

Ashland - Ashland High 2023 YRBS Results (High School Version)

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REPORT OVERVIEW

Who Took The Survey?

Both the State Youth Risk Behavior Survey (YRBS) and National YRBS are based on a scientific sample of students in grades 9-12. For local YRBS surveys, such as this, schools were strongly encouraged to administer the survey on a school-wide basis to all grades (i.e., on a census basis). However, some schools opted to survey only select grades.

While surveying based on convenience is appealing to many schools, there are tradeoffs in terms of data quality. If a school had a relatively low response rate, or if certain groups of students were systematically excluded, the quality of the results could suffer.

All participating schools are being provided with their results, regardless of response rates or grades surveyed. The indicators below are intended to help schools and other YRBS stakeholders self-assess the quality of their data and, if necessary, work towards improvements in future rounds of data collection.

TOTAL NUMBER OF USABLE SURVEYS: 342

(Note that this might be slightly lower than the number of students offered the survey if students submitted blank, largely incomplete, or otherwise unusable surveys. See the Technical Notes section for information on data edits.)

PERCENT OF SCHOOL WITH USABLE SURVEYS: 55%

SCHOOLWIDE RESPONSE RATE CATEGORY: Fair (between 51% and 69%)

The schoolwide response rate category is based on the percent of all high school students in the school, regardless of whether all grades were surveyed. Schools are strongly encouraged to strive for a high schoolwide response rate. Countywide statistics can be generated only if a sufficient number of schools surpass 50% schoolwide response rates. Schoolwide response rates are particularly important for smaller schools, which need as many responses as possible to generate meaningful data.

GRADES SURVEYED

Schools were encouraged, but not required, to survey all grades. The only instance in which a school was required to survey a certain grade was if that school was selected into the official State of Wisconsin YRBS survey sample.

Surveyed Grade 9? YES

Surveyed Grade 10? YES

Surveyed Grade 11? YES

Surveyed Grade 12? YES

RESPONSE RATE FOR GRADES SURVEYED: 55%

RESPONSE RATE FOR GRADES SURVEYED CATEGORY: Fair (between 51% and 69%)

If a school surveyed all eligible grades, then the schoolwide response rate should equal the response rate for grades surveyed. If not all eligible grades were surveyed, then the response rate for grades surveyed can be used to determine the response rate for that school's survey target population.

HOW TO INTERPRET RESPONSE RATE INFORMATION

Schools are generally encouraged to seek high response rates in order to maximize the quality, availability, and comparability of their data. However, the response rate categories are **provided as a general guideline and are not intended to be punitive or to discourage schools from future YRBS participation**. While a higher response rate is generally better, schools may want to keep the following information in mind:

- The cutoffs provided here are higher than for some surveys conducted in the population at large. Since the YRBS is offered during the school day, response rates can be expected to be higher than for other general population surveys. For official state-level statistics, states are required by the Centers for Disease Control and Prevention (CDC) to achieve robust school and student-level participation.
- Including or excluding certain grades can affect your response rates. For instance, 9th graders generally have high response rates and 12th graders tend to have lower response rates. A school that surveys all grades might therefore have a lower “grades surveyed” response rate than a school that only surveys grades 9 and 10. However, schools are strongly encouraged to survey all grades, even if this results in an overall lower “response rate for grades surveyed”. It’s important to capture the variability between students in different grades.
- Even a “strong” response rate can be undermined if some groups of students were systematically excluded. For instance, if a school surveyed 70% of its students but left out all students with special education services (including those who would be capable of taking the survey) or all students in vocational education classes, the results might still not represent the school as a whole.
- Smaller schools are advised to strive for very high response rates. The small population means that statistics can change easily if even a few students are not surveyed. Small numbers are also redacted to protect student privacy. Including as many students as possible allows small schools in particular to have more robust data and see more of their results.
- If a larger school uses the help of a researcher to systematically sample a smaller proportion of their students, even a lower response rate can provide high quality data. However, this option should only be pursued after consulting with a professional. “Random sampling” is not a random process, but rather a systematic approach.
- Students and/or their guardians always have the right to opt out of the survey. While schools should employ best practices to maintain a high level of participation, they should also make sure to respect the rights of students and their families to opt out.

WHAT IF NOT ALL GRADES WERE SURVEYED?

State and national YRBS estimates are based on all grades (9-12). Because student behaviors do generally vary by grade level, only local YRBS surveys that include all grades are directly comparable to state and national estimates.

If any of the “surveyed grade” indicators above are “NO”, Ashland High should not compare its overall numbers to overall state and national numbers. Instead please use the grade-specific numbers for comparisons (e.g., a school that surveyed 9th and 11th graders should compare its 9th grade numbers to state and national 9th grade numbers, as well as comparing its 11th grade numbers to state and national 11th grade numbers). Follow the same procedure if comparing these results to another local YRBS.

What's In This Report?

This report is organized by YRBS topic area. Each topic area contains key charts that highlight a few questions from that topic area, plus a narrative overview of other key data pieces.

Topic Areas contain bar charts of key questions for:

- The relevant student population overall
- Breakdown by sex (male/female)
- Breakdown by grade level

Topic areas may also contain some narrative providing an overview of any other relevant questions.

Higher Risk Populations At A Glance: Provides bar charts of four key questions comparing certain vulnerable or higher risk student populations to their peers. The four questions include: mental health concerns, bullying, sense of school belonging, and having a teacher to talk to.

These questions were selected for two reasons: 1) they are particularly salient to schools and focus on things that schools may be able to address, either in whole or in part; 2) a high percentage of students overall experience these indicators, which makes it more likely that there will be enough data to disaggregate by the selected student populations. Low prevalence questions, such as drug use, are less likely to produce enough data for this purpose at the school or even district level.

Additional information for each higher-risk population is covered in the detailed data tables in the appendices.

Question-Specific Tables: The appendices contain detailed, question-by-question tables that provide YRBS numbers for students overall and by subgroup. To keep the report a reasonable length, not all questions have charts in the topic area section. If you don't see a chart of the question you're looking for, please look the number up in the question-specific table.

Optional Modules: The local YRBS was standardized to allow for consistent and stable comparisons from the school level to the national level. In order to still allow some customization and to go more in-depth on certain topics, schools were allowed to choose additional optional modules if they desired. If Ashland High selected any optional modules, data from the module(s) appears in this section.

ANSWERS TO COMMON QUESTIONS

Why is data for that question/subgroup missing? There are a few reasons why data for a particular group—or an entire question covered in this report—might be missing:

If the school opted not to survey a given grade, then responses for that grade will be listed as 0 and/or not displayed in charts. If the exclusion of that grade meant that certain subgroups were missed altogether (e.g., the school has only 4 Hispanic/Latino students and they were all in grades not surveyed), then tables for that subgroup will also indicate that it is missing.

If the numbers reported for a question or subgroup were too small to report, data will not be displayed. When a subgroup is missing from a chart, or you see “–” in a table, that might be due to small numbers. This is calculated for each question. Therefore, both the size of the student respondent population (or subpopulation) and the likelihood of the risk behavior will play a role in which data are reportable. Large, diverse schools with a high response rate might be able to see breakdowns of the data for rare risk behaviors, while very small schools might not be able to see data on some common risk behaviors.

The YRBS asks students to honestly and anonymously report on highly sensitive information. When very few students report a risk behavior, there are both privacy protection and data quality reasons not to report such numbers. From a privacy standpoint, reporting small numbers at the school, district, or even county level might make it easy to guess (correctly or incorrectly) a student's identity. DPI policy requires redaction of such small numbers, particularly for sensitive questions or topics. From a data quality perspective, small numbers are inherently unstable.

Small schools are statistically more likely to have more such redaction. This means that small schools may see lots of “–” and missing bar chart columns in their reports. Note that:

- The redaction itself is informative in that it means very few students reported the risk behavior.
- The redacted information from small schools will still be used in higher-level reports, such as district and county-level reports (where available). Thus, the data are still used to produce local YRBS numbers, even if it doesn't show up at the school level. (Note that very small numbers are still redacted in district and county-level reports, but the greater number of student responses means that small numbers are less likely to be a problem at this level.)
- If numbers for a given behavior and/or subpopulation still do not appear in district or county-level reports, refer to neighboring county numbers and/or the statewide numbers instead. While they may not be an exact match for your school, they can provide a guidepost for the likely prevalence in your area.

From where is the information coming?

All data in this report comes solely from the YRBS survey. Some of the YRBS questions ask students to self-report on information that is also maintained by the school (e.g., grade level, race, sex, special education status and academic grades), or by other organizations such as health care systems (e.g., mental health, chronic disabilities). However, none of the information used here comes from any identifiable data source. Because the survey is confidential and anonymous, there is no way

to get such information from schools, and no attempt is made to do so. Similarly, the YRBS includes questions that ask students whether or not they have chronic physical disabilities or whether they have experienced symptoms that describe depression or anxiety. The responses are student self-reports of medical or psychological conditions, rather than professionally verified diagnoses. The integrity of the YRBS depends on keeping responses entirely anonymous and confidential. To help the reader know that information is based on student self-reported YRBS answers, rather than school or health care records, sometimes charts are explicitly labeled “Self-Reported”. However, all questions are self-reported, even if the chart or table does not explicitly say “Self-Reported”.

Is the data high quality? The YRBS is a reliable and valid survey instrument used across the country for 30 years. In addition, the information prepared for this report includes literally hundreds of data quality checks which are used to identify and remove likely invalid responses. These help to ensure that the data used for reports is as clean as possible.

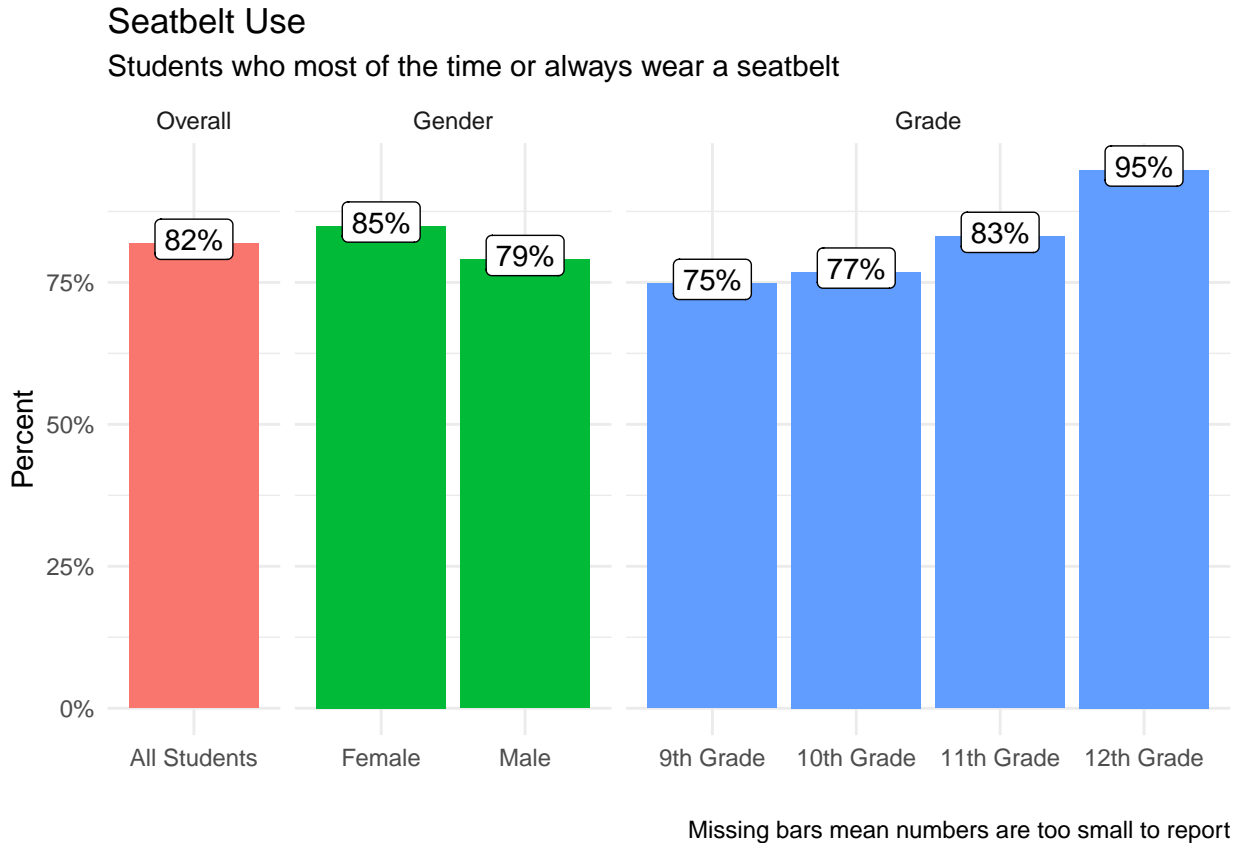
The conditions under which a survey is taken can affect data quality. If a school has substantially fewer usable surveys than students who were offered the survey, that indicates either that many students failed to answer questions, or that their answers were consistently flagged as likely to be invalid. If this is the case for your school, you may want to consider tweaking your survey administration methods to make sure that students are not rushed and also that they have confidence that no one can see their screen. Guidance for administering a high quality local YRBS is provided on the “Conducting A YRBS” webpage.

Report Version

This report was updated on November 17, 2023.

MOTOR VEHICLE SAFETY

Seatbelt Use



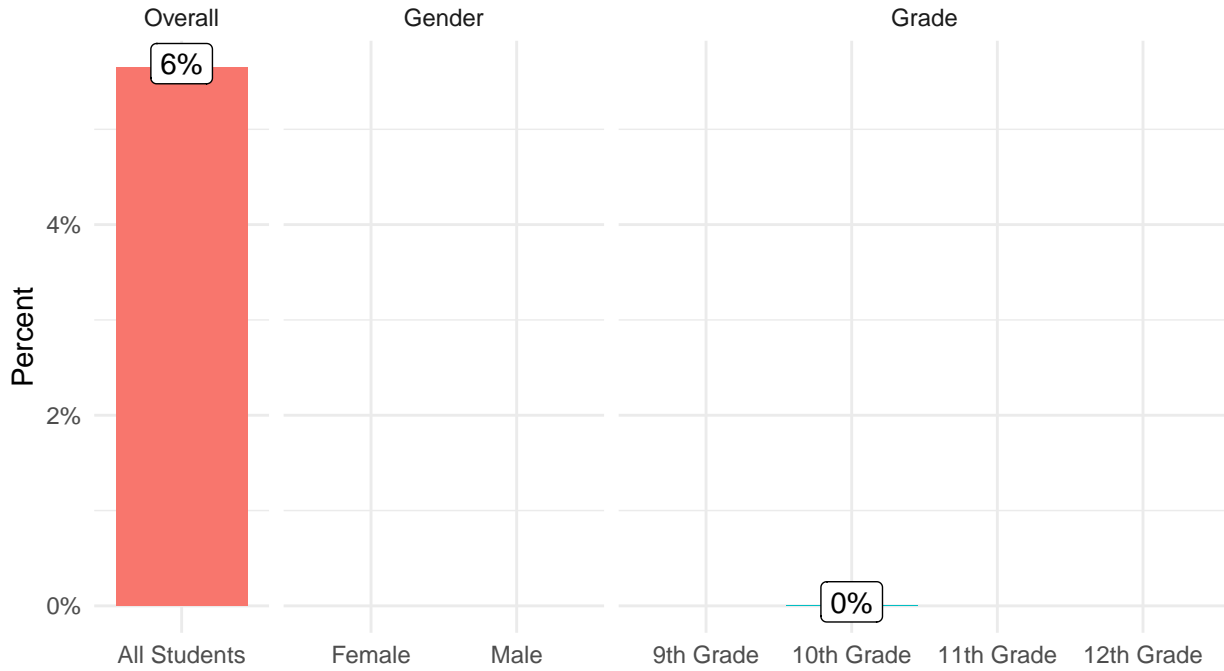
7% of students said that they never or rarely used a seatbelt.

Risky Driving Behaviors

The following questions on driving are calculated only among students who indicated that they are drivers. Thus, depending on when students start driving, there is more likely to be data for 11th and 12th grade students than for 9th or 10th grade students.

Drinking and Driving

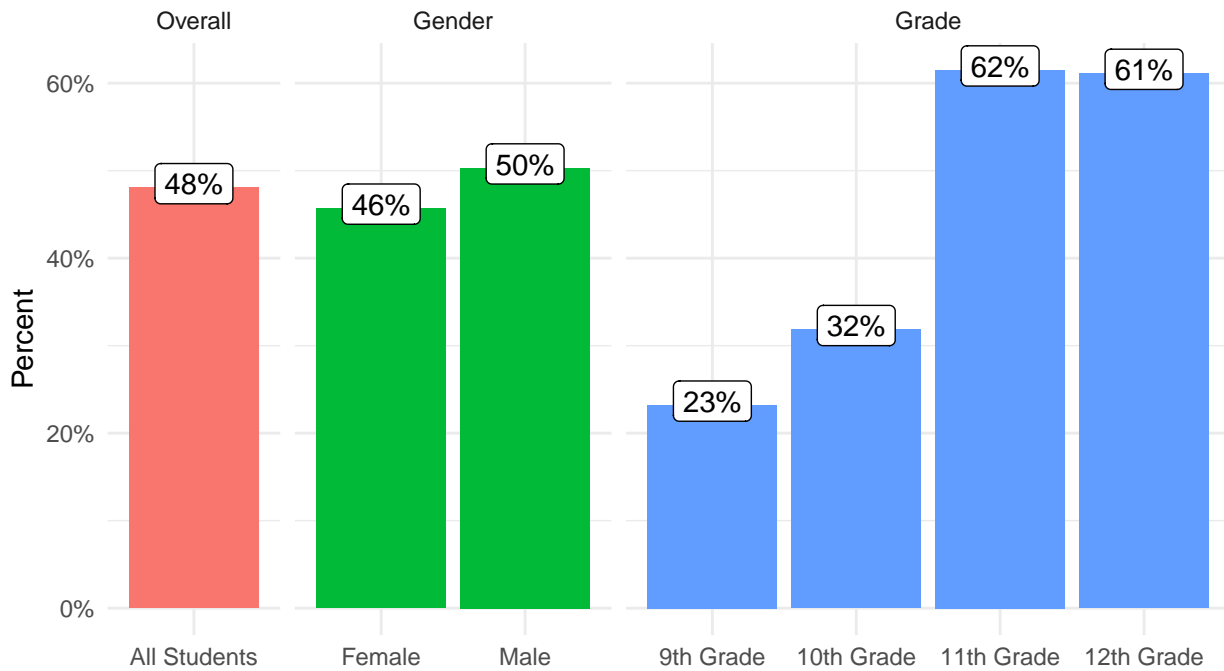
Student drivers who drove after drinking (past 30 days)



Missing bars mean numbers are too small to report

Texting and Driving

Student drivers who texted or e-mailed while driving (past 30 days)

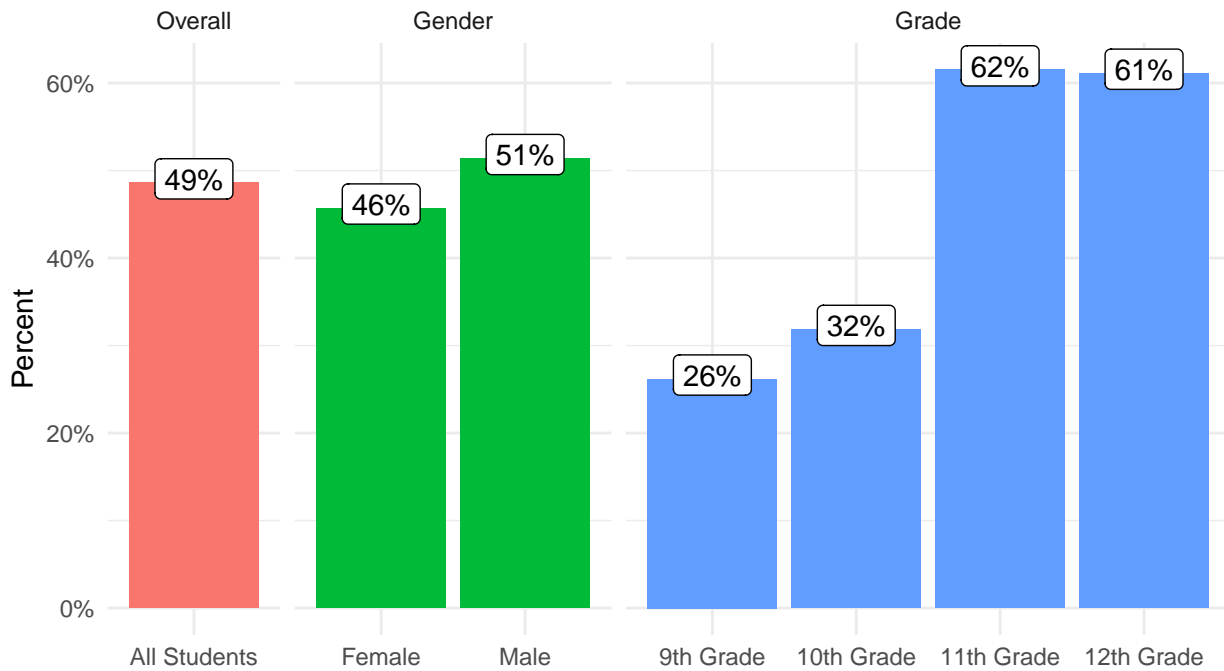


Missing bars mean numbers are too small to report

The chart below is based on a composite measure of student drivers who answered affirmatively to one or both of the questions on driving after drinking or driving while texting.

Drivers Taking Risks

Student drivers who texted and/or drank while driving in the past 30 days



Missing bars mean numbers are too small to report

Conversely, as passengers, 13% of students rode with a driver who had been drinking.

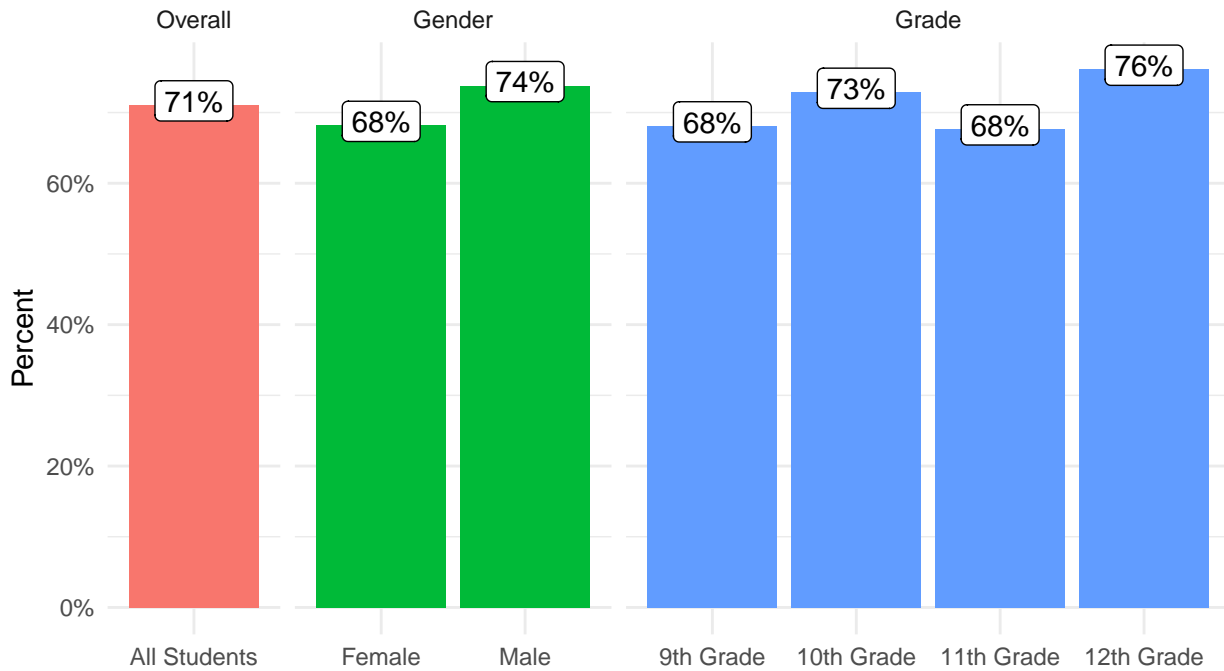
SCHOOL SAFETY

Perceptions of Safety

How safe do students feel at school? The charts in this section show students' perceptions of their own physical safety as well as the general issue of violence as a problem at their school.

Feel Safe At School

Students who most of the time or always feel safe at school

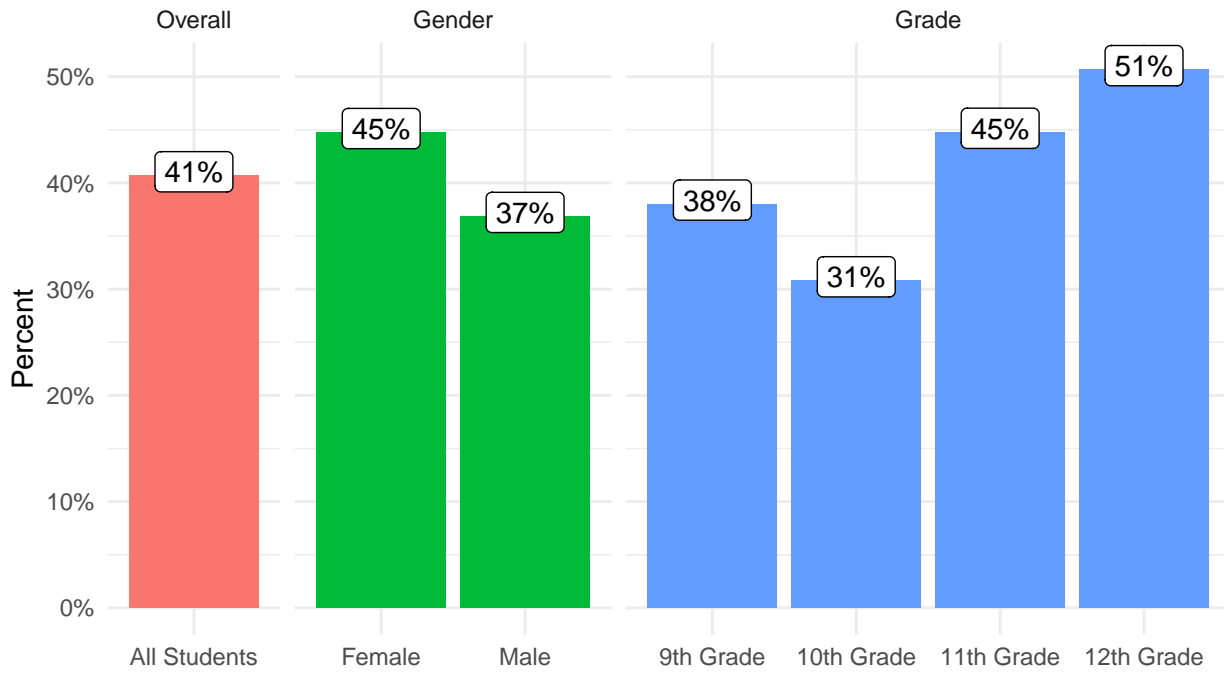


Missing bars mean numbers are too small to report

16% of students said that they rarely or never feel safe at school. Perceptions of safety are often highest among students with higher status and lower among students of color, students with disabilities, and LGBT students. Refer to the question-specific tables to see whether such differences appear to exist in this school.

Think Violence Is A Problem At School

Students who agree or strongly agree that violence is a problem at their school



Missing bars mean numbers are too small to report

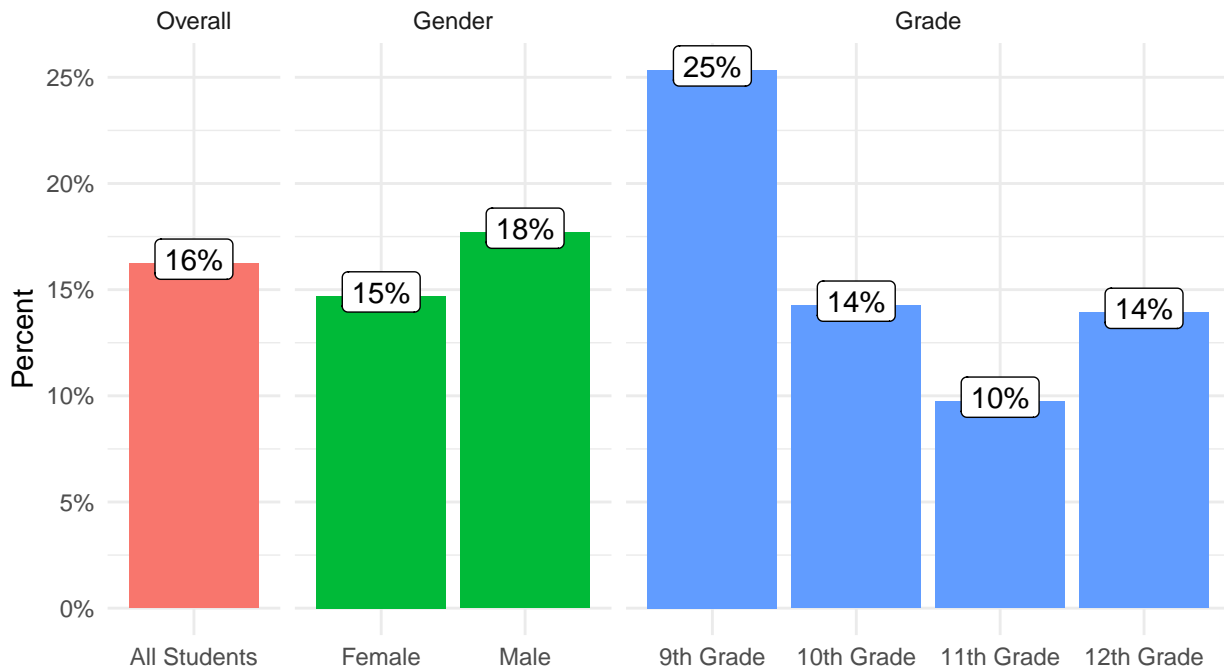
A perceived lack of safety can affect school performance and school attendance. **15%** of students reported missing one or more days of school because of safety concerns either at school or en route to school. To see differences by subgroup, refer to the question-specific tables.

Violence and Weapons At School

Students were asked whether they had experienced violence at school. The chart below shows the percent of students who responded affirmatively to either or both of two YRBS questions: one question about being involved in physical fights at school, and another question about being threatened or injured with a weapon at school. Both questions refer to the past 12 months.

Fights and/or Weapons at School

Students who were in a fight at school and/or threatened with a weapon at school



Missing bars mean numbers are too small to report

16% reported an experience of violence at school within the past 12 months: **9%** had been in a physical fight at school and **11%** had been threatened with a weapon on school property. To see more information on each of these questions, refer to the question-specific tables.

Students were also asked whether they had carried a weapon on school property in the past 30 days. **7%** said that they had done so one or more times in the past 30 days.

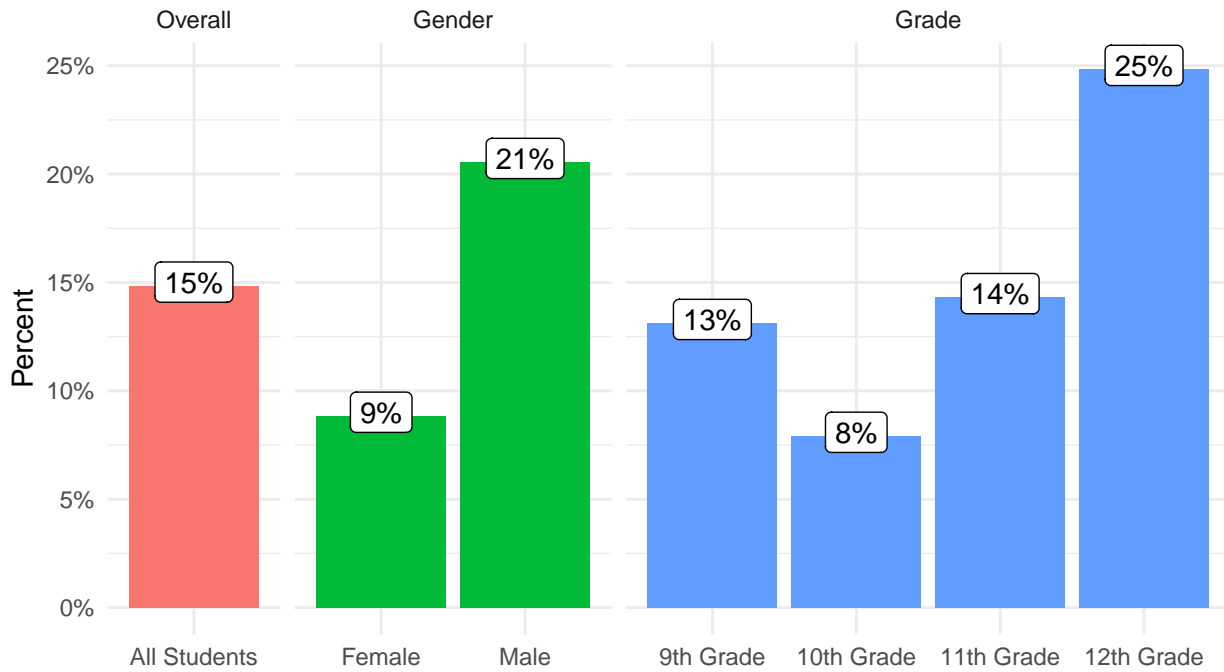
For information and resources on school-based violence prevention, see DPI’s Safe Schools resources: <https://dpi.wi.gov/sspw/safe-schools>.

Drugs at School

The YRBS asks students two questions about drugs at school: whether they had acquired drugs at school during the past 12 months, and whether they had attended school under the influence of drugs or alcohol during the past 12 months.

Drugs At School

Were offered, sold, or given drugs on school property (past 12 months)

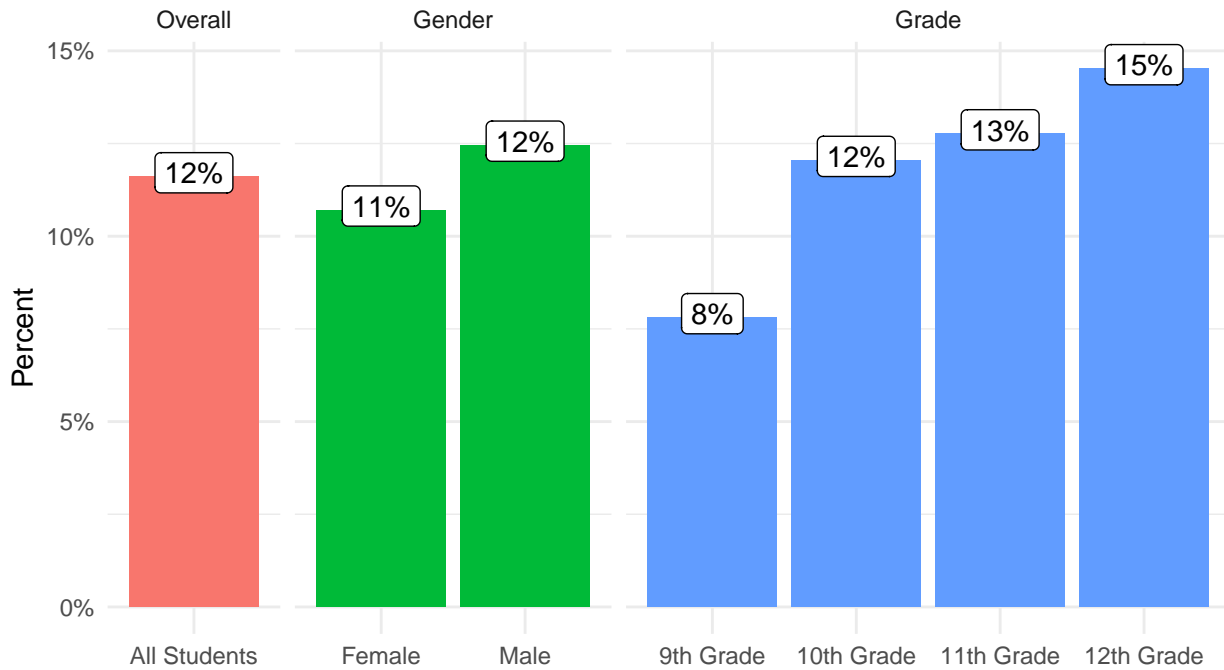


Missing bars mean numbers are too small to report

Drunk at School

Drunk or High At School

Attended school under the influence of alcohol or drugs (past 12 months)



Missing bars mean numbers are too small to report

See DPI's Alcohol and Other Drug Abuse (AODA) webpage for information, tools and resources:
<https://dpi.wi.gov/sspw/aoda>.

SCHOOL CLIMATE

Closely related to school safety is the broader issue of school climate: whether students feel a sense of inclusion and engagement in their school. All YRBS surveys included some questions on school climate, which are reported in this section. Schools that opted for the “School Climate” optional module will find results from those questions at the end of this report.

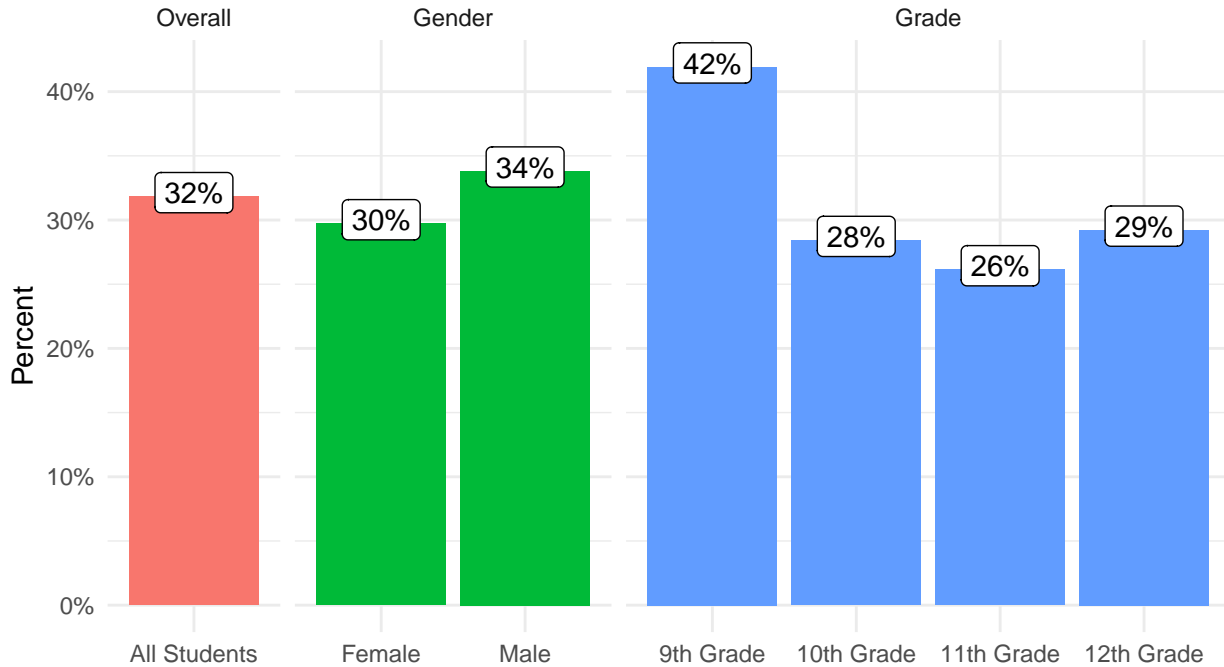
This section covers questions on bullying, belonging, and supportive adults at school.

Bullying

Students were asked three questions on bullying: whether they have been bullied at school in the past 12 months, whether bullying is a problem at school, and whether they have been electronically bullied (at school or elsewhere) during the past 12 months. The questions do not ask about the frequency or intensity of the bullying; only whether or not it had occurred.

Bullied At School

Students who experienced bullying at school during the past 12 months

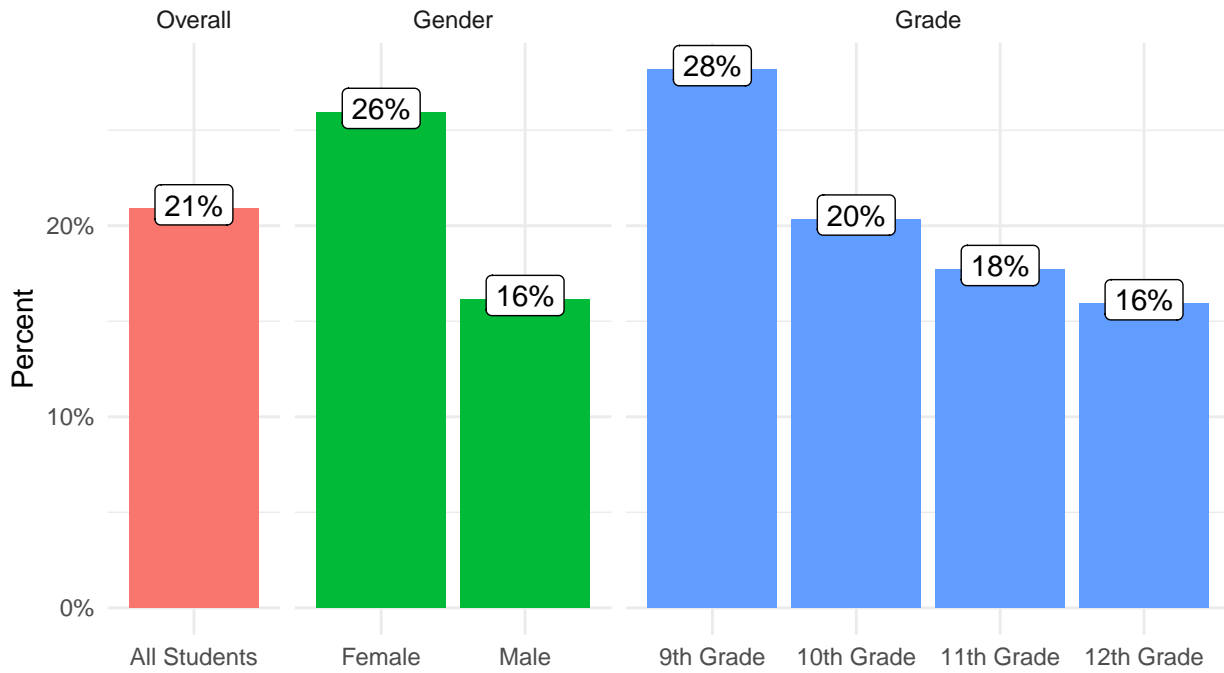


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Oftentimes students who are bullied at school are also bullied online.

Bullied Online

Students who were electronically bullied (past 12 months)



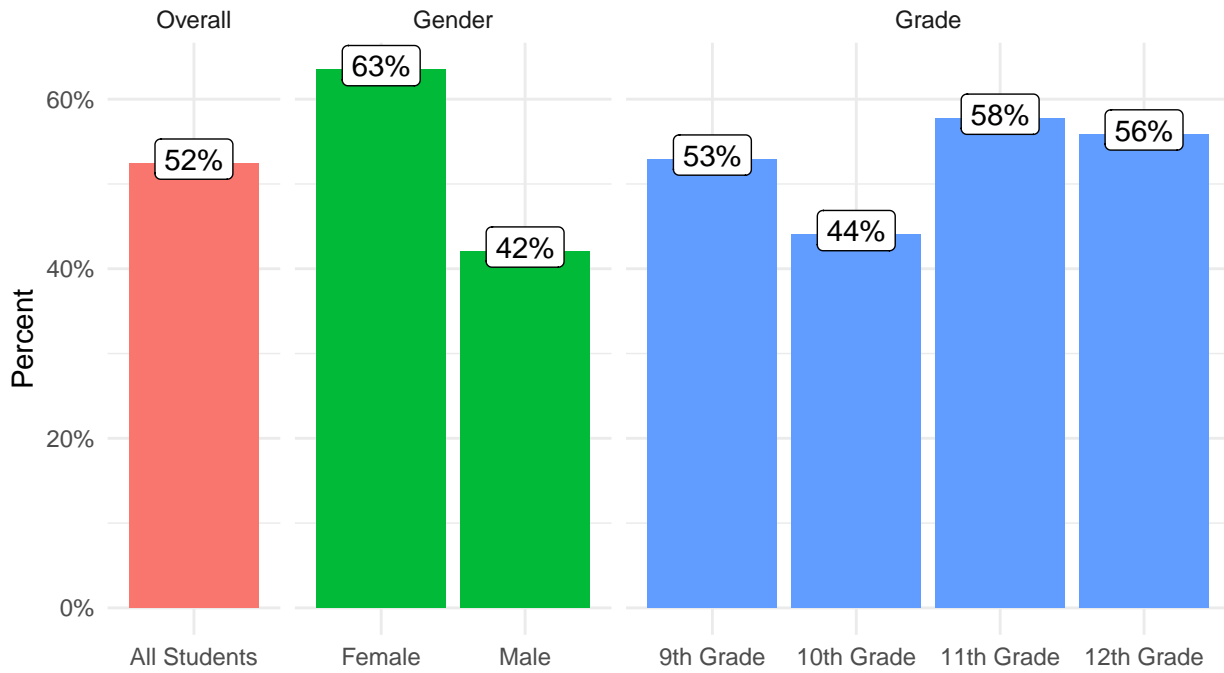
Missing bars mean numbers are too small to report

Overall, **36%** experienced bullying either at school, online, or in both forms.

Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, **52%** of students agreed or strongly agreed that bullying was a problem at their school.

Bullying Is A Problem

Students who agree or strongly agree that bullying is a problem at their school



Missing bars mean numbers are too small to report

See DPI's Bullying Prevention webpage for information and resources on bullying prevention: <https://dpi.wi.gov/sspw/safe-schools/bullying-prevention>.

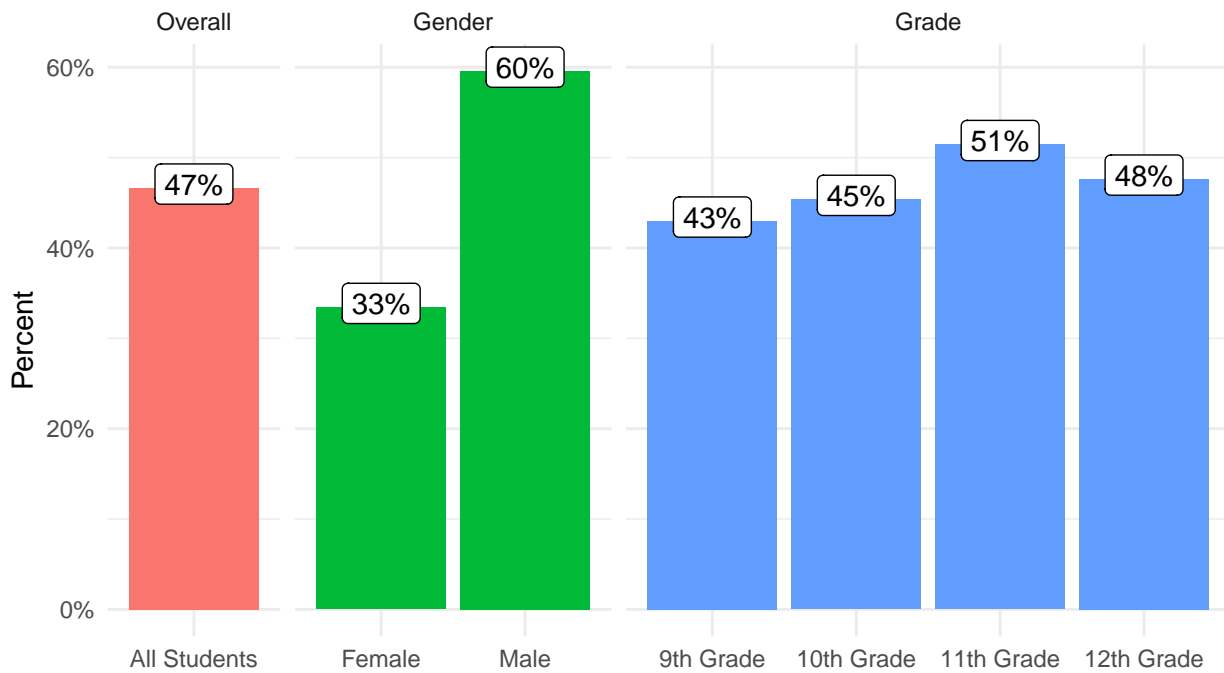
School Connectedness

Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressure.

The chart below shows how students responded to a question asking them to what extent they “feel like [they] belong at this school”.

Feel Like They Belong At School

Students who agree or strongly agree that they belong at school



Missing bars mean numbers are too small to report

Conversely, **21%** of students responded that they did *not* feel like they belonged at their school (e.g., either disagreed or strongly disagreed with the statement), while some students indicated that they were “not sure”.

