2025 Analytic Report

Sponsoring Washington State Agencies:

Health Care Authority - Division of Behavioral Health and Recovery

Department of Health

Washington Office of Superintendent of Public Instruction

Washington State Liquor and Cannabis Board

Prepared by:

Looking Glass Analytics, Inc.

July 2026

Washington State Healthy Youth Survey 2025

Analytic Report

Health Care Authority

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This report is available online at: **https://www.askhys.net/SurveyResults/OtherStateReports**

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Data from the 2025 Washington State Healthy Youth Survey and previous administrations of youth surveys in Washington were used in this publication.

The Healthy Youth Survey was administered by the Washington State Health Care Authority Division of Behavioral Health and Recovery, the Department of Health, the Office of the Superintendent of Public Instruction, and the Liquor and Cannabis Board. The Healthy Youth Survey Planning Committee includes members of these state agencies and oversaw the implementation of the 2025 survey.

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Executive Summary

This report provides insight into a snapshot of topics from the 2025 Washington State Healthy Youth Survey (HYS). It does not include all topics covered on the survey. This survey represents an ongoing effort to inform public health initiatives and policies to improve youth wellbeing. The results of the survey will be used by partners and stakeholders at the state, county, district, school, and community levels to develop and improve prevention and intervention programs to better the lives of youth across the state.

Background

The Washington HYS is a biennial survey administered to students in grades 6, 8, 10, and 12 across Washington State. It collects data on various aspects of youth health and behavior, including substance use, mental health, and risk and protective factors. Survey results have been used in a variety of ways including informing evaluations of the effectiveness of prevention and health promotion initiatives at the federal, state, and local levels; strategic planning for community-led public health efforts, and more.

The HYS represents a collaborative effort among the Washington State Health Care Authority Division of Behavioral Health and Recovery (HCA/DBHR); the Office of Superintendent of Public Instruction (OSPI); the Washington State Department of Health (DOH); the Washington State Liquor and Cannabis Board (LCB); and the contractor, Looking Glass Analytics, Inc. (LGAN). Representatives of these agencies served as members of the Healthy Youth Survey Planning Committee (HYSPC) which guided all aspects of survey development and implementation.

This report highlights select results from the 2025 administration of this statewide survey among Washington's students. This report includes comparisons by grade and sex assigned at birth for these topics as well as changes from the 2023 HYS.

Special Considerations for HYS 2025 and Methodological Notes

Due to the unexpected shift to primarily remote learning, the HYS was not administered in fall 2020, and delayed until fall 2021. The delay allowed for a transition to a fully online survey and establishment of new protocols to allow some remote survey administration to better meet the needs of potentially hybrid classrooms. Evaluating the impact of these process changes revealed that there may have been some small effects, but they were minimal compared to what appeared to be complex and substantial changes resulting from the pandemic itself. This means that trend data from before the pandemic and during/after the height of the pandemic should be interpreted with tremendous caution. Additionally, while HYS 2021 was a particularly unique survey year, HYS 2023 was the beginning of a new survey era. Several methodologic changes were put into place, including skip and display logic, a new survey platform, randomization, and more languages. There were no additional large scale methodological changes for the 2025 administration The potential impact of these changes will take time to assess, and 1-2 cycles of data are likely not enough to fully distinguish between true data trends and changes resulting

from the methodology. As more data are collected, the Planning Committee will continue to evaluate and share recommendations on interpreting results.

Due to concerns about the impacts of survey administration changes and COVID-19, we recommend using caution when analyzing changes from previous HYS administrations and trends.

Participation

Public schools—including charter and Tribal schools-- in Washington State schools that enroll students in grades 6 , 8, 10, and 12 are invited to register for the HYS. Private and alternative schools (excluding institutional settings) can request to participate if they are able to follow HYS administration protocols required by the Washington State Institutional Review Board. More information about registration procedures is available in the **Data Analysis & Technical Assistance Manual**.

Washington State schools were randomly selected for the HYS 2025 statewide sample that represents 6, 8, 10, and 12th graders across Washington State. Not all sampled schools participated in the HYS. About 83 percent of Grade 6 schools, 78 percent of Grade 8 schools, 86 percent of Grade 10 schools, and 82 percent of Grade 12 schools selected for statewide sample took part in the survey. A total of 165 schools and 28,683 students contributed data to the statewide sample.

In addition, 184,955 students in 809 schools participated in the survey as non-sampled schools. These additional schools received reports of their own results, but those results are not included in this statewide report because the schools were not part of the representative statewide sample.

Key Findings

Results from the 2025 HYS by grade are presented in this Analytic Report, along with any significant increases or decreases from 2023 to 2025. Presented here are highlights of the results from select topics presented in the report:

Mental Health:

Most mental health outcomes, including hope, show signs of continued improvement.

- **Depressive feelings:** About one quarter of students in Grade 8, 10, and 12 reported experiencing depressive feelings during the last year, with Grade 12 students reporting the highest levels. This is a decrease compared to 2023 findings.
- **Anxiety:** About one quarter Grade 8 students and about three out of ten Grade 10, and 12 students reported high levels of anxiety. Grade 10 and 12 students were more likely than Grade 8 students to report higher levels of anxiety. Anxiety decreased for Grade 10 and 12 students compared to 2023.

- **Hope:** About half of Grade 6, 8, 10, and 12 students reported high levels of hope. There were increases in high levels of hope among Grade 9, 10, and 12 students compared to 2023.
- 2025 HYS mental health data divert from national trends showing a rise in poor mental health outcomes among youth. Despite the promising youth mental health trends in Washington parents, providers, schools, and communities should not lose momentum in addressing mental health challenges among youth across age and other demographic groups.

Substance Use:

Since the sharp decline first observed during the pandemic in 2021, substance use among students has remained low for alcohol, cannabis, cigarettes, and vaping. Reported use of substances like non-prescribed painkillers, stimulants, hemp-derived products, kratom, psilocybin, and fentanyl remains low.

- **Alcohol:** 30-day alcohol use remained steady for older students but slightly increased for Grade 6 students compared to 2023.
- **Marijuana:** 30-day marijuana use decreased for Grade 8, 10, and 12 students compared to 2023.
- **Vaping:** The 30-day use of e-cigarettes or vapes remained steady in 2025.
- **Prescription Drugs:** In 2025, using non-prescribed prescription drugs in the past 30 days was reported by 2 to 3 percent of Grade 8, 10, and 12 students. This is a decrease for Grade 8 students from 2023.
- 2025 HYS data on substance use aligns with the downward trends observed nationally that began prior to, and became more pronounced during, the pandemic. However, there are nuances that warrant further consideration, such as differences in substance use trends across the different substances; by sex assigned at birth and grade level; and mode or delivery device.

Adverse Childhood Experiences:

- Approximately two out of five Grade 8, 10, and 12 students reported 0 Adverse Childhood Experiences (ACEs) on the Washington HYS ACEs (WAH-ACEs) scale, while slightly less than one in five students in the same grades experienced 4 or more ACEs.
- There was a decrease among Grade 8 students in experience 4 or more ACEs from 2023 to 2025.
- The WAH-ACEs scale was first introduced in 2021. In 2025, data continue to confirm national trends that show ACEs are more common among students who frequently face more barriers to well-being and ACEs are also associated with a range of risky behaviors.

Risk and Protective Factors:

There is a clear, linear relationship between the number of risk and protective factors a student reports and their use of alcohol, cigarettes, and marijuana for students in Grade 8, 10, and 12.

More risk factors are associated with greater prevalence of risky behaviors while more protective factors are associated with a lower prevalence of risky behaviors.

- **Support from adults:** In 2025, over three fourths of students in Grades 8, 10, and 12 reported that there are people at their school who will help if they need it. Approximately four in five students in Grades 8, 10, and 12 felt they had an adult to turn to for help when feeling sad or hopeless.

Introduction

Purpose

The Washington State Healthy Youth Survey (HYS) measures health risk behaviors that contribute to morbidity, mortality, and social problems among youth in Washington State. These behaviors include alcohol, tobacco, and other drug use; behaviors that result in unintentional and intentional injuries (e.g., violence); dietary behaviors and physical activity; and related risk and protective factors. The survey produces estimates of the prevalence of major adolescent health risk behaviors and provides crucial information to school officials, health professionals, human service agencies, policymakers, and parents as they work together to ensure the optimum health of young people across the state. This report uses the survey results to estimate the current status of these health risk behaviors and examine trends in the behaviors over the past 23 years.

The survey results also provide important needs assessment data for program planning. They offer insight into the effectiveness of statewide prevention and health promotion initiatives designed to reach a range of education- and health-related goals at the federal, state, and local levels. Federal initiatives of interest to readers of this report include these:

- No Child Left Behind (DOE, 2001), which addresses the importance of school safety.
- High School Graduation Initiative (US DOE, 2002).
- The National Drug Control Strategy (The White House, 2014).
- Substance Abuse Prevention and Mental Health Promotion Five Year Strategic Plan (SAMHSA, 2023).
- The U.S. Department of Health and Human Services' Healthy People 2030 Health Promotion Objectives (U.S. Department of Health and Human Services).

State initiatives of interest to readers of this report include these:

- The Washington State Board of Health Strategic Plan 2009 (Washington State Board of Health, 2009).
- Graduation: A Team Effort (GATE) Initiative (OSPI, 2011).
- Washington State Suicide Prevention Plan 2015 (DOH, 2016)
- Washington State Substance Abuse Prevention and Mental Health Promotion Strategic Plan (Washington State Prevention Enhancement Policy Consortium, 2023).

The 2025 administration of the HYS meets a wide variety of information needs by producing:

- Empirical needs assessment data necessary for planning substance misuse and other prevention and early intervention programs, including county-level strategic plans.
- Data for studying trends of student substance use and misuse, as well as associated risk and protective factors.

Information to support application for, and monitoring progress on outcomes of, grants and initiatives such as:

Needs assessment, evaluation, and monitoring of federal grants to prevent and reduce substance use such as the Substance Abuse Prevention and Treatment Block Grant (SAPTBG) from the Substance Abuse and Mental Health Services Administration (SAMHSA), the Reducing Underage Drinking Initiative, and the Partnerships for Success (PFS) Grant.

- Information to support the evaluation of prevention and education programs funded under the federal Safe and Drug-Free Schools and Communities Act, the federal Tobacco Settlement, and the state Omnibus Controlled Substance and Alcohol Abuse Act.
- Data to measure the progress toward attainment of the state's goals for substance misuse prevention.
- Information on the progress of programs implemented pursuant to the state's Youth Violence Act (E2SHB 2319).
- Information on sexual education in schools used to help monitor implementation of the Healthy Youth Act.
- Needs assessment data used as part of the Comprehensive Needs Assessment for the Maternal and Child Health Block Grant.
- Data that can contribute information to local community profiles designed to help community stakeholders understand the importance of programs that support youth.
- Data to describe risk and protective factors that can be used by local school and community members as they plan or refine school- and community-based prevention and intervention programs.
- Data fulfilling the state youth survey requirement as specified in Initiative 502.
- Data to support community and state level grant applications.
- Data to support the Governor's Results Washington Initiative (https://results.wa.gov/)
- Data in response to SB 6191 focused on adverse childhood experiences measured among youth.

Survey Administration

Historical Youth Survey Administration in Washington

HYS 2025 is the most recent in a series of youth assessments conducted in Washington since 1988. The survey content and methodology have varied over time:

- The first two administrations in 1988 and 1990 included only questions about alcohol, tobacco, and other drug use and associated behaviors (Deck and Nickel, 1989; Gabriel, 1991).
- The 1992 and 1995 surveys asked additional questions that addressed other health risk behaviors (Einspruch and Pollard, 1993; Gabriel, Deck, Einspruch, and Nickel, 1995).
- The 1998 survey focused on alcohol, tobacco, and other drug use and related risk and protective factors (Einspruch, Gabriel, Deck, and Nickel, 1998).
- The 1999 survey (Bensley, VanEenwyk, Schoder, and Tollefsen, 2000) was based on the Centers for Disease Control and Prevention's Youth Risk Behavior Survey (Grunbaum et al., 2004).

- The 2000 survey was similar to the 1998 survey and focused on alcohol, tobacco, and other drug use and related risk and protective factors (Einspruch, Deck, Nickel, and Hyatt, 2001).
- Surveys since 2002 have included items related to health behaviors, substance use, and related risk and protective factors (Einspruch and Hyatt, 2004), (Einspruch, 2005, and 2007).
- HYS 2023 marked the first year of a fully online survey and introduced sexual orientation and gender identity as part of the main survey form for 8th-12th graders.

This report focuses on some trends and results from the 2025 HYS. Results from previous surveys are available online and are included in prior Analytic Reports available at: https://www.askhys.net/SurveyResults/OtherStateReports.

Current Administration of HYS

To adapt to the changing school environment due to COVID-19 and to take advantage of web-based survey technology, the 2023 HYS was offered only as an electronic survey (E-survey) for the first time.

Washington public schools, except institutional/correctional schools, serving Grades 6, 8, 10, or 12 were invited to participate in the survey. Schools that wished to participate registered between August through October 2025. Note that while this was a shorter window for registration time compared to previous administrations, participation rates for the 2025 survey were similar to those observed in 2021 and 2023.

Each school designated a survey coordinator. Training was provided to coordinators with the information necessary to successfully administer the survey. E-survey links and instructional materials were made available on the project website, www.AskHYS.net. Coordinators trained teachers in their school(s) who were to administer the survey to students (teacher training materials were provided to the coordinators). Each school also designated an IT support staff to help prepare for the E-survey administration and test the E-survey links.

The coordinators received materials to notify parents/caregivers and students prior to the survey administration. Parents/caregivers had an opportunity to opt their child out of participating, and students could also choose not to participate. Students who did not wish to participate were provided with alternative activities during survey administration. Teachers read standardized instructions and showed an instructional video to students before the start of the survey.

Participation

The Department of Health selected three simple random samples to constitute representative samples of schools serving Grade 6, Grade 8, and Grades 10 and 12 combined in Washington. One sample was drawn for Grade 6 and another sample for Grade 8. Grades 6 and 8 may be together in a middle school or separate in an elementary school and middle/junior high school. The third sample was drawn for Grades 10 and 12 because those grades usually are located

together in a high school. Of those schools asked to participate in the survey, about 83 percent of schools with Grade 6 students, 78 percent with Grade 8 students, 86 percent with Grade 10 students, and 82 percent with Grade 12 students took part in the survey.

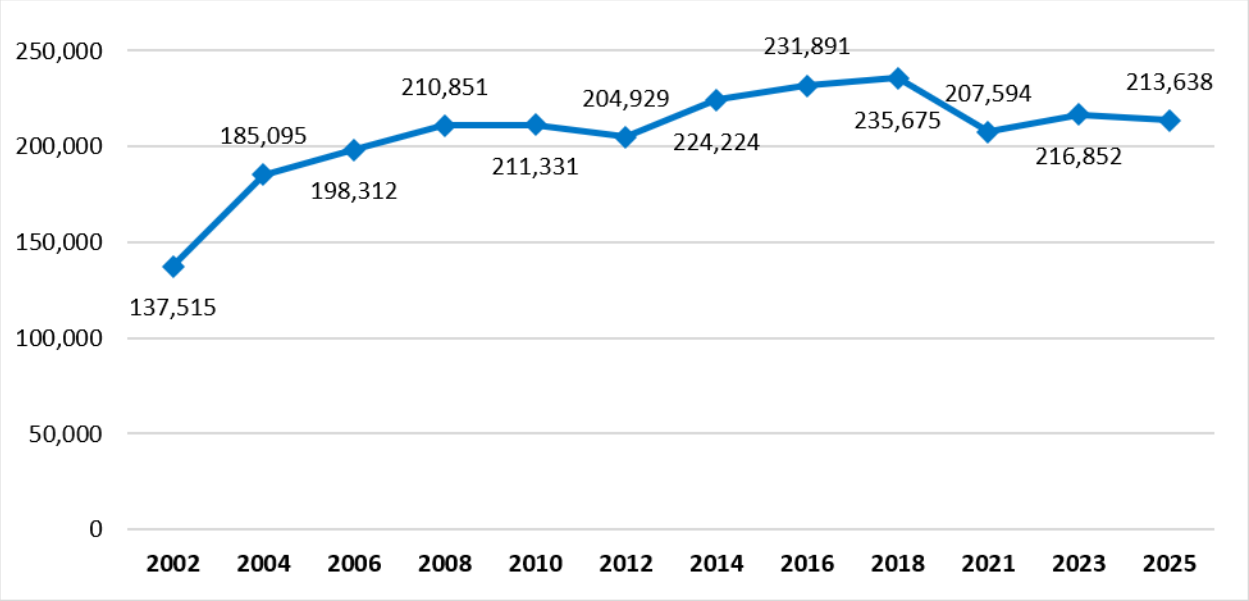
These percentages are based on the October 2025 enrollment in all sampled schools (including non-participating schools). Non-response is both a function of schools choosing not to participate AND students not participating. Student non-participation could be because of a number of reasons, including students being absent on the day of the survey, students opting themselves out, parents/caregivers opting their students out, and students not completing valid surveys. Although the Grade 10 and 12 participation rate is below 70 percent, these findings are expected to be representative of Washington youth in public schools, based on an extensive examination of bias conducted for previous HYS administrations.

Only valid survey responses are included each cycle. A series of quality control steps were conducted to remove data that were incomplete, obviously inaccurate, or internally inconsistent (e.g., reporting no lifetime use of a substance and also reporting use of the same substance in the past 30 days). The results presented in this report are not perfect estimates. There are margins of error indicated by the confidence intervals.

A total of 28,683 students in 165 schools contributed data to the statewide results. In addition, 184,955 students in 809 schools participated in the survey as non-sampled schools. Non-sampled schools received reports of their own results, but those results are not included in this statewide report because the schools were not part of the representative statewide sample.

Over time, the number of students participating in the HYS grew, until the 2021 administration where participation slightly declined. The number of participating students in 2025 was slightly less than in 2023.

Total Number of Survey Respondents by Year, 2002-2025



Year	Number of Survey Respondents
2002	137,515
2004	185,095
2006	198,312
2008	210,851
2010	211,331
2012	204,929
2014	224,224
2016	231,891
2018	235,675
2021	207,594
2023	216,852
2025	213,638

Methods

This chapter details the methodological considerations of HYS 2025. The chapter addresses the topics of sampling, survey administration, the questionnaires, translations, reliability and validity, data preparation and analysis, response rates, non-completion rates, and the characteristics of the students who completed the survey. The survey procedures were approved by the Washington State Institutional Review Board.

Sampling

The statewide results presented in this report are based on a statewide sample of all schools in the public-school system including tribal and charter schools serving the surveyed grades, with at least 15 students in each grade. For the statewide sample, Department of Health epidemiology staff drew three simple random samples of all public schools serving Grade 6, Grade 8, and Grades 10 and 12 together. This procedure was used because Grades 10 and 12 usually are located together within a single school, whereas Grades 6 and 8 may be located together in a middle school or separate in an elementary school and a middle school or junior high school. About 8 percent of the schools had fewer than 15 students per grade, but these schools accounted for less than 1 percent of the students. Consequently, excluding these schools from the statewide sample saves considerable effort in the recruitment and administration phase without biasing the final results.

To obtain a confidence interval of plus or minus 3 percent for statewide results at each grade, based on the intraclass correlations obtained in the 2000 Washington State Survey of Adolescent Health Behaviors (WSSAHB), we estimated that a sample size of about 5,335 students would be needed per grade. Using estimations of a 50 percent response rate for schools and a 90 percent response rate for students within the participating schools, and experience from the earlier survey administrations, the sample was drawn to include 82 schools serving Grade 6, 72 schools serving Grade 8, 55 schools serving Grades 10 and 12, 3 schools serving Grade 10 but not 12, and 6 schools serving Grade 12 but not 10.

The Department of Health also drew county samples in five large counties with thirty or more schools per grade. County samples were drawn for all grades in King, Pierce, Snohomish, and for Grade 6 only in Clark and Spokane. Schools already selected for the state sample in those counties were also included in the county sample. Then additional schools were sampled to reach a total of 20 schools in each county/grade-level sample.

Schools not selected for the state or county samples were offered an opportunity to participate in the survey. The data from these non-sampled schools, including those drawn for the county samples, are not included in the results presented in this report because they were not part of the state sample.

Questionnaires

The questions on HYS 2025 were derived primarily from the following sources: the Monitoring the Future Survey[1], the Youth Risk Behavior Surveillance System[2], the National Youth Tobacco Survey[3], and the Communities that Care Survey[4].

Prior to 2023, HYS used two questionnaires for grades 8-12: Forms A and B. The 6th grade questionnaire was a single version (Form C), with fewer questions. The 2023 HYS switched from using Forms A and B to a single Secondary survey that employed a Core/Bank model for grades 8-12. To manage the length of the survey with the breadth of information desired by partners, only a subset of "core" questions was asked of all students in grades 8-12. The remaining "bank" questions were randomized so that each student received about half of the questions. For 6th graders, the 2023 HYS switched from Form C to an Elementary survey that is a shorter survey with a single set of simplified questions.

Below is a description of some of the survey elements included in the 2025 HYS:

- Core questions: a standard set of questions that were asked of all students in 8th grade and older. A list of core questions is available on the last page of all 2025 frequency reports.
- Bank question: questions that were randomized so that approximately half of the students received each question.
- Core/Bank Randomization: not all questions were asked of all students. While core questions were asked of all students in grades 8-12, bank questions were randomized so that approximately half of the students in each grade received each bank question on their survey.
- Question Order Randomization: blocks of survey questions were randomized on the Elementary and Secondary survey so that students received the questions in a different order.
- Skip logic: allowed for students to be sent to a future point or end of the survey based on how they answered a question. For example, if a student responded they did not drink alcohol in the past 30 days, then they are not asked if they binge drank alcohol in the past two weeks.

[1] University of Michigan, Monitoring the Future Study. **https://monitoringthefuture.org/**

[2] U.S. Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System (YRBSS). **https://www.cdc.gov/healthyyouth/data/yrbs/index.htm**

[3] U.S. Centers for Disease Control and Prevention, National Youth Tobacco Survey (NYTS). **https://www.cdc.gov/tobacco/about-data/surveys/national-youth-tobacco-survey.html**

[4] University of Washington Center for Communities That Care. **https://www.communitiesthatcare.net/**

The Secondary survey included seven questions on sexual behavior and sexual violence. Schools that did not want to administer questions on either topic were required to seek an exemption from the Planning Committee. The Elementary survey included an optional gender question that schools could opt to include during the registration process.

Summary of 2025 HYS Questionnaire Elements

Survey Element	Elementary Questionnaire	Secondary Questionnaire
Grades	Grade 6 (and grade 7 in small school districts)	Grades 8, 10, and 12 (and grades 9 and 11 in small districts)
Question Number and Type	106 questions	64 core and 181 bank questions
Skip Logic	Yes	Yes
Core/Bank Randomization	None	Yes, students received about ½ of the bank questions
Question Order Randomization	Yes	Yes
Exempt Questions	No	Yes, exemptions for 5 sexual behavior questions and/or 2 sexual violence questions
Optional Question	Yes, one question on gender	No

Translations

The survey was available in English, Spanish, Chinese, Russian, and Ukrainian. In the state sample, approximately 2.1% of students used Spanish and less than 1% of students use the other translated surveys.

2025 HYS Survey Translations

Grade	% State Sample Surveys	% Total Surveys
Spanish	2.1%	1.8%
Russian	0.3%	0.2%
Ukrainian	0.1%	0.1%
Chinese	0.1%	0.1%

Reliability and Validity

A survey item is *valid* if it accurately measures the concept it is intended to measure. A survey item is *reliable* if it consistently produces the same results under the same circumstances. Nearly

all HYS 2025 questions were borrowed or derived from established surveys that have been used throughout the United States—some for more than 25 years. Each of these surveys has been subjected to scientific research regarding reliability and validity and has been field-tested extensively (Arthur et al., 1998; Eaton et al., 2006; Johnston et al., 1994). This field testing generally addresses such issues as the content and structure of the questions, the ordering of the questions, the types and ordering of the response options, and the survey length.

Bensley (1997) reviewed the reliability and validity of school-based surveys and found adequate reliability based on a large test–retest study as well as studies of interrelationships among the data (such as gender and age differences, and differences between dropouts and in-school youth). Bensley found that remaining questions about validity were based on differences among methodologies. School-based, self-administered surveys appeared to yield higher prevalence of socially disapproved behaviors than either telephone surveys or face-to-face interviews, but lower prevalence than biochemical indicators of substance use or methods that provide even greater anonymity. Biochemical indicators, which provide the most objective comparison data, and low self-reported use of a fictitious drug suggest that most self-reported behaviors on school-based surveys are likely valid but some underreporting may occur. Underreporting of socially disapproved behaviors has been noted for both adults and youth, particularly when the possibility is greater that the responding individual is identifiable.

Data Preparation and Analysis

Electronic surveys were received, processed, and cleaned using a protocol designed to detect dishonest and inconsistent answers. Most data processing and analytic code were written using SAS analytic software.

SAS was used to create local reports with item-level frequency distributions and scale results for the participating schools, districts, counties, and ESDs. In all cases, a minimum of 15 valid, completed surveys were required at a given grade level for a grade level report to be produced. In addition, 70 percent or more of the students enrolled at a district, county, or ESD were required to have participated in the survey for a report of results to be produced at that level (if participation was between 40 and 69 percent, a "report of participating schools" was produced). An **Interpretive Guide** to aid recipients in reading their reports is available on the project web site, **www.AskHYS.net**. Statewide results were presented as comparative data in the local reports.

For this Analytic Report, Stata Statistical Software was used for determining significant differences by grade-level, sex assigned at birth, and changes from 2023 to 2025.

Differences by Grade Level and Sex Assigned at Birth

A chi-square test of significance was used to compare 2025 results among grade levels and between sex assigned at birth. Comparisons with a *p*-value less than 0.05 were considered significant differences.

Changes Over Time

A chi-square test of significance was used to compare HYS 2023 results to HYS 2025 results. Comparisons with a *p*-value less than 0.05 were reported as significant differences.

Previous HYS Analytic Reports include analyses of changes in trends from 2002 to 2018. To find results for trends prior to 2021, see the **2023 HYS Analytic Report**.

Washington data presented in this report include prior administrations of the HYS from 2002 through 2023. The table below provides details about how those surveys were administered and participation.

Previous HYS Administrations, 2002-2023

Year	Administration Time	Survey Method	State Sample Schools, N	State Sample Students and Participation*, N, %	Additional Students Participating, N
2002	Fall of 2002	Paper and pencil	171	24,685, 55%	112,650
2004	Fall of 2004	Paper and pencil	191	30,263, 65%	154,832
2006	Fall of 2006	Paper and pencil	203	32,531, 65%	165,781
2008	Fall of 2008	Paper and pencil	201	30,346, 66%	180,505
2010	Fall of 2010	Paper and pencil	212	34,069, 70%	177,262
2012	Fall of 2012	Paper and pencil	201	33,207, 69%	171,659
2014	Fall of 2014	Paper and pencil	192	35,262, 68%	188,962
2016	Fall of 2016	Paper and pencil	198	36,809, 69%	195,203
2018	Fall of 2018	Paper and pencil	182	32,271, 66%	202,423
2021	Fall of 2021	Mostly electronic, a few paper and pencil	169	31,167, 65%	176,427
2023	Fall of 2023	All electronic	170	29,109, 63%	187,743

**The state sample participation rate is the number of valid responses divided by the number of enrolled students. The estimate of enrolled students is based on numbers provided by OSPI.*

Calculating Confidence Intervals

Reports of results from previous Washington State surveys are available on **www.AskHYS.net**. Confidence intervals for the 2002, 2004, 2006, 2008, and 2010 data were obtained by analysis using SUDAAN. For 2012, 2014, 2016, 2018, 2021, 2023, and 2025, confidence intervals were obtained using SAS using default options for the SURVEYFREQ procedure. This relies on Taylor Series linearization to generate a symmetrical CI that accounts for the survey sampling design and clustering.

Response Rates

The overall response rates (the number of participating students who completed valid surveys divided by the total enrollment in schools asked to participate in the state sample) were 78 percent in Grade 6, 71 percent in Grade 8, 66 percent in Grade 10, and 38 percent in Grade 12. Participation rates presented here are based on the enrollment data from the Office of Superintendent of Public Instruction's Report Card Enrollment 2025-2026 School Year (retrieved from: https://ospi.k12.wa.us/data-reporting/data-portal). Although Grade 10 and 12 participation rates are below 70 percent, these findings are expected to be representative of most Washington youth in public schools based on an examination of bias conducted for previous HYS administrations, available at: https://www.askhys.net/SurveyResults/OtherStateReports.

The table below provides the response rates for schools calculated by dividing the number of participating schools by the number of schools asked to participate. Because some schools were selected for more than one sampled grade, the total number of schools is less than the sum of the number of schools at each grade.

State Sample School Response Rates in 2025

Grade	School Participated	Schools Asked to Participate	Response Rate
Grade 6	68	82	83%
Grade 8	56	72	78%
Grade 10	50	58	86%
Grade 12	50	61	82%

This table provides the percentage of valid surveys compared to total enrollment in sampled schools asked to participate.

Student Response Rates in 2025 (Valid Surveys)

Grade	Number of Valid Surveys	Enrollment in Schools Asked to Participate	Percent of Valid Surveys
Grade 6	8,590	10,989	78%
Grade 8	8,481	11,912	71%
Grade 10	7,141	10,844	66%
Grade 12	4,471	11,683	38%

Surveys submitted from all schools (sampled and non-sampled) went through the early pre-processing and data cleaning steps. These steps removed surveys with improbable dates and times, improbable survey completion times, and duplicate surveys. A total of 225,045 surveys made it through the initial cleaning steps. Then surveys went through a series of quality control checks to look for mostly blank surveys, dishonesty and inconsistent responses, and improbable

patterns. A total of 3,444 surveys were removed for being mostly blank (less than 15 responses) and another 4,633 were removed for dishonest, inconsistent, and improbable answers.

The number of mostly blank surveys submitted in 2025 was lower than in 2023 when the survey was first administered fully online, but higher than in the years when it was a paper and pencil survey. The percentage of surveys dropped for dishonesty, inconsistencies, and improbably patterns were similar to previous survey administrations, about 2%.

Non-completion Rates by Form

For past administrations, survey questions were asked in a specific order, and analyses were conducted to determine the percentage of students who completed the survey. For 2023 and 2025, questions were asked in randomized blocks, but the survey still ended with a question about answering the survey honestly. Details about HYS 2025 completion rates can be found in the HYS bias analysis which will be available in July 2026 at: **https://www.askhys.net/SurveyResults/OtherStateReports**.

For the state sample, the rates at which valid respondents failed to complete the last honesty question on a survey by form type were:

- 19 percent of Grade 8 and 18 percent of Grade 10 and 12 students did not complete the last question on the Secondary survey.
- 14 percent of Grade 6 students did not complete the last question on the Elementary Survey.

Cautions

Readers should bear in mind several cautions when interpreting the survey results presented in this report. This section describes these cautions in detail.

Representativeness

Survey responses are often used to estimate the frequency of behaviors or other characteristics in a population larger than those who took the survey. Thus, the results of the survey are used to characterize all Grade 6, 8, 10, and 12 students in Washington State, even though only a portion of public school students took the survey. This is possible only if the students who participated in the survey are not different from those who did not participate. If they are different, the survey is considered biased, and the results are limited in their ability to be generalized to all students. Bias represents systematic error and is different from the random fluctuation measured by confidence intervals.

Previous administrations of HYS have been reviewed for participation bias and have been found to be generalizable to the majority of youth in Washington State. **Bias analyses for the 2023 HYS** found that the results may underrepresent students attending alternative schools, schools with smaller enrollments, schools with higher percentages of students who identify as "gender X,", American Indian/Alaska Native, Black/African American, and Native Hawaiian/Pacific Islander. HYS results may also not be representative of youth who attend private schools, Tribal schools, home schools, or who have dropped out of school. Students who are also incarcerated are not eligible to participate in the survey due to special protections in place for incarcerated individuals with regard to research. So, the results are not necessarily representative of these youth either. Reports on previous HYS bias analysis are available at: **https://www.askhys.net/SurveyResults/OtherStateReports**. A report on the 2025 HYS bias analysis will be made available in July 2026.

Trends and Changes Over Time

Results for each year available are presented in charts and tables throughout the report. In comparing the results of the HYS 2025 survey to earlier surveys, readers should remember that certain factors may influence apparent changes and trends.

The COVID-19 pandemic led to massive changes in the lives of Washington youth. Changes in HYS 2021 data may be more a reflection of the pandemic and its effect on the lives of youth than changes that would have happened if the pandemic had not occurred. This means that trend data from before the pandemic and during/after the height of the pandemic should be interpreted with tremendous caution. For example, a large decrease in one particular risk behavior on school property may be explained by a new school education campaign or program or it may be explained by the fact that students are doing more remote learning.

Due to concerns about the impacts of survey administration changes and COVID-19, trends are not included in this report, and dashed lines are used in the charts for the survey years 2021, 2023, and 2025.

Trend results for the years 2002 through 2018 are included in previous versions of HYS Analytic Reports. Reports are available on the AskHYS **Other State Reports** webpage.

Changes from 2023 to 2025 are included in this report, but caution should be used in interpreting differences.

Rounding Differences

Results presented in this Analytic Report were calculated to two decimal points and then rounded to whole numbers. Results presented in the Appendix of this report and in the local reports prepared by Looking Glass Analytics were also calculated to two decimal points and then rounded to one decimal point. If the results ending in 0.5 in the Appendix or local reports were rounded to whole numbers, those rounded results may be 1 percent different from the whole numbers presented in this report. For example, if a result in the Appendix is 8.5 percent, then you would round up to 9 percent. But that 8.5 percent could have originally been 8.49 percent - thus it was rounded down to 8 percent in this report.

School Dropouts

In interpreting differences between survey results for each grade level, readers should remember that some reported behaviors and risk factors may appear more prevalent in Grade 10 compared to Grade 12 because of increased rate of school dropout after age 16 (i.e., prior to Grade 12). It is generally accepted that the results for high school seniors in surveys such as this one are underestimates because many of the youth most likely to engage in risky behaviors may have dropped out of school (Johnston, O'Malley, and Bachman, 1994). Thus, the authors recommend interpreting results for high school seniors with some caution, particularly when their prevalences differ markedly from those of students in earlier grades.

The school dropout concern is not new and has existed in previous Washington surveys. Unless the characteristics of school dropouts have changed over time, the bias in Grade 12 estimates is likely similar to what it has been in the past. This means that although any given year's data on health risk behaviors among Grade 12 students may be an underestimate, the year-to-year comparisons are likely to be less affected by this bias (Johnston et al., 1994).

Developmental Changes

In interpreting differences between grade levels, readers should remember that developmental changes may influence students' perceptions and accuracy of reporting. These factors include the ability to read or accurately interpret the intention of survey questions, to accurately recall events during a specific time frame, or to have developed opinions about different topics.

Self-Report Data

The survey measures self-reports, which may be influenced by factors including problems in remembering, social desirability or the wish to present oneself in a positive manner, reading ability, and developmental changes. However, research indicates that these factors are not common.

Correlational Data

Interrelationships among the variables should not be interpreted as indicating that one variable caused the other. Although causal relationships might exist, the direction of the correlation may be the reverse of what is expected, or an apparent relationship might be due to some other measured or unmeasured cause.

Demographics

Respondent Characteristics

The findings of HYS 2025 presented in this report are based on the responses of 28,683 students in Grades 6, 8, 10, and 12. Schools were selected using a scientific sampling plan intended to represent the full population of public school students at these grade levels across the state. The table below provides details about the demographic characteristics of the participating students.

Respondent Characteristics in 2025, Percent of Students (and 95% CI)

	6th Grade % (±CI)	8th Grade % (±CI)	10th Grade % (±CI)	12th Grade % (±CI)
Age	(n = 8488)	(n = 8437)	(n = 7116)	(n = 4452)
10 or younger	0.7% (±0.2)	-	-	-
11	77.7% (±1.2)	-	-	-
12	21.2% (±1.2)	0.8% (±0.2)	0.0% (±0.0)	0.1% (±0.0)
13	0.3% (±0.2)	77.5% (±1.4)	0.0% (±0.0)	0.0% (±0.0)
14	0.0% (±0.0)	21.5% (±1.4)	0.8% (±0.2)	0.0% (±0.0)
15	0.0% (±0.0)	0.2% (±0.2)	77.9% (±1.4)	0.1% (±0.0)
16	-	0.0% (±0.0)	20.8% (±1.2)	0.9% (±0.4)
17	-	0.0% (±0.0)	0.4% (±0.2)	77.3% (±1.8)
18	-	0.0% (±0.0)	0.1% (±0.0)	20.3% (±1.6)
19 or older	-	0.0% (±0.0)	0.1% (±0.0)	1.3% (±0.6)
Sex Assigned at Birth	(n = 8439)	(n = 8441)	(n = 7115)	(n = 4460)
Female	50.5% (±1.2)	48.6% (±1.0)	51.7% (±1.4)	49.3% (±1.6)
Male	49.5% (±1.2)	51.4% (±1.0)	48.3% (±1.4)	50.7% (±1.6)
Gender Identity*	(n = 0)	(n = 8370)	(n = 7058)	(n = 4431)
Boy/Man	-	51.5% (±1.0)	48.5% (±1.4)	50.7% (±1.8)
Girl/Woman	-	45.9% (±1.2)	48.9% (±1.4)	45.6% (±1.6)
Transgender boy/man	-	2.1% (±0.6)	2.3% (±0.4)	2.6% (±0.6)
Transgender girl/woman	-	1.3% (±0.4)	1.2% (±0.2)	1.3% (±0.4)
Questioning/not sure of my gender identity	-	2.1% (±0.4)	2.0% (±0.4)	1.8% (±0.4)
Something else fits better	-	2.0% (±0.4)	2.2% (±0.4)	2.8% (±0.4)
I do not know what this question is asking.	-	4.0% (±0.6)	3.2% (±0.6)	2.3% (±0.6)

	6th Grade % (±CI)	8th Grade % (±CI)	10th Grade % (±CI)	12th Grade % (±CI)
Sexual Orientation*	(n = 0)	(n = 7666)	(n = 6804)	(n = 4023)
Heterosexual (straight)	-	72.7% (±2.0)	75.6% (±1.8)	74.3% (±2.5)
Gay or lesbian	-	4.8% (±0.8)	5.2% (±0.6)	5.2% (±0.8)
Bisexual	-	9.2% (±1.0)	9.8% (±0.8)	12.6% (±1.6)
Questioning/not sure	-	4.8% (±0.6)	4.7% (±0.6)	3.5% (±0.8)
Something else fits better	-	4.0% (±0.4)	3.8% (±0.6)	5.0% (±1.0)
I don't know what this question is asking.	-	12.3% (±1.4)	8.2% (±1.6)	5.4% (±1.4)
Sexual or Gender Diverse**	(n = 0)	(n = 6475)	(n = 5879)	(n = 3870)
Not Sexually or Gender Diverse	-	77.9% (±1.8)	77.6% (±1.6)	75.2% (±2.5)
Sexually or Gender Diverse	-	22.1% (±1.8)	22.4% (±1.6)	24.8% (±2.5)
Race - Ethnic Group*	(n = 8269)	(n = 8383)	(n = 7079)	(n = 4439)
American Indian or Alaska Native	6.0% (±1.0)	5.0% (±0.8)	4.9% (±1.2)	5.3% (±1.8)
Asian or Asian American	11.9% (±2.9)	16.2% (±5.9)	16.2% (±5.5)	13.9% (±5.3)
Black or African-American	8.6% (±2.0)	7.4% (±1.6)	8.3% (±2.0)	8.7% (±2.5)
Middle Eastern or North African	1.2% (±0.4)	1.7% (±0.6)	1.9% (±0.6)	0.9% (±0.4)
Native Hawaiian or other Pacific Islander	3.6% (±1.0)	3.5% (±0.8)	2.9% (±0.8)	3.2% (±1.0)
Of Hispanic or Latino origin	28.6% (±6.3)	25.8% (±5.9)	25.5% (±8.8)	28.0% (±10.0)
White or Caucasian	45.2% (±5.1)	53.9% (±5.9)	55.8% (±8.8)	58.0% (±9.2)
Other	16.0% (±1.0)	9.5% (±0.8)	5.6% (±0.8)	3.8% (±0.8)
Migrant Status	(n = 8507)	(n = 8398)	(n = 7082)	(n = 4431)
Non-migrant student	90.0% (±1.0)	92.0% (±1.0)	93.4% (±0.8)	94.5% (±1.0)
Migrant student	10.0% (±1.0)	8.0% (±1.0)	6.6% (±0.8)	5.5% (±1.0)
Disability	(n = 0)	(n = 7605)	(n = 6464)	(n = 4110)
Without disability	-	57.2% (±2.9)	56.1% (±3.1)	50.1% (±2.7)
With disability	-	42.8% (±2.9)	43.9% (±3.1)	49.9% (±2.7)

	6th Grade % (±CI)	8th Grade % (±CI)	10th Grade % (±CI)	12th Grade % (±CI)
Language Spoken at Home	(n = 8557)	(n = 8451)	(n = 7107)	(n = 4450)
English	89.1% (±2.2)	91.6% (±2.2)	91.7% (±2.4)	92.5% (±2.7)
Spanish	28.0% (±6.5)	21.5% (±5.7)	21.4% (±8.6)	22.2% (±9.2)
Russian	2.7% (±0.8)	2.9% (±0.6)	2.3% (±0.8)	1.3% (±0.4)
Vietnamese	1.5% (±0.6)	1.1% (±0.4)	1.6% (±0.8)	1.6% (±0.8)
Ukrainian	1.8% (±0.8)	1.8% (±0.8)	1.4% (±0.6)	0.6% (±0.2)
Arabic	1.2% (±0.4)	1.1% (±0.4)	1.3% (±0.6)	0.6% (±0.4)
Somali	0.4% (±0.4)	0.1% (±0.0)	0.5% (±0.4)	0.4% (±0.4)
Marshallese	0.3% (±0.2)	0.5% (±0.2)	0.2% (±0.2)	0.1% (±0.0)
Chinese	1.4% (±0.6)	2.9% (±2.9)	1.4% (±0.8)	1.5% (±1.0)
Korean	1.3% (±0.4)	1.3% (±0.6)	1.1% (±0.6)	0.7% (±0.6)
Punjabi	0.4% (±0.2)	0.5% (±0.2)	1.0% (±1.0)	0.6% (±0.4)
American Indian/Alaska Native languages	0.7% (±0.2)	0.5% (±0.2)	0.6% (±0.2)	0.5% (±0.4)
Other	11.3% (±2.2)	12.4% (±2.9)	12.6% (±4.1)	9.0% (±2.7)
Migrant Status	(n = 8507)	(n = 8398)	(n = 7082)	(n = 4431)
Non-migrant student	90.0% (±1.0)	92.0% (±1.0)	93.4% (±0.8)	94.5% (±1.0)
Migrant student	10.0% (±1.0)	8.0% (±1.0)	6.6% (±0.8)	5.5% (±1.0)
Disability	(n = 0)	(n = 7605)	(n = 6464)	(n = 4110)
Without disability	-	57.2% (±2.9)	56.1% (±3.1)	50.1% (±2.7)
With disability	-	42.8% (±2.9)	43.9% (±3.1)	49.9% (±2.7)

Notes:

- *"*" Indicates that categories in the demographic factor are presented alone or in combination with other categories of the same factor. Students who selected more than one response are shown under each response.*
- *"-"Indicates that the answer choice was not included on the survey.*
- ***Sexually or gender diverse youth are defined as any student selecting "transgender", "questioning/not sure", something else fits better", or multiple options for gender identity, or any student selecting "gay or lesbian", "bisexual", "questioning/not sure", "something else fits better", or multiple response options for sexual orientation.*

Survey Questions:

- *Age: How old are you?*
- *Sex Assigned at Birth: What sex were you assigned at birth?*

- *Gender Identity: Below is a list of terms that people may use to describe their gender identity. Choose all that apply. And What is your gender?*
- *Sexual Orientation: Below is a list of terms that people often use to describe their sexuality or sexual orientation. Choose all that apply.*
- *Race – Ethnicity Group: How do you describe yourself? Choose all that apply.*
- *Language Spoken at Home: What language or languages are usually spoken at home? Choose all that apply.*
- *Migrant Status: Have you or your family moved in the past 3 years to another school district for temporary or seasonal work in agriculture, dairy, or fishing?*
- *Disability: Do you have any of these conditions? Check all that you have.; Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more?; and At school, do you have an Individualized Education Plan (IEP) or 504 accommodation to help you learn?*

WA HYS Adverse Childhood Experiences (WAH-ACEs)

Adverse Childhood Experience (ACEs) are indicators of severe stressors that occur during a person's first 18 years of life. Research has shown that these adverse experiences can influence physical, mental, social, and behavioral health across the lifespan. The Washington HYS ACEs Score (WAH-ACEs) assesses 11 adverse experiences that youth may report on the HYS to better assess the burden of these experiences among our state's youth. WAH-ACEs can be used to understand the local levels of exposure to childhood adversity, and the relationships between these experiences and other questions on the survey. Detailed information about the development and interpretation of the score is available here - **WAH-ACEs Interpretive Guide**.

In 2025, the frequency of WAH-ACEs reported:

- 0 WA-ACEs: 43 percent of Grade 8 and Grade 10 students, and 42 percent of Grade 12 students.
- 1 WA-ACE : 24 percent of Grade 8 and Grade 10, and 23 percent of Grade 12 students.
- 2 WA-ACEs : 12 percent of Grade 8, Grade 10, and Grade 12 students.
- 3 WA-ACEs: 7 percent of Grade 8, Grade 10, and Grade 12 students.
- 4 or more WA-ACEs: 14 percent of Grade 8 and Grade 10 students, and 16 percent of Grade 12 students.

Differences by grade level:

- There were no differences in students reporting experiencing 4 or more WAH-ACEs by grade.

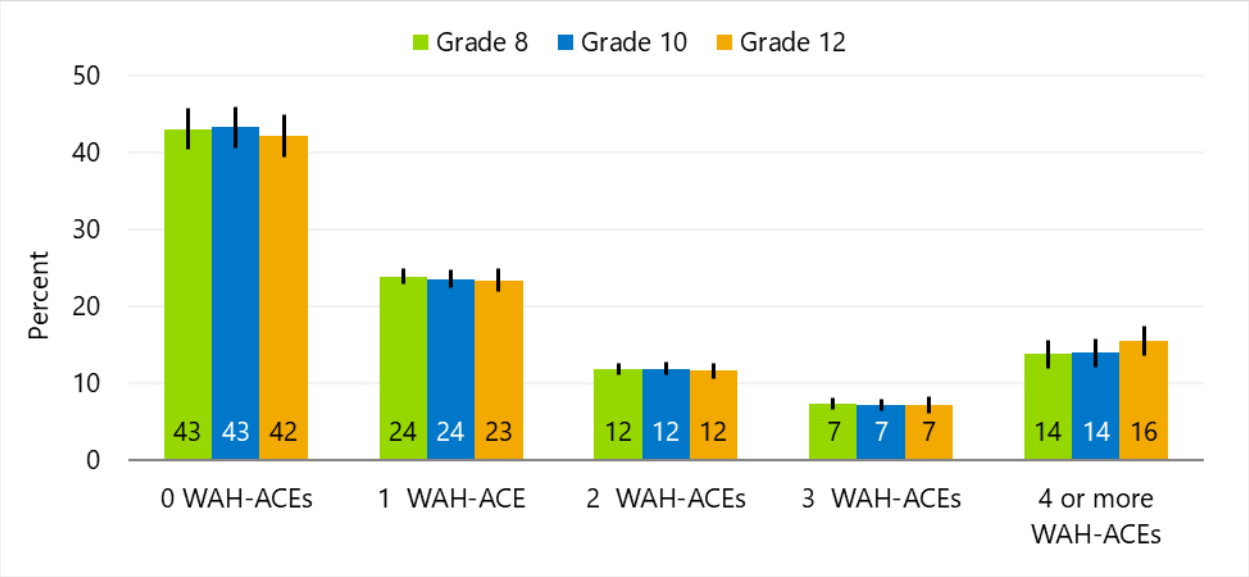
Differences by sex assigned at birth:

- Grades 8, 10, and 12 males were more likely than females to report experiencing 0 WAH-ACEs.
- Grades 8, 10, and 12 males were more likely than females to report experiencing 1 WAH-ACE.
- Grade 8 females were more likely than males to report experiencing 2 WAH-ACEs.
- Grade 8 and 12 females were more likely than males to report experiencing 3 WAH-ACEs.
- Grades 8, 10, and 12 females were more likely than males to report experiencing 4 or more WAH-ACEs.

Changes from 2023 to 2025:

- Among Grade 8 students, there was a decrease in experiencing 4 or more WA-ACEs, from 2023 to 2025.

WAH-ACEs Frequency, Grades 8, 10, and 12 in 2025



Frequency	Grade 8	Grade 10	Grade 12
0 WAH-ACEs	43.1 (±2.6)	43.3 (±2.7)	42.2 (±2.8)
1 WAH-ACE	23.9 (±1.0)	23.6 (±1.2)	23.4 (±1.5)
2 WAH-ACEs	11.8 (±0.8)	11.9 (±0.8)	11.6 (±1.0)
3 WAH-ACEs	7.4 (±0.7)	7.2 (±0.8)	7.2 (±1.1)
4 or more WAH-ACEs	13.8 (±1.8)	14.0 (±1.8)	15.5 (±1.9)

Survey Questions that contribute to the WAH-ACEs score:

- *I feel safe during school (Sometimes false/Always false).*
- *During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on your way to and from school? (Any days)*
- *Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied? (Any days)*
- *During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way? (Yes)*
- *In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.) (Any times)*
- *Have you ever been in a situation where someone made you engage in kissing, sexual touch or having sex when you did not want to? (Yes)*
- *Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult? (Yes)*

- *Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you)? (Yes)*
- *How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (Sometimes, Often, Very often)*
- *Are your current living arrangements the result of losing your home because your family cannot afford housing? (Yes)*
- *How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food? (Any times)*

Note. Percentages represent student's WAH-ACEs scores computed from eleven questions. For each question, a student was assigned a value of 0 or 1 and these were added up to create their final score. Multiple imputation, taking into account mother's education, sex assigned at birth, and race/ethnicity, was used to account for students who did not answer all eleven questions on the survey.

Source: HYS 2025

Problematic Internet Use

With a rise in internet use among youth over the past several years, interest in the nature of that use and its effects on health and wellbeing has also grown. Problematic internet use (PIU) is use that is risky, excessive, or impulsive that can lead to adverse consequences in an individual's life, including physical, emotional, social, or functional impairment. (Moreno, 2012). The relationship between PIU and mental health is bidirectional – they affect each other. PIU has been linked to stress, fewer positive health behaviors, and poor academic performance. Since 2021, HYS has included a 3-item Problematic and Risky Internet Use Screen Scale (PRIUSS) to help assess risk for PIU among students (Moreno, 2016). Students who reported a score of three or more were categorized as "at risk" for PIU*.

In 2025, 37 percent of Grade 8 students, 43 percent of Grade 10 students, and 47 percent of Grade 12 students were at risk for problematic Internet use.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report problematic Internet use.

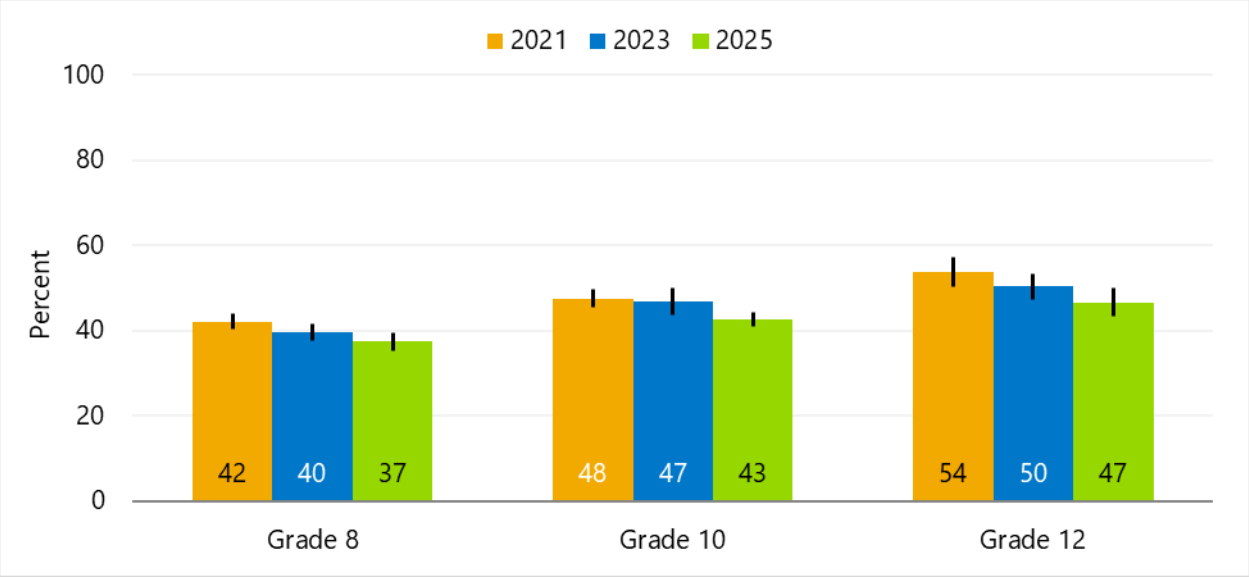
Differences by sex assigned at birth:

- Grades 8, 10, and 12 females were more likely than males to report experiencing problematic Internet use.

Changes from 2023 to 2025:

- Among Grade 10 students, there was a decrease in experiencing problematic Internet use from 2023 to 2025.

Problematic Internet Use, Grades 8, 10, and 12, 2021-2025



Grade	2021	2023	2025
Grade 8	42.1 (±1.8)	47.6 (±2.2)	53.8 (±3.3)
Grade 10	39.6 (±1.9)	47.0 (±3.2)	50.3 (±3.0)
Grade 12	37.4 (±2.2)	42.7 (±1.7)	46.7 (±3.2)

Survey Questions:

- *How often do you experience increased social anxiety due to your Internet use.*
- *How often do you feel withdrawal when away from the Internet.*
- *How often do you lose motivation to do other things that need to get done because of the Internet.*

**Note. Percentages represent students who answered all three Problematic Internet Use questions. Each response option has a value of 0-4. Students are given a total score based on the sum of their responses to the three questions (0-12). Scores of three or higher are considered at risk for problematic Internet use.*

Source: HYS 2021, 2023, and 2025.

Gaming/Gambling

In 2025, students reported the following gaming/gambling behaviors in the past 30 days:

- Twenty-three percent of Grade 8 students, 22 percent of Grade 10 students, and 23 percent of Grade 12 students paid money to purchase an in-game item (such a loot box or other 'surprise' item).
- Three percent of Grade 8 students and 4 percent of Grade 10 and 12 students bet money while playing a mobile game on their device (cell phone, laptop, tablet, desktop, etc.)
- Thirty-four percent of Grade 8 students, 28 percent of Grade 10 students, and 27 percent of Grade 12 students bought an in-game item (such as a skin, avatar, emote, etc.) using virtual money or points.
- Three percent of Grade 8 students and 4 percent of Grade 10 and 12 students placed one or more bets on sporting events (games, e-Sports, fantasy sports, etc.).
- Twelve percent of Grade 8 students, 9 percent of Grade 10 students, and 7 percent of Grade 12 students won a prize online (money, virtual money, loot box, etc.) that they were very excited to receive.
- Sixty-nine percent of Grade 8 students, 64 percent of Grade 10 students, and 58 percent of Grade 12 students played any online game.

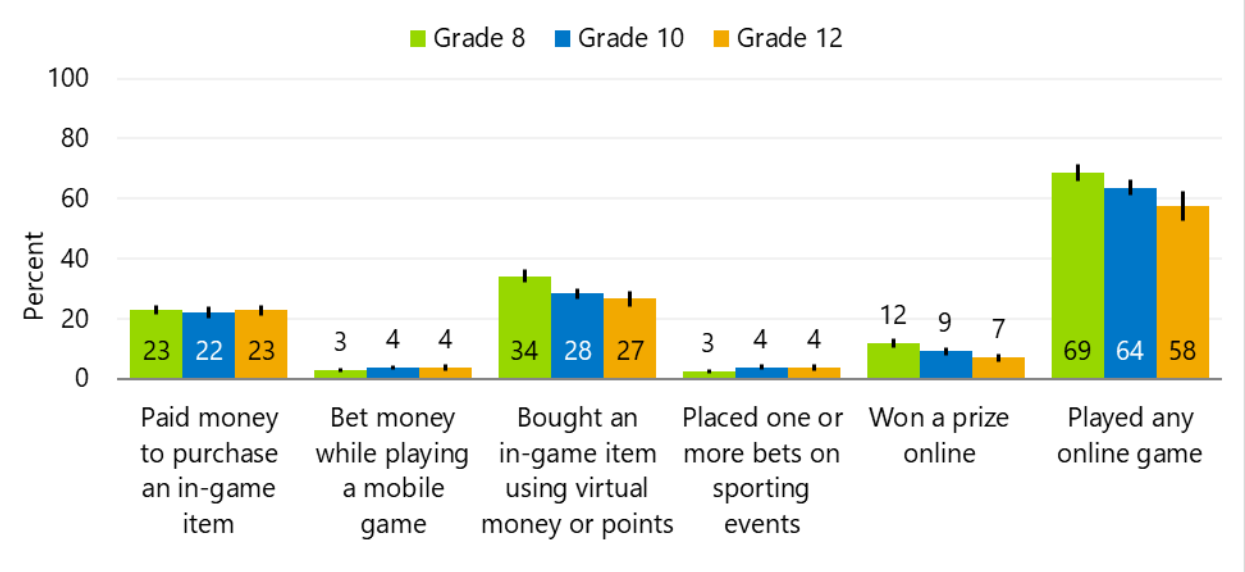
Differences by grade level:

- Grade 8 students were more likely than Grade 10 and 12 students to report buying an in-game item using virtual money or points, winning a prize online, and playing any online game in the past 30 days.
- Grade 10 students were more likely than Grade 8 students to report placing one or more bets on sporting events.

Differences by sex assigned at birth:

- Grade 8, 10, and 12 males were more likely than females to report paying money to purchase an in-game item, betting money while playing a mobile game, buying an in-game item using virtual money or points, placing one or more bets on sporting events, winning a prize online, and playing any online game in the past 30 days.

Gaming/Gambling Behaviors in the Past 30 Days, Grades 8, 10, and 12, 2025



Grade	Paid money to purchase an in-game item	Bet money while playing a mobile game	Bought an in-game item using virtual money or points	Placed one or more bets on sporting events	Won a prize online	Played any online game
Grade 8	22.9 (±1.4)	3.2 (±0.6)	34.2 (±2.2)	2.6 (±0.6)	12.0 (±1.5)	68.7 (±2.7)
Grade 10	22.2 (±1.8)	3.8 (±0.7)	28.4 (±1.8)	3.9 (±0.8)	9.2 (±1.2)	63.6 (±2.6)
Grade 12	22.8 (±1.8)	4.0 (±1.0)	26.7 (±2.7)	3.8 (±1.2)	7.1 (±1.4)	57.6 (±4.8)

Survey Question: In the past 30 days, which of the following actions have you participated in while online? Choose all that apply. Paid money to purchase an in-game item (such a loot box or other 'surprise' item); Bet money while playing a mobile game on your device (cell phone, laptop, tablet, desktop, etc.); Bought an in-game item (such as a skin, avatar, emote, etc.) using virtual money or points; Placed one or more bets on sporting events (games, e-Sports, fantasy sports, etc.); Won a prize online (money, virtual money, loot box, etc.) that you were very excited to receive; Played any online game; None of these.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who selected any of the gaming/gambling behaviors.*

Source: 2025.

Physical Activity and Dietary Behavior

60 Minutes of Exercise Daily

The Centers for Disease Control and Prevention recommends that children and adolescents participate in at least 60 minutes of physical activity daily, and muscle strengthening 3 days a week.

In 2025, 23 percent of Grade 6 students, 30 percent of Grade 8 students, 24 percent of Grade 10 students, and 22 percent of Grade 12 students reported that they were physically active for at least 60 minutes, seven days a week.

Differences by grade level:

- Grade 8 students were more likely than Grade 6, 10, and 12 students to be physically active for 60 minutes, seven days a week.
- Grade 6 students were more likely than Grade 12 students to be physically active for 60 minutes, seven days a week.

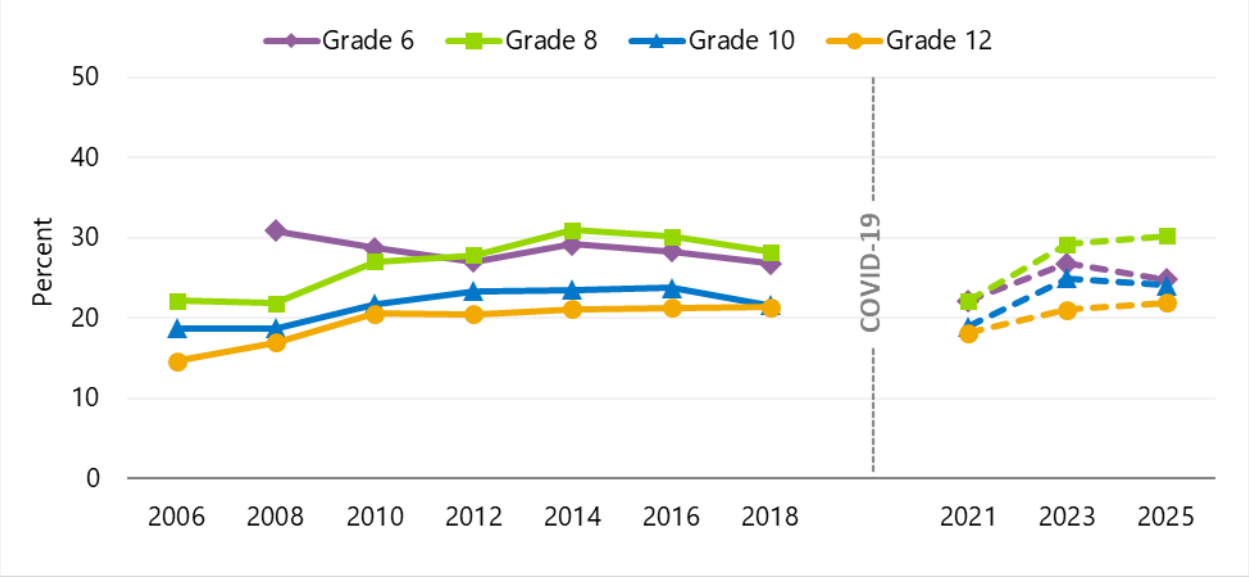
Differences by sex assigned at birth:

- Grades 6, 8, 10, and 12 males were more likely than females to be physically active for 60 minutes, seven days a week.

Changes from 2023 to 2025:

- Among Grades 6, 8, 10, and 12 students, there were no changes in being physically active for 60 minutes, seven days a week from 2023 to 2025.

60 Minutes of Exercise 7 Days a Week, Grades 6, 8, 10, and 12, 2006-2025



Grade	2006	2008	2010	2012	2014
Grade 6	NA	30.8 (±1.4)	28.7 (±1.2)	27.0 (±1.2)	29.2 (±1.5)
Grade 8	22.2 (±1.6)	21.9 (±1.6)	27.0 (±1.7)	27.8 (±2.0)	31.0 (±1.8)
Grade 10	18.7 (±1.6)	18.7 (±1.7)	21.7 (±2.2)	23.3 (±1.9)	23.5 (±2.0)
Grade 12	14.7 (±1.8)	16.9 (±1.6)	20.6 (±2.4)	20.5 (±1.7)	21.2 (±1.9)

Grade	2016	2018	2021	2023	2025
Grade 6	28.4 (±1.5)	26.8 (±1.3)	22.2 (±1.7)	26.8 (±1.5)	24.8 (±1.5)
Grade 8	30.2 (±2.2)	28.2 (±2.3)	22.2 (±2.0)	29.2 (±2.2)	30.3 (±2.0)
Grade 10	23.7 (±1.5)	21.6 (±1.7)	19.0 (±1.3)	24.9 (±1.8)	24.1 (±2.2)
Grade 12	21.3 (±1.5)	21.4 (±1.8)	18.1 (±1.4)	21.0 (±2.4)	21.9 (±2.0)

Survey Question: In the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increases your heart rate or makes you breathe hard some of the time.)

Note. Percentages represent students who reported they were physically active for at least 60 minutes on 7 days in an average week.

