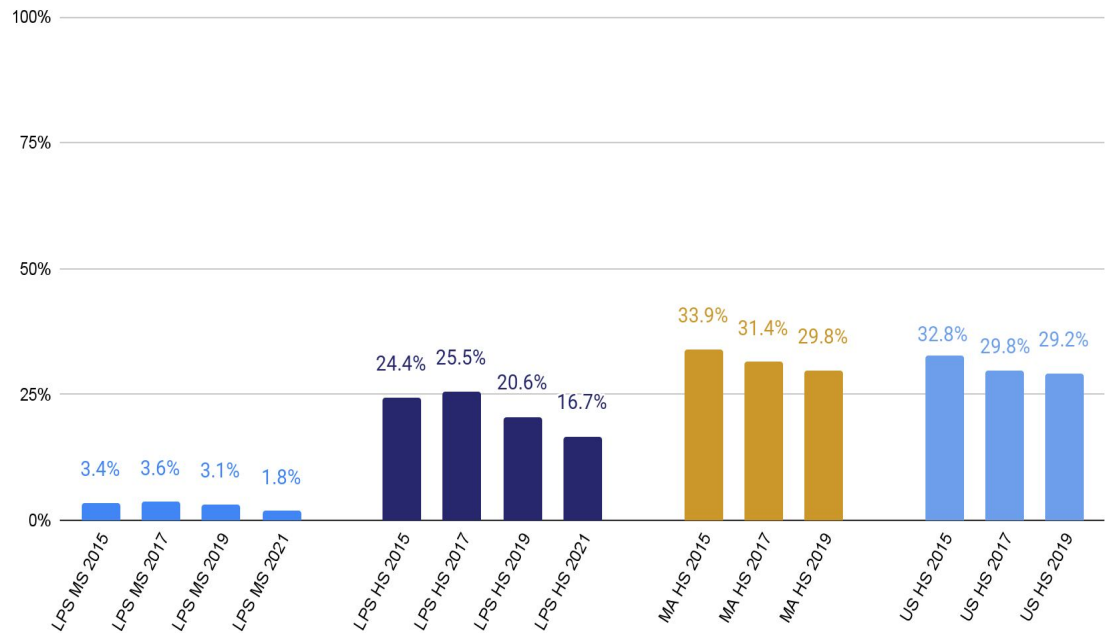
## 2021: How does reported substance use vary by substance type? During your life, have you ever used... (1 or more times)



- Consistent with previous LPS data, the most used frequently used substances were alcohol and marijuana in 2021.
- Also consistent with previous LPS data, lifetime substance use continues to be very low among LPS youth for most substances included on the the high school survey.

\*LPS middle school YRBS survey did not include items about other substances beyond alcohol, marijuana, electronic nicotine delivery devices or cigarettes

# 2015-2021: How many students report current alcohol use (at least once in the last 30 days)? How does this compare to national and state trends?



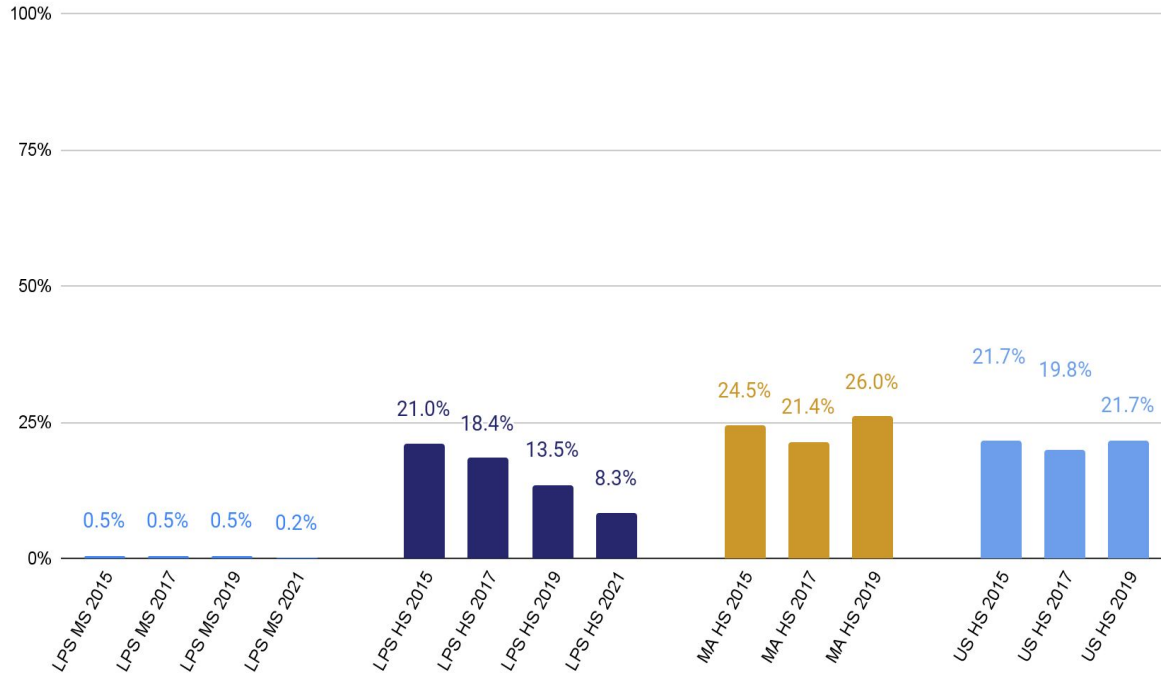
- In 2021, 1.8% of LPS middle school and 16.7% of high school students reported current alcohol use.
- **Comparative Data.** Current alcohol use among LPS youth has been lower than state and national levels. The trend of declining alcohol use among LPS youth mirrors statewide trends. 2021 state and national data is not yet available for full comparison.

*Other related results for grades 9-12, during the past 30 days:*

- Have 5 or more drinks of alcohol in a row, that is, within a couple of hours? **5.9%**
- Drink until you vomited? **3.0%**
- Drink until you passed out? **1.4%**
- Ride in a car or other vehicle driven by someone who had been drinking alcohol? **4.7%**
- Drive a car or other vehicle when you had been drinking alcohol? **1.2%**
- Drink alcohol or use drugs before you had sexual intercourse (vaginal, oral or anal) the last time **3.3%**

*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.*

## 2015-2021: How many students report current marijuana use (at least once in the last 30 days)? How does this compare to national and state trends?



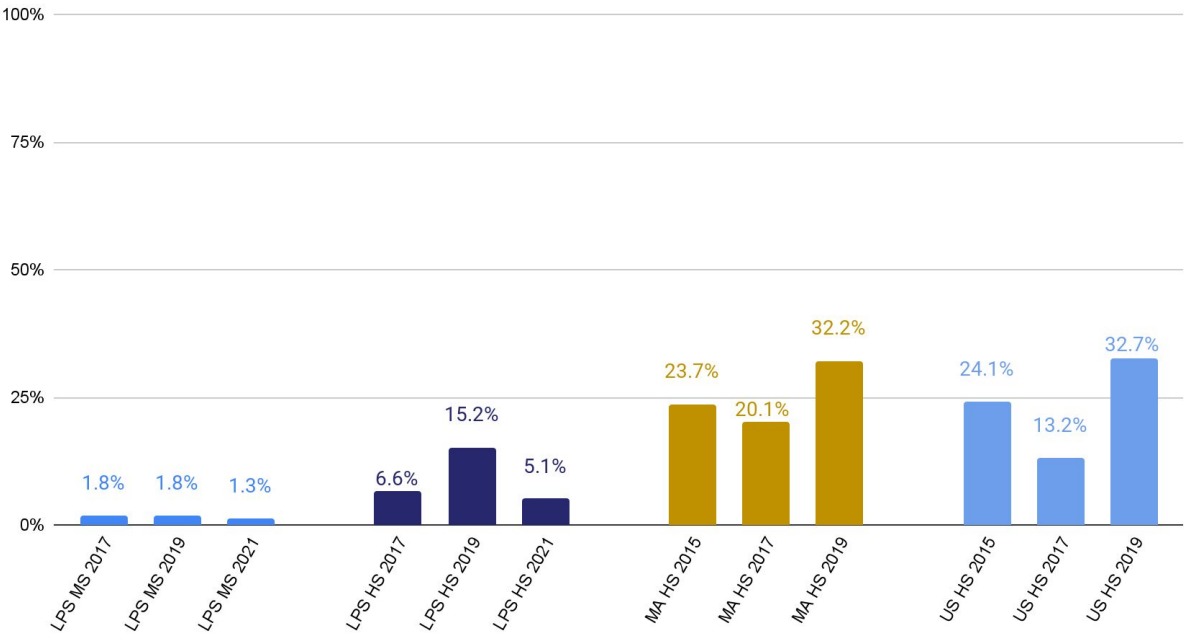
- In 2021, 0.2% of LPS middle school and 8.3% of high school students report current marijuana use.
- **Comparative Data.** Current marijuana use among LPS youth has been lower than state and national levels. Over time, marijuana use continues to be low at the middle school level and is declining at the high school level; This is in contrast to state and national trends, where marijuana use has been somewhat steady. 2021 state and national data is not yet available for full comparison.

