Wauwatosa - District Report 2025 YRBS Results (High School Version)

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REPORT OVERVIEW

Who Took The Survey?

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

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

All participating schools with twenty or more responses are being provided with their results, regardless of response rates or grades surveyed. District-level reports are available for all districts in which more than one school had twenty or more responses for the relevant version (high school or middle school) of the YRBS. The indicators below are intended to help districts, schools and other YRBS stakeholders self-assess the quality of their data and, if necessary, work towards improvements in future rounds of data collection.

SCHOOL PARTICIPATION WITHIN DISTRICT

Number of public schools in district with any of grades 9-12: **4**

Number of schools participating: **2**

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

Number of schools surveying grade 9: 2

Grade 9 response rate: 70%

Grade 9 participation level: Strong (70% or higher)

Grade 10 Participation

Number of schools surveying grade 10? 2

Grade 10 response rate: 68%

Grade 10 participation level: Fair (between 50% and 69%)

Grade 11 Participation

Number of schools surveying grade 11: 2

Grade 11 response rate: 61%

Grade 11 participation level: Fair (between 50% and 69%)

Grade 12 Participation

Number of schools surveying grade 12: 2

Grade 12 response rate: 52%

Grade 12 participation level: Fair (between 50% and 69%)

Overall Participation

Total number of usable surveys: **1427**

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

Percent of high schoolers in district participating: **62%**

Overall participation level for high school students: **Fair (between 50% and 69%)**

OPTIONAL MODULES Schools could select an optional module if they so desired. District-level results are included if all schools within a district selected the same optional module.

Optional Module Data Available In This Report: **No optional modules selected district-wide**

If only some participating schools in the district selected an optional module, results are available in the school-level reports. Below is a count of the number of schools that selected each optional module within the district.

Number of schools selecting optional module 1: 0

Number of schools selecting optional module 2: 0

Number of schools selecting optional module 3: 0

Number of schools selecting optional module 4: 0

What's In This Report?

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

Topic Areas contain bar charts of key questions for:

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

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

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

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

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

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

ANSWERS TO COMMON QUESTIONS

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

If the school opted not to survey a given grade, then responses for that grade will be listed as 0 and/or not displayed in charts.

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

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

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

- The redaction itself is informative in that it means very few students reported the risk behavior.
- The redacted information from small schools will still be used in higher level reports, such as district and county-level reports (where available). Thus, the data are still used to produce local YRBS numbers, even if it doesn't show up at the school level. (Note that very small numbers are still redacted in district and county-level reports, but the greater number of

student responses means that small numbers are less likely to be a problem at this level.)

- If numbers for a given behavior and/or subpopulation still do not appear in district or county-level reports, refer to neighboring county numbers and/or the statewide numbers instead. While they may not be an exact match for your school, they can provide a guidepost for the likely prevalence in your area.

From where is the information coming? All data in this report comes solely from the YRBS survey. Some of the YRBS questions ask students to self-report on information that is also maintained by the school (e.g., grade level, race, sex, special education status and academic grades), or by other organizations such as health care systems (e.g., mental health, chronic disabilities). However, none of the information used here comes from any identifiable data source. Because the survey is confidential and anonymous, there is no way to get such information from schools, and no attempt is made to do so. Similarly, the YRBS includes questions that ask students whether they have 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 over 30 years. In addition, the information prepared for this report includes 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.

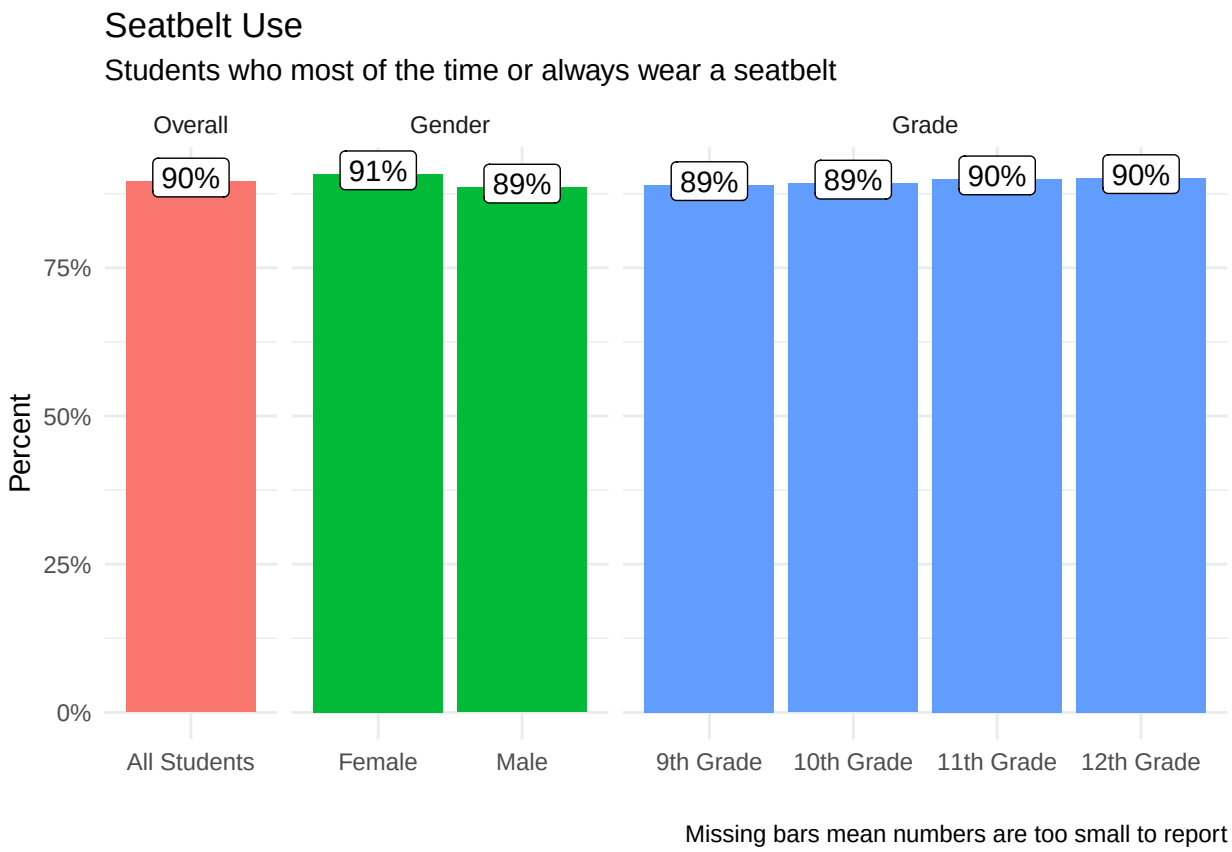
The conditions under which a survey is taken can affect data quality. If a school or district has substantially fewer usable surveys than students who were offered the survey, that indicates either that many students failed to answer questions, or that their answers were consistently flagged as likely to be invalid. If this is the case for one or more schools in your district, 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 June 29, 2026.

MOTOR VEHICLE SAFETY

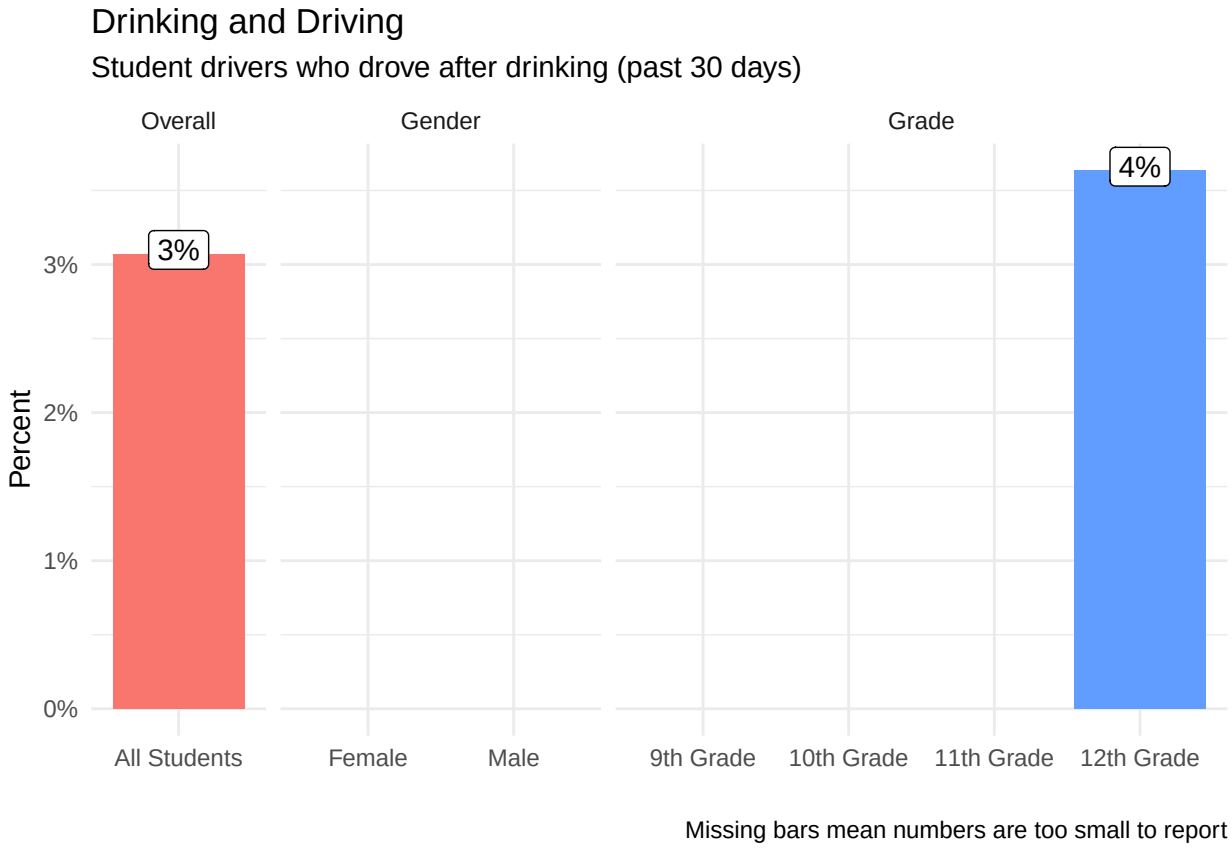
Seatbelt Use



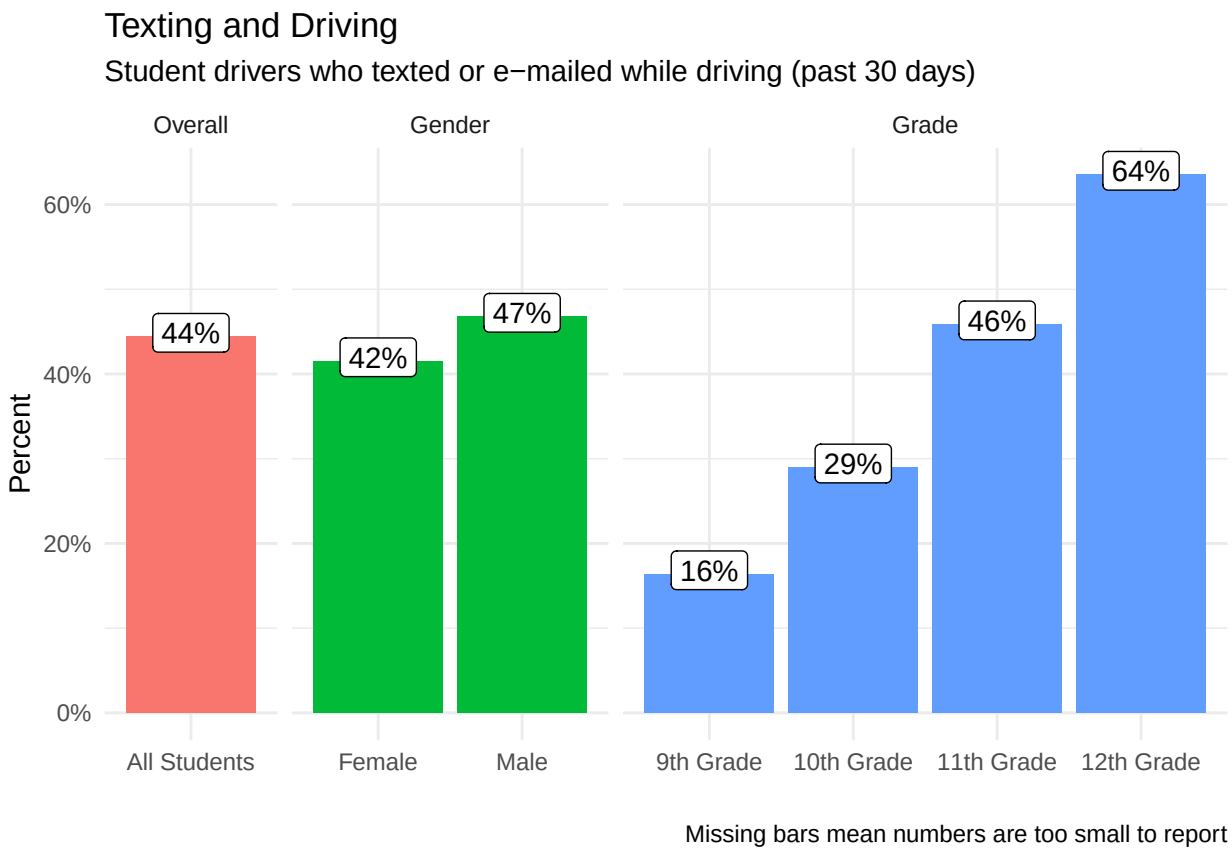
5% of students said that they never or rarely used a seatbelt.

Risky Driving Behaviors

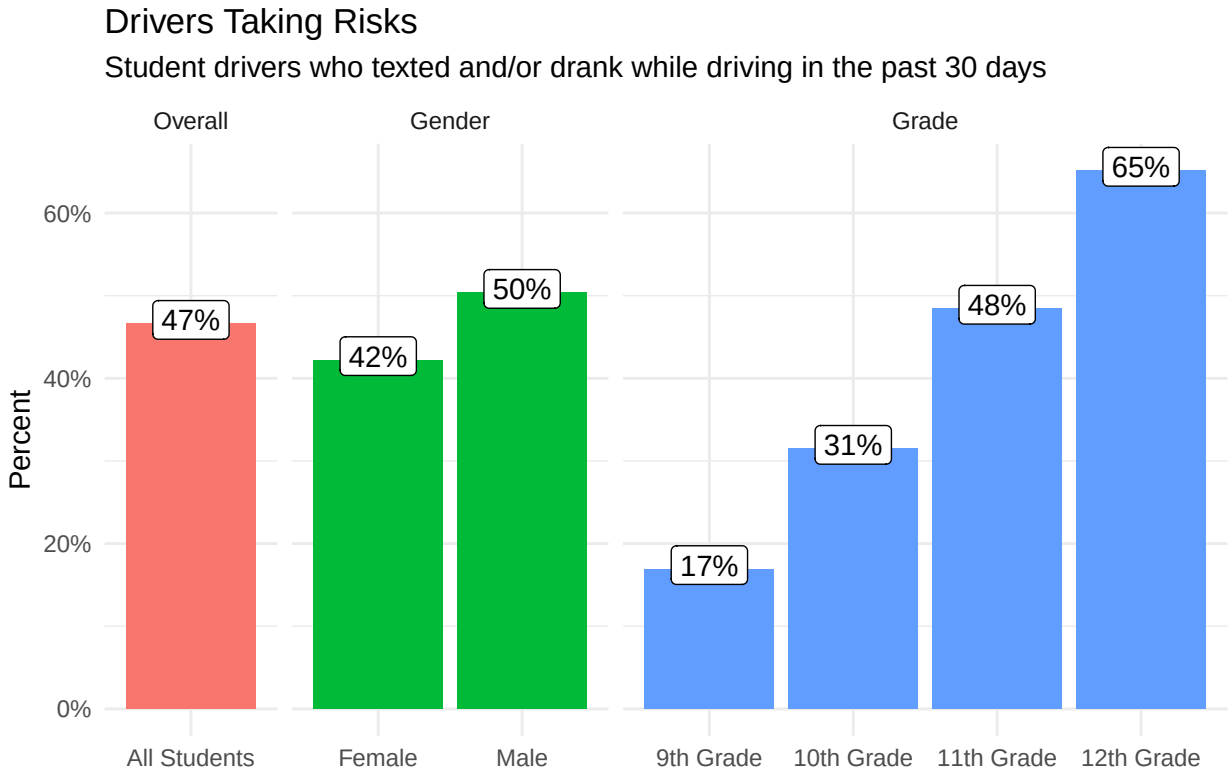
The following questions on driving are calculated only among students who indicated that they are drivers. Thus, depending on when students start driving, there is more likely to be data for 11th and 12th grade students than for 9th or 10th grade students.



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.

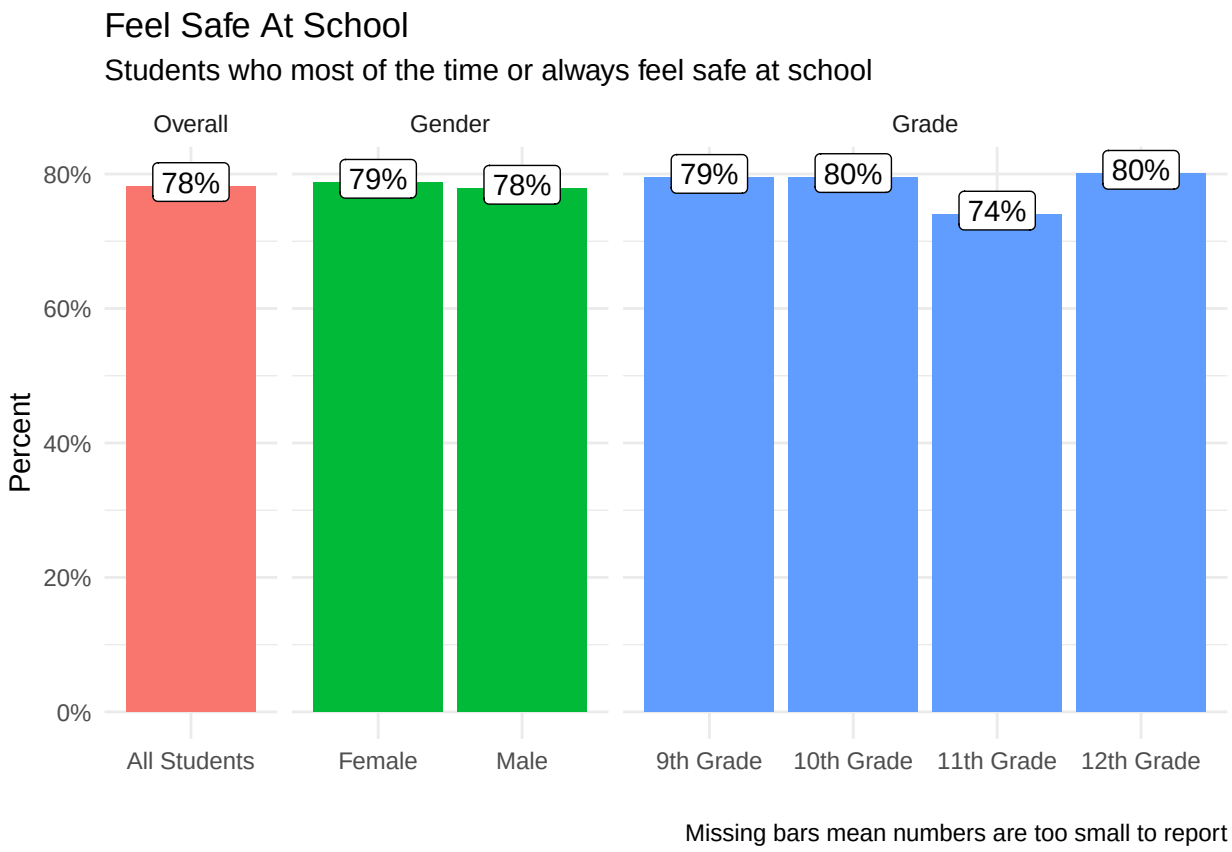


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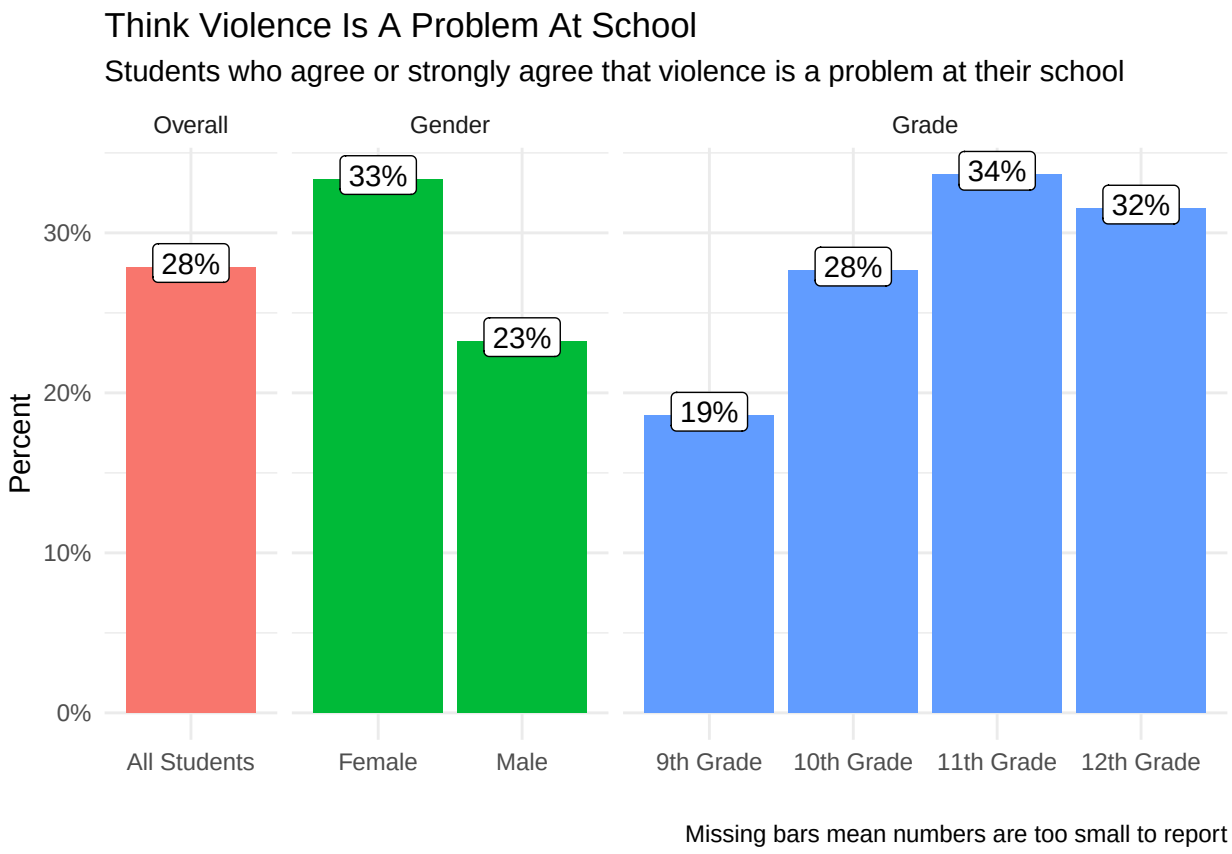
SCHOOL SAFETY

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.



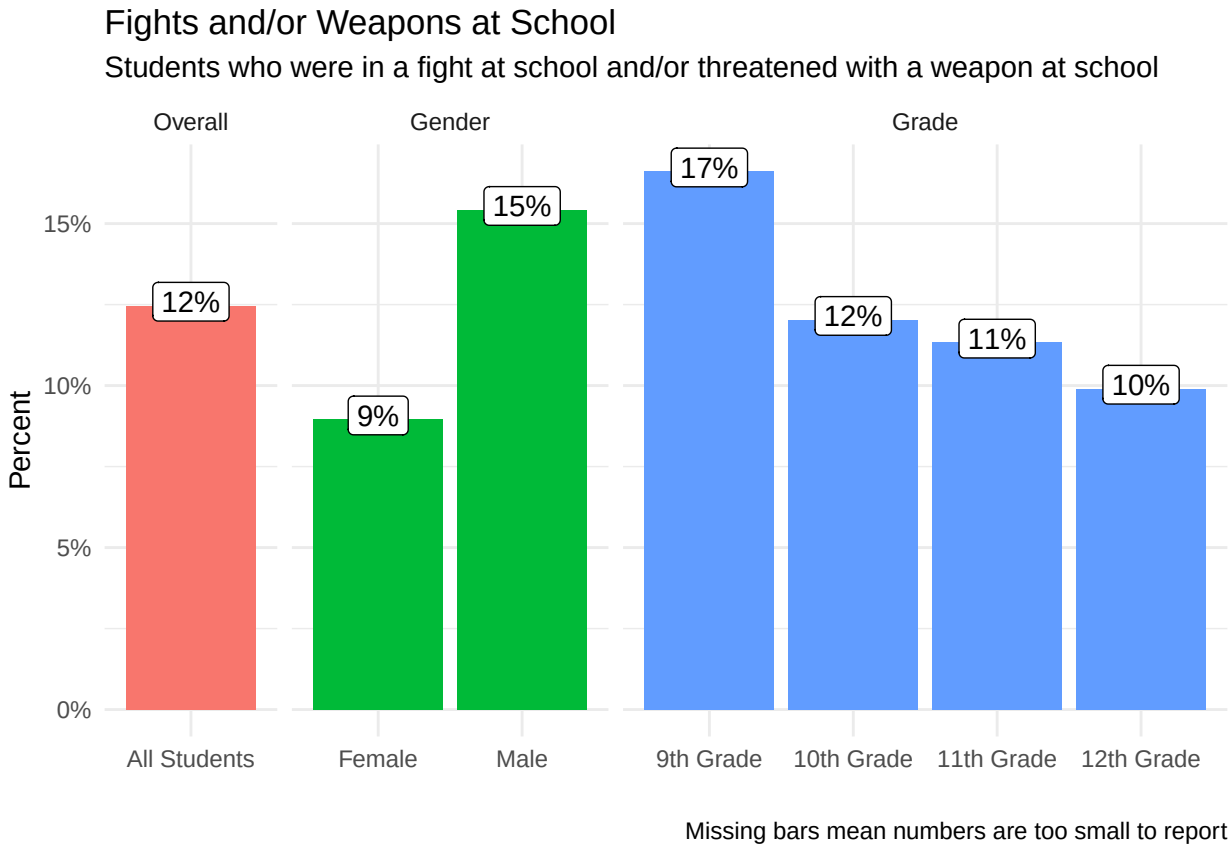
12% of students said that they rarely or never feel safe at school. Perceptions of safety are often highest among students with higher status and lower among students of color, students with disabilities, and LGBT students. Refer to the question-specific tables to see whether such differences appear to exist in this school.



A perceived lack of safety can affect school performance and school attendance. **7%** 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.



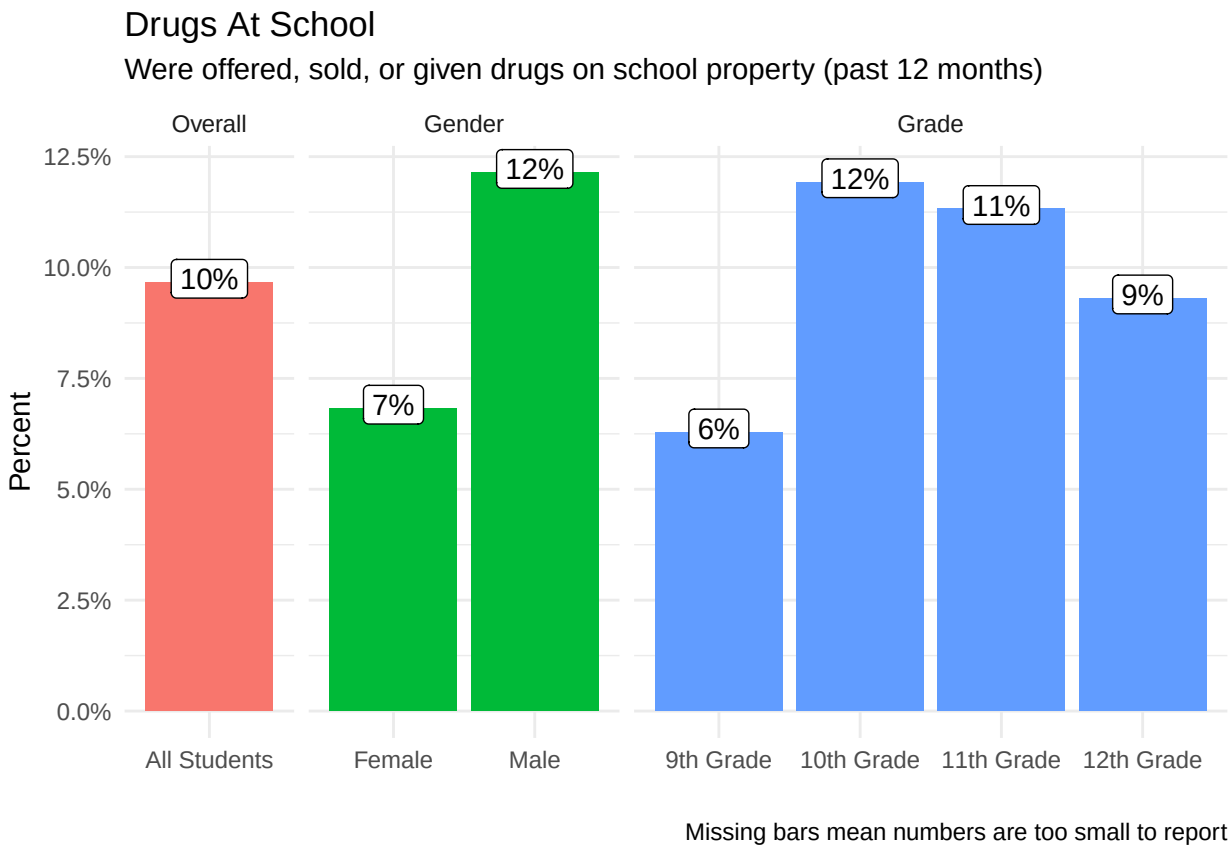
12% reported an experience of violence at school within the past 12 months: **5%** had been in a physical fight at school and **9%** had been threatened with a weapon on school property. To see more information on each of these questions, refer to the question-specific tables.

Students were also asked whether they had carried a weapon on school property in the past 30 days. **1%** said that they had done so one or more times in the past 30 days.

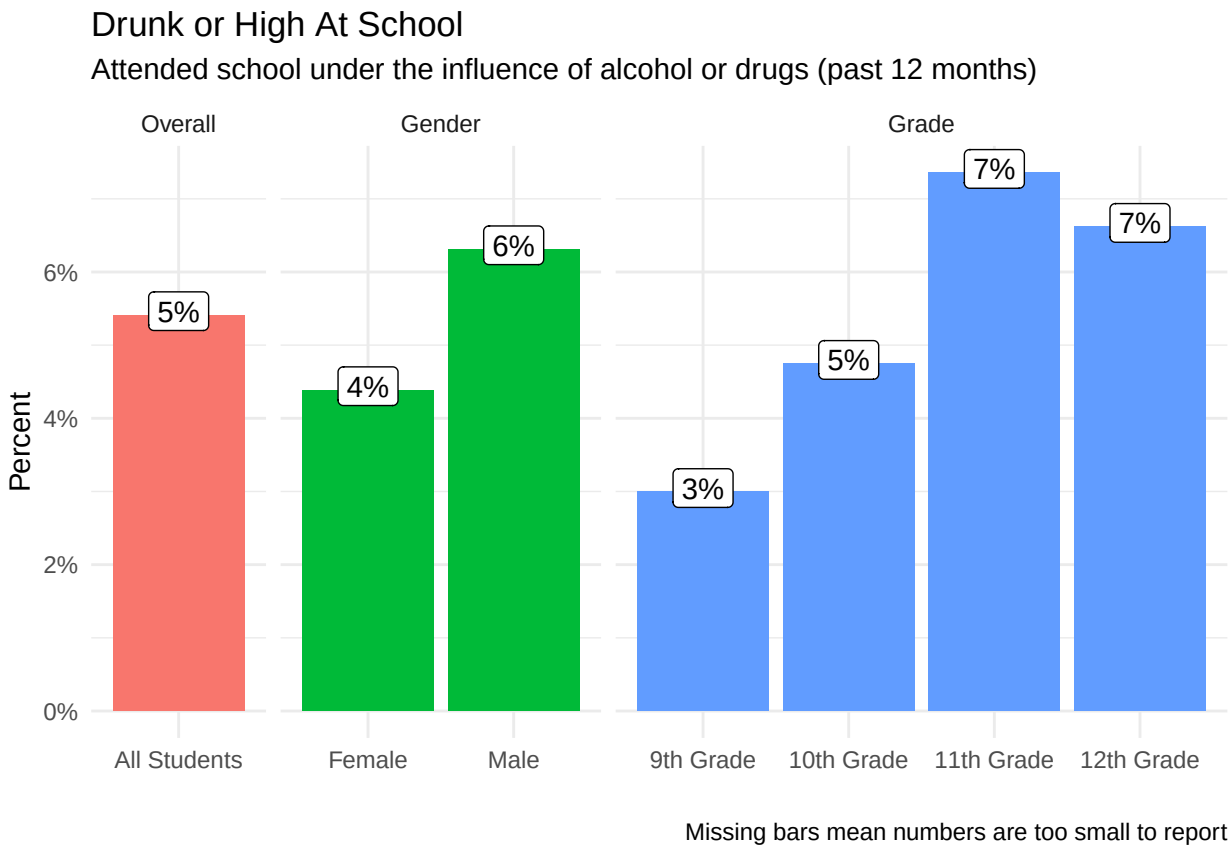
For information and resources on school-based violence prevention, see DPI's Safe Schools resources: https://dpi.wi.gov/sspw/safe-schools.

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

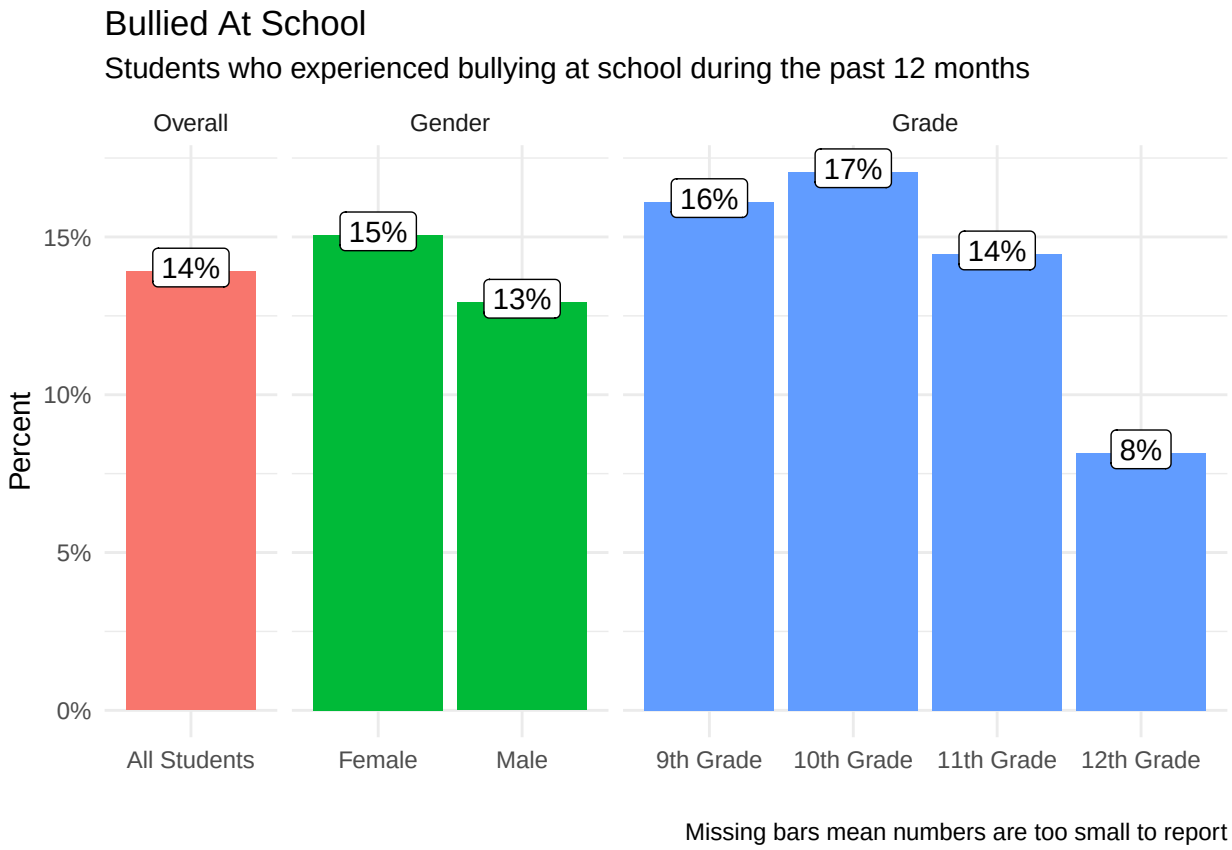
Closely related to school safety is the broader issue of school climate: whether students feel a sense of inclusion and engagement in their school. All YRBS surveys included some questions on school climate, which are reported in this section. Schools that opted for the "School Climate" optional module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

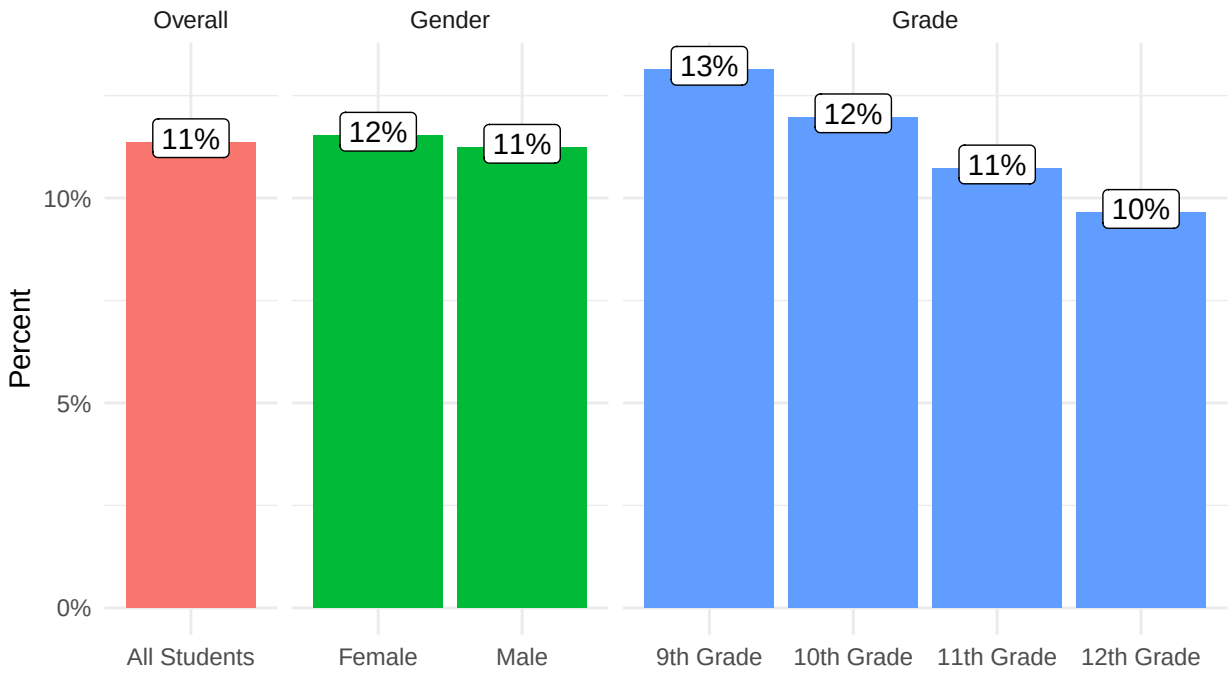
Overall, **18%** experienced bullying either at school, online, or in both forms.



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

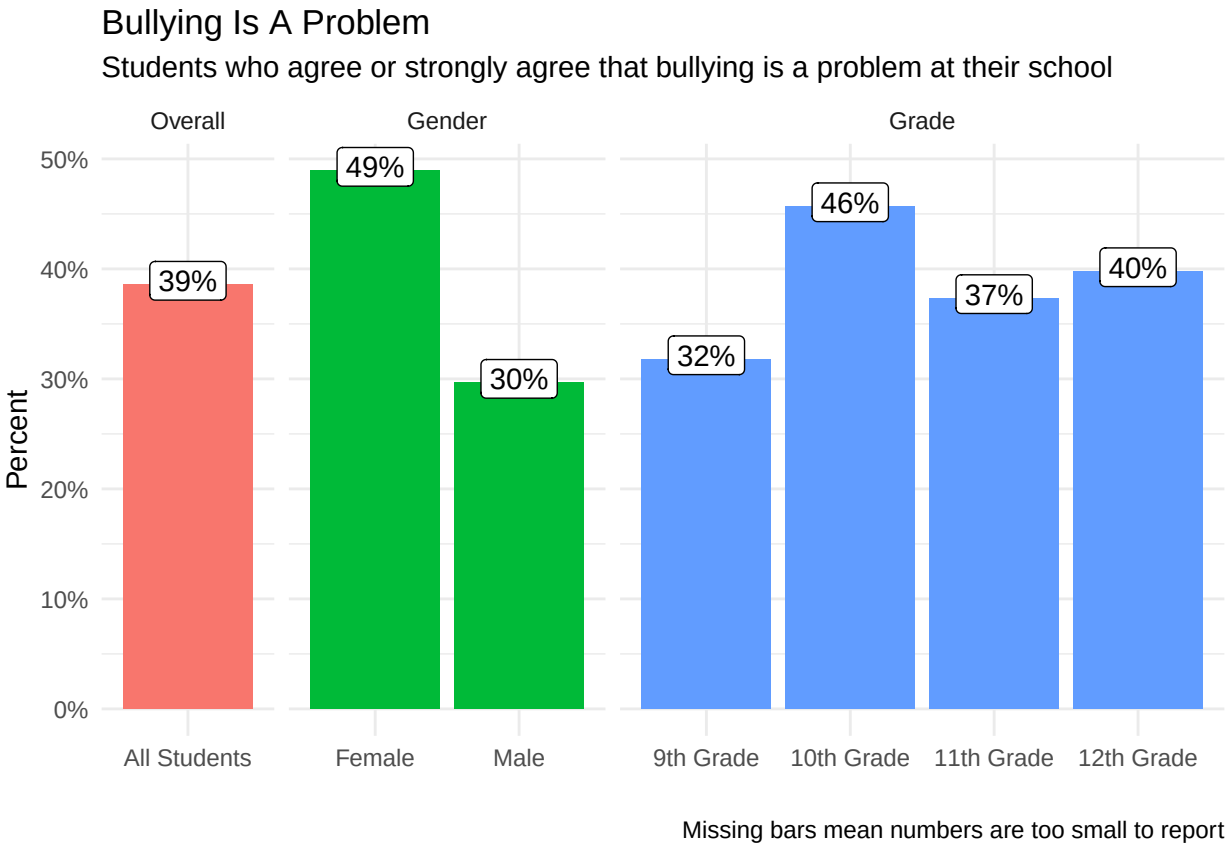
Bullied Online

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, **39%** of students agreed or strongly agreed that bullying was a problem at their school.



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

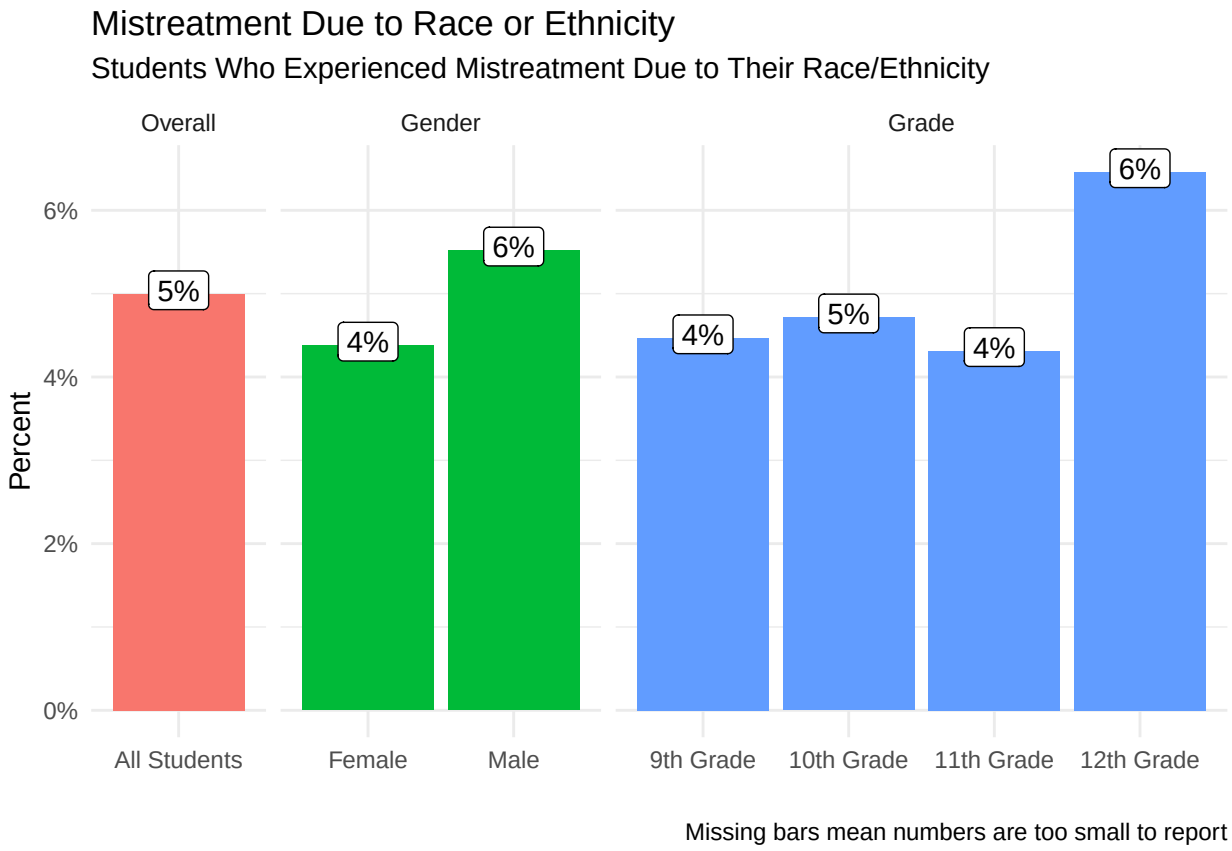
Mistreatment Due to Race/Ethnicity or LGBT Status

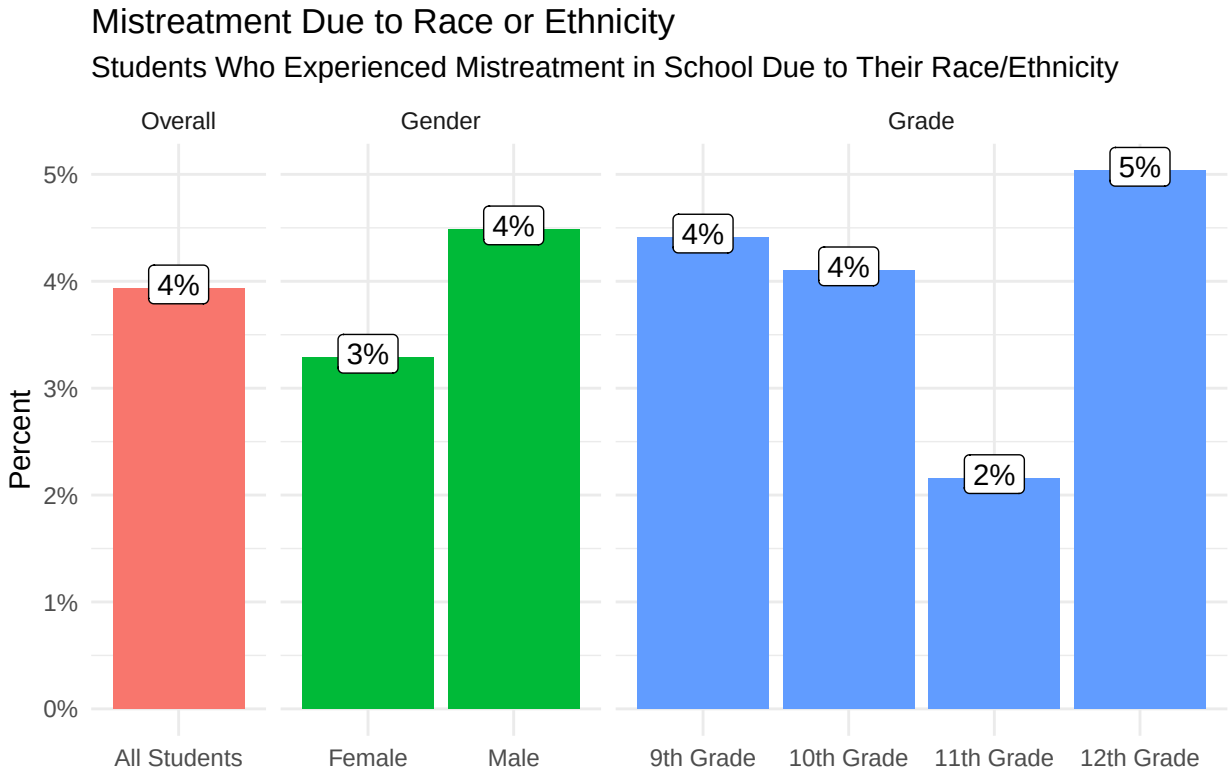
Race/Ethnicity Mistreatment

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."