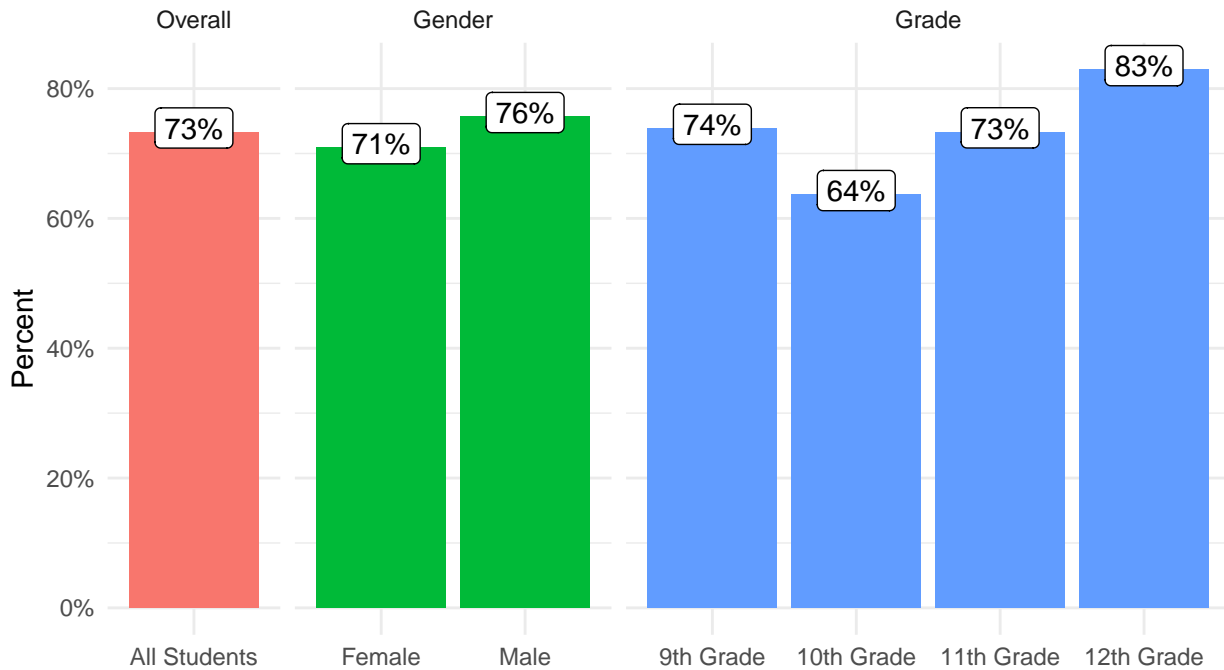
The section on “Protective Factors” provides additional information on school belonging. Similarly, the section on “Higher Risk Populations At A Glance” shows how this sense of belonging breaks down for different groups of students.

While higher risk groups often report a lower sense of belonging, teachers, administrators, and classmates within a school can have a tremendous impact on how included or excluded such students feel.

One thing that can make a significant, positive difference for students’ school experience is whether or not they have at least one trusted adult at school. The chart below shows results for this question.

Have a Teacher They Can Confide In

Students who have at least one teacher or other adult at school to talk to



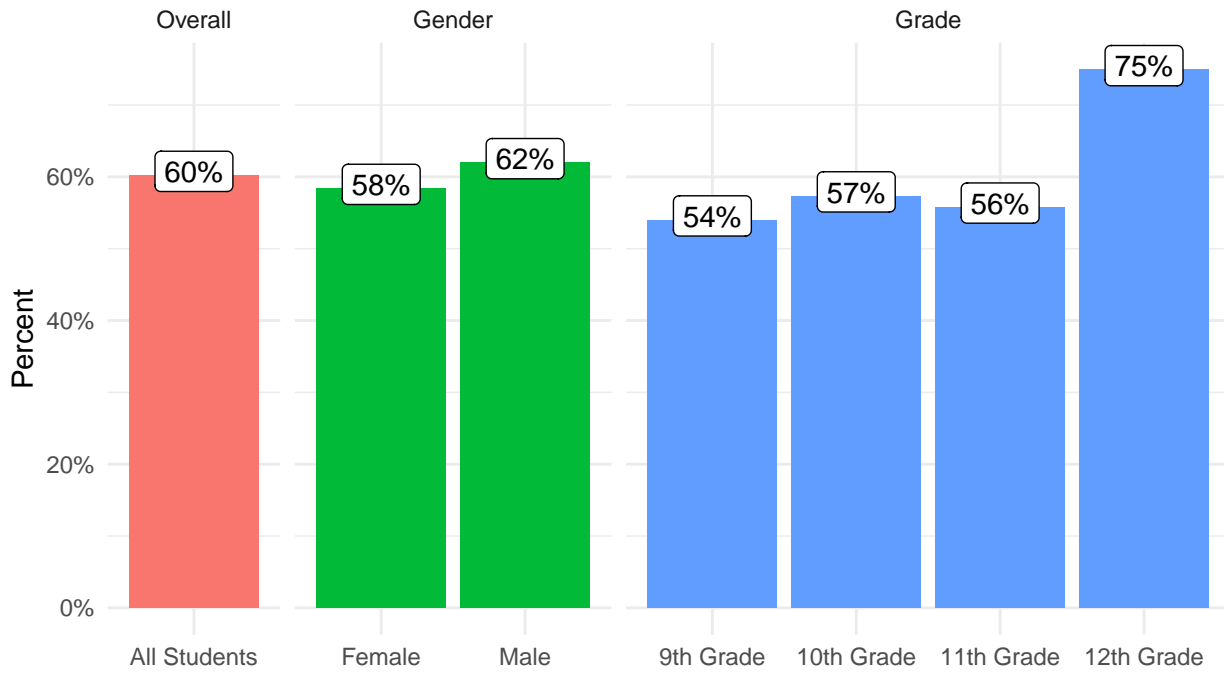
Missing bars mean numbers are too small to report

Conversely, **13%** of students said that they did not have a teacher or other adult at the school with whom they could talk about a problem. Schools can make special efforts to connect staff with those students who may feel more isolated or marginalized.

Extracurricular activities can play a key part in students' sense of school connectedness and make them more likely to graduate. The YRBS asks students how many hours per week they participate in "school activities, such as sports, band, drama, or clubs". The chart below shows students who indicated that they spent any time during a typical week participating in such activities.

Extracurriculars

Students who participate in school activities, teams, or clubs



Missing bars mean numbers are too small to report

Research indicates that:

- Being engaged in sports, drama, or other extracurricular activities can play a positive role in students’ mental and physical health, as well as academic outcomes.
- At the same time, such activities are often out of reach for students with the greatest needs. Students from economic disadvantage, as well as those with trauma, face greater barriers to such participation.

Schools can help by removing even minor economic barriers to participation (such as fees or gifts that students are asked to provide teammates before games), actively recruiting less-involved students, and trying to learn more about other reasons for non-participation. For more information, see the works by Putnam and Paluch et al. in the selected references section.

MENTAL HEALTH AND WELLBEING

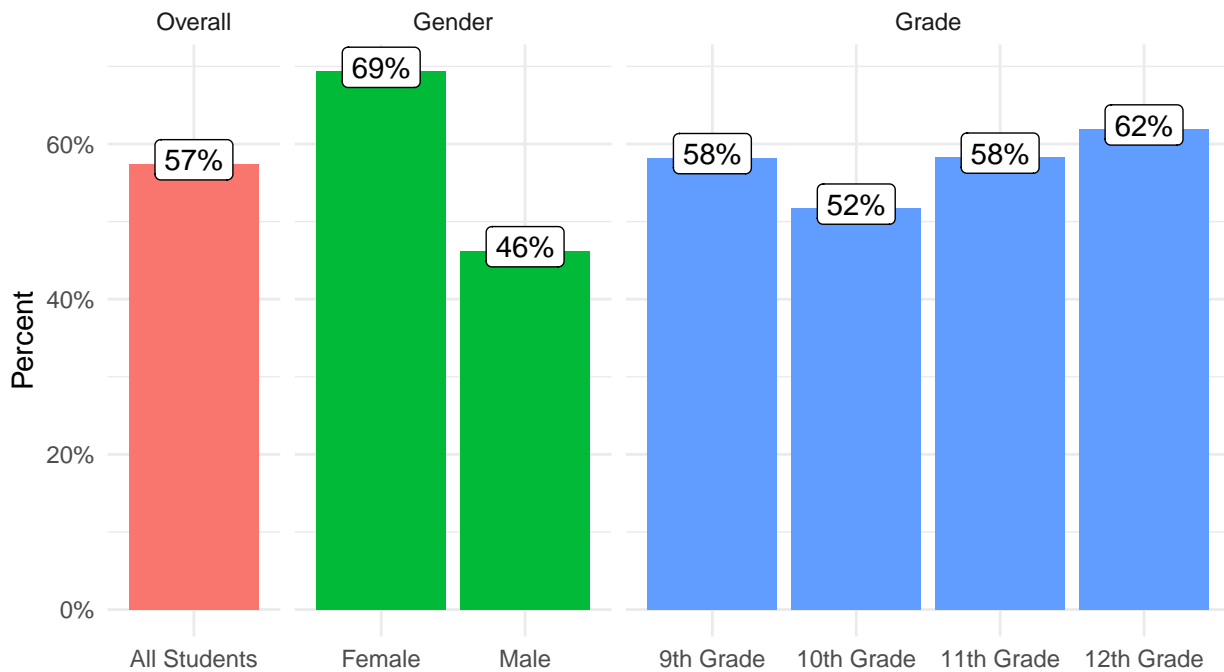
Students were asked about their mental wellbeing over the past year, as well as any experiences harming themselves or considering or attempting suicide.

Anxiety, Depression and Self-Harm

Students were asked two questions about whether they had experienced “significant problems” due to anxiety or prolonged sadness. A description was also provided. They were not asked whether they had a mental health diagnosis. Students were also asked about non-suicidal self-harm.

Self-Reported Anxiety

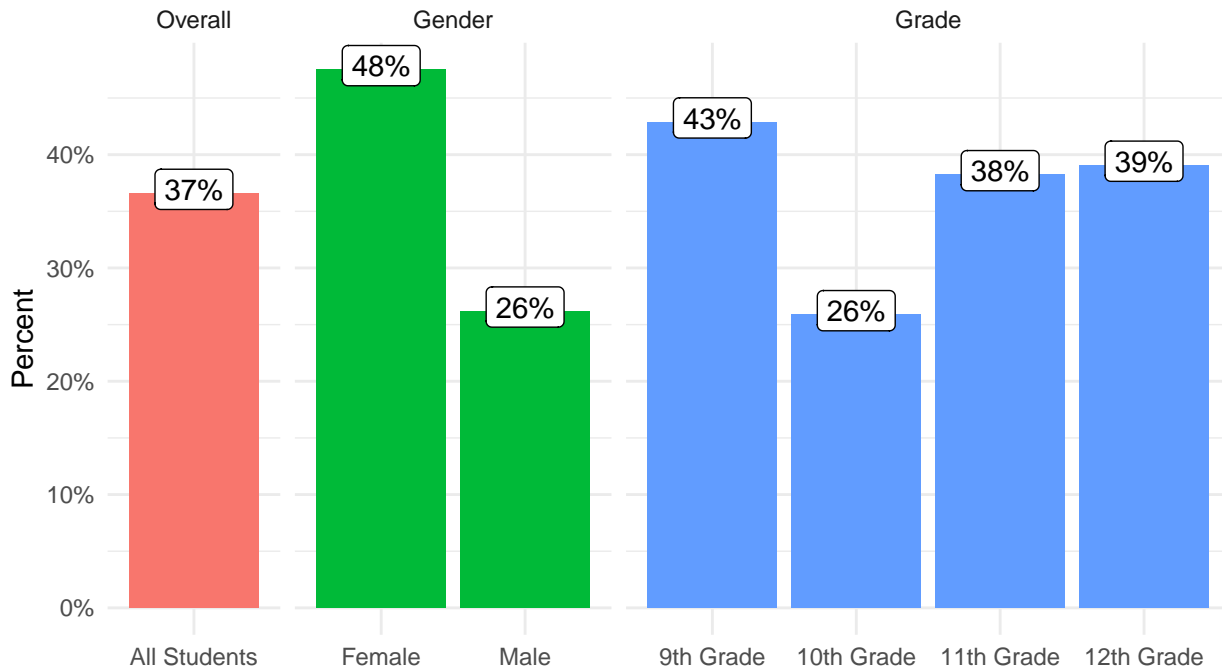
Students who had experienced significant problems with anxiety (past 12 months)



Missing bars mean numbers are too small to report

Self-Reported Depression

Students who experienced prolonged, disruptive sadness (past 12 months)



Missing bars mean numbers are too small to report

The question on self-reported depression asked whether students had felt “so sad or hopeless almost every day for two weeks or more in a row that [they] stopped doing some usual activities” within the past 12 months.

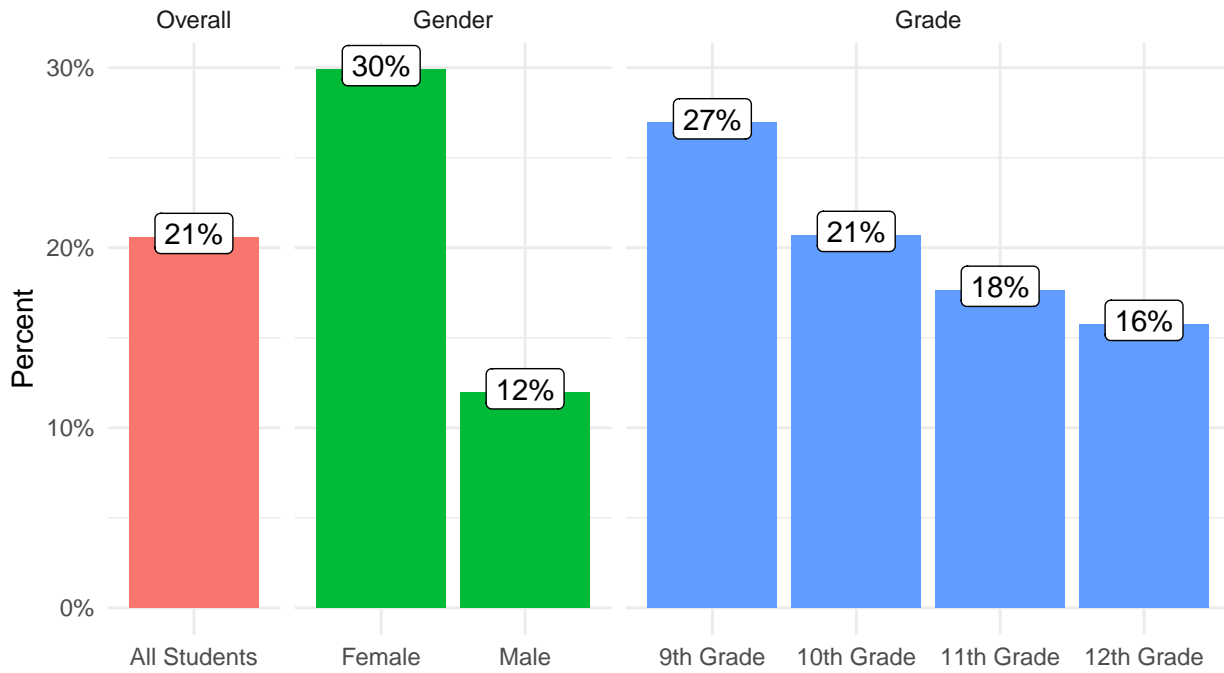
In general, self-reported rates of anxiety and depression were higher for students who:

- had a low sense of school belonging
- had experienced bullying, violence or trauma
- had low grades
- had anything else that set them apart from their peers, including race, class, sexual orientation and disability

Specific rates for subgroups can be found in the “Higher Risk Populations At A Glance” section and in the question-specific tables at the end of this report.

Self-Harm

Students who intentionally self-harmed without intending to die (past 12 months)



Missing bars mean numbers are too small to report

Students also reported on whether or not they had engaged in non-suicidal self-harming practices during the past year. **21%** of students reported having engaged in a self-harming practice at least once.

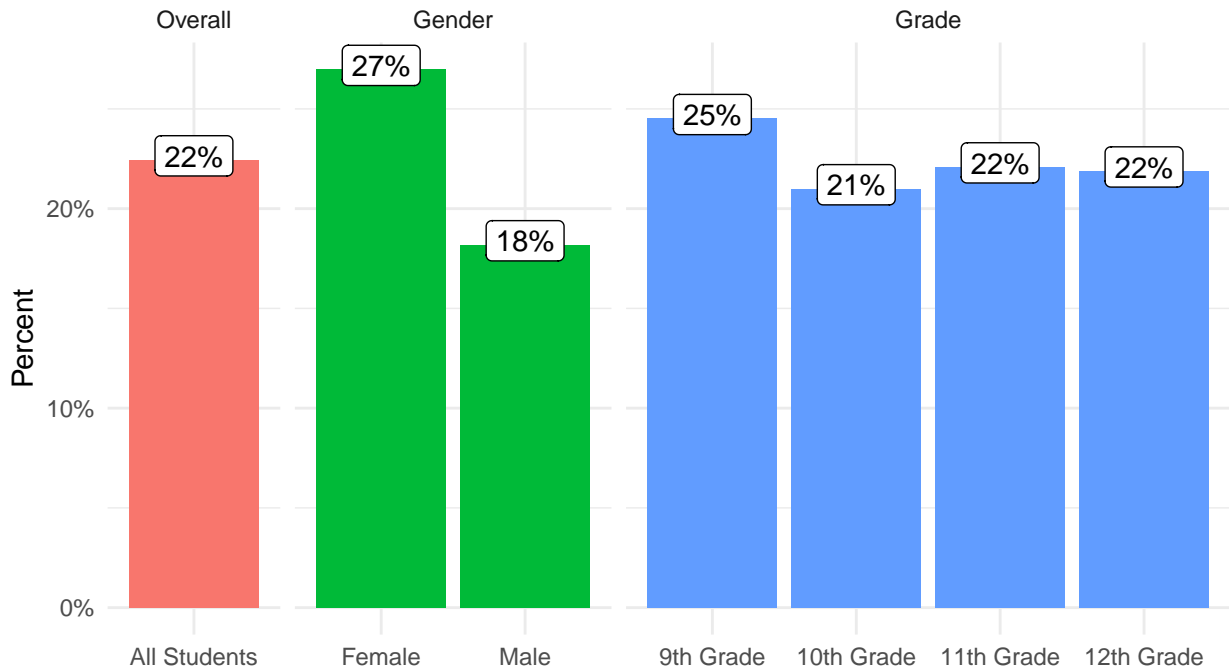
Overall, **64%** answered affirmatively to at least one of the questions about anxiety, depression, or self-harm.

Suicidal Thoughts and Behavior

In recent years, youth suicides and suicidal ideation have been on the rise (see e.g. Ruch et al.). The YRBS asks students whether they have seriously considered, planned, and attempted suicide. It also asks whether students received medical care as the result of a suicide attempt.

Considered Suicide

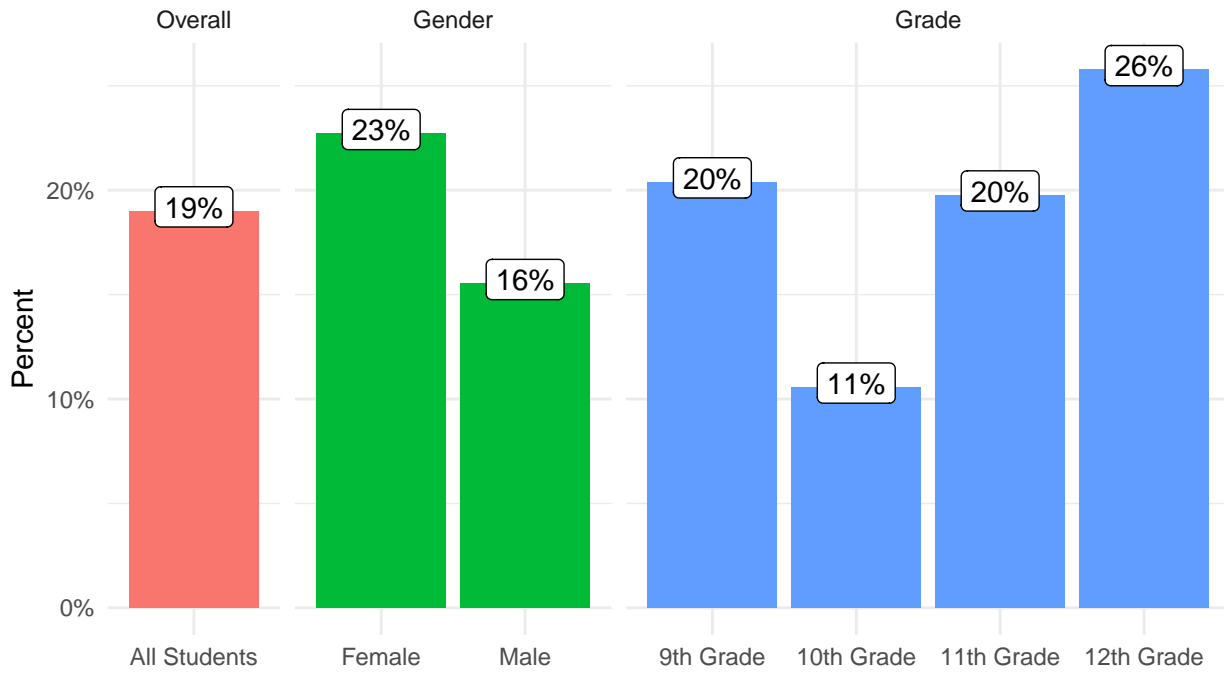
Students who seriously considered suicide (past 12 months)



Missing bars mean numbers are too small to report

Had a Suicide Plan

Students who made a plan for a suicide attempt (past 12 months)



Missing bars mean numbers are too small to report

As the chart above notes, **19%** of students have made a plan about how they would attempt suicide. Similarly, **8%** of students have attempted suicide. See the appendix for more detailed tables on suicidal planning and attempts.

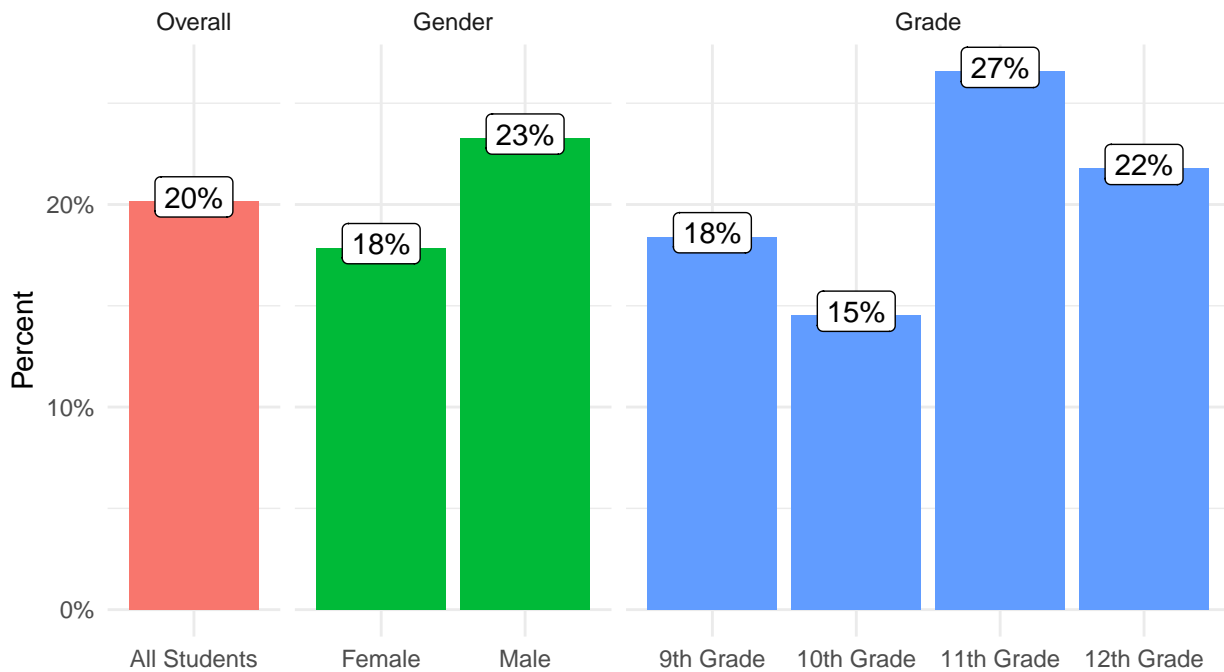
DPI offers schools a number of resources for suicide prevention and postvention, including trainings and curricula. Suicide prevention resources are available at: <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

Help-seeking and Supports

Students were asked general questions about access to emotional supports. The questions were not specific to suicide or any mental health condition. The chart below shows the percentage of students who agreed that they “get the help they need” when they are in emotional distress.

Emotional Support

Students who most of the time or always get emotional help when needed



Missing bars mean numbers are too small to report

Conversely, **52%** of students said that they rarely or never get the help they need.

Students were also asked whom they rely on for emotional support through the following question: “When you feel sad, empty, hopeless, angry, or anxious, with whom would you most likely talk about it?” Students could only pick one response, so selections may represent students’ most frequent or otherwise primary (but not necessarily exclusive) source of support.

Who Do Students Turn To For Emotional Support?

ADULT (parent, teacher or other adult): **32%**

PEER (friend or sibling): **45%**

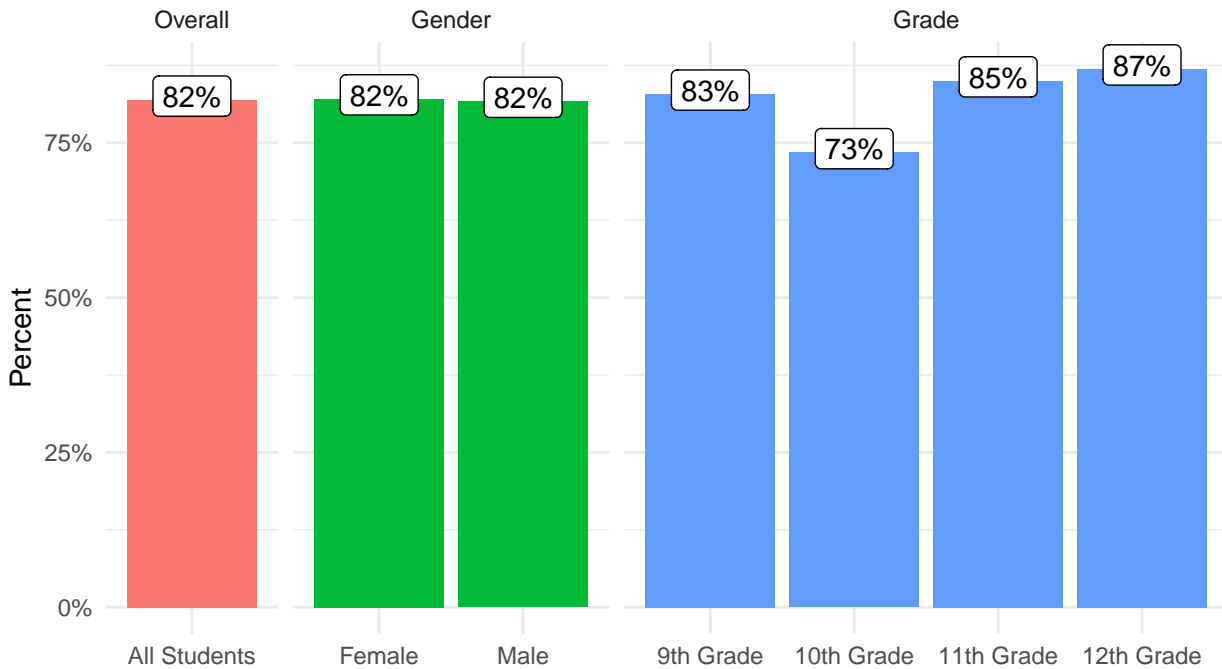
NOT SURE: **23%**

Peers are often an important source of support for students. Peer-based programs seek to leverage this natural support by helping young people help one another. Evidence-based, peer-supported programs in suicide prevention, bullying prevention, and other areas can be an important tool for schools and communities.

Supportive adults are a vital resource in a young person’s life. Parents are a primary source of support for many young people. Having other supportive adults is also important. Students were asked how many adults besides their parents they could speak with about an important question affecting their life. The chart below shows students who had at least one such adult.

Have a Supportive Adult

Students who could turn to at least one adult besides parents



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Regardless of whether students actually use such adults as a frequent source of support, the mere presence of such adults in a young person’s life is an important protective factor. For more information on this question, see the “Protective Factors” section.

SEXUAL BEHAVIOR

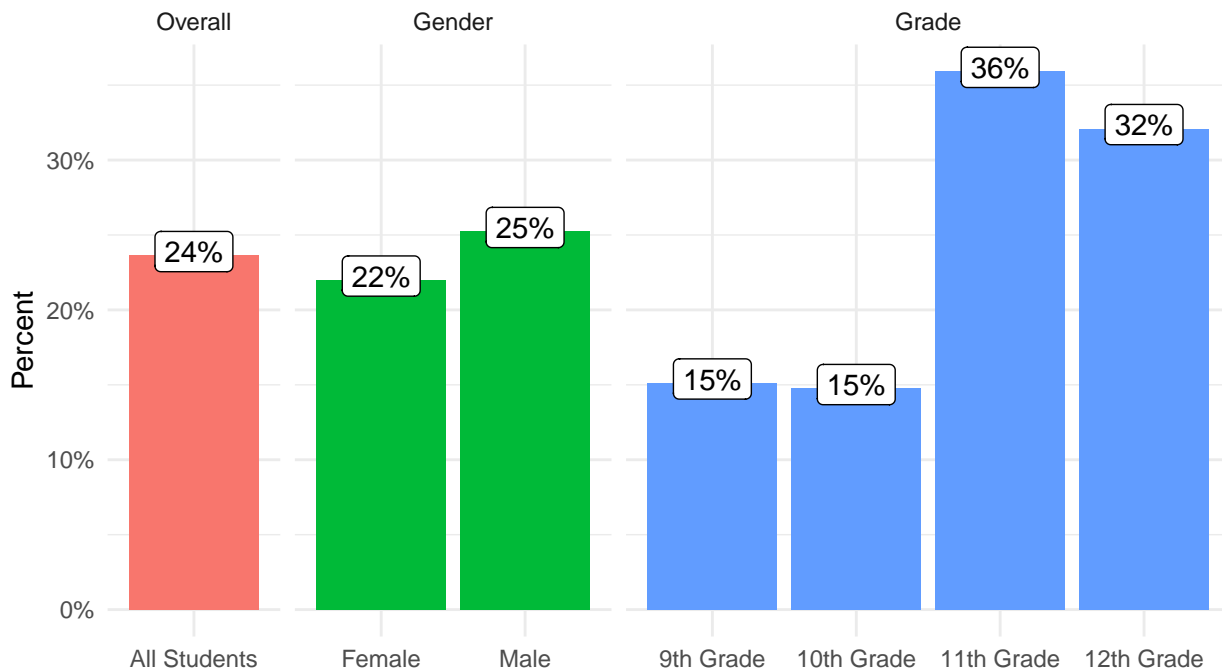
The YRBS includes questions on sexual behavior that can be used to inform public health initiatives and/or school health practices. This section covers prevalence of sexual activity and use of prevention practices. The question on sexting appears in the section on Technology Use and Online Behaviors.

Prevalence

The YRBS asks about current and lifetime sexual activity by asking whether students engage in “sexual intercourse”. The term itself is not defined for students. **24%** of students have ever had sexual intercourse, and **16%** are currently sexually active.

Ever Had Sex

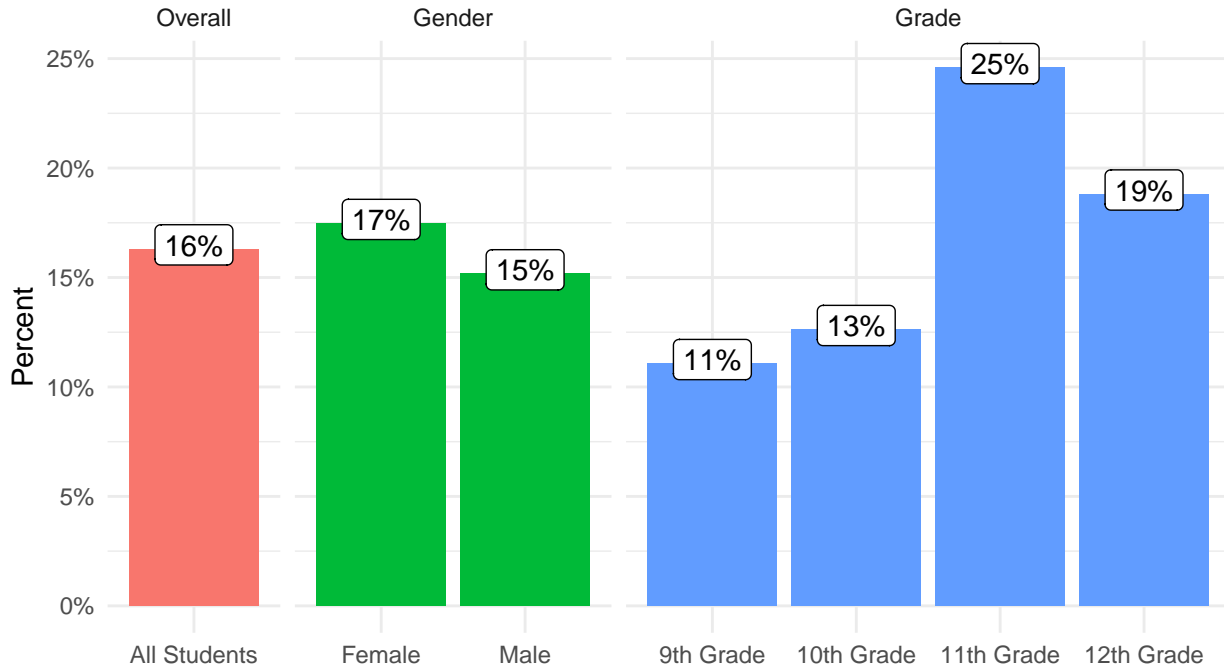
Percent of students who have ever had sexual intercourse



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Currently Sexually Active

Percent of students who had sexual intercourse in the past 3 months



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Prevention of Pregnancy and Sexually Transmitted Infections (STI)

Among sexually active students, **57%** used a condom during their last sexual intercourse. **11%** of sexually active students used no birth control method during their last sexual intercourse. For more information, see the question-specific tables at the end of this report.

TOBACCO

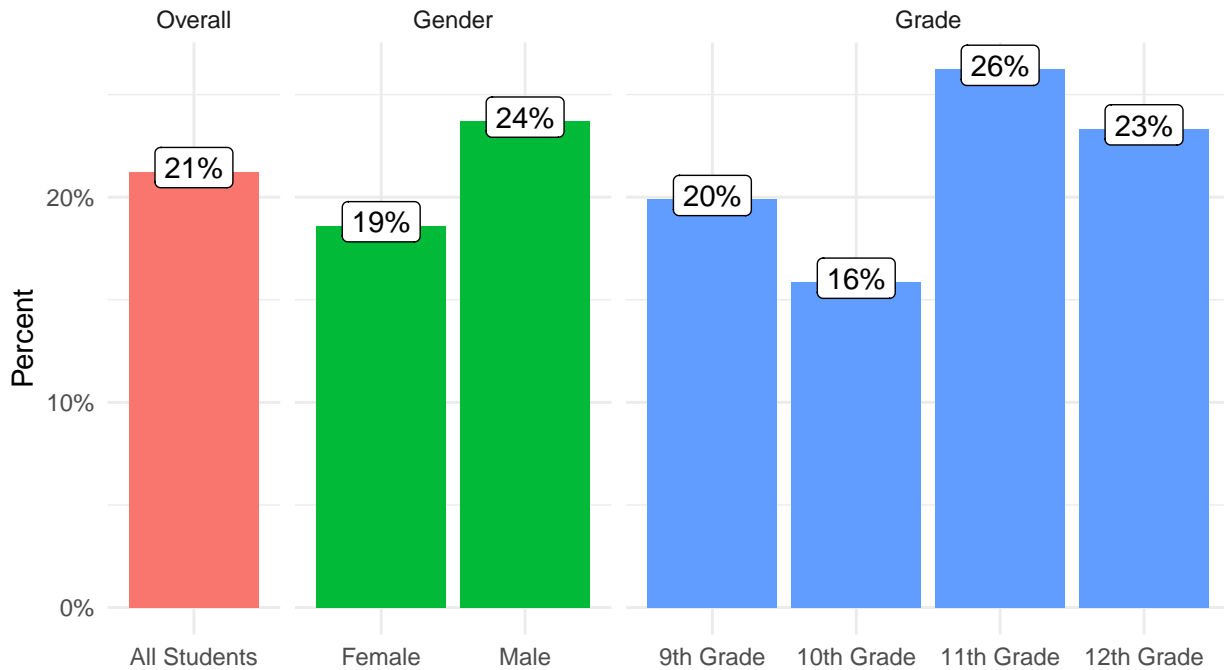
The YRBS asks about both traditional tobacco products and electronic tobacco products. (Schools that opted for the Drug Free Communities Optional Module or the Youth Tobacco Survey Optional Module will find those results at the end of this report.)

Vaping

Questions about electronic tobacco were first added to Wisconsin’s state YRBS in 2017. The 2023 survey continued to ask about current and lifetime use of electronic vapor products, such as JUUL.

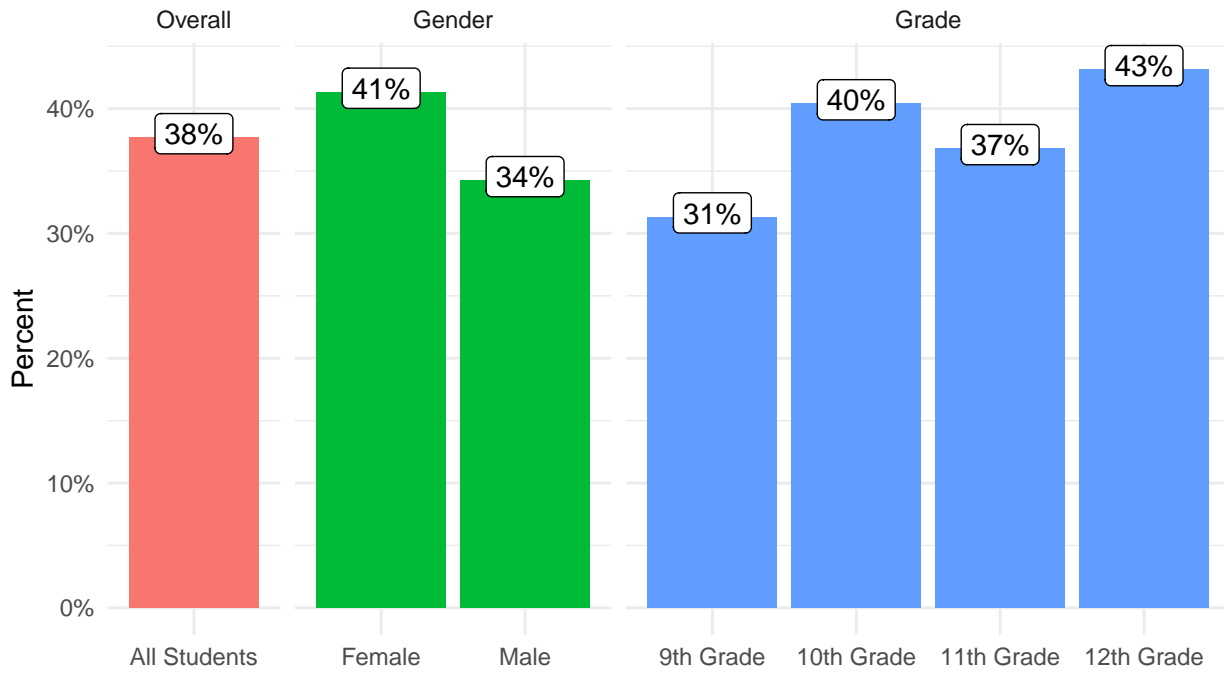
Currently Vape

Students who used vaping products (past 30 days)



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Ever Tried Vaping Students who have ever tried vaping



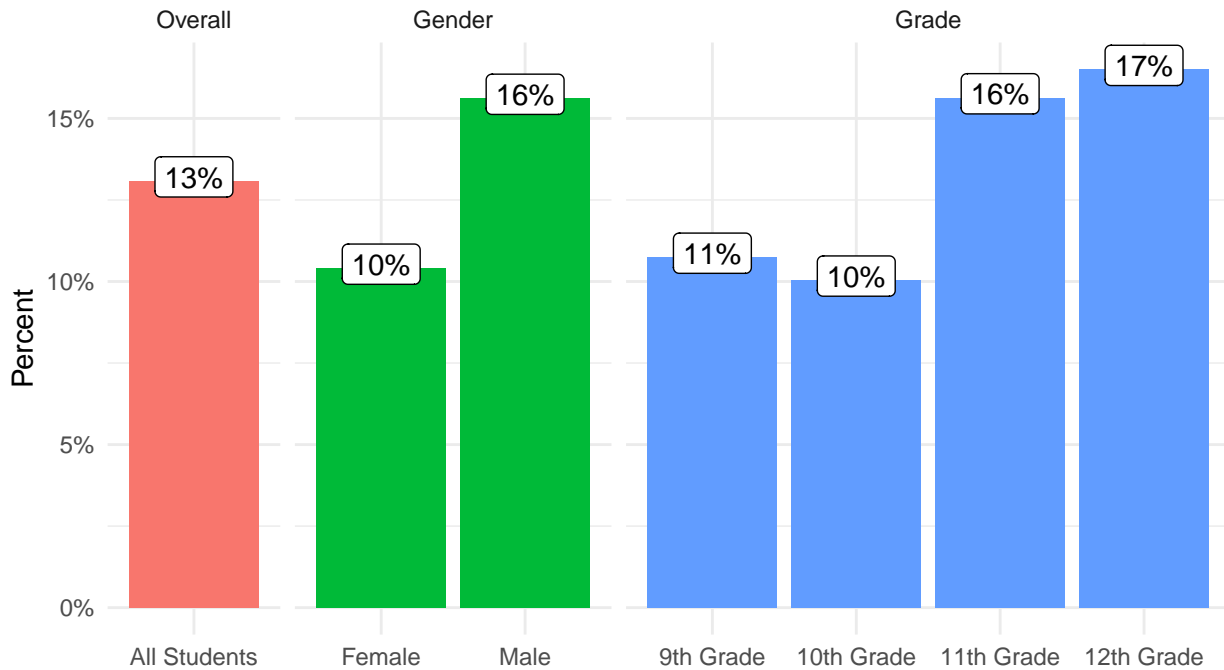
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Other Tobacco Products

Students were asked about a number of other tobacco products, including cigarettes, cigars, and chew or other smokeless tobacco products. The chart below shows the percent of students who responded affirmatively to any of these questions about traditional tobacco products.

Use of Any Other Tobacco Products

Students who have used cigarettes, chew, cigars or cigarillos in the past 30 days



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The overall 30-day use rates for specific tobacco products were as follows:

Chew/smokeless tobacco: 4%

Cigars, cigarillos, little cigars: 5%

Cigarettes: 12%

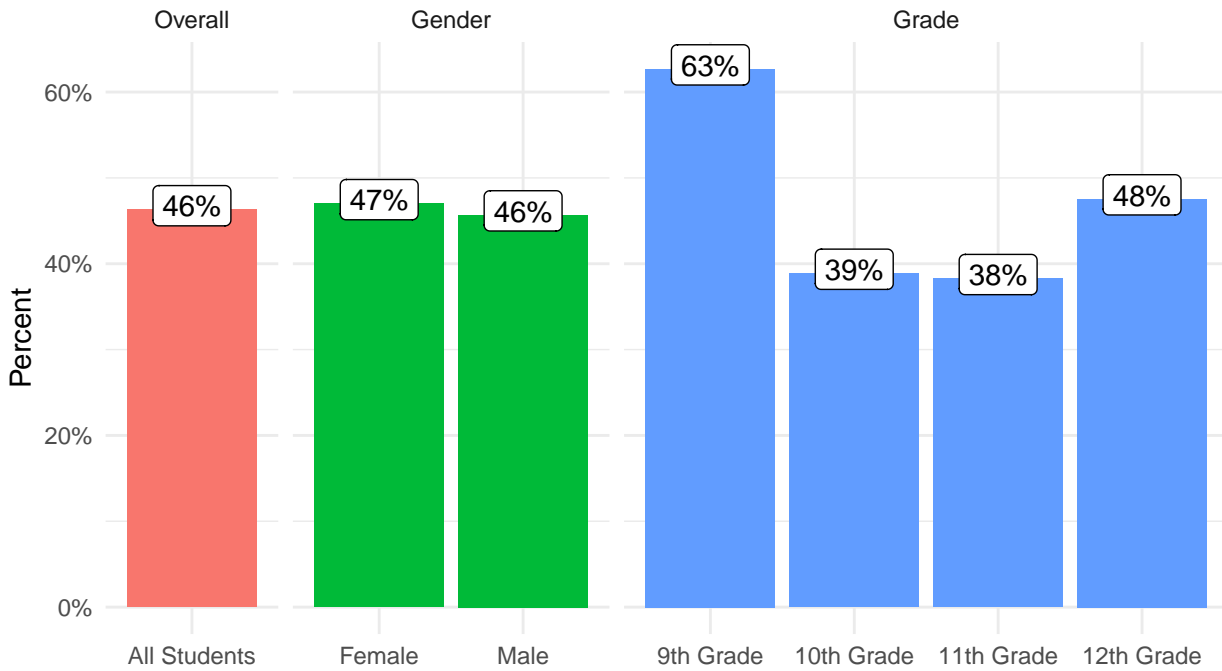
For more information on the rates of use for each of these products, see the question-specific tables at the end of this report.

Tobacco Cessation

Students were asked whether they had tried to quit using any tobacco products, including electronic tobacco products.

Quitting

Percentage of vapers or other tobacco users who tried to quit (past 12 months)



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ALCOHOL

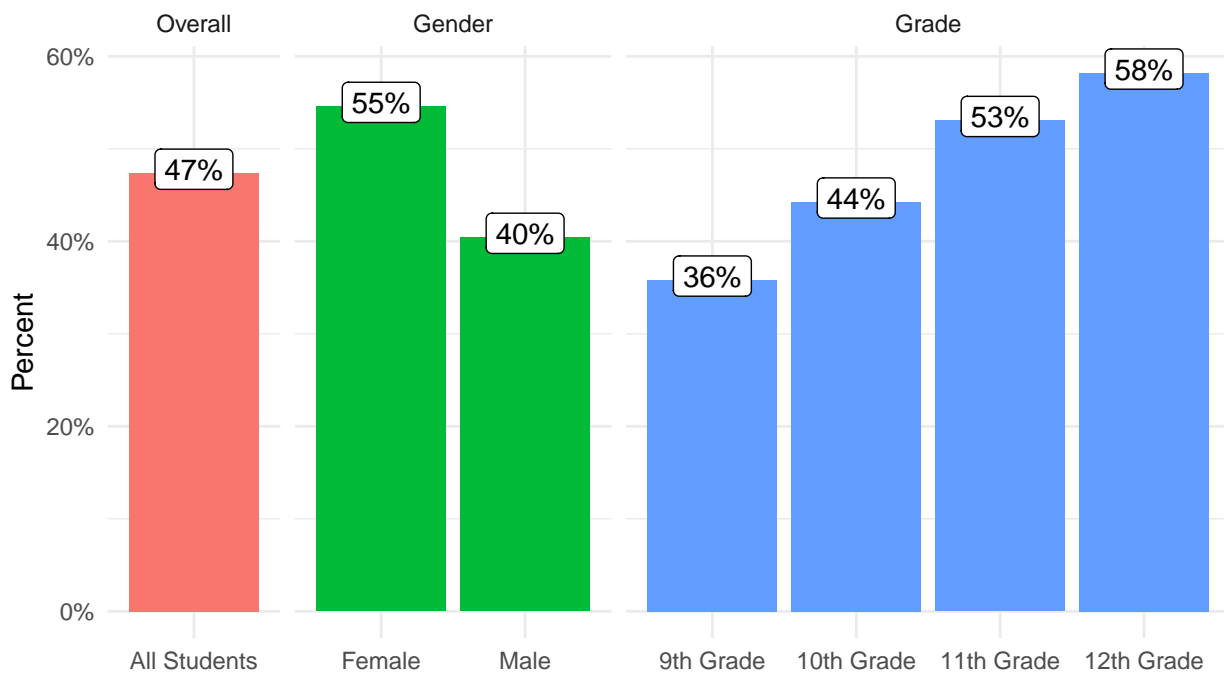
The YRBS contains several questions related to alcohol use. The questions on current use (past 30 days) and lifetime use ask students about consumption of “at least one drink of alcohol”.

