Agenda

Lyon County School District Board of Trustees

A Workshop of the Board of Trustees of Lyon County School District will be held on Wednesday, March 19, 2025, beginning at 4:00 PM at the following location:
Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 3:00 pm the day before the board meeting by clicking here. Public comment will be forwarded to all LCSD Trustees prior to the board meeting. Please note that this link is monitored for public comment only.

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 3
6. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.
7. **(For Possible Action)** Discussion and possible action regarding the eight inquiry areas for the 2025-2026 District Performance Plan. This item is being presented by the Executive Cabinet. **23**
8. **(For Possible Action)** Discussion and possible action regarding previous survey data and a proposed survey for LCSD staff. This item is being presented by the Executive Cabinet. **25**
9. **(For Possible Action)** Discussion and possible action regarding school safety. This item is being presented by Board President Hendrix. **469**

10. **(For Possible Action)** Discussion and possible action regarding Policy ICA: Development of Master Calendar. This item is being presented by Board President Hendrix. **494**

11. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.

12. ADJOURN:

If you have questions or public records requests, please contact the LCSD Communications and Public Relations Officer at (Communications@lyoncsd.org).

The notice for this meeting was posted at the Lyon County School District Administrative Office and posted to the Lyon County School District website (http://lyoncsd.org) and the Nevada Public Notice Website (http://notice.nv.gov) in accordance with NRS 241.020 (3) (b).

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY
The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This Non-Discrimination policy covers admission, access, treatment, and employment in the District's programs and activities, including Occupational Education. For information regarding opportunities, policies, or the filing of grievances, contact your school principal.
The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email mheim@lyoncsd.org, or call (775) 463-6800 Ext. 10034 at least one week prior to the meeting.

Workshop Minutes

Lyon County School District
Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held **February 19, 2025** beginning at 4:00 PM in the Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER
   President Hendrix called the workshop to order at 4:07 pm.

2. PLEDGE OF ALLEGIANCE
   The Pledge was led by Superintendent Logan.

3. WELCOME OF GUESTS
   President Hendrix welcomed guests and staff.
   In attendance:
   President Tom Hendrix
   Clerk Dawn Carson
   Trustee Elmer Bull
   Trustee Darin Farr
   Trustee Sherry Parsons
   Trustee Bridge Peterson
   Trustee James Whisler
   Superintendent Tim Logan
   Deputy Superintendent Dawn Huckaby
   Executive Director of Human Resources BillieJo Hogan
   Executive Director of Special Services Rachel Stewart
   Executive Director of Education Services Heather Moyle
   Executive Director of Education Services Jim Gianotti
   Professional Development Manager Damon Etter
   Communications and Public Relations Skyler Tremaine
   Administrative Assistant Margaret Heim, Eric Nelson PhD., Noel Chounet, Brent Lovett, Deanne Davis, Jim Davis, Wendy Madson, Charles Shirley, Michele Gibbons, Patricia de la Cuesta.

4. APPROVAL OF AGENDA

   Trustee Farr made a motion to approve the agenda as presented.
   Trustee Bull seconded.
   The motion carried unanimously, 7-0.

5. PUBLIC PARTICIPATION: Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction.
Jim Davis spoke on item 6 involving academic quality, criterion-referenced testing and the results shown on the Nevada Report Card. He shared his findings and hopes that the district will not continue the path of decline. Regarding item 7, future agenda items, he would like to see more board discussion on this topic and spoke more about the low ranking of Nevada schools. See attached comment.

Patricia de la Cuesta spoke about the plummeting scores in schools, failure to address the problem, and setting goals.

Eric Nelson spoke on items 6-7 and gave out an analysis of multi-year data from the Nevada report card and commented on the fluctuations and trends. He made recommendations to board and administration, including wide-net variable logistics regression and looking at already studied methods for increasing competencies.

Deanne Davis spoke on the effects of failure as a motivator for change and improvement. She shared data comparing Lyon County high schools to others in Nevada, showing the potential for improvement. She stressed the eagerness to see improvement, as in the attendance rates, and sharing success to boost morale. See attached comment.

Michele Gibbons appreciated the comments and suggestions already shared. She spoke on getting students enthusiastic about education. There are similar problems in other areas, and suggested reaching out to connect with those that have had success.

Charles Shirley, former school board member and teacher, appreciated seeing familiar and new faces. He encouraged putting a plan together to bring the kids to where they need to be.

6. **(For Discussion Only)** Review and discussion of the Lyon County School District Performance Plan including but not limited to a presentation by the executive cabinet, core values, data review and future goals.

Superintendent Logan thanked the public for their comments and concerns. Today's discussion is about the LCSD 2025-26 school year goals and performance plan made together with board members and district administration. These are not for this school year.

Director Stewart spoke on assessments and the traditional thought that assessments pass or fail a student in a single snapshot of a student's life. Assessments can be “for” learning, aligning with student ownership, creating confidence in a student's growth during their lifespan. Regardless, expectations and standards are still required. Comparing students to one another and standard benchmarks do not show all the growth. Norm-referenced testing tells where one is, Criterion-referenced benchmarks tell where one ought to be, keeping in mind that benchmarks change from time to time. LCSD uses iReady and Measures of Academic Progress (MAP) assessments, staggered throughout the year, along with Smarter Balanced Assessment Consortium (SBAC) and American College Test (ACT). The number

of tests have increased in the last years.

PD Manager Damon Etter spoke about the historical assessment data and the national comparison chart. Required tests have changed over time. Passing the proficiency exams from 2008 - 2015, was required to graduate. Later, in 2015, Every Student Succeeds Act (ESSA) replaced No Child Left Behind and the proficiency tests were no longer needed to graduate. Common Core Standards came out at the same time and other changes like moving from Criterion Referenced Tests CRT to SBAC took place. One assessment, the End of Course (EOC) exam, was given as a pilot by the state, but was later replaced by the ACT. Some notes about the ACT: students are only required to take the test, not pass it, to graduate. They take it in their Junior year, and are typically taking Algebra at the same time. This is the first timed test that our students take. Students are asked if they intend to go to college.

There was discussion about incentivizing students to want to do well on the ACT. The score can determine if a student can move ahead in Math in college, scores are marketable for getting scholarships, and when taken as a Junior in high school, can determine if they are deemed "College and Career Ready". This allows them to replace a math class with a CTE class or alternative during their senior year. In spite of incentives, there is a disconnect in students taking the exam with the motivation to do well. There could be better communication to students regarding the impact the ACT score can have. ACT uses the score of 17 and the state of Nevada uses the score of 21.

The presentation moved to the national comparison and LCSD scores. The SBAC is the proficiency test used for 3rd through 8th grade. SBAC does not provide cumulative data for comparisons in the nation. Only 18 states use SBAC and the other states use something different. Because of this, proficiency among the states is not easy to gauge. Only 8 states assess all of their students. California assesses 4% of students, specifically those that are college-bound. There was discussion regarding what goes into the scores, like the ACT score, and details of the test. There were questions regarding students prepared for taking the test. Teachers do give preparation to students.

MAP gives the national comparison and is a norm-referenced test and is used in all 50 states. Data changes every 5 years as they "norm" the tests. This does not compare one state to another, but it does place a student nationally.

Director Hogan spoke on the MAP assessment. It uses a scale to accurately measure what a student knows, regardless of grade level. It tracks what a student knows over time, tracking them across the years. Teachers are given strategies to assist each student or class, based on their scores in each category. Schools have data teams to work together to share strategies, group students, and work on lessons. Teachers also work together in strategy groups. Part of the strategies are to provide incentives to reach individual personal growth goals. Students get excited to improve. The principal reviews data and works with teachers to support them, watching their progress in helping students reach individual growth goals. Parent-Teacher conferences are the time to discuss growth and incentives with parents. They spoke on the typical drop in scores after summer break, moving into a higher grade, particularly going

into second grade, when they are expected to read on their own.

iReady information was presented by Director Moyle. College and Career Readiness interventionists are at every site, K-12, and focus on the lowest 20th percentile. Reading intervention is a focus and they use the MAP data to monitor students closely. Using the latest data from 2024 winter, she showed district wide students K-8, 25% are at grade level, 46% are one grade level below, and 29% are at risk meaning 2 or more grade levels below. Results through iReady can be broken down by school, classrooms, groups, and by student. The data shows improvement. Thiis goes out weekly in usage reports to principals and teachers.

They had a discussion regarding typical individual growth and stretch growth. When stretch goals are met there is a higher percentage of students who will be proficient on SBAC. The scores are determined by iReady. From fall to winter, improvements in individual growth can be seen. With iReady, teachers and students have a personalized focus, that is computer-adapted. Students are encouraged to spend time on their MyPath to improve. iReady K-8 results for English Language currently serve as a baseline as this was the first term for taking iReady for Reading. It aligns well with the HMH curriculum and gives a consistent report for teachers to use. Teachers report that it is strong in foundational skills.

Director Gianotti presented the WorkKeys Program currently being piloted at Dayton High School. He encouraged implementation at all of the high schools. The program is part of the ACT Suite. It is a curriculum that can be presented in advisory or other classes, with assessments to earn certificates. Credentials earned help students to be career-ready with industry standard certificates. Local facilities recognize WorkKeys along with our other CTE apprenticeships. Participation would enhance the skills needed in taking the ACT. He gave an example of a WorkKeys question that directly correlates with similar ACT questions. This could be utilized by all students. DHS will have the sophomores take the assessment and let seniors retake to get a higher score later. They spoke on the various levels of use that all point toward graduating students to be college and/or career ready.

There is interest in making the district mindset less on the benchmarks, and more focused on individual growth and individual pathways for students.

The break was taken at 6:00 pm and the meeting resumed at 6:20 pm.

Superintendent Logan spoke about the state template that requires the formation of a district goal, annual objectives and improvement strategies. The vision and goal of the district:
Graduate all students of Lyon County School District to be college, career, and life successful.
Objective 1: **In grades K-8, at least ~~55%~~ changed later to 58% of students in LCSD will meet or exceed their personal typical growth in math and reading from beginning of year (BOY) assessment to end of year assessment during the 2025-26 school year.**

Last year, 53% of LCSD students in Math meet their typical growth and 25% of those met their stretch growth. Currently, we are using iReady diagnostic assessments for math and reading. Reminder, iReady Math is the curriculum for K-8. HMH is the ELA/Reading curriculum for K-6 and StudySync is 7-12th grade for ELA. Teachers like the iReady Assessment capabilities, and how it corresponds nicely with the other curriculum. They talked about the amount of testing the students have to do, and "testing fatigue" for both students and teachers.

There was discussion regarding the goal being attainable, or using a stretch goal as motivation. They spoke about the assessments that are required. SBAC is required once a year, and the district is piloting MAP for the state to see if it could replace SBAC in the future. The district uses iReady and it's data for monitoring progress. SBAC results come later in July and do not contribute to day to day progress monitoring. iReady curriculum and assessments inform instruction for a personalized path, give the typical and stretch goals, and are aligned to the state standards required to teach. The district would like to propose dropping MAP for math and just use iReady, as the one platform for assessment. The state will still have the final say. There was discussion and concern regarding the comparison data used on the Nevada Report Card, which are results of the SBAC and ACT. There has been an internal debate with the Cabinet because going this way will end the MAP data for tracking purposes. The Multi-Tiered System of Support (MTSS) interventions directly relate to the findings in progress monitoring and tie to iReady data charts. Professional development for teachers is also linked to the data. Too many data sources, ie MAP, SBAC, iReady, are not beneficial. One focus is better. The downside is that not all counties use iReady so there comparisons will not be possible.

Superintendent Logan summarized the conversation, understanding that the board is fine with dropping MAP if possible, and implementing the iReady assessment for Math and Reading. This is not being decided today.

Objective 2: **LCSD will move from 88.7% to 89.7% graduation rate by the end of the 2025-26 school year.**

Objective 3: **Increase K-12 work-based learning opportunities provided to all students in the LCSD by 10% by the end of 2025-26 school year.**

There are almost 8000 students in LCSD are participating in work-based learning. Last year there were 4000. OSHA 10 certificates will be earned by over 400 students this year. There are not enough teachers, which limits the courses available to students. The district is actively working on more opportunities.

Objective 4: **Increase the total number of students participating in K-12 work-based learning opportunities in LCSD by 10% by the end of the 2025-26 school year.**

Objective 5: **100% of LCSD high schools will implement WorkKeys for students by the end of their 10th grade year. The district will accomplish this by the end of the 2025-26 school year. This will serve as a baseline for students earning the bronze, silver, gold,**

and platinum certificates. WorkKeys is for high school. If agreed, proposals would come to the board for approval. It would not be paid for by the state so it would be dependent on the LCSD budget. WorkKeys will be part of the work-based learning and overall certifications that we want for students. It is correlated to the ACT and skills acquired will be used in the workforce.

Objective 6: **The percentage of college-bound students in grade eleven earning a composite score of 16 - 36 will increase by 5% from the 2024-25 school year to the end of the 2025-26 school year.**

Trustee Farr suggested an objective to reduce absenteeism. The Nevada Report Card shows LCSD currently at 38.5%. Several strategies were mentioned to work with parents and SROs to get kids excited to be in the classrooms. There was discussion regarding the high school supplemental material ALEKS. Students receive a pathway after taking a knowledge check exam. Teachers have goals to reach 5 topics a week. The administrators see the weekly usage report.

President Hendrix suggested an increase the Objective #1 percentage from 55% to 58%. There was discussion about students meeting or exceeding their personal typical growth in math and reading assessments, and if it should be even higher, 60%. The purpose needs to be student achievement, not just arbitrary numbers. The DPP will guide the school performance plans (SPP) and objectives. There is a trickle-down effect where teachers, admin, data teams, will all feel it, and will want to celebrate, not fail. Failure can hurt the morale and climate of the school. They spoke on what is happening in the classrooms, the influencers, the factors that brought the numbers down in the first place. Covid was a factor. Teachers know all about goals and want to succeed and excel, however, they know the students and their individual challenges and struggles.

There was consensus that using iReady, moving away from MAP testing, for the reading assessment will help the teachers and improve the culture.

Superintendent Logan spoke on the improvement strategies discussed by the board and agreed that they will help to reach the goals, supported by upcoming programs like the recruitment and retention plan. He summarized the objectives and discussion.
The board would like updates after the iReady tests happen so there can be some discussion in the board meetings.

Added Objective 7: **LCSD will reduce the chronic absenteeism rate by 10% from the 2024-25 school year to the 2025-26 school year.** Schools are already focusing on this, and the district has implemented the Student Absenteeism Advisory Board (SAAB).

Superintendent Logan concluded the discussion with a note of appreciation for everyone's thoughts and participation. The final goal and objectives will be brought forward in an agenda item at the February 25, 2025 board meeting.

7. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Hendrix and Superintendent Tim Logan.

8. PUBLIC PARTICIPATION: Items not listed on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).

   Charles Shirley for this to work putting the goal out there, starts with everyone in the room, to the leadership. Secondly, if you give teachers the support, they will accomplish the goals.

9. ADJOURN: Adjourn: 8:07 pm

The notice for this meeting was posted at Lyon County School District Administrative Office, Lyon County School District websites (http://www.lyoncsd.org) and the Nevada Public Notice Website (http://nv.gov) in accordance with NRS 241.020 (3)(b).

Lyon County School District Statement of Nondiscrimination and Accessibility
The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This non-discrimination policy covers admission, access, treatment, and employment in the district's programs and activities, including occupational education. For information regarding opportunity policies, or the filing of grievances, contact your school principal.

The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the administrative assistant to the superintendent and board of trustees, in writing at 25 E. Goldfield Avenue, Yerington, Nevada 89447; e-mail at mheim@lyoncsd.org; or by calling (775) 463-6800 ext. 10034, at least one week prior to the meeting.

LCSD School District Meeting
January 28, 2025
Public Comment

Comments by: **Jim Davis**

Topic: **Academic Quality Measurements** AGENDA ITEM 6

Two and a half years. I'd like you to keep that timeframe in mind during my comments and I'll show how it pertains shortly.

All school districts in Nevada participate in **Criterion Reference Testing** from 3rd through 11th grade.

All the data presented here is from the website called "**Nevada Report Card**".
https://nevadareportcard.nv.gov/di/main/assessment

I hope you will not take my comments at face value, but rather I hope that each of you will put in a little time to research this to verify it for yourself.

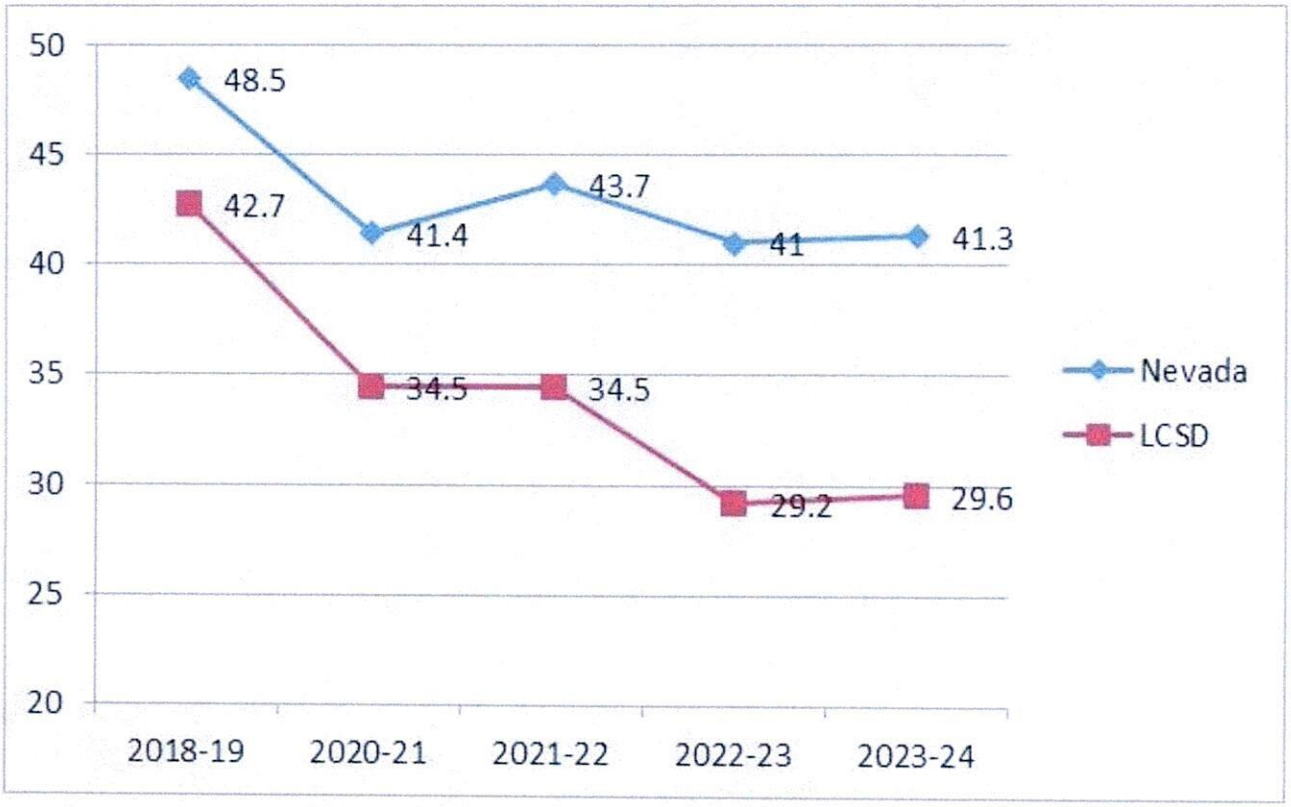
Prior to 2018, Lyon County was typically ABOVE the state averages.

In 2018 Lyon County was typically a little below the Nevada average and **as of 2024 our district is way below average** in academic proficiency.

In SY 2023-2024 The Nevada average for Grades 3-8 English Language Proficiency was only 41% while Lyon County schools scored just 30%.

CRT GRADES 3-8 English Language Arts Proficiency

	2018-19	2020-21	2021-22	2022-23	2023-24
Nevada	48.5	41.4	43.7	41	41.3
LCSD	42.7	34.5	34.5	29.2	29.6



The Nevada average for Grades 3-8 Math Proficiency was about 33% while Lyon County schools was under 25%.

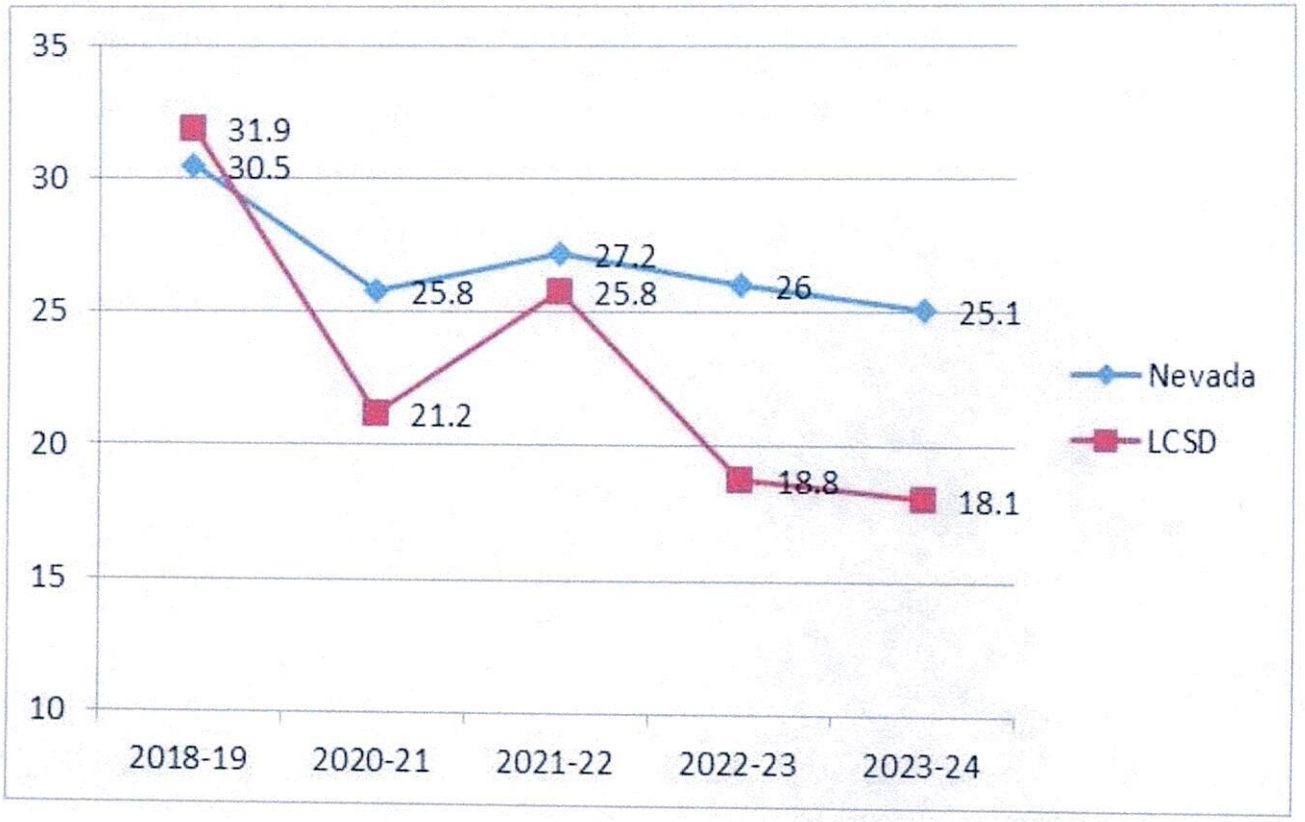
CRT GRADES 3-8 Math Proficiency

	2018-19	2020-21	2021-22	2022-23	2023-24
Nevada	37.5	26.3	29.8	31.3	32.6
LCSD	34.3	21.5	26.8	24.4	24.6

The average for Grades 5-8 Science Proficiency was 25% while Lyon County schools reached just 18%.

CRT GRADES 5-8 Science Proficiency

	2018-19	2020-21	2021-22	2022-23	2023-24
Nevada	30.5	25.8	27.2	26	25.1
LCSD	31.9	21.2	25.8	18.8	18.1



The average for Grades 9-10 Science Proficiency was 20% while Lyon County schools got under 15%.

CRT GRADES 9-10 Science Proficiency

	2018-19	2020-21	2021-22	2022-23	2023-24
Nevada	26.9	29.7	20.7	20.1	20.2
LCSD	25.1	25.3	21.6	16.3	14.7

The Nevada average for Grades 5-8 English Language Proficiency was about 46% and trending flat while Lyon County schools averaged just 27% in a steep decline.

CRT GRADE 11 English Language Arts Proficiency

	2018-19	2020-21	2021-22	2022-23	2023-24
Nevada	46.7	46.7	45.2	45.9	45.6
LCSD	43.2	37	37.5	33.9	27.4

The Nevada average for Grade 11 Math Proficiency was about 19% while Lyon County schools averaged just 9%, less than HALF of the state average.

This Lyon county average has fallen by over 15 percentage points over the last 4 years. That's nearly a 4% per year decline.

If this rate continues, in just 2.5 years, the 11th grade math proficiency will be ZERO.

Stated differently, **by 2028 Lyon County will have zero 11th grade students that are proficient in math.**

CRT GRADE 11 Math Proficiency

	2018-19	2020-21	2021-22	2022-23	2023-24
Nevada	25.5	22.4	20.5	19.7	19.4
LCSD	24.4	18.4	14.7	10.2	9.2

In closing, I see the opportunity for change ahead and these trends do not need to continue.

We now have a new school board. We now have a new superintendent.

You can be the school board that reverses this trend.

You can be the superintendent that reverses this trend

Please take this very seriously and act quickly with the urgency this issue demands.

It is up to you to put in place the necessary changes that will reverse this downward trend.

Thank you for serving and thank you for listening.

LCSD School District Workshop
February 28, 2025
Public Comment

Topic: **Academic Quality in Nevada** , FUTURE MEETING TOPICS AGENDA #7

Unfortunately, Nevada schools rank near the bottom of nationwide **quality of education** assessments. When this has been brought up to the board before, the response has often been "***That's in funding, not quality***". It is clearly NOT about funding and is about quality.

I assure you the data shows that Nevada ranks near the bottom of the barrel.

US News and World Reports **45th**
https://www.usnews.com/news/best-states/rankings/education/prek-12

#6 Utah
#19 Wyoming
#23 Idaho
#27 Montana
#45 Nevada
#47 Arizona
#50 New Mexico

World Population Review **48th**
https://worldpopulationreview.com/state-rankings/public-school-rankings-by-state

#14 Wyoming
#27 Montana
#33 Idaho
#37 Utah
#47 New Mexico
#48 Nevada
#50 Arizona

Scholaroo **48th**
https://scholaroo.com/report/state-education-rankings/

#14 Wyoming
#27 Montana
#33 Idaho
#37 Utah
#47 New Mexico
#48 Nevada
#50 Arizona

Education Week **50th**
https://www.edweek.org/policy-politics/map-a-f-grades-rankings-for-states-on-school-quality/2021/09#top-to-bottom-rankings
(51 Rankings included DC separately)

#6	Wyoming
#26`	Utah
#34	Montana
#40	Idaho
#46	Arizona
#50	**Nevada**
#51	New Mexico

Forbes **45th**
https://www.forbes.com/sites/reneemorad/2020/08/04/states-with-the-best-public-schools/
(51 Rankings included DC separately)

#18	Utah
#19	Wyoming
#26	Montana
#38	Idaho
#45	**Nevada**
#49	Arizona
#51	New Mexico

WalletHub **42nd**
https://wallethub.com/edu/e/states-with-the-best-schools/5335
(51 Rankings included DC separately)

#15	Utah
#19	Montana
#25	Wyoming
#39	Idaho
#42	**Nevada**
#49	Arizona
#51	New Mexico

In every case, Utah, Idaho, Wyoming and Monana are ahead of Nevada.

I urge you to research this for yourself and you might find other organizations that rate states in education quality. You could find someone that rates Nevada 40th or so, but the overall situation is still alarming.

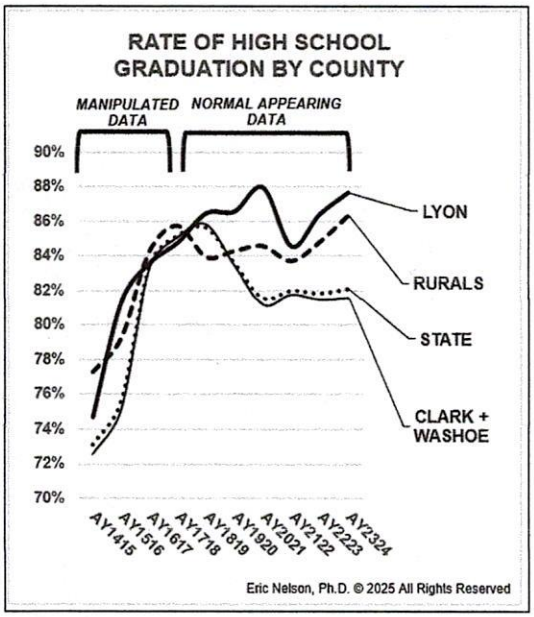
I'd like to see Lyon County excel and do our part to bring up Nevada in these assessments. Please take actions to **Make Lyon County Schools Great Again**.

Thank you.

ANALYSIS OF MULTI-YEAR DATA

Eric Nelson, Ph.D. phd@fastmail.com

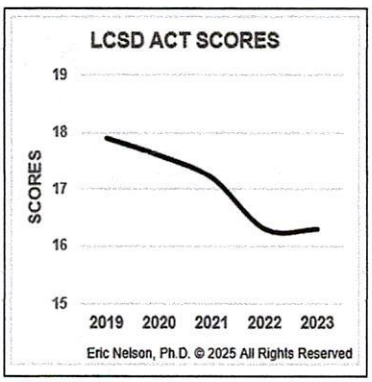
FIG. 1 RATES OF HIGH SCHOOL GRADUATION, BY COUNTY, FOR ACADEMIC YEARS 2014/15 TO AY23/24



Data source: nevadareportcard.nv.gov

- Fig. 1 shows, for graduation rates:
  - Data was manipulated in Academic Year 2014/15 to AY16/17. It is statistically impossible that improved education increased all four measures from the middle 70's to the middle 80's in a three year period. The most likely explanation is graduation standards were uniformly lowered state-wide.
  - Lyon Co. has a higher graduation rate, closely followed by the rurals. Clark+Washoe has the lowest rate. Together they drag the state average down.
- Fig. 2 shows diminishing LCSD ACT scores from 2019 to 2022, while at the same time the graduation rate held steady (mean=86.6%, sd=1.3%). These data seem inconsistent, because a reducing ACT rate predicts a reducing rate of graduation; yet, that reduction is not seen.
- Fig. 3 & 4 show, for LCSD, a steady decline in math and English proficiency over the seven year period from AY17/18 through AY23/24. These data seem inconsistent, because reducing English and math scores predict a reducing graduation rate; yet, that reduction is not seen.

FIG. 2 LCSD ACT SCORES 2019-2023



Data source:
State of the District (2024) LCSD, at p. 12.

FIG. 3 MATH PROFICIENCY AY17/18 TO AY23/24

COUNTY	TREND
Carson City	
Churchill	
Clark	
Douglas	
Elko	
Humboldt	
Lincoln	
Lyon	
Nye	
Washoe	
White Pine	

Data source, Fig. 3 & 4:
nevadareportcard.nv.gov, Grade 11 HS English & math.

NOTE: Not all counties report all data.

FIG 4. ENGLISH PROFICIENCY AY17/18 TO AY23/24

COUNTY	TREND
Carson City	
Churchill	
Clark	
Douglas	
Elko	
Eureka	
Humboldt	
Lander	
Lincoln	
Lyon	
Nye	
Pershing	
Storey	
Washoe	
White Pine	

My name is Deanne Davis

Agenda Item: Improving Performance of Lyon County High Schools

Please include my comments in the minutes.

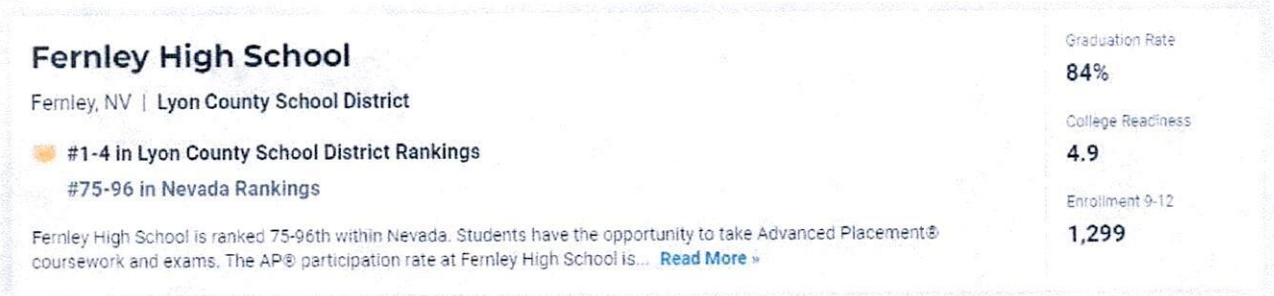
As a public school teacher most of my life, I am well aware of the effects of failure on students and teachers, especially when they may be trying their best every day and still not seeing success. No one likes losing, or being in last place.

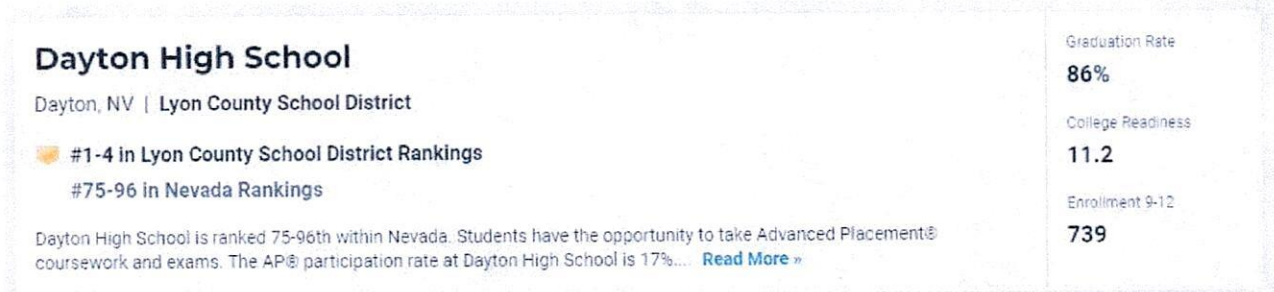
When we find ourselves in that position, it is important to take an honest look at what is working and what is not, and make a decision to change. The anger or frustration we feel can provide the motivation necessary to improve.

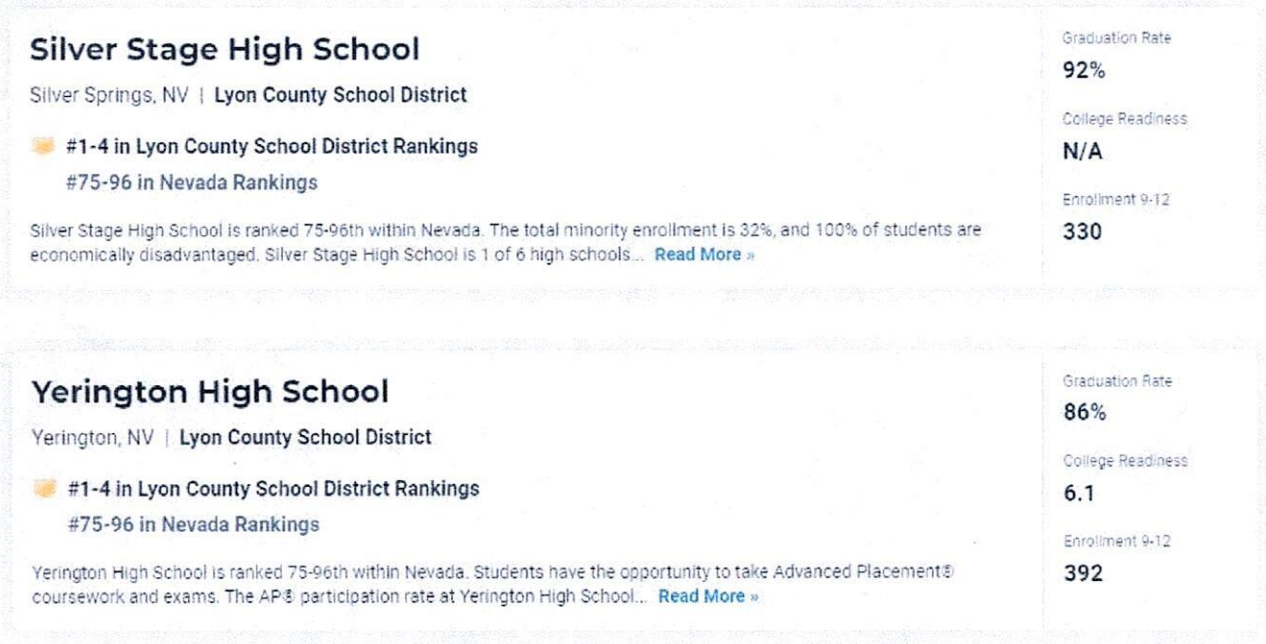
I want to share some data that compares Lyon County high schools to others in Nevada.

U.S. News and World Report ranks each of Lyon County's high schools in the **bottom 25%** compared to other 96 high schools in Nevada.
https://www.usnews.com/education/best-high-schools/nevada/districts/lyon-county-school-district-108954

In order to avoid embarrassment by saying who's at the very bottom of the list, the report does not provide a specific ranking for the lowest performing schools, but rather just states we are in the bottom 25%. Their ranking is based on a combination of proficiency tests, college readiness, and graduation rate.







Being at the bottom in a state that is already near the bottom nationwide is not a good place to be.

If our schools were a home for sale, the realtor might describe them as a "fixer-upper with great potential." And we do have a lot of potential to improve.

I'm glad that you are taking student achievement seriously by meeting today and I hope you will work together to come up with a plan to really overhaul our schools and give our students the education they deserve.

I would encourage you to remember that small successes can lead to bigger success. If you show the public graphs or charts of where we are now and can show even some small improvement over the coming months, it will encourage everyone that things are moving in the right direction, and help to improve morale. Keeping charts or graphs visible and referring to them often will help everyone reach for a common goal and stay motivated.

One area that would be a good place to start is attendance rates. Students can't learn if they are not at school. As you emphasize attendance and compare graphs from school to school, it can become a healthy competition and you will see improvements simply because you are tracking it. The school where I taught in east Los Angeles kept our attendance rate between 93-96% with this method. Lyon County attendance is nowhere near this, so there is a lot of room to improve.

The public is eager to see something improve.

Perhaps as a board you can instruct the principals at each school to create and display graphs and share with the public each month (or year to year) showing easy to track things that will improve achievement such as:

- Attendance Rate each month
- Number of Accelerated Reader books read
- Number of students taking AP classes or exams
- Number of students earning CTE certifications
- Number of i-ready tests taken
- Percent of students attending extra-curricular clubs/activities on campus

As you track and share small improvements it will help boost morale and lead to more success.

Lyon County School District
Board Memo

Date: March 19, 2025

To: Board of School Trustees

From: Dawn Huckaby, Deputy Superintendent

Re: District Performance Plan (DPP) Goal and SMARTIE Goals for 2025-2026

Recommendation

That the Board of Trustees approve the 2025-2026 Lyon County School District Plan (DPP) goal and SMARTIE goals.

Background Information

Pursuant to NRS 385A.650(1), "each school, including without limitation, each charter school, shall […] prepare a plan to improve the achievement of pupils enrolled in the school." This requirement applies to all schools, including Correctional, Alternative, and Special schools.

In addition, Section 1112 and 1114 of the Every Student Succeeds Act (ESSA) requires ongoing improvement efforts to address areas of need and ensure equitable outcomes for all students.

During the February 19, 2025 board workshop and the February 25, 2025 board meeting, the Board of Trustees and LCSD staff discussed the need for changes in the upcoming state required District Performance Plan. During the workshop and board meeting, the following goal and SMARTIE goals were discussed below. SMARTIE goals are required by the Nevada Department of Education are goals which are Specific, Measurable and Meaningful, Achievable and Acceptable, Relevant and Reasonable, Timely and On Track, Inclusive and Equitable.

Goal: Graduate all students of Lyon County School District to be college, career, and life successful.

- **SMARTIE GOAL #1:** In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.
- **SMARTIE GOAL #2:** In grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.
- **SMARTIE GOAL #3:** Lyon County School District will increase the graduation rate from 88.7% to 89.7% by the end of the 2025/2026 school year.
- **SMARTIE GOAL #4:** Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

- **SMARTIE GOAL #5:** Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.
- **SMARTIE GOAL #6:** One hundred percent of Lyon County School District high schools will implement WorkKeys for students by the end of their 10th grade year. LCSD will accomplish this by the end of the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold, and platinum certificates.
- **SMARTIE GOAL #7:** The percentage of college bound students in grade eleven (11) will earn a composite score of 16-36 will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.
- **SMARTIE GOALv#8:** Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Budget Considerations
None

Discussed at Previous Meeting
Board Workshop February 19, 2025
Board meeting February 25, 2025

Attachment(s)

Lyon County School District
Board Memo

Date: March 19, 2025

To: Board of School Trustees

From: Dawn Huckaby, Deputy Superintendent

Re: District Surveys

Recommendation: That the Board of Trustees approves the report of district surveys.

Background Information:
The district participates in multiple surveys throughout the year. Surveys include but are not limited to the following:
Accreditation Surveys for High Schools
YRBS
Nevada Department of Education SEL Climate Surveys for Students 5th grade through 12th grade
LCSD Elementary School Surveys for students in 3rd and 4th grade
LCSD Parent/Guardian Survey
LCSD Exit Survey
NDE/AIR Exit Survey

Budget Considerations: N/A

Discussed at Previous Meeting:
N/A

Attachment(s):
YRBS
Nevada Department of Education SEL Climate Surveys for Students 5th grade through 12th grade
LCSD Elementary School Surveys for students in 3rd and 4th grade
LCSD Parent/Guardian Survey
LCSD Exit Survey
NDE/AIR Exit Survey

Nevada High School
Youth Risk Behavior Survey (YRBS)
Comparison Report, 2021-2023

School of Public Health
Making Health Happen℠

Acknowledgements
We would like to acknowledge those who assisted with the 2023 Nevada High School Youth Risk Behavior Survey (YRBS) including the Nevada Department of Education; Nevada Department of Health and Human Services, Division of Public and Behavioral Health; school district superintendents; school principals, teachers, and staff; and the Nevada Statewide Coalition Partnership.

Recommended Citation
Starcevich, K., Powers, MG., Howard, L., Zhang, F., Peek, J., Clements-Nolle, K., Yang, W. (2024). University of Nevada, Reno School of Public Health and State of Nevada, Division of Public and Behavioral Health. *Nevada High School Youth Risk Behavior Survey (YRBS) Comparison Report, 2021-2023.*

Funding Source
This surveillance project was partially supported by a grant from the Centers for Disease Control and Prevention (CDC-PS18-1807). Supplemental funding was also provided by the Nevada Division of Public and Behavioral Health. The report contents are solely the responsibility of the authors and do not necessarily represent the official views of the funders.

Additional Resources
Nevada YRBS Statewide and Special Reports
https://www.unr.edu/public-health/research-activities/nevada-youth-risk-behavior-survey

YRBS Adolescent and School Health
http://www.cdc.gov/HealthyYouth/yrbs/index.htm

Nevada Division of Public and Behavioral Health
http://dpbh.nv.gov/

For additional information regarding this publication, contact:
Kristen Clements-Nolle, Ph.D., MPH
University of Nevada, Reno
School of Public Health
clements@unr.edu

Lesley Howard, PhD Student
University of Nevada, Reno
School of Public Health
L.howard@unr.edu

Contents

INTRODUCTION **1**

METHODS **1**

DEMOGRAPHICS **2**

Table 1: Demographic characteristics of participating students 2

2021 TO 2023 COMPARISON **3**

PARTICIPANT CHARACTERISTICS 3
VIOLENCE-RELATED BEHAVIORS 4
ADVERSE CHILDHOOD EXPERIENCES 5
EMOTIONAL HEALTH 6
ELECTRONIC VAPOR PRODUCT USE 7
TOBACCO USE 8
ALCOHOL USE 9
MARIJUANA USE 10
NON-MEDICAL PRESCRIPTION PAIN MEDICINE USE 11
OTHER DRUG USE 11
SUBSTANCE USE – PERCEPTION OF RISK 12
SUBSTANCE USE – PERCEPTION OF PARENTAL DISAPPROVAL 12
SUBSTANCE USE – PERCEPTION OF PEER DISAPPROVAL 13
SEXUAL BEHAVIORS 14
SEXUAL BEHAVIORS CONTINUED 15
DIET 16
PHYSICAL ACTIVITY 17
WEIGHT 17
RESILIENCY FACTORS 18
OTHER 18

INTRODUCTION

Priority health risk behaviors (i.e. preventable behaviors that contribute to the leading causes of morbidity and mortality) are often established during childhood and adolescence and extend into adulthood. Ongoing surveillance of youth risk behaviors is critical for the design, implementation, and evaluation of public health interventions to improve adolescent health. The Youth Risk Behavior Survey (YRBS) is a national surveillance system that was established in 1991 by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of health risk behaviors among youth. The Nevada High School YRBS is a biennial, anonymous, and voluntary survey of students in 9th through 12th grade in regular public, charter, and alternative schools. The survey asks students to self-report their behaviors in six major areas of health that directly lead to morbidity and mortality, these include:

1) Behaviors that contribute to unintentional injuries and violence;
2) Sexual behaviors that contribute to human immunodeficiency virus (HIV) infection, other sexually transmitted diseases, and unintended pregnancy;
3) Tobacco use;
4) Alcohol and other drug use;
5) Unhealthy dietary behaviors; and
6) Physical inactivity.

The Nevada High School YRBS provides prevalence estimates for priority risk behaviors and can be used to monitor trends over time.

METHODS

The 2021 and 2023 Nevada YRBS sampling plans were designed to ensure that every eligible student in regular public, charter, and alternative high schools had an equal chance of selection. A random sample of students in grades 9–12 was selected in every school district. For the 2021 High School YRBS, 4,827 students from 97 schools completed the survey. For the 2023 High School YRBS, 5,122 students from 99 schools completed the survey. Please see the 2021 and 2023 Nevada Youth Risk Behavior reports for more information.

The 2021 and 2023 Nevada YRBS data in this report were weighted at the state level and regional level based on the sex, race/ethnicity, grade level, and age of students in each region (see Table 1). The weighting process ensured that the estimates accurately represent the entire student population in each region and the state as a whole. Non-response or poor sampling procedures can result in a sample that is not a representative subset of the population; therefore un-weighted results from these samples may not accurately reflect student behaviors and could be misleading. This report only displays weighted results. Differences in risk behaviors from 2021 and 2023 were assessed with weighted chi-square tests.

NOTE: The CDC typically does not include age in the YRBS weighting process. To account for differences in age between fall (2021) and spring (2023) survey administrations, age was added as a variable in the weighting process. Comparisons with 2021 data should not be made outside of UNR reports that account for age differences. Estimates may differ from statewide and CDC reports.

DEMOGRAPHICS

Table 1: Demographic characteristics of participating students — Nevada YRBS, 2021-2023

		2021 Student Participants[a]	2023 Student Participants[a]	2021 Weighted %	2023 Weighted %
Total		4827	5122	100.0%	100.0%
Sex	**Female**	2304	2547	48.9%	48.9%
	Male	2440	2502	51.1%	51.1%
Age Groups	**14 years old or younger**	1295	628	23.6%	22.5%
	15 years old	1393	1469	25.9%	26.2%
	16 years old	1218	1348	24.7%	24.9%
	17 years old	765	1068	22.3%	23.1%
	18 years old or older	138	593	3.5%	3.3%
Race/ Ethnicity	**American Indian/ Alaska Native[b]**	99	88	0.8%	0.9%
	Asian[b]	237	260	6.2%	6.3%
	Black[b]	269	259	10.8%	11.3%
	Native Hawaiian/ Pacific Islander[b]	86	60	1.6%	1.5%
	White[b]	1783	1905	29.4%	28.2%
	Hispanic/Latino	1916	2070	44.9%	45.4%
	Other/Multiple[b]	265	284	6.3%	6.4%
Region	**1: Carson City**	71	277	1.7%	1.8%
	2: Douglas	491	330	1.3%	1.3%
	2: Elko, White Pine, and Eureka	482	429	2.5%	2.6%
	3: Churchill, Humboldt, Pershing, and Lander	185	377	1.7%	1.8%
	4: Lyon, Mineral, and Storey	352	460	2.2%	2.2%
	5: Nye and Lincoln	269	367	1.5%	1.5%
	6: Washoe	1103	941	14.9%	14.8%
	7: Clark	1874	1941	74.1%	74.1%

[a] The sample size in the total and subgroups may differ due to missing data
[b] Non-Hispanic

2021 to 2023 Comparison

Weighted prevalence of participant characteristics and health risk behaviors — Nevada YRBS, 2021-2023

PARTICIPANT CHARACTERISTICS

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who had parents or other adults in the home serving on active duty in the military	4.9% (3.9-5.9)	5.2% (4.2-6.3)	p=0.603
Percentage of high school students who qualified for or received free or reduced-price lunches at school	48.5% (44.9-52.1)	51.3% (48.4-54.1)	p=0.231
Percentage of high school students who identified as heterosexual (straight), gay or lesbian, bisexual, some other identity, or questioning:			
Heterosexual (straight)	68.8% (66.4-71.2)	73.2% (70.3-76.1)	
Gay or lesbian	5.6% (4.4-6.8)	4.1% (3.4-4.8)	
Bisexual	15.8% (14.0-17.7)	12.7% (10.9-14.4)	p=0.014
Some other identity	4.7% (3.9-5.5)	4.7% (3.6-5.8)	
Questioning	5.1% (4.2-6.1)	5.4% (4.2-6.5)	
Percentage of high school students who identified as transgender:			
No, I am not transgender	93.1% (91.7-94.4)	94.1% (92.9-95.3)	
Yes, I am transgender	4.0% (3.2-4.9)	3.2% (2.4-4.0)	p=0.365
I am not sure if I am transgender	2.9% (2.2-3.7)	2.7% (1.8-3.6)	
Percentage of high school students who experienced housing insecurity during the 30 days before the survey (including in the home of other people, a shelter or emergency housing, a motel or hotel, a public place, or no usual place; among students who were aged <18 years)	4.2% (3.2-5.2)	4.6% (3.6-5.6)	p=0.599

VIOLENCE-RELATED BEHAVIORS

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who carried a gun during the 12 months before the survey	4.8% (3.7-5.9)	3.7% (2.9-4.5)	p=0.083
Percentage of high school students who were electronically bullied during the 12 months before the survey (including bullied through texting, Instagram, Facebook, or other social media)	14.8% (13.2-16.5)	14.4% (12.8-15.9)	p=0.681
Percentage of high school students who did not go to school because they felt unsafe at school or on their way to or from school during the 30 days before the survey	12.6% (10.3-14.9)	9.6% (8.2-10.9)	↓ p=0.017
Percentage of high school students who experienced physical dating violence during the 12 months before the survey (including being hit, slammed into something, or injured with an object or weapon on purpose by someone they were dating or going out with; among students who dated or went out with someone during the 12 months before the survey)	6.8% (5.3-8.3)	8.7% (7.2-10.3)	p=0.090
Percentage of high school students who experienced sexual dating violence during the 12 months before the survey (including kissing, touching, or physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with; among students who dated or went out with someone during the 12 months before the survey)	14.0% (12.0-16.0)	15.5% (13.4-17.6)	p=0.314

ADVERSE CHILDHOOD EXPERIENCES

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of high school students who have ever been hit, beaten, kicked, or physically hurt in any way by a parent or other adult in their home	38.9% (36.6-41.1)	35.2% (32.5-37.8)	↓ p=0.037
Percentage of students who reported that an adult or person at least 5 years older than them made them do sexual things (including kissing, touching, or being made to have sexual intercourse) they did not want to do	11.3% (9.8-12.8)	11.0% (9.7-12.2)	p=0.701
Percentage of high school students who have ever been insulted by or put down by a parent or other adult in their home	68.5% (66.0-71.0)	60.5% (57.4-63.6)	↓ p<.001
Percentage of high school students who never/rarely had an adult in their household who tried hard to make sure their basic needs were met (such as looking after their safety and making sure they had clean clothes and enough to eat)	10.4% (8.1-12.8)	12.5% (10.8-14.2)	p=0.172
Percentage of high school students who have ever had parents or other adults in their home slap, hit, kick, punch, or beat each other up	22.0% (20.2-23.9)	21.7% (19.7-23.6)	p=0.791
Percentage of high school students who have ever been separated from a parent or guardian because their parent/guardian went to jail, prison, or a detention center	20.2% (17.7-22.7)	16.8% (15.1-18.6)	↓ p=0.026
Percentage of high school students who have ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood	26.2% (24.3-28.1)	27.0% (25.0-29.0)	p=0.584

EMOTIONAL HEALTH

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of high school students who felt sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey (so that they stopped doing some usual activities)	46.2% (43.6-48.7)	42.4% (39.9-44.9)	↓ p=0.033
Percentage of high school students who seriously considered attempting suicide during the 12 months before the survey	22.4% (20.5-24.3)	21.0% (19.2-22.7)	p=0.283
Percentage of high school students who made a plan about how they would attempt suicide during the 12 months before the survey	21.6% (19.9-23.4)	19.8% (18.1-21.5)	p=0.128
Percentage of high school students who attempted suicide during the 12 months before the survey	12.3% (10.5-14.1)	11.1% (9.6-12.6)	p=0.305
Percentage of high school students who attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse during the 12 months before the survey	3.9% (2.9-4.8)	2.9% (2.3-3.6)	p=0.084
Percentage of high school students who did something to purposefully hurt themselves without wanted to die, such as cutting or burning themselves on purpose during the 12 months before the survey	27.4% (25.3-29.5)	24.4% (22.3-26.6)	↓ p=0.048
Percentage of high school students who never/rarely got the kind of help they need when they felt sad, empty, hopeless, angry, or anxious (among those who felt sad, empty, hopeless, angry, or anxious)	62.2% (59.7-64.8)	56.9% (54.4-59.3)	↓ p=0.002

ELECTRONIC VAPOR PRODUCT USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of high school students who ever used electronic vapor products (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	36.7% (33.8-39.6)	31.9% (29.1-34.7)	↓ p=0.024
Percentage of high school students who tried electronic vapor products for the first time before age 13 years (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	10.0% (8.5-11.5)	9.7% (8.2-11.1)	p=0.820
Percentage of high school students who used electronic vapor products during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	17.6% (15.4-19.8)	14.3% (12.4-16.2)	↓ p=0.023
Percentage of high school students who used electronic vapor products on 20 or more days during the 30 days before the survey (among those who used electronic vapor products during the 30 days before the survey; including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	29.1% (24.0-34.2)	30.7% (25.9-35.4)	p=0.661
Percentage of high school students who used an electronic vapor product to vape marijuana during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens; including THC, THC concentrates, hash oils, or waxes)	16.1% (14.3-17.9)	14.8% (12.8-16.9)	p=0.337
Percentage of high school students who used an electronic vapor product to vape nicotine during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	15.0% (13.0-17.0)	13.2% (11.4-14.9)	p=0.173
Percentage of high school students who usually obtained their own electronic vapor products by buying them in a store or gas station during the 30 days before the survey	2.2% (1.2-3.3)	3.1% (1.6-4.6)	p=0.369
Percentage of high school students who thought it would be fairly/very easy to get electronic vapor products if they wanted some	47.5% (44.1-51.0)	49.2% (46.2-52.1)	p=0.483

TOBACCO USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of high school students who ever smoked cigarettes (even one or two puffs)	17.5% (15.6-19.4)	14.4% (12.8-16.1)	↓ p=0.015
Percentage of high school students who smoked cigarettes for the first time before age 13 years (even one or two puffs)	7.9% (6.7-9.1)	7.0% (5.9-8.1)	p=0.283
Percentage of high school students who smoked cigarettes during the 30 days before the survey	3.4% (2.5-4.2)	2.8% (2.1-3.5)	p=0.433
Percentage of high school students who smoked cigarettes on 20 or more days during the 30 days before the survey (among those who smoked cigarettes during the 30 days before the survey)	25.0% (12.2-37.7)	14.3% (4.5-24.1)	p=0.179
Percentage of high school students who thought it would be fairly/very easy to get cigarettes if they wanted some	38.5% (35.7-41.3)	38.6% (36.1-41.1)	p=0.980
Percentage of high school students who usually obtained their own cigarettes by buying them in a store or gas station during the 30 days before the survey	9.6% (3.2-15.9)	12.2% (5.1-19.4)	p=0.561
Percentage of high school students who used smokeless tobacco during the 30 days before the survey (including chewing tobacco, snuff, dip, snus, or dissolvable tobacco products)	2.4% (1.5-3.3)	3.4% (2.5-4.2)	p=0.136

ALCOHOL USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of high school students who ever drank alcohol (not including for religious purposes)	47.1% (44.1-50.1)	42.6% (39.6-45.6)	↓ p=0.034
Percentage of high school students who drank alcohol for the first time before age 13 years (other than a few sips)	19.8% (17.9-21.6)	19.4% (17.5-21.3)	p=0.800
Percentage of high school students who had at least one drink of alcohol during the 30 days before the survey	19.4% (17.3-21.5)	17.6% (15.5-19.7)	p=0.238
Percentage of high school students who had at least one drink of alcohol on 20 or more days during the 30 days before the survey (among those who drank alcohol during the 30 days before the survey)	5.1% (2.4-7.8)	5.0% (2.6-7.3)	p=0.934
Percentage of high school students who participated in binge drinking during the 30 days before the survey (had five or more drinks of alcohol in a row for males, four or more for females within a couple of hours)	9.8% (8.1-11.5)	8.6% (7.2-10.0)	p=0.284
Percentage of high school students who thought it would be fairly/very easy to get alcohol if they wanted some	49.0% (45.7-52.3)	49.1% (46.1-52.2)	p=0.945
Percentage of high school students who rode with a driver who had been drinking alcohol during the 30 days before the survey	13.8% (11.7-15.8)	13.1% (11.5-14.8)	p=0.637

MARIJUANA USE

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who ever used marijuana	30.4% (27.4-33.3)	26.9% (24.1-29.6)	p=0.099
Percentage of high school students who tried marijuana for the first time before age 13 years	8.8% (7.4-10.2)	6.4% (5.2-7.5)	↓ p=0.011
Percentage of high school students who used marijuana during the 30 days before the survey	15.6% (13.2-18.0)	12.6% (10.7-14.6)	↓ p=0.049
Percentage of high school students who used marijuana 20 or more times during the 30 days before the survey (among those who used marijuana during the 30 days before the survey)	35.0% (28.2-41.9)	33.3% (28.1-38.6)	p=0.693
Percentage of high school students who usually used marijuana by different methods during the 30 days before the survey (among those who used marijuana in the past 30 days):			
Smoked it in a joint, bong, pipe or blunt	49.2% (44.2-54.3)	40.9% (35.7-46.1)	
Consumed it using food or drink	11.8% (8.5-15.1)	15.1% (11.0-19.1)	
Vaporized it	18.9% (14.5-23.4)	31.6% (25.8-37.5)	p<0.001
Dabbed it using waxes or concentrates	15.6% (11.2-20.1)	8.8% (5.4-12.2)	
Used it in some other way	4.5% (2.4-6.5)	3.6% (1.7-5.5)	
Percentage of high school students who thought it would be fairly/very easy to get marijuana if they wanted some	40.9% (37.9-43.9)	40.7% (38.0-43.4)	p=0.908
Percentage of students who rode with a driver who had been using marijuana during the 30 days before the survey	15.4% (13.4-17.4)	13.8% (12.2-15.5)	p=0.211

NON-MEDICAL PRESCRIPTION PAIN MEDICINE USE

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it	16.6% (14.9-18.3)	13.7% (12.0-15.3)	↓ p=0.012
Percentage of high school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it during the 30 days before the survey	8.0% (6.7-9.3)	6.0% (4.9-7.0)	↓ p=0.012
Percentage of high school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it 20 or more times during the 30 days before the survey (among those who took prescription pain medicine without a doctor's prescription or differently than prescribed during the 30 days before the survey)	12.4% (4.7-20.1)	8.9% (4.4-13.3)	p=0.386
Percentage of high school students who thought it would be fairly/very easy to get prescription pain medicine if they wanted some	25.6% (23.5-27.7)	25.3% (23.6-27.1)	p=0.848

OTHER DRUG USE

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who ever used cocaine (any form of cocaine, such as powder, crack, or freebase)	3.8% (2.6-5.1)	4.2% (3.3-5.2)	p=0.608
Percentage of high school students who ever used heroin	2.6% (1.6-3.7)	2.5% (1.8-3.2)	p=0.865
Percentage of high school students who ever used methamphetamines	3.2% (1.9-4.4)	3.0% (2.2-3.8)	p=0.798
Percentage of high school students who ever used ecstasy	5.2% (3.9-6.5)	3.7% (2.8-4.7)	p=0.053
Percentage of high school students who ever used synthetic marijuana	7.2% (5.8-8.6)	6.4% (5.3-7.5)	p=0.365
Percentage of high school students who ever injected any illegal drug (used a needle to inject any illegal drug into their body)	2.1% (1.3-2.8)	2.2% (1.6-2.8)	p=0.764

SUBSTANCE USE – PERCEPTION OF RISK

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week	37.5% (34.5-40.5)	36.1% (33.1-39.1)	p=0.505
Percentage of high school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day	38.3% (35.4-41.3)	38.2% (35.8-40.5)	p=0.938
Percentage of high school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways if they smoke marijuana once or twice a week	62.4% (59.9-65.0)	56.1% (53.4-58.9)	↓ p<0.001
Percentage of high school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them	24.5% (21.5-27.6)	25.6% (22.8-28.3)	p=0.620

SUBSTANCE USE – PERCEPTION OF PARENTAL DISAPPROVAL

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who reported that their parents feel it would be not at all/a little bit wrong for them to have one or two drinks of an alcoholic beverage nearly every day	14.5% (12.0-17.0)	13.4% (11.5-15.2)	p=0.483
Percentage of high school students who reported that their parents feel it would be not at all/a little bit wrong for them to smoke tobacco	9.7% (7.3-12.1)	8.7% (7.1-10.3)	p=0.486
Percentage of high school students who reported that their parents feel it would be not at all/a little bit wrong for them to smoke marijuana	19.2% (16.8-21.5)	16.0% (14.1-17.9)	↓ p=0.033
Percentage of high school students who reported that their parents feel it would be not at all/a little bit wrong for them to use prescription drugs not prescribed to them	10.7% (8.1-13.3)	11.3% (9.5-13.0)	p=0.713

SUBSTANCE USE – PERCEPTION OF PEER DISAPPROVAL

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who reported that their friends feel it would be not at all/a little bit wrong for them to have one or two drinks of an alcoholic beverage nearly every day	34.3% (31.6-36.9)	30.0% (27.3-32.8)	↓ p=0.026
Percentage of high school students who reported that their friends feel it would be not at all/a little bit wrong for them to smoke tobacco	28.8% (26.0-31.5)	27.5% (25.2-29.8)	p=0.485
Percentage of high school students who reported that their friends feel it would be not at all/a little bit wrong for them to smoke marijuana	50.6% (47.7-53.5)	43.5% (40.3-46.7)	↓ p<0.001
Percentage of high school students who reported that their friends feel it would be not at all/a little bit wrong for them to use prescription drugs not prescribed to them	21.2% (18.6-23.7)	18.7% (16.7-20.7)	p=0.128

SEXUAL BEHAVIORS

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who ever had sexual intercourse	25.2% (22.3-28.1)	26.6% (23.5-29.7)	p=0.501
Percentage of high school students who ever had sexual contact with the opposite sex, the same sex, or both sexes (among those who ever had sex):			
Opposite sex	70.7% (67.1-74.4)	75.0% (71.7-78.3)	
Same sex	10.7% (8.3-13.0)	10.7% (8.6-12.7)	p=0.082
Both sexes	18.6% (15.9-21.4)	14.4% (11.8-16.9)	
Percentage of high school students who had sexual intercourse for the first time before age 13 years	2.8% (2.1-3.6)	3.3% (2.6-4.0)	p=0.426
Percentage of high school students who had sexual intercourse with four or more persons during their life	5.8% (4.4-7.1)	4.4% (3.6-5.2)	p=0.078
Percentage of high school students who had sexual intercourse with at least one person during the 3 months before the survey	14.7% (12.5-17.0)	17.3% (15.1-19.5)	p=0.105
Percentage of high school students who drank alcohol or used drugs before last sexual intercourse (among students who were sexually active in the past 3 months)	18.4% (13.9-23.0)	17.6% (13.5-21.8)	p=0.780
Percentage of high school students who used a condom during last sexual intercourse (among students who were sexually active in the past 3 months)	49.3% (42.0-56.6)	53.3% (47.8-58.8)	p=0.368
Percentage of high school students who used birth control pills, an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse (to prevent pregnancy; such as birth control pills not counting emergency contraception such as 'Plan B' or the "morning after" pill, IUD: 'Mirena' or 'ParaGard', implant: 'Implanon' or 'Nexplanon', shot: 'Depo-Provera', patch: 'OrthoEvra', or ring: 'NuvaRing'; the last time they had sexual intercourse with an opposite-sex partner; among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey)	30.0% (23.8-36.3)	20.8% (16.6-24.9)	↓ p=0.011

SEXUAL BEHAVIORS CONTINUED

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who used both a condom and birth control pills, an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse (to prevent pregnancy; such as birth control pills not counting emergency contraception such as 'Plan B' or the "morning after" pill, IUD: 'Mirena' or 'ParaGard', implant: 'Implanon' or 'Nexplanon', shot: 'Depo-Provera', patch: 'OrthoEvra', or ring: 'NuvaRing'; the last time they had sexual intercourse with an opposite-sex partner; among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey)	7.0% (4.2-9.8)	7.8% (5.2-10.3)	p=0.683
Percentage of high school students who did not use any method to prevent pregnancy during last sexual intercourse (the last time they had sexual intercourse with an opposite-sex partner; among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey)	16.8% (11.8-21.8)	18.3% (13.4-23.2)	p=0.685
Percentage of high school students who have ever been pregnant or gotten someone pregnant	1.4% (0.8-2.1)	0.9% (0.6-1.2)	p=0.111

DIET

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who did not eat fruit during the 7 days before the survey	14.8% (12.9-16.7)	12.6% (11.3-13.8)	p=0.050
Percentage of high school students who ate fruit one or more times per day during the 7 days before the survey	26.6% (24.4-28.7)	27.5% (25.6-29.4)	p=0.540
Percentage of high school students who ate fruit two or more times per day during the 7 days before the survey	19.9% (18.1-21.7)	20.1% (18.6-21.7)	p=0.888
Percentage of high school students who ate fruit three or more times per day during the 7 days before the survey	10.8% (9.5-12.0)	10.1% (8.8-11.3)	p=0.433
Percentage of high school students who did not eat vegetables during the 7 days before the survey	11.9% (9.9-14.0)	11.5% (10.1-13.0)	p=0.754
Percentage of high school students who ate vegetables one or more times/day during the 7 days before the survey	25.1% (23.1-27.2)	25.6% (23.7-27.5)	p=0.754
Percentage of high school students who ate vegetables two or more times/day during the 7 days before the survey	16.0% (14.3-17.6)	15.6% (13.9-17.3)	p=0.741
Percentage of high school students who ate vegetables three or more times/day during the 7 days before the survey	8.0% (6.9-9.2)	7.3% (6.2-8.5)	p=0.385
Percentage of high school students who did not drink a can, bottle, or glass of soda or pop during the 7 days before the survey (not including diet soda or diet pop)	29.6% (27.6-31.7)	28.7% (26.8-30.6)	p=0.472
Percentage of high school students who drank a can, bottle, or glass of soda or pop one or more times per day during the 7 days before the survey (not including diet soda or diet pop)	14.0% (12.4-15.6)	12.9% (11.5-14.2)	p=0.271
Percentage of high school students who drank a can, bottle, or glass of soda or pop two or more times per day during the 7 days before the survey (not including diet soda or diet pop)	8.2% (7.0-9.5)	7.2% (6.2-8.2)	p=0.203
Percentage of high school students who drank a can, bottle, or glass of soda or pop three or more times per day during the 7 days before the survey (not including diet soda or diet pop)	4.2% (3.4-5.0)	3.5% (2.8-4.2)	p=0.211
Percentage of high school students who did not eat breakfast during the 7 days before the survey	27.6% (25.5-29.6)	23.3% (21.3-25.4)	↓ p=0.003
Percentage of high school students who ate breakfast on all 7 days during the 7 days before the survey	20.8% (19.1-22.6)	21.2% (19.4-23.1)	p=0.724
Percentage of high school students who most of the time/always went hungry because there was not enough food in their home during the 30 days before the survey	3.4% (2.6-4.2)	3.8% (2.9-4.6)	p=0.551

PHYSICAL ACTIVITY

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who did not participate in at least 60 minutes of physical activity on any day during the 7 days before the survey (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time)	15.3% (13.3-17.4)	15.7% (13.8-17.5)	p=0.812
Percentage of high school students who were physically active at least 60 minutes per day on 5 or more days during the 7 days before the survey (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time)	41.2% (39.1-43.3)	39.8% (37.3-42.2)	p=0.401
Percentage of high school students who were physically active at least 60 minutes per day on all 7 days during the 7 days before the survey (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time)	20.2% (18.4-22.1)	19.1% (17.5-20.7)	p=0.395
Percentage of high school students who attended physical education classes on one or more days in an average school week	59.3% (54.2-64.4)	63.8% (59.0-68.5)	p=0.201
Percentage of high school students who attended physical education classes daily (5 days in an average week when they were in school)	15.8% (12.2-19.4)	15.0% (11.5-18.4)	p=0.785
Percentage of high school students who had 8 or more hours of sleep on an average school night	21.5% (19.7-23.3)	18.3% (16.7-19.9)	↓ p=0.009

WEIGHT

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who were obese (>= 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth chart)	15.9% (14.0-17.8)	15.4% (13.6-17.2)	p=0.707
Percentage of high school students who were overweight (>= 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth chart)	18.0% (16.3-19.7)	16.4% (15.0-17.7)	p=0.129

RESILIENCY FACTORS

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who most of the time/always talked to their parents or other adults in their home about their problems	21.4% (19.4-23.4)	23.7% (22.0-25.4)	p=0.081
Percentage of high school students who most of the time/always talked to their parents about what is right and wrong	29.2% (27.0-31.3)	30.4% (28.3-32.6)	p=0.412
Percentage of high school students who most of the time/always felt comfortable talking to their parents about personal matters	27.1% (24.8-29.4)	32.2% (29.9-34.5)	↑ p=0.002
Percentage of high school students who most of the time/always felt close to people at their school	30.2% (27.7-32.6)	35.8% (33.4-38.1)	↑ p<0.001
Percentage of high school students who most of the time/always were happy to be at their school	31.8% (29.7-33.9)	31.3% (28.9-33.7)	p=0.752

OTHER

	2021	2023	2021-2023 CHANGE
	Percentage and 95% Confidence Interval	Percentage and 95% Confidence Interval	Direction and *p* value
Percentage of high school students who visited a dentist during the 12 months before the survey (for a check-up, exam, teeth cleaning, or other dental work)	67.8% (65.1-70.4)	68.8% (66.2-71.4)	p=0.588

Nevada Middle School
Youth Risk Behavior Survey (YRBS)
Comparison Report, 2021-2023

School of Public Health

Making Health Happen℠

5/30/2024

Acknowledgements
We would like to acknowledge those who assisted with the 2023 Nevada Middle School Youth Risk Behavior Survey (YRBS) including the Nevada Department of Education; Nevada Department of Health and Human Services, Division of Public and Behavioral Health; school district superintendents; school principals, teachers, and staff; and the Nevada Statewide Coalition Partnership.

Recommended Citation
Howard, L., Starcevich, K., Powers, MG., Zhang, F., Peek, J., Clements-Nolle, K., Yang, W. (2024). University of Nevada, Reno School of Public Health and State of Nevada, Division of Public and Behavioral Health. *Nevada Middle School Youth Risk Behavior Survey (YRBS) Comparison Report, 2021-2023.*

Funding Source
This surveillance project was partially supported by a grant from the Centers for Disease Control and Prevention (CDC-PS18-1807). Supplemental funding was also provided by the Nevada Division of Public and Behavioral Health. The report contents are solely the responsibility of the authors and do not necessarily represent the official views of the funders.

Additional Resources
Nevada YRBS Statewide and Special Reports
https://www.unr.edu/public-health/research-activities/nevada-youth-risk-behavior-survey

YRBS Adolescent and School Health
http://www.cdc.gov/HealthyYouth/yrbs/index.htm

Nevada Division of Public and Behavioral Health
http://dpbh.nv.gov/

For additional information regarding this publication, contact:
Kristen Clements-Nolle, Ph.D., MPH
University of Nevada, Reno
School of Public Health
clements@unr.edu

Lesley Howard, PhD Student
University of Nevada, Reno
School of Public Health
L.howard@unr.edu

Contents

INTRODUCTION **1**

METHODS **1**

DEMOGRAPHICS **2**

2021 TO 2023 COMPARISON **3**

PARTICIPANT CHARACTERISTICS 3
VIOLENCE-RELATED BEHAVIORS 3
ADVERSE CHILDHOOD EXPERIENCES 4
EMOTIONAL HEALTH 5
ELECTRONIC VAPOR PRODUCT USE 6
TOBACCO USE 7
ALCOHOL USE 7
MARIJUANA USE 8
NON-MEDICAL PRESCRIPTION PAIN MEDICINE USE 9
OTHER DRUG USE 9
SUBSTANCE USE – PERCEPTION OF RISK 10
SUBSTANCE USE – PERCEPTION OF PARENTAL DISAPPROVAL 10
SUBSTANCE USE – PERCEPTION OF PEER DISAPPROVAL 11
PHYSICAL ACTIVITY 12
RESILIENCY FACTORS 13
OTHER 13

INTRODUCTION

Priority health risk behaviors (i.e. preventable behaviors that contribute to the leading causes of morbidity and mortality) are often established during childhood and adolescence and extend into adulthood. Ongoing surveillance of youth risk behaviors is critical for the design, implementation, and evaluation of public health interventions to improve adolescent health. The Youth Risk Behavior Survey (YRBS) is a national surveillance system that was established in 1991 by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of health risk behaviors among youth. YRBS data are routinely collected on high school students, but only a few states collect data in middle schools. The Nevada Middle School YRBS is biennial, anonymous and voluntary survey of students in 6th through 8th grade in regular public, charter, and alternative schools. Students self-report their behaviors in five major areas of health that directly lead to morbidity and mortality, these include:

1) Behaviors that contribute to unintentional injuries and violence;
2) Tobacco use;
3) Alcohol and other drug use;
4) Unhealthy dietary behaviors; and
5) Physical inactivity.

The Nevada Middle School YRBS provides prevalence estimates for priority risk behaviors and can be used to monitor trends over time.

METHODS

The 2021 and 2023 Nevada YRBS sampling plans were designed to ensure that every eligible student in regular public, charter, and alternative middle schools had an equal chance of selection. A random sample of students in grades 6–8 was selected in every school district. For the 2021 Middle School YRBS, 5,777 youth from 115 schools completed the survey. For the 2023 Middle School YRBS, 6,915 youth from 121 schools completed the survey schools completed the survey. Please see the 2021 and 2023 Nevada Youth Risk Behavior reports for more information.

The 2021 and 2023 Nevada YRBS data in this report were weighted at the state level and regional level based on the sex, race/ethnicity, grade level, and age of students in each region (see Table 1). The weighting process ensured that the estimates accurately represent the entire student population in each region and the state as a whole. Non-response or poor sampling procedures can result in a sample that is not a representative subset of the population; therefore, un-weighted results from these samples may not accurately reflect student behaviors and could be misleading. This report only displays weighted results. Differences in risk behaviors from 2021 to 2023 were assessed with weighted chi-square tests.

NOTE: The CDC typically does not include age in the YRBS weighting process. To account for differences in age between fall (2021) and spring (2023) survey administrations, age was added as a variable in the weighting process. Comparisons with 2021 data should not be made outside of UNR reports that account for age differences. Estimates may differ from statewide and CDC reports.

DEMOGRAPHICS

Demographic characteristics of participating students — Nevada, Youth Risk Behavior Survey, 2021-2023

		2021 Student Participants[a]	2023 Student Participants[a]	2021 Weighted %	2023 Weighted %
Total		5777	6915	100.0%	100.0%
Sex	**Female**	2737	3297	49.2%	49.3%
	Male	2902	3437	50.8%	50.7%
Age Groups	**11 years old or younger**	1452	943	28.1%	28.6%
	12 years old	1880	2231	32.8%	32.8%
	13 years old	2065	2160	34.1%	33.8%
	14 years old or older	362	1450	5.1%	4.9%
Race/Ethnicity	**American Indian/Alaska Native[b]**	183	189	0.8%	0.9%
	Asian[b]	253	228	6.0%	5.0%
	Black[b]	340	427	14.7%	11.9%
	Native Hawaiian/Pacific Islander[b]	91	89	1.1%	1.5%
	White[b]	1991	2227	29.0%	28.8%
	Hispanic/Latino	2260	2961	43.6%	44.7%
	Other/Multiple[b]	281	343	4.9%	7.2%
Region	**1: Carson City**	259	359	1.9%	1.8%
	2: Douglas	254	331	1.3%	1.3%
	3: Elko, White Pine, and Eureka	334	545	2.7%	2.8%
	4: Churchill, Humboldt, Pershing, and Lander	289	404	2.1%	2.0%
	5: Lyon, Mineral, and Storey	248	378	2.4%	2.5%
	6: Nye, Lincoln, and Esmeralda	275	361	1.5%	1.6%
	7: Washoe	2149	1978	15.2%	15.2%
	8: Clark	1969	2559	73.0%	72.8%

[a] The sample size in the total and subgroups may differ due to missing data
[b] Non-Hispanic

2021 to 2023 Comparison

Weighted prevalence of participant characteristics and health risk behaviors — Nevada, Youth Risk Behavior Survey, 2021-2023

PARTICIPANT CHARACTERISTICS

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who had parents or other adults in the home serving on active duty in the military	7.3% (6.2-8.4)	8.5% (7.3-9.8)	*p*=0.229
Percentage of middle school students who qualified for or received free or reduced-price lunches at school	44.6% (41.4-47.7)	46.1% (42.8-49.5)	*p*=0.465
Percentage of middle school students who experienced housing insecurity during the 30 days before the survey (including in the home of other people, shelter or emergency housing, motel or hotel, public place, or no usual place)	2.0% (1.4-2.5)	2.9% (2.2-3.6)	↑ *p*=0.028

VIOLENCE-RELATED BEHAVIORS

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who were electronically bullied during the 12 months before the survey (including being bullied through texting, Instagram, Facebook, or other social media)	17.8% (16.2-19.4)	16.4% (14.8-18.0)	*p*=0.221
Percentage of middle school students who did not go to school because they felt unsafe at school or on their way to or from school during the 30 days before the survey	5.5% (4.6-6.5)	9.1% (8.0-10.3)	↑ *p*<0.001

ADVERSE CHILDHOOD EXPERIENCES

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who have ever been hit, beaten, kicked, or physically hurt in any way by an adult (not including spanking for bad behavior)	10.9% (9.7-12.0)	13.8% (12.5-15.1)	↑ *p*<0.001
Percentage of middle school students who have ever been physically forced to have sexual intercourse when they did not want to	3.9% (3.2-4.6)	5.3% (4.4-6.2)	↑ *p*=0.015
Percentage of middle school students who have ever been sworn at, insulted by, or put down by an adult in their home	60.5% (58.1-62.9)	63.2% (60.8-65.5)	*p*=0.082
Percentage of middle school students who have seen or heard adults in their home slap, hit, kick, punch, or beat each other up	14.2% (12.8-15.6)	17.0% (15.3-18.7)	↑ *p*=0.014
Percentage of middle school students who have ever lived with someone who was depressed, mentally ill, or suicidal	26.3% (24.4-28.3)	28.1% (26.2-30.0)	*p*=0.204
Percentage of middle school students who have ever lived with someone who was a problem drinker, alcoholic, or abused street or prescription drugs	19.8% (18.3-21.3)	20.3% (18.7-21.9)	*p*=0.661
Percentage of middle school students who ever lived with someone who ever been separated from a parent or guardian because they went to jail, prison, or a detention center	15.6% (13.9-17.2)	15.3% (13.8-16.8)	*p*=0.726

EMOTIONAL HEALTH

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who felt sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey (so that they stopped doing some usual activities)	34.4% (32.4-36.4)	33.4% (31.1-35.6)	*p*=0.517
Percentage of middle school students who seriously considered killing themselves during the 12 months before the survey	20.0% (18.2-21.8)	20.5% (18.6-22.4)	*p*=0.609
Percentage of middle school students who made a plan about how they would kill themselves during the 12 months before the survey	13.3% (11.9-14.7)	12.7% (11.3-14.2)	*p*=0.538
Percentage of middle school students who tried to kill themselves during the 12 months before the survey	7.6% (6.5-8.7)	7.4% (6.3-8.5)	*p*=0.844
Percentage of middle school students who did something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose during the 12 months before the survey	19.0% (17.3-20.7)	18.9% (17.3-20.5)	*p*=0.995
Percentage of middle school students who never/rarely got the kind of help they need when they felt sad, empty, hopeless, angry, or anxious (among those who felt sad, empty, hopeless, angry, or anxious)	46.9% (44.6-49.2)	46.0% (43.8-48.2)	*p*=0.689

ELECTRONIC VAPOR PRODUCT USE

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who ever used electronic vapor products (including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods)	12.6% (10.9-14.2)	15.8% (13.9-17.7)	↑ *p*=0.024
Percentage of middle school students who tried electronic vapor products for the first time before age 11 years (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	3.5% (2.8-4.2)	4.9% (4.0-5.9)	↑ *p*=0.025
Percentage of middle school students who used electronic vapor products during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	5.3% (4.4-6.2)	7.5% (6.3-8.7)	↑ *p*=0.002
Percentage of middle school students who used electronic vapor products on 20 or more days during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens; among those who used electronic vapor products during the 30 days before the survey)	13.4% (8.9-17.8)	17.6% (12.8-22.4)	*p*=0.192
Percentage of middle school students who used an electronic vapor product to vape marijuana during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens; including THC, THC concentrates, hash oils, or waxes)	4.5% (3.5-5.4)	7.3% (6.0-8.6)	↑ *p*<0.001
Percentage of middle school students who used an electronic vapor product to vape nicotine during the 30 days before the survey (including e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens)	5.0% (4.1-6.0)	6.7% (5.5-7.8)	↑ *p*=0.031

TOBACCO USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who ever smoked cigarettes (even one or two puffs)	7.2% (6.2-8.1)	6.6% (5.5-7.7)	*p*=0.402
Percentage of middle school students who smoked cigarettes for the first time before age 11 years (even one or two puffs)	3.9% (3.1-4.6)	3.6% (2.8-4.3)	*p*=0.488
Percentage of middle school students who smoked cigarettes during the 30 days before the survey	1.7% (1.3-2.2)	1.8% (1.3-2.3)	*p*=0.769
Percentage of middle school students who smoked cigarettes on 20 or more days during the 30 days before the survey (among those who smoked cigarettes during the 30 days before the survey)	9.7% (3.0-16.5)	23.6% (12.3-34.8)	↑ *p*=0.019
Percentage of middle school students who used smokeless tobacco during the 30 days before the survey (including chewing tobacco, snuff, dip, snus, or dissolvable tobacco products)	1.4% (1.0-1.8)	2.1% (1.5-2.7)	*p*=0.051

ALCOHOL USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who ever drank alcohol (not including for religious purposes; other than a few sips)	21.3% (19.1-23.6)	22.6% (20.5-24.7)	*p*=0.449
Percentage of middle school students who drank alcohol for the first time before age 11 years (other than a few sips)	12.6% (10.6-14.5)	13.0% (11.5-14.4)	*p*=0.745
Percentage of middle school students who had at least one drink of alcohol during the 30 days before the survey	6.2% (5.3-7.2)	6.8% (5.8-7.7)	*p*=0.500
Percentage of middle school students who had at least one drink of alcohol on 20 or more days during the 30 days before the survey (among those who drank alcohol during the 30 days before the survey)	5.0% (2.2-7.8)	5.9% (3.1-8.6)	*p*=0.577
Percentage of middle school students who have ever rode with a driver who had been drinking alcohol	18.5% (16.8-20.2)	21.9% (20.2-23.6)	↑ *p*=0.005

MARIJUANA USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who ever used marijuana	7.5% (6.1-9.0)	9.2% (7.8-10.6)	*p*=0.116
Percentage of middle school students who tried marijuana for the first time before age 11 years	2.1% (1.5-2.6)	3.2% (2.4-3.9)	↑ *p*=0.014
Percentage of middle school students who used marijuana during the 30 days before the survey	3.8% (2.8-4.8)	5.1% (4.2-6.1)	*p*=0.062
Percentage of middle school students who used marijuana 20 or more times during the 30 days before the survey (among those who used marijuana during the 30 days before the survey)	18.5% (11.7-25.4)	23.2% (16.8-29.6)	*p*=0.322
Percentage of middle school students who usually used marijuana by different methods during the past 30 days before the survey (among those who used marijuana in the past 30 days):			
Smoked it in a joint, bong, pipe or blunt	57.3% (46.0-68.6)	50.8% (43.8-57.9)	
Consumed it using food or drink	13.0% (6.5-19.5)	10.5% (6.0-14.9)	*p*=0.571
Vaporized it	17.9% (10.5-25.4)	20.8% (15.4-26.1)	
Dabbed it	6.5% (2.0-11.0)	8.9% (4.4-13.5)	
Used it in some other way	5.2% (1.4-9.0)	9.0% (4.6-13.4)	
Percentage of middle school students who have ever rode with a driver who had been using marijuana	13.8% (12.1-15.5)	16.7% (15.2-18.3)	↑ *p*=0.010

NON-MEDICAL PRESCRIPTION PAIN MEDICINE USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it	8.3% (7.2-9.4)	10.6% (9.5-11.8)	↑ *p*=0.005
Percentage of middle school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it during the 30 days before the survey	3.9% (3.2-4.6)	6.1% (5.2-6.9)	↑ *p*<0.001

OTHER DRUG USE

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who ever used cocaine (any form of cocaine including powder, crack, or freebase)	1.1% (0.7-1.5)	2.6% (1.9-3.3)	↑ *p*<0.001
Percentage of middle school students who ever used heroin	0.9% (0.5-1.2)	1.4% (0.8-1.9)	*p*=0.113
Percentage of middle school students who ever used methamphetamines	1.1% (0.7-1.5)	1.7% (1.1-2.2)	*p*=0.142
Percentage of middle school students who ever used ecstasy	1.4% (1.0-1.8)	2.2% (1.7-2.8)	↑ *p*=0.010
Percentage of middle school students who ever used synthetic marijuana	4.1% (3.4-4.9)	5.3% (4.4-6.2)	↑ *p*=0.033

SUBSTANCE USE – PERCEPTION OF RISK

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week	39.9% (37.3-42.5)	44.5% (41.9-47.1)	↑ *p*=0.007
Percentage of middle school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day	37.6% (35.1-40.0)	39.1% (36.8-41.4)	*p*=0.355
Percentage of middle school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways if they smoke marijuana once or twice a week	45.6% (43.0-48.2)	46.1% (43.5-48.6)	*p*=0.783
Percentage of middle school students who reported that they think people are at no/slight risk of harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them	27.0% (24.7-29.3)	31.5% (29.1-33.9)	↑ *p*=0.006

SUBSTANCE USE – PERCEPTION OF PARENTAL DISAPPROVAL

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who reported that their parents feel it would be not at all/ a little bit wrong for them to have one or two drinks of an alcoholic beverage nearly every day	8.6% (7.5-9.6)	10.8% (9.4-12.2)	↑ *p*=0.004
Percentage of middle school students who reported that their parents feel it would be not at all/ a little bit wrong for them to smoke tobacco	4.4% (3.6-5.2)	5.9% (4.9-7.0)	↑ *p*=0.021
Percentage of middle school students who reported that their parents feel it would be not at all/ a little bit wrong for them to smoke marijuana	6.9% (5.8-7.9)	7.7% (6.6-8.9)	*p*=0.275
Percentage of middle school students who reported that their parents feel it would be not at all/ a little bit wrong for them to use prescription drugs not prescribed to them	5.6% (4.6-6.6)	7.3% (6.3-8.3)	↑ *p*=0.026

SUBSTANCE USE – PERCEPTION OF PEER DISAPPROVAL

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who reported that their friends feel it would be not at all/ a little bit wrong for them to have one or two drinks of an alcoholic beverage nearly every day	16.7% (15.1-18.3)	20.6% (18.7-22.4)	↑ *p*=0.002
Percentage of middle school students who reported that their friends feel it would be not at all/ a little bit wrong for them to smoke tobacco	13.4% (11.9-14.9)	16.6% (14.9-18.4)	↑ *p*=0.007
Percentage of middle school students who reported that their friends feel it would be not at all/ a little bit wrong for them to smoke marijuana	17.4% (15.4-19.4)	20.0% (18.1-21.9)	*p*=0.067
Percentage of middle school students who reported that their friends feel it would be not at all/ a little bit wrong for them to use prescription drugs not prescribed to them	11.3% (9.9-12.6)	15.8% (14.2-17.3)	↑ *p*<0.001

PHYSICAL ACTIVITY

	2021 Percentage and 95% Confidence Interval	**2023** Percentage and 95% Confidence Interval	**2021-2023 CHANGE** Direction and *p* value
Percentage of middle school students who did not participate in at least 60 minutes of physical activity on any day during the 7 days before the survey (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time)	24.0% (21.7-26.2)	21.2% (19.2-23.3)	*p*=0.075
Percentage of middle school students who were physically active at least 60 minutes per day on 5 or more days during the 7 days before the survey (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time)	36.7% (34.4-39.0)	40.5% (37.9-43.1)	↑ *p*=0.024
Percentage of middle school students who were physically active at least 60 minutes per day on all 7 days during the 7 days before the survey (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time)	17.9% (16.2-19.6)	21.5% (19.9-23.1)	↑ *p*=0.003
Percentage of middle school students who attended physical education classes on one or more days in an average school week	50.4% (45.6-55.3)	45.2% (40.2-50.2)	*p*=0.184
Percentage of middle school students who attended physical education classes daily (5 days in an average week when they were in school)	22.4% (18.4-26.3)	23.9% (18.8-29.0)	*p*=0.605
Percentage of middle school students who had 9 or more hours of sleep on an average school night	19.1% (17.1-21.1)	20.0% (18.1-21.9)	*p*=0.501

RESILIENCY FACTORS

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who most of the time/always talked to their parents or other adults in their home about their problems	28.9% (26.9-30.9)	32.2% (30.3-34.1)	*p*=0.277
Percentage of middle school students who most of the time/always talked to their parents about what is right and wrong	31.1% (29.2-32.9)	31.9% (30.2-33.7)	*p*=0.868
Percentage of middle school students who most of the time/always felt comfortable talking to their parents about personal matters	37.0% (35.0-39.0)	38.3% (36.4-40.3)	*p*=0.726
Percentage of middle school students who most of the time/always felt close to people at their school	44.1% (42.1-46.2)	45.8% (43.7-47.8)	*p*=0.759
Percentage of middle school students who most of the time/always were happy to be at their school	48.3% (46.0-50.6)	40.7% (38.8-42.6)	↓ *p*<0.001

OTHER

	2021 Percentage and 95% Confidence Interval	2023 Percentage and 95% Confidence Interval	2021-2023 CHANGE Direction and *p* value
Percentage of middle school students who visited a dentist during the 12 months before the survey (for a check-up, exam, teeth cleaning, or other dental work)	63.9% (61.4-66.4)	65.7% (63.3-68.0)	*p*=0.343

2023 Nevada High School Youth Risk Behavior Survey (YRBS) State Report

School of Public Health

Making Health Happen℠

Acknowledgements
We would like to acknowledge those who assisted with the 2023 Nevada High School Youth Risk Behavior Survey (YRBS) including the Nevada Department of Education; Nevada Department of Health and Human Services, Division of Public and Behavioral Health; Nevada Statewide Coalition Partnership; school district superintendents; and school principals, teachers, and staff.

Recommended Citation
Prinsloo, F., Howard, L., Powers, MG., Zhang, F., Peek, J., Clements-Nolle, K., Yang, W. (2024). University of Nevada, Reno School of Public Health and State of Nevada, Division of Public and Behavioral Health. *2023 Nevada High School Youth Risk Behavior Survey (YRBS) Report.*

Funding Source
This surveillance project was partially supported by a grant from the Centers for Disease Control and Prevention (CDC-PS18-1807). Supplemental funding was also provided by the Nevada Division of Public and Behavioral Health. The report contents are solely the responsibility of the authors and do not necessarily represent the official views of the funders.

