

# Wauwatosa 2021 District-Level YRBS Results (High School Version)

## Contents

<b>REPORT OVERVIEW</b>	<b>5</b>
Who Took The Survey? . . . . .	5
What's In This Report? . . . . .	6
Report Version . . . . .	8
<b>MOTOR VEHICLE SAFETY</b>	<b>9</b>
Seatbelt Use . . . . .	9
Risky Driving Behaviors . . . . .	9
<b>SCHOOL SAFETY</b>	<b>12</b>
Perceptions of safety . . . . .	12
Violence and Weapons At School . . . . .	14
Drugs at School . . . . .	15
<b>SCHOOL CLIMATE</b>	<b>17</b>
Bullying . . . . .	18
School Connectedness . . . . .	21
<b>MENTAL HEALTH AND WELLBEING</b>	<b>24</b>
Anxiety, Depression and Self-Harm . . . . .	24
Suicidal Thoughts and Behavior . . . . .	27
Help-seeking and Supports . . . . .	29
<b>SEXUAL BEHAVIOR</b>	<b>31</b>
Prevalence . . . . .	31
Prevention of Pregnancy and Sexually Transmitted Infections (STI) . . . . .	32

<b>TOBACCO</b>	<b>33</b>
Vaping . . . . .	33
Other Tobacco Products . . . . .	35
Tobacco Cessation . . . . .	36
<b>ALCOHOL</b>	<b>37</b>
Any Use . . . . .	37
Binge Drinking . . . . .	39
<b>DRUG USE</b>	<b>40</b>
Marijuana . . . . .	40
Other Illegal Drugs . . . . .	42
Abuse of Legal Substances . . . . .	42
<b>TECHNOLOGY USE AND ONLINE BEHAVIOR</b>	<b>43</b>
General Use Patterns . . . . .	43
Sexting . . . . .	45
<b>PHYSICAL HEALTH AND NUTRITION</b>	<b>46</b>
Sleep and Exercise . . . . .	46
Nutrition . . . . .	50
Health Conditions and Health Care . . . . .	53
<b>TRAUMA AND ADVERSITY</b>	<b>55</b>
Exposure to Violence . . . . .	55
Witnessing Attacks . . . . .	56
Stable Housing . . . . .	57
Food Insecurity . . . . .	58
<b>PROTECTIVE FACTORS AT A GLANCE</b>	<b>59</b>
Sense of Belonging . . . . .	59
Number of Supportive Adults . . . . .	63

<b>NEWLY ADDED QUESTIONS IN 2021</b>	<b>65</b>
STUDENT EMPLOYMENT STATUS . . . . .	65
BASIC NEEDS SERVED AND NEGLECT . . . . .	70
FAMILY MENTAL HEALTH . . . . .	71
COVID-19 . . . . .	72
<b>HIGHER RISK POPULATIONS</b>	<b>76</b>
Food-Insecure Students At A Glance . . . . .	77
LGBT Students At A Glance . . . . .	81
Students of Color At A Glance . . . . .	85
Students with Low Grades At A Glance . . . . .	89
Students with Physical Disabilities At A Glance . . . . .	93
Students with Special Education Services At A Glance . . . . .	97
What helps? . . . . .	101
<b>APPENDIX A: QUESTION-SPECIFIC TABLES</b>	<b>102</b>
Tables of Overall Results . . . . .	102
Tables by Sex . . . . .	106
Tables by Grade . . . . .	110
Tables by Largest Race/Ethnic Groups . . . . .	114
Tables by LGBT Status . . . . .	118
Tables by Average Grades (Self-Reported) . . . . .	122
Tables by Physical Disability (Self-Reported) . . . . .	127
Tables by Special Education Services (Self-Reported) . . . . .	131
Tables by Food Insecurity (Self-Reported) . . . . .	135
<b>APPENDIX B: OPTIONAL MODULE RESULTS</b>	<b>139</b>
Optional Module 1: Drug-Free Communities . . . . .	139
Optional Module 2: Youth Tobacco . . . . .	140
Optional Module 3: Adversity and Protective Factors . . . . .	141
Optional Module 4: School Climate . . . . .	142
<b>TECHNICAL NOTES</b>	<b>143</b>

**SELECTED REFERENCES:**

# 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 20 or more responses are being provided with their school-level results, regardless of response rates or grades surveyed. Additional district-level reports, such as this, are available for all districts in which more than one school took 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: 75%

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

#### Grade 10 Participation

Number of schools surveying grade 10? 2

Grade 10 response rate: 73%

Grade 10 participation level: Strong (70% or higher)

#### Grade 11 Participation

Number of schools surveying grade 11: 2

Grade 11 response rate: 65%

Grade 11 participation level: Fair (between 51% and 69%)

## Grade 12 Participation

Number of schools surveying grade 12: 2

Grade 12 response rate: 64%

Grade 12 participation level: Fair (between 51% and 69%)

## Overall Participation

Total number of usable surveys: **1668**

*(Note that this might be slightly lower than the number of students offered the survey.)*

Percent of high schoolers in district participating: **69%**

Overall participation level for high school students: **Fair (between 51% 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.

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 schools and focus on things that schools may be able to address, either in whole or in part; 2) a high percentage of

students overall experience these indicators, which makes it more likely that there will be enough data to disaggregate by the selected student populations. Low prevalence questions, such as drug use, are less likely to produce enough data for this purpose at the school or even district level.

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

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

**Optional Modules:** The local YRBS was standardized to allow for consistent and stable comparisons from the school level to the national level. In order to still allow some customization, schools were allowed to choose one additional optional module if they desired. If District Report selected an optional module, data from that module appears in this section.

## ANSWERS TO COMMON QUESTIONS

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

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

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

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

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

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

numbers are still redacted in district and county-level reports, but the greater number of student responses means that small numbers are less likely to be a problem at this level.)

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

**From where does the information come from?** 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., concussions, mental health). 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 chronic health problems/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 20 years. In addition, the information prepared for this report includes literally hundreds of data quality checks which are used to identify and remove likely invalid responses. These help to ensure that the data used for reports is as clean as possible.

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

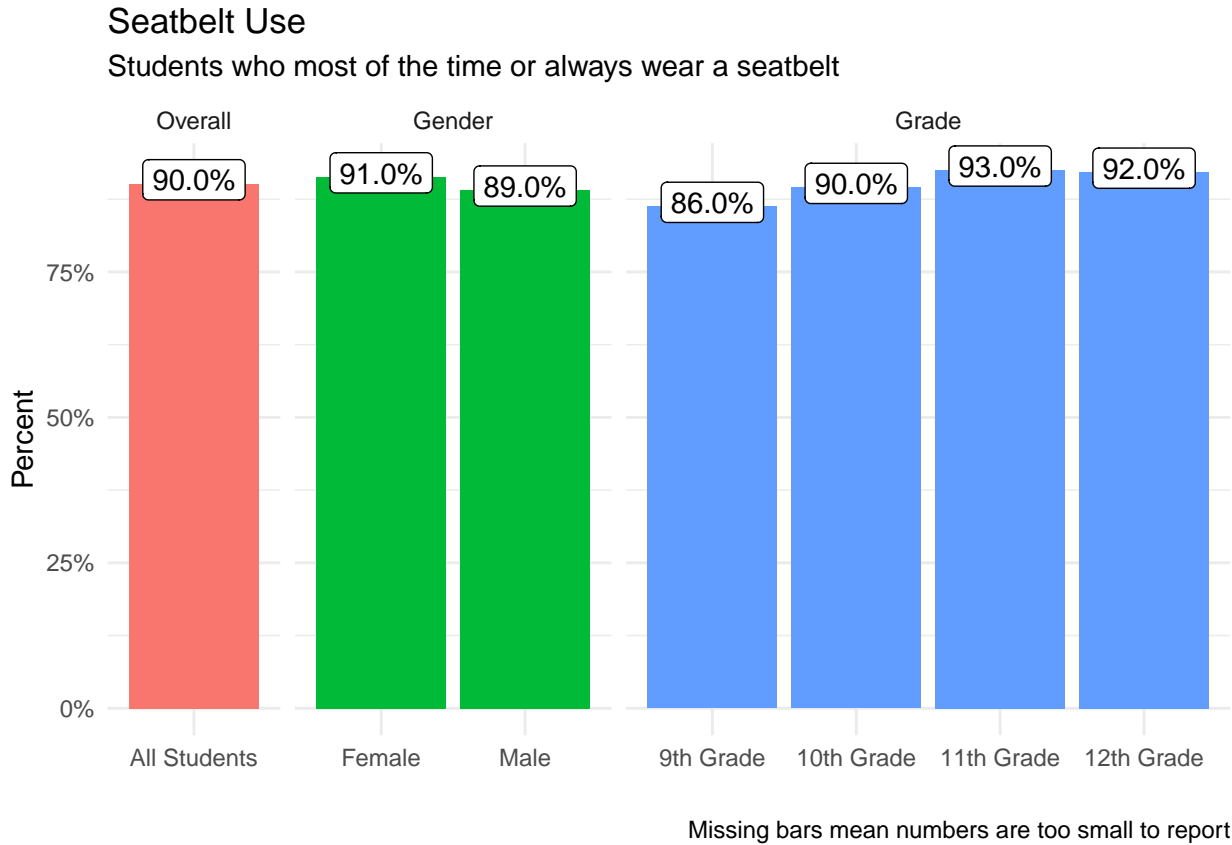
## Report Version

This report was updated on August 10, 2022



# MOTOR VEHICLE SAFETY

## Seatbelt Use



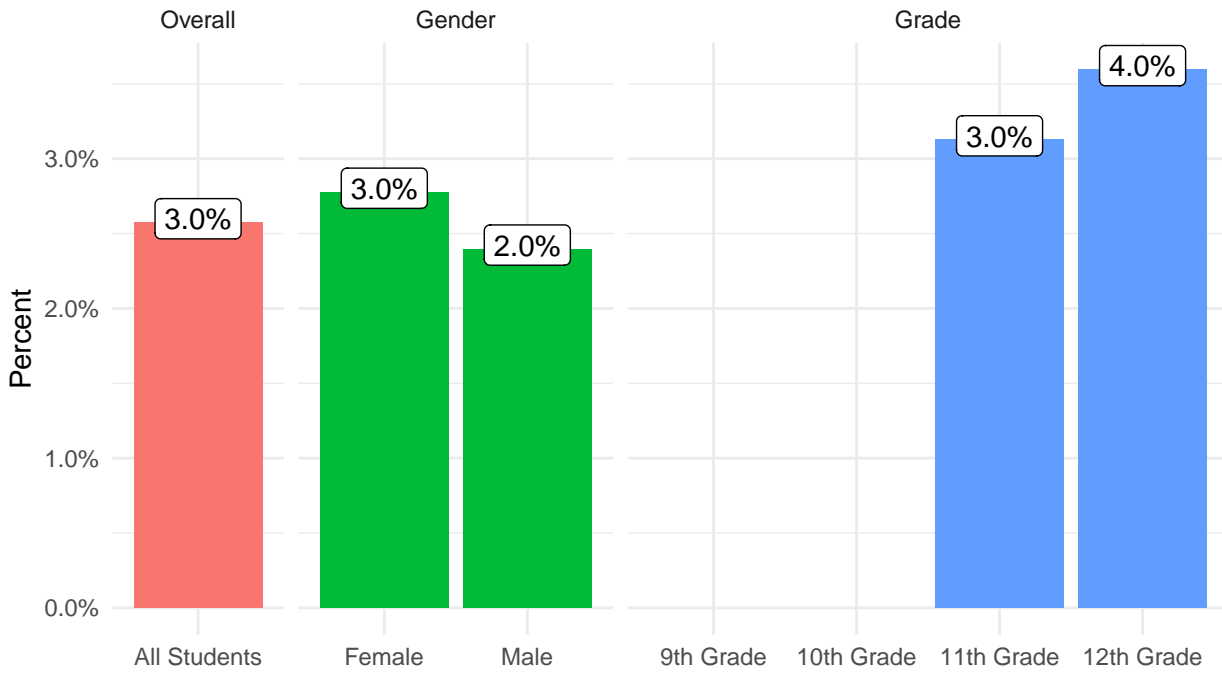
4% of students said that they never or rarely used a seatbelt.

## Risky Driving Behaviors

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

### Drinking and Driving

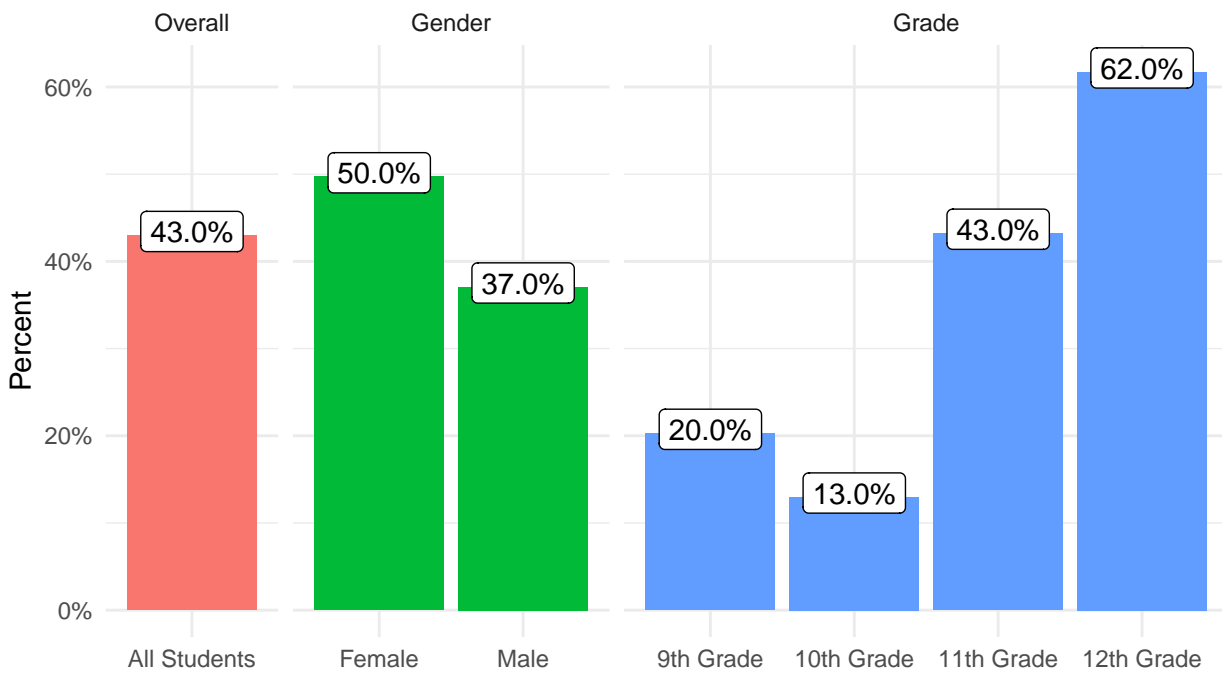
Student drivers who drove after drinking (past 30 days)



Missing bars mean numbers are too small to report

### Texting and Driving

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

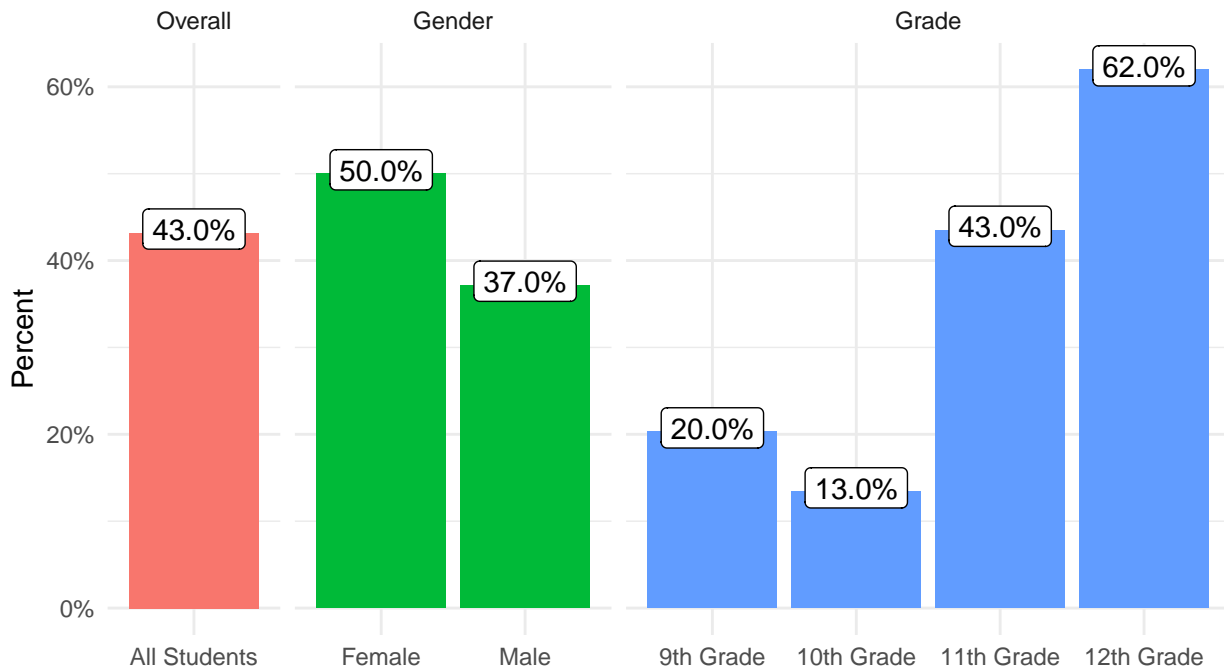


Missing bars mean numbers are too small to report

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

### Drivers Taking Risks

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



Missing bars mean numbers are too small to report

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

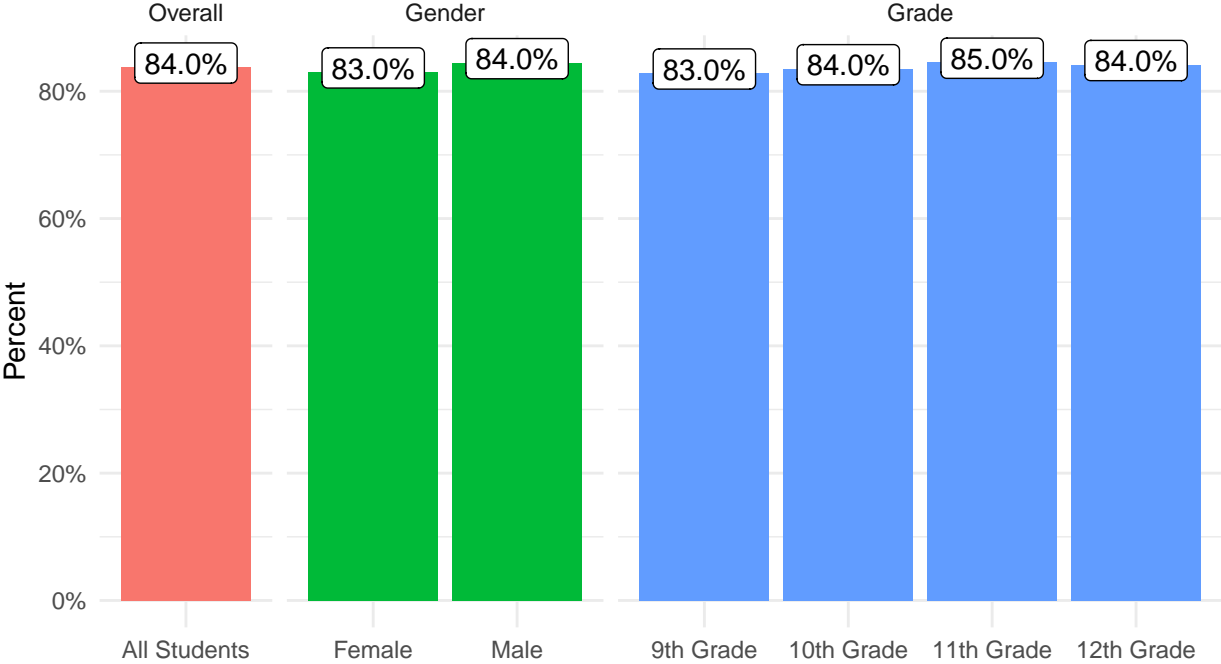
# SCHOOL SAFETY

## Perceptions of safety

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

### Feel Safe At School

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

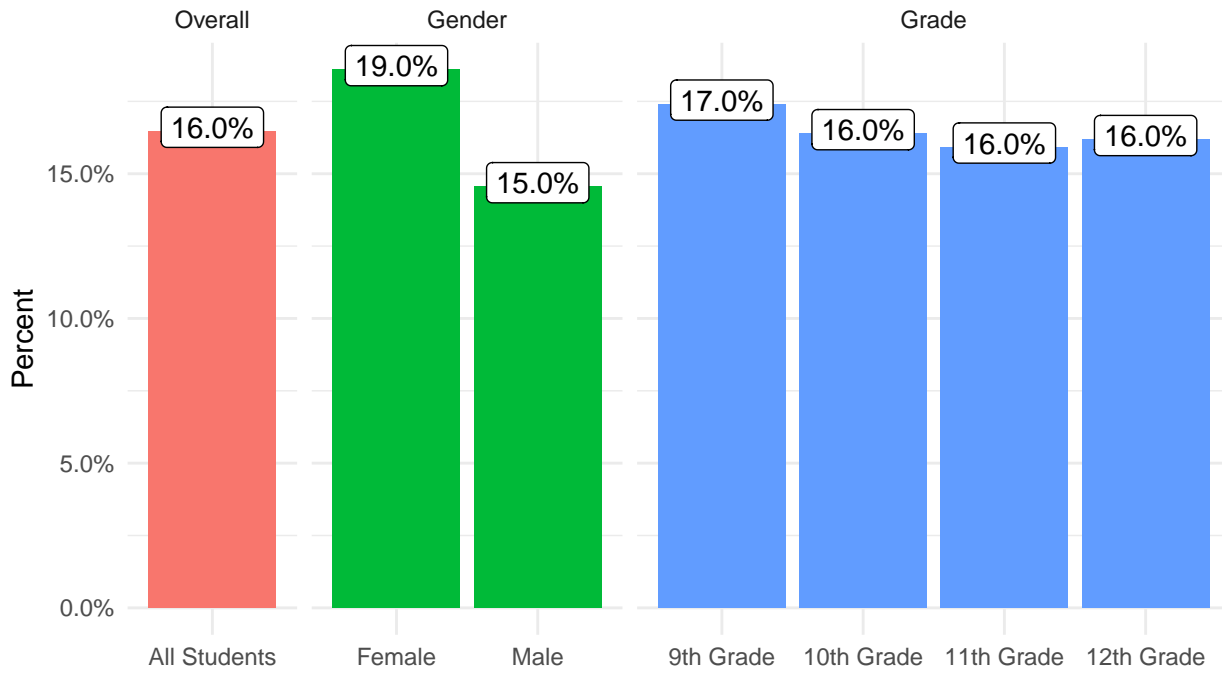


Missing bars mean numbers are too small to report

9% 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 district.

### Think Violence Is A Problem At School

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



Missing bars mean numbers are too small to report

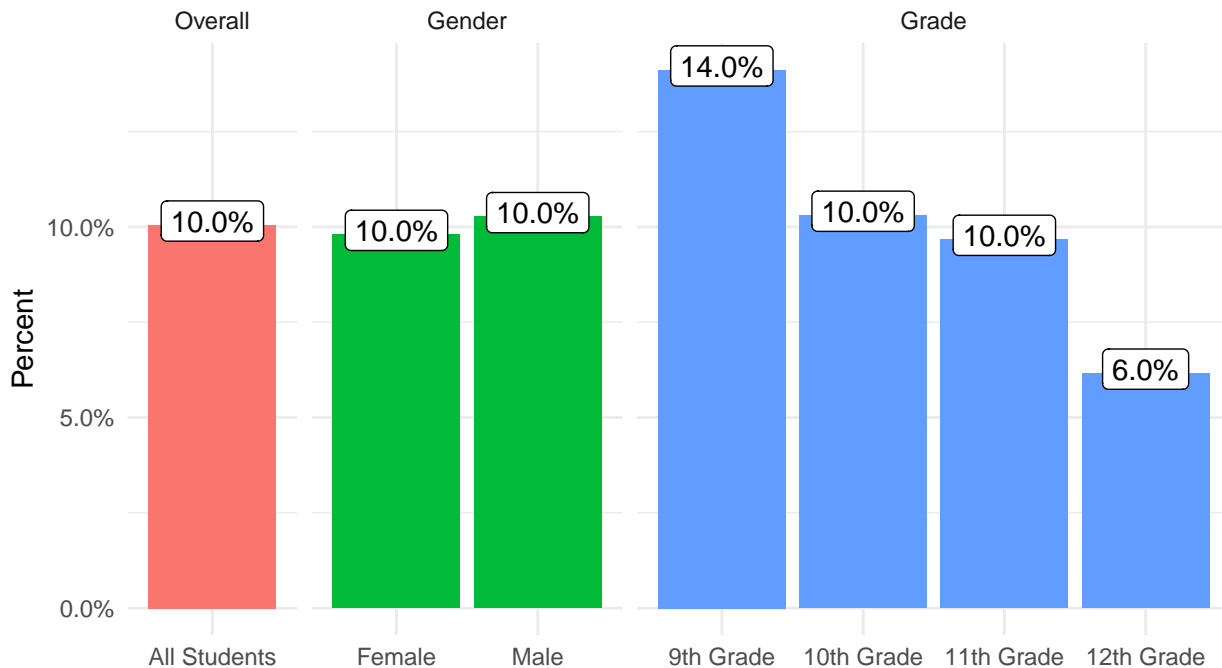
A perceived lack of safety can affect school performance and school attendance. **5%** of students reported missing one or more days of school because of safety concerns either at school or en route to school. To see differences by subgroup, refer to the question-specific tables.

## Violence and Weapons At School

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

### Fights and/or Weapons at School

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



Missing bars mean numbers are too small to report

**10%** reported an experience of violence at school within the past 12 months: **5%** had been in a physical fight at school and **6%** 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 gun on school property in the past 30 days. **[number too small to report]** said that they had done so one or more times in the past 30 days.

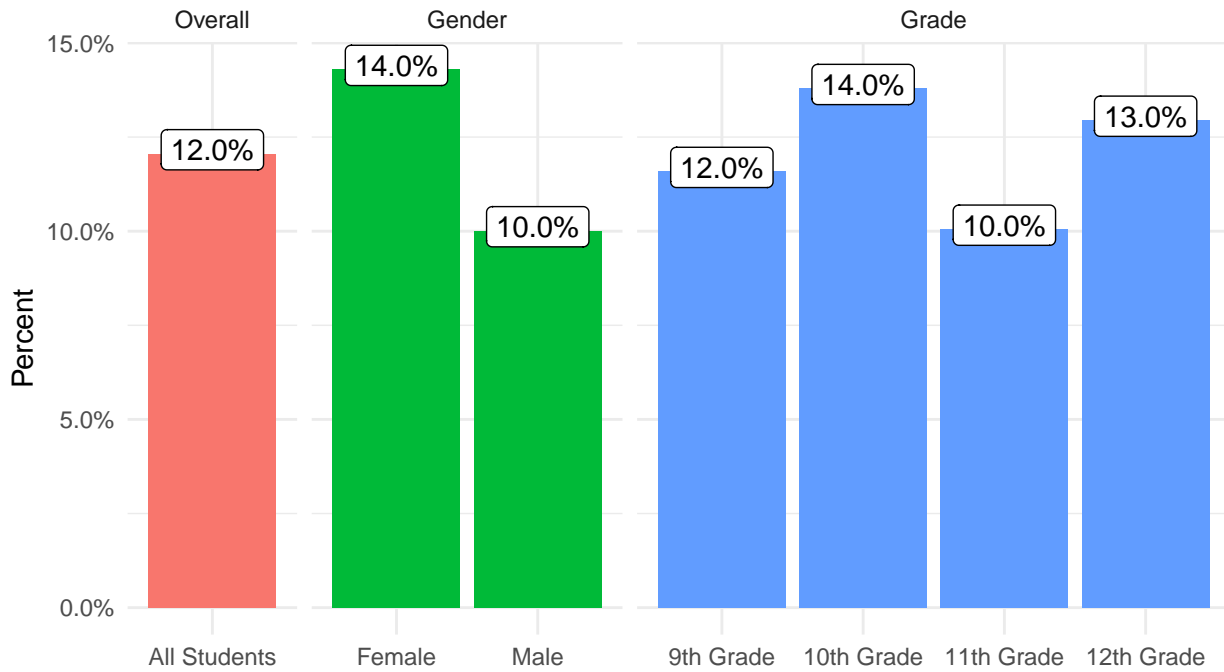
For information and resources on school-based violence prevention, see DPI’s Safe Schools resources: <https://dpi.wi.gov/sspw/safe-schools>.

## Drugs at School

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

### Drugs At School

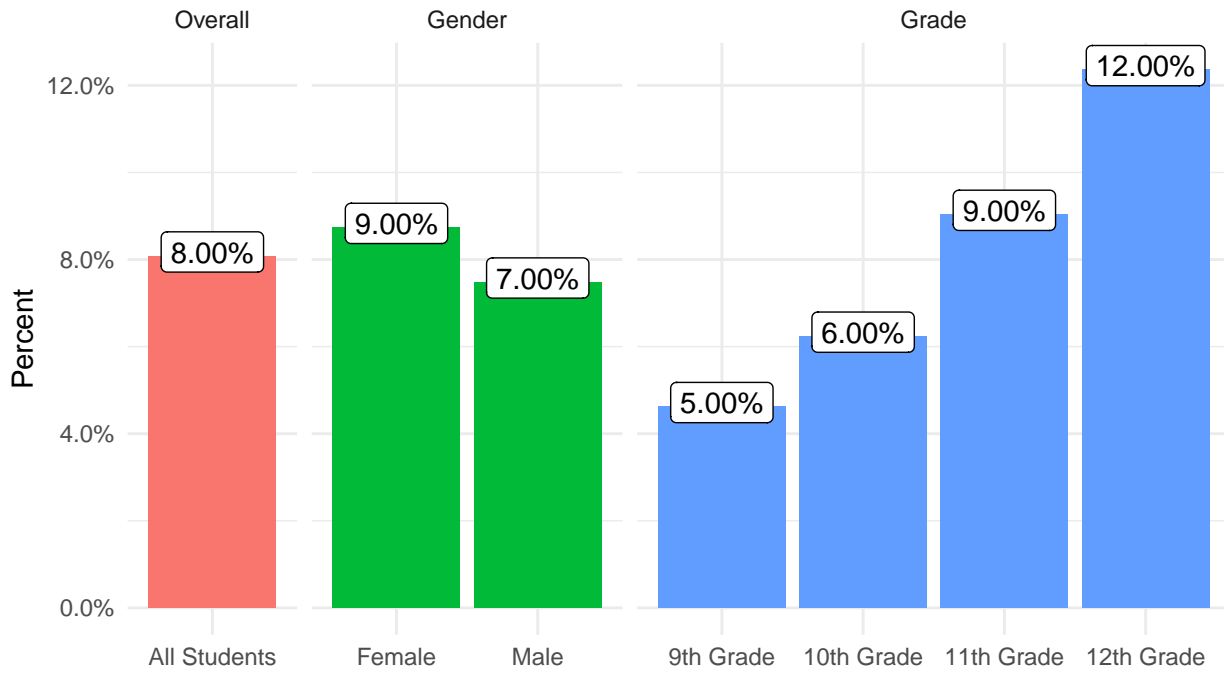
Were offered, sold, or given drugs on school property (past 12 months)



Missing bars mean numbers are too small to report

### Drunk or High At School

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



Missing bars mean numbers are too small to report

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



## **SCHOOL CLIMATE**

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

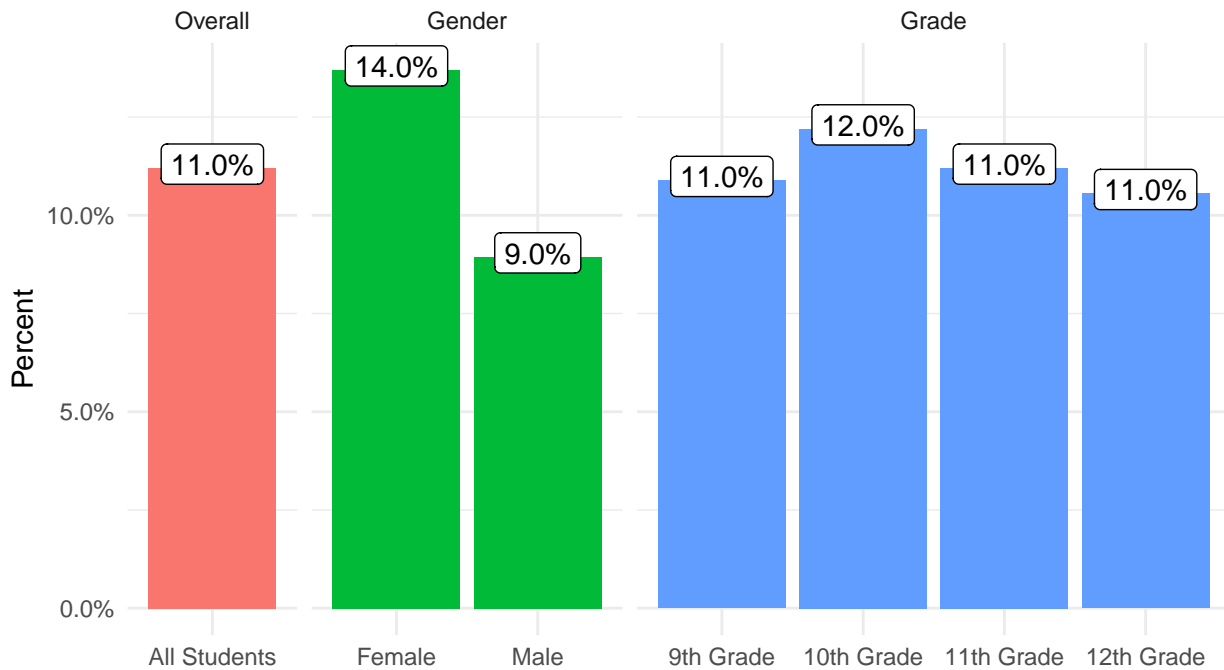
This section covers questions on bullying, belonging, and supportive adults at school.

## Bullying

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

### Bullied At School

Students who experienced bullying at school during the past 12 months

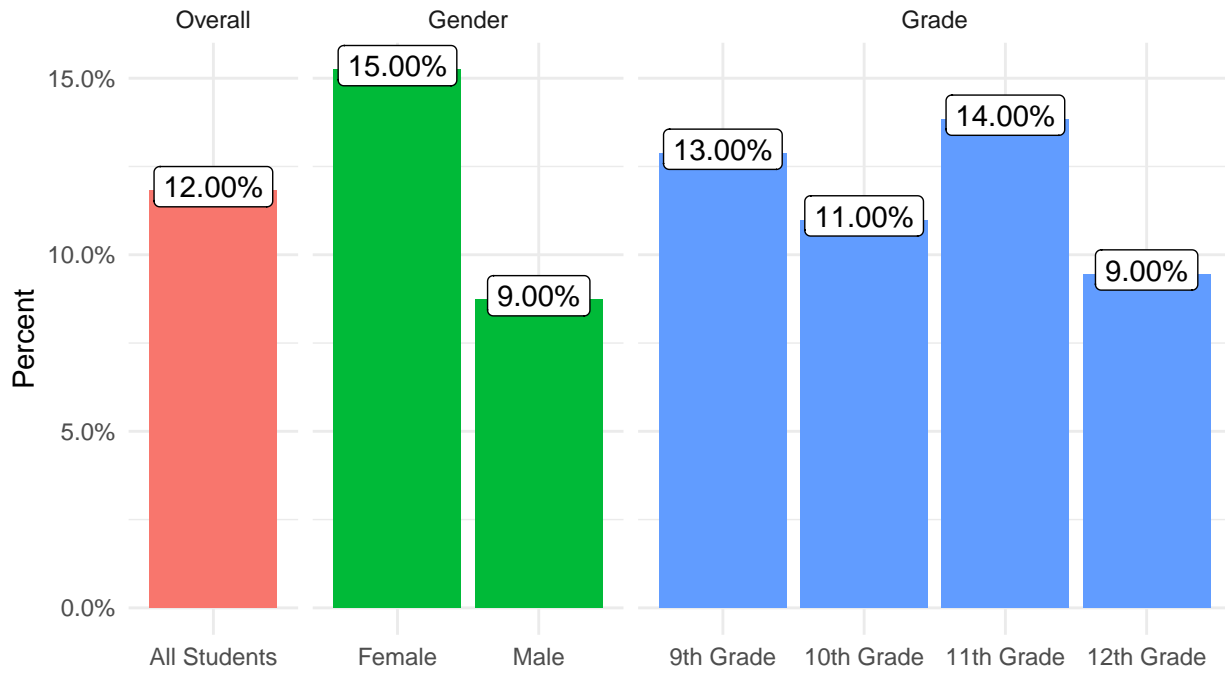


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Oftentimes students who are bullied at school are also bullied online.

### Bullied Online

Students who were electronically bullied (past 12 months)



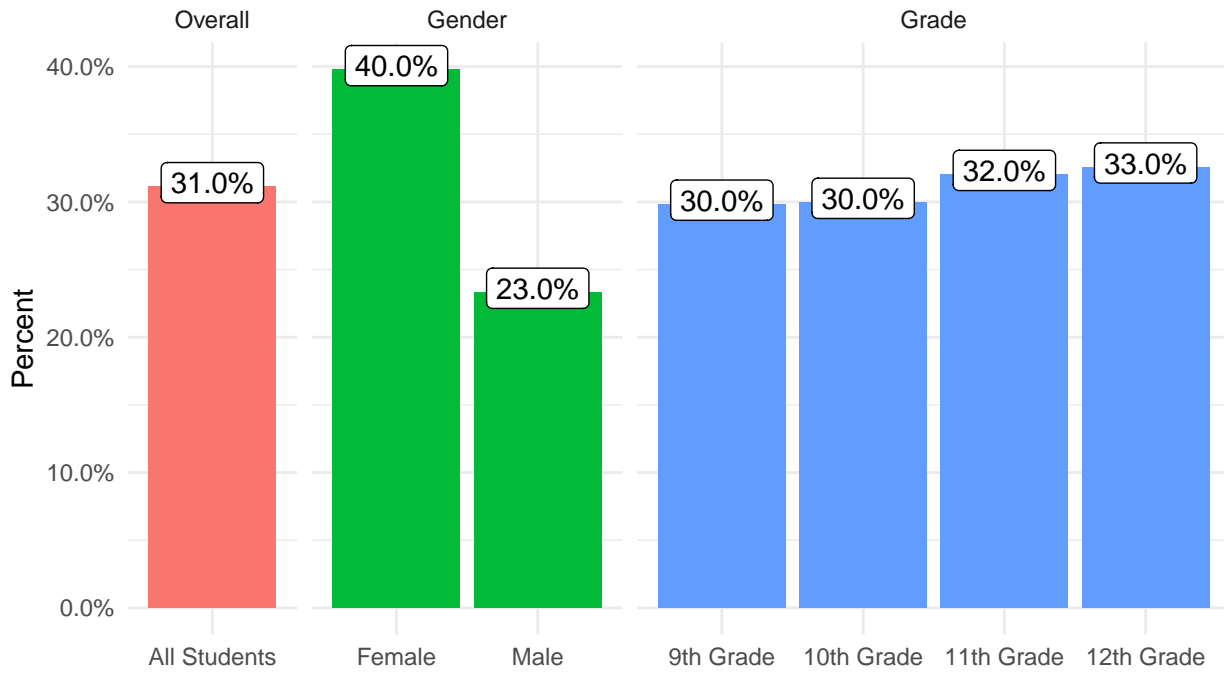
Missing bars mean numbers are too small to report

Overall, **17%** experienced bullying either at school, online, or in both forms.

Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, **31%** of students agreed or strongly agreed that bullying was a problem at their school.

