Manitowoc County 2025 Youth Risk Behavior Survey Results (High School Version)

Contents

REPORT OVERVIEW **4**
- What Is The YRBS? . . . 4
- Who Participated? . . . 5
- What's In This Report? . . . 6
- Report Version . . . 8

MOTOR VEHICLE SAFETY **9**
- Seatbelt Use . . . 9
- Risky Driving Behaviors . . . 10

SCHOOL SAFETY **13**
- Perceptions of Safety . . . 13
- Violence and Weapons At School . . . 15
- Drugs at School . . . 16
- Under the Influence at School . . . 17

SCHOOL CLIMATE **18**
- Bullying . . . 19
- Mistreatment Due to Race/Ethnicity or LGBT Status . . . 22
- School Connectedness . . . 25

MENTAL HEALTH AND WELLBEING **29**
- Anxiety, Depression and Self-Harm . . . 29
- Suicidal Thoughts and Behavior . . . 32
- Help-Seeking and Supports . . . 34

SEXUAL BEHAVIOR **37**
- Prevalence . . . 37
- Prevention of Pregnancy and Sexually Transmitted Infections (STI) . . . 38

TOBACCO **39**
- Vaping . . . 39
- Other Tobacco Products . . . 41
- Tobacco Cessation . . . 42

ALCOHOL **43**
Any Use . . . 43
Binge Drinking . . . 45

DRUG USE **46**
Marijuana . . . 46
Other Illegal Drugs . . . 48
Abuse of Legal Substances . . . 49

TECHNOLOGY USE AND ONLINE BEHAVIOR **50**
General Use Patterns . . . 50
Social Media . . . 52
Sexting . . . 56

PHYSICAL HEALTH AND NUTRITION **57**
Health in General . . . 57
Sleep and Exercise . . . 57
Nutrition . . . 62
Health Conditions and Health Care . . . 66

TRAUMA AND ADVERSITY **67**
Experiences with Parents or Guardians . . . 67
Basic Needs Served and Neglected . . . 74
Exposure to Violence . . . 77
Stable Housing . . . 79
Food Insecurity . . . 80

STUDENT EMPLOYMENT STATUS **81**

PROTECTIVE FACTORS AT A GLANCE **85**
Sense of Belonging . . . 85
Number of Supportive Adults . . . 89

HIGHER RISK POPULATIONS AT A GLANCE **92**
Food-Insecure Students At A Glance . . . 93
LGBT Students At A Glance . . . 97
Students of Color At A Glance . . . 101
Students with Low Grades At A Glance . . . 105
Students with Physical Disabilities At A Glance . . . 109
Students with Special Education Services At A Glance . . . 113
What helps? . . . 117

APPENDIX A: QUESTION-SPECIFIC TABLES **118**
Tables of Overall Results . . . 118
Tables by Sex . . . 122
Tables by Grade . . . 126

Tables by Race/Ethnic Groups 131
Tables by LGBT Status 141
Tables by Average Grades (Self-Reported) 146
Tables by Physical Disability (Self-Reported) 151
Tables by Special Education Services (Self-Reported) 156
Tables by Food Insecurity (Self-Reported) 161

APPENDIX B: OPTIONAL MODULE RESULTS 166
Optional Module 1: Drug-Free Communities 166
Optional Module 2: Youth Tobacco 167
Optional Module 3: Adversity and Protective Factors 168
Optional Module 4: School Climate 169

TECHNICAL NOTES 170

SELECTED REFERENCES 172

REPORT OVERVIEW

What Is The YRBS?

The Youth Risk Behavior Survey (YRBS) is a comprehensive health and wellness surveillance tool developed by the Centers for Disease Control and Prevention (CDC) and administered by states and municipalities. Since 1993, Wisconsin's Department of Public Instruction (DPI) has administered the YRBS to a representative sample of Wisconsin high school students every two years. The results of that survey administration form the basis for Wisconsin's official, state-level YRBS statistics. Those state-level statistics only represent the state as a whole and cannot be broken down to other geographic levels, such as county, municipality, or school district.

How Does This Differ From Prior County Reports? From 2007-2018, Wisconsin DPI provided an online system that schools could use to generate their own local YRBS results. This was a "do-it-yourself" service provided for free to schools and their partners, but was not structured to generate official, comparable statistics across Wisconsin counties. The 2019 YRBS was the first time that local data collection and analysis were fully aligned with state-level processes, which was continued in subsequent years. With this change, it became possible for DPI to produce a standard county-level report for all counties with sufficient levels of participation.

Comparisons between this report and any prior reports should take into account any differences in analytic methods and participation levels. Local results from 2007-2018 most likely represent raw percentages, unless results were cleaned and weighted by a local evaluator. The local YRBS results have been cleaned and weighted in accordance with the CDC procedures used to finalize Wisconsin's state-level YRBS results.

Criteria for County-level Results 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). Because the results are based on a census rather than a sample, DPI instituted a minimum threshold for producing county reports. This threshold helps to ensure that results are meaningful, even in the absence of sampling. YRBS County reports are produced if:

- At least three public high schools were surveyed. (*If two schools were surveyed, a report is only generated with active, written permission from both schools.*)

and either:

- More than 50% of public schools in the area successfully surveyed at least 50% of their students.
  or
- More than 50% of all public high school students in the county were surveyed.

Private schools were also able to participate, but their participation or non-participation was not used as a condition for generating reports. Wisconsin's statewide statistics are based on public schools only.

Student responses were associated with a given county based on the county in which the school is located. In some cases, schools may serve students who live in an adjoining county. Unfortunately,

there is no way to sort students according to county of residence. Thus, when school districts serve students from two or more counties, all responses from that district become part of the county in which the district is officially located.

Who Participated?

In the 2024-25 school year, there were 9 public schools in Manitowoc County that served high school students, including public charter, virtual, or other types of schools. 5 of these 9 schools participated in the survey.

3 of the 9 public high schools in the county met or exceeded the minimum 50% school-level response rate, which was one criteria for generating county-level data. Across the county, the average school-level response rate was 54%.

Participating schools included:

Lincoln High, Kiel High, McKinley Academy, Two Rivers High, Mishicot High

A total of **1577** usable responses were collected from the 5 participating schools listed above. This represented 51% of public high school students in the county.

Below is a breakdown of respondents by demographics.

Survey Subtotals By Demographics

	Subtotals
SEX	
Female	761
Male	816
GRADE	
9th Grade	403
10th Grade	404
11th Grade	434
12th Grade	336
RACE/ETHNICITY	
American Indian/Native American (Am.Ind)*	18
Asian/Pacific Islander (Asian/PI)*	112
Black/African-American (Bl/Af Am)*	41
Hispanic/Latino (Hisp)	171
Middle Eastern or North African (MENA)*	0
Multiple (Two or more races selected)*	79
White*	1156

[1] *Non-Hispanic.

SURVEYED GRADES AND RESPONSE RATES

Schools were encouraged 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.

Below is a summary of participation by grade level.

Grade 9 Participation
5 of the 9 schools with ninth graders surveyed grade 9, yielding a 9th grade response rate of 56%.

Grade 10 Participation
5 of the 9 schools with tenth graders surveyed grade 10, yielding a 10th grade response rate of 54%.

Grade 11 Participation
5 of the 9 schools with eleventh graders surveyed grade 11, yielding an 11th grade response rate of 51%.

Grade 12 Participation
4 of the 9 schools with twelfth graders schools surveyed grade 12, yielding a 12th grade response rate of 42%.

Although the analysis adjusts for differences in response rates across grades (through weighting), if some schools opted not to survey certain grades,results for that grade level may be different than they would have been with full participation across schools.

What's In This Report?

Topic Areas:

This report is organized by YRBS topic area. Each topic area contains key charts that highlight a few questions from that topic area. Bar charts display results 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.

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 local level to the national level. In order to still allow some customization, schools could choose up to two additional optional modules. County-level results are included if at least 75% of participating schools in the county selected the same optional module.

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 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.

See the Technical Notes section of this report for more information.

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., physical health, 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 more than 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.

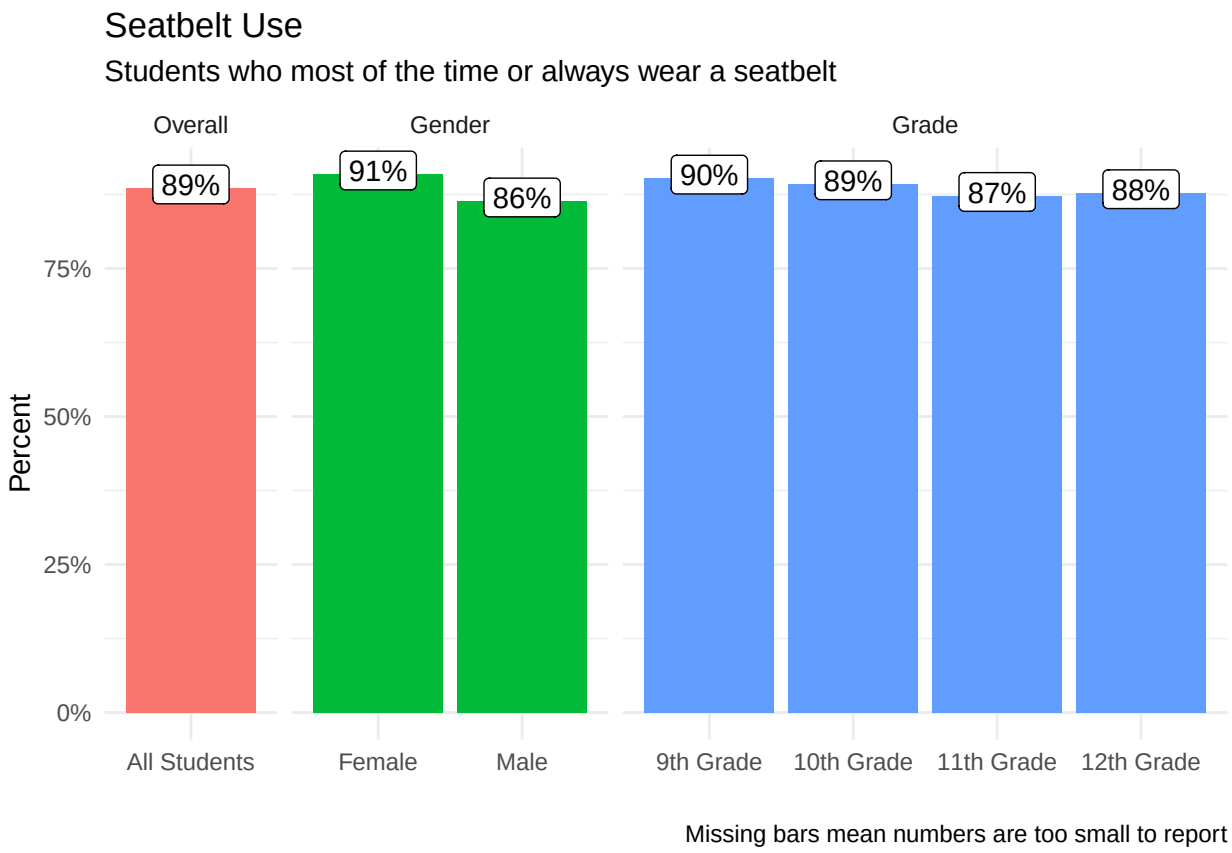
The conditions under which a survey is taken can affect data quality. If a school has substantially fewer usable surveys than students who were offered the survey, that indicates either that many students failed to answer questions, or that their answers were consistently flagged as likely to be invalid. 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 July 06, 2026.

MOTOR VEHICLE SAFETY

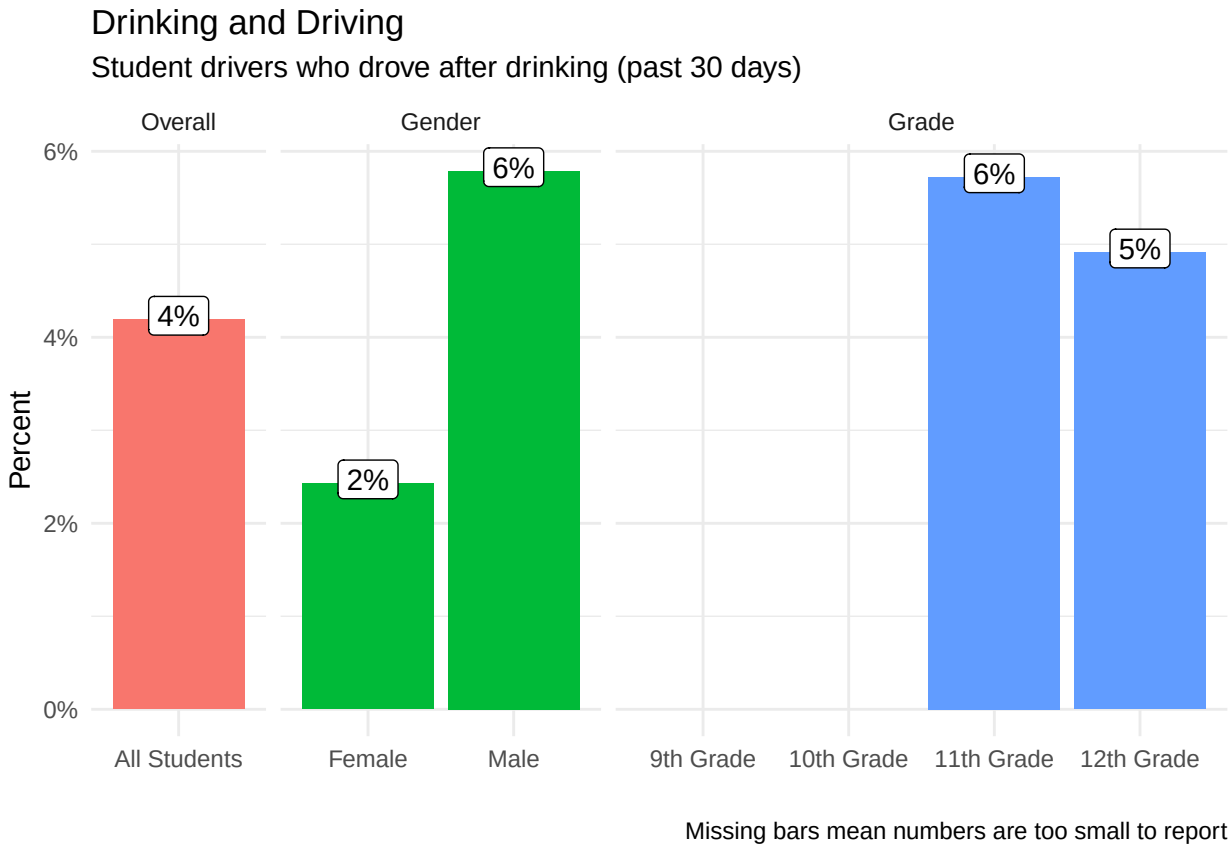
Seatbelt Use



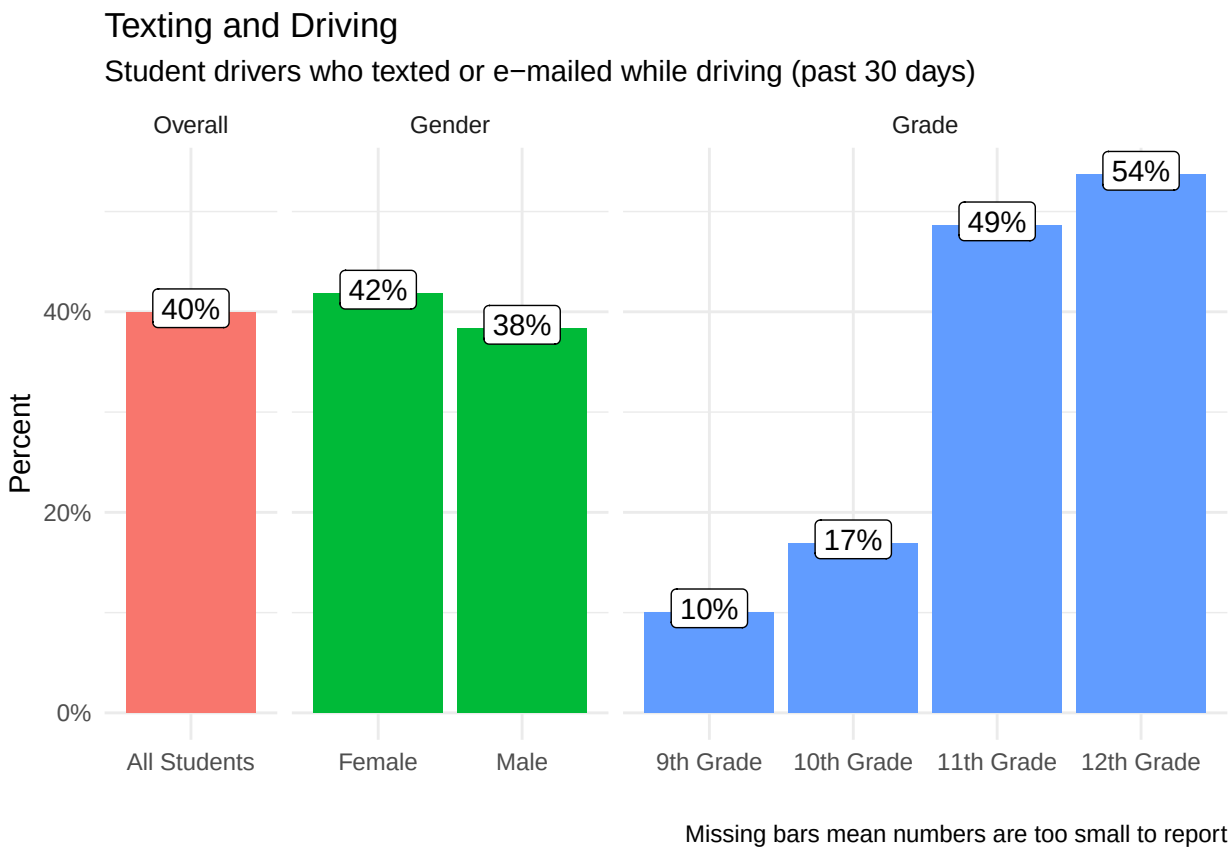
5% of students said that they never or rarely used a seatbelt.

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.



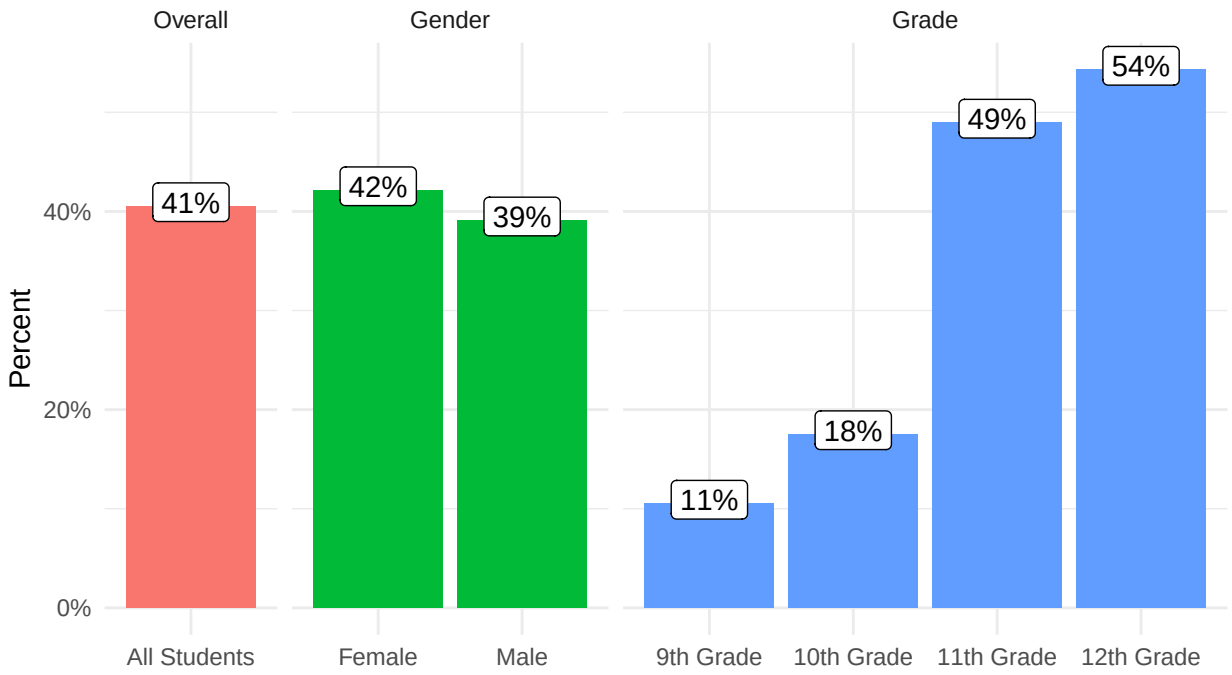
Conversely, as passengers, 13% of students rode with a driver who had been drinking.



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

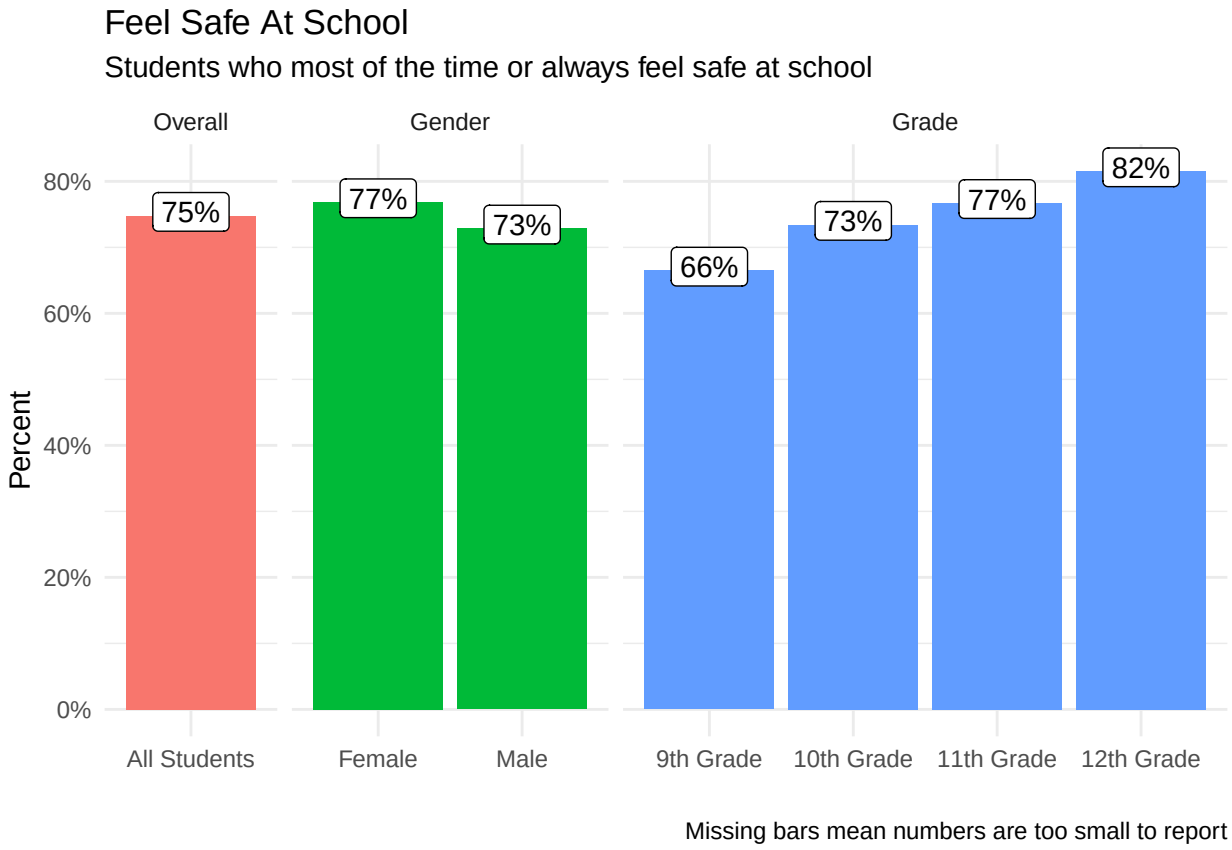


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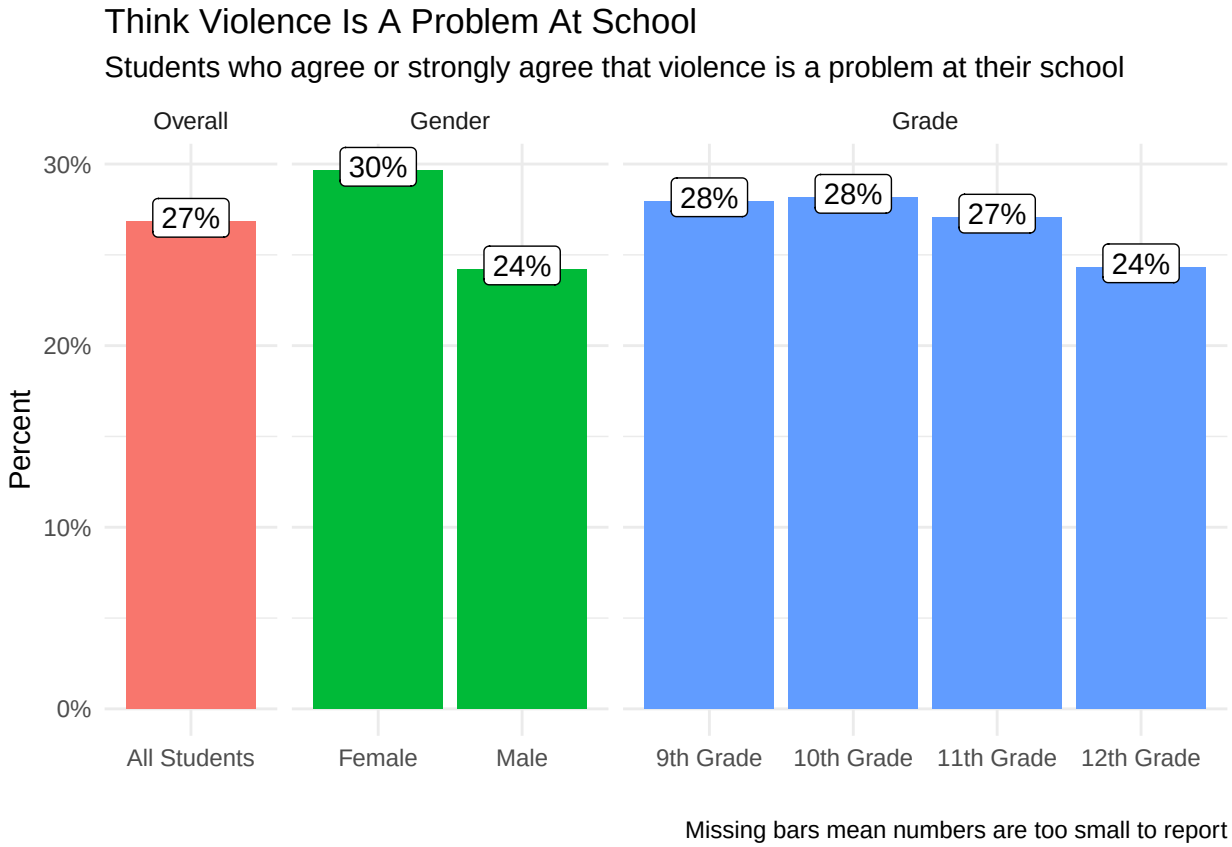
SCHOOL SAFETY

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.



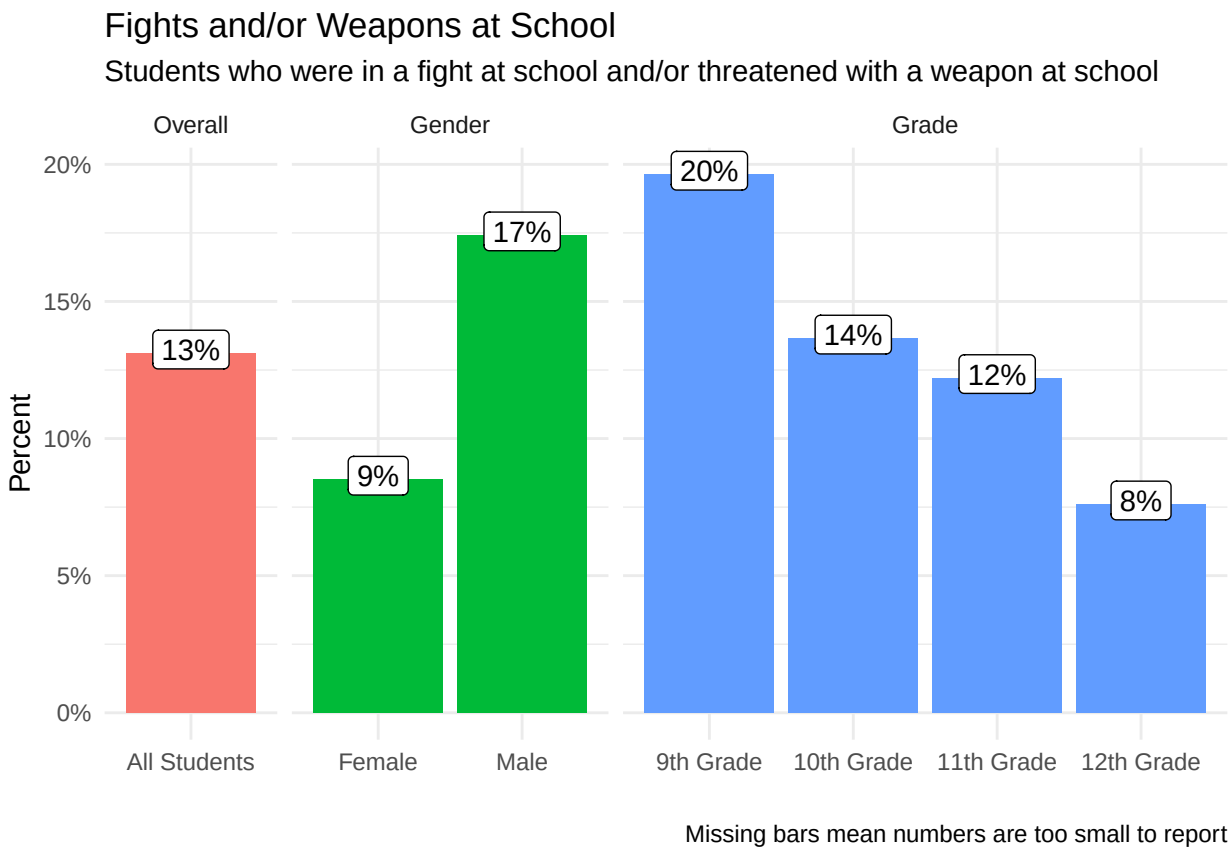
14% of students said that they rarely or never feel safe at school. Perceptions of safety are often highest among students with higher status and lower among students of color, students with disabilities, and LGBT students. Refer to the question-specific tables to see whether such differences appear to exist in this school.



A perceived lack of safety can affect school performance and school attendance. **10%** 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. 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 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/mental-health/trauma. For information on prevention of sexual violence in schools, see https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools.

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.



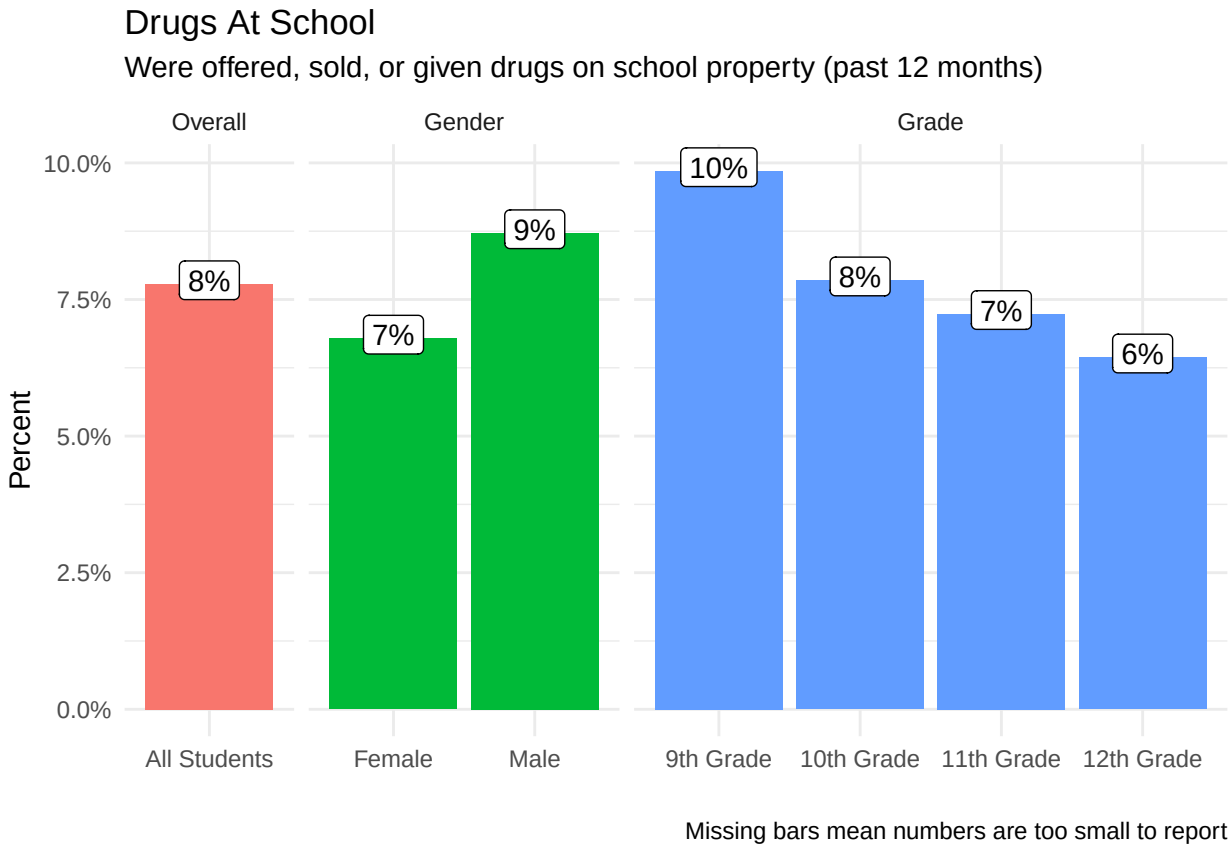
13% reported an experience of violence at school within the past 12 months: **7%** had been in a physical fight at school and **9%** had been threatened with a weapon on school property. To see more information on each of these questions, refer to the question-specific tables.

Students were also asked whether they had carried a weapon on school property in the past 30 days. **2%** said that they had done so one or more times in the past 30 days.

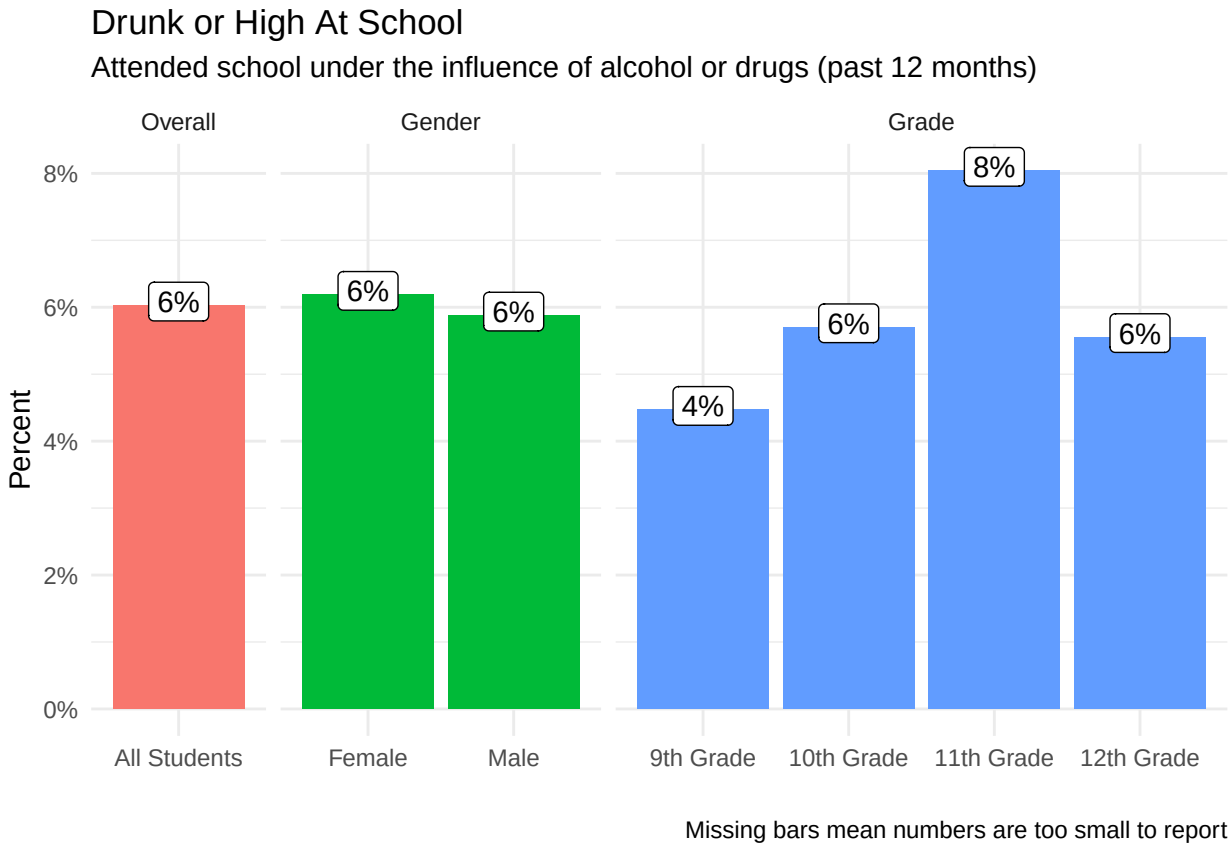
For information and resources on school-based violence prevention, see DPI's Safe Schools resources: https://dpi.wi.gov/sspw/safe-schools.

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.



Under the Influence at School



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

SCHOOL CLIMATE

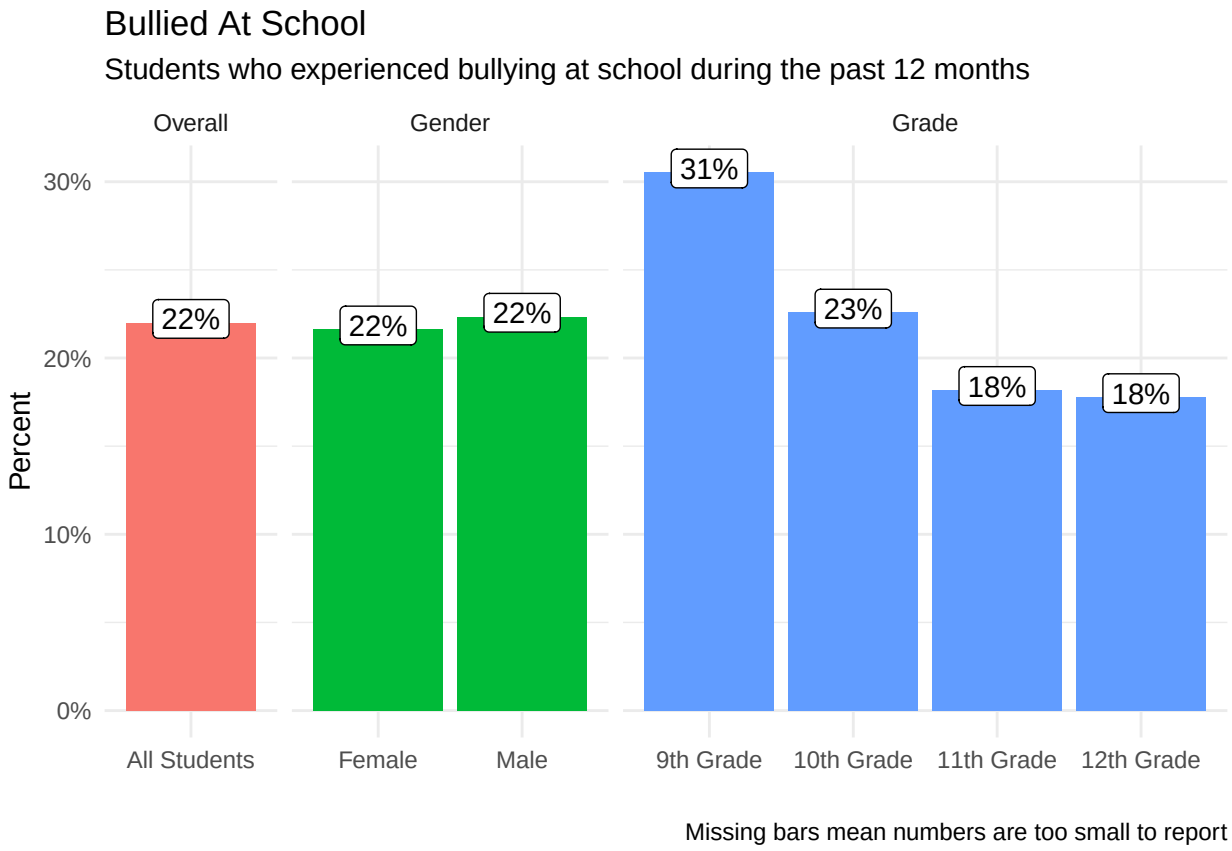
Closely related to school safety is the broader issue of school climate: whether students feel a sense of inclusion and engagement in their school. All YRBS surveys included some questions on school climate, which are reported in this section. Schools that opted for the "School Climate" optional module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

This section covers questions on bullying, mistreatment, 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.

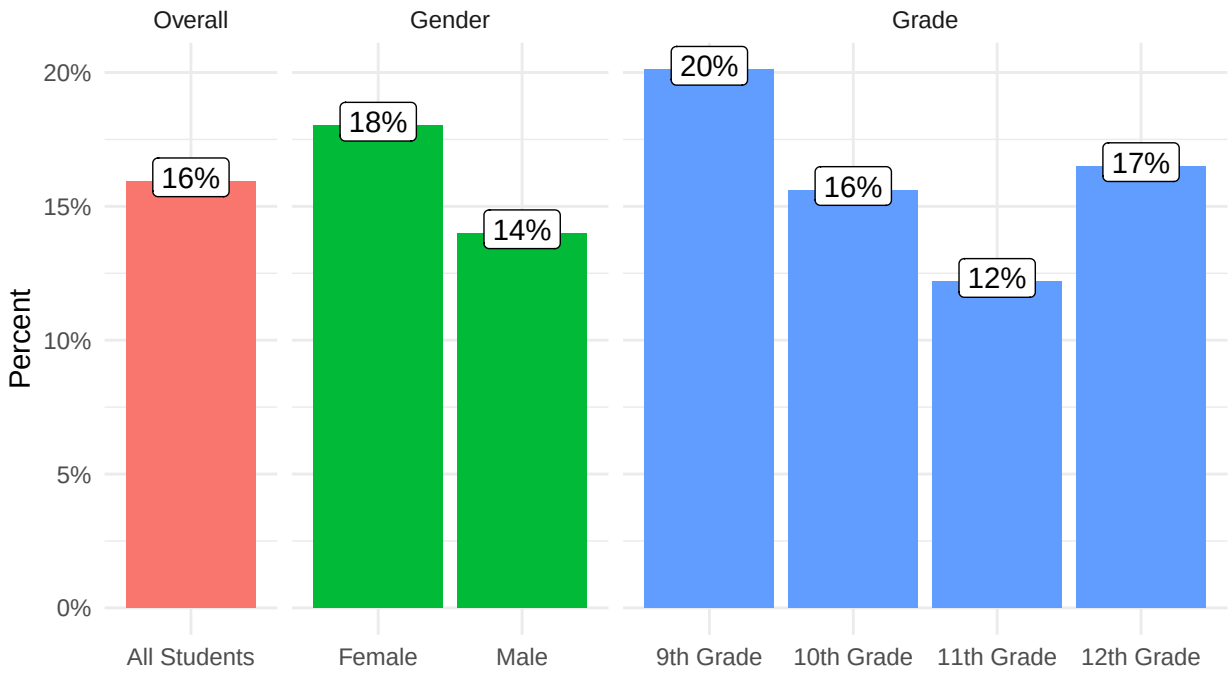
Overall, **27%** experienced bullying either at school, online, or in both forms.



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

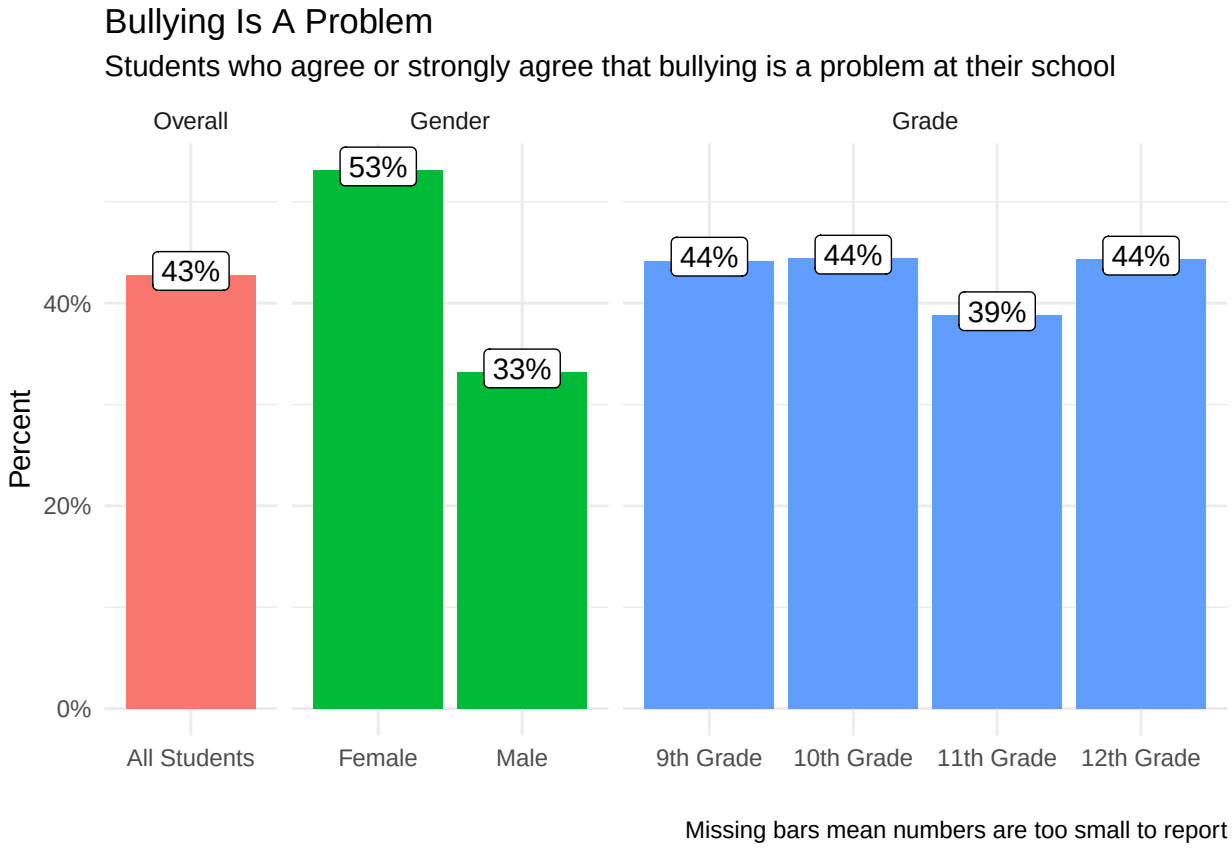
Bullied Online

Students who were electronically bullied (past 12 months)



Missing bars mean numbers are too small to report

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, **43%** of students agreed or strongly agreed that bullying was a problem at their school.



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

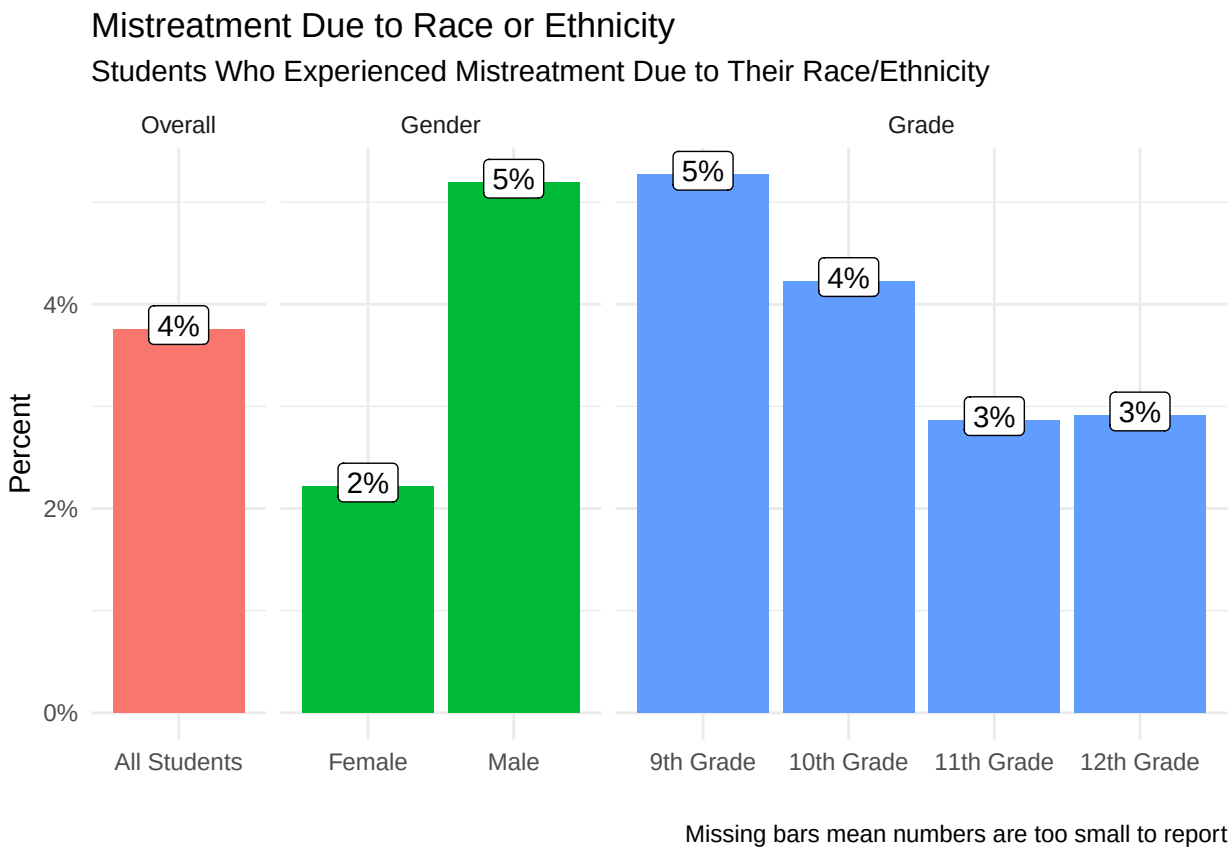
Mistreatment Due to Race/Ethnicity or LGBT Status

Race/Ethnicity 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 Wisconsin YRBS asked students "During your life, how often have you felt that you were treated badly or unfairly because of your race or ethnicity?" Additionally, the YRBS asks students how often they have felt this was in school specifically.