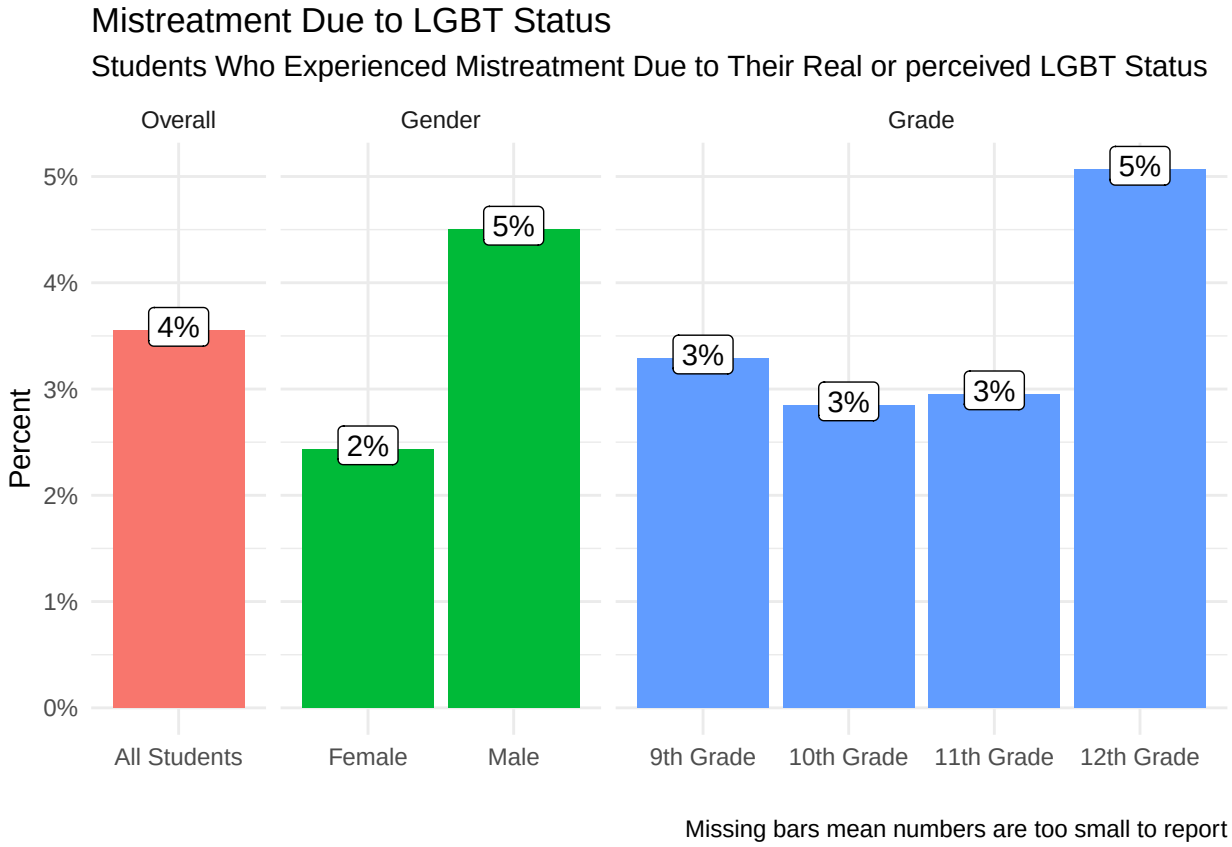


Missing bars mean numbers are too small to report

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.

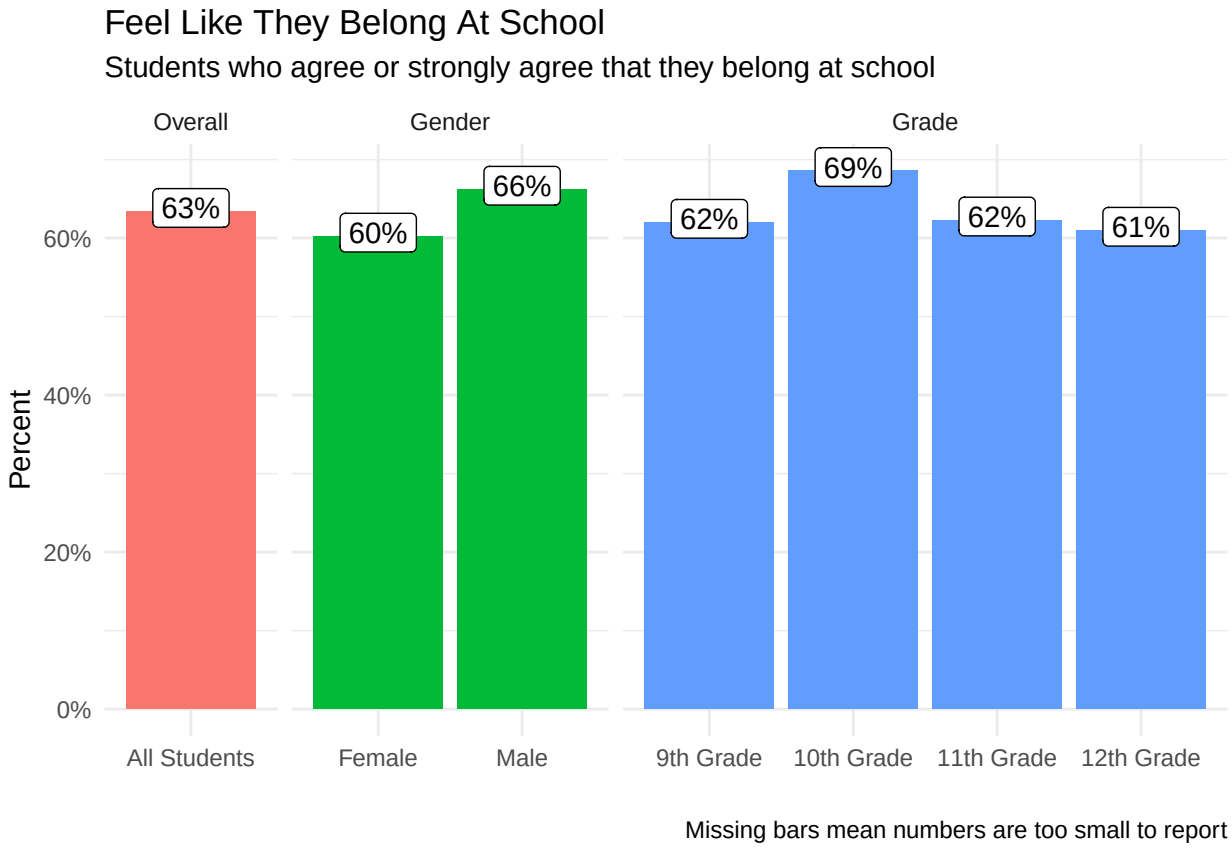
The Wisconsin YRBS asked students "During your life, how often have you felt that you were treated badly or unfairly because you are or people think you are lesbian, gay, bisexual, transgender, or questioning? This could include being treated badly because of who you are sexually attracted to or because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

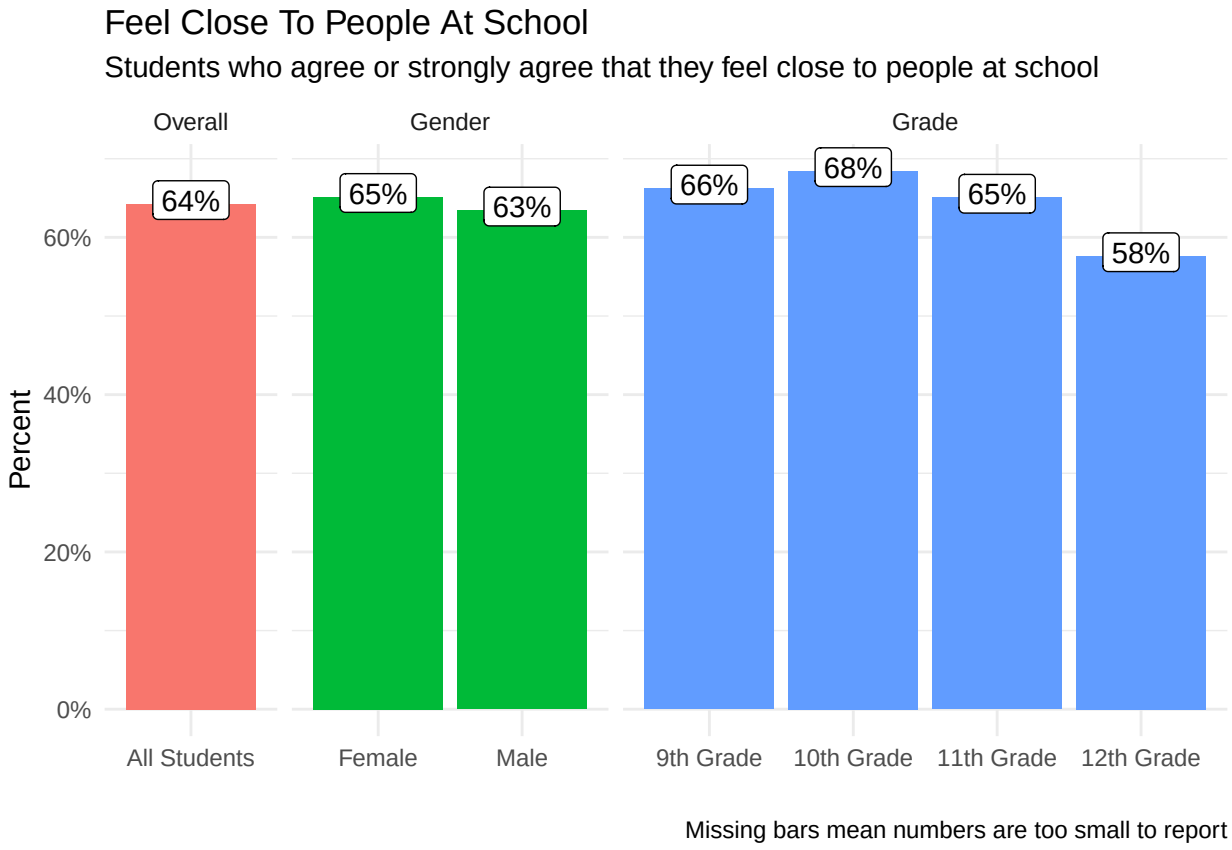
The chart below shows how students responded to a question asking them to what extent they "feel like [they] belong at this school".



Conversely, **10%** 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".

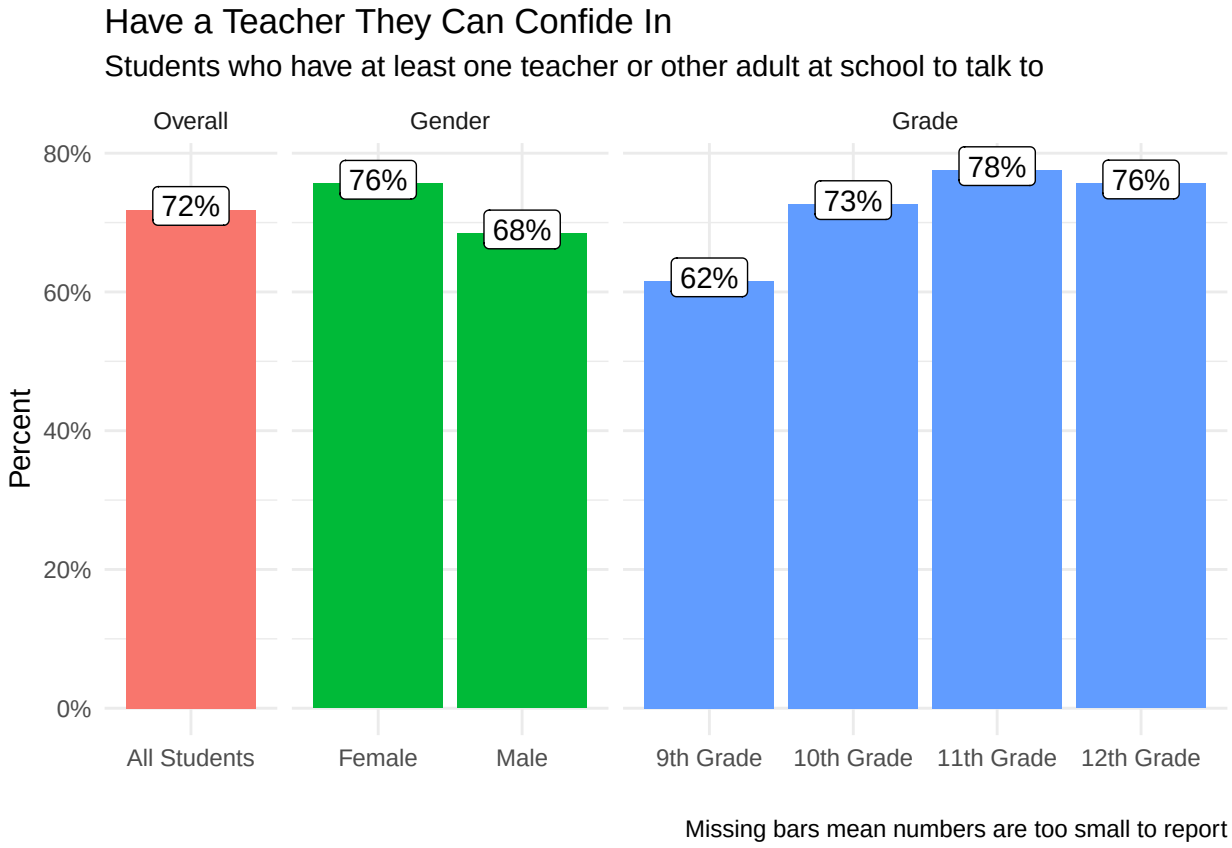
The section on "Protective Factors" provides additional information on school belonging. Similarly, the section on "Higher Risk Populations At A Glance" shows how this sense of belonging breaks down for different groups of students.

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, **64%** felt that they were close to people at their school, while **14%** 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".



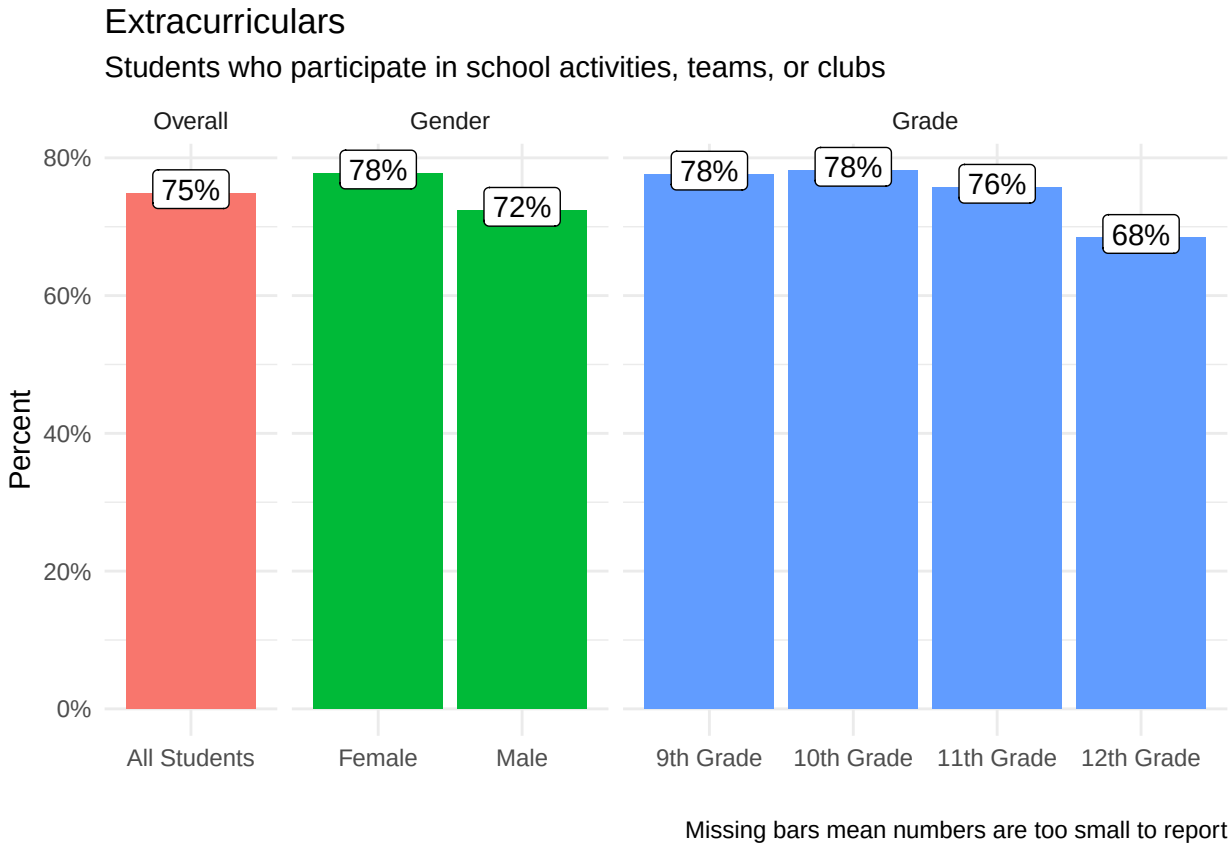
While higher risk groups often report a lower sense of belonging, teachers, administrators, and classmates within a school can have a tremendous impact on how included or excluded such students feel.

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.

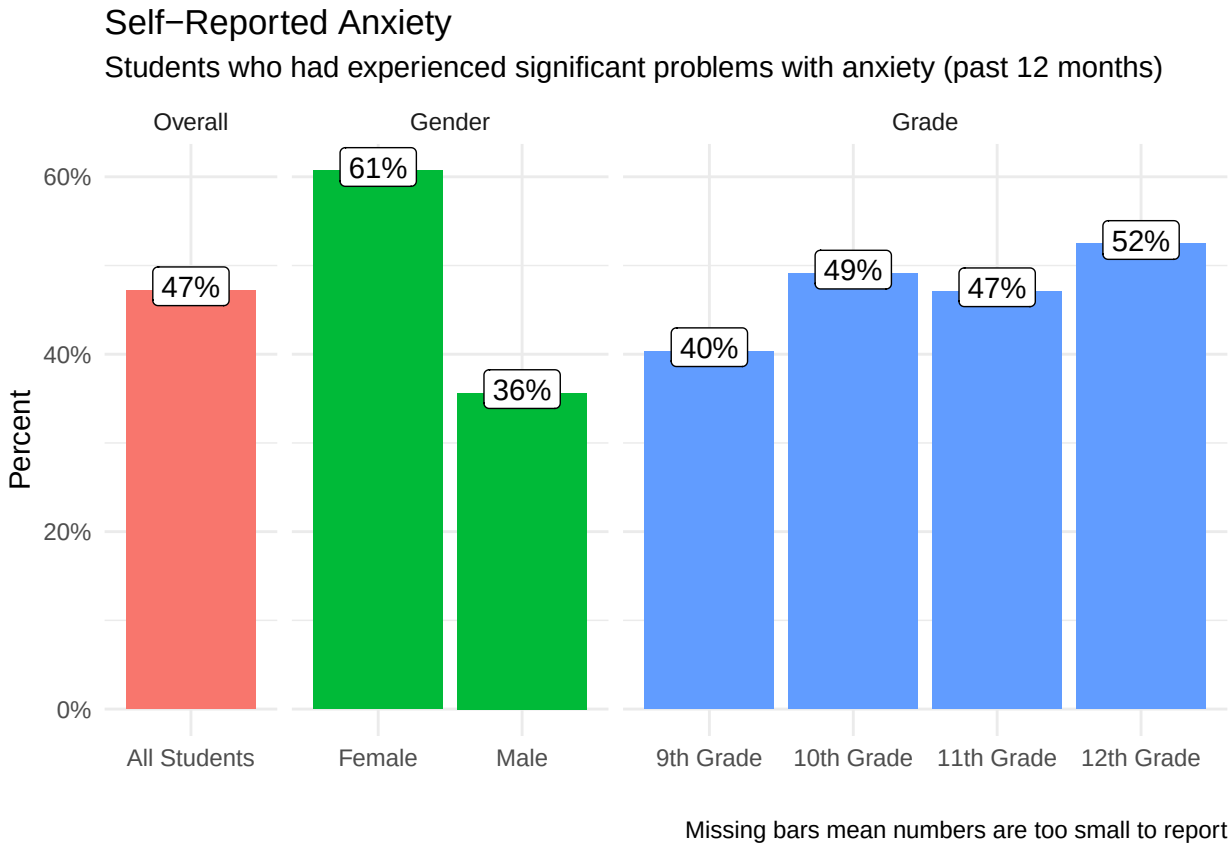
Schools can help by removing even minor economic barriers to participation (such as fees or gifts that students are asked to provide teammates before games), actively recruiting less-involved students, and trying to learn more about other reasons for non-participation. For more information, see the works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

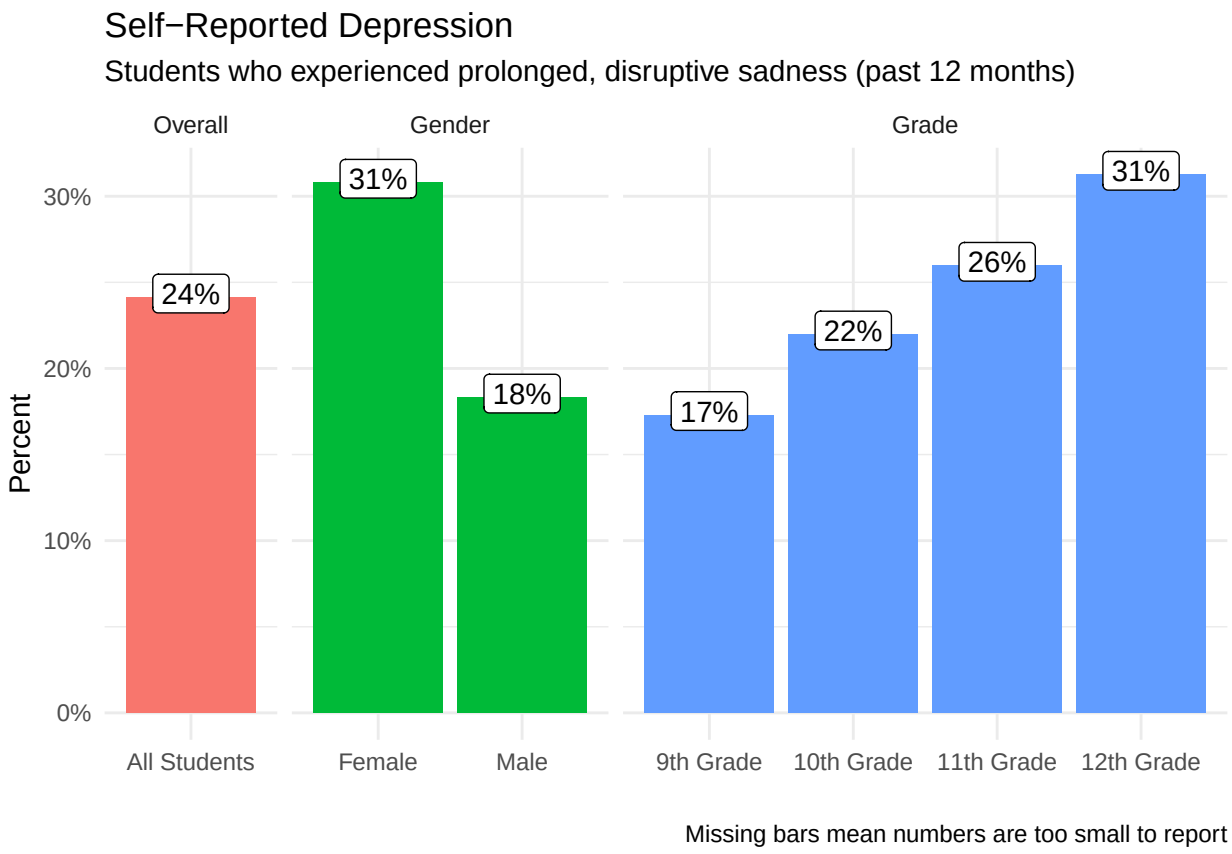
MENTAL HEALTH AND WELLBEING

Students were asked about their mental wellbeing over the past 12mo, 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.



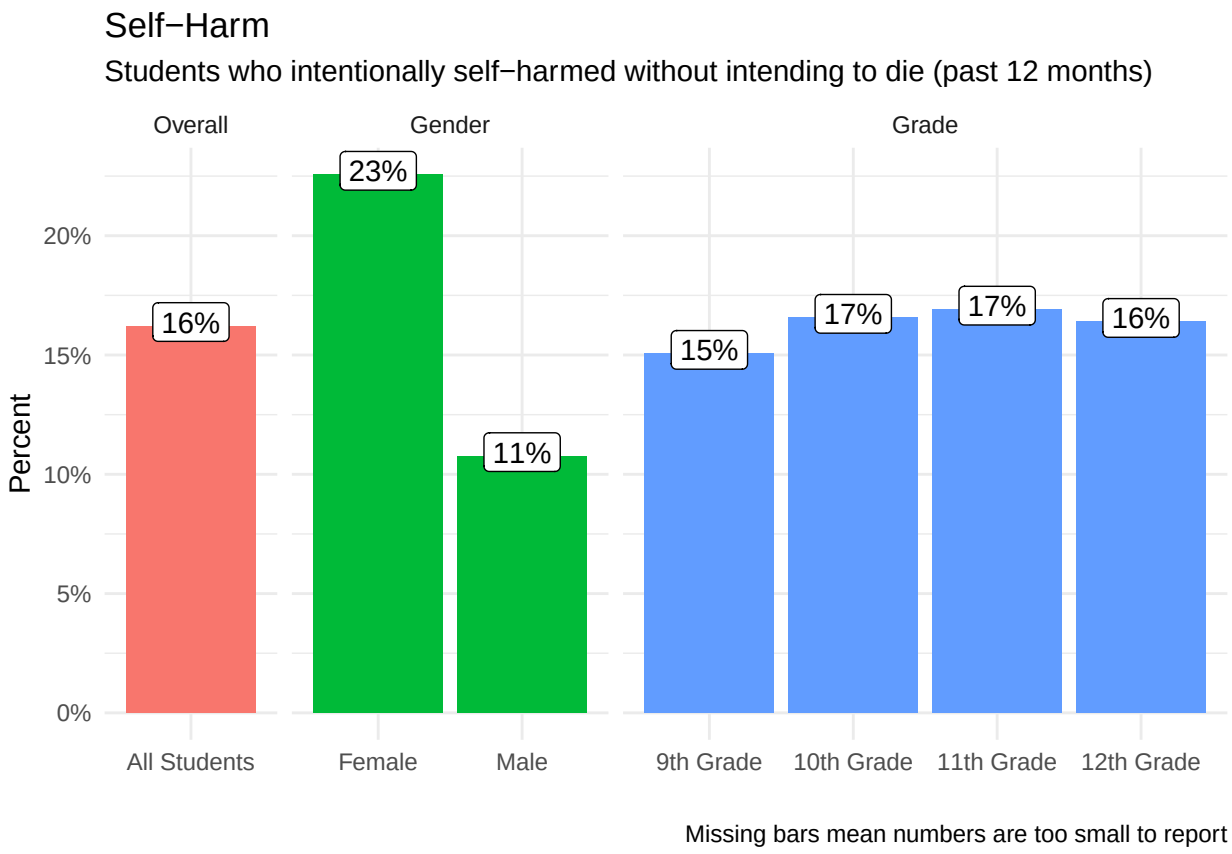


The question on self-reported depression asked whether students had felt "so sad or hopeless almost every day for two weeks or more in a row that [they] stopped doing some usual activities" within the past 12 months.

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.

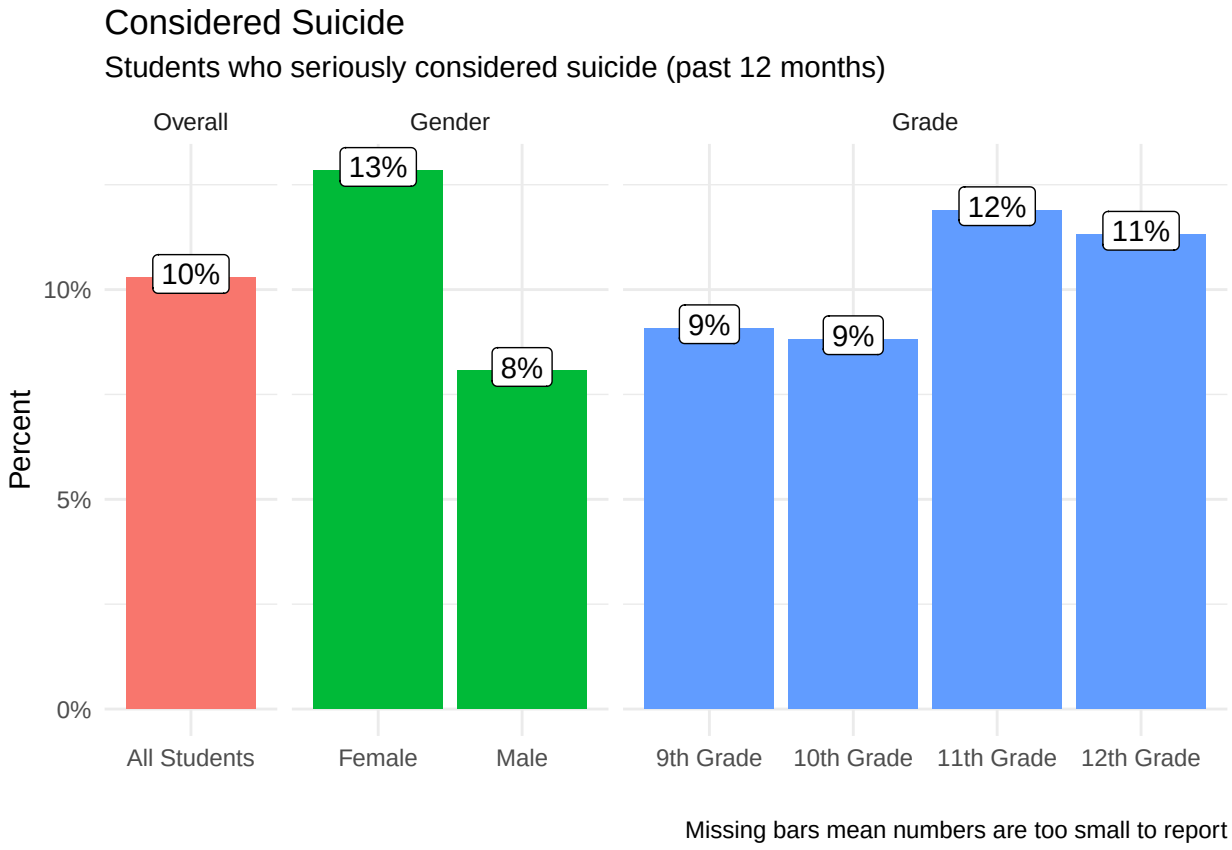


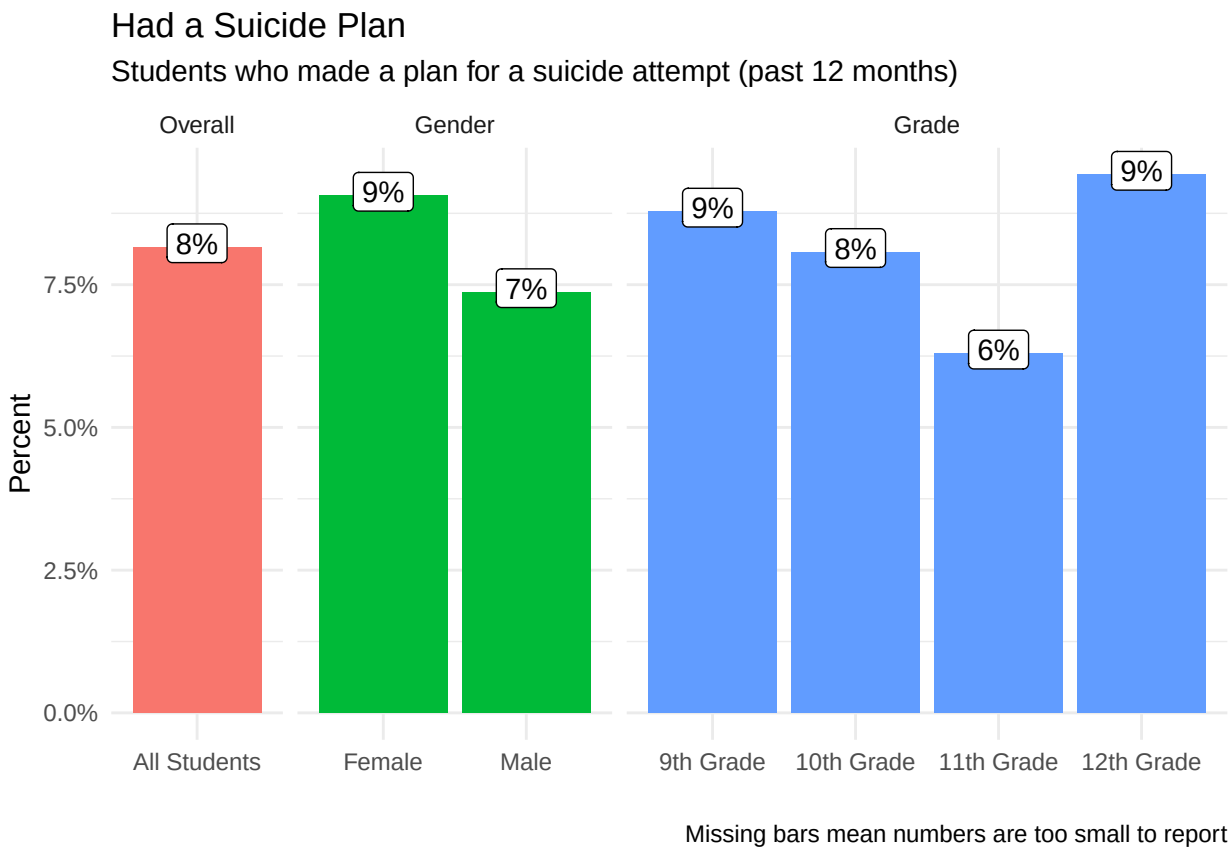
Students also reported on whether or not they had engaged in non-suicidal self-harming practices during the past year. **16%** of students reported having engaged in a self-harming practice at least once.

Overall, **52%** 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.



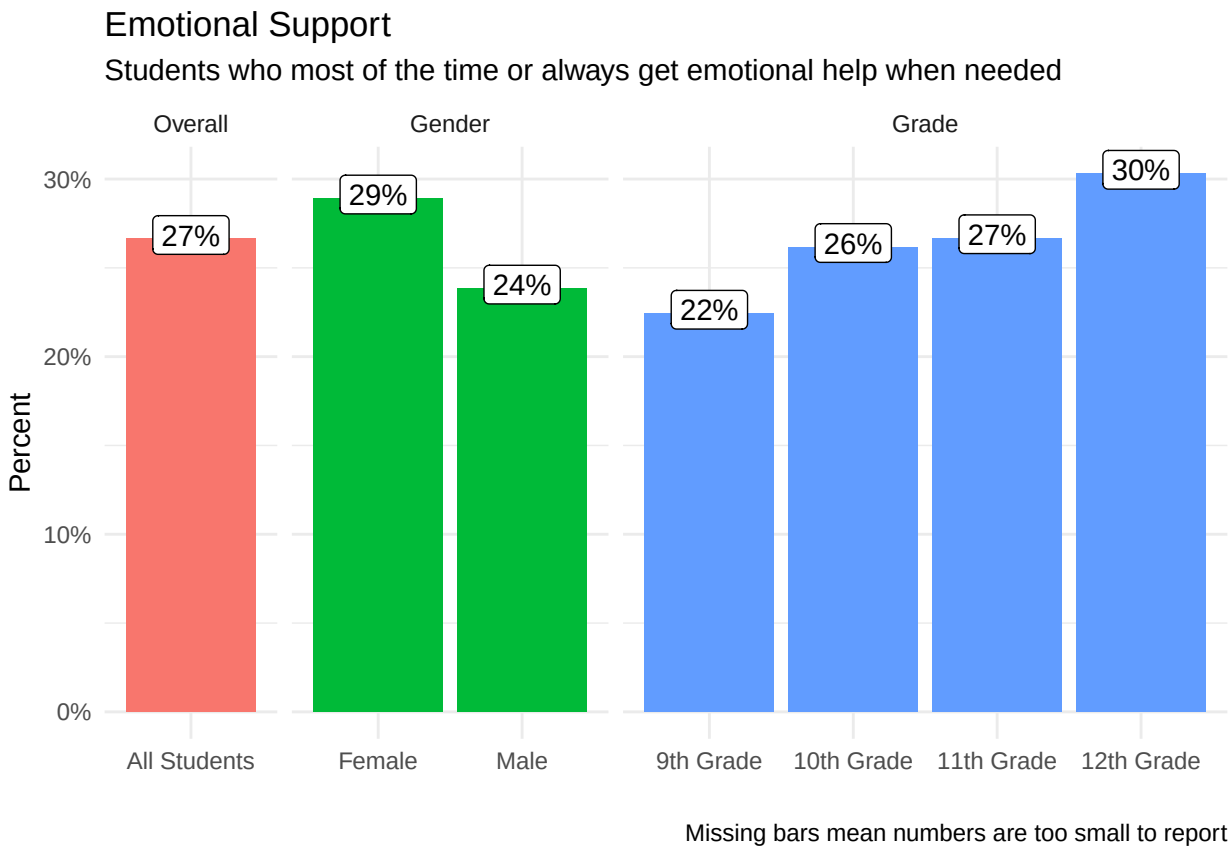


As the chart above notes, **8%** of students have made a plan about how they would attempt suicide. Similarly, **4%** of students have attempted suicide. See the appendix for more detailed tables on suicidal planning and attempts.

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.



Conversely, **49%** 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.

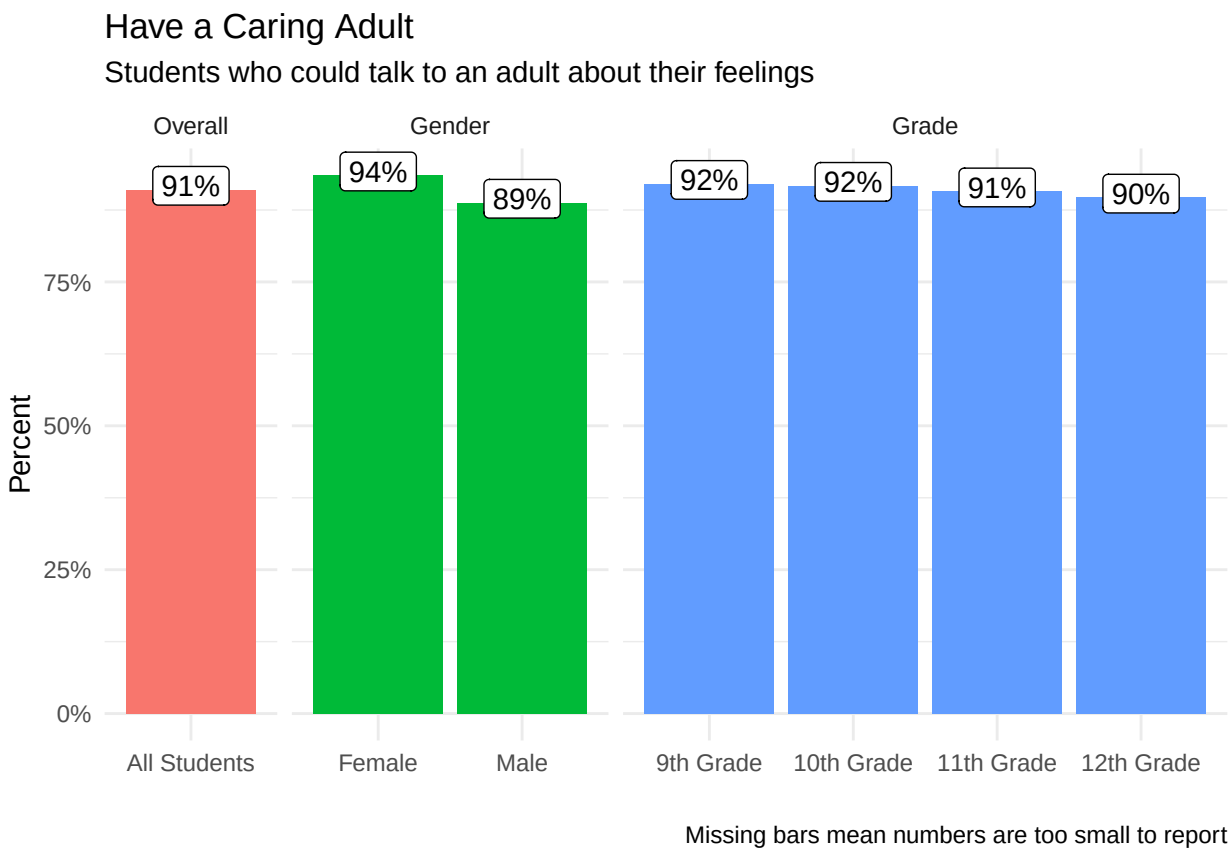
Who Have Students Felt They Could Turn To For Emotional Support?
A Caring Adult: **91%**
Friend: **93%**
Neither An Adult Nor Friend: **4%**

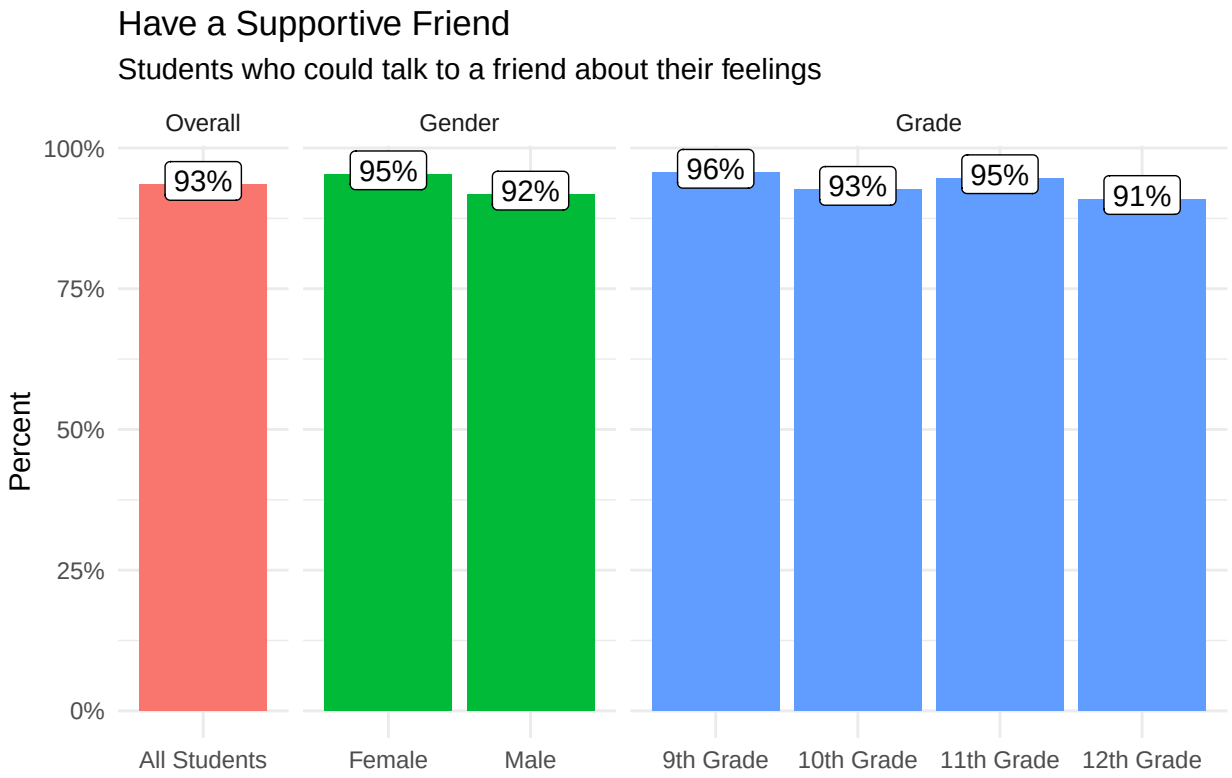
Peers are often an important source of support for students. Peer-based programs seek to leverage this natural support by helping young people help one another. Evidence-based, peer-supported programs in suicide prevention, bullying prevention, and other areas can be an important tool for schools and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





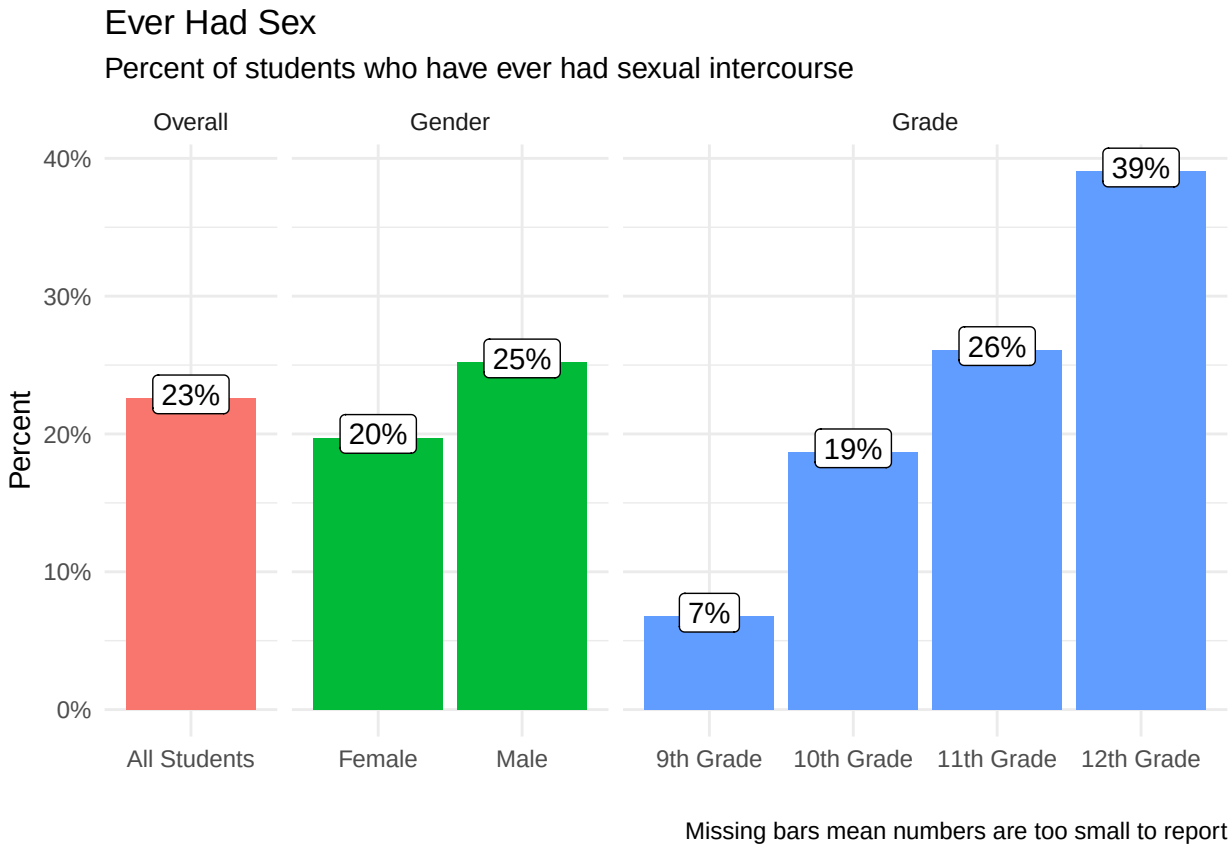
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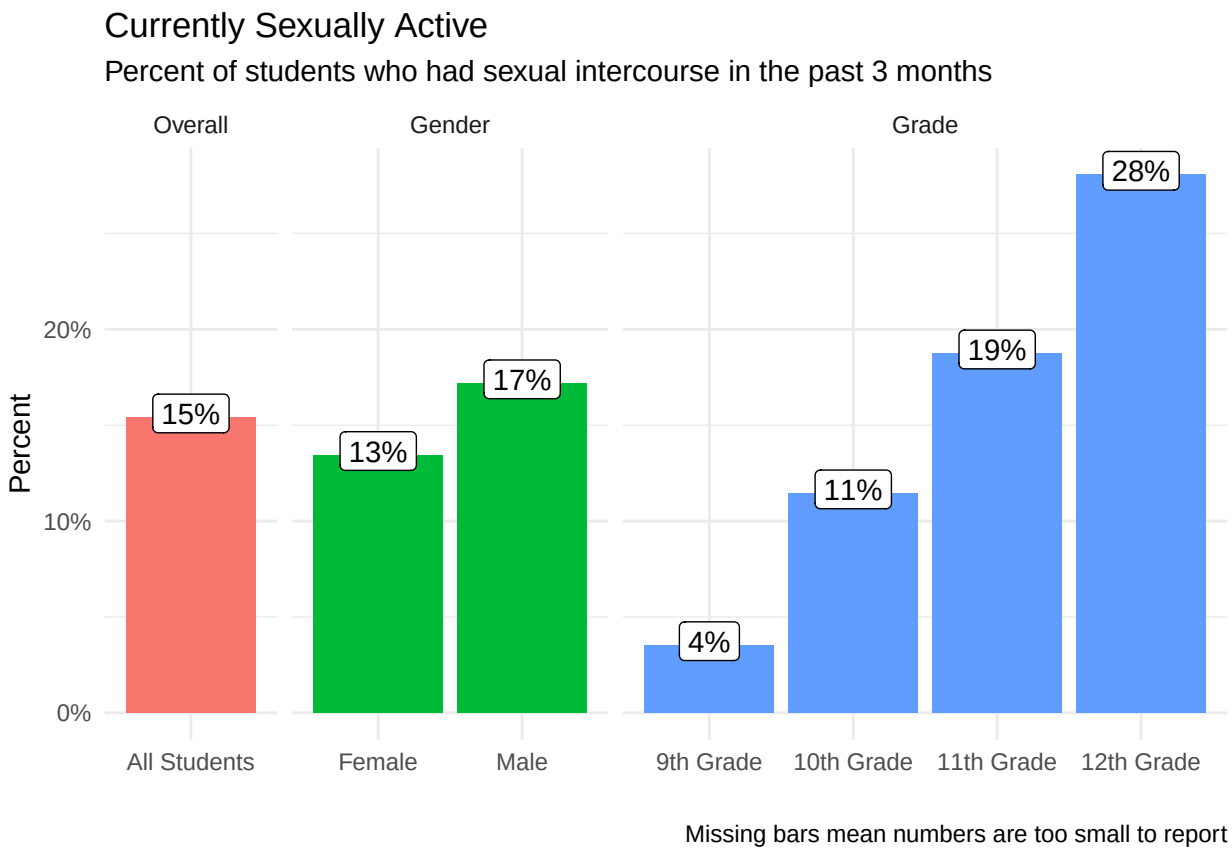
SEXUAL BEHAVIOR

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. **23%** of students have ever had sexual intercourse, and **15%** are currently sexually active.