Additional Resources
Nevada YRBS Statewide and Special Reports
https://www.unr.edu/public-health/research-activities/nevada-youth-risk-behavior-survey

YRBS Adolescent and School Health
http://www.cdc.gov/HealthyYouth/yrbs/index.htm

Nevada Division of Public and Behavioral Health
http://dpbh.nv.gov/

For additional information regarding this publication, contact:

Kristen Clements-Nolle, Ph.D., MPH
University of Nevada, Reno
School of Public Health
clements@unr.edu

Lesley Howard, PhD Student
University of Nevada, Reno
School of Public Health
L.howard@unr.edu

Contents

INTRODUCTION **1**

METHODS **1**

SAMPLING, WEIGHTING, AND ANALYSIS **1**
Table 1: 2023 YRBS sampling regions and Nevada Statewide Coalition Partnership 2
PERMISSION STATUS AND RESPONSE RATES **2**
Table 2: 2017, 2019, 2021, & 2023 YRBS response rates by school district 3

RESULTS **4**

PARTICIPANT CHARACTERISTICS **4**
Table 3: Demographic characteristics of participating students 4
Table 4: Percentage of high school students who had parents or other adults in their home serving on active duty in the military 5
Table 5: Percentage of high school students who qualified for or received free or reduced price lunches at school 6
Table 6: Percentage of high school students who identified as heterosexual (straight), gay or lesbian, bisexual, some other identity, or questioning identity 7
Table 7: Percentage of high school students who identified as transgender 8
Table 8: Percentage of high school students who experienced housing insecurity during the 30 days before the survey 9
VIOLENCE-RELATED BEHAVIORS **10**
Table 9: Percentage of high school students who carried a gun during the 12 months before the survey 10
Table 10: Percentage of high school students who were threatened or injured by someone with a weapon on school property during the 12 months before the survey 11
Table 11: Percentage of high school students who were in a physical fight on school property during the 12 months before the survey 12
Table 12: Percentage of high school students who were bullied on school property during the 12 months before the survey 13
Table 13: Percentage of high school students who were electronically bullied during the 12 months before the survey 14
Table 14: Percentage of high school students who did not go to school because they felt unsafe at school or on their way to or from school during the 30 days before the survey 15
Table 15: Percentage of high school students who experienced physical dating violence during the 12 months before the survey 16
Table 16: Percentage of high school students who experienced sexual dating violence during the 12 months before the survey 17
ADVERSE CHILDHOOD EXPERIENCES **18**
Table 17: Percentage of high school students who have ever been hit, beaten, kicked, or physically hurt in any way by a parent or other adult in their home 18
Table 18: Percentage of students who reported that an adult or person at least 5 years older than them made them do sexual things they did not want to do 19

Table 19: Percentage of high school students who have ever been insulted or put down by a parent or other adult in their home 20
Table 20: Percentage of high school students who never/rarely had an adult in their household who tried hard to make sure their basic needs were met 21
Table 21: Percentage of high school students who have ever had parents or other adults in their home slap, hit, kick, punch, or beat each other up 22
Table 22: Percentage of high school students who have ever lived with a parent or guardian who had severe depression, anxiety, or another mental illness, or was suicidal 23
Table 23: Percentage of high school students who have ever lived with a parent or guardian who was having a problem with alcohol or drug use 24
Table 24: Percentage of high school students who have ever been separated from a parent or guardian because their parent/guardian went to jail, prison, or a detention center 25
Table 25: Percentage of high school students who have ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood 26
EMOTIONAL HEALTH 27
Table 26: Percentage of high school students who felt sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey 27
Table 27: Percentage of high school students who seriously considered attempting suicide during the 12 months before the survey 28
Table 28: Percentage of high school students who made a plan about how they would attempt suicide during the 12 months before the survey 29
Table 29: Percentage of high school students who attempted suicide during the 12 months before the survey 30
Table 30: Percentage of high school students whose suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse during the 12 months before the survey 31
Table 31: Percentage of high school students who did something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose during the 12 months before the survey 32
Table 32: Percentage of high school students who ever got the kind of help they need when they felt sad, empty, hopeless, angry, or anxious 33
ELECTRONIC VAPOR PRODUCT USE 34
Table 33: Percentage of high school students who ever used electronic vapor products 34
Table 34: Percentage of high school students who tried electronic vapor products for the first time before age 13 years 35
Table 35: Percentage of high school students who used electronic vapor products during the 30 days before the survey 36
Table 36: Percentage of high school students who used electronic vapor products on 20 or more days during the 30 days before the survey 37
Table 37: Percentage of high school students who used an electronic vapor product to vape marijuana during the 30 days before the survey 38
Table 38: Percentage of high school students who used an electronic vapor product to vape nicotine during the 30 days before the survey 39

Table 39: Percentage of high school students who usually obtained their own electronic vapor products by various means during the 30 days before the survey 40
Table 40: Percentage of high school students who thought it would be difficult or easy to get electronic vapor products if they wanted some 41
TOBACCO USE 42
Table 41: Percentage of high school students who ever smoked cigarettes 42
Table 42: Percentage of high school students who smoked cigarettes for the first time before age 13 years 43
Table 43: Percentage of high school students who smoked cigarettes during the 30 days before the survey 44
Table 44: Percentage of high school students who smoked cigarettes on 20 or more days during the 30 days before the survey 45
Table 45: Percentage of high school students who usually obtained their own cigarettes by buying them in a store or gas station during the 30 days before the survey 46
Table 46: Percentage of high school students who thought it would be difficult or easy to get cigarettes if they wanted some 47
Table 47: Percentage of high school students who used smokeless tobacco during the 30 days before the survey 48
ALCOHOL USE 49
Table 48: Percentage of high school students who ever drank alcohol 49
Table 49: Percentage of high school students who drank alcohol for the first time before age 13 years 50
Table 50: Percentage of high school students who had at least one drink of alcohol during the 30 days before the survey 51
Table 51: Percentage of high school students who had at least one drink of alcohol on 20 or more days during the 30 days before the survey 52
Table 52: Percentage of high school students who participated in binge drinking during the 30 days before the survey 53
Table 53: Percentage of high school students who usually got the alcohol they drank by various means during the 30 days before the survey 54
Table 54: Percentage of high school students who thought it would be difficult or easy to get alcohol if they wanted some 55
Table 55: Percentage of students who rode with a driver who had been drinking alcohol during the 30 days before the survey 56
Table 56: Percentage of high school students who drove a car or other vehicle when they had been drinking alcohol during the 30 days before the survey 57
MARIJUANA USE 58
Table 57: Percentage of high school students who ever used marijuana 58
Table 58: Percentage of high school students who tried marijuana for the first time before age 13 years 59
Table 59: Percentage of high school students who used marijuana during the 30 days before the survey 60
Table 60: Percentage of high school students who used marijuana 20 or more times during the 30 days before the survey 61

Table 61: Percentage of high school students who usually used marijuana by different methods during the past 30 days before the survey 62
Table 62: Percentage of high school students who thought it would be difficult or easy to get marijuana if they wanted some 63
Table 63: Percentage of students who rode with a driver who had been using marijuana during the 30 days before the survey 64
Table 64: Percentage of high school students who drove a car or other vehicle when they had been using marijuana during the 30 days before the survey 65
NON-MEDICAL PRESCRIPTION PAIN MEDICINE USE 66
Table 65: Percentage of high school students who ever took prescription pain medicine without a doctor's prescription 66
Table 66: Percentage of high school students who took prescription pain medicine without a doctor's prescription 67
Table 67: Percentage of high school students who took prescription pain medicine without a doctor's prescription 68
Table 68: Percentage of high school students who thought it would be difficult or easy to get prescription pain medicine if they wanted some 69
OTHER DRUG USE 70
Table 69: Percentage of high school students who ever used cocaine 70
Table 70: Percentage of high school students who ever used heroin 71
Table 71: Percentage of high school students who ever used methamphetamines 72
Table 72: Percentage of high school students who ever used ecstasy 73
Table 73: Percentage of high school students who ever used synthetic marijuana 74
Table 74: Percentage of high school students who ever injected any illegal drugs . 75
Table 75: Percentage of high school students who were offered, sold, or given an illegal drug by someone on school property during the 12 months before the survey 76
SUBSTANCE USE – PERCEPTION OF RISK 77
Table 76: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week 77
Table 77: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day 78
Table 78: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week 79
Table 79: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them 80
SUBSTANCE USE – PERCEPTION OF PARENT DISAPPROVAL 81
Table 80: Percentage of high school students who reported that their parents feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day 81
Table 81: Percentage of high school students who reported that their parents feel it would be wrong for them to smoke tobacco 82

Table 82: Percentage of high school students who reported that their parents feel it would be wrong for them to smoke marijuana 83
Table 83: Percentage of high school students who reported that their parents feel it would be wrong for them to use prescription drugs not prescribed to them 84
SUBSTANCE USE – PERCEPTION OF PEER DISAPPROVAL 85
Table 84: Percentage of high school students who reported that their friends feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day 85
Table 85: Percentage of high school students who reported that their friends feel it would be wrong for them to smoke tobacco 86
Table 86: Percentage of high school students who reported that their friends feel it would be wrong for them to smoke marijuana 87
Table 87: Percentage of high school students who reported that their friends feel it would be wrong for them to use prescription drugs not prescribed to them 88
SEXUAL BEHAVIORS 89
Table 88: Percentage of high school students who ever had sexual intercourse 89
Table 89: Percentage of high school students who had sexual intercourse for the first time before age 13 years 90
Table 90: Percentage of high school students who had sexual intercourse with four or more persons during their life 91
Table 91: Percentage of high school students who had sexual intercourse with at least one person during the 3 months before the survey 92
Table 92: Percentage of high school students who drank alcohol or used drugs before last sexual intercourse 93
Table 93: Percentage of high school students who used a condom during last sexual intercourse 94
Table 94: Percentage of high school students who used birth control pills before last sexual intercourse 95
Table 95: Percentage of high school students who used an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse 96
Table 96: Percentage of high school students who used birth control pills, an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse 97
Table 97: Percentage of high school students who used both a condom and birth control pills, an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse 98
Table 98: Percentage of high school students who did not use any method to prevent pregnancy during last sexual intercourse 99
Table 99: Percentage of high school students who have ever been pregnant or gotten someone pregnant 100
Table 100: Percentage of high school students who did not have sexual contact, who had sexual contact with the opposite sex, and who had sexual contact with the same or both sexes 101
DIET 102
Table 101: Percentage of high school students who did not eat fruit during the 7 days before the survey 102

Table 102: Percentage of high school students who ate fruit one or more times/day during the 7 days before the survey 103
Table 103: Percentage of high school students who ate fruit two or more times/day during the 7 days before the survey 104
Table 104: Percentage of high school students who ate fruit three or more times/day during the 7 days before the survey 105
Table 105: Percentage of high school students who did not eat vegetables during the 7 days before the survey 106
Table 106: Percentage of high school students who ate vegetables one or more times/day during the 7 days before the survey 107
Table 107: Percentage of high school students who ate vegetables two or more times/day during the 7 days before the survey 108
Table 108: Percentage of high school students who ate vegetables three or more times/day during the 7 days before the survey 109
Table 109: Percentage of high school students who did not drink soda or pop during the 7 days before the survey 110
Table 110: Percentage of high school students who drank soda or pop one or more times/day during the 7 days before the survey 111
Table 110: Percentage of high school students who drank soda or pop two or more times/day during the 7 days before the survey 112
Table 111: Percentage of high school students who drank soda or pop three or more times/day during the 7 days before the survey 113
Table 112: Percentage of high school students who did not eat breakfast during the 7 days before the survey 114
Table 113: Percentage of high school students who ate breakfast on all 7 days before the survey 115
Table 114: Percentage of high school students who went hungry because there was not enough food in their home during the 30 days before the survey 116
PHYSICAL ACTIVITY 117
Table 115: Percentage of high school students who did not participate in at least 60 minutes of physical activity on any day during the 7 days before the survey 117
Table 116: Percentage of high school students who were physically active at least 60 minutes/day on 5 or more days during the 7 days before the survey 118
Table 117: Percentage of high school students who were physically active at least 60 minutes/day on all 7 days before the survey 119
Table 118: Percentage of high school students who attended physical education (PE) classes on one or more days in an average school week 120
Table 119: Percentage of high school students who attended physical education (PE) classes daily 121
Table 120: Percentage of high school students who got 8 or more hours of sleep on an average school night 122
WEIGHT 123
Table 121: Percentage of high school students who were obese 123
Table 122: Percentage of high school students who were overweight 124
RESILIENCY FACTORS 125

Table 123: Percentage of high school students who talked to their parents or other adults in their home about their problems 125
Table 124: Percentage of high school students who talked to their parents about what is right and wrong 126
Table 125: Percentage of high school students who felt comfortable talking to their parents about personal matters 127
Table 126: Percentage of high school students who felt close to people at their school 128
Table 127: Percentage of high school students who were happy to be at their school 129
Table 128: Percentage of high school students who felt like their teachers really care about them and give them a lot of encouragement 130
OTHER 131
Table 129: Percentage of high school students who visited a dentist during the 12 months before the survey 131

INTRODUCTION

Priority health risk behaviors (i.e. preventable behaviors that contribute to the leading causes of morbidity and mortality) are often established during childhood and adolescence and extend into adulthood. Ongoing surveillance of youth risk behaviors is critical for the design, implementation, and evaluation of public health interventions to improve adolescent health. The Youth Risk Behavior Survey (YRBS) is a national surveillance system that was established in 1991 by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of health risk behaviors among youth. The Nevada High School YRBS is a biennial, anonymous, and voluntary survey of students in 9th through 12th grade in regular public, charter, and alternative schools. Students self-report their behaviors in six major areas of health that directly lead to morbidity and mortality; these include:

1) Behaviors that contribute to unintentional injuries and violence;
2) Sexual behaviors that contribute to human immunodeficiency virus (HIV) infection, other sexually transmitted diseases, and unintended pregnancy;
3) Tobacco use;
4) Alcohol and other drug use;
5) Unhealthy dietary behaviors; and
6) Physical inactivity.

In 2023, 36 high schools were randomly chosen by the CDC to represent Nevada. To ensure greater representation from schools in all districts, the Nevada Division of Public and Behavioral Health contracted with the University of Nevada, Reno School of Public Health to conduct the YRBS in all high schools throughout the state. The 2023 Nevada High School YRBS provides statewide data to assess priority health-risk behaviors among high school students, measures progress toward achieving national health objectives for *Healthy People 2030* and other program and policy indicators, and evaluates the impact of school and community interventions at the national, state, and local level. It is our intention that these data will be used by education and health professionals, policy makers, community members, and researchers to improve the health of Nevada's high school students.

METHODS

Sampling, Weighting, and Analysis

The 2023 Nevada YRBS sampling plan was designed to ensure that every eligible student had an equal chance of selection. A random cluster sample design was used to produce a representative sample of students in grades 9–12 (from all Nevada regular public, charter, and alternative high schools). In order to provide regional data that represent all counties in the state, all 17 school districts were grouped into 8 regions that generally reflect the Nevada Statewide Coalition Partnership (Table 1). The regional grouping also helped ensure that individual schools could not be identified. Next, classes were randomly selected within every school with the probability based on a required margin of error in the sample size for each region. Intact classes of either all

second period or all required English courses were randomly selected from each school. The questionnaire was administered to all students in sampled classes from February 2023 to June 2023.

The 2023 Nevada YRBS data in this report were weighted based on the sex, race/ethnicity, and grade level of students in each region. The weighting process ensured that the estimates accurately represent the entire student population in each region and the state as a whole. Non-response or poor sampling procedures can result in a sample that is not a representative subset of the population; therefore, un-weighted results from these samples may not accurately reflect student behaviors and could be misleading. This report only displays weighted results.

NOTE: The 2021 YRBS data were collected fall semester rather than spring semester, so the students were younger on average. Age can influence the risk behavior prevalence estimates. When comparing 2023 data to 2021 data, please refer to the UNR trend reports which weight the data by age for all years compared.

Table 1: 2023 YRBS sampling regions and Nevada Statewide Coalition Partnership

Region	School District	# Schools	Nevada Statewide Coalition Partnership
1	Carson City	2	Partnership Carson City
2	Douglas County	3	Partnership Douglas County
3	Elko County White Pine County Eureka County	11	PACE Coalition
4	Churchill County Humboldt County Pershing County Lander County	5	Churchill Community Coalition Frontier Community Coalition
5	Lyon County Mineral County Storey County	7	Healthy Communities Coalition
6	Nye County Lincoln County	7	Nye Communities Coalition
7	Washoe County	18	Join Together Northern Nevada
8	Clark County	49	Care Coalition PACT Coalition

Permission Status and Response Rates

The Nevada legislature passed SB69, which requires Nevada public, charter, and alternative secondary schools to participate in the Nevada YRBS. SB69 also requires passive parental permission for YRBS participation. Passive parental permission means the students take a permission form home and return it only if their parent or guardian

does not want them to participate in the survey. In 2023, all 16 of the school districts with high schools participated in the High School YRBS and only 3 schools did not participate (102 potential respondents). Overall, 5,122 students from 99 schools completed the survey. Table 2 shows school district and overall response rates.

Table 2: 2017, 2019, 2021, & 2023 YRBS response rates by school district

District	2017 YRBS Response Rate	2019 YRBS Response Rate	2021 YRBS Response Rate	2023 YRBS Response Rate
Carson City School District	74.6%	87.3%	72.4%	81.3%
Churchill County School District	84.4%	87.7%	57.9%	72.0%
Clark County School District	61.1%	61.8%	67.6%	68.7%
Douglas County School District	51.6%	63.4%	80.7%	75.3%
Elko County School District	81.6%	78.7%	65.2%	65.5%
Eureka County School District	71.4%	96.7%	0.0%	87.5%
Humboldt County School District	91.3%	85.0%	62.9%	74.9%
Lander County School District	51.5%	11.3%	92.5%	74.4%
Lincoln County School District	87.6%	89.9%	87.1%	89.1%
Lyon County School District	39.6%	53.8%	58.6%	79.0%
Mineral County School District	82.1%	91.3%	90.0%	92.3%
Nye County School District	52.1%	65.8%	45.2%	53.2%
Pershing County School District	92.1%	92.9%	96.1%	90.4%
Storey County School District	95.9%	84.1%	87.1%	81.6%
Washoe County School District	76.8%	72.9%	76.8%	65.2%
White Pine County School District	80.9%	78.5%	44.5%	34.8%
Overall Response Rate	**65.7%**	**67.3%**	**68.5%**	**68.9%**

RESULTS

Participant Characteristics

Table 3: Demographic characteristics of participating students — Nevada YRBS 2023

		Student Participants[a]	Unweighted %	Weighted %
Overall	**Total**	5122	100%	100%
Sex	**Female**	2547	50.5%	48.7%
	Male	2502	49.6%	51.3%
Age Groups	**14 years old or younger**	628	12.3%	12.4%
	15 years old	1469	28.8%	26.7%
	16 years old	1348	26.4%	26.0%
	17 years old	1068	20.9%	22.8%
	18 years old or older	593	11.6%	12.2%
Grade	**9th grade**	1415	27.8%	26.1%
	10th grade	1573	30.9%	26.5%
	11th grade	1056	20.8%	24.1%
	12th grade	1021	20.1%	22.8%
	Ungraded or other grade	21	0.4%	0.4%
Race/Ethnicity	**American Indian/Alaska Native[b]**	88	1.8%	0.8%
	Asian[b]	260	5.3%	6.1%
	Black[b]	259	5.3%	10.8%
	Native Hawaiian/Pacific Islander[b]	60	1.2%	1.6%
	White[b]	1905	38.7%	28.7%
	Hispanic/Latino	2070	42.0%	45.5%
	Other/Multiple[b]	284	5.8%	6.5%
Region	**1: Carson City**	277	5.4%	1.8%
	2: Douglas	330	6.4%	1.3%
	3: Elko, White Pine, and Eureka	429	8.4%	2.6%
	4: Churchill, Humboldt, Pershing, and Lander	377	7.4%	1.9%
	5: Lyon, Mineral, and Storey	460	9.0%	2.3%
	6: Nye and Lincoln	367	7.2%	1.4%
	7: Washoe	941	18.4%	15.2%
	8: Clark	1941	37.9%	73.3%

[a] The sample size in the total and subgroups may differ due to missing data
[b] Non-Hispanic

Table 4: Percentage of high school students who had parents or other adults in their home serving on active duty in the military — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	243	4.7%	(3.8-5.6)	4706	95.3%	(94.4-96.2)
Sex	**Female**	98	4.0%	(2.9-5.0)	2377	96.0%	(95.0-97.1)
	Male	139	5.3%	(4.1-6.5)	2285	94.7%	(93.5-95.9)
Age	**14 years old or younger**	46	8.1%	(4.9-11.2)	546	91.9%	(88.8-95.1)
	15 years old	77	5.5%	(3.9-7.1)	1343	94.5%	(92.9-96.1)
	16 years old	57	4.1%	(2.4-5.7)	1262	95.9%	(94.3-97.6)
	17 years old	38	4.0%	(2.4-5.6)	995	96.0%	(94.4-97.6)
	18 years old or older	23	2.1%	(0.8-3.5)	555	97.9%	(96.5-99.2)
Grade	**9th grade**	82	6.6%	(4.9-8.2)	1279	93.4%	(91.8-95.1)
	10th grade	75	5.1%	(3.6-6.6)	1457	94.9%	(93.4-96.4)
	11th grade	41	3.7%	(2.3-5.1)	983	96.3%	(94.9-97.7)
	12th grade	36	2.8%	(1.6-4.0)	953	97.2%	(96.0-98.4)
Race/Ethnicity	**American Indian/Alaska Native**[d]	4	4.4%	(0.0-9.3)	76	95.6%	(90.7-100.0)
	Asian[d]	17	5.9%	(2.5-9.4)	236	94.1%	(90.6-97.5)
	Black[d]	13	5.7%	(2.3-9.0)	238	94.3%	(91.0-97.7)
	Native Hawaiian/Pacific Islander[d]	4	8.0%	(0.0-17.3)	53	92.0%	(82.7-100.0)
	White[d]	80	4.3%	(2.8-5.7)	1786	95.7%	(94.3-97.2)
	Hispanic/Latino	99	4.6%	(3.5-5.7)	1906	95.4%	(94.3-96.5)
	Other/Multiple[d]	8	3.4%	(0.7-6.1)	270	96.6%	(93.9-99.3)
Region	**1: Carson City**	14	5.6%	(2.1-9.2)	255	94.4%	(90.8-97.9)
	2: Douglas	19	6.1%	(3.6-8.6)	299	93.9%	(91.4-96.4)
	3: Elko, White Pine, and Eureka	14	2.8%	(1.1-4.5)	413	97.2%	(95.5-98.9)
	4: Churchill, Humboldt, Pershing, and Lander	19	5.1%	(2.6-7.5)	352	94.9%	(92.5-97.4)
	5: Lyon, Mineral, and Storey	22	4.6%	(2.7-6.5)	423	95.4%	(93.5-97.3)
	6: Nye and Lincoln	23	6.2%	(2.7-9.7)	336	93.8%	(90.3-97.3)
	7: Washoe	38	4.1%	(2.7-5.5)	860	95.9%	(94.5-97.3)
	8: Clark	94	4.8%	(3.7-5.9)	1768	95.2%	(94.1-96.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 5: Percentage of high school students who qualified for or received free or reduced price lunches at school — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2362	51.4%	(48.7-54.0)	2583	48.6%	(46.0-51.3)
Sex	**Female**	1209	51.7%	(48.5-54.9)	1262	48.3%	(45.1-51.5)
	Male	1135	51.3%	(47.7-55.0)	1288	48.7%	(45.0-52.3)
Age	**14 years old or younger**	273	46.5%	(40.2-52.8)	326	53.5%	(47.2-59.8)
	15 years old	681	51.0%	(46.5-55.6)	731	49.0%	(44.4-53.5)
	16 years old	629	51.8%	(47.8-55.9)	689	48.2%	(44.1-52.2)
	17 years old	506	55.3%	(50.6-59.9)	524	44.7%	(40.1-49.4)
	18 years old or older	269	48.7%	(42.5-54.8)	310	51.3%	(45.2-57.5)
Grade	**9th grade**	626	47.0%	(41.7-52.4)	732	53.0%	(47.6-58.3)
	10th grade	762	53.1%	(48.3-58.0)	766	46.9%	(42.0-51.7)
	11th grade	499	53.7%	(48.8-58.5)	526	46.3%	(41.5-51.2)
	12th grade	459	52.0%	(46.7-57.3)	532	48.0%	(42.7-53.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	31	38.1%	(26.6-49.6)	47	61.9%	(50.4-73.4)
	Asian[d]	121	55.2%	(47.5-63.0)	130	44.8%	(37.0-52.5)
	Black[d]	140	59.5%	(50.7-68.2)	111	40.5%	(31.8-49.3)
	Native Hawaiian/Pacific Islander[d]	35	60.0%	(42.1-77.9)	23	40.0%	(22.1-57.9)
	White[d]	764	40.3%	(36.6-44.0)	1097	59.7%	(56.0-63.4)
	Hispanic/Latino	1083	57.0%	(53.8-60.2)	922	43.0%	(39.8-46.2)
	Other/Multiple[d]	126	44.0%	(35.7-52.3)	151	56.0%	(47.7-64.3)
Region	**1: Carson City**	137	51.2%	(42.9-59.5)	132	48.8%	(40.5-57.1)
	2: Douglas	137	44.1%	(36.8-51.3)	180	55.9%	(48.7-63.2)
	3: Elko, White Pine, and Eureka	173	39.8%	(33.4-46.3)	250	60.2%	(53.7-66.6)
	4: Churchill, Humboldt, Pershing, and Lander	152	41.1%	(33.7-48.5)	219	58.9%	(51.5-66.3)
	5: Lyon, Mineral, and Storey	177	39.1%	(32.1-46.0)	269	60.9%	(54.0-67.9)
	6: Nye and Lincoln	229	62.6%	(53.9-71.3)	131	37.4%	(28.7-46.1)
	7: Washoe	349	39.4%	(33.8-44.9)	551	60.6%	(55.1-66.2)
	8: Clark	1008	54.9%	(51.5-58.3)	851	45.1%	(41.7-48.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 6: Percentage of high school students who identified as heterosexual (straight), gay or lesbian, bisexual, some other identity, or questioning identity — Nevada YRBS 2023*

		Heterosexual (straight)			Gay or lesbian			Bisexual			Some other identity			Questioning identity		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	3605	74.0%	(71.4-76.7)	187	4.2%	(3.5-4.9)	563	12.4%	(10.8-14.1)	218	4.4%	(3.5-5.3)	227	4.9%	(3.9-6.0)
Sex	**Female**	1569	60.9%	(57.2-64.5)	107	5.1%	(4.0-6.2)	436	19.9%	(17.6-22.2)	159	7.0%	(5.5-8.5)	154	7.2%	(5.4-8.9)
	Male	2019	87.7%	(85.8-89.7)	74	3.2%	(2.2-4.2)	117	5.0%	(3.8-6.2)	42	1.3%	(0.8-1.9)	68	2.7%	(1.9-3.5)
Age	**14 years old or younger**	400	66.9%	(60.7-73.2)	28	4.6%	(2.6-6.6)	81	14.1%	(10.3-18.0)	43	7.8%	(4.3-11.4)	35	6.5%	(4.0-9.0)
	15 years old	1033	73.9%	(69.4-78.4)	45	3.9%	(2.7-5.1)	149	11.2%	(8.7-13.7)	62	4.4%	(3.0-5.8)	83	6.6%	(4.6-8.6)
	16 years old	973	76.3%	(72.7-80.0)	42	3.2%	(2.1-4.3)	148	11.8%	(9.2-14.4)	52	4.0%	(2.6-5.4)	56	4.7%	(2.9-6.5)
	17 years old	761	74.7%	(70.6-78.8)	45	4.7%	(2.8-6.7)	122	13.7%	(10.9-16.4)	37	2.8%	(1.5-4.2)	39	4.0%	(2.4-5.7)
	18 years old or older	433	75.6%	(70.0-81.1)	26	5.9%	(3.0-8.9)	63	12.6%	(8.5-16.6)	24	4.6%	(2.2-7.0)	12	1.3%	(0.0-2.7)
Grade	**9th grade**	979	71.8%	(65.8-77.9)	47	4.0%	(2.6-5.4)	146	12.0%	(8.7-15.3)	67	5.5%	(3.4-7.7)	77	6.6%	(4.5-8.8)
	10th grade	1095	72.4%	(68.5-76.3)	53	3.5%	(2.5-4.6)	189	13.2%	(10.6-15.8)	73	5.1%	(3.6-6.5)	73	5.8%	(3.7-7.9)
	11th grade	778	78.3%	(73.9-82.6)	38	4.0%	(2.6-5.4)	102	10.6%	(7.9-13.3)	32	3.0%	(1.4-4.6)	43	4.1%	(2.4-5.9)
	12th grade	730	74.3%	(69.9-78.8)	44	5.1%	(3.2-6.9)	121	14.0%	(10.4-17.5)	41	3.8%	(2.4-5.2)	30	2.8%	(1.7-3.9)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	65	84.4%	(74.8-93.9)	0	.	(-.)	5	6.1%	(0.0-12.5)	5	7.5%	(0.9-14.1)	1	2.1%	(0.0-6.2)
	Asian[d]	188	75.8%	(69.6-81.9)	8	3.1%	(0.8-5.3)	17	6.5%	(3.1-9.9)	14	5.4%	(2.2-8.5)	21	9.3%	(5.6-13.0)
	Black[d]	176	72.5%	(65.2-79.8)	11	4.4%	(1.6-7.2)	34	15.5%	(10.7-20.3)	15	4.2%	(1.8-6.7)	9	3.3%	(0.7-5.9)
	Native Hawaiian/ Pacific Islander[d]	45	80.6%	(67.9-93.4)	2	4.0%	(0.0-9.9)	2	3.3%	(0.0-9.4)	6	9.8%	(0.0-19.8)	1	2.3%	(0.0-6.7)
	White[d]	1371	74.2%	(70.5-77.8)	71	4.8%	(3.6-6.1)	222	13.5%	(11.2-15.9)	71	3.5%	(2.3-4.7)	76	4.0%	(2.5-5.4)
	Hispanic/Latino	1474	75.1%	(72.2-78.0)	75	3.9%	(2.9-4.9)	217	11.3%	(9.4-13.1)	68	4.1%	(2.9-5.2)	98	5.7%	(4.1-7.2)
	Other/Multiple[d]	177	64.0%	(54.4-73.7)	13	5.1%	(1.5-8.8)	49	18.8%	(11.8-25.8)	22	8.2%	(4.2-12.3)	10	3.8%	(0.2-7.4)
Region	**1: Carson City**	207	76.6%	(69.2-84.0)	11	5.8%	(2.0-9.6)	27	11.0%	(5.5-16.4)	8	3.3%	(0.8-5.8)	10	3.4%	(1.3-5.5)
	2: Douglas	244	81.1%	(75.4-86.8)	10	3.1%	(1.1-5.2)	30	8.6%	(5.2-12.0)	12	3.9%	(1.7-6.0)	12	3.3%	(1.6-5.1)
	3: Elko, White Pine, and Eureka	323	78.3%	(72.4-84.2)	13	2.9%	(1.3-4.4)	44	10.4%	(6.2-14.5)	12	3.1%	(1.5-4.6)	22	5.4%	(3.0-7.7)
	4: Churchill, Humboldt, Pershing, and Lander	286	81.0%	(75.6-86.3)	11	3.7%	(1.4-5.9)	37	9.4%	(6.1-12.6)	11	3.0%	(1.1-4.9)	10	3.0%	(1.2-4.8)
	5: Lyon, Mineral, and Storey	325	76.0%	(69.9-82.0)	20	4.2%	(2.7-5.6)	51	12.6%	(8.1-17.2)	23	5.1%	(2.7-7.4)	12	2.1%	(0.5-3.8)
	6: Nye and Lincoln	276	81.7%	(75.1-88.3)	5	1.6%	(0.3-2.9)	31	8.6%	(4.6-12.7)	15	4.6%	(2.2-7.0)	12	3.5%	(1.3-5.7)
	7: Washoe	654	75.9%	(72.6-79.2)	43	5.1%	(3.5-6.6)	93	10.7%	(8.6-12.8)	38	3.8%	(2.5-5.0)	44	4.5%	(2.9-6.1)
	8: Clark	1290	72.9%	(69.3-76.4)	74	4.2%	(3.3-5.0)	250	13.1%	(10.9-15.3)	99	4.6%	(3.4-5.8)	105	5.2%	(3.9-6.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 7: Percentage of high school students who identified as transgender[e] — Nevada YRBS 2023*

		No, I am not transgender			Yes, I am transgender			I am not sure if I am transgender		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	4528	94.6%	(93.6-95.6)	152	3.0%	(2.3-3.6)	138	2.4%	(1.7-3.2)
Sex	**Female**	2272	93.6%	(92.0-95.1)	83	3.3%	(2.4-4.2)	88	3.1%	(1.9-4.4)
	Male	2228	96.3%	(95.3-97.3)	54	2.1%	(1.3-2.9)	45	1.6%	(1.0-2.3)
Age	**14 years/younger**	533	91.6%	(88.1-95.1)	25	4.1%	(1.6-6.6)	27	4.3%	(1.6-7.0)
	15 years old	1301	94.8%	(93.2-96.4)	48	3.3%	(1.9-4.6)	35	2.0%	(0.9-3.1)
	16 years old	1208	95.2%	(93.6-96.8)	32	1.9%	(1.1-2.8)	42	2.9%	(1.6-4.2)
	17 years old	947	94.3%	(92.3-96.2)	34	4.0%	(2.4-5.6)	22	1.7%	(0.6-2.8)
	18 years/older	532	97.1%	(95.7-98.5)	13	1.4%	(0.4-2.4)	10	1.5%	(0.4-2.6)
Grade	**9th grade**	1240	93.6%	(91.4-95.8)	45	3.3%	(2.0-4.6)	45	3.1%	(1.4-4.7)
	10th grade	1398	94.2%	(92.7-95.7)	47	3.0%	(2.1-4.0)	46	2.8%	(1.6-4.0)
	11th grade	949	96.0%	(94.3-97.7)	24	2.2%	(1.0-3.4)	23	1.8%	(0.7-2.9)
	12th grade	909	95.4%	(93.7-97.1)	33	2.8%	(1.4-4.1)	21	1.9%	(0.8-2.9)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	73	94.7%	(88.5-100.0)	2	2.7%	(0.0-6.7)	1	2.6%	(0.0-7.6)
	Asian[d]	235	96.2%	(93.5-98.9)	9	2.4%	(0.5-4.4)	4	1.4%	(0.0-3.3)
	Black[d]	233	95.3%	(91.7-98.9)	11	3.5%	(0.6-6.5)	4	1.2%	(0.0-2.8)
	Native Hawaiian/ Pacific Islander[d]	51	93.8%	(85.4-100.0)	2	0.9%	(0.0-2.1)	3	5.3%	(0.0-13.7)
	White[d]	1675	93.1%	(91.5-94.8)	74	4.0%	(2.8-5.3)	58	2.8%	(1.8-3.8)
	Hispanic/Latino	1880	95.7%	(94.5-96.9)	39	2.2%	(1.4-2.9)	46	2.1%	(1.2-3.0)
	Other/Multiple[d]	248	91.1%	(87.0-95.3)	8	3.8%	(1.1-6.5)	13	5.1%	(1.6-8.6)
Region	**1: Carson City**	245	90.6%	(85.0-96.2)	14	7.1%	(2.3-12.0)	5	2.2%	(0.0-4.5)
	2: Douglas	286	94.2%	(91.3-97.0)	7	2.4%	(0.6-4.3)	10	3.4%	(0.9-5.9)
	3: Elko, White Pine, and Eureka	390	92.9%	(89.8-95.9)	12	3.3%	(1.2-5.5)	16	3.8%	(1.8-5.8)
	4: Churchill, Humboldt, Pershing, and Lander	330	92.7%	(88.9-96.4)	12	3.9%	(0.8-7.0)	12	3.4%	(1.3-5.6)
	5: Lyon, Mineral, and Storey	402	92.5%	(89.2-95.8)	15	4.0%	(1.3-6.8)	19	3.5%	(1.8-5.1)
	6: Nye and Lincoln	335	96.5%	(94.3-98.7)	7	2.0%	(0.2-3.8)	6	1.5%	(0.4-2.6)
	7: Washoe	827	94.9%	(93.4-96.4)	30	3.2%	(2.0-4.4)	18	1.9%	(1.1-2.7)
	8: Clark	1713	94.8%	(93.5-96.1)	55	2.8%	(1.9-3.6)	52	2.4%	(1.4-3.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] As in, when their sex at birth does not match the way they think or feel about their gender
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 8: Percentage of high school students who experienced housing insecurity during the 30 days before the survey[e,f]— Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	210	4.8%	(3.7-5.8)	3872	95.2%	(94.2-96.3)
Sex	**Female**	78	3.7%	(2.4-4.9)	1979	96.3%	(95.1-97.6)
	Male	123	5.6%	(4.0-7.1)	1856	94.4%	(92.9-96.0)
Age	**14 years old or younger**	28	2.7%	(1.2-4.1)	527	97.3%	(95.9-98.8)
	15 years old	54	3.6%	(2.0-5.1)	1273	96.4%	(94.9-98.0)
	16 years old	67	5.4%	(3.6-7.2)	1161	94.6%	(92.8-96.4)
	17 years old	61	6.6%	(3.9-9.2)	911	93.4%	(90.8-96.1)
Grade	**9th grade**	54	3.4%	(2.1-4.6)	1213	96.6%	(95.4-97.9)
	10th grade	71	4.3%	(2.6-6.1)	1349	95.7%	(93.9-97.4)
	11th grade	51	5.8%	(3.6-8.0)	888	94.2%	(92.0-96.4)
	12th grade	27	6.1%	(2.8-9.4)	398	93.9%	(90.6-97.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	10.2%	(1.6-18.7)	68	89.8%	(81.3-98.4)
	Asian[d]	5	1.4%	(0.0-3.0)	214	98.6%	(97.0-100.0)
	Black[d]	16	9.1%	(4.5-13.8)	178	90.9%	(86.2-95.5)
	Native Hawaiian/Pacific Islander[d]	2	4.1%	(0.0-10.6)	48	95.9%	(89.4-100.0)
	White[d]	72	4.1%	(2.8-5.3)	1475	95.9%	(94.7-97.2)
	Hispanic/Latino	85	4.8%	(3.4-6.2)	1567	95.2%	(93.8-96.6)
	Other/Multiple[d]	10	3.2%	(0.3-6.1)	198	96.8%	(93.9-99.7)
Region	**1: Carson City**	13	5.5%	(1.7-9.4)	216	94.5%	(90.6-98.3)
	2: Douglas	7	2.3%	(0.6-4.0)	233	97.7%	(96.0-99.4)
	3: Elko, White Pine, and Eureka	18	5.0%	(2.6-7.5)	344	95.0%	(92.5-97.4)
	4: Churchill, Humboldt, Pershing, and Lander	28	8.3%	(5.1-11.6)	298	91.7%	(88.4-94.9)
	5: Lyon, Mineral, and Storey	24	6.4%	(2.7-10.1)	364	93.6%	(89.9-97.3)
	6: Nye and Lincoln	16	6.1%	(1.0-11.2)	274	93.9%	(88.8-99.0)
	7: Washoe	33	4.3%	(2.2-6.5)	704	95.7%	(93.5-97.8)
	8: Clark	71	4.7%	(3.4-6.0)	1439	95.3%	(94.0-96.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] In the home of other people, a shelter or emergency housing, a motel or hotel, a public place, or no usual place
[f] Among students who were aged <18 years
*** Note: We caution against group comparisons when a cell size is less than 5.**

Violence-Related Behaviors

Table 9: Percentage of high school students who carried a gun during the 12 months before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	252	3.8%	(3.0-4.6)	4742	96.2%	(95.4-97.0)
Sex	**Female**	57	2.0%	(1.2-2.7)	2442	98.0%	(97.3-98.8)
	Male	182	5.3%	(4.1-6.6)	2252	94.7%	(93.4-95.9)
Age	**14 years old or younger**	40	3.5%	(1.6-5.5)	562	96.5%	(94.5-98.4)
	15 years old	60	3.8%	(2.4-5.2)	1374	96.2%	(94.8-97.6)
	16 years old	60	3.6%	(2.1-5.1)	1263	96.4%	(94.9-97.9)
	17 years old	50	3.7%	(2.2-5.3)	992	96.3%	(94.7-97.8)
	18 years old or older	41	4.5%	(2.1-6.8)	541	95.5%	(93.2-97.9)
Grade	**9th grade**	60	3.8%	(2.5-5.1)	1313	96.2%	(94.9-97.5)
	10th grade	58	2.8%	(1.6-4.1)	1488	97.2%	(95.9-98.4)
	11th grade	61	3.9%	(2.1-5.8)	967	96.1%	(94.2-97.9)
	12th grade	58	3.9%	(2.2-5.6)	943	96.1%	(94.4-97.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	4	6.9%	(0.1-13.7)	78	93.1%	(86.3-99.9)
	Asian[d]	5	0.8%	(0.0-1.6)	249	99.2%	(98.4-100.0)
	Black[d]	10	3.5%	(1.1-6.0)	242	96.5%	(94.0-98.9)
	Native Hawaiian/Pacific Islander[d]	4	6.2%	(0.0-17.3)	53	93.8%	(82.7-100.0)
	White[d]	91	3.7%	(2.3-5.2)	1783	96.3%	(94.8-97.7)
	Hispanic/Latino	104	4.5%	(3.2-5.8)	1917	95.5%	(94.2-96.8)
	Other/Multiple[d]	7	1.1%	(0.0-2.1)	270	98.9%	(97.9-100.0)
Region	**1: Carson City**	22	6.8%	(3.3-10.3)	249	93.2%	(89.7-96.7)
	2: Douglas	20	4.8%	(2.4-7.2)	301	95.2%	(92.8-97.6)
	3: Elko, White Pine, and Eureka	14	3.2%	(1.1-5.3)	410	96.8%	(94.7-98.9)
	4: Churchill, Humboldt, Pershing, and Lander	26	6.8%	(3.7-9.8)	346	93.2%	(90.2-96.3)
	5: Lyon, Mineral, and Storey	29	8.0%	(4.0-12.0)	420	92.0%	(88.0-96.0)
	6: Nye and Lincoln	30	8.9%	(4.9-12.8)	332	91.1%	(87.2-95.1)
	7: Washoe	43	4.5%	(2.3-6.6)	873	95.5%	(93.4-97.7)
	8: Clark	68	3.3%	(2.3-4.2)	1811	96.7%	(95.8-97.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Not including carrying a gun only for hunting or for sport, such as target shooting
[f] One or more days during the 12 months before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 10: Percentage of high school students who were threatened or injured by someone with a weapon on school property during the 12 months before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall Total	**Total**	415	6.7%	(5.7-7.8)	4586	93.3%	(92.2-94.3)
Sex	**Female**	159	5.1%	(3.8-6.4)	2337	94.9%	(93.6-96.2)
	Male	236	7.9%	(6.5-9.4)	2204	92.1%	(90.6-93.5)
Age	**14 years old or younger**	62	7.2%	(4.2-10.2)	546	92.8%	(89.8-95.8)
	15 years old	113	7.1%	(5.0-9.3)	1322	92.9%	(90.7-95.0)
	16 years old	114	7.5%	(5.4-9.5)	1208	92.5%	(90.5-94.6)
	17 years old	77	5.3%	(3.7-6.9)	966	94.7%	(93.1-96.3)
	18 years old or older	48	6.6%	(3.5-9.7)	534	93.4%	(90.3-96.5)
Grade	**9th grade**	114	6.8%	(4.5-9.2)	1264	93.2%	(90.8-95.5)
	10th grade	115	6.3%	(4.7-7.8)	1427	93.7%	(92.2-95.3)
	11th grade	92	7.3%	(5.0-9.6)	938	92.7%	(90.4-95.0)
	12th grade	71	5.5%	(3.2-7.9)	931	94.5%	(92.1-96.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	8.1%	(1.0-15.2)	79	91.9%	(84.8-99.0)
	Asian[d]	11	2.6%	(0.8-4.5)	243	97.4%	(95.5-99.2)
	Black[d]	19	6.8%	(2.9-10.7)	231	93.2%	(89.3-97.1)
	Native Hawaiian/Pacific Islander[d]	4	7.5%	(0.0-16.7)	53	92.5%	(83.3-100.0)
	White[d]	163	7.4%	(5.7-9.1)	1711	92.6%	(90.9-94.3)
	Hispanic/Latino	147	6.3%	(4.9-7.6)	1874	93.7%	(92.4-95.1)
	Other/Multiple[d]	32	10.3%	(6.0-14.5)	243	89.7%	(85.5-94.0)
Region	**1: Carson City**	20	7.0%	(2.2-11.8)	252	93.0%	(88.2-97.8)
	2: Douglas	37	10.3%	(6.4-14.1)	285	89.7%	(85.9-93.6)
	3: Elko, White Pine, and Eureka	41	9.8%	(7.3-12.3)	384	90.2%	(87.7-92.7)
	4: Churchill, Humboldt, Pershing, and Lander	35	9.0%	(5.8-12.2)	336	91.0%	(87.8-94.2)
	5: Lyon, Mineral, and Storey	49	12.0%	(9.3-14.7)	399	88.0%	(85.3-90.7)
	6: Nye and Lincoln	36	9.0%	(6.1-12.0)	327	91.0%	(88.0-93.9)
	7: Washoe	82	8.7%	(6.9-10.4)	834	91.3%	(89.6-93.1)
	8: Clark	115	5.9%	(4.5-7.3)	1769	94.1%	(92.7-95.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] For example, a gun, knife, or club
[f] One or more times during the 12 months before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 11: Percentage of high school students who were in a physical fight on school property during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall Total	**Total**	466	7.7%	(6.6-8.7)	4516	92.3%	(91.3-93.4)
Sex	**Female**	149	5.3%	(4.1-6.5)	2339	94.7%	(93.5-95.9)
	Male	300	9.7%	(8.0-11.3)	2132	90.3%	(88.7-92.0)
Age	**14 years old or younger**	83	11.5%	(7.3-15.7)	522	88.5%	(84.3-92.7)
	15 years old	135	8.1%	(6.2-10.0)	1295	91.9%	(90.0-93.8)
	16 years old	112	7.5%	(5.4-9.6)	1207	92.5%	(90.4-94.6)
	17 years old	83	5.9%	(4.0-7.7)	950	94.1%	(92.3-96.0)
	18 years old or older	52	6.6%	(3.7-9.6)	532	93.4%	(90.4-96.3)
Grade	**9th grade**	153	9.4%	(7.0-11.8)	1221	90.6%	(88.2-93.0)
	10th grade	130	8.2%	(6.2-10.2)	1405	91.8%	(89.8-93.8)
	11th grade	94	6.8%	(4.9-8.8)	931	93.2%	(91.2-95.1)
	12th grade	72	5.0%	(3.2-6.8)	928	95.0%	(93.2-96.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	11	12.1%	(4.8-19.4)	72	87.9%	(80.6-95.2)
	Asian[d]	10	3.3%	(0.9-5.7)	243	96.7%	(94.3-99.1)
	Black[d]	29	11.5%	(6.8-16.3)	219	88.5%	(83.7-93.2)
	Native Hawaiian/Pacific Islander[d]	6	9.6%	(0.0-21.9)	49	90.4%	(78.1-100.0)
	White[d]	173	7.2%	(5.8-8.6)	1697	92.8%	(91.4-94.2)
	Hispanic/Latino	182	7.7%	(6.2-9.2)	1834	92.3%	(90.8-93.8)
	Other/Multiple[d]	23	5.9%	(2.5-9.3)	251	94.1%	(90.7-97.5)
Region	**1: Carson City**	32	9.5%	(5.2-13.8)	241	90.5%	(86.2-94.8)
	2: Douglas	41	12.7%	(8.4-17.0)	280	87.3%	(83.0-91.6)
	3: Elko, White Pine, and Eureka	38	8.8%	(5.8-11.8)	386	91.2%	(88.2-94.2)
	4: Churchill, Humboldt, Pershing, and Lander	39	10.9%	(7.2-14.6)	331	89.1%	(85.4-92.8)
	5: Lyon, Mineral, and Storey	58	13.0%	(9.2-16.8)	388	87.0%	(83.2-90.8)
	6: Nye and Lincoln	40	10.8%	(7.4-14.2)	322	89.2%	(85.8-92.6)
	7: Washoe	88	9.6%	(7.3-11.9)	828	90.4%	(88.1-92.7)
	8: Clark	130	6.7%	(5.4-8.1)	1740	93.3%	(91.9-94.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more times during the 12 months before the survey

Table 12: Percentage of high school students who were bullied on school property during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall Total	**Total**	866	13.4%	(11.9-14.8)	4039	86.6%	(85.2-88.1)
Sex	**Female**	484	15.2%	(13.5-17.0)	1978	84.8%	(83.0-86.5)
	Male	370	11.6%	(9.7-13.4)	2019	88.4%	(86.6-90.3)
Age	**14 years old or younger**	134	17.1%	(13.0-21.1)	453	82.9%	(78.9-87.0)
	15 years old	286	16.3%	(13.3-19.2)	1123	83.7%	(80.8-86.7)
	16 years old	209	11.6%	(9.4-13.8)	1090	88.4%	(86.2-90.6)
	17 years old	160	12.8%	(10.5-15.1)	867	87.2%	(84.9-89.5)
	18 years old or older	75	8.4%	(5.6-11.3)	496	91.6%	(88.7-94.4)
Grade	**9th grade**	286	15.8%	(12.7-19.0)	1069	84.2%	(81.0-87.3)
	10th grade	284	15.5%	(13.2-17.8)	1231	84.5%	(82.2-86.8)
	11th grade	158	11.8%	(9.1-14.5)	851	88.2%	(85.5-90.9)
	12th grade	123	9.6%	(7.5-11.7)	861	90.4%	(88.3-92.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	16	19.7%	(9.6-29.7)	65	80.3%	(70.3-90.4)
	Asian[d]	34	12.2%	(6.8-17.6)	216	87.8%	(82.4-93.2)
	Black[d]	39	12.6%	(7.1-18.2)	206	87.4%	(81.8-92.9)
	Native Hawaiian/Pacific Islander[d]	6	11.4%	(2.2-20.6)	50	88.6%	(79.4-97.8)
	White[d]	417	17.0%	(14.6-19.5)	1437	83.0%	(80.5-85.4)
	Hispanic/Latino	266	10.7%	(9.0-12.5)	1713	89.3%	(87.5-91.0)
	Other/Multiple[d]	54	17.0%	(11.5-22.6)	216	83.0%	(77.4-88.5)
Region	**1: Carson City**	56	19.1%	(13.3-24.8)	212	80.9%	(75.2-86.7)
	2: Douglas	81	27.6%	(21.6-33.6)	233	72.4%	(66.4-78.4)
	3: Elko, White Pine, and Eureka	95	23.9%	(19.1-28.8)	322	76.1%	(71.2-80.9)
	4: Churchill, Humboldt, Pershing, and Lander	81	20.0%	(15.2-24.8)	283	80.0%	(75.2-84.8)
	5: Lyon, Mineral, and Storey	103	22.4%	(18.1-26.8)	342	77.6%	(73.2-81.9)
	6: Nye and Lincoln	87	23.5%	(17.0-30.0)	272	76.5%	(70.0-83.0)
	7: Washoe	145	16.3%	(13.9-18.7)	750	83.7%	(81.3-86.1)
	8: Clark	218	11.3%	(9.5-13.1)	1625	88.7%	(86.9-90.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 13: Percentage of high school students who were electronically bullied during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	771	13.8%	(12.3-15.2)	4158	86.2%	(84.8-87.7)
Sex	**Female**	451	16.6%	(14.5-18.7)	2023	83.4%	(81.3-85.5)
	Male	301	10.6%	(8.9-12.4)	2098	89.4%	(87.6-91.1)
Age	**14 years old or younger**	127	15.7%	(11.6-19.7)	464	84.3%	(80.3-88.4)
	15 years old	236	16.2%	(13.8-18.5)	1183	83.8%	(81.5-86.2)
	16 years old	194	13.8%	(11.5-16.2)	1111	86.2%	(83.8-88.5)
	17 years old	145	12.0%	(9.5-14.5)	886	88.0%	(85.5-90.5)
	18 years old or older	68	9.9%	(6.7-13.0)	504	90.1%	(87.0-93.3)
Grade	**9th grade**	244	15.4%	(13.0-17.7)	1117	84.6%	(82.3-87.0)
	10th grade	239	15.2%	(12.9-17.6)	1285	84.8%	(82.4-87.1)
	11th grade	151	13.4%	(10.6-16.1)	864	86.6%	(83.9-89.4)
	12th grade	124	10.4%	(7.8-12.9)	863	89.6%	(87.1-92.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	14	20.3%	(8.7-31.9)	66	79.7%	(68.1-91.3)
	Asian[d]	36	11.6%	(7.0-16.2)	216	88.4%	(83.8-93.0)
	Black[d]	37	13.7%	(9.0-18.4)	206	86.3%	(81.6-91.0)
	Native Hawaiian/Pacific Islander[d]	9	24.3%	(8.5-40.0)	47	75.7%	(60.0-91.5)
	White[d]	326	16.2%	(13.6-18.9)	1535	83.8%	(81.1-86.4)
	Hispanic/Latino	259	11.4%	(9.7-13.2)	1740	88.6%	(86.8-90.3)
	Other/Multiple[d]	53	17.5%	(12.0-23.1)	215	82.5%	(76.9-88.0)
Region	**1: Carson City**	42	12.2%	(8.7-15.8)	227	87.8%	(84.2-91.3)
	2: Douglas	57	19.1%	(14.3-23.9)	258	80.9%	(76.1-85.7)
	3: Elko, White Pine, and Eureka	67	17.3%	(13.0-21.6)	355	82.7%	(78.4-87.0)
	4: Churchill, Humboldt, Pershing, and Lander	62	15.6%	(11.9-19.2)	304	84.4%	(80.8-88.1)
	5: Lyon, Mineral, and Storey	80	17.3%	(13.1-21.5)	366	82.7%	(78.5-86.9)
	6: Nye and Lincoln	67	18.6%	(14.0-23.3)	292	81.4%	(76.7-86.0)
	7: Washoe	158	17.5%	(14.7-20.4)	743	82.5%	(79.6-85.3)
	8: Clark	238	12.5%	(10.7-14.4)	1613	87.5%	(85.6-89.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including being bullied through texting, Instagram, Facebook, or other social media

Table 14: Percentage of high school students who did not go to school because they felt unsafe at school or on their way to or from school during the 30 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	556	9.6%	(8.1-11.0)	4450	90.4%	(89.0-91.9)
Sex	**Female**	324	11.8%	(9.6-14.0)	2177	88.2%	(86.0-90.4)
	Male	209	7.0%	(5.6-8.5)	2235	93.0%	(91.5-94.4)
Age	**14 years old or younger**	76	9.8%	(6.6-12.9)	531	90.2%	(87.1-93.4)
	15 years old	126	8.3%	(6.5-10.0)	1310	91.7%	(90.0-93.5)
	16 years old	156	9.5%	(7.2-11.7)	1170	90.5%	(88.3-92.8)
	17 years old	136	11.1%	(8.4-13.8)	905	88.9%	(86.2-91.6)
	18 years old or older	61	9.6%	(4.7-14.4)	524	90.4%	(85.6-95.3)
Grade	**9th grade**	130	8.6%	(6.4-10.7)	1248	91.4%	(89.3-93.6)
	10th grade	169	9.4%	(7.4-11.4)	1379	90.6%	(88.6-92.6)
	11th grade	127	10.2%	(7.3-13.0)	903	89.8%	(87.0-92.7)
	12th grade	113	9.9%	(5.9-13.8)	889	90.1%	(86.2-94.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	11	12.8%	(4.1-21.4)	72	87.2%	(78.6-95.9)
	Asian[d]	14	5.1%	(2.2-8.0)	239	94.9%	(92.0-97.8)
	Black[d]	35	13.5%	(8.2-18.8)	217	86.5%	(81.2-91.8)
	Native Hawaiian/Pacific Islander[d]	7	3.7%	(0.0-9.1)	50	96.3%	(90.9-100.0)
	White[d]	172	9.1%	(6.9-11.3)	1703	90.9%	(88.7-93.1)
	Hispanic/Latino	254	10.0%	(8.4-11.6)	1773	90.0%	(88.4-91.6)
	Other/Multiple[d]	22	6.8%	(2.9-10.7)	256	93.2%	(89.3-97.1)
Region	**1: Carson City**	41	17.2%	(11.0-23.3)	231	82.8%	(76.7-89.0)
	2: Douglas	36	9.7%	(6.9-12.6)	286	90.3%	(87.4-93.1)
	3: Elko, White Pine, and Eureka	47	10.3%	(7.3-13.4)	379	89.7%	(86.6-92.7)
	4: Churchill, Humboldt, Pershing, and Lander	62	15.7%	(10.8-20.5)	307	84.3%	(79.5-89.2)
	5: Lyon, Mineral, and Storey	55	12.6%	(9.9-15.4)	394	87.4%	(84.6-90.1)
	6: Nye and Lincoln	39	9.9%	(5.2-14.7)	323	90.1%	(85.3-94.8)
	7: Washoe	99	10.8%	(7.7-13.8)	821	89.2%	(86.2-92.3)
	8: Clark	177	8.8%	(7.0-10.6)	1709	91.2%	(89.4-93.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more days during the 30 days before the survey

Table 15: Percentage of high school students who experienced physical dating violence during the 12 months before the survey[e,f,g] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	274	8.8%	(7.3-10.2)	2655	91.2%	(89.8-92.7)
Sex	**Female**	143	9.4%	(7.4-11.3)	1357	90.6%	(88.7-92.6)
	Male	119	8.0%	(6.0-10.1)	1273	92.0%	(89.9-94.0)
Age	**14 years old or younger**	33	9.5%	(5.4-13.7)	271	90.5%	(86.3-94.6)
	15 years old	71	9.0%	(6.3-11.6)	700	91.0%	(88.4-93.7)
	16 years old	67	6.5%	(4.3-8.7)	740	93.5%	(91.3-95.7)
	17 years old	65	10.0%	(7.0-13.0)	623	90.0%	(87.0-93.0)
	18 years old or older	37	10.1%	(6.4-13.8)	314	89.9%	(86.2-93.6)
Grade	**9th grade**	58	7.0%	(4.6-9.5)	654	93.0%	(90.5-95.4)
	10th grade	86	9.5%	(7.1-11.9)	820	90.5%	(88.1-92.9)
	11th grade	61	8.4%	(5.5-11.3)	597	91.6%	(88.7-94.5)
	12th grade	58	9.4%	(6.3-12.4)	564	90.6%	(87.6-93.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	7	18.4%	(5.5-31.4)	42	81.6%	(68.6-94.5)
	Asian[d]	4	3.9%	(0.0-9.3)	99	96.1%	(90.7-100.0)
	Black[d]	14	11.6%	(5.6-17.6)	113	88.4%	(82.4-94.4)
	Native Hawaiian/Pacific Islander[d]	2	2.0%	(0.0-5.1)	28	98.0%	(94.9-100.0)
	White[d]	112	9.2%	(7.0-11.4)	1020	90.8%	(88.6-93.0)
	Hispanic/Latino	97	7.7%	(5.9-9.6)	1117	92.3%	(90.4-94.1)
	Other/Multiple[d]	22	12.2%	(6.7-17.7)	151	87.8%	(82.3-93.3)
Region	**1: Carson City**	19	16.6%	(8.8-24.5)	152	83.4%	(75.5-91.2)
	2: Douglas	19	11.1%	(4.9-17.3)	171	88.9%	(82.7-95.1)
	3: Elko, White Pine, and Eureka	21	8.8%	(4.8-12.9)	241	91.2%	(87.1-95.2)
	4: Churchill, Humboldt, Pershing, and Lander	23	9.1%	(5.5-12.7)	231	90.9%	(87.3-94.5)
	5: Lyon, Mineral, and Storey	41	14.9%	(9.4-20.4)	263	85.1%	(79.6-90.6)
	6: Nye and Lincoln	15	4.9%	(2.3-7.5)	212	95.1%	(92.5-97.7)
	7: Washoe	49	9.1%	(6.5-11.6)	484	90.9%	(88.4-93.5)
	8: Clark	87	8.2%	(6.3-10.1)	901	91.8%	(89.9-93.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including being hit, slammed into something, or injured with an object or weapon on purpose by someone they were dating or going out with
[f] One or more times during the 12 months before the survey
[g] Among students who dated or went out with someone during the 12 months before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 16: Percentage of high school students who experienced sexual dating violence during the 12 months before the survey[e,f,g] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	477	14.8%	(12.8-16.7)	2452	85.2%	(83.3-87.2)
Sex	**Female**	341	21.2%	(18.3-24.1)	1155	78.8%	(75.9-81.7)
	Male	115	7.3%	(5.1-9.5)	1281	92.7%	(90.5-94.9)
Age	**14 years old or younger**	68	20.6%	(14.4-26.7)	237	79.4%	(73.3-85.6)
	15 years old	132	16.0%	(12.6-19.4)	636	84.0%	(80.6-87.4)
	16 years old	120	13.1%	(10.1-16.1)	685	86.9%	(83.9-89.9)
	17 years old	114	14.4%	(10.9-17.9)	577	85.6%	(82.1-89.1)
	18 years old or older	42	12.2%	(7.7-16.7)	311	87.8%	(83.3-92.3)
Grade	**9th grade**	121	16.3%	(11.9-20.7)	589	83.7%	(79.3-88.1)
	10th grade	156	17.7%	(14.7-20.7)	747	82.3%	(79.3-85.3)
	11th grade	99	11.5%	(8.9-14.1)	561	88.5%	(85.9-91.1)
	12th grade	87	13.4%	(9.3-17.5)	536	86.6%	(82.5-90.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	11.2%	(1.7-20.8)	42	88.8%	(79.2-98.3)
	Asian[d]	14	12.0%	(4.0-20.0)	90	88.0%	(80.0-96.0)
	Black[d]	17	11.9%	(6.3-17.4)	112	88.1%	(82.6-93.7)
	Native Hawaiian/Pacific Islander[d]	5	20.3%	(3.0-37.5)	25	79.7%	(62.5-97.0)
	White[d]	197	17.5%	(14.5-20.6)	932	82.5%	(79.4-85.5)
	Hispanic/Latino	182	13.7%	(11.3-16.0)	1032	86.3%	(84.0-88.7)
	Other/Multiple[d]	31	15.2%	(8.9-21.5)	143	84.8%	(78.5-91.1)
Region	**1: Carson City**	32	20.0%	(13.7-26.4)	137	80.0%	(73.6-86.3)
	2: Douglas	36	18.8%	(11.3-26.3)	154	81.2%	(73.7-88.7)
	3: Elko, White Pine, and Eureka	45	16.0%	(11.9-20.1)	216	84.0%	(79.9-88.1)
	4: Churchill, Humboldt, Pershing, and Lander	43	16.2%	(11.9-20.4)	211	83.8%	(79.6-88.1)
	5: Lyon, Mineral, and Storey	63	21.2%	(16.1-26.4)	241	78.8%	(73.6-83.9)
	6: Nye and Lincoln	21	7.2%	(4.1-10.3)	207	92.8%	(89.7-95.9)
	7: Washoe	84	15.6%	(11.3-19.8)	448	84.4%	(80.2-88.7)
	8: Clark	153	14.2%	(11.6-16.7)	838	85.8%	(83.3-88.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including kissing, touching, or being physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with
[f] One or more times during the 12 months before the survey
[g] Among students who dated or went out with someone during the 12 months before the survey

Adverse Childhood Experiences

Table 17: Percentage of high school students who have ever been hit, beaten, kicked, or physically hurt in any way by a parent or other adult in their home — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1719	35.0%	(32.6-37.5)	3235	65.0%	(62.5-67.4)
Sex	**Female**	929	37.8%	(35.0-40.6)	1548	62.2%	(59.4-65.0)
	Male	766	32.1%	(28.9-35.3)	1655	67.9%	(64.7-71.1)
Age	**14 years old or younger**	218	37.2%	(30.2-44.1)	373	62.8%	(55.9-69.8)
	15 years old	494	34.6%	(30.2-39.0)	931	65.4%	(61.0-69.8)
	16 years old	453	35.3%	(31.3-39.2)	861	64.7%	(60.8-68.7)
	17 years old	351	34.1%	(29.6-38.5)	682	65.9%	(61.5-70.4)
	18 years old or older	200	35.4%	(30.0-40.9)	380	64.6%	(59.1-70.0)
Grade	**9th grade**	460	34.6%	(30.4-38.8)	901	65.4%	(61.2-69.6)
	10th grade	531	35.4%	(30.1-40.7)	1000	64.6%	(59.3-69.9)
	11th grade	356	34.0%	(30.1-38.0)	666	66.0%	(62.0-69.9)
	12th grade	347	35.7%	(30.3-41.1)	648	64.3%	(58.9-69.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	23	29.2%	(16.7-41.7)	60	70.8%	(58.3-83.3)
	Asian[d]	109	42.5%	(35.3-49.6)	143	57.5%	(50.4-64.7)
	Black[d]	85	34.8%	(27.5-42.0)	160	65.2%	(58.0-72.5)
	Native Hawaiian/Pacific Islander[d]	19	30.2%	(14.7-45.6)	38	69.8%	(54.4-85.3)
	White[d]	590	31.2%	(27.9-34.5)	1273	68.8%	(65.5-72.1)
	Hispanic/Latino	708	35.4%	(32.3-38.5)	1301	64.6%	(61.5-67.7)
	Other/Multiple[d]	122	44.8%	(36.8-52.9)	152	55.2%	(47.1-63.2)
Region	**1: Carson City**	100	38.7%	(32.1-45.3)	168	61.3%	(54.7-67.9)
	2: Douglas	114	33.6%	(25.8-41.4)	205	66.4%	(58.6-74.2)
	3: Elko, White Pine, and Eureka	131	31.1%	(25.3-36.8)	294	68.9%	(63.2-74.7)
	4: Churchill, Humboldt, Pershing, and Lander	124	32.7%	(27.1-38.2)	244	67.3%	(61.8-72.9)
	5: Lyon, Mineral, and Storey	168	37.8%	(32.5-43.0)	281	62.2%	(57.0-67.5)
	6: Nye and Lincoln	111	31.6%	(23.5-39.7)	245	68.4%	(60.3-76.5)
	7: Washoe	300	32.7%	(28.5-36.9)	607	67.3%	(63.1-71.5)
	8: Clark	671	35.6%	(32.4-38.9)	1191	64.4%	(61.1-67.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 18: Percentage of students who reported that an adult or person at least 5 years older than them made them do sexual things they did not want to do[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	566	11.1%	(10.0-12.2)	4308	88.9%	(87.8-90.0)
Sex	**Female**	390	15.6%	(13.9-17.3)	2037	84.4%	(82.7-86.1)
	Male	160	6.6%	(5.4-7.8)	2235	93.4%	(92.2-94.6)
Age	**14 years old or younger**	69	11.8%	(8.1-15.5)	510	88.2%	(84.5-91.9)
	15 years old	158	10.5%	(8.7-12.3)	1250	89.5%	(87.7-91.3)
	16 years old	139	10.4%	(8.0-12.7)	1154	89.6%	(87.3-92.0)
	17 years old	124	11.2%	(8.7-13.7)	891	88.8%	(86.3-91.3)
	18 years old or older	75	13.2%	(9.4-17.0)	493	86.8%	(83.0-90.6)
Grade	**9th grade**	145	10.5%	(8.5-12.4)	1200	89.5%	(87.6-91.5)
	10th grade	179	11.9%	(9.6-14.1)	1331	88.1%	(85.9-90.4)
	11th grade	107	9.8%	(7.7-11.9)	892	90.2%	(88.1-92.3)
	12th grade	128	12.1%	(9.6-14.7)	849	87.9%	(85.3-90.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	12	17.0%	(6.6-27.4)	70	83.0%	(72.6-93.4)
	Asian[d]	27	10.4%	(6.4-14.3)	218	89.6%	(85.7-93.6)
	Black[d]	29	11.2%	(7.2-15.3)	211	88.8%	(84.7-92.8)
	Native Hawaiian/Pacific Islander[d]	5	2.0%	(0.0-4.4)	51	98.0%	(95.6-100.0)
	White[d]	192	9.6%	(7.8-11.5)	1642	90.4%	(88.5-92.2)
	Hispanic/Latino	235	11.2%	(9.7-12.7)	1746	88.8%	(87.3-90.3)
	Other/Multiple[d]	48	18.6%	(12.8-24.5)	221	81.4%	(75.5-87.2)
Region	**1: Carson City**	31	12.3%	(8.1-16.4)	232	87.7%	(83.6-91.9)
	2: Douglas	44	13.8%	(9.8-17.8)	270	86.2%	(82.2-90.2)
	3: Elko, White Pine, and Eureka	47	11.6%	(7.0-16.1)	372	88.4%	(83.9-93.0)
	4: Churchill, Humboldt, Pershing, and Lander	43	10.6%	(7.5-13.7)	321	89.4%	(86.3-92.5)
	5: Lyon, Mineral, and Storey	53	12.7%	(9.0-16.3)	388	87.3%	(83.7-91.0)
	6: Nye and Lincoln	42	11.9%	(8.4-15.4)	305	88.1%	(84.6-91.6)
	7: Washoe	87	9.6%	(7.4-11.9)	809	90.4%	(88.1-92.6)
	8: Clark	219	11.2%	(9.8-12.7)	1611	88.8%	(87.3-90.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including kissing, touching, or being made to have sexual intercourse

Table 19: Percentage of high school students who have ever been insulted or put down by a parent or other adult in their home — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	3045	60.8%	(58.0-63.7)	1922	39.2%	(36.3-42.0)
Sex	**Female**	1730	70.3%	(67.6-73.0)	750	29.7%	(27.0-32.4)
	Male	1274	51.8%	(48.3-55.2)	1154	48.2%	(44.8-51.7)
Age	**14 years old or younger**	367	58.9%	(51.8-66.0)	231	41.1%	(34.0-48.2)
	15 years old	878	60.5%	(56.2-64.8)	545	39.5%	(35.2-43.8)
	16 years old	812	63.7%	(59.2-68.1)	505	36.3%	(31.9-40.8)
	17 years old	623	58.1%	(53.8-62.4)	414	41.9%	(37.6-46.2)
	18 years old or older	359	62.6%	(56.7-68.4)	223	37.4%	(31.6-43.3)
Grade	**9th grade**	814	57.2%	(52.0-62.3)	551	42.8%	(37.7-48.0)
	10th grade	950	63.3%	(58.4-68.2)	584	36.7%	(31.8-41.6)
	11th grade	635	63.5%	(59.1-68.0)	390	36.5%	(32.0-40.9)
	12th grade	614	59.3%	(54.0-64.6)	384	40.7%	(35.4-46.0)
Race/Ethnicity	**American Indian/Alaska Native**[d]	50	63.4%	(51.0-75.8)	33	36.6%	(24.2-49.0)
	Asian[d]	172	68.2%	(60.7-75.8)	79	31.8%	(24.2-39.3)
	Black[d]	137	53.6%	(45.3-61.8)	111	46.4%	(38.2-54.7)
	Native Hawaiian/Pacific Islander[d]	28	42.6%	(25.8-59.3)	30	57.4%	(40.7-74.2)
	White[d]	1205	64.2%	(61.1-67.4)	662	35.8%	(32.6-38.9)
	Hispanic/Latino	1153	58.3%	(54.6-62.0)	855	41.7%	(38.0-45.4)
	Other/Multiple[d]	202	72.9%	(66.2-79.7)	73	27.1%	(20.3-33.8)
Region	**1: Carson City**	180	68.1%	(60.7-75.4)	93	31.9%	(24.6-39.3)
	2: Douglas	213	64.9%	(58.3-71.4)	107	35.1%	(28.6-41.7)
	3: Elko, White Pine, and Eureka	242	59.1%	(51.8-66.5)	182	40.9%	(33.5-48.2)
	4: Churchill, Humboldt, Pershing, and Lander	222	60.1%	(53.5-66.7)	147	39.9%	(33.3-46.5)
	5: Lyon, Mineral, and Storey	271	60.7%	(55.6-65.9)	178	39.3%	(34.1-44.4)
	6: Nye and Lincoln	218	60.6%	(53.4-67.7)	144	39.4%	(32.3-46.6)
	7: Washoe	552	61.2%	(57.0-65.3)	355	38.8%	(34.7-43.0)
	8: Clark	1147	60.6%	(56.8-64.4)	716	39.4%	(35.6-43.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 20: Percentage of high school students who never/rarely had an adult in their household who tried hard to make sure their basic needs were met[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	565	12.8%	(11.1-14.5)	4029	87.2%	(85.5-88.9)
Sex	**Female**	235	10.6%	(8.7-12.6)	2080	89.4%	(87.4-91.3)
	Male	316	14.7%	(12.2-17.1)	1912	85.3%	(82.9-87.8)
Age	**14 years old or younger**	68	10.4%	(7.2-13.5)	485	89.6%	(86.5-92.8)
	15 years old	151	12.8%	(10.2-15.5)	1173	87.2%	(84.5-89.8)
	16 years old	146	12.1%	(9.2-14.9)	1067	87.9%	(85.1-90.8)
	17 years old	129	14.5%	(11.0-17.9)	834	85.5%	(82.1-89.0)
	18 years old or older	70	13.5%	(8.7-18.2)	464	86.5%	(81.8-91.3)
Grade	**9th grade**	149	12.6%	(10.3-14.9)	1112	87.4%	(85.1-89.7)
	10th grade	167	11.5%	(9.0-13.9)	1248	88.5%	(86.1-91.0)
	11th grade	115	13.9%	(10.0-17.8)	845	86.1%	(82.2-90.0)
	12th grade	122	13.0%	(9.9-16.1)	796	87.0%	(83.9-90.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	11	19.1%	(9.2-29.1)	67	80.9%	(70.9-90.8)
	Asian[d]	30	11.7%	(7.2-16.1)	213	88.3%	(83.9-92.8)
	Black[d]	35	17.7%	(10.7-24.7)	174	82.3%	(75.3-89.3)
	Native Hawaiian/Pacific Islander[d]	11	22.5%	(9.1-35.8)	44	77.5%	(64.2-90.9)
	White[d]	167	9.1%	(6.9-11.3)	1589	90.9%	(88.7-93.1)
	Hispanic/Latino	256	14.0%	(11.6-16.4)	1595	86.0%	(83.6-88.4)
	Other/Multiple[d]	23	11.2%	(5.3-17.0)	229	88.8%	(83.0-94.7)
Region	**1: Carson City**	29	10.2%	(5.1-15.4)	237	89.8%	(84.6-94.9)
	2: Douglas	29	10.8%	(5.3-16.2)	267	89.2%	(83.8-94.7)
	3: Elko, White Pine, and Eureka	40	9.3%	(5.8-12.9)	369	90.7%	(87.1-94.2)
	4: Churchill, Humboldt, Pershing, and Lander	38	10.9%	(7.1-14.8)	315	89.1%	(85.2-92.9)
	5: Lyon, Mineral, and Storey	53	12.9%	(7.9-17.8)	367	87.1%	(82.2-92.1)
	6: Nye and Lincoln	50	13.9%	(8.0-19.8)	292	86.1%	(80.2-92.0)
	7: Washoe	111	13.3%	(10.1-16.5)	723	86.7%	(83.5-89.9)
	8: Clark	215	13.0%	(10.7-15.2)	1459	87.0%	(84.8-89.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Such as looking after their safety and making sure they had clean clothes and enough to eat

Table 21: Percentage of high school students who have ever had parents or other adults in their home slap, hit, kick, punch, or beat each other up — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1137	22.2%	(20.2-24.2)	3805	77.8%	(75.8-79.8)
Sex	**Female**	666	26.5%	(23.9-29.0)	1805	73.5%	(71.0-76.1)
	Male	452	18.0%	(15.6-20.5)	1963	82.0%	(79.5-84.4)
Age	**14 years old or younger**	128	19.4%	(15.0-23.8)	465	80.6%	(76.2-85.0)
	15 years old	321	21.2%	(18.5-23.9)	1097	78.8%	(76.1-81.5)
	16 years old	296	21.8%	(18.1-25.4)	1013	78.2%	(74.6-81.9)
	17 years old	249	23.9%	(19.4-28.3)	784	76.1%	(71.7-80.6)
	18 years old or older	142	24.9%	(19.8-29.9)	437	75.1%	(70.1-80.2)
Grade	**9th grade**	303	20.6%	(17.3-23.8)	1056	79.4%	(76.2-82.7)
	10th grade	333	21.8%	(18.7-24.8)	1192	78.2%	(75.2-81.3)
	11th grade	240	21.8%	(18.9-24.7)	780	78.2%	(75.3-81.1)
	12th grade	243	25.0%	(19.7-30.4)	751	75.0%	(69.6-80.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	26	32.8%	(21.6-44.0)	58	67.2%	(56.0-78.4)
	Asian[d]	50	19.5%	(14.1-24.9)	201	80.5%	(75.1-85.9)
	Black[d]	67	27.2%	(20.4-34.1)	176	72.8%	(65.9-79.6)
	Native Hawaiian/Pacific Islander[d]	13	14.0%	(4.0-23.9)	43	86.0%	(76.1-96.0)
	White[d]	383	19.3%	(16.6-21.9)	1473	80.7%	(78.1-83.4)
	Hispanic/Latino	466	22.2%	(19.5-24.9)	1537	77.8%	(75.1-80.5)
	Other/Multiple[d]	89	29.8%	(23.5-36.2)	186	70.2%	(63.8-76.5)
Region	**1: Carson City**	74	29.9%	(23.6-36.2)	195	70.1%	(63.8-76.4)
	2: Douglas	70	20.3%	(14.1-26.5)	247	79.7%	(73.5-85.9)
	3: Elko, White Pine, and Eureka	98	22.2%	(17.3-27.1)	327	77.8%	(72.9-82.7)
	4: Churchill, Humboldt, Pershing, and Lander	87	23.3%	(18.3-28.4)	277	76.7%	(71.6-81.7)
	5: Lyon, Mineral, and Storey	128	28.5%	(23.9-33.1)	320	71.5%	(66.9-76.1)
	6: Nye and Lincoln	77	21.4%	(14.0-28.9)	280	78.6%	(71.1-86.0)
	7: Washoe	192	21.3%	(18.3-24.3)	716	78.7%	(75.7-81.7)
	8: Clark	411	22.0%	(19.4-24.6)	1443	78.0%	(75.4-80.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 22: Percentage of high school students who have ever lived with a parent or guardian who had severe depression, anxiety, or another mental illness, or was suicidal — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1470	29.3%	(27.1-31.6)	3034	70.7%	(68.4-72.9)
Sex	**Female**	871	34.8%	(31.8-37.8)	1419	65.2%	(62.2-68.2)
	Male	573	23.8%	(21.1-26.5)	1596	76.2%	(73.5-78.9)
Age	**14 years old or younger**	179	30.4%	(24.9-35.9)	350	69.6%	(64.1-75.1)
	15 years old	418	29.9%	(26.4-33.4)	877	70.1%	(66.6-73.6)
	16 years old	393	29.1%	(24.8-33.5)	808	70.9%	(66.5-75.2)
	17 years old	306	27.5%	(24.3-30.7)	644	72.5%	(69.3-75.7)
	18 years old or older	171	31.1%	(25.6-36.6)	351	68.9%	(63.4-74.4)
Grade	**9th grade**	399	28.9%	(24.5-33.3)	836	71.1%	(66.7-75.5)
	10th grade	457	29.9%	(26.1-33.8)	938	70.1%	(66.2-73.9)
	11th grade	302	29.3%	(25.1-33.4)	638	70.7%	(66.6-74.9)
	12th grade	296	29.0%	(24.5-33.5)	604	71.0%	(66.5-75.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	26	41.1%	(29.5-52.7)	50	58.9%	(47.3-70.5)
	Asian[d]	46	17.1%	(12.0-22.3)	197	82.9%	(77.7-88.0)
	Black[d]	53	24.1%	(16.7-31.5)	153	75.9%	(68.5-83.3)
	Native Hawaiian/Pacific Islander[d]	18	25.4%	(9.8-41.0)	35	74.6%	(59.0-90.2)
	White[d]	666	37.1%	(33.8-40.4)	1065	62.9%	(59.6-66.2)
	Hispanic/Latino	516	25.9%	(22.9-28.9)	1305	74.1%	(71.1-77.1)
	Other/Multiple[d]	100	37.8%	(29.8-45.8)	141	62.2%	(54.2-70.2)
Region	**1: Carson City**	102	42.4%	(33.1-51.8)	158	57.6%	(48.2-66.9)
	2: Douglas	110	37.1%	(28.7-45.6)	183	62.9%	(54.4-71.3)
	3: Elko, White Pine, and Eureka	137	36.1%	(29.7-42.5)	264	63.9%	(57.5-70.3)
	4: Churchill, Humboldt, Pershing, and Lander	117	35.1%	(28.4-41.9)	222	64.9%	(58.1-71.6)
	5: Lyon, Mineral, and Storey	165	41.3%	(34.7-47.8)	246	58.7%	(52.2-65.3)
	6: Nye and Lincoln	127	37.9%	(30.4-45.3)	212	62.1%	(54.7-69.6)
	7: Washoe	258	32.2%	(28.4-36.0)	564	67.8%	(64.0-71.6)
	8: Clark	454	27.2%	(24.3-30.1)	1185	72.8%	(69.9-75.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: The wording of this question changed in 2023. Comparisons <u>should not</u> be made with previous years.**

Table 23: Percentage of high school students who have ever lived with a parent or guardian who was having a problem with alcohol or drug use — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1375	26.7%	(24.8-28.6)	3132	73.3%	(71.4-75.2)
Sex	**Female**	773	31.0%	(28.4-33.7)	1510	69.0%	(66.3-71.6)
	Male	580	22.2%	(19.7-24.8)	1599	77.8%	(75.2-80.3)
Age	**14 years old or younger**	168	24.5%	(19.9-29.0)	369	75.5%	(71.0-80.1)
	15 years old	392	24.4%	(21.0-27.7)	905	75.6%	(72.3-79.0)
	16 years old	366	29.9%	(26.3-33.6)	834	70.1%	(66.4-73.7)
	17 years old	291	25.4%	(21.3-29.6)	662	74.6%	(70.4-78.7)
	18 years old or older	155	29.4%	(24.6-34.3)	359	70.6%	(65.7-75.4)
Grade	**9th grade**	375	23.0%	(19.9-26.1)	862	77.0%	(73.9-80.1)
	10th grade	420	27.4%	(24.0-30.8)	979	72.6%	(69.2-76.0)
	11th grade	287	29.9%	(25.5-34.2)	653	70.1%	(65.8-74.5)
	12th grade	278	26.9%	(22.8-31.0)	618	73.1%	(69.0-77.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	35	48.9%	(37.0-60.7)	40	51.1%	(39.3-63.0)
	Asian[d]	37	13.5%	(9.0-17.9)	205	86.5%	(82.1-91.0)
	Black[d]	48	22.0%	(16.3-27.8)	156	78.0%	(72.2-83.7)
	Native Hawaiian/Pacific Islander[d]	22	28.5%	(15.3-41.8)	33	71.5%	(58.2-84.7)
	White[d]	606	33.7%	(30.0-37.4)	1127	66.3%	(62.6-70.0)
	Hispanic/Latino	484	24.1%	(21.6-26.6)	1332	75.9%	(73.4-78.4)
	Other/Multiple[d]	92	29.6%	(22.2-36.9)	151	70.4%	(63.1-77.8)
Region	**1: Carson City**	88	36.1%	(29.0-43.1)	170	63.9%	(56.9-71.0)
	2: Douglas	122	38.6%	(33.7-43.6)	176	61.4%	(56.4-66.3)
	3: Elko, White Pine, and Eureka	129	33.2%	(27.9-38.4)	272	66.8%	(61.6-72.1)
	4: Churchill, Humboldt, Pershing, and Lander	113	34.2%	(28.4-40.0)	229	65.8%	(60.0-71.6)
	5: Lyon, Mineral, and Storey	165	39.1%	(34.4-43.8)	248	60.9%	(56.2-65.6)
	6: Nye and Lincoln	111	32.6%	(26.2-39.0)	224	67.4%	(61.0-73.8)
	7: Washoe	243	30.4%	(26.4-34.3)	577	69.6%	(65.7-73.6)
	8: Clark	404	24.4%	(21.9-26.9)	1236	75.6%	(73.1-78.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: The wording of this question changed in 2023. Comparisons <u>should not</u> be made with previous years.**

Table 24: Percentage of high school students who have ever been separated from a parent or guardian because their parent/guardian went to jail, prison, or a detention center — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	834	17.3%	(15.5-19.1)	3658	82.7%	(80.9-84.5)
Sex	**Female**	434	17.7%	(15.5-19.9)	1850	82.3%	(80.1-84.5)
	Male	387	16.9%	(14.5-19.2)	1775	83.1%	(80.8-85.5)
Age	**14 years old or younger**	101	16.0%	(12.2-19.8)	434	84.0%	(80.2-87.8)
	15 years old	229	16.6%	(13.6-19.5)	1065	83.4%	(80.5-86.4)
	16 years old	226	17.3%	(14.2-20.4)	963	82.7%	(79.6-85.8)
	17 years old	179	17.1%	(13.5-20.8)	773	82.9%	(79.2-86.5)
	18 years old or older	99	20.5%	(16.2-24.8)	416	79.5%	(75.2-83.8)
Grade	**9th grade**	215	15.0%	(12.0-18.0)	1013	85.0%	(82.0-88.0)
	10th grade	251	16.2%	(13.6-18.7)	1142	83.8%	(81.3-86.4)
	11th grade	190	19.8%	(16.2-23.4)	753	80.2%	(76.6-83.8)
	12th grade	168	18.2%	(14.4-22.1)	725	81.8%	(77.9-85.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	27	38.1%	(25.7-50.5)	49	61.9%	(49.5-74.3)
	Asian[d]	13	2.9%	(1.0-4.9)	228	97.1%	(95.1-99.0)
	Black[d]	47	24.2%	(16.5-32.0)	157	75.8%	(68.0-83.5)
	Native Hawaiian/Pacific Islander[d]	13	13.2%	(4.4-22.0)	42	86.8%	(78.0-95.6)
	White[d]	298	15.5%	(13.0-17.9)	1421	84.5%	(82.1-87.0)
	Hispanic/Latino	343	18.2%	(15.9-20.5)	1479	81.8%	(79.5-84.1)
	Other/Multiple[d]	59	21.3%	(15.2-27.3)	180	78.7%	(72.7-84.8)
Region	**1: Carson City**	60	25.2%	(18.3-32.1)	200	74.8%	(67.9-81.7)
	2: Douglas	58	19.5%	(14.4-24.6)	232	80.5%	(75.4-85.6)
	3: Elko, White Pine, and Eureka	72	18.3%	(13.4-23.1)	328	81.7%	(76.9-86.6)
	4: Churchill, Humboldt, Pershing, and Lander	75	22.3%	(18.1-26.5)	265	77.7%	(73.5-81.9)
	5: Lyon, Mineral, and Storey	88	20.8%	(17.1-24.5)	326	79.2%	(75.5-82.9)
	6: Nye and Lincoln	74	22.0%	(16.3-27.6)	260	78.0%	(72.4-83.7)
	7: Washoe	146	18.1%	(14.5-21.7)	676	81.9%	(78.3-85.5)
	8: Clark	261	16.5%	(14.1-18.8)	1371	83.5%	(81.2-85.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 25: Percentage of high school students who have ever seen someone get physically attacked, beaten, stabbed, or shot in their neighborhood — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1383	27.1%	(25.2-29.0)	3579	72.9%	(71.0-74.8)
Sex	**Female**	697	27.3%	(24.6-30.1)	1788	72.7%	(69.9-75.4)
	Male	663	26.6%	(24.3-28.9)	1760	73.4%	(71.1-75.7)
Age	**14 years old or younger**	168	27.9%	(23.6-32.2)	425	72.1%	(67.8-76.4)
	15 years old	418	28.1%	(24.8-31.4)	1015	71.9%	(68.6-75.2)
	16 years old	355	26.8%	(23.3-30.3)	961	73.2%	(69.7-76.7)
	17 years old	283	25.0%	(21.3-28.6)	752	75.0%	(71.4-78.7)
	18 years old or older	156	28.6%	(23.0-34.2)	418	71.4%	(65.8-77.0)
Grade	**9th grade**	400	28.3%	(24.9-31.8)	968	71.7%	(68.2-75.1)
	10th grade	408	27.2%	(24.1-30.4)	1131	72.8%	(69.6-75.9)
	11th grade	275	24.3%	(20.5-28.1)	742	75.7%	(71.9-79.5)
	12th grade	283	27.9%	(23.8-32.0)	713	72.1%	(68.0-76.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	26	31.9%	(19.5-44.3)	57	68.1%	(55.7-80.5)
	Asian[d]	54	19.2%	(13.0-25.4)	199	80.8%	(74.6-87.0)
	Black[d]	67	27.1%	(20.2-34.0)	182	72.9%	(66.0-79.8)
	Native Hawaiian/Pacific Islander[d]	22	34.3%	(18.7-50.0)	35	65.7%	(50.0-81.3)
	White[d]	476	24.1%	(21.3-26.9)	1387	75.9%	(73.1-78.7)
	Hispanic/Latino	614	30.0%	(27.2-32.8)	1398	70.0%	(67.2-72.8)
	Other/Multiple[d]	74	25.4%	(19.4-31.3)	200	74.6%	(68.7-80.6)
Region	**1: Carson City**	83	29.4%	(20.3-38.5)	189	70.6%	(61.5-79.7)
	2: Douglas	88	28.1%	(24.0-32.2)	233	71.9%	(67.8-76.0)
	3: Elko, White Pine, and Eureka	103	25.6%	(20.5-30.6)	321	74.4%	(69.4-79.5)
	4: Churchill, Humboldt, Pershing, and Lander	95	26.2%	(21.1-31.2)	271	73.8%	(68.8-78.9)
	5: Lyon, Mineral, and Storey	135	31.4%	(24.4-38.4)	308	68.6%	(61.6-75.6)
	6: Nye and Lincoln	108	31.6%	(22.6-40.6)	254	68.4%	(59.4-77.4)
	7: Washoe	273	30.8%	(26.4-35.2)	636	69.2%	(64.8-73.6)
	8: Clark	498	26.1%	(23.7-28.5)	1367	73.9%	(71.5-76.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Emotional Health

Table 26: Percentage of high school students who felt sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2092	42.6%	(40.0-45.2)	2779	57.4%	(54.8-60.0)
Sex	**Female**	1325	53.7%	(50.9-56.5)	1122	46.3%	(43.5-49.1)
	Male	741	31.7%	(28.6-34.7)	1637	68.3%	(65.3-71.4)
Age	**14 years old or younger**	241	39.6%	(34.4-44.8)	333	60.4%	(55.2-65.6)
	15 years old	591	41.1%	(36.9-45.3)	815	58.9%	(54.7-63.1)
	16 years old	559	42.6%	(38.8-46.5)	735	57.4%	(53.5-61.2)
	17 years old	461	46.0%	(40.8-51.2)	556	54.0%	(48.8-59.2)
	18 years old or older	237	42.6%	(35.3-50.0)	332	57.4%	(50.0-64.7)
Grade	**9th grade**	544	37.7%	(33.1-42.3)	798	62.3%	(57.7-66.9)
	10th grade	656	44.7%	(41.0-48.4)	856	55.3%	(51.6-59.0)
	11th grade	437	43.0%	(39.1-46.9)	557	57.0%	(53.1-60.9)
	12th grade	437	45.4%	(39.2-51.5)	545	54.6%	(48.5-60.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	28	40.7%	(27.1-54.2)	53	59.3%	(45.8-72.9)
	Asian[d]	90	36.2%	(27.8-44.7)	155	63.8%	(55.3-72.2)
	Black[d]	108	45.7%	(37.0-54.5)	131	54.3%	(45.5-63.0)
	Native Hawaiian/Pacific Islander[d]	18	30.0%	(14.4-45.6)	38	70.0%	(54.4-85.6)
	White[d]	779	40.3%	(36.3-44.4)	1060	59.7%	(55.6-63.7)
	Hispanic/Latino	871	43.4%	(40.3-46.5)	1113	56.6%	(53.5-59.7)
	Other/Multiple[d]	135	51.4%	(43.6-59.3)	134	48.6%	(40.7-56.4)
Region	**1: Carson City**	146	56.1%	(51.2-61.0)	122	43.9%	(39.0-48.8)
	2: Douglas	145	46.2%	(38.0-54.4)	170	53.8%	(45.6-62.0)
	3: Elko, White Pine, and Eureka	192	47.8%	(40.4-55.1)	224	52.2%	(44.9-59.6)
	4: Churchill, Humboldt, Pershing, and Lander	150	39.5%	(32.7-46.3)	211	60.5%	(53.7-67.3)
	5: Lyon, Mineral, and Storey	179	39.5%	(33.8-45.2)	264	60.5%	(54.8-66.2)
	6: Nye and Lincoln	133	36.6%	(29.1-44.1)	220	63.4%	(55.9-70.9)
	7: Washoe	367	41.5%	(37.1-46.0)	525	58.5%	(54.0-62.9)
	8: Clark	780	42.5%	(39.1-45.9)	1043	57.5%	(54.1-60.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] So that they stopped doing some usual activities

Table 27: Percentage of high school students who seriously considered attempting suicide during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1026	20.6%	(18.7-22.4)	3804	79.4%	(77.6-81.3)
Sex	**Female**	631	26.1%	(23.5-28.7)	1791	73.9%	(71.3-76.5)
	Male	372	14.7%	(12.9-16.6)	1987	85.3%	(83.4-87.1)
Age	**14 years old or younger**	140	21.8%	(17.7-25.9)	433	78.2%	(74.1-82.3)
	15 years old	298	20.8%	(17.9-23.7)	1095	79.2%	(76.3-82.1)
	16 years old	252	20.4%	(17.4-23.4)	1031	79.6%	(76.6-82.6)
	17 years old	234	21.5%	(17.7-25.2)	774	78.5%	(74.8-82.3)
	18 years old or older	100	17.9%	(11.5-24.3)	462	82.1%	(75.7-88.5)
Grade	**9th grade**	284	19.9%	(16.9-22.9)	1055	80.1%	(77.1-83.1)
	10th grade	311	21.5%	(18.5-24.4)	1180	78.5%	(75.6-81.5)
	11th grade	215	19.9%	(16.8-23.0)	776	80.1%	(77.0-83.2)
	12th grade	202	20.9%	(15.5-26.3)	766	79.1%	(73.7-84.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	16	27.1%	(14.2-40.1)	63	72.9%	(59.9-85.8)
	Asian[d]	50	20.3%	(14.9-25.7)	193	79.7%	(74.3-85.1)
	Black[d]	53	23.1%	(16.4-29.8)	182	76.9%	(70.2-83.6)
	Native Hawaiian/Pacific Islander[d]	11	20.0%	(6.0-34.0)	45	80.0%	(66.0-94.0)
	White[d]	409	21.1%	(18.0-24.2)	1417	78.9%	(75.8-82.0)
	Hispanic/Latino	382	18.7%	(16.3-21.2)	1584	81.3%	(78.8-83.7)
	Other/Multiple[d]	75	26.8%	(20.4-33.3)	195	73.2%	(66.7-79.6)
Region	**1: Carson City**	62	24.3%	(17.8-30.7)	203	75.7%	(69.3-82.2)
	2: Douglas	70	24.3%	(18.5-30.1)	241	75.7%	(69.9-81.5)
	3: Elko, White Pine, and Eureka	100	25.2%	(19.5-30.9)	316	74.8%	(69.1-80.5)
	4: Churchill, Humboldt, Pershing, and Lander	73	20.2%	(15.7-24.7)	287	79.8%	(75.3-84.3)
	5: Lyon, Mineral, and Storey	105	23.4%	(18.5-28.4)	336	76.6%	(71.6-81.5)
	6: Nye and Lincoln	70	21.1%	(16.3-25.8)	278	78.9%	(74.2-83.7)
	7: Washoe	164	19.0%	(16.2-21.7)	715	81.0%	(78.3-83.8)
	8: Clark	382	20.5%	(18.1-22.9)	1428	79.5%	(77.1-81.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 28: Percentage of high school students who made a plan about how they would attempt suicide during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	983	19.3%	(17.6-20.9)	3864	80.7%	(79.1-82.4)
Sex	**Female**	566	23.0%	(20.8-25.1)	1860	77.0%	(74.9-79.2)
	Male	400	15.5%	(13.5-17.5)	1975	84.5%	(82.5-86.5)
Age	**14 years old or younger**	148	22.1%	(18.4-25.8)	427	77.9%	(74.2-81.6)
	15 years old	289	19.8%	(17.2-22.3)	1106	80.2%	(77.7-82.8)
	16 years old	248	19.3%	(15.9-22.7)	1039	80.7%	(77.3-84.1)
	17 years old	194	18.4%	(15.8-21.0)	815	81.6%	(79.0-84.2)
	18 years old or older	102	17.0%	(13.7-20.4)	469	83.0%	(79.6-86.3)
Grade	**9th grade**	281	19.5%	(16.6-22.4)	1054	80.5%	(77.6-83.4)
	10th grade	312	20.6%	(18.1-23.2)	1192	79.4%	(76.8-81.9)
	11th grade	190	18.3%	(14.7-21.9)	796	81.7%	(78.1-85.3)
	12th grade	182	18.1%	(14.7-21.5)	798	81.9%	(78.5-85.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	14	23.9%	(12.9-35.0)	67	76.1%	(65.0-87.1)
	Asian[d]	48	17.7%	(12.1-23.2)	199	82.3%	(76.8-87.9)
	Black[d]	54	23.2%	(17.2-29.2)	183	76.8%	(70.8-82.8)
	Native Hawaiian/Pacific Islander[d]	10	18.5%	(5.7-31.3)	45	81.5%	(68.7-94.3)
	White[d]	380	18.0%	(15.3-20.8)	1448	82.0%	(79.2-84.7)
	Hispanic/Latino	376	18.6%	(16.4-20.9)	1590	81.4%	(79.1-83.6)
	Other/Multiple[d]	69	23.9%	(17.2-30.5)	200	76.1%	(69.5-82.8)
Region	**1: Carson City**	52	18.1%	(12.2-24.0)	211	81.9%	(76.0-87.8)
	2: Douglas	70	23.5%	(19.9-27.2)	243	76.5%	(72.8-80.1)
	3: Elko, White Pine, and Eureka	95	24.2%	(19.1-29.2)	322	75.8%	(70.8-80.9)
	4: Churchill, Humboldt, Pershing, and Lander	71	18.9%	(14.7-23.0)	288	81.1%	(77.0-85.3)
	5: Lyon, Mineral, and Storey	107	24.6%	(20.1-29.2)	337	75.4%	(70.8-79.9)
	6: Nye and Lincoln	71	20.7%	(16.8-24.6)	281	79.3%	(75.4-83.2)
	7: Washoe	170	19.3%	(16.6-22.0)	725	80.7%	(78.0-83.4)
	8: Clark	347	18.8%	(16.7-21.0)	1457	81.2%	(79.0-83.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 29: Percentage of high school students who attempted suicide during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	474	10.4%	(9.1-11.7)	3746	89.6%	(88.3-90.9)
Sex	**Female**	270	12.5%	(10.4-14.6)	1888	87.5%	(85.4-89.6)
	Male	191	8.1%	(6.5-9.6)	1826	91.9%	(90.4-93.5)
Age	**14 years old or younger**	78	12.8%	(9.0-16.6)	437	87.2%	(83.4-91.0)
	15 years old	146	12.8%	(10.5-15.1)	1058	87.2%	(84.9-89.5)
	16 years old	108	8.8%	(6.6-11.0)	1020	91.2%	(89.0-93.4)
	17 years old	101	10.8%	(8.3-13.2)	766	89.2%	(86.8-91.7)
	18 years old or older	39	5.9%	(3.3-8.6)	459	94.1%	(91.4-96.7)
Grade	**9th grade**	143	12.7%	(10.0-15.3)	1015	87.3%	(84.7-90.0)
	10th grade	146	11.0%	(8.7-13.3)	1157	89.0%	(86.7-91.3)
	11th grade	91	9.0%	(6.4-11.6)	752	91.0%	(88.4-93.6)
	12th grade	79	8.2%	(5.7-10.8)	798	91.8%	(89.2-94.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	10	18.6%	(7.5-29.8)	61	81.4%	(70.2-92.5)
	Asian[d]	19	7.8%	(4.2-11.4)	208	92.2%	(88.6-95.8)
	Black[d]	32	15.8%	(9.3-22.4)	165	84.2%	(77.6-90.7)
	Native Hawaiian/Pacific Islander[d]	6	16.4%	(2.3-30.5)	41	83.6%	(69.5-97.7)
	White[d]	170	9.8%	(8.0-11.6)	1462	90.2%	(88.4-92.0)
	Hispanic/Latino	186	9.6%	(8.0-11.2)	1490	90.4%	(88.8-92.0)
	Other/Multiple[d]	30	10.8%	(6.5-15.0)	210	89.2%	(85.0-93.5)
Region	**1: Carson City**	21	9.3%	(3.1-15.5)	200	90.7%	(84.5-96.9)
	2: Douglas	28	10.8%	(6.7-14.9)	250	89.2%	(85.1-93.3)
	3: Elko, White Pine, and Eureka	37	10.0%	(6.9-13.0)	321	90.0%	(87.0-93.1)
	4: Churchill, Humboldt, Pershing, and Lander	40	12.6%	(8.7-16.5)	265	87.4%	(83.5-91.3)
	5: Lyon, Mineral, and Storey	51	13.4%	(9.6-17.2)	326	86.6%	(82.8-90.4)
	6: Nye and Lincoln	36	11.5%	(7.3-15.7)	260	88.5%	(84.3-92.7)
	7: Washoe	91	11.7%	(9.1-14.2)	690	88.3%	(85.8-90.9)
	8: Clark	170	10.0%	(8.3-11.7)	1434	90.0%	(88.3-91.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more times during the 12 months before the survey