### Other related results for grades 9-12:

- **How do students consume marijuana?** 5.4% report smoking it (e.g. with a joint, pipe, bong, or hookah), 4.1% report vaping it, 3.9% reporting eating it (e.g. in brownies, gummies, or other cannabis edibles).
- 5.6 % report riding in a car or other vehicle driven by someone who had been using marijuana at least once during the past 30 days.

\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.

2017-2021: How many students report currently using an electronic nicotine delivery device (ENDD) (i.e. electronic vapor, e-cigarette, vaping pen or JUUL) at least once in the last 30 days? How does this compare to national and state trends?

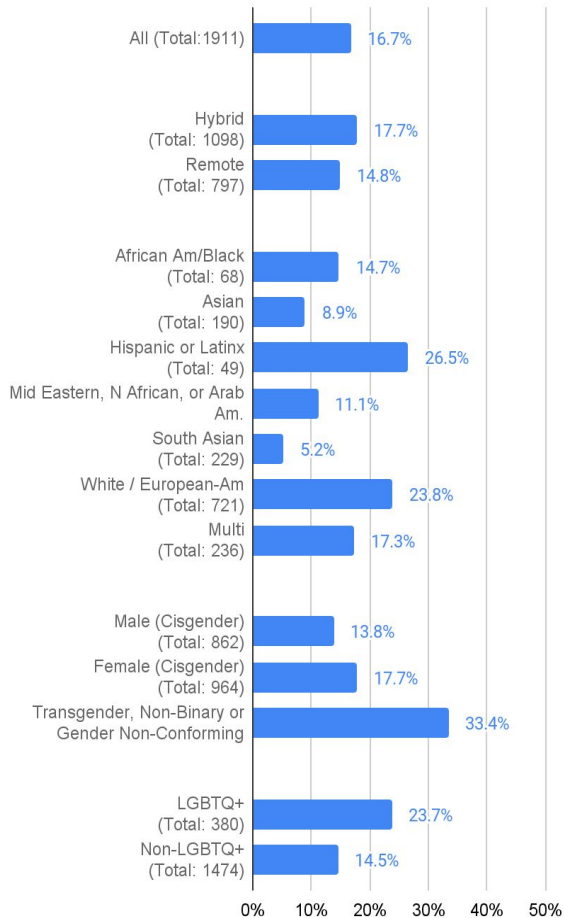


- In 2021, 1.3% of LPS middle school and 5.1% of high school students report current vape use.
- **Comparative Data.** Current vaping among LPS youth has been lower than state and national levels. Over time, vaping use continues to be low at the middle school level. Among the high school level, year to year use has fluctuated. We see a similar pattern at state and national levels. 2021 state and national data is not yet available for full comparison.
- 1.6% of LHS students use vapor products frequently (20 or more days) (compared to 11% at the state level and 10.7% at the national level in 2019).
- 41.6% of students report they believe vaping occasionally poses no risk (8.8%) or slight risk (32.8%). A much smaller amount believe daily vaping poses no or slight risk (9.2%).

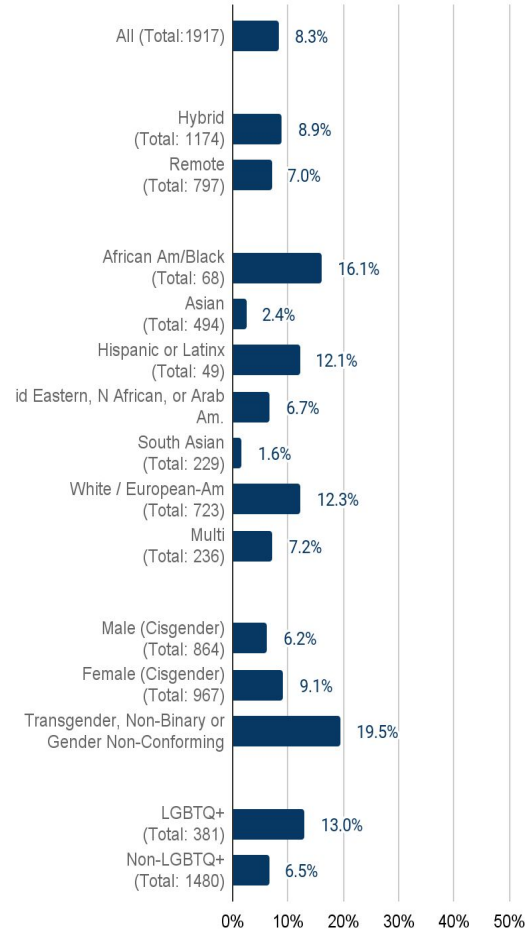
*\*LPS YRBS Items related to youth use of Electronic Nicotine Delivery Devices (ENDD), such as an e-cigarette, vaping pen, or JUUL, were first added to the LHS YRBS survey in 2017.*

*\*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.*

## Current Alcohol Use By Subgroup



## Current Marijuana Use By Subgroup



## 2021 (Grades 9 - 12): How does current alcohol or marijuana use (at least once in the last 30 days) vary across student subgroups?

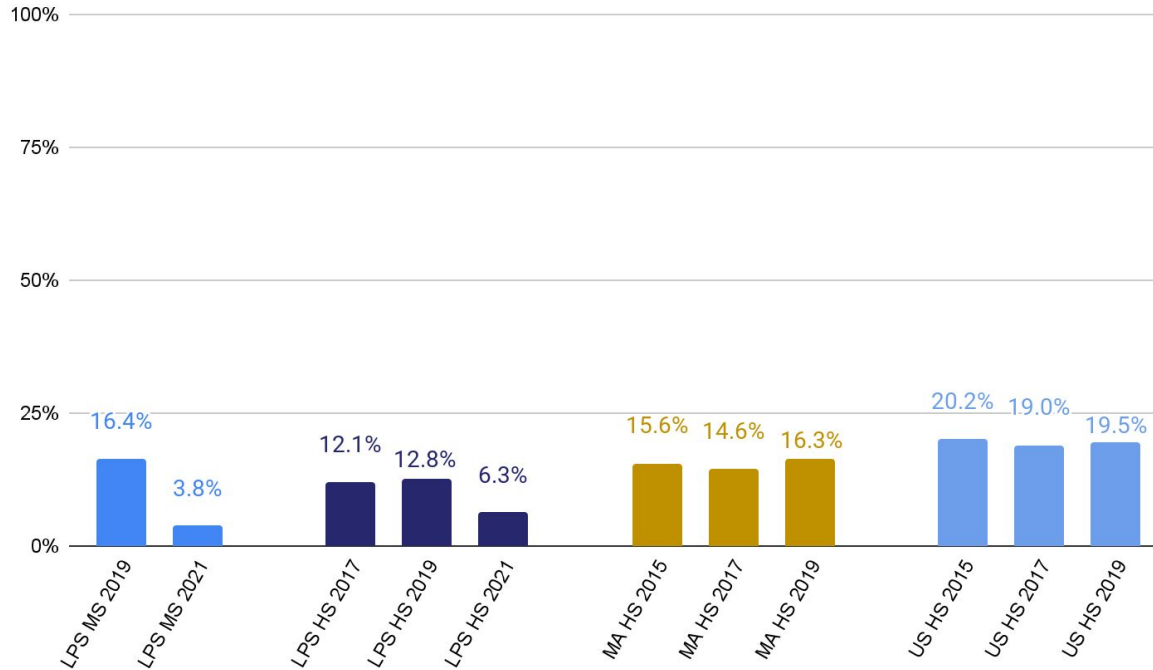
Rates of current alcohol and marijuana use vary among LPS subgroups.

**Comparative Data.** Many patterns are similar to what is observed in research. Substances may be used to cope with stressors and hostile experiences specifically related to a student's identity.