(Schools that opted for the Drug Free Communities Optional Module will find those alcohol-related questions at the end of this report.)

Any Use

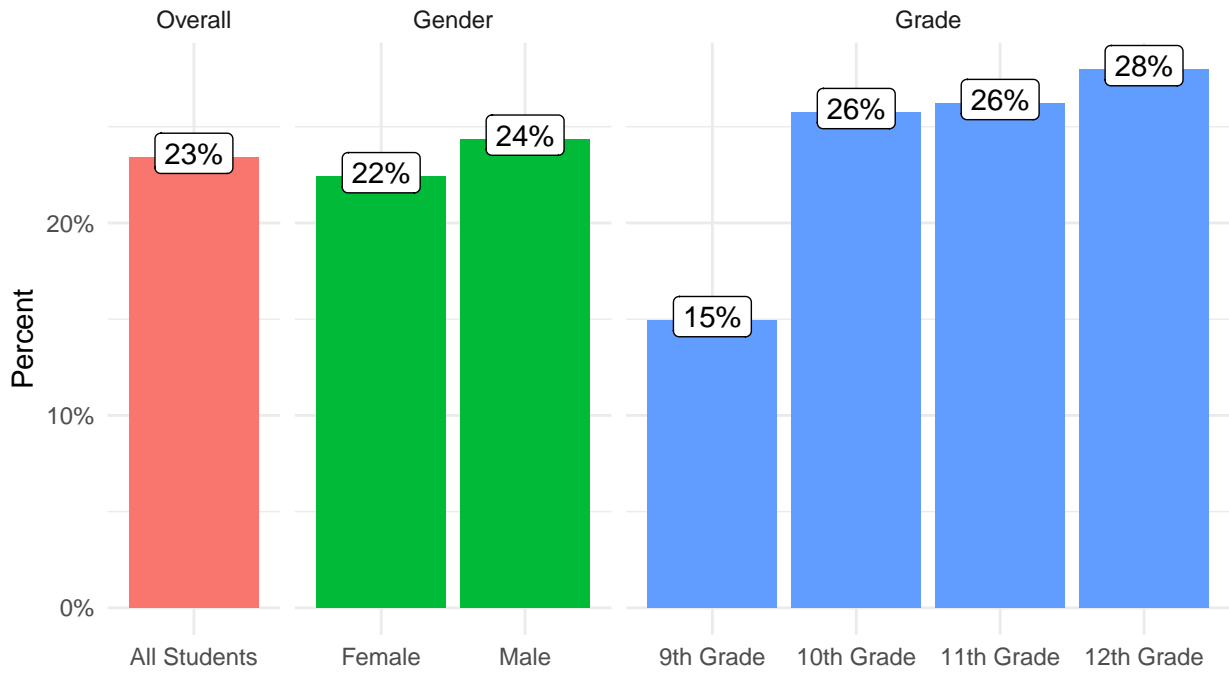
Ever Drank

Students who have ever had an alcoholic beverage



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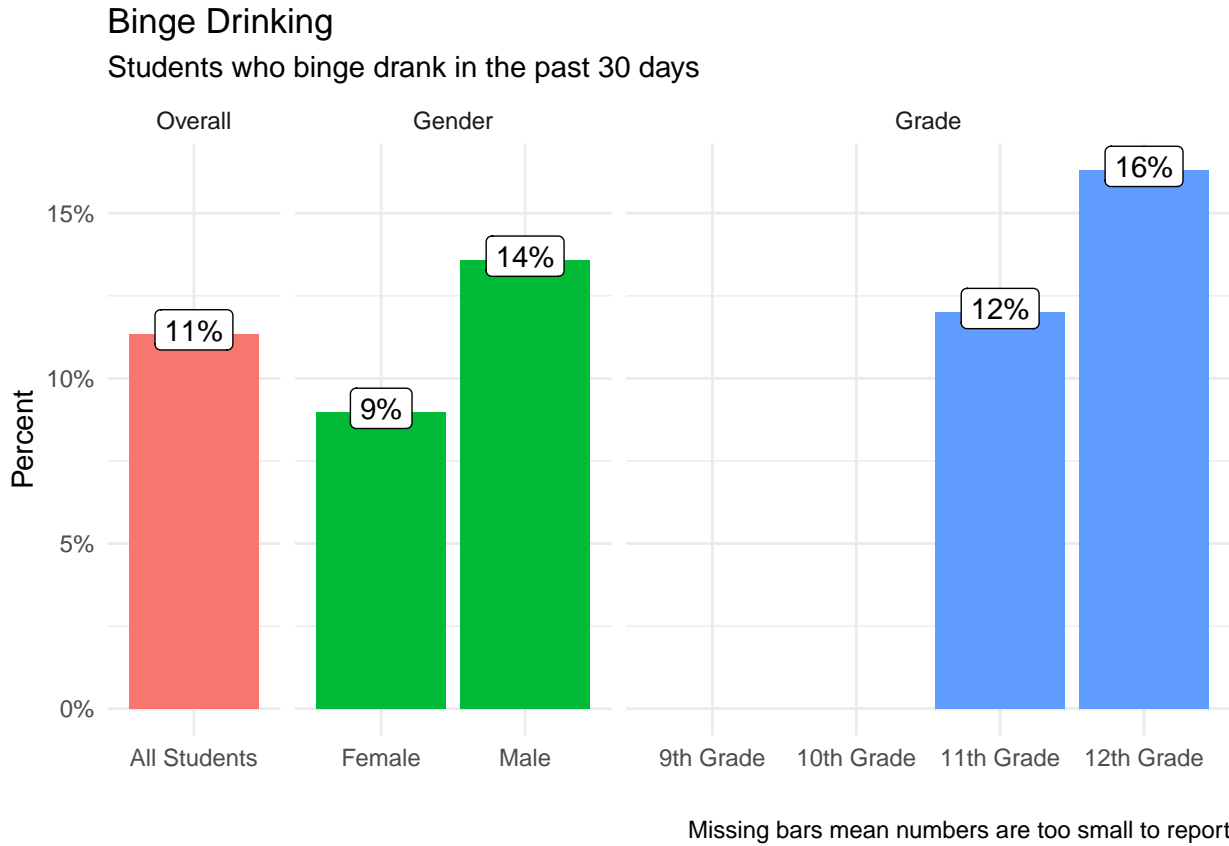
Current Use of Alcohol Students who had at least one drink (past 30 days)



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Binge Drinking

The YRBS asks students to report the largest number of drinks they consumed in the span of a couple of hours during the past 30 days. Females who report four or more drinks and males who report five or more drinks are counted as having engaged in binge drinking.



The chart above shows binge drinking **among all students**. However, since not all students drink, sometimes it’s also helpful to know what percent of student **drinkers** engaged in binge drinking. Among students who drank, **48%** had engaged in binge drinking. This contrasts with the 11% of all students who binge drank, which appears in the chart above.

Among students who drank, **41%** had their first drink before age 13. In general, such students are also more likely to report indicators of trauma, violence, or abuse. A trauma-informed lens is advised when working with students with early alcohol or drug use.

See DPI’s Alcohol and Other Drug Abuse (AODA) webpage for information, tools and resources: <https://dpi.wi.gov/sspw/aoda>.

DRUG USE

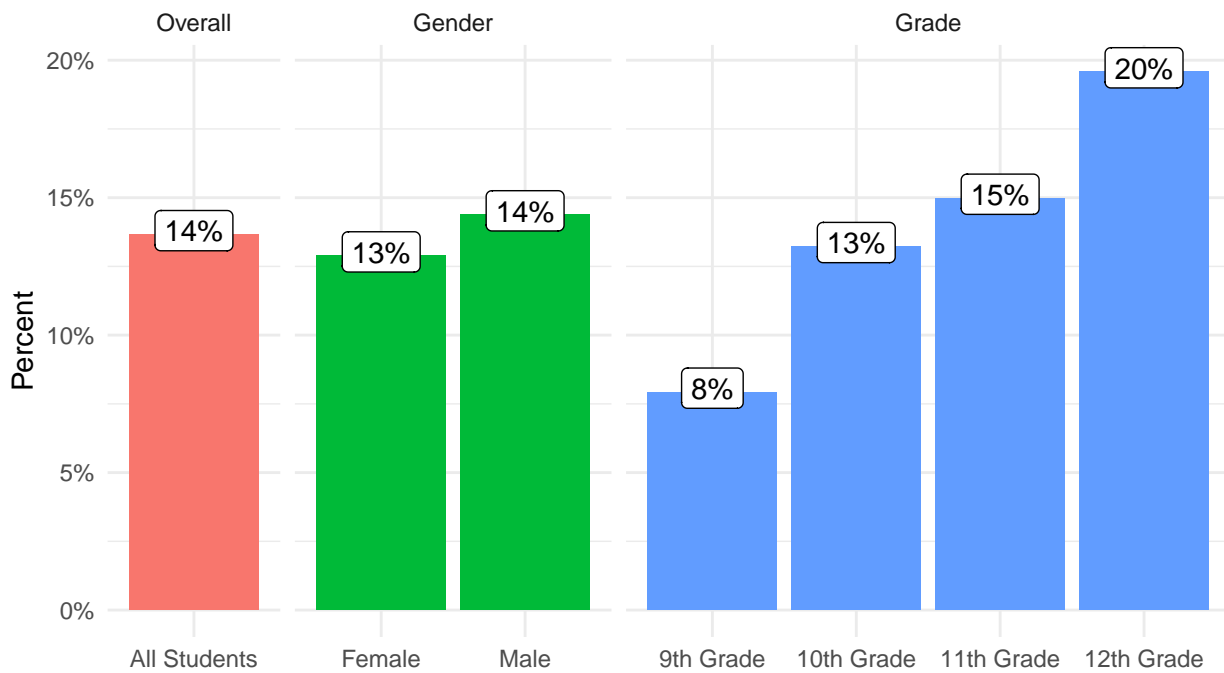
The YRBS asks students about use of illegal drugs as well as abuse of legal drugs. (Schools that opted for the Drug Free Communities Optional Module will find those questions at the end of this report.)

Marijuana

Students were asked about current use of marijuana, lifetime use, and age of initiation.

Current Marijuana Use

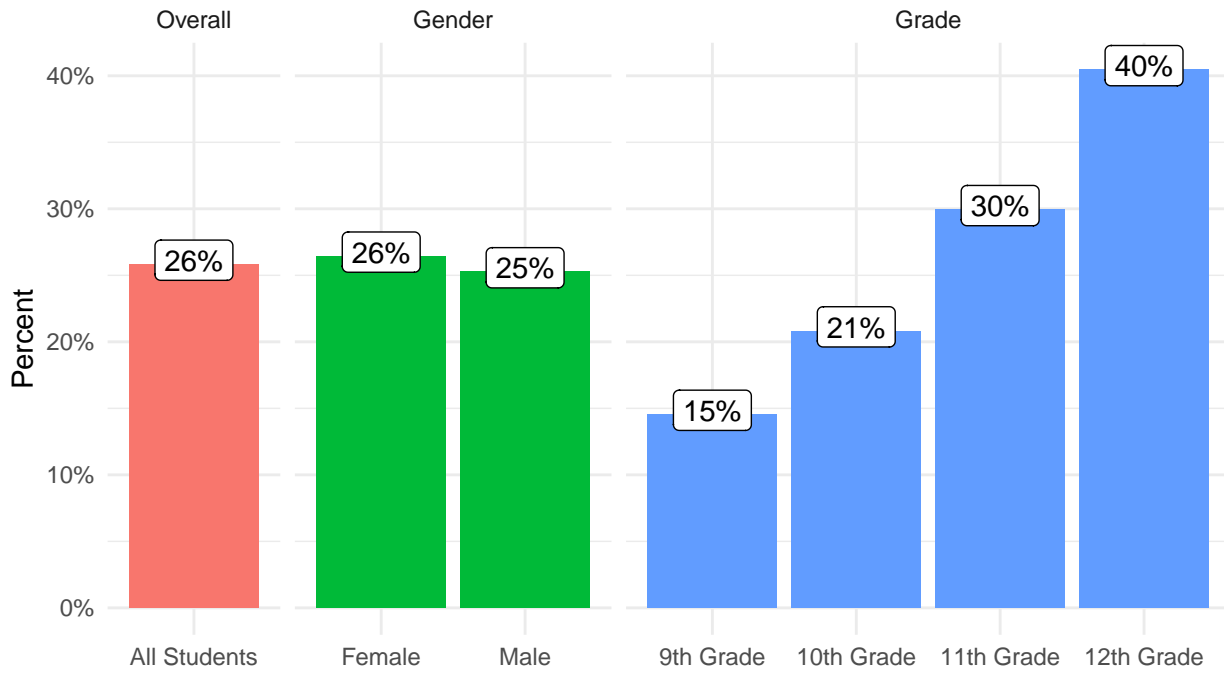
Students who have used marijuana in the past 30 days



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Ever Used Marijuana

Students who have ever used marijuana



Missing bars mean numbers are too small to report

Among students who used marijuana, **26%** started using before age 13. In general, such students are also more likely to report indicators of trauma, violence, or abuse. A trauma-informed lens is advised when working with students with early alcohol or drug use.

Other Illegal Drugs

First added to the YRBS in 2019, students were asked about use of heroin and methamphetamines in the past 12 months, as well as lifetime use of any illegal drug besides marijuana.

USE OF OTHER ILLEGAL DRUGS Heroin in the past 12 months: **2%**

Methamphetamines in the past 12 months: **3%**

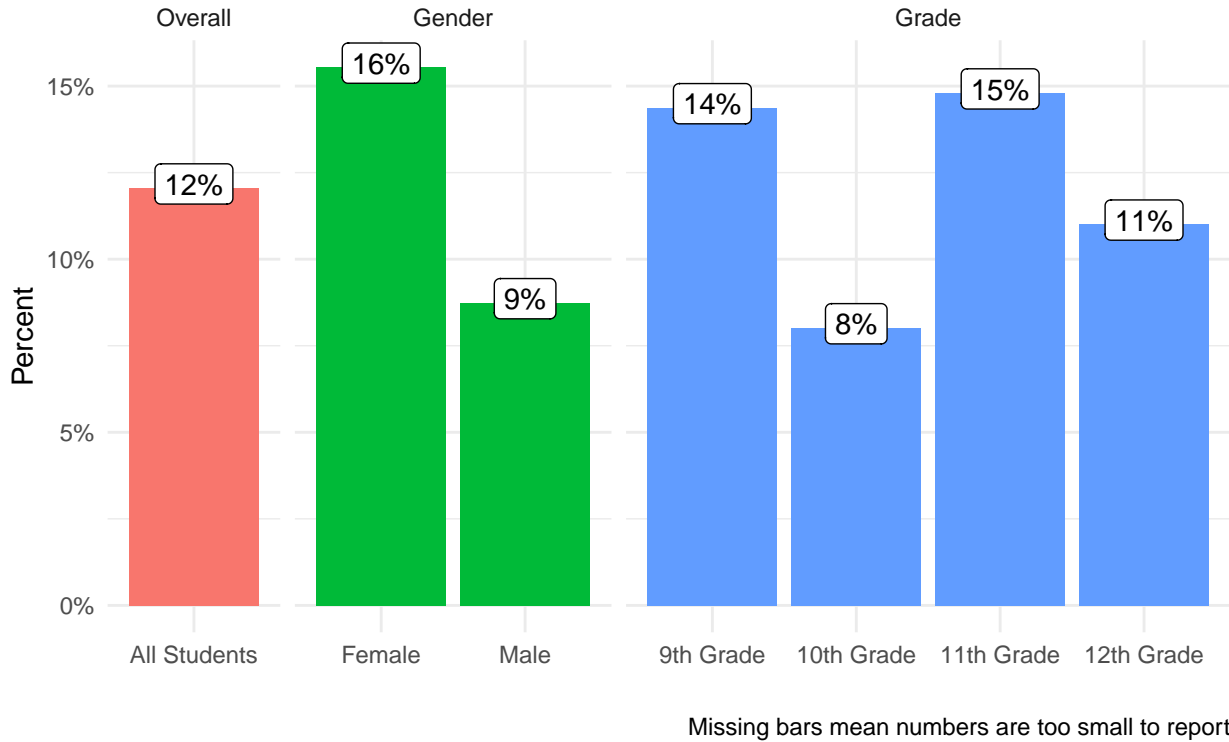
Have ever used any illegal drug besides marijuana: **5%**

Note that the prevalence rates of these substances are often too small to reliably and confidentially report at the school or district level. If not available here, they may be available at the county level.

Abuse of Legal Substances

Any Legal Drug Misuse

Students who misused over-the-counter and/or prescription pain medicines



Students were asked about the unauthorized use of prescription painkillers and over-the-counter medications. Overall, **12%** of students had ever engaged in such use, with **11%** of students reporting use of a prescription painkiller without a doctor’s prescription and **5%** reporting use of an over-the-counter drug to get high. The chart above shows the percent of students who answered affirmatively to one or both of these questions.

For more information, see the question-specific tables at the end of this report.

TECHNOLOGY USE AND ONLINE BEHAVIOR

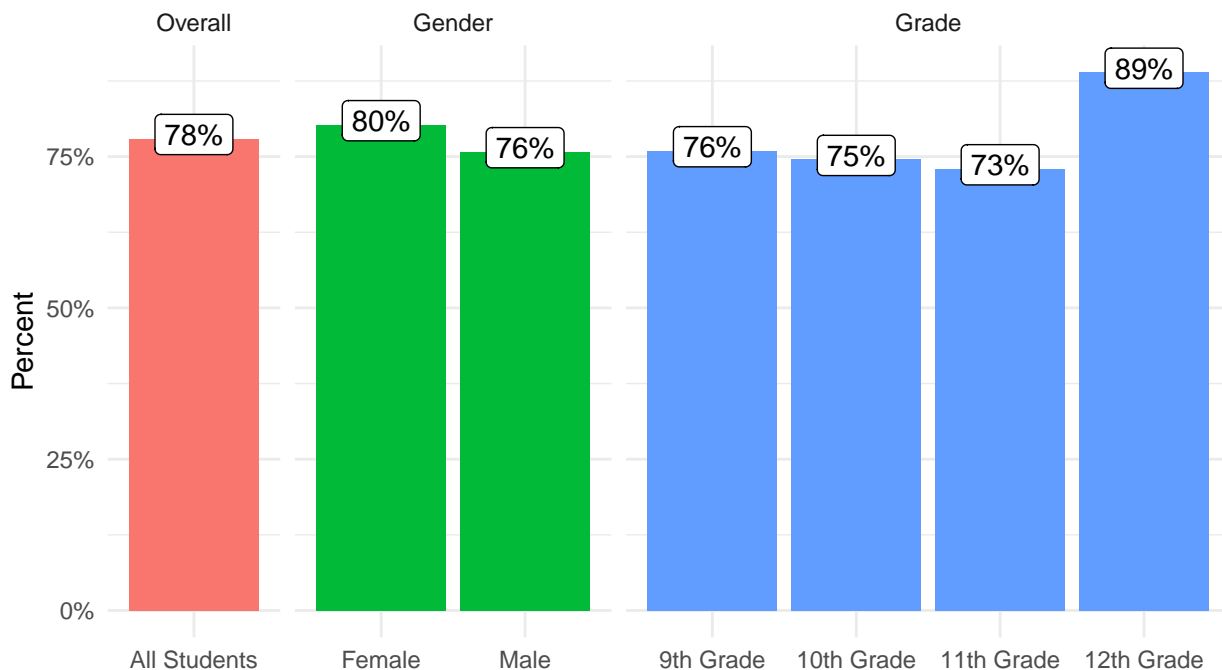
General Use Patterns

The 2023 YRBS included several questions related to students' recreational use of technology. As in prior years, students were asked the amount of time per day spent watching television and engaging in other forms of media, such as social media or video games.

The chart below shows the percent of students who reported spending three or more hours per day engaged in television, video games, social media, texting, or other recreational activities using a computer, phone, gaming system or tablet.

Moderate to Heavy Screentime

Students who spent 3+ hours/day in front of a TV, smart phone, Xbox, or other device

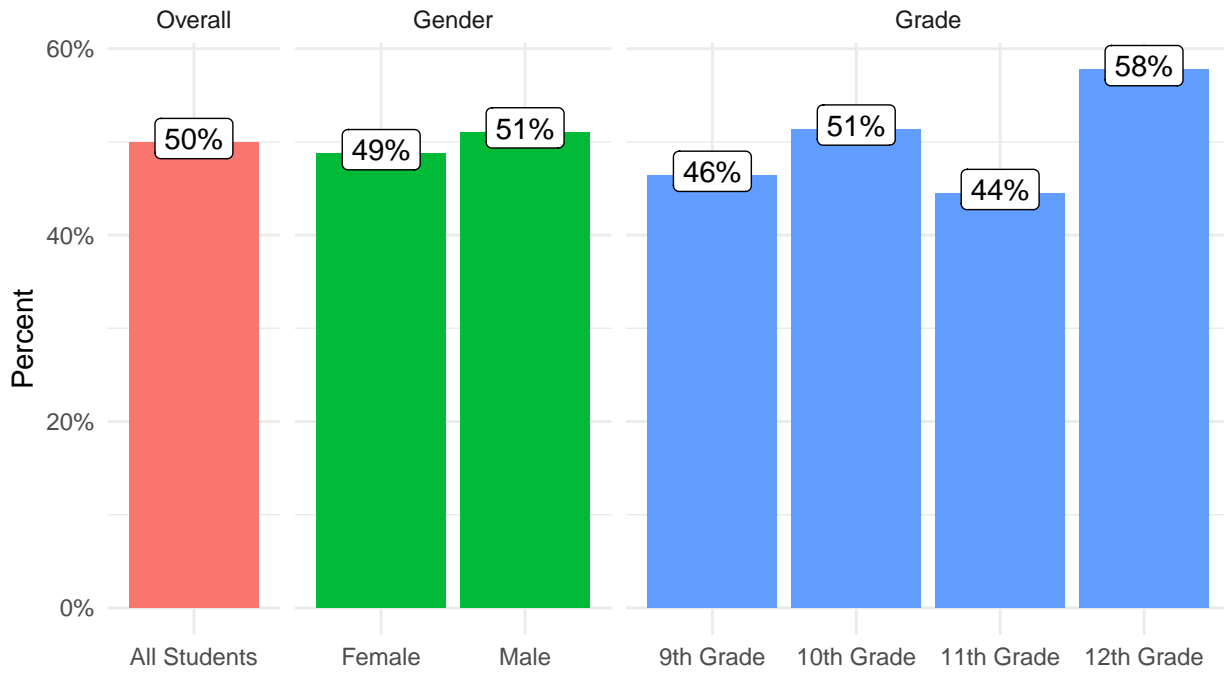


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Another online behavior that can affect both mental and physical health, as well as academic performance, is late-night screen use. When students stay up late, they miss out on sleep. Students were asked about the number of nights per week that they used technology between midnight and 5:00 am. The chart below shows responses for students who reported that they did so at least one school night per week.

Late Night Screen Use

Students who use technology between midnight and 5:00 am on school nights



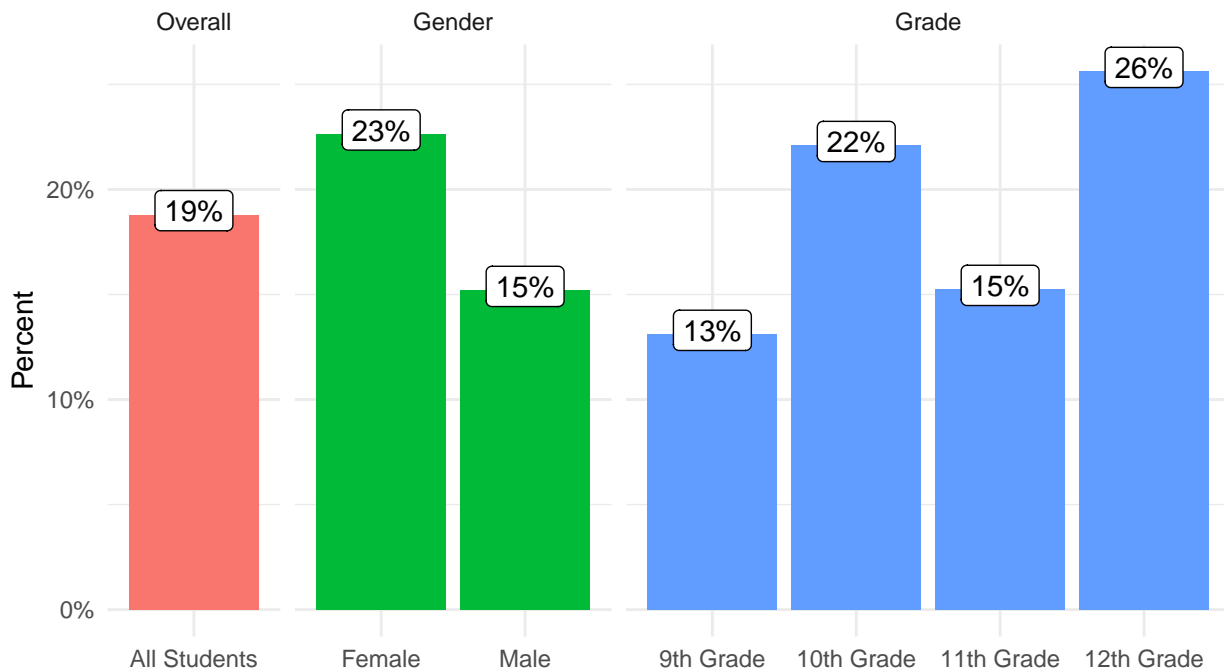
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Sexting

A question on sexting was included for the first time in 2019 and has remained on the questionnaire in the 2 cycles since. The question specifically asked whether students had sent, received, or shared nude photos or other sexual images in the past 30 days.

Sexting

Students who sent, received, or shared nude photos or sexual images (past 30 days)



Missing bars mean numbers are too small to report

Online bullying is covered in the “Bullying” section of this report.

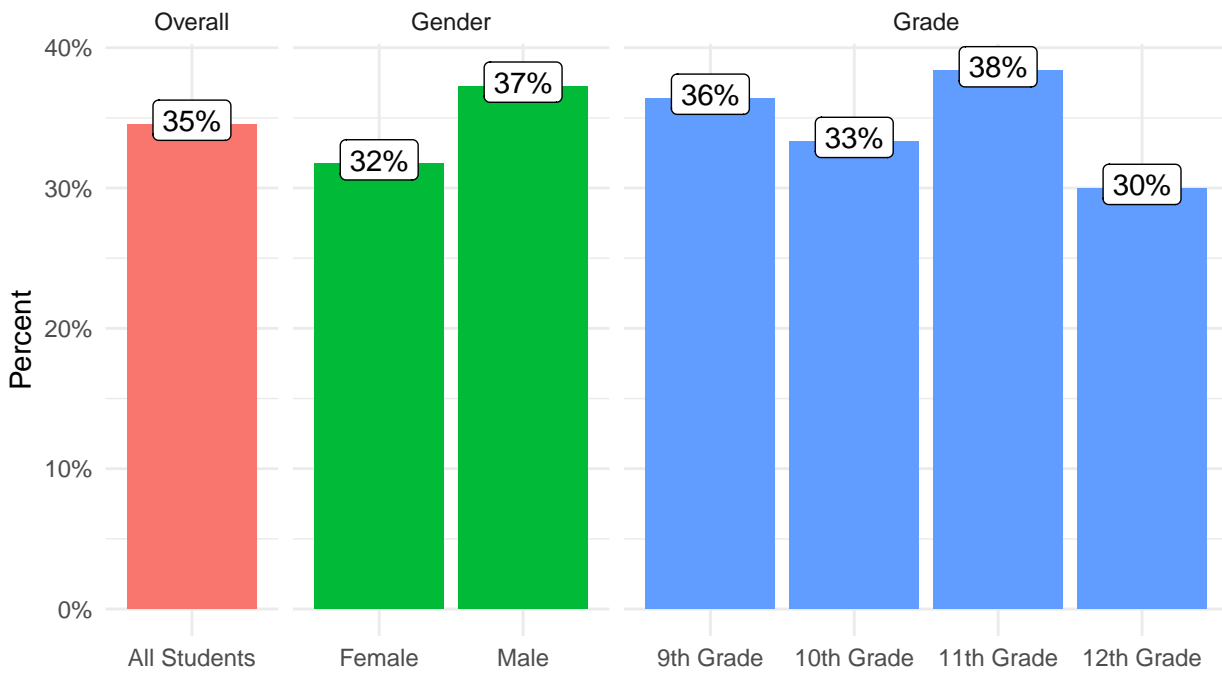
PHYSICAL HEALTH AND NUTRITION

Sleep and Exercise

Sleep Students have reported sustained decreases in the number of hours they sleep each night. Statewide results show the percentage of students who got 8 or more hours of sleep on an average sleep has decreased from 2013-2021 (statewide results from 2023 are not available at the time of this report). The charts below show results for students who reported greater and lesser amounts of sleep.

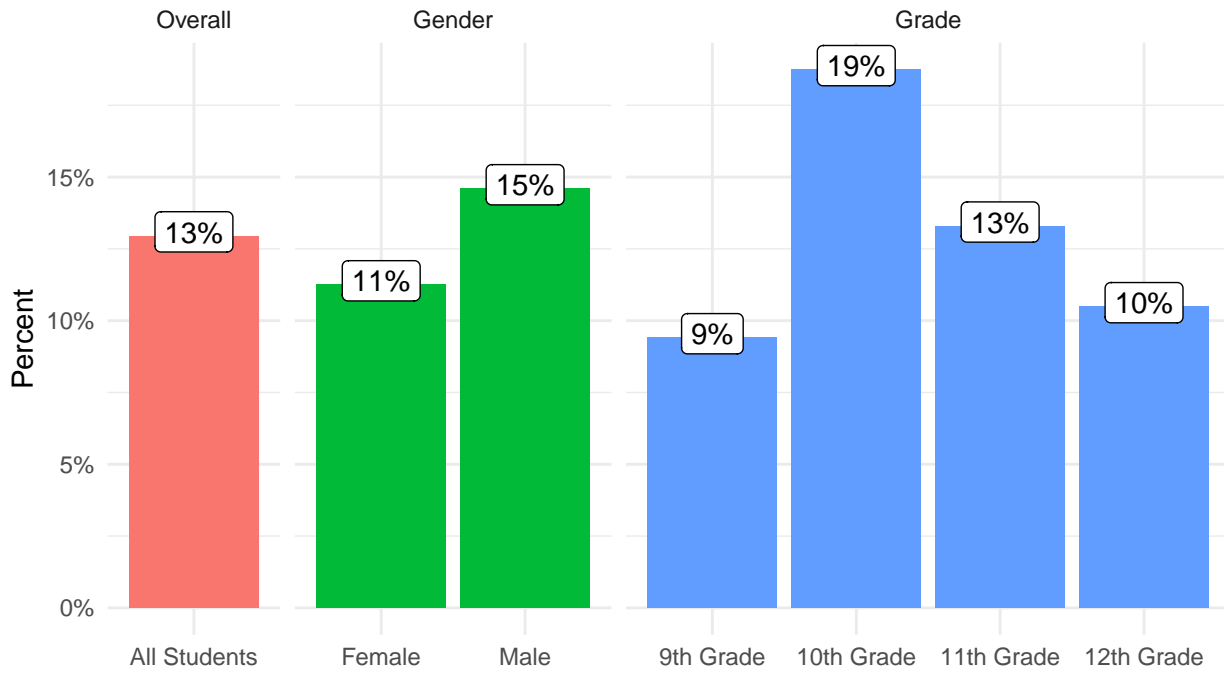
Sleep 8 or More Hours Per Night

Students reporting 8+ hours of sleep per night



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Sleep 5 or Fewer Hours Per Night
 Students reporting 5 or fewer hours of sleep per night



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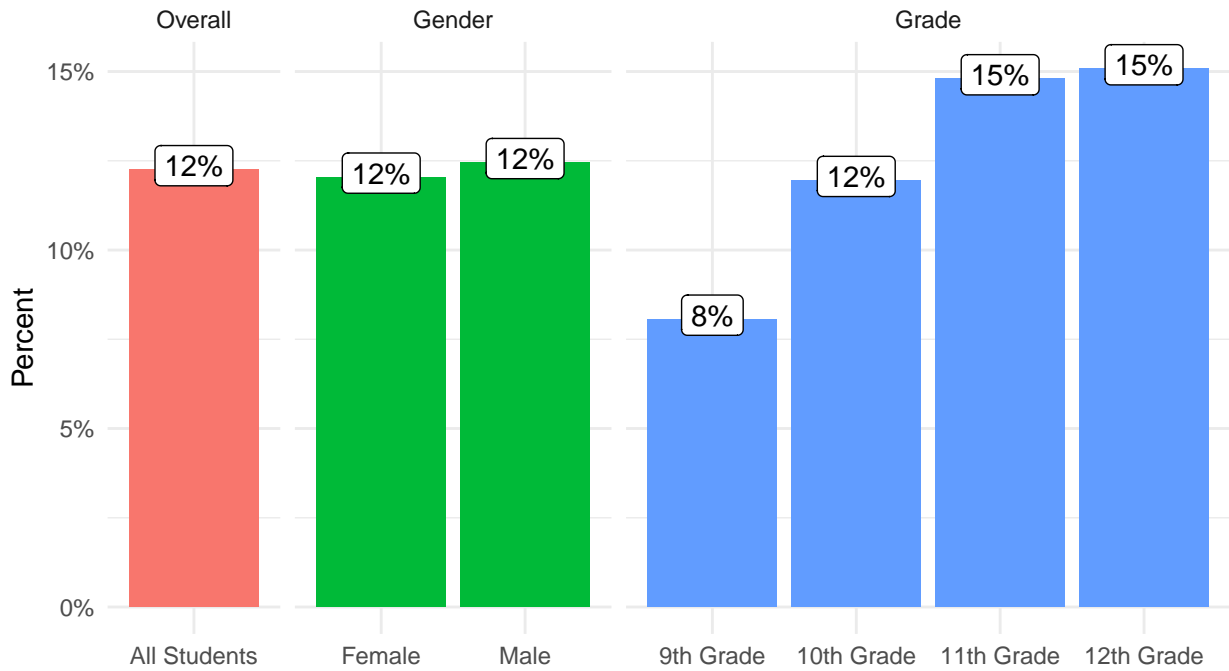
One factor that can interfere with sleep is nighttime screen use. See the section on Technology Use And Online Behavior for a breakdown of screen use at night.

Exercise

Students were asked how many days a week they participated in an hour or more of physical activity.

No Sustained Exercise

Students who exercised zero days in the past week

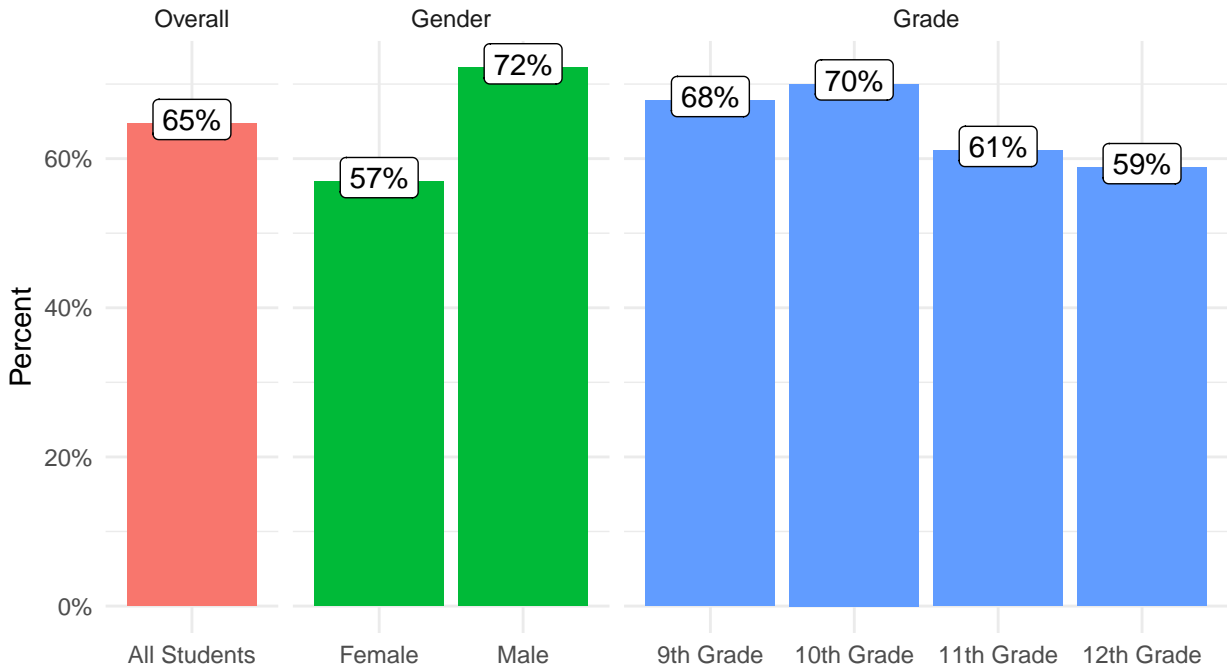


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The chart below shows students who did report engaging in an hour or more of physical activity for four or more days per week.

Exercise on Most Days

Students who exercised 4–7 days in the past week



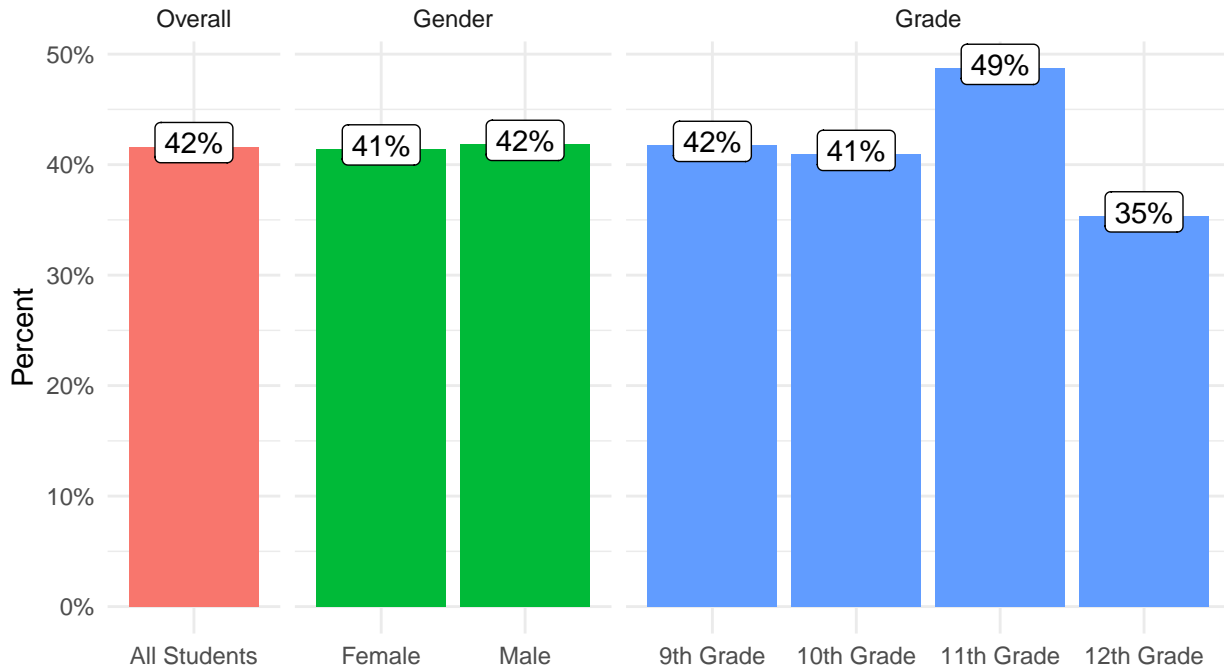
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Nutrition

Students were asked about daily consumption of fruit, vegetables, plain water, and breakfast.

Fruit Consumption

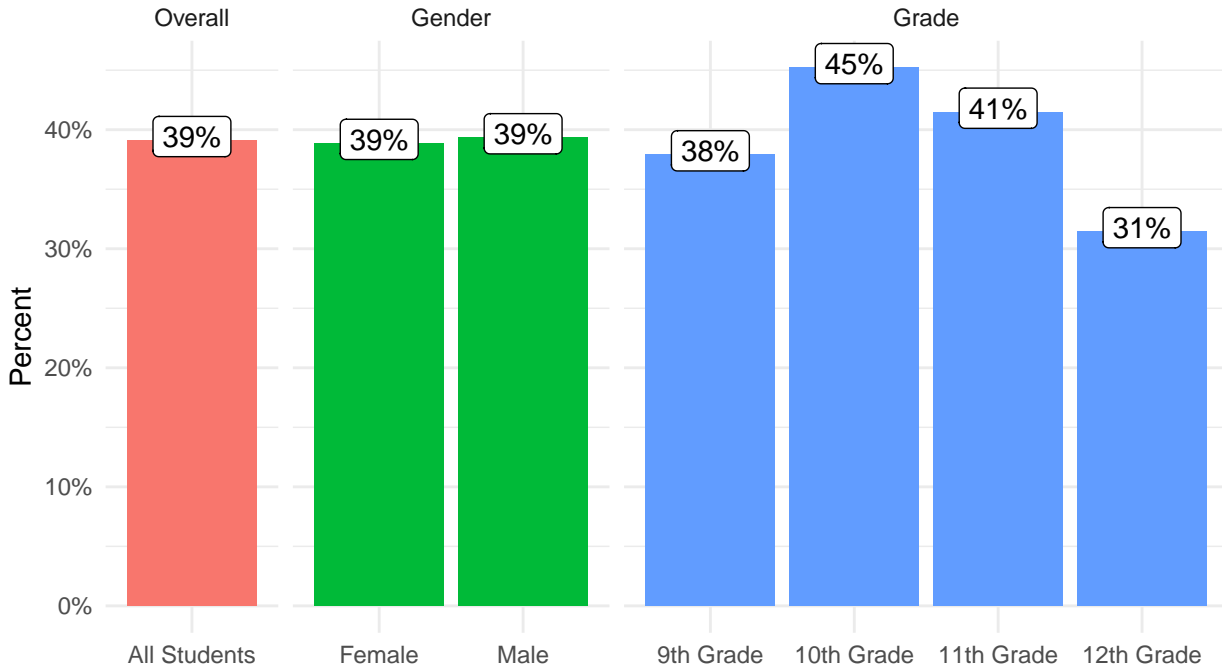
Students who ate fruit every day (past 7 days)



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Vegetable Consumption

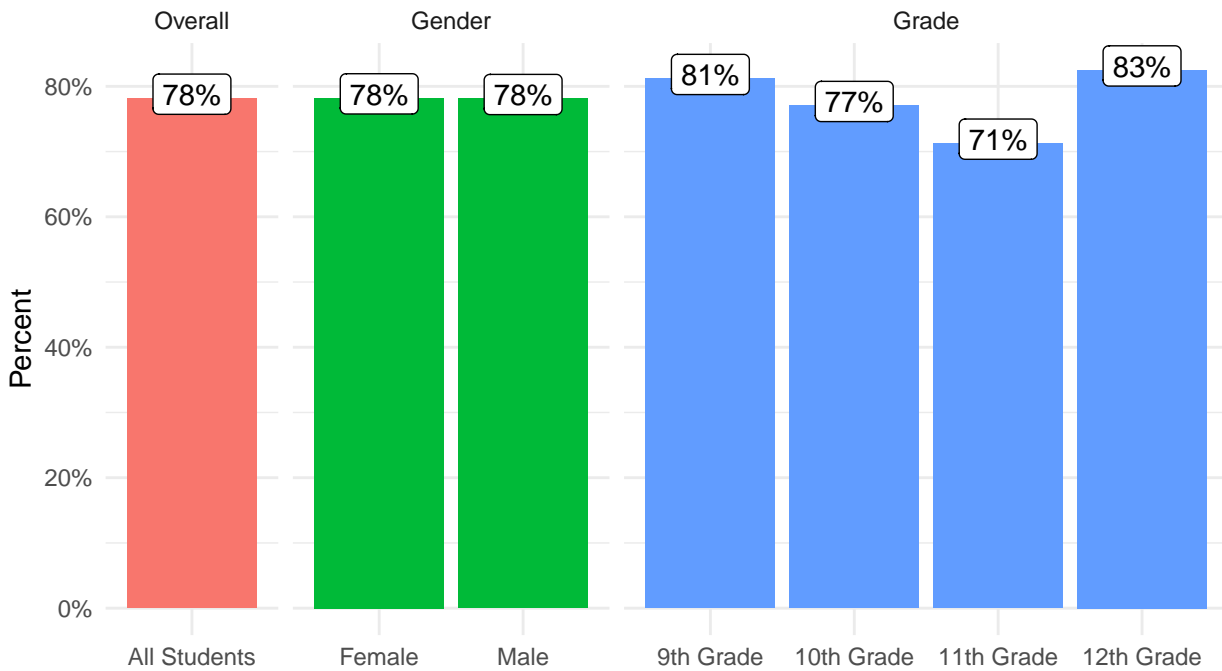
Students who ate vegetables every day (past 7 days)



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Water Consumption

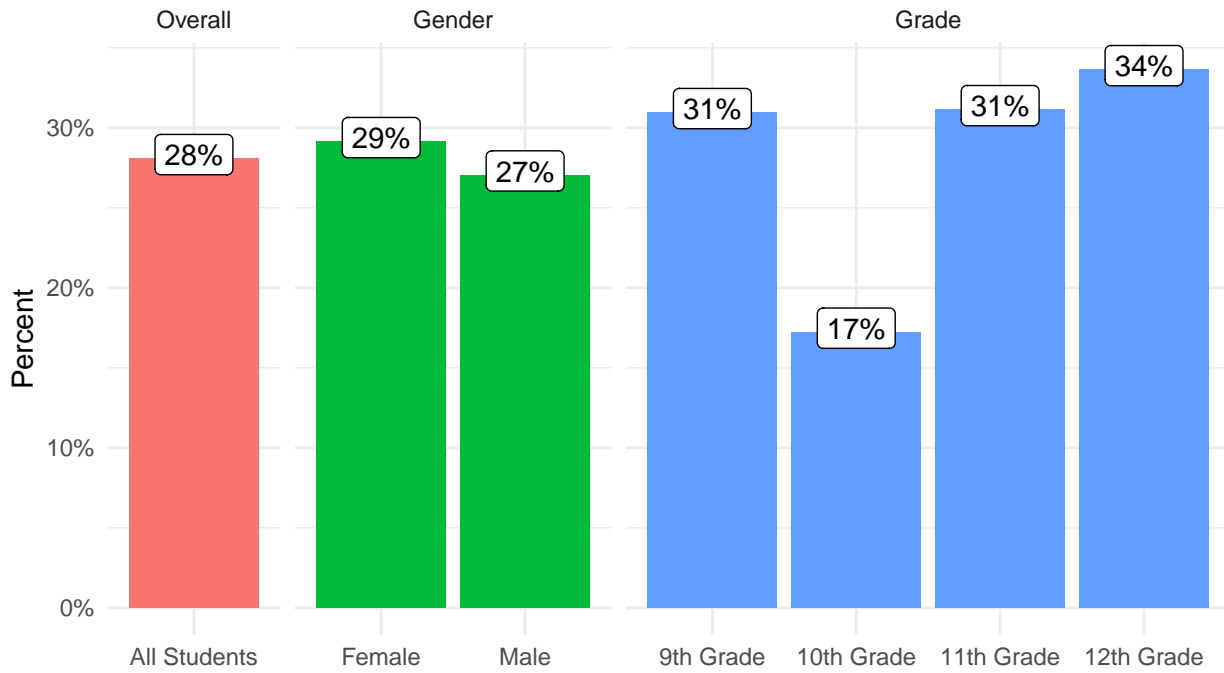
Students who drank plain water every day (past 7 days)



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Breakfast Daily

Students who ate breakfast every day (past 7 days)



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While the chart above shows the percentage of students who ate breakfast every day, **47% of students ate breakfast less than half the time (0-3 days in the past week)**. While missing breakfast may be a choice for some of these students, lack of food is likely an issue for at least some of these students. See the section on “Access to Food and Housing”.