Table 30: Percentage of high school students whose suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse during the 12 months before the survey — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	134	2.8%	(2.2-3.4)	4038	97.2%	(96.6-97.8)
Sex	**Female**	72	3.0%	(2.1-3.9)	2066	97.0%	(96.1-97.9)
	Male	59	2.6%	(1.8-3.4)	1938	97.4%	(96.6-98.2)
Age	**14 years old or younger**	22	3.7%	(1.6-5.8)	479	96.3%	(94.2-98.4)
	15 years old	38	3.0%	(2.0-4.1)	1156	97.0%	(95.9-98.0)
	16 years old	33	2.7%	(1.4-4.0)	1085	97.3%	(96.0-98.6)
	17 years old	29	2.5%	(1.4-3.7)	831	97.5%	(96.3-98.6)
	18 years old or older	12	2.3%	(0.9-3.7)	480	97.7%	(96.3-99.1)
Grade	**9th grade**	35	3.4%	(2.3-4.6)	1105	96.6%	(95.4-97.7)
	10th grade	39	2.2%	(1.3-3.1)	1255	97.8%	(96.9-98.7)
	11th grade	32	3.2%	(1.6-4.7)	804	96.8%	(95.3-98.4)
	12th grade	22	2.1%	(1.1-3.2)	845	97.9%	(96.8-98.9)
Race/Ethnicity	**American Indian/Alaska Native**[d]	5	10.2%	(1.7-18.8)	65	89.8%	(81.2-98.3)
	Asian[d]	3	1.1%	(0.0-2.5)	224	98.9%	(97.5-100.0)
	Black[d]	5	2.1%	(0.3-4.0)	188	97.9%	(96.0-99.7)
	Native Hawaiian/Pacific Islander[d]	3	7.6%	(0.0-17.7)	43	92.4%	(82.3-100.0)
	White[d]	38	2.5%	(1.6-3.5)	1579	97.5%	(96.5-98.4)
	Hispanic/Latino	70	3.5%	(2.5-4.4)	1589	96.5%	(95.6-97.5)
	Other/Multiple[d]	3	0.5%	(0.0-1.2)	235	99.5%	(98.8-100.0)
Region	**1: Carson City**	7	2.9%	(0.1-5.7)	210	97.1%	(94.3-99.9)
	2: Douglas	6	2.0%	(0.4-3.5)	269	98.0%	(96.5-99.6)
	3: Elko, White Pine, and Eureka	10	2.7%	(1.1-4.3)	346	97.3%	(95.7-98.9)
	4: Churchill, Humboldt, Pershing, and Lander	11	3.3%	(1.0-5.6)	290	96.7%	(94.4-99.0)
	5: Lyon, Mineral, and Storey	16	4.8%	(2.5-7.1)	360	95.2%	(92.9-97.5)
	6: Nye and Lincoln	9	2.9%	(1.0-4.9)	283	97.1%	(95.1-99.0)
	7: Washoe	31	4.0%	(2.7-5.3)	736	96.0%	(94.7-97.3)
	8: Clark	44	2.5%	(1.8-3.2)	1544	97.5%	(96.8-98.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 31: Percentage of high school students who did something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1221	23.7%	(21.5-25.8)	3691	76.3%	(74.2-78.5)
Sex	**Female**	780	30.4%	(27.4-33.4)	1668	69.6%	(66.6-72.6)
	Male	414	16.9%	(14.8-19.0)	1995	83.1%	(81.0-85.2)
Age	**14 years old or younger**	184	29.4%	(24.6-34.2)	406	70.6%	(65.8-75.4)
	15 years old	349	23.2%	(20.3-26.1)	1064	76.8%	(73.9-79.7)
	16 years old	317	24.7%	(21.0-28.3)	983	75.3%	(71.7-79.0)
	17 years old	241	21.2%	(17.4-25.1)	782	78.8%	(74.9-82.6)
	18 years old or older	126	21.4%	(15.5-27.2)	451	78.6%	(72.8-84.5)
Grade	**9th grade**	355	25.3%	(21.7-28.9)	994	74.7%	(71.1-78.3)
	10th grade	383	24.9%	(21.8-28.1)	1138	75.1%	(71.9-78.2)
	11th grade	241	22.1%	(17.8-26.3)	765	77.9%	(73.7-82.2)
	12th grade	222	21.5%	(16.1-26.9)	769	78.5%	(73.1-83.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	20	29.0%	(17.0-41.1)	64	71.0%	(58.9-83.0)
	Asian[d]	49	18.0%	(13.0-23.0)	194	82.0%	(77.0-87.0)
	Black[d]	55	20.8%	(13.8-27.8)	189	79.2%	(72.2-86.2)
	Native Hawaiian/Pacific Islander[d]	14	24.8%	(9.3-40.3)	42	75.2%	(59.7-90.7)
	White[d]	487	25.3%	(22.3-28.2)	1359	74.7%	(71.8-77.7)
	Hispanic/Latino	462	22.7%	(19.8-25.6)	1532	77.3%	(74.4-80.2)
	Other/Multiple[d]	88	32.0%	(24.7-39.3)	184	68.0%	(60.7-75.3)
Region	**1: Carson City**	62	22.8%	(17.0-28.6)	205	77.2%	(71.4-83.0)
	2: Douglas	80	26.0%	(19.7-32.4)	233	74.0%	(67.6-80.3)
	3: Elko, White Pine, and Eureka	115	28.9%	(23.7-34.2)	302	71.1%	(65.8-76.3)
	4: Churchill, Humboldt, Pershing, and Lander	101	26.5%	(21.6-31.4)	266	73.5%	(68.6-78.4)
	5: Lyon, Mineral, and Storey	118	26.3%	(21.3-31.4)	329	73.7%	(68.6-78.7)
	6: Nye and Lincoln	92	24.9%	(19.5-30.3)	266	75.1%	(69.7-80.5)
	7: Washoe	200	22.1%	(19.2-25.0)	698	77.9%	(75.0-80.8)
	8: Clark	453	23.6%	(20.8-26.4)	1392	76.4%	(73.6-79.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more times during the 12 months before the survey

Table 32: Percentage of high school students who ever got the kind of help they need when they felt sad, empty, hopeless, angry, or anxious[e] — Nevada YRBS 2023*

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2133	57.2%	(54.9-59.5)	756	21.7%	(20.0-23.5)	756	21.1%	(19.1-23.1)
Sex	**Female**	1177	57.5%	(54.7-60.3)	459	23.5%	(21.3-25.7)	406	19.0%	(16.8-21.3)
	Male	928	56.6%	(52.9-60.4)	290	19.7%	(16.9-22.6)	340	23.6%	(20.5-26.8)
Age	**14 years/younger**	255	57.7%	(52.0-63.5)	81	22.6%	(17.5-27.6)	90	19.7%	(15.3-24.1)
	15 years old	608	56.5%	(52.1-60.9)	212	20.7%	(16.9-24.5)	213	22.8%	(18.9-26.8)
	16 years old	580	59.9%	(56.2-63.7)	210	21.8%	(19.0-24.6)	188	18.2%	(15.1-21.3)
	17 years old	429	52.6%	(48.0-57.2)	164	23.6%	(20.0-27.1)	181	23.8%	(19.5-28.2)
	18 years/older	259	61.3%	(55.3-67.2)	87	19.1%	(14.2-24.0)	83	19.7%	(14.4-25.0)
Grade	**9th grade**	573	55.6%	(50.9-60.4)	193	21.7%	(18.0-25.5)	200	22.7%	(19.0-26.4)
	10th grade	677	59.0%	(55.2-62.8)	241	22.0%	(18.7-25.3)	223	19.0%	(16.2-21.9)
	11th grade	438	58.1%	(53.1-63.0)	154	21.9%	(18.2-25.6)	156	20.0%	(15.9-24.1)
	12th grade	430	56.3%	(51.5-61.2)	160	21.1%	(17.6-24.5)	165	22.6%	(18.1-27.1)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	40	66.3%	(53.2-79.4)	11	18.0%	(6.9-29.2)	10	15.7%	(5.8-25.6)
	Asian[d]	111	55.1%	(46.1-64.2)	50	25.6%	(18.0-33.1)	39	19.3%	(14.0-24.6)
	Black[d]	102	60.0%	(51.8-68.2)	40	19.0%	(13.1-25.0)	41	21.0%	(13.1-28.9)
	Native Hawaiian/ Pacific Islander[d]	31	67.1%	(50.0-84.2)	4	11.1%	(0.0-23.2)	8	21.8%	(7.1-36.6)
	White[d]	788	52.8%	(49.2-56.4)	279	22.4%	(18.9-25.9)	314	24.8%	(21.5-28.2)
	Hispanic/Latino	873	60.1%	(57.3-63.0)	303	20.8%	(18.3-23.3)	266	19.1%	(16.4-21.8)
	Other/Multiple[d]	119	51.4%	(42.4-60.5)	50	28.1%	(21.2-34.9)	48	20.5%	(13.0-28.0)
Region	**1: Carson City**	125	59.4%	(51.3-67.4)	46	20.9%	(15.3-26.5)	38	19.7%	(13.2-26.2)
	2: Douglas	148	61.8%	(52.8-70.9)	52	19.2%	(15.3-23.0)	42	19.0%	(11.6-26.4)
	3: Elko, White Pine, and Eureka	167	56.2%	(50.0-62.3)	70	22.1%	(17.8-26.4)	66	21.8%	(17.5-26.0)
	4: Churchill, Humboldt, Pershing, and Lander	175	64.9%	(58.0-71.7)	45	16.0%	(10.9-21.1)	52	19.2%	(14.8-23.5)
	5: Lyon, Mineral, and Storey	200	62.7%	(58.0-67.5)	53	15.9%	(11.4-20.4)	63	21.4%	(17.1-25.6)
	6: Nye and Lincoln	149	59.4%	(51.4-67.5)	46	17.7%	(13.0-22.5)	62	22.8%	(16.7-29.0)
	7: Washoe	399	60.7%	(56.1-65.4)	130	19.6%	(17.1-22.1)	136	19.7%	(15.8-23.5)
	8: Clark	770	55.9%	(52.9-58.9)	314	22.6%	(20.3-24.9)	297	21.5%	(18.9-24.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among those who felt sad, empty, hopeless, angry, or anxious
*** Note: We caution against group comparisons when a cell size is less than 5.**

Electronic Vapor Product Use

Table 33: Percentage of high school students who ever used electronic vapor products[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1757	33.6%	(30.9-36.4)	2835	66.4%	(63.6-69.1)
Sex	**Female**	1009	39.5%	(36.1-42.9)	1319	60.5%	(57.1-63.9)
	Male	738	28.0%	(24.9-31.1)	1487	72.0%	(68.9-75.1)
Age	**14 years old or younger**	162	24.5%	(19.2-29.9)	379	75.5%	(70.1-80.8)
	15 years old	421	26.7%	(23.2-30.1)	907	73.3%	(69.9-76.8)
	16 years old	484	36.6%	(31.9-41.2)	737	63.4%	(58.8-68.1)
	17 years old	448	38.3%	(33.5-43.2)	516	61.7%	(56.8-66.5)
	18 years old or older	241	42.8%	(36.3-49.3)	287	57.2%	(50.7-63.7)
Grade	**9th grade**	395	25.3%	(21.2-29.3)	877	74.7%	(70.7-78.8)
	10th grade	514	31.6%	(27.3-35.8)	921	68.4%	(64.2-72.7)
	11th grade	405	39.2%	(34.1-44.3)	523	60.8%	(55.7-65.9)
	12th grade	429	39.5%	(34.0-45.1)	494	60.5%	(54.9-66.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	28	38.7%	(24.7-52.8)	43	61.3%	(47.2-75.3)
	Asian[d]	54	19.6%	(13.7-25.4)	184	80.4%	(74.6-86.3)
	Black[d]	68	29.1%	(22.3-35.9)	152	70.9%	(64.1-77.7)
	Native Hawaiian/Pacific Islander[d]	22	33.5%	(18.0-49.1)	30	66.5%	(50.9-82.0)
	White[d]	730	37.0%	(32.3-41.7)	1028	63.0%	(58.3-67.7)
	Hispanic/Latino	709	33.8%	(30.5-37.1)	1147	66.2%	(62.9-69.5)
	Other/Multiple[d]	101	37.3%	(29.4-45.3)	156	62.7%	(54.7-70.6)
Region	**1: Carson City**	128	54.5%	(48.6-60.4)	124	45.5%	(39.6-51.4)
	2: Douglas	162	50.4%	(40.2-60.6)	135	49.6%	(39.4-59.8)
	3: Elko, White Pine, and Eureka	158	40.8%	(32.6-49.1)	240	59.2%	(50.9-67.4)
	4: Churchill, Humboldt, Pershing, and Lander	144	41.5%	(36.1-46.9)	201	58.5%	(53.1-63.9)
	5: Lyon, Mineral, and Storey	213	52.0%	(45.6-58.5)	213	48.0%	(41.5-54.4)
	6: Nye and Lincoln	140	44.3%	(35.9-52.7)	185	55.7%	(47.3-64.1)
	7: Washoe	301	37.4%	(32.7-42.1)	539	62.6%	(57.9-67.3)
	8: Clark	511	30.7%	(27.1-34.2)	1198	69.3%	(65.8-72.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'

Table 34: Percentage of high school students who tried electronic vapor products for the first time before age 13 years[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	544	9.0%	(7.6-10.3)	4089	91.0%	(89.7-92.4)
Sex	**Female**	285	9.6%	(7.7-11.5)	2060	90.4%	(88.5-92.3)
	Male	251	8.2%	(6.6-9.9)	1994	91.8%	(90.1-93.4)
Age	**14 years old or younger**	93	11.9%	(8.6-15.2)	454	88.1%	(84.8-91.4)
	15 years old	162	9.9%	(7.9-12.0)	1176	90.1%	(88.0-92.1)
	16 years old	152	10.0%	(7.4-12.6)	1079	90.0%	(87.4-92.6)
	17 years old	100	7.7%	(4.7-10.7)	871	92.3%	(89.3-95.3)
	18 years old or older	36	4.3%	(2.3-6.2)	500	95.7%	(93.8-97.7)
Grade	**9th grade**	188	11.6%	(9.4-13.8)	1095	88.4%	(86.2-90.6)
	10th grade	164	9.3%	(7.1-11.5)	1281	90.7%	(88.5-92.9)
	11th grade	109	9.0%	(6.3-11.7)	828	91.0%	(88.3-93.7)
	12th grade	70	5.1%	(2.5-7.6)	860	94.9%	(92.4-97.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	9	13.1%	(4.8-21.5)	62	86.9%	(78.5-95.2)
	Asian[d]	12	3.9%	(1.7-6.1)	228	96.1%	(93.9-98.3)
	Black[d]	21	8.5%	(4.1-12.9)	200	91.5%	(87.1-95.9)
	Native Hawaiian/Pacific Islander[d]	6	8.4%	(0.1-16.7)	45	91.6%	(83.3-99.9)
	White[d]	237	11.2%	(8.9-13.4)	1531	88.8%	(86.6-91.1)
	Hispanic/Latino	205	8.3%	(6.5-10.1)	1665	91.7%	(89.9-93.5)
	Other/Multiple[d]	32	8.5%	(4.3-12.8)	230	91.5%	(87.2-95.7)
Region	**1: Carson City**	39	14.0%	(9.2-18.8)	216	86.0%	(81.2-90.8)
	2: Douglas	43	15.0%	(10.0-20.1)	255	85.0%	(79.9-90.0)
	3: Elko, White Pine, and Eureka	42	10.5%	(6.7-14.4)	359	89.5%	(85.6-93.3)
	4: Churchill, Humboldt, Pershing, and Lander	57	16.6%	(12.9-20.2)	295	83.4%	(79.8-87.1)
	5: Lyon, Mineral, and Storey	84	17.9%	(14.1-21.7)	343	82.1%	(78.3-85.9)
	6: Nye and Lincoln	50	15.9%	(9.7-22.1)	279	84.1%	(77.9-90.3)
	7: Washoe	97	11.4%	(8.4-14.4)	753	88.6%	(85.6-91.6)
	8: Clark	132	7.5%	(5.8-9.2)	1589	92.5%	(90.8-94.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'

Table 35: Percentage of high school students who used electronic vapor products during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	867	15.1%	(13.2-16.9)	3681	84.9%	(83.1-86.8)
Sex	**Female**	496	18.1%	(15.7-20.5)	1790	81.9%	(79.5-84.3)
	Male	358	12.2%	(10.0-14.4)	1855	87.8%	(85.6-90.0)
Age	**14 years old or younger**	87	11.2%	(7.3-15.2)	453	88.8%	(84.8-92.7)
	15 years old	222	12.8%	(10.5-15.1)	1114	87.2%	(84.9-89.5)
	16 years old	227	17.2%	(14.3-20.1)	975	82.8%	(79.9-85.7)
	17 years old	213	15.3%	(12.0-18.6)	723	84.7%	(81.4-88.0)
	18 years old or older	117	19.3%	(14.0-24.5)	408	80.7%	(75.5-86.0)
Grade	**9th grade**	207	11.7%	(9.0-14.4)	1061	88.3%	(85.6-91.0)
	10th grade	249	15.1%	(12.0-18.2)	1170	84.9%	(81.8-88.0)
	11th grade	196	17.6%	(14.1-21.1)	725	82.4%	(78.9-85.9)
	12th grade	202	16.1%	(11.9-20.4)	696	83.9%	(79.6-88.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	19	24.7%	(12.3-37.2)	55	75.3%	(62.8-87.7)
	Asian[d]	27	8.6%	(5.0-12.2)	218	91.4%	(87.8-95.0)
	Black[d]	28	12.0%	(6.9-17.1)	184	88.0%	(82.9-93.1)
	Native Hawaiian/Pacific Islander[d]	10	9.6%	(0.0-19.4)	41	90.4%	(80.6-100.0)
	White[d]	390	19.5%	(16.1-22.8)	1357	80.5%	(77.2-83.9)
	Hispanic/Latino	314	13.6%	(11.6-15.6)	1504	86.4%	(84.4-88.4)
	Other/Multiple[d]	48	16.3%	(9.9-22.7)	200	83.7%	(77.3-90.1)
Region	**1: Carson City**	69	31.7%	(25.3-38.2)	169	68.3%	(61.8-74.7)
	2: Douglas	93	28.9%	(20.0-37.8)	207	71.1%	(62.2-80.0)
	3: Elko, White Pine, and Eureka	85	21.9%	(14.9-29.0)	314	78.1%	(71.0-85.1)
	4: Churchill, Humboldt, Pershing, and Lander	84	24.4%	(18.5-30.2)	261	75.6%	(69.8-81.5)
	5: Lyon, Mineral, and Storey	112	28.2%	(21.4-35.1)	300	71.8%	(64.9-78.6)
	6: Nye and Lincoln	65	21.6%	(14.2-29.0)	253	78.4%	(71.0-85.8)
	7: Washoe	146	18.1%	(14.7-21.5)	694	81.9%	(78.5-85.3)
	8: Clark	213	12.7%	(10.4-15.1)	1483	87.3%	(84.9-89.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'
[f] One or more days during the 30 days before the survey

Table 36: Percentage of high school students who used electronic vapor products on 20 or more days during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	361	32.3%	(27.7-36.9)	506	67.7%	(63.1-72.3)
Sex	**Female**	193	30.5%	(24.5-36.4)	303	69.5%	(63.6-75.5)
	Male	159	33.8%	(27.0-40.7)	199	66.2%	(59.3-73.0)
Age	**14 years old or younger**	35	28.3%	(16.2-40.4)	52	71.7%	(59.6-83.8)
	15 years old	79	23.8%	(16.4-31.2)	143	76.2%	(68.8-83.6)
	16 years old	86	30.8%	(21.9-39.8)	141	69.2%	(60.2-78.1)
	17 years old	103	37.6%	(28.2-47.1)	110	62.4%	(52.9-71.8)
	18 years old or older	57	42.0%	(28.9-55.1)	60	58.0%	(44.9-71.1)
Grade	**9th grade**	76	24.4%	(17.5-31.3)	131	75.6%	(68.7-82.5)
	10th grade	83	24.5%	(17.8-31.2)	166	75.5%	(68.8-82.2)
	11th grade	91	37.1%	(27.3-47.0)	105	62.9%	(53.0-72.7)
	12th grade	100	39.2%	(29.8-48.7)	102	60.8%	(51.3-70.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	7	45.9%	(17.6-74.2)	12	54.1%	(25.8-82.4)
	Asian[d]	7	20.7%	(1.5-39.9)	20	79.3%	(60.1-98.5)
	Black[d]	11	30.9%	(10.8-51.1)	17	69.1%	(48.9-89.2)
	Native Hawaiian/Pacific Islander[d]	5	43.9%	(0.0-95.3)	5	56.1%	(4.7-100.0)
	White[d]	184	41.9%	(35.1-48.6)	206	58.1%	(51.4-64.9)
	Hispanic/Latino	114	25.9%	(20.2-31.5)	200	74.1%	(68.5-79.8)
	Other/Multiple[d]	17	19.6%	(7.2-32.1)	31	80.4%	(67.9-92.8)
Region	**1: Carson City**	34	49.5%	(30.4-68.6)	35	50.5%	(31.4-69.6)
	2: Douglas	53	55.5%	(44.5-66.6)	40	44.5%	(33.4-55.5)
	3: Elko, White Pine, and Eureka	42	49.1%	(37.7-60.6)	43	50.9%	(39.4-62.3)
	4: Churchill, Humboldt, Pershing, and Lander	43	50.1%	(36.1-64.2)	41	49.9%	(35.8-63.9)
	5: Lyon, Mineral, and Storey	63	57.9%	(45.3-70.5)	49	42.1%	(29.5-54.7)
	6: Nye and Lincoln	23	36.5%	(24.6-48.5)	42	63.5%	(51.5-75.4)
	7: Washoe	51	34.0%	(26.3-41.7)	95	66.0%	(58.3-73.7)
	8: Clark	52	25.7%	(18.8-32.6)	161	74.3%	(67.4-81.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'
[f] Among those who used an electronic vapor product during the 30 days before the survey

Table 37: Percentage of high school students who used an electronic vapor product to vape marijuana during the 30 days before the survey[e,f,g] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	825	15.7%	(13.5-17.8)	4058	84.3%	(82.2-86.5)
Sex	**Female**	458	18.9%	(15.9-21.9)	1989	81.1%	(78.1-84.1)
	Male	349	12.4%	(10.3-14.6)	2027	87.6%	(85.4-89.7)
Age	**14 years old or younger**	89	12.2%	(7.8-16.6)	497	87.8%	(83.4-92.2)
	15 years old	201	12.4%	(10.0-14.9)	1201	87.6%	(85.1-90.0)
	16 years old	212	16.0%	(12.8-19.2)	1081	84.0%	(80.8-87.2)
	17 years old	201	17.7%	(13.8-21.7)	816	82.3%	(78.3-86.2)
	18 years old or older	122	21.5%	(15.5-27.5)	454	78.5%	(72.5-84.5)
Grade	**9th grade**	176	11.3%	(8.5-14.2)	1163	88.7%	(85.8-91.5)
	10th grade	235	15.0%	(12.1-17.9)	1271	85.0%	(82.1-87.9)
	11th grade	191	16.6%	(13.4-19.8)	814	83.4%	(80.2-86.6)
	12th grade	209	19.9%	(14.1-25.7)	777	80.1%	(74.3-85.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	18	23.0%	(11.9-34.2)	62	77.0%	(65.8-88.1)
	Asian[d]	21	5.9%	(3.0-8.8)	229	94.1%	(91.2-97.0)
	Black[d]	46	20.5%	(13.5-27.5)	189	79.5%	(72.5-86.5)
	Native Hawaiian/Pacific Islander[d]	7	8.8%	(0.4-17.2)	48	91.2%	(82.8-99.6)
	White[d]	313	17.8%	(14.4-21.3)	1525	82.2%	(78.7-85.6)
	Hispanic/Latino	335	14.5%	(12.4-16.6)	1643	85.5%	(83.4-87.6)
	Other/Multiple[d]	51	16.2%	(10.5-22.0)	219	83.8%	(78.0-89.5)
Region	**1: Carson City**	73	31.2%	(23.2-39.2)	196	68.8%	(60.8-76.8)
	2: Douglas	73	21.5%	(14.6-28.5)	242	78.5%	(71.5-85.4)
	3: Elko, White Pine, and Eureka	50	12.0%	(6.4-17.5)	370	88.0%	(82.5-93.6)
	4: Churchill, Humboldt, Pershing, and Lander	63	17.5%	(11.2-23.7)	302	82.5%	(76.3-88.8)
	5: Lyon, Mineral, and Storey	93	21.3%	(16.9-25.6)	349	78.7%	(74.4-83.1)
	6: Nye and Lincoln	59	18.5%	(11.9-25.1)	292	81.5%	(74.9-88.1)
	7: Washoe	147	17.1%	(14.2-19.9)	749	82.9%	(80.1-85.8)
	8: Clark	267	14.7%	(11.8-17.6)	1558	85.3%	(82.4-88.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'
[f] Used marijuana (also called "pot" or "weed"), including THC, THC concentrates, hash oils, or waxes
[g] One or more days during the 30 days before the survey

Table 38: Percentage of high school students who used an electronic vapor product to vape nicotine during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	894	13.7%	(11.9-15.4)	3973	86.3%	(84.6-88.1)
Sex	**Female**	476	15.2%	(13.1-17.3)	1965	84.8%	(82.7-86.9)
	Male	396	11.9%	(9.8-14.1)	1971	88.1%	(85.9-90.2)
Age	**14 years old or younger**	111	12.5%	(8.4-16.6)	469	87.5%	(83.4-91.6)
	15 years old	224	11.4%	(9.1-13.7)	1177	88.6%	(86.3-90.9)
	16 years old	220	14.2%	(11.5-16.9)	1068	85.8%	(83.1-88.5)
	17 years old	221	14.3%	(11.3-17.3)	796	85.7%	(82.7-88.7)
	18 years old or older	117	17.3%	(12.5-22.1)	455	82.7%	(77.9-87.5)
Grade	**9th grade**	228	11.9%	(8.9-14.8)	1106	88.1%	(85.2-91.1)
	10th grade	240	12.5%	(10.0-15.0)	1263	87.5%	(85.0-90.0)
	11th grade	205	15.9%	(12.7-19.2)	797	84.1%	(80.8-87.3)
	12th grade	203	14.3%	(10.4-18.1)	779	85.7%	(81.9-89.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	22	28.7%	(16.1-41.2)	57	71.3%	(58.8-83.9)
	Asian[d]	22	7.5%	(4.0-11.0)	227	92.5%	(89.0-96.0)
	Black[d]	25	9.1%	(4.7-13.5)	208	90.9%	(86.5-95.3)
	Native Hawaiian/Pacific Islander[d]	11	8.8%	(0.0-17.8)	44	91.2%	(82.2-100.0)
	White[d]	395	18.3%	(15.2-21.4)	1448	81.7%	(78.6-84.8)
	Hispanic/Latino	324	12.2%	(10.2-14.3)	1640	87.8%	(85.7-89.8)
	Other/Multiple[d]	50	14.6%	(9.4-19.9)	219	85.4%	(80.1-90.6)
Region	**1: Carson City**	75	29.4%	(23.4-35.5)	192	70.6%	(64.5-76.6)
	2: Douglas	94	28.3%	(20.0-36.7)	222	71.7%	(63.3-80.0)
	3: Elko, White Pine, and Eureka	89	22.3%	(15.8-28.8)	330	77.7%	(71.2-84.2)
	4: Churchill, Humboldt, Pershing, and Lander	91	24.7%	(19.1-30.3)	275	75.3%	(69.7-80.9)
	5: Lyon, Mineral, and Storey	123	28.6%	(22.5-34.8)	318	71.4%	(65.2-77.5)
	6: Nye and Lincoln	67	20.4%	(13.5-27.3)	286	79.6%	(72.7-86.5)
	7: Washoe	154	17.7%	(14.5-20.8)	737	82.3%	(79.2-85.5)
	8: Clark	201	10.9%	(8.7-13.1)	1613	89.1%	(86.9-91.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'
[f] One or more days during the 30 days before the survey

Table 39: Percentage of high school students who usually obtained their own electronic vapor products by various means during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Bought them myself in a store			On the internet			Got or bought them from a friend, family member, or someone else			Others		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	38	3.8%	(2.1-5.4)	22	4.5%	(2.1-6.9)	441	55.5%	(51.0-60.1)	342	36.2%	(32.1-40.4)
Sex	**Female**	18	2.7%	(1.2-4.1)	11	3.6%	(0.5-6.7)	279	62.8%	(57.0-68.6)	171	30.9%	(25.4-36.5)
	Male	17	4.6%	(1.4-7.9)	10	5.5%	(1.5-9.5)	159	45.9%	(39.3-52.6)	165	43.9%	(37.7-50.1)
Age	**14 years old or younger**	3	0.2%	(0.0-0.4)	1	3.3%	(0.0-9.4)	39	54.4%	(42.1-66.6)	42	42.2%	(31.7-52.6)
	15 years old	3	1.3%	(0.0-2.8)	7	5.7%	(0.4-11.0)	123	60.8%	(52.6-69.1)	81	32.2%	(24.2-40.2)
	16 years old	9	3.3%	(0.3-6.3)	8	5.7%	(1.5-10.0)	128	58.9%	(50.4-67.5)	78	32.0%	(23.8-40.2)
	17 years old	16	6.3%	(2.1-10.4)	5	4.5%	(0.0-9.1)	96	53.2%	(44.4-62.0)	90	36.1%	(27.2-44.9)
	18 years old or older	7	6.7%	(0.8-12.5)	1	1.0%	(0.0-3.0)	55	45.3%	(34.3-56.4)	50	47.0%	(34.6-59.4)
Grade	**9th grade**	4	1.2%	(0.0-2.7)	2	1.4%	(0.0-3.9)	109	60.9%	(52.4-69.4)	85	36.6%	(28.3-44.8)
	10th grade	9	3.8%	(0.5-7.2)	9	7.0%	(1.2-12.9)	132	56.5%	(48.4-64.7)	93	32.6%	(25.1-40.1)
	11th grade	10	2.7%	(0.0-5.5)	7	6.0%	(1.1-10.9)	97	57.1%	(46.7-67.5)	75	34.2%	(25.3-43.1)
	12th grade	13	5.9%	(1.6-10.2)	3	1.5%	(0.0-3.4)	100	50.5%	(42.7-58.2)	82	42.1%	(33.6-50.6)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	0	.	(.-.)	1	9.4%	(0.0-25.9)	6	20.6%	(0.0-42.5)	11	69.9%	(47.5-92.3)
	Asian[d]	0	.	(.-.)	0	.	(.-.)	17	62.1%	(42.3-82.0)	10	37.9%	(18.0-57.7)
	Black[d]	0	.	(.-.)	1	3.8%	(0.0-10.9)	14	50.3%	(28.6-72.0)	13	45.9%	(23.1-68.7)
	Native Hawaiian/Pacific Islander[d]	1	4.8%	(0.0-15.3)	0	.	(.-.)	5	51.6%	(0.0-100.0)	3	43.5%	(0.0-96.9)
	White[d]	16	5.0%	(1.7-8.3)	6	2.9%	(0.2-5.6)	207	58.4%	(50.9-65.9)	151	33.7%	(27.5-39.9)
	Hispanic/Latino	15	3.7%	(1.2-6.1)	12	6.2%	(1.9-10.4)	154	54.2%	(47.8-60.6)	125	36.0%	(29.5-42.4)
	Other/Multiple[d]	3	4.2%	(0.0-9.9)	2	6.9%	(0.0-16.5)	27	56.1%	(36.2-76.1)	15	32.7%	(12.8-52.7)
Region	**1: Carson City**	3	8.5%	(0.0-17.9)	1	2.0%	(0.0-5.8)	34	52.3%	(39.8-64.8)	28	37.2%	(22.4-52.0)
	2: Douglas	3	3.2%	(0.0-6.5)	0	.	(.-.)	50	53.8%	(45.6-61.9)	37	43.0%	(35.8-50.3)
	3: Elko, White Pine, and Eureka	6	6.9%	(0.3-13.5)	2	2.0%	(0.0-4.5)	46	55.8%	(38.3-73.4)	27	35.3%	(20.4-50.2)
	4: Churchill, Humboldt, Pershing, and Lander	5	6.5%	(1.0-12.1)	1	1.9%	(0.0-5.8)	36	40.8%	(32.6-48.9)	40	50.7%	(40.5-61.0)
	5: Lyon, Mineral, and Storey	8	8.8%	(3.8-13.8)	2	1.4%	(0.0-3.4)	54	48.8%	(38.2-59.4)	47	41.0%	(30.7-51.2)
	6: Nye and Lincoln	0	.	(.-.)	0	.	(.-.)	32	48.4%	(32.7-64.1)	32	51.6%	(35.9-67.3)
	7: Washoe	6	3.8%	(0.6-7.0)	3	2.4%	(0.0-5.0)	64	45.2%	(37.1-53.3)	69	48.6%	(41.4-55.9)
	8: Clark	7	2.9%	(0.6-5.2)	13	6.1%	(2.4-9.9)	125	60.4%	(53.6-67.1)	62	30.6%	(24.4-36.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'
[f] Among students who used electronic vapor products during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 40: Percentage of high school students who thought it would be difficult or easy to get electronic vapor products if they wanted some[e] — Nevada YRBS 2023*

		Very difficult			Fairly difficult			Fairly easy			Very easy			Not sure		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	792	18.8%	(16.7-20.8)	499	10.9%	(9.7-12.1)	1086	22.5%	(20.5-24.5)	1505	27.7%	(25.4-30.0)	917	20.1%	(18.3-21.9)
Sex	**Female**	380	17.7%	(15.6-19.9)	254	10.5%	(9.1-12.0)	615	25.2%	(22.5-27.9)	769	28.4%	(25.7-31.1)	406	18.1%	(16.0-20.3)
	Male	400	19.6%	(16.6-22.5)	242	11.4%	(9.6-13.1)	463	20.0%	(17.7-22.3)	722	27.2%	(24.1-30.3)	494	21.9%	(19.5-24.3)
Age	**14 years old or younger**	95	18.2%	(14.2-22.2)	66	11.1%	(8.1-14.1)	131	25.3%	(20.4-30.2)	146	21.2%	(16.3-26.0)	133	24.2%	(19.5-28.8)
	15 years old	270	21.5%	(18.3-24.7)	158	12.6%	(10.2-15.0)	290	19.7%	(16.9-22.5)	407	25.9%	(22.6-29.1)	262	20.4%	(17.6-23.1)
	16 years old	200	18.9%	(15.1-22.7)	127	10.1%	(7.9-12.2)	295	22.6%	(18.9-26.3)	411	29.6%	(25.7-33.6)	238	18.8%	(15.4-22.1)
	17 years old	150	18.0%	(14.0-22.0)	99	10.6%	(7.4-13.7)	226	23.1%	(19.1-27.0)	335	28.1%	(23.9-32.3)	190	20.3%	(16.3-24.2)
	18 years old or older	76	14.7%	(9.9-19.6)	49	9.7%	(6.3-13.1)	141	24.7%	(20.0-29.3)	204	33.3%	(28.4-38.1)	90	17.6%	(13.3-22.0)
Grade	**9th grade**	233	21.0%	(17.7-24.4)	163	13.3%	(11.1-15.5)	273	19.1%	(15.8-22.4)	369	23.7%	(19.9-27.5)	280	22.9%	(19.9-25.8)
	10th grade	248	16.8%	(14.0-19.6)	147	9.6%	(7.6-11.5)	355	25.6%	(22.2-29.1)	460	27.9%	(23.8-32.0)	280	20.1%	(16.5-23.7)
	11th grade	181	22.7%	(17.8-27.6)	98	10.5%	(8.1-13.0)	196	19.4%	(14.4-24.4)	321	28.8%	(24.5-33.1)	190	18.6%	(14.9-22.2)
	12th grade	123	14.3%	(11.1-17.5)	87	10.5%	(7.8-13.2)	251	25.7%	(22.5-28.9)	344	30.8%	(26.9-34.7)	157	18.7%	(15.1-22.3)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	14	18.8%	(7.5-30.2)	11	17.5%	(7.7-27.3)	8	13.3%	(3.9-22.7)	21	24.7%	(14.4-35.0)	21	25.7%	(14.1-37.3)
	Asian[d]	51	23.5%	(16.3-30.6)	40	16.6%	(12.0-21.2)	54	20.5%	(15.2-25.8)	46	17.5%	(13.1-21.9)	52	21.9%	(16.1-27.7)
	Black[d]	51	24.6%	(17.4-31.7)	21	9.2%	(4.2-14.2)	46	18.4%	(13.0-23.8)	60	24.3%	(17.7-31.0)	52	23.5%	(16.7-30.2)
	Native Hawaiian/ Pacific Islander[d]	14	30.8%	(15.6-46.0)	2	4.3%	(0.0-12.3)	10	19.7%	(7.5-31.8)	16	25.0%	(10.7-39.2)	13	20.3%	(7.3-33.3)
	White[d]	256	16.4%	(13.1-19.7)	181	10.4%	(8.0-12.8)	469	26.1%	(22.9-29.3)	630	31.4%	(28.0-34.8)	290	15.6%	(13.3-18.0)
	Hispanic/Latino	339	18.6%	(16.3-20.8)	197	10.7%	(9.1-12.2)	411	21.7%	(19.2-24.1)	593	27.1%	(24.1-30.1)	398	22.0%	(19.4-24.6)
	Other/Multiple[d]	39	14.5%	(8.9-20.1)	31	12.9%	(7.5-18.3)	61	22.5%	(15.6-29.3)	90	30.9%	(24.1-37.8)	50	19.2%	(13.6-24.9)
Region	**1: Carson City**	34	11.9%	(6.4-17.3)	25	9.8%	(4.6-14.9)	74	28.5%	(22.3-34.8)	95	36.0%	(28.1-44.0)	37	13.9%	(10.3-17.4)
	2: Douglas	28	9.9%	(5.4-14.5)	30	10.6%	(7.1-14.1)	75	21.3%	(15.9-26.8)	138	43.8%	(36.6-50.9)	42	14.4%	(9.5-19.3)
	3: Elko, White Pine, and Eureka	75	17.8%	(12.7-22.8)	36	8.7%	(5.5-11.9)	93	23.3%	(19.5-27.2)	130	31.7%	(25.5-37.9)	78	18.5%	(15.1-22.0)
	4: Churchill, Humboldt, Pershing, and Lander	50	13.6%	(9.0-18.2)	31	9.4%	(6.8-12.0)	80	24.6%	(21.3-27.9)	128	31.9%	(26.6-37.2)	74	20.5%	(16.1-25.0)
	5: Lyon, Mineral, and Storey	54	12.3%	(8.7-16.0)	40	9.0%	(5.5-12.4)	86	19.1%	(15.5-22.8)	179	42.6%	(35.8-49.3)	76	17.0%	(13.8-20.3)
	6: Nye and Lincoln	50	13.3%	(8.8-17.8)	39	12.1%	(8.5-15.7)	76	22.6%	(16.0-29.2)	107	32.0%	(26.2-37.9)	74	20.0%	(15.2-24.8)
	7: Washoe	139	15.2%	(12.4-17.9)	93	10.5%	(8.4-12.5)	209	23.9%	(19.7-28.0)	277	32.8%	(29.2-36.3)	156	17.7%	(13.8-21.6)
	8: Clark	362	20.4%	(17.7-23.1)	205	11.2%	(9.6-12.8)	393	22.1%	(19.5-24.7)	451	25.3%	(22.3-28.2)	380	21.0%	(18.7-23.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vapes pens such as 'JUUL', 'Vuse', 'NJOY', Puff Bar', 'blu', or 'Bidi Stick'
*** Note: We caution against group comparisons when a cell size is less than 5.**

Tobacco Use

Table 41: Percentage of high school students who ever smoked cigarettes[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	898	15.3%	(13.5-17.1)	3765	84.7%	(82.9-86.5)
Sex	**Female**	455	16.0%	(13.7-18.2)	1901	84.0%	(81.8-86.3)
	Male	429	14.6%	(12.0-17.1)	1832	85.4%	(82.9-88.0)
Age	**14 years old or younger**	91	11.5%	(8.1-14.9)	464	88.5%	(85.1-91.9)
	15 years old	213	12.4%	(9.9-14.9)	1136	87.6%	(85.1-90.1)
	16 years old	252	17.1%	(14.0-20.3)	987	82.9%	(79.7-86.0)
	17 years old	224	15.8%	(12.2-19.3)	752	84.2%	(80.7-87.8)
	18 years old or older	118	20.7%	(14.5-26.9)	416	79.3%	(73.1-85.5)
Grade	**9th grade**	206	12.4%	(9.7-15.0)	1076	87.6%	(85.0-90.3)
	10th grade	262	15.5%	(12.4-18.6)	1190	84.5%	(81.4-87.6)
	11th grade	213	16.6%	(13.4-19.8)	744	83.4%	(80.2-86.6)
	12th grade	201	16.7%	(12.0-21.3)	733	83.3%	(78.7-88.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	24	34.8%	(21.5-48.0)	53	65.2%	(52.0-78.5)
	Asian[d]	21	7.1%	(3.6-10.7)	221	92.9%	(89.3-96.4)
	Black[d]	26	9.6%	(5.3-13.8)	198	90.4%	(86.2-94.7)
	Native Hawaiian/Pacific Islander[d]	9	11.1%	(0.1-22.1)	40	88.9%	(77.9-99.9)
	White[d]	397	19.6%	(16.2-23.1)	1366	80.4%	(76.9-83.8)
	Hispanic/Latino	326	14.3%	(12.1-16.6)	1567	85.7%	(83.4-87.9)
	Other/Multiple[d]	59	18.1%	(12.4-23.8)	204	81.9%	(76.2-87.6)
Region	**1: Carson City**	58	26.1%	(18.3-33.9)	190	73.9%	(66.1-81.7)
	2: Douglas	87	26.7%	(18.8-34.5)	212	73.3%	(65.5-81.2)
	3: Elko, White Pine, and Eureka	87	23.4%	(16.5-30.3)	319	76.6%	(69.7-83.5)
	4: Churchill, Humboldt, Pershing, and Lander	81	25.1%	(19.1-31.0)	269	74.9%	(69.0-80.9)
	5: Lyon, Mineral, and Storey	113	27.4%	(22.0-32.8)	304	72.6%	(67.2-78.0)
	6: Nye and Lincoln	99	30.4%	(24.0-36.8)	241	69.6%	(63.2-76.0)
	7: Washoe	129	15.2%	(12.5-18.0)	727	84.8%	(82.0-87.5)
	8: Clark	244	13.6%	(11.2-16.0)	1503	86.4%	(84.0-88.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Even one or two puffs

Table 42: Percentage of high school students who smoked cigarettes for the first time before age 13 years[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	444	7.4%	(6.3-8.4)	4233	92.6%	(91.6-93.7)
Sex	**Female**	216	7.1%	(5.7-8.6)	2146	92.9%	(91.4-94.3)
	Male	211	7.3%	(5.7-8.8)	2053	92.7%	(91.2-94.3)
Age	**14 years old or younger**	59	7.0%	(4.3-9.6)	504	93.0%	(90.4-95.7)
	15 years old	124	7.1%	(5.3-8.8)	1226	92.9%	(91.2-94.7)
	16 years old	119	8.2%	(6.1-10.4)	1122	91.8%	(89.6-93.9)
	17 years old	85	5.1%	(3.5-6.7)	890	94.9%	(93.3-96.5)
	18 years old or older	57	10.7%	(7.3-14.1)	482	89.3%	(85.9-92.7)
Grade	**9th grade**	128	7.6%	(5.9-9.4)	1159	92.4%	(90.6-94.1)
	10th grade	131	8.2%	(6.1-10.3)	1322	91.8%	(89.7-93.9)
	11th grade	85	5.6%	(3.7-7.5)	874	94.4%	(92.5-96.3)
	12th grade	85	7.6%	(5.5-9.7)	853	92.4%	(90.3-94.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	12	18.4%	(8.4-28.3)	65	81.6%	(71.7-91.6)
	Asian[d]	8	2.3%	(0.4-4.1)	234	97.7%	(95.9-99.6)
	Black[d]	19	8.2%	(4.1-12.3)	204	91.8%	(87.7-95.9)
	Native Hawaiian/Pacific Islander[d]	6	5.5%	(0.0-12.3)	43	94.5%	(87.7-100.0)
	White[d]	180	8.9%	(6.8-11.1)	1588	91.1%	(88.9-93.2)
	Hispanic/Latino	162	6.4%	(5.1-7.7)	1735	93.6%	(92.3-94.9)
	Other/Multiple[d]	30	9.3%	(4.7-13.8)	236	90.7%	(86.2-95.3)
Region	**1: Carson City**	33	11.7%	(6.9-16.4)	216	88.3%	(83.6-93.1)
	2: Douglas	37	11.5%	(6.3-16.6)	260	88.5%	(83.4-93.7)
	3: Elko, White Pine, and Eureka	40	10.4%	(5.8-14.9)	367	89.6%	(85.1-94.2)
	4: Churchill, Humboldt, Pershing, and Lander	44	12.0%	(8.1-16.0)	309	88.0%	(84.0-91.9)
	5: Lyon, Mineral, and Storey	52	11.5%	(8.3-14.7)	364	88.5%	(85.3-91.7)
	6: Nye and Lincoln	51	16.0%	(11.6-20.4)	291	84.0%	(79.6-88.4)
	7: Washoe	61	7.1%	(5.2-9.0)	796	92.9%	(91.0-94.8)
	8: Clark	126	6.7%	(5.3-8.0)	1630	93.3%	(92.0-94.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Even one or two puffs

Table 43: Percentage of high school students who smoked cigarettes during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	202	2.9%	(2.3-3.6)	4623	97.1%	(96.4-97.7)
Sex	**Female**	79	2.6%	(1.8-3.4)	2354	97.4%	(96.6-98.2)
	Male	109	3.1%	(2.2-4.0)	2231	96.9%	(96.0-97.8)
Age	**14 years old or younger**	32	3.5%	(1.7-5.4)	542	96.5%	(94.6-98.3)
	15 years old	45	2.7%	(1.5-3.9)	1347	97.3%	(96.1-98.5)
	16 years old	54	3.5%	(2.1-4.8)	1226	96.5%	(95.2-97.9)
	17 years old	38	1.6%	(0.7-2.5)	969	98.4%	(97.5-99.3)
	18 years old or older	33	4.4%	(2.5-6.2)	530	95.6%	(93.8-97.5)
Grade	**9th grade**	54	3.3%	(2.1-4.5)	1272	96.7%	(95.5-97.9)
	10th grade	49	3.5%	(2.1-5.0)	1443	96.5%	(95.0-97.9)
	11th grade	47	2.3%	(1.2-3.4)	948	97.7%	(96.6-98.8)
	12th grade	42	2.3%	(1.4-3.2)	931	97.7%	(96.8-98.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	3	3.6%	(0.0-8.3)	74	96.4%	(91.7-100.0)
	Asian[d]	7	2.0%	(0.2-3.8)	243	98.0%	(96.2-99.8)
	Black[d]	5	1.2%	(0.0-2.7)	227	98.8%	(97.3-100.0)
	Native Hawaiian/Pacific Islander[d]	1	0.2%	(0.0-0.5)	52	99.8%	(99.5-100.0)
	White[d]	87	4.5%	(3.2-5.9)	1733	95.5%	(94.1-96.8)
	Hispanic/Latino	71	2.6%	(1.7-3.4)	1892	97.4%	(96.6-98.3)
	Other/Multiple[d]	11	2.5%	(0.3-4.7)	257	97.5%	(95.3-99.7)
Region	**1: Carson City**	11	4.9%	(1.5-8.3)	248	95.1%	(91.7-98.5)
	2: Douglas	26	7.0%	(2.5-11.5)	283	93.0%	(88.5-97.5)
	3: Elko, White Pine, and Eureka	16	3.4%	(1.5-5.4)	401	96.6%	(94.6-98.5)
	4: Churchill, Humboldt, Pershing, and Lander	24	7.0%	(3.0-11.0)	337	93.0%	(89.0-97.0)
	5: Lyon, Mineral, and Storey	22	5.1%	(3.2-7.0)	411	94.9%	(93.0-96.8)
	6: Nye and Lincoln	20	6.6%	(3.5-9.8)	326	93.4%	(90.2-96.5)
	7: Washoe	28	2.9%	(1.7-4.2)	861	97.1%	(95.8-98.3)
	8: Clark	55	2.6%	(1.7-3.4)	1756	97.4%	(96.6-98.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more days during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 44: Percentage of high school students who smoked cigarettes on 20 or more days during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	30	12.5%	(4.1-20.9)	172	87.5%	(79.1-95.9)
Sex	**Female**	5	7.1%	(0.0-15.5)	74	92.9%	(84.5-100.0)
	Male	22	16.3%	(5.3-27.4)	87	83.7%	(72.6-94.7)
Age	**14 years old or younger**	7	24.8%	(0.0-53.4)	25	75.2%	(46.6-100.0)
	15 years old	5	11.9%	(0.0-24.7)	40	88.1%	(75.3-100.0)
	16 years old	8	10.4%	(0.0-21.5)	46	89.6%	(78.5-100.0)
	17 years old	6	7.1%	(0.1-14.1)	32	92.9%	(85.9-99.9)
	18 years old or older	4	10.8%	(0.0-27.8)	29	89.2%	(72.2-100.0)
Grade	**9th grade**	5	12.3%	(0.0-26.7)	49	87.7%	(73.3-100.0)
	10th grade	7	10.0%	(0.8-19.3)	42	90.0%	(80.7-99.2)
	11th grade	5	12.8%	(0.0-29.7)	42	87.2%	(70.3-100.0)
	12th grade	7	5.7%	(0.6-10.9)	35	94.3%	(89.1-99.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	0	.	(.-.)	3	100.0%	(100.0-100.0)
	Asian[d]	3	35.1%	(0.0-78.2)	4	64.9%	(21.8-100.0)
	Black[d]	2	41.3%	(0.0-100.0)	3	58.7%	(0.0-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	1	100.0%	(100.0-100.0)
	White[d]	10	11.7%	(2.3-21.1)	77	88.3%	(78.9-97.7)
	Hispanic/Latino	11	8.9%	(0.7-17.1)	60	91.1%	(82.9-99.3)
	Other/Multiple[d]	2	8.1%	(0.0-20.3)	9	91.9%	(79.7-100.0)
Region	**1: Carson City**	0	.	(.-.)	11	100.0%	(100.0-100.0)
	2: Douglas	8	23.2%	(5.7-40.7)	18	76.8%	(59.3-94.3)
	3: Elko, White Pine, and Eureka	1	7.0%	(0.0-19.9)	15	93.0%	(80.1-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	4	12.3%	(0.0-26.1)	20	87.7%	(73.9-100.0)
	5: Lyon, Mineral, and Storey	4	16.7%	(0.1-33.4)	18	83.3%	(66.6-99.9)
	6: Nye and Lincoln	4	29.0%	(4.9-53.0)	16	71.0%	(47.0-95.1)
	7: Washoe	3	7.8%	(0.0-18.4)	25	92.2%	(81.6-100.0)
	8: Clark	6	12.8%	(0.1-25.6)	49	87.2%	(74.4-99.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among those who smoked cigarettes during the past 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 45: Percentage of high school students who usually obtained their own cigarettes by buying them in a store or gas station during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	30	12.9%	(6.0-19.7)	167	87.1%	(80.3-94.0)
Sex	**Female**	9	9.1%	(0.6-17.7)	68	90.9%	(82.3-99.4)
	Male	15	15.2%	(4.5-25.9)	91	84.8%	(74.1-95.5)
Age	**14 years old or younger**	7	14.0%	(0.0-33.4)	24	86.0%	(66.6-100.0)
	15 years old	4	6.9%	(0.0-17.3)	40	93.1%	(82.7-100.0)
	16 years old	9	18.1%	(3.4-32.8)	44	81.9%	(67.2-96.6)
	17 years old	5	4.2%	(0.0-9.0)	32	95.8%	(91.0-100.0)
	18 years old or older	5	17.4%	(0.0-36.4)	27	82.6%	(63.6-100.0)
Grade	**9th grade**	4	10.6%	(0.0-22.9)	48	89.4%	(77.1-100.0)
	10th grade	9	12.3%	(1.9-22.7)	39	87.7%	(77.3-98.1)
	11th grade	6	12.4%	(0.0-29.2)	41	87.6%	(70.8-100.0)
	12th grade	7	18.7%	(0.0-38.3)	33	81.3%	(61.7-100.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	0	.	(.-.)	3	100.0%	(100.0-100.0)
	Asian[d]	2	13.0%	(0.0-34.6)	5	87.0%	(65.4-100.0)
	Black[d]	1	17.3%	(0.0-54.5)	3	82.7%	(45.5-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	1	100.0%	(100.0-100.0)
	White[d]	11	14.7%	(3.7-25.8)	75	85.3%	(74.2-96.3)
	Hispanic/Latino	8	11.7%	(1.4-22.0)	61	88.3%	(78.0-98.6)
	Other/Multiple[d]	1	4.1%	(0.0-12.6)	10	95.9%	(87.4-100.0)
Region	**1: Carson City**	1	13.7%	(0.0-41.4)	10	86.3%	(58.6-100.0)
	2: Douglas	2	6.0%	(0.0-14.1)	23	94.0%	(85.9-100.0)
	3: Elko, White Pine, and Eureka	2	12.9%	(0.0-31.0)	14	87.1%	(69.0-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	4	20.6%	(2.6-38.5)	20	79.4%	(61.5-97.4)
	5: Lyon, Mineral, and Storey	3	13.1%	(0.0-28.2)	18	86.9%	(71.8-100.0)
	6: Nye and Lincoln	3	19.2%	(0.0-45.5)	17	80.8%	(54.5-100.0)
	7: Washoe	6	14.4%	(1.9-26.9)	22	85.6%	(73.1-98.1)
	8: Clark	9	11.9%	(1.8-21.9)	43	88.1%	(78.1-98.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among students who smoked cigarettes in the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 46: Percentage of high school students who thought it would be difficult or easy to get cigarettes if they wanted some — Nevada YRBS 2023

		Very difficult			Fairly difficult			Fairly easy			Very easy			Not sure		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	900	20.5%	(18.7-22.3)	713	15.3%	(13.8-16.8)	1229	24.1%	(22.3-25.8)	880	15.8%	(14.3-17.3)	1152	24.4%	(22.4-26.3)
Sex	**Female**	457	21.1%	(18.8-23.3)	377	15.9%	(14.1-17.7)	651	25.1%	(22.8-27.4)	415	15.0%	(13.2-16.9)	546	22.8%	(20.6-25.0)
	Male	427	19.7%	(17.0-22.3)	329	14.7%	(12.6-16.8)	571	23.3%	(21.0-25.5)	456	16.6%	(14.2-19.0)	591	25.8%	(23.1-28.5)
Age	**14 years old or younger**	114	19.8%	(15.2-24.5)	101	18.7%	(14.5-23.0)	136	23.0%	(18.5-27.6)	83	12.2%	(8.7-15.7)	148	26.2%	(21.4-30.9)
	15 years old	289	22.8%	(19.4-26.2)	233	17.2%	(14.3-20.0)	326	21.1%	(17.9-24.2)	226	14.5%	(12.0-17.1)	327	24.4%	(21.5-27.3)
	16 years old	223	18.6%	(15.3-21.9)	184	15.9%	(13.5-18.3)	349	26.4%	(23.4-29.4)	237	15.3%	(12.6-18.0)	300	23.7%	(20.2-27.3)
	17 years old	179	20.6%	(17.0-24.2)	131	13.6%	(10.6-16.7)	246	23.7%	(19.7-27.6)	205	16.2%	(12.8-19.6)	256	25.9%	(21.2-30.7)
	18 years old or older	95	20.1%	(15.1-25.0)	63	10.0%	(6.7-13.3)	171	27.4%	(22.7-32.0)	127	22.2%	(17.8-26.7)	115	20.3%	(15.8-24.8)
Grade	**9th grade**	256	21.8%	(18.5-25.1)	238	18.1%	(15.3-20.8)	301	20.8%	(17.0-24.6)	196	12.5%	(10.3-14.7)	343	26.8%	(23.8-29.8)
	10th grade	279	17.8%	(14.9-20.7)	218	16.0%	(13.3-18.8)	397	25.9%	(23.2-28.6)	270	16.5%	(13.8-19.2)	348	23.8%	(20.2-27.3)
	11th grade	193	22.7%	(19.1-26.4)	134	15.1%	(12.0-18.3)	246	23.7%	(20.2-27.2)	189	15.1%	(12.2-18.1)	240	23.3%	(19.3-27.3)
	12th grade	156	19.2%	(15.4-22.9)	120	11.8%	(9.3-14.4)	277	26.4%	(22.7-30.1)	216	19.1%	(16.2-22.0)	213	23.5%	(19.1-27.8)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	16	22.9%	(11.3-34.5)	14	21.1%	(9.4-32.7)	12	14.9%	(6.1-23.7)	13	12.5%	(5.5-19.6)	23	28.6%	(17.5-39.7)
	Asian[d]	56	24.5%	(18.6-30.3)	51	20.7%	(14.4-26.9)	54	18.8%	(13.3-24.3)	29	11.6%	(7.0-16.3)	61	24.4%	(19.6-29.2)
	Black[d]	57	25.8%	(19.5-32.1)	39	17.5%	(11.2-23.8)	43	15.7%	(10.9-20.5)	29	11.3%	(6.8-15.9)	69	29.7%	(22.7-36.8)
	Native Hawaiian/ Pacific Islander[d]	16	35.2%	(19.5-50.9)	8	10.2%	(1.0-19.3)	9	14.4%	(3.5-25.3)	11	20.5%	(7.2-33.8)	11	19.7%	(5.9-33.6)
	White[d]	273	17.6%	(14.6-20.5)	286	16.2%	(13.7-18.7)	545	30.0%	(27.0-32.9)	367	17.3%	(14.6-20.0)	368	19.0%	(16.2-21.8)
	Hispanic/Latino	396	20.9%	(18.8-23.0)	254	13.3%	(11.3-15.3)	462	23.0%	(20.6-25.4)	350	15.9%	(13.8-17.9)	513	26.9%	(24.3-29.4)
	Other/Multiple[d]	41	14.3%	(9.1-19.5)	45	17.4%	(11.6-23.1)	68	26.7%	(19.1-34.3)	55	18.7%	(12.8-24.7)	63	22.9%	(17.1-28.7)
Region	**1: Carson City**	42	14.5%	(9.7-19.4)	37	11.3%	(7.1-15.5)	79	31.5%	(26.3-36.6)	56	23.2%	(15.6-30.7)	53	19.6%	(12.9-26.2)
	2: Douglas	36	10.5%	(6.5-14.6)	44	15.8%	(10.3-21.3)	90	26.3%	(17.8-34.8)	83	25.9%	(19.5-32.3)	63	21.4%	(16.0-26.8)
	3: Elko, White Pine, and Eureka	69	16.0%	(12.2-19.7)	50	13.4%	(9.6-17.3)	126	30.0%	(24.6-35.3)	75	18.6%	(13.5-23.6)	97	22.1%	(17.1-27.0)
	4: Churchill, Humboldt, Pershing, and Lander	56	14.3%	(9.7-18.9)	47	13.2%	(9.4-17.1)	98	28.8%	(23.5-34.1)	69	17.6%	(13.6-21.6)	99	26.1%	(21.7-30.5)
	5: Lyon, Mineral, and Storey	64	13.8%	(10.7-16.9)	50	10.9%	(7.3-14.4)	106	23.9%	(20.2-27.5)	116	28.0%	(22.9-33.1)	106	23.5%	(19.0-28.0)
	6: Nye and Lincoln	62	17.4%	(11.1-23.6)	53	16.8%	(12.2-21.3)	85	24.1%	(18.2-30.0)	68	20.4%	(15.8-25.1)	79	21.3%	(17.1-25.5)
	7: Washoe	165	17.9%	(14.9-20.8)	149	16.2%	(13.4-19.0)	230	25.7%	(22.2-29.2)	149	17.5%	(15.1-20.0)	203	22.6%	(18.9-26.4)
	8: Clark	406	22.0%	(19.6-24.4)	283	15.5%	(13.5-17.4)	415	23.1%	(20.9-25.4)	264	14.4%	(12.5-16.3)	452	25.0%	(22.5-27.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 47: Percentage of high school students who used smokeless tobacco during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	228	3.4%	(2.6-4.3)	4643	96.6%	(95.7-97.4)
Sex	**Female**	63	2.0%	(1.3-2.8)	2388	98.0%	(97.2-98.7)
	Male	149	4.3%	(3.0-5.7)	2212	95.7%	(94.3-97.0)
Age	**14 years old or younger**	35	3.7%	(1.6-5.8)	547	96.3%	(94.2-98.4)
	15 years old	47	2.7%	(1.5-3.8)	1356	97.3%	(96.2-98.5)
	16 years old	56	3.4%	(2.1-4.7)	1229	96.6%	(95.3-97.9)
	17 years old	60	3.7%	(1.5-5.8)	960	96.3%	(94.2-98.5)
	18 years old or older	30	4.3%	(1.6-6.9)	542	95.7%	(93.1-98.4)
Grade	**9th grade**	50	3.2%	(1.9-4.4)	1287	96.8%	(95.6-98.1)
	10th grade	57	2.7%	(1.7-3.7)	1448	97.3%	(96.3-98.3)
	11th grade	56	4.1%	(2.4-5.7)	943	95.9%	(94.3-97.6)
	12th grade	50	3.4%	(1.7-5.0)	935	96.6%	(95.0-98.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	7	11.1%	(3.0-19.2)	73	88.9%	(80.8-97.0)
	Asian[d]	9	2.1%	(0.4-3.8)	240	97.9%	(96.2-99.6)
	Black[d]	13	5.4%	(1.9-8.9)	221	94.6%	(91.1-98.1)
	Native Hawaiian/Pacific Islander[d]	3	0.8%	(0.0-1.9)	53	99.2%	(98.1-100.0)
	White[d]	96	4.2%	(2.9-5.5)	1744	95.8%	(94.5-97.1)
	Hispanic/Latino	72	2.8%	(1.8-3.7)	1895	97.2%	(96.3-98.2)
	Other/Multiple[d]	6	2.0%	(0.0-4.1)	265	98.0%	(95.9-100.0)
Region	**1: Carson City**	12	4.9%	(2.0-7.9)	256	95.1%	(92.1-98.0)
	2: Douglas	25	6.6%	(3.2-10.1)	293	93.4%	(89.9-96.8)
	3: Elko, White Pine, and Eureka	25	5.7%	(2.4-9.1)	397	94.3%	(90.9-97.6)
	4: Churchill, Humboldt, Pershing, and Lander	25	6.8%	(3.6-9.9)	342	93.2%	(90.1-96.4)
	5: Lyon, Mineral, and Storey	30	6.6%	(3.4-9.9)	412	93.4%	(90.1-96.6)
	6: Nye and Lincoln	24	7.6%	(4.3-10.9)	330	92.4%	(89.1-95.7)
	7: Washoe	30	3.1%	(1.7-4.6)	858	96.9%	(95.4-98.3)
	8: Clark	57	3.0%	(1.9-4.1)	1755	97.0%	(95.9-98.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products such as: 'Copenhagen', 'Grizzly', 'Skoal', 'Camel Snus', or 'Velo Nicotine Lozenges'
[f] One or more days during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Alcohol Use

Table 48: Percentage of high school students who ever drank alcohol[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2293	44.5%	(41.5-47.5)	2440	55.5%	(52.5-58.5)
Sex	**Female**	1282	50.5%	(47.2-53.8)	1110	49.5%	(46.2-52.8)
	Male	981	38.4%	(34.8-42.0)	1310	61.6%	(58.0-65.2)
Age	**14 years old or younger**	224	35.9%	(30.5-41.3)	328	64.1%	(58.7-69.5)
	15 years old	562	34.6%	(30.9-38.3)	803	65.4%	(61.7-69.1)
	16 years old	643	49.0%	(44.8-53.3)	608	51.0%	(46.7-55.2)
	17 years old	545	49.0%	(43.4-54.5)	450	51.0%	(45.5-56.6)
	18 years old or older	317	55.9%	(49.7-62.0)	246	44.1%	(38.0-50.3)
Grade	**9th grade**	509	33.0%	(28.7-37.2)	786	67.0%	(62.8-71.3)
	10th grade	693	44.4%	(40.5-48.3)	762	55.6%	(51.7-59.5)
	11th grade	526	49.7%	(45.0-54.3)	454	50.3%	(45.7-55.0)
	12th grade	540	51.7%	(45.5-58.0)	421	48.3%	(42.0-54.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	35	46.8%	(33.7-60.0)	42	53.2%	(40.0-66.3)
	Asian[d]	94	38.3%	(31.1-45.5)	146	61.7%	(54.5-68.9)
	Black[d]	73	29.2%	(20.8-37.6)	153	70.8%	(62.4-79.2)
	Native Hawaiian/Pacific Islander[d]	22	33.8%	(18.2-49.4)	33	66.2%	(50.6-81.8)
	White[d]	916	47.7%	(43.1-52.3)	877	52.3%	(47.7-56.9)
	Hispanic/Latino	954	46.7%	(43.1-50.3)	971	53.3%	(49.7-56.9)
	Other/Multiple[d]	126	46.5%	(37.5-55.5)	137	53.5%	(44.5-62.5)
Region	**1: Carson City**	147	62.0%	(55.6-68.5)	111	38.0%	(31.5-44.4)
	2: Douglas	208	63.9%	(56.2-71.6)	103	36.1%	(28.4-43.8)
	3: Elko, White Pine, and Eureka	199	48.1%	(41.4-54.8)	216	51.9%	(45.2-58.6)
	4: Churchill, Humboldt, Pershing, and Lander	189	52.3%	(44.6-59.9)	164	47.7%	(40.1-55.4)
	5: Lyon, Mineral, and Storey	240	59.0%	(51.7-66.2)	184	41.0%	(33.8-48.3)
	6: Nye and Lincoln	157	45.7%	(38.0-53.5)	187	54.3%	(46.5-62.0)
	7: Washoe	413	48.5%	(43.4-53.7)	458	51.5%	(46.3-56.6)
	8: Clark	740	42.0%	(38.0-46.0)	1017	58.0%	(54.0-62.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Other than a few sips

Table 49: Percentage of high school students who drank alcohol for the first time before age 13 years[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1006	18.6%	(16.8-20.4)	3727	81.4%	(79.6-83.2)
Sex	**Female**	533	20.2%	(17.8-22.6)	1859	79.8%	(77.4-82.2)
	Male	451	16.6%	(14.4-18.7)	1840	83.4%	(81.3-85.6)
Age	**14 years old or younger**	144	23.0%	(18.3-27.7)	408	77.0%	(72.3-81.7)
	15 years old	304	19.3%	(16.4-22.2)	1061	80.7%	(77.8-83.6)
	16 years old	275	21.2%	(18.2-24.2)	976	78.8%	(75.8-81.8)
	17 years old	187	15.1%	(11.7-18.5)	808	84.9%	(81.5-88.3)
	18 years old or older	96	14.0%	(10.1-18.0)	467	86.0%	(82.0-89.9)
Grade	**9th grade**	299	19.7%	(16.6-22.8)	996	80.3%	(77.2-83.4)
	10th grade	331	22.1%	(18.9-25.4)	1124	77.9%	(74.6-81.1)
	11th grade	200	17.8%	(14.2-21.5)	780	82.2%	(78.5-85.8)
	12th grade	157	13.4%	(10.1-16.7)	804	86.6%	(83.3-89.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	20	28.3%	(17.7-38.9)	57	71.7%	(61.1-82.3)
	Asian[d]	43	17.3%	(12.1-22.4)	197	82.7%	(77.6-87.9)
	Black[d]	31	13.3%	(8.1-18.4)	195	86.7%	(81.6-91.9)
	Native Hawaiian/Pacific Islander[d]	12	15.5%	(4.2-26.7)	43	84.5%	(73.3-95.8)
	White[d]	370	17.5%	(14.9-20.2)	1423	82.5%	(79.8-85.1)
	Hispanic/Latino	433	20.3%	(17.9-22.7)	1492	79.7%	(77.3-82.1)
	Other/Multiple[d]	57	20.5%	(13.8-27.3)	206	79.5%	(72.7-86.2)
Region	**1: Carson City**	67	26.7%	(20.3-33.1)	191	73.3%	(66.9-79.7)
	2: Douglas	89	28.4%	(23.2-33.6)	222	71.6%	(66.4-76.8)
	3: Elko, White Pine, and Eureka	85	20.9%	(15.8-26.0)	330	79.1%	(74.0-84.2)
	4: Churchill, Humboldt, Pershing, and Lander	94	25.5%	(20.3-30.8)	259	74.5%	(69.2-79.7)
	5: Lyon, Mineral, and Storey	123	28.6%	(23.8-33.5)	301	71.4%	(66.5-76.2)
	6: Nye and Lincoln	73	22.3%	(16.1-28.4)	271	77.7%	(71.6-83.9)
	7: Washoe	142	15.8%	(13.1-18.4)	729	84.2%	(81.6-86.9)
	8: Clark	333	18.1%	(15.8-20.5)	1424	81.9%	(79.5-84.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Other than a few sips

Table 50: Percentage of high school students who had at least one drink of alcohol during the 30 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1052	18.7%	(16.6-20.8)	3640	81.3%	(79.2-83.4)
Sex	**Female**	580	21.8%	(19.2-24.5)	1800	78.2%	(75.5-80.8)
	Male	458	15.5%	(12.8-18.1)	1804	84.5%	(81.9-87.2)
Age	**14 years old or younger**	96	14.4%	(10.3-18.5)	457	85.6%	(81.5-89.7)
	15 years old	256	14.1%	(11.8-16.5)	1109	85.9%	(83.5-88.2)
	16 years old	275	20.2%	(16.7-23.7)	962	79.8%	(76.3-83.3)
	17 years old	266	20.6%	(16.0-25.3)	714	79.4%	(74.7-84.0)
	18 years old or older	159	26.2%	(21.4-31.0)	390	73.8%	(69.0-78.6)
Grade	**9th grade**	220	13.5%	(11.0-16.0)	1081	86.5%	(84.0-89.0)
	10th grade	295	17.0%	(13.6-20.4)	1146	83.0%	(79.6-86.4)
	11th grade	248	21.6%	(17.8-25.5)	717	78.4%	(74.5-82.2)
	12th grade	273	23.1%	(18.0-28.3)	674	76.9%	(71.7-82.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	16	24.4%	(12.6-36.2)	58	75.6%	(63.8-87.4)
	Asian[d]	33	11.8%	(8.0-15.6)	205	88.2%	(84.4-92.0)
	Black[d]	27	9.9%	(4.6-15.1)	195	90.1%	(84.9-95.4)
	Native Hawaiian/Pacific Islander[d]	8	9.1%	(0.3-17.8)	46	90.9%	(82.2-99.7)
	White[d]	458	24.1%	(20.6-27.7)	1331	75.9%	(72.3-79.4)
	Hispanic/Latino	417	17.8%	(15.5-20.2)	1488	82.2%	(79.8-84.5)
	Other/Multiple[d]	56	22.0%	(15.1-28.9)	202	78.0%	(71.1-84.9)
Region	**1: Carson City**	77	34.4%	(26.4-42.4)	177	65.6%	(57.6-73.6)
	2: Douglas	116	34.3%	(26.8-41.8)	195	65.7%	(58.2-73.2)
	3: Elko, White Pine, and Eureka	93	23.5%	(17.3-29.8)	318	76.5%	(70.2-82.7)
	4: Churchill, Humboldt, Pershing, and Lander	90	25.9%	(19.5-32.4)	252	74.1%	(67.6-80.5)
	5: Lyon, Mineral, and Storey	110	28.9%	(20.8-37.0)	315	71.1%	(63.0-79.2)
	6: Nye and Lincoln	90	27.3%	(20.7-33.9)	247	72.7%	(66.1-79.3)
	7: Washoe	189	22.9%	(19.3-26.5)	673	77.1%	(73.5-80.7)
	8: Clark	287	16.3%	(13.5-19.0)	1463	83.7%	(81.0-86.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more days during the 30 days before the survey

Table 51: Percentage of high school students who had at least one drink of alcohol on 20 or more days during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	54	4.3%	(2.5-6.1)	998	95.7%	(93.9-97.5)
Sex	**Female**	10	1.2%	(0.1-2.2)	570	98.8%	(97.8-99.9)
	Male	40	8.5%	(4.6-12.4)	418	91.5%	(87.6-95.4)
Age	**14 years old or younger**	9	6.3%	(0.0-14.4)	87	93.7%	(85.6-100.0)
	15 years old	14	7.0%	(2.4-11.7)	242	93.0%	(88.3-97.6)
	16 years old	14	3.3%	(0.6-6.0)	261	96.7%	(94.0-99.4)
	17 years old	15	5.2%	(1.6-8.7)	251	94.8%	(91.3-98.4)
	18 years old or older	2	0.4%	(0.0-1.0)	157	99.6%	(99.0-100.0)
Grade	**9th grade**	7	3.5%	(0.0-7.1)	213	96.5%	(92.9-100.0)
	10th grade	15	4.6%	(0.6-8.6)	280	95.4%	(91.4-99.4)
	11th grade	18	6.2%	(2.2-10.2)	230	93.8%	(89.8-97.8)
	12th grade	8	1.5%	(0.0-3.1)	265	98.5%	(96.9-100.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	2	12.9%	(0.0-30.7)	14	87.1%	(69.3-100.0)
	Asian[d]	1	4.3%	(0.0-12.6)	32	95.7%	(87.4-100.0)
	Black[d]	2	4.6%	(0.0-13.3)	25	95.4%	(86.7-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	8	100.0%	(100.0-100.0)
	White[d]	18	4.7%	(1.9-7.5)	440	95.3%	(92.5-98.1)
	Hispanic/Latino	22	3.9%	(1.2-6.5)	395	96.1%	(93.5-98.8)
	Other/Multiple[d]	4	3.6%	(0.0-8.5)	52	96.4%	(91.5-100.0)
Region	**1: Carson City**	2	2.2%	(0.0-5.5)	75	97.8%	(94.5-100.0)
	2: Douglas	6	4.6%	(0.0-9.4)	110	95.4%	(90.6-100.0)
	3: Elko, White Pine, and Eureka	9	10.3%	(4.2-16.5)	84	89.7%	(83.5-95.8)
	4: Churchill, Humboldt, Pershing, and Lander	7	6.7%	(0.5-13.0)	83	93.3%	(87.0-99.5)
	5: Lyon, Mineral, and Storey	7	6.3%	(1.8-10.9)	103	93.7%	(89.1-98.2)
	6: Nye and Lincoln	4	4.1%	(0.0-8.8)	86	95.9%	(91.2-100.0)
	7: Washoe	5	2.3%	(0.0-4.6)	184	97.7%	(95.4-100.0)
	8: Clark	14	4.4%	(1.7-7.2)	273	95.6%	(92.8-98.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among those who drank alcohol during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 52: Percentage of high school students who participated in binge drinking during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	597	9.4%	(7.9-10.8)	4112	90.6%	(89.2-92.1)
Sex	**Female**	310	10.5%	(8.7-12.3)	2079	89.5%	(87.7-91.3)
	Male	274	8.1%	(6.4-9.8)	1996	91.9%	(90.2-93.6)
Age	**14 years old or younger**	55	6.9%	(3.9-10.0)	497	93.1%	(90.0-96.1)
	15 years old	132	6.5%	(4.9-8.1)	1238	93.5%	(91.9-95.1)
	16 years old	152	9.9%	(7.3-12.4)	1090	90.1%	(87.6-92.7)
	17 years old	159	10.1%	(7.4-12.9)	824	89.9%	(87.1-92.6)
	18 years old or older	99	15.5%	(11.2-19.8)	456	84.5%	(80.2-88.8)
Grade	**9th grade**	120	6.3%	(4.5-8.1)	1174	93.7%	(91.9-95.5)
	10th grade	155	8.3%	(6.0-10.5)	1298	91.7%	(89.5-94.0)
	11th grade	138	10.4%	(7.7-13.2)	826	89.6%	(86.8-92.3)
	12th grade	169	12.5%	(9.0-16.1)	791	87.5%	(83.9-91.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	12	17.1%	(6.8-27.4)	63	82.9%	(72.6-93.2)
	Asian[d]	10	2.3%	(0.6-4.1)	229	97.7%	(95.9-99.4)
	Black[d]	19	6.1%	(2.8-9.4)	206	93.9%	(90.6-97.2)
	Native Hawaiian/Pacific Islander[d]	5	5.3%	(0.0-12.2)	49	94.7%	(87.8-100.0)
	White[d]	273	13.3%	(10.8-15.8)	1530	86.7%	(84.2-89.2)
	Hispanic/Latino	224	8.5%	(6.9-10.0)	1678	91.5%	(90.0-93.1)
	Other/Multiple[d]	27	9.6%	(3.8-15.4)	231	90.4%	(84.6-96.2)
Region	**1: Carson City**	48	21.6%	(14.9-28.2)	208	78.4%	(71.8-85.1)
	2: Douglas	74	20.9%	(14.8-27.0)	236	79.1%	(73.0-85.2)
	3: Elko, White Pine, and Eureka	56	14.4%	(9.5-19.2)	354	85.6%	(80.8-90.5)
	4: Churchill, Humboldt, Pershing, and Lander	62	18.1%	(12.6-23.6)	284	81.9%	(76.4-87.4)
	5: Lyon, Mineral, and Storey	70	18.7%	(11.0-26.4)	359	81.3%	(73.6-89.0)
	6: Nye and Lincoln	55	17.3%	(12.8-21.8)	284	82.7%	(78.2-87.2)
	7: Washoe	103	12.5%	(9.3-15.8)	765	87.5%	(84.2-90.7)
	8: Clark	129	7.3%	(5.5-9.1)	1622	92.7%	(90.9-94.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Had five or more drinks of alcohol in a row for males, four or more for females within a couple of hours
[f] One or more days during the 30 days before the survey

Table 53: Percentage of high school students who usually got the alcohol they drank by various means during the 30 days before the survey[e] — Nevada YRBS 2023*

		In a store			I bought it somewhere else			Got from someone			Other		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	65	8.7%	(6.2-11.2)	33	4.2%	(2.2-6.1)	324	50.9%	(46.1-55.6)	250	36.2%	(31.6-40.9)
Sex	**Female**	33	8.4%	(5.2-11.6)	10	2.0%	(0.5-3.5)	203	51.9%	(45.7-58.1)	145	37.8%	(31.5-44.1)
	Male	29	7.7%	(4.0-11.4)	22	7.9%	(3.2-12.6)	120	50.9%	(43.4-58.4)	103	33.5%	(25.4-41.6)
Age	**14 years old or younger**	4	7.8%	(0.0-17.6)	2	0.7%	(0.0-2.0)	26	38.5%	(23.1-53.8)	30	53.0%	(36.6-69.4)
	15 years old	14	5.5%	(1.4-9.7)	9	6.4%	(1.4-11.5)	69	45.7%	(34.1-57.4)	59	42.3%	(31.3-53.4)
	16 years old	16	7.2%	(2.9-11.5)	7	2.8%	(0.0-6.0)	85	52.2%	(43.1-61.4)	69	37.8%	(29.3-46.2)
	17 years old	23	14.1%	(7.3-20.9)	6	5.1%	(0.3-9.9)	83	52.5%	(42.7-62.2)	63	28.3%	(20.2-36.3)
	18 years old or older	8	7.0%	(1.0-13.0)	9	4.6%	(0.8-8.4)	61	57.9%	(45.6-70.2)	29	30.5%	(19.7-41.3)
Grade	**9th grade**	9	4.7%	(0.0-9.6)	8	3.4%	(0.5-6.4)	66	49.7%	(38.7-60.7)	49	42.1%	(31.3-53.0)
	10th grade	18	8.7%	(3.0-14.5)	9	4.1%	(0.6-7.5)	74	40.6%	(31.5-49.8)	74	46.5%	(36.4-56.7)
	11th grade	20	10.7%	(5.6-15.7)	4	3.0%	(0.0-6.8)	82	54.2%	(45.9-62.5)	67	32.1%	(24.7-39.5)
	12th grade	17	9.0%	(4.4-13.5)	10	5.4%	(1.7-9.1)	99	56.8%	(48.2-65.4)	57	28.8%	(20.7-37.0)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	1	7.0%	(0.0-21.3)	0	.	(.-.)	4	40.2%	(0.0-84.0)	3	52.8%	(8.5-97.0)
	Asian[d]	1	9.3%	(0.0-26.5)	1	1.0%	(0.0-3.2)	9	44.7%	(18.6-70.7)	8	45.0%	(19.1-71.0)
	Black[d]	0	.	(.-.)	1	1.1%	(0.0-3.2)	7	59.9%	(35.2-84.6)	10	39.0%	(14.4-63.7)
	Native Hawaiian/ Pacific Islander[d]	2	8.5%	(0.0-23.3)	0	.	(.-.)	4	56.7%	(8.8-100.0)	2	34.8%	(0.0-82.2)
	White[d]	21	7.3%	(2.7-12.0)	14	6.8%	(2.5-11.1)	145	52.0%	(43.9-60.2)	107	33.8%	(25.7-41.9)
	Hispanic/Latino	35	11.1%	(6.5-15.7)	15	3.7%	(1.2-6.1)	123	46.7%	(38.6-54.7)	101	38.6%	(31.3-45.8)
	Other/Multiple[d]	3	8.1%	(0.0-17.7)	0	.	(.-.)	27	63.6%	(46.3-80.9)	13	28.4%	(12.2-44.6)
Region	**1: Carson City**	3	4.1%	(0.0-8.9)	1	1.0%	(0.0-2.9)	30	66.5%	(54.9-78.0)	18	28.4%	(16.5-40.3)
	2: Douglas	9	11.8%	(5.3-18.3)	4	5.0%	(0.3-9.6)	39	47.2%	(32.4-62.0)	29	36.0%	(21.8-50.1)
	3: Elko, White Pine, and Eureka	2	3.5%	(0.0-8.2)	2	2.4%	(0.0-5.4)	33	52.6%	(41.3-63.9)	23	41.5%	(31.2-51.9)
	4: Churchill, Humboldt, Pershing, and Lander	7	10.6%	(3.3-17.9)	1	1.2%	(0.0-3.6)	28	50.2%	(33.6-66.9)	23	38.0%	(20.6-55.4)
	5: Lyon, Mineral, and Storey	10	14.0%	(4.8-23.2)	5	8.6%	(0.5-16.7)	27	42.6%	(34.4-50.8)	25	34.8%	(21.9-47.7)
	6: Nye and Lincoln	2	2.0%	(0.0-4.8)	5	8.8%	(0.1-17.5)	30	53.8%	(43.1-64.4)	19	35.4%	(22.4-48.5)
	7: Washoe	20	16.0%	(8.6-23.4)	8	6.3%	(1.5-11.2)	49	43.5%	(34.3-52.8)	40	34.2%	(25.7-42.7)
	8: Clark	12	6.8%	(3.6-10.1)	7	3.5%	(0.8-6.1)	88	52.6%	(45.8-59.4)	73	37.1%	(30.3-43.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among students who drank alcohol during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 54: Percentage of high school students who thought it would be difficult or easy to get alcohol if they wanted some — Nevada YRBS 2023

		Very difficult			Fairly difficult			Fairly easy			Very easy			Not sure		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	867	19.7%	(17.3-22.1)	615	12.9%	(11.7-14.2)	1156	23.7%	(21.9-25.6)	1358	26.7%	(24.5-28.9)	800	17.0%	(15.4-18.5)
Sex	**Female**	386	17.1%	(14.9-19.4)	292	12.2%	(10.5-14.0)	634	26.0%	(23.7-28.3)	742	29.1%	(26.6-31.6)	364	15.5%	(13.6-17.5)
	Male	469	22.0%	(18.4-25.6)	316	13.7%	(12.0-15.5)	511	21.6%	(19.1-24.1)	601	24.4%	(21.4-27.5)	424	18.2%	(16.1-20.3)
Age	**14 years old or younger**	98	18.4%	(14.0-22.8)	94	17.1%	(12.9-21.4)	141	24.6%	(19.8-29.4)	128	20.7%	(16.5-25.0)	106	19.1%	(14.8-23.5)
	15 years old	284	21.7%	(17.4-25.9)	189	14.6%	(12.2-17.1)	313	22.3%	(19.2-25.4)	353	24.2%	(20.6-27.8)	239	17.2%	(14.6-19.8)
	16 years old	213	19.6%	(15.5-23.8)	158	12.6%	(10.1-15.1)	310	22.4%	(19.5-25.4)	387	29.7%	(25.7-33.7)	202	15.6%	(12.6-18.6)
	17 years old	177	19.2%	(15.2-23.2)	110	10.8%	(8.7-13.0)	233	23.0%	(18.7-27.4)	310	27.8%	(24.0-31.6)	176	19.1%	(15.4-22.8)
	18 years old or older	95	18.0%	(13.7-22.2)	64	9.9%	(6.2-13.7)	159	30.1%	(25.1-35.0)	175	29.1%	(24.5-33.6)	72	13.0%	(9.9-16.0)
Grade	**9th grade**	263	22.3%	(18.5-26.2)	197	15.9%	(13.4-18.4)	316	22.6%	(19.0-26.2)	290	20.1%	(17.0-23.2)	247	19.2%	(16.2-22.1)
	10th grade	267	17.3%	(13.9-20.7)	186	14.1%	(11.9-16.3)	342	22.9%	(20.1-25.8)	441	29.8%	(26.0-33.6)	240	15.9%	(12.9-18.9)
	11th grade	176	21.6%	(16.3-26.9)	114	10.9%	(8.3-13.5)	229	22.4%	(18.7-26.1)	305	28.7%	(23.9-33.5)	167	16.3%	(12.9-19.8)
	12th grade	155	17.4%	(13.9-20.8)	111	10.6%	(7.8-13.5)	262	27.2%	(23.4-31.0)	307	28.5%	(24.8-32.1)	139	16.3%	(12.8-19.9)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	19	24.7%	(14.2-35.3)	9	13.9%	(5.5-22.4)	19	26.1%	(14.7-37.4)	13	13.3%	(5.5-21.0)	17	22.0%	(11.7-32.3)
	Asian[d]	56	23.6%	(16.0-31.2)	38	14.5%	(10.1-18.8)	55	22.3%	(15.9-28.6)	54	21.5%	(16.2-26.8)	42	18.1%	(11.8-24.5)
	Black[d]	54	27.1%	(18.5-35.8)	30	13.1%	(8.7-17.5)	58	22.7%	(17.1-28.4)	47	18.4%	(12.6-24.3)	43	18.6%	(12.4-24.8)
	Native Hawaiian/ Pacific Islander[d]	12	29.4%	(14.3-44.5)	8	12.6%	(1.3-23.8)	7	15.4%	(2.5-28.4)	16	25.2%	(11.8-38.7)	12	17.4%	(4.8-30.0)
	White[d]	287	17.3%	(14.1-20.6)	236	12.8%	(10.5-15.1)	463	24.6%	(21.7-27.6)	580	31.5%	(28.2-34.8)	257	13.7%	(11.5-15.9)
	Hispanic/Latino	369	19.2%	(16.7-21.7)	231	12.5%	(10.4-14.6)	455	23.2%	(20.6-25.9)	534	26.4%	(23.4-29.4)	348	18.7%	(16.4-21.0)
	Other/Multiple[d]	40	15.2%	(10.0-20.5)	36	14.6%	(9.7-19.4)	72	27.9%	(20.7-35.2)	75	27.3%	(19.9-34.6)	42	15.0%	(9.7-20.4)
Region	**1: Carson City**	48	16.7%	(11.1-22.3)	29	11.4%	(7.5-15.3)	83	31.3%	(24.3-38.4)	72	27.8%	(23.1-32.6)	35	12.7%	(9.5-15.9)
	2: Douglas	40	15.0%	(10.9-19.0)	30	9.2%	(6.8-11.7)	82	25.4%	(19.4-31.4)	125	39.5%	(32.4-46.6)	32	10.9%	(6.8-15.1)
	3: Elko, White Pine, and Eureka	76	18.6%	(14.0-23.3)	53	12.6%	(8.7-16.4)	99	25.1%	(20.3-29.8)	110	25.5%	(20.2-30.8)	74	18.2%	(14.3-22.1)
	4: Churchill, Humboldt, Pershing, and Lander	55	16.1%	(11.2-20.9)	43	11.3%	(7.9-14.6)	91	27.2%	(21.1-33.3)	112	28.3%	(21.1-35.4)	64	17.2%	(13.1-21.2)
	5: Lyon, Mineral, and Storey	65	14.6%	(10.4-18.8)	42	9.4%	(6.3-12.5)	106	24.4%	(20.3-28.4)	145	34.5%	(29.1-40.0)	78	17.1%	(13.1-21.1)
	6: Nye and Lincoln	64	18.6%	(12.7-24.5)	61	17.4%	(13.6-21.3)	68	19.9%	(16.2-23.6)	88	25.8%	(21.3-30.4)	66	18.3%	(14.2-22.3)
	7: Washoe	159	17.7%	(14.7-20.6)	117	13.1%	(10.4-15.7)	213	24.3%	(21.1-27.5)	246	29.1%	(25.4-32.7)	142	15.9%	(12.5-19.3)
	8: Clark	360	20.6%	(17.4-23.8)	240	13.1%	(11.5-14.7)	414	23.3%	(20.9-25.7)	460	25.7%	(22.8-28.5)	309	17.3%	(15.3-19.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 55: Percentage of students who rode with a driver who had been drinking alcohol during the 30 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	728	13.4%	(11.8-15.0)	4264	86.6%	(85.0-88.2)
Sex	**Female**	366	13.2%	(11.3-15.1)	2127	86.8%	(84.9-88.7)
	Male	346	13.4%	(11.0-15.8)	2090	86.6%	(84.2-89.0)
Age	**14 years old or younger**	95	13.4%	(9.7-17.0)	512	86.6%	(83.0-90.3)
	15 years old	186	12.2%	(9.9-14.5)	1242	87.8%	(85.5-90.1)
	16 years old	192	13.5%	(10.8-16.3)	1129	86.5%	(83.7-89.2)
	17 years old	163	13.1%	(9.8-16.4)	880	86.9%	(83.6-90.2)
	18 years old or older	90	16.3%	(12.1-20.4)	492	83.7%	(79.6-87.9)
Grade	**9th grade**	194	12.8%	(10.2-15.5)	1180	87.2%	(84.5-89.8)
	10th grade	209	12.5%	(10.2-14.7)	1333	87.5%	(85.3-89.8)
	11th grade	160	13.9%	(10.5-17.4)	868	86.1%	(82.6-89.5)
	12th grade	150	14.1%	(10.4-17.8)	851	85.9%	(82.2-89.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	14	18.6%	(9.4-27.8)	69	81.4%	(72.2-90.6)
	Asian[d]	22	6.7%	(3.2-10.1)	230	93.3%	(89.9-96.8)
	Black[d]	28	10.5%	(5.6-15.4)	223	89.5%	(84.6-94.4)
	Native Hawaiian/Pacific Islander[d]	12	15.3%	(5.3-25.3)	45	84.7%	(74.7-94.7)
	White[d]	257	13.0%	(10.6-15.4)	1612	87.0%	(84.6-89.4)
	Hispanic/Latino	327	15.2%	(13.3-17.2)	1694	84.8%	(82.8-86.7)
	Other/Multiple[d]	37	12.1%	(5.6-18.5)	240	87.9%	(81.5-94.4)
Region	**1: Carson City**	45	16.2%	(10.9-21.4)	228	83.8%	(78.6-89.1)
	2: Douglas	57	16.3%	(12.0-20.6)	259	83.7%	(79.4-88.0)
	3: Elko, White Pine, and Eureka	62	15.0%	(10.4-19.7)	364	85.0%	(80.3-89.6)
	4: Churchill, Humboldt, Pershing, and Lander	65	16.2%	(9.8-22.5)	305	83.8%	(77.5-90.2)
	5: Lyon, Mineral, and Storey	83	19.2%	(12.8-25.6)	365	80.8%	(74.4-87.2)
	6: Nye and Lincoln	53	14.6%	(10.2-19.1)	310	85.4%	(80.9-89.8)
	7: Washoe	124	13.8%	(11.5-16.2)	793	86.2%	(83.8-88.5)
	8: Clark	239	12.8%	(10.7-14.9)	1640	87.2%	(85.1-89.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more times during the 30 days before the survey

Table 56: Percentage of high school students who drove a car or other vehicle when they had been drinking alcohol during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	126	4.2%	(3.0-5.4)	1777	95.8%	(94.6-97.0)
Sex	**Female**	48	3.6%	(2.1-5.0)	855	96.4%	(95.0-97.9)
	Male	66	4.3%	(2.8-5.9)	906	95.7%	(94.1-97.2)
Age	**14 years old or younger**	15	6.8%	(0.8-12.7)	88	93.2%	(87.3-99.2)
	15 years old	20	4.9%	(1.9-7.9)	341	95.1%	(92.1-98.1)
	16 years old	26	2.8%	(1.2-4.4)	582	97.2%	(95.6-98.8)
	17 years old	42	4.6%	(2.4-6.8)	474	95.4%	(93.2-97.6)
	18 years old or older	22	4.6%	(1.7-7.4)	290	95.4%	(92.6-98.3)
Grade	**9th grade**	15	6.5%	(1.9-11.2)	219	93.5%	(88.8-98.1)
	10th grade	26	3.3%	(1.6-5.0)	575	96.7%	(95.0-98.4)
	11th grade	38	3.8%	(1.4-6.2)	467	96.2%	(93.8-98.6)
	12th grade	36	4.3%	(2.3-6.3)	501	95.7%	(93.7-97.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	3	7.3%	(0.0-16.2)	30	92.7%	(83.8-100.0)
	Asian[d]	2	2.4%	(0.0-6.8)	58	97.6%	(93.2-100.0)
	Black[d]	4	1.0%	(0.0-2.0)	64	99.0%	(98.0-100.0)
	Native Hawaiian/Pacific Islander[d]	2	0.7%	(0.0-1.7)	17	99.3%	(98.3-100.0)
	White[d]	48	5.4%	(3.3-7.5)	801	94.6%	(92.5-96.7)
	Hispanic/Latino	48	4.4%	(2.5-6.4)	651	95.6%	(93.6-97.5)
	Other/Multiple[d]	3	0.7%	(0.0-1.5)	99	99.3%	(98.5-100.0)
Region	**1: Carson City**	5	4.4%	(0.5-8.3)	97	95.6%	(91.7-99.5)
	2: Douglas	14	6.9%	(3.8-10.1)	134	93.1%	(89.9-96.2)
	3: Elko, White Pine, and Eureka	13	6.7%	(2.1-11.3)	161	93.3%	(88.7-97.9)
	4: Churchill, Humboldt, Pershing, and Lander	21	10.5%	(4.8-16.1)	150	89.5%	(83.9-95.2)
	5: Lyon, Mineral, and Storey	17	10.2%	(3.4-17.0)	157	89.8%	(83.0-96.6)
	6: Nye and Lincoln	11	6.0%	(1.6-10.3)	166	94.0%	(89.7-98.4)
	7: Washoe	26	6.5%	(2.8-10.1)	362	93.5%	(89.9-97.2)
	8: Clark	19	2.8%	(1.5-4.0)	550	97.2%	(96.0-98.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more times during the 30 days before the survey
[f] Among students who drove a car or other vehicle during the 30 days before the survey
***Note: The wording of this question changed in 2023. Comparisons should not be made with previous years. We caution against group comparisons when a cell size is less than 5.**

