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County Executive



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Acting Commissioner of Public Health

2023-24 School Year Monroe County Youth Risk Behavior Survey Report

Prepared by the Monroe County Department of Public Health

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Commissioner's Summary



Dr. Marielena Vélez de Brown

Monroe County Department of Public Health

Acting Commissioner of Public Health

Dear Reader,

The Youth Risk Behavior Survey Report provides a snapshot of the most critical health risks Monroe County's public high school students are facing. The report is intended to help Monroe County, local school districts, community partners and families identify the needs of our young people and develop evidence-based strategies to address those needs.

I would like to take this opportunity to briefly outline several key findings from the most recent survey, administered during the 2023-24 school year. Some of these data are concerning, but others are encouraging. Following my summary, you will find our Reader's Guide to help you dig deeper into the survey results and historical trends.

I offer my sincere gratitude to participating school communities, the hardworking teams at the Department of Public Health and the County's Office of Mental Health, and County Executive Adam J. Bello, all of whom make this extensive survey possible. By working together, we will improve and preserve the health and wellness of our students and prepare them for a brighter future.

Sincerely,



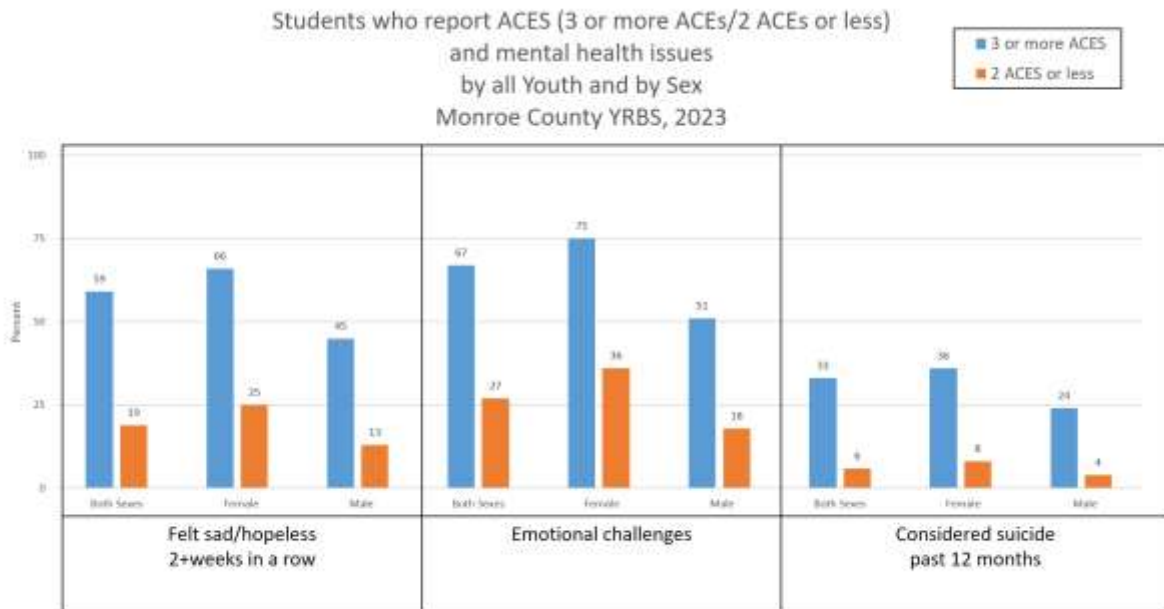
KEY FINDINGS

Mental Health

The number of students reporting mental health struggles decreased in 2023, reversing an increase reported before and during the COVID-19 pandemic. We know students have, for the most part, returned to their pre-pandemic school and community routines. They are more socially connected and less isolated. School districts and others in the community are placing a greater focus on mental health awareness, reducing stigma and increasing access to treatment.

However, there still remains a significant proportion of youth who are experiencing mental health challenges. Female, Black, Latino and LGBTQ students continue to be disproportionately affected.

In addition, students who report three or more adverse childhood experiences (ACEs), also referred to as trauma, are significantly more likely to report feeling sad/hopeless for at least two weeks in a row, having emotional challenges and/or having considered suicide within the past 12 months.



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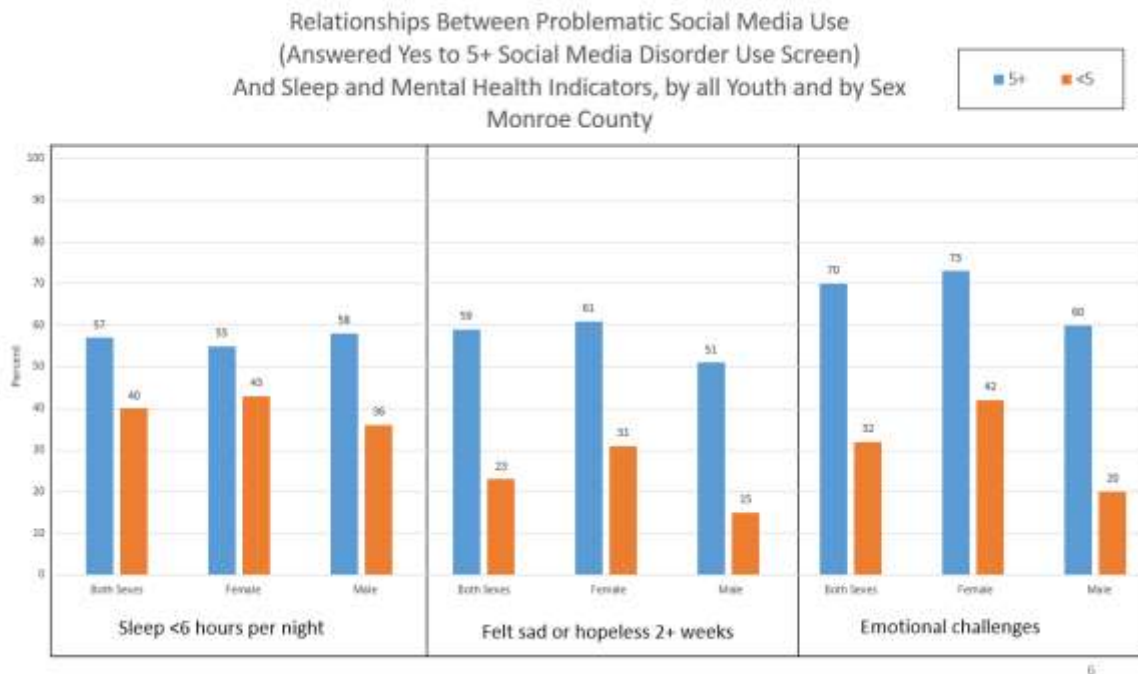
Attempted Suicide

The YRBS includes a new question asking students who attempted suicide during the past year if they had sought help from someone such as a doctor, counselor or hotline before the attempt. Only 38% said they did, which means the majority of these vulnerable youth did not.

If you are thinking about harming yourself or attempting suicide, tell someone who can help right away. Call 911 for emergency services, go to the nearest hospital emergency room, or call/text 988 to connect with the 988 Suicide & Crisis Lifeline.

Use of Social Media

This year, the YRBS includes a new question about frequency of social media use. Thirty-two percent of students report checking social media more than once per hour. MCDPH also incorporated *The Social Media Disorder (SMD) Scale*¹ into the YRBS. This is a 9-question survey designed to identify problematic social media use. Students who report problematic social media use are more likely to also report adverse sleep and mental health indicators.



Gambling

The number of male and female students who report they gamble increased in 2023, compared to 2021. This could be contributed to the fact that online sports betting became legal in New York State in January 2022, and there is heavy advertising during sporting events. Twenty-three percent of males and 6% of females report gambling in the past year. In 2021, 14% of males and 4% of females reported gambling.

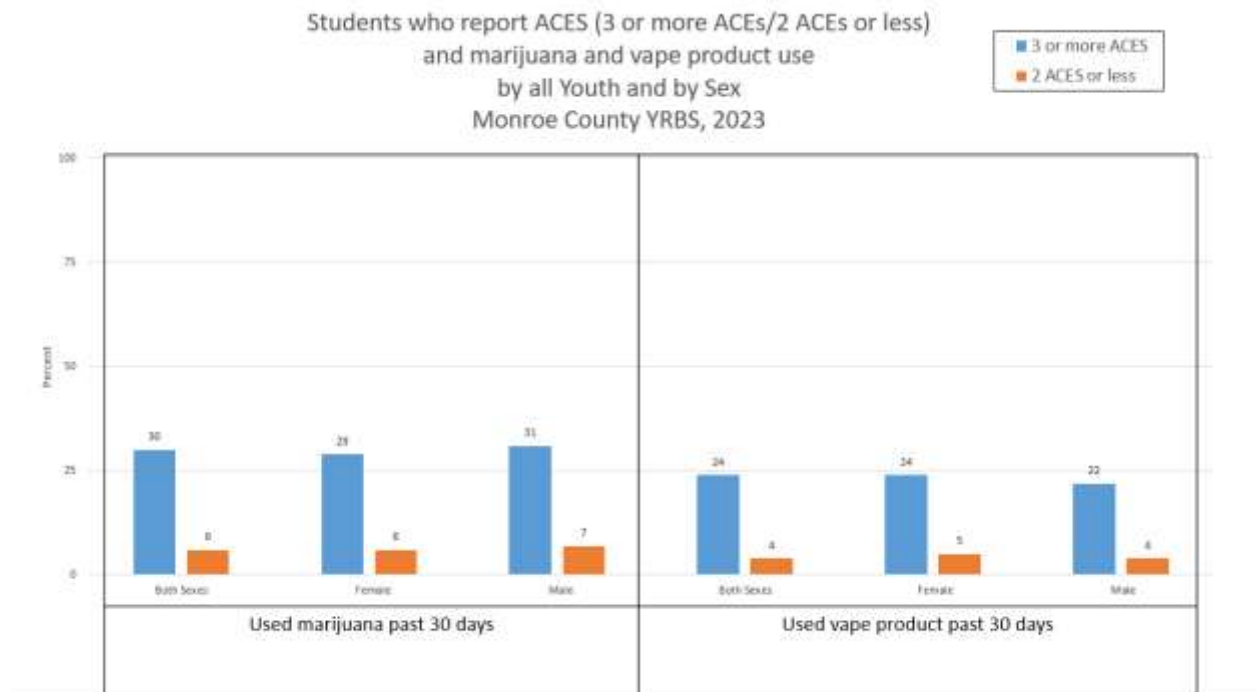
¹ van den Eijnden, R., Lemmens, J., Valkenburg, P. The Social Media Disorder Scale. *Computers in Human Behavior*, Volume 61, August 2016, 478-487. <https://www.sciencedirect.com/science/article/pii/S0747563216302059?via%3Dihub>

Vaping and Marijuana

Between 2017 and 2023, students reporting their parents feel it would be wrong or very wrong for them to use vape products increased from 83% to 93%. At the same time, the percentage of young people reporting they have vaped at least one time fell from 31% to 16%.

Reported use of marijuana is down significantly when compared to 2015, when 31% of students reported using it. In 2023, 18% reported marijuana use.

On the negative side, students who report three or more ACEs are significantly more likely to report using marijuana or vape products.



Readers Guide

During the 2023-24 school year, more than 17,000 public high school students throughout Monroe County participated in the Monroe County Youth Risk Behavior Survey, or YRBS. Fourteen of the 18 public school districts in the County administered the confidential, online questionnaire. The countywide response rate was 59%.

This marks the 15th time the Monroe County Department of Public Health (MCDPH) has conducted the semi-annual YRBS, which began in 1992. Prior to 2015, MCDPH used a random sample of responses to calculate the results. In 2015, MCDPH changed the methodology to include all surveys in the results, enabling analysis of sub-populations. Therefore, this report only includes data from 2015 through 2023.

This report includes the survey questions and results, and it provides additional context related to the **Topic Sections**:

- Adverse Childhood Experiences (ACEs)
- Assets
- Experiences of Racism and Discrimination
- Grief
- Mental Health
- Parental Influence
- Physical Activity & Sleep
- Sexual Behavior
- Social Media
- Substance Use
- Violence/Bullying

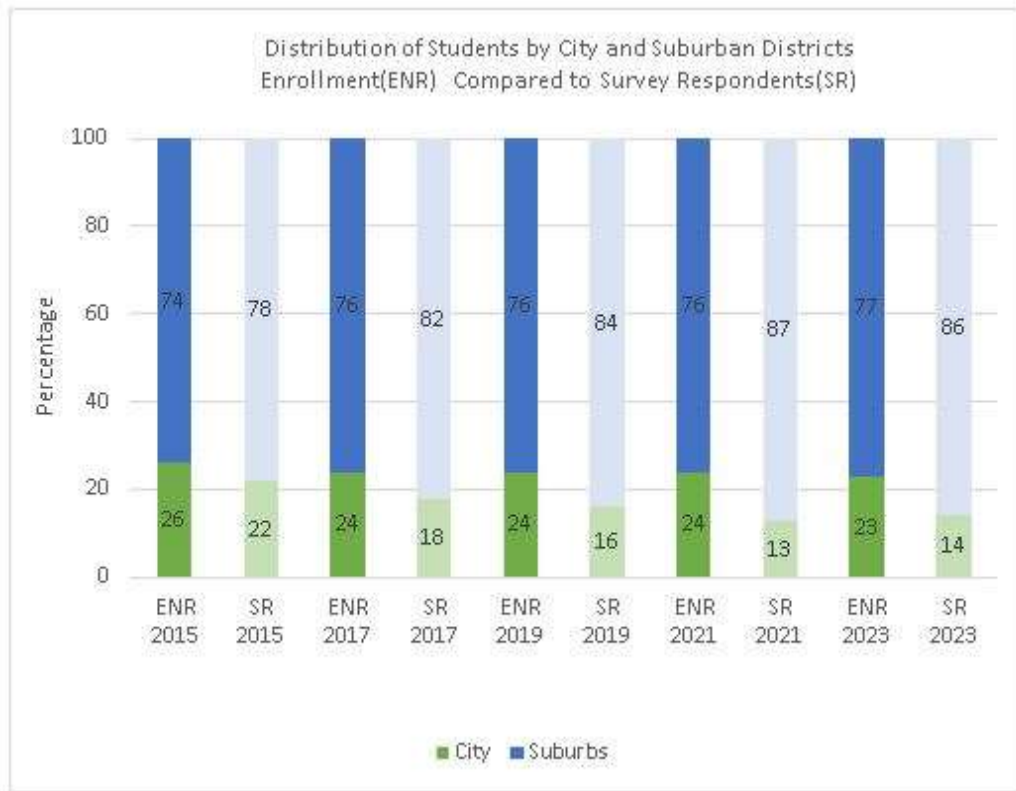
Appendix A contains additional details about participation, demographics, response rates, methodology and limitations of the data.

Appendix B includes historical data from surveys administered in 2015, 2017, 2019 and 2021.

One obvious limitation of the data is that students who were absent from school or who had dropped out of school did not take part in the YRBS. The reasons youth are not in school often relate to risk factors measured by the survey, including mental health challenges, adverse childhood experiences, the threat of violence, substance use and teen pregnancy.² In addition, the Rochester

² Centers for Disease Control and Prevention. Health risk behaviors among adolescents who do and do not attend school—United States, 1992. [September 8, 2020]; *Morbidity and Mortality Weekly Report*. 1994 43(8):129–132. <https://www.cdc.gov/mmwr/preview/mmwrhtml/00025174.htm> .

City School District (RSCD) is underrepresented in the countywide analysis due to a lower student participation rate than that of suburban districts, as shown in the graph below.



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Topic Sections

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

Research indicates that experiencing adverse childhood events, also called trauma, before the age of 18, without intervention and support, increases the likelihood of experiencing mental health challenges, using substances, and engaging in sexual risk behaviors.³

Students Reported They:	%
Often or repeatedly a parent or adult in their home swore at them, insulted them or put them down (verbal abuse)	10
Often or repeatedly a parent or adult in their home hit, beat, kicked or physically hurt them in any way (physical abuse)	2
Often or repeatedly parents or adults in their home hit, slapped, kicked or beat each other up	1
Often or repeatedly, their family has not had enough money to buy food or pay for housing	4
Ever lived with anyone who was having a problem with alcohol use, drug use or problem gambling ¹	17
Ever lived with anyone who had severe depression, anxiety, or another mental illness ²	26
Ever had anyone in their household go to jail or prison	12
Ever witnessed someone get physically attacked, beaten, stabbed, or shot in your neighborhood ³	11
They were ever forced to do any of the following: have sexual intercourse, touch someone sexually, or be touched by someone sexually	9
They disagree or strongly disagree with the statement, “my family gives me the help and support I need”	5
They currently do not live with both parents	34

¹ Question changed from “Have you ever lived with anyone who was an alcoholic, problem drinker, used illegal street drugs, took prescription drugs to get high, or was a problem gambler?”

² Question changed from “Have you ever lived with anyone who was depressed, mentally ill, or suicidal?”

³ Question changed from “Have you ever witnessed someone get shot, stabbed or beaten in their neighborhood?” to “Have you ever witnessed someone get physically attacked, beaten, stabbed, or shot in your neighborhood?”

Adverse Childhood Experiences Trends:

The percentage of students who reported ACEs declined overall since 2015.