### Bullying Is A Problem

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



Missing bars mean numbers are too small to report

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

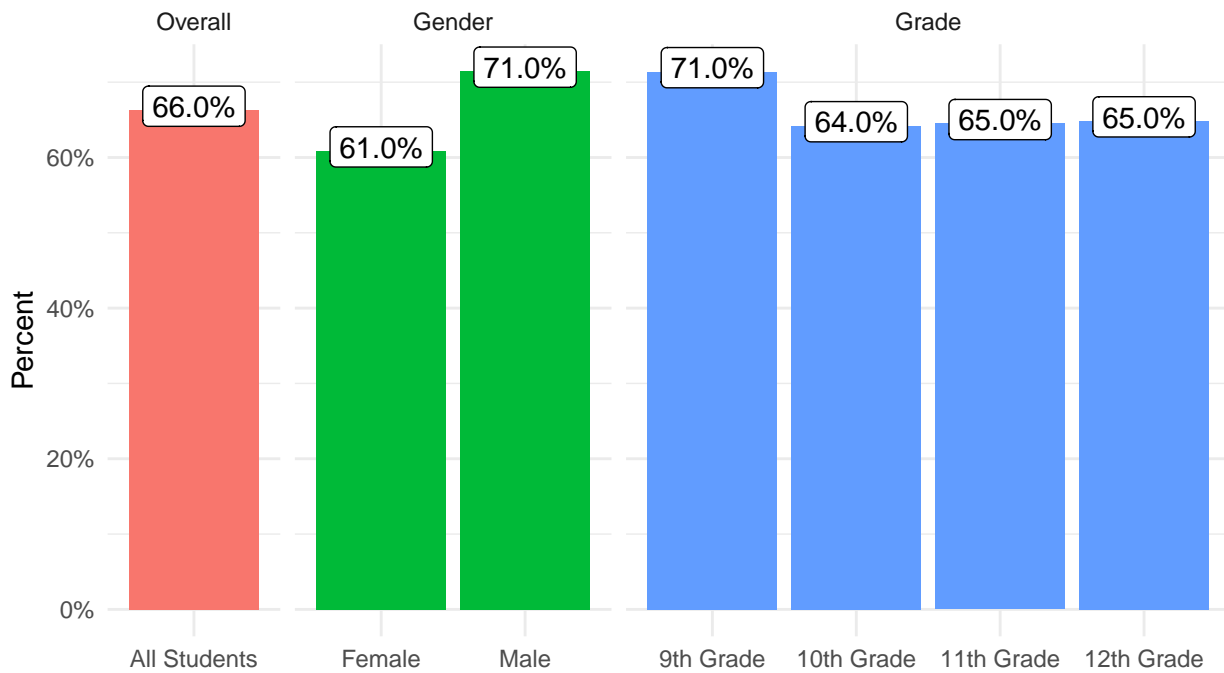
## School Connectedness

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

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

### Feel Like They Belong At School

Students who agree or strongly agree that they belong at school



Missing bars mean numbers are too small to report

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”.

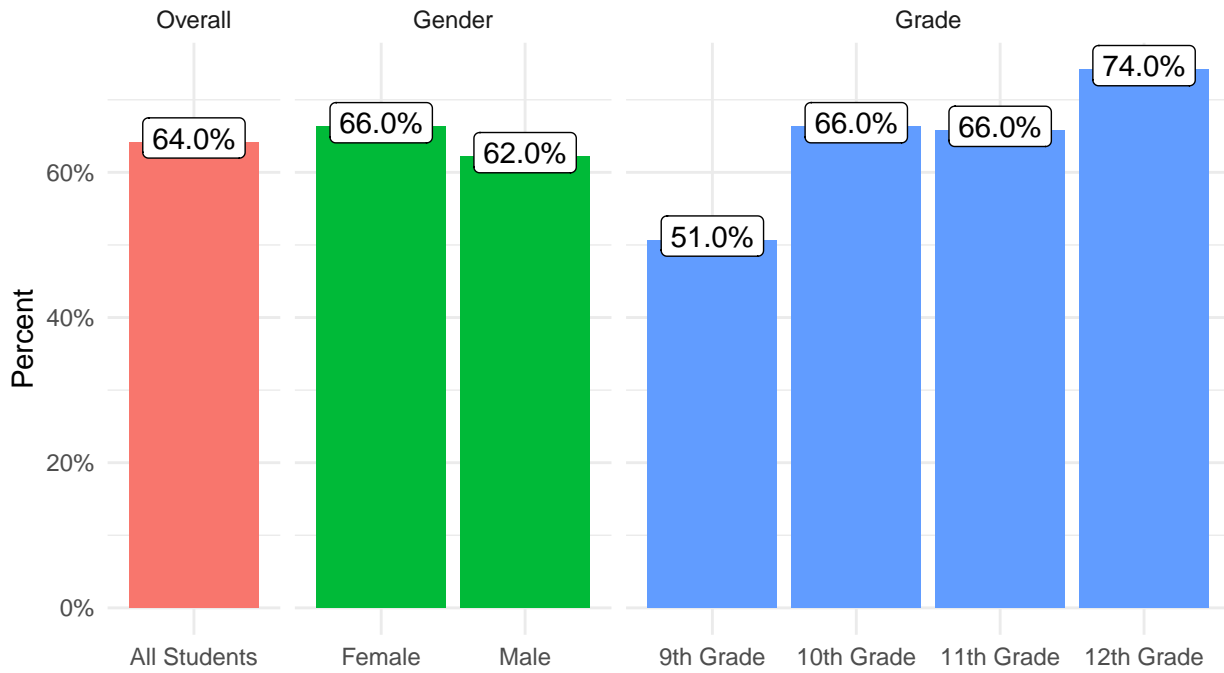
The section on “Protective Factors” provides additional information on school belonging. Similarly, the section on “Higher Risk Populations At A Glance” shows how this sense of belonging breaks down for different groups of students.

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

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

### Have a Teacher They Can Confide In

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



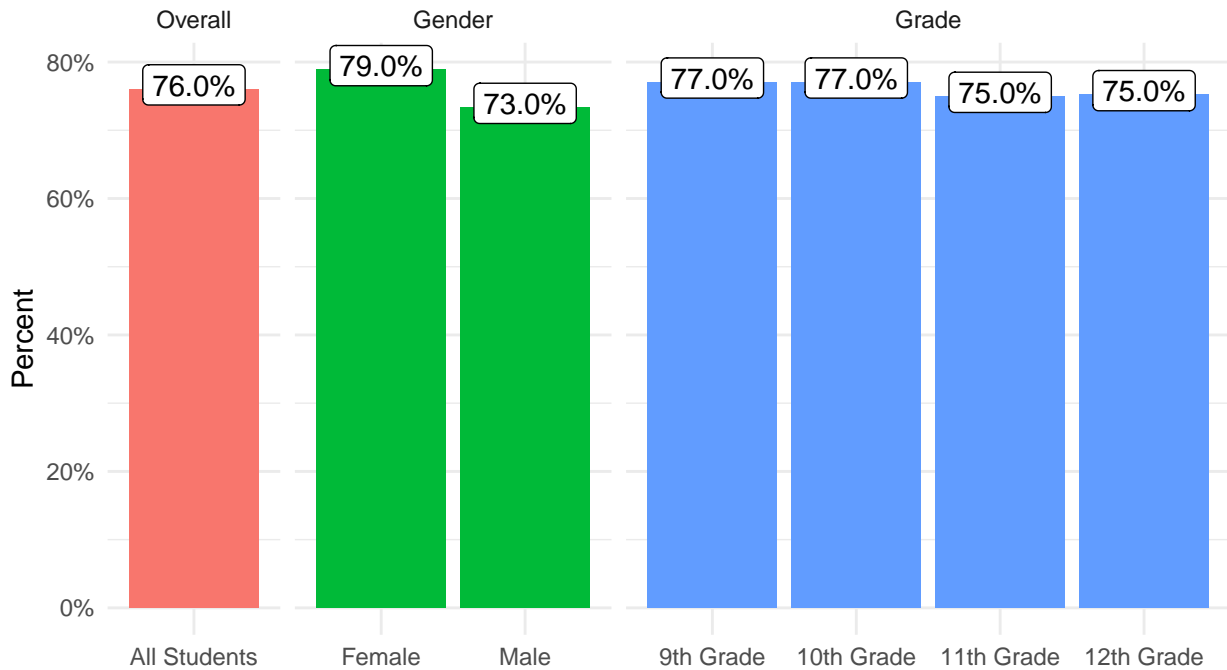
Missing bars mean numbers are too small to report

19% of students said that they did not have a teacher or other adult at the school with whom they could talk about a problem. Schools can make special efforts to connect staff with those students who may feel more isolated or marginalized.

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

## Extracurriculars

Students who participate in school activities, teams, or clubs



Missing bars mean numbers are too small to report

Research indicates that:

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

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

# MENTAL HEALTH AND WELLBEING

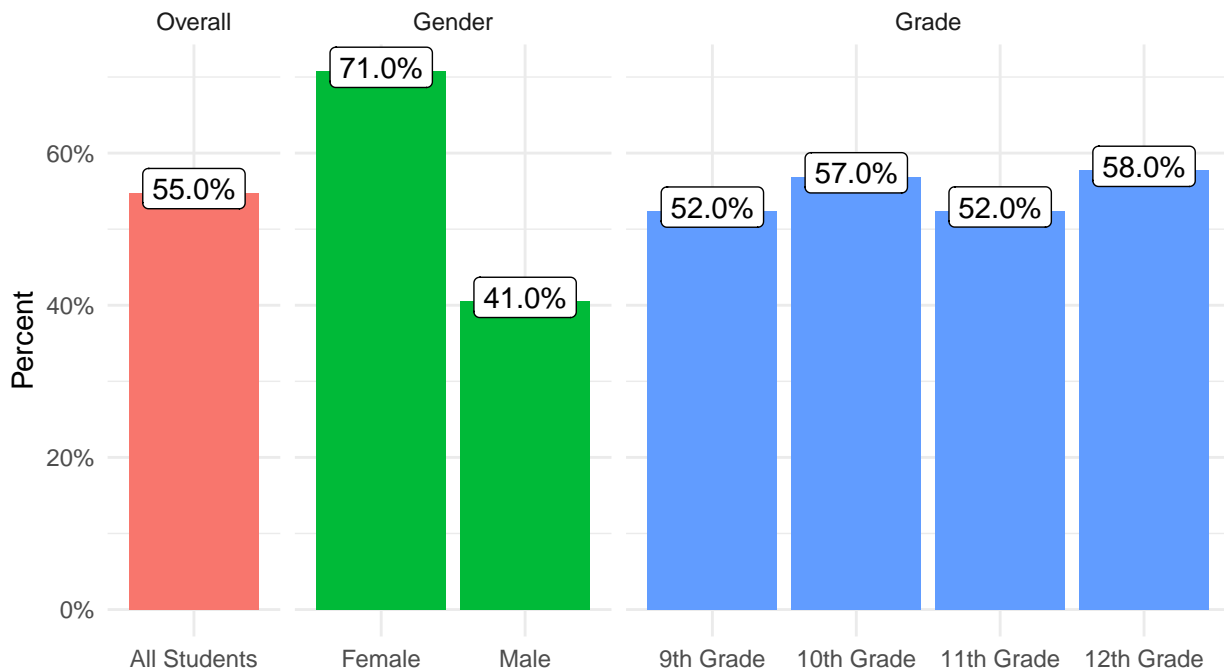
Students were asked about their mental wellbeing over the past year, as well as any experiences harming themselves or considering or attempting suicide.

## Anxiety, Depression and Self-Harm

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

### Self-Reported Anxiety

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

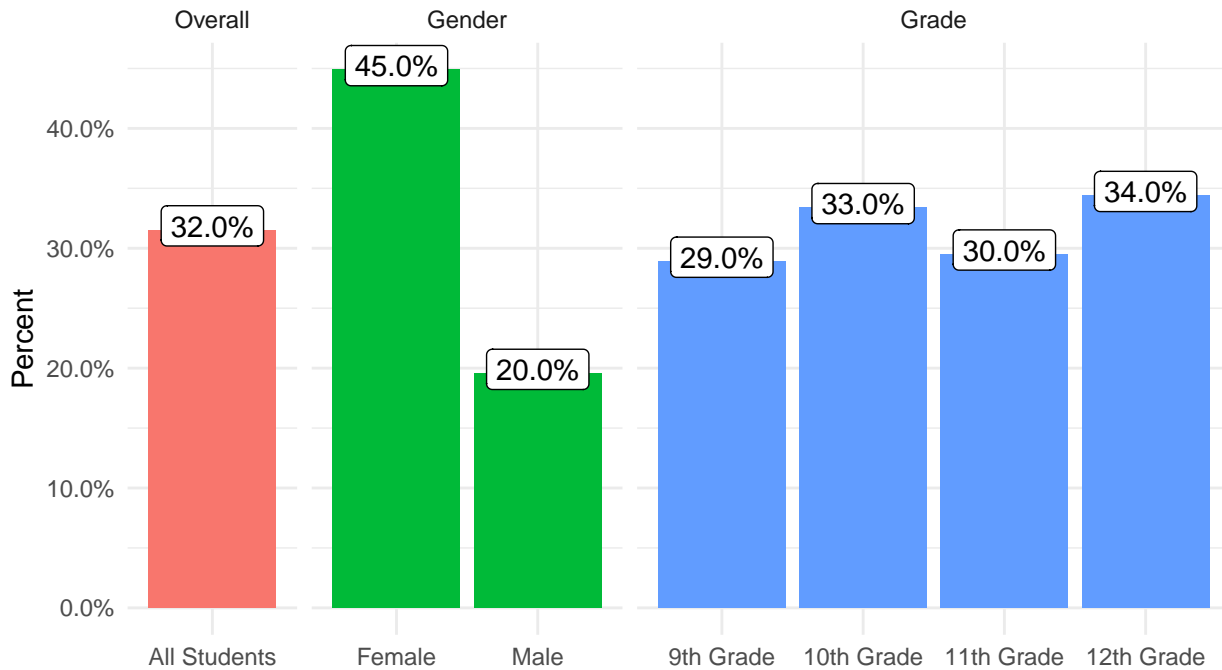


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## Self-Reported Depression

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



Missing bars mean numbers are too small to report

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

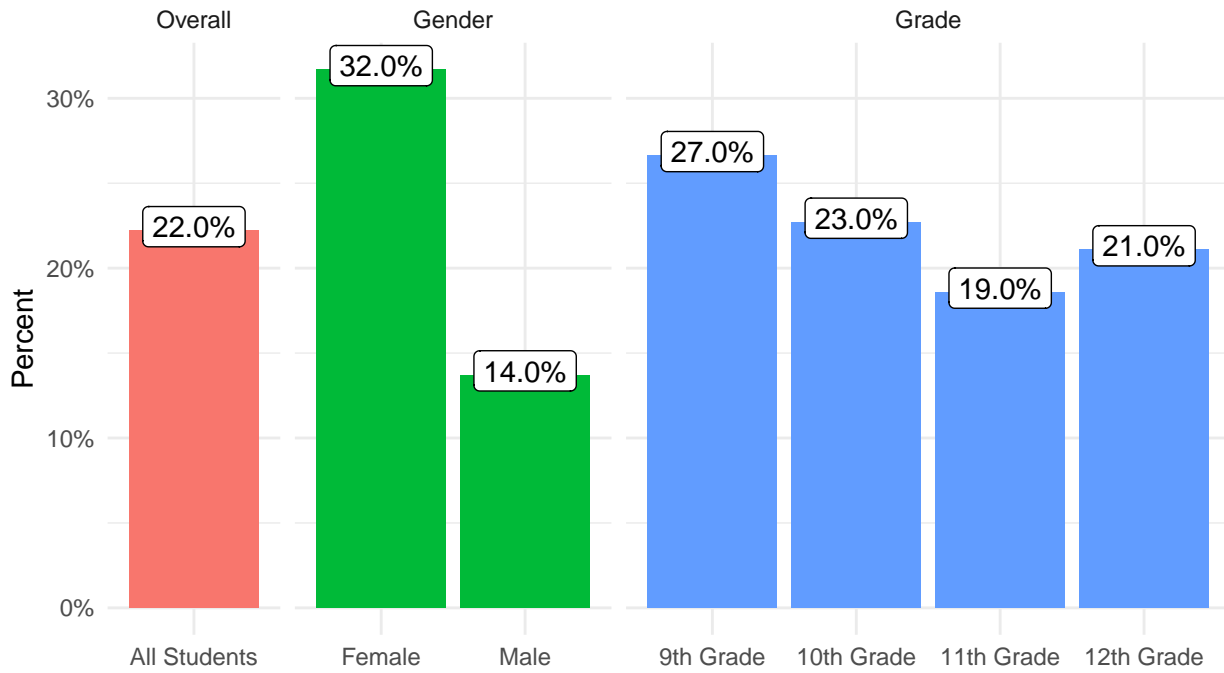
In general, self-reported rates of anxiety and depression were higher for students who:

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

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

### Self-Harm

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



Missing bars mean numbers are too small to report

Students also reported on whether or not they had engaged in non-suicidal self-harming practices during the past year. **22%** of students reported having engaged in a self-harming practice at least once.

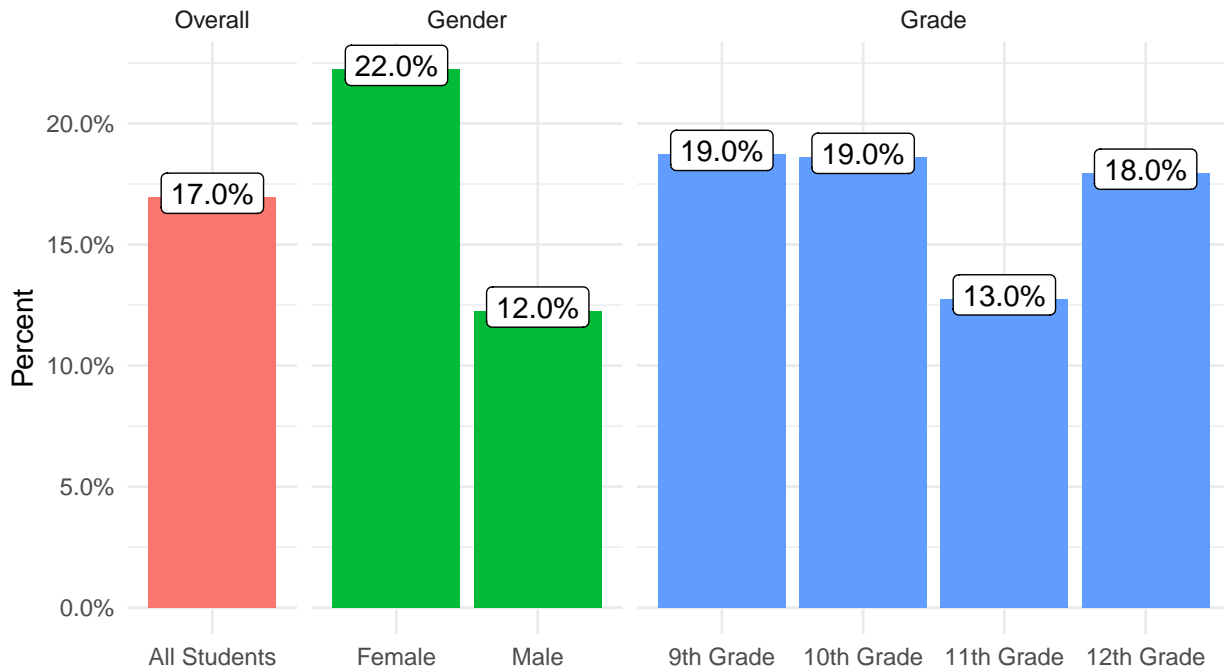
Overall, **61%** answered affirmatively to at least one of the questions about anxiety, depression, or self-harm.

## Suicidal Thoughts and Behavior

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

### Considered Suicide

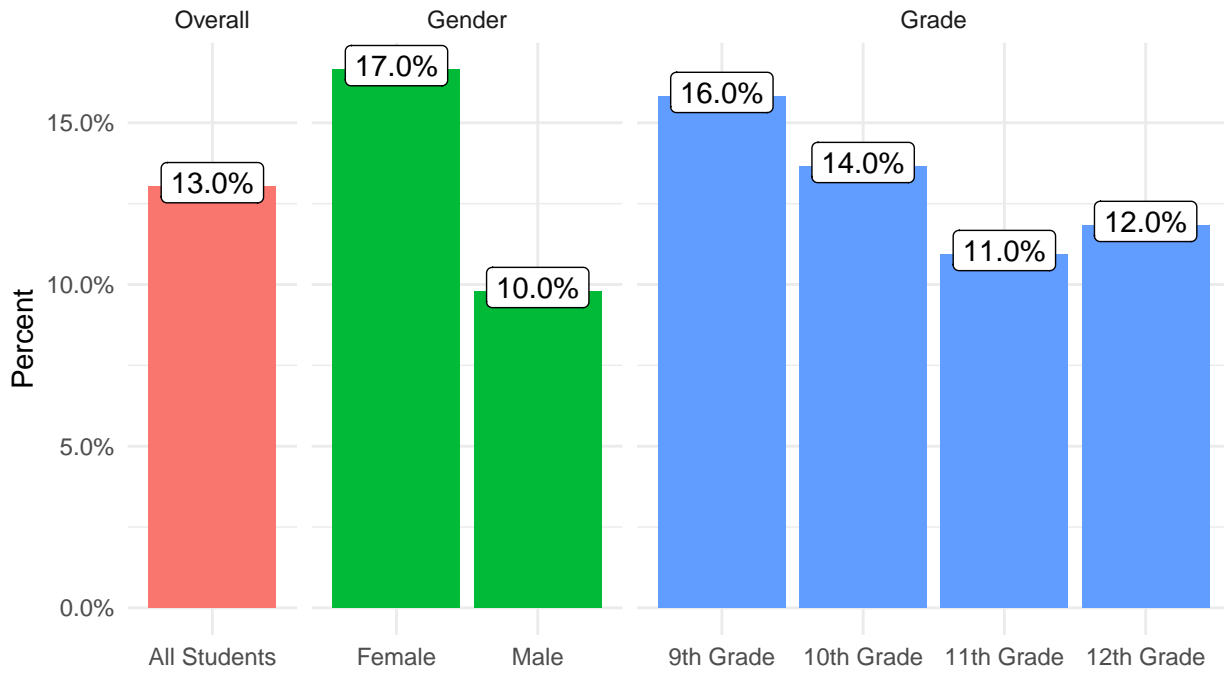
Students who seriously considered suicide (past 12 months)



Missing bars mean numbers are too small to report

### Had a Suicide Plan

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



Missing bars mean numbers are too small to report

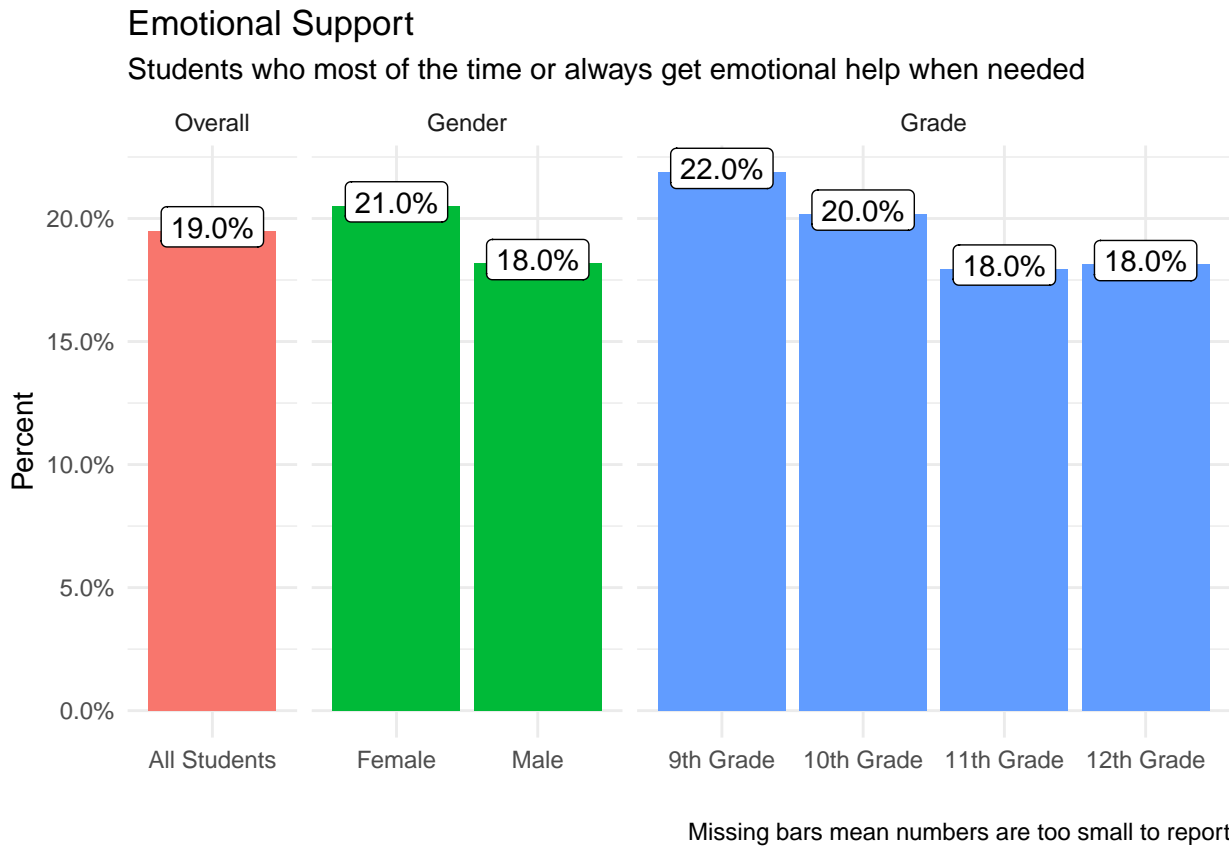
**13%** of students have made a plan about how they would attempt suicide.

**5%** of students have attempted suicide. See the appendix for more detailed tables on suicidal planning and attempts.

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

## Help-seeking and Supports

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



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

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

### Who Do Students Turn To For Emotional Support?

ADULT (parent, teacher or other adult): **31%**

PEER (friend or sibling): **52%**

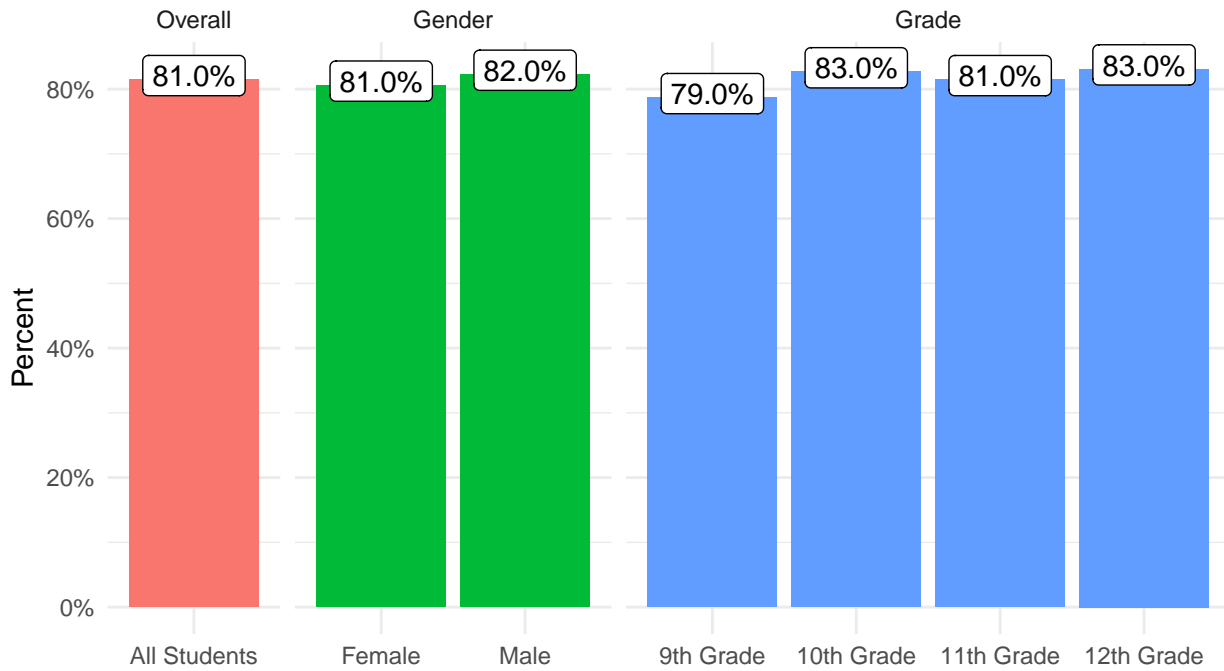
NOT SURE: **17%**

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

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

### Have a Supportive Adult

Students who could turn to at least one adult besides parents



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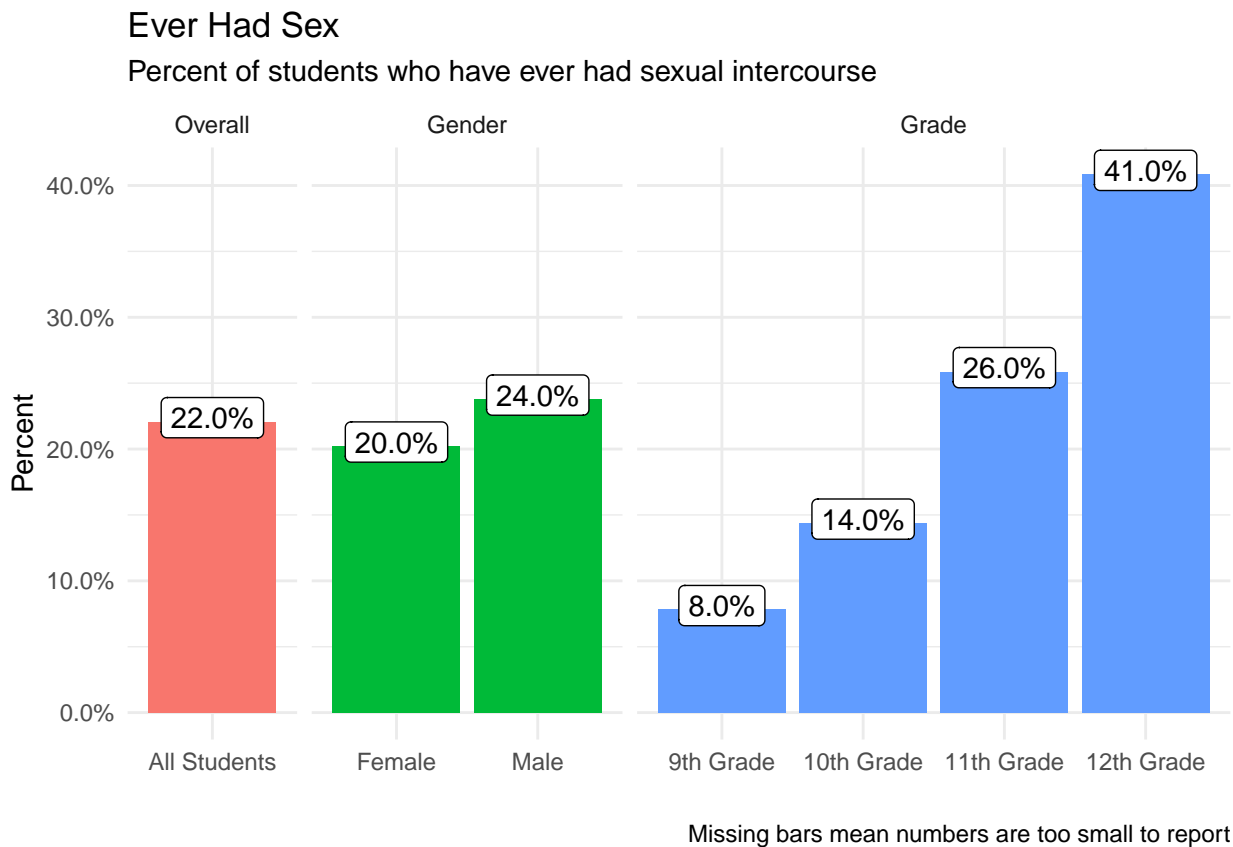
Regardless of whether students actually use such adults as a frequent source of support, the mere presence of such adults in a young person’s life is an important protective factor. For more information on this question, see the “Protective Factors” section.

## SEXUAL BEHAVIOR

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

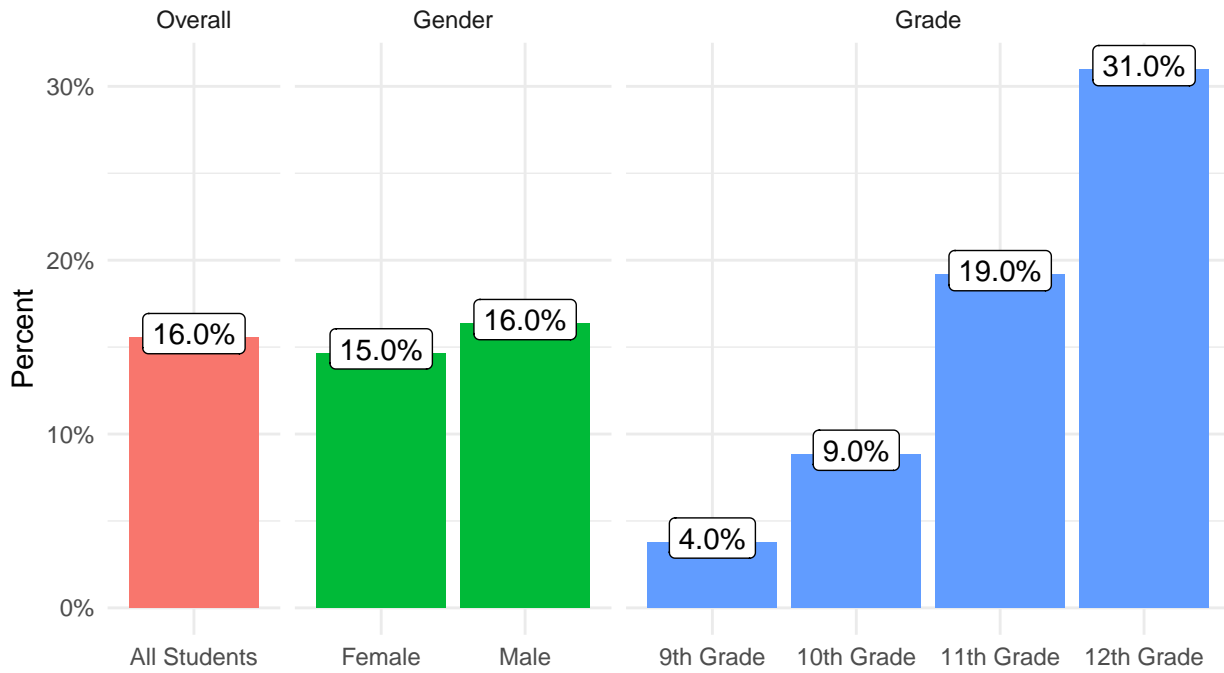
### Prevalence

The YRBS asks about current and lifetime sexual activity by asking whether students engage in “sexual intercourse”. The term itself is not defined for students. **22%** of students have ever had sexual intercourse, and **16%** are currently sexually active.



### Currently Sexually Active

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



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### Prevention of Pregnancy and Sexually Transmitted Infections (STI)

Among sexually active students, **64%** used a condom during their last sexual intercourse. **7%** of sexually active students used no birth control method during their last sexual intercourse. For more information, see the question-specific tables at the end of this report.



# TOBACCO

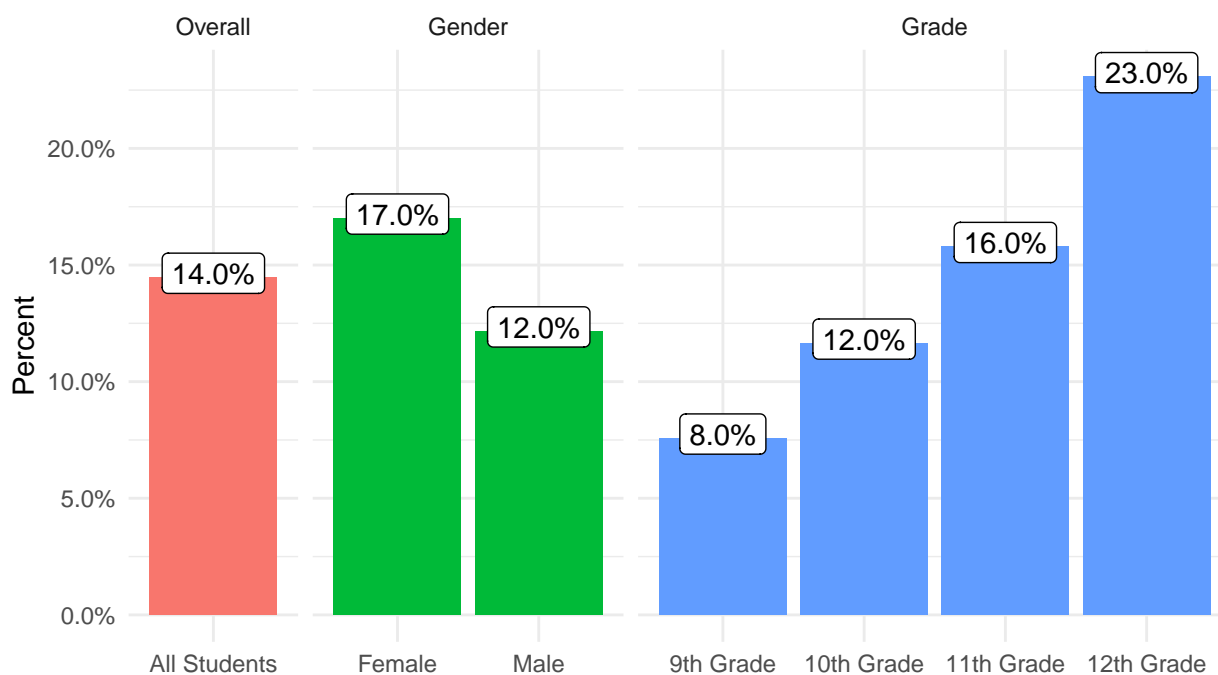
The YRBS asks about both traditional tobacco products and electronic tobacco products. (Schools that opted for the Drug Free Communities Optional Module or the Youth Tobacco Survey Optional Module will find those results at the end of this report.)

## Vaping

Questions about electronic tobacco were first added to Wisconsin’s state YRBS in 2017. The 2019 and 2021 surveys continued to ask about current and lifetime use of electronic vapor products, such as JUUL.