Source: HYS 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Screen Time

In 2025, about 50 percent of Grade 6 students, 61 percent of Grade 8 students, 68 percent of Grade 10 students, and 72 percent of Grade 12 students reported spending three or more hours on screens on an average school day. The American Academy of Pediatrics (AAP, 2024) encourages parents of youth over age two to create a Family Media Plan that can help families make informed decisions that take into account the health, education, and entertainment needs of individual children.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to report three or more hours of screen time on a school day.

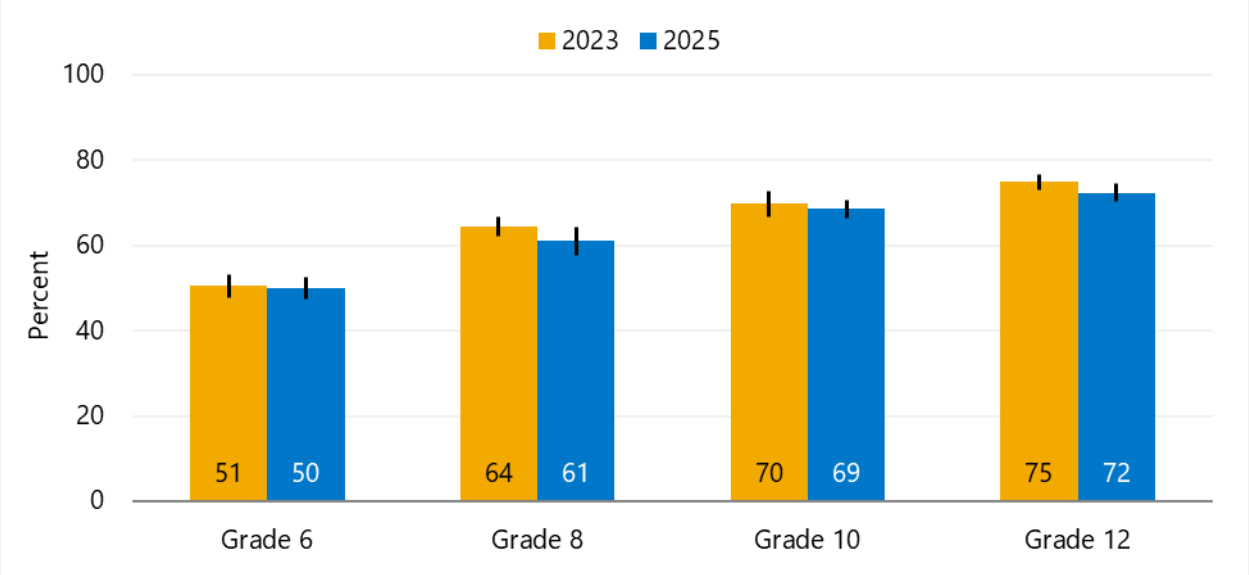
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to report three or more hours of screen time on a school day.

Changes from 2023 to 2025:

- There were no changes in reporting three or more hours of screen time on a school day from 2023 to 2025.

Screen Time for Three or More Hours on an Average School Day, Grades 6, 8, 10, and 12 in 2023 and 2025



Grade	2023	2025
Grade 6	50.5 (±2.7)	49.9 (±2.5)
Grade 8	64.4 (±2.1)	60.9 (±3.4)
Grade 10	69.8 (±3.0)	68.5 (±2.2)
Grade 12	74.8 (±1.8)	72.3 (±2.1)

Survey Questions:

- *On an average school day, how many hours do you spend in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media (also called "screen time")? (Do not count time spent doing schoolwork.)*

Notes:

- *Percentages represented students who reported spending 3 or more hours on screens on an average school day.*
- *The question wording changed in 2023, making changes over time no longer comparable.*

Source: HYS 2023 and 2025.

Disordered Eating

In 2025, 54 percent of Grade 8 students, 57 percent of Grade 10 students, and 58 percent of Grade 12 students reported any disordered eating behavior in the past year.

Any disordered eating is a computed measure that includes any of following disordered eating behaviors:

- Restricted food: Eating less food, fewer calories or foods low in fat or carbohydrates to lose weight or to keep from gaining weight.
- Fasted for 12+ hours: Intentionally going without eating for 12 hours or more to lose weight or to keep from gaining weight.
- Used diet supplements: Taking diet pills, powders, teas, juice cleanses or other liquids without a doctor's advice to lose weight or keep from gaining weight.
- Vomited or used laxatives: Vomiting, using laxatives, or eating certain foods or liquids intentionally (such as foods that cause stomach pain or nausea) to lose weight or to keep from gaining weight.
- Binged food: Eating so much food in a short period of time that you would be embarrassed if others saw you.

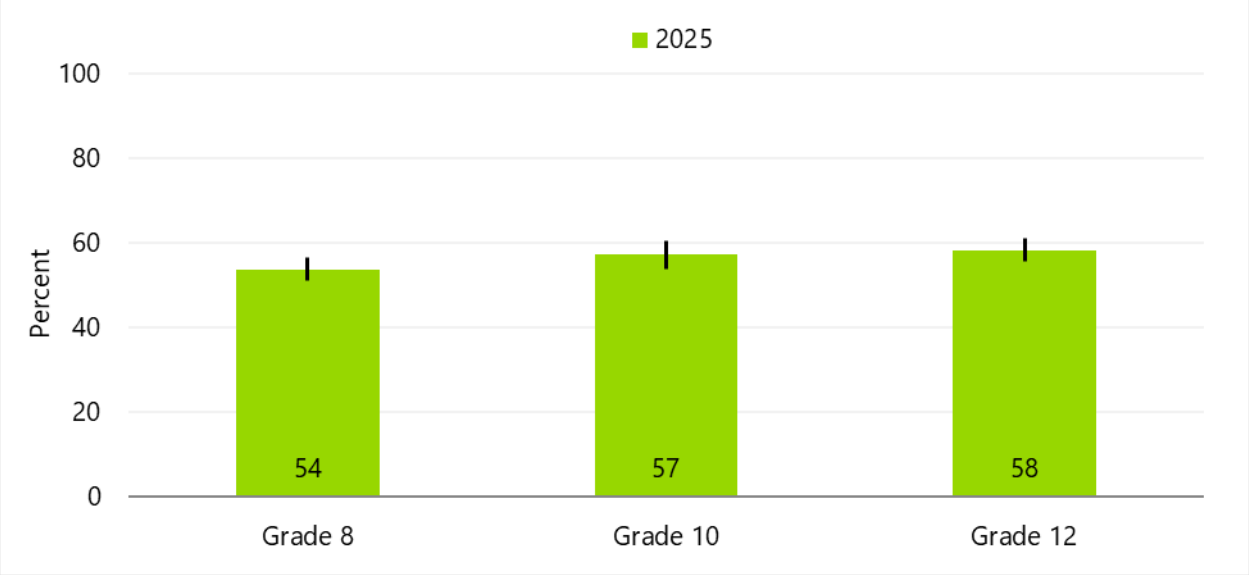
Differences by grade level:

- Grade 12 students were more likely than Grade 8 students to report any disordered eating behavior in the past year.

Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to report any disordered eating behavior in the past year.

Any Disordered Eating Behavior in the Past Year, Grades 8, 10, and 12, 2025



Grade	2025
Grade 8	53.9 (±2.8)
Grade 10	57.3 (±3.4)
Grade 12	58.4 (±2.8)

Survey Question: During the past year, did you: (Choose all that apply). Exercise to lose weight or to keep from gaining weight?; Eat less food, fewer calories or foods low in fat or carbohydrates to lose weight or to keep from gaining weight?; Intentionally go without eating for 12 hours or more (also called fasting) to lose weight or to keep from gaining weight?; Take any diet pills, powders, teas, juice cleanses or other liquids without a doctor's advice to lose weight or to keep from gaining weight?; Vomit, use laxatives, or eat certain foods or liquids intentionally (such as foods that cause stomach pain or nausea) to lose weight or to keep from gaining weight?; Eat so much food in a short period of time that you would be embarrassed if others saw you?; None of these.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who selected any of the disordered eating behaviors.*

Source: 2025.

Body/Food Shaming

Body/food shaming is when family, friends, peers or others do or say things about your body or the food you eat that make you feel bad.

In 2025, 47 percent of Grade 8 students, 49 percent of Grades 10 students, and 47 percent of Grade 12 students reported any body/food shaming.

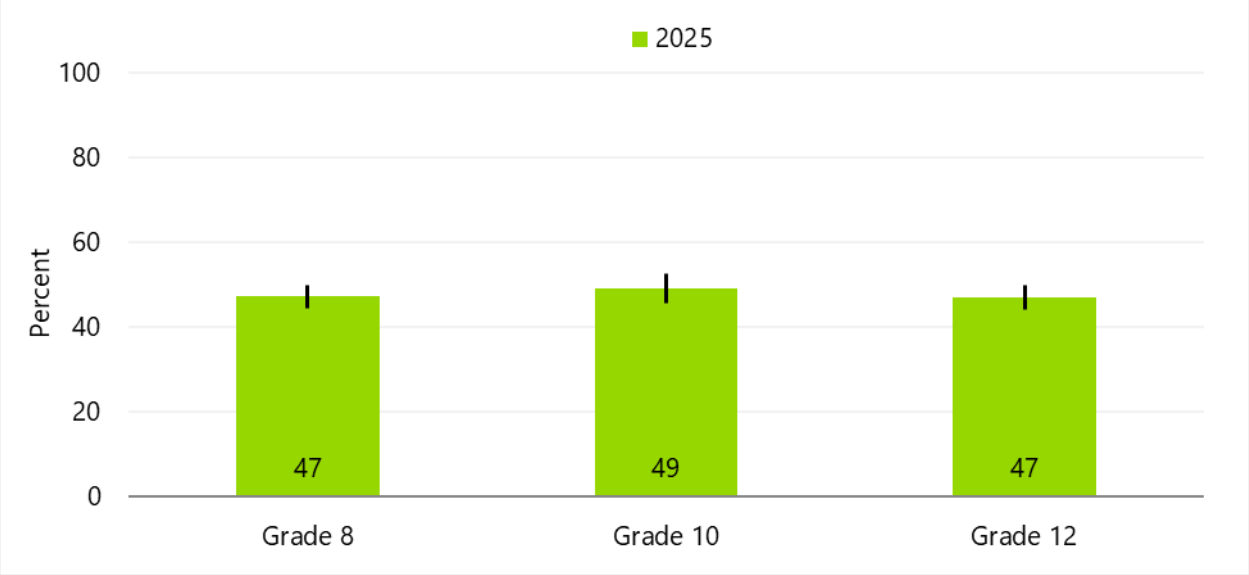
Differences by grade level:

Grade 12 students were more likely than Grade 8 students to report any body/food shaming.

Differences by sex assigned at birth:

- There were no differences in reporting any body/food shaming by grade.

Any Body/Food Shaming, Grades 8, 10, and 12, 2025



Grade	2025
Grade 8	47.2 (±2.3)
Grade 10	49.2 (±2.3)
Grade 12	47.1 (±2.8)

Survey Question: How often do family, friends, peers or others do or say things about your body or the food you eat that make you feel bad?

Notes:

- *Percentages represent students who reported that family, friends, peers or others ever did or said things about their body or the food they eat that make them feel bad (from a few times a week to less than once a year).*

Source: 2025.

Nutrition

Fruit and Vegetable Consumption

Youth need to eat a variety of fruits and vegetables every day to get essential vitamins and minerals, fiber, and other substances that are important for good health and to reduce the risk of obesity and chronic diseases. The 2020-2025 U.S. Dietary Guidelines for Americans recommend eating sufficient amounts of fruits and vegetables within caloric needs. The recommendation for fruit consumption for youth ages 9-18 ranges from 1.5-2.5 cups per day. The HYS does not measure intake of fruits and vegetables relative to caloric need and age, but in terms of number of times fruits and vegetables are eaten a day, which is consistent with the Youth Risk Behavior Survey. (U.S. Department of Health and Human Services, 2020).

Eating Fruit Less Than Once a Day

In 2025, 30 percent of Grade 8 students, 36 percent of Grade 10 students, and 40 percent of Grade 12 students ate fruit less than once a day.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to eat fruit less than once a day by grade.

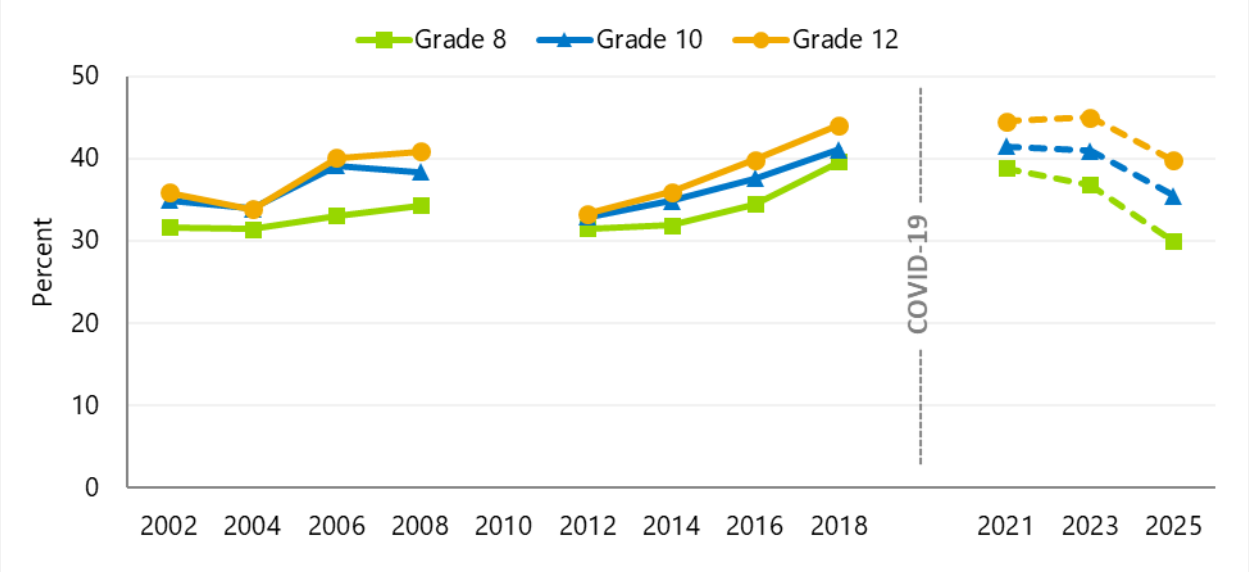
Differences by sex assigned at birth:

- Grades 8 and 10 females were more likely than males to eat fruit less than once a day.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in eating fruit less than once a day from 2023 to 2025.

Eating Fruit Less Than Once a Day, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	31.7 (±1.7)	31.5 (±1.8)	33.1 (±2.4)	34.3 (±2.0)	NA	31.5 (±2.0)
Grade 10	35.0 (±1.8)	34.0 (±2.1)	39.1 (±2.4)	38.4 (±2.5)	NA	32.9 (±2.0)
Grade 12	35.9 (±2.8)	33.8 (±1.9)	40.1 (±2.3)	40.9 (±2.8)	NA	33.3 (±2.3)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	31.9 (±2.2)	34.5 (±1.5)	39.6 (±2.0)	38.9 (±2.5)	36.9 (±2.4)	30.0 (±1.8)
Grade 10	34.9 (±2.2)	37.7 (±1.8)	41.1 (±2.1)	41.5 (±2.1)	40.9 (±2.5)	35.5 (±2.3)
Grade 12	36.0 (±2.1)	39.9 (±2.4)	44.1 (±2.5)	44.6 (±2.1)	45.0 (±3.1)	39.8 (±3.5)

Survey Questions: During the past 7 days, how many times did you?:

- *Drink 100% fruit juice such as orange juice, apple juice or grape juice? (Do not count punch, Kool-Aid, sports drinks, and other fruit-flavored drinks.)*
- *Eat fruit? (Do not count fruit juice.)*

Note: Percentages are calculated from the questions above to represent students who reported eating fruit less than once a day.

Source: HYS 2002, 2004, 2006, 2008, 2012, 2014, 2016, 2018, 2021, 2023, and 2025. Questions were not asked in 2010.

Eating Vegetables Less Than Once a Day

In 2025, 31 percent of Grade 8 students, 28 percent of Grade 10 students, and 30 percent of Grade 12 students ate vegetables less than once a day.

Differences by grade level:

- There were no differences in eating vegetables less than once a day by grade.

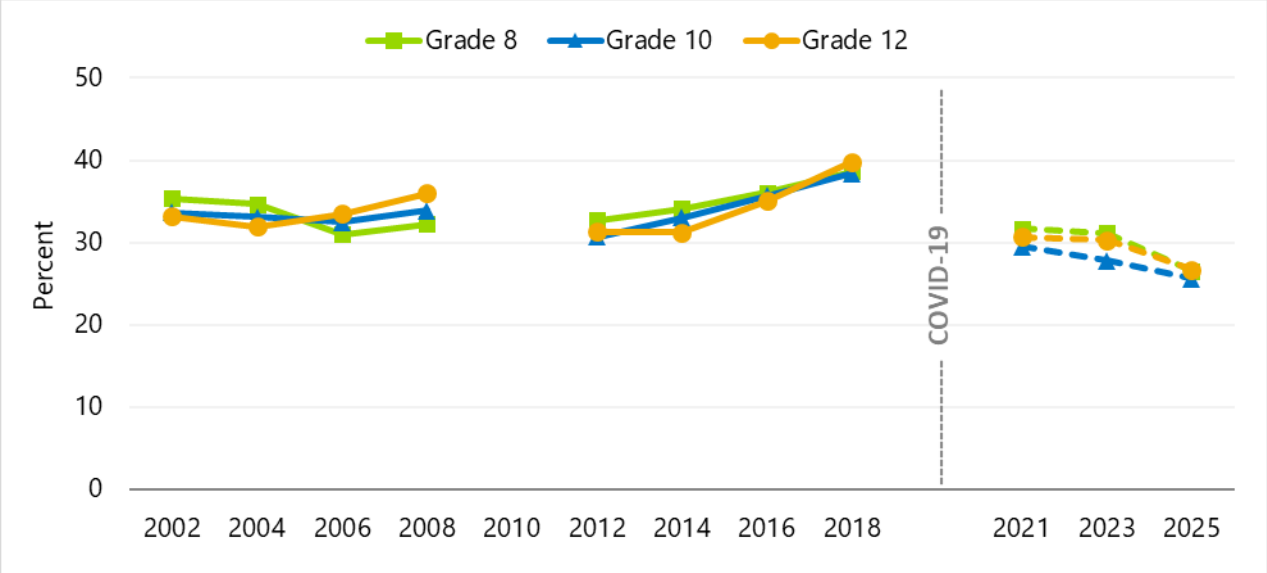
Differences by sex assigned at birth:

- There were no differences in eating vegetables less than once a day by sex assigned at birth.

Changes from 2023 to 2025:

- Among Grade 8 students, there was a decrease in eating vegetables less than once a day from 2023 to 2025.

Eating Vegetables Less Than Once a Day, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	35.3 (±1.8)	34.6 (±2.1)	31.0 (±1.8)	32.3 (±2.1)	Not asked	32.7 (±2.2)
Grade 10	33.6 (±2.3)	33.1 (±2.4)	32.5 (±2.1)	33.9 (±2.3)	Not asked	30.7 (±2.0)
Grade 12	33.2 (±2.9)	31.9 (±2.2)	33.5 (±2.1)	36.0 (±2.5)	Not asked	31.3 (±2.4)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	34.1 (±2.3)	36.1 (±2.3)	38.6 (±2.6)	31.7 (±2.8)	31.2 (±2.5)	26.5 (±2.6)
Grade 10	33.0 (±2.7)	35.7 (±2.5)	38.4 (±2.1)	29.5 (±3.5)	27.8 (±3.0)	25.6 (±2.4)
Grade 12	31.2 (±2.6)	35.1 (±2.7)	39.8 (±2.1)	30.7 (±2.8)	30.3 (±3.5)	26.7 (±2.6)

Survey Questions: During the past 7 days, how many times did you?:

- Eat green salad?
- Eat potatoes? (Do not count French fries, fried potatoes, or potato chips.)
- Eat carrots?
- Eat other vegetables? (Do not count green salad, potatoes, or carrots.)

Note. Percentages are calculated from the questions above to represent students who reported eating vegetables less than once a day

Source: HYS 2002, 2004, 2006, 2008, 2012, 2014, 2016, 2018, 2021, 2023, and 2025. Questions were not asked in 2010.

Eating Meals with Family

In 2025, 74 percent of Grade 6 students, 73 percent of Grade 8 students, 65 percent of Grade 10 students, and 55 percent of Grade 12 students reported eating a meal with their family most of the time or always.

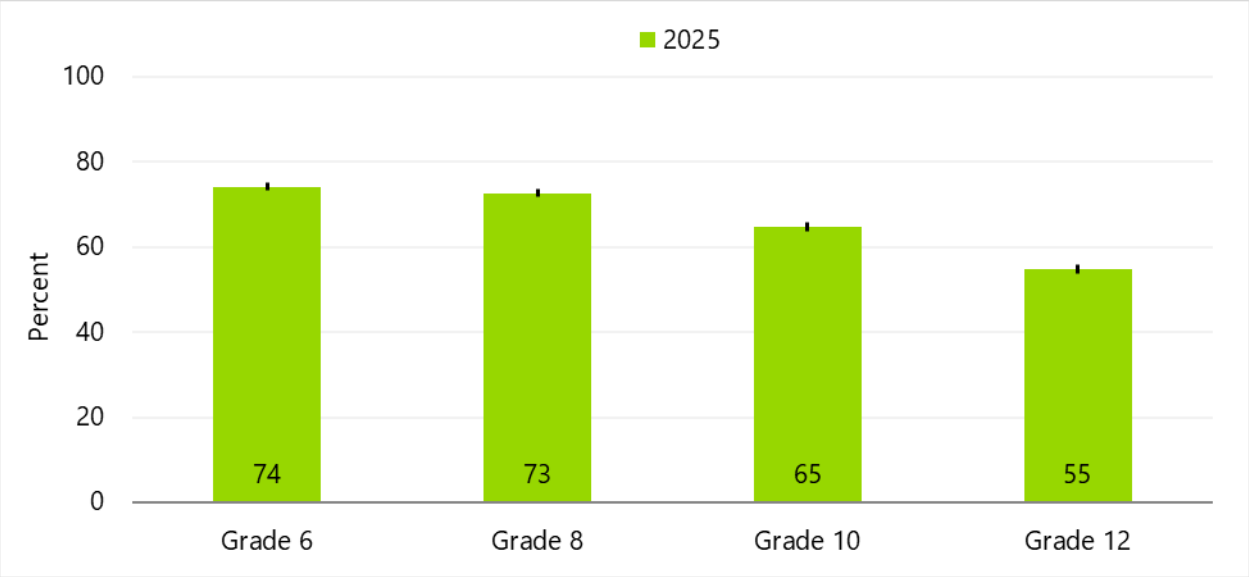
Differences by grade level:

- Grade 6 and 8 students were more likely than Grade 10 and 12 students to eat a meal with their family most of the time or always.
- Grade 10 students were more likely than Grade 12 students to eat a meal with their family most of the time or always.

Differences by sex assigned at birth:

- Grade 6, 8, 10, and 12 males were more likely than females to eat a meal with their family most of the time or always.

Eating a Meal with Family Most of the Time or Always, Grades 6, 8, 10, and 12, 2025



Grade	2025
Grade 6	74.1 (±1.5)
Grade 8	72.7 (±2.2)
Grade 10	64.8 (±2.0)
Grade 12	54.8 (±3.2)

Survey Question: How often do you eat a meal with your family?

Note: Percentages represent students who reported that they ate a meal with their family most of the time or always.

Source: HYS 2025.

Drinking Sweetened Beverages

In 2025, 63 percent of Grade 6 students, 66 percent of Grade 8 students, 68 percent of Grade 10 students, and 64 percent of Grade 12 students reported drinking one or more sweetened beverages yesterday.

Drinking sugar-sweetened beverages can replace other nutrient dense foods needed for growth and development during adolescence. Sugar-sweetened beverages are also associated with increased risk of dental caries, insulin resistance, and higher overall caffeine intake. (Bleich, 2018)

Differences by grade level:

- Grade 10 and 12 students were more likely than Grade 6 and 8 students to report drinking one or more sweetened beverages yesterday.

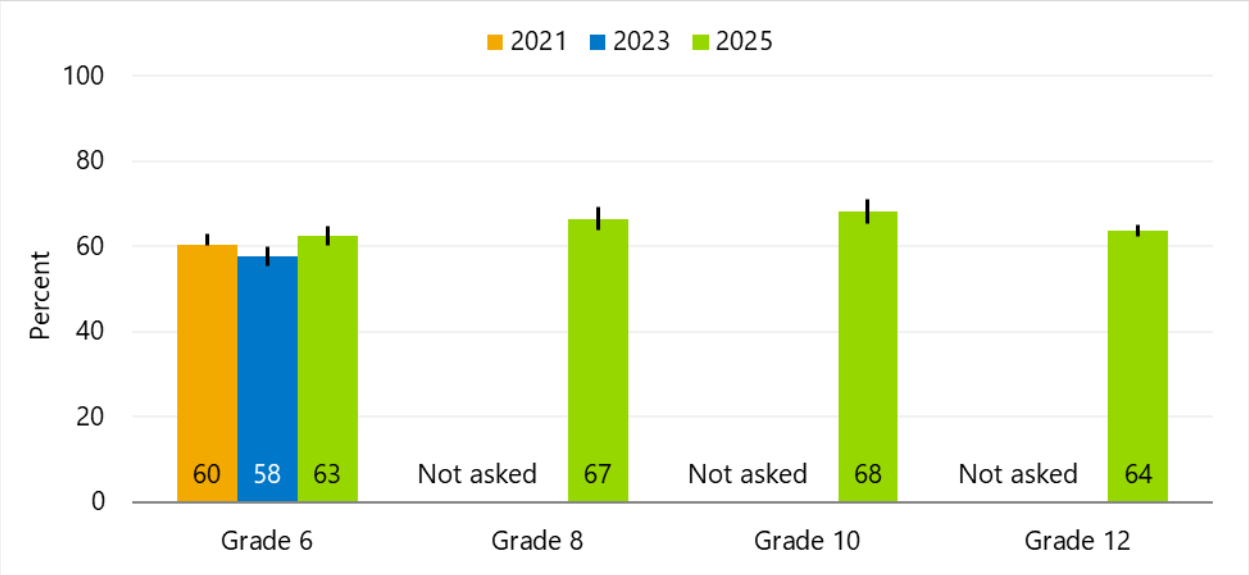
Differences by sex assigned at birth:

- Grade 6, 8, 10, and 12 females were more likely than males to report drinking one or more sweetened beverages yesterday.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in drinking one or more sweetened beverages yesterday from 2023 to 2025.

Drinking 1 or More Sweetened Beverages, Grades 8, 10, and 12, 2021-2025



Grade	2021	2023	2025
Grade 6	60.4 (±2.7)	57.7 (±2.3)	62.6 (±2.2)
Grade 8	NA	NA	66.5 (±2.7)
Grade 10	NA	NA	68.2 (±2.7)
Grade 12	NA	NA	63.8 (±1.4)

Survey Question: Drinking daily: How many sugar-sweetened drinks (such as sodas, sports drinks, energy drinks, coffee drinks, or tea drinks) did you drink yesterday?

Notes:

- *Percentages represent students who reported that they consumed one or more sweetened beverages yesterday.*
- *Grade 8, 10, and 12 students were not asked the question about drinking sugar-sweetened drinks yesterday in 2021 and 2023.*

Source: HYS 2021, 2023, and 2025.

Food Insecurity

In 2025, 6 percent of Grade 8 students, 8 percent of Grade 10 students, and 11 percent of Grade 12 students reported food insecurity.

Food insecurity has a substantial impact on children's current and future health. According to a 2020 review, food insecurity increases the risk of school absenteeism and poor school outcomes, as well as increasing children's risk of developing various chronic diseases. (Pai, S., & Bahadur, K. 2020)

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report having to cut meal size or skip meals.

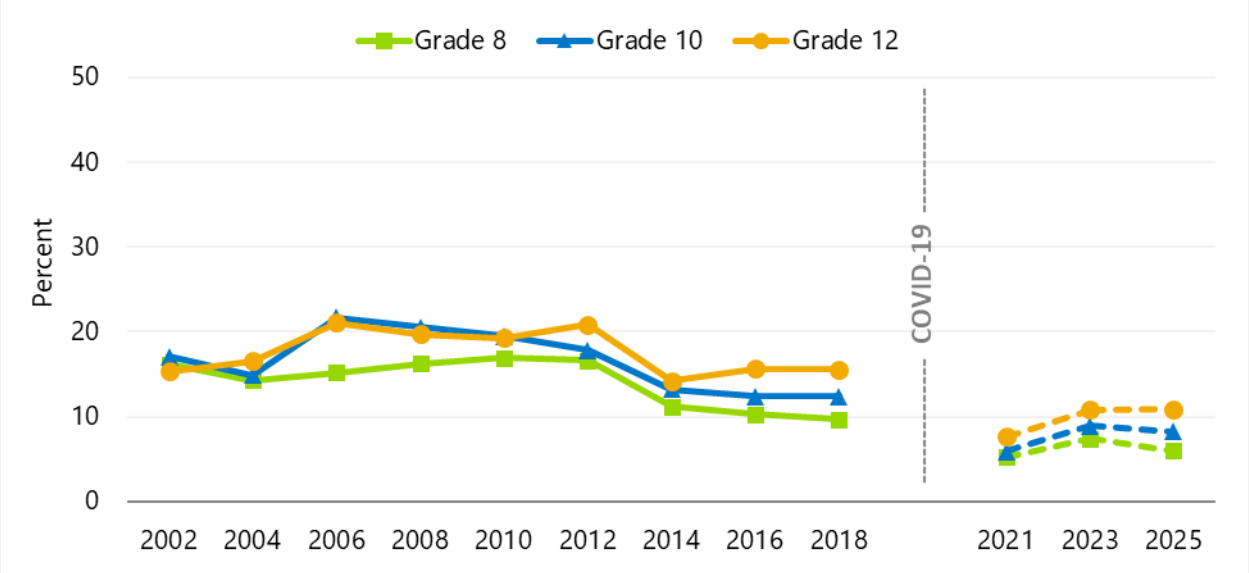
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to report having to cut meal size or skip meals.

Changes from 2023 to 2025:

- Among Grade 8 students, there was a decrease in having to cut meal size or skip meals for any grade from 2023 to 2025.

Food Insecurity During Any Months in the Past Year, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	16.2 (±2.3)	14.3 (±1.4)	15.2 (±2.6)	16.2 (±1.8)	16.9 (±1.8)	16.6 (±1.6)
Grade 10	17.1 (±3.2)	14.9 (±2.2)	21.7 (±2.8)	20.5 (±1.9)	19.5 (±4.2)	17.8 (±1.9)
Grade 12	15.4 (±2.1)	16.5 (±2.7)	21.1 (±2.9)	19.7 (±2.2)	19.3 (±2.5)	20.9 (±3.5)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	11.1 (±1.3)	10.3 (±1.3)	9.6 (±1.0)	5.2 (±0.7)	7.4 (±1.0)	6.0 (±0.9)
Grade 10	13.2 (±1.5)	12.4 (±1.2)	12.4 (±1.4)	5.9 (±1.0)	8.9 (±1.1)	8.2 (±1.5)
Grade 12	14.2 (±2.0)	15.7 (±1.8)	15.6 (±1.6)	7.6 (±1.4)	10.8 (±1.6)	10.9 (±2.1)

Survey Question: How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food?

Note: Percentages represent students who reported that their family cut meal size or skipped meals during any months in the past year due to lack of money for food.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Health Status and Health Care

Asthma

Lifetime Asthma

Lifetime asthma includes anyone who has ever been told by a doctor or nurse that they have asthma. In 2025, 11 percent of Grade 6 students, 13 percent of Grade 8 students, 15 percent of Grade 10 students, and 16 percent of Grade 12 students reported that they had been told they have asthma.

Differences by grade level:

- Grade 8, 10 and 12 students were more likely than Grade 6 students to have been diagnosed with asthma in their lifetime.
- Grade 12 students were more likely than Grade 8 students to have been diagnosed with asthma in their lifetime.

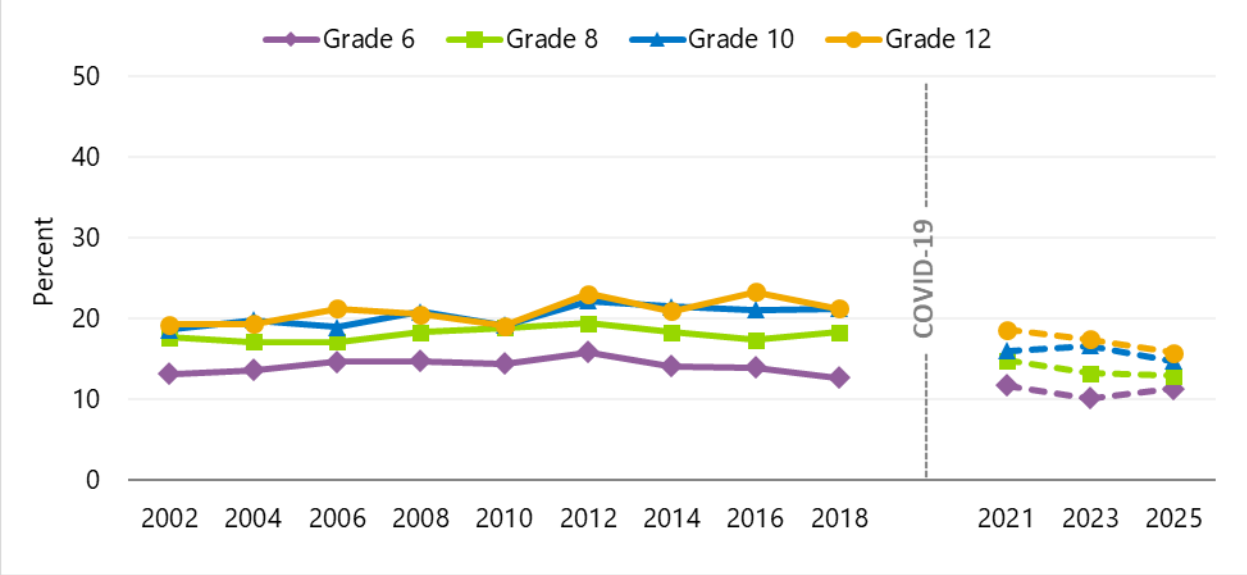
Differences by sex assigned at birth:

- Grade 10 females were more likely than males to have been diagnosed with asthma in their lifetime.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in having been diagnosed with asthma in their lifetime from 2023 to 2025.

Lifetime Asthma, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	13.2 (±1.1)	13.6 (±0.9)	14.7 (±0.7)	14.8 (±0.8)	14.4 (±0.8)	15.9 (±0.9)
Grade 8	17.7 (±1.5)	17.1 (±1.2)	17.1 (±1.3)	18.3 (±1.2)	18.9 (±1.2)	19.5 (±1.2)
Grade 10	18.7 (±1.5)	19.9 (±1.6)	19.0 (±1.6)	20.8 (±1.5)	19.2 (±1.4)	22.2 (±1.7)
Grade 12	19.3 (±1.8)	19.3 (±1.7)	21.2 (±2.0)	20.5 (±1.9)	19.1 (±1.5)	23.1 (±1.6)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	14.1 (±0.9)	14.0 (±0.8)	12.7 (±0.7)	11.8 (±0.9)	10.1 (±0.8)	11.4 (±0.9)
Grade 8	18.4 (±1.1)	17.4 (±1.2)	18.3 (±1.3)	14.8 (±1.0)	13.2 (±1.1)	12.9 (±1.2)
Grade 10	21.5 (±1.3)	21.1 (±1.2)	21.3 (±1.4)	16.0 (±1.4)	16.7 (±1.5)	14.8 (±1.9)
Grade 12	20.9 (±1.4)	23.4 (±1.3)	21.3 (±1.5)	18.6 (±1.5)	17.4 (±1.6)	15.8 (±2.0)

Survey Question: *Has a doctor or nurse ever told you that you have asthma?*

Note: *Percentages represent students who reported that they were ever told they had asthma by a doctor or nurse in their life.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Current Asthma

Current asthma includes anyone who had ever been told they have asthma by a doctor or a nurse and also reports that they still have asthma. In 2025, 7 percent of Grade 6 and 8 students and 8 percent of Grade 10 and 12 students reported that they were told they had asthma and that they still have asthma.

Differences by grade level:

- There were no differences in having current asthma by grade.

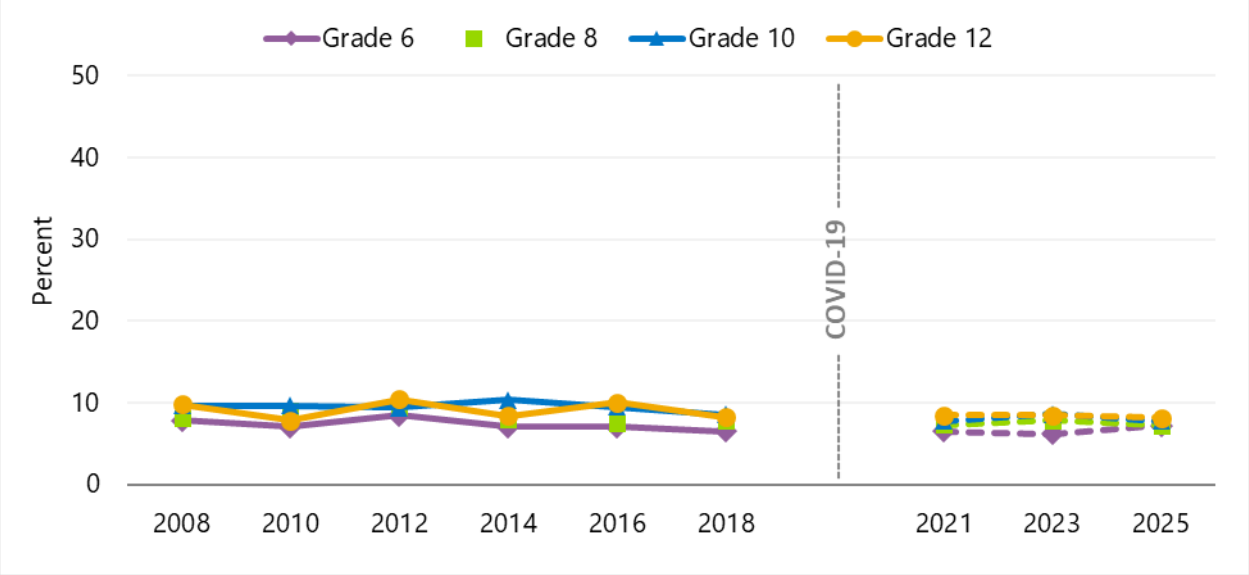
Differences by sex assigned at birth:

- Grade 10 and 12 females were more likely than males to report having current asthma.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in having current asthma from 2023 to 2025.

Current Asthma, Grades 6, 8, 10, and 12, 2008-2025



Grade	2008	2010	2012	2014	2016
Grade 6	7.8 (±0.6)	7.1 (±0.6)	8.5 (±0.7)	7.1 (±0.7)	7.1 (±0.6)
Grade 8	8.2 (±0.9)	9.0 (±0.8)	9.4 (±0.9)	8.0 (±0.8)	7.5 (±0.7)
Grade 10	9.7 (±1.1)	9.7 (±1.1)	9.4 (±1.0)	10.4 (±1.0)	9.5 (±0.8)
Grade 12	9.9 (±1.4)	7.9 (±1.0)	10.5 (±1.1)	8.4 (±0.8)	10.1 (±1.4)

Grade	2018	2021	2023	2025
Grade 6	6.6 (±0.6)	6.6 (±0.7)	6.3 (±0.6)	7.3 (±0.7)
Grade 8	7.8 (±1.0)	7.4 (±0.8)	7.9 (±0.8)	7.3 (±1.0)
Grade 10	8.6 (±0.8)	7.8 (±0.9)	8.6 (±1.0)	7.8 (±1.3)
Grade 12	8.3 (±1.1)	8.5 (±1.0)	8.5 (±1.4)	8.2 (±1.4)

Survey Questions:

- *Has a doctor or nurse ever told you that you have asthma?*
- *Do you still have asthma?*

Notes:

- *Percentages represent students who reported that they were ever told by a doctor they had asthma and still have asthma.*
- *The definition of current asthma changed in 2008, so previous results for current asthma are not comparable. In the past, current asthma was defined as being diagnosed by a doctor and having an asthma attack in the past year.*

Source: HYS 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Access to Care

Access to a Dentist

Access to dental care is an important component of being a healthy adolescent and adult.

In 2025, 79 percent of Grade 8 and 10 students, and 76 percent of Grade 12 students had seen a dentist in the past 12 months.

Differences by grade level:

- There were no differences in having seen a dentist in the past year by grade.

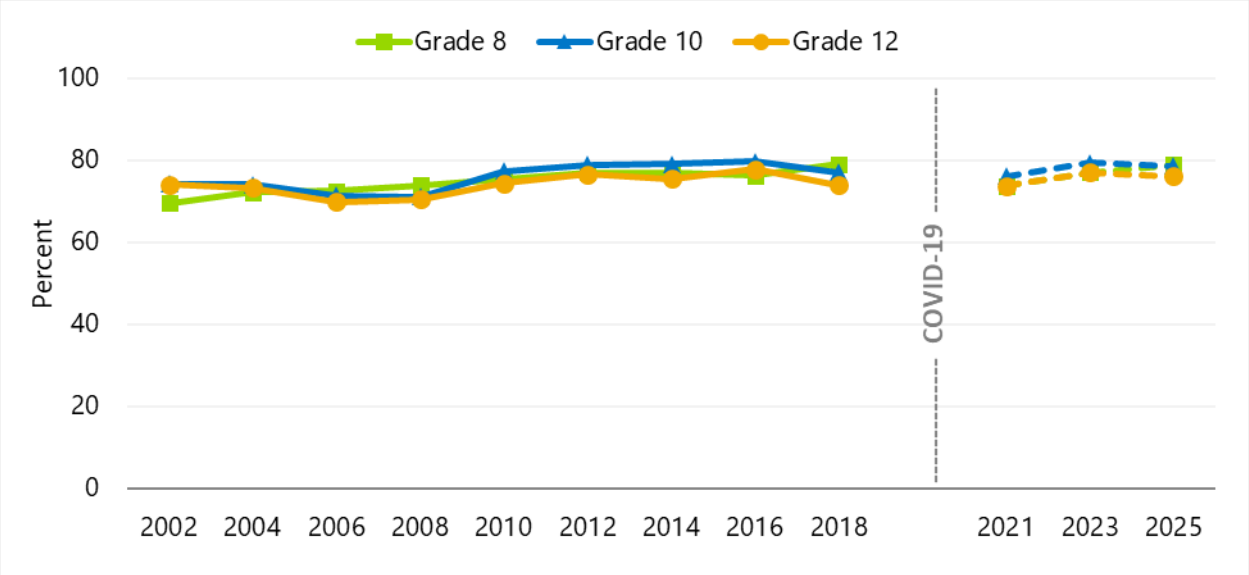
Differences by sex assigned at birth:

- There were no differences in having seen a dentist in the past year by sex assigned at birth.

Changes from 2023 to 2025:

- There were no changes in seeing a dentist in the past year from 2023 to 2025.

Student Access to a Dentist in Past Year, Grade 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	69.6 (±3.0)	72.2 (±2.7)	72.6 (±3.0)	73.9 (±2.6)	75.3 (±2.3)	77.0 (±2.0)
Grade 10	74.3 (±2.3)	74.1 (±2.6)	71.5 (±2.7)	71.1 (±2.6)	77.3 (±2.6)	78.9 (±2.1)
Grade 12	74.2 (±2.3)	73.3 (±2.6)	69.9 (±2.5)	70.5 (±2.6)	74.5 (±2.2)	76.6 (±2.4)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	76.9 (±2.3)	76.3 (±2.7)	79.0 (±2.3)	73.9 (±2.3)	77.1 (±2.1)	78.9 (±2.7)
Grade 10	79.1 (±2.4)	79.8 (±1.8)	77.2 (±2.3)	76.2 (±2.7)	79.4 (±2.4)	78.6 (±2.8)
Grade 12	75.5 (±2.5)	77.8 (±2.7)	74.0 (±2.6)	73.8 (±2.7)	77.1 (±2.7)	76.1 (±3.4)

Survey Question: When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?

Notes:

- *Percentages represent students who reported they saw a dentist in the past year.*
- *Students who reported "not sure" were not included in the results.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Access to a Doctor

In 2025, 66 percent of Grade 8 students, and 65 percent of Grade 10 and 12 students had seen a doctor in the past 12 months.

Differences by grade level:

- There were no differences in having seen a doctor in the past year by grade.

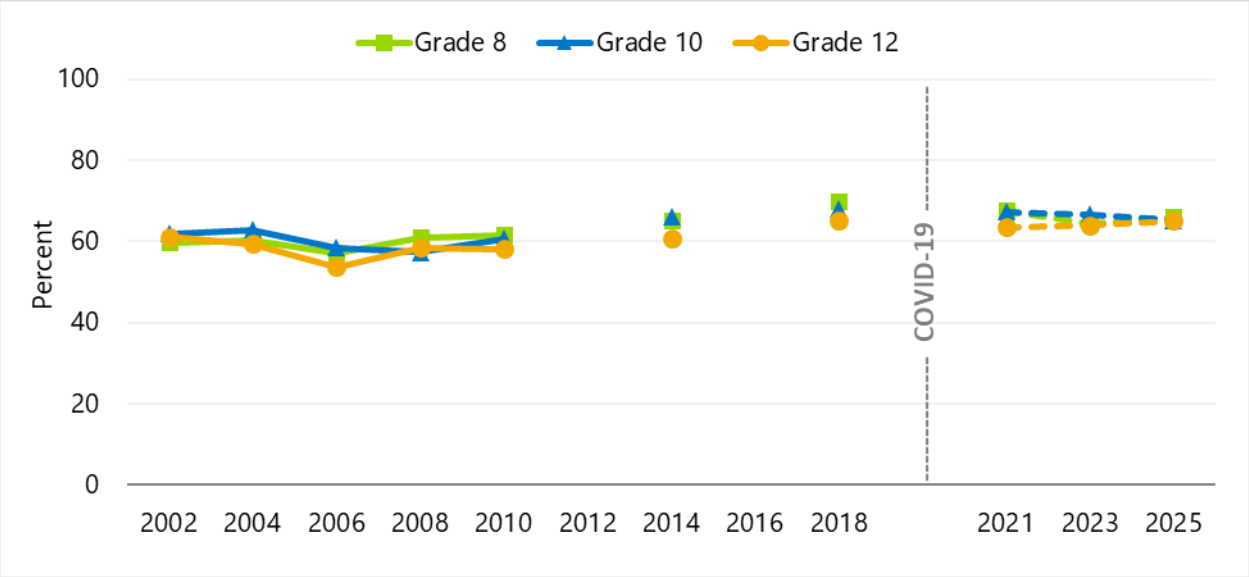
Differences by sex assigned at birth:

- There were no differences in having seen a doctor in the past year by sex assigned at birth.

Changes from 2023 to 2025:

- There were no changes in seeing a doctor in the past year from 2023 to 2025.

Student Access to a Doctor in Past Year, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	59.8 (±2.50	60.4 (±2.2)	57.3 (±2.5)	61.0 (±2.3)	61.6 (±2.1)	NA
Grade 10	62.0 (±3.1)	62.9 (±2.5)	58.4 (±2.3)	57.4 (±2.3)	60.7 (±3.0)	NA
Grade 12	61.1 (±3.2)	59.5 (±2.3)	53.7 (±1.9)	58.4 (±1.7)	58.2 (±2.4)	NA

Grade	2014	2016	2018	2021	2023	2025
Grade 8	65.2 (±2.6)	NA	69.9 (±2.2)	67.7 (±2.7)	64.5 (±2.5)	66.1 (±2.9)
Grade 10	66.1 (±2.0)	NA	68.1 (±2.3)	67.4 (±2.5)	66.7 (±2.1)	65.3 (±3.3)
Grade 12	60.6 (±2.3)	NA	65.3 (±1.9)	63.5 (±2.1)	64.0 (±2.5)	65.2 (±3.3)

Survey Question: When was the last time you saw a doctor or health care provider for a check–up or physical exam when you were not sick or injured?

Notes:

- *Percentages represent students who reported they saw a doctor in the past year.*
- *Students who reported "not sure" were not included in the results.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2014, 2018, 2021, 2023, and 2025. Question was not asked in 2012 or in 2016.

Mental Health

Depressive Feelings

Students were asked, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" Although this question is not sufficient to diagnose depression, it can be used as a surrogate measure for experiencing symptoms of depression (Merikangas, 2009).

In 2025, 23 percent of Grade 8 students, 26 percent of Grade 10 students, and 27 percent of Grade 12 students reported experiencing depressive feelings during the past year.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 students to experience depressive feelings.

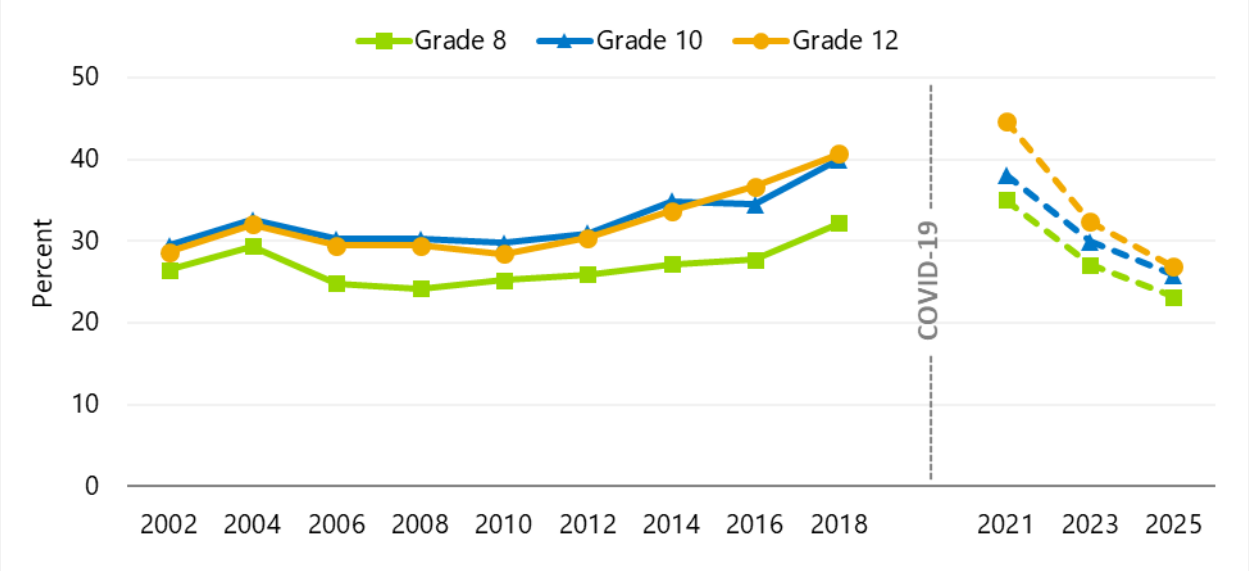
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to experience depressive feelings.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in experiencing depressive feelings from 2023 to 2025.

Symptoms of Depression in Past Year, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	26.5 (±1.7)	29.4 (±1.7)	24.8 (±1.7)	24.2 (±1.6)	25.2 (±1.3)	25.9 (±1.5)
Grade 10	29.5 (±1.2)	32.6 (±1.6)	30.3 (±1.3)	30.2 (±1.7)	29.8 (±1.3)	30.9 (±1.2)
Grade 12	28.7 (±2.3)	32.0 (±1.3)	29.5 (±1.4)	29.4 (±1.9)	28.4 (±1.4)	30.4 (±1.6)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	26.5 (±1.7)	27.2 (±1.9)	27.7 (±1.5)	32.2 (±1.8)	35.0 (±2.0)	27.1 (±2.0)
Grade 10	29.5 (±1.2)	34.9 (±2.0)	34.5 (±1.5)	40.0 (±1.8)	38.1 (±1.7)	29.9 (±3.2)
Grade 12	28.7 (±2.3)	33.7 (±2.0)	36.7 (±1.9)	40.7 (±2.3)	44.7 (±2.3)	32.4 (±2.9)

Survey Question: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

Note: Percentages represent students who reported that, yes, they felt sad or hopeless for two weeks or more in the past year.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Anxiety

Students were asked two questions about anxiety: How often over the last 2 weeks were you bothered by 1) feeling nervous, anxious or on edge, and 2) not being able to stop or control worrying. These questions form the Generalized Anxiety Disorder (GAD)-2 scale. When added together as a 0-6 scale, a cutoff of 3 has been found to have acceptable properties in screening for GAD (Plummer, Manea, Trepel, and McMillan 2016). While this is not sufficient to diagnose an anxiety disorder among youth responding to the HYS, it can be used as an indicator of students experiencing a high level of anxiety.

In 2025, 25 percent of Grade 8 students, 29 percent of Grades 10 students, and 30 percent of Grade 12 students reported experiencing high levels of anxiety in the past two weeks.

Differences by grade level:

- Grade 10 and 12 students were more likely than Grade 8 students to report experiencing high levels of anxiety in the past two weeks.

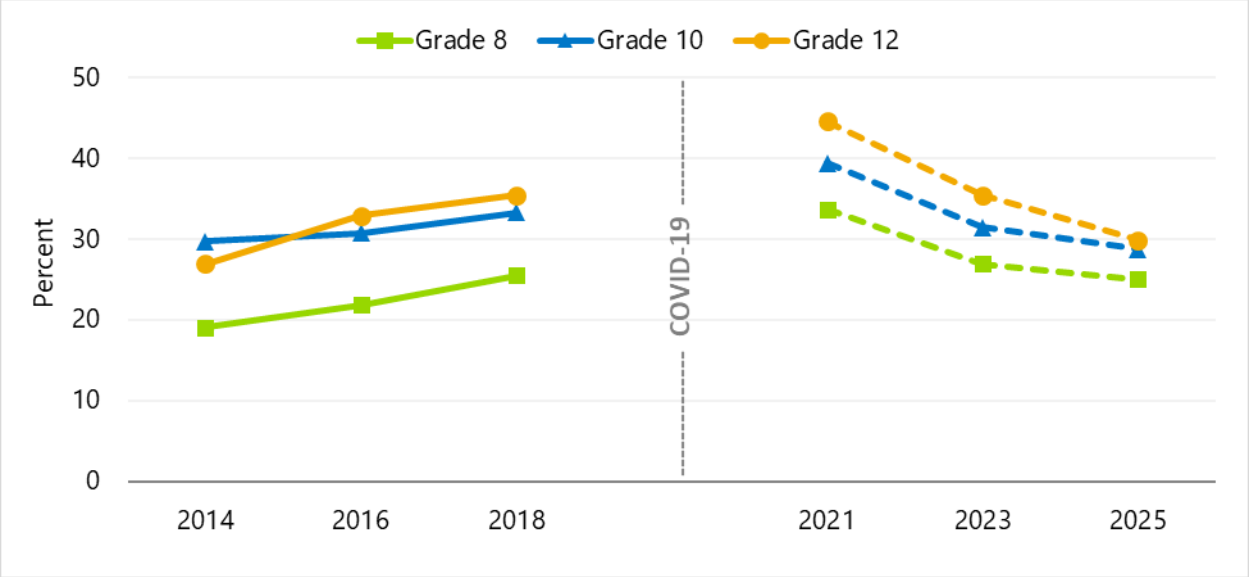
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to experience high levels of anxiety in the past two weeks.

Changes from 2023 to 2025:

Among Grade 10, and 12 students, there were decreases in experiencing high levels of anxiety in the past two weeks from 2023 to 2025.

High Levels of Anxiety in the Past Two Weeks, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	19.1 (±1.1)	21.8 (±1.2)	25.5 (±1.1)	33.8 (±1.6)	26.9 (±1.5)	25.0 (±2.0)
Grade 10	29.7 (±1.6)	30.8 (±1.3)	33.3 (±1.5)	39.5 (±1.9)	31.5 (±2.0)	28.8 (±1.6)
Grade 12	27.0 (±1.2)	32.9 (±1.7)	35.4 (±1.5)	44.6 (±1.8)	35.5 (±2.1)	29.9 (±1.6)

Survey Questions:

- *How often over the last 2 weeks were you bothered by: Feeling nervous, anxious or on edge?*
- *How often over the last 2 weeks were you bothered by: Not being able to stop or control worrying?*

Note: Percentages represent students who reported that they were feeling nervous or unable to stop worrying on at least several days and feeling nervous or unable to stop worrying on at least more than half of the days in the past two weeks, or that they were experiencing one of these concerns nearly every day.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Environment Stress

In 2025, 18 percent of Grade 8 students, 21 percent of Grades 10 students, and 22 percent of Grade 12 students reported feeling emotionally stressed about the future because of changes to the environment often or very often.

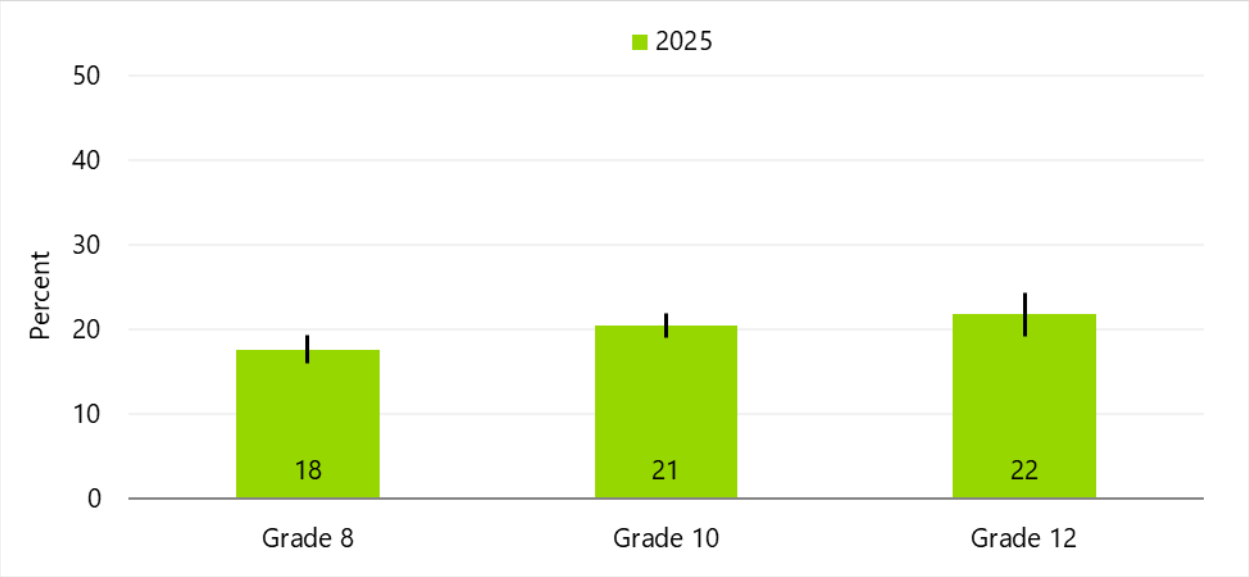
Differences by grade level:

- Grade 10 and 12 students were more likely than Grade 8 students to report feeling emotionally stressed about the future because of changes to the environment often or very often.

Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to feel emotionally stressed about the future because of changes to the environment often or very often.

Environmental Stress Grades 8, 10, and 12, 2025



Grade	2025
Grade 8	17.7 (±1.7)
Grade 10	20.5 (±1.5)
Grade 12	21.8 (±2.6)

Survey Question: How often do you feel emotionally stressed (for example: helpless, frustrated, or sad) about the future because of changes to the environment like rising temperatures and more heat waves, wildfires, and flooding?

Note: Percentages represent students who reported that they feel emotionally stressed about the future because of changes to the environment often or very often.

Source: HYS 2025.

Children's Hope Scale

Hope reflects a future-orientated mindset and motivational process by which an individual has an expectation toward attaining a desirable goal. Research has linked hope with overall physical, psychological, and social well-being. The Children's Hope Scale is an assessment which

measures the ability to initiate and sustain action towards goals (also known as pathways thinking) and the ability to find a way to carry out goals (i.e. agency thinking).

The Children's Hope Scale uses a six-point response scale with "none of the time" equating to the lowest value of one, and "all of the time" equating to the highest value of six. Adding the response values for pathway questions will provide a pathway score ranging from 2-12; higher scores reflect higher pathways thinking. Adding the response values for agency questions will provide an agency score ranging from 2-12; higher scores reflect higher agency thinking. Adding pathway and agency scores will provide an overall hope score (i.e., level of hope). Scores of 4-8 indicate no to very low hope, 9-12 indicate slightly hopeful, 13-16 indicate moderately hopeful, and 17-24 indicates highly hopeful.

In 2025, 46 percent of Grade 6 students, 50 percent of Grade 8 students, 51 percent of Grade 10 students, and 49 percent of Grade 12 students reported being "highly hopeful".

Differences by grade level:

- Grade 10 students were more likely than Grade 6 students to report being highly hopeful.

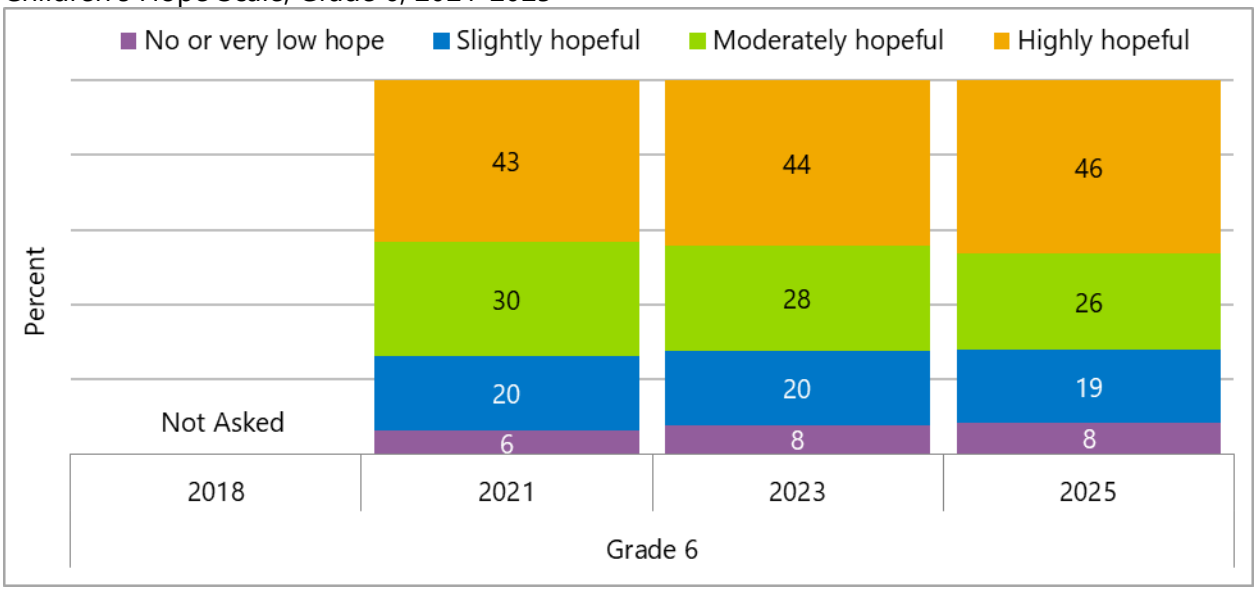
Differences by sex assigned at birth:

- Grade 6, 8, 10, and 12 males were more likely than females to report being highly hopeful.

Changes from 2023 to 2025:

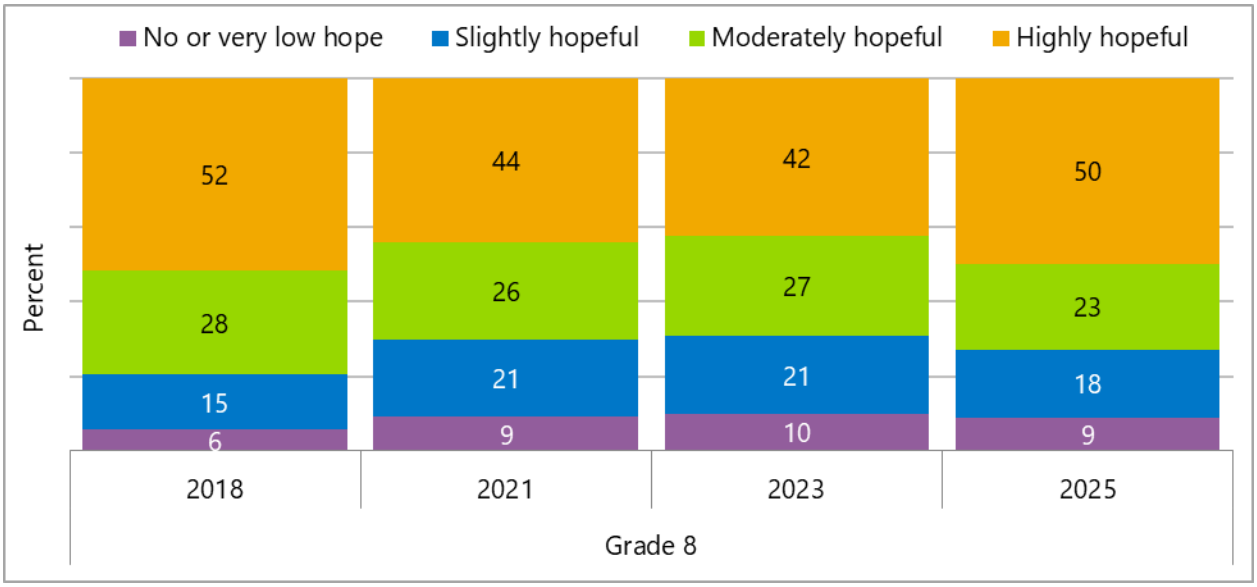
- Among Grade 8, 10, and 12 students, there were increases in reporting being highly hopeful from 2023 to 2025.