Example: LGBTQ+ youth, like other youth, use alcohol and other drugs to experiment, to fit in with peers, and to relieve anxiety and emotional pain. LGBTQ youth are at higher risk for use due to the experience of stigma and discrimination related to their sexual orientation or gender identity. See also

- [LGBTQ\\* Populations from National Institutes of Health](#)
- [Rhode Island LGBTQ Youth & Substance Abuse Fact Sheet](#)
- [Substance Use Disparities by Sexual Identity](#)
- [Stress, Coping, and Context: Examining Substance Use Among LGBTQ Young Adults With Probable Substance Use Disorders](#)

## 2017-2021: How many students report being bullied on school property during the past 12 months? How does this compare to national and state trends?

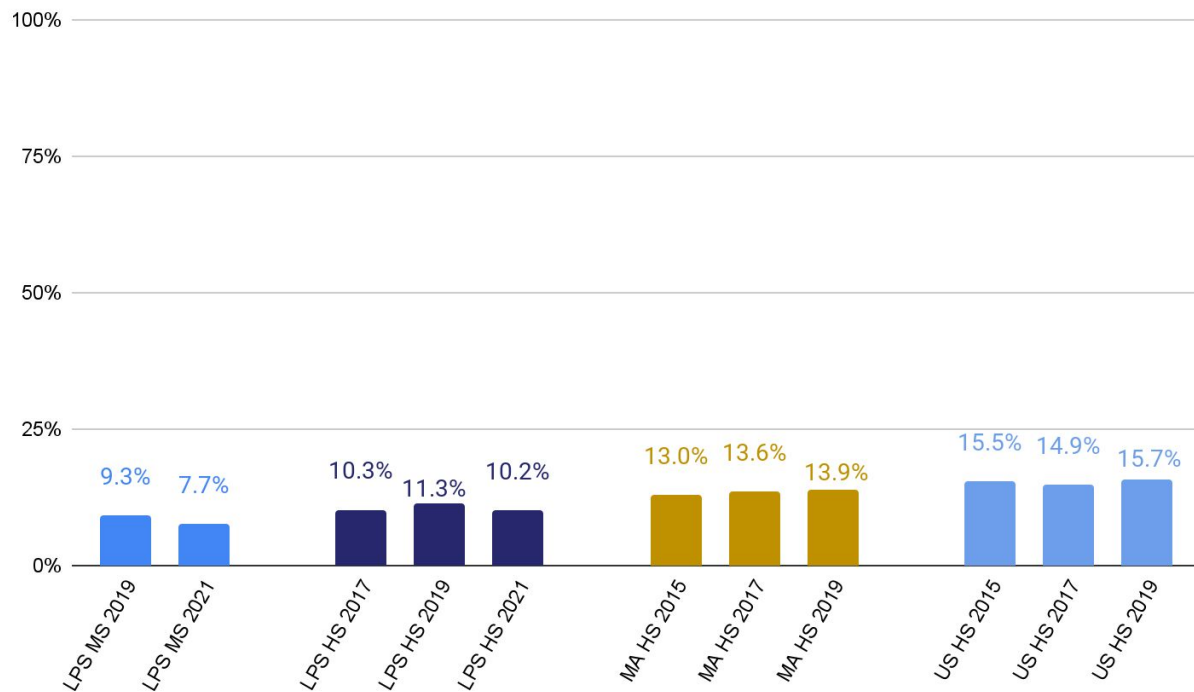


- In 2021, 3.8% of LPS middle school and 6.3% of high school students report being bullied on school property.
- **Comparative Data.** Rates of bullying at school have been lower than state and national levels. Overall LPS reported rates of bullying have gone down significantly since 2019. Local rates of online bullying have been lower than state and national levels at the high school level. 2021 state and national data is not yet available for full comparison.

\*LPS data shown for years in which comparable items were used.

\*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.

## 2017-2021: How many students report being electronically bullied (asked to count being bullied through texting, Instagram, Snapchat, or other social media) during the past 12 months ? How does this compare to national and state trends?

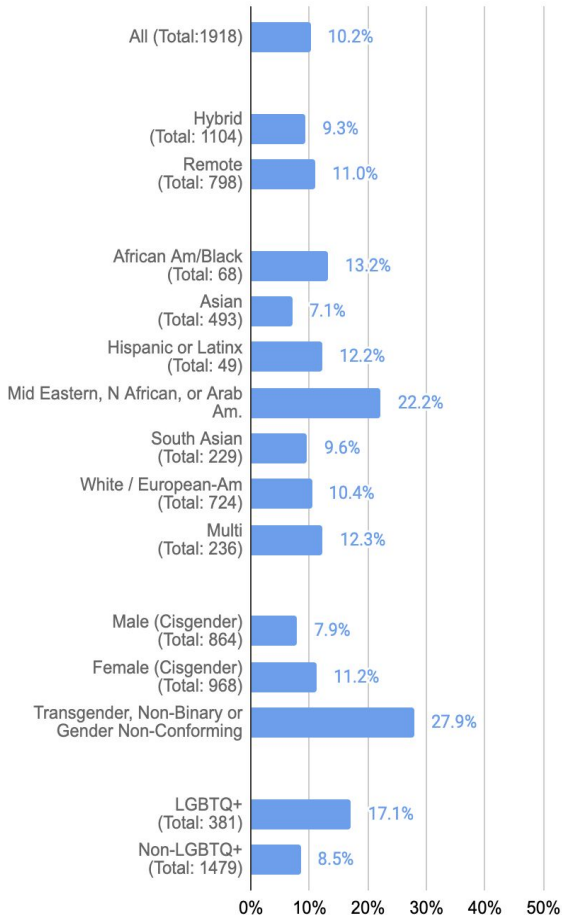


- In 2021, rates of online bullying were higher compared to bullying at school for LPS
- In 2021, 7.7% of LPS middle school and 10.2% of high school students report being bullied electronically.
- **Comparative Data.** Overall LPS reported rates of online bullying have gone down since 2019. Local rates of online bullying have been lower than state and national levels. 2021 state and national data is not yet available for full comparison.

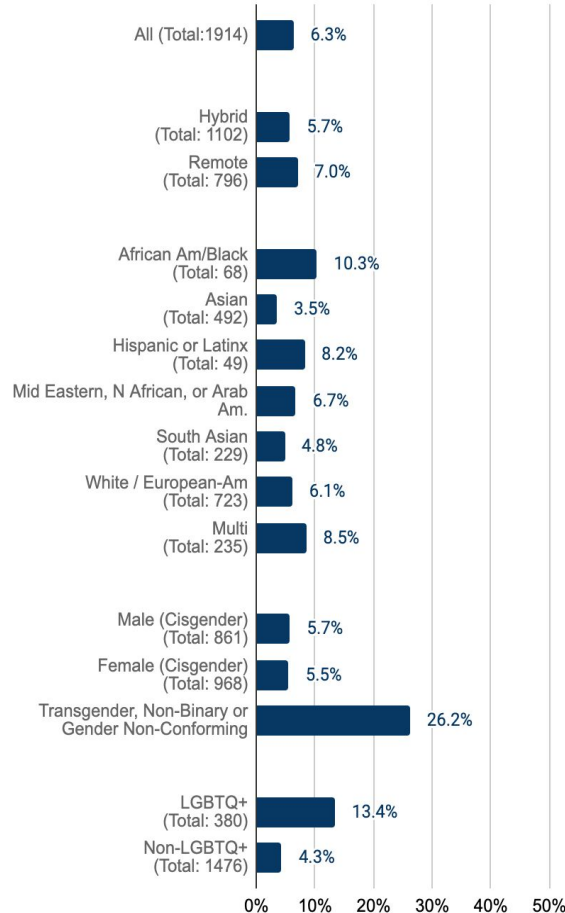
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## Electronically bullied?



## Bullied on School Property?



## 2021 (Grades 9 - 12): How do experiences with bullying (at least once in the past 12 months) vary across student subgroups?

Bullying experiences vary among LPS subgroups.