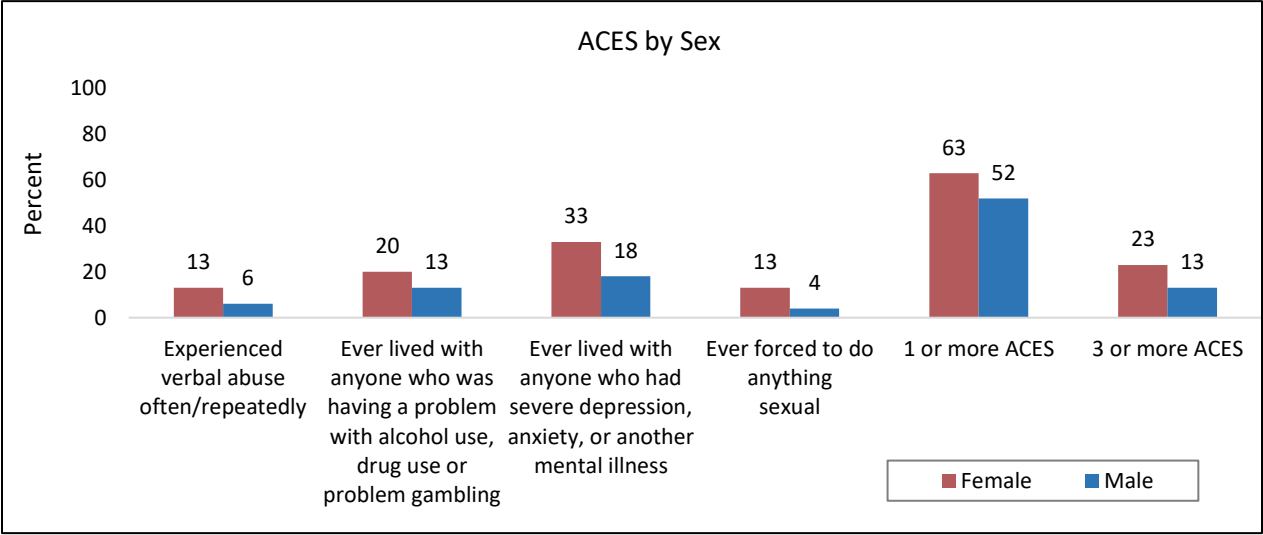
Adverse Childhood Experiences Key Findings:

- 58% of students reported experiencing one or more ACEs and 18% report 3 or more.
- 24% of Black, 28% of Latino and 15% of White students reported experiencing three or more ACEs

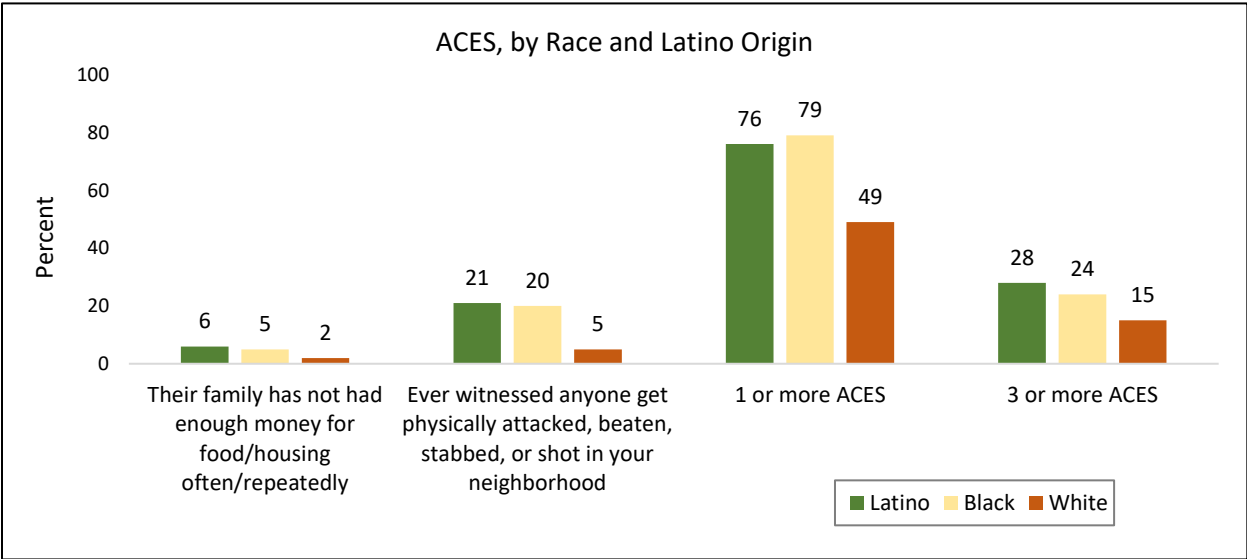
³ <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html>, accessed August 209, 2019

# of Traumatic Life Events Reported by Students	%
no reported ACES	42
1 or more	58
3 or more	18

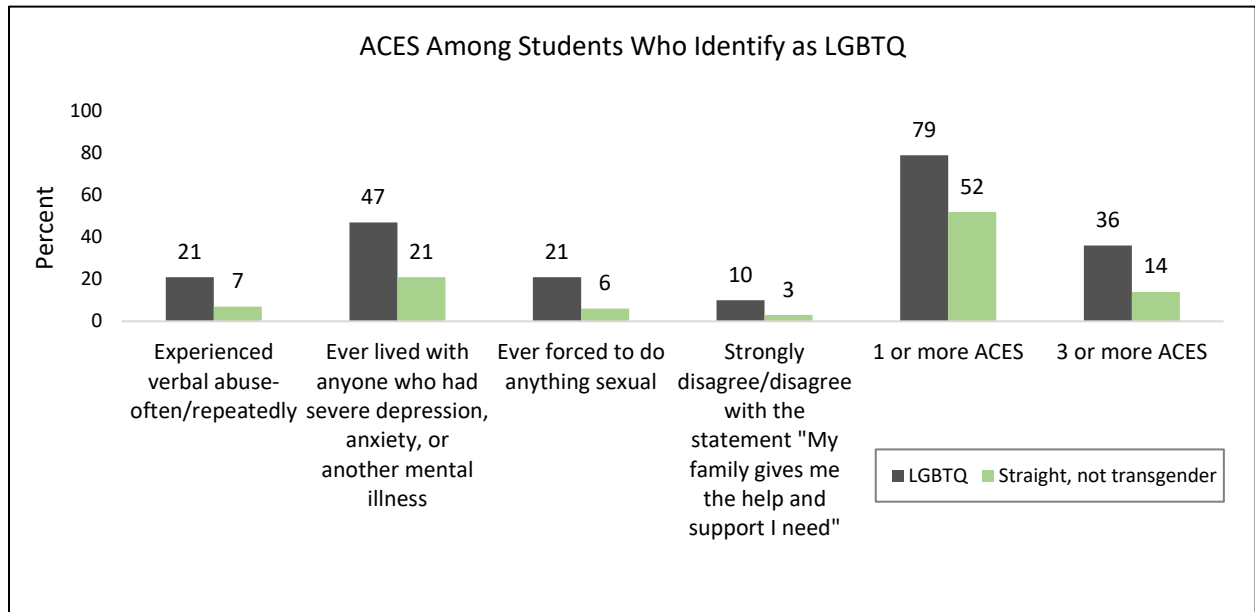
Females were more likely to report ACEs compared to males, with 63% reporting one or more ACEs, and 23% reporting three or more.



Black and Latino students were more likely to report ACEs compared to White students.



Students who identify as LGBTQ were more likely to report ACEs compared to students who identify as straight and not transgender.



ASSETS

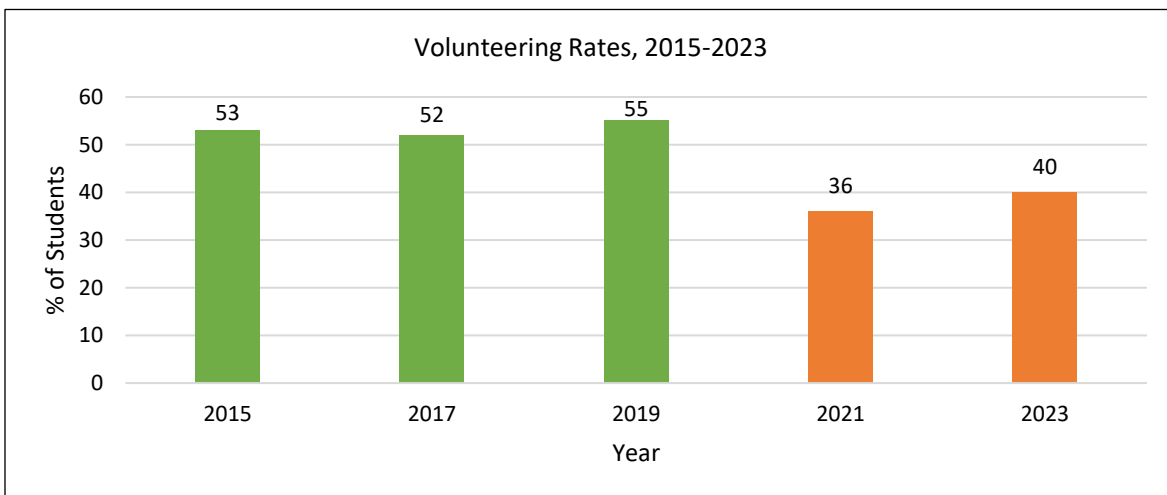
Strengths and supports that students have in their lives, also known as assets, help guide their choices, contribute to their success at school and improve overall mental and physical well-being.⁴

Students Reported They:	%
Agree or strongly agree with the statement “My family gives me help and support when I need it”	86
Agree or strongly agree with the statement “In my family there are clear rules about what I can and cannot do”	87
Agree or strongly agree with the statement “I get a lot of encouragement at my school”	61
Agree or strongly agree with the statement “In my community I feel like I matter to people”	62
Know of one or more adults (other than their parents) they can go to and discuss important questions about their life	84
Spend one or more hours per week helping others without getting paid (volunteering) ¹	40

¹(Count such things as helping out at church/temple/mosque, a hospital, daycare center, food shelf, youth program, community service agency or doing other things to make your city/town a better place for people to live)

Assets Trends:

The percentages of youth reporting strengths and supports has remained relatively stable with the exception of volunteering, which dropped off during the COVID-19 lockdown and has not returned to pre-pandemic levels.

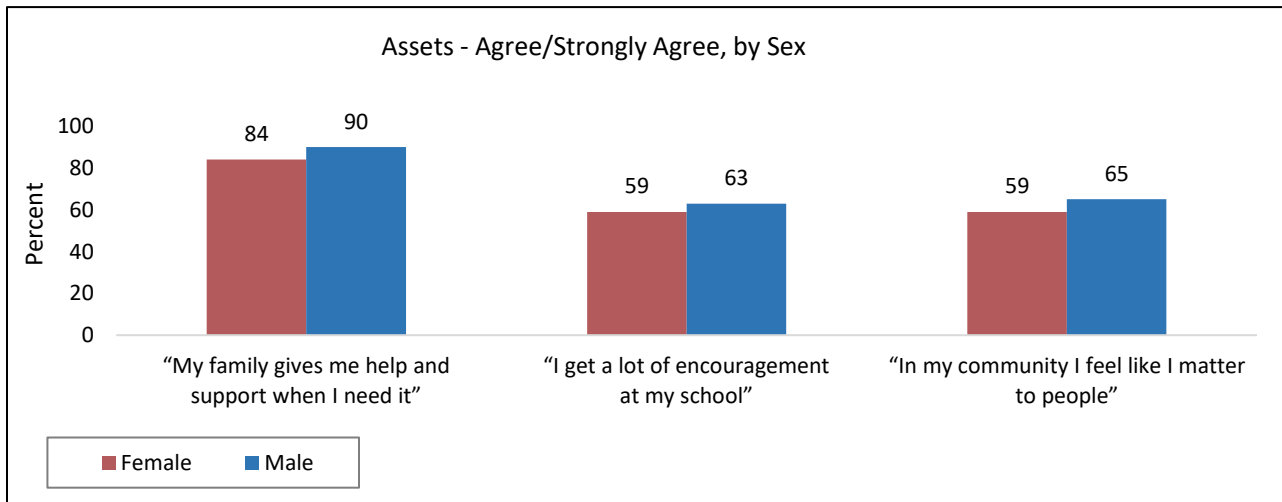


⁴ <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

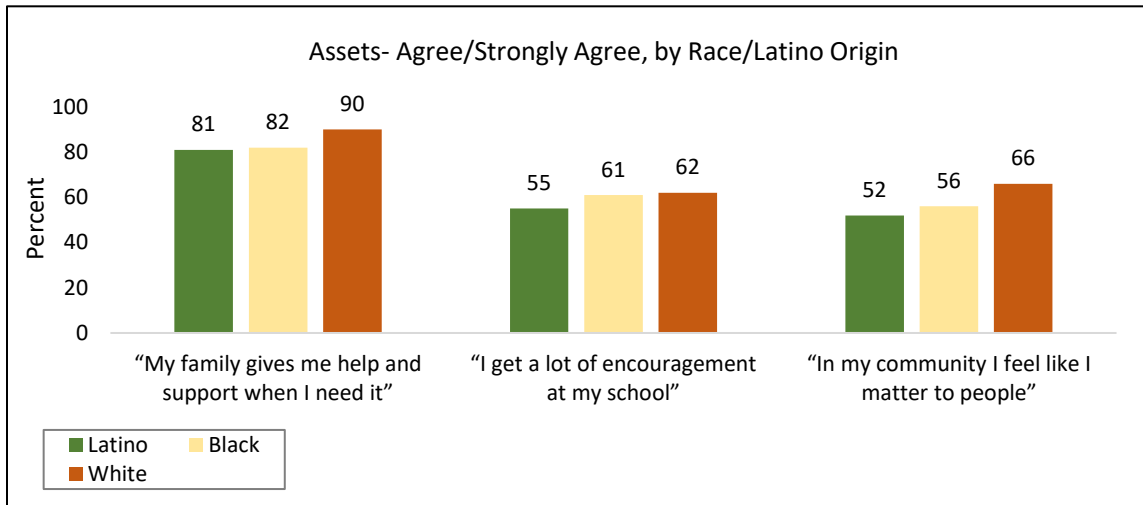
Assets Key Findings:

- 86% of students reported they agree or strongly agree with the statement “My family gives me help and support when I need it”
- 61% of students reported they agree or strongly agree with the statement “I get a lot of encouragement at my school”
- 62% of students reported they agree or strongly agree with the statement “In my community I feel like I matter to people”
- 84% of students reported they know of one or more adults (other than their parents) they can go to and discuss important questions about their life

Females were less likely than males to report they get support and encouragement and feel like they matter in their community.

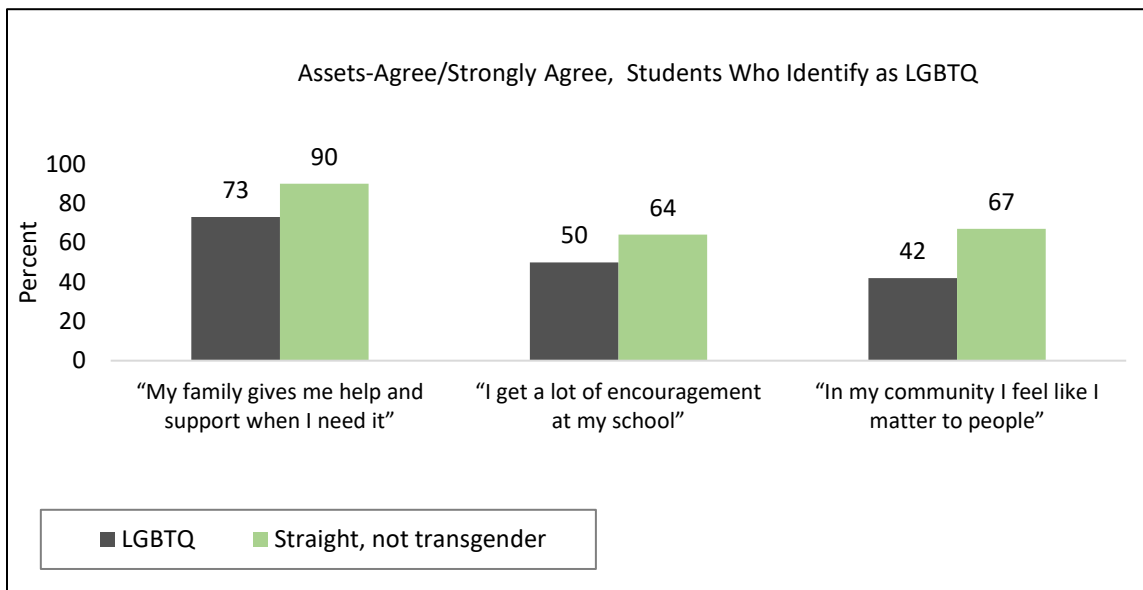


Black and Latino students were less likely than White students to report they get support and encouragement and feel like they matter in their community.



Latino (80%) and Black (81%) students are less likely than White (87%) students to report they know one or more adults they can go to discuss important questions about their life.

Students who identify as LGBTQ were less likely than those who identify as straight, not transgender, to report they get support and encouragement.



EXPERIENCES OF RACISM AND DISCRIMINATION

Numerous studies have found negative impacts of discrimination on mental health and the likelihood of engaging in risk behaviors.⁵

Students Reported: They felt they were treated badly or unfairly because of their race or ethnicity at least some of the time (SOMETIMES, MOST OF THE TIME, OR ALWAYS)	%
students who identify as LATINO	26
students who identify as BLACK	34
students who identify as WHITE	6
students who identify as ANOTHER RACE OR MULTIPLE RACES	31

Students Reported: They felt they were treated badly or unfairly because of their sexual orientation and/or gender identity at least some of the time (SOMETIMES, MOST OF THE TIME, OR ALWAYS)	%
students who identify as LBGTQ	42

Racism and Discrimination Trends:

Questions about racism/discrimination were added beginning in 2021, and at the time did not inquire about the experiences of biracial students. However, overall racism and discrimination reports did fall slightly from 2021 to 2023; in 2021, 45% of Black students, 32% of Latino students, and 47% of students who identify as LGBTQ reported being treated unjustly due to their race, sexual orientation, and/or gender identity.

Racism and Discrimination Key Findings:

- 34% of Black students felt they were treated badly/unfairly because of their race and/or ethnicity at least some of the time
- 26% of Latino students felt they were treated badly or unfairly because of their race and/or ethnicity at least some of the time
- 42% of students who identify as lesbian, gay, bisexual, or transgender felt they were treated badly or unfairly because of their sexual orientation or gender identity, at least some of the time

⁵ Lei Y, Shah V, Biely C, et al. Discrimination and Subsequent Mental Health, Substance Use, and Well-being

GRIEF

Experiencing grief has an impact on student mental health and well-being.

Students Reported:	%
At this time they were feeling depressed, anxious, afraid, empty or confused because of the death of a close family member or friend	11
A family member or friend died in the past 2 years due to the following:	
A sudden or unexpected death like from a car crash, suicide, drug overdose or heart attack	13
COVID-19	6
Violence/homicide	4
A death due to another reason	31

Grief Trends:

Questions about grief experiences were added beginning in 2021, so trend data are not available.

Grief Key Findings:

- 11% of students reported they were feeling depressed, anxious, afraid, empty or confused because of the death of a close family member or friend.
- 15% of Black and Latino students, and 8% of White students reported they were having mental health challenges due to the death of a close family member or friend.
- 12% of Black students and 10% of Latino students reported that a close family member or friend died due to homicide in the past 2 years. Comparatively, only 3% of White students reported a close family member or friend died due to homicide in the past 2 years.
- Females (14%) were more likely than males (7%) to be having mental health challenges because of the death of a close family member or friend.