Children's Hope Scale, Grade 6, 2021-2025



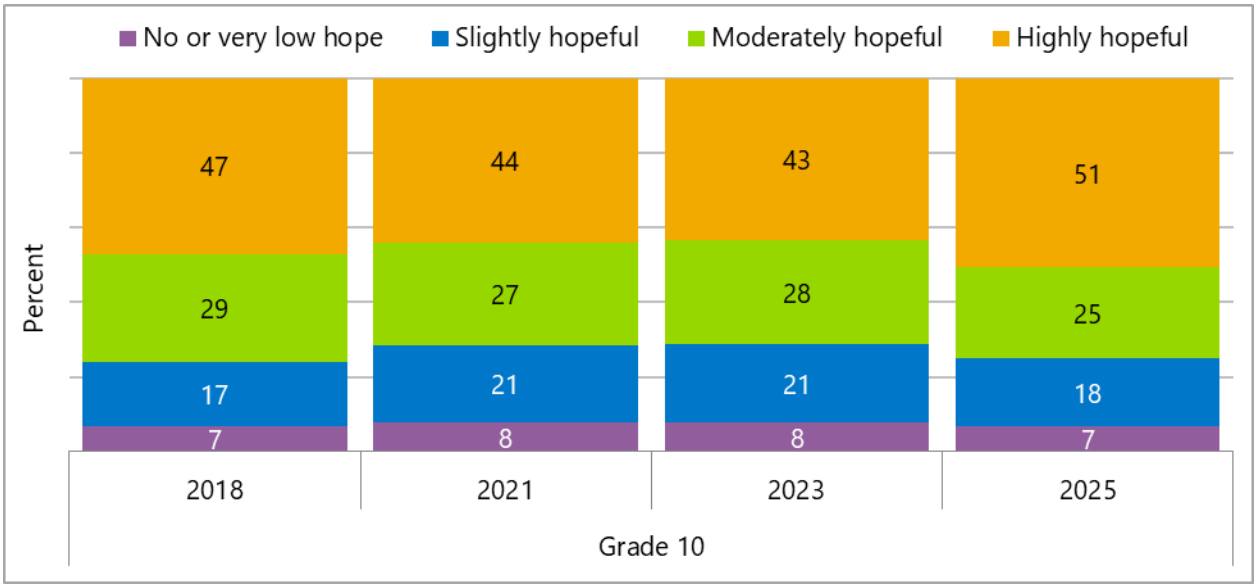
Measure	2018	2021	2023	2025
No or very low hope	NA	6.2 (±0.9)	7.8 (±1.2)	8.5 (±1.0)
Slightly hopeful	NA	20.0 (±1.9)	20.0 (±1.6)	19.4 (±1.4)
Moderately hopeful	NA	30.5 (±1.3)	28.2 (±0.9)	25.9 (±1.1)
Highly hopeful	NA	43.3 (±3.0)	44.0 (±2.8)	46.2 (±2.4)

Children's Hope Scale, Grade 8, 2018-2025



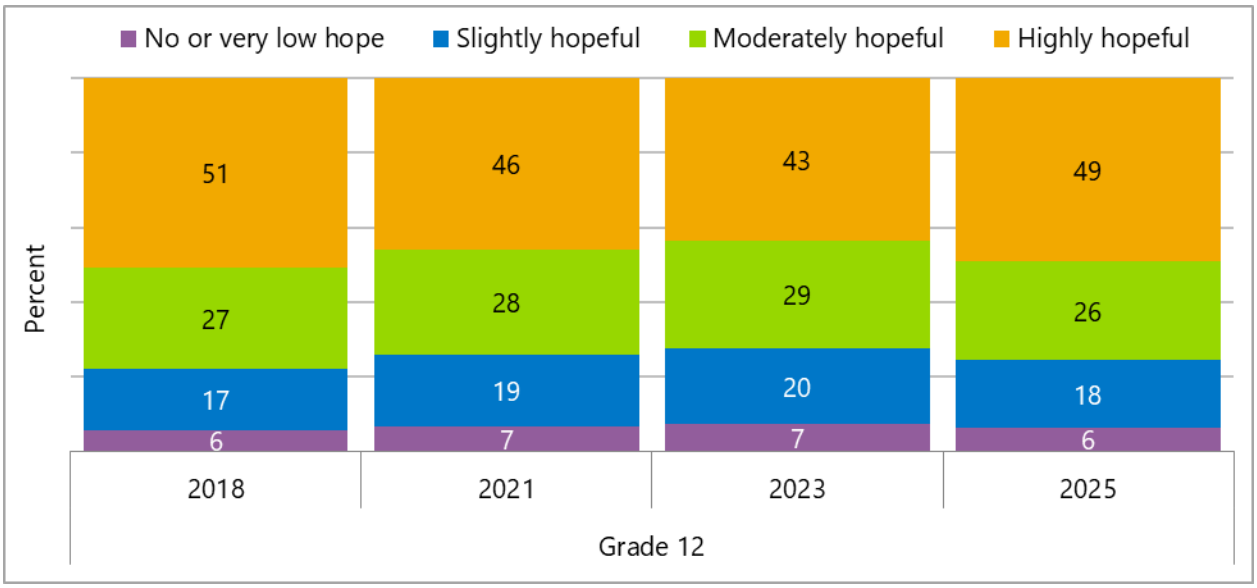
Measure	2018	2021	2023	2025
No or very low hope	5.9 (±0.9)	9.2 (±1.1)	10.0 (±1.1)	9.0 (±1.2)
Slightly hopeful	14.7 (±1.5)	20.8 (±1.5)	20.7 (±1.2)	18.1 (±1.7)
Moderately hopeful	27.6 (±1.6)	26.0 (±0.9)	26.8 (±1.2)	23.1 (±1.2)
Highly hopeful	51.8 (±2.9)	44.1 (±2.4)	42.5 (±2.6)	49.7 (±3.2)

Children's Hope Scale, Grade 10, 2018-2025



Measure	2018	2021	2023	2025
No or very low hope	6.9 (±1.2)	7.9 (±1.0)	7.8 (±1.2)	7.0 (±1.1)
Slightly hopeful	17.0 (±1.4)	20.6 (±1.4)	21.0 (±1.8)	17.9 (±1.5)
Moderately hopeful	29.1 (±1.7)	27.5 (±1.0)	27.9 (±1.3)	24.5 (±1.1)
Highly hopeful	47.0 (±2.7)	44.0 (±2.5)	43.4 (±2.8)	50.6 (±2.8)

Children's Hope Scale, Grade 112, 2018-2025



Measure	2018	2021	2023	2025
No or very low hope	5.6 (±0.9)	6.8 (±0.8)	7.4 (±1.1)	6.3 (±1.0)
Slightly hopeful	16.6 (±1.7)	19.2 (±1.5)	20.1 (±1.7)	18.2 (±2.0)
Moderately hopeful	26.9 (±2.3)	27.9 (±1.5)	29.0 (±1.5)	26.4 (±2.0)
Highly hopeful	50.9 (±3.0)	46.1 (±2.6)	43.4 (±3.0)	49.2 (±3.6)

Survey Questions:

- *I can think of many ways to get the things in life that are most important to me.*
- *I am doing just as well as other kids my age.*
- *When I have a problem, I can come up with lots of ways to solve it.*
- *I think the things I have done in the past will help me in the future.*

Note: Percentages represent students who answered all four Hope Scale questions. Scores of 4-8 indicate no to very low hope, 9-12 indicate slightly hopeful, 13-16 indicate moderately hopeful, and 17-24 indicates highly hopeful.

Source: HYS 2018, 2021, 2023, and 2025.

Self-Harm

In 2025, 19 percent of Grade 8 students, 14 percent of Grades 10 students, and 13 percent of Grade 12 students reported doing something to purposely hurt themselves without wanting to die such as cutting or burning themselves in the past year.

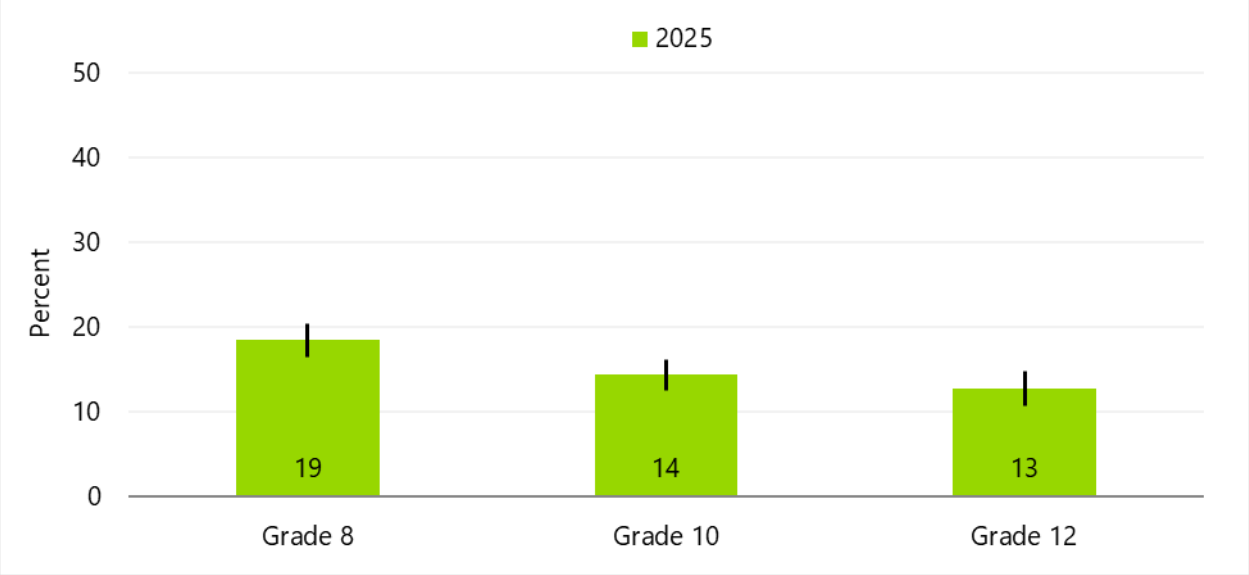
Differences by grade level:

- Grade 8 students were more likely than Grade 10 students to report doing something to purposely hurt themselves without wanting to die such as cutting or burning themselves in the past year.

Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to report doing something to purposely hurt themselves without wanting to die such as cutting or burning themselves in the past year.

Self-Harm in the Past Year, Grades 8, 10, and 12, 2025



Grade	2025
Grade 8	18.5 (±2.0)
Grade 10	14.4 (±1.9)
Grade 12	12.8 (±2.0)

Survey Question: During the past year, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?

Note: Percentages represent students who did something to purposely hurt themselves without wanting to die one or more times in the past year.

Source: 2025.

Suicide

Suicide attempts and suicide ideation are associated with adverse childhood experiences (ACEs), a recent or serious loss (including divorce of parents or breakup with significant other), substance use disorders, struggling with sexual orientation, lack of social support, and stigma around help-seeking (Child Mind Institute, 2024). Prior suicide attempts increase risk for another suicide attempt. Loss of a loved one to suicide or family history of suicide also increases an individual's risk.

Key protective factors include problem-solving and conflict resolution skills, strong social connections, restricted access to highly lethal means of suicide, and access to evidence-based clinical interventions. In a research study, youth hospitalized for suicide risk chose four caring adults in their lives who then received suicide education (King, et.al, 2019). Empowering a youth's adult support network as part of a safety plan is a promising strategy.

In 2025, students reported the following suicide-related behaviors:

- Seriously considered attempting suicide in the past year: 14 percent of Grade 8 students, 12 percent of Grade 10 and Grade 12 students.
- Made a plan about how to attempt suicide in the past year: 11 percent of Grade 8 students, 10 percent of Grade 10 students, and 8 percent of Grade 12 students.
- Attempted suicide: 8 percent of Grade 8 students, 5 percent of Grade 10 students, and 4 percent of Grade 12 students.
- Felt they did not have an adult to turn to for help when feeling sad or hopeless: 9 percent of Grade 8 and 10 students, 11 percent of Grade 12 students.

Differences by grade level:

- Grade 8 students were more likely than Grade 12 students to have seriously considered attempting suicide and made a plan about how to attempt suicide.
- Grade 8 students were more likely than Grade 10 and Grade 12 students to have made a suicide attempt in the past year

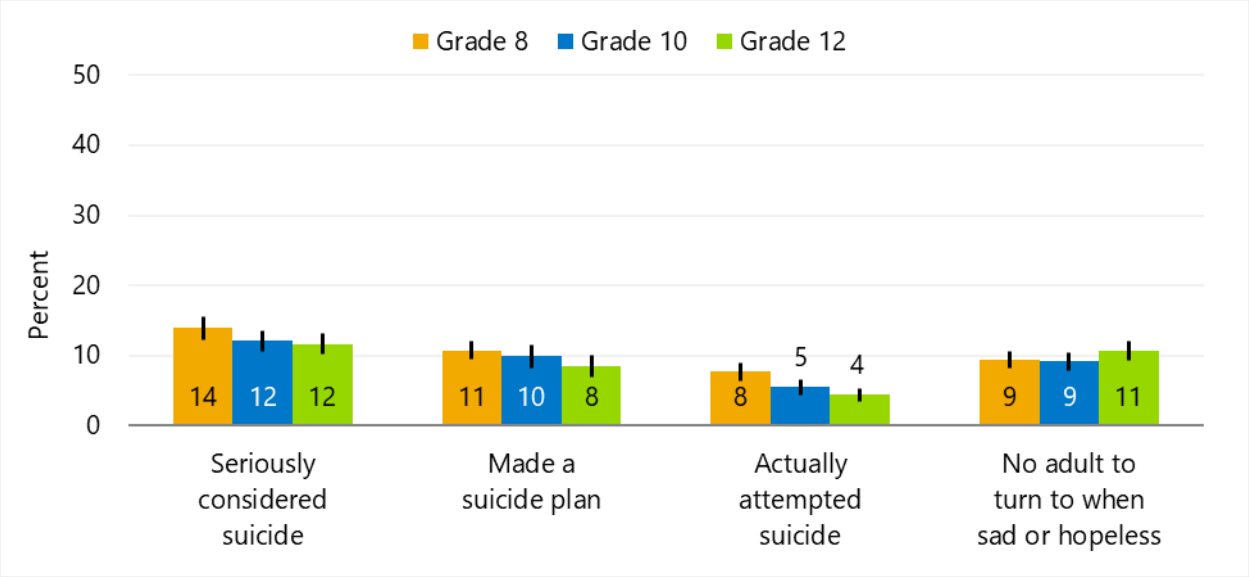
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to report seriously considering suicide in the past year.
- Grade 8 and 10 females were more likely than males to report making a plan about how to attempt suicide, and to have made a suicide attempt in the past year. Grade 8 and 10 females were more likely than males to report that they felt they didn't have an adult to turn to when feeling sad or hopeless.

Changes from 2023 to 2025:

- Among Grade 10 students, there were decreases in seriously considering suicide in the past year, making a suicide attempt in the past year, and feeling like they didn't have an adult to turn to when feeling sad or hopeless from 2023 to 2025.
- Among Grade 12 students, there were decreases in making a plan about how to attempt suicide, and to have made a suicide attempt in the past year from 2023 to 2025.

Suicide-Related Behaviors, Grades 8, 10, and 12 in 2025



Measure	Grade 8	Grade 10	Grade 12
Seriously considered suicide	13.9 (±1.6)	12.1 (±1.5)	11.6 (±1.5)
Made a suicide plan	10.8 (±1.3)	9.9 (±1.6)	8.5 (±1.6)
Actually attempted suicide	7.7 (±1.2)	5.5 (±1.1)	4.4 (±0.9)
No adult to turn to when sad or hopeless	9.4 (±1.3)	9.2 (±1.3)	10.7 (±1.4)

Survey Questions:

- *During the past 12 months, did you ever seriously consider attempting suicide?*
- *During the past 12 months, did you make a plan about how you would attempt suicide?*
- *During the past 12 months, how many times did you actually attempt suicide?*
- *When you feel sad or hopeless, are there adults that you can turn to for help?*

Notes:

- *Percentages represent students who seriously considered suicide, who made a plan to attempt suicide, or who attempted suicide any time in the past 12 months.*
- *Percentages for "no adult to turn to when sad or hopeless" represent students who said "no".*

Source: HYS 2025.

Suicide Attempts

The Healthy People 2030 objective is to reduce the percentage of adolescents in grades 9 through 12 who attempt suicide from 8.9 percent to 1.8 percent (Healthy People 2030).

In 2025, 8 percent of Grade 8 students, 5 percent of Grade 10 students, and 4 percent of Grade 12 students reported making a suicide attempt in the past year.

Differences by grade level:

- Grade 8 students were more likely than Grade 10 and Grade 12 students to have attempted suicide in the past year.

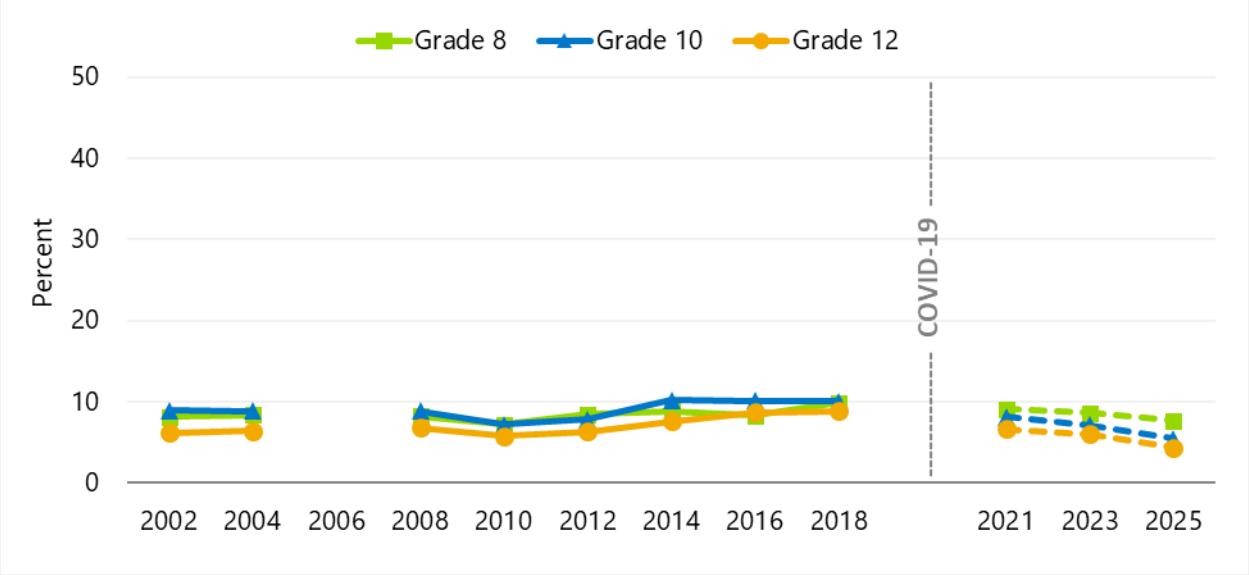
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to have attempted suicide in the past year.

Changes from 2023 to 2025:

- Among Grade 10 and 12 students, there were decreases in attempting suicide in the past year from 2023 to 2025.

Students Who Attempted Suicide, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	8.2 (±1.2)	8.4 (±0.8)	NA	8.2 (±1.0)	7.2 (±0.8)	8.4 (±0.9)
Grade 10	8.9 (±1.2)	8.9 (±0.8)	NA	8.9 (±1.1)	7.2 (±0.9)	7.8 (±1.0)
Grade 12	6.2 (±1.1)	6.4 (±1.0)	NA	6.8 (±1.0)	5.8 (±1.1)	6.3 (±1.0)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	8.9 (±1.1)	8.3 (±1.0)	9.9 (±1.0)	9.1 (±1.3)	8.7 (±1.0)	7.7 (±1.2)
Grade 10	10.2 (±1.1)	10.2 (±1.1)	10.0 (±1.1)	8.2 (±0.9)	7.1 (±1.0)	5.5 (±1.1)
Grade 12	7.6 (±1.0)	8.7 (±1.1)	8.8 (±1.1)	6.7 (±1.1)	6.0 (±1.3)	4.4 (±0.9)

Survey Question: During the past 12 months, how many times did you actually attempt suicide?

Notes:

- *Percentages represent students who reported attempted suicide any time in the past 12 months.*
- *In 2006, the survey response options were changed from the number of times of attempted suicide to "yes" or "no" attempted suicide. 2006 survey results are not reported.*

Source: HYS 2002, 2004, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Physical, Emotional and Sexual Abuse

Physical, Emotional and Sexual Abuse

Intimate partner violence and sexual violence are serious, preventable public health issues that often begin in adolescence and affect every community in our state. Intimate partner violence experienced in adolescence is often referred to as teen dating violence (TDV).

Sexual violence can occur in any type of relationship or be perpetrated by a stranger. Most perpetrators of sexual violence are known to their victims, but the type of relationship varies. For example, acts of sexual violence are often perpetrated by acquaintances, intimate partners, or family members (CDC, 2020).

Intimate partner and sexual violence are associated with several risk factors and other forms of violence. Research shows that 1) children who are exposed to intimate partner violence between their parents or caregivers are more likely to experience intimate partner violence later in life and 2) youth who experience teen dating violence are at greater risk for suicidal ideation (Niolon, 2016). Additionally, victims of sexual violence have a higher prevalence of other health conditions, including asthma, frequent headaches, chronic pain, and difficulty sleeping (CDC, 2022).

Intimate partner violence and sexual violence are harmful to survivors, families, and communities. The effects of intimate partner violence and sexual violence can be long lasting, and negatively affect a person's quality of life physically, psychologically, and socially (Basile, 2016).

Witnessing and Experiencing Physical Abuse

In 2025, 24 percent of Grade 8 students, 27 percent of Grade 10 students, and 29 percent Grade 12 students reported they'd seen an adult hurt another adult. In 2025, 20 percent of Grade 8 and Grade 10, and 23 percent of Grade 12 students reported ever being physically hurt by an adult on purpose.

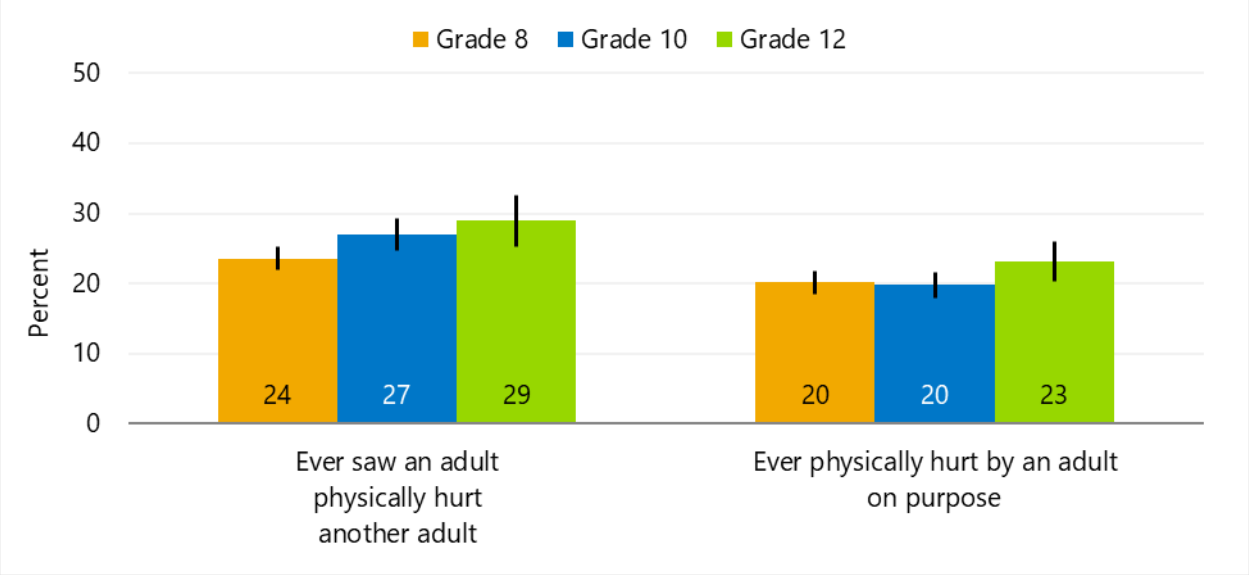
Differences by grade level:

- Grade 10 and Grade 12 students were more likely than Grade 8 students to have seen an adult hurt another adult more than once.
- There were no differences in reporting ever being physically hurt by an adult on purpose by grade level.

Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have seen an adult hurt another adult more than once.
- Grade 8 and 10 females were more likely than males to report ever being physically hurt by an adult on purpose.

Witnessing and Experiencing Physical Abuse, Grades 8, 10, and 12, 2025



Grade	Grade 8	Grade 8	Grade 8
Ever saw an adult physically hurt another adult	23.6 (±1.6)	27.0 (±2.3)	28.9 (±3.7)
Ever physically hurt by an adult on purpose	20.2 (±1.7)	19.8 (±1.8)	23.1 (±2.9)

Survey Questions:

- *Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult?*
- *Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you)?*

Note: Percentages represent students who reported "yes" they had seen an adult hurt another adult and students who reported "yes" to ever being physically hurt by an adult on purpose.

Source: HYS 2025.

Emotional Abuse at Home

In 2025, 30 percent of Grade 8 students, and 27 percent of Grade 10 and Grade 12 students reported being sworn at, insulted, or humiliated by an adult at home.

Differences by grade level:

- There were no differences in being sworn at, insulted, or humiliated by an adult at home by grade level.

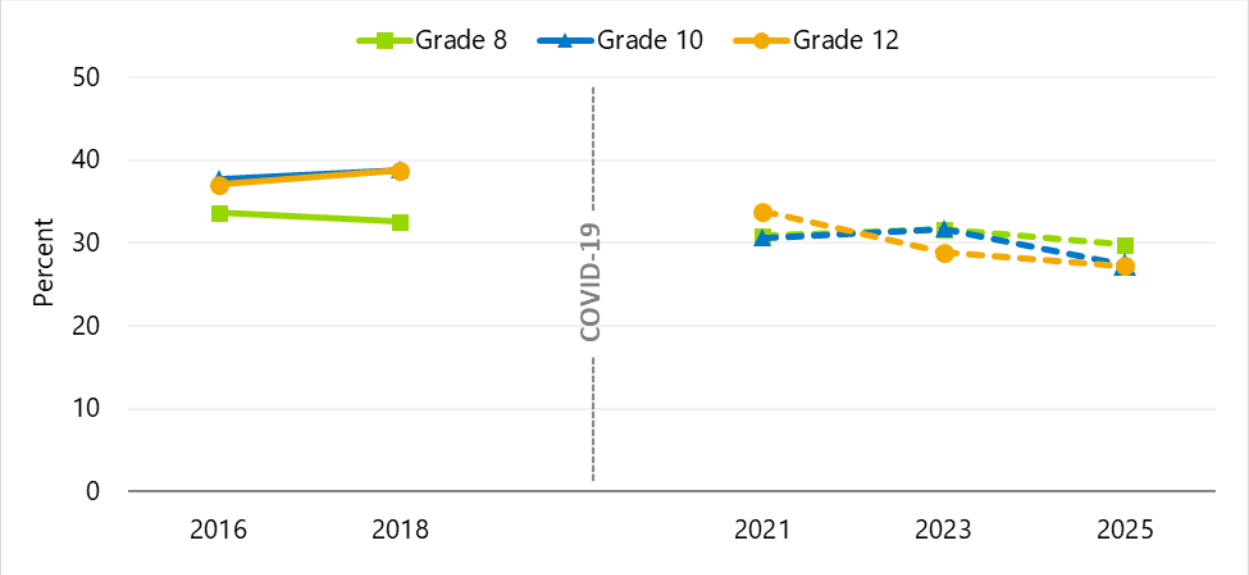
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to have been sworn at, insulted, or humiliated by an adult at home.

Changes from 2023 to 2025:

- Among Grade 10, there was a decrease in being sworn at, insulted, or humiliated by an adult at home 2023 to 2025.

Emotional Abuse at Home, Grades 8, 10, and 12, 2016-2025



Grade	2016	2018	2021	2023	2025
Grade 8	33.7 (±1.9)	32.6 (±1.8)	30.9 (±2.7)	31.6 (±2.5)	29.8 (±2.1)
Grade 10	37.8 (±1.8)	38.8 (±2.1)	30.7 (±1.9)	31.7 (±2.9)	27.4 (±1.9)
Grade 12	37.1 (±1.9)	38.8 (±2.6)	33.8 (±2.2)	28.9 (±3.1)	27.2 (±3.2)

Survey Question: How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you?

Note: Percentages represent students who reported "sometimes", "often", or "very often" being sworn at, insulted, or humiliated by an adult at home.

Source: HYS 2016, 2018, 2021, 2023, and 2025.

Emotional Dating Violence

In 2025, 9 percent of Grade 8, 11 percent of Grade 10 students, and 14 percent of Grade 12 students who had dated in the past year reported the person they were dating limited their activities, threatened or made them feel unsafe in any other way in the past year.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 students to report ever being limited, threatened, or made to feel unsafe by the person they were dating in the past year.

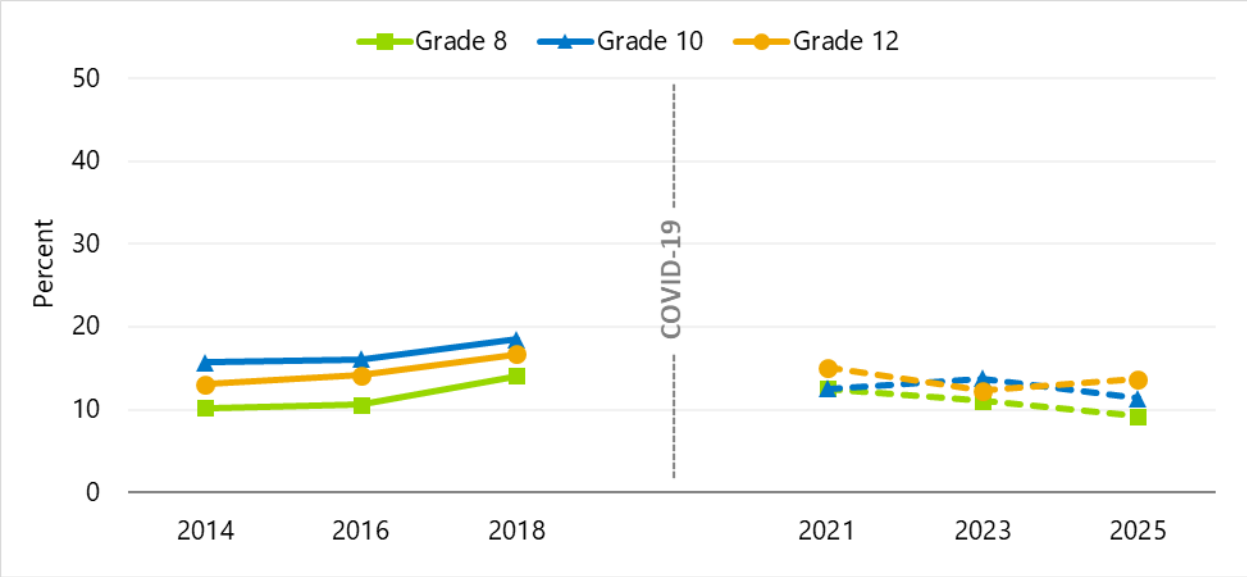
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to be ever limited, threatened, or made to feel unsafe by the person they were dating in the past year.

Changes from 2023 to 2025:

- Among Grade 10 students, there was a decrease in being limited, threatened, or made to feel unsafe by the person they were dating in the past year from 2023 to 2025.

Emotional Dating Violence, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	10.2 (±1.6)	10.6 (±1.5)	14.1 (±1.7)	12.5 (±2.1)	11.1 (±1.8)	9.2 (±1.5)
Grade 10	15.7 (±2.0)	16.1 (±1.3)	18.5 (±1.7)	12.5 (±1.5)	13.8 (±1.9)	11.3 (±1.5)
Grade 12	13.0 (±1.4)	14.2 (±1.7)	16.7 (±1.8)	15.1 (±1.9)	12.3 (±1.8)	13.7 (±2.2)

Survey Question: During the past 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way?

Notes:

- *Percentages represent students who dated in the past 12 months and responded "yes" they were limited, threatened, or made to feel unsafe.*
- *Students who reported that they did not date or go out with anyone in the past 12 months were not included in the results. The sample sizes for the 2025 results in this chart are 1,541 Grade 8, 1,581 Grade 10, and 1,223 Grade 12 students.*

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Physical Dating Violence

In 2025, 7 percent of Grade 8 and Grade 10 students, and 10 percent of Grade 12 students who had dated in the past year, reported the person they were dating physically hurt them on purpose in the past year.

Differences by grade level:

- There were no differences in being physically hurt on purpose by the person they were dating in the past year by grade.

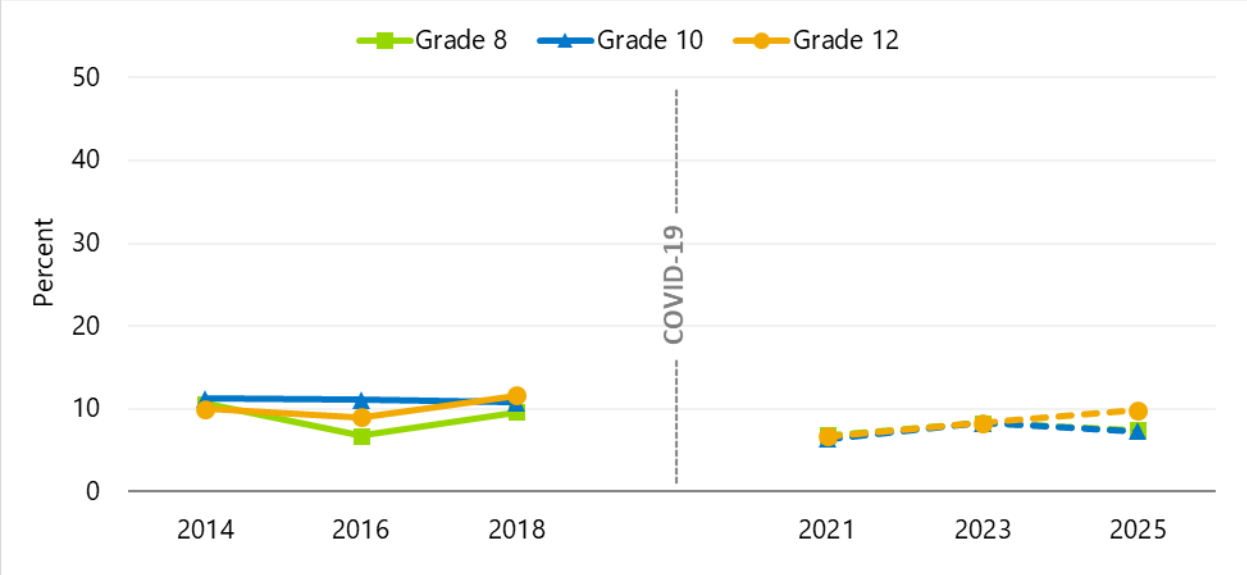
Differences by sex assigned at birth:

- There were no differences in being physically hurt on purpose by the person they were dating in the past year by sex assigned at birth.

Changes from 2023 to 2025:

- There were no changes in being physically hurt on purpose by the person they were dating in the past year from 2023 to 2025.

Physical Dating Violence, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	10.6 (±1.7)	6.8 (±1.3)	9.6 (±1.5)	6.8 (±1.5)	8.3 (±1.7)	7.4 (±1.6)
Grade 10	11.3 (±1.9)	11.1 (±1.6)	10.8 (±1.7)	6.3 (±1.1)	8.3 (±1.4)	7.3 (±1.4)
Grade 12	10.0 (±1.6)	9.0 (±1.6)	11.6 (±1.7)	6.6 (±1.4)	8.3 (±2.0)	9.8 (±2.3)

Survey Question: In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

Notes:

- *Percentages represent students who dated in the past 12 months and responded "yes" they were physically hurt on purpose.*
- *Students who reported that they did not date or go out with anyone in the past 12 months were not included in the results. The sample sizes for the 2025 results in this chart are 1,402 Grade 8, 1,466 Grade 10, and 1,149 Grade 12 students.*

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Sexual Behavior

For 2025, schools could request an exemption to not ask the four questions on sexual behavior. About 78% of schools included in the state sample asked the sexual behavior questions. Engaging in sexual activities can result in unintended pregnancy and sexually transmitted diseases, including HIV.

Lifetime Sex

In 2025, 3 percent of Grade 8 students, 10 percent of Grade 10 students, and 29 percent of Grade 12 students reported they ever had sex.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have ever had sex.

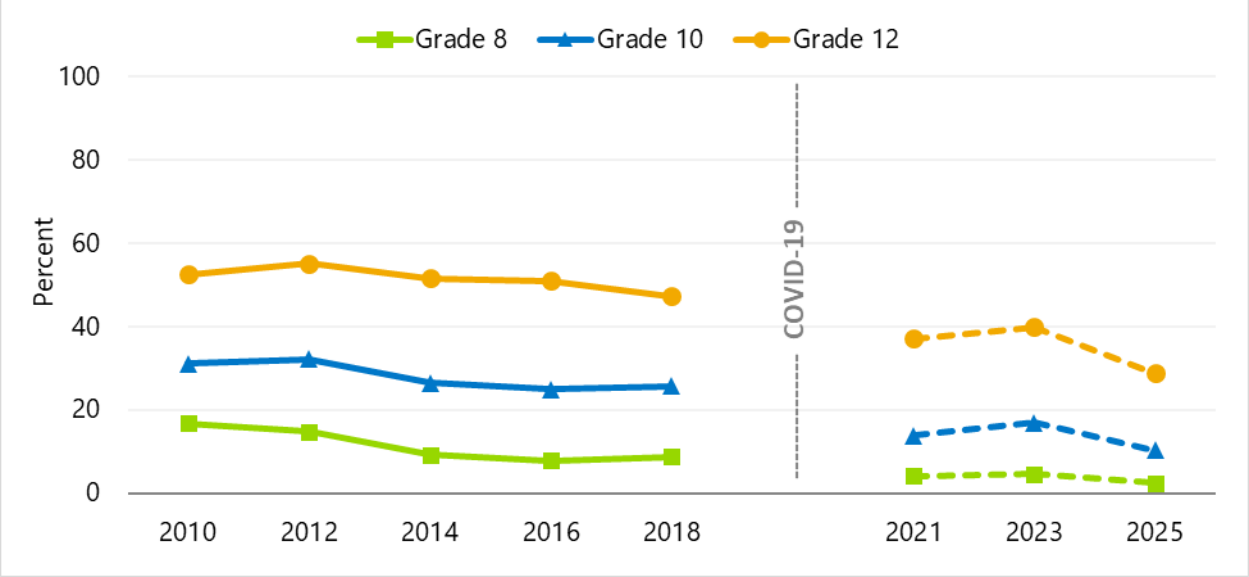
Differences by sex assigned at birth:

- There were no differences in ever having sex by sex assigned at birth.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in ever having sex from 2023 to 2025.

Ever Had Sex, Grades 8, 10, and 12, 2010-2025



Grade	2010	2012	2014	2016
Grade 8	16.8 (±3.0)	14.8 (±2.4)	9.4 (±3.6)	7.9 (±2.1)
Grade 10	31.2 (±4.9)	32.3 (±4.6)	26.6 (±4.3)	25.1 (±3.1)
Grade 12	52.6 (±4.6)	55.3 (±5.7)	51.6 (±3.5)	51.0 (±2.9)

Grade	2018	2021	2023	2025
Grade 8	8.8 (±1.4)	4.1 (±1.3)	4.8 (±1.1)	2.6 (±0.8)
Grade 10	25.8 (±2.6)	13.9 (±2.5)	17.0 (±3.0)	10.4 (±2.2)
Grade 12	47.4 (±4.2)	37.1 (±4.1)	40.0 (±4.7)	28.9 (±4.3)

Survey Questions:

- *For 2025, Have you ever had sex?*
- *For 2010-2023, How old were you when you had sex for the first time?*

Notes:

- *Percentages represent students who had ever had sex. In 2018, sex was defined as including oral, vaginal, and/or anal sex.*
- *The questions on sexual behavior are removable for schools. The proportion of schools administering the questions each year has changed over time. School participation was about 40% from 2010 through 2014, increased to about 80% in 2016 and 2018, dropped to about 60% in 2021, increased to about 80% again in 2023 and 2025.*

Source: HYS 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

More information: Information about the exempt questions and their generalizability are available in Bias Analysis reports, found at: https://www.askhys.net/SurveyResults/OtherStateReports.

Sexual Initiation Before Age 13

In 2025, 12 percent of Grade 10 students and 5 percent of Grade 12 students had sex before the age of 13 (among those who reported ever having sex).

Differences by grade level:

- Grade 10 students were more likely than Grade 12 students to have had sex before age 13 (among those who reported ever having sex).

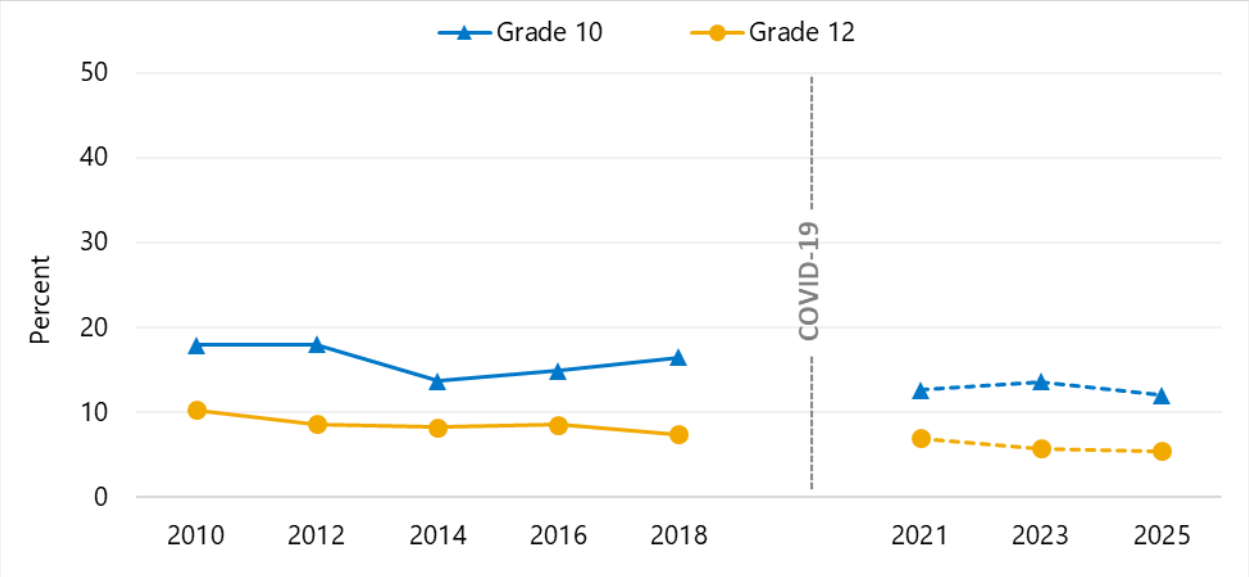
Differences by sex assigned at birth:

- There were no differences in having sex before age 13 by sex assigned at birth (among those who reported ever having sex).

Changes from 2023 to 2025:

- There were no changes in having sex before age 13 from 2023 to 2025 (among those who reported ever having sex).

Sexual Initiation Before Age 13, Grades 10 and 12, 2010-2025



Grade	2010	2012	2014	2016
Grade 10	17.9 (±6.4)	18.0 (±3.8)	13.7 (±3.5)	14.9 (±2.5)
Grade 12	10.3 (±3.3)	8.6 (±2.6)	8.3 (±2.3)	8.6 (±2.0)

Grade	2018	2021	2023	2025
Grade 10	16.5 (±3.2)	12.7 (±3.9)	13.6 (±2.0)	12.1 (±4.6)
Grade 12	7.4 (±1.6)	7.0 (±2.5)	5.8 (±2.6)	5.5 (±2.3)

Survey Questions:

- *Have you ever had sex?*
- *How old were you when you had sex for the first time? Asked among students who answered "Yes" or "Not sure" to ever having sex.*

Notes:

- *Percentages represent students who had ever had sex who reported having had sex before age 13.*
- *The questions on sexual behavior are removable for schools. The proportion of schools administering the questions each year has changed over time. School participation was about 40% from 2010 through 2014, increased to about 80% in 2016 and 2018, dropped to about 60% in 2021, and increased to about 80% again in 2023 and 2025.*

- *Students who reported that they had not had sex in their lifetime were not included in the results. The sample size for the 2025 sex before age 13 results in this chart are 374 Grade 10 and 486 Grade 12 students.*
- *The results for Grade 8 are not reported.*

Source: HYS 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Sex with Four or More Partners

In 2025, 13 percent of Grade 10 students and 18 percent of Grade 12 reported having four or more sexual partners (among those who reported ever having sex).

Differences by grade level:

- Grade 12 students were more likely than Grade 10 students to report having four or more sexual partners (among those who reported ever having sex).

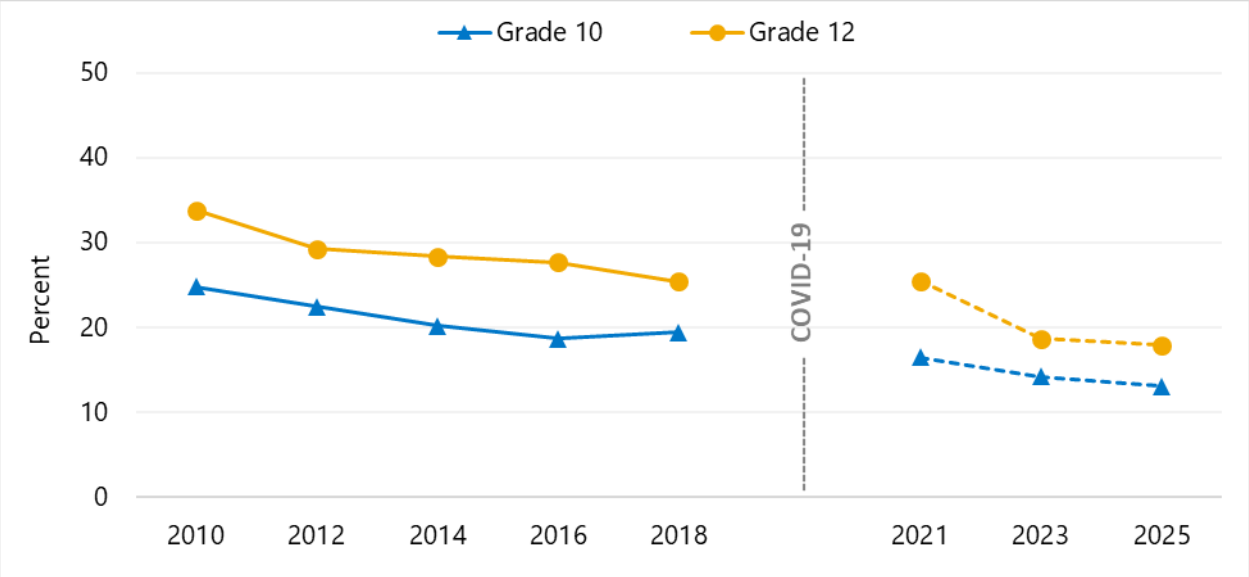
Differences by sex assigned at birth:

- Grade 12 males were more likely than females to report having four or more sexual partners (among those who reported ever having sex).

Changes from 2023 to 2025:

- There were no changes in having four or more sexual partners from 2023 to 2025 (among those who reported ever having sex).

Four or More Sexual Partners, Grades 10 and 12, 2010-2025



Grade	2010	2012	2014	2016
Grade 10	24.8 (±6.6)	22.5 (±4.4)	20.2 (±3.7)	18.7 (±2.5)
Grade 12	33.8 (±3.3)	29.3 (±5.3)	28.4 (±4.6)	27.7 (±2.7)

Grade	2018	2021	2023	2025
Grade 10	19.5 (±3.2)	16.5 (±4.0)	14.3 (±3.8)	13.1 (±4.0)
Grade 12	25.4 (±2.7)	25.5 (±3.6)	18.7 (±3.8)	17.9 (±3.8)

Survey Questions:

- *Have you ever had sex?*
- *With how many people have you ever had sex? Asked among students who answered "Yes" or "Not sure" to ever having sex.*

Notes:

- *Percentages represent students who had ever had sex who reported having sex with four or more people.*
- *The questions on sexual behavior are removable for schools. The proportion of schools administering the questions each year has changed over time. School participation was about 40% from 2010 through 2014, increased to about 80% in 2016 and 2018, dropped to about 60% in 2021, and increased to about 80% again in 2023 and 2025.*
- *Students who reported that they had not had sex in their lifetime were not included in the results. The sample size for the 2025 four or more partner results in this chart are 290 Grade 10 and 446 Grade 12 students*
- *The results for Grade 8 are not reported.*

Source: HYS 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Pregnancy and STI Prevention Methods Among Those Who Had Sex

In 2025, during last sex, the following methods were used among those who had sex and their sexual partner to prevent pregnancy and sexually transmitted infections (STI):

- Twenty-two percent of Grade 10 students and 18 percent of Grade 12 students reported that they or their partner didn't use any pregnancy or STI prevention method.
- Eighteen percent of Grade 10 students and 27 percent of Grade 12 students reported that they or their partner used birth control pills for pregnancy prevention.
- Fifty-nine percent of Grade 10 students and 62 percent of Grade 12 students reported that they or their partner used condoms for pregnancy or STI prevention.
- Two percent of Grade 10 students and less than 1 percent of Grade 12 students reported that they or their partner had a dental dam for pregnancy prevention.
- Five percent of Grade 10 students and 15 percent of Grade 12 students reported that they or their partner had an IUD or implant for pregnancy prevention.

- Three percent of Grade 10 students and 2 percent of Grade 12 students reported that they or their partner had a shot for pregnancy prevention.
- Three percent of Grade 10 and Grade 12 students reported that they or their partner used a patch or birth control ring for pregnancy prevention.
- Ten percent of Grade 10 students and 11 percent of Grade 12 students reported that they or their partner used withdrawal for pregnancy prevention.
- Seven percent of Grade 10 students and 4 percent of Grade 12 students reported that they or their partner used another method to pregnancy or STI prevention.
- Eight percent of Grade 10 students and 4 percent of Grade 12 students were not sure if they or their partner used a pregnancy or STI prevention method.

Differences by grade level:

Among those who reported having sex:

- Grade 10 students were more likely than Grade 12 students to report that they or their partner used another method for pregnancy or STI prevention or they were not sure.
- Grade 12 students were more likely than Grade 10 students to report that they or their partner use birth control pills or use an IUD or implant for pregnancy prevention.

Differences by sex assigned at birth:

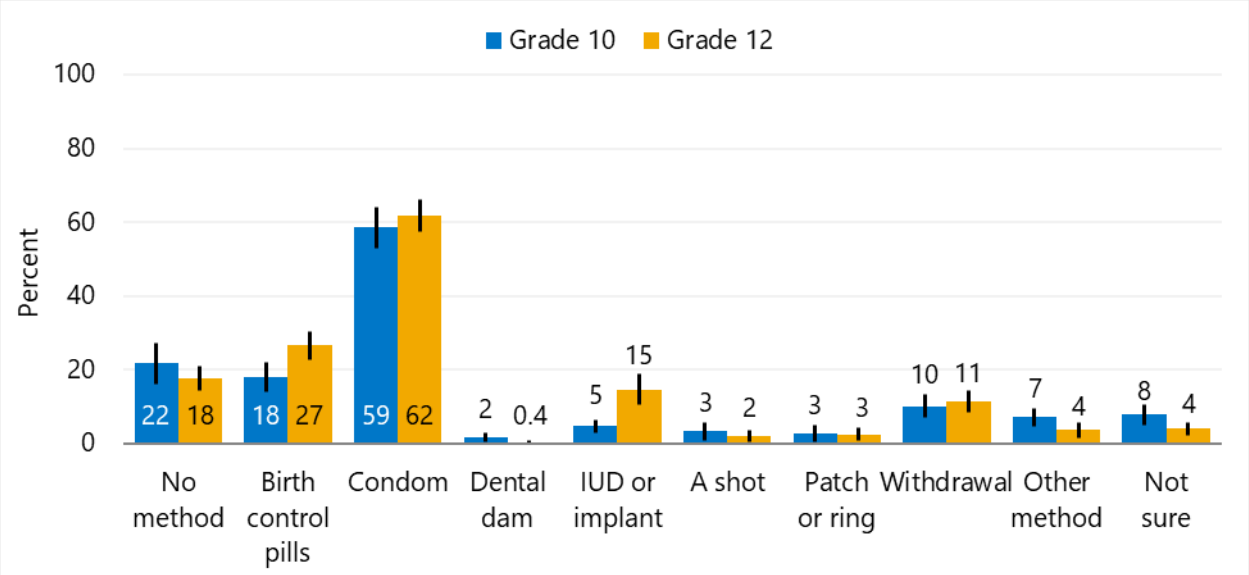
Among those who reported having sex:

- Grade 10 females were more likely than males to report that no method was used for pregnancy or STI prevention.
- Grade 12 females were more likely than males to report using an IUD or implant for pregnancy prevention.
- Grade 12 males were more likely than females to report using condoms for pregnancy or STI prevention.

Changes from 2023 to 2025:

- Among Grade 10 and 12 students, there were decreases in using birth control pills for pregnancy prevention from 2023 to 2025.
- Among Grade 10, there were decreases in using condoms and an IUD or implant for pregnancy or STI prevention from 2023 to 2025.

Pregnancy and STI Prevention Methods Among Those Who Had Sex, Grades 10 and 12 in 2025



Measure	Grade 10	Grade 12
No method	21.8 (±5.6)	17.8 (±3.3)
Birth control pills	18.0 (±4.1)	26.6 (±3.8)
Condom	58.5 (±5.6)	61.7 (±4.4)
Dental dam	1.7 (±1.3)	0.4 (±0.6)
IUD or implant	4.8 (±1.6)	14.7 (±4.2)
A shot	3.4 (±2.4)	2.2 (±1.6)
Patch or ring	2.7 (±2.2)	2.6 (±1.6)
Withdrawal	10.2 (±3.1)	11.5 (±3.1)
Some other method	7.1 (±2.6)	3.7 (±2.0)
Not sure	7.8 (±2.9)	4.1 (±1.8)

Questions:

- *Have you ever had sex?*
- *The last time you had sex, what method(s) did you or your partner use to prevent pregnancy and/or sexually transmitted infections? Select all that you used. I have never had sex.; No method was used; Birth control pills; Condoms; Dental dam; An IUD or implant (such as Mirena or ParaGard; Implanon or Nexplanon); A shot (such as Depo-Provera); Patch or birth control ring (such as Xulane; NuvaRing); Withdrawal; Some other method; Not sure. Asked among students who answered "Yes" or "Not sure" to ever having sex.*

Notes:

- *Percentages represent students who had ever had sex and responded to the question about methods to prevent pregnancy or sexually transmitted infections.*
- *The questions on sexual behavior are removable for schools. The proportion of schools administering the questions each year has changed over time. School participation was about 40% from 2010 through 2014, increased to about 80% in 2016 and 2018, dropped to about 60% in 2021, and increased to about 80% again in 2023 and 2025.*
- *Students who reported that they had not had sex in their lifetime were not included in the results. The sample sizes for the 2025 results in this chart are 294 Grade 10 and 462 Grade 12 students.*
- *The results for Grade 8 are not reported.*

Source: HYS 2025

School Climate

School Safety, Bullying, and Harassment

RCW 28A.320.185 requires all public school districts and public schools to have current safety plans and procedures in place. State legislators, the Governor, the state education agency, local schools and communities, and parents recognize that students must feel safe at school to be successful learners. Effective school safety plans that include bullying and harassment prevention programs challenge traditional cultural norms that might condone bullying as a normal part of growing up.

Feeling Safe During School

When students feel safe during school, they are more likely to make better grades compared to those students who do not feel safe during school (Dilley 2009). In 2025, 87 percent of Grade 6 students, 86 percent of Grade 8 students, 84 percent of Grade 10 students, and 85 percent of Grade 12 students felt safe during school.

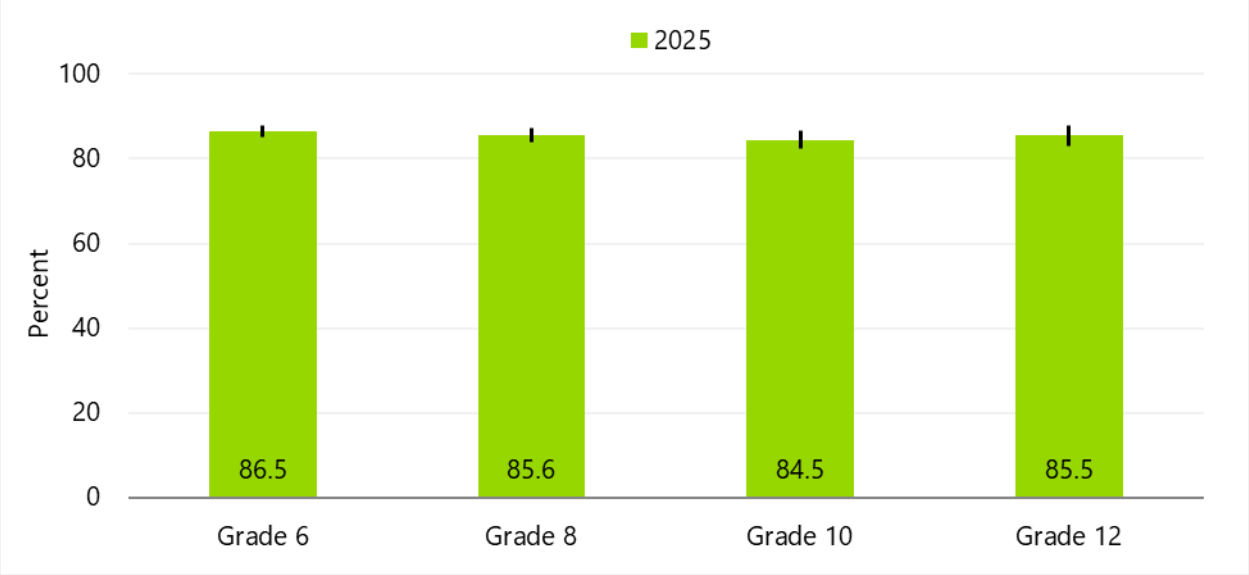
Differences by grade level:

- There were no differences in feeling safe during school by grade level.

Differences by sex assigned at birth:

- Grade 8, 10, and 12 males were more likely than females to feel safe during school.

Perceived Safety During School, Grades 6, 8, 10, and 12, 2025



Grade	2025
Grade 6	86.5 (±1.3)
Grade 8	85.6 (±1.7)
Grade 10	84.5 (±2.2)
Grade 12	85.5 (±2.5)

Survey Question: I feel safe during school.

Note: Percentages represent students who reported Always true or Sometimes true that they felt safe during school in 2025.

Source: HYS 2025.

People From School Who Help

In 2025, 79 percent of Grade 8, 77 percent of Grade 10 students, and 82 percent of Grade 12 students reported there are people at their school who will help if they need it.

Differences by grade level:

- Grade 12 students were more likely than Grade 10 students to report having people at their school who will help if they need it.

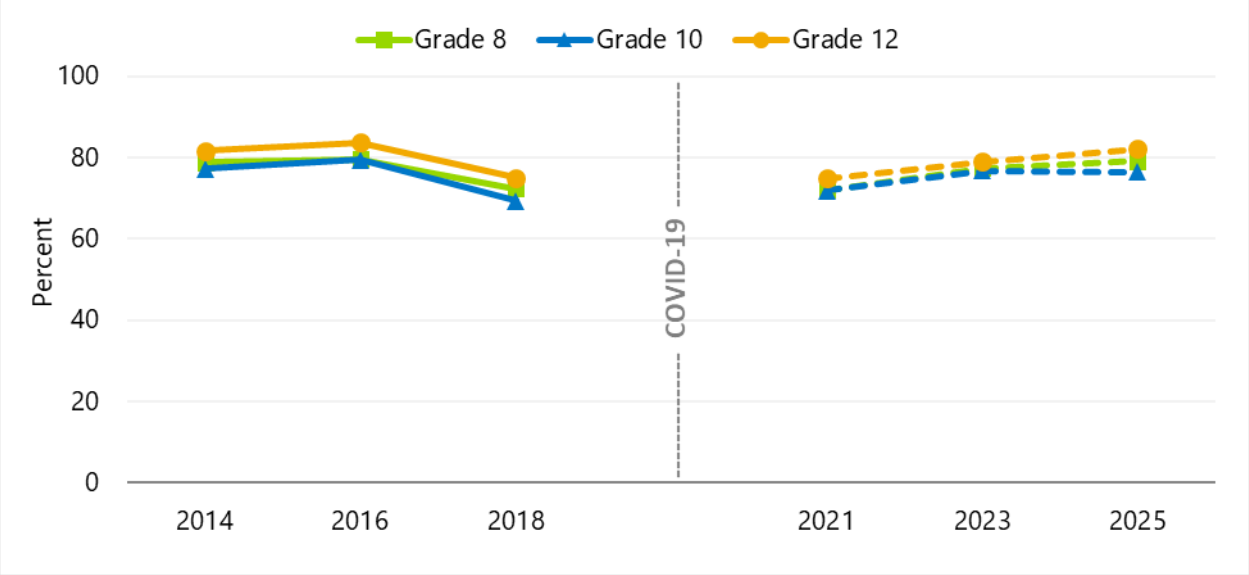
Differences by sex assigned at birth:

- Grades 8 males were more likely than females to report having people at their school who will help if they need it.

Changes from 2023 to 2025:

- There were no changes in reporting having people at their school who will help if they need it from 2023 to 2025.

People From School Who Help If Needed, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	78.8 (±1.9)	79.7 (±1.7)	72.5 (±2.1)	72.0 (±2.2)	77.4 (±1.8)	79.2 (±2.5)
Grade 10	77.3 (±1.0)	79.5 (±0.9)	69.4 (±1.2)	71.9 (±1.1)	76.8 (±0.9)	76.6 (±2.4)
Grade 12	81.8 (±1.4)	83.7 (±1.3)	75.1 (±2.6)	75.0 (±2.1)	79.1 (±2.9)	82.2 (±2.3)

Survey Question: There are people from my school who will help me if I need it.

Note. Percentages represent students who report "Yes" there are people from school who will help.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Bullied at School

Bullying is defined as when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. The definition of bullying includes electronic forms of bullying, known as cyberbullying.

Students who are bullied at school are more likely to get lower grades compared to those who are not bullied. Creating a safe environment is critical for students' academic achievement. Research has identified best practice support programs that address school harassment and bullying and build positive school culture (Smith, Pepler, and Rigby, 2004).

In 2025, 33 percent of Grade 6 students, 24 percent of Grade 8 students, 15 percent of Grade 10 students, and 11 percent of Grade 12 students reported being bullied at school in the last 30 days.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to have been bullied.