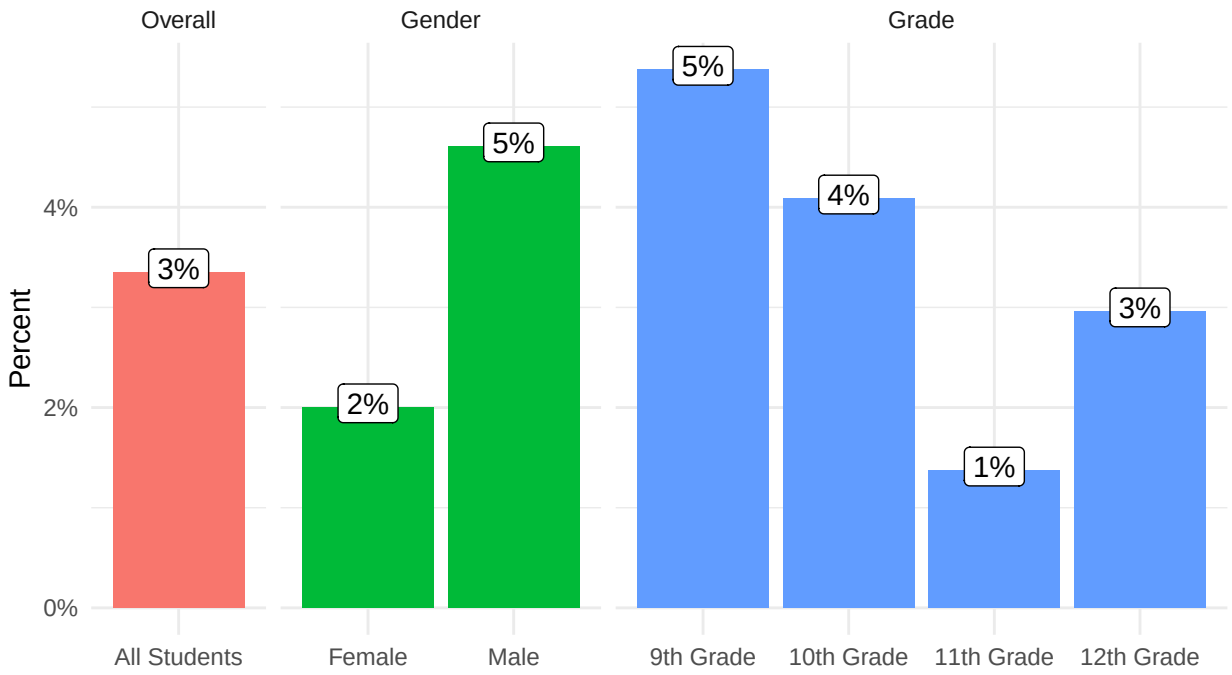
The chart below displays percentages of students who reported being treated unfairly "Most of the time" or "Always."



Missing bars mean numbers are too small to report

Mistreatment Due to Race or Ethnicity

Students Who Experienced Mistreatment in School Due to Their Race/Ethnicity

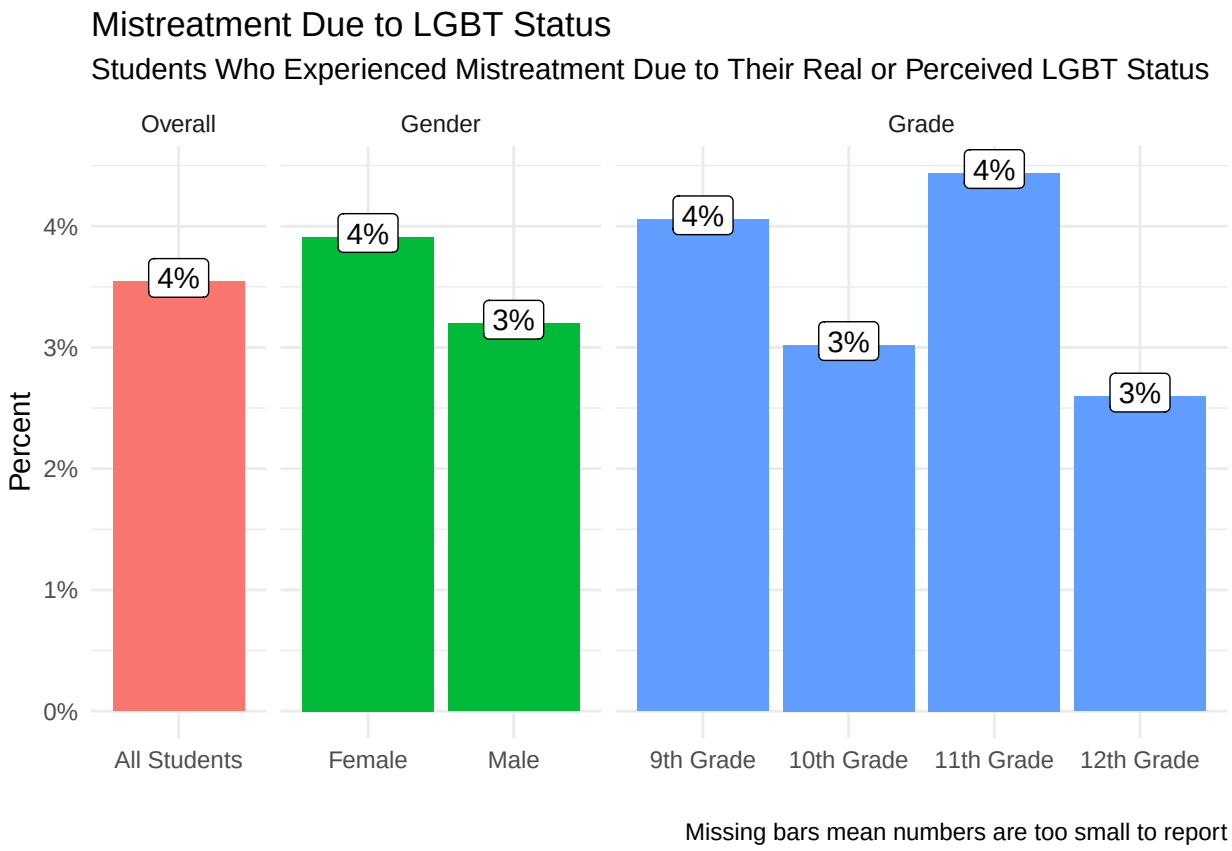


Missing bars mean numbers are too small to report

LGBT Status Mistreatment

Lesbian, gay, bisexual, or transgender (LGBT) youth are also likely to face victimization in the form of bullying, harassment, or other mistreatment due to their real or perceived LGBT status.

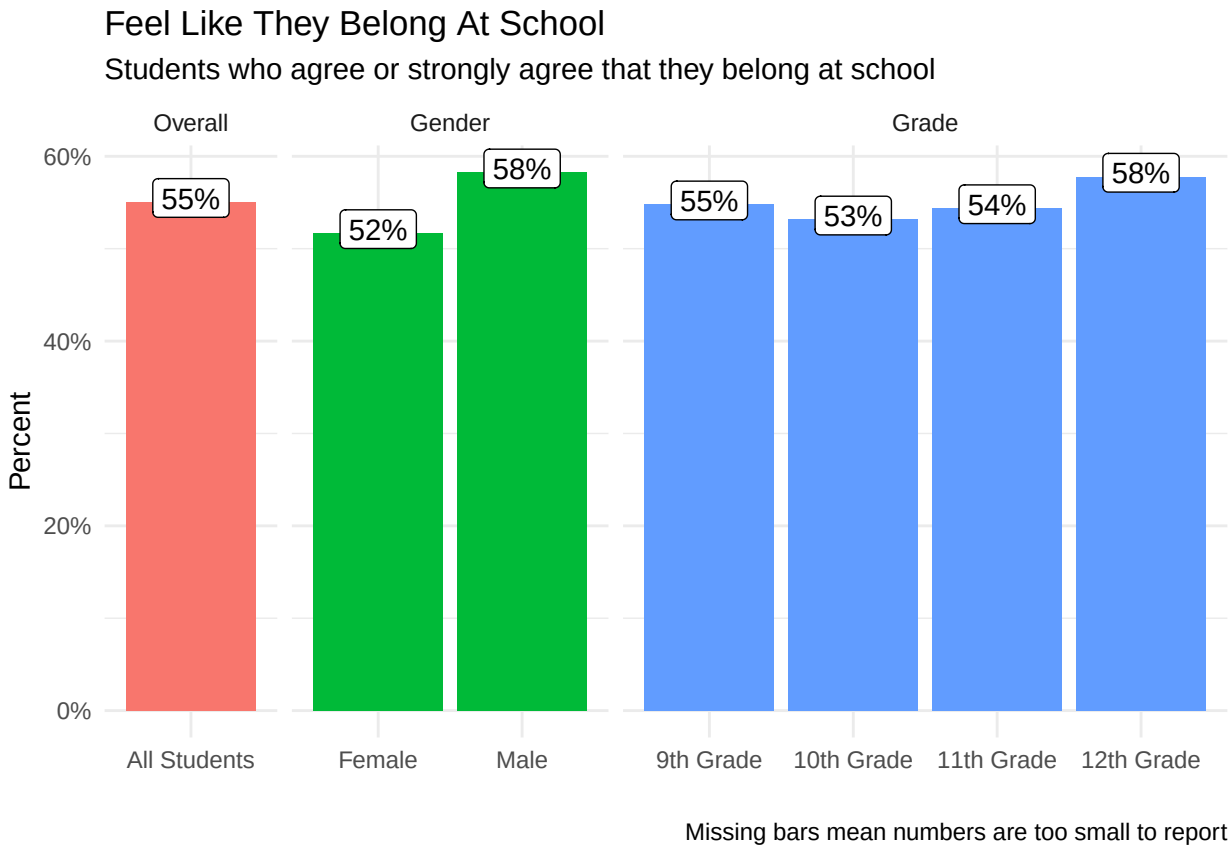
The Wisconsin YRBS asked students "During your life, how often have you felt that you were treated badly or unfairly because you are or people think you are lesbian, gay, bisexual, transgender, or questioning? This could include being treated badly because of who you are sexually attracted to or because you express your gender in a way that is different from what people expect."



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.

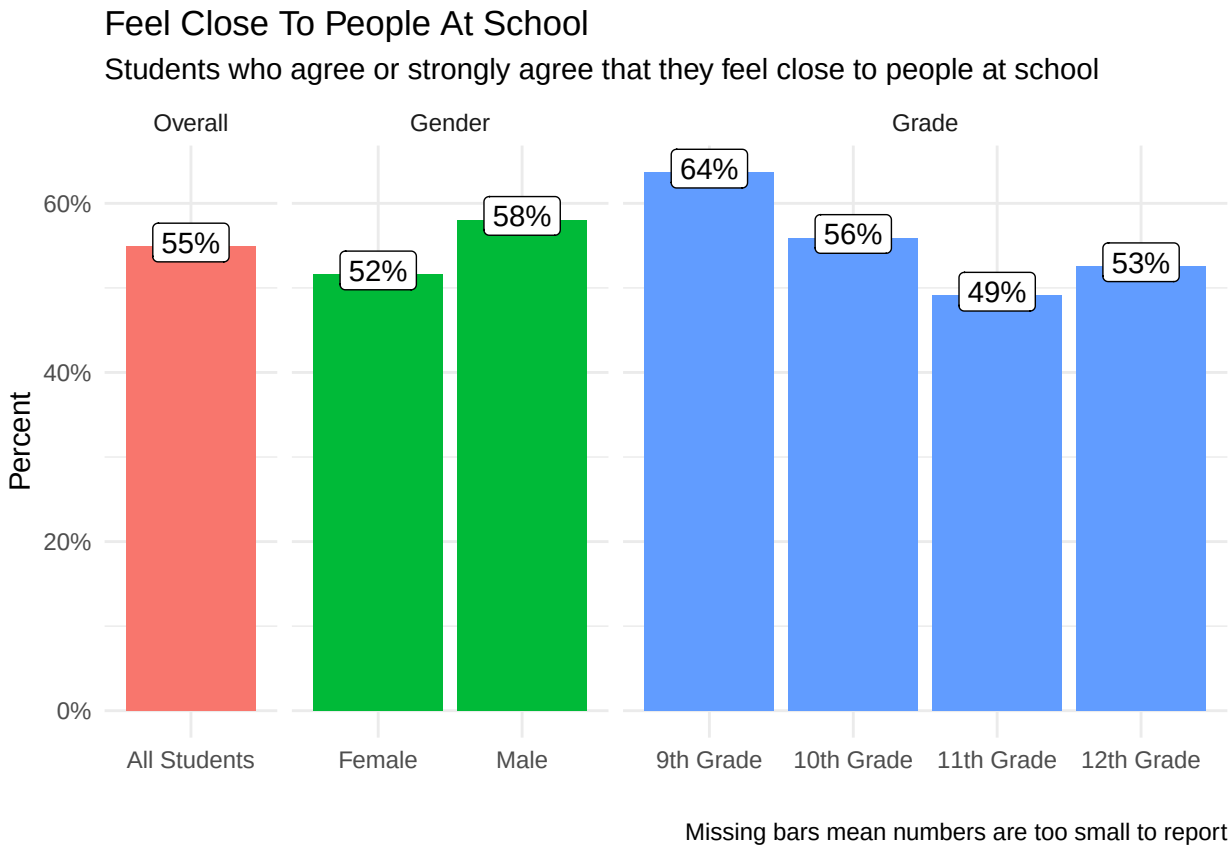
The chart below shows how students responded to a question asking them to what extent they "feel like [they] belong at this school".



Conversely, **12%** 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".

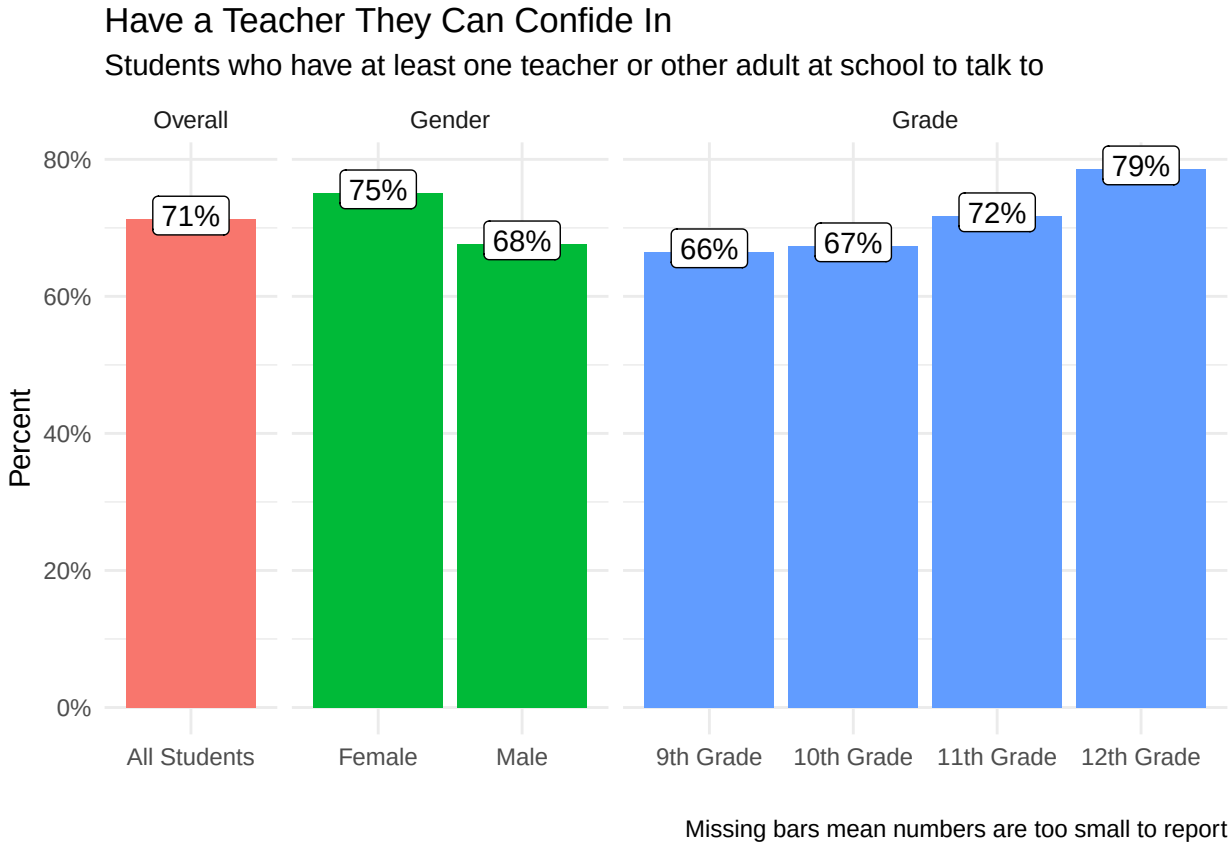
The section on "Protective Factors" provides additional information on school belonging. Similarly, the section on "Higher Risk Populations At A Glance" shows how this sense of belonging breaks down for different groups of students.

In addition to feeling like a student belongs at school. Feeling close to peers can play a crucial role in a student's connection to school. Overall, **55%** felt that they were close to people at their school, while **16%** felt that they were not close to people at their school. The chart below shows the extent to which students reported they "feel close to people at [their] school".



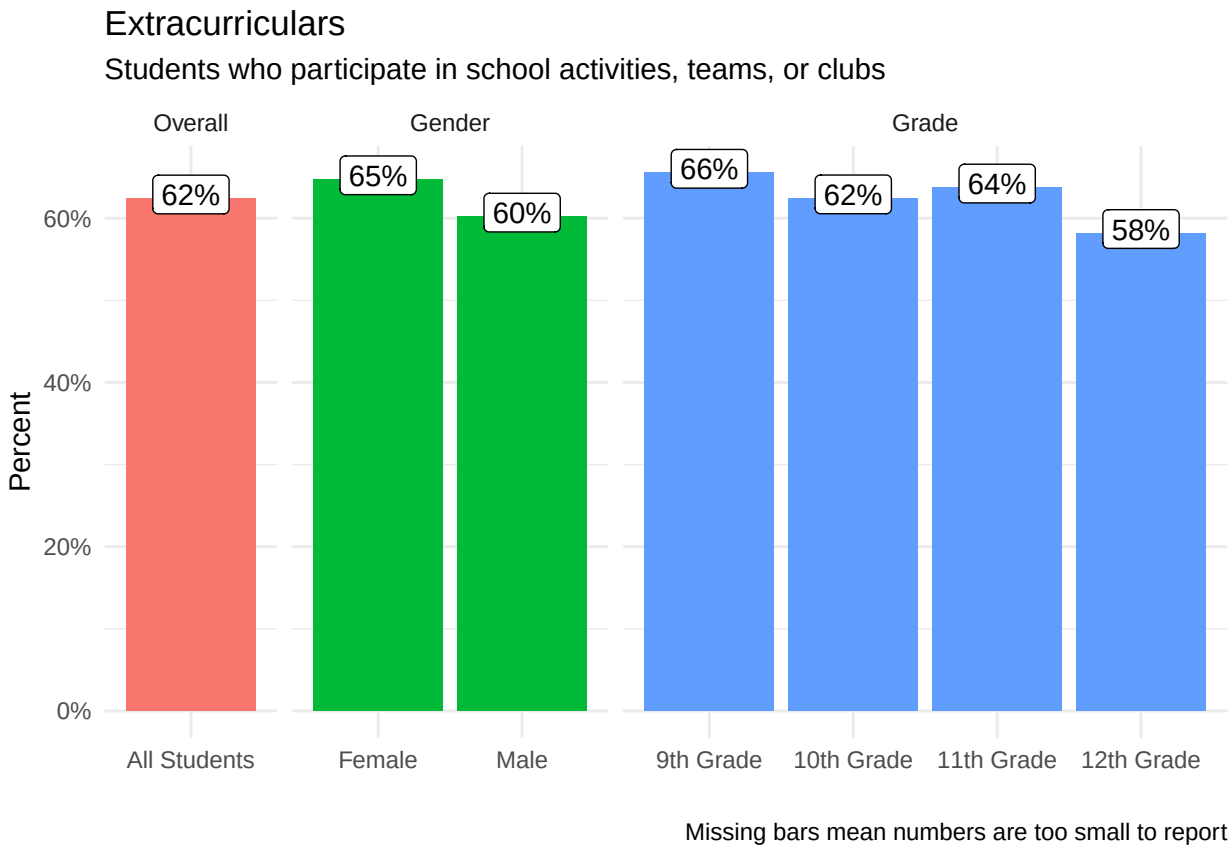
While higher risk groups often report a lower sense of belonging, teachers, administrators, and classmates within a school can have a tremendous impact on how included or excluded such students feel.

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



Conversely, **15%** 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.



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.

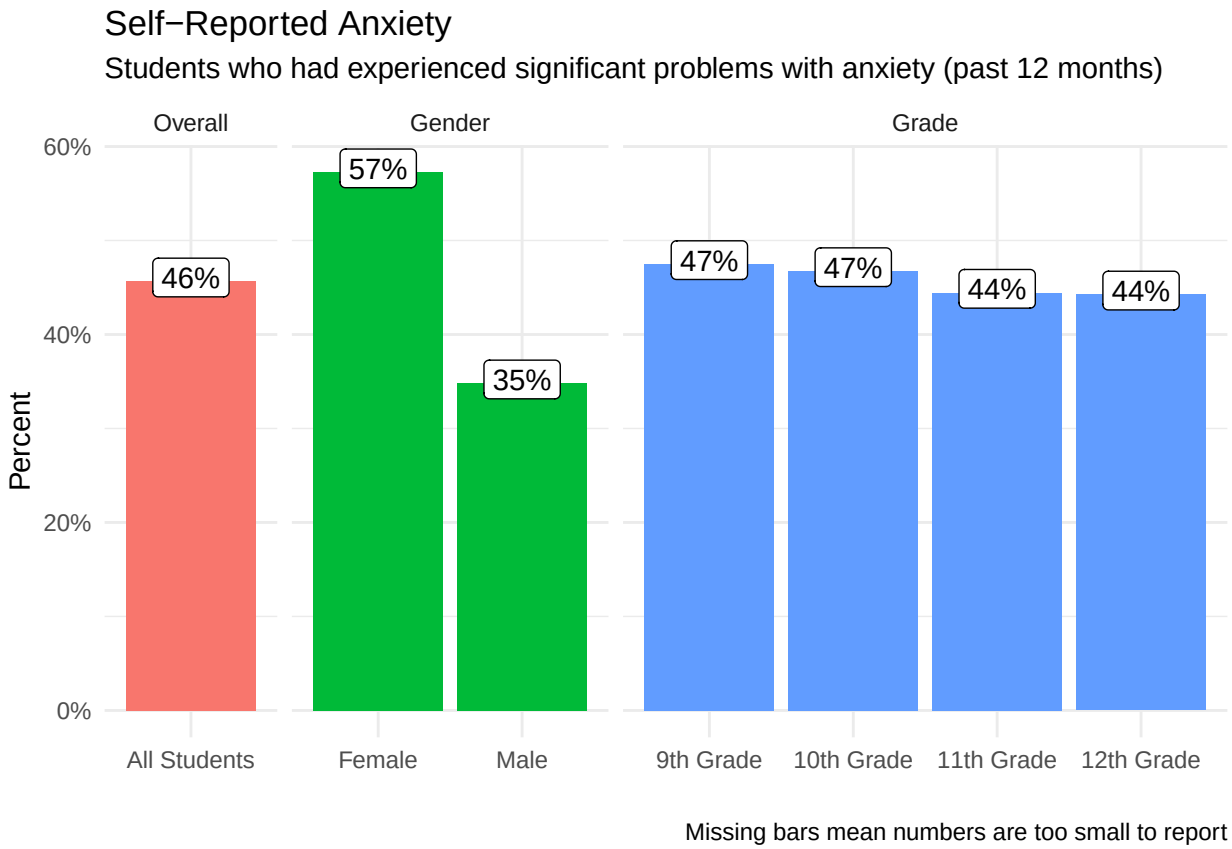
Schools can help by removing even minor economic barriers to participation (such as fees or gifts that students are asked to provide teammates before games), actively recruiting less-involved students, and trying to learn more about other reasons for non-participation. For more information, see the works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

MENTAL HEALTH AND WELLBEING

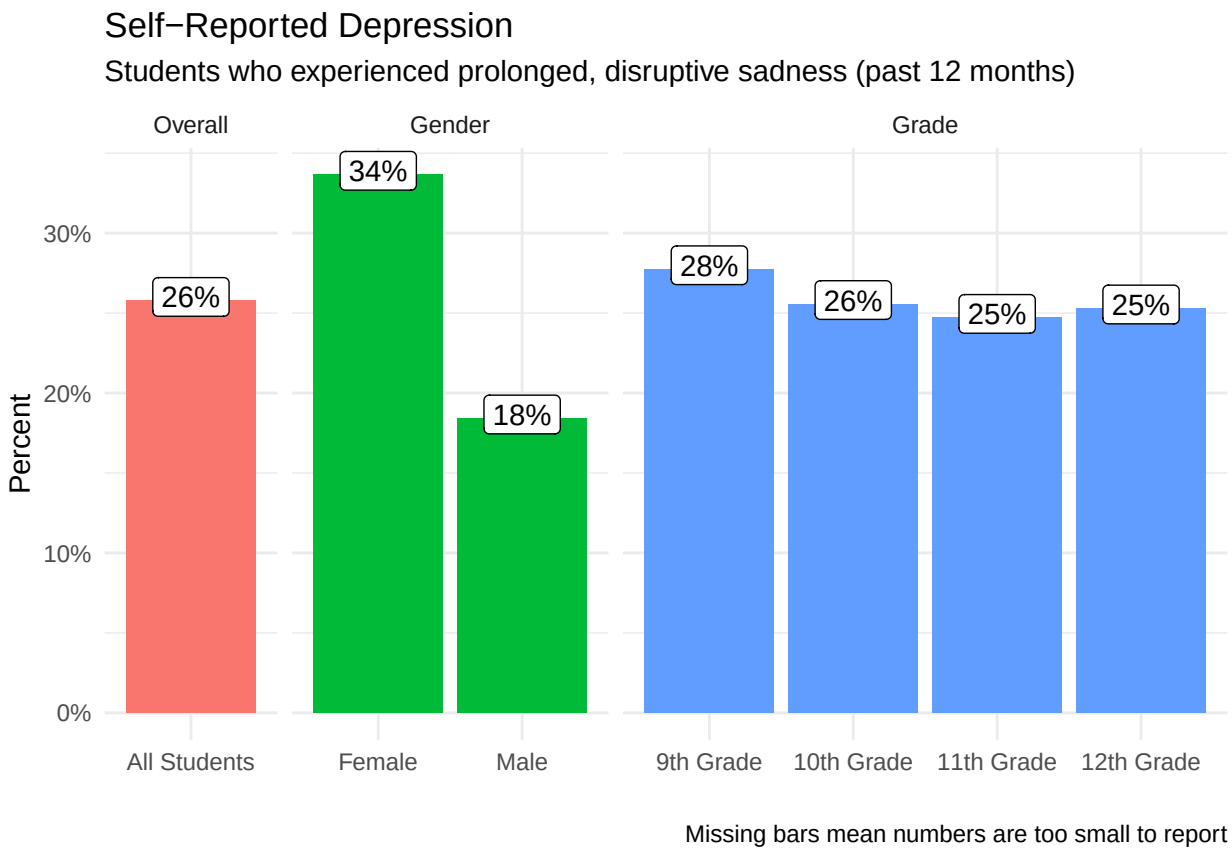
Students were asked about their mental wellbeing over the past year, as well as any experiences harming themselves or considering or attempting suicide.

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.



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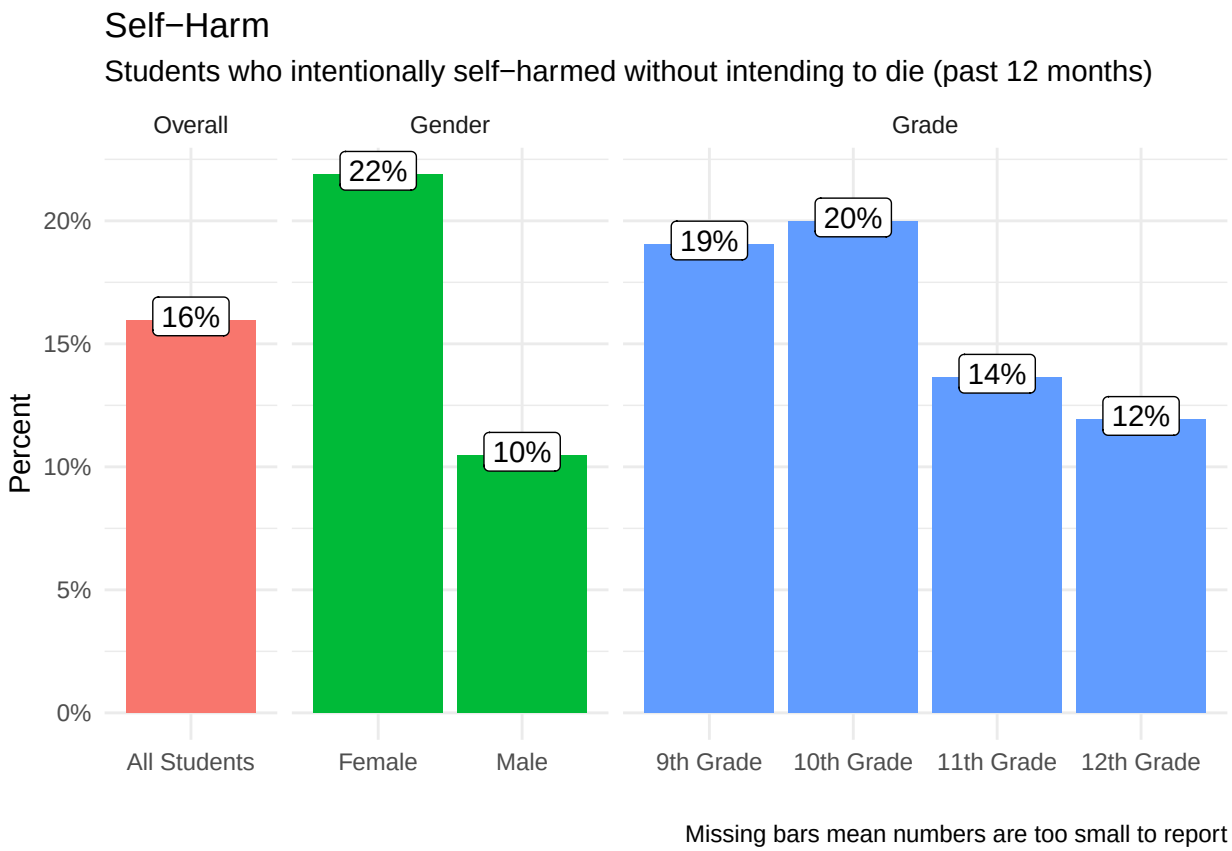


The question on self-reported depression asked whether students had felt "so sad or hopeless almost every day for two weeks or more in a row that [they] stopped doing some usual activities" within the past 12 months.

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, sexual orientation, disability, etc.

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.



Students also reported on whether or not they had engaged in non-suicidal self-harming practices during the past year. **16%** of students reported having engaged in a self-harming practice at least once.

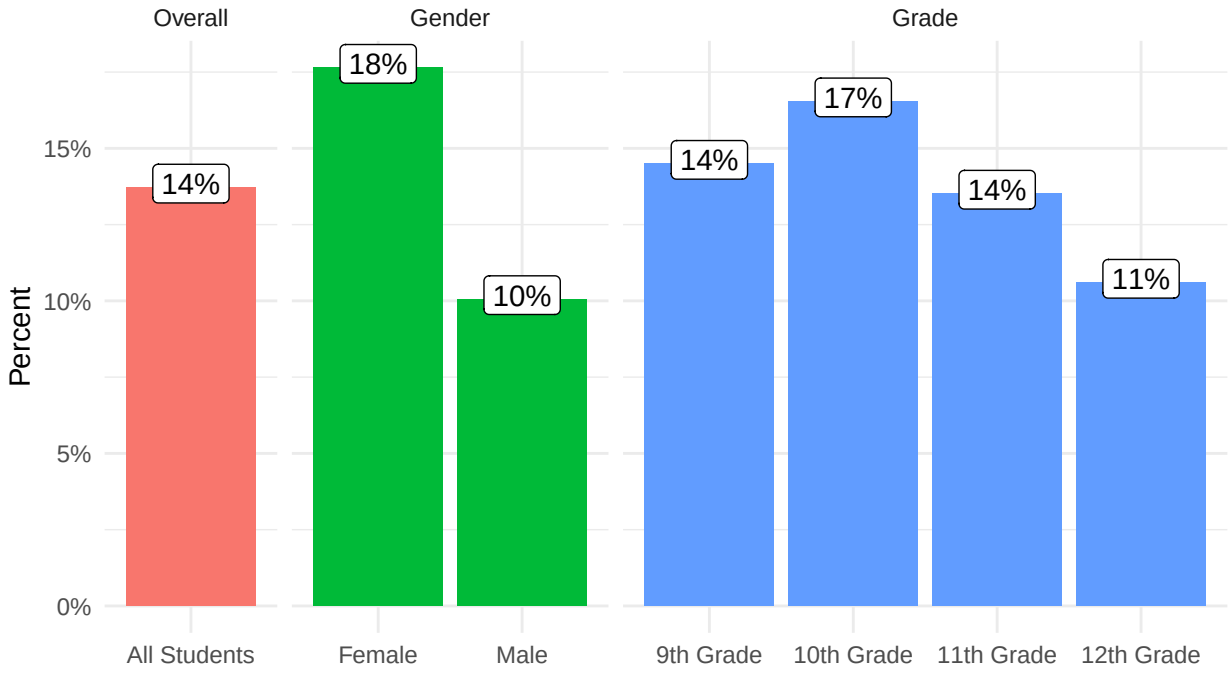
Overall, **51%** answered affirmatively to at least one of the questions about anxiety, depression, or self-harm.

Suicidal Thoughts and Behavior

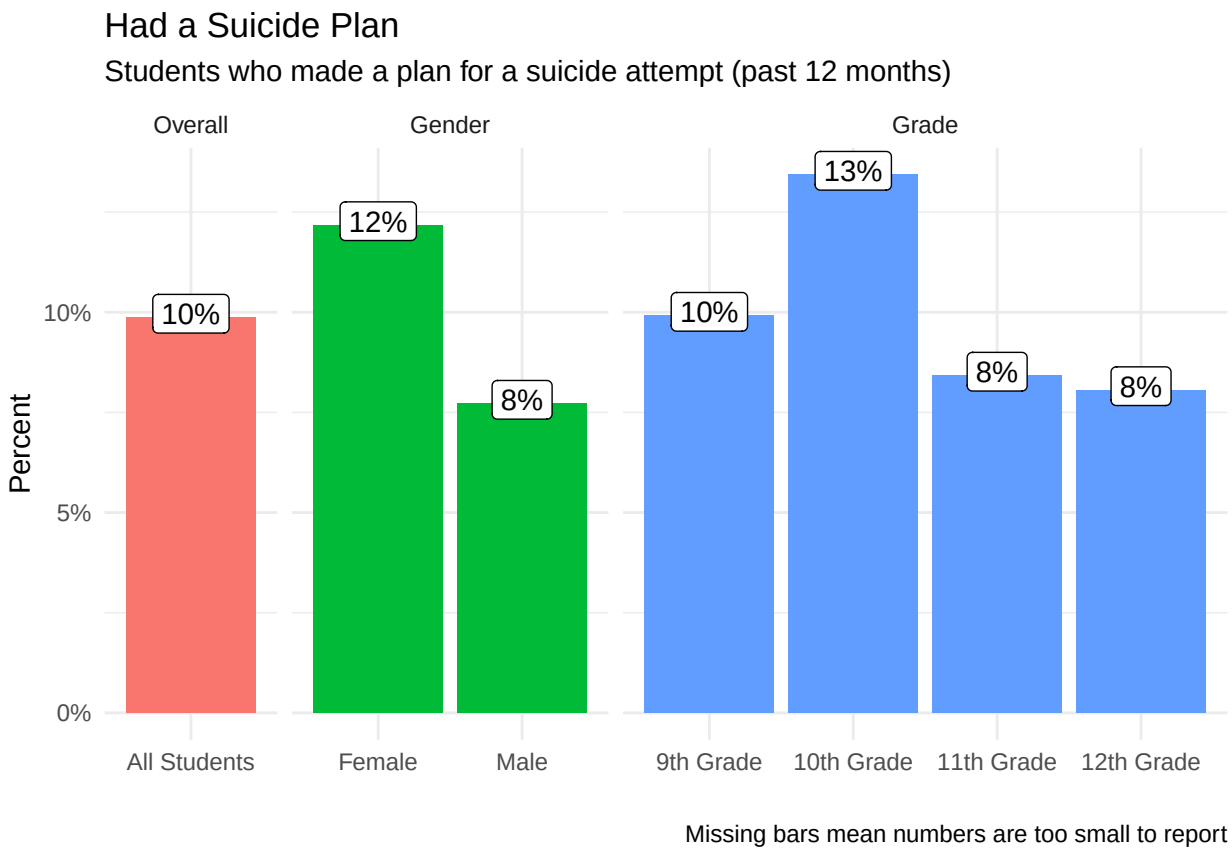
In recent years, youth suicides and suicidal ideation have been on the rise (see e.g. Ruch et al.). The YRBS asks students whether they have seriously considered, planned, and attempted suicide. It also asks whether students received medical care as the result of a suicide attempt.

Considered Suicide

Students who seriously considered suicide (past 12 months)



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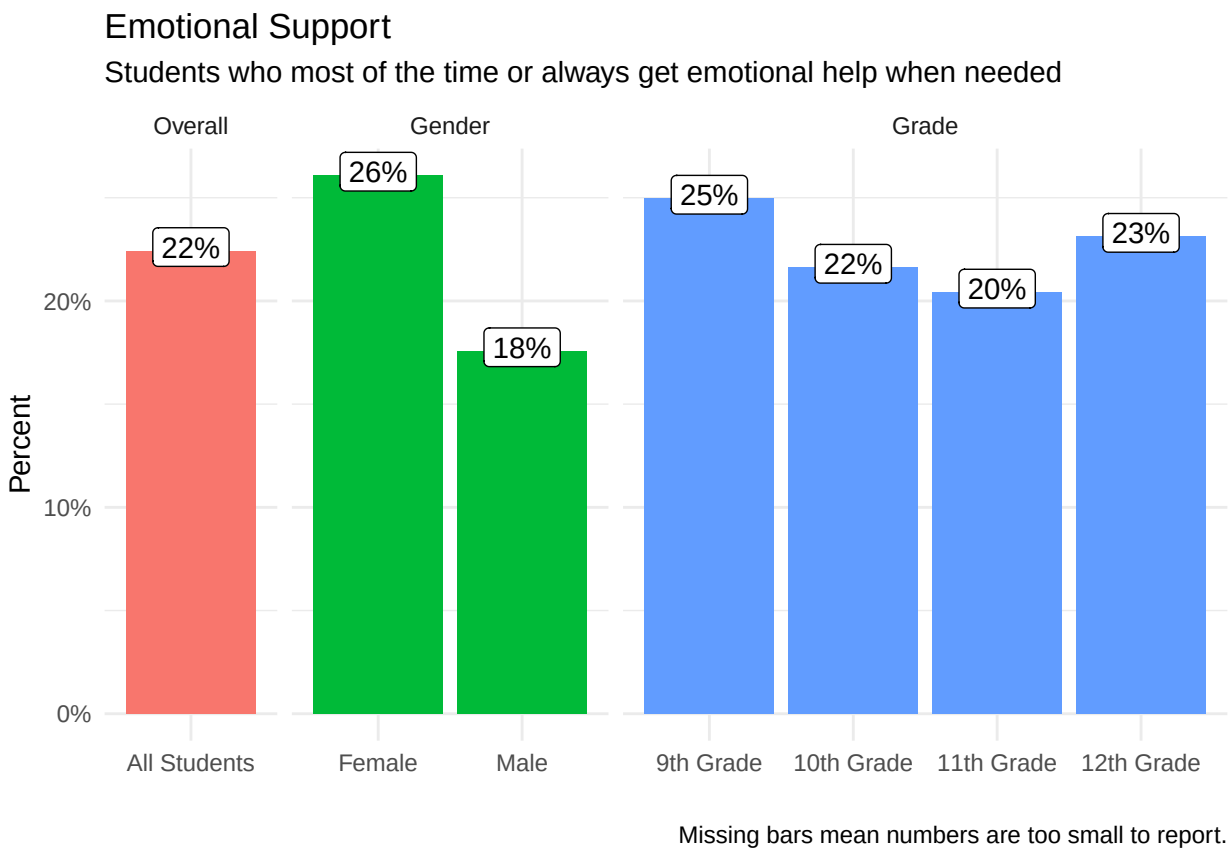


As the chart above notes, **10%** of students have made a plan about how they would attempt suicide. Similarly, **6%** of students have attempted suicide. See the appendix for more detailed tables on suicidal planning and attempts.

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 mental health conditions. One question asked if they "get the kind of help they need" when they "felt sad, empty, hopeless, angry, or anxious." The chart below shows the percent of students that indicated they "most of the time" or "always" got the help they needed when in emotional distress.



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Conversely, **53%** of students said that they rarely or never get the help they need.

In two questions, students were also asked during their lives how often have they felt they were able to talk to an adult or a friend about their feelings.

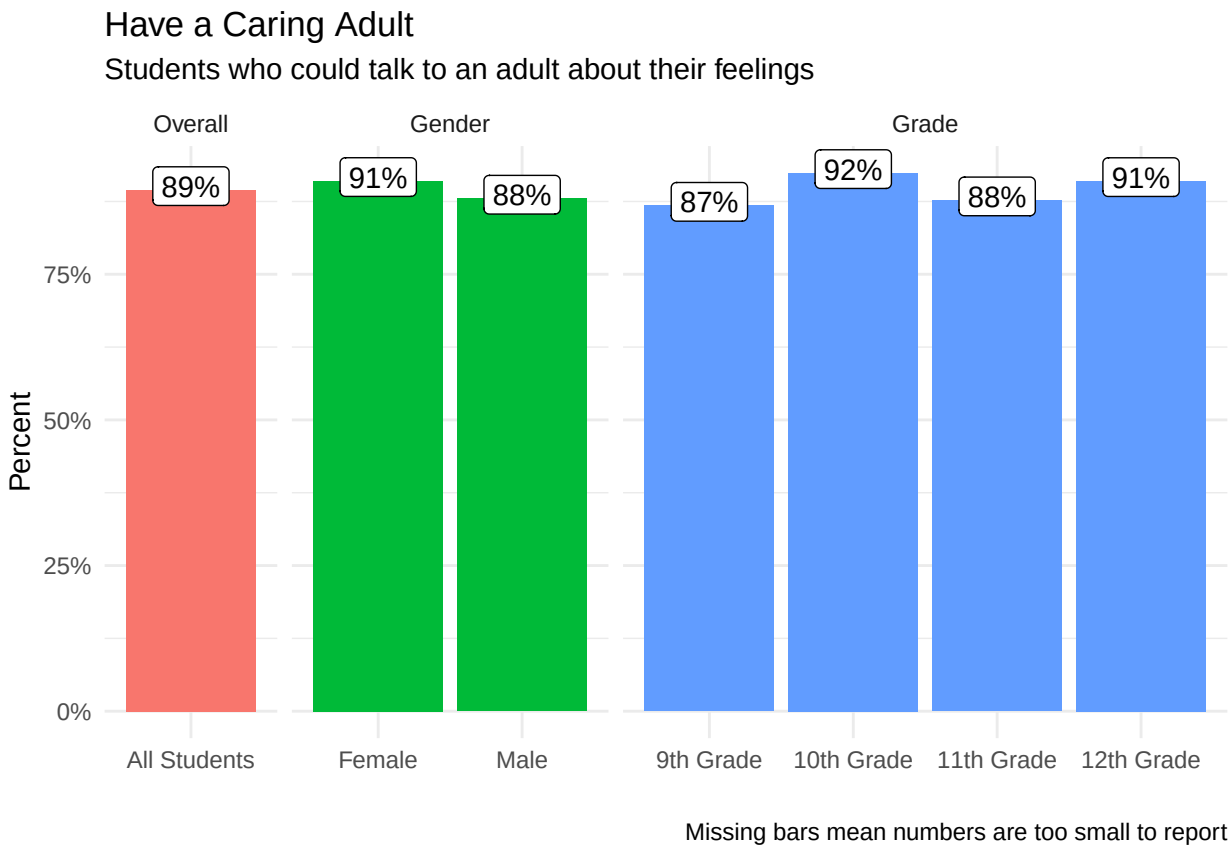
Who Have Students Felt They Could Turn To For Emotional Support?
A Caring Adult: **89%**
Friend: **92%**
Neither An Adult Nor Friend: **4%**

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 also 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.

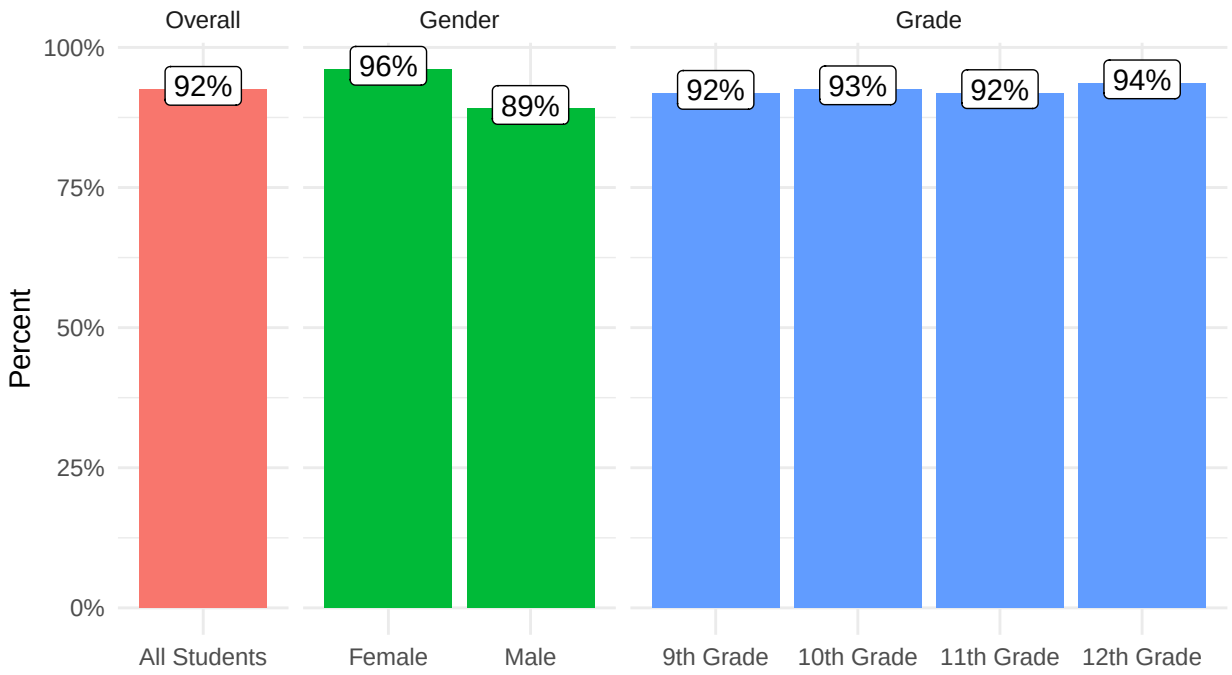
Regardless of whether students actually use supporting adults or friends as a frequent source of support, the mere presence of such people in a young person's life is an important protective factor. For more information on protective factors, see the "Protective Factors" section.

The charts below show the percentage of students who reported sometimes, most of the time, or always being able to talk to talk to an adult or friend about their feelings.