MENTAL HEALTH

Poor mental can impact many areas of a teen’s life and can extend beyond into their adult years. Youth with poor mental health may struggle with academics, decision making, and relationships. Mental health problems in youth are often associated with other health and behavioral risks like drug use, experiencing violence, and higher risk sexual behaviors that can lead to HIV, STDs, and unintended pregnancy.⁶

Students Reported They:	%
Felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing their usual activities, in the past year	26
Have difficulty concentrating, remembering, or making decisions because of mental, or emotional challenges ¹	34
Did something to purposely hurt themselves without wanting to die, such as cutting or burning themselves during the past 12 months (self-injurious behavior)	11
Seriously considered attempting suicide in the past year	11
Made a specific plan about how they would attempt suicide in past year	8
Attempted suicide in the past year	5
Attempted suicide in the past year that resulted in an injury that needed treatment by a doctor or nurse (injurious suicide attempt)	1
Before suicide attempt, asked for help from someone such as a doctor, counselor or hotline- of those that reported a suicide attempt ²	38

¹New question in 2019

²New question in 2023

Mental Health Trends:

Monroe County saw an increase in youth reporting mental health struggles before and during the COVID-19 pandemic. This year, we saw a slight decline in reported mental health challenges.

Mental Health Key Findings:

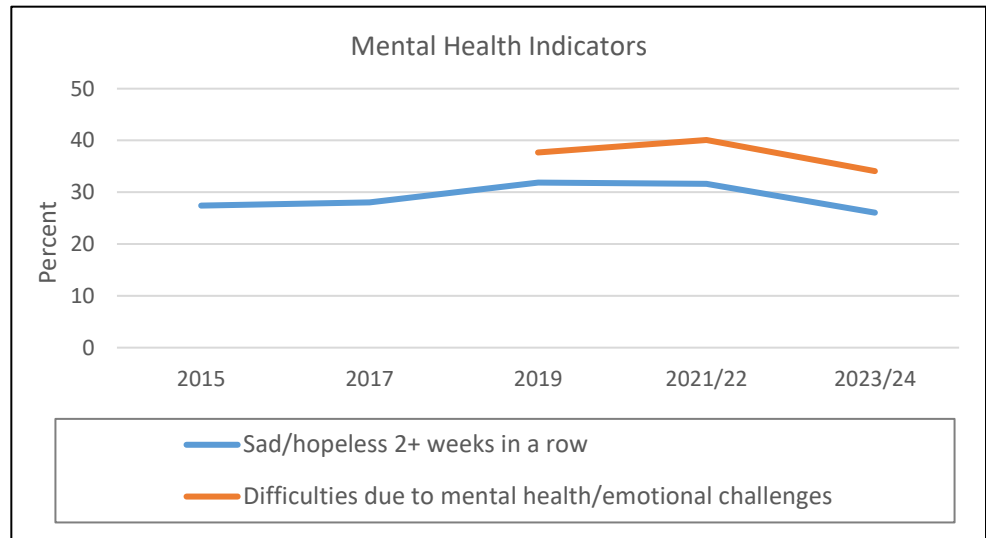
- 45% of girls reported they have serious difficulty concentrating, remembering or making decisions because of mental or emotional challenges, compared to 22% of boys.
- 34% of girls reported feeling so sad or hopeless for two or more weeks in a row in the past year that they stopped doing usual activities (a symptom of depression), compared to 17% of boys. 52% of students who identify as gay, lesbian, bisexual and/or transgender reported this symptom.
- 10% of girls reported that, in the past year, they made a plan to attempt suicide, versus 6% of boys.

⁶ <https://www.cdc.gov/healthyyouth/mental-health/index.htm>

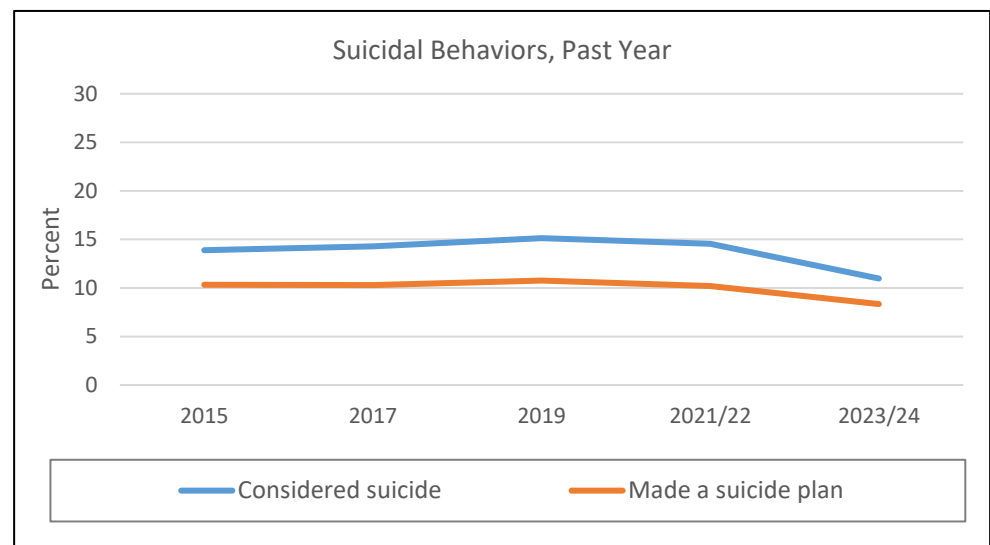
- 6% of girls reported that, in the past year, they attempted suicide. The percentage is higher among Black (8%) and Latino (9%) girls compare to White girls (5%). Fourteen percent (14%) of students who identify as gay, lesbian, bisexual, and/or transgender reported a suicide attempt.

The proportion of youth reporting sadness/hopelessness and mental health challenges declined between 2021 and 2023.

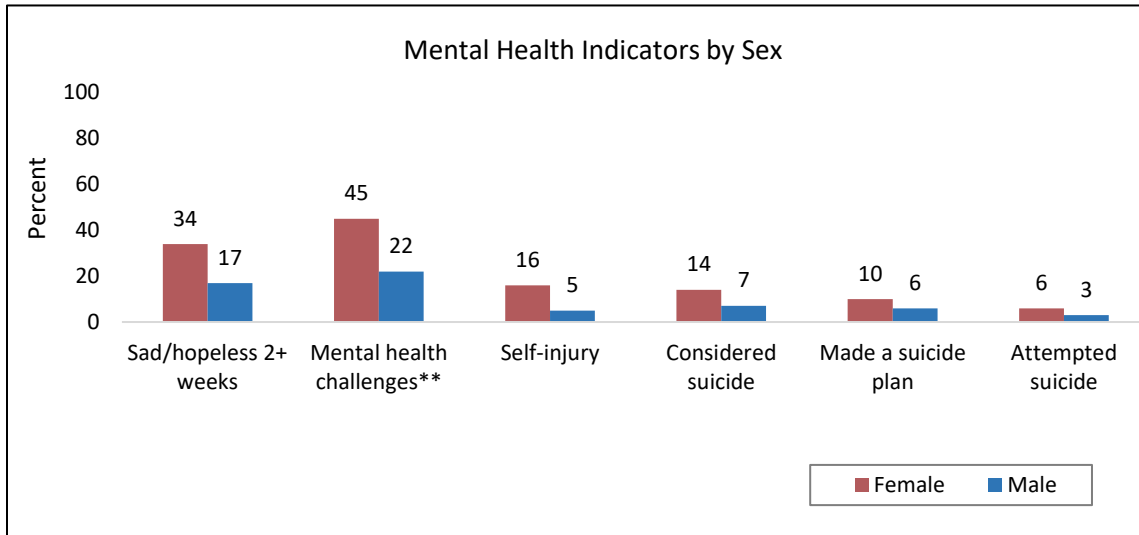
These declines occurred among both males and females.



Youth reporting suicidal behaviors declined between 2021 and 2023.

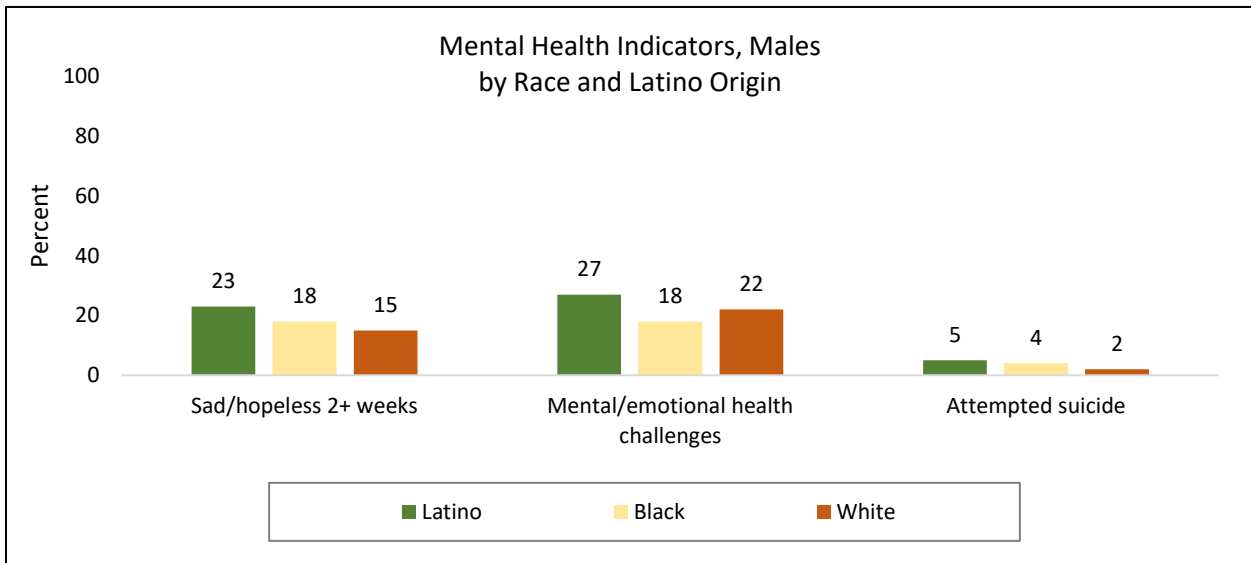
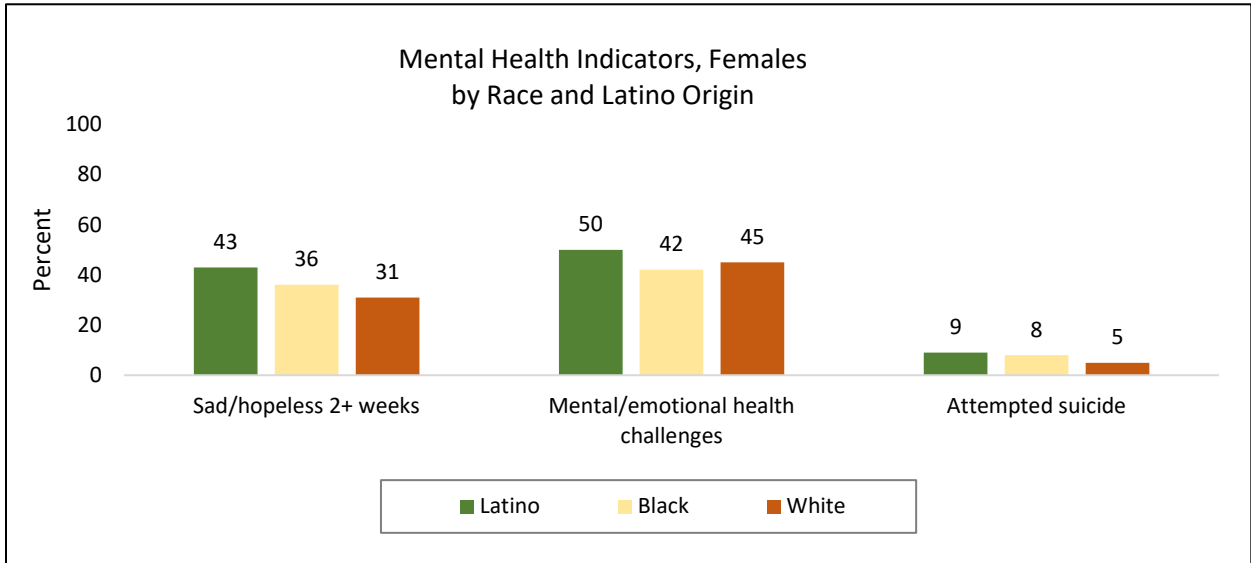


Females were more likely than males to report mental health problems and suicidal behavior.

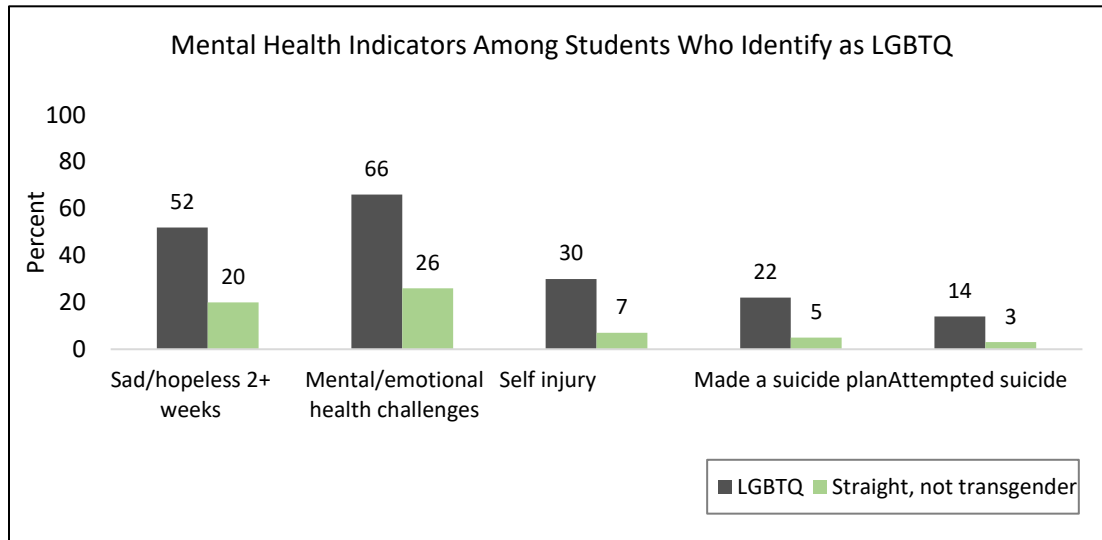


Females were more likely than males to report they asked for help from a counselor or hotline prior to a suicide attempt (41% compared to 33%).

Latino and Black students were more likely than White students to report feeling sad/hopeless and to report a suicide attempt in the past year. These differences occurred among both females and males.



Students who identify as LGBTQ were twice as likely to report mental health challenges and suicide risks compared to those who identify as straight and not transgender.



PARENTAL INFLUENCES

Students Reported Their Parents Feel:	%
It would be <u>very wrong</u> or <u>wrong</u> for them to drink alcohol	77
It would be <u>very wrong</u> or <u>wrong</u> for them to smoke	96
It would be <u>very wrong</u> or <u>wrong</u> for them to use marijuana	88
It would be <u>very wrong</u> or <u>wrong</u> for them to use vape products	93

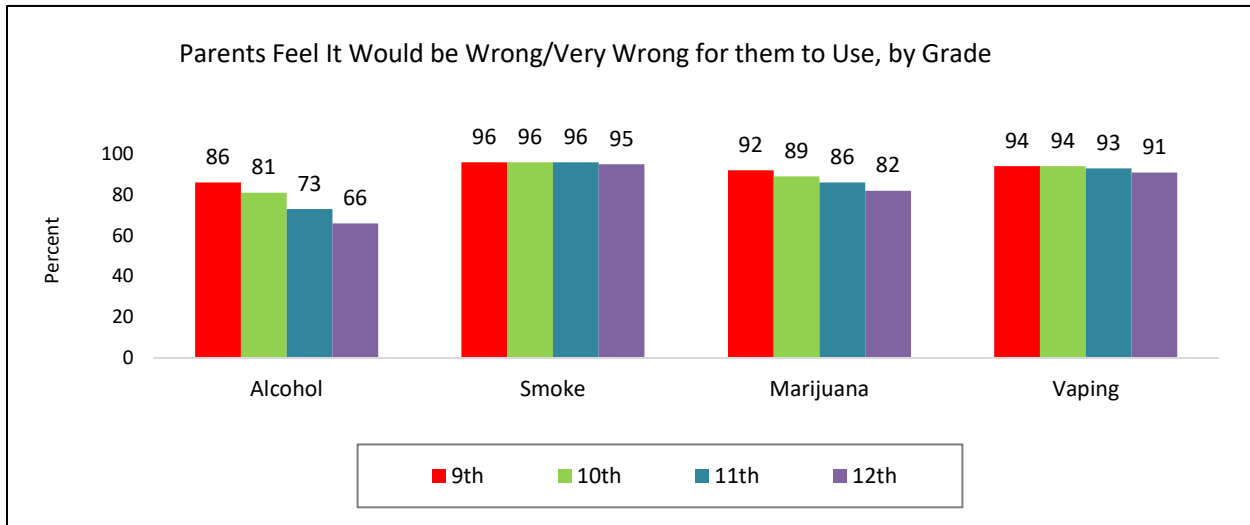
Parental Influences Trends:

Between 2017 and 2023, students who reported that their parents feel it would be wrong/very wrong for them to use vape products increased from 83% to 93%.

Parental Influences Key Findings:

- 77% of students reported their parents feel it would be wrong/very wrong for them to drink alcohol
- 96% of students reported their parents feel it would be wrong/very wrong for them to smoke cigarettes
- 88% of students reported their parents feel it would be wrong/very wrong for them to use marijuana
- 93% of students reported their parents feel it would be wrong/very wrong for them to use vape products

Students in 11th and 12th grades were less likely than younger students to report their parents feel it would be wrong/very wrong for them to use alcohol, marijuana and to vape.