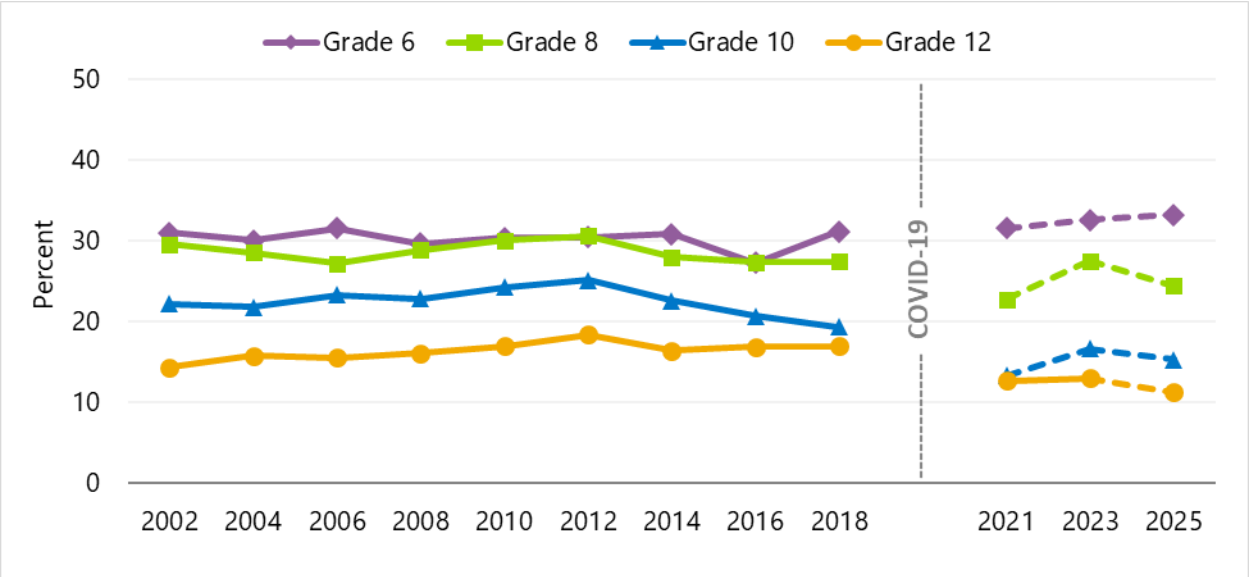
Differences by sex assigned at birth:

- Grade 6, 8, 10, and 12 females were more likely than males to have been bullied.

Changes from 2023 to 2025:

- Among Grade 8 students, there was a decrease in bullying from 2023 to 2025.

Bullied at School, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	31.0 (±1.4)	30.1 (±1.5)	31.6 (±1.5)	29.7 (±1.4)	30.4 (±1.4)	30.4 (±1.7)
Grade 8	29.6 (±1.8)	28.6 (±1.5)	27.2 (±1.6)	28.9 (±1.6)	30.1 (±1.2)	30.7 (±1.5)
Grade 10	22.2 (±1.6)	21.8 (±1.9)	23.3 (±1.2)	22.8 (±1.2)	24.3 (±1.3)	25.1 (±1.4)
Grade 12	14.3 (±1.2)	15.8 (±1.3)	15.6 (±1.3)	16.1 (±1.4)	17.0 (±1.2)	18.4 (±1.1)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	30.9 (±1.8)	27.3 (±1.8)	31.2 (±1.8)	31.6 (±2.1)	32.6 (±2.0)	33.3 (±1.7)
Grade 8	28.0 (±1.7)	27.4 (±1.6)	27.4 (±1.7)	22.8 (±1.8)	27.6 (±1.9)	24.5 (±2.3)
Grade 10	22.6 (±1.3)	20.7 (±1.2)	19.3 (±1.3)	13.3 (±1.4)	16.6 (±2.1)	15.3 (±2.1)
Grade 12	16.4 (±1.2)	16.9 (±1.1)	16.9 (±1.4)	12.7 (±1.2)	13.0 (±1.7)	11.2 (±1.6)

Survey Question: "Bullying" is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. In the last 30 days, how often have you been bullied?

Notes:

- *Percentages represent students who reported they were bullied on any days in the last 30 days.*
- *The definition of bullying was updated in 2018.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Social Media Bullying and Receipt of Sexually Explicit Messages

Many schools have modified their policy and procedures to specifically address harassment, and computer or cell phone harassment is included in bullying and harassment policies and procedures.

In 2025, 17 percent of Grade 8 students, 12 percent of Grade 10 students, and 9 percent of Grade 12 students reported being bullied through social media in the past 30 days. In 2025, 8 percent of Grade 8 students, 11 percent of Grade 10 students, and 14 percent of Grade 12 students reported receiving sexually explicit messages, images, photos or videos via text, app, or social media in the past 30 days.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to be bullied through social media in the past 30 days.
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report receiving sexually explicit messages, images, photos or videos via text, app, or social media in the past 30 days.

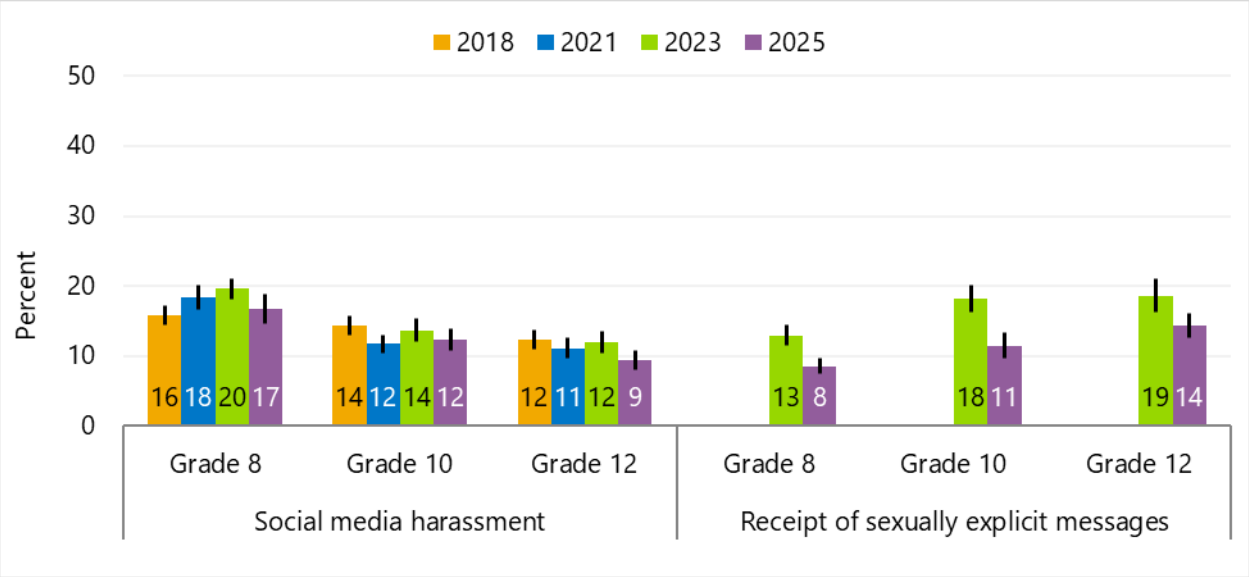
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to be bullied through social media in the past 30 days.
- Grade 8 females were more likely than males to receive sexually explicit messages, images, photos or videos via text, app, or social media in the past 30 days.

Changes from 2023 to 2025:

- There were no changes in being bullied through social media in the past 30 days from 2023 to 2025.
- Among Grade 8, 10, and 12 students, there were decreases in receiving sexually explicit messages, images, photos or videos via text, app, or social media in the past 30 days from 2023 to 2025.

Social Media Harassment and Receipt of Sexually Explicit Messages, Grades 8, 10, and 12, 2018-2025



Social media bullying

Grade	2018	2021	2023	2025
Grade 8	15.8 (±1.4)	18.4 (±1.7)	19.6 (±1.5)	16.8 (±2.1)
Grade 10	14.3 (±1.3)	11.7 (±1.3)	13.7 (±1.6)	12.3 (±1.5)
Grade 12	12.4 (±1.3)	11.1 (±1.4)	12.0 (±1.6)	9.4 (±1.4)

Receipt of sexually explicit messages

Grade	2018	2021	2023	2025
Grade 8	NA	NA	13.0 (±1.5)	8.5 (±1.1)
Grade 10	NA	NA	18.2 (±1.9)	11.5 (±1.8)
Grade 12	NA	NA	18.6 (±2.4)	14.4 (±1.8)

Survey Questions:

- *Harassed through social media: In the past 30 days, how often have you been bullied by someone using social media, a phone, or video games?*
- *Sexting: During the past 30 days, have you received messages, images, photos, or videos via text, app, or social media that are sexual?*

Notes:

- *Percentages represent students who were bullied by someone using social media, a phone, or video game in the past 30 days and students who received messages, images, photos or video that are sexual in the past 30 days.*
- *The receipt of sexually explicit messages question changed in 2023 and may no longer be comparable to 2018 and 2021.*

Source: HYS 2018, 2021, 2023, and 2025.

Reasons for Bullying, Harassment, or Intimidation

In 2025, the following students reported the following reasons why they were bullied, harassed, or intimidated in the past 30 days:

- Four percent of Grade 8 and 10 students and 3 percent of Grade 12 students reported being harassed due to sexual orientation or perceived sexual orientation.
- Three percent of Grade 8 and 2 percent of Grade 10 and Grade 12 students reported being harassed due to gender identity or perceived gender identity.
- Four percent of Grade 8 and 3 percent of Grade 10 and Grade 12 students reported being harassed due to race/ethnicity or perceived race/ethnicity.
- Two percent of Grade 8 and 1 percent of Grade 10 and Grade 12 students reported being harassed due to national origin or perceived national origin.
- Two percent of Grade 8, 10, and 12 students reported being harassed due to disability or perceived disability.
- Two percent of Grade 8, 10, and 12 students reported being harassed due to religion/spirituality or perceived religion/spirituality.
- Eighteen percent of Grade 8 students, 12 percent of Grade 10 students, and 8 percent of Grade 12 students reported being harassed due to appearance or how they look.

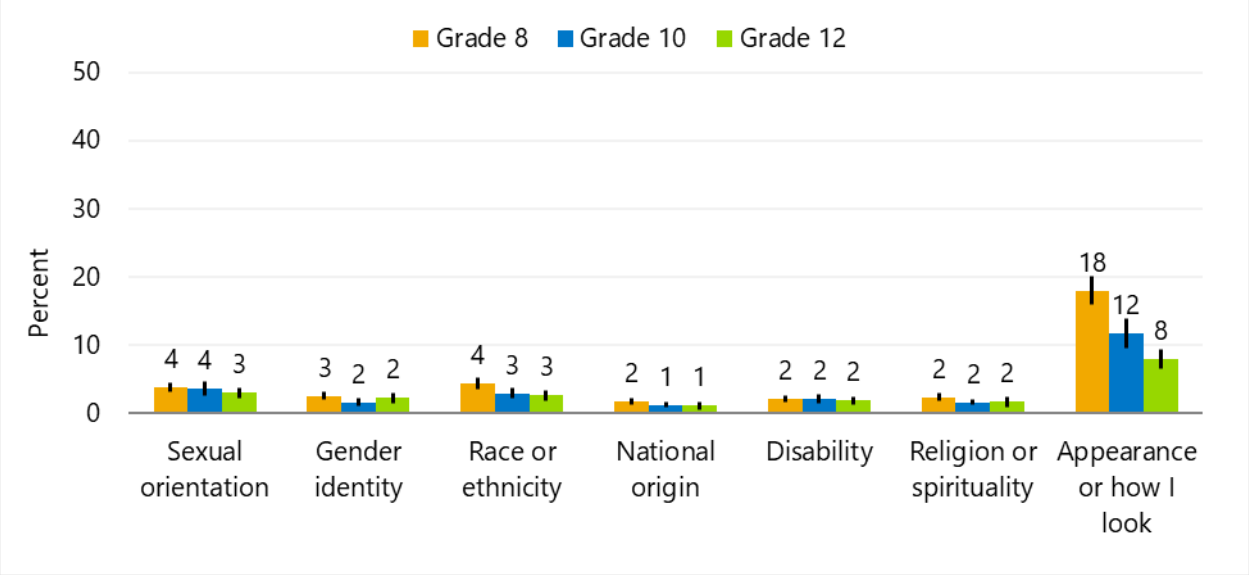
Differences by grade level:

- Grade 8 students were more likely than Grade 10 students to report being harassed due to gender identity or perceived gender identity.
- Grade 8 students were more likely than Grade 10 and 12 students to report being harassed due to race/ethnicity or perceived race/ethnicity.
- Grade 8 students were more likely than Grade 10 students to report being harassed due to religion/spirituality or perceived religion/spirituality.
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to report being harassed due to appearance or how they look.

Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to report being harassed due to sexual orientation or perceived sexual orientation, gender identity or perceived gender identity, disability or perceived disability, and appearance or how they look.
- Grade 8 and 10 females were more likely than males to report being harassed due to race/ethnicity or perceived race/ethnicity and religion/spirituality or perceived religion/spirituality.

Reasons for Bullying, Harassment, or Intimidation, Grades 8, 10, and 12, 2025



Measure	Grade 8	Grade 10	Grade 12
Sexual orientation, or what someone thought it was	3.9 (±0.7)	3.6 (±1.0)	3.0 (±0.8)
Gender identity, or what someone thought it was	2.6 (±0.6)	1.7 (±0.6)	2.2 (±0.7)
Race or ethnicity, or what someone thought it was	4.4 (±0.8)	3.0 (±0.7)	2.6 (±0.7)
National origin, or what someone thought it was	1.7 (±0.5)	1.3 (±0.4)	1.1 (±0.5)
Disability, or because someone thought I had a disability	2.1 (±0.5)	2.2 (±0.7)	1.9 (±0.5)
Religion or spirituality, or what someone thought it was	2.4 (±0.5)	1.7 (±0.4)	1.7 (±0.7)
Appearance or how I look	18.0 (±2.0)	11.8 (±2.1)	8.0 (±1.4)

Survey Question: In the past 30 days, which of the following are reasons why you were bullied, harassed, or intimidated? Choose all that apply. I was not bullied in the past 30 days.; My sexual orientation, or what someone thought it was; My gender identity, or what someone thought it was; My race or ethnicity, or what someone thought it was; My national origin, or what someone thought it was; My disability, or because someone thought I had a disability; My religion or spirituality, or what someone thought it was; My appearance or how I look.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who reported reasons why they were bullied harassed, or intimidated in the past 30 day.*

Source: HYS 2025.

Weapon Carrying at School

School safety requires the commitment of staff members, students, parents, and the community. Creating a safe and supportive learning environment is critical for student academic success (Dilley, 2009).

In 2025, 2 percent of Grade 6 students, 1 percent of Grade 8 students, and 2 percent of grade 10 and 12 students reported weapon carrying at school in the past 30 days.

Differences by grade level:

- Grade 6 and Grade 12 students were more likely than Grade 8 students to carry a weapon at school in the past 30 days.

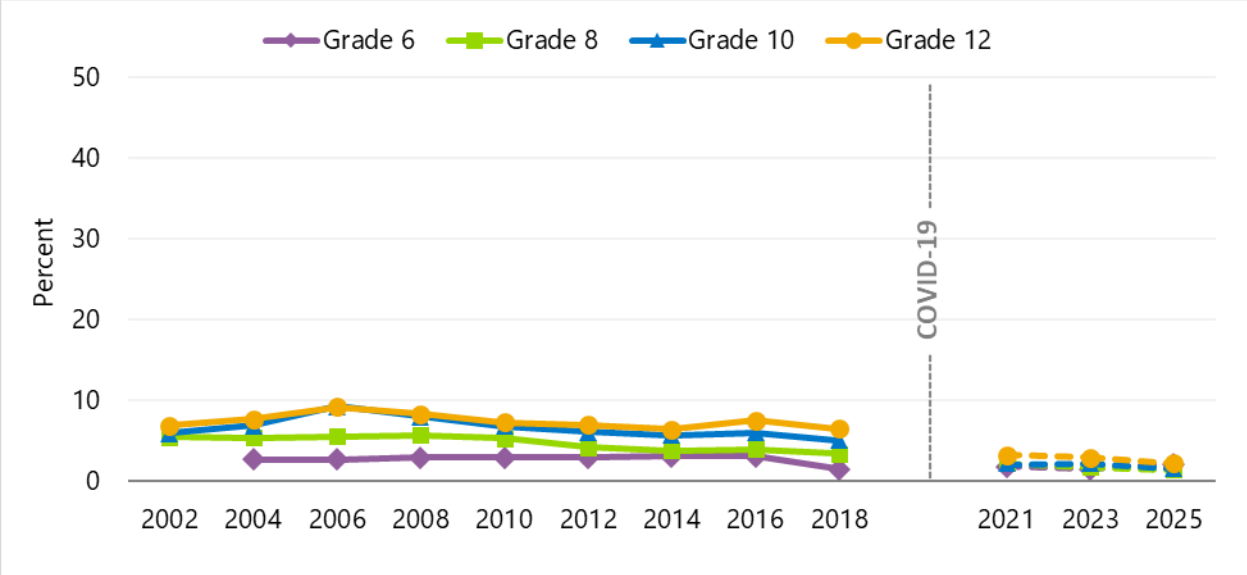
Differences by sex assigned at birth:

- Grade 12 males were more likely than females to carry a weapon at school in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in weapon carrying at school from 2023 to 2025.

Weapon Carrying at School in the Past 30 Days, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	NA	2.7 (±0.4)	2.7 (±0.4)	3.0 (±0.4)	2.9 (±0.4)	2.9 (±0.4)
Grade 8	5.5 (±0.7)	5.4 (±0.6)	5.5 (±0.8)	5.7 (±0.7)	5.3 (±0.6)	4.2 (±0.5)
Grade 10	6.0 (±0.8)	6.9 (±1.0)	9.3 (±1.0)	8.0 (±0.9)	6.8 (±0.9)	6.1 (±0.8)
Grade 12	6.9 (±0.8)	7.7 (±0.8)	9.2 (±1.4)	8.3 (±1.1)	7.3 (±1.2)	7.0 (±1.1)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	3.1 (±0.3)	3.1 (±0.4)	1.5 (±0.3)	1.8 (±0.4)	1.5 (±0.3)	2.1 (±0.5)
Grade 8	3.8 (±0.5)	4.0 (±0.5)	3.4 (±0.5)	2.2 (±0.4)	1.7 (±0.3)	1.4 (±0.3)
Grade 10	5.7 (±0.7)	6.0 (±0.8)	5.1 (±0.8)	2.2 (±0.4)	2.2 (±0.5)	1.5 (±0.4)
Grade 12	6.4 (±1.1)	7.5 (±1.0)	6.5 (±1.0)	3.2 (±0.6)	2.9 (±0.7)	2.2 (±0.7)

Survey Question: During the past 30 days, on how many days did you carry a weapon on school property (such as a gun, knife, or other weapon)?

Notes:

- *Percentages represent students who reported any weapon carrying at school in the past 30 days.*
- *Grade 6 students were asked if they carried a weapon at school, "yes" or "no."*
- *Grade 8, 10, and 12 students were asked the number of times they carried a weapon.*
- *In 2006, the response options were reduced from 5 different numbers of times options to 3 different numbers of times. In 2021, a response option for not being on school property in the past 30 days was added.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Substance Use at School

The use of substances at school significantly affects student learning and compromises the school environment. Substance use and misuse are closely correlated with violent behavior (Office of National Drug Control Policy, 2007). Prevention, early intervention, treatment, and other related efforts that reduce the number of students engaging in these behaviors and coming to school drunk or high enhances school safety and increases student potential for academic success.

Alcohol or Other Drug Use While Participating in School

The National Center for Education Statistics (2013) tracks alcohol and marijuana use as Indicators of School Crime and Safety relying on data collected from the Youth Risk Behavior Surveillance System (YRBS). In 2018, 6 percent of students surveyed in grades 9–12 reported using marijuana on school property while 3 percent reported using alcohol on school property during the past 30 days.

In 2025, 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 7 percent of Grade 12 students reported being drunk or high while participating in school in the past year.

Differences by grade level:

- Grade 10 and 12 students were more likely than Grade 8 students to report being drunk or high while participating in school in the past year.

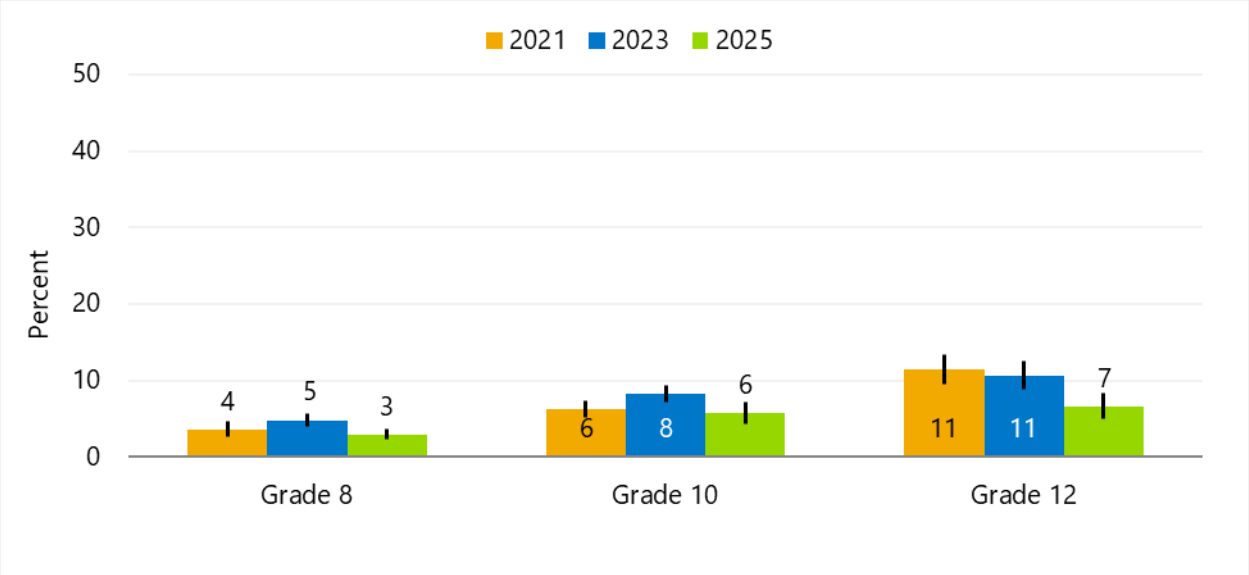
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to report being drunk or high while participating in school in the past year.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in reporting being drunk or high while participating in school in the past year from 2023 to 2025.

Drunk or High While Participating in School in the Past Year, Grades 8, 10, and 12, 2021-2025



Grade	2021	2023	2025
Grade 8	3.6 (±1.0)	4.8 (±0.9)	2.9 (±0.7)
Grade 10	6.2 (±1.1)	8.3 (±1.1)	5.7 (±1.4)
Grade 12	11.4 (±1.9)	10.7 (±1.8)	6.6 (±1.6)

Survey Question: How many times in the past year (12 months) have you been drunk or high while participating in school?

Notes:

- *Percentages represent students who reported being drunk or high any times while participating in school in the past year.*
- *In prior years this question asked about being drunk or high at school instead of while participating in school.*

Source: HYS 2021, 2023, and 2025.

Tobacco, E-cigarette/Vape, Marijuana, and Alcohol Use on School Property

In 2025, students reported using the following substances on school property in the past 30 days:

- Less than 1 percent of Grade 8, 10, and 12 students reported using tobacco at school.
- Two percent of Grade 8 students, 3 percent of Grade 10 students, and 4 percent of Grade 12 students reported using e-cigarettes on school property.
- One percent of Grade 8 students, 2 percent of Grade 10 students, and 3 percent of Grade 12 students reported using marijuana on school property.
- Less than one percent of Grade 8 and 1 percent of Grade 10 and 12 students reported using alcohol on school property.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 students to report using tobacco on school property in the past 30 days.
- Grade 10 and 12 students were more likely than Grade 8 students to report using e-cigarettes and marijuana on school property in the past 30 days.

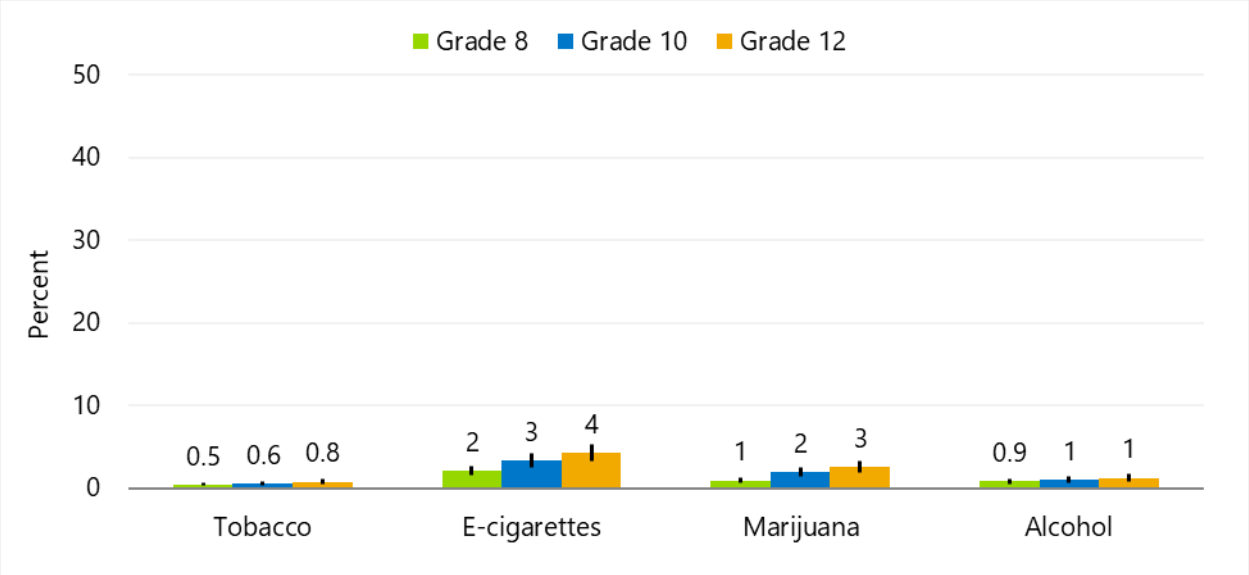
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to use tobacco, e-cigarettes, and marijuana on school property in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 12 students, there were decreases in using tobacco, e-cigarettes, and marijuana on school property in the past 30 days from 2023 to 2025.
- Among Grade 10 students, there were decreases in using marijuana and drinking alcohol on school property in the past 30 days from 2023 to 2025.

Tobacco, E-cigarette, Marijuana, and Alcohol Use on School Property in the Past 30 Days, Grades 8, 10, and 12 in 2025



Measure	Grade 8	Grade 10	Grade 12
Tobacco	0.5 (±0.2)	0.6 (±0.2)	0.8 (±0.3)
E-cigarettes	2.2 (±0.5)	3.4 (±0.9)	4.4 (±1.0)
Marijuana	1.0 (±0.3)	2.0 (±0.5)	2.6 (±0.7)
Alcohol	0.9 (±0.3)	1.0 (±0.4)	1.3 (±0.4)

Survey Question: During the past 30 days, which of the following did you use on school property? Choose all that apply. I have not been on school property in the past 30 days.; I didn't use any of these on school property.; Tobacco (cigarettes, cigars, or chew/dip; Electronic cigarette, also called e-cigs, JUUL, or vape pens; Marijuana; Alcohol (at least one drink)

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who reported using a substance on school property on any days in the past 30 days.*

Source: HYS 2025.

Availability of School Staff to Discuss Substance-Related Problems

Students who have opportunities for interaction with school staff, especially in times of crisis, are more likely to be connected to school and academically successful (Catalano, Haggerty, Oesterle, Fleming, and Hawkins, 2004).

In 2025, 60 percent of Grade 8 students, 59 percent of Grade 10 students, and 61 percent of Grade 12 students reported having someone at school with whom to discuss substance-related problems.

Differences by grade level:

- There were no differences in someone at school with whom to discuss substance-related problems by grade level.

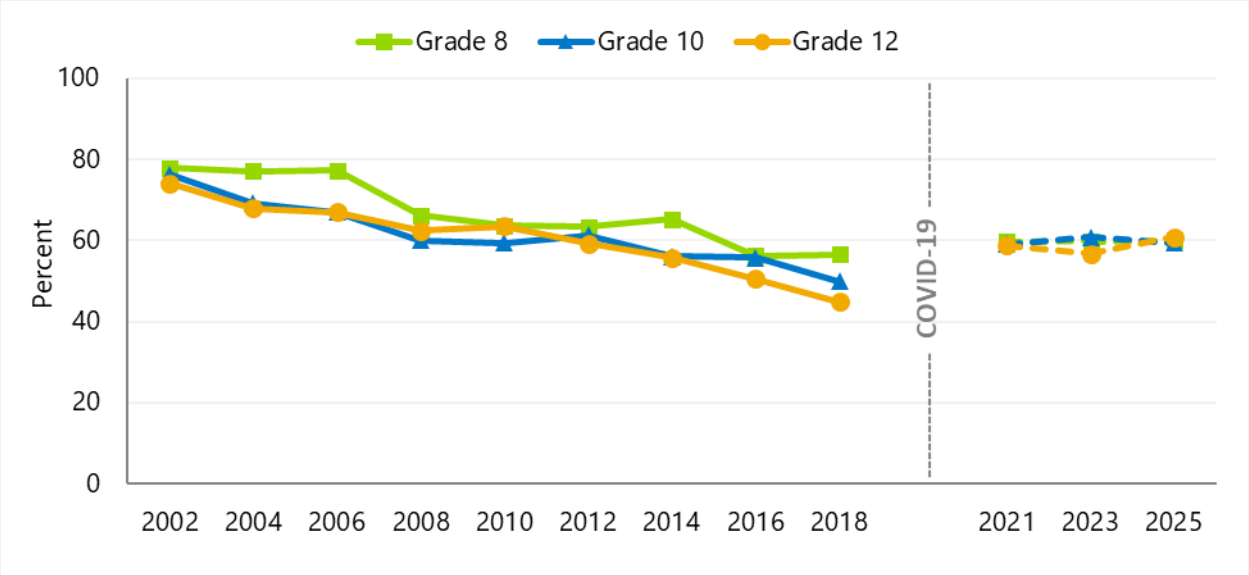
Differences by sex assigned at birth:

- There were no differences in someone at school with whom to discuss substance-related problems by sex assigned at birth.

Changes from 2023 to 2025:

- There were no differences in having someone at school with whom to discuss substance-related problems from 2023 to 2025.

Availability of School Staff to Discuss Substance-Related Problems, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	77.9 (±2.2)	77.1 (±2.7)	77.3 (±2.5)	66.2 (±3.5)	63.7 (±2.2)	63.4 (±2.6)
Grade 10	76.4 (±2.8)	69.3 (±2.2)	67.0 (±2.9)	60.1 (±3.9)	59.4 (±3.7)	61.3 (±3.4)
Grade 12	74.2 (±2.8)	68.0 (±3.4)	67.1 (±4.1)	62.4 (±5.2)	63.6 (±4.3)	59.2 (±2.9)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	65.2 (±3.6)	56.2 (±3.4)	56.6 (±3.5)	59.9 (±3.6)	59.9 (±3.6)	60.1 (±3.2)
Grade 10	56.2 (±5.0)	55.7 (±4.4)	49.9 (±4.8)	59.0 (±3.4)	60.8 (±3.4)	59.4 (±3.8)
Grade 12	55.9 (±6.7)	50.5 (±4.8)	44.8 (±4.7)	58.8 (±4.7)	56.8 (±4.0)	60.8 (±3.3)

Survey Question: Does your school provide a staff member (such as a nurse, counselor, intervention specialist) for students to discuss problems with alcohol, tobacco, or other drugs?

Note: Percentages represent students who were aware of having someone at school with whom they could discuss substance-related problems. Those who answered "I'm not sure" were considered not aware.

Question wording has changed slightly over time.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

School Absence

In 2025, 20 percent of Grade 6 students, 22 percent of Grade 8 students, 24 percent of Grade 10 students, and 28 percent of Grade 12 students were absent from school for any reason on three or more days in the past 30 days.

Differences by grade level:

- Grade 12 students were more likely than Grade 6, 8, and 10 students to report being absent from school for any reason on three or more days in the past 30 days.
- Grade 10 students were more likely than Grade 6 students to report being absent from school for any reason on three or more days in the past 30 days.

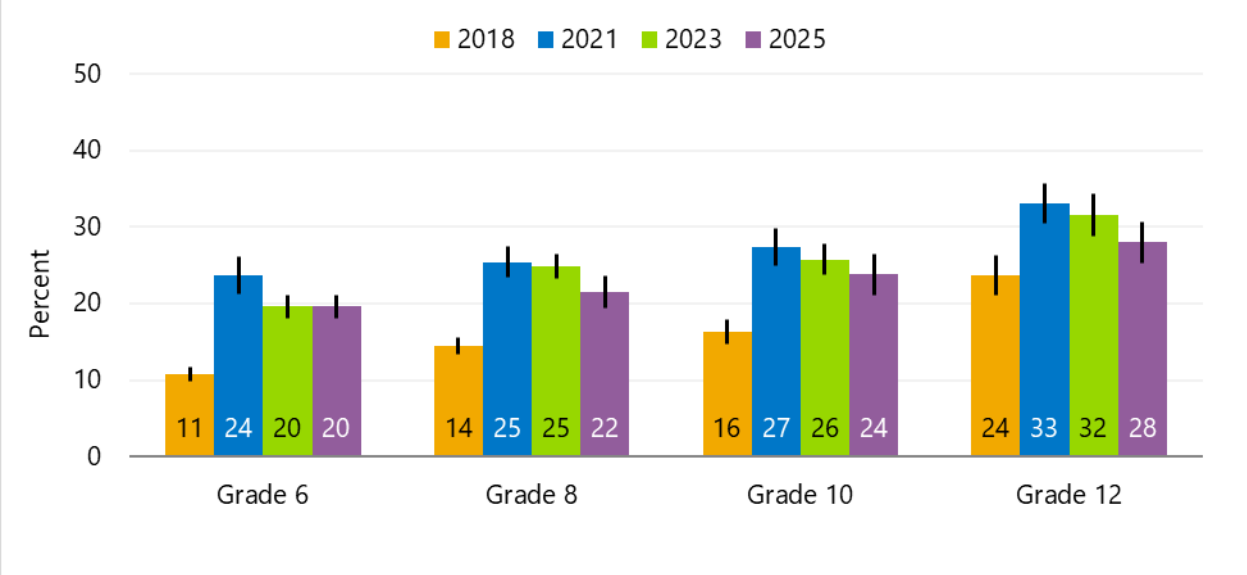
Differences by sex assigned at birth:

- Grade 8, 10, and 12 females were more likely than males to report being absent from school for any reason on three or more days in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 8 students, there was a decrease in being absent from school for any reason on three or more days in the past 30 days from 2023 to 2025.

Absent from School Three or More Days in the Past Month, Grades 6, 8, 10, and 12, 2018-2025



Grade	2018	2021	2023	2025
Grade 6	10.8 (±0.9)	23.7 (±2.4)	19.6 (±1.5)	19.6 (±1.5)
Grade 8	14.5 (±1.1)	25.4 (±2.0)	24.8 (±1.6)	21.5 (±2.1)
Grade 10	16.3 (±1.6)	27.4 (±2.5)	25.7 (±2.0)	23.8 (±2.6)
Grade 12	23.8 (±2.6)	33.1 (±2.6)	31.6 (±2.8)	28.0 (±2.7)

Survey Question: During the past 30 days, on how many days have you been absent from school for any reason? Include any day that you missed at least half of the school days.

Note: Percentages represent students who were absent 3 or more days.

Source: HYS 2018, 2021, 2023, and 2025.

Skipping or Cutting School

In 2025, 30 percent of Grade 6 students, 21 percent of Grade 8 students, 23 percent of Grade 10 students, and 31 percent of Grade 12 students reported skipping or cutting at least one day of school in the past 30 days.

Differences by grade level:

- Grade 6 students were more likely than Grade 8 and 10 students to skip or cut a whole day of school in the past 30 days.
- Grade 12 students were more likely than Grade 8 and 10 students to skip or cut a whole day of school in the past 30 days.

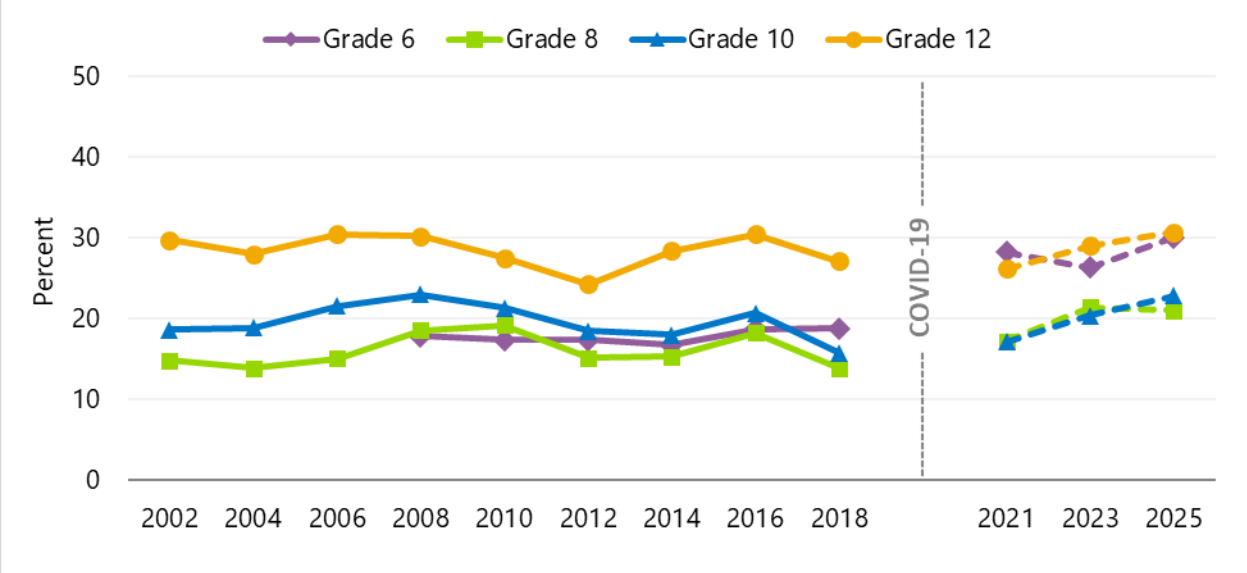
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to skip or cut a whole day of school in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in skipping school from 2023 to 2025.

Skipping School in the Past 30 Days, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	NA	NA	NA	17.9 (±1.3)	17.4 (±1.1)	17.3 (±1.6)
Grade 8	14.9 (±1.3)	13.8 (±1.3)	15.1 (±1.6)	18.5 (±1.7)	19.2 (±1.3)	15.1 (±1.5)
Grade 10	18.6 (±2.4)	18.9 (±2.1)	21.6 (±2.2)	23.0 (±2.7)	21.4 (±2.7)	18.5 (±2.5)
Grade 12	29.8 (±3.0)	28.0 (±2.6)	30.5 (±2.5)	30.2 (±2.3)	27.5 (±3.0)	24.3 (±2.2)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	16.8 (±1.4)	18.8 (±1.4)	18.8 (±1.6)	28.3 (±2.2)	26.3 (±2.1)	30.1 (±2.3)
Grade 8	15.3 (±1.4)	18.3 (±2.0)	13.8 (±1.4)	17.2 (±1.9)	21.4 (±2.2)	21.0 (±2.7)
Grade 10	18.0 (±1.8)	20.7 (±2.7)	15.8 (±1.7)	17.2 (±2.3)	20.4 (±2.5)	22.8 (±3.1)
Grade 12	28.4 (±3.1)	30.4 (±3.3)	27.1 (±2.4)	26.2 (±2.7)	29.1 (±3.1)	30.7 (±4.7)

Survey Question: During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or "cut"?

Notes:

- *Percentages represent students who reported that they skipped or cut any days of school in the past 4 weeks.*

- *This question was not asked of Grade 6 students in 2002, 2004, and 2006, but was added back on the survey in 2008.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Enjoying School

Students who report a positive attitude toward school are more likely to be academically successful (Catalano, Haggerty, Oesterle, Fleming, and Hawkins, 2004).

In 2025, 18 percent of Grade 6 students, 10 percent of Grade 8 students, 6 percent of Grade 10 students, and 7 percent of Grade 12 students reported almost always enjoying school over the past year.

Differences by grade level:

- Grade 6 students are more likely than Grade 8, 10, and 12 students to report they almost always enjoy school.
- Grade 8 students are more likely than Grade 10 and 12 students to report they almost always enjoy school.

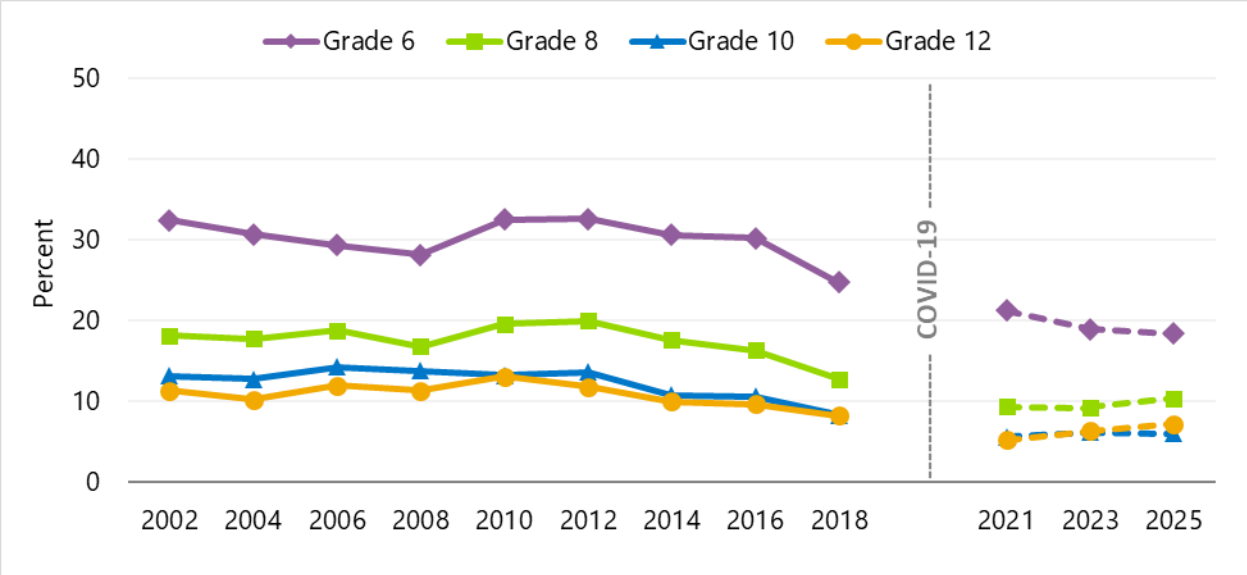
Differences by sex assigned at birth:

- Grade 6 females were more likely than males to report almost always enjoying school.

Changes from 2023 to 2025:

- There were no changes in reporting almost always enjoying school from 2023 to 2025.

Enjoying School (Almost Always), Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	32.4 (±1.4)	30.7 (±1.6)	29.4 (±1.3)	28.2 (±1.3)	32.5 (±1.4)	32.6 (±1.6)
Grade 8	18.2 (±1.2)	17.8 (±1.3)	18.8 (±1.0)	16.9 (±1.0)	19.6 (±1.1)	20.0 (±1.1)
Grade 10	13.1 (±1.4)	12.7 (±1.1)	14.2 (±0.9)	13.8 (±1.5)	13.2 (±1.1)	13.6 (±0.9)
Grade 12	11.3 (±1.2)	10.2 (±1.2)	12.0 (±1.5)	11.3 (±1.1)	13.0 (±1.5)	11.8 (±1.1)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	30.6 (±1.2)	30.2 (±1.2)	24.8 (±1.2)	21.3 (±1.3)	19.0 (±1.0)	18.4 (±1.1)
Grade 8	17.6 (±1.0)	16.3 (±1.1)	12.8 (±1.3)	9.4 (±0.7)	9.2 (±1.0)	10.4 (±0.9)
Grade 10	10.8 (±1.1)	10.6 (±0.8)	8.3 (±0.9)	5.6 (±0.6)	6.2 (±0.7)	6.1 (±0.5)
Grade 12	10.0 (±0.9)	9.7 (±1.2)	8.3 (±0.9)	5.2 (±0.8)	6.3 (±0.9)	7.2 (±1.0)

Survey Question: Think back over the past year in school. How often did you enjoy school?

Note: Percentages represent students who reported that they almost always enjoyed school over the past year.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Unintentional Injury Behaviors

Motor Vehicle Safety

Riding With a Drinking Driver

Impaired driving is a strong risk factor for a fatal crash. At all levels of blood alcohol concentration (BAC), the risk of involvement in a motor vehicle crash is greater for teens than for older drivers. Among drivers between 15 and 20 years of age who were involved in fatal crashes in 2012, 23% had been drinking (National Highway Traffic Safety Administration, 2012).

In 2025, 6 percent of Grade 6 students, 10 percent of Grade 8 students, 9 percent of Grade 10 students, and 10 percent of Grade12 students reported riding in a car in the last 30 days which was driven by someone who had been drinking alcohol.

Differences by grade level:

- Grade 8, 10, and 12 students were more likely than Grade 6 students to report riding in a vehicle driven by someone who had been drinking alcohol.

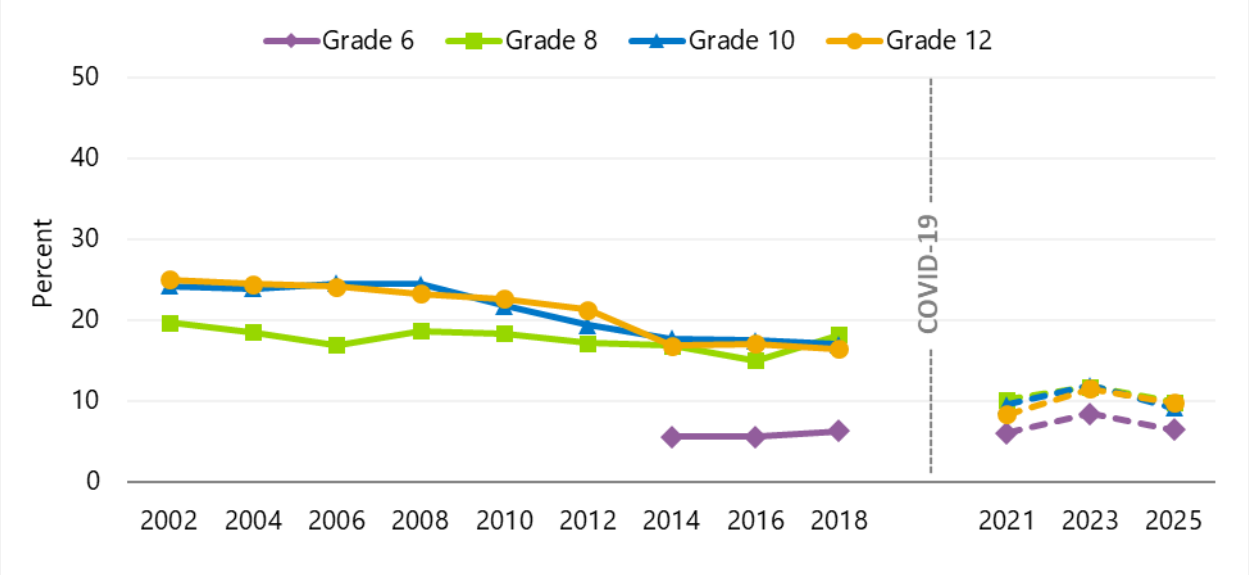
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to report riding in a vehicle driven by someone who had been drinking alcohol.

Changes from 2023 to 2025:

- Among Grade 6, 8, and 10 students, there were decreases in riding in a vehicle driven by someone who had been drinking alcohol from 2023 to 2025.

Riding in a Vehicle Driven by Someone Who Had Been Drinking Alcohol, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	NA	NA	NA	NA	NA	NA
Grade 8	19.7 (±1.7)	18.5 (±1.6)	16.9 (±1.6)	18.6 (±1.2)	18.4 (±1.3)	17.2 (±1.3)
Grade 10	24.2 (±2.0)	23.9 (±1.8)	24.5 (±1.7)	24.4 (±2.0)	21.8 (±1.6)	19.4 (±1.3)
Grade 12	25.0 (±2.7)	24.5 (±2.0)	24.1 (±1.6)	23.3 (±1.8)	22.6 (±1.7)	21.3 (±1.7)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	5.6 (±0.5)	5.6 (±0.6)	6.3 (±0.5)	6.0 (±0.6)	8.4 (±0.7)	6.5 (±0.7)
Grade 8	16.8 (±1.9)	15.0 (±1.5)	18.2 (±1.6)	10.2 (±0.9)	11.8 (±1.4)	9.8 (±1.2)
Grade 10	17.7 (±1.2)	17.5 (±1.5)	17.0 (±1.5)	9.6 (±1.1)	11.9 (±1.5)	9.1 (±1.4)
Grade 12	16.8 (±1.4)	17.1 (±1.7)	16.5 (±1.2)	8.3 (±0.8)	11.5 (±1.7)	9.7 (±1.8)

Survey Questions:

- *For Grade 8, 10, and 12 students: During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?*
- *For Grade 6 students: In the last 30 days, have you ridden in a car driven by someone who had been drinking alcohol?*

Note: Percentages represent students who reported that they rode in a vehicle in the last 30 days whose driver had been drinking alcohol.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Riding With a Marijuana User

Research indicates impairment in driving after recent smoking of marijuana or with blood THC serum concentrations 2-5 ng/mL, particularly for infrequent users of cannabis (Skopp, 2003; Hartman, 2013; Hammond, 2014). In addition, there is a higher risk of auto accidents for drivers under the influence of both alcohol and marijuana than under the influence of one substance alone (Dubois, 2015).

In 2025, 6 percent of Grade 8 students, 8 percent of Grade 10 students, and 12 percent of Grade 12 students reported riding in a vehicle in the past 30 days with someone who had been using marijuana.

Differences by grade level:
Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report riding with a driver who used marijuana.

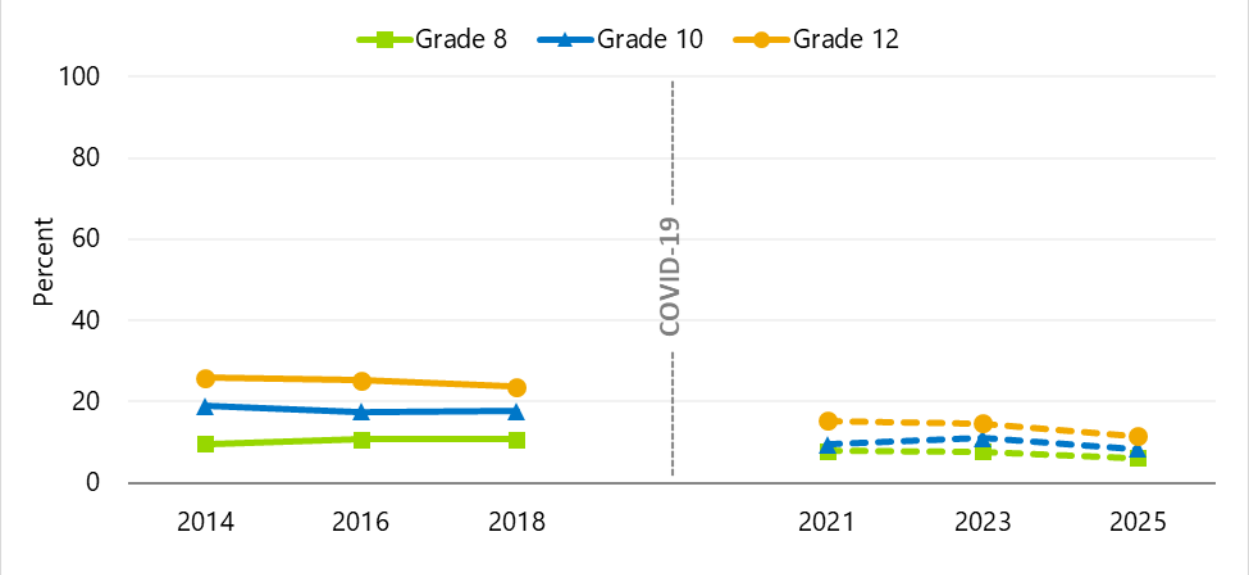
Differences by sex assigned at birth:

Grade 8 females were more likely than males to report riding with a driver who used marijuana.

Changes from 2023 to 2025:

Among Grade 10 and 12 students, there were decreases in reporting riding with a driver who used marijuana from 2023 to 2025.

Riding in a Vehicle Driving by Someone Who Had Been Using Marijuana, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	9.6 (±1.4)	10.8 (±1.7)	10.8 (±1.6)	7.9 (±1.2)	7.7 (±1.1)	6.2 (±1.2)
Grade 10	19.0 (±1.6)	17.6 (±1.9)	17.6 (±2.1)	9.4 (±1.4)	11.0 (±1.9)	8.4 (±1.5)
Grade 12	25.9 (±2.5)	25.2 (±1.8)	23.7 (±2.3)	15.4 (±2.1)	14.7 (±2.0)	11.5 (±2.1)

Survey Question: During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been using marijuana?

Note: Percentages represent students who reported having ridden in a vehicle in the past 30 days which was driven by someone who had been using marijuana.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Driving After Using Alcohol, Marijuana, or Both

In 2025, 2 percent of Grade 10 students and 4 percent of Grade 12 students reported driving after drinking alcohol in the past 30 days (among those who drove).

In 2025, 4 percent of Grade 10 students and 8 percent of Grade 12 students reported driving within three hours after using marijuana in the past 30 days (among those who drove).

In 2025, 2 percent of Grade 10 students and 3 percent of Grade 12 students reported driving after drinking alcohol and using marijuana at the same time in the past 30 days (among those who drove).

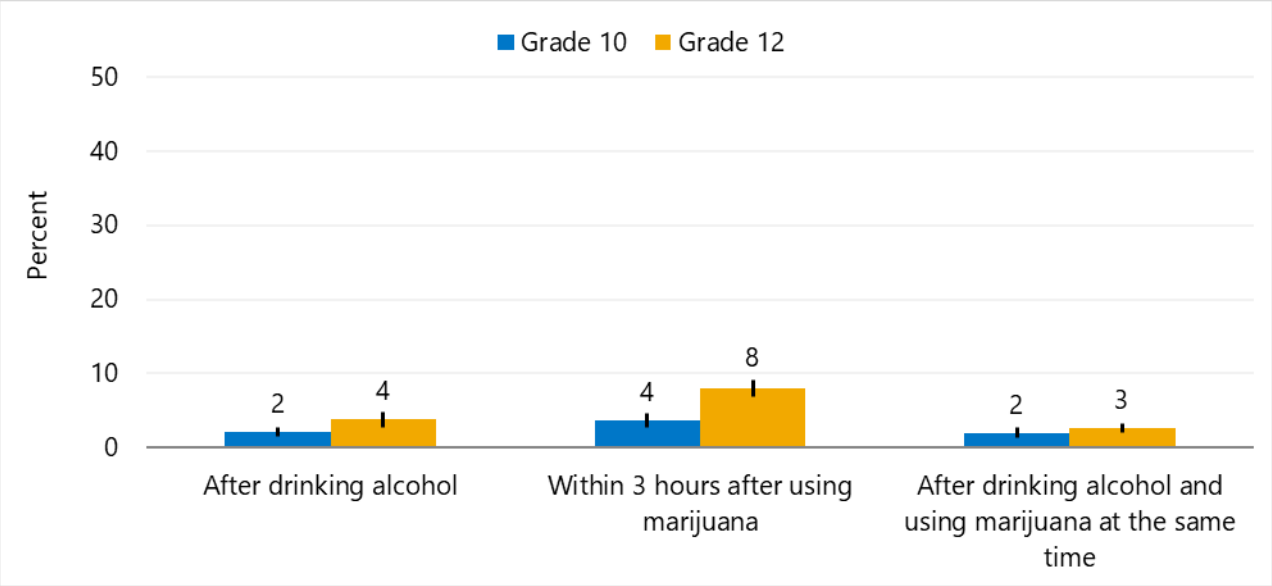
Differences by grade level:

- Grade 12 students were more likely than Grade 10 students to report driving after drinking alcohol, driving within three hours after using marijuana, and driving after using alcohol and marijuana at the same time in the past 30 days (among those who drove).

Differences by sex assigned at birth:

- Grade 10 males were more likely than females to report driving after using alcohol and marijuana at the same time in the past 30 days (among those who drove).

Driving a Vehicle After Using Alcohol, Marijuana, or Both, Grades 10 and 12 in 2025



Measure	Grade 10	Grade 12
After drinking alcohol	2.2 (±0.6)	3.8 (±1.0)
Within 3 hours after using marijuana	3.6 (±1.0)	8.0 (±1.1)
After drinking alcohol and using marijuana at the same time	2.0 (±0.6)	2.6 (±0.6)

Survey Question: Which of the following did you do during the past 30 days? Choose all that apply. Drive a car or other vehicle when you had been drinking alcohol; Drive a car or other vehicle within three hours after using marijuana; Drive a car or other vehicle when you had been drinking alcohol and using marijuana at the same time; None of these; I did not drive a car or other vehicle during the past 30 days.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who reported having driven in the past 30 days.*
- *Students responding "I did not drive a car or other vehicle during the past 30 days" were not included. The sample sizes for the 2025 results in this chart are: 2,846 Grade 10 and 2,651 Grade 12 students for drinking and driving.*
- *The results for Grade 8 students are not reported due to the fact that most are not old enough to drive.*

Source: 2025.

Distracted Driving and Riding with a Cell Phone Using Driver

In 2025, 42 percent of Grade 6 students reported riding in a vehicle with someone who was texting or emailing while driving in the past 30 days.

In 2025, 20 percent of Grade 10 students and 52 percent of Grade 12 students reported driving while using a cell phone the past 30 days (among those who drove).

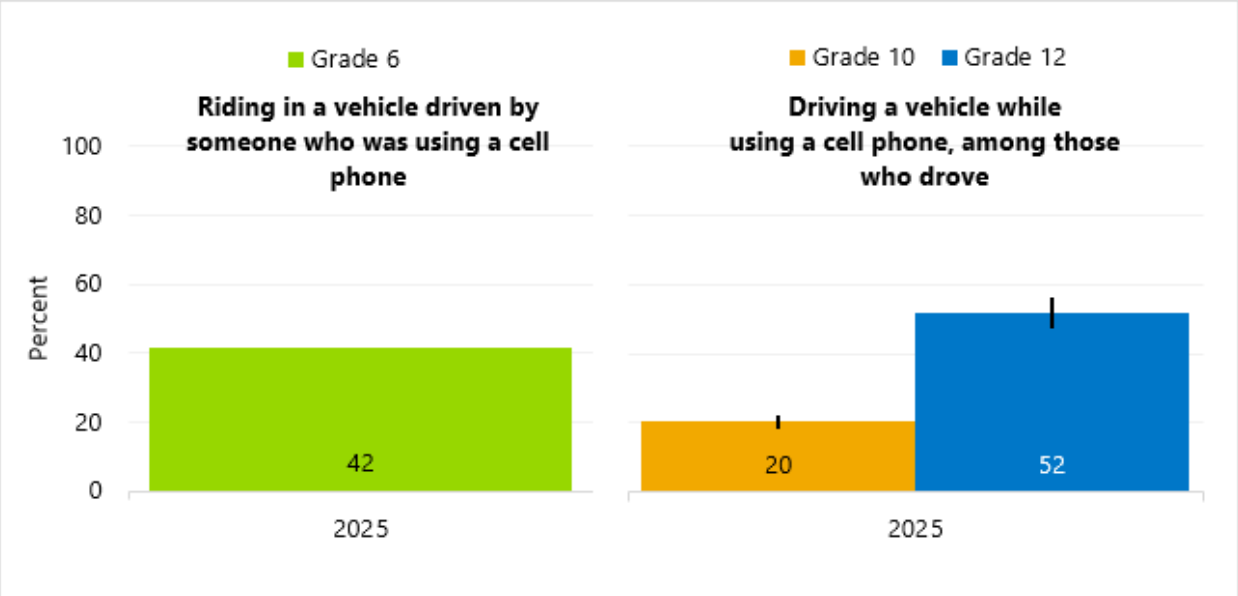
Differences by grade level:

- Grade 12 students were more likely than Grade 10 students report driving while using a cell phone the past 30 days (among those who drove).

Differences by sex assigned at birth:

- Grade 6 females were more likely than males to report riding in a vehicle with someone who was texting or emailing while driving in the past 30 days.
- There were no differences in driving while using a cell phone the past 30 days (among those who drove) by sex assigned at birth.

Distracted Driving and Riding with a Cell Phone Using Driver, Grades 6, 10, and 12, 2025



Riding in a vehicle driven by someone who was using a cell phone

Grade	2025
6th Grade	41.8 (±2.4)

Driving a vehicle while using a cell phone, among those who drove

Grade	2025
10th Grade	20.2 (±2.1)
12th Grade	51.8 (±4.5)

Survey Questions:

- *During the past 30 days, did you ride in a car or other vehicle driven by someone who was using their cell phone (holding, talking, reading, looking at, or manually interacting with the cell phone)?*
- *In the past 30 days, how often have you driven while using your cell phone (holding, talking, reading, looking at, or manually interacting with the cell phone)?*

Notes:

- *Percentages represent students who reported riding with a driver using a cell phone in the past 30 days.*
- *Percentages represent students who reported driving while using a cell phone (holding, talking, reading, looking at, or manually interacting with the cell phone) in the past 30 days.*
- *Students responding "I did not drive a car or other vehicle during the past 30 days" were not included. The sample sizes for the 2025 results in this chart are 2,877 Grade 10 and 2,687 Grade 12.*
- *The results for Grade 8 students are not reported due to the fact that most are not old enough to drive.*

Source: HYS 2025.

Swimming Safety

Taken Formal Swim Lessons

A study shows that swimming lessons reduce drowning risk (Brenner, 2009).

In 2025, 45 percent of Grade 6 students, 54 percent of Grade 8 and 10 students, and 52 percent of Grade 12 students had taken formal swimming lessons.

Differences by grade level:

- Grade 8 students were more likely than Grade 6 students to have taken formal swim lessons.

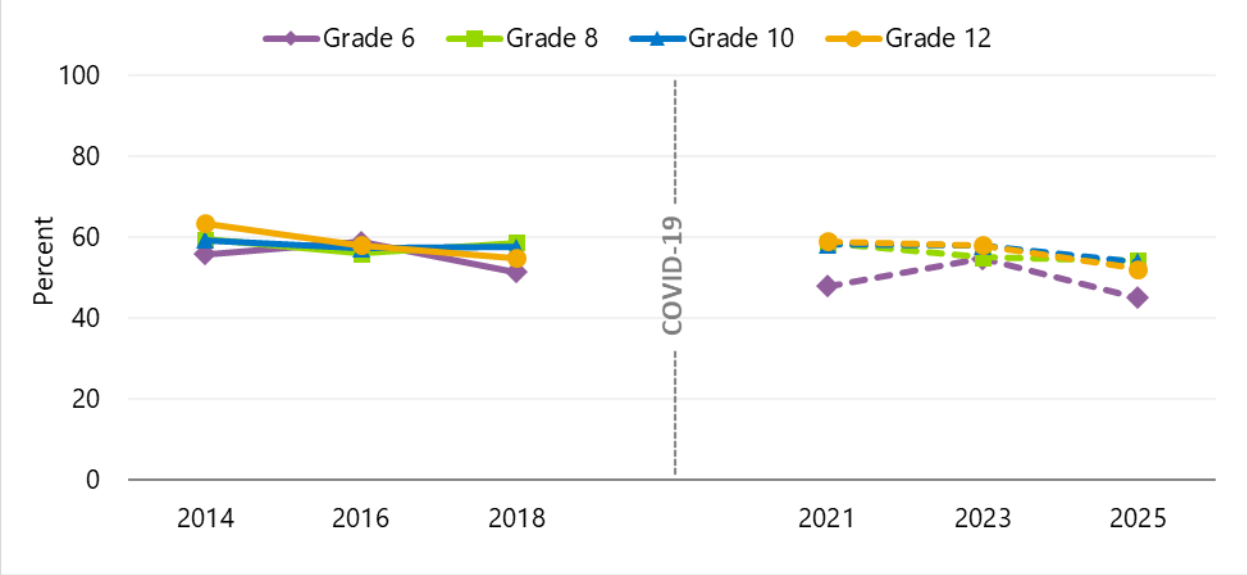
Differences by sex assigned at birth:

- Grade 10 females were more likely than males to have taken formal swim lessons.

Changes from 2023 to 2025:

- Among Grade 6 students, there was a decrease in having taken formal swim lessons from 2023 to 2025.