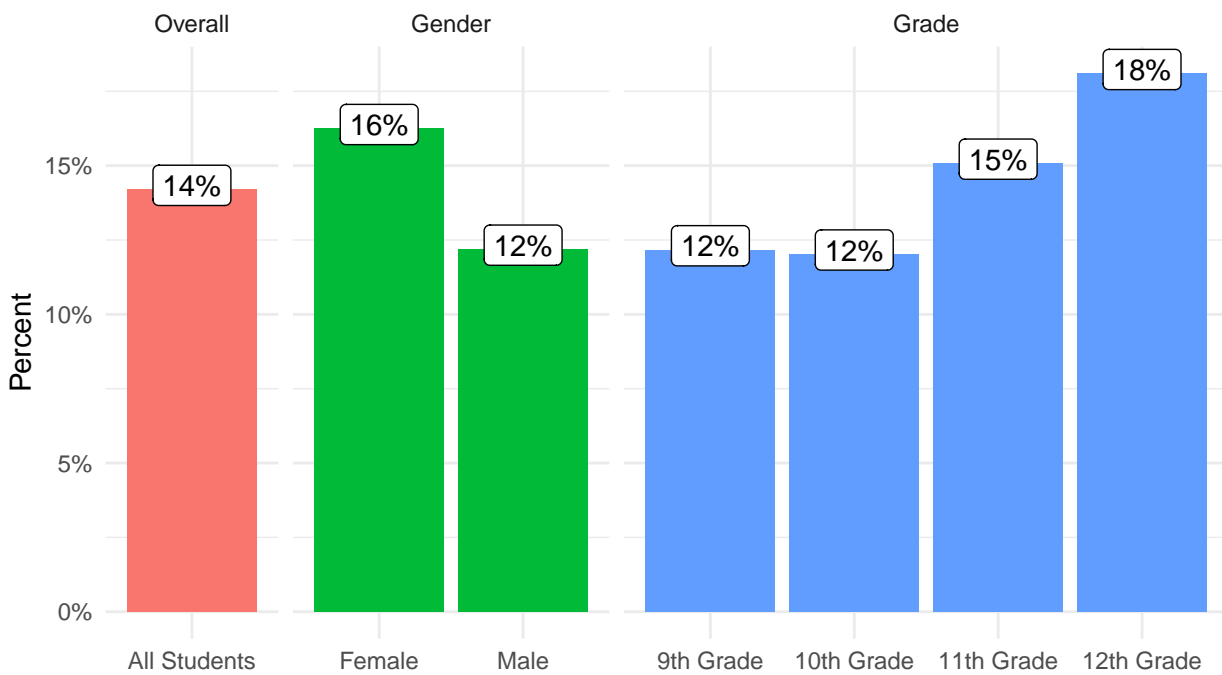
Health Conditions and Health Care

In general, students who have disabilities or chronic health conditions face more risks than their peers. For instance, they tend to report higher rates of depression, anxiety, and other mental health problems as well as lower rates of belonging. Schools can help by asking these students about their needs and creating environments that are actively welcoming and inclusive. For more information, see the section on “Physical Disability or Chronic Health Conditions At A Glance” and the question-specific tables at the end of this report.

Students were asked whether they had a physical disability or chronic health condition.

Physical Disability or Health Condition

Students reporting a physical disability or chronic health condition



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TRAUMA AND ADVERSITY

Exposure to Violence

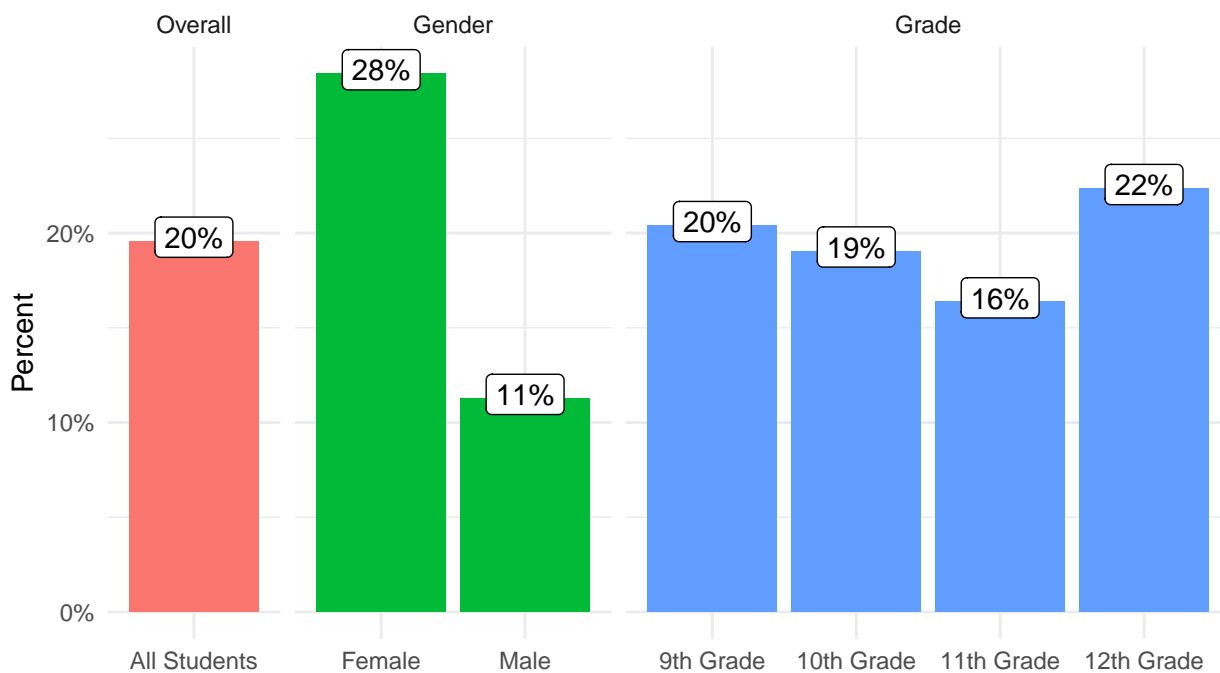
Experiences of violence and other forms of trauma can affect all aspects of a student's life, including their health, their behavior, and their ability to engage meaningfully in their education. The 2023 YRBS included several questions related to experiences of violence.

The section on School Safety covers experiences of violence and threats at school. This section includes questions on sexual violence and neighborhood safety. Students were not specifically asked about violence in the home.

The chart below combines several questions on sexual or dating violence to get the percentage of students who reported experiencing any sexual or dating violence, regardless of the time period or relationship to the perpetrator.

Experienced Sexual or Dating Violence

Students who experienced rape, sexual assault, or intimate partner violence



Missing bars mean numbers are too small to report

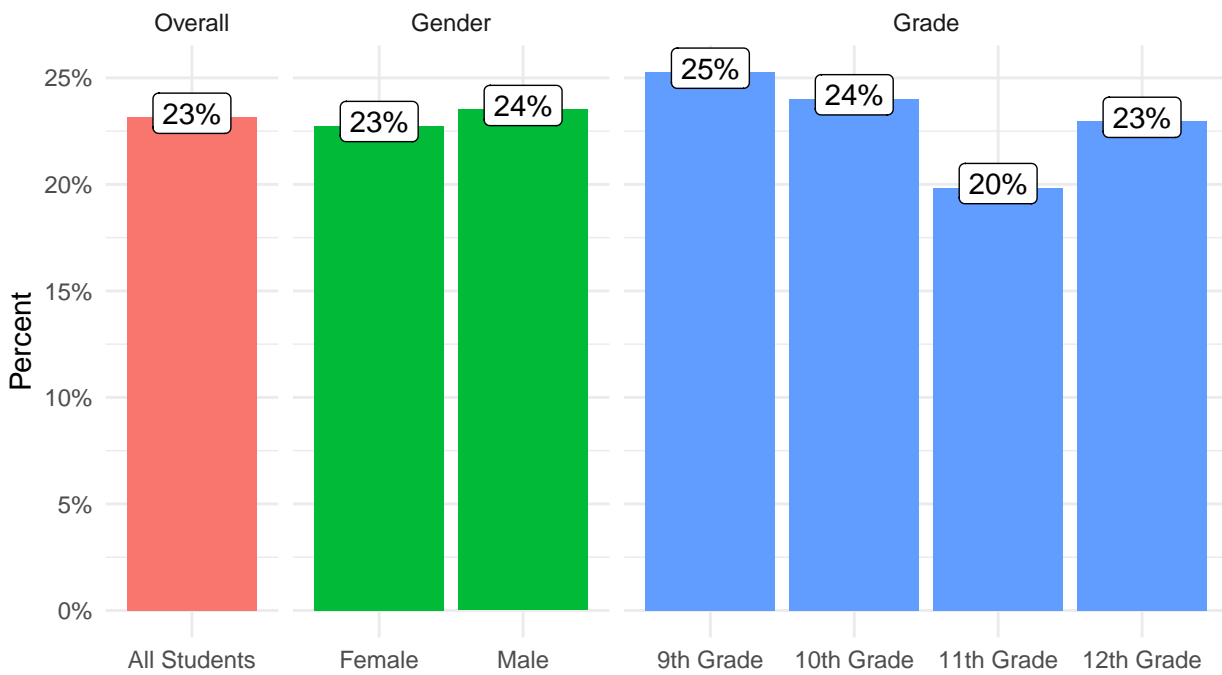
There are two questions that ask about lifetime experiences of sexual violence. Students were asked if they had ever been physically forced to have sexual intercourse (e.g., raped); **9%** of students said they had. Students were also asked whether they were physically forced to do anything sexual (including, but not limited to, sexual intercourse). This question is meant to look more broadly at sexual abuse or violation. **13%** of students indicated this experience.

There are two questions on dating or intimate partner violence within the past 12 months. **10%** experienced sexual force by a dating partner and **10%** were physically harmed by a dating partner.

Exposure to Violence A question on witnessing an attack was included for the first time in 2021 and continued in 2023. The question specifically asked whether students had ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood. The survey also kept a question from previous years regarding students’ perceptions of safety at school or on their way to or from school.

Witness Attack

Students who have ever witnessed an attack in their neighborhood



Missing bars mean numbers are too small to report

Based on the chart above, **23%** of students reported ever having witnessed an attack in their neighborhood.

As described in the section on School Safety, **15%** of students missed school once or more within the past 30 days due to feeling unsafe at school or on their way to or from school.

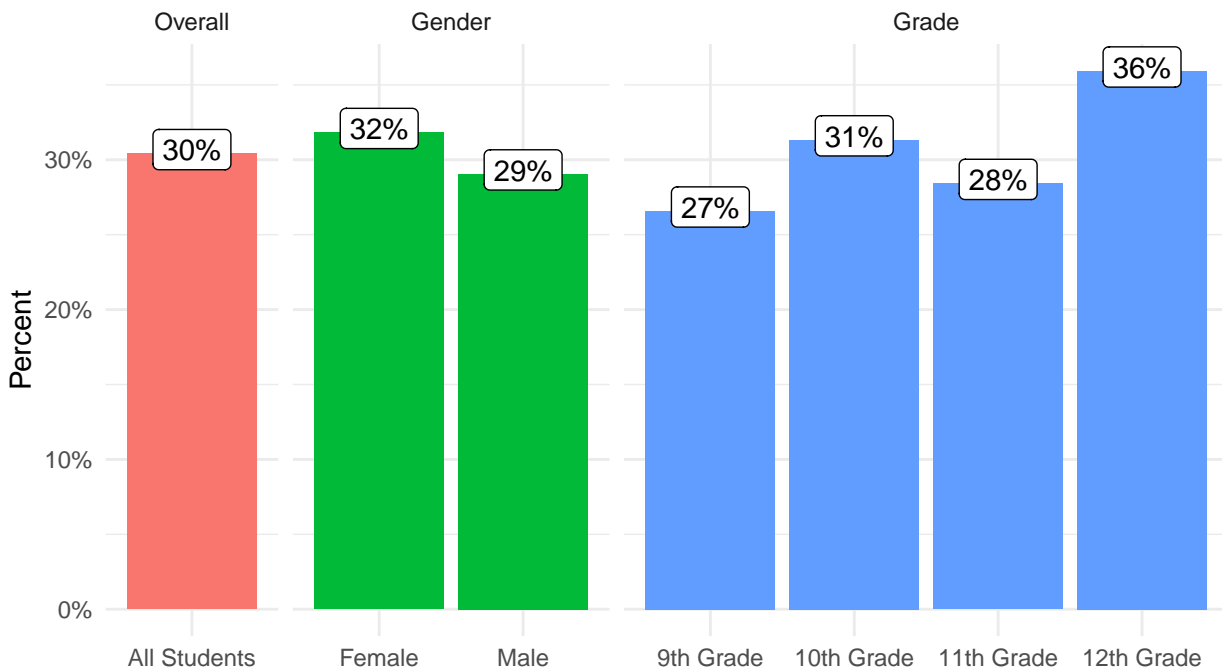
Schools are tasked with enforcing attendance, yet it is also important to note that students might miss school because they feel unsafe at school or at home. DPI provides schools with resources and guidance on how to promote attendance as well as how to engage in trauma-sensitive disciplinary practices. See e.g. <https://dpi.wi.gov/sspw/safe-schools/school-attendance#Compulsory%20School%20Attendance%20and%20Truancy> as well as the sections on discipline and trauma-sensitive schools at <https://dpi.wi.gov/sspw>. For information on prevention of sexual violence in schools, see <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools> .

Stable Housing

Access to stable housing can have a tremendous impact on students’ health and academic success. A move or other change of housing is a significant transition, even if the move is voluntary and the student is well supported. Students who are forced to move often—due to eviction, abuse, or other situations—obviously face significant risks. The 2023 YRBS asked students to report on the total number of residences they have had in their lifetime. The chart below shows the percent of students indicating four or more residences.

Moved Many Times

Students who have lived in four or more residences



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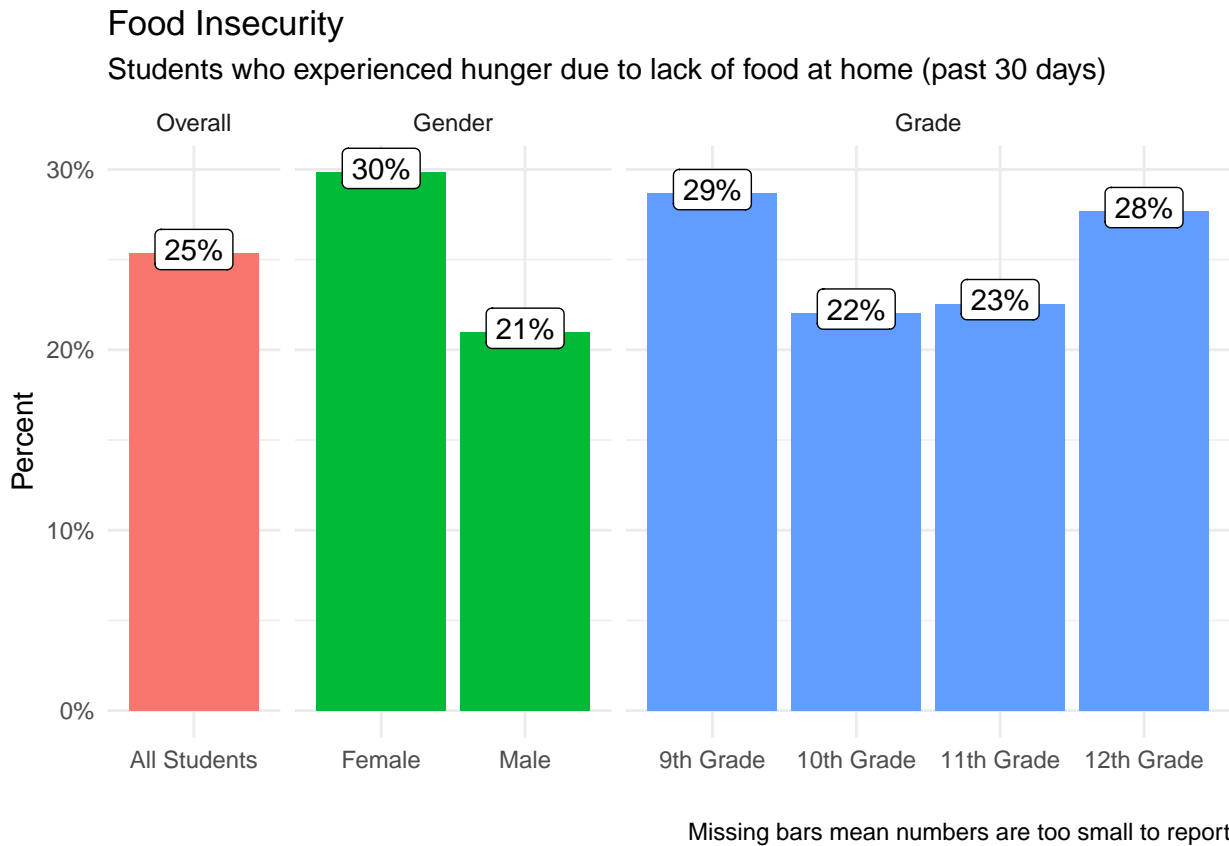
Have lived in 1 place: **40%**

Have lived in 2-3 places: **30%**

Have lived in 4 or more places: **30%**

Food Insecurity

The YRBS asked students how often they went hungry in the past month due to a lack of food in the home. Students who indicated that they had any such experiences in the past month are reported in the chart below.



The chart above includes students who answered that they went hungry rarely, sometimes, most of the time, or always; it excludes students who answered “never”. In terms of students who regularly experience hunger at home, **3%** of students said that they went hungry “most of the time” or “always”.

PROTECTIVE FACTORS AT A GLANCE

Along with risk behaviors and risk factors, the YRBS includes a few questions that address protective factors. While the questions themselves are addressed in other parts of this report, here they are cross-tabulated with a few risk factors to highlight the likely differences between students with and without these protective factors.

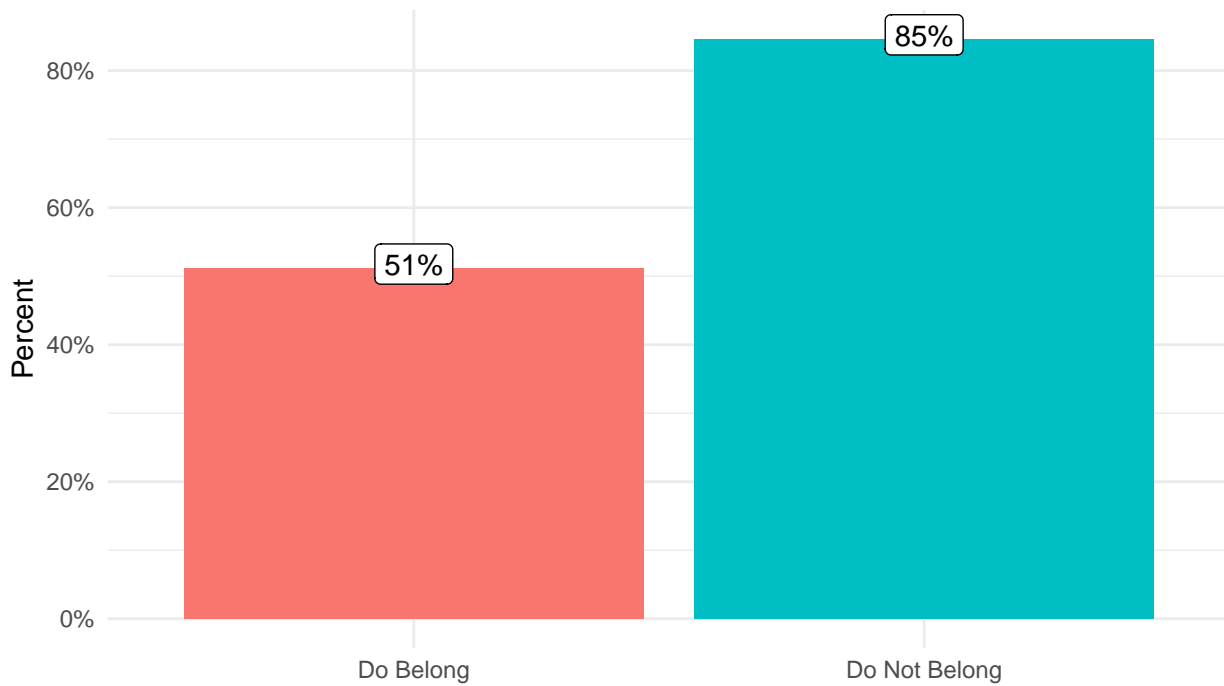
Sense of Belonging

The first protective factor reported here is students' sense of school belonging. A 2019 article in the *Journal Pediatrics* showed that "school connectedness may have long-lasting protective effects across multiple health outcomes related to mental health, violence, sexual behavior, and substance use. Increasing both family and school connectedness during adolescence has the potential to promote overall health in adulthood" (Steiner et al. 2019).

Students who agreed or strongly agreed that they belonged at their school are in the "Do Belong" category, while students who disagreed or strongly disagreed are in the "Do Not Belong" category. Sense of belonging is cross-tabulated with mental health concerns, suicidality, perceived school safety, and vaping.

Mental Health Concerns

Students who reported any mental health concerns, by sense of school belonging

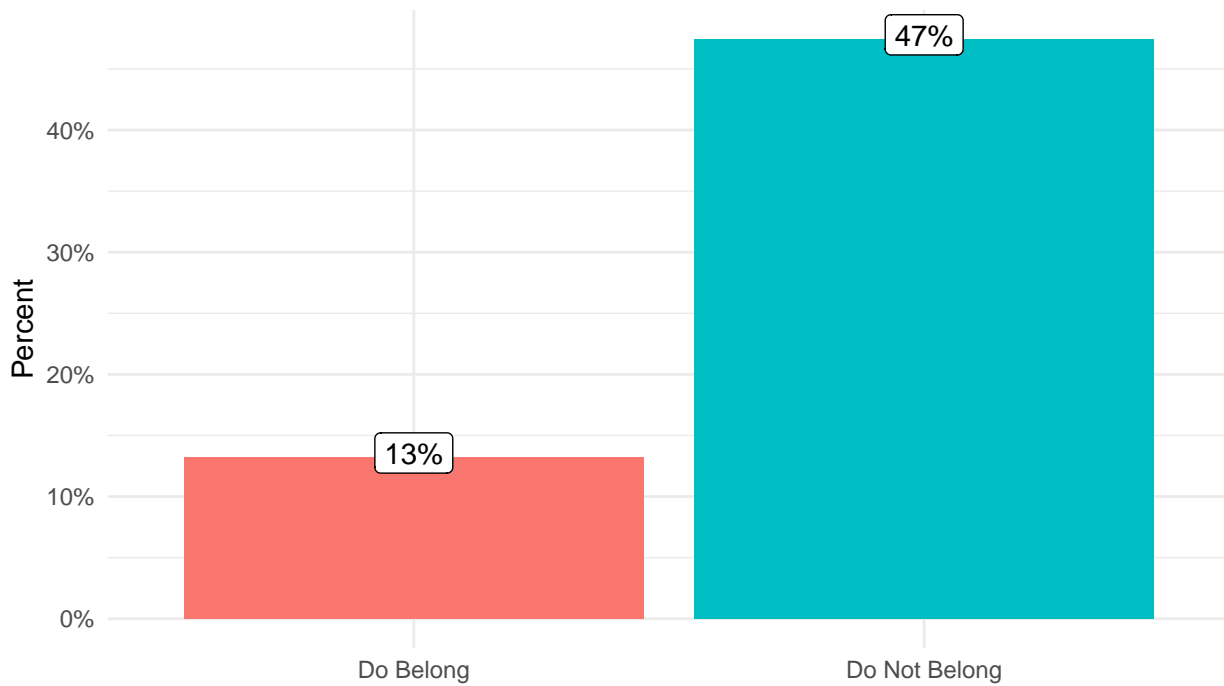


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The chart above shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines the YRBS questions on anxiety, depression, self-harm, and suicidality. The bar on the left shows the prevalence of such mental health concerns among students who feel like they belong, while the bar on the right shows the prevalence of such mental health concerns among students who don’t feel like they belong at school.

Considering Suicide

Students who seriously considered suicide, by sense of school belonging

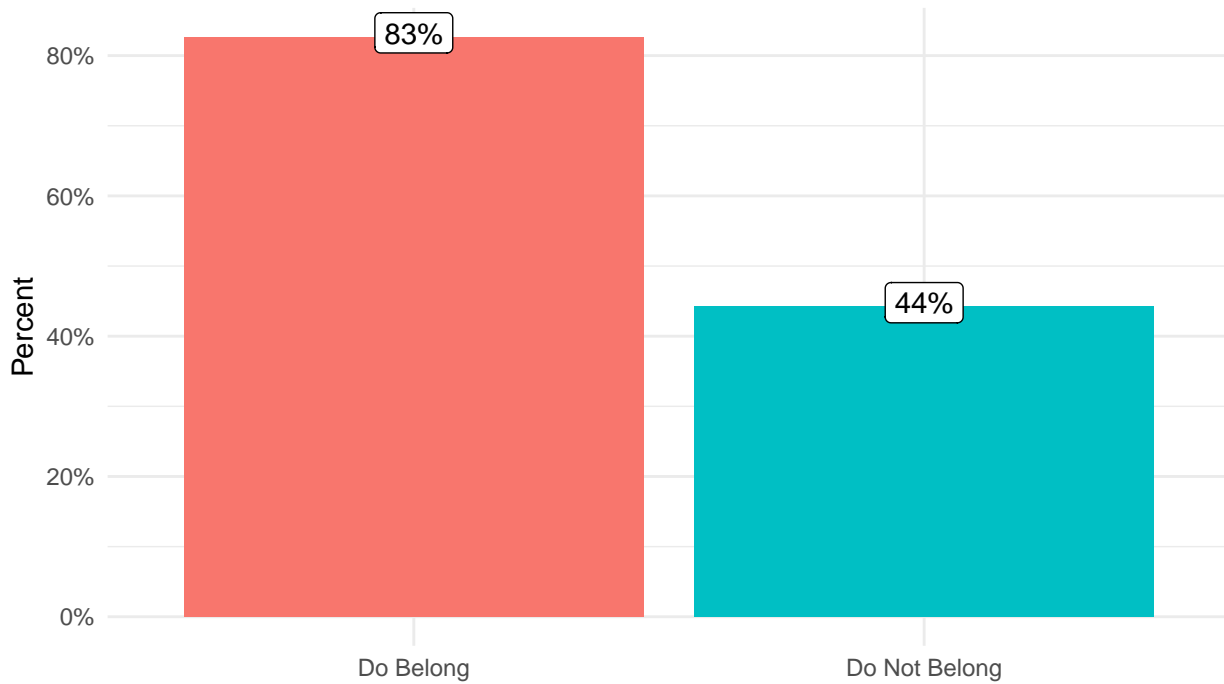


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The chart above limits the relationship between mental health and school belonging to focus on just students who say that they have seriously considered suicide in the past 12 months. Students who do not feel that they belong at school (bar on the right) are generally more likely to have considered suicide than students who do feel that they belong at school (bar on the left). This does not necessarily mean that school rejection causes suicidality in any way. The relationship could be reversed (students who feel suicidal self-isolate and therefore feel a low sense of belonging) or only loosely related. However, school outreach strategies that promote school belonging are best practices that can be considered as a tier 1 or universal strategy for suicide prevention.

Feelings of School Safety

Students who feel safe at school, by sense of school belonging

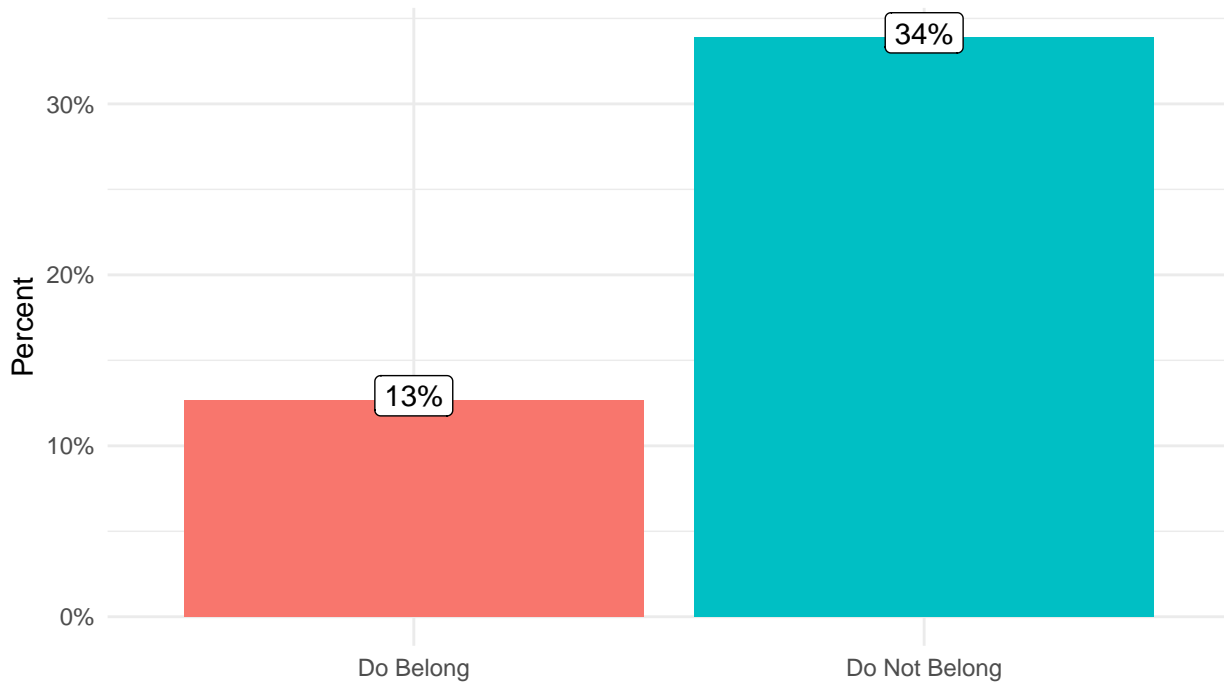


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The chart above shows the percentage of students who feel safe at school “most of the time” or “always”. The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings of school safety among students who don’t feel like they belong at school. Note that these two feelings—safety and belonging—can influence one another. A student who feels marginalized within the school might also feel more vulnerable to bullying or school violence. Conversely, it’s hard to develop a sense of belonging in a school that you view as unsafe.

Currently Vape

Students who have vaped in past 30 days, by sense of school belonging



Missing bars mean numbers are too small to report

Students who do not feel that they belong at school (bar on the right) generally are more likely to also use tobacco products or other substances than students who do feel that they belong at school (bar on the left). The chart above shows how this breaks down among students using e-cigarettes.

For more information on how to improve school belonging, go visit https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm

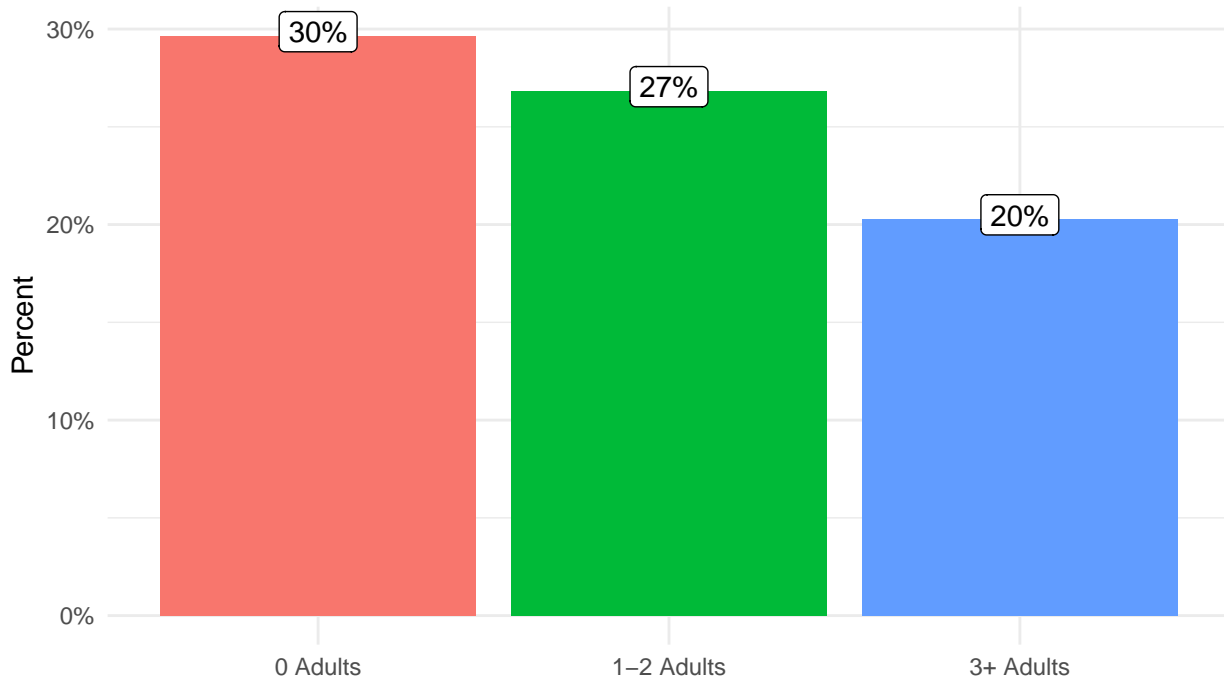
Number of Supportive Adults

The second and final protective factor examined in this section is the number of adults besides parents that students said they could talk to about an important issue affecting their lives. In this section, responses are grouped by students reporting zero adults, one to two adults, and three or more adults. Having supportive adults at school, home, and elsewhere can reduce the likelihood that young people get bullied or engage in risk behaviors. When young people do find themselves in difficult situations, the presence of supportive adults can also help them to problem-solve and access needed resources or interventions.

This section highlights three different types of behaviors or experiences by students' reported levels of adult support: current alcohol use, being bullied, and sexting.

Current Alcohol Use

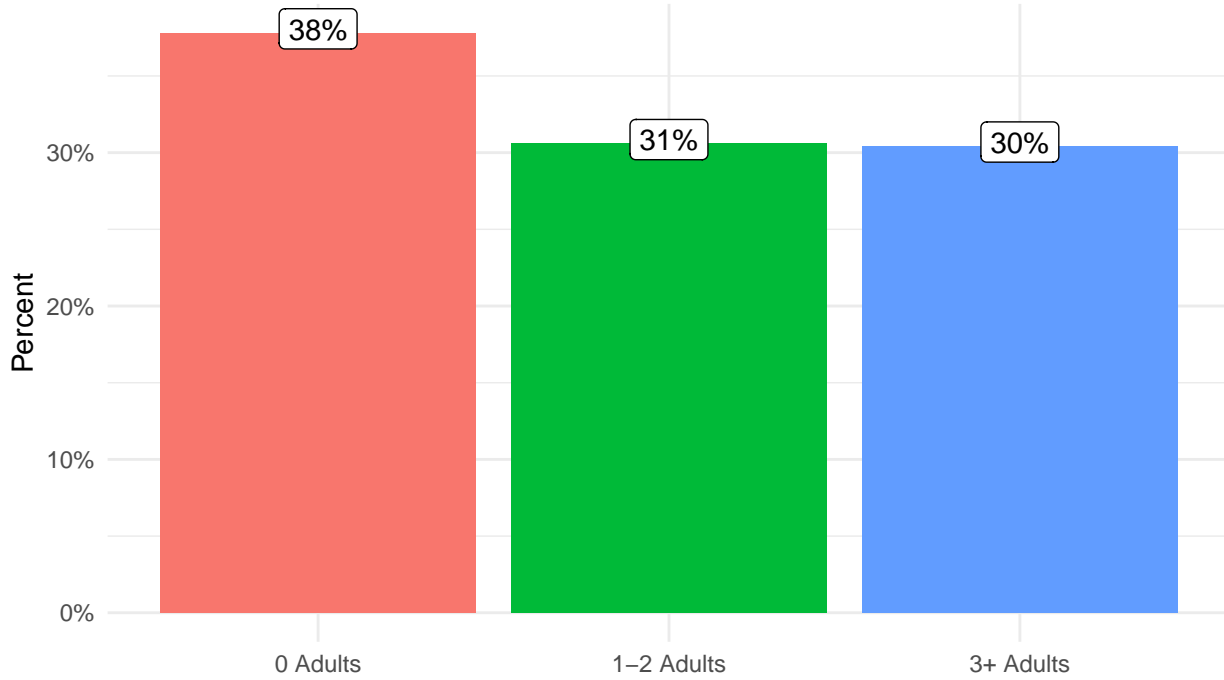
Current alcohol use for students with different levels of adult support



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Bullied At School and/or Online

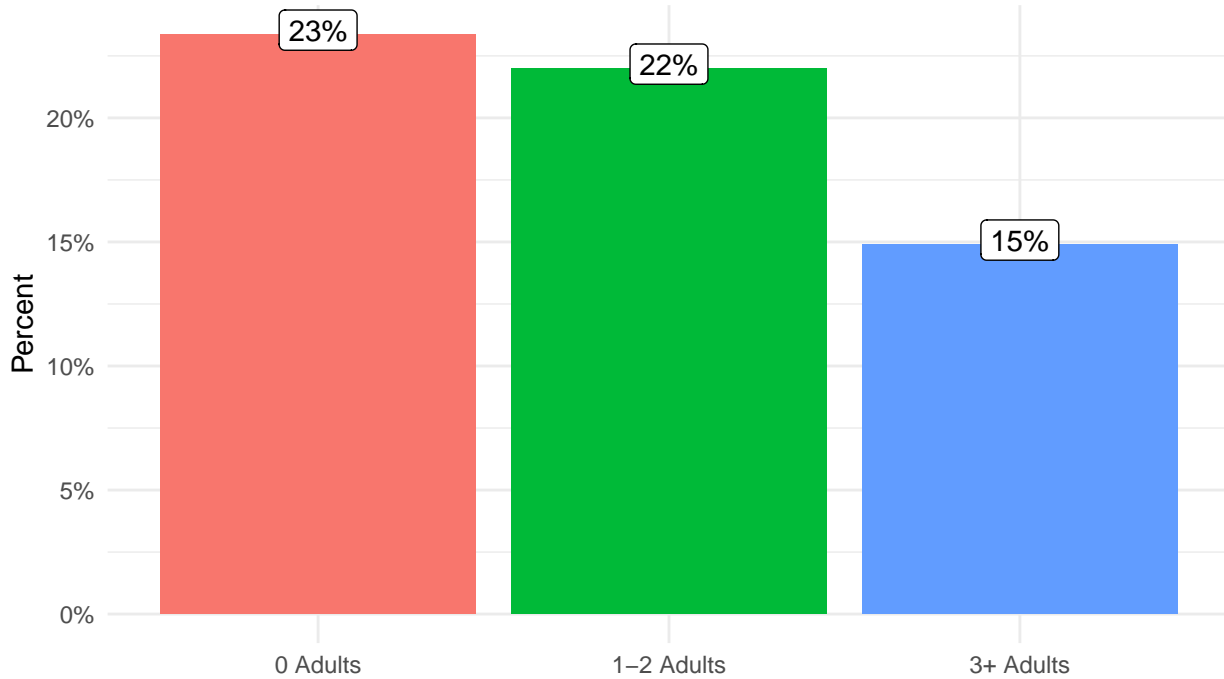
Experiences being bullied for students with different levels of adult support



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Sexting

Sending/receiving/sharing sexts for students with different levels of adult support



Missing bars mean numbers are too small to report

NEWLY ADDED QUESTIONS IN 2021

Student Employment Status

For the first time in 2021 and continued in 2023, the YRBS included a question on employment status, specifically asking students to report the number of hours they work at a paying job outside the home during a typical school week. Students who are stressed by having to work several hours per week might also report several other risk factors, such as adverse mental health concerns and fewer supports at school and at home. Understanding students' realities outside of the classroom is crucial for addressing their challenges at school and providing corresponding support.

The figures below represent the overall number of hours per week spent working at a paying job outside the home:

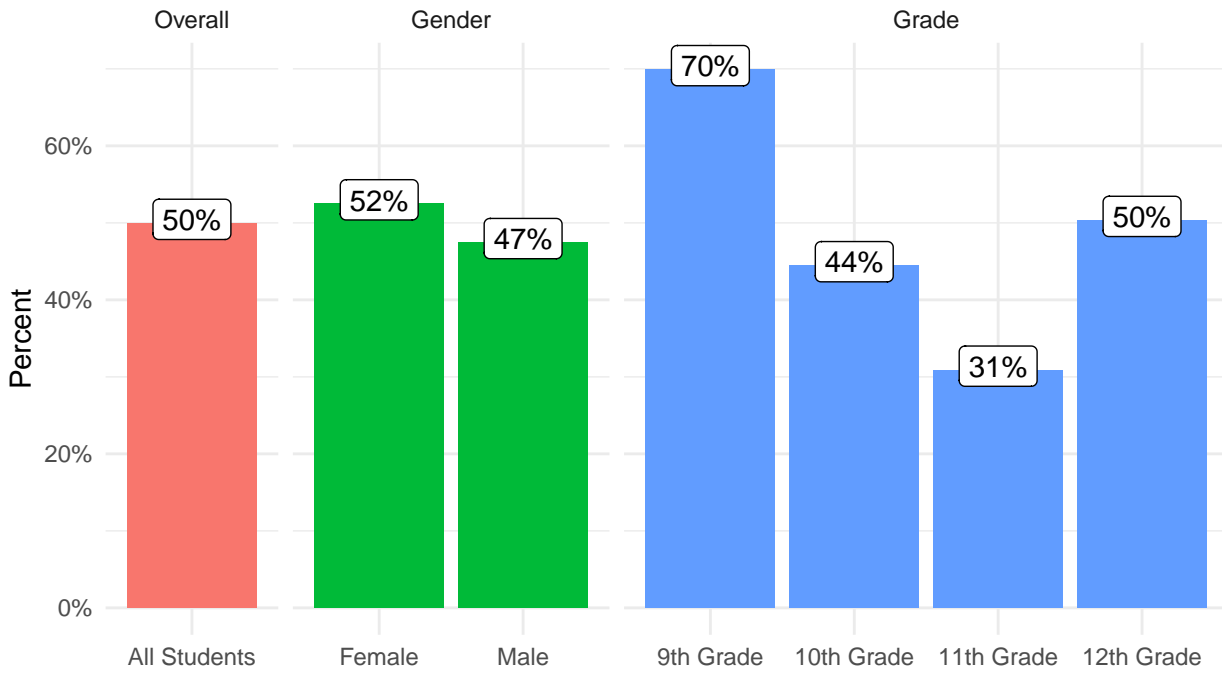
Do not work any hours per week: **50%**

- Work 1-4 hours per week: **13%**
- Work 5-9 hours per week: **14%**
- Work 10-19 hours per week: **16%**
- Work 20 or more hours per week: **7%**
- Work any number of hours per week: **50%**

The following charts will disaggregate the information from above by gender and grade-level. Each chart represents a specific answer choice based on the reported number of hours per week that students spend working at a paying job outside their home.