PHYSICAL ACTIVITY AND SLEEP

Physical activity health benefits for youth include improved cognition (e.g., academic performance, memory) and reduced symptoms of depression.⁷ Adequate sleep contributes to overall health and well-being; getting the proper amount of sleep can help with school achievement and improve mental health. The American Academy of Sleep Medicine recommends youth 13-18 years old get 8 hours of sleep or more per day.⁸

Students Reported They:	%
Engaged in one hour or more of physical activity daily during the past seven days	29
Engaged in one hour or more of physical activity daily during five of the past seven days	53
Did not engage in one hour of physical activity on any of the past seven days	13
Get 8 or more hours of sleep on an average school night	29
Get 6 or less hours of sleep on an average school night	41

⁷ <https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

⁸ <https://www.cdc.gov/healthyschools/sleep.htm#:~:text=Adequate%20sleep%20contributes%20to%20a,concentration%2C%20and%20improve%20academic%20performance.>

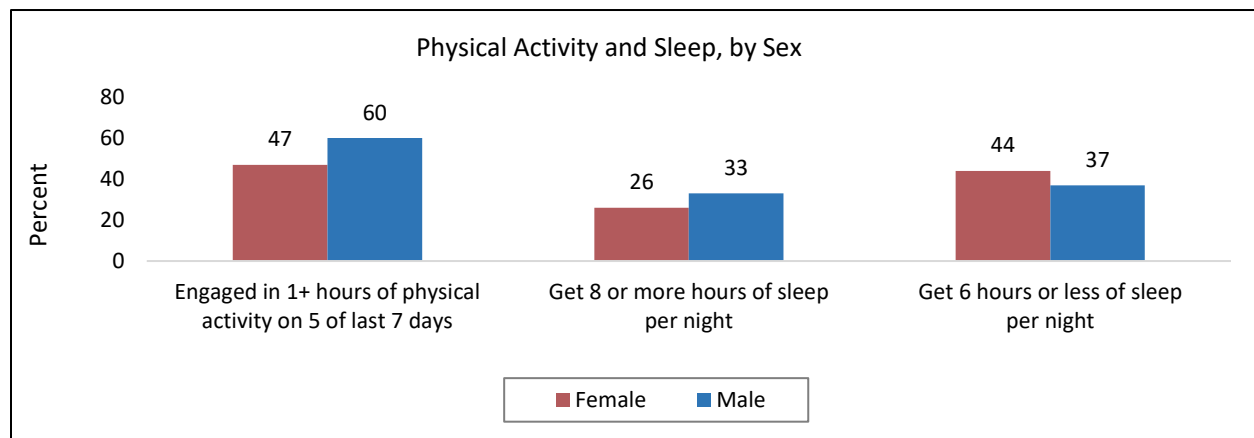
Physical Activity and Sleep Trends:

The percentage of students reporting engaging in physical activity and getting adequate sleep increased overall since 2015.

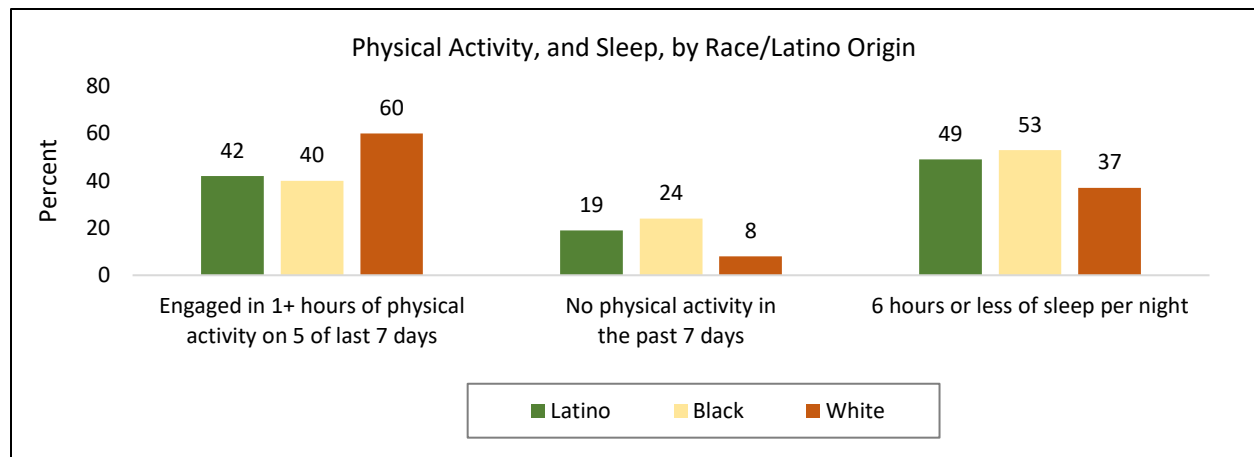
Physical Activity and Sleep Key Findings:

- 53% of students reported they engaged in one hour or more hours of daily physical activity during 5 of the past 7 days
- 29% of students reported they get eight hours or more of sleep on a typical school night
- 41% of students reported they get six hours or less of sleep on a typical school night

Females were less likely than males to report engaging in physical activity and were less likely to get the recommended amounts of sleep.



Black and Latino students were 18-20% less likely than White students to report engaging in physical activity, and were 13% more likely to report getting less than 6 hours of sleep per night.



SEXUAL BEHAVIOR

Health risks from unprotected sex include unplanned pregnancies and STIs/STDs. Sexually transmitted disease infection rates in Monroe County are the highest in New York State outside of New York City.⁹

Sexual Risk Behaviors

Students Reported They:	%
Ever engaged in sexual intercourse	19
Had sexual intercourse before age 13	2
Had sexual intercourse with 4 or more partners in their lifetime	3
Engaged in sexual intercourse in the past 3 months [sexually active]	13
Used alcohol or drugs before they had sex the last time, of currently sexually active students	19

Sexual Risk Trends:

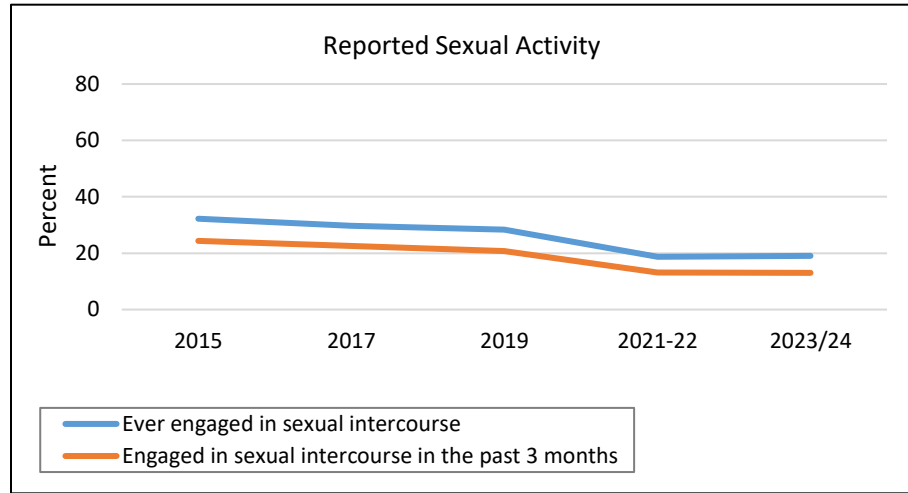
- Since 2015, declines were seen in reported sexual activity and sexual risk behaviors. However, the percentage of youth reporting these risks has remained stable for the past two survey years.
- Overall, reported condom use declined slightly since 2015, but with data fluctuations seen in recent years.

Sexual Risks Key Findings:

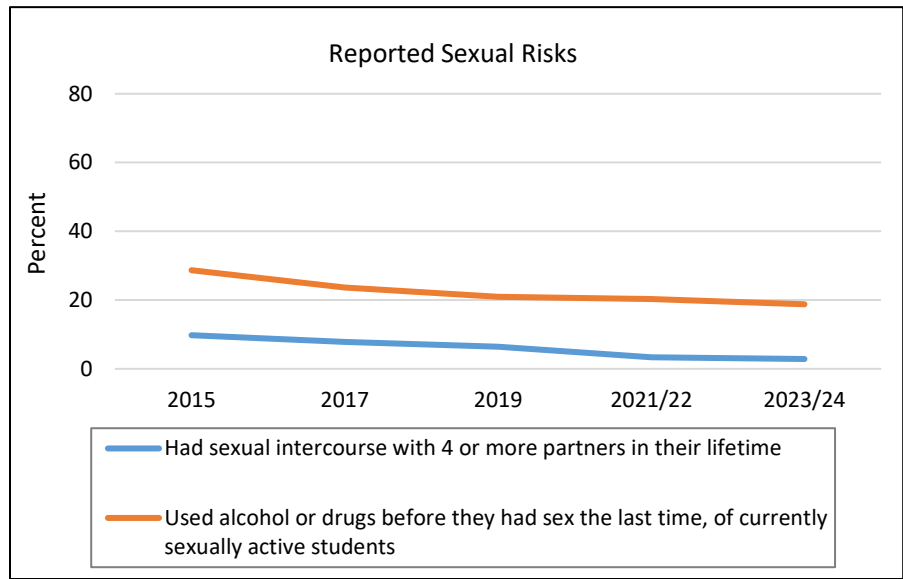
- 19% of students reported they have ever engaged in sexual intercourse
- 13% of students reported they engaged in sexual intercourse in the past three months, and are therefore considered sexually active
- 53% of sexually active females reported their partner used a condom the last time they had sex
- 60% of sexually active males reported they used a condom the last time they had sex

⁹ https://www.health.ny.gov/statistics/diseases/communicable/std/docs/sti_surveillance_report_2022.pdf

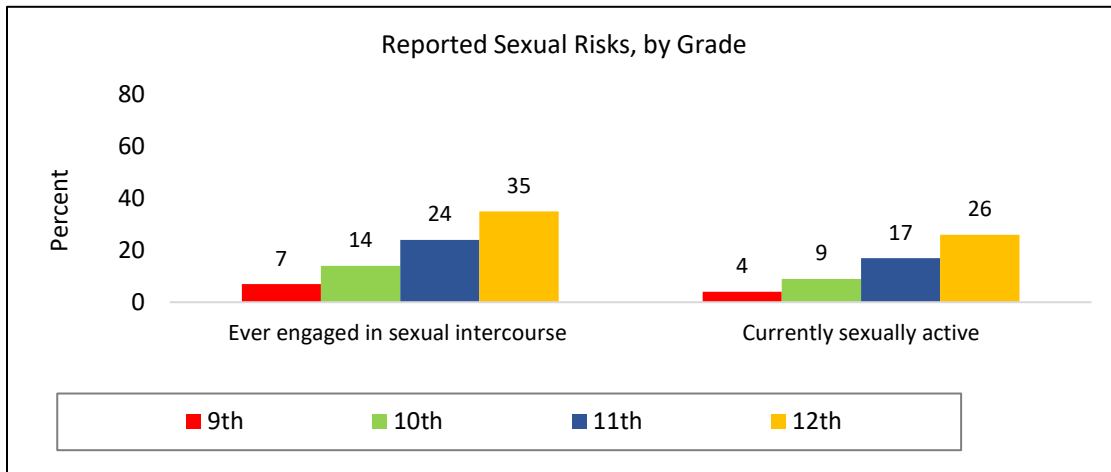
Since 2015, declines were seen in reported sexual activity and sexual risk behaviors. However, the percentage of youth reporting these risks has remained stable for the past two survey years



Black (25%) and Latino (22%) students were more likely than White students (17%) to report they ever engaged in sexual intercourse.



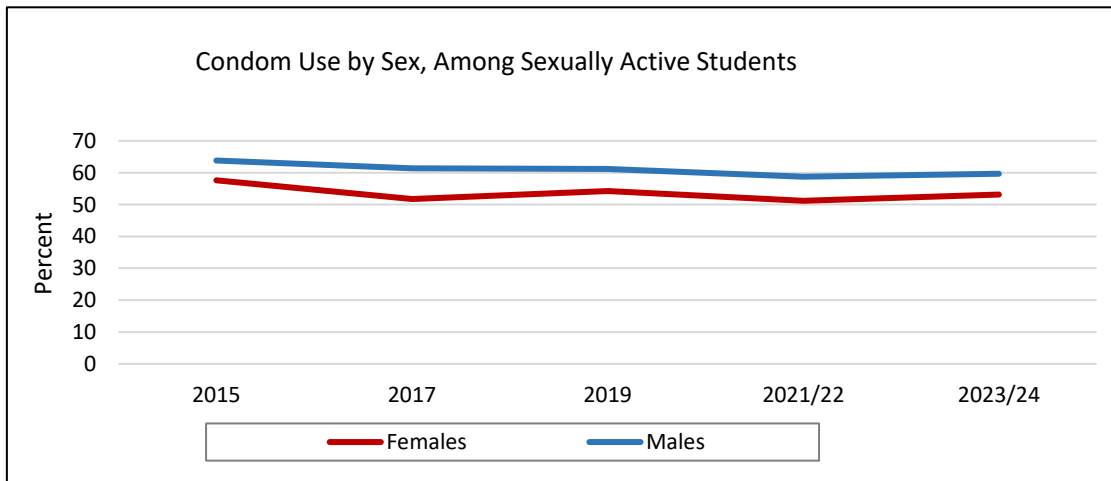
Reported sexual risks increase with each subsequent grade.



Prevention of Pregnancy and STDs

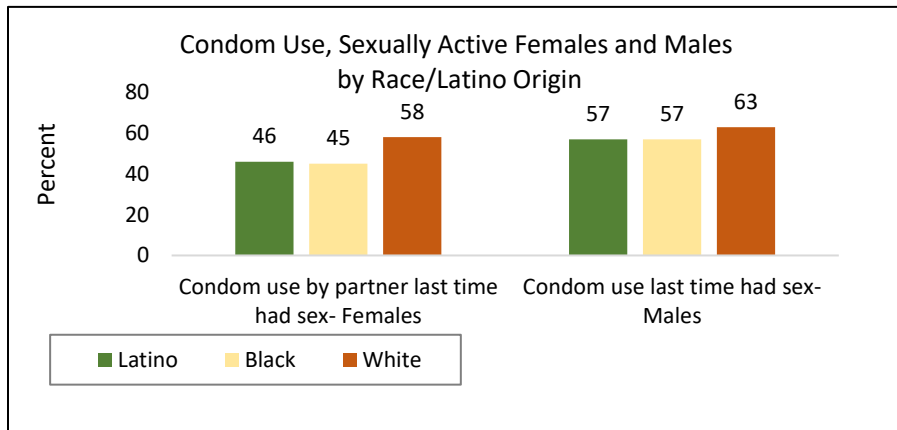
Of sexually active youth:

- 53% of females reported their partner used a condom the last time they had sex.
- 60% of males reported they used a condom the last time they had sex.

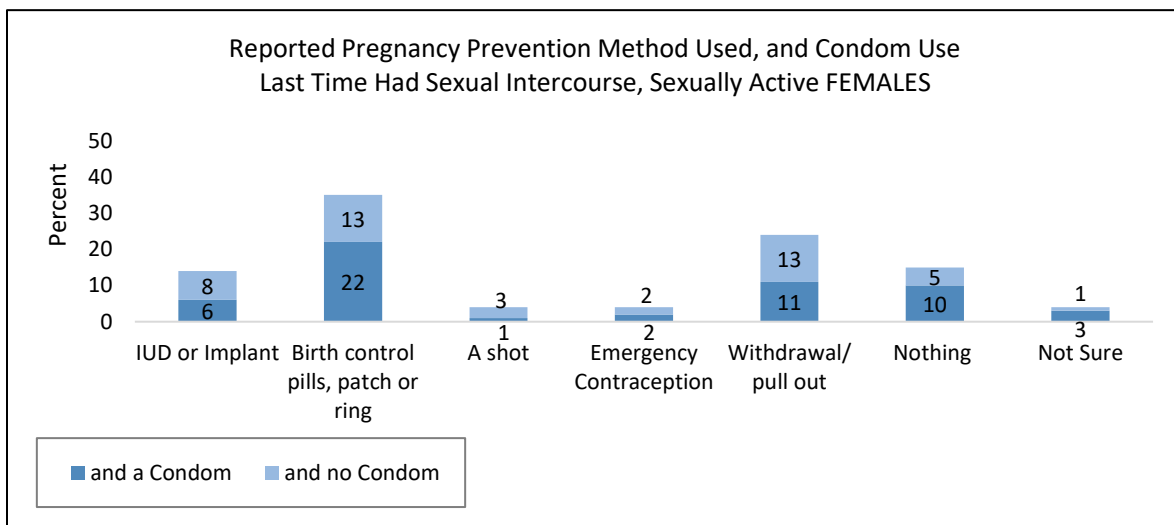


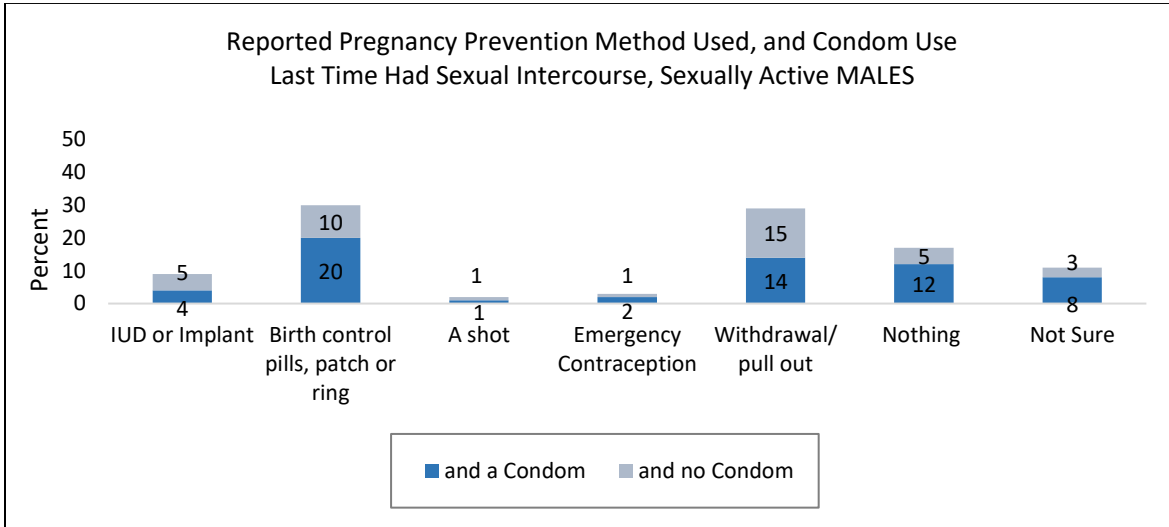
Overall, reported condom use declined slightly since 2015, but the percentages fluctuated in recent years.

Black and Latino students (57%) were less likely to report condom use compared to White students (63%).