Prevention of Pregnancy and Sexually Transmitted Infections (STI)

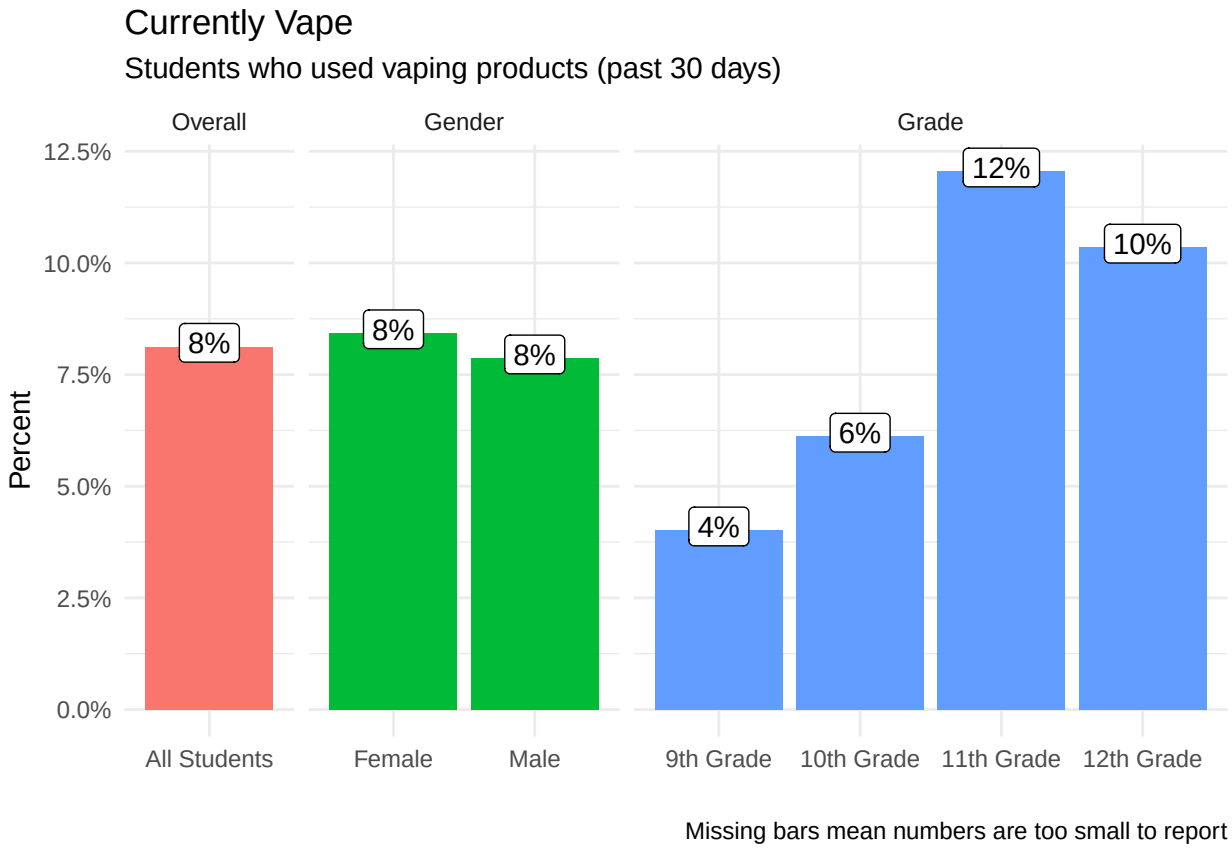
Among sexually active students, **59%** used a condom during their last sexual intercourse. **9%** of sexually active students used no birth control method during their last sexual intercourse. For more information, see the question-specific tables at the end of this report.

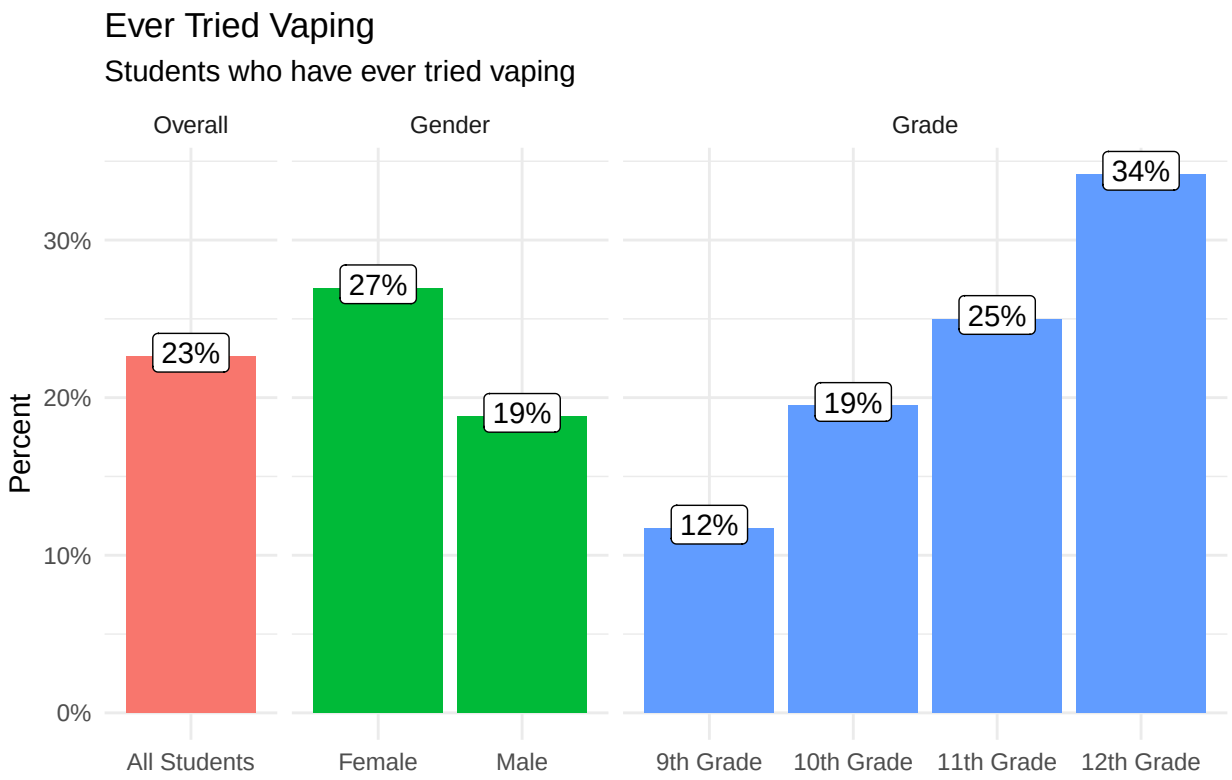
TOBACCO

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.

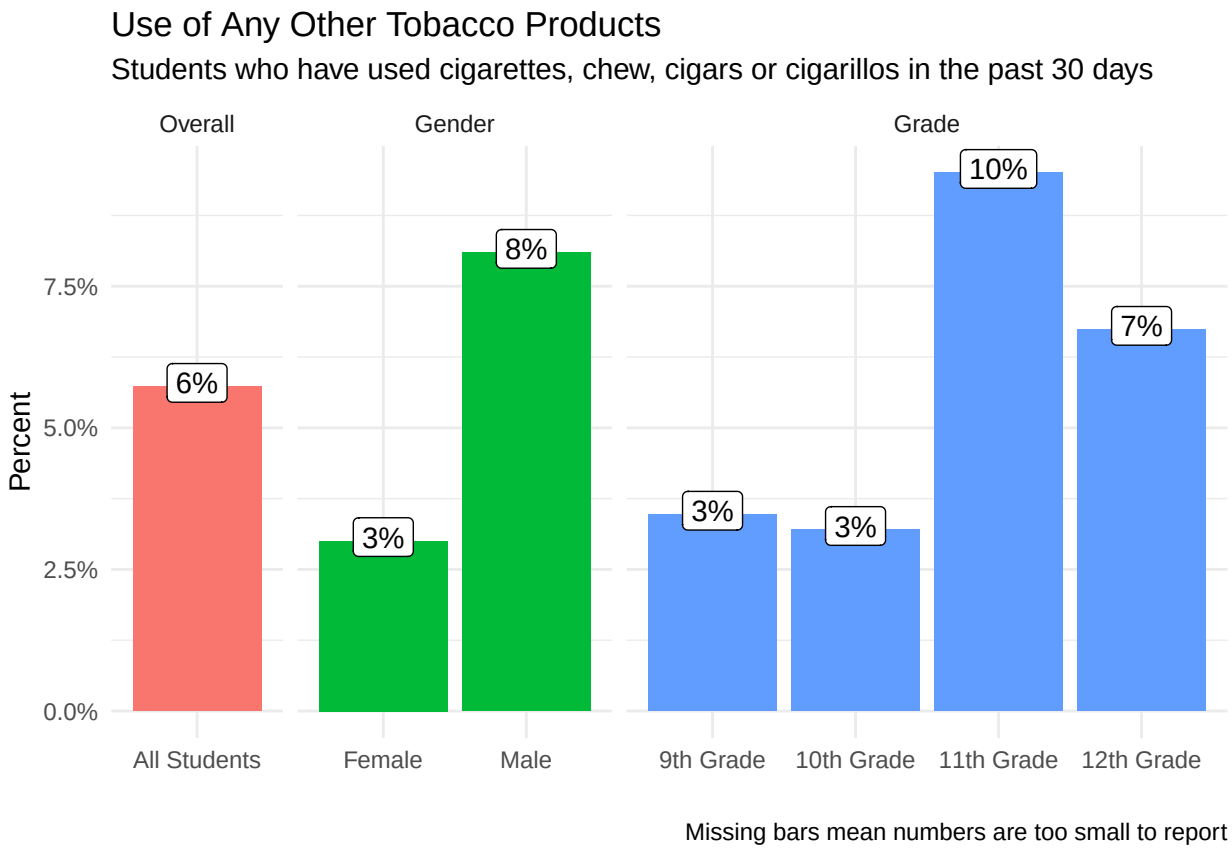




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Other Tobacco Products

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.

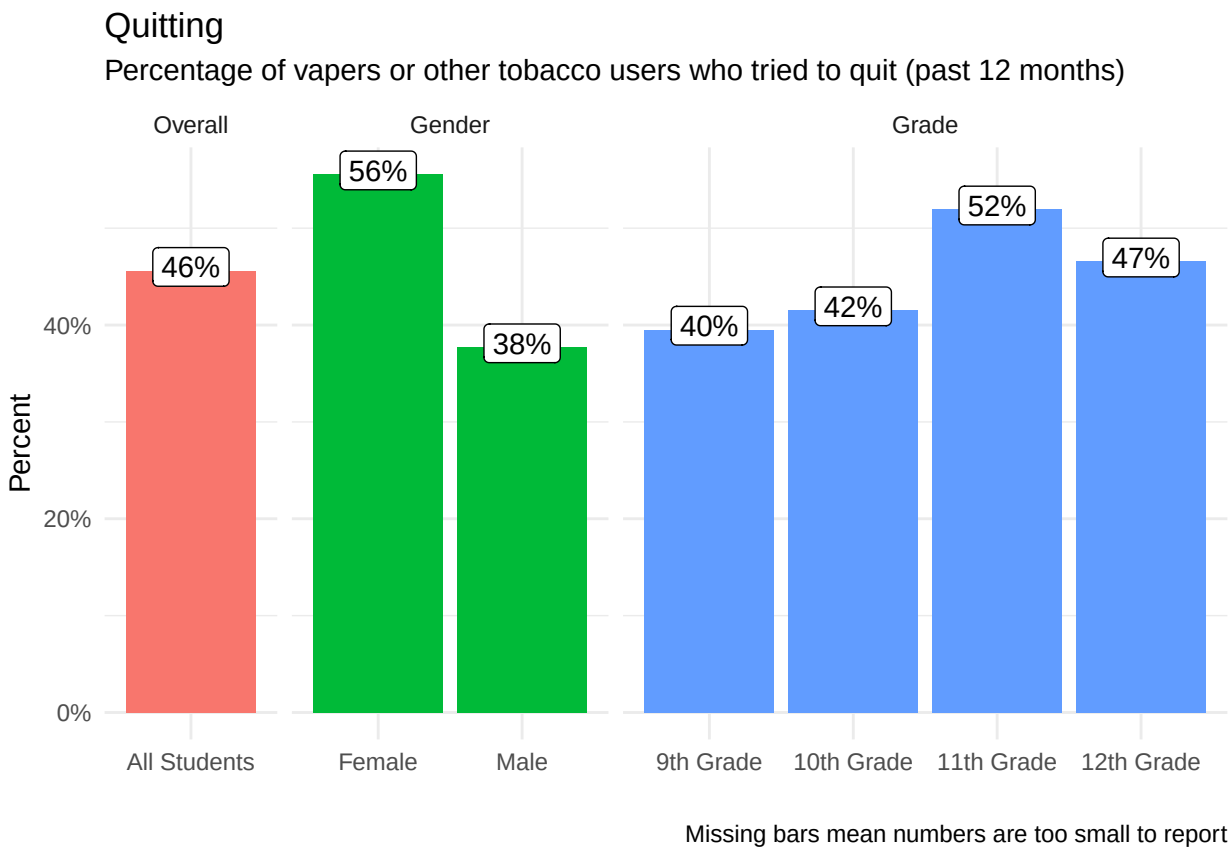


The overall 30-day use rates for specific tobacco products were as follows:
Chew/smokeless tobacco: 3%
Cigars, cigarillos, little cigars: 3%
Cigarettes: 3%

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.

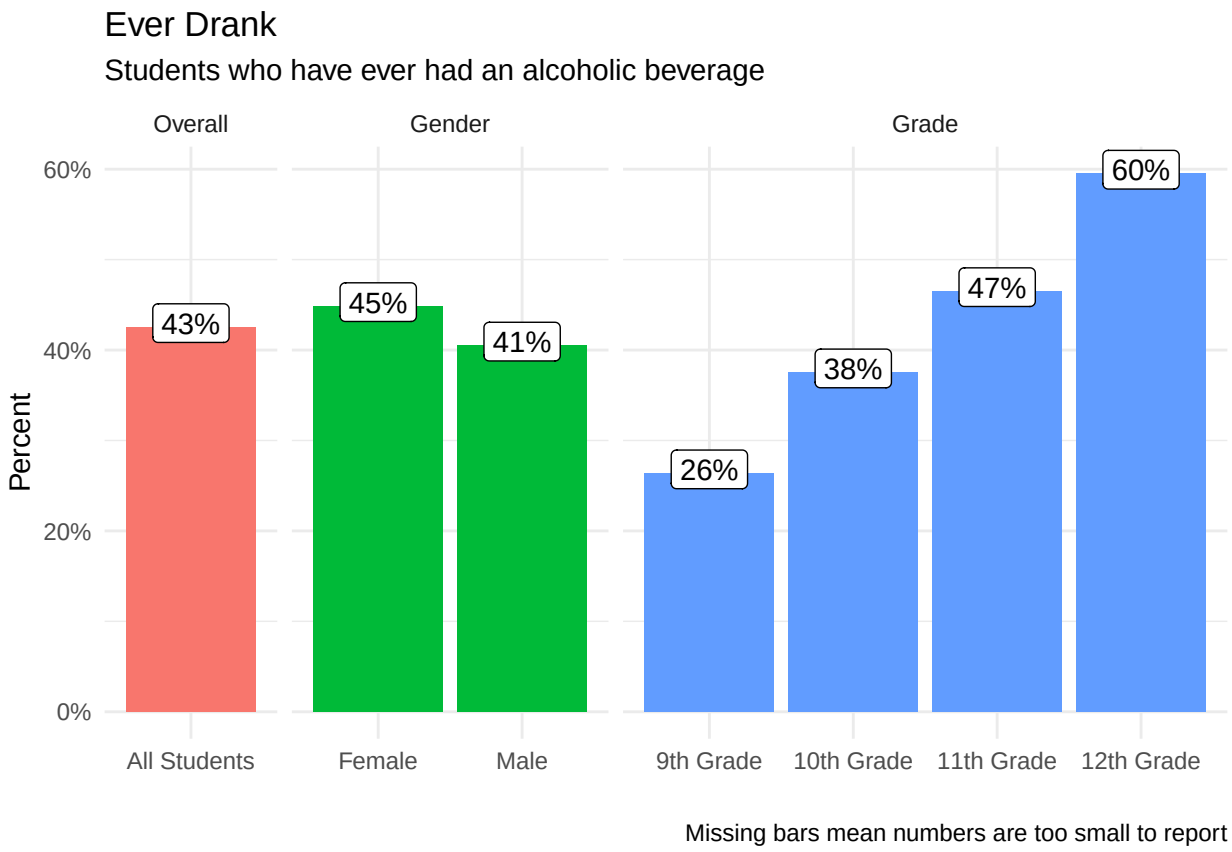


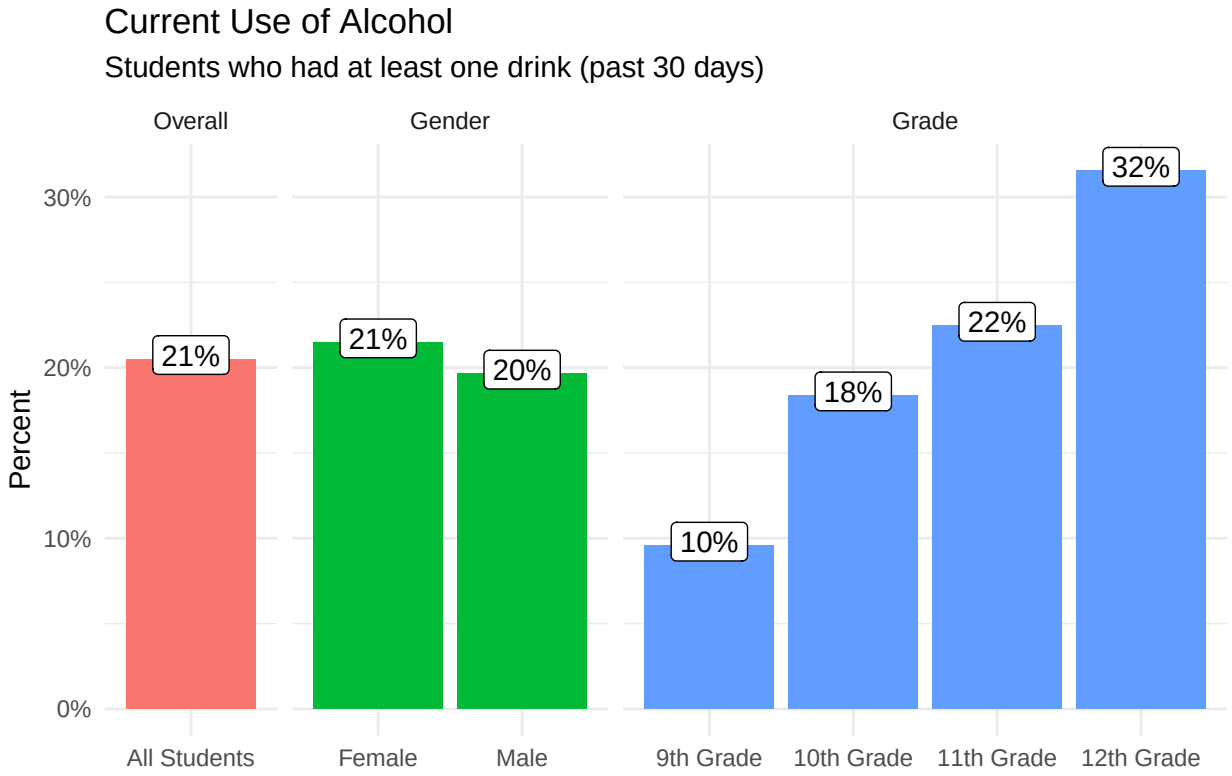
ALCOHOL

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

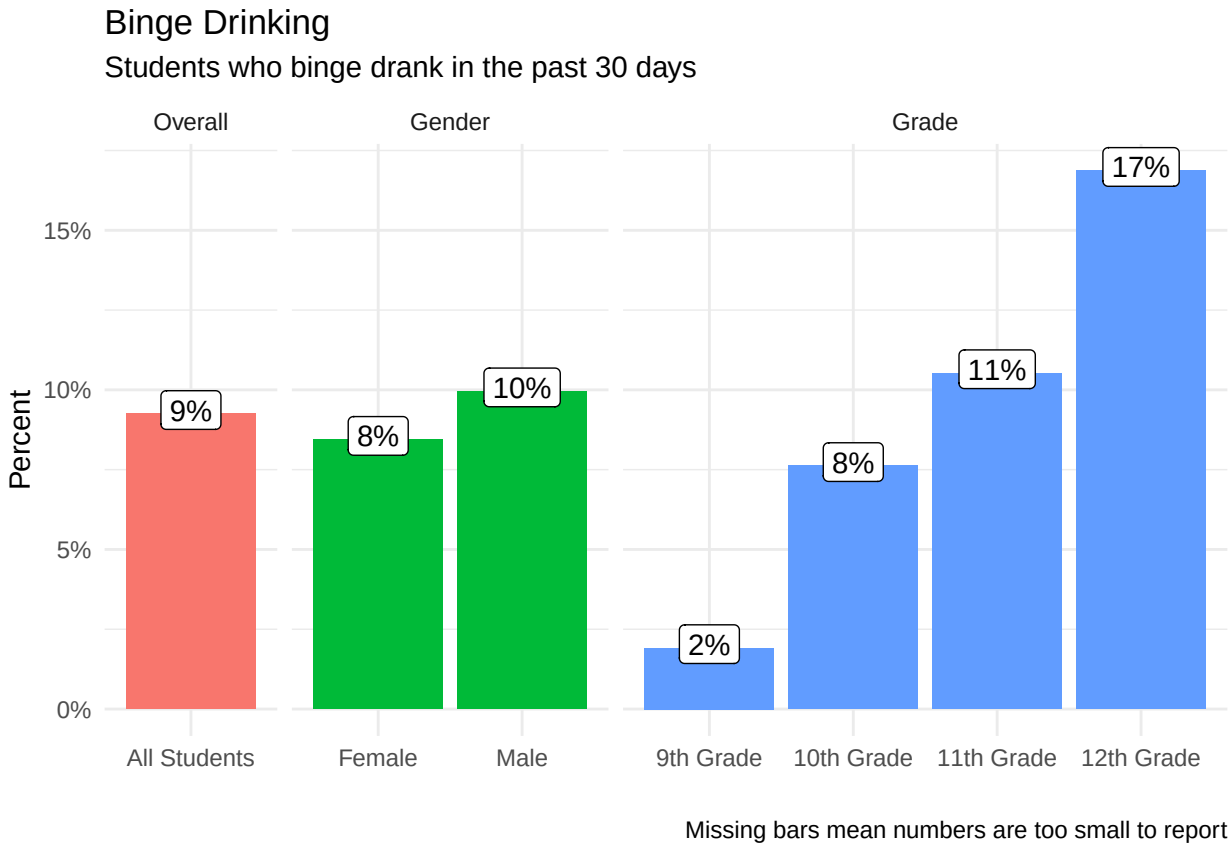




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Binge Drinking

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, **45%** had ever engaged in binge drinking. This contrasts with the 9% of all students who ever binge drank, which appears in the chart above.

Among students who drank, **29%** 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.

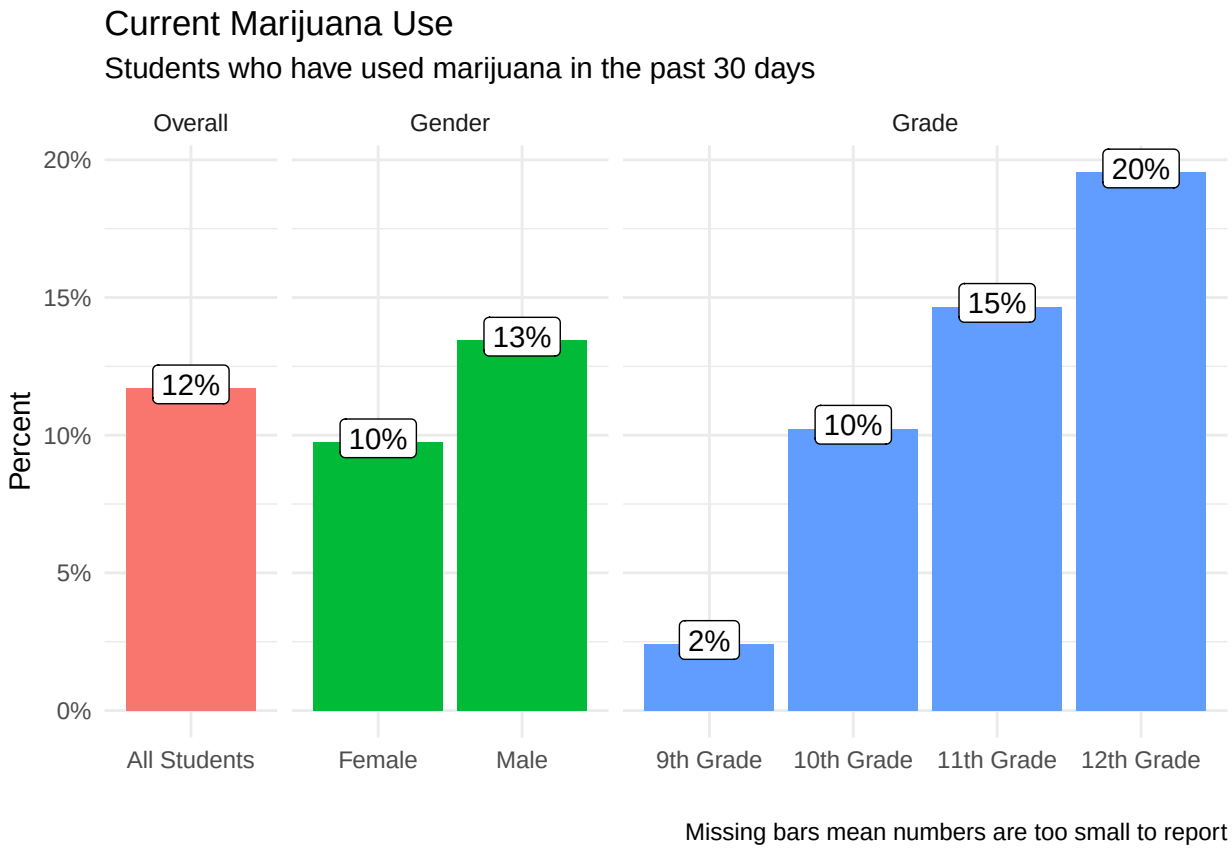
See DPI's Alcohol and Other Drug Abuse (AODA) webpage for information, tools and resources: https://dpi.wi.gov/sspw/aoda.

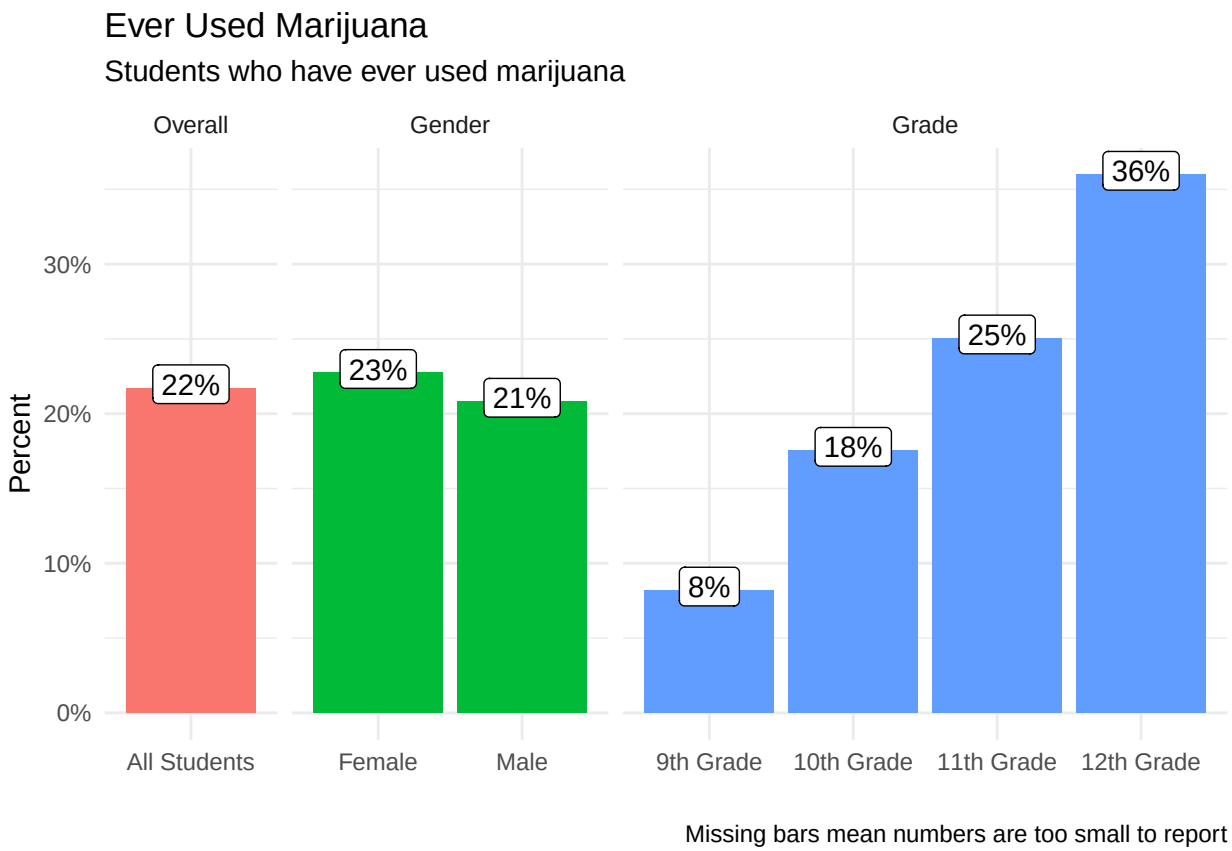
DRUG USE

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.





Among students who used marijuana, **10%** 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

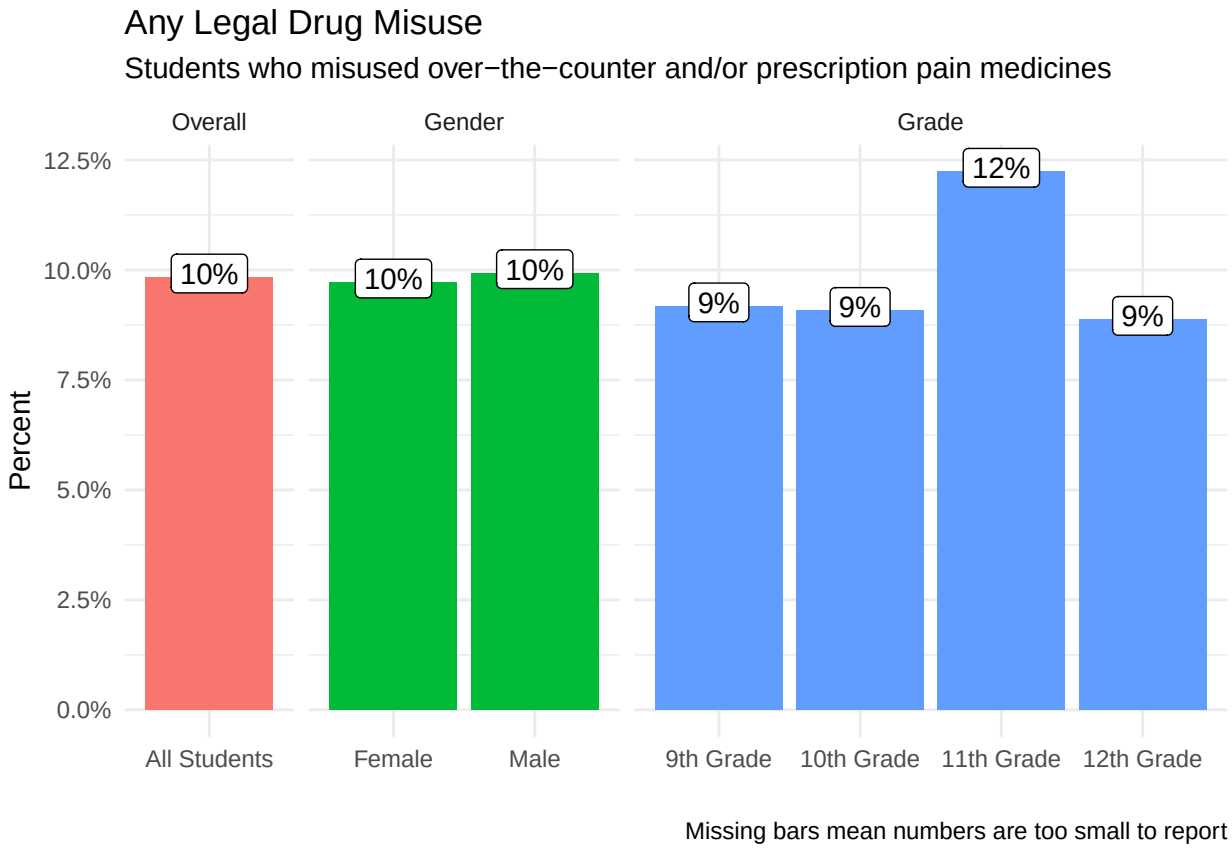
Heroin in the past 12 months: **1%**
Methamphetamines in the past 12 months: **1%**
Have ever used any illegal drug besides marijuana: **2%**

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 **3%** 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.

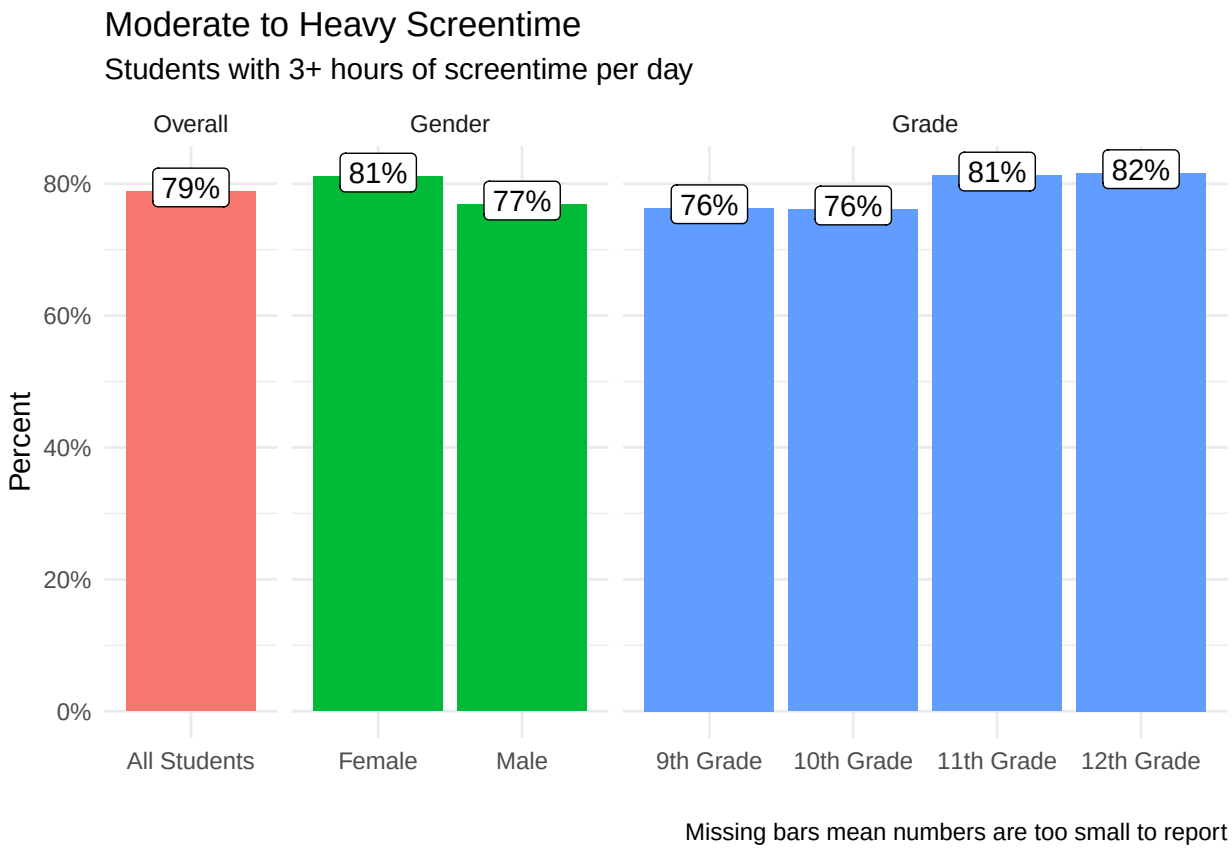


TECHNOLOGY USE AND ONLINE BEHAVIOR

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.

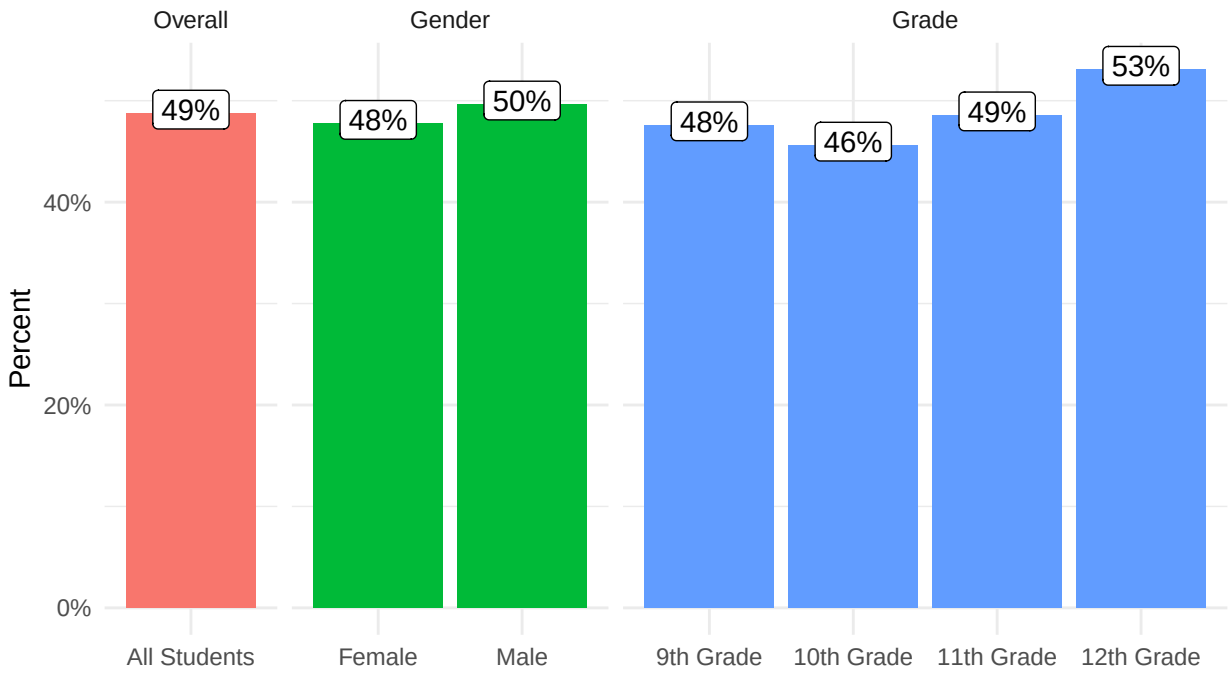
The chart below shows the percent of students who reported spending three or more hours per day engaged in television, video games, social media, texting, or other recreational activities using a computer, phone, gaming system or tablet.



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

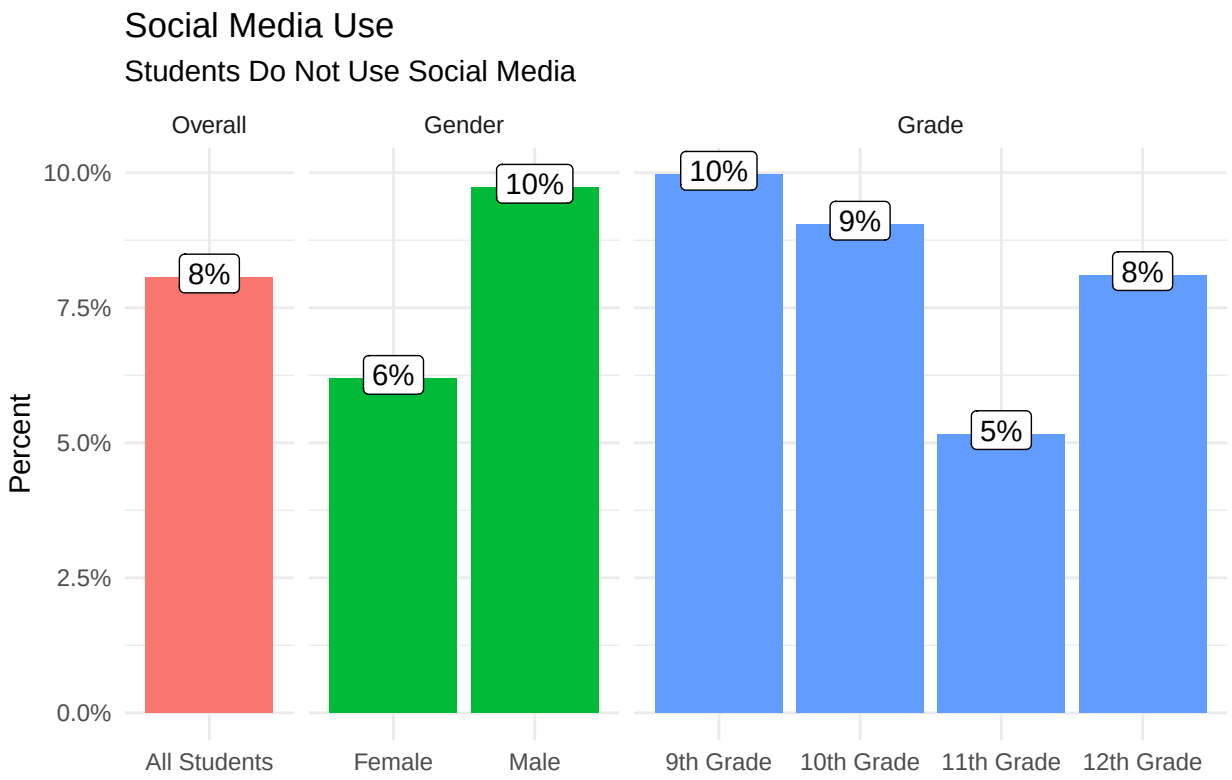
Heavy social media use may play a role in a student's overall mental health and/or rates of e-bullying. While further analysis is needed, this question will allow researchers to look at whether there are notable differences in mental health concerns among students who frequently use social media vs. 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)?"

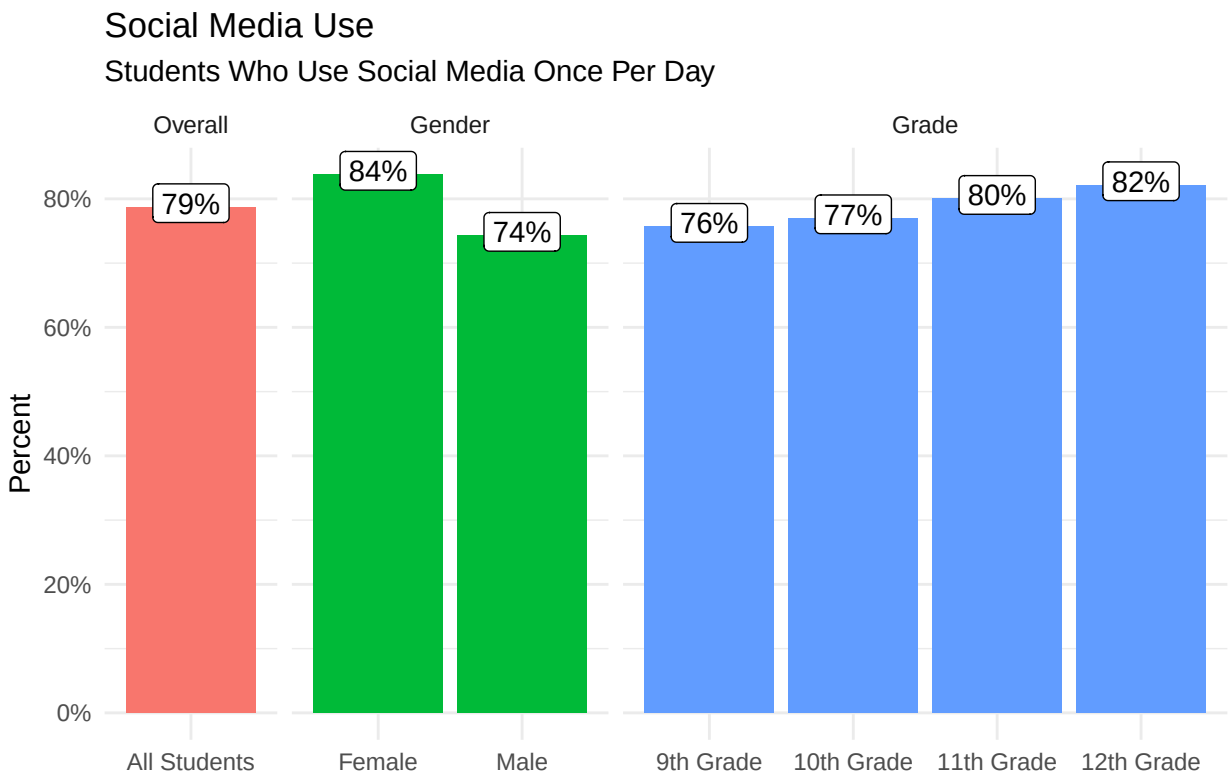
The following percentages breakdown results from the social media question:

- 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: **79%**
- Students who use social media heavily (About once an hour or more): **36%**

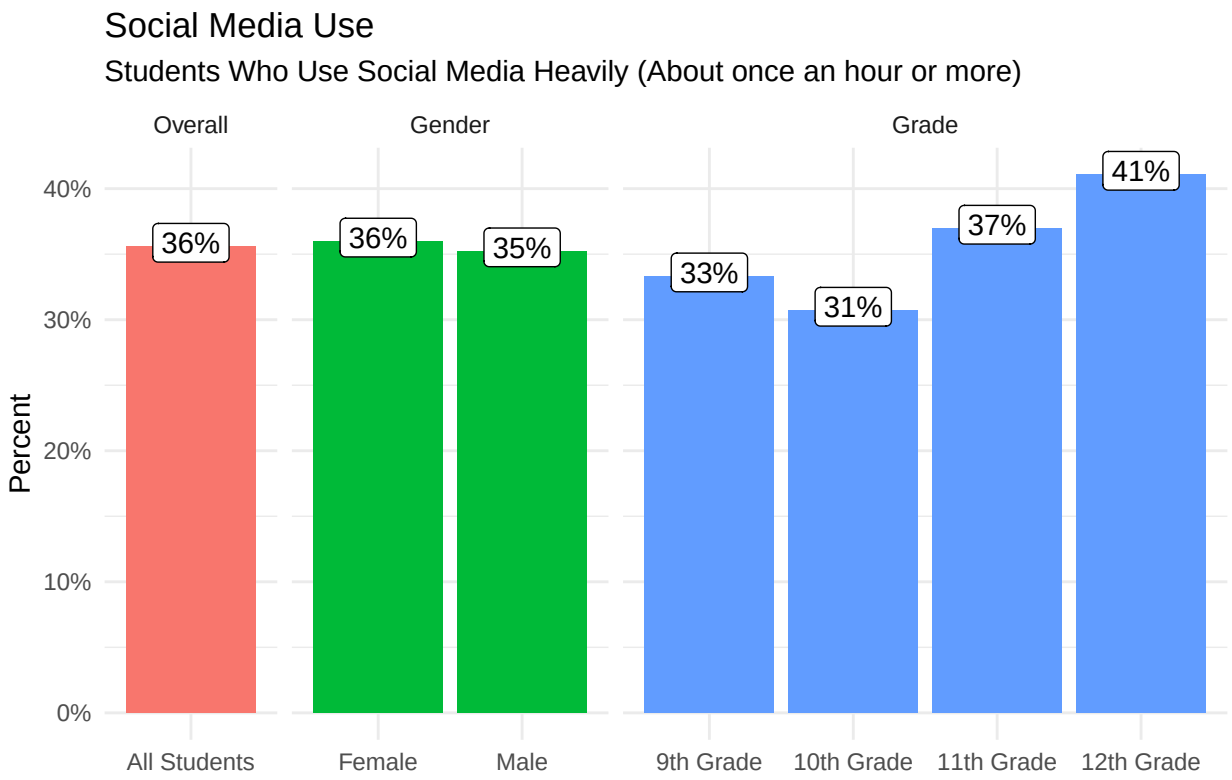
The information from above is displayed in greater detail on the following charts.