Taken Formal Swim Lessons, Grades 6, 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 6	55.8 (±3.7)	58.8 (±4.2)	51.3 (±5.3)	47.9 (±5.7)	54.7 (±4.9)	45.1 (±5.2)
Grade 8	59.5 (±4.8)	56.0 (±5.3)	58.8 (±5.1)	58.5 (±5.3)	55.1 (±5.3)	54.2 (±6.3)
Grade 10	59.3 (±5.6)	57.3 (±6.0)	57.6 (±5.3)	58.3 (±7.3)	58.0 (±5.5)	54.0 (±7.9)
Grade 12	63.5 (±5.6)	58.1 (±6.2)	54.8 (±5.6)	59.1 (±8.3)	58.0 (±7.4)	52.3 (±9.0)

Survey Question: Have you ever taken formal swimming lessons?

Note: Percentages represent students who reported "yes" they had formal swim lessons.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Good Swimmer

In 2025, 45 percent of Grade 6 students, 47 percent for Grade 8 students, and 46 percent of Grade 10 and Grade 12 students felt they were good swimmers.

Differences by grade level:

- There were no differences in feeling like a good swimmer by grade level.

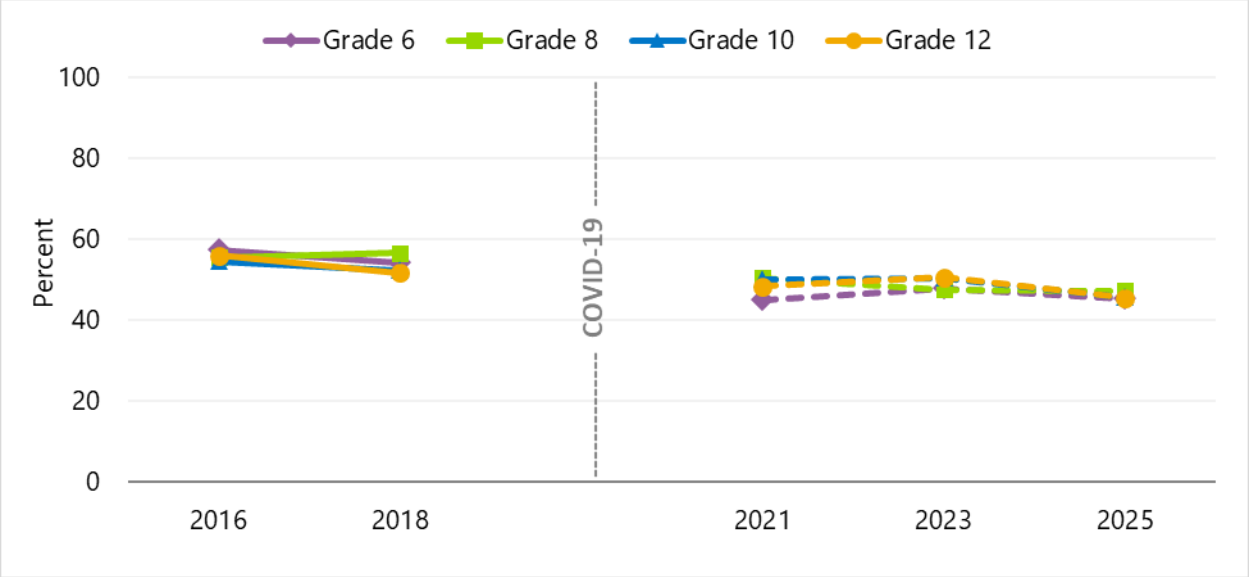
Differences by sex assigned at birth:

- Grade 6 females were more likely than males to report feeling like a good swimmer.
- Grade 8, 10, and 12 males were more likely than females to report feeling like a good swimmer.

Changes from 2023 to 2025:

- There were no changes in feeling like good swimmers from 2023 to 2025.

Good Swimmer, Grades 6, 8, 10, and 12, 2016-2025



Grade	2016	2018	2021	2023	2025
Grade 6	57.5 (±2.2)	54.2 (±2.5)	45.1 (±2.8)	48.0 (±2.6)	45.4 (±2.4)
Grade 8	55.6 (±3.4)	56.7 (±2.8)	50.5 (±3.3)	47.6 (±3.1)	47.5 (±3.3)
Grade 10	54.6 (±3.3)	52.3 (±3.4)	50.3 (±3.4)	50.5 (±3.2)	45.7 (±4.0)
Grade 12	56.0 (±3.3)	51.8 (±3.5)	48.4 (±3.5)	50.5 (±4.6)	45.6 (±4.6)

Survey Question: How good a swimmer do you think you are? (Good, So-So, Not good, Can't swim)

Note: Percentages represent students who reported that they are "good" swimmers.

Source: HYS 2016, 2018, 2021, 2023, and 2025.

Bicycle Safety

Wearing a helmet while riding a bicycle reduces the risk for head injuries. One study performed an analysis of the 2012 National Trauma Data Bank and found that helmeted bicycle riders had 51% reduced odds of severe TBI and reduced the odds of facial fractures by 31% (Joseph, et al., 2016). Washington adolescents have a low prevalence of wearing a bicycle helmet.

In 2025, 50 percent of the Grade 6 students who rode a bicycle in the past year wore a helmet always or most of the time.

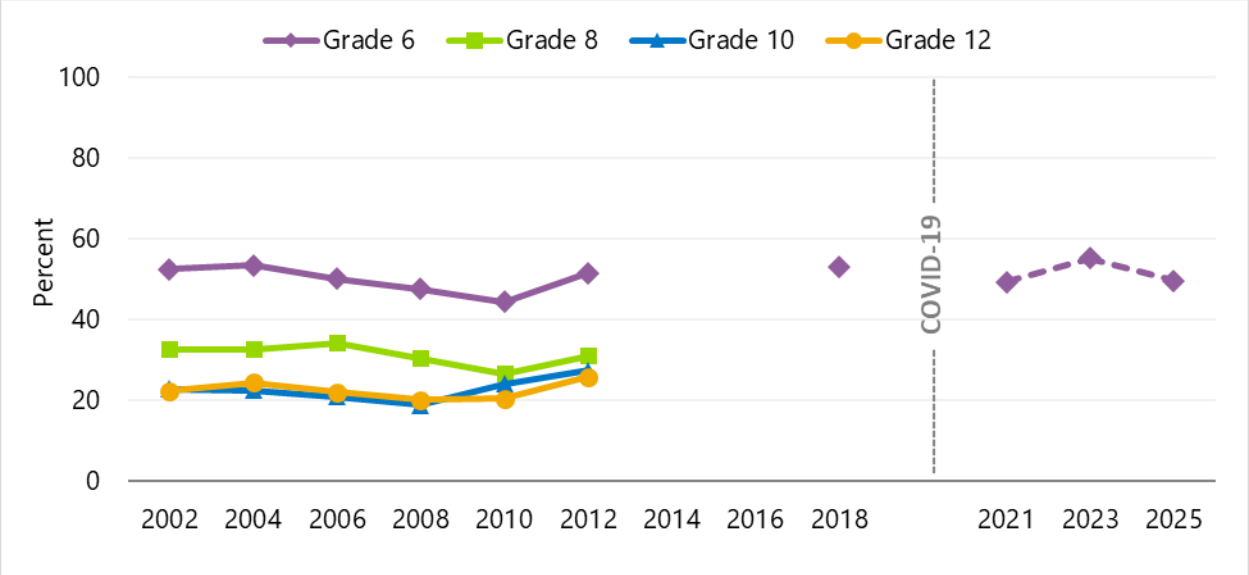
Differences by sex assigned at birth:

- There were no differences in wearing a helmet always or most of the time when bicycling by sex assigned at birth.

Changes from 2023 to 2025:

- Among Grade 6 students, there was no change in wearing helmets always or most of the time when bicycling from 2023 to 2025.

Helmet Wearing When Riding a Bicycle (Most of the Time or Always), Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	52.5 (±4.8)	53.4 (±4.6)	50.2 (±3.6)	47.6 (±4.4)	44.4 (±4.8)	51.6 (±5.6)
Grade 8	32.6 (±3.4)	32.7 (±4.4)	34.2 (±4.5)	30.5 (±4.2)	26.7 (±3.3)	31.1 (±4.7)
Grade 10	22.9 (±3.5)	22.6 (±3.3)	21.0 (±3.9)	18.9 (±3.4)	24.1 (±4.1)	27.4 (±5.0)
Grade 12	22.4 (±2.6)	24.5 (±3.6)	22.1 (±4.2)	20.1 (±2.9)	20.4 (±3.5)	25.8 (±5.3)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	NA	NA	52.9 (±6.1)	49.4 (±7.1)	55.2 (±5.7)	49.6 (±5.8)
Grade 8	NA	NA	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA	NA	NA

Survey Questions:

- *For Grade 6 - When you ride a bicycle, how often do you wear a helmet?*
- *For Grade 8, 10, and 12 – When you rode a bicycle in the past 12 months, how often did you wear a helmet?*

Notes:

- *Percentages represent students who reported that they rode a bicycle in the past 12 months and wore a helmet most of the time or always.*

- *Students who reported that they "did not ride a bicycle" were not included in the results. The sample size for the 2025 result in this figure is 6,640.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025. Question was not asked in 2014 or 2016. It was only asked of Grade 6 in since 2018.

Intentional Injury Behaviors

Physical Fighting

Physical fighting, a common form of interpersonal violence among teens, is a public health concern both because of the potential for fight-related injuries and its association with participation in many other health risk behaviors.

In 2025, 32 percent of Grade 6 students, 19 percent of Grade 8 students, 13 percent of Grade 10 students, and 10 percent of Grade 12 students reported being in a physical fight in the past year.

The Healthy People 2030 objective is to reduce physical fighting in the past year among adolescents in grades 9 through 12 to 28.4 percent.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to be in a physical fight in the past year.

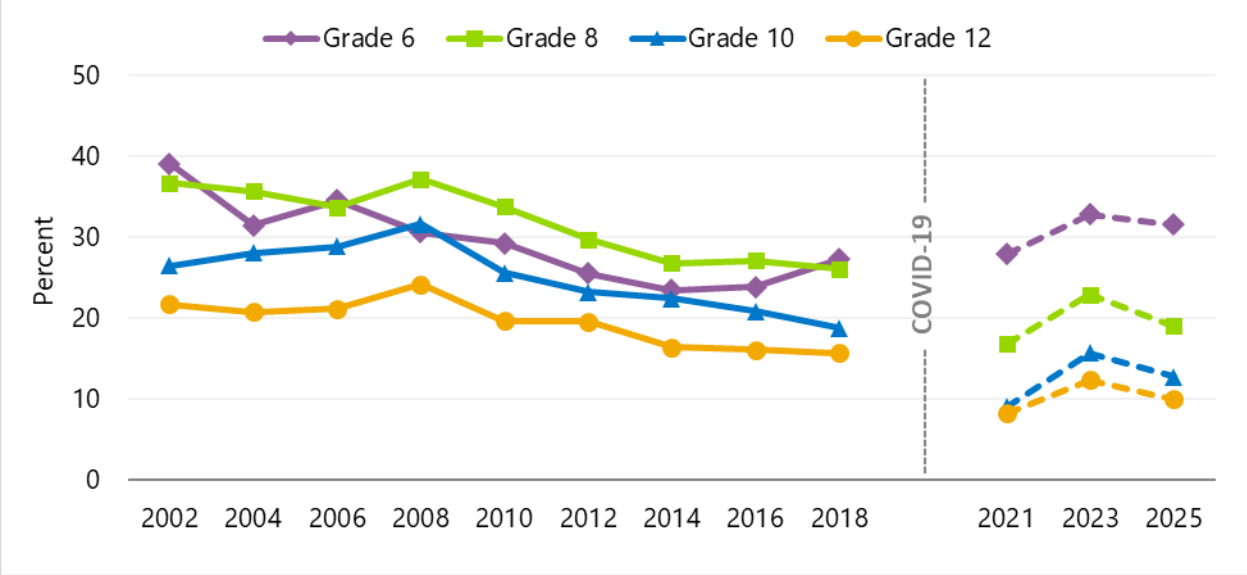
Differences by sex assigned at birth:

- Grade 6, 8, 10, and 12 males were more likely than females to be in a physical fight in the past year.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in physical fighting in the past year from 2023 to 2025.

Physical Fight in Past Year, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	39.1 (±7.3)	31.5 (±1.7)	34.6 (±1.6)	30.6 (±1.5)	29.3 (±1.4)	25.6 (±1.8)
Grade 8	36.8 (±1.8)	35.7 (±1.7)	33.8 (±2.0)	37.2 (±1.6)	33.8 (±1.7)	29.8 (±1.4)
Grade 10	26.5 (±1.3)	28.1 (±1.3)	28.9 (±1.5)	31.7 (±1.5)	25.6 (±1.7)	23.3 (±1.4)
Grade 12	21.7 (±1.5)	20.8 (±1.2)	21.2 (±1.6)	24.2 (±1.6)	19.6 (±1.6)	19.6 (±1.4)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	23.4 (±1.3)	23.9 (±1.4)	27.3 (±1.5)	27.9 (±2.0)	32.9 (±1.5)	31.6 (±1.8)
Grade 8	26.8 (±1.5)	27.1 (±1.5)	26.1 (±1.3)	16.9 (±1.3)	22.9 (±1.3)	19.0 (±1.4)
Grade 10	22.4 (±1.1)	20.8 (±1.2)	18.8 (±1.4)	9.0 (±0.9)	15.7 (±1.5)	12.7 (±1.0)
Grade 12	16.4 (±1.8)	16.1 (±1.4)	15.7 (±1.0)	8.3 (±1.3)	12.4 (±1.4)	10.0 (±1.3)

Survey Question: During the past 12 months, how many times were you in a physical fight?

Note: Percentages represent students who reported being in any number of physical fights in the past year.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Gang Membership

Youth gangs are responsible for a substantial portion of serious violence in the United States and commit a disproportionate share of offenses (Egley et al., 2012). In schools and neighborhoods where gangs are active, gangs create a climate of fear and increase the amount of violence and criminal behavior.

In 2025, 2 percent of Grade 8, 10, and 12 students reported being in a gang in the past year.

Differences by grade level:

- There were no differences in reporting gang membership in the past year by grade.

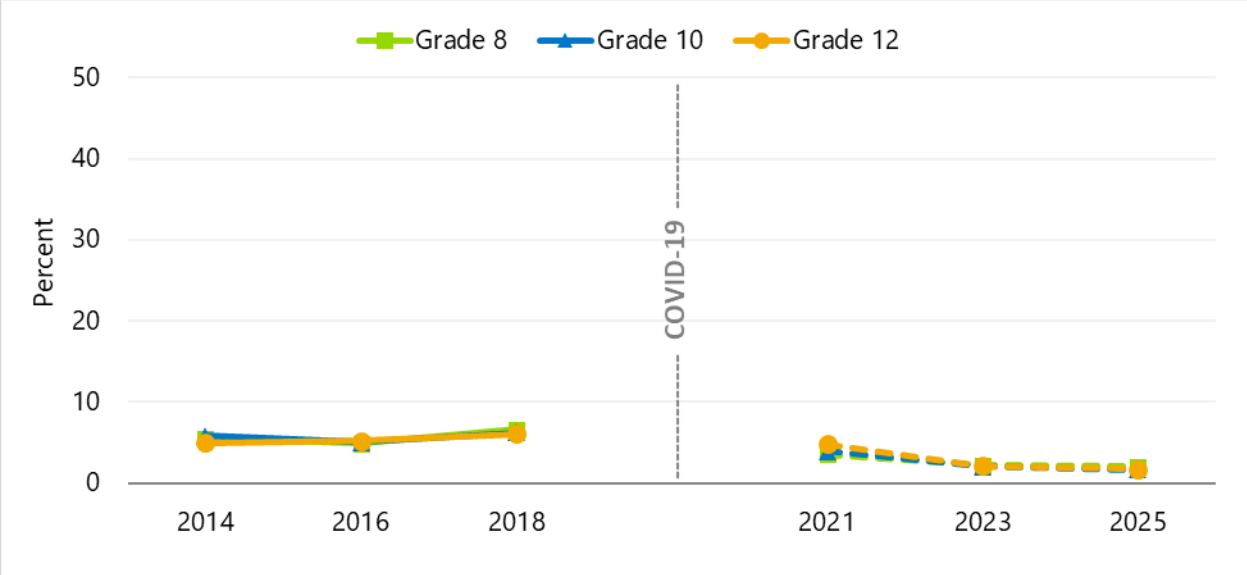
Differences by sex assigned at birth:

- Grade 8, 10, and 12 males were more likely than females to have been a gang member in the past year.

Changes from 2023 to 2025:

- There were no changes in gang membership from 2023 to 2025.

Gang Membership, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	5.5 (±0.6)	4.9 (±0.6)	6.7 (±0.6)	3.6 (±0.5)	2.2 (±0.4)	2.0 (±0.4)
Grade 10	5.9 (±0.5)	5.1 (±0.5)	6.2 (±0.5)	3.9 (±0.5)	2.1 (±0.5)	1.6 (±0.3)
Grade 12	5.0 (±0.6)	5.2 (±0.5)	6.1 (±0.9)	4.8 (±0.6)	2.1 (±0.5)	1.7 (±0.4)

Survey Question: During the past 12 months, have you been a member of a gang?

Note: Percentages represent students who reported "yes" they were a member of a gang in the past 12 months.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Gangs at School

In 2025, 11 percent of Grade 8 students, 16 percent of Grade 10 students, and 15 percent of Grade 12 students reported that there are gangs at their school.

Differences by grade level:

- There were no differences in reporting gangs at their school by grade level.

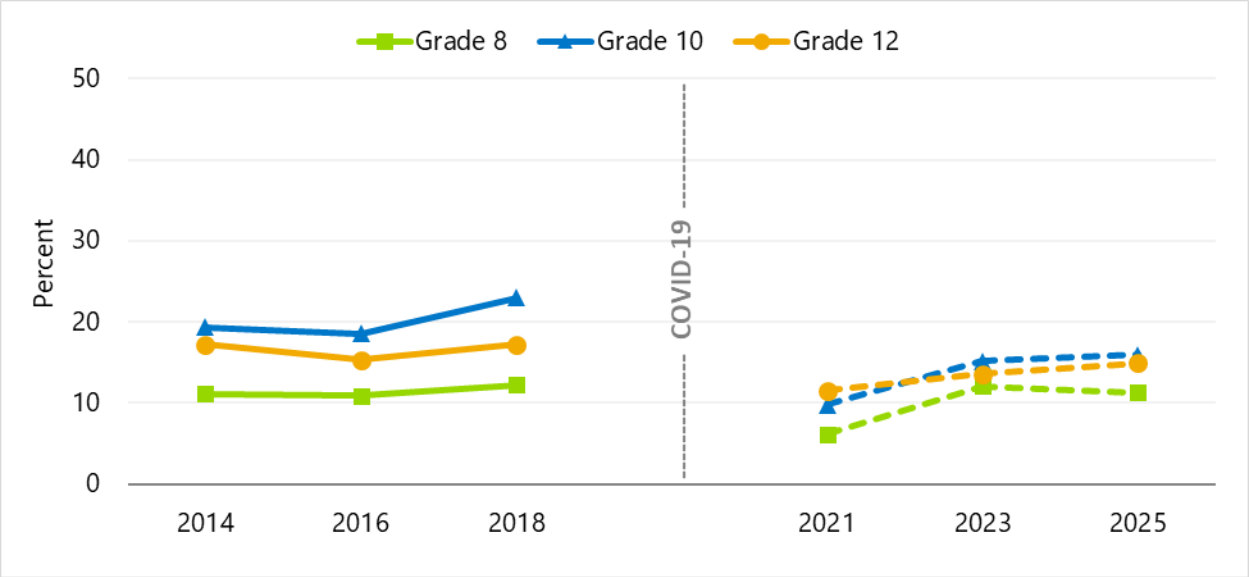
Differences by sex assigned at birth:

- Grade 10 and 12 males were more likely than females to report gangs at their school.

Changes from 2023 to 2025:

- There were no changes in reporting gangs at their school from 2023 to 2025.

Gangs at School, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	11.1 (±1.4)	10.9 (±2.1)	12.3 (±1.5)	6.2 (±1.3)	12.0 (±2.2)	11.3 (±3.2)
Grade 10	19.4 (±3.2)	18.6 (±2.4)	23.0 (±4.2)	9.8 (±2.4)	15.2 (±3.9)	16.0 (±4.0)
Grade 12	17.2 (±3.5)	15.3 (±2.7)	17.2 (±4.4)	11.5 (±4.0)	13.6 (±4.0)	14.9 (±4.5)

Survey Question: Are there gangs at your school?

Note: Percentages represent students who reported "yes" there are gangs at their school.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

Alcohol, Tobacco, and Other Drug Use

Lifetime Substance Use

Lifetime prevalence is the percentage of students who had ever tried a substance, *even if on only **one** occasion*. This section presents lifetime substance use results by grade from 2002 to 2025. Lifetime prevalence trends reflect experimental use and thus are especially relevant to efforts that aim to delay youths' initiation of substance use.

Lifetime Substance Use, Grades 6, 8, 10, and 12, 2002-2025

Alcohol

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	32.7 (±2.0)	30.3 (±1.3)	30.9 (±1.5)	29.2 (±1.4)	26.3 (±1.2)	23.0 (±1.5)	21.2 (±1.3)	21.2 (±1.3)	24.3 (±1.1)	21.3 (±1.6)	16.6 (±1.2)	11.5 (±1.0)
Grade 8	44.2 (±1.9)	42.0 (±2.1)	37.6 (±2.7)	39.4 (±2.3)	39.0 (±2.1)	35.4 (±1.7)	29.0 (±1.8)	27.9 (±2.2)	31.7 (±1.9)	20.8 (±1.7)	29.0 (±1.8)	24.0 (±2.3)
Grade 10	60.0 (±2.5)	60.4 (±1.8)	61.2 (±2.0)	60.6 (±2.2)	57.1 (±2.3)	52.2 (±2.9)	50.1 (±2.1)	47.6 (±2.1)	49.1 (±2.6)	31.6 (±2.7)	39.8 (±2.8)	31.9 (±2.9)
Grade 12	74.9 (±2.0)	72.6 (±1.9)	72.2 (±1.5)	72.4 (±1.8)	70.6 (±2.0)	68.0 (±1.9)	66.2 (±2.1)	63.8 (±2.1)	62.8 (±2.8)	49.7 (±3.1)	52.5 (±3.1)	44.4 (±4.0)

Cigarette (whole)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	6.3 (±0.9)	5.4 (±0.8)	4.9 (±0.8)	3.8 (±0.6)	NA	NA	NA	NA	NA	NA	NA	NA

Cigarette (just a puff)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	28.6 (±2.4)	23.9 (±2.7)	19.8 (±2.6)	20.1 (±2.5)	17.6 (±2.0)	14.7 (±1.9)	11.8 (±1.6)	11.4 (±1.5)	11.4 (±1.5)	8.7 (±1.5)	7.9 (±1.0)	6.4 (±1.2)
Grade 10	39.0 (±3.5)	35.1 (±2.9)	35.5 (±2.7	33.0 (±2.5)	29.2 (±2.9)	23.9 (±2.6)	22.0 (±2.6)	19.2 (±1.7)	17.2 (±2.2)	13.0 (±2.0)	10.8 (±1.3)	8.8 (±1.5)
Grade 12	52.1 (±3.1)	47.5 (±3.5)	45.0 (±2.8)	44.3 (±3.1)	40.8 (±3.6)	36.6 (±2.5)	31.5 (±3.0)	28.7 (±2.5)	25.0 (±2.4)	19.9 (±2.3)	17.6 (±2.4)	15.6 (±2.6)

E-cigarette/vape

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	18.5 (±2.0)	10.1 (±1.8)	12.0 (±1.7)	11.2 (±2.0)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	35.0 (±3.1)	18.5 (±2.4)	18.6 (±2.5)	16.3 (±2.0)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	47.4 (±3.5)	31.8 (±3.0)	29.0 (±3.1)	25.1 (±2.8)

Marijuana

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	3.4 (±0.6)	3.0 (±0.5)	3.2 (±0.5)	2.7 (±0.5)	3.9 (±0.6)	2.9 (±0.5)	3.1 (±0.5)	2.4 (±0.4)	3.8 (±0.5)	3.7 (±0.6)	1.5 (±0.3)	1.5 (±0.3)
Grade 8	15.7 (±1.6)	14.0 (±1.8)	10.7 (±1.6)	11.9 (±1.4)	13.2 (±1.6)	13.7 (±1.4)	10.4 (±1.5)	10.0 (±1.5)	10.8 (±1.3)	6.4 (±1.0)	8.0 (±1.1)	6.0 (±1.1)
Grade 10	32.4 (±2.5)	29.5 (±2.0)	30.8 (±2.2)	30.8 (±1.9)	30.9 (±2.5)	29.3 (±2.4)	29.4 (±2.4)	27.8 (±2.4)	29.3 (±2.6)	15.9 (±2.0)	17.2 (±2.1)	13.0 (±2.5)
Grade 12	48.0 (±2.4)	41.1 (±3.1)	43.1 (±2.7)	44.6 (±2.7)	45.7 (±2.4)	45.6 (±2.2)	45.7 (±3.1)	45.3 (±2.3)	43.0 (±3.0)	33.7 (±3.4)	31.1 (±3.3)	24.9 (±4.2)

Inhalants

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	3.6 (±0.6)	3.7 (±0.5)	3.7 (±0.5)	2.9 (±0.4)	3.5 (±0.5)	2.4 (±0.5)	2.3 (±0.4)	2.0 (±0.4)	2.9 (±0.4)	NA	NA	NA
Grade 8	NA	NA	5.7 (±1.0)	6.1 (±1.1)	5.8 (±0.7))	6.1 (±0.9)	4.5 (±0.7)	4.8 (±0.6)	6.4 (±0.9)	NA	NA	NA
Grade 10	NA	NA	10.7 (±1.3)	8.9 (±1.1)	9.2 (±1.0)	9.2 (±1.0)	7.6 (±0.9)	7.6 (±1.0)	8.2 (±0.9)	NA	NA	NA
Grade 12	NA	NA	9.4 (±1.6)	9.7 (±1.5)	10.7 (±1.5)	9.7 (±1.2)	8.0 (±1.2)	7.4 (±0.8)	8.0 (±1.1)	NA	NA	NA

Other illegal drugs

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	3.3 (±0.6)	2.9 (±0.3)	3.3 (±0.4)	3.8 (±0.5)	2.3 (±0.4)	2.0 (±0.4)	2.5 (±0.4)	2.0 (±0.3)	2.6 (±0.4)	3.3 (±0.2)	0.9 (±0.1)	1.0 (±0.3)

Meth

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	2.5 (±0.5)	3.3 (±0.7)	1.9 (±0.5)	2.8 (±0.5)	2.4 (±0.5)	3.3 (±0.7)	2.6 (±0.5)	2.9 (±0.5)	1.6 (±0.4)	0.5 (±0.2)	0.9 (±0.3)	0.3 (±0.1)
Grade 10	4.5 (±0.7)	5.1 (±0.9)	5.9 (±0.9)	4.7 (±0.7)	4.8 (±1.2)	5.2 (±1.0)	4.1 (±0.8)	4.1 (±0.6)	2.8 (±0.7)	0.9 (±0.3)	1.2 (±0.4)	0.7 (±0.2)
Grade 12	7.2 (±1.6)	6.3 (±1.2)	7.1 (±1.3)	5.6 (±1.2)	4.8 (±0.9)	5.6 (±1.1)	3.8 (±0.8)	4.8 (±0.9)	3.4 (±0.7)	1.2 (±0.4)	1.7 (±0.5)	1.1 (±0.5)

Heroin

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	2.4 (±0.6)	1.6 (±0.5)	2.8 (±0.5)	2.2 (±0.5)	3.0 (±0.6)	2.6 (±0.5)	2.9 (±0.6))	1.5 (±0.5)	0.4 (±0.2)	0.6 (±0.3)	0.4 (±0.1)
Grade 10	NA	3.4 (±0.7)	4.7 (±1.0)	4.4 (±0.9)	3.5 (±0.9)	4.2 (±0.7)	3.4 (±0.7)	3.6 (±0.7	2.8 (±0.8)	0.5 (±0.2)	0.8 (±0.3)	0.4 (±0.2)
Grade 12	NA	3.2 (±0.7)	4.7 (±0.9)	4.6 (±0.9)	4.1 (±0.9)	5.1 (±1.2)	3.2 (±0.8)	3.7 (±0.7)	2.9 (±0.6)	0.8 (±0.4)	0.7 (±0.4)	0.8 (±0.4)

Fentanyl

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.2)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.6 (±0.2)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.8 (±0.4)

Hemp-derived products

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.1)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.4 (±0.4)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.4 (±1.1)

Synthetic products

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.2 (±0.1)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.4 (±0.2)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.6 (±0.3)

Kratom

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.2 (±0.1)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3 (±0.2)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7 (±0.4)

Bath salts

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.2 (±0.3)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7 (±0.2)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.6 (±0.3)

Psilocybin

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.2)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.5 (±0.5)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.3 (±1.2)

Ecstasy/Molly

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.4 (±0.2)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7 (±0.2)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.5 (±0.7)

Cocaine

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	3.1 (±0.5)	3.4 (±0.6)	2.4 (±0.5)	3.2 (±0.6)	2.6 (±0.5)	3.8 (±0.7)	2.9 (±0.5)	3.0 (±0.6)	1.9 (±0.5)	NA	NA	NA
Grade 10	5.4 (±0.8)	6.0 (±1.1)	7.3 (±1.1)	7.0 (±0.9)	6.1 (±1.0)	6.1 (±1.0)	4.2 (±0.7)	5.0 (±0.8)	3.9 (±1.0)	NA	NA	NA
Grade 12	8.3 (±1.4)	8.3 (±1.7)	9.8 (±1.5)	10.5 (±1.9)	8.9 (±1.5)	8.1 (±1.3)	6.5 (±0.9)	6.9 (±1.1)	5.8 (±1.2)	NA	NA	NA

Steroids

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	3.1 (±0.5)	1.6 (±0.4)	1.9 (±0.4)	NA	2.4 (±0.5)	3.0 (±0.7)	2.4 (±0.5)	3.1 (±0.6)	1.6 (±0.4)	NA	NA	NA
Grade 10	2.9 (±0.4)	2.8 (±0.5)	3.2 (±0.5)	NA	3.5 (±0.9)	4.2 (±0.7)	3.2 (±0.6)	3.6 (±0.7)	2.6 (±0.7)	NA	NA	NA
Grade 12	4.2 (±0.6)	2.5 (±0.5)	3.9 (±0.7)	NA	3.5 (±1.0)	4.6 (±1.0)	3.3 (±0.8)	3.7 (±0.6)	3.0 (±0.8)	NA	NA	NA

Illegal injection drugs

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	1.6 (±0.3)	1.4 (±0.4)	1.7 (±0.4)	1.6 (±0.2)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	2.1 (±0.4)	1.8 (±0.6)	2.5 (±0.4)	2.2 (±0.3)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	2.1 (±0.5)	1.8 (±0.4)	2.9 (±0.7)	2.3 (±0.4)	NA	NA	NA	NA	NA	NA	NA	NA

Notes:

- *NA indicate a substance was not represented on that particular year's survey.*
- *In 2010, the description "(coke, rock, snow)" was dropped from the cocaine question.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Current Substance Use

Student responses to questions about substance use in the past 30 days are indicators of their current substance use. This section presents current (30-day) prevalence results by grade from 2002 to 2025. Binge drinking in the past 2 weeks is also included in these tables. Detailed results for individual substances appear in subsequent sections.

Current (30-Day) Substance Use, Grades 6, 8, 10, and 12, 2002-2025

Alcohol

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	3.8 (±0.5)	4.4 (±0.6)	4.3 (±0.6)	3.5 (±0.5)	3.8 (±0.5)	2.5 (±0.5)	2.1 (±0.4)	1.8 (±0.4)	2.4 (±0.4)	2.2 (±0.4)	1.2 (±0.3)	1.7 (±0.3)
Grade 8	17.8 (±1.4)	18.1 (±1.6)	15.4 (±1.8)	16.1 (±1.5)	14.4 (±1.3)	11.9 (±1.2)	8.1 (±0.9)	7.6 (±1.1)	8.4 (±0.9)	3.6 (±0.6)	4.2 (±0.6)	3.9 (±0.6)
Grade 10	29.3 (±1.5)	32.6 (±1.6)	32.8 (±1.6)	31.7 (±1.6)	27.7 (±1.9)	23.3 (±1.6))	20.6 (±1.5)	20.4 (±1.4))	18.5 (±1.6)	8.4 (±1.6)	9.1 (±1.5)	7.1 (±1.5)
Grade 12	42.8 (±2.4)	42.6 (±2.4)	42.1 (±2.1)	40.8 (±2.4)	40.0 (±2.2)	36.1 (±2.2)	32.9 (±2.5)	32.0 (±2.3	27.9 (±2.3)	20.0 (±3.6)	18.4 (±2.4)	15.3 (±3.0)

Binge

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	NA	NA	NA	3.0 (±0.5)	3.7 (±0.6)	2.4 (±0.5)	2.3 (±0.5)	1.3 (±0.3)	1.9 (±0.4)	1.9 (±0.5)	2.1 (±0.4)	1.8 (±0.3)
Grade 8	10.0 (±1.0)	10.2 (±1.3)	8.6 (±1.6)	9.1 (±1.1)	8.1 (±0.9)	7.1 (±0.8)	4.5 (±0.6)	4.0 (±0.7)	4.6 (±0.6)	2.8 (±0.5)	1.9 (±0.4)	1.3 (±0.3)
Grade 10	18.7 (±1.3)	18.7 (±1.7)	19.6 (±1.8)	18.4 (±1.4)	16.2 (±1.9)	14.3 (±1.3)	10.6 (±1.1)	10.9 (±1.0)	9.6 (±1.1)	5.5 (±1.1)	4.2 (±0.8)	2.6 (±0.7)
Grade 12	27.3 (±2.2)	25.8 (±2.4)	26.1 (±2.0)	25.9 (±2.1)	24.9 (±2.2)	21.8 (±1.7)	19.2 (±1.9)	18.0 (±1.6)	15.2 (±1.6)	12.4 (±2.2)	8.7 (±1.4)	7.4 (±1.8)

Cigarettes

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	2.2 (±0.3)	2.0 (±0.4)	1.9 (±0.4)	1.4 (±0.3)	1.7 (±0.4)	1.2 (±0.3)	1.1 (±0.3)	0.5 (±0.2)	1.0 (±0.3)	0.8 (±0.2)	0.4 (±0.2)	0.5 (±0.2)
Grade 8	9.2 (±1.0)	7.8 (±1.1)	6.4 (±1.2)	7.3 (±1.0)	6.6 (±0.9)	5.1 (±0.7)	4.0 (±0.6)	3.1 (±0.5)	2.7 (±0.5)	1.3 (±0.4)	1.5 (±0.3)	1.1 (±0.3)
Grade 10	15.0 (±1.3)	13.0 (±1.6)	14.9 (±1.4)	14.4 (±1.6)	12.7 (±1.7)	9.6 (±1.2)	7.9 (±1.1)	6.3 (±0.7)	5.0 (±0.7)	1.9 (±0.4)	2.2 (±0.4)	1.6 (±0.5)
Grade 12	22.7 (±2.2)	19.7 (±2.1)	20.0 (±1.8)	20.0 (±2.7)	19.6 (±2.4)	15.6 (±1.8)	13.1 (±1.5)	11.0 (±1.5)	8.0 (±1.2)	3.8 (±0.8)	4.6 (±0.9)	3.8 (±1.1)

Tobacco, chewing

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	1.0 (±0.3)	1.0 (±0.2)	1.2 (±0.3)	1.1 (±0.2)	1.0 (±0.3)	1.0 (±0.2)	1.2 (±0.3)	0.5 (±0.2)	1.0 (±0.3)	0.6 (±0.2)	4.0 (±0.5)	4.1 (±0.5)
Grade 8	2.7 (±0.5)	2.8 (±0.5)	2.8 (±0.6)	3.4 (±0.5)	3.0 (±0.5)	2.6 (±0.4)	1.3 (±0.4)	1.6 (±0.4)	1.4 (±0.4)	0.5 (±0.3)	2.5 (±0.5)	2.2 (±0.6)
Grade 10	4.8 (±0.8)	4.9 (±0.7)	6.4 (±1.1)	6.7 (±1.3)	6.2 (±1.4)	4.6 (±0.9)	3.7 (±0.6)	3.0 (±0.8)	2.4 (±0.6)	0.6 (±0.2)	3.4 (±0.9)	2.2 (±0.9)
Grade 12	7.5 (±1.4)	7.6 (±1.1)	8.9 (±1.7)	8.6 (±1.2)	8.9 (±1.6)	7.7 (±1.4)	5.1 (±1.0)	5.5 (±0.8)	3.7 (±1.1)	0.9 (±0.4)	6.0 (±1.4)	3.5 (±0.9)

E-cigarettes/vape

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	NA	NA	NA	NA	NA	NA	NA	1.2 (±0.3)	3.0 (±0.5)	3.0 (±0.6)	1.8 (±0.5)	1.9 (±0.4)
Grade 8	NA	NA	NA	NA	NA	1.7 (±0.4)	8.5 (±1.2)	6.2 (±1.4)	10.5 (±1.4)	4.9 (±1.0)	5.0 (±0.8)	4.1 (±1.0)
Grade 10	NA	NA	NA	NA	NA	3.9 (±1.0)	18.0 (±1.5)	12.7 (±1.8)	21.2 (±2.6)	7.6 (±1.2)	7.7 (±1.4)	6.2 (±1.4)
Grade 12	NA	NA	NA	NA	NA	6.7 (±2.0)	23.1 (±2.2)	19.9 (±2.3)	29.6 (±2.8)	15.1 (±1.9)	13.6 (±1.8)	11.6 (±2.2)

Heated tobacco products

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.8 (±0.7)	2.5 (±0.5)	1.8 (±0.5)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.5 (±0.7)	3.2 (±0.7)	1.9 (±0.5)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	5.1 (±0.9)	5.0 (±1.0)	3.4 (±1.1)

Cigars

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	8.3 (±1.3)	6.4 (±0.9)	6.9 (±1.4)	8.3 (±1.4)	4.3 (±0.7)	2.9 (±0.5)	1.9 (±0.5)	1.2 (±0.4)	1.5 (±0.4)	0.8 (±0.3)	1.1 (±0.4)	0.9 (±0.3)
Grade 10	11.4 (±1.6)	11.4 (±1.5)	16.9 (±2.4)	16.0 (±1.8)	8.5 (±1.3)	6.9 (±1.2)	5.1 (±0.6)	4.1 (±0.7)	3.2 (±0.7)	1.1 (±0.3)	1.1 (±0.5)	0.7 (±0.4)
Grade 12	15.2 (±1.6)	18.4 (±1.6)	24.3 (±2.5)	20.9 (±2.3)	17.4 (±2.5)	13.7 (±1.7)	10.2 (±1.4)	8.9 (±1.4)	6.7 (±1.1)	2.0 (±0.5)	2.2 (±1.0)	1.6 (±0.7)

Tobacco in a pipe

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	5.6 (±1.1)	4.0 (±0.8)	3.7 (±1.0)	5.1 (±1.0)	NA	NA	NA	NA	1.1 (±0.3)	NA	NA	NA
Grade 10	5.9 (±1.9)	5.6 (±1.2)	10.1 (±1.8)	7.1 (±0.9)	NA	NA	NA	NA	1.7 (±0.4)	NA	NA	NA
Grade 12	5.0 (±1.5)	5.0 (±1.0)	9.1 (±1.9)	6.8 (±0.9)	NA	NA	NA	NA	1.7 (±0.5)	NA	NA	NA

Bidis

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	6.8 (±1.4)	5.3 (±1.0)	4.5 (±1.1)	6.3 (±1.3)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	8.0 (±2.4)	8.1 (±1.3)	12.7 (±1.9)	10.4 (±1.0)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	8.3 (±1.7)	8.3 (±1.6)	11.8 (±1.7)	10.1 (±1.1)	NA	NA	NA	NA	NA	NA	NA	NA

Cloves

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	5.0 (±1.3)	3.6 (±0.8)	3.2 (±1.0)	4.0 (±1.0)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	6.3 (±2.4)	5.5 (±1.0)	9.5 (±1.8)	6.7 (±1.0)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	5.5 (±1.7)	5.5 (±1.0)	8.9 (±1.8)	7.0 (±1.2)	NA	NA	NA	NA	NA	NA	NA	NA

Dissolvable tobacco

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	0.9 (±0.3)	NA	NA	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	1.1 (±0.3)	NA	NA	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	1.5 (±0.5)	NA	NA	NA

Tobacco in a hookah

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	6.1 (±1.0)	NA	4.1 (±0.5)	4.7 (±0.8)	2.4 (±1.0)	1.9 (±0.5)	1.6 (±0.5)	1.5 (±0.4)	1.5 (±0.5)
Grade 10	NA	NA	NA	10.0 (±1.1)	NA	9.0 (±1.2)	10.0 (±1.3)	4.9 (±1.0)	3.2 (±0.6)	2.3 (±0.5)	1.4 (±0.5)	1.1 (±0.4)
Grade 12	NA	NA	NA	13.1 (±1.8)	NA	16.7 (±2.0)	14.9 (±1.6)	7.0 (±0.9)	4.4 (±0.9)	2.8 (±0.7)	3.3 (±1.0)	2.2 (±0.7)

Marijuana

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	1.3 (±0.4)	1.7 (±0.3)	1.5 (±0.3)	1.2 (±0.3)	1.6 (±0.4)	1.2 (±0.4)	1.3 (±0.4)	0.8 (±0.2)	1.3 (±0.3)	0.9 (±0.3)	0.5 (±0.2)	0.6 (±0.2)
Grade 8	10.4 (±1.1)	9.2 (±1.1)	7.0 (±1.3)	8.3 (±1.1)	9.5 (±1.1)	9.4 (±1.0)	7.3 (±1.0)	6.4 (±1.1)	7.2 (±1.0)	2.8 (±0.6)	3.7 (±0.6)	2.6 (±0.6)
Grade 10	18.3 (±1.7)	17.1 (±1.7)	18.3 (±1.4)	19.1 (±1.2)	20.0 (±1.8)	19.3 (±1.6)	18.1 (±1.6)	17.2 (±1.6)	17.9 (±1.6)	7.2 (±1.2)	8.4 (±1.3)	5.5 (±1.3)
Grade 12	24.7 (±1.7)	19.5 (±2.2)	21.6 (±1.9)	23.4 (±2.3)	26.3 (±2.0)	26.7 (±1.4)	26.7 (±2.2)	26.5 (±1.8)	26.2 (±2.1)	15.9 (±2.7)	16.3 (±2.4)	11.7 (±2.5)

Marijuana and alcohol simultaneously

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	5.0 (±0.8)	1.6 (±0.5)	0.8 (±0.3)	0.5 (±0.2)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	11.0 (±1.6)	3.6 (±0.8)	1.9 (±0.4)	1.2 (±0.4)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	16.1 (±1.6)	10.1 (±2.0)	5.0 (±1.2)	3.6 (±1.0)

Other illegal drugs

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 6	NA	NA	NA	NA	0.9 (±0.2)	0.8 (±0.2)	0.6 (±0.2)	0.6 (±0.2)	0.9 (±0.3)	1.1 (±0.2)	0.4 (±0.1)	0.5 (±0.2)
Grade 8	NA	3.3 (±0.4)	3.0 (±0.6)	3.4 (±0.5)	3.0 (±0.4)	2.8 (±0.5)	1.9 (±0.3)	2.7 (±0.5)	3.4 (±0.7)	1.2 (±0.4)	1.3 (±0.4)	0.9 (±0.2)
Grade 10	NA	5.7 (±0.9)	7.2 (±0.8)	7.0 (±0.7)	6.5 (±1.2)	5.1 (±0.6)	4.4 (±0.5)	5.6 (±0.9)	5.9 (±0.9)	1.1 (±0.3)	2.0 (±0.6)	0.8 (±0.3)
Grade 12	NA	6.8 (±0.9)	8.6 (±1.1)	8.1 (±1.2)	7.5 (±0.9)	7.3 (±0.9)	6.6 (±1.0)	8.5 (±1.3)	6.8 (±1.2)	2.8 (±0.8)	2.9 (±0.8)	0.9 (±0.5)

Painkillers to get high

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	3.6 (±0.7)	4.3 (±0.9)	4.3 (±0.5)	3.2 (±0.4)	2.3 (±0.4)	2.1 (±0.3)	2.4 (±0.4)	1.0 (±0.3)	1.7 (±0.4)	1.3 (±0.4)
Grade 10	NA	NA	10.1 (±1.2)	9.5 (±1.2)	8.3 (±1.3)	6.0 (±0.8)	4.7 (±0.6)	4.4 (±0.6)	3.6 (±0.6)	1.0 (±0.2)	1.6 (±0.4)	1.2 (±0.3)
Grade 12	NA	NA	11.6 (±2.0)	12.0 (±1.6)	7.9 (±1.2)	7.5 (±1.0)	5.6 (±0.9)	5.4 (±0.8)	3.8 (±0.7)	1.3 (±0.3)	1.7 (±0.5))	1.1 (±0.4

Prescription drugs, not prescribed

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	4.2 (±0.6)	5.2 (±0.9)	5.5 (±0.8)	1.4 (±0.4)	2.8 (±0.6)	1.7 (±0.4)
Grade 10	NA	NA	NA	NA	NA	NA	7.6 (±0.8)	7.9 (±0.9)	6.8 (±1.0)	1.5 (±0.3)	2.9 (±0.6)	2.3 (±0.5)
Grade 12	NA	NA	NA	NA	NA	NA	9.0 (±1.3)	8.8 (±1.2)	6.6 (±1.1)	1.9 (±0.5)	3.0 (±0.9)	2.7 (±0.6)

ADD drug use (Ritalin, Adderall, Concerta)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	2.8 (±0.4)	2.0 (±0.5)	2.8 (±0.5)	9.4 (±1.1)	10.4 (±0.9)	NA	NA	0.8 (±0.3)	0.4 (±0.2)	0.7 (±0.3)	0.7 (±0.4)
Grade 10	NA	4.2 (±0.6)	5.0 (±0.9)	4.9 (±0.8)	11.5 (±1.5)	10.5 (±1.1)	NA	NA	2.1 (±0.5)	0.7 (±0.2)	0.8 (±0.4)	0.9 (±0.4)
Grade 12	NA	3.6 (±0.8)	5.2 (±1.0)	5.4 (±1.1)	9.8 (±1.1)	11.7 (±1.9)	NA	NA	2.3 (±0.6)	1.0 (±0.4)	1.8 (±0.5)	1.1 (±0.4)

Painkiller use (Vicodin, OxyContin, or Percocet)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	1.6 (±0.4)	0.9 (±0.3)	1.1 (±0.4)	1.0 (±0.3)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	2.4 (±0.5)	0.7 (±0.3)	0.8 (±0.4)	0.9 (±0.3)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	2.7 (±0.6)	0.8 (±0.3)	0.6 (±0.3)	0.9 (±0.3)

Tranquilizer use (Valium or Xanax)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	0.9 (±0.3)	0.2 (±0.2)	0.3 (±0.2)	0.2 (±0.1)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	1.5 (±0.4)	0.3 (±0.2)	0.2 (±0.2)	0.0 (±0.1)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	1.6 (±0.5)	0.3 (±0.2)	0.7 (±0.4)	0.6 (±0.3)

Barbiturate use (Nembutal or Seconal.)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.0 (±0.3)	0.1 (±0.1)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.3 (±0.4)	0.0 (±0.0)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.9 (±0.7)	0.3 (±0.2)

Sleep medicine use (Ambien, Lunesta, or Sonata)

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.0 (±0.3)	1.6 (±0.4)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.3 (±0.4)	1.0 (±0.5)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.9 (±0.7)	1.0 (±0.5)

Another kind of prescription drug use

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	1.7 (±0.4)	0.9 (±0.3)	2.2 (±0.5)	1.8 (±0.5)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	2.0 (±0.5)	0.9 (±0.3)	1.8 (±0.5)	1.9 (±0.4)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	1.7 (±0.5)	1.1 (±0.4)	2.1 (±0.7)	1.5 (±0.6)

Over-the-counter drug use

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	6.2 (±0.9)	2.7 (±0.7)	5.7 (±0.7)	5.0 (±0.9)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	5.0 (±1.1)	2.8 (±0.6)	4.9 (±0.7)	4.6 (±0.8)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	3.7 (±0.8)	2.5 (±0.7)	4.8 (±0.8)	3.7 (±0.9)

Something but don't know what it was

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.0 (±0.3)	2.7 (±0.7)	2.0 (±0.5)
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7 (±0.2)	1.0 (±0.4)	2.0 (±0.5)
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.3)	1.0 (±0.5)	1.2 (±0.5)

Fentanyl

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.2)	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.8 (±0.3)	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.8 (±0.4)	NA

Marijuana (hemp-derived) products

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.5 (±0.4)	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2.0 (±0.5)	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5.1 (±1.2)	NA

Synthetic products

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7 (±0.2)	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.4 (±0.2)	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.6 (±0.3)	NA

Kratom

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.2)	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3 (±0.2)	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3 (±0.3)	NA

Bath salts

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.5 (±0.3)	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.4 (±0.2)	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.3 (±0.2)	NA

Psilocybin

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.0 (±0.3)	NA
Grade 10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.3 (±0.4)	NA
Grade 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.9 (±0.7)	NA

Psychedelics

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	3.0 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	4.0 (±0.7)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	5.1 (±1.2)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Inhalants

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	5.0 (±0.6)	5.0 (±0.8)	6.4 (±1.1)	5.3 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	3.8 (±0.5)	5.7 (±0.6)	5.6 (±1.0)	5.1 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	3.0 (±0.6)	3.5 (±0.6)	4.5 (±0.9)	3.6 (±0.4)	NA	NA	NA	NA	NA	NA	NA	NA

Illegal injection drugs Cocaine or crack

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	2.4 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	2.7 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	4.4 (±0.7)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Methamphetamines

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	2.1 (±0.4)	1.9 (±0.3)	1.3 (±0.3)	2.1 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	2.9 (±0.6)	2.9 (±0.5)	2.9 (±0.5)	3.6 (±0.7)	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	3.4 (±0.7)	2.8 (±0.5)	2.7 (±0.6)	3.8 (±1.1)	NA	NA	NA	NA	NA	NA	NA	NA

Ecstasy or MDMA Use

Grade	2002	2004	2006	2008	2010	2012	2014	2016	2018	2021	2023	2025
Grade 8	2.4 (±0.4)	2.1 (±0.3)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 10	3.2 (±0.8)	2.7 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grade 12	3.6 (±0.7)	2.7 (±0.5)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes:

- *NA indicate a substance was not represented on that particular year's survey.*
- *Binge drinking in the past two weeks (not in the past 30 days).*
- *In 2014, the question for electronic cigarettes (e-cigs), added the language "or vape pens". In 2021, "JUUL" was added to the description.*
- *In 2014, the description of marijuana was changed from "grass, hash, pot" to "weed, hash, pot". In 2021, "weed, hash, pot" was dropped.*

The questions on stimulant use have changed over time:

- *During the past 30 days, on how many days did you: use Ritalin without a doctor's orders? (2004, 2006, 2008)*

- *Some kids take a medicine prescribed by their doctor to help with hyperactivity or focus (ADD). Some names for this medicine are Ritalin, Adderall, or Concerta. In the past 30 days have you taken one of these drugs? (2010, 2012)*
- *During the past 30 days, which of the following have you used for non-medical reasons? Choose all that apply. I used a stimulant, like Adderall or Ritalin. (2021)*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Alcohol Use

Alcohol has been consistently reported as the substance most frequently used by Washington's youth. However, the prevalence of past 30-day use of alcohol has steadily declined nationally (Monitoring the Future, 2016) and in Washington State since 2000. As age-specific survey data illustrate, the number of youth using alcohol increases sharply with each grade. The number of Grade 6 and 8 students who report any lifetime use is of particular concern because of the strong association between age of initiation and subsequent alcohol misuse and dependence.

Lifetime Alcohol Use

In 2025, 11 percent of Grade 6, 24 percent of Grade 8 students, 32 percent of Grade 10 students, and 44 percent of Grade 12 students reported having tried more than a sip or two of alcohol sometime in their lives (lifetime use).

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to report drinking more than a sip or two of alcohol in their lifetime.

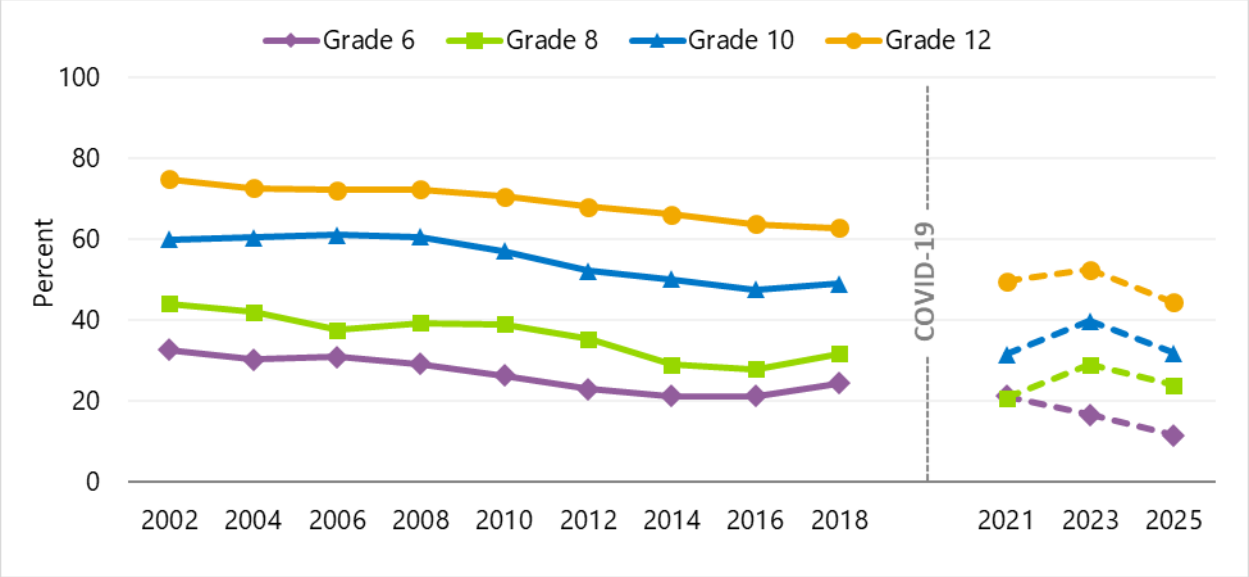
Differences by sex assigned at birth:

- Grade 6 males were more likely than females to report they drank more than a sip or two of alcohol in their lifetime.
- Grade 8, 10, and 12 females were more likely than males to report they drank more than a sip or two of alcohol in their lifetime.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were decreases in lifetime alcohol use from 2023 to 2025.

Lifetime Alcohol Use, More than a Sip, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	32.7 (±2.0)	30.3 (±1.3)	30.9 (±1.5)	29.2 (±1.4)	26.3 (±1.2)	23.0 (±1.5)
Grade 8	44.2 (±1.9)	42.0 (±2.1)	37.6 (±2.7)	39.4 (±2.3)	39.0 (±2.1)	35.4 (±1.7)
Grade 10	60.0 (±2.5)	60.4 (±1.8)	61.2 (±2.0)	60.6 (±2.2)	57.1 (±2.3)	52.2 (±2.9)
Grade 12	74.9 (±2.0)	72.6 (±1.9)	72.2 (±1.5)	72.4 (±1.8)	70.6 (±2.0)	68.0 (±1.9)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	21.2 (±1.3)	21.2 (±1.3)	24.3 (±1.1)	21.3 (±1.6)	16.6 (±1.2)	11.5 (±1.0)
Grade 8	29.0 (±1.8)	27.9 (±2.2)	31.7 (±1.9)	20.8 (±1.7)	29.0 (±1.8)	24.0 (±2.3)
Grade 10	50.1 (±2.1)	47.6 (±2.1)	49.1 (±2.6)	31.6 (±2.7)	39.8 (±2.8)	31.9 (±2.9)
Grade 12	66.2 (±2.1)	63.8 (±2.1)	62.8 (±2.8)	49.7 (±3.1)	52.5 (±3.1)	44.4 (±4.0)

Survey Questions:

- *How old were you the first time you: Had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?*
- *Have you ever, even once in your lifetime: Had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?*

Note: Percentages represent students who had ever had more than a sip of alcohol at any age in their life (Grades 8, 10 and 12) or had ever had a sip of alcohol in their life (Grade 6).

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Alcohol Use

In 2025, 2 percent of Grade 6 students, 4 percent of Grade 8 students, 7 percent of Grade 10 students, and 15 percent of Grade 12 students reported drinking alcohol in the past 30 days.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used alcohol in the past 30 days.

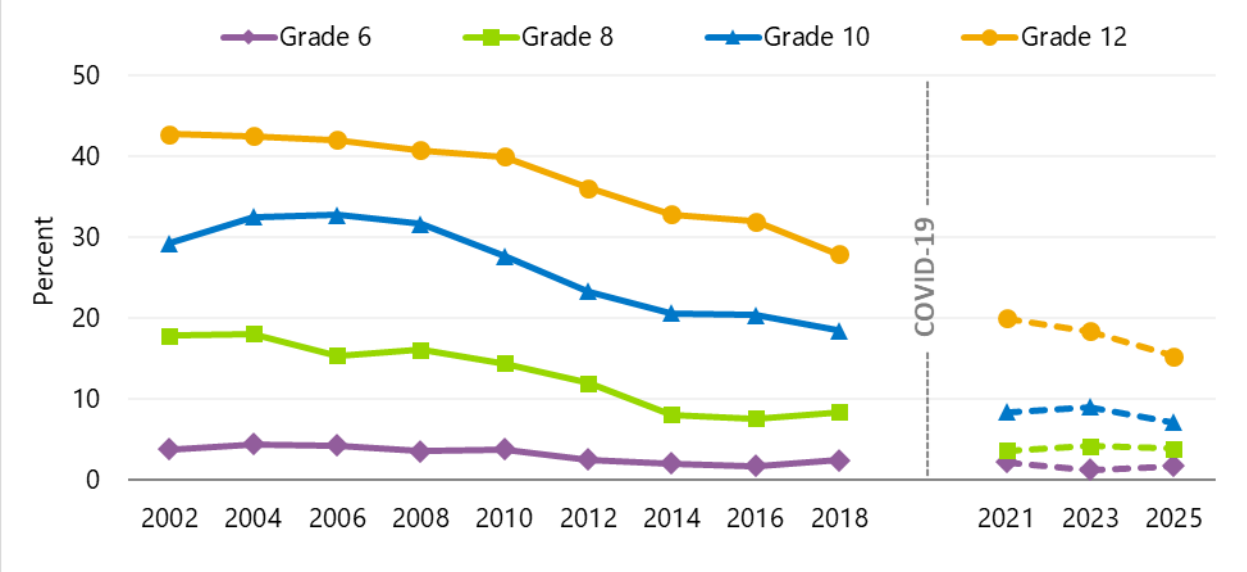
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have used alcohol in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in 30-day alcohol use from 2023 to 2025.

30-Day Alcohol Use, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	3.8 (±0.7)	4.4 (±0.5)	4.3 (±0.6)	3.5 (±0.5)	3.8 (±0.5)	2.5 (±0.5)
Grade 8	17.8 (±1.5)	18.1 (±1.7)	15.4 (±1.8)	16.1 (±1.5)	14.4 (±1.3)	11.9 (±1.2)
Grade 10	29.3 (±1.6)	32.6 (±1.6)	32.8 (±1.6)	31.7 (±1.6)	27.7 (±1.9)	23.3 (±1.6)
Grade 12	42.8 (±2.5)	42.6 (±2.4)	42.1 (±2.1)	40.8 (±2.4)	40.0 (±2.2)	36.1 (±2.2)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	2.1 (±0.4)	1.8 (±0.4)	2.4 (±0.4)	2.2 (±0.4)	1.2 (±0.3)	1.7 (±0.3)
Grade 8	8.1 (±0.9)	7.6 (±1.1)	8.4 (±0.9)	3.6 (±0.6)	4.2 (±0.6)	3.9 (±0.6)
Grade 10	20.6 (±1.5)	20.4 (±1.4)	18.5 (±1.6)	8.4 (±1.6)	9.1 (±1.5)	7.1 (±1.5)
Grade 12	32.9 (±2.5)	32.0 (±2.3)	27.9 (±2.3)	20.0 (±3.6)	18.4 (±2.4)	15.3 (±3.0)

Survey Question: During the past 30 days, on how many days did you have an alcoholic drink? A drink is a glass of wine, a bottle or can of beer, a shot glass of liquor, a mixed drink, etc.?

Note: Percentages represent students who reported that they drank alcohol on any days in the past 30 days.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Binge Drinking

The survey question on binge drinking (framed as five or more drinks in a row during the previous two weeks) may underestimate excessive alcohol consumption. Low-weight and inexperienced drinkers suffer negative effects from fewer than five drinks, and students may underestimate the amount of alcohol they consume in a "drink." In addition, the new recommended measurement of binge drinking for women is 4 drinks or more in one occasion (Chavez, 2011).

In 2025, 2 percent of Grade 6, 1 percent of Grade 8 students, 3 percent of Grade 10 students, and 7 percent of Grade 12 students reported binge drinking in the past two weeks.

Differences by grade level:

- Grade 6 students were more likely than Grade 8 students to report binge drinking.
- Grade 10 and 12 students were more likely than Grade 6 and 8 students to report binge drinking.
- Grade 12 students were more likely than Grade 10 students to report binge drinking.

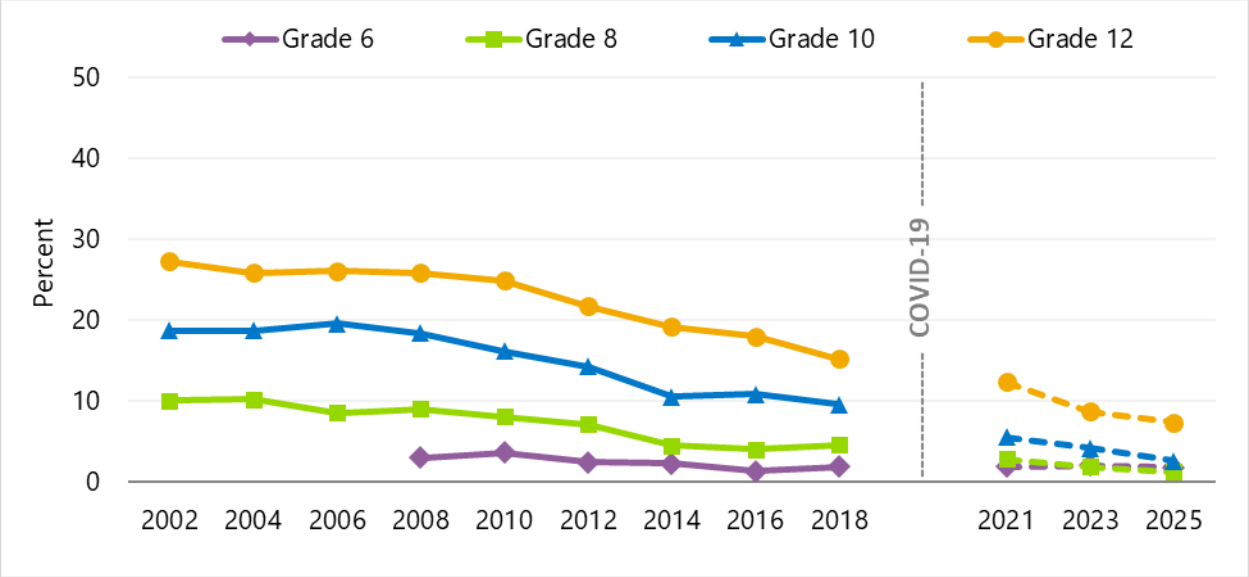
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to report binge drinking.

Changes from 2023 to 2025:

- Among Grade 8 and 10 students, there were decreases in binge drinking from 2023 to 2025.