Marijuana Use

Table 57: Percentage of high school students who ever used marijuana[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1457	28.7%	(25.8-31.6)	3123	71.3%	(68.4-74.2)
Sex	**Female**	825	33.6%	(29.9-37.3)	1512	66.4%	(62.7-70.1)
	Male	616	23.7%	(20.7-26.7)	1580	76.3%	(73.3-79.3)
Age	**14 years old or younger**	132	20.6%	(15.5-25.7)	407	79.4%	(74.3-84.5)
	15 years old	334	21.6%	(18.1-25.0)	995	78.4%	(75.0-81.9)
	16 years old	385	28.3%	(24.2-32.4)	825	71.7%	(67.6-75.8)
	17 years old	383	35.3%	(30.4-40.2)	572	64.7%	(59.8-69.6)
	18 years old or older	222	40.5%	(33.4-47.5)	315	59.5%	(52.5-66.6)
Grade	**9th grade**	307	20.0%	(16.3-23.7)	956	80.0%	(76.3-83.7)
	10th grade	415	27.4%	(23.5-31.3)	1000	72.6%	(68.7-76.5)
	11th grade	326	29.7%	(24.9-34.6)	619	70.3%	(65.4-75.1)
	12th grade	392	38.2%	(32.1-44.3)	529	61.8%	(55.7-67.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	21	30.9%	(18.3-43.5)	51	69.1%	(56.5-81.7)
	Asian[d]	32	10.8%	(7.0-14.5)	203	89.2%	(85.5-93.0)
	Black[d]	66	30.6%	(22.2-39.0)	152	69.4%	(61.0-77.8)
	Native Hawaiian/Pacific Islander[d]	13	10.6%	(1.6-19.5)	39	89.4%	(80.5-98.4)
	White[d]	601	31.8%	(27.4-36.3)	1149	68.2%	(63.7-72.6)
	Hispanic/Latino	595	29.1%	(25.8-32.5)	1260	70.9%	(67.5-74.2)
	Other/Multiple[d]	88	30.3%	(24.1-36.5)	167	69.7%	(63.5-75.9)
Region	**1: Carson City**	118	49.9%	(41.3-58.5)	136	50.1%	(41.5-58.7)
	2: Douglas	132	41.4%	(31.9-50.9)	163	58.6%	(49.1-68.1)
	3: Elko, White Pine, and Eureka	131	33.8%	(26.4-41.2)	269	66.2%	(58.8-73.6)
	4: Churchill, Humboldt, Pershing, and Lander	111	33.2%	(26.8-39.5)	237	66.8%	(60.5-73.2)
	5: Lyon, Mineral, and Storey	169	42.5%	(36.6-48.5)	242	57.5%	(51.5-63.4)
	6: Nye and Lincoln	98	30.4%	(21.9-39.0)	231	69.6%	(61.0-78.1)
	7: Washoe	265	33.2%	(28.4-38.0)	587	66.8%	(62.0-71.6)
	8: Clark	433	26.1%	(22.4-29.9)	1258	73.9%	(70.1-77.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] One or more times during their life

Table 58: Percentage of high school students who tried marijuana for the first time before age 13 years[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	372	6.1%	(5.1-7.1)	4212	93.9%	(92.9-94.9)
Sex	**Female**	194	6.3%	(5.0-7.5)	2149	93.7%	(92.5-95.0)
	Male	166	5.7%	(4.2-7.1)	2026	94.3%	(92.9-95.8)
Age	**14 years old or younger**	62	7.2%	(4.3-10.2)	471	92.8%	(89.8-95.7)
	15 years old	110	7.1%	(5.3-8.9)	1217	92.9%	(91.1-94.7)
	16 years old	103	6.1%	(4.3-7.9)	1110	93.9%	(92.1-95.7)
	17 years old	65	5.2%	(3.1-7.4)	903	94.8%	(92.6-96.9)
	18 years old or older	31	4.8%	(2.2-7.4)	503	95.2%	(92.6-97.8)
Grade	**9th grade**	119	7.0%	(5.1-9.0)	1135	93.0%	(91.0-94.9)
	10th grade	116	7.1%	(5.1-9.1)	1298	92.9%	(90.9-94.9)
	11th grade	66	4.8%	(2.9-6.7)	885	95.2%	(93.3-97.1)
	12th grade	59	4.8%	(2.8-6.7)	868	95.2%	(93.3-97.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	6.8%	(0.3-13.4)	70	93.2%	(86.6-99.7)
	Asian[d]	5	1.5%	(0.0-3.1)	231	98.5%	(96.9-100.0)
	Black[d]	10	5.2%	(1.4-9.1)	210	94.8%	(90.9-98.6)
	Native Hawaiian/Pacific Islander[d]	4	0.8%	(0.0-1.9)	48	99.2%	(98.1-100.0)
	White[d]	139	5.8%	(4.4-7.2)	1612	94.2%	(92.8-95.6)
	Hispanic/Latino	167	7.3%	(5.8-8.7)	1685	92.7%	(91.3-94.2)
	Other/Multiple[d]	23	6.6%	(3.0-10.1)	229	93.4%	(89.9-97.0)
Region	**1: Carson City**	29	10.2%	(6.0-14.4)	225	89.8%	(85.6-94.0)
	2: Douglas	35	11.8%	(6.6-17.0)	266	88.2%	(83.0-93.4)
	3: Elko, White Pine, and Eureka	32	8.3%	(4.8-11.7)	366	91.7%	(88.3-95.2)
	4: Churchill, Humboldt, Pershing, and Lander	37	10.3%	(6.7-13.8)	310	89.7%	(86.2-93.3)
	5: Lyon, Mineral, and Storey	52	10.6%	(7.6-13.7)	360	89.4%	(86.3-92.4)
	6: Nye and Lincoln	30	10.5%	(6.3-14.7)	296	89.5%	(85.3-93.7)
	7: Washoe	63	7.5%	(5.1-9.9)	790	92.5%	(90.1-94.9)
	8: Clark	94	5.2%	(3.9-6.4)	1599	94.8%	(93.6-96.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 59: Percentage of high school students who used marijuana during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	719	13.7%	(11.6-15.8)	3830	86.3%	(84.2-88.4)
Sex	**Female**	420	17.2%	(14.3-20.2)	1919	82.8%	(79.8-85.7)
	Male	286	10.1%	(8.1-12.0)	1878	89.9%	(88.0-91.9)
Age	**14 years old or younger**	61	8.3%	(4.7-11.8)	470	91.7%	(88.2-95.3)
	15 years old	166	10.3%	(8.0-12.6)	1155	89.7%	(87.4-92.0)
	16 years old	191	14.5%	(11.3-17.7)	1015	85.5%	(82.3-88.7)
	17 years old	194	16.3%	(12.6-20.0)	759	83.7%	(80.0-87.4)
	18 years old or older	106	19.6%	(13.2-25.9)	422	80.4%	(74.1-86.8)
Grade	**9th grade**	139	8.3%	(5.8-10.8)	1104	91.7%	(89.2-94.2)
	10th grade	208	13.9%	(11.3-16.6)	1213	86.1%	(83.4-88.7)
	11th grade	165	14.2%	(10.9-17.5)	771	85.8%	(82.5-89.1)
	12th grade	196	18.5%	(12.8-24.2)	718	81.5%	(75.8-87.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	13	16.7%	(6.2-27.3)	60	83.3%	(72.7-93.8)
	Asian[d]	13	3.9%	(1.5-6.2)	223	96.1%	(93.8-98.5)
	Black[d]	35	16.8%	(10.4-23.3)	181	83.2%	(76.7-89.6)
	Native Hawaiian/Pacific Islander[d]	8	9.7%	(0.9-18.4)	45	90.3%	(81.6-99.1)
	White[d]	291	16.6%	(13.4-19.8)	1442	83.4%	(80.2-86.6)
	Hispanic/Latino	293	12.6%	(10.5-14.8)	1544	87.4%	(85.2-89.5)
	Other/Multiple[d]	45	13.4%	(8.4-18.3)	214	86.6%	(81.7-91.6)
Region	**1: Carson City**	65	31.1%	(22.4-39.8)	180	68.9%	(60.2-77.6)
	2: Douglas	68	20.6%	(12.5-28.7)	230	79.4%	(71.3-87.5)
	3: Elko, White Pine, and Eureka	54	13.2%	(7.7-18.8)	335	86.8%	(81.2-92.3)
	4: Churchill, Humboldt, Pershing, and Lander	58	17.1%	(10.6-23.5)	289	82.9%	(76.5-89.4)
	5: Lyon, Mineral, and Storey	81	20.6%	(16.1-25.1)	328	79.4%	(74.9-83.9)
	6: Nye and Lincoln	56	19.3%	(11.2-27.5)	269	80.7%	(72.5-88.8)
	7: Washoe	138	17.4%	(14.1-20.6)	706	82.6%	(79.4-85.9)
	8: Clark	199	11.9%	(9.2-14.6)	1493	88.1%	(85.4-90.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] One or more times during the 30 days before the survey

Table 60: Percentage of high school students who used marijuana 20 or more times during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	248	34.6%	(29.4-39.9)	471	65.4%	(60.1-70.6)
Sex	**Female**	117	29.3%	(22.9-35.6)	303	70.7%	(64.4-77.1)
	Male	127	43.7%	(35.2-52.2)	159	56.3%	(47.8-64.8)
Age	**14 years old or younger**	21	29.2%	(12.5-45.8)	40	70.8%	(54.2-87.5)
	15 years old	52	31.2%	(20.0-42.4)	114	68.8%	(57.6-80.0)
	16 years old	68	37.5%	(29.0-46.0)	123	62.5%	(54.0-71.0)
	17 years old	68	31.5%	(22.2-40.9)	126	68.5%	(59.1-77.8)
	18 years old or older	39	40.9%	(28.6-53.3)	67	59.1%	(46.7-71.4)
Grade	**9th grade**	45	29.5%	(18.4-40.6)	94	70.5%	(59.4-81.6)
	10th grade	65	31.8%	(22.5-41.2)	143	68.2%	(58.8-77.5)
	11th grade	58	36.8%	(25.9-47.7)	107	63.2%	(52.3-74.1)
	12th grade	75	37.4%	(27.6-47.2)	121	62.6%	(52.8-72.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	40.7%	(17.3-64.1)	8	59.3%	(35.9-82.7)
	Asian[d]	3	19.9%	(0.0-48.5)	10	80.1%	(51.5-100.0)
	Black[d]	18	47.6%	(31.9-63.3)	17	52.4%	(36.7-68.1)
	Native Hawaiian/Pacific Islander[d]	4	36.9%	(0.0-87.3)	4	63.1%	(12.7-100.0)
	White[d]	99	36.5%	(28.2-44.7)	192	63.5%	(55.3-71.8)
	Hispanic/Latino	103	31.5%	(23.7-39.4)	190	68.5%	(60.6-76.3)
	Other/Multiple[d]	11	23.2%	(9.1-37.3)	34	76.8%	(62.7-90.9)
Region	**1: Carson City**	22	32.0%	(19.8-44.1)	43	68.0%	(55.9-80.2)
	2: Douglas	24	35.0%	(19.4-50.6)	44	65.0%	(49.4-80.6)
	3: Elko, White Pine, and Eureka	17	33.3%	(21.5-45.0)	37	66.7%	(55.0-78.5)
	4: Churchill, Humboldt, Pershing, and Lander	23	41.0%	(28.2-53.8)	35	59.0%	(46.2-71.8)
	5: Lyon, Mineral, and Storey	32	34.1%	(21.5-46.7)	49	65.9%	(53.3-78.5)
	6: Nye and Lincoln	23	43.7%	(32.2-55.1)	33	56.3%	(44.9-67.8)
	7: Washoe	42	30.5%	(22.2-38.8)	96	69.5%	(61.2-77.8)
	8: Clark	65	35.6%	(27.9-43.3)	134	64.4%	(56.7-72.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] Among those who used marijuana during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 61: Percentage of high school students who usually used marijuana by different methods during the past 30 days before the survey[e,f] — Nevada YRBS 2023*

		Smoked it in a joint, bong, pipe, or blunt			Consumed it using food or drink			Vaporized it			Dabbed it using waxes or concentrates			Used it in some other way		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	318	42.1%	(37.2-47.0)	85	14.2%	(10.5-18.0)	224	31.9%	(26.6-37.3)	65	8.5%	(5.5-11.4)	27	3.3%	(1.6-4.9)
Sex	**Female**	178	41.5%	(35.3-47.6)	45	13.4%	(8.6-18.1)	141	33.4%	(27.0-39.8)	36	8.2%	(4.8-11.7)	13	3.5%	(1.5-5.5)
	Male	138	43.4%	(36.1-50.8)	36	14.9%	(8.9-21.0)	79	30.0%	(21.8-38.2)	27	9.0%	(3.9-14.1)	12	2.7%	(0.0-5.3)
Age	**14 years old or younger**	23	27.8%	(15.0-40.6)	9	15.1%	(1.1-29.1)	16	34.9%	(20.2-49.6)	9	17.5%	(3.6-31.4)	4	4.7%	(0.0-12.1)
	15 years old	78	40.8%	(30.8-50.9)	21	17.9%	(10.1-25.6)	45	25.6%	(15.7-35.5)	16	9.4%	(3.5-15.3)	9	6.3%	(1.7-10.8)
	16 years old	87	39.8%	(30.2-49.3)	20	17.0%	(8.2-25.8)	58	33.4%	(24.4-42.4)	15	7.7%	(3.0-12.4)	5	2.1%	(0.0-4.5)
	17 years old	86	46.1%	(37.4-54.8)	26	13.0%	(7.4-18.5)	68	31.6%	(21.6-41.5)	17	6.0%	(2.8-9.2)	5	3.4%	(0.0-7.0)
	18 years old or older	44	46.7%	(34.6-58.8)	9	7.2%	(1.0-13.4)	37	36.4%	(24.7-48.1)	8	9.0%	(0.9-17.1)	4	0.8%	(0.0-1.8)
Grade	**9th grade**	68	36.7%	(26.5-46.9)	15	14.8%	(6.0-23.6)	37	30.5%	(20.0-41.0)	13	13.1%	(3.5-22.7)	8	4.9%	(0.0-9.7)
	10th grade	91	40.8%	(33.4-48.2)	23	16.4%	(8.2-24.5)	60	28.6%	(19.6-37.6)	19	9.2%	(3.6-14.8)	8	5.0%	(1.4-8.5)
	11th grade	70	42.5%	(31.3-53.7)	23	13.7%	(6.5-20.9)	56	36.1%	(24.1-48.0)	13	5.5%	(1.5-9.6)	6	2.2%	(0.0-4.3)
	12th grade	86	46.8%	(37.9-55.8)	18	9.7%	(4.3-15.1)	71	33.1%	(23.8-42.4)	18	8.3%	(3.6-13.0)	4	2.1%	(0.0-5.4)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	8	50.2%	(27.4-73.0)	1	11.5%	(0.0-32.9)	5	27.6%	(3.6-51.7)	0	.	(.-.)	1	10.7%	(0.0-29.1)
	Asian[d]	2	18.3%	(0.0-46.0)	2	11.0%	(0.0-26.8)	5	57.5%	(24.6-90.4)	1	1.4%	(0.0-4.1)	2	11.8%	(0.0-28.7)
	Black[d]	20	58.9%	(39.4-78.5)	4	12.4%	(0.1-24.8)	9	18.3%	(5.4-31.3)	1	3.3%	(0.0-9.7)	3	7.0%	(0.0-15.0)
	Native Hawaiian/ Pacific Islander[d]	3	7.2%	(0.0-18.6)	1	33.2%	(0.0-84.0)	2	24.6%	(0.0-67.0)	1	28.5%	(0.0-75.5)	1	6.5%	(0.0-20.0)
	White[d]	123	38.1%	(30.5-45.7)	28	8.3%	(4.1-12.5)	109	43.2%	(34.8-51.6)	27	9.0%	(4.5-13.5)	6	1.4%	(0.0-2.8)
	Hispanic/Latino	128	39.8%	(32.7-47.0)	41	19.6%	(13.0-26.2)	79	28.0%	(20.6-35.4)	27	9.4%	(4.3-14.5)	10	3.1%	(0.7-5.5)
	Other/Multiple[d]	25	53.8%	(34.5-73.0)	3	13.1%	(0.0-27.4)	11	20.9%	(6.3-35.5)	4	9.9%	(0.0-21.2)	1	2.4%	(0.0-7.2)
Region	**1: Carson City**	40	57.9%	(41.6-74.2)	3	4.9%	(0.0-10.5)	16	25.6%	(13.0-38.1)	4	10.8%	(0.0-24.2)	1	0.8%	(0.0-2.4)
	2: Douglas	25	39.7%	(26.5-52.9)	6	8.3%	(0.6-16.0)	30	41.3%	(26.5-56.2)	6	9.3%	(3.2-15.5)	2	1.4%	(0.0-3.7)
	3: Elko, White Pine, and Eureka	22	37.9%	(25.1-50.7)	6	10.3%	(3.1-17.5)	17	31.9%	(17.3-46.6)	9	17.7%	(5.4-29.9)	1	2.1%	(0.0-6.5)
	4: Churchill, Humboldt, Pershing, and Lander	30	51.5%	(39.0-64.0)	4	6.6%	(0.0-15.1)	12	23.7%	(10.9-36.4)	7	13.1%	(2.6-23.5)	3	5.2%	(0.0-11.8)
	5: Lyon, Mineral, and Storey	38	39.9%	(25.9-53.8)	8	10.5%	(3.1-17.9)	31	41.1%	(25.9-56.3)	4	6.9%	(0.0-14.0)	2	1.7%	(0.0-4.4)
	6: Nye and Lincoln	34	62.1%	(51.3-72.9)	5	12.4%	(2.2-22.6)	7	10.7%	(2.0-19.5)	6	7.0%	(0.4-13.6)	3	7.7%	(1.2-14.3)
	7: Washoe	47	35.8%	(27.8-43.8)	17	12.1%	(6.0-18.3)	50	38.6%	(28.1-49.1)	12	9.5%	(4.4-14.6)	7	3.9%	(1.1-6.8)
	8: Clark	82	42.3%	(35.3-49.3)	36	16.3%	(10.8-21.8)	61	30.5%	(23.0-38.0)	17	7.6%	(3.4-11.8)	8	3.2%	(0.9-5.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] Among those who used marijuana during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 62: Percentage of high school students who thought it would be difficult or easy to get marijuana if they wanted some[e] — Nevada YRBS 2023*

		Very difficult			Fairly difficult			Fairly easy			Very easy			Not sure		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1146	26.2%	(24.0-28.5)	625	12.5%	(11.2-13.7)	969	20.0%	(18.4-21.6)	1118	22.3%	(20.1-24.5)	907	19.0%	(17.3-20.6)
Sex	**Female**	563	25.1%	(22.3-27.9)	305	11.6%	(9.8-13.4)	527	21.9%	(19.9-23.9)	589	23.6%	(20.8-26.5)	420	17.7%	(15.6-19.8)
	Male	569	27.2%	(24.1-30.3)	312	13.3%	(11.4-15.1)	434	18.3%	(15.8-20.8)	518	21.0%	(18.2-23.8)	477	20.2%	(18.1-22.4)
Age	**14 years old or younger**	147	26.4%	(21.4-31.4)	85	15.4%	(11.4-19.5)	108	19.6%	(15.7-23.6)	106	17.4%	(13.2-21.6)	116	21.1%	(16.2-26.1)
	15 years old	389	31.8%	(28.3-35.3)	194	13.0%	(10.4-15.6)	264	17.3%	(14.4-20.1)	263	18.3%	(15.3-21.3)	267	19.6%	(16.6-22.5)
	16 years old	282	25.2%	(21.1-29.4)	181	12.9%	(10.5-15.3)	265	20.6%	(17.3-23.9)	307	23.7%	(20.2-27.3)	227	17.6%	(14.2-20.9)
	17 years old	221	24.3%	(20.0-28.6)	113	11.9%	(9.5-14.2)	201	19.8%	(16.9-22.6)	268	23.8%	(20.0-27.6)	196	20.3%	(16.3-24.2)
	18 years old or older	106	19.7%	(15.2-24.2)	51	8.7%	(5.1-12.3)	131	25.8%	(21.2-30.4)	172	29.7%	(23.6-35.9)	96	16.0%	(12.3-19.7)
Grade	**9th grade**	353	30.6%	(27.1-34.1)	187	14.4%	(11.6-17.2)	252	17.6%	(14.5-20.8)	235	15.8%	(12.8-18.8)	275	21.6%	(18.5-24.7)
	10th grade	355	24.7%	(21.9-27.6)	216	13.6%	(11.3-15.9)	309	20.8%	(18.4-23.3)	334	23.1%	(19.6-26.5)	259	17.8%	(14.6-21.0)
	11th grade	236	28.2%	(23.5-32.9)	115	10.9%	(8.5-13.4)	192	18.9%	(15.3-22.4)	243	23.2%	(19.3-27.2)	202	18.8%	(15.0-22.6)
	12th grade	192	20.7%	(16.8-24.6)	102	11.0%	(8.9-13.2)	211	23.0%	(20.4-25.7)	294	27.3%	(22.5-32.1)	163	18.0%	(14.4-21.6)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	19	25.2%	(13.8-36.7)	7	12.7%	(3.3-22.1)	13	18.6%	(8.5-28.7)	16	18.5%	(9.4-27.6)	21	25.0%	(13.8-36.1)
	Asian[d]	94	42.1%	(34.6-49.6)	36	14.3%	(8.5-20.1)	35	13.3%	(8.7-18.0)	29	10.0%	(6.2-13.7)	51	20.3%	(13.7-27.0)
	Black[d]	64	28.6%	(20.8-36.4)	28	11.1%	(6.7-15.4)	48	20.5%	(14.6-26.4)	48	21.6%	(15.9-27.4)	42	18.2%	(12.1-24.4)
	Native Hawaiian/ Pacific Islander[d]	16	38.5%	(22.1-54.9)	3	9.3%	(0.0-19.3)	10	21.3%	(8.1-34.6)	12	6.9%	(0.8-13.0)	14	24.0%	(9.8-38.2)
	White[d]	374	22.5%	(19.3-25.7)	265	13.5%	(11.4-15.6)	402	21.8%	(19.2-24.3)	461	26.5%	(22.6-30.4)	305	15.7%	(13.4-18.1)
	Hispanic/Latino	491	26.5%	(23.8-29.3)	235	12.0%	(10.3-13.8)	373	19.0%	(16.9-21.2)	448	21.5%	(18.9-24.1)	383	20.9%	(18.4-23.4)
	Other/Multiple[d]	47	19.0%	(12.3-25.6)	33	11.9%	(7.4-16.5)	66	24.8%	(18.3-31.2)	69	26.0%	(19.5-32.5)	53	18.3%	(13.3-23.3)
Region	**1: Carson City**	49	16.0%	(10.8-21.1)	27	7.9%	(4.5-11.3)	71	26.4%	(19.7-33.1)	81	34.7%	(26.1-43.3)	41	15.0%	(11.5-18.5)
	2: Douglas	49	16.2%	(12.4-20.0)	42	14.8%	(10.4-19.3)	77	24.2%	(19.5-28.9)	96	28.3%	(20.8-35.8)	47	16.5%	(12.1-20.9)
	3: Elko, White Pine, and Eureka	94	22.8%	(18.1-27.5)	56	14.3%	(10.6-17.9)	86	22.0%	(18.1-25.8)	89	20.8%	(15.3-26.3)	86	20.2%	(16.7-23.7)
	4: Churchill, Humboldt, Pershing, and Lander	87	24.2%	(18.8-29.6)	51	14.2%	(10.7-17.7)	77	21.3%	(17.6-25.1)	69	17.4%	(13.3-21.4)	80	22.8%	(18.9-26.8)
	5: Lyon, Mineral, and Storey	83	18.0%	(13.4-22.7)	43	10.1%	(7.6-12.5)	82	18.9%	(14.8-23.0)	141	33.7%	(28.5-38.9)	85	19.3%	(15.9-22.7)
	6: Nye and Lincoln	85	25.0%	(17.2-32.8)	56	16.3%	(13.3-19.3)	65	17.9%	(13.7-22.2)	71	20.8%	(15.2-26.5)	71	20.0%	(15.2-24.7)
	7: Washoe	203	23.3%	(20.2-26.4)	133	14.1%	(11.3-16.8)	170	19.5%	(16.2-22.9)	204	24.8%	(21.0-28.7)	158	18.3%	(15.3-21.3)
	8: Clark	496	27.8%	(24.8-30.8)	217	12.1%	(10.5-13.7)	341	19.9%	(17.8-21.9)	367	21.1%	(18.3-24.0)	339	19.1%	(17.0-21.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 63: Percentage of students who rode with a driver who had been using marijuana during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	816	14.7%	(12.9-16.5)	4150	85.3%	(83.5-87.1)
Sex	**Female**	449	16.6%	(14.5-18.6)	2033	83.4%	(81.4-85.5)
	Male	351	13.0%	(10.7-15.2)	2073	87.0%	(84.8-89.3)
Age	**14 years old or younger**	89	10.4%	(7.4-13.4)	514	89.6%	(86.6-92.6)
	15 years old	211	12.1%	(10.1-14.2)	1214	87.9%	(85.8-89.9)
	16 years old	195	13.7%	(11.2-16.3)	1118	86.3%	(83.7-88.8)
	17 years old	197	18.1%	(14.5-21.8)	836	81.9%	(78.2-85.5)
	18 years old or older	123	20.6%	(15.2-26.0)	459	79.4%	(74.0-84.8)
Grade	**9th grade**	184	10.6%	(8.3-12.9)	1184	89.4%	(87.1-91.7)
	10th grade	221	13.3%	(11.1-15.6)	1313	86.7%	(84.4-88.9)
	11th grade	187	16.8%	(13.5-20.1)	837	83.2%	(79.9-86.5)
	12th grade	205	18.4%	(13.5-23.3)	789	81.6%	(76.7-86.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	18	22.3%	(11.9-32.7)	66	77.7%	(67.3-88.1)
	Asian[d]	18	5.7%	(2.9-8.5)	235	94.3%	(91.5-97.1)
	Black[d]	50	22.3%	(15.1-29.5)	199	77.7%	(70.5-84.9)
	Native Hawaiian/Pacific Islander[d]	7	4.8%	(0.0-10.9)	50	95.2%	(89.1-100.0)
	White[d]	315	15.6%	(12.3-18.9)	1545	84.4%	(81.1-87.7)
	Hispanic/Latino	321	13.7%	(11.6-15.8)	1690	86.3%	(84.2-88.4)
	Other/Multiple[d]	47	15.2%	(10.0-20.4)	227	84.8%	(79.6-90.0)
Region	**1: Carson City**	65	27.3%	(21.0-33.6)	206	72.7%	(66.4-79.0)
	2: Douglas	75	21.5%	(16.6-26.3)	243	78.5%	(73.7-83.4)
	3: Elko, White Pine, and Eureka	60	14.0%	(8.5-19.4)	366	86.0%	(80.6-91.5)
	4: Churchill, Humboldt, Pershing, and Lander	63	16.7%	(12.0-21.3)	304	83.3%	(78.7-88.0)
	5: Lyon, Mineral, and Storey	96	22.8%	(18.0-27.5)	345	77.2%	(72.5-82.0)
	6: Nye and Lincoln	57	16.7%	(10.5-23.0)	300	83.3%	(77.0-89.5)
	7: Washoe	150	16.6%	(13.6-19.6)	762	83.4%	(80.4-86.4)
	8: Clark	250	13.6%	(11.2-15.9)	1624	86.4%	(84.1-88.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] One or more times during the 30 days before the survey

Table 64: Percentage of high school students who drove a car or other vehicle when they had been using marijuana during the 30 days before the survey[e,f,g] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	167	6.4%	(4.9-7.8)	1698	93.6%	(92.2-95.1)
Sex	**Female**	63	6.1%	(4.1-8.2)	836	93.9%	(91.8-95.9)
	Male	96	6.2%	(4.2-8.2)	848	93.8%	(91.8-95.8)
Age	**14 years old or younger**	16	4.8%	(0.9-8.7)	80	95.2%	(91.3-99.1)
	15 years old	27	5.7%	(2.6-8.7)	328	94.3%	(91.3-97.4)
	16 years old	41	4.7%	(2.7-6.8)	558	95.3%	(93.2-97.3)
	17 years old	53	7.4%	(4.4-10.3)	457	92.6%	(89.7-95.6)
	18 years old or older	30	8.4%	(4.5-12.3)	273	91.6%	(87.7-95.5)
Grade	**9th grade**	20	5.8%	(2.2-9.4)	208	94.2%	(90.6-97.8)
	10th grade	40	5.1%	(2.9-7.3)	553	94.9%	(92.7-97.1)
	11th grade	47	6.2%	(3.6-8.9)	452	93.8%	(91.1-96.4)
	12th grade	49	7.1%	(4.0-10.1)	472	92.9%	(89.9-96.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	8	29.9%	(10.3-49.5)	24	70.1%	(50.5-89.7)
	Asian[d]	3	3.7%	(0.0-9.2)	58	96.3%	(90.8-100.0)
	Black[d]	6	6.0%	(0.0-12.5)	60	94.0%	(87.5-100.0)
	Native Hawaiian/Pacific Islander[d]	2	0.7%	(0.0-1.7)	17	99.3%	(98.3-100.0)
	White[d]	57	6.1%	(3.5-8.6)	777	93.9%	(91.4-96.5)
	Hispanic/Latino	71	6.6%	(4.5-8.7)	619	93.4%	(91.3-95.5)
	Other/Multiple[d]	8	7.0%	(1.5-12.5)	93	93.0%	(87.5-98.5)
Region	**1: Carson City**	17	19.5%	(5.0-33.9)	83	80.5%	(66.1-95.0)
	2: Douglas	19	10.7%	(3.5-18.0)	129	89.3%	(82.0-96.5)
	3: Elko, White Pine, and Eureka	12	6.8%	(2.1-11.6)	157	93.2%	(88.4-97.9)
	4: Churchill, Humboldt, Pershing, and Lander	20	11.6%	(6.1-17.1)	147	88.4%	(82.9-93.9)
	5: Lyon, Mineral, and Storey	19	10.3%	(6.9-13.8)	152	89.7%	(86.2-93.1)
	6: Nye and Lincoln	15	10.8%	(2.8-18.9)	158	89.2%	(81.1-97.2)
	7: Washoe	37	9.7%	(6.3-13.1)	345	90.3%	(86.9-93.7)
	8: Clark	28	4.3%	(2.5-6.1)	527	95.7%	(93.9-97.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used marijuana (also called "pot" or "weed"), not including CBD-only or hemp products
[f] One or more times during the 30 days before the survey
[g] Among students who drove a car or other vehicle during the 30 days before the survey
***Note: The wording of this question changed in 2023. Comparisons <u>should not</u> be made with previous years. We caution against group comparisons when a cell size is less than 5.**

Non-Medical Prescription Pain Medicine Use

Table 65: Percentage of high school students who ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	679	14.0%	(12.2-15.7)	4013	86.0%	(84.3-87.8)
Sex	**Female**	372	15.5%	(13.1-17.8)	1999	84.5%	(82.2-86.9)
	Male	290	12.2%	(9.9-14.5)	1981	87.8%	(85.5-90.1)
Age	**14 years old or younger**	86	13.5%	(9.7-17.2)	466	86.5%	(82.8-90.3)
	15 years old	180	12.5%	(10.0-14.9)	1172	87.5%	(85.1-90.0)
	16 years old	196	15.1%	(11.8-18.4)	1042	84.9%	(81.6-88.2)
	17 years old	129	13.0%	(9.5-16.4)	867	87.0%	(83.6-90.5)
	18 years old or older	88	17.1%	(12.7-21.4)	459	82.9%	(78.6-87.3)
Grade	**9th grade**	164	11.7%	(8.9-14.4)	1118	88.3%	(85.6-91.1)
	10th grade	227	15.1%	(12.2-17.9)	1215	84.9%	(82.1-87.8)
	11th grade	131	13.8%	(10.0-17.5)	844	86.2%	(82.5-90.0)
	12th grade	140	14.9%	(10.8-19.0)	813	85.1%	(81.0-89.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	9	15.1%	(5.4-24.8)	66	84.9%	(75.2-94.6)
	Asian[d]	36	13.2%	(8.4-18.1)	206	86.8%	(81.9-91.6)
	Black[d]	29	13.8%	(8.3-19.3)	186	86.2%	(80.7-91.7)
	Native Hawaiian/Pacific Islander[d]	13	14.0%	(2.7-25.3)	41	86.0%	(74.7-97.3)
	White[d]	220	11.5%	(9.1-14.0)	1572	88.5%	(86.0-90.9)
	Hispanic/Latino	307	16.2%	(14.0-18.3)	1584	83.8%	(81.7-86.0)
	Other/Multiple[d]	35	10.2%	(5.7-14.8)	232	89.8%	(85.2-94.3)
Region	**1: Carson City**	39	14.3%	(8.8-19.8)	220	85.7%	(80.2-91.2)
	2: Douglas	54	16.9%	(11.1-22.8)	256	83.1%	(77.2-88.9)
	3: Elko, White Pine, and Eureka	48	12.1%	(8.1-16.1)	356	87.9%	(83.9-91.9)
	4: Churchill, Humboldt, Pershing, and Lander	53	12.9%	(8.9-16.9)	310	87.1%	(83.1-91.1)
	5: Lyon, Mineral, and Storey	78	17.2%	(13.3-21.0)	351	82.8%	(79.0-86.7)
	6: Nye and Lincoln	50	15.0%	(9.8-20.2)	289	85.0%	(79.8-90.2)
	7: Washoe	96	10.9%	(8.0-13.9)	764	89.1%	(86.1-92.0)
	8: Clark	261	14.5%	(12.2-16.8)	1467	85.5%	(83.2-87.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Took prescription pain medicine (e.g., codeine, 'Vicodin', 'OxyContin', 'Hydrocodone', and 'Percocet')
[f] One or more times during their life

Table 66: Percentage of high school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	306	6.0%	(4.9-7.1)	4379	94.0%	(92.9-95.1)
Sex	**Female**	156	6.5%	(5.2-7.9)	2214	93.5%	(92.1-94.8)
	Male	141	5.4%	(3.8-7.0)	2125	94.6%	(93.0-96.2)
Age	**14 years old or younger**	46	7.0%	(4.5-9.6)	507	93.0%	(90.4-95.5)
	15 years old	88	5.7%	(4.3-7.2)	1264	94.3%	(92.8-95.7)
	16 years old	90	6.4%	(4.5-8.3)	1148	93.6%	(91.7-95.5)
	17 years old	46	4.6%	(2.4-6.9)	943	95.4%	(93.1-97.6)
	18 years old or older	36	7.4%	(3.9-11.0)	509	92.6%	(89.0-96.1)
Grade	**9th grade**	80	5.7%	(4.2-7.3)	1202	94.3%	(92.7-95.8)
	10th grade	104	6.4%	(5.0-7.8)	1340	93.6%	(92.2-95.0)
	11th grade	55	4.8%	(2.5-7.1)	917	95.2%	(92.9-97.5)
	12th grade	55	6.4%	(3.6-9.3)	893	93.6%	(90.7-96.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	7.8%	(0.8-14.8)	70	92.2%	(85.2-99.2)
	Asian[d]	17	6.2%	(2.3-10.0)	225	93.8%	(90.0-97.7)
	Black[d]	19	8.3%	(4.1-12.6)	198	91.7%	(87.4-95.9)
	Native Hawaiian/Pacific Islander[d]	4	0.9%	(0.0-2.1)	50	99.1%	(97.9-100.0)
	White[d]	82	4.0%	(2.7-5.4)	1701	96.0%	(94.6-97.3)
	Hispanic/Latino	141	6.9%	(5.5-8.2)	1750	93.1%	(91.8-94.5)
	Other/Multiple[d]	20	6.2%	(2.5-9.8)	246	93.8%	(90.2-97.5)
Region	**1: Carson City**	20	6.0%	(2.8-9.1)	240	94.0%	(90.9-97.2)
	2: Douglas	23	7.7%	(3.6-11.9)	287	92.3%	(88.1-96.4)
	3: Elko, White Pine, and Eureka	23	5.4%	(3.1-7.7)	382	94.6%	(92.3-96.9)
	4: Churchill, Humboldt, Pershing, and Lander	24	5.6%	(2.8-8.3)	337	94.4%	(91.7-97.2)
	5: Lyon, Mineral, and Storey	30	6.5%	(3.2-9.9)	398	93.5%	(90.1-96.8)
	6: Nye and Lincoln	22	7.4%	(3.7-11.2)	315	92.6%	(88.8-96.3)
	7: Washoe	48	5.4%	(3.5-7.3)	807	94.6%	(92.7-96.5)
	8: Clark	116	6.1%	(4.6-7.6)	1613	93.9%	(92.4-95.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Took prescription pain medicine (e.g., codeine, 'Vicodin', 'OxyContin', 'Hydrocodone', and 'Percocet')
[f] One or more times during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 67: Percentage of high school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it 20 or more times during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	39	10.0%	(6.0-14.0)	267	90.0%	(86.0-94.0)
Sex	**Female**	12	8.9%	(3.1-14.7)	144	91.1%	(85.3-96.9)
	Male	24	10.8%	(4.8-16.7)	117	89.2%	(83.3-95.2)
Age	**14 years old or younger**	8	8.8%	(0.0-19.6)	38	91.2%	(80.4-100.0)
	15 years old	9	7.8%	(0.8-14.7)	79	92.2%	(85.3-99.2)
	16 years old	11	10.1%	(0.9-19.4)	79	89.9%	(80.6-99.1)
	17 years old	6	5.7%	(0.0-13.5)	40	94.3%	(86.5-100.0)
	18 years old or older	5	19.2%	(5.8-32.7)	31	80.8%	(67.3-94.2)
Grade	**9th grade**	7	6.7%	(0.0-13.8)	73	93.3%	(86.2-100.0)
	10th grade	13	7.8%	(1.3-14.2)	91	92.2%	(85.8-98.7)
	11th grade	3	5.3%	(0.0-15.2)	52	94.7%	(84.8-100.0)
	12th grade	10	15.7%	(9.3-22.1)	45	84.3%	(77.9-90.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	0	.	(.-.)	5	100.0%	(100.0-100.0)
	Asian[d]	1	2.4%	(0.0-7.4)	16	97.6%	(92.6-100.0)
	Black[d]	2	7.5%	(0.0-21.3)	17	92.5%	(78.7-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	4	100.0%	(100.0-100.0)
	White[d]	8	7.0%	(0.2-13.8)	74	93.0%	(86.2-99.8)
	Hispanic/Latino	22	14.2%	(6.9-21.4)	119	85.8%	(78.6-93.1)
	Other/Multiple[d]	0	.	(.-.)	20	100.0%	(100.0-100.0)
Region	**1: Carson City**	0	.	(.-.)	20	100.0%	(100.0-100.0)
	2: Douglas	6	18.2%	(0.0-37.0)	17	81.8%	(63.0-100.0)
	3: Elko, White Pine, and Eureka	3	10.9%	(0.0-25.5)	20	89.1%	(74.5-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	7	22.1%	(3.8-40.3)	17	77.9%	(59.7-96.2)
	5: Lyon, Mineral, and Storey	4	9.5%	(0.0-19.3)	26	90.5%	(80.7-100.0)
	6: Nye and Lincoln	2	12.2%	(0.0-26.8)	20	87.8%	(73.2-100.0)
	7: Washoe	6	11.8%	(0.7-23.0)	42	88.2%	(77.0-99.3)
	8: Clark	11	9.3%	(4.3-14.3)	105	90.7%	(85.7-95.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Took prescription pain medicine (e.g., codeine, 'Vicodin', 'OxyContin', 'Hydrocodone', and 'Percocet')
[f] Among those who took prescription pain medicine without a doctor's prescription or differently than prescribed during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 68: Percentage of high school students who thought it would be difficult or easy to get prescription pain medicine if they wanted some[e] — Nevada YRBS 2023

		Very difficult			Fairly difficult			Fairly easy			Very easy			Not sure		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1490	30.8%	(28.6-33.0)	912	19.8%	(18.3-21.3)	724	15.4%	(14.0-16.7)	483	10.1%	(8.9-11.3)	1147	24.0%	(22.1-25.8)
Sex	**Female**	722	29.5%	(27.0-32.0)	460	20.3%	(18.3-22.3)	389	16.1%	(14.2-18.0)	269	11.4%	(9.6-13.2)	558	22.7%	(20.4-24.9)
	Male	751	32.0%	(29.1-34.9)	442	19.1%	(17.1-21.2)	331	14.9%	(12.9-16.8)	204	8.7%	(7.3-10.2)	575	25.3%	(22.6-28.0)
Age	**14 years old or younger**	155	26.8%	(22.5-31.1)	113	18.9%	(15.5-22.4)	87	15.8%	(11.8-19.9)	66	10.4%	(7.0-13.9)	144	28.0%	(22.6-33.4)
	15 years old	450	32.1%	(28.8-35.4)	231	17.0%	(14.3-19.7)	214	15.3%	(13.3-17.4)	150	10.9%	(8.8-12.9)	332	24.7%	(21.5-27.8)
	16 years old	385	30.6%	(26.2-34.9)	256	22.4%	(19.3-25.5)	197	14.5%	(12.3-16.7)	124	10.7%	(8.3-13.1)	297	21.9%	(18.3-25.5)
	17 years old	331	33.0%	(28.3-37.7)	206	20.5%	(16.9-24.1)	139	14.9%	(11.1-18.6)	84	8.3%	(6.0-10.6)	235	23.4%	(19.1-27.7)
	18 years old or older	167	28.1%	(23.1-33.0)	106	20.0%	(15.6-24.4)	87	17.8%	(13.5-22.1)	57	10.4%	(7.3-13.5)	135	23.8%	(19.3-28.2)
Grade	**9th grade**	411	30.6%	(27.5-33.6)	221	17.4%	(15.1-19.7)	202	15.6%	(13.4-17.8)	137	9.4%	(7.0-11.8)	331	27.0%	(23.6-30.4)
	10th grade	447	29.8%	(26.4-33.3)	295	21.1%	(18.0-24.2)	234	15.1%	(12.7-17.6)	156	11.6%	(9.3-13.9)	338	22.4%	(19.0-25.8)
	11th grade	324	32.9%	(27.7-38.1)	195	21.6%	(17.6-25.6)	131	12.6%	(9.3-15.9)	97	10.9%	(8.0-13.9)	239	21.9%	(18.0-25.8)
	12th grade	294	29.7%	(25.5-34.0)	195	19.1%	(16.4-21.8)	156	18.4%	(14.9-21.9)	84	8.2%	(6.1-10.4)	227	24.5%	(20.6-28.4)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	23	27.7%	(16.1-39.2)	12	16.5%	(6.7-26.4)	5	6.6%	(0.6-12.6)	6	6.9%	(0.8-13.0)	31	42.2%	(28.9-55.6)
	Asian[d]	72	30.0%	(22.8-37.2)	45	19.2%	(13.0-25.3)	35	13.4%	(9.3-17.4)	32	12.7%	(8.1-17.2)	60	24.8%	(18.5-31.1)
	Black[d]	60	28.7%	(22.1-35.4)	47	19.9%	(14.9-24.8)	32	14.8%	(10.1-19.5)	23	9.3%	(5.6-13.0)	61	27.3%	(20.9-33.7)
	Native Hawaiian/ Pacific Islander[d]	21	44.0%	(25.2-62.7)	8	16.2%	(3.3-29.2)	6	7.8%	(0.0-16.7)	6	6.9%	(0.0-14.6)	14	25.2%	(10.0-40.3)
	White[d]	582	31.8%	(28.7-34.9)	372	21.4%	(18.6-24.2)	286	15.2%	(12.6-17.8)	179	10.4%	(8.3-12.4)	387	21.2%	(18.5-23.9)
	Hispanic/Latino	612	31.0%	(28.1-33.8)	343	18.1%	(16.1-20.2)	292	16.5%	(14.5-18.5)	184	9.3%	(7.5-11.0)	493	25.1%	(22.6-27.7)
	Other/Multiple[d]	70	26.1%	(18.7-33.5)	63	25.7%	(18.8-32.6)	36	13.7%	(8.8-18.7)	40	14.7%	(9.4-20.0)	56	19.8%	(13.9-25.7)
Region	**1: Carson City**	80	27.8%	(20.2-35.4)	58	22.9%	(17.0-28.9)	34	12.1%	(9.6-14.7)	38	14.7%	(8.6-20.8)	59	22.4%	(18.1-26.7)
	2: Douglas	96	33.0%	(29.5-36.5)	66	20.2%	(16.7-23.8)	43	12.8%	(9.2-16.5)	32	10.4%	(5.5-15.2)	70	23.6%	(19.4-27.8)
	3: Elko, White Pine, and Eureka	137	33.0%	(27.1-38.8)	82	21.2%	(15.7-26.6)	55	12.9%	(9.7-16.0)	36	8.9%	(5.5-12.2)	102	24.1%	(19.6-28.7)
	4: Churchill, Humboldt, Pershing, and Lander	142	41.1%	(36.1-46.1)	48	13.4%	(10.1-16.7)	48	11.7%	(7.9-15.6)	30	7.7%	(4.3-11.0)	96	26.1%	(21.6-30.6)
	5: Lyon, Mineral, and Storey	129	29.9%	(24.5-35.3)	83	20.1%	(15.6-24.6)	61	13.7%	(10.3-17.2)	54	12.1%	(8.5-15.7)	106	24.1%	(19.6-28.7)
	6: Nye and Lincoln	98	27.6%	(21.1-34.0)	58	17.4%	(12.8-21.9)	67	18.9%	(14.9-22.9)	37	11.5%	(8.0-15.1)	88	24.7%	(20.2-29.1)
	7: Washoe	280	32.8%	(29.2-36.3)	177	20.2%	(16.9-23.6)	134	15.9%	(13.4-18.3)	69	7.7%	(5.4-10.0)	205	23.4%	(19.7-27.1)
	8: Clark	528	30.1%	(27.2-33.0)	340	19.8%	(17.9-21.7)	282	15.6%	(13.8-17.4)	187	10.5%	(9.0-12.0)	421	24.0%	(21.7-26.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Prescription pain medicine (e.g., codeine, 'Vicodin', 'OxyContin', 'Hydrocodone', and 'Percocet')

Other Drug Use

Table 69: Percentage of high school students who ever used cocaine[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	253	4.3%	(3.3-5.3)	4498	95.7%	(94.7-96.7)
Sex	**Female**	95	3.4%	(2.4-4.4)	2294	96.6%	(95.6-97.6)
	Male	144	4.9%	(3.6-6.3)	2160	95.1%	(93.7-96.4)
Age	**14 years old or younger**	45	4.8%	(2.7-7.0)	522	95.2%	(93.0-97.3)
	15 years old	54	3.2%	(2.0-4.4)	1318	96.8%	(95.6-98.0)
	16 years old	73	4.1%	(2.6-5.5)	1180	95.9%	(94.5-97.4)
	17 years old	49	4.7%	(2.2-7.2)	947	95.3%	(92.8-97.8)
	18 years old or older	32	5.9%	(2.6-9.2)	521	94.1%	(90.8-97.4)
Grade	**9th grade**	58	3.4%	(2.3-4.4)	1247	96.6%	(95.6-97.7)
	10th grade	73	3.6%	(2.4-4.8)	1389	96.4%	(95.2-97.6)
	11th grade	56	5.2%	(3.0-7.4)	927	94.8%	(92.6-97.0)
	12th grade	52	4.4%	(2.6-6.3)	906	95.6%	(93.7-97.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	9.4%	(1.7-17.1)	72	90.6%	(82.9-98.3)
	Asian[d]	5	1.1%	(0.0-2.3)	240	98.9%	(97.7-100.0)
	Black[d]	13	6.6%	(0.5-12.7)	213	93.4%	(87.3-99.5)
	Native Hawaiian/Pacific Islander[d]	3	3.2%	(0.0-8.9)	52	96.8%	(91.1-100.0)
	White[d]	83	3.9%	(2.6-5.3)	1726	96.1%	(94.7-97.4)
	Hispanic/Latino	112	4.7%	(3.5-5.9)	1803	95.3%	(94.1-96.5)
	Other/Multiple[d]	8	2.0%	(0.0-4.2)	252	98.0%	(95.8-100.0)
Region	**1: Carson City**	15	5.9%	(3.6-8.2)	252	94.1%	(91.8-96.4)
	2: Douglas	22	6.6%	(3.0-10.1)	289	93.4%	(89.9-97.0)
	3: Elko, White Pine, and Eureka	21	4.9%	(2.3-7.4)	389	95.1%	(92.6-97.7)
	4: Churchill, Humboldt, Pershing, and Lander	38	10.2%	(6.6-13.7)	325	89.8%	(86.3-93.4)
	5: Lyon, Mineral, and Storey	23	5.4%	(2.0-8.7)	407	94.6%	(91.3-98.0)
	6: Nye and Lincoln	24	8.2%	(3.3-13.2)	321	91.8%	(86.8-96.7)
	7: Washoe	37	3.8%	(2.1-5.4)	831	96.2%	(94.6-97.9)
	8: Clark	73	4.0%	(2.8-5.3)	1684	96.0%	(94.7-97.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used any form of cocaine including powder, crack, or freebase
[f] One or more times during their life
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 70: Percentage of high school students who ever used heroin[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	145	2.5%	(1.8-3.2)	4644	97.5%	(96.8-98.2)
Sex	**Female**	36	1.4%	(0.8-2.1)	2378	98.6%	(97.9-99.2)
	Male	97	3.2%	(2.2-4.2)	2219	96.8%	(95.8-97.8)
Age	**14 years old or younger**	26	2.9%	(1.0-4.8)	540	97.1%	(95.2-99.0)
	15 years old	39	2.6%	(1.5-3.8)	1341	97.4%	(96.2-98.5)
	16 years old	31	2.0%	(1.0-3.0)	1235	98.0%	(97.0-99.0)
	17 years old	28	2.6%	(1.1-4.0)	984	97.4%	(96.0-98.9)
	18 years old or older	20	2.7%	(1.0-4.3)	534	97.3%	(95.7-99.0)
Grade	**9th grade**	37	2.7%	(1.5-4.0)	1273	97.3%	(96.0-98.5)
	10th grade	34	1.6%	(0.7-2.4)	1440	98.4%	(97.6-99.3)
	11th grade	33	2.9%	(1.5-4.3)	964	97.1%	(95.7-98.5)
	12th grade	30	2.3%	(1.1-3.6)	933	97.7%	(96.4-98.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	3	4.7%	(0.0-10.1)	75	95.3%	(89.9-100.0)
	Asian[d]	5	1.5%	(0.0-3.2)	240	98.5%	(96.8-100.0)
	Black[d]	9	3.6%	(0.5-6.8)	217	96.4%	(93.2-99.5)
	Native Hawaiian/Pacific Islander[d]	3	3.8%	(0.0-9.7)	52	96.2%	(90.3-100.0)
	White[d]	47	2.8%	(1.6-4.0)	1771	97.2%	(96.0-98.4)
	Hispanic/Latino	51	2.1%	(1.4-2.8)	1885	97.9%	(97.2-98.6)
	Other/Multiple[d]	8	2.2%	(0.0-4.5)	257	97.8%	(95.5-100.0)
Region	**1: Carson City**	5	1.6%	(0.2-3.1)	264	98.4%	(96.9-99.8)
	2: Douglas	12	3.3%	(1.1-5.5)	300	96.7%	(94.5-98.9)
	3: Elko, White Pine, and Eureka	9	2.0%	(0.3-3.7)	405	98.0%	(96.3-99.7)
	4: Churchill, Humboldt, Pershing, and Lander	17	4.3%	(2.0-6.5)	351	95.7%	(93.5-98.0)
	5: Lyon, Mineral, and Storey	15	3.3%	(0.2-6.4)	419	96.7%	(93.6-99.8)
	6: Nye and Lincoln	20	6.7%	(2.2-11.2)	331	93.3%	(88.8-97.8)
	7: Washoe	19	2.0%	(0.9-3.0)	853	98.0%	(97.0-99.1)
	8: Clark	48	2.5%	(1.6-3.3)	1721	97.5%	(96.7-98.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used heroin (also called “smack”, “junk”, or “China White”)
[f] One or more times during their life
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 71: Percentage of high school students who ever used methamphetamines[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	175	3.0%	(2.2-3.9)	4605	97.0%	(96.1-97.8)
Sex	**Female**	51	2.0%	(1.3-2.7)	2362	98.0%	(97.3-98.7)
	Male	111	3.7%	(2.3-5.1)	2202	96.3%	(94.9-97.7)
Age	**14 years old or younger**	34	3.5%	(1.6-5.4)	532	96.5%	(94.6-98.4)
	15 years old	31	2.4%	(1.2-3.7)	1344	97.6%	(96.3-98.8)
	16 years old	50	3.1%	(1.8-4.4)	1213	96.9%	(95.6-98.2)
	17 years old	31	2.7%	(1.2-4.2)	980	97.3%	(95.8-98.8)
	18 years old or older	29	4.4%	(1.2-7.7)	527	95.6%	(92.3-98.8)
Grade	**9th grade**	44	3.0%	(1.8-4.2)	1265	97.0%	(95.8-98.2)
	10th grade	40	2.2%	(1.1-3.3)	1431	97.8%	(96.7-98.9)
	11th grade	40	3.5%	(1.5-5.5)	954	96.5%	(94.5-98.5)
	12th grade	39	3.0%	(1.5-4.5)	926	97.0%	(95.5-98.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	7.5%	(0.8-14.2)	73	92.5%	(85.8-99.2)
	Asian[d]	8	1.8%	(0.1-3.5)	235	98.2%	(96.5-99.9)
	Black[d]	12	5.3%	(0.0-10.9)	212	94.7%	(89.1-100.0)
	Native Hawaiian/Pacific Islander[d]	1	0.4%	(0.0-1.2)	54	99.6%	(98.8-100.0)
	White[d]	56	3.4%	(2.1-4.7)	1761	96.6%	(95.3-97.9)
	Hispanic/Latino	67	2.8%	(1.9-3.8)	1870	97.2%	(96.2-98.1)
	Other/Multiple[d]	4	0.4%	(0.0-0.8)	260	99.6%	(99.2-100.0)
Region	**1: Carson City**	15	5.5%	(2.4-8.7)	254	94.5%	(91.3-97.6)
	2: Douglas	11	3.2%	(0.8-5.6)	300	96.8%	(94.4-99.2)
	3: Elko, White Pine, and Eureka	11	2.5%	(0.9-4.1)	403	97.5%	(95.9-99.1)
	4: Churchill, Humboldt, Pershing, and Lander	16	4.4%	(1.9-7.0)	351	95.6%	(93.0-98.1)
	5: Lyon, Mineral, and Storey	16	3.7%	(0.2-7.1)	419	96.3%	(92.9-99.8)
	6: Nye and Lincoln	20	6.9%	(2.4-11.4)	330	93.1%	(88.6-97.6)
	7: Washoe	30	3.0%	(1.5-4.6)	841	97.0%	(95.4-98.5)
	8: Clark	56	2.9%	(1.8-4.0)	1707	97.1%	(96.0-98.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used methamphetamines (also called “speed”, “crystal meth”, “crank”, “ice”, or “meth”)
[f] One or more times during their life
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 72: Percentage of high school students who ever used ecstasy[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	232	3.8%	(3.0-4.7)	4553	96.2%	(95.3-97.0)
Sex	**Female**	87	3.1%	(2.1-4.1)	2327	96.9%	(95.9-97.9)
	Male	135	4.4%	(3.2-5.6)	2180	95.6%	(94.4-96.8)
Age	**14 years old or younger**	34	3.7%	(1.6-5.9)	534	96.3%	(94.1-98.4)
	15 years old	59	3.7%	(2.3-5.1)	1318	96.3%	(94.9-97.7)
	16 years old	64	4.3%	(2.7-6.0)	1200	95.7%	(94.0-97.3)
	17 years old	43	2.9%	(1.0-4.7)	969	97.1%	(95.3-99.0)
	18 years old or older	31	5.2%	(2.9-7.5)	523	94.8%	(92.5-97.1)
Grade	**9th grade**	54	3.1%	(1.7-4.4)	1258	96.9%	(95.6-98.3)
	10th grade	66	3.9%	(2.4-5.4)	1406	96.1%	(94.6-97.6)
	11th grade	52	4.1%	(2.4-5.7)	943	95.9%	(94.3-97.6)
	12th grade	49	3.8%	(2.2-5.5)	914	96.2%	(94.5-97.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	7	10.0%	(2.5-17.5)	71	90.0%	(82.5-97.5)
	Asian[d]	4	0.8%	(0.0-1.8)	240	99.2%	(98.2-100.0)
	Black[d]	9	3.9%	(1.0-6.9)	216	96.1%	(93.1-99.0)
	Native Hawaiian/Pacific Islander[d]	4	5.7%	(0.0-12.5)	51	94.3%	(87.5-100.0)
	White[d]	83	4.6%	(3.1-6.1)	1734	95.4%	(93.9-96.9)
	Hispanic/Latino	98	4.0%	(2.8-5.2)	1839	96.0%	(94.8-97.2)
	Other/Multiple[d]	7	0.8%	(0.1-1.5)	258	99.2%	(98.5-99.9)
Region	**1: Carson City**	16	6.2%	(3.2-9.3)	252	93.8%	(90.7-96.8)
	2: Douglas	23	7.5%	(3.2-11.8)	289	92.5%	(88.2-96.8)
	3: Elko, White Pine, and Eureka	15	3.3%	(0.9-5.8)	399	96.7%	(94.2-99.1)
	4: Churchill, Humboldt, Pershing, and Lander	28	7.4%	(4.8-10.1)	341	92.6%	(89.9-95.2)
	5: Lyon, Mineral, and Storey	24	5.7%	(2.4-9.0)	412	94.3%	(91.0-97.6)
	6: Nye and Lincoln	23	8.2%	(2.8-13.5)	328	91.8%	(86.5-97.2)
	7: Washoe	34	3.7%	(2.2-5.3)	837	96.3%	(94.7-97.8)
	8: Clark	69	3.5%	(2.4-4.6)	1695	96.5%	(95.4-97.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used ecstasy (also called “MDMA” or “Molly”)
[f] One or more times during their life
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 73: Percentage of high school students who ever used synthetic marijuana[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	406	6.9%	(5.7-8.1)	4344	93.1%	(91.9-94.3)
Sex	**Female**	182	6.3%	(4.9-7.7)	2210	93.7%	(92.3-95.1)
	Male	212	7.2%	(5.6-8.7)	2092	92.8%	(91.3-94.4)
Age	**14 years old or younger**	52	5.5%	(3.1-7.8)	510	94.5%	(92.2-96.9)
	15 years old	97	5.9%	(4.3-7.4)	1269	94.1%	(92.6-95.7)
	16 years old	110	7.2%	(5.1-9.2)	1141	92.8%	(90.8-94.9)
	17 years old	88	6.6%	(4.2-9.0)	917	93.4%	(91.0-95.8)
	18 years old or older	59	10.1%	(5.7-14.6)	497	89.9%	(85.4-94.3)
Grade	**9th grade**	106	6.2%	(4.5-7.9)	1189	93.8%	(92.1-95.5)
	10th grade	108	5.6%	(4.0-7.2)	1357	94.4%	(92.8-96.0)
	11th grade	94	7.3%	(4.8-9.9)	891	92.7%	(90.1-95.2)
	12th grade	87	7.9%	(4.4-11.4)	876	92.1%	(88.6-95.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	6.6%	(0.7-12.6)	73	93.4%	(87.4-99.3)
	Asian[d]	8	1.8%	(0.1-3.5)	232	98.2%	(96.5-99.9)
	Black[d]	18	7.5%	(3.8-11.1)	208	92.5%	(88.9-96.2)
	Native Hawaiian/Pacific Islander[d]	8	8.9%	(0.0-18.3)	47	91.1%	(81.7-100.0)
	White[d]	145	7.9%	(5.9-10.0)	1653	92.1%	(90.0-94.1)
	Hispanic/Latino	172	6.9%	(5.4-8.5)	1755	93.1%	(91.5-94.6)
	Other/Multiple[d]	23	4.7%	(1.9-7.5)	243	95.3%	(92.5-98.1)
Region	**1: Carson City**	30	11.6%	(7.0-16.3)	239	88.4%	(83.7-93.0)
	2: Douglas	33	11.7%	(7.0-16.5)	277	88.3%	(83.5-93.0)
	3: Elko, White Pine, and Eureka	26	5.6%	(3.4-7.7)	381	94.4%	(92.3-96.6)
	4: Churchill, Humboldt, Pershing, and Lander	48	13.6%	(9.3-18.0)	309	86.4%	(82.0-90.7)
	5: Lyon, Mineral, and Storey	51	11.3%	(7.3-15.3)	379	88.7%	(84.7-92.7)
	6: Nye and Lincoln	41	13.4%	(5.9-20.8)	309	86.6%	(79.2-94.1)
	7: Washoe	70	7.9%	(5.8-10.1)	796	92.1%	(89.9-94.2)
	8: Clark	107	6.0%	(4.4-7.6)	1654	94.0%	(92.4-95.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used synthetic marijuana (also called “Spice”, “fake weed”, “K2”, or “Black Mamba”)
[f] One or more times during their life

Table 74: Percentage of high school students who ever injected any illegal drugs[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	133	2.3%	(1.7-2.9)	4558	97.7%	(97.1-98.3)
Sex	**Female**	51	2.0%	(1.3-2.7)	2324	98.0%	(97.3-98.7)
	Male	74	2.4%	(1.5-3.3)	2192	97.6%	(96.7-98.5)
Age	**14 years old or younger**	19	2.0%	(0.4-3.6)	531	98.0%	(96.4-99.6)
	15 years old	33	2.4%	(1.4-3.4)	1320	97.6%	(96.6-98.6)
	16 years old	38	2.4%	(1.3-3.6)	1197	97.6%	(96.4-98.7)
	17 years old	25	1.8%	(0.7-3.0)	973	98.2%	(97.0-99.3)
	18 years old or older	18	3.1%	(0.9-5.3)	528	96.9%	(94.7-99.1)
Grade	**9th grade**	37	2.6%	(1.4-3.7)	1248	97.4%	(96.3-98.6)
	10th grade	37	1.7%	(0.9-2.6)	1407	98.3%	(97.4-99.1)
	11th grade	20	2.0%	(0.9-3.2)	956	98.0%	(96.8-99.1)
	12th grade	29	2.5%	(1.1-3.9)	918	97.5%	(96.1-98.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	1	2.2%	(0.0-6.5)	76	97.8%	(93.5-100.0)
	Asian[d]	4	0.7%	(0.0-1.5)	239	99.3%	(98.5-100.0)
	Black[d]	8	3.9%	(0.5-7.3)	211	96.1%	(92.7-99.5)
	Native Hawaiian/Pacific Islander[d]	1	0.4%	(0.0-1.2)	54	99.6%	(98.8-100.0)
	White[d]	45	2.2%	(1.2-3.1)	1748	97.8%	(96.9-98.8)
	Hispanic/Latino	60	2.6%	(1.8-3.5)	1833	97.4%	(96.5-98.2)
	Other/Multiple[d]	2	0.3%	(0.0-0.8)	253	99.7%	(99.2-100.0)
Region	**1: Carson City**	11	3.6%	(1.7-5.6)	253	96.4%	(94.4-98.3)
	2: Douglas	10	2.9%	(0.7-5.1)	300	97.1%	(94.9-99.3)
	3: Elko, White Pine, and Eureka	11	3.0%	(1.3-4.6)	392	97.0%	(95.4-98.7)
	4: Churchill, Humboldt, Pershing, and Lander	13	3.6%	(1.7-5.6)	346	96.4%	(94.4-98.3)
	5: Lyon, Mineral, and Storey	15	3.2%	(0.5-5.8)	412	96.8%	(94.2-99.5)
	6: Nye and Lincoln	17	5.1%	(1.3-8.8)	329	94.9%	(91.2-98.7)
	7: Washoe	20	2.1%	(0.8-3.4)	838	97.9%	(96.6-99.2)
	8: Clark	36	2.2%	(1.4-2.9)	1688	97.8%	(97.1-98.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used a needle to inject any illegal drug into their body
[f] One or more times during their life
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 75: Percentage of high school students who were offered, sold, or given an illegal drug by someone on school property during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall Total	**Total**	1138	22.9%	(20.6-25.1)	3586	77.1%	(74.9-79.4)
Sex	**Female**	552	21.0%	(18.6-23.4)	1845	79.0%	(76.6-81.4)
	Male	574	24.8%	(21.8-27.8)	1702	75.2%	(72.2-78.2)
Age	**14 years old or younger**	145	24.6%	(20.5-28.7)	410	75.4%	(71.3-79.5)
	15 years old	329	23.7%	(20.5-26.8)	1037	76.3%	(73.2-79.5)
	16 years old	322	22.9%	(19.5-26.3)	931	77.1%	(73.7-80.5)
	17 years old	226	22.0%	(17.4-26.7)	771	78.0%	(73.3-82.6)
	18 years old or older	116	21.3%	(15.8-26.7)	428	78.7%	(73.3-84.2)
Grade	**9th grade**	301	22.7%	(19.7-25.6)	998	77.3%	(74.4-80.3)
	10th grade	375	25.0%	(21.6-28.5)	1078	75.0%	(71.5-78.4)
	11th grade	225	20.4%	(16.3-24.6)	759	79.6%	(75.4-83.7)
	12th grade	226	23.1%	(17.6-28.5)	724	76.9%	(71.5-82.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	16	24.0%	(12.6-35.4)	61	76.0%	(64.6-87.4)
	Asian[d]	57	22.1%	(17.4-26.9)	187	77.9%	(73.1-82.6)
	Black[d]	54	23.1%	(16.9-29.4)	165	76.9%	(70.6-83.1)
	Native Hawaiian/Pacific Islander[d]	14	20.0%	(6.8-33.2)	41	80.0%	(66.8-93.2)
	White[d]	432	22.6%	(19.4-25.8)	1364	77.4%	(74.2-80.6)
	Hispanic/Latino	465	23.4%	(20.7-26.0)	1452	76.6%	(74.0-79.3)
	Other/Multiple[d]	62	21.6%	(13.8-29.4)	199	78.4%	(70.6-86.2)
Region	**1: Carson City**	65	24.8%	(17.4-32.1)	200	75.2%	(67.9-82.6)
	2: Douglas	93	30.4%	(23.5-37.3)	217	69.6%	(62.7-76.5)
	3: Elko, White Pine, and Eureka	87	22.2%	(17.0-27.3)	320	77.8%	(72.7-83.0)
	4: Churchill, Humboldt, Pershing, and Lander	83	22.8%	(16.6-29.0)	277	77.2%	(71.0-83.4)
	5: Lyon, Mineral, and Storey	124	29.9%	(25.6-34.2)	306	70.1%	(65.8-74.4)
	6: Nye and Lincoln	87	25.0%	(16.9-33.2)	261	75.0%	(66.8-83.1)
	7: Washoe	211	24.4%	(21.0-27.8)	651	75.6%	(72.2-79.0)
	8: Clark	388	22.1%	(19.2-25.1)	1354	77.9%	(74.9-80.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Substance Use – Perception of Risk

Table 76: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	663	14.5%	(12.4-16.6)	1026	22.1%	(20.4-23.9)	1596	36.2%	(33.9-38.4)	1186	27.2%	(25.0-29.4)
Sex	**Female**	211	8.1%	(6.4-9.7)	500	21.3%	(18.8-23.8)	854	38.6%	(36.0-41.2)	689	32.0%	(29.4-34.7)
	Male	437	20.4%	(17.4-23.4)	518	22.9%	(20.7-25.2)	724	33.8%	(30.6-37.0)	489	22.8%	(20.0-25.6)
Age	**14 years old or younger**	80	15.4%	(11.7-19.0)	108	19.0%	(14.3-23.6)	200	38.0%	(31.6-44.3)	146	27.7%	(21.5-34.0)
	15 years old	167	12.2%	(9.1-15.3)	288	22.9%	(19.6-26.2)	477	38.0%	(34.0-42.0)	341	26.9%	(23.4-30.4)
	16 years old	177	14.9%	(11.5-18.3)	282	22.0%	(19.3-24.7)	417	35.6%	(31.8-39.4)	318	27.5%	(23.7-31.3)
	17 years old	148	14.4%	(11.0-17.8)	219	23.0%	(19.3-26.7)	329	34.5%	(29.7-39.3)	248	28.0%	(23.5-32.6)
	18 years old or older	90	17.6%	(11.9-23.3)	128	22.6%	(17.1-28.0)	171	34.8%	(29.6-40.0)	130	25.0%	(19.7-30.3)
Grade	**9th grade**	166	13.1%	(10.0-16.3)	255	21.0%	(17.8-24.1)	461	38.5%	(33.7-43.2)	333	27.4%	(23.2-31.6)
	10th grade	203	13.9%	(10.9-16.9)	320	22.2%	(18.7-25.8)	484	36.1%	(32.1-40.2)	373	27.7%	(24.7-30.6)
	11th grade	146	15.5%	(11.4-19.6)	232	23.3%	(19.6-27.1)	324	34.9%	(30.5-39.3)	234	26.2%	(21.9-30.6)
	12th grade	135	14.9%	(10.6-19.3)	209	22.1%	(18.3-26.0)	313	35.1%	(31.5-38.6)	241	27.9%	(23.3-32.6)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	16	20.5%	(11.0-30.0)	15	19.6%	(9.6-29.6)	30	42.6%	(29.3-55.8)	12	17.3%	(7.3-27.3)
	Asian[d]	20	8.0%	(3.9-12.0)	44	17.7%	(12.2-23.2)	81	34.5%	(28.2-40.8)	90	39.8%	(31.7-47.9)
	Black[d]	39	18.8%	(12.0-25.5)	37	19.1%	(12.9-25.2)	67	31.5%	(24.4-38.5)	62	30.7%	(23.4-38.0)
	Native Hawaiian/Pacific Islander[d]	11	19.2%	(6.1-32.3)	16	22.5%	(8.6-36.5)	13	26.3%	(10.8-41.9)	13	32.0%	(15.7-48.2)
	White[d]	234	14.2%	(11.0-17.4)	416	23.3%	(20.1-26.6)	629	37.2%	(33.7-40.7)	431	25.3%	(21.6-29.0)
	Hispanic/Latino	286	14.6%	(12.2-17.1)	417	23.0%	(20.6-25.5)	632	36.1%	(32.9-39.3)	472	26.2%	(23.6-28.8)
	Other/Multiple[d]	30	12.4%	(6.8-18.0)	51	19.8%	(14.1-25.6)	97	42.6%	(32.6-52.6)	69	25.2%	(18.5-31.8)
Region	**1: Carson City**	42	14.8%	(9.5-20.1)	61	25.8%	(19.3-32.3)	88	36.0%	(29.7-42.2)	74	23.4%	(18.0-28.8)
	2: Douglas	43	15.4%	(11.7-19.1)	73	24.9%	(19.9-30.0)	104	36.0%	(28.5-43.4)	69	23.7%	(17.9-29.5)
	3: Elko, White Pine, and Eureka	56	12.5%	(8.1-16.8)	108	28.3%	(23.4-33.3)	137	34.2%	(29.0-39.4)	101	25.0%	(20.4-29.6)
	4: Churchill, Humboldt, Pershing, and Lander	63	19.0%	(14.4-23.5)	91	25.5%	(20.9-30.2)	122	35.5%	(30.4-40.6)	68	20.0%	(16.0-23.9)
	5: Lyon, Mineral, and Storey	65	17.3%	(11.6-23.1)	93	24.4%	(20.0-28.8)	141	34.4%	(29.1-39.8)	103	23.9%	(20.0-27.7)
	6: Nye and Lincoln	64	19.8%	(13.6-26.1)	79	23.0%	(18.4-27.6)	114	34.4%	(29.1-39.7)	74	22.8%	(16.5-29.0)
	7: Washoe	106	13.0%	(9.3-16.7)	174	21.3%	(17.9-24.8)	292	36.1%	(31.5-40.6)	244	29.6%	(25.8-33.4)
	8: Clark	224	14.5%	(11.7-17.3)	347	21.7%	(19.4-24.0)	598	36.4%	(33.5-39.3)	453	27.4%	(24.4-30.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 77: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	785	16.6%	(14.6-18.6)	958	21.8%	(20.4-23.2)	1075	23.9%	(22.2-25.6)	1639	37.7%	(35.5-39.9)
Sex	**Female**	288	11.5%	(9.4-13.6)	502	21.9%	(19.8-24.0)	585	27.2%	(24.9-29.4)	871	39.5%	(36.7-42.2)
	Male	484	21.3%	(18.6-23.9)	445	21.6%	(19.6-23.6)	477	20.8%	(18.3-23.3)	757	36.4%	(33.2-39.5)
Age	**14 years old or younger**	86	16.8%	(13.3-20.3)	110	21.0%	(17.3-24.7)	124	24.5%	(20.1-28.9)	209	37.7%	(32.3-43.2)
	15 years old	205	14.4%	(11.0-17.7)	259	21.4%	(18.4-24.5)	341	25.0%	(21.8-28.3)	473	39.2%	(35.2-43.2)
	16 years old	209	16.6%	(13.2-19.9)	264	21.7%	(18.7-24.7)	294	25.1%	(22.1-28.2)	419	36.6%	(32.5-40.8)
	17 years old	180	17.0%	(13.5-20.6)	208	24.2%	(20.9-27.5)	200	20.8%	(17.8-23.7)	354	38.0%	(33.6-42.5)
	18 years old or older	105	20.3%	(15.2-25.3)	115	19.5%	(15.1-23.8)	116	24.2%	(19.3-29.1)	178	36.1%	(29.2-42.9)
Grade	**9th grade**	197	15.4%	(12.1-18.6)	260	21.9%	(19.3-24.5)	298	24.4%	(21.4-27.4)	462	38.3%	(34.8-41.8)
	10th grade	238	15.8%	(12.7-19.0)	279	21.4%	(18.4-24.3)	362	25.9%	(22.9-28.8)	496	36.9%	(33.5-40.4)
	11th grade	174	17.7%	(13.8-21.6)	205	21.3%	(17.9-24.7)	212	23.5%	(20.3-26.8)	343	37.5%	(32.6-42.3)
	12th grade	163	17.2%	(13.1-21.2)	204	22.8%	(19.8-25.8)	198	22.0%	(18.5-25.6)	323	38.0%	(32.8-43.2)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	17	21.8%	(11.4-32.2)	17	22.7%	(11.8-33.6)	19	24.7%	(13.1-36.3)	20	30.8%	(18.9-42.7)
	Asian[d]	20	8.6%	(4.9-12.4)	54	21.7%	(15.7-27.6)	62	27.3%	(20.5-34.1)	101	42.4%	(36.0-48.8)
	Black[d]	37	17.0%	(10.2-23.9)	47	23.9%	(17.0-30.9)	48	21.8%	(15.7-27.9)	74	37.2%	(31.5-43.0)
	Native Hawaiian/Pacific Islander[d]	11	21.1%	(7.5-34.6)	17	32.7%	(18.0-47.3)	11	18.8%	(6.1-31.5)	14	27.5%	(11.9-43.0)
	White[d]	290	15.0%	(12.2-17.9)	355	20.2%	(17.8-22.7)	397	23.5%	(20.9-26.1)	669	41.2%	(37.4-45.0)
	Hispanic/Latino	338	18.4%	(15.7-21.1)	392	22.3%	(20.2-24.4)	434	23.7%	(21.2-26.3)	626	35.6%	(32.7-38.5)
	Other/Multiple[d]	39	16.4%	(10.8-22.1)	49	19.9%	(13.5-26.4)	69	27.7%	(20.5-34.9)	89	35.9%	(28.8-42.9)
Region	**1: Carson City**	52	20.2%	(13.9-26.6)	49	18.8%	(12.1-25.4)	71	27.5%	(21.0-34.0)	92	33.5%	(26.8-40.3)
	2: Douglas	51	17.2%	(13.9-20.6)	66	21.7%	(16.7-26.7)	75	24.5%	(20.3-28.7)	100	36.6%	(32.0-41.2)
	3: Elko, White Pine, and Eureka	62	15.1%	(11.6-18.5)	96	23.5%	(18.7-28.3)	90	22.5%	(17.1-27.9)	154	38.9%	(33.2-44.7)
	4: Churchill, Humboldt, Pershing, and Lander	79	23.5%	(19.0-28.0)	77	22.8%	(17.5-28.1)	78	23.8%	(19.6-28.0)	107	29.8%	(24.4-35.3)
	5: Lyon, Mineral, and Storey	84	21.2%	(15.9-26.5)	82	21.7%	(17.2-26.1)	104	23.5%	(19.4-27.7)	134	33.6%	(29.5-37.7)
	6: Nye and Lincoln	78	24.1%	(17.6-30.6)	81	24.2%	(17.7-30.6)	69	20.4%	(16.6-24.3)	102	31.3%	(24.3-38.3)
	7: Washoe	122	14.9%	(11.2-18.6)	149	18.5%	(15.6-21.5)	185	22.9%	(19.5-26.2)	356	43.7%	(39.5-48.0)
	8: Clark	257	16.4%	(13.8-19.0)	358	22.5%	(20.7-24.3)	403	24.1%	(22.0-26.3)	594	37.0%	(34.1-39.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 78: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1111	23.8%	(21.5-26.1)	1480	33.3%	(31.4-35.1)	1147	26.4%	(24.6-28.3)	728	16.5%	(14.7-18.4)
Sex	**Female**	424	17.9%	(15.4-20.4)	789	34.6%	(32.2-37.0)	624	29.1%	(26.2-31.9)	410	18.5%	(15.8-21.2)
	Male	671	29.3%	(26.4-32.2)	673	31.8%	(29.2-34.4)	512	24.0%	(21.5-26.5)	314	14.9%	(12.8-16.9)
Age	**14 years old or younger**	114	20.4%	(15.9-25.0)	155	32.9%	(26.9-38.8)	152	27.4%	(23.0-31.9)	111	19.3%	(14.6-23.9)
	15 years old	288	21.7%	(17.9-25.5)	382	28.9%	(25.9-31.9)	355	28.4%	(24.9-31.9)	246	21.0%	(17.3-24.8)
	16 years old	303	23.0%	(19.4-26.6)	412	35.3%	(31.7-39.0)	296	26.8%	(23.0-30.5)	182	14.9%	(11.9-17.9)
	17 years old	257	26.0%	(21.5-30.4)	348	36.2%	(32.0-40.3)	219	24.3%	(20.5-28.0)	119	13.6%	(10.0-17.1)
	18 years old or older	149	29.1%	(24.1-34.0)	182	33.1%	(28.1-38.2)	123	24.6%	(20.3-29.0)	66	13.1%	(9.5-16.7)
Grade	**9th grade**	263	20.5%	(17.0-24.1)	349	29.3%	(26.1-32.6)	345	28.2%	(25.4-30.9)	262	22.0%	(18.5-25.5)
	10th grade	339	22.3%	(18.5-26.1)	452	33.7%	(30.7-36.8)	349	26.3%	(22.5-30.0)	232	17.7%	(14.9-20.4)
	11th grade	240	24.4%	(19.8-28.9)	345	34.5%	(30.2-38.8)	225	27.0%	(23.2-30.7)	131	14.2%	(10.2-18.2)
	12th grade	256	27.8%	(23.4-32.3)	323	36.1%	(31.9-40.3)	216	24.2%	(20.5-27.8)	99	11.9%	(8.8-15.0)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	24	31.7%	(20.6-42.8)	20	26.3%	(15.2-37.4)	20	25.6%	(14.5-36.7)	11	16.4%	(7.1-25.8)
	Asian[d]	28	11.3%	(7.0-15.5)	77	30.5%	(23.3-37.8)	79	36.0%	(29.7-42.4)	53	22.2%	(16.1-28.3)
	Black[d]	66	30.8%	(24.4-37.3)	59	28.6%	(22.2-35.0)	52	25.2%	(18.1-32.3)	29	15.3%	(9.0-21.6)
	Native Hawaiian/Pacific Islander[d]	17	25.8%	(10.4-41.3)	15	29.8%	(14.2-45.3)	13	29.9%	(14.2-45.7)	7	14.5%	(3.0-26.0)
	White[d]	436	24.9%	(21.3-28.5)	568	32.2%	(29.0-35.4)	436	25.5%	(22.4-28.7)	270	17.4%	(14.4-20.3)
	Hispanic/Latino	445	23.2%	(20.4-26.0)	603	35.2%	(32.4-37.9)	460	26.2%	(23.6-28.8)	290	15.4%	(12.9-17.9)
	Other/Multiple[d]	55	22.6%	(15.0-30.3)	88	36.6%	(29.0-44.2)	57	23.5%	(16.4-30.7)	45	17.2%	(12.1-22.4)
Region	**1: Carson City**	85	35.5%	(27.8-43.2)	86	34.5%	(27.0-42.0)	63	21.8%	(15.9-27.7)	32	8.2%	(4.1-12.3)
	2: Douglas	75	26.5%	(21.4-31.6)	108	36.0%	(28.5-43.6)	76	26.2%	(19.3-33.1)	29	11.3%	(8.3-14.2)
	3: Elko, White Pine, and Eureka	94	23.5%	(17.9-29.2)	136	34.6%	(29.7-39.6)	95	24.1%	(20.0-28.3)	76	17.7%	(13.2-22.3)
	4: Churchill, Humboldt, Pershing, and Lander	98	29.3%	(24.2-34.4)	97	27.3%	(23.0-31.5)	87	25.9%	(20.6-31.2)	60	17.6%	(13.6-21.6)
	5: Lyon, Mineral, and Storey	117	30.9%	(25.2-36.6)	123	31.3%	(26.6-36.1)	106	24.3%	(18.7-29.8)	59	13.5%	(10.1-16.9)
	6: Nye and Lincoln	100	30.6%	(22.1-39.1)	108	32.4%	(27.2-37.6)	75	22.8%	(18.2-27.5)	45	14.2%	(9.8-18.6)
	7: Washoe	177	22.0%	(18.1-26.0)	298	36.8%	(33.4-40.3)	195	23.4%	(20.6-26.2)	149	17.7%	(14.0-21.5)
	8: Clark	365	23.2%	(20.2-26.3)	524	32.6%	(30.2-35.0)	450	27.5%	(25.0-30.0)	278	16.7%	(14.2-19.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 79: Percentage of high school students who reported that they think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	495	10.8%	(9.0-12.6)	658	14.9%	(13.3-16.5)	1243	29.1%	(27.1-31.1)	2056	45.2%	(42.6-47.7)
Sex	**Female**	161	6.9%	(5.3-8.5)	316	13.4%	(11.4-15.4)	629	29.2%	(26.8-31.5)	1138	50.5%	(47.9-53.1)
	Male	326	14.5%	(12.0-17.0)	335	16.4%	(14.1-18.6)	602	29.0%	(26.0-31.9)	898	40.2%	(36.9-43.5)
Age	**14 years old or younger**	58	11.1%	(7.4-14.8)	70	12.4%	(8.9-15.9)	161	32.1%	(26.7-37.4)	245	44.4%	(39.4-49.4)
	15 years old	133	9.2%	(6.9-11.6)	196	17.1%	(14.3-19.9)	347	27.7%	(24.1-31.3)	593	46.0%	(42.0-49.9)
	16 years old	130	11.2%	(8.1-14.2)	190	15.4%	(12.4-18.4)	342	29.6%	(26.0-33.2)	529	43.8%	(39.7-47.9)
	17 years old	115	11.6%	(7.9-15.2)	129	14.2%	(11.1-17.4)	239	26.8%	(24.0-29.7)	456	47.4%	(42.5-52.3)
	18 years old or older	59	11.8%	(7.2-16.5)	71	12.8%	(8.4-17.2)	154	32.5%	(26.1-38.9)	228	42.9%	(33.8-52.0)
Grade	**9th grade**	131	10.0%	(7.4-12.6)	185	16.1%	(12.8-19.4)	332	28.3%	(24.3-32.4)	567	45.5%	(41.7-49.4)
	10th grade	151	10.0%	(7.4-12.6)	212	16.2%	(13.9-18.5)	389	28.6%	(24.8-32.3)	623	45.2%	(41.8-48.7)
	11th grade	111	11.9%	(8.4-15.4)	127	13.5%	(10.2-16.9)	265	30.3%	(26.3-34.2)	430	44.3%	(40.1-48.5)
	12th grade	92	11.2%	(7.2-15.2)	130	13.8%	(10.6-17.0)	248	29.4%	(25.2-33.7)	419	45.5%	(39.1-51.9)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	18	25.3%	(14.1-36.4)	8	10.0%	(3.0-17.1)	18	24.0%	(13.0-35.1)	31	40.7%	(28.0-53.3)
	Asian[d]	12	4.5%	(1.7-7.2)	36	14.7%	(9.7-19.7)	71	32.3%	(26.3-38.2)	116	48.5%	(42.0-55.1)
	Black[d]	33	16.3%	(10.7-21.9)	31	18.9%	(12.6-25.2)	56	27.2%	(20.0-34.4)	84	37.6%	(30.1-45.1)
	Native Hawaiian/Pacific Islander[d]	5	8.6%	(0.0-19.0)	10	16.8%	(2.9-30.7)	17	27.8%	(12.9-42.6)	20	46.8%	(27.8-65.7)
	White[d]	168	9.8%	(7.5-12.2)	246	13.5%	(11.2-15.8)	457	27.1%	(23.8-30.4)	835	49.6%	(45.8-53.4)
	Hispanic/Latino	221	11.4%	(9.0-13.7)	271	15.6%	(13.2-18.0)	518	30.5%	(27.8-33.2)	777	42.5%	(39.5-45.5)
	Other/Multiple[d]	20	8.3%	(3.6-13.0)	30	10.3%	(5.7-15.0)	62	29.6%	(22.8-36.3)	135	51.8%	(44.1-59.4)
Region	**1: Carson City**	34	13.9%	(7.2-20.6)	36	11.8%	(8.9-14.7)	64	24.4%	(19.5-29.4)	131	49.8%	(41.6-58.1)
	2: Douglas	31	12.0%	(7.9-16.1)	45	14.7%	(11.4-18.0)	71	23.2%	(18.3-28.1)	139	50.1%	(44.7-55.6)
	3: Elko, White Pine, and Eureka	43	10.6%	(7.1-14.1)	62	15.5%	(10.5-20.4)	110	27.8%	(24.0-31.6)	185	46.1%	(38.0-54.3)
	4: Churchill, Humboldt, Pershing, and Lander	41	11.7%	(9.0-14.4)	55	16.3%	(12.2-20.3)	87	27.5%	(23.1-31.9)	156	44.5%	(39.5-49.5)
	5: Lyon, Mineral, and Storey	59	15.5%	(10.5-20.5)	50	12.9%	(9.7-16.1)	121	28.5%	(23.5-33.5)	173	43.1%	(37.3-48.9)
	6: Nye and Lincoln	41	13.4%	(8.5-18.2)	66	19.4%	(15.5-23.2)	93	27.8%	(24.1-31.5)	131	39.4%	(31.0-47.8)
	7: Washoe	85	10.2%	(6.8-13.7)	91	10.4%	(8.1-12.7)	206	25.8%	(22.6-28.9)	437	53.6%	(49.2-58.0)
	8: Clark	161	10.6%	(8.2-13.0)	253	15.9%	(13.7-18.0)	491	30.2%	(27.6-32.9)	704	43.3%	(40.0-46.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Substance Use – Perception of Parent Disapproval

Table 80: Percentage of high school students who reported that their parents feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day — Nevada YRBS 2023*

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	279	6.3%	(5.0-7.6)	391	7.7%	(6.5-8.9)	998	21.2%	(19.5-23.0)	2791	64.7%	(62.0-67.4)
Sex	**Female**	98	4.0%	(2.7-5.2)	186	7.1%	(5.6-8.6)	473	20.2%	(17.9-22.5)	1502	68.8%	(65.9-71.7)
	Male	174	8.6%	(6.7-10.6)	199	8.1%	(6.5-9.7)	513	22.2%	(19.8-24.7)	1263	61.1%	(57.5-64.6)
Age	**14 years old or younger**	29	4.4%	(2.3-6.6)	43	8.0%	(5.3-10.6)	104	18.5%	(14.9-22.2)	359	69.1%	(64.0-74.1)
	15 years old	60	5.0%	(3.0-6.9)	110	6.6%	(4.6-8.5)	268	19.2%	(16.0-22.3)	837	69.3%	(64.9-73.7)
	16 years old	80	6.4%	(4.3-8.5)	94	6.8%	(4.9-8.7)	277	21.1%	(17.7-24.5)	740	65.6%	(61.4-69.9)
	17 years old	70	8.0%	(5.4-10.5)	82	7.6%	(5.6-9.6)	233	25.4%	(21.6-29.2)	553	59.0%	(54.6-63.4)
	18 years old or older	40	7.9%	(4.9-10.9)	62	11.8%	(7.5-16.1)	115	20.8%	(16.0-25.6)	296	59.5%	(53.4-65.7)
Grade	**9th grade**	58	4.1%	(2.6-5.7)	108	7.9%	(6.0-9.8)	250	18.7%	(16.0-21.3)	805	69.3%	(65.4-73.2)
	10th grade	87	6.5%	(4.3-8.8)	108	5.9%	(4.2-7.7)	302	20.4%	(17.1-23.7)	882	67.2%	(62.2-72.1)
	11th grade	59	6.7%	(4.1-9.4)	77	6.4%	(4.3-8.6)	223	23.2%	(19.0-27.3)	574	63.6%	(58.2-69.0)
	12th grade	69	7.7%	(5.4-10.0)	95	10.9%	(7.6-14.1)	212	23.0%	(19.1-26.9)	509	58.4%	(53.6-63.3)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	8	14.4%	(5.0-23.7)	10	14.4%	(5.5-23.3)	12	19.9%	(9.3-30.6)	45	51.3%	(36.9-65.6)
	Asian[d]	6	2.6%	(0.2-4.9)	12	4.3%	(1.6-6.9)	53	22.5%	(15.5-29.5)	164	70.7%	(63.2-78.1)
	Black[d]	16	7.7%	(4.2-11.2)	14	8.6%	(4.0-13.2)	42	21.6%	(14.9-28.3)	130	62.0%	(52.8-71.3)
	Native Hawaiian/Pacific Islander[d]	4	4.4%	(0.0-10.7)	6	16.1%	(2.1-30.1)	9	19.0%	(6.0-32.1)	31	60.5%	(42.8-78.2)
	White[d]	105	6.9%	(4.7-9.1)	155	7.6%	(5.9-9.4)	392	21.1%	(18.4-23.9)	1061	64.4%	(60.7-68.0)
	Hispanic/Latino	114	6.3%	(4.6-7.9)	164	8.0%	(6.2-9.8)	393	20.8%	(18.6-23.1)	1122	64.9%	(61.5-68.3)
	Other/Multiple[d]	12	5.5%	(0.0-11.1)	17	5.0%	(1.9-8.0)	59	23.3%	(16.8-29.9)	159	66.2%	(57.5-74.9)
Region	**1: Carson City**	17	6.2%	(4.3-8.1)	23	9.4%	(4.4-14.4)	79	31.2%	(25.0-37.4)	142	53.2%	(46.5-59.9)
	2: Douglas	26	8.9%	(5.2-12.7)	29	10.3%	(6.4-14.3)	60	19.5%	(13.9-25.2)	171	61.2%	(53.9-68.5)
	3: Elko, White Pine, and Eureka	19	5.1%	(2.4-7.8)	44	11.6%	(8.2-15.0)	98	23.3%	(18.7-28.0)	242	60.0%	(53.9-66.0)
	4: Churchill, Humboldt, Pershing, and Lander	22	6.7%	(3.6-9.8)	39	10.9%	(6.4-15.5)	76	24.6%	(20.2-29.0)	210	57.8%	(51.4-64.2)
	5: Lyon, Mineral, and Storey	22	6.6%	(3.5-9.6)	55	13.9%	(9.8-18.1)	91	22.0%	(17.0-27.0)	235	57.5%	(51.0-64.0)
	6: Nye and Lincoln	25	7.4%	(3.7-11.1)	34	11.2%	(8.1-14.3)	87	24.6%	(18.7-30.6)	190	56.7%	(49.5-64.0)
	7: Washoe	50	5.9%	(3.5-8.4)	51	6.6%	(4.4-8.9)	181	22.1%	(18.5-25.8)	533	65.3%	(61.1-69.4)
	8: Clark	98	6.4%	(4.7-8.1)	116	7.3%	(5.7-8.9)	326	20.5%	(18.3-22.8)	1068	65.8%	(62.2-69.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 81: Percentage of high school students who reported that their parents feel it would be wrong for them to smoke tobacco — Nevada YRBS 2023*