Have a Supportive Friend

Students who could talk to a friend about their feelings



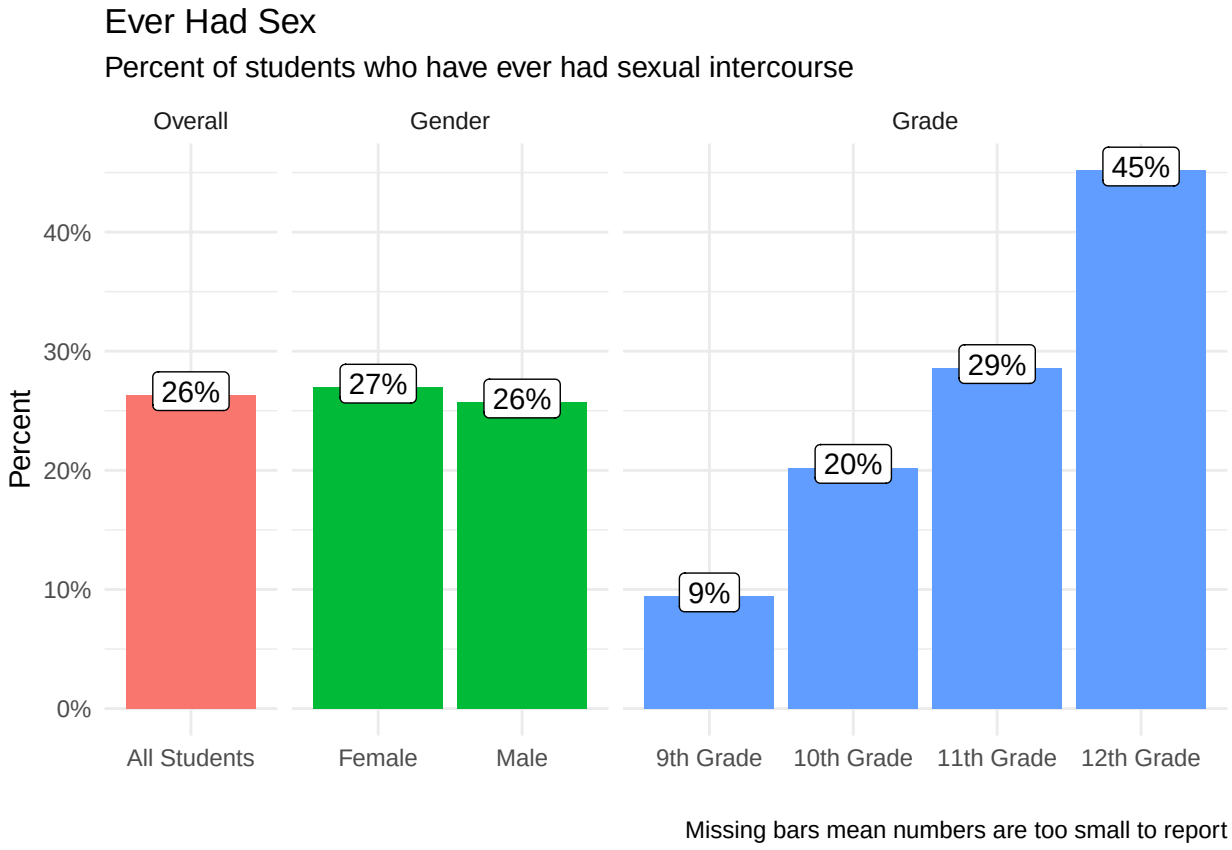
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SEXUAL BEHAVIOR

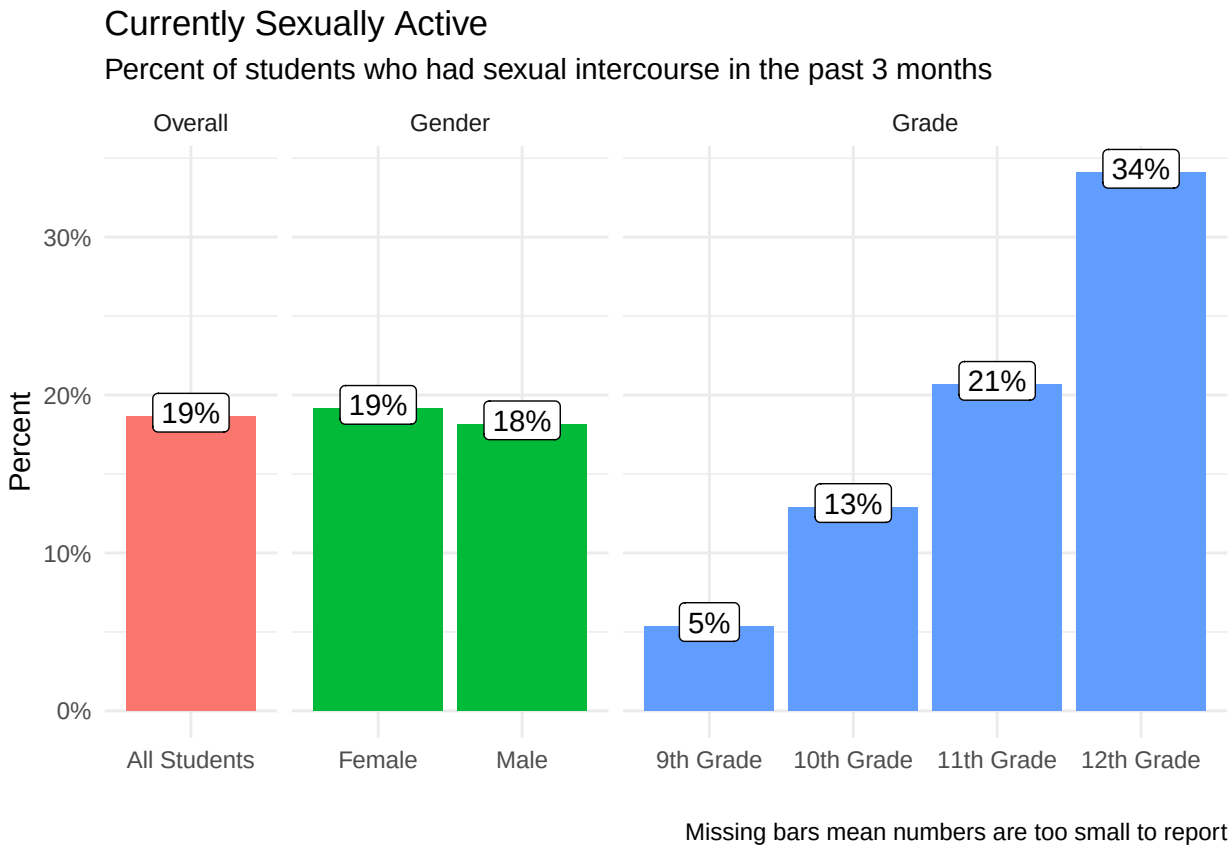
The YRBS includes questions on sexual behavior that can be used to inform public health initiatives and/or school health practices. This section covers prevalence of sexual activity and use of prevention practices. The question on sexting appears in the section on Technology Use and Online Behaviors.

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. **26%** of students have ever had sexual intercourse, and **19%** are currently sexually active.



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Prevention of Pregnancy and Sexually Transmitted Infections (STI)

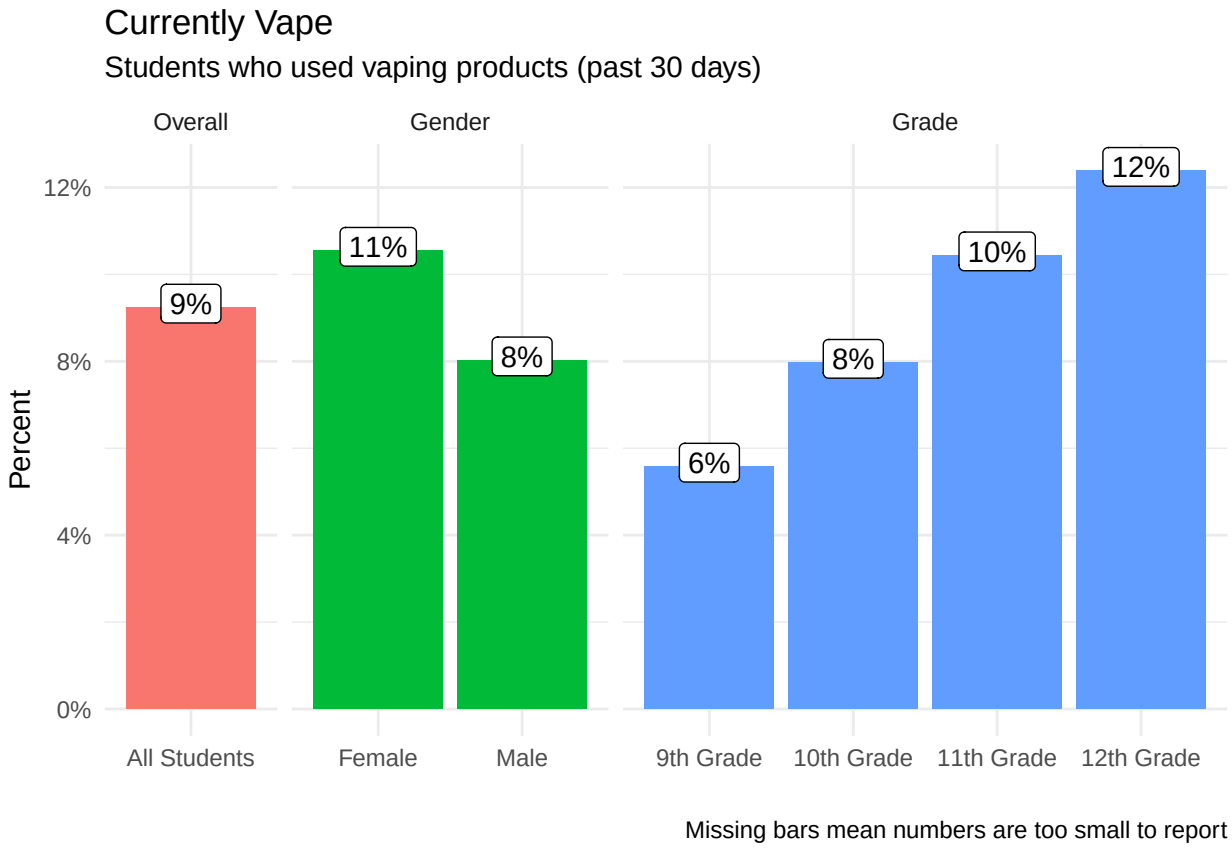
Among sexually active students, **60%** used a condom during their last sexual intercourse. **8%** of sexually active students used no birth control method during their last sexual intercourse. For more information, see the question-specific tables at the end of this report.

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

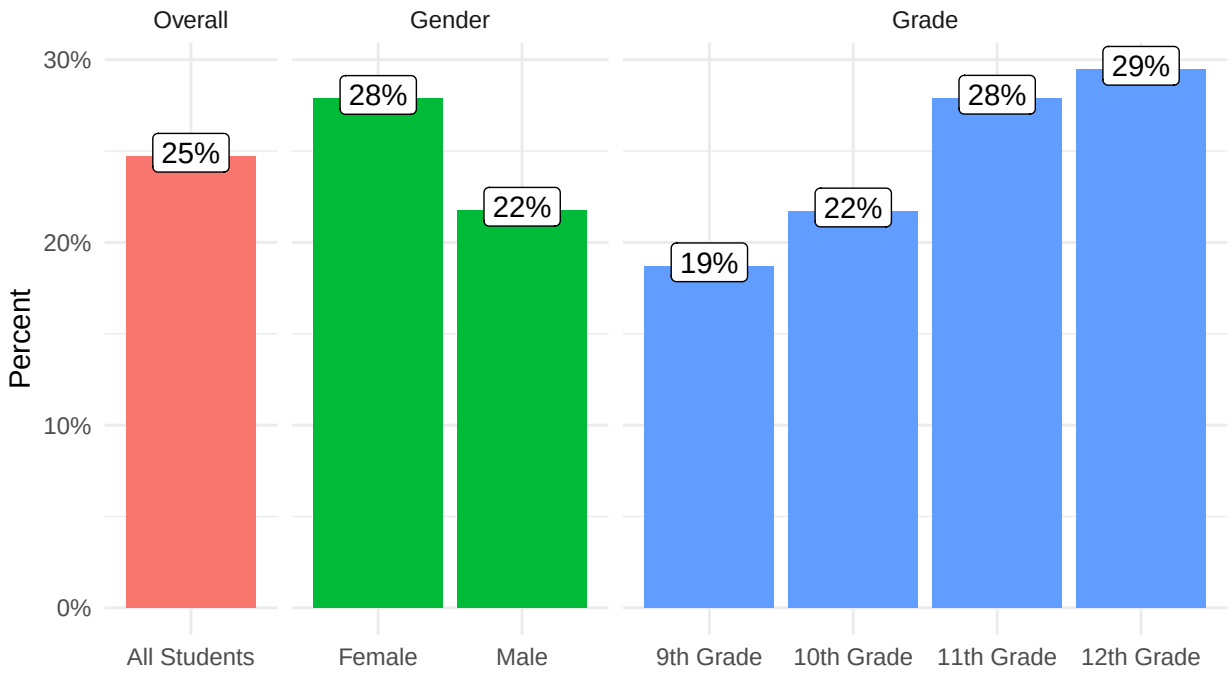
Questions about electronic tobacco were first added to Wisconsin's state YRBS in 2017. Wisconsin's YRBS survey has continued to ask about current and lifetime use of electronic vapor products, such as e-cigarettes, mods, e-hookahs, or vape pens.



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Ever Tried Vaping

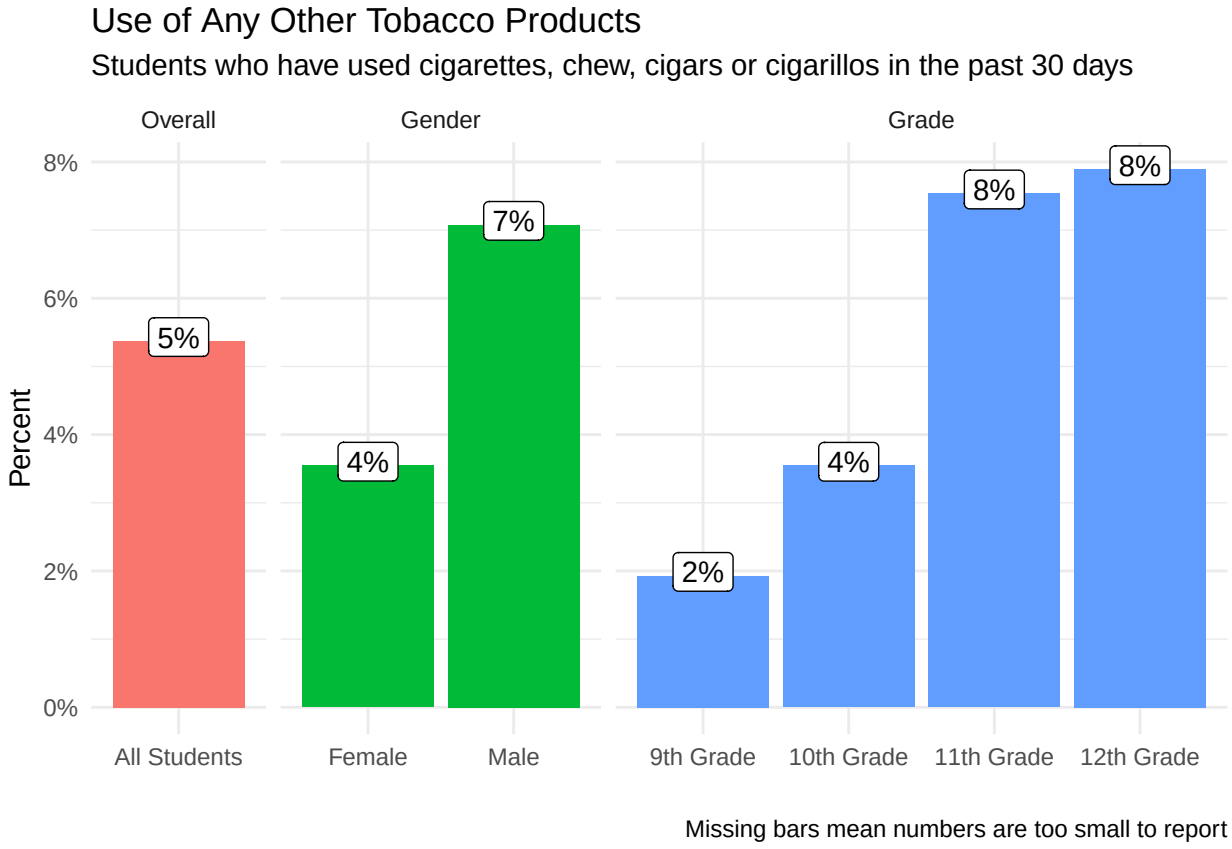
Students who have ever tried vaping



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Other Tobacco Products

Students were asked about their use of commercial tobacco products within the last 30 days, including cigarettes, cigars, chew, pouches, and other smokeless tobacco products. The chart below shows the percent of students who responded affirmatively to using any of these substances.

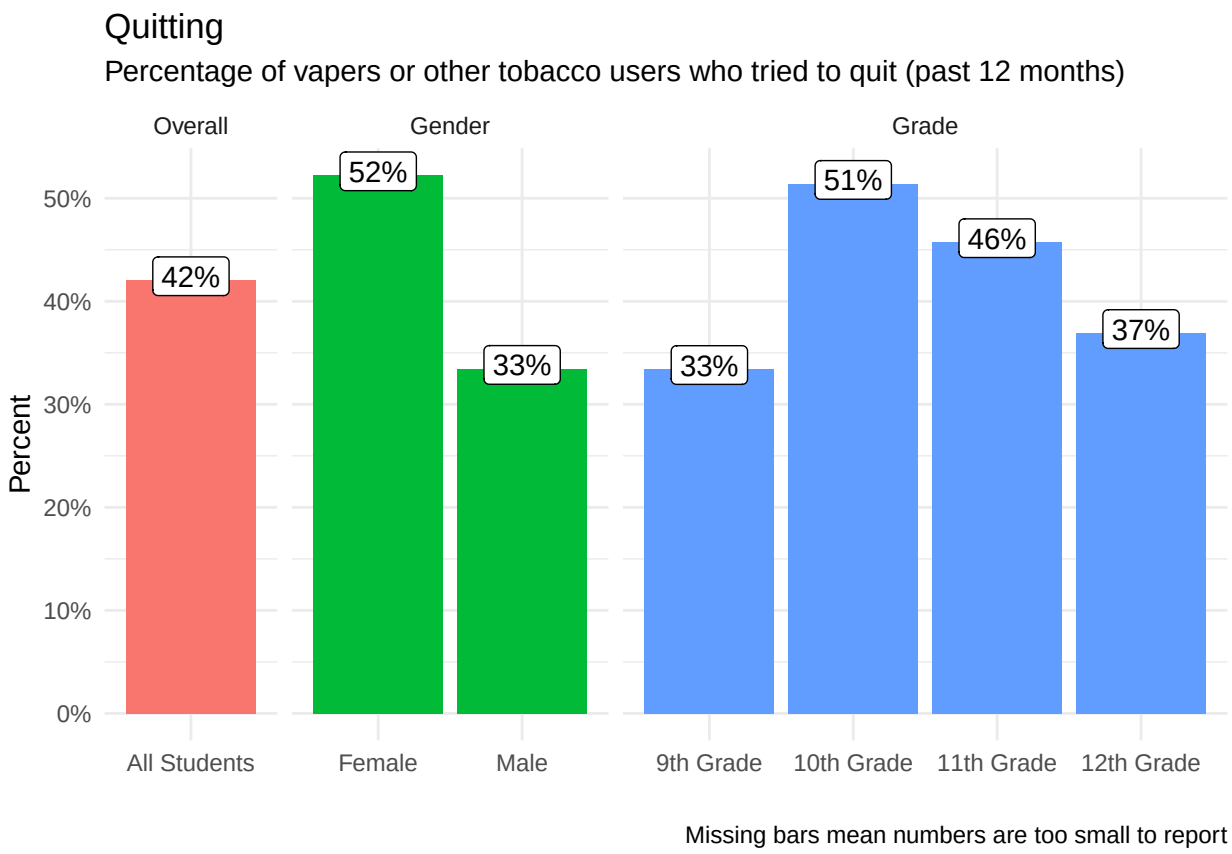


The overall 30-day use rates for specific tobacco products were as follows:
Chew/smokeless tobacco: 3%
Cigars, cigarillos, little cigars: 3%
Cigarettes: 3%

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.

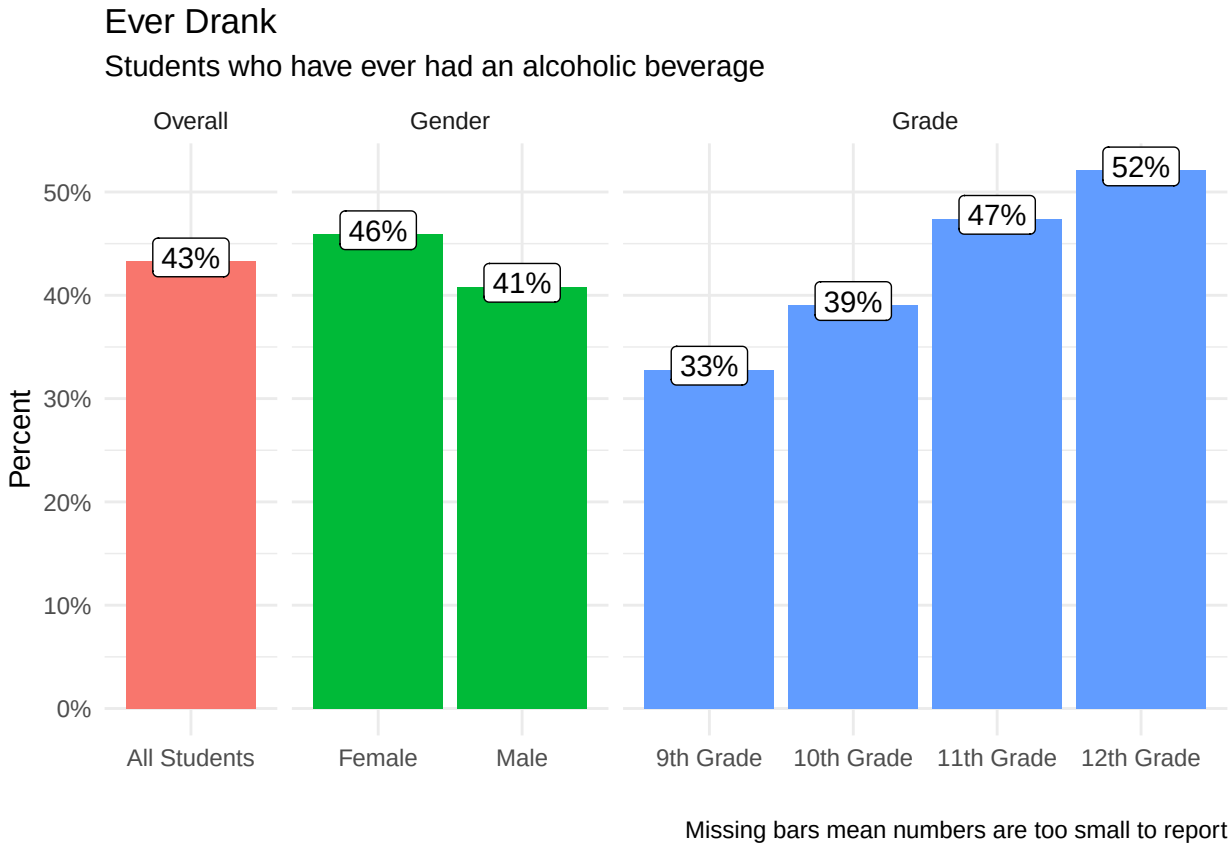


ALCOHOL

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.)

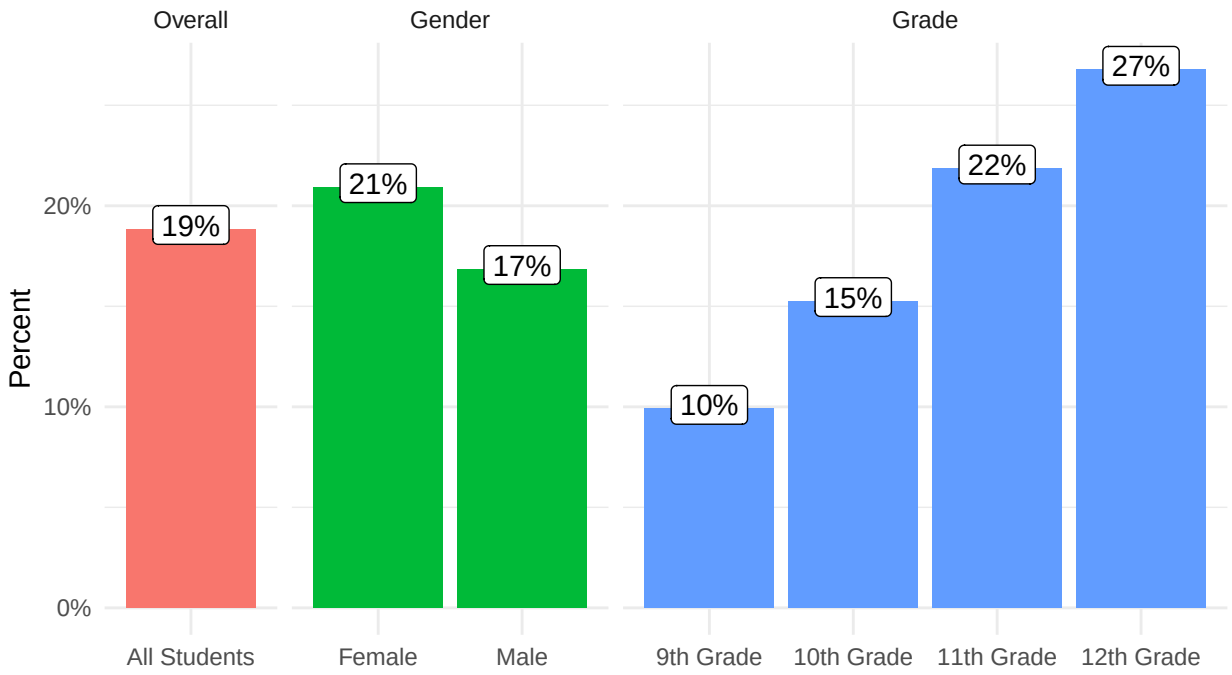
Any Use



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Current Use of Alcohol

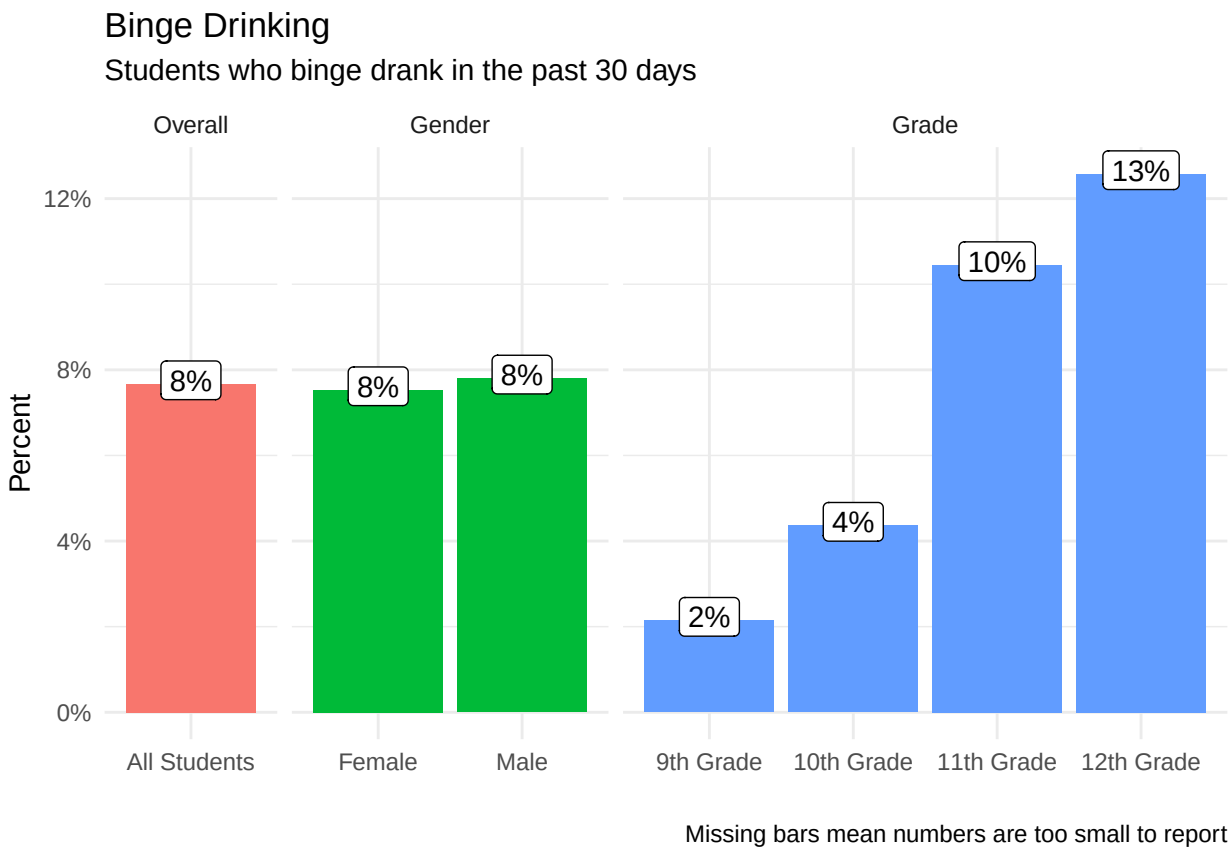
Students who had at least one drink (past 30 days)



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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, **41%** had ever engaged in binge drinking. This contrasts with the 8% of all students who ever binge drank, which appears in the chart above.

Among students who drank, **37%** 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.

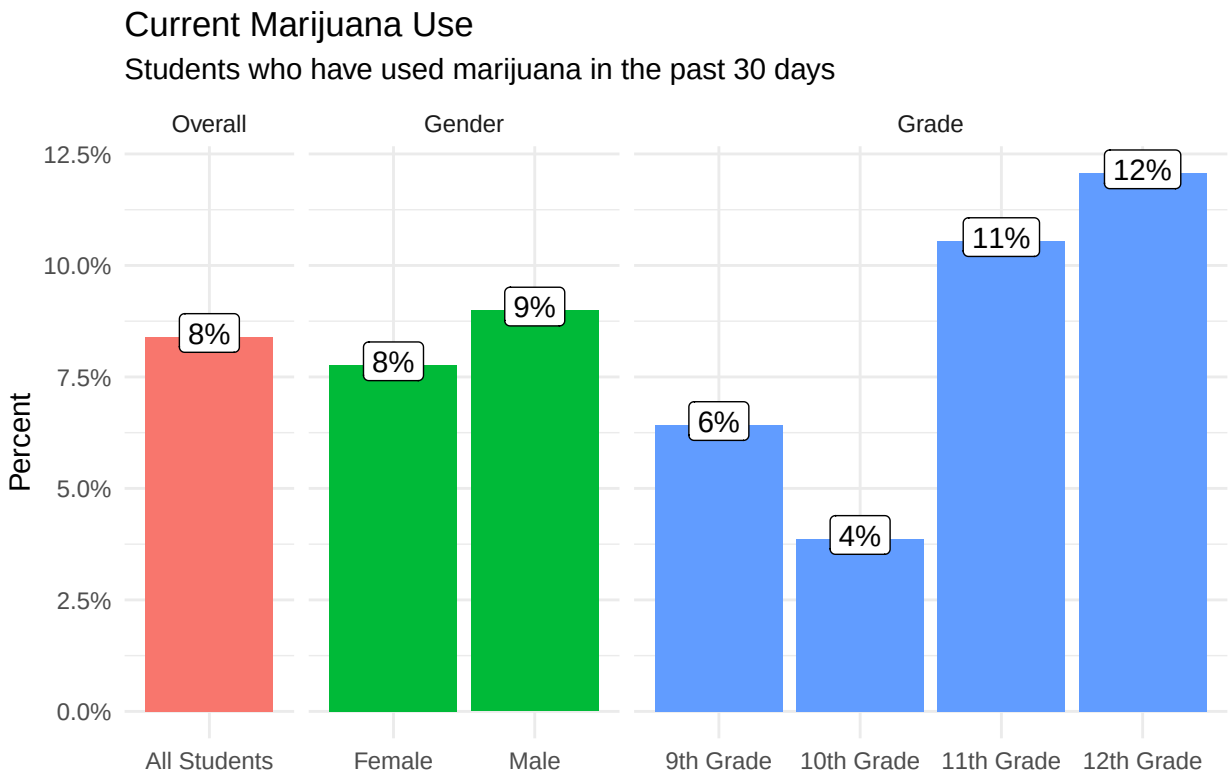
See DPI's Alcohol and Other Drug Abuse (AODA) webpage for information, tools and resources: https://dpi.wi.gov/sspw/aoda.

DRUG USE

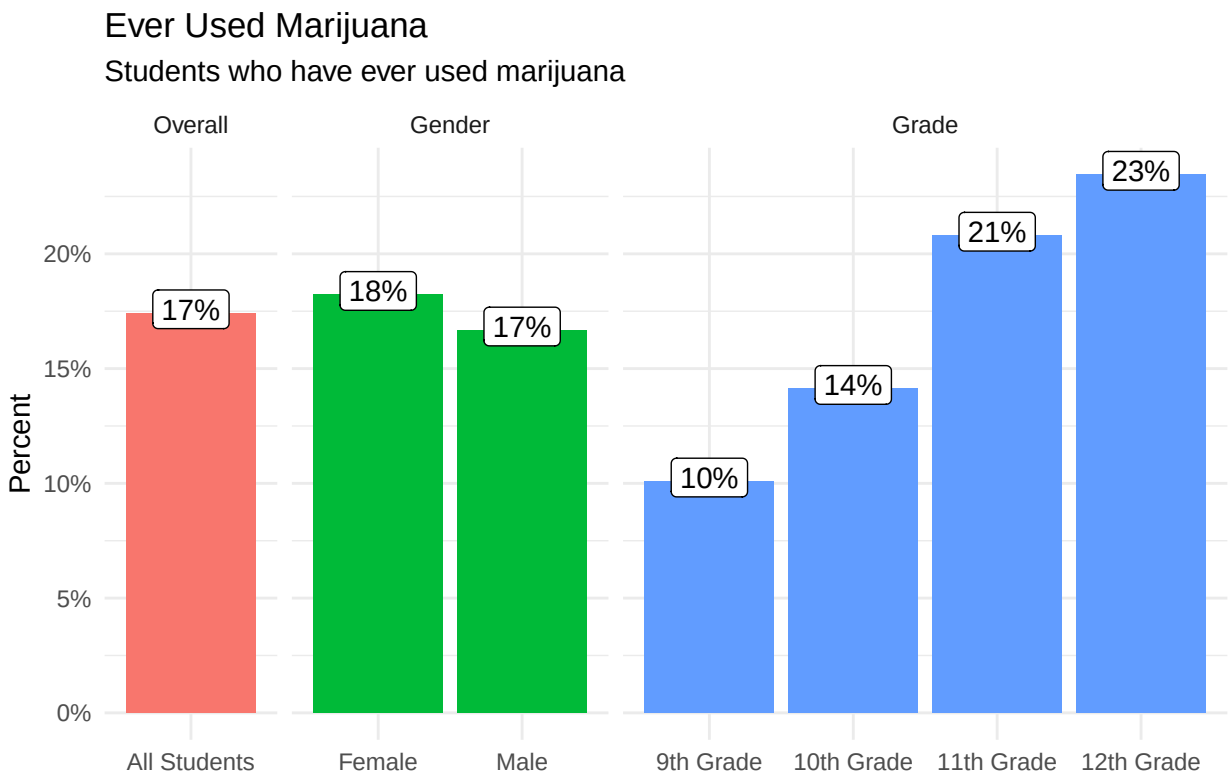
The YRBS asks students about use of illegal drugs as well as abuse of legal drugs. (Schools that opted for the Drug Free Communities Optional Module will find those questions at the end of this report.)

Marijuana

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



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Among students who used marijuana, **22%** 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

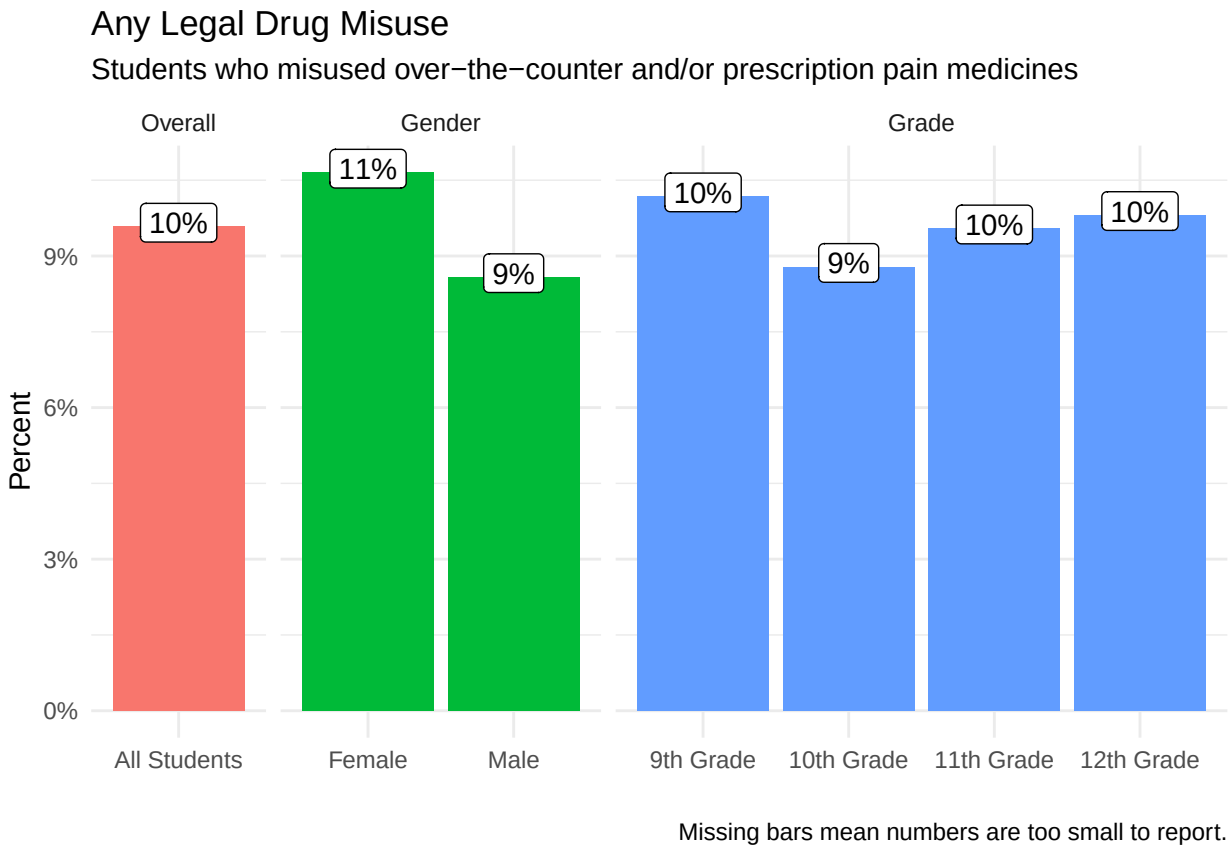
Heroin in the past 12 months: **1%**
Methamphetamines in the past 12 months: **1%**
Have ever used any illegal drug besides marijuana: **2%**

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

Students were asked about the unauthorized use of prescription painkillers and over-the-counter medications. Overall, **10%** of students had ever engaged in such use, with **8%** of students reporting use of a prescription painkiller without a doctor's prescription and **4%** reporting use of an over-the-counter drug to get high. The chart below 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.



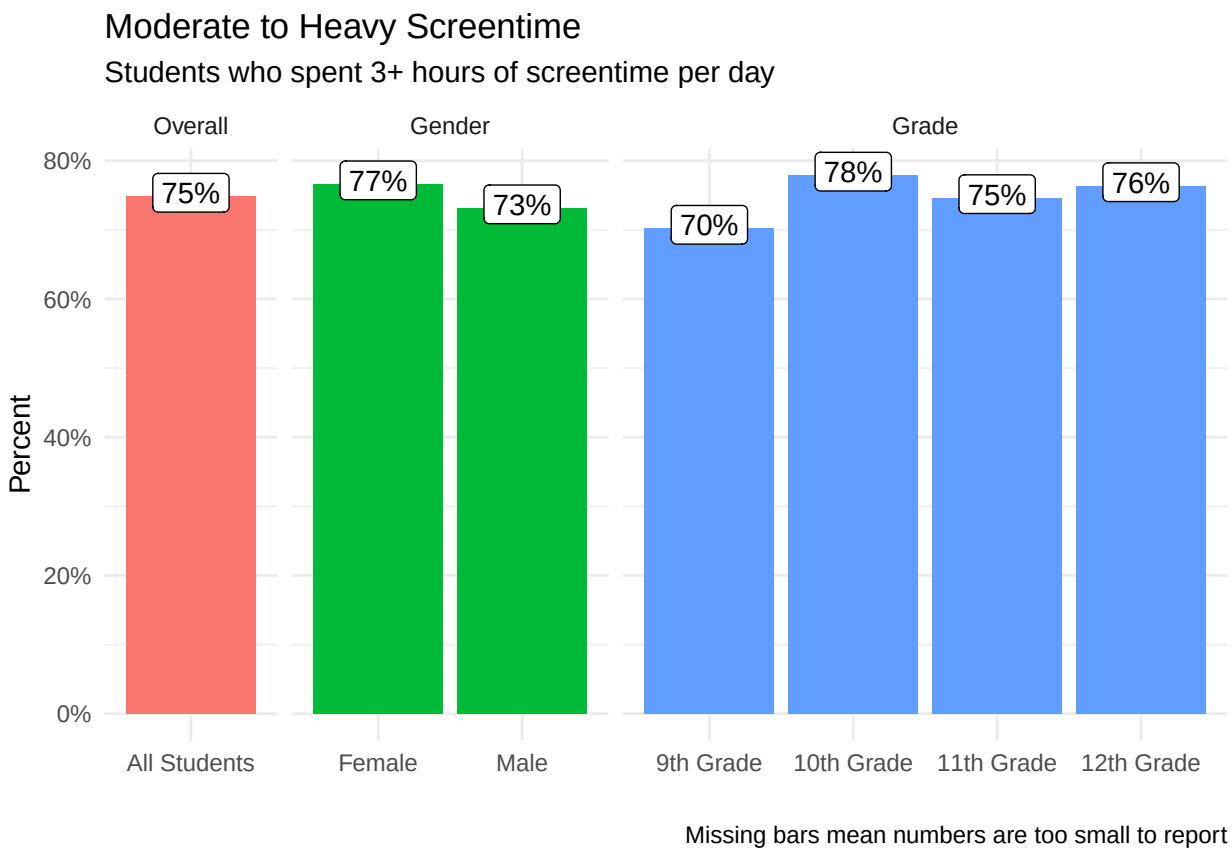
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TECHNOLOGY USE AND ONLINE BEHAVIOR

General Use Patterns

The Wisconsin YRBS includes several questions related to students' recreational use of technology. 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.

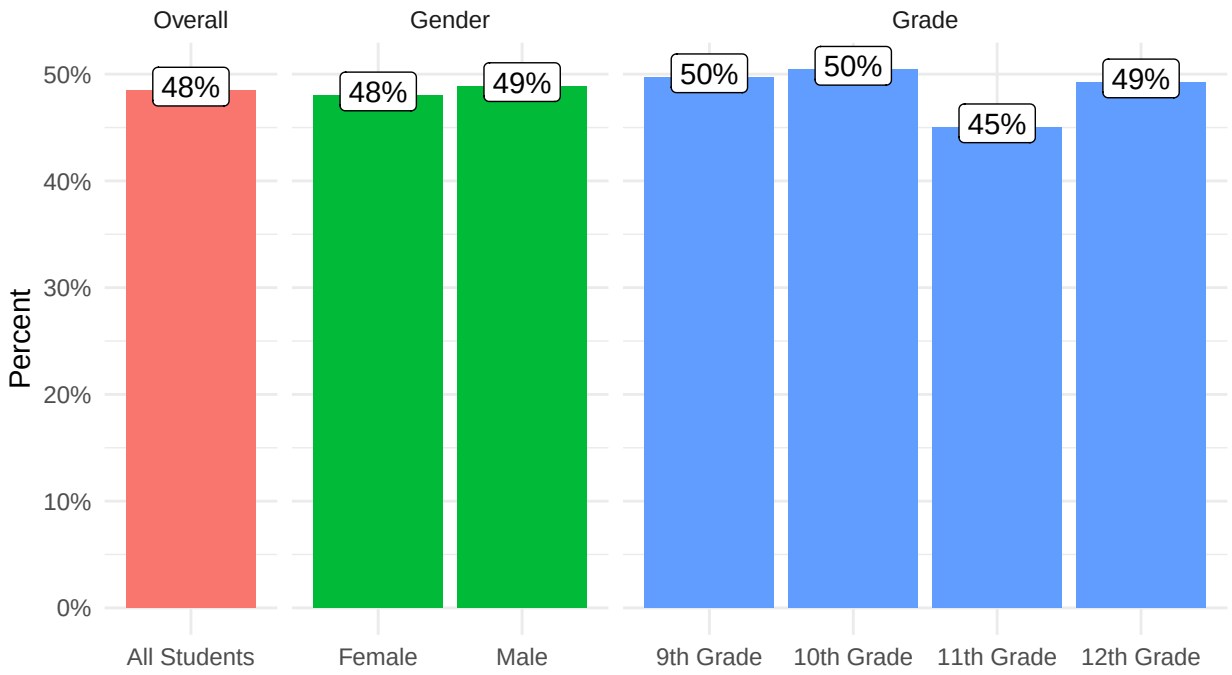
The chart below shows the percent of students who reported spending three or more hours per day engaged in television, video games, social media, texting, or other recreational activities using a computer, phone, gaming system or tablet.



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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Social Media

Heavy social media use may 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 questions ask: "How often do you use social media such as Instagram, TikTok, Snapchat, and X (formerly known as Twitter)?"