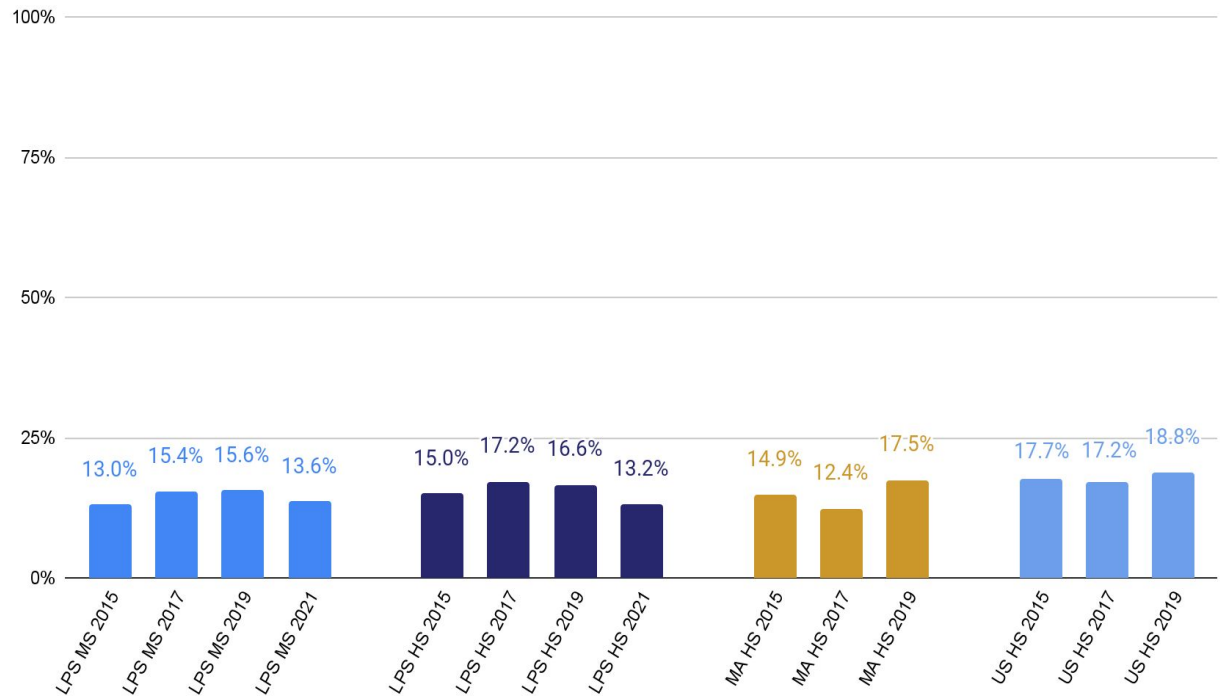
**Comparative Data:** It is not clear from current research how often kids get bullied because of their race, ethnicity, or national origin. Research is still growing on this. Research does show that LGBTQ+ youth and those perceived as LGBTQ+ are at an increased risk of being bullied.

Research also finds that bullying for any child is linked to higher risk for other negative outcomes including [impacts on mental health and substance use](#).

See also:

- [LPS Bullying Prevention & Intervention Plan](#)
- [CDC: Violence Prevention: Preventing Bullying](#)
- [U.S. Department of Health and Human Services: StopBullying.gov](#)
- [GLSEN: The 2019 National School Climate Survey](#)
- [Bullying and Suicide Risk among LGBTQ Youth](#)

# 2015-2021: How many students seriously considered suicide during past 12 months (high school) or ever (middle school)? How does this compare to national and state trends?



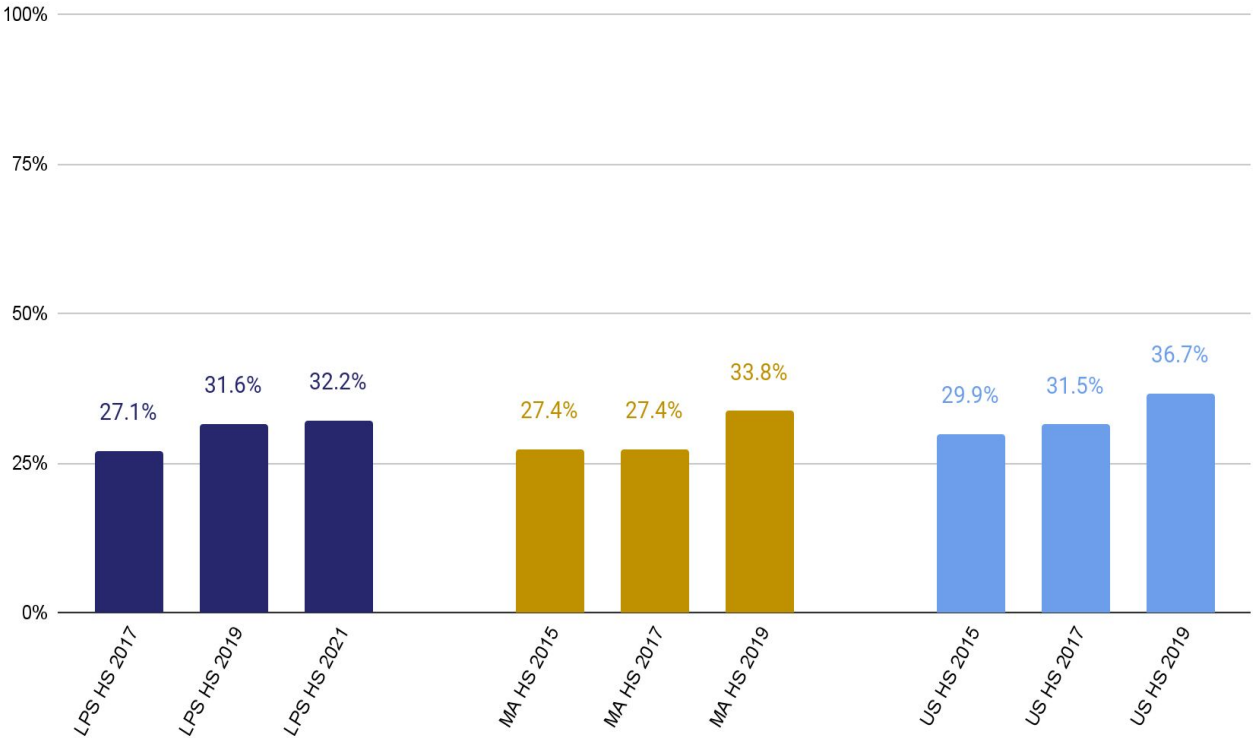
- In 2021, 13.6% of LPS middle school (ever in life) and 13.2% of high school students (past 12 months) reported seriously considering suicide
- **Comparative Data.** Overall LPS reported rates of suicide ideation have gone down since 2019. 2021 state and national data is not yet available for full comparison

*Other related results, during the past 12 months (high school) or ever in life (middle school):*

- Feeling so sad or hopeless almost every day (2 or more weeks in a row)? **32.2% high school**
- Told an adult about suicidal thoughts? **4.8% high school and 5.0% middle schools**
- Made plan about suicide? **6.4% high school and 5.9% middle school**
- Attempted suicide? **3.0% high school and 1.9% middle school**

*\*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.*

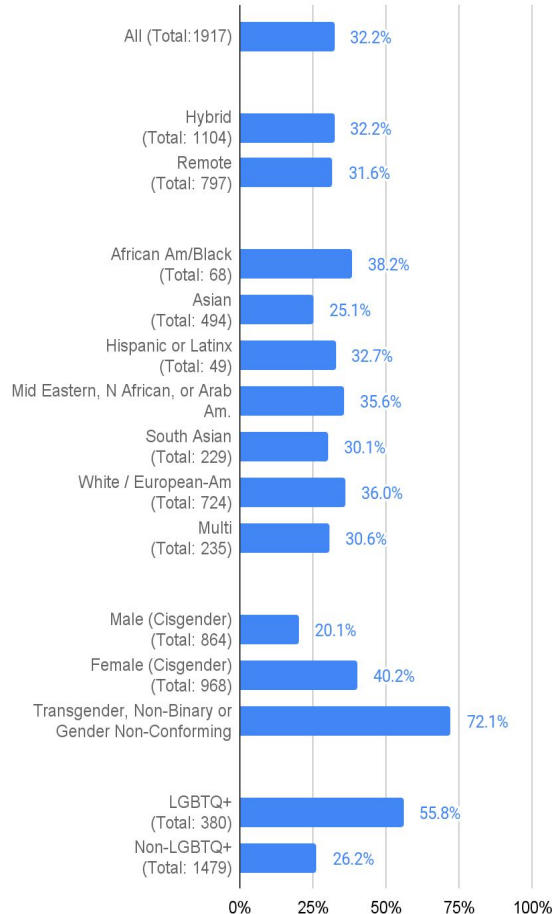
2017-2021: How many students report feeling so sad or hopeless almost every day (for two weeks or more in a row) that you stopped doing some usual activities during past 12 months? How does this compare to national and state trends?