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	250	5.2%	(4.0-6.4)	219	4.3%	(3.4-5.3)	718	15.7%	(14.2-17.2)	3276	74.7%	(72.5-76.9)
Sex	**Female**	77	2.7%	(1.5-3.9)	98	3.9%	(2.8-4.9)	359	16.2%	(14.3-18.1)	1729	77.3%	(74.7-79.8)
	Male	163	7.6%	(5.8-9.4)	118	4.8%	(3.4-6.2)	346	15.2%	(13.0-17.3)	1520	72.5%	(69.4-75.6)
Age	**14 years old or younger**	29	4.2%	(2.0-6.4)	21	2.6%	(1.2-4.1)	79	15.9%	(11.3-20.4)	405	77.3%	(72.5-82.2)
	15 years old	61	4.0%	(2.4-5.6)	44	3.2%	(1.5-4.8)	174	12.5%	(10.0-15.1)	994	80.3%	(76.5-84.1)
	16 years old	65	4.9%	(3.0-6.8)	59	4.4%	(2.4-6.4)	190	15.6%	(12.6-18.5)	880	75.1%	(71.3-79.0)
	17 years old	59	6.4%	(3.3-9.5)	45	4.0%	(2.0-6.0)	177	17.8%	(13.7-21.9)	661	71.8%	(67.7-75.9)
	18 years old or older	36	7.4%	(3.7-11.1)	50	8.9%	(5.5-12.3)	97	18.8%	(14.6-23.0)	330	64.9%	(58.8-70.9)
Grade	**9th grade**	65	4.0%	(2.5-5.5)	51	3.6%	(2.0-5.2)	168	14.4%	(11.5-17.3)	940	78.1%	(74.3-81.8)
	10th grade	68	4.3%	(2.8-5.9)	51	3.0%	(1.3-4.6)	197	13.1%	(10.9-15.3)	1058	79.7%	(75.8-83.5)
	11th grade	53	5.7%	(3.6-7.9)	47	5.0%	(3.1-7.0)	166	17.5%	(13.7-21.3)	667	71.7%	(67.3-76.2)
	12th grade	58	6.6%	(3.8-9.4)	67	6.0%	(3.8-8.1)	177	18.3%	(15.0-21.6)	588	69.1%	(64.7-73.5)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	6	11.6%	(3.0-20.2)	7	12.7%	(2.8-22.6)	13	17.3%	(7.7-26.9)	49	58.4%	(45.1-71.7)
	Asian[d]	3	1.3%	(0.0-3.0)	4	2.0%	(0.0-4.1)	33	13.1%	(7.6-18.7)	194	83.5%	(77.6-89.4)
	Black[d]	18	8.2%	(3.8-12.5)	11	7.4%	(2.3-12.5)	23	12.1%	(7.2-16.9)	150	72.4%	(64.3-80.5)
	Native Hawaiian/Pacific Islander[d]	2	3.5%	(0.0-9.7)	4	7.5%	(0.0-16.6)	6	20.9%	(4.7-37.1)	38	68.1%	(51.4-84.7)
	White[d]	96	5.7%	(3.8-7.6)	81	3.9%	(2.7-5.2)	307	17.6%	(14.8-20.3)	1234	72.8%	(69.2-76.3)
	Hispanic/Latino	100	5.1%	(3.5-6.6)	80	3.9%	(2.8-5.0)	273	14.9%	(12.9-17.0)	1340	76.1%	(73.3-79.0)
	Other/Multiple[d]	10	3.0%	(0.0-6.5)	18	5.0%	(1.8-8.3)	40	19.5%	(13.1-25.9)	177	72.5%	(64.0-81.0)
Region	**1: Carson City**	14	5.9%	(3.4-8.4)	10	4.0%	(1.7-6.3)	58	23.8%	(17.1-30.6)	181	66.3%	(59.1-73.4)
	2: Douglas	23	8.3%	(5.0-11.6)	17	4.9%	(2.6-7.2)	51	16.8%	(10.7-22.9)	197	70.0%	(63.1-76.8)
	3: Elko, White Pine, and Eureka	20	5.1%	(2.5-7.7)	28	7.6%	(4.4-10.7)	71	17.9%	(12.8-22.9)	284	69.5%	(62.7-76.2)
	4: Churchill, Humboldt, Pershing, and Lander	20	7.0%	(2.9-11.0)	21	5.5%	(1.8-9.1)	45	14.4%	(9.8-19.1)	261	73.1%	(66.1-80.2)
	5: Lyon, Mineral, and Storey	26	6.7%	(3.0-10.3)	27	7.6%	(4.4-10.7)	63	15.3%	(11.3-19.4)	285	70.4%	(64.9-75.9)
	6: Nye and Lincoln	26	8.1%	(4.0-12.2)	22	6.8%	(3.0-10.5)	60	17.8%	(14.0-21.6)	231	67.3%	(58.3-76.4)
	7: Washoe	47	5.4%	(2.8-7.9)	32	3.8%	(2.3-5.3)	120	14.9%	(12.4-17.4)	616	76.0%	(72.0-79.9)
	8: Clark	74	5.0%	(3.4-6.5)	62	4.1%	(2.8-5.4)	250	15.6%	(13.6-17.6)	1221	75.3%	(72.4-78.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 82: Percentage of high school students who reported that their parents feel it would be wrong for them to smoke marijuana — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	410	8.5%	(7.1-9.9)	427	9.1%	(7.9-10.2)	749	17.0%	(15.2-18.7)	2887	65.5%	(62.7-68.2)
Sex	**Female**	170	6.7%	(5.1-8.3)	219	9.2%	(7.5-10.8)	375	16.4%	(14.3-18.5)	1500	67.8%	(64.7-70.8)
	Male	225	10.0%	(8.2-11.9)	206	9.0%	(7.5-10.5)	363	17.6%	(15.0-20.2)	1360	63.4%	(59.8-66.9)
Age	**14 years old or younger**	39	5.9%	(3.4-8.4)	39	7.2%	(4.9-9.4)	78	15.5%	(11.4-19.6)	378	71.4%	(66.4-76.3)
	15 years old	84	5.8%	(4.0-7.5)	115	7.2%	(5.2-9.1)	212	17.2%	(13.4-21.0)	870	69.9%	(65.0-74.7)
	16 years old	107	8.5%	(6.2-10.9)	102	8.0%	(5.3-10.7)	196	15.9%	(12.9-18.8)	792	67.6%	(63.3-71.8)
	17 years old	106	9.8%	(6.8-12.7)	97	10.1%	(7.6-12.5)	183	19.7%	(15.4-24.0)	551	60.4%	(55.3-65.6)
	18 years old or older	74	14.2%	(9.7-18.7)	74	15.3%	(11.8-18.8)	80	15.4%	(10.9-19.9)	289	55.1%	(49.3-60.8)
Grade	**9th grade**	86	5.6%	(4.1-7.1)	99	6.8%	(4.8-8.8)	176	15.8%	(12.4-19.3)	862	71.8%	(67.2-76.4)
	10th grade	100	6.5%	(4.5-8.5)	120	7.7%	(5.6-9.7)	239	16.6%	(13.6-19.7)	925	69.2%	(64.4-73.9)
	11th grade	92	10.2%	(7.3-13.1)	91	9.0%	(6.4-11.6)	170	17.5%	(14.2-20.9)	582	63.4%	(58.3-68.4)
	12th grade	123	11.6%	(8.8-14.5)	115	13.2%	(10.8-15.7)	156	18.5%	(15.4-21.7)	496	56.6%	(52.4-60.9)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	11	16.8%	(7.1-26.4)	7	10.4%	(2.7-18.0)	14	20.8%	(9.6-32.0)	45	52.1%	(38.5-65.7)
	Asian[d]	6	1.7%	(0.0-3.3)	7	2.4%	(0.4-4.5)	35	15.8%	(10.0-21.6)	187	80.1%	(73.8-86.4)
	Black[d]	26	12.6%	(7.7-17.5)	22	12.6%	(6.5-18.6)	43	23.8%	(16.6-31.0)	110	51.1%	(42.3-59.8)
	Native Hawaiian/Pacific Islander[d]	3	3.8%	(0.0-10.1)	7	14.2%	(2.5-25.9)	6	12.8%	(0.7-25.0)	34	69.2%	(53.5-84.9)
	White[d]	148	8.9%	(6.6-11.1)	207	12.0%	(9.8-14.2)	295	16.3%	(13.5-19.0)	1065	62.8%	(59.0-66.7)
	Hispanic/Latino	165	8.1%	(6.4-9.7)	134	6.9%	(5.4-8.4)	285	15.8%	(13.6-18.0)	1216	69.2%	(66.0-72.5)
	Other/Multiple[d]	27	10.0%	(4.0-16.1)	30	10.5%	(4.8-16.3)	48	20.1%	(12.8-27.4)	140	59.3%	(50.6-68.0)
Region	**1: Carson City**	25	9.8%	(4.0-15.7)	42	18.3%	(9.7-26.9)	54	23.3%	(17.1-29.6)	141	48.6%	(39.6-57.6)
	2: Douglas	40	14.2%	(10.2-18.3)	30	9.6%	(6.0-13.1)	60	19.7%	(14.0-25.5)	158	56.5%	(49.0-64.0)
	3: Elko, White Pine, and Eureka	27	6.9%	(3.7-10.1)	49	12.6%	(9.2-16.0)	80	19.5%	(14.9-24.1)	247	61.0%	(54.2-67.9)
	4: Churchill, Humboldt, Pershing, and Lander	35	9.7%	(6.2-13.2)	28	8.0%	(4.7-11.3)	42	13.0%	(8.9-17.1)	242	69.3%	(62.3-76.3)
	5: Lyon, Mineral, and Storey	40	10.9%	(6.7-15.2)	37	8.9%	(5.9-11.9)	58	14.4%	(11.1-17.7)	268	65.8%	(61.3-70.2)
	6: Nye and Lincoln	46	14.2%	(7.5-21.0)	41	12.6%	(8.2-17.0)	51	14.4%	(10.2-18.7)	202	58.8%	(49.0-68.6)
	7: Washoe	73	8.7%	(6.3-11.2)	73	9.4%	(7.1-11.8)	140	17.2%	(14.3-20.1)	533	64.6%	(60.9-68.4)
	8: Clark	124	8.1%	(6.2-9.9)	127	8.5%	(7.0-10.1)	264	16.9%	(14.6-19.2)	1096	66.5%	(62.8-70.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 83: Percentage of high school students who reported that their parents feel it would be wrong for them to use prescription drugs not prescribed to them — Nevada YRBS 2023*

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	269	6.8%	(5.5-8.0)	225	5.0%	(4.1-6.0)	595	14.1%	(12.7-15.4)	3384	74.2%	(72.1-76.3)
Sex	**Female**	90	4.2%	(2.9-5.6)	107	5.0%	(3.9-6.2)	295	14.4%	(12.3-16.4)	1766	76.3%	(74.1-78.6)
	Male	173	9.2%	(7.2-11.2)	113	5.0%	(3.7-6.2)	288	13.6%	(11.9-15.4)	1586	72.2%	(69.0-75.3)
Age	**14 years old or younger**	30	6.4%	(3.6-9.2)	29	4.0%	(2.3-5.8)	76	15.5%	(11.3-19.7)	398	74.0%	(69.7-78.4)
	15 years old	55	4.8%	(2.9-6.8)	62	4.2%	(2.9-5.5)	182	14.5%	(11.9-17.1)	981	76.5%	(72.6-80.3)
	16 years old	77	7.6%	(5.1-10.1)	60	4.4%	(3.1-5.7)	156	14.4%	(11.5-17.3)	902	73.6%	(69.7-77.6)
	17 years old	62	6.7%	(4.2-9.2)	46	6.3%	(4.1-8.5)	118	13.1%	(10.1-16.1)	714	73.9%	(69.8-78.1)
	18 years old or older	45	9.4%	(5.7-13.2)	27	6.7%	(3.6-9.8)	63	12.9%	(8.7-17.1)	382	70.9%	(64.4-77.5)
Grade	**9th grade**	63	5.5%	(3.4-7.6)	65	4.1%	(2.8-5.5)	165	15.1%	(12.7-17.6)	927	75.2%	(72.0-78.5)
	10th grade	76	6.2%	(4.2-8.2)	73	5.3%	(3.7-7.0)	185	13.5%	(11.2-15.8)	1049	75.0%	(70.9-79.1)
	11th grade	59	7.4%	(4.8-9.9)	37	4.5%	(2.7-6.4)	125	15.4%	(11.9-18.9)	714	72.7%	(68.5-76.9)
	12th grade	64	7.7%	(4.9-10.5)	43	6.0%	(3.9-8.1)	114	12.5%	(9.3-15.6)	670	73.9%	(69.9-77.9)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	7	12.4%	(3.5-21.3)	7	11.2%	(3.5-18.9)	10	13.7%	(4.6-22.8)	53	62.8%	(50.4-75.1)
	Asian[d]	8	3.6%	(0.9-6.3)	16	6.8%	(3.4-10.3)	41	17.4%	(12.1-22.6)	168	72.2%	(65.4-78.9)
	Black[d]	21	11.2%	(6.4-16.0)	10	5.8%	(0.6-11.1)	34	15.3%	(10.4-20.3)	138	67.6%	(59.0-76.2)
	Native Hawaiian/Pacific Islander[d]	9	19.4%	(5.0-33.7)	3	5.2%	(0.0-14.0)	5	10.1%	(0.0-20.3)	33	65.3%	(49.4-81.2)
	White[d]	86	6.0%	(4.1-7.9)	87	4.7%	(3.5-5.9)	197	10.8%	(8.6-13.0)	1345	78.5%	(75.5-81.5)
	Hispanic/Latino	114	6.5%	(4.7-8.2)	81	4.8%	(3.2-6.4)	256	15.7%	(13.4-18.0)	1347	73.0%	(70.2-75.9)
	Other/Multiple[d]	12	4.7%	(1.5-7.9)	8	4.1%	(0.9-7.4)	29	13.4%	(7.8-19.1)	196	77.7%	(71.0-84.5)
Region	**1: Carson City**	15	5.9%	(3.3-8.4)	13	4.7%	(0.9-8.6)	43	15.2%	(10.4-20.0)	195	74.2%	(66.7-81.7)
	2: Douglas	24	8.3%	(4.2-12.3)	9	3.0%	(0.6-5.4)	30	9.3%	(5.9-12.8)	224	79.4%	(73.3-85.4)
	3: Elko, White Pine, and Eureka	17	4.2%	(2.1-6.4)	19	4.7%	(1.8-7.7)	51	13.0%	(9.2-16.8)	316	78.0%	(72.6-83.5)
	4: Churchill, Humboldt, Pershing, and Lander	21	5.5%	(2.9-8.0)	16	4.6%	(2.7-6.6)	46	14.4%	(9.7-19.1)	265	75.5%	(69.9-81.2)
	5: Lyon, Mineral, and Storey	17	4.4%	(1.4-7.3)	26	5.9%	(3.6-8.2)	41	10.3%	(7.4-13.1)	320	79.5%	(74.4-84.5)
	6: Nye and Lincoln	24	7.7%	(2.3-13.1)	14	4.1%	(0.7-7.4)	49	14.9%	(10.6-19.1)	248	73.4%	(65.3-81.4)
	7: Washoe	41	4.9%	(2.5-7.3)	43	5.2%	(3.4-7.1)	90	10.6%	(8.4-12.8)	643	79.2%	(75.4-83.0)
	8: Clark	110	7.3%	(5.6-9.1)	85	5.0%	(3.8-6.3)	245	15.0%	(13.2-16.8)	1173	72.6%	(69.9-75.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: We caution against group comparisons when a cell size is less than 5.**

Substance Use – Perception of Peer Disapproval

Table 84: Percentage of high school students who reported that their friends feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	602	11.8%	(10.0-13.5)	967	19.3%	(17.7-21.0)	1297	30.7%	(28.5-32.9)	1548	38.2%	(35.7-40.7)
Sex	**Female**	252	9.3%	(7.3-11.3)	482	19.3%	(16.8-21.8)	690	32.0%	(28.9-35.1)	812	39.5%	(36.2-42.7)
	Male	339	14.3%	(11.9-16.6)	472	19.3%	(17.3-21.3)	588	29.3%	(26.6-32.1)	727	37.2%	(34.3-40.0)
Age	**14 years old or younger**	62	10.1%	(6.8-13.4)	102	15.9%	(11.1-20.7)	162	31.2%	(25.5-36.8)	205	42.8%	(36.0-49.6)
	15 years old	140	9.6%	(7.5-11.8)	308	20.7%	(17.9-23.5)	390	33.8%	(30.5-37.0)	427	35.9%	(31.9-39.8)
	16 years old	169	11.2%	(8.6-13.8)	250	20.9%	(17.5-24.4)	359	31.6%	(27.3-35.9)	400	36.2%	(32.5-40.0)
	17 years old	139	12.2%	(9.0-15.3)	202	18.3%	(15.0-21.6)	250	27.8%	(23.6-32.0)	335	41.7%	(37.6-45.9)
	18 years old or older	92	18.4%	(12.9-24.0)	103	18.3%	(13.8-22.9)	133	27.2%	(20.6-33.8)	179	36.0%	(28.9-43.1)
Grade	**9th grade**	129	8.4%	(6.4-10.4)	281	19.2%	(15.8-22.6)	357	32.4%	(28.5-36.3)	442	40.0%	(34.9-45.1)
	10th grade	186	12.4%	(9.5-15.2)	302	20.5%	(17.7-23.3)	430	32.3%	(28.2-36.4)	450	34.9%	(30.6-39.1)
	11th grade	124	10.6%	(7.5-13.8)	195	19.9%	(16.6-23.3)	261	29.8%	(25.1-34.6)	337	39.6%	(35.7-43.5)
	12th grade	152	15.9%	(11.9-19.8)	177	17.6%	(13.5-21.7)	237	27.9%	(22.7-33.1)	310	38.7%	(33.0-44.4)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	16	23.9%	(13.1-34.6)	13	17.4%	(8.1-26.6)	24	33.6%	(20.5-46.8)	22	25.2%	(13.3-37.0)
	Asian[d]	8	3.8%	(1.2-6.4)	48	17.1%	(10.9-23.3)	81	36.1%	(29.3-42.8)	95	43.0%	(35.6-50.5)
	Black[d]	32	16.0%	(10.1-21.9)	38	18.9%	(12.1-25.8)	57	28.9%	(20.9-36.8)	73	36.2%	(27.8-44.6)
	Native Hawaiian/Pacific Islander[d]	6	8.9%	(0.0-18.8)	12	21.4%	(7.1-35.7)	11	15.2%	(4.8-25.6)	21	54.6%	(38.5-70.6)
	White[d]	252	12.7%	(10.2-15.2)	394	20.8%	(17.9-23.6)	485	29.9%	(26.6-33.3)	567	36.6%	(32.6-40.6)
	Hispanic/Latino	231	11.5%	(9.2-13.8)	375	18.3%	(16.2-20.4)	537	32.1%	(28.9-35.2)	626	38.1%	(34.7-41.4)
	Other/Multiple[d]	26	9.5%	(4.4-14.7)	53	22.0%	(15.3-28.6)	68	26.1%	(19.4-32.8)	97	42.4%	(34.7-50.1)
Region	**1: Carson City**	33	14.4%	(8.2-20.7)	85	32.5%	(27.1-38.0)	72	28.0%	(21.0-35.0)	71	25.0%	(21.0-29.1)
	2: Douglas	58	18.8%	(13.1-24.5)	70	24.0%	(18.4-29.5)	76	25.9%	(19.7-32.1)	81	31.4%	(24.1-38.7)
	3: Elko, White Pine, and Eureka	47	11.8%	(8.3-15.3)	107	27.7%	(22.7-32.6)	117	29.2%	(23.9-34.5)	130	31.3%	(25.9-36.7)
	4: Churchill, Humboldt, Pershing, and Lander	70	19.9%	(15.2-24.5)	75	21.6%	(18.5-24.7)	97	29.3%	(24.2-34.3)	99	29.2%	(25.5-33.0)
	5: Lyon, Mineral, and Storey	73	20.4%	(15.4-25.5)	110	26.6%	(21.6-31.6)	101	24.0%	(19.2-28.8)	115	29.0%	(24.0-34.1)
	6: Nye and Lincoln	59	18.2%	(11.3-25.0)	68	20.9%	(15.3-26.5)	82	23.3%	(16.9-29.7)	125	37.6%	(29.1-46.2)
	7: Washoe	94	11.8%	(9.0-14.7)	168	21.0%	(17.6-24.4)	247	30.2%	(26.3-34.1)	297	37.0%	(32.9-41.1)
	8: Clark	168	10.9%	(8.5-13.2)	284	17.8%	(15.6-20.0)	505	31.5%	(28.5-34.4)	630	39.8%	(36.6-43.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 85: Percentage of high school students who reported that their friends feel it would be wrong for them to smoke tobacco — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	605	11.2%	(9.5-12.9)	787	16.9%	(15.5-18.4)	1250	29.3%	(27.3-31.2)	1762	42.6%	(40.4-44.9)
Sex	**Female**	279	9.3%	(7.7-11.0)	423	19.8%	(17.7-22.0)	628	27.9%	(25.3-30.5)	896	42.9%	(39.6-46.2)
	Male	312	12.7%	(10.3-15.1)	356	14.2%	(12.3-16.1)	606	30.5%	(27.7-33.3)	853	42.5%	(39.6-45.5)
Age	**14 years old or younger**	60	9.4%	(5.4-13.4)	89	16.6%	(12.4-20.8)	146	28.5%	(22.8-34.2)	231	45.5%	(38.9-52.1)
	15 years old	144	10.3%	(7.9-12.8)	223	15.2%	(12.5-17.9)	390	33.2%	(29.5-36.9)	500	41.3%	(37.5-45.0)
	16 years old	159	10.7%	(8.3-13.1)	205	18.3%	(15.6-21.0)	341	28.8%	(25.3-32.3)	471	42.2%	(38.3-46.0)
	17 years old	154	12.2%	(9.1-15.3)	166	16.9%	(13.9-19.8)	237	26.3%	(22.7-30.0)	369	44.6%	(40.0-49.2)
	18 years old or older	88	13.8%	(8.5-19.1)	103	18.2%	(14.7-21.7)	133	28.2%	(23.6-32.8)	188	39.8%	(34.6-44.9)
Grade	**9th grade**	129	9.4%	(6.4-12.3)	212	14.9%	(12.1-17.8)	344	31.0%	(26.9-35.1)	512	44.7%	(39.9-49.5)
	10th grade	173	10.8%	(8.1-13.5)	247	18.6%	(15.9-21.3)	404	30.6%	(27.1-34.2)	538	40.0%	(35.8-44.2)
	11th grade	141	11.3%	(8.6-13.9)	148	17.6%	(14.1-21.2)	255	26.5%	(22.4-30.7)	377	44.5%	(40.4-48.7)
	12th grade	152	13.4%	(9.4-17.4)	171	16.4%	(14.1-18.7)	236	28.8%	(24.8-32.7)	323	41.4%	(36.2-46.7)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	13	21.4%	(10.7-32.2)	15	22.4%	(11.7-33.1)	24	29.2%	(17.4-40.9)	22	27.0%	(16.2-37.8)
	Asian[d]	16	7.1%	(3.8-10.3)	33	12.7%	(7.7-17.7)	68	27.4%	(20.9-34.0)	115	52.8%	(45.6-60.0)
	Black[d]	24	10.3%	(4.8-15.8)	30	12.8%	(8.1-17.5)	65	35.8%	(25.9-45.7)	78	41.1%	(32.1-50.2)
	Native Hawaiian/Pacific Islander[d]	7	7.9%	(0.0-16.4)	8	16.1%	(2.7-29.4)	12	17.9%	(5.1-30.8)	23	58.1%	(40.4-75.7)
	White[d]	265	13.5%	(10.9-16.0)	324	18.6%	(15.8-21.4)	460	27.0%	(24.0-30.1)	647	40.9%	(36.7-45.1)
	Hispanic/Latino	222	10.6%	(8.5-12.7)	298	16.5%	(14.5-18.5)	524	30.9%	(28.0-33.8)	722	42.0%	(39.1-44.9)
	Other/Multiple[d]	31	9.2%	(4.3-14.1)	48	22.5%	(16.1-29.0)	62	23.0%	(16.9-29.1)	104	45.3%	(38.0-52.7)
Region	**1: Carson City**	39	16.8%	(11.5-22.2)	53	20.7%	(15.8-25.6)	78	29.8%	(24.1-35.4)	90	32.7%	(26.7-38.7)
	2: Douglas	69	24.7%	(15.6-33.8)	50	15.0%	(9.7-20.3)	75	26.3%	(21.2-31.5)	89	34.0%	(24.8-43.2)
	3: Elko, White Pine, and Eureka	53	13.4%	(9.0-17.8)	80	21.2%	(16.0-26.4)	112	28.2%	(23.5-32.9)	156	37.2%	(30.6-43.8)
	4: Churchill, Humboldt, Pershing, and Lander	58	17.3%	(12.9-21.6)	56	15.4%	(11.1-19.8)	104	33.3%	(28.3-38.2)	123	34.0%	(28.9-39.1)
	5: Lyon, Mineral, and Storey	68	19.1%	(14.6-23.5)	87	20.8%	(17.4-24.1)	108	25.8%	(21.2-30.5)	140	34.3%	(29.6-39.1)
	6: Nye and Lincoln	67	20.1%	(14.0-26.2)	50	16.0%	(11.6-20.3)	75	21.6%	(15.9-27.4)	140	42.3%	(33.5-51.0)
	7: Washoe	94	12.2%	(9.6-14.9)	150	19.2%	(16.4-22.0)	229	27.3%	(24.5-30.2)	334	41.2%	(37.5-44.9)
	8: Clark	157	9.8%	(7.5-12.0)	261	16.1%	(14.2-18.1)	469	29.9%	(27.4-32.5)	690	44.2%	(41.2-47.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 86: Percentage of high school students who reported that their friends feel it would be wrong for them to smoke marijuana — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1199	24.6%	(22.1-27.0)	898	21.1%	(19.3-22.9)	909	21.7%	(19.8-23.6)	1380	32.6%	(30.0-35.3)
Sex	**Female**	610	25.7%	(22.3-29.0)	486	23.2%	(20.9-25.4)	453	20.2%	(17.6-22.7)	670	31.0%	(27.5-34.5)
	Male	568	23.4%	(20.5-26.3)	404	19.2%	(16.9-21.6)	445	23.0%	(20.3-25.7)	703	34.3%	(31.0-37.6)
Age	**14 years old or younger**	95	15.9%	(10.8-21.1)	98	18.1%	(12.9-23.2)	122	24.9%	(18.8-31.1)	210	41.1%	(34.3-47.8)
	15 years old	281	20.0%	(16.6-23.4)	274	21.9%	(18.4-25.5)	286	24.1%	(20.5-27.7)	414	34.0%	(29.7-38.2)
	16 years old	333	25.4%	(21.5-29.4)	238	21.4%	(18.7-24.1)	233	19.8%	(16.7-22.9)	365	33.4%	(29.5-37.2)
	17 years old	304	29.3%	(24.7-34.0)	185	19.6%	(16.1-23.2)	181	21.7%	(17.6-25.8)	254	29.3%	(24.7-33.9)
	18 years old or older	185	32.0%	(26.0-38.0)	102	24.4%	(19.3-29.5)	85	17.6%	(13.8-21.5)	134	26.0%	(20.2-31.7)
Grade	**9th grade**	239	17.4%	(14.0-20.9)	229	17.8%	(14.6-21.1)	278	25.2%	(21.2-29.2)	448	39.5%	(34.0-45.0)
	10th grade	357	24.9%	(20.5-29.3)	299	22.9%	(19.9-25.8)	278	21.3%	(18.4-24.3)	425	30.9%	(27.0-34.9)
	11th grade	254	23.7%	(20.1-27.3)	197	22.8%	(19.6-25.9)	181	19.9%	(16.9-23.0)	282	33.6%	(29.0-38.2)
	12th grade	333	32.8%	(26.9-38.7)	166	20.7%	(17.1-24.2)	162	20.4%	(16.5-24.2)	218	26.2%	(21.4-30.9)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	25	35.1%	(23.2-47.0)	14	18.3%	(8.9-27.6)	16	22.1%	(11.0-33.3)	19	24.5%	(12.7-36.3)
	Asian[d]	34	12.9%	(8.1-17.7)	37	14.6%	(8.7-20.6)	61	26.3%	(19.1-33.5)	100	46.2%	(39.0-53.3)
	Black[d]	56	28.4%	(20.3-36.5)	48	21.7%	(15.3-28.2)	38	21.6%	(13.6-29.6)	56	28.3%	(20.2-36.4)
	Native Hawaiian/Pacific Islander[d]	10	10.6%	(0.9-20.3)	18	35.0%	(18.1-51.9)	7	13.5%	(2.7-24.2)	15	40.9%	(24.4-57.4)
	White[d]	505	27.8%	(23.6-32.0)	332	20.4%	(17.5-23.3)	323	18.4%	(15.8-21.0)	532	33.4%	(28.4-38.4)
	Hispanic/Latino	453	23.6%	(20.8-26.3)	361	20.8%	(18.4-23.2)	393	24.0%	(21.3-26.6)	544	31.7%	(28.5-34.9)
	Other/Multiple[d]	65	24.6%	(17.5-31.6)	62	28.7%	(21.5-35.8)	45	19.3%	(12.7-26.0)	72	27.4%	(20.1-34.8)
Region	**1: Carson City**	94	42.4%	(33.8-51.0)	58	22.9%	(17.1-28.7)	45	16.0%	(11.8-20.2)	58	18.6%	(12.5-24.8)
	2: Douglas	108	35.0%	(25.5-44.4)	56	19.3%	(12.9-25.7)	53	19.6%	(14.1-25.1)	68	26.1%	(18.2-34.0)
	3: Elko, White Pine, and Eureka	94	24.7%	(18.6-30.7)	89	21.7%	(17.7-25.8)	77	18.9%	(14.5-23.4)	140	34.7%	(28.9-40.5)
	4: Churchill, Humboldt, Pershing, and Lander	94	27.5%	(21.9-33.1)	68	17.9%	(13.5-22.4)	75	26.3%	(21.1-31.5)	104	28.3%	(22.4-34.2)
	5: Lyon, Mineral, and Storey	136	37.6%	(30.3-44.8)	75	17.7%	(13.1-22.3)	70	15.9%	(12.1-19.8)	121	28.8%	(23.8-33.8)
	6: Nye and Lincoln	100	29.8%	(20.2-39.3)	47	14.2%	(10.5-17.9)	72	20.7%	(16.1-25.4)	116	35.3%	(26.4-44.2)
	7: Washoe	219	28.2%	(23.4-33.0)	180	23.0%	(19.9-26.0)	166	20.2%	(17.8-22.5)	235	28.7%	(24.2-33.1)
	8: Clark	354	22.4%	(19.3-25.5)	325	21.0%	(18.6-23.3)	351	22.5%	(19.9-25.0)	538	34.1%	(30.6-37.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 87: Percentage of high school students who reported that their friends feel it would be wrong for them to use prescription drugs not prescribed to them — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	371	8.3%	(6.9-9.7)	496	10.8%	(9.5-12.0)	1060	23.8%	(22.0-25.7)	2433	57.1%	(54.7-59.5)
Sex	**Female**	134	5.6%	(4.2-6.9)	262	10.8%	(9.2-12.3)	544	25.1%	(22.7-27.5)	1259	58.5%	(55.8-61.3)
	Male	227	10.9%	(8.7-13.1)	228	10.6%	(8.8-12.5)	501	22.5%	(19.8-25.1)	1155	56.0%	(52.7-59.3)
Age	**14 years old or younger**	44	7.4%	(4.3-10.4)	57	9.6%	(5.5-13.6)	131	25.0%	(20.4-29.7)	291	58.0%	(51.3-64.8)
	15 years old	97	7.5%	(5.2-9.8)	139	10.8%	(8.9-12.8)	329	27.3%	(23.7-31.0)	688	54.4%	(50.5-58.2)
	16 years old	97	8.0%	(5.9-10.2)	156	13.3%	(10.5-16.2)	265	22.4%	(18.9-25.9)	640	56.2%	(52.1-60.4)
	17 years old	79	9.1%	(6.4-11.7)	89	8.5%	(6.2-10.8)	228	23.1%	(19.2-27.0)	515	59.4%	(54.7-64.0)
	18 years old or older	54	10.1%	(6.3-13.8)	55	10.6%	(7.9-13.4)	105	19.6%	(15.3-23.8)	293	59.8%	(53.8-65.7)
Grade	**9th grade**	95	7.5%	(5.3-9.6)	137	10.3%	(8.0-12.7)	286	25.6%	(21.8-29.4)	675	56.6%	(52.2-61.0)
	10th grade	109	8.1%	(5.7-10.6)	169	13.2%	(10.7-15.7)	348	26.2%	(23.2-29.2)	720	52.5%	(48.3-56.6)
	11th grade	74	7.5%	(5.4-9.6)	95	10.3%	(7.5-13.0)	228	22.9%	(18.9-26.9)	513	59.4%	(55.3-63.5)
	12th grade	87	10.1%	(7.2-12.9)	90	9.1%	(7.3-10.9)	191	20.3%	(15.9-24.7)	504	60.6%	(55.4-65.7)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	12	17.6%	(7.6-27.7)	8	11.0%	(2.9-19.0)	18	25.2%	(14.1-36.2)	37	46.2%	(33.0-59.5)
	Asian[d]	12	4.7%	(1.5-8.0)	25	9.5%	(5.4-13.5)	60	25.1%	(19.2-31.1)	132	60.6%	(53.3-68.0)
	Black[d]	22	12.0%	(7.3-16.8)	19	8.3%	(3.8-12.7)	49	24.2%	(16.6-31.8)	107	55.5%	(45.7-65.4)
	Native Hawaiian/Pacific Islander[d]	5	7.8%	(0.0-17.7)	10	13.4%	(2.1-24.8)	12	24.4%	(10.8-38.1)	23	54.3%	(38.1-70.5)
	White[d]	138	8.5%	(6.3-10.7)	170	9.2%	(7.3-11.1)	409	22.9%	(20.3-25.6)	961	59.4%	(56.0-62.7)
	Hispanic/Latino	147	7.9%	(6.1-9.8)	215	12.3%	(10.3-14.2)	417	24.4%	(21.8-27.0)	960	55.4%	(52.4-58.5)
	Other/Multiple[d]	17	6.8%	(2.9-10.7)	26	11.7%	(7.4-16.1)	59	22.4%	(16.6-28.3)	141	59.0%	(52.3-65.7)
Region	**1: Carson City**	24	9.4%	(7.1-11.6)	32	10.9%	(6.2-15.6)	54	22.6%	(18.2-27.0)	148	57.1%	(49.9-64.3)
	2: Douglas	36	12.1%	(8.5-15.7)	39	13.3%	(9.0-17.6)	68	23.5%	(18.5-28.5)	141	51.1%	(45.2-57.1)
	3: Elko, White Pine, and Eureka	22	6.2%	(3.9-8.5)	43	10.4%	(7.6-13.2)	100	25.7%	(20.8-30.5)	230	57.7%	(52.1-63.3)
	4: Churchill, Humboldt, Pershing, and Lander	28	7.9%	(5.3-10.5)	34	8.7%	(6.0-11.3)	91	28.8%	(23.9-33.7)	181	54.6%	(48.8-60.4)
	5: Lyon, Mineral, and Storey	34	8.9%	(5.0-12.9)	50	11.9%	(8.8-14.9)	104	26.2%	(19.5-33.0)	212	53.0%	(47.8-58.2)
	6: Nye and Lincoln	36	11.2%	(5.9-16.4)	30	9.3%	(5.1-13.5)	82	25.2%	(20.2-30.3)	182	54.3%	(45.3-63.3)
	7: Washoe	64	8.3%	(5.8-10.8)	93	11.3%	(9.1-13.5)	181	22.9%	(19.7-26.2)	456	57.5%	(53.9-61.1)
	8: Clark	127	8.2%	(6.3-10.1)	175	10.7%	(9.0-12.3)	380	23.8%	(21.3-26.2)	883	57.4%	(54.2-60.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Sexual Behaviors

Table 88: Percentage of high school students who ever had sexual intercourse — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1334	30.2%	(26.9-33.5)	2624	69.8%	(66.5-73.1)
Sex	**Female**	717	31.3%	(27.8-34.8)	1360	68.7%	(65.2-72.2)
	Male	604	28.8%	(24.6-33.1)	1242	71.2%	(66.9-75.4)
Age	**14 years old or younger**	82	15.0%	(10.1-19.9)	376	85.0%	(80.1-89.9)
	15 years old	252	17.8%	(14.6-21.0)	887	82.2%	(79.0-85.4)
	16 years old	361	30.0%	(25.4-34.6)	679	70.0%	(65.4-74.6)
	17 years old	390	39.8%	(34.9-44.6)	463	60.2%	(55.4-65.1)
	18 years old or older	246	53.1%	(46.0-60.2)	214	46.9%	(39.8-54.0)
Grade	**9th grade**	205	14.3%	(10.8-17.8)	873	85.7%	(82.2-89.2)
	10th grade	359	24.7%	(21.5-27.9)	859	75.3%	(72.1-78.5)
	11th grade	341	34.9%	(29.2-40.7)	486	65.1%	(59.3-70.8)
	12th grade	417	48.2%	(42.6-53.8)	392	51.8%	(46.2-57.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	21	32.5%	(18.8-46.2)	44	67.5%	(53.8-81.2)
	Asian[d]	42	17.4%	(10.9-23.9)	172	82.6%	(76.1-89.1)
	Black[d]	59	32.0%	(23.1-40.8)	121	68.0%	(59.2-76.9)
	Native Hawaiian/Pacific Islander[d]	16	34.0%	(16.0-52.0)	30	66.0%	(48.0-84.0)
	White[d]	544	29.8%	(25.8-33.8)	1009	70.2%	(66.2-74.2)
	Hispanic/Latino	531	30.8%	(26.8-34.7)	1038	69.2%	(65.3-73.2)
	Other/Multiple[d]	91	36.5%	(28.4-44.7)	134	63.5%	(55.3-71.6)
Region	**1: Carson City**	88	47.2%	(36.7-57.7)	124	52.8%	(42.3-63.3)
	2: Douglas	124	42.6%	(32.2-53.0)	145	57.4%	(47.0-67.8)
	3: Elko, White Pine, and Eureka	142	40.8%	(33.9-47.6)	209	59.2%	(52.4-66.1)
	4: Churchill, Humboldt, Pershing, and Lander	137	46.4%	(38.2-54.6)	168	53.6%	(45.4-61.8)
	5: Lyon, Mineral, and Storey	146	43.6%	(34.8-52.4)	213	56.4%	(47.6-65.2)
	6: Nye and Lincoln	98	35.6%	(26.4-44.8)	183	64.4%	(55.2-73.6)
	7: Washoe	218	32.1%	(27.0-37.3)	497	67.9%	(62.7-73.0)
	8: Clark	381	27.7%	(23.3-32.0)	1085	72.3%	(68.0-76.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 89: Percentage of high school students who had sexual intercourse for the first time before age 13 years — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	177	3.1%	(2.5-3.8)	3790	96.9%	(96.2-97.5)
Sex	**Female**	101	3.7%	(2.8-4.7)	1985	96.3%	(95.3-97.2)
	Male	71	2.4%	(1.6-3.2)	1775	97.6%	(96.8-98.4)
Age	**14 years old or younger**	25	3.3%	(1.4-5.3)	431	96.7%	(94.7-98.6)
	15 years old	51	3.9%	(2.4-5.4)	1093	96.1%	(94.6-97.6)
	16 years old	40	1.9%	(1.1-2.6)	1001	98.1%	(97.4-98.9)
	17 years old	47	4.2%	(2.6-5.7)	813	95.8%	(94.3-97.4)
	18 years old or older	13	2.2%	(0.3-4.1)	446	97.8%	(95.9-99.7)
Grade	**9th grade**	55	3.7%	(2.4-5.1)	1023	96.3%	(94.9-97.6)
	10th grade	47	3.0%	(1.9-4.1)	1174	97.0%	(95.9-98.1)
	11th grade	37	2.2%	(1.1-3.3)	794	97.8%	(96.7-98.9)
	12th grade	34	3.4%	(2.0-4.9)	777	96.6%	(95.1-98.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	2	4.0%	(0.0-10.2)	63	96.0%	(89.8-100.0)
	Asian[d]	1	0.2%	(0.0-0.7)	214	99.8%	(99.3-100.0)
	Black[d]	8	3.9%	(0.8-7.0)	171	96.1%	(93.0-99.2)
	Native Hawaiian/Pacific Islander[d]	2	3.7%	(0.0-10.1)	43	96.3%	(89.9-100.0)
	White[d]	73	3.3%	(2.2-4.3)	1479	96.7%	(95.7-97.8)
	Hispanic/Latino	66	3.1%	(2.2-4.0)	1509	96.9%	(96.0-97.8)
	Other/Multiple[d]	16	4.6%	(1.6-7.7)	211	95.4%	(92.3-98.4)
Region	**1: Carson City**	12	6.1%	(0.4-11.8)	204	93.9%	(88.2-99.6)
	2: Douglas	18	5.6%	(1.9-9.3)	253	94.4%	(90.7-98.1)
	3: Elko, White Pine, and Eureka	22	5.7%	(2.9-8.4)	331	94.3%	(91.6-97.1)
	4: Churchill, Humboldt, Pershing, and Lander	18	5.8%	(2.6-8.9)	290	94.2%	(91.1-97.4)
	5: Lyon, Mineral, and Storey	28	6.1%	(3.3-8.8)	339	93.9%	(91.2-96.7)
	6: Nye and Lincoln	12	5.0%	(2.4-7.5)	264	95.0%	(92.5-97.6)
	7: Washoe	29	4.1%	(2.3-5.9)	685	95.9%	(94.1-97.7)
	8: Clark	38	2.5%	(1.7-3.3)	1424	97.5%	(96.7-98.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 90: Percentage of high school students who had sexual intercourse with four or more persons during their life — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	271	5.4%	(4.5-6.3)	3681	94.6%	(93.7-95.5)
Sex	**Female**	119	4.7%	(3.5-5.9)	1954	95.3%	(94.1-96.5)
	Male	146	6.2%	(4.6-7.7)	1695	93.8%	(92.3-95.4)
Age	**14 years old or younger**	13	1.0%	(0.2-1.7)	447	99.0%	(98.3-99.8)
	15 years old	44	3.4%	(2.0-4.7)	1092	96.6%	(95.3-98.0)
	16 years old	54	4.2%	(2.7-5.7)	986	95.8%	(94.3-97.3)
	17 years old	102	8.0%	(5.8-10.2)	748	92.0%	(89.8-94.2)
	18 years old or older	55	11.7%	(7.4-15.9)	402	88.3%	(84.1-92.6)
Grade	**9th grade**	35	1.9%	(0.9-2.9)	1039	98.1%	(97.1-99.1)
	10th grade	57	3.9%	(2.6-5.1)	1158	96.1%	(94.9-97.4)
	11th grade	71	5.8%	(3.9-7.6)	755	94.2%	(92.4-96.1)
	12th grade	100	10.3%	(7.8-12.9)	708	89.7%	(87.1-92.2)
Race/Ethnicity	**American Indian/Alaska Native**[d]	2	2.1%	(0.0-4.8)	62	97.9%	(95.2-100.0)
	Asian[d]	7	2.5%	(0.4-4.7)	207	97.5%	(95.3-99.6)
	Black[d]	16	9.5%	(4.8-14.3)	160	90.5%	(85.7-95.2)
	Native Hawaiian/Pacific Islander[d]	3	5.8%	(0.0-14.7)	43	94.2%	(85.3-100.0)
	White[d]	100	4.6%	(3.3-5.8)	1448	95.4%	(94.2-96.7)
	Hispanic/Latino	110	5.4%	(4.1-6.7)	1463	94.6%	(93.3-95.9)
	Other/Multiple[d]	18	6.5%	(2.7-10.2)	201	93.5%	(89.8-97.3)
Region	**1: Carson City**	14	9.7%	(3.9-15.4)	201	90.3%	(84.6-96.1)
	2: Douglas	38	11.3%	(5.6-17.1)	231	88.7%	(82.9-94.4)
	3: Elko, White Pine, and Eureka	29	8.3%	(4.3-12.4)	325	91.7%	(87.6-95.7)
	4: Churchill, Humboldt, Pershing, and Lander	36	12.3%	(6.8-17.8)	272	87.7%	(82.2-93.2)
	5: Lyon, Mineral, and Storey	37	10.5%	(6.0-15.0)	329	89.5%	(85.0-94.0)
	6: Nye and Lincoln	21	8.1%	(3.5-12.6)	254	91.9%	(87.4-96.5)
	7: Washoe	33	4.8%	(3.0-6.5)	677	95.2%	(93.5-97.0)
	8: Clark	63	4.8%	(3.6-6.0)	1392	95.2%	(94.0-96.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 91: Percentage of high school students who had sexual intercourse with at least one person during the 3 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	897	20.1%	(17.7-22.6)	3070	79.9%	(77.4-82.3)
Sex	**Female**	484	21.3%	(18.7-23.9)	1595	78.7%	(76.1-81.3)
	Male	401	18.9%	(15.8-21.9)	1449	81.1%	(78.1-84.2)
Age	**14 years old or younger**	47	7.3%	(4.4-10.3)	413	92.7%	(89.7-95.6)
	15 years old	159	11.2%	(8.6-13.9)	984	88.8%	(86.1-91.4)
	16 years old	229	19.9%	(16.4-23.3)	814	80.1%	(76.7-83.6)
	17 years old	284	27.8%	(24.2-31.3)	571	72.2%	(68.7-75.8)
	18 years old or older	175	38.0%	(31.0-45.0)	283	62.0%	(55.0-69.0)
Grade	**9th grade**	113	7.1%	(4.9-9.3)	963	92.9%	(90.7-95.1)
	10th grade	237	16.9%	(14.4-19.3)	986	83.1%	(80.7-85.6)
	11th grade	228	23.7%	(19.6-27.8)	603	76.3%	(72.2-80.4)
	12th grade	304	34.1%	(29.6-38.5)	504	65.9%	(61.5-70.4)
Race/Ethnicity	**American Indian/Alaska Native**[d]	16	24.3%	(11.4-37.2)	49	75.7%	(62.8-88.6)
	Asian[d]	30	11.5%	(6.7-16.4)	185	88.5%	(83.6-93.3)
	Black[d]	41	23.7%	(16.2-31.2)	135	76.3%	(68.8-83.8)
	Native Hawaiian/Pacific Islander[d]	8	13.6%	(0.8-26.5)	38	86.4%	(73.5-99.2)
	White[d]	366	20.4%	(17.1-23.6)	1186	79.6%	(76.4-82.9)
	Hispanic/Latino	346	20.0%	(17.1-22.9)	1229	80.0%	(77.1-82.9)
	Other/Multiple[d]	62	24.4%	(16.9-31.9)	164	75.6%	(68.1-83.1)
Region	**1: Carson City**	67	35.2%	(27.3-43.0)	149	64.8%	(57.0-72.7)
	2: Douglas	80	24.8%	(15.6-34.0)	192	75.2%	(66.0-84.4)
	3: Elko, White Pine, and Eureka	97	28.3%	(21.9-34.8)	258	71.7%	(65.2-78.1)
	4: Churchill, Humboldt, Pershing, and Lander	92	31.3%	(24.5-38.1)	216	68.7%	(61.9-75.5)
	5: Lyon, Mineral, and Storey	97	29.2%	(22.5-36.0)	269	70.8%	(64.0-77.5)
	6: Nye and Lincoln	67	24.4%	(15.7-33.1)	213	75.6%	(66.9-84.3)
	7: Washoe	146	21.2%	(16.8-25.7)	568	78.8%	(74.3-83.2)
	8: Clark	251	18.4%	(15.2-21.6)	1205	81.6%	(78.4-84.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 92: Percentage of high school students who drank alcohol or used drugs before last sexual intercourse[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	178	17.9%	(14.2-21.6)	701	82.1%	(78.4-85.8)
Sex	**Female**	87	18.6%	(13.9-23.3)	393	81.4%	(76.7-86.1)
	Male	88	17.1%	(11.8-22.5)	305	82.9%	(77.5-88.2)
Age	**14 years old or younger**	16	33.2%	(15.9-50.5)	28	66.8%	(49.5-84.1)
	15 years old	28	12.6%	(5.4-19.8)	128	87.4%	(80.2-94.6)
	16 years old	42	17.5%	(10.6-24.3)	184	82.5%	(75.7-89.4)
	17 years old	52	15.1%	(8.8-21.4)	224	84.9%	(78.6-91.2)
	18 years old or older	40	22.4%	(15.3-29.6)	134	77.6%	(70.4-84.7)
Grade	**9th grade**	27	24.3%	(11.7-36.9)	84	75.7%	(63.1-88.3)
	10th grade	44	15.6%	(8.4-22.8)	190	84.4%	(77.2-91.6)
	11th grade	46	18.6%	(12.2-25.0)	175	81.4%	(75.0-87.8)
	12th grade	60	17.5%	(11.8-23.1)	243	82.5%	(76.9-88.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	4	27.4%	(2.2-52.5)	11	72.6%	(47.5-97.8)
	Asian[d]	1	0.5%	(0.0-1.5)	29	99.5%	(98.5-100.0)
	Black[d]	11	22.8%	(8.9-36.8)	30	77.2%	(63.2-91.1)
	Native Hawaiian/Pacific Islander[d]	3	37.0%	(0.0-87.3)	5	63.0%	(12.7-100.0)
	White[d]	70	21.8%	(14.1-29.4)	290	78.2%	(70.6-85.9)
	Hispanic/Latino	68	13.4%	(9.3-17.5)	274	86.6%	(82.5-90.7)
	Other/Multiple[d]	16	25.6%	(9.4-41.8)	45	74.4%	(58.2-90.6)
Region	**1: Carson City**	14	27.1%	(15.6-38.6)	53	72.9%	(61.4-84.4)
	2: Douglas	17	21.3%	(12.2-30.4)	63	78.7%	(69.6-87.8)
	3: Elko, White Pine, and Eureka	19	20.5%	(10.2-30.9)	75	79.5%	(69.1-89.8)
	4: Churchill, Humboldt, Pershing, and Lander	18	19.6%	(9.0-30.1)	73	80.4%	(69.9-91.0)
	5: Lyon, Mineral, and Storey	30	32.1%	(24.4-39.8)	64	67.9%	(60.2-75.6)
	6: Nye and Lincoln	14	24.8%	(13.3-36.3)	52	75.2%	(63.7-86.7)
	7: Washoe	27	18.5%	(11.8-25.3)	115	81.5%	(74.7-88.2)
	8: Clark	39	16.0%	(10.8-21.2)	206	84.0%	(78.8-89.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among students who had sexual intercourse during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 93: Percentage of high school students who used a condom during last sexual intercourse[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	460	54.8%	(49.2-60.3)	410	45.2%	(39.7-50.8)
Sex	**Female**	213	44.8%	(38.0-51.7)	262	55.2%	(48.3-62.0)
	Male	241	66.7%	(59.4-73.9)	145	33.3%	(26.1-40.6)
Age	**14 years old or younger**	27	61.5%	(44.8-78.2)	17	38.5%	(21.8-55.2)
	15 years old	84	50.9%	(39.7-62.2)	73	49.1%	(37.8-60.3)
	16 years old	117	55.3%	(46.6-64.1)	107	44.7%	(35.9-53.4)
	17 years old	136	49.3%	(40.1-58.5)	135	50.7%	(41.5-59.9)
	18 years old or older	94	62.7%	(51.4-73.9)	77	37.3%	(26.1-48.6)
Grade	**9th grade**	73	60.8%	(47.8-73.7)	38	39.2%	(26.3-52.2)
	10th grade	116	53.2%	(44.0-62.5)	117	46.8%	(37.5-56.0)
	11th grade	113	48.9%	(39.4-58.4)	104	51.1%	(41.6-60.6)
	12th grade	153	58.3%	(48.5-68.1)	143	41.7%	(31.9-51.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	7	43.0%	(11.3-74.7)	8	57.0%	(25.3-88.7)
	Asian[d]	24	89.9%	(78.7-100.0)	6	10.1%	(0.0-21.3)
	Black[d]	16	42.4%	(25.8-59.0)	24	57.6%	(41.0-74.2)
	Native Hawaiian/Pacific Islander[d]	4	44.8%	(0.0-95.3)	4	55.2%	(4.7-100.0)
	White[d]	185	55.3%	(48.3-62.3)	167	44.7%	(37.7-51.7)
	Hispanic/Latino	177	54.7%	(47.2-62.3)	164	45.3%	(37.7-52.8)
	Other/Multiple[d]	35	55.2%	(40.4-70.0)	26	44.8%	(30.0-59.6)
Region	**1: Carson City**	30	42.9%	(29.3-56.5)	35	57.1%	(43.5-70.7)
	2: Douglas	30	42.3%	(30.2-54.5)	46	57.7%	(45.5-69.8)
	3: Elko, White Pine, and Eureka	52	55.0%	(41.5-68.5)	41	45.0%	(31.5-58.5)
	4: Churchill, Humboldt, Pershing, and Lander	50	57.3%	(42.8-71.8)	40	42.7%	(28.2-57.2)
	5: Lyon, Mineral, and Storey	48	52.9%	(37.9-67.8)	47	47.1%	(32.2-62.1)
	6: Nye and Lincoln	33	50.0%	(39.7-60.3)	33	50.0%	(39.7-60.3)
	7: Washoe	85	60.3%	(53.8-66.8)	57	39.7%	(33.2-46.2)
	8: Clark	132	54.4%	(46.4-62.5)	111	45.6%	(37.5-53.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among students who had sexual intercourse during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 94: Percentage of high school students who used birth control pills before last sexual intercourse[e,f,g] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	171	17.0%	(13.5-20.6)	639	83.0%	(79.4-86.5)
Sex	**Female**	106	20.1%	(15.3-25.0)	325	79.9%	(75.0-84.7)
	Male	63	13.7%	(8.9-18.5)	306	86.3%	(81.5-91.1)
Age	**14 years old or younger**	5	9.6%	(0.0-19.5)	33	90.4%	(80.5-100.0)
	15 years old	29	12.3%	(5.9-18.7)	118	87.7%	(81.3-94.1)
	16 years old	34	10.6%	(4.6-16.5)	174	89.4%	(83.5-95.4)
	17 years old	70	26.2%	(18.1-34.4)	186	73.8%	(65.6-81.9)
	18 years old or older	33	16.3%	(9.7-23.0)	128	83.7%	(77.0-90.3)
Grade	**9th grade**	20	16.6%	(6.2-27.1)	78	83.4%	(72.9-93.8)
	10th grade	36	11.4%	(5.2-17.6)	178	88.6%	(82.4-94.8)
	11th grade	42	18.1%	(11.1-25.1)	164	81.9%	(74.9-88.9)
	12th grade	70	19.6%	(14.1-25.2)	210	80.4%	(74.8-85.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	3	7.6%	(0.0-17.3)	13	92.4%	(82.7-100.0)
	Asian[d]	3	4.4%	(0.0-10.3)	23	95.6%	(89.7-100.0)
	Black[d]	4	7.2%	(0.0-16.3)	34	92.8%	(83.7-100.0)
	Native Hawaiian/Pacific Islander[d]	1	27.7%	(0.0-73.9)	7	72.3%	(26.1-100.0)
	White[d]	89	26.1%	(20.3-32.0)	243	73.9%	(68.0-79.7)
	Hispanic/Latino	56	13.4%	(8.5-18.4)	259	86.6%	(81.6-91.5)
	Other/Multiple[d]	10	21.9%	(5.0-38.8)	43	78.1%	(61.2-95.0)
Region	**1: Carson City**	11	17.5%	(6.7-28.3)	47	82.5%	(71.7-93.3)
	2: Douglas	19	21.5%	(9.6-33.5)	54	78.5%	(66.5-90.4)
	3: Elko, White Pine, and Eureka	16	16.2%	(8.1-24.3)	73	83.8%	(75.7-91.9)
	4: Churchill, Humboldt, Pershing, and Lander	19	23.9%	(13.8-34.0)	65	76.1%	(66.0-86.2)
	5: Lyon, Mineral, and Storey	24	27.6%	(12.6-42.6)	63	72.4%	(57.4-87.4)
	6: Nye and Lincoln	16	26.8%	(17.9-35.7)	47	73.2%	(64.3-82.1)
	7: Washoe	37	28.9%	(21.5-36.2)	92	71.1%	(63.8-78.5)
	8: Clark	29	13.0%	(8.3-17.6)	198	87.0%	(82.4-91.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] To prevent pregnancy; not counting emergency contraception such as 'Plan B' or the "morning after" pill
[f] The last time they had sexual intercourse with an opposite-sex partner
[g] Among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 95: Percentage of high school students who used an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse[e,f,g] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	62	4.4%	(2.9-5.9)	748	95.6%	(94.1-97.1)
Sex	**Female**	39	6.4%	(3.7-9.0)	392	93.6%	(91.0-96.3)
	Male	20	2.0%	(0.9-3.1)	349	98.0%	(96.9-99.1)
Age	**14 years old or younger**	3	1.0%	(0.0-2.5)	35	99.0%	(97.5-100.0)
	15 years old	12	4.2%	(0.7-7.7)	135	95.8%	(92.3-99.3)
	16 years old	13	4.7%	(1.6-7.7)	195	95.3%	(92.3-98.4)
	17 years old	21	3.7%	(1.4-6.0)	235	96.3%	(94.0-98.6)
	18 years old or older	13	5.6%	(1.0-10.1)	148	94.4%	(89.9-99.0)
Grade	**9th grade**	5	1.9%	(0.2-3.6)	93	98.1%	(96.4-99.8)
	10th grade	14	5.5%	(2.1-8.9)	200	94.5%	(91.1-97.9)
	11th grade	17	4.9%	(1.8-8.1)	189	95.1%	(91.9-98.2)
	12th grade	23	3.9%	(1.7-6.2)	257	96.1%	(93.8-98.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	2	13.5%	(0.0-30.5)	14	86.5%	(69.5-100.0)
	Asian[d]	0	.	(.-.)	26	100.0%	(100.0-100.0)
	Black[d]	2	3.0%	(0.0-7.6)	36	97.0%	(92.4-100.0)
	Native Hawaiian/Pacific Islander[d]	1	0.4%	(0.0-1.4)	7	99.6%	(98.6-100.0)
	White[d]	30	6.7%	(3.7-9.7)	302	93.3%	(90.3-96.3)
	Hispanic/Latino	20	3.3%	(1.3-5.3)	295	96.7%	(94.7-98.7)
	Other/Multiple[d]	3	5.1%	(0.0-11.8)	50	94.9%	(88.2-100.0)
Region	**1: Carson City**	8	14.2%	(1.4-26.9)	50	85.8%	(73.1-98.6)
	2: Douglas	10	15.0%	(5.6-24.4)	63	85.0%	(75.6-94.4)
	3: Elko, White Pine, and Eureka	8	6.7%	(0.5-13.0)	81	93.3%	(87.0-99.5)
	4: Churchill, Humboldt, Pershing, and Lander	6	6.0%	(0.7-11.3)	78	94.0%	(88.7-99.3)
	5: Lyon, Mineral, and Storey	6	7.6%	(1.0-14.3)	81	92.4%	(85.7-99.0)
	6: Nye and Lincoln	6	10.1%	(4.1-16.1)	57	89.9%	(83.9-95.9)
	7: Washoe	11	8.7%	(4.3-13.1)	118	91.3%	(86.9-95.7)
	8: Clark	7	2.0%	(0.3-3.8)	220	98.0%	(96.2-99.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] To prevent pregnancy; such as IUD: 'Mirena' or 'ParaGard', implant: 'Implanon' or 'Nexplanon', shot: 'Depo-Provera', patch: 'OrthoEvra', or ring: 'NuvaRing'
[f] The last time they had sexual intercourse with an opposite-sex partner
[g] Among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 96: Percentage of high school students who used birth control pills, an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse[e,f,g] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	233	21.4%	(17.5-25.4)	577	78.6%	(74.6-82.5)
Sex	**Female**	145	26.5%	(21.2-31.8)	286	73.5%	(68.2-78.8)
	Male	83	15.7%	(10.7-20.7)	286	84.3%	(79.3-89.3)
Age	**14 years old or younger**	8	10.6%	(0.6-20.7)	30	89.4%	(79.3-99.4)
	15 years old	41	16.5%	(9.9-23.1)	106	83.5%	(76.9-90.1)
	16 years old	47	15.2%	(8.7-21.8)	161	84.8%	(78.2-91.3)
	17 years old	91	30.0%	(21.4-38.6)	165	70.0%	(61.4-78.6)
	18 years old or older	46	21.9%	(14.7-29.1)	115	78.1%	(70.9-85.3)
Grade	**9th grade**	25	18.5%	(7.9-29.1)	73	81.5%	(70.9-92.1)
	10th grade	50	16.9%	(10.7-23.1)	164	83.1%	(76.9-89.3)
	11th grade	59	23.1%	(14.9-31.3)	147	76.9%	(68.7-85.1)
	12th grade	93	23.5%	(17.2-29.8)	187	76.5%	(70.2-82.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	21.1%	(3.2-39.0)	11	78.9%	(61.0-96.8)
	Asian[d]	3	4.4%	(0.0-10.3)	23	95.6%	(89.7-100.0)
	Black[d]	6	10.1%	(0.4-19.9)	32	89.9%	(80.1-99.6)
	Native Hawaiian/Pacific Islander[d]	2	28.1%	(0.0-74.4)	6	71.9%	(25.6-100.0)
	White[d]	119	32.8%	(26.4-39.2)	213	67.2%	(60.8-73.6)
	Hispanic/Latino	76	16.7%	(11.5-21.9)	239	83.3%	(78.1-88.5)
	Other/Multiple[d]	13	27.0%	(9.3-44.7)	40	73.0%	(55.3-90.7)
Region	**1: Carson City**	19	31.7%	(13.5-49.9)	39	68.3%	(50.1-86.5)
	2: Douglas	29	36.5%	(27.0-46.1)	44	63.5%	(53.9-73.0)
	3: Elko, White Pine, and Eureka	24	22.9%	(14.0-31.9)	65	77.1%	(68.1-86.0)
	4: Churchill, Humboldt, Pershing, and Lander	25	29.9%	(18.0-41.8)	59	70.1%	(58.2-82.0)
	5: Lyon, Mineral, and Storey	30	35.3%	(17.6-52.9)	57	64.7%	(47.1-82.4)
	6: Nye and Lincoln	22	37.0%	(27.4-46.5)	41	63.0%	(53.5-72.6)
	7: Washoe	48	37.6%	(29.6-45.5)	81	62.4%	(54.5-70.4)
	8: Clark	36	15.0%	(10.0-20.0)	191	85.0%	(80.0-90.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] To prevent pregnancy; such as birth control pills not counting emergency contraception such as 'Plan B' or the "morning after" pill, IUD: 'Mirena' or 'ParaGard', implant: 'Implanon' or 'Nexplanon', shot: 'Depo-Provera', patch: 'OrthoEvra', or ring: 'NuvaRing'
[f] The last time they had sexual intercourse with an opposite-sex partner
[g] Among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 97: Percentage of high school students who used both a condom and birth control pills, an IUD, implant, a shot, patch, or birth control ring before last sexual intercourse[e,f,g] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	82	8.0%	(5.6-10.4)	760	92.0%	(89.6-94.4)
Sex	**Female**	48	7.7%	(4.6-10.8)	415	92.3%	(89.2-95.4)
	Male	31	8.3%	(4.7-11.9)	340	91.7%	(88.1-95.3)
Age	**14 years old or younger**	4	7.3%	(0.0-15.5)	37	92.7%	(84.5-100.0)
	15 years old	14	3.6%	(1.1-6.1)	139	96.4%	(93.9-98.9)
	16 years old	19	5.8%	(2.1-9.4)	202	94.2%	(90.6-97.9)
	17 years old	32	11.6%	(6.2-17.0)	228	88.4%	(83.0-93.8)
	18 years old or older	13	8.6%	(3.7-13.4)	153	91.4%	(86.6-96.3)
Grade	**9th grade**	13	7.6%	(1.3-13.9)	91	92.4%	(86.1-98.7)
	10th grade	17	6.1%	(2.2-10.0)	212	93.9%	(90.0-97.8)
	11th grade	27	9.4%	(4.3-14.4)	184	90.6%	(85.6-95.7)
	12th grade	25	8.3%	(4.3-12.3)	262	91.7%	(87.7-95.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	2	6.8%	(0.0-16.7)	13	93.2%	(83.3-100.0)
	Asian[d]	2	3.7%	(0.0-9.2)	26	96.3%	(90.8-100.0)
	Black[d]	3	3.9%	(0.0-10.3)	36	96.1%	(89.7-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	8	100.0%	(100.0-100.0)
	White[d]	40	12.7%	(7.3-18.0)	306	87.3%	(82.0-92.7)
	Hispanic/Latino	25	5.5%	(2.8-8.3)	303	94.5%	(91.7-97.2)
	Other/Multiple[d]	6	12.7%	(1.7-23.8)	50	87.3%	(76.2-98.3)
Region	**1: Carson City**	7	8.8%	(1.1-16.5)	54	91.2%	(83.5-98.9)
	2: Douglas	4	4.0%	(0.8-7.2)	70	96.0%	(92.8-99.2)
	3: Elko, White Pine, and Eureka	9	8.0%	(2.9-13.0)	83	92.0%	(87.0-97.1)
	4: Churchill, Humboldt, Pershing, and Lander	10	11.4%	(3.9-18.9)	79	88.6%	(81.1-96.1)
	5: Lyon, Mineral, and Storey	8	7.1%	(0.7-13.4)	82	92.9%	(86.6-99.3)
	6: Nye and Lincoln	8	13.5%	(6.9-20.2)	55	86.5%	(79.8-93.1)
	7: Washoe	22	16.7%	(10.0-23.4)	115	83.3%	(76.6-90.0)
	8: Clark	14	5.7%	(2.8-8.6)	222	94.3%	(91.4-97.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] To prevent pregnancy; such as birth control pills not counting emergency contraception such as 'Plan B' or the "morning after" pill, IUD: 'Mirena' or 'ParaGard', implant: 'Implanon' or 'Nexplanon', shot: 'Depo-Provera', patch: 'OrthoEvra', or ring: 'NuvaRing'
[f] The last time they had sexual intercourse with an opposite-sex partner
[g] Among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 98: Percentage of high school students who did not use any method to prevent pregnancy during last sexual intercourse[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	131	18.3%	(13.6-23.0)	679	81.7%	(77.0-86.4)
Sex	**Female**	73	21.4%	(15.5-27.3)	358	78.6%	(72.7-84.5)
	Male	57	15.1%	(9.5-20.7)	312	84.9%	(79.3-90.5)
Age	**14 years old or younger**	5	18.6%	(0.7-36.4)	33	81.4%	(63.6-99.3)
	15 years old	20	14.4%	(5.5-23.3)	127	85.6%	(76.7-94.5)
	16 years old	41	24.1%	(13.7-34.5)	167	75.9%	(65.5-86.3)
	17 years old	35	15.1%	(8.0-22.3)	221	84.9%	(77.7-92.0)
	18 years old or older	30	18.6%	(10.1-27.0)	131	81.4%	(73.0-89.9)
Grade	**9th grade**	6	8.1%	(0.0-16.3)	92	91.9%	(83.7-100.0)
	10th grade	41	17.6%	(10.0-25.1)	173	82.4%	(74.9-90.0)
	11th grade	42	25.1%	(14.0-36.3)	164	74.9%	(63.7-86.0)
	12th grade	41	16.5%	(9.8-23.2)	239	83.5%	(76.8-90.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	3	30.4%	(0.3-60.5)	13	69.6%	(39.5-99.7)
	Asian[d]	1	1.5%	(0.0-4.4)	25	98.5%	(95.6-100.0)
	Black[d]	13	34.9%	(15.3-54.4)	25	65.1%	(45.6-84.7)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	8	100.0%	(100.0-100.0)
	White[d]	33	9.5%	(5.3-13.8)	299	90.5%	(86.2-94.7)
	Hispanic/Latino	70	23.1%	(16.3-29.9)	245	76.9%	(70.1-83.7)
	Other/Multiple[d]	8	10.5%	(0.0-21.2)	45	89.5%	(78.8-100.0)
Region	**1: Carson City**	11	18.7%	(10.0-27.4)	47	81.3%	(72.6-90.0)
	2: Douglas	14	20.5%	(9.4-31.7)	59	79.5%	(68.3-90.6)
	3: Elko, White Pine, and Eureka	15	19.1%	(9.3-29.0)	74	80.9%	(71.0-90.7)
	4: Churchill, Humboldt, Pershing, and Lander	12	13.1%	(4.7-21.6)	72	86.9%	(78.4-95.3)
	5: Lyon, Mineral, and Storey	10	9.6%	(3.7-15.5)	77	90.4%	(84.5-96.3)
	6: Nye and Lincoln	12	17.1%	(6.8-27.3)	51	82.9%	(72.7-93.2)
	7: Washoe	11	7.7%	(3.5-11.9)	118	92.3%	(88.1-96.5)
	8: Clark	46	21.5%	(14.6-28.3)	181	78.5%	(71.7-85.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] The last time they had sexual intercourse with an opposite-sex partner
[f] Among students who had sexual intercourse with an opposite-sex partner during the 3 months before the survey
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 99: Percentage of high school students who have ever been pregnant or gotten someone pregnant[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	77	1.0%	(0.7-1.4)	4501	99.0%	(98.6-99.3)
Sex	**Female**	42	1.2%	(0.7-1.7)	2296	98.8%	(98.3-99.3)
	Male	34	0.9%	(0.4-1.3)	2160	99.1%	(98.7-99.6)
Age	**14 years old or younger**	6	0.2%	(0.0-0.4)	540	99.8%	(99.6-100.0)
	15 years old	20	1.1%	(0.5-1.7)	1309	98.9%	(98.3-99.5)
	16 years old	16	0.6%	(0.2-1.0)	1192	99.4%	(99.0-99.8)
	17 years old	23	1.7%	(0.6-2.7)	938	98.3%	(97.3-99.4)
	18 years old or older	12	1.4%	(0.3-2.6)	514	98.6%	(97.4-99.7)
Grade	**9th grade**	14	0.6%	(0.2-1.0)	1247	99.4%	(99.0-99.8)
	10th grade	24	1.1%	(0.5-1.7)	1390	98.9%	(98.3-99.5)
	11th grade	20	1.3%	(0.4-2.3)	932	98.7%	(97.7-99.6)
	12th grade	16	1.1%	(0.4-1.8)	898	98.9%	(98.2-99.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	1	1.0%	(0.0-2.9)	75	99.0%	(97.1-100.0)
	Asian[d]	3	0.8%	(0.0-1.9)	236	99.2%	(98.1-100.0)
	Black[d]	8	2.1%	(0.2-3.9)	208	97.9%	(96.1-99.8)
	Native Hawaiian/Pacific Islander[d]	1	0.4%	(0.0-1.2)	53	99.6%	(98.8-100.0)
	White[d]	24	0.7%	(0.4-1.0)	1728	99.3%	(99.0-99.6)
	Hispanic/Latino	34	1.0%	(0.5-1.4)	1810	99.0%	(98.6-99.5)
	Other/Multiple[d]	3	1.6%	(0.0-3.7)	254	98.4%	(96.3-100.0)
Region	**1: Carson City**	9	4.1%	(0.6-7.5)	251	95.9%	(92.5-99.4)
	2: Douglas	11	3.3%	(0.0-6.9)	295	96.7%	(93.1-100.0)
	3: Elko, White Pine, and Eureka	8	2.4%	(0.7-4.0)	394	97.6%	(96.0-99.3)
	4: Churchill, Humboldt, Pershing, and Lander	14	3.7%	(2.1-5.3)	337	96.3%	(94.7-97.9)
	5: Lyon, Mineral, and Storey	6	1.3%	(0.1-2.5)	414	98.7%	(97.5-99.9)
	6: Nye and Lincoln	7	2.6%	(0.8-4.4)	322	97.4%	(95.6-99.2)
	7: Washoe	9	1.1%	(0.3-1.8)	825	98.9%	(98.2-99.7)
	8: Clark	13	0.7%	(0.3-1.1)	1663	99.3%	(98.9-99.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more times during their life
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 100: Percentage of high school students who did not have sexual contact, who had sexual contact with the opposite sex, and who had sexual contact with the same or both sexes — Nevada YRBS 2023*

		Never Had Sexual Contact			Sexual Contact with Opposite Sex Only			Sexual Contact with Same Sex Only			Sexual Contact with Both Sexes		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2186	54.6%	(51.3-58.0)	1551	34.4%	(31.7-37.1)	200	4.6%	(3.6-5.5)	292	6.5%	(5.1-7.8)
Sex	**Female**	1117	53.7%	(49.8-57.5)	715	29.9%	(26.8-33.0)	141	6.4%	(4.9-7.9)	214	10.0%	(7.9-12.2)
	Male	1052	55.4%	(51.2-59.6)	836	39.0%	(35.2-42.9)	59	2.7%	(1.6-3.9)	72	2.8%	(1.7-4.0)
Age	**14 years old or younger**	331	74.4%	(68.4-80.5)	98	16.5%	(11.9-21.1)	26	5.4%	(2.5-8.2)	27	3.7%	(1.3-6.1)
	15 years old	763	67.2%	(63.3-71.0)	339	24.6%	(21.0-28.2)	42	2.3%	(1.5-3.1)	73	6.0%	(4.2-7.7)
	16 years old	550	53.5%	(49.1-57.9)	436	35.5%	(31.4-39.6)	50	4.1%	(2.6-5.6)	75	6.8%	(4.4-9.2)
	17 years old	363	43.0%	(38.9-47.2)	425	44.3%	(40.4-48.1)	46	5.8%	(3.8-7.9)	78	6.9%	(4.7-9.1)
	18 years old or older	176	34.6%	(27.8-41.3)	253	50.0%	(45.1-55.0)	34	6.9%	(4.2-9.7)	39	8.5%	(3.9-13.0)
Grade	**9th grade**	757	73.2%	(68.5-77.9)	279	20.0%	(16.1-23.9)	46	3.6%	(2.1-5.1)	51	3.2%	(1.6-4.7)
	10th grade	712	58.1%	(54.1-62.0)	447	30.0%	(26.4-33.6)	55	3.4%	(2.3-4.4)	94	8.6%	(6.4-10.8)
	11th grade	388	47.7%	(42.3-53.1)	389	41.9%	(36.9-46.9)	43	4.6%	(2.4-6.7)	68	5.8%	(3.6-8.0)
	12th grade	318	38.5%	(33.3-43.7)	428	46.7%	(42.4-51.1)	55	6.9%	(4.7-9.1)	74	7.8%	(4.4-11.3)
Race/ Ethnicity	**American Indian/Alaska Native[d]**	42	59.8%	(46.2-73.3)	21	31.2%	(18.4-44.0)	3	6.6%	(0.0-14.1)	2	2.4%	(0.0-6.0)
	Asian[d]	153	71.4%	(63.8-78.9)	59	25.3%	(18.1-32.6)	8	2.5%	(0.4-4.6)	3	0.8%	(0.0-1.7)
	Black[d]	98	51.0%	(42.2-59.9)	63	32.6%	(24.5-40.8)	13	7.6%	(3.5-11.6)	19	8.8%	(4.3-13.3)
	Native Hawaiian/Pacific Islander[d]	28	60.5%	(41.4-79.6)	12	29.5%	(11.2-47.8)	3	5.0%	(0.0-14.4)	4	5.0%	(0.0-11.5)
	White[d]	839	54.9%	(50.7-59.2)	617	33.0%	(29.7-36.4)	81	4.5%	(3.2-5.8)	128	7.6%	(5.5-9.6)
	Hispanic/Latino	853	53.5%	(49.6-57.4)	646	36.6%	(33.2-39.9)	72	4.1%	(2.7-5.5)	100	5.8%	(4.4-7.3)
	Other/Multiple[d]	107	47.7%	(39.5-56.0)	96	38.6%	(29.3-47.9)	15	5.2%	(1.6-8.7)	23	8.4%	(3.5-13.3)
Region	**1: Carson City**	103	38.0%	(27.2-48.7)	105	46.0%	(35.6-56.4)	12	5.5%	(2.2-8.8)	18	10.5%	(4.5-16.5)
	2: Douglas	114	42.6%	(31.9-53.4)	132	44.0%	(34.3-53.7)	15	6.0%	(3.2-8.8)	25	7.4%	(4.0-10.7)
	3: Elko, White Pine, and Eureka	185	49.2%	(41.8-56.7)	158	42.1%	(35.6-48.7)	14	3.4%	(1.6-5.2)	19	5.3%	(2.7-7.8)
	4: Churchill, Humboldt, Pershing, and Lander	138	40.5%	(34.3-46.7)	153	47.2%	(39.4-55.0)	19	5.5%	(2.6-8.5)	23	6.7%	(3.9-9.5)
	5: Lyon, Mineral, and Storey	175	41.9%	(35.1-48.8)	153	42.1%	(34.8-49.4)	27	6.3%	(3.5-9.1)	38	9.7%	(6.6-12.7)
	6: Nye and Lincoln	159	49.8%	(41.5-58.1)	116	39.0%	(33.7-44.2)	13	4.7%	(1.0-8.3)	20	6.5%	(3.4-9.7)
	7: Washoe	414	52.7%	(47.3-58.2)	272	36.8%	(31.9-41.7)	34	4.6%	(3.0-6.1)	45	5.9%	(3.8-8.0)
	8: Clark	898	56.9%	(52.4-61.4)	462	32.3%	(28.7-35.8)	66	4.5%	(3.3-5.7)	104	6.4%	(4.6-8.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: We caution against group comparisons when a cell size is less than 5.**

Diet

Table 101: Percentage of high school students who did not eat fruit during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	601	12.8%	(11.6-14.0)	4092	87.2%	(86.0-88.4)
Sex	**Female**	270	11.0%	(9.2-12.8)	2103	89.0%	(87.2-90.8)
	Male	321	14.3%	(12.3-16.2)	1942	85.7%	(83.8-87.7)
Age	**14 years old or younger**	62	9.9%	(6.4-13.4)	505	90.1%	(86.6-93.6)
	15 years old	171	13.0%	(10.8-15.3)	1176	87.0%	(84.7-89.2)
	16 years old	163	13.5%	(10.5-16.6)	1077	86.5%	(83.4-89.5)
	17 years old	130	13.6%	(11.1-16.1)	856	86.4%	(83.9-88.9)
	18 years old or older	75	12.0%	(9.0-14.9)	467	88.0%	(85.1-91.0)
Grade	**9th grade**	155	11.5%	(9.4-13.7)	1135	88.5%	(86.3-90.6)
	10th grade	183	12.7%	(10.0-15.4)	1257	87.3%	(84.6-90.0)
	11th grade	137	15.8%	(12.6-18.9)	843	84.2%	(81.1-87.4)
	12th grade	119	10.9%	(9.1-12.7)	818	89.1%	(87.3-90.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	12	20.6%	(10.7-30.5)	67	79.4%	(69.5-89.3)
	Asian[d]	19	7.8%	(3.1-12.5)	224	92.2%	(87.5-96.9)
	Black[d]	33	15.3%	(11.0-19.7)	188	84.7%	(80.3-89.0)
	Native Hawaiian/Pacific Islander[d]	7	19.7%	(5.2-34.1)	48	80.3%	(65.9-94.8)
	White[d]	242	14.8%	(12.2-17.4)	1548	85.2%	(82.6-87.8)
	Hispanic/Latino	228	10.8%	(9.2-12.3)	1660	89.2%	(87.7-90.8)
	Other/Multiple[d]	30	15.3%	(9.0-21.6)	228	84.7%	(78.4-91.0)
Region	**1: Carson City**	29	10.4%	(6.4-14.4)	239	89.6%	(85.6-93.6)
	2: Douglas	43	13.8%	(8.6-18.9)	263	86.2%	(81.1-91.4)
	3: Elko, White Pine, and Eureka	53	12.6%	(10.2-15.0)	357	87.4%	(85.0-89.8)
	4: Churchill, Humboldt, Pershing, and Lander	59	16.5%	(12.5-20.5)	302	83.5%	(79.5-87.5)
	5: Lyon, Mineral, and Storey	53	13.1%	(9.6-16.7)	373	86.9%	(83.3-90.4)
	6: Nye and Lincoln	59	16.6%	(11.3-21.9)	290	83.4%	(78.1-88.7)
	7: Washoe	83	9.7%	(7.3-12.0)	768	90.3%	(88.0-92.7)
	8: Clark	222	13.3%	(11.7-14.8)	1500	86.7%	(85.2-88.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Not including fruit juice

Table 102: Percentage of high school students who ate fruit one or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1317	27.4%	(25.5-29.3)	3376	72.6%	(70.7-74.5)
Sex	**Female**	590	23.6%	(21.1-26.2)	1783	76.4%	(73.8-78.9)
	Male	714	31.3%	(28.6-34.0)	1549	68.7%	(66.0-71.4)
Age	**14 years old or younger**	151	26.6%	(21.9-31.3)	416	73.4%	(68.7-78.1)
	15 years old	402	29.5%	(26.3-32.8)	945	70.5%	(67.2-73.7)
	16 years old	354	27.5%	(23.6-31.4)	886	72.5%	(68.6-76.4)
	17 years old	265	26.4%	(22.7-30.1)	721	73.6%	(69.9-77.3)
	18 years old or older	141	25.0%	(19.4-30.7)	401	75.0%	(69.3-80.6)
Grade	**9th grade**	361	27.2%	(24.1-30.3)	929	72.8%	(69.7-75.9)
	10th grade	428	30.8%	(27.0-34.5)	1012	69.2%	(65.5-73.0)
	11th grade	267	25.6%	(22.2-28.9)	713	74.4%	(71.1-77.8)
	12th grade	248	25.9%	(21.9-30.0)	689	74.1%	(70.0-78.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	15	19.8%	(9.6-30.1)	64	80.2%	(69.9-90.4)
	Asian[d]	72	29.8%	(22.9-36.7)	171	70.2%	(63.3-77.1)
	Black[d]	47	20.5%	(14.1-27.0)	174	79.5%	(73.0-85.9)
	Native Hawaiian/Pacific Islander[d]	16	26.3%	(12.1-40.5)	39	73.7%	(59.5-87.9)
	White[d]	528	29.5%	(26.3-32.6)	1262	70.5%	(67.4-73.7)
	Hispanic/Latino	522	27.2%	(24.8-29.7)	1366	72.8%	(70.3-75.2)
	Other/Multiple[d]	77	28.8%	(21.6-36.1)	181	71.2%	(63.9-78.4)
Region	**1: Carson City**	69	25.6%	(20.1-31.0)	199	74.4%	(69.0-79.9)
	2: Douglas	114	39.1%	(28.9-49.3)	192	60.9%	(50.7-71.1)
	3: Elko, White Pine, and Eureka	88	21.5%	(16.9-26.1)	322	78.5%	(73.9-83.1)
	4: Churchill, Humboldt, Pershing, and Lander	86	24.1%	(19.1-29.2)	275	75.9%	(70.8-80.9)
	5: Lyon, Mineral, and Storey	123	27.7%	(22.4-33.0)	303	72.3%	(67.0-77.6)
	6: Nye and Lincoln	98	27.8%	(24.0-31.6)	251	72.2%	(68.4-76.0)
	7: Washoe	280	33.4%	(29.8-37.0)	571	66.6%	(63.0-70.2)
	8: Clark	459	26.3%	(23.9-28.6)	1263	73.7%	(71.4-76.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Not including fruit juice

Table 103: Percentage of high school students who ate fruit two or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	942	19.9%	(18.4-21.4)	3751	80.1%	(78.6-81.6)
Sex	**Female**	407	16.5%	(14.5-18.4)	1966	83.5%	(81.6-85.5)
	Male	527	23.3%	(21.0-25.7)	1736	76.7%	(74.3-79.0)
Age	**14 years old or younger**	109	20.1%	(15.9-24.2)	458	79.9%	(75.8-84.1)
	15 years old	289	20.6%	(17.6-23.5)	1058	79.4%	(76.5-82.4)
	16 years old	256	20.5%	(17.5-23.4)	984	79.5%	(76.6-82.5)
	17 years old	192	19.7%	(16.7-22.8)	794	80.3%	(77.2-83.3)
	18 years old or older	93	16.8%	(12.1-21.5)	449	83.2%	(78.5-87.9)
Grade	**9th grade**	256	19.2%	(16.4-22.1)	1034	80.8%	(77.9-83.6)
	10th grade	311	22.4%	(19.6-25.1)	1129	77.6%	(74.9-80.4)
	11th grade	195	19.2%	(16.3-22.1)	785	80.8%	(77.9-83.7)
	12th grade	168	18.4%	(15.1-21.8)	769	81.6%	(78.2-84.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	11	13.8%	(5.0-22.6)	68	86.2%	(77.4-95.0)
	Asian[d]	46	18.9%	(12.9-25.0)	197	81.1%	(75.0-87.1)
	Black[d]	34	14.7%	(9.6-19.7)	187	85.3%	(80.3-90.4)
	Native Hawaiian/Pacific Islander[d]	11	20.5%	(7.1-33.8)	44	79.5%	(66.2-92.9)
	White[d]	360	20.9%	(18.3-23.5)	1430	79.1%	(76.5-81.7)
	Hispanic/Latino	394	20.2%	(17.9-22.5)	1494	79.8%	(77.5-82.1)
	Other/Multiple[d]	57	22.4%	(16.3-28.5)	201	77.6%	(71.5-83.7)
Region	**1: Carson City**	52	19.0%	(12.8-25.1)	216	81.0%	(74.9-87.2)
	2: Douglas	79	26.7%	(19.4-34.0)	227	73.3%	(66.0-80.6)
	3: Elko, White Pine, and Eureka	64	15.0%	(11.2-18.8)	346	85.0%	(81.2-88.8)
	4: Churchill, Humboldt, Pershing, and Lander	63	16.6%	(12.3-20.9)	298	83.4%	(79.1-87.7)
	5: Lyon, Mineral, and Storey	84	18.6%	(14.6-22.6)	342	81.4%	(77.4-85.4)
	6: Nye and Lincoln	65	18.4%	(13.9-22.8)	284	81.6%	(77.2-86.1)
	7: Washoe	202	24.0%	(21.4-26.5)	649	76.0%	(73.5-78.6)
	8: Clark	333	19.2%	(17.3-21.2)	1389	80.8%	(78.8-82.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Not including fruit juice

Table 104: Percentage of high school students who ate fruit three or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	463	10.0%	(8.8-11.2)	4230	90.0%	(88.8-91.2)
Sex	**Female**	184	7.7%	(6.3-9.1)	2189	92.3%	(90.9-93.7)
	Male	274	12.4%	(10.3-14.4)	1989	87.6%	(85.6-89.7)
Age	**14 years old or younger**	51	9.5%	(6.5-12.6)	516	90.5%	(87.4-93.5)
	15 years old	152	11.2%	(8.9-13.5)	1195	88.8%	(86.5-91.1)
	16 years old	122	9.8%	(7.5-12.1)	1118	90.2%	(87.9-92.5)
	17 years old	92	9.7%	(7.2-12.2)	894	90.3%	(87.8-92.8)
	18 years old or older	44	9.0%	(5.4-12.6)	498	91.0%	(87.4-94.6)
Grade	**9th grade**	133	9.8%	(7.4-12.2)	1157	90.2%	(87.8-92.6)
	10th grade	154	11.2%	(9.2-13.1)	1286	88.8%	(86.9-90.8)
	11th grade	89	9.3%	(6.9-11.8)	891	90.7%	(88.2-93.1)
	12th grade	77	9.4%	(6.5-12.4)	860	90.6%	(87.6-93.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	5	6.1%	(0.6-11.5)	74	93.9%	(88.5-99.4)
	Asian[d]	15	6.5%	(3.2-9.7)	228	93.5%	(90.3-96.8)
	Black[d]	22	9.5%	(5.3-13.7)	199	90.5%	(86.3-94.7)
	Native Hawaiian/Pacific Islander[d]	8	16.3%	(4.2-28.3)	47	83.7%	(71.7-95.8)
	White[d]	146	8.4%	(6.7-10.2)	1644	91.6%	(89.8-93.3)
	Hispanic/Latino	217	11.1%	(9.2-13.0)	1671	88.9%	(87.0-90.8)
	Other/Multiple[d]	33	13.1%	(7.8-18.5)	225	86.9%	(81.5-92.2)
Region	**1: Carson City**	24	8.7%	(4.9-12.4)	244	91.3%	(87.6-95.1)
	2: Douglas	31	9.3%	(6.2-12.5)	275	90.7%	(87.5-93.8)
	3: Elko, White Pine, and Eureka	34	7.4%	(5.2-9.7)	376	92.6%	(90.3-94.8)
	4: Churchill, Humboldt, Pershing, and Lander	38	9.8%	(6.6-13.0)	323	90.2%	(87.0-93.4)
	5: Lyon, Mineral, and Storey	42	8.3%	(5.6-11.0)	384	91.7%	(89.0-94.4)
	6: Nye and Lincoln	31	8.5%	(5.3-11.8)	318	91.5%	(88.2-94.7)
	7: Washoe	87	10.4%	(8.0-12.7)	764	89.6%	(87.3-92.0)
	8: Clark	176	10.2%	(8.6-11.8)	1546	89.8%	(88.2-91.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Not including fruit juice

Table 105: Percentage of high school students who did not eat vegetables during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	536	11.7%	(10.2-13.1)	4141	88.3%	(86.9-89.8)
Sex	**Female**	223	9.8%	(8.0-11.5)	2141	90.2%	(88.5-92.0)
	Male	304	13.3%	(11.2-15.4)	1951	86.7%	(84.6-88.8)
Age	**14 years old or younger**	68	10.6%	(7.3-13.8)	498	89.4%	(86.2-92.7)
	15 years old	153	10.9%	(8.6-13.1)	1194	89.1%	(86.9-91.4)
	16 years old	153	12.7%	(10.0-15.4)	1081	87.3%	(84.6-90.0)
	17 years old	100	11.8%	(8.7-14.8)	883	88.2%	(85.2-91.3)
	18 years old or older	62	12.1%	(8.1-16.2)	475	87.9%	(83.8-91.9)
Grade	**9th grade**	149	10.8%	(8.5-13.1)	1138	89.2%	(86.9-91.5)
	10th grade	165	12.2%	(10.0-14.3)	1267	87.8%	(85.7-90.0)
	11th grade	121	13.4%	(10.1-16.8)	859	86.6%	(83.2-89.9)
	12th grade	97	10.4%	(7.4-13.3)	836	89.6%	(86.7-92.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	11	19.1%	(8.2-30.0)	67	80.9%	(70.0-91.8)
	Asian[d]	24	9.0%	(4.9-13.0)	217	91.0%	(87.0-95.1)
	Black[d]	35	15.3%	(10.4-20.2)	186	84.7%	(79.8-89.6)
	Native Hawaiian/Pacific Islander[d]	8	16.9%	(3.9-30.0)	46	83.1%	(70.0-96.1)
	White[d]	184	11.5%	(9.0-13.9)	1594	88.5%	(86.1-91.0)
	Hispanic/Latino	227	11.0%	(9.2-12.7)	1658	89.0%	(87.3-90.8)
	Other/Multiple[d]	24	11.9%	(7.1-16.7)	234	88.1%	(83.3-92.9)
Region	**1: Carson City**	36	13.4%	(8.5-18.3)	228	86.6%	(81.7-91.5)
	2: Douglas	20	7.6%	(2.8-12.5)	283	92.4%	(87.5-97.2)
	3: Elko, White Pine, and Eureka	49	11.3%	(7.2-15.4)	360	88.7%	(84.6-92.8)
	4: Churchill, Humboldt, Pershing, and Lander	47	12.6%	(7.8-17.3)	316	87.4%	(82.7-92.2)
	5: Lyon, Mineral, and Storey	52	12.2%	(8.7-15.8)	372	87.8%	(84.2-91.3)
	6: Nye and Lincoln	38	11.1%	(6.6-15.6)	306	88.9%	(84.4-93.4)
	7: Washoe	94	11.1%	(8.1-14.1)	756	88.9%	(85.9-91.9)
	8: Clark	200	11.8%	(9.9-13.6)	1520	88.2%	(86.4-90.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Green salad, potatoes (excluding french fries, fried potatoes, or potato chips), carrots, or other vegetables

Table 106: Percentage of high school students who ate vegetables one or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1280	26.4%	(24.4-28.4)	3397	73.6%	(71.6-75.6)
Sex	**Female**	603	23.7%	(21.1-26.3)	1761	76.3%	(73.7-78.9)
	Male	662	29.3%	(26.1-32.4)	1593	70.7%	(67.6-73.9)
Age	**14 years old or younger**	123	20.6%	(16.6-24.5)	443	79.4%	(75.5-83.4)
	15 years old	385	28.3%	(25.1-31.5)	962	71.7%	(68.5-74.9)
	16 years old	339	25.5%	(21.8-29.3)	895	74.5%	(70.7-78.2)
	17 years old	284	26.9%	(22.9-30.8)	699	73.1%	(69.2-77.1)
	18 years old or older	148	29.2%	(23.3-35.2)	389	70.8%	(64.8-76.7)
Grade	**9th grade**	326	24.1%	(21.3-26.8)	961	75.9%	(73.2-78.7)
	10th grade	398	27.8%	(24.2-31.3)	1034	72.2%	(68.7-75.8)
	11th grade	277	25.8%	(21.8-29.7)	703	74.2%	(70.3-78.2)
	12th grade	265	28.0%	(23.9-32.2)	668	72.0%	(67.8-76.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	22	26.0%	(15.1-36.8)	56	74.0%	(63.2-84.9)
	Asian[d]	68	30.1%	(23.9-36.4)	173	69.9%	(63.6-76.1)
	Black[d]	43	17.9%	(12.7-23.1)	178	82.1%	(76.9-87.3)
	Native Hawaiian/Pacific Islander[d]	15	24.7%	(11.5-37.9)	39	75.3%	(62.1-88.5)
	White[d]	529	30.1%	(26.9-33.3)	1249	69.9%	(66.7-73.1)
	Hispanic/Latino	483	25.3%	(22.6-28.0)	1402	74.7%	(72.0-77.4)
	Other/Multiple[d]	77	27.6%	(19.8-35.4)	181	72.4%	(64.6-80.2)
Region	**1: Carson City**	58	23.0%	(17.7-28.4)	206	77.0%	(71.6-82.3)
	2: Douglas	109	37.1%	(30.8-43.5)	194	62.9%	(56.5-69.2)
	3: Elko, White Pine, and Eureka	98	24.3%	(18.5-30.1)	311	75.7%	(69.9-81.5)
	4: Churchill, Humboldt, Pershing, and Lander	94	26.2%	(21.5-30.9)	269	73.8%	(69.1-78.5)
	5: Lyon, Mineral, and Storey	123	29.2%	(24.8-33.7)	301	70.8%	(66.3-75.2)
	6: Nye and Lincoln	87	25.2%	(20.5-29.9)	257	74.8%	(70.1-79.5)
	7: Washoe	276	32.4%	(27.8-37.0)	574	67.6%	(63.0-72.2)
	8: Clark	435	25.1%	(22.6-27.5)	1285	74.9%	(72.5-77.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Green salad, potatoes (excluding french fries, fried potatoes, or potato chips), carrots, or other vegetables

Table 107: Percentage of high school students who ate vegetables two or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	779	16.3%	(14.6-18.0)	3898	83.7%	(82.0-85.4)
Sex	**Female**	366	14.9%	(12.8-17.0)	1998	85.1%	(83.0-87.2)
	Male	406	17.8%	(14.7-20.9)	1849	82.2%	(79.1-85.3)
Age	**14 years old or younger**	65	10.9%	(7.8-14.0)	501	89.1%	(86.0-92.2)
	15 years old	242	18.6%	(15.8-21.5)	1105	81.4%	(78.5-84.2)
	16 years old	216	16.0%	(12.8-19.3)	1018	84.0%	(80.7-87.2)
	17 years old	159	15.9%	(12.6-19.1)	824	84.1%	(80.9-87.4)
	18 years old or older	96	17.9%	(12.7-23.1)	441	82.1%	(76.9-87.3)
Grade	**9th grade**	184	13.9%	(11.2-16.6)	1103	86.1%	(83.4-88.8)
	10th grade	264	18.6%	(15.4-21.9)	1168	81.4%	(78.1-84.6)
	11th grade	156	14.9%	(11.9-17.8)	824	85.1%	(82.2-88.1)
	12th grade	165	17.4%	(13.8-21.0)	768	82.6%	(79.0-86.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	9	10.0%	(2.5-17.5)	69	90.0%	(82.5-97.5)
	Asian[d]	43	18.7%	(13.0-24.4)	198	81.3%	(75.6-87.0)
	Black[d]	29	11.6%	(7.6-15.7)	192	88.4%	(84.3-92.4)
	Native Hawaiian/Pacific Islander[d]	10	17.5%	(5.4-29.6)	44	82.5%	(70.4-94.6)
	White[d]	304	17.8%	(15.3-20.3)	1474	82.2%	(79.7-84.7)
	Hispanic/Latino	315	16.1%	(13.9-18.4)	1570	83.9%	(81.6-86.1)
	Other/Multiple[d]	46	16.1%	(10.5-21.6)	212	83.9%	(78.4-89.5)
Region	**1: Carson City**	26	11.1%	(7.4-14.7)	238	88.9%	(85.3-92.6)
	2: Douglas	72	25.1%	(20.5-29.7)	231	74.9%	(70.3-79.5)
	3: Elko, White Pine, and Eureka	57	14.4%	(10.0-18.9)	352	85.6%	(81.1-90.0)
	4: Churchill, Humboldt, Pershing, and Lander	56	16.0%	(12.6-19.3)	307	84.0%	(80.7-87.4)
	5: Lyon, Mineral, and Storey	71	16.2%	(13.5-18.9)	353	83.8%	(81.1-86.5)
	6: Nye and Lincoln	52	14.1%	(10.2-18.0)	292	85.9%	(82.0-89.8)
	7: Washoe	172	19.8%	(16.7-22.9)	678	80.2%	(77.1-83.3)
	8: Clark	273	15.7%	(13.4-17.9)	1447	84.3%	(82.1-86.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Green salad, potatoes (excluding french fries, fried potatoes, or potato chips), carrots, or other vegetables

Table 108: Percentage of high school students who ate vegetables three or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	368	7.5%	(6.3-8.6)	4309	92.5%	(91.4-93.7)
Sex	**Female**	163	6.2%	(4.7-7.7)	2201	93.8%	(92.3-95.3)
	Male	200	8.8%	(6.8-10.7)	2055	91.2%	(89.3-93.2)
Age	**14 years old or younger**	33	5.4%	(3.2-7.5)	533	94.6%	(92.5-96.8)
	15 years old	119	8.8%	(6.8-10.8)	1228	91.2%	(89.2-93.2)
	16 years old	99	7.7%	(5.3-10.1)	1135	92.3%	(89.9-94.7)
	17 years old	75	7.3%	(5.0-9.7)	908	92.7%	(90.3-95.0)
	18 years old or older	41	6.4%	(3.5-9.2)	496	93.6%	(90.8-96.5)
Grade	**9th grade**	97	7.1%	(5.2-9.0)	1190	92.9%	(91.0-94.8)
	10th grade	118	7.9%	(5.9-9.9)	1314	92.1%	(90.1-94.1)
	11th grade	73	6.9%	(4.2-9.6)	907	93.1%	(90.4-95.8)
	12th grade	73	7.7%	(5.3-10.0)	860	92.3%	(90.0-94.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	4	4.2%	(0.0-8.7)	74	95.8%	(91.3-100.0)
	Asian[d]	17	7.3%	(3.6-11.0)	224	92.7%	(89.0-96.4)
	Black[d]	13	5.2%	(2.4-8.0)	208	94.8%	(92.0-97.6)
	Native Hawaiian/Pacific Islander[d]	3	7.8%	(0.0-16.6)	51	92.2%	(83.4-100.0)
	White[d]	124	6.8%	(5.4-8.2)	1654	93.2%	(91.8-94.6)
	Hispanic/Latino	164	8.4%	(6.7-10.0)	1721	91.6%	(90.0-93.3)
	Other/Multiple[d]	25	8.5%	(4.3-12.6)	233	91.5%	(87.4-95.7)
Region	**1: Carson City**	14	5.6%	(3.3-7.8)	250	94.4%	(92.2-96.7)
	2: Douglas	35	11.0%	(8.7-13.3)	268	89.0%	(86.7-91.3)
	3: Elko, White Pine, and Eureka	23	5.6%	(3.4-7.8)	386	94.4%	(92.2-96.6)
	4: Churchill, Humboldt, Pershing, and Lander	31	8.9%	(6.0-11.7)	332	91.1%	(88.3-94.0)
	5: Lyon, Mineral, and Storey	35	7.4%	(4.6-10.1)	389	92.6%	(89.9-95.4)
	6: Nye and Lincoln	21	5.2%	(2.8-7.5)	323	94.8%	(92.5-97.2)
	7: Washoe	83	9.4%	(7.5-11.2)	767	90.6%	(88.8-92.5)
	8: Clark	126	7.2%	(5.6-8.7)	1594	92.8%	(91.3-94.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Green salad, potatoes (excluding french fries, fried potatoes, or potato chips), carrots, or other vegetables
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 109: Percentage of high school students who <u>did not</u> drink soda or pop during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1316	28.6%	(26.8-30.5)	3381	71.4%	(69.5-73.2)
Sex	**Female**	672	28.1%	(25.5-30.8)	1698	71.9%	(69.2-74.5)
	Male	622	29.2%	(26.7-31.7)	1649	70.8%	(68.3-73.3)
Age	**14 years old or younger**	164	26.3%	(21.7-31.0)	401	73.7%	(69.0-78.3)
	15 years old	394	32.4%	(29.1-35.7)	960	67.6%	(64.3-70.9)
	16 years old	353	26.8%	(23.3-30.3)	891	73.2%	(69.7-76.7)
	17 years old	259	29.3%	(25.1-33.4)	726	70.7%	(66.6-74.9)
	18 years old or older	143	25.8%	(20.9-30.7)	396	74.2%	(69.3-79.1)
Grade	**9th grade**	370	29.8%	(26.3-33.3)	926	70.2%	(66.7-73.7)
	10th grade	423	29.4%	(26.4-32.4)	1020	70.6%	(67.6-73.6)
	11th grade	255	28.5%	(24.2-32.7)	721	71.5%	(67.3-75.8)
	12th grade	256	27.3%	(23.6-31.0)	683	72.7%	(69.0-76.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	21	26.6%	(16.0-37.2)	58	73.4%	(62.8-84.0)
	Asian[d]	80	32.0%	(26.3-37.7)	163	68.0%	(62.3-73.7)
	Black[d]	66	31.2%	(24.8-37.7)	157	68.8%	(62.3-75.2)
	Native Hawaiian/Pacific Islander[d]	12	23.2%	(9.1-37.3)	43	76.8%	(62.7-90.9)
	White[d]	479	28.0%	(24.9-31.0)	1309	72.0%	(69.0-75.1)
	Hispanic/Latino	524	28.0%	(25.3-30.8)	1367	72.0%	(69.2-74.7)
	Other/Multiple[d]	73	29.7%	(23.3-36.1)	185	70.3%	(63.9-76.7)
Region	**1: Carson City**	59	22.4%	(16.2-28.6)	207	77.6%	(71.4-83.8)
	2: Douglas	89	31.1%	(24.0-38.2)	213	68.9%	(61.8-76.0)
	3: Elko, White Pine, and Eureka	108	24.8%	(19.6-29.9)	304	75.2%	(70.1-80.4)
	4: Churchill, Humboldt, Pershing, and Lander	89	25.2%	(18.7-31.8)	275	74.8%	(68.2-81.3)
	5: Lyon, Mineral, and Storey	126	26.8%	(22.5-31.0)	302	73.2%	(69.0-77.5)
	6: Nye and Lincoln	102	29.6%	(24.2-35.1)	248	70.4%	(64.9-75.8)
	7: Washoe	229	26.4%	(23.2-29.7)	623	73.6%	(70.3-76.8)
	8: Clark	514	29.5%	(27.1-31.9)	1209	70.5%	(68.1-72.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] A can, bottle, or glass of soda or pop such as 'Coke', 'Pepsi', or 'Sprite', not including diet soda or diet pop