Binge Drinking, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	NA	NA	NA	3.0 (±0.5)	3.7 (±0.6)	2.4 (±0.5)
Grade 8	10.0 (±1.2)	10.2 (±1.3)	8.6 (±1.6)	9.1 (±1.1)	8.1 (±0.9)	7.1 (±0.8)
Grade 10	18.7 (±1.6)	18.7 (±1.5)	19.6 (±1.8)	18.4 (±1.4)	16.2 (±1.9)	14.3 (±1.3)
Grade 12	27.3 (±2.5)	25.8 (±2.4)	26.1 (±2.0)	25.9 (±2.1)	24.9 (±2.2)	21.8 (±1.7)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	2.3 (±0.5)	1.3 (±0.3)	1.9 (±0.4)	1.9 (±0.5)	2.1 (±0.4)	1.8 (±0.3)
Grade 8	4.5 (±0.6)	4.0 (±0.7)	4.6 (±0.6)	2.8 (±0.5)	1.9 (±0.4)	1.3 (±0.3)
Grade 10	10.6 (±1.1)	10.9 (±1.0)	9.6 (±1.1)	5.5 (±1.1)	4.2 (±0.8)	2.6 (±0.7)
Grade 12	19.2 (±1.9)	18.0 (±1.6)	15.2 (±1.6)	12.4 (±2.2)	8.7 (±1.4)	7.4 (±1.8)

Survey Question: Think back over the last 2 weeks. How many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)

Note: Percentages represent students who reported that they had five or more drinks in a row any number of times in the past two weeks.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Average Age of First Alcohol Use

Some youth begin experimenting with alcohol and other drugs at an early age. Early (age 12-14) and late (age 15-17) adolescence initiation and use of alcohol are associated with alcohol related problems in adulthood (Buchman, 2009; McCambridge, 2011). The younger the age of

drinking onset, the greater the chance that an individual will develop a clinically-defined alcohol disorder at some point in their life (National Center on Addiction and Substance Abuse, 2011).

In 2025, among Grade 10 students who have had more than a sip or two of beer, wine, or hard liquor, the average age of first use was 12.2 years.

Average Age of First Use of Alcohol in 2025

Grade	2025
Grade 8	11.0 (± 0.1)
Grade 10	12.2 (± 0.1)
Grade 12	13.7 (± 0.1)

Survey Question: How old were you the first time you had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whiskey, or gin)?

Note: Age of first use is calculated by excluding students who responded that they "never had" drank alcohol, and calculating the mean age of first use among those who drank at any age.

Source: HYS 2025.

Levels of Problem Drinking: Composite Scale

The level of drinking is an important consideration in the design of prevention and intervention strategies. The definitions of experimental, heavy, and problem drinking combine frequency of drinking and episodes of binge drinking (see Notes below) (Courtney et al., 2009). Students reported the following levels of drinking in 2025:

- Experimental drinking: 2 percent of Grade 8, 4 percent of Grade 10 students, and 6 percent of Grade 12 students.
- Heavy drinking: 1 percent of Grade 8, and 2 percent of Grade 10, and 6 percent of Grade 12 students.
- Problem drinking: 1 percent of Grade 8, 1 percent of Grade 10, and 3 percent of Grade 12 students.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to report experimental drinking, heavy drinking, and problem drinking.

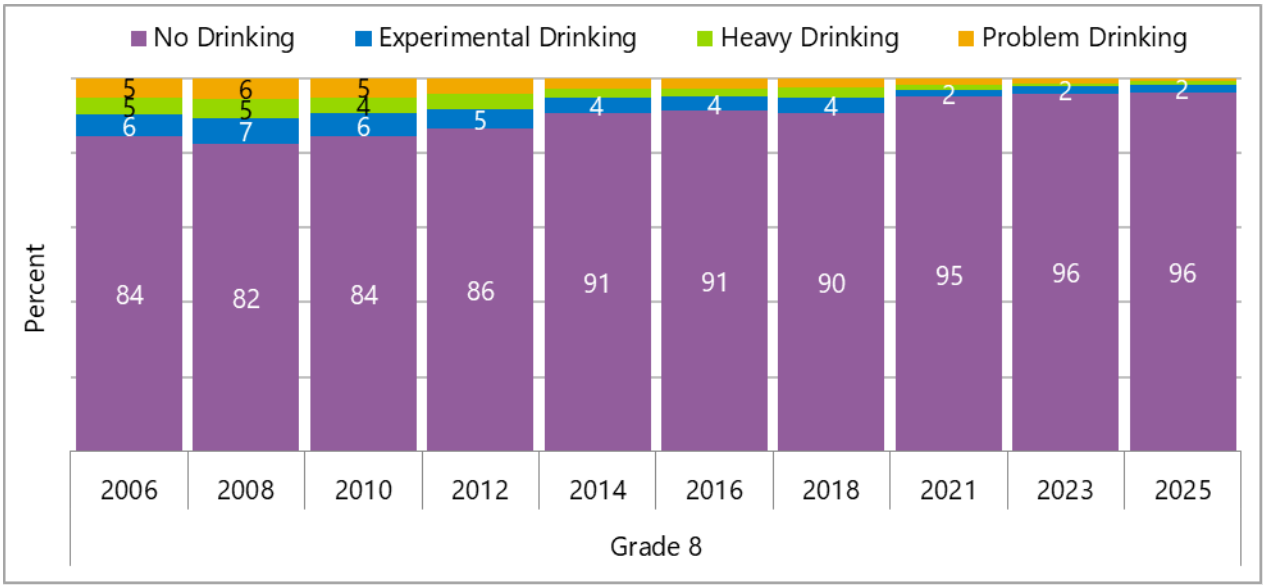
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to report experimental drinking and heavy drinking.
- Grade 12 females were more likely than males to report experimental drinking.
- Grade 12 males were more likely than females to report problem drinking

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in problem drinking from 2023 to 2025.

Levels of Problem Drinking, Grades 8, 2006-2025

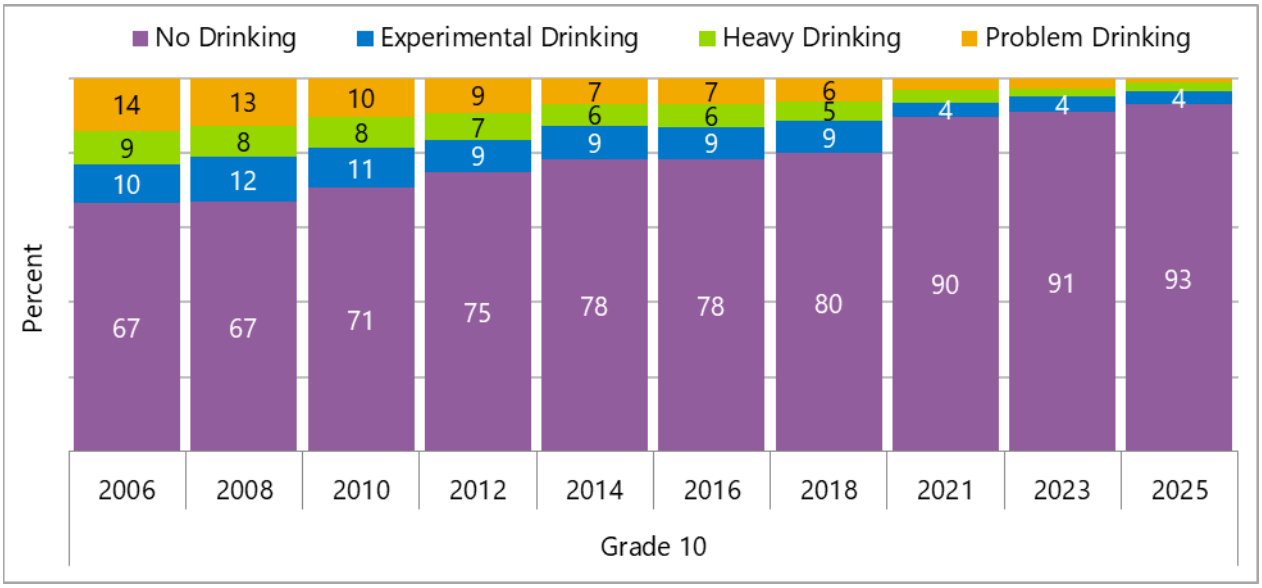


Grade 8

Measure	2006	2008	2010	2012	2014
No Drinking	84.3 (±2.1	82.4 (±1.7	84.3 (±1.4	86.4 (±1.3	90.8 (±1.0
Experimental Drinking	5.8 (±0.9	6.9 (±0.7	6.2 (±0.5	5.3 (±0.5	3.9 (±0.5
Heavy Drinking	4.7 (±0.8	4.9 (±0.6	4.3 (±0.5	4.0 (±0.5	2.6 (±0.4
Problem Drinking	5.2 (±1.1	5.8 (±0.8	5.3 (±0.8	4.4 (±0.6	2.8 (±0.5

Measure	2016	2018	2021	2023	2025
No Drinking	91.3 (±1.1	90.5 (±1.0	95.0 (±0.6	95.9 (±0.6	96.3 (±0.6
Experimental Drinking	3.6 (±0.5	4.3 (±0.5	1.7 (±0.3	1.8 (±0.4	2.0 (±0.3
Heavy Drinking	2.2 (±0.3	2.8 (±0.4	1.6 (±0.3	0.7 (±0.3	1.1 (±0.3
Problem Drinking	2.9 (±0.6	2.5 (±0.5	1.7 (±0.4	1.6 (±0.3	0.7 (±0.2

Levels of Problem Drinking, Grades 10, 2006-2025

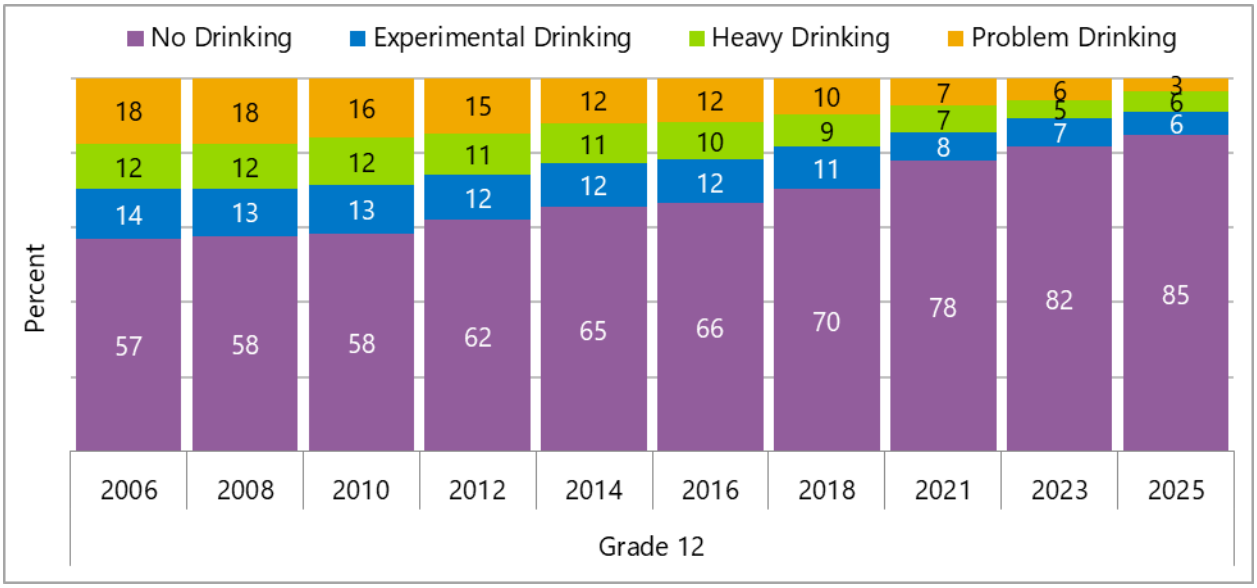


Grade 10

Measure	2006	2008	2010	2012	2014
No Drinking	66.7 (±2.1	66.8 (±1.7	70.6 (±2.2	75.0 (±1.7	78.1 (±1.6
Experimental Drinking	10.2 (±1.1	12.0 (±0.9	10.9 (±0.7	8.5 (±0.6	9.2 (±0.9
Heavy Drinking	9.0 (±1.1	8.4 (±0.8	8.2 (±0.7	7.1 (±0.7	5.9 (±0.7
Problem Drinking	14.1 (±1.4	12.8 (±0.9	10.4 (±1.6	9.4 (±1.0	6.9 (±0.8

Measure	2016	2018	2021	2023	2025
No Drinking	78.3 (±1.5	80.0 (±1.8	89.6 (±1.8	91.0 (±1.5	92.9 (±1.5
Experimental Drinking	8.7 (±0.7	8.7 (±0.7	3.8 (±0.7	4.0 (±0.8	3.6 (±0.8
Heavy Drinking	6.2 (±0.5	5.2 (±0.8	3.4 (±0.6	2.2 (±0.5	2.2 (±0.7
Problem Drinking	6.8 (±0.8	6.2 (±0.8	3.2 (±0.6	2.8 (±0.6	1.3 (±0.4

Levels of Problem Drinking, Grades 12, 2006-2025



Grade 12

Measure	2006	2008	2010	2012	2014
No Drinking	56.8 (±2.5	57.8 (±2.4	58.4 (±2.3	61.9 (±2.1	65.4 (±2.5
Experimental Drinking	13.6 (±1.4	12.6 (±0.9	13.1 (±1.2	12.3 (±1.0	11.7 (±0.9
Heavy Drinking	12.1 (±1.1	11.9 (±1.0	12.5 (±0.8	11.0 (±0.9	10.8 (±1.3
Problem Drinking	17.6 (±2.0	17.7 (±1.7	16.1 (±2.1	14.8 (±1.5	12.1 (±1.3

Measure	2016	2018	2021	2023	2025
No Drinking	66.5 (±2.2	70.3 (±2.3	77.9 (±3.5	81.7 (±2.4	84.8 (±3.0
Experimental Drinking	11.6 (±0.9	11.3 (±1.0	7.7 (±1.4	7.4 (±1.3	6.1 (±1.1
Heavy Drinking	9.9 (±1.0	8.6 (±0.8	7.0 (±1.5	4.9 (±1.0	5.7 (±1.4
Problem Drinking	12.0 (±1.1	9.9 (±1.5	7.5 (±1.3	6.0 (±1.0	3.4 (±0.9

Survey Questions:

- *During the past 30 days, on how many days did you: Drink a glass, can or bottle of alcohol?*
- *Think back over the last 2 weeks. How many times have you had five or more drinks in a row?*

Notes:

- *Experimental drinking represents drinking 1–2 times in the past 30 days and no binge drinking in the past two weeks.*

- *Heavy drinking represents drinking 3–5 times in the past 30 days and/or binge drinking 1 time in the past two weeks.*
- *Problem drinking represents drinking 6 or more times in the past 30 days and/or binge drinking 2 or more times in the past two weeks.*

Source: HYS 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perception of Access to Alcohol

In spite of the laws that seek to prevent underage drinking, a high percentage of youth do not find it hard to obtain alcohol. The perception of easy access to alcohol is lower among Washington State youth than the national average (Johnston, 2015).

In 2025, 79 percent of Grade 6 students, 57 percent of Grade 8 students, 44 percent of Grade 10 students, and 36 percent of Grade 12 students reported that alcohol would be very hard to get.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive that alcohol would be very hard to get.

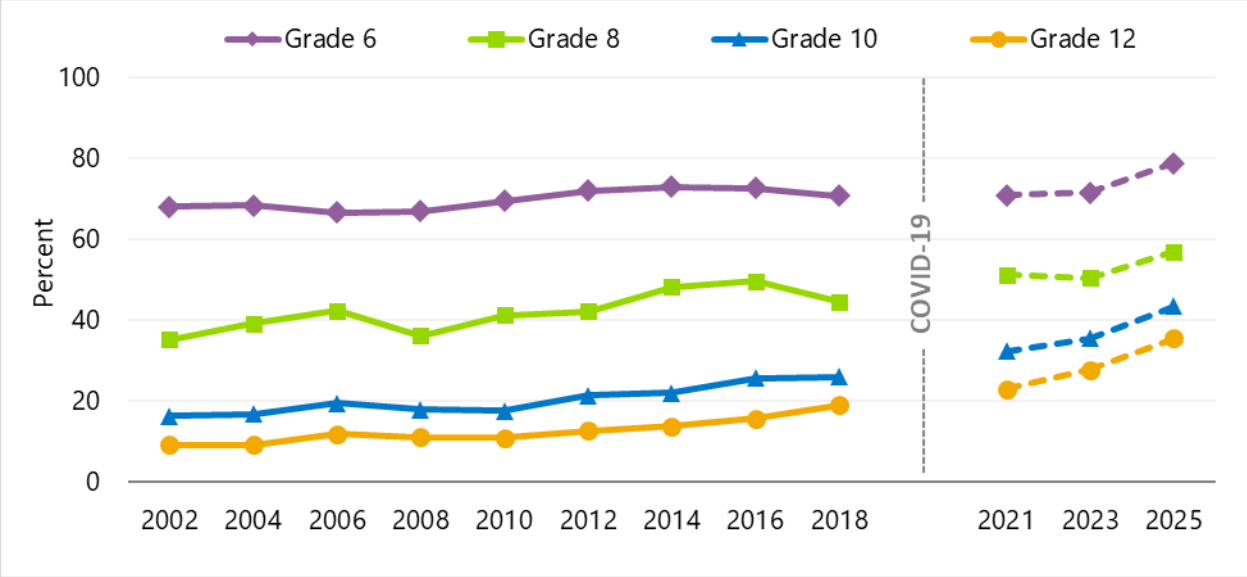
Differences by sex assigned at birth:

- Grade 6 and 8 males were more likely than females to perceive that alcohol would be very hard to get.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in the perception that alcohol would be very hard to get from 2023 to 2025.

Perception That Access to Alcohol is Very Hard, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	68.1 (±1.4	68.4 (±1.2	66.6 (±1.3	67.0 (±1.3	69.5 (±1.2	72.0 (±1.3
Grade 8	35.2 (±1.7	39.1 (±1.8	42.4 (±1.9	36.2 (±1.9	41.3 (±1.6	42.2 (±1.6
Grade 10	16.3 (±2.2	16.8 (±1.9	19.4 (±1.5	17.9 (±1.7	17.6 (±1.5	21.4 (±1.8
Grade 12	9.1 (±1.6	9.2 (±1.2	11.9 (±1.9	11.1 (±1.7	10.9 (±1.5	12.7 (±1.5

Grade	2014	2016	2018	2021	2023	2025
Grade 6	73.0 (±1.1	72.7 (±1.1	70.7 (±1.5	71.0 (±1.5	71.6 (±1.6	78.8 (±1.4
Grade 8	48.2 (±1.8	49.7 (±1.7	44.6 (±2.2	51.3 (±2.0	50.4 (±2.4	57.0 (±2.3
Grade 10	22.0 (±1.6	25.8 (±2.3	26.0 (±1.4	32.4 (±2.8	35.5 (±3.1	43.5 (±3.0
Grade 12	13.8 (±1.6	15.6 (±1.5	19.1 (±2.2	23.0 (±2.9	27.8 (±2.7	35.5 (±4.9

Survey Question: If you wanted to get some beer, wine, or hard liquor (for example: vodka, whiskey, or gin), how easy would it be for you to get some?

Note: Percentages represent students who reported it would be "very hard" to get alcohol if they wanted some.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Sources of Alcohol

The following chart represents where they usually obtained alcohol, among students who got alcohol in the past 30 days.

Differences by grade level:

- Grade 8 and 10 students were more likely than Grade 12 students to get alcohol from home without parental permission.
- Grade 10 and 12 students were more likely than Grade 8 students to get alcohol from friends or at a party.
- Grade 12 students were more likely than Grade 8 and 10 students to buy alcohol from a store.
- Grade 12 students were more likely than grade 8 students to give money to someone for alcohol.
- Grade 10 students were more likely than Grade 12 students to steal alcohol from a store.

Differences by sex assigned at birth:

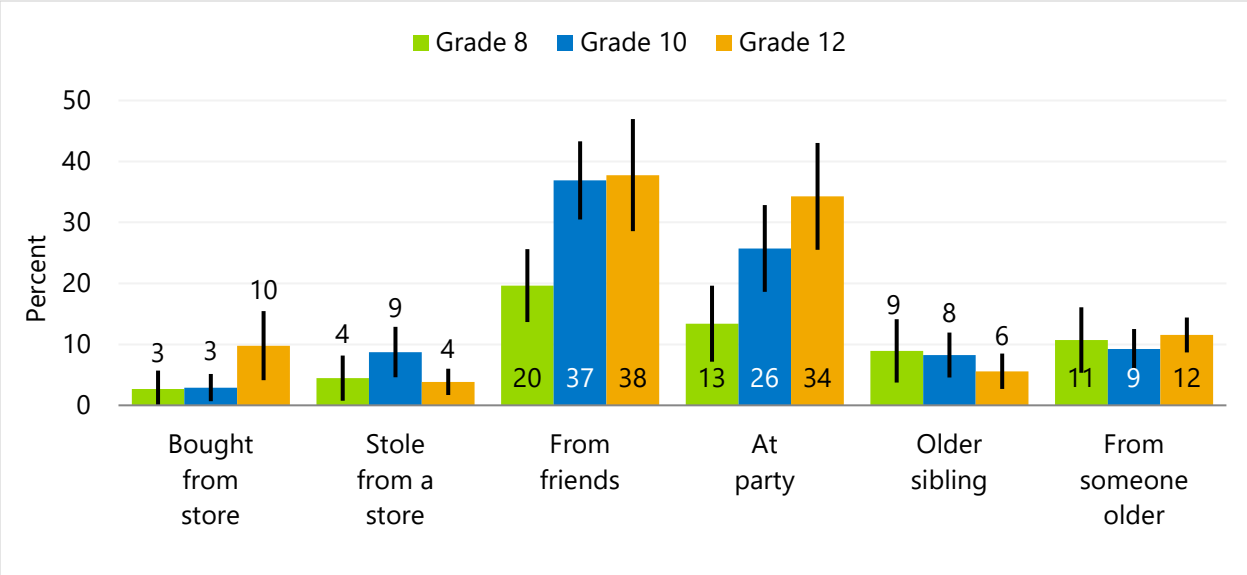
- Grade 12 males were more likely than females to buy alcohol from a store.
- Grade 12 females were more likely than males to get alcohol from friends.

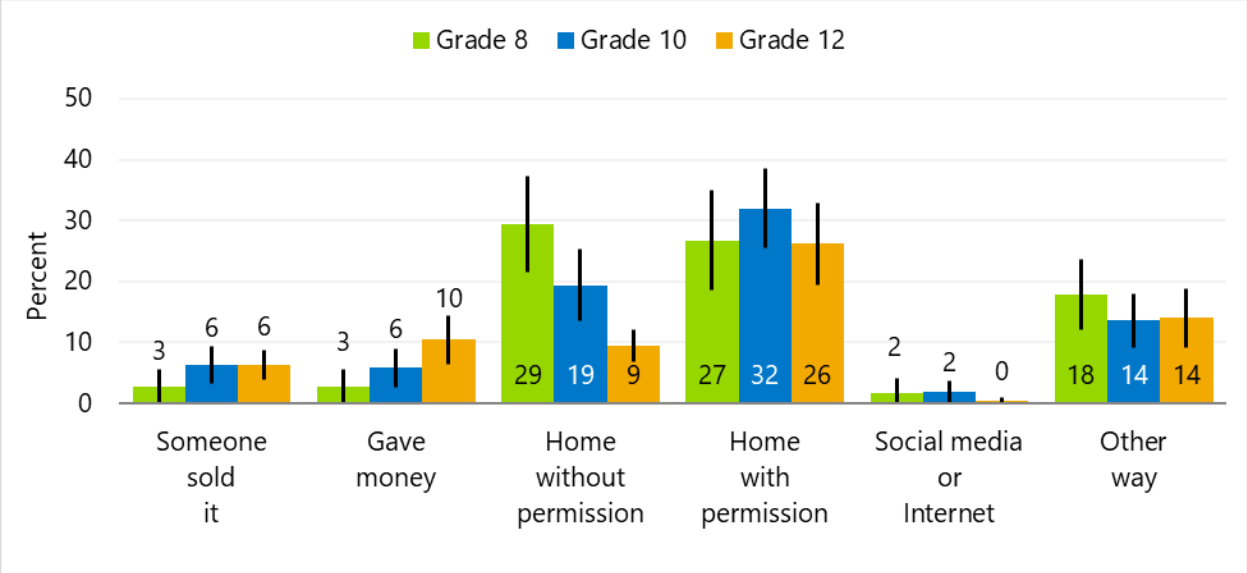
Changes from 2023 to 2025:

- Among Grade 10 and 12 students, there were decreases in getting alcohol from someone older from 2023 to 2025.

- Among Grade 10 students, there was a decrease in giving money to someone for alcohol from 2023 to 2025.
- Among Grade 12 students, there was a decrease in getting alcohol at home without permission from 2023 through 2025.

Sources of Alcohol Among Those Who Got It, Grades 8, 10, and 12 in 2025





Grade	Bought from store	Stole from a store	From friends	At party	Older sibling	From someone older
Grade 8	2.7 (±3.0	4.5 (±3.7	19.6 (±6.0	13.4 (±6.2	8.9 (±5.2	10.7 (±5.4
Grade 10	2.9 (±2.2	8.7 (±4.1	36.9 (±6.4	25.7 (±7.1	8.3 (±3.7	9.2 (±3.3
Grade 12	9.8 (±5.7	3.9 (±2.2	37.8 (±9.2	34.3 (±8.8	5.6 (±2.9	11.5 (±2.9

Grade	Someone sold it	Gave money to someone	Home without permission	Home w/per-mission	Social media or Internet	Other way
Grade 8	2.7 (±3.0	2.7 (±3.0	29.5 (±7.8	26.8 (±8.3	1.8 (±2.4	17.9 (±2.4
Grade 10	6.3 (±3.0	5.8 (±3.1	19.4 (±5.8	32.0 (±6.4	1.9 (±1.8	13.6 (±1.8
Grade 12	6.3 (±2.4	10.5 (±4.0	9.4 (±2.7	26.2 (±6.7	0.4 (±0.7	14.0 (±0.7

Survey Question: During the past 30 days, if you used alcohol, how did you get it? Choose all that apply. I did not get alcohol in the past 30 days.; I bought it from a store.; I stole it from a store.; I got it from friends/someone my age.; I got it at a party.; I got it from an older sibling.; I got it from someone older who I'm not related to.; Someone sold it to me.; I gave money to someone to get it for me.; I took it from home without a parent/guardian's permission.; I got it from home with a parent/guardian's permission.; I got it some other way.

Notes:

- *Students could check multiple responses.*
- *Response options have changed over time.*
- *Proportions represent students who got alcohol in the past 30 days and where they got alcohol.*
- *Students who reported that they "did not get alcohol in the past 30 days" were not included in the results.*
- *The sample sizes for the 2025 results in these charts are 112 Grade 8; 206 Grade 10; and 286 Grade 12 students.*

Source: HYS 2025.

Perception of Risk from Daily Alcohol Consumption

Because alcohol use is so widely accepted in our culture, it is not surprising that youth do not appreciate the possible harmful effects of alcohol consumption.

In 2025, 47 percent of Grade 6 students, 60 percent of Grade 8 students, 63 percent of Grade 10, and 61 percent of Grade 12 students perceived "great risk" in having one or two drinks of an alcoholic beverage every day.

Differences by grade level:

- Grade 8, 10, and 12 students were more likely than Grade 6 students to perceive great risk in having one or two drinks of alcohol every day.

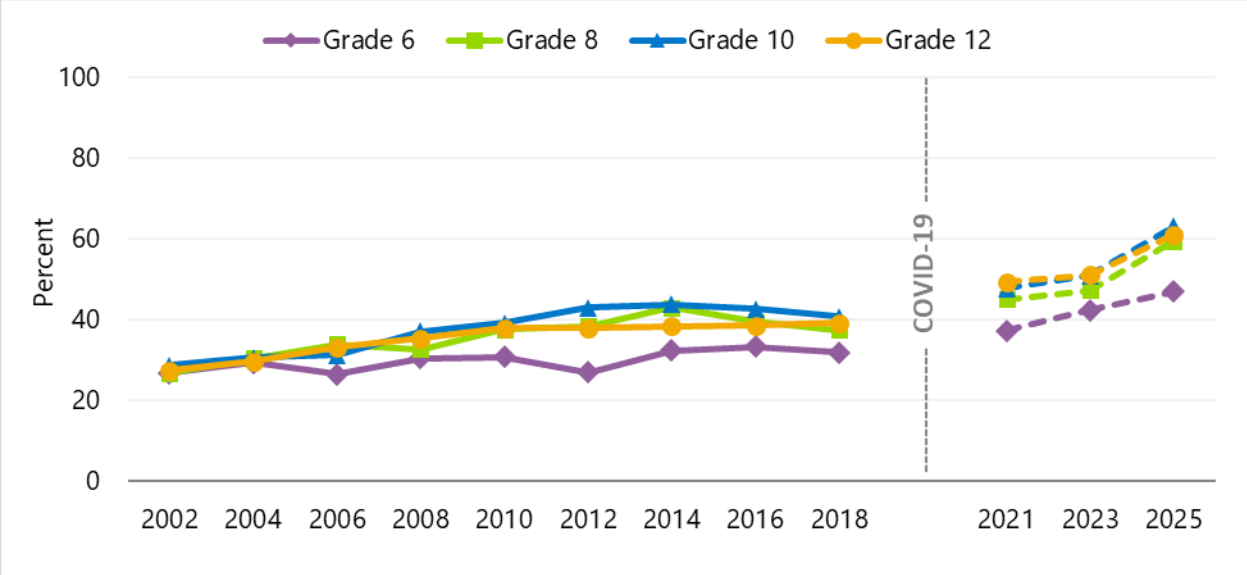
Differences by sex assigned at birth:

- Grade 10, and 12 females were more likely than males to perceive great risk in having more than one or two drinks of alcohol every day.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in the perception of great risk in having one or two drinks of alcohol every day from 2023 through 2025.

Perception of Great Risk From Daily Alcohol Consumption, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	26.9 (±1.6	29.3 (±1.4	26.6 (±1.2	30.5 (±1.5	30.8 (±1.5	26.9 (±1.8
Grade 8	26.7 (±1.8	30.5 (±1.8	33.9 (±2.6	32.7 (±2.2	37.6 (±1.9	38.4 (±2.3
Grade 10	28.6 (±1.9	30.6 (±1.8	31.2 (±2.1	37.1 (±2.3	39.2 (±3.3	43.0 (±2.2
Grade 12	27.5 (±1.8	29.7 (±2.1	33.2 (±3.2	35.3 (±2.3	37.9 (±2.5	37.9 (±2.0

Grade	2014	2016	2018	2021	2023	2025
Grade 6	32.4 (±1.6	33.3 (±1.7	31.9 (±1.5	37.3 (±2.0	42.3 (±2.0	46.9 (±1.9
Grade 8	42.9 (±2.6	39.5 (±2.2	37.4 (±1.9	45.1 (±1.9	47.3 (±2.4	59.5 (±3.0
Grade 10	43.8 (±2.7	42.6 (±1.7	40.8 (±2.4	47.8 (±3.0	50.9 (±2.4	63.2 (±3.1
Grade 12	38.4 (±2.6	38.5 (±2.1	39.2 (±2.3	49.3 (±2.3	51.1 (±2.4	61.2 (±2.4

Survey Question: How much do you think people risk harming themselves if they take one or two drinks of an alcoholic beverage (wine, beer, a shot of liquor) nearly every day?

Note: Percentages represent students who reported that there is great risk from daily alcohol consumption.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Tobacco Use

Historically, cigarettes have been the most popular tobacco product used by youth. After peaking in the late 1990s, youth cigarette smoking rates have declined significantly. Despite this progress, tobacco use remains the leading cause of preventable death in Washington State. Each year, approximately 8,300 adults in Washington die from smoking and approximately 104,000 youth living in Washington today will die prematurely from smoking (Campaign for Tobacco-Free Kids, 2022).

Starting in 2014, electronic delivery systems (ENDS) replaced combustible cigarettes as the most used nicotine product among youth. In 2021, 1 out of 9 high school students (11%) living in the United States (U.S.) reported e-cigarette use in the past 30 days. According to the World Health Organization (WHO), the majority of e-cigarettes contain toxic chemicals, including heavy metals and substances that can cause cancer. The use of END products are associated with increased risk of cardiovascular diseases, lung disorders, and adverse effects on developing fetuses during pregnancy; furthermore, nicotine exposure among children and adolescents has been found to negatively affect brain development and lead to nicotine addiction (WHO, 2020).

Lifetime Cigarette Smoking

In 2025, 6 percent of Grade 8 students, 9 percent of Grade 10 students, and 16 percent of Grade 12 students reported ever having smoked a cigarette, even just a puff.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to have ever smoked a cigarette, even just a puff.

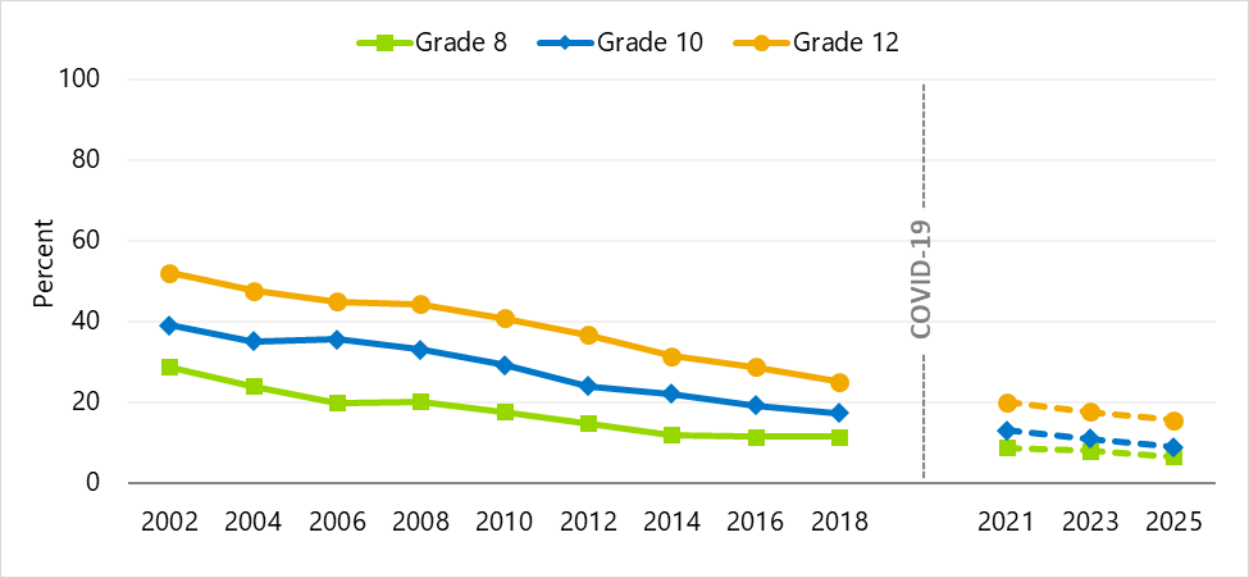
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have ever smoked a cigarette, even just a puff.

Changes from 2023 to 2025:

- There were no changes in ever smoking a cigarette from 2023 to 2025.

Lifetime Cigarette Use - Even Just a Puff, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	28.6 (±2.4	23.9 (±2.7	19.8 (±2.6	20.1 (±2.5	17.6 (±2.0	14.7 (±1.9
Grade 10	39.0 (±3.5	35.1 (±2.9	35.5 (±2.7	33.0 (±2.5	29.2 (±2.9	23.9 (±2.6
Grade 12	52.1 (±3.1	47.5 (±3.5	45.0 (±2.8	44.3 (±3.1	40.8 (±3.6	36.6 (±2.5

Grade	2014	2016	2018	2021	2023	2025
Grade 8	11.8 (±1.6	11.4 (±1.5	11.4 (±1.5	8.7 (±1.5	7.9 (±1.0	6.4 (±1.2
Grade 10	22.0 (±2.6	19.2 (±1.7	17.2 (±2.2	13.0 (±2.0	10.8 (±1.3	8.8 (±1.5
Grade 12	31.5 (±3.0	28.7 (±2.5	25.0 (±2.4	19.9 (±2.3	17.6 (±2.4	15.6 (±2.6

Survey Question: How old were you the first time you smoked a cigarette, even just a puff?

Note: Lifetime percentages represent students who had ever smoked even just a puff of a cigarette at any age in their life.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Cigarette Smoking

In 2025, less than 1 percent of Grade 6 students, 1 percent of Grade 8, 2 percent of Grade 10 students, and 4 percent of Grade 12 students reported smoking a cigarette in the past 30 days.

Differences by grade level:

- Grade 8, 10, and 12 students were more likely than Grade 6 students to have smoked cigarettes in the past 30 days.

- Grade 12 students were more likely than Grade 8 and 10 students to have smoked cigarettes in the past 30 days.

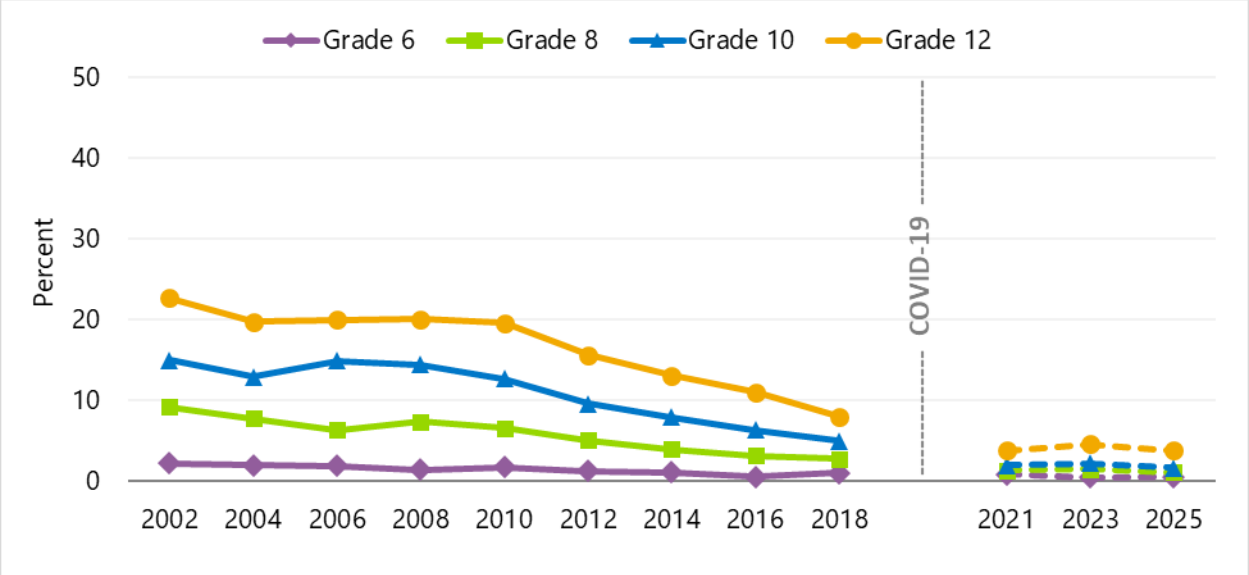
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have smoked cigarettes in the past 30 days.

Changes from 2023 to 2025:

- There were no changes in 30-day cigarette smoking from 2023 to 2025.

30-Day Cigarette Use, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	2.2 (±0.4	2.0 (±0.4	1.9 (±0.4	1.4 (±0.3	1.7 (±0.4	1.2 (±0.3
Grade 8	9.2 (±1.0	7.8 (±1.1	6.4 (±1.2	7.3 (±1.0	6.6 (±0.9	5.1 (±0.7
Grade 10	15.0 (±1.4	13.0 (±1.4	14.9 (±1.4	14.4 (±1.6	12.7 (±1.7	9.6 (±1.2
Grade 12	22.7 (±2.2	19.7 (±2.1	20.0 (±1.8	20.0 (±2.7	19.6 (±2.4	15.6 (±1.8

Grade	2014	2016	2018	2021	2023	2025
Grade 6	1.1 (±0.3	0.5 (±0.2	1.0 (±0.3	0.8 (±0.2	0.4 (±0.2	0.5 (±0.2
Grade 8	4.0 (±0.6	3.1 (±0.5	2.7 (±0.5	1.3 (±0.4	1.5 (±0.3	1.1 (±0.3
Grade 10	7.9 (±1.1	6.3 (±0.7	5.0 (±0.7	1.9 (±0.4	2.2 (±0.4	1.6 (±0.5
Grade 12	13.1 (±1.5	11.0 (±1.5	8.0 (±1.2	3.8 (±0.8	4.6 (±0.9	3.8 (±1.1

Survey Question: During the past 30 days, on how many days did you: Smoke cigarettes?

Note: Percentages represent students who smoked cigarettes on any days in the past 30 days.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Average Age of First Cigarette Smoking

The table below shows the average age of first use for students who had ever tried a cigarette, even just a puff.

The earlier youth begin smoking cigarettes, the more likely they are to become strongly addicted to nicotine. About nine out of ten adult smokers began smoking when they were teens or earlier (Surgeon General Report 2012).

In 2025, among Grade 10 students who have smoked at least a puff of a cigarette, the average age of first use was 12.4 years.

Average Age of First Cigarette Use in 2025

Grade	2025
Grade 8	11.3 (± 0.1)
Grade 10	12.4 (± 0.2)
Grade 12	13.8 (± 0.4)

Survey Question: How old were you the first time you smoked a cigarette, even just a puff?

Note: Age of first use is calculated by excluding students who responded that they "never had" smoked a puff of a cigarette and calculating the mean age of use among those who smoked at any age.

Source: HYS 2025.

30-Day Chewing Tobacco or Smokeless Nicotine Product Use

Using chewing tobacco represents a significant health risk and is not a safe substitute for smoking cigarettes. Risks associated with chewing tobacco include nicotine addiction, cancers of the mouth and pancreas, increased risk of adverse pregnancy outcomes and cardiovascular disease, gum recession, and nicotine poisoning among children (CDC, 2020).

In 2025, use of chewing tobacco or smokeless nicotine products in the past 30 days was reported by 4 percent of Grade 6 students, 2 percent of Grade 8 and 10 students, and 3 percent of Grade 12 students.

Differences by grade level:

- Grade 6 students were more likely than Grade 8 and 10 students to use chewing tobacco or smokeless nicotine products in the past 30 day.
- Grade 12 students were more likely than Grade 8 students to use chewing tobacco or smokeless nicotine products in the past 30 day.

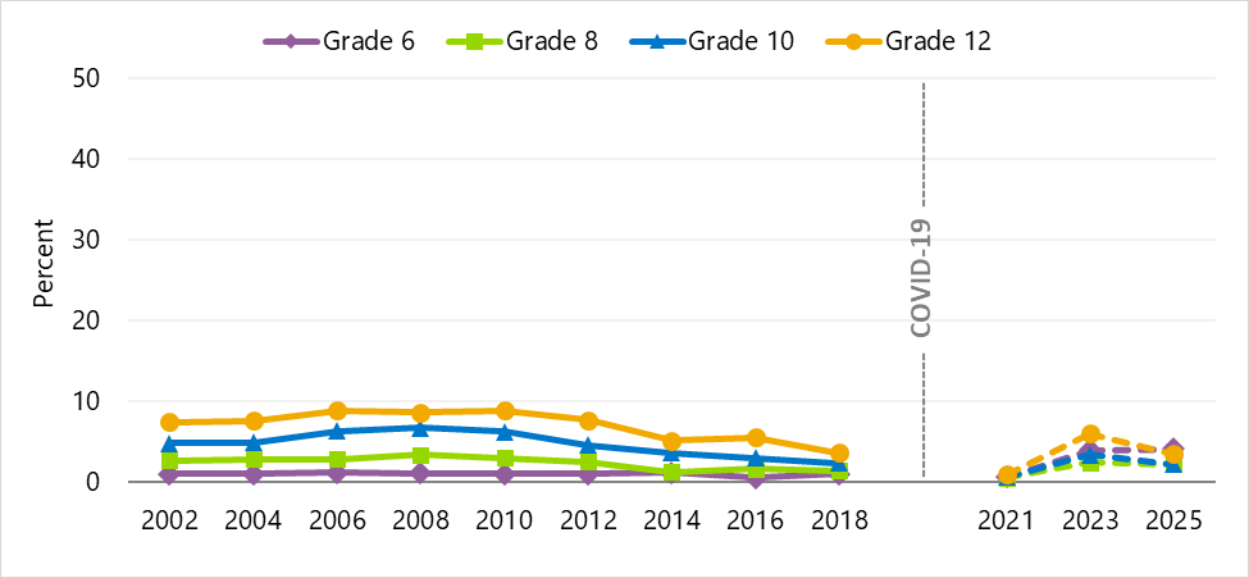
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have used chewing tobacco or smokeless nicotine products in the past 30 days.
- Grade 12 males were more likely than females to have used chewing tobacco or smokeless nicotine products in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 12 students, there was a decrease in 30-day chewing tobacco or smokeless nicotine product use from 2023 to 2025.

30-Day Chewing Tobacco Use or Smokeless Nicotine Products, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	1.0 (±0.3	1.0 (±0.2	1.2 (±0.3	1.1 (±0.2	1.0 (±0.3	1.0 (±0.2
Grade 8	2.7 (±0.5	2.8 (±0.5	2.8 (±0.6	3.4 (±0.5	3.0 (±0.5	2.6 (±0.4
Grade 10	4.8 (±0.7	4.9 (±0.6	6.4 (±1.1	6.7 (±1.3	6.2 (±1.4	4.6 (±0.9
Grade 12	7.5 (±1.3	7.6 (±1.1	8.9 (±1.7	8.6 (±1.2	8.9 (±1.6	7.7 (±1.4

Grade	2014	2016	2018	2021	2023	2025
Grade 6	1.2 (±0.3	0.5 (±0.2	1.0 (±0.3	0.6 (±0.2	4.0 (±0.5	4.1 (±0.5
Grade 8	1.3 (±0.4	1.6 (±0.4	1.4 (±0.4	0.5 (±0.3	2.5 (±0.5	2.2 (±0.6
Grade 10	3.7 (±0.6	3.0 (±0.8	2.4 (±0.6	0.6 (±0.2	3.4 (±0.9	2.2 (±0.9
Grade 12	5.1 (±1.0	5.5 (±0.8	3.7 (±1.1	0.9 (±0.4	6.0 (±1.4	3.5 (±0.9

Survey Question:

During the past 30 days, on how many days did you use chewing tobacco, snuff, dip, or smokeless nicotine products (for example: pouches, lozenges, gum, or toothpicks)?

Note: Percentages represent students who reported that they had used chewing tobacco or smokeless nicotine products on any days in the past 30 days.

The wording for this question changed in 2023 to specify smokeless nicotine products. Prior to 2023, the question was asked as: During the past 30 days, on how many days did you: Use chewing tobacco, snuff, or dip?

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Cigar, Cigarillo or Little Cigar Smoking

In 2025, cigar smoking in the past 30 days was reported by 1 percent of Grade 8 and 10 students, and 2 percent of Grade 12 students.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 and 10 students to have smoked cigars in the past 30 days.

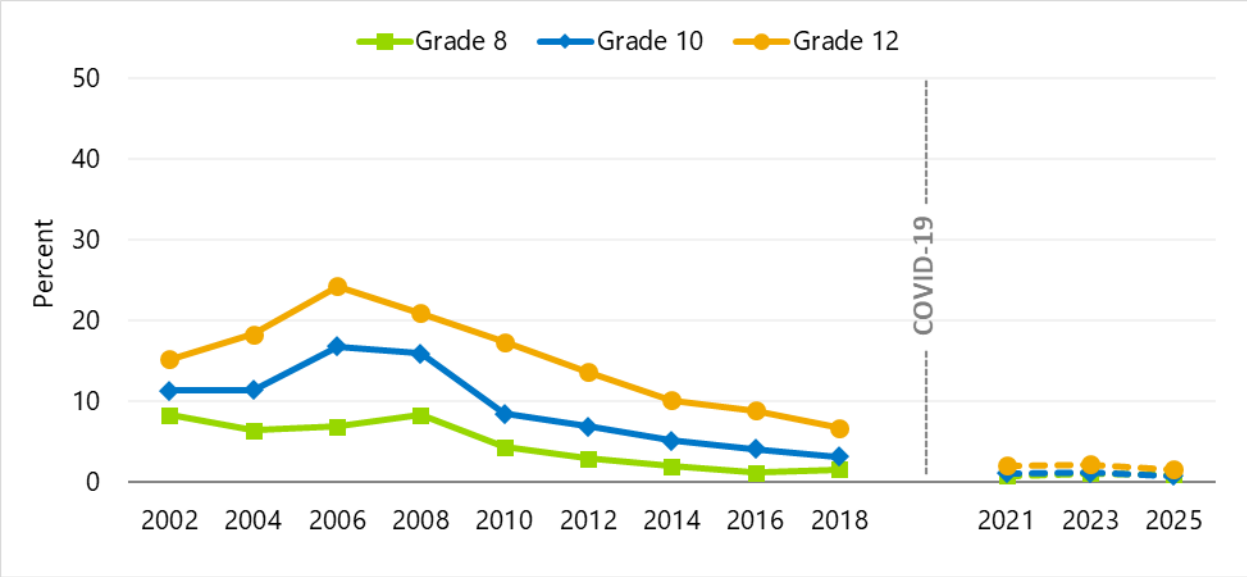
Differences by sex assigned at birth:

- There were no differences in smoking cigars in the past 30 days by sex assigned at birth.

Changes from 2023 to 2025:

- There were no changes in 30-day cigar smoking from 2023 to 2025.

30-Day Cigar, Cigarillo or Little Cigar Smoking, Grades 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 8	8.3 (±1.3	6.4 (±1.1	6.9 (±1.4	8.3 (±1.4	4.3 (±0.7	2.9 (±0.5
Grade 10	11.4 (±1.5	11.4 (±1.5	16.9 (±2.4	16.0 (±1.8	8.5 (±1.3	6.9 (±1.2
Grade 12	15.2 (±1.7	18.4 (±1.7	24.3 (±2.5	20.9 (±2.3	17.4 (±2.5	13.7 (±1.7

Grade	2014	2016	2018	2021	2023	2025
Grade 8	1.9 (±0.5	1.2 (±0.4	1.5 (±0.4	0.8 (±0.3	1.1 (±0.4	0.9 (±0.3
Grade 10	5.1 (±0.6	4.1 (±0.7	3.2 (±0.7	1.1 (±0.3	1.1 (±0.5	0.7 (±0.4
Grade 12	10.2 (±1.4	8.9 (±1.4	6.7 (±1.1	2.0 (±0.5	2.2 (±1.0	1.6 (±0.7

Survey Question: During the past 30 days, on how many days did you: Smoke cigars, cigarillos or little cigars?

Notes:

- *Percentages represent students who reported that they had smoked cigars on any days in the past 30 days.*
- *In 2006 and 2008 HYS administrations, the question about cigar use was asked on the removable portion of the survey.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Electronic Cigarettes, E-cigs, Vape or Dab Pen Use

In 2025, electronic cigarettes or vape use in the past 30 days was reported by 2 percent of Grade 6 students, 4 percent of Grade 8 students, 6 percent of Grade 10 students, and 12 percent of Grade 12 students.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used an electronic cigarettes or vape in the past 30 days.

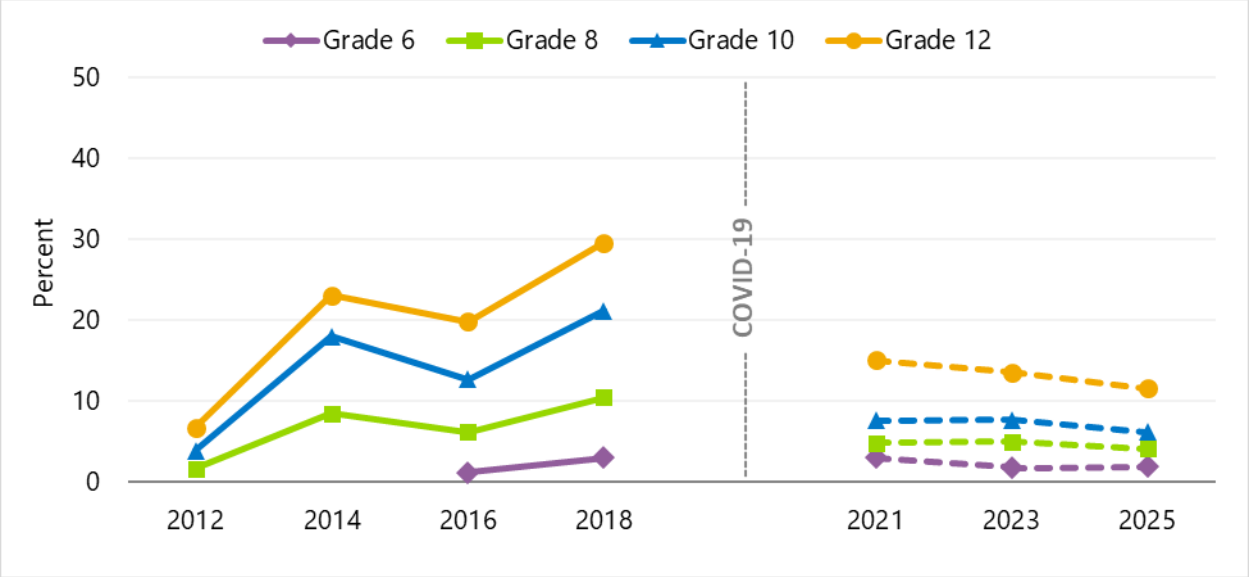
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have used an electronic cigarettes or vape in the past 30 days.

Changes from 2023 to 2025:

- There were no changes in 30-day electronic cigarettes or vape use from 2023 to 2025.

30-Day Electronic Cigarettes or Vape Use, Grades 6, 8, 10, and 12, 2012-2025



Grade	2012	2014	2016	2018	2021	2023	2025
Grade 6	NA	NA	1.2 (±0.3	3.0 (±0.5	3.0 (±0.6	1.8 (±0.5	1.9 (±0.4
Grade 8	1.7 (±0.4	8.5 (±1.2	6.2 (±1.4	10.5 (±1.4	4.9 (±1.0	5.0 (±0.8	4.1 (±1.0
Grade 10	3.9 (±1.0	18.0 (±1.5	12.7 (±1.8	21.2 (±2.6	7.6 (±1.2	7.7 (±1.4	6.2 (±1.4
Grade 12	6.7 (±2.0	23.1 (±2.2	19.9 (±2.3	29.6 (±2.8	15.1 (±1.9	13.6 (±1.8	11.6 (±2.2

Survey Question: During the past 30 days, on how many days did you use an electronic cigarette, e-cig, vape, or dab pen?

Notes:

- *Percentages represent students who reported that they had used an electronic cigarette, e-cig, vape, or dab pen on any days in the past 30 days.*
- *Question wording has changed over time. A question about 30-day electronic cigarettes and e-cigs was asked in 2012, but the question did not include the term "vape pens.". "Vape pens" was dropped in 2025 and replaced with "dap pen".*
- *More response options were added in 2016.*

Source: HYS 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Heated Tobacco Product Use

In 2025, heated tobacco products (which heat a liquid to produce vapor) were used by 2 percent of Grade 8 and Grade 10 students, and 3 percent of Grade 12 students.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 and 10 students to have used heated tobacco products in the past 30 days.

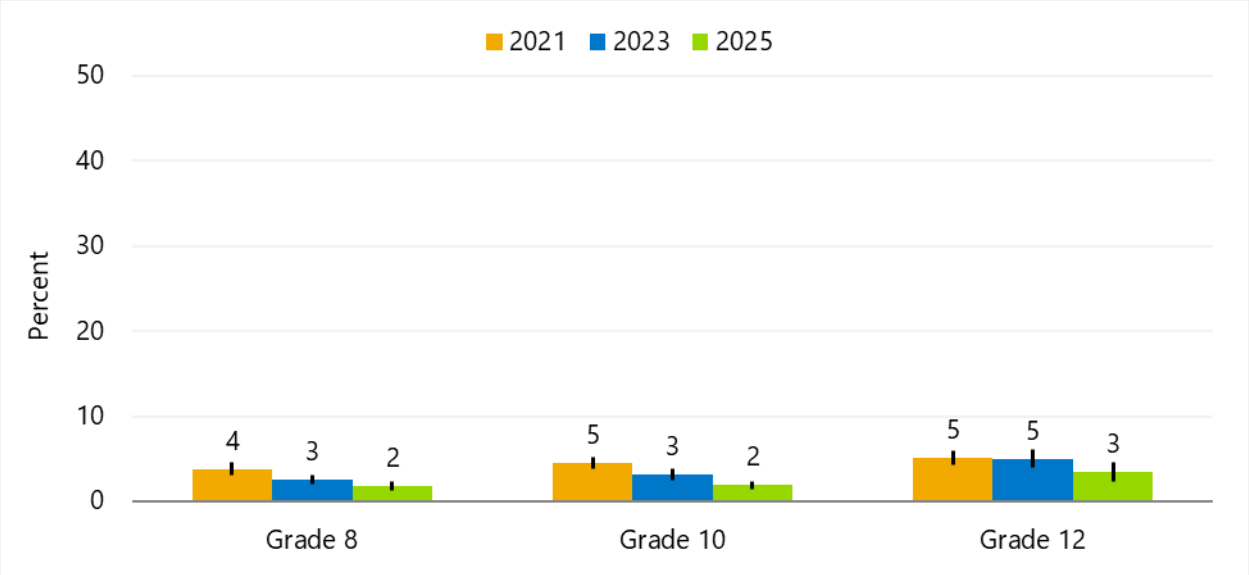
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to use heated tobacco products in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 10 and 12 students, there were decrease in using heated tobacco products in the past 30 days from 2023 to 2025.

30-Day Heated Tobacco Product Use, Grades 8, 10, and 12, 2021-2025



Grade	2021	2023	2025
Grade 8	3.8 (±0.7	2.5 (±0.5	1.8 (±0.5
Grade 10	4.5 (±0.7	3.2 (±0.7	1.9 (±0.5
Grade 12	5.1 (±0.9	5.0 (±1.0	3.4 (±1.1

Survey Question: During the past 30 days, did you use a heated tobacco product? (Heated tobacco products are different from e-cigarettes, which heat a liquid to produce vapor. Some brands of heated tobacco products include iQOS, glo and Eclipse.)

Note: Percentages represent students who reported that they had used heated tobacco products, on any days in the past 30 days.

Source: HYS 2021, 2023, and 2025.

Secondhand Smoke Exposure

There is no risk-free level of exposure to secondhand smoke. According to the American Lung Association, secondhand smoke contains hundreds of chemicals known to be toxic or carcinogenic such as formaldehyde, benzene, vinyl chloride, arsenic, ammonia, and hydrogen

cyanide and causes approximately 7,330 deaths from lung cancer and 33,950 deaths from heart disease each year (ALA, 2020).

In 2025, 18 percent of Grade 6 students, 21 percent of Grade 8 students, 22 percent of Grade 10 students, and 25 percent of Grade 12 students reported being exposed to secondhand smoke in a room in the past week.

Differences by grade level:

- Grade 8, 10, and 12 students were more likely than Grade 6 students to have been exposed to secondhand smoke in a room in the past week.

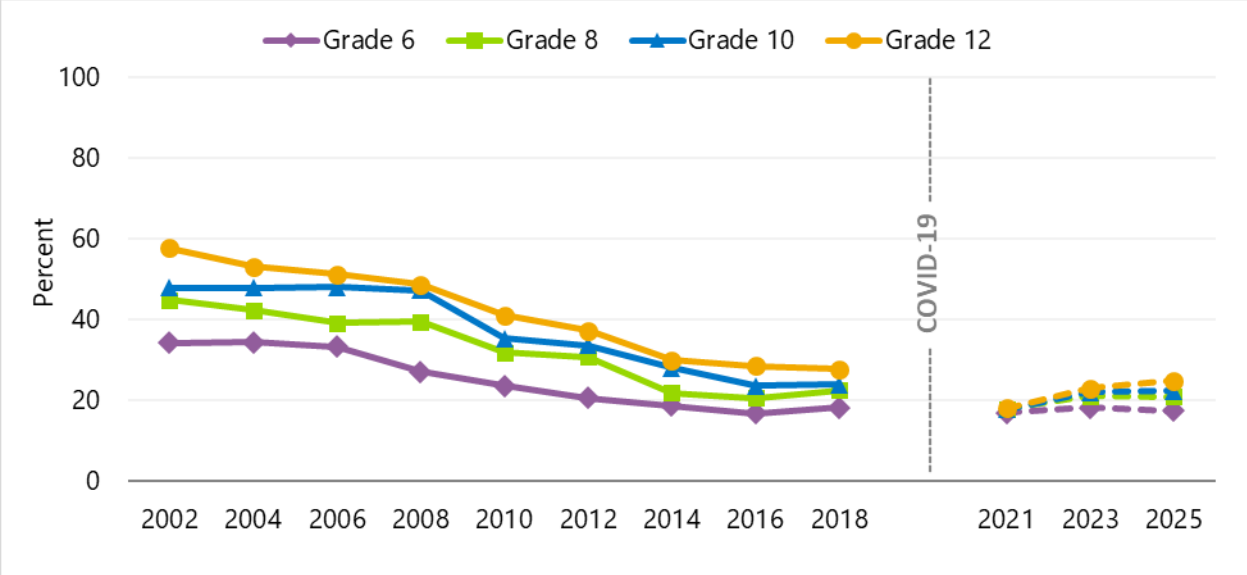
Differences by sex assigned at birth:

- Grade 6 and 8 females were more likely than males to have been exposed to secondhand smoke in a room in the past week.

Changes from 2023 to 2025:

- There were no changes in exposure to secondhand smoke in a room in the past week from 2023 to 2025.

Exposure to Secondhand Smoke in Room, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	34.3 (±2.7	34.5 (±2.3	33.3 (±1.7	27.1 (±2.0	23.6 (±1.6	20.6 (±1.8
Grade 8	45.0 (±2.3	42.3 (±2.6	39.2 (±3.1	39.5 (±3.4	31.9 (±2.3	30.8 (±2.5
Grade 10	47.9 (±2.5	47.9 (±3.2	48.0 (±2.7	47.3 (±2.6	35.3 (±2.9	33.6 (±2.4
Grade 12	57.8 (±2.9	53.1 (±2.5	51.3 (±3.1	48.7 (±3.3	41.1 (±3.7	37.3 (±3.2

Grade	2014	2016	2018	2021	2023	2025
Grade 6	18.7 (±1.5	16.8 (±1.3	18.2 (±1.4	17.0 (±2.0	18.2 (±1.5	17.5 (±1.6
Grade 8	21.9 (±2.1	20.5 (±2.0	22.4 (±2.1	17.9 (±2.2	21.0 (±1.9	21.0 (±2.4
Grade 10	28.1 (±2.7	23.6 (±2.0	24.0 (±2.6	17.8 (±2.3	22.1 (±2.5	22.3 (±2.4
Grade 12	29.9 (±2.4	28.6 (±2.6	27.7 (±2.8	18.0 (±2.8	22.9 (±2.7	24.9 (±3.1

Survey Question: During the past 7 days, on how many days were you in the same indoor space (room, car, etc.) with someone who was smoking?

Notes:

- *In 2025, the question text "in a room" was changed to "same indoor space (room, car, etc.)"*
- *Percentages represent students who reported they had been exposed to secondhand smoke in the same indoor space (room, car, etc.) in the past week.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perception of Access to Cigarettes

There is strong evidence that community mobilization, along with additional interventions such as strong local laws for tobacco retailers, active enforcement of retailer sales laws, and retailer education helps reduce youth tobacco use by restricting access to tobacco products from commercial sources (North Dakota Department of Human Services, 2018).

In 2025, 86 percent of Grade 6 students, 74 percent of Grade 8 students, 62 percent of Grade 10 students, and 50 percent of Grade 12 students reported that it would be very hard to get cigarettes.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive that cigarettes would be very hard to get.

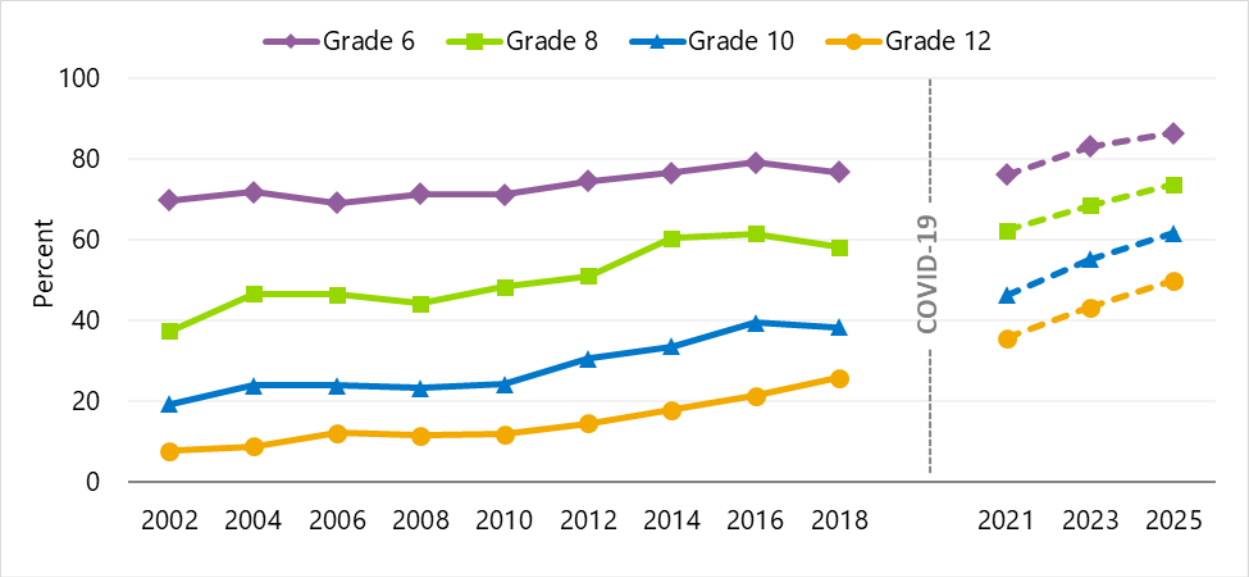
Differences by sex assigned at birth:

- Grade 8 males were more likely than females to perceive that cigarettes are very hard to get.
- Grade 10 and 12 females were more likely than males to perceive that cigarettes are very hard to get.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in the perception that it would be very hard to get cigarettes from 2023 to 2025.