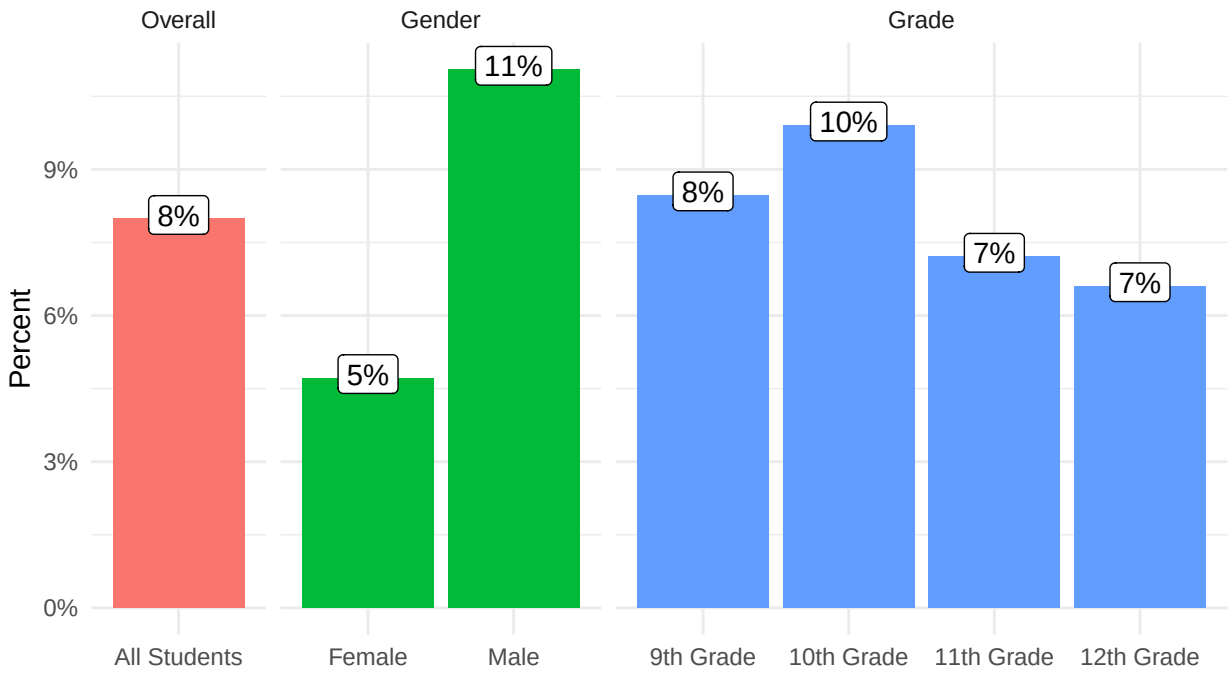
The following percentages breakdown results from the social media question:

- Students who do not use social media: **8%**
- Students who use social media at least a few times a month: **92%**
- Students who use social media at least once a day: **77%**
- Students who use social media heavily (About once an hour or more): **39%**

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

Social Media Use

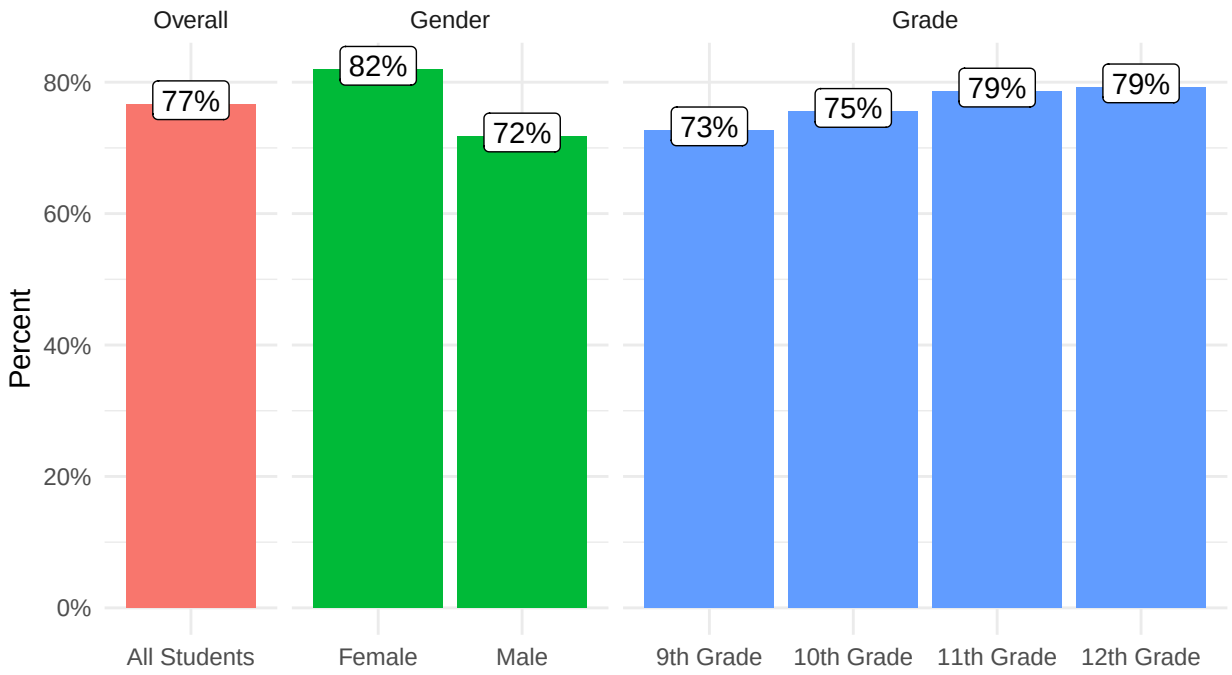
Students Do Not Use Social Media



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Social Media Use

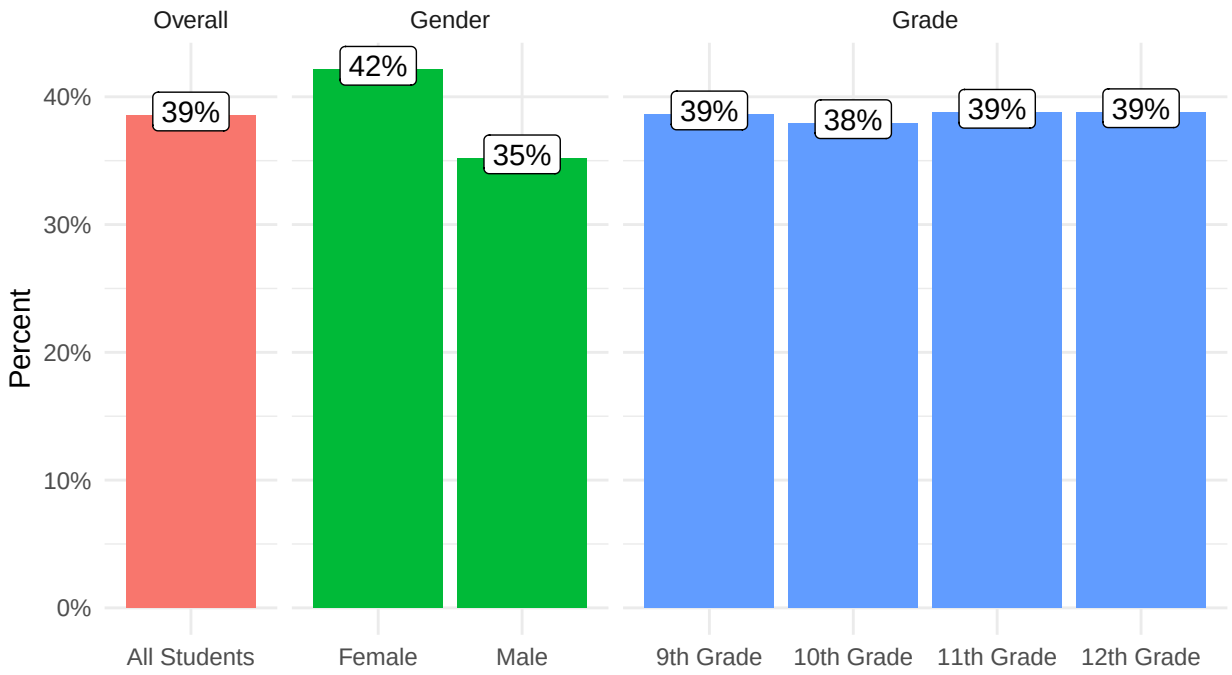
Students Who Use Social Media Once Per Day



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Social Media Use

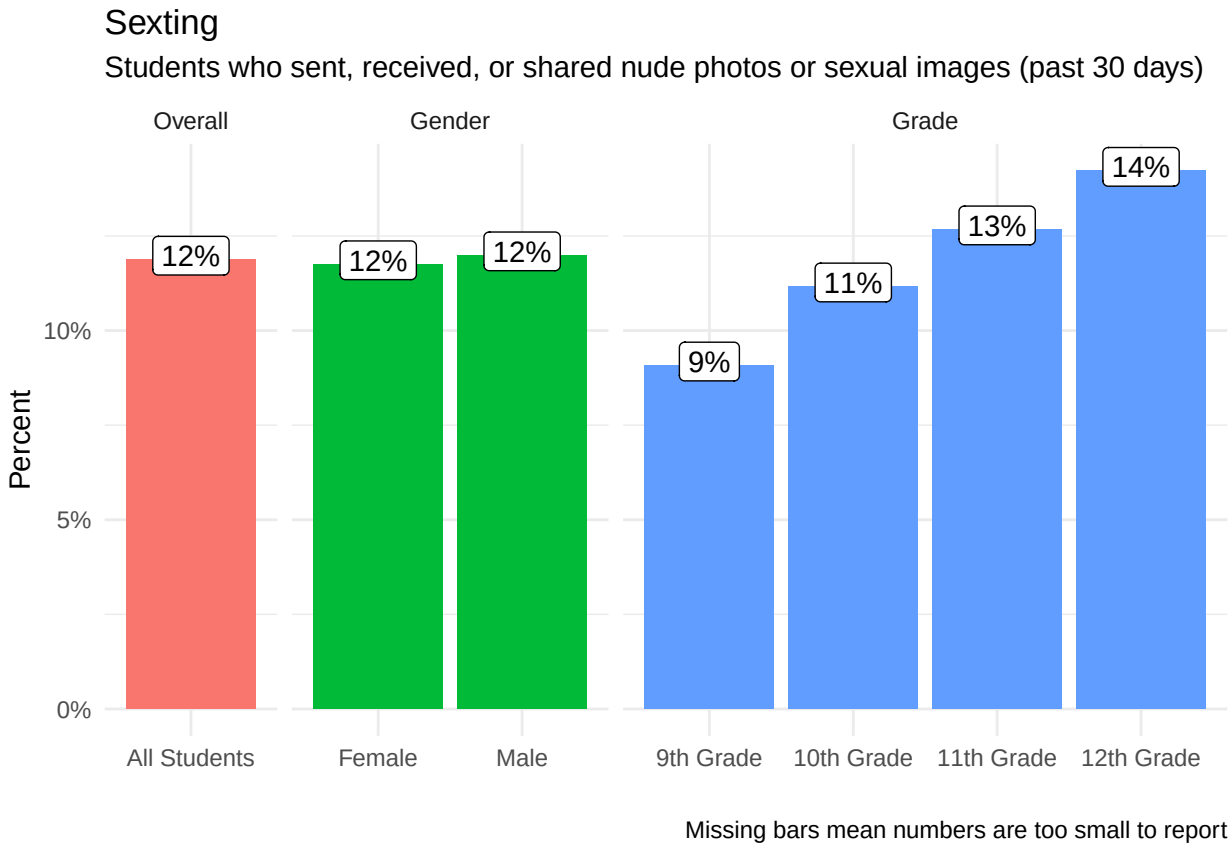
Students Who Use Social Media Heavily (About once an hour or more)



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Sexting

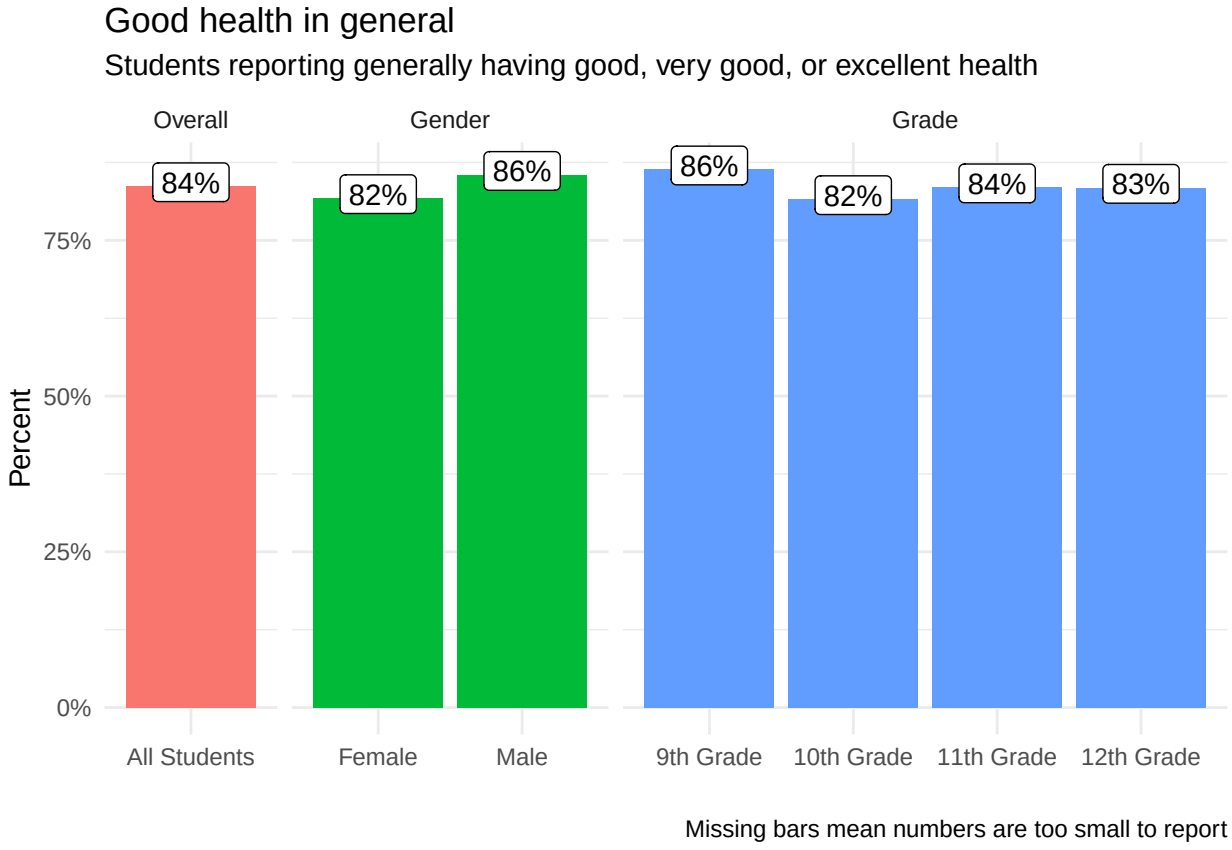
The Wisconsin YRBS includes a question on recent sexting behavior. The question specifically asked whether students had sent, received, or shared nude photos or other sexual images in the past 30 days.



PHYSICAL HEALTH AND NUTRITION

Health in General

A new question was added starting in 2025 asking students how they would describe their health in general. **84%** described their health as either excellent, very good, or good, and **16%** described their health as fair or poor.



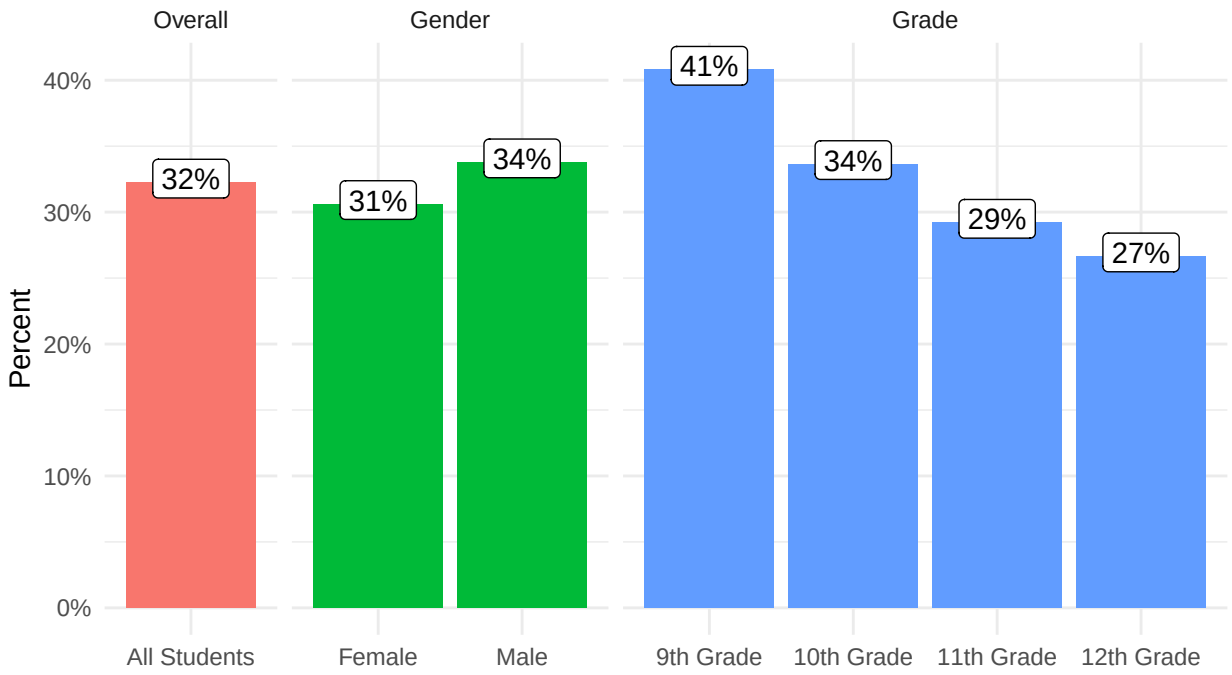
Sleep and Exercise

Sleep Students have reported sustained decreases in the number of hours they sleep each night. Statewide results show the percentage of students who average 8 or more hours of sleep per night has been on the decline. The charts below show results for students who reported greater and lesser amounts of sleep.

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.

Sleep 8 or More Hours Per Night

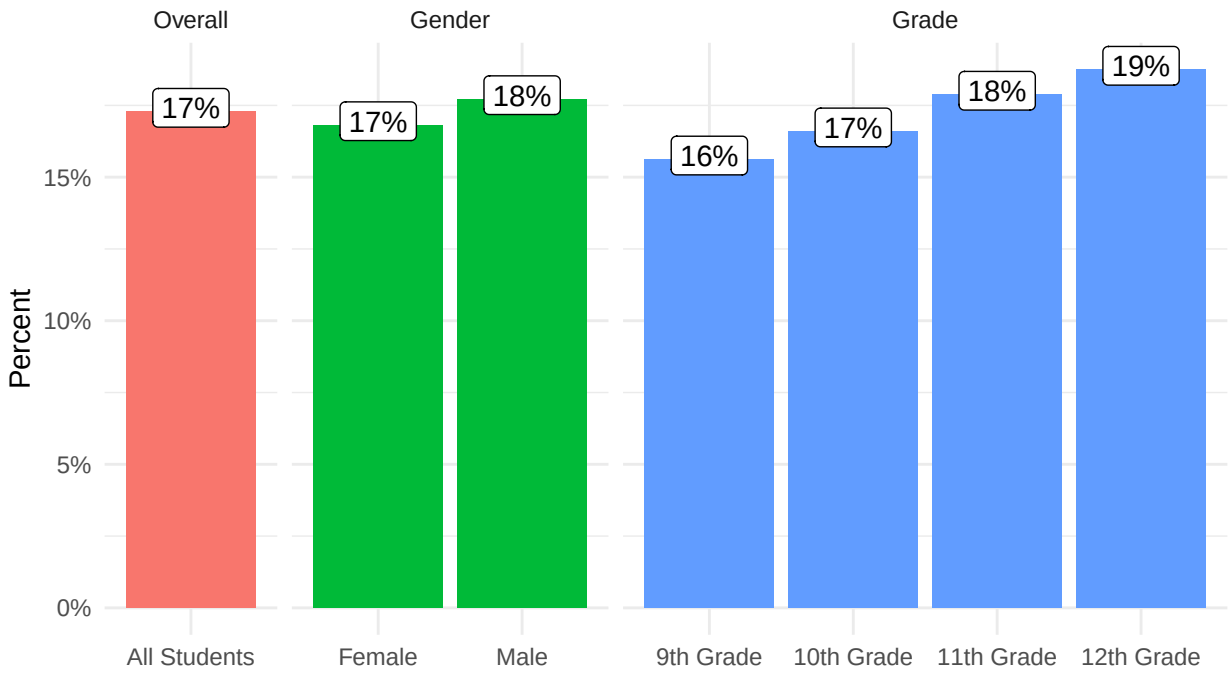
Students reporting 8+ hours of sleep per night



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Sleep 5 or Fewer Hours Per Night

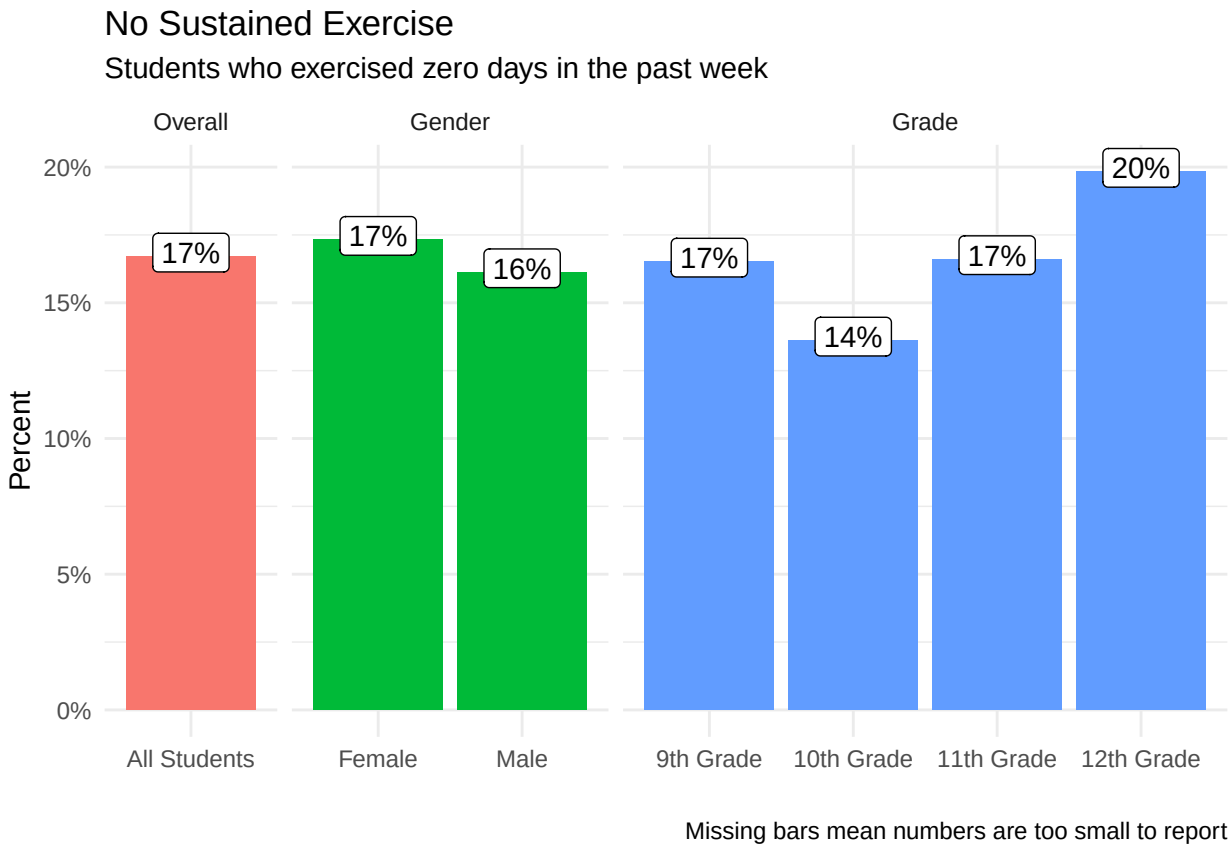
Students reporting 5 or fewer hours of sleep per night



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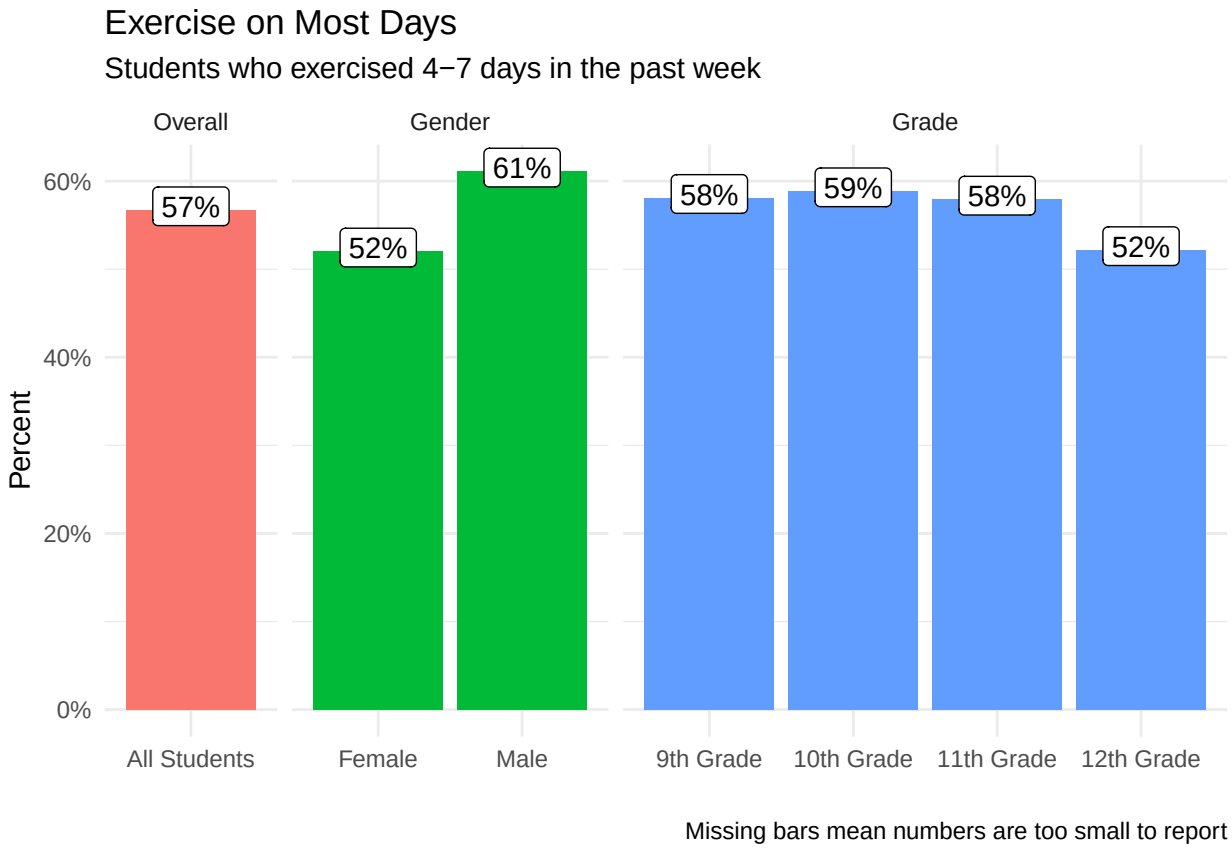
Exercise

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



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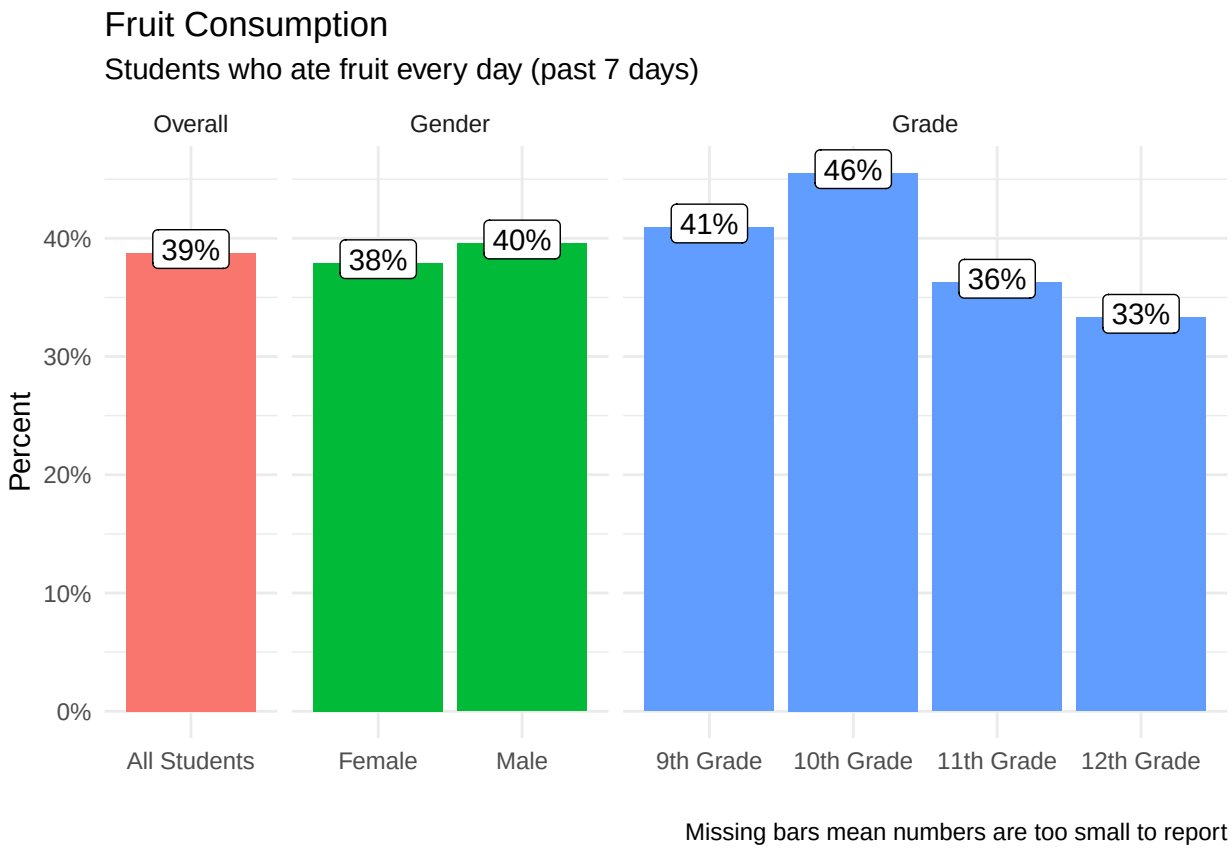
The chart below shows students who did report engaging in an hour or more of physical activity for four or more days per week.



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Nutrition

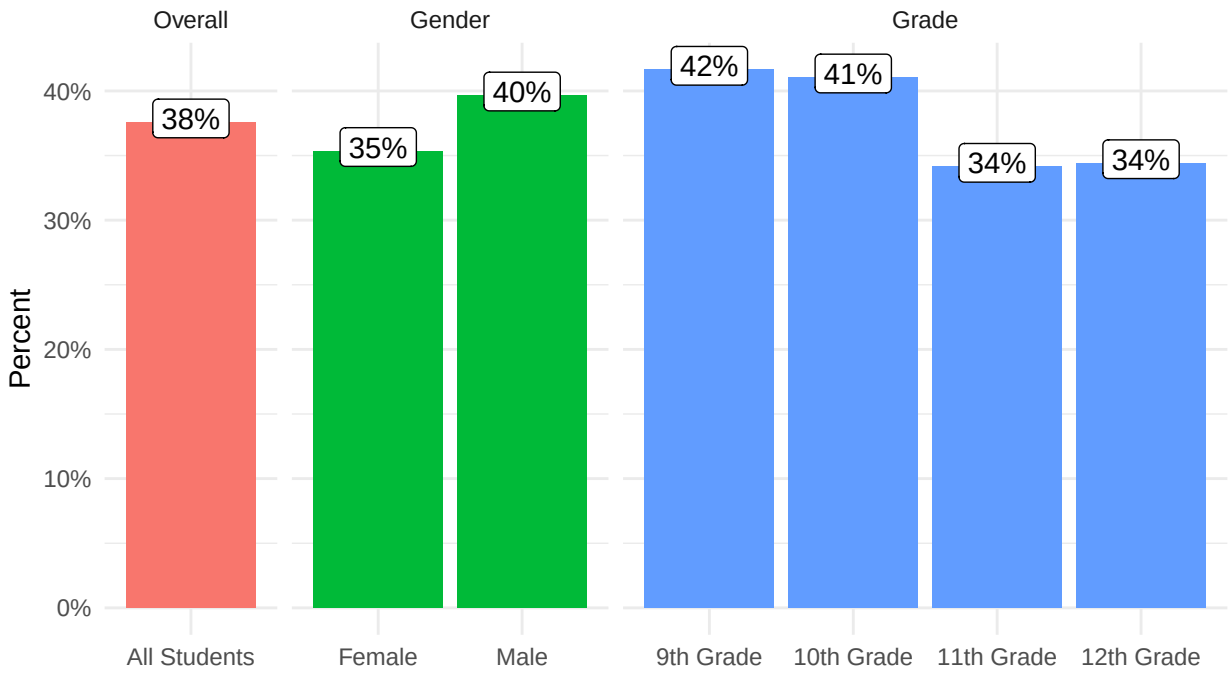
Students were asked about daily consumption of fruit, vegetables, plain water, and breakfast.



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Vegetable Consumption

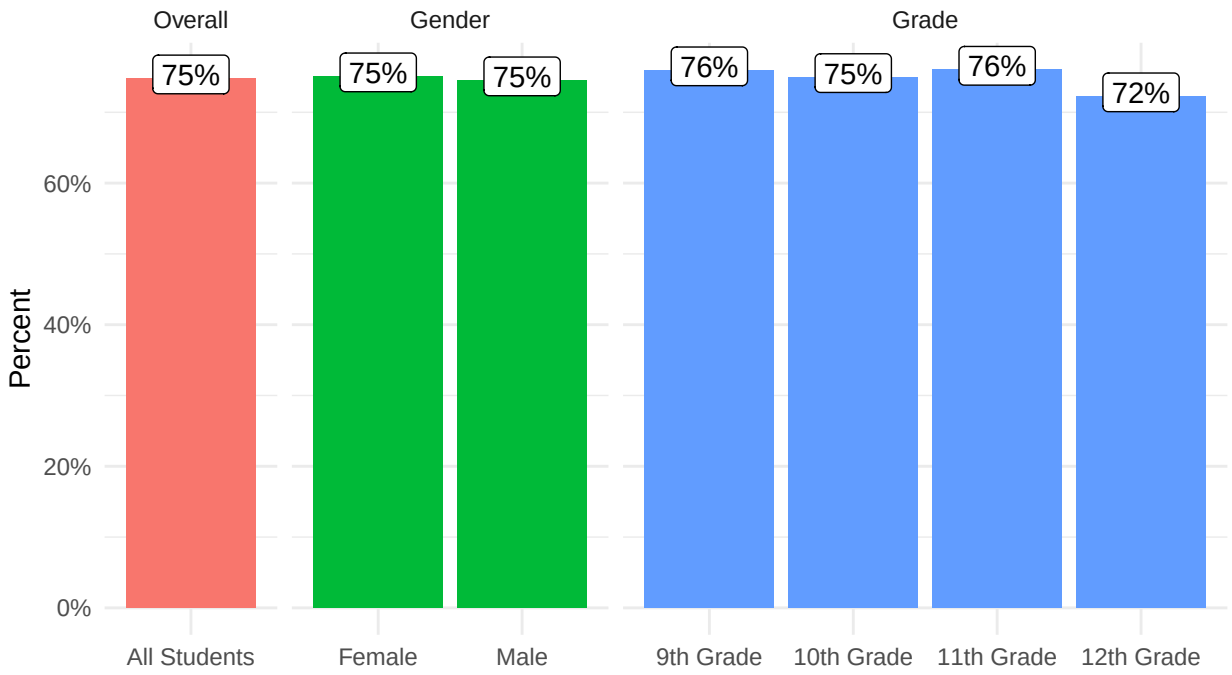
Students who ate vegetables every day (past 7 days)



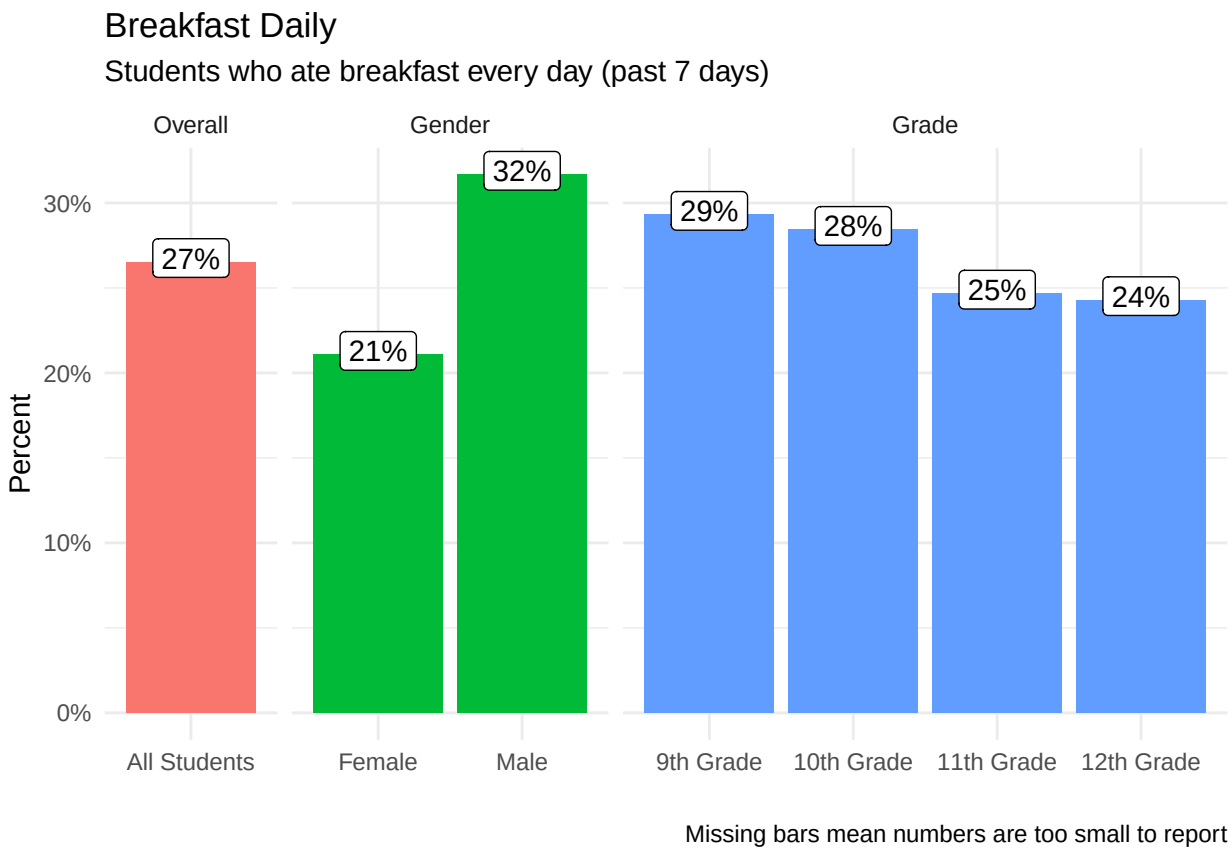
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Water Consumption

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



Missing bars mean numbers are too small to report



While the chart above shows the percentage of students who ate breakfast every day, **50% 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".

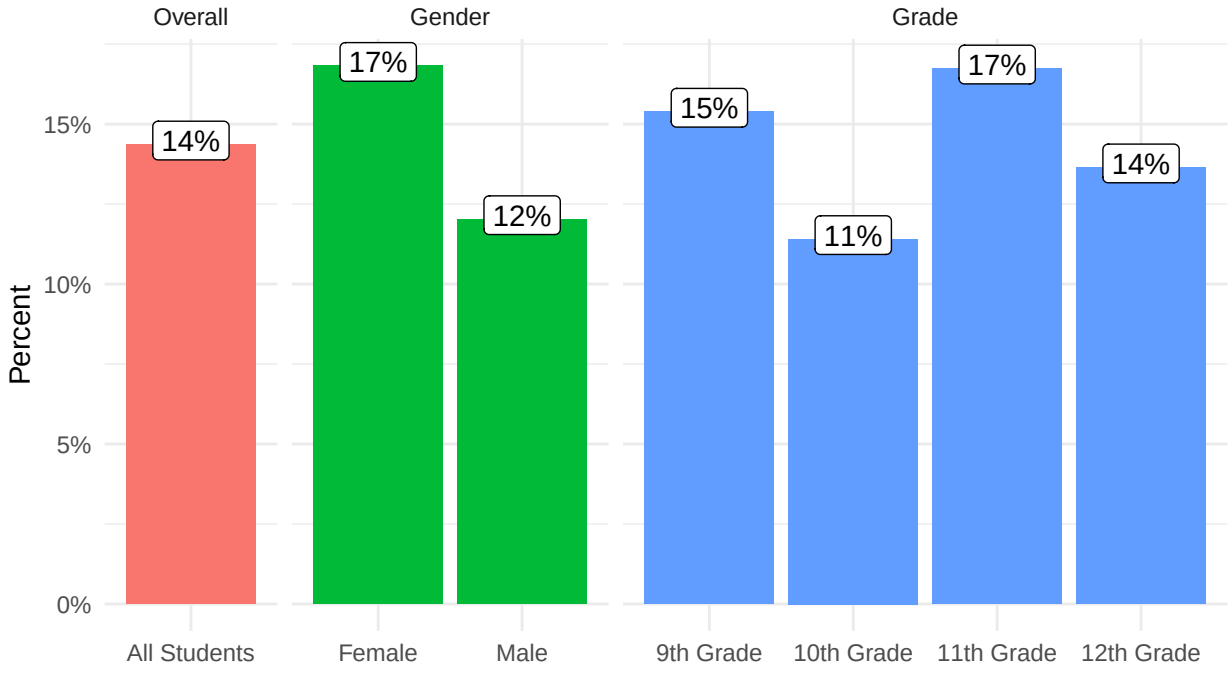
Health Conditions and Health Care

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 "Students with Physical Disabilities 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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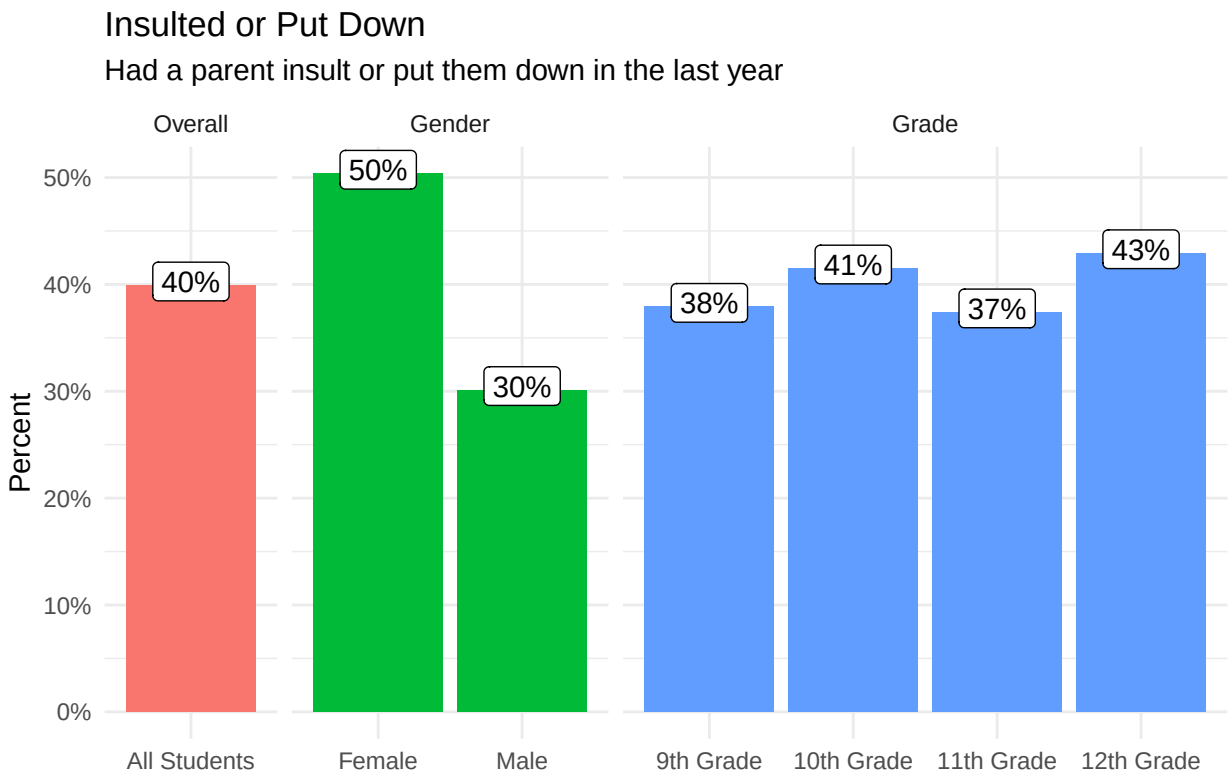
TRAUMA AND ADVERSITY

A student's experience growing up in their home and neighborhood can greatly affect their health and wellbeing, as well as their likelihood to engage in risky behaviors. These experiences of their youth are often called Adverse Childhood Experiences (ACEs) and Positive Childhood Experiences (PCEs). Both adverse and protective experiences in childhood have long lasting impacts on the lives of youth well into adulthood. While other questions on the YRBS are considered adverse or positive experiences, some questions in this section were newly added to the 2025 Wisconsin YRBS to specifically capture the prevalence of these experiences.

More information about ACEs and PCES in Wisconsin youth can be found on the Wisconsin Department of Health Services website: https://www.dhs.wisconsin.gov/aces/index.htm.

Experiences with Parents or Guardians

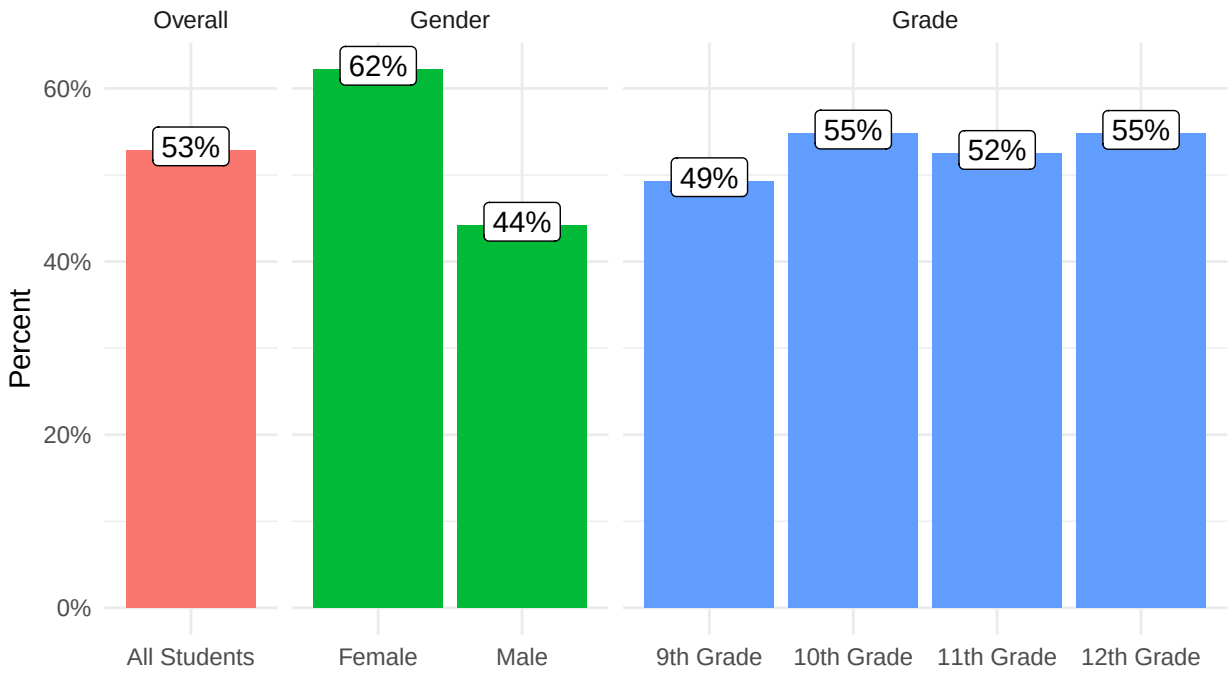
In the past 12 months, **40%** of students reported having a parent or adult in their home insult or put them down. **53%** reported ever experiencing this.



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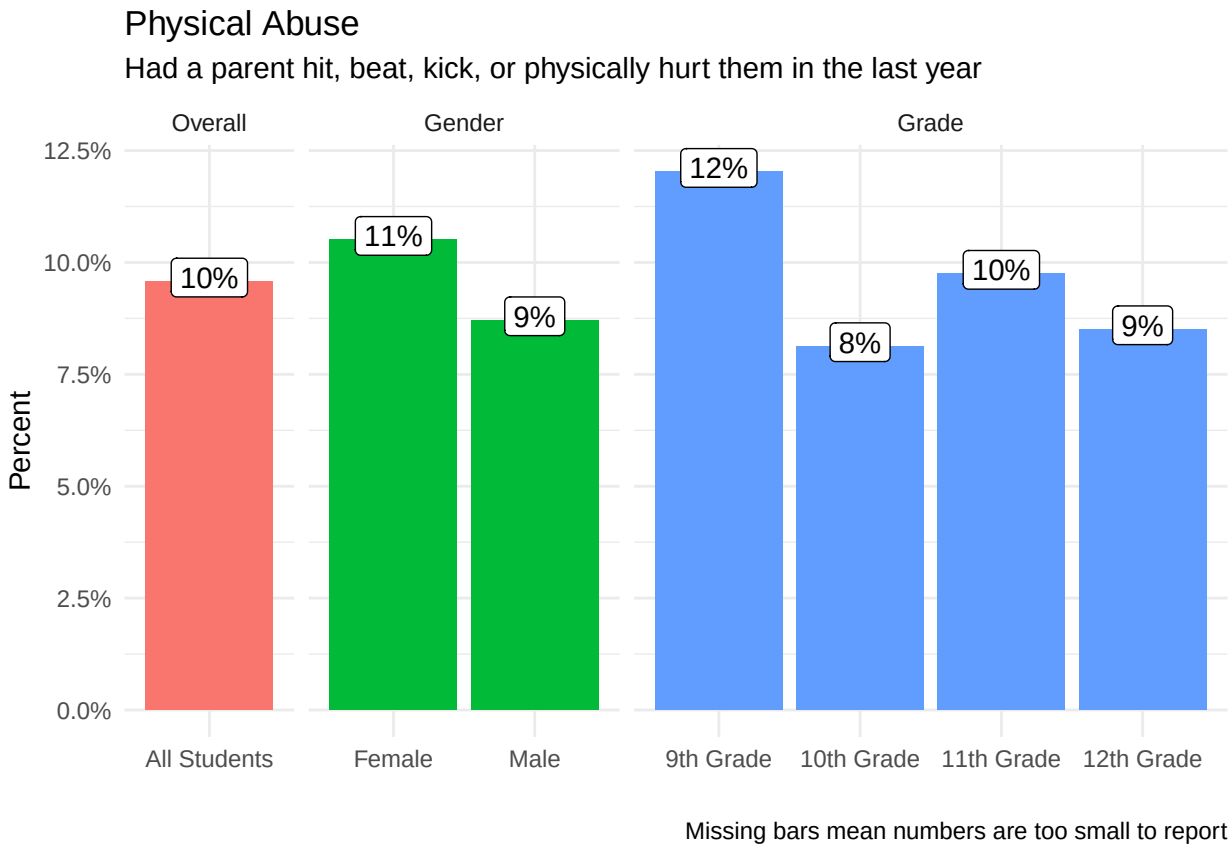
Insulted or Put Down

Had a parent insult or put them down in their life



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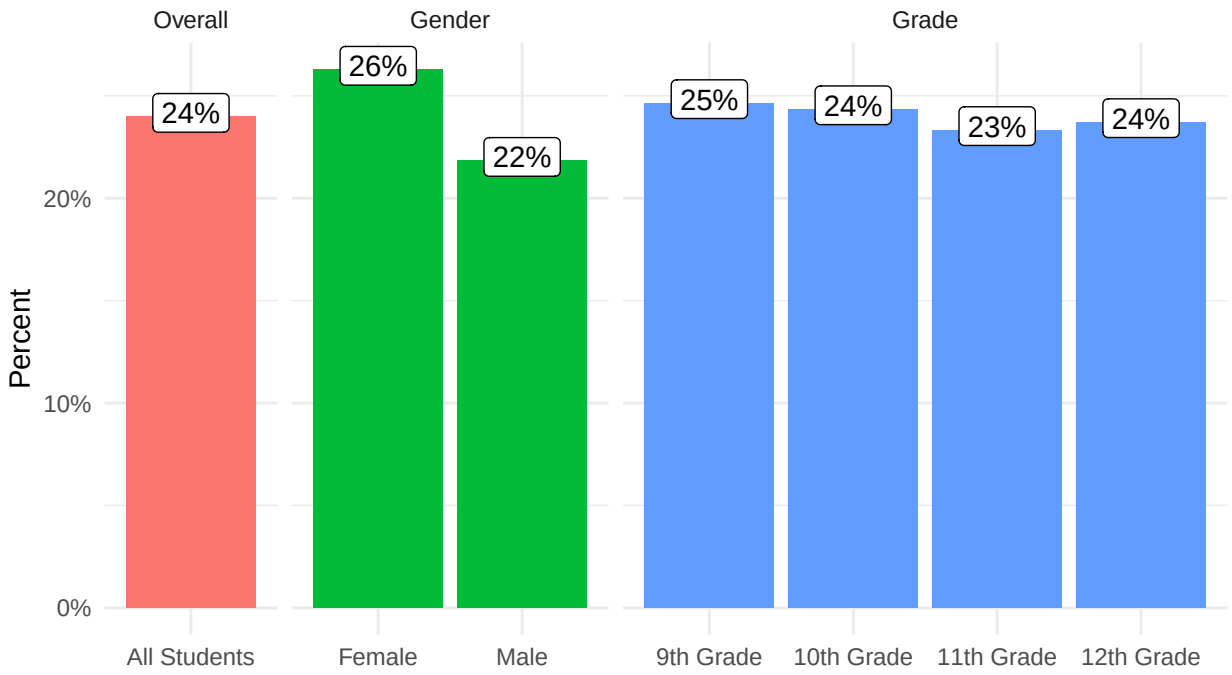
In the past 12 months, **10%** of students reported having a parent or adult in their home hit, beat, kicked, or physically hurt them. **24%** reported ever experiencing this.