Employment Status

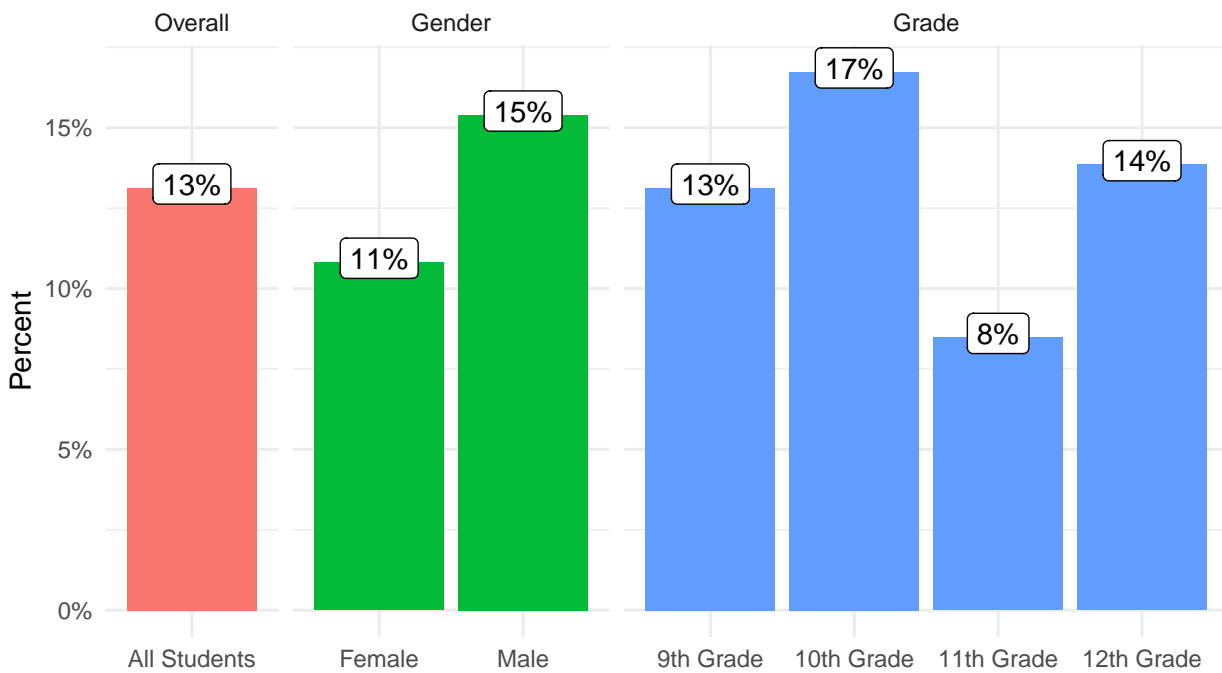
Students who do not work any hours at a job outside of the home



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Employment Status

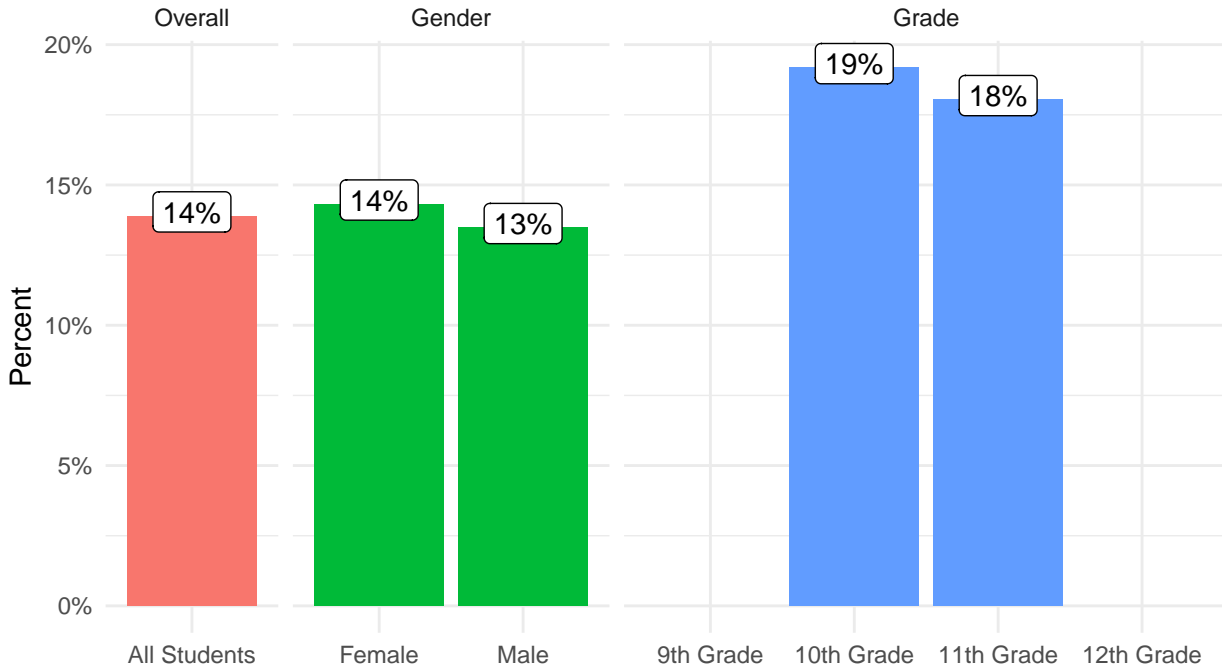
Students who work 1 to 4 hours per week at a job outside of the home



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Employment Status

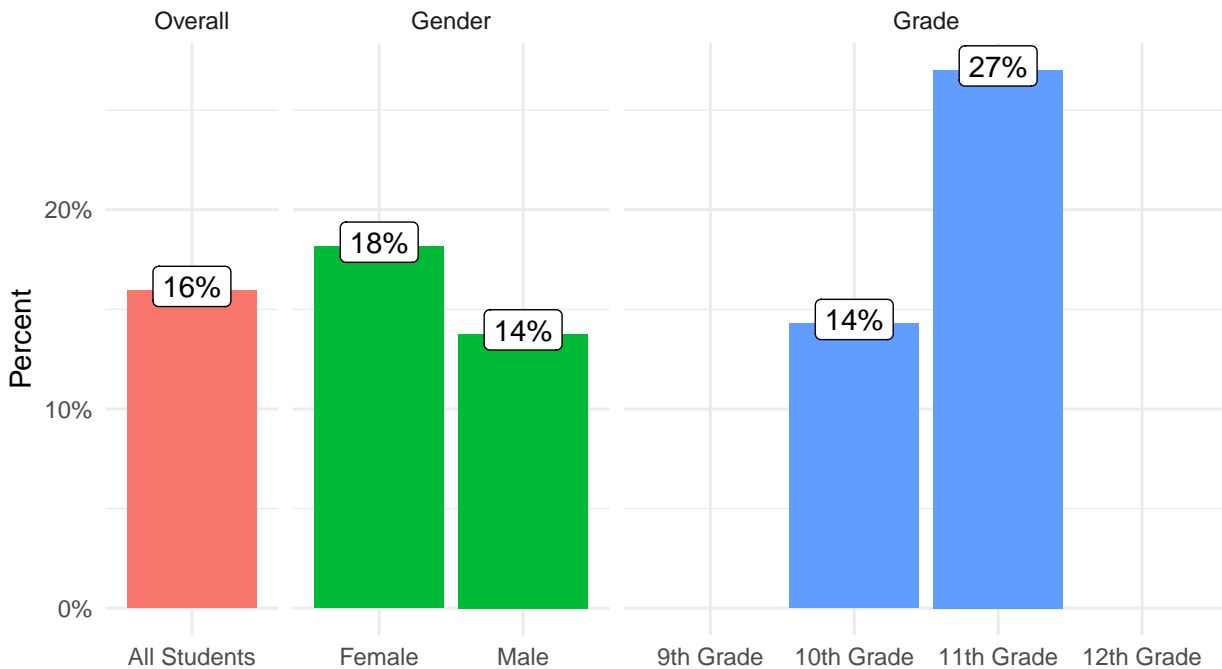
Students who work 5 to 9 hours per week at a job outside of the home



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Employment Status

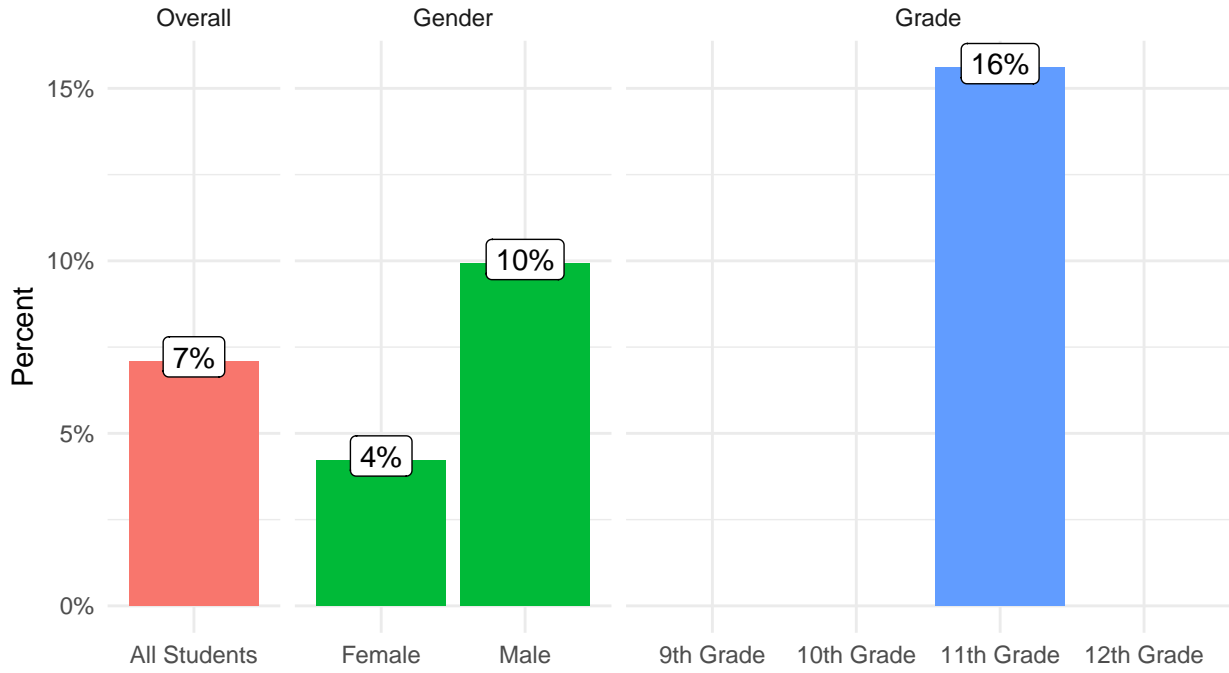
Students who work 10 to 19 hours per week at a job outside of the home



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Employment Status

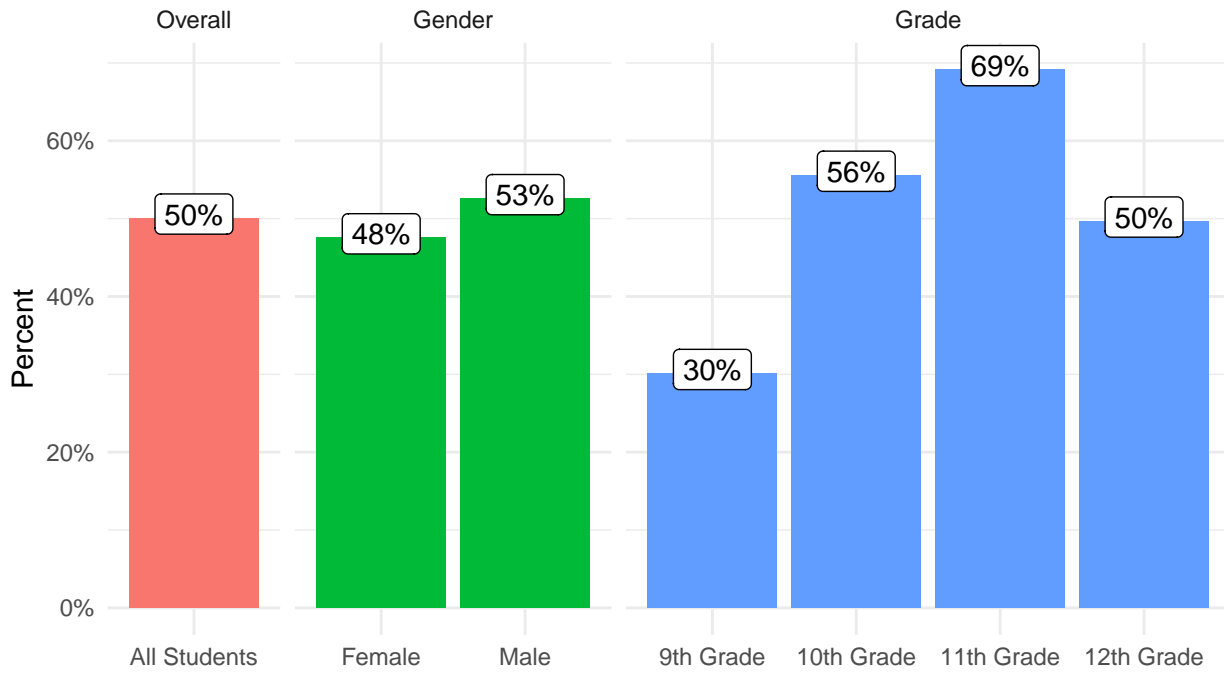
Students who work 20 or more hours per week at a job outside of the home



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Employment Status

Students who work any amount of hours per week at a job outside of the home



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The above chart combines data from the employment status question to display the percentage of students who reported working any number of hours per week.

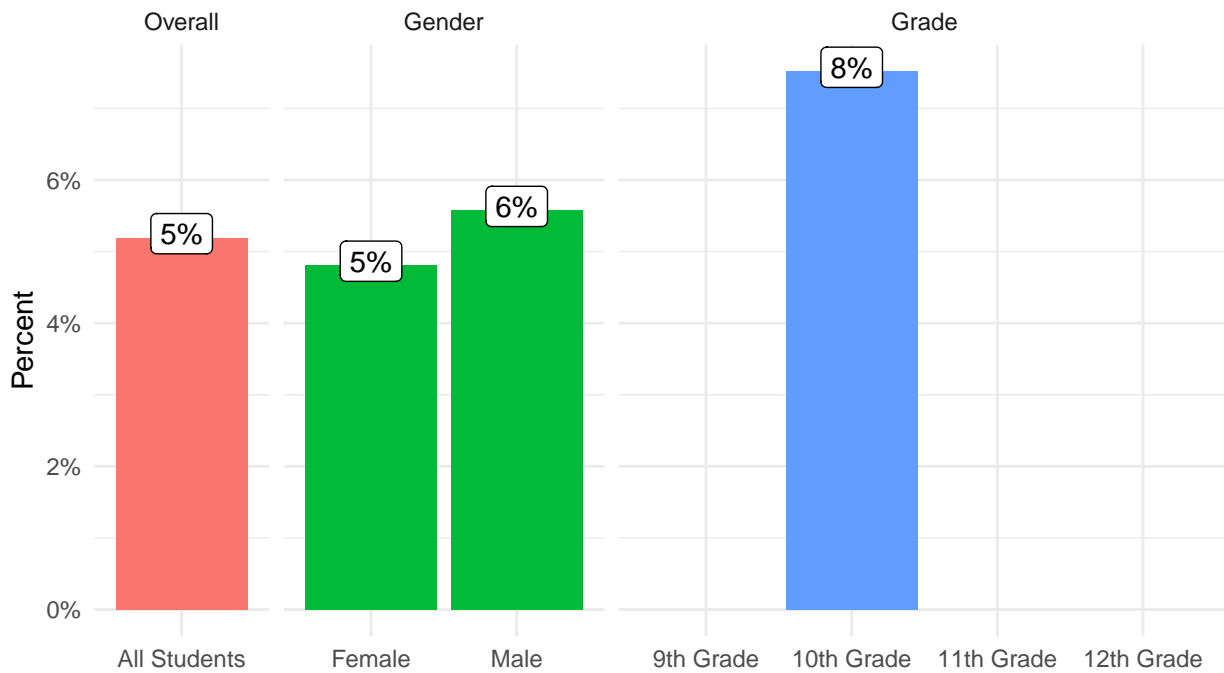
Basic Needs Served and Neglect

First added in 2021 and continued in 2023, the YRBS included a question regarding the presence of an adult to provide basic needs. Specifically, the question asked students “During your life, how often has there been an adult in your household who tried hard to make sure your basic needs were met, such as looking after your safety and making sure you had clean clothes and enough to eat.” Facing neglect and having to serve one’s own basic needs instead of having an adult’s support can have an adverse affect on student outcomes. These students may also report higher rates of other risk behaviors, such as mental health concerns and lacking adequate supports.

The chart below outlines the percentage of students who reported “Never” or “Rarely” having an adult in their household who tried hard to make sure their basic needs were met.

Neglect

Students who never or rarely have an adult who provided for their basic needs



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In contrast to the information above, **87%** of students reported “Most of the time” or “Always” having an adult in their household who tried hard to make sure their basic needs were met.

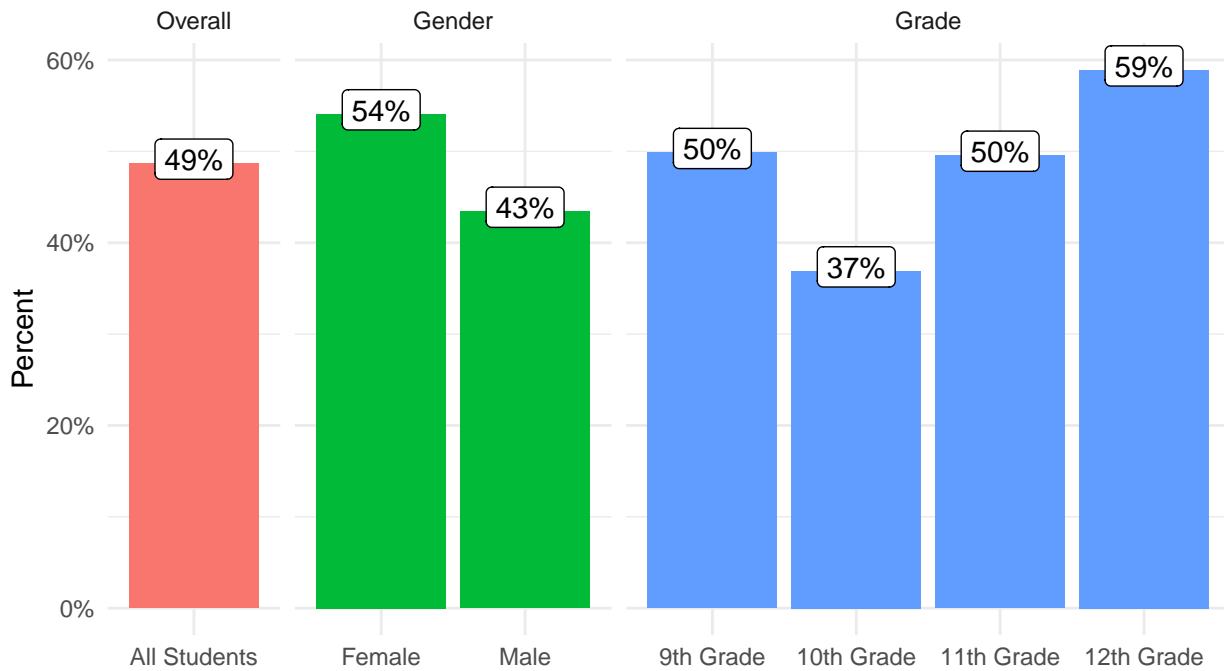
Family Mental Health

First added in 2021 and continued in 2023, the YRBS asked students whether they had ever lived with someone who was depressed, mentally ill, or suicidal. Research has demonstrated that exposure to childhood adversity has an impact on adult mental health, increasing the risk for depression and suicide.

The chart below displays percentages of students who reported ever having lived with someone who was depressed, mentally ill, or suicidal.

Family Mental Health

Students who report ever having lived with someone with a mental illness



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COVID-19

In light of the unique situation posed by the COVID-19 Pandemic, the YRBS added a question related to this topic in 2021 and continued it again in 2023. The question asked students to report the number of people who they know that died or got very sick from COVID-19. (“Very sick” was defined as “having to spend one or more nights at the hospital”).

The COVID-19 Pandemic placed incredibly challenges on students who had to transition to remote learning. Having to cope with knowing family and friends who suffered medical complications or even death from COVID-19 can significantly affect a student’s ability to learn in an adverse manner. It is possible that students who report these COVID-19-related challenges also report other adverse risk behaviors.

The following percentages of students had a family member or friend who became very sick or died due to COVID-19:

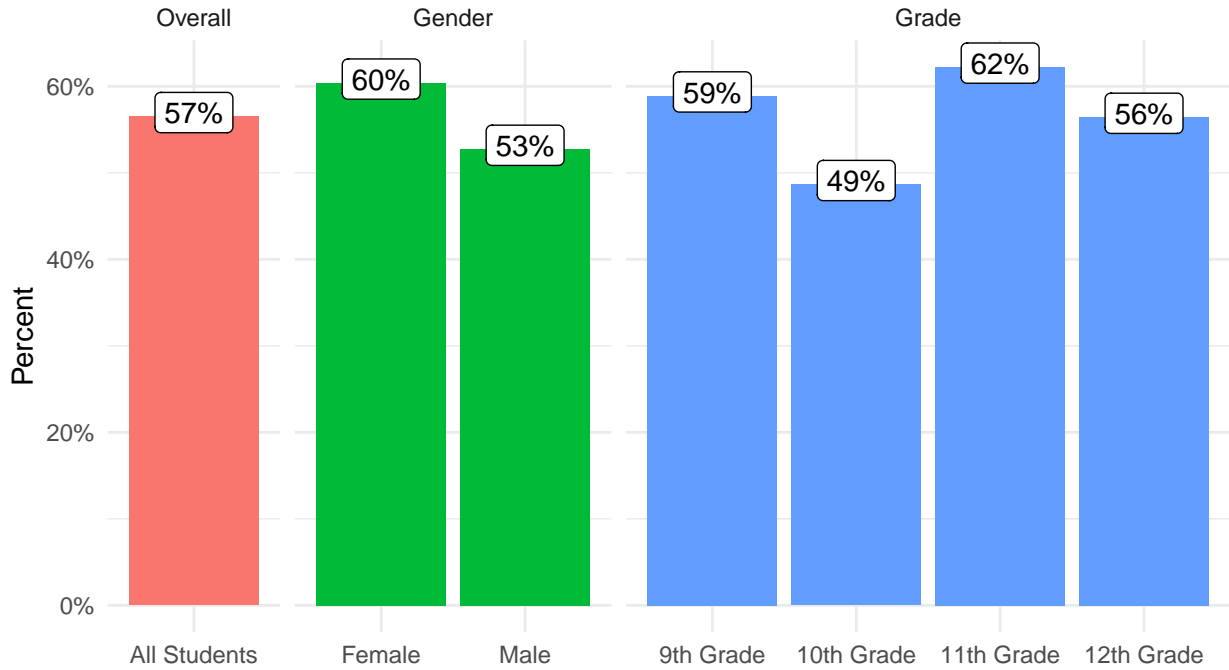
- Students who knew anyone who got sick or died from COVID-19: **57%**
- Students who knew 1 to 4 people who got sick or died from COVID-19: **47%**
- Students who knew 5 or more people who got sick or died from COVID-19: **10%**

The information from above is displayed in greater detail on the following charts.

COVID-19 Sickness and Death

COVID-19 Sickness and Death

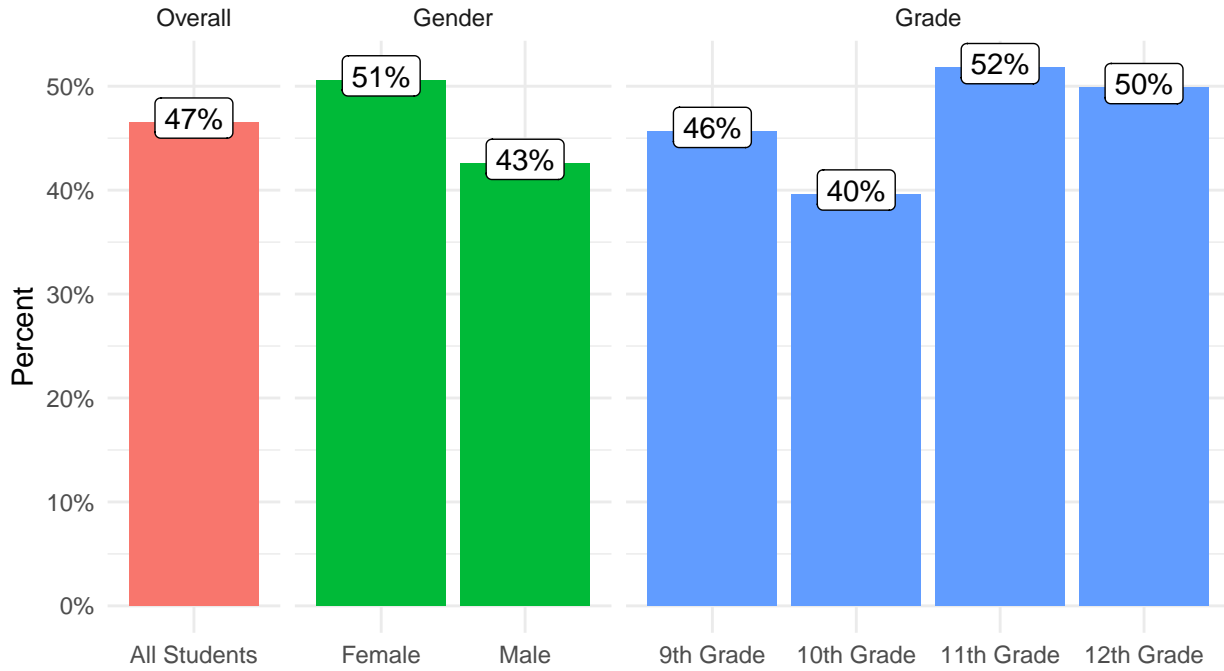
Students who knew at least one person who got very sick or died from COVID-19



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COVID-19 Sickness and Death

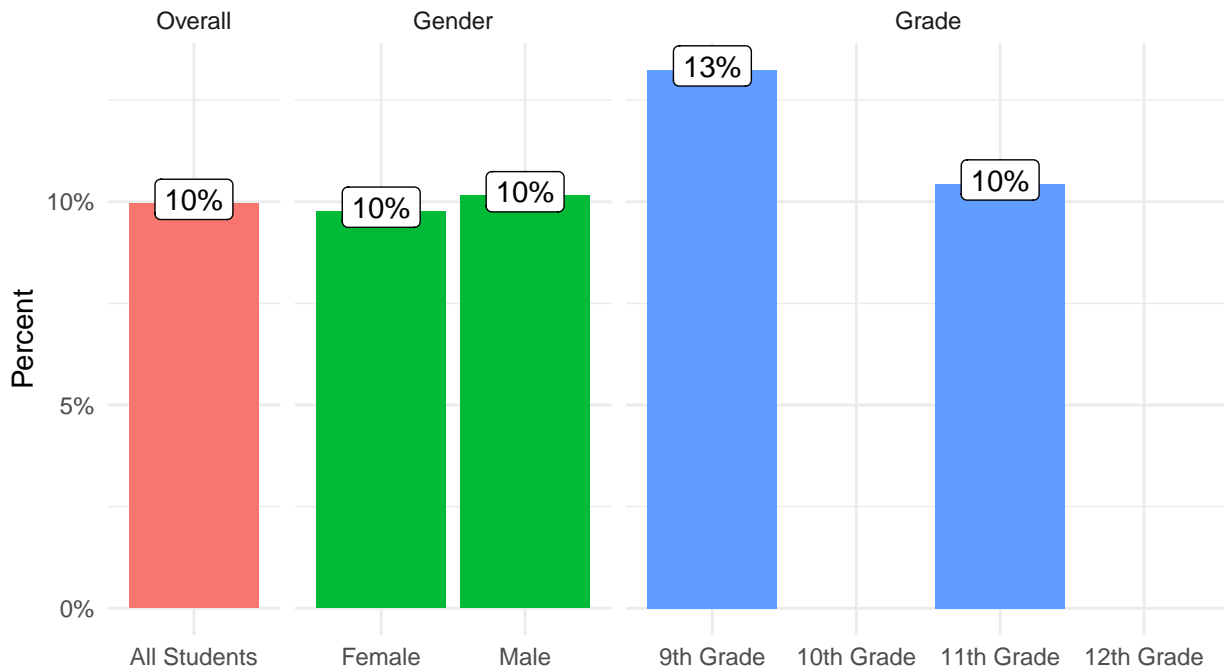
Students who knew between 1 and 4 people who got very sick or died from COVID-19



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COVID-19 Sickness and Death

Students who knew 5 or more people who got very sick or died from COVID-19



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NEWLY ADDED QUESTIONS IN 2023

The 2023 Wisconsin YRBS added 2 new questions: one related to social media usage and another on perceptions of mistreatment due to one's race/ethnicity.

Social Media

It is possible that heavy social media use can play a role in a student's overall mental health and/or rates of e-bullying. While further analysis is needed, this question will allow researchers to look at whether there are notable differences in mental health concerns among students who frequently use social media vs. those who do not.

The specific question asks: "How often do you use social media (such as Instagram, TikTok, Snapchat, and Twitter)?" Answer choices include frequencies varying from "a few times a month" to "more than once an hour." DPI defines "heavy" use as using social media "About once an hour" or "More than once an hour."

The following percentages breakdown results from the social media question:

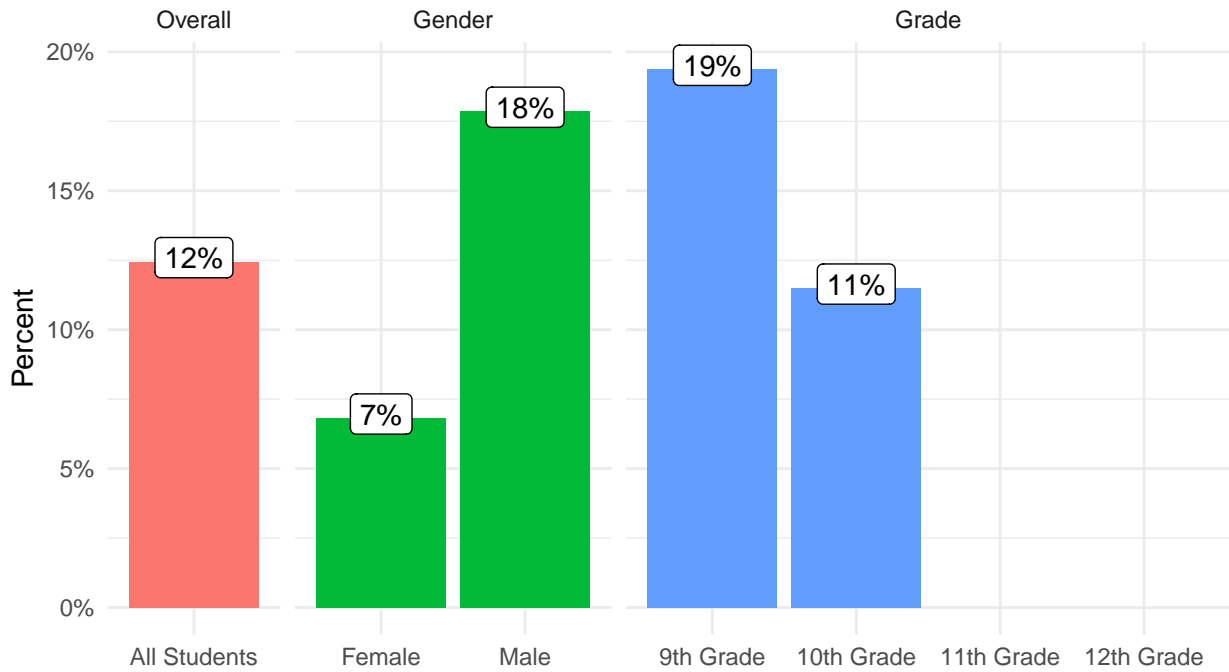
- Students who do not use social media: **12%**
- Students who use social media at least a few times a month: **88%**
- Students who use social media at least once a day: **69%**
- Students who use social media heavily (About once an hour or more): **37%**

The information from above is displayed in greater detail on the following charts.

Social Media Usage

Social Media Use

Students Do Not Use Social Media

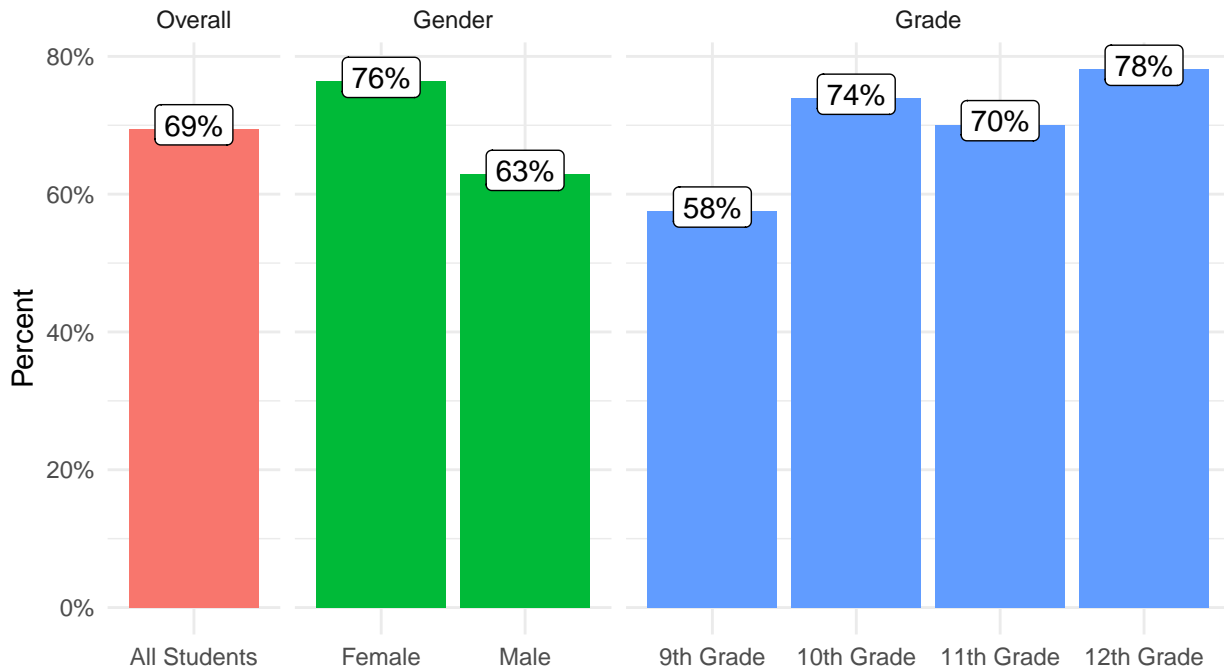


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Social Media Usage

Social Media Use

Students Who Use Social Media Once Per Day

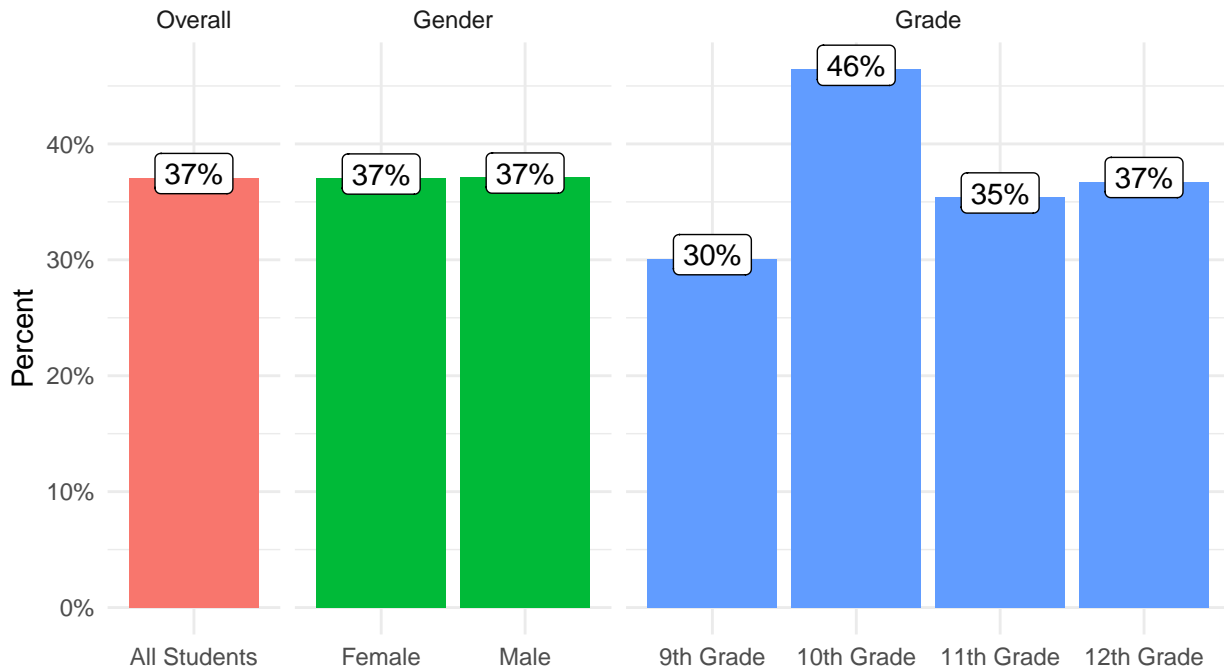


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Social Media Usage

Social Media Use

Students Who Use Social Media Heavily (About once an hour or more)



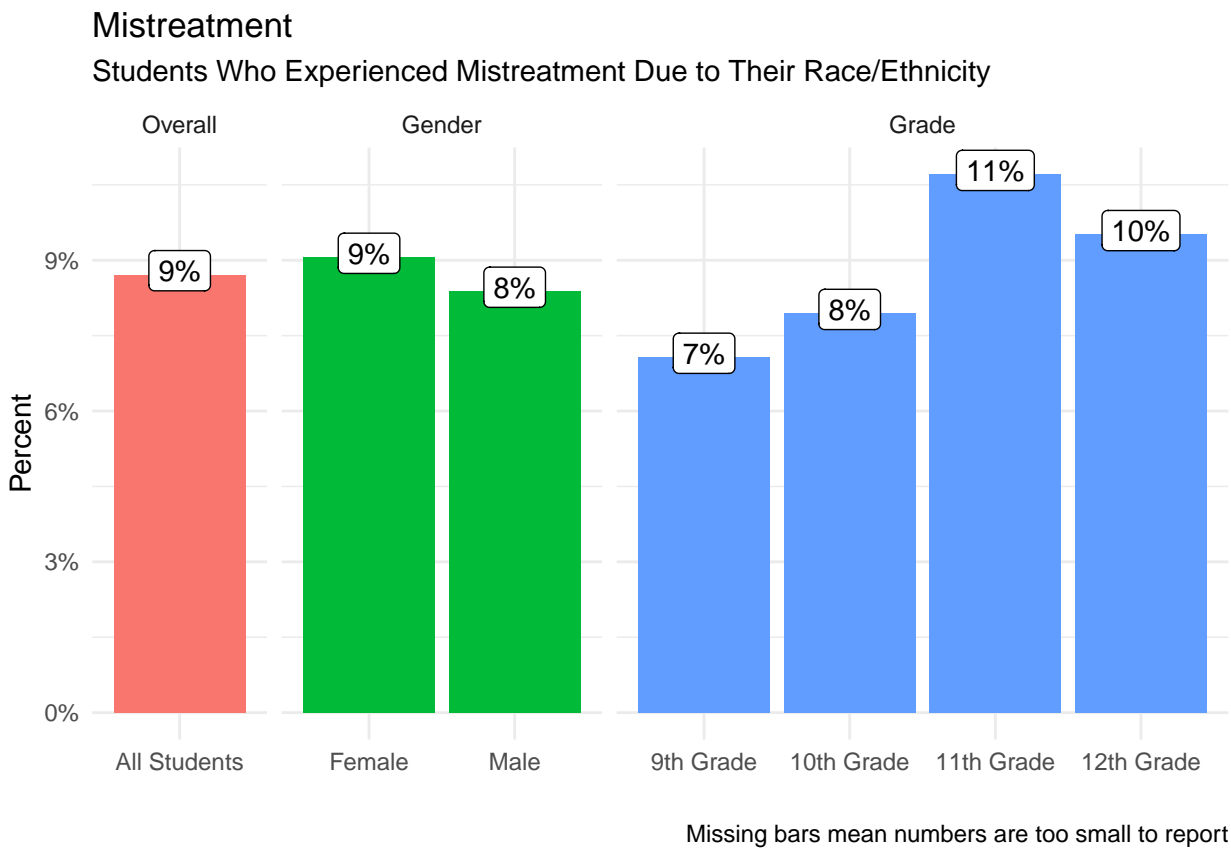
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Mistreatment

Racial-ethnic minority youth simultaneously and persistently face multiple types of victimization, including bullying, harassment, and racial discrimination. (See Weinstein M, Jensen MR, Tynes BM, 2021) One study of identity-based bullying (including bullying based on race/ethnicity, sexual orientation, and gender identity) found that bullying based on race/ethnicity was the one most commonly reported (See Galán CA, et al., 2021).

The 2023 Wisconsin YRBS asked students “During your life, how often have you felt that you were treated badly or unfairly in school because of your race or ethnicity?”

The chart below displays percentages of students who reported being treated being treated unfairly at school “Most of the time” or “Always.”



HIGHER RISK POPULATIONS AT A GLANCE

This section highlights several different subgroups of students whose results tend to indicate that they are more vulnerable than their peers. Disparities in risk or vulnerability are not set in stone; young people in these groups, like their peers, are responsive to welcoming environments and supportive adults. Schools and communities can therefore make efforts to improve outcomes and reduce current disparities.

This section is intended to provide a snapshot of some of the elevated risk areas faced by marginalized or vulnerable students, with an emphasis on areas that might be of particular interest to educators and school administrators. The same four questions are displayed for each subgroup here:

- Their sense of school belonging
- Whether they have experienced bullying in the past year (either in person or online)
- Whether they have a teacher to talk to
- Whether they indicated any mental health concerns

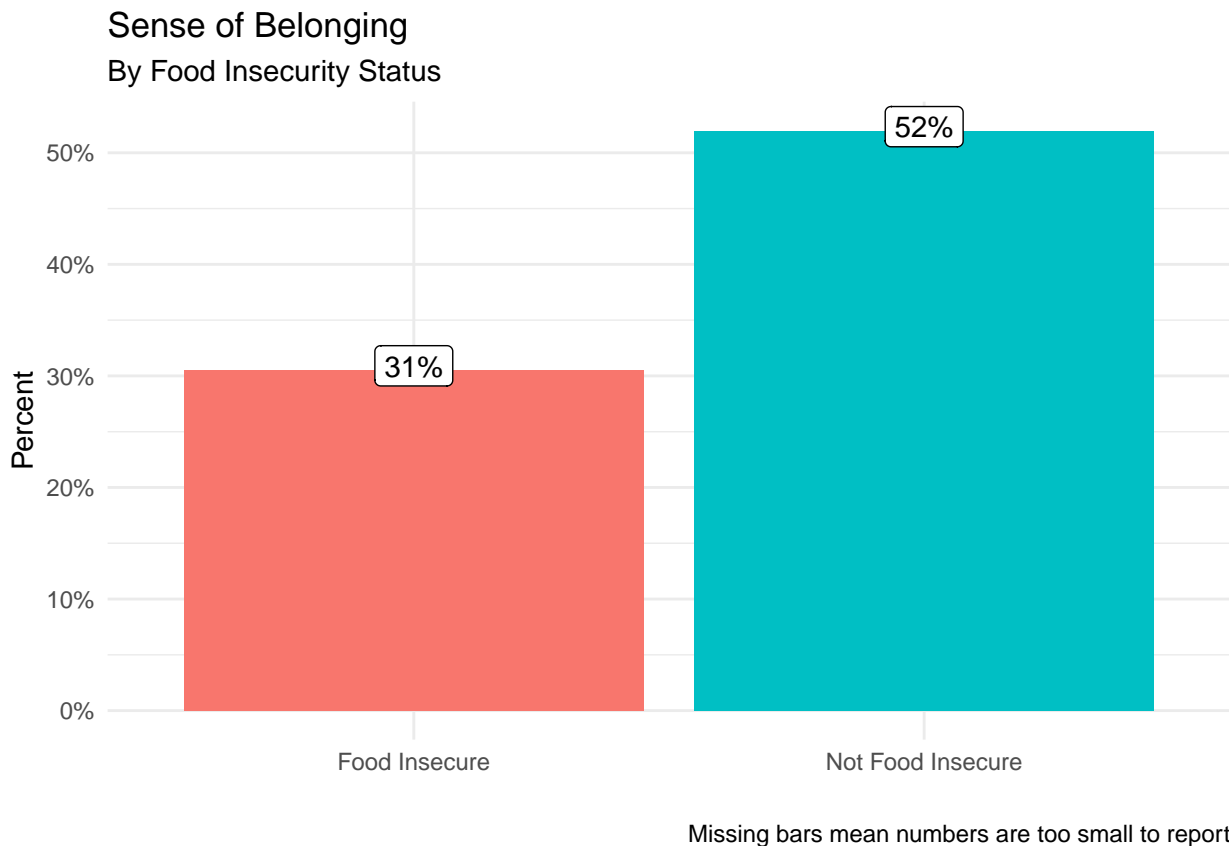
Mental health concerns include students who answered affirmatively to one or more of the questions about anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behavior.

Note that the same data suppression rules governing the rest of this report, help to ensure the privacy of students from these higher risk populations. If your school had few responses from students identifying in any of these categories, you may not have data for this section.

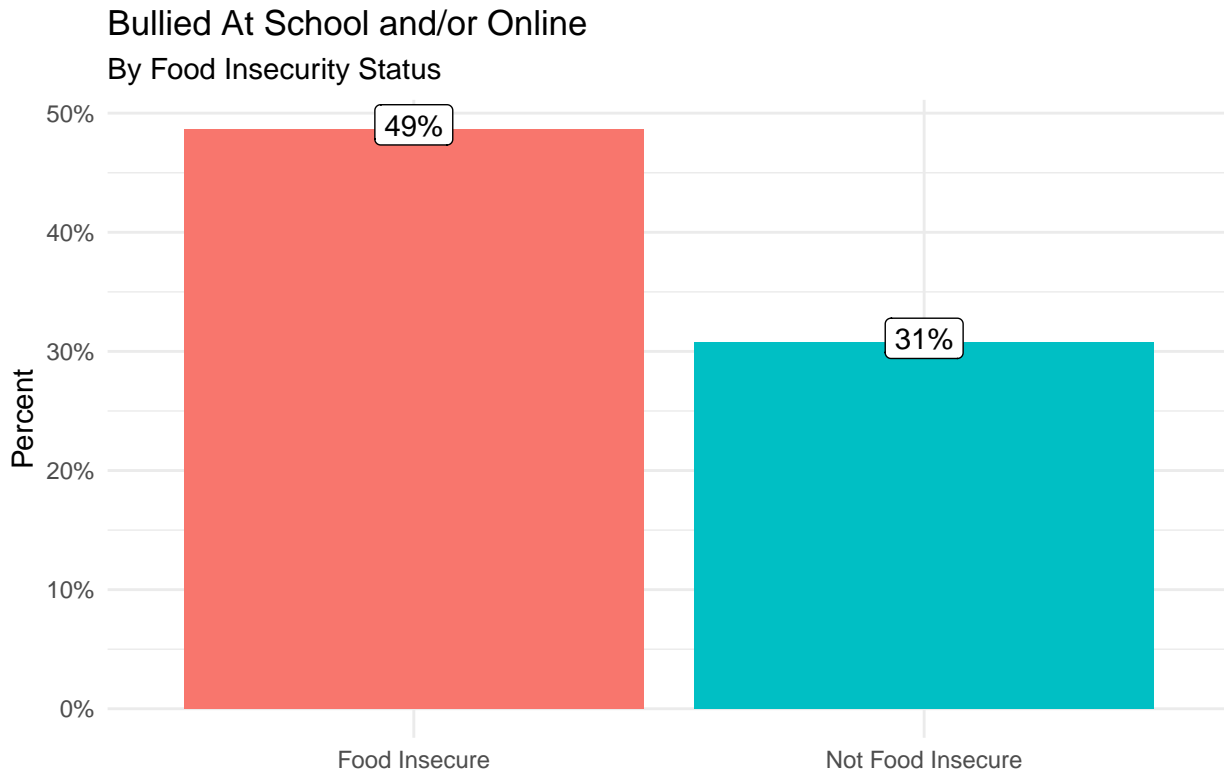
For more information on the responses of the subpopulations covered here, see the question-by-question tables at the end of this report.

Food-Insecure Students At A Glance

Students living in poverty or with very limited means face increased stresses and risks, compared to their peers. The closest YRBS proxy measure for such students is whether or not they experienced hunger in the past month because there was not enough food at home. Students who indicated that they had experienced such hunger are included in the “Food Insecure” category. Students who had not experienced such hunger are included in the “Not Food Insecure” category.



Living with poverty and scarcity can easily make young people feel like outsiders. This can be particularly pronounced during adolescence, when young people are trying to fit in. The chart above shows the sense of belonging among students who went hungry due to lack of food in the home in the past month (the “Food Insecure” bar on the left) versus the sense of belonging among students who did not face such food insecurity.

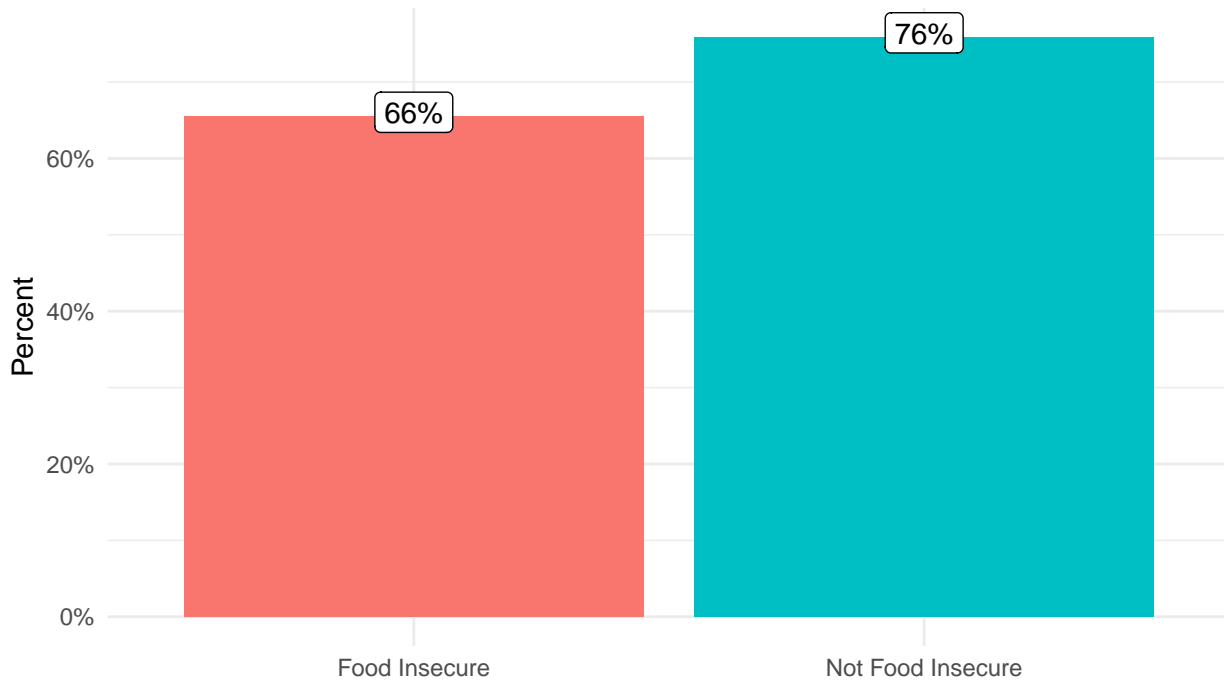


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Class differences provide clear status markers that can become the target of bullying. Students who are hungry and highly stressed by the ongoing insecurity of poverty might also have fewer mental and emotional resources to deflect or withstand taunts, which can increase their likelihood of being bullied.

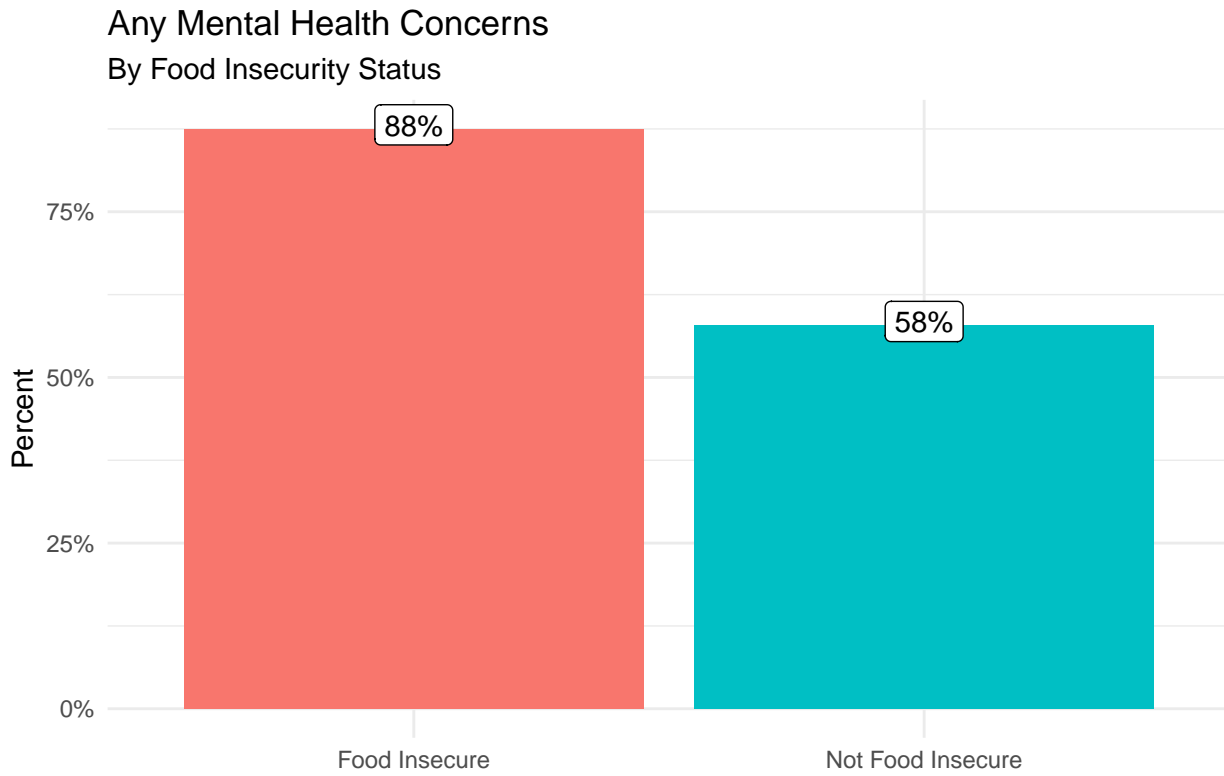
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Food Insecurity Status



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Students who lack enough to eat at home are facing a level of stress and strain not faced by most adults. These students therefore have a high need for supportive teachers, school counselors, school administrators, and other adults. However, these students tend to be less likely than their peers to say that they have a teacher or other adult at school in whom they could confide.