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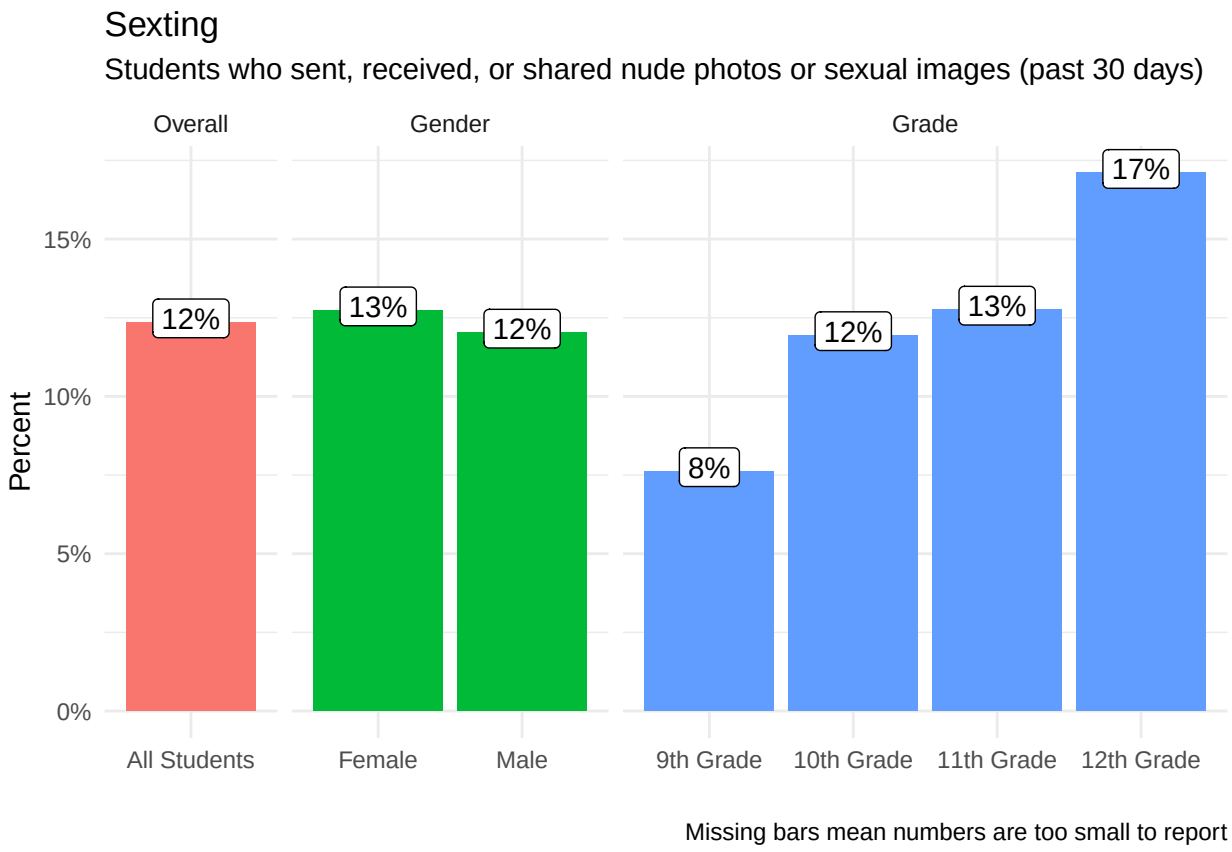
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Sexting

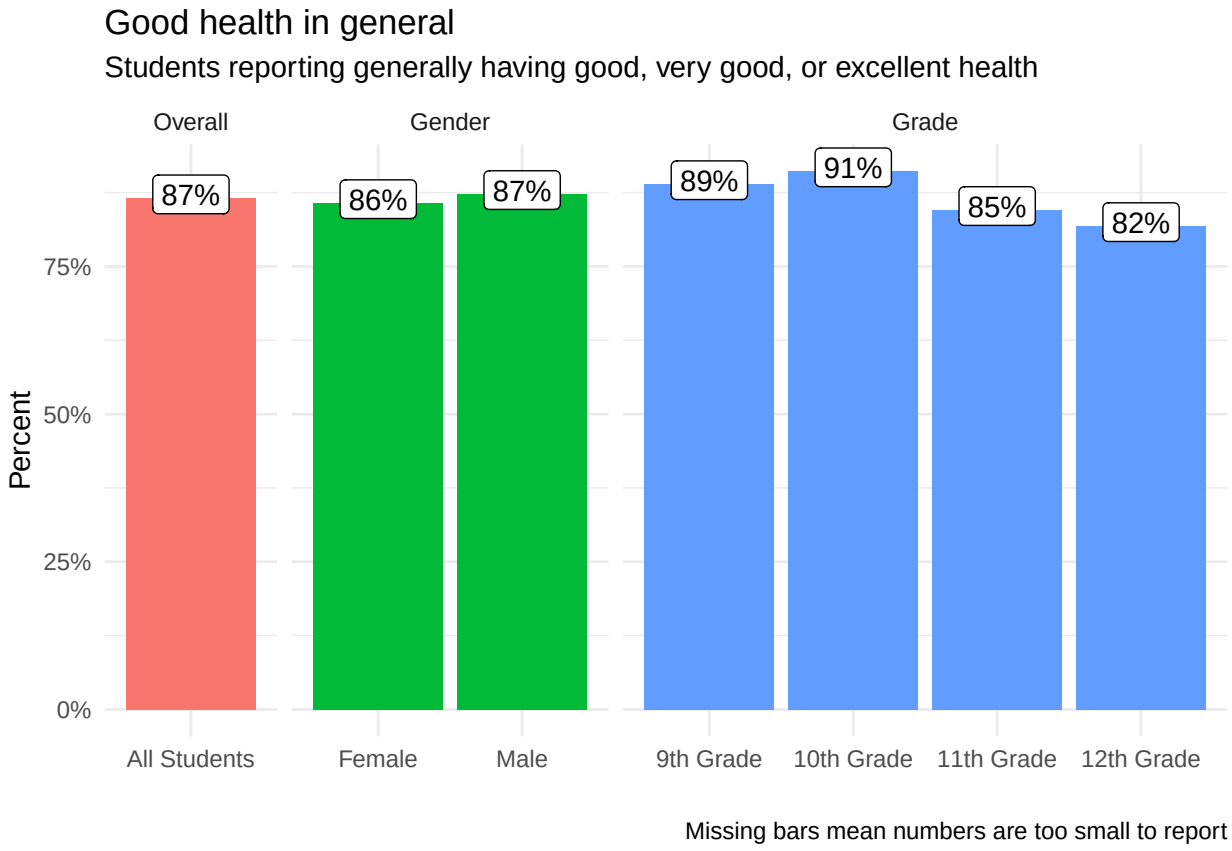
The Wisconsin YRBS includes a question on recent sexting behavior. The question specifically asked whether students had sent, received, or shared nude photos or other sexual images in the past 30 days.



PHYSICAL HEALTH AND NUTRITION

Health in General

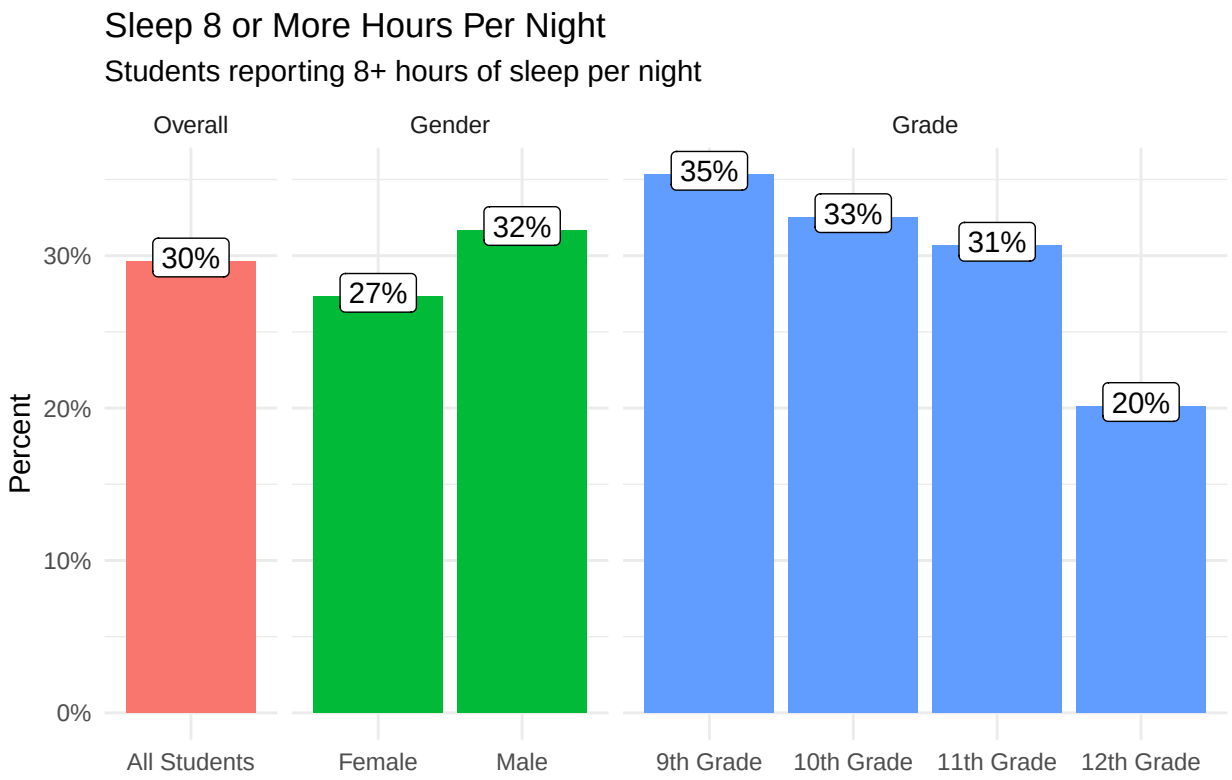
A new question was added starting in 2025 asking students how they would describe their health in general. **87%** described their health as either excellent, very good, or good, and **13%** described their health as fair or poor.



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.

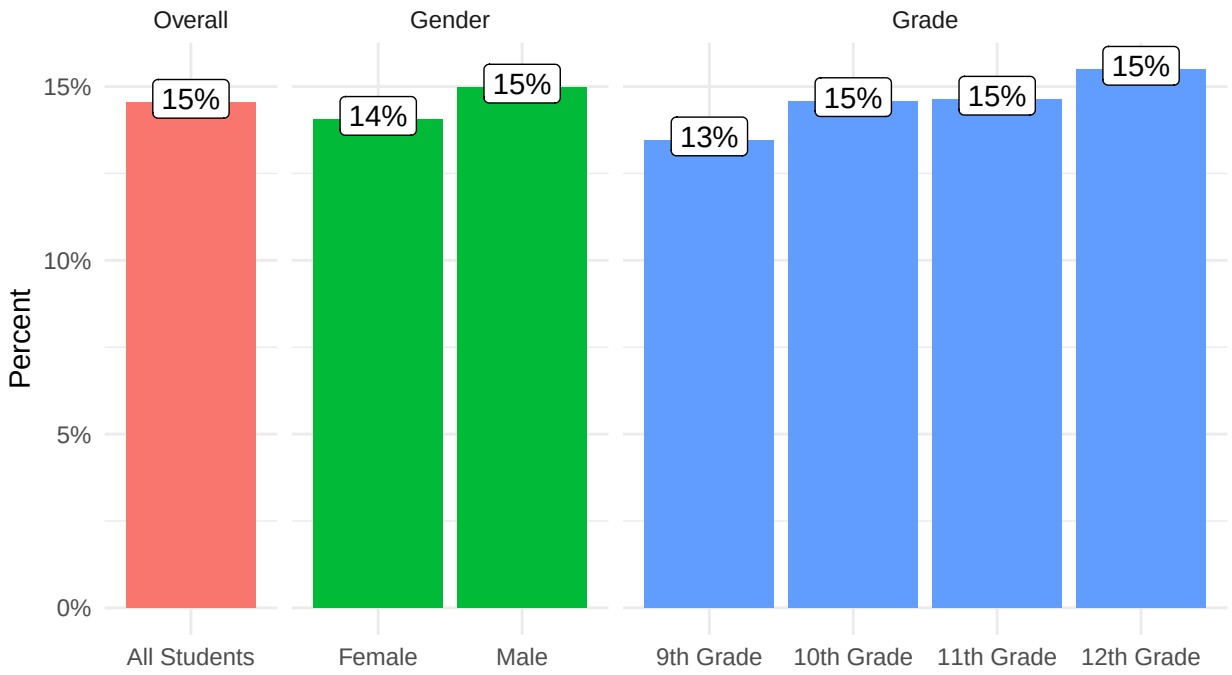
One factor that can interfere with sleep is nighttime screen use. See the section on Technology Use And Online Behavior for a breakdown of screen use at night.



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Sleep 5 or Fewer Hours Per Night

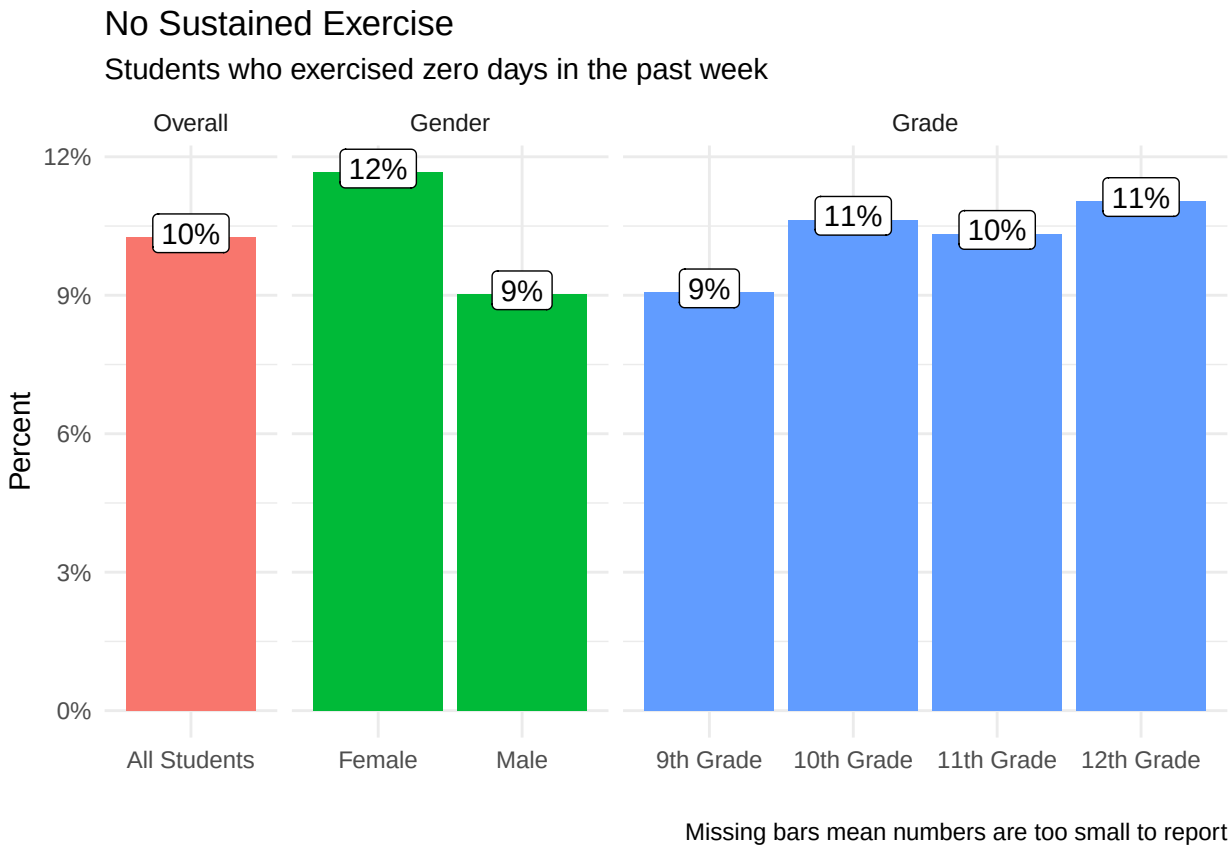
Students reporting 5 or fewer hours of sleep per night



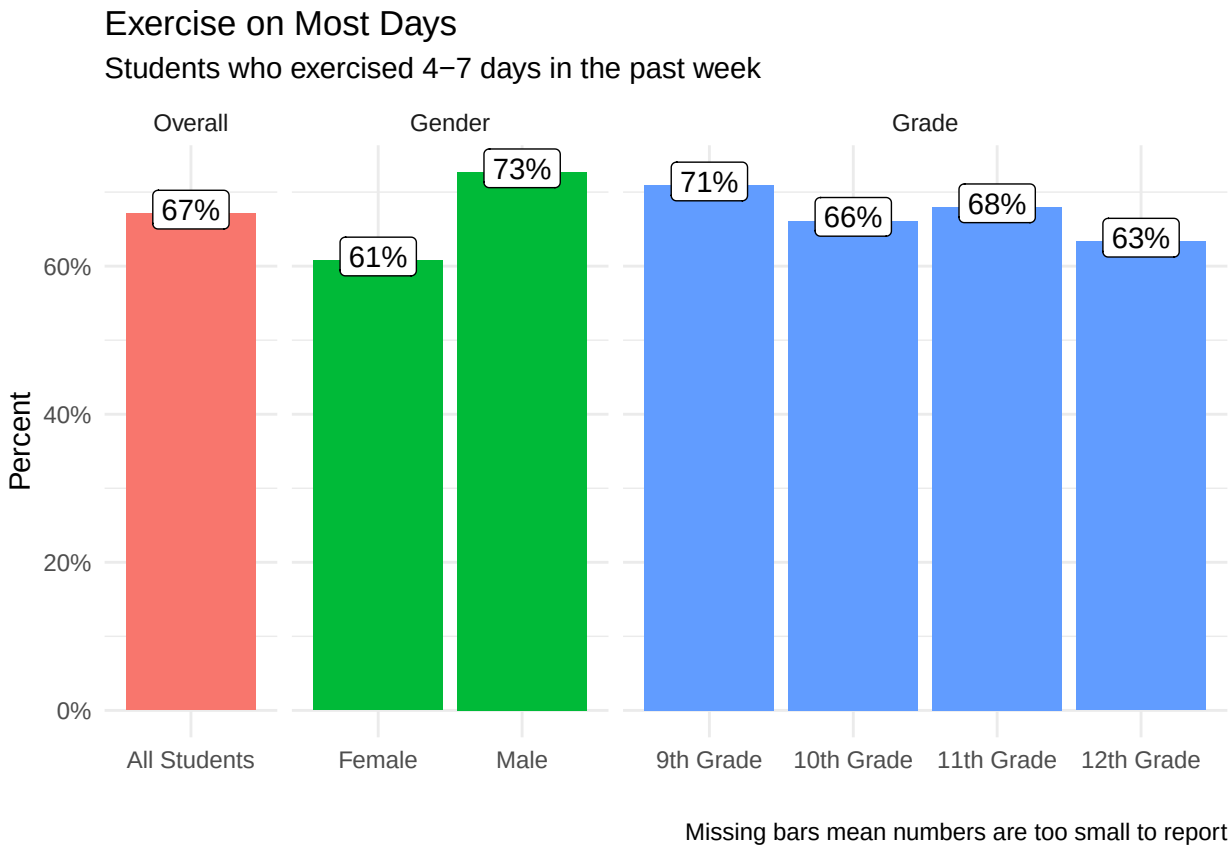
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Exercise

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

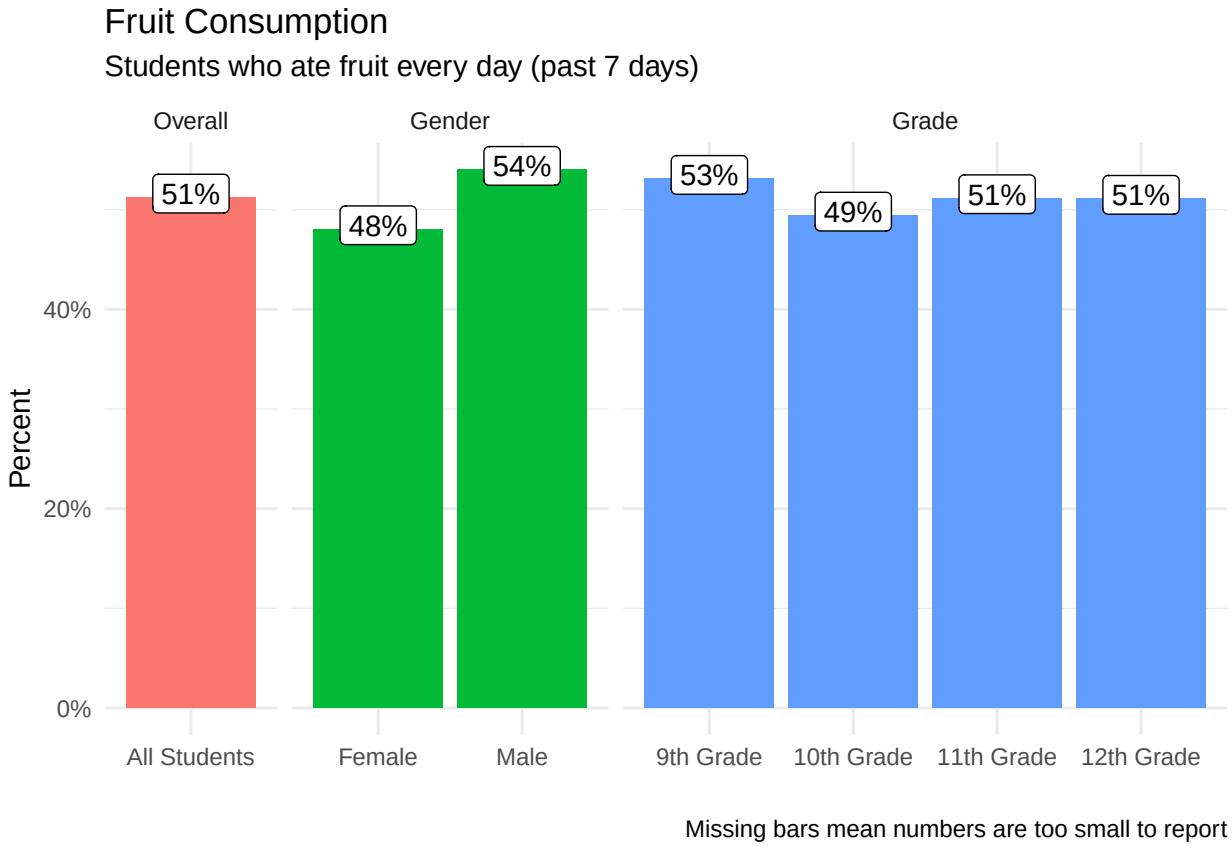


The chart below shows students who did report engaging in an hour or more of physical activity for four or more days per week.



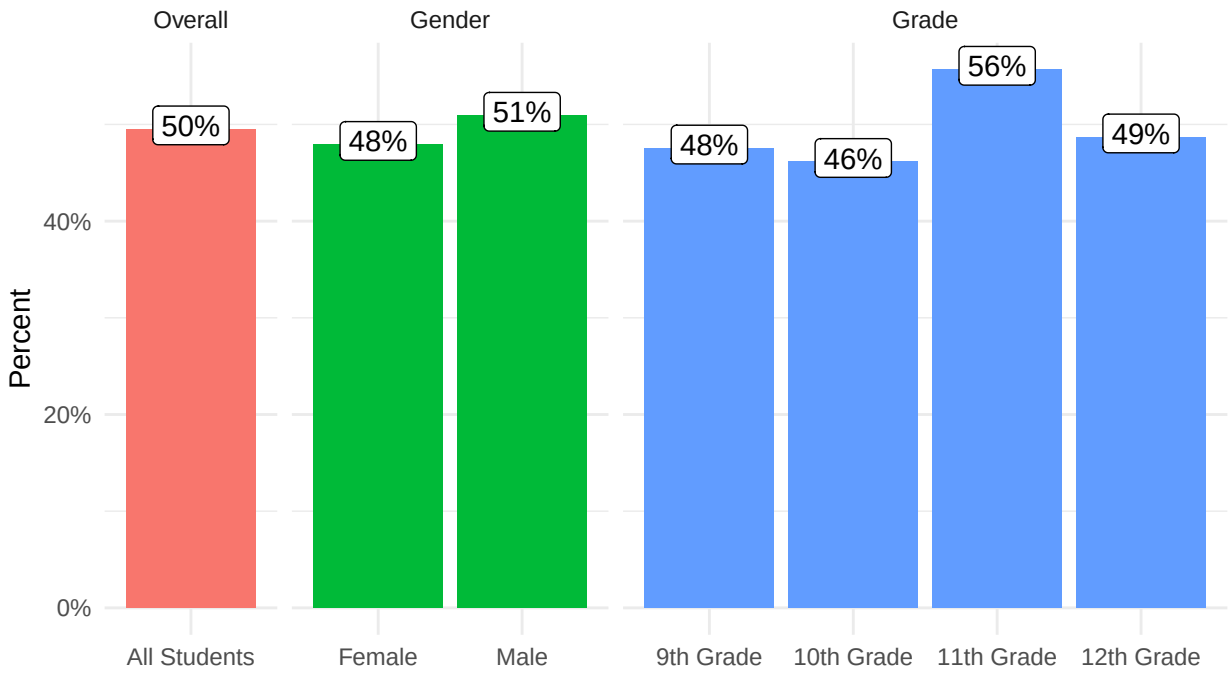
Nutrition

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



Vegetable Consumption

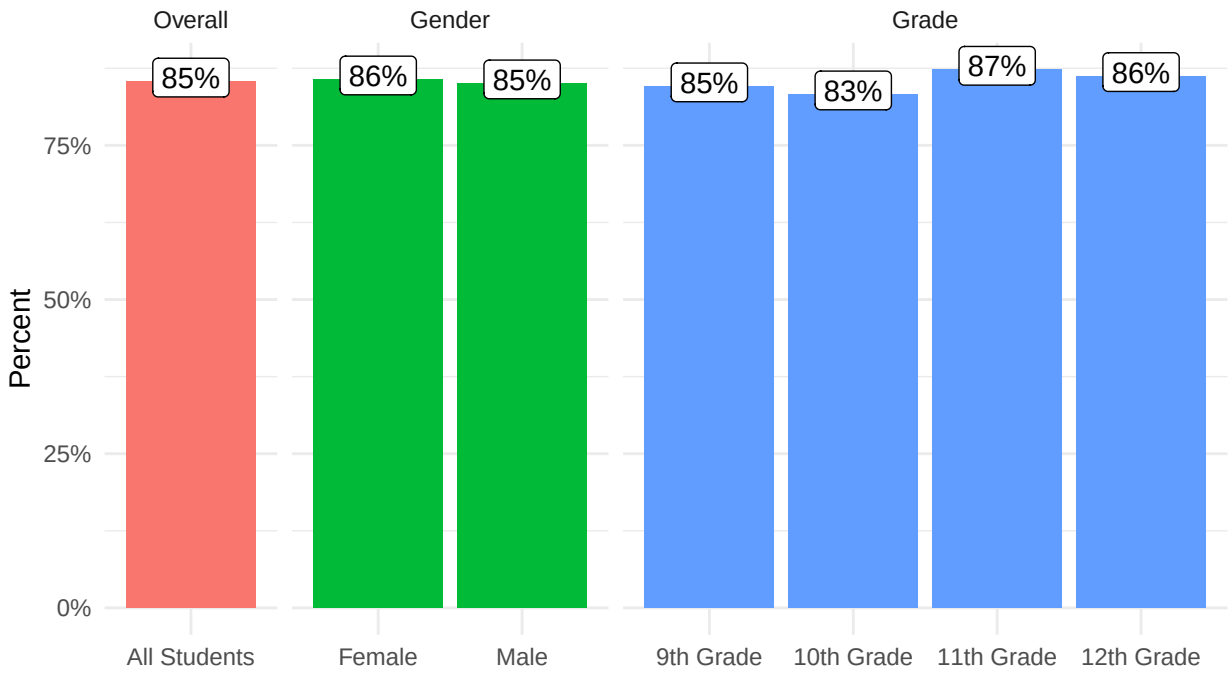
Students who ate vegetables every day (past 7 days)



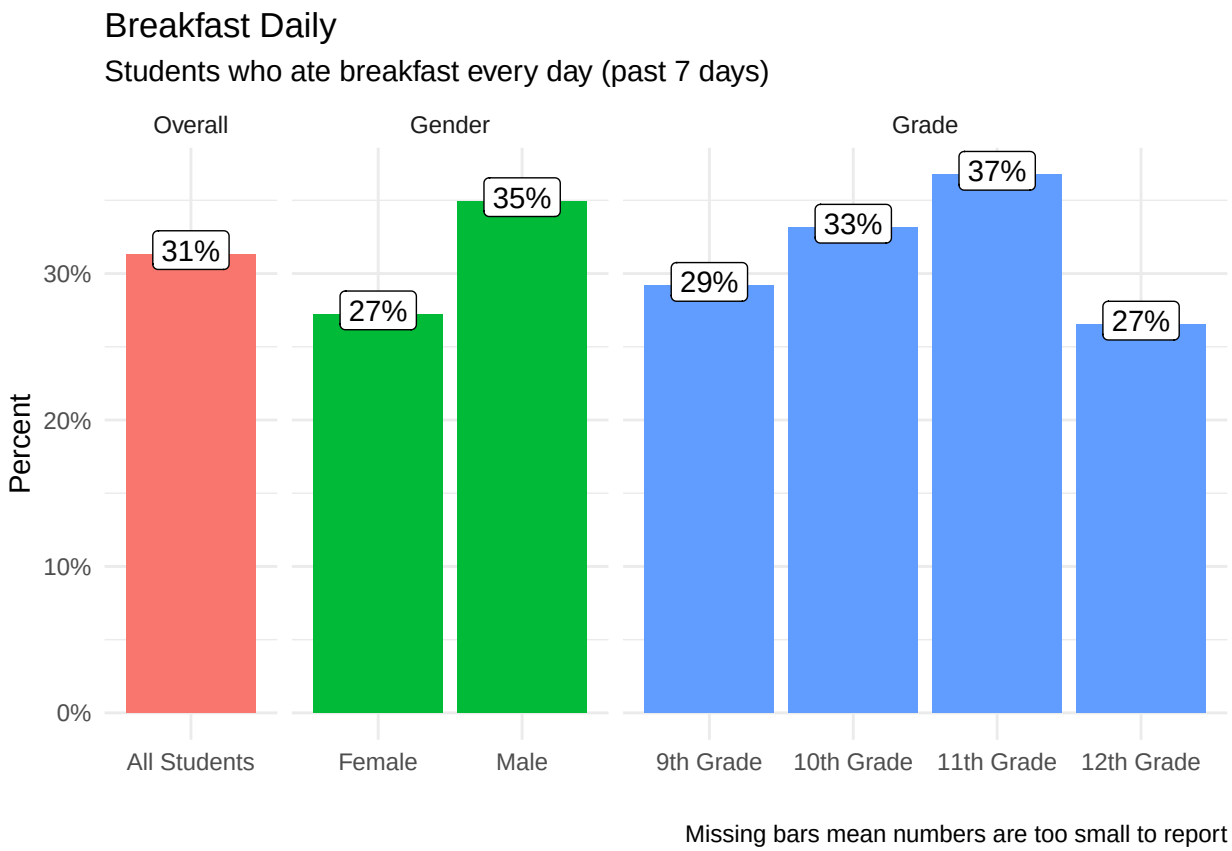
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Water Consumption

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



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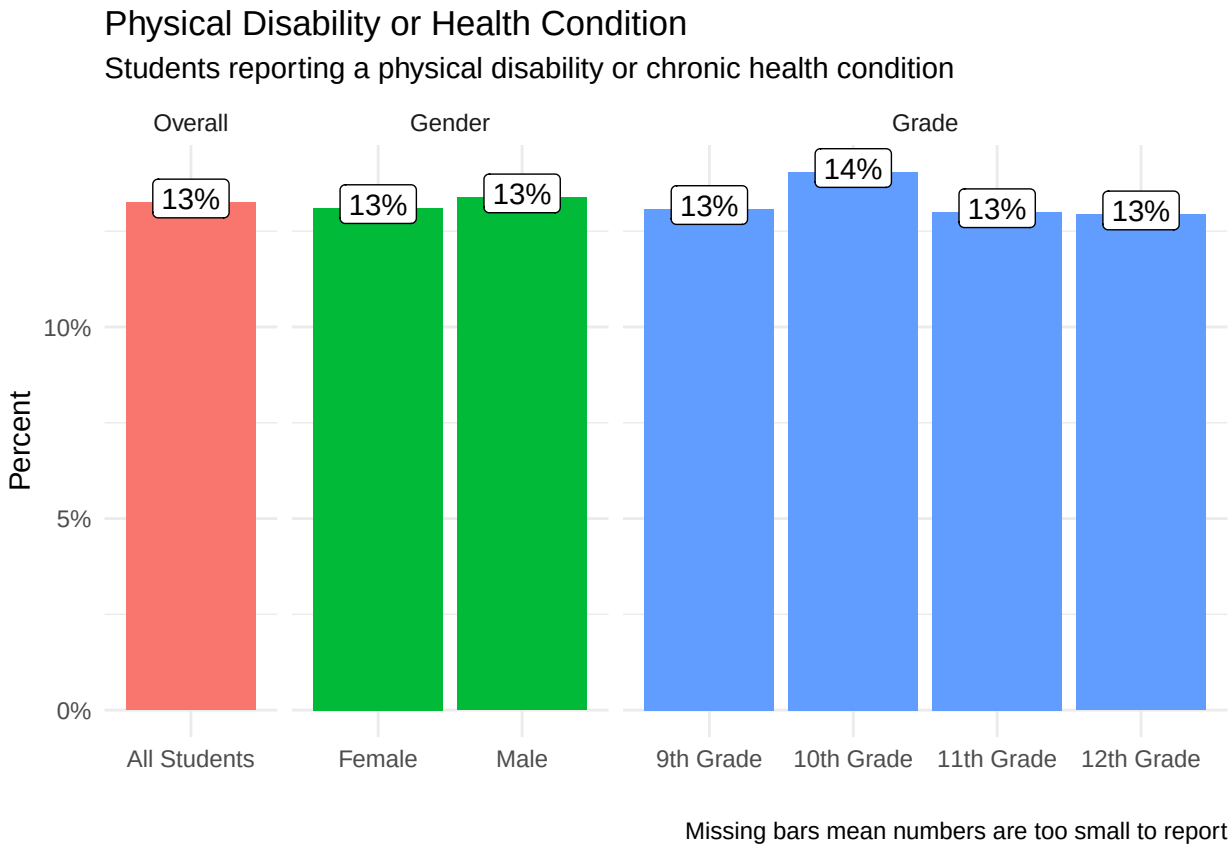


While the chart above shows the percentage of students who ate breakfast every day, **47% of students ate breakfast less than half the time (0-3 days in the past week)**. While missing breakfast may be a choice for some of these students, lack of food is likely an issue for at least some of these students.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

Health Conditions and Health Care

In general, students who have disabilities or chronic health conditions face more risks than their peers. For instance, they tend to report higher rates of depression, anxiety, and other mental health problems as well as lower rates of belonging. Schools can help by asking these students about their needs and creating environments that are actively welcoming and inclusive. For more information, see the section on "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.



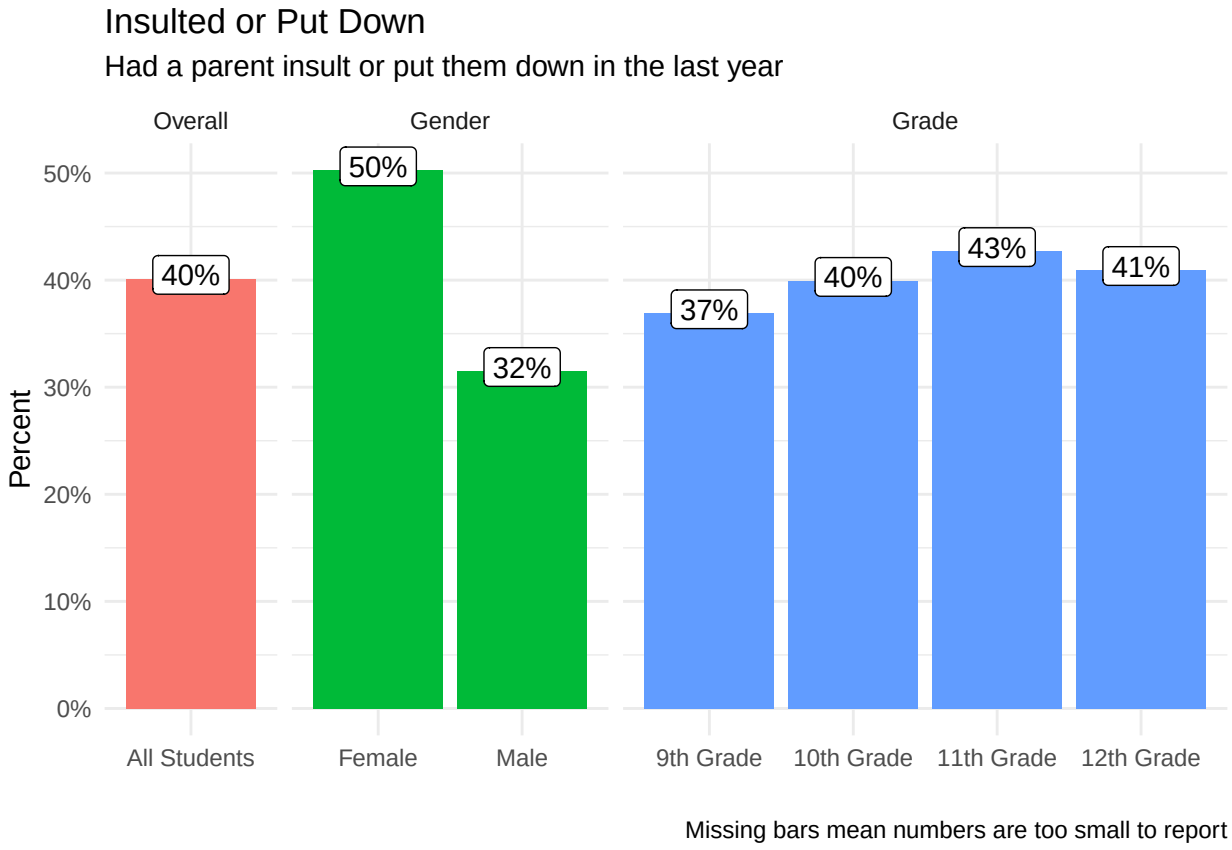
TRAUMA AND ADVERSITY

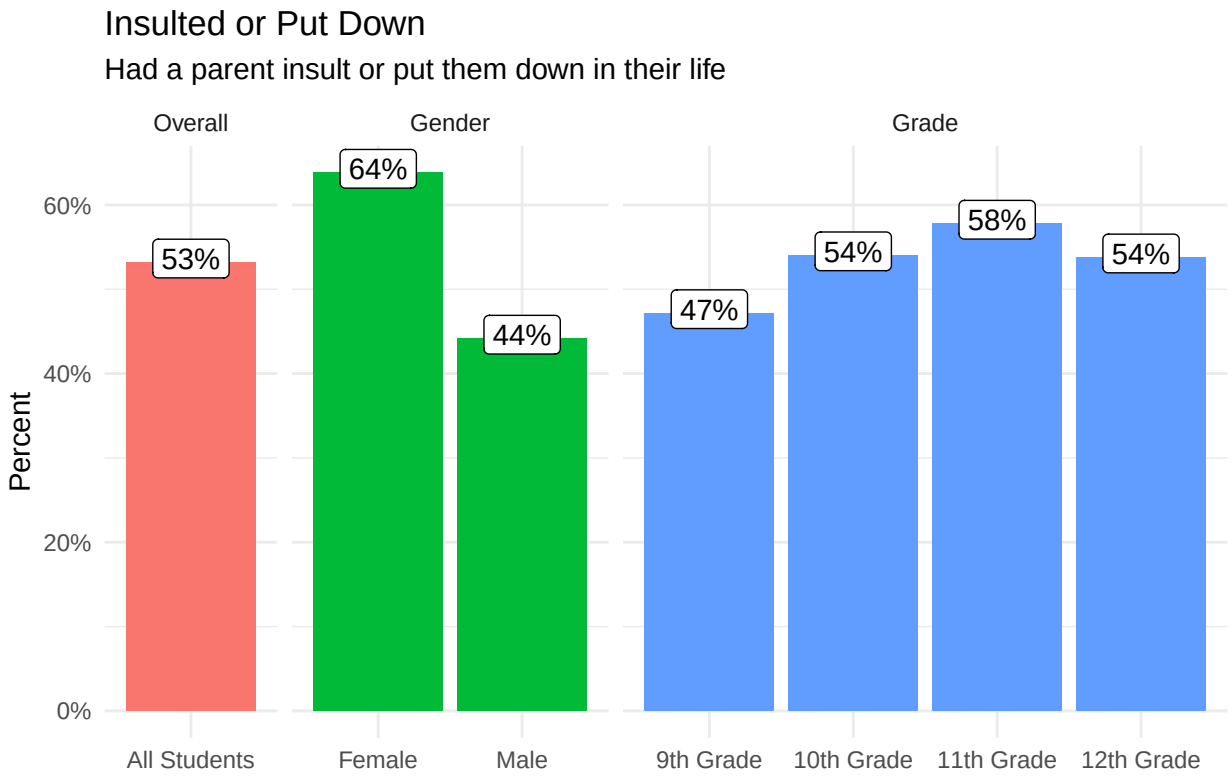
A student's experience growing up in their home and neighborhood can greatly affect their health and wellbeing, as well as their likelihood to engage in risky behaviors. These experiences of their youth are often called Adverse Childhood Experiences (ACEs) and Positive Childhood Experiences (PCEs). Both adverse and positive experiences in youth 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 first introduced in 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

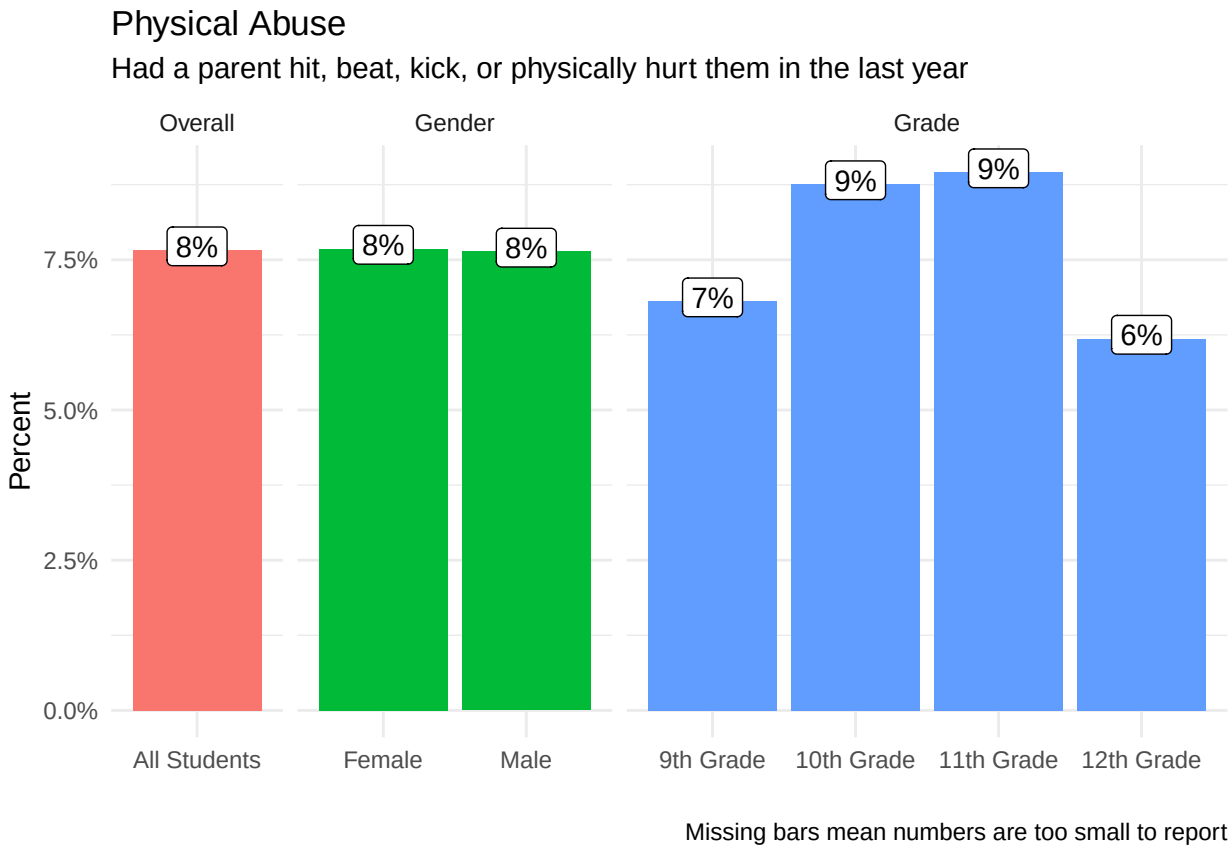
In the past 12 months, **40%** of students reported having a parent or adult in their home insult or put them down. **53%** reported ever experiencing this.





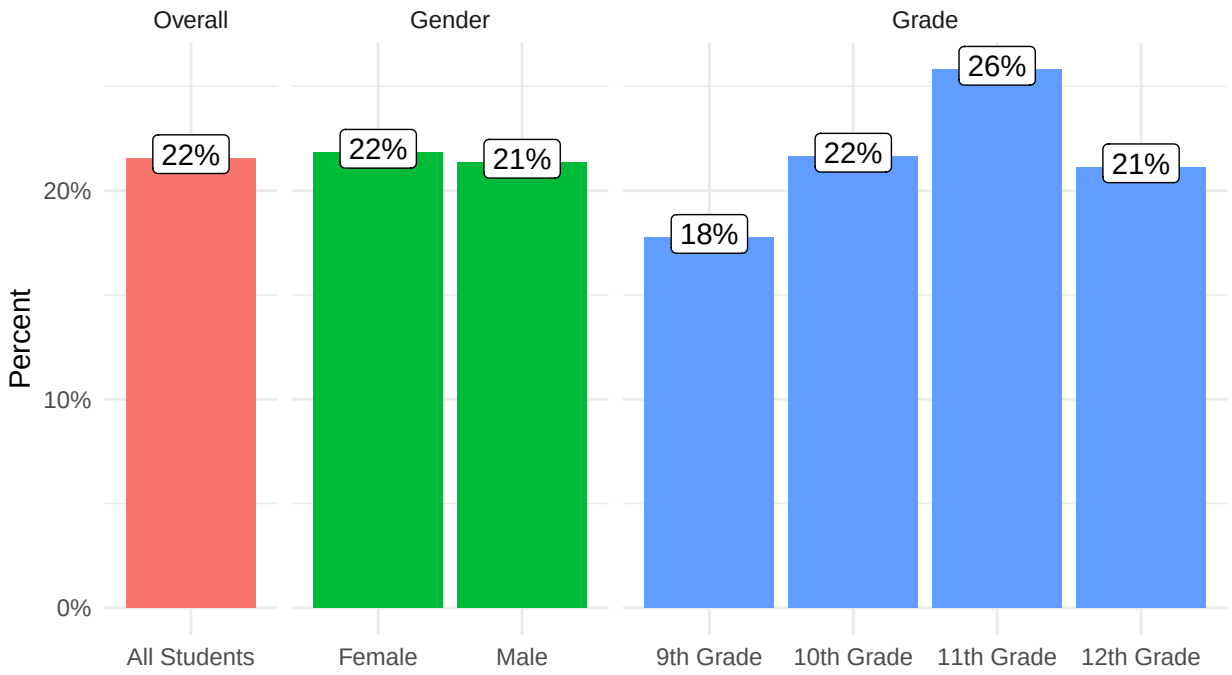
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In the past 12 months, **8%** of students reported having a parent or adult in their home hit, beat, kicked, or physically hurt them. **22%** reported ever experiencing this.