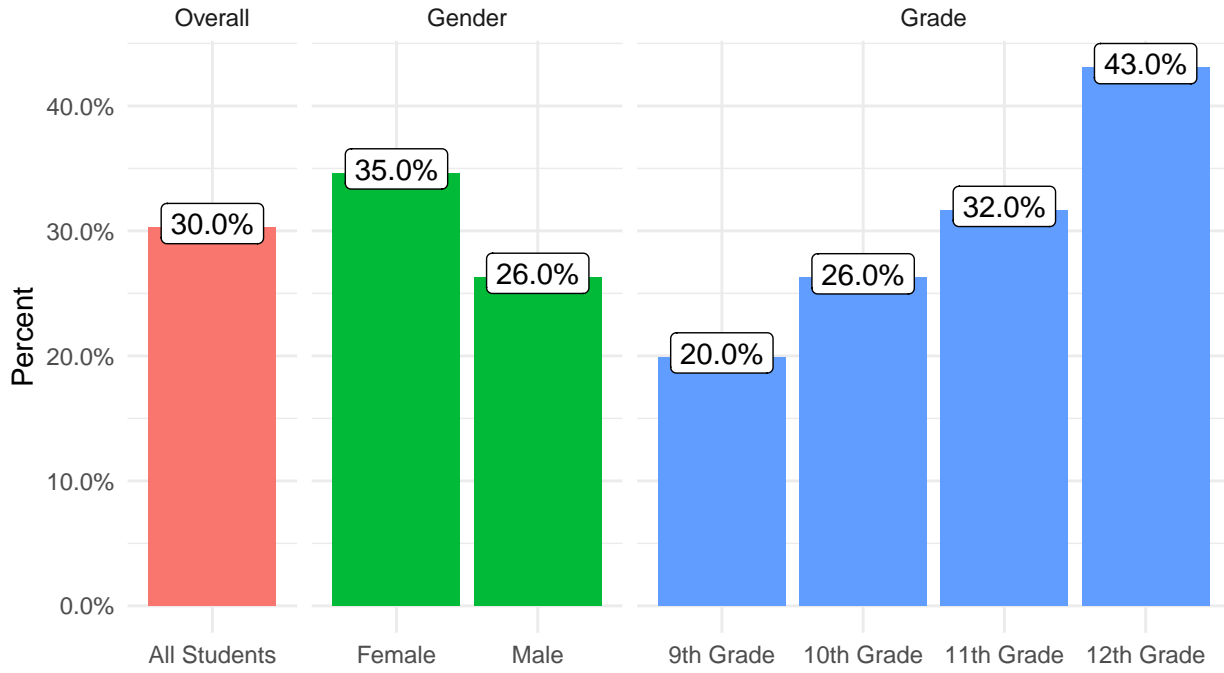
### Currently Vape

Students who used vaping products (past 30 days)



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### Ever Tried Vaping Students who have ever tried vaping



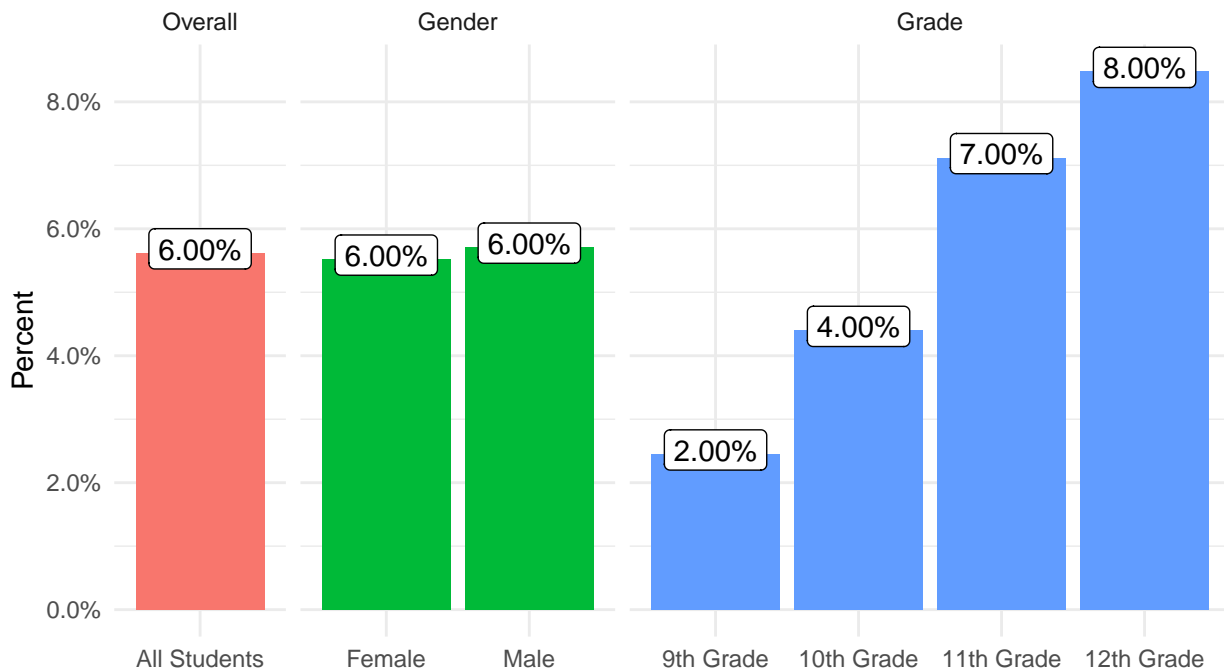
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## Other Tobacco Products

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

### Use of Any Other Tobacco Products

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



Missing bars mean numbers are too small to report

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

**Chew/smokeless tobacco: 2%**

**Cigars, cigarillos, little cigars: 3%**

**Cigarettes: 4%**

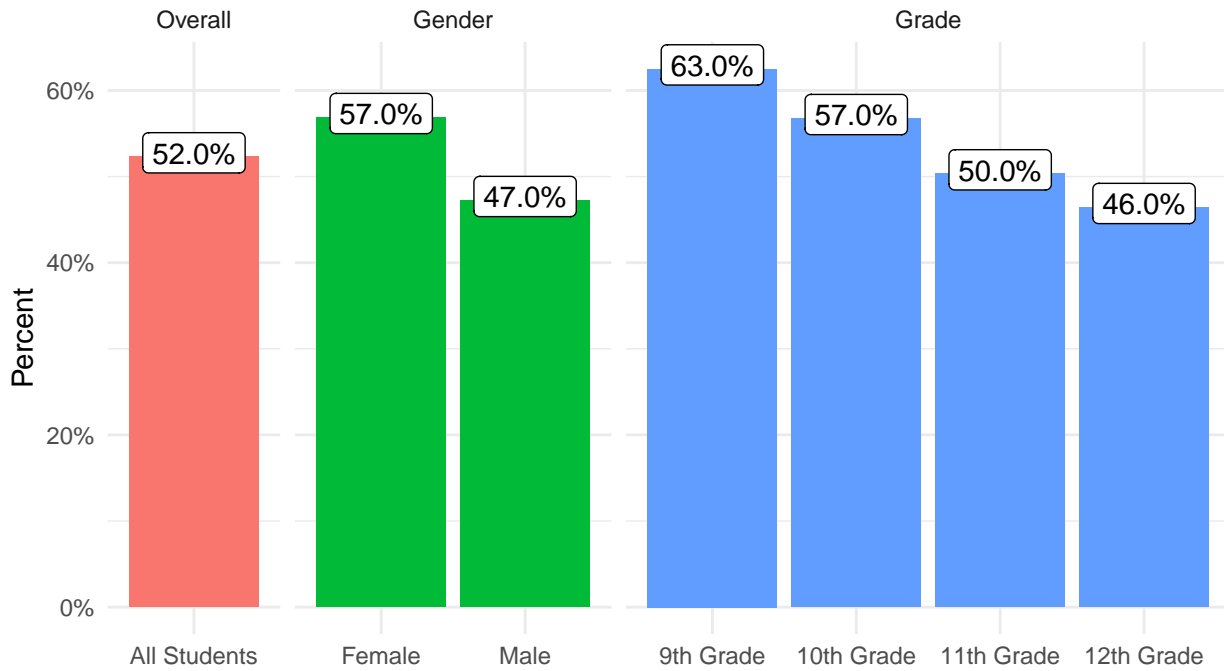
For more information on the rates of use for each of these products, see the question-specific tables at the end of this report.

## Tobacco Cessation

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

### Quitting

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



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# ALCOHOL

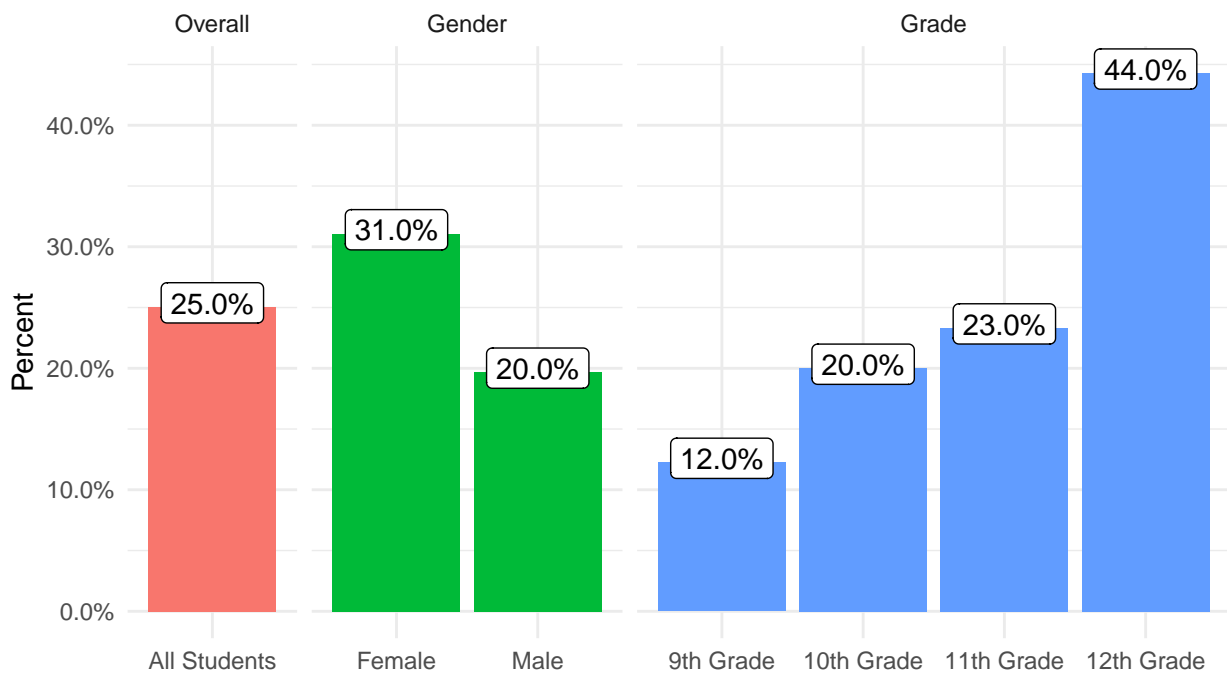
The YRBS contains several questions related to alcohol use. The questions on current use (past 30 days) and lifetime use ask students about consumption of “at least one drink of alcohol”.

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

## Any Use

### Current Use of Alcohol

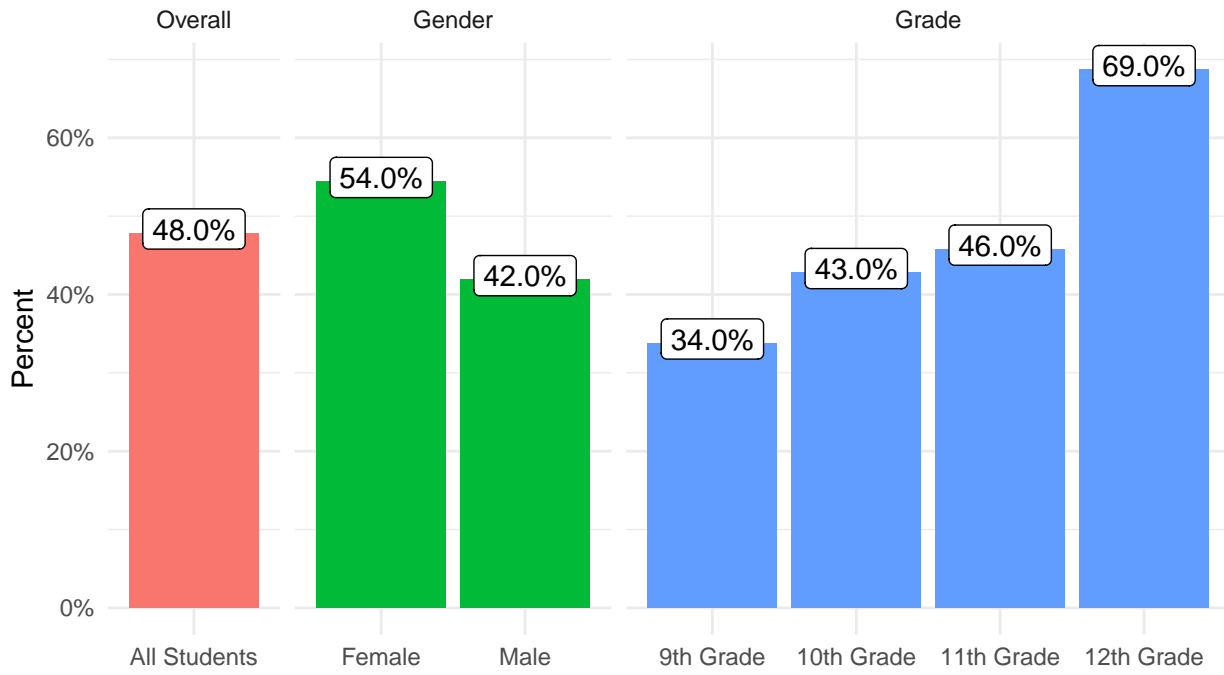
Students who had at least one drink (past 30 days)



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### Ever Drank

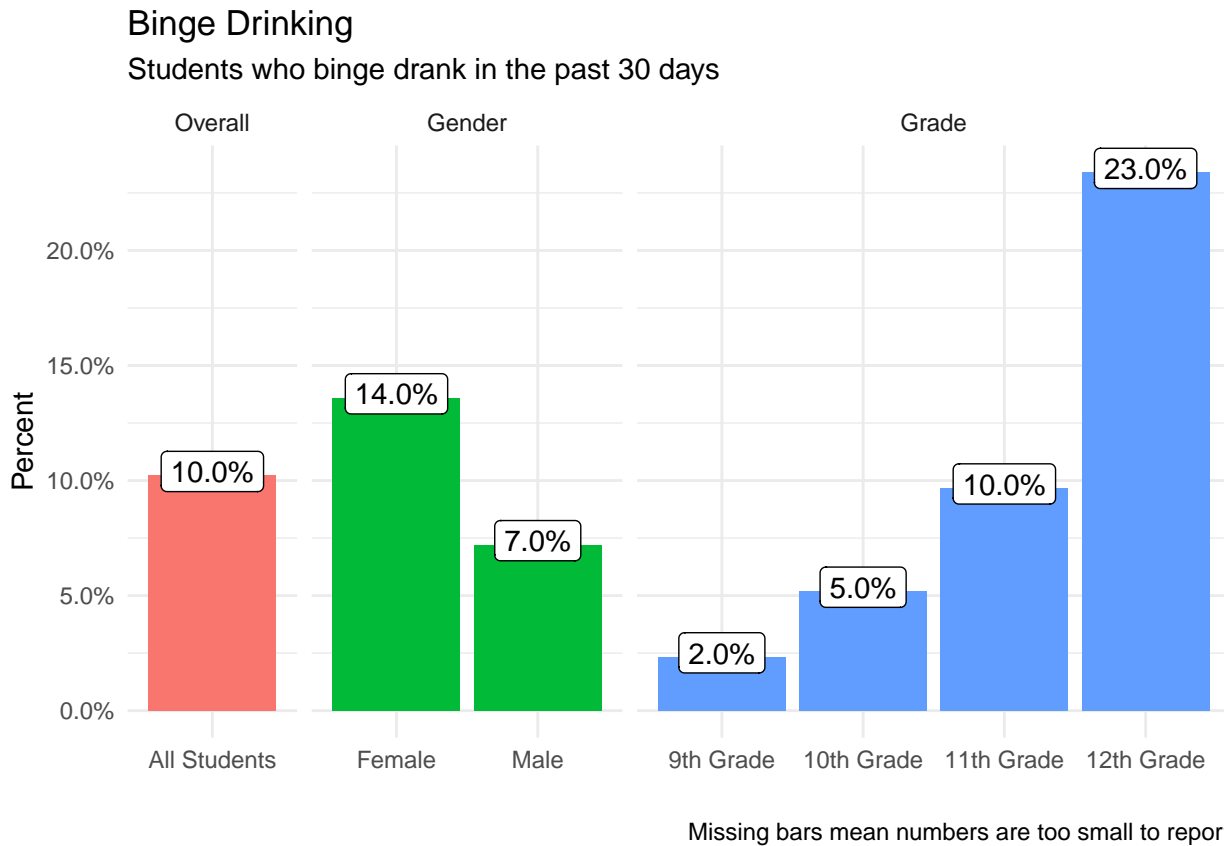
Students who have ever had an alcoholic beverage



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## Binge Drinking

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



The chart above shows binge drinking **among all students**. However, since not all students drink, sometimes it’s also helpful to know what percent of student **drinkers** engaged in binge drinking. Among students who drank, **41%** had engaged in binge drinking. This contrasts with the 10% of all students who binge drank, which appears in the chart above.

Among students who drank, **28%** 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 Addiction (AODA) webpage for information, tools and resources: <https://dpi.wi.gov/sspw/aoda>.

## DRUG USE

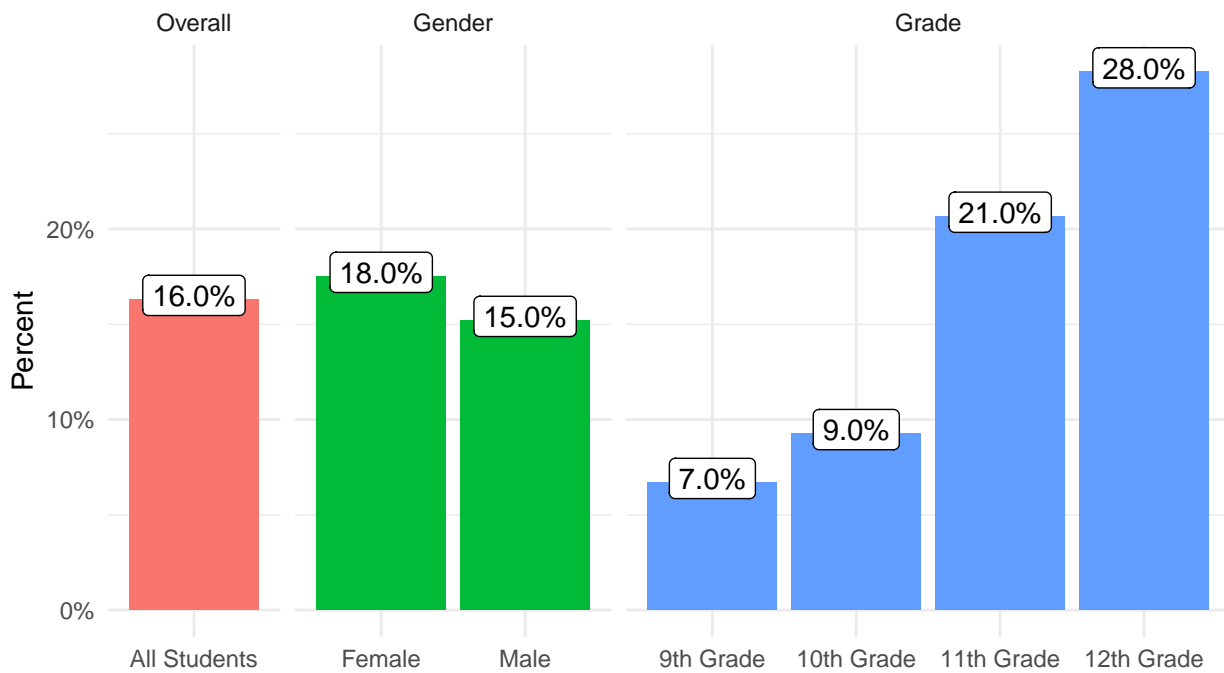
The YRBS asks students about use of illegal drugs as well as abuse of legal drugs. (Schools that opted for the Drug Free Communities Optional Module will find those questions at the end of this report.)

### Marijuana

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

#### Current Marijuana Use

Students who have used marijuana in the past 30 days

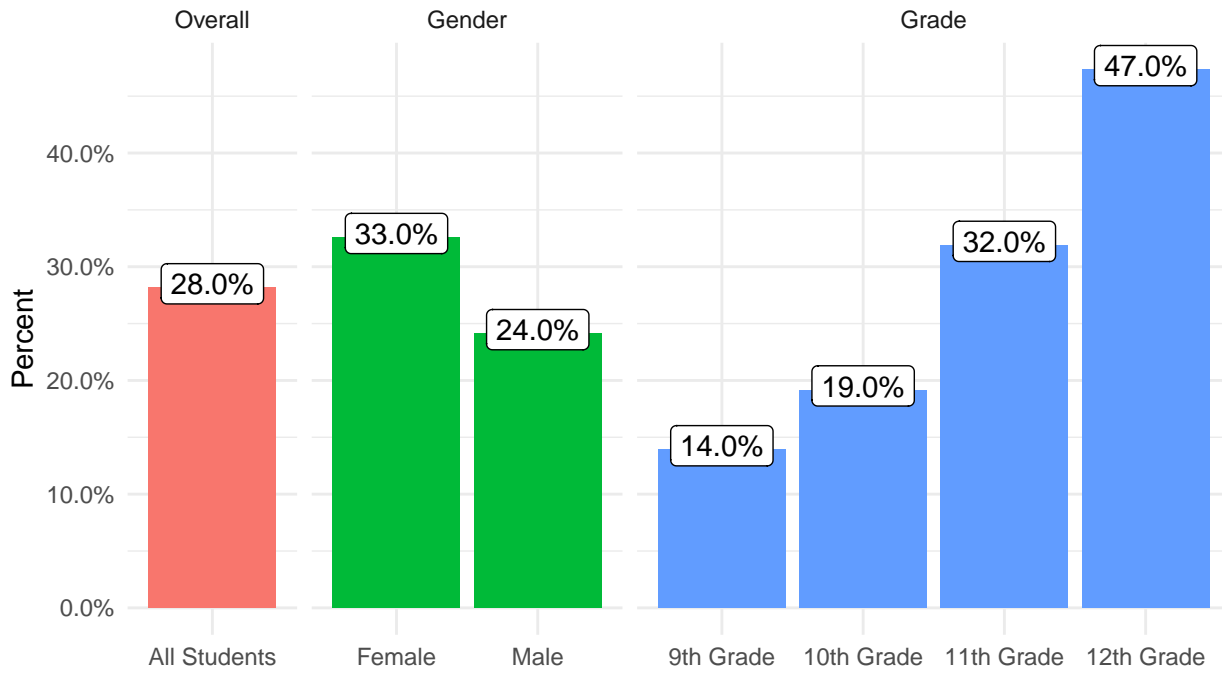


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### Ever Used Marijuana

Students who have ever used marijuana



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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

Recently added to the YRBS in 2019 and continued in 2021, questions about use of heroin and methamphetamines in the past 12 months, as well as lifetime use of any illegal drug besides marijuana were asked of students.

### USE OF OTHER ILLEGAL DRUGS

**Heroin in the past 12 months: 1%**

**Methamphetamines in the past 12 months: 1%**

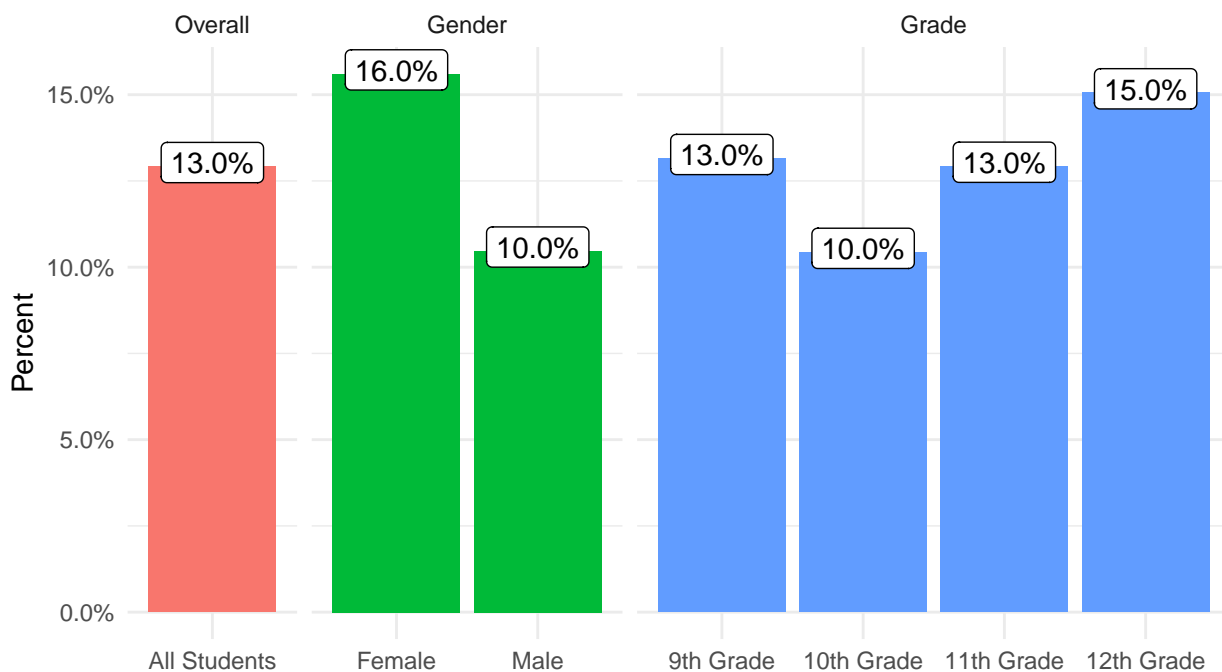
**Have ever used any illegal drug besides marijuana: 4%**

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 and/or CESA level.

## Abuse of Legal Substances

### Any Legal Drug Misuse

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



Missing bars mean numbers are too small to report

Students were asked about the unauthorized use of prescription painkillers and over-the-counter medications. Overall, **13%** of students had ever engaged in such use, with **10%** of students reporting use of a prescription painkiller without a doctor’s prescription and **5%** reporting use of an over-the-counter drug to get high. The chart above shows the percent of students who answered affirmatively to one or both of these questions. For more information, see the question-specific tables at the end of this report.

# TECHNOLOGY USE AND ONLINE BEHAVIOR

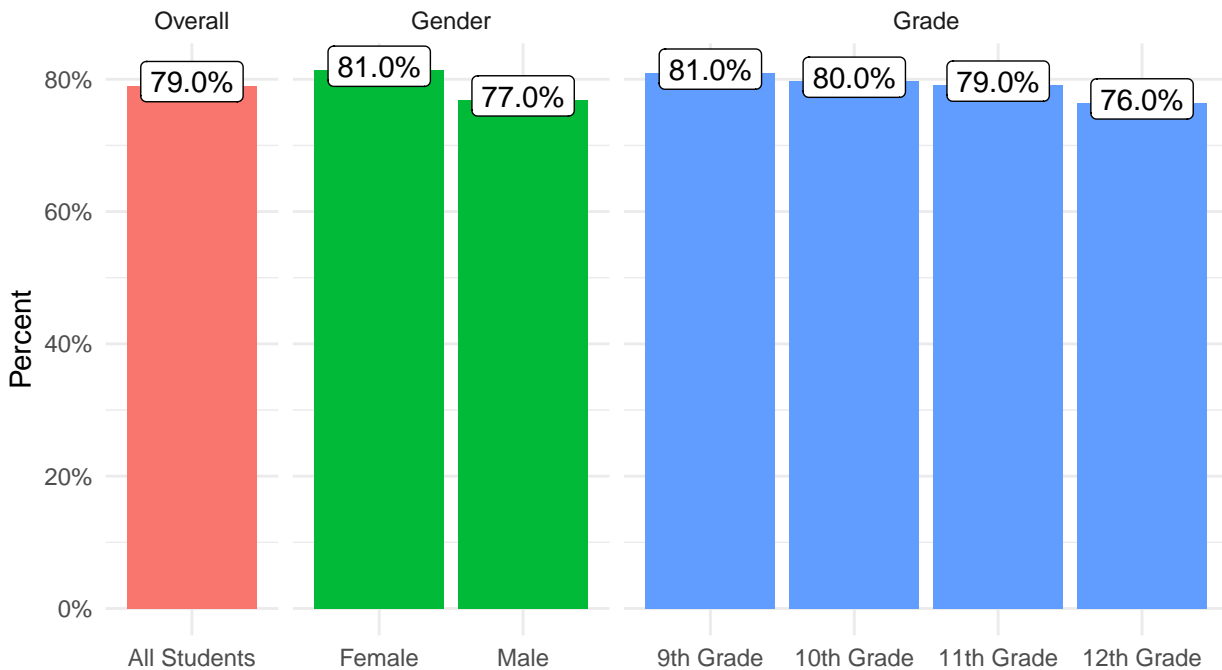
## General Use Patterns

The 2021 YRBS included several questions related to students' recreational use of technology. As in prior years, students were asked the amount of time per day spent watching television and engaging in other forms of media, such as social media or video games.

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

### Moderate to Heavy Screentime

Students who spent 3+ hours/day on phone, Xbox, or other device

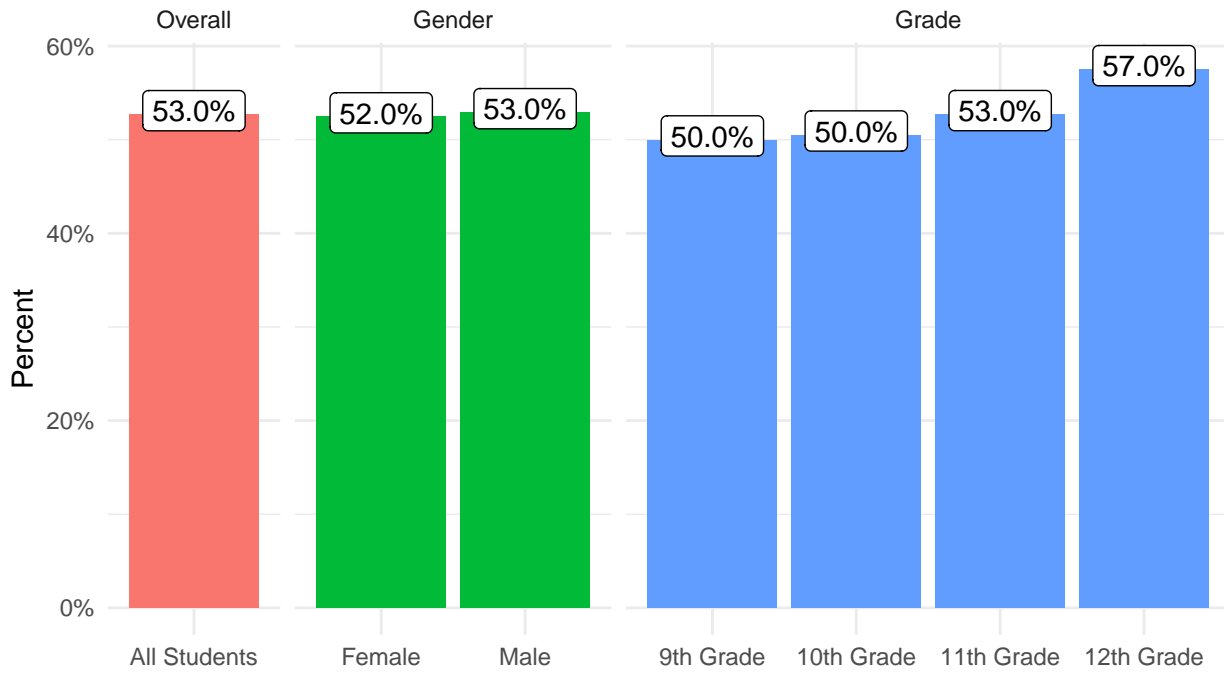


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Another online behavior that can affect both mental and physical health, as well as academic performance, is late-night screen use. When students stay up late, they miss out on sleep. Students were asked about the number of nights per week that they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

### Late Night Screen Use

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



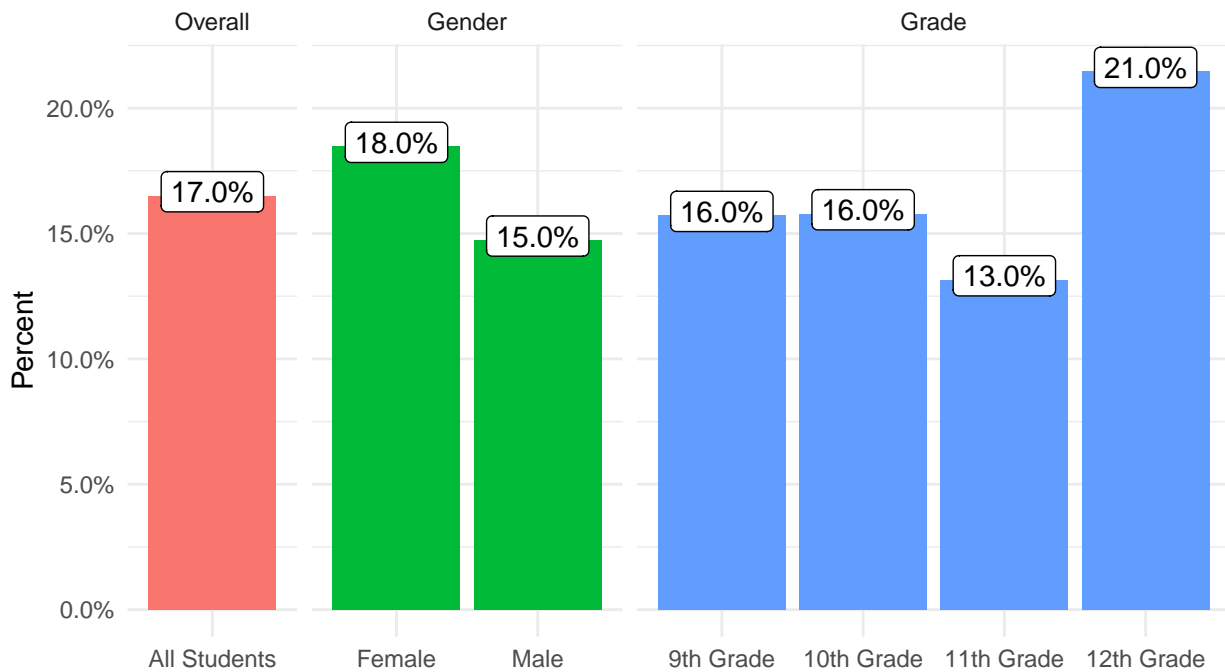
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## Sexting

A question on sexting was included for the first time in 2019 and appeared on the survey again in 2021. The question specifically asked whether students had sent, received, or shared nude photos or other sexual images in the past 30 days.

### Sexting

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



Missing bars mean numbers are too small to report

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

# PHYSICAL HEALTH AND NUTRITION

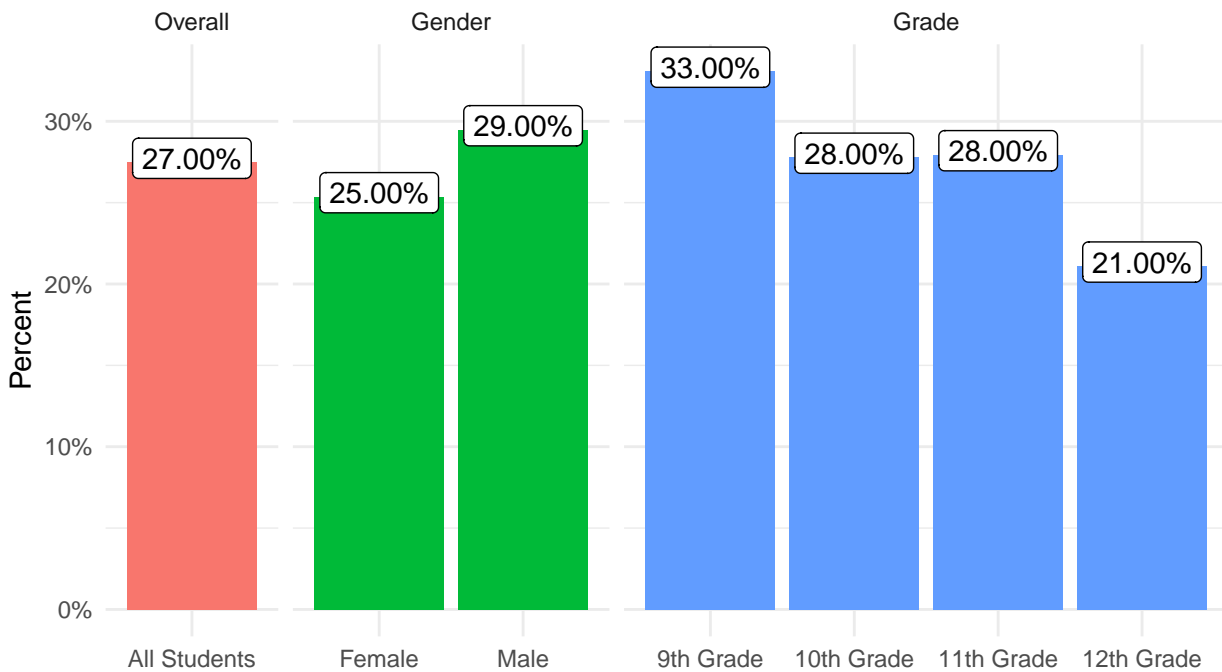
## Sleep and Exercise

### Sleep

Wisconsin’s 2017 and 2019 YRBS results showed a decrease in the amount of sleep students reported (statewide results from 2021 are not available at the time of this report). The charts below show results for students who reported greater and lesser amounts of sleep.

#### Sleep 8 or More Hours Per Night

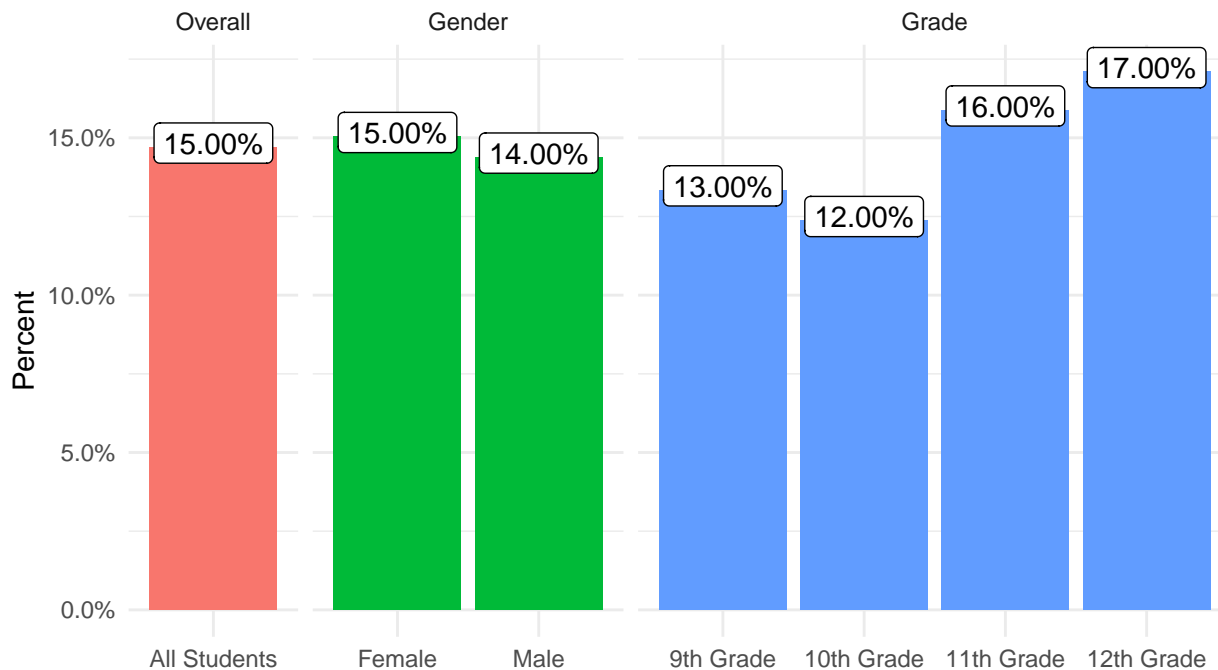
Students reporting 8+ hours of sleep per night



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### Sleep 5 or Fewer Hours Per Night

Students reporting 5 or fewer hours of sleep per night



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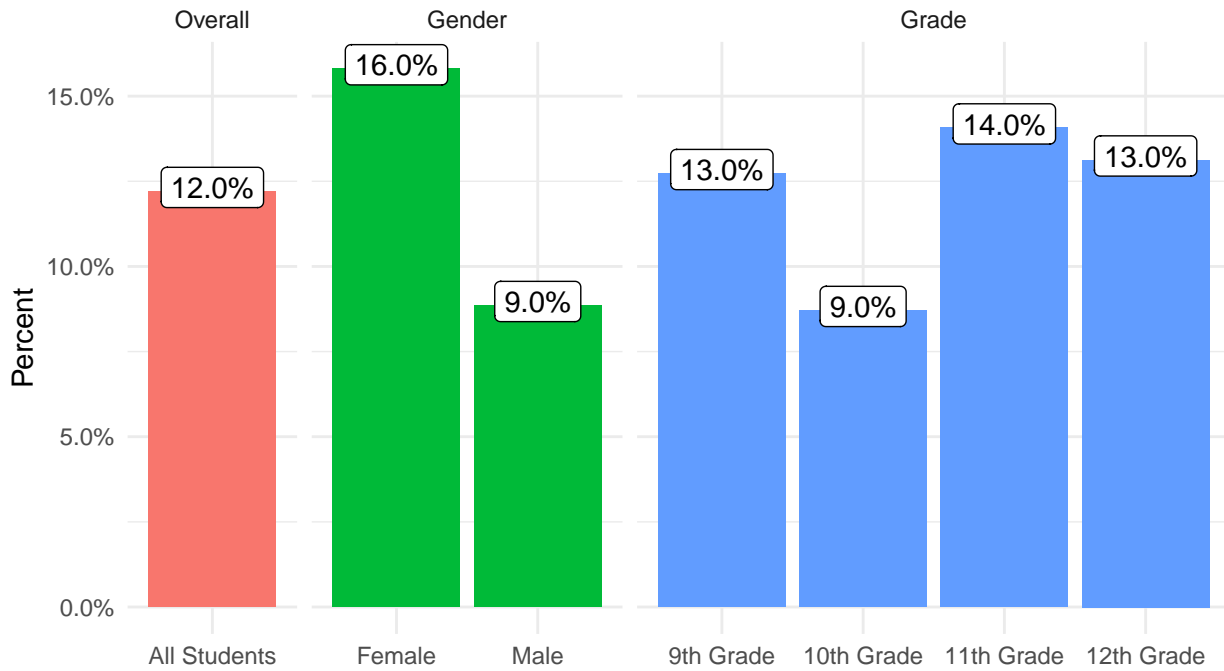
One factor that can interfere with sleep is nighttime screen use. See the section on Technology Use And Online Behavior for a breakdown of screen use at night.