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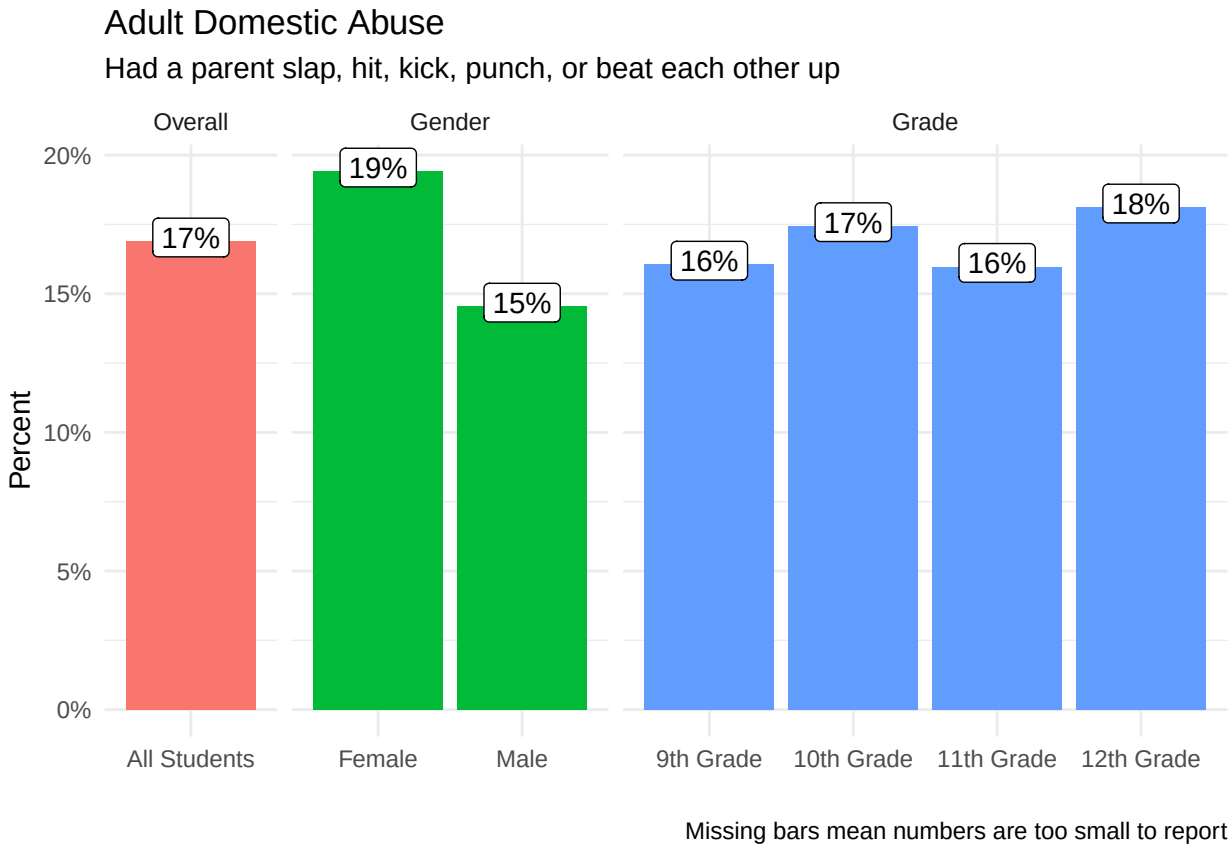
Physical Abuse

Had a parent hit, beat, kick, or physically hurt them in their life



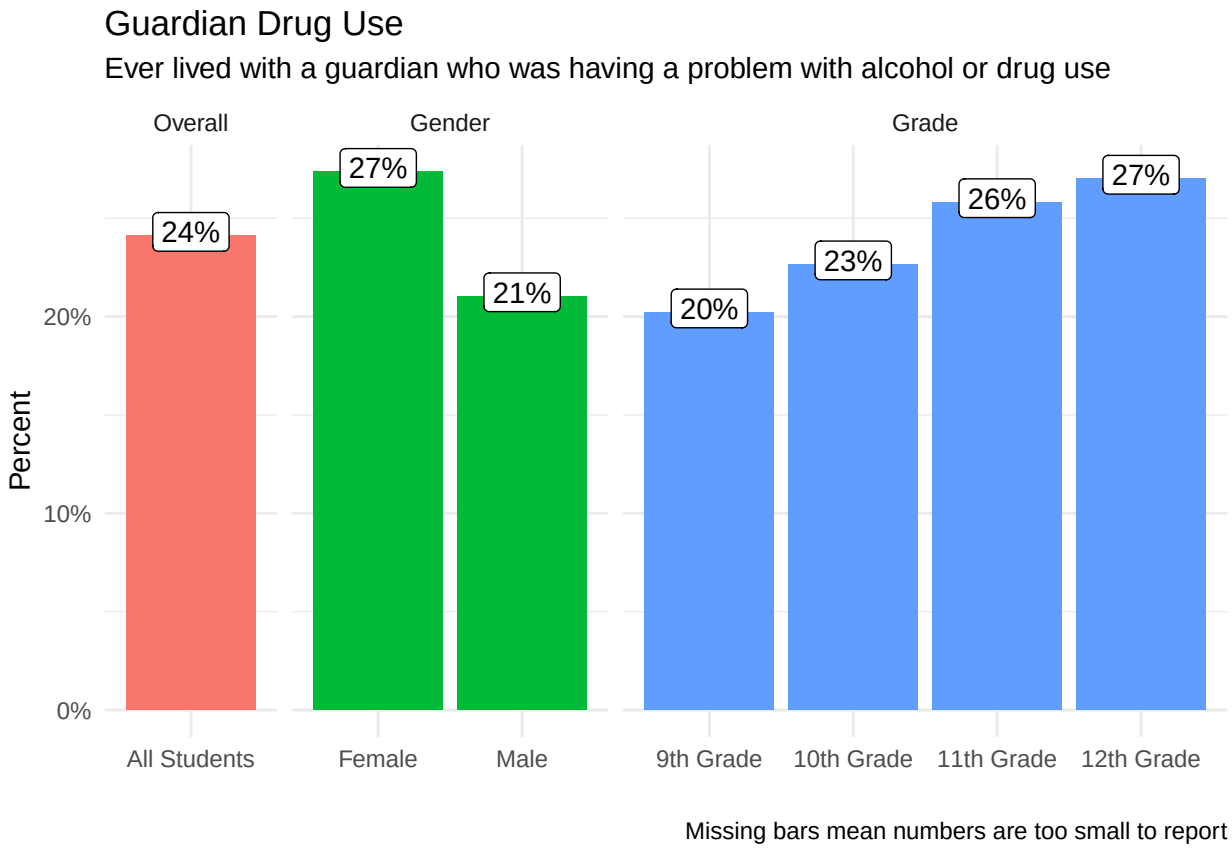
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17% of students reported having a parent or adult in their home slapped, hit, kicked, punched, or beat each other up.



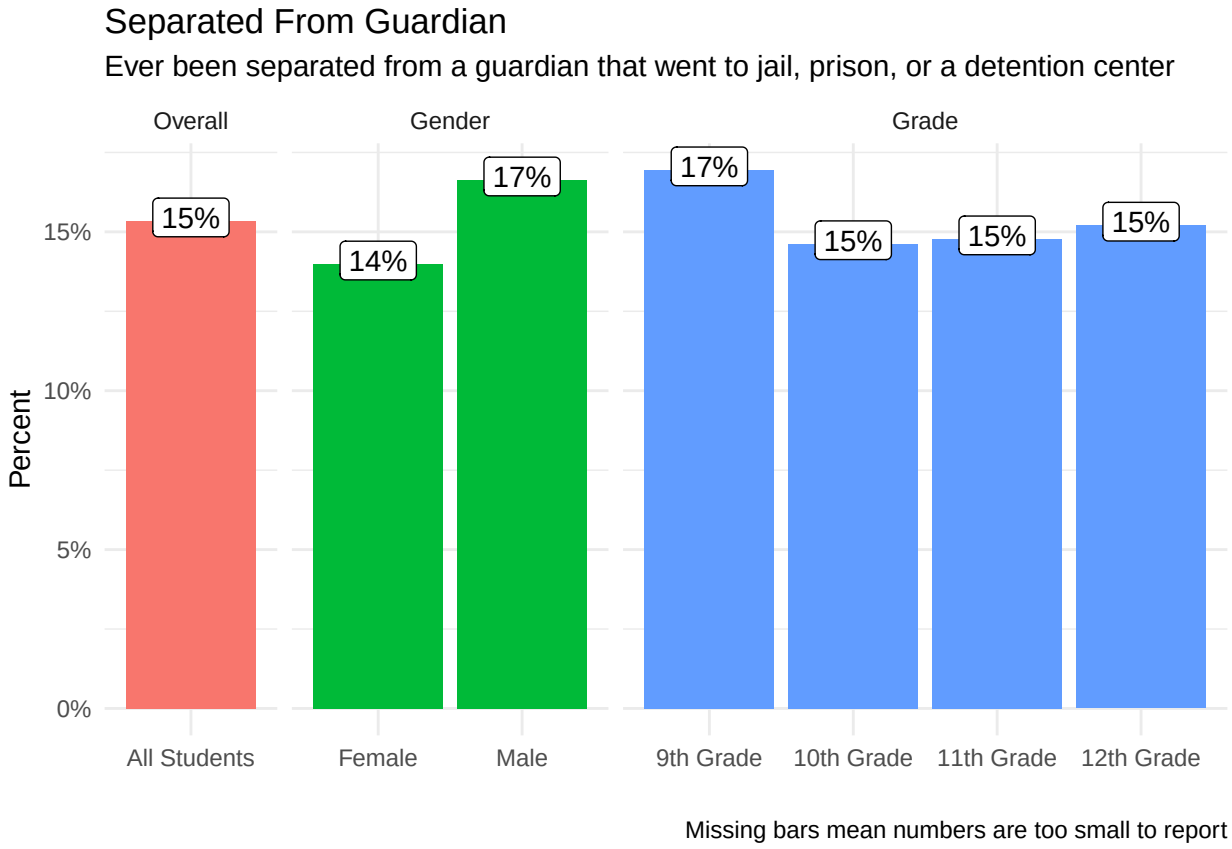
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24% of students reported living with a parent or guardian who was having a problem with alcohol or drug use.



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15% of students reported being separated from a parent or guardian that went to jail, prison, or a detention center.

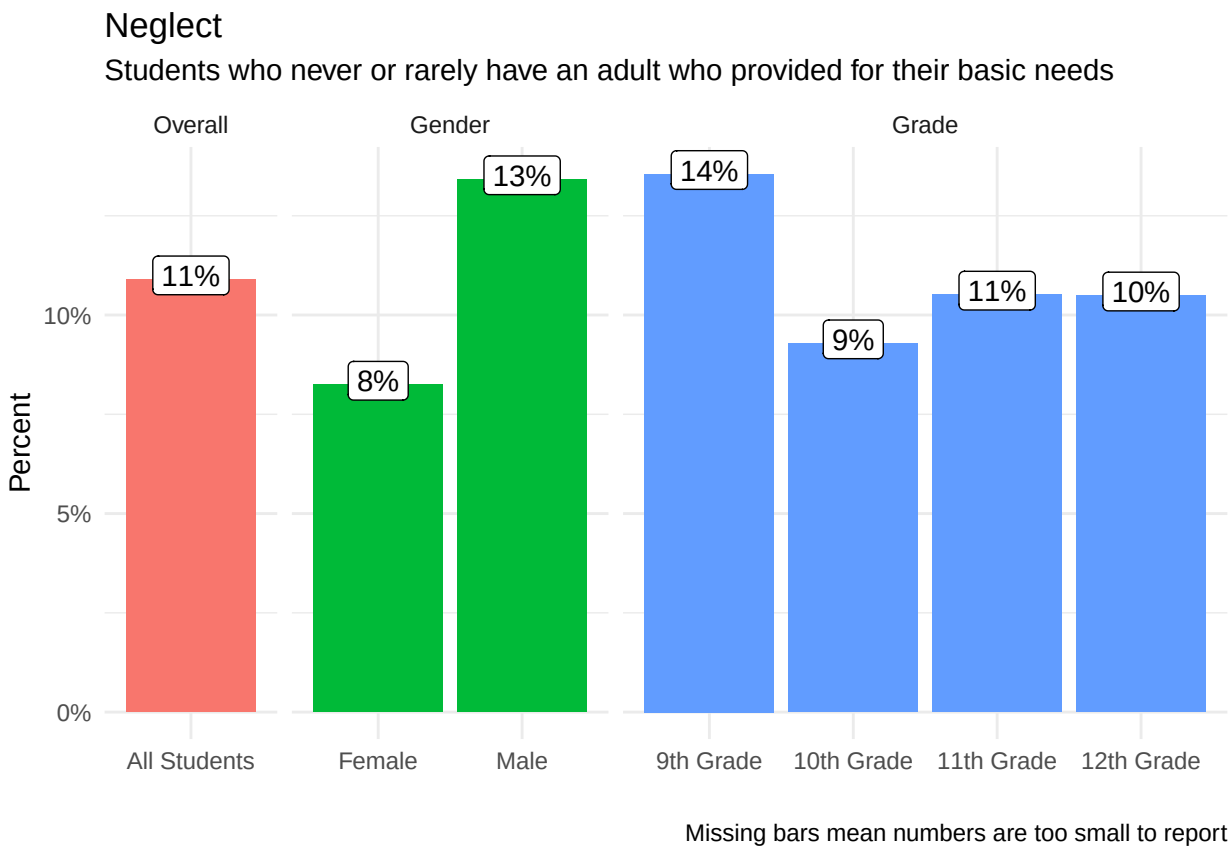


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Basic Needs Served and Neglected

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.

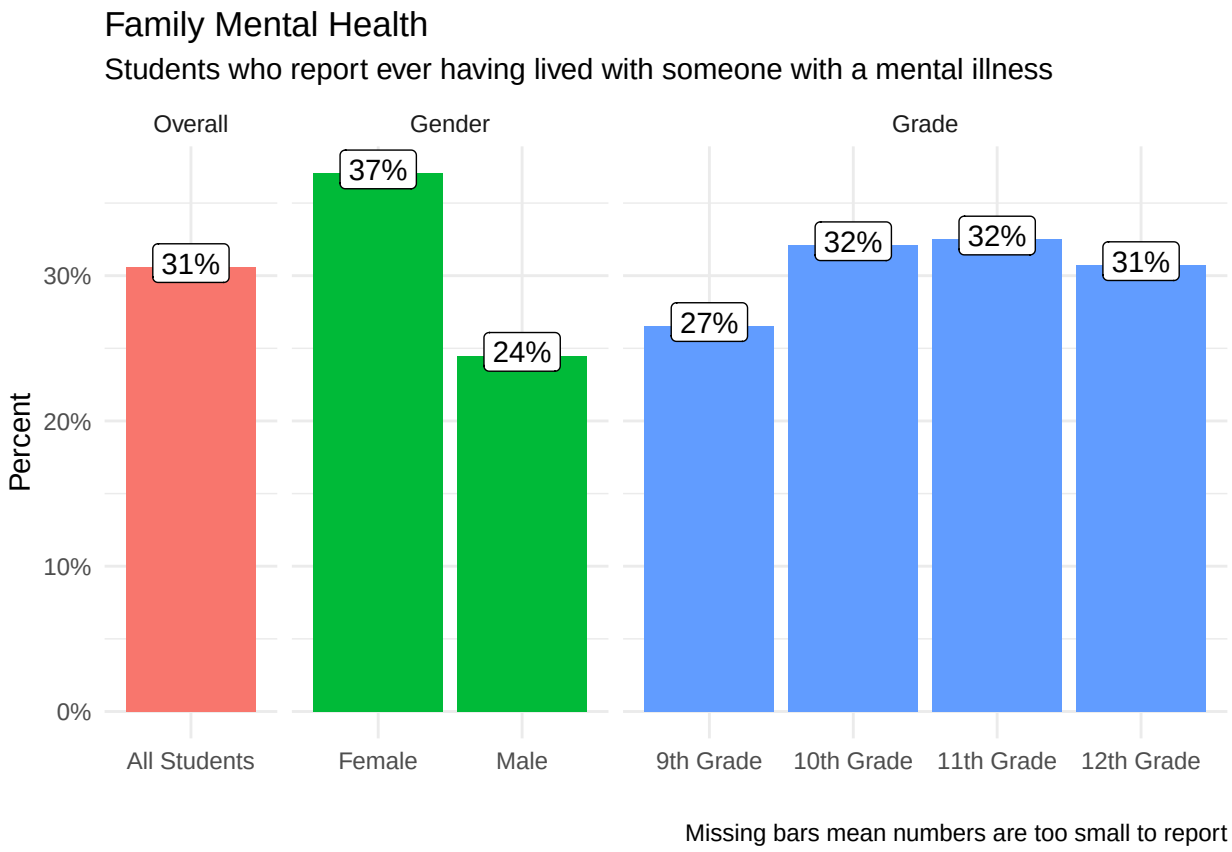
The chart below outlines the percentage of students who reported "Never" or "Rarely" having an adult in their household who tried hard to make sure their basic needs were met.



In contrast to the information above, **84%** 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. **92%** reported having this care at least some of the time.

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.

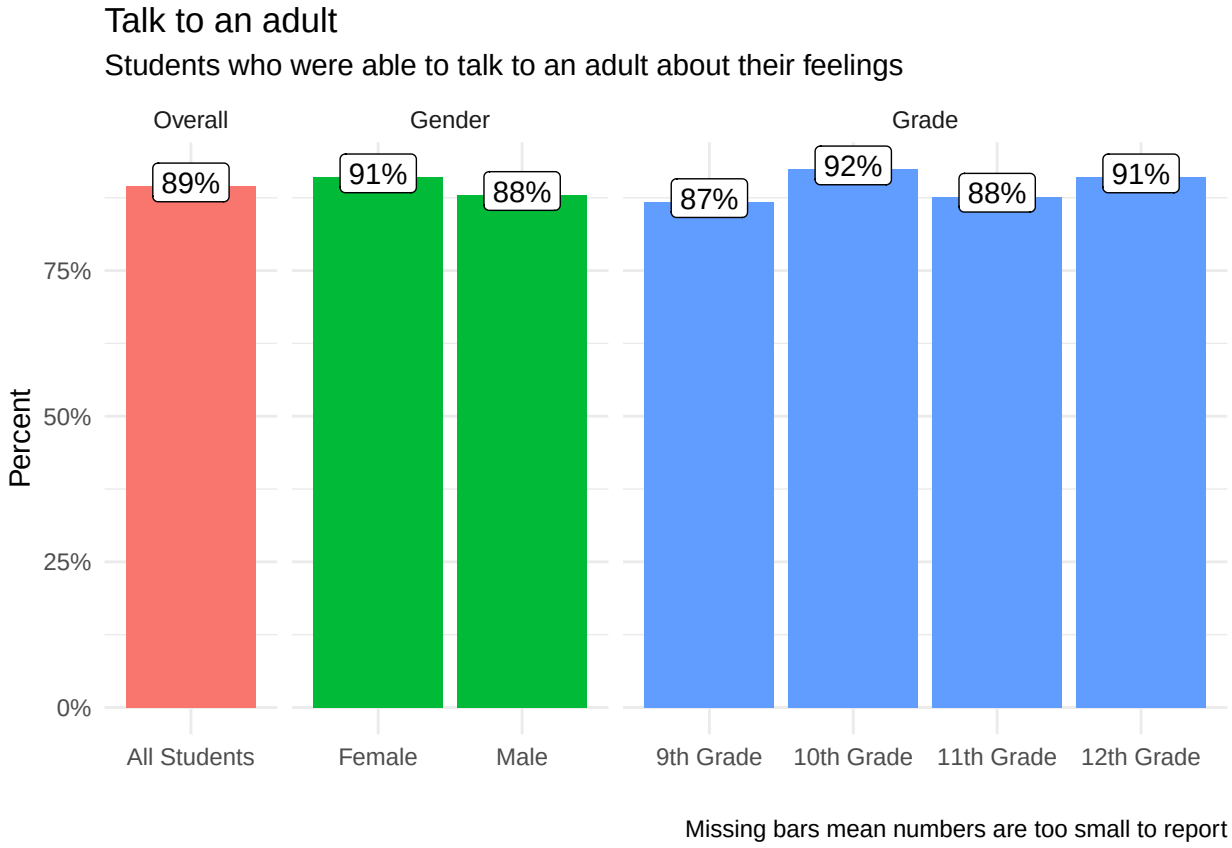
The chart below displays percentages of students who reported ever having lived with someone who was depressed, mentally ill, or suicidal.



31% of students reported living with a parent or guardian who had severe depression, anxiety, or another mental illness, or was suicidal.

55% of students reported having felt that they were able to talk to an adult in their family or another caring adult about their feelings most or all of the time, **22%** reported feeling this way at least some of the time, and **11%** reported that they were never able to talk to a caring adult about their feelings.

More information on the impact of supportive adults can be found in the Protective Factors at a Glance section of this report.



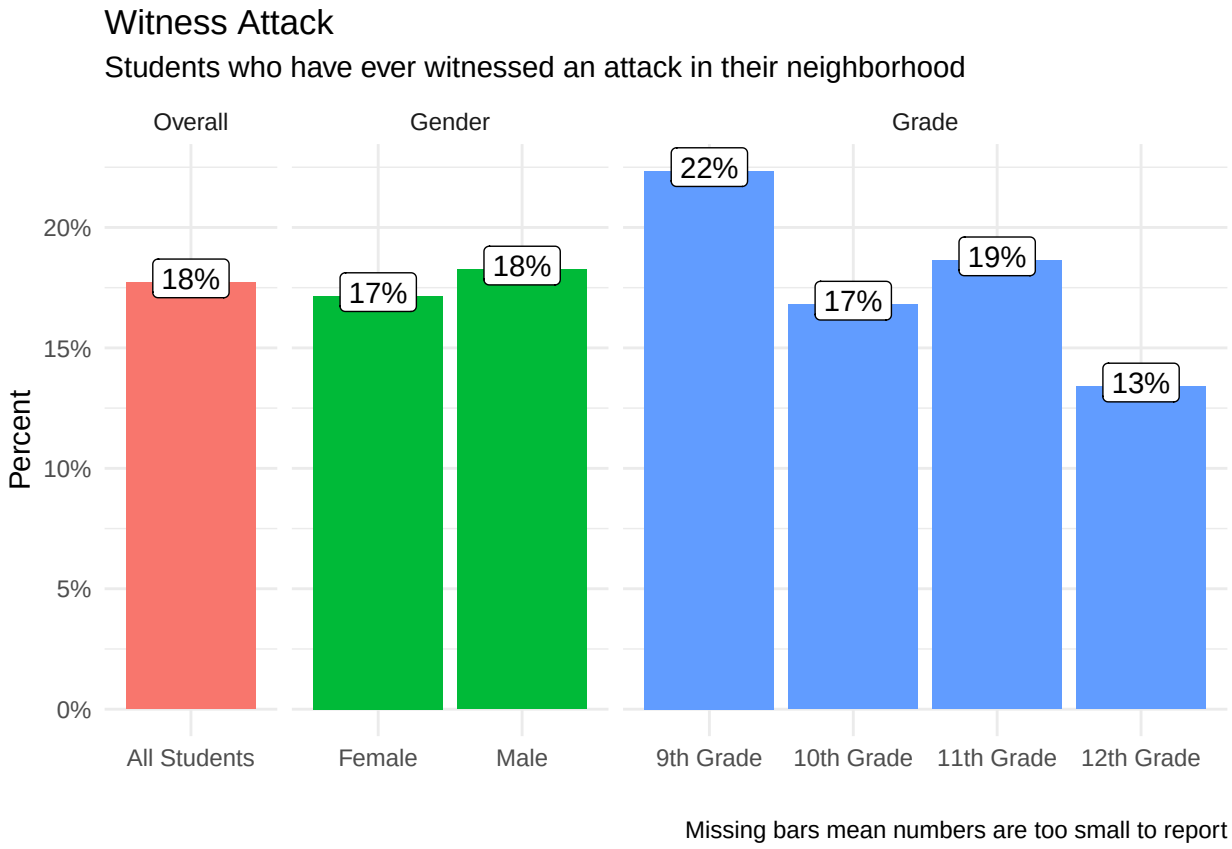
Exposure to Violence

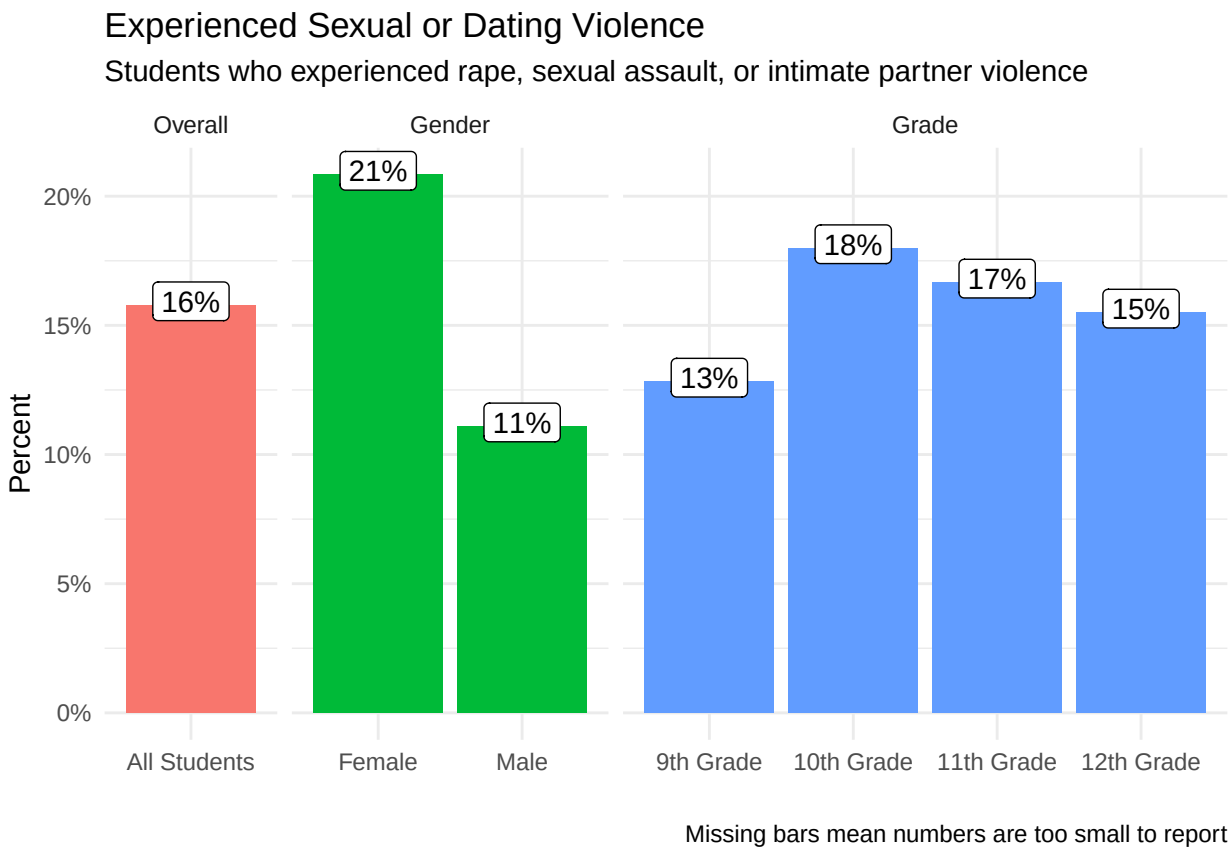
Experiences of violence and other forms of trauma can affect all aspects of a student's life, including their health, their behavior, and their ability to engage meaningfully in their education. The Wisconsin YRBS included several questions related to experiences of violence.

The section on School Safety covers experiences of violence and threats both in and out of school. This section also includes questions on sexual violence.

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.

18% of students reported ever having witnessed an attack in their neighborhood.



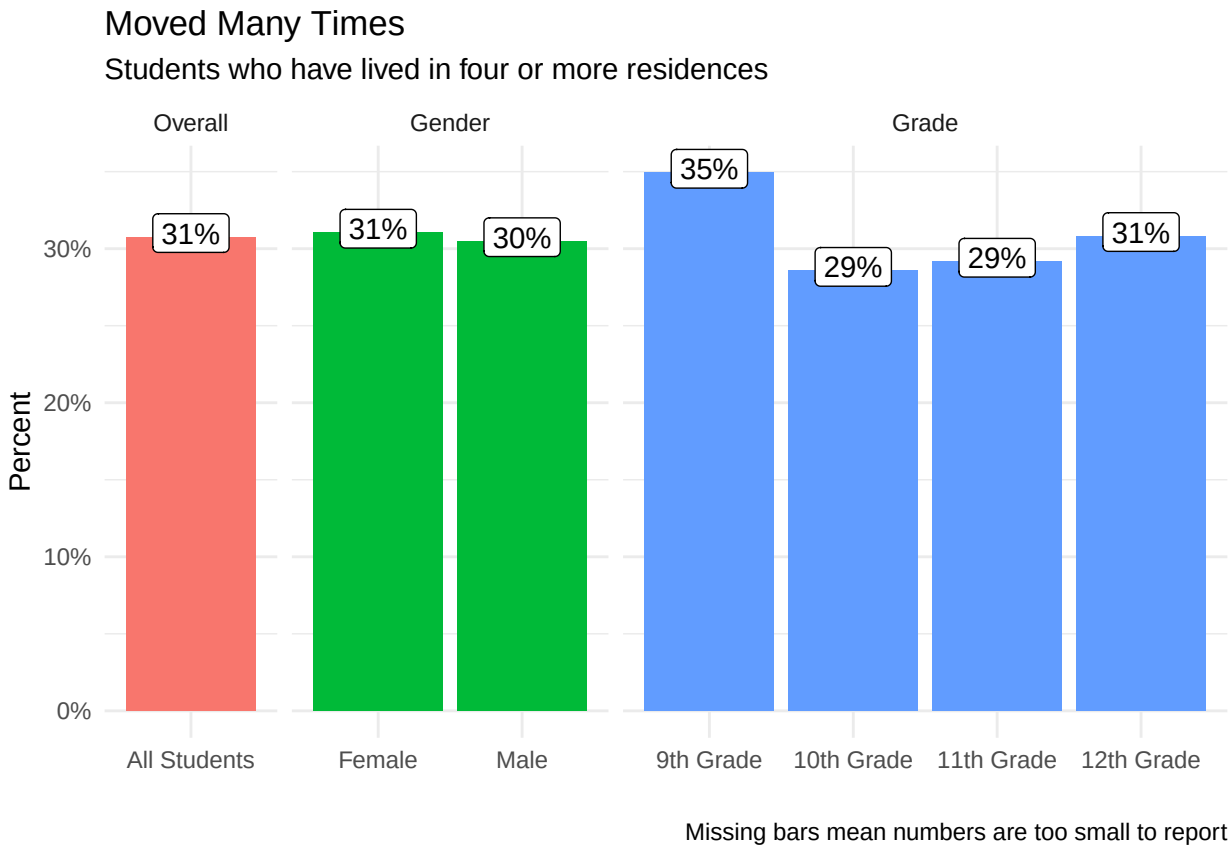


There are several questions that ask about lifetime experiences of sexual violence. Students were asked if they had ever been physically forced to have sexual intercourse (e.g., raped); **9%** of students said they had. Students were also asked whether they were physically forced to do anything sexual (including, but not limited to, sexual intercourse). This question is meant to look more broadly at sexual abuse or violation. **9%** of students indicated this experience. Additionally, a similar question was asked, specifically if an adult or person at least 5 years older than them ever made them do sexual things. **7%** of students reported an adult assaulting them sexually.

There are two questions on dating or intimate partner violence within the past 12 months. **8%** experienced sexual force by a dating partner and **10%** were physically harmed by a dating partner.

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 Wisconsin 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.



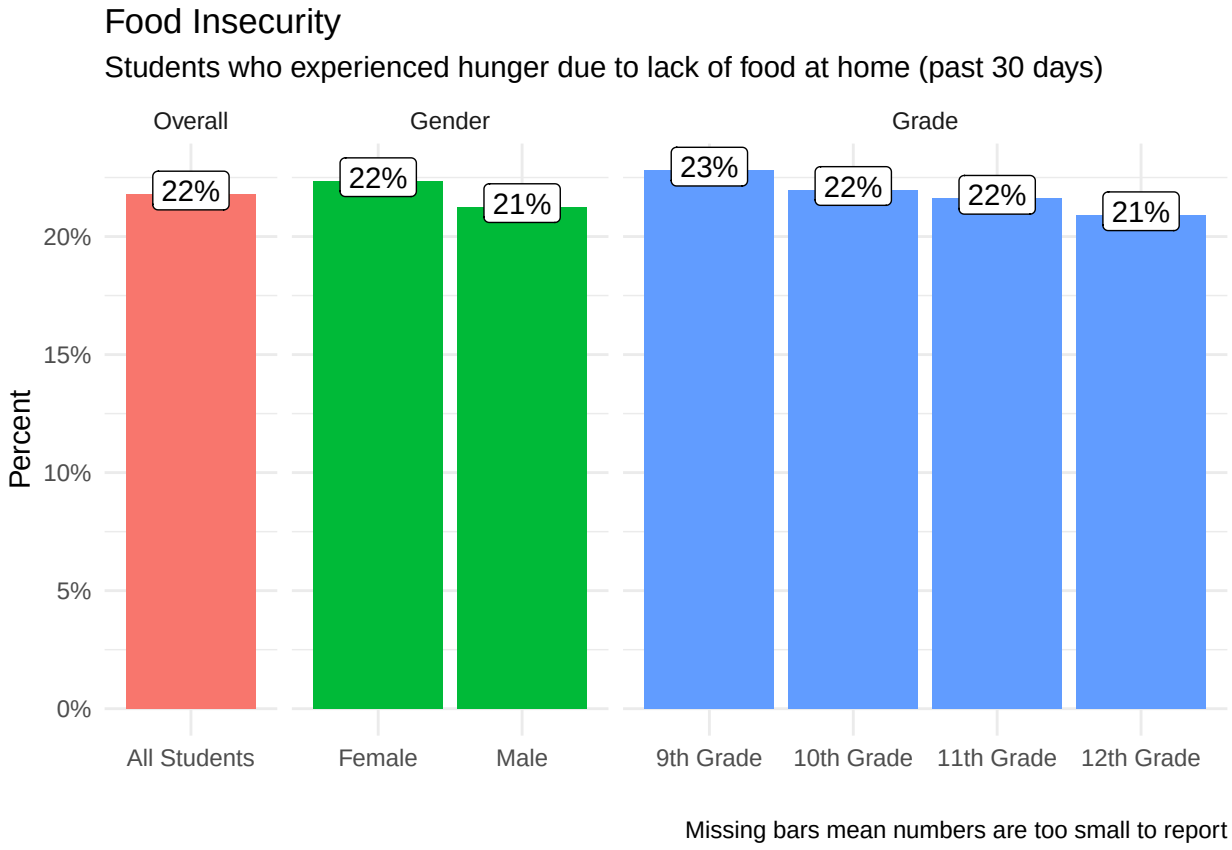
Have lived in 1 place: **31%**

Have lived in 2-3 places: **38%**

Have lived in 4 or more places: **31%**

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, **2%** of students said that they went hungry "most of the time" or "always".

STUDENT EMPLOYMENT STATUS

Since 2021, the Wisconsin 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:

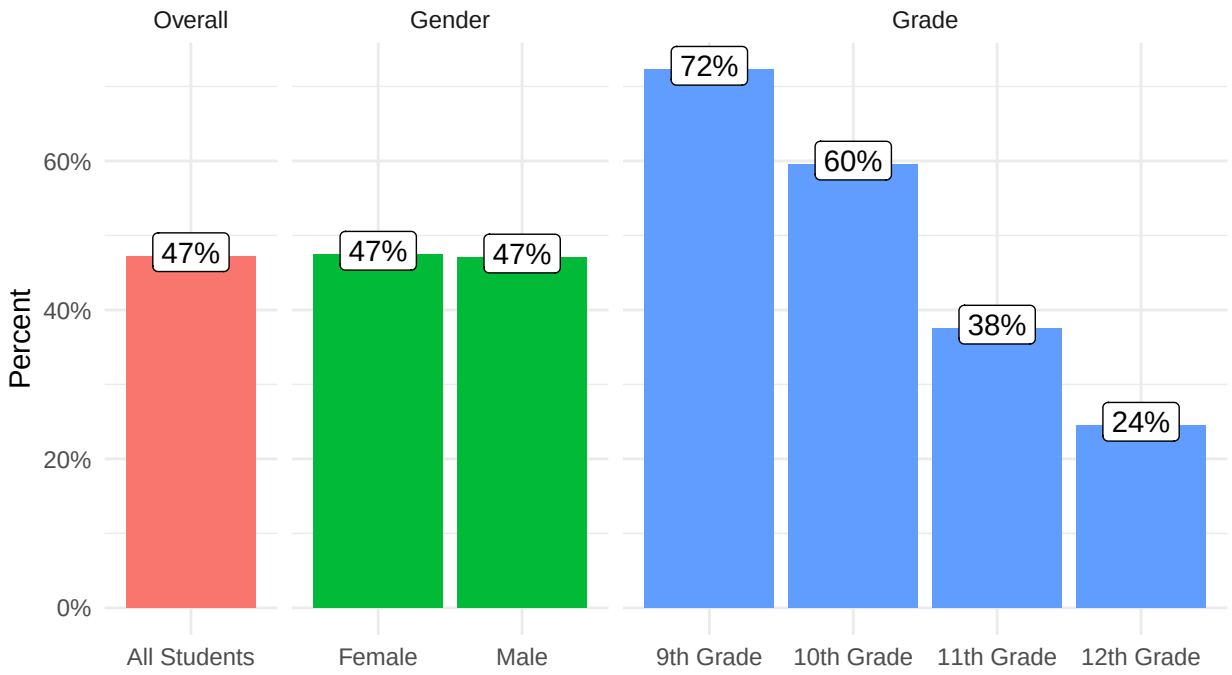
Do not work any hours per week: **47%**

- Work 1-4 hours per week: **11%**
- Work 5-9 hours per week: **14%**
- Work 10-19 hours per week: **17%**
- Work 20 or more hours per week: **10%**
- Work any number of hours per week: **53%**

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

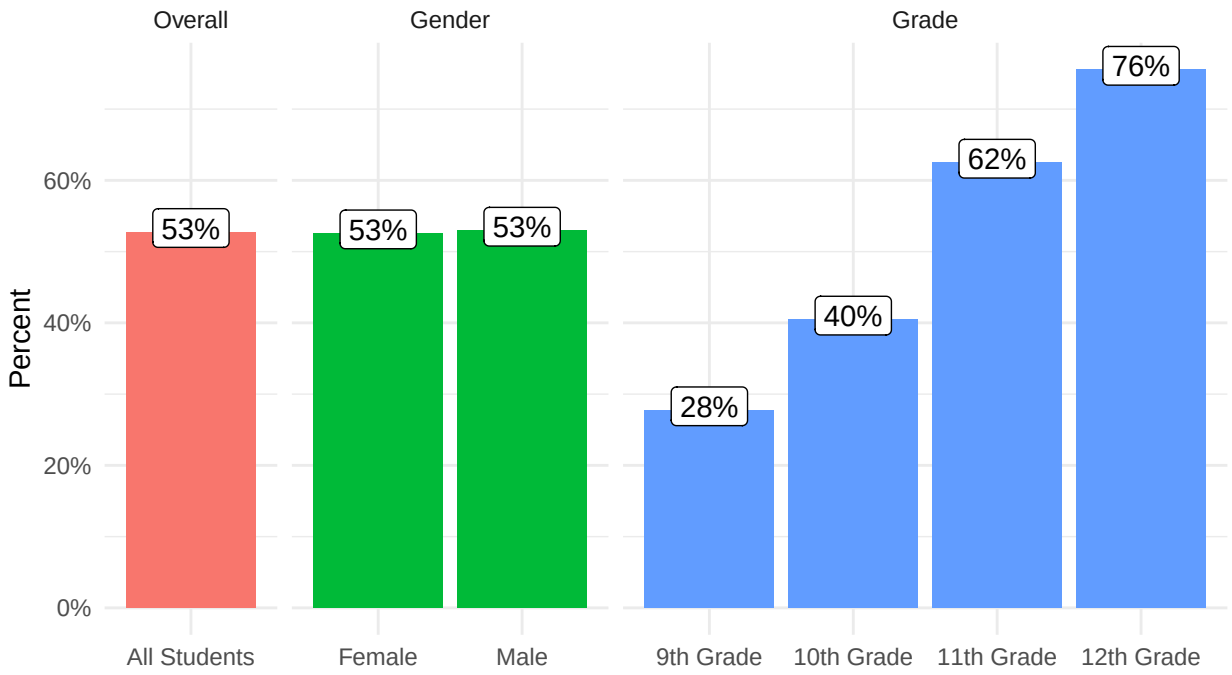
Students who do not work any hours at a job outside of the home



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Employment Status

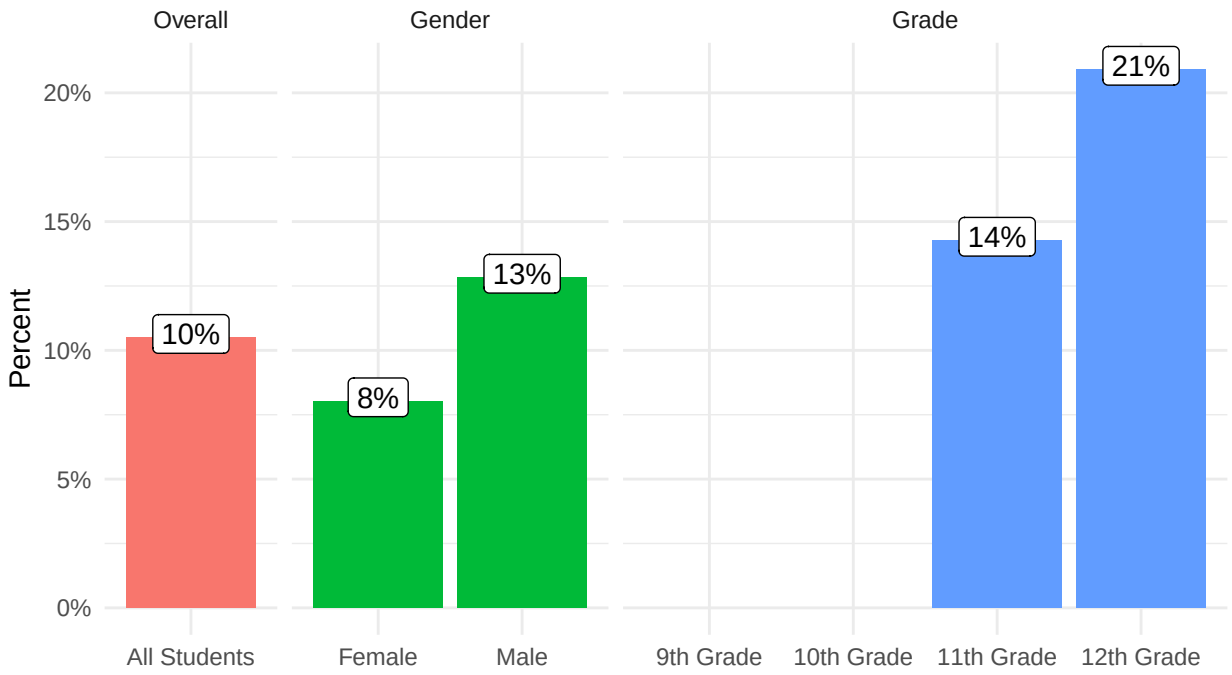
Students who work any amount of hours per week at a job outside of the home



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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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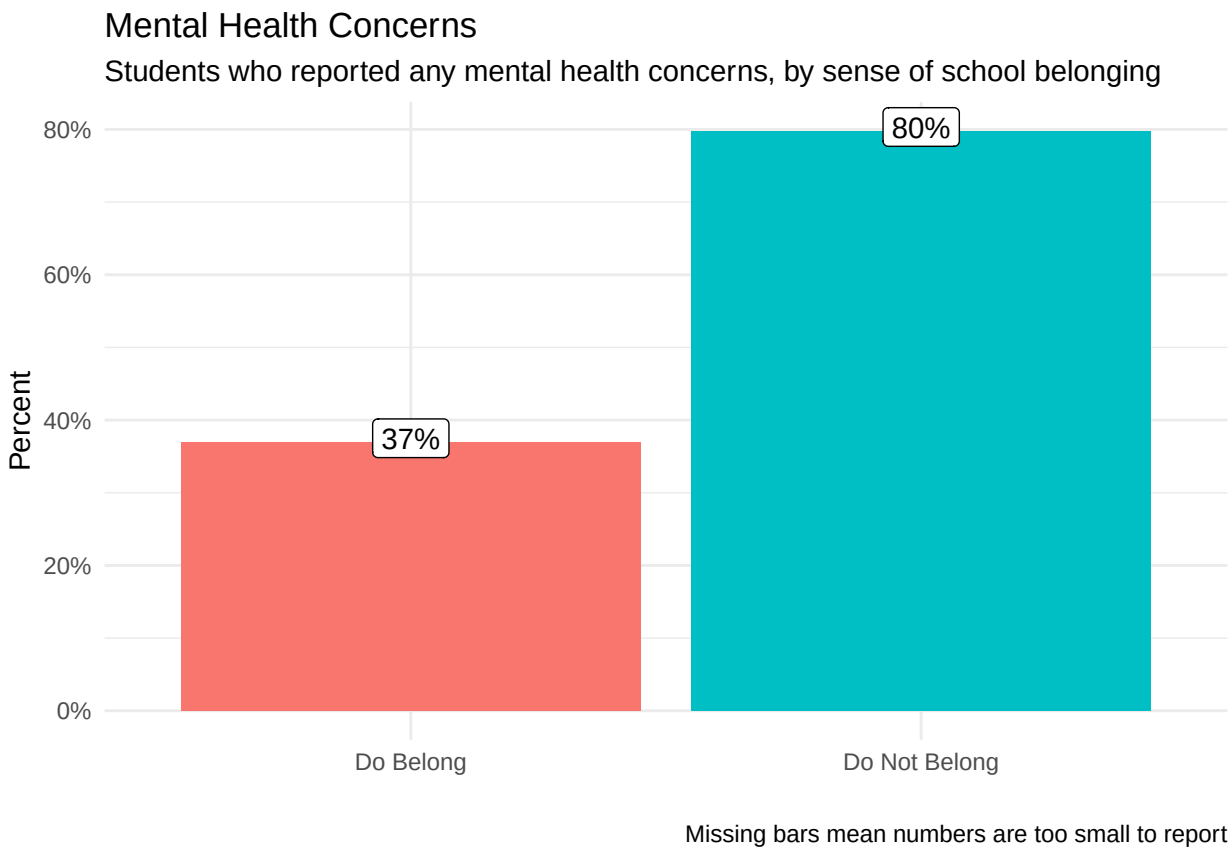
PROTECTIVE FACTORS AT A GLANCE

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.

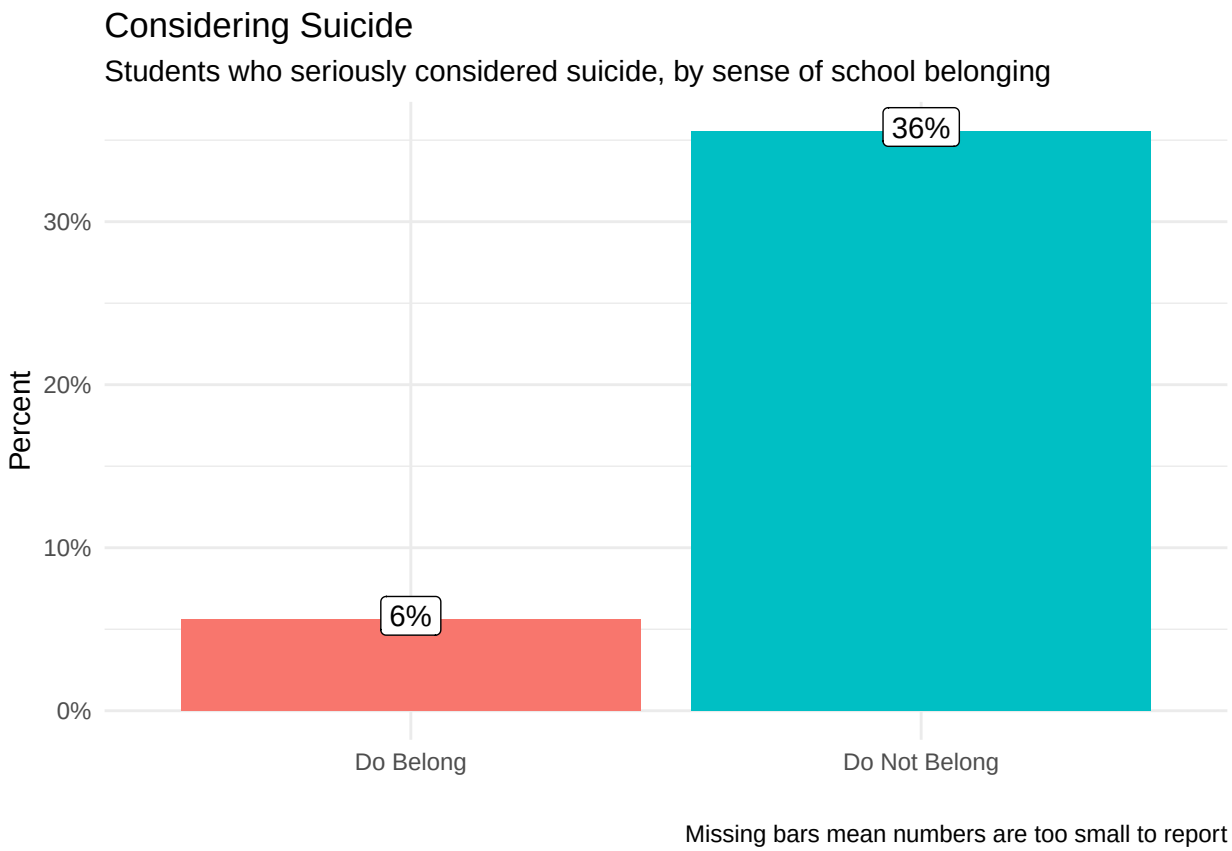
Sense of Belonging

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).

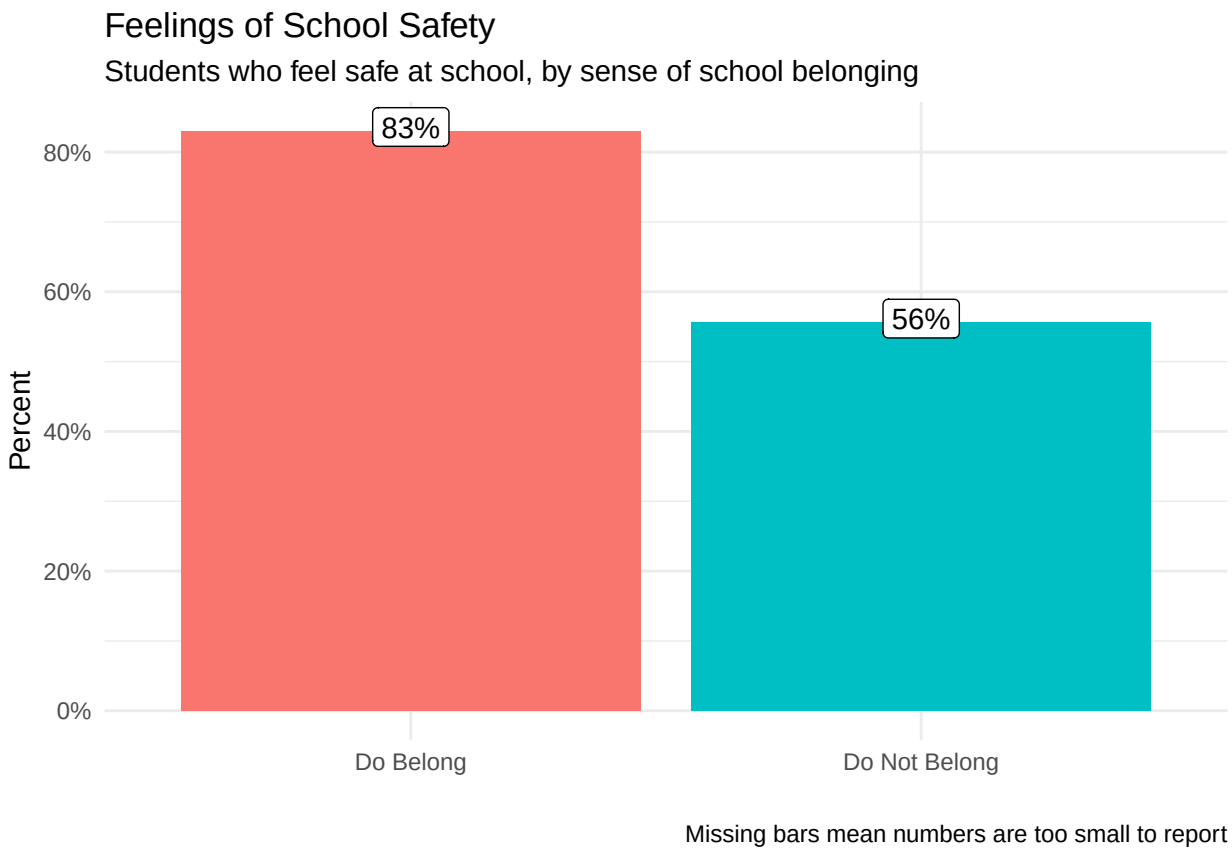
Students who agreed or strongly agreed that they belonged at their school are in the "Do Belong" category, while students who disagreed or strongly disagreed are in the "Do Not Belong" category. Sense of belonging is cross-tabulated with mental health concerns, suicidality, perceived school safety, and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



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.



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.