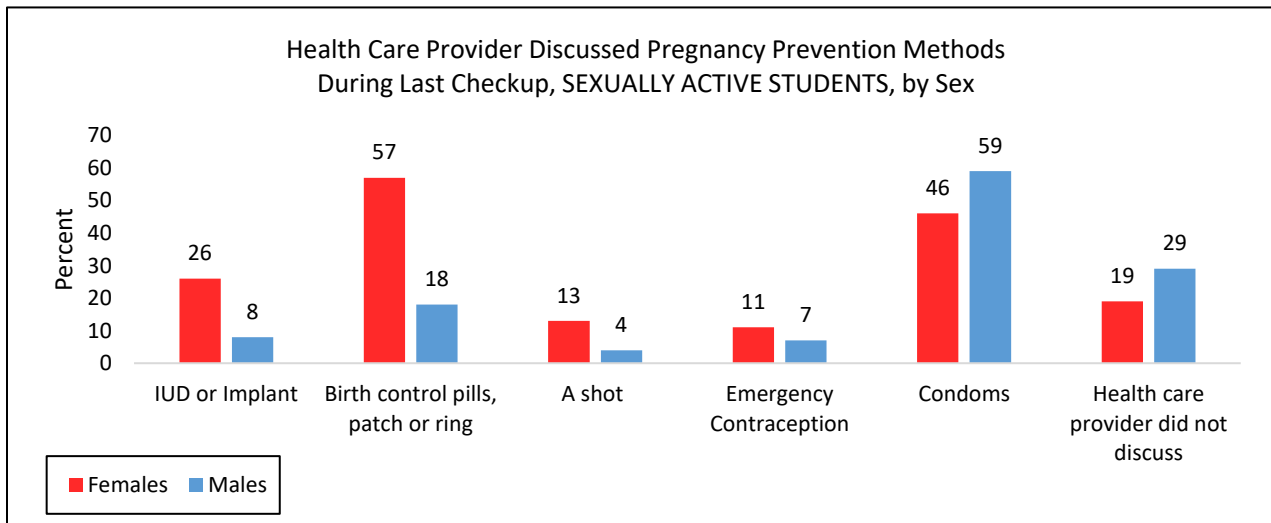


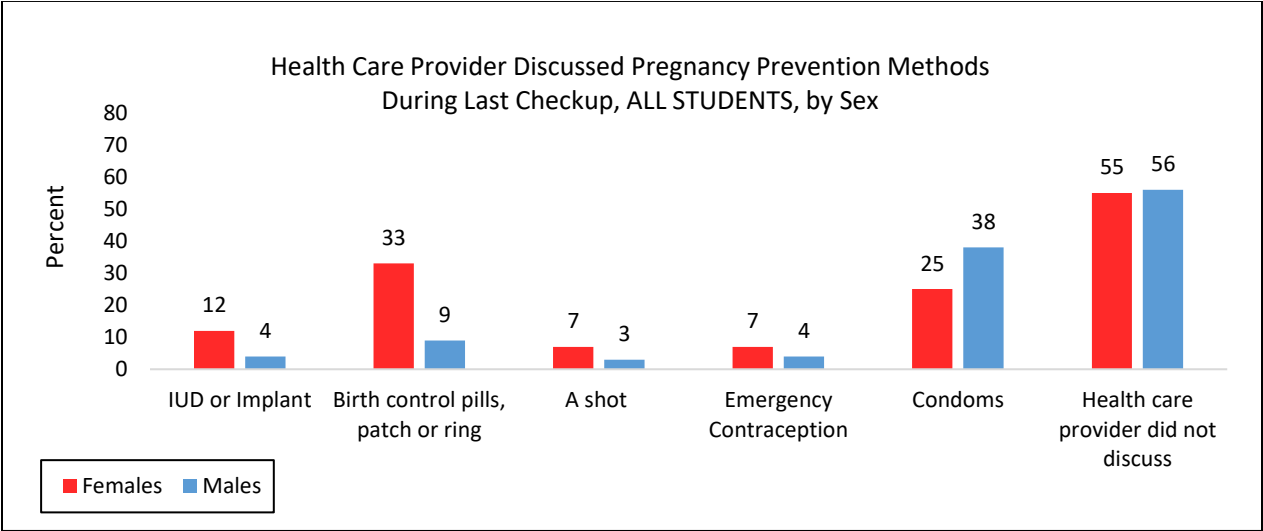
This graphic shows the pregnancy prevention methods reported by sexually active youth. Of note, only 6% of sexually active females reported that long acting reversible contraception (an IUD or implant) and a condom were used the last time they had sexual intercourse.





The graphics below and on the next page show the proportions of sexually active students and all students, who reported their health care provider discussed various pregnancy prevention methods with them at their last checkup.





Females were more likely than males to report their doctor discussed various pregnancy prevention methods other than condoms. Males were more likely than females to report their health care provider discussed using a condom to prevent pregnancy. Sexually active males were more likely than sexually active females to report their doctor did not discuss any pregnancy prevention method with them.

SOCIAL MEDIA

Some research shows that engaging in social media may benefit youth by providing opportunities to engage with more diverse peer groups¹⁰ and connecting them with other youth who have shared identities, abilities and interests.¹¹

There is a growing body of research, however, about the potential harms of social media. In May 2023, the US Surgeon General issued a call to gain a better understanding of the full impact of social media on young people. Concerns include bullying, sexting, gambling, and problematic use. The latter can be measured through the *Social Media Disorder Scale*¹², which was included in the YRBS for the first time in 2023-24.

Students Reported They:	%
Were bullied through social media in the past 12 months ¹	15
Ever used a cell phone, computer or other electronic device to <u>SEND/POST</u> nude or semi-nude pictures or videos of themselves or someone else	10
Ever used a cell phone, computer or other electronic device to <u>RECEIVE</u> nude or semi-nude pictures or videos of someone else	14
Gambled one or more times in the past 12 months ²	15
Frequency of Social Media Use- Several Times per day or more ³	84
Frequency of Social Media Use- More than once per hour	32
In the past year: (Indicators of problematic social media use) ⁴	
Regularly felt like you can't think about anything else except social media	9
Regularly felt dissatisfied because you wanted more social media time	10
Often felt bad when could not use social media	11
Tried to spend less time on social media but failed	30
Regularly neglected activities because of social media (hobbies, sports)	12
Regularly had arguments because of social media use	9
Regularly lied to friends/parents about time spent on social media	9
Often used social media to escape negative feelings	33
Had serious conflict with parent(s), guardian(s), brother(s), sister(s) because of social media use	7
Problematic social media use ⁵	7

¹ Examples: when another student teases, threatens, spreads rumors about you, or sends pictures or videos of you, through texting, gaming sites, or social media websites like TikTok, Discord, Instagram, Snapchat, YouTube etc.

¹⁰ Anderson, M. & Jiang, J. (2018). Teens' Social Media Habits and Experiences. Pew Research Center: Internet, Science & Tech. United States of America. Retrieved from <https://www.pewresearch.org/internet/2018/11/28/teens-social-mediahabits-and-experiences/>

¹¹ Charmaraman, L., Hernandez, J., & Hodes, R. (2022). Marginalized and Understudied Populations Using Digital Media. In J. Nesi, E. Telzer, & M. Prinstein (Eds.), *Handbook of Adolescent Digital Media Use and Mental Health* (pp. 188-214). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108976237.011>

¹² van den Eijnden, R., Lemmens, J., Valkenburg, P. The Social Media Disorder Scale. *Computers in Human Behavior*, Volume 61, August 2016, 478-487. <https://www.sciencedirect.com/science/article/pii/S0747563216302059?via%3Dihub>

² This could include gambling online (example Draft Kings), on sports teams, on a card or dice game, or on a game of personal skill such as pool or a video game

³ New question in 2023

⁴ New questions in 2023 based on Social Media Disorder Scale. <van den Eijnden, R., Lemmens, J., Valkenburg, P. The Social Media Disorder Scale. Computers in Human Behavior, Volume 61, August 2016, 478-487.>

<https://www.sciencedirect.com/science/article/pii/S0747563216302059?via%3Dihub>

⁵ Problematic social media use=answered yes to 5 or more questions on the Social Media Disorder Scale.

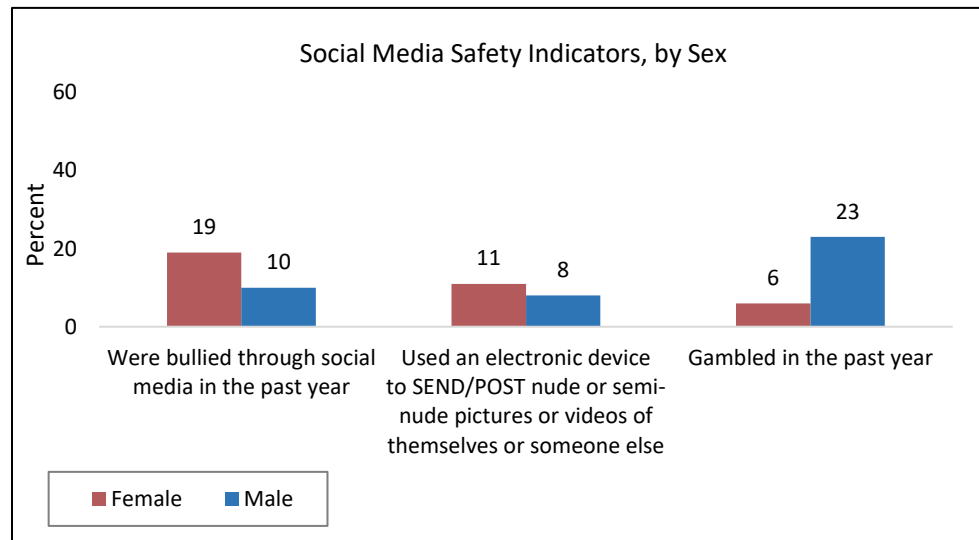
Social Media Trends:

- The proportions of students who reported they were bullied through social media and who reported they engaged in sexting declined over all since 2015.
- Rates of reported gambling among both females and males increased between 2021 and 2023. (Females 4% to 6%, males 14% to 23%)

Social Media Key Findings:

- 15% of students reported they were electronically bullied in the past year.
- 15% of students reported gambling one or more times in the past year.
- 84% of students reported using social media several times per day or more.
- 32% reported using social media more than once per hour.
- 7% of students reported problematic social media use. (Social Media Disorder Scale)

Females were more likely than males to report social media safety issues, while males were more likely to report gambling.

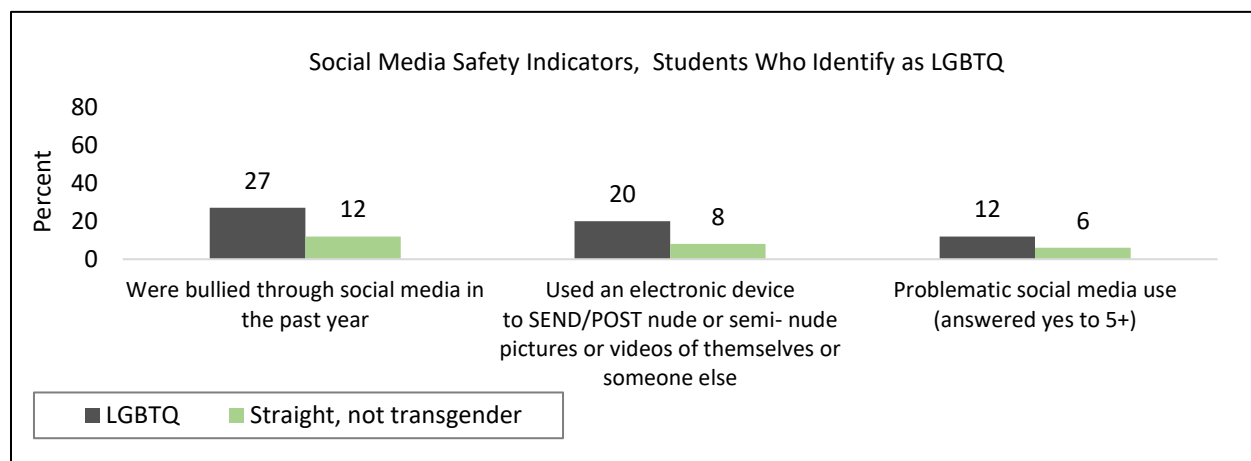


Females were more likely than males to report indicators of problematic social media use.

Students Reported They:	Females %	Males %
Frequency of Social Media Use- Several Times per day or more	88	81
In the past year: (Indicators of problematic social media use) ³		
Regularly felt like you can't think about anything else except social media	11	6
Regularly felt dissatisfied because you wanted more social media time	13	6
Often felt bad when could not use social media	15	7
Tried to spend less time on social media but failed	40	20
Regularly neglected activities because of social media (hobbies, sports)	16	8
Regularly had arguments because of social media use	11	7
Regularly lied to friends/parents about time spent on social media	11	6
Often used social media to escape negative feelings	42	22
Had serious conflict with parent(s), guardian(s), brother(s), sister(s) because of social media use	9	4
Problematic social media (answered yes to 5 or more questions above)	10	4

Latino (15%) and White (16%) students were more likely than Black (11%) students to report they were bullied through social media.

Students who identify as LGBTQ were more likely to report they were bullied through social media, engage in sexting and to engage in problematic social media use.



SUBSTANCE USE

Vaping and Tobacco Use

Nicotine is highly addictive. Exposure to nicotine during adolescence harms brain development, impacts learning and attention. Nicotine also increases the risk of future addiction to other drugs.¹³

Students Reported They:	%
Ever used a vape product ¹	16
Used an vape product before age 13 ¹	3
Used vape product on one or more of the past 30 days ¹	8
Used a vape product on all of the past 30 days	3
Ever tried smoking cigarettes, even one or two puffs	7
Tried cigarette smoking, even one or two puffs, before age 13	3
Smoked cigarettes on one or more days in the past 30 days [Current smoker]	1
Smoked cigars or Black & Milds in the past month	3

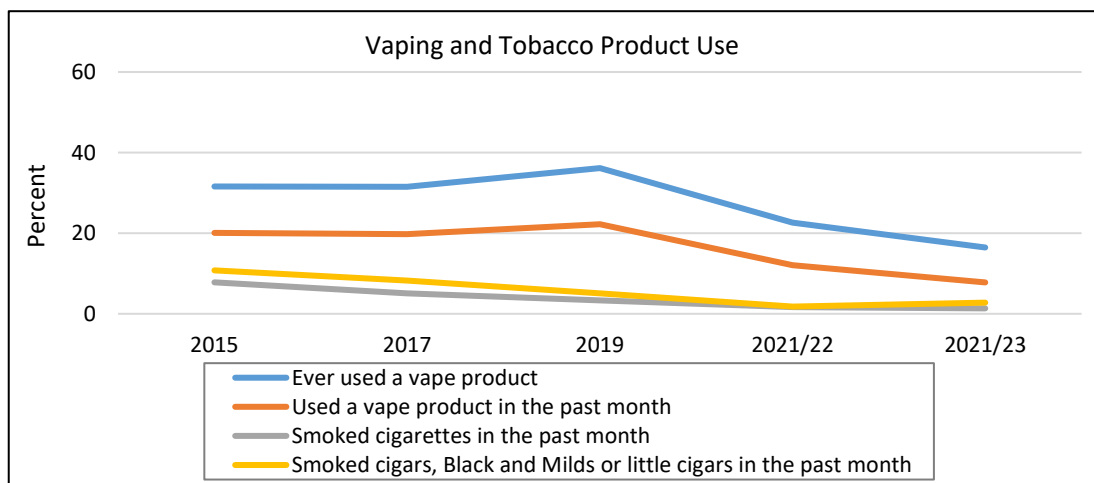
¹Slight change in question in 2021- used the term “vape products” instead of e-cigarettes. Added newer products in description including Hyde, Puff Bar, Elf Bar etc.

Vaping and Tobacco Use Trends:

- The percentage of students who reported vaping peaked in 2019 and has declined since.
- Cigarette smoking and smoking cigars declined overall since 2015.