### Exercise

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

#### No Sustained Exercise

Students who exercised zero days in the past week



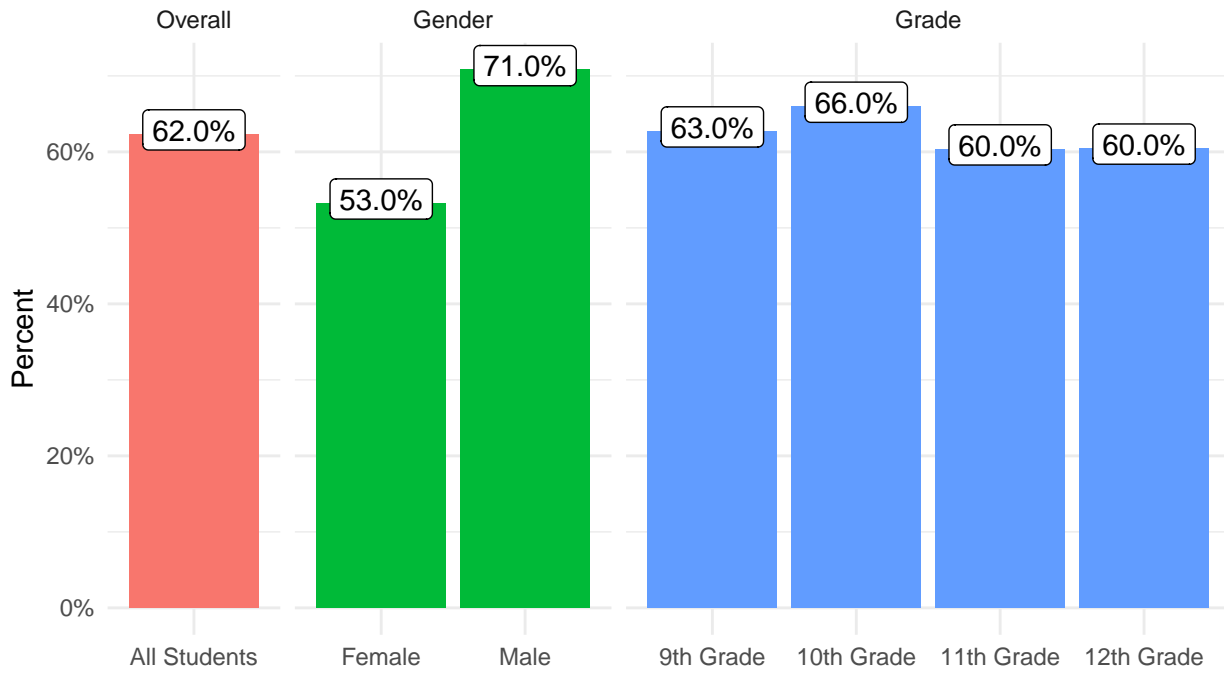
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The chart below shows students who did report engaging in an hour or more of physical activity for four or more days per week.



### Exercise on Most Days

Students who exercised 4–7 days in the past week



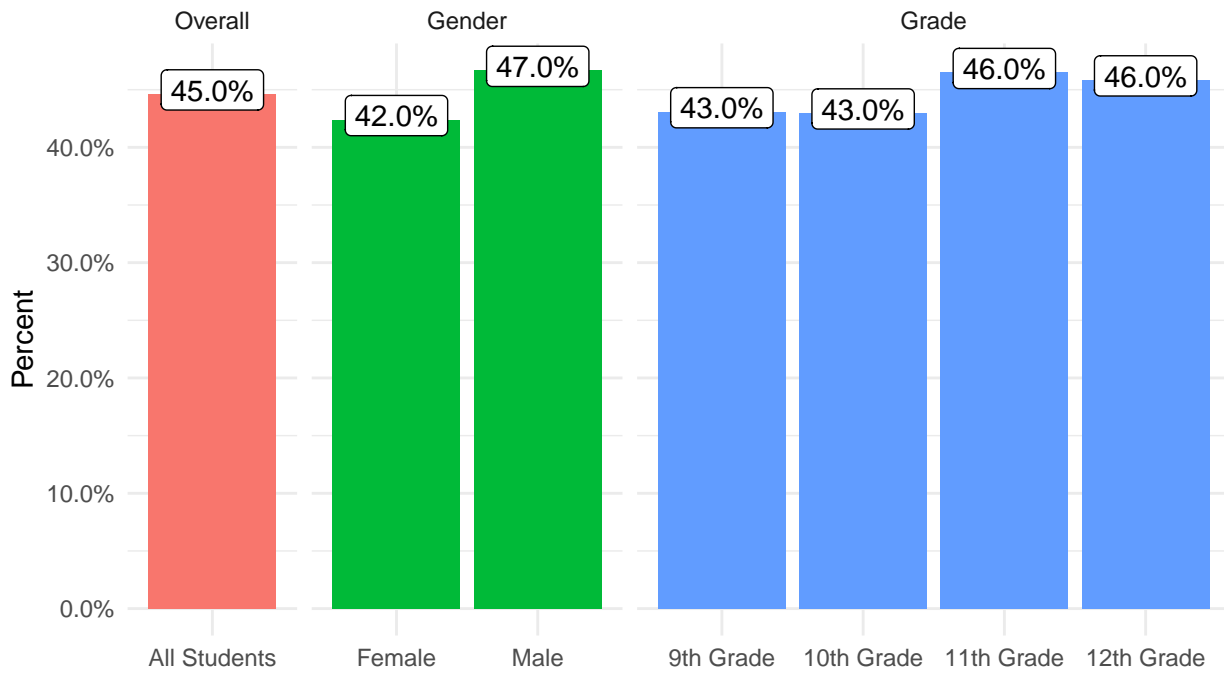
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## Nutrition

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

### Fruit Consumption

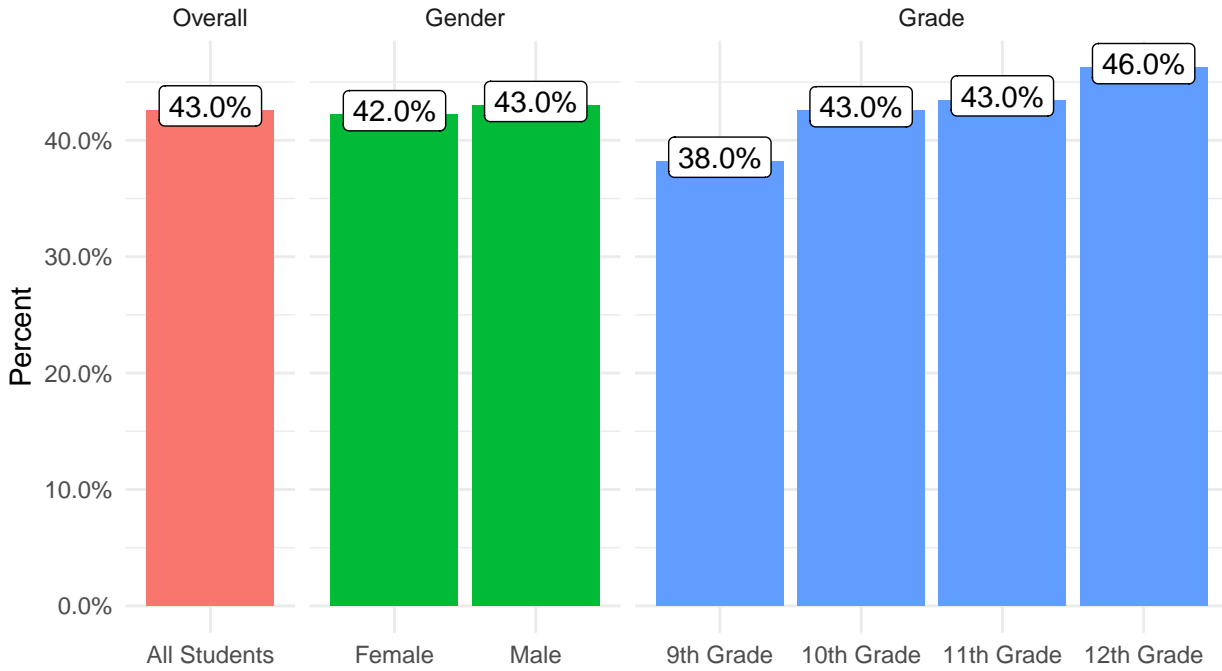
Students who ate fruit every day (past 7 days)



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### Vegetable Consumption

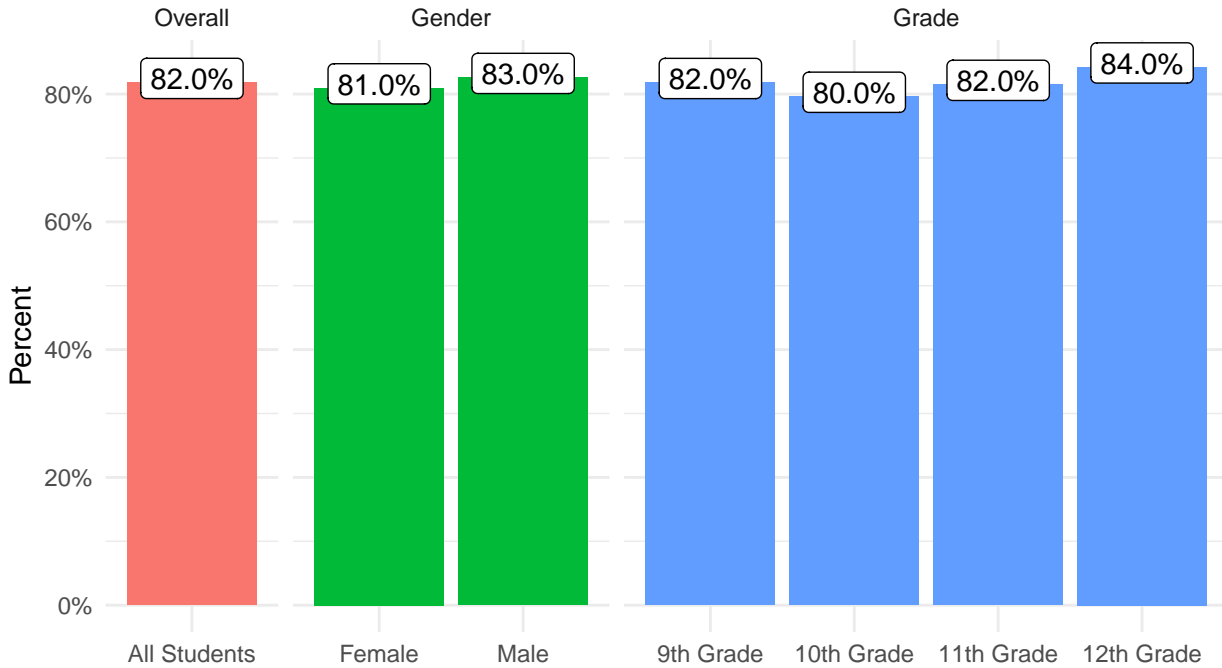
Students who ate vegetables every day (past 7 days)



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### Water Consumption

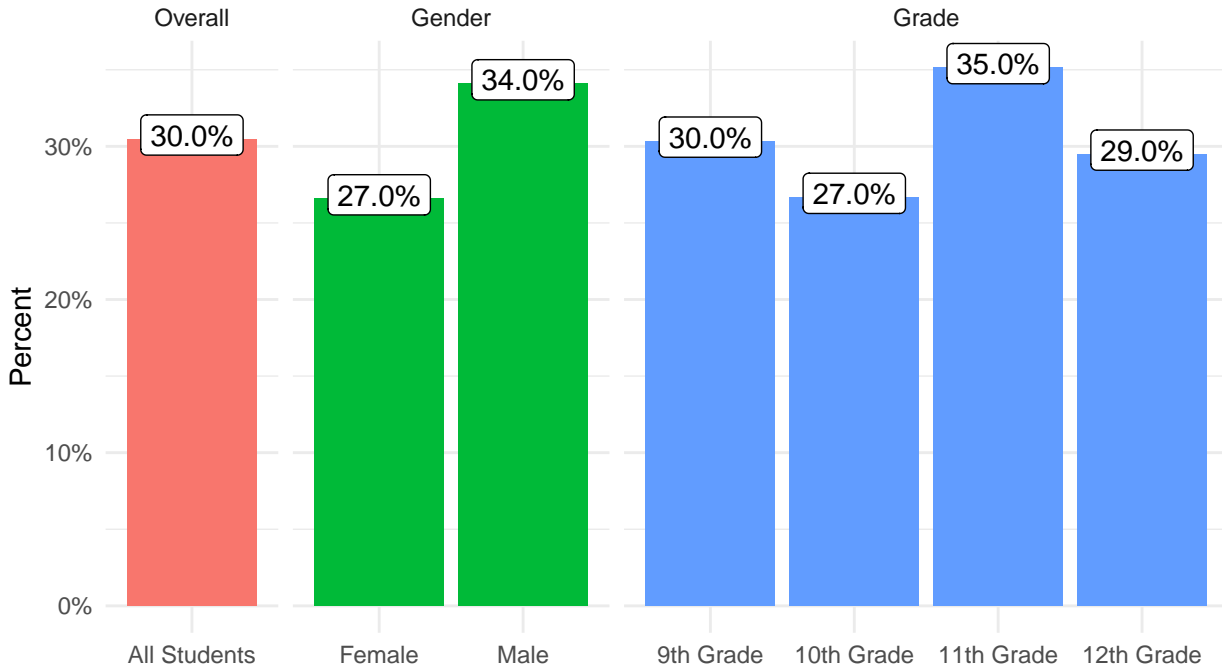
Students who drank plain water every day (past 7 days)



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### Breakfast Daily

Students who ate breakfast every day (past 7 days)



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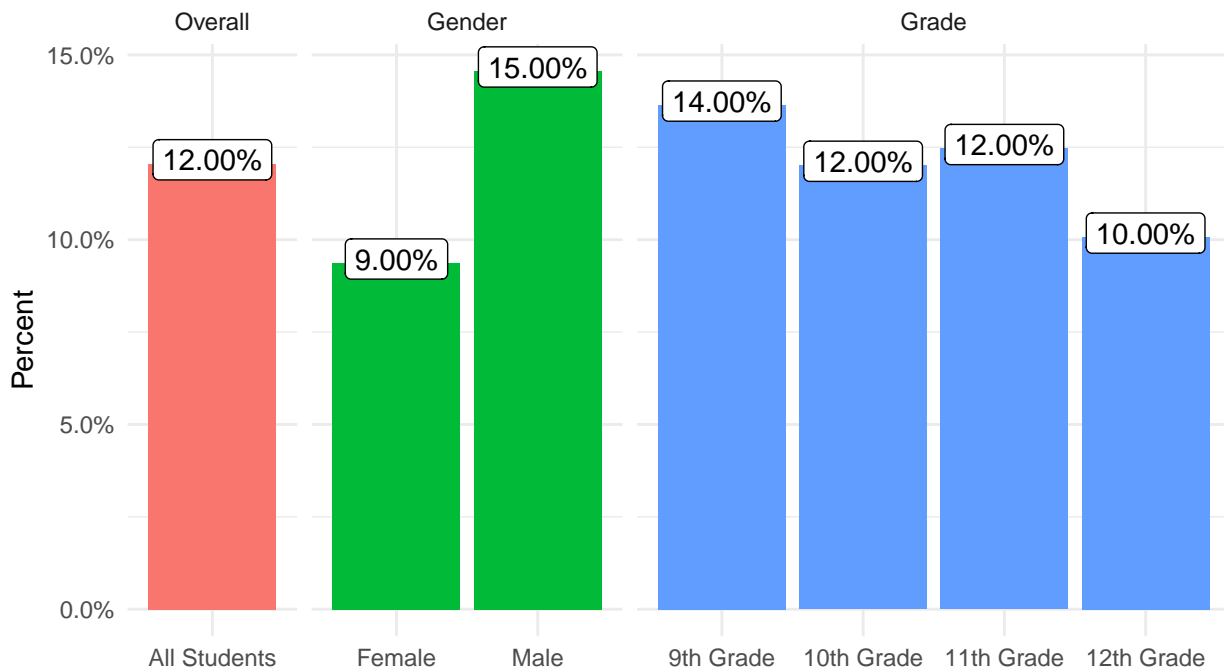
While the chart above shows the percentage of students who ate breakfast every day, **46% of students ate breakfast less than half the time (0-3 days in the past week)**. While missing breakfast may be a choice for some of these students, lack of food is likely an issue for at least some of these students. See the section on “Access to Food and Housing”.

## Health Conditions and Health Care

Recently added in 2019 and continued in 2021, the YRBS included a question on concussions, driven by recent interest in the prevalence and impact of concussions in both professional and extracurricular sports. The YRBS defines a concussion and describes its symptoms, then asks students to report the number of times they have experienced a sports-related concussion. The results are self-reported in that the question does not specify whether or not a medical professional diagnosed a concussion.

### Concussions (Self-reported)

Students experiencing sports-induced concussions (past 12 months)

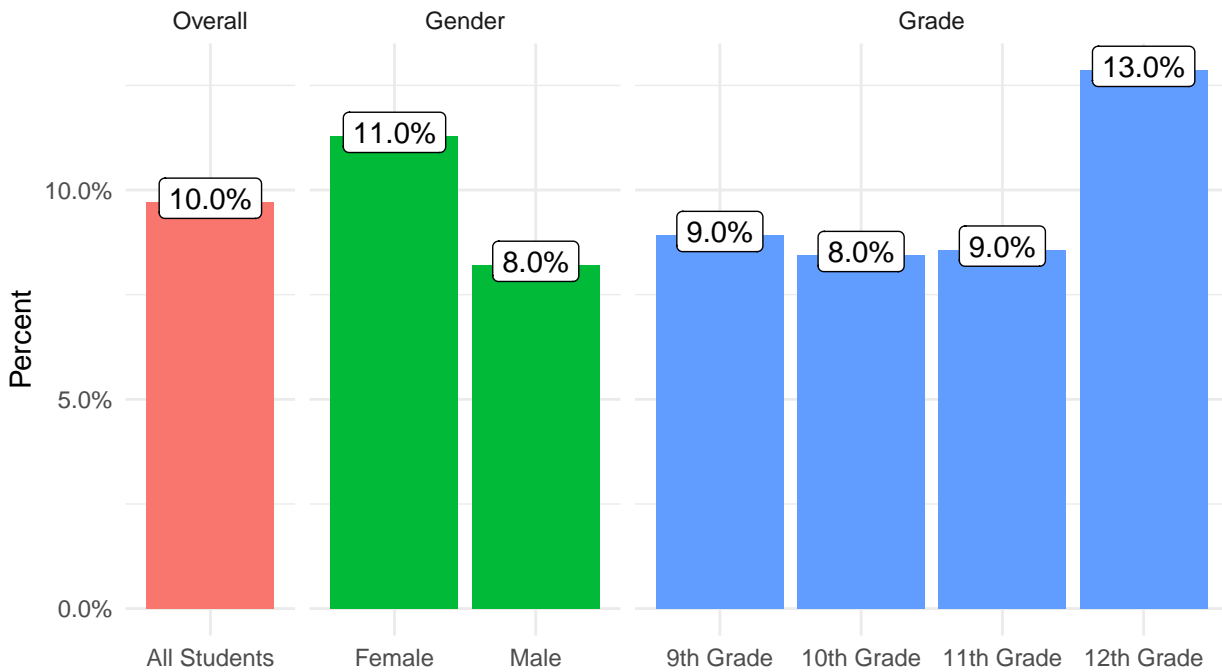


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Students were asked whether they had a physical disability or chronic health condition.

**Physical Disability or Health Condition**

Students reporting a physical disability or chronic health condition



Missing bars mean numbers are too small to report

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

# TRAUMA AND ADVERSITY

## Exposure to Violence

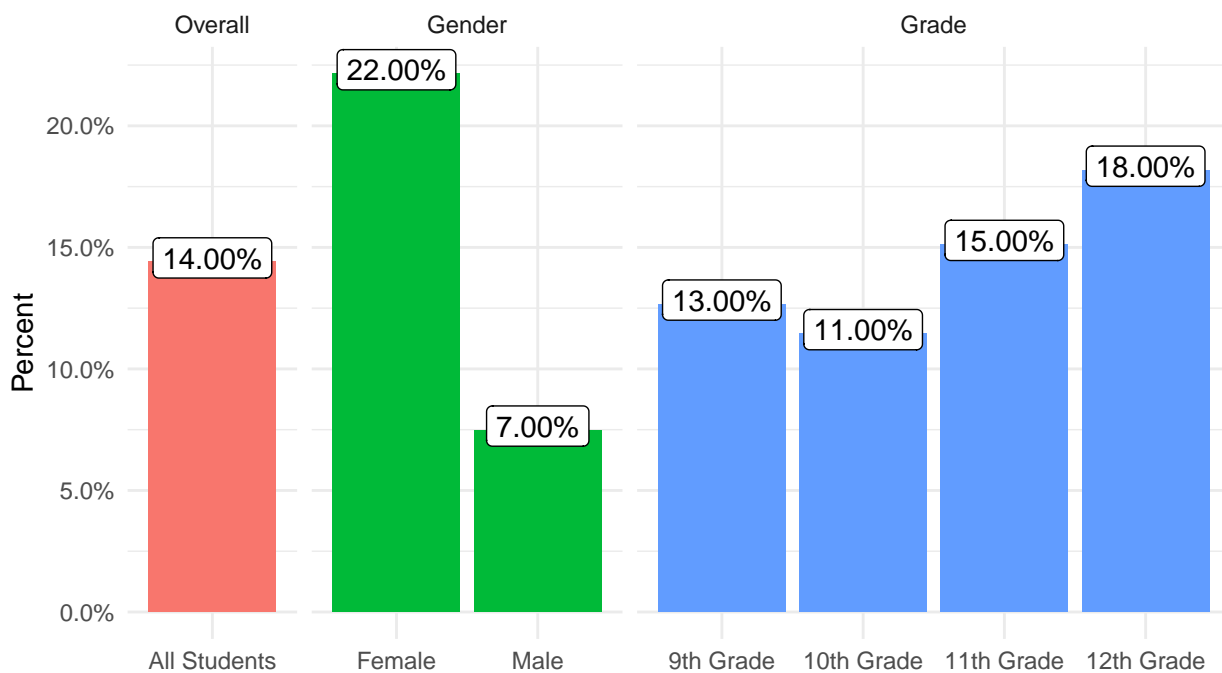
Experiences of violence and other forms of trauma can affect all aspects of a student’s life, including their health, their behavior, and their ability to engage meaningfully in their education. The 2021 YRBS included several questions related to experiences of violence.

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

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

### Experienced Sexual or Dating Violence

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



Missing bars mean numbers are too small to report

There are two questions that ask about lifetime experiences of sexual violence. Students were asked if they had ever been physically forced to have sexual intercourse (e.g., raped); **5%** 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. **12%** of students indicated this experience.

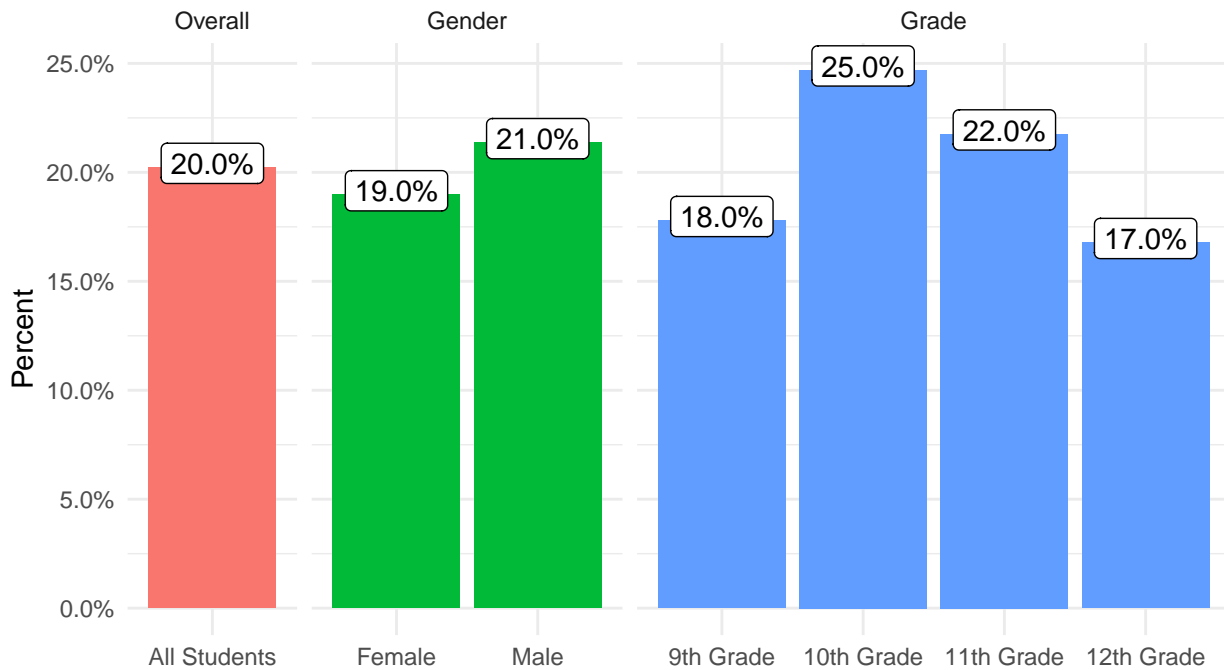
There are two questions on dating or intimate partner violence within the past 12 months. **10%** experienced sexual force by a dating partner and **5%** were physically harmed by a dating partner.

## Witnessing Attacks

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

### Witness Attack

Students who have ever witnessed an attack in their neighborhood



Missing bars mean numbers are too small to report

Based on the chart above, **20%** of students reported ever having witnessed an attack in their neighborhood.

As described in the section on School Safety, **5%** of students missed school once or more within the past 30 days due to feeling unsafe at school or on their way to or from school.

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

For information on prevention of sexual violence at school, see <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools>

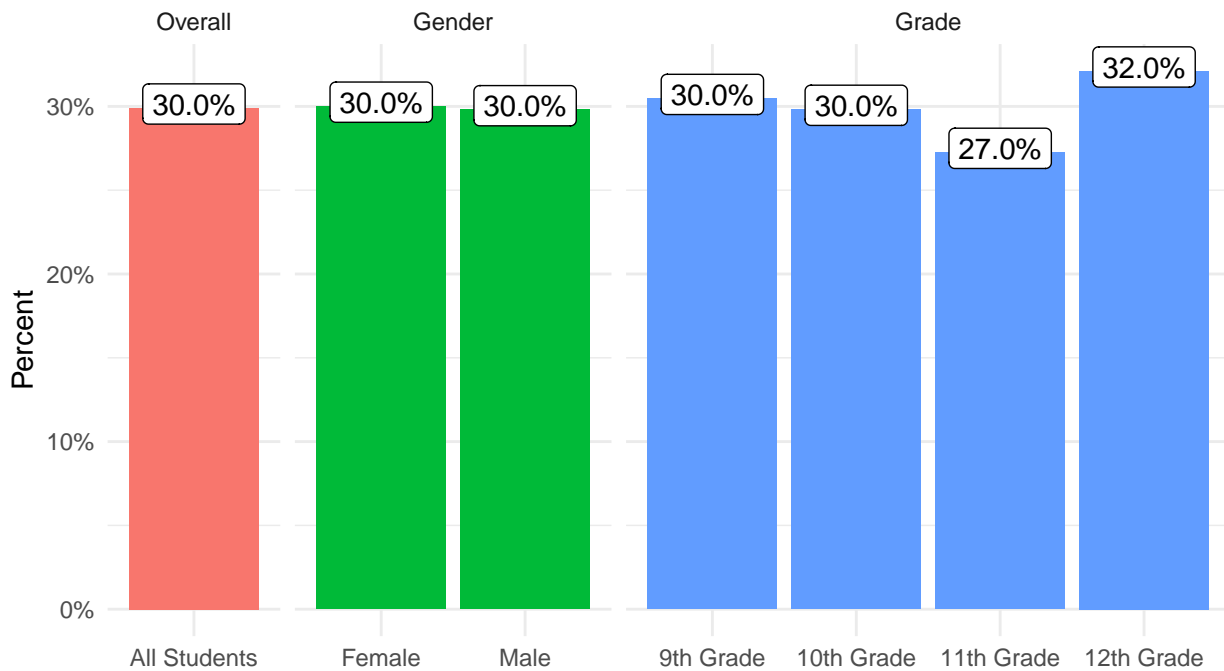


## Stable Housing

Access to stable housing can have a tremendous impact on students’ health and academic success. A move or other change of housing is a significant transition, even if the move is voluntary and the student is well supported. Students who are forced to move often—due to eviction, abuse, or other situations—obviously face significant risks. The 2021 YRBS asked students to report on the total number of residences they have had in their lifetime. The chart below shows the percent of students indicating four or more residences.

### Moved Many Times

Students who have lived in four or more residences



Missing bars mean numbers are too small to report

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

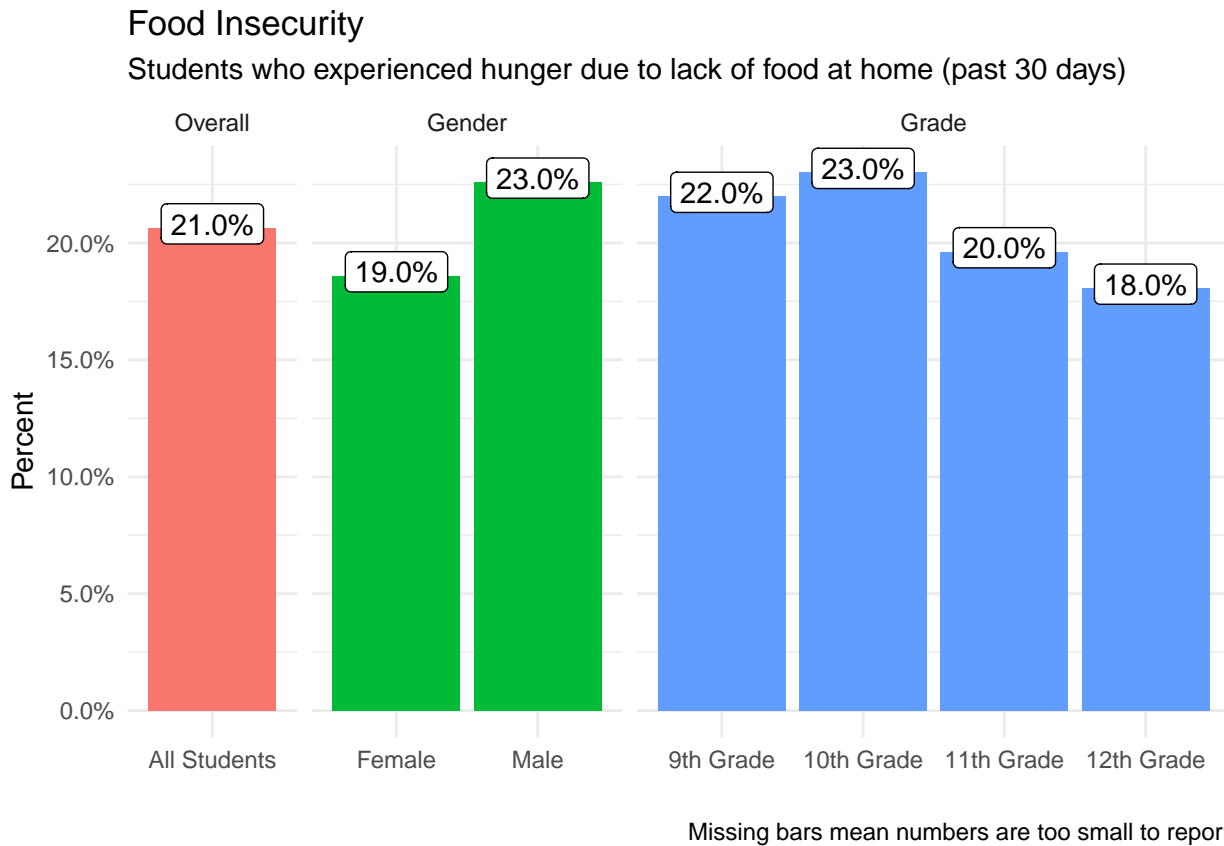
Have lived in 2-3 places: **39%**

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

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.

## 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”.

## PROTECTIVE FACTORS AT A GLANCE

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

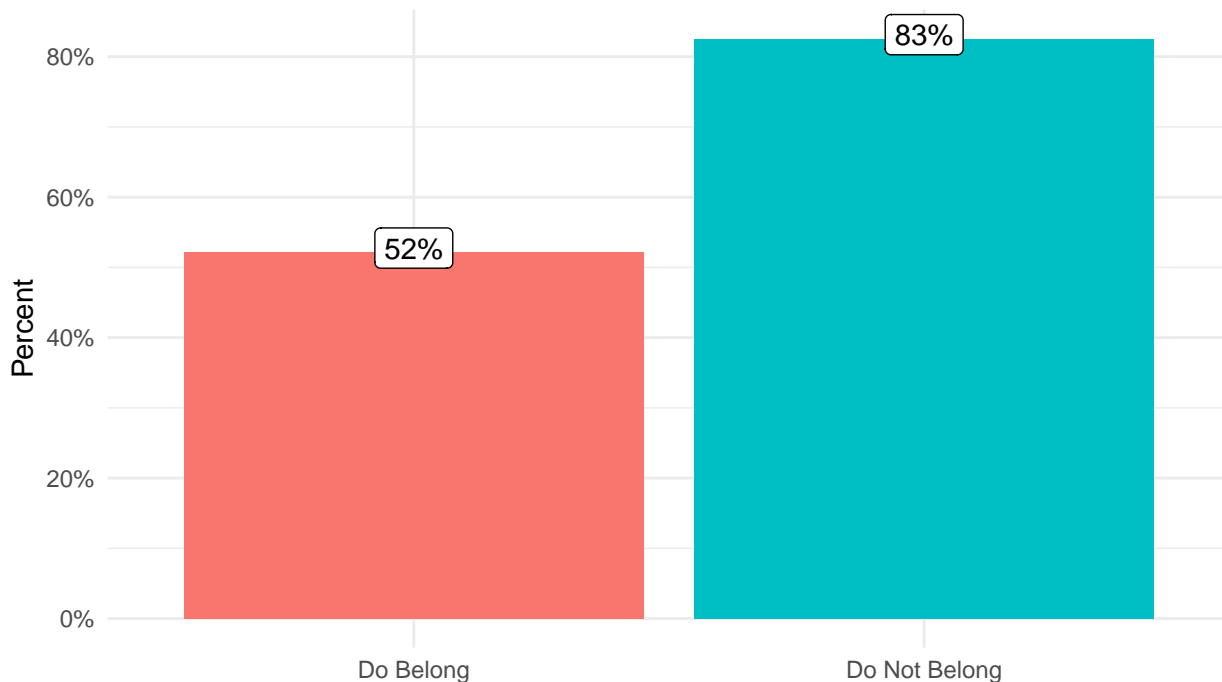
### Sense of Belonging

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

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

#### Mental Health Concerns

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



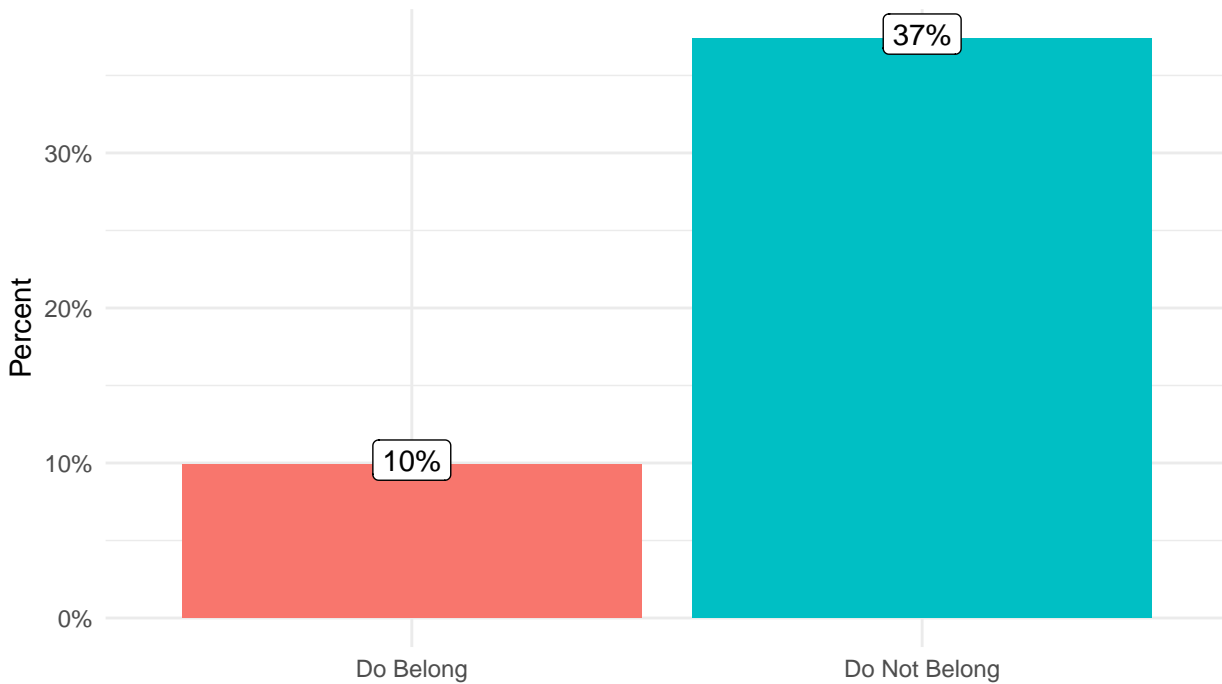
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The chart above shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines

the YRBS questions on anxiety, depression, self-harm, and suicidality. The bar on the left shows the prevalence of such mental health concerns among students who feel like they belong, while the bar on the right shows the prevalence of such mental health concerns among students who don't feel like they belong at school.