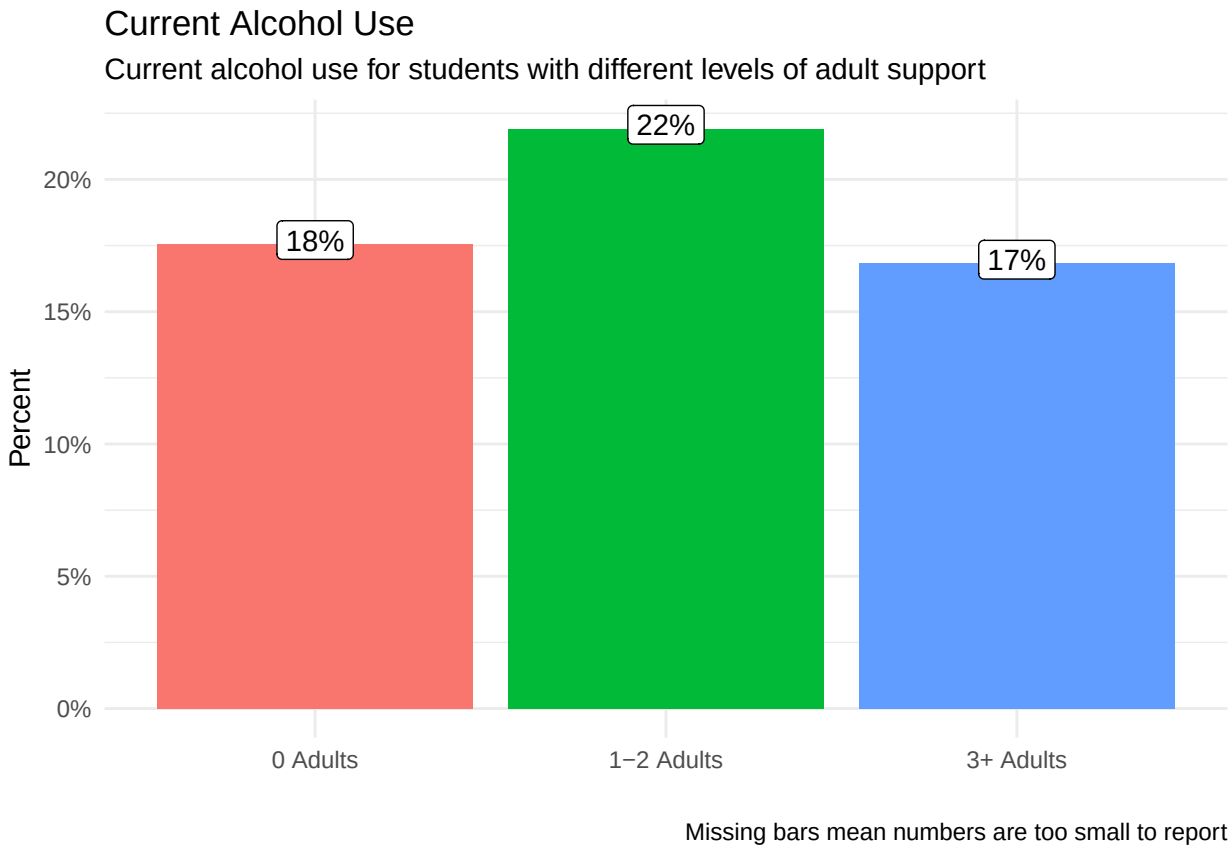
The chart above shows the percentage of students who feel safe at school "most of the time" or "always". The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings of school safety among students who don't feel like 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.

For more information on how to improve school belonging, go visit https://www.cdc.gov/healthy-youth/index.html.

Number of Supportive Adults

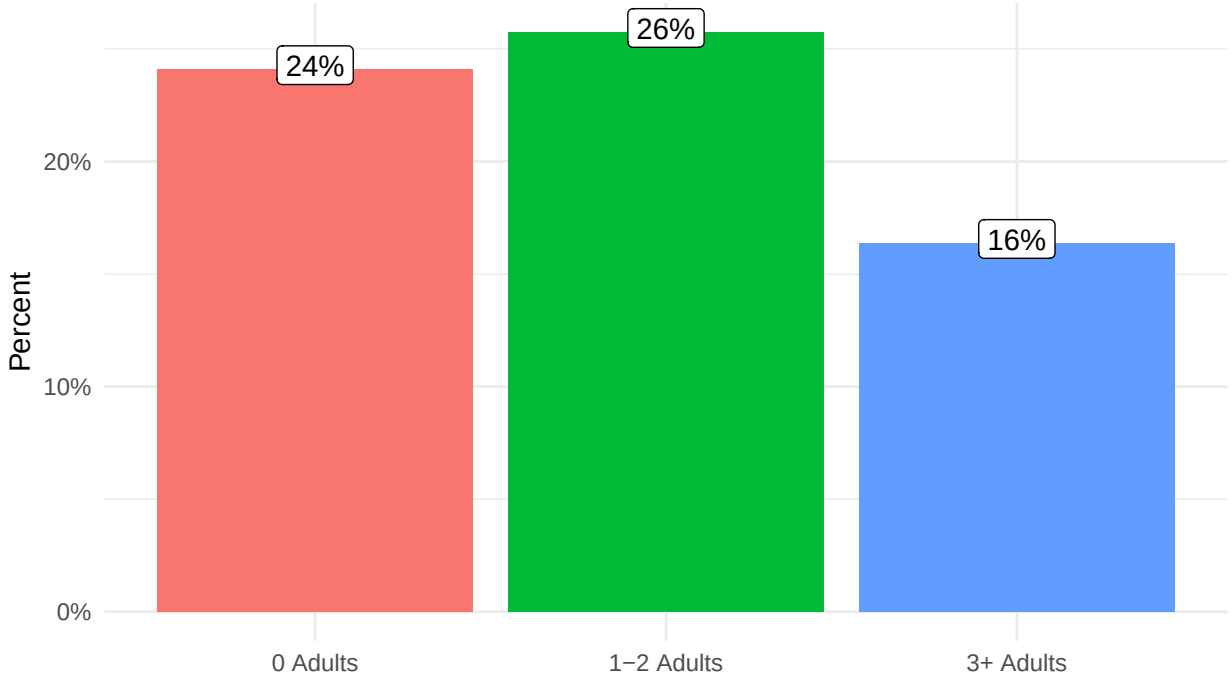
The second and final protective factor examined in this section is the number of adults besides parents that students said they could talk to about an important issue affecting their lives. In this section, responses are grouped by students reporting zero adults, one to two adults, and three or more 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.



Bullied At School and/or Online

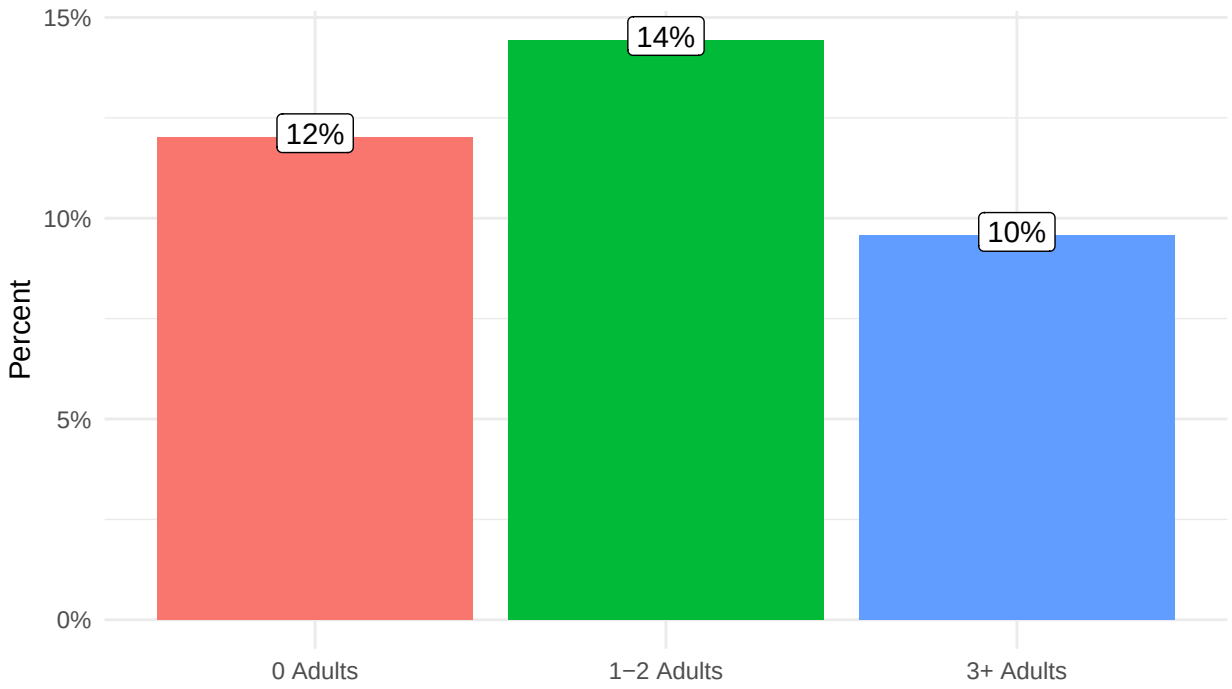
Experiences being bullied for students with different levels of adult support



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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

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

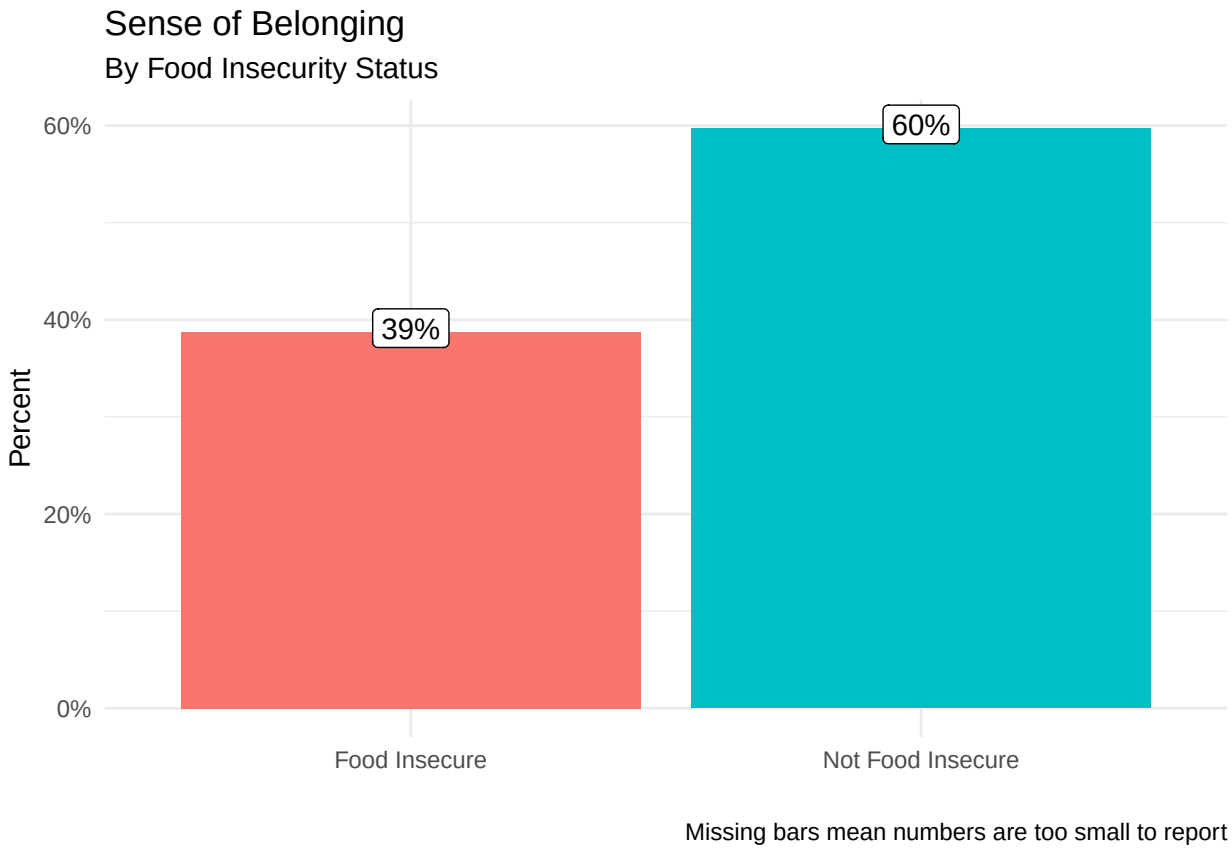
Mental health concerns include students who answered affirmatively to one or more of the questions about anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behavior.

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.

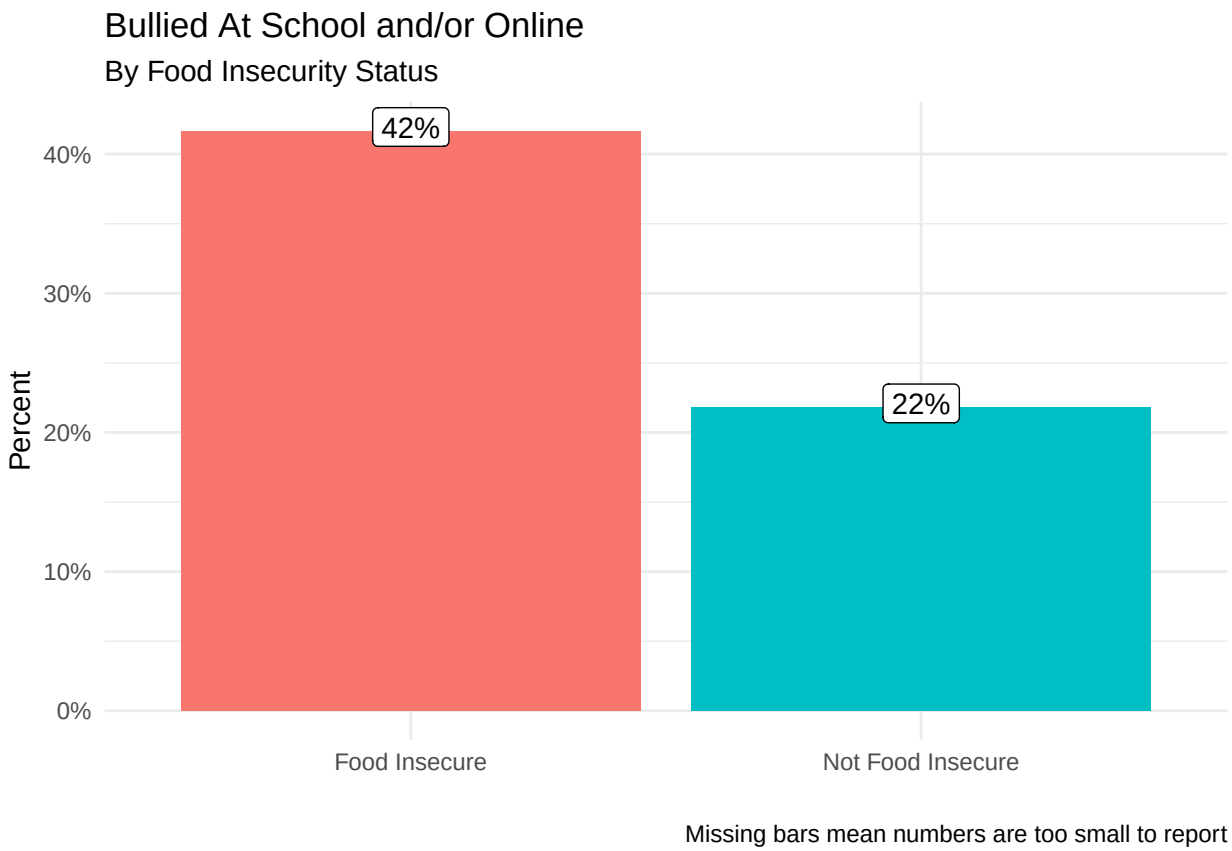
For more information on the responses of the subpopulations covered here, see the question-by-question tables at the end of this report.

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.

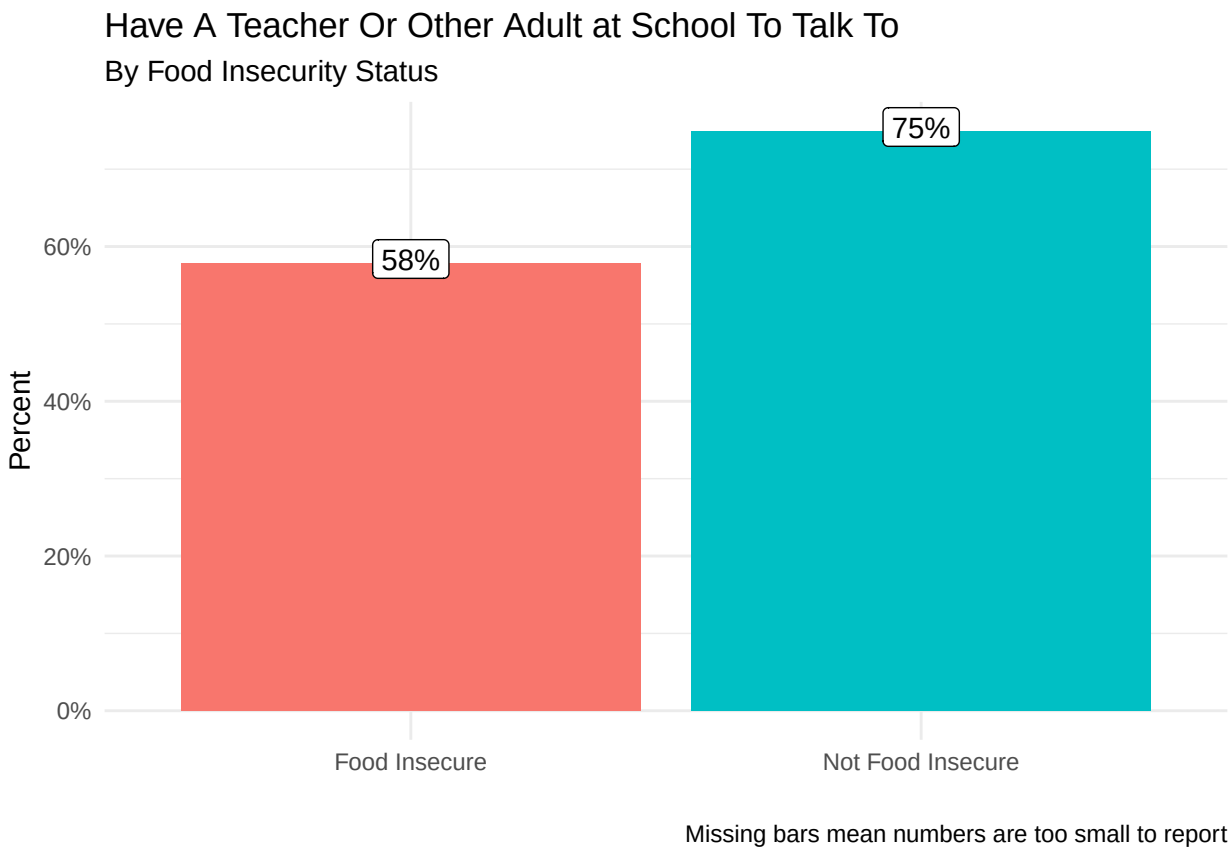


Living with poverty and scarcity can easily make young people feel like outsiders. This can be particularly pronounced during adolescence, when young people are trying to fit in. The chart above shows the sense of belonging among students who went hungry due to lack of food in the home in the past month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

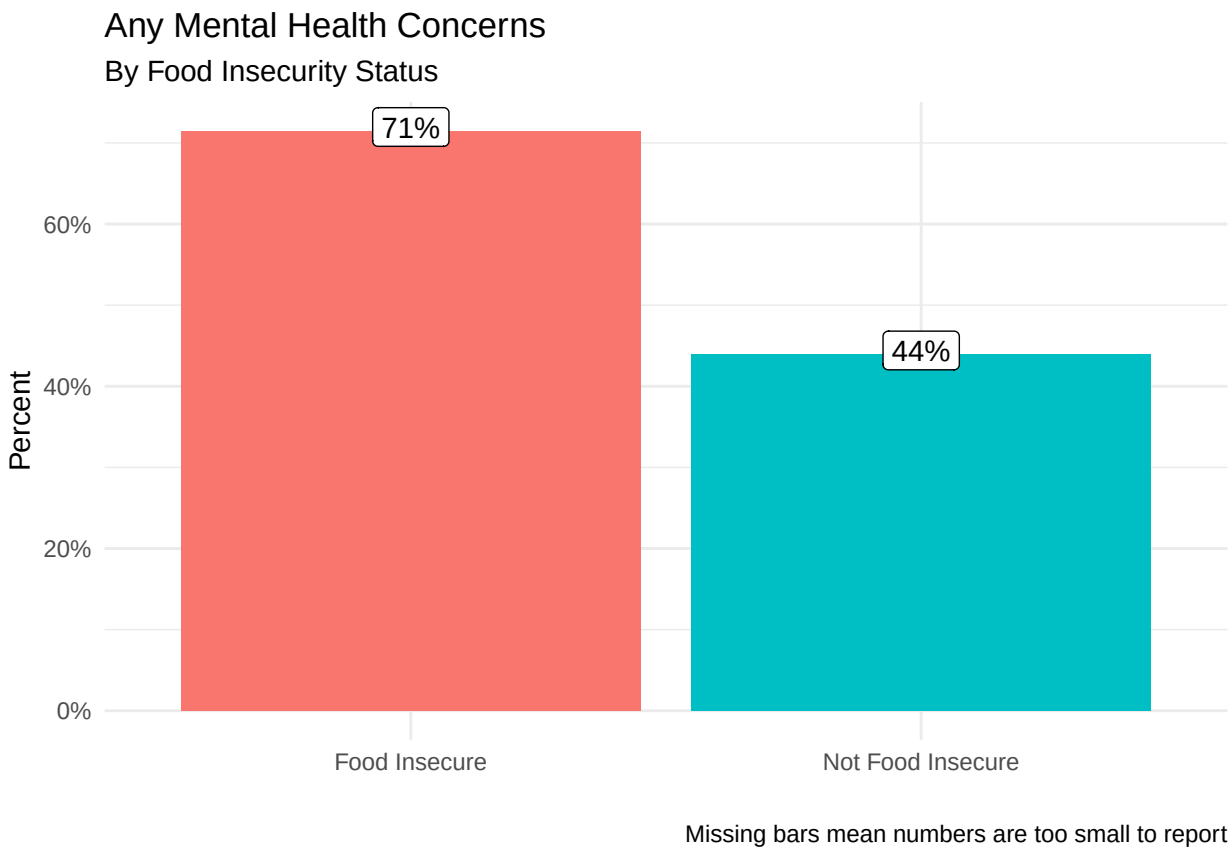


Class differences provide clear status markers that can become the target of bullying. Students who are hungry and highly stressed by the ongoing insecurity of poverty might also have fewer mental and emotional resources to deflect or withstand taunts, which can increase their likelihood of being bullied.

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.



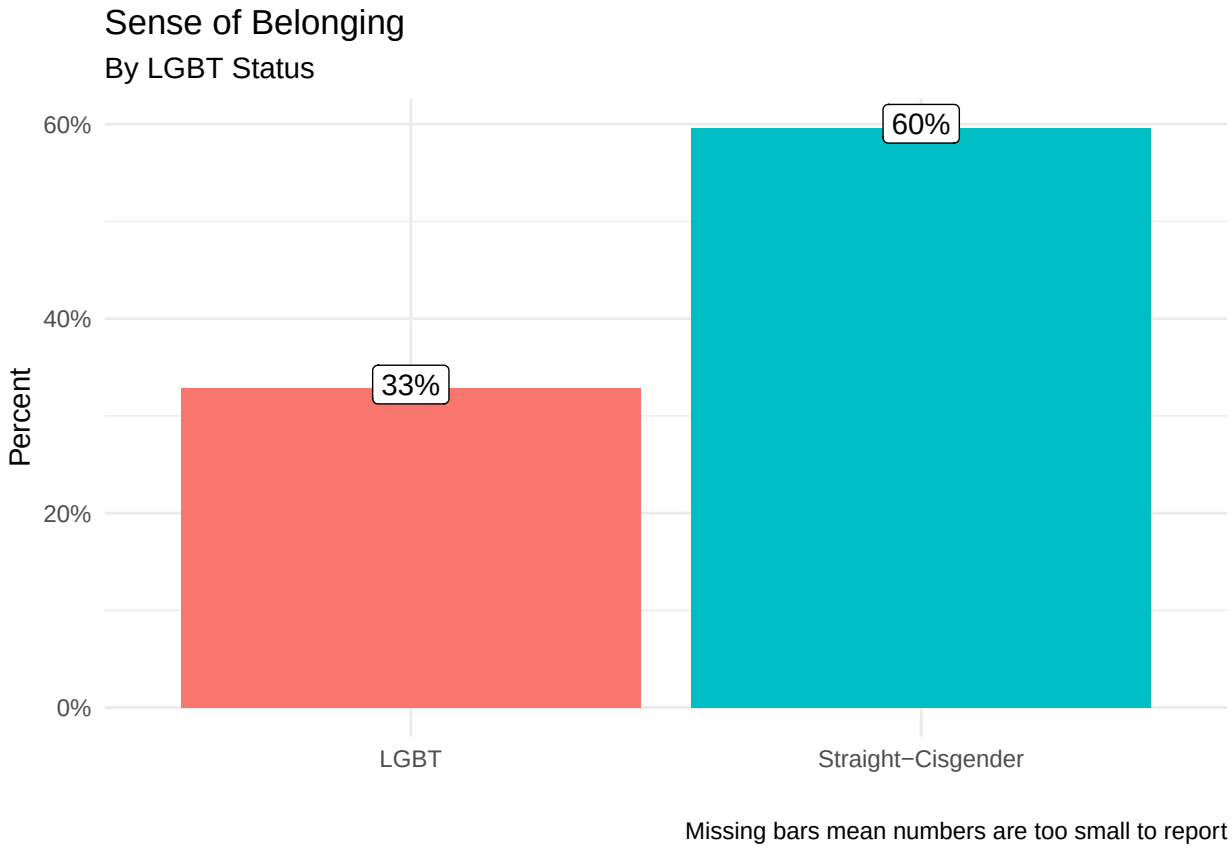
Students who lack enough to eat at home are facing a level of stress and strain not faced by most adults. These students therefore have a high need for supportive teachers, school counselors, school administrators, and other adults. However, these students tend to be less likely than their peers to say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



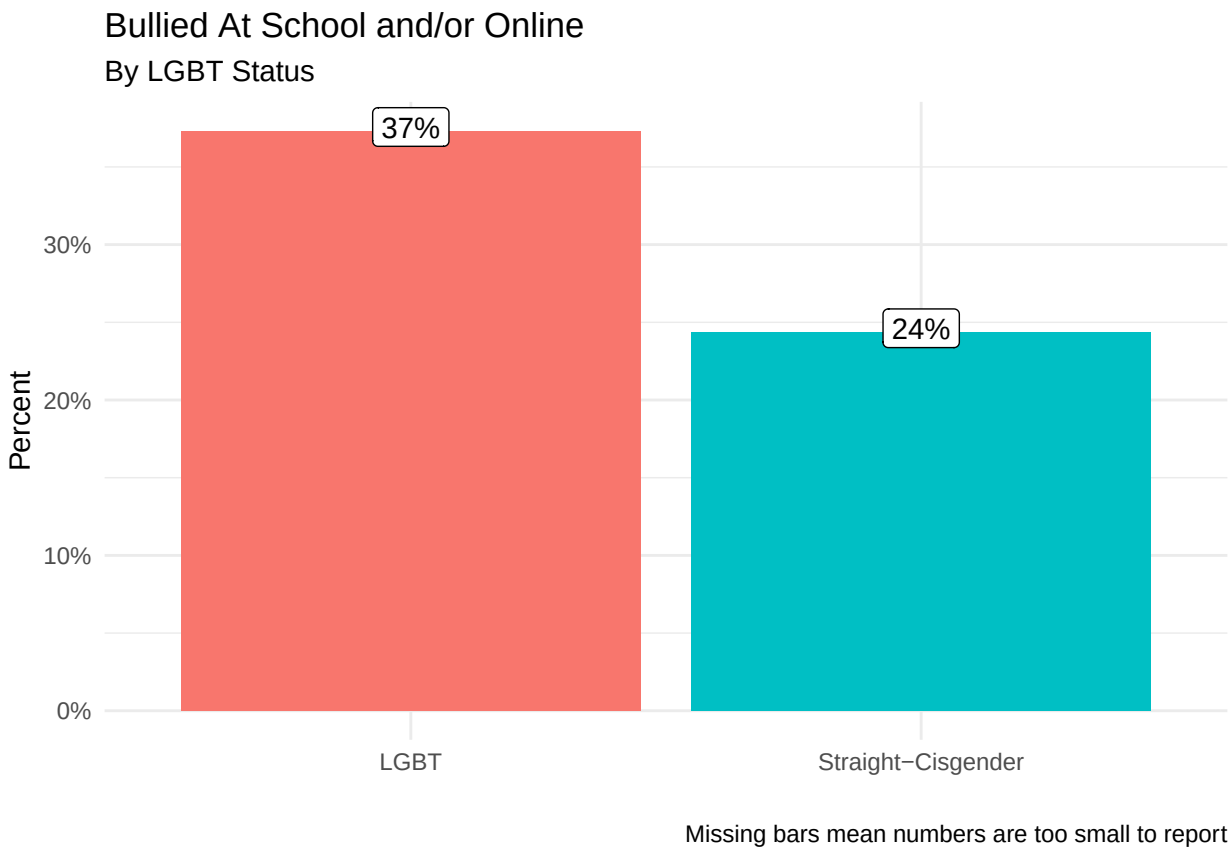
Poverty and food insecurity take a toll on mental health as well as physical health, especially when many of the people around you do not seem to be facing the same kinds of economic challenges. Worrying about having and maintaining basic necessities; being concerned for parents, siblings, or other family 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

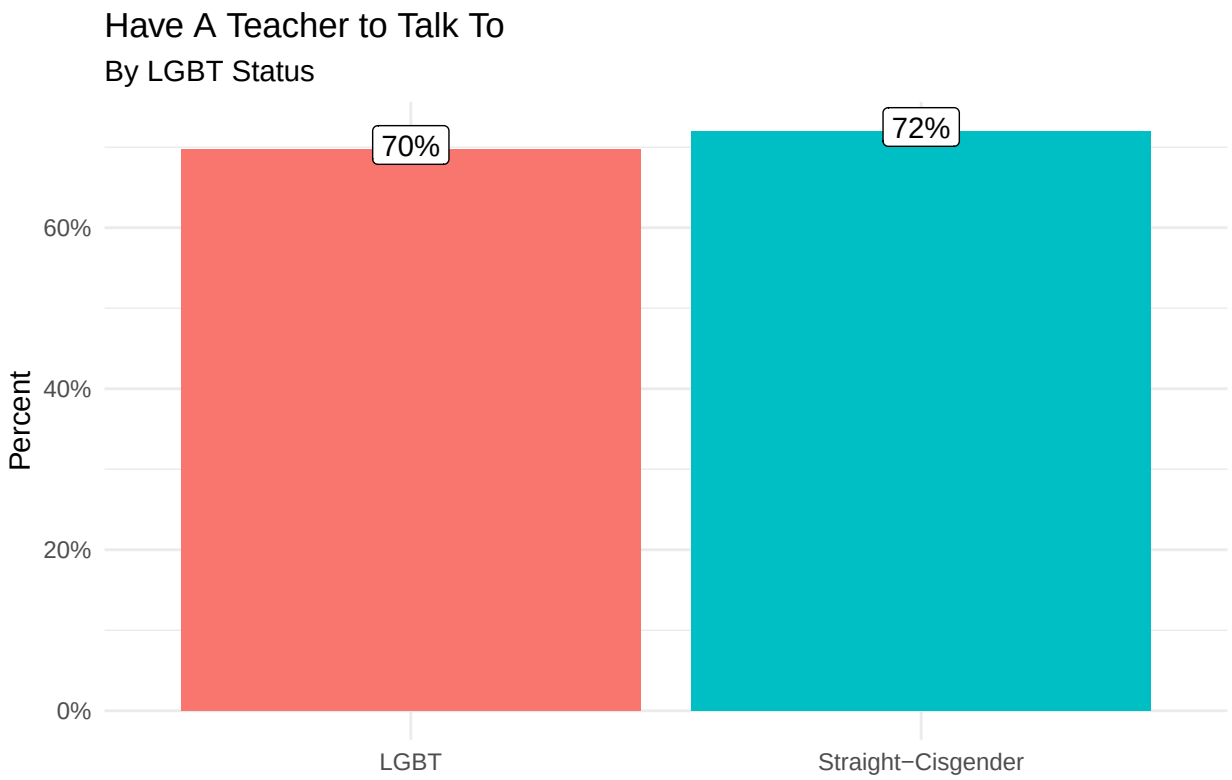
Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health 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.



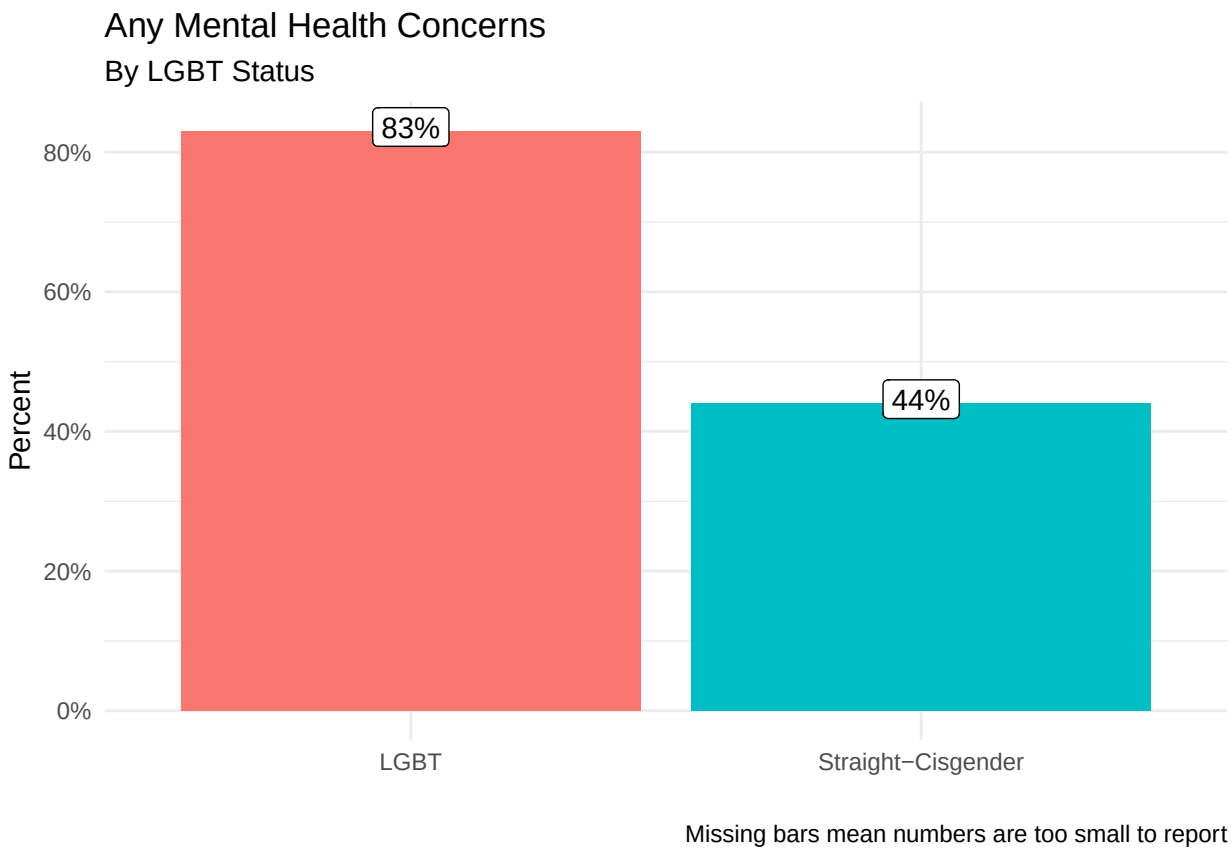
LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students' sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in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



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.



Missing bars mean numbers are too small to report

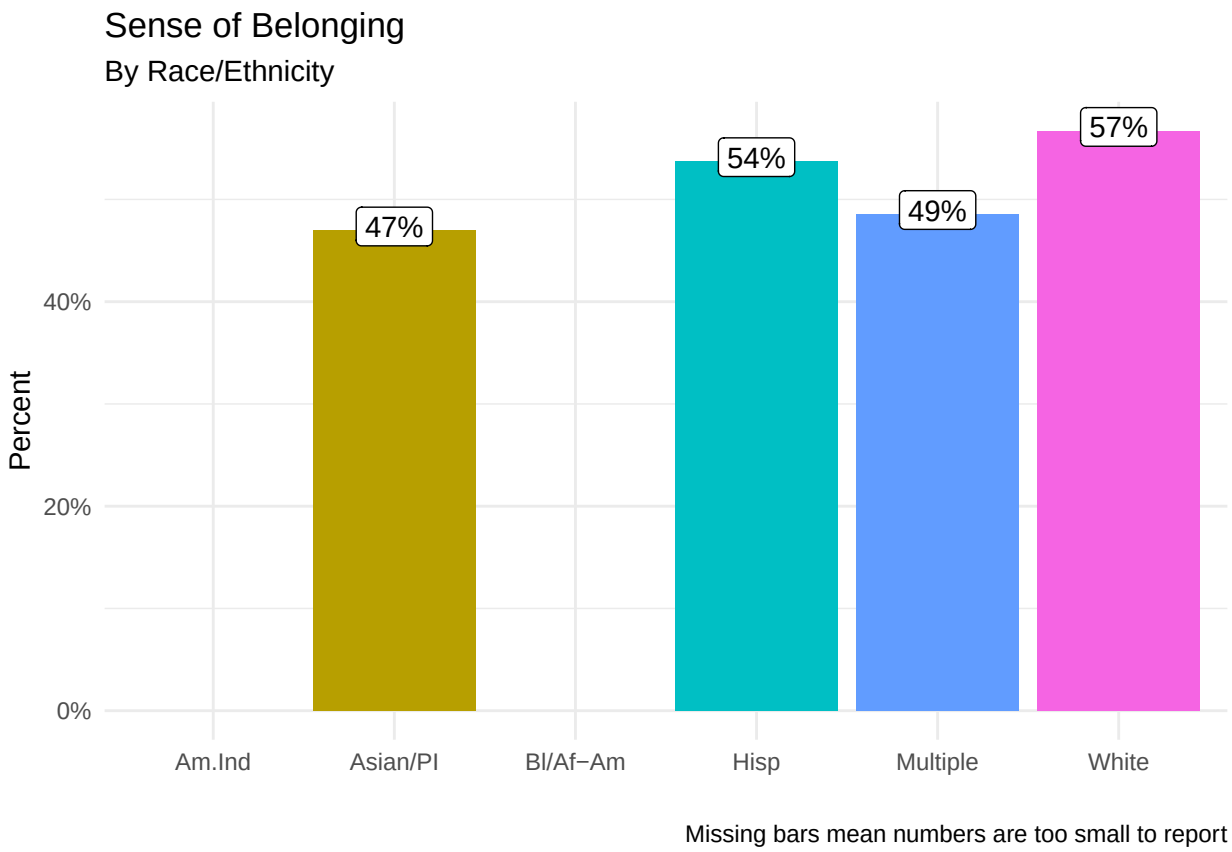


LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization–all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above 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.

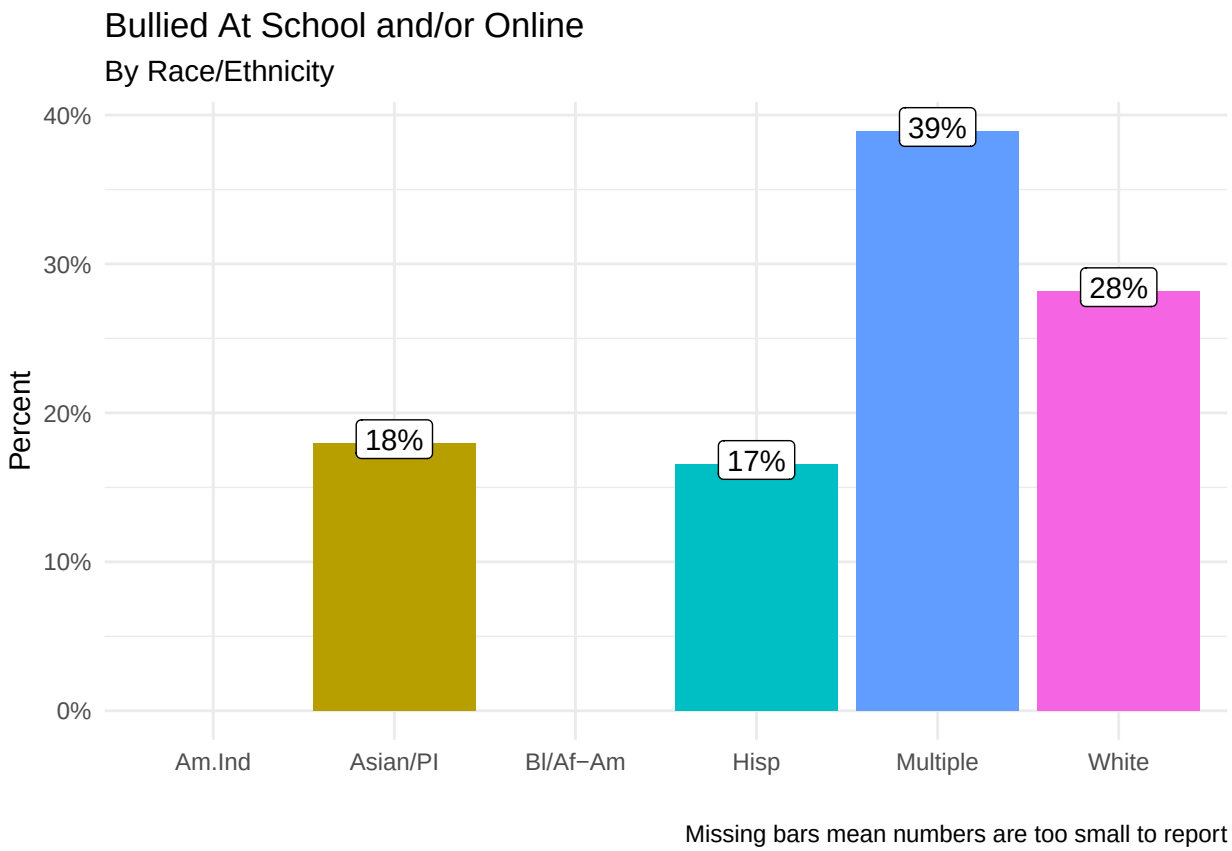
Information for schools on how to support LGBT students can be found at https://dpi.wi.gov/sspw/safe-schools/lgbt.

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.



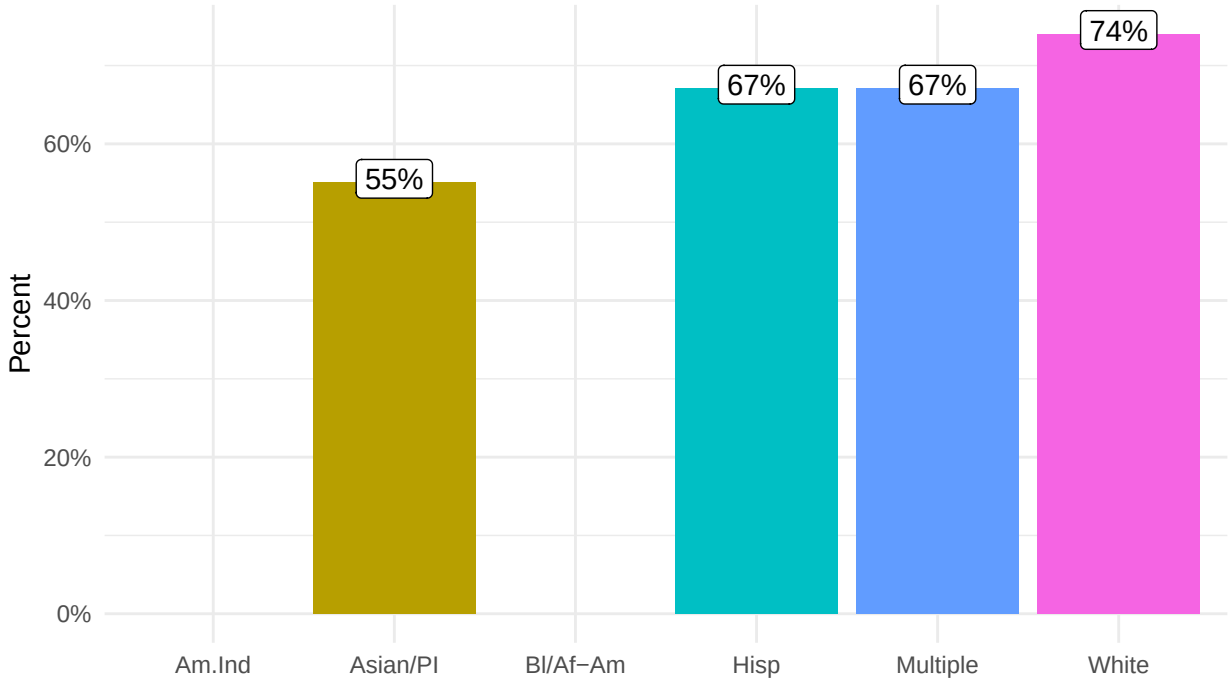
Students' sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices 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.



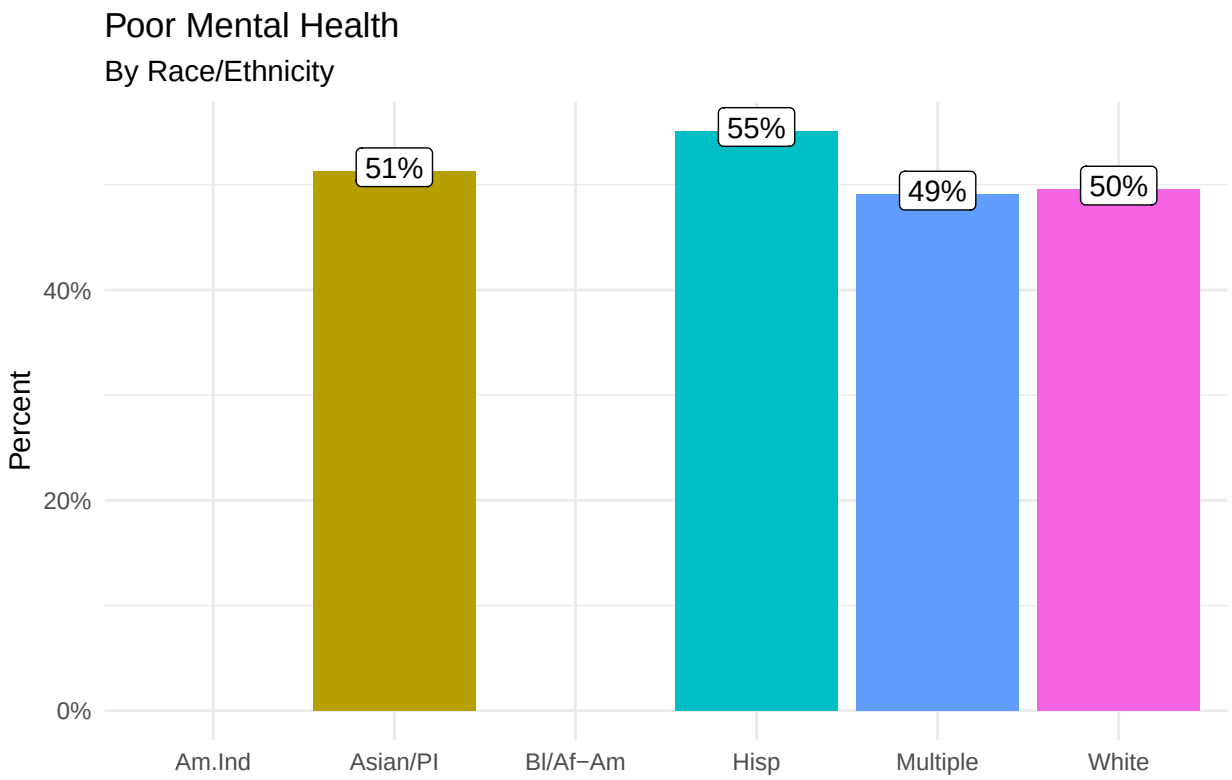
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To

By Race/Ethnicity



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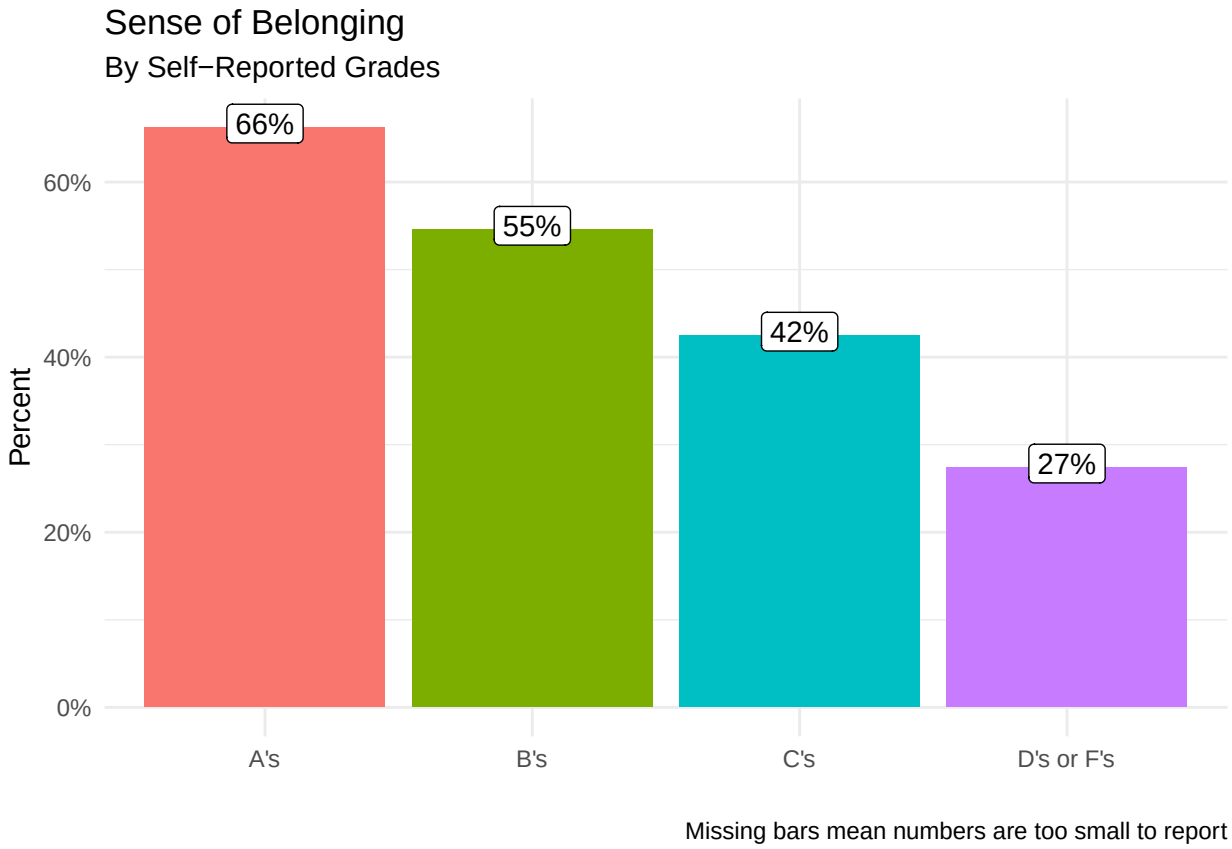
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In the past, statewide YRBS reports for Wisconsin found notable mental health disparities for students of color. For instance, the Center for Disease Control and Prevention's Youth Online analysis tool (https://youthonline.cdc.gov/) showed that African 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.