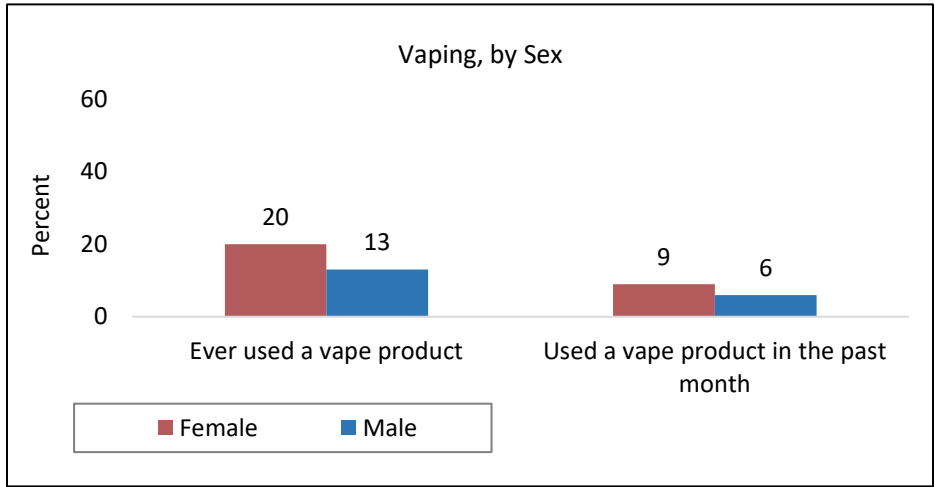
Vaping and Tobacco Use Key Findings:

- 16% of students reported they have ever used a nicotine vape product
- 8% of students reported they used a nicotine vape product in the past month
- 50% of students who used a vape product in the past 12 months reported they tried to quit and no longer vape. 25% tried to quit and but still vape
- 80% reported they think vape products are addictive
- 1% reported they smoked cigarettes in the past month

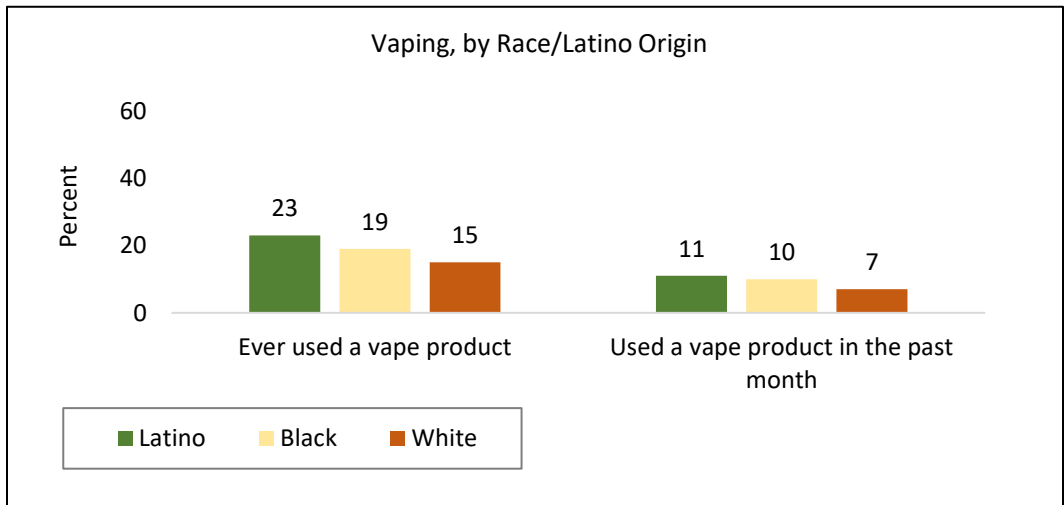


¹³ https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/osh-e-cigarettes-and-youth-what-parents-need-to-know-508.pdf

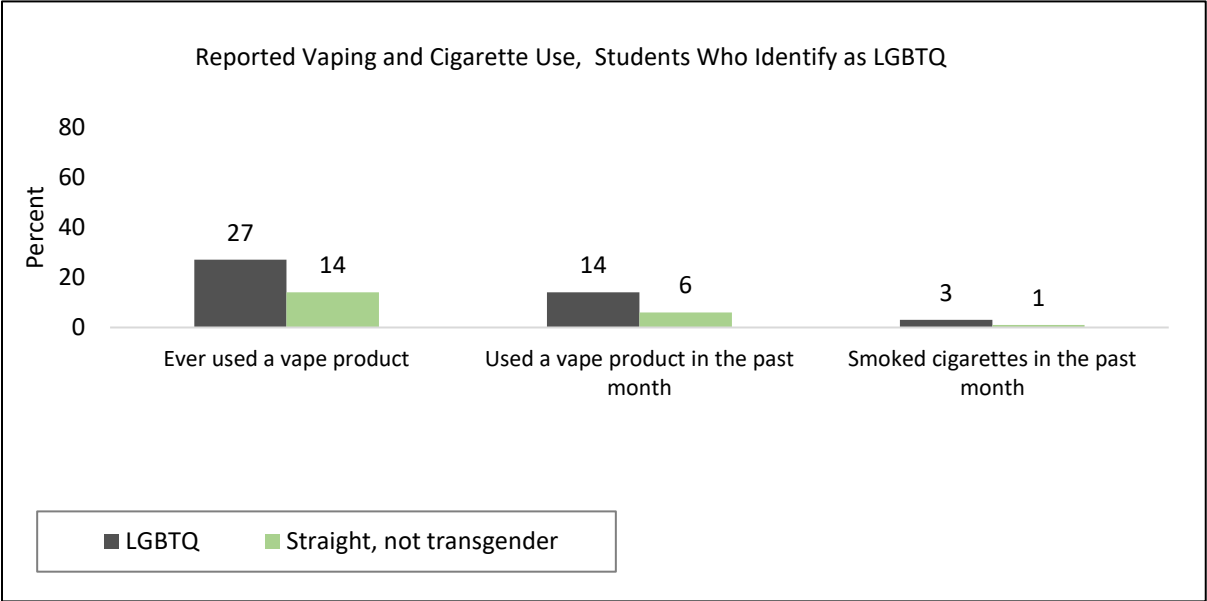
Females were more likely to report vaping compared to males.



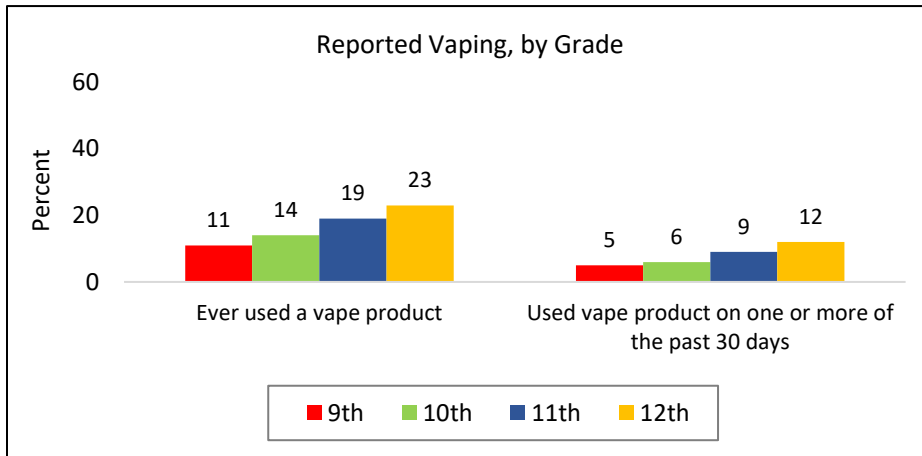
Black and Latino students were more likely to report vaping compared to White students.



Students who identify as LGBTQ were nearly two times more likely to report vaping and cigarette smoking.



Reported vaping increased by grade.



One Main Reason they Now Use E-cigarettes or Vape Products	%
To relax or de-stress	22
I cannot quit/I crave them/I'm addicted	15
To get a nicotine buzz	15
My friends use them	10
I like the flavors	10
To do tricks or make shapes with the vapor	9
To try to quit using other tobacco products	1
They are less harmful than other tobacco products	1
Other reason	17

Students were asked to select the one main reason they now use vape products. Twenty-two (22%) percent responded they use them to relax or de-stress.

Where Usually Got Vape Products of those who Used them in the Past Month	%
A friend or family member (not at school)	27
A corner store or gas station	16
Someone at school	14
A vape shop or tobacco shop	13
An online site	2
A delivery app	2
Another way	26

Students who used vape products in the past month were asked where they usually got the products.

Of those who vaped in the past 12 months:

- 50% said they tried to quit and no longer vape
- 25% said they tried to quit, but are still using vape products
- 25% said they did not try to quit

Eighty percent (80%) of students reported that they think vape products are addictive. Latino (74%) and Black (68%) were less likely to report they think vape products are addictive compared to White students (85%).

Marijuana Use

Marijuana use has an immediate impact on thinking, attention, memory, coordination, movement, and time perception. Marijuana use has been linked to a variety of mental health challenges like depression and social anxiety.¹⁴ Marijuana use can increase the likelihood of onset and severity of psychosis (e.g., schizophrenia) among youth who have family history.¹⁵

Marijuana Use and CBD

Students Reported They:	%
Ever used marijuana	18
Used marijuana before age 13	3
Used marijuana in the past month [Current users]	10
Ever used CBD (cannabidiol) in any form (edibles, vapes, liquid, lotion, etc.)	16

Marijuana Use Trends:

Reported marijuana use declined between 2015 and 2023.

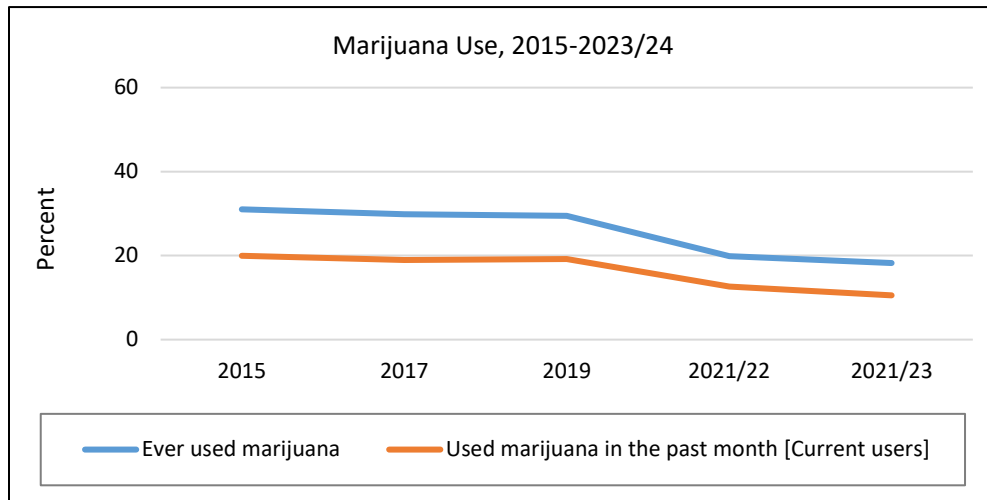
Marijuana Use Key Findings:

- 18% of students reported they have used marijuana.
- 10% of students reported they used marijuana in the past month.
- 62% of students who used marijuana in the past month reported they vaporized it. 70% smoked it.

¹⁴ <https://www.cdc.gov/marijuana/health-effects/brain-health.html#:~:text=Marjuana's%20effects%20on%20attention%2C%20memory,may%20have%20trouble%20remembering%20things.>

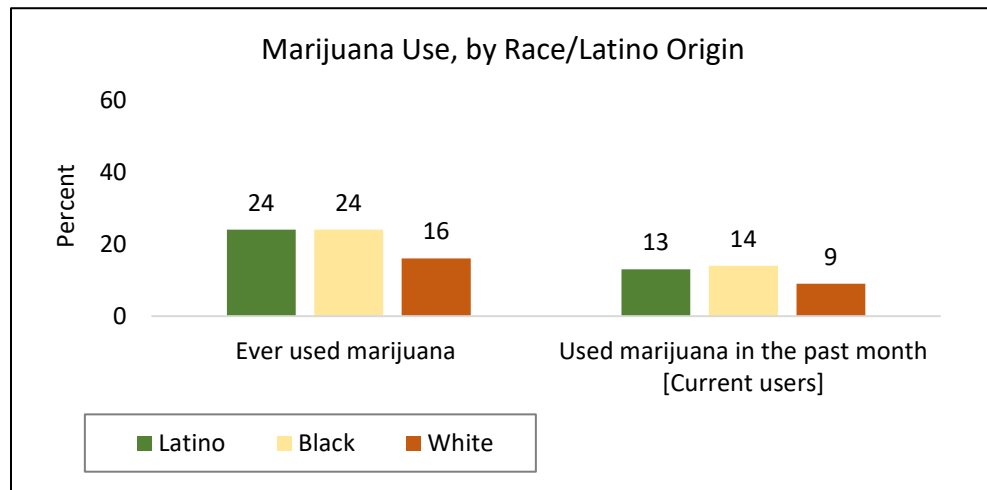
¹⁵ [https://www.cdc.gov/marijuana/health-effects/mental-health.html#:~:text=People%20who%20use%20marijuana%20are,that%20are%20not%20really%20there\).](https://www.cdc.gov/marijuana/health-effects/mental-health.html#:~:text=People%20who%20use%20marijuana%20are,that%20are%20not%20really%20there).)

Reported marijuana use declined between 2015 and 2023.

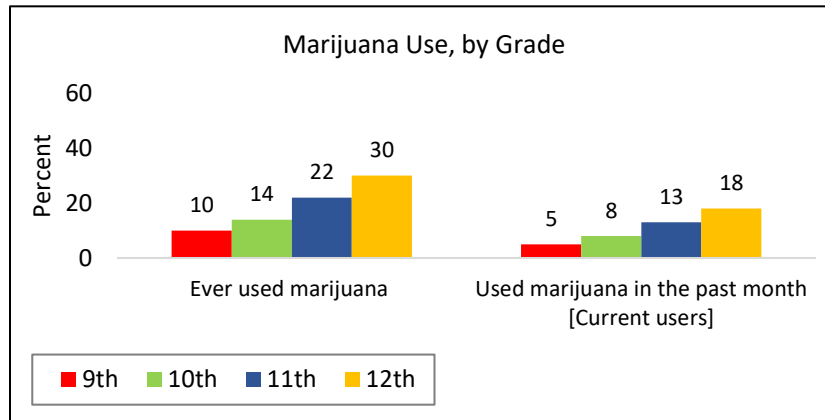


Females were more likely than males to report ever using marijuana (20% compared to 16%). Students who identify as LGBTQ were more likely to use marijuana compared to students who identify as straight and not transgender, both in terms of using it ever (29% compared to 16%) and within the last month (18% to 9%).

Black and Latino students were more likely than White students to report marijuana use.



Reported marijuana use increases with increasing grade level.



The table below shows how marijuana was used, by those who reported using it in the past month. Of note, nearly two thirds reported vaping it compared to about one half of students in 2021. There were also increases in student using it in drinks.

How Marijuana was Used, Reported by those Who Used it in the Past Month ¹	%
I smoked it in a joint, bong, pipe, or blunt	70
I vaped it (examples include carts/cartridges, THC oil)	62
I ate it in food/edibles such as brownies, cakes, cookies, or candy	35
I dabbled it using shatter, crumble, wax, etc.	14
I drank it in tea, cola, alcohol, THC lean or other drinks	10
I used it some other way	9
¹ Students were allowed to select more than one response	

Alcohol Use

Alcohol use has an impact on decision making and risk assessment which puts youth at a higher risk of engaging in harmful behaviors and being in dangerous situations. This can include violence (fighting, sexual violence), sexual risks (including unprotected sex), driving under the influence, and intentional self-harming behaviors. As previously mentioned the teen brain is developing, so any substance use will likely have a negative impact. Early initiation of drinking is associated with development of an alcohol use disorder later in life.¹⁶

Alcohol Use

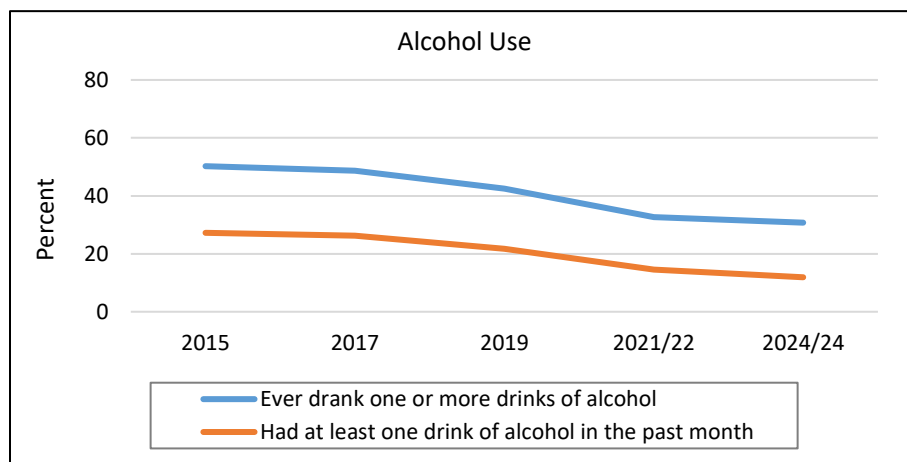
Students Reported They:	%
Ever drank one or more drinks of alcohol in their lifetime (not including for religious purposes)	31
Had their first drink of alcohol before age 13, other than a few sips	6
Had at least one drink of alcohol in the past month	12
Engaged in binge drinking one or more times during the past month (4 or more drinks of alcohol in a row, within a couple of hours)	6

Alcohol Use Trends:

Reported alcohol use declined overall since 2015.

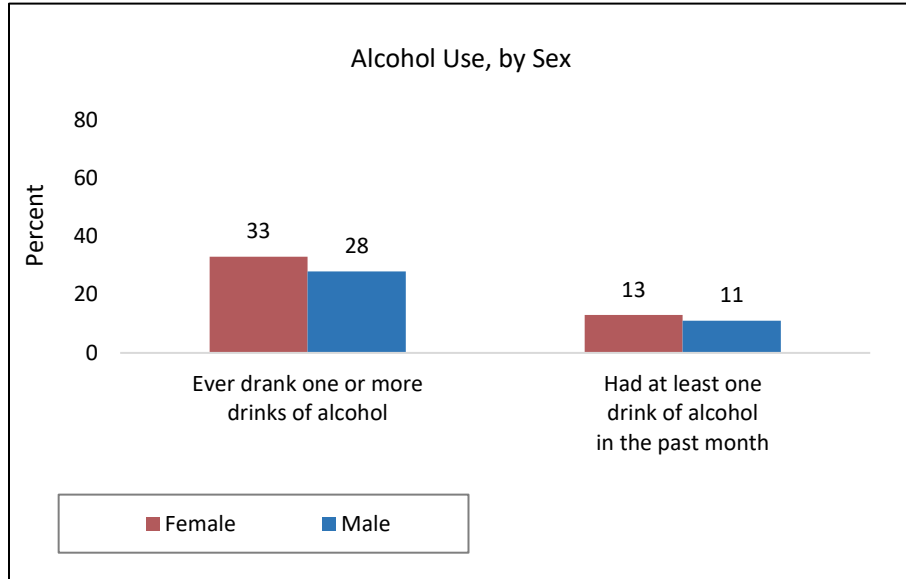
Alcohol Use Key Findings:

- 31% of students reported they have drank one or more alcoholic drinks
- 12% of students reported they drank one or more alcoholic drinks in the past month
- 6% of students reported they engaged in binge drinking in the past month (four or more alcoholic drinks in a row within a couple of hours)

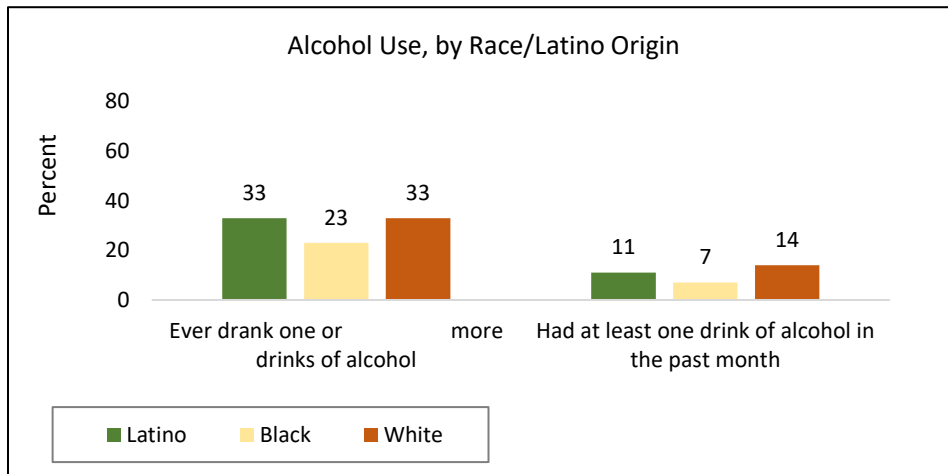


¹⁶ <https://www.cdc.gov/healthyschools/bam/alcohol.htm>

Females were more likely than males to report alcohol use.