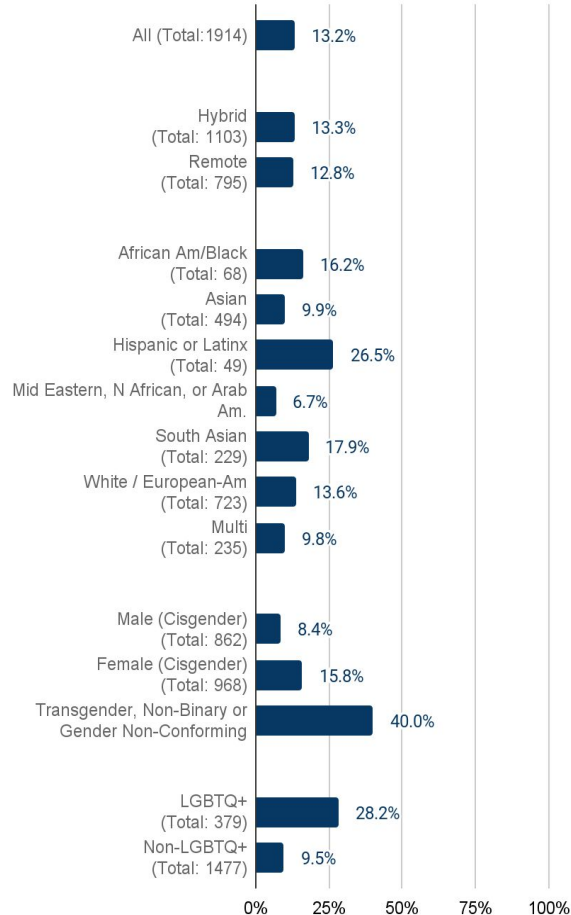
- In 2021, 32.2% of high school students reported feeling sad or hopeless almost every day (for two weeks or more in a row).
- **Comparative Data.** This is similar to results from 2019. LPS data had been similar to state level results and slightly lower than national results. 2021 state and national data is not yet available for full comparison

*\*LPS Middle School YRBS survey did not include item about feeling sad or hopeless for two week or more in a row*  
*\*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.*

## Feelings of Hopeless & Sadness By Subgroup



## Suicide Ideation By Subgroup



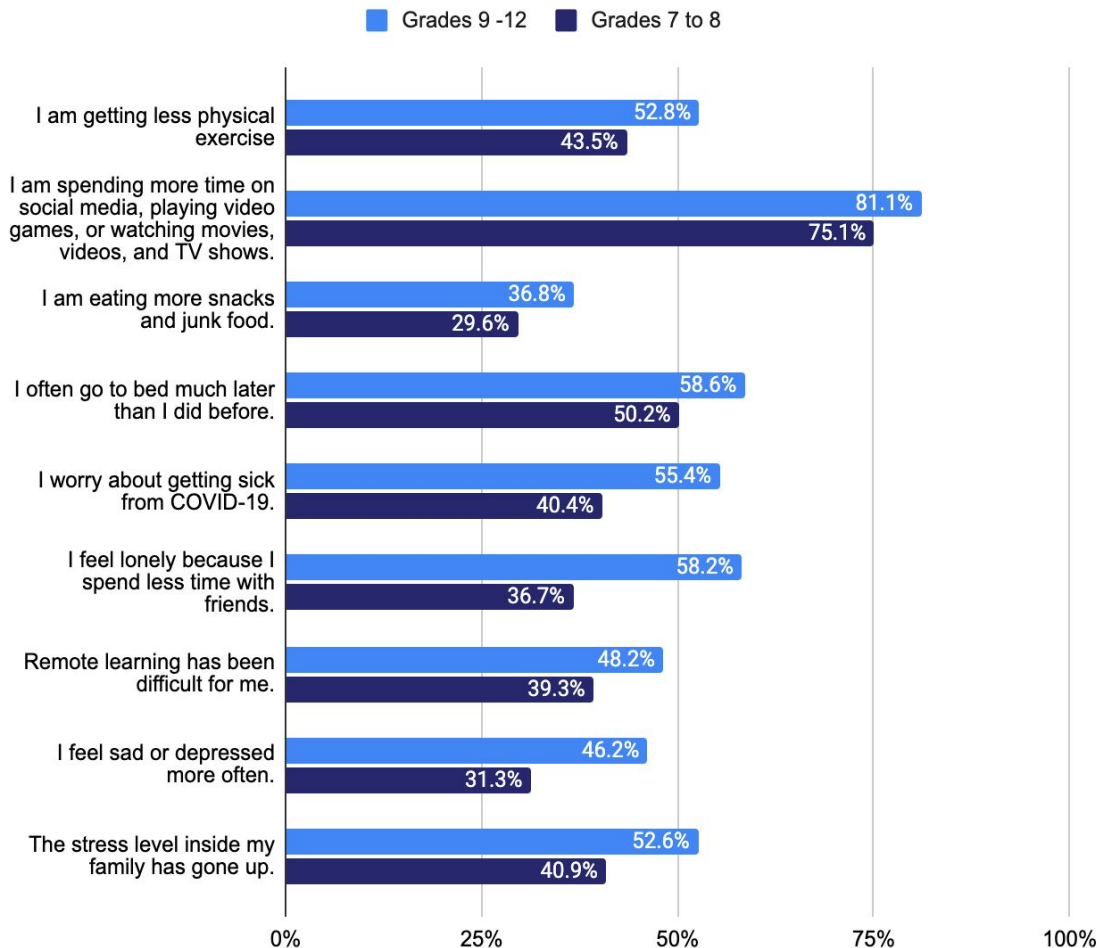
## 2021 (Grades 9 - 12): How does feeling of hopelessness, depression and suicide ideation vary across student subgroups?

Suicide ideation and feelings of depression and hopelessness vary among LPS subgroups.

**Comparative Data:** Research consistently shows that LGBTQ+ youth are at an increased risk for suicide ideation.

See also:

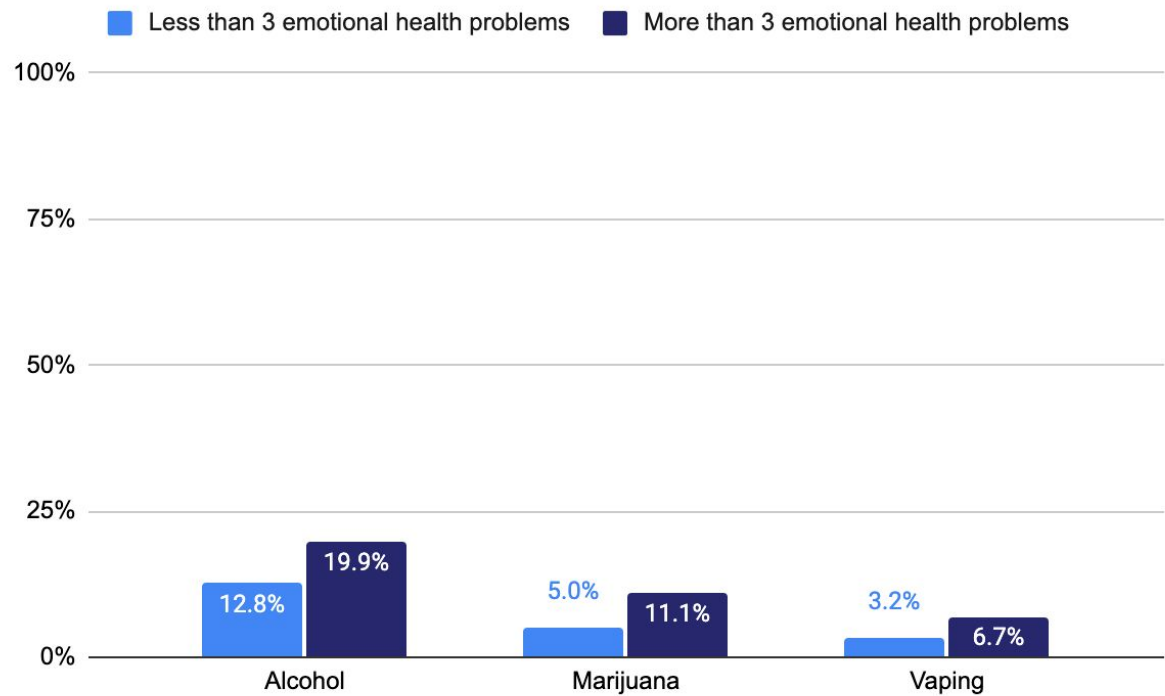
- [Trevor Project: Talking About Suicide](#)
- [Trevor Projection: Rates of Suicide Among LGBTQ+ Youth](#)
- [Youth.gov: Suicide Prevention](#)



## 2021 Self Reported Impacts of COVID-19: Which of the following health and fitness areas have been a challenge for you during this time? (% Agree + Strongly Agree)