Perception of Access to Cigarettes as Very Hard, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	69.8 (±1.7	71.9 (±1.5	69.2 (±1.5	71.5 (±1.5	71.2 (±1.4	74.6 (±1.7
Grade 8	37.4 (±2.3	46.6 (±2.5	46.5 (±2.5	44.3 (±2.3	48.3 (±2.0	51.2 (±2.4
Grade 10	19.4 (±2.7	23.9 (±1.7	24.0 (±1.5	23.3 (±1.9	24.3 (±2.2	30.6 (±1.8
Grade 12	7.8 (±1.5	8.9 (±1.3	12.2 (±1.2	11.5 (±1.7	11.9 (±1.3	14.6 (±1.3

Grade	2014	2016	2018	2021	2023	2025
Grade 6	76.7 (±1.4	79.2 (±1.3	76.9 (±1.3	76.2 (±1.6	83.2 (±1.3	86.5 (±1.0
Grade 8	60.4 (±2.2	61.5 (±1.8	58.3 (±2.6	62.4 (±1.9	68.6 (±2.1	73.8 (±2.1
Grade 10	33.6 (±2.0	39.6 (±2.5	38.4 (±1.5	46.4 (±2.5	55.2 (±3.5	61.8 (±2.8
Grade 12	18.0 (±1.6	21.4 (±1.8	25.8 (±2.3	35.7 (±3.1	43.3 (±3.7	50.0 (±4.8

Survey Question: If you wanted to get some cigarettes, how easy would it be for you to get some?

Note: Percentages represent students who reported it would be "very hard" to get cigarettes if they wanted some.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perception of Risk From Heavy Cigarette Smoking (Pack or More Daily)

In 2025, 58 percent of Grade 6 students, 71 percent of Grade 8 students, 73 percent of Grade 10 students, and 75 percent of Grade 12 students reported there was great risk in smoking a pack or more of cigarettes a day.

Differences by grade level:

- Grade 8, 10, and 12 students were more likely than Grade 6 students to perceive great risk in smoking a pack or more of cigarettes a day.

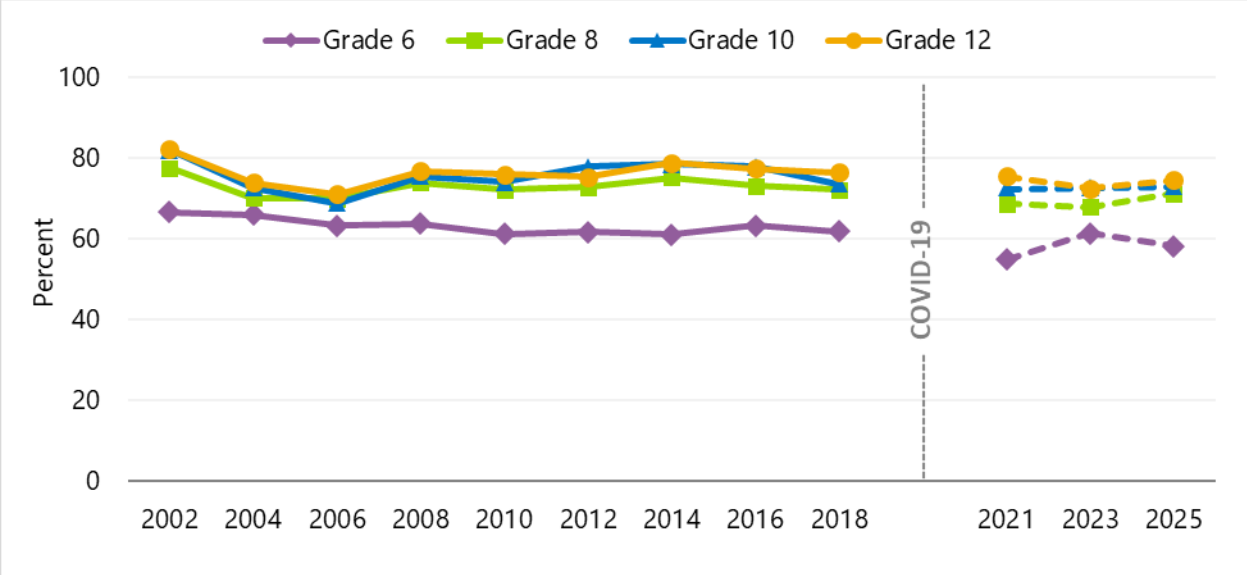
Differences by sex assigned at birth:

- Grade 10 and 12 females were more likely than males to perceive great risk in smoking a pack or more of cigarettes a day.

Changes from 2023 to 2025:

- There were no changes in the perception of great risk from smoking a pack of cigarettes or more a day from 2023 to 2025.

Perception of Great Risk from Heavy Cigarette Smoking, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	66.6 (±2.2	66.0 (±1.7	63.4 (±1.6	63.8 (±2.2	61.3 (±2.4	61.7 (±2.6
Grade 8	77.6 (±1.9	70.1 (±2.1	70.0 (±2.8	73.9 (±2.2	72.2 (±2.4	72.8 (±2.0
Grade 10	82.1 (±2.1	72.7 (±2.1	68.9 (±1.8	75.5 (±2.2	74.2 (±3.1	77.9 (±2.4
Grade 12	82.2 (±1.7	73.9 (±2.5	71.0 (±2.8	76.8 (±2.5	76.0 (±2.6	75.4 (±2.8

Grade	2014	2016	2018	2021	2023	2025
Grade 6	61.1 (±2.3	63.3 (±2.2	62.0 (±2.1	55.0 (±2.9	61.3 (±2.3	58.2 (±2.5
Grade 8	75.2 (±2.5	73.2 (±2.5	72.1 (±2.3	68.8 (±2.0	67.9 (±2.4	71.2 (±2.6
Grade 10	78.5 (±1.8	77.9 (±2.0	73.7 (±2.2	72.6 (±2.3	72.7 (±2.3	72.9 (±2.7
Grade 12	78.9 (±2.0	77.4 (±1.8	76.5 (±2.3	75.5 (±1.8	72.5 (±2.5	74.6 (±2.9

Survey Question: How much do you think people risk harming themselves if they: Smoke one or more packs of cigarettes per day?

Note: Percentages represent students who reported there is "great risk" from smoking a pack or more of cigarettes a day.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perception of Risk From Electronic Cigarettes (Almost Daily)

In 2025, 63 percent of Grade 8, and 60 percent of Grade 10 and Grade 12 students reported there was great risk in using an electronic cigarette almost daily.

Differences by grade level:

- There were no differences in the perception of great risk in almost daily electronic cigarette use by grade.

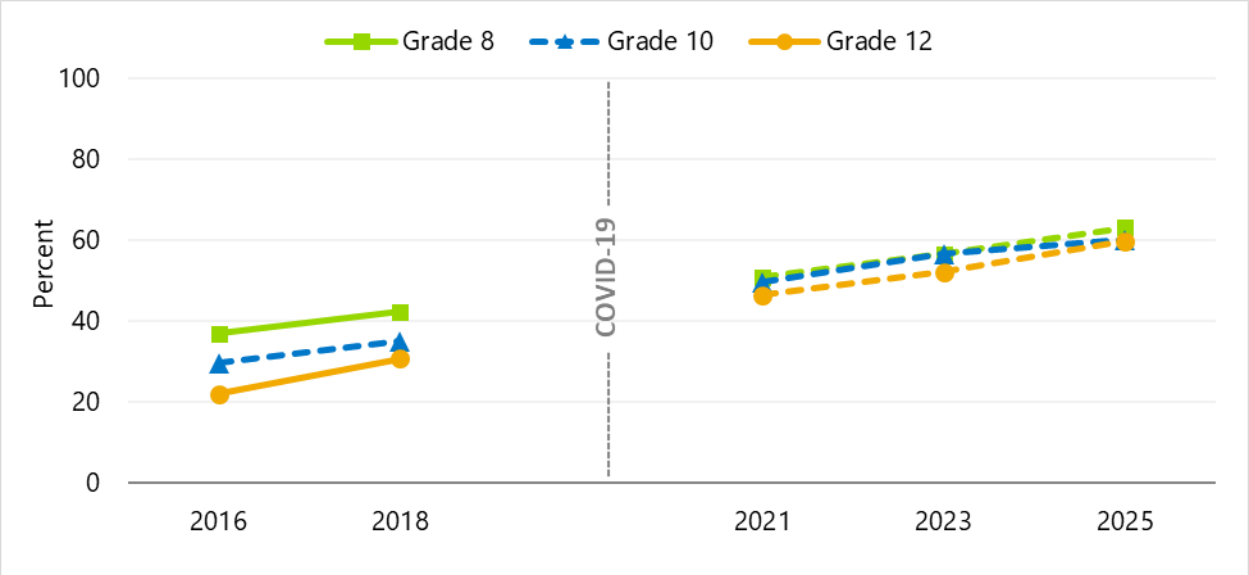
Differences by sex assigned at birth:

- Grade 10 and 12 females were more likely than males to perceive great risk in almost daily electronic cigarette use.

Changes from 2023 to 2025:

- Among Grade 8 and 12 students, there were increases in the perception of great risk from daily electronic cigarette use from 2023 to 2025.

Perception of Great Risk From Almost Daily Electronic Cigarette Use, Grades 8, 10, and 12, 2016-2025



Grade	2016	2018	2021	2023	2025
Grade 8	37.0 (±3.2	42.3 (±2.9	51.0 (±2.8	56.7 (±2.6	63.1 (±3.2
Grade 10	29.7 (±2.7	35.1 (±2.7	49.6 (±3.0	56.7 (±2.6	60.1 (±2.5
Grade 12	22.1 (±1.8	30.7 (±2.1	46.5 (±2.2	52.2 (±3.8	59.8 (±3.3

Survey Question: How much do you think people risk harming themselves if they use electronic cigarettes, also called e-cigs, vapes, or dab pens regularly (almost daily)?

Notes:

- *Percentages represent students who reported there is great risk from almost daily electronic cigarette use.*
- *Question wording has changed slightly over time.*

Source: HYS 2016, 2018, 2021, 2023, and 2025.

Sources of Tobacco or E-cigarette/Vaping Products

Despite laws restricting access to tobacco, youth still obtain it from a variety of sources. Younger youth who are experimenting with tobacco usually get it from friends or parents. Older, more addicted youth usually purchase their tobacco or ask friends over 18 to buy it for them (Tanski, 2019).

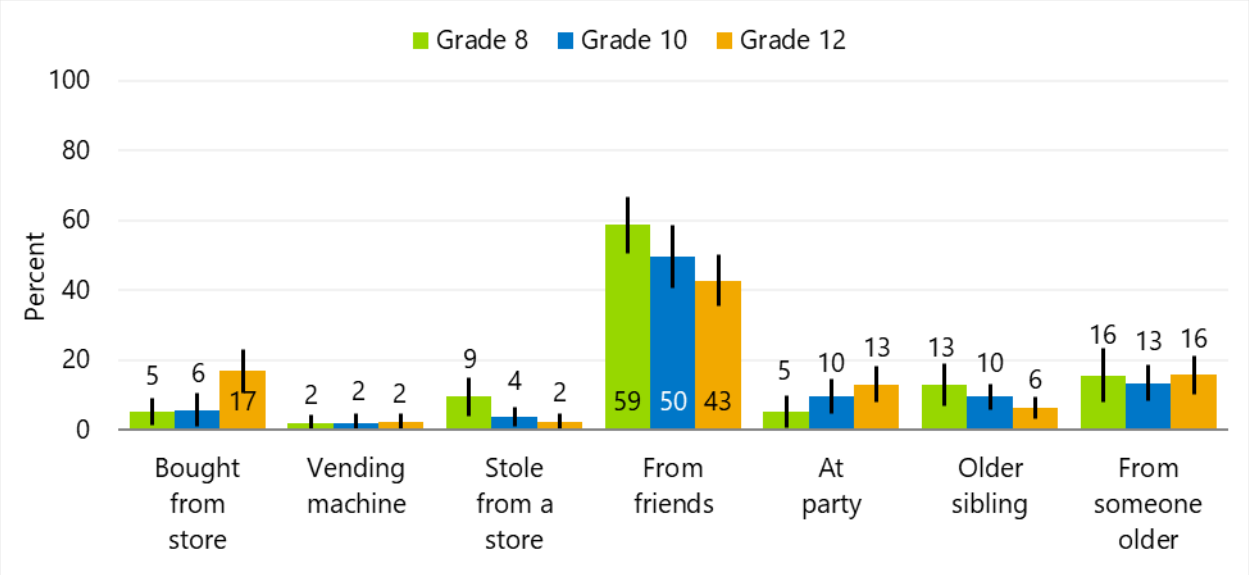
Differences by grade level:

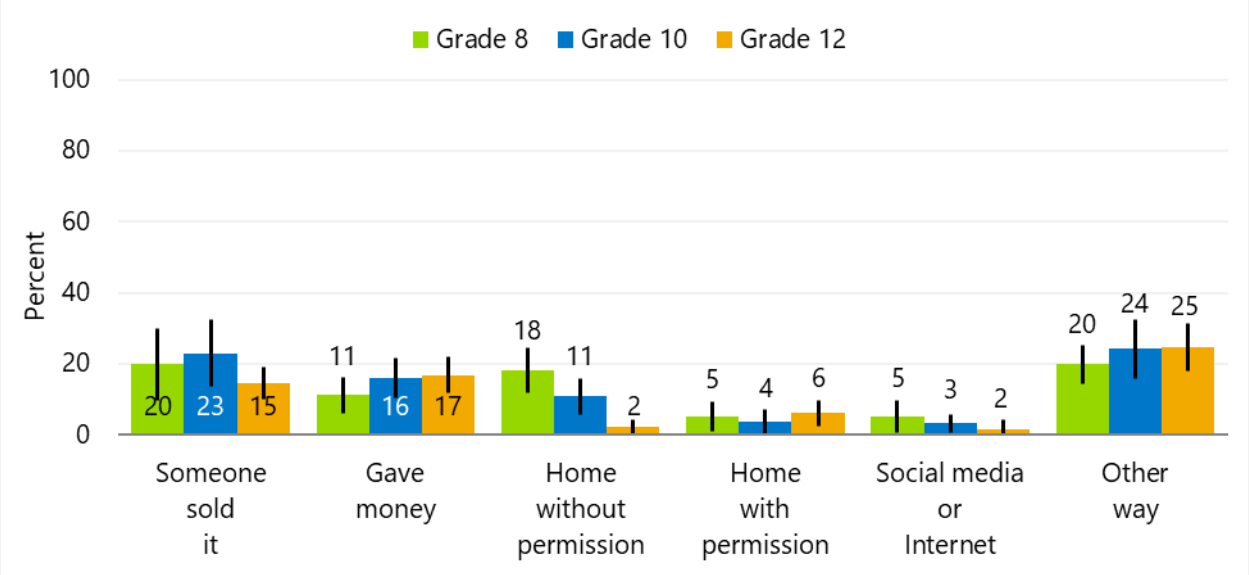
- Grade 12 students were more likely than Grade 8 and 10 students to buy tobacco or e-cigarette/vaping products from a store.
- Grade 8 students were more likely than Grade 12 students to get tobacco or e-cigarette/vaping products from a vending machine, friends or at a party, and from someone who is older who is not related to them.
- Grade 8 and 10 students were more likely than Grade 12 students to get tobacco or e-cigarette/vaping products at home with permission.

Differences by sex assigned at birth:

- There were no differences in methods for getting tobacco or e-cigarette/vaping products by sex at birth.

Sources of Tobacco or E-cigarette/Vape Products Among Those Who Got It, Grades 8, 10, and 12 in 2025





Grade	Bought from store	Vending machine	Stole from a store	From friends	At party	Older sibling	From someone older, not related
Grade 8	5.2 (±3.7	1.7 (±2.4	9.5 (±5.6	58.6 (±8.2	5.2 (±4.5	12.9 (±6.0	15.5 (±7.7
Grade 10	5.7 (±4.9	1.9 (±2.8	3.8 (±2.7	49.7 (±9.0	9.6 (±4.8	9.6 (±3.7	13.4 (±5.2
Grade 12	16.9 (±6.3	2.3 (±2.3	2.3 (±2.2	42.7 (±7.4	12.9 (±5.1	6.2 (±3.2	15.7 (±5.6

Grade	Someone sold it	Gave money to someone	Home without permission	Home w/per-mission	Social media or Internet	Other way
Grade 8	19.8 (±10.3	11.2 (±5.0	18.1 (±6.3	5.2 (±4.0	5.2 (±4.4	19.8 (±5.5
Grade 10	22.9 (±9.4	15.9 (±5.5	10.8 (±5.1	3.8 (±3.4	3.2 (±2.6	24.2 (±8.4
Grade 12	14.6 (±4.6	16.9 (±5.0	2.3 (±1.9	6.2 (±3.6	1.7 (±2.5	24.7 (±6.8

Survey Question: During the past 30 days, if you used tobacco or e-cigarettes/vaping products, how did you get it? Choose all that apply. I bought it in a store; I bought it from a vending machine; I stole it from a store; I got it from friends/someone my age; I got it at a party; I got it from an older sibling; I got it from someone older who I am not related to; Someone sold it to me; I gave money to someone to get it for me; I took it from home without a parent/caregiver's permission; I got it from home with a parent/caregiver's permission; I got it from a social media app or from the Internet; I got it some other way.

Notes:

- *Students could check multiple responses.*
- *Response options have changed over time.*
- *Proportions represent students who got tobacco or e-cigarette/vaping products in the past 30 days and where they got tobacco or products.*
- *Students who reported that they "did not get tobacco or e-cigarette/vaping products in the past 30 days" were not included in the results.*
- *The sample sizes for the 2025 results in this figure are 116 for Grade 8, 157 for Grade 10, and 186 for Grade 12 students.*
- *Some differences by sex assigned at birth could not be tested due to small numbers (less than five responses per cell).*

Source: HYS 2025.

Type of Substance Used in an Electronic Cigarette

In 2025, students were asked if they used an electronic cigarette and what type of substance they used in it during the past 30 days. Among those who said they used an electronic cigarette:

- 57 percent of Grade 8 students, 64 percent of Grade 10 students, and 62 percent of Grade 12 students used liquid with nicotine.
- 31 percent of Grade 8 students, 47 percent of Grade 10, and 56 percent of Grade 12 students used liquid with THC (marijuana).
- 17 percent of Grade 8 students, 12 percent of Grade 10, and 11 percent of Grade 12 students used liquid with both nicotine and THC (marijuana).
- 5 percent of Grade 8 students, 4 percent of Grade 10 students, and 2 percent of Grade 12 students used liquid with neither nicotine nor THC.
- 31 percent of Grade 8 students, 21 percent of Grade 10 students, and 15 percent of Grade 12 students did not know what type of substance they used.

Differences by grade level:

- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was more likely to use liquid with THC.
- Grade 8 students were more likely than Grade 12 students to use liquid with both nicotine and THC and use liquid with neither nicotine nor THC.
- Among Grade 8, 10, and 12 students, as grade levels increase, each grade was less likely to not know what type of substance they used.

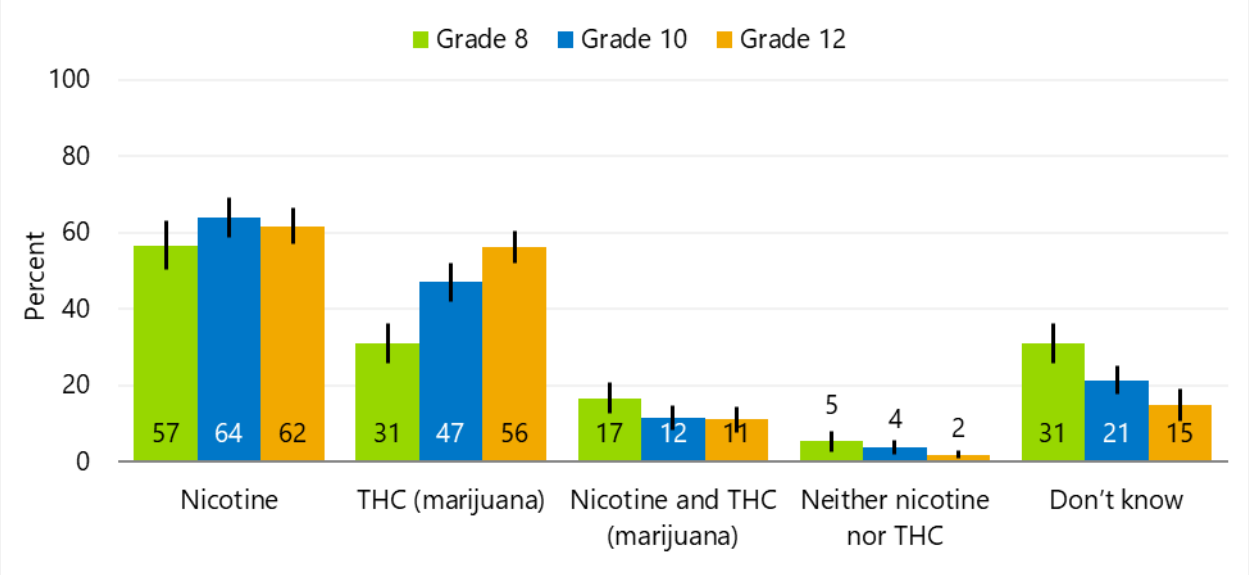
Differences by sex assigned at birth:

- Grade 10 females were more likely than males to use liquid with nicotine.
- Grade 12 males were more likely than females to use liquid with TCH.

Changes from 2023 to 2025:

- Among Grade 12 students, there was a decrease in using liquid with nicotine from 2023 to 2025.
- Among Grade 8 students, there was a decrease in using liquid with THC from 2023 to 2025.
- Among Grade 10 and 12 students, there were increases in not knowing what type of substances they used from 2023 to 2025.

Type of Substance Use in an Electronic Cigarette Among Those Who Vaped, Grades 8, 10, and 12 in 2025



Grade	Nicotine	THC (marijuana)	Nicotine and THC (marijuana)	Neither nicotine nor THC	Don't know
8th Grade	56.6 (±6.4	30.9 (±5.2	16.6 (±4.1	5.3 (±2.6	30.9 (±5.3
10th Grade	64.0 (±5.1	47.0 (±5.2	11.5 (±3.3	3.8 (±1.8	21.3 (±3.7
12th Grade	61.7 (±4.8	56.2 (±4.3	11.0 (±3.3	1.9 (±1.2	14.8 (±4.3

Survey Question: During the past 30 days, which of the following e-cig or vaping products did you use? Choose all that apply. I did not use any e-cig or vaping products in the past 30 days.; Liquid with nicotine in it; Liquid with THC (marijuana) in it; Liquid with nicotine and THC (marijuana) in it; Liquid with neither nicotine nor THC; Don't know.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who reported that they used any type of substance(s) in an electronic cigarette.*
- *Students who reported "did not use an electronic cigarette in the past 30 days" were not included in the results.*
- *The sample sizes for the 2025 results in this figure are 265 Grade 8, 347 Grade 10, and 418 Grade 12 students.*
- *Some differences by sex assigned at birth could not be tested due to small numbers (less than five responses per cell).*

Source: HYS 2025.

Marijuana Use

Marijuana has been the most widely used drug since the state's first survey of youth substance use in 1988. It is also by far the primary drug used by youth entering treatment. National trends in use have been associated with youth perception of the risk of marijuana use, that is, as perception of risk declined during the 1990s, the prevalence of marijuana use grew.

Lifetime Marijuana Use

In 2025, 2 percent of Grade 6 students, 6 percent of Grade 8 students, 13 percent of Grade 10 students, and 25 percent of Grade 12 students reported having used marijuana at some time in their life.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used marijuana in their lifetime.

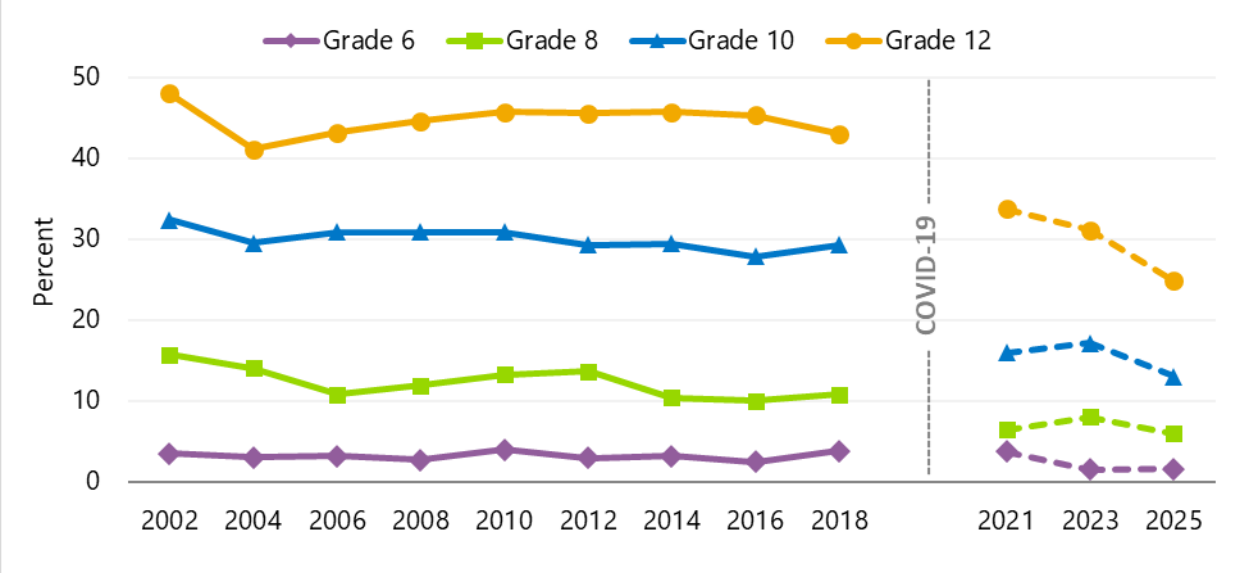
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to have used marijuana in their lifetime.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in lifetime marijuana use from 2023 to 2025.

Lifetime Marijuana Use, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	3.4 (±0.6	3.0 (±0.5	3.2 (±0.5	2.7 (±0.5	3.9 (±0.6	2.9 (±0.5
Grade 8	15.7 (±1.6	14.0 (±1.8	10.7 (±1.6	11.9 (±1.4	13.2 (±1.6	13.7 (±1.4
Grade 10	32.4 (±2.5	29.5 (±2.0	30.8 (±2.2	30.8 (±1.9	30.9 (±2.5	29.3 (±2.4
Grade 12	48.0 (±2.4	41.1 (±3.1	43.1 (±2.7	44.6 (±2.7	45.7 (±2.4	45.6 (±2.2

Grade	2014	2016	2018	2021	2023	2025
Grade 6	3.1 (±0.5	2.4 (±0.4	3.8 (±0.5	3.7 (±0.6	1.5 (±0.3	1.5 (±0.3
Grade 8	10.4 (±1.5	10.0 (±1.5	10.8 (±1.3	6.4 (±1.0	8.0 (±1.1	6.0 (±1.1
Grade 10	29.4 (±2.4	27.8 (±2.4	29.3 (±2.6	15.9 (±2.0	17.2 (±2.1	13.0 (±2.5
Grade 12	45.7 (±3.1	45.3 (±2.3	43.0 (±3.0	33.7 (±3.4	31.1 (±3.3	24.9 (±4.2

Survey Question:

- *How old were you the first time you: Used marijuana?*
- *Have you ever, even once in your lifetime: Used marijuana?*

Notes:

- *Percentages represent students who had ever used marijuana at any age in their life (Grades 8, 10, and 12) or had ever used marijuana in their life (Grade 6).*
- *For both questions, the word "smoked" was changed to "used" in 2014.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Marijuana Use

In 2025, less than 1 percent of Grade 6 students, 3 percent of Grade 8 students, 6 percent of Grade 10 students, and 12 percent of Grade 12 students reported using marijuana in the past 30 days.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to have used marijuana in the past 30 days.

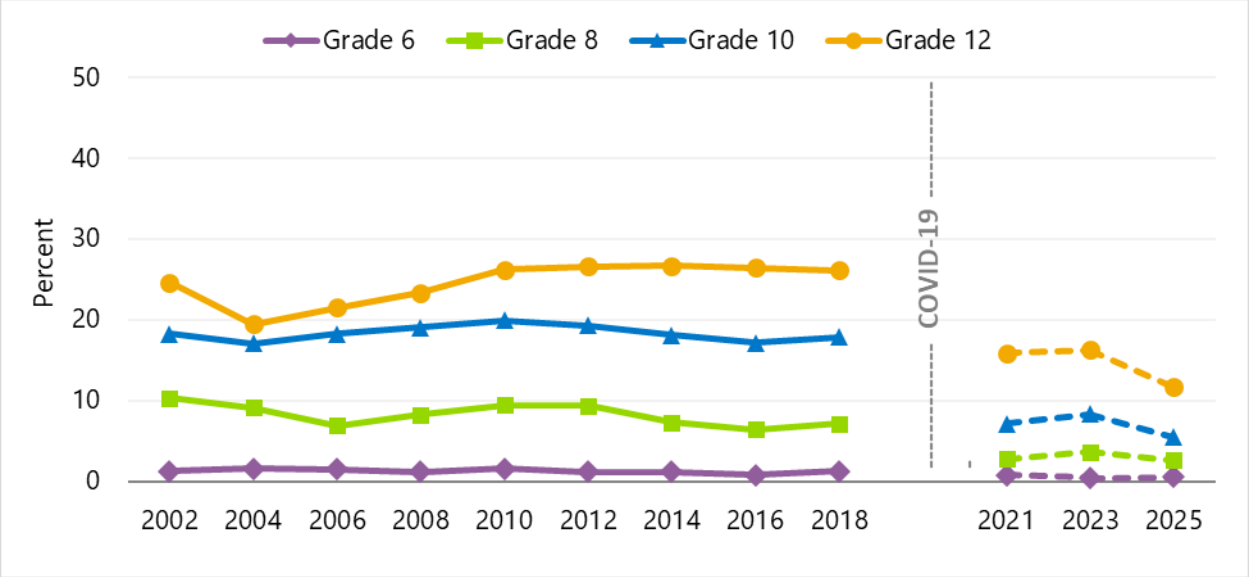
Differences by sex assigned at birth:

- Grade 8 females were more likely than males to have used marijuana in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were a decreases in 30-day marijuana use from 2023 to 2025.

30-Day Marijuana Use, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	1.3 (±0.4	1.7 (±0.3	1.5 (±0.3	1.2 (±0.3	1.6 (±0.4	1.2 (±0.4
Grade 8	10.4 (±1.1	9.2 (±1.2	7.0 (±1.3	8.3 (±1.1	9.5 (±1.1	9.4 (±1.0
Grade 10	18.3 (±1.8	17.1 (±1.3	18.3 (±1.4	19.1 (±1.2	20.0 (±1.8	19.3 (±1.6
Grade 12	24.7 (±1.7	19.5 (±2.2	21.6 (±1.9	23.4 (±2.3	26.3 (±2.0	26.7 (±1.4

Grade	2014	2016	2018	2021	2023	2025
Grade 6	1.3 (±0.4	0.8 (±0.2	1.3 (±0.3	0.9 (±0.3	0.5 (±0.2	0.6 (±0.2
Grade 8	7.3 (±1.0	6.4 (±1.1	7.2 (±1.0	2.8 (±0.6	3.7 (±0.6	2.6 (±0.6
Grade 10	18.1 (±1.6	17.2 (±1.6	17.9 (±1.6	7.2 (±1.2	8.4 (±1.3	5.5 (±1.3
Grade 12	26.7 (±2.2	26.5 (±1.8	26.2 (±2.1	15.9 (±2.7	16.3 (±2.4	11.7 (±2.5

Survey Question: During the past 30 days, on how many days did you use marijuana?

Notes:

- *Percentages represent students who used marijuana on any days in the past 30 days.*
- *In 2025, "or hashish" was dropped from the question.*
- *In 2014, "smoked marijuana" was changed to "used marijuana" and the description of marijuana changed from "grass, hash, pot" to "weed, hash, pot".*
- *More response options were added in 2016.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Average Age of First Marijuana Use

Some students begin experimenting with marijuana at an early age. Early (12-14 years of age) initiation of drug use, such as marijuana, is associated with a greater risk of developing an addiction and drug misuse problem than initiation during adulthood (Chen, 2009).

In 2025, among Grade 10 students who reported having ever used marijuana, the average age of first use was 13.1 years.

Average Age of First Marijuana Use in 2025

Grade	2025
Grade 8	11.7 (±0.1)
Grade 10	13.1 (±0.2)
Grade 12	14.3 (±0.2)

Survey Question: How old were you the first time you used marijuana?

Note: Age of first use is calculated by excluding students who responded that they "never had" used marijuana and calculating the mean age of use among those who used marijuana at any age.

Source: HYS 2025.

Perception of Access to Marijuana

A study based on a national survey (Caulkins and Pacula, 2006) found that among people of all ages, most marijuana users obtain the drug for free (59 percent), from a friend or relative (88 percent), and through indoor transactions (87 percent). Only 6 percent reported purchasing marijuana from a stranger. The perceived ease of availability of marijuana among Washington State youth has been consistently below the national average (Monitoring the Future).

In 2025, 92 percent of Grade 6 students, 78 percent of Grade 8 students, 61 percent of Grade 10 students, and 47 percent of Grade 12 students reported that it would be very hard to get marijuana.

Differences by grade level:

- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was less likely to perceive that marijuana would be very hard to get.

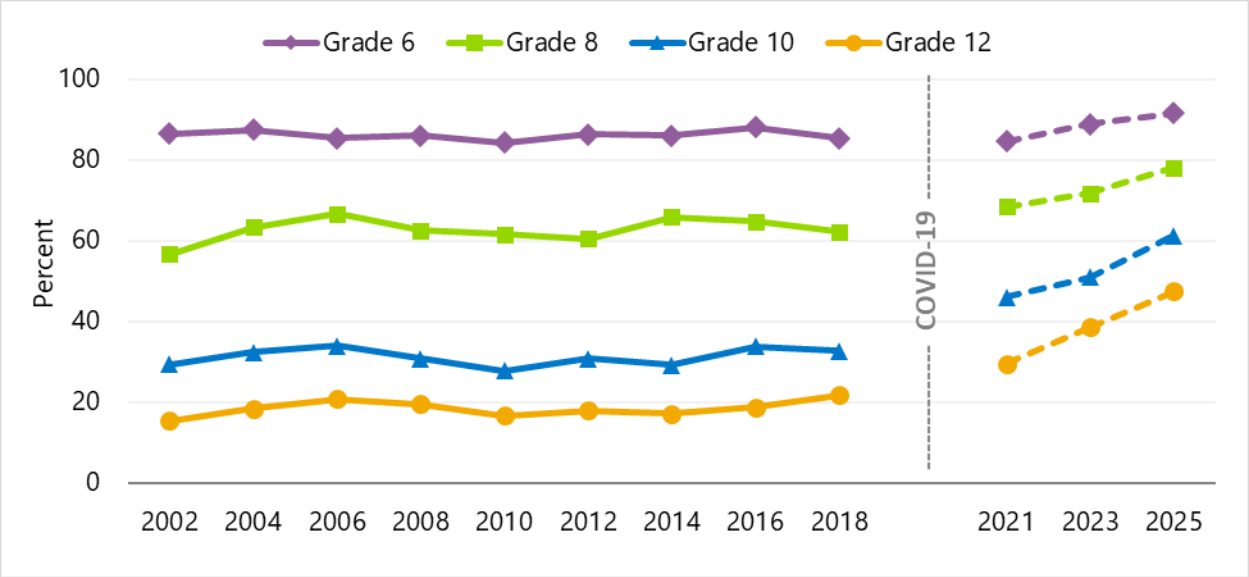
Differences by sex assigned at birth:

- Grade 8 males were more likely than females to perceive that marijuana would be very hard to get.
  Grade 10 females were more likely than males to perceive that marijuana would be very hard to get.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in the perception that getting marijuana would be very hard from 2023 to 2025.

Perception of Access to Marijuana as Very Hard, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	86.5 (±1.4	87.5 (±1.2	85.4 (±1.2	86.0 (±1.2	84.3 (±1.4	86.3 (±1.4
Grade 8	56.6 (±2.8	63.4 (±2.9	66.6 (±3.4	62.5 (±2.5	61.5 (±2.8	60.5 (±2.8
Grade 10	29.4 (±2.7	32.3 (±2.1	33.9 (±2.4	30.8 (±2.3	27.7 (±2.1	30.7 (±2.4
Grade 12	15.4 (±2.0	18.3 (±1.9	20.7 (±2.3	19.5 (±2.2	16.6 (±1.7	17.9 (±2.2

Grade	2014	2016	2018	2021	2023	2025
Grade 6	86.0 (±1.4	88.1 (±1.2	85.4 (±1.2	84.5 (±1.3	88.8 (±1.1	91.5 (±0.8
Grade 8	65.8 (±2.8	64.8 (±2.4	62.2 (±2.6	68.4 (±1.9	71.8 (±2.3	78.1 (±2.6
Grade 10	29.1 (±2.3	33.8 (±2.7	32.7 (±2.1	46.1 (±2.8	50.9 (±3.9	61.2 (±3.3
Grade 12	17.2 (±1.5	18.6 (±1.5	21.6 (±2.4	29.4 (±2.7	38.5 (±3.9	47.5 (±4.9

Survey Question: If you wanted to get some marijuana, how easy would it be for you to get some?

Note: Percentages represent students who reported that it would be "very hard" to get marijuana if they wanted some.

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perception of Risk From Regular Marijuana Use

Long-term trend data from Monitoring the Future suggests that perceived risk of marijuana use is a leading indicator of actual use. That is, during the 1970s, and again in the 1990s, as the

perception of risk fell, the use of marijuana rose (Johnston, O'Malley, Bachman, and Schulenberg, 2007).

In 2025, 49 percent of Grade 6, 57 percent of Grade 8 students, 50 percent of Grade 10 students, and 38 percent of Grade 12 students reported there was great risk in using marijuana regularly.

Differences by grade:

- Grade 8 students were more likely than Grade 6, 10, and 12 students to perceive great risk in regular marijuana use.
- Grade 10 students were more likely than Grade 12 students to perceive great risk in regular marijuana use.

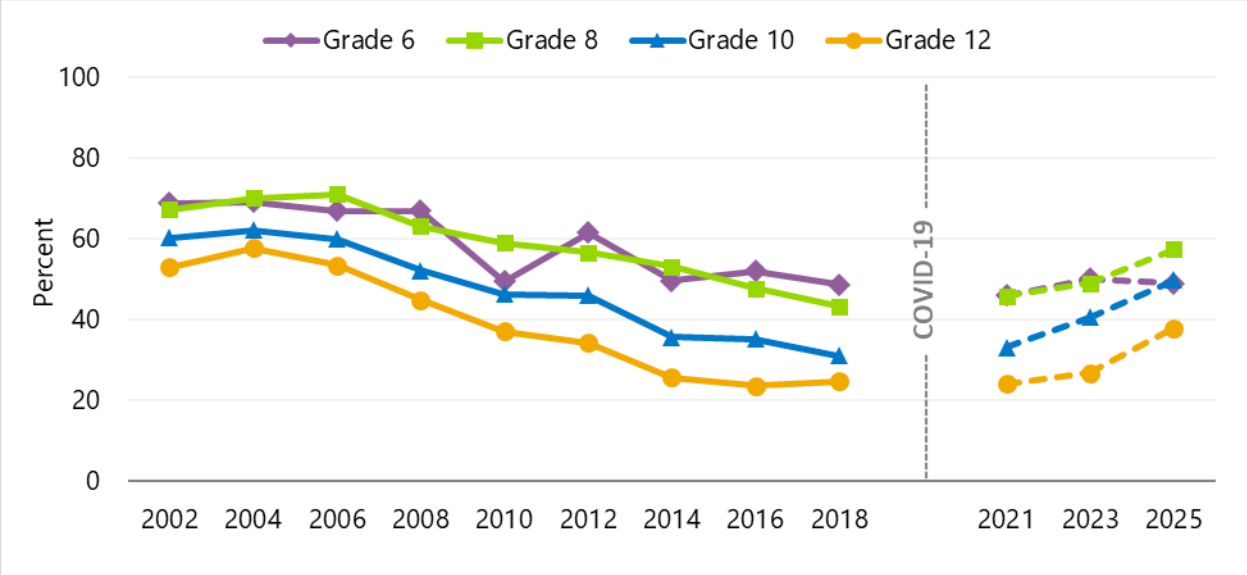
Differences by sex assigned at birth:

- Grade 6 males were more likely than females to perceive great risk in regular marijuana use.
- Grade 12 females were more likely than males to perceive great risk in regular marijuana use.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were increases in the perception of great risk from using marijuana regularly from 2023 to 2025.

Perception of Great Risk From Regular Marijuana Smoking, Grades 6, 8, 10, and 12, 2002-2025



Grade	2002	2004	2006	2008	2010	2012
Grade 6	68.9 (±2.3	69.2 (±2.0	66.9 (±2.0	67.0 (±2.6	49.5 (±2.7	61.5 (±2.9
Grade 8	67.2 (±2.2	70.1 (±2.8	71.2 (±3.0	63.2 (±2.7	59.0 (±3.2	56.7 (±3.2
Grade 10	60.2 (±2.5	62.2 (±2.5	59.9 (±1.8	52.2 (±2.6	46.4 (±3.1	46.0 (±3.0
Grade 12	53.0 (±2.9	57.7 (±2.7	53.5 (±3.2	44.9 (±2.9	37.2 (±2.8	34.3 (±2.5

Grade	2014	2016	2018	2021	2023	2025
Grade 6	49.6 (±2.5	52.0 (±2.5	48.8 (±2.5	46.0 (±3.0	50.1 (±2.6	49.1 (±2.1
Grade 8	53.2 (±3.7	47.8 (±3.2	43.3 (±3.1	45.9 (±2.5	49.1 (±2.8	57.5 (±3.4
Grade 10	35.6 (±2.7	35.2 (±2.8	31.1 (±2.6	33.1 (±3.0	40.5 (±2.9	49.9 (±3.5
Grade 12	25.7 (±2.1	23.7 (±1.8	24.8 (±1.9	24.0 (±2.7	26.8 (±3.3	37.9 (±3.8

Survey Question: How much do you think people risk harming themselves if they: Use marijuana regularly? (at least once or twice a week)

Notes:

- *Percentages represent students who reported there is "great risk" from regular marijuana use.*
- *The word "smoke" was changed to "use" in 2014.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Sources of Marijuana

The following chart represents where they obtained marijuana, among students who got marijuana in the past 30 days. Most students got marijuana from friends.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 students to buy marijuana from a store.
- Grade 8 students were more likely than Grade 10 and 12 students to get marijuana from home without parental permission.
- Grade 8 students were more likely than Grade 12 students to get marijuana from social media or the Internet.

Differences by sex assigned at birth:

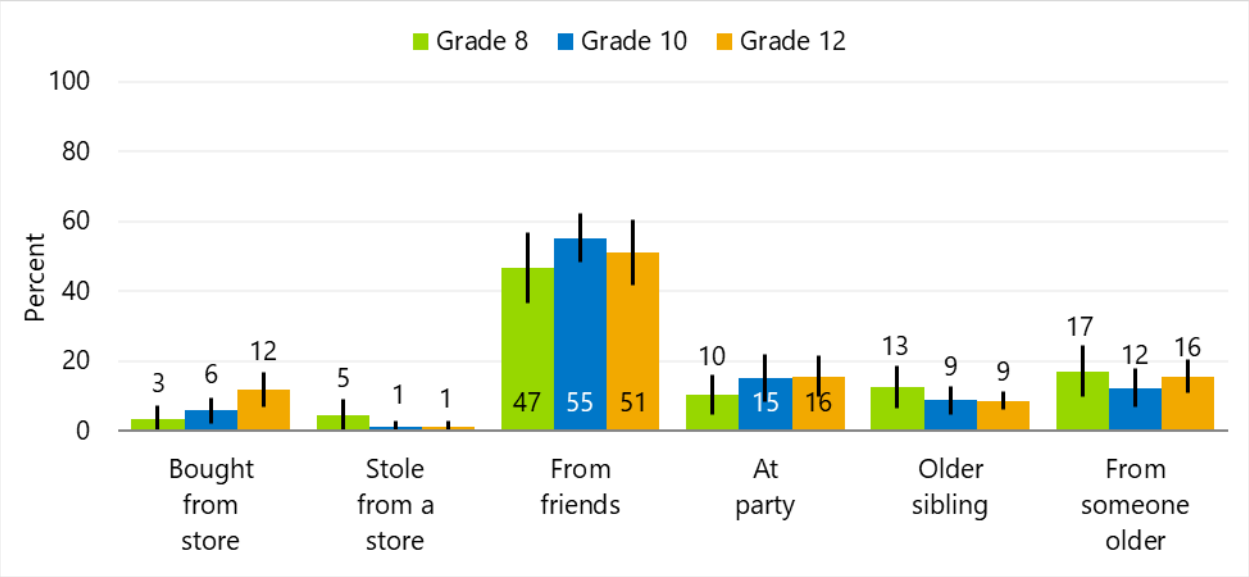
- Grade 12 males were more likely than females to by marijuana from a store.
- Grade 10 females were more likely than males to get marijuana from friends.
- Grade 12 females were more likely than males to get marijuana from home with permission.

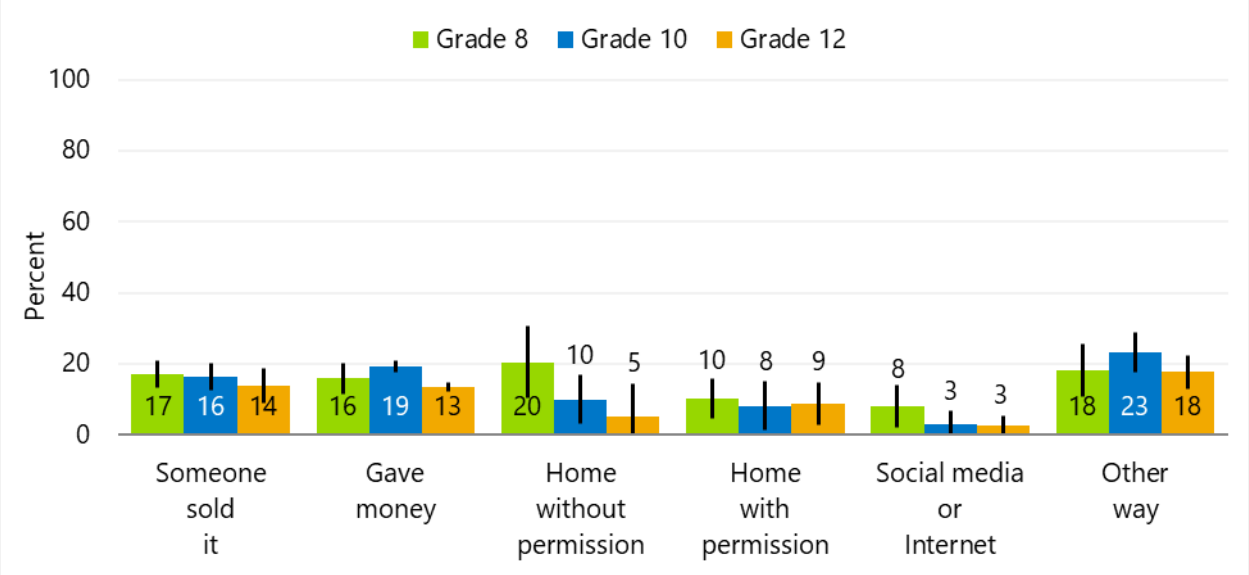
Changes from 2023 to 2025:

- Among Grade 8 and 12 students, there were decreases in getting marijuana from friends from 2023 to 2025.

- Among Grade 8, 10, and 12 students, there were decreases in getting marijuana from someone who sold it from 2023 to 2025.
- Among Grade 12 students, there was a decrease in getting marijuana by giving someone money from 2023 to 2025.

Sources of Marijuana Among Those Who Got It, Grades 8, 10, and 12 in 2025





Grade	Bought from store	Stole from a store	From friends	At party	Older sibling	From someone older
Grade 8	3.4 (±6.0	4.6 (±7.4	46.6 (±6.4	10.2 (±9.0	12.5 (±9.4	17.1 (±6.3
Grade 10	5.8 (±4.0	1.2 (±5.5	55.2 (±5.1	15.1 (±4.0	8.7 (±3.5	12.2 (±4.3
Grade 12	11.7 (±2.6	1.3 (±4.7	51.1 (±4.6	15.6 (±4.8	8.7 (±3.0	15.6 (±4.4

Grade	Someone sold it	Gave money to someone	Home without permission	Home w/per-mission	Social media or Internet	Other way
Grade 8	17.1 (±4.9	15.9 (±7.1	3.8 (±5.0	4.4 (±6.3	10.1 (±4.0	5.7 (±4.0
Grade 10	16.3 (±2.7	19.2 (±4.4	3.7 (±5.5	1.5 (±5.1	6.9 (±3.4	6.8 (±3.4
Grade 12	13.9 (±1.9	13.4 (±4.9	5.0 (±5.0	1.4 (±1.9	9.3 (±3.6	5.9 (±3.6

Survey Question: During the past 30 days, if you used marijuana, how did you get it? Choose all that apply. I did not get marijuana in the past 30 days.; I bought it from a store.; I stole it from a store.; I got it from friends/someone my age.; I got it at a party.; I got it from an older sibling.; I got it from someone older who I'm not related to.; Someone sold it to me.; I gave money to someone to get it for me.; I took it from home without a parent/guardian's permission.; I got it from home with a parent/guardian's permission.; I got it from a social media app or from the Internet.; I got it some other way.

Notes:

- *Students could check multiple responses.*
- *Response options have changed over time.*
- *Proportions represent students who got marijuana in the past 30 days and where they got marijuana.*
- *Students who reported that they "did not get marijuana in the past 30 days" were not included in the results.*
- *The sample sizes for the 2025 results in this figure are 88 Grade 8, 172 Grade 10, and 231 Grade 12 students.*
- *Some differences by sex assigned at birth could not be tested due to small numbers (less than five responses per cell).*

Source: HYS 2025.

Type of Marijuana

In 2025, students were asked if they used marijuana, and how they used it. Among those who said they used marijuana in the past 30 days:

- 55 percent of Grade 8 students, 65 percent of Grade 10 students, and 67 percent of Grade 12 students smoked it.

- 32 percent of Grade 8 students, 33 percent of Grade 10 students, and 28 percent of Grade 12 students ate it.
- 10 percent of Grade 8 students, 4 percent of Grade 10 students, and 8 percent of Grade 12 students drank it.
- 76 percent of Grade 8, 72 percent of Grade 10 students, and 69 percent of Grade 12 students vaped it.
- 18 percent of Grade 8, 19 percent of Grade 10 students, and 22 percent of Grade 12 students dabbed it.
- 8 percent of Grade 8 students, 3 percent of Grade 10 students, and 6 percent of Grade 12 students used it some other way.

Differences by grade level:

- Grade 8 students were more likely than Grade 10 students to drink it and use it some other way.

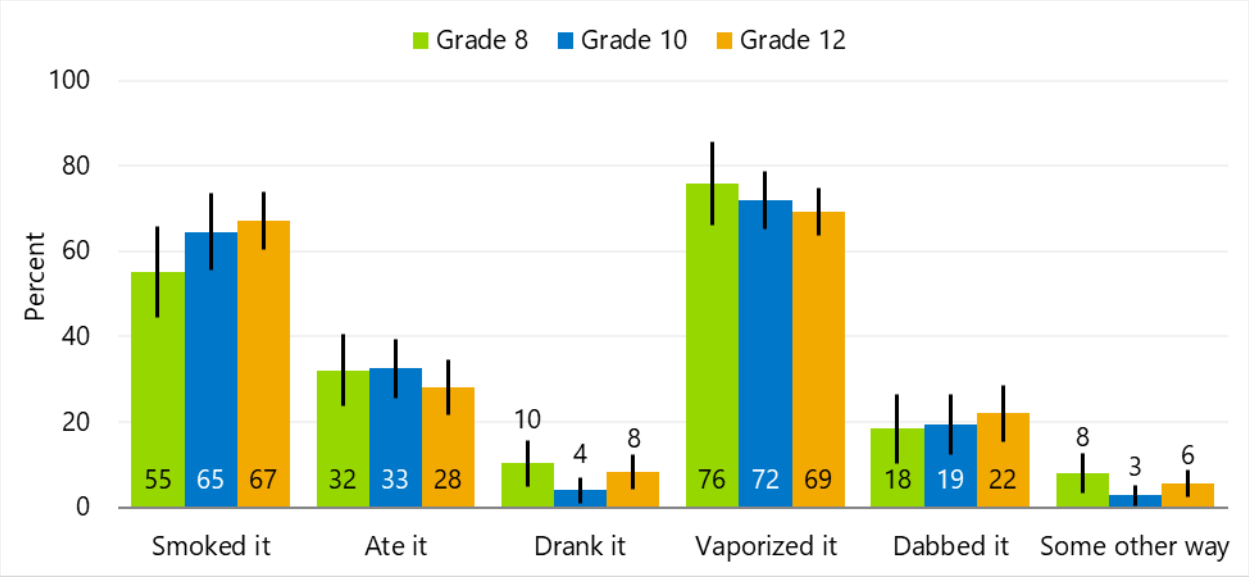
Differences by sex assigned at birth:

- Grade 12 males were more likely than females to smoke marijuana or dab it.
- Grade 8 and 10 females were more likely than males to eat it.
- Grade 12 males were more likely than females to use marijuana some other way.

Changes from 2023 to 2025:

Among Grade 10 students, there was a decrease in using marijuana by drinking it from 2023 to 2025.

Type of Marijuana Used Among Marijuana Users in Past 30 Days, Grades 8, 10, and 12 in 2025



Grade	Smoked it	Ate it	Drank it	Vaporized it	Dabbed it	Some other way
Grade 8	55.2 (±10.6	32.2 (±8.5	10.3 (±5.5	75.9 (±9.7	18.4 (±8.1	8.1 (±4.7
Grade 10	64.6 (±9.0	32.6 (±6.9	4.0 (±3.1	72.0 (±6.7	19.4 (±6.9	2.9 (±2.5
Grade 12	67.1 (±6.7	28.1 (±6.3	8.2 (±4.0	69.3 (±5.6	22.1 (±6.6	5.6 (±3.2

Survey Question: During the past 30 days, if you used marijuana, how did you use it? Choose all that apply.? I did not use marijuana during the past 30 days.; Smoked it (in a joint, bong, pipe, blunt).; Ate it (in brownies, cakes, cookies, candy).; Drank it (tea, cola, alcohol).; Vaporized it (e-cig, JUUL, or vape pen).; Dabbed it.; Used it some other way.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who reported that they used marijuana in one of the specified ways.*
- *Students who reported that they "did not use marijuana in the past 30 days" were not included in the results. The sample sizes for the 2025 results in this figure are: 87 Grade 8; 175 Grade 10; and 231 Grade 12 students.*
- *The question changed from usual method of marijuana use to "Choose all that apply" in 2021.*
- *Some differences by sex assigned at birth could not be tested due to small numbers (less than five responses per cell).*

Source: HYS 2025.

Lifetime Substance Use

In 2025, students reported ever using the following types of substances in their lifetime:

- Less than 1 percent of Grade 8, 10, and 12 students ever used heroin.
- Less than 1 percent of Grade 8 and 10 students and 1 percent of Grade 12 students ever used methamphetamines (or meth, speed).
- Less than 1 percent of Grade 8, 10, and 12 students ever used fentanyl (or fet, fent).
- Less than 1 percent of Grade 8 students, 1 percent of Grade 10 students and 3 percent of Grade 12 students ever used hemp-derived products (like delta-8 (Δ8), delta-10 (Δ10)).
- Less than 1 percent of Grade 8, 10, and 12 students ever used synthetic products (like K2, Spice).
- Less than 1 percent of Grade 8, 10, and 12 students ever used kratom.
- One percent of Grade 8 students and less than 1 percent of Grade 10 and 12 students ever used bath salts (like Bliss, Blue Silk).
- Less than 1 percent of Grade 8 students, 2 percent of Grade 10 students, and 3 percent of Grade 12 students ever used psilocybin (or magic mushrooms, shrooms).
- Less than 1 percent of Grade 8 and 10 and 2 percent of Grade 12 students ever used Ecstasy/Molly (or molly, MDMA).

Differences by grade level:

- Grade 12 students were more likely than Grade 8 and 10 students to have ever used heroin in their lifetime.
- Among Grade 6, 8, 10, and 12 students, as grade levels increase, each grade was more likely to ever use methamphetamines, hemp-derived products, psilocybin, and ecstasy/molly in their lifetime.
- Grade 12 students were more likely than Grade 8 students to ever use synthetic products and kratom in their lifetime
- Grade 8 students were more likely than Grade 10 and 12 students to ever use bath salts in their lifetime

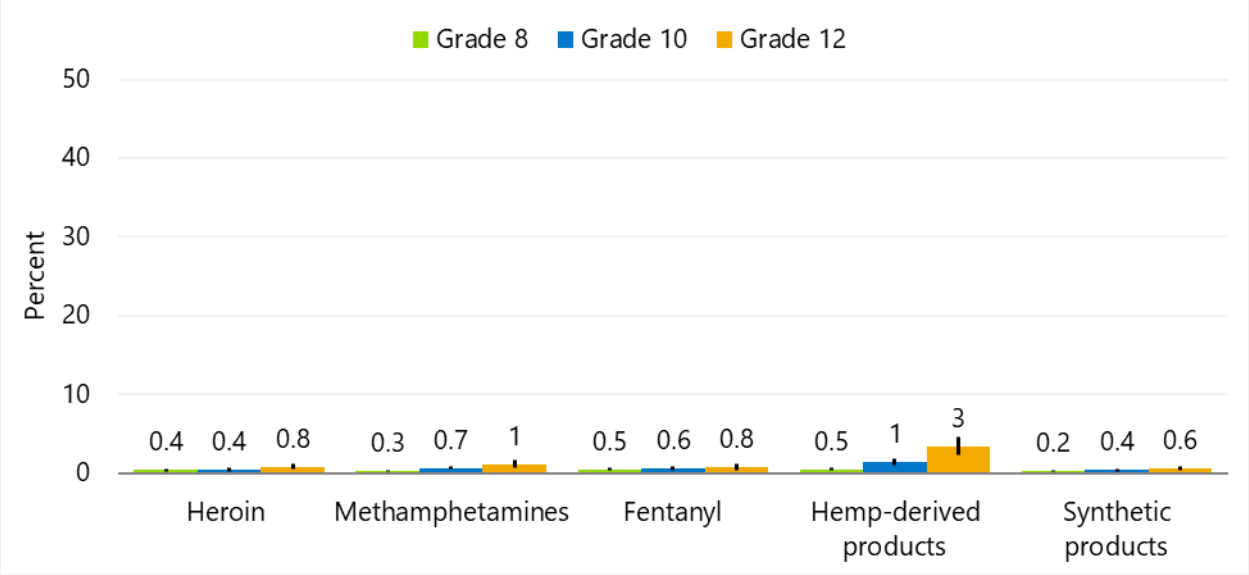
Differences by sex assigned at birth:

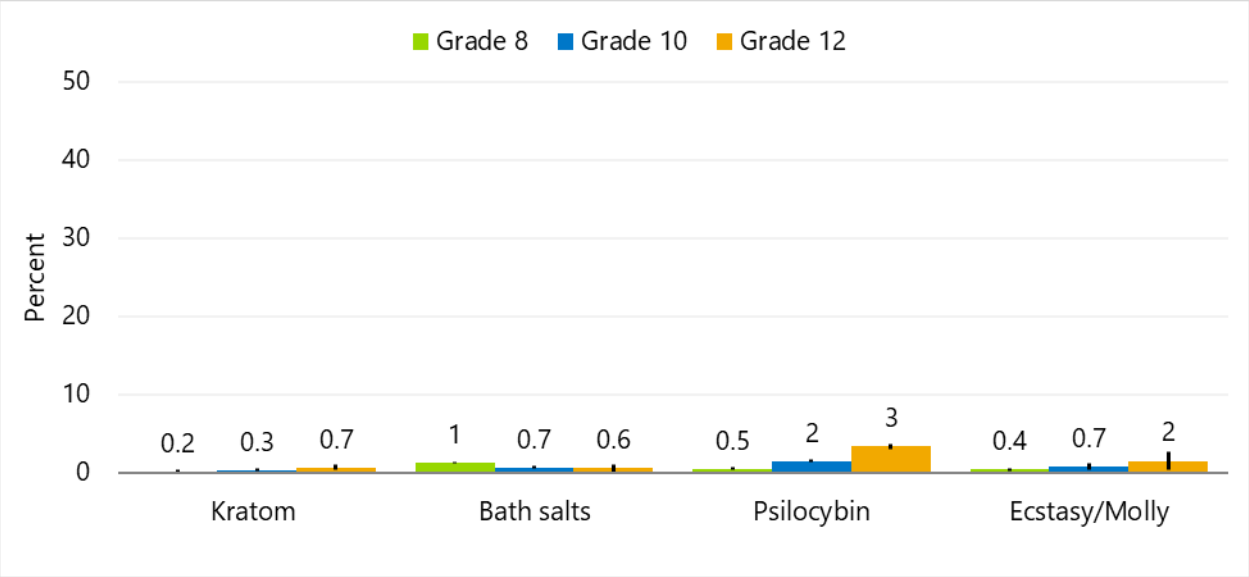
- Grade 10 and 12 males were more likely than females to have ever used heroin in their lifetime
- Grade 12 males were more likely than females to have ever used methamphetamines, fentanyl, hemp-derived products, psilocybin, and Ecstasy/Molly in their lifetime.

Other Drugs Not Including Alcohol, Tobacco, or Marijuana

The HYS also tracks drugs that are less common than alcohol, tobacco, and marijuana. The drugs that are included in the survey can change over time. For instance, early surveys included prescription drugs, but they were eliminated as concerns about party drugs grew. In 2016, several new questions regarding prescription drug misuse were added in response to heightened national and local awareness of this issue among youth.

Lifetime Substance Use, Grades 8, 10, and 12, in 2025





Grade	Heroin	Methamphetamine	Fentanyl	Hemp-derived products	Synthetic products
Grade 8	0.4 (±0.1	0.3 (±0.1	0.5 (±0.2	0.5 (±0.1	0.2 (±0.1
Grade 10	0.4 (±0.2	0.7 (±0.2	0.6 (±0.2	1.4 (±0.4	0.4 (±0.2
Grade 12	0.8 (±0.4	1.1 (±0.5	0.8 (±0.4	3.4 (±1.1	0.6 (±0.3

Grade	Kratom	Bath salts	Psilocybin	Ecstasy/Molly
Grade 8	0.2 (±0.1	1.2 (±0.3	0.5 (±0.2	0.4 (±0.2
Grade 10	0.3 (±0.2	0.7 (±0.2	1.5 (±0.5	0.7 (±0.2
Grade 12	0.7 (±0.4	0.6 (±0.3	3.3 (±1.2	1.5 (±0.7

Survey Question: Have you ever, even once in your life used the following? Choose all that apply. Heroin; Methamphetamines (or meth, speed); Fentanyl (or fet, fent); Hemp-derived products (like delta-8 (Δ8), delta-10 (Δ10)); Synthetic products (like K2, Spice); Kratom; Bath salts (like Bliss, Blue Silk); Psilocybin (or magic mushrooms, shrooms); Ecstasy/Molly (or molly, MDMA); None of these.

Notes:

- *Students could check multiple responses.*
- *Percentages represent students who selected that they used the substance in their life.*
- *Some differences by sex assigned at birth could not be tested due to small numbers (less than five responses per cell).*

Source: HYS 2025.

30-Day Other Drug Use (Not Including Alcohol, Tobacco, or Marijuana)

In 2025, less than 1 percent of Grade 6, 8, 10, and 12 students reported using an illegal drug other than alcohol, tobacco, or marijuana in the past 30 days.