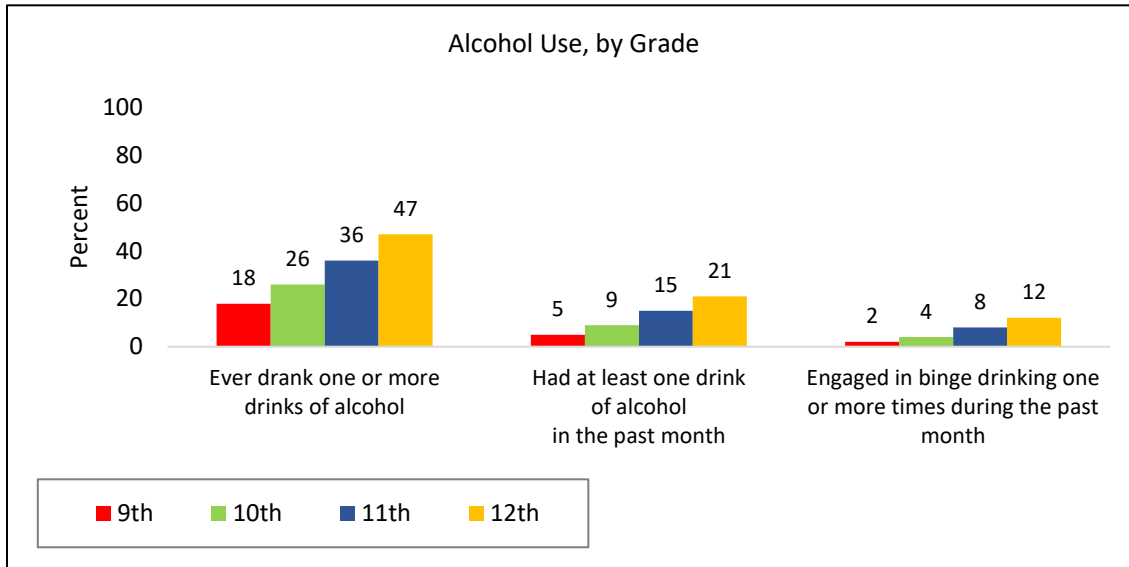


Latino and White students were more likely than Black students to report alcohol use.



Students who identify as LGBTQ were more likely to drink alcohol compared to students who identify as straight and not transgender. (Ever drank – 38% compared to 30%, drank in the past month - 15% compared to 11%).

Reported alcohol use increases with each subsequent grade.



The table below shows how students reported that they usually got their alcohol, among those who drank in the past month.

How they usually got alcohol, reported by those who drank alcohol in past month	%
A friend gave it to me	26
A family member gave it to me	18
I got it some other way	17
I took it from my home porch or deck	17
I bought it in a store such as a liquor store, convenience store, supermarket, discount store or gas station	9
I gave someone else money to buy it for me	6
I stole it	3
I took it from another person's home porch or deck	3
I bought it at a restaurant, bar, club or public event such as a concert or sporting event	1

Use of Other Drugs (illicit drugs like cocaine, heroin, fake pills etc., and misuse of medicines)

Illegally acquired drugs, including fake pills, often contain fentanyl and other dangerous substances. Fentanyl is a man-made opioid that is up to 50 times stronger than heroin and 100 times stronger than morphine, making it a major cause of fatal and nonfatal overdoses.¹⁷

Use of Other Drugs

Students Reported They:	%
Ever used cocaine ^{1,2}	1
Ever used heroin ²	1
Ever used ecstasy ²	1
Ever used hallucinogenic drugs such as LSD, acid, PCP, angel dust, mescaline or mushrooms ²	3
Ever injected any illegal drug into their body	1
Ever took any form of over-the-counter (OTC) drug to get high ²	3
Ever misused prescription PAIN MEDICINE (examples, OxyContin, Hydrocodone, Percocet) ^{2,3}	5
Ever misused prescription SEDATIVE MEDICINE (examples, Xanax, Zannie bars, Klonopin, K-pins, Valium) ^{2,3}	2
Ever misused prescription STIMULANT MEDICINE (examples, Adderall, Ritalin, and other ADHD medicine) ^{2,3}	4
Ever misused prescription PAIN, SEDATIVE AND/OR STIMULANT MEDICINE ^{2,3}	8
During the past year, were offered, sold, or given you any drugs on school property or on the way to/from school (count marijuana, cocaine, heroin, etc. and prescription medicines that were not yours) ³	7

¹Question changed in 2017 to “ever” using from using in the past month.

²Changed to yes/no question in 2021

³Description changed, in 2021. Misuse defined as taking someone else’s medicine (medicine not prescribed to you) or taking your medicine differently than how a doctor told you how to use it (example- taking more)

³Changed question to specify types of drugs in 2021

Use of Other Drugs Trends:

Overall the percentage of students reporting using other drugs declined between 2015 and 2021, and in 2023 did not notably change.

Use of Other Drugs Key Findings:

- 8% of students reported they have taken prescription medicines not prescribed by their doctor or took them differently than their doctor’s directions (including pain, sedative, and/or stimulants)
- 3% of students reported they have used over-the-counter drugs to get high

¹⁷ <https://www.cdc.gov/stopoverdose/fentanyl/index.html>

- 7% of students reported that during the past year, they were offered, sold, or given any drugs or *prescription medicines*, on school property or on the way to/from school
- Students who identify as LGBTQ are 1.9 times more likely to report using the drugs listed above than students who identify as straight and not transgender.”

Distracted Driving/Driving Under the Influence

Students Reported They:	%
Looked at their phone to change the music, use social media or text, while driving a car or other vehicle - of those who drove in the past month [Distracted driving]	30
In the past month, rode in a car with a driver who had been drinking alcohol	8
Drove a car after drinking alcohol – of all students	2
Drove a car after drinking alcohol-only of those who drove in the past month	4
In the past month, rode in a car with a driver who had been using marijuana, pills or other drugs	8
Drove a car when they had been using marijuana, pills or other drugs– of all students	3
Drove a car when they had been using marijuana, pills or other drugs– only those who drove a car in the past month	5

Distracted Driving Trends:

Overall the percentage of students reporting riding with someone under the influence or driving under the influence declined between 2015 and 2021, and in 2023 it did not notably change.

Distracted Driving Key Findings:

- 30% of student drivers reported they looked at their phone to change the music, use social media or text, while driving a car or other vehicle - of those who drove in the past month [Distracted driving]
- 8% of students reported they rode in a car with a driver who had been drinking alcohol in the past month
- 8% of students reported they rode in a car with a driver who had been using marijuana, pills or other drugs in the past month

VIOLENCE/BULLYING

Exposure to violence has a major impact on school attendance and performance, mental health and overall well-being.¹⁸

Students Reported They:	%
Carried a weapon in the past month	9
Carried a weapon on school property in the past month	1
Carried a gun in the past year	2
Engaged in a physical fight in past year	13
Were threatened/injured on school property 1 or more times during past year	5
Did not go to school on one or more days in the past month because they felt unsafe	7
Were bullied on school property or on the way to and from school in the past 12 months. (Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student. It is not bullying when 2 students of about the same strength or power, argue, fight or tease each other in a friendly way.) ¹	16
In the past year, were physically hurt by someone they were dating, “talking to” or going out with (experienced dating violence)	5

Violence/Bullying Trends:

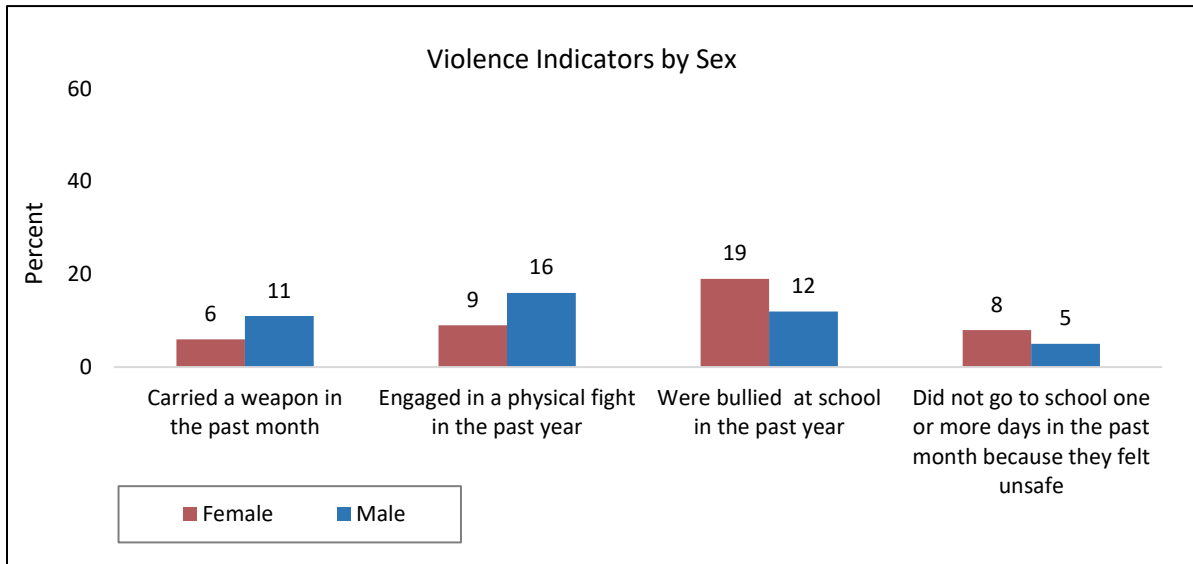
- Overall the percentage of students reporting engaging in violence-related behaviors declined between 2015 and 2021, and in 2023 the percentages did not notably change.
- Between 2021 and 2023, there was an increase in the percentage of students reporting they were bullied at school in the past year, from 13% to 16%.

Violence/Bullying Key Findings:

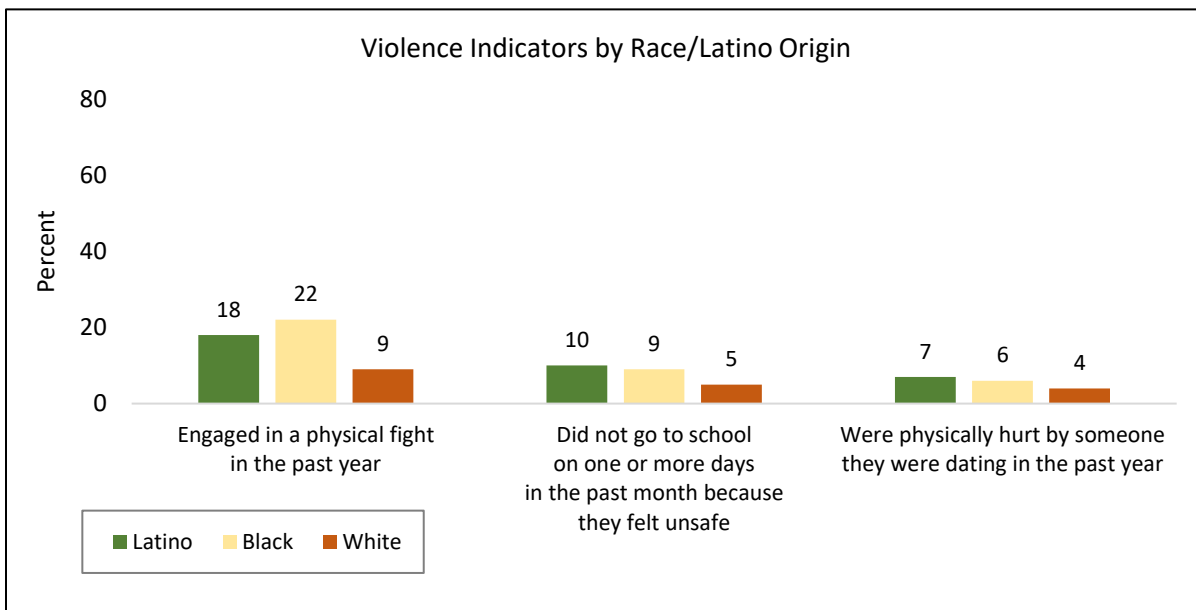
- 9% of students reported they carried a weapon in the past month
- 13% of students reported they engaged in a physical fight in the past year.
- 11% of students reported having witnessed someone get physically attacked, beaten, stabbed or shot in their neighborhood. The percentage is higher among Latino (21%) and Black students (20%) and students compared to White students (6%).
- 10% of Latino students and 9% of Black students reported they did not go to school on one or more days in the past month because they felt unsafe, compared to 5% of White students
- 19% girls reported they were bullied at school in the past year, compared to 12% of boys.

¹⁸ <https://www.cdc.gov/injury/features/teen-violence-impact/index.html>

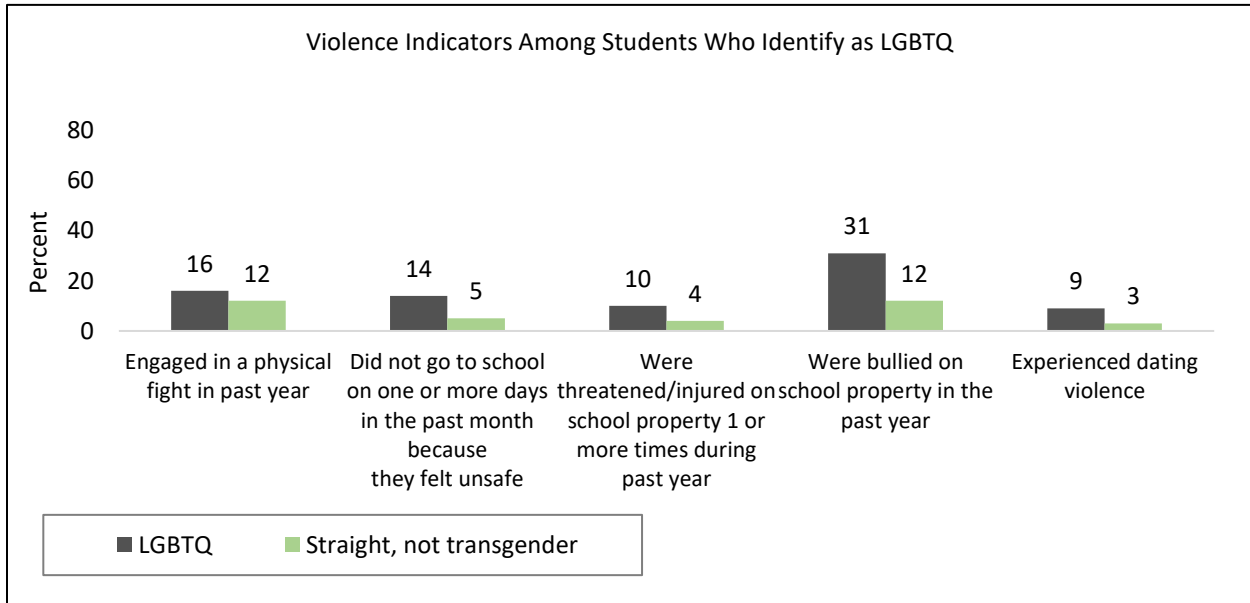
Males were slightly more likely than females to report carrying a weapon and fighting. Females were more likely than males to report they were victims of violence.



Black and Latino students were more likely than White students to report they engaged in a fight in the past year, to miss school because they felt unsafe and to experience dating violence.



Students who identify as LGBTQ were more likely than students who identify as straight, not transgender to report they engaged in fighting. They were also more likely to report not going to school because they felt unsafe, to have experienced bullying and to have experienced dating violence.



Appendix A

Participation

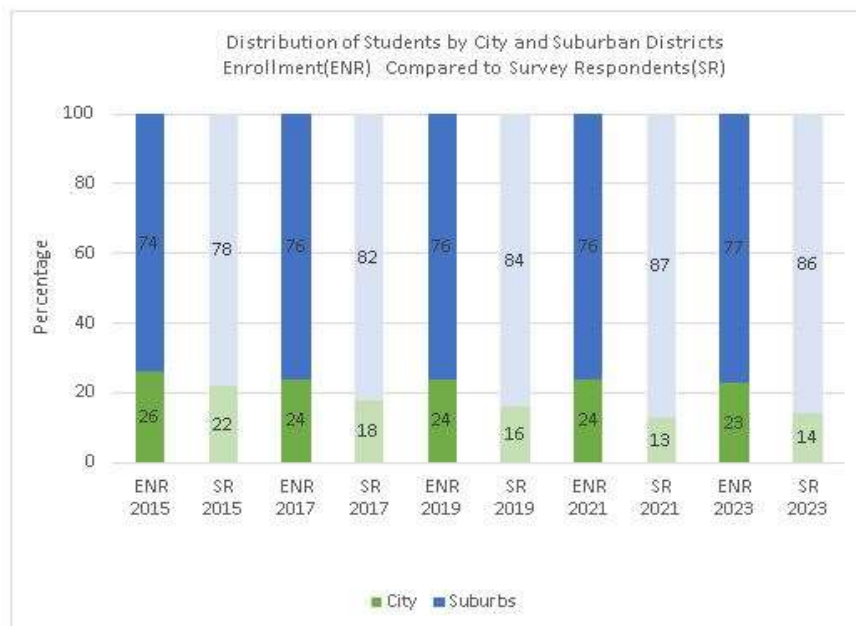
- 17,176 students participated in the 2023-24 school year.
- 14 public school districts participated in the survey in 2023. Of these districts
 - 12 suburban school districts administered the survey between October-December.
 - 1 suburban school district administered the survey in January.
 - The Rochester City School District administered the survey in January.
- 4 suburban school districts did not participate and no charter schools were included.

Participation as a Percent of Enrollment^[1] (response rate)

- County-wide, the response rate was 59%, in the suburbs it was 66% and in the city it was 37%. (response rate was calculated using total surveys divided by total enrollment in all districts in Monroe County including those that did not participate)
- Of the suburban schools that participated, the response rates ranged from 89% to 55%.

Distribution of the Respondents

- The graphic below shows the city and suburban distribution in enrollment compared to the students who answered the survey. Over the past several years, the proportion of City students in the total number of responses has become much smaller compared to the total enrollment.



^[1] New York State Education Department enrollment – 2023-2024 data were preliminary. <https://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

Methodology

All surveys were administered using a confidential computer based survey platform. This year, we included all valid surveys in the analysis. To track trends, MCDPH included all valid surveys from 2015, 2017, 2019, 2021 and 2023

Demographic Characteristics of Respondents

The demographic characteristics of the sample are shown below.