- Among LPS students, high schoolers were more likely than middle schoolers to report a negative impact on physical and emotional health in relation to the pandemic.
- Students at both levels most frequently reported spending more time on social media, playing video games and watching movies/TV (81.1% high school and 75.1% middle school).
- 71.9% of high school and 73.8% of middle school students also reported that a parent/guardian or other adult in their home lost their job, or had their hours reduced, even for a short time

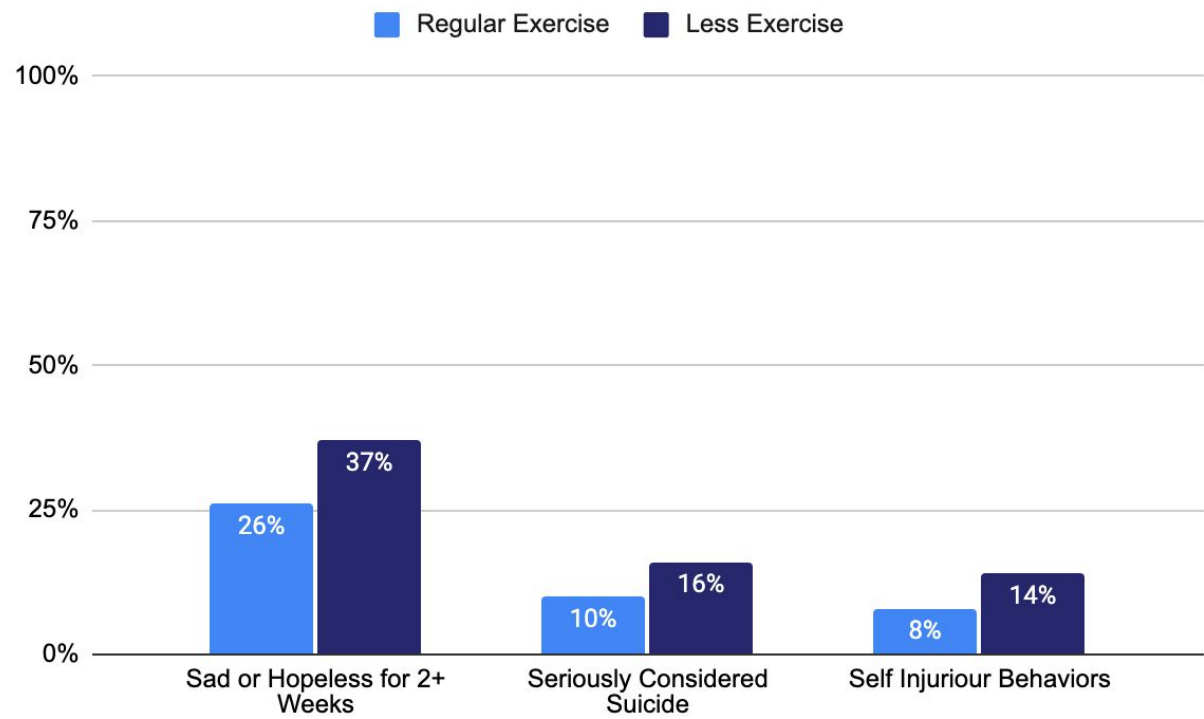
**2021 Self Reported Impacts of COVID-19: LHS high school students with three or more pandemic-influenced emotional health problems reported higher rates for past-30-day substance use.**



- Many LHS students reported multiple pandemic-influenced emotional health problems. Three or more problems were reported by 33% of middle schoolers and 53% of high schoolers.
- LPS students reporting negative impacts from the COVID-19 pandemic were also more likely to report other health and behavior problems. This includes substance use, where students who reported three or more pandemic-influenced emotional health problems were about twice as likely to report alcohol use, marijuana use, and vaping in the past 30 days.

*Note: While these data show a correlation between pandemic impacts and higher rates of adolescent problem behavior, they do not establish a causal relationship. While it's possible that the negative impact of the pandemic directly led to higher levels of problem behavior, it's also possible that the same conditions that make students vulnerable to substance use and other unhealthy behaviors also exposed them to the negative effects of the pandemic.*

**2021 Self Reported Impacts of COVID-19: LHS high school students who exercised less during the pandemic reported higher rates of sadness, suicidal thinking, and self-harm.**



- The physical health impacts of the COVID-19 pandemic are also associated with a variety of negative health and behavior outcomes.
- For example, among high school students who got less physical exercise during the pandemic, 37% reporting feeling "sad or hopeless everyday for two weeks or more in a row." This compares to a rate of 26% for students who didn't exercise less during the pandemic. Less exercise was also associated with higher rates of suicidal ideation and self-harm.

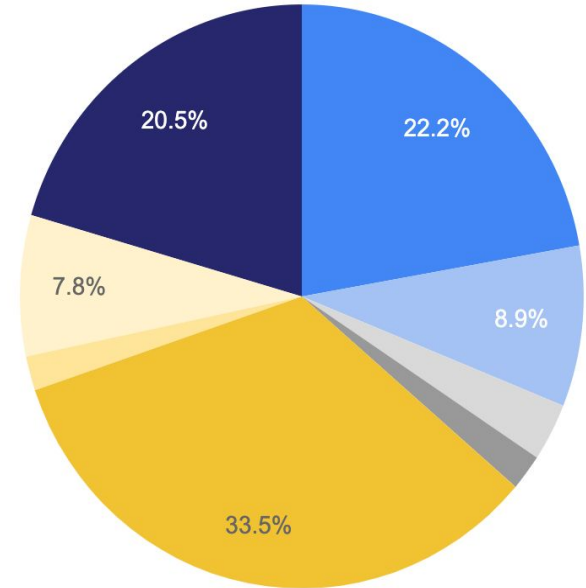
*Note: While these data show a correlation between pandemic impacts and higher rates of adolescent problem behavior, they do not establish a causal relationship. While it's possible that the negative impact of the pandemic directly led to higher levels of problem behavior, it's also possible that the same conditions that make students vulnerable to substance use and other unhealthy behaviors also exposed them to the negative effects of the pandemic.*

## 2021: Sources of Negative Stress and Ways of Coping with Stress

- When asked, “which of the following do you find causes the MOST negative stress for you?” students in all subgroups most frequently answered “**school demands or expectations—such as assignments, homework, etc.**” (33.5%)
- When asked, “Which of the following do you find the MOST stressful about school (in-person or virtual)?” students in all subgroups most frequently answered, “**keeping up with schoolwork**”
- While 47.1% of LHS students say they manage stress by ignoring it (up from 2019 39.6%) and 5.2% use alcohol or drugs to manage it (down from 2019, 7.7%), **several positive stress management strategies are commonly practiced, including listening to music (68.1%), exercising (48%), and talking to other people (56.8%), all of which have increased since 2019.**

Which of the following do you find causes the MOST negative stress for you?

- Busy schedule (school, activities, sports, etc.)
- Parent/guardian or family demands or expectations about academics, grades, etc.
- Difficulty getting enough sleep
- Extracurricular activity demands or pressures
- School demands or expectations—such as assignments, homework, etc.
- Social pressures from friends, peers, etc.
- Other family or personal issues which cause emotional stress for you
- Worrying about the future such as college, career, etc.



## 2021 Grades 9 - 12: Who or what has most influenced your decision-making about...

	Alcohol & Substance Abuse	Stress & Stress Management?	Sex
Parent/Guardian	47.7%	34.3%	27.6%
Other not listed	14.3%	23.8%	21.7%
Friends	14.2%	20.1%	17.9%
School Health education	11.7%	5%	17.2%
Internet	7.6%	10.6%	13.1%
Siblings	4.2%	4.6%	2.1%
School Counselor	0.2%	1.3%	0.2%
Nurse	0.2%	0.3%	0.2%

Consistent with previous years, LHS students are most likely to report that parents and caregivers are the most influential in their decision making

# Frequently Asked About LPS YRBS & Results



- [Youth Risk Behavior Survey: Overview & 2021 Detailed Results](#) (June 2021)
  - [LHS 2021 YRBS Survey Form](#)
  - [Middle School 2021 YRBS Survey Form](#)
  - [Detailed LHS 2021 YRBS Results](#)
  - [Detailed Middle School 2021 YRBS Results](#)
  - Previous LPS YRBS and other LPS reports can be found [here](#).
- Joint Annual Presentation of YRBS Results to Lexington School Committee & Student Health Advisory Council (SHAC): November 1, 2021 - [Recording](#)
- Center for Disease Control and Prevention: [National YRBS Results](#) & [Massachusetts YRBS Results](#)
- [LPS Prevention Program website](#), which includes [resources for parent & caregivers](#)
- [LPS Physical Education, Health and Wellness](#)
- [Lexington High School Counseling Department](#)
  - [Mental Health Resources Link](#)
- [Equity at Lexington Public Schools](#)
- [Lexington Mental Health Task Force \(LMHTF\)](#)
- [Lexington School Health Advisory Council \(SHAC\)](#)
- [2021-2022 Sign Up for SHAC](#)
- [Town of Lexington Human Services](#)
  - [Additional Resources](#)

Where can I find more information?