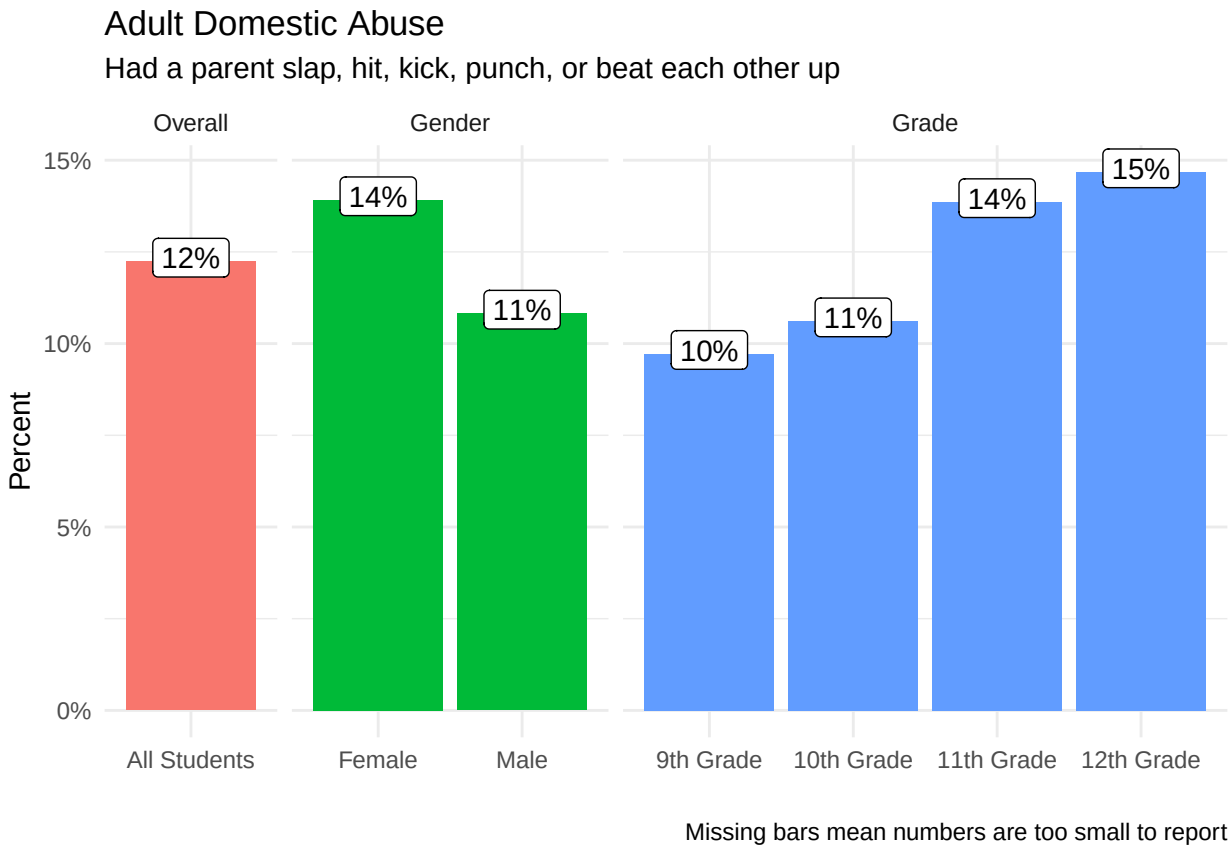
Physical Abuse

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

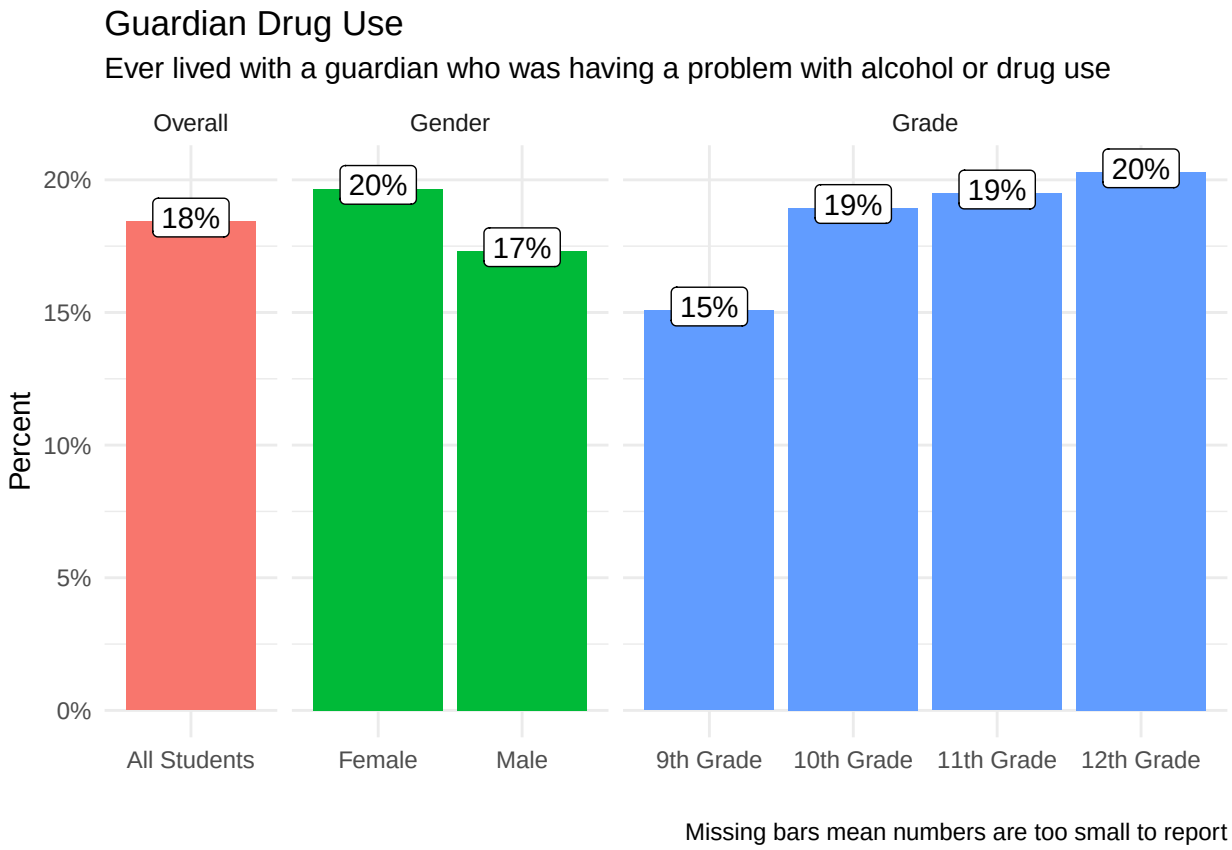


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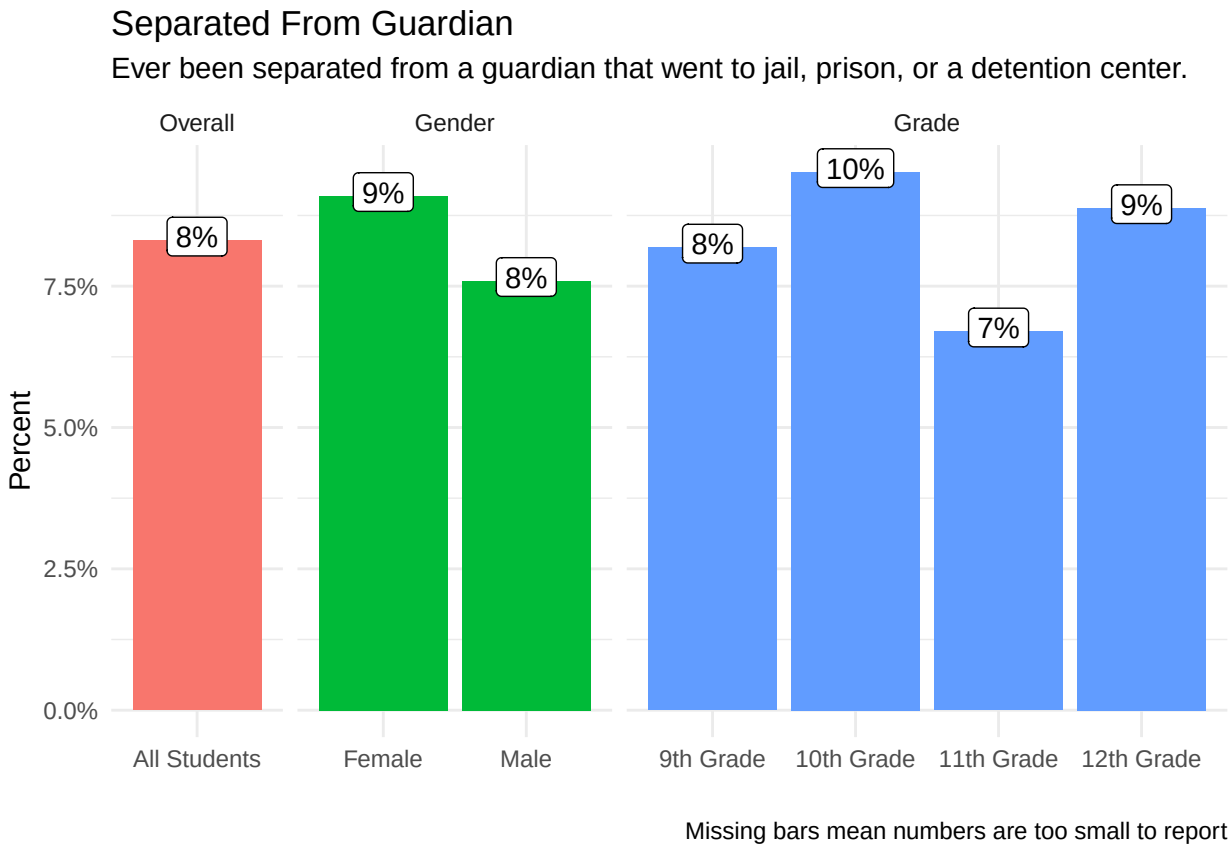
12% of students reported having a parent or adult in their home slapped, hit, kicked, punched, or beat each other up.



18% of students reported living with a parent or guardian who was having a problem with alcohol or drug use.



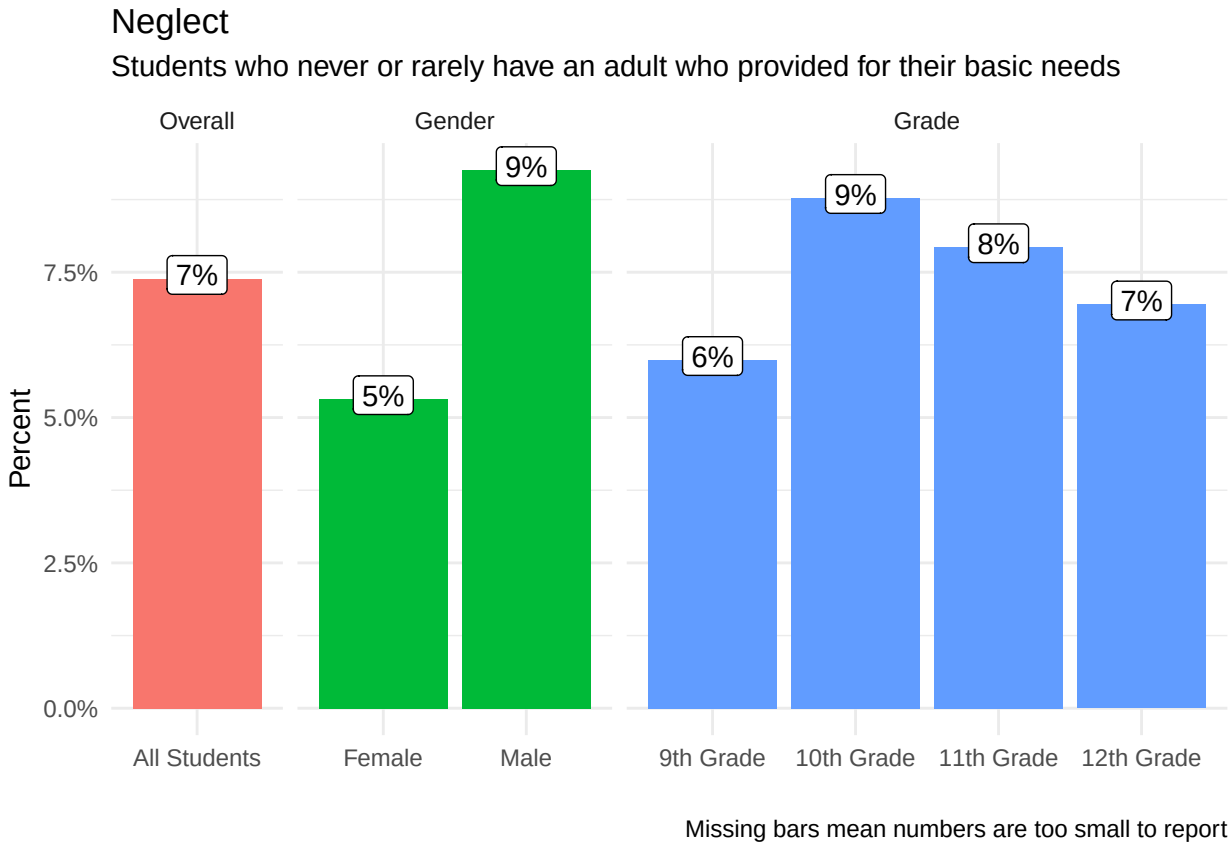
8% of students reported being separated from a parent or guardian that went to jail, prison, or a detention center.



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.

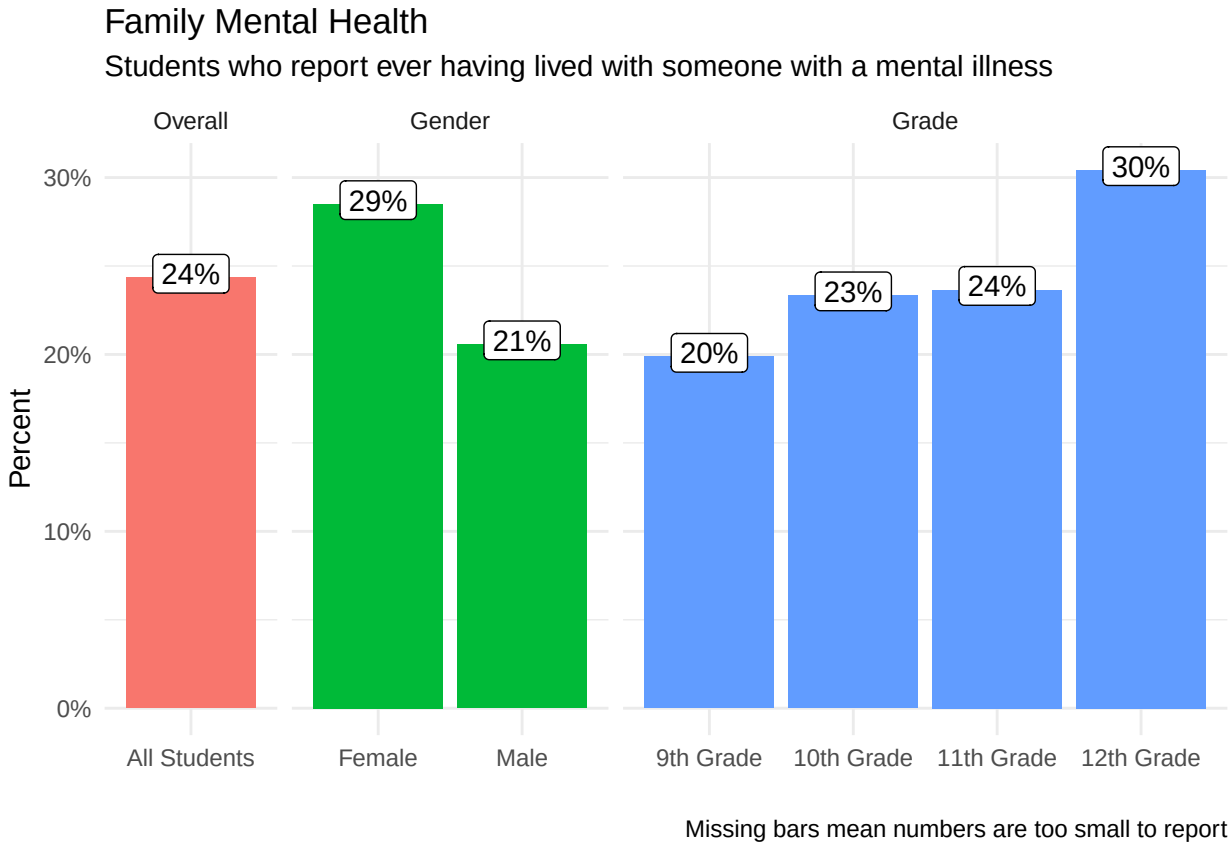
The chart below outlines the percentage of students who reported "Never" or "Rarely" having an adult in their household who tried hard to make sure their basic needs were met.



In contrast to the information above, **89%** 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. **94%** 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.

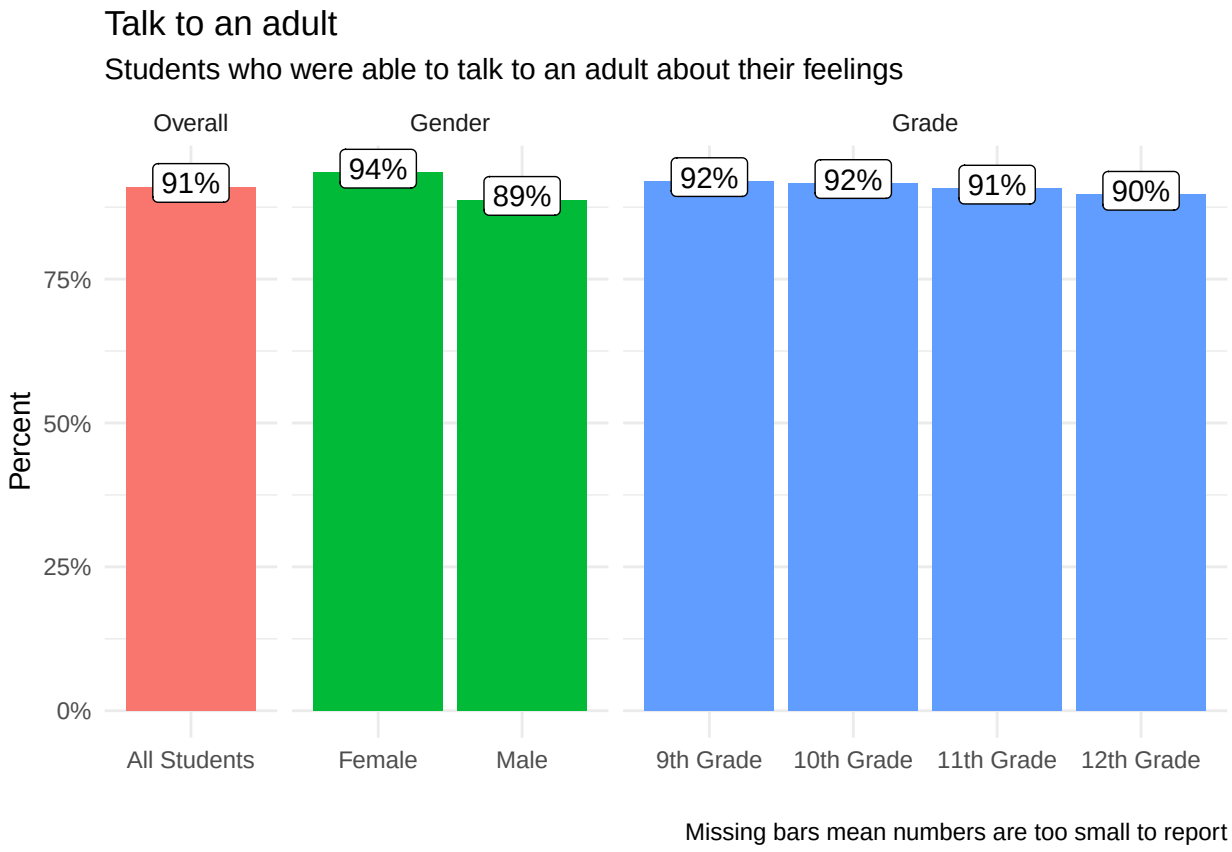
The chart below displays percentages of students who reported ever having lived with someone who was depressed, mentally ill, or suicidal.



24% of students reported living with a parent or guardian who had severe depression, anxiety, or another mental illness, or was suicidal.

60% 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, **19%** reported feeling this way at least some of the time, and **9%** 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.



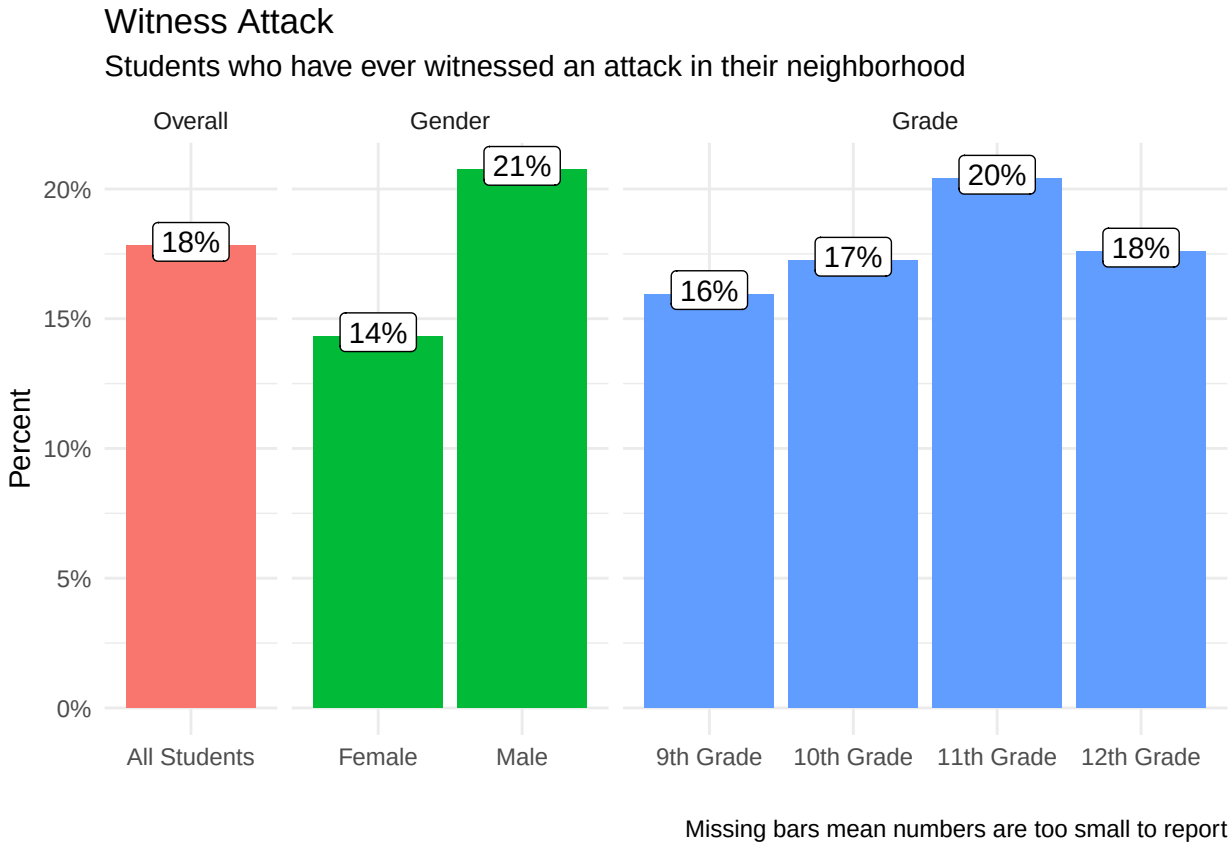
Exposure to Violence

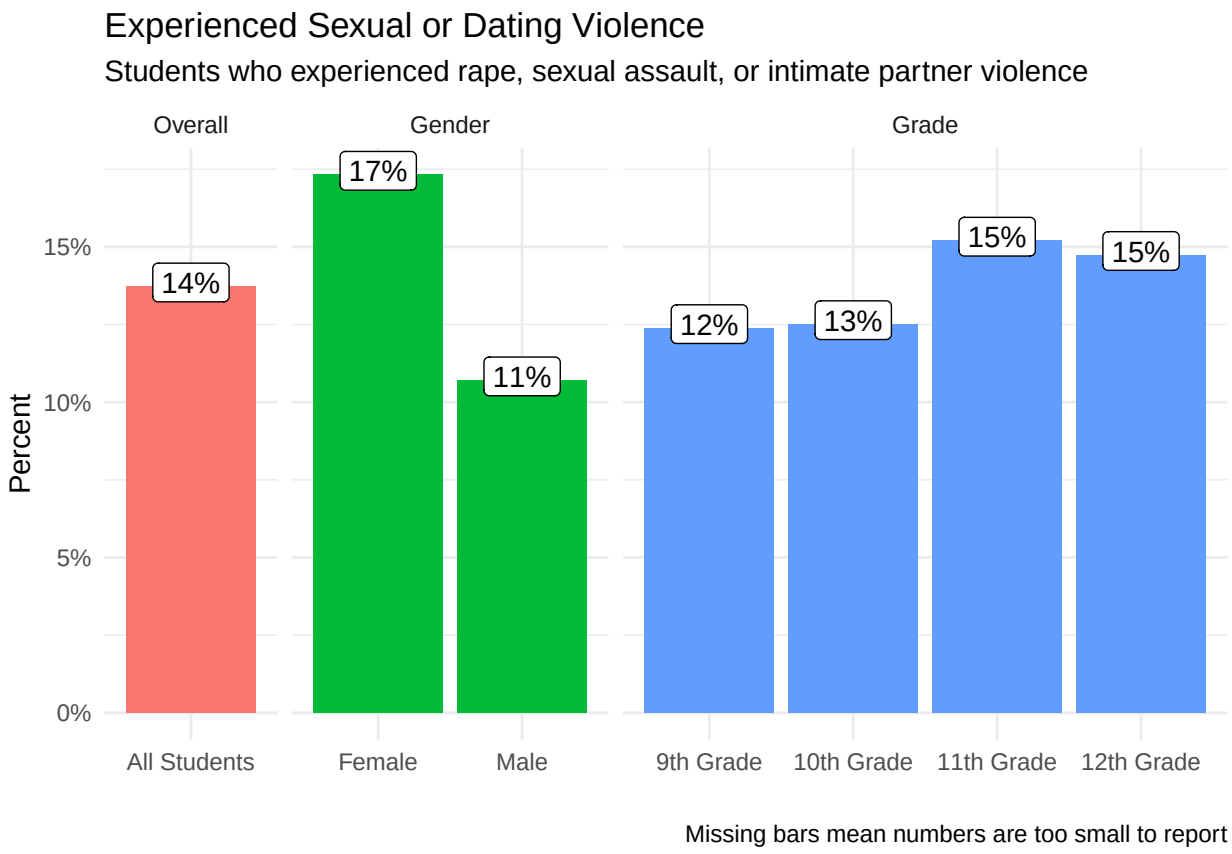
Experiences of violence and other forms of trauma can affect all aspects of a student's life, including their health, their behavior, and their ability to engage meaningfully in their education. The Wisconsin YRBS included several questions related to experiences of violence.

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.



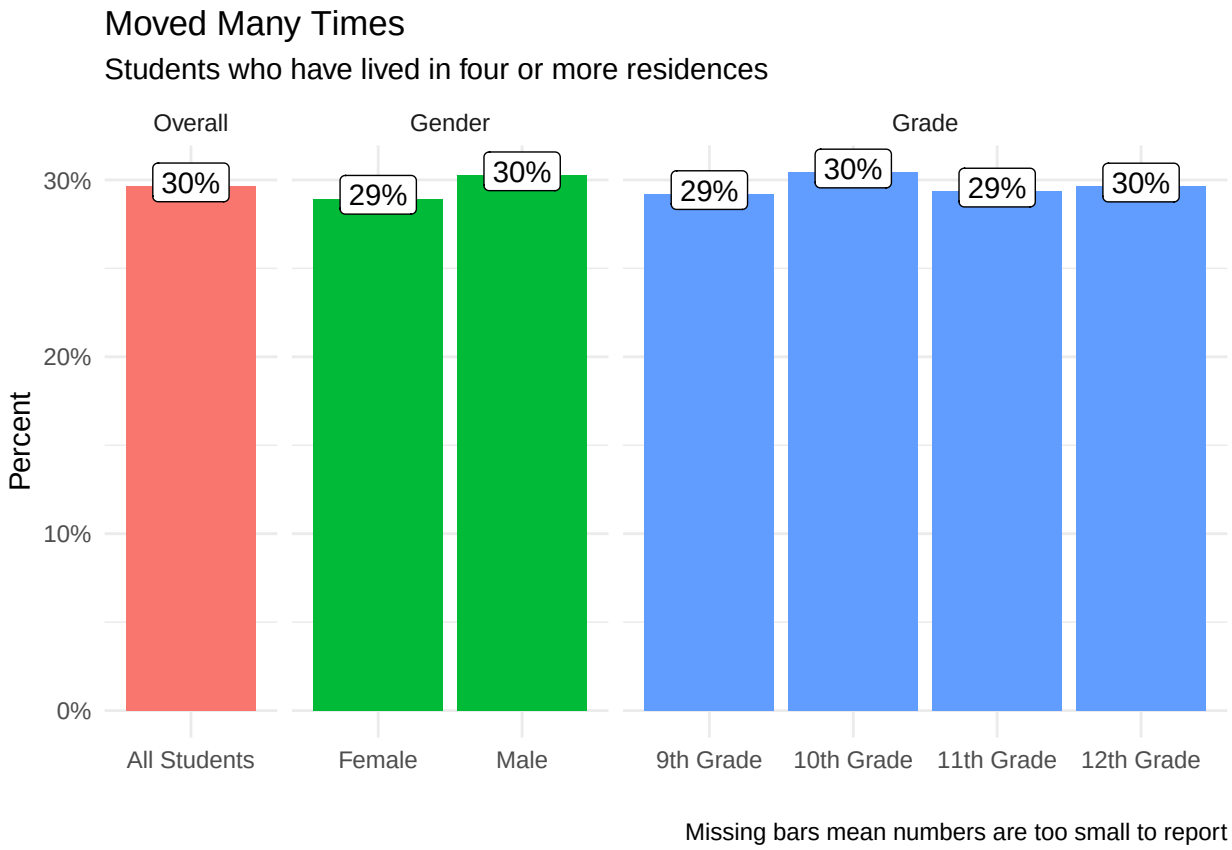


There are several questions that ask about lifetime experiences of sexual violence. Students were asked if they had ever been physically forced to have sexual intercourse (e.g., raped); **6%** of students said they had. Students were also asked whether they were physically forced to do anything sexual (including, but not limited to, sexual intercourse). This question is meant to look more broadly at sexual abuse or violation. **10%** 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. **5%** 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 **7%** 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.



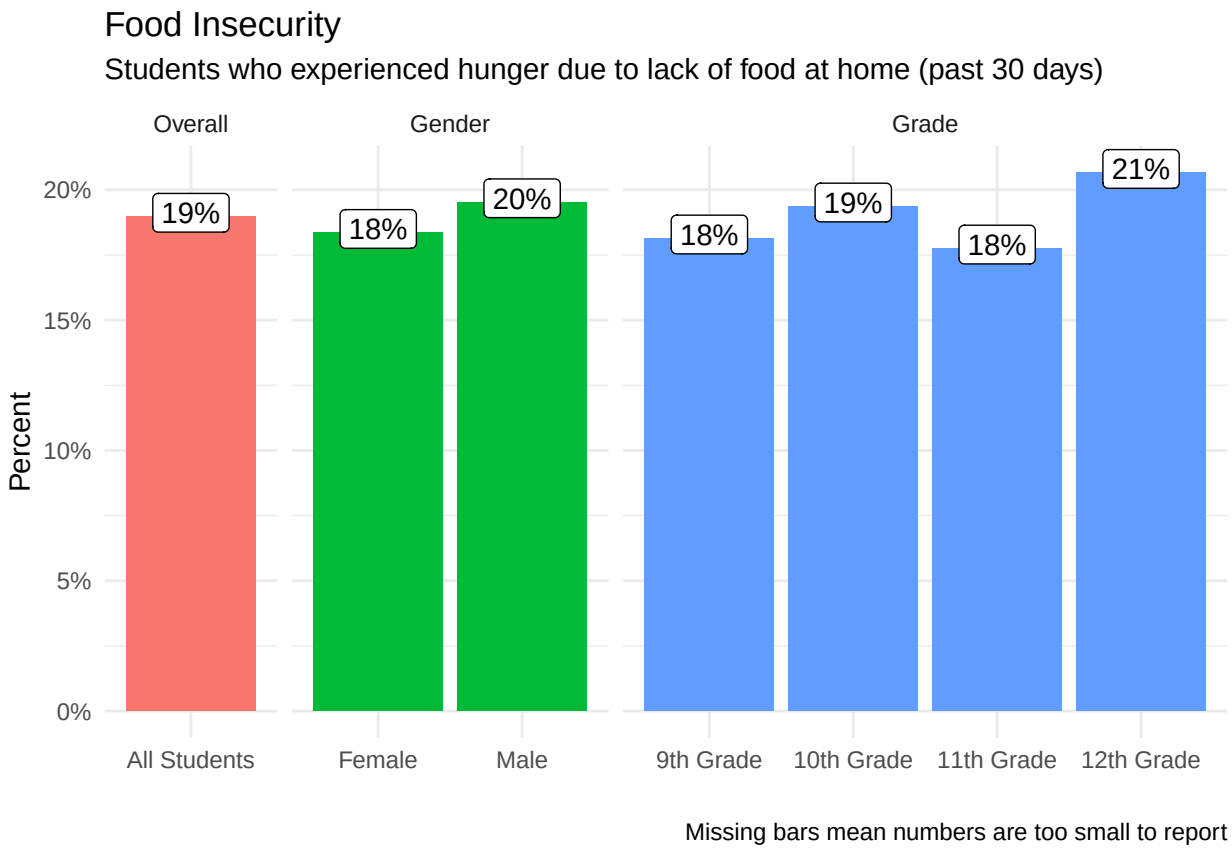
Have lived in 1 place: **30%**

Have lived in 2-3 places: **40%**

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

Food Insecurity

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



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

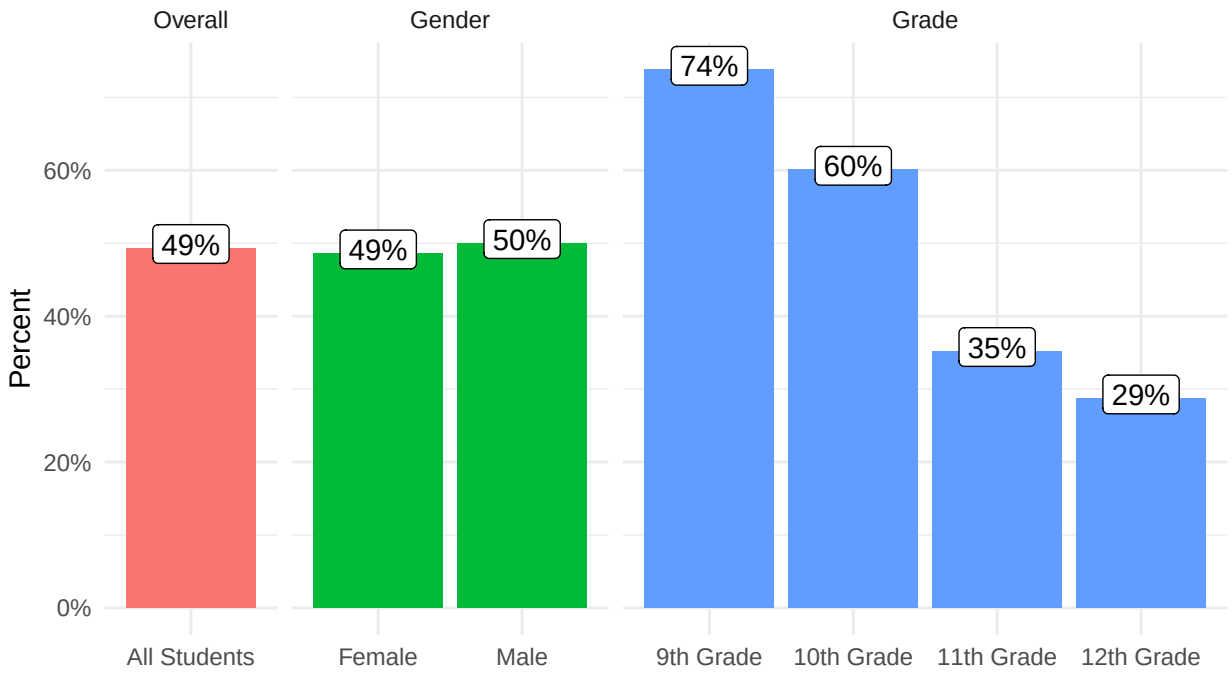
Do not work any hours per week: **49%**

- Work 1-4 hours per week: **13%**
- Work 5-9 hours per week: **17%**
- Work 10-19 hours per week: **15%**
- Work 20 or more hours per week: **5%**
- Work any number of hours per week: **51%**

The following charts will disaggregate the information from above by gender and grade-level. Specifically, the number of students who do not work any hours at a job outside of the home, who do work a job outside the home,and who work 20 or more hours per week at a job outside of the home.

Employment Status

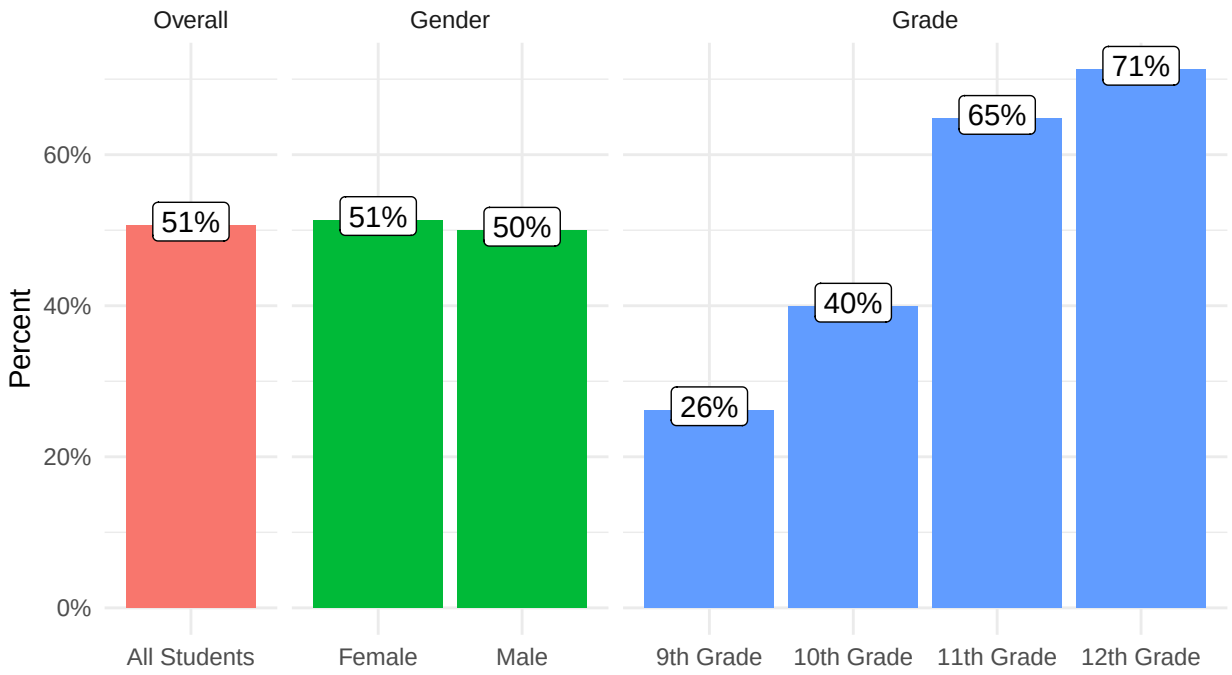
Students who do not work any hours at a job outside of the home



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Employment Status

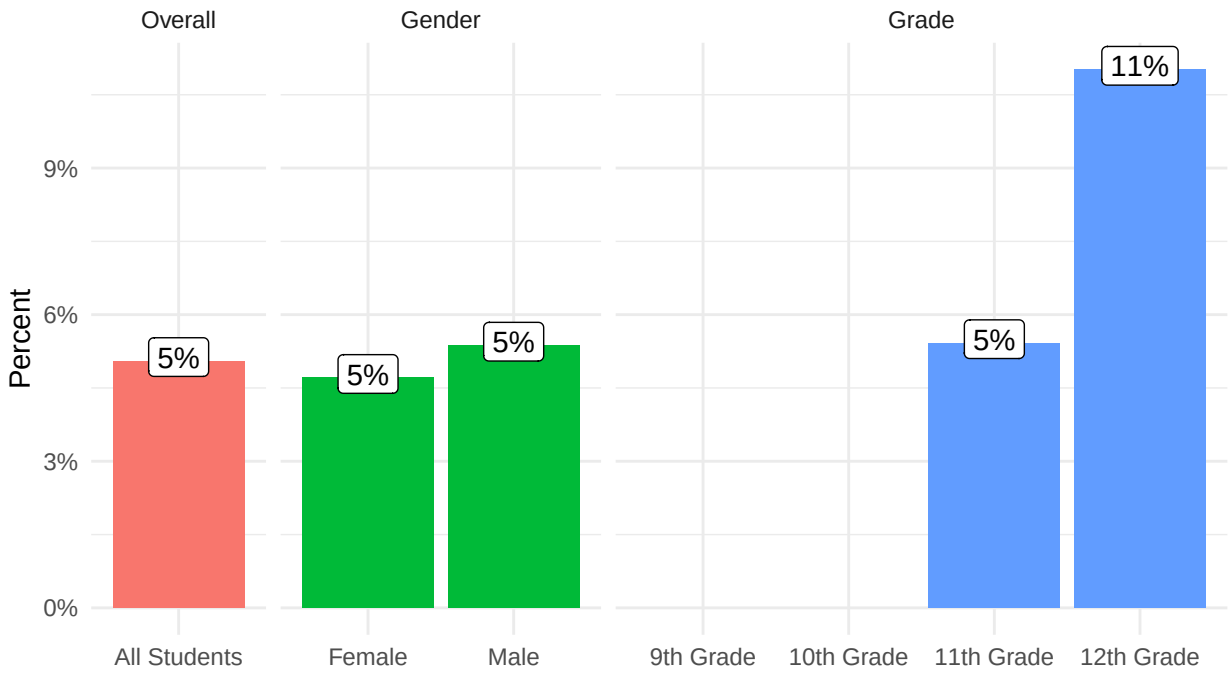
Students who work any hours per week at a job outside of the home



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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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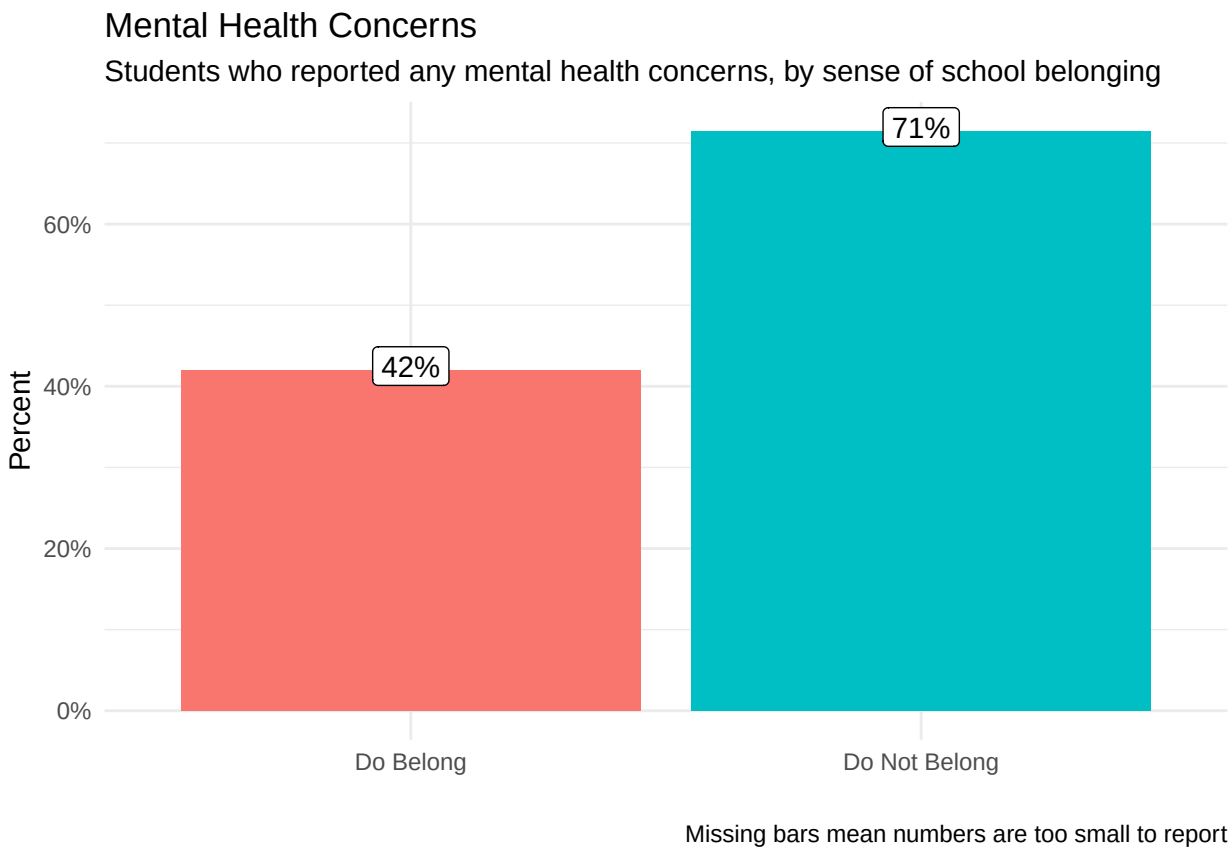
PROTECTIVE FACTORS AT A GLANCE

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.

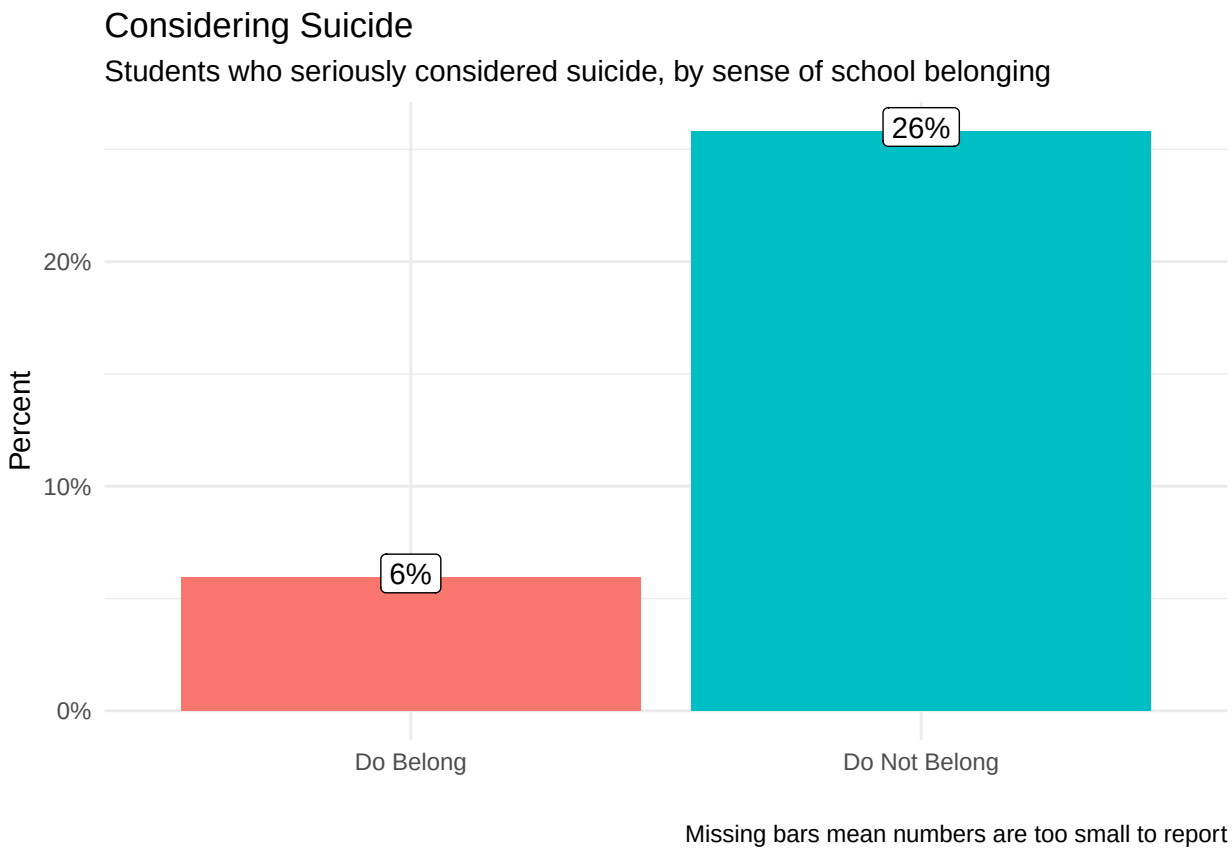
Sense of Belonging

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).