### Considering Suicide

Students who seriously considered suicide, by sense of school belonging

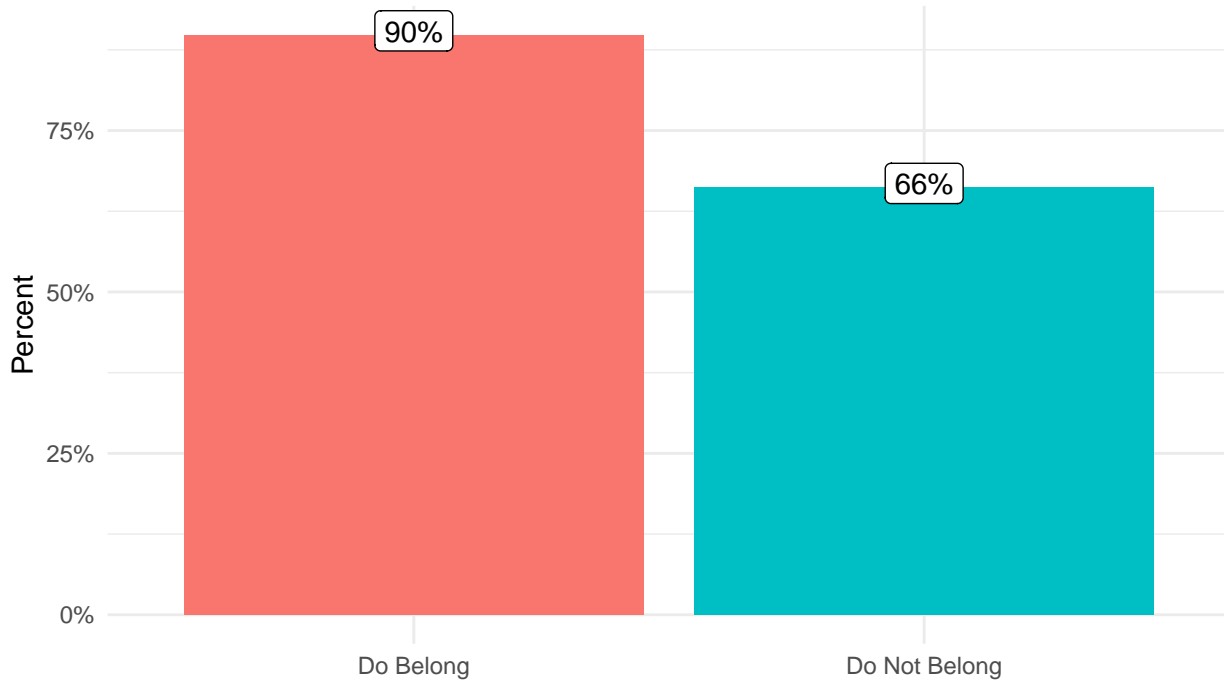


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The chart above limits the relationship between mental health and school belonging to focus on just students who say that they have seriously considered suicide in the past 12 months. Students who do not feel that they belong at school (bar on left)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

### Feelings of School Safety

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

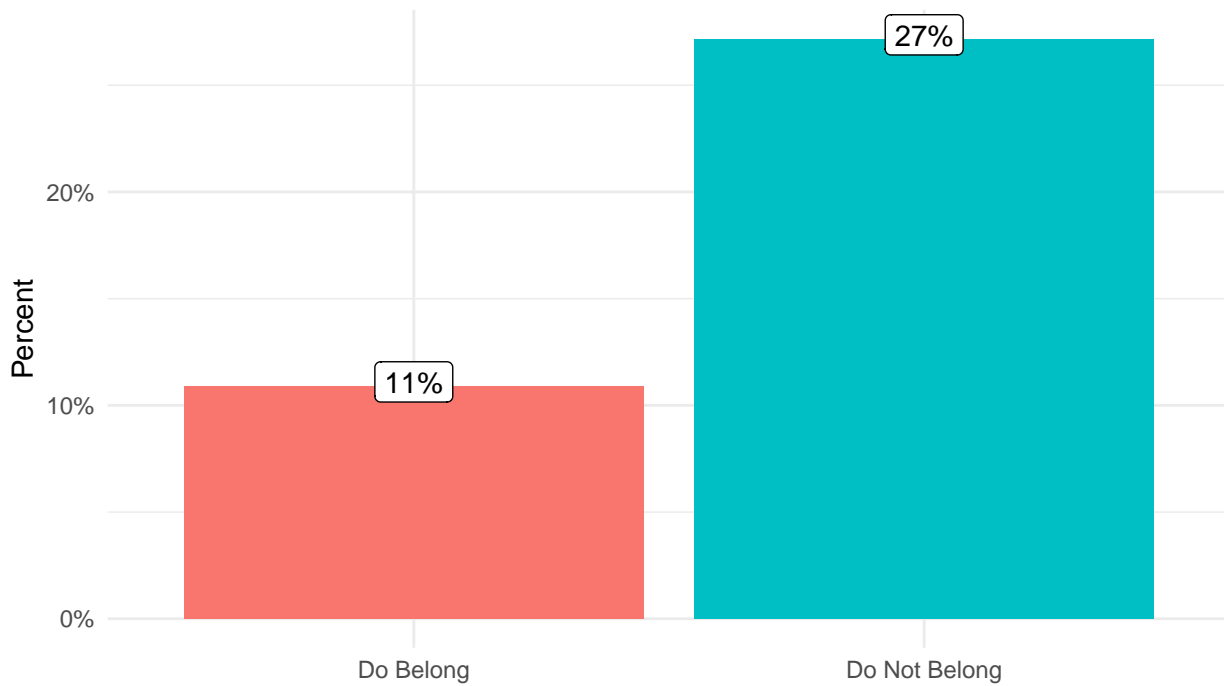


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The chart above shows the percentage of students who feel safe at school “most of the time” or “always”. The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings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

### Currently Vape

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



Missing bars mean numbers are too small to report

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

For more information on how to improve school belonging, see <https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf> or go visit [https://www.cdc.gov/healthyyouth/protective/school\\_connectedness.htm](https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

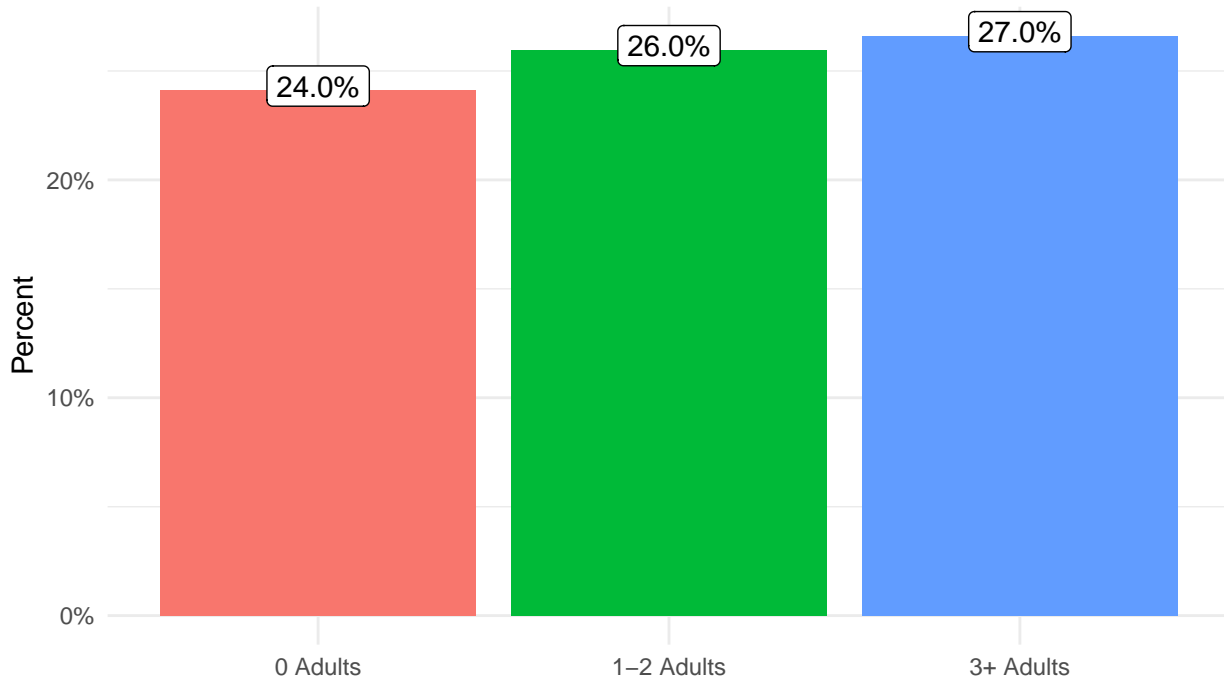
## Number of Supportive Adults

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

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

### Current Alcohol Use

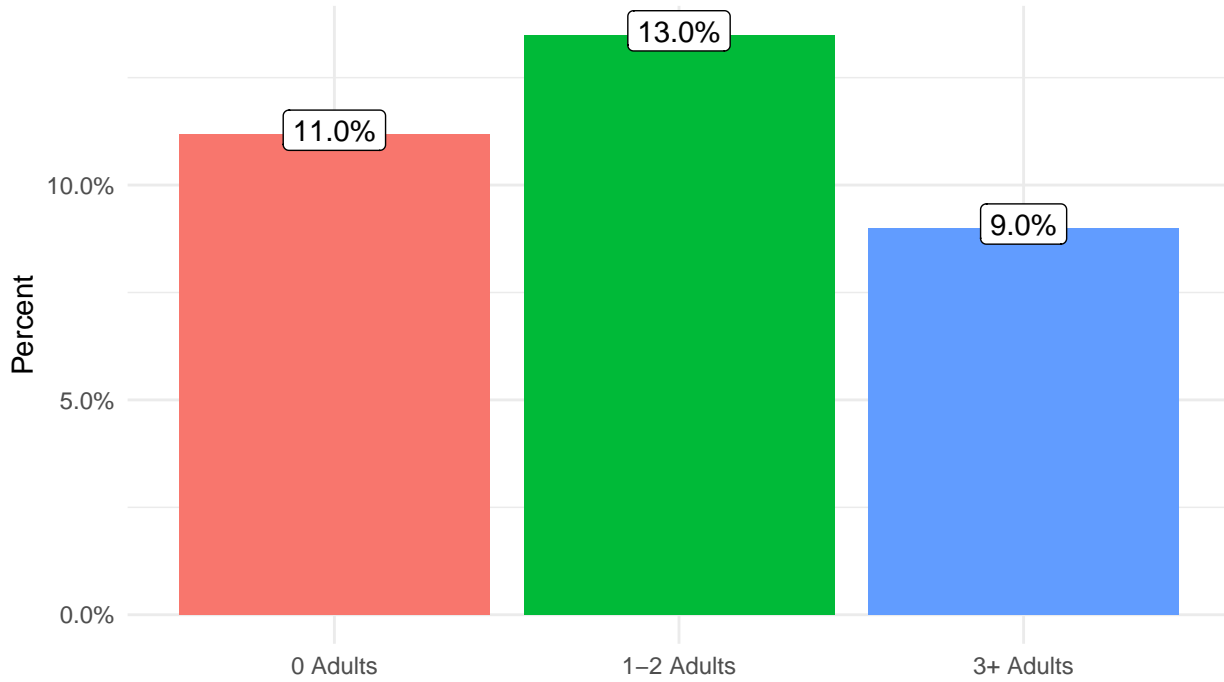
Current alcohol use for students with different levels of adult support



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### Bullied At School and/or Online

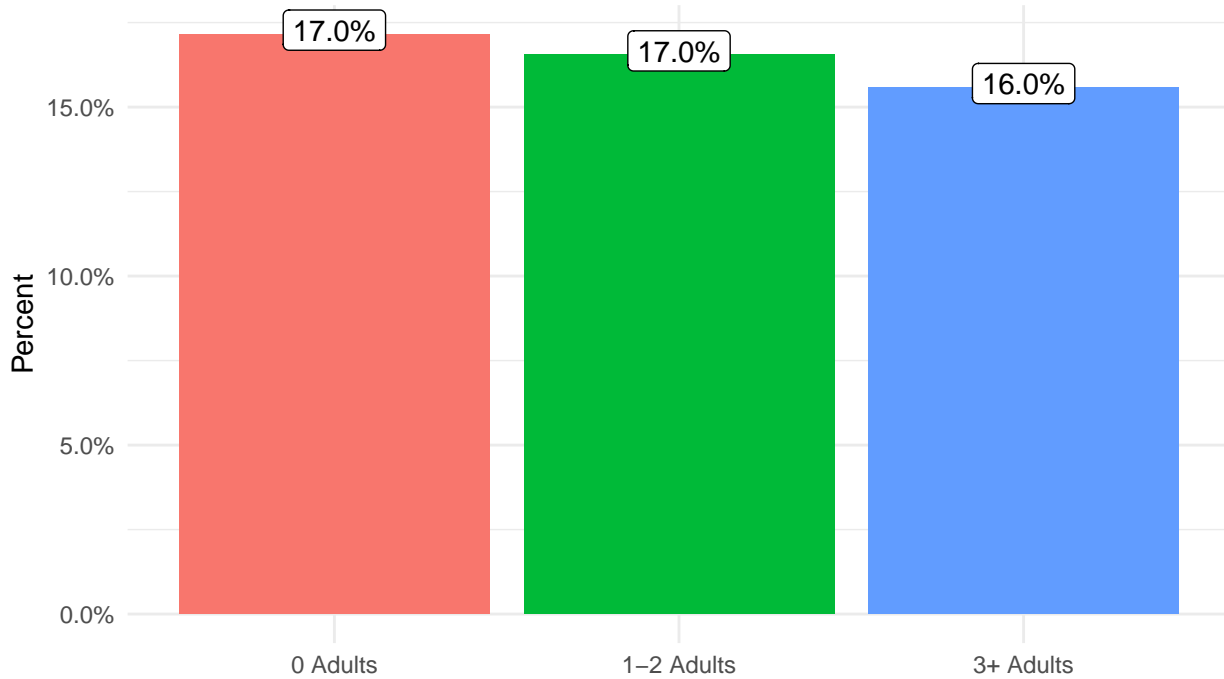
Experiences being bullied for students with different levels of adult support



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### Sexting

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



Missing bars mean numbers are too small to report



## NEWLY ADDED QUESTIONS IN 2021

### STUDENT EMPLOYMENT STATUS

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

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

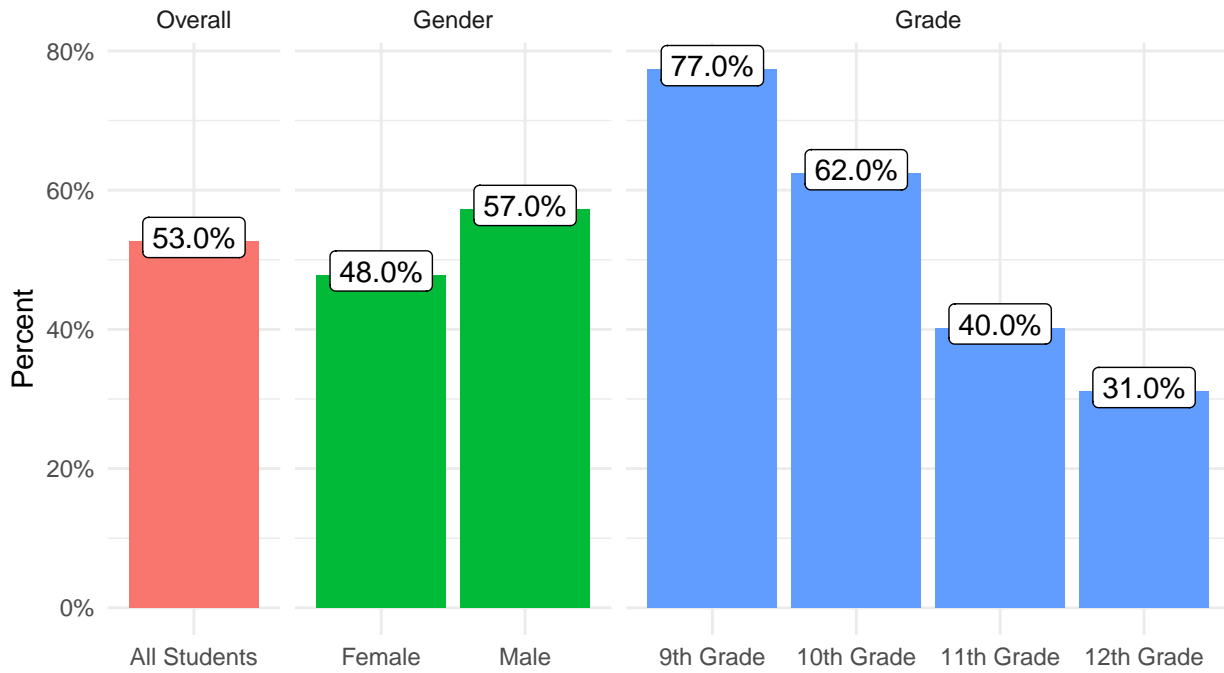
Do not work any hours per week: **53%**

- Work 1-4 hours per week: **13%**
- Work 5-9 hours per week: **14%**
- Work 10-19 hours per week: **15%**
- Work 20 or more hours per week: **6%**
- Work any number of hours per week: **47%**

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

### Employment Status

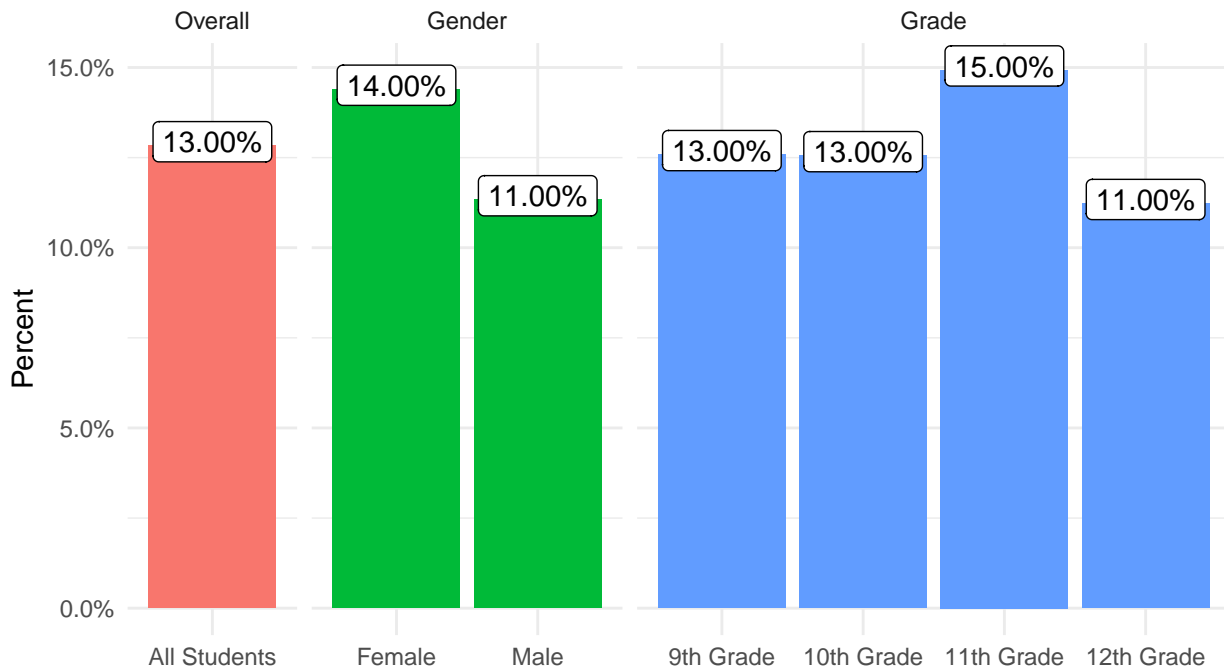
Students who do not work any hours at a job outside of the home



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### Employment Status

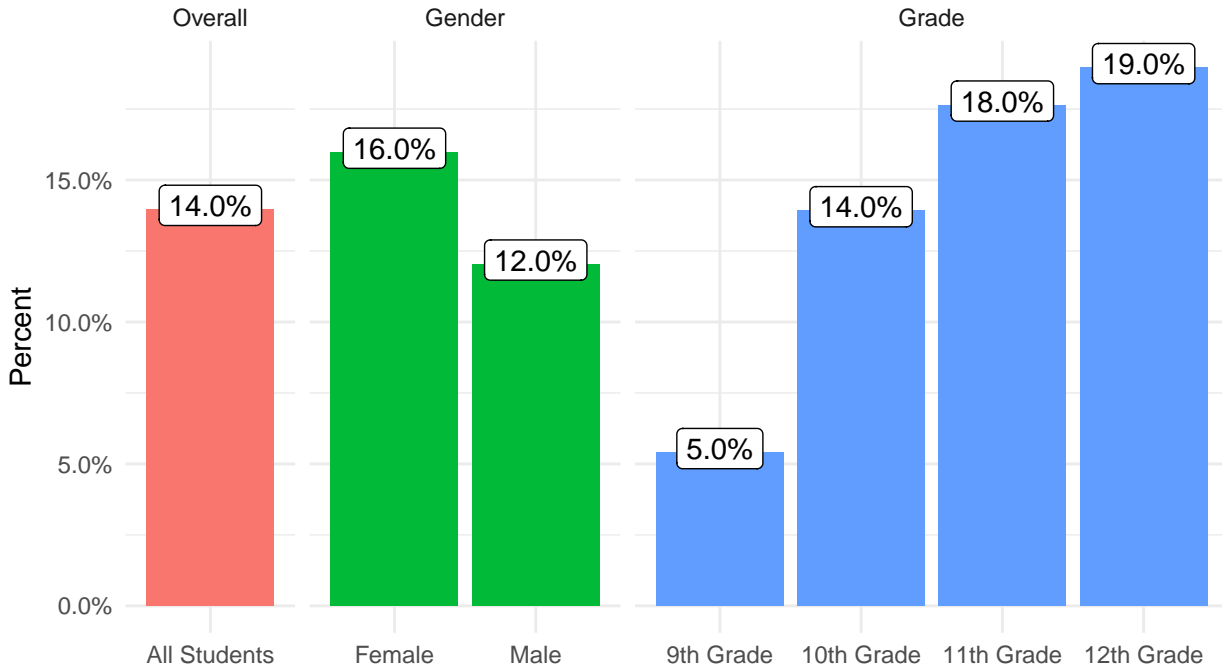
Students who work 1 to 4 hours per week at a job outside of the home



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### Employment Status

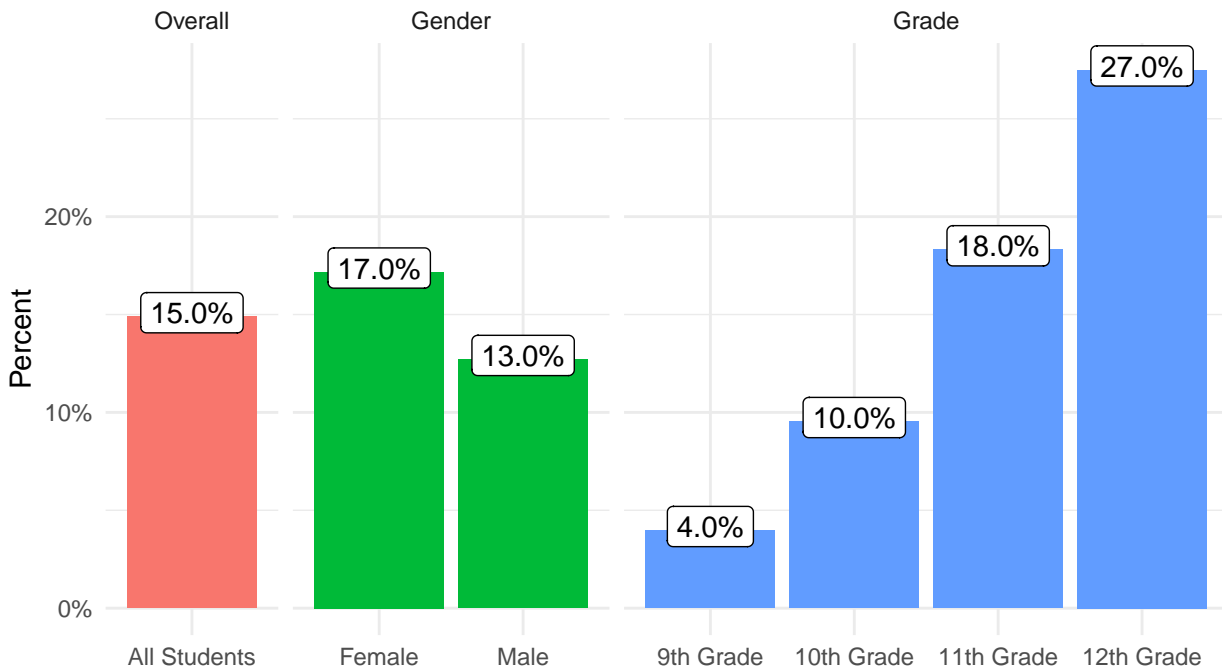
Students who work 5 to 9 hours per week at a job outside of the home



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### Employment Status

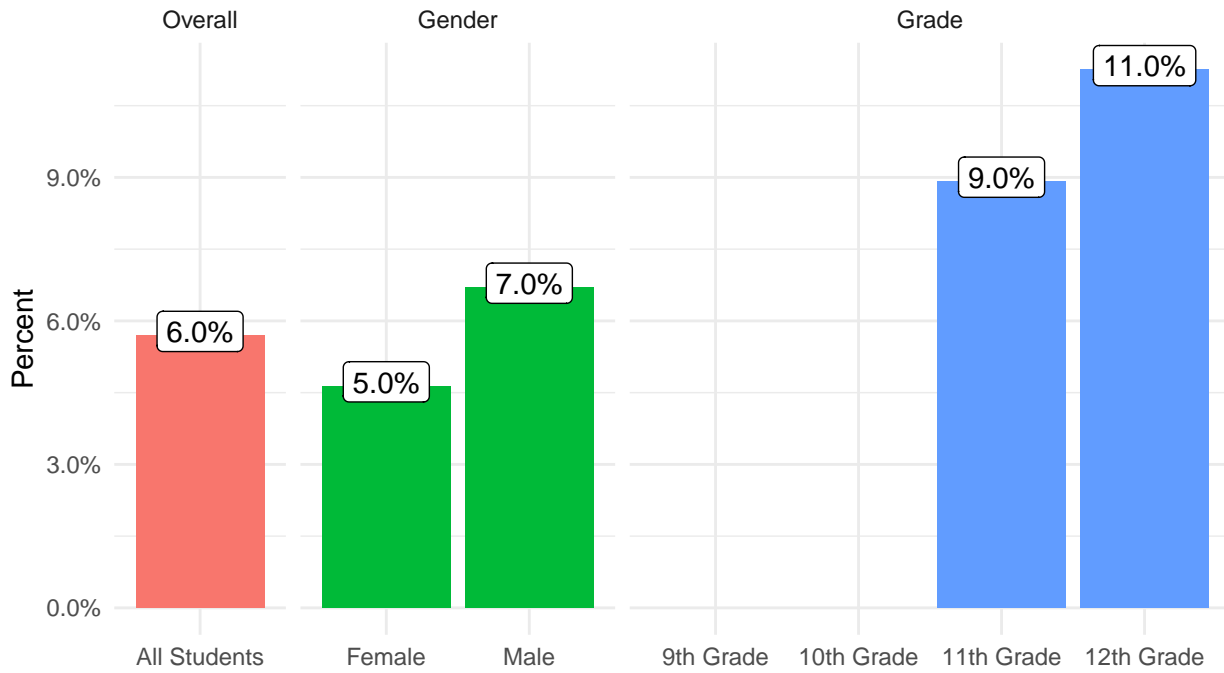
Students who work 10 to 19 hours per week at a job outside of the home



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### Employment Status

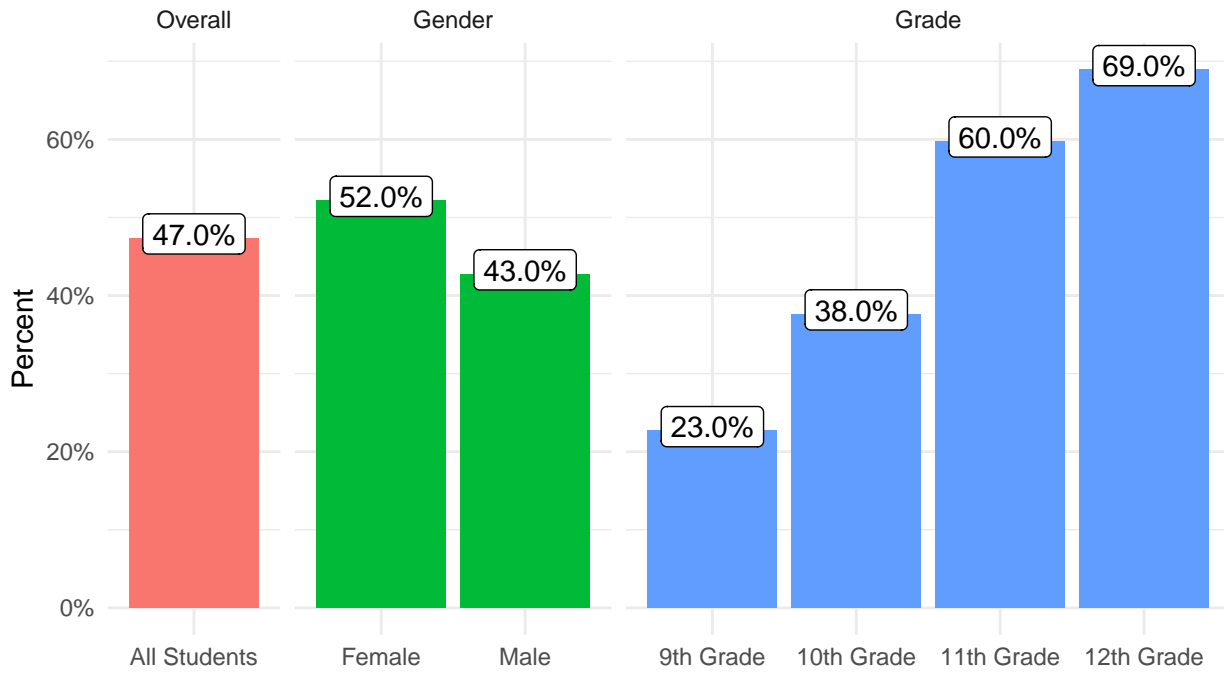
Students who work 20 or more hours per week at a job outside of the home



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### Employment Status

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



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

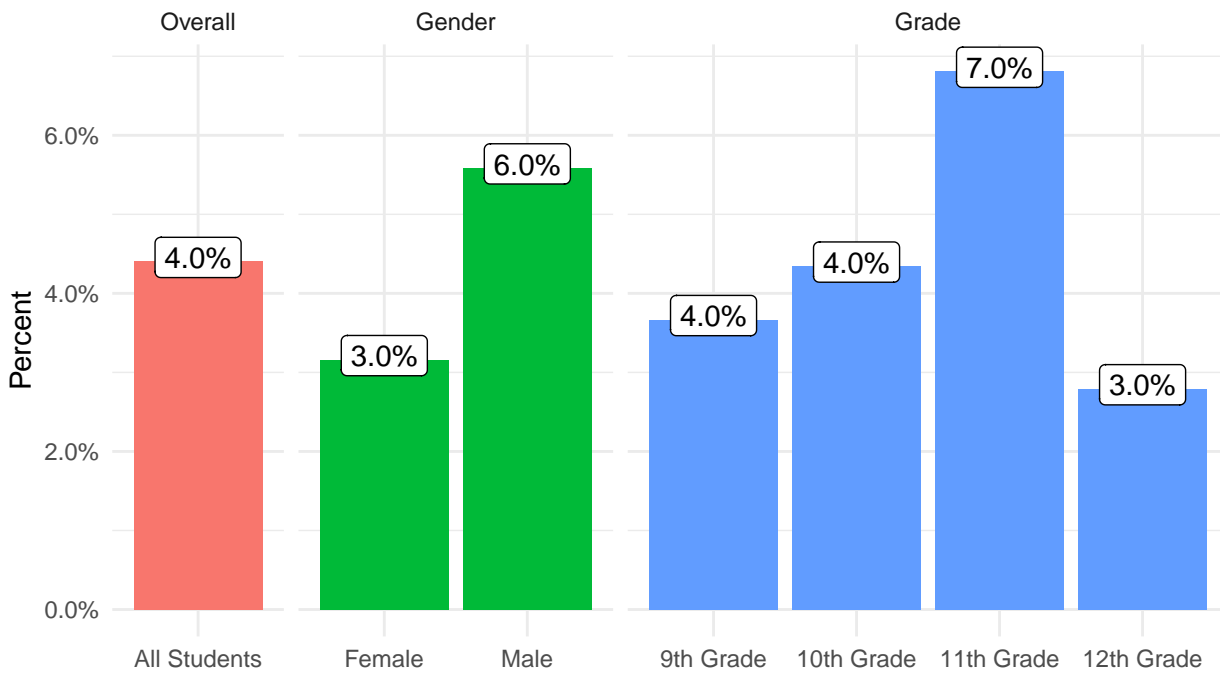
## BASIC NEEDS SERVED AND NEGLECT

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

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

### Neglect

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



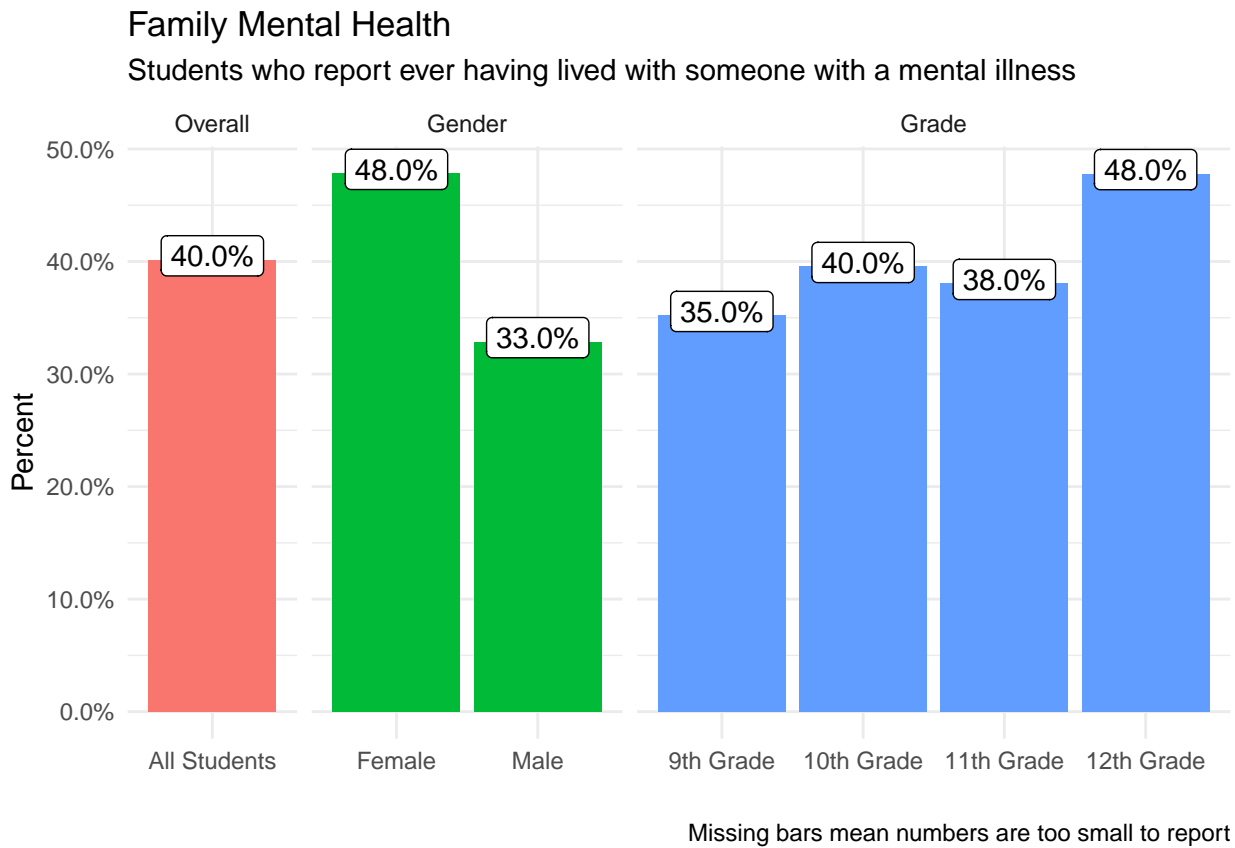
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In contrast to the information above, **93%** of students reported “Most of the time” or “Always” having an adult in their household who tried hard to make sure their basic needs were met.

## FAMILY MENTAL HEALTH

For the first time in 2021, 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.



## COVID-19

In light of the unique situation posed by the COVID-19 Pandemic, the 2021 YRBS asked two questions related to this topic. The first question asked students whether a parent or other adult in their home lost their job during the COVID-19 pandemic, even for a short amount of time. The second question asked students to report the number of people who they know that died or got very sick from COVID-19. (“Very sick” was defined as “having to spend one or more nights at the hospital”).

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

Overall, **20%** of students reported that a family member lost their job during the COVID-19 pandemic.

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

- Students who knew anyone who got sick or died from COVID-19: **54%**
- Students who knew 1 to 4 people who got sick or died from COVID-19: **46%**
- Students who knew 5 or more people who got sick or died from COVID-19: **8%**

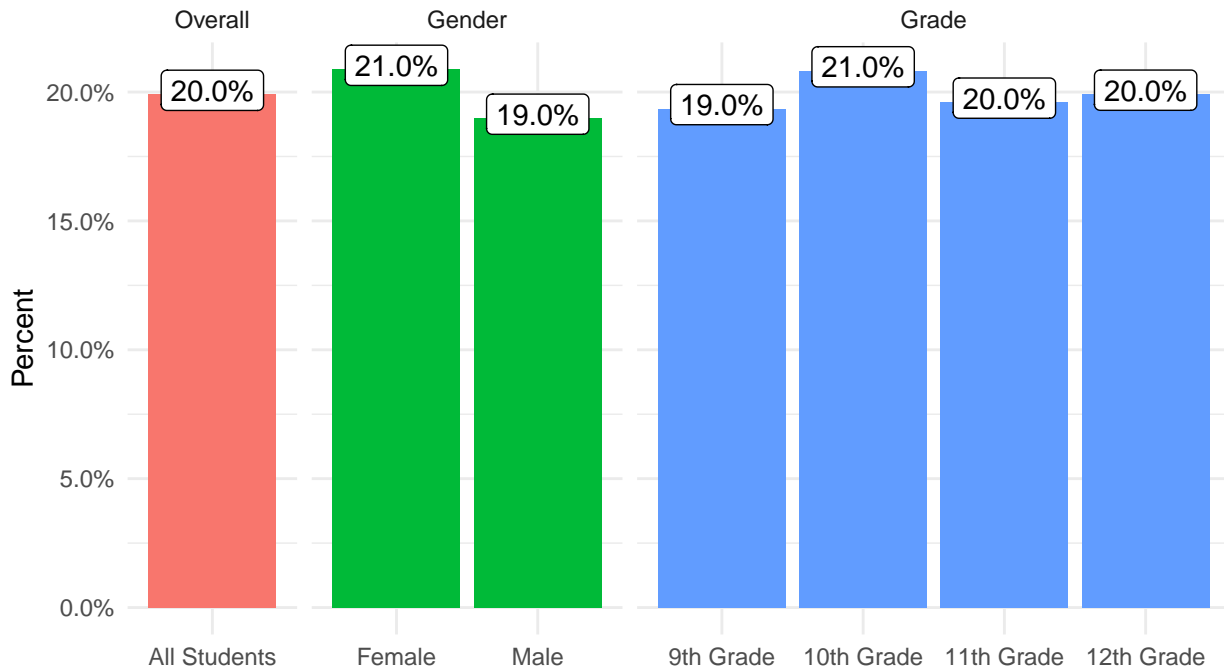
The information from above is displayed in greater detail on the following charts.