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## LPS Core Values

**We All Belong:** We are inclusive of all people, and we embrace and serve one another. We are dedicated to working toward mutual understanding of all cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities that are different from our own. In our community, we all bring unique skills, perspectives, and experiences. We create a safe and supportive learning environment when we work to ensure that everyone is honored and respected.

**Care for Yourself and Others:** We nurture empathy and compassion for one another and care for our own well-being and that of others. When we seek joy for ourselves and nurture our own mental, physical, and emotional health and well-being, we are able to share our gifts with others.

- YRBS data is used by LPS departments (e.g. Counseling, Physical Education, Health & Wellness) to inform programmatic structure, student supports and the development or refinement of LPS curriculum
- Used by Office of Equity and Student Supports and other departments and schools as one data point to explore issues of equity & inclusion
- Also used as an instructional tool & shared with students through LPS Health & Science classes
- Used by Town of Lexington, Student Health Advisory Committee (SHAC) and other community groups to inform current and future strategic approaches to student wellness

How is the YRBS used? How does it inform our work?



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- High response rates and a demographic breakdown that appears roughly similar to statistics for the full LPS population supports the representativeness of the sample.
- Full, detailed demographics for the 2021 YRBS LPS respondents can be accessed [here](#) for the high school level and [here](#) for the middle school level.
- Results for small groups should be interpreted cautiously. Results from previous years and other comparative datasets (e.g. research from the broader field, state and national YRBS) can be considered to bolster confidence in results.

<b>Participation Rate</b>	<b>88.7%</b>		<b>95.9%</b>	
<b>Final Sample</b>	<b>1,919</b>		<b>1,145</b>	
	<b>9 - 12</b>		<b>7 - 8</b>	
<i>African American or Black</i>	5.2%	100	4.7%	54
<i>Asian</i>	33.4%	640	34.3%	393
<i>Hispanic or Latinx</i>	5.7%	109	4.8%	55
<i>Native Am., Am. Indian, Alaska Native or Indigenous</i>	0.8%	15	2.4%	28
<i>Native Hawaiian or Other Pacific Islander</i>	0.6%	12	0.3%	3
<i>Middle Eastern, Northern African, or Arab American</i>	6.0%	115	4.0%	46
<i>South Asian (e.g. Asian Indian, Bangladeshi, Sri Lankan)</i>	15.3%	293	15.5%	178
<i>White / European-American</i>	50.1%	962	46.4%	531
<i>Multi-Race, Non-Hispanic</i>	12.3%	236	9.2%	105
<i>LGBTQ+</i>	20.5%	381	24.4%	267
<i>Non-LGBTQ+</i>	79.5%	1480	75.6%	829

# Who participated in the 2021 LPS YRBS?



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What key programs, supports and strategies does LPS use to prevent & address **substance use** among LPS youth?

- Addressed in LPS health curriculum
- LPS Prevention Specialist
- Peer educator leadership program (LHS-300+)
- Diversion services, as an alternative to exclusionary disciplinary practices to address substances abuse on campus
- SHAC Youth Substance Use Prevention Task Force
- [Strengthening Families](#) Caregiver Support Group
- lexENDSvaping campaign
- Lexington High School Students Against Destructive Decisions (SADD) club
- Y12SR (Yoga 12 Step Recovery Program)
- Preventure Program (Exploring currently)
- Parent & caregiver workshops

For more information, you can visit the [LPS Prevention Program website](#), which includes [resources for parent & caregivers](#)

# What key programs, supports and strategies does LPS use to prevent & address **bullying & harassment** among LPS youth?

For more information, you can view the LPS Bullying & Prevention Plan, LPS Bullying Prevention & Intervention Policy and [information on how to report incidents](#)

- Conflict resolution support from LPS counselors and social workers at all levels
- Partnership with [Massachusetts Aggression Reduction Center](#) including student and parent workshops
- Digital Citizenship curriculum and recess curriculum at the elementary level
- Recently revised [Bullying Intervention & Prevention Plan](#)
- Positive Behavior Interventions and Supports (PBIS), a school-wide approach to explicitly teaching students expected behaviors in educational environments.
- Continued exploration and capacity building to use Restorative Practices as an alternative to address harm while reducing exclusionary practices and as a means to build community and positive school culture.
- Team consideration of bullying prevention for students with disabilities as part of the IEP process
- Student clubs focused on these topics such as LexChat, Girl Up, etc.
- Student affinity groups
- SHAC LGBTQ+ Task Force, Relationship Violence Prevention Task Force, and Neurodiversity Task Force
- LPS Health Education lessons
- LPS Prevention Program
- Active Bystander Training Initiative
- Parent & Caregiver Workshops

What key programs, supports and strategies does LPS use to prevent & address **mental health challenges, suicide ideation and self injury** among LPS youth?

#### LPS K-12 PE & Health Education Lessons

- Minding Your Mind & Signs of Suicide (SOS), collaborating with LPS counseling
- Stress reduction/management
- Mindfulness programming
- PE Yoga classes
- Y12SR (Yoga 12 Step Recovery Program)
- [QPR Trainings](#), Parent & caregiver workshops
- Peer educator program
- Preventure program (exploring currently)

#### LPS Counseling Program

- Sources of Strength Program at middle and high school
- Peer mentors program
- LPS Self-Injury Suicidal Ideation Response Protocol
- Individual and group counseling
- Classroom based social-emotional learning lessons
- Parent & caregiver workshops

#### Lexington Mental Health Task Force (LMHTF)

- Referral to and collaboration with community-based providers and agencies (e.g. [Lexington/William and James Interface Referral Services](#))
- Adult Forums & Family workshops
- QPR Trainings

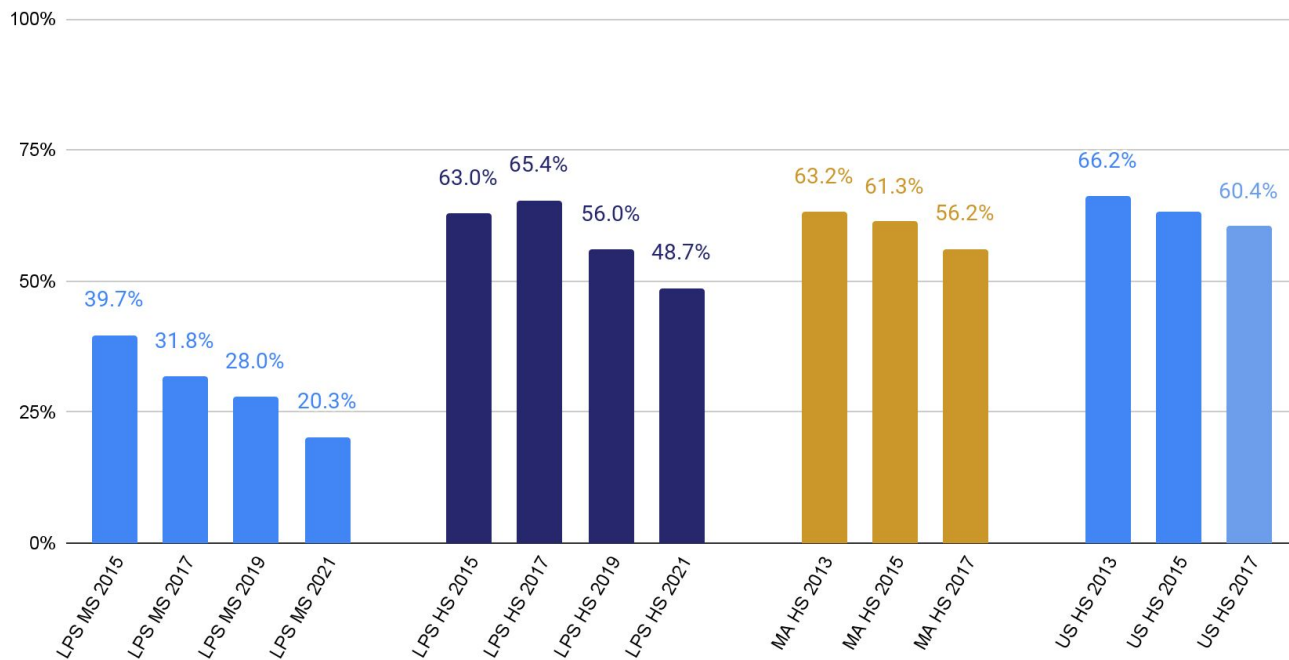
# What key programs, supports and strategies does LPS use to prevent & address self reported impacts of the pandemic among LPS youth?