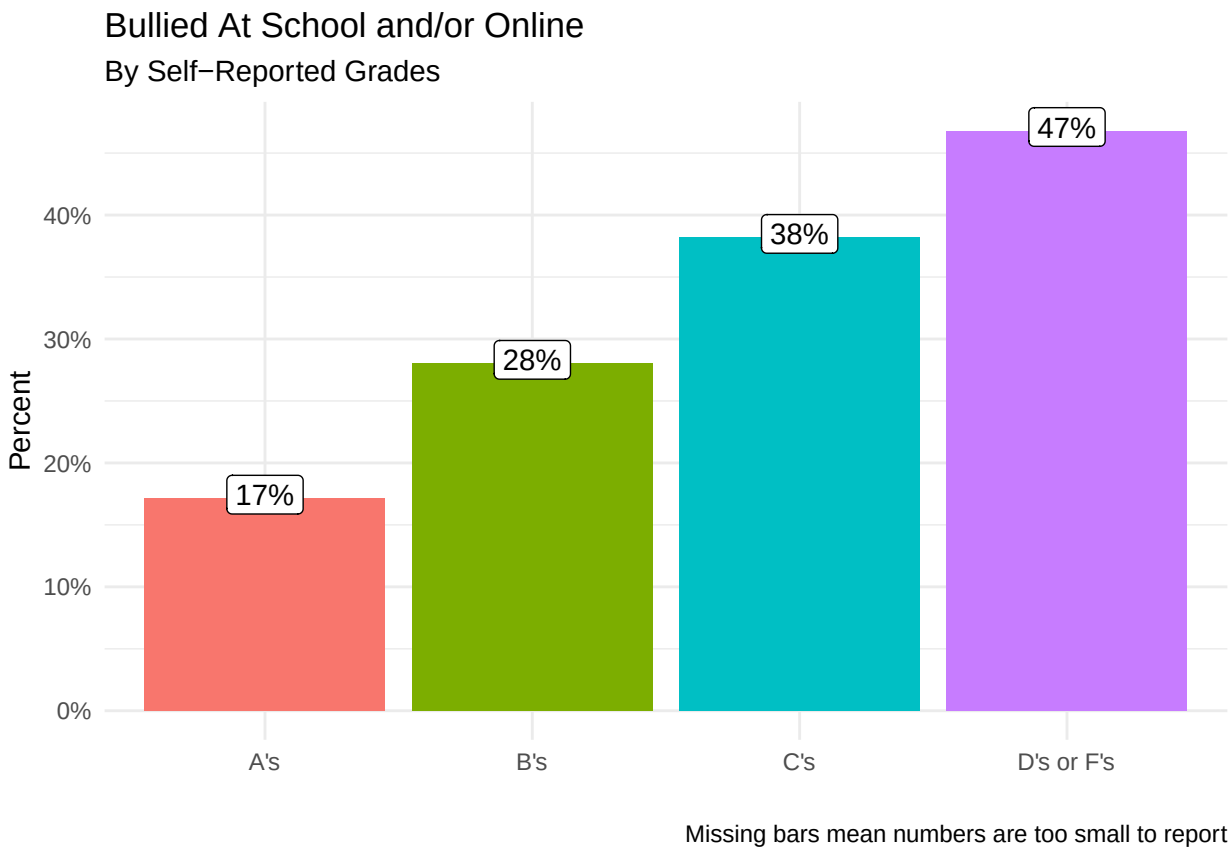
For more information on how schools can support students of color and become more equitable, see https://dpi.wi.gov/emlss.

Students with Low Grades At A Glance

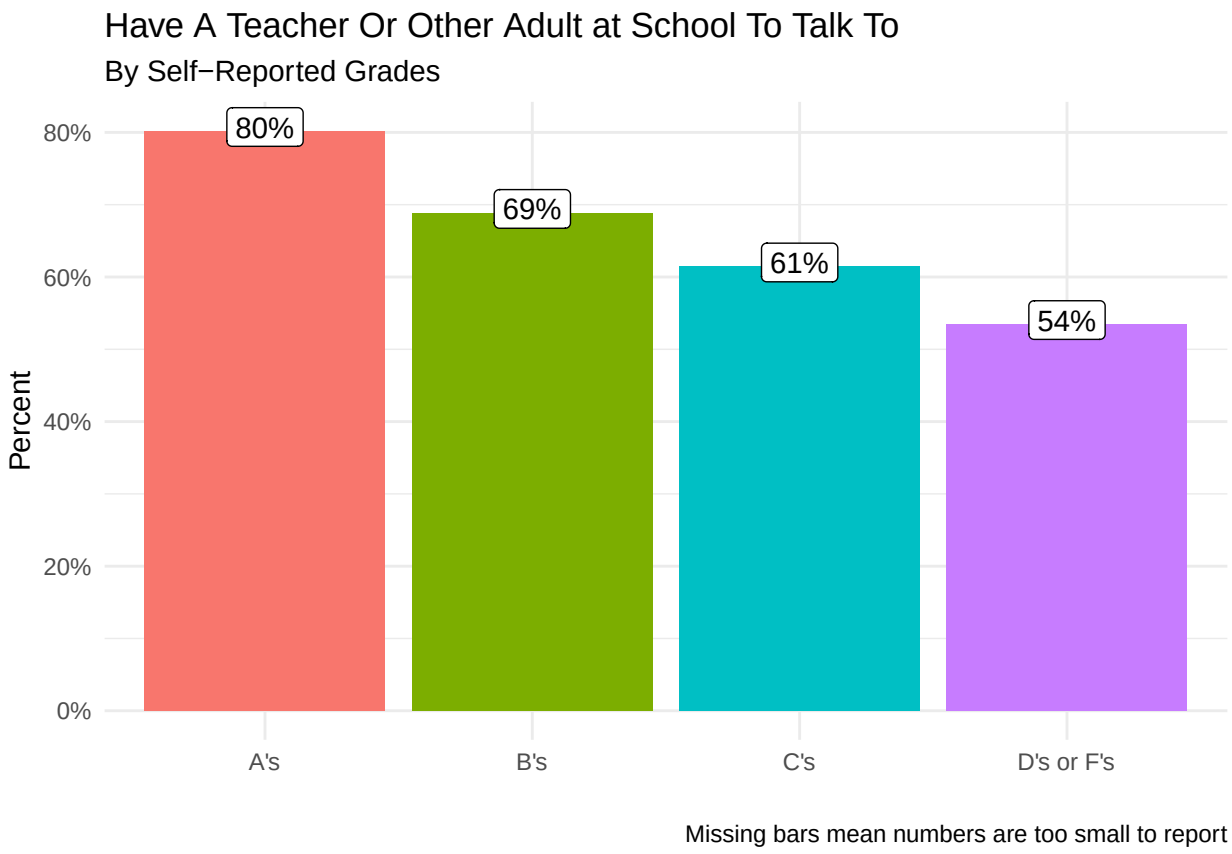
The YRBS asks students to self-report whether they get "Mostly A's", "Mostly B's", etc. Responses to that question form the basis for the information in this section. The YRBS is a stand-alone, anonymous survey. Therefore, no school records on student grades are ever used. The way the survey is conducted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



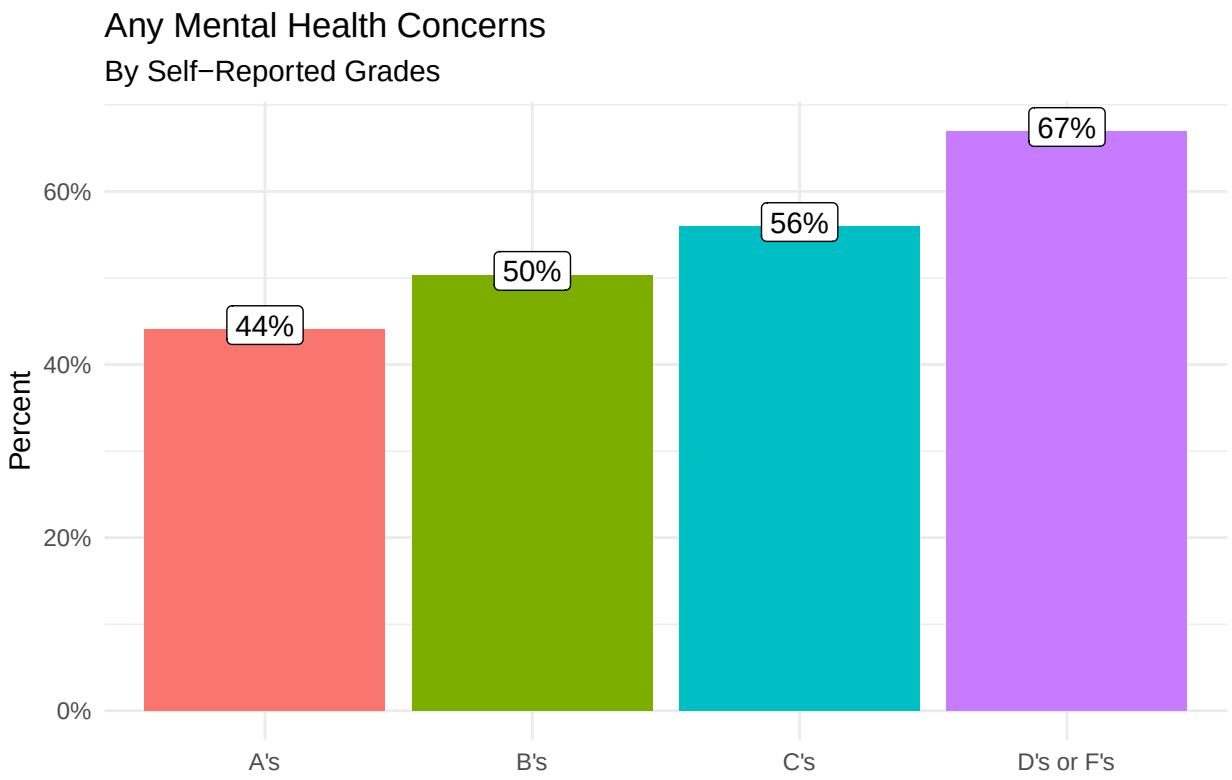
School belonging and grades are often related. Perhaps it's not surprising that students who feel less academically inclined, are oftentimes less likely to feel like they belong at school. At the same time, it's also possible for students' grades to go down when they feel excluded, marginalized, or just 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.



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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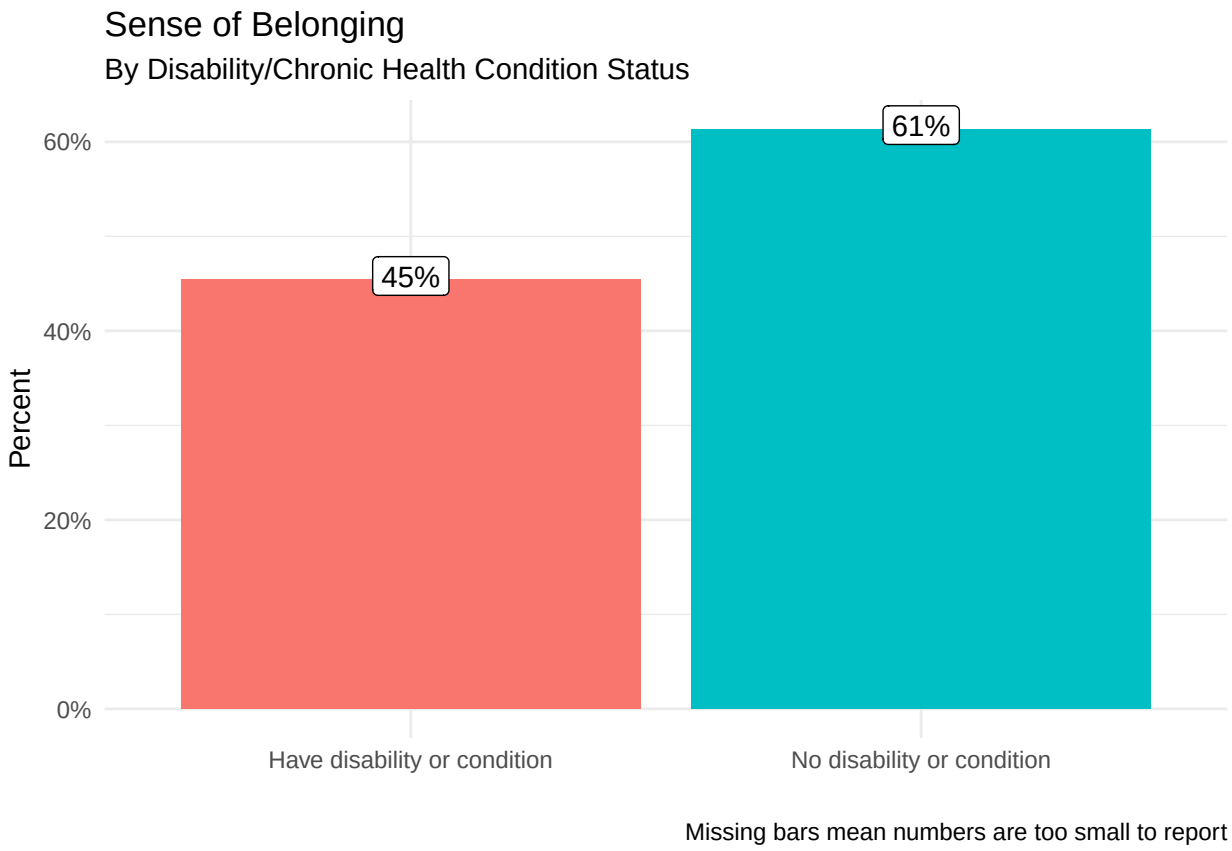
The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Wisconsin's statewide YRBS data generally show that students with poor grades reported worse mental health outcomes, including anxiety . 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.

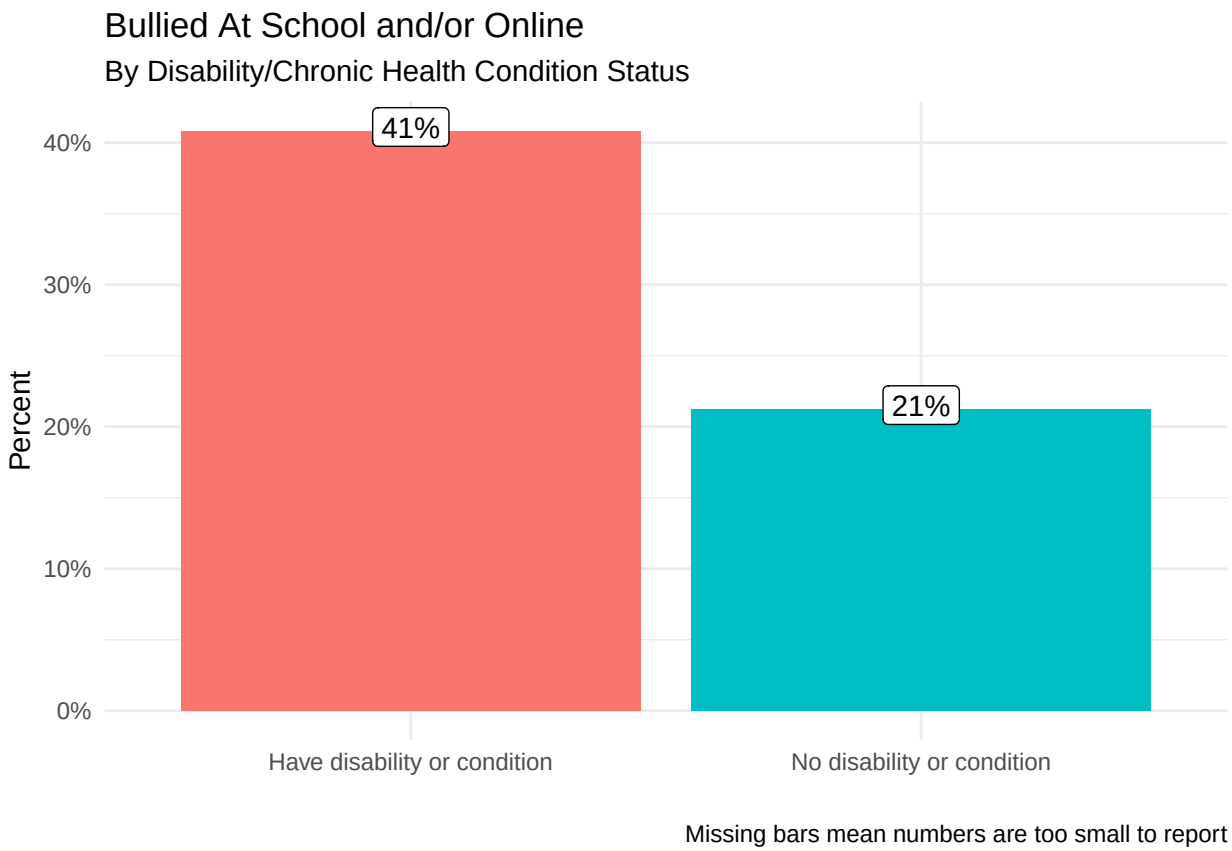
Students with Physical Disabilities At A Glance

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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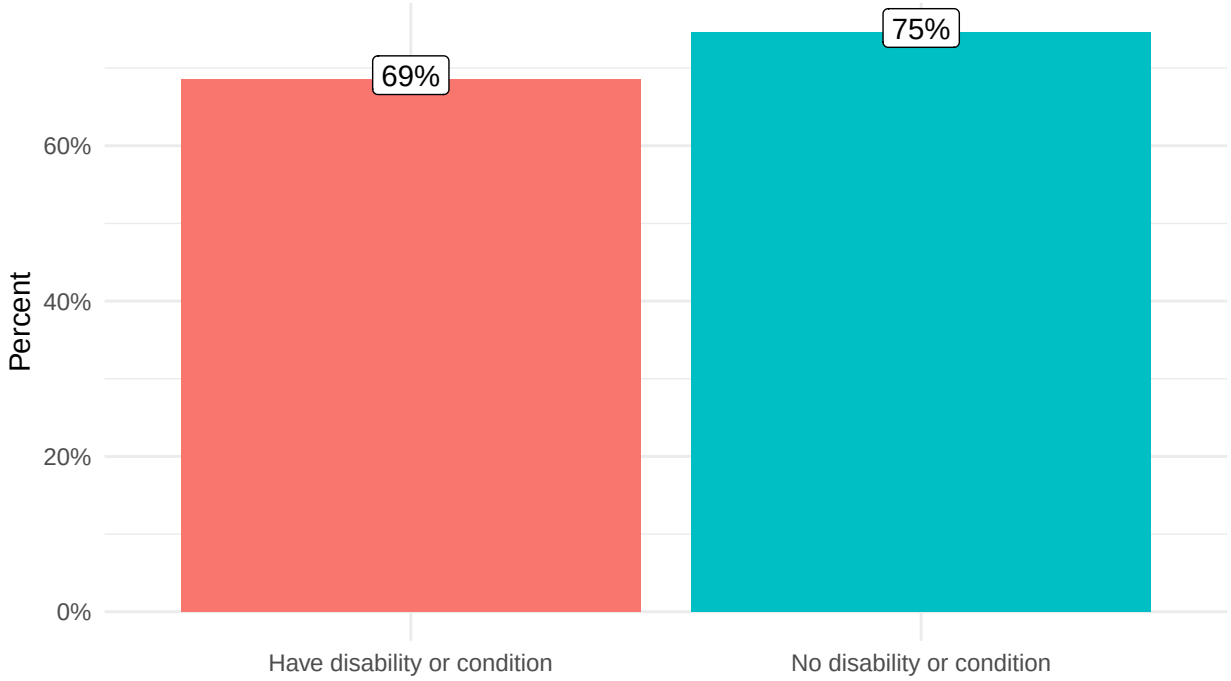


As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities (see e.g. https://www.stopbullying.gov/sites/default/files/2017-09/bullyingtipsheet.pdf and https://www.stopbullying.gov/bullying/special-needs). Additionally, students who have 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.

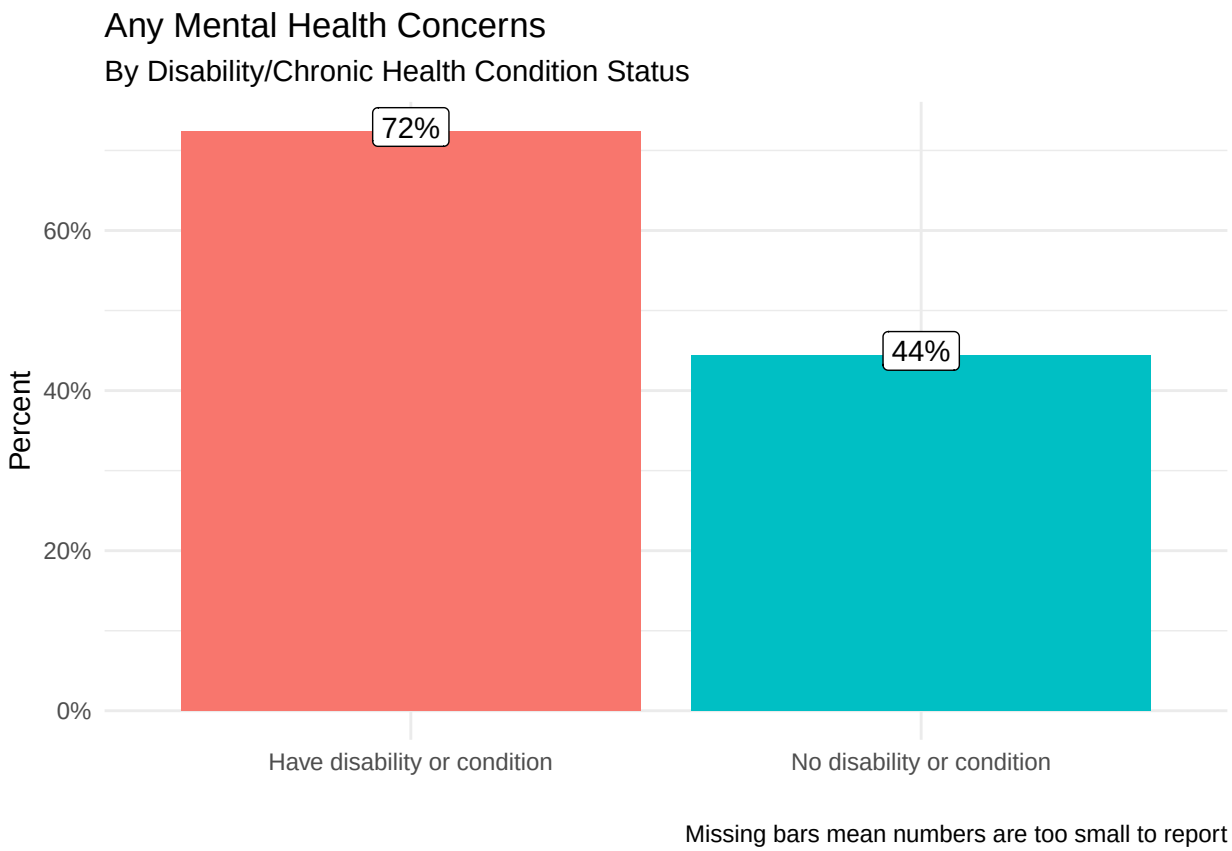
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

Have A Teacher Or Other Adult at School To Talk To

By Disability/Chronic Health Condition Status



Missing bars mean numbers are too small to report

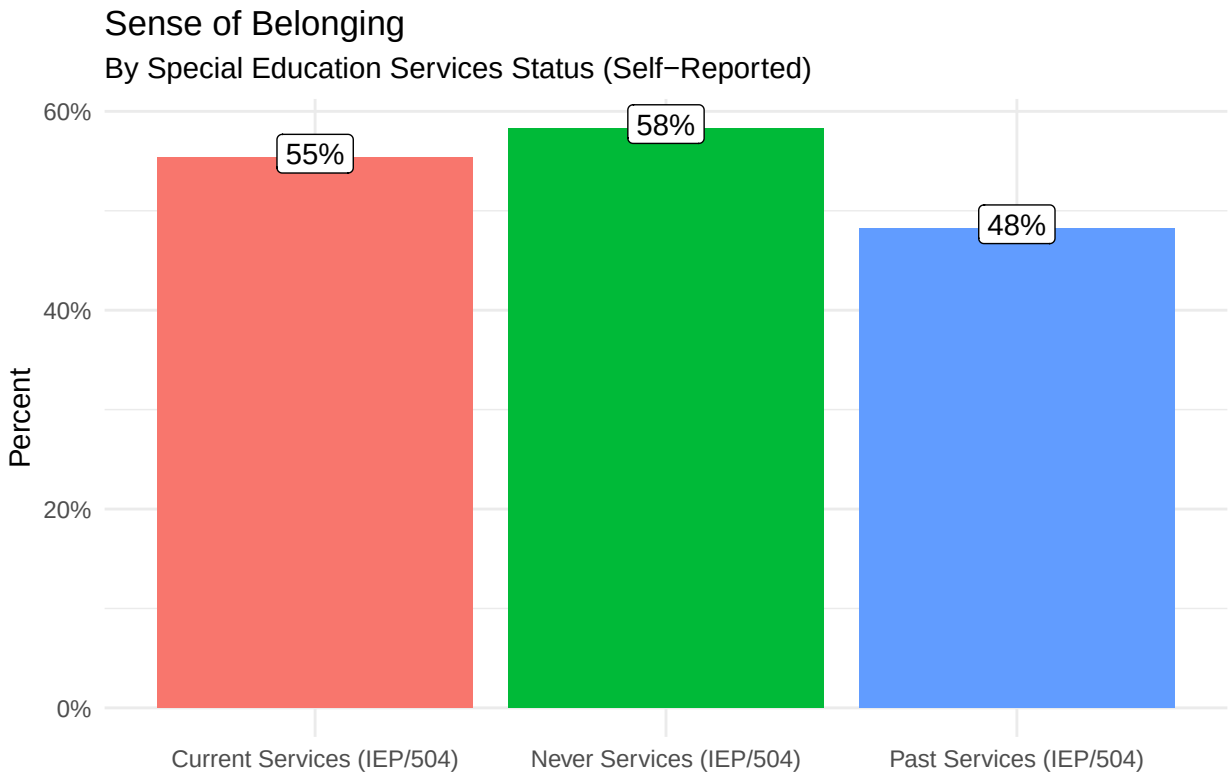


The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. (For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of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

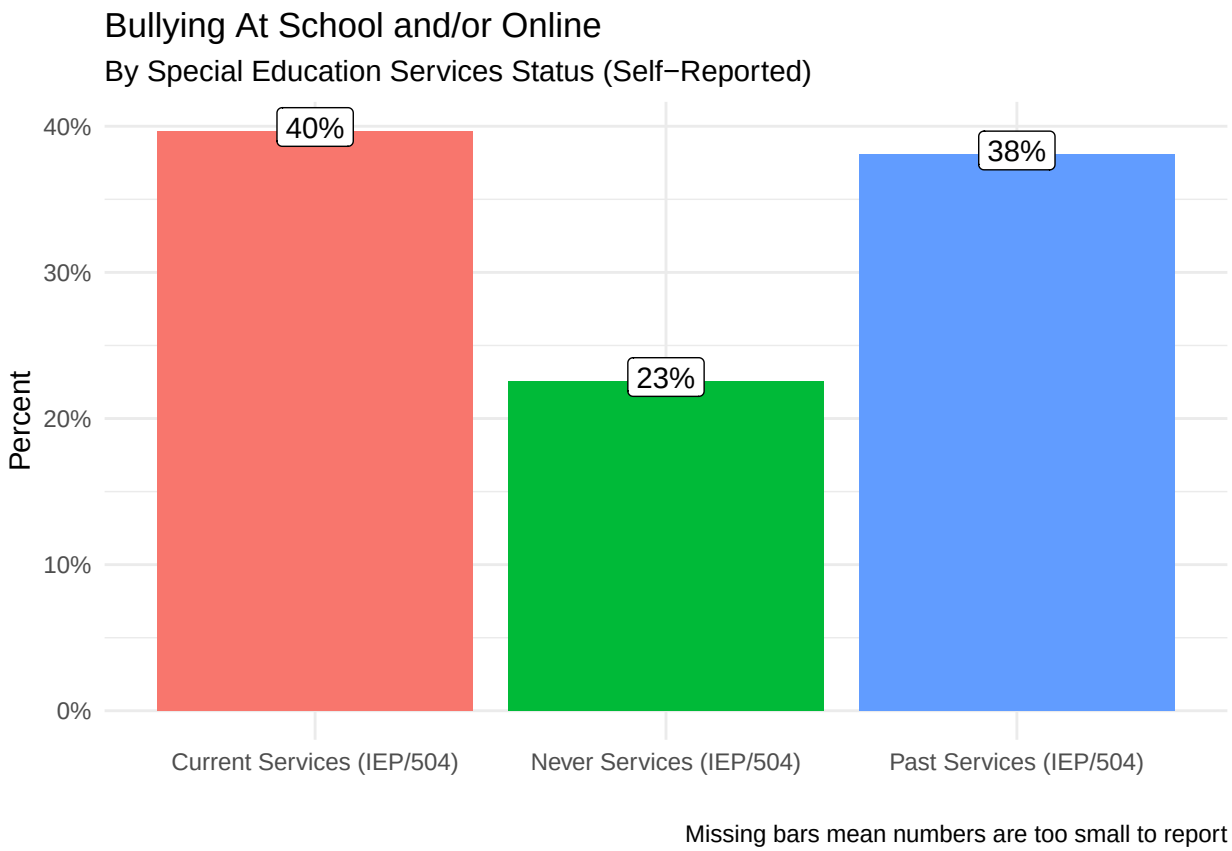
Students with Special Education Services At A Glance

Wisconsin's YRBS survey 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.

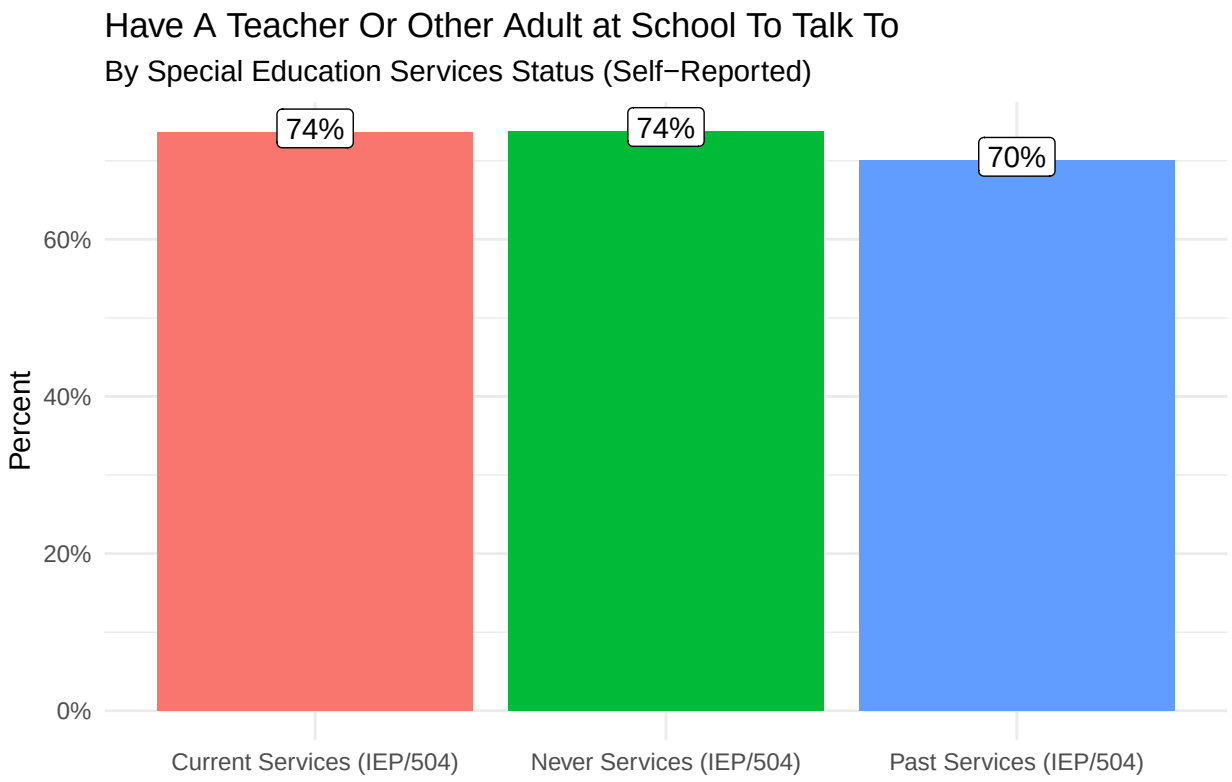
Schools were encouraged to survey students with IEPs whenever possible and appropriate. However, it should be noted that some students with IEPs were most likely exempted from taking the YRBS, because the reading level was not appropriate for them or due to other, similar considerations. Thus, the students 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.



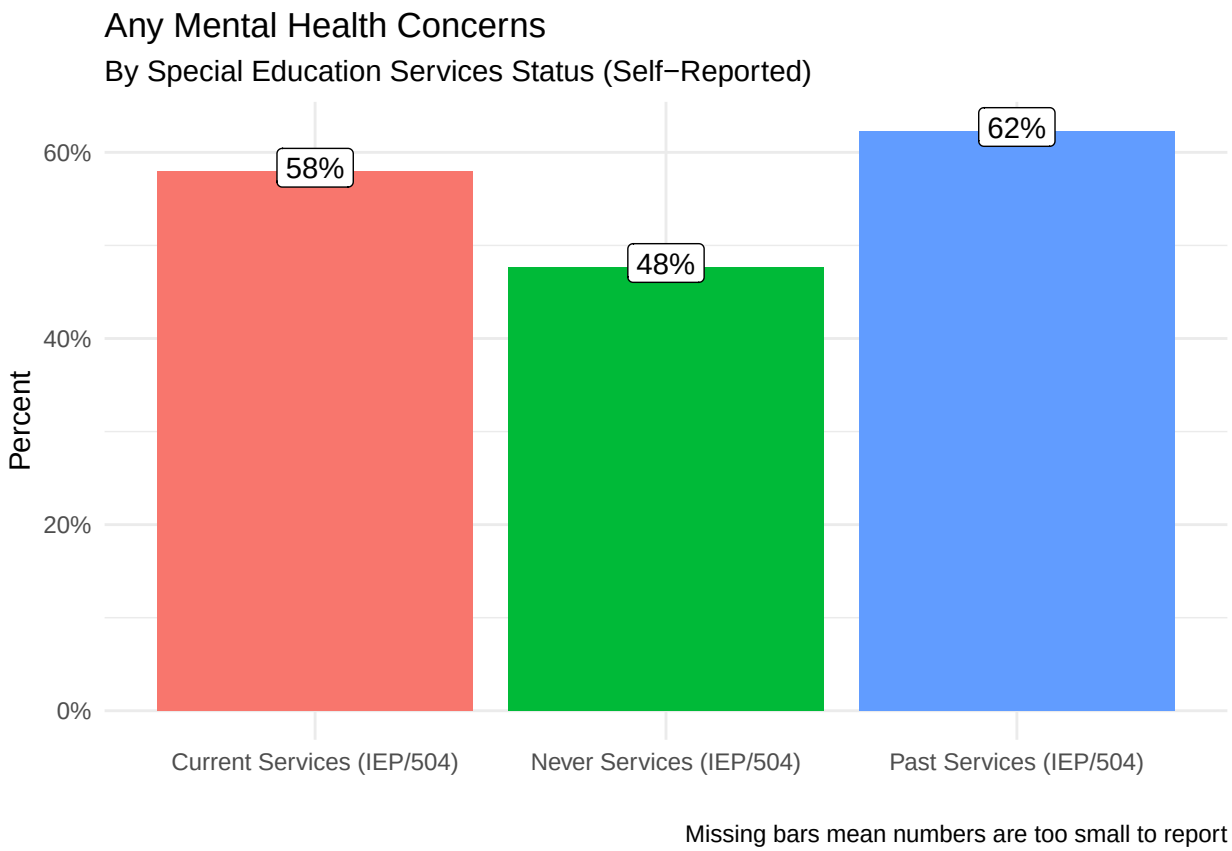
Missing bars mean numbers are too small to report



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



Missing bars mean numbers are too small to report



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/Gender & Sexuality Alliances (GSAs) 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 please visit DPI's YRBS page https://dpi.wi.gov/sspw/yrbs

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
Identify as lesbian, gay, bisexual and/or transgender	18%
Most of the time or always wear a seatbelt	89%
Rode with a driver who drank (past 30 days)	13%
Drove after drinking (past 30 days)	4%
Text/email while driving(past 30 days)	40%
Missed school due to safety concerns at school or en route (past 30 days)	10%
Brought a weapon to school (past 30 days)	2%
Threatened or injured with a weapon at school (past 12 months)	9%
Most of the time or always feel safe at school	75%
In a physical fight on school property (past 12 months)	7%
Agree/strongly agree that violence is a problem at school	27%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	18%
Ever been raped	9%
Ever been forced to do anything sexual	9%
Ever been forced to do anything sexual with an adult	7%
Dating partner forced something sexual (past 12 months)	8%
Physical violence by dating partner (past 12 months)	10%
Composite measure: answered affirmatively to any sexual or dating violence question	16%
Insulted or put down by an adult ever	53%
Insulted or put down by an adult (past year)	40%
Physically hurt by an adult ever	24%
Physically hurt by an adult (past year)	10%
Adults at home ever physically hurt each other	17%
Mistreated due to race/ethnicity	4%
Mistreated at school due to race/ethnicity	3%
Mistreated due to real or perceived LGBT status	4%
Sent, received or shared sexual photos or images (past 30 days)	12%
Bullied on school property (past 12 months)	22%
Electronically bullied (past 12 months)	16%
Composite measure: answered affirmatively to being bullied online and/or at school	27%
Agree/strongly agree that bullying is a problem at school	43%
Self-harm (past 12 months)	16%
Problems with anxiety (past 12 months)	46%
So sad or hopeless that stopped usual activities (past 12 months)	26%
Seriously considered suicide (past 12 months)	14%
Made a suicide plan (past 12 months)	10%
Attempted suicide (past 12 months)	6%

[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
Composite measure: answered affirmatively to any of the previous six mental health questions	51%
Among students who attempted suicide, percent who received medical attention (past 12 months)	23%
Ever tried cigarettes	15%
Among smokers, the percent who tried cigarettes before age 13	43%
Smoke cigarettes (past 30 days)	3%
Ever tried vaping/juul/e-cigarettes	25%
Vape/juul/e-cigarettes (past 30 days)	9%
Use chew, dip, other smokeless tobacco (past 30 days)	3%
Smoke cigars/cigarillos (past 30 days)	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	42%
Ever had an alcoholic beverage	43%
Among students who have drank alcohol, percent whose first drink was before age 13	37%
Drank alcohol (past 30 days)	19%
Binge drink (past 30 days)	8%
Ever used marijuana	17%
Among students who tried marijuana, the percent who first tried it before age 13	22%
Use marijuana (past 30 days)	8%
Ever misused a prescription pain medicine	8%
Ever misused an over-the-counter drug	4%
Ever used heroin	1%
Ever used methamphetamines	1%
Were offered, sold, or given drugs on school property (past 12 months)	8%
Attended school under the influence of alcohol or drugs (past 12 months)	6%
Used any illegal drugs besides marijuana (past 12 months)	2%
Ever had sexual intercourse	26%
Among sexually active students, the percent whose first sexual intercourse was before age 13	8%
Among sexually active students, the percent who have had 4 or more sexual partners	14%
Currently sexually active (past 3 months)	19%
Among sexually active students, the percent who used a condom during last sexual intercourse	60%

[1] Results are based on the grades surveyed.

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

Weighted YRBS Results	
Behavior	Percent
Among sexually active students, the percent who had sex without any pregnancy prevention method	8%
Tried to control their weight through unhealthy means	30%
Ate fruit every day (past 7 days)	39%
Ate vegetables every day (past 7 days)	38%
Drank water every day (past 7 days)	75%
Ate breakfast every day (past 7 days)	27%
Exercise most days (past 7 days)	57%
3 or more hours of screen time per day(excluding use for school work)	75%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	48%
Reported generally having good, very good or excellent health	84%
Reported generally having fair or poor health	16%
Saw a dentist (past 12 months)	72%
Sleep 8 or more hours per night	32%
Lived in 4 or more residences	31%
Experienced hunger due to lack of food at home (past 30 days)	22%
Have at least one supportive adult besides parent(s)	81%
Participate in school activities, teams, or clubs	62%
Agree or strongly agree that they belong at school	55%
Have at least one teacher or other adult at school to talk to	71%
Most of the time or always get emotional support when needed	22%
Have physical disability or chronic health problem	14%
Work at least 1 hour per week at a paying job outside the home	53%
Work 10-19 hours per week at a paying job outside the home	17%
Work 20 or more hours per week at a paying job outside the home	10%
Do not have an adult in household who tries hard to make sure basic needs are met	11%
Have lived with someone who was depressed, mentally ill, or suicidal	31%
Do not use social media at all	8%
Use social media at least once a month	92%
Use social media daily	77%
Use social media very frequently (At least once per hour)	39%
Had a guardian who had drug or alcohol problems	24%
Had separation from a guardian due to incarceration	15%
Could talk to a caring adult about their feelings	89%
Could talk to a friend about their feelings	92%
Feel close to people at their school	55%

[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
Identify as lesbian, gay, bisexual and/or transgender	25%	11%
Most of the time or always wear a seatbelt	91%	86%
Rode with a driver who drank (past 30 days)	14%	12%
Drove after drinking (past 30 days)	2%	6%
Text/email while driving(past 30 days)	42%	38%
Missed school due to safety concerns (past 30 days)	10%	10%
Brought a weapon to school (past 30 days)	1%	3%
Threatened or injured with a weapon at school (past 12 months)	7%	10%
Most of the time or always feel safe at school	77%	73%
In a physical fight on school property (past 12 months)	2%	11%
Agree/strongly agree that violence is a problem at school	30%	24%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	17%	18%
Ever been raped	12%	5%
Ever been forced to do anything sexual	13%	5%
Ever been forced to do anything sexual with an adult	11%	3%
Dating partner forced something sexual (past 12 months)	12%	5%
Physical violence by dating partner (past 12 months)	11%	10%
Composite measure: answered affirmatively to any sexual or dating violence question	21%	11%
Insulted or put down by an adult ever	62%	44%
Insulted or put down by an adult (past year)	50%	30%
Physically hurt by an adult ever	26%	22%
Physically hurt by an adult (past year)	11%	9%
Adults at home ever physically hurt each other	19%	15%
Mistreated due to race/ethnicity	2%	5%
Mistreated at school due to race/ethnicity	2%	5%
Mistreated due to real or perceived LGBT status	4%	3%
Sent, received or shared sexual photos or images (past 30 days)	12%	12%
Bullied on school property (past 12 months)	22%	22%
Electronically bullied (past 12 months)	18%	14%
Composite measure: answered affirmatively to being bullied online and/or at school	27%	26%
Agree/strongly agree that bullying is a problem at school	53%	33%
Self-harm (past 12 months)	22%	10%
Problems with anxiety (past 12 months)	57%	35%
So sad or hopeless that stopped usual activities (past 12 months)	34%	18%
Seriously considered suicide (past 12 months)	18%	10%
Made a suicide plan (past 12 months)	12%	8%
Attempted suicide (past 12 months)	8%	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 Sex

Behavior	Female	Male
Composite measure: answered affirmatively to any of the previous six mental health questions	62%	40%
Among students who attempted suicide, percent who received medical attention (past 12 months)	21%	27%
Ever tried cigarettes	15%	15%
Among smokers, the percent who tried cigarettes before age 13	37%	49%
Smoke cigarettes (past 30 days)	2%	4%
Ever tried vaping/juul/e-cigarettes	28%	22%
Vape/juul/e-cigarettes (past 30 days)	11%	8%
Use chew, dip, other smokeless tobacco (past 30 days)	2%	4%
Smoke cigars/cigarillos (past 30 days)	1%	5%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	52%	33%
Ever had an alcoholic beverage	46%	41%
Among students who have drank alcohol, percent whose first drink was before age 13	32%	42%
Drank alcohol (past 30 days)	21%	17%
Binge drink (past 30 days)	8%	8%
Ever used marijuana	18%	17%
Among students who tried marijuana, the percent who first tried it before age 13	16%	28%
Use marijuana (past 30 days)	8%	9%
Ever misused a prescription pain medicine	9%	7%
Ever misused an over-the-counter drug	4%	4%
Ever used heroin	1%	1%
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	7%	9%
Attended school under the influence of alcohol or drugs (past 12 months)	6%	6%
Used any illegal drugs besides marijuana (past 12 months)	2%	3%
Ever had sexual intercourse	27%	26%
Among sexually active students, the percent whose first sexual intercourse was before age 13	9%	6%
Among sexually active students, the percent who have had 4 or more sexual partners	13%	14%
Currently sexually active (past 3 months)	19%	18%
Among sexually active students, the percent who used a condom during last sexual intercourse	54%	66%
Among sexually active students, the percent who had sex without any pregnancy prevention method	9%	7%
Tried to control their weight through unhealthy means	41%	21%
Ate fruit every day (past 7 days)	38%	40%

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

Weighted YRBS Results By Sex

Behavior	Female	Male
Ate vegetables every day (past 7 days)	35%	40%
Drank water every day (past 7 days)	75%	75%
Ate breakfast every day (past 7 days)	21%	32%
Exercise most days (past 7 days)	52%	61%
3 or more hours of screen time per day(excluding use for school work)	77%	73%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	48%	49%
Saw a dentist (past 12 months)	73%	71%
Sleep 8 or more hours per night	31%	34%
Lived in 4 or more residences	31%	30%
Experienced hunger due to lack of food at home (past 30 days)	22%	21%
Have at least one supportive adult besides parent(s)	84%	78%
Participate in school activities, teams, or clubs	65%	60%
Agree or strongly agree that they belong at school	52%	58%
Have at least one teacher or other adult at school to talk to	75%	68%
Most of the time or always get emotional support when needed	26%	18%
Reported generally having good, very good or excellent health	82%	86%
Reported generally having fair or poor health	18%	14%
Have physical disability or chronic health problem	17%	12%
Work at least 1 hour per week at a paying job outside the home	53%	53%
Work 10-19 hours per week at a paying job outside the home	17%	17%
Work 20 or more hours per week at a paying job outside the home	8%	13%
Do not have an adult in household who tries hard to make sure basic needs are met	8%	13%
Have lived with someone who was depressed, mentally ill, or suicidal	37%	24%
Do not use social media at all	5%	11%
Use social media at least once a month	95%	89%
Use social media daily	82%	72%
Use social media very frequently (At least once per hour)	42%	35%
Had a guardian who had drug or alcohol problems	27%	21%
Had separation from a guardian due to incarceration	14%	17%
Could talk to a caring adult about their feelings	91%	88%
Could talk to a friend about their feelings	96%	89%
Feel close to people at their school	52%	58%

[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
Identify as lesbian, gay, bisexual and/or transgender	14%	17%	19%	21%
Most of the time or always wear a seatbelt	90%	89%	87%	88%
Rode with a driver who drank (past 30 days)	15%	10%	13%	14%
Drove after drinking (past 30 days)	–	–	6%	5%
Text/email while driving(past 30 days)	10%	17%	49%	54%
Missed school due to safety concerns at school or en route (past 30 days)	14%	9%	6%	9%
Brought a weapon to school (past 30 days)	–	–	3%	4%
Threatened or injured with a weapon at school (past 12 months)	12%	11%	7%	5%
Most of the time or always feel safe at school	66%	73%	77%	82%
In a physical fight on school property (past 12 months)	12%	6%	7%	3%
Agree or strongly agree that violence is a problem at their school	28%	28%	27%	24%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	22%	17%	19%	13%
Ever been raped	7%	8%	9%	10%
Ever been forced to do anything sexual	7%	10%	9%	10%
Ever been forced to do anything sexual with an adult	7%	7%	8%	5%
Dating partner forced something sexual in past 12 months	7%	9%	6%	12%
Physical violence by dating partner (past 12 months)	10%	11%	10%	11%
Composite measure: answered affirmatively to any sexual or dating violence question	13%	18%	17%	15%
Insulted or put down by an adult ever	49%	55%	52%	55%
Insulted or put down by an adult (past year)	38%	41%	37%	43%
Physically hurt by an adult ever	25%	24%	23%	24%
Physically hurt by an adult (past year)	12%	8%	10%	9%
Adults at home ever physically hurt each other	16%	17%	16%	18%
Mistreated due to race/ethnicity	5%	4%	3%	3%
Mistreated at school due to race/ethnicity	5%	4%	1%	3%
Mistreated due to real or perceived LGBT status	4%	3%	4%	3%
Sent, received or shared sexual photos or images (past 30 days)	9%	11%	13%	14%
Bullied on school property (past 12 months)	31%	23%	18%	18%
Electronically bullied (past 12 months)	20%	16%	12%	17%
Composite measure: answered affirmatively to being bullied online and/or at school	36%	27%	22%	23%

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

[2] If grade not surveyed, all values for that grade are 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Agree/strongly agree that bullying is a problem at school	44%	44%	39%	44%
Self-harm (past 12 months)	19%	20%	14%	12%
Problems with anxiety (past 12 months)	47%	47%	44%	44%
So sad or hopeless that stopped usual activities (past 12 months)	28%	26%	25%	25%
Seriously considered suicide (past 12 months)	14%	17%	14%	11%
Made a suicide plan (past 12 months)	10%	13%	8%	8%
Attempted suicide (past 12 months)	6%	9%	6%	5%
Composite measure: answered affirmatively to any of the previous six mental health questions	54%	51%	49%	49%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	34%	–
Ever tried cigarettes	10%	13%	19%	17%
Among smokers, the percent who tried cigarettes before age 13	63%	55%	34%	34%
Smoke cigarettes (past 30 days)	–	–	4%	5%
Ever tried vaping/juul/e-cigarettes	19%	22%	28%	29%
Vape/juul/e-cigarettes (past 30 days)	6%	8%	10%	12%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	5%	4%
Smoke cigars/cigarillos (past 30 days)	–	–	5%	4%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	33%	51%	46%	37%
Ever had an alcoholic beverage	33%	39%	47%	52%
Among students who have drank alcohol, percent whose first drink was before age 13	61%	39%	34%	24%
Drank alcohol (past 30 days)	10%	15%	22%	27%
Binge drink (past 30 days)	2%	4%	10%	13%
Ever used marijuana	10%	14%	21%	23%
Among students who tried marijuana, the percent who first tried it before age 13	40%	24%	22%	16%
Use marijuana (past 30 days)	6%	4%	11%	12%
Ever misused a prescription pain medicine	9%	8%	8%	7%
Ever misused an over-the-counter drug	3%	3%	5%	5%
Ever used heroin	–	–	2%	–
Ever used methamphetamines	1%	–	2%	–

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

[2] If grade not surveyed, all values for that grade are 0.