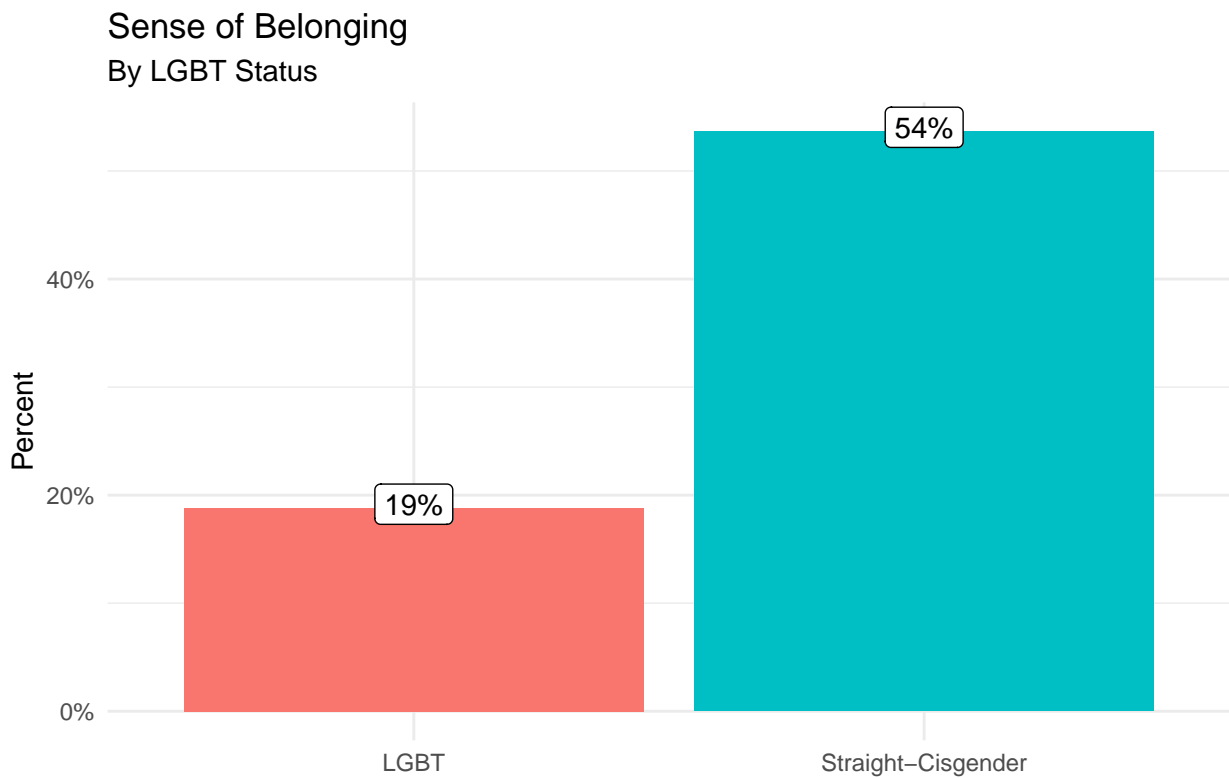


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Poverty and food insecurity take a toll on mental health as well as physical health, especially when many of the people around you do not seem to be facing the same kinds of economic challenges. Worrying about having and maintaining basic necessities; being concerned for parents, siblings, or other family members; seeing others grasp opportunities that elude you and constantly fighting the shame and stigma that our society assigns to people facing poverty, can all take a toll on a young person’s mental and emotional wellbeing. The chart above shows the percent of food insecure vs. not food insecure students who reported anxiety, depression, self-harm or suicidal ideation or behavior.

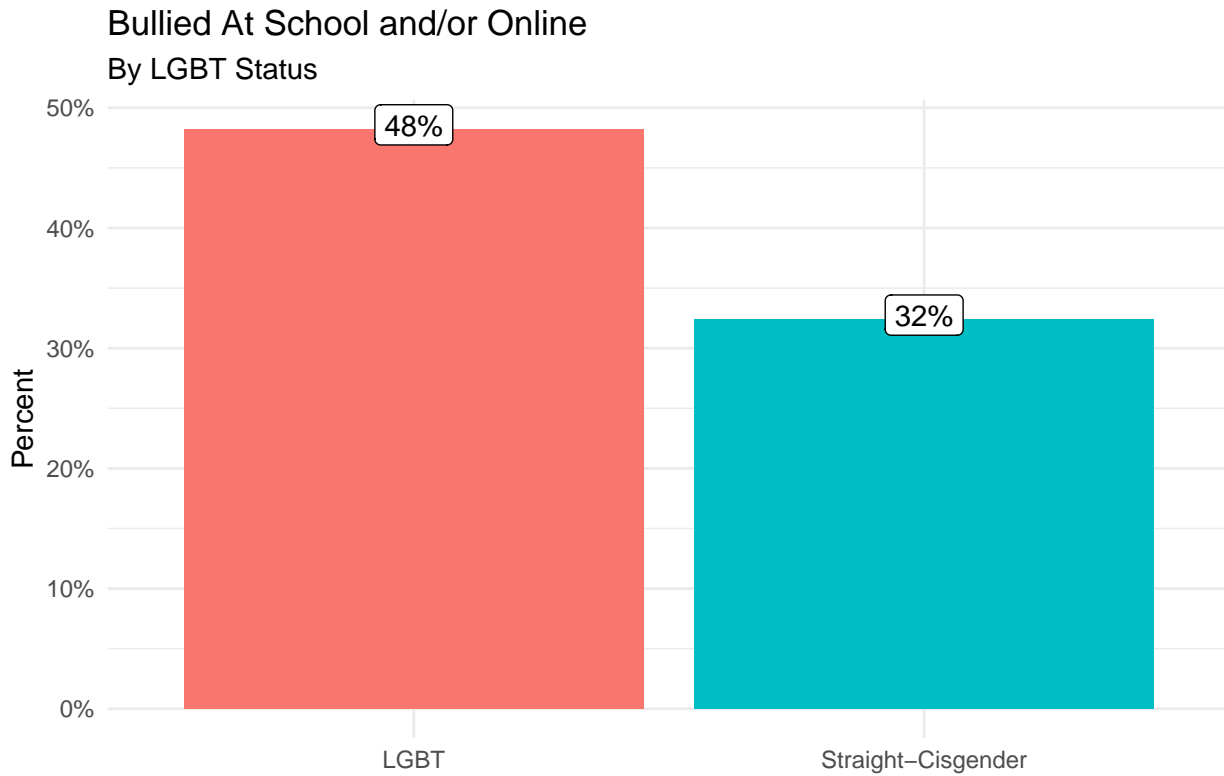
LGBT Students At A Glance

Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns. LGBT status was based on two YRBS questions: one asking about sexual orientation and the other about gender identity (i.e., transgender vs. cisgender). Students were characterized as “LGBT” if they identified in the YRBS as one or more of the following: lesbian, gay, bisexual, transgender. Students who explicitly identified as straight (in the sexual orientation question) and “not transgender” (in the gender identity question) are the comparison group. Students did not have to answer both questions to be included in the analysis, but if they did answer both questions their answers were only included in this analysis if they could clearly and consistently be assigned to LGBT or Straight/Cisgender. Ambiguous responses (e.g. “not sure”) were not used for this particular analysis.



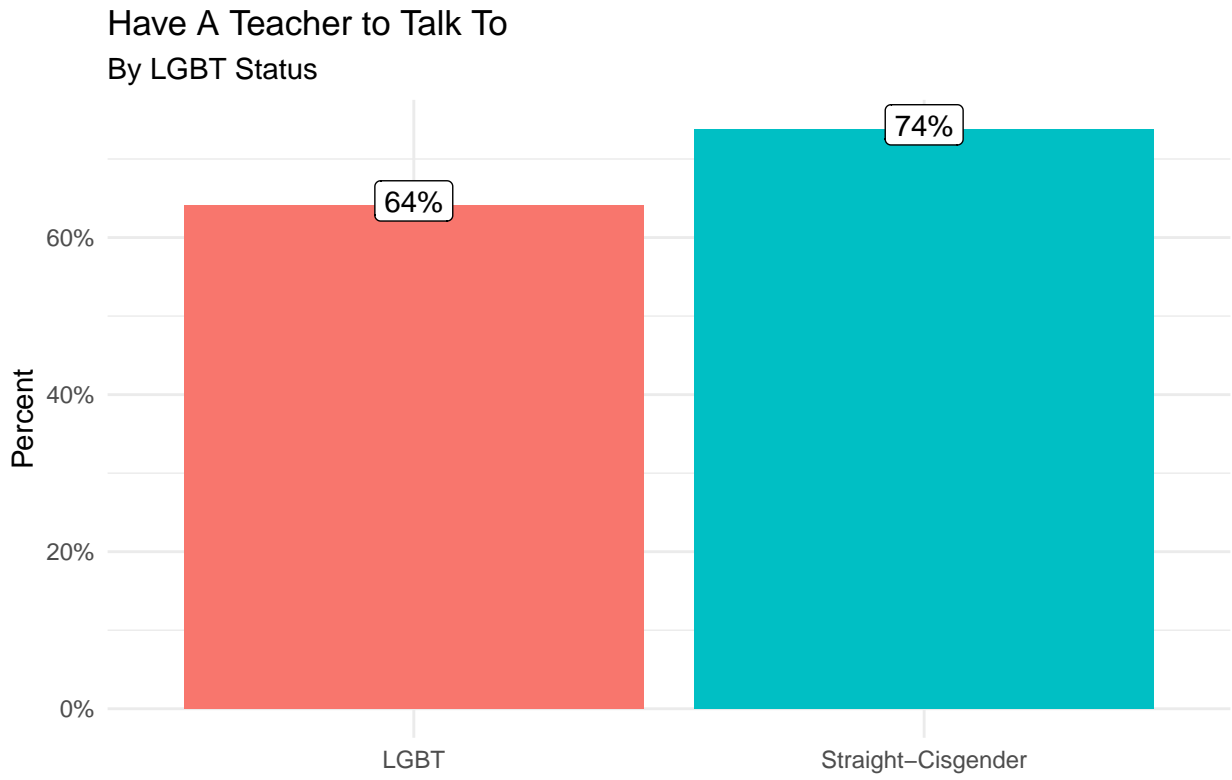
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LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students’ sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in particular.

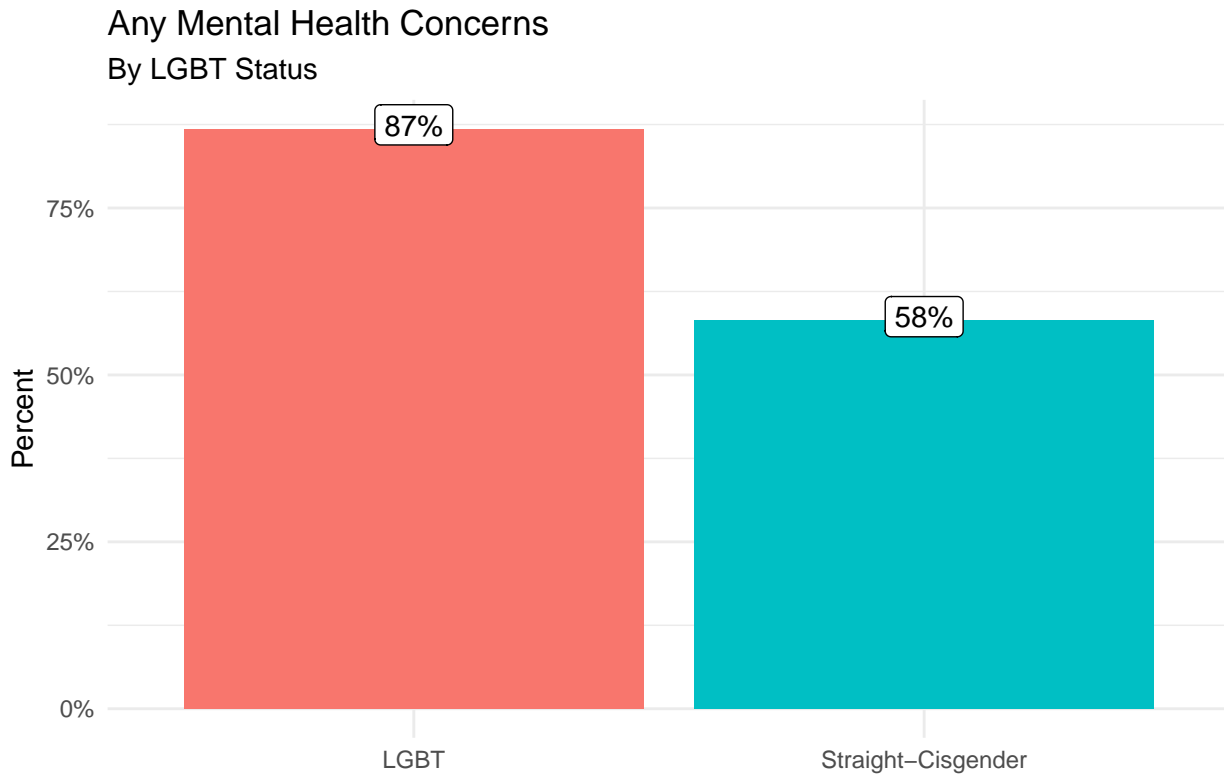


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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.



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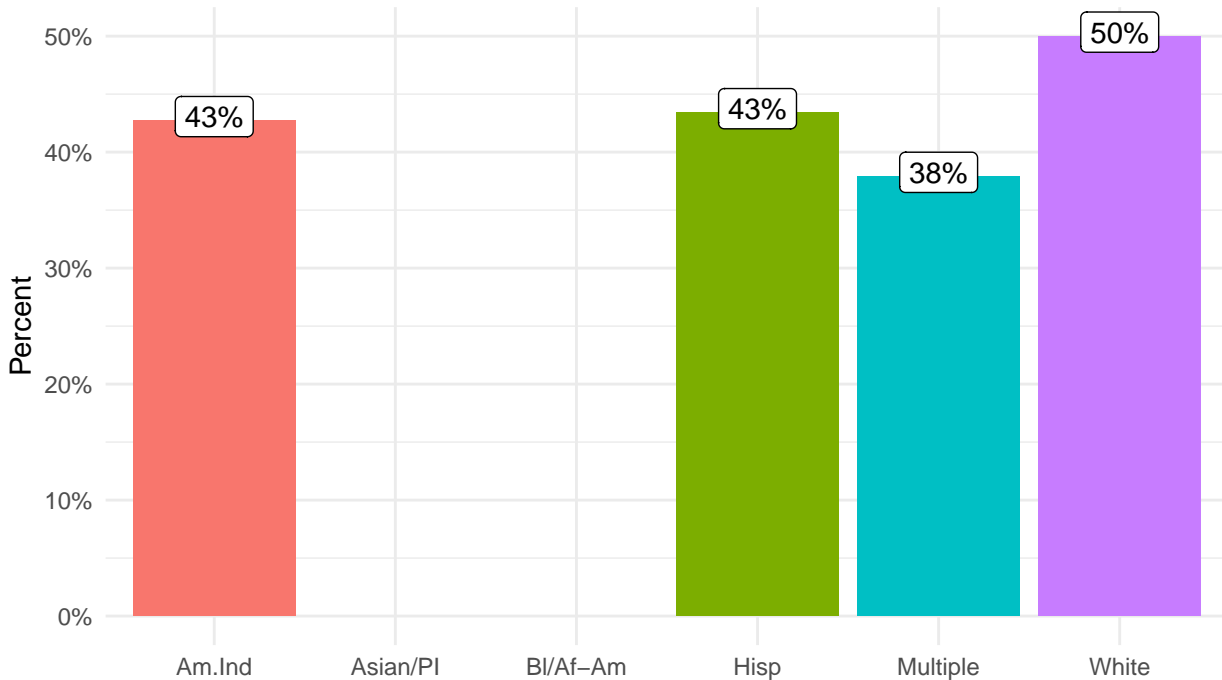
LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization—all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above covers students who answered affirmatively to one or more of the YRBS questions on depression, anxiety, non-suicidal self-harm, and suicidal ideation and behavior. Breakdowns for the individual questions can be found in the question-specific in the appendix.

Information for schools on how to support LGBT students can be found at <https://dpi.wi.gov/sspw/safe-schools/lgbt>.

Students of Color At A Glance

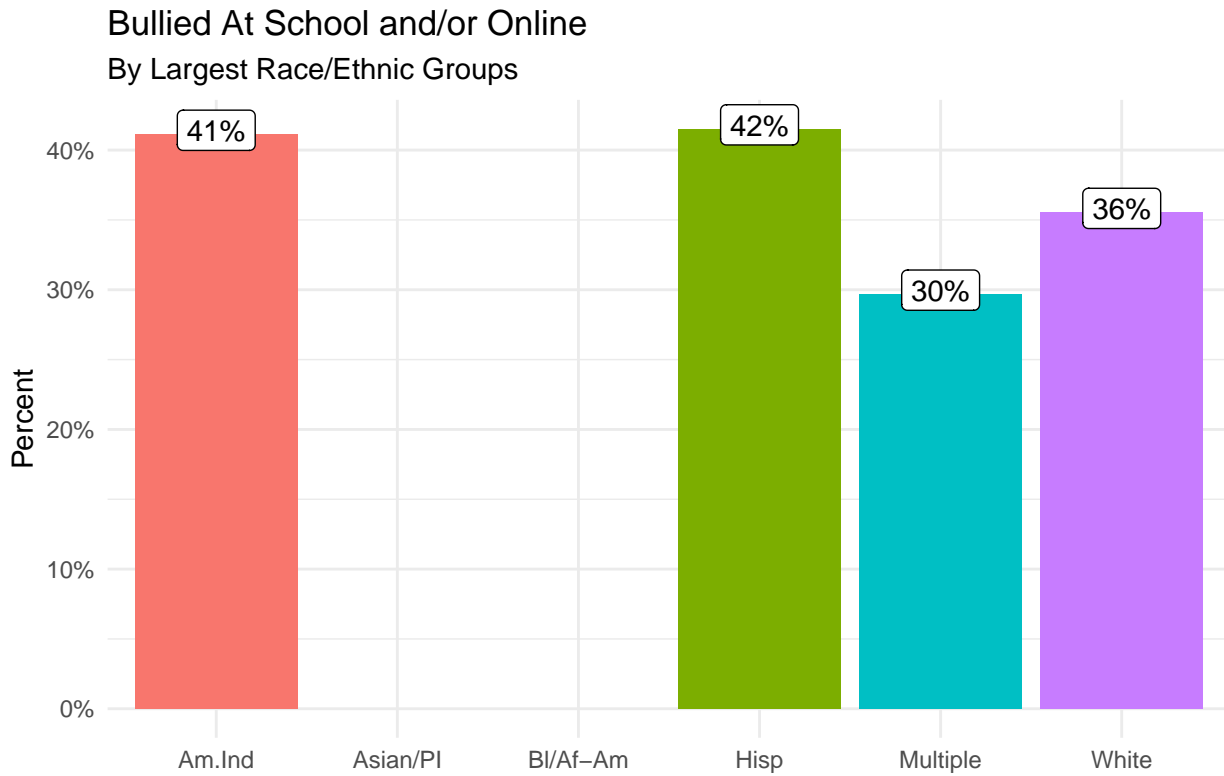
The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant to helping all Wisconsin students graduate college and career ready.

Sense of Belonging
By Largest Race/Ethnic Groups



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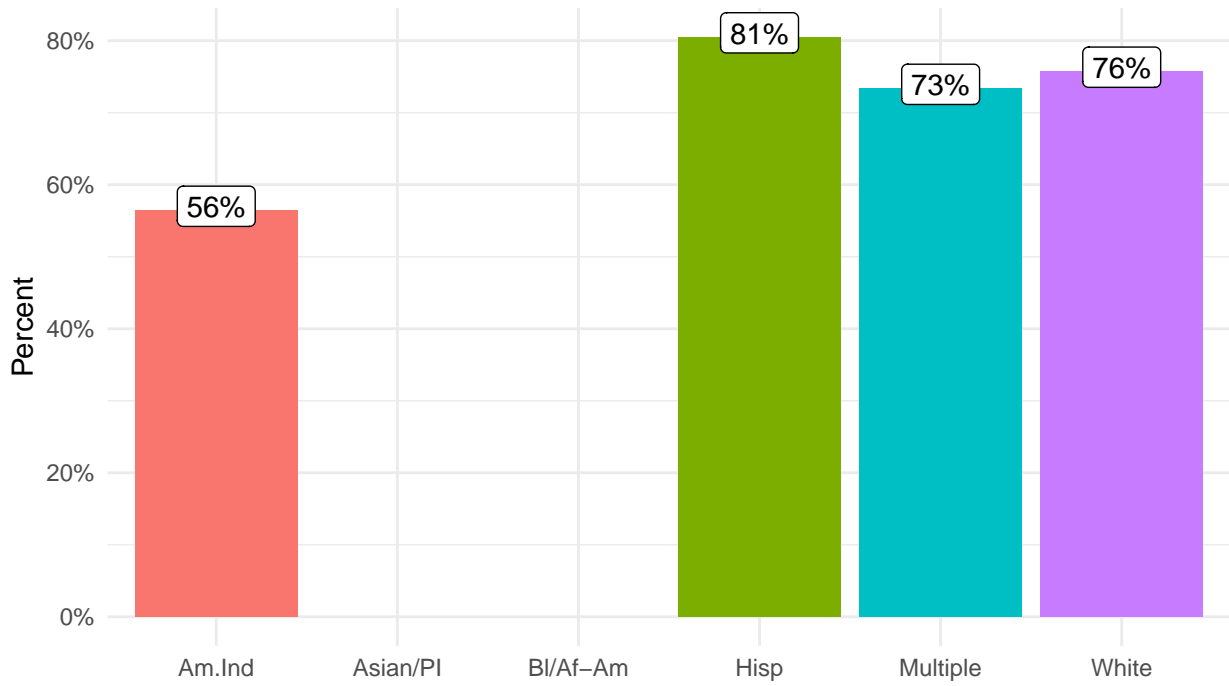
Students' sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices and data for signs of bias or disparities; ensuring that students of color are encouraged to take challenging courses and are offered the same preparation as their peers; ensuring that the school practices and curricula are inclusive; and incorporating student feedback into school change efforts.



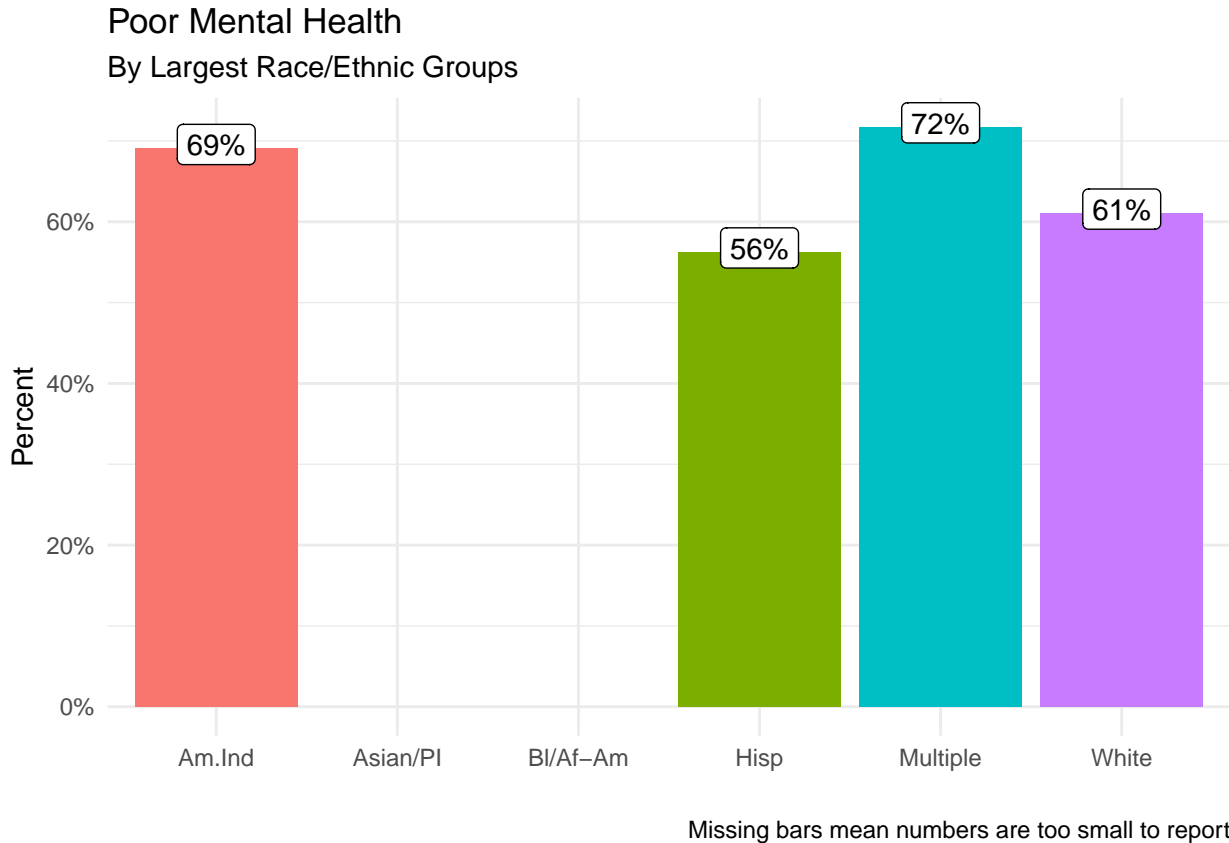
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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Largest Race/Ethnic Groups



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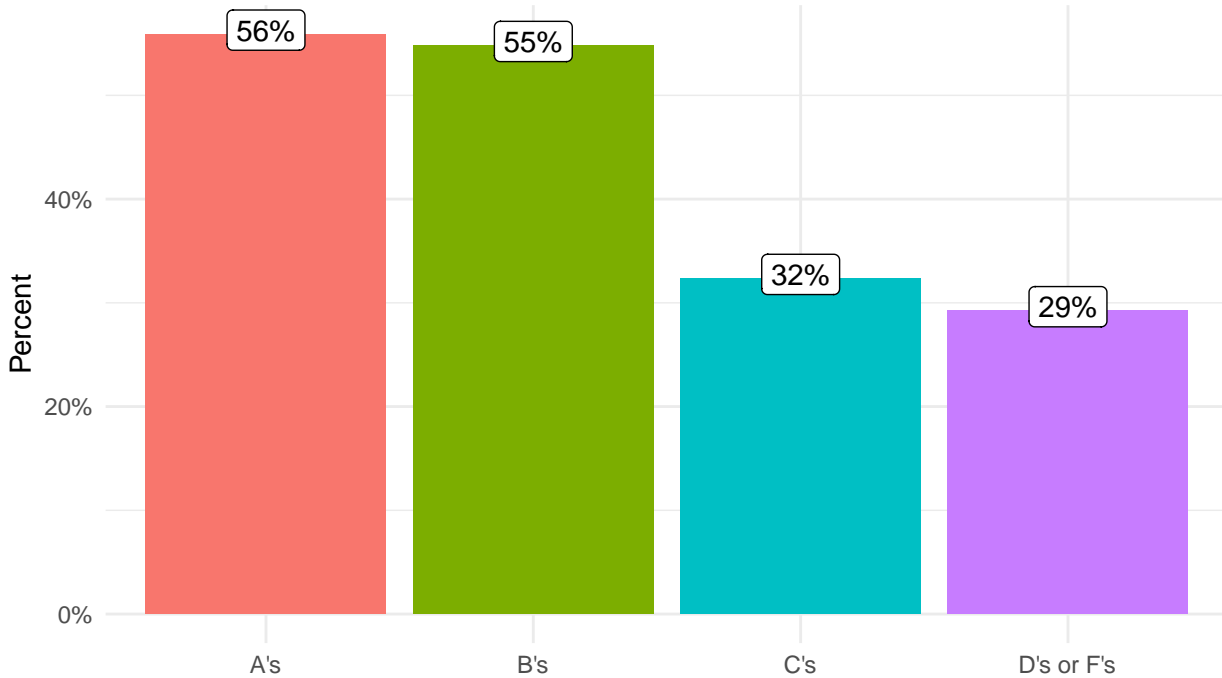
In the past, statewide YRBS reports for Wisconsin found notable mental health disparities for students of color (statewide 2023 results were not yet available at the time of this report). For instance, the Center for Disease Control and Prevention’s Youth Online analysis tool (<https://nccd.cdc.gov/Youthonline/App/Default.aspx>) showed that African American students in Wisconsin were more likely to have planned a suicide attempt than the national average for African American students (from the national data in the 2017 YRBS; statistically significant at the .04 level). In recent years, YRBS national data suggests that Black and African American students in Wisconsin are relatively similar to the national average on various measures of suicidality. Knowing that some students of color report higher rates of anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behaviors than their peers might help teachers and school officials to be on alert for signs of both externalizing and internalizing behavior that could indicate distress. For the specific breakdown of the prevalence of all mental health-related questions, see the question-specific tables at the end of this report.

For more information on how schools can support students of color and become more equitable, see <https://dpi.wi.gov/emlss>.

Students with Low Grades At A Glance

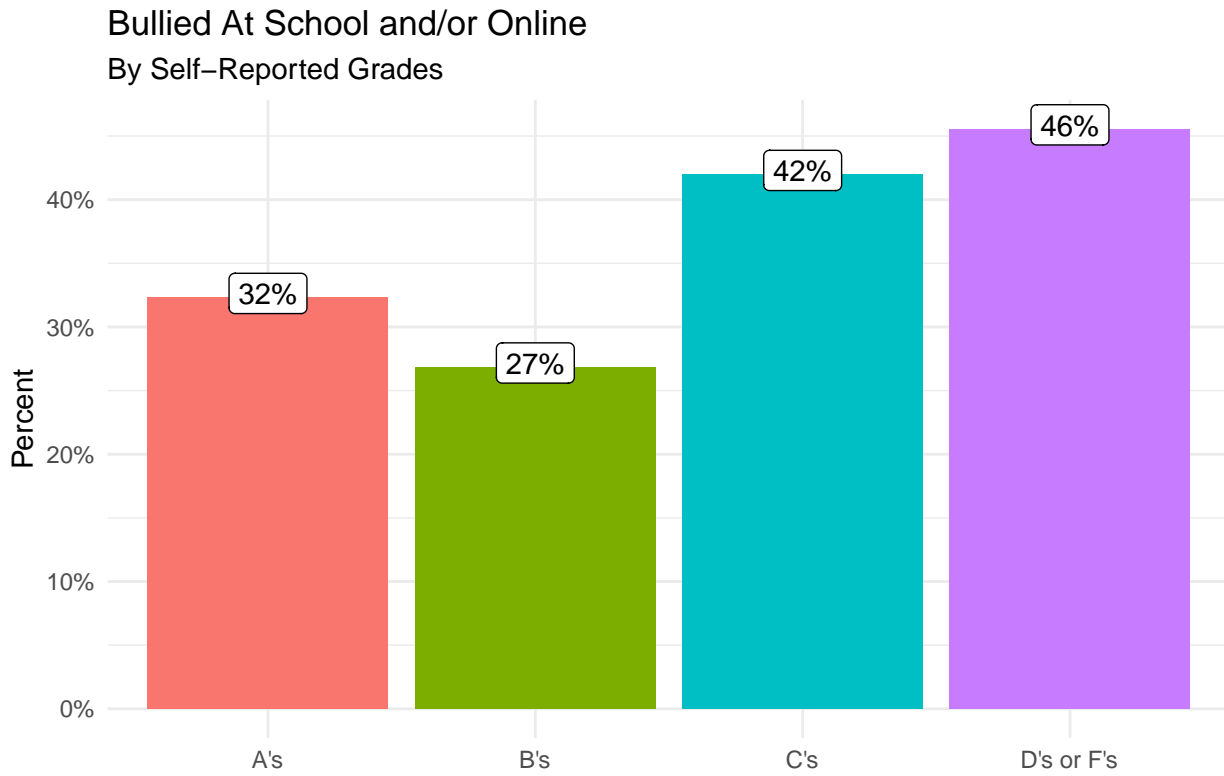
The YRBS asks students to self-report whether they get “Mostly A’s”, “Mostly B’s”, etc. Responses to that question form the basis for the information in this section. The YRBS is a stand-alone, anonymous survey. Therefore, no school records on student grades are ever used. The way the survey is conducted prevents any such use.

Sense of Belonging
By Self-Reported Grades



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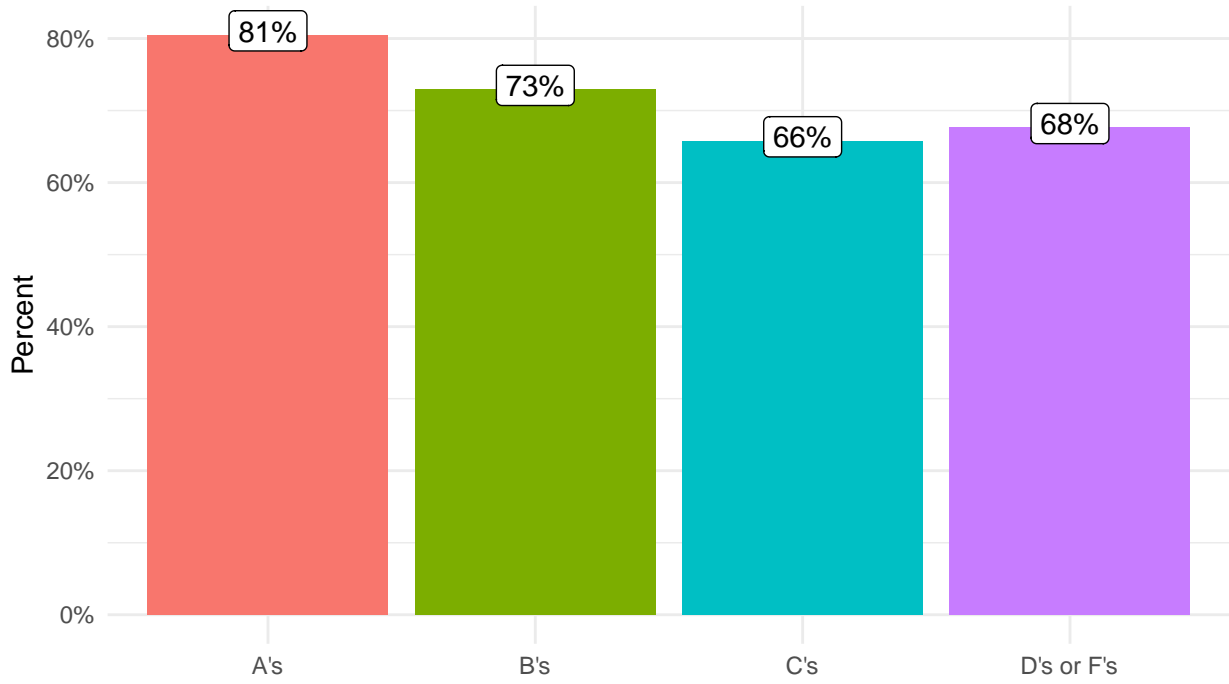
School belonging and grades are often related. Perhaps it’s not surprising that students who feel less academically inclined, are oftentimes less likely to feel like they belong at school. At the same time, it’s also possible for students’ grades to go down when they feel excluded, marginalized, or just disengaged from school. Schools that provide an array of courses (including the arts and career and technical courses) and extracurricular activities, can help to address this issue.



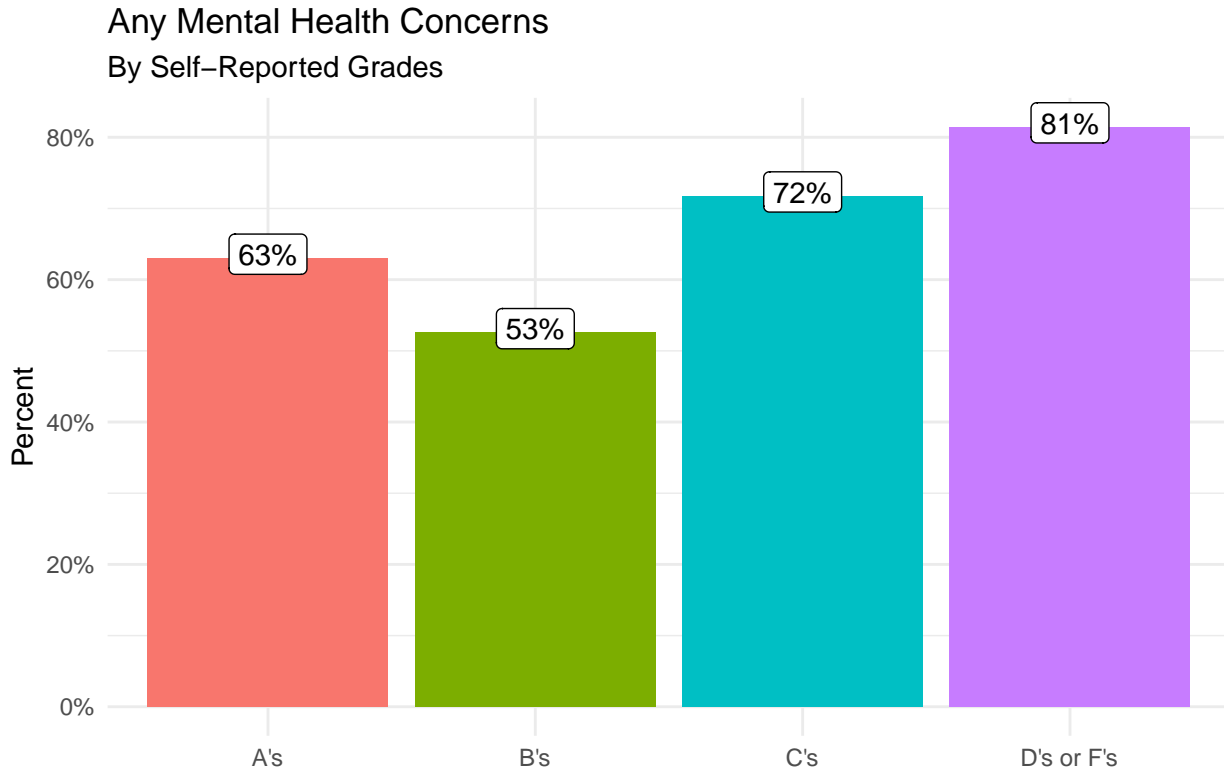
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The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Self-Reported Grades



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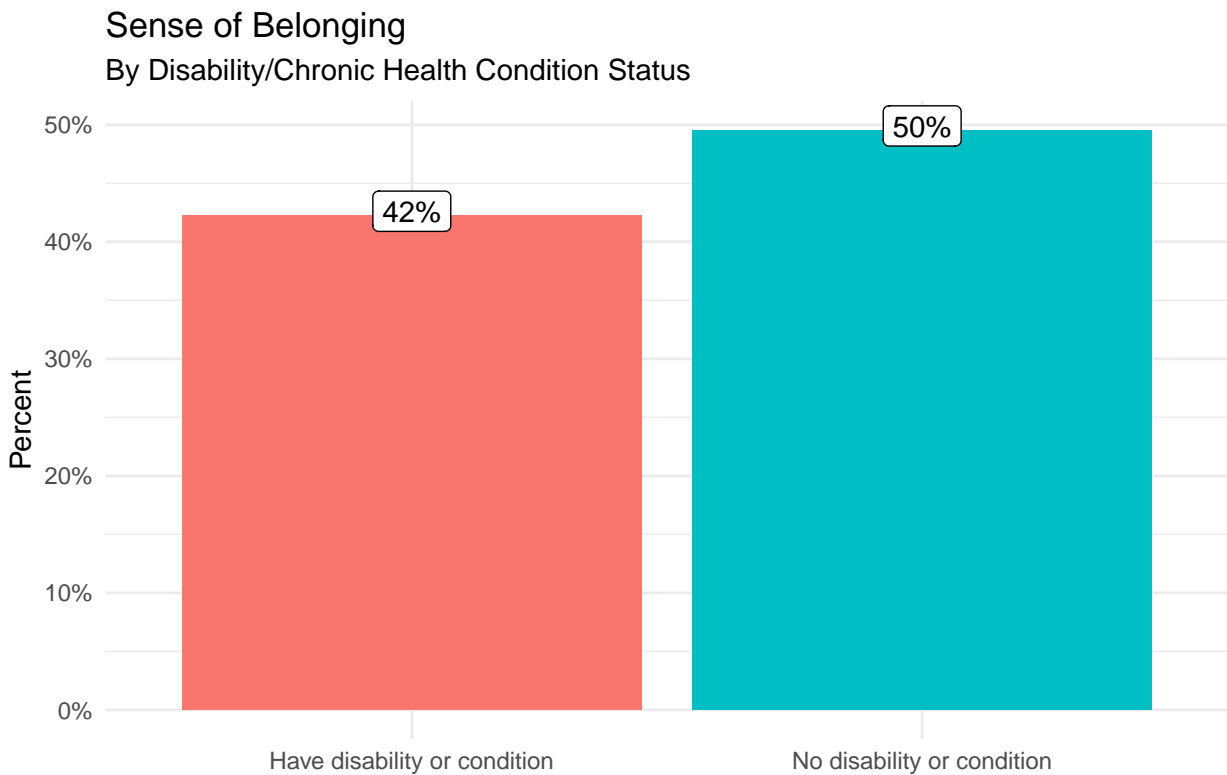
The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Wisconsin’s 2021 statewide YRBS showed that students with poor grades reported worse mental health outcomes, including anxiety (Wisconsin’s 2023 results have not been released as of the date of this report). Being anxious or depressed can make it hard to learn and to follow through on steps such as studying, completing assignments, and turning them in. Similarly, the experience of consistent failure or low performance can exacerbate feelings of depression and anxiety. Teachers and school officials who consider mental wellbeing as a possible factor behind student performance, might be better positioned to route students to resources and to reinvest in low-performing students.

For the specific breakdown of the prevalence of self-reported depression, anxiety, and non-suicidal self-harm, as well as the questions on suicidal ideation and behavior, see the question-specific tables at the end of this report.

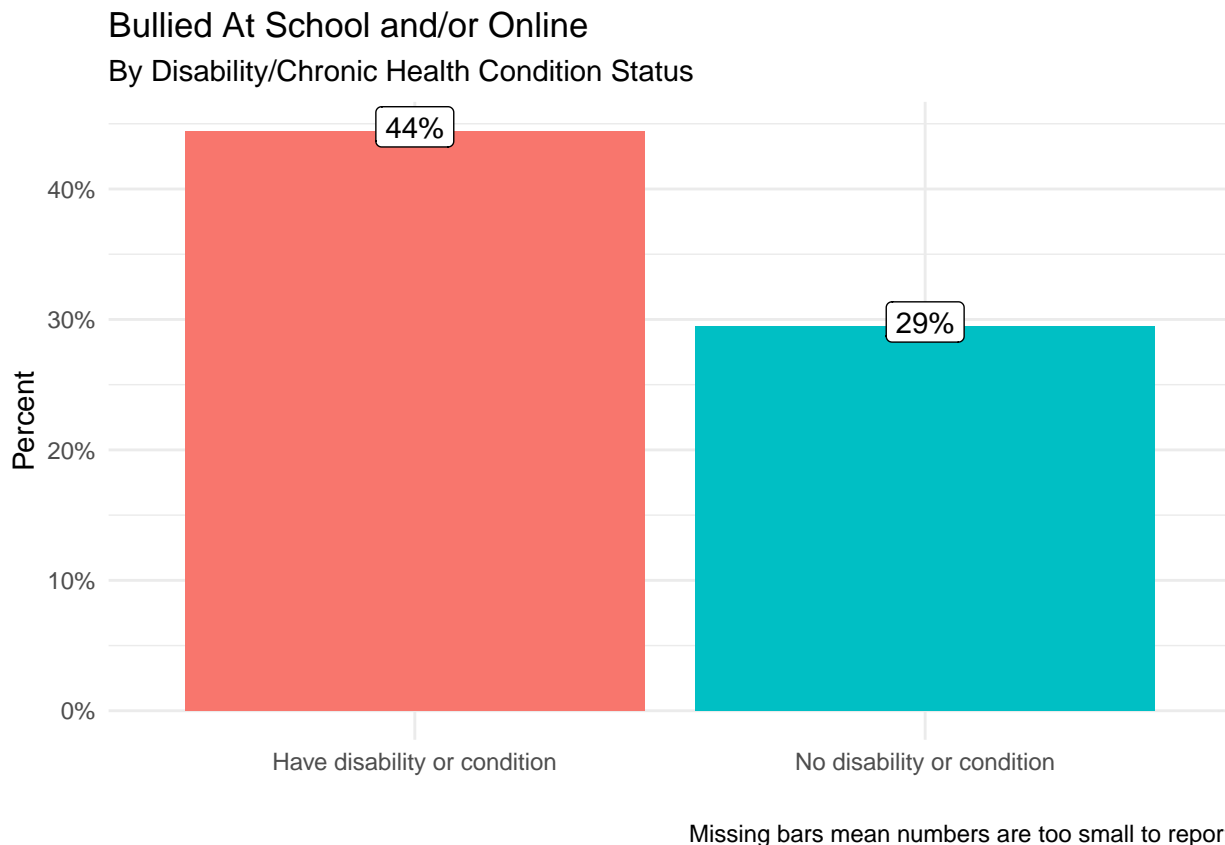
Students with Physical Disabilities At A Glance

The YRBS asks students whether they have a physical disability or chronic health condition. Students who answered affirmatively are contrasted here with those who said they did not have such a condition. *(No health records or other sources beyond student responses to this YRBS question are used; student YRBS responses are anonymous and confidential.)*

In general, students who are dealing with disability or chronic illness tend to report more signs of strain and fewer protective factors than their peers. It is also worth noting that in general, people with disabilities are more likely to be victims of violence and abuse than their peers (see e.g. Everett Jones and Lollar, 2008).