### Caregiver lost their job during COVID-19 Pandemic

#### Parent or Other Adult Lost Job

Students reporting that a caregiver lost their job during the COVID-19 pandemic

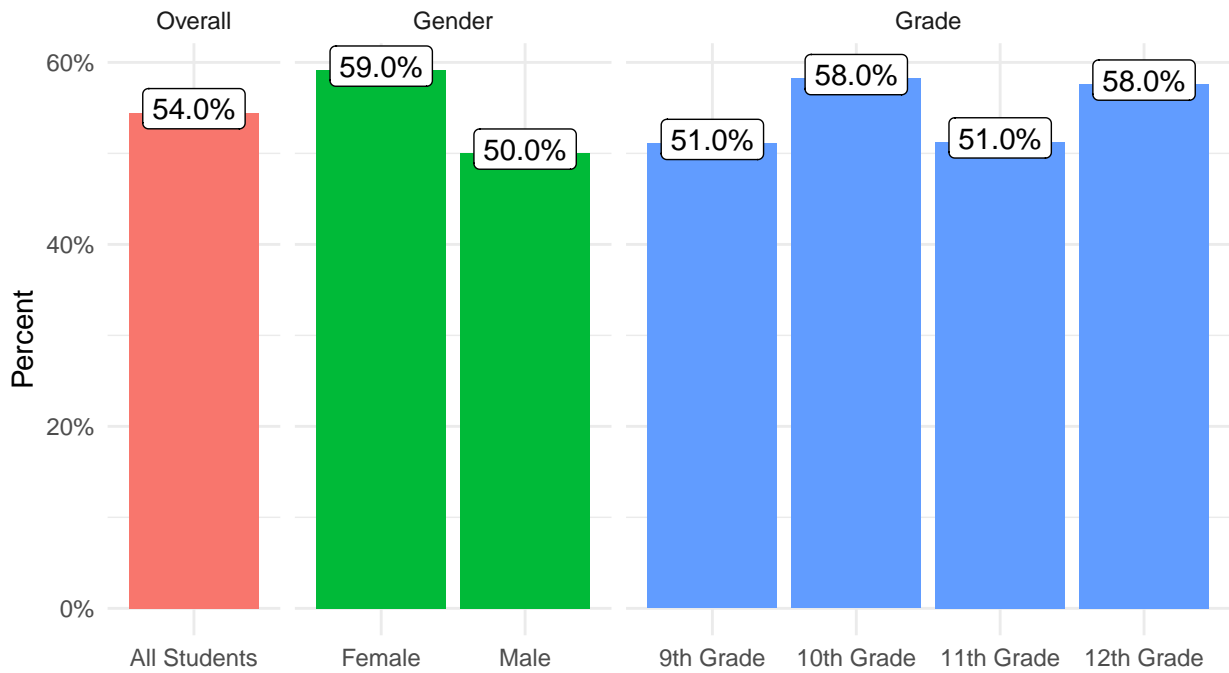


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### COVID-19 Sickness and Death

#### COVID-19 Sickness and Death

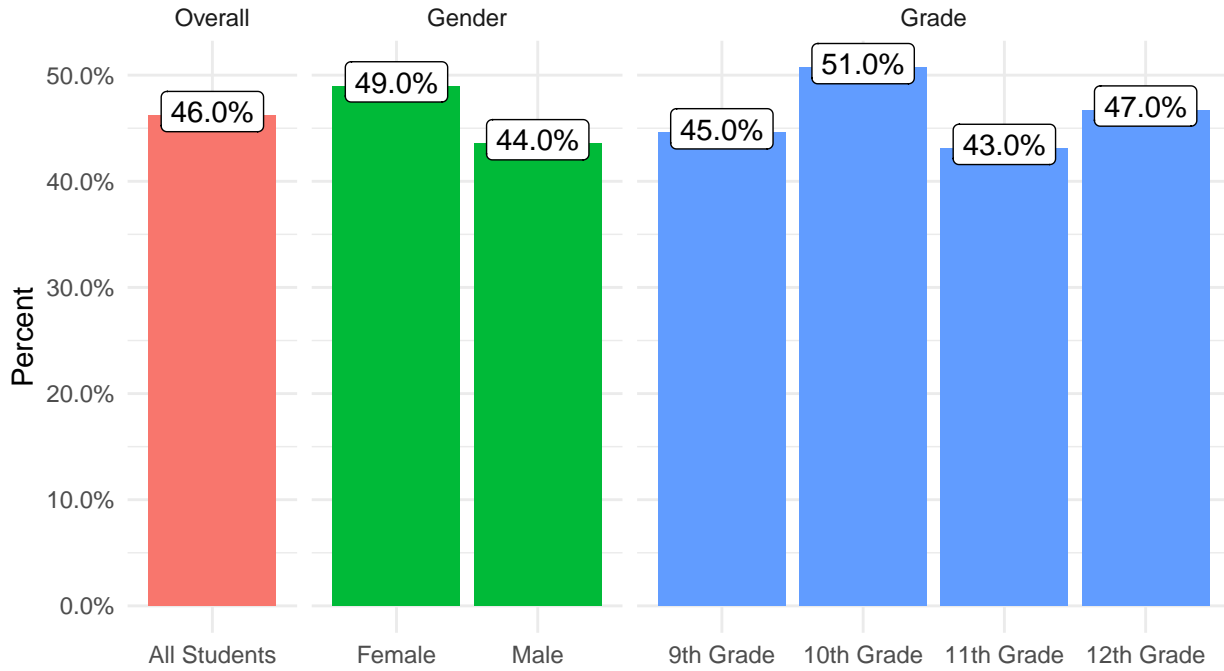
Students who knew at least one person who got very sick or died from COVID-19



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### COVID-19 Sickness and Death

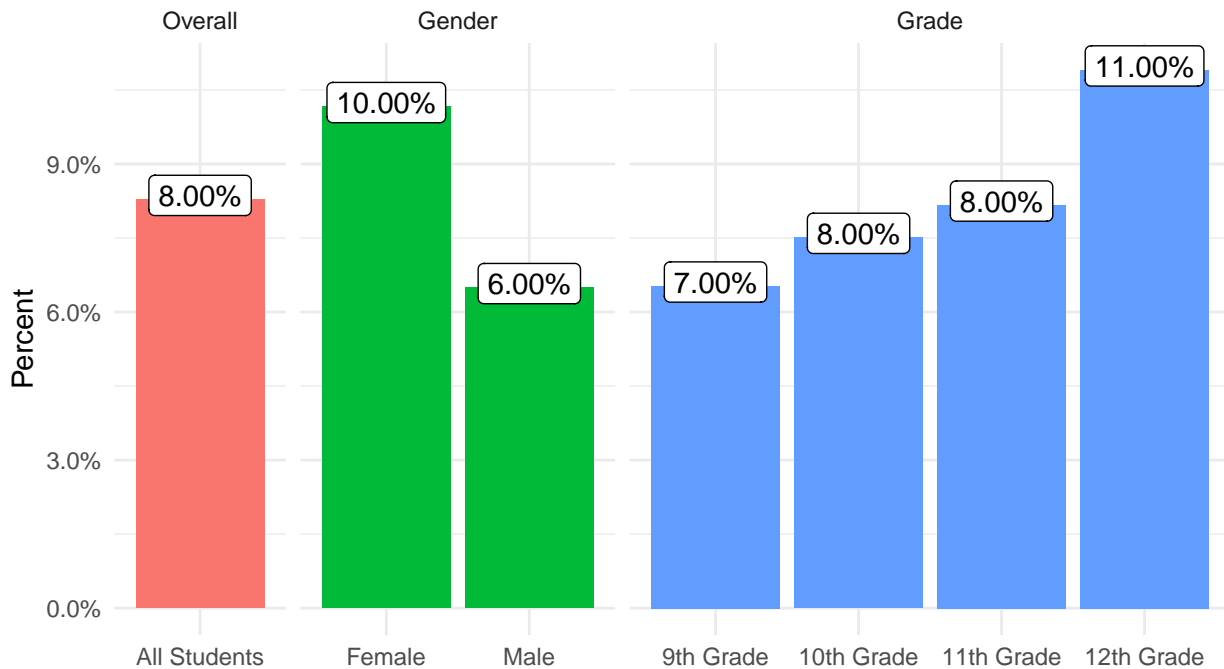
Students who knew between 1 and 4 people who got very sick or died from COVID-19



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### COVID-19 Sickness and Death

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



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## HIGHER RISK POPULATIONS

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

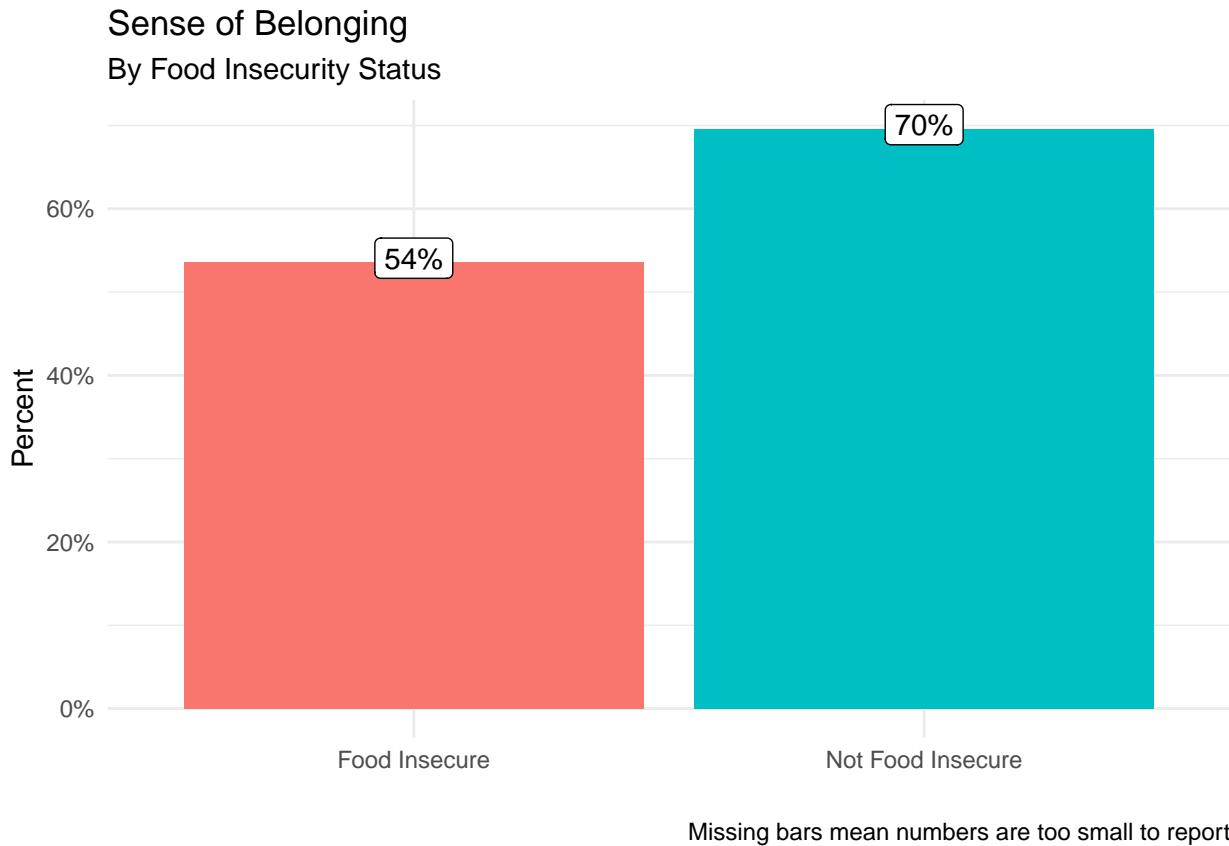
Mental health concerns includes students who answered affirmatively to one or more of the questions about anxiety, depression, non-suicidal self-harm, and suicidal thoughts and behavior.

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.

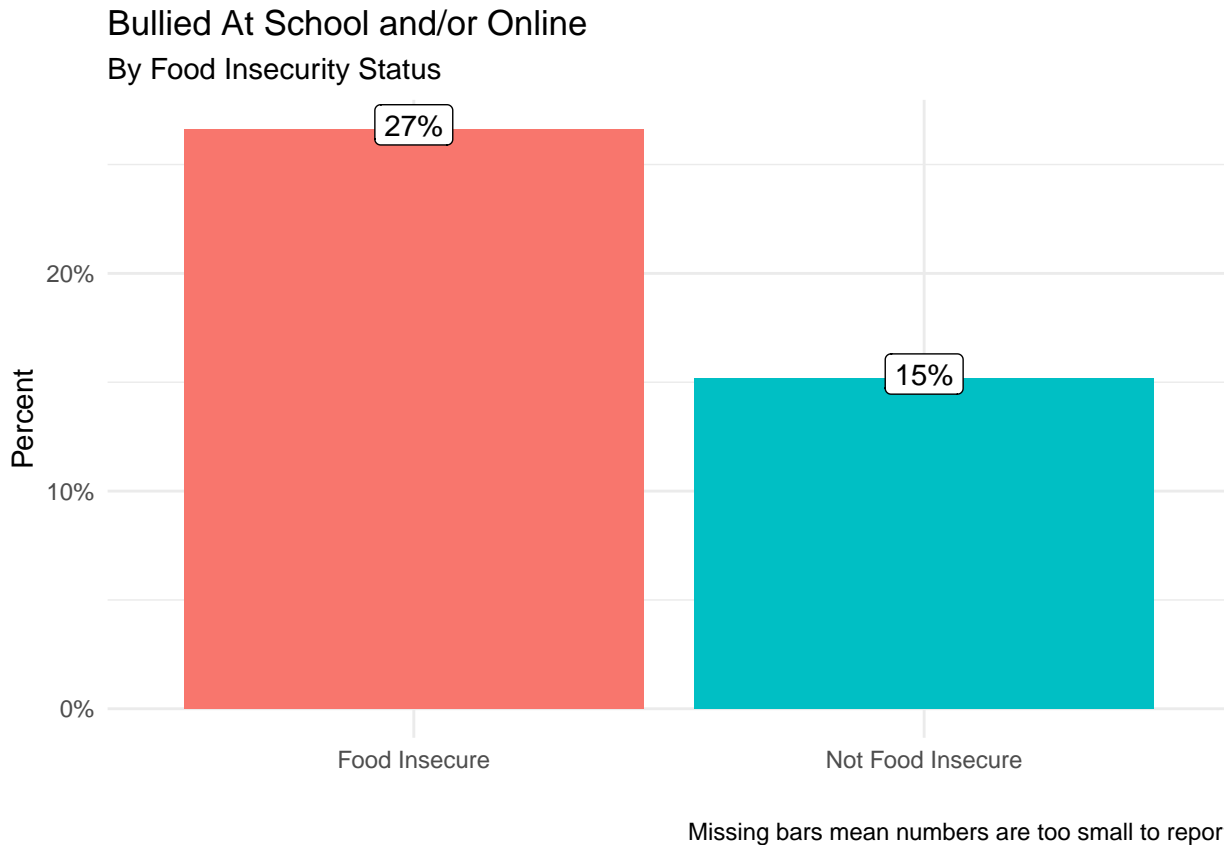
For more information on the responses of the subpopulations covered here, see the question-by-question tables at the end of this report.

## 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.



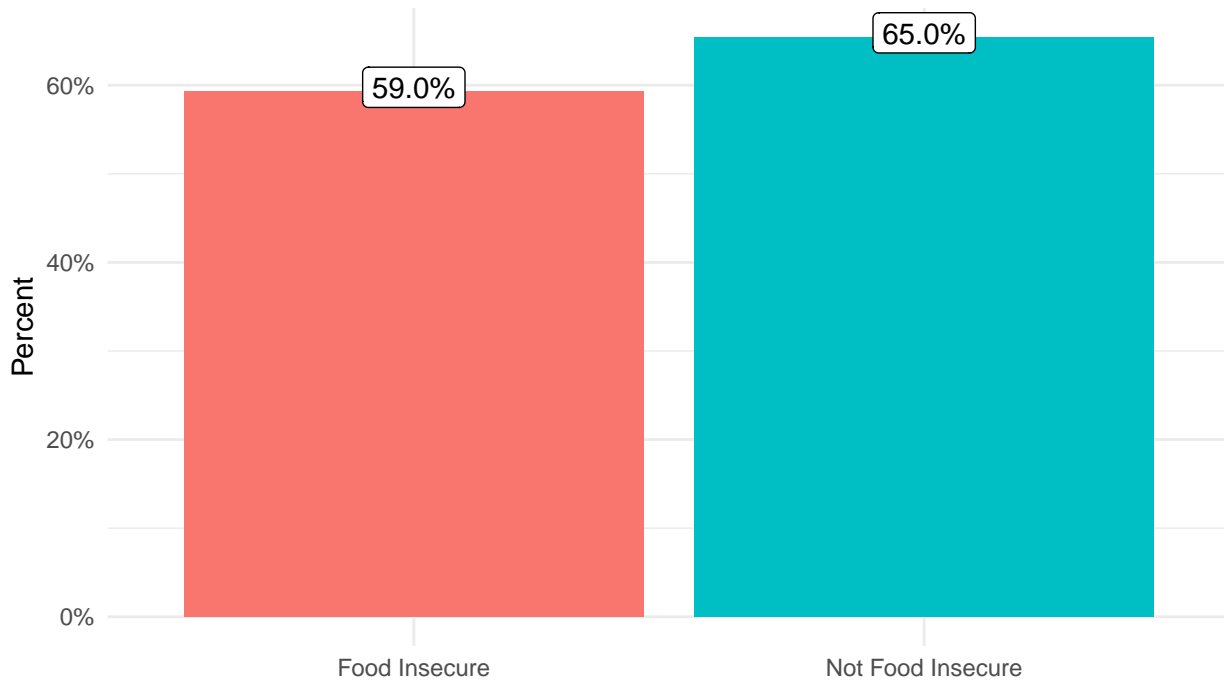
Living with poverty and scarcity can easily make young people feel like outsiders. This can be particularly pronounced during adolescence, when young people are trying to fit in. The chart above shows the sense of belonging among students who went hungry due to lack of food in the home in the past month (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.

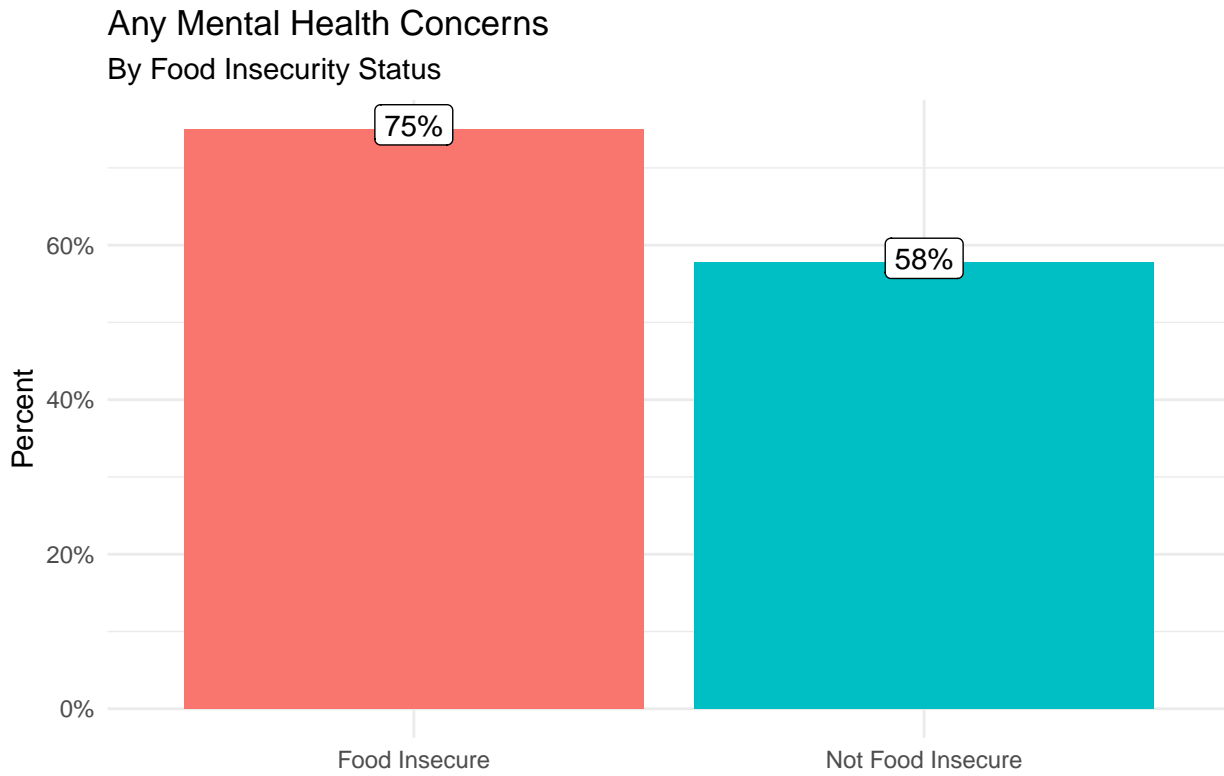
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

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



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



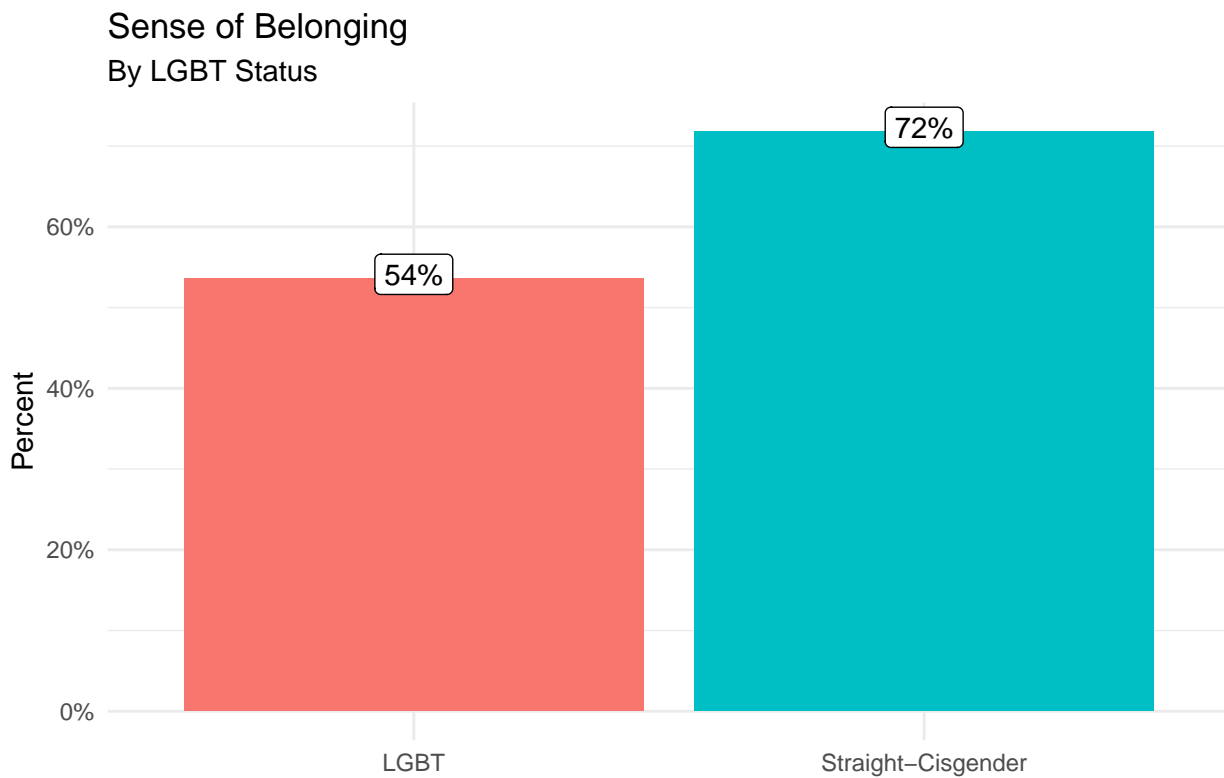
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Poverty and food insecurity take a toll on mental health as well as physical health, especially when many of the people around you do not seem to be facing the same kinds of economic challenges. Worrying about having and maintaining basic necessities;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



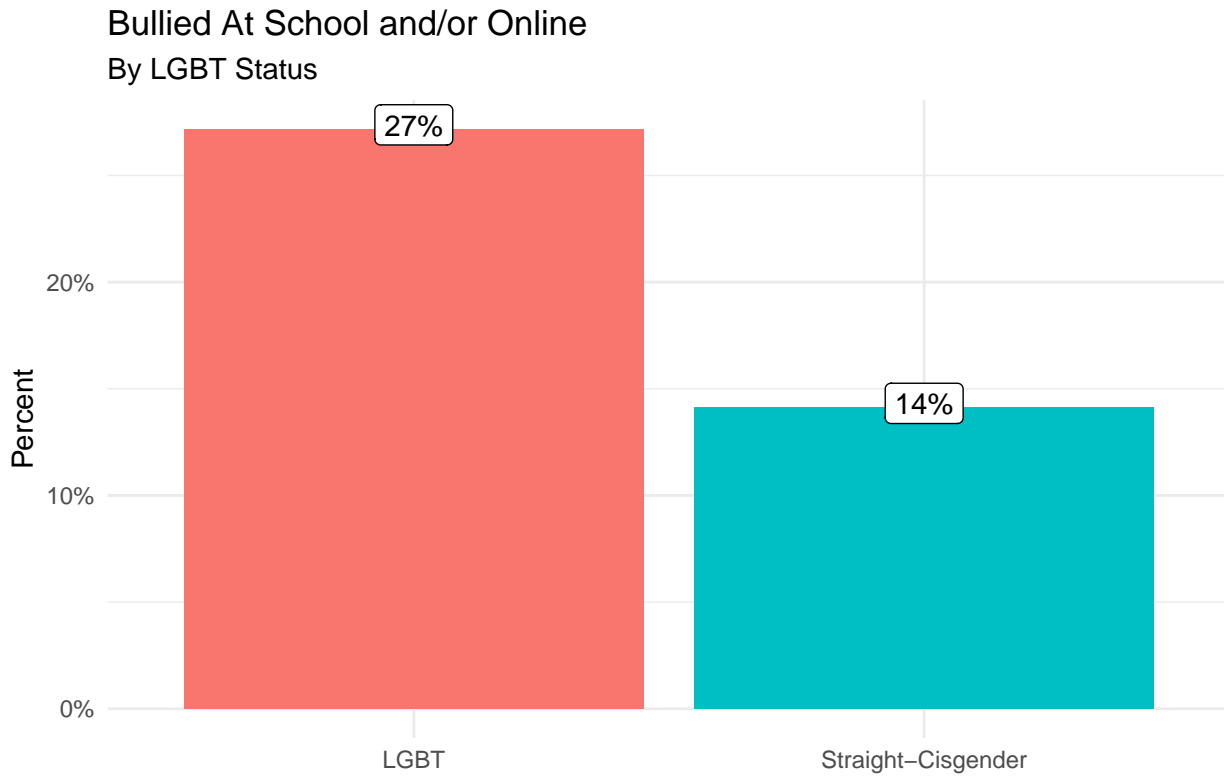
## LGBT Students At A Glance

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



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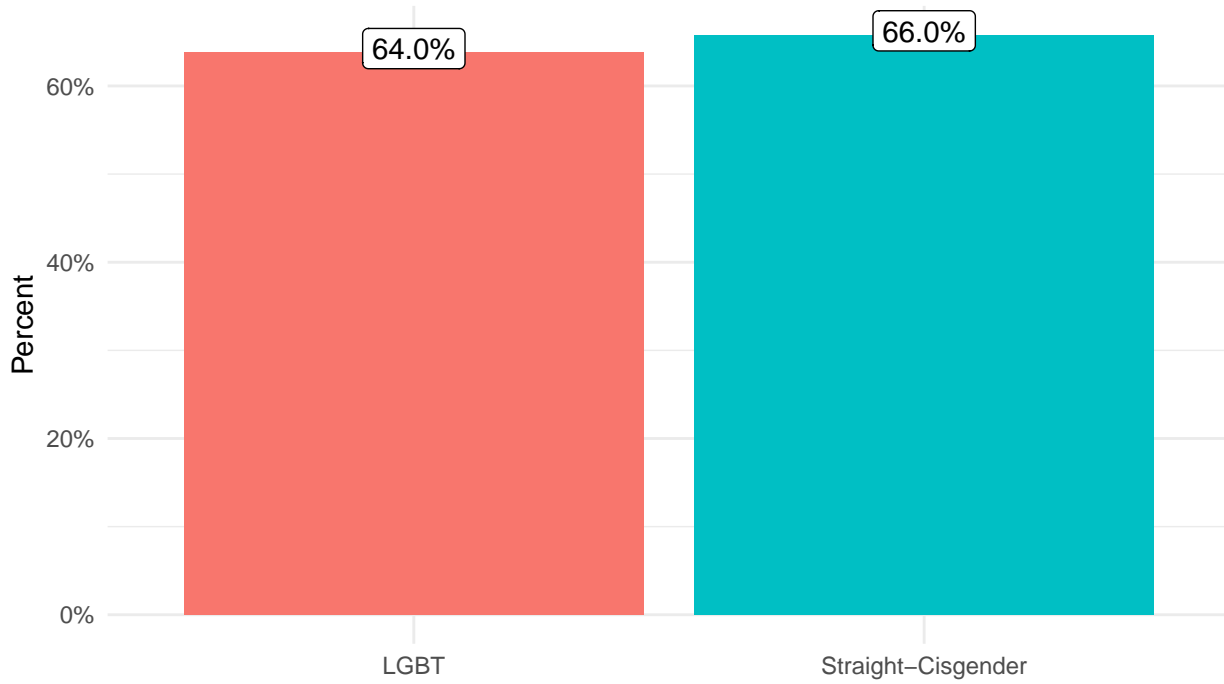
LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students’ sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in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



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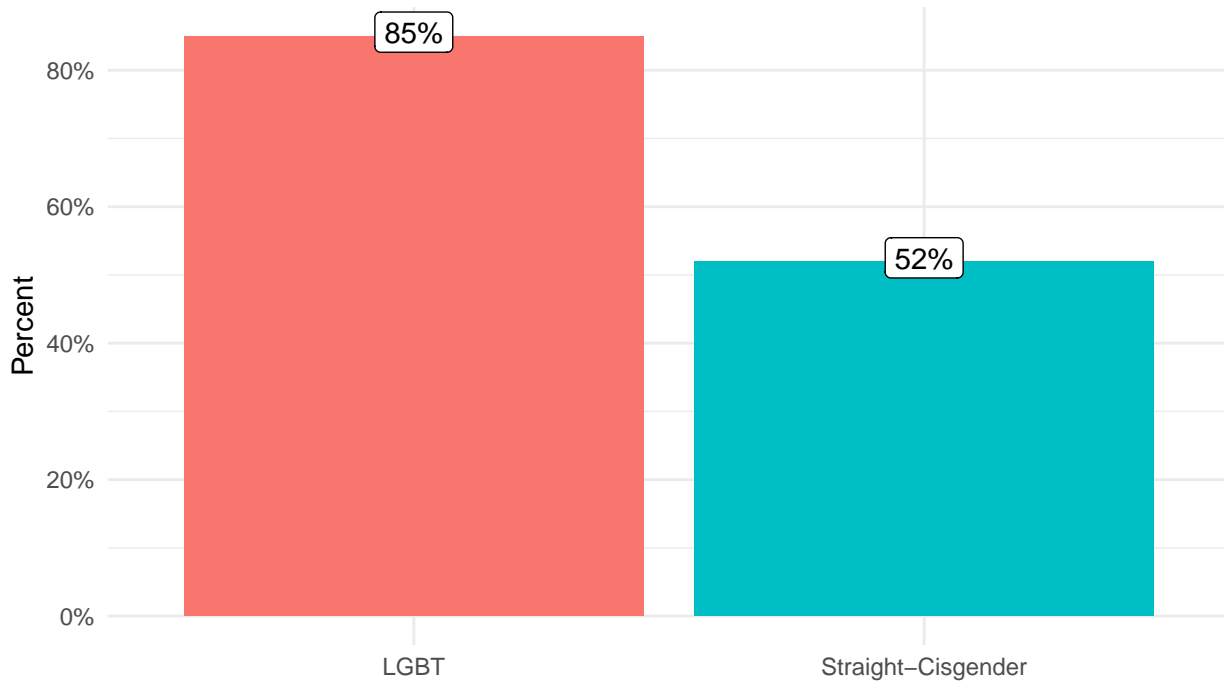
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

### Have A Teacher to Talk To By LGBT Status



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### Any Mental Health Concerns By LGBT Status



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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.

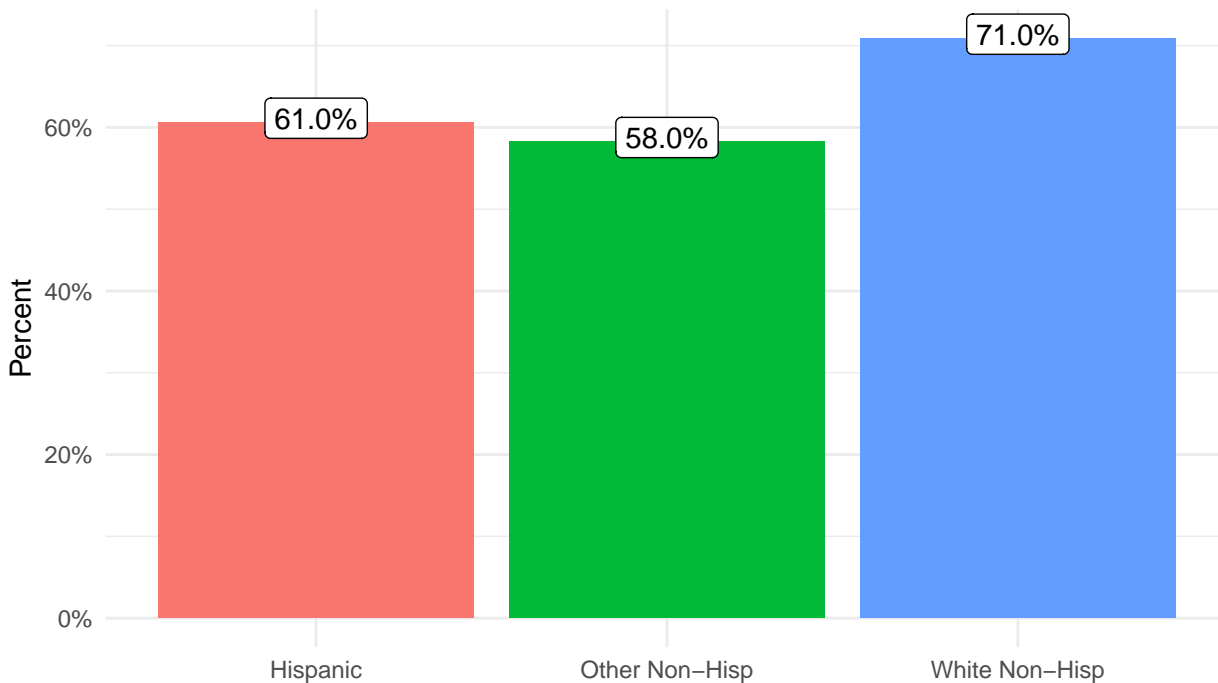
Information for schools on how to support LGBT students can be found at <https://dpi.wi.gov/sspw/safe-schools/lgbt>.

## 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.

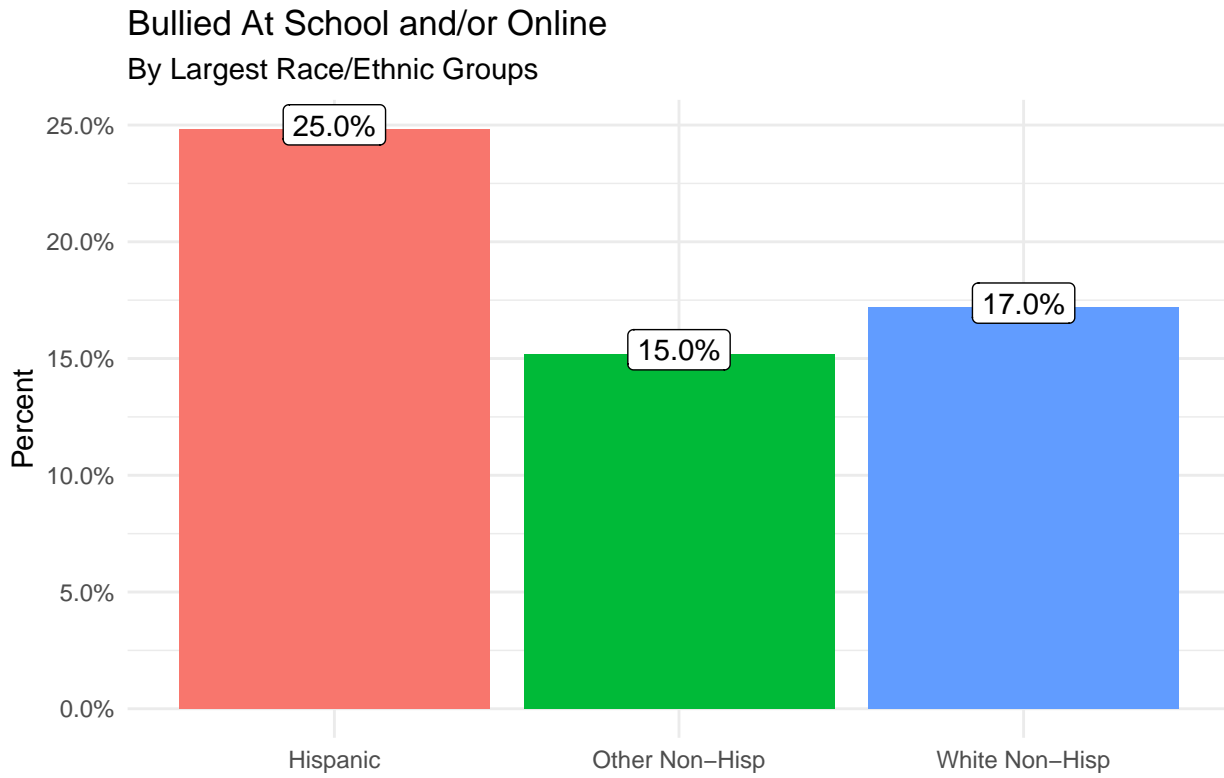
For the purposes of this report, students are grouped into three racial/ethnic categories: Hispanic, non-Hispanic White, and Other Non-Hispanic. The “Other Non-Hispanic” grouping is a collective category that compiles many different races. While ideally numbers could be reported separately for each racial group, in the majority of schools the number of students in these individual categories are too small to report. Thus, the grouping is done here to allow for as much reporting as possible while still upholding student privacy and data quality.

**Sense of Belonging**  
By Largest Race/Ethnic Groups



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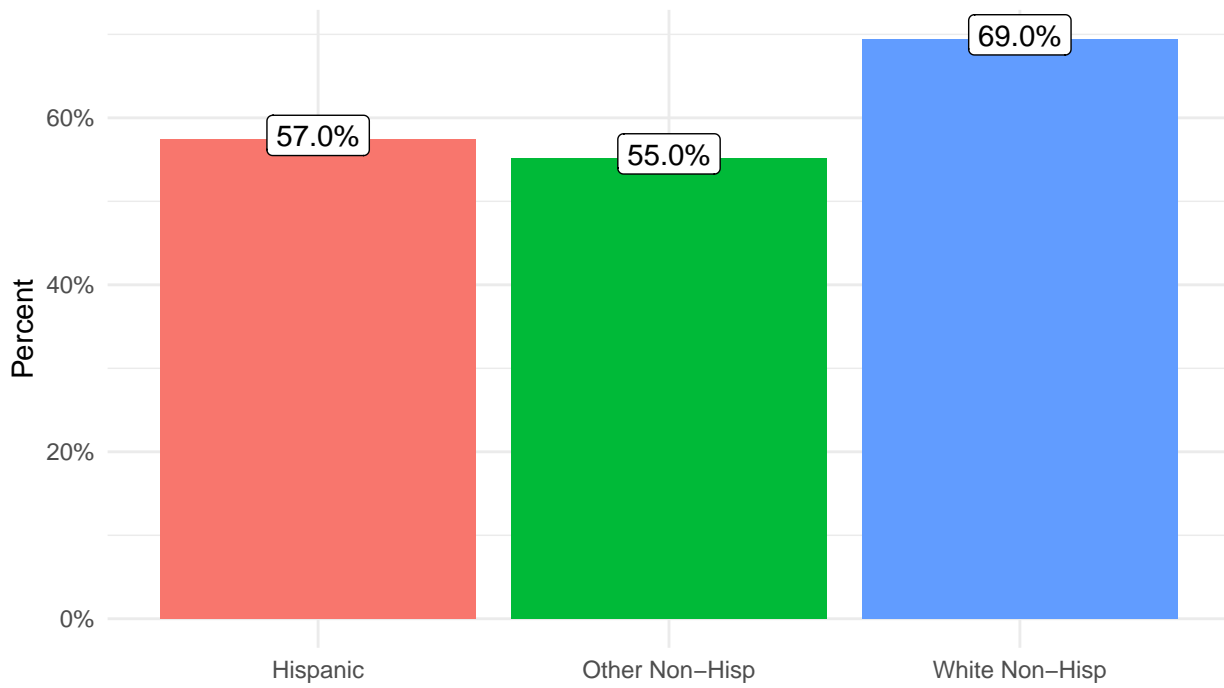
Students’ sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices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



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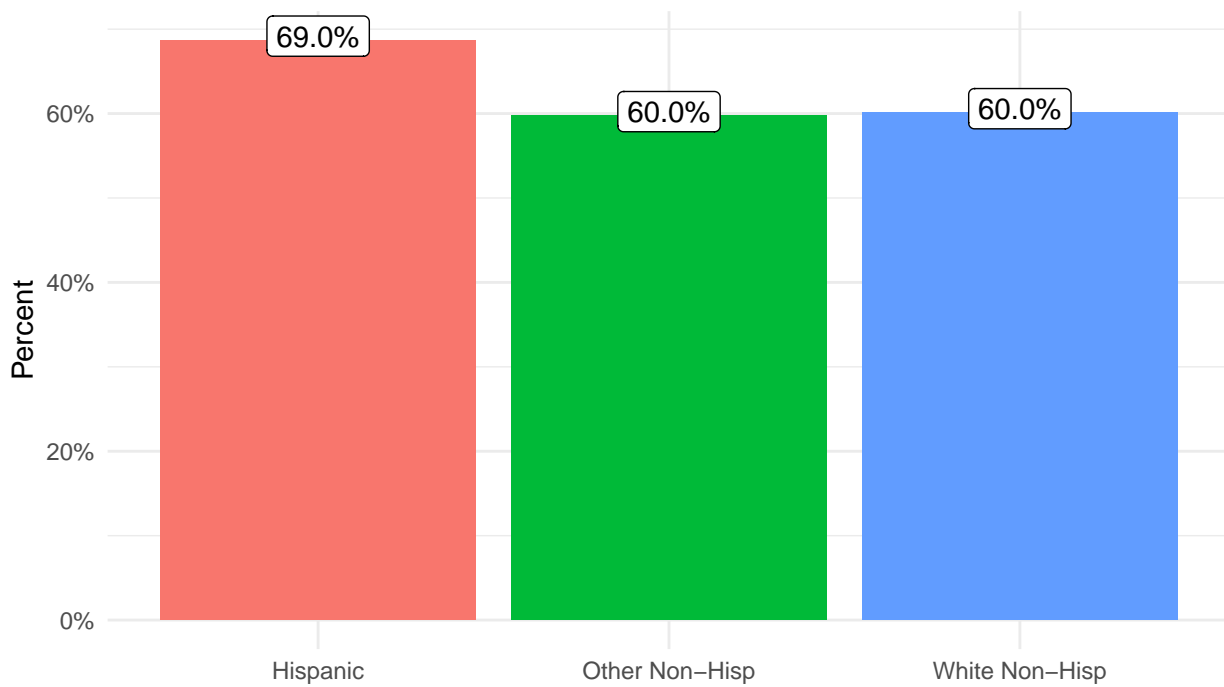
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

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



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### Poor Mental Health By Largest Race/Ethnic Groups



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Wisconsin's statewide 2017 and 2019 YRBS results found notable mental health disparities for students of color (statewide 2021 results were not yet available at the time of this report). For instance, the Center for Disease Control and Prevention's Youth Online analysis tool (<https://nccd.cdc.gov/Youthonline/App/Default.aspx>) shows that African American students in Wisconsin are more likely to have planned a suicide attempt than the national average for African American students (from the national 2017 YRBS; statistically significant at the .05 level). Knowing that some students of color report higher rates of anxiety, depression, non-suicidal self-harm and suicidal thoughts behavior than their peers might help teachers and school officials to be alert to 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.