Table 110: Percentage of high school students who drank soda or pop one or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	670	13.1%	(11.8-14.4)	4027	86.9%	(85.6-88.2)
Sex	**Female**	293	11.6%	(9.9-13.2)	2077	88.4%	(86.8-90.1)
	Male	367	14.4%	(12.5-16.3)	1904	85.6%	(83.7-87.5)
Age	**14 years old or younger**	72	11.2%	(8.5-13.9)	493	88.8%	(86.1-91.5)
	15 years old	180	13.0%	(10.4-15.6)	1174	87.0%	(84.4-89.6)
	16 years old	172	12.8%	(10.5-15.0)	1072	87.2%	(85.0-89.5)
	17 years old	165	14.1%	(11.2-17.0)	820	85.9%	(83.0-88.8)
	18 years old or older	80	13.9%	(10.5-17.4)	459	86.1%	(82.6-89.5)
Grade	**9th grade**	163	11.5%	(9.0-13.9)	1133	88.5%	(86.1-91.0)
	10th grade	210	13.5%	(11.2-15.9)	1233	86.5%	(84.1-88.8)
	11th grade	150	14.2%	(11.3-17.2)	826	85.8%	(82.8-88.7)
	12th grade	136	12.8%	(9.7-15.8)	803	87.2%	(84.2-90.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	13	19.4%	(9.0-29.8)	66	80.6%	(70.2-91.0)
	Asian[d]	12	5.3%	(2.2-8.5)	231	94.7%	(91.5-97.8)
	Black[d]	27	10.7%	(6.2-15.2)	196	89.3%	(84.8-93.8)
	Native Hawaiian/Pacific Islander[d]	11	13.4%	(2.5-24.3)	44	86.6%	(75.7-97.5)
	White[d]	303	15.9%	(13.6-18.1)	1485	84.1%	(81.9-86.4)
	Hispanic/Latino	251	13.1%	(11.1-15.0)	1640	86.9%	(85.0-88.9)
	Other/Multiple[d]	28	11.5%	(6.0-17.0)	230	88.5%	(83.0-94.0)
Region	**1: Carson City**	37	14.5%	(8.9-20.1)	229	85.5%	(79.9-91.1)
	2: Douglas	51	16.7%	(11.6-21.8)	251	83.3%	(78.2-88.4)
	3: Elko, White Pine, and Eureka	71	18.7%	(14.0-23.5)	341	81.3%	(76.5-86.0)
	4: Churchill, Humboldt, Pershing, and Lander	75	19.3%	(14.4-24.3)	289	80.7%	(75.7-85.6)
	5: Lyon, Mineral, and Storey	80	19.2%	(15.3-23.0)	348	80.8%	(77.0-84.7)
	6: Nye and Lincoln	52	14.8%	(11.0-18.6)	298	85.2%	(81.4-89.0)
	7: Washoe	81	9.2%	(6.6-11.8)	771	90.8%	(88.2-93.4)
	8: Clark	223	13.2%	(11.5-14.9)	1500	86.8%	(85.1-88.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] A can, bottle, or glass of soda or pop such as ‘Coke’, ‘Pepsi’, or ‘Sprite’, not including diet soda or diet pop

Table 110: Percentage of high school students who drank soda or pop two or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	369	7.3%	(6.3-8.2)	4328	92.7%	(91.8-93.7)
Sex	**Female**	156	6.3%	(5.1-7.4)	2214	93.7%	(92.6-94.9)
	Male	206	8.0%	(6.6-9.5)	2065	92.0%	(90.5-93.4)
Age	**14 years old or younger**	39	6.5%	(3.9-9.1)	526	93.5%	(90.9-96.1)
	15 years old	97	7.3%	(5.4-9.1)	1257	92.7%	(90.9-94.6)
	16 years old	98	7.0%	(5.3-8.8)	1146	93.0%	(91.2-94.7)
	17 years old	92	7.8%	(5.7-10.0)	893	92.2%	(90.0-94.3)
	18 years old or older	42	7.2%	(4.3-10.0)	497	92.8%	(90.0-95.7)
Grade	**9th grade**	82	6.0%	(4.2-7.8)	1214	94.0%	(92.2-95.8)
	10th grade	123	8.0%	(6.1-9.9)	1320	92.0%	(90.1-93.9)
	11th grade	79	7.1%	(5.0-9.2)	897	92.9%	(90.8-95.0)
	12th grade	75	7.3%	(4.8-9.8)	864	92.7%	(90.2-95.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	9	15.1%	(5.4-24.8)	70	84.9%	(75.2-94.6)
	Asian[d]	6	2.4%	(0.4-4.4)	237	97.6%	(95.6-99.6)
	Black[d]	15	7.0%	(3.0-10.9)	208	93.0%	(89.1-97.0)
	Native Hawaiian/Pacific Islander[d]	7	10.1%	(0.2-20.0)	48	89.9%	(80.0-99.8)
	White[d]	163	8.4%	(6.6-10.2)	1625	91.6%	(89.8-93.4)
	Hispanic/Latino	139	7.1%	(5.5-8.7)	1752	92.9%	(91.3-94.5)
	Other/Multiple[d]	16	6.5%	(2.6-10.5)	242	93.5%	(89.5-97.4)
Region	**1: Carson City**	16	6.9%	(3.4-10.4)	250	93.1%	(89.6-96.6)
	2: Douglas	27	8.6%	(4.7-12.4)	275	91.4%	(87.6-95.3)
	3: Elko, White Pine, and Eureka	36	10.2%	(6.3-14.1)	376	89.8%	(85.9-93.7)
	4: Churchill, Humboldt, Pershing, and Lander	42	10.7%	(6.8-14.5)	322	89.3%	(85.5-93.2)
	5: Lyon, Mineral, and Storey	50	11.5%	(7.7-15.2)	378	88.5%	(84.8-92.3)
	6: Nye and Lincoln	29	7.4%	(4.5-10.3)	321	92.6%	(89.7-95.5)
	7: Washoe	47	5.5%	(3.6-7.3)	805	94.5%	(92.7-96.4)
	8: Clark	122	7.3%	(6.0-8.5)	1601	92.7%	(91.5-94.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] A can, bottle, or glass of soda or pop such as 'Coke', 'Pepsi', or 'Sprite', not including diet soda or diet pop

Table 111: Percentage of high school students who drank soda or pop three or more times/day during the 7 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	182	3.6%	(2.9-4.3)	4515	96.4%	(95.7-97.1)
Sex	**Female**	71	2.8%	(1.8-3.8)	2299	97.2%	(96.2-98.2)
	Male	108	4.3%	(3.2-5.3)	2163	95.7%	(94.7-96.8)
Age	**14 years old or younger**	17	2.5%	(1.0-4.1)	548	97.5%	(95.9-99.0)
	15 years old	49	3.6%	(2.5-4.8)	1305	96.4%	(95.2-97.5)
	16 years old	50	2.7%	(1.6-3.9)	1194	97.3%	(96.1-98.4)
	17 years old	45	4.9%	(3.1-6.8)	940	95.1%	(93.2-96.9)
	18 years old or older	21	3.9%	(1.5-6.3)	518	96.1%	(93.7-98.5)
Grade	**9th grade**	42	2.8%	(1.6-4.0)	1254	97.2%	(96.0-98.4)
	10th grade	61	3.6%	(2.6-4.5)	1382	96.4%	(95.5-97.4)
	11th grade	34	3.3%	(1.8-4.7)	942	96.7%	(95.3-98.2)
	12th grade	41	4.6%	(2.5-6.6)	898	95.4%	(93.4-97.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	11.1%	(2.3-19.9)	73	88.9%	(80.1-97.7)
	Asian[d]	2	0.8%	(0.0-1.8)	241	99.2%	(98.2-100.0)
	Black[d]	13	6.3%	(2.5-10.1)	210	93.7%	(89.9-97.5)
	Native Hawaiian/Pacific Islander[d]	3	2.3%	(0.0-5.1)	52	97.7%	(94.9-100.0)
	White[d]	71	2.9%	(1.7-4.1)	1717	97.1%	(95.9-98.3)
	Hispanic/Latino	69	3.3%	(2.4-4.3)	1822	96.7%	(95.7-97.6)
	Other/Multiple[d]	13	6.3%	(2.4-10.3)	245	93.7%	(89.7-97.6)
Region	**1: Carson City**	7	3.0%	(0.4-5.6)	259	97.0%	(94.4-99.6)
	2: Douglas	13	4.9%	(1.9-8.0)	289	95.1%	(92.0-98.1)
	3: Elko, White Pine, and Eureka	13	4.2%	(1.8-6.7)	399	95.8%	(93.3-98.2)
	4: Churchill, Humboldt, Pershing, and Lander	18	4.2%	(2.2-6.3)	346	95.8%	(93.7-97.8)
	5: Lyon, Mineral, and Storey	34	7.4%	(4.2-10.6)	394	92.6%	(89.4-95.8)
	6: Nye and Lincoln	18	4.5%	(2.2-6.9)	332	95.5%	(93.1-97.8)
	7: Washoe	22	2.6%	(1.3-3.9)	830	97.4%	(96.1-98.7)
	8: Clark	57	3.6%	(2.7-4.5)	1666	96.4%	(95.5-97.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] A can, bottle, or glass of soda or pop such as 'Coke', 'Pepsi', or 'Sprite', not including diet soda or diet pop
***Note: We caution against group comparisons when a cell size is less than 5.**

Table 112: Percentage of high school students who did not eat breakfast during the 7 days before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1101	23.8%	(21.8-25.7)	3580	76.2%	(74.3-78.2)
Sex	**Female**	589	24.8%	(22.1-27.4)	1771	75.2%	(72.6-77.9)
	Male	499	22.8%	(20.3-25.2)	1764	77.2%	(74.8-79.7)
Age	**14 years old or younger**	123	20.7%	(15.5-25.9)	441	79.3%	(74.1-84.5)
	15 years old	302	22.4%	(19.2-25.6)	1044	77.6%	(74.4-80.8)
	16 years old	307	25.5%	(22.2-28.9)	928	74.5%	(71.1-77.8)
	17 years old	238	24.0%	(20.2-27.7)	747	76.0%	(72.3-79.8)
	18 years old or older	130	25.8%	(20.2-31.3)	412	74.2%	(68.7-79.8)
Grade	**9th grade**	274	20.8%	(17.2-24.4)	1011	79.2%	(75.6-82.8)
	10th grade	345	24.4%	(21.5-27.4)	1088	75.6%	(72.6-78.5)
	11th grade	240	25.4%	(21.1-29.7)	738	74.6%	(70.3-78.9)
	12th grade	231	24.8%	(21.1-28.4)	709	75.2%	(71.6-78.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	21	28.7%	(16.7-40.6)	58	71.3%	(59.4-83.3)
	Asian[d]	44	17.5%	(11.7-23.3)	199	82.5%	(76.7-88.3)
	Black[d]	55	26.4%	(19.3-33.6)	165	73.6%	(66.4-80.7)
	Native Hawaiian/Pacific Islander[d]	16	28.6%	(13.6-43.5)	39	71.4%	(56.5-86.4)
	White[d]	381	22.8%	(19.9-25.7)	1402	77.2%	(74.3-80.1)
	Hispanic/Latino	475	24.0%	(21.4-26.6)	1404	76.0%	(73.4-78.6)
	Other/Multiple[d]	66	27.2%	(19.3-35.0)	193	72.8%	(65.0-80.7)
Region	**1: Carson City**	61	21.8%	(14.8-28.8)	207	78.2%	(71.2-85.2)
	2: Douglas	85	29.6%	(21.4-37.8)	218	70.4%	(62.2-78.6)
	3: Elko, White Pine, and Eureka	116	27.2%	(22.3-32.1)	294	72.8%	(67.9-77.7)
	4: Churchill, Humboldt, Pershing, and Lander	83	23.5%	(16.6-30.4)	276	76.5%	(69.6-83.4)
	5: Lyon, Mineral, and Storey	101	23.0%	(17.0-29.0)	327	77.0%	(71.0-83.0)
	6: Nye and Lincoln	62	19.0%	(14.4-23.7)	286	81.0%	(76.3-85.6)
	7: Washoe	180	21.6%	(17.5-25.6)	670	78.4%	(74.4-82.5)
	8: Clark	413	24.2%	(21.7-26.7)	1302	75.8%	(73.3-78.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 113: Percentage of high school students who ate breakfast on all 7 days before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1018	20.9%	(19.1-22.7)	3663	79.1%	(77.3-80.9)
Sex	**Female**	408	16.7%	(14.5-18.8)	1952	83.3%	(81.2-85.5)
	Male	596	25.1%	(22.3-27.9)	1667	74.9%	(72.1-77.7)
Age	**14 years old or younger**	118	20.9%	(16.4-25.3)	446	79.1%	(74.7-83.6)
	15 years old	322	24.6%	(21.2-28.1)	1024	75.4%	(71.9-78.8)
	16 years old	263	21.3%	(18.3-24.3)	972	78.7%	(75.7-81.7)
	17 years old	211	19.0%	(15.5-22.5)	774	81.0%	(77.5-84.5)
	18 years old or older	103	15.4%	(11.7-19.1)	439	84.6%	(80.9-88.3)
Grade	**9th grade**	309	23.8%	(19.9-27.6)	976	76.2%	(72.4-80.1)
	10th grade	311	22.8%	(19.9-25.7)	1122	77.2%	(74.3-80.1)
	11th grade	215	20.5%	(17.3-23.6)	763	79.5%	(76.4-82.7)
	12th grade	175	15.8%	(12.4-19.3)	765	84.2%	(80.7-87.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	14	15.2%	(6.8-23.6)	65	84.8%	(76.4-93.2)
	Asian[d]	64	24.5%	(17.5-31.5)	179	75.5%	(68.5-82.5)
	Black[d]	49	19.7%	(14.4-25.0)	171	80.3%	(75.0-85.6)
	Native Hawaiian/Pacific Islander[d]	12	21.1%	(7.7-34.5)	43	78.9%	(65.5-92.3)
	White[d]	431	23.1%	(20.1-26.1)	1352	76.9%	(73.9-79.9)
	Hispanic/Latino	376	20.5%	(18.0-22.9)	1503	79.5%	(77.1-82.0)
	Other/Multiple[d]	41	13.0%	(8.1-17.9)	218	87.0%	(82.1-91.9)
Region	**1: Carson City**	52	18.2%	(12.3-24.0)	216	81.8%	(76.0-87.7)
	2: Douglas	78	26.3%	(21.0-31.6)	225	73.7%	(68.4-79.0)
	3: Elko, White Pine, and Eureka	77	19.4%	(13.7-25.1)	333	80.6%	(74.9-86.3)
	4: Churchill, Humboldt, Pershing, and Lander	88	25.7%	(19.2-32.2)	271	74.3%	(67.8-80.8)
	5: Lyon, Mineral, and Storey	90	20.3%	(16.1-24.5)	338	79.7%	(75.5-83.9)
	6: Nye and Lincoln	84	24.8%	(19.0-30.5)	264	75.2%	(69.5-81.0)
	7: Washoe	199	23.5%	(19.7-27.3)	651	76.5%	(72.7-80.3)
	8: Clark	350	20.2%	(17.9-22.4)	1365	79.8%	(77.6-82.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 114: Percentage of high school students who went hungry because there was not enough food in their home during the 30 days before the survey — Nevada YRBS 2023*

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	4026	86.4%	(85.0-87.8)	433	9.8%	(8.7-11.0)	182	3.8%	(3.0-4.6)
Sex	**Female**	2026	85.8%	(83.8-87.8)	236	10.7%	(9.0-12.4)	85	3.5%	(2.5-4.5)
	Male	1961	87.1%	(85.3-88.9)	191	9.0%	(7.5-10.5)	90	3.9%	(2.9-5.0)
Age	**14 years/younger**	485	85.8%	(82.4-89.2)	51	10.4%	(7.4-13.4)	22	3.8%	(1.6-6.0)
	15 years old	1178	88.8%	(86.4-91.2)	109	7.8%	(5.7-10.0)	45	3.3%	(2.2-4.5)
	16 years old	1055	85.9%	(83.1-88.7)	124	10.2%	(8.0-12.5)	48	3.9%	(2.4-5.3)
	17 years old	840	84.9%	(81.8-88.1)	93	10.9%	(8.2-13.7)	45	4.1%	(2.5-5.8)
	18 years/older	461	85.5%	(81.9-89.2)	55	10.5%	(7.5-13.6)	22	3.9%	(1.7-6.2)
Grade	**9th grade**	1120	87.8%	(85.6-90.1)	111	8.7%	(7.0-10.5)	44	3.4%	(2.3-4.6)
	10th grade	1243	87.3%	(85.1-89.6)	129	9.3%	(7.2-11.4)	52	3.4%	(2.2-4.5)
	11th grade	830	84.6%	(80.9-88.4)	95	10.8%	(8.3-13.4)	42	4.5%	(2.7-6.4)
	12th grade	806	86.3%	(83.1-89.4)	92	10.5%	(7.3-13.6)	36	3.3%	(1.8-4.8)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	66	83.1%	(73.9-92.4)	5	6.0%	(0.3-11.7)	8	10.9%	(2.9-18.8)
	Asian[d]	206	86.7%	(81.8-91.7)	25	10.6%	(5.9-15.3)	12	2.7%	(0.7-4.7)
	Black[d]	182	82.1%	(75.6-88.5)	25	13.2%	(7.1-19.3)	9	4.7%	(2.0-7.5)
	Native Hawaiian/ Pacific Islander[d]	48	86.5%	(75.3-97.8)	5	9.6%	(0.0-20.3)	2	3.9%	(0.0-9.5)
	White[d]	1572	88.3%	(86.2-90.3)	146	8.8%	(6.9-10.7)	52	2.9%	(1.9-4.0)
	Hispanic/Latino	1613	87.0%	(85.2-88.8)	181	9.3%	(7.7-10.9)	74	3.7%	(2.7-4.8)
	Other/Multiple[d]	211	80.7%	(74.5-86.9)	31	12.8%	(7.4-18.2)	14	6.5%	(1.5-11.6)
Region	**1: Carson City**	223	84.1%	(77.7-90.4)	31	10.2%	(5.1-15.3)	13	5.7%	(2.2-9.2)
	2: Douglas	268	88.5%	(85.2-91.9)	22	7.3%	(3.8-10.9)	12	4.1%	(0.7-7.6)
	3: Elko, White Pine, and Eureka	356	88.4%	(84.3-92.5)	34	7.5%	(4.8-10.2)	17	4.1%	(1.4-6.7)
	4: Churchill, Humboldt, Pershing, and Lander	307	86.7%	(82.8-90.5)	39	10.6%	(6.4-14.8)	11	2.8%	(1.0-4.5)
	5: Lyon, Mineral, and Storey	366	87.4%	(83.4-91.3)	38	8.9%	(5.2-12.6)	19	3.7%	(1.8-5.7)
	6: Nye and Lincoln	301	86.7%	(81.0-92.4)	29	9.0%	(4.3-13.8)	15	4.3%	(2.2-6.5)
	7: Washoe	736	87.6%	(85.1-90.2)	68	8.6%	(6.6-10.7)	33	3.7%	(2.1-5.3)
	8: Clark	1469	86.0%	(84.2-87.9)	172	10.2%	(8.7-11.7)	62	3.7%	(2.8-4.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
***Note: We caution against group comparisons when a cell size is less than 5.**

Physical Activity

Table 115: Percentage of high school students who did not participate in at least 60 minutes of physical activity on any day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	681	16.8%	(15.0-18.6)	3955	83.2%	(81.4-85.0)
Sex	**Female**	384	18.4%	(16.0-20.8)	1942	81.6%	(79.2-84.0)
	Male	286	15.0%	(12.9-17.1)	1970	85.0%	(82.9-87.1)
Age	**14 years old or younger**	71	13.4%	(8.9-17.8)	489	86.6%	(82.2-91.1)
	15 years old	169	12.5%	(9.9-15.0)	1164	87.5%	(85.0-90.1)
	16 years old	170	16.4%	(13.2-19.6)	1054	83.6%	(80.4-86.8)
	17 years old	156	19.2%	(16.1-22.3)	819	80.8%	(77.7-83.9)
	18 years old or older	115	25.6%	(21.2-29.9)	420	74.4%	(70.1-78.8)
Grade	**9th grade**	155	12.6%	(9.3-15.9)	1121	87.4%	(84.1-90.7)
	10th grade	180	13.2%	(10.8-15.5)	1240	86.8%	(84.5-89.2)
	11th grade	156	19.8%	(16.6-22.9)	809	80.2%	(77.1-83.4)
	12th grade	183	22.1%	(18.3-25.9)	750	77.9%	(74.1-81.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	16	24.6%	(12.9-36.3)	62	75.4%	(63.7-87.1)
	Asian[d]	25	11.1%	(7.4-14.9)	214	88.9%	(85.1-92.6)
	Black[d]	45	23.4%	(15.9-30.8)	172	76.6%	(69.2-84.1)
	Native Hawaiian/Pacific Islander[d]	7	14.4%	(2.5-26.4)	47	85.6%	(73.6-97.5)
	White[d]	197	13.2%	(10.8-15.6)	1577	86.8%	(84.4-89.2)
	Hispanic/Latino	323	18.9%	(16.5-21.2)	1542	81.1%	(78.8-83.5)
	Other/Multiple[d]	31	13.0%	(8.2-17.9)	221	87.0%	(82.1-91.8)
Region	**1: Carson City**	33	12.1%	(6.9-17.3)	233	87.9%	(82.7-93.1)
	2: Douglas	41	13.8%	(8.2-19.4)	261	86.2%	(80.6-91.8)
	3: Elko, White Pine, and Eureka	62	14.5%	(10.2-18.8)	347	85.5%	(81.2-89.8)
	4: Churchill, Humboldt, Pershing, and Lander	49	13.6%	(9.4-17.8)	308	86.4%	(82.2-90.6)
	5: Lyon, Mineral, and Storey	42	9.9%	(6.7-13.2)	381	90.1%	(86.8-93.3)
	6: Nye and Lincoln	31	9.3%	(5.2-13.3)	312	90.7%	(86.7-94.8)
	7: Washoe	126	15.0%	(12.1-17.9)	711	85.0%	(82.1-87.9)
	8: Clark	297	17.9%	(15.5-20.2)	1402	82.1%	(79.8-84.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Did not do any kind of physical activity that increased their heart rate and made them breathe hard some of the time

Table 116: Percentage of high school students who were physically active at least 60 minutes/day on 5 or more days during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1990	39.5%	(37.0-41.9)	2646	60.5%	(58.1-63.0)
Sex	**Female**	835	31.3%	(28.7-33.9)	1491	68.7%	(66.1-71.3)
	Male	1140	47.8%	(44.5-51.1)	1116	52.2%	(48.9-55.5)
Age	**14 years old or younger**	235	37.6%	(32.1-43.1)	325	62.4%	(56.9-67.9)
	15 years old	594	42.0%	(38.5-45.6)	739	58.0%	(54.4-61.5)
	16 years old	529	39.7%	(35.5-43.8)	695	60.3%	(56.2-64.5)
	17 years old	416	40.1%	(35.6-44.7)	559	59.9%	(55.3-64.4)
	18 years old or older	210	34.1%	(28.5-39.7)	325	65.9%	(60.3-71.5)
Grade	**9th grade**	571	39.9%	(35.5-44.3)	705	60.1%	(55.7-64.5)
	10th grade	608	41.1%	(37.9-44.4)	812	58.9%	(55.6-62.1)
	11th grade	419	38.4%	(34.0-42.8)	546	61.6%	(57.2-66.0)
	12th grade	377	38.2%	(33.2-43.2)	556	61.8%	(56.8-66.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	34	39.0%	(24.6-53.5)	44	61.0%	(46.5-75.4)
	Asian[d]	95	39.0%	(32.2-45.8)	144	61.0%	(54.2-67.8)
	Black[d]	85	40.0%	(32.1-47.9)	132	60.0%	(52.1-67.9)
	Native Hawaiian/Pacific Islander[d]	24	53.6%	(36.8-70.5)	30	46.4%	(29.5-63.2)
	White[d]	896	47.1%	(43.2-51.1)	878	52.9%	(48.9-56.8)
	Hispanic/Latino	680	33.6%	(30.8-36.5)	1185	66.4%	(63.5-69.2)
	Other/Multiple[d]	113	40.9%	(33.0-48.7)	139	59.1%	(51.3-67.0)
Region	**1: Carson City**	104	39.0%	(31.2-46.8)	162	61.0%	(53.2-68.8)
	2: Douglas	134	44.8%	(33.9-55.8)	168	55.2%	(44.2-66.1)
	3: Elko, White Pine, and Eureka	192	47.7%	(41.9-53.5)	217	52.3%	(46.5-58.1)
	4: Churchill, Humboldt, Pershing, and Lander	190	53.4%	(46.1-60.7)	167	46.6%	(39.3-53.9)
	5: Lyon, Mineral, and Storey	215	50.1%	(43.2-57.0)	208	49.9%	(43.0-56.8)
	6: Nye and Lincoln	168	48.5%	(39.9-57.1)	175	51.5%	(42.9-60.1)
	7: Washoe	372	45.2%	(39.7-50.7)	465	54.8%	(49.3-60.3)
	8: Clark	615	36.9%	(33.9-39.9)	1084	63.1%	(60.1-66.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time

Table 117: Percentage of high school students who were physically active at least 60 minutes/day on all 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1014	19.4%	(17.7-21.0)	3622	80.6%	(79.0-82.3)
Sex	**Female**	380	13.4%	(11.7-15.0)	1946	86.6%	(85.0-88.3)
	Male	624	25.3%	(22.6-28.1)	1632	74.7%	(71.9-77.4)
Age	**14 years old or younger**	114	16.5%	(12.8-20.2)	446	83.5%	(79.8-87.2)
	15 years old	287	19.4%	(16.6-22.3)	1046	80.6%	(77.7-83.4)
	16 years old	274	19.6%	(16.5-22.8)	950	80.4%	(77.2-83.5)
	17 years old	233	20.5%	(17.2-23.8)	742	79.5%	(76.2-82.8)
	18 years old or older	102	19.1%	(14.2-24.1)	433	80.9%	(75.9-85.8)
Grade	**9th grade**	278	16.8%	(14.0-19.5)	998	83.2%	(80.5-86.0)
	10th grade	305	19.6%	(17.3-21.9)	1115	80.4%	(78.1-82.7)
	11th grade	233	21.6%	(18.4-24.9)	732	78.4%	(75.1-81.6)
	12th grade	188	19.1%	(15.1-23.1)	745	80.9%	(76.9-84.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	19	16.4%	(6.6-26.2)	59	83.6%	(73.8-93.4)
	Asian[d]	40	16.2%	(11.3-21.2)	199	83.8%	(78.8-88.7)
	Black[d]	42	21.3%	(15.1-27.6)	175	78.7%	(72.4-84.9)
	Native Hawaiian/Pacific Islander[d]	16	32.0%	(16.4-47.6)	38	68.0%	(52.4-83.6)
	White[d]	470	24.2%	(21.5-26.8)	1304	75.8%	(73.2-78.5)
	Hispanic/Latino	339	16.2%	(14.0-18.3)	1526	83.8%	(81.7-86.0)
	Other/Multiple[d]	51	16.9%	(10.6-23.1)	201	83.1%	(76.9-89.4)
Region	**1: Carson City**	58	20.4%	(15.4-25.4)	208	79.6%	(74.6-84.6)
	2: Douglas	65	21.0%	(14.9-27.1)	237	79.0%	(72.9-85.1)
	3: Elko, White Pine, and Eureka	103	25.4%	(20.3-30.5)	306	74.6%	(69.5-79.7)
	4: Churchill, Humboldt, Pershing, and Lander	123	36.1%	(31.2-41.1)	234	63.9%	(58.9-68.8)
	5: Lyon, Mineral, and Storey	116	27.9%	(22.3-33.6)	307	72.1%	(66.4-77.7)
	6: Nye and Lincoln	92	26.4%	(21.7-31.1)	251	73.6%	(68.9-78.3)
	7: Washoe	169	20.9%	(17.7-24.0)	668	79.1%	(76.0-82.3)
	8: Clark	288	17.8%	(15.8-19.9)	1411	82.2%	(80.1-84.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time

Table 118: Percentage of high school students who attended physical education (PE) classes on one or more days in an average school week — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2782	58.9%	(54.0-63.7)	1847	41.1%	(36.3-46.0)
Sex	**Female**	1315	53.4%	(47.6-59.3)	1020	46.6%	(40.7-52.4)
	Male	1435	64.1%	(59.2-69.0)	805	35.9%	(31.0-40.8)
Age	**14 years old or younger**	470	88.2%	(84.6-91.9)	80	11.8%	(8.1-15.4)
	15 years old	991	76.7%	(71.4-81.9)	337	23.3%	(18.1-28.6)
	16 years old	716	53.4%	(47.0-59.8)	509	46.6%	(40.2-53.0)
	17 years old	417	42.2%	(34.9-49.5)	564	57.8%	(50.5-65.1)
	18 years old or older	184	35.6%	(26.8-44.4)	354	64.4%	(55.6-73.2)
Grade	**9th grade**	1066	86.1%	(82.4-89.9)	192	13.9%	(10.1-17.6)
	10th grade	935	68.3%	(61.7-74.9)	487	31.7%	(25.1-38.3)
	11th grade	448	42.8%	(35.9-49.6)	522	57.2%	(50.4-64.1)
	12th grade	305	35.6%	(26.2-45.0)	630	64.4%	(55.0-73.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	47	57.2%	(44.4-70.0)	32	42.8%	(30.0-55.6)
	Asian[d]	147	61.7%	(51.1-72.3)	94	38.3%	(27.7-48.9)
	Black[d]	136	64.1%	(55.3-72.9)	77	35.9%	(27.1-44.7)
	Native Hawaiian/Pacific Islander[d]	32	61.0%	(43.4-78.5)	23	39.0%	(21.5-56.6)
	White[d]	995	53.5%	(48.0-58.9)	772	46.5%	(41.1-52.0)
	Hispanic/Latino	1175	60.4%	(54.6-66.1)	686	39.6%	(33.9-45.4)
	Other/Multiple[d]	158	61.8%	(52.9-70.7)	99	38.2%	(29.3-47.1)
Region	**1: Carson City**	166	57.3%	(42.1-72.6)	93	42.7%	(27.4-57.9)
	2: Douglas	146	53.0%	(43.3-62.8)	154	47.0%	(37.2-56.7)
	3: Elko, White Pine, and Eureka	240	57.3%	(45.2-69.5)	167	42.7%	(30.5-54.8)
	4: Churchill, Humboldt, Pershing, and Lander	239	61.4%	(49.9-73.0)	118	38.6%	(27.0-50.1)
	5: Lyon, Mineral, and Storey	296	64.3%	(56.6-72.0)	129	35.7%	(28.0-43.4)
	6: Nye and Lincoln	196	55.8%	(42.5-69.0)	149	44.2%	(31.0-57.5)
	7: Washoe	426	50.8%	(44.1-57.5)	414	49.2%	(42.5-55.9)
	8: Clark	1073	60.6%	(54.2-67.0)	623	39.4%	(33.0-45.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 119: Percentage of high school students who attended physical education (PE) classes daily[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	683	14.6%	(11.2-18.0)	3946	85.4%	(82.0-88.8)
Sex	**Female**	284	10.3%	(7.5-13.0)	2051	89.7%	(87.0-92.5)
	Male	395	19.1%	(14.0-24.2)	1845	80.9%	(75.8-86.0)
Age	**14 years old or younger**	96	16.0%	(9.5-22.4)	454	84.0%	(77.6-90.5)
	15 years old	221	16.2%	(11.2-21.3)	1107	83.8%	(78.7-88.8)
	16 years old	183	14.7%	(9.9-19.4)	1042	85.3%	(80.6-90.1)
	17 years old	128	13.9%	(9.0-18.8)	853	86.1%	(81.2-91.0)
	18 years old or older	52	11.3%	(6.0-16.6)	486	88.7%	(83.4-94.0)
Grade	**9th grade**	210	13.4%	(8.3-18.4)	1048	86.6%	(81.6-91.7)
	10th grade	230	18.1%	(12.1-24.1)	1192	81.9%	(75.9-87.9)
	11th grade	143	14.4%	(9.4-19.4)	827	85.6%	(80.6-90.6)
	12th grade	90	11.5%	(5.2-17.8)	845	88.5%	(82.2-94.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	9	8.8%	(2.3-15.3)	70	91.2%	(84.7-97.7)
	Asian[d]	42	15.4%	(8.2-22.6)	199	84.6%	(77.4-91.8)
	Black[d]	35	18.8%	(11.5-26.1)	178	81.2%	(73.9-88.5)
	Native Hawaiian/Pacific Islander[d]	14	24.1%	(6.5-41.7)	41	75.9%	(58.3-93.5)
	White[d]	246	13.9%	(10.4-17.5)	1521	86.1%	(82.5-89.6)
	Hispanic/Latino	282	14.5%	(10.4-18.5)	1579	85.5%	(81.5-89.6)
	Other/Multiple[d]	33	10.0%	(5.2-14.8)	224	90.0%	(85.2-94.8)
Region	**1: Carson City**	16	6.1%	(1.8-10.5)	243	93.9%	(89.5-98.2)
	2: Douglas	24	7.9%	(4.8-11.0)	276	92.1%	(89.0-95.2)
	3: Elko, White Pine, and Eureka	24	5.6%	(3.4-7.8)	383	94.4%	(92.2-96.6)
	4: Churchill, Humboldt, Pershing, and Lander	100	24.4%	(12.4-36.4)	257	75.6%	(63.6-87.6)
	5: Lyon, Mineral, and Storey	105	23.7%	(15.3-32.1)	320	76.3%	(67.9-84.7)
	6: Nye and Lincoln	14	5.4%	(2.3-8.6)	331	94.6%	(91.4-97.7)
	7: Washoe	164	19.9%	(12.4-27.3)	676	80.1%	(72.7-87.6)
	8: Clark	236	13.8%	(9.4-18.2)	1460	86.2%	(81.8-90.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] 5 days in an average week when they were in school

Table 120: Percentage of high school students who got 8 or more hours of sleep on an average school night — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	977	18.0%	(16.5-19.5)	3622	82.0%	(80.5-83.5)
Sex	**Female**	423	15.3%	(13.5-17.0)	1891	84.7%	(83.0-86.5)
	Male	542	20.5%	(18.1-22.9)	1689	79.5%	(77.1-81.9)
Age	**14 years old or younger**	136	19.9%	(15.6-24.2)	417	80.1%	(75.8-84.4)
	15 years old	318	20.7%	(17.5-23.9)	999	79.3%	(76.1-82.5)
	16 years old	251	17.8%	(15.1-20.4)	968	82.2%	(79.6-84.9)
	17 years old	181	14.9%	(12.0-17.8)	788	85.1%	(82.2-88.0)
	18 years old or older	88	16.4%	(11.0-21.8)	444	83.6%	(78.2-89.0)
Grade	**9th grade**	323	20.9%	(17.6-24.1)	938	79.1%	(75.9-82.4)
	10th grade	318	19.5%	(16.8-22.2)	1093	80.5%	(77.8-83.2)
	11th grade	192	17.5%	(14.6-20.3)	776	82.5%	(79.7-85.4)
	12th grade	137	13.2%	(10.0-16.4)	781	86.8%	(83.6-90.0)
Race/Ethnicity	**American Indian/Alaska Native**[d]	21	21.2%	(10.8-31.6)	59	78.8%	(68.4-89.2)
	Asian[d]	33	11.5%	(7.5-15.6)	209	88.5%	(84.4-92.5)
	Black[d]	38	16.0%	(10.6-21.4)	171	84.0%	(78.6-89.4)
	Native Hawaiian/Pacific Islander[d]	13	30.3%	(12.6-48.0)	42	69.7%	(52.0-87.4)
	White[d]	414	19.8%	(17.1-22.6)	1343	80.2%	(77.4-82.9)
	Hispanic/Latino	388	18.3%	(16.3-20.4)	1466	81.7%	(79.6-83.7)
	Other/Multiple[d]	36	12.9%	(7.8-17.9)	214	87.1%	(82.1-92.2)
Region	**1: Carson City**	54	17.6%	(13.2-22.0)	209	82.4%	(78.0-86.8)
	2: Douglas	70	26.2%	(17.8-34.6)	228	73.8%	(65.4-82.2)
	3: Elko, White Pine, and Eureka	105	24.0%	(19.2-28.9)	304	76.0%	(71.1-80.8)
	4: Churchill, Humboldt, Pershing, and Lander	87	23.7%	(16.5-30.9)	256	76.3%	(69.1-83.5)
	5: Lyon, Mineral, and Storey	112	23.1%	(17.7-28.5)	312	76.9%	(71.5-82.3)
	6: Nye and Lincoln	86	24.5%	(18.9-30.0)	255	75.5%	(70.0-81.1)
	7: Washoe	194	23.2%	(20.1-26.2)	641	76.8%	(73.8-79.9)
	8: Clark	269	16.1%	(14.1-18.0)	1417	83.9%	(82.0-85.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Weight

Table 121: Percentage of high school students who were obese[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	686	15.0%	(13.4-16.6)	3879	85.0%	(83.4-86.6)
Sex	**Female**	330	15.1%	(12.7-17.5)	1905	84.9%	(82.5-87.3)
	Male	356	14.9%	(12.9-17.0)	1974	85.1%	(83.0-87.1)
Age	**14 years old or younger**	88	19.3%	(14.6-24.0)	435	80.7%	(76.0-85.4)
	15 years old	213	15.7%	(13.2-18.2)	1085	84.3%	(81.8-86.8)
	16 years old	167	12.8%	(9.9-15.8)	1055	87.2%	(84.2-90.1)
	17 years old	145	14.6%	(11.4-17.8)	832	85.4%	(82.2-88.6)
	18 years old or older	73	14.8%	(11.2-18.3)	472	85.2%	(81.7-88.8)
Grade	**9th grade**	199	17.1%	(14.2-20.0)	1033	82.9%	(80.0-85.8)
	10th grade	221	15.2%	(12.5-17.9)	1190	84.8%	(82.1-87.5)
	11th grade	132	12.6%	(9.1-16.1)	827	87.4%	(83.9-90.9)
	12th grade	132	15.1%	(12.0-18.2)	808	84.9%	(81.8-88.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	15	19.2%	(9.8-28.6)	62	80.8%	(71.4-90.2)
	Asian[d]	14	6.7%	(2.6-10.7)	225	93.3%	(89.3-97.4)
	Black[d]	46	20.1%	(14.0-26.2)	184	79.9%	(73.8-86.0)
	Native Hawaiian/Pacific Islander[d]	11	18.0%	(5.9-30.2)	45	82.0%	(69.8-94.1)
	White[d]	206	10.5%	(8.5-12.4)	1559	89.5%	(87.6-91.5)
	Hispanic/Latino	334	18.1%	(15.5-20.6)	1470	81.9%	(79.4-84.5)
	Other/Multiple[d]	39	13.3%	(8.1-18.4)	227	86.7%	(81.6-91.9)
Region	**1: Carson City**	53	22.0%	(16.2-27.8)	183	78.0%	(72.2-83.8)
	2: Douglas	36	12.8%	(6.8-18.8)	264	87.2%	(81.2-93.2)
	3: Elko, White Pine, and Eureka	76	18.6%	(14.2-23.0)	330	81.4%	(77.0-85.8)
	4: Churchill, Humboldt, Pershing, and Lander	55	14.7%	(10.5-18.8)	292	85.3%	(81.2-89.5)
	5: Lyon, Mineral, and Storey	63	15.8%	(12.0-19.7)	355	84.2%	(80.3-88.0)
	6: Nye and Lincoln	41	11.6%	(7.8-15.3)	285	88.4%	(84.7-92.2)
	7: Washoe	97	11.3%	(8.4-14.2)	742	88.7%	(85.8-91.6)
	8: Clark	265	15.5%	(13.4-17.7)	1428	84.5%	(82.3-86.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Students who were ≥95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

Table 122: Percentage of high school students who were overweight[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	726	16.5%	(15.2-17.8)	3839	83.5%	(82.2-84.8)
Sex	**Female**	342	16.5%	(14.5-18.5)	1893	83.5%	(81.5-85.5)
	Male	384	16.5%	(14.7-18.3)	1946	83.5%	(81.7-85.3)
Age	**14 years old or younger**	85	15.9%	(12.1-19.7)	438	84.1%	(80.3-87.9)
	15 years old	215	17.0%	(14.4-19.7)	1083	83.0%	(80.3-85.6)
	16 years old	205	17.8%	(15.0-20.5)	1017	82.2%	(79.5-85.0)
	17 years old	134	14.5%	(11.5-17.6)	843	85.5%	(82.4-88.5)
	18 years old or older	87	16.9%	(13.0-20.9)	458	83.1%	(79.1-87.0)
Grade	**9th grade**	188	15.6%	(13.1-18.0)	1044	84.4%	(82.0-86.9)
	10th grade	232	16.7%	(13.8-19.5)	1179	83.3%	(80.5-86.2)
	11th grade	158	17.6%	(13.8-21.3)	801	82.4%	(78.7-86.2)
	12th grade	142	16.2%	(13.6-18.8)	798	83.8%	(81.2-86.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	20	21.2%	(11.2-31.3)	57	78.8%	(68.7-88.8)
	Asian[d]	35	15.3%	(10.1-20.5)	204	84.7%	(79.5-89.9)
	Black[d]	29	14.5%	(9.2-19.9)	201	85.5%	(80.1-90.8)
	Native Hawaiian/Pacific Islander[d]	10	17.1%	(4.9-29.4)	46	82.9%	(70.6-95.1)
	White[d]	262	15.7%	(13.2-18.3)	1503	84.3%	(81.7-86.8)
	Hispanic/Latino	316	18.0%	(16.0-20.1)	1488	82.0%	(79.9-84.0)
	Other/Multiple[d]	37	13.3%	(8.2-18.5)	229	86.7%	(81.5-91.8)
Region	**1: Carson City**	34	14.8%	(9.4-20.1)	202	85.2%	(79.9-90.6)
	2: Douglas	50	17.7%	(13.0-22.5)	250	82.3%	(77.5-87.0)
	3: Elko, White Pine, and Eureka	58	14.6%	(10.5-18.7)	348	85.4%	(81.3-89.5)
	4: Churchill, Humboldt, Pershing, and Lander	53	15.4%	(12.1-18.7)	294	84.6%	(81.3-87.9)
	5: Lyon, Mineral, and Storey	80	18.3%	(14.7-21.9)	338	81.7%	(78.1-85.3)
	6: Nye and Lincoln	54	15.9%	(10.9-20.8)	272	84.1%	(79.2-89.1)
	7: Washoe	106	13.2%	(11.0-15.4)	733	86.8%	(84.6-89.0)
	8: Clark	291	17.3%	(15.6-18.9)	1402	82.7%	(81.1-84.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Students who were ≥85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth chart

Resiliency Factors

Table 123: Percentage of high school students who talked to their parents or other adults in their home about their problems — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2290	50.1%	(48.0-52.3)	1184	26.2%	(24.4-28.0)	1114	23.6%	(22.1-25.2)
Sex	**Female**	1093	48.9%	(46.2-51.6)	616	26.7%	(24.8-28.7)	598	24.3%	(22.0-26.7)
	Male	1159	50.9%	(47.4-54.4)	552	25.8%	(23.0-28.6)	513	23.3%	(21.1-25.5)
Age	**14 years/younger**	281	50.1%	(44.8-55.4)	142	26.9%	(22.1-31.6)	133	23.0%	(18.5-27.5)
	15 years old	660	50.2%	(45.8-54.6)	315	23.3%	(19.5-27.0)	335	26.6%	(23.1-30.0)
	16 years old	632	52.9%	(48.9-56.9)	308	25.7%	(22.2-29.3)	282	21.4%	(18.5-24.3)
	17 years old	458	47.3%	(43.6-51.0)	278	29.2%	(25.3-33.1)	227	23.5%	(19.8-27.2)
	18 years/older	254	49.7%	(44.1-55.3)	140	27.4%	(22.3-32.6)	136	22.9%	(18.9-26.9)
Grade	**9th grade**	625	48.4%	(43.9-53.0)	299	24.4%	(20.6-28.2)	335	27.2%	(23.6-30.7)
	10th grade	721	52.2%	(48.3-56.1)	354	25.3%	(21.5-29.2)	334	22.4%	(19.7-25.1)
	11th grade	486	51.2%	(47.7-54.7)	265	26.9%	(23.2-30.7)	211	21.9%	(19.0-24.7)
	12th grade	432	48.3%	(44.2-52.4)	257	28.7%	(25.3-32.1)	227	23.0%	(19.5-26.5)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	43	58.8%	(46.0-71.7)	17	19.7%	(10.1-29.2)	17	21.5%	(10.7-32.3)
	Asian[d]	124	48.2%	(40.8-55.6)	68	30.5%	(24.2-36.9)	48	21.3%	(16.3-26.3)
	Black[d]	103	49.9%	(41.2-58.5)	58	27.8%	(20.6-34.9)	51	22.4%	(15.7-29.0)
	Native Hawaiian/ Pacific Islander[d]	31	51.2%	(33.6-68.9)	9	21.3%	(7.6-35.0)	15	27.4%	(11.7-43.2)
	White[d]	807	45.9%	(42.6-49.2)	470	27.8%	(24.9-30.7)	472	26.3%	(22.9-29.8)
	Hispanic/Latino	965	52.5%	(49.9-55.1)	462	24.8%	(22.6-27.1)	420	22.6%	(20.4-24.9)
	Other/Multiple[d]	131	53.5%	(46.5-60.6)	67	24.3%	(18.0-30.6)	55	22.2%	(14.7-29.6)
Region	**1: Carson City**	141	51.6%	(45.9-57.4)	78	30.5%	(24.4-36.6)	50	17.9%	(12.4-23.3)
	2: Douglas	137	45.2%	(38.8-51.6)	78	27.2%	(23.4-31.0)	80	27.6%	(21.7-33.5)
	3: Elko, White Pine, and Eureka	202	49.8%	(43.2-56.4)	105	25.5%	(21.7-29.3)	101	24.7%	(19.2-30.2)
	4: Churchill, Humboldt, Pershing, and Lander	176	48.2%	(41.0-55.4)	88	25.3%	(18.6-31.9)	87	26.6%	(19.4-33.8)
	5: Lyon, Mineral, and Storey	219	52.6%	(46.5-58.7)	95	22.2%	(18.8-25.7)	105	25.2%	(20.3-30.1)
	6: Nye and Lincoln	160	46.2%	(39.0-53.4)	85	24.5%	(19.8-29.1)	98	29.4%	(22.0-36.8)
	7: Washoe	409	49.3%	(44.3-54.3)	224	27.1%	(23.5-30.7)	201	23.6%	(20.1-27.2)
	8: Clark	846	50.4%	(47.7-53.2)	431	26.1%	(23.8-28.4)	392	23.4%	(21.4-25.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 124: Percentage of high school students who talked to their parents about what is right and wrong — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1791	38.8%	(36.7-40.8)	1324	30.4%	(28.5-32.3)	1460	30.9%	(28.9-32.9)
Sex	**Female**	848	36.5%	(33.6-39.4)	670	30.7%	(28.0-33.4)	785	32.8%	(30.1-35.5)
	Male	911	40.6%	(37.6-43.6)	643	30.2%	(27.5-32.8)	662	29.2%	(26.4-32.1)
Age	**14 years/younger**	230	40.8%	(35.9-45.6)	148	31.0%	(26.5-35.5)	173	28.2%	(23.9-32.6)
	15 years old	528	39.5%	(35.3-43.7)	364	29.0%	(24.9-33.1)	414	31.5%	(27.8-35.2)
	16 years old	482	40.7%	(36.3-45.2)	370	31.7%	(27.6-35.7)	372	27.6%	(23.9-31.2)
	17 years old	358	35.6%	(31.6-39.6)	286	30.8%	(26.7-34.8)	316	33.7%	(29.3-38.0)
	18 years/older	189	37.0%	(31.5-42.6)	154	29.2%	(24.1-34.3)	184	33.8%	(28.8-38.8)
Grade	**9th grade**	509	38.4%	(34.6-42.2)	354	31.9%	(28.0-35.9)	388	29.7%	(25.7-33.6)
	10th grade	565	41.1%	(36.7-45.4)	398	28.2%	(24.7-31.6)	450	30.7%	(27.0-34.5)
	11th grade	376	39.7%	(35.9-43.6)	288	30.9%	(27.1-34.7)	295	29.4%	(25.9-32.9)
	12th grade	322	35.5%	(30.8-40.1)	272	30.5%	(26.4-34.5)	317	34.1%	(29.7-38.4)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	34	49.5%	(35.6-63.5)	22	24.0%	(12.5-35.6)	20	26.4%	(15.7-37.2)
	Asian[d]	86	33.9%	(28.2-39.5)	85	38.1%	(32.2-44.1)	68	28.0%	(21.2-34.8)
	Black[d]	77	37.4%	(29.9-44.8)	65	30.5%	(23.7-37.3)	70	32.2%	(25.0-39.3)
	Native Hawaiian/ Pacific Islander[d]	28	47.1%	(31.1-63.1)	13	29.3%	(14.8-43.8)	14	23.6%	(9.9-37.3)
	White[d]	645	36.1%	(32.9-39.2)	499	29.4%	(26.5-32.3)	602	34.5%	(31.4-37.6)
	Hispanic/Latino	739	40.0%	(37.1-42.9)	537	30.6%	(27.8-33.3)	567	29.4%	(26.7-32.1)
	Other/Multiple[d]	113	45.6%	(38.1-53.2)	64	26.7%	(19.7-33.8)	74	27.6%	(20.0-35.2)
Region	**1: Carson City**	117	42.2%	(34.0-50.3)	78	28.2%	(21.4-35.0)	71	29.6%	(24.0-35.3)
	2: Douglas	119	40.6%	(33.7-47.6)	86	29.9%	(23.8-36.0)	90	29.5%	(23.7-35.3)
	3: Elko, White Pine, and Eureka	147	37.0%	(30.9-43.0)	122	28.6%	(24.3-33.0)	139	34.4%	(30.1-38.7)
	4: Churchill, Humboldt, Pershing, and Lander	138	37.9%	(32.5-43.2)	93	25.6%	(20.6-30.7)	121	36.5%	(30.5-42.5)
	5: Lyon, Mineral, and Storey	171	40.3%	(34.4-46.2)	108	26.6%	(22.1-31.0)	138	33.1%	(27.6-38.7)
	6: Nye and Lincoln	129	36.4%	(31.0-41.8)	95	27.3%	(22.9-31.7)	120	36.3%	(30.9-41.7)
	7: Washoe	328	39.5%	(35.8-43.2)	218	26.7%	(23.1-30.2)	286	33.8%	(30.0-37.7)
	8: Clark	642	38.6%	(35.9-41.2)	524	31.6%	(29.2-34.1)	495	29.8%	(27.2-32.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 125: Percentage of high school students who felt comfortable talking to their parents about personal matters — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2019	45.0%	(42.9-47.1)	1063	23.4%	(21.7-25.1)	1478	31.6%	(29.6-33.6)
Sex	**Female**	1014	45.7%	(42.9-48.5)	559	24.6%	(22.2-27.0)	719	29.7%	(27.2-32.2)
	Male	966	43.6%	(40.5-46.7)	497	22.5%	(20.3-24.8)	751	33.8%	(30.8-36.9)
Age	**14 years/younger**	256	47.5%	(42.9-52.1)	105	18.1%	(14.1-22.0)	188	34.4%	(28.3-40.5)
	15 years old	581	45.5%	(41.7-49.2)	304	23.2%	(20.6-25.8)	420	31.3%	(28.2-34.5)
	16 years old	553	46.5%	(42.3-50.8)	280	23.0%	(19.5-26.5)	383	30.5%	(27.1-33.9)
	17 years old	392	41.1%	(36.8-45.5)	244	25.8%	(21.4-30.2)	319	33.1%	(29.0-37.2)
	18 years/older	231	45.4%	(40.4-50.4)	130	25.9%	(21.3-30.5)	167	28.7%	(24.4-33.0)
Grade	**9th grade**	557	44.9%	(41.2-48.7)	274	20.6%	(17.5-23.6)	421	34.5%	(30.1-38.8)
	10th grade	646	46.3%	(42.5-50.0)	323	24.1%	(20.9-27.3)	436	29.6%	(27.1-32.2)
	11th grade	406	44.8%	(40.2-49.4)	235	24.1%	(19.9-28.2)	311	31.2%	(27.7-34.6)
	12th grade	385	43.3%	(38.9-47.7)	224	25.1%	(21.8-28.4)	301	31.6%	(27.8-35.5)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	42	54.9%	(41.8-68.0)	15	20.6%	(9.8-31.3)	20	24.6%	(13.2-36.0)
	Asian[d]	106	42.4%	(35.4-49.4)	60	26.3%	(20.4-32.2)	73	31.3%	(24.3-38.3)
	Black[d]	88	43.6%	(35.8-51.4)	53	26.0%	(20.4-31.6)	70	30.4%	(22.8-38.0)
	Native Hawaiian/ Pacific Islander[d]	27	48.9%	(32.8-65.0)	8	12.2%	(2.1-22.2)	19	38.9%	(22.0-55.9)
	White[d]	690	40.8%	(37.5-44.1)	416	23.5%	(20.4-26.6)	637	35.7%	(32.4-38.9)
	Hispanic/Latino	885	48.2%	(45.1-51.2)	410	22.4%	(19.8-25.0)	541	29.5%	(26.7-32.3)
	Other/Multiple[d]	108	44.5%	(36.6-52.4)	67	26.5%	(20.0-33.1)	75	28.9%	(21.9-36.0)
Region	**1: Carson City**	135	51.0%	(45.8-56.1)	51	19.7%	(12.9-26.5)	81	29.3%	(23.7-34.9)
	2: Douglas	114	37.1%	(30.5-43.7)	75	26.9%	(20.5-33.2)	105	36.0%	(31.3-40.7)
	3: Elko, White Pine, and Eureka	160	40.4%	(35.9-44.8)	101	24.2%	(19.9-28.4)	148	35.5%	(29.9-41.1)
	4: Churchill, Humboldt, Pershing, and Lander	148	40.7%	(34.8-46.7)	80	23.6%	(17.5-29.7)	116	35.7%	(29.8-41.5)
	5: Lyon, Mineral, and Storey	194	45.7%	(39.2-52.3)	85	20.6%	(15.6-25.6)	139	33.7%	(27.7-39.6)
	6: Nye and Lincoln	137	39.2%	(31.4-47.0)	87	25.9%	(21.5-30.4)	121	34.8%	(27.1-42.6)
	7: Washoe	373	44.8%	(40.2-49.4)	198	24.0%	(21.0-27.0)	258	31.2%	(27.3-35.1)
	8: Clark	758	45.4%	(42.6-48.2)	386	23.3%	(21.1-25.6)	510	31.3%	(28.6-33.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 126: Percentage of high school students who felt close to people at their school — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1365	30.7%	(28.5-32.8)	1524	34.2%	(32.3-36.0)	1644	35.2%	(32.8-37.5)
Sex	**Female**	681	30.4%	(27.5-33.3)	842	36.5%	(33.7-39.4)	762	33.1%	(29.9-36.3)
	Male	663	30.6%	(27.8-33.3)	662	31.9%	(29.6-34.2)	868	37.5%	(34.6-40.5)
Age	**14 years/younger**	152	25.4%	(21.3-29.4)	183	37.4%	(31.7-43.2)	211	37.2%	(32.1-42.3)
	15 years old	355	27.7%	(24.5-30.8)	445	34.2%	(30.7-37.7)	494	38.1%	(34.0-42.3)
	16 years old	367	31.1%	(27.1-35.0)	420	36.0%	(32.5-39.4)	422	33.0%	(29.1-36.9)
	17 years old	315	34.1%	(29.4-38.7)	304	30.7%	(26.3-35.1)	335	35.2%	(30.1-40.4)
	18 years/older	175	35.2%	(29.9-40.5)	169	33.6%	(28.3-39.0)	179	31.2%	(26.1-36.2)
Grade	**9th grade**	330	25.4%	(22.2-28.7)	412	35.1%	(31.7-38.5)	496	39.5%	(35.3-43.6)
	10th grade	430	30.8%	(28.0-33.6)	492	34.6%	(31.8-37.5)	473	34.6%	(31.3-37.8)
	11th grade	284	31.5%	(27.5-35.6)	317	34.8%	(31.1-38.6)	352	33.6%	(29.4-37.8)
	12th grade	308	35.3%	(30.4-40.3)	288	31.5%	(26.8-36.1)	309	33.2%	(27.2-39.2)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	32	45.2%	(33.2-57.3)	23	27.3%	(16.6-37.9)	22	27.5%	(16.2-38.8)
	Asian[d]	50	19.3%	(13.9-24.8)	86	34.9%	(26.8-42.9)	102	45.8%	(37.1-54.5)
	Black[d]	78	39.4%	(32.3-46.6)	76	35.7%	(28.7-42.7)	55	24.8%	(18.4-31.3)
	Native Hawaiian/ Pacific Islander[d]	20	36.8%	(20.6-53.1)	16	23.8%	(9.1-38.5)	17	39.3%	(22.7-55.9)
	White[d]	471	26.8%	(24.0-29.7)	582	33.6%	(30.5-36.7)	685	39.6%	(35.9-43.2)
	Hispanic/Latino	584	32.7%	(29.8-35.6)	611	34.2%	(31.7-36.7)	626	33.1%	(30.2-36.0)
	Other/Multiple[d]	77	28.2%	(20.7-35.6)	86	37.1%	(28.5-45.8)	85	34.7%	(26.5-42.9)
Region	**1: Carson City**	86	33.9%	(25.9-42.0)	93	34.8%	(25.7-43.9)	86	31.3%	(22.7-39.9)
	2: Douglas	76	25.9%	(20.9-31.0)	100	33.0%	(28.0-38.0)	115	41.1%	(37.3-45.0)
	3: Elko, White Pine, and Eureka	118	30.9%	(26.3-35.5)	128	30.5%	(26.6-34.4)	163	38.6%	(34.1-43.1)
	4: Churchill, Humboldt, Pershing, and Lander	111	33.3%	(26.9-39.6)	112	31.3%	(26.2-36.3)	123	35.5%	(30.1-40.8)
	5: Lyon, Mineral, and Storey	129	29.9%	(24.6-35.2)	138	33.1%	(28.4-37.8)	152	37.0%	(30.9-43.0)
	6: Nye and Lincoln	100	29.8%	(22.4-37.1)	116	33.8%	(28.5-39.0)	124	36.5%	(28.0-45.0)
	7: Washoe	258	31.6%	(27.8-35.5)	250	29.2%	(25.8-32.7)	310	39.2%	(34.9-43.4)
	8: Clark	487	30.4%	(27.6-33.3)	587	35.5%	(33.0-38.0)	571	34.1%	(31.0-37.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 127: Percentage of high school students who were happy to be at their school — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1675	35.0%	(32.7-37.4)	1542	34.2%	(32.2-36.1)	1341	30.8%	(28.4-33.1)
Sex	**Female**	831	34.5%	(31.2-37.7)	866	38.1%	(35.1-41.0)	605	27.5%	(24.5-30.4)
	Male	817	35.2%	(32.4-38.0)	659	30.5%	(28.2-32.8)	722	34.3%	(31.3-37.4)
Age	**14 years/younger**	187	32.7%	(26.5-39.0)	189	34.0%	(29.4-38.6)	175	33.2%	(28.0-38.4)
	15 years old	450	32.5%	(29.2-35.9)	483	36.4%	(32.8-40.1)	371	31.0%	(27.1-34.9)
	16 years old	479	38.2%	(34.0-42.4)	392	30.7%	(27.0-34.5)	343	31.1%	(26.7-35.4)
	17 years old	358	34.2%	(29.6-38.8)	309	35.5%	(31.6-39.4)	288	30.3%	(26.0-34.6)
	18 years/older	198	37.6%	(32.2-42.9)	167	34.5%	(29.7-39.3)	161	27.9%	(22.9-33.0)
Grade	**9th grade**	424	32.4%	(27.8-37.0)	450	34.8%	(31.6-38.0)	373	32.8%	(28.5-37.2)
	10th grade	526	36.0%	(32.7-39.3)	490	34.3%	(30.9-37.7)	391	29.7%	(26.9-32.5)
	11th grade	367	35.4%	(30.8-39.9)	298	33.4%	(29.5-37.3)	287	31.2%	(26.2-36.3)
	12th grade	341	36.6%	(31.6-41.6)	290	34.2%	(30.4-37.9)	277	29.2%	(24.4-34.1)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	29	39.1%	(24.8-53.4)	27	34.5%	(21.7-47.3)	22	26.4%	(14.1-38.6)
	Asian[d]	56	22.9%	(17.1-28.6)	98	42.3%	(33.5-51.0)	83	34.8%	(26.6-43.1)
	Black[d]	84	42.9%	(35.5-50.2)	67	31.5%	(24.3-38.7)	59	25.6%	(19.4-31.9)
	Native Hawaiian/ Pacific Islander[d]	21	32.1%	(16.6-47.6)	13	29.4%	(13.8-45.0)	19	38.5%	(21.3-55.7)
	White[d]	661	35.3%	(31.6-39.0)	566	32.9%	(29.7-36.1)	519	31.8%	(28.5-35.1)
	Hispanic/Latino	674	34.9%	(31.7-38.1)	633	34.8%	(32.2-37.5)	526	30.3%	(27.4-33.2)
	Other/Multiple[d]	92	35.0%	(26.8-43.2)	83	32.7%	(25.3-40.0)	76	32.3%	(24.2-40.5)
Region	**1: Carson City**	120	46.6%	(38.1-55.2)	94	35.2%	(29.7-40.8)	54	18.2%	(12.2-24.2)
	2: Douglas	108	37.6%	(31.6-43.6)	99	31.4%	(25.5-37.2)	89	31.0%	(22.8-39.3)
	3: Elko, White Pine, and Eureka	142	35.6%	(29.4-41.8)	136	33.8%	(28.6-39.1)	128	30.6%	(25.2-35.9)
	4: Churchill, Humboldt, Pershing, and Lander	150	44.0%	(37.6-50.4)	111	31.5%	(25.9-37.1)	86	24.5%	(18.3-30.8)
	5: Lyon, Mineral, and Storey	172	41.8%	(36.1-47.5)	141	31.9%	(27.7-36.2)	102	26.3%	(21.0-31.5)
	6: Nye and Lincoln	142	42.2%	(34.1-50.3)	115	32.8%	(27.5-38.1)	86	25.0%	(18.5-31.5)
	7: Washoe	283	34.7%	(30.0-39.4)	256	29.9%	(26.0-33.8)	292	35.4%	(30.9-39.9)
	8: Clark	558	34.1%	(31.0-37.1)	590	35.3%	(32.7-37.9)	504	30.6%	(27.5-33.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 128: Percentage of high school students who felt like their teachers really care about them and give them a lot of encouragement — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1423	30.8%	(28.6-33.1)	1593	36.1%	(34.0-38.3)	1526	33.1%	(30.8-35.4)
Sex	**Female**	702	30.0%	(27.0-32.9)	863	38.6%	(36.3-41.0)	731	31.4%	(28.5-34.3)
	Male	698	31.3%	(28.3-34.3)	709	33.8%	(30.6-37.0)	785	34.9%	(32.1-37.8)
Age	**14 years/younger**	180	33.9%	(27.6-40.2)	202	36.0%	(30.8-41.3)	168	30.1%	(25.0-35.1)
	15 years old	443	32.1%	(28.0-36.1)	450	36.2%	(32.5-39.9)	408	31.7%	(27.6-35.9)
	16 years old	408	32.6%	(28.9-36.2)	429	35.8%	(31.8-39.8)	370	31.7%	(28.1-35.3)
	17 years old	263	28.5%	(24.4-32.7)	320	32.9%	(29.6-36.2)	370	38.5%	(33.9-43.2)
	18 years/older	127	25.6%	(21.0-30.2)	189	42.7%	(36.8-48.6)	208	31.7%	(25.9-37.4)
Grade	**9th grade**	423	33.5%	(28.0-39.0)	424	34.1%	(30.4-37.8)	402	32.4%	(27.9-36.9)
	10th grade	477	32.7%	(29.7-35.7)	512	38.1%	(34.5-41.7)	408	29.2%	(25.6-32.7)
	11th grade	266	27.6%	(24.0-31.2)	326	34.1%	(30.7-37.5)	358	38.3%	(34.8-41.7)
	12th grade	240	28.5%	(24.6-32.5)	314	37.8%	(33.8-41.9)	352	33.7%	(28.4-38.9)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	24	36.2%	(24.1-48.4)	24	30.9%	(20.0-41.8)	29	32.9%	(21.9-43.9)
	Asian[d]	47	17.9%	(12.9-22.8)	98	42.7%	(35.8-49.7)	93	39.4%	(32.4-46.4)
	Black[d]	73	35.9%	(29.1-42.7)	65	32.2%	(24.8-39.5)	70	31.9%	(25.8-38.1)
	Native Hawaiian/ Pacific Islander[d]	21	37.0%	(20.0-54.1)	13	24.2%	(9.8-38.5)	18	38.8%	(23.0-54.5)
	White[d]	521	27.8%	(24.2-31.5)	605	35.5%	(32.1-38.9)	616	36.7%	(33.1-40.3)
	Hispanic/Latino	618	34.1%	(31.2-37.1)	630	35.6%	(32.9-38.3)	578	30.3%	(27.3-33.3)
	Other/Multiple[d]	67	24.1%	(17.1-31.1)	107	45.7%	(39.1-52.3)	78	30.2%	(23.8-36.6)
Region	**1: Carson City**	106	39.7%	(32.4-47.0)	90	33.2%	(29.4-37.0)	70	27.1%	(19.4-34.8)
	2: Douglas	72	25.9%	(19.2-32.5)	102	36.5%	(28.1-45.0)	120	37.6%	(30.5-44.7)
	3: Elko, White Pine, and Eureka	118	29.0%	(22.7-35.3)	126	32.2%	(27.0-37.4)	159	38.8%	(32.5-45.1)
	4: Churchill, Humboldt, Pershing, and Lander	115	31.6%	(26.0-37.3)	108	32.4%	(28.0-36.8)	121	36.0%	(29.9-42.1)
	5: Lyon, Mineral, and Storey	158	36.5%	(29.7-43.4)	146	35.4%	(29.8-41.0)	115	28.1%	(22.1-34.0)
	6: Nye and Lincoln	107	31.4%	(25.7-37.1)	117	33.6%	(27.5-39.8)	118	35.0%	(27.2-42.8)
	7: Washoe	241	29.6%	(24.9-34.3)	285	33.4%	(29.8-36.9)	300	37.1%	(31.8-42.3)
	8: Clark	506	30.8%	(27.8-33.7)	619	37.1%	(34.3-40.0)	523	32.1%	(29.2-35.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Other

Table 129: Percentage of high school students who visited a dentist during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	3206	68.1%	(65.5-70.7)	1424	31.9%	(29.3-34.5)
Sex	**Female**	1629	67.4%	(64.1-70.8)	706	32.6%	(29.2-35.9)
	Male	1547	69.2%	(66.0-72.5)	693	30.8%	(27.5-34.0)
Age	**14 years old or younger**	373	68.2%	(63.7-72.7)	180	31.8%	(27.3-36.3)
	15 years old	970	72.8%	(68.3-77.3)	362	27.2%	(22.7-31.7)
	16 years old	868	71.3%	(67.6-75.1)	359	28.7%	(24.9-32.4)
	17 years old	645	63.9%	(58.8-69.0)	329	36.1%	(31.0-41.2)
	18 years old or older	344	59.1%	(53.0-65.1)	192	40.9%	(34.9-47.0)
Grade	**9th grade**	889	70.3%	(66.0-74.6)	381	29.7%	(25.4-34.0)
	10th grade	1016	72.6%	(68.6-76.6)	410	27.4%	(23.4-31.4)
	11th grade	675	67.8%	(62.4-73.3)	293	32.2%	(26.7-37.6)
	12th grade	603	61.5%	(56.5-66.5)	324	38.5%	(33.5-43.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	48	59.3%	(47.3-71.3)	31	40.7%	(28.7-52.7)
	Asian[d]	188	81.1%	(75.1-87.1)	55	18.9%	(12.9-24.9)
	Black[d]	130	55.9%	(46.4-65.3)	84	44.1%	(34.7-53.6)
	Native Hawaiian/Pacific Islander[d]	41	72.5%	(58.8-86.1)	14	27.5%	(13.9-41.2)
	White[d]	1289	73.5%	(70.1-76.9)	483	26.5%	(23.1-29.9)
	Hispanic/Latino	1242	65.5%	(62.5-68.5)	618	34.5%	(31.5-37.5)
	Other/Multiple[d]	170	67.9%	(60.2-75.6)	83	32.1%	(24.4-39.8)
Region	**1: Carson City**	182	72.3%	(64.6-80.1)	83	27.7%	(19.9-35.4)
	2: Douglas	223	76.0%	(70.5-81.6)	76	24.0%	(18.4-29.5)
	3: Elko, White Pine, and Eureka	279	69.4%	(63.5-75.4)	127	30.6%	(24.6-36.5)
	4: Churchill, Humboldt, Pershing, and Lander	233	67.2%	(61.7-72.6)	119	32.8%	(27.4-38.3)
	5: Lyon, Mineral, and Storey	299	71.4%	(65.6-77.3)	126	28.6%	(22.7-34.4)
	6: Nye and Lincoln	219	64.6%	(57.9-71.2)	128	35.4%	(28.8-42.1)
	7: Washoe	630	74.2%	(70.1-78.3)	212	25.8%	(21.7-29.9)
	8: Clark	1141	66.5%	(63.1-69.9)	553	33.5%	(30.1-36.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Saw a dentist for a check-up, exam, teeth cleaning, or other dental work

2023 Nevada Middle School Youth Risk Behavior Survey (YRBS) State Report

School of Public Health

Making Health Happen℠

05/21/2024

Acknowledgements
We would like to acknowledge those who assisted with the 2023 Nevada Middle School Youth Risk Behavior Survey (YRBS) including the Nevada Department of Education; Nevada Department of Health and Human Services, Division of Public and Behavioral Health; Nevada Statewide Coalition Partnership; school district superintendents; and school principals, teachers, and staff.

Recommended Citation
Howard, L., Powers, MG., Zhang, F., Peek, J., Clements-Nolle, K., Yang, W. (2024). University of Nevada, Reno School of Public Health and State of Nevada, Division of Public and Behavioral Health. 2023 Nevada Middle School Youth Risk Behavior Survey (YRBS) Report.

Funding Source
This surveillance project was partially supported by a grant from the Centers for Disease Control and Prevention (CDC-PS18-1807). Supplemental funding was also provided by the Nevada Division of Public and Behavioral Health. The report contents are solely the responsibility of the authors and do not necessarily represent the official views of the funders.

Additional Resources
Nevada YRBS Statewide and Special Reports
https://www.unr.edu/public-health/research-activities/nevada-youth-risk-behavior-survey

YRBS Adolescent and School Health
http://www.cdc.gov/HealthyYouth/yrbs/index.htm

Nevada Division of Public and Behavioral Health
http://dpbh.nv.gov/

For additional information regarding this publication, contact:

Kristen Clements-Nolle, Ph.D., MPH
University of Nevada, Reno
School of Public Health
clements@unr.edu

Lesley Howard, PhD Student
University of Nevada, Reno
School of Public Health
L.howard@ unr.edu

Contents

INTRODUCTION **1**

METHODS **1**

TABLE 1: 2023 YRBS SAMPLING REGIONS AND NEVADA STATEWIDE COALITION PARTNERSHIP 2

PERMISSION STATUS AND RESPONSE RATES **2**

TABLE 2: 2017-2023 YRBS RESPONSE RATES BY SCHOOL DISTRICT 3

RESULTS **4**

PARTICIPANT CHARACTERISTICS 4
Table 3: Demographic characteristics of participating students 4
Table 4: Percentage of middle school students who had parents or other adults in the home serving on active duty in the military 5
Table 5: Percentage of middle school students who qualified for or received free or reduced price lunches at school 6
Table 6: Percentage of middle school students who identified as heterosexual (straight), gay or lesbian, bisexual, some other identity, or questioning identity 7
Table 7: Percentage of middle school students who identified as transgender 8
Table 8: Percentage of middle school students who experienced housing insecurity during the 30 days before the survey 9
VIOLENCE-RELATED BEHAVIORS 10
Table 9: Percentage of middle school students who were bullied on school property during the 12 months before the survey 10
Table 10: Percentage of middle school students who were electronically bullied during the 12 months before the survey 11
Table 11: Percentage of middle school students who did not go to school because they felt unsafe at school or on their way to or from school during the 30 days before the survey 12
ADVERSE CHILDHOOD EXPERIENCES 13
Table 12: Percentage of middle school students who have ever been hit, beaten, kicked, or physically hurt in any way by an adult 13
Table 13: Percentage of middle school students who were ever physically forced to have sexual intercourse when they did not want to 14
Table 14: Percentage of middle school students who have ever been sworn at, insulted by, or put down by an adult 15
Table 15: Percentage of middle school students who have ever seen or heard adults in their home slap, hit, kick, punch, or beat each other up 16
Table 16: Percentage of middle school students who have ever lived with someone who was depressed, mentally ill, or suicidal 17
Table 17: Percentage of middle school students who have ever lived with someone who was a problem drinker, alcoholic, or abused street or prescription drugs 18
Table 18: Percentage of middle school students who have ever been separated from a parent or guardian because their parent/guardian went to jail, prison, or a detention center 19

EMOTIONAL HEALTH 20
Table 19: Percentage of middle school students who felt sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey[e] 20
Table 20: Percentage of middle school students who seriously considered killing themselves during the 12 months before the survey 21
Table 21: Percentage of middle school students who made a plan about how they would kill themselves during the 12 months before the survey 22
Table 22: Percentage of middle school students who tried to kill themselves during the 12 months before the survey 23
Table 23: Percentage of middle school students who have done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose during the 12 months before the survey 24
Table 24: Percentage of middle school students who ever got the kind help they need when they felt sad, empty, hopeless, angry, or anxious 25
ELECTRONIC VAPOR PRODUCT USE 26
Table 25: Percentage of middle school students who ever used electronic vapor products 26
Table 26: Percentage of middle school students who tried electronic vapor products for the first time before age 11 years 27
Table 27: Percentage of middle school students who used electronic vapor products during the 30 days before the survey 28
Table 28: Percentage of middle school students who used electronic vapor products on 20 or more days during the 30 days before the survey 29
Table 29: Percentage of middle school students who used an electronic vapor product to vape marijuana during the 30 days before the survey 30
Table 30: Percentage of middle school students who used an electronic vapor product to vape nicotine during the 30 days before the survey 31
Table 31: Percentage of middle school students who usually obtained their own electronic vapor products by various means during the 30 days before the survey 32
TOBACCO USE 33
Table 32: Percentage of middle school students who ever smoked cigarettes 33
Table 33: Percentage of middle school students who smoked cigarettes for the first time before age 11 years 34
Table 34: Percentage of middle school students who smoked cigarettes during the 30 days before the survey 35
Table 35: Percentage of middle school students who smoked cigarettes on 20 or more days during the 30 days before the survey 36
Table 36: Percentage of middle school students who used smokeless tobacco during the 30 days before the survey 37
ALCOHOL USE 38
Table 37: Percentage of middle school students who ever drank alcohol 38
Table 38: Percentage of middle school students who drank alcohol for the first time before age 11 years 39
Table 39: Percentage of middle school students who had at least one drink of alcohol during the 30 days before the survey 40

Table 40: Percentage of middle school students who had at least one drink of alcohol on 20 or more days during the 30 days before the survey 41
Table 41: Percentage of middle school students who usually got the alcohol they drank by various means during the 30 days before the survey 42
Table 42: Percentage of middle school students who have ever rode with a driver who had been drinking alcohol 43
MARIJUANA USE 44
Table 43: Percentage of middle school students who ever used marijuana 44
Table 44: Percentage of middle school students who tried marijuana for the first time before age 11 years 45
Table 45: Percentage of middle school students who used marijuana during the 30 days before the survey 46
Table 46: Percentage of middle school students who used marijuana 20 or more times during the 30 days before the survey 47
Table 47: Percentage of middle school students who usually used marijuana by different methods during the 30 days before the survey 48
Table 48: Percentage of middle school students who have ever rode with a driver who had been using marijuana 49
NON-MEDICAL PRESCRIPTION PAIN MEDICINE USE 50
Table 49: Percentage of middle school students who ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it 50
Table 50: Percentage of middle school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it during the 30 days before the survey 51
Table 51: Percentage of middle school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it 20 or more times during the 30 days before the survey 52
OTHER DRUG USE 53
Table 51: Percentage of middle school students who ever used cocaine 53
Table 52: Percentage of middle school students who ever used heroin 54
Table 53: Percentage of middle school students who ever used methamphetamines 55
Table 54: Percentage of middle school students who ever used ecstasy 56
Table 55: Percentage of middle school students who ever used synthetic marijuana 57
SUBSTANCE USE – PERCEPTION OF RISK 58
Table 56: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week 58
Table 57: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day 59
Table 58: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week 60

Table 59: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them 61
SUBSTANCE USE – PERCEPTION OF PARENT DISAPPROVAL 62
Table 60: Percentage of middle school students who reported that their parents feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day 62
Table 61: Percentage of middle school students who reported that their parents feel it would be wrong for them to smoke tobacco 63
Table 62: Percentage of middle school students who reported that their parents feel it would be wrong for them to smoke marijuana 64
Table 63: Percentage of middle school students who reported that their parents feel it would be wrong for them to use prescription drugs not prescribed to them 65
SUBSTANCE USE – PERCEPTION OF PEER DISAPPROVAL 66
Table 64: Percentage of middle school students who reported that their friends feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day 66
Table 65: Percentage of middle school students who reported that their friends feel it would be wrong for them to smoke tobacco 67
Table 66: Percentage of middle school students who reported that their friends feel it would be wrong for them to smoke marijuana 68
Table 67: Percentage of middle school students who reported that their friends feel it would be wrong for them to use prescription drugs not prescribed to them 69
PHYSICAL ACTIVITY 70
Table 68: Percentage of middle school students who did not participate in at least 60 minutes of physical activity on any day during the 7 days before the survey 70
Table 69: Percentage of middle school students who were physically active at least 60 minutes/day on 5 or more days during the 7 days before the survey 71
Table 70: Percentage of middle school students who were physically active at least 60 minutes/day on all 7 days before the survey 72
Table 71: Percentage of middle school students who attended physical education (PE) classes on one or more days in an average school week 73
Table 72: Percentage of middle school students who attended physical education (PE) classes daily 74
Table 73: Percentage of middle school students who had 9 or more hours of sleep on an average school night 75
RESILIENCY FACTORS 76
Table 74: Percentage of middle school students who talked to their parents or other adults in their home about their problems 76
Table 75: Percentage of middle school students who talked to their parents about what is right and wrong 77
Table 76: Percentage of middle school students who felt comfortable talking to their parents about personal matters 78
Table 77: Percentage of middle school students who felt close to people at their school 79

Table 78: Percentage of middle school students who were happy to be at their school 80
Table 79: Percentage of middle school students who felt like their teachers really care about them and give them a lot of encouragement 81
OTHER 82
Table 80: Percentage of middle school students who went hungry because there was not enough food in their home during the 30 days before the survey 82
Table 81: Percentage of middle school students who visited a dentist during the 12 months before the survey 83

INTRODUCTION

Priority health risk behaviors (i.e. preventable behaviors that contribute to the leading causes of morbidity and mortality) are often established during childhood and adolescence and extend into adulthood. Ongoing surveillance of youth risk behaviors is critical for the design, implementation, and evaluation of public health interventions to improve adolescent health. The Youth Risk Behavior Survey (YRBS) is a national surveillance system that was established in 1991 by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of health risk behaviors among youth. YRBS data are routinely collected on high school students, but only a few states collect data in middle schools. The Nevada Middle School YRBS is biennial, anonymous and voluntary survey of students in 6th through 8th grade in regular public, charter, and alternative schools. Students self-report their behaviors in five major areas of health that directly lead to morbidity and mortality, these include:

1) Behaviors that contribute to unintentional injuries and violence;
2) Tobacco use;
3) Alcohol and other drug use;
4) Unhealthy dietary behaviors; and
5) Physical inactivity.

The Nevada Division of Public and Behavioral Health contracted with the University of Nevada, Reno, School of Public Health to conduct the YRBS in all middle schools throughout the state. The 2023 Nevada Middle School YRBS provides statewide data to assess priority health-risk behaviors among middle school students; measure progress toward achieving national health objectives for Healthy People 2030 and other program and policy indicators; and evaluate the impact of school and community interventions at the national, state, and local level. It is our intention that these data will be used by education and health professionals, policy makers, community members, and researchers to improve the health of Nevada's middle school students.

METHODS

Sampling, Weighting, and Analysis

The 2023 Nevada YRBS sampling plan was designed to ensure that every eligible student had an equal chance of selection. A random cluster sample design was used to produce a representative sample of students in grades 6-8 (all Nevada regular public, charter, and alternative middle schools). In order to provide regional data that represent all counties in the state, all 17 school districts were grouped into 8 regions that generally reflect the Nevada Statewide Coalition Partnership (Table 1). The regional grouping also helped ensure that individual schools could not be identified. Next, classes were randomly selected within every school with the probability based on a required margin of error in the sample size for each region. Intact classes of either all second period or all required English courses were randomly selected from each school. The questionnaire was administered to all students in sampled classes from February 2023 to June 2023.

The 2023 Nevada YRBS data in this report were weighted based on the sex, race/ethnicity, and grade level of students in each region. The weighting process ensured that the estimates accurately represent the entire student population in each region and the state as a whole. Non-response or poor sampling procedures can result in a sample that is not a representative subset of the population; therefore, un-weighted results from these samples may not accurately reflect student behaviors and could be misleading. This report only displays weighted results.

NOTE: The 2021 YRBS data were collected fall semester rather than spring semester, so the students were younger on average. Age can influence the risk behavior prevalence estimates. When comparing 2023 data to 2021 data, please refer to the UNR trend reports which weight the data by age for all years compared.

Table 1: 2023 YRBS sampling regions and Nevada Statewide Coalition Partnership

Region	School District	# Schools	Nevada Statewide Coalition Partnership
1	Carson City	2	Partnership Carson City
2	Douglas County	3	Partnership Douglas County
3	Elko County White Pine County Eureka County	10	Pace Coalition
4	Churchill County Humboldt County Pershing County Lander County	5	Churchill Community Coalition Frontier Community Coalition
5	Lyon County Mineral County Storey County	7	Healthy Communities Coalition
6	Esmeralda County Nye County Lincoln County	11	Nye Communities Coalition
7	Washoe County	22	Join Together Northern Nevada
8	Clark County	63	Care Coalition PACT Coalition

Permission Status and Response Rates

The Nevada legislature passed SB69, which requires Nevada public, charter, and alternative secondary schools to participate in the Nevada YRBS. SB69 also requires passive parental permission for YRBS participation. Passive parental permission means the students take a permission form home and return it only if their parent or guardian does not want them to participate in the survey. In 2023, all of Nevada's 17 school participated in the 2023 Middle School YRBS and only 2 middle schools across the state did not participate (123 potential respondents). Overall, 6,915 youth from 121 schools completed the survey. Table 2 shows school district and overall response rates.