Sex	#	%
Female	8386	49
Male	8419	49
Preferred not to answer	347	2
Total	17152	
Unknown	24	

Age	#	%
13 or younger	174	1
14 years old	4114	24
15 years old	4440	26
16 years old	4356	25
17 years old	3568	21
18 years old or older	510	3
Total	17162	100
Did not answer	14	

Students that selected “Latino” were counted only in this category, regardless of which race they selected. Students that selected a single race and “not-Latino” were counted in the race category they selected. Those that selected multiple races and “not Latino” were counted in the “other races/more than one race” category. Students that selected all races and Latino origin were put into the missing category.

Race/Ethnicity	#	%
Latino	2319	14
White, not Latino	10117	59
Black, not Latino	2394	14
Other races, and multiple races, not Latino	2192	13
Total	17022	100
Unknown	154	

Students Who Identify as LGBTQ

We included a question about whether or not students identify as transgender and a question about sexual orientation. In this report, students were considered identifying as LGBTQ group if they answered yes to the question “Are you transgender or non-binary?” and/or they answered gay, lesbian, bisexual or I describe my sexual identity some other way to the question “Which of the following describes you?” Eighteen percent of students identified as LGBTQ.

Below are the number and proportion of students that responded to these questions.

Gender Identity	#	%
No I am not transgender or non-binary	15479	91
Yes, I am transgender or non-binary	723	4
I am not sure if I am transgender or non-binary	341	2
I don't know what this question is asking	542	3
Total	17085	100
Did not answer	91	

Sexual Orientation	#	%
Heterosexual (straight)	12945	76
Gay or lesbian	612	4
Bisexual	1737	10
I describe my sexual identity some other way	620	4
I am not sure about my sexual identity (questioning)	581	3
I do not know what this question is asking	541	3
Total	17036	100
Did not answer	140	

Limitations of the Data

- The survey did not include students who were not in school on the days the survey was administered, or students who had dropped out of school. The reasons youth are out of school are often related to the risk factors measured by the survey. These include mental health challenges, the threat of violence, substance use and teen pregnancy. Students who drop out or are frequently absent are more likely to experience health risks compared to other students.¹⁹

¹⁹ Centers for Disease Control and Prevention. Health risk behaviors among adolescents who do and do not attend school—United States, 1992. [September 8, 2020]; *Morbidity and Mortality Weekly Report*. 1994 **43**(8):129–132. <https://www.cdc.gov/mmwr/preview/mmwrhtml/00025174.htm> .

- The interpretation of questions may differ based on knowledge, experience, culture, and beliefs. For example, symptoms of depression such as sleeping too much may be interpreted as “a phase” or laziness, and therefore not recognized as a mental health issue. In cultures where mental health problems are viewed as a sign of weakness, students might not acknowledge the challenges they face. The sexual intercourse questions do not provide a definition of the behavior. Research has shown that adolescents may have varying definitions of what sexual intercourse is which can impact how they interpret the questions.²⁰
- The response rate of students in the Rochester City School District was much lower than the suburban districts.
- Some school districts indicated they administered multiple surveys in the fall of 2023. As a result, districts believe some students may have had survey fatigue and chose not to participate or did not finish the YRBS. The low response rates, especially in the city, most likely impacted results.

Comparison to National and State Youth Risk Behavior Surveys

Monroe County YRBS was different than the national YRBS survey administered by the CDC:

- While many of the CDC survey questions were included in the local survey, some were slightly modified. MCDPH also inserted some of its own questions to reflect local concerns.
- The local survey did not include internal reliability checks.²¹
- The local survey included skip questions. For example if a student answered they never drank alcohol, there were not asked the remaining questions about alcohol use.
- The local survey report includes all public school district students who completed the survey on the days that it was administered. The national YRBS uses a 3-stage cluster sampling design to create a nationally representative sample.
- The CDC report used weighted results based on sex, race/ethnicity and grade, and adjusts for school and student nonresponse.
- Students filling out the national survey generally used paper and pencil. In Monroe County, they used a confidential online portal.

²⁰ Diamond LM, Savin-Williams RC. In: Handbook of adolescent psychology: Individual bases of adolescent development. Lerner RM, Steinberg L, editors. Hoboken, NJ: John Wiley & Sons, Inc; 2009. Adolescent sexuality; pp. 479–524.

²¹ Internal reliability checks: Sets survey response to “Missing” when the responses are not consistently answered. For example, the responses of a student who reports vaping in the past month and reports never having vaped are set to “Missing.”

Appendix B

The following tables show trend data, when available, for the Monroe County YRBS. If left blank, the question was not asked in the particular year, or the question changed significantly, making it not comparable to previous years.

Students Reported They:	2015	2017	2019	2021	2023
Felt so sad or hopeless almost every day for two or more weeks in a row that they stopped doing their usual activities, in the past year	27.40	28.03	31.87	31.65	26.06
Have difficulty concentrating, remembering, or making decisions because of mental, or emotional challenges			37.66	40.09	34.08
Did something to purposely hurt themselves without wanting to die, such as cutting or burning themselves during the past 12 months (self-injurious behavior)			12.86	14.47	11.32
Seriously considered attempting suicide in the past year	13.89	14.29	15.13	14.55	10.97
Made a specific plan about how they would attempt suicide in past year	10.32	10.31	10.76	10.19	8.34
Attempted suicide in the past year	7.59	6.46	6.66	5.74	4.92
Attempted suicide in the past year that resulted in an injury that needed treatment by a doctor or nurse (injurious suicide attempt)	3.37	2.46	2.27	1.87	1.21
Before suicide attempt, asked for help from someone such as a doctor, counselor or hotline- of those that reported a suicide attempt					38.23
Often or repeatedly a parent or adult in their home swore at them, insulted them or put them down (verbal abuse)	14.70	13.48	12.69	11.57	9.93
Often or repeatedly a parent or adult in their home hit, beat, kicked or physically hurt them in any way (physical abuse)	3.29	2.56	2.02	1.74	1.68
Often or repeatedly parents or adults in their home hit, beat, kicked or beat each other up	2.76	2.12	1.60	1.51	1.37
Often or repeatedly, their family has not had enough money to buy food or pay for housing	5.01	4.78	4.29	3.31	3.58
Ever lived with anyone who was having a problem with alcohol use, drug use or problem gambling	20.86	20.67	20.64	16.85	16.74
Ever lived with anyone who had severe depression, anxiety, or another mental illness	22.08	24.13	27.25	28.24	25.55
Ever had anyone in their household go to jail or prison	19.23	15.53	15.26	12.09	11.95
Ever witnessed someone get shot, stabbed or beaten in their neighborhood	17.35	12.99	13.02	9.65	10.83
They were ever forced to do any of the following: have sexual intercourse, touch someone sexually, or be touched by someone sexually	10.71	8.62	9.07	9.78	8.69
They disagree or strongly disagree with the statement, “my family gives me the help and support I need”	7.68	5.86	5.81	6.26	4.55

Students Reported They:	2015	2017	2019	2021	2023
They currently do not live with both parents	38.79	37.64	37.42	35.44	34.19
1 or more reported ACES	68.77	62.36	63.12	59.54	57.56
3 or more reported ACES	25.89	21.88	22.29	19.59	18.34
At this time they were feeling depressed, anxious, afraid, empty or confused because of the death of a close family member or friend				11.97	10.60
Carried a weapon in the past month	13.51	13.75	11.40	9.44	9.14
Carried a weapon on school property in the past month	4.55	3.63	2.65	1.39	1.28
Carried a gun in the past year		3.58	2.79	2.08	2.11
Engaged in a physical fight in past year	20.05	17.85	17.88	11.47	12.62
Were threatened/injured on school property 1 or more times during past year	6.99	5.08	6.09	5.45	5.03
Did not go to school on one or more days in the past month because they felt unsafe	7.06	6.09	7.34	8.15	7.00
Were bullied on school property or on the way to and from school in the past 12 months. (Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student. It is not bullying when 2 students of about the same strength or power, argue, fight or tease each other in a friendly way.)			18.51	13.38	16.26
In the past year, were physically hurt by someone they were dating, “talking to” or going out with	7.77	6.69	5.61	3.89	4.72
Were bullied through social media in the past 12 months	17.94	17.48	16.87	14.07	14.86
Ever used a cell phone, computer or other electronic device to SEND/POST nude or semi- nude pictures or videos of themselves or someone else	16.97	21.90	17.98	13.26	9.93
Ever used a cell phone, computer or other electronic device to RECEIVE nude or semi- nude pictures or videos of someone else	22.70	30.37	25.21	18.17	13.93
Gambled one or more times the past 12 months			10.87	8.84	14.77
Frequency of social media use- several times per day or more					84.07

Students Reported They:	2015	2017	2019	2021	2023
In the past year: (Indicators of problematic social media use)					
Regularly felt like you can't think about anything else except social media					8.77
Regularly felt dissatisfied because you wanted more social media time					10.10
Often felt bad when could not use social media					11.24
Tried to spend less time on social media but failed					29.95
Regularly neglected activities because of social media (hobbies, sports)					12.31
Regularly had arguments because of social media use					9.15
Regularly lied to friends/parents about time spent on social media					8.60
Often used social media to escape negative feelings					32.49
Had serious conflict because with parent(s), guardian(s), brother(s), sister(s) because of social media use					6.64
Problematic social media use(5 or more yes to Social Media Disorder Screening					7.22
Ever used a vape product	31.63	31.53	36.16	22.59	16.46
Used an vape product before age 13	3.65	3.96	4.40	3.58	3.21
Used vape product on one or more of the past 30 days	20.09	19.80	22.23	12.10	7.76
Ever tried smoking cigarettes, even one or two puffs			12.98	7.21	6.61
Tried cigarette smoking, even one or two puffs, before age 13			5.16	2.76	2.52
Smoked cigarettes on one or more days in the past 30 days [Current smoker]	7.81	5.08	3.34	1.66	1.33
Smoked cigars or Black & Milds in the past month	10.78	8.22	5.09	1.79	2.74
Think vape products are addictive				81.57	80.45
Ever used marijuana	31.02	29.85	29.46	19.86	18.23
Used marijuana before age 13	6.39	5.19	4.70	2.67	2.82
Used marijuana in the past month [Current users]	19.96	18.98	19.15	12.60	10.49
Ever used CBD (cannabidiol) in any form (edibles, vapes, liquid, lotion, etc.)				19.90	16.05

Students Reported They:	2015	2017	2019	2021	2023
Ever drank one or more drinks of alcohol in their lifetime (not including for religious purposes)	50.24	48.67	42.54	32.67	30.75
Had their first drink of alcohol before age 13, other than a few sips	11.67	10.63	9.97	6.04	5.83
Had at least one drink of alcohol in the past month	27.24	26.24	21.74	14.50	11.87
Engaged in binge drinking one or more times during the past month (4 or more drinks of alcohol in a row, within a couple of hours)			11.17	8.29	6.38
Ever used cocaine		3.72	2.72	1.45	1.14
Ever used heroin	3.94	2.61	1.96	0.99	1.00
Ever used ecstasy	5.58	3.62	2.82	1.43	1.25
Ever used hallucinogenic drugs such as LSD, acid, PCP, angel dust, mescaline or mushrooms	6.52	5.11	4.30	2.90	3.00
Ever injected any illegal drug into their body	3.08	2.28	1.62	0.95	0.89
Ever took any form of over-the-counter (OTC) drug to get high	6.61	5.67	5.27	2.73	3.16
Ever misused prescription PAIN MEDICINE (examples, OxyContin, Hydrocodone, Percocet)			9.15	5.03	5.16
Ever misused prescription SEDATIVE MEDICINE (examples, Xanax, Zannie bars, Klonopin, K-pins, Valium)			4.65	2.09	1.86
Ever misused prescription STIMULANT MEDICINE (examples, Adderall, Ritalin, and other ADHD medicine) ²⁵			7.14	4.59	3.94
Ever misused prescription PAIN, SEDATIVE AND/OR STIMULANT MEDICINE			14.07	8.35	7.69
During the past year, were offered, sold, or given you any drugs on school property or on the way to/from school (count marijuana, cocaine, heroin, etc. and prescription medicines that were not yours)				7.77	7.09
Their parents feel it would be <u>very wrong</u> or <u>wrong</u> for them to:					
Drink alcohol		70.45	75.23	75.39	77.10
Smoke		94.61	96.44	96.24	95.71
Use marijuana		84.08	84.77	84.45	87.71
Use vape products		83.08	87.54	92.05	93.11

Students Reported They:	2015	2017	2019	2021	2023
Looked at their phone to change the music, use social media or text, while driving a car or other vehicle - of those who drove in the past month [Distracted driving]		30.73	28.45	30.05	29.58
In the past month, rode in a car with a driver who had been drinking alcohol	16.85	14.96	12.98	8.53	8.38
Drove a car after drinking alcohol – of all students		3.75	2.94	1.63	1.88
Drove a car after drinking alcohol-only of those who drove in the past month		7.08	5.81	3.53	3.78
In the past month, rode in a car with a driver who had been using marijuana, pills or other drugs	17.28	15.43	14.88	8.00	7.66
Drove a car when they had been using marijuana, pills or other drugs– of all students		6.59	5.87	2.48	2.52
Drove a car when they had been using marijuana, pills or other drugs– only of those who drove in the past month		12.24	11.47	5.39	5.10
Ever engaged in sexual intercourse	32.22	29.70	28.40	18.72	19.04
Had sexual intercourse before age 13	5.44	4.05	3.48	2.26	1.81
Had sexual intercourse with 4 or more partners in their lifetime	9.78	7.85	6.47	3.39	2.85
Engaged in sexual intercourse in the past 3 months [sexually active]	24.36	22.56	20.77	13.16	13.02
Used alcohol or drugs before they had sex the last time, of currently sexually active students	28.68	23.69	21.00	20.32	18.66
Their partner used a condom, last time they had sex – sexually active females	57.61	51.69	54.28	51.18	53.20
They used a condom, last time they had sex – sexually active males	63.82	61.40	61.18	58.74	59.60
Engaged in one hour or more of physical activity daily during the past seven days	22.25	21.41	22.37	25.08	28.60
Engaged in one hour or more of physical activity daily during five of the past seven days	44.58	42.53	44.18	48.89	52.96
Did not engage in one hour of physical activity on any of the past seven days	18.12	19.42	16.84	14.40	12.67
Get 8 or more hours of sleep on an average school night	27.55	26.88	26.85	28.51	29.18
Get 6 or less hours of sleep on an average school night	45.14	46.05	45.13	43.09	41.14

Students Reported They:	2015	2017	2019	2021	2023
Agree or strongly agree with the statement “My family gives me help and support when I need it”	82.28	84.59	84.36	82.81	86.48
Agree or strongly agree with the statement “In my family there are clear rules about what I can and cannot do”	82.80	84.73	86.45	86.52	87.23
Agree or strongly agree with the statement “I get a lot of encouragement at my school”	65.58	64.96	62.58	59.78	60.76
Agree or strongly agree with the statement “In my community I feel like I matter to people”	57.68	59.17	58.06	57.49	61.59
Know of one or more adults (other than their parents) they can go to and discuss important questions about their life	82.72	82.91	82.95	81.76	84.23
Spend one or more hours per week helping others without getting paid (volunteering)	53.61	52.32	54.21	36.27	39.50

RESOURCE	CONTACT INFORMATION
<p>211 A 24/7 hotline to connect with a counselor to help you with anxiety, depression, suicidal crisis, addiction or other mental health needs. Free and confidential.</p>	<p>Call: 2-1-1 Text: 898211 Website/Online Chat: https://211lifeline.org/</p>
<p>988 Suicide and Crisis Hotline A 24/7 hotline to connect with a counselor for emotional support and counseling if you are in suicidal crisis or emotional distress. Free and confidential.</p>	<p>Call: 9-8-8 or 1-800-273-8255 Text: “Got5” to 741741 Website: https://988lifeline.org/ Online Chat: https://988lifeline.org/talk-to-someone-now/</p>
<p>NYS Quitline Resources and support to help you stop smoking or vaping. Free and confidential for New York State residents. Monday-Thursday 9 a.m. – 9 p.m., Friday-Sunday 9 a.m. – 5 p.m.</p>	<p>Call: 1-866-697-8487 Text: 1-716-309-4688 Website/Online Chat: nysmokefree.com</p>
<p>This is Quitting A free, anonymous text messaging program to help young people quit vaping.</p>	<p>Text: “DITCHVAPE” to 88709</p>
<p>HOPEline A 24/7 hotline to connect with counseling for addiction. Free and confidential.</p>	<p>Call: 1-877-846-7369 Text: 467369 Website: https://oasas.ny.gov/hopeline</p>
<p>CyberTipLine Report suspected online sexual abuse and exploitation of children. Also provides assistance and support for victims and families.</p>	<p>Call: 1-800-843-5678 Website: https://www.missingkids.org/cybertipline</p>
<p>National Human Trafficking Hotline A 24/7 hotline for victims, survivors and witnesses of human trafficking. Confidential.</p>	<p>Call: 1-888-373-7888 Text: “HELP” or “INFO” to 233733 Website/Online Chat: https://humantraffickinghotline.org</p>
<p>National Teen Dating Abuse Helpline 24/7 support and online resources for teens and young adults who have questions about dating, healthy relationships, relationship abuse and personal safety. Call or Online Chat for serious or urgent situations. Free and confidential.</p>	<p>Call: 1-866-331-9474 Text: “LOVEIS” to 22522 Website/Online Chat: https://www.loveisrespect.org/</p>
<p>National Runaway Safeline 24/7 support for youth who are homeless or experiencing a crisis at home. Free and confidential.</p>	<p>Call: 1-800-786-2929 Website/Online Chat/Email: https://www.1800runaway.org/</p>
<p>NYS HIV/STI/HCV Hotline Provides HIV, STI and Hepatitis C education, risk-reduction information and referrals. Free and confidential. Monday-Friday 8 a.m. – 8 p.m., Saturday-Sunday 10 a.m. – 6 p.m.</p>	<p>Call: 1-800-541-2437 Website: https://nyaidslines.org/</p>
<p>The Trevor Project A 24/7 hotline for LGBTQ young people to connect with a counselor for emotional support and counseling if you are in suicidal crisis or emotional distress. Free and confidential.</p>	<p>Call: 1-866-488-7386 Text: 678 678 Website/Online Chat: https://www.thetrevorproject.org/</p>