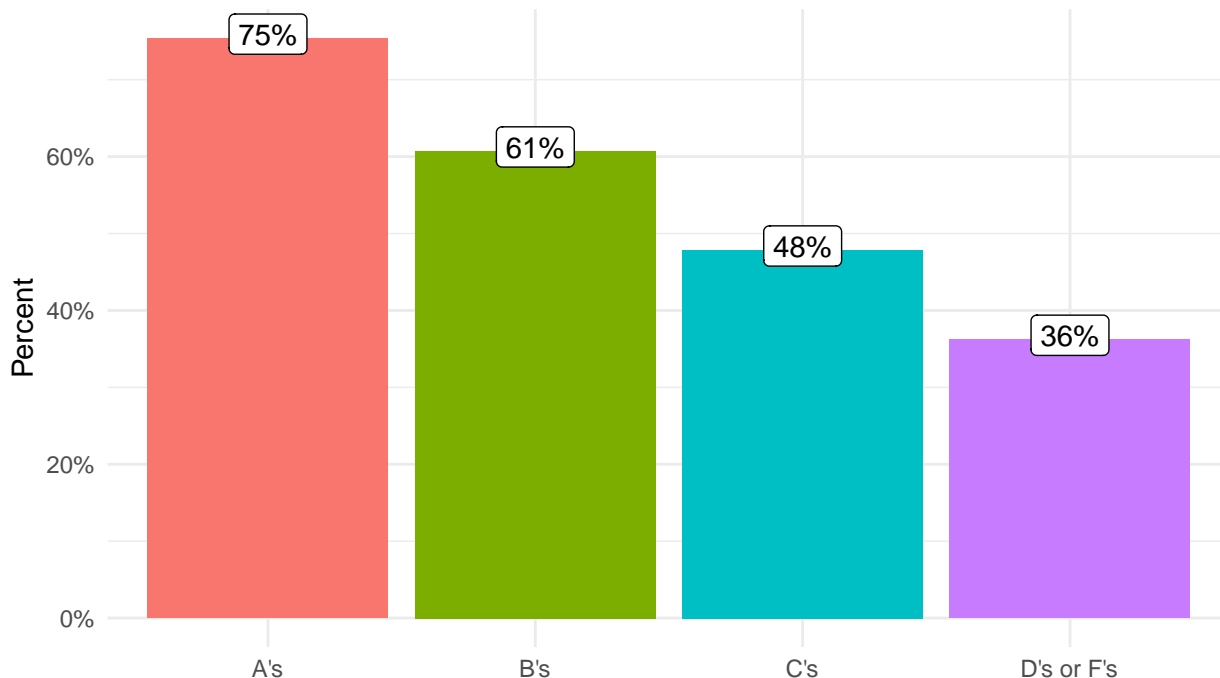
For more information on how schools can support students of color and become more equitable, see <https://dpi.wi.gov/rti/equity>.



## Students with Low Grades At A Glance

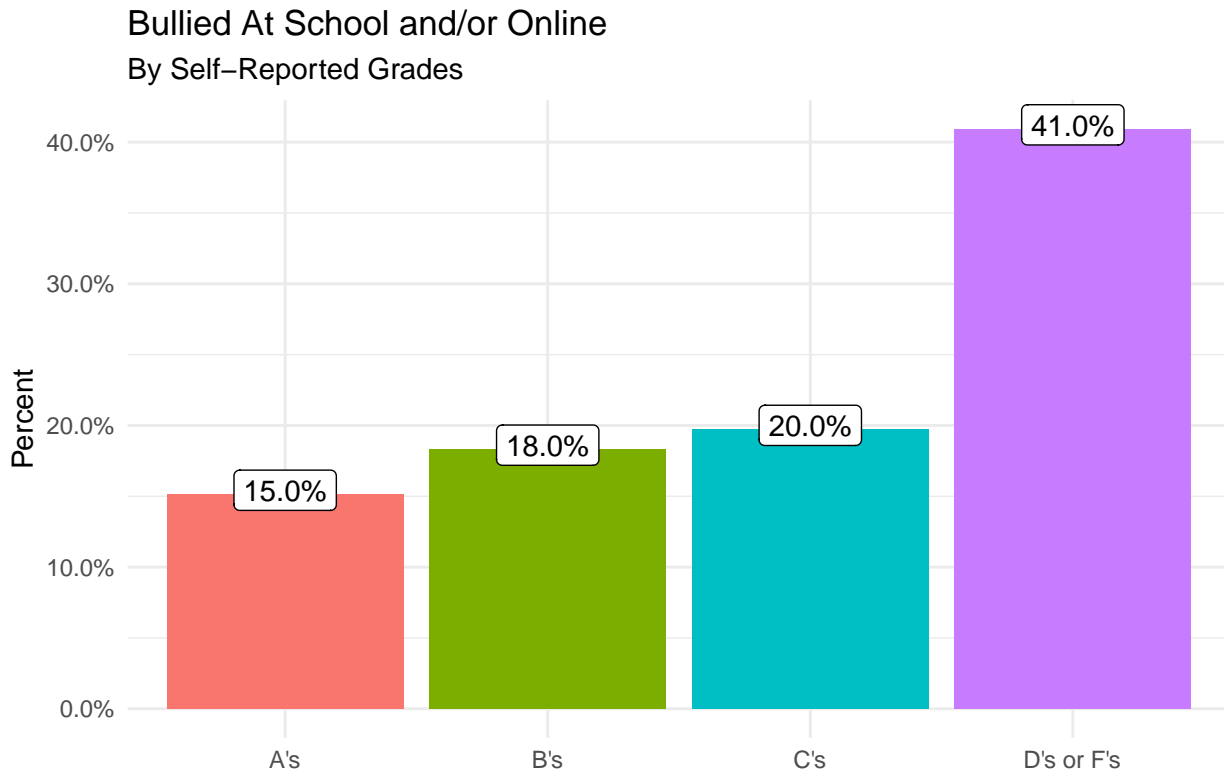
The YRBS asks students to self-report whether they get “Mostly A’s”, “Mostly B’s”, etc. Responses to that question form the basis for the information in this section. The YRBS is a stand-alone, anonymous survey. Therefore, no school records on student grades are ever used. The way the survey is conducted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

**Sense of Belonging  
By Self-Reported Grades**



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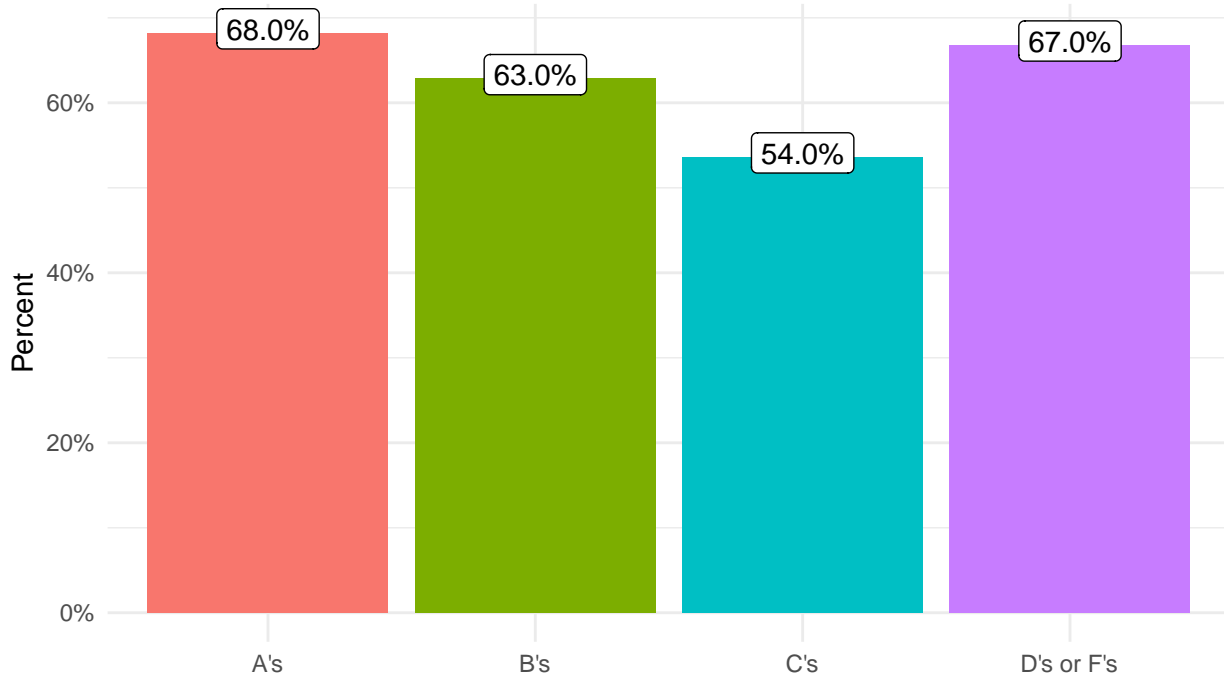
School belonging and grades are often related. Perhaps it’s not surprising that students who feel less academically inclined, are oftentimes less likely to feel like they belong at school. At the same time, it’s also possible for students’ grades to go down when they feel excluded, marginalized, or just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



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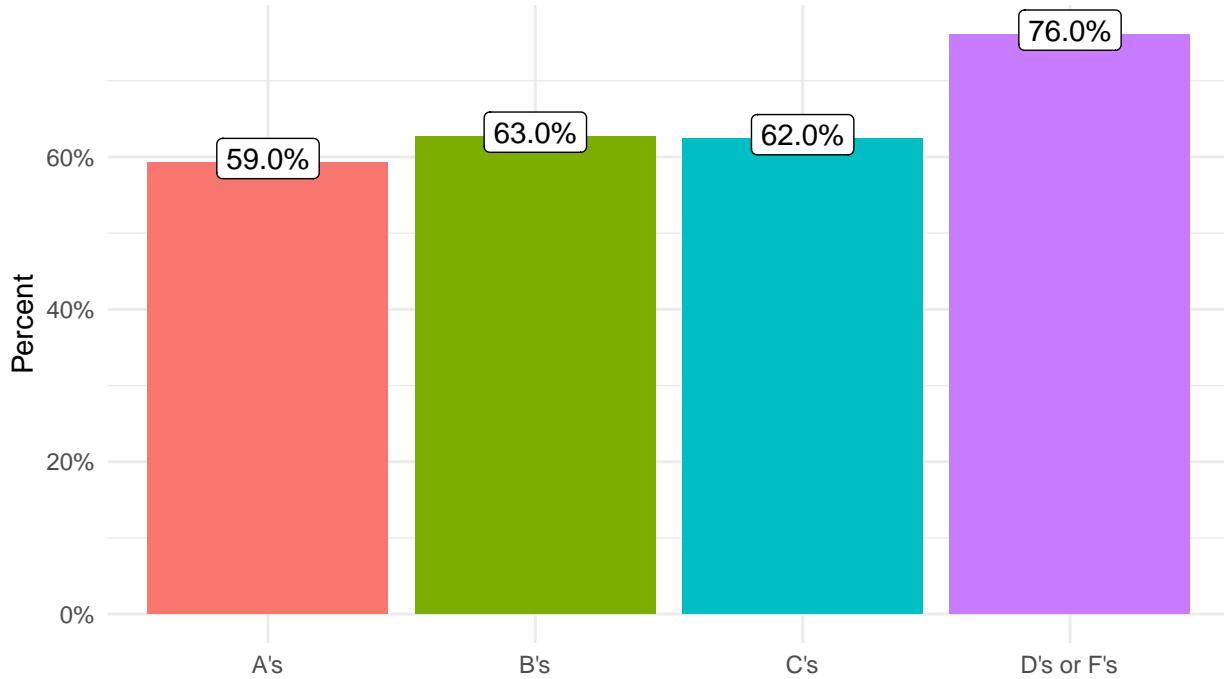
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

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



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### Any Mental Health Concerns By Self-Reported Grades



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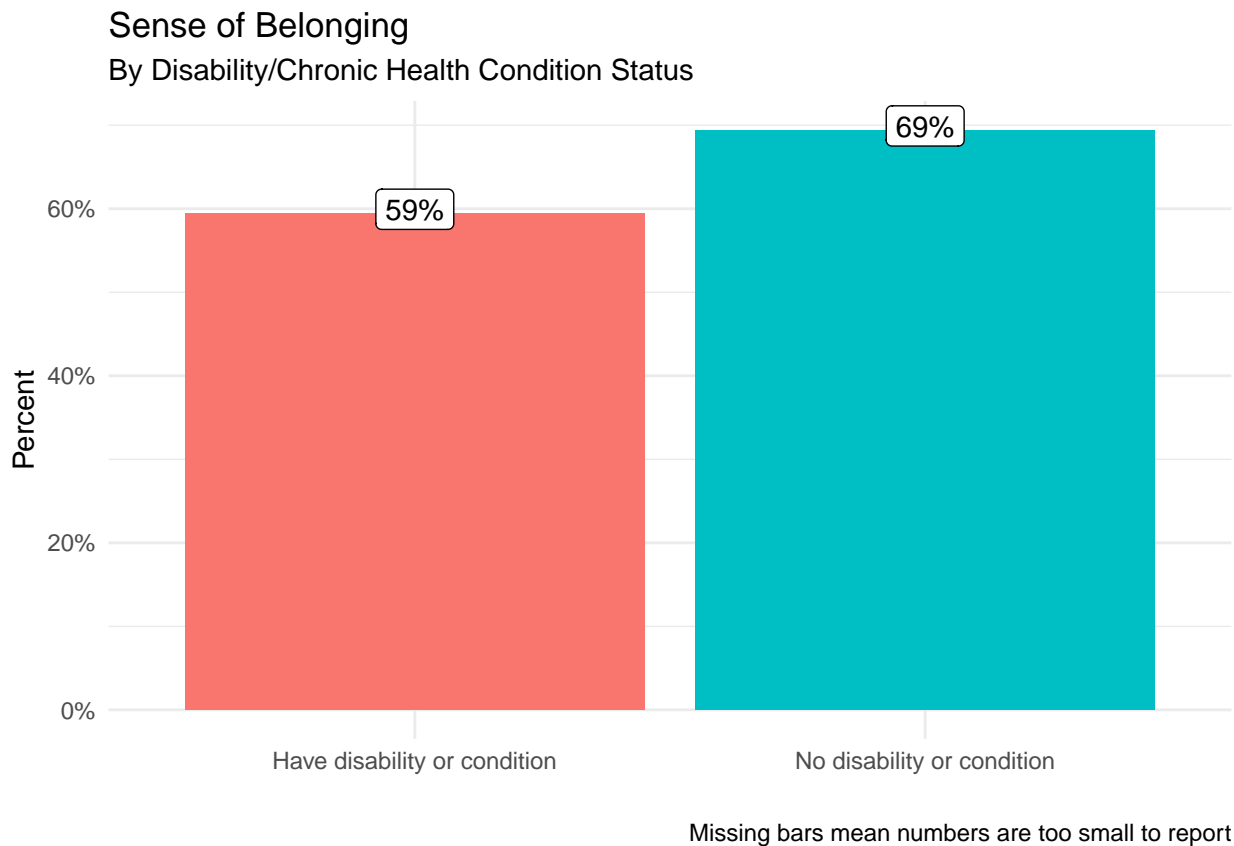
The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Wisconsin's 2019 statewide YRBS showed that students with poor grades reported worse mental health outcomes, including anxiety (Wisconsin's 2021 results have not been released as of the date of this report). Being anxious or depressed can make it hard to learn and to follow through on steps such as studying, completing assignments, and turning them in. Similarly, the experience of consistent failure or low performance can exacerbate feelings of depression and anxiety. Teachers and school officials who consider mental wellbeing as a possible factor behind student performance, might be better positioned to route students to resources and to reinvest in low-performing students.

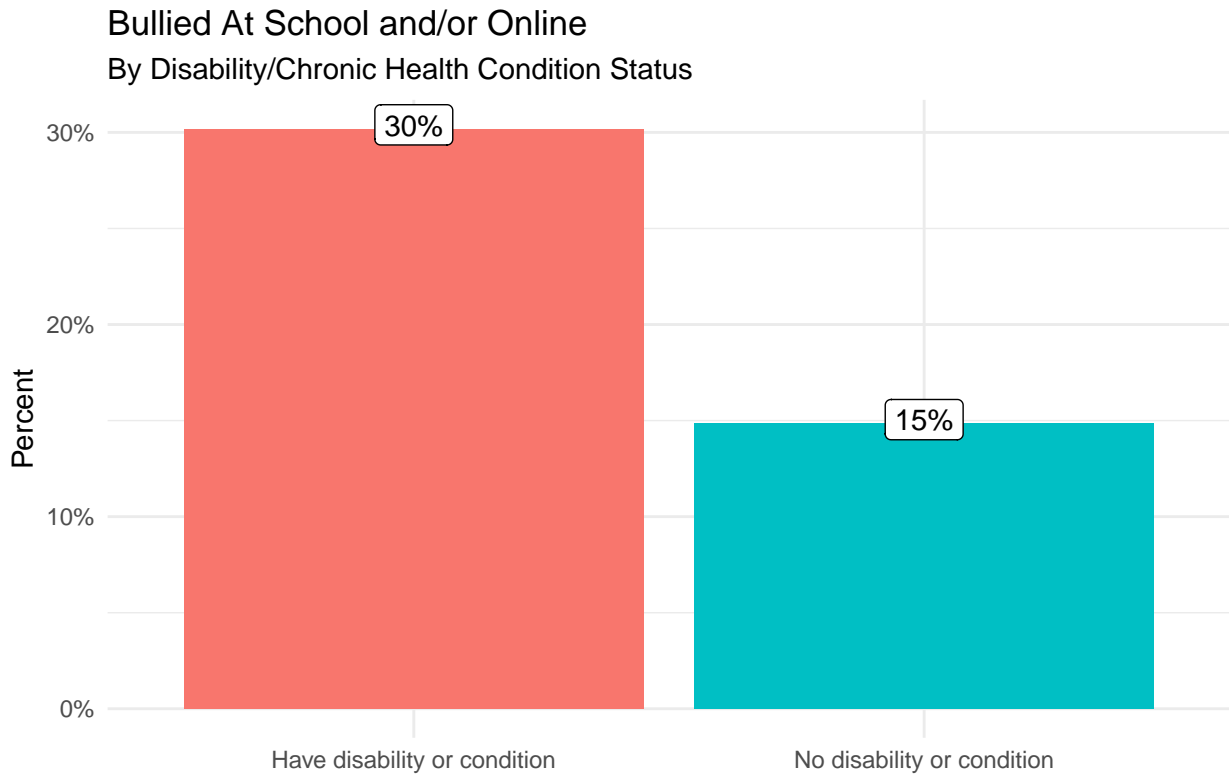
For the specific breakdown of the prevalence of self-reported depression, anxiety, and non-suicidal self-harm, as well as the questions on suicidal ideation and behavior, see the question-specific tables at the end of this report.

## Students with Physical Disabilities At A Glance

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

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



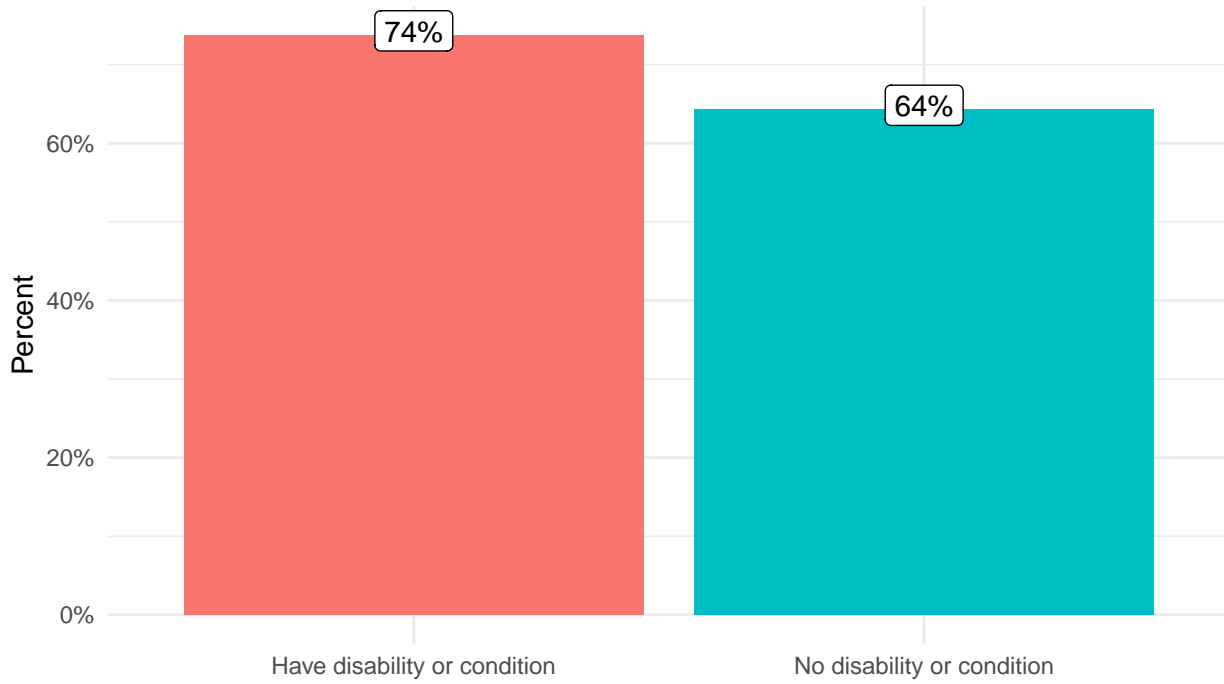


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As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities (see e.g. <https://www.stopbullying.gov/sites/default/files/2017-09/bullyingtipsheet.pdf> <https://www.stopbullying.gov/bullying/special-needs>).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

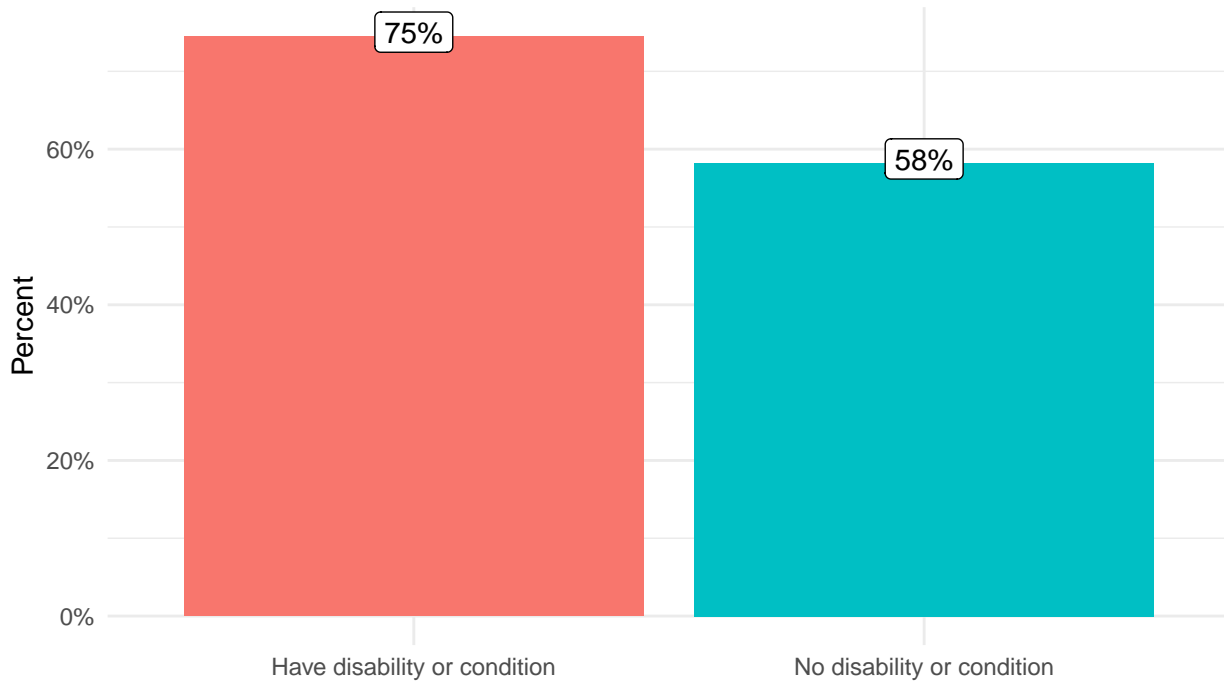
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both.

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



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### Any Mental Health Concerns by Disability/Chronic Health Condition Status



Missing bars mean numbers are too small to report

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

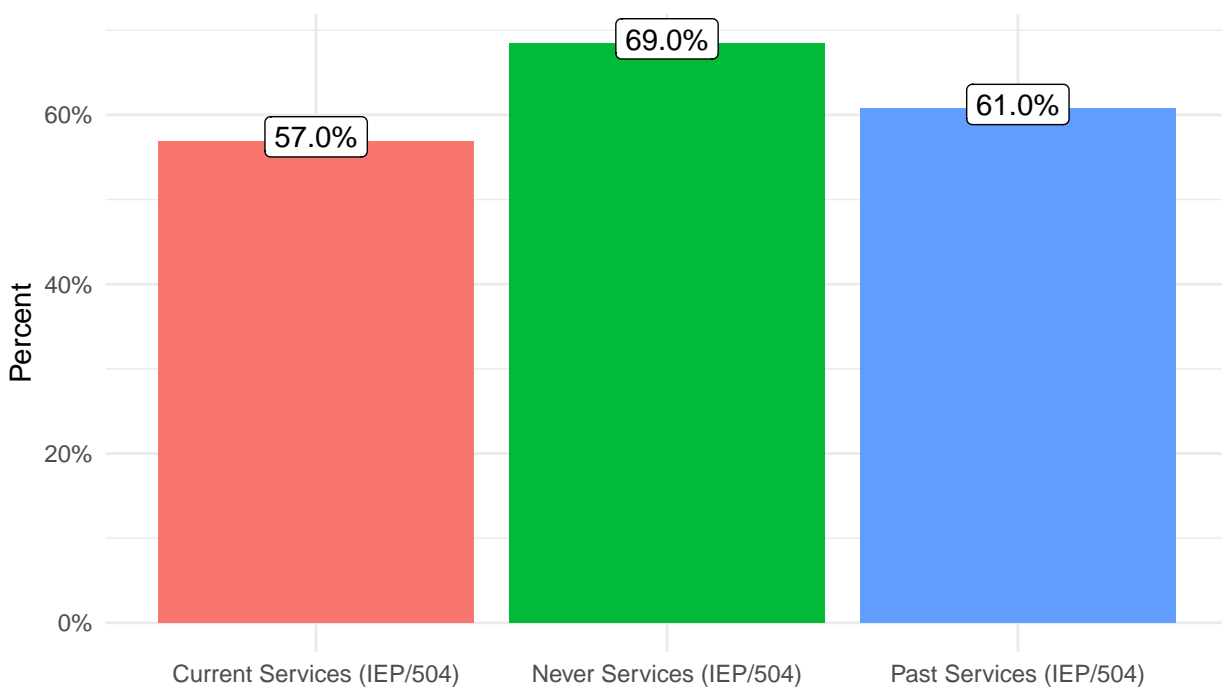


## Students with Special Education Services At A Glance

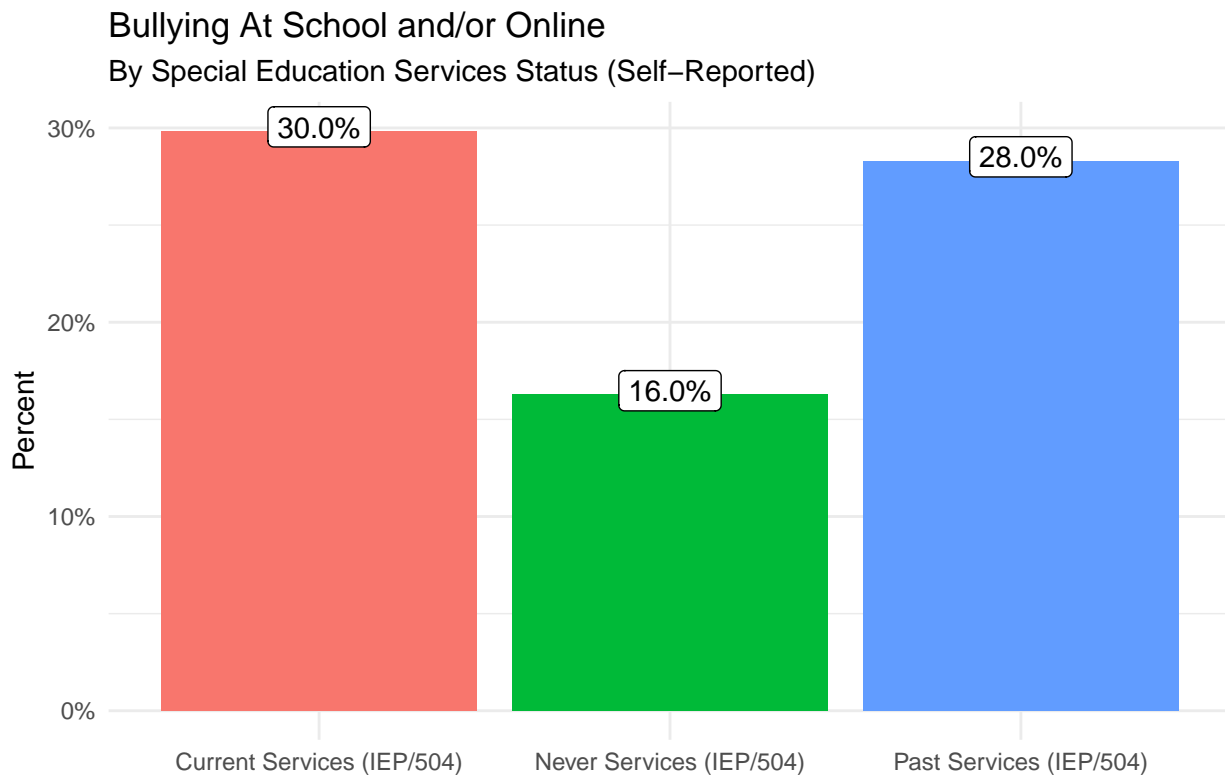
Wisconsin’s 2021 statewide and local YRBS surveys included a question asking students whether they currently receive special education services or had an individualized education plan (IEP) or 504 plan. Students could answer: “A. Yes, I do”; “B. Not anymore, but I used to”; “C. No, and I never have”; or “D. Not sure”. Students who answered “A. Yes, I do” are categorized here as “Current Services”. Students who answered “B. Not anymore, but I used to” are categorized here as “Past Services”. Students who answered “C. No, and I never have” are categorized here as “Never Services”. Students who answered “D. Not sure” are not included in the charts below, as their response was ambiguous.

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

**Sense of Belonging**  
By Special Education Services Status (Self-Reported)



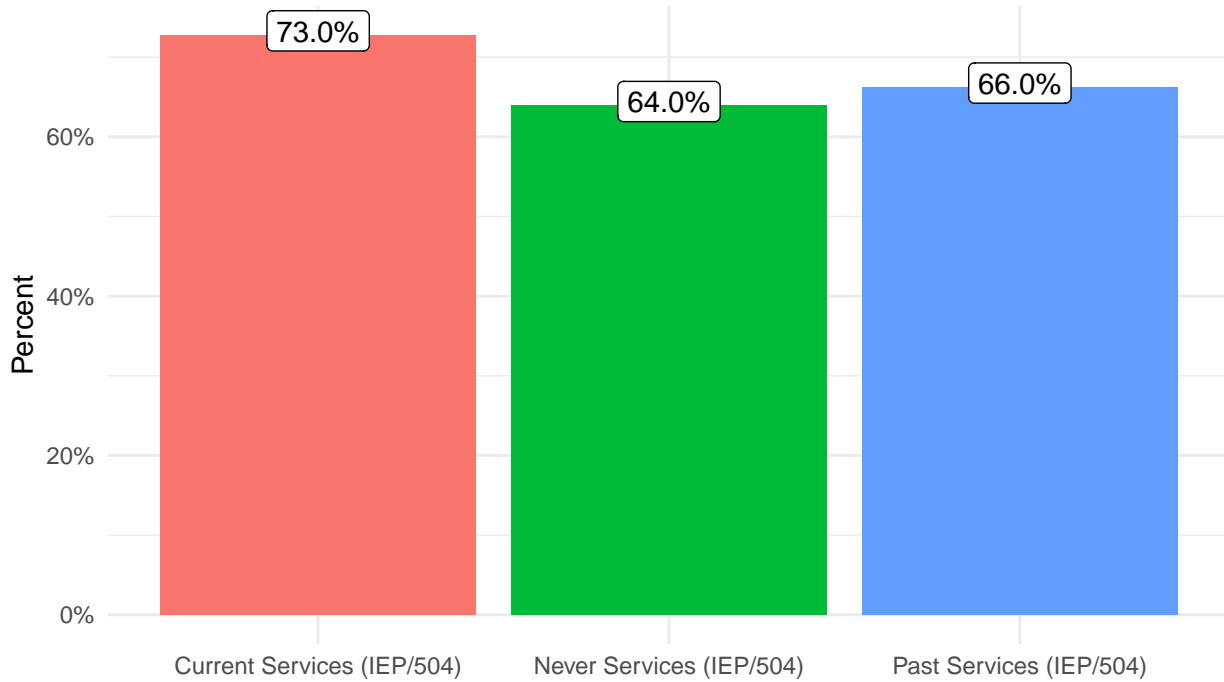
Missing bars mean numbers are too small to report



Missing bars mean numbers are too small to report

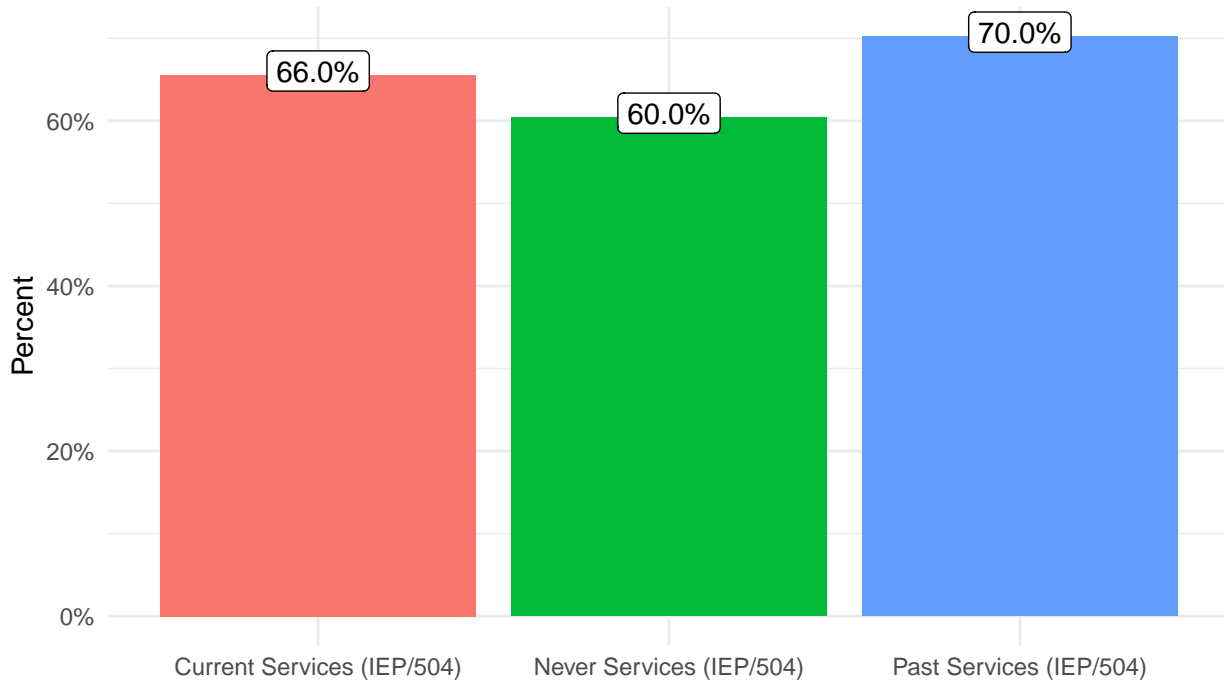
The chart above combines responses to two bullying questions to get a broad sense of bullying. It looks at students whose answers indicated that they had been bullied online, at school, or both. In general, students with conditions related to special education services are often at higher risk for bullying.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

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



Missing bars mean numbers are too small to report

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



Missing bars mean numbers are too small to report

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

## What helps?

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

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

### **For more resources and ideas, see:**

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

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

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

## 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.

<b>Weighted YRBS Results</b>	
Behavior	Percent
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)	43%
Missed school due to safety concerns at school or en route (past 30 days)	5%
Brought a gun to school (past 30 days)	–
Threatened or injured with a weapon at school (past 12 months)	6%
Most of the time or always feel safe at school	84%
In a physical fight on school property (past 12 months)	5%
Agree/strongly agree that violence is a problem at school	16%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	20%
Ever been raped	5%
Ever been forced to do anything sexual	12%
Dating partner forced something sexual (past 12 months)	10%
Physical violence by dating partner (past 12 months)	5%
Composite measure: answered affirmatively to any sexual or dating violence question	14%
Sent, received or shared sexual photos or images (past 30 days)	17%
Bullied on school property (past 12 months)	11%
Electronically bullied (past 12 months)	12%
Composite measure: answered affirmatively to being bullied online and/or at school	17%
Agree/strongly agree that bullying is a problem at school	31%
Self-harm (past 12 months)	22%
Problems with anxiety (past 12 months)	55%
So sad or hopeless that stopped usual activities (past 12 months)	32%
Seriously considered suicide (past 12 months)	17%
Made a suicide plan (past 12 months)	13%
Attempted suicide (past 12 months)	5%
Composite measure: answered affirmatively to any of the previous six mental health questions	61%
Among students who attempted suicide, percent who received medical attention (past 12 months)	32%
Ever tried cigarettes	13%
Among smokers, the percent who tried cigarettes before age 13	22%
Smoke cigarettes (past 30 days)	4%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

<b>Weighted YRBS Results</b>	
Behavior	Percent
Ever tried vaping/juul/e-cigarettes	30%
Vape/juul/e-cigarettes (past 30 days)	14%
Use chew, dip, other smokeless tobacco (past 30 days)	2%
Smoke cigars/cigarillos (past 30 days)	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	52%
Ever had an alcoholic beverage	48%
Among students who have drunk alcohol, percent whose first drink was before age 13	28%
Drank alcohol (past 30 days)	25%
Binge drink (past 30 days)	10%
Ever used marijuana	28%
Among students who tried marijuana, the percent who first tried it before age 13	10%
Use marijuana (past 30 days)	16%
Ever misused a prescription pain medicine	10%
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)	12%
Attended school under the influence of alcohol or drugs (past 12 months)	8%
Used any illegal drugs besides marijuana (past 12 months)	4%
Ever had sexual intercourse	22%
Among sexually active students, the percent whose first sexual intercourse was before age 13	8%
Among sexually active students, the percent who have had 4 or more sexual partners	23%
Currently sexually active (past 3 months)	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	64%
Among sexually active students, the percent who had sex without any pregnancy prevention method	7%
Identify as lesbian, gay, bisexual and/or transgender	17%
Ate fruit every day (past 7 days)	45%
Ate vegetables every day (past 7 days)	43%
Drank water every day (past 7 days)	82%

<sup>1</sup> Results are based on the grades surveyed.

<sup>2</sup> – means numbers too small to report at this level.