Weighted YRBS Results By Grade

Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Were offered, sold, or given drugs on school property (past 12 months)	10%	8%	7%	6%
Attended school under the influence of alcohol or drugs (past 12 months)	4%	6%	8%	6%
Used any illegal drugs besides marijuana (past 12 months)	–	–	3%	3%
Ever had sexual intercourse	9%	20%	29%	45%
Among sexually active students, the percent whose first sexual intercourse was before age 13	25%	13%	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	11%	20%
Currently sexually active (past 3 months)	5%	13%	21%	34%
Among sexually active students, the percent who used a condom during last sexual intercourse	62%	63%	56%	61%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	8%	6%
Tried to control their weight through unhealthy means	27%	33%	31%	30%
Ate fruit every day (past 7 days)	41%	46%	36%	33%
Ate vegetables every day (past 7 days)	42%	41%	34%	34%
Drank water every day (past 7 days)	76%	75%	76%	72%
Ate breakfast every day (past 7 days)	29%	28%	25%	24%
Exercise most days (past 7 days)	58%	59%	58%	52%
3 or more hours of screen time per day(excluding use for school work)	70%	78%	75%	76%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	50%	50%	45%	49%
Reported generally having good, very good or excellent health	86%	82%	84%	83%
Reported generally having fair or poor health	14%	18%	16%	17%
Saw a dentist (past 12 months)	71%	74%	74%	69%
Sleep 8 or more hours per night	41%	34%	29%	27%
Lived in 4 or more residences	35%	29%	29%	31%
Experienced hunger due to lack of food at home (past 30 days)	23%	22%	22%	21%
Have at least one supportive adult besides parent(s)	79%	80%	81%	84%
Participate in school activities, teams, or clubs	66%	62%	64%	58%

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

[2] If grade not surveyed, all values for that grade are 0.

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Agree or strongly agree that they belong at school	55%	53%	54%	58%
Have at least one teacher or other adult at school to talk to	66%	67%	72%	79%
Most of the time or always get emotional support when needed	25%	22%	20%	23%
Have physical disability or chronic health problem	15%	11%	17%	14%
Work at least 1 hour per week at a paying job outside the home	28%	40%	62%	76%
Work 10-19 hours per week at a paying job outside the home	5%	11%	22%	29%
Work 20 or more hours per week at a paying job outside the home	–	–	14%	21%
Do not have an adult in household who tries hard to make sure basic needs are met	14%	9%	11%	10%
Have lived with someone who was depressed, mentally ill, or suicidal	27%	32%	32%	31%
Do not use social media at all	8%	10%	7%	7%
Use social media at least once a month	92%	90%	93%	93%
Use social media daily	73%	75%	79%	79%
Use social media very frequently (At least once per hour)	39%	38%	39%	39%
Had a guardian who had drug or alcohol problems	20%	23%	26%	27%
Had separation from a guardian due to incarceration	17%	15%	15%	15%
Could talk to a caring adult about their feelings	87%	92%	88%	91%
Could talk to a friend about their feelings	92%	93%	92%	94%
Feel close to people at their school	64%	56%	49%	53%

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

[2] If grade not surveyed, all values for that grade are 0.

Tables by Race/Ethnic Groups

The following tables display weighted YRBS variables which are disaggregated by Race/Ethnicity. Beginning in 2025, there has been a notable change to the way in which race and ethnicity data is collected on the YRBS. Please review the section on these updates within the Technical Notes section at the end of this report.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Identify as lesbian, gay, bisexual and/or transgender	18% (15% - 20%)	19% (13% - 25%)	–	16% (9% - 23%)	–	0	23% (13% - 32%)
Most of the time or always wear a seatbelt	90% (88% - 92%)	86% (80% - 91%)	–	86% (79% - 92%)	–	0	87% (80% - 95%)
Rode with a driver who drank (past 30 days)	13% (11% - 15%)	12% (7% - 16%)	–	12% (6% - 18%)	–	0	11% (4% - 18%)
Drove after drinking (past 30 days)	4% (3% - 6%)	–	–	0% (0% - 0%)	–	0	–
Text/email while driving(past 30 days)	41% (37% - 45%)	35% (23% - 47%)	–	34% (19% - 49%)	–	0	31% (16% - 46%)
Missed school due to safety concerns at school or en route (past 30 days)	9% (7% - 10%)	11% (7% - 16%)	–	10% (4% - 16%)	–	0	18% (9% - 26%)
Brought a weapon to school (past 30 days)	2% (1% - 3%)	–	–	–	–	0	–
Threatened or injured with a weapon at school (past 12 months)	9% (7% - 10%)	8% (4% - 12%)	18% (7% - 30%)	–	–	0	9% (3% - 16%)
Most of the time or always feel safe at school	77% (75% - 79%)	70% (63% - 77%)	–	66% (57% - 75%)	–	0	74% (64% - 84%)
In a physical fight on school property (past 12 months)	6% (4% - 7%)	10% (6% - 14%)	19% (7% - 32%)	–	–	0	11% (4% - 18%)
Agree or strongly agree that violence is a problem at their school	28% (26% - 31%)	21% (15% - 27%)	–	26% (18% - 35%)	–	0	25% (16% - 35%)
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	16% (14% - 19%)	21% (15% - 27%)	–	11% (6% - 17%)	–	0	27% (17% - 37%)
Ever been raped	9% (7% - 10%)	7% (3% - 11%)	–	5% (1% - 9%)	–	0	13% (5% - 20%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Ever been forced to do anything sexual	10% (8% - 11%)	6% (2% - 10%)	–	8% (3% - 13%)	–	0	11% (4% - 18%)
Ever been forced to do anything sexual with an adult	7% (5% - 8%)	6% (2% - 9%)	–	–	–	0	12% (4% - 19%)
Dating partner forced something sexual in past 12 months	8% (6% - 10%)	7% (2% - 13%)	–	–	–	0	–
Physical violence by dating partner (past 12 months)	10% (8% - 13%)	9% (3% - 15%)	–	15% (5% - 26%)	–	0	–
Composite measure: answered affirmatively to any sexual or dating violence question	16% (14% - 18%)	12% (7% - 16%)	–	15% (8% - 21%)	–	0	22% (13% - 31%)
Insulted or put down by an adult ever	53% (50% - 56%)	49% (42% - 57%)	–	57% (48% - 67%)	–	0	57% (46% - 68%)
Insulted or put down by an adult (past year)	40% (37% - 43%)	39% (32% - 47%)	–	40% (31% - 49%)	–	0	49% (38% - 60%)
Physically hurt by an adult ever	21% (19% - 23%)	32% (25% - 39%)	–	32% (24% - 41%)	–	0	27% (17% - 37%)
Physically hurt by an adult (past year)	9% (8% - 11%)	12% (7% - 16%)	–	6% (2% - 11%)	–	0	9% (3% - 16%)
Adults at home ever physically hurt each other	15% (13% - 17%)	24% (18% - 31%)	42% (26% - 58%)	18% (11% - 25%)	–	0	–
Mistreated due to race/ethnicity	2% (1% - 3%)	7% (3% - 10%)	25% (11% - 38%)	–	–	0	15% (7% - 23%)
Mistreated at school due to race/ethnicity	2% (1% - 3%)	6% (2% - 9%)	20% (7% - 32%)	–	–	0	10% (3% - 17%)
Mistreated due to real or perceived LGBT status	3% (2% - 4%)	5% (2% - 8%)	–	–	–	0	8% (2% - 14%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Sent, received or shared sexual photos or images (past 30 days)	11% (10% - 13%)	13% (8% - 19%)	–	6% (2% - 10%)	–	0	24% (14% - 33%)
Bullied on school property (past 12 months)	24% (21% - 26%)	13% (8% - 18%)	–	11% (5% - 17%)	–	0	30% (20% - 40%)
Electronically bullied (past 12 months)	17% (15% - 19%)	9% (5% - 13%)	–	9% (4% - 15%)	–	0	26% (16% - 36%)
Composite measure: answered affirmatively to being bullied online and/or at school	28% (26% - 31%)	17% (11% - 22%)	–	18% (11% - 25%)	–	0	39% (28% - 50%)
Agree or strongly agree that bullying is a problem at school	44% (41% - 47%)	35% (28% - 42%)	–	44% (35% - 54%)	–	0	42% (31% - 53%)
Self-harm (past 12 months)	15% (13% - 17%)	18% (12% - 24%)	–	10% (4% - 16%)	–	0	27% (17% - 37%)
Problems with anxiety (past 12 months)	45% (42% - 48%)	49% (42% - 57%)	–	46% (37% - 55%)	–	0	45% (34% - 57%)
So sad or hopeless that stopped usual activities (past 12 months)	25% (22% - 27%)	28% (21% - 35%)	–	28% (19% - 36%)	–	0	31% (21% - 42%)
Seriously considered suicide (past 12 months)	12% (11% - 14%)	15% (10% - 20%)	–	13% (7% - 19%)	–	0	25% (16% - 35%)
Made a suicide plan (past 12 months)	9% (7% - 10%)	9% (5% - 14%)	–	14% (7% - 21%)	–	0	23% (13% - 32%)
Attempted suicide (past 12 months)	6% (5% - 8%)	7% (3% - 12%)	–	–	–	0	9% (2% - 15%)
Composite measure: answered affirmatively to any of the previous six mental health questions	50% (47% - 52%)	55% (48% - 63%)	–	51% (42% - 61%)	–	0	49% (38% - 60%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Among students who attempted suicide, percent who received medical attention (past 12 months)	17% (8% - 27%)	–	–	–	–	0	–
Ever tried cigarettes	15% (13% - 17%)	14% (8% - 19%)	–	–	–	0	22% (13% - 32%)
Among smokers, the percent who tried cigarettes before age 13	40% (33% - 48%)	51% (31% - 71%)	–	–	–	0	–
Smoke cigarettes (past 30 days)	3% (2% - 5%)	–	–	0% (0% - 0%)	–	0	–
Ever tried vaping/juul/e-cigarettes	24% (22% - 27%)	31% (23% - 38%)	42% (27% - 58%)	–	–	0	27% (17% - 38%)
Vape/juul/e-cigarettes (past 30 days)	9% (8% - 11%)	8% (4% - 13%)	17% (5% - 29%)	–	–	0	17% (8% - 25%)
Use chew, dip, other smokeless tobacco (past 30 days)	4% (3% - 5%)	0% (0% - 0%)	–	0% (0% - 0%)	–	0	–
Smoke cigars/cigarillos (past 30 days)	3% (2% - 4%)	–	–	0% (0% - 0%)	–	0	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	41% (34% - 48%)	51% (34% - 68%)	–	–	–	0	–
Ever had an alcoholic beverage	43% (40% - 46%)	46% (38% - 54%)	–	32% (23% - 41%)	–	0	51% (40% - 63%)
Among students who have drank alcohol, percent whose first drink was before age 13	36% (32% - 40%)	35% (24% - 46%)	–	40% (24% - 57%)	–	0	40% (24% - 56%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Drank alcohol (past 30 days)	20% (18% - 23%)	18% (12% - 24%)	–	7% (2% - 11%)	–	0	16% (7% - 25%)
Binge drink (past 30 days)	8% (7% - 10%)	7% (3% - 11%)	–	0% (0% - 0%)	–	0	–
Ever used marijuana	16% (14% - 18%)	27% (20% - 34%)	27% (12% - 41%)	–	–	0	20% (11% - 30%)
Among students who tried marijuana, the percent who first tried it before age 13	24% (18% - 30%)	–	–	–	–	0	–
Ever misused a prescription pain medicine	8% (6% - 9%)	7% (3% - 11%)	–	9% (3% - 14%)	–	0	–
Ever misused an over-the-counter drug	4% (3% - 5%)	4% (1% - 6%)	–	–	–	0	8% (2% - 14%)
Ever used heroin	1% (0% - 2%)	0% (0% - 0%)	–	0% (0% - 0%)	–	0	–
Ever used methamphetamines	1% (1% - 2%)	–	–	0% (0% - 0%)	–	0	–
Were offered, sold, or given drugs on school property (past 12 months)	8% (6% - 9%)	8% (4% - 12%)	–	–	–	0	13% (6% - 21%)
Attended school under the influence of alcohol or drugs (past 12 months)	6% (5% - 7%)	6% (2% - 10%)	–	–	–	0	12% (5% - 19%)
Used any illegal drugs besides marijuana (past 12 months)	2% (1% - 3%)	–	–	0% (0% - 0%)	–	0	–
Ever had sexual intercourse	27% (24% - 29%)	28% (20% - 35%)	–	15% (8% - 22%)	–	0	29% (18% - 40%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Among sexually active students, the percent whose first sexual intercourse was before age 13	8% (5% - 11%)	–	–	–	–	0	–
Among sexually active students, the percent who have had 4 or more sexual partners	14% (10% - 18%)	–	–	–	–	0	–
Currently sexually active (past 3 months)	19% (17% - 22%)	17% (10% - 23%)	–	11% (4% - 17%)	–	0	23% (13% - 34%)
Among sexually active students, the percent who used a condom during last sexual intercourse	60% (54% - 66%)	62% (47% - 78%)	–	–	–	0	–
Among sexually active students, the percent who had sex without any pregnancy prevention method	7% (4% - 10%)	–	–	–	–	0	–
Tried to control their weight through unhealthy means	30% (28% - 33%)	33% (26% - 41%)	–	27% (19% - 36%)	–	0	30% (19% - 40%)
Ate fruit every day (past 7 days)	40% (37% - 42%)	37% (29% - 44%)	–	34% (25% - 43%)	–	0	42% (31% - 54%)
Ate vegetables every day (past 7 days)	39% (36% - 42%)	32% (25% - 40%)	–	30% (21% - 39%)	–	0	42% (31% - 53%)
Drank water every day (past 7 days)	75% (73% - 78%)	77% (70% - 84%)	–	70% (62% - 79%)	–	0	76% (66% - 86%)
Ate breakfast every day (past 7 days)	28% (26% - 31%)	20% (13% - 26%)	–	23% (15% - 31%)	–	0	28% (18% - 38%)
Exercise most days (past 7 days)	58% (55% - 61%)	50% (43% - 58%)	–	50% (41% - 60%)	–	0	65% (54% - 76%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
3 or more hours of screen time per day(excluding use for school work)	73% (70% - 75%)	81% (74% - 87%)	–	83% (76% - 90%)	–	0	82% (73% - 90%)
Use phone, Xbox or other device after midnight on a school night (past 7 days)	45% (42% - 47%)	60% (52% - 68%)	–	58% (48% - 68%)	–	0	60% (49% - 72%)
Reported generally having good, very good or excellent health	85% (83% - 87%)	81% (75% - 88%)	–	77% (69% - 86%)	–	0	81% (73% - 90%)
Reported generally having fair or poor health	15% (13% - 17%)	19% (12% - 25%)	–	23% (14% - 31%)	–	0	19% (10% - 27%)
Saw a dentist (past 12 months)	77% (74% - 79%)	57% (49% - 64%)	–	50% (41% - 60%)	–	0	69% (59% - 80%)
Sleep 8 or more hours per night	33% (31% - 36%)	28% (21% - 35%)	–	31% (22% - 40%)	–	0	31% (21% - 42%)
Lived in 4 or more residences	27% (25% - 30%)	47% (39% - 55%)	–	29% (20% - 38%)	–	0	41% (29% - 52%)
Experienced hunger due to lack of food at home (past 30 days)	19% (16% - 21%)	25% (18% - 32%)	50% (33% - 66%)	50% (41% - 60%)	–	0	–
Have at least one supportive adult besides parent(s)	83% (81% - 85%)	74% (67% - 81%)	–	72% (63% - 81%)	–	0	77% (67% - 87%)
Participate in school activities, teams, or clubs	65% (62% - 68%)	56% (48% - 64%)	–	46% (36% - 55%)	–	0	64% (53% - 75%)
Agree or strongly agree that they belong at school	57% (54% - 60%)	54% (46% - 62%)	–	47% (37% - 57%)	–	0	49% (37% - 60%)
Have at least one teacher or other adult at school to talk to	74% (71% - 77%)	67% (60% - 75%)	–	55% (45% - 65%)	–	0	67% (56% - 78%)
Most of the time or always get emotional support when needed	25% (21% - 28%)	13% (6% - 19%)	–	18% (8% - 28%)	–	0	18% (6% - 30%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Have physical disability or chronic health problem	15% (13% - 18%)	11% (6% - 16%)	–	–	–	0	19% (10% - 27%)
Work at least 1 hour per week at a paying job outside the home	55% (52% - 58%)	46% (38% - 54%)	–	35% (25% - 44%)	–	0	59% (48% - 70%)
Work 10-19 hours per week at a paying job outside the home	19% (16% - 21%)	10% (5% - 15%)	–	6% (1% - 11%)	–	0	27% (16% - 37%)
Work 20 or more hours per week at a paying job outside the home	10% (8% - 12%)	15% (9% - 21%)	–	7% (2% - 13%)	–	0	12% (4% - 20%)
Do not have an adult in household who tries hard to make sure basic needs are met	11% (9% - 13%)	11% (6% - 16%)	–	7% (2% - 13%)	–	0	15% (7% - 24%)
Have lived with someone who was depressed, mentally ill, or suicidal	31% (28% - 33%)	31% (24% - 39%)	–	17% (10% - 24%)	–	0	38% (27% - 49%)
Do not use social media at all	8% (7% - 10%)	5% (1% - 8%)	–	6% (1% - 10%)	–	0	11% (4% - 18%)
Use social media at least once a month	92% (90% - 93%)	95% (92% - 99%)	–	94% (90% - 99%)	–	0	89% (82% - 96%)
Use social media daily	76% (74% - 79%)	80% (74% - 87%)	–	74% (66% - 83%)	–	0	81% (72% - 90%)
Use social media very frequently (At least once per hour)	38% (35% - 40%)	44% (36% - 52%)	–	33% (24% - 42%)	–	0	49% (37% - 60%)
Had a guardian who had drug or alcohol problems	23% (20% - 25%)	28% (20% - 35%)	–	17% (10% - 25%)	–	0	39% (28% - 51%)
Had separation from a guardian due to incarceration	13% (11% - 15%)	21% (14% - 27%)	–	13% (6% - 20%)	–	0	34% (23% - 45%)
Could talk to a caring adult about their feelings	92% (90% - 93%)	86% (80% - 91%)	–	82% (75% - 90%)	–	0	79% (69% - 88%)

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

[2] If data for a group does not exist, all values will be 0.

[3] Composite measures combine responses across two or more questions.

Weighted YRBS Results By Race/Ethnicity

Behavior	White	Hisp	Bl/Af-Am	Asian/PI	Am.Ind	MENA	Multiple
Could talk to a friend about their feelings	93% (92% - 95%)	91% (87% - 96%)	–	92% (86% - 97%)	–	0	88% (81% - 95%)
Feel close to people at their school	57% (54% - 60%)	53% (45% - 61%)	28% (13% - 42%)	42% (33% - 52%)	–	0	49% (38% - 61%)

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

[2] If data for a group does not exist, all values will be 0.

[3] 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	89%	89%
Rode with a driver who drank (past 30 days)	18%	12%
Drove after drinking (past 30 days)	7%	3%
Text/email while driving(past 30 days)	35%	41%
Missed school due to safety concerns at school or en route (past 30 days)	16%	8%
Brought a weapon to school (past 30 days)	2%	2%
Threatened or injured with a weapon at school (past 12 months)	11%	8%
Most of the time or always feel safe at school	74%	76%
In a physical fight on school property (past 12 months)	5%	7%
Agree or strongly agree that violence is a problem at their school	31%	25%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	25%	16%
Ever been raped	18%	6%
Ever been forced to do anything sexual	16%	7%
Ever been forced to do anything sexual with an adult	17%	4%
Dating partner forced something sexual in past 12 months	17%	6%
Physical violence by dating partner (past 12 months)	17%	9%
Composite measure: answered affirmatively to any sexual or dating violence question	29%	13%
Insulted or put down by an adult ever	78%	49%
Insulted or put down by an adult (past year)	64%	36%
Physically hurt by an adult ever	43%	20%
Physically hurt by an adult (past year)	14%	8%
Adults at home ever physically hurt each other	31%	14%
Mistreated due to race/ethnicity	5%	3%
Mistreated at school due to race/ethnicity	6%	3%
Mistreated due to real or perceived LGBT status	18%	1%
Sent, received or shared sexual photos or images (past 30 days)	17%	11%
Bullied on school property (past 12 months)	33%	20%
Electronically bullied (past 12 months)	22%	14%
Composite measure: answered affirmatively to being bullied online and/or at school	37%	24%
Agree/strongly agree that bullying is a problem at school	59%	40%
Self-harm (past 12 months)	39%	11%
Problems with anxiety (past 12 months)	77%	40%
So sad or hopeless that stopped usual activities (past 12 months)	54%	20%
Seriously considered suicide (past 12 months)	35%	9%

[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
Made a suicide plan (past 12 months)	27%	6%
Attempted suicide (past 12 months)	16%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	83%	44%
Among students who attempted suicide, percent who received medical attention (past 12 months)	17%	26%
Ever tried cigarettes	24%	13%
Among smokers, the percent who tried cigarettes before age 13	44%	41%
Smoke cigarettes (past 30 days)	4%	3%
Ever tried vaping/juul/e-cigarettes	39%	22%
Vape/juul/e-cigarettes (past 30 days)	18%	7%
Use chew, dip, other smokeless tobacco (past 30 days)	3%	3%
Smoke cigars/cigarillos (past 30 days)	3%	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	48%	41%
Ever had an alcoholic beverage	57%	41%
Among students who have drank alcohol, percent whose first drink was before age 13	43%	35%
Drank alcohol (past 30 days)	24%	18%
Binge drink (past 30 days)	10%	7%
Ever used marijuana	31%	15%
Among students who tried marijuana, the percent who first tried it before age 13	18%	22%
Use marijuana (past 30 days)	17%	7%
Ever misused a prescription pain medicine	12%	7%
Ever misused an over-the-counter drug	8%	3%
Ever used heroin	2%	1%
Ever used methamphetamines	2%	1%
Were offered, sold, or given drugs on school property (past 12 months)	11%	7%
Attended school under the influence of alcohol or drugs (past 12 months)	14%	4%
Used any illegal drugs besides marijuana (past 12 months)	5%	1%
Ever had sexual intercourse	25%	27%
Among sexually active students, the percent whose first sexual intercourse was before age 13	23%	5%

[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 have had 4 or more sexual partners	29%	11%
Currently sexually active (past 3 months)	16%	20%
Among sexually active students, the percent who used a condom during last sexual intercourse	53%	61%
Among sexually active students, the percent who had sex without any pregnancy prevention method	12%	7%
Tried to control their weight through unhealthy means	43%	28%
Ate fruit every day (past 7 days)	31%	40%
Ate vegetables every day (past 7 days)	34%	38%
Drank water every day (past 7 days)	65%	77%
Ate breakfast every day (past 7 days)	19%	28%
Exercise most days (past 7 days)	36%	62%
3 or more hours of screen time per day(excluding use for school work)	85%	73%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	61%	46%
Reported generally having good, very good or excellent health	64%	88%
Reported generally having fair or poor health	36%	12%
Saw a dentist (past 12 months)	63%	74%
Sleep 8 or more hours per night	21%	34%
Lived in 4 or more residences	44%	28%
Experienced hunger due to lack of food at home (past 30 days)	31%	20%
Have at least one supportive adult besides parent(s)	82%	81%
Participate in school activities, teams, or clubs	59%	64%
Agree or strongly agree that they belong at school	33%	60%
Have at least one teacher or other adult at school to talk to	70%	72%
Most of the time or always get emotional support when needed	25%	22%
Have physical disability or chronic health problem	25%	12%

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

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Work at least 1 hour per week at a paying job outside the home	47%	54%
Work 10-19 hours per week at a paying job outside the home	16%	17%
Work 20 or more hours per week at a paying job outside the home	7%	12%
Do not have an adult in household who tries hard to make sure basic needs are met	8%	11%
Have lived with someone who was depressed, mentally ill, or suicidal	61%	25%
Do not use social media at all	11%	7%
Use social media at least once a month	89%	93%
Use social media daily	69%	79%
Use social media very frequently (At least once per hour)	31%	41%
Had a guardian who had drug or alcohol problems	44%	20%
Had separation from a guardian due to incarceration	25%	13%
Could talk to a caring adult about their feelings	89%	90%
Could talk to a friend about their feelings	96%	93%
Feel close to people at their school	36%	59%

[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
Identify as lesbian, gay, bisexual and/or transgender	16%	15%	25%	19%
Most of the time or always wear a seatbelt	94%	89%	85%	77%
Rode with a driver who drank (past 30 days)	11%	14%	13%	24%
Drove after drinking (past 30 days)	–	5%	–	23%
Text/email while driving(past 30 days)	37%	39%	43%	60%
Missed school due to safety concerns at school or en route (past 30 days)	4%	10%	13%	20%
Brought a weapon to school (past 30 days)	1%	2%	–	–
Threatened or injured with a weapon at school (past 12 months)	5%	10%	10%	15%
Most of the time or always feel safe at school	84%	72%	71%	62%
In a physical fight on school property (past 12 months)	2%	7%	7%	20%
Agree or strongly agree that violence is a problem at their school	27%	27%	22%	41%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	10%	19%	23%	40%
Ever been raped	5%	8%	10%	24%
Ever been forced to do anything sexual	5%	12%	9%	21%
Ever been forced to do anything sexual with an adult	4%	7%	9%	17%
Dating partner forced something sexual in past 12 months	6%	9%	8%	17%
Physical violence by dating partner (past 12 months)	10%	9%	8%	19%
Composite measure: answered affirmatively to any sexual or dating violence question	11%	18%	17%	33%
Insulted or put down by an adult ever	52%	53%	56%	62%
Insulted or put down by an adult (past year)	38%	39%	45%	53%
Physically hurt by an adult ever	17%	25%	33%	41%
Physically hurt by an adult (past year)	5%	10%	15%	27%
Adults at home ever physically hurt each other	12%	18%	20%	32%
Mistreated due to race/ethnicity	1%	3%	5%	6%
Mistreated at school due to race/ethnicity	–	3%	5%	–
Mistreated due to real or perceived LGBT status	2%	3%	5%	12%
Sent, received or shared sexual photos or images (past 30 days)	9%	13%	11%	27%
Bullied on school property (past 12 months)	13%	23%	33%	39%
Electronically bullied (past 12 months)	10%	17%	23%	29%

[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
Composite measure: answered affirmatively to being bullied online and/or at school	17%	28%	38%	47%
Agree/strongly agree that bullying is a problem at school	43%	45%	43%	41%
Self-harm (past 12 months)	11%	17%	18%	27%
Problems with anxiety (past 12 months)	40%	46%	52%	54%
So sad or hopeless that stopped usual activities (past 12 months)	19%	26%	30%	45%
Seriously considered suicide (past 12 months)	8%	15%	15%	28%
Made a suicide plan (past 12 months)	4%	12%	12%	19%
Attempted suicide (past 12 months)	2%	8%	5%	21%
Composite measure: answered affirmatively to any of the previous six mental health questions	44%	50%	56%	67%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	23%	–	–
Ever tried cigarettes	7%	17%	22%	33%
Among smokers, the percent who tried cigarettes before age 13	35%	38%	43%	50%
Smoke cigarettes (past 30 days)	–	–	5%	18%
Ever tried vaping/juul/e-cigarettes	14%	27%	37%	43%
Vape/juul/e-cigarettes (past 30 days)	4%	9%	16%	28%
Use chew, dip, other smokeless tobacco (past 30 days)	–	4%	5%	–
Smoke cigars/cigarillos (past 30 days)	–	3%	–	11%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	38%	52%	48%	30%
Ever had an alcoholic beverage	36%	47%	52%	57%
Among students who have drank alcohol, percent whose first drink was before age 13	32%	35%	41%	48%
Drank alcohol (past 30 days)	15%	20%	22%	30%
Binge drink (past 30 days)	4%	9%	10%	20%
Ever used marijuana	11%	17%	26%	34%
Among students who tried marijuana, the percent who first tried it before age 13	10%	23%	27%	33%
Use marijuana (past 30 days)	5%	6%	14%	23%
Ever misused a prescription pain medicine	5%	6%	12%	17%
Ever misused an over-the-counter drug	2%	4%	6%	13%

[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 used heroin	–	–	–	–
Ever used methamphetamines	–	–	–	7%
Were offered, sold, or given drugs on school property (past 12 months)	5%	6%	10%	23%
Attended school under the influence of alcohol or drugs (past 12 months)	2%	5%	9%	19%
Used any illegal drugs besides marijuana (past 12 months)	–	–	5%	11%
Ever had sexual intercourse	20%	28%	33%	54%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	9%	8%	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	13%	27%	–
Currently sexually active (past 3 months)	15%	20%	23%	33%
Among sexually active students, the percent who used a condom during last sexual intercourse	58%	58%	66%	67%
Among sexually active students, the percent who had sex without any pregnancy prevention method	7%	11%	–	–
Tried to control their weight through unhealthy means	28%	32%	30%	45%
Ate fruit every day (past 7 days)	47%	37%	29%	25%
Ate vegetables every day (past 7 days)	47%	32%	30%	22%
Drank water every day (past 7 days)	81%	77%	67%	60%
Ate breakfast every day (past 7 days)	33%	24%	17%	16%
Exercise most days (past 7 days)	64%	58%	47%	42%
3 or more hours of screen time per day(excluding use for school work)	74%	77%	78%	67%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	36%	55%	64%	66%
Reported generally having good, very good or excellent health	90%	87%	76%	64%
Reported generally having fair or poor health	10%	13%	24%	36%
Saw a dentist (past 12 months)	82%	72%	62%	50%

[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
Sleep 8 or more hours per night	38%	33%	24%	20%
Lived in 4 or more residences	24%	32%	42%	44%
Experienced hunger due to lack of food at home (past 30 days)	13%	25%	31%	37%
Have at least one supportive adult besides parent(s)	84%	80%	81%	67%
Participate in school activities, teams, or clubs	76%	58%	50%	45%
Agree or strongly agree that they belong at school	66%	55%	42%	27%
Have at least one teacher or other adult at school to talk to	80%	69%	61%	54%
Most of the time or always get emotional support when needed	25%	18%	23%	14%
Have physical disability or chronic health problem	12%	15%	17%	18%
Work at least 1 hour per week at a paying job outside the home	52%	54%	56%	55%
Work 10-19 hours per week at a paying job outside the home	17%	17%	18%	18%
Work 20 or more hours per week at a paying job outside the home	8%	11%	15%	11%
Do not have an adult in household who tries hard to make sure basic needs are met	8%	10%	14%	24%
Have lived with someone who was depressed, mentally ill, or suicidal	25%	32%	39%	42%
Do not use social media at all	8%	7%	7%	6%
Use social media at least once a month	92%	93%	93%	94%
Use social media daily	78%	80%	74%	72%
Use social media very frequently (At least once per hour)	33%	42%	42%	47%
Had a guardian who had drug or alcohol problems	19%	26%	28%	34%
Had separation from a guardian due to incarceration	9%	17%	21%	27%
Could talk to a caring adult about their feelings	92%	91%	90%	74%
Could talk to a friend about their feelings	95%	93%	92%	85%
Feel close to people at their school	64%	56%	46%	31%

[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
Identify as lesbian, gay, bisexual and/or transgender	32%	13%
Most of the time or always wear a seatbelt	86%	91%
Rode with a driver who drank (past 30 days)	15%	11%
Drove after drinking (past 30 days)	6%	3%
Text/email while driving(past 30 days)	41%	40%
Missed school due to safety concerns at school or en route (past 30 days)	13%	6%
Brought a weapon to school (past 30 days)	5%	1%
Threatened or injured with a weapon at school (past 12 months)	17%	6%
Most of the time or always feel safe at school	69%	80%
In a physical fight on school property (past 12 months)	10%	5%
Agree or strongly agree that violence is a problem at their school	39%	24%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	34%	14%
Ever been raped	21%	5%
Ever been forced to do anything sexual	16%	7%
Ever been forced to do anything sexual with an adult	17%	5%
Dating partner forced something sexual in past 12 months	18%	6%
Physical violence by dating partner (past 12 months)	19%	8%
Composite measure: answered affirmatively to any sexual or dating violence question	29%	13%
Insulted or put down by an adult ever	64%	50%
Insulted or put down by an adult (past year)	54%	36%
Physically hurt by an adult ever	32%	21%
Physically hurt by an adult (past year)	17%	8%
Adults at home ever physically hurt each other	25%	13%
Mistreated due to race/ethnicity	5%	2%
Mistreated at school due to race/ethnicity	6%	2%
Mistreated due to real or perceived LGBT status	8%	2%
Sent, received or shared sexual photos or images (past 30 days)	18%	11%
Bullied on school property (past 12 months)	34%	17%
Electronically bullied (past 12 months)	27%	12%
Composite measure: answered affirmatively to being bullied online and/or at school	41%	21%
Agree/strongly agree that bullying is a problem at school	57%	41%
Self-harm (past 12 months)	30%	11%
Problems with anxiety (past 12 months)	67%	39%

[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
So sad or hopeless that stopped usual activities (past 12 months)	47%	19%
Seriously considered suicide (past 12 months)	28%	9%
Made a suicide plan (past 12 months)	20%	7%
Attempted suicide (past 12 months)	14%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	72%	44%
Among students who attempted suicide, percent who received medical attention (past 12 months)	29%	21%
Ever tried cigarettes	19%	13%
Among smokers, the percent who tried cigarettes before age 13	54%	34%
Smoke cigarettes (past 30 days)	6%	2%
Ever tried vaping/juul/e-cigarettes	33%	21%
Vape/juul/e-cigarettes (past 30 days)	16%	7%
Use chew, dip, other smokeless tobacco (past 30 days)	7%	2%
Smoke cigars/cigarillos (past 30 days)	6%	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	40%	44%
Ever had an alcoholic beverage	46%	41%
Among students who have drank alcohol, percent whose first drink was before age 13	39%	34%
Drank alcohol (past 30 days)	23%	17%
Binge drink (past 30 days)	12%	7%
Ever used marijuana	24%	14%
Among students who tried marijuana, the percent who first tried it before age 13	20%	18%
Use marijuana (past 30 days)	11%	6%
Ever misused a prescription pain medicine	17%	5%
Ever misused an over-the-counter drug	10%	2%
Ever used heroin	–	–
Ever used methamphetamines	4%	1%
Were offered, sold, or given drugs on school property (past 12 months)	14%	6%
Attended school under the influence of alcohol or drugs (past 12 months)	10%	4%
Used any illegal drugs besides marijuana (past 12 months)	6%	1%

[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
Ever had sexual intercourse	32%	25%
Among sexually active students, the percent whose first sexual intercourse was before age 13	14%	6%
Among sexually active students, the percent who have had 4 or more sexual partners	19%	12%
Currently sexually active (past 3 months)	23%	18%
Among sexually active students, the percent who used a condom during last sexual intercourse	56%	61%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Tried to control their weight through unhealthy means	41%	27%
Ate fruit every day (past 7 days)	42%	40%
Ate vegetables every day (past 7 days)	37%	38%
Drank water every day (past 7 days)	72%	78%
Ate breakfast every day (past 7 days)	22%	29%
Exercise most days (past 7 days)	51%	60%
3 or more hours of screen time per day(excluding use for school work)	73%	76%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	50%	47%
Reported generally having good, very good or excellent health	71%	89%
Reported generally having fair or poor health	29%	11%
Saw a dentist (past 12 months)	66%	75%
Sleep 8 or more hours per night	25%	35%
Lived in 4 or more residences	41%	28%
Experienced hunger due to lack of food at home (past 30 days)	31%	17%
Have at least one supportive adult besides parent(s)	76%	83%
Participate in school activities, teams, or clubs	62%	64%
Agree or strongly agree that they belong at school	45%	61%
Have at least one teacher or other adult at school to talk to	69%	75%
Most of the time or always get emotional support when needed	29%	21%

[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
Have physical disability or chronic health problem	100%	0%
Work at least 1 hour per week at a paying job outside the home	54%	53%
Work 10-19 hours per week at a paying job outside the home	16%	18%
Work 20 or more hours per week at a paying job outside the home	10%	10%
Do not have an adult in household who tries hard to make sure basic needs are met	19%	9%
Have lived with someone who was depressed, mentally ill, or suicidal	50%	25%
Do not use social media at all	11%	7%
Use social media at least once a month	89%	93%
Use social media daily	72%	78%
Use social media very frequently (At least once per hour)	43%	36%
Had a guardian who had drug or alcohol problems	38%	20%
Had separation from a guardian due to incarceration	22%	13%
Could talk to a caring adult about their feelings	86%	91%
Could talk to a friend about their feelings	89%	93%
Feel close to people at their school	42%	61%

[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)
Identify as lesbian, gay, bisexual and/or transgender	21%	29%	17%
Most of the time or always wear a seatbelt	85%	86%	91%
Rode with a driver who drank (past 30 days)	14%	21%	12%
Drove after drinking (past 30 days)	–	–	3%
Text/email while driving(past 30 days)	35%	41%	41%
Missed school due to safety concerns at school or en route (past 30 days)	16%	12%	6%
Brought a weapon to school (past 30 days)	–	–	1%
Threatened or injured with a weapon at school (past 12 months)	10%	15%	7%
Most of the time or always feel safe at school	55%	76%	81%
In a physical fight on school property (past 12 months)	15%	9%	4%
Agree or strongly agree that violence is a problem at their school	38%	26%	25%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	24%	27%	16%
Ever been raped	12%	10%	7%
Ever been forced to do anything sexual	8%	10%	9%
Ever been forced to do anything sexual with an adult	10%	13%	6%
Dating partner forced something sexual in past 12 months	–	–	8%
Physical violence by dating partner (past 12 months)	–	–	9%
Composite measure: answered affirmatively to any sexual or dating violence question	17%	21%	14%
Insulted or put down by an adult ever	47%	63%	54%
Insulted or put down by an adult (past year)	34%	51%	41%
Physically hurt by an adult ever	22%	38%	23%
Physically hurt by an adult (past year)	12%	15%	8%
Adults at home ever physically hurt each other	20%	34%	15%
Mistreated due to race/ethnicity	5%	8%	2%
Mistreated at school due to race/ethnicity	–	–	2%
Mistreated due to real or perceived LGBT status	–	–	3%
Sent, received or shared sexual photos or images (past 30 days)	9%	27%	11%
Bullied on school property (past 12 months)	35%	35%	18%
Electronically bullied (past 12 months)	23%	26%	13%

[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 being bullied online and/or at school	40%	38%	23%
Agree/strongly agree that bullying is a problem at school	49%	50%	42%
Self-harm (past 12 months)	20%	22%	14%
Problems with anxiety (past 12 months)	50%	52%	44%
So sad or hopeless that stopped usual activities (past 12 months)	30%	41%	24%
Seriously considered suicide (past 12 months)	18%	20%	12%
Made a suicide plan (past 12 months)	14%	18%	8%
Attempted suicide (past 12 months)	10%	10%	5%
Composite measure: answered affirmatively to any of the previous six mental health questions	58%	62%	48%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	16%
Ever tried cigarettes	17%	18%	13%
Among smokers, the percent who tried cigarettes before age 13	43%	68%	39%
Smoke cigarettes (past 30 days)	–	–	3%
Ever tried vaping/juul/e-cigarettes	30%	32%	23%
Vape/juul/e-cigarettes (past 30 days)	15%	13%	8%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	3%
Smoke cigars/cigarillos (past 30 days)	–	–	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	–	–	46%
Ever had an alcoholic beverage	36%	46%	44%
Among students who have drank alcohol, percent whose first drink was before age 13	37%	62%	34%
Drank alcohol (past 30 days)	21%	24%	19%
Binge drink (past 30 days)	9%	16%	7%
Ever used marijuana	19%	30%	15%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	18%
Use marijuana (past 30 days)	11%	18%	7%
Ever misused a prescription pain medicine	13%	19%	5%
Ever misused an over-the-counter drug	9%	16%	2%
Ever used heroin	–	–	–
Ever used methamphetamines	–	–	1%

[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)
Were offered, sold, or given drugs on school property (past 12 months)	13%	15%	6%
Attended school under the influence of alcohol or drugs (past 12 months)	10%	15%	4%
Used any illegal drugs besides marijuana (past 12 months)	–	–	1%
Ever had sexual intercourse	21%	34%	27%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	4%
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	13%
Currently sexually active (past 3 months)	12%	25%	19%
Among sexually active students, the percent who used a condom during last sexual intercourse	46%	50%	63%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	7%
Tried to control their weight through unhealthy means	31%	33%	31%
Ate fruit every day (past 7 days)	31%	35%	41%
Ate vegetables every day (past 7 days)	26%	41%	39%
Drank water every day (past 7 days)	59%	78%	78%
Ate breakfast every day (past 7 days)	30%	26%	25%
Exercise most days (past 7 days)	42%	51%	61%
3 or more hours of screen time per day(excluding use for school work)	59%	80%	78%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	49%	55%	47%
Reported generally having good, very good or excellent health	78%	76%	85%
Reported generally having fair or poor health	22%	24%	15%
Saw a dentist (past 12 months)	52%	70%	76%
Sleep 8 or more hours per night	41%	26%	32%
Lived in 4 or more residences	35%	42%	29%
Experienced hunger due to lack of food at home (past 30 days)	32%	32%	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)
Have at least one supportive adult besides parent(s)	71%	83%	84%
Participate in school activities, teams, or clubs	45%	60%	67%
Agree or strongly agree that they belong at school	55%	48%	58%
Have at least one teacher or other adult at school to talk to	74%	70%	74%
Most of the time or always get emotional support when needed	27%	18%	22%
Have physical disability or chronic health problem	30%	22%	12%
Work at least 1 hour per week at a paying job outside the home	48%	62%	54%
Work 10-19 hours per week at a paying job outside the home	14%	21%	18%
Work 20 or more hours per week at a paying job outside the home	7%	13%	11%
Do not have an adult in household who tries hard to make sure basic needs are met	26%	17%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	40%	54%	28%
Do not use social media at all	17%	9%	6%
Use social media at least once a month	83%	91%	94%
Use social media daily	61%	65%	81%
Use social media very frequently (At least once per hour)	34%	33%	40%
Had a guardian who had drug or alcohol problems	26%	40%	23%
Had separation from a guardian due to incarceration	21%	21%	13%
Could talk to a caring adult about their feelings	82%	84%	92%
Could talk to a friend about their feelings	82%	96%	94%
Feel close to people at their school	52%	45%	58%

[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
Identify as lesbian, gay, bisexual and/or transgender	26%	15%
Most of the time or always wear a seatbelt	83%	91%
Rode with a driver who drank (past 30 days)	21%	10%
Drove after drinking (past 30 days)	11%	3%
Text/email while driving(past 30 days)	45%	39%
Missed school due to safety concerns at school or en route (past 30 days)	17%	6%
Brought a weapon to school (past 30 days)	4%	1%
Threatened or injured with a weapon at school (past 12 months)	15%	6%
Most of the time or always feel safe at school	64%	79%
In a physical fight on school property (past 12 months)	11%	5%
Agree or strongly agree that violence is a problem at their school	36%	24%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	28%	14%
Ever been raped	16%	6%
Ever been forced to do anything sexual	16%	7%
Ever been forced to do anything sexual with an adult	15%	4%
Dating partner forced something sexual in past 12 months	15%	6%
Physical violence by dating partner (past 12 months)	16%	8%
Composite measure: answered affirmatively to any sexual or dating violence question	26%	12%
Insulted or put down by an adult ever	71%	48%
Insulted or put down by an adult (past year)	56%	35%
Physically hurt by an adult ever	45%	18%
Physically hurt by an adult (past year)	22%	6%
Adults at home ever physically hurt each other	33%	12%
Mistreated due to race/ethnicity	8%	2%
Mistreated at school due to race/ethnicity	7%	2%
Mistreated due to real or perceived LGBT status	7%	3%
Sent, received or shared sexual photos or images (past 30 days)	20%	10%
Bullied on school property (past 12 months)	33%	18%
Electronically bullied (past 12 months)	28%	12%
Composite measure: answered affirmatively to being bullied online and/or at school	42%	22%
Agree/strongly agree that bullying is a problem at school	54%	40%
Self-harm (past 12 months)	28%	12%
Problems with anxiety (past 12 months)	65%	40%
So sad or hopeless that stopped usual activities (past 12 months)	43%	20%

[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
Seriously considered suicide (past 12 months)	25%	10%
Made a suicide plan (past 12 months)	18%	7%
Attempted suicide (past 12 months)	13%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	71%	44%
Among students who attempted suicide, percent who received medical attention (past 12 months)	29%	20%
Ever tried cigarettes	23%	12%
Among smokers, the percent who tried cigarettes before age 13	51%	37%
Smoke cigarettes (past 30 days)	6%	2%
Ever tried vaping/juul/e-cigarettes	36%	21%
Vape/juul/e-cigarettes (past 30 days)	16%	7%
Use chew, dip, other smokeless tobacco (past 30 days)	6%	2%
Smoke cigars/cigarillos (past 30 days)	5%	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	48%	39%
Ever had an alcoholic beverage	54%	40%
Among students who have drank alcohol, percent whose first drink was before age 13	45%	34%
Drank alcohol (past 30 days)	24%	17%
Binge drink (past 30 days)	12%	7%
Ever used marijuana	26%	14%
Among students who tried marijuana, the percent who first tried it before age 13	33%	16%
Use marijuana (past 30 days)	13%	7%
Ever misused a prescription pain medicine	15%	6%
Ever misused an over-the-counter drug	10%	2%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	12%	6%
Attended school under the influence of alcohol or drugs (past 12 months)	14%	4%
Used any illegal drugs besides marijuana (past 12 months)	6%	1%

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

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Ever had sexual intercourse	35%	24%
Among sexually active students, the percent whose first sexual intercourse was before age 13	12%	6%
Among sexually active students, the percent who have had 4 or more sexual partners	18%	13%
Currently sexually active (past 3 months)	23%	17%
Among sexually active students, the percent who used a condom during last sexual intercourse	56%	62%
Among sexually active students, the percent who had sex without any pregnancy prevention method	11%	7%
Tried to control their weight through unhealthy means	45%	26%
Ate fruit every day (past 7 days)	32%	40%
Ate vegetables every day (past 7 days)	30%	40%
Drank water every day (past 7 days)	70%	77%
Ate breakfast every day (past 7 days)	21%	28%
Exercise most days (past 7 days)	48%	60%
3 or more hours of screen time per day(excluding use for school work)	77%	74%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	63%	44%
Reported generally having good, very good or excellent health	74%	87%
Reported generally having fair or poor health	26%	13%
Saw a dentist (past 12 months)	52%	78%
Sleep 8 or more hours per night	23%	35%
Lived in 4 or more residences	45%	27%
Experienced hunger due to lack of food at home (past 30 days)	100%	0%
Have at least one supportive adult besides parent(s)	78%	82%
Participate in school activities, teams, or clubs	54%	65%
Agree or strongly agree that they belong at school	39%	60%
Have at least one teacher or other adult at school to talk to	58%	75%
Most of the time or always get emotional support when needed	20%	23%

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

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Have physical disability or chronic health problem	20%	13%
Work at least 1 hour per week at a paying job outside the home	55%	52%
Work 10-19 hours per week at a paying job outside the home	14%	18%
Work 20 or more hours per week at a paying job outside the home	11%	10%
Do not have an adult in household who tries hard to make sure basic needs are met	14%	10%
Have lived with someone who was depressed, mentally ill, or suicidal	52%	25%
Do not use social media at all	5%	9%
Use social media at least once a month	95%	91%
Use social media daily	77%	77%
Use social media very frequently (At least once per hour)	45%	37%
Had a guardian who had drug or alcohol problems	42%	19%
Had separation from a guardian due to incarceration	28%	12%
Could talk to a caring adult about their feelings	84%	91%
Could talk to a friend about their feelings	90%	93%
Feel close to people at their school	41%	59%

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

APPENDIX B: OPTIONAL MODULE RESULTS

The local YRBS was standardized to allow for consistent and stable comparisons from the local level to the national level. In order to still allow some customization, schools could choose up to two additional optional modules. County-level results are included if at least 75% of participating schools in the county selected the same optional module.

Optional Module 1: Drug-Free Communities

DATA NOT AVAILABLE: 75% of participating schools within this county did not include this optional module in the survey

Optional Module 2: Youth Tobacco

DATA NOT AVAILABLE: 75% of participating schools within this county did not include this optional module in the survey

Optional Module 3: Adversity and Protective Factors

DATA NOT AVAILABLE: 75% of participating schools within this county did not include this optional module in the survey

Optional Module 4: School Climate

DATA NOT AVAILABLE: 75% of participating schools within this county did not include this optional module in the survey

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 YRBS Data User's Guides, which are available at: https://www.cdc.gov/healthyyouth/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 student population and the composition of survey respondents. Raking was employed to reflect the surveyed population. If the surveyed population differed from the county's student population (e.g., if participating schools only surveyed certain grades), then results reflect the county's population surveyed rather than the county 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 along the race/ethnicity variable; the same applies to grade by sex.

SIGNIFICANCE LEVELS

The question-specific tables in the appendices include 95% confidence intervals. Differences between groups can be considered statistically significant at the .05 level if the confidence interval ranges between the groups do not overlap.

REDACTION

Data redaction for Wisconsin YRBS 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.

CHANGES TO DEMOGRAPHIC DATA COLLECTION METHODS

Starting in 2025, the way that the YRBS captured students' race and ethnicity changed. Previously, there were two separate questions. The first asked about ethnicity. The question asked students if they are Hispanic or Latino, with response options of Yes and No. The second question asked about race. It allowed students to select all racial groups that applied to them. Response options included American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.

From 2025 and on, these two questions have now been combined into one question about racial and ethnic identity. The question now asks, "What is your race and/or ethnicity? (Select one or more responses.)" Response options for this updated question include American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Middle Eastern or North African, Native Hawaiian or Pacific Islander, and White. In addition to the change which combined these questions, a notable change is the inclusion of the response option Middle Eastern or North African, also known as MENA. The method in which data on race and ethnicity are gathered on the YRBS is mandated by the CDC in accordance with other federal guidance. These updates align with the 2024 updated guidance from the U.S. Office of Management and Budget (OMB) on collecting race and ethnicity data.

CITING THIS REPORT

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