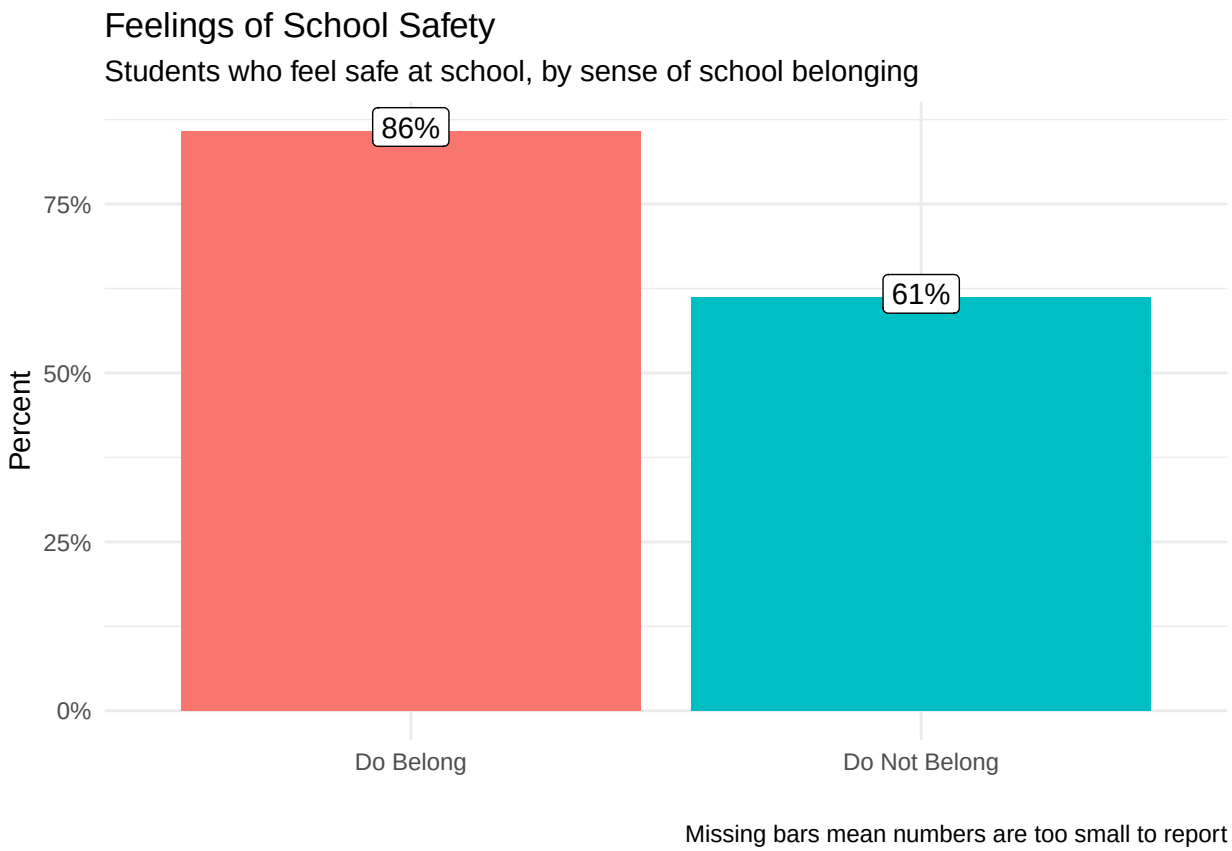
Students who agreed or strongly agreed that they belonged at their school are in the "Do Belong" category, while students who disagreed or strongly disagreed are in the "Do Not Belong" category. Sense of belonging is cross-tabulated with mental health concerns, suicidality, perceived school safety, and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



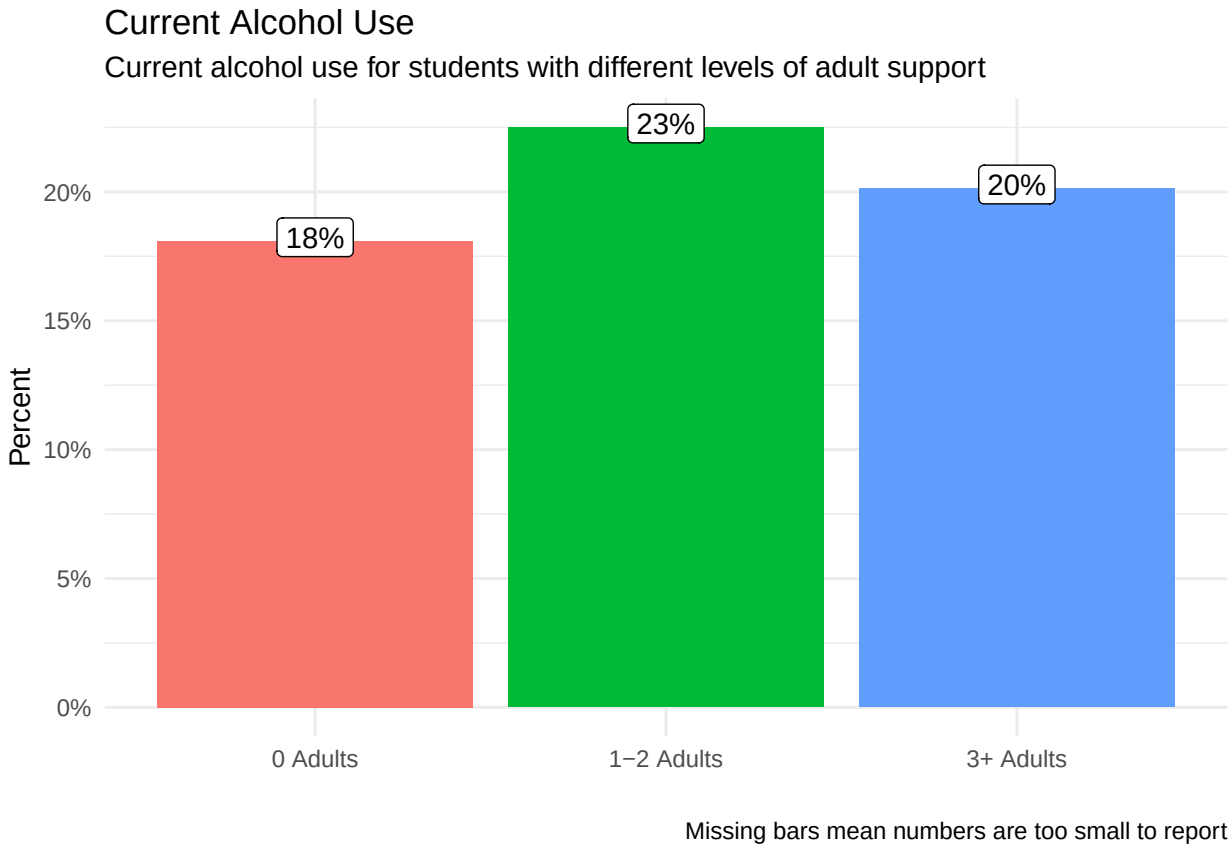
The chart above shows the percentage of students who feel safe at school "most of the time" or "always". The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings of school safety among students who don't feel like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

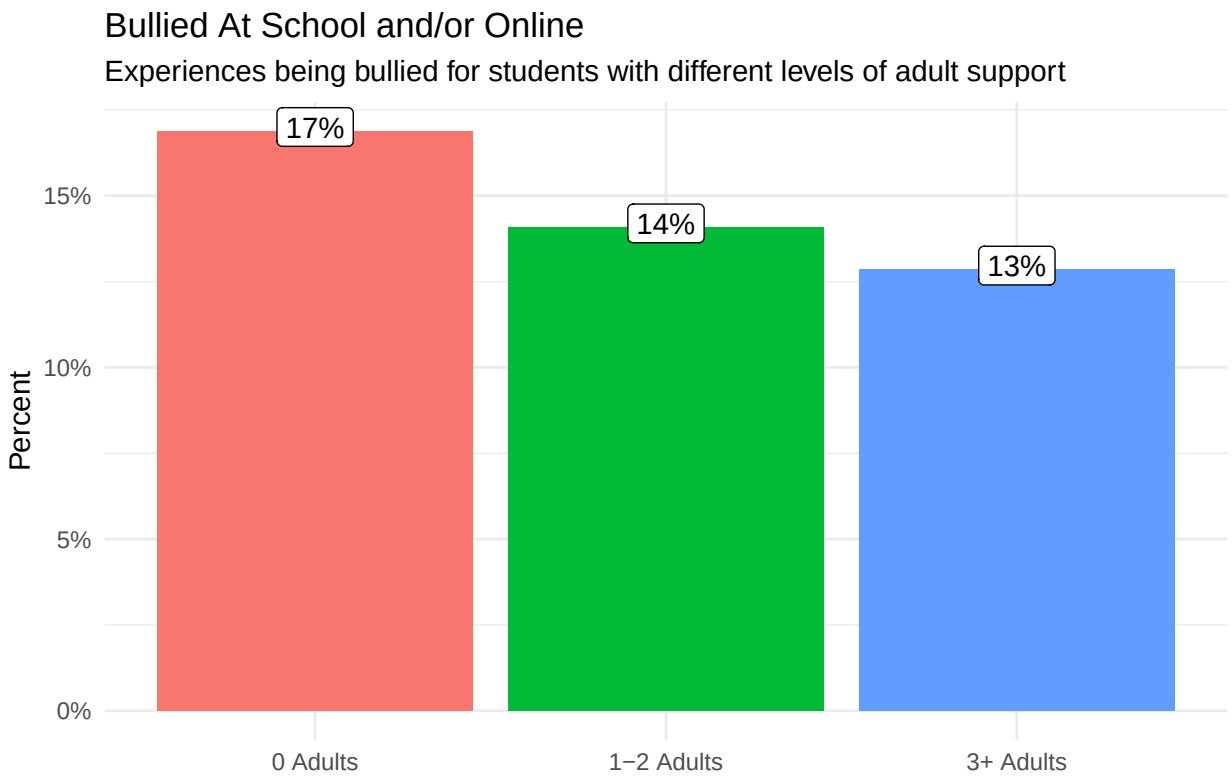
For more information on how to improve school belonging, go visit https://www.cdc.gov/healthy-youth/index.html.

Number of Supportive Adults

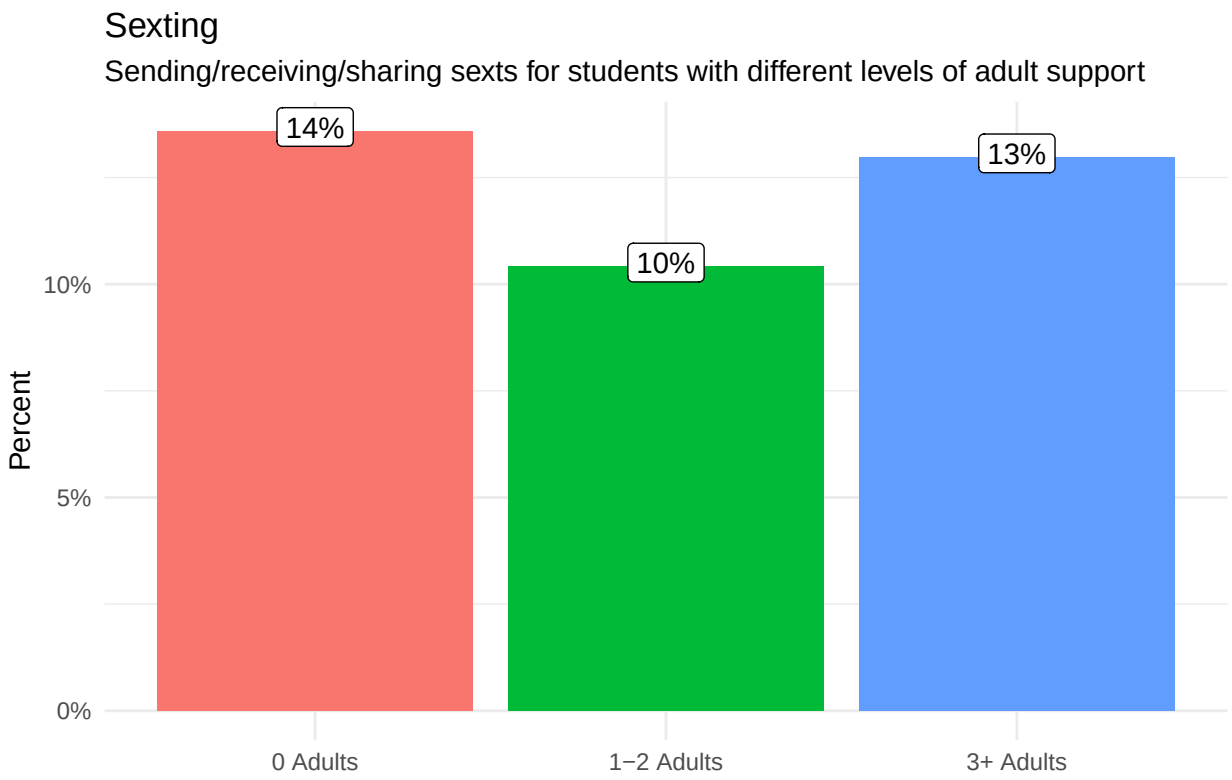
The second and final protective factor examined in this section is the number of adults besides parents that students said they could talk to about an important issue affecting their lives. In this section, responses are grouped by students reporting zero adults, one to two adults, and three or more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





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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

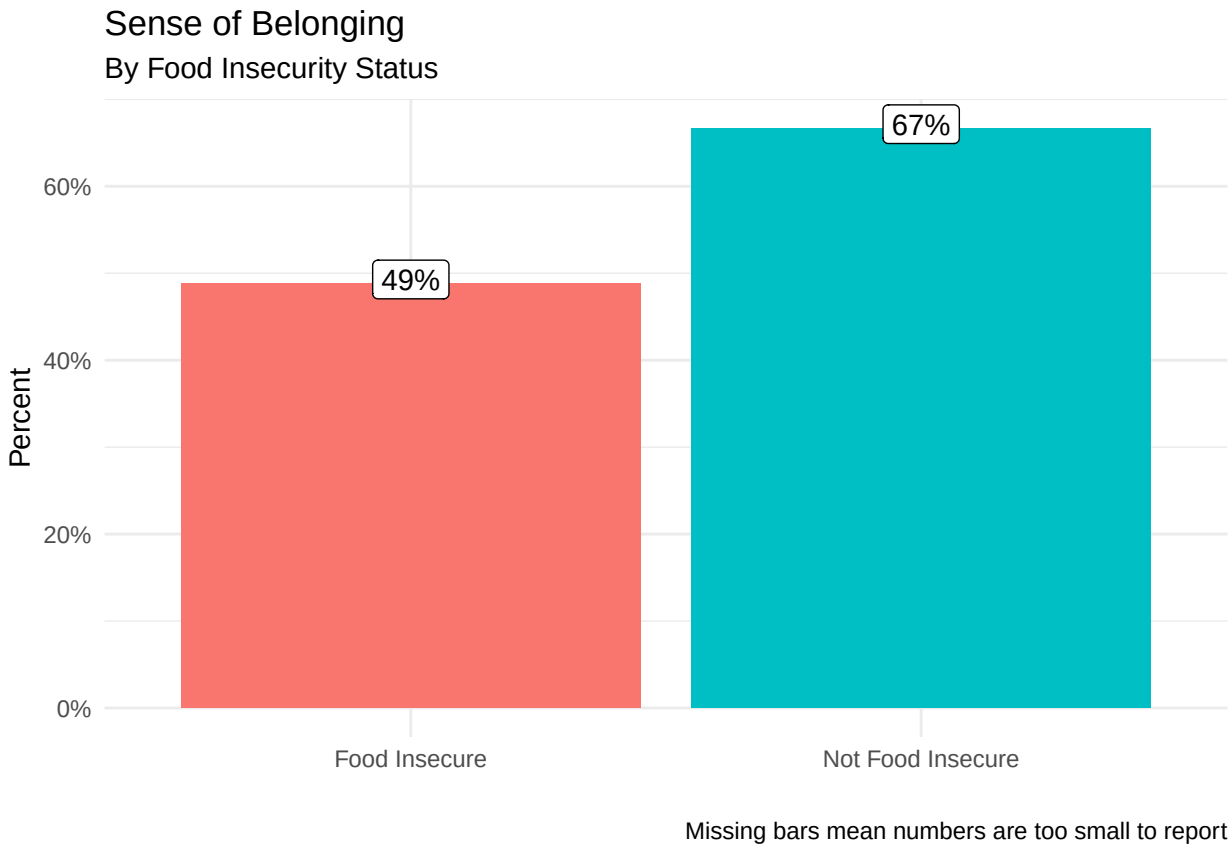
Mental health concerns include students who answered affirmatively to one or more of the questions about anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behavior.

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.

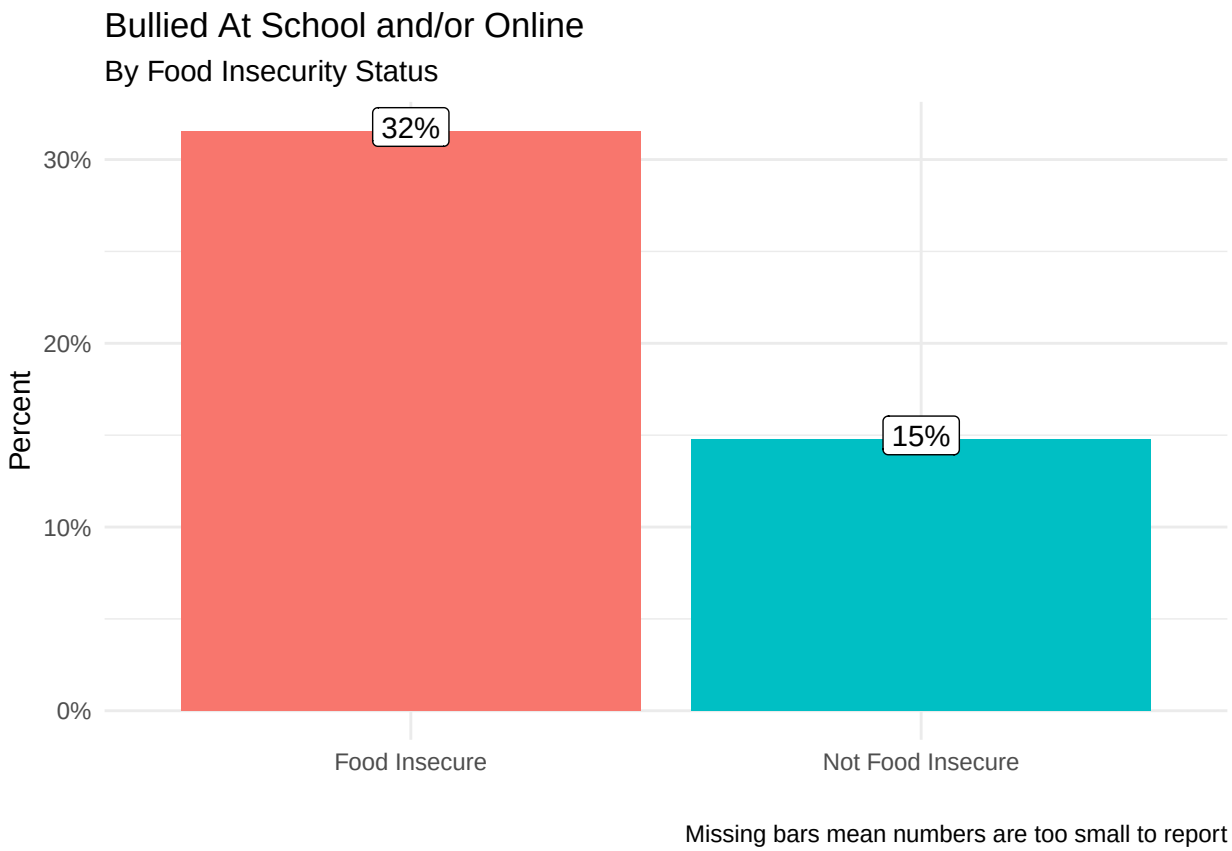
For more information on the responses of the subpopulations covered here, see the question-by-question tables at the end of this report.

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.

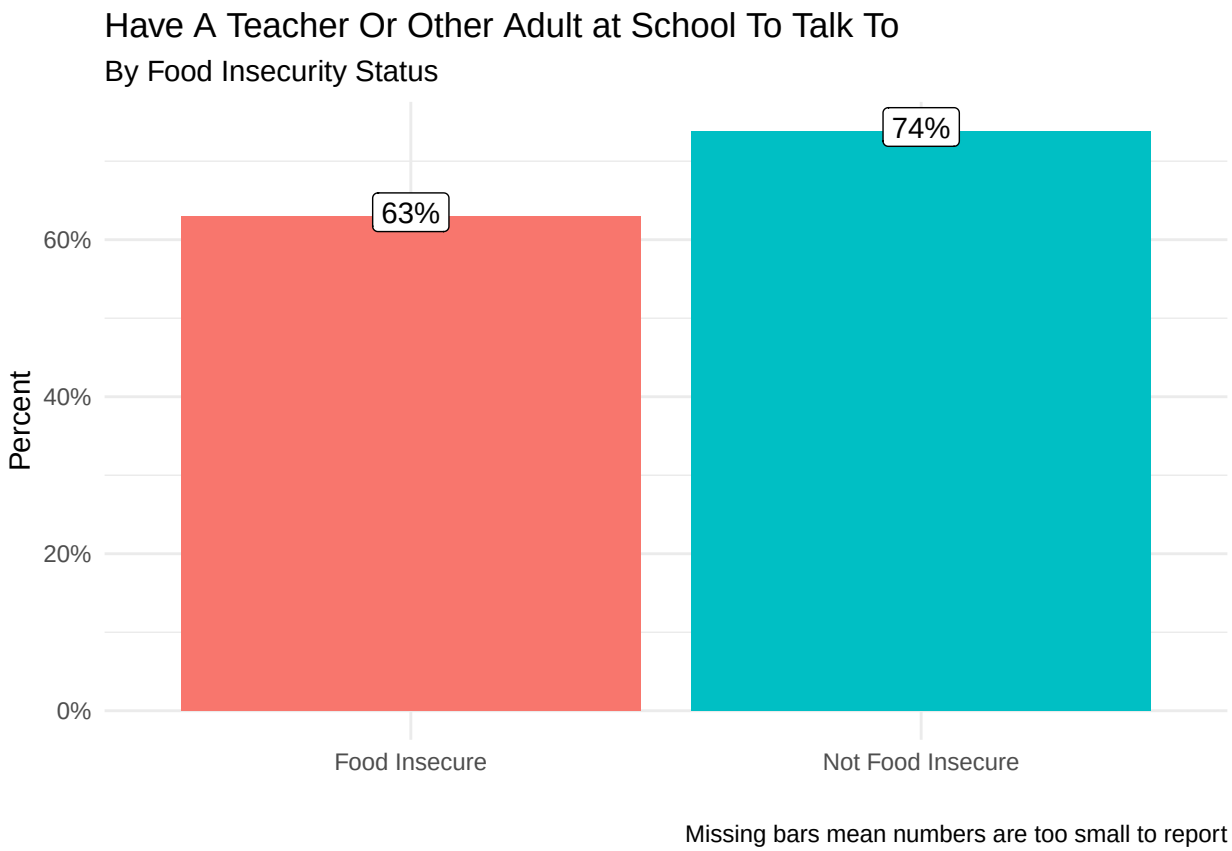


Living with poverty and scarcity can easily make young people feel like outsiders. This can be particularly pronounced during adolescence, when young people are trying to fit in. The chart above shows the sense of belonging among students who went hungry due to lack of food in the home in the past month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

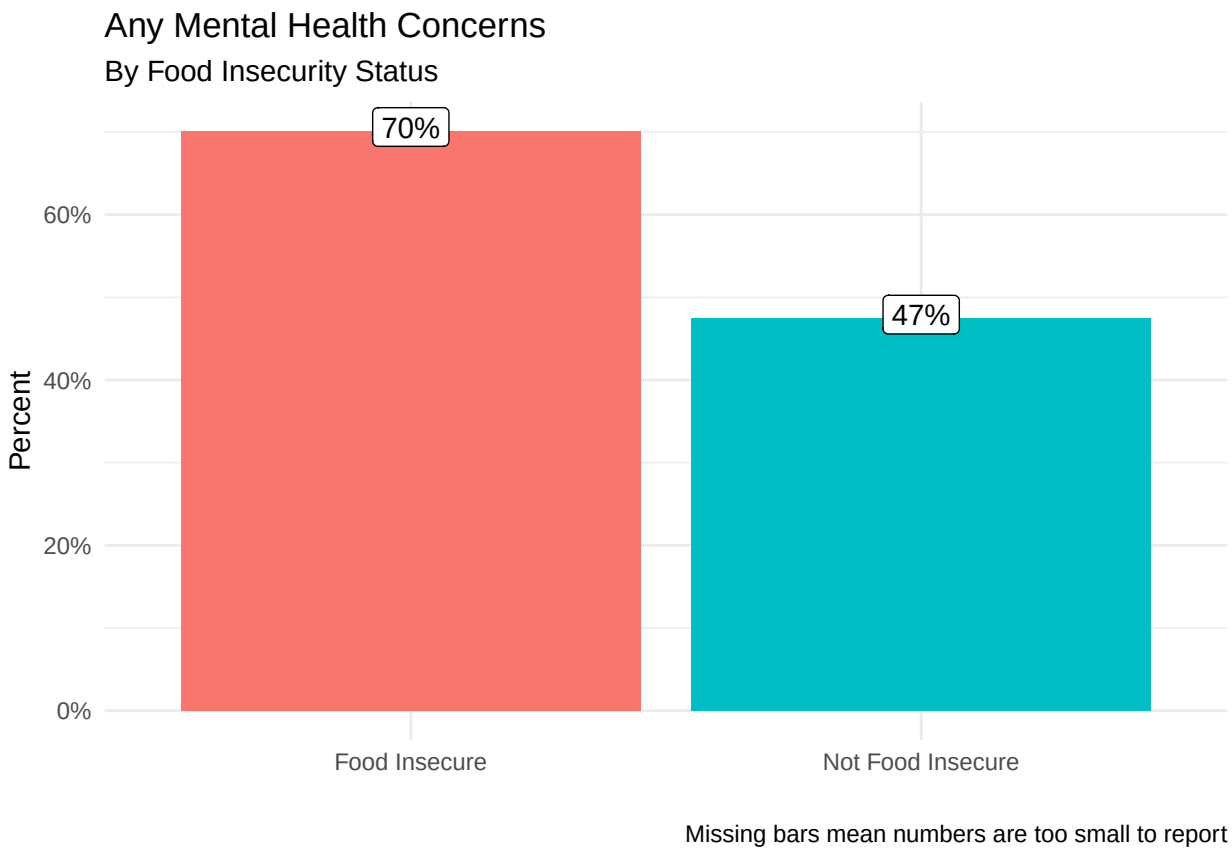


Class differences provide clear status markers that can become the target of bullying. Students who are hungry and highly stressed by the ongoing insecurity of poverty might also have fewer mental and emotional resources to deflect or withstand taunts, which can increase their likelihood of being bullied.

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.



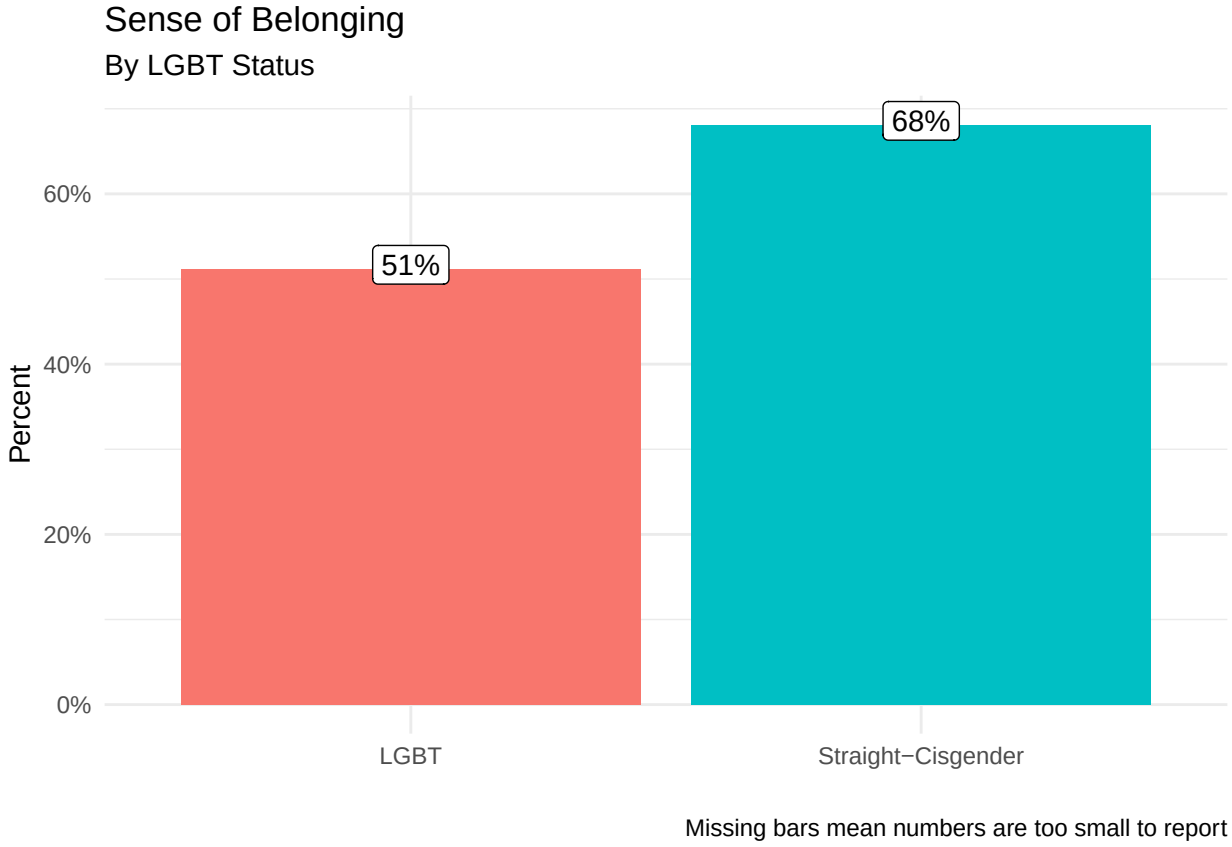
Students who lack enough to eat at home are facing a level of stress and strain not faced by most adults. These students therefore have a high need for supportive teachers, school counselors, school administrators, and other adults. However, these students tend to be less likely than their peers to say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



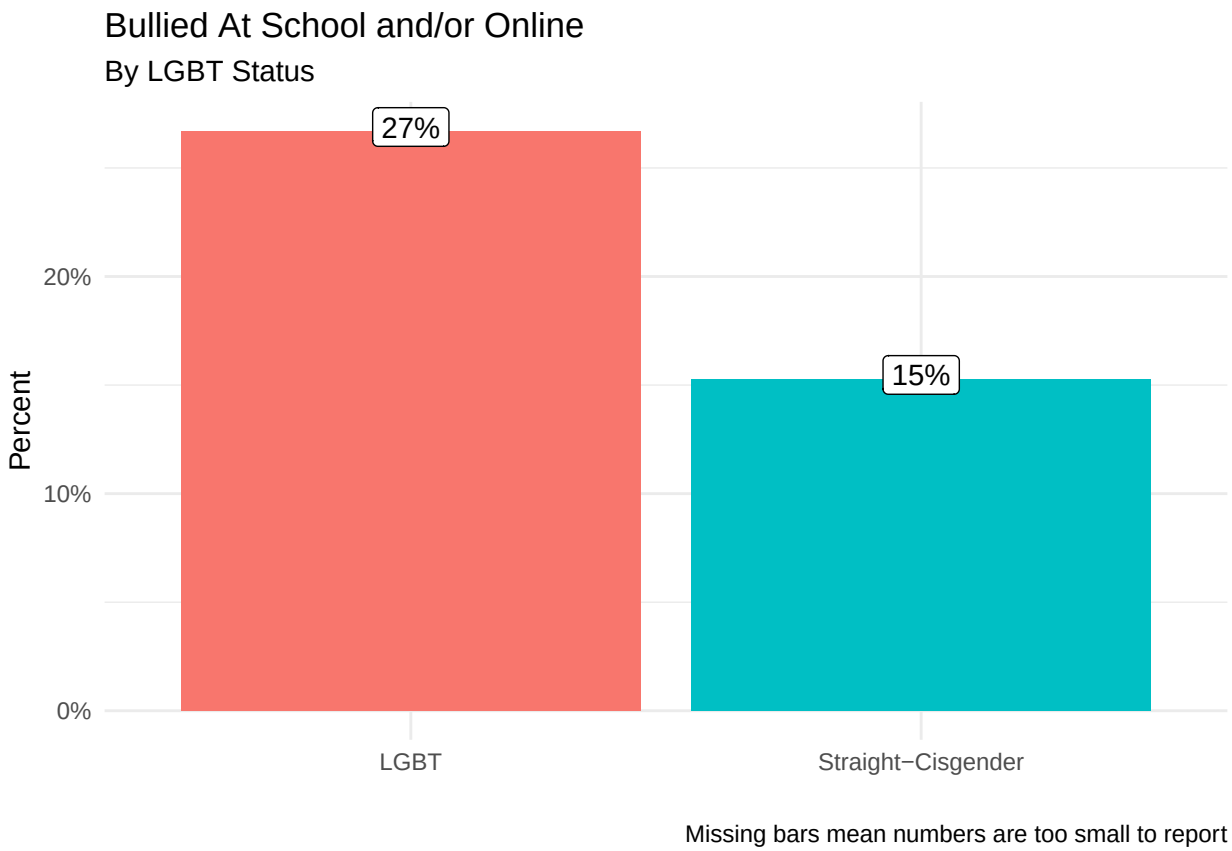
Poverty and food insecurity take a toll on mental health as well as physical health, especially when many of the people around you do not seem to be facing the same kinds of economic challenges. Worrying about having and maintaining basic necessities; being concerned for parents, siblings, or other family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

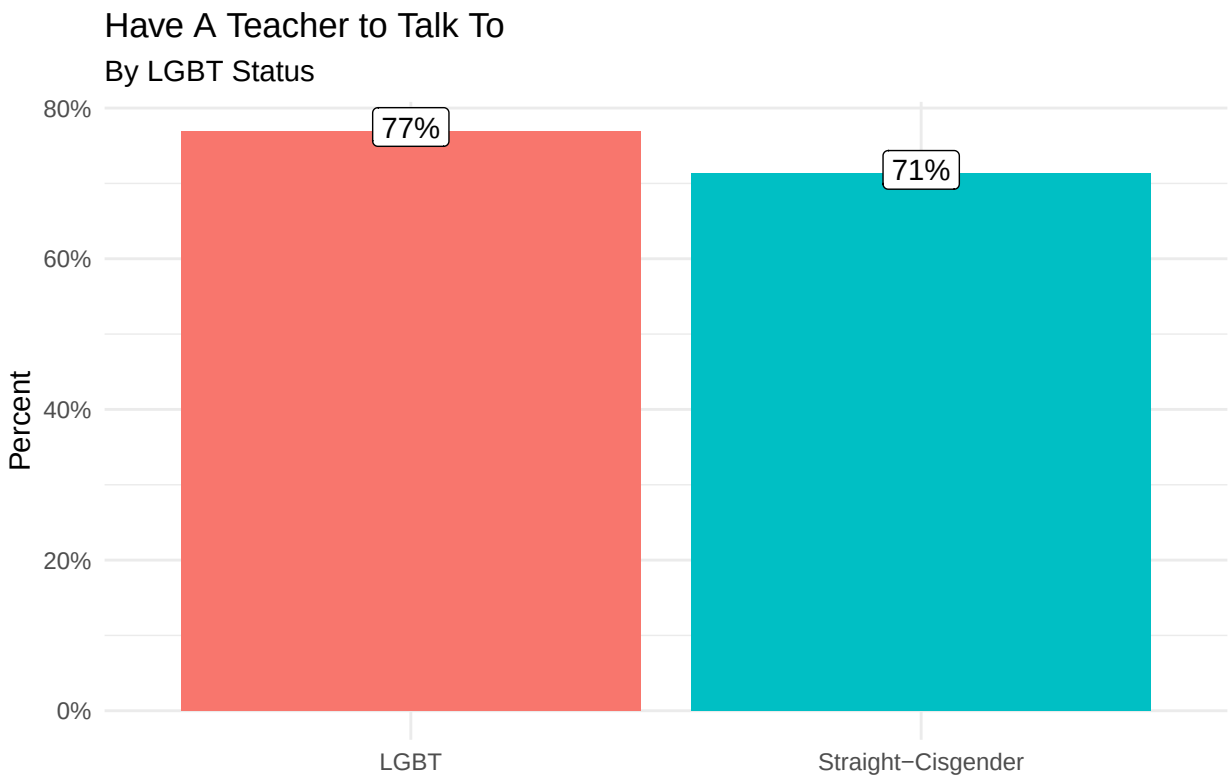
Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health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



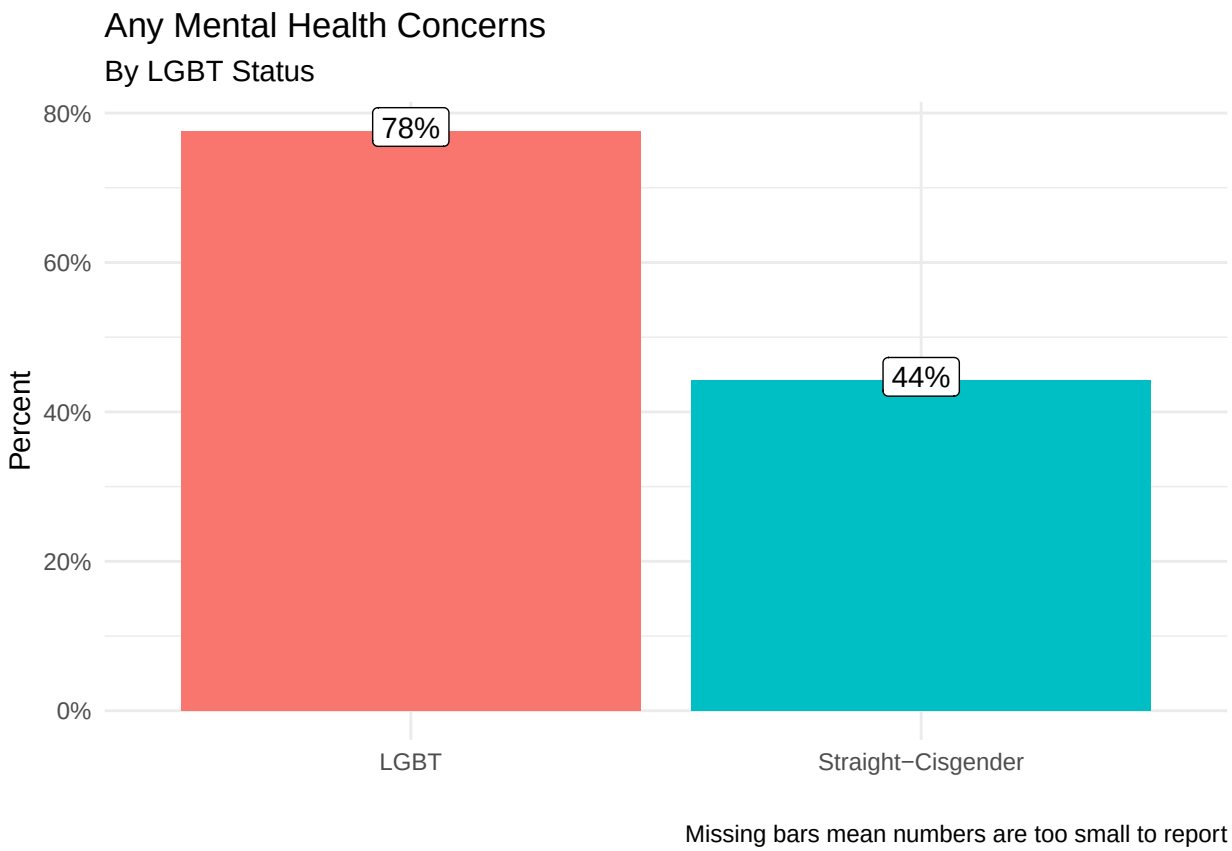
LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students' sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in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



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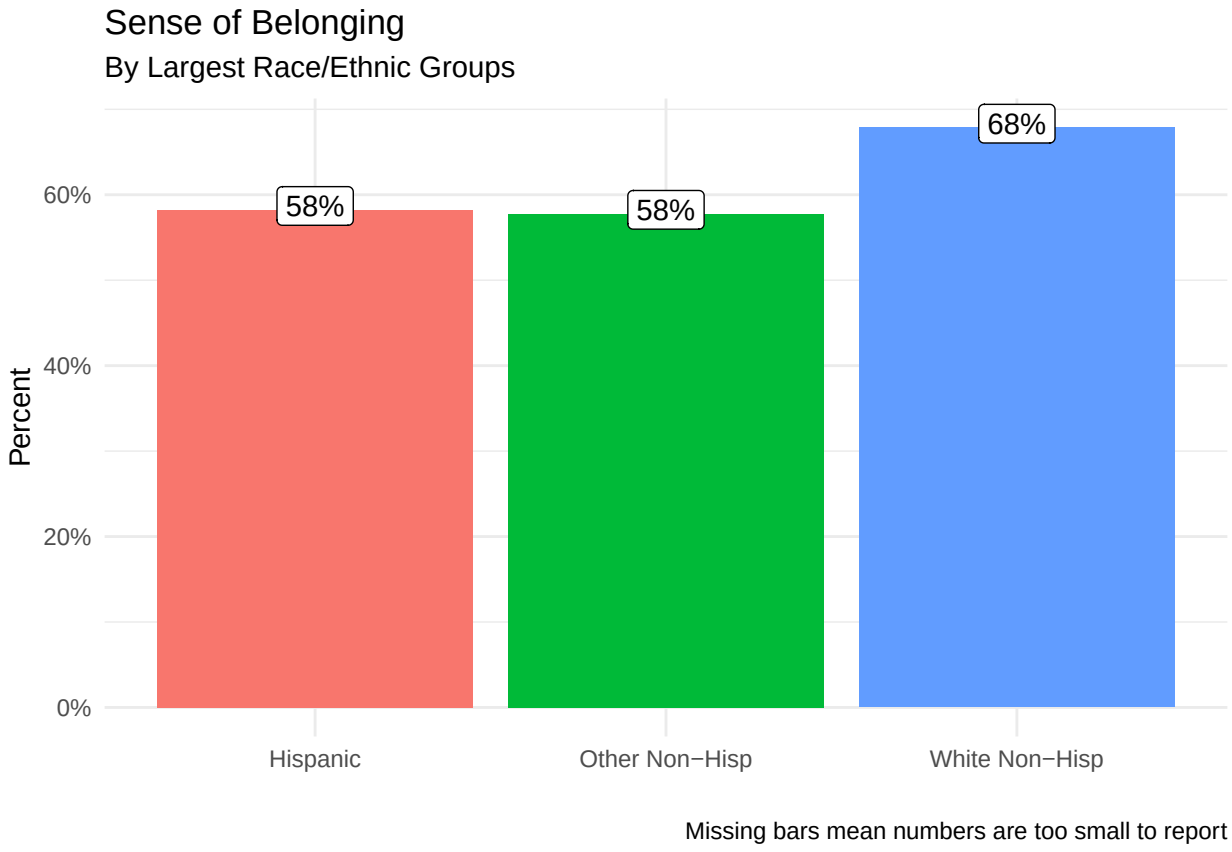


LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization–all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above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

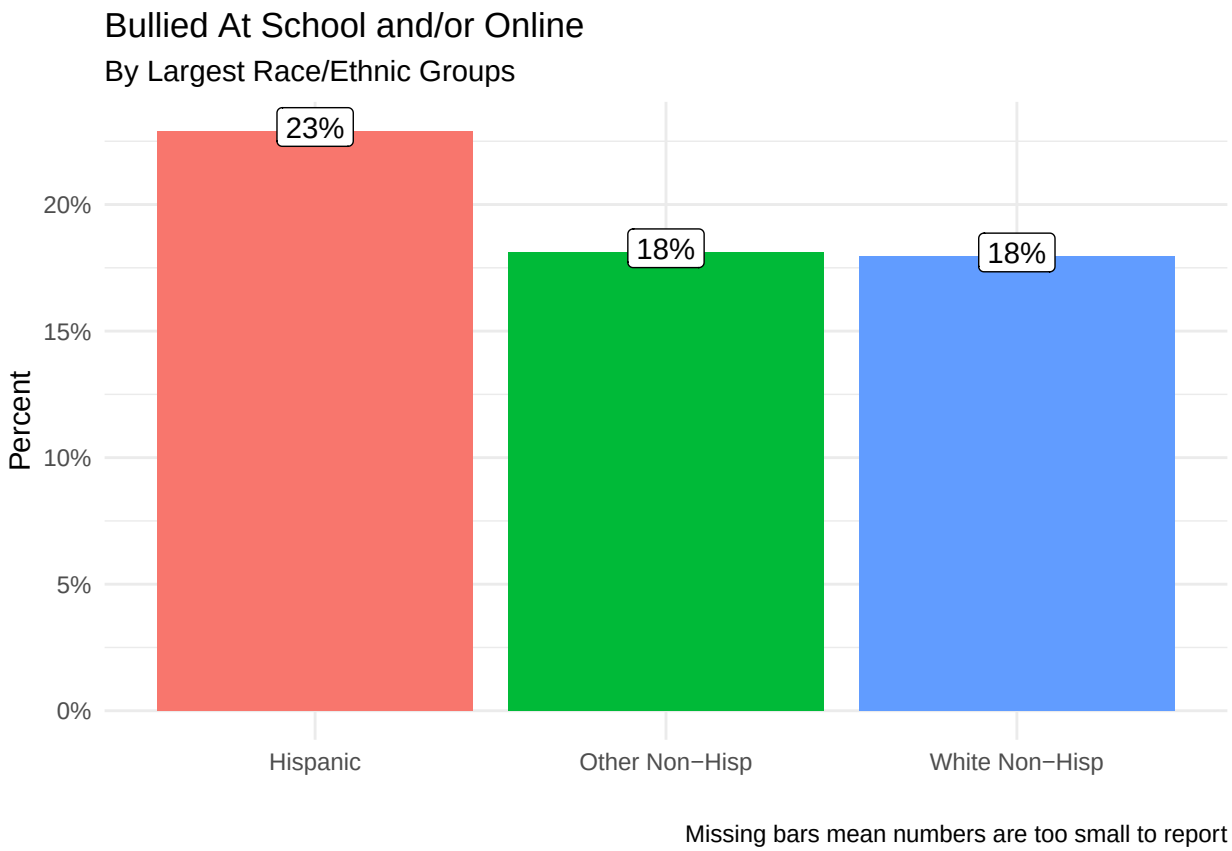
Information for schools on how to support LGBT students can be found at https://dpi.wi.gov/sspw/safe-schools/lgbt.