- LPS counselors and social worker provide supports in school and also connect students and families with community based resources (e.g. [Lexington/William and James Interface Referral Services](#))
- Providing student social connection opportunities to reduce isolation and re-acclimate to in person learning such as activities based counseling groups, friendship groups, middle and high school WIN options, Peer Support during Pandemic Club, Sources of Strength program and through Advisory
- Adjustment of curriculum and teaching practices to meet the students where they are
- Collaboration with Town of Lexington Youth and Family services to provide economic hardship resources and mental counseling
- Increased parent contact including continuing to offer virtual options for meetings
- Increased parent workshops including Parent Power
- Increasing virtual options for students to alleviate barriers to access

# Additional Summary Graphs



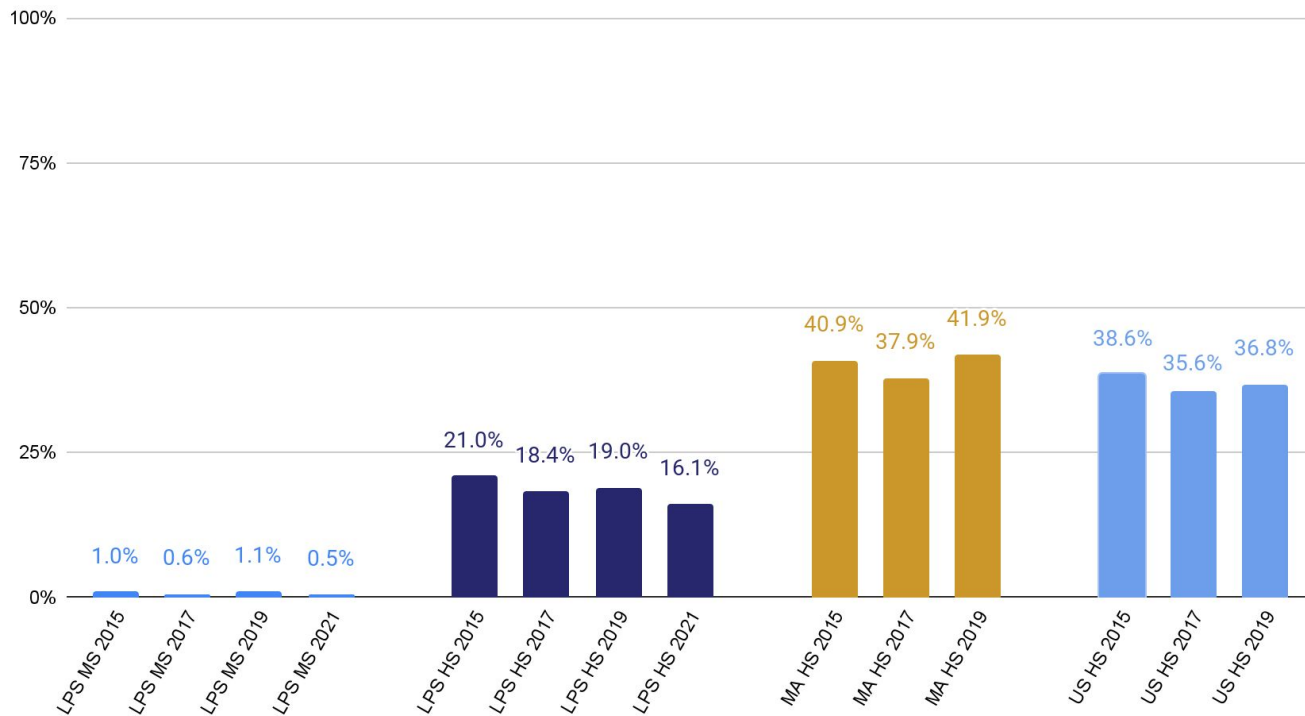
## 2015-2021: How many students report any lifetime alcohol use? How does this compare to national and state trends?



- Chart shows the % who answered “Yes” to “Have you ever tried drinking alcohol, even a few sips (not for religious purposes)?”
- Of the students surveyed in 2021, 20.3% of middle school and 48.7% of high school students have tried drinking alcohol, which has been and continues to be lower than state and national levels.
- The trend of declining alcohol use among LPS youth continues and mirrors the national and statewide trends

*\*This item was not included on state and national YRBS surveys in 2019; Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.*

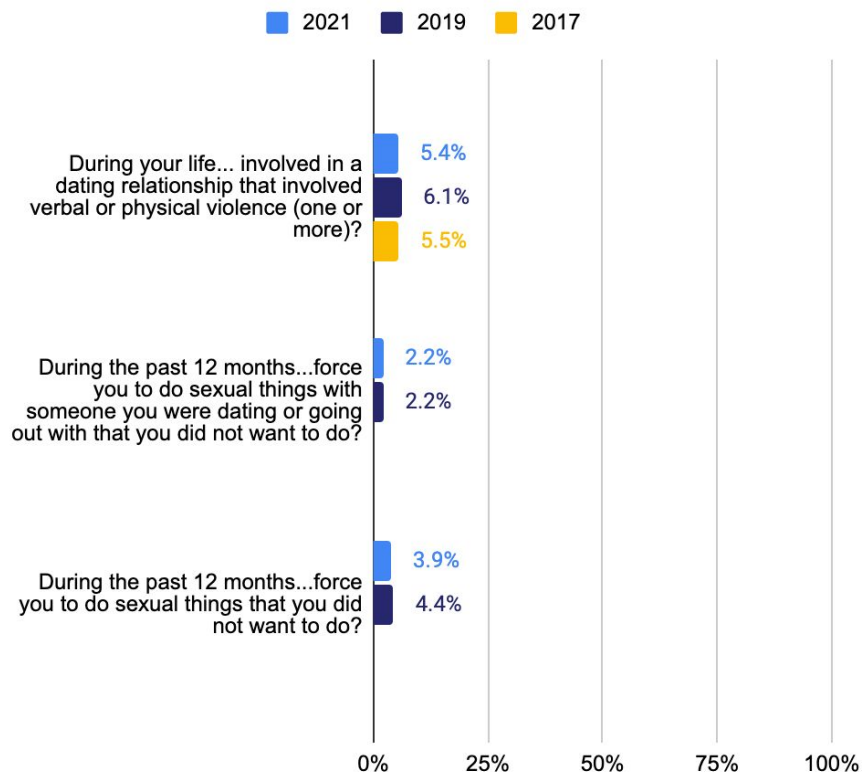
## 2015-2021: How many students report any lifetime marijuana use? How does this compare to national and state trends?



- Chart shows the % who answered “Yes” to “Have you ever tried marijuana?”
- Of the students surveyed in 2021, 0.5% of middle school and 16.1% of high school students have tried marijuana, which has been and to be lower than state and national levels.
- There *may* be a decline occurring among LPS high school youth. No clear trend of decline or increase at state and national levels

*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.*

## 2017-2021: LHS student experiences with sexual harassment and dating violence (Grades 9 -12 only)



- LPS reported rates of sexual harassment and experiences of unwanted sexual contact have been relatively stable for the last 2 to 3 round of YRBS administration.

### Comparative Data.

- Experiences with dating violence are comparable to state results\* (with state rates between 5.6% and 6.9% since 2015)
- Experiences of unwanted sexual contact with a dating partner are slightly lower than state results (with state rates between 6% and 7.5% since 2015)
- Experiences of unwanted sexual contact with anyone are also lower than state results (with state rates between 10.4% and 6.8% since 2017)
- In 2021, LHS cisgender females, transgender, non-binary or gender non-conforming students are more likely than cisgender males to report experiences with dating violence and unwanted sexual contact.
- This pattern is also apparent in the broader group of LGBTQ+.
- Among racial/ethnic subgroups, Black/African American and Hispanic students are more likely than others to report experiences of sexual harassment, unwanted sexual contact and dating violence

LPS data show for years in which comparable items were used

\*State item related to dating violence did not include language about verbal threats

\*\*Due to the uncertainty of in-school instruction and to alleviate the burden on schools, DESE and DPH have postponed the administration of the 2021 YRBS and YHS surveys from Spring 2021 to Fall 2021.