Table 2: 2017-2023 YRBS response rates by school district

District	2017 YRBS Response Rate	2019 YRBS Response Rate	2021 YRBS Response Rate	2023 YRBS Response Rate
Carson City School District	93.2%	90.5%	85.0%	86.5%
Churchill County School District	75.1%	80.5%	76.5%	73.6%
Clark County School District	60.7%	60.7%	69.2%	76.3%
Douglas County School District	47.1%	54.2%	87.3%	79.7%
Elko County School District	84.8%	70.3%	78.4%	64.9%
Esmeralda County School District	33.3%	---	---	66.7%
Eureka County School District	91.3%	100.0%	---	75.0%
Humboldt County School District	88.9%	90.1%	91.2%	80.7%
Lander County School District	87.6%	72.9%	72.9%	70.7%
Lincoln County School District	93.8%	92.1%	87.8%	90.9%
Lyon County School District	69.5%	66.1%	74.6%	64.3%
Mineral County School District	42.9%	92.9%	66.7%	83.9%
Nye County School District	57.2%	72.5%	78.9%	65.8%
Pershing County School District	92.5%	97.6%	93.3%	85.2%
Storey County School District	77.3%	100.0%	81.3%	75.8%
Washoe County School District	73.0%	75.1%	75.1%	75.6%
White Pine County School District	72.6%	57.5%	80.9%	81.4%
Overall Response Rate	**65.8%**	**67.2%**	**74.5%**	**75.5%**

RESULTS

Participant Characteristics

Table 3: Demographic characteristics of participating students — Nevada YRBS 2023

		Student Participants[a]	Unweighted %	Weighted %
Total		6915	100%	100%
Sex	**Female**	3297	49.0%	48.5%
	Male	3437	51.0%	51.5%
Age Groups	**11 years old or younger**	943	13.9%	14.2%
	12 years old	2231	32.9%	32.8%
	13 years old	2160	31.8%	32.4%
	14 years old or older	1450	21.4%	20.6%
Grade	**6th**	2184	32.6%	31.2%
	7th	2212	33.0%	33.6%
	8th	2305	34.4%	35.2%
Race/Ethnicity	**American Indian/Alaska Native[b]**	189	2.9%	0.8%
	Asian[b]	228	3.5%	5.1%
	Black[b]	427	6.6%	12.2%
	Native Hawaiian/Pacific Islander[b]	89	1.4%	1.4%
	White[b]	2227	34.5%	27.8%
	Hispanic/Latino	2961	45.8%	45.7%
	Other/Multiple[b]	343	5.3%	7.0%
Region	**1: Carson City**	359	5.2%	1.9%
	2: Douglas	331	4.8%	1.3%
	3: Elko, White Pine, and Eureka	545	7.9%	2.5%
	4: Churchill, Humboldt, Pershing, and Lander	404	5.8%	1.8%
	5: Lyon, Mineral, and Storey	378	5.5%	2.0%
	6: Nye, Lincoln, and Esmeralda	361	5.2%	1.6%
	7: Washoe	1978	28.6%	15.7%
	8: Clark	2559	37.0%	73.1%

[a] The sample size in the total and subgroups may differ due to missing data
[b] Non-Hispanic

Table 4: Percentage of middle school students who had parents or other adults in the home serving on active duty in the military — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	506	7.8%	(6.8-8.8)	5962	92.2%	(91.2-93.2)
Sex	**Female**	263	8.0%	(6.8-9.2)	2920	92.0%	(90.8-93.2)
	Male	236	7.6%	(6.2-9.0)	2994	92.4%	(91.0-93.8)
Age	**11 years old or younger**	75	10.0%	(7.2-12.8)	811	90.0%	(87.2-92.8)
	12 years old	178	8.0%	(6.4-9.6)	1939	92.0%	(90.4-93.6)
	13 years old	163	8.1%	(6.6-9.6)	1900	91.9%	(90.4-93.4)
	14 years old or older	88	5.8%	(4.2-7.3)	1293	94.2%	(92.7-95.8)
Grade	**6th**	170	8.8%	(6.7-10.8)	1903	91.2%	(89.2-93.3)
	7th	167	7.7%	(6.1-9.2)	1947	92.3%	(90.8-93.9)
	8th	153	6.8%	(5.4-8.2)	2047	93.2%	(91.8-94.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	16	8.4%	(4.1-12.6)	167	91.6%	(87.4-95.9)
	Asian[d]	18	7.6%	(3.9-11.3)	201	92.4%	(88.7-96.1)
	Black[d]	42	10.5%	(6.9-14.1)	365	89.5%	(85.9-93.1)
	Native Hawaiian/Pacific Islander[d]	13	16.8%	(4.2-29.4)	73	83.2%	(70.6-95.8)
	White[d]	132	6.3%	(4.8-7.9)	2006	93.7%	(92.1-95.2)
	Hispanic/Latino	229	7.7%	(6.6-8.9)	2590	92.3%	(91.1-93.4)
	Other/Multiple[d]	24	7.5%	(4.0-11.1)	309	92.5%	(88.9-96.0)
Region	**1: Carson City**	27	7.1%	(4.0-10.2)	313	92.9%	(89.8-96.0)
	2: Douglas	18	6.0%	(3.3-8.7)	280	94.0%	(91.3-96.7)
	3: Elko, White Pine, and Eureka	38	7.4%	(4.6-10.2)	476	92.6%	(89.8-95.4)
	4: Churchill, Humboldt, Pershing, and Lander	30	7.5%	(4.0-11.0)	349	92.5%	(89.0-96.0)
	5: Lyon, Mineral, and Storey	36	10.2%	(6.2-14.3)	317	89.8%	(85.7-93.8)
	6: Nye, Lincoln, and Esmeralda	22	6.6%	(3.8-9.5)	315	93.4%	(90.5-96.2)
	7: Washoe	141	7.3%	(6.1-8.5)	1693	92.7%	(91.5-93.9)
	8: Clark	194	7.9%	(6.6-9.3)	2219	92.1%	(90.7-93.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 5: Percentage of middle school students who qualified for or received free or reduced price lunches at school — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	3055	47.7%	(44.8-50.6)	3440	52.3%	(49.4-55.2)
Sex	**Female**	1491	47.4%	(43.8-50.9)	1693	52.6%	(49.1-56.2)
	Male	1535	48.0%	(44.5-51.5)	1716	52.0%	(48.5-55.5)
Age	**11 years old or younger**	386	44.7%	(37.4-52.0)	502	55.3%	(48.0-62.6)
	12 years old	967	45.0%	(41.1-48.9)	1159	55.0%	(51.1-58.9)
	13 years old	972	48.2%	(44.3-52.2)	1101	51.8%	(47.8-55.7)
	14 years old or older	718	53.2%	(49.1-57.3)	669	46.8%	(42.7-50.9)
Grade	**6th**	918	43.7%	(37.9-49.6)	1156	56.3%	(50.4-62.1)
	7th	931	45.2%	(40.4-50.0)	1192	54.8%	(50.0-59.6)
	8th	1168	53.6%	(49.6-57.6)	1042	46.4%	(42.4-50.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	82	43.4%	(35.0-51.7)	99	56.6%	(48.3-65.0)
	Asian[d]	111	52.4%	(45.8-59.0)	112	47.6%	(41.0-54.2)
	Black[d]	186	46.9%	(40.9-53.0)	220	53.1%	(47.0-59.1)
	Native Hawaiian/Pacific Islander[d]	38	46.0%	(32.5-59.5)	46	54.0%	(40.5-67.5)
	White[d]	955	44.0%	(40.3-47.6)	1193	56.0%	(52.4-59.7)
	Hispanic/Latino	1396	49.7%	(46.1-53.3)	1423	50.3%	(46.7-53.9)
	Other/Multiple[d]	162	48.8%	(41.1-56.4)	172	51.2%	(43.6-58.9)
Region	**1: Carson City**	152	42.9%	(36.8-49.1)	193	57.1%	(50.9-63.2)
	2: Douglas	181	63.1%	(56.1-70.1)	118	36.9%	(29.9-43.9)
	3: Elko, White Pine, and Eureka	223	41.6%	(34.3-48.9)	297	58.4%	(51.1-65.7)
	4: Churchill, Humboldt, Pershing, and Lander	193	49.2%	(41.5-56.9)	191	50.8%	(43.1-58.5)
	5: Lyon, Mineral, and Storey	148	39.5%	(30.2-48.7)	207	60.5%	(51.3-69.8)
	6: Nye, Lincoln, and Esmeralda	183	57.8%	(48.1-67.5)	156	42.2%	(32.5-51.9)
	7: Washoe	807	44.1%	(39.2-49.0)	1031	55.9%	(51.0-60.8)
	8: Clark	1168	48.5%	(44.7-52.3)	1247	51.5%	(47.7-55.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 6: Percentage of middle school students who identified as heterosexual (straight), gay or lesbian, bisexual, some other identity, or questioning identity — Nevada YRBS 2023*

		Heterosexual (straight)			Gay or lesbian			Bisexual			Some other identity			Questioning identity		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	4696	75.9%	(73.8-78.0)	223	4.3%	(3.5-5.1)	603	10.1%	(9.0-11.3)	205	3.6%	(3.0-4.3)	372	6.1%	(5.2-6.9)
Sex	**Female**	2008	62.7%	(59.8-65.7)	141	6.1%	(4.7-7.4)	501	17.1%	(15.4-18.8)	134	5.1%	(4.0-6.2)	260	9.0%	(7.6-10.4)
	Male	2672	89.7%	(88.2-91.1)	75	2.4%	(1.7-3.1)	89	3.0%	(2.2-3.9)	59	1.8%	(1.2-2.4)	104	3.1%	(2.2-4.0)
Age	**11 years old or younger**	594	74.3%	(68.9-79.7)	38	4.6%	(2.7-6.6)	91	11.5%	(8.0-14.9)	20	2.5%	(1.2-3.8)	62	7.1%	(4.6-9.6)
	12 years old	1573	77.7%	(74.8-80.6)	63	3.6%	(2.4-4.7)	183	9.2%	(7.4-11.0)	65	3.5%	(2.4-4.5)	125	6.1%	(4.5-7.6)
	13 years old	1515	75.3%	(72.5-78.2)	85	5.2%	(3.8-6.5)	181	9.1%	(7.4-10.7)	67	4.1%	(2.9-5.3)	119	6.3%	(4.9-7.8)
	14 years old or older	1002	74.9%	(71.2-78.6)	37	3.7%	(2.4-5.1)	148	12.4%	(9.9-14.9)	52	3.9%	(2.5-5.3)	66	5.1%	(3.6-6.6)
Grade	**6th**	1452	76.2%	(72.2-80.1)	70	4.4%	(2.9-5.9)	199	10.7%	(8.7-12.7)	55	3.0%	(1.9-4.0)	124	5.8%	(4.3-7.3)
	7th	1577	76.9%	(73.9-80.0)	75	4.2%	(3.1-5.4)	181	9.1%	(7.3-10.8)	59	3.0%	(2.0-4.1)	135	6.7%	(4.9-8.5)
	8th	1609	75.0%	(71.5-78.4)	70	4.1%	(2.8-5.5)	213	10.6%	(8.7-12.4)	84	4.6%	(3.4-5.8)	111	5.7%	(4.4-7.0)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	133	77.8%	(70.7-84.9)	7	3.4%	(0.4-6.3)	12	6.5%	(2.4-10.6)	5	3.8%	(0.2-7.4)	11	8.6%	(3.4-13.8)
	Asian[d]	153	72.6%	(65.9-79.2)	12	6.2%	(2.2-10.1)	22	9.5%	(5.1-13.8)	8	3.4%	(1.0-5.8)	20	8.4%	(4.3-12.4)
	Black[d]	282	72.9%	(67.4-78.3)	16	4.6%	(2.2-7.0)	44	10.9%	(7.5-14.3)	24	7.0%	(4.1-9.9)	20	4.7%	(2.6-6.8)
	Native Hawaiian/ Pacific Islander[d]	62	81.1%	(70.5-91.7)	3	3.4%	(0.0-9.0)	5	6.8%	(0.0-14.4)	2	3.3%	(0.0-8.7)	9	5.4%	(0.0-11.1)
	White[d]	1531	76.2%	(73.4-79.1)	78	4.3%	(3.0-5.6)	192	9.7%	(7.9-11.6)	70	3.4%	(2.3-4.6)	115	6.3%	(4.7-7.8)
	Hispanic/Latino	2144	78.6%	(76.1-81.2)	78	3.3%	(2.4-4.2)	249	9.6%	(8.0-11.1)	72	2.8%	(2.0-3.6)	145	5.7%	(4.4-7.0)
	Other/Multiple[d]	217	64.7%	(58.0-71.5)	19	8.2%	(4.6-11.9)	50	14.8%	(10.3-19.3)	16	4.2%	(1.6-6.8)	22	8.1%	(4.5-11.7)
Region	**1: Carson City**	267	81.8%	(77.9-85.7)	8	2.5%	(0.4-4.6)	33	9.5%	(6.4-12.7)	8	2.0%	(0.2-3.8)	17	4.2%	(2.4-6.0)
	2: Douglas	226	85.9%	(80.2-91.6)	4	1.5%	(0.0-3.0)	20	6.4%	(1.2-11.6)	7	2.1%	(0.0-4.5)	12	4.2%	(1.6-6.7)
	3: Elko, White Pine, and Eureka	402	82.8%	(79.1-86.5)	12	2.9%	(1.0-4.8)	37	7.0%	(4.9-9.1)	6	1.4%	(0.0-2.8)	27	5.8%	(3.7-7.9)
	4: Churchill, Humboldt, Pershing, and Lander	278	76.9%	(72.0-81.8)	6	2.0%	(0.5-3.5)	40	12.2%	(8.1-16.4)	14	3.5%	(1.1-5.8)	17	5.4%	(2.3-8.5)
	5: Lyon, Mineral, and Storey	240	73.5%	(68.7-78.2)	18	6.5%	(3.2-9.8)	39	11.1%	(7.1-15.0)	14	4.1%	(1.9-6.4)	18	4.9%	(2.3-7.5)
	6: Nye, Lincoln, and Esmeralda	248	80.3%	(74.5-86.0)	8	1.7%	(0.5-2.8)	36	10.0%	(4.7-15.2)	8	2.6%	(0.8-4.4)	20	5.5%	(3.0-8.1)
	7: Washoe	1328	77.4%	(74.9-79.9)	59	3.5%	(2.5-4.4)	153	9.1%	(7.6-10.5)	66	3.9%	(2.8-5.0)	112	6.2%	(5.0-7.3)
	8: Clark	1707	75.0%	(72.2-77.8)	108	4.6%	(3.6-5.7)	245	10.4%	(8.9-12.0)	82	3.7%	(2.9-4.6)	149	6.2%	(5.0-7.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 7: Percentage of middle school students who identified as transgender[e] — Nevada YRBS 2023*

		No, I am not transgender			Yes, I am transgender			I am not sure if I am transgender		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	5846	93.5%	(92.6-94.3)	170	2.9%	(2.3-3.5)	218	3.7%	(3.1-4.2)
Sex	**Female**	2872	91.6%	(90.3-93.0)	86	3.1%	(2.2-4.1)	141	5.2%	(4.3-6.1)
	Male	2950	95.9%	(95.0-96.8)	69	2.2%	(1.6-2.8)	67	1.9%	(1.3-2.6)
Age	**11 years old or younger**	767	93.2%	(91.1-95.2)	27	2.3%	(1.0-3.6)	45	4.6%	(2.7-6.4)
	12 years old	1928	93.7%	(92.4-95.0)	39	2.3%	(1.4-3.1)	77	4.0%	(3.0-5.0)
	13 years old	1889	93.3%	(91.7-94.8)	59	3.6%	(2.4-4.7)	56	3.2%	(2.2-4.1)
	14 years old or older	1250	93.8%	(92.3-95.3)	44	3.0%	(1.9-4.1)	39	3.2%	(2.0-4.3)
Grade	**6th**	1830	93.7%	(92.4-94.9)	44	2.0%	(1.3-2.7)	86	4.3%	(3.2-5.5)
	7th	1932	92.8%	(91.0-94.6)	56	3.3%	(2.1-4.5)	71	3.9%	(2.8-5.0)
	8th	2015	94.1%	(92.9-95.3)	65	3.2%	(2.3-4.2)	52	2.6%	(1.8-3.4)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	166	95.6%	(92.5-98.7)	4	1.8%	(0.1-3.5)	4	2.6%	(0.0-5.3)
	Asian[d]	200	94.2%	(90.8-97.5)	6	2.3%	(0.2-4.5)	8	3.5%	(0.9-6.1)
	Black[d]	349	92.1%	(89.2-94.9)	17	3.8%	(1.8-5.7)	16	4.2%	(2.0-6.3)
	Native Hawaiian/ Pacific Islander[d]	74	86.2%	(75.1-97.2)	3	6.7%	(0.0-14.8)	4	7.1%	(0.0-15.6)
	White[d]	1935	92.7%	(91.2-94.1)	66	3.5%	(2.5-4.5)	76	3.9%	(2.7-5.0)
	Hispanic/Latino	2592	95.0%	(93.9-96.1)	48	1.7%	(1.0-2.4)	77	3.3%	(2.4-4.1)
	Other/Multiple[d]	302	90.0%	(86.2-93.9)	15	6.2%	(2.9-9.5)	12	3.7%	(1.4-6.1)
Region	**1: Carson City**	317	95.9%	(93.6-98.1)	9	1.8%	(0.5-3.2)	7	2.3%	(0.7-3.9)
	2: Douglas	278	97.3%	(95.6-99.1)	6	1.3%	(0.0-2.7)	4	1.3%	(0.0-2.7)
	3: Elko, White Pine, and Eureka	477	95.7%	(93.8-97.5)	9	2.4%	(0.8-3.9)	13	2.0%	(0.7-3.2)
	4: Churchill, Humboldt, Pershing, and Lander	343	93.8%	(91.4-96.3)	10	3.3%	(1.5-5.1)	10	2.9%	(0.8-4.9)
	5: Lyon, Mineral, and Storey	319	92.3%	(89.2-95.5)	12	3.4%	(1.5-5.4)	12	4.3%	(1.8-6.7)
	6: Nye, Lincoln, and Esmeralda	313	94.8%	(91.8-97.9)	11	3.4%	(1.3-5.4)	9	1.8%	(0.1-3.5)
	7: Washoe	1646	93.7%	(92.5-94.9)	45	2.5%	(1.7-3.3)	73	3.8%	(2.8-4.7)
	8: Clark	2153	93.2%	(92.1-94.3)	68	3.0%	(2.2-3.8)	90	3.8%	(3.1-4.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] As in, when their sex at birth does not match the way they think or feel about their gender
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 8: Percentage of middle school students who experienced housing insecurity during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	227	3.0%	(2.4-3.6)	6041	97.0%	(96.4-97.6)
Sex	**Female**	109	3.2%	(2.4-4.1)	2985	96.8%	(95.9-97.6)
	Male	109	2.8%	(1.9-3.6)	2996	97.2%	(96.4-98.1)
Age	**11 years old or younger**	31	2.9%	(1.1-4.6)	799	97.1%	(95.4-98.9)
	12 years old	74	2.7%	(1.8-3.6)	1962	97.3%	(96.4-98.2)
	13 years old	64	3.0%	(2.0-3.9)	1979	97.0%	(96.1-98.0)
	14 years old or older	58	3.7%	(2.5-4.9)	1276	96.3%	(95.1-97.5)
Grade	**6th**	68	3.0%	(1.9-4.2)	1875	97.0%	(95.8-98.1)
	7th	66	2.9%	(1.8-4.0)	2019	97.1%	(96.0-98.2)
	8th	79	3.0%	(2.0-3.9)	2065	97.0%	(96.1-98.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	3.8%	(0.5-7.0)	160	96.2%	(93.0-99.5)
	Asian[d]	7	2.5%	(0.3-4.8)	212	97.5%	(95.2-99.7)
	Black[d]	17	4.0%	(1.9-6.2)	367	96.0%	(93.8-98.1)
	Native Hawaiian/Pacific Islander[d]	2	0.7%	(0.0-1.8)	76	99.3%	(98.2-100.0)
	White[d]	68	2.8%	(1.9-3.6)	2011	97.2%	(96.4-98.1)
	Hispanic/Latino	89	3.0%	(2.2-3.8)	2617	97.0%	(96.2-97.8)
	Other/Multiple[d]	9	2.7%	(0.7-4.6)	315	97.3%	(95.4-99.3)
Region	**1: Carson City**	10	2.0%	(0.0-4.0)	331	98.0%	(96.0-100.0)
	2: Douglas	3	0.7%	(0.0-1.6)	278	99.3%	(98.4-100.0)
	3: Elko, White Pine, and Eureka	19	3.6%	(1.6-5.6)	493	96.4%	(94.4-98.4)
	4: Churchill, Humboldt, Pershing, and Lander	25	6.8%	(3.3-10.2)	353	93.2%	(89.8-96.7)
	5: Lyon, Mineral, and Storey	18	5.8%	(2.7-8.9)	331	94.2%	(91.1-97.3)
	6: Nye, Lincoln, and Esmeralda	7	1.9%	(0.6-3.2)	321	98.1%	(96.8-99.4)
	7: Washoe	68	3.5%	(2.6-4.4)	1674	96.5%	(95.6-97.4)
	8: Clark	77	2.8%	(2.0-3.6)	2260	97.2%	(96.4-98.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] In the home of other people, shelter or emergency housing, motel or hotel, public place, or no usual place
*** Note: We caution against group comparisons when a cell size is less than 5.**

Violence-Related Behaviors

Table 9: Percentage of middle school students who were bullied on school property during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1803	23.7%	(22.1-25.3)	4748	76.3%	(74.7-77.9)
Sex	**Female**	969	26.8%	(24.4-29.2)	2244	73.2%	(70.8-75.6)
	Male	806	20.5%	(18.6-22.4)	2467	79.5%	(77.6-81.4)
Age	**11 years old or younger**	250	24.6%	(20.1-29.2)	650	75.4%	(70.8-79.9)
	12 years old	640	25.2%	(22.5-28.0)	1510	74.8%	(72.0-77.5)
	13 years old	567	24.0%	(21.7-26.2)	1522	76.0%	(73.8-78.3)
	14 years old or older	343	20.4%	(17.9-22.9)	1043	79.6%	(77.1-82.1)
Grade	**6th**	628	26.5%	(23.1-29.9)	1470	73.5%	(70.1-76.9)
	7th	593	23.8%	(21.5-26.1)	1552	76.2%	(73.9-78.5)
	8th	552	21.1%	(18.9-23.4)	1660	78.9%	(76.6-81.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	69	36.6%	(28.5-44.7)	112	63.4%	(55.3-71.5)
	Asian[d]	51	19.1%	(13.8-24.5)	172	80.9%	(75.5-86.2)
	Black[d]	83	16.5%	(12.5-20.6)	324	83.5%	(79.4-87.5)
	Native Hawaiian/Pacific Islander[d]	29	30.1%	(17.2-42.9)	57	69.9%	(57.1-82.8)
	White[d]	691	29.4%	(26.6-32.3)	1455	70.6%	(67.7-73.4)
	Hispanic/Latino	671	21.6%	(19.6-23.7)	2185	78.4%	(76.3-80.4)
	Other/Multiple[d]	109	27.0%	(21.1-33.0)	228	73.0%	(67.0-78.9)
Region	**1: Carson City**	104	31.1%	(24.1-38.2)	242	68.9%	(61.8-75.9)
	2: Douglas	96	32.7%	(26.4-39.0)	208	67.3%	(61.0-73.6)
	3: Elko, White Pine, and Eureka	182	34.6%	(30.4-38.8)	338	65.4%	(61.2-69.6)
	4: Churchill, Humboldt, Pershing, and Lander	138	37.2%	(30.4-43.9)	245	62.8%	(56.1-69.6)
	5: Lyon, Mineral, and Storey	135	37.8%	(31.3-44.2)	228	62.2%	(55.8-68.7)
	6: Nye, Lincoln, and Esmeralda	116	32.9%	(28.0-37.9)	230	67.1%	(62.1-72.0)
	7: Washoe	512	27.6%	(25.6-29.7)	1341	72.4%	(70.3-74.4)
	8: Clark	520	21.2%	(19.2-23.2)	1916	78.8%	(76.8-80.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 10: Percentage of middle school students who were electronically bullied during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1179	16.2%	(14.9-17.6)	5372	83.8%	(82.4-85.1)
Sex	**Female**	740	20.8%	(18.7-23.0)	2471	79.2%	(77.0-81.3)
	Male	426	11.8%	(10.3-13.4)	2850	88.2%	(86.6-89.7)
Age	**11 years old or younger**	165	17.8%	(13.9-21.7)	733	82.2%	(78.3-86.1)
	12 years old	375	15.2%	(13.0-17.4)	1779	84.8%	(82.6-87.0)
	13 years old	376	16.1%	(14.1-18.0)	1714	83.9%	(82.0-85.9)
	14 years old or older	258	17.2%	(14.7-19.6)	1125	82.8%	(80.4-85.3)
Grade	**6th**	388	17.2%	(14.8-19.6)	1707	82.8%	(80.4-85.2)
	7th	366	15.4%	(13.2-17.6)	1785	84.6%	(82.4-86.8)
	8th	404	16.3%	(14.1-18.4)	1803	83.7%	(81.6-85.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	40	22.3%	(15.9-28.8)	141	77.7%	(71.2-84.1)
	Asian[d]	44	16.5%	(11.0-22.0)	179	83.5%	(78.0-89.0)
	Black[d]	60	15.0%	(11.3-18.6)	344	85.0%	(81.4-88.7)
	Native Hawaiian/Pacific Islander[d]	22	24.2%	(11.2-37.3)	64	75.8%	(62.7-88.8)
	White[d]	411	17.4%	(15.1-19.7)	1737	82.6%	(80.3-84.9)
	Hispanic/Latino	463	14.8%	(13.0-16.5)	2392	85.2%	(83.5-87.0)
	Other/Multiple[d]	81	20.7%	(15.6-25.8)	258	79.3%	(74.2-84.4)
Region	**1: Carson City**	63	20.5%	(14.2-26.9)	285	79.5%	(73.1-85.8)
	2: Douglas	64	21.9%	(14.8-28.9)	241	78.1%	(71.1-85.2)
	3: Elko, White Pine, and Eureka	99	19.3%	(16.1-22.6)	417	80.7%	(77.4-83.9)
	4: Churchill, Humboldt, Pershing, and Lander	71	19.3%	(14.9-23.7)	313	80.7%	(76.3-85.1)
	5: Lyon, Mineral, and Storey	91	25.6%	(19.0-32.1)	268	74.4%	(67.9-81.0)
	6: Nye, Lincoln, and Esmeralda	67	20.6%	(16.2-24.9)	276	79.4%	(75.1-83.8)
	7: Washoe	359	19.3%	(17.0-21.6)	1503	80.7%	(78.4-83.0)
	8: Clark	365	14.9%	(13.1-16.6)	2069	85.1%	(83.4-86.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including being bullied through texting, Instagram, Facebook, or other social media

Table 11: Percentage of middle school students who did not go to school because they felt unsafe at school or on their way to or from school during the 30 days before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	617	9.0%	(8.0-10.0)	5890	91.0%	(90.0-92.0)
Sex	**Female**	382	11.7%	(10.1-13.3)	2811	88.3%	(86.7-89.9)
	Male	223	6.0%	(4.9-7.2)	3033	94.0%	(92.8-95.1)
Age	**11 years old or younger**	93	9.2%	(6.3-12.0)	804	90.8%	(88.0-93.7)
	12 years old	208	8.5%	(6.8-10.2)	1926	91.5%	(89.8-93.2)
	13 years old	195	9.7%	(7.9-11.5)	1881	90.3%	(88.5-92.1)
	14 years old or older	120	8.6%	(6.6-10.5)	1255	91.4%	(89.5-93.4)
Grade	**6th**	224	10.1%	(8.1-12.1)	1865	89.9%	(87.9-91.9)
	7th	189	8.6%	(6.9-10.2)	1932	91.4%	(89.8-93.1)
	8th	189	8.2%	(6.8-9.6)	2018	91.8%	(90.4-93.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	22	11.3%	(6.3-16.3)	154	88.7%	(83.7-93.7)
	Asian[d]	19	7.3%	(4.0-10.6)	201	92.7%	(89.4-96.0)
	Black[d]	32	7.1%	(4.5-9.8)	373	92.9%	(90.2-95.5)
	Native Hawaiian/Pacific Islander[d]	12	10.3%	(2.2-18.4)	74	89.7%	(81.6-97.8)
	White[d]	161	7.5%	(6.0-8.9)	1970	92.5%	(91.1-94.0)
	Hispanic/Latino	304	10.4%	(8.8-11.9)	2533	89.6%	(88.1-91.2)
	Other/Multiple[d]	32	9.4%	(5.3-13.4)	305	90.6%	(86.6-94.7)
Region	**1: Carson City**	34	9.1%	(4.9-13.3)	312	90.9%	(86.7-95.1)
	2: Douglas	24	6.6%	(4.0-9.2)	278	93.4%	(90.8-96.0)
	3: Elko, White Pine, and Eureka	42	8.3%	(5.4-11.1)	475	91.7%	(88.9-94.6)
	4: Churchill, Humboldt, Pershing, and Lander	39	10.1%	(6.3-13.8)	340	89.9%	(86.2-93.7)
	5: Lyon, Mineral, and Storey	43	10.4%	(6.4-14.3)	317	89.6%	(85.7-93.6)
	6: Nye, Lincoln, and Esmeralda	27	7.1%	(3.8-10.4)	315	92.9%	(89.6-96.2)
	7: Washoe	187	9.5%	(7.6-11.5)	1651	90.5%	(88.5-92.4)
	8: Clark	221	8.9%	(7.6-10.2)	2202	91.1%	(89.8-92.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Adverse Childhood Experiences

Table 12: Percentage of middle school students who have ever been hit, beaten, kicked, or physically hurt in any way by an adult[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1011	14.6%	(13.4-15.8)	5519	85.4%	(84.2-86.6)
Sex	**Female**	582	17.3%	(15.4-19.2)	2610	82.7%	(80.8-84.6)
	Male	411	11.8%	(10.4-13.3)	2863	88.2%	(86.7-89.6)
Age	**11 years old or younger**	129	13.5%	(10.2-16.8)	767	86.5%	(83.2-89.8)
	12 years old	307	13.2%	(11.4-15.0)	1834	86.8%	(85.0-88.6)
	13 years old	320	14.5%	(12.6-16.5)	1759	85.5%	(83.5-87.4)
	14 years old or older	251	17.7%	(14.9-20.5)	1138	82.3%	(79.5-85.1)
Grade	**6th**	310	13.9%	(11.9-15.9)	1779	86.1%	(84.1-88.1)
	7th	300	13.0%	(11.1-14.8)	1839	87.0%	(85.2-88.9)
	8th	377	16.5%	(14.3-18.6)	1827	83.5%	(81.4-85.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	28	17.1%	(10.5-23.7)	153	82.9%	(76.3-89.5)
	Asian[d]	32	12.9%	(8.8-17.0)	191	87.1%	(83.0-91.2)
	Black[d]	67	15.3%	(11.4-19.3)	336	84.7%	(80.7-88.6)
	Native Hawaiian/Pacific Islander[d]	19	28.6%	(14.2-42.9)	63	71.4%	(57.1-85.8)
	White[d]	296	12.5%	(10.8-14.3)	1843	87.5%	(85.7-89.2)
	Hispanic/Latino	454	15.0%	(13.1-16.8)	2393	85.0%	(83.2-86.9)
	Other/Multiple[d]	63	16.7%	(11.5-21.9)	275	83.3%	(78.1-88.5)
Region	**1: Carson City**	48	13.5%	(8.2-18.9)	298	86.5%	(81.1-91.8)
	2: Douglas	44	15.0%	(10.0-20.1)	252	85.0%	(79.9-90.0)
	3: Elko, White Pine, and Eureka	72	13.5%	(10.1-16.8)	449	86.5%	(83.2-89.9)
	4: Churchill, Humboldt, Pershing, and Lander	68	17.8%	(13.1-22.5)	317	82.2%	(77.5-86.9)
	5: Lyon, Mineral, and Storey	65	17.7%	(11.8-23.6)	290	82.3%	(76.4-88.2)
	6: Nye, Lincoln, and Esmeralda	70	20.3%	(16.7-24.0)	275	79.7%	(76.0-83.3)
	7: Washoe	311	16.6%	(14.4-18.9)	1542	83.4%	(81.1-85.6)
	8: Clark	333	13.9%	(12.3-15.4)	2096	86.1%	(84.6-87.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Not including spanking for bad behavior

Table 13: Percentage of middle school students who were ever physically forced to have sexual intercourse when they did not want to — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	400	5.9%	(5.0-6.8)	6002	94.1%	(93.2-95.0)
Sex	**Female**	283	8.7%	(7.3-10.1)	2835	91.3%	(89.9-92.7)
	Male	108	3.1%	(2.3-3.9)	3116	96.9%	(96.1-97.7)
Age	**11 years old or younger**	49	4.8%	(2.8-6.8)	822	95.2%	(93.2-97.2)
	12 years old	117	5.4%	(3.9-6.9)	1991	94.6%	(93.1-96.1)
	13 years old	119	5.0%	(3.9-6.2)	1931	95.0%	(93.8-96.1)
	14 years old or older	114	8.6%	(6.5-10.6)	1239	91.4%	(89.4-93.5)
Grade	**6th**	113	5.7%	(4.0-7.4)	1933	94.3%	(92.6-96.0)
	7th	115	4.8%	(3.5-6.1)	1985	95.2%	(93.9-96.5)
	8th	160	6.9%	(5.5-8.4)	2010	93.1%	(91.6-94.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	8	4.9%	(1.0-8.8)	165	95.1%	(91.2-99.0)
	Asian[d]	12	5.8%	(2.0-9.6)	210	94.2%	(90.4-98.0)
	Black[d]	27	5.2%	(3.0-7.5)	371	94.8%	(92.5-97.0)
	Native Hawaiian/Pacific Islander[d]	9	4.5%	(0.0-9.6)	76	95.5%	(90.4-100.0)
	White[d]	100	4.5%	(3.3-5.7)	1995	95.5%	(94.3-96.7)
	Hispanic/Latino	193	6.8%	(5.4-8.2)	2604	93.2%	(91.8-94.6)
	Other/Multiple[d]	30	6.7%	(3.5-10.0)	307	93.3%	(90.0-96.5)
Region	**1: Carson City**	23	5.7%	(2.5-9.0)	316	94.3%	(91.0-97.5)
	2: Douglas	16	6.0%	(3.3-8.7)	271	94.0%	(91.3-96.7)
	3: Elko, White Pine, and Eureka	31	6.1%	(4.2-8.1)	479	93.9%	(91.9-95.8)
	4: Churchill, Humboldt, Pershing, and Lander	30	8.8%	(5.6-11.9)	340	91.2%	(88.1-94.4)
	5: Lyon, Mineral, and Storey	37	9.9%	(5.6-14.2)	309	90.1%	(85.8-94.4)
	6: Nye, Lincoln, and Esmeralda	19	5.4%	(2.8-8.1)	319	94.6%	(91.9-97.2)
	7: Washoe	103	5.3%	(4.0-6.7)	1709	94.7%	(93.3-96.0)
	8: Clark	141	5.8%	(4.6-7.0)	2259	94.2%	(93.0-95.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 14: Percentage of middle school students who have ever been sworn at, insulted by, or put down by an adult in their home — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	4156	63.8%	(61.8-65.9)	2375	36.2%	(34.1-38.2)
Sex	**Female**	2217	70.3%	(67.6-72.9)	979	29.7%	(27.1-32.4)
	Male	1896	57.8%	(55.2-60.4)	1374	42.2%	(39.6-44.8)
Age	**11 years old or younger**	539	60.8%	(55.3-66.2)	356	39.2%	(33.8-44.7)
	12 years old	1310	63.1%	(60.2-66.0)	829	36.9%	(34.0-39.8)
	13 years old	1364	65.3%	(62.4-68.3)	721	34.7%	(31.7-37.6)
	14 years old or older	927	64.8%	(60.8-68.9)	460	35.2%	(31.1-39.2)
Grade	**6th**	1229	60.7%	(56.6-64.8)	846	39.3%	(35.2-43.4)
	7th	1382	64.1%	(61.2-67.0)	766	35.9%	(33.0-38.8)
	8th	1483	66.4%	(62.9-69.8)	720	33.6%	(30.2-37.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	127	70.8%	(63.6-78.0)	53	29.2%	(22.0-36.4)
	Asian[d]	150	65.8%	(57.9-73.7)	72	34.2%	(26.3-42.1)
	Black[d]	255	63.1%	(57.6-68.6)	147	36.9%	(31.4-42.4)
	Native Hawaiian/Pacific Islander[d]	53	59.9%	(45.1-74.7)	32	40.1%	(25.3-54.9)
	White[d]	1368	63.8%	(60.9-66.8)	766	36.2%	(33.2-39.1)
	Hispanic/Latino	1780	62.6%	(59.7-65.4)	1067	37.4%	(34.6-40.3)
	Other/Multiple[d]	243	72.5%	(66.5-78.4)	94	27.5%	(21.6-33.5)
Region	**1: Carson City**	221	62.9%	(55.4-70.4)	120	37.1%	(29.6-44.6)
	2: Douglas	182	63.3%	(60.2-66.4)	111	36.7%	(33.6-39.8)
	3: Elko, White Pine, and Eureka	334	66.1%	(61.3-70.9)	188	33.9%	(29.1-38.7)
	4: Churchill, Humboldt, Pershing, and Lander	249	66.0%	(59.5-72.5)	135	34.0%	(27.5-40.5)
	5: Lyon, Mineral, and Storey	258	71.4%	(64.5-78.3)	105	28.6%	(21.7-35.5)
	6: Nye, Lincoln, and Esmeralda	214	64.0%	(56.9-71.1)	127	36.0%	(28.9-43.1)
	7: Washoe	1159	63.5%	(60.9-66.1)	697	36.5%	(33.9-39.1)
	8: Clark	1539	63.6%	(60.8-66.4)	892	36.4%	(33.6-39.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 15: Percentage of middle school students who have ever seen or heard adults in their home slap, hit, kick, punch, or beat each other up — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1143	17.5%	(15.9-19.1)	5353	82.5%	(80.9-84.1)
Sex	**Female**	695	21.7%	(19.4-24.1)	2479	78.3%	(75.9-80.6)
	Male	429	13.2%	(11.7-14.7)	2832	86.8%	(85.3-88.3)
Age	**11 years old or younger**	144	15.7%	(12.1-19.4)	746	84.3%	(80.6-87.9)
	12 years old	358	16.4%	(14.2-18.6)	1779	83.6%	(81.4-85.8)
	13 years old	361	18.4%	(15.9-20.9)	1705	81.6%	(79.1-84.1)
	14 years old or older	272	19.0%	(16.2-21.8)	1106	81.0%	(78.2-83.8)
Grade	**6th**	354	16.5%	(13.8-19.2)	1725	83.5%	(80.8-86.2)
	7th	338	16.6%	(13.5-19.7)	1791	83.4%	(80.3-86.5)
	8th	429	19.2%	(17.0-21.3)	1767	80.8%	(78.7-83.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	32	17.9%	(11.3-24.6)	147	82.1%	(75.4-88.7)
	Asian[d]	39	17.5%	(12.5-22.5)	182	82.5%	(77.5-87.5)
	Black[d]	82	20.1%	(15.0-25.1)	321	79.9%	(74.9-85.0)
	Native Hawaiian/Pacific Islander[d]	24	22.1%	(9.6-34.6)	58	77.9%	(65.4-90.4)
	White[d]	312	12.9%	(10.9-15.0)	1820	87.1%	(85.0-89.1)
	Hispanic/Latino	525	18.4%	(16.2-20.5)	2305	81.6%	(79.5-83.8)
	Other/Multiple[d]	85	24.6%	(18.5-30.8)	250	75.4%	(69.2-81.5)
Region	**1: Carson City**	61	16.0%	(10.3-21.7)	287	84.0%	(78.3-89.7)
	2: Douglas	44	14.3%	(9.2-19.5)	253	85.7%	(80.5-90.8)
	3: Elko, White Pine, and Eureka	80	14.9%	(11.7-18.0)	439	85.1%	(82.0-88.3)
	4: Churchill, Humboldt, Pershing, and Lander	73	18.9%	(13.9-23.9)	307	81.1%	(76.1-86.1)
	5: Lyon, Mineral, and Storey	76	20.1%	(13.3-26.8)	279	79.9%	(73.2-86.7)
	6: Nye, Lincoln, and Esmeralda	71	20.2%	(15.6-24.8)	274	79.8%	(75.2-84.4)
	7: Washoe	325	17.7%	(15.5-19.9)	1512	82.3%	(80.1-84.5)
	8: Clark	413	17.5%	(15.4-19.5)	2002	82.5%	(80.5-84.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 16: Percentage of middle school students who have ever lived with someone who was depressed, mentally ill, or suicidal — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1956	29.7%	(28.0-31.5)	4379	70.3%	(68.5-72.0)
Sex	**Female**	1188	37.6%	(34.9-40.2)	1936	62.4%	(59.8-65.1)
	Male	740	21.9%	(20.0-23.9)	2403	78.1%	(76.1-80.0)
Age	**11 years old or younger**	205	23.2%	(19.0-27.4)	647	76.8%	(72.6-81.0)
	12 years old	586	27.4%	(24.8-30.1)	1474	72.6%	(69.9-75.2)
	13 years old	671	31.8%	(29.2-34.4)	1381	68.2%	(65.6-70.8)
	14 years old or older	485	34.5%	(31.3-37.8)	863	65.5%	(62.2-68.7)
Grade	**6th**	512	24.2%	(21.4-27.1)	1476	75.8%	(72.9-78.6)
	7th	656	30.2%	(27.3-33.1)	1439	69.8%	(66.9-72.7)
	8th	755	33.8%	(31.2-36.4)	1407	66.2%	(63.6-68.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	73	41.9%	(33.2-50.5)	102	58.1%	(49.5-66.8)
	Asian[d]	62	28.1%	(21.3-34.8)	158	71.9%	(65.2-78.7)
	Black[d]	95	21.1%	(16.6-25.6)	300	78.9%	(74.4-83.4)
	Native Hawaiian/Pacific Islander[d]	25	29.7%	(16.1-43.4)	54	70.3%	(56.6-83.9)
	White[d]	677	32.3%	(29.2-35.4)	1405	67.7%	(64.6-70.8)
	Hispanic/Latino	798	28.3%	(25.9-30.6)	1940	71.7%	(69.4-74.1)
	Other/Multiple[d]	142	43.5%	(36.9-50.2)	186	56.5%	(49.8-63.1)
Region	**1: Carson City**	104	29.8%	(24.1-35.5)	240	70.2%	(64.5-75.9)
	2: Douglas	77	29.1%	(22.5-35.7)	208	70.9%	(64.3-77.5)
	3: Elko, White Pine, and Eureka	165	35.3%	(30.0-40.6)	349	64.7%	(59.4-70.0)
	4: Churchill, Humboldt, Pershing, and Lander	132	36.4%	(30.7-42.1)	248	63.6%	(57.9-69.3)
	5: Lyon, Mineral, and Storey	141	38.9%	(30.2-47.5)	205	61.1%	(52.5-69.8)
	6: Nye, Lincoln, and Esmeralda	106	32.4%	(27.4-37.5)	227	67.6%	(62.5-72.6)
	7: Washoe	545	31.1%	(28.7-33.4)	1222	68.9%	(66.6-71.3)
	8: Clark	686	28.8%	(26.5-31.1)	1680	71.2%	(68.9-73.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 17: Percentage of middle school students who have ever lived with someone who was a problem drinker, alcoholic, or abused street or prescription drugs — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1541	21.9%	(20.3-23.4)	4783	78.1%	(76.6-79.7)
Sex	**Female**	955	28.8%	(26.6-31.1)	2152	71.2%	(68.9-73.4)
	Male	570	15.2%	(13.6-16.8)	2579	84.8%	(83.2-86.4)
Age	**11 years old or younger**	161	16.0%	(13.3-18.8)	693	84.0%	(81.2-86.7)
	12 years old	420	18.4%	(16.2-20.7)	1638	81.6%	(79.3-83.8)
	13 years old	547	24.9%	(22.3-27.5)	1500	75.1%	(72.5-77.7)
	14 years old or older	409	26.7%	(23.4-30.0)	932	73.3%	(70.0-76.6)
Grade	**6th**	396	18.1%	(15.9-20.3)	1592	81.9%	(79.7-84.1)
	7th	501	21.5%	(18.6-24.4)	1598	78.5%	(75.6-81.4)
	8th	616	25.3%	(22.8-27.8)	1532	74.7%	(72.2-77.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	60	34.2%	(26.2-42.2)	114	65.8%	(57.8-73.8)
	Asian[d]	34	13.8%	(9.0-18.7)	183	86.2%	(81.3-91.0)
	Black[d]	64	14.2%	(10.7-17.7)	322	85.8%	(82.3-89.3)
	Native Hawaiian/Pacific Islander[d]	20	19.3%	(8.0-30.7)	59	80.7%	(69.3-92.0)
	White[d]	510	21.9%	(19.3-24.4)	1580	78.1%	(75.6-80.7)
	Hispanic/Latino	678	23.5%	(21.3-25.6)	2058	76.5%	(74.4-78.7)
	Other/Multiple[d]	110	30.0%	(23.8-36.2)	215	70.0%	(63.8-76.2)
Region	**1: Carson City**	101	28.8%	(23.0-34.6)	240	71.2%	(65.4-77.0)
	2: Douglas	81	30.7%	(23.4-38.0)	207	69.3%	(62.0-76.6)
	3: Elko, White Pine, and Eureka	131	27.8%	(22.5-33.1)	381	72.2%	(66.9-77.5)
	4: Churchill, Humboldt, Pershing, and Lander	111	30.0%	(24.6-35.4)	266	70.0%	(64.6-75.4)
	5: Lyon, Mineral, and Storey	122	32.8%	(23.6-41.9)	229	67.2%	(58.1-76.4)
	6: Nye, Lincoln, and Esmeralda	88	28.3%	(22.1-34.6)	244	71.7%	(65.4-77.9)
	7: Washoe	427	24.2%	(21.9-26.5)	1339	75.8%	(73.5-78.1)
	8: Clark	480	20.2%	(18.2-22.2)	1877	79.8%	(77.8-81.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 18: Percentage of middle school students who have ever been separated from a parent or guardian because their parent/guardian went to jail, prison, or a detention center— Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1075	16.1%	(14.5-17.6)	5216	83.9%	(82.4-85.5)
Sex	**Female**	597	18.6%	(16.6-20.5)	2501	81.4%	(79.5-83.4)
	Male	466	13.8%	(11.9-15.7)	2661	86.2%	(84.3-88.1)
Age	**11 years old or younger**	123	13.3%	(10.1-16.5)	721	86.7%	(83.5-89.9)
	12 years old	315	14.5%	(12.1-16.8)	1730	85.5%	(83.2-87.9)
	13 years old	362	16.8%	(14.4-19.3)	1670	83.2%	(80.7-85.6)
	14 years old or older	270	19.3%	(15.9-22.7)	1075	80.7%	(77.3-84.1)
Grade	**6th**	313	15.4%	(13.1-17.6)	1660	84.6%	(82.4-86.9)
	7th	337	14.5%	(11.9-17.1)	1744	85.5%	(82.9-88.1)
	8th	406	18.1%	(15.2-20.9)	1740	81.9%	(79.1-84.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	40	25.1%	(17.5-32.7)	132	74.9%	(67.3-82.5)
	Asian[d]	21	8.5%	(4.5-12.4)	196	91.5%	(87.6-95.5)
	Black[d]	76	20.0%	(14.8-25.2)	305	80.0%	(74.8-85.2)
	Native Hawaiian/Pacific Islander[d]	17	22.5%	(7.7-37.3)	62	77.5%	(62.7-92.3)
	White[d]	334	14.1%	(11.8-16.3)	1747	85.9%	(83.7-88.2)
	Hispanic/Latino	443	15.8%	(13.8-17.8)	2276	84.2%	(82.2-86.2)
	Other/Multiple[d]	80	22.2%	(16.0-28.4)	247	77.8%	(71.6-84.0)
Region	**1: Carson City**	72	19.5%	(13.3-25.6)	271	80.5%	(74.4-86.7)
	2: Douglas	50	18.6%	(13.1-24.2)	239	81.4%	(75.8-86.9)
	3: Elko, White Pine, and Eureka	93	18.7%	(14.8-22.7)	422	81.3%	(77.3-85.2)
	4: Churchill, Humboldt, Pershing, and Lander	85	21.9%	(18.3-25.6)	294	78.1%	(74.4-81.7)
	5: Lyon, Mineral, and Storey	82	23.5%	(17.2-29.8)	258	76.5%	(70.2-82.8)
	6: Nye, Lincoln, and Esmeralda	70	20.8%	(12.9-28.8)	264	79.2%	(71.2-87.1)
	7: Washoe	257	14.4%	(12.3-16.5)	1497	85.6%	(83.5-87.7)
	8: Clark	366	15.7%	(13.7-17.7)	1971	84.3%	(82.3-86.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Emotional Health

Table 19: Percentage of middle school students who felt sad or hopeless almost every day for two or more weeks in a row during the 12 months before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2261	34.5%	(32.5-36.4)	4246	65.5%	(63.6-67.5)
Sex	**Female**	1455	46.2%	(43.2-49.2)	1724	53.8%	(50.8-56.8)
	Male	782	23.3%	(21.3-25.4)	2487	76.7%	(74.6-78.7)
Age	**11 years old or younger**	268	30.7%	(25.0-36.4)	630	69.3%	(63.6-75.0)
	12 years old	703	32.1%	(29.2-35.0)	1433	67.9%	(65.0-70.8)
	13 years old	758	36.3%	(33.4-39.1)	1314	63.7%	(60.9-66.6)
	14 years old or older	526	38.3%	(34.8-41.9)	849	61.7%	(58.1-65.2)
Grade	**6th**	680	32.3%	(28.6-36.1)	1413	67.7%	(63.9-71.4)
	7th	721	32.9%	(29.9-35.9)	1399	67.1%	(64.1-70.1)
	8th	829	38.0%	(34.8-41.2)	1371	62.0%	(58.8-65.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	71	39.7%	(32.0-47.4)	108	60.3%	(52.6-68.0)
	Asian[d]	86	37.8%	(30.9-44.7)	132	62.2%	(55.3-69.1)
	Black[d]	141	34.4%	(29.2-39.5)	260	65.6%	(60.5-70.8)
	Native Hawaiian/Pacific Islander[d]	43	47.9%	(33.1-62.6)	42	52.1%	(37.4-66.9)
	White[d]	649	28.6%	(26.0-31.2)	1487	71.4%	(68.8-74.0)
	Hispanic/Latino	1050	36.6%	(34.2-39.0)	1787	63.4%	(61.0-65.8)
	Other/Multiple[d]	128	38.2%	(30.3-46.1)	207	61.8%	(53.9-69.7)
Region	**1: Carson City**	135	38.0%	(31.8-44.1)	212	62.0%	(55.9-68.2)
	2: Douglas	90	30.1%	(22.9-37.3)	210	69.9%	(62.7-77.1)
	3: Elko, White Pine, and Eureka	185	36.8%	(31.3-42.3)	334	63.2%	(57.7-68.7)
	4: Churchill, Humboldt, Pershing, and Lander	124	33.1%	(28.5-37.7)	255	66.9%	(62.3-71.5)
	5: Lyon, Mineral, and Storey	157	41.9%	(36.1-47.7)	199	58.1%	(52.3-63.9)
	6: Nye, Lincoln, and Esmeralda	109	31.5%	(24.8-38.2)	238	68.5%	(61.8-75.2)
	7: Washoe	636	34.3%	(32.0-36.5)	1210	65.7%	(63.5-68.0)
	8: Clark	825	34.3%	(31.7-36.9)	1588	65.7%	(63.1-68.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] So that they stopped doing some usual activities

Table 20: Percentage of middle school students who seriously considered killing themselves during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1342	20.6%	(19.0-22.3)	5082	79.4%	(77.7-81.0)
Sex	**Female**	905	28.9%	(26.4-31.5)	2224	71.1%	(68.5-73.6)
	Male	418	12.6%	(11.0-14.2)	2815	87.4%	(85.8-89.0)
Age	**11 years old or younger**	178	20.4%	(15.9-25.0)	710	79.6%	(75.0-84.1)
	12 years old	435	20.3%	(17.8-22.7)	1680	79.7%	(77.3-82.2)
	13 years old	438	20.8%	(18.6-23.1)	1605	79.2%	(76.9-81.4)
	14 years old or older	288	21.3%	(18.1-24.5)	1066	78.7%	(75.5-81.9)
Grade	**6th**	431	20.8%	(17.6-24.0)	1634	79.2%	(76.0-82.4)
	7th	423	20.5%	(17.8-23.1)	1678	79.5%	(76.9-82.2)
	8th	462	20.6%	(18.1-23.0)	1701	79.4%	(77.0-81.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	39	23.9%	(16.7-31.1)	138	76.1%	(68.9-83.3)
	Asian[d]	55	22.9%	(16.3-29.5)	158	77.1%	(70.5-83.7)
	Black[d]	80	19.9%	(15.7-24.2)	317	80.1%	(75.8-84.3)
	Native Hawaiian/Pacific Islander[d]	30	39.6%	(25.8-53.4)	52	60.4%	(46.6-74.2)
	White[d]	411	17.6%	(15.1-20.0)	1697	82.4%	(80.0-84.9)
	Hispanic/Latino	573	20.6%	(18.4-22.7)	2228	79.4%	(77.3-81.6)
	Other/Multiple[d]	93	28.1%	(21.8-34.4)	240	71.9%	(65.6-78.2)
Region	**1: Carson City**	78	23.3%	(17.2-29.3)	265	76.7%	(70.7-82.8)
	2: Douglas	57	19.8%	(15.8-23.9)	241	80.2%	(76.1-84.2)
	3: Elko, White Pine, and Eureka	125	24.3%	(20.1-28.5)	390	75.7%	(71.5-79.9)
	4: Churchill, Humboldt, Pershing, and Lander	86	24.3%	(18.8-29.7)	290	75.7%	(70.3-81.2)
	5: Lyon, Mineral, and Storey	91	25.0%	(18.0-31.9)	260	75.0%	(68.1-82.0)
	6: Nye, Lincoln, and Esmeralda	55	14.9%	(10.3-19.5)	287	85.1%	(80.5-89.7)
	7: Washoe	357	19.5%	(17.5-21.4)	1459	80.5%	(78.6-82.5)
	8: Clark	493	20.6%	(18.4-22.8)	1890	79.4%	(77.2-81.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 21: Percentage of middle school students who made a plan about how they would kill themselves during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	876	13.1%	(11.8-14.3)	5577	86.9%	(85.7-88.2)
Sex	**Female**	604	18.8%	(16.8-20.8)	2538	81.2%	(79.2-83.2)
	Male	259	7.5%	(6.4-8.6)	2992	92.5%	(91.4-93.6)
Age	**11 years old or younger**	104	12.9%	(9.6-16.2)	782	87.1%	(83.8-90.4)
	12 years old	285	12.3%	(10.4-14.2)	1836	87.7%	(85.8-89.6)
	13 years old	276	13.0%	(11.1-14.9)	1778	87.0%	(85.1-88.9)
	14 years old or older	210	14.8%	(12.5-17.2)	1156	85.2%	(82.8-87.5)
Grade	**6th**	266	12.8%	(10.5-15.1)	1804	87.2%	(84.9-89.5)
	7th	286	13.0%	(10.8-15.3)	1830	87.0%	(84.7-89.2)
	8th	309	13.5%	(11.6-15.3)	1865	86.5%	(84.7-88.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	26	15.5%	(9.5-21.5)	153	84.5%	(78.5-90.5)
	Asian[d]	40	16.1%	(11.0-21.2)	177	83.9%	(78.8-89.0)
	Black[d]	59	12.9%	(9.4-16.4)	339	87.1%	(83.6-90.6)
	Native Hawaiian/Pacific Islander[d]	18	23.2%	(9.1-37.4)	66	76.8%	(62.6-90.9)
	White[d]	243	10.4%	(8.5-12.3)	1866	89.6%	(87.7-91.5)
	Hispanic/Latino	390	13.3%	(11.5-15.1)	2431	86.7%	(84.9-88.5)
	Other/Multiple[d]	59	17.9%	(13.0-22.8)	274	82.1%	(77.2-87.0)
Region	**1: Carson City**	56	14.8%	(9.4-20.3)	289	85.2%	(79.7-90.6)
	2: Douglas	29	10.3%	(7.6-13.0)	271	89.7%	(87.0-92.4)
	3: Elko, White Pine, and Eureka	82	15.9%	(11.5-20.3)	431	84.1%	(79.7-88.5)
	4: Churchill, Humboldt, Pershing, and Lander	55	14.6%	(9.6-19.5)	325	85.4%	(80.5-90.4)
	5: Lyon, Mineral, and Storey	58	15.8%	(10.3-21.4)	292	84.2%	(78.6-89.7)
	6: Nye, Lincoln, and Esmeralda	45	12.3%	(8.0-16.5)	300	87.7%	(83.5-92.0)
	7: Washoe	240	13.1%	(11.8-14.4)	1585	86.9%	(85.6-88.2)
	8: Clark	311	12.9%	(11.2-14.6)	2084	87.1%	(85.4-88.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 22: Percentage of middle school students who tried to kill themselves during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	508	7.7%	(6.7-8.6)	5890	92.3%	(91.4-93.3)
Sex	**Female**	355	10.6%	(9.0-12.2)	2755	89.4%	(87.8-91.0)
	Male	148	4.8%	(3.8-5.9)	3082	95.2%	(94.1-96.2)
Age	**11 years old or younger**	59	7.1%	(4.6-9.6)	829	92.9%	(90.4-95.4)
	12 years old	171	8.1%	(6.4-9.8)	1930	91.9%	(90.2-93.6)
	13 years old	154	7.0%	(5.6-8.4)	1882	93.0%	(91.6-94.4)
	14 years old or older	122	8.6%	(6.8-10.4)	1227	91.4%	(89.6-93.2)
Grade	**6th**	165	8.5%	(6.7-10.3)	1897	91.5%	(89.7-93.3)
	7th	151	6.8%	(5.3-8.4)	1939	93.2%	(91.6-94.7)
	8th	182	7.7%	(6.3-9.1)	1974	92.3%	(90.9-93.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	18	9.7%	(5.2-14.2)	159	90.3%	(85.8-94.8)
	Asian[d]	20	8.3%	(4.7-11.9)	194	91.7%	(88.1-95.3)
	Black[d]	31	7.6%	(4.8-10.5)	364	92.4%	(89.5-95.2)
	Native Hawaiian/Pacific Islander[d]	14	19.9%	(6.6-33.2)	70	80.1%	(66.8-93.4)
	White[d]	129	5.2%	(3.9-6.5)	1973	94.8%	(93.5-96.1)
	Hispanic/Latino	241	8.5%	(7.2-9.9)	2545	91.5%	(90.1-92.8)
	Other/Multiple[d]	31	8.5%	(5.5-11.5)	300	91.5%	(88.5-94.5)
Region	**1: Carson City**	34	9.0%	(5.4-12.5)	306	91.0%	(87.5-94.6)
	2: Douglas	23	7.4%	(5.3-9.5)	272	92.6%	(90.5-94.7)
	3: Elko, White Pine, and Eureka	34	7.3%	(4.8-9.8)	475	92.7%	(90.2-95.2)
	4: Churchill, Humboldt, Pershing, and Lander	44	12.4%	(7.8-17.0)	329	87.6%	(83.0-92.2)
	5: Lyon, Mineral, and Storey	38	10.0%	(5.8-14.1)	308	90.0%	(85.9-94.2)
	6: Nye, Lincoln, and Esmeralda	23	5.4%	(2.3-8.4)	316	94.6%	(91.6-97.7)
	7: Washoe	127	6.7%	(5.4-7.9)	1683	93.3%	(92.1-94.6)
	8: Clark	185	7.7%	(6.5-9.0)	2201	92.3%	(91.0-93.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 23: Percentage of middle school students who have done something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose during the 12 months before the survey — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1283	19.2%	(17.6-20.8)	5182	80.8%	(79.2-82.4)
Sex	**Female**	904	27.9%	(25.4-30.4)	2229	72.1%	(69.6-74.6)
	Male	358	10.9%	(9.5-12.4)	2913	89.1%	(87.6-90.5)
Age	**11 years old or younger**	178	17.9%	(14.6-21.3)	714	82.1%	(78.7-85.4)
	12 years old	420	19.2%	(16.8-21.7)	1704	80.8%	(78.3-83.2)
	13 years old	410	19.0%	(16.9-21.2)	1652	81.0%	(78.8-83.1)
	14 years old or older	272	20.5%	(17.0-23.9)	1090	79.5%	(76.1-83.0)
Grade	**6th**	414	18.7%	(16.0-21.4)	1660	81.3%	(78.6-84.0)
	7th	404	18.6%	(16.2-20.9)	1719	81.4%	(79.1-83.8)
	8th	443	20.3%	(17.4-23.2)	1733	79.7%	(76.8-82.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	37	22.3%	(15.4-29.3)	142	77.7%	(70.7-84.6)
	Asian[d]	49	21.5%	(15.1-27.9)	170	78.5%	(72.1-84.9)
	Black[d]	62	15.4%	(11.7-19.0)	338	84.6%	(81.0-88.3)
	Native Hawaiian/Pacific Islander[d]	27	29.9%	(15.9-43.9)	55	70.1%	(56.1-84.1)
	White[d]	414	18.0%	(15.8-20.2)	1707	82.0%	(79.8-84.2)
	Hispanic/Latino	544	19.2%	(17.1-21.3)	2274	80.8%	(78.7-82.9)
	Other/Multiple[d]	89	26.4%	(20.3-32.5)	244	73.6%	(67.5-79.7)
Region	**1: Carson City**	79	22.7%	(17.7-27.7)	266	77.3%	(72.3-82.3)
	2: Douglas	62	20.3%	(14.2-26.5)	233	79.7%	(73.5-85.8)
	3: Elko, White Pine, and Eureka	96	20.1%	(16.8-23.5)	420	79.9%	(76.5-83.2)
	4: Churchill, Humboldt, Pershing, and Lander	77	21.4%	(16.8-25.9)	307	78.6%	(74.1-83.2)
	5: Lyon, Mineral, and Storey	90	26.3%	(21.2-31.3)	264	73.7%	(68.7-78.8)
	6: Nye, Lincoln, and Esmeralda	69	20.1%	(15.0-25.2)	274	79.9%	(74.8-85.0)
	7: Washoe	351	18.9%	(16.8-21.0)	1473	81.1%	(79.0-83.2)
	8: Clark	459	18.9%	(16.8-20.9)	1945	81.1%	(79.1-83.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 24: Percentage of middle school students who ever got the kind help they need when they felt sad, empty, hopeless, angry, or anxious[e] — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2526	47.4%	(45.4-49.3)	1154	23.4%	(21.9-24.8)	1468	29.2%	(27.3-31.2)
Sex	**Female**	1328	47.0%	(44.2-49.9)	668	25.9%	(23.9-27.9)	768	27.1%	(24.4-29.7)
	Male	1169	47.6%	(44.6-50.6)	470	20.4%	(18.2-22.6)	686	32.1%	(29.3-34.9)
Age	**11 years old or younger**	318	43.3%	(38.4-48.2)	159	21.4%	(17.4-25.4)	248	35.3%	(29.3-41.2)
	12 years old	802	45.8%	(42.5-49.1)	377	23.3%	(20.9-25.8)	510	30.9%	(27.9-33.8)
	13 years old	810	47.6%	(44.4-50.9)	356	23.8%	(20.9-26.6)	453	28.6%	(25.5-31.7)
	14 years old or older	589	52.2%	(48.5-55.9)	256	24.0%	(20.5-27.5)	253	23.8%	(20.7-26.9)
Grade	**6th**	754	43.2%	(40.0-46.4)	385	23.6%	(20.9-26.3)	543	33.2%	(29.6-36.7)
	7th	819	48.7%	(45.1-52.4)	346	21.2%	(18.9-23.4)	478	30.1%	(26.6-33.6)
	8th	918	49.8%	(47.1-52.4)	407	25.4%	(22.7-28.0)	425	24.9%	(21.9-27.9)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	78	51.1%	(42.2-60.0)	29	21.9%	(14.4-29.3)	39	27.0%	(19.1-34.9)
	Asian[d]	86	44.9%	(36.7-53.1)	44	22.9%	(15.9-29.8)	59	32.3%	(25.1-39.4)
	Black[d]	168	50.6%	(44.7-56.4)	73	23.2%	(18.0-28.5)	79	26.2%	(20.3-32.1)
	Native Hawaiian/ Pacific Islander[d]	31	39.6%	(25.7-53.5)	17	23.7%	(10.4-37.0)	23	36.7%	(22.8-50.5)
	White[d]	768	43.1%	(39.9-46.4)	344	21.3%	(19.0-23.5)	568	35.6%	(32.0-39.1)
	Hispanic/Latino	1158	50.2%	(47.6-52.8)	511	24.5%	(22.3-26.8)	541	25.3%	(23.1-27.5)
	Other/Multiple[d]	122	44.1%	(37.1-51.1)	70	25.0%	(18.3-31.7)	79	30.9%	(24.2-37.6)
Region	**1: Carson City**	138	51.1%	(42.9-59.2)	50	16.5%	(12.1-20.9)	84	32.5%	(23.3-41.7)
	2: Douglas	102	45.2%	(38.9-51.5)	55	22.0%	(18.3-25.7)	75	32.8%	(26.8-38.8)
	3: Elko, White Pine, and Eureka	198	46.6%	(41.7-51.6)	78	20.0%	(16.2-23.8)	136	33.4%	(29.1-37.6)
	4: Churchill, Humboldt, Pershing, and Lander	159	56.7%	(51.2-62.1)	62	20.6%	(15.9-25.3)	68	22.7%	(18.1-27.3)
	5: Lyon, Mineral, and Storey	164	54.9%	(45.3-64.5)	51	18.6%	(13.1-24.1)	66	26.5%	(18.0-35.0)
	6: Nye, Lincoln, and Esmeralda	128	51.3%	(44.2-58.3)	46	16.2%	(12.3-20.0)	85	32.6%	(24.9-40.2)
	7: Washoe	755	51.2%	(48.7-53.7)	342	22.8%	(20.6-25.0)	382	26.0%	(23.5-28.5)
	8: Clark	882	46.0%	(43.4-48.6)	470	24.2%	(22.3-26.1)	572	29.8%	(27.3-32.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among those who felt sad, empty, hopeless, angry, or anxious

Electronic Vapor Product Use

Table 25: Percentage of middle school students who ever used electronic vapor products[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1216	17.6%	(15.8-19.4)	4994	82.4%	(80.6-84.2)
Sex	**Female**	756	23.3%	(20.5-26.2)	2304	76.7%	(73.8-79.5)
	Male	450	12.1%	(10.2-13.9)	2641	87.9%	(86.1-89.8)
Age	**11 years old or younger**	109	10.6%	(7.0-14.2)	742	89.4%	(85.8-93.0)
	12 years old	297	12.6%	(10.5-14.7)	1750	87.4%	(85.3-89.5)
	13 years old	458	21.1%	(18.4-23.8)	1526	78.9%	(76.2-81.6)
	14 years old or older	348	25.1%	(21.8-28.4)	955	74.9%	(71.6-78.2)
Grade	**6th**	268	11.1%	(8.7-13.6)	1719	88.9%	(86.4-91.3)
	7th	396	17.4%	(14.6-20.2)	1651	82.6%	(79.8-85.4)
	8th	527	23.2%	(20.2-26.2)	1562	76.8%	(73.8-79.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	45	28.1%	(20.8-35.5)	114	71.9%	(64.5-79.2)
	Asian[d]	24	11.7%	(7.0-16.3)	186	88.3%	(83.7-93.0)
	Black[d]	78	18.4%	(13.9-22.9)	302	81.6%	(77.1-86.1)
	Native Hawaiian/Pacific Islander[d]	18	11.2%	(2.6-19.8)	58	88.8%	(80.2-97.4)
	White[d]	336	13.2%	(11.0-15.5)	1713	86.8%	(84.5-89.0)
	Hispanic/Latino	603	20.6%	(18.1-23.1)	2100	79.4%	(76.9-81.9)
	Other/Multiple[d]	68	18.7%	(13.0-24.4)	252	81.3%	(75.6-87.0)
Region	**1: Carson City**	88	23.7%	(16.1-31.2)	248	76.3%	(68.8-83.9)
	2: Douglas	52	20.1%	(10.9-29.3)	238	79.9%	(70.7-89.1)
	3: Elko, White Pine, and Eureka	106	22.8%	(17.6-28.0)	384	77.2%	(72.0-82.4)
	4: Churchill, Humboldt, Pershing, and Lander	103	28.8%	(23.4-34.1)	264	71.2%	(65.9-76.6)
	5: Lyon, Mineral, and Storey	105	34.1%	(29.4-38.8)	232	65.9%	(61.2-70.6)
	6: Nye, Lincoln, and Esmeralda	67	20.8%	(14.9-26.7)	262	79.2%	(73.3-85.1)
	7: Washoe	314	18.2%	(15.3-21.0)	1418	81.8%	(79.0-84.7)
	8: Clark	381	16.3%	(14.0-18.6)	1948	83.7%	(81.4-86.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”

Table 26: Percentage of middle school students who tried electronic vapor products for the first time before age 11 years[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	347	4.4%	(3.7-5.0)	5831	95.6%	(95.0-96.3)
Sex	**Female**	210	6.0%	(4.9-7.0)	2830	94.0%	(93.0-95.1)
	Male	130	2.7%	(2.0-3.4)	2941	97.3%	(96.6-98.0)
Age	**11 years old or younger**	63	5.4%	(3.2-7.7)	781	94.6%	(92.3-96.8)
	12 years old	119	4.9%	(3.8-6.0)	1918	95.1%	(94.0-96.2)
	13 years old	101	4.0%	(2.9-5.1)	1880	96.0%	(94.9-97.1)
	14 years old or older	63	3.3%	(2.0-4.7)	1228	96.7%	(95.3-98.0)
Grade	**6th**	121	4.8%	(3.4-6.2)	1856	95.2%	(93.8-96.6)
	7th	119	4.9%	(3.7-6.2)	1911	95.1%	(93.8-96.3)
	8th	91	3.1%	(2.2-4.1)	1988	96.9%	(95.9-97.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	17	11.0%	(5.4-16.6)	138	89.0%	(83.4-94.6)
	Asian[d]	8	2.9%	(0.6-5.1)	202	97.1%	(94.9-99.4)
	Black[d]	23	5.0%	(2.5-7.4)	354	95.0%	(92.6-97.5)
	Native Hawaiian/Pacific Islander[d]	3	1.0%	(0.0-2.2)	74	99.0%	(97.8-100.0)
	White[d]	100	3.8%	(2.7-5.0)	1943	96.2%	(95.0-97.3)
	Hispanic/Latino	157	4.5%	(3.6-5.4)	2520	95.5%	(94.6-96.4)
	Other/Multiple[d]	18	5.5%	(2.6-8.3)	301	94.5%	(91.7-97.4)
Region	**1: Carson City**	21	6.3%	(3.3-9.3)	313	93.7%	(90.7-96.7)
	2: Douglas	22	8.6%	(4.6-12.6)	264	91.4%	(87.4-95.4)
	3: Elko, White Pine, and Eureka	26	5.1%	(2.5-7.6)	463	94.9%	(92.4-97.5)
	4: Churchill, Humboldt, Pershing, and Lander	37	10.6%	(7.2-14.1)	329	89.4%	(85.9-92.8)
	5: Lyon, Mineral, and Storey	30	10.6%	(6.5-14.8)	304	89.4%	(85.2-93.5)
	6: Nye, Lincoln, and Esmeralda	20	5.3%	(2.7-8.0)	308	94.7%	(92.0-97.3)
	7: Washoe	100	5.4%	(3.9-6.8)	1624	94.6%	(93.2-96.1)
	8: Clark	91	3.7%	(2.8-4.5)	2226	96.3%	(95.5-97.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 27: Percentage of middle school students who used electronic vapor products during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	588	8.4%	(7.2-9.6)	5547	91.6%	(90.4-92.8)
Sex	**Female**	395	11.6%	(9.8-13.4)	2602	88.4%	(86.6-90.2)
	Male	182	5.2%	(3.9-6.5)	2893	94.8%	(93.5-96.1)
Age	**11 years old or younger**	57	6.0%	(4.0-8.1)	795	94.0%	(91.9-96.0)
	12 years old	144	5.9%	(4.5-7.4)	1900	94.1%	(92.6-95.5)
	13 years old	220	9.8%	(7.6-12.0)	1725	90.2%	(88.0-92.4)
	14 years old or older	164	12.1%	(9.5-14.7)	1102	87.9%	(85.3-90.5)
Grade	**6th**	139	5.9%	(4.3-7.4)	1851	94.1%	(92.6-95.7)
	7th	176	7.8%	(5.9-9.8)	1835	92.2%	(90.2-94.1)
	8th	252	10.9%	(8.5-13.3)	1789	89.1%	(86.7-91.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	23	13.7%	(7.8-19.7)	135	86.3%	(80.3-92.2)
	Asian[d]	12	6.1%	(2.6-9.6)	195	93.9%	(90.4-97.4)
	Black[d]	33	7.4%	(4.5-10.3)	333	92.6%	(89.7-95.5)
	Native Hawaiian/Pacific Islander[d]	9	5.9%	(0.0-11.9)	67	94.1%	(88.1-100.0)
	White[d]	130	4.6%	(3.5-5.7)	1906	95.4%	(94.3-96.5)
	Hispanic/Latino	315	11.0%	(8.9-13.0)	2342	89.0%	(87.0-91.1)
	Other/Multiple[d]	36	10.4%	(6.7-14.1)	283	89.6%	(85.9-93.3)
Region	**1: Carson City**	34	8.6%	(4.3-12.9)	293	91.4%	(87.1-95.7)
	2: Douglas	32	12.4%	(6.2-18.6)	255	87.6%	(81.4-93.8)
	3: Elko, White Pine, and Eureka	52	10.9%	(6.3-15.5)	436	89.1%	(84.5-93.7)
	4: Churchill, Humboldt, Pershing, and Lander	49	12.9%	(9.5-16.3)	311	87.1%	(83.7-90.5)
	5: Lyon, Mineral, and Storey	51	14.1%	(8.6-19.7)	281	85.9%	(80.3-91.4)
	6: Nye, Lincoln, and Esmeralda	34	9.6%	(7.1-12.1)	294	90.4%	(87.9-92.9)
	7: Washoe	150	8.4%	(6.5-10.2)	1580	91.6%	(89.8-93.5)
	8: Clark	186	8.0%	(6.4-9.5)	2097	92.0%	(90.5-93.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”
[f] One or more days during the 30 days before the survey

Table 28: Percentage of middle school students who used electronic vapor products on 20 or more days during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	118	18.1%	(13.7-22.4)	470	81.9%	(77.6-86.3)
Sex	**Female**	79	18.0%	(12.9-23.1)	316	82.0%	(76.9-87.1)
	Male	37	17.7%	(10.2-25.2)	145	82.3%	(74.8-89.8)
Age	**11 years old or younger**	9	17.7%	(4.6-30.9)	48	82.3%	(69.1-95.4)
	12 years old	18	11.8%	(4.0-19.6)	126	88.2%	(80.4-96.0)
	13 years old	47	19.5%	(12.6-26.5)	173	80.5%	(73.5-87.4)
	14 years old or older	43	21.1%	(12.3-29.8)	121	78.9%	(70.2-87.7)
Grade	**6th**	14	13.6%	(5.5-21.6)	125	86.4%	(78.4-94.5)
	7th	44	23.2%	(15.0-31.4)	132	76.8%	(68.6-85.0)
	8th	53	15.8%	(9.9-21.7)	199	84.2%	(78.3-90.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	8	32.0%	(11.5-52.6)	15	68.0%	(47.4-88.5)
	Asian[d]	1	3.1%	(0.0-9.3)	11	96.9%	(90.7-100.0)
	Black[d]	10	20.3%	(4.0-36.6)	23	79.7%	(63.4-96.0)
	Native Hawaiian/Pacific Islander[d]	2	3.3%	(0.0-9.2)	7	96.7%	(90.8-100.0)
	White[d]	33	20.2%	(11.9-28.4)	97	79.8%	(71.6-88.1)
	Hispanic/Latino	51	16.6%	(10.8-22.3)	264	83.4%	(77.7-89.2)
	Other/Multiple[d]	9	27.9%	(9.5-46.2)	27	72.1%	(53.8-90.5)
Region	**1: Carson City**	9	23.3%	(7.1-39.6)	25	76.7%	(60.4-92.9)
	2: Douglas	11	37.7%	(24.4-50.9)	21	62.3%	(49.1-75.6)
	3: Elko, White Pine, and Eureka	8	14.5%	(0.3-28.7)	44	85.5%	(71.3-99.7)
	4: Churchill, Humboldt, Pershing, and Lander	12	29.7%	(17.4-42.0)	37	70.3%	(58.0-82.6)
	5: Lyon, Mineral, and Storey	19	39.1%	(27.8-50.3)	32	60.9%	(49.7-72.2)
	6: Nye, Lincoln, and Esmeralda	6	15.0%	(1.6-28.3)	28	85.0%	(71.7-98.4)
	7: Washoe	23	16.4%	(10.1-22.6)	127	83.6%	(77.4-89.9)
	8: Clark	30	16.5%	(10.6-22.4)	156	83.5%	(77.6-89.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”
[f] Among those who used electronic vapor products during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 29: Percentage of middle school students who used an electronic vapor product to vape marijuana during the 30 days before the survey[e,f,g] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	549	8.5%	(7.2-9.8)	5947	91.5%	(90.2-92.8)
Sex	**Female**	350	11.2%	(9.3-13.1)	2836	88.8%	(86.9-90.7)
	Male	189	5.7%	(4.3-7.2)	3048	94.3%	(92.8-95.7)
Age	**11 years old or younger**	45	4.4%	(2.7-6.1)	852	95.6%	(93.9-97.3)
	12 years old	117	5.6%	(4.1-7.1)	2018	94.4%	(92.9-95.9)
	13 years old	215	10.8%	(8.6-12.9)	1855	89.2%	(87.1-91.4)
	14 years old or older	170	12.6%	(9.8-15.5)	1194	87.4%	(84.5-90.2)
Grade	**6th**	100	4.3%	(2.8-5.8)	1982	95.7%	(94.2-97.2)
	7th	179	8.6%	(6.6-10.6)	1956	91.4%	(89.4-93.4)
	8th	252	11.8%	(9.3-14.2)	1920	88.2%	(85.8-90.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	21	10.3%	(5.6-14.9)	156	89.7%	(85.1-94.4)
	Asian[d]	10	4.5%	(1.7-7.4)	213	95.5%	(92.6-98.3)
	Black[d]	35	8.1%	(4.9-11.3)	366	91.9%	(88.7-95.1)
	Native Hawaiian/Pacific Islander[d]	10	7.8%	(0.0-15.8)	74	92.2%	(84.2-100.0)
	White[d]	106	4.2%	(3.1-5.4)	2019	95.8%	(94.6-96.9)
	Hispanic/Latino	310	11.4%	(9.4-13.5)	2508	88.6%	(86.5-90.6)
	Other/Multiple[d]	36	10.2%	(6.5-13.9)	300	89.8%	(86.1-93.5)
Region	**1: Carson City**	38	7.7%	(3.8-11.6)	309	92.3%	(88.4-96.2)
	2: Douglas	18	6.2%	(2.1-10.3)	278	93.8%	(89.7-97.9)
	3: Elko, White Pine, and Eureka	28	5.6%	(3.4-7.9)	490	94.4%	(92.1-96.6)
	4: Churchill, Humboldt, Pershing, and Lander	32	8.0%	(4.2-11.8)	354	92.0%	(88.2-95.8)
	5: Lyon, Mineral, and Storey	46	13.0%	(7.7-18.3)	304	87.0%	(81.7-92.3)
	6: Nye, Lincoln, and Esmeralda	24	6.1%	(3.0-9.3)	319	93.9%	(90.7-97.0)
	7: Washoe	149	8.1%	(6.4-9.9)	1682	91.9%	(90.1-93.6)
	8: Clark	214	8.7%	(6.9-10.4)	2211	91.3%	(89.6-93.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”
[f] Used marijuana (also called “pot” or “weed”), including THC, THC concentrates, hash oils, or waxes
[g] One or more days during the 30 days before the survey

Table 30: Percentage of middle school students who used an electronic vapor product to vape nicotine during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	591	7.4%	(6.4-8.5)	5877	92.6%	(91.5-93.6)
Sex	**Female**	379	9.6%	(8.1-11.2)	2792	90.4%	(88.8-91.9)
	Male	198	5.1%	(3.8-6.3)	3026	94.9%	(93.7-96.2)
Age	**11 years old or younger**	49	4.5%	(2.5-6.5)	842	95.5%	(93.5-97.5)
	12 years old	153	5.6%	(4.3-6.9)	1974	94.4%	(93.1-95.7)
	13 years old	217	8.9%	(7.0-10.9)	1851	91.1%	(89.1-93.0)
	14 years old or older	169	10.1%	(8.0-12.3)	1183	89.9%	(87.7-92.0)
Grade	**6th**	131	4.9%	(3.4-6.3)	1938	95.1%	(93.7-96.6)
	7th	189	7.4%	(5.6-9.2)	1940	92.6%	(90.8-94.4)
	8th	245	9.3%	(7.6-11.1)	1920	90.7%	(88.9-92.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	28	14.0%	(8.8-19.1)	146	86.0%	(80.9-91.2)
	Asian[d]	13	5.8%	(2.1-9.4)	209	94.2%	(90.6-97.9)
	Black[d]	40	8.3%	(5.4-11.3)	358	91.7%	(88.7-94.6)
	Native Hawaiian/Pacific Islander[d]	13	9.3%	(1.2-17.4)	71	90.7%	(82.6-98.8)
	White[d]	133	4.6%	(3.5-5.7)	1984	95.4%	(94.3-96.5)
	Hispanic/Latino	292	8.7%	(7.1-10.4)	2513	91.3%	(89.6-92.9)
	Other/Multiple[d]	37	8.9%	(5.4-12.5)	299	91.1%	(87.5-94.6)
Region	**1: Carson City**	39	10.2%	(6.8-13.5)	307	89.8%	(86.5-93.2)
	2: Douglas	30	11.3%	(5.3-17.3)	265	88.7%	(82.7-94.7)
	3: Elko, White Pine, and Eureka	46	9.5%	(5.4-13.7)	469	90.5%	(86.3-94.6)
	4: Churchill, Humboldt, Pershing, and Lander	58	14.3%	(10.0-18.5)	326	85.7%	(81.5-90.0)
	5: Lyon, Mineral, and Storey	52	13.5%	(8.0-19.1)	298	86.5%	(80.9-92.0)
	6: Nye, Lincoln, and Esmeralda	36	9.4%	(7.1-11.7)	307	90.6%	(88.3-92.9)
	7: Washoe	169	9.0%	(7.1-10.8)	1655	91.0%	(89.2-92.9)
	8: Clark	161	6.5%	(5.2-7.9)	2250	93.5%	(92.1-94.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”
[f] One or more days during the 30 days before the survey

Table 31: Percentage of middle school students who usually obtained their own electronic vapor products by various means during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Bought them myself in a store			On the internet			Got or bought them from a friend, family member, or someone else			Others		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	4	0.2%	(0.0-0.5)	13	2.4%	(0.8-4.0)	303	57.4%	(51.4-63.4)	224	39.9%	(34.3-45.5)
Sex	**Female**	1	0.2%	(0.0-0.5)	9	2.6%	(0.5-4.7)	213	58.7%	(51.3-66.0)	147	38.6%	(31.4-45.8)
	Male	1	0.2%	(0.0-0.7)	4	2.1%	(0.0-4.8)	86	54.2%	(44.0-64.4)	73	43.4%	(33.9-53.0)
Age	**11 years old or younger**	1	0.7%	(0.0-2.2)	2	2.1%	(0.0-5.0)	28	50.2%	(33.5-67.0)	18	47.0%	(30.1-63.8)
	12 years old	0	.	(.-.)	2	2.1%	(0.0-5.4)	80	64.6%	(53.3-76.0)	50	33.3%	(22.1-44.5)
	13 years old	2	0.1%	(0.0-0.2)	4	2.5%	(0.0-5.4)	115	58.0%	(47.8-68.3)	86	39.4%	(29.9-48.8)
	14 years old or older	1	0.4%	(0.0-1.2)	5	2.6%	(0.0-5.6)	80	53.5%	(42.5-64.5)	67	43.4%	(33.1-53.7)
Grade	**6th**	0	.	(.-.)	2	0.9%	(0.0-2.2)	74	56.9%	(42.7-71.1)	48	42.1%	(28.0-56.3)
	7th	0	.	(.-.)	4	3.8%	(0.0-7.8)	97	62.1%	(52.7-71.5)	65	34.0%	(25.7-42.4)
	8th	2	0.3%	(0.0-0.9)	7	2.2%	(0.1-4.3)	124	54.6%	(45.0-64.1)	103	43.0%	(33.9-52.0)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	0	.	(.-.)	0	.	(.-.)	13	70.9%	(51.2-90.7)	8	29.1%	(9.3-48.8)
	Asian[d]	0	.	(.-.)	0	.	(.-.)	7	70.1%	(41.7-98.5)	4	29.9%	(1.5-58.3)
	Black[d]	0	.	(.-.)	0	.	(.-.)	13	47.6%	(25.8-69.3)	17	52.4%	(30.7-74.2)
	Native Hawaiian/ Pacific Islander[d]	0	.	(.-.)	0	.	(.-.)	3	21.5%	(0.0-50.4)	6	78.5%	(49.6-100.0)
	White[d]	0	.	(.-.)	3	2.0%	(0.0-4.5)	64	54.9%	(44.4-65.5)	54	43.0%	(32.6-53.5)
	Hispanic/Latino	2	0.3%	(0.0-0.8)	10	3.6%	(0.9-6.3)	165	57.0%	(49.0-65.0)	113	39.1%	(31.7-46.4)
	Other/Multiple[d]	0	.	(.-.)	0	.	(.-.)	23	72.1%	(54.4-89.9)	11	27.9%	(10.1-45.6)
Region	**1: Carson City**	0	.	(.-.)	2	4.9%	(0.0-11.8)	18	57.3%	(36.6-77.9)	14	37.9%	(19.3-56.5)
	2: Douglas	0	.	(.-.)	1	4.8%	(0.0-12.8)	18	56.9%	(45.3-68.4)	12	38.3%	(23.2-53.4)
	3: Elko, White Pine, and Eureka	0	.	(.-.)	0	.	(.-.)	25	45.9%	(33.0-58.8)	25	54.1%	(41.2-67.0)
	4: Churchill, Humboldt, Pershing, and Lander	0	.	(.-.)	0	.	(.-.)	29	68.5%	(55.1-81.9)	16	31.5%	(18.1-44.9)
	5: Lyon, Mineral, and Storey	1	2.2%	(0.0-6.4)	1	2.0%	(0.0-6.1)	18	44.0%	(27.3-60.7)	24	51.8%	(37.0-66.6)
	6: Nye, Lincoln, and Esmeralda	0	.	(.-.)	0	.	(.-.)	22	67.6%	(46.5-88.8)	12	32.4%	(11.2-53.5)
	7: Washoe	2	0.9%	(0.0-2.5)	5	3.8%	(0.5-7.2)	73	53.7%	(45.0-62.5)	57	41.5%	(33.5-49.6)
	8: Clark	1	0.0%	(0.0-0.1)	4	2.3%	(0.1-4.4)	100	58.7%	(50.4-67.0)	64	39.0%	(31.3-46.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Including e-cigarettes, vapes, mods, e-cigs, e-hookahs, and vape pens such as “JUUL”, “Vuse”, “NJOY”, “Puff Bar”, “blu”, and “Bidi Stick”
[f] Among students who used electronic vapor products during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Tobacco Use

Table 32: Percentage of middle school students who ever smoked cigarettes[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	547	7.6%	(6.6-8.6)	5760	92.4%	(91.4-93.4)
Sex	**Female**	299	8.8%	(7.4-10.2)	2822	91.2%	(89.8-92.6)
	Male	241	6.5%	(5.2-7.7)	2885	93.5%	(92.3-94.8)
Age	**11 years old or younger**	43	3.9%	(2.0-5.8)	822	96.1%	(94.2-98.0)
	12 years old	124	5.2%	(4.0-6.4)	1950	94.8%	(93.6-96.0)
	13 years old	198	9.1%	(7.3-11.0)	1817	90.9%	(89.0-92.7)
	14 years old or older	178	11.7%	(9.5-13.9)	1148	88.3%	(86.1-90.5)
Grade	**6th**	127	5.3%	(3.8-6.9)	1895	94.7%	(93.1-96.2)
	7th	166	7.5%	(5.8-9.2)	1903	92.5%	(90.8-94.2)
	8th	240	9.7%	(7.9-11.5)	1889	90.3%	(88.5-92.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	19	10.8%	(5.6-16.0)	148	89.2%	(84.0-94.4)
	Asian[d]	10	5.4%	(2.2-8.7)	199	94.6%	(91.3-97.8)
	Black[d]	35	7.4%	(4.4-10.3)	356	92.6%	(89.7-95.6)
	Native Hawaiian/Pacific Islander[d]	6	4.3%	(0.0-9.7)	68	95.7%	(90.3-100.0)
	White[d]	162	6.0%	(4.6-7.3)	1931	94.0%	(92.7-95.4)
	Hispanic/Latino	243	8.3%	(6.9-9.7)	2494	91.7%	(90.3-93.1)
	Other/Multiple[d]	45	12.1%	(8.0-16.1)	283	87.9%	(83.9-92.0)
Region	**1: Carson City**	29	7.4%	(4.4-10.3)	310	92.6%	(89.7-95.6)
	2: Douglas	22	7.6%	(3.5-11.8)	271	92.4%	(88.2-96.5)
	3: Elko, White Pine, and Eureka	52	10.9%	(7.2-14.6)	445	89.1%	(85.4-92.8)
	4: Churchill, Humboldt, Pershing, and Lander	64	17.9%	(13.7-22.1)	306	82.1%	(77.9-86.3)
	5: Lyon, Mineral, and Storey	57	17.2%	(10.6-23.9)	291	82.8%	(76.1-89.4)
	6: Nye, Lincoln, and Esmeralda	30	9.6%	(5.8-13.3)	299	90.4%	(86.7-94.2)
	7: Washoe	126	7.0%	(5.5-8.5)	1649	93.0%	(91.5-94.5)
	8: Clark	167	7.1%	(5.8-8.4)	2189	92.9%	(91.6-94.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Even one or two puffs

Table 33: Percentage of middle school students who smoked cigarettes for the first time before age 11 years[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	255	3.4%	(2.7-4.0)	6023	96.6%	(96.0-97.3)
Sex	**Female**	122	3.6%	(2.7-4.5)	2976	96.4%	(95.5-97.3)
	Male	128	3.0%	(2.3-3.8)	2991	97.0%	(96.2-97.7)
Age	**11 years old or younger**	37	3.6%	(1.9-5.2)	823	96.4%	(94.8-98.1)
	12 years old	69	2.6%	(1.7-3.5)	1992	97.4%	(96.5-98.3)
	13 years old	90	4.2%	(3.0-5.4)	1924	95.8%	(94.6-97.0)
	14 years old or older	57	3.0%	(1.8-4.3)	1257	97.0%	(95.7-98.2)
Grade	**6th**	86	3.6%	(2.5-4.7)	1916	96.4%	(95.3-97.5)
	7th	74	3.2%	(2.2-4.2)	1994	96.8%	(95.8-97.8)
	8th	83	3.2%	(2.2-4.3)	2030	96.8%	(95.7-97.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	15	8.1%	(3.5-12.6)	150	91.9%	(87.4-96.5)
	Asian[d]	3	1.8%	(0.0-3.8)	206	98.2%	(96.2-100.0)
	Black[d]	24	4.9%	(2.7-7.1)	363	95.1%	(92.9-97.3)
	Native Hawaiian/Pacific Islander[d]	5	4.1%	(0.0-9.5)	70	95.9%	(90.5-100.0)
	White[d]	69	2.4%	(1.7-3.2)	2023	97.6%	(96.8-98.3)
	Hispanic/Latino	102	3.3%	(2.5-4.2)	2609	96.7%	(95.8-97.5)
	Other/Multiple[d]	20	4.8%	(2.1-7.6)	307	95.2%	(92.4-97.9)
Region	**1: Carson City**	13	2.7%	(0.4-5.0)	323	97.3%	(95.0-99.6)
	2: Douglas	11	3.7%	(1.7-5.8)	279	96.3%	(94.2-98.3)
	3: Elko, White Pine, and Eureka	19	3.0%	(1.2-4.8)	482	97.0%	(95.2-98.8)
	4: Churchill, Humboldt, Pershing, and Lander	38	10.5%	(7.2-13.8)	334	89.5%	(86.2-92.8)
	5: Lyon, Mineral, and Storey	25	6.9%	(1.4-12.4)	320	93.1%	(87.6-98.6)
	6: Nye, Lincoln, and Esmeralda	14	3.8%	(1.4-6.2)	311	96.2%	(93.8-98.6)
	7: Washoe	61	3.1%	(2.2-4.0)	1707	96.9%	(96.0-97.8)
	8: Clark	74	3.2%	(2.3-4.0)	2267	96.8%	(96.0-97.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Even one or two puffs
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 34: Percentage of middle school students who smoked cigarettes during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	153	2.0%	(1.6-2.5)	6261	98.0%	(97.5-98.4)
Sex	**Female**	86	2.4%	(1.8-3.1)	3077	97.6%	(96.9-98.2)
	Male	60	1.6%	(1.0-2.2)	3124	98.4%	(97.8-99.0)
Age	**11 years old or younger**	21	1.5%	(0.6-2.4)	855	98.5%	(97.6-99.4)
	12 years old	28	1.3%	(0.5-2.0)	2079	98.7%	(98.0-99.5)
	13 years old	53	2.3%	(1.5-3.2)	2006	97.7%	(96.8-98.5)
	14 years old or older	48	3.2%	(2.1-4.3)	1297	96.8%	(95.7-97.9)
Grade	**6th**	35	1.7%	(0.8-2.6)	2013	98.3%	(97.4-99.2)
	7th	47	2.0%	(1.2-2.8)	2067	98.0%	(97.2-98.8)
	8th	55	2.3%	(1.5-3.1)	2101	97.7%	(96.9-98.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	7	4.4%	(0.9-8.0)	165	95.6%	(92.0-99.1)
	Asian[d]	0	.	(.-.)	214	100.0%	(100.0-100.0)
	Black[d]	10	1.8%	(0.5-3.2)	385	98.2%	(96.8-99.5)
	Native Hawaiian/Pacific Islander[d]	2	0.9%	(0.0-2.3)	77	99.1%	(97.7-100.0)
	White[d]	33	1.3%	(0.7-1.8)	2079	98.7%	(98.2-99.3)
	Hispanic/Latino	74	2.7%	(1.9-3.5)	2712	97.3%	(96.5-98.1)
	Other/Multiple[d]	9	2.8%	(0.7-4.9)	322	97.2%	(95.1-99.3)
Region	**1: Carson City**	8	1.6%	(0.4-2.9)	335	98.4%	(97.1-99.6)
	2: Douglas	5	1.3%	(0.2-2.5)	288	98.7%	(97.5-99.8)
	3: Elko, White Pine, and Eureka	14	2.0%	(0.7-3.3)	498	98.0%	(96.7-99.3)
	4: Churchill, Humboldt, Pershing, and Lander	15	3.7%	(1.4-6.1)	365	96.3%	(93.9-98.6)
	5: Lyon, Mineral, and Storey	13	3.8%	(1.0-6.7)	338	96.2%	(93.3-99.0)
	6: Nye, Lincoln, and Esmeralda	4	1.3%	(0.2-2.5)	334	98.7%	(97.5-99.8)
	7: Washoe	42	2.1%	(1.5-2.7)	1766	97.9%	(97.3-98.5)
	8: Clark	52	2.0%	(1.3-2.6)	2337	98.0%	(97.4-98.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more days during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 35: Percentage of middle school students who smoked cigarettes on 20 or more days during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	29	21.2%	(11.7-30.6)	124	78.8%	(69.4-88.3)
Sex	**Female**	14	19.6%	(7.4-31.7)	72	80.4%	(68.3-92.6)
	Male	13	24.1%	(7.3-41.0)	47	75.9%	(59.0-92.7)
Age	**11 years old or younger**	4	31.0%	(0.0-61.9)	17	69.0%	(38.1-100.0)
	12 years old	2	17.4%	(0.0-37.2)	26	82.6%	(62.8-100.0)
	13 years old	12	19.7%	(5.8-33.7)	41	80.3%	(66.3-94.2)
	14 years old or older	9	20.9%	(4.1-37.7)	39	79.1%	(62.3-95.9)
Grade	**6th**	3	20.5%	(2.8-38.1)	32	79.5%	(61.9-97.2)
	7th	12	31.8%	(13.2-50.3)	35	68.2%	(49.7-86.8)
	8th	7	10.3%	(0.0-21.7)	48	89.7%	(78.3-100.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	0	.	(.-.)	7	100.0%	(100.0-100.0)
	Asian[d]	.	.	(.-.)	.	.	(.-.)
	Black[d]	4	37.3%	(0.0-76.8)	6	62.7%	(23.2-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	2	100.0%	(100.0-100.0)
	White[d]	3	14.6%	(0.0-33.5)	30	85.4%	(66.5-100.0)
	Hispanic/Latino	15	21.1%	(7.8-34.5)	59	78.9%	(65.5-92.2)
	Other/Multiple[d]	1	18.5%	(0.0-51.4)	8	81.5%	(48.6-100.0)
Region	**1: Carson City**	2	12.9%	(0.0-39.7)	6	87.1%	(60.3-100.0)
	2: Douglas	0	.	(.-.)	5	100.0%	(100.0-100.0)
	3: Elko, White Pine, and Eureka	5	26.7%	(0.0-55.1)	9	73.3%	(44.9-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	1	1.9%	(0.0-5.8)	14	98.1%	(94.2-100.0)
	5: Lyon, Mineral, and Storey	2	13.0%	(0.0-32.9)	11	87.0%	(67.1-100.0)
	6: Nye, Lincoln, and Esmeralda	0	.	(.-.)	4	100.0%	(100.0-100.0)
	7: Washoe	7	16.4%	(4.5-28.3)	35	83.6%	(71.7-95.5)
	8: Clark	12	24.1%	(11.2-37.0)	40	75.9%	(63.0-88.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among those who smoked cigarettes during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 36: Percentage of middle school students who used smokeless tobacco during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	155	2.1%	(1.6-2.6)	6334	97.9%	(97.4-98.4)
Sex	**Female**	75	2.3%	(1.6-3.0)	3107	97.7%	(97.0-98.4)
	Male	72	1.8%	(1.1-2.4)	3163	98.2%	(97.6-98.9)
Age	**11 years old or younger**	28	2.3%	(1.0-3.6)	855	97.7%	(96.4-99.0)
	12 years old	33	1.2%	(0.6-1.9)	2089	98.8%	(98.1-99.4)
	13 years old	50	2.3%	(1.4-3.3)	2032	97.7%	(96.7-98.6)
	14 years old or older	42	2.8%	(1.5-4.2)	1329	97.2%	(95.8-98.5)
Grade	**6th**	37	1.3%	(0.6-1.9)	2023	98.7%	(98.1-99.4)
	7th	50	2.2%	(1.4-3.0)	2088	97.8%	(97.0-98.6)
	8th	48	2.3%	(1.4-3.2)	2137	97.7%	(96.8-98.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	3.8%	(0.5-7.0)	172	96.2%	(93.0-99.5)
	Asian[d]	7	2.9%	(0.0-5.8)	214	97.1%	(94.2-100.0)
	Black[d]	13	3.0%	(1.3-4.6)	390	97.0%	(95.4-98.7)
	Native Hawaiian/Pacific Islander[d]	5	6.6%	(0.0-14.5)	77	93.4%	(85.5-100.0)
	White[d]	24	0.8%	(0.3-1.3)	2107	99.2%	(98.7-99.7)
	Hispanic/Latino	76	2.4%	(1.7-3.1)	2736	97.6%	(96.9-98.3)
	Other/Multiple[d]	6	1.5%	(0.0-3.0)	326	98.5%	(97.0-100.0)
Region	**1: Carson City**	8	2.1%	(0.6-3.7)	340	97.9%	(96.3-99.4)
	2: Douglas	6	2.4%	(0.8-4.1)	288	97.6%	(95.9-99.2)
	3: Elko, White Pine, and Eureka	13	1.9%	(0.8-3.1)	509	98.1%	(96.9-99.2)
	4: Churchill, Humboldt, Pershing, and Lander	17	3.7%	(1.4-5.9)	371	96.3%	(94.1-98.6)
	5: Lyon, Mineral, and Storey	11	2.6%	(1.2-4.1)	340	97.4%	(95.9-98.8)
	6: Nye, Lincoln, and Esmeralda	3	0.8%	(0.0-1.6)	338	99.2%	(98.4-100.0)
	7: Washoe	42	2.1%	(1.3-2.8)	1780	97.9%	(97.2-98.7)
	8: Clark	55	2.0%	(1.4-2.7)	2368	98.0%	(97.3-98.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products such as: “Copenhagen”, “Grizzly”, “Skoal”, “Camel Snus”, or “Velo Nicotine Lozenges”
[f] One or more days during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Alcohol Use

Table 37: Percentage of middle school students who ever drank alcohol[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1565	25.3%	(23.4-27.3)	4188	74.7%	(72.7-76.6)
Sex	**Female**	860	28.7%	(25.9-31.5)	1975	71.3%	(68.5-74.1)
	Male	692	22.3%	(19.9-24.7)	2171	77.7%	(75.3-80.1)
Age	**11 years old or younger**	138	17.6%	(13.5-21.7)	641	82.4%	(78.3-86.5)
	12 years old	415	20.8%	(18.0-23.6)	1476	79.2%	(76.4-82.0)
	13 years old	558	26.7%	(23.8-29.7)	1294	73.3%	(70.3-76.2)
	14 years old or older	446	35.9%	(32.0-39.8)	758	64.1%	(60.2-68.0)
Grade	**6th**	380	19.4%	(15.8-22.9)	1447	80.6%	(77.1-84.2)
	7th	483	24.4%	(21.3-27.5)	1426	75.6%	(72.5-78.7)
	8th	673	31.4%	(28.0-34.7)	1268	68.6%	(65.3-72.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	44	25.9%	(18.0-33.9)	114	74.1%	(66.1-82.0)
	Asian[d]	36	17.9%	(11.9-23.9)	156	82.1%	(76.1-88.1)
	Black[d]	86	23.6%	(18.7-28.5)	262	76.4%	(71.5-81.3)
	Native Hawaiian/Pacific Islander[d]	20	27.2%	(13.1-41.2)	52	72.8%	(58.8-86.9)
	White[d]	435	19.0%	(16.1-22.0)	1463	81.0%	(78.0-83.9)
	Hispanic/Latino	799	30.2%	(27.4-32.9)	1710	69.8%	(67.1-72.6)
	Other/Multiple[d]	82	27.0%	(20.2-33.7)	215	73.0%	(66.3-79.8)
Region	**1: Carson City**	98	30.7%	(24.0-37.3)	205	69.3%	(62.7-76.0)
	2: Douglas	76	31.2%	(21.5-40.8)	181	68.8%	(59.2-78.5)
	3: Elko, White Pine, and Eureka	152	34.6%	(28.4-40.8)	308	65.4%	(59.2-71.6)
	4: Churchill, Humboldt, Pershing, and Lander	134	38.6%	(31.5-45.6)	205	61.4%	(54.4-68.5)
	5: Lyon, Mineral, and Storey	115	35.6%	(27.6-43.6)	205	64.4%	(56.4-72.4)
	6: Nye, Lincoln, and Esmeralda	77	24.8%	(18.9-30.7)	231	75.2%	(69.3-81.1)
	7: Washoe	401	24.5%	(21.6-27.4)	1232	75.5%	(72.6-78.4)
	8: Clark	512	24.4%	(21.8-27.0)	1621	75.6%	(73.0-78.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Other than a few sips

Table 38: Percentage of middle school students who drank alcohol for the first time before age 11 years[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	792	12.7%	(11.5-14.0)	4857	87.3%	(86.0-88.5)
Sex	**Female**	431	14.0%	(12.2-15.7)	2339	86.0%	(84.3-87.8)
	Male	355	11.7%	(10.0-13.4)	2469	88.3%	(86.6-90.0)
Age	**11 years old or younger**	117	13.8%	(10.5-17.2)	644	86.2%	(82.8-89.5)
	12 years old	262	13.6%	(11.5-15.6)	1582	86.4%	(84.4-88.5)
	13 years old	242	12.1%	(10.3-13.9)	1582	87.9%	(86.1-89.7)
	14 years old or older	168	11.8%	(9.4-14.1)	1027	88.2%	(85.9-90.6)
Grade	**6th**	273	14.0%	(11.3-16.7)	1512	86.0%	(83.3-88.7)
	7th	248	13.1%	(11.0-15.2)	1623	86.9%	(84.8-89.0)
	8th	257	11.3%	(9.6-13.0)	1659	88.7%	(87.0-90.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	27	15.8%	(8.9-22.6)	127	84.2%	(77.4-91.1)
	Asian[d]	23	12.5%	(7.6-17.4)	167	87.5%	(82.6-92.4)
	Black[d]	44	11.9%	(8.1-15.6)	293	88.1%	(84.4-91.9)
	Native Hawaiian/Pacific Islander[d]	11	16.7%	(4.0-29.5)	58	83.3%	(70.5-96.0)
	White[d]	208	9.5%	(7.6-11.5)	1668	90.5%	(88.5-92.4)
	Hispanic/Latino	401	15.0%	(13.2-16.8)	2052	85.0%	(83.2-86.8)
	Other/Multiple[d]	43	11.2%	(7.0-15.4)	254	88.8%	(84.6-93.0)
Region	**1: Carson City**	46	16.1%	(10.0-22.2)	248	83.9%	(77.8-90.0)
	2: Douglas	41	16.7%	(12.1-21.3)	214	83.3%	(78.7-87.9)
	3: Elko, White Pine, and Eureka	68	14.0%	(10.5-17.6)	386	86.0%	(82.4-89.5)
	4: Churchill, Humboldt, Pershing, and Lander	65	19.3%	(13.7-24.9)	274	80.7%	(75.1-86.3)
	5: Lyon, Mineral, and Storey	51	15.6%	(9.2-22.0)	253	84.4%	(78.0-90.8)
	6: Nye, Lincoln, and Esmeralda	40	12.1%	(7.9-16.3)	261	87.9%	(83.7-92.1)
	7: Washoe	230	13.7%	(11.4-16.0)	1378	86.3%	(84.0-88.6)
	8: Clark	251	12.1%	(10.5-13.7)	1843	87.9%	(86.3-89.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Other than a few sips