Students of Color At A Glance

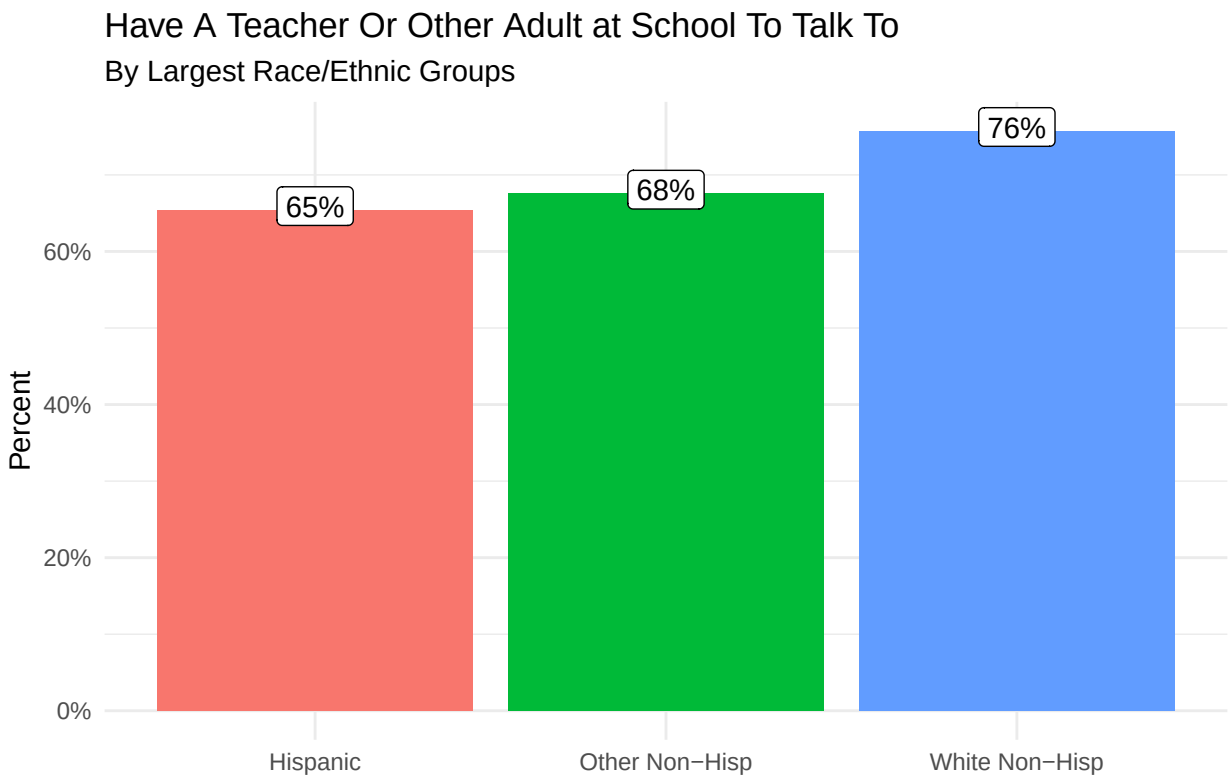
The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant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



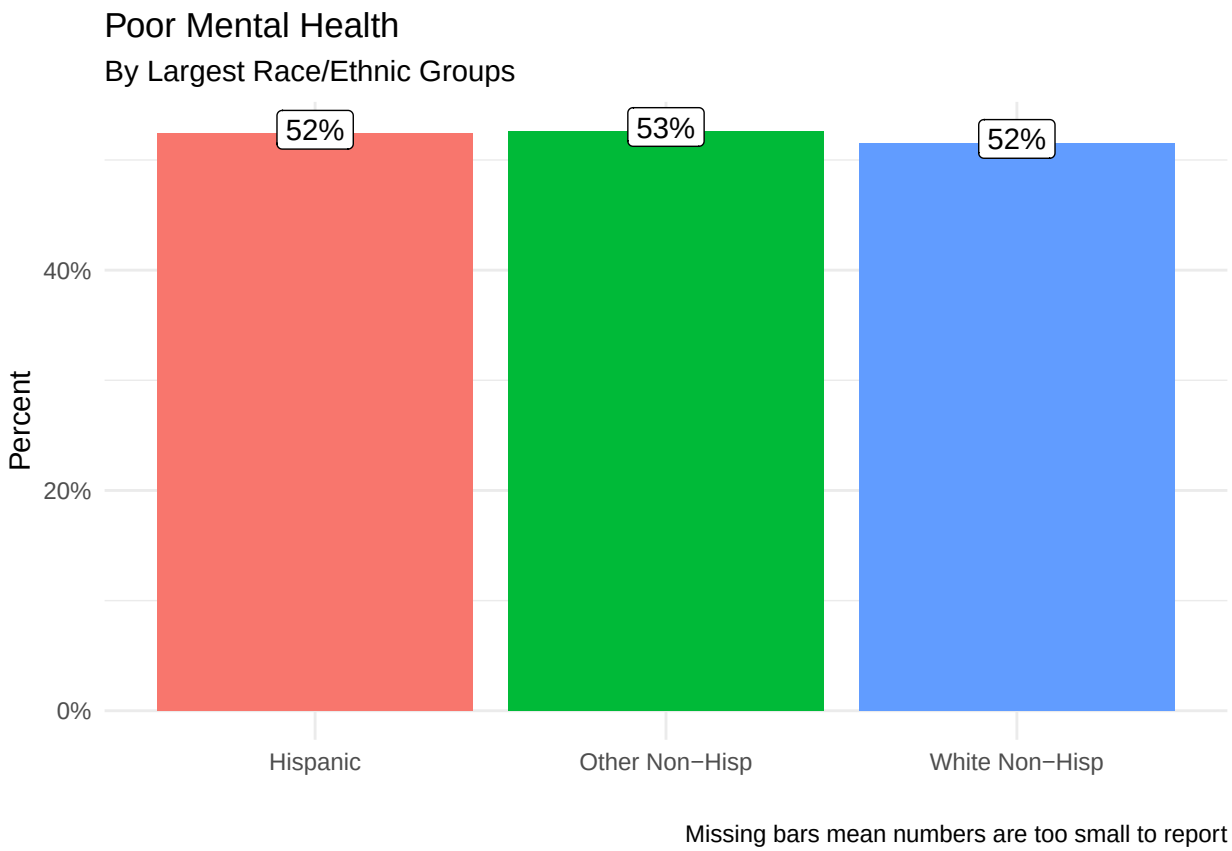
Students' sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices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



Missing bars mean numbers are too small to report

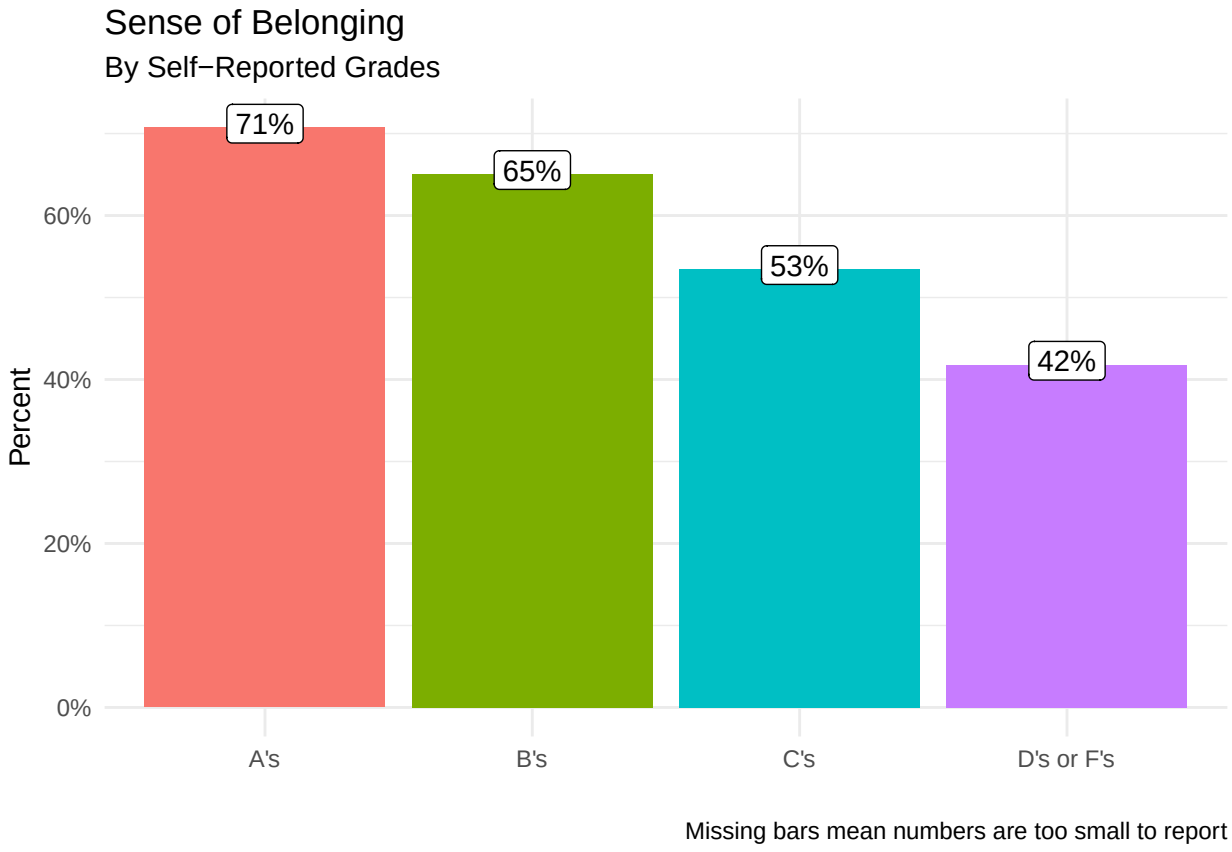


In the past, statewide YRBS reports for Wisconsin found notable mental health disparities for students of color. For instance, the Center for Disease Control and Prevention's Youth Online analysis tool (https://youthonline.cdc.gov/) showed that African American students in Wisconsin were more likely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

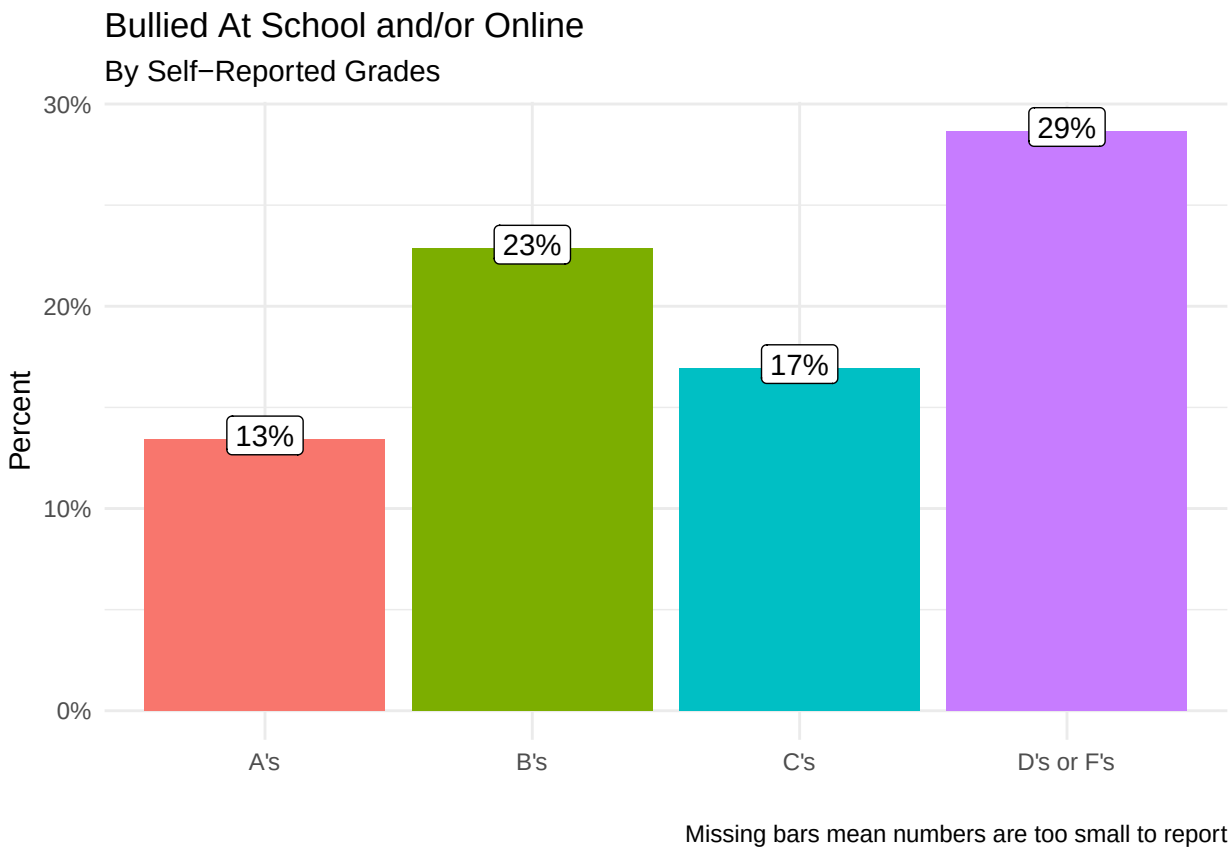
For more information on how schools can support students of color and become more equitable, see https://dpi.wi.gov/emlss.

Students with Low Grades At A Glance

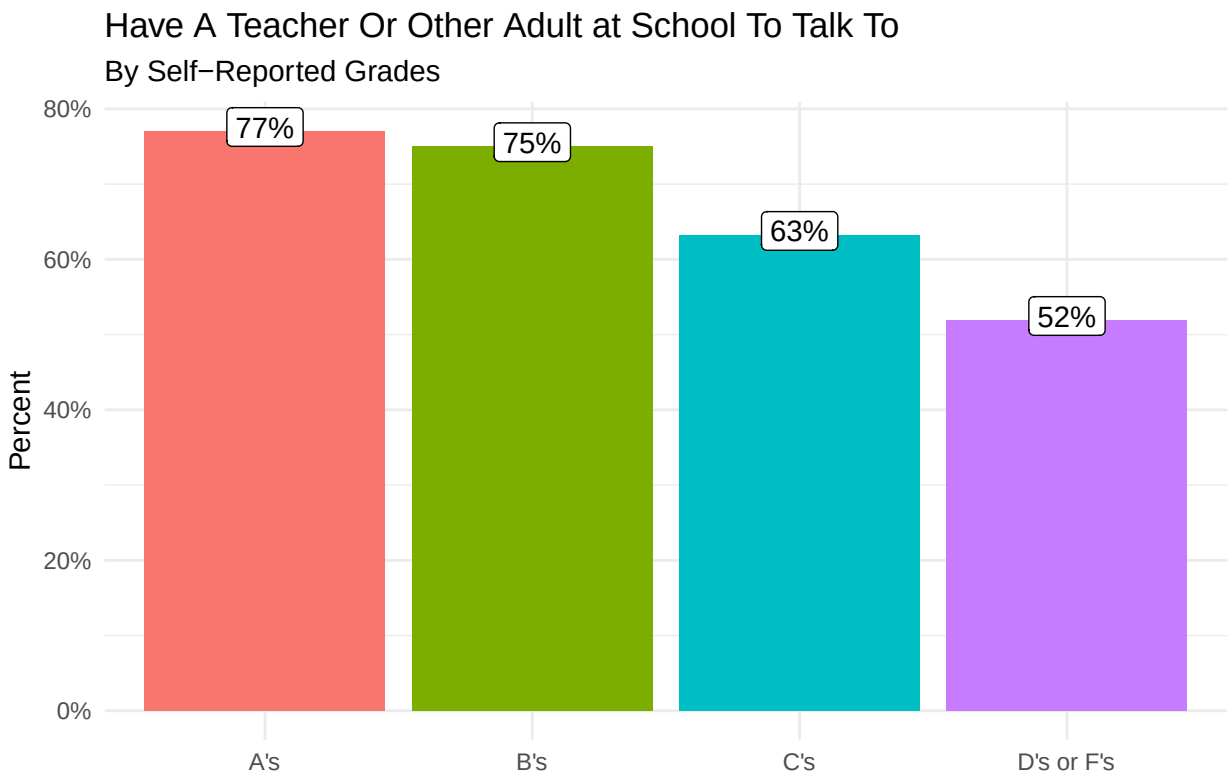
The YRBS asks students to self-report whether they get "Mostly A's", "Mostly B's", etc. Responses to that question form the basis for the information in this section. The YRBS is a stand-alone, anonymous survey. Therefore, no school records on student grades are ever used. The way the survey is conducted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



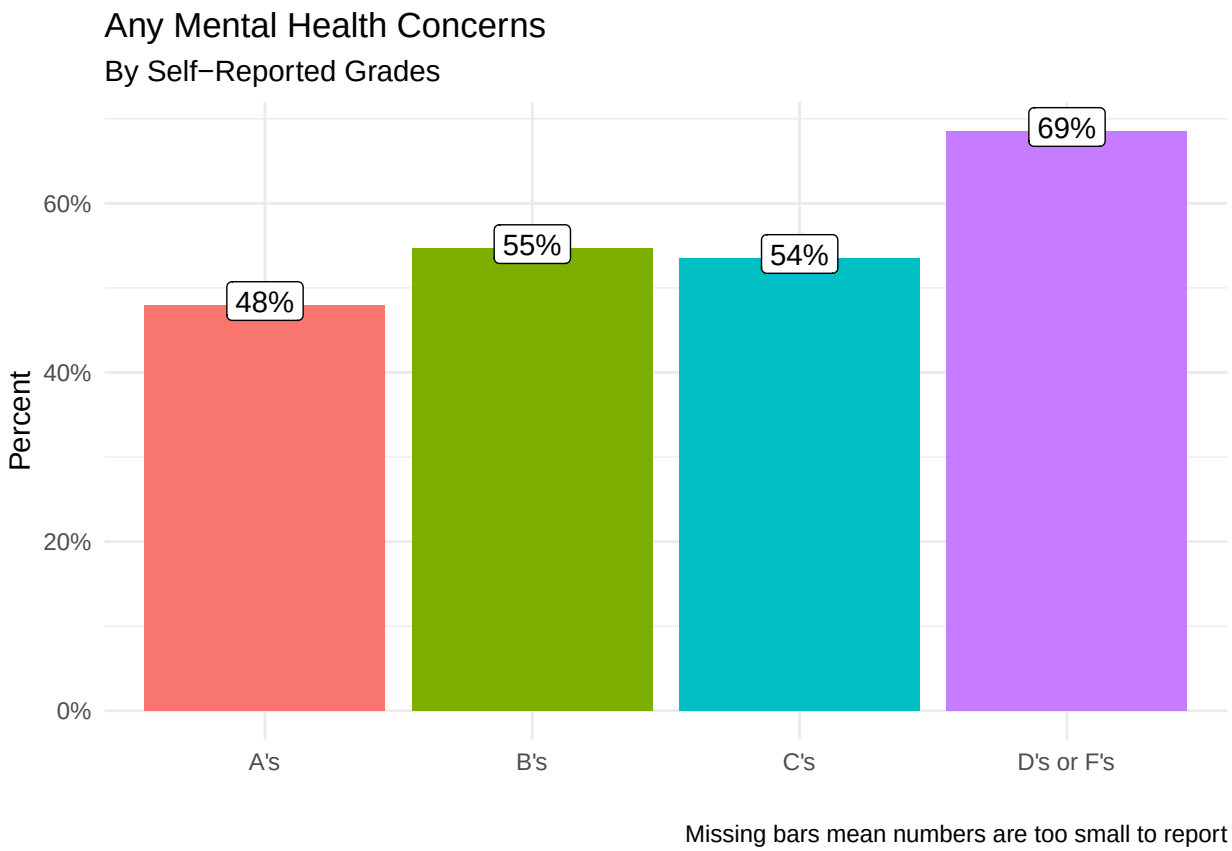
School belonging and grades are often related. Perhaps it's not surprising that students who feel less academically inclined, are oftentimes less likely to feel like they belong at school. At the same time, it's also possible for students' grades to go down when they feel excluded, marginalized, or just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



Missing bars mean numbers are too small to report



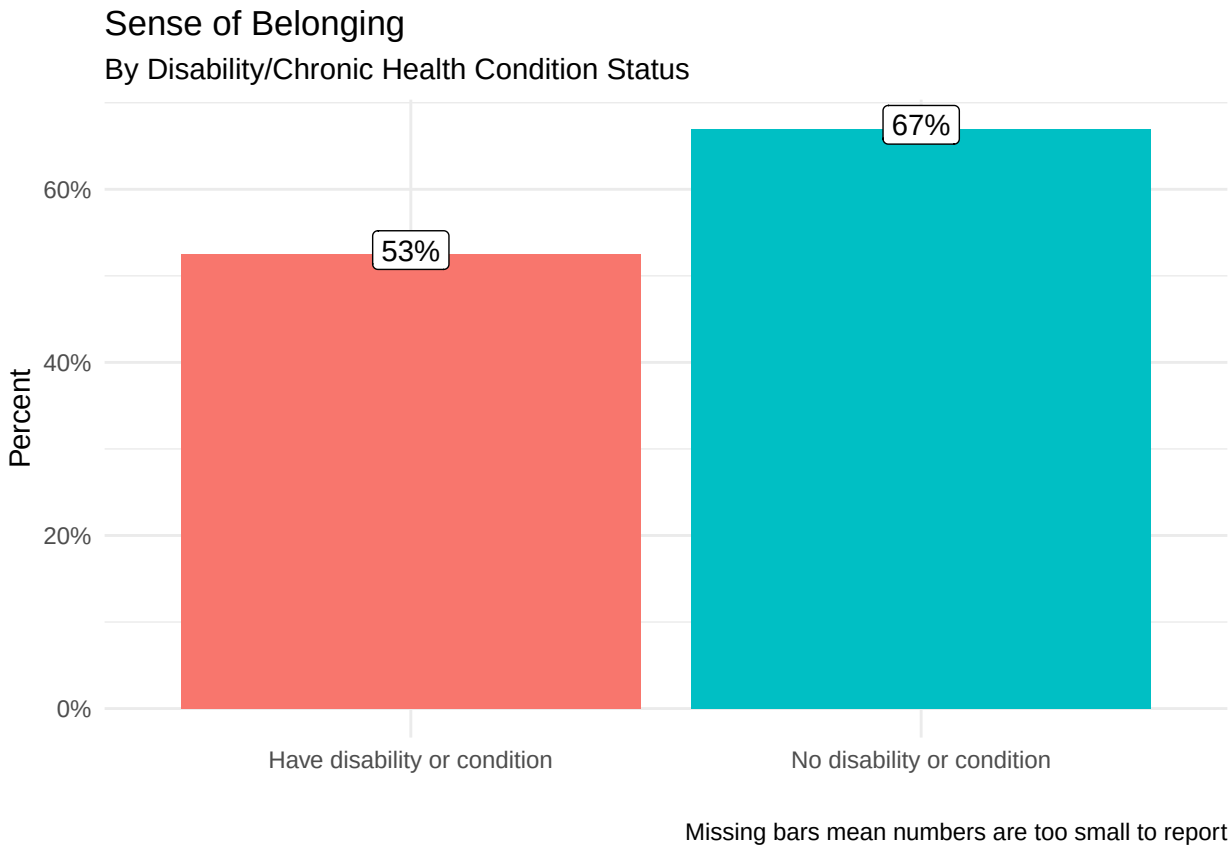
The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Wisconsin's statewide YRBS data generally show that students with poor grades reported worse mental health outcomes, including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

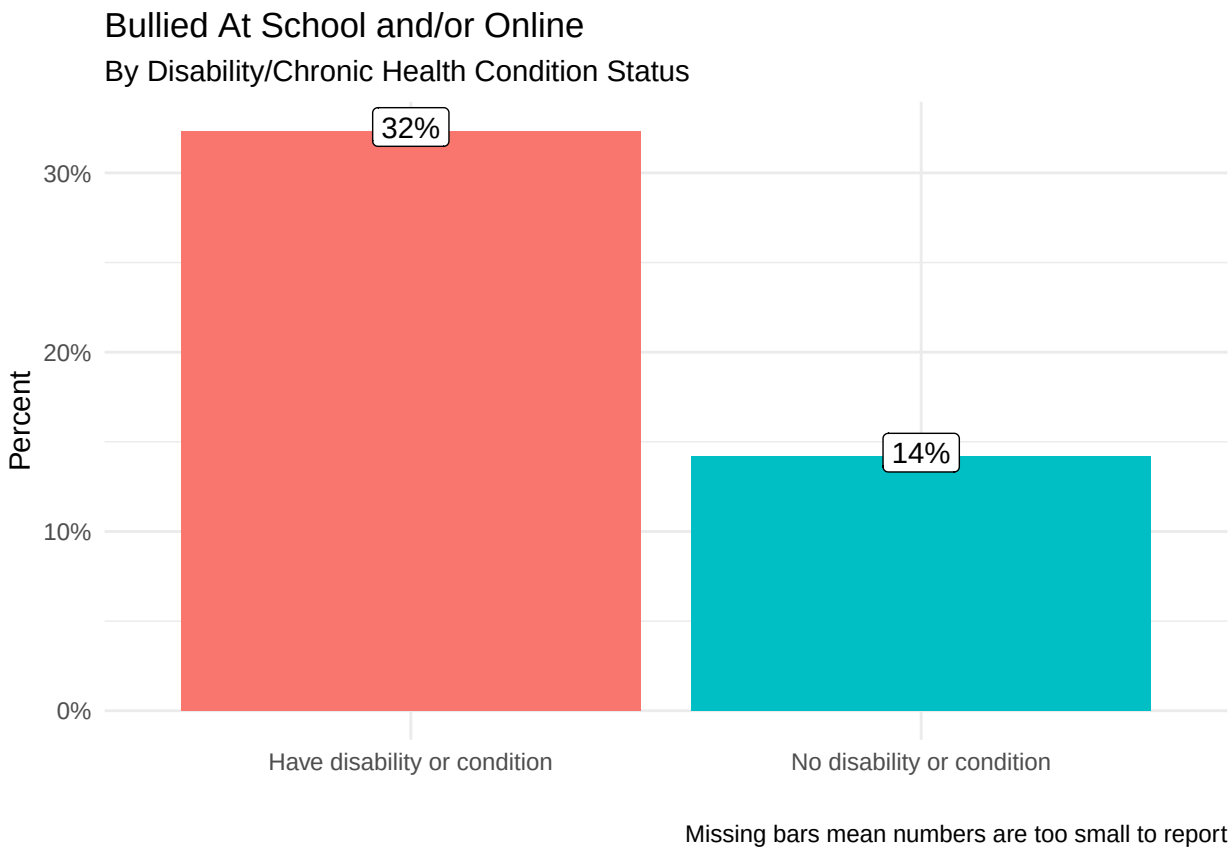
For the specific breakdown of the prevalence of self-reported depression, anxiety, and non-suicidal self-harm, as well as the questions on suicidal ideation and behavior, see the question-specific tables at the end of this report.

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.*)

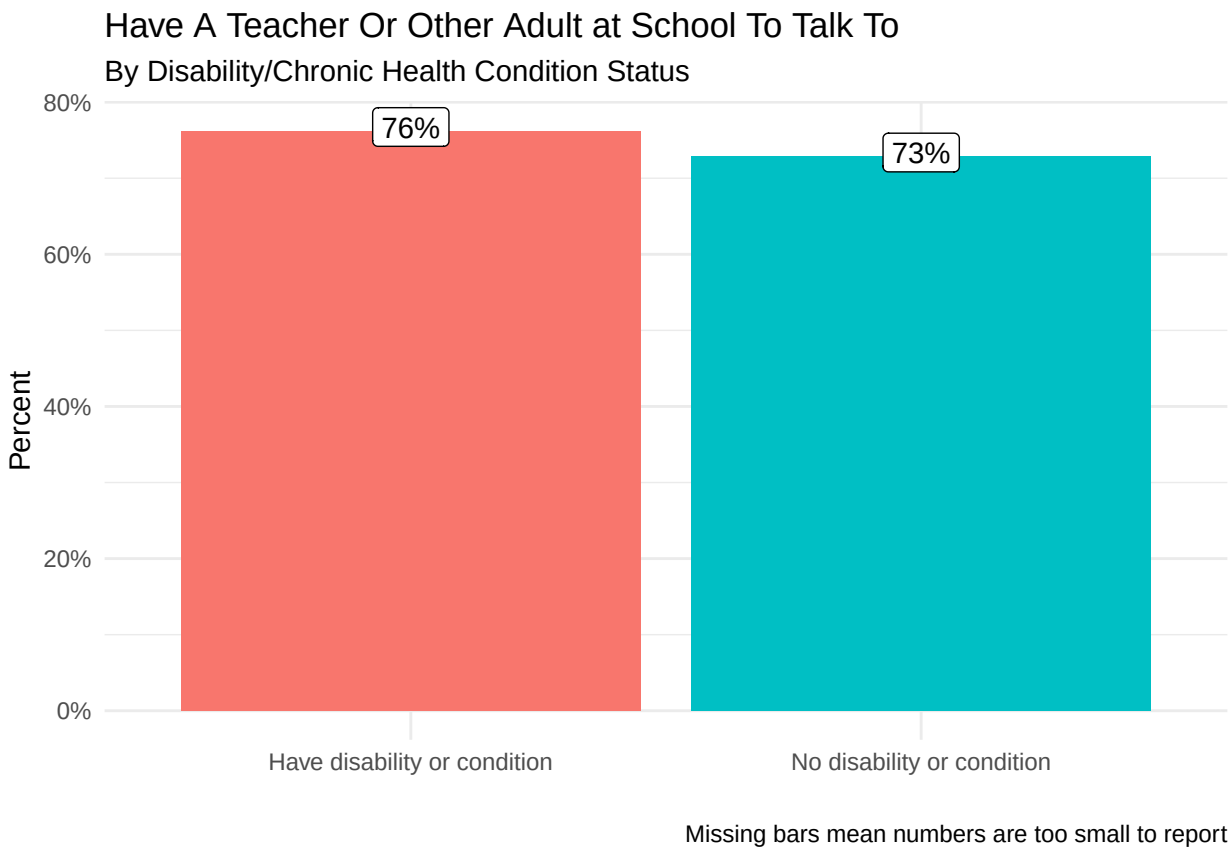
In general, students who are dealing with disability or chronic illness tend to report more signs of strain and fewer protective factors than their peers. It is also worth noting that in general, people with disabilities are more likely to be victims of violence and abuse than their peers (see e.g. Everett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



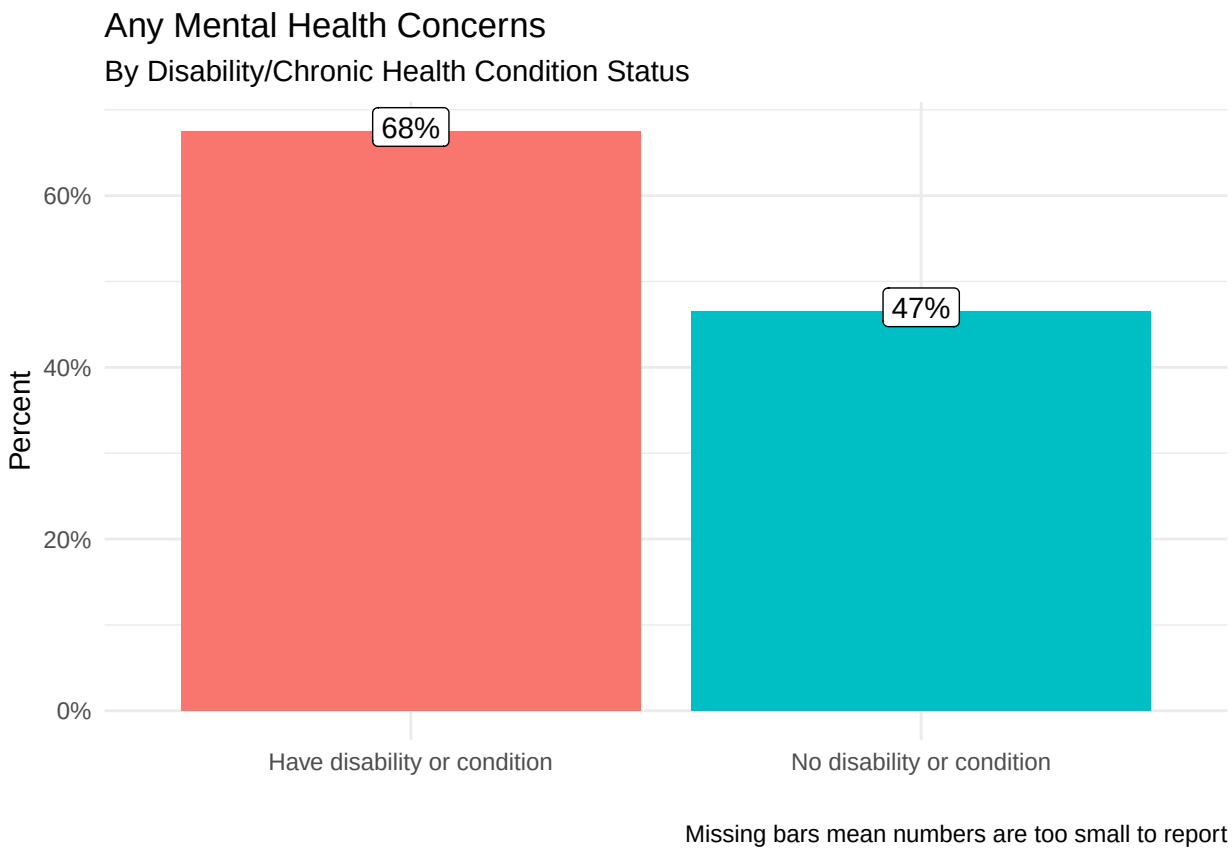


As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities (see e.g. https://www.stopbullying.gov/sites/default/files/2017-09/bullyingtipsheet.pdf and https://www.stopbullying.gov/bullying/special-needs). Additionally, students who have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



Missing bars mean numbers are too small to report

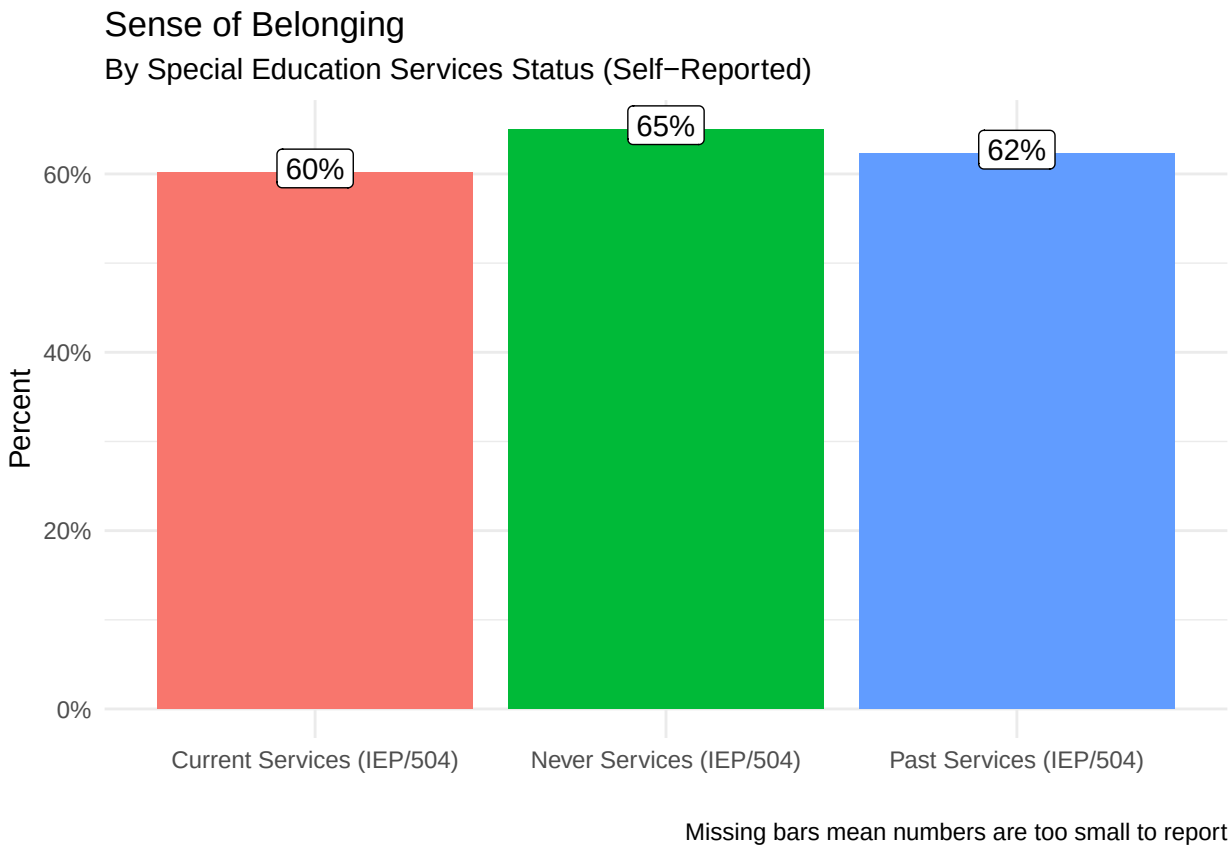


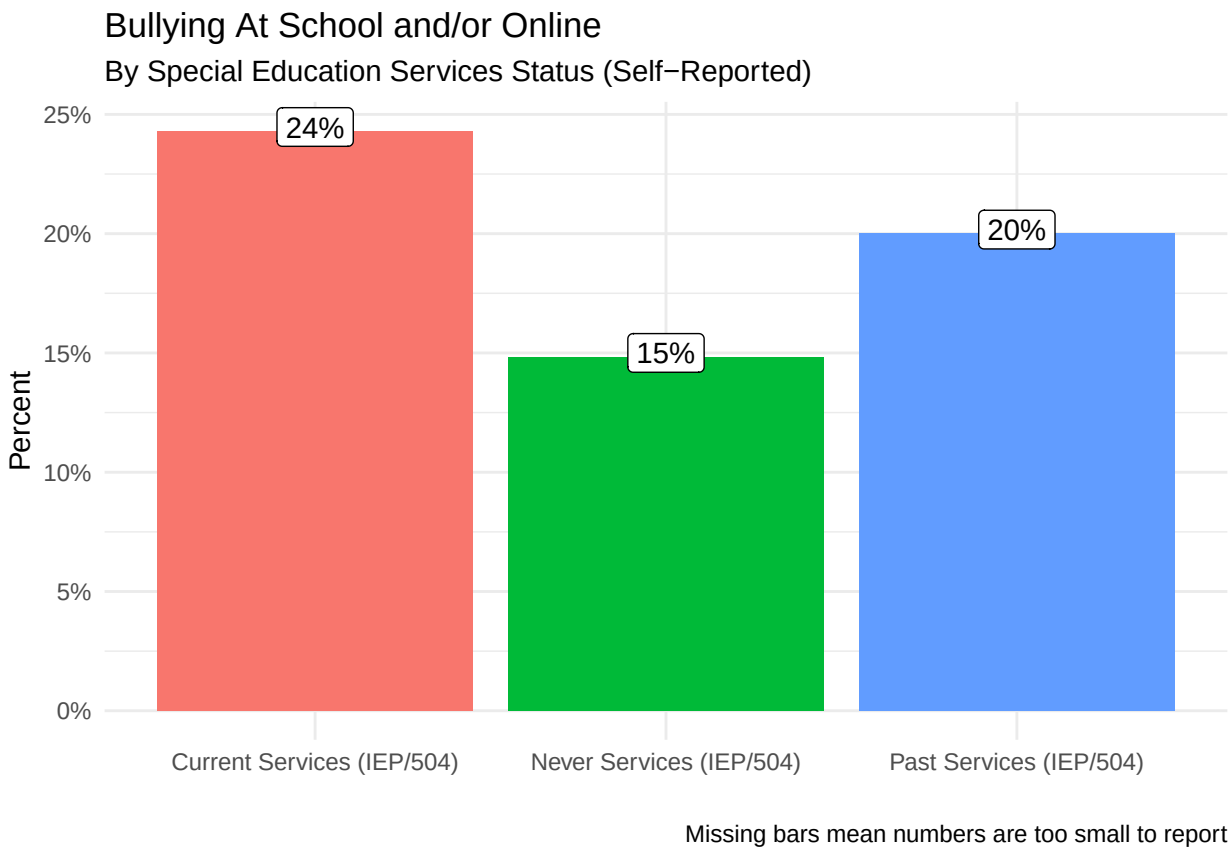
The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. (For the specific breakdown of the prevalence of mental health questions, see the question-specific tables at the end of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

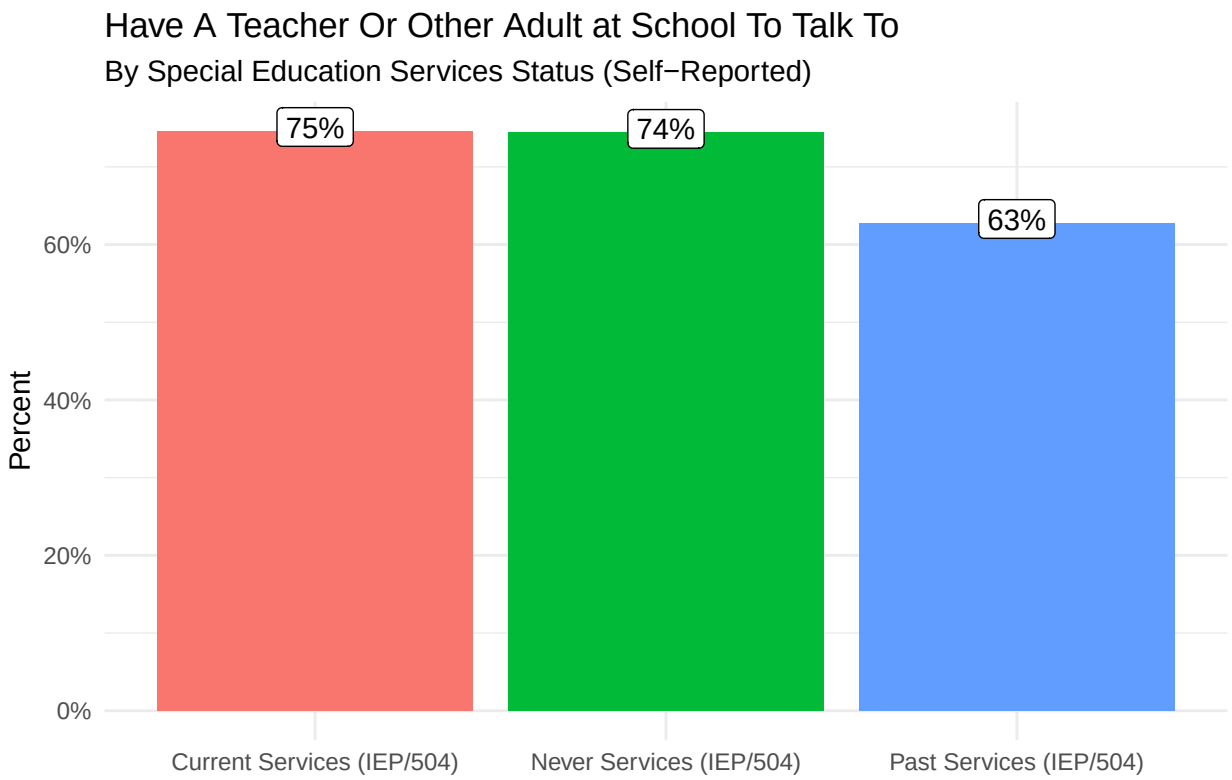
Wisconsin's YRBS survey included a question asking students whether they currently receive special education services or had an individualized education plan (IEP) or 504 plan. Students could answer: "A. Yes, I do"; "B. Not anymore, but I used to"; "C. No, and I never have"; or "D. Not sure". Students 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.

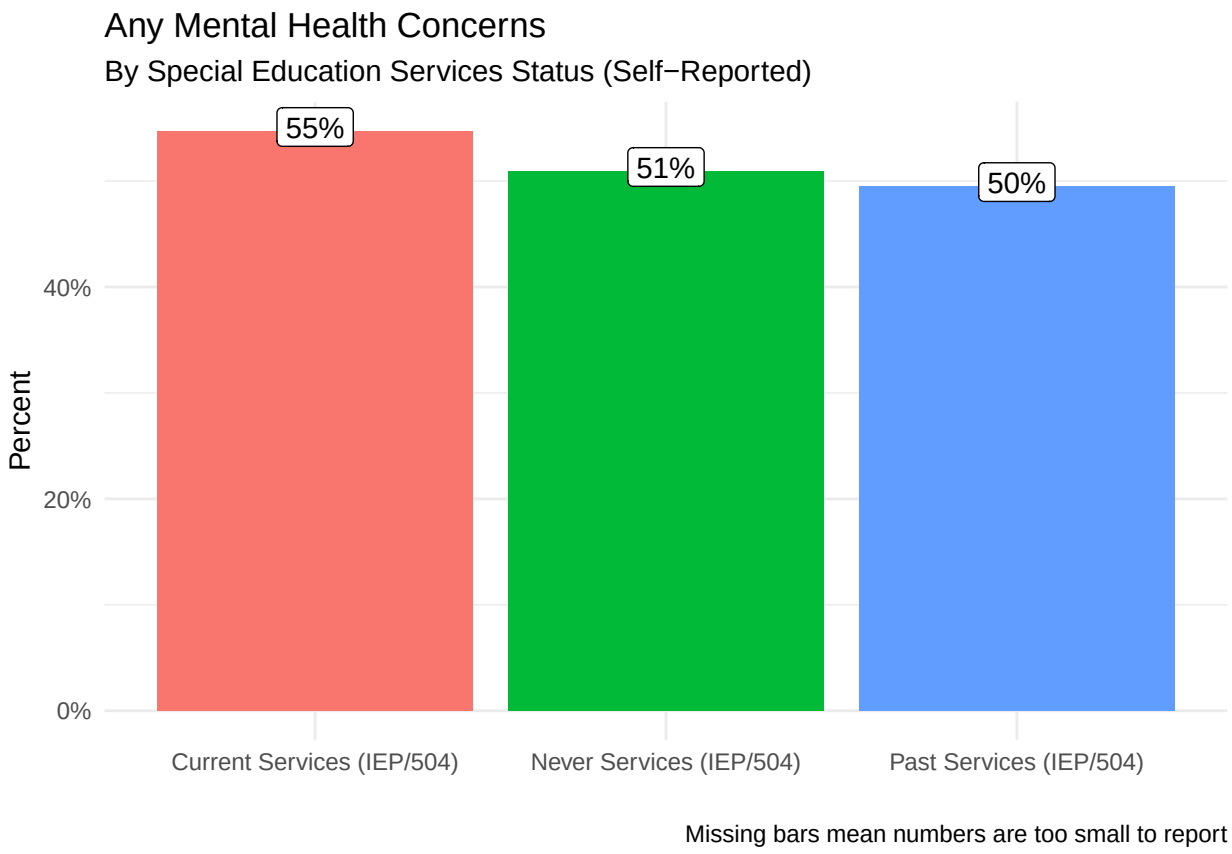




The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both. In general, students with conditions related to special education services are often at higher risk for bullying.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



Missing bars mean numbers are too small to report



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	24%
Most of the time or always wear a seatbelt	90%
Rode with a driver who drank (past 30 days)	13%
Drove after drinking (past 30 days)	3%
Text/email while driving(past 30 days)	44%
Missed school due to safety concerns at school or en route (past 30 days)	7%
Brought a weapon to school (past 30 days)	1%
Threatened or injured with a weapon at school (past 12mo)	9%
Most of the time or always feel safe at school	78%
In a physical fight on school property (past 12mo)	5%
Agree/strongly agree that violence is a problem at school	28%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	18%
Ever been raped	6%
Ever been forced to do anything sexual	10%
Ever been forced to do anything sexual with an Adult	5%
Dating partner forced something sexual (past 12mo)	8%
Physical violence by dating partner (past 12mo)	7%
Composite measure: answered affirmatively to any sexual or dating violence question	14%
Had an adult insult or put them down ever	53%
Had an adult insult or put them down (past 12mo)	40%
Had an adult physically hurt them ever	22%
Had an adult physically hurt them (past 12mo)	8%
Had an adult physically hurt each other ever	12%
Had an adult physically hurt each other ever	12%
Mistreated due to race/ethnicity	5%
Mistreated at school due to race/ethnicity	4%
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 12mo)	14%
Electronically bullied (past 12mo)	11%
Composite measure: answered affirmatively to being bullied online and/or at school	18%
Agree/strongly agree that bullying is a problem at school	39%
Self-harm (past 12mo)	16%
Problems with anxiety (past 12mo)	47%
So sad or hopeless that stopped usual activities (past 12mo)	24%
Seriously considered suicide (past 12mo)	10%
Made a suicide plan (past 12mo)	8%
Attempted suicide (past 12mo)	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	52%

[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
Among students who attempted suicide, percent who received medical attention (past 12mo)	28%
Ever tried cigarettes	10%
Among smokers, the percent who tried cigarettes before age 13	31%
Smoke cigarettes (past 30 days)	3%
Ever tried vaping/juul/e-cigarettes	23%
Vape/juul/e-cigarettes (past 30 days)	8%
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 12mo)	46%
Ever had an alcoholic beverage	43%
Among students who have drank alcohol, percent whose first drink was before age 13	29%
Drank alcohol (past 30 days)	21%
Binge drink (past 30 days)	9%
Ever used marijuana	22%
Among students who tried marijuana, the percent who first tried it before age 13	10%
Use marijuana (past 30 days)	12%
Ever misused a prescription pain medicine	8%
Ever misused an over-the-counter drug	3%
Ever used heroin	1%
Ever used methamphetamines	1%
Were offered, sold, or given drugs on school property (past 12mo)	10%
Attended school under the influence of alcohol or drugs (past 12mo)	5%
Used any illegal drugs besides marijuana (past 12mo)	2%
Ever had sexual intercourse	23%
Among sexually active students, the percent whose first sexual intercourse was before age 13	6%
Among sexually active students, the percent who have had 4 or more sexual partners	15%
Currently sexually active (past 3 months)	15%
Among sexually active students, the percent who used a condom during last sexual intercourse	59%
Among sexually active students, the percent who had sex without any pregnancy prevention method	9%

[1] Results are based on the grades surveyed.