<b>Weighted YRBS Results</b>	
Behavior	Percent
Ate breakfast every day (past 7 days)	30%
Exercise most days (past 7 days)	62%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	79%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	53%
Had sports-induced concussion (past 12 months)	12%
Saw a dentist (past 12 months)	83%
Most of the time or always wear sunscreen when outside	19%
Sleep 8 or more hours per night	27%
Lived in 4 or more residences	30%
Experienced hunger due to lack of food at home (past 30 days)	21%
Have at least one supportive adult besides parent(s)	81%
Participate in school activities, teams, or clubs	76%
Agree or strongly agree that they belong at school	66%
Have at least one teacher or other adult at school to talk to	64%
Most of the time or always get emotional support when needed	19%
List adult as most likely source of emotional support	31%
In excellent or very good health	53%
Have physical disability or chronic health problem	10%

<sup>1</sup> Results are based on the grades surveyed.

<sup>2</sup> – means numbers too small to report at this level.

## **Tables by Sex**

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

<b>Weighted YRBS Results By Sex</b>		
Behavior	Female	Male
Most of the time or always wear a seatbelt	91%	89%
Rode with driver who drank (past 30 days)	15%	11%
Drove after drinking (past 30 days)	3%	2%
Text/email while driving(past 30 days)	50%	37%
Missed school due to safety concerns (past 30 days)	6%	4%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with weapon at school (past 12 months)	8%	5%
Most of the time or always feel safe at school	83%	84%
In a physical fight on school property (past 12 months)	3%	7%
Agree/strongly agree that violence is a problem at school	19%	15%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	19%	21%
Ever been raped	8%	3%
Ever been forced to do anything sexual	20%	5%
Dating partner forced something sexual (past 12 months)	17%	4%
Physical violence by dating partner (past 12 months)	6%	4%
Composite measure: answered affirmatively to any sexual or dating violence question	22%	7%
Sent, received or shared sexual photos or images (past 30 days)	18%	15%
Bullied on school property (past 12 months)	14%	9%
Electronically bullied (past 12 months)	15%	9%
Composite measure: answered affirmatively to being bullied online and/or at school	21%	13%
Agree/strongly agree that bullying is a problem at school	40%	23%
Self-harm (past 12 months)	32%	14%
Problems with anxiety (past 12 months)	71%	41%
So sad or hopeless that stopped usual activities (past 12 months)	45%	20%
Seriously considered suicide (past 12 months)	22%	12%
Made a suicide plan (past 12 months)	17%	10%
Attempted suicide (past 12 months)	7%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	76%	47%
Among students who attempted suicide, percent who received medical attention (past 12 months)	25%	46%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Ever tried cigarettes	15%	12%
Among smokers, the percent who tried cigarettes before age 13	15%	30%
Smoke cigarettes (past 30 days)	4%	3%
Ever tried vaping/juul/e-cigarettes	35%	26%
Vape/juul/e-cigarettes (past 30 days)	17%	12%
Use chew, dip, other smokeless tobacco (past 30 days)	1%	3%
Smoke cigars/cigarillos (past 30 days)	2%	4%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	57%	47%
Ever had an alcoholic beverage	54%	42%
Among students who have drunk alcohol, percent whose first drink was before age 13	26%	31%
Drank alcohol (past 30 days)	31%	20%
Binge drink (past 30 days)	14%	7%
Ever used marijuana	33%	24%
Among students who tried marijuana, the percent who first tried it before age 13	7%	14%
Use marijuana (past 30 days)	18%	15%
Ever misused a prescription pain medicine	13%	8%
Ever misused an over-the-counter drug	5%	4%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	14%	10%
Attended school under the influence of alcohol or drugs (past 12 months)	9%	7%
Used any illegal drugs besides marijuana (past 12 months)	3%	4%
Ever had sexual intercourse	20%	24%
Among sexually active students, the percent whose first sexual intercourse was before age 13	7%	8%
Among sexually active students, the percent who have had 4 or more sexual partners	20%	25%
Currently sexually active (past 3 months)	15%	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	61%	67%

<sup>1</sup> – means numbers too small to report at this level.

Weighted YRBS Results By Sex		
Behavior	Female	Male
Among sexually active students, the percent who had sex without any pregnancy prevention method	7%	6%
Identify as lesbian, gay, bisexual and/or transgender	27%	8%
Ate fruit every day (past 7 days)	42%	47%
Ate vegetables every day (past 7 days)	42%	43%
Drank water every day (past 7 days)	81%	83%
Ate breakfast every day (past 7 days)	27%	34%
Exercise most days (past 7 days)	53%	71%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	81%	77%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	52%	53%
Had sports-induced concussion (past 12 months)	9%	15%
Saw a dentist (past 12 months)	85%	81%
Most of the time or always wear sunscreen when outside	26%	13%
Sleep 8 or more hours per night	25%	29%
Lived in 4 or more residences	30%	30%
Experienced hunger due to lack of food at home (past 30 days)	19%	23%
Have at least one supportive adult besides parent(s)	81%	82%
Participate in school activities, teams, or clubs	79%	73%
Agree or strongly agree that they belong at school	61%	71%
Have at least one teacher or other adult at school to talk to	66%	62%
Most of the time or always get emotional support when needed	21%	18%
List adult as most likely source of emotional support	28%	33%
In excellent or very good health	44%	60%
Have physical disability or chronic health problem	11%	8%

<sup>1</sup> – means numbers too small to report at this level.

## **Tables by Grade**

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

Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Most of the time or always wear a seatbelt	86%	90%	93%	92%
Rode with driver who drank (past 30 days)	13%	14%	15%	11%
Drove after drinking (past 30 days)	–	–	3%	4%
Text/email while driving(past 30 days)	20%	13%	43%	62%
Missed school due to safety concerns at school or en route (past 30 days)	5%	6%	5%	5%
Brought a gun to school (past 30 days)	0%	0%	–	–
Threatened or injured with weapon at school (past 12 months)	8%	6%	6%	5%
Most of the time or always feel safe at school	83%	84%	85%	84%
In a physical fight on school property (past 12 months)	9%	6%	4%	3%
Agree or strongly agree that violence is a problem at their school	17%	16%	16%	16%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	18%	25%	22%	17%
Ever been raped	3%	4%	5%	8%
Ever been forced to do anything sexual	11%	10%	12%	15%
Dating partner forced something sexual in past 12 months	12%	9%	10%	9%
Physical violence by dating partner (past 12 months)	–	–	6%	5%
Composite measure: answered affirmatively to any sexual or dating violence question	13%	11%	15%	18%
Sent, received or shared sexual photos or images (past 30 days)	16%	16%	13%	21%
Bullied on school property (past 12 months)	11%	12%	11%	11%
Electronically bullied (past 12 months)	13%	11%	14%	9%
Composite measure: answered affirmatively to being bullied online and/or at school	19%	18%	18%	14%
Agree/strongly agree that bullying is a problem at school	30%	30%	32%	33%
Self-harm (past 12 months)	27%	23%	19%	21%
Problems with anxiety (past 12 months)	52%	57%	52%	58%
So sad or hopeless that stopped usual activities (past 12 months)	29%	33%	30%	34%
Seriously considered suicide (past 12 months)	19%	19%	13%	18%
Made a suicide plan (past 12 months)	16%	14%	11%	12%
Attempted suicide (past 12 months)	7%	6%	5%	5%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> If grade not surveyed, all values for that grade are 0 or NA.

<sup>3</sup> Composite measures combine responses across two or more questions.

<b>Weighted YRBS Results By Grade</b>				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Composite measure: answered affirmatively to any of the previous six mental health questions	59%	64%	58%	62%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	43%	40%	–
Ever tried cigarettes	7%	13%	13%	22%
Among smokers, the percent who tried cigarettes before age 13	39%	37%	19%	11%
Smoke cigarettes (past 30 days)	–	–	3%	7%
Ever tried vaping/juul/e-cigarettes	20%	26%	32%	43%
Vape/juul/e-cigarettes (past 30 days)	8%	12%	16%	23%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	3%	2%
Smoke cigars/cigarillos (past 30 days)	1%	2%	4%	4%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	63%	57%	50%	46%
Ever had an alcoholic beverage	34%	43%	46%	69%
Among students who have drunk alcohol, percent whose first drink was before age 13	54%	33%	23%	16%
Drank alcohol (past 30 days)	12%	20%	23%	44%
Binge drink (past 30 days)	2%	5%	10%	23%
Ever used marijuana	14%	19%	32%	47%
Among students who tried marijuana, the percent who first tried it before age 13	20%	16%	11%	5%
Use marijuana (past 30 days)	7%	9%	21%	28%
Ever misused a prescription pain medicine	11%	9%	10%	12%
Ever misused an over-the-counter drug	4%	3%	6%	6%
Ever used heroin	–	–	–	–
Ever used methamphetamines	–	–	–	–
Were offered, sold, or given drugs on school property (past 12 months)	12%	14%	10%	13%
Attended school under the influence of alcohol or drugs (past 12 months)	5%	6%	9%	12%
Used any illegal drugs besides marijuana (past 12 months)	2%	2%	4%	5%
Ever had sexual intercourse	8%	14%	26%	41%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	15%	8%	–
Among sexually active students, the percent who have had 4 or more sexual partners	17%	16%	24%	26%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> If grade not surveyed, all values for that grade are 0 or NA.



Weighted YRBS Results By Grade				
Behavior	9th Grade	10th Grade	11th Grade	12th Grade
Currently sexually active (past 3 months)	4%	9%	19%	31%
Among sexually active students, the percent who used a condom during last sexual intercourse	67%	74%	66%	59%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	13%	–	5%
Ate fruit every day (past 7 days)	43%	43%	46%	46%
Ate vegetables every day (past 7 days)	38%	43%	43%	46%
Drank water every day (past 7 days)	82%	80%	82%	84%
Ate breakfast every day (past 7 days)	30%	27%	35%	29%
Exercise most days (past 7 days)	63%	66%	60%	60%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work)	81%	80%	79%	76%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	50%	50%	53%	57%
Had sports-induced concussion (past 12 months)	14%	12%	12%	10%
Saw a dentist (past 12 months)	82%	83%	84%	83%
Most of the time or always wear sunscreen when outside	19%	18%	18%	23%
Sleep 8 or more hours per night	33%	28%	28%	21%
Lived in 4 or more residences	30%	30%	27%	32%
Experienced hunger due to lack of food at home (past 30 days)	22%	23%	20%	18%
Have at least one supportive adult besides parent(s)	79%	83%	81%	83%
Participate in school activities, teams, or clubs	77%	77%	75%	75%
Agree or strongly agree that they belong at school	71%	64%	65%	65%
Have at least one teacher or other adult at school to talk to	51%	66%	66%	74%
Most of the time or always get emotional support when needed	22%	20%	18%	18%
List adult as most likely source of emotional support	32%	29%	29%	32%
In excellent or very good health	54%	52%	51%	53%
Have physical disability or chronic health problem	9%	8%	9%	13%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> If grade not surveyed, all values for that grade are 0 or NA.

## **Tables by Largest Race/Ethnic Groups**

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

<b>Weighted YRBS Results By Largest Race/Ethnic Groups</b>			
Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Most of the time or always wear a seatbelt	90%	94%	83%
Rode with driver who drank (past 30 days)	16%	14%	11%
Drove after drinking (past 30 days)	–	3%	–
Text/email while driving(past 30 days)	45%	47%	35%
Missed school due to safety concerns at school or en route (past 30 days)	10%	4%	7%
Brought a gun to school (past 30 days)	–	–	–
Threatened or injured with weapon at school (past 12 months)	12%	5%	7%
Most of the time or always feel safe at school	80%	89%	75%
In a physical fight on school property (past 12 months)	8%	4%	7%
Agree or strongly agree that violence is a problem at their school	14%	17%	17%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	28%	15%	27%
Ever been raped	12%	5%	4%
Ever been forced to do anything sexual	15%	13%	11%
Dating partner forced something sexual in past 12 months	15%	10%	9%
Physical violence by dating partner (past 12 months)	11%	4%	4%
Composite measure: answered affirmatively to any sexual or dating violence question	20%	15%	12%
Sent, received or shared sexual photos or images (past 30 days)	20%	16%	17%
Bullied on school property (past 12 months)	14%	12%	10%
Electronically bullied (past 12 months)	19%	12%	11%
Composite measure: answered affirmatively to being bullied online and/or at school	25%	17%	15%
Agree or strongly agree that bullying is a problem at school	30%	33%	27%
Self-harm (past 12 months)	36%	23%	17%
Problems with anxiety (past 12 months)	59%	56%	52%
So sad or hopeless that stopped usual activities (past 12 months)	42%	29%	33%
Seriously considered suicide (past 12 months)	24%	16%	17%
Made a suicide plan (past 12 months)	19%	12%	14%
Attempted suicide (past 12 months)	13%	4%	7%
Composite measure: answered affirmatively to any of the previous six mental health questions	69%	60%	60%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

**Weighted YRBS Results By Largest Race/Ethnic Groups**

Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	33%	–
Ever tried cigarettes	15%	16%	8%
Among smokers, the percent who tried cigarettes before age 13	33%	16%	42%
Smoke cigarettes (past 30 days)	–	5%	–
Ever tried vaping/juul/e-cigarettes	36%	30%	29%
Vape/juul/e-cigarettes (past 30 days)	17%	15%	14%
Use chew, dip, other smokeless tobacco (past 30 days)	5%	2%	2%
Smoke cigars/cigarillos (past 30 days)	5%	3%	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	65%	56%	42%
Ever had an alcoholic beverage	49%	51%	41%
Among students who have drunk alcohol, percent whose first drink was before age 13	36%	23%	38%
Drank alcohol (past 30 days)	29%	29%	17%
Binge drink (past 30 days)	14%	12%	5%
Ever used marijuana	31%	27%	29%
Among students who tried marijuana, the percent who first tried it before age 13	21%	7%	13%
Use marijuana (past 30 days)	18%	16%	16%
Ever misused a prescription pain medicine	19%	9%	12%
Ever misused an over-the-counter drug	6%	4%	4%
Ever used heroin	–	1%	–
Ever used methamphetamines	–	1%	–
Were offered, sold, or given drugs on school property (past 12 months)	13%	12%	11%
Attended school under the influence of alcohol or drugs (past 12 months)	13%	7%	8%
Used any illegal drugs besides marijuana (past 12 months)	–	4%	–
Ever had sexual intercourse	26%	20%	24%
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	32%	19%	28%
Currently sexually active (past 3 months)	17%	15%	16%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

<b>Weighted YRBS Results By Largest Race/Ethnic Groups</b>			
Behavior	Hispanic	White Non-Hisp	Other Non-Hisp
Among sexually active students, the percent who used a condom during last sexual intercourse	53%	67%	63%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	6%	–
Ate fruit every day (past 7 days)	31%	52%	34%
Ate vegetables every day (past 7 days)	37%	49%	32%
Drank water every day (past 7 days)	83%	85%	75%
Ate breakfast every day (past 7 days)	22%	37%	21%
Exercise most days (past 7 days)	54%	67%	56%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	82%	78%	80%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	56%	47%	63%
Had sports-induced concussion (past 12 months)	13%	11%	15%
Saw a dentist (past 12 months)	78%	89%	72%
Most of the time or always wear sunscreen when outside	15%	24%	12%
Sleep 8 or more hours per night	26%	31%	20%
Lived in 4 or more residences	32%	23%	44%
Experienced hunger due to lack of food at home (past 30 days)	26%	17%	26%
Have at least one supportive adult besides parent(s)	77%	83%	80%
Participate in school activities, teams, or clubs	65%	82%	66%
Agree or strongly agree that they belong at school	61%	71%	58%
Have at least one teacher or other adult at school to talk to	57%	69%	55%
Most of the time or always get emotional support when needed	22%	21%	15%
List adult as most likely source of emotional support	23%	33%	27%
In excellent or very good health	45%	55%	50%
Have physical disability or chronic health problem	14%	11%	6%

<sup>1</sup> – means numbers too small to report at this level.

## **Tables by LGBT Status**

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

<b>Weighted YRBS Results By Sexual Orientation and Gender Identity</b>		
Behavior	LGBT	Straight-Cisgender
Most of the time or always wear a seatbelt	91%	90%
Rode with driver who drank (past 30 days)	22%	11%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	46%	42%
Missed school due to safety concerns at school or en route (past 30 days)	8%	4%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with weapon at school (past 12 months)	11%	5%
Most of the time or always feel safe at school	85%	86%
In a physical fight on school property (past 12 months)	7%	4%
Agree or strongly agree that violence is a problem at their school	14%	16%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	27%	19%
Ever been raped	12%	3%
Ever been forced to do anything sexual	24%	9%
Dating partner forced something sexual in past 12 months	24%	6%
Physical violence by dating partner (past 12 months)	8%	4%
Composite measure: answered affirmatively to any sexual or dating violence question	27%	10%
Sent, received or shared sexual photos or images (past 30 days)	25%	15%
Bullied on school property (past 12 months)	19%	9%
Electronically bullied (past 12 months)	20%	10%
Composite measure: answered affirmatively to being bullied online and/or at school	27%	14%
Agree/strongly agree that bullying is a problem at school	40%	28%
Self-harm (past 12 months)	54%	12%
Problems with anxiety (past 12 months)	77%	46%
So sad or hopeless that stopped usual activities (past 12 months)	54%	23%
Seriously considered suicide (past 12 months)	36%	10%
Made a suicide plan (past 12 months)	29%	8%
Attempted suicide (past 12 months)	12%	3%
Composite measure: answered affirmatively to any of the previous six mental health questions	85%	52%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

Weighted YRBS Results By Sexual Orientation and Gender Identity		
Behavior	LGBT	Straight-Cisgender
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–
Ever tried cigarettes	21%	11%
Among smokers, the percent who tried cigarettes before age 13	30%	19%
Smoke cigarettes (past 30 days)	5%	3%
Ever tried vaping/juul/e-cigarettes	40%	29%
Vape/juul/e-cigarettes (past 30 days)	21%	13%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	4%	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	63%	50%
Ever had an alcoholic beverage	58%	46%
Among students who have drunk alcohol, percent whose first drink was before age 13	34%	26%
Drank alcohol (past 30 days)	34%	24%
Binge drink (past 30 days)	13%	10%
Ever used marijuana	36%	27%
Among students who tried marijuana, the percent who first tried it before age 13	14%	10%
Use marijuana (past 30 days)	23%	15%
Ever misused a prescription pain medicine	18%	8%
Ever misused an over-the-counter drug	10%	3%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	22%	10%
Attended school under the influence of alcohol or drugs (past 12 months)	13%	7%
Used any illegal drugs besides marijuana (past 12 months)	6%	3%
Ever had sexual intercourse	19%	24%
Among sexually active students, the percent whose first sexual intercourse was before age 13	14%	7%
Among sexually active students, the percent who have had 4 or more sexual partners	25%	24%
Currently sexually active (past 3 months)	14%	17%
Among sexually active students, the percent who used a condom during last sexual intercourse	56%	66%

<sup>1</sup> – means numbers too small to report at this level.



<b>Weighted YRBS Results By Sexual Orientation and Gender Identity</b>		
Behavior	LGBT	Straight-Cisgender
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	37%	48%
Ate vegetables every day (past 7 days)	42%	43%
Drank water every day (past 7 days)	79%	84%
Ate breakfast every day (past 7 days)	19%	33%
Exercise most days (past 7 days)	48%	68%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	83%	78%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	64%	49%
Had sports-induced concussion (past 12 months)	11%	14%
Saw a dentist (past 12 months)	81%	84%
Most of the time or always wear sunscreen when outside	26%	16%
Sleep 8 or more hours per night	15%	31%
Lived in 4 or more residences	36%	29%
Experienced hunger due to lack of food at home (past 30 days)	21%	20%
Have at least one supportive adult besides parent(s)	76%	83%
Participate in school activities, teams, or clubs	81%	75%
Agree or strongly agree that they belong at school	54%	72%
Have at least one teacher or other adult at school to talk to	64%	66%
Most of the time or always get emotional support when needed	15%	22%
List adult as most likely source of emotional support	19%	35%
In excellent or very good health	32%	61%
Have physical disability or chronic health problem	16%	7%

<sup>1</sup> – 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.

<b>Weighted YRBS Results By Average Grades (Self-Reported)</b>				
Behavior	A's	B's	C's	D's or F's
Most of the time or always wear a seatbelt	95%	89%	83%	77%
Rode with driver who drank (past 30 days)	12%	13%	19%	29%
Drove after drinking (past 30 days)	2%	3%	–	–
Text/email while driving(past 30 days)	46%	47%	–	–
Missed school due to safety concerns at school or en route (past 30 days)	2%	6%	–	–
Brought a gun to school (past 30 days)	–	0%	–	0%
Threatened or injured with weapon at school (past 12 months)	5%	8%	–	–
Most of the time or always feel safe at school	90%	82%	75%	68%
In a physical fight on school property (past 12 months)	2%	6%	–	–
Agree or strongly agree that violence is a problem at their school	17%	17%	16%	22%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	14%	24%	30%	45%
Ever been raped	3%	7%	–	–
Ever been forced to do anything sexual	11%	15%	16%	24%
Dating partner forced something sexual in past 12 months	7%	13%	12%	33%
Physical violence by dating partner (past 12 months)	3%	6%	–	–
Composite measure: answered affirmatively to any sexual or dating violence question	12%	17%	21%	27%
Sent, received or shared sexual photos or images (past 30 days)	16%	17%	20%	17%
Bullied on school property (past 12 months)	9%	11%	14%	35%
Electronically bullied (past 12 months)	10%	13%	11%	27%
Composite measure: answered affirmatively to being bullied online and/or at school	15%	18%	20%	41%
Agree/strongly agree that bullying is a problem at school	32%	31%	34%	41%
Self-harm (past 12 months)	21%	27%	24%	40%
Problems with anxiety (past 12 months)	54%	56%	57%	73%
So sad or hopeless that stopped usual activities (past 12 months)	27%	36%	40%	60%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

<b>Weighted YRBS Results By Average Grades (Self-Reported)</b>				
Behavior	A's	B's	C's	D's or F's
Seriously considered suicide (past 12 months)	14%	19%	21%	35%
Made a suicide plan (past 12 months)	10%	14%	20%	27%
Attempted suicide (past 12 months)	4%	6%	–	–
Composite measure: answered affirmatively to any of the previous six mental health questions	59%	63%	62%	76%
Among students who attempted suicide, percent who received medical attention (past 12 months)	24%	31%	–	–
Ever tried cigarettes	10%	17%	18%	31%
Among smokers, the percent who tried cigarettes before age 13	12%	18%	–	–
Smoke cigarettes (past 30 days)	3%	4%	–	–
Ever tried vaping/juul/e-cigarettes	27%	33%	40%	57%
Vape/juul/e-cigarettes (past 30 days)	12%	16%	19%	38%
Use chew, dip, other smokeless tobacco (past 30 days)	1%	3%	–	–
Smoke cigars/cigarillos (past 30 days)	1%	3%	–	–
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	56%	55%	50%	42%
Ever had an alcoholic beverage	47%	52%	51%	55%
Among students who have drunk alcohol, percent whose first drink was before age 13	22%	26%	41%	41%
Drank alcohol (past 30 days)	28%	26%	20%	34%
Binge drink (past 30 days)	11%	10%	9%	24%
Ever used marijuana	25%	29%	41%	46%
Among students who tried marijuana, the percent who first tried it before age 13	4%	10%	–	–
Use marijuana (past 30 days)	13%	18%	24%	41%
Ever misused a prescription pain medicine	9%	9%	20%	21%
Ever misused an over-the-counter drug	3%	5%	–	–
Ever used heroin	–	–	–	–
Ever used methamphetamines	–	–	0%	–
Were offered, sold, or given drugs on school property (past 12 months)	12%	12%	–	–
Attended school under the influence of alcohol or drugs (past 12 months)	5%	10%	14%	30%
Used any illegal drugs besides marijuana (past 12 months)	2%	4%	–	–

<sup>1</sup> – means numbers too small to report at this level.

<b>Weighted YRBS Results By Average Grades (Self-Reported)</b>				
Behavior	A's	B's	C's	D's or F's
Ever had sexual intercourse	16%	27%	36%	28%
Among sexually active students, the percent whose first sexual intercourse was before age 13	–	7%	14%	–
Among sexually active students, the percent who have had 4 or more sexual partners	18%	22%	–	–
Currently sexually active (past 3 months)	12%	20%	24%	24%
Among sexually active students, the percent who used a condom during last sexual intercourse	71%	61%	–	–
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	8%	–	0%
Ate fruit every day (past 7 days)	54%	38%	29%	33%
Ate vegetables every day (past 7 days)	50%	37%	34%	23%
Drank water every day (past 7 days)	87%	80%	78%	68%
Ate breakfast every day (past 7 days)	39%	23%	–	–
Exercise most days (past 7 days)	68%	60%	48%	39%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	76%	84%	83%	78%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	39%	65%	75%	93%
Had sports-induced concussion (past 12 months)	9%	16%	–	–
Saw a dentist (past 12 months)	89%	82%	75%	62%
Most of the time or always wear sunscreen when outside	23%	16%	–	–
Sleep 8 or more hours per night	34%	22%	–	–
Lived in 4 or more residences	23%	33%	48%	48%
Experienced hunger due to lack of food at home (past 30 days)	12%	29%	28%	55%
Have at least one supportive adult besides parent(s)	84%	80%	76%	63%
Participate in school activities, teams, or clubs	86%	71%	55%	44%
Agree or strongly agree that they belong at school	75%	61%	48%	36%

<sup>1</sup> – means numbers too small to report at this level.

<b>Weighted YRBS Results By Average Grades (Self-Reported)</b>				
Behavior	A's	B's	C's	D's or F's
Have at least one teacher or other adult at school to talk to	68%	63%	54%	67%
Most of the time or always get emotional support when needed	22%	15%	–	–
List adult as most likely source of emotional support	33%	28%	22%	29%
In excellent or very good health	61%	47%	–	–
Have physical disability or chronic health problem	9%	9%	12%	27%

<sup>1</sup> – 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.

<b>Weighted YRBS Results By Physical Disability or Chronic Health Condition</b>		
Behavior	Have disability or condition	No disability or condition
Most of the time or always wear a seatbelt	89%	92%
Rode with driver who drank (past 30 days)	19%	13%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	51%	45%
Missed school due to safety concerns at school or en route (past 30 days)	10%	4%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with weapon at school (past 12 months)	14%	5%
Most of the time or always feel safe at school	78%	88%
In a physical fight on school property (past 12 months)	8%	4%
Agree or strongly agree that violence is a problem at their school	22%	17%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	33%	18%
Ever been raped	16%	4%
Ever been forced to do anything sexual	24%	12%
Dating partner forced something sexual in past 12 months	20%	9%
Physical violence by dating partner (past 12 months)	9%	4%
Composite measure: answered affirmatively to any sexual or dating violence question	27%	13%
Sent, received or shared sexual photos or images (past 30 days)	25%	16%
Bullied on school property (past 12 months)	18%	9%
Electronically bullied (past 12 months)	24%	10%
Composite measure: answered affirmatively to being bullied online and/or at school	30%	15%
Agree/strongly agree that bullying is a problem at school	49%	30%
Self-harm (past 12 months)	34%	21%
Problems with anxiety (past 12 months)	70%	53%
So sad or hopeless that stopped usual activities (past 12 months)	52%	28%
Seriously considered suicide (past 12 months)	28%	15%
Made a suicide plan (past 12 months)	24%	11%
Attempted suicide (past 12 months)	15%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	75%	58%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.



<b>Weighted YRBS Results By Physical Disability or Chronic Health Condition</b>		
Behavior	Have disability or condition	No disability or condition
Among students who attempted suicide, percent who received medical attention (past 12 months)	38%	28%
Ever tried cigarettes	21%	13%
Among smokers, the percent who tried cigarettes before age 13	19%	18%
Smoke cigarettes (past 30 days)	7%	3%
Ever tried vaping/juul/e-cigarettes	43%	29%
Vape/juul/e-cigarettes (past 30 days)	22%	14%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–
Smoke cigars/cigarillos (past 30 days)	8%	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	65%	51%
Ever had an alcoholic beverage	65%	48%
Among students who have drunk alcohol, percent whose first drink was before age 13	32%	25%
Drank alcohol (past 30 days)	40%	26%
Binge drink (past 30 days)	15%	11%
Ever used marijuana	36%	28%
Among students who tried marijuana, the percent who first tried it before age 13	–	–
Use marijuana (past 30 days)	22%	15%
Ever misused a prescription pain medicine	19%	9%
Ever misused an over-the-counter drug	9%	4%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	18%	11%
Attended school under the influence of alcohol or drugs (past 12 months)	15%	7%
Used any illegal drugs besides marijuana (past 12 months)	5%	3%
Ever had sexual intercourse	30%	21%
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	27%	22%
Currently sexually active (past 3 months)	22%	15%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

<b>Weighted YRBS Results By Physical Disability or Chronic Health Condition</b>		
Behavior	Have disability or condition	No disability or condition
Among sexually active students, the percent who used a condom during last sexual intercourse	52%	68%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–
Ate fruit every day (past 7 days)	43%	46%
Ate vegetables every day (past 7 days)	45%	43%
Drank water every day (past 7 days)	83%	83%
Ate breakfast every day (past 7 days)	25%	32%
Exercise most days (past 7 days)	62%	64%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	78%	79%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	59%	51%
Had sports-induced concussion (past 12 months)	16%	11%
Saw a dentist (past 12 months)	79%	84%
Most of the time or always wear sunscreen when outside	27%	18%
Sleep 8 or more hours per night	25%	29%
Lived in 4 or more residences	32%	29%
Experienced hunger due to lack of food at home (past 30 days)	27%	19%
Have at least one supportive adult besides parent(s)	87%	82%
Participate in school activities, teams, or clubs	76%	77%
Agree or strongly agree that they belong at school	59%	69%
Have at least one teacher or other adult at school to talk to	74%	64%
Most of the time or always get emotional support when needed	17%	20%
List adult as most likely source of emotional support	28%	31%
In excellent or very good health	33%	57%
Have physical disability or chronic health problem	100%	0%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> 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.

<b>Weighted YRBS Results By Special Education Services Status (Self-Reported)</b>			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Most of the time or always wear a seatbelt	93%	84%	93%
Rode with driver who drank (past 30 days)	13%	9%	13%
Drove after drinking (past 30 days)	–	–	3%
Text/email while driving (past 30 days)	34%	41%	47%
Missed school due to safety concerns at school or en route (past 30 days)	9%	8%	4%
Brought a gun to school (past 30 days)	–	0%	–
Threatened or injured with weapon at school (past 12 months)	–	–	6%
Most of the time or always feel safe at school	75%	73%	88%
In a physical fight on school property (past 12 months)	7%	11%	4%
Agree or strongly agree that violence is a problem at their school	26%	31%	15%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	21%	23%	18%
Ever been raped	–	–	5%
Ever been forced to do anything sexual	7%	11%	13%
Dating partner forced something sexual in past 12 months	–	–	11%
Physical violence by dating partner (past 12 months)	–	–	4%
Composite measure: answered affirmatively to any sexual or dating violence question	9%	14%	15%
Sent, received or shared sexual photos or images (past 30 days)	10%	15%	17%
Bullied on school property (past 12 months)	19%	20%	10%
Electronically bullied (past 12 months)	20%	14%	11%
Composite measure: answered affirmatively to being bullied online and/or at school	30%	28%	16%
Agree/strongly agree that bullying is a problem at school	50%	44%	30%
Self-harm (past 12 months)	22%	28%	22%
Problems with anxiety (past 12 months)	60%	64%	55%
So sad or hopeless that stopped usual activities (past 12 months)	37%	38%	31%
Seriously considered suicide (past 12 months)	18%	19%	16%
Made a suicide plan (past 12 months)	12%	16%	12%
Attempted suicide (past 12 months)	–	–	5%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.

<b>Weighted YRBS Results By Special Education Services Status (Self-Reported)</b>			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Composite measure: answered affirmatively to any of the previous six mental health questions	66%	70%	60%
Among students who attempted suicide, percent who received medical attention (past 12 months)	–	–	30%
Ever tried cigarettes	10%	14%	13%
Among smokers, the percent who tried cigarettes before age 13	–	–	17%
Smoke cigarettes (past 30 days)	–	–	4%
Ever tried vaping/juul/e-cigarettes	23%	33%	32%
Vape/juul/e-cigarettes (past 30 days)	12%	17%	14%
Use chew, dip, other smokeless tobacco (past 30 days)	–	–	2%
Smoke cigars/cigarillos (past 30 days)	–	–	3%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	44%	56%	56%
Ever had an alcoholic beverage	35%	46%	50%
Among students who have drunk alcohol, percent whose first drink was before age 13	29%	43%	24%
Drank alcohol (past 30 days)	18%	24%	28%
Binge drink (past 30 days)	–	–	11%
Ever used marijuana	16%	22%	30%
Among students who tried marijuana, the percent who first tried it before age 13	–	–	7%
Use marijuana (past 30 days)	10%	11%	17%
Ever misused a prescription pain medicine	13%	15%	9%
Ever misused an over-the-counter drug	–	–	4%
Ever used heroin	–	0%	–
Ever used methamphetamines	0%	0%	1%
Were offered, sold, or given drugs on school property (past 12 months)	11%	18%	12%
Attended school under the influence of alcohol or drugs (past 12 months)	–	–	8%
Used any illegal drugs besides marijuana (past 12 months)	–	–	3%
Ever had sexual intercourse	13%	19%	22%
Among sexually active students, the percent whose first sexual intercourse was before age 13	0%	0%	5%
Among sexually active students, the percent who have had 4 or more sexual partners	–	–	20%

<sup>1</sup> – means numbers too small to report at this level.

<b>Weighted YRBS Results By Special Education Services Status (Self-Reported)</b>			
Behavior	Current Services (IEP/504)	Past Services (IEP/504)	Never Services (IEP/504)
Currently sexually active (past 3 months)	–	–	16%
Among sexually active students, the percent who used a condom during last sexual intercourse	77%	74%	66%
Among sexually active students, the percent who had sex without any pregnancy prevention method	–	–	5%
Ate fruit every day (past 7 days)	41%	39%	46%
Ate vegetables every day (past 7 days)	46%	33%	43%
Drank water every day (past 7 days)	74%	83%	84%
Ate breakfast every day (past 7 days)	33%	22%	32%
Exercise most days (past 7 days)	51%	63%	64%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	71%	77%	80%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	58%	58%	51%
Had sports-induced concussion (past 12 months)	14%	28%	10%
Saw a dentist (past 12 months)	83%	70%	85%
Most of the time or always wear sunscreen when outside	27%	12%	19%
Sleep 8 or more hours per night	24%	29%	28%
Lived in 4 or more residences	28%	25%	29%
Experienced hunger due to lack of food at home (past 30 days)	29%	37%	17%
Have at least one supportive adult besides parent(s)	85%	78%	82%
Participate in school activities, teams, or clubs	75%	73%	78%
Agree or strongly agree that they belong at school	57%	61%	69%
Have at least one teacher or other adult at school to talk to	73%	66%	64%
Most of the time or always get emotional support when needed	–	–	19%
List adult as most likely source of emotional support	39%	38%	30%
In excellent or very good health	47%	32%	55%
Have physical disability or chronic health problem	23%	20%	8%

<sup>1</sup> – means numbers too small to report at this level.

## **Tables by Food Insecurity (Self-Reported)**

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

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Most of the time or always wear a seatbelt	85%	93%
Rode with driver who drank (past 30 days)	20%	12%
Drove after drinking (past 30 days)	–	–
Text/email while driving(past 30 days)	40%	46%
Missed school due to safety concerns at school or en route (past 30 days)	13%	3%
Brought a gun to school (past 30 days)	–	–
Threatened or injured with weapon at school (past 12 months)	15%	4%
Most of the time or always feel safe at school	75%	88%
In a physical fight on school property (past 12 months)	9%	4%
Agree or strongly agree that violence is a problem at their school	22%	15%
Ever seen someone get physically attacked, beaten, stabbed or shot in neighborhood	32%	16%
Ever been raped	10%	4%
Ever been forced to do anything sexual	20%	11%
Dating partner forced something sexual in past 12 months	17%	8%
Physical violence by dating partner (past 12 months)	7%	4%
Composite measure: answered affirmatively to any sexual or dating violence question	23%	12%
Sent, received or shared sexual photos or images (past 30 days)	25%	14%
Bullied on school property (past 12 months)	19%	9%
Electronically bullied (past 12 months)	19%	10%
Composite measure: answered affirmatively to being bullied online and/or at school	27%	15%
Agree/strongly agree that bullying is a problem at school	36%	31%
Self-harm (past 12 months)	30%	21%
Problems with anxiety (past 12 months)	69%	53%
So sad or hopeless that stopped usual activities (past 12 months)	44%	29%
Seriously considered suicide (past 12 months)	25%	15%
Made a suicide plan (past 12 months)	17%	12%
Attempted suicide (past 12 months)	10%	4%
Composite measure: answered affirmatively to any of the previous six mental health questions	75%	58%
Among students who attempted suicide, percent who received medical attention (past 12 months)	21%	35%

<sup>1</sup> – means numbers too small to report at this level.

<sup>2</sup> Composite measures combine responses across two or more questions.



Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Ever tried cigarettes	16%	13%
Among smokers, the percent who tried cigarettes before age 13	27%	17%
Smoke cigarettes (past 30 days)	6%	3%
Ever tried vaping/juul/e-cigarettes	36%	29%
Vape/juul/e-cigarettes (past 30 days)	19%	13%
Use chew, dip, other smokeless tobacco (past 30 days)	4%	2%
Smoke cigars/cigarillos (past 30 days)	5%	2%
Among students who vaped or used other tobacco products, the percent who tried to quit (past 12 months)	55%	53%
Ever had an alcoholic beverage	56%	46%
Among students who have drunk alcohol, percent whose first drink was before age 13	43%	23%
Drank alcohol (past 30 days)	26%	26%
Binge drink (past 30 days)	13%	10%
Ever used marijuana	35%	26%
Among students who tried marijuana, the percent who first tried it before age 13	18%	7%
Use marijuana (past 30 days)	20%	15%
Ever misused a prescription pain medicine	15%	10%
Ever misused an over-the-counter drug	9%	3%
Ever used heroin	–	–
Ever used methamphetamines	–	–
Were offered, sold, or given drugs on school property (past 12 months)	16%	11%
Attended school under the influence of alcohol or drugs (past 12 months)	11%	7%
Used any illegal drugs besides marijuana (past 12 months)	7%	3%
Ever had sexual intercourse	29%	19%
Among sexually active students, the percent whose first sexual intercourse was before age 13	15%	4%
Among sexually active students, the percent who have had 4 or more sexual partners	28%	20%
Currently sexually active (past 3 months)	22%	14%
Among sexually active students, the percent who used a condom during last sexual intercourse	60%	68%

<sup>1</sup> – means numbers too small to report at this level.

Weighted YRBS Results By Food Insecurity Status		
Behavior	Food Insecure	Not Food Insecure
Among sexually active students, the percent who had sex without any pregnancy prevention method	10%	4%
Ate fruit every day (past 7 days)	36%	47%
Ate vegetables every day (past 7 days)	31%	46%
Drank water every day (past 7 days)	75%	84%
Ate breakfast every day (past 7 days)	17%	34%
Exercise most days (past 7 days)	53%	65%
Spend 3 or more hours per day on phone, Xbox, or other device (excluding use for school work))	83%	78%
Use phone, Xbox or other device after midnight on a school night (past 7 days)	67%	48%
Had sports-induced concussion (past 12 months)	18%	10%
Saw a dentist (past 12 months)	76%	85%
Most of the time or always wear sunscreen when outside	16%	20%
Sleep 8 or more hours per night	18%	30%
Lived in 4 or more residences	41%	27%
Experienced hunger due to lack of food at home (past 30 days)	100%	0%
Have at least one supportive adult besides parent(s)	79%	82%
Participate in school activities, teams, or clubs	65%	79%
Agree or strongly agree that they belong at school	54%	70%
Have at least one teacher or other adult at school to talk to	59%	65%
Most of the time or always get emotional support when needed	14%	21%
List adult as most likely source of emotional support	29%	31%
In excellent or very good health	39%	56%
Have physical disability or chronic health problem	12%	9%

<sup>1</sup> – means numbers too small to report at this level.

## APPENDIX B: OPTIONAL MODULE RESULTS

### Optional Module 1: Drug-Free Communities

## Optional Module not included by all schools.

## **Optional Module 2: Youth Tobacco**

## Optional Module not included by all schools.

## **Optional Module 3: Adversity and Protective Factors**

## Optional Module not included by all schools.

## **Optional Module 4: School Climate**

## Optional Module not included by all schools.

## 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 2021 YRBS Data User's Guide, which is available at: <https://www.cdc.gov/healthyouth/data/yrbs/data.htm>

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

### WEIGHTING

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

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

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

**REDACTION** Data redaction for YRBS 2021 school and district-level reports relies on primary suppression for a numerator cell size between one and five. This aligns with DPI data suppression policy for sensitive topics and reports. This means that if the number of students (overall or in a reported subgroup) who reported the behavior is between one and five, the results will not be displayed. If the number of students reporting the risk behavior (or other reported behavior) is zero, the percent will be displayed.

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

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

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