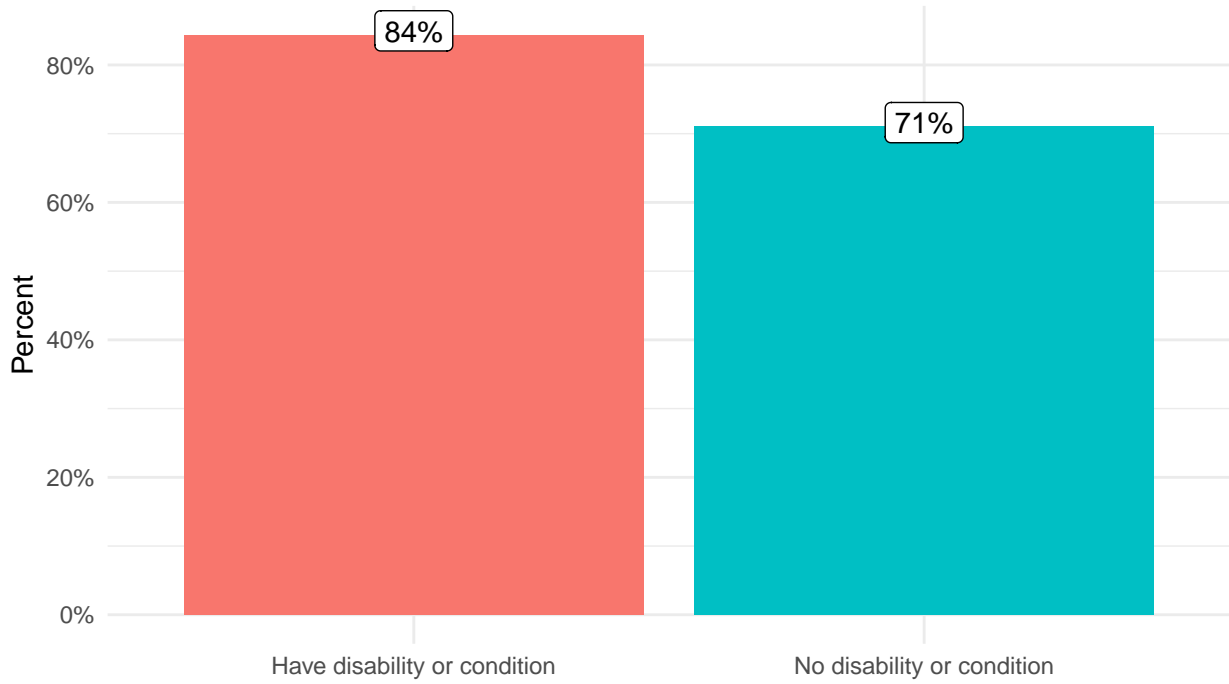
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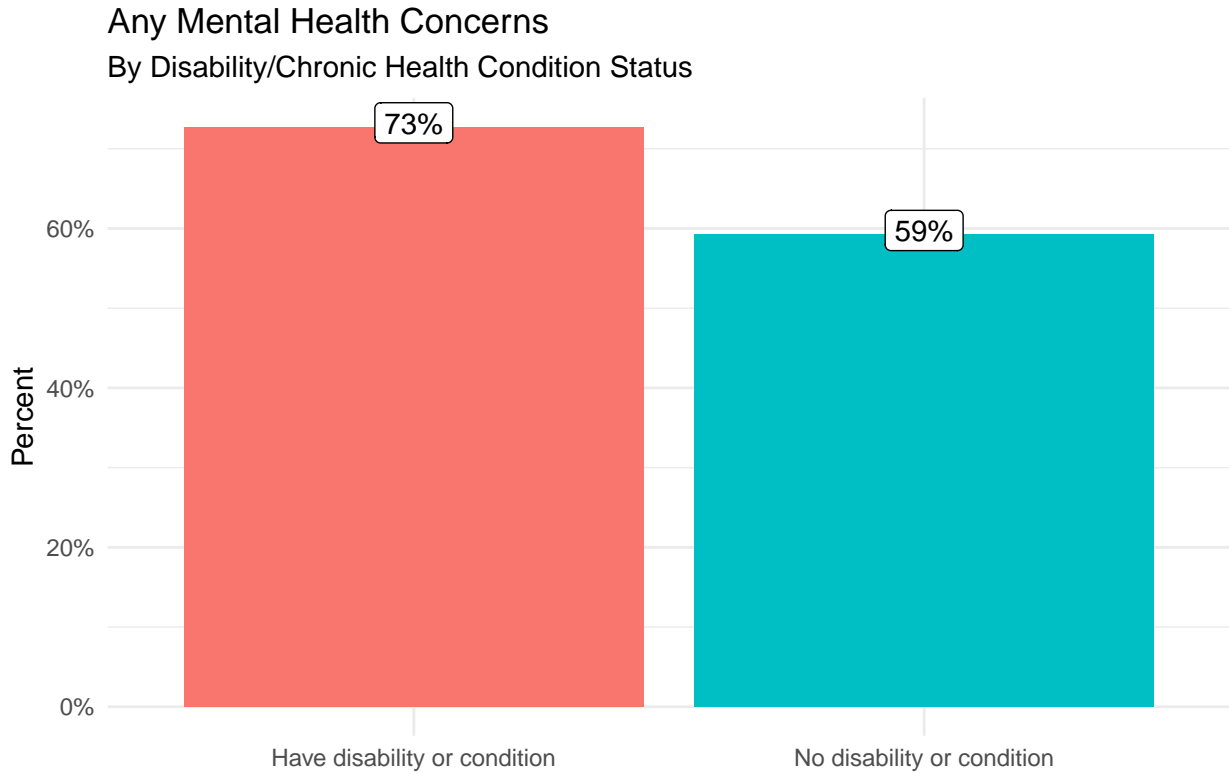
As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities (see e.g. <https://www.stopbullying.gov/sites/default/files/2017-09/bullyingtipsheet.pdf> and <https://www.stopbullying.gov/bullying/special-needs>). Additionally, students who have experienced other forms of violence or abuse are at an increased risk of bullying. Those factors, plus the general tendency for students to be targeted for bullying based on lower status or perceived differences, can contribute to potentially higher rates of bullying among students with physical disabilities or chronic health conditions.

The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To By Disability/Chronic Health Condition Status



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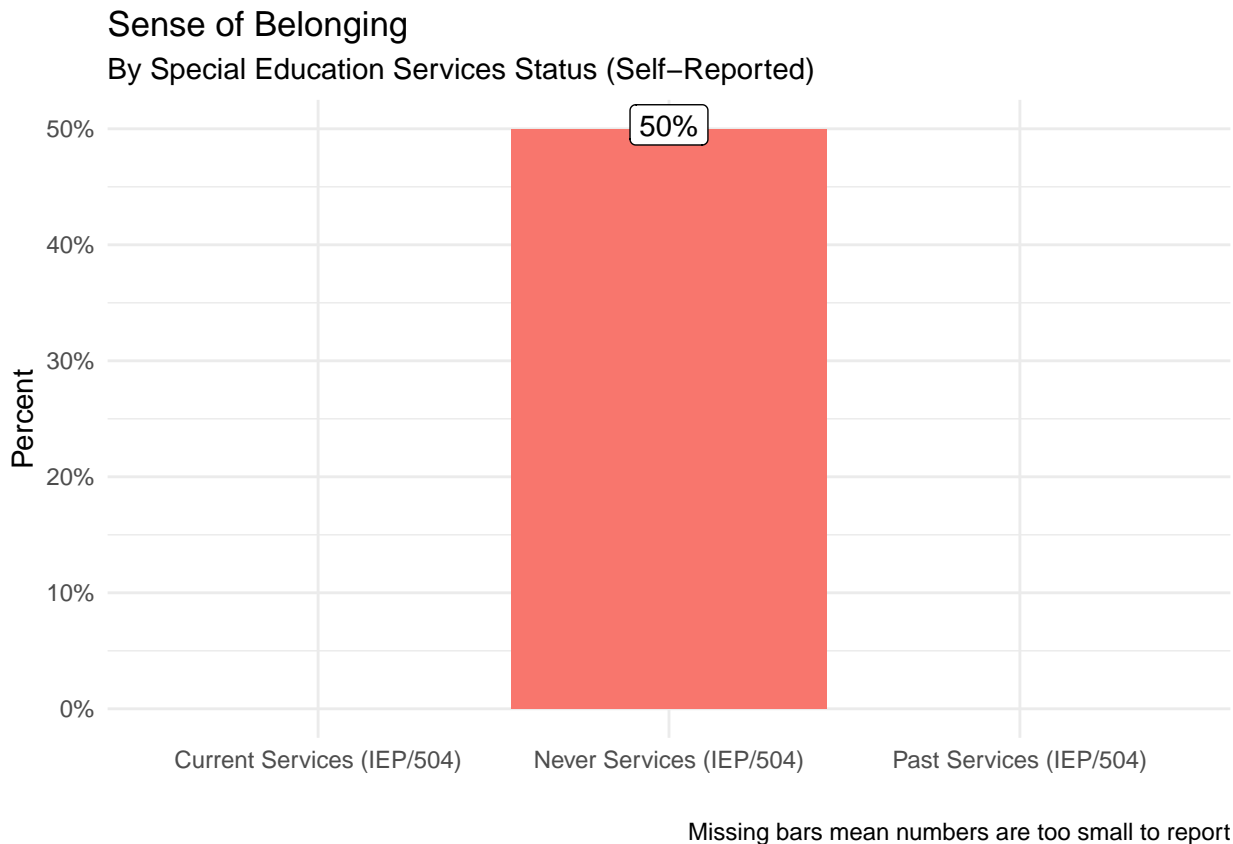
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The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. (For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of this report.) Physical wellbeing and mental wellbeing are related. If students with disabilities or chronic health conditions feel physically unwell, that can take a toll on their mental health as well. Feeling lonely, marginalized, or being victimized can of course also affect mental health. Schools that help students with health issues to become involved in appropriate physical activity, ensure that such students are connected to staff and are academically challenged, and highlight examples of people with disabilities or health conditions in their curricula, can help with students' general wellbeing. Such steps can complement (not replace) access to mental health care, where appropriate.

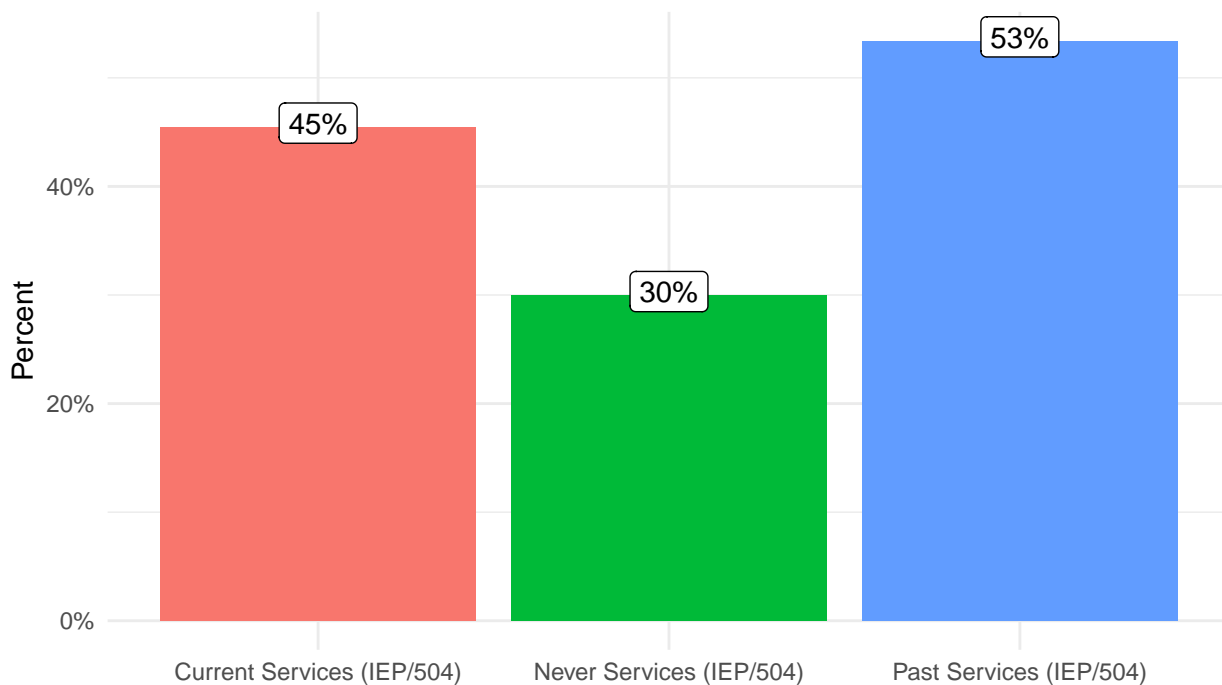
Students with Special Education Services At A Glance

Wisconsin’s 2023 statewide and local YRBS surveys included a question asking students whether they currently receive special education services or had an individualized education plan (IEP) or 504 plan. Students could answer: “A. Yes, I do”; “B. Not anymore, but I used to”; “C. No, and I never have”; or “D. Not sure”. Students who answered “A. Yes, I do” are categorized here as “Current Services”. Students who answered “B. Not anymore, but I used to” are categorized here as “Past Services”. Students who answered “C. No, and I never have” are categorized here as “Never Services”. Students who answered “D. Not sure” are not included in the charts below, as their response was ambiguous.

Schools were encouraged to survey students with IEPs whenever possible and appropriate. However, it should be noted that some students with IEPs were most likely exempted from taking the YRBS, because the reading level was not appropriate for them or due to other, similar considerations. Thus, the students who indicated IEPs here most likely represent a particular subset of students receiving special education services, in that they are the students who teachers believed were most capable of completing the survey. For that reason, it’s likely that any differences reported here actually understate the differences between students with IEPs overall and their peers. Regardless, it should be noted that the numbers would likely be different if all students with IEPs/504 plans were able to participate.



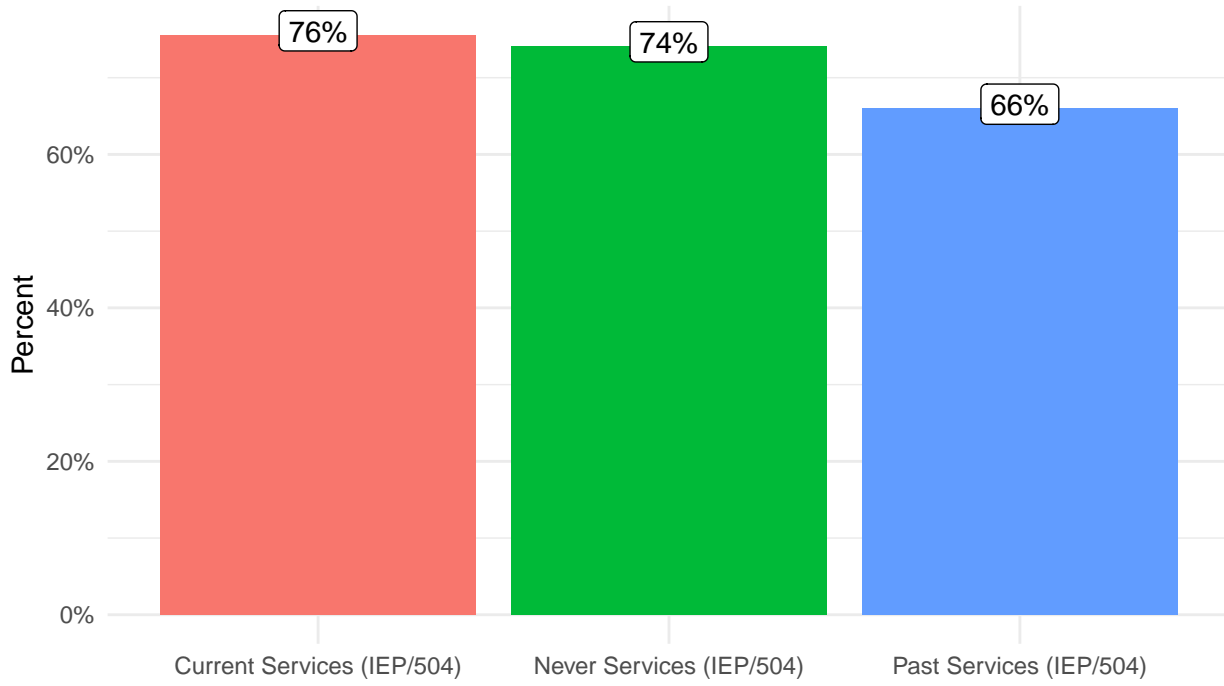
**Bullying At School and/or Online
By Special Education Services Status (Self-Reported)**



Missing bars mean numbers are too small to report

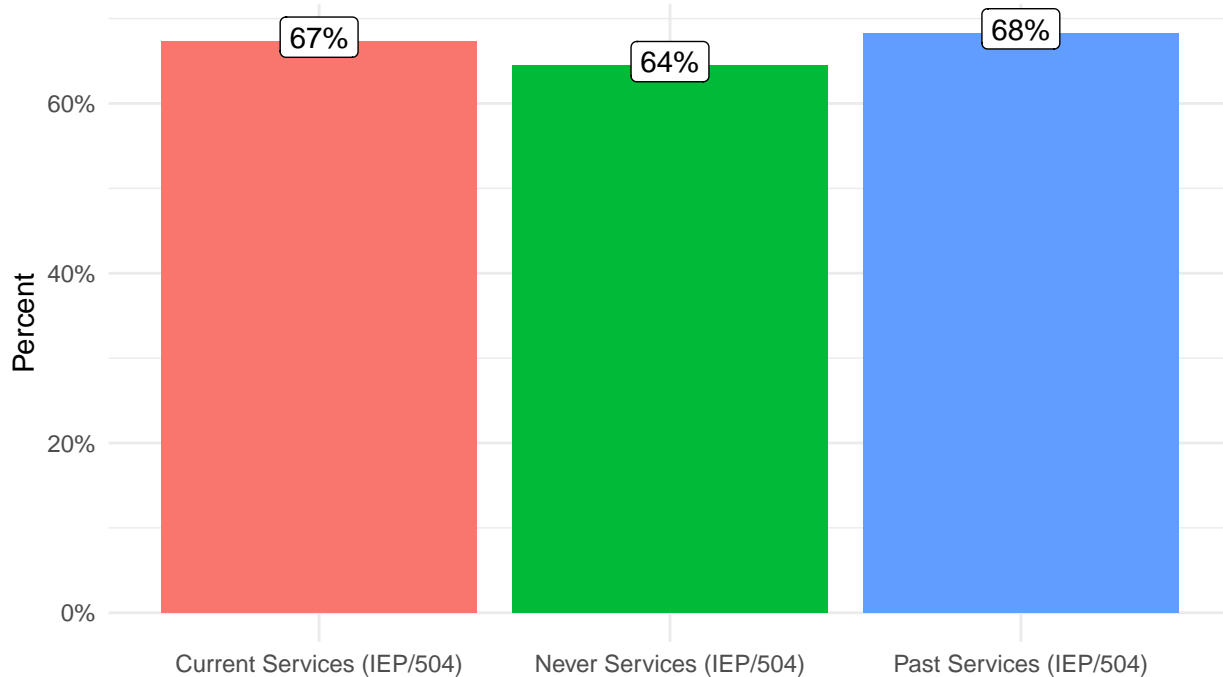
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both. In general, students with conditions related to special education services are often at higher risk for bullying. See e.g. <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

Have A Teacher Or Other Adult at School To Talk To By Special Education Services Status (Self-Reported)



Missing bars mean numbers are too small to report

Any Mental Health Concerns By Special Education Services Status (Self-Reported)



Missing bars mean numbers are too small to report

The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of this report.

What helps?

While many factors affect student wellbeing and behavior, there are ways that schools can help. Students who feel seen, supported, included and challenged tend to have better academic and health outcomes. All members of a school community can contribute to a more supportive and inclusive environment through:

- Strong, responsive adult leadership at the district, school, and classroom level
- Having a wide variety of free, readily accessible extracurricular and co-curricular activities that appeal to different types of students, including students with disabilities
- Supportive student programs and organizations. Programs such as Link Crew help students through transitions, while student organizations (e.g., Gay/Straight Alliances (GSA's) or other supportive student groups) offer opportunities for cultural expression
- Equitable access to rigorous academics that engage and push all students to excel
- Curricula that highlight the positive contributions of scholars, artists, or other historical figures who come from a variety of backgrounds, including any of the high-risk groups highlighted in this report
- Classroom practices and school policies that refrain from implicitly or explicitly targeting, shaming or denigrating any social group
- Access to mental health supports as needed
- Access to general health information and health services

For more resources and ideas, see:

DPI's Student Services, Prevention and Wellness (SSPW) Team at <https://dpi.wi.gov/sspw>

DPI's Special Education Team at <https://dpi.wi.gov/sped>

DPI's Equity webpage at <https://dpi.wi.gov/emlss>

APPENDIX A: QUESTION-SPECIFIC TABLES

Tables of Overall Results

The following tables display weighted YRBS variables based on the entire school's responses. They are not disaggregated in any way.

Weighted YRBS Results	
Behavior	Percent
Most of the time or always wear a seatbelt	82%
Rode with a driver who drank (past 30 days)	13%
Drove after drinking (past 30 days)	6%
Text/email while driving(past 30 days)	48%
Missed school due to safety concerns at school or en route (past 30 days)	15%
Brought a weapon to school (past 30 days)	7%
Threatened or injured with a weapon at school (past 12 months)	11%
Most of the time or always feel safe at school	71%
In a physical fight on school property (past 12 months)	9%
Agree/strongly agree that violence is a problem at school	41%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	23%
Ever been raped	9%
Ever been forced to do anything sexual	13%
Dating partner forced something sexual (past 12 months)	10%
Physical violence by dating partner (past 12 months)	10%
Composite measure: answered affirmatively to any sexual or dating violence question	20%
Sent, received or shared sexual photos or images (past 30 days)	19%
Bullied on school property (past 12 months)	32%
Electronically bullied (past 12 months)	21%
Composite measure: answered affirmatively to being bullied online and/or at school	36%
Agree/strongly agree that bullying is a problem at school	52%
Self-harm (past 12 months)	21%
Problems with anxiety (past 12 months)	57%
So sad or hopeless that stopped usual activities (past 12 months)	37%
Seriously considered suicide (past 12 months)	22%
Made a suicide plan (past 12 months)	19%
Attempted suicide (past 12 months)	8%
Composite measure: answered affirmatively to any of the previous six mental health questions	64%
Among students who attempted suicide, percent who received medical attention (past 12 months)	61%

¹ – means numbers too small to report at this level.

² –Composite measures combine responses across two or more questions.

Weighted YRBS Results	
Behavior	Percent
Ever tried cigarettes	29%
Among smokers, the percent who tried cigarettes before age 13	49%
Smoke cigarettes (past 30 days)	12%
Ever tried vaping/juul/e-cigarettes	38%
Vape/juul/e-cigarettes (past 30 days)	21%
Use chew, dip, other smokeless tobacco (past 30 days)	4%
Smoke cigars/cigarillos (past 30 days)	5%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	46%
Ever had an alcoholic beverage	47%
Among students who have drunk alcohol, percent whose first drink was before age 13	41%
Drank alcohol (past 30 days)	23%
Binge drink (past 30 days)	11%
Ever used marijuana	26%
Among students who tried marijuana, the percent who first tried it before age 13	26%
Use marijuana (past 30 days)	14%
Ever misused a prescription pain medicine	11%
Ever misused an over-the-counter drug	5%
Ever used heroin	2%
Ever used methamphetamines	3%
Were offered, sold, or given drugs on school property (past 12 months)	15%
Attended school under the influence of alcohol or drugs (past 12 months)	12%
Used any illegal drugs besides marijuana (past 12 months)	5%
Ever had sexual intercourse	24%
Among sexually active students, the percent whose first sexual intercourse was before age 13	16%
Among sexually active students, the percent who have had 4 or more sexual partners	21%
Currently sexually active (past 3 months)	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	57%
Among sexually active students, the percent who had sex without any pregnancy prevention method	11%
Identify as lesbian, gay, bisexual and/or transgender	13%

¹ Results are based on the grades surveyed.

² – means numbers too small to report at this level.

Weighted YRBS Results	
Behavior	Percent
Ate fruit every day (past 7 days)	42%
Ate vegetables every day (past 7 days)	39%
Drank water every day (past 7 days)	78%
Ate breakfast every day (past 7 days)	28%
Exercise most days (past 7 days)	65%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	78%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	50%
Saw a dentist (past 12 months)	80%
Sleep 8 or more hours per night	35%
Lived in 4 or more residences	30%
Experienced hunger due to lack of food at home (past 30 days)	25%
Have at least one supportive adult besides parent(s)	82%
Participate in school activities, teams, or clubs	60%
Agree or strongly agree that they belong at school	47%
Have at least one teacher or other adult at school to talk to	73%
Most of the time or always get emotional support when needed	20%
List adult as most likely source of emotional support	32%
In excellent or very good health	45%
Have physical disability or chronic health problem	14%
Work at least 1 hour per week at a paying job outside the home	50%
Work 10-19 hours per week at a paying job outside the home	16%
Work 20 or more hours per week at a paying job outside the home	7%
Do not have an adult in household who tries hard to make sure basic needs are met	5%
Have lived with someone who was depressed, mentally ill, or suicidal	49%
Knew at least one person who got very sick or died from COVID-19	57%
Knew 1 to 4 people who got very sick or died from COVID-19	47%
Knew at least 5 people who got very sick or died from COVID-19	10%
Do not use social media at all	12%
Use social media at least once a month	88%
Use social media daily	69%
Use social media very frequently (At least once per hour)	37%
Students who have been mistreated at school due to race/ethnicity	9%

¹ Results are based on the grades surveyed.

² – means numbers too small to report at this level.

Tables by Sex

The following tables display weighted YRBS variables which are disaggregated by Sex.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Most of the time or always wear a seatbelt	85%	79%
Rode with a driver who drank (past 30 days)	12%	13%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	46%	50%
Missed school due to safety concerns (past 30 days)	19%	12%
Brought a weapon to school (past 30 days)	4%	11%
Threatened or injured with a weapon at school (past 12 months)	10%	12%
Most of the time or always feel safe at school	68%	74%
In a physical fight on school property (past 12 months)	7%	10%
Agree/strongly agree that violence is a problem at school	45%	37%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	23%	24%
Ever been raped	15%	4%
Ever been forced to do anything sexual	19%	7%
Dating partner forced something sexual (past 12 months)	–	–
Physical violence by dating partner (past 12 months)	9%	12%
Composite measure: answered affirmatively to any sexual or dating violence question	28%	11%
Sent, received or shared sexual photos or images (past 30 days)	23%	15%
Bullied on school property (past 12 months)	30%	34%
Electronically bullied (past 12 months)	26%	16%
Composite measure: answered affirmatively to being bullied online and/or at school	36%	35%
Agree/strongly agree that bullying is a problem at school	63%	42%
Self-harm (past 12 months)	30%	12%
Problems with anxiety (past 12 months)	69%	46%
So sad or hopeless that stopped usual activities (past 12 months)	48%	26%
Seriously considered suicide (past 12 months)	27%	18%
Made a suicide plan (past 12 months)	23%	16%
Attempted suicide (past 12 months)	12%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	75%	54%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–
Ever tried cigarettes	27%	31%
Among smokers, the percent who tried cigarettes before age 13	44%	54%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Smoke cigarettes (past 30 days)	10%	14%
Ever tried vaping/juul/e-cigarettes	41%	34%
Vape/juul/e-cigarettes (past 30 days)	19%	24%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	47%	46%
Ever had an alcoholic beverage	55%	40%
Among students who have drunk alcohol, percent whose first drink was before age 13	45%	36%
Drank alcohol (past 30 days)	22%	24%
Binge drink (past 30 days)	9%	14%
Ever used marijuana	26%	25%
Among students who tried marijuana, the percent who first tried it before age 13	22%	30%
Use marijuana (past 30 days)	13%	14%
Ever misused a prescription pain medicine	16%	6%
Ever misused an over-the-counter drug	5%	5%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	9%	21%
Attended school under the influence of alcohol or drugs (past 12 months)	11%	12%
Used any illegal drugs besides marijuana (past 12 months)	–	–
Ever had sexual intercourse	22%	25%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–
Currently sexually active (past 3 months)	17%	15%
Among sexually active students, the percent who used a condom during last sexual intercourse	51%	63%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Identify as lesbian, gay, bisexual and/or transgender	21%	5%
Ate fruit every day (past 7 days)	41%	42%
Ate vegetables every day (past 7 days)	39%	39%
Drank water every day (past 7 days)	78%	78%
Ate breakfast every day (past 7 days)	29%	27%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Exercise most days (past 7 days)	57%	72%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	80%	76%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	49%	51%
Saw a dentist (past 12 months)	80%	79%
Sleep 8 or more hours per night	32%	37%
Lived in 4 or more residences	32%	29%
Experienced hunger due to lack of food at home (past 30 days)	30%	21%
Have at least one supportive adult besides parent(s)	82%	82%
Participate in school activities, teams, or clubs	58%	62%
Agree or strongly agree that they belong at school	33%	60%
Have at least one teacher or other adult at school to talk to	71%	76%
Most of the time or always get emotional support when needed	18%	23%
List adult as most likely source of emotional support	33%	31%
In excellent or very good health	33%	56%
Have physical disability or chronic health problem	16%	12%
Work at least 1 hour per week at a paying job outside the home	48%	53%
Work 10-19 hours per week at a paying job outside the home	18%	14%
Work 20 or more hours per week at a paying job outside the home	4%	10%
Do not have an adult in household who tries hard to make sure basic needs are met	5%	6%
Have lived with someone who was depressed, mentally ill, or suicidal	54%	43%
Knew at least one person who got very sick or died from COVID-19	60%	53%
Knew 1 to 4 people who got very sick or died from COVID-19	51%	43%
Knew at least 5 people who got very sick or died from COVID-19	10%	10%
Do not use social media at all	7%	18%
Use social media at least once a month	93%	82%
Use social media daily	76%	63%
Use social media very frequently (At least once per hour)	37%	37%
Students who have been mistreated at school due to race/ethnicity	9%	8%

¹ – means numbers too small to report at this level.

Tables by Grade

The following tables display weighted YRBS variables which are disaggregated by Grade.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Most of the time or always wear a seatbelt	75%	77%	83%	95%
Rode with a driver who drank (past 30 days)	15%	18%	–	–
Drove after drinking (past 30 days)	–	0%	–	–
Text/email while driving(past 30 days)	23%	32%	62%	61%
Missed school due to safety concerns at school or en route (past 30 days)	19%	16%	15%	10%
Brought a weapon to school (past 30 days)	11%	–	–	13%
Threatened or injured with a weapon at school (past 12 months)	15%	13%	6%	10%
Most of the time or always feel safe at school	68%	73%	68%	76%
In a physical fight on school property (past 12 months)	15%	5%	–	–
Agree or strongly agree that violence is a problem at their school	38%	31%	45%	51%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	25%	24%	20%	23%
Ever been raped	8%	10%	–	–
Ever been forced to do anything sexual	17%	12%	10%	12%
Dating partner forced something sexual in past 12 months	16%	–	–	–
Physical violence by dating partner (past 12 months)	–	14%	–	–
Composite measure: answered affirmatively to any sexual or dating violence question	20%	19%	16%	22%
Sent, received or shared sexual photos or images (past 30 days)	13%	22%	15%	26%
Bullied on school property (past 12 months)	42%	28%	26%	29%
Electronically bullied (past 12 months)	28%	20%	18%	16%
Composite measure: answered affirmatively to being bullied online and/or at school	47%	30%	30%	33%
Agree/strongly agree that bullying is a problem at school	53%	44%	58%	56%
Self-harm (past 12 months)	27%	21%	18%	16%
Problems with anxiety (past 12 months)	58%	52%	58%	62%
So sad or hopeless that stopped usual activities (past 12 months)	43%	26%	38%	39%
Seriously considered suicide (past 12 months)	25%	21%	22%	22%
Made a suicide plan (past 12 months)	20%	11%	20%	26%
Attempted suicide (past 12 months)	12%	7%	–	–

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

³ Composite measures combine responses across two or more questions.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Composite measure: answered affirmatively to any of the previous six mental health questions	67%	56%	65%	69%
Among students who attempted suicide, percent who received medical attention (past 12 months)	73%	–	–	–
Ever tried cigarettes	28%	28%	29%	32%
Among smokers, the percent who tried cigarettes before age 13	74%	50%	–	–
Smoke cigarettes (past 30 days)	11%	9%	14%	15%
Ever tried vaping/juul/e-cigarettes	31%	40%	37%	43%
Vape/juul/e-cigarettes (past 30 days)	20%	16%	26%	23%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	–	–
Smoke cigars/cigarillos (past 30 days)	–	–	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	63%	39%	38%	48%
Ever had an alcoholic beverage	36%	44%	53%	58%
Among students who have drunk alcohol, percent whose first drink was before age 13	61%	45%	35%	30%
Drank alcohol (past 30 days)	15%	26%	26%	28%
Binge drink (past 30 days)	–	–	12%	16%
Ever used marijuana	15%	21%	30%	40%
Among students who tried marijuana, the percent who first tried it before age 13	55%	–	–	–
Use marijuana (past 30 days)	8%	13%	15%	20%
Ever misused a prescription pain medicine	14%	7%	12%	9%
Ever misused an over-the-counter drug	–	–	–	–
Ever used heroin	–	–	–	–
Ever used methamphetamines	–	–	–	–
Were offered, sold, or given drugs on school property (past 12 months)	13%	8%	14%	25%
Attended school under the influence of alcohol or drugs (past 12 months)	8%	12%	13%	15%
Used any illegal drugs besides marijuana (past 12 months)	–	–	8%	–
Ever had sexual intercourse	15%	15%	36%	32%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	–	0%
Among sexually active students, the percent who have had 4 or more sexual partners	0%	–	–	–

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Weighted YRBS Results By Grade

Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Currently sexually active (past 3 months)	11%	13%	25%	19%
Among sexually active students, the percent who used a condom during last sexual intercourse	43%	58%	67%	55%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–	0%
Ate fruit every day (past 7 days)	42%	41%	49%	35%
Ate vegetables every day (past 7 days)	38%	45%	41%	31%
Drank water every day (past 7 days)	81%	77%	71%	83%
Ate breakfast every day (past 7 days)	31%	17%	31%	34%
Exercise most days (past 7 days)	68%	70%	61%	59%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	76%	75%	73%	89%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	46%	51%	44%	58%
Saw a dentist (past 12 months)	80%	82%	82%	75%
Sleep 8 or more hours per night	36%	33%	38%	30%
Lived in 4 or more residences	27%	31%	28%	36%
Experienced hunger due to lack of food at home (past 30 days)	29%	22%	23%	28%
Have at least one supportive adult besides parent(s)	83%	73%	85%	87%
Participate in school activities, teams, or clubs	54%	57%	56%	75%
Agree or strongly agree that they belong at school	43%	45%	51%	48%
Have at least one teacher or other adult at school to talk to	74%	64%	73%	83%
Most of the time or always get emotional support when needed	18%	15%	27%	22%
List adult as most likely source of emotional support	36%	31%	30%	31%
In excellent or very good health	44%	46%	45%	45%
Have physical disability or chronic health problem	12%	12%	15%	18%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Work at least 1 hour per week at a paying job outside the home	30%	56%	69%	50%
Work 10-19 hours per week at a paying job outside the home	–	14%	27%	–
Work 20 or more hours per week at a paying job outside the home	–	–	16%	–
Do not have an adult in household who tries hard to make sure basic needs are met	–	8%	–	–
Have lived with someone who was depressed, mentally ill, or suicidal	50%	37%	50%	59%
Knew at least one person who got very sick or died from COVID-19	59%	49%	62%	56%
Knew 1 to 4 people who got very sick or died from COVID-19	46%	40%	52%	50%
Knew at least 5 people who got very sick or died from COVID-19	13%	–	10%	–
Do not use social media at all	19%	–	12%	–
Use social media at least once a month	81%	89%	88%	94%
Use social media daily	58%	74%	70%	78%
Use social media very frequently (At least once per hour)	30%	46%	35%	37%
Students who have been mistreated at school due to race/ethnicity	7%	8%	11%	10%

¹ – means numbers too small to report at this level.

² If grade not surveyed, all values for that grade are 0 or NA.

Tables by Race/Ethnic Groups

The following tables display weighted YRBS variables which are disaggregated by Race/Ethnicity.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Most of the time or always wear a seatbelt	68%	86%	75%
Rode with a driver who drank (past 30 days)	–	11%	–
Drove after drinking (past 30 days)	–	5%	–
Text/email while driving(past 30 days)	–	49%	–
Missed school due to safety concerns at school or en route (past 30 days)	33%	12%	18%
Brought a weapon to school (past 30 days)	–	7%	–
Threatened or injured with a weapon at school (past 12 months)	20%	9%	13%
Most of the time or always feel safe at school	70%	72%	70%
In a physical fight on school property (past 12 months)	23%	8%	8%
Agree or strongly agree that violence is a problem at their school	22%	48%	27%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	37%	18%	32%
Ever been raped	–	6%	–
Ever been forced to do anything sexual	20%	11%	16%
Dating partner forced something sexual in past 12 months	–	9%	–
Physical violence by dating partner (past 12 months)	–	10%	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Composite measure: answered affirmatively to any sexual or dating violence question	24%	16%	27%
Sent, received or shared sexual photos or images (past 30 days)	25%	16%	25%
Bullied on school property (past 12 months)	36%	32%	30%
Electronically bullied (past 12 months)	28%	20%	21%
Composite measure: answered affirmatively to being bullied online and/or at school	42%	36%	34%
Agree or strongly agree that bullying is a problem at school	43%	59%	40%
Self-harm (past 12 months)	21%	21%	20%
Problems with anxiety (past 12 months)	46%	55%	65%
So sad or hopeless that stopped usual activities (past 12 months)	36%	33%	46%
Seriously considered suicide (past 12 months)	24%	20%	29%
Made a suicide plan (past 12 months)	24%	18%	20%
Attempted suicide (past 12 months)	22%	6%	9%
Composite measure: answered affirmatively to any of the previous six mental health questions	56%	61%	73%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	–
Ever tried cigarettes	41%	27%	33%
Among smokers, the percent who tried cigarettes before age 13	–	45%	–
Smoke cigarettes (past 30 days)	–	10%	–
Ever tried vaping/juul/e-cigarettes	34%	34%	47%
Vape/juul/e-cigarettes (past 30 days)	19%	20%	26%
Use chew, dip, other smokeless tobacco (past 30 days)	–	4%	–
Smoke cigars/cigarillos (past 30 days)	–	5%	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	–	42%	–
Ever had an alcoholic beverage	64%	41%	59%
Among students who have drunk alcohol, percent whose first drink was before age 13	66%	40%	37%
Drank alcohol (past 30 days)	20%	22%	28%
Binge drink (past 30 days)	–	10%	–
Ever used marijuana	30%	19%	41%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	34%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Ever misused a prescription pain medicine	–	9%	–
Ever misused an over-the-counter drug	–	5%	–
Ever used heroin	–	–	–
Ever used methamphetamines	–	–	–
Were offered, sold, or given drugs on school property (past 12 months)	20%	15%	14%
Attended school under the influence of alcohol or drugs (past 12 months)	–	8%	–
Used any illegal drugs besides marijuana (past 12 months)	–	5%	–
Ever had sexual intercourse	–	22%	–
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	16%	–
Currently sexually active (past 3 months)	–	14%	–
Among sexually active students, the percent who used a condom during last sexual intercourse	–	62%	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–
Ate fruit every day (past 7 days)	52%	42%	40%
Ate vegetables every day (past 7 days)	44%	39%	39%
Drank water every day (past 7 days)	79%	80%	75%
Ate breakfast every day (past 7 days)	–	30%	–
Exercise most days (past 7 days)	68%	66%	61%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	77%	75%	86%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	67%	39%	72%
Saw a dentist (past 12 months)	61%	84%	74%
Sleep 8 or more hours per night	20%	41%	21%
Lived in 4 or more residences	56%	23%	43%
Experienced hunger due to lack of food at home (past 30 days)	35%	17%	43%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Largest Race/Ethnic Groups			
Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Have at least one supportive adult besides parent(s)	86%	84%	76%
Participate in school activities, teams, or clubs	54%	60%	62%
Agree or strongly agree that they belong at school	43%	50%	39%
Have at least one teacher or other adult at school to talk to	81%	76%	66%
Most of the time or always get emotional support when needed	–	25%	–
List adult as most likely source of emotional support	–	34%	–
In excellent or very good health	56%	47%	37%
Have physical disability or chronic health problem	25%	15%	11%
Work at least 1 hour per week at a paying job outside the home	48%	54%	41%
Work 10-19 hours per week at a paying job outside the home	–	19%	–
Work 20 or more hours per week at a paying job outside the home	–	8%	–
Do not have an adult in household who tries hard to make sure basic needs are met	–	4%	–
Have lived with someone who was depressed, mentally ill, or suicidal	63%	43%	60%
Knew at least one person who got very sick or died from COVID-19	66%	57%	53%
Knew 1 to 4 people who got very sick or died from COVID-19	43%	49%	42%
Knew at least 5 people who got very sick or died from COVID-19	23%	8%	12%
Do not use social media at all	–	16%	–
Use social media at least once a month	94%	84%	94%
Use social media daily	71%	65%	80%
Use social media very frequently (At least once per hour)	46%	32%	46%
Students who have been mistreated at school due to race/ethnicity	29%	7%	9%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Tables by LGBT Status

The following tables display weighted YRBS variables which are disaggregated by sexual orientation.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Most of the time or always wear a seatbelt	77%	81%
Rode with a driver who drank (past 30 days)	17%	13%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	61%	47%
Missed school due to safety concerns at school or en route (past 30 days)	28%	13%
Brought a weapon to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12 months)	20%	11%
Most of the time or always feel safe at school	60%	71%
In a physical fight on school property (past 12 months)	13%	7%
Agree or strongly agree that violence is a problem at their school	38%	43%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	41%	20%
Ever been raped	24%	5%
Ever been forced to do anything sexual	30%	10%
Dating partner forced something sexual in past 12 months	–	–
Physical violence by dating partner (past 12 months)	–	–
Composite measure: answered affirmatively to any sexual or dating violence question	38%	15%
Sent, received or shared sexual photos or images (past 30 days)	24%	18%
Bullied on school property (past 12 months)	46%	29%
Electronically bullied (past 12 months)	33%	19%
Composite measure: answered affirmatively to being bullied online and/or at school	48%	32%
Agree/strongly agree that bullying is a problem at school	72%	48%
Self-harm (past 12 months)	47%	16%
Problems with anxiety (past 12 months)	85%	50%
So sad or hopeless that stopped usual activities (past 12 months)	66%	32%
Seriously considered suicide (past 12 months)	45%	18%
Made a suicide plan (past 12 months)	35%	17%
Attempted suicide (past 12 months)	28%	5%
Composite measure: answered affirmatively to any of the previous six mental health questions	87%	58%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Among students who attempted suicide, percent who received medical attention (past 12 months)	56%	74%
Ever tried cigarettes	34%	27%
Among smokers, the percent who tried cigarettes before age 13	42%	51%
Smoke cigarettes (past 30 days)	25%	10%
Ever tried vaping/juul/e-cigarettes	53%	34%
Vape/juul/e-cigarettes (past 30 days)	27%	20%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	–	–
Ever had an alcoholic beverage	73%	42%
Among students who have drunk alcohol, percent whose first drink was before age 13	38%	44%
Drank alcohol (past 30 days)	19%	24%
Binge drink (past 30 days)	–	–
Ever used marijuana	46%	20%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	21%	13%
Ever misused a prescription pain medicine	18%	9%
Ever misused an over-the-counter drug	–	–
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	21%	15%
Attended school under the influence of alcohol or drugs (past 12 months)	17%	11%
Used any illegal drugs besides marijuana (past 12 months)	–	–
Ever had sexual intercourse	28%	25%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–
Currently sexually active (past 3 months)	–	–
Among sexually active students, the percent who used a condom during last sexual intercourse	63%	58%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	36%	43%
Ate vegetables every day (past 7 days)	42%	40%
Drank water every day (past 7 days)	66%	82%
Ate breakfast every day (past 7 days)	19%	27%
Exercise most days (past 7 days)	39%	70%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	83%	77%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	65%	47%
Saw a dentist (past 12 months)	54%	85%
Sleep 8 or more hours per night	16%	38%
Lived in 4 or more residences	57%	24%
Experienced hunger due to lack of food at home (past 30 days)	44%	22%
Have at least one supportive adult besides parent(s)	77%	83%
Participate in school activities, teams, or clubs	55%	63%
Agree or strongly agree that they belong at school	19%	54%
Have at least one teacher or other adult at school to talk to	64%	74%
Most of the time or always get emotional support when needed	–	–
List adult as most likely source of emotional support	24%	33%
In excellent or very good health	17%	51%
Have physical disability or chronic health problem	21%	12%
Work at least 1 hour per week at a paying job outside the home	43%	54%
Work 10-19 hours per week at a paying job outside the home	15%	18%
Work 20 or more hours per week at a paying job outside the home	–	–

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Do not have an adult in household who tries hard to make sure basic needs are met	–	–
Have lived with someone who was depressed, mentally ill, or suicidal	82%	41%
Knew at least one person who got very sick or died from COVID-19	61%	58%
Knew 1 to 4 people who got very sick or died from COVID-19	42%	49%
Knew at least 5 people who got very sick or died from COVID-19	18%	9%
Do not use social media at all	–	–
Use social media at least once a month	95%	87%
Use social media daily	71%	71%
Use social media very frequently (At least once per hour)	41%	38%
Students who have been mistreated at school due to race/ethnicity	13%	7%

¹ – means numbers too small to report at this level.

Tables by Average Grades (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by student's average grades. Please note that grades are self-reported.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Most of the time or always wear a seatbelt	89%	86%	72%	79%
Rode with a driver who drank (past 30 days)	12%	14%	12%	20%
Drove after drinking (past 30 days)	–	–	0%	–
Text/email while driving(past 30 days)	46%	55%	–	–
Missed school due to safety concerns at school or en route (past 30 days)	9%	13%	13%	25%
Brought a weapon to school (past 30 days)	–	10%	14%	–
Threatened or injured with a weapon at school (past 12 months)	10%	–	13%	–
Most of the time or always feel safe at school	78%	70%	68%	65%
In a physical fight on school property (past 12 months)	5%	9%	12%	18%
Agree or strongly agree that violence is a problem at their school	47%	32%	38%	35%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	13%	21%	38%	34%
Ever been raped	6%	–	14%	–
Ever been forced to do anything sexual	11%	12%	11%	27%
Dating partner forced something sexual in past 12 months	9%	–	–	–
Physical violence by dating partner (past 12 months)	11%	0%	–	–
Composite measure: answered affirmatively to any sexual or dating violence question	16%	15%	22%	38%
Sent, received or shared sexual photos or images (past 30 days)	17%	14%	18%	30%
Bullied on school property (past 12 months)	29%	27%	37%	36%
Electronically bullied (past 12 months)	16%	17%	22%	44%
Composite measure: answered affirmatively to being bullied online and/or at school	32%	27%	42%	46%
Agree/strongly agree that bullying is a problem at school	57%	41%	48%	62%
Self-harm (past 12 months)	18%	13%	19%	49%
Problems with anxiety (past 12 months)	56%	48%	60%	79%
So sad or hopeless that stopped usual activities (past 12 months)	28%	30%	43%	61%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Seriously considered suicide (past 12 months)	16%	20%	35%	35%
Made a suicide plan (past 12 months)	13%	13%	26%	44%
Attempted suicide (past 12 months)	–	10%	15%	–
Composite measure: answered affirmatively to any of the previous six mental health questions	63%	53%	72%	81%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	–	–
Ever tried cigarettes	17%	27%	37%	74%
Among smokers, the percent who tried cigarettes before age 13	46%	54%	57%	35%
Smoke cigarettes (past 30 days)	7%	10%	18%	33%
Ever tried vaping/juul/e-cigarettes	27%	35%	44%	74%
Vape/juul/e-cigarettes (past 30 days)	10%	20%	32%	52%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	–	–
Smoke cigars/cigarillos (past 30 days)	–	–	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	26%	40%	46%	66%
Ever had an alcoholic beverage	40%	46%	49%	69%
Among students who have drunk alcohol, percent whose first drink was before age 13	48%	28%	51%	44%
Drank alcohol (past 30 days)	19%	22%	21%	41%
Binge drink (past 30 days)	9%	–	–	23%
Ever used marijuana	18%	18%	32%	55%
Among students who tried marijuana, the percent who first tried it before age 13	25%	–	–	–
Use marijuana (past 30 days)	7%	10%	14%	35%
Ever misused a prescription pain medicine	12%	–	–	26%
Ever misused an over-the-counter drug	–	–	–	17%
Ever used heroin	–	–	–	–
Ever used methamphetamines	–	–	–	–
Were offered, sold, or given drugs on school property (past 12 months)	13%	21%	–	–
Attended school under the influence of alcohol or drugs (past 12 months)	6%	9%	11%	33%
Used any illegal drugs besides marijuana (past 12 months)	–	–	–	–

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Ever had sexual intercourse	14%	30%	29%	41%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	–	0%
Currently sexually active (past 3 months)	9%	27%	17%	26%
Among sexually active students, the percent who used a condom during last sexual intercourse	63%	56%	57%	52%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–	–
Ate fruit every day (past 7 days)	47%	35%	41%	34%
Ate vegetables every day (past 7 days)	42%	37%	33%	40%
Drank water every day (past 7 days)	83%	81%	68%	76%
Ate breakfast every day (past 7 days)	38%	23%	–	–
Exercise most days (past 7 days)	71%	71%	58%	35%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	80%	69%	76%	84%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	38%	50%	55%	69%
Saw a dentist (past 12 months)	85%	85%	71%	72%
Sleep 8 or more hours per night	46%	27%	–	–
Lived in 4 or more residences	18%	33%	35%	58%
Experienced hunger due to lack of food at home (past 30 days)	15%	22%	34%	46%
Have at least one supportive adult besides parent(s)	88%	79%	78%	73%
Participate in school activities, teams, or clubs	70%	61%	47%	45%
Agree or strongly agree that they belong at school	56%	55%	32%	29%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Have at least one teacher or other adult at school to talk to	81%	73%	66%	68%
Most of the time or always get emotional support when needed	29%	17%	–	–
List adult as most likely source of emotional support	43%	19%	23%	27%
In excellent or very good health	58%	51%	–	–
Have physical disability or chronic health problem	16%	–	–	25%
Work at least 1 hour per week at a paying job outside the home	48%	55%	51%	43%
Work 10-19 hours per week at a paying job outside the home	16%	22%	–	–
Work 20 or more hours per week at a paying job outside the home	–	9%	15%	–
Do not have an adult in household who tries hard to make sure basic needs are met	4%	–	–	–
Have lived with someone who was depressed, mentally ill, or suicidal	40%	43%	58%	71%
Knew at least one person who got very sick or died from COVID-19	58%	60%	55%	44%
Knew 1 to 4 people who got very sick or died from COVID-19	49%	48%	45%	38%
Knew at least 5 people who got very sick or died from COVID-19	10%	12%	–	–
Do not use social media at all	14%	–	13%	–
Use social media at least once a month	86%	89%	87%	93%
Use social media daily	72%	64%	69%	71%
Use social media very frequently (At least once per hour)	34%	31%	45%	41%
Students who have been mistreated at school due to race/ethnicity	7%	9%	–	–

¹ – means numbers too small to report at this level.