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

Weighted YRBS Results	
Behavior	Percent
Tried to control their weight through unhealthy means	27%
Ate fruit every day (past 7 days)	51%
Ate vegetables every day (past 7 days)	50%
Drank water every day (past 7 days)	85%
Ate breakfast every day (past 7 days)	31%
Exercise most days (past 7 days)	67%
3 or more hours of screen time per day(excluding use for school work)	79%
Screen time after midnight on a school night (past 7 days)	49%
Reported generally having good, very good or excellent health	87%
Reported generally having fair or poor health	13%
Saw a dentist (past 12mo)	84%
Sleep 8 or more hours per night	30%
Lived in 4 or more residences	30%
Experienced hunger due to lack of food at home (past 30 days)	19%
Have at least one supportive adult besides parent(s)	85%
Participate in school activities, teams, or clubs	75%
Agree or strongly agree that they belong at school	63%
Have at least one teacher or other adult at school to talk to	72%
Most of the time or always get emotional support when needed	27%
In excellent or very good health	54%
Have physical disability or chronic health problem	13%
Work at least 1 hour per week at a paying job outside the home	51%
Work 10-19 hours per week at a paying job outside the home	15%
Work 20 or more hours per week at a paying job outside the home	5%
Do not have an adult in household who tries hard to make sure basic needs are met	7%
Have lived with someone who was depressed, mentally ill, or suicidal	24%
Do not use social media at all	8%
Use social media at least once a month	92%
Use social media daily	79%
Use social media very frequently (At least once per hour)	36%
Had a guardian who had drug or alcohol problems	18%
Had separation from a guardian due to incarceration	8%
Could talk to a caring adult about their feelings	91%
Could talk to a friend about their feelings	93%
Feel close to people at their school	64%

[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	37%	13%
Most of the time or always wear a seatbelt	91%	89%
Rode with a driver who drank (past 30 days)	13%	14%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	42%	47%
Missed school due to safety concerns (past 30 days)	8%	6%
Brought a weapon to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12mo)	7%	12%
Most of the time or always feel safe at school	79%	78%
In a physical fight on school property (past 12mo)	3%	6%
Agree/strongly agree that violence is a problem at school	33%	23%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	14%	21%
Ever been raped	8%	5%
Ever been forced to do anything sexual	14%	6%
Ever been forced to do anything sexual with an Adult	6%	5%
Dating partner forced something sexual (past 12mo)	12%	4%
Physical violence by dating partner (past 12mo)	6%	7%
Composite measure: answered affirmatively to any sexual or dating violence question	17%	11%
Had an adult insult or put them down ever	64%	44%
Had an adult insult or put them down (past 12mo)	50%	32%
Had an adult physically hurt them ever	22%	21%
Had an adult physically hurt them (past 12mo)	8%	8%
Had an adult physically hurt each other ever	14%	11%
Mistreated due to race/ethnicity	4%	6%
Mistreated at school due to race/ethnicity	3%	4%
Mistreated due to real or perceived LGBT status	2%	5%
Sent, received or shared sexual photos or images (past 30 days)	13%	12%
Bullied on school property (past 12mo)	15%	13%
Electronically bullied (past 12mo)	12%	11%
Composite measure: answered affirmatively to being bullied online and/or at school	19%	18%
Agree/strongly agree that bullying is a problem at school	49%	30%
Self-harm (past 12mo)	23%	11%
Problems with anxiety (past 12mo)	61%	36%
So sad or hopeless that stopped usual activities (past 12mo)	31%	18%
Seriously considered suicide (past 12mo)	13%	8%
Made a suicide plan (past 12mo)	9%	7%
Attempted suicide (past 12mo)	4%	4%

[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	66%	40%
Among students who attempted suicide, percent who received medical attention (past 12mo)	23%	32%
Ever tried cigarettes	8%	11%
Among smokers, the percent who tried cigarettes before age 13	31%	30%
Smoke cigarettes (past 30 days)	1%	4%
Ever tried vaping/juul/e-cigarettes	27%	19%
Vape/juul/e-cigarettes (past 30 days)	8%	8%
Use chew, dip, other smokeless tobacco (past 30 days)	1%	6%
Smoke cigars/cigarillos (past 30 days)	1%	4%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	56%	38%
Ever had an alcoholic beverage	45%	41%
Among students who have drank alcohol, percent whose first drink was before age 13	24%	33%
Drank alcohol (past 30 days)	21%	20%
Binge drink (past 30 days)	8%	10%
Ever used marijuana	23%	21%
Among students who tried marijuana, the percent who first tried it before age 13	11%	9%
Use marijuana (past 30 days)	10%	13%
Ever misused a prescription pain medicine	9%	8%
Ever misused an over-the-counter drug	2%	4%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	7%	12%
Attended school under the influence of alcohol or drugs (past 12 months)	4%	6%
Used any illegal drugs besides marijuana (past 12mo)	–	–
Ever had sexual intercourse	20%	25%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	11%	18%
Currently sexually active (past 3 months)	13%	17%
Among sexually active students, the percent who used a condom during last sexual intercourse	55%	62%
Among sexually active students, the percent who had sex without any pregnancy prevention method	12%	7%
Tried to control their weight through unhealthy means	37%	17%
Ate fruit every day (past 7 days)	48%	54%

[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)	48%	51%
Drank water every day (past 7 days)	86%	85%
Ate breakfast every day (past 7 days)	27%	35%
Exercise most days (past 7 days)	61%	73%
3 or more hours of screen time per day(excluding use for school work)	81%	77%
Screen time after midnight on a school night (past 7 days)	48%	50%
Saw a dentist (past 12mo)	85%	83%
Sleep 8 or more hours per night	27%	32%
Lived in 4 or more residences	29%	30%
Experienced hunger due to lack of food at home (past 30 days)	18%	20%
Have at least one supportive adult besides parent(s)	86%	83%
Participate in school activities, teams, or clubs	78%	72%
Agree or strongly agree that they belong at school	60%	66%
Have at least one teacher or other adult at school to talk to	76%	68%
Most of the time or always get emotional support when needed	29%	24%
In excellent or very good health	48%	60%
Have physical disability or chronic health problem	13%	13%
Work at least 1 hour per week at a paying job outside the home	51%	50%
Work 10-19 hours per week at a paying job outside the home	15%	16%
Work 20 or more hours per week at a paying job outside the home	5%	5%
Do not have an adult in household who tries hard to make sure basic needs are met	5%	9%
Have lived with someone who was depressed, mentally ill, or suicidal	29%	21%
Do not use social media at all	6%	10%
Use social media at least once a month	94%	90%
Use social media daily	84%	74%
Use social media very frequently (At least once per hour)	36%	35%
Had a guardian who had drug or alcohol problems	20%	17%
Had separation from a guardian due to incarceration	9%	8%
Could talk to a caring adult about their feelings	94%	89%
Could talk to a friend about their feelings	95%	92%
Feel close to people at their school	65%	63%

[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	19%	23%	25%	29%
Most of the time or always wear a seatbelt	89%	89%	90%	90%
Rode with a driver who drank (past 30 days)	13%	15%	11%	14%
Drove after drinking (past 30 days)	–	–	–	4%
Text/email while driving(past 30 days)	16%	29%	46%	64%
Missed school due to safety concerns at school or en route (past 30 days)	8%	8%	6%	5%
Brought a weapon to school (past 30 days)	–	–	2%	2%
Threatened or injured with a weapon at school (past 12mo)	13%	8%	9%	8%
Most of the time or always feel safe at school	79%	80%	74%	80%
In a physical fight on school property (past 12mo)	6%	6%	4%	3%
Agree or strongly agree that violence is a problem at their school	19%	28%	34%	32%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	16%	17%	20%	18%
Ever been raped	5%	6%	6%	8%
Ever been forced to do anything sexual	10%	8%	10%	10%
Ever been forced to do anything sexual with an Adult	5%	4%	5%	6%
Dating partner forced something sexual in past 12mo	9%	6%	7%	9%
Physical violence by dating partner (past 12mo)	7%	7%	6%	7%
Composite measure: answered affirmatively to any sexual or dating violence question	12%	13%	15%	15%
Had an adult insult or put them down ever	47%	54%	58%	54%
Had an adult insult or put them down (past 12mo)	37%	40%	43%	41%
Had an adult physically hurt them ever	18%	22%	26%	21%
Had an adult physically hurt them (past 12mo)	7%	9%	9%	6%
Had an adult physically hurt each other ever	10%	11%	14%	15%
Had an adult physically hurt each other ever	10%	11%	14%	15%
Mistreated due to race/ethnicity	4%	5%	4%	6%
Mistreated at school due to race/ethnicity	4%	4%	2%	5%
Mistreated due to real or perceived LGBT status	3%	3%	3%	5%
Sent, received or shared sexual photos or images (past 30 days)	8%	12%	13%	17%
Bullied on school property (past 12mo)	16%	17%	14%	8%
Electronically bullied (past 12mo)	13%	12%	11%	10%

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

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

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

Weighted YRBS Results By Grade

Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Composite measure: answered affirmatively to being bullied online and/or at school	21%	22%	18%	13%
Agree/strongly agree that bullying is a problem at school	32%	46%	37%	40%
Self-harm (past 12mo)	15%	17%	17%	16%
Problems with anxiety (past 12mo)	40%	49%	47%	52%
So sad or hopeless that stopped usual activities (past 12mo)	17%	22%	26%	31%
Seriously considered suicide (past 12mo)	9%	9%	12%	11%
Made a suicide plan (past 12mo)	9%	8%	6%	9%
Attempted suicide (past 12mo)	5%	5%	3%	2%
Composite measure: answered affirmatively to any of the previous six mental health questions	44%	54%	54%	56%
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	–	–	–
Ever tried cigarettes	4%	8%	12%	16%
Among smokers, the percent who tried cigarettes before age 13	64%	37%	36%	14%
Smoke cigarettes (past 30 days)	–	–	5%	5%
Ever tried vaping/juul/e-cigarettes	12%	19%	25%	34%
Vape/juul/e-cigarettes (past 30 days)	4%	6%	12%	10%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	5%	5%
Smoke cigars/cigarillos (past 30 days)	2%	2%	4%	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	40%	42%	52%	47%
Ever had an alcoholic beverage	26%	38%	47%	60%
Among students who have drank alcohol, percent whose first drink was before age 13	53%	36%	23%	17%
Drank alcohol (past 30 days)	10%	18%	22%	32%
Binge drink (past 30 days)	2%	8%	11%	17%
Ever used marijuana	8%	18%	25%	36%
Among students who tried marijuana, the percent who first tried it before age 13	27%	21%	–	–

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

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

Weighted YRBS Results By Grade

Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Use marijuana (past 30 days)	2%	10%	15%	20%
Ever misused a prescription pain medicine	8%	8%	10%	7%
Ever misused an over-the-counter drug	3%	3%	5%	3%
Ever used heroin	–	–	–	–
Ever used methamphetamines	2%	–	–	–
Were offered, sold, or given drugs on school property (past 12 months)	6%	12%	11%	9%
Attended school under the influence of alcohol or drugs (past 12 months)	3%	5%	7%	7%
Used any illegal drugs besides marijuana (past 12mo)	2%	–	2%	–
Ever had sexual intercourse	7%	19%	26%	39%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	15%	17%
Currently sexually active (past 3 months)	4%	11%	19%	28%
Among sexually active students, the percent who used a condom during last sexual intercourse	66%	39%	67%	61%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	22%	10%	–
Tried to control their weight through unhealthy means	23%	29%	28%	26%
Ate fruit every day (past 7 days)	53%	49%	51%	51%
Ate vegetables every day (past 7 days)	48%	46%	56%	49%
Drank water every day (past 7 days)	85%	83%	87%	86%
Ate breakfast every day (past 7 days)	29%	33%	37%	27%
Exercise most days (past 7 days)	71%	66%	68%	63%
3 or more hours of screen time per day(excluding use for school work)	76%	76%	81%	82%
In excellent or very good health	56%	57%	52%	52%
Have physical disability or chronic health problem	13%	14%	13%	13%

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

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

Weighted YRBS Results By Grade

Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Screen time after midnight on a school night (past 7 days)	48%	46%	49%	53%
Saw a dentist (past 12mo)	81%	84%	87%	83%
Sleep 8 or more hours per night	35%	33%	31%	20%
Lived in 4 or more residences	29%	30%	29%	30%
Experienced hunger due to lack of food at home (past 30 days)	18%	19%	18%	21%
Have at least one supportive adult besides parent(s)	87%	85%	84%	83%
Participate in school activities, teams, or clubs	78%	78%	76%	68%
Agree or strongly agree that they belong at school	62%	69%	62%	61%
Have at least one teacher or other adult at school to talk to	62%	73%	78%	76%
Most of the time or always get emotional support when needed	22%	26%	27%	30%
Work at least 1 hour per week at a paying job outside the home	26%	40%	65%	71%
Work 10-19 hours per week at a paying job outside the home	2%	7%	25%	27%
Work 20 or more hours per week at a paying job outside the home	–	–	5%	11%
Do not have an adult in household who tries hard to make sure basic needs are met	6%	9%	8%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	20%	23%	24%	30%
Do not use social media at all	10%	9%	5%	8%
Use social media at least once a month	90%	91%	95%	92%
Use social media daily	76%	77%	80%	82%
Use social media very frequently (At least once per hour)	33%	31%	37%	41%
Had a guardian who had drug or alcohol problems	15%	19%	19%	20%
Had separation from a guardian due to incarceration	8%	10%	7%	9%
Could talk to a caring adult about their feelings	92%	92%	91%	90%
Could talk to a friend about their feelings	96%	93%	95%	91%
Feel close to people at their school	66%	68%	65%	58%

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

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

Tables by Race/Ethnic Groups

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

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Identify as lesbian, gay, bisexual and/or transgender	20%	25%	24%
Most of the time or always wear a seatbelt	84%	93%	86%
Rode with a driver who drank (past 30 days)	15%	14%	13%
Drove after drinking (past 30 days)	–	3%	–
Text/email while driving(past 30 days)	41%	49%	35%
Missed school due to safety concerns at school or en route (past 30 days)	7%	5%	9%
Brought a weapon to school (past 30 days)	–	1%	–
Threatened or injured with a weapon at school (past 12mo)	11%	6%	13%
Most of the time or always feel safe at school	74%	84%	72%
In a physical fight on school property (past 12mo)	–	4%	–
Agree or strongly agree that violence is a problem at their school	25%	29%	28%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	24%	14%	21%
Ever been raped	10%	5%	7%
Ever been forced to do anything sexual	14%	9%	9%
Ever been forced to do anything sexual with an Adult	5%	4%	7%
Dating partner forced something sexual in past 12mo	13%	8%	7%
Physical violence by dating partner (past 12mo)	8%	6%	7%

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

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

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Composite measure: answered affirmatively to any sexual or dating violence question	19%	12%	14%
Had an adult insult or put them down ever	55%	55%	50%
Had an adult insult or put them down (past 12mo)	42%	41%	38%
Had an adult physically hurt them ever	35%	16%	26%
Had an adult physically hurt them (past 12mo)	11%	5%	11%
Had an adult physically hurt each other ever	24%	6%	18%
Had an adult physically hurt each other ever	24%	6%	18%
Mistreated due to race/ethnicity	11%	2%	8%
Mistreated at school due to race/ethnicity	9%	1%	6%
Mistreated due to real or perceived LGBT status	5%	3%	4%
Sent, received or shared sexual photos or images (past 30 days)	11%	13%	12%
Bullied on school property (past 12mo)	15%	14%	14%
Electronically bullied (past 12mo)	16%	11%	11%
Composite measure: answered affirmatively to being bullied online and/or at school	23%	18%	18%
Agree or strongly agree that bullying is a problem at school	42%	39%	37%
Self-harm (past 12mo)	17%	17%	15%
Problems with anxiety (past 12mo)	47%	47%	47%
So sad or hopeless that stopped usual activities (past 12mo)	30%	21%	26%
Seriously considered suicide (past 12mo)	8%	10%	12%
Made a suicide plan (past 12mo)	8%	7%	9%
Attempted suicide (past 12mo)	–	3%	–
Composite measure: answered affirmatively to any of the previous six mental health questions	52%	52%	53%

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

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

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	31%	–
Ever tried cigarettes	12%	12%	7%
Among smokers, the percent who tried cigarettes before age 13	–	25%	–
Smoke cigarettes (past 30 days)	–	4%	–
Ever tried vaping/juul/e-cigarettes	26%	22%	22%
Vape/juul/e-cigarettes (past 30 days)	11%	9%	7%
Use chew, dip, other smokeless tobacco (past 30 days)	–	4%	–
Smoke cigars/cigarillos (past 30 days)	–	2%	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	35%	49%	45%
Ever had an alcoholic beverage	45%	47%	35%
Among students who have drank alcohol, percent whose first drink was before age 13	31%	27%	32%
Drank alcohol (past 30 days)	18%	26%	13%
Binge drink (past 30 days)	8%	13%	4%
Ever used marijuana	22%	22%	21%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	17%

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

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

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Ever misused a prescription pain medicine	13%	7%	8%
Ever misused an over-the-counter drug	–	5%	–
Ever used heroin	–	1%	–
Ever used methamphetamines	–	1%	–
Were offered, sold, or given drugs on school property (past 12 months)	8%	9%	11%
Attended school under the influence of alcohol or drugs (past 12 months)	8%	6%	4%
Used any illegal drugs besides marijuana (past 12mo)	–	2%	–
Ever had sexual intercourse	25%	22%	23%
Among sexually active students, the percent whose first sexual intercourse was before age 13	0%	4%	10%
Among sexually active students, the percent who have had 4 or more sexual partners	–	17%	–
Currently sexually active (past 3 months)	18%	16%	13%
Among sexually active students, the percent who used a condom during last sexual intercourse	49%	63%	55%

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

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

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Among sexually active students, the percent who had sex without any pregnancy prevention method	22%	4%	12%
Tried to control their weight through unhealthy means	32%	26%	26%
Ate fruit every day (past 7 days)	50%	57%	44%
Ate vegetables every day (past 7 days)	44%	55%	42%
Drank water every day (past 7 days)	81%	88%	83%
Ate breakfast every day (past 7 days)	21%	38%	25%
Exercise most days (past 7 days)	65%	71%	61%
3 or more hours of screen time per day(excluding use for school work)	82%	80%	76%
Screen time after midnight on a school night (past 7 days)	54%	40%	61%
Saw a dentist (past 12mo)	83%	88%	77%
Sleep 8 or more hours per night	29%	33%	25%
Lived in 4 or more residences	40%	23%	38%
Experienced hunger due to lack of food at home (past 30 days)	22%	13%	27%

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

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

Weighted YRBS Results By Largest Race/Ethnic Groups

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Have at least one supportive adult besides parent(s)	84%	87%	81%
Participate in school activities, teams, or clubs	71%	80%	67%
Agree or strongly agree that they belong at school	58%	68%	58%
Have at least one teacher or other adult at school to talk to	65%	76%	68%
Most of the time or always get emotional support when needed	21%	34%	17%
In excellent or very good health	50%	60%	47%
Have physical disability or chronic health problem	16%	13%	14%
Work at least 1 hour per week at a paying job outside the home	47%	52%	49%
Work 10-19 hours per week at a paying job outside the home	20%	17%	13%
Work 20 or more hours per week at a paying job outside the home	–	5%	–
Do not have an adult in household who tries hard to make sure basic needs are met	6%	6%	10%
Have lived with someone who was depressed, mentally ill, or suicidal	30%	25%	22%
Do not use social media at all	7%	9%	8%
Use social media at least once a month	93%	91%	92%
Use social media daily	80%	79%	78%
Use social media very frequently (At least once per hour)	34%	34%	39%
Had a guardian who had drug or alcohol problems	31%	16%	19%
Had separation from a guardian due to incarceration	17%	4%	13%
Could talk to a caring adult about their feelings	90%	94%	86%
Could talk to a friend about their feelings	92%	96%	89%
Feel close to people at their school	52%	71%	58%

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

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

Tables by LGBT Status

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

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Most of the time or always wear a seatbelt	90%	90%
Rode with a driver who drank (past 30 days)	14%	12%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	37%	46%
Missed school due to safety concerns at school or en route (past 30 days)	10%	5%
Brought a weapon to school (past 30 days)	3%	1%
Threatened or injured with a weapon at school (past 12mo)	12%	8%
Most of the time or always feel safe at school	77%	79%
In a physical fight on school property (past 12mo)	6%	4%
Agree or strongly agree that violence is a problem at their school	28%	28%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	20%	16%
Ever been raped	13%	4%
Ever been forced to do anything sexual	17%	7%
Ever been forced to do anything sexual with an Adult	11%	3%
Dating partner forced something sexual in past 12mo	14%	6%
Physical violence by dating partner (past 12mo)	12%	5%
Composite measure: answered affirmatively to any sexual or dating violence question	24%	10%
Had an adult insult or put them down ever	74%	47%
Had an adult insult or put them down (past 12mo)	62%	34%
Had an adult physically hurt them ever	31%	18%
Had an adult physically hurt them (past 12mo)	11%	6%
Had an adult physically hurt each other ever	19%	10%
Had an adult physically hurt each other ever	19%	10%
Mistreated due to race/ethnicity	7%	4%
Mistreated at school due to race/ethnicity	4%	3%
Mistreated due to real or perceived LGBT status	12%	1%
Sent, received or shared sexual photos or images (past 30 days)	17%	10%
Bullied on school property (past 12mo)	21%	11%
Electronically bullied (past 12mo)	17%	9%
Composite measure: answered affirmatively to being bullied online and/or at school	27%	15%
Agree/strongly agree that bullying is a problem at school	51%	35%

[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
Self-harm (past 12mo)	36%	10%
Problems with anxiety (past 12mo)	70%	40%
So sad or hopeless that stopped usual activities (past 12mo)	42%	18%
Seriously considered suicide (past 12mo)	25%	6%
Made a suicide plan (past 12mo)	19%	5%
Attempted suicide (past 12mo)	11%	1%
Composite measure: answered affirmatively to any of the previous six mental health questions	78%	44%
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	–
Ever tried cigarettes	12%	9%
Among smokers, the percent who tried cigarettes before age 13	38%	25%
Smoke cigarettes (past 30 days)	2%	3%
Ever tried vaping/juul/e-cigarettes	28%	21%
Vape/juul/e-cigarettes (past 30 days)	10%	7%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	3%	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	63%	42%
Ever had an alcoholic beverage	49%	41%
Among students who have drank alcohol, percent whose first drink was before age 13	33%	26%
Drank alcohol (past 30 days)	21%	21%
Binge drink (past 30 days)	8%	10%
Ever used marijuana	27%	20%
Among students who tried marijuana, the percent who first tried it before age 13	10%	9%
Use marijuana (past 30 days)	15%	11%
Ever misused a prescription pain medicine	12%	7%
Ever misused an over-the-counter drug	6%	2%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	10%	10%
Attended school under the influence of alcohol or drugs (past 12 months)	6%	5%
Used any illegal drugs besides marijuana (past 12mo)	–	–

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

Weighted YRBS Results By Sexual Orientation and Gender Identity

Behavior	LGBT	Straight-Cisgender
Ever had sexual intercourse	19%	24%
Among sexually active students, the percent whose first sexual intercourse was before age 13	13%	4%
Among sexually active students, the percent who have had 4 or more sexual partners	16%	14%
Currently sexually active (past 3 months)	12%	17%
Among sexually active students, the percent who used a condom during last sexual intercourse	59%	59%
Among sexually active students, the percent who had sex without any pregnancy prevention method	11%	8%
Tried to control their weight through unhealthy means	39%	22%
Ate fruit every day (past 7 days)	41%	55%
Ate vegetables every day (past 7 days)	46%	51%
Drank water every day (past 7 days)	81%	87%
Ate breakfast every day (past 7 days)	22%	34%
Exercise most days (past 7 days)	50%	73%
3 or more hours of screen time per day(excluding use for school work)	83%	78%
Screen time after midnight on a school night (past 7 days)	53%	47%
Saw a dentist (past 12mo)	82%	85%
Sleep 8 or more hours per night	25%	31%
Lived in 4 or more residences	36%	28%
Experienced hunger due to lack of food at home (past 30 days)	21%	18%
Have at least one supportive adult besides parent(s)	87%	85%
Participate in school activities, teams, or clubs	69%	78%
Agree or strongly agree that they belong at school	51%	68%
Have at least one teacher or other adult at school to talk to	77%	71%
Most of the time or always get emotional support when needed	29%	25%

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

Weighted YRBS Results By Sexual Orientation and Gender Identity

Behavior	LGBT	Straight-Cisgender
In excellent or very good health	29%	62%
Have physical disability or chronic health problem	21%	11%
Work at least 1 hour per week at a paying job outside the home	48%	52%
Work 10-19 hours per week at a paying job outside the home	14%	16%
Work 20 or more hours per week at a paying job outside the home	5%	5%
Do not have an adult in household who tries hard to make sure basic needs are met	5%	8%
Have lived with someone who was depressed, mentally ill, or suicidal	39%	20%
Do not use social media at all	8%	7%
Use social media at least once a month	92%	93%
Use social media daily	77%	80%
Use social media very frequently (At least once per hour)	28%	39%
Had a guardian who had drug or alcohol problems	20%	18%
Had separation from a guardian due to incarceration	11%	7%
Could talk to a caring adult about their feelings	92%	91%
Could talk to a friend about their feelings	95%	93%
Feel close to people at their school	55%	68%

[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	23%	24%	24%	38%
Most of the time or always wear a seatbelt	94%	89%	89%	76%
Rode with a driver who drank (past 30 days)	10%	15%	13%	21%
Drove after drinking (past 30 days)	2%	–	–	–
Text/email while driving(past 30 days)	45%	52%	39%	42%
Missed school due to safety concerns at school or en route (past 30 days)	4%	10%	8%	15%
Brought a weapon to school (past 30 days)	1%	–	–	–
Threatened or injured with a weapon at school (past 12mo)	7%	10%	10%	22%
Most of the time or always feel safe at school	85%	78%	74%	67%
In a physical fight on school property (past 12mo)	3%	5%	4%	16%
Agree or strongly agree that violence is a problem at their school	28%	31%	24%	28%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	12%	21%	20%	40%
Ever been raped	4%	7%	5%	16%
Ever been forced to do anything sexual	7%	12%	6%	14%
Ever been forced to do anything sexual with an Adult	3%	7%	7%	9%
Dating partner forced something sexual in past 12mo	6%	11%	–	–
Physical violence by dating partner (past 12mo)	–	8%	14%	–
Composite measure: answered affirmatively to any sexual or dating violence question	9%	17%	14%	22%
Had an adult insult or put them down ever	54%	55%	53%	64%
Had an adult insult or put them down (past 12mo)	40%	42%	38%	54%
Had an adult physically hurt them ever	18%	25%	20%	36%
Had an adult physically hurt them (past 12mo)	6%	9%	5%	16%
Had an adult physically hurt each other ever	9%	14%	14%	26%
Had an adult physically hurt each other ever	9%	14%	14%	26%
Mistreated due to race/ethnicity	3%	6%	–	–
Mistreated at school due to race/ethnicity	2%	4%	6%	13%
Mistreated due to real or perceived LGBT status	–	5%	–	16%
Sent, received or shared sexual photos or images (past 30 days)	11%	13%	12%	17%
Bullied on school property (past 12mo)	11%	16%	12%	24%
Electronically bullied (past 12mo)	8%	14%	10%	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 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	13%	23%	17%	29%
Agree/strongly agree that bullying is a problem at school	40%	37%	37%	46%
Self-harm (past 12mo)	15%	17%	17%	22%
Problems with anxiety (past 12mo)	45%	52%	47%	57%
So sad or hopeless that stopped usual activities (past 12mo)	20%	26%	26%	41%
Seriously considered suicide (past 12mo)	8%	11%	9%	22%
Made a suicide plan (past 12mo)	5%	9%	7%	19%
Attempted suicide (past 12mo)	–	6%	–	17%
Composite measure: answered affirmatively to any of the previous six mental health questions	48%	55%	54%	69%
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	–	–	–
Ever tried cigarettes	7%	14%	10%	18%
Among smokers, the percent who tried cigarettes before age 13	22%	34%	–	–
Smoke cigarettes (past 30 days)	–	4%	6%	–
Ever tried vaping/juul/e-cigarettes	18%	26%	29%	33%
Vape/juul/e-cigarettes (past 30 days)	4%	13%	12%	12%
Use chew, dip, other smokeless tobacco (past 30 days)	2%	6%	–	–
Smoke cigars/cigarillos (past 30 days)	2%	–	6%	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	40%	50%	48%	68%
Ever had an alcoholic beverage	43%	48%	37%	44%
Among students who have drank alcohol, percent whose first drink was before age 13	22%	31%	31%	40%
Drank alcohol (past 30 days)	21%	25%	19%	14%
Binge drink (past 30 days)	9%	10%	11%	8%
Ever used marijuana	18%	26%	24%	32%
Among students who tried marijuana, the percent who first tried it before age 13	5%	16%	–	–
Use marijuana (past 30 days)	8%	16%	14%	18%
Ever misused a prescription pain medicine	7%	9%	12%	13%
Ever misused an over-the-counter drug	2%	5%	–	–
Ever used heroin	–	–	–	–
Ever used methamphetamines	–	–	–	–

[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
Were offered, sold, or given drugs on school property (past 12 months)	8%	11%	7%	11%
Attended school under the influence of alcohol or drugs (past 12 months)	2%	7%	8%	11%
Used any illegal drugs besides marijuana (past 12mo)	–	–	–	9%
Ever had sexual intercourse	20%	28%	22%	29%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	9%	13%	34%	30%
Currently sexually active (past 3 months)	14%	19%	16%	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	65%	59%	38%	44%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	11%	–	–
Tried to control their weight through unhealthy means	26%	24%	28%	31%
Ate fruit every day (past 7 days)	57%	50%	43%	35%
Ate vegetables every day (past 7 days)	56%	48%	42%	38%
Drank water every day (past 7 days)	91%	80%	84%	69%
Ate breakfast every day (past 7 days)	37%	29%	21%	20%
Exercise most days (past 7 days)	72%	74%	56%	47%
3 or more hours of screen time per day(excluding use for school work)	80%	79%	81%	73%
Screen time after midnight on a school night (past 7 days)	37%	55%	66%	71%
Saw a dentist (past 12mo)	91%	85%	73%	64%
Sleep 8 or more hours per night	35%	26%	24%	18%
Lived in 4 or more residences	25%	28%	38%	45%
Experienced hunger due to lack of food at home (past 30 days)	12%	18%	32%	41%

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

Weighted YRBS Results By Average Grades (Self-Reported)

Behavior	A's	B's	C's	D's or F's
Have at least one supportive adult besides parent(s)	86%	87%	83%	82%
Participate in school activities, teams, or clubs	83%	79%	60%	46%
Agree or strongly agree that they belong at school	71%	65%	53%	42%
Have at least one teacher or other adult at school to talk to	77%	75%	63%	52%
Most of the time or always get emotional support when needed	31%	29%	13%	18%
In excellent or very good health	64%	56%	33%	30%
Have physical disability or chronic health problem	12%	12%	13%	23%
Work at least 1 hour per week at a paying job outside the home	52%	52%	50%	42%
Work 10-19 hours per week at a paying job outside the home	17%	18%	12%	10%
Work 20 or more hours per week at a paying job outside the home	3%	5%	–	–
Do not have an adult in household who tries hard to make sure basic needs are met	5%	4%	14%	14%
Have lived with someone who was depressed, mentally ill, or suicidal	24%	27%	24%	29%
Do not use social media at all	8%	7%	–	–
Use social media at least once a month	92%	93%	96%	94%
Use social media daily	79%	81%	81%	80%
Use social media very frequently (At least once per hour)	33%	35%	41%	42%
Had a guardian who had drug or alcohol problems	16%	21%	19%	32%
Had separation from a guardian due to incarceration	4%	11%	13%	25%
Could talk to a caring adult about their feelings	95%	91%	87%	78%
Could talk to a friend about their feelings	97%	94%	87%	87%
Feel close to people at their school	73%	65%	53%	35%

[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	39%	20%
Most of the time or always wear a seatbelt	85%	92%
Rode with a driver who drank (past 30 days)	21%	12%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	45%	45%
Missed school due to safety concerns at school or en route (past 30 days)	8%	6%
Brought a weapon to school (past 30 days)	–	–
Threatened or injured with a weapon at school (past 12mo)	15%	7%
Most of the time or always feel safe at school	78%	80%
In a physical fight on school property (past 12mo)	5%	4%
Agree or strongly agree that violence is a problem at their school	29%	27%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	21%	15%
Ever been raped	11%	4%
Ever been forced to do anything sexual	10%	8%
Ever been forced to do anything sexual with an Adult	8%	4%
Dating partner forced something sexual in past 12mo	7%	6%
Physical violence by dating partner (past 12mo)	–	–
Composite measure: answered affirmatively to any sexual or dating violence question	18%	11%
Had an adult insult or put them down ever	58%	52%
Had an adult insult or put them down (past 12mo)	47%	38%
Had an adult physically hurt them ever	26%	20%
Had an adult physically hurt them (past 12mo)	10%	7%
Had an adult physically hurt each other ever	17%	10%
Had an adult physically hurt each other ever	17%	10%
Mistreated due to race/ethnicity	5%	5%
Mistreated at school due to race/ethnicity	5%	3%
Mistreated due to real or perceived LGBT status	9%	2%
Sent, received or shared sexual photos or images (past 30 days)	17%	10%
Bullied on school property (past 12mo)	24%	11%
Electronically bullied (past 12mo)	23%	8%
Composite measure: answered affirmatively to being bullied online and/or at school	32%	14%
Agree/strongly agree that bullying is a problem at school	42%	37%

[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
Self-harm (past 12mo)	28%	13%
Problems with anxiety (past 12mo)	63%	42%
So sad or hopeless that stopped usual activities (past 12mo)	37%	20%
Seriously considered suicide (past 12mo)	16%	8%
Made a suicide plan (past 12mo)	14%	6%
Attempted suicide (past 12mo)	6%	3%
Composite measure: answered affirmatively to any of the previous six mental health questions	68%	47%
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	–
Ever tried cigarettes	12%	9%
Among smokers, the percent who tried cigarettes before age 13	48%	19%
Smoke cigarettes (past 30 days)	–	–
Ever tried vaping/juul/e-cigarettes	27%	22%
Vape/juul/e-cigarettes (past 30 days)	7%	8%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	53%	44%
Ever had an alcoholic beverage	47%	43%
Among students who have drank alcohol, percent whose first drink was before age 13	41%	24%
Drank alcohol (past 30 days)	17%	21%
Binge drink (past 30 days)	8%	9%
Ever used marijuana	20%	22%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	10%	11%
Ever misused a prescription pain medicine	14%	7%
Ever misused an over-the-counter drug	5%	3%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	12%	8%

[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
Attended school under the influence of alcohol or drugs (past 12 months)	5%	5%
Used any illegal drugs besides marijuana (past 12mo)	–	–
Ever had sexual intercourse	26%	23%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–
Among sexually active students, the percent who have had 4 or more sexual partners	19%	13%
Currently sexually active (past 3 months)	17%	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	64%	59%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Tried to control their weight through unhealthy means	32%	25%
Ate fruit every day (past 7 days)	41%	53%
Ate vegetables every day (past 7 days)	50%	51%
Drank water every day (past 7 days)	83%	87%
Ate breakfast every day (past 7 days)	23%	34%
Exercise most days (past 7 days)	64%	69%
3 or more hours of screen time per day(excluding use for school work)	78%	79%
Screen time after midnight on a school night (past 7 days)	54%	47%
Saw a dentist (past 12mo)	84%	85%
Sleep 8 or more hours per night	28%	31%
Lived in 4 or more residences	33%	28%
Experienced hunger due to lack of food at home (past 30 days)	20%	17%
Have at least one supportive adult besides parent(s)	81%	85%
Participate in school activities, teams, or clubs	70%	75%
Agree or strongly agree that they belong at school	53%	67%
Have at least one teacher or other adult at school to talk to	76%	73%
Most of the time or always get emotional support when needed	23%	28%

[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
In excellent or very good health	39%	59%
Have physical disability or chronic health problem	100%	0%
Work at least 1 hour per week at a paying job outside the home	43%	53%
Work 10-19 hours per week at a paying job outside the home	13%	16%
Work 20 or more hours per week at a paying job outside the home	6%	5%
Do not have an adult in household who tries hard to make sure basic needs are met	10%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	38%	21%
Do not use social media at all	12%	7%
Use social media at least once a month	88%	93%
Use social media daily	78%	80%
Use social media very frequently (At least once per hour)	28%	38%
Had a guardian who had drug or alcohol problems	23%	17%
Had separation from a guardian due to incarceration	12%	7%
Could talk to a caring adult about their feelings	89%	92%
Could talk to a friend about their feelings	93%	94%
Feel close to people at their school	55%	68%

[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	35%	15%	23%
Most of the time or always wear a seatbelt	91%	90%	92%
Rode with a driver who drank (past 30 days)	14%	14%	12%
Drove after drinking (past 30 days)	–	–	2%
Text/email while driving(past 30 days)	40%	52%	45%
Missed school due to safety concerns at school or en route (past 30 days)	–	–	5%
Brought a weapon to school (past 30 days)	–	–	1%
Threatened or injured with a weapon at school (past 12mo)	14%	11%	7%
Most of the time or always feel safe at school	75%	73%	84%
In a physical fight on school property (past 12mo)	–	–	3%
Agree or strongly agree that violence is a problem at their school	31%	30%	27%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	21%	24%	15%
Ever been raped	–	–	4%
Ever been forced to do anything sexual	–	–	9%
Ever been forced to do anything sexual with an Adult	–	–	4%
Dating partner forced something sexual in past 12mo	–	–	7%
Physical violence by dating partner (past 12mo)	–	–	5%
Composite measure: answered affirmatively to any sexual or dating violence question	13%	17%	12%
Had an adult insult or put them down ever	50%	48%	55%
Had an adult insult or put them down (past 12mo)	42%	38%	41%
Had an adult physically hurt them ever	24%	24%	21%
Had an adult physically hurt them (past 12mo)	10%	11%	7%
Had an adult physically hurt each other ever	–	–	11%
Had an adult physically hurt each other ever	–	–	11%
Mistreated due to race/ethnicity	–	–	4%
Mistreated at school due to race/ethnicity	–	–	3%
Mistreated due to real or perceived LGBT status	–	–	3%
Sent, received or shared sexual photos or images (past 30 days)	11%	12%	12%

[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)
Bullied on school property (past 12mo)	22%	14%	11%
Electronically bullied (past 12mo)	15%	15%	8%
Composite measure: answered affirmatively to being bullied online and/or at school	24%	20%	15%
Agree/strongly agree that bullying is a problem at school	37%	47%	39%
Self-harm (past 12mo)	26%	14%	14%
Problems with anxiety (past 12mo)	50%	40%	47%
So sad or hopeless that stopped usual activities (past 12mo)	30%	28%	22%
Seriously considered suicide (past 12mo)	14%	10%	9%
Made a suicide plan (past 12mo)	–	–	7%
Attempted suicide (past 12mo)	–	–	2%
Composite measure: answered affirmatively to any of the previous six mental health questions	55%	50%	51%
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	0%	–
Ever tried cigarettes	8%	20%	9%
Among smokers, the percent who tried cigarettes before age 13	–	–	21%
Smoke cigarettes (past 30 days)	–	–	2%
Ever tried vaping/juul/e-cigarettes	15%	26%	24%
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 12mo)	–	–	48%
Ever had an alcoholic beverage	37%	39%	45%
Among students who have drank alcohol, percent whose first drink was before age 13	34%	37%	23%
Drank alcohol (past 30 days)	9%	24%	23%
Binge drink (past 30 days)	5%	19%	10%
Ever used marijuana	16%	29%	23%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	8%
Use marijuana (past 30 days)	9%	17%	12%
Ever misused a prescription pain medicine	11%	13%	8%
Ever misused an over-the-counter drug	–	–	2%

[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)
Ever used heroin	–	–	–
Ever used methamphetamines	–	–	–
Were offered, sold, or given drugs on school property (past 12 months)	11%	17%	8%
Attended school under the influence of alcohol or drugs (past 12 months)	5%	12%	4%
Used any illegal drugs besides marijuana (past 12mo)	–	–	–
Ever had sexual intercourse	20%	31%	24%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	–	3%
Among sexually active students, the percent who have had 4 or more sexual partners	19%	48%	12%
Currently sexually active (past 3 months)	12%	25%	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	–	–	58%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	7%
Tried to control their weight through unhealthy means	27%	31%	26%
Ate fruit every day (past 7 days)	45%	47%	53%
Ate vegetables every day (past 7 days)	46%	44%	52%
Drank water every day (past 7 days)	80%	71%	88%
Ate breakfast every day (past 7 days)	33%	25%	32%
Exercise most days (past 7 days)	54%	67%	71%
3 or more hours of screen time per day(excluding use for school work)	69%	72%	82%
Screen time after midnight on a school night (past 7 days)	50%	60%	46%
Saw a dentist (past 12mo)	82%	60%	88%
Sleep 8 or more hours per night	27%	30%	31%
Lived in 4 or more residences	30%	37%	29%
Experienced hunger due to lack of food at home (past 30 days)	27%	30%	16%

[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)	78%	87%	87%
Participate in school activities, teams, or clubs	62%	72%	78%
Agree or strongly agree that they belong at school	60%	62%	65%
Have at least one teacher or other adult at school to talk to	75%	63%	74%
Most of the time or always get emotional support when needed	27%	33%	27%
In excellent or very good health	48%	44%	58%
Have physical disability or chronic health problem	30%	16%	10%
Work at least 1 hour per week at a paying job outside the home	40%	59%	53%
Work 10-19 hours per week at a paying job outside the home	8%	23%	17%
Work 20 or more hours per week at a paying job outside the home	–	–	5%
Do not have an adult in household who tries hard to make sure basic needs are met	13%	19%	5%
Have lived with someone who was depressed, mentally ill, or suicidal	32%	25%	24%
Do not use social media at all	–	–	6%
Use social media at least once a month	86%	92%	94%
Use social media daily	62%	76%	83%
Use social media very frequently (At least once per hour)	21%	39%	37%
Had a guardian who had drug or alcohol problems	22%	27%	18%
Had separation from a guardian due to incarceration	8%	15%	8%
Could talk to a caring adult about their feelings	84%	81%	94%
Could talk to a friend about their feelings	91%	84%	96%
Feel close to people at their school	56%	62%	68%

[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	27%	24%
Most of the time or always wear a seatbelt	82%	93%
Rode with a driver who drank (past 30 days)	17%	12%
Drove after drinking (past 30 days)	5%	3%
Text/email while driving(past 30 days)	44%	45%
Missed school due to safety concerns at school or en route (past 30 days)	12%	5%
Brought a weapon to school (past 30 days)	3%	1%
Threatened or injured with a weapon at school (past 12mo)	18%	7%
Most of the time or always feel safe at school	72%	81%
In a physical fight on school property (past 12mo)	8%	4%
Agree or strongly agree that violence is a problem at their school	33%	26%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	28%	15%
Ever been raped	9%	5%
Ever been forced to do anything sexual	12%	8%
Ever been forced to do anything sexual with an Adult	10%	4%
Dating partner forced something sexual in past 12mo	10%	7%
Physical violence by dating partner (past 12mo)	11%	5%
Composite measure: answered affirmatively to any sexual or dating violence question	18%	11%
Had an adult insult or put them down ever	65%	51%
Had an adult insult or put them down (past 12mo)	51%	38%
Had an adult physically hurt them ever	36%	18%
Had an adult physically hurt them (past 12mo)	19%	5%
Had an adult physically hurt each other ever	26%	8%
Had an adult physically hurt each other ever	26%	8%
Mistreated due to race/ethnicity	11%	3%
Mistreated at school due to race/ethnicity	7%	3%
Mistreated due to real or perceived LGBT status	8%	3%
Sent, received or shared sexual photos or images (past 30 days)	15%	11%
Bullied on school property (past 12mo)	24%	11%
Electronically bullied (past 12mo)	20%	9%
Composite measure: answered affirmatively to being bullied online and/or at school	32%	15%
Agree/strongly agree that bullying is a problem at school	49%	36%
Self-harm (past 12mo)	22%	15%
Problems with anxiety (past 12mo)	62%	44%

[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
So sad or hopeless that stopped usual activities (past 12mo)	39%	20%
Seriously considered suicide (past 12mo)	14%	9%
Made a suicide plan (past 12mo)	12%	7%
Attempted suicide (past 12mo)	7%	3%
Composite measure: answered affirmatively to any of the previous six mental health questions	70%	47%
Among students who attempted suicide, percent who received medical attention (past 12mo)	–	–
Ever tried cigarettes	14%	9%
Among smokers, the percent who tried cigarettes before age 13	41%	24%
Smoke cigarettes (past 30 days)	5%	2%
Ever tried vaping/juul/e-cigarettes	27%	21%
Vape/juul/e-cigarettes (past 30 days)	10%	8%
Use chew, dip, other smokeless tobacco (past 30 days)	4%	3%
Smoke cigars/cigarillos (past 30 days)	6%	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12mo)	39%	50%
Ever had an alcoholic beverage	47%	42%
Among students who have drank alcohol, percent whose first drink was before age 13	35%	26%
Drank alcohol (past 30 days)	23%	20%
Binge drink (past 30 days)	11%	9%
Ever used marijuana	28%	20%
Among students who tried marijuana, the percent who first tried it before age 13	13%	7%
Use marijuana (past 30 days)	16%	11%
Ever misused a prescription pain medicine	16%	6%
Ever misused an over-the-counter drug	6%	2%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	13%	8%
Attended school under the influence of alcohol or drugs (past 12 months)	11%	4%
Used any illegal drugs besides marijuana (past 12mo)	4%	1%
Ever had sexual intercourse	26%	22%

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

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Among sexually active students, the percent whose first sexual intercourse was before age 13	13%	4%
Among sexually active students, the percent who have had 4 or more sexual partners	28%	12%
Currently sexually active (past 3 months)	20%	15%
Among sexually active students, the percent who used a condom during last sexual intercourse	52%	61%
Among sexually active students, the percent who had sex without any pregnancy prevention method	14%	7%
Tried to control their weight through unhealthy means	38%	24%
Ate fruit every day (past 7 days)	46%	53%
Ate vegetables every day (past 7 days)	43%	51%
Drank water every day (past 7 days)	81%	87%
Ate breakfast every day (past 7 days)	19%	34%
Exercise most days (past 7 days)	59%	69%
3 or more hours of screen time per day(excluding use for school work)	81%	78%
Screen time after midnight on a school night (past 7 days)	62%	45%
Saw a dentist (past 12mo)	72%	87%
Sleep 8 or more hours per night	23%	31%
Lived in 4 or more residences	44%	26%
Experienced hunger due to lack of food at home (past 30 days)	100%	0%
Have at least one supportive adult besides parent(s)	80%	86%
Participate in school activities, teams, or clubs	71%	76%
Agree or strongly agree that they belong at school	49%	67%
Have at least one teacher or other adult at school to talk to	63%	74%
Most of the time or always get emotional support when needed	20%	29%
In excellent or very good health	37%	58%
Have physical disability or chronic health problem	14%	13%

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

Weighted YRBS Results By Food Insecurity Status

Behavior	Food Insecure	Not Food Insecure
Work at least 1 hour per week at a paying job outside the home	54%	50%
Work 10-19 hours per week at a paying job outside the home	15%	16%
Work 20 or more hours per week at a paying job outside the home	11%	4%
Do not have an adult in household who tries hard to make sure basic needs are met	9%	7%
Have lived with someone who was depressed, mentally ill, or suicidal	35%	22%
Do not use social media at all	4%	9%
Use social media at least once a month	96%	91%
Use social media daily	78%	79%
Use social media very frequently (At least once per hour)	39%	35%
Had a guardian who had drug or alcohol problems	27%	16%
Had separation from a guardian due to incarceration	18%	6%
Could talk to a caring adult about their feelings	86%	92%
Could talk to a friend about their feelings	91%	94%
Feel close to people at their school	53%	67%

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

APPENDIX B: OPTIONAL MODULE RESULTS

Optional Module 1: Drug-Free Communities

```
## DATA NOT AVAILABLE: Module not selected district-wide
```

Optional Module 2: Youth Tobacco

```
## DATA NOT AVAILABLE: Module not selected district-wide
```

Optional Module 3: Adversity and Protective Factors

```
## DATA NOT AVAILABLE: Module not selected district-wide
```

Optional Module 4: School Climate

```
## DATA NOT AVAILABLE: Module not selected district-wide
```

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 school (or district) composition and the composition of survey respondents. Raking was employed to reflect the surveyed population. For example, if the surveyed population differed from the school population (e.g., if the school only surveyed certain grades), then their results reflect the population surveyed rather than the school as a whole.

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

SIGNIFICANCE LEVELS

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

REDACTION

Data redaction for 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 questions.

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