Differences by grade level:

- Grade 8 and 12 students were more likely than Grade 6 students to use other illegal drugs in the past 30 days.

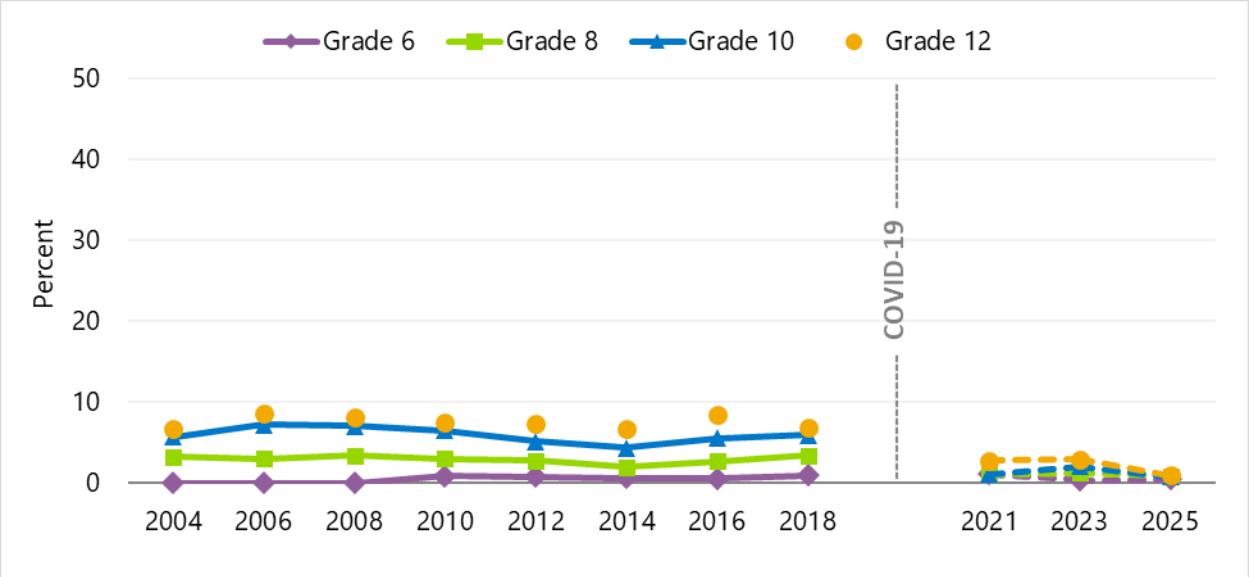
Differences by sex assigned at birth:

- There were no differences in using other illegal drugs in the past 30 days by sex assigned at birth.

Changes from 2023 to 2025:

- Among Grade 10 and 12 students, there were decreases in using other illegal drug use in the past 30 days from 2023 to 2025.

30-Day Other Drug Use (Not Including Alcohol, Tobacco, or Marijuana), Grades 6, 8, 10, and 12, 2004-2025



Grade	2004	2006	2008	2010	2012	2014
Grade 6	NA	NA	NA	0.9 (±0.2	0.8 (±0.2	0.6 (±0.2
Grade 8	3.3 (±0.5	3.0 (±0.6	3.4 (±0.5	3.0 (±0.4	2.8 (±0.5	1.9 (±0.3
Grade 10	5.7 (±0.7	7.2 (±0.8	7.0 (±0.7	6.5 (±1.2	5.1 (±0.6	4.4 (±0.5
Grade 12	6.8 (±0.9	8.6 (±1.1	8.1 (±1.2	7.5 (±0.9	7.3 (±0.9	6.6 (±1.0

Grade	2016	2018	2021	2023	2025
Grade 6	0.6 (±0.2	0.9 (±0.3	1.1 (±0.2	0.4 (±0.1	0.5 (±0.2
Grade 8	2.7 (±0.5	3.4 (±0.7	1.2 (±0.4	1.3 (±0.4	0.9 (±0.2
Grade 10	5.6 (±0.9	5.9 (±0.9	1.1 (±0.3	2.0 (±0.6	0.8 (±0.3
Grade 12	8.5 (±1.3	6.8 (±1.2	2.8 (±0.8	2.9 (±0.8	0.9 (±0.5

Survey Question: During the past 30 days, on how many days did you use an illegal drug? Not counting alcohol, tobacco, or marijuana.

Note: Percentages represent students who used other illegal drugs on any days in the past 30 days.

Source: HYS 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Opiate (Painkiller) Use

Awareness and concern are growing regarding the use of painkillers by young people to get high. Using painkillers (namely for nonmedical reasons, i.e., to get high) puts adolescents at risk for various dangers directly related to the drugs themselves, such as overdose and death. Furthermore, prescription opioid use (and misuse) is a risk-factor for heroin initiation among adolescents (Palamar, 2016). This can lead to heroin dependency, which not only carries its own risks of overdose and death, but of contracting Hepatitis C and HIV/AIDS, among other issues.

In 2025, painkiller use "to get high" in the past 30 days was reported by 1 percent of Grade 8, 10, and 12 students.

Differences by grade level:

- There were no differences in using painkillers to get high in the past 30 days by grade level.

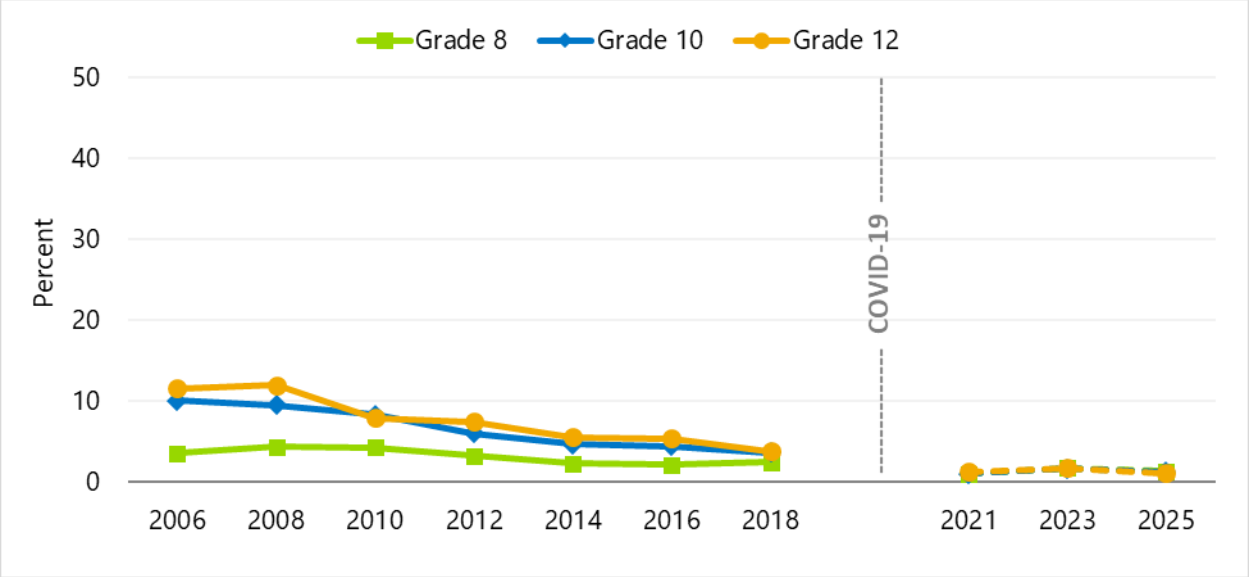
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to use painkillers to get high in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 12 students, there was a decrease in using painkillers to get high in the past 30 days from 2023 to 2025.

30-Day Prescription Painkiller Use, Grades 8, 10, and 12, 2006-2025



Grade	2006	2008	2010	2012	2014
Grade 8	3.6 (±0.7	4.3 (±0.9	4.3 (±0.5	3.2 (±0.4	2.3 (±0.4
Grade 10	10.1 (±1.2	9.5 (±1.2	8.3 (±1.3	6.0 (±0.8	4.7 (±0.6
Grade 12	11.6 (±2.0	12.0 (±1.6	7.9 (±1.2	7.5 (±1.0	5.6 (±0.9

Grade	2016	2018	2021	2023	2025
Grade 8	2.1 (±0.3	2.4 (±0.4	1.0 (±0.3	1.7 (±0.4	1.3 (±0.4
Grade 10	4.4 (±0.6	3.6 (±0.6	1.0 (±0.2	1.6 (±0.4	1.2 (±0.3
Grade 12	5.4 (±0.8	3.8 (±0.7	1.3 (±0.3	1.7 (±0.5	1.1 (±0.4

Survey Question: During the past 30 days, on how many days did you: Use a pain killer to get high, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)?

Note: Percentages represent students who reported using painkillers to get high on any days in the past 30 days.

Source: HYS 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Prescription Drug Misuse

In 2025, using non-prescribed prescription drugs in the past 30 days was reported by 2 percent of Grade 8 and 10 students and 3 percent of Grade 12 students.

Differences by grade level:

- Grade 12 students were more likely than Grade 8 students to use non-prescribed prescription drugs in the past 30 days.

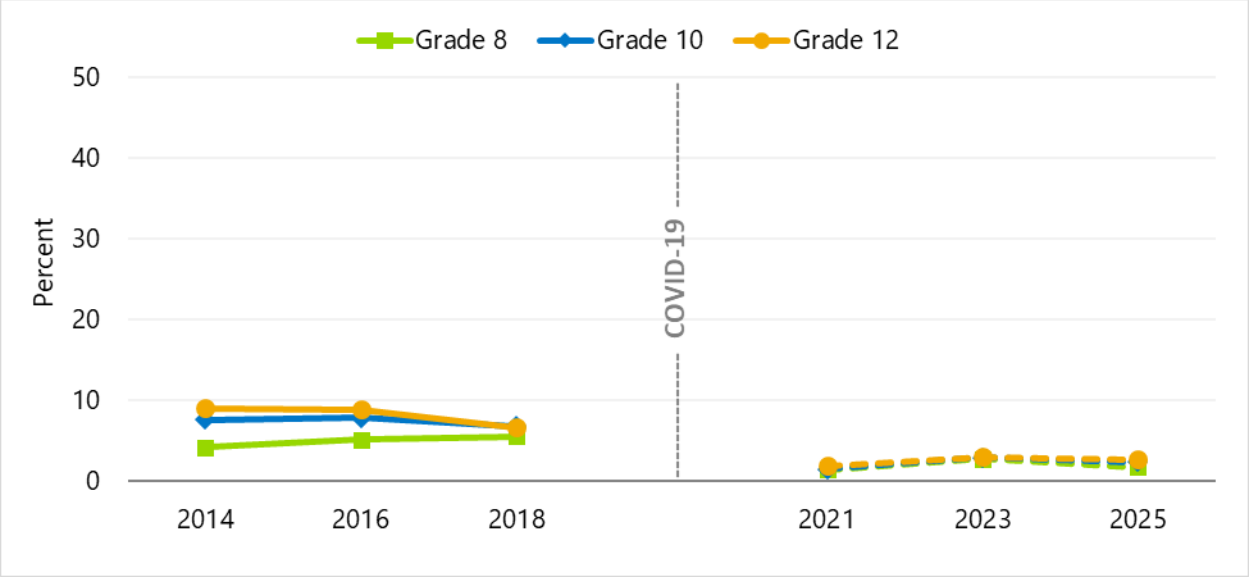
Differences by sex assigned at birth:

- Grade 8 and 10 females were more likely than males to use non-prescribed prescription drugs in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 8 students, there was a decrease in using non-prescribed prescription drugs in the past 30 days from 2023 to 2025.

30-Day Use of Non-prescribed Prescription Drugs, Grades 8, 10, and 12, 2014-2025



Grade	2014	2016	2018	2021	2023	2025
Grade 8	4.2 (±0.6	5.2 (±0.9	5.5 (±0.8	1.4 (±0.4	2.8 (±0.6	1.7 (±0.4
Grade 10	7.6 (±0.8	7.9 (±0.9	6.8 (±1.0	1.5 (±0.3	2.9 (±0.6	2.3 (±0.5
Grade 12	9.0 (±1.3	8.8 (±1.2	6.6 (±1.1	1.9 (±0.5	3.0 (±0.9	2.7 (±0.6

Survey Question: During the past 30 days, on how many days did you: Use prescription drugs not prescribed to you?

Note: Percentages represent students who reported using non-prescribed prescription drugs on any days in the past 30 days.

Source: HYS 2014, 2016, 2018, 2021, 2023, and 2025.

30-Day Prescription Drug Use for Non-Medical Use

In 2025, the following types of prescription drugs were used for non-medical reasons in past 30 days:

- Less than 1 percent of Grade 8 and 10 students and 1 percent of Grade 12 students used a non-prescribed stimulant, like Adderall or Ritalin.

- One percent of Grade 8 students and less than one percent of Grade 10 and 12 students used a non-prescribed painkiller, like Vicodin, OxyContin, or Percocet.
- Less than 1 percent of Grade 8, 10, and 12 students used a non-prescribed tranquilizer, like Valium or Xanax.
- Less than 1 percent of Grade 8, 10, and 12 students used a non-prescribed barbiturate, like Nembutal or Seconal.
- Two percent of Grade 8 students and 1 percent of Grade 10, and 12 students used a non-prescribed sleep medicine, like Ambien, Lunesta, or Sonata.
- Two percent of Grade 8, 10, and 12 students, used another kind of non-prescribed prescription drug.
- Five percent of Grade 8 and 10 students and 4 percent of Grade 12 students used an over-the-counter drug, like cough syrup or cold medicine.
- Two percent of Grade 8 and 10 students and 1 percent of Grade 12 students used something, but they did not know what it was.

Differences by grade level:

- Grade 8 students were more likely than Grade 10 students and Grade 12 students were more likely than grade 8 and 10 students to have used a non-prescribed tranquilizer, like Valium or Xanax.
- Grade 12 students were more likely than Grade 8 and 10 students to have used barbiturate, like Nembutal or Seconal in the past 30 days.
- Grade 8 students were more likely than Grade 12 students to have used an over-the-counter drug, like cough syrup or cold medicine in the past 30 days.
- Grade 8 and 10 students were more likely than Grade 12 students to have used something, but they did not know what it was in the past 30 days.

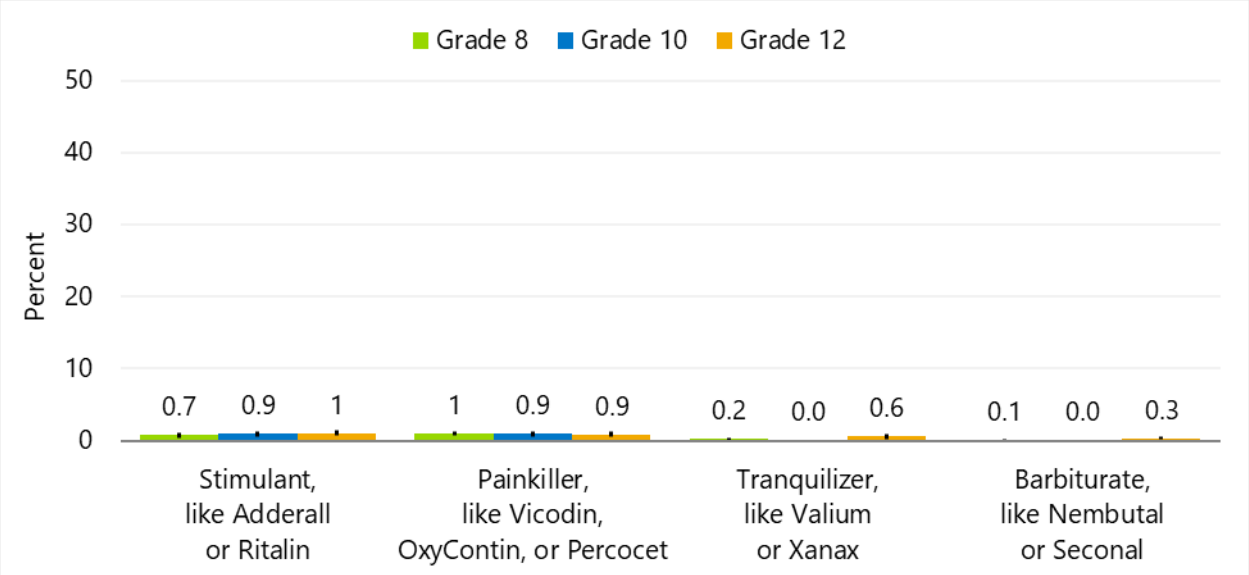
Differences by sex assigned at birth:

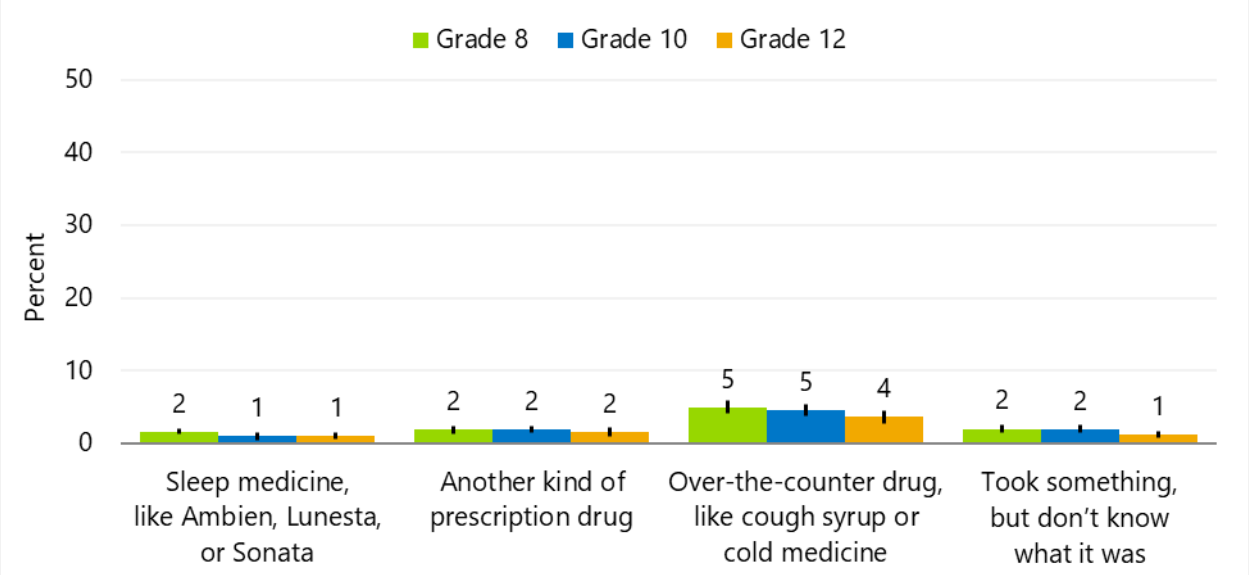
- Grade 8 females were more likely than males to have used a non-prescribed painkiller, like Vicodin, OxyContin, or Percocet, to have used a sleep medicine, like Ambien, Lunesta, or Sonata, and to have used another kind of prescription drug in the past 30 days.
- Grade 10 females were more likely than males to have used an over-the counter drugs in the past 30 days.

Changes from 2023 to 2025:

- Among Grade 12 students, there was a decrease in using non-prescribed stimulants, like Adderall or Ritalin from 2023 to 2025.
- Among Grade 10 students, there was an increase in using something, but they did not know what it was, in the past 30 days from 2023 to 2025.

30-Day Prescription Drug Use for Non-Medical Reasons by Type of Drug, Grades 8, 10, and 12 in 2025





Grade	Stimulant	Painkiller	Tranquilizer	Barbiturate
Grade 8	0.7 (±0.4	1.0 (±0.3	0.2 (±0.1	0.1 (±0.1
Grade 10	0.9 (±0.4	0.9 (±0.3	0.0 (±0.1	0.0 (±0.0
Grade 12	1.1 (±0.4	0.9 (±0.3	0.6 (±0.3	0.3 (±0.2

Grade	Sleep medicine	Another kind of prescription drug	Over-the-counter drug	Something else
Grade 8	1.6 (±0.4	1.8 (±0.5	5.0 (±0.9	2.0 (±0.5
Grade 10	1.0 (±0.5	1.9 (±0.4	4.6 (±0.8	2.0 (±0.5
Grade 12	1.0 (±0.5	1.5 (±0.6	3.7 (±0.9	1.2 (±0.5

Survey Question: During the past 30 days, which of the following have you used for non-medical reasons? Select all that apply. Response options: I did not take any of these for non-medical reasons; I used a stimulant, like Adderall or Ritalin; I used a painkiller, like Vicodin, OxyContin, or Percocet; I used a tranquilizer, like Valium or Xanax; I used a barbiturate, like Nembutal or Seconal.' I used sleep medicine, like Ambien, Lunesta, or Sonata; I used another kind of prescription drug; I used an over-the-counter drug, like cough syrup or cold medicine; I took something, but I don't know what it was.

Notes:

- *Percentages represent students who used prescription drugs for non-medical use.*
- *In 2025, barbiturates and sleep medicine were added as response options.*
- *Some differences by sex assigned at birth could not be tested due to small numbers (less than five responses per cell).*

Source: HYS 2025.

Risk and Protective Factors

This chapter covers a broad set of questions about health behaviors and about the risk factors and protective factors associated with them. Risk factors are characteristics of individuals and their families, schools, and communities that make them more vulnerable to ill health and poor lifestyle choices. Similarly, protective factors exert a positive influence or buffer against the negative influence of risk in these social environments. The HYS risk and protective factors measured in the survey are associated with behaviors such as substance use, violence, and dropping out of school. The presence of multiple risk factors predicts an increased likelihood that an individual will engage in these behaviors, whereas the presence of protective factors helps to diminish the effect of risk factors and increase the individual's resilience.

Research spanning several decades has identified risk factors that are associated with increased likelihood of health risk behaviors including alcohol, tobacco, and other drug use (Dryfoos, 1991; Hawkins et al., 1992; Kandel, Daview, Karus, and Yamagucchi, 1986); violence and delinquent behaviors (Bensley, Speicher, VanEenwyk, and Schoder, 1999; Brewer, Hawkins, Catalano, and Beckerman, 1995; Hereinto, Chung, and Catalano, 2004; Wasserman et al., 2003); and driving after drinking (Sabel, Bensley, and VanEenwyk, 2004).

Werner and Smith (1989) has focused on young people's ability to overcome the odds that challenge them and to succeed despite high levels of risk in their environments. Benard (1991) summarized this literature on protective factors, citing the longitudinal research of Werner and Smith and Rutter (1979) in the formulation of a construct termed resilience. Resnick et al. (1997), found that parent-family connectedness and perceived school connectedness were protective against every health risk behavior measured in their study except history of pregnancy. Parental expectations regarding school achievement and school connectedness were also associated with lower levels of health risk behaviors (except in the case of suicide, in which only parent-family connectedness was protective).

Using these multiple strands of research, researchers at the University of Washington's Social Development Research Group developed a theoretical framework called the Social Development Strategy (SDS). The SDS recognizes that adolescents generally make decisions based on values learned from their community, family, or school; giving adolescents opportunities for engagement, the ability to learn and use skills, and recognizing their actions will promote bonding to their community. When adolescents are bonded to a healthy community, they make healthy decisions and grow into healthy adults; conversely, if youth are disconnected from community or bonded to an unhealthy community, they are more likely to develop unhealthy behaviors (Cambron, et al., 2019). By addressing risk and protective factors, families, schools, and communities can help promote positive social development. Early and sustained intervention through the elementary grades can help to put children on a developmental trajectory leading to more positive outcomes and fewer problem behaviors over the long term. These risk and protective factors represent promising inputs for prevention and intervention programs and policies.

The data presented in this chapter represent Washington State as a whole. The level of these indicators of risk and protection likely vary by community. Communities can compare community-level data to state-level data—and to county-level data, where available—to determine which risk and protective factors are priorities for their communities to address. Communities can then implement prevention services for specific populations or geographical areas where risk exposure is high and protection is low.

The 2002 through 2025 survey administrations in Washington included substantial coverage of risk and protective factors using standardized assessment tools developed by the University of Washington Social Development Research Group (UW SDRG; Arthur et al., 1998; Arthur, Hawkins, Pollard, Catalano, and Baglioni, 2002) and published in their *Communities That Care* survey. These risk and protective factors are organized into four domains of influence: community, school, peer-individual, and family.

For more information on the risk and protective factors, see the *What are Risk and Protective Factors?* fact sheet at: **https://www.askhys.net/FactSheets**.

HYS 2025 assessed six risk factors among students in Grade 6, and 11 risk factors among students in Grades 8, 10, and 12, and assessed four protective factors among students in Grade 6 and five protective factors among students in Grades 8, 10, and 12. In addition, several questions and response options were modernized in consultation with UW SDRG. This includes updated terminology for some questions (e.g., parents *and caregivers*), providing additional examples within some items, and updating response option sets for all items that previously used the "YES!, Yes, No, NO!" response options originally incorporated in the *Communities That Care survey*, toward a similar four-response-option set using "Agree" and "True" language. Data notes have been added to the affected questions. As with other changes to survey content, changes over time for the affected items should be interpreted with caution for the next 2-3 survey cycles.

Risk and Protective Factors Included in 2025

Domain	Risk Factor	Protective Factor
Community	Laws and norms favorable toward drug use E Perceived availability of drugs Perceived availability of handguns S Low neighborhood attachment S	Opportunities for prosocial involvement S Rewards for prosocial involvement E
School	Academic failure Low commitment to school	Opportunities for prosocial involvement S Rewards for prosocial involvement
Peer-Individual	Perceived risk of drug use Early initiation of drug use S Favorable attitudes toward drug use Friends' use of drugs S	Social skills S

Domain	Risk Factor	Protective Factor
Family	Poor family management S Parental attitudes favorable towards drug use S	Opportunities for prosocial involvement Rewards for prosocial involvement E

S Included only on the survey for Grades 8, 10, and 12 students.

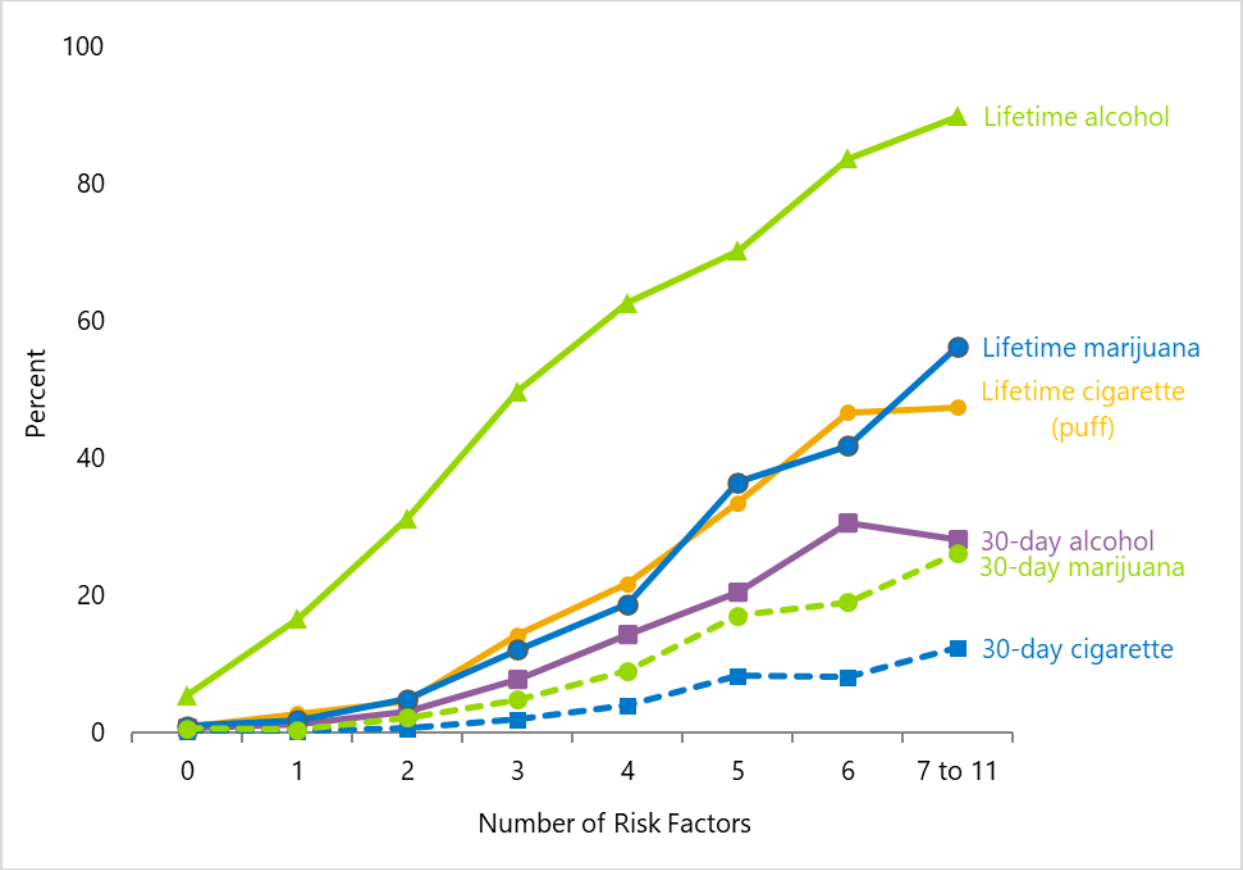
E Included only on the survey for Grade 6 students.

This chapter presents HYS 2025 results for the assessment of risk and protection factors at each grade level in the peer-individual, family, school, and community domains. The relationships between risk and protective factors and the major health risk behaviors of substance use and violent and delinquent behavior are also presented. Readers should remember that all results are based on student self-report and therefore represent perceptions of risk and protection which might not be accurate. Furthermore, the statistical relationships between risk and protective factors and health risk behaviors are not necessarily causal. Rather, the statistical relationships indicate an association or co-occurrence of these factors and behaviors. Both the risk factor and the behavior may be associated with a third factor such as poverty or other factors that were not addressed in this study. Each risk and protective factor scale is calculated as the average score of the students' responses to one or more questions. Students whose scores placed them above a cut point, determined by the Social Development Research Group's research, were considered "at risk" on a given risk factor, or "resilient" on a given protective factor.

Research has also suggested a cumulative effect in the influence of risk and protection on these health risk behaviors (Bry, McKeon, and Pandina, 1982; Newcomb, Maddahian, and Skager, 1987; Werner and Smith, 1989). In addition to examining the specific influence of a given risk or protective factor, examining the relationship between multiple risk or protective factors and these behaviors is important. This examination helps illustrate whether students who are at high risk on more risk factors are more likely to engage in health risk behaviors than students who are at high risk on fewer factors. An examination of the relationship between multiple risk or protective factors and health risk behaviors also helps show whether students who are well protected are less likely to engage in these behaviors than students who are less protected.

The following chart shows the relationship between the number of risk factors present and the use of alcohol, cigarettes, and marijuana for Grade 8 students. This relationship also holds true for Grade 10 and 12 students. The most obvious interpretation is the clear, linear relationship between the number of risk factors present and the prevalence of lifetime and 30-day alcohol, cigarette, and marijuana use. As the number of risk factors for individual students increased, so did the likelihood that they would use alcohol, cigarettes, and marijuana. These findings are consistent with the findings from the previous survey administrations.

Relationship Between Substance Use and Number of Risk Factors, Grade 8 in 2025

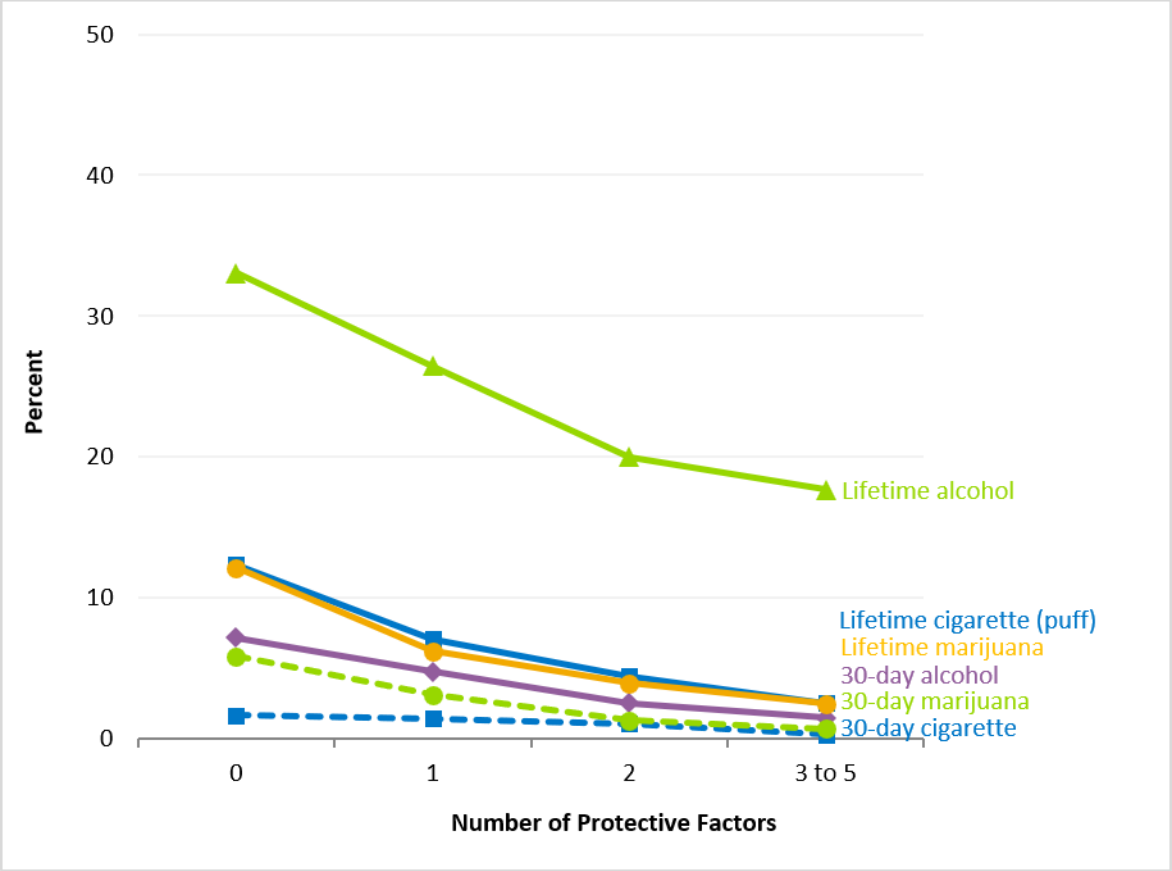


Note: Percentages represent students who reported using alcohol, cigarettes, or marijuana in their lifetime or in the past 30 days according to each number of risk factors (0 through 6 factors and 7 to 11 factors combined).

Source: HYS 2025.

The following chart is a similar display, relating the presence of protective factors to the use of alcohol, cigarettes, and marijuana for Grade 8 students. This relationship also holds true for Grade 10 and 12 students. Again, the overall relationship is strong: increased levels of protection were clearly associated with lower rates of alcohol, cigarette, and marijuana use. Protective factors have also been found to have a buffering effect on the presence of risk factors (DeWit, Silverman, Goodstadt, and Stoduto, 1995; Gabriel, Deck, Einspruch, and Nickel, 1997; Jessor, Van den Bos, Vanderryn, Costa, and Trubin, 1995). These findings are consistent with the findings from previous survey administrations.

Relationship Between Substance Use and Number of Protective Factors, Grade 8 in 2025



Note: Percentages represent students who reported using alcohol, cigarettes, or marijuana in their lifetime or in the past 30 days according to each number of protective factors (0 through 2 factors and 3 to 5 factors combined).

Source: HYS 2025.

Community Domain: Risk Factors

HYS 2025 assessed four risk factors in the community domain:

Laws and Norms Favorable Toward Drug Use

The policies a community holds in relation to health and problem behaviors are communicated through laws, social practices, and expectations, and are related to drug use.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were decreases in laws and norms favorable towards drug use from 2023 to 2025.

Laws and Norms Favorable Toward Drug Use, Percent of Youth at Risk, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	37.1 (±1.8)	37.1 (±1.6)	37.0 (±1.8)	35.9 (±1.6)	36.5 (±1.6)	34.5 (±1.8)
Grade 8	33.0 (±1.7)	29.8 (±2.7)	28.2 (±3.1)	28.3 (±2.5)	27.7 (±2.2)	26.4 (±2.2)
Grade 10	38.7 (±3.6)	40.1 (±3.2)	39.1 (±3.1)	36.7 (±2.8)	34.5 (±3.1)	31.4 (±2.8)
Grade 12	39.3 (±1.7)	37.3 (±3.0)	35.8 (±3.8)	34.4 (±2.5)	32.5 (±2.6)	32.4 (±2.3)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	33.9 (±1.7)	34.0 (±1.9)	36.6 (±1.7)	**40.9 (±2.6)**	40.4 (±2.2)	**34.3 (±1.8)**
Grade 8	**23.1 (±2.1)**	23.7 (±2.0)	24.3 (±2.2)	NA	25.5 (±1.6)	**22.0 (±2.8)**
Grade 10	31.7 (±3.0)	28.0 (±2.3)	29.6 (±1.8)	NA	28.5 (±2.1)	**20.0 (±2.2)**
Grade 12	31.2 (±2.4)	30.2 (±2.1)	28.0 (±2.1)	NA	22.3 (±2.7)	**16.7 (±2.7)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, response options for some questions in the scale were changed from "NO!, no, yes, YES!" to "Always true, Sometimes true, Sometimes false, Always false". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perceived Availability of Drugs

Perceptions of the availability of alcohol and other drugs have been shown to predict use of these substances.

Changes from 2023 to 2025:

- Among Grade 10 students, there was a decrease in the perceived availability of drugs from 2023 to 2025.

Perceived Availability of Drugs, Percent of Youth at Risk, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	23.6 (±1.8)	22.5 (±1.5)	**24.6 (±1.4)**	23.5 (±1.3)	22.6 (±1.3)	**19.5 (±1.6)**
Grade 8	29.3 (±2.0)	**23.0 (±2.3)**	20.9 (±2.1)	**24.8 (±2.1)**	24.1 (±2.2)	22.8 (±2.1)
Grade 10	35.5 (±2.5)	**31.8 (±2.3)**	32.7 (±2.0)	34.2 (±2.8)	34.4 (±2.8)	**28.4 (±1.8)**
Grade 12	45.2 (±3.7)	40.5 (±3.2)	38.1 (±2.9	39.4 (±2.3)	38.1 (±2.5)	36.0 (±1.9)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	18.7 (±1.3)	**16.4 (±1.2)**	**19.4 (±1.1)**	18.8 (±1.5)	**15.4 (±1.1)**	14.8 (±1.2)
Grade 8	**17.1 (±1.7)**	16.4 (±1.7)	17.9 (±1.6)	**13.9 (±1.4)**	13.1 (±1.6)	12.4 (±1.7)
Grade 10	26.5 (±2.1)	**22.9 (±2.1)**	22.3 (±2.0)	**13.2 (±1.2)**	12.1 (±1.5)	**9.6 (±1.4)**
Grade 12	**31.7 (±2.1)**	30.2 (±2.1)	27.2 (±2.5)	**17.6 (±1.8)**	14.7 (±2.3)	12.6 (±2.5)

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, an additional question was added to the scale: If you wanted to get: An e-cigarette or vape, how easy would it be for you to get one?*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Perceived Availability of Handguns

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in the perceived availability of handguns from 2023 to 2025.

Perceived Availability of Handguns, Percent of Youth at Risk, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	36.4 (±2.5)	34.4 (±2.6)	31.6 (±2.6)	34.9 (±2.5)	**31.3 (±2.3)**	32.6 (±2.1)
Grade 10	21.9 (±2.4)	21.0 (±1.9)	21.5 (±2.0)	20.7 (±1.5)	18.2 (±2.4)	17.4 (±1.9)
Grade 12	26.2 (±1.9)	26.6 (±2.3)	25.5 (±3.0)	24.4 (±2.0)	22.6 (±2.6)	20.3 (±2.6)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	26.3 (±2.0)	25.8 (±2.1)	**35.0 (±2.4)**	**29.5 (±2.2)**
Grade 10	NA	NA	13.4 (±1.8)	12.1 (±1.4)	**18.8 (±2.5)**	**14.4 (±2.3)**
Grade 12	NA	NA	18.0 (±1.6)	**13.5 (±2.1)**	**24.0 (±2.7)**	**17.2 (±2.2)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2018, 2021, 2023, and 2025.

Low Neighborhood Attachment

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in low neighborhood attachment from 2023 to 2025.

Low Neighborhood Attachment, Percent of Youth at Risk, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	41.1 (±2.2)	NA	36.6 (±2.6)	34.5 (±2.3)	33.9 (±2.1)	NA
Grade 10	45.0 (±2.3)	NA	47.9 (±2.8)	44.8 (±2.5)	41.9 (±3.0)	NA
Grade 12	46.9 (±3.4)	NA	50.2 (±2.7)	53.3 (±3.3)	50.2 (±2.4)	NA

Grade	2014	2016	2018	2021	2023	2025
Grade 8	NA	NA	NA	32.0 (±2.5)	32.2 (±2.8)	**26.9 (±2.8)**
Grade 10	NA	NA	NA	40.3 (±3.4)	41.9 (±4.0)	**33.2 (±3.2)**
Grade 12	NA	NA	NA	53.9 (±3.9)	51.5 (±3.9)	**44.0 (±4.2)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2006, 2008, 2010, 2021, 2023, and 2025.

Community Domain: Protective Factors

HYS 2025 assessed two protective factors in the community domain.

Opportunities for Prosocial Involvement

Youth need opportunities to participate meaningfully in activities in the community.

Changes from 2023 to 2025:

- There were no changes in opportunities for prosocial involvement from 2023 to 2025

Opportunities for Prosocial Involvement, Percent of Youth Protected, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	50.7 (±1.7)	**72.3 (±2.3)**	69.2 (±2.5)	66.6 (±2.9)	67.5 (±3.0)	**73.2 (±2.3)**
Grade 10	46.6 (±3.1)	**72.4 (±2.7)**	**66.1 (±3.1)**	69.2 (±3.3)	71.1 (±3.2)	75.2 (±3.7)
Grade 12	42.7 (±3.8)	**70.9 (±2.8)**	69.3 (±3.0)	71.3 (±4.0)	76.0 (±2.8)	76.3 (±3.9)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	75.3 (±3.1)	72.3 (±3.0)	72.4 (±3.4)	**58.7 (±3.8)**	63.1 (±3.0)	66.8 (±3.8)
Grade 10	75.4 (±3.1)	75.9 (±3.3)	71.3 (±3.7)	**59.7 (±5.2)**	66.0 (±3.7)	69.6 (±4.5)
Grade 12	77.7 (±3.6)	76.6 (±3.3)	73.6 (±3.1)	**61.8 (±6.1)**	68.7 (±4.4)	69.7 (±4.8)

Notes:

- *Percentages represent students who are protected based upon their protective factor scale scores.*
- *In 2025, response options for one question in the scale was changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Rewards for Prosocial Involvement

Youth need rewards for positive participation in prosocial activities.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in rewards for prosocial involvement from 2023 to 2025.

Rewards for Prosocial Involvement, Percent of Youth Protected, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	48.0 (±1.7)	**38.7 (±1.1)**	37.9 (±1.3)	36.4 (±1.4)	35.9 (±1.3)	37.4 (±1.3)
Grade 8	54.9 (±1.8)	56.6 (±2.0)	54.0 (±2.3)	54.0 (±2.3)	NA	NA
Grade 10	60.3 (±2.4)	60.4 (±2.3)	**56.2 (±2.4)**	**62.2 (±2.6)**	NA	NA
Grade 12	55.1 (±3.9)	56.6 (±2.5)	56.8 (±2.4)	**62.0 (±2.9)**	NA	NA

Grade	2014	2016	2018	2021	2023	2025
Grade 6	36.9 (±1.7)	**34.6 (±1.4)**	**30.2 (±1.9)**	31.6 (±2.5)	**39.9 (±2.2)**	**49.2 (±2.3)**
Grade 8	NA	NA	NA	NA	39.6 (±2.6)	**49.8 (±3.1)**)

Grade	2014	2016	2018	2021	2023	2025
Grade 10	NA	NA	NA	NA	45.3 (±3.4)	**52.8 (±2.7**)
Grade 12	NA	NA	NA	NA	46.7 (±3.4)	**52.0 (±3.4**

Notes:

- *Percentages represent students who are protected based upon their protective factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

School Domain: Risk Factors

HYS 2025 assessed two risk factors in the school domain.

Academic Failure

Children fail in school for many reasons, but research indicates that the very experience of failure—regardless of whether the failure is linked to the students' abilities—places them at higher risk for negative behavior.

Changes from 2023 to 2025:

- Among grade 6, 8, 10, and 12 students, there were decreases in academic failure from 2023 to 2025.

Academic Failure, Percent of Youth at Risk, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	41.2 (±2.0)	40.6 (±1.8)	41.5 (±1.8)	42.4 (±2.0)	41.9 (±2.0)	**37.8 (±2.1**)
Grade 8	47.3 (±1.7)	48.2 (±2.1)	45.9 (±2.4)	47.5 (±2.1)	46.8 (±2.2)	45.3 (±2.3)
Grade 10	46.8 (±2.6)	47.2 (±2.5)	**50.7 (±2.0**)	48.2 (±1.6)	47.4 (±2.3)	45.3 (±2.4)
Grade 12	48.5 (±2.1)	46.7 (±2.3)	**50.1 (±2.4**)	51.4 (±2.3)	49.1 (±2.2)	47.5 (±2.5)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	39.5 (±1.9	38.3 (±1.8	**43.6 (±2.2**	45.0 (±2.7	**39.8 (±2.4**	**30.3 (±2.2**
Grade 8	43.9 (±2.2	45.4 (±2.3	44.8 (±2.5	47.6 (±2.7	**40.8 (±2.6**	**30.8 (±2.9**
Grade 10	46.1 (±2.6	47.4 (±2.4	47.9 (±2.0	48.3 (±3.8	**43.6 (±2.6**	**32.9 (±3.4**
Grade 12	49.2 (±2.8	51.4 (±2.3	50.8 (±2.6	47.4 (±3.8	45.8 (±3.6	**36.2 (±3.8**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*

- *In 2025, response options for one question in the scale was changed from "NO!, no, yes, YES!" to "Always true, Sometimes true, Sometimes false, Always false". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Low Commitment to School

When young people cease to see the school role as viable, they are at higher risk of engaging in health risk behaviors.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in low commitment to school from 2023 to 2025.

Low Commitment to School, Percent of Youth at Risk, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	40.5 (±1.3)	**44.4 (±1.6)**	**52.0 (±1.5)**	**43.0 (±1.8)**	**38.9 (±1.5)**	36.9 (±1.8)
Grade 8	34.4 (±1.8)	**37.1 (±1.8)**	36.2 (±2.2)	38.6 (±2.2)	**35.6 (±1.7)**	**31.8 (±1.7)**
Grade 10	37.3 (±2.8)	40.7 (±2.2)	39.9 (±1.8)	38.2 (±1.8)	37.8 (±2.8)	**33.1 (±1.9)**
Grade 12	37.6 (±2.7)	**42.2 (±2.5)**	40.8 (±2.5)	41.4 (±2.1)	**36.5 (±2.2)**	36.1 (±2.3)

Grade	2002	2004	2006	2008	2010	2012
Grade 6	38.1 (±1.9)	**40.6 (±1.4)**	**50.5 (±1.5)**	**58.1 (±2.0)**	**61.5 (±1.8)**	59.7 (±1.8)
Grade 8	31.9 (±1.8)	**35.1 (±2.0)**	**43.2 (±2.2)**	**58.7 (±2.2)**	56.1 (±2.2)	**51.1 (±3.0)**
Grade 10	**38.3 (±2.7)**	39.2 (±2.1)	**44.4 (±2.2)**	**56.6 (±2.5)**	**51.7 (±2.9)**	**47.3 (±2.8)**
Grade 12	**40.4 (±2.6)**	41.4 (±2.4)	41.7 (±2.3)	**55.2 (±3.1)**	**49.6 (±3.8)**	**44.2 (±2.7)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

School Domain: Protective Factors

HYS 2025 assessed two protective factors in the school domain.

Opportunities for Prosocial Involvement

When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in problem behaviors.

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were increases in opportunities for prosocial involvement from 2023 to 2025.

Opportunities for Prosocial Involvement, Percent of Youth Protected, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	62.6 (±2.1)	62.2 (±1.8)	64.0 (±2.8)	**59.8 (±2.4)**	62.6 (±2.3)	**65.7 (±1.9)**
Grade 10	59.6 (±2.4)	58.5 (±2.7)	57.7 (±2.2)	59.0 (±2.2)	61.8 (±2.5)	**66.5 (±2.1)**
Grade 12	63.5 (±2.3)	61.2 (±3.0)	61.6 (±2.6)	60.7 (±3.1)	64.0 (±3.4)	65.5 (±3.0)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	**70.0 (±2.3)**	69.6 (±2.2)	67.1 (±2.7)	**71.6 (±1.9)**	70.7 (±1.8)	**81.8 (±2.3)**
Grade 10	65.2 (±2.6)	67.5 (±2.4)	63.9 (±2.7)	**69.8 (±2.3)**	70.4 (±2.1)	**82.0 (±1.3)**
Grade 12	68.3 (±3.1)	67.8 (±2.7)	68.5 (±3.2)	70.1 (±3.0)	71.8 (±3.1)	**83.0 (±2.0)**

Notes:

- *Percentages represent students who are protected based upon their protective factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Rewards for Prosocial Involvement

When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in health risk behaviors.

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in rewards for prosocial involvement from 2023 to 2025.

Rewards for Prosocial Involvement, Percent of Youth Protected, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	50.5 (±2.1)	52.3 (±1.6)	52.8 (±1.8)	**49.8 (±1.6)**	49.5 (±1.6)	49.7 (±2.1)
Grade 8	52.1 (±2.4)	53.4 (±2.4)	56.6 (±2.2)	**53.1 (±2.2)**	**49.0 (±2.3)**	51.1 (±2.5)
Grade 10	61.4 (±2.7)	61.3 (±2.3)	61.1 (±1.8)	63.5 (±2.2)	**58.4 (±2.7)**	60.1 (±2.0)
Grade 12	45.8 (±3.9)	44.6 (±2.7)	45.4 (±2.5)	46.8 (±3.2)	45.3 (±3.4)	46.2 (±2.6)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	**44.9 (±1.9)**	45.2 (±1.9)	**37.8 (±1.8)**	38.5 (±1.9)	**48.5 (±2.3)**	**68.6 (±1.7)**
Grade 8	52.8 (±2.8	52.3 (±2.6)	**47.8 (±2.7)**	**55.4 (±2.0)**	**59.2 (±2.7)**	**73.4 (±1.9)**
Grade 10	57.5 (±2.5)	58.2 (±2.1)	**52.7 (±2.8)**	**62.7 (±2.2)**	65.1 (±3.3)	**78.1 (±2.2)**
Grade 12	43.3 (±2.6)	42.7 (±3.2)	39.9 (±3.5)	**47.1 (±3.3)**	**54.6 (±2.6)**	**70.3 (±2.9)**

Notes:

- *Percentages represent students who are protected based upon their protective factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Peer-Individual Domain: Risk Factors

HYS 2025 assessed four risk factors in the peer-individual domain.

Perceived Risk of Use

Young people who do not perceive a risk in using alcohol, tobacco, and other drugs are at higher risk of engaging in substance use.

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in perceived risk of drug use from 2023 to 2025.
- Among Grade 8, 10, and 12 students, there were decreases in perceived risk of drug use from 2023 to 2025.

Perceived Risk of Use, Percent of Youth at Risk, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	32.3 ±2.1)	30.4 ±1.8)	**32.7 ±1.5)**	31.9 ±2.2)	**40.3 ±2.4)**	37.7 ±2.8)
Grade 8	38.3 ±2.0)	**35.1 ±2.3)**	33.0 ±2.9)	33.9 ±2.5)	**37.7 ±2.6)**	39.2 ±2.9)
Grade 10	34.8 ±2.0)	33.7 ±2.0)	35.0 ±2.1)	35.6 ±2.2)	39.1 ±2.7)	38.1 ±2.6)
Grade 12	43.4 ±2.4)	**38.4 ±2.4)**	40.6 ±3.6)	43.3 ±2.7)	**48.0 ±2.3)**	49.4 ±2.5)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	40.7 (±2.4)	40.2 (±2.4)	43.1 (±2.2)	44.6 (±3.1)	**38.8 (±2.6)**	**47.0 (±2.3)**
Grade 8	37.9 (±3.4)	42.3 (±3.3)	**46.9 (±2.9)**	45.0 (±2.3)	**40.6 (±2.7)**	**31.6 (±3.2)**
Grade 10	41.2 (±2.8)	41.3 (±2.7)	43.8 (±3.1)	**37.7 (±2.9)**	**32.7 (±2.4)**	**25.1 (±2.5)**
Grade 12	52.8 (±2.4)	52.9 (±2.2)	52.7 (±2.7)	49.0 (±3.5)	44.6 (±3.2)	**32.1 (±3.1)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, an additional question was added to the scale: How much do you think people risk harming themselves if they: Vape regularly (at least once or twice a week)?*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Early Initiation of Drug Use

Research shows that the earlier an individual begins using alcohol, tobacco, and other drugs, the more likely he or she is to develop drug use problems as an adult.

Changes from 2023 to 2025:

- Among Grade 8 and 10 students, there were decreases in early initiation of drug use from 2023 to 2025

Early Initiation of Drug Use, Percent of Youth at Risk, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	27.4 (±2.4)	24.6 (±2.7)	**19.8 (±2.6)**	20.8 (±2.6)	20.1 (±2.2)	18.2 (±2.0)
Grade 10	32.5 (±3.2)	29.2 (±2.9)	31.4 (±2.4)	29.3 (±2.3)	26.6 (±2.9)	**22.2 (±2.3)**
Grade 12	37.5 (±1.8)	**33.0 (±3.6)**	32.9 (±2.9)	32.3 (±2.9)	**27.9 (±3.1)**	26.4 (±3.0)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	**13.7 (±1.9)**	14.2 (±2.1)	15.3 (±1.7)	**18.0 (±2.0)**	**22.8 (±1.8)**	**19.3 (±2.3)**
Grade 10	20.5 (±2.3)	18.9 (±1.8)	18.0 (±2.3)	**13.5 (±2.0)**	13.5 (±1.8)	**10.3 (±1.8)**
Grade 12	22.8 (±2.7)	22.4 (±2.0)	**19.0 (±2.1)**	21.3 (±2.4)	23.2 (±2.6)	19.6 (±3.3)

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Favorable Attitudes Toward Drug Use

Young people who have positive or accepting attitudes toward drug use are more likely to engage in a variety of health risk behaviors.

Changes from 2023 to 2025:

- Among Grade 8, 10 and 12 students, there were decreases in favorable attitudes towards drug use from 2023 to 2025.

Favorable Attitudes Toward Drug Use, Percent of Youth at Risk, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	22.6 (±1.4)	22.2 (±1.5)	21.4 (±1.3)	20.9 (±1.2)	20.9 (±1.5)	**18.3 (±1.6)**
Grade 8	27.8 (±2.2)	27.2 (±2.4)	**22.9 (±2.5)**	24.8 (±2.4)	24.5 (±1.9)	26.6 (±2.1)
Grade 10	37.6 (±3.1)	35.0 (±1.9)	37.2 (±1.8)	37.2 (±2.3)	36.7 (±2.5)	37.0 (±2.2)
Grade 12	40.8 (±3.0)	36.8 (±2.8)	34.9 (±2.8)	37.7 (±2.3)	37.9 (±2.5)	40.0 (±2.3)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	19.6 (±1.3)	18.9 (±1.4)	**24.1 (±1.5)**	23.2 (±2.1)	23.4 (±1.6)	23.3 (±1.4)
Grade 8	23.8 (±2.3)	24.8 (±2.3)	**28.7 (±2.2)**	**25.5 (±1.8)**	23.1 (±1.8)	**17.1 (±1.9)**
Grade 10	**41.0 (±2.2)**	38.7 (±2.5)	39.1 (±2.4)	38.9 (±3.0)	**29.1 (±2.8)**	**23.7 (±2.5)**
Grade 12	39.9 (±2.8)	39.5 (±2.6)	**34.9 (±2.1)**	**40.8 (±4.3)**	**27.4 (±3.3)**	**21.3 (±4.2)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, an additional question was added to the scale: How wrong do YOU think it is for someone your age to vape?*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Friend's Use of Drugs

Young people whose friends use drugs are more likely to engage in health risk behaviors.

Changes from 2023 to 2025:

- Among Grade 10 and 12 students, there were decreases in friends' use of drugs from 2023 to 2025.

Friends' Use of Drugs, Percent of Youth at Risk, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	28.5 (±2.4)	27.2 (±2.9)	**22.8 (±3.0)**	25.6 (±2.9)	24.1 (±2.1)	23.2 (±2.2)
Grade 10	30.7 (±2.4)	27.6 (±2.6)	29.7 (±2.3)	28.8 (±1.8)	29.0 (±2.0)	**25.1 (±2.0)**
Grade 12	36.9 (±2.5)	**25.9 (±3.5)**	26.5 (±2.9)	27.2 (±3.0)	28.5 (±2.5)	25.5 (±1.9)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	**15.3 (±2.3)**	15.3 (±2.3)	**19.9 (±1.7)**	**11.8 (±1.6)**	**16.6 (±2.0)**	16.6 (±2.2)
Grade 10	23.0 (±2.1)	**18.6 (±2.0**	**22.2 (±2.4)**	**13.8 (±1.8)**	16.9 (±2.7)	**11.5 (±2.1)**
Grade 12	22.5 (±2.3)	20.5 (±2.3)	20.8 (±1.7)	19.0 (±3.0)	19.0 (±2.5)	**13.1 (±3.2)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Family Domain: Risk Factors

HYS 2025 assessed two risk factors in the family domain.

Poor Family Management

Changes from 2023 to 2025:

- Among Grade 8, 10, and 12 students, there were decreases in poor family management from 2023 to 2025.

Poor Family Management, Percent of Youth at Risk, Grades 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	39.2 (±2.8)	38.4 (±2.0)	37.4 (±3.1)	39.2 (±2.5)	36.0 (±2.2)	33.7 (±1.9)
Grade 10	36.6 (±5.7)	38.7 (±2.1)	**42.5 (±2.6)**	42.8 (±2.6)	39.3 (±3.0)	**32.3 (±2.1)**
Grade 12	43.8 (±3.9)	42.6 (±2.4)	43.4 (±2.7)	43.5 (±2.2)	**38.8 (±2.9)**	38.2 (±2.3)

Grade	2014	2016	2018	2021	2023	2025
Grade 8	30.6 (±2.4)	33.4 (±2.2)	34.6 (±2.1)	34.5 (±2.0)	34.0 (±2.3)	**15.6 (±1.8)**
Grade 10	32.8 (±2.1)	31.8 (±1.7)	34.1 (±2.0)	**24.4 (±2.1)**	25.9 (±2.2)	**14.3 (±1.3)**
Grade 12	**34.4 (±2.4)**	34.8 (±2.0)	32.5 (±2.3)	**25.0 (±2.0)**	26.5 (±3.3)	**15.9 (±2.5)**

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *The family domain was measured on the removable portion of the survey prior to the 2014 HYS. Not all of the participating schools asked these questions, and the number of students who answered the questions in this domain was smaller than the numbers of respondents for the other domains from 2002 to 2012.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Parental Attitudes Favorable Towards Drug Use

Changes from 2023 to 2025:

- Among Grade 8 and 10 students, there were decreases in parental attitudes favorable towards drug use from 2023 to 2025.

Parental Attitudes Favorable Towards Drug Use, Percent of Youth at Risk, Grades 8, 10, and 12, 2004-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 8	NA	31.2 (±2.6)	NA	26.6 (±2.5)	**21.5 (±1.4)**	**23.9 (±1.6)**
Grade 10	NA	41.8 (±2.4)	NA	44.4 (±2.1)	**36.8 (±2.3)**	37.1 (±2.1)
Grade 12	NA	41.7 (±3.3)	NA	44.2 (±2.7)	**36.4 (±2.9)**	**41.2 (±1.8)**

Grade	2014	2016	2018	2021	2023	2025
Grade 8	22.2 (±2.0)	24.0 (±1.9)	25.3 (±1.9)	**32.0 (±1.9)**	**27.2 (±1.6)**	**23.4 (±1.8)**
Grade 10	**40.5 (±2.2)**	38.4 (±2.2)	38.9 (±2.1)	**43.1 (±2.9)**	42.3 (±3.0)	**32.3 (±2.6)**
Grade 12	41.3 (±2.7)	42.3 (±2.4)	39.6 (±2.6)	**46.5 (±3.6)**	**40.4 (±3.7)**	35.6 (±4.8)

Notes:

- *Percentages represent students who are at risk based upon their risk factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *The family domain was measured on the removable portion of the survey prior to the 2014 HYS. Not all of the participating schools asked these questions, and the number of students who answered the questions in this domain was smaller than the numbers of respondents for the other domains from 2002 to 2012.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2004, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Family Domain: Protective Factors

HYS 2025 assessed two protective factors in the family domain.

Opportunities for Prosocial Involvement

Changes from 2023 to 2025:

- Among Grade 6, 8, 10, and 12 students, there were increases in opportunities for prosocial involvement from 2023 to 2025.

Opportunities for Prosocial Involvement, Percent of Youth Protected, Grades 6, 8, 10, and 12, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	58.1 (±2.4)	58.5 (±2.2	**54.2 (±2.1)**	54.8 (±1.9)	53.2 (±1.9)	55.6 (±2.2)
Grade 8	63.3 (±2.2)	NA	66.6 (±3.0)	**61.3 (±2.3)**	63.6 (±2.1)	66.3 (±1.8)
Grade 10	56.7 (±3.2)	NA	53.5 (±2.8)	51.7 (±2.9)	55.6 (±3.0)	58.7 (±2.2)
Grade 12	56.7 (±3.1)	NA	53.6 (±2.1)	53.4 (±2.5)	53.7 (±2.9)	55.8 (±2.1)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	52.6 (±2.1)	54.1 (±1.9)	**50.5 (±2.4)**	**44.6 (±3.3)**	**49.2 (±2.6)**	**66.4 (±1.9)**
Grade 8	68.5 (±2.1)	67.2 (±2.1)	65.7 (±2.4)	64.1 (±2.0)	**68.1 (±1.8)**	**78.4 (±2.2)**
Grade 10	57.8 (±2.5)	59.1 (±2.0)	**53.4 (±2.4)**	**61.0 (±2.3)**	**66.2 (±2.6)**	**75.9 (±1.8)**
Grade 12	57.8 (±2.5)	55.3 (±2.4)	54.1 (±2.2)	**61.6 (±3.0)**	64.0 (±2.9)	**76.4 (±3.4)**

Notes:

- *Percentages represent students who are protected based upon their protective factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Strongly agree, Somewhat agree, Somewhat disagree, Strongly disagree". Use caution when comparing to previous years.*
- *The family domain was measured on the removable portion of the survey prior to the 2014 HYS. Not all of the participating schools asked these questions, and the number of students who answered the questions in this domain was smaller than the numbers of respondents for the other domains from 2002 to 2012.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

Rewards for Prosocial Involvement

Changes from 2023 to 2025:

- Among Grade 6 students, there was an increase in rewards for prosocial involvement from 2023 to 2025.

Rewards for Prosocial Involvement, Percent of Youth Protected, Grade 6, 2002-2025

Grade	2002	2004	2006	2008	2010	2012
Grade 6	62.2 (±2.9)	62.5 (±2.0)	**58.2 (±2.2)**	58.6 (±2.1	56.8 (±2.1)	57.4 (±2.0)

Grade	2014	2016	2018	2021	2023	2025
Grade 6	**53.6 (±2.3)**	56.4 (±1.7)	**52.3 (±2.2)**	**45.9 (±2.6)**	**53.9 (±2.2)**	**78.0 (±1.2)**

Notes:

- *Percentages represent students who are protected based upon their protective factor scale scores.*
- *In 2025, response options for questions in the scale were changed from "NO!, no, yes, YES!" to "Always true, Sometimes true, Sometimes false, Always false". Use caution when comparing to previous years.*
- *The family domain was measured on the removable portion of the survey prior to the 2014 HYS. Not all of the participating schools asked these questions, and the number of students who answered the questions in this domain was smaller than the numbers of respondents for the other domains from 2002 to 2012.*

- *The Rewards for Prosocial Involvement scale included four questions from 2002 through 2021. In 2023 and 2025, the scale was computed from only three questions and may not be comparable to previous years.*
- *Changes that are statistically significant at the 95 percent confidence level from the previous year are bolded.*

Source: HYS 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2021, 2023, and 2025.

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