Tables by Physical Disability (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by physical disability/chronic health condition status. Please note that physical disability/chronic health condition status is self-reported by students.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Most of the time or always wear a seatbelt	84%	85%
Rode with a driver who drank (past 30 days)	23%	9%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	39%	50%
Missed school due to safety concerns at school or en route (past 30 days)	19%	13%
Brought a weapon to school (past 30 days)	12%	7%
Threatened or injured with a weapon at school (past 12 months)	19%	8%
Most of the time or always feel safe at school	69%	71%
In a physical fight on school property (past 12 months)	19%	9%
Agree or strongly agree that violence is a problem at their school	61%	39%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	31%	21%
Ever been raped	23%	6%
Ever been forced to do anything sexual	21%	11%
Dating partner forced something sexual in past 12 months	–	–
Physical violence by dating partner (past 12 months)	19%	8%
Composite measure: answered affirmatively to any sexual or dating violence question	33%	16%
Sent, received or shared sexual photos or images (past 30 days)	24%	18%
Bullied on school property (past 12 months)	33%	27%
Electronically bullied (past 12 months)	36%	17%
Composite measure: answered affirmatively to being bullied online and/or at school	44%	29%
Agree/strongly agree that bullying is a problem at school	69%	50%
Self-harm (past 12 months)	32%	15%
Problems with anxiety (past 12 months)	70%	51%
So sad or hopeless that stopped usual activities (past 12 months)	48%	31%
Seriously considered suicide (past 12 months)	27%	20%
Made a suicide plan (past 12 months)	29%	17%
Attempted suicide (past 12 months)	11%	6%
Composite measure: answered affirmatively to any of the previous six mental health questions	73%	59%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–
Ever tried cigarettes	31%	26%
Among smokers, the percent who tried cigarettes before age 13	37%	44%
Smoke cigarettes (past 30 days)	16%	10%
Ever tried vaping/juul/e-cigarettes	49%	34%
Vape/juul/e-cigarettes (past 30 days)	28%	19%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	58%	41%
Ever had an alcoholic beverage	69%	42%
Among students who have drunk alcohol, percent whose first drink was before age 13	47%	39%
Drank alcohol (past 30 days)	23%	23%
Binge drink (past 30 days)	16%	11%
Ever used marijuana	28%	21%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	19%	11%
Ever misused a prescription pain medicine	19%	7%
Ever misused an over-the-counter drug	–	–
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	19%	12%
Attended school under the influence of alcohol or drugs (past 12 months)	17%	8%
Used any illegal drugs besides marijuana (past 12 months)	–	–
Ever had sexual intercourse	38%	22%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–
Currently sexually active (past 3 months)	30%	15%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Among sexually active students, the percent who used a condom during last sexual intercourse	46%	53%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	31%	45%
Ate vegetables every day (past 7 days)	28%	43%
Drank water every day (past 7 days)	73%	80%
Ate breakfast every day (past 7 days)	26%	31%
Exercise most days (past 7 days)	53%	69%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	81%	76%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	49%	45%
Saw a dentist (past 12 months)	79%	83%
Sleep 8 or more hours per night	36%	34%
Lived in 4 or more residences	34%	24%
Experienced hunger due to lack of food at home (past 30 days)	30%	20%
Have at least one supportive adult besides parent(s)	86%	84%
Participate in school activities, teams, or clubs	55%	59%
Agree or strongly agree that they belong at school	42%	50%
Have at least one teacher or other adult at school to talk to	84%	71%
Most of the time or always get emotional support when needed	28%	22%
List adult as most likely source of emotional support	51%	32%
In excellent or very good health	35%	51%
Have physical disability or chronic health problem	100%	0%
Work at least 1 hour per week at a paying job outside the home	56%	50%
Work 10-19 hours per week at a paying job outside the home	14%	15%
Work 20 or more hours per week at a paying job outside the home	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Physical Disability or Chronic Health Condition		
Behavior	Have disability or condition	No disability or condition
Do not have an adult in household who tries hard to make sure basic needs are met	17%	3%
Have lived with someone who was depressed, mentally ill, or suicidal	66%	41%
Knew at least one person who got very sick or died from COVID-19	56%	56%
Knew 1 to 4 people who got very sick or died from COVID-19	52%	47%
Knew at least 5 people who got very sick or died from COVID-19	–	–
Do not use social media at all	–	–
Use social media at least once a month	93%	86%
Use social media daily	70%	69%
Use social media very frequently (At least once per hour)	40%	34%
Students who have been mistreated at school due to race/ethnicity	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Tables by Special Education Services (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by IEP/504 status. Please note that IEP/504 status is self-reported by students.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Most of the time or always wear a seatbelt	78%	80%	85%
Rode with a driver who drank (past 30 days)	21%	0%	12%
Drove after drinking (past 30 days)	–	–	–
Text/email while driving(past 30 days)	–	–	47%
Missed school due to safety concerns at school or en route (past 30 days)	28%	0%	11%
Brought a weapon to school (past 30 days)	–	–	8%
Threatened or injured with a weapon at school (past 12 months)	–	–	10%
Most of the time or always feel safe at school	61%	58%	76%
In a physical fight on school property (past 12 months)	–	–	6%
Agree or strongly agree that violence is a problem at their school	–	–	41%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	–	–	21%
Ever been raped	18%	0%	7%
Ever been forced to do anything sexual	–	–	12%
Dating partner forced something sexual in past 12 months	–	–	8%
Physical violence by dating partner (past 12 months)	–	–	10%
Composite measure: answered affirmatively to any sexual or dating violence question	–	–	17%
Sent, received or shared sexual photos or images (past 30 days)	–	–	17%
Bullied on school property (past 12 months)	39%	53%	29%
Electronically bullied (past 12 months)	–	–	18%
Composite measure: answered affirmatively to being bullied online and/or at school	45%	53%	30%
Agree/strongly agree that bullying is a problem at school	51%	73%	51%
Self-harm (past 12 months)	–	–	20%
Problems with anxiety (past 12 months)	60%	58%	58%
So sad or hopeless that stopped usual activities (past 12 months)	–	–	36%
Seriously considered suicide (past 12 months)	25%	43%	20%
Made a suicide plan (past 12 months)	–	–	17%
Attempted suicide (past 12 months)	–	–	5%

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Composite measure: answered affirmatively to any of the previous six mental health questions	67%	68%	64%
Among students who attempted suicide, percent who received medical attention (past 12 months)	87%	0%	51%
Ever tried cigarettes	–	–	29%
Among smokers, the percent who tried cigarettes before age 13	–	–	45%
Smoke cigarettes (past 30 days)	–	–	11%
Ever tried vaping/juul/e-cigarettes	–	–	38%
Vape/juul/e-cigarettes (past 30 days)	–	–	20%
Use chew, dip, other smokeless tobacco (past 30 days)	–	0%	–
Smoke cigars/cigarillos (past 30 days)	–	–	4%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	–	–	54%
Ever had an alcoholic beverage	52%	56%	47%
Among students who have drunk alcohol, percent whose first drink was before age 13	–	–	36%
Drank alcohol (past 30 days)	–	–	26%
Binge drink (past 30 days)	–	–	11%
Ever used marijuana	–	–	26%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	19%
Use marijuana (past 30 days)	–	–	13%
Ever misused a prescription pain medicine	–	–	9%
Ever misused an over-the-counter drug	9%	0%	4%
Ever used heroin	–	0%	–
Ever used methamphetamines	–	0%	–
Were offered, sold, or given drugs on school property (past 12 months)	–	–	13%
Attended school under the influence of alcohol or drugs (past 12 months)	–	–	11%
Used any illegal drugs besides marijuana (past 12 months)	–	–	4%
Ever had sexual intercourse	–	–	26%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	15%
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	18%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Currently sexually active (past 3 months)	–	–	17%
Among sexually active students, the percent who used a condom during last sexual intercourse	–	–	65%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	–
Ate fruit every day (past 7 days)	40%	38%	43%
Ate vegetables every day (past 7 days)	–	–	41%
Drank water every day (past 7 days)	66%	79%	80%
Ate breakfast every day (past 7 days)	–	–	29%
Exercise most days (past 7 days)	–	–	69%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	72%	80%	77%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	55%	68%	46%
Saw a dentist (past 12 months)	71%	90%	81%
Sleep 8 or more hours per night	–	–	34%
Lived in 4 or more residences	–	–	26%
Experienced hunger due to lack of food at home (past 30 days)	–	–	23%
Have at least one supportive adult besides parent(s)	68%	79%	85%
Participate in school activities, teams, or clubs	51%	81%	60%
Agree or strongly agree that they belong at school	–	–	50%
Have at least one teacher or other adult at school to talk to	76%	66%	74%
Most of the time or always get emotional support when needed	–	–	20%
List adult as most likely source of emotional support	–	–	32%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Special Education Services Status (Self-Reported)			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
In excellent or very good health	–	–	48%
Have physical disability or chronic health problem	35%	0%	11%
Work at least 1 hour per week at a paying job outside the home	–	–	54%
Work 10-19 hours per week at a paying job outside the home	–	–	20%
Work 20 or more hours per week at a paying job outside the home	–	–	7%
Do not have an adult in household who tries hard to make sure basic needs are met	20%	–	–
Have lived with someone who was depressed, mentally ill, or suicidal	66%	48%	46%
Knew at least one person who got very sick or died from COVID-19	49%	64%	59%
Knew 1 to 4 people who got very sick or died from COVID-19	35%	48%	50%
Knew at least 5 people who got very sick or died from COVID-19	–	–	9%
Do not use social media at all	–	–	12%
Use social media at least once a month	78%	93%	88%
Use social media daily	53%	60%	71%
Use social media very frequently (At least once per hour)	31%	46%	35%
Students who have been mistreated at school due to race/ethnicity	–	–	5%

¹ – means numbers too small to report at this level.

Tables by Food Insecurity (Self-Reported)

The following tables display weighted YRBS variables which are disaggregated by food insecurity status. Please note that food insecurity is self-reported by students.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Most of the time or always wear a seatbelt	70%	87%
Rode with a driver who drank (past 30 days)	28%	7%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	61%	44%
Missed school due to safety concerns at school or en route (past 30 days)	24%	11%
Brought a weapon to school (past 30 days)	13%	5%
Threatened or injured with a weapon at school (past 12 months)	16%	9%
Most of the time or always feel safe at school	57%	76%
In a physical fight on school property (past 12 months)	13%	8%
Agree or strongly agree that violence is a problem at their school	50%	37%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	37%	19%
Ever been raped	27%	4%
Ever been forced to do anything sexual	25%	9%
Dating partner forced something sexual in past 12 months	16%	7%
Physical violence by dating partner (past 12 months)	23%	5%
Composite measure: answered affirmatively to any sexual or dating violence question	41%	12%
Sent, received or shared sexual photos or images (past 30 days)	38%	12%
Bullied on school property (past 12 months)	42%	28%
Electronically bullied (past 12 months)	38%	15%
Composite measure: answered affirmatively to being bullied online and/or at school	49%	31%
Agree/strongly agree that bullying is a problem at school	57%	51%
Self-harm (past 12 months)	37%	15%
Problems with anxiety (past 12 months)	80%	51%
So sad or hopeless that stopped usual activities (past 12 months)	59%	30%
Seriously considered suicide (past 12 months)	42%	17%
Made a suicide plan (past 12 months)	30%	16%
Attempted suicide (past 12 months)	17%	5%
Composite measure: answered affirmatively to any of the previous six mental health questions	88%	58%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–

¹ – means numbers too small to report at this level.

² Composite measures combine responses across two or more questions.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Ever tried cigarettes	48%	23%
Among smokers, the percent who tried cigarettes before age 13	55%	45%
Smoke cigarettes (past 30 days)	20%	10%
Ever tried vaping/juul/e-cigarettes	59%	31%
Vape/juul/e-cigarettes (past 30 days)	36%	17%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	57%	40%
Ever had an alcoholic beverage	74%	40%
Among students who have drunk alcohol, percent whose first drink was before age 13	41%	41%
Drank alcohol (past 30 days)	44%	17%
Binge drink (past 30 days)	21%	8%
Ever used marijuana	53%	17%
Among students who tried marijuana, the percent who first tried it before age 13	34%	18%
Use marijuana (past 30 days)	34%	7%
Ever misused a prescription pain medicine	19%	8%
Ever misused an over-the-counter drug	9%	4%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	21%	13%
Attended school under the influence of alcohol or drugs (past 12 months)	24%	8%
Used any illegal drugs besides marijuana (past 12 months)	10%	3%
Ever had sexual intercourse	41%	18%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–
Currently sexually active (past 3 months)	35%	10%
Among sexually active students, the percent who used a condom during last sexual intercourse	41%	69%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	37%	43%
Ate vegetables every day (past 7 days)	39%	40%
Drank water every day (past 7 days)	74%	80%
Ate breakfast every day (past 7 days)	14%	33%
Exercise most days (past 7 days)	52%	69%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	87%	75%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	69%	43%
Saw a dentist (past 12 months)	61%	86%
Sleep 8 or more hours per night	17%	40%
Lived in 4 or more residences	48%	24%
Experienced hunger due to lack of food at home (past 30 days)	100%	0%
Have at least one supportive adult besides parent(s)	75%	84%
Participate in school activities, teams, or clubs	60%	60%
Agree or strongly agree that they belong at school	31%	52%
Have at least one teacher or other adult at school to talk to	66%	76%
Most of the time or always get emotional support when needed	14%	23%
List adult as most likely source of emotional support	28%	34%
In excellent or very good health	25%	51%
Have physical disability or chronic health problem	17%	13%
Work at least 1 hour per week at a paying job outside the home	44%	52%
Work 10-19 hours per week at a paying job outside the home	16%	16%
Work 20 or more hours per week at a paying job outside the home	7%	7%
Do not have an adult in household who tries hard to make sure basic needs are met	8%	4%
Have lived with someone who was depressed, mentally ill, or suicidal	74%	40%

¹ – means numbers too small to report at this level.

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Knew at least one person who got very sick or died from COVID-19	60%	55%
Knew 1 to 4 people who got very sick or died from COVID-19	51%	45%
Knew at least 5 people who got very sick or died from COVID-19	9%	10%
Do not use social media at all	–	–
Use social media at least once a month	94%	85%
Use social media daily	76%	67%
Use social media very frequently (At least once per hour)	47%	33%
Students who have been mistreated at school due to race/ethnicity	15%	7%

¹ – means numbers too small to report at this level.

APPENDIX B: OPTIONAL MODULE RESULTS

Optional Module 1: Drug-Free Communities

School did not include optional module 1 in its survey

Optional Module 2: Youth Tobacco

School did not include optional module 2 in its survey.

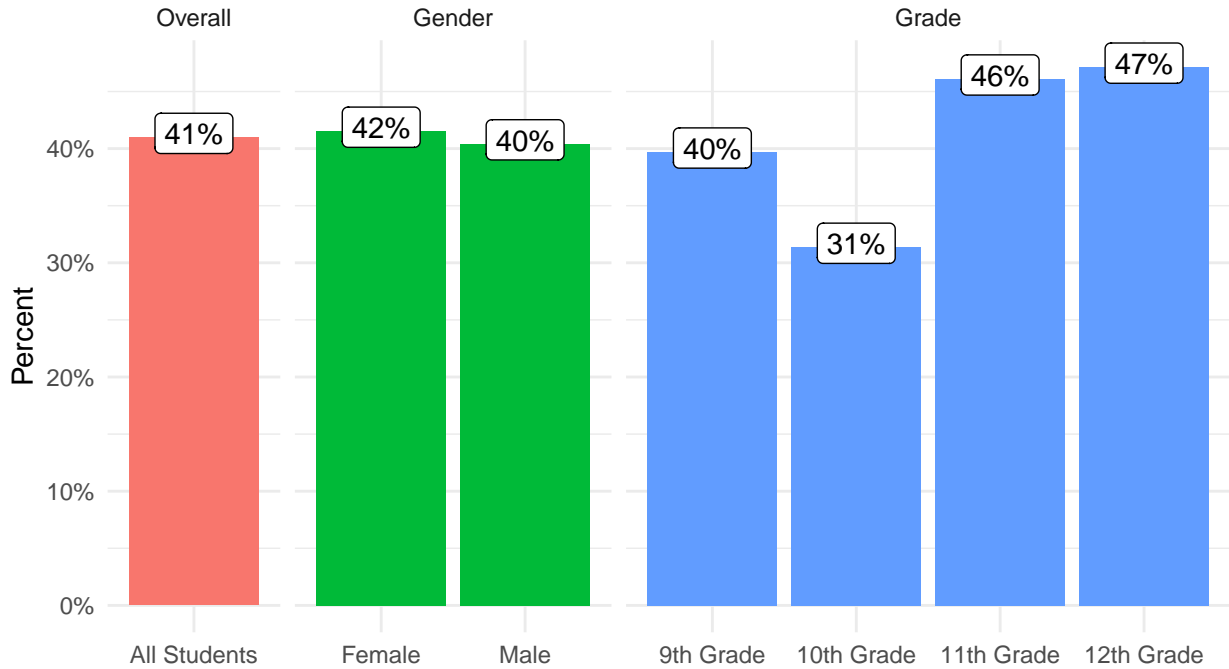
Optional Module 3: Adversity and Protective Factors

School did not include optional module 3 in its survey.

Optional Module 4: School Climate

School Violence As Problem

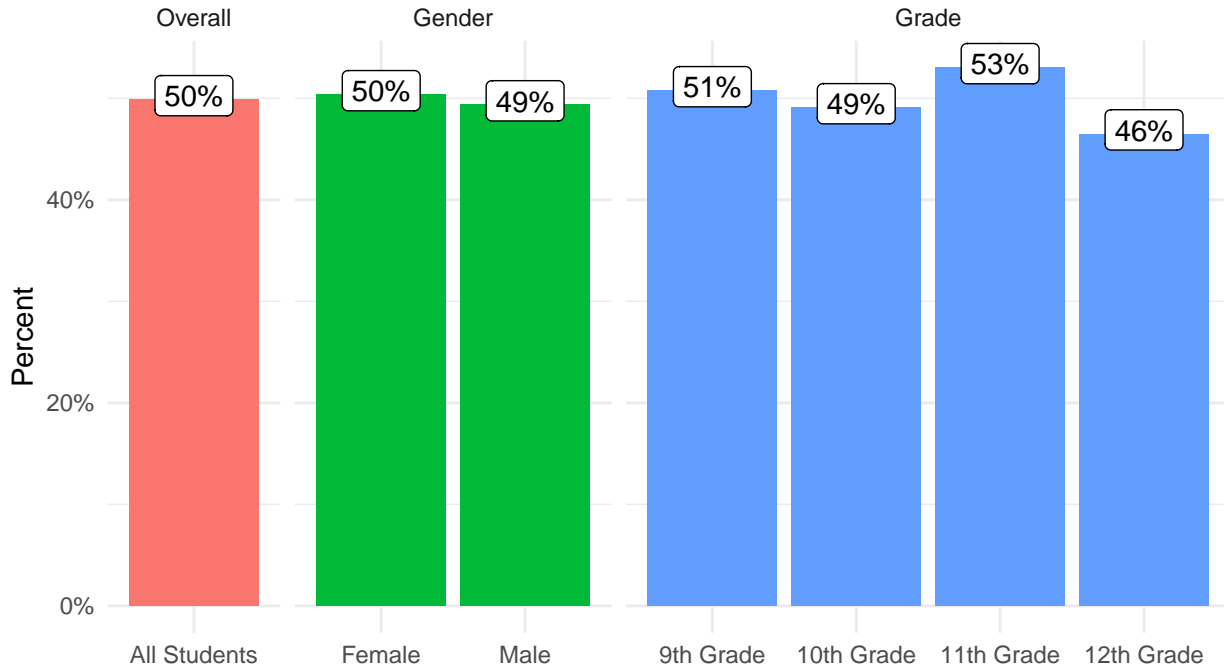
Agree or strongly agree that violence is a problem at their school



Missing bars mean numbers are too small to report

Engaged In Learning

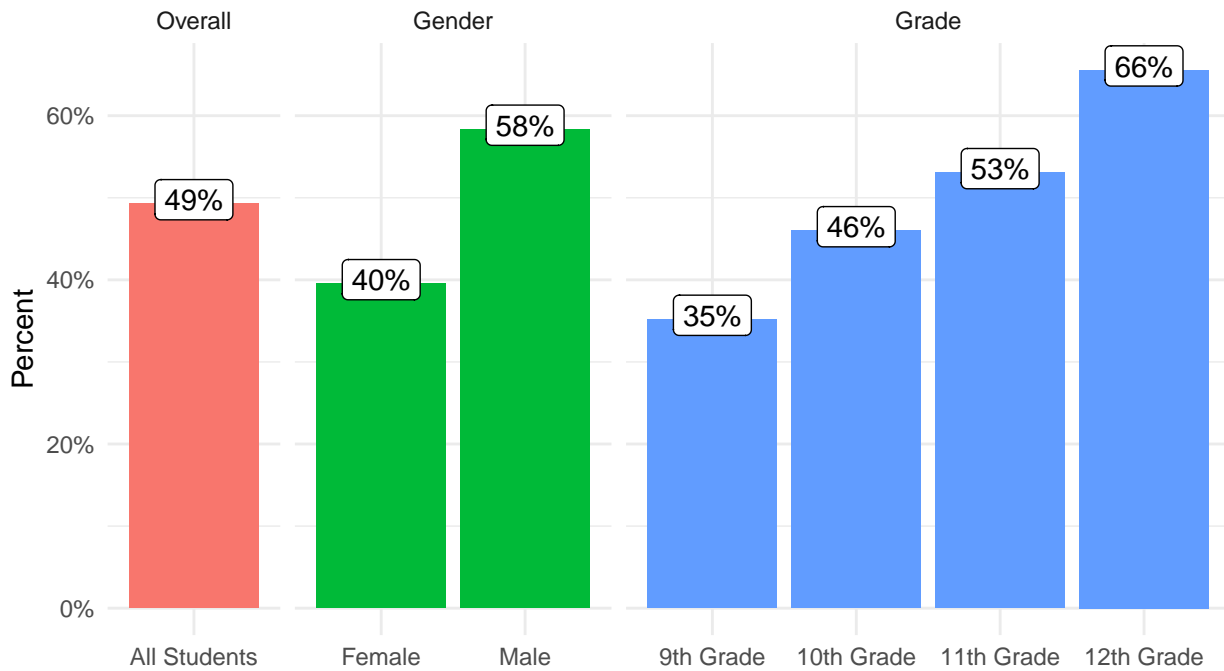
Agree or strongly agree that what they're learning in school is important to them



Missing bars mean numbers are too small to report

Teachers Are Accessible

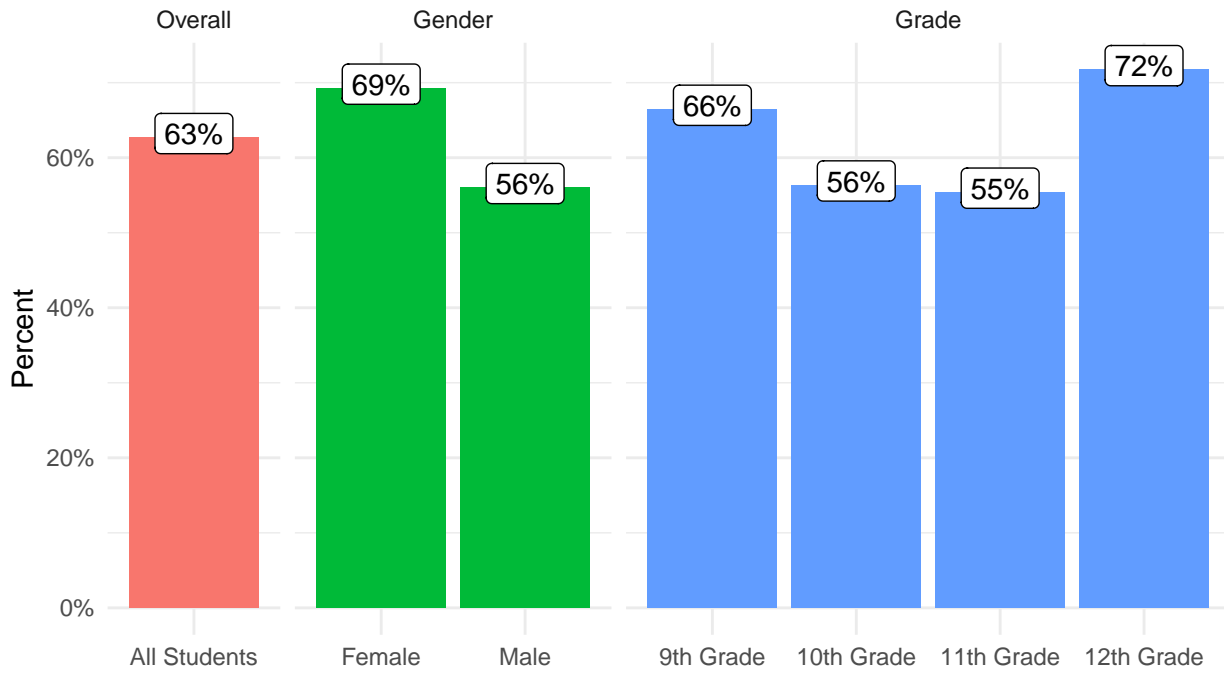
Agree/strongly agree that there are lots of chances to talk with teachers one-on-one



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Differences Targeted At School

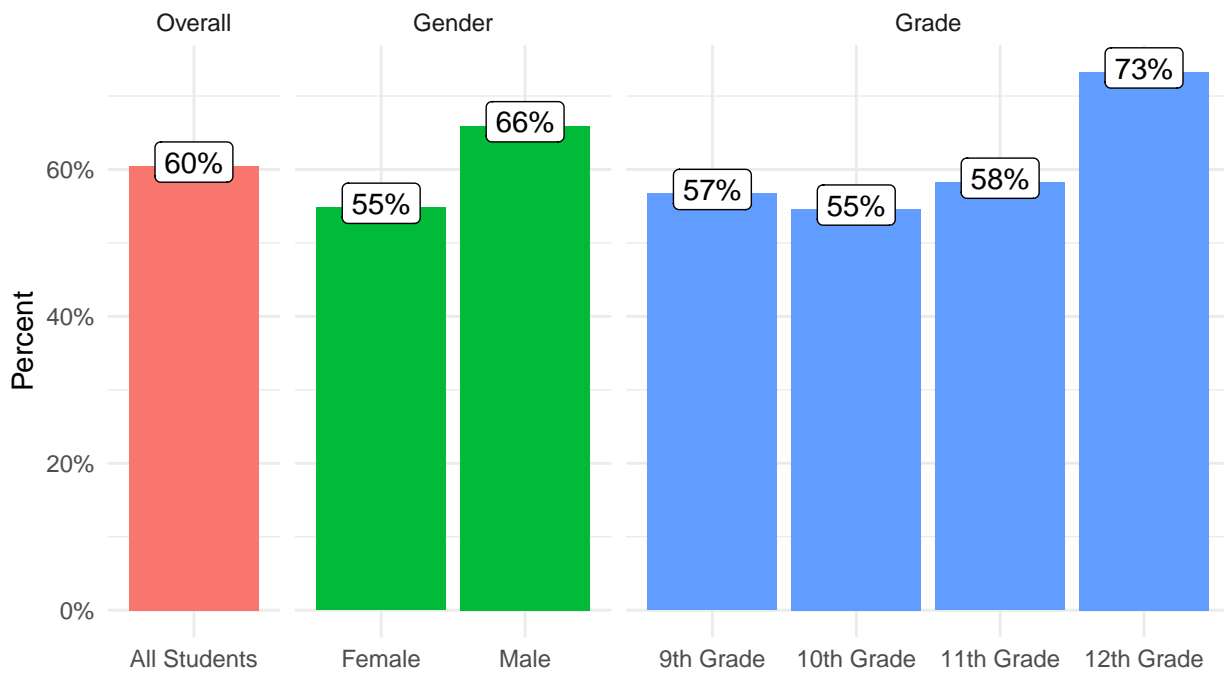
Agree or strongly agree that students get picked on for being different at school



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Participation and Inclusion

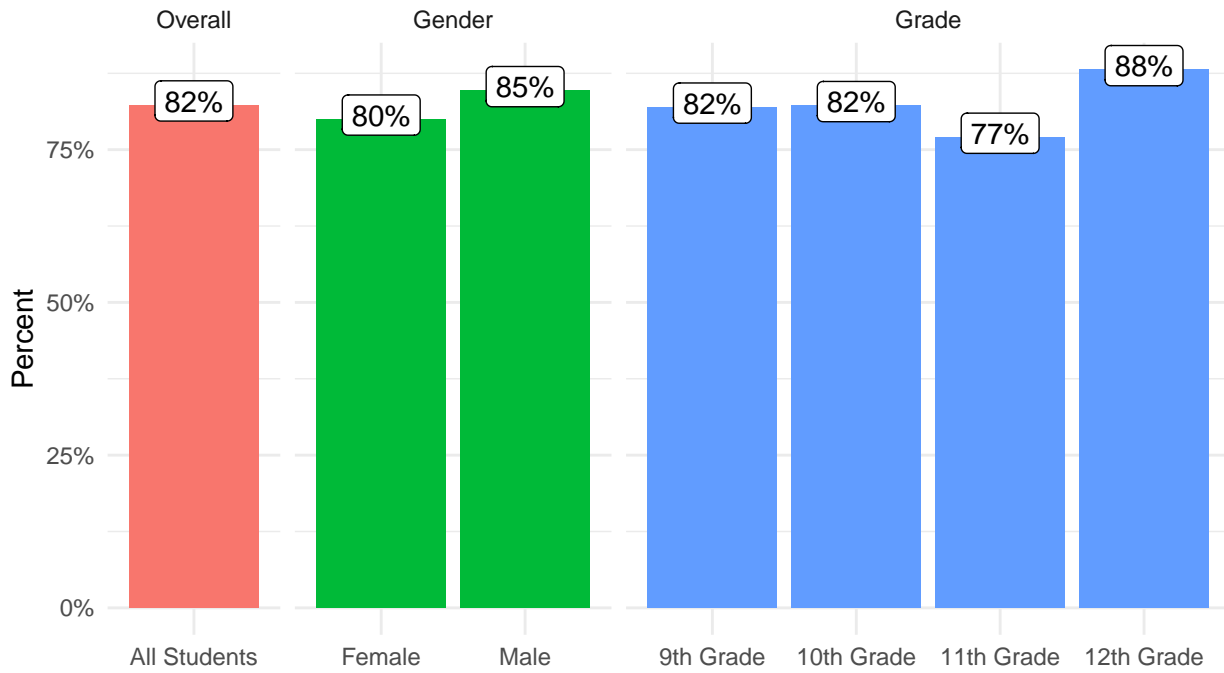
Agree/strongly agree that have opportunities to take part in class/school



Missing bars mean numbers are too small to report

Sports Participation and Inclusion

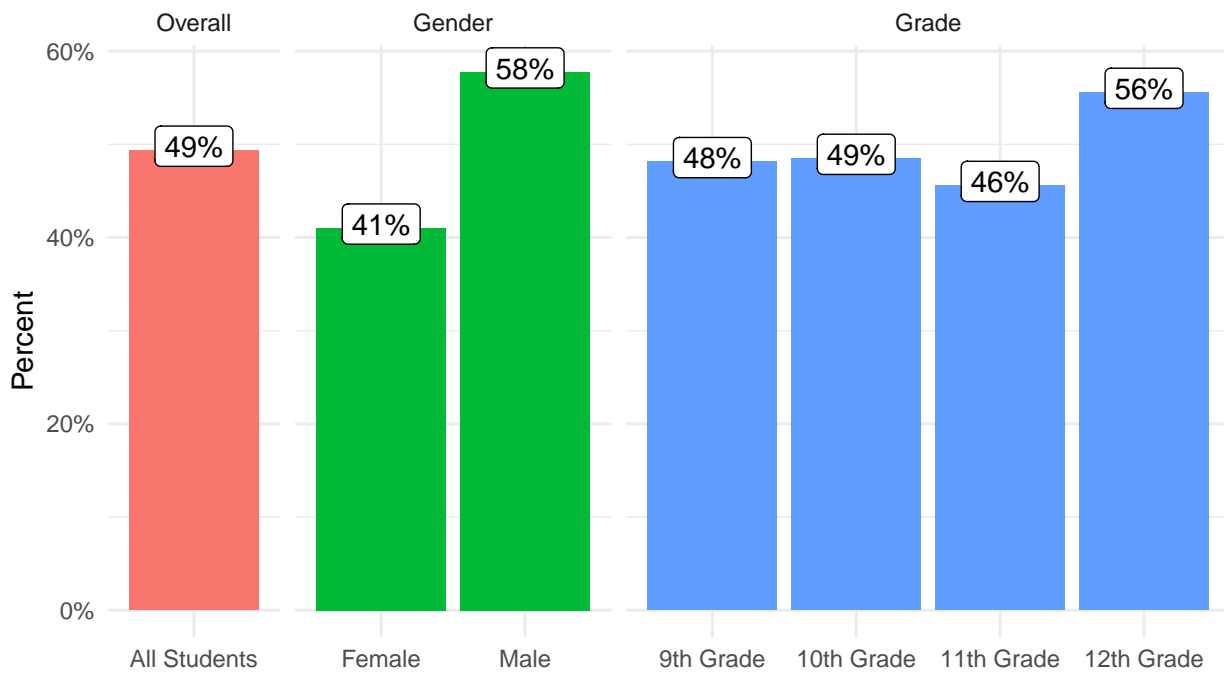
Agree or strongly agree that there are lots of opportunities for students to participate in sports



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Encouraging Teachers

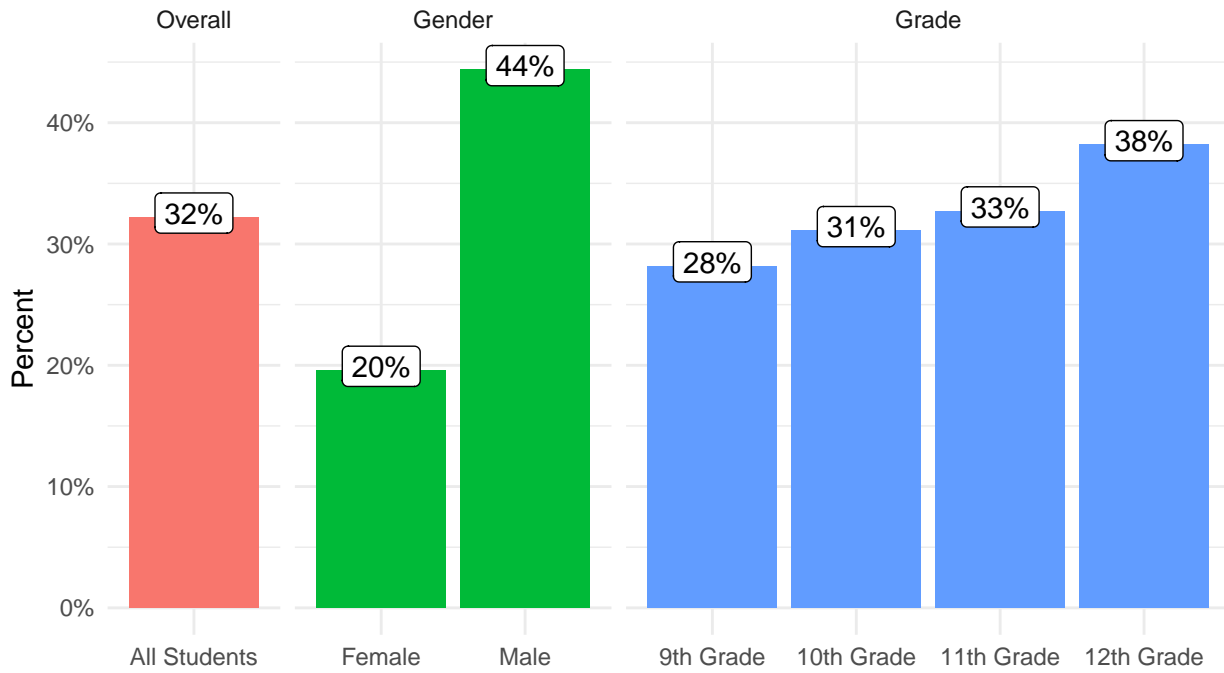
Agree or strongly agree that teachers notice when they do a good job



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Welcoming Environment

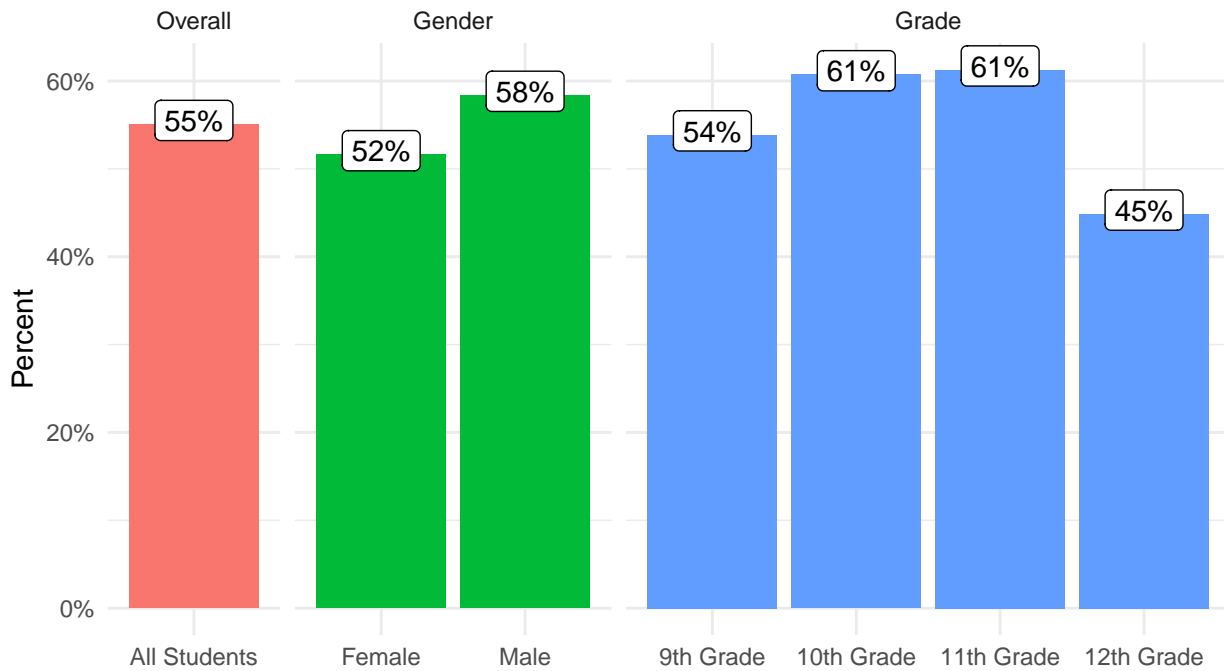
Agree or strongly agree that the school is friendly and welcoming



Missing bars mean numbers are too small to report

Rules Enforced

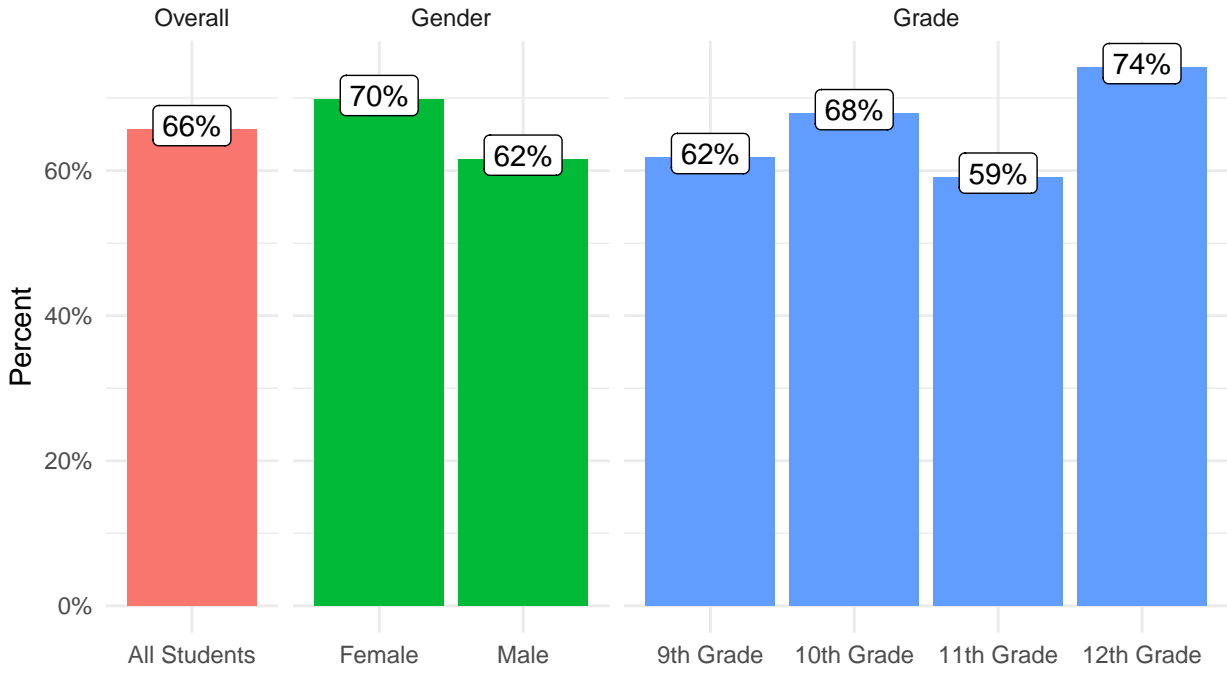
Agree or strongly agree that staff enforce school rules



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High Expectations

Agree or strongly agree that teachers expect them to do their best



Missing bars mean numbers are too small to report

Weighted School Climate Optional Module Results Overall	
Behavior	Percent
Agree or strongly agree that violence is a problem at their school	41%
Agree or strongly agree that what they're learning in school is important to them	50%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	49%
Agree or strongly agree that students get picked on for being different at school	63%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	60%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	82%
Agree or strongly agree that teachers notice when they do a good job	49%
Agree or strongly agree that the school is friendly and welcoming	32%
Agree or strongly agree that staff enforce school rules	55%
Agree or strongly agree that teachers expect them to do their best	66%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Sex		
Behavior	Female	Male
Agree or strongly agree that violence is a problem at their school	42%	40%
Agree or strongly agree that what they're learning in school is important to them	50%	49%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	40%	58%
Agree or strongly agree that students get picked on for being different at school	69%	56%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	55%	66%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	80%	85%
Agree or strongly agree that teachers notice when they do a good job	41%	58%
Agree or strongly agree that the school is friendly and welcoming	20%	44%
Agree or strongly agree that staff enforce school rules	52%	58%
Agree or strongly agree that teachers expect them to do their best	70%	62%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Grade Level				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Agree or strongly agree that violence is a problem at their school	40%	31%	46%	47%
Agree or strongly agree that what they're learning in school is important to them	51%	49%	53%	46%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	35%	46%	53%	66%
Agree or strongly agree that students get picked on for being different at school	66%	56%	55%	72%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	57%	55%	58%	73%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	82%	82%	77%	88%
Agree or strongly agree that teachers notice when they do a good job	48%	49%	46%	56%
Agree or strongly agree that the school is friendly and welcoming	28%	31%	33%	38%
Agree or strongly agree that staff enforce school rules	54%	61%	61%	45%
Agree or strongly agree that teachers expect them to do their best	62%	68%	59%	74%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Largest Race/Ethnic Groups			
Behavior	Hispanic	White Non- Hisp	Other Non- Hisp
Agree or strongly agree that violence is a problem at their school	28%	48%	25%
Agree or strongly agree that what they're learning in school is important to them	39%	52%	46%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	50%	52%	42%
Agree or strongly agree that students get picked on for being different at school	61%	62%	66%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	63%	69%	39%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	84%	87%	71%
Agree or strongly agree that teachers notice when they do a good job	56%	53%	40%
Agree or strongly agree that the school is friendly and welcoming	39%	32%	32%
Agree or strongly agree that staff enforce school rules	52%	58%	48%
Agree or strongly agree that teachers expect them to do their best	50%	67%	66%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Sexual Orientation/Gender Identity		
Behavior	LGBT	Straight-Cisgender
Agree or strongly agree that violence is a problem at their school	45%	43%
Agree or strongly agree that what they're learning in school is important to them	40%	51%
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	29%	52%
Agree or strongly agree that students get picked on for being different at school	88%	58%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	38%	66%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	63%	86%
Agree or strongly agree that teachers notice when they do a good job	33%	53%
Agree or strongly agree that the school is friendly and welcoming	–	–
Agree or strongly agree that staff enforce school rules	51%	58%
Agree or strongly agree that teachers expect them to do their best	65%	65%

¹ – means numbers too small to report at this level.

Weighted Optional Module Results By Average Grades (Self-Reported)				
Behavior	A's	B's	C's	D's or F's
Agree or strongly agree that violence is a problem at their school	46%	37%	37%	46%
Agree or strongly agree that what they're learning in school is important to them	62%	50%	–	–
Agree or strongly agree that there are lots of chances to talk with teachers one-on-one	58%	55%	38%	36%
Agree or strongly agree that students get picked on for being different at school	65%	60%	60%	75%
Agree or strongly agree that there are lots of opportunities for students to take part in class discussions or school activities	71%	67%	45%	48%
Agree or strongly agree that there are lots of opportunities for students to participate in sports	88%	91%	75%	72%
Agree or strongly agree that teachers notice when they do a good job	58%	52%	38%	40%
Agree or strongly agree that the school is friendly and welcoming	33%	41%	28%	25%
Agree or strongly agree that staff enforce school rules	62%	58%	44%	55%
Agree or strongly agree that teachers expect them to do their best	76%	62%	61%	52%

¹ – means numbers too small to report at this level.

TECHNICAL NOTES

SAMPLING:

As noted previously, schools were encouraged to use a census (school-wide) approach to their local data collection. For official State of Wisconsin statistics, a two-stage cluster approach is utilized to generate a representative sample of public high school students in Wisconsin. For more information, see CDC's most recent YRBS Data User's Guide.

DATA QUALITY EDITS

This report replicates CDC's data edits for all questions that appear on Wisconsin's YRBS. Those data edits can be found in CDC's 2023 YRBS Data User's Guide, which is available at: <https://www.cdc.gov/healthyouth/data/yrbs/data.htm>

For cases in which Wisconsin's survey included questions not included in the CDC data user's guide, the logic of the CDC guide was extended to include the Wisconsin-specific questions.

WEIGHTING

Post-stratification weights or raking was used to account for any differences between the school (or district) composition and the composition of survey respondents. Raking was employed to reflect the surveyed population. If the surveyed population differed from the school population (e.g., if the school only surveyed certain grades), then their results reflect the population surveyed rather than the school as a whole.

Raking categories were grade by sex (e.g., 9th grade females) and three race/ethnic categories: Hispanic, Non-Hispanic White, Non-Hispanic Other. Those three categories were chosen to best fit the most number of schools. Population figures for each school were drawn from the student enrollment data provided by schools to the Department of Public Instruction. A minimum weighted count of 15 was used as the threshold for applying raked weights. For instance, if there were fewer than 15 Hispanic students in the school, then that school's results were not weighted by the race/ethnicity variable; the same applies to grade by sex.

SIGNIFICANCE LEVELS Significant levels are not displayed in this report, and results are presented regardless of whether or not they meet the threshold for statistical significance. This is in line with how DPI has previously made data available to schools. It is also helpful for small and medium sized schools, which are less likely to have results that attain statistical significance due to their size. Results in the State of Wisconsin YRBS do include information on significance levels. Schools can refer to the information on DPI's YRBS webpage and CDC's Youth Online data query tool to learn which associations are significant at the state and national level.

REDACTION Data redaction for YRBS 2023 school and district-level reports relies on primary suppression for a numerator cell size between one and five. This aligns with DPI data suppression policy for sensitive topics and reports. This means that if the number of students (overall or in a reported subgroup) who reported the behavior is between one and five, the results will not be displayed. If the number of students reporting the risk behavior (or other reported behavior) is zero, the percent will be displayed.

Where the data are broken down across comparison groups (e.g., males vs. females or across grades 9, 10, 11 and 12), complementary suppression is employed. This means that if one subgroup (e.g.,

grade 12) has too few respondents to report, then the next lowest response group (e.g., grade 10) is also redacted. This helps protect student privacy by preventing readers from using other information in the report to guess the redacted number. Complementary suppression is part of DPI's suppression rules policy because it helps to protect student privacy. Upholding student privacy is particularly important in maintaining the integrity of the YRBS and ensuring that students' responses are truly anonymous and confidential.

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