Table 39: Percentage of middle school students who had at least one drink of alcohol during the 30 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	578	7.9%	(6.9-8.9)	5781	92.1%	(91.1-93.1)
Sex	**Female**	350	10.3%	(8.8-11.9)	2780	89.7%	(88.1-91.2)
	Male	219	5.6%	(4.4-6.7)	2940	94.4%	(93.3-95.6)
Age	**11 years old or younger**	46	5.0%	(3.1-7.0)	822	95.0%	(93.0-96.9)
	12 years old	125	5.9%	(4.4-7.3)	1948	94.1%	(92.7-95.6)
	13 years old	214	8.4%	(6.9-9.9)	1828	91.6%	(90.1-93.1)
	14 years old or older	190	12.3%	(9.5-15.1)	1156	87.7%	(84.9-90.5)
Grade	**6th**	114	5.2%	(4.0-6.5)	1911	94.8%	(93.5-96.0)
	7th	172	7.7%	(6.2-9.3)	1914	92.3%	(90.7-93.8)
	8th	271	10.2%	(8.2-12.3)	1880	89.8%	(87.7-91.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	15	8.2%	(3.8-12.7)	158	91.8%	(87.3-96.2)
	Asian[d]	13	4.9%	(1.9-8.0)	202	95.1%	(92.0-98.1)
	Black[d]	28	6.9%	(4.2-9.7)	366	93.1%	(90.3-95.8)
	Native Hawaiian/Pacific Islander[d]	13	12.8%	(3.3-22.4)	69	87.2%	(77.6-96.7)
	White[d]	162	5.6%	(4.4-6.9)	1927	94.4%	(93.1-95.6)
	Hispanic/Latino	289	9.5%	(8.0-11.1)	2461	90.5%	(88.9-92.0)
	Other/Multiple[d]	27	8.9%	(5.1-12.8)	304	91.1%	(87.2-94.9)
Region	**1: Carson City**	46	11.8%	(8.6-15.0)	293	88.2%	(85.0-91.4)
	2: Douglas	26	9.9%	(6.0-13.8)	265	90.1%	(86.2-94.0)
	3: Elko, White Pine, and Eureka	57	12.3%	(8.5-16.0)	448	87.7%	(84.0-91.5)
	4: Churchill, Humboldt, Pershing, and Lander	54	14.0%	(9.3-18.8)	323	86.0%	(81.2-90.7)
	5: Lyon, Mineral, and Storey	49	14.4%	(7.9-20.8)	301	85.6%	(79.2-92.1)
	6: Nye, Lincoln, and Esmeralda	25	6.7%	(4.1-9.2)	309	93.3%	(90.8-95.9)
	7: Washoe	147	8.2%	(6.6-9.8)	1640	91.8%	(90.2-93.4)
	8: Clark	174	7.2%	(5.9-8.6)	2202	92.8%	(91.4-94.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] One or more days during the 30 days before the survey

Table 40: Percentage of middle school students who had at least one drink of alcohol on 20 or more days during the 30 days before the survey[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	32	5.9%	(3.5-8.4)	546	94.1%	(91.6-96.5)
Sex	**Female**	16	5.4%	(2.3-8.6)	334	94.6%	(91.4-97.7)
	Male	16	6.9%	(2.7-11.2)	203	93.1%	(88.8-97.3)
Age	**11 years old or younger**	2	4.8%	(0.0-12.8)	44	95.2%	(87.2-100.0)
	12 years old	4	2.6%	(0.0-5.8)	121	97.4%	(94.2-100.0)
	13 years old	14	7.8%	(2.8-12.8)	200	92.2%	(87.2-97.2)
	14 years old or older	12	6.8%	(1.7-11.9)	178	93.2%	(88.1-98.3)
Grade	**6th**	2	2.4%	(0.0-6.8)	112	97.6%	(93.2-100.0)
	7th	8	4.7%	(1.2-8.3)	164	95.3%	(91.7-98.8)
	8th	20	8.4%	(4.2-12.6)	251	91.6%	(87.4-95.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	1	7.9%	(0.0-22.9)	14	92.1%	(77.1-100.0)
	Asian[d]	0	.	(.-.)	13	100.0%	(100.0-100.0)
	Black[d]	3	8.8%	(0.0-20.7)	25	91.2%	(79.3-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	13	100.0%	(100.0-100.0)
	White[d]	8	5.7%	(0.7-10.7)	154	94.3%	(89.3-99.3)
	Hispanic/Latino	17	6.8%	(3.4-10.2)	272	93.2%	(89.8-96.6)
	Other/Multiple[d]	1	0.6%	(0.0-1.8)	26	99.4%	(98.2-100.0)
Region	**1: Carson City**	3	2.4%	(0.0-5.3)	43	97.6%	(94.7-100.0)
	2: Douglas	0	.	(.-.)	26	100.0%	(100.0-100.0)
	3: Elko, White Pine, and Eureka	3	5.4%	(0.0-10.9)	54	94.6%	(89.1-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	7	13.1%	(1.2-25.0)	47	86.9%	(75.0-98.8)
	5: Lyon, Mineral, and Storey	2	3.3%	(0.0-7.4)	47	96.7%	(92.6-100.0)
	6: Nye, Lincoln, and Esmeralda	0	.	(.-.)	25	100.0%	(100.0-100.0)
	7: Washoe	6	4.6%	(0.1-9.1)	141	95.4%	(90.9-99.9)
	8: Clark	11	6.5%	(3.1-9.8)	163	93.5%	(90.2-96.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among those who drank alcohol during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 41: Percentage of middle school students who usually got the alcohol they drank by various means during the 30 days before the survey[e] — Nevada YRBS 2023*

		In a store			I bought it somewhere else			Got from someone			Other		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	25	5.5%	(2.5-8.5)	8	1.1%	(0.0-2.1)	135	29.2%	(24.4-34.0)	325	64.2%	(58.8-69.6)
Sex	**Female**	12	3.8%	(1.1-6.4)	2	0.2%	(0.0-0.6)	88	30.3%	(24.0-36.6)	206	65.7%	(59.0-72.3)
	Male	13	9.0%	(2.7-15.3)	4	1.3%	(0.0-2.6)	45	27.5%	(18.5-36.4)	116	62.2%	(52.3-72.1)
Age	**11 years old or younger**	6	11.5%	(0.0-24.1)	0	.	(.-.)	9	22.5%	(3.4-41.5)	23	66.0%	(45.2-86.8)
	12 years old	2	4.6%	(0.0-10.9)	1	2.0%	(0.0-5.9)	24	30.0%	(19.2-40.7)	71	63.5%	(51.0-75.9)
	13 years old	7	4.1%	(0.4-7.8)	2	0.3%	(0.0-0.9)	57	32.0%	(23.7-40.2)	123	63.7%	(55.0-72.3)
	14 years old or older	10	6.2%	(0.0-12.5)	5	1.6%	(0.1-3.1)	44	27.3%	(18.2-36.5)	107	64.9%	(55.5-74.4)
Grade	**6th**	3	5.9%	(0.0-12.8)	1	0.5%	(0.0-1.4)	25	34.5%	(20.9-48.2)	60	59.1%	(45.2-72.9)
	7th	8	7.1%	(1.6-12.6)	0	.	(.-.)	37	24.1%	(16.8-31.5)	108	68.7%	(59.6-77.9)
	8th	11	3.8%	(0.0-7.9)	4	1.9%	(0.0-4.1)	69	30.9%	(24.2-37.5)	151	63.5%	(56.1-70.8)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	0	.	(.-.)	0	.	(.-.)	3	21.8%	(0.0-45.2)	9	78.2%	(54.8-100.0)
	Asian[d]	0	.	(.-.)	1	43.9%	(0.0-98.5)	1	15.7%	(0.0-46.4)	3	40.3%	(0.0-87.5)
	Black[d]	1	6.1%	(0.0-17.3)	0	.	(.-.)	7	37.5%	(12.8-62.2)	16	56.4%	(33.5-79.2)
	Native Hawaiian/ Pacific Islander[d]	0	.	(.-.)	0	.	(.-.)	3	41.8%	(0.0-84.2)	9	58.2%	(15.8-100.0)
	White[d]	2	1.1%	(0.0-2.8)	2	0.9%	(0.0-2.2)	47	34.2%	(24.2-44.1)	94	63.9%	(53.7-74.0)
	Hispanic/Latino	18	7.1%	(2.6-11.5)	3	0.7%	(0.0-1.5)	66	28.1%	(21.1-35.2)	159	64.1%	(56.4-71.8)
	Other/Multiple[d]	2	8.1%	(0.0-20.8)	0	.	(.-.)	4	12.5%	(0.0-28.0)	19	79.4%	(60.3-98.4)
Region	**1: Carson City**	4	8.8%	(0.0-18.5)	0	.	(.-.)	12	32.0%	(17.1-47.0)	22	59.1%	(41.0-77.3)
	2: Douglas	0	.	(.-.)	0	.	(.-.)	4	19.0%	(0.5-37.6)	17	81.0%	(62.4-99.5)
	3: Elko, White Pine, and Eureka	1	1.4%	(0.0-4.3)	2	2.9%	(0.0-7.3)	19	38.4%	(28.1-48.6)	28	57.3%	(45.3-69.3)
	4: Churchill, Humboldt, Pershing, and Lander	2	3.4%	(0.0-8.3)	1	2.8%	(0.0-8.5)	10	20.2%	(10.9-29.5)	34	73.6%	(61.1-86.0)
	5: Lyon, Mineral, and Storey	2	3.8%	(0.0-10.7)	0	.	(.-.)	7	21.8%	(6.6-37.0)	35	74.5%	(56.6-92.4)
	6: Nye, Lincoln, and Esmeralda	0	.	(.-.)	0	.	(.-.)	4	27.0%	(1.6-52.5)	17	73.0%	(47.5-98.4)
	7: Washoe	6	4.6%	(0.0-9.9)	4	2.6%	(0.0-5.1)	38	32.8%	(24.1-41.6)	76	60.0%	(49.5-70.6)
	8: Clark	10	6.3%	(2.0-10.5)	1	0.7%	(0.0-2.1)	41	28.9%	(22.2-35.5)	96	64.2%	(56.7-71.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Among students who drank alcohol during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 42: Percentage of middle school students who have ever rode with a driver who had been drinking alcohol— Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1673	22.9%	(21.2-24.5)	4859	77.1%	(75.5-78.8)
Sex	**Female**	978	28.2%	(25.6-30.8)	2215	71.8%	(69.2-74.4)
	Male	674	17.7%	(16.0-19.4)	2598	82.3%	(80.6-84.0)
Age	**11 years old or younger**	207	20.0%	(16.8-23.1)	686	80.0%	(76.9-83.2)
	12 years old	486	20.9%	(18.6-23.2)	1659	79.1%	(76.8-81.4)
	13 years old	559	23.6%	(21.1-26.2)	1525	76.4%	(73.8-78.9)
	14 years old or older	414	27.0%	(23.7-30.2)	972	73.0%	(69.8-76.3)
Grade	**6th**	479	20.5%	(18.2-22.8)	1606	79.5%	(77.2-81.8)
	7th	524	22.3%	(19.4-25.1)	1618	77.7%	(74.9-80.6)
	8th	637	25.3%	(22.4-28.2)	1573	74.7%	(71.8-77.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	62	31.7%	(24.6-38.8)	119	68.3%	(61.2-75.4)
	Asian[d]	43	16.8%	(10.9-22.6)	179	83.2%	(77.4-89.1)
	Black[d]	84	19.0%	(14.5-23.5)	326	81.0%	(76.5-85.5)
	Native Hawaiian/Pacific Islander[d]	27	22.2%	(8.5-35.8)	58	77.8%	(64.2-91.5)
	White[d]	529	20.6%	(18.4-22.8)	1608	79.4%	(77.2-81.6)
	Hispanic/Latino	764	25.4%	(22.9-27.8)	2082	74.6%	(72.2-77.1)
	Other/Multiple[d]	91	25.7%	(20.5-31.0)	243	74.3%	(69.0-79.5)
Region	**1: Carson City**	100	26.9%	(20.3-33.4)	245	73.1%	(66.6-79.7)
	2: Douglas	90	32.2%	(26.3-38.0)	209	67.8%	(62.0-73.7)
	3: Elko, White Pine, and Eureka	154	30.3%	(25.1-35.5)	367	69.7%	(64.5-74.9)
	4: Churchill, Humboldt, Pershing, and Lander	121	31.4%	(26.3-36.6)	263	68.6%	(63.4-73.7)
	5: Lyon, Mineral, and Storey	118	31.2%	(22.9-39.5)	238	68.8%	(60.5-77.1)
	6: Nye, Lincoln, and Esmeralda	90	28.2%	(21.1-35.3)	253	71.8%	(64.7-78.9)
	7: Washoe	476	25.8%	(23.5-28.2)	1364	74.2%	(71.8-76.5)
	8: Clark	524	21.2%	(19.1-23.3)	1920	78.8%	(76.7-80.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Marijuana Use

Table 43: Percentage of middle school students who ever used marijuana[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	691	11.0%	(9.5-12.4)	5344	89.0%	(87.6-90.5)
Sex	**Female**	412	13.8%	(11.6-16.1)	2562	86.2%	(83.9-88.4)
	Male	269	8.0%	(6.3-9.8)	2731	92.0%	(90.2-93.7)
Age	**11 years old or younger**	44	5.0%	(2.7-7.3)	773	95.0%	(92.7-97.3)
	12 years old	120	6.1%	(4.6-7.6)	1853	93.9%	(92.4-95.4)
	13 years old	280	14.5%	(12.1-16.8)	1672	85.5%	(83.2-87.9)
	14 years old or older	244	17.2%	(13.9-20.4)	1023	82.8%	(79.6-86.1)
Grade	**6th**	97	4.7%	(3.2-6.3)	1811	95.3%	(93.7-96.8)
	7th	213	10.5%	(8.6-12.5)	1779	89.5%	(87.5-91.4)
	8th	363	16.3%	(13.6-19.1)	1690	83.7%	(80.9-86.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	23	12.8%	(7.2-18.4)	136	87.2%	(81.6-92.8)
	Asian[d]	12	6.8%	(2.9-10.8)	195	93.2%	(89.2-97.1)
	Black[d]	50	13.6%	(9.5-17.7)	320	86.4%	(82.3-90.5)
	Native Hawaiian/Pacific Islander[d]	7	4.6%	(0.0-10.4)	72	95.4%	(89.6-100.0)
	White[d]	187	7.7%	(6.1-9.3)	1804	92.3%	(90.7-93.9)
	Hispanic/Latino	344	12.9%	(11.0-14.8)	2263	87.1%	(85.2-89.0)
	Other/Multiple[d]	41	11.2%	(6.7-15.7)	276	88.8%	(84.3-93.3)
Region	**1: Carson City**	49	11.7%	(7.1-16.3)	270	88.3%	(83.7-92.9)
	2: Douglas	23	9.5%	(3.8-15.3)	261	90.5%	(84.7-96.2)
	3: Elko, White Pine, and Eureka	40	9.6%	(5.2-13.9)	442	90.4%	(86.1-94.8)
	4: Churchill, Humboldt, Pershing, and Lander	54	15.1%	(10.9-19.2)	304	84.9%	(80.8-89.1)
	5: Lyon, Mineral, and Storey	68	20.0%	(13.2-26.7)	261	80.0%	(73.3-86.8)
	6: Nye, Lincoln, and Esmeralda	36	11.8%	(6.2-17.4)	278	88.2%	(82.6-93.8)
	7: Washoe	180	11.1%	(8.8-13.4)	1500	88.9%	(86.6-91.2)
	8: Clark	241	10.6%	(8.7-12.5)	2028	89.4%	(87.5-91.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used marijuana (also called “pot” or “weed”), not including CBD-only or hemp products

Table 44: Percentage of middle school students who tried marijuana for the first time before age 11 years[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	205	3.0%	(2.3-3.7)	5859	97.0%	(96.3-97.7)
Sex	**Female**	101	3.0%	(2.2-3.8)	2888	97.0%	(96.2-97.8)
	Male	101	3.0%	(2.0-3.9)	2911	97.0%	(96.1-98.0)
Age	**11 years old or younger**	36	4.1%	(1.9-6.2)	785	95.9%	(93.8-98.1)
	12 years old	60	2.7%	(1.7-3.7)	1927	97.3%	(96.3-98.3)
	13 years old	62	2.9%	(1.8-4.1)	1897	97.1%	(95.9-98.2)
	14 years old or older	45	2.8%	(1.6-4.1)	1225	97.2%	(95.9-98.4)
Grade	**6th**	66	3.3%	(2.0-4.6)	1852	96.7%	(95.4-98.0)
	7th	58	2.6%	(1.8-3.5)	1941	97.4%	(96.5-98.2)
	8th	68	2.9%	(1.7-4.1)	1992	97.1%	(95.9-98.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	10	6.3%	(2.1-10.5)	152	93.7%	(89.5-97.9)
	Asian[d]	6	3.4%	(0.0-6.7)	199	96.6%	(93.3-100.0)
	Black[d]	19	4.4%	(2.1-6.8)	352	95.6%	(93.2-97.9)
	Native Hawaiian/Pacific Islander[d]	3	0.6%	(0.0-1.5)	77	99.4%	(98.5-100.0)
	White[d]	55	2.3%	(1.5-3.1)	1943	97.7%	(96.9-98.5)
	Hispanic/Latino	93	3.2%	(2.4-4.0)	2528	96.8%	(96.0-97.6)
	Other/Multiple[d]	6	1.8%	(0.0-3.6)	311	98.2%	(96.4-100.0)
Region	**1: Carson City**	11	1.7%	(0.4-3.1)	308	98.3%	(96.9-99.6)
	2: Douglas	7	2.8%	(0.4-5.2)	272	97.2%	(94.8-99.6)
	3: Elko, White Pine, and Eureka	12	2.1%	(0.6-3.5)	476	97.9%	(96.5-99.4)
	4: Churchill, Humboldt, Pershing, and Lander	20	5.4%	(2.7-8.2)	345	94.6%	(91.8-97.3)
	5: Lyon, Mineral, and Storey	18	5.3%	(2.8-7.7)	313	94.7%	(92.3-97.2)
	6: Nye, Lincoln, and Esmeralda	12	3.5%	(1.2-5.7)	304	96.5%	(94.3-98.8)
	7: Washoe	55	3.1%	(2.3-3.9)	1634	96.9%	(96.1-97.7)
	8: Clark	70	2.9%	(2.0-3.8)	2207	97.1%	(96.2-98.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 45: Percentage of middle school students who used marijuana during the 30 days before the survey[e,f] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	401	6.0%	(5.1-7.0)	5829	94.0%	(93.0-94.9)
Sex	**Female**	257	8.2%	(6.6-9.8)	2817	91.8%	(90.2-93.4)
	Male	137	3.9%	(2.8-4.9)	2954	96.1%	(95.1-97.2)
Age	**11 years old or younger**	28	3.0%	(1.5-4.5)	825	97.0%	(95.5-98.5)
	12 years old	68	3.5%	(2.4-4.6)	1987	96.5%	(95.4-97.6)
	13 years old	162	8.0%	(6.2-9.7)	1836	92.0%	(90.3-93.8)
	14 years old or older	139	9.1%	(6.8-11.4)	1156	90.9%	(88.6-93.2)
Grade	**6th**	49	2.1%	(1.3-3.0)	1950	97.9%	(97.0-98.7)
	7th	136	6.8%	(5.2-8.4)	1922	93.2%	(91.6-94.8)
	8th	201	8.5%	(6.7-10.3)	1878	91.5%	(89.7-93.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	13	6.8%	(2.8-10.9)	154	93.2%	(89.1-97.2)
	Asian[d]	7	3.7%	(1.0-6.4)	202	96.3%	(93.6-99.0)
	Black[d]	31	7.3%	(4.2-10.4)	350	92.7%	(89.6-95.8)
	Native Hawaiian/Pacific Islander[d]	5	1.6%	(0.0-3.4)	75	98.4%	(96.6-100.0)
	White[d]	97	3.4%	(2.4-4.3)	1968	96.6%	(95.7-97.6)
	Hispanic/Latino	205	7.5%	(6.0-9.0)	2484	92.5%	(91.0-94.0)
	Other/Multiple[d]	25	7.3%	(3.9-10.8)	298	92.7%	(89.2-96.1)
Region	**1: Carson City**	39	8.6%	(4.7-12.4)	299	91.4%	(87.6-95.3)
	2: Douglas	11	4.3%	(0.6-8.1)	273	95.7%	(91.9-99.4)
	3: Elko, White Pine, and Eureka	22	4.6%	(2.1-7.1)	482	95.4%	(92.9-97.9)
	4: Churchill, Humboldt, Pershing, and Lander	31	8.5%	(5.0-12.1)	340	91.5%	(87.9-95.0)
	5: Lyon, Mineral, and Storey	37	10.7%	(5.5-15.9)	297	89.3%	(84.1-94.5)
	6: Nye, Lincoln, and Esmeralda	20	6.4%	(3.1-9.6)	304	93.6%	(90.4-96.9)
	7: Washoe	102	6.0%	(4.4-7.6)	1646	94.0%	(92.4-95.6)
	8: Clark	139	5.8%	(4.6-7.1)	2188	94.2%	(92.9-95.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] One or more times during the 30 days before the survey

Table 46: Percentage of middle school students who used marijuana 20 or more times during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	92	23.3%	(17.2-29.3)	309	76.7%	(70.7-82.8)
Sex	**Female**	55	21.1%	(14.7-27.5)	202	78.9%	(72.5-85.3)
	Male	34	26.5%	(15.7-37.3)	103	73.5%	(62.7-84.3)
Age	**11 years old or younger**	5	19.0%	(0.3-37.6)	23	81.0%	(62.4-99.7)
	12 years old	14	22.6%	(9.0-36.2)	54	77.4%	(63.8-91.0)
	13 years old	36	24.9%	(17.0-32.8)	126	75.1%	(67.2-83.0)
	14 years old or older	34	21.9%	(12.2-31.6)	105	78.1%	(68.4-87.8)
Grade	**6th**	7	15.1%	(1.4-28.8)	42	84.9%	(71.2-98.6)
	7th	36	24.8%	(15.6-33.9)	100	75.2%	(66.1-84.4)
	8th	43	23.0%	(14.6-31.4)	158	77.0%	(68.6-85.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	4	28.1%	(3.3-53.0)	9	71.9%	(47.0-96.7)
	Asian[d]	0	.	(.-.)	7	100.0%	(100.0-100.0)
	Black[d]	10	20.8%	(2.5-39.0)	21	79.2%	(61.0-97.5)
	Native Hawaiian/Pacific Islander[d]	2	34.7%	(0.0-81.7)	3	65.3%	(18.3-100.0)
	White[d]	16	17.9%	(7.4-28.4)	81	82.1%	(71.6-92.6)
	Hispanic/Latino	55	28.7%	(19.9-37.4)	150	71.3%	(62.6-80.1)
	Other/Multiple[d]	2	9.7%	(0.0-24.3)	23	90.3%	(75.7-100.0)
Region	**1: Carson City**	9	22.3%	(10.7-33.8)	30	77.7%	(66.2-89.3)
	2: Douglas	3	27.8%	(9.2-46.5)	8	72.2%	(53.5-90.8)
	3: Elko, White Pine, and Eureka	4	16.8%	(0.0-34.0)	18	83.2%	(66.0-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	8	29.8%	(15.3-44.3)	23	70.2%	(55.7-84.7)
	5: Lyon, Mineral, and Storey	11	27.9%	(17.1-38.7)	26	72.1%	(61.3-82.9)
	6: Nye, Lincoln, and Esmeralda	2	9.0%	(0.0-19.6)	18	91.0%	(80.4-100.0)
	7: Washoe	21	17.8%	(10.6-25.1)	81	82.2%	(74.9-89.4)
	8: Clark	34	24.4%	(16.2-32.7)	105	75.6%	(67.3-83.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] Among those who used marijuana during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 47: Percentage of middle school students who usually used marijuana by different methods during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Smoked it in a joint, bong, pipe, or blunt			Consumed it using food or drink			Vaporized it			Dabbed it using waxes or concentrates			Used it in some other way		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	166	46.3%	(40.3-52.3)	49	11.9%	(7.2-16.5)	94	24.2%	(18.8-29.5)	30	9.5%	(5.4-13.6)	30	8.2%	(4.6-11.7)
Sex	**Female**	97	42.3%	(34.5-50.0)	35	13.4%	(7.3-19.6)	62	24.8%	(17.6-31.9)	21	9.8%	(4.7-15.0)	23	9.7%	(4.9-14.5)
	Male	67	54.7%	(43.1-66.3)	12	6.7%	(1.3-12.1)	31	23.9%	(14.3-33.5)	9	9.4%	(2.3-16.5)	7	5.3%	(0.5-10.2)
Age	**11 years old or younger**	16	66.6%	(41.5-91.7)	2	10.1%	(0.0-25.5)	5	11.9%	(0.0-26.9)	0	.	(.-.)	2	11.4%	(0.0-29.4)
	12 years old	33	62.0%	(47.8-76.1)	9	12.8%	(2.7-22.9)	10	13.3%	(3.9-22.7)	6	5.0%	(0.0-10.7)	3	6.9%	(0.0-15.3)
	13 years old	65	42.7%	(33.3-52.2)	17	9.1%	(3.6-14.6)	41	25.6%	(17.6-33.6)	13	13.2%	(5.9-20.4)	14	9.4%	(3.7-15.0)
	14 years old or older	51	37.2%	(26.3-48.1)	20	15.3%	(4.6-26.0)	38	31.7%	(21.4-41.9)	11	9.6%	(2.4-16.9)	10	6.2%	(0.6-11.8)
Grade	**6th**	24	50.6%	(31.1-70.1)	5	15.4%	(0.3-30.6)	10	14.3%	(1.8-26.8)	2	1.8%	(0.0-4.4)	4	17.9%	(1.7-34.0)
	7th	68	59.1%	(50.4-67.8)	11	6.6%	(1.4-11.8)	23	16.2%	(9.6-22.8)	12	9.6%	(2.3-16.9)	12	8.5%	(3.2-13.9)
	8th	70	35.3%	(27.1-43.5)	30	14.3%	(6.8-21.8)	59	33.0%	(24.8-41.1)	15	11.7%	(5.8-17.6)	12	5.7%	(1.4-10.0)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	4	39.3%	(7.7-71.0)	4	33.4%	(2.6-64.1)	1	14.6%	(0.0-41.1)	2	12.7%	(0.0-30.7)	0	.	(.-.)
	Asian[d]	1	18.1%	(0.0-50.4)	3	51.2%	(11.3-91.0)	1	6.5%	(0.0-19.6)	1	6.0%	(0.0-18.1)	1	18.1%	(0.0-50.4)
	Black[d]	18	58.6%	(39.0-78.2)	5	18.4%	(0.0-37.0)	2	0.9%	(0.0-2.5)	2	9.4%	(0.0-21.5)	3	12.7%	(0.0-26.7)
	Native Hawaiian/ Pacific Islander[d]	4	95.6%	(86.2-100.0)	0	.	(.-.)	0	.	(.-.)	1	4.4%	(0.0-13.8)	0	.	(.-.)
	White[d]	41	41.2%	(27.5-55.0)	8	9.6%	(2.3-17.0)	31	38.3%	(26.6-50.1)	4	3.6%	(0.0-7.4)	9	7.2%	(2.3-12.1)
	Hispanic/Latino	78	44.0%	(35.3-52.7)	25	9.5%	(4.7-14.3)	51	28.2%	(19.9-36.6)	16	10.4%	(4.6-16.2)	16	7.9%	(3.5-12.3)
	Other/Multiple[d]	13	59.0%	(37.2-80.8)	1	1.2%	(0.0-3.6)	7	22.6%	(6.7-38.5)	2	17.2%	(0.0-39.1)	0	.	(.-.)
Region	**1: Carson City**	15	41.4%	(24.8-58.0)	9	28.9%	(10.7-47.1)	7	19.2%	(5.9-32.5)	2	2.0%	(0.0-4.9)	4	8.5%	(0.0-17.9)
	2: Douglas	7	62.0%	(32.2-91.8)	1	12.2%	(0.0-39.0)	2	25.8%	(2.5-49.1)	0	.	(.-.)	0	.	(.-.)
	3: Elko, White Pine, and Eureka	11	48.6%	(26.4-70.7)	2	13.7%	(0.0-39.8)	2	18.2%	(0.0-38.4)	2	6.2%	(0.0-15.2)	2	13.4%	(0.0-33.0)
	4: Churchill, Humboldt, Pershing, and Lander	12	43.1%	(23.7-62.6)	3	9.1%	(0.0-18.8)	10	33.2%	(18.5-47.9)	1	2.3%	(0.0-6.7)	3	12.3%	(2.5-22.1)
	5: Lyon, Mineral, and Storey	16	50.2%	(30.0-70.4)	4	5.6%	(0.1-11.1)	8	25.5%	(8.9-42.2)	2	6.2%	(0.0-13.8)	4	12.4%	(0.0-26.8)
	6: Nye, Lincoln, and Esmeralda	9	42.8%	(18.0-67.5)	2	9.0%	(0.0-19.6)	6	31.6%	(2.5-60.6)	2	8.1%	(0.0-19.6)	1	8.5%	(0.0-25.6)
	7: Washoe	36	37.0%	(27.3-46.7)	14	14.4%	(8.1-20.7)	31	35.4%	(24.2-46.5)	7	7.1%	(1.7-12.5)	6	6.1%	(1.5-10.8)
	8: Clark	60	48.3%	(40.3-56.3)	14	11.1%	(4.8-17.3)	28	21.4%	(14.4-28.4)	14	11.1%	(5.4-16.7)	10	8.2%	(3.4-12.9)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used marijuana (also called “pot” or “weed”), not including CBD-only or hemp products
[f] Among those who used marijuana during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 48: Percentage of middle school students who have ever rode with a driver who had been using marijuana[e]— Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1258	18.4%	(16.8-20.0)	5274	81.6%	(80.0-83.2)
Sex	**Female**	725	22.5%	(20.1-25.0)	2468	77.5%	(75.0-79.9)
	Male	520	14.4%	(12.7-16.2)	2754	85.6%	(83.8-87.3)
Age	**11 years old or younger**	130	13.3%	(10.1-16.5)	770	86.7%	(83.5-89.9)
	12 years old	352	15.1%	(13.1-17.1)	1790	84.9%	(82.9-86.9)
	13 years old	429	20.0%	(17.6-22.5)	1656	80.0%	(77.5-82.4)
	14 years old or older	342	24.7%	(21.1-28.3)	1038	75.3%	(71.7-78.9)
Grade	**6th**	333	14.4%	(12.1-16.7)	1757	85.6%	(83.3-87.9)
	7th	387	17.7%	(15.1-20.2)	1754	82.3%	(79.8-84.9)
	8th	517	22.6%	(19.6-25.6)	1692	77.4%	(74.4-80.4)
Race/Ethnicity	**American Indian/Alaska Native[d]**	49	29.1%	(21.5-36.7)	131	70.9%	(63.3-78.5)
	Asian[d]	20	7.7%	(3.7-11.6)	202	92.3%	(88.4-96.3)
	Black[d]	106	26.0%	(21.3-30.7)	302	74.0%	(69.3-78.7)
	Native Hawaiian/Pacific Islander[d]	22	14.2%	(4.3-24.1)	62	85.8%	(75.9-95.7)
	White[d]	366	14.7%	(12.7-16.7)	1777	85.3%	(83.3-87.3)
	Hispanic/Latino	555	18.9%	(16.6-21.3)	2284	81.1%	(78.7-83.4)
	Other/Multiple[d]	84	23.6%	(18.1-29.2)	253	76.4%	(70.8-81.9)
Region	**1: Carson City**	73	18.4%	(12.9-23.8)	272	81.6%	(76.2-87.1)
	2: Douglas	61	21.0%	(16.2-25.9)	237	79.0%	(74.1-83.8)
	3: Elko, White Pine, and Eureka	89	18.2%	(13.2-23.2)	433	81.8%	(76.8-86.8)
	4: Churchill, Humboldt, Pershing, and Lander	92	24.4%	(19.2-29.6)	291	75.6%	(70.4-80.8)
	5: Lyon, Mineral, and Storey	95	26.1%	(19.8-32.3)	262	73.9%	(67.7-80.2)
	6: Nye, Lincoln, and Esmeralda	75	23.0%	(16.1-30.0)	269	77.0%	(70.0-83.9)
	7: Washoe	338	18.1%	(15.8-20.3)	1507	81.9%	(79.7-84.2)
	8: Clark	435	17.9%	(15.8-20.1)	2003	82.1%	(79.9-84.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Using marijuana (also called “pot” or “weed”)

Non-Medical Prescription Pain Medicine Use

Table 49: Percentage of middle school students who ever took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it[e]— Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	680	11.2%	(10.1-12.3)	5309	88.8%	(87.7-89.9)
Sex	**Female**	414	14.0%	(12.5-15.5)	2545	86.0%	(84.5-87.5)
	Male	260	8.4%	(7.1-9.8)	2711	91.6%	(90.2-92.9)
Age	**11 years old or younger**	71	8.0%	(5.6-10.4)	737	92.0%	(89.6-94.4)
	12 years old	206	10.3%	(8.4-12.1)	1741	89.7%	(87.9-91.6)
	13 years old	238	12.5%	(10.7-14.3)	1705	87.5%	(85.7-89.3)
	14 years old or older	163	12.6%	(10.4-14.8)	1104	87.4%	(85.2-89.6)
Grade	**6th**	194	9.8%	(7.9-11.7)	1687	90.2%	(88.3-92.1)
	7th	209	10.3%	(8.5-12.1)	1768	89.7%	(87.9-91.5)
	8th	270	13.2%	(11.4-14.9)	1781	86.8%	(85.1-88.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	25	14.7%	(8.9-20.5)	139	85.3%	(79.5-91.1)
	Asian[d]	30	15.4%	(10.0-20.8)	166	84.6%	(79.2-90.0)
	Black[d]	50	14.3%	(10.8-17.8)	313	85.7%	(82.2-89.2)
	Native Hawaiian/Pacific Islander[d]	14	13.1%	(2.1-24.1)	60	86.9%	(75.9-97.9)
	White[d]	193	8.7%	(6.9-10.4)	1805	91.3%	(89.6-93.1)
	Hispanic/Latino	307	11.6%	(10.1-13.2)	2284	88.4%	(86.8-89.9)
	Other/Multiple[d]	34	9.8%	(5.6-13.9)	278	90.2%	(86.1-94.4)
Region	**1: Carson City**	46	13.1%	(9.1-17.1)	273	86.9%	(82.9-90.9)
	2: Douglas	37	13.8%	(9.9-17.6)	239	86.2%	(82.4-90.1)
	3: Elko, White Pine, and Eureka	59	12.9%	(9.1-16.8)	432	87.1%	(83.2-90.9)
	4: Churchill, Humboldt, Pershing, and Lander	55	15.2%	(11.7-18.7)	304	84.8%	(81.3-88.3)
	5: Lyon, Mineral, and Storey	41	11.0%	(7.1-15.0)	289	89.0%	(85.0-92.9)
	6: Nye, Lincoln, and Esmeralda	37	11.6%	(5.7-17.5)	281	88.4%	(82.5-94.3)
	7: Washoe	159	9.4%	(7.8-11.0)	1505	90.6%	(89.0-92.2)
	8: Clark	246	11.3%	(9.9-12.7)	1986	88.7%	(87.3-90.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Took prescription pain medicine (e.g., codeine, "Vicodin", "Oxycontin", "Hydrocodone", or "Percocet")

Table 50: Percentage of middle school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it during the 30 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	402	6.3%	(5.5-7.0)	5589	93.7%	(93.0-94.5)
Sex	**Female**	259	8.6%	(7.3-9.9)	2689	91.4%	(90.1-92.7)
	Male	137	4.0%	(3.0-4.9)	2840	96.0%	(95.1-97.0)
Age	**11 years old or younger**	46	5.8%	(3.9-7.7)	765	94.2%	(92.3-96.1)
	12 years old	111	4.8%	(3.7-5.9)	1839	95.2%	(94.1-96.3)
	13 years old	143	7.4%	(5.9-8.9)	1796	92.6%	(91.1-94.1)
	14 years old or older	101	7.1%	(5.2-9.0)	1165	92.9%	(91.0-94.8)
Grade	**6th**	107	5.2%	(3.9-6.4)	1772	94.8%	(93.6-96.1)
	7th	128	6.0%	(4.7-7.3)	1858	94.0%	(92.7-95.3)
	8th	160	7.4%	(6.1-8.7)	1879	92.6%	(91.3-93.9)
Race/Ethnicity	**American Indian/Alaska Native[d]**	14	8.8%	(3.8-13.8)	147	91.2%	(86.2-96.2)
	Asian[d]	17	8.1%	(4.3-11.9)	179	91.9%	(88.1-95.7)
	Black[d]	34	8.8%	(5.8-11.7)	331	91.2%	(88.3-94.2)
	Native Hawaiian/Pacific Islander[d]	9	8.8%	(0.0-18.1)	66	91.2%	(81.9-100.0)
	White[d]	92	3.5%	(2.6-4.4)	1909	96.5%	(95.6-97.4)
	Hispanic/Latino	189	6.7%	(5.6-7.8)	2391	93.3%	(92.2-94.4)
	Other/Multiple[d]	23	8.0%	(3.9-12.1)	290	92.0%	(87.9-96.1)
Region	**1: Carson City**	33	8.7%	(4.7-12.8)	285	91.3%	(87.2-95.3)
	2: Douglas	18	6.4%	(4.2-8.6)	256	93.6%	(91.4-95.8)
	3: Elko, White Pine, and Eureka	39	8.0%	(5.1-10.9)	456	92.0%	(89.1-94.9)
	4: Churchill, Humboldt, Pershing, and Lander	31	8.2%	(4.5-11.9)	330	91.8%	(88.1-95.5)
	5: Lyon, Mineral, and Storey	24	6.9%	(3.3-10.6)	304	93.1%	(89.4-96.7)
	6: Nye, Lincoln, and Esmeralda	23	6.9%	(3.1-10.8)	296	93.1%	(89.2-96.9)
	7: Washoe	99	5.8%	(4.5-7.1)	1571	94.2%	(92.9-95.5)
	8: Clark	135	6.1%	(5.2-7.1)	2091	93.9%	(92.9-94.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Took prescription pain medicine (e.g., codeine, "Vicodin", "Oxycontin", "Hydrocodone", or "Percocet")

Table 51: Percentage of middle school students who took prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it 20 or more times during the 30 days before the survey[e,f] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	30	6.5%	(3.6-9.4)	372	93.5%	(90.6-96.4)
Sex	**Female**	21	8.1%	(4.1-12.2)	238	91.9%	(87.8-95.9)
	Male	8	3.3%	(0.1-6.6)	129	96.7%	(93.4-99.9)
Age	**11 years old or younger**	6	17.3%	(3.9-30.7)	40	82.7%	(69.3-96.1)
	12 years old	7	4.9%	(0.4-9.4)	104	95.1%	(90.6-99.6)
	13 years old	10	6.4%	(1.4-11.4)	133	93.6%	(88.6-98.6)
	14 years old or older	7	2.4%	(0.4-4.5)	94	97.6%	(95.5-99.6)
Grade	**6th**	8	10.3%	(2.0-18.6)	99	89.7%	(81.4-98.0)
	7th	9	6.8%	(1.7-11.9)	119	93.2%	(88.1-98.3)
	8th	12	4.1%	(0.8-7.4)	148	95.9%	(92.6-99.2)
Race/Ethnicity	**American Indian/Alaska Native[d]**	2	8.9%	(0.0-21.6)	12	91.1%	(78.4-100.0)
	Asian[d]	1	7.8%	(0.0-22.5)	16	92.2%	(77.5-100.0)
	Black[d]	2	7.3%	(0.0-17.2)	32	92.7%	(82.8-100.0)
	Native Hawaiian/Pacific Islander[d]	0	.	(.-.)	9	100.0%	(100.0-100.0)
	White[d]	5	3.9%	(0.3-7.6)	87	96.1%	(92.4-99.7)
	Hispanic/Latino	18	8.0%	(3.3-12.6)	171	92.0%	(87.4-96.7)
	Other/Multiple[d]	1	2.2%	(0.0-6.7)	22	97.8%	(93.3-100.0)
Region	**1: Carson City**	3	8.5%	(0.0-18.3)	30	91.5%	(81.7-100.0)
	2: Douglas	0	.	(.-.)	18	100.0%	(100.0-100.0)
	3: Elko, White Pine, and Eureka	1	2.0%	(0.0-5.8)	38	98.0%	(94.2-100.0)
	4: Churchill, Humboldt, Pershing, and Lander	2	6.9%	(0.0-16.9)	29	93.1%	(83.1-100.0)
	5: Lyon, Mineral, and Storey	4	14.6%	(0.0-30.3)	20	85.4%	(69.7-100.0)
	6: Nye, Lincoln, and Esmeralda	1	3.5%	(0.0-10.9)	22	96.5%	(89.1-100.0)
	7: Washoe	10	10.5%	(3.0-17.9)	89	89.5%	(82.1-97.0)
	8: Clark	9	5.8%	(2.0-9.5)	126	94.2%	(90.5-98.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Took prescription pain medicine (e.g., codeine, "Vicodin", "Oxycontin", "Hydrocodone", or "Percocet")
[f] Among those who misused prescription pain medicine during the 30 days before the survey
*** Note: We caution against group comparisons when a cell size is less than 5.**

Other Drug Use

Table 51: Percentage of middle school students who ever used cocaine[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	166	2.4%	(1.8-3.1)	6242	97.6%	(96.9-98.2)
Sex	**Female**	90	3.1%	(2.2-3.9)	3072	96.9%	(96.1-97.8)
	Male	72	1.7%	(1.1-2.3)	3106	98.3%	(97.7-98.9)
Age	**11 years old or younger**	24	2.6%	(1.1-4.1)	840	97.4%	(95.9-98.9)
	12 years old	43	2.5%	(1.5-3.4)	2052	97.5%	(96.6-98.5)
	13 years old	62	2.6%	(1.7-3.5)	2008	97.4%	(96.5-98.3)
	14 years old or older	36	2.1%	(1.1-3.1)	1314	97.9%	(96.9-98.9)
Grade	**6th**	46	2.3%	(1.3-3.3)	1978	97.7%	(96.7-98.7)
	7th	54	2.6%	(1.5-3.7)	2067	97.4%	(96.3-98.5)
	8th	55	2.3%	(1.5-3.1)	2112	97.7%	(96.9-98.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	3.8%	(0.6-7.0)	170	96.2%	(93.0-99.4)
	Asian[d]	5	2.1%	(0.0-4.7)	215	97.9%	(95.3-100.0)
	Black[d]	15	3.7%	(1.7-5.6)	381	96.3%	(94.4-98.3)
	Native Hawaiian/Pacific Islander[d]	3	0.7%	(0.0-1.8)	77	99.3%	(98.2-100.0)
	White[d]	33	1.3%	(0.6-2.1)	2082	98.7%	(97.9-99.4)
	Hispanic/Latino	87	2.8%	(1.9-3.7)	2680	97.2%	(96.3-98.1)
	Other/Multiple[d]	8	3.1%	(0.8-5.5)	324	96.9%	(94.5-99.2)
Region	**1: Carson City**	10	1.7%	(0.5-3.0)	336	98.3%	(97.0-99.5)
	2: Douglas	8	2.9%	(1.0-4.8)	285	97.1%	(95.2-99.0)
	3: Elko, White Pine, and Eureka	6	1.1%	(0.1-2.0)	511	98.9%	(98.0-99.9)
	4: Churchill, Humboldt, Pershing, and Lander	22	6.0%	(2.9-9.0)	356	94.0%	(91.0-97.1)
	5: Lyon, Mineral, and Storey	8	2.0%	(0.3-3.7)	345	98.0%	(96.3-99.7)
	6: Nye, Lincoln, and Esmeralda	5	1.6%	(0.0-3.1)	331	98.4%	(96.9-100.0)
	7: Washoe	47	2.5%	(1.8-3.2)	1749	97.5%	(96.8-98.2)
	8: Clark	60	2.4%	(1.6-3.2)	2329	97.6%	(96.8-98.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used any form of cocaine including powder, crack, or freebase
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 52: Percentage of middle school students who ever used heroin[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	94	1.3%	(0.9-1.7)	6296	98.7%	(98.3-99.1)
Sex	**Female**	47	1.4%	(0.8-2.1)	3113	98.6%	(97.9-99.2)
	Male	46	1.1%	(0.7-1.5)	3116	98.9%	(98.5-99.3)
Age	**11 years old or younger**	17	1.9%	(0.3-3.5)	845	98.1%	(96.5-99.7)
	12 years old	23	1.1%	(0.5-1.8)	2064	98.9%	(98.2-99.5)
	13 years old	32	1.2%	(0.6-1.7)	2032	98.8%	(98.3-99.4)
	14 years old or older	22	1.2%	(0.5-1.9)	1326	98.8%	(98.1-99.5)
Grade	**6th**	28	1.5%	(0.6-2.4)	1992	98.5%	(97.6-99.4)
	7th	30	1.3%	(0.6-1.9)	2086	98.7%	(98.1-99.4)
	8th	29	1.0%	(0.5-1.5)	2131	99.0%	(98.5-99.5)
Race/Ethnicity	**American Indian/Alaska Native[d]**	4	2.3%	(0.0-4.8)	174	97.7%	(95.2-100.0)
	Asian[d]	2	1.2%	(0.0-2.9)	217	98.8%	(97.1-100.0)
	Black[d]	8	1.8%	(0.4-3.2)	386	98.2%	(96.8-99.6)
	Native Hawaiian/Pacific Islander[d]	2	0.2%	(0.0-0.5)	78	99.8%	(99.5-100.0)
	White[d]	21	0.7%	(0.2-1.1)	2091	99.3%	(98.9-99.8)
	Hispanic/Latino	43	1.4%	(0.9-2.0)	2714	98.6%	(98.0-99.1)
	Other/Multiple[d]	5	1.5%	(0.0-3.0)	327	98.5%	(97.0-100.0)
Region	**1: Carson City**	4	1.3%	(0.0-2.6)	339	98.7%	(97.4-100.0)
	2: Douglas	3	0.8%	(0.0-1.7)	288	99.2%	(98.3-100.0)
	3: Elko, White Pine, and Eureka	7	1.5%	(0.4-2.6)	511	98.5%	(97.4-99.6)
	4: Churchill, Humboldt, Pershing, and Lander	13	3.1%	(1.1-5.1)	366	96.9%	(94.9-98.9)
	5: Lyon, Mineral, and Storey	9	2.7%	(0.5-4.8)	344	97.3%	(95.2-99.5)
	6: Nye, Lincoln, and Esmeralda	5	0.8%	(0.0-1.9)	331	99.2%	(98.1-100.0)
	7: Washoe	22	1.0%	(0.6-1.5)	1768	99.0%	(98.5-99.4)
	8: Clark	31	1.2%	(0.7-1.8)	2349	98.8%	(98.2-99.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used heroin (also called “smack”, “junk”, or “China White”)
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 53: Percentage of middle school students who ever used methamphetamines[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	116	1.5%	(1.1-2.0)	6258	98.5%	(98.0-98.9)
Sex	**Female**	64	2.1%	(1.3-2.9)	3084	97.9%	(97.1-98.7)
	Male	49	0.9%	(0.6-1.3)	3111	99.1%	(98.7-99.4)
Age	**11 years old or younger**	19	2.2%	(0.8-3.6)	841	97.8%	(96.4-99.2)
	12 years old	30	1.3%	(0.6-2.0)	2050	98.7%	(98.0-99.4)
	13 years old	43	1.5%	(0.9-2.1)	2015	98.5%	(97.9-99.1)
	14 years old or older	24	1.6%	(0.8-2.4)	1324	98.4%	(97.6-99.2)
Grade	**6th**	30	1.4%	(0.5-2.3)	1982	98.6%	(97.7-99.5)
	7th	43	1.9%	(1.0-2.7)	2066	98.1%	(97.3-99.0)
	8th	36	1.3%	(0.7-1.9)	2125	98.7%	(98.1-99.3)
Race/Ethnicity	**American Indian/Alaska Native[d]**	6	3.4%	(0.3-6.5)	171	96.6%	(93.5-99.7)
	Asian[d]	3	1.4%	(0.0-3.0)	215	98.6%	(97.0-100.0)
	Black[d]	12	1.9%	(0.5-3.2)	378	98.1%	(96.8-99.5)
	Native Hawaiian/Pacific Islander[d]	4	1.2%	(0.0-2.6)	76	98.8%	(97.4-100.0)
	White[d]	22	0.8%	(0.3-1.3)	2084	99.2%	(98.7-99.7)
	Hispanic/Latino	53	1.8%	(1.1-2.5)	2701	98.2%	(97.5-98.9)
	Other/Multiple[d]	7	2.5%	(0.4-4.5)	325	97.5%	(95.5-99.6)
Region	**1: Carson City**	5	0.9%	(0.0-1.9)	337	99.1%	(98.1-100.0)
	2: Douglas	5	1.9%	(0.6-3.2)	286	98.1%	(96.8-99.4)
	3: Elko, White Pine, and Eureka	9	1.6%	(0.5-2.7)	503	98.4%	(97.3-99.5)
	4: Churchill, Humboldt, Pershing, and Lander	15	4.0%	(1.8-6.2)	366	96.0%	(93.8-98.2)
	5: Lyon, Mineral, and Storey	9	2.3%	(0.5-4.0)	342	97.7%	(96.0-99.5)
	6: Nye, Lincoln, and Esmeralda	5	1.1%	(0.0-2.3)	329	98.9%	(97.7-100.0)
	7: Washoe	28	1.3%	(0.8-1.9)	1760	98.7%	(98.1-99.2)
	8: Clark	40	1.5%	(0.9-2.1)	2335	98.5%	(97.9-99.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used methamphetamines (also called “speed”, “crystal meth”, “crank”, “ice”, or “meth”)
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 54: Percentage of middle school students who ever used ecstasy[e] — Nevada YRBS 2023*

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	184	2.3%	(1.8-2.8)	6140	97.7%	(97.2-98.2)
Sex	**Female**	102	3.0%	(2.1-3.8)	3015	97.0%	(96.2-97.9)
	Male	79	1.7%	(1.1-2.3)	3062	98.3%	(97.7-98.9)
Age	**11 years old or younger**	22	1.7%	(0.7-2.8)	836	98.3%	(97.2-99.3)
	12 years old	43	2.0%	(1.1-2.9)	2025	98.0%	(97.1-98.9)
	13 years old	75	2.8%	(1.9-3.8)	1968	97.2%	(96.2-98.1)
	14 years old or older	44	2.4%	(0.7-4.0)	1284	97.6%	(96.0-99.3)
Grade	**6th**	48	2.1%	(1.3-3.0)	1948	97.9%	(97.0-98.7)
	7th	58	2.3%	(1.5-3.1)	2030	97.7%	(96.9-98.5)
	8th	68	2.4%	(1.3-3.5)	2075	97.6%	(96.5-98.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	11	5.7%	(2.0-9.3)	166	94.3%	(90.7-98.0)
	Asian[d]	3	1.4%	(0.0-3.0)	214	98.6%	(97.0-100.0)
	Black[d]	18	3.8%	(1.3-6.3)	373	96.2%	(93.7-98.7)
	Native Hawaiian/Pacific Islander[d]	5	1.6%	(0.0-3.1)	75	98.4%	(96.9-100.0)
	White[d]	36	1.4%	(0.8-2.0)	2045	98.6%	(98.0-99.2)
	Hispanic/Latino	87	2.3%	(1.7-3.0)	2649	97.7%	(97.0-98.3)
	Other/Multiple[d]	10	3.7%	(1.2-6.2)	316	96.3%	(93.8-98.8)
Region	**1: Carson City**	8	1.4%	(0.1-2.8)	330	98.6%	(97.2-99.9)
	2: Douglas	10	3.8%	(1.5-6.1)	277	96.2%	(93.9-98.5)
	3: Elko, White Pine, and Eureka	14	2.7%	(1.3-4.2)	497	97.3%	(95.8-98.7)
	4: Churchill, Humboldt, Pershing, and Lander	24	6.0%	(3.4-8.6)	352	94.0%	(91.4-96.6)
	5: Lyon, Mineral, and Storey	19	4.7%	(1.1-8.3)	327	95.3%	(91.7-98.9)
	6: Nye, Lincoln, and Esmeralda	4	0.8%	(0.0-1.7)	326	99.2%	(98.3-100.0)
	7: Washoe	53	2.8%	(2.0-3.7)	1721	97.2%	(96.3-98.0)
	8: Clark	52	2.1%	(1.4-2.8)	2310	97.9%	(97.2-98.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used ecstasy (also called “MDMA” or “Molly”)
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 55: Percentage of middle school students who ever used synthetic marijuana[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	385	5.3%	(4.6-6.1)	6015	94.7%	(93.9-95.4)
Sex	**Female**	210	6.2%	(5.2-7.2)	2946	93.8%	(92.8-94.8)
	Male	171	4.5%	(3.5-5.6)	3006	95.5%	(94.4-96.5)
Age	**11 years old or younger**	47	5.1%	(3.0-7.2)	817	94.9%	(92.8-97.0)
	12 years old	115	4.8%	(3.7-6.0)	1980	95.2%	(94.0-96.3)
	13 years old	132	6.1%	(4.6-7.6)	1932	93.9%	(92.4-95.4)
	14 years old or older	91	5.3%	(3.6-6.9)	1258	94.7%	(93.1-96.4)
Grade	**6th**	106	4.6%	(3.4-5.9)	1919	95.4%	(94.1-96.6)
	7th	134	5.7%	(4.3-7.1)	1982	94.3%	(92.9-95.7)
	8th	130	5.3%	(4.0-6.7)	2035	94.7%	(93.3-96.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	17	7.8%	(4.0-11.6)	159	92.2%	(88.4-96.0)
	Asian[d]	14	5.7%	(2.6-8.9)	202	94.3%	(91.1-97.4)
	Black[d]	24	4.8%	(2.5-7.1)	371	95.2%	(92.9-97.5)
	Native Hawaiian/Pacific Islander[d]	9	5.2%	(0.0-11.5)	73	94.8%	(88.5-100.0)
	White[d]	97	3.6%	(2.6-4.6)	2010	96.4%	(95.4-97.4)
	Hispanic/Latino	190	6.6%	(5.4-7.8)	2582	93.4%	(92.2-94.6)
	Other/Multiple[d]	14	4.7%	(2.0-7.4)	315	95.3%	(92.6-98.0)
Region	**1: Carson City**	23	5.8%	(2.5-9.0)	322	94.2%	(91.0-97.5)
	2: Douglas	19	6.8%	(3.6-10.1)	272	93.2%	(89.9-96.4)
	3: Elko, White Pine, and Eureka	23	5.1%	(3.1-7.0)	493	94.9%	(93.0-96.9)
	4: Churchill, Humboldt, Pershing, and Lander	34	9.6%	(5.2-14.1)	348	90.4%	(85.9-94.8)
	5: Lyon, Mineral, and Storey	30	7.3%	(4.2-10.5)	321	92.7%	(89.5-95.8)
	6: Nye, Lincoln, and Esmeralda	23	6.6%	(3.7-9.6)	312	93.4%	(90.4-96.3)
	7: Washoe	107	5.7%	(4.5-7.0)	1689	94.3%	(93.0-95.5)
	8: Clark	126	5.0%	(4.0-6.1)	2258	95.0%	(93.9-96.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Used synthetic marijuana (also called “Spice”, “fake weed”, “K2”, or “Black Mamba”)

Substance Use – Perception of Risk

Table 56: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1209	19.3%	(17.5-21.1)	1519	25.2%	(23.7-26.7)	2005	34.0%	(32.2-35.9)	1235	21.4%	(19.8-23.0)
Sex	**Female**	475	15.5%	(13.5-17.5)	777	26.5%	(24.6-28.4)	1069	36.9%	(34.5-39.3)	613	21.0%	(18.9-23.1)
	Male	723	23.0%	(20.6-25.4)	724	23.7%	(21.5-25.9)	914	31.4%	(29.0-33.8)	611	21.9%	(19.8-24.0)
Age	**11 years old or younger**	172	19.6%	(15.6-23.7)	180	21.6%	(18.0-25.1)	238	35.2%	(29.6-40.8)	178	23.6%	(19.6-27.6)
	12 years old	431	21.4%	(18.7-24.2)	474	24.5%	(22.1-26.9)	646	34.8%	(31.9-37.7)	379	19.3%	(16.8-21.7)
	13 years old	366	17.9%	(15.5-20.2)	517	27.7%	(24.9-30.5)	670	31.8%	(29.1-34.5)	405	22.6%	(19.8-25.3)
	14 years old or older	237	18.2%	(14.9-21.4)	341	24.4%	(21.0-27.8)	442	35.7%	(31.9-39.6)	270	21.7%	(18.1-25.3)
Grade	**6th**	440	21.7%	(17.9-25.5)	410	21.3%	(18.8-23.8)	581	35.1%	(31.4-38.8)	389	21.9%	(19.1-24.7)
	7th	391	19.3%	(16.7-22.0)	538	28.0%	(25.4-30.6)	658	32.1%	(28.8-35.4)	405	20.6%	(17.9-23.3)
	8th	358	17.2%	(14.4-20.0)	549	25.6%	(23.1-28.1)	739	35.3%	(32.5-38.1)	423	21.9%	(19.0-24.7)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	45	26.6%	(19.0-34.1)	40	23.4%	(16.0-30.7)	47	30.8%	(23.2-38.3)	32	19.3%	(12.8-25.8)
	Asian[d]	24	12.5%	(7.4-17.6)	47	21.7%	(15.4-28.0)	78	37.5%	(30.1-44.9)	59	28.3%	(21.4-35.1)
	Black[d]	98	27.3%	(22.1-32.5)	77	19.1%	(14.7-23.6)	114	33.0%	(26.7-39.3)	73	20.6%	(15.7-25.4)
	Native Hawaiian/ Pacific Islander[d]	18	16.5%	(5.7-27.3)	10	9.2%	(1.2-17.2)	28	49.0%	(33.0-64.9)	17	25.4%	(10.4-40.3)
	White[d]	348	15.3%	(13.2-17.4)	507	25.1%	(22.4-27.8)	702	35.2%	(32.1-38.3)	442	24.4%	(21.6-27.1)
	Hispanic/Latino	563	21.1%	(18.7-23.6)	704	28.5%	(26.2-30.7)	828	32.4%	(29.8-35.0)	473	18.0%	(15.8-20.1)
	Other/Multiple[d]	48	16.1%	(10.3-21.9)	69	20.7%	(15.2-26.2)	120	36.4%	(30.2-42.5)	73	26.8%	(21.0-32.6)
Region	**1: Carson City**	59	18.0%	(10.2-25.8)	72	22.0%	(16.6-27.3)	129	37.9%	(31.8-44.1)	71	22.1%	(18.0-26.1)
	2: Douglas	58	20.3%	(13.9-26.6)	70	28.2%	(22.8-33.6)	92	36.3%	(30.3-42.2)	42	15.3%	(12.2-18.4)
	3: Elko, White Pine, and Eureka	101	18.5%	(13.6-23.4)	117	25.3%	(20.2-30.4)	167	35.0%	(29.8-40.2)	104	21.2%	(17.2-25.2)
	4: Churchill, Humboldt, Pershing, and Lander	74	20.3%	(14.9-25.8)	105	28.1%	(22.7-33.6)	115	33.4%	(27.8-39.0)	70	18.1%	(13.2-23.1)
	5: Lyon, Mineral, and Storey	73	22.2%	(17.0-27.5)	85	23.7%	(17.4-30.0)	105	31.7%	(26.7-36.7)	68	22.4%	(18.1-26.7)
	6: Nye, Lincoln, and Esmeralda	84	23.1%	(16.7-29.5)	76	23.7%	(19.8-27.5)	84	27.6%	(20.9-34.4)	75	25.6%	(19.2-32.0)
	7: Washoe	335	19.4%	(16.7-22.2)	424	26.2%	(24.0-28.3)	560	35.1%	(32.5-37.8)	321	19.3%	(17.4-21.1)
	8: Clark	425	19.2%	(16.8-21.5)	570	25.0%	(23.1-27.0)	753	33.9%	(31.4-36.3)	484	21.9%	(19.8-24.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 57: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1170	18.8%	(17.0-20.7)	1198	20.3%	(18.9-21.7)	1536	26.5%	(25.1-28.0)	2055	34.4%	(32.2-36.6)
Sex	**Female**	465	15.1%	(13.2-17.0)	632	22.1%	(20.1-24.1)	838	29.1%	(26.8-31.5)	1007	33.7%	(31.1-36.3)
	Male	689	22.2%	(19.7-24.7)	553	18.6%	(16.7-20.4)	684	24.0%	(22.1-25.8)	1028	35.2%	(32.4-38.0)
Age	**11 years old or younger**	167	18.2%	(14.0-22.5)	156	20.3%	(16.1-24.5)	185	27.1%	(23.6-30.6)	267	34.4%	(29.0-39.9)
	12 years old	402	20.6%	(17.4-23.8)	387	20.4%	(17.8-23.0)	501	26.2%	(23.6-28.8)	636	32.8%	(29.8-35.9)
	13 years old	370	18.3%	(15.8-20.8)	380	19.4%	(17.0-21.7)	516	26.9%	(24.6-29.3)	688	35.4%	(32.1-38.6)
	14 years old or older	225	16.9%	(13.8-20.0)	269	21.6%	(18.7-24.5)	329	26.1%	(23.2-29.0)	457	35.4%	(31.4-39.3)
Grade	**6th**	428	20.6%	(16.8-24.4)	355	19.7%	(16.9-22.6)	428	25.8%	(23.1-28.5)	615	33.9%	(29.8-37.9)
	7th	378	19.6%	(16.7-22.5)	396	20.6%	(19.0-22.2)	543	26.9%	(24.5-29.4)	671	32.8%	(29.3-36.4)
	8th	342	16.4%	(13.9-18.9)	426	20.5%	(18.0-22.9)	551	26.9%	(24.8-29.1)	736	36.2%	(32.6-39.8)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	46	26.5%	(19.0-34.0)	36	23.0%	(15.9-30.1)	44	27.9%	(20.3-35.5)	41	22.6%	(15.2-29.9)
	Asian[d]	28	13.8%	(9.2-18.3)	44	21.4%	(15.3-27.6)	58	27.0%	(20.5-33.4)	77	37.8%	(30.1-45.5)
	Black[d]	97	26.3%	(21.4-31.3)	68	18.9%	(14.4-23.5)	96	26.4%	(21.4-31.4)	104	28.3%	(22.8-33.8)
	Native Hawaiian/ Pacific Islander[d]	14	11.0%	(2.2-19.7)	20	25.5%	(11.4-39.7)	22	27.2%	(14.7-39.6)	21	36.3%	(19.5-53.1)
	White[d]	319	14.9%	(12.5-17.4)	395	19.2%	(17.1-21.3)	477	24.4%	(22.0-26.8)	812	41.5%	(38.6-44.4)
	Hispanic/Latino	545	20.6%	(18.1-23.1)	532	21.0%	(19.0-22.9)	698	27.8%	(25.7-29.8)	781	30.7%	(28.2-33.2)
	Other/Multiple[d]	52	14.6%	(9.6-19.6)	56	21.3%	(15.4-27.2)	80	27.1%	(21.7-32.5)	121	37.0%	(30.4-43.5)
Region	**1: Carson City**	58	17.6%	(11.1-24.1)	64	18.5%	(14.4-22.7)	89	24.5%	(18.8-30.3)	117	39.3%	(32.1-46.6)
	2: Douglas	58	19.6%	(11.8-27.5)	47	17.6%	(13.1-22.2)	63	27.3%	(17.0-37.6)	94	35.4%	(30.2-40.7)
	3: Elko, White Pine, and Eureka	82	15.7%	(11.7-19.8)	98	20.2%	(16.2-24.2)	132	28.6%	(23.1-34.1)	170	35.5%	(31.7-39.2)
	4: Churchill, Humboldt, Pershing, and Lander	80	20.1%	(14.9-25.2)	73	19.9%	(15.6-24.3)	86	22.8%	(18.9-26.7)	129	37.2%	(29.5-45.0)
	5: Lyon, Mineral, and Storey	59	16.3%	(12.1-20.6)	65	20.9%	(17.1-24.6)	87	24.7%	(19.0-30.4)	121	38.1%	(31.6-44.6)
	6: Nye, Lincoln, and Esmeralda	73	19.9%	(13.3-26.5)	66	20.0%	(16.7-23.3)	68	21.5%	(14.9-28.1)	109	38.6%	(31.5-45.7)
	7: Washoe	338	19.7%	(17.0-22.5)	322	20.1%	(18.0-22.3)	410	25.0%	(22.8-27.2)	571	35.1%	(32.5-37.8)
	8: Clark	422	18.7%	(16.3-21.2)	463	20.5%	(18.7-22.3)	601	27.1%	(25.2-28.9)	744	33.7%	(30.8-36.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 58: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1395	22.0%	(20.2-23.7)	1471	25.4%	(23.7-27.0)	1699	29.6%	(27.9-31.3)	1423	23.1%	(21.6-24.6)
Sex	**Female**	566	18.3%	(16.3-20.3)	778	26.9%	(24.8-29.0)	922	32.3%	(29.9-34.7)	688	22.5%	(20.6-24.4)
	Male	810	25.5%	(23.1-27.9)	680	23.9%	(21.9-25.9)	756	26.9%	(24.8-29.1)	722	23.6%	(21.5-25.8)
Age	**11 years old or younger**	184	20.4%	(16.3-24.6)	156	20.3%	(16.0-24.5)	236	33.7%	(29.0-38.4)	203	25.6%	(21.4-29.9)
	12 years old	443	21.0%	(18.2-23.7)	437	23.9%	(21.5-26.3)	558	31.5%	(28.7-34.3)	497	23.6%	(21.4-25.9)
	13 years old	464	23.8%	(20.9-26.7)	497	26.2%	(23.5-28.9)	531	26.5%	(24.0-28.9)	462	23.5%	(20.7-26.3)
	14 years old or older	297	21.3%	(18.4-24.3)	375	29.6%	(26.3-33.0)	365	28.8%	(25.3-32.2)	258	20.3%	(17.3-23.2)
Grade	**6th**	460	20.9%	(17.8-24.1)	375	22.0%	(19.2-24.8)	510	32.1%	(28.8-35.4)	486	25.0%	(22.2-27.8)
	7th	442	22.6%	(19.5-25.7)	487	25.0%	(22.4-27.5)	572	29.0%	(26.1-32.0)	488	23.4%	(20.8-26.0)
	8th	461	22.0%	(19.3-24.6)	589	28.7%	(25.8-31.7)	591	28.1%	(25.7-30.5)	433	21.2%	(18.6-23.8)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	50	29.4%	(21.7-37.2)	38	22.6%	(14.7-30.5)	46	28.9%	(21.1-36.7)	32	19.1%	(12.2-26.0)
	Asian[d]	35	17.8%	(11.7-24.0)	51	24.0%	(17.0-31.0)	64	30.6%	(23.9-37.4)	56	27.6%	(21.6-33.5)
	Black[d]	98	25.5%	(20.2-30.7)	99	29.3%	(23.6-35.1)	93	27.3%	(21.9-32.7)	74	17.9%	(13.7-22.1)
	Native Hawaiian/ Pacific Islander[d]	17	21.4%	(9.3-33.5)	22	16.2%	(5.3-27.2)	26	44.9%	(28.8-61.0)	11	17.5%	(4.3-30.6)
	White[d]	398	18.3%	(15.9-20.6)	489	24.0%	(21.4-26.5)	574	30.3%	(26.9-33.6)	546	27.5%	(25.1-29.9)
	Hispanic/Latino	648	23.8%	(21.3-26.4)	651	26.4%	(24.1-28.7)	722	28.4%	(26.2-30.6)	559	21.4%	(19.5-23.2)
	Other/Multiple[d]	71	21.5%	(15.8-27.2)	71	21.0%	(15.4-26.7)	94	34.4%	(27.6-41.2)	73	23.1%	(16.4-29.7)
Region	**1: Carson City**	77	22.8%	(15.4-30.3)	77	19.3%	(11.7-26.8)	106	33.0%	(27.2-38.7)	74	24.9%	(18.6-31.3)
	2: Douglas	62	21.6%	(16.4-26.7)	57	23.2%	(17.0-29.4)	72	28.5%	(21.9-35.1)	69	26.7%	(22.6-30.8)
	3: Elko, White Pine, and Eureka	93	17.7%	(13.1-22.4)	128	27.4%	(22.4-32.5)	128	26.0%	(20.4-31.6)	139	28.8%	(24.1-33.6)
	4: Churchill, Humboldt, Pershing, and Lander	102	26.8%	(21.7-31.9)	87	24.0%	(19.3-28.8)	93	26.4%	(20.7-32.1)	89	22.8%	(17.4-28.2)
	5: Lyon, Mineral, and Storey	82	22.6%	(17.5-27.8)	82	25.9%	(20.5-31.2)	96	30.9%	(26.6-35.2)	72	20.6%	(16.0-25.3)
	6: Nye, Lincoln, and Esmeralda	98	28.3%	(20.3-36.3)	78	25.8%	(19.3-32.3)	65	21.1%	(15.8-26.5)	76	24.8%	(20.1-29.4)
	7: Washoe	396	23.2%	(20.7-25.7)	389	24.3%	(22.1-26.5)	468	28.6%	(26.5-30.8)	394	23.9%	(21.6-26.2)
	8: Clark	485	21.6%	(19.3-23.9)	573	25.7%	(23.6-27.9)	671	30.0%	(27.8-32.3)	510	22.7%	(20.7-24.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 59: Percentage of middle school students who reported that they think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them — Nevada YRBS 2023

		No risk			Slight risk			Moderate risk			Great risk		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1013	15.9%	(14.2-17.6)	865	15.1%	(13.8-16.4)	1551	26.8%	(25.2-28.3)	2507	42.2%	(40.0-44.4)
Sex	**Female**	393	12.5%	(10.7-14.2)	460	16.4%	(14.7-18.1)	827	27.9%	(25.8-30.1)	1254	43.2%	(40.8-45.7)
	Male	606	19.1%	(16.8-21.4)	394	13.9%	(12.1-15.7)	706	25.6%	(23.4-27.8)	1233	41.5%	(38.7-44.2)
Age	**11 years old or younger**	146	16.7%	(12.8-20.6)	115	16.1%	(12.3-19.8)	185	21.0%	(17.9-24.1)	331	46.2%	(40.8-51.6)
	12 years old	357	17.0%	(14.3-19.8)	267	14.5%	(12.6-16.4)	498	28.2%	(25.5-30.9)	795	40.3%	(37.1-43.6)
	13 years old	304	15.2%	(12.7-17.7)	287	15.2%	(13.2-17.2)	506	26.9%	(24.3-29.6)	839	42.6%	(39.4-45.9)
	14 years old or older	201	14.4%	(11.5-17.2)	193	15.4%	(12.5-18.4)	354	27.9%	(24.2-31.6)	534	42.3%	(37.6-46.9)
Grade	**6th**	382	18.7%	(15.2-22.1)	251	14.4%	(12.0-16.7)	417	23.7%	(21.3-26.2)	765	43.2%	(39.0-47.4)
	7th	320	15.9%	(13.2-18.5)	290	15.8%	(13.8-17.8)	531	27.9%	(25.5-30.2)	835	40.5%	(37.3-43.7)
	8th	290	13.5%	(11.1-15.8)	309	15.0%	(12.7-17.2)	581	28.3%	(25.4-31.2)	874	43.3%	(39.8-46.8)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	42	24.5%	(16.8-32.2)	28	15.9%	(10.0-21.8)	36	23.0%	(15.4-30.5)	62	36.7%	(28.1-45.2)
	Asian[d]	20	10.2%	(5.7-14.8)	37	15.6%	(10.4-20.9)	56	27.5%	(21.8-33.3)	94	46.6%	(39.1-54.0)
	Black[d]	89	23.9%	(19.2-28.6)	57	15.9%	(12.0-19.9)	85	23.5%	(18.6-28.5)	131	36.6%	(31.3-41.9)
	Native Hawaiian/ Pacific Islander[d]	19	19.4%	(7.4-31.3)	9	8.8%	(1.4-16.3)	14	24.5%	(11.1-37.9)	34	47.3%	(30.0-64.5)
	White[d]	264	11.8%	(9.9-13.8)	263	13.1%	(11.2-15.0)	528	27.5%	(24.4-30.6)	942	47.6%	(44.5-50.6)
	Hispanic/Latino	478	17.3%	(15.0-19.6)	393	16.4%	(14.7-18.2)	687	27.5%	(25.5-29.5)	982	38.8%	(36.1-41.4)
	Other/Multiple[d]	44	12.9%	(8.0-17.8)	42	14.6%	(10.3-18.9)	79	24.9%	(18.8-31.0)	145	47.6%	(39.8-55.4)
Region	**1: Carson City**	53	16.6%	(10.0-23.2)	42	12.9%	(7.8-17.9)	105	28.9%	(21.6-36.1)	132	41.7%	(35.0-48.4)
	2: Douglas	48	16.9%	(11.5-22.3)	34	12.4%	(9.4-15.4)	66	27.2%	(23.9-30.5)	107	43.4%	(38.0-48.8)
	3: Elko, White Pine, and Eureka	81	14.7%	(10.6-18.9)	54	11.5%	(8.4-14.6)	134	29.1%	(24.0-34.3)	219	44.6%	(39.1-50.2)
	4: Churchill, Humboldt, Pershing, and Lander	64	16.9%	(11.9-22.0)	54	15.0%	(10.5-19.4)	85	24.2%	(19.5-29.0)	165	43.9%	(38.0-49.7)
	5: Lyon, Mineral, and Storey	62	17.1%	(12.9-21.3)	54	14.9%	(10.0-19.9)	78	26.0%	(19.9-32.0)	137	42.0%	(35.3-48.6)
	6: Nye, Lincoln, and Esmeralda	67	17.7%	(11.6-23.8)	38	12.5%	(8.8-16.3)	84	26.6%	(22.0-31.1)	130	43.3%	(37.2-49.3)
	7: Washoe	293	17.0%	(14.6-19.4)	239	14.8%	(13.1-16.6)	399	24.6%	(22.3-27.0)	691	43.5%	(40.7-46.4)
	8: Clark	345	15.6%	(13.4-17.8)	350	15.5%	(13.8-17.2)	600	27.1%	(25.1-29.2)	926	41.8%	(38.9-44.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Substance Use – Perception of Parent Disapproval

Table 60: Percentage of middle school students who reported that their parents feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	324	4.7%	(3.8-5.5)	416	6.4%	(5.4-7.3)	1114	18.3%	(16.9-19.6)	4147	70.7%	(68.9-72.5)
Sex	**Female**	119	3.6%	(2.7-4.5)	203	6.5%	(5.2-7.7)	576	18.8%	(16.8-20.7)	2065	71.1%	(68.9-73.4)
	Male	197	5.6%	(4.3-6.9)	207	6.1%	(5.0-7.3)	525	17.9%	(16.0-19.9)	2045	70.3%	(68.0-72.6)
Age	**11 years old or younger**	36	3.1%	(1.6-4.6)	51	6.0%	(3.6-8.3)	119	15.3%	(12.4-18.1)	576	75.7%	(71.9-79.5)
	12 years old	106	5.0%	(3.7-6.3)	130	6.7%	(5.2-8.2)	340	18.0%	(16.0-20.0)	1380	70.3%	(67.6-73.0)
	13 years old	102	4.6%	(3.2-5.9)	149	6.7%	(5.0-8.3)	376	18.2%	(15.8-20.6)	1328	70.6%	(67.5-73.7)
	14 years old or older	79	5.5%	(3.7-7.3)	85	5.7%	(4.1-7.3)	275	21.2%	(18.4-24.0)	846	67.6%	(64.3-70.9)
Grade	**6th**	102	4.2%	(3.0-5.4)	119	6.6%	(5.1-8.2)	305	17.1%	(14.5-19.7)	1331	72.1%	(68.8-75.3)
	7th	101	4.8%	(3.3-6.4)	139	6.6%	(4.8-8.3)	375	17.6%	(15.6-19.6)	1385	71.0%	(67.8-74.2)
	8th	107	4.5%	(3.1-5.9)	150	5.9%	(4.4-7.4)	418	20.2%	(17.7-22.6)	1384	69.4%	(66.5-72.4)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	12	7.2%	(2.7-11.6)	12	7.4%	(2.6-12.2)	32	19.6%	(12.2-26.9)	110	65.9%	(56.9-74.8)
	Asian[d]	7	4.0%	(0.7-7.3)	19	7.9%	(3.3-12.5)	28	13.3%	(8.9-17.7)	157	74.7%	(68.6-80.8)
	Black[d]	25	6.1%	(3.2-9.0)	28	6.7%	(4.2-9.2)	54	15.9%	(11.8-20.0)	255	71.3%	(66.0-76.5)
	Native Hawaiian/ Pacific Islander[d]	5	2.9%	(0.3-5.5)	6	7.4%	(0.0-15.7)	12	12.7%	(2.4-23.0)	53	77.0%	(64.3-89.7)
	White[d]	90	3.6%	(2.6-4.5)	127	5.0%	(3.9-6.1)	364	17.4%	(15.1-19.8)	1419	74.0%	(71.3-76.8)
	Hispanic/Latino	153	5.2%	(4.1-6.3)	184	7.1%	(5.8-8.5)	507	19.9%	(18.0-21.8)	1734	67.8%	(65.4-70.1)
	Other/Multiple[d]	14	3.9%	(1.5-6.4)	20	5.3%	(2.4-8.1)	66	20.0%	(14.5-25.5)	215	70.8%	(64.9-76.6)
Region	**1: Carson City**	22	5.2%	(1.9-8.5)	28	8.6%	(5.5-11.7)	58	15.2%	(11.4-19.1)	220	70.9%	(64.5-77.4)
	2: Douglas	10	2.8%	(0.3-5.2)	22	7.9%	(4.6-11.2)	44	17.8%	(13.1-22.5)	186	71.6%	(66.0-77.1)
	3: Elko, White Pine, and Eureka	21	4.5%	(2.6-6.3)	35	7.3%	(3.9-10.7)	106	22.4%	(17.8-26.9)	334	65.9%	(60.1-71.6)
	4: Churchill, Humboldt, Pershing, and Lander	34	9.7%	(5.9-13.5)	29	8.6%	(5.2-11.9)	74	20.4%	(15.3-25.4)	228	61.3%	(54.7-67.9)
	5: Lyon, Mineral, and Storey	20	5.4%	(2.0-8.8)	24	7.0%	(4.3-9.7)	81	23.3%	(17.2-29.4)	209	64.4%	(57.1-71.6)
	6: Nye, Lincoln, and Esmeralda	21	5.6%	(2.8-8.3)	14	5.1%	(2.2-7.9)	54	16.8%	(13.2-20.3)	227	72.6%	(67.8-77.5)
	7: Washoe	95	5.6%	(4.0-7.2)	125	7.5%	(6.0-8.9)	291	17.8%	(15.7-19.8)	1137	69.2%	(66.0-72.3)
	8: Clark	101	4.3%	(3.3-5.4)	139	6.0%	(4.8-7.2)	406	18.2%	(16.4-19.9)	1606	71.5%	(69.2-73.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 61: Percentage of middle school students who reported that their parents feel it would be wrong for them to smoke tobacco — Nevada YRBS 2023*

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	246	3.5%	(2.8-4.2)	203	3.0%	(2.4-3.6)	663	10.6%	(9.5-11.7)	4969	82.9%	(81.3-84.4)
Sex	**Female**	89	2.7%	(1.9-3.4)	89	2.7%	(2.0-3.4)	348	11.4%	(9.8-12.9)	2481	83.3%	(81.6-85.0)
	Male	150	4.2%	(3.1-5.2)	107	3.2%	(2.4-4.0)	307	9.9%	(8.3-11.5)	2447	82.7%	(80.7-84.8)
Age	**11 years old or younger**	31	2.0%	(1.0-3.0)	19	1.6%	(0.5-2.7)	76	9.8%	(6.9-12.7)	673	86.6%	(83.4-89.7)
	12 years old	76	3.2%	(2.0-4.4)	56	2.9%	(1.9-3.9)	187	9.8%	(8.1-11.5)	1657	84.1%	(81.9-86.3)
	13 years old	83	4.0%	(2.8-5.3)	65	3.0%	(1.9-4.1)	241	11.4%	(9.5-13.2)	1594	81.6%	(79.3-83.9)
	14 years old or older	56	4.3%	(2.6-6.1)	61	4.2%	(2.8-5.6)	157	11.2%	(8.7-13.6)	1025	80.3%	(77.4-83.3)
Grade	**6th**	78	3.0%	(1.9-4.1)	52	2.7%	(1.7-3.8)	168	8.8%	(6.5-11.0)	1579	85.5%	(82.8-88.2)
	7th	81	3.8%	(2.7-4.9)	49	2.3%	(1.4-3.1)	228	10.7%	(8.8-12.6)	1670	83.2%	(80.5-85.9)
	8th	75	3.4%	(2.1-4.7)	90	3.6%	(2.6-4.7)	257	12.1%	(10.3-14.0)	1664	80.8%	(78.6-83.1)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	7	4.5%	(0.9-8.2)	7	4.8%	(1.2-8.5)	23	13.7%	(8.0-19.4)	128	76.9%	(69.6-84.2)
	Asian[d]	7	3.5%	(0.8-6.3)	9	4.3%	(1.3-7.2)	17	7.4%	(3.8-10.9)	182	84.8%	(79.0-90.7)
	Black[d]	25	6.7%	(3.6-9.9)	13	3.3%	(1.4-5.3)	38	10.0%	(6.5-13.6)	297	79.9%	(75.2-84.6)
	Native Hawaiian/ Pacific Islander[d]	4	2.1%	(0.0-4.2)	4	4.5%	(0.0-11.2)	11	9.0%	(0.3-17.7)	57	84.4%	(73.4-95.4)
	White[d]	59	2.2%	(1.5-3.0)	76	3.4%	(2.4-4.5)	231	10.1%	(8.4-11.9)	1663	84.2%	(82.1-86.3)
	Hispanic/Latino	114	3.7%	(2.8-4.6)	75	2.7%	(1.8-3.5)	275	10.8%	(9.3-12.3)	2150	82.8%	(80.9-84.7)
	Other/Multiple[d]	10	2.1%	(0.5-3.8)	7	1.7%	(0.0-3.3)	45	14.4%	(9.5-19.4)	254	81.8%	(76.1-87.4)
Region	**1: Carson City**	12	3.0%	(0.4-5.6)	11	3.1%	(0.9-5.3)	46	12.5%	(8.5-16.4)	266	81.5%	(76.9-86.0)
	2: Douglas	10	3.6%	(1.3-5.9)	9	3.9%	(1.2-6.5)	31	12.2%	(8.0-16.4)	222	80.3%	(75.3-85.3)
	3: Elko, White Pine, and Eureka	15	3.2%	(1.4-4.9)	17	3.6%	(1.8-5.4)	53	11.2%	(7.5-14.9)	408	82.0%	(77.2-86.9)
	4: Churchill, Humboldt, Pershing, and Lander	23	6.4%	(3.5-9.2)	19	5.4%	(2.5-8.4)	43	13.2%	(9.6-16.8)	284	74.9%	(70.6-79.3)
	5: Lyon, Mineral, and Storey	18	5.3%	(1.3-9.2)	17	4.9%	(2.5-7.3)	47	14.1%	(9.7-18.6)	259	75.7%	(70.1-81.3)
	6: Nye, Lincoln, and Esmeralda	15	4.2%	(2.0-6.5)	8	1.8%	(0.1-3.6)	37	12.0%	(9.1-14.9)	261	81.9%	(78.5-85.3)
	7: Washoe	73	4.1%	(2.8-5.4)	54	3.3%	(2.4-4.1)	173	10.5%	(9.0-12.0)	1366	82.1%	(79.7-84.5)
	8: Clark	80	3.3%	(2.4-4.2)	68	2.8%	(2.0-3.7)	233	10.3%	(8.8-11.8)	1903	83.5%	(81.6-85.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 62: Percentage of middle school students who reported that their parents feel it would be wrong for them to smoke marijuana — Nevada YRBS 2023*

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	264	3.8%	(3.2-4.5)	300	5.0%	(4.1-5.9)	703	11.6%	(10.4-12.8)	4805	79.6%	(77.8-81.3)
Sex	**Female**	105	3.3%	(2.4-4.1)	149	5.1%	(4.0-6.2)	373	12.6%	(10.9-14.3)	2372	79.0%	(76.9-81.1)
	Male	151	4.2%	(3.3-5.2)	147	4.8%	(3.8-5.9)	315	10.5%	(8.9-12.0)	2395	80.4%	(78.2-82.7)
Age	**11 years old or younger**	30	2.7%	(1.3-4.1)	25	1.5%	(0.5-2.6)	69	8.3%	(5.5-11.1)	674	87.4%	(84.3-90.6)
	12 years old	73	3.1%	(2.0-4.2)	68	3.6%	(2.6-4.6)	194	10.1%	(8.4-11.8)	1636	83.2%	(81.0-85.5)
	13 years old	87	4.2%	(3.0-5.5)	123	6.5%	(5.0-8.0)	246	12.4%	(10.5-14.3)	1526	76.9%	(74.3-79.6)
	14 years old or older	73	5.1%	(3.5-6.7)	83	7.2%	(5.0-9.5)	192	15.1%	(12.5-17.6)	949	72.6%	(68.8-76.5)
Grade	**6th**	78	3.3%	(2.4-4.3)	58	2.6%	(1.6-3.5)	177	9.1%	(7.2-11.1)	1564	85.0%	(82.6-87.3)
	7th	71	3.4%	(2.4-4.5)	91	4.6%	(3.4-5.9)	224	11.1%	(9.2-12.9)	1634	80.9%	(78.2-83.6)
	8th	101	4.3%	(3.3-5.4)	143	7.3%	(5.7-9.0)	291	14.3%	(12.2-16.5)	1548	74.0%	(70.9-77.1)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	9	5.5%	(1.6-9.3)	9	5.7%	(1.9-9.5)	21	12.9%	(7.3-18.5)	127	76.0%	(68.5-83.5)
	Asian[d]	8	3.6%	(0.9-6.4)	7	3.2%	(0.7-5.7)	11	5.3%	(2.2-8.5)	186	87.9%	(82.3-93.4)
	Black[d]	23	5.4%	(2.5-8.3)	26	7.3%	(4.1-10.5)	50	14.8%	(10.3-19.4)	271	72.4%	(66.7-78.2)
	Native Hawaiian/ Pacific Islander[d]	2	1.1%	(0.0-2.7)	4	4.6%	(0.0-11.3)	8	7.7%	(0.0-16.2)	62	86.6%	(75.9-97.3)
	White[d]	76	2.9%	(2.0-3.8)	104	5.6%	(4.3-6.9)	246	11.0%	(9.3-12.8)	1604	80.4%	(77.9-82.9)
	Hispanic/Latino	116	4.1%	(3.2-4.9)	119	4.4%	(3.4-5.4)	295	11.6%	(10.0-13.2)	2076	79.9%	(77.9-82.0)
	Other/Multiple[d]	13	3.7%	(1.3-6.1)	14	3.9%	(1.4-6.4)	46	14.1%	(9.4-18.9)	242	78.3%	(72.3-84.2)
Region	**1: Carson City**	20	5.2%	(2.1-8.4)	14	3.5%	(1.3-5.8)	46	12.1%	(8.5-15.8)	256	79.1%	(73.7-84.5)
	2: Douglas	11	4.3%	(2.4-6.2)	8	3.3%	(1.4-5.2)	34	13.4%	(9.3-17.5)	219	79.0%	(73.6-84.4)
	3: Elko, White Pine, and Eureka	18	3.6%	(2.1-5.2)	19	4.9%	(1.1-8.6)	54	10.7%	(7.8-13.6)	403	80.8%	(75.6-86.0)
	4: Churchill, Humboldt, Pershing, and Lander	18	4.9%	(2.5-7.4)	25	6.8%	(4.0-9.6)	47	13.7%	(10.3-17.2)	281	74.6%	(70.0-79.1)
	5: Lyon, Mineral, and Storey	19	5.6%	(2.9-8.3)	21	6.8%	(2.6-11.0)	45	14.2%	(8.8-19.5)	246	73.4%	(66.7-80.2)
	6: Nye, Lincoln, and Esmeralda	19	5.2%	(2.1-8.3)	14	4.6%	(2.0-7.3)	39	12.3%	(10.0-14.6)	250	77.9%	(72.9-82.9)
	7: Washoe	75	4.2%	(3.1-5.4)	84	4.9%	(3.8-6.0)	185	11.5%	(9.9-13.0)	1325	79.4%	(76.8-82.0)
	8: Clark	84	3.6%	(2.8-4.4)	115	5.0%	(3.9-6.1)	253	11.5%	(9.9-13.0)	1825	79.9%	(77.6-82.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 63: Percentage of middle school students who reported that their parents feel it would be wrong for them to use prescription drugs not prescribed to them — Nevada YRBS 2023*

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	229	3.2%	(2.5-3.9)	278	4.6%	(3.9-5.3)	794	13.4%	(12.2-14.5)	4725	78.8%	(77.4-80.2)
Sex	**Female**	89	2.8%	(1.9-3.6)	137	4.5%	(3.6-5.3)	426	13.9%	(12.2-15.6)	2326	78.8%	(77.0-80.7)
	Male	132	3.5%	(2.6-4.4)	140	4.8%	(3.8-5.8)	356	12.6%	(11.2-14.1)	2357	79.1%	(77.1-81.0)
Age	**11 years old or younger**	25	2.1%	(0.8-3.3)	27	2.8%	(1.2-4.4)	96	13.4%	(9.9-16.8)	643	81.8%	(78.0-85.6)
	12 years old	59	2.5%	(1.6-3.5)	87	5.0%	(3.8-6.2)	247	12.4%	(10.8-14.0)	1567	80.1%	(77.8-82.4)
	13 years old	91	4.2%	(3.0-5.4)	105	4.6%	(3.5-5.7)	266	14.2%	(12.1-16.2)	1504	77.1%	(74.8-79.4)
	14 years old or older	53	3.5%	(1.9-5.1)	58	5.3%	(3.5-7.0)	184	13.8%	(11.4-16.2)	990	77.4%	(74.2-80.7)
Grade	**6th**	66	3.0%	(1.9-4.0)	71	4.1%	(2.9-5.4)	222	12.5%	(10.4-14.7)	1502	80.4%	(77.6-83.1)
	7th	64	2.6%	(1.6-3.7)	103	4.5%	(3.3-5.6)	268	13.7%	(11.8-15.6)	1577	79.2%	(76.9-81.5)
	8th	85	3.6%	(2.4-4.8)	101	5.1%	(3.9-6.3)	291	13.7%	(11.9-15.6)	1584	77.6%	(75.4-79.7)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	9	6.5%	(2.2-10.8)	5	3.3%	(0.1-6.5)	26	16.2%	(9.2-23.2)	125	74.0%	(66.0-82.0)
	Asian[d]	9	4.2%	(1.3-7.2)	15	7.8%	(4.3-11.4)	28	12.2%	(6.7-17.6)	160	75.8%	(69.5-82.1)
	Black[d]	19	5.2%	(2.5-7.8)	23	5.5%	(3.0-8.1)	52	13.7%	(10.2-17.2)	268	75.6%	(70.9-80.3)
	Native Hawaiian/ Pacific Islander[d]	5	5.2%	(0.0-11.6)	1	0.1%	(0.0-0.3)	9	10.4%	(0.3-20.5)	61	84.3%	(72.6-96.0)
	White[d]	54	1.9%	(1.2-2.5)	86	4.3%	(3.2-5.3)	258	12.6%	(10.7-14.5)	1618	81.3%	(79.1-83.5)
	Hispanic/Latino	108	3.6%	(2.6-4.5)	129	4.6%	(3.5-5.6)	347	14.2%	(12.5-15.9)	2001	77.7%	(75.7-79.6)
	Other/Multiple[d]	8	1.7%	(0.1-3.2)	10	3.3%	(0.9-5.7)	44	12.0%	(7.4-16.6)	253	83.0%	(77.4-88.7)
Region	**1: Carson City**	15	4.3%	(0.4-8.1)	19	5.2%	(2.1-8.3)	43	11.3%	(7.7-14.9)	254	79.3%	(73.6-85.0)
	2: Douglas	7	2.5%	(0.0-5.0)	11	4.6%	(2.3-7.0)	33	11.9%	(7.0-16.8)	217	81.0%	(76.0-86.0)
	3: Elko, White Pine, and Eureka	17	4.0%	(2.1-6.0)	21	4.7%	(2.5-6.8)	76	16.6%	(11.9-21.3)	381	74.7%	(69.4-80.0)
	4: Churchill, Humboldt, Pershing, and Lander	22	5.9%	(3.0-8.9)	16	4.5%	(2.0-7.0)	37	10.7%	(7.6-13.9)	292	78.9%	(74.7-83.0)
	5: Lyon, Mineral, and Storey	15	4.0%	(1.3-6.7)	16	4.5%	(1.6-7.4)	48	14.9%	(11.6-18.3)	256	76.6%	(71.1-82.0)
	6: Nye, Lincoln, and Esmeralda	11	3.3%	(0.7-5.8)	18	5.4%	(2.0-8.7)	42	13.1%	(10.9-15.3)	250	78.3%	(74.1-82.4)
	7: Washoe	76	4.3%	(3.0-5.6)	73	4.5%	(3.4-5.6)	217	13.4%	(11.7-15.0)	1290	77.8%	(75.3-80.3)
	8: Clark	66	2.8%	(2.0-3.7)	104	4.6%	(3.7-5.5)	298	13.4%	(11.9-14.8)	1785	79.2%	(77.4-81.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Substance Use – Perception of Peer Disapproval

Table 64: Percentage of middle school students who reported that their friends feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	507	7.5%	(6.6-8.5)	897	14.5%	(13.2-15.8)	1819	31.4%	(29.7-33.1)	2793	46.5%	(44.2-48.9)
Sex	**Female**	249	7.2%	(5.9-8.5)	476	16.2%	(14.2-18.2)	911	31.1%	(28.8-33.4)	1346	45.5%	(42.4-48.5)
	Male	250	7.8%	(6.5-9.0)	410	12.8%	(11.2-14.4)	892	31.8%	(29.6-34.0)	1418	47.6%	(45.0-50.3)
Age	**11 years old or younger**	52	5.0%	(3.0-7.0)	85	11.4%	(8.7-14.1)	217	30.0%	(25.0-35.0)	432	53.6%	(47.7-59.4)
	12 years old	121	5.4%	(4.1-6.8)	259	13.6%	(11.5-15.8)	564	30.0%	(27.0-33.0)	1010	50.9%	(47.4-54.5)
	13 years old	189	9.0%	(7.3-10.7)	321	15.7%	(13.6-17.7)	608	32.2%	(29.4-35.0)	849	43.2%	(40.3-46.0)
	14 years old or older	145	10.3%	(8.0-12.5)	228	16.1%	(13.4-18.9)	423	33.1%	(29.5-36.7)	493	40.6%	(36.7-44.4)
Grade	**6th**	120	5.3%	(3.9-6.7)	211	11.6%	(9.9-13.4)	514	29.8%	(26.3-33.3)	1005	53.2%	(49.0-57.5)
	7th	156	7.3%	(5.7-8.8)	298	14.2%	(12.0-16.5)	633	32.1%	(29.3-35.0)	918	46.4%	(42.5-50.2)
	8th	212	9.2%	(7.6-10.9)	366	17.0%	(14.7-19.4)	659	32.6%	(30.0-35.2)	834	41.1%	(38.1-44.2)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	14	8.0%	(3.6-12.3)	22	11.9%	(6.9-17.0)	51	34.3%	(26.0-42.6)	73	45.8%	(37.3-54.4)
	Asian[d]	9	4.1%	(1.3-6.9)	26	11.5%	(6.7-16.4)	69	34.0%	(26.5-41.4)	109	50.4%	(42.2-58.5)
	Black[d]	34	8.7%	(5.3-12.1)	56	14.2%	(10.4-18.1)	99	28.1%	(22.1-34.2)	175	48.9%	(42.9-55.0)
	Native Hawaiian/ Pacific Islander[d]	8	9.5%	(0.1-18.8)	9	11.5%	(1.9-21.2)	23	40.5%	(24.2-56.8)	35	38.5%	(23.3-53.7)
	White[d]	149	6.1%	(4.8-7.4)	260	11.6%	(9.7-13.4)	602	30.6%	(27.3-34.0)	1004	51.7%	(47.4-56.1)
	Hispanic/Latino	233	8.6%	(7.2-9.9)	452	17.8%	(15.9-19.7)	809	32.1%	(29.8-34.4)	1091	41.6%	(38.9-44.3)
	Other/Multiple[d]	27	6.7%	(2.6-10.7)	38	9.8%	(5.6-13.9)	90	32.1%	(26.3-38.0)	161	51.5%	(43.4-59.5)
Region	**1: Carson City**	25	6.9%	(3.5-10.4)	52	14.6%	(9.7-19.5)	109	33.0%	(27.8-38.3)	142	45.4%	(37.0-53.9)
	2: Douglas	15	5.7%	(2.6-8.8)	43	15.9%	(10.7-21.2)	69	28.5%	(23.3-33.7)	138	49.9%	(40.9-58.8)
	3: Elko, White Pine, and Eureka	32	8.0%	(5.1-10.9)	80	16.0%	(12.1-19.9)	163	33.4%	(28.5-38.3)	219	42.6%	(36.5-48.7)
	4: Churchill, Humboldt, Pershing, and Lander	53	14.8%	(10.1-19.4)	58	17.1%	(12.7-21.5)	94	25.3%	(20.4-30.1)	167	42.9%	(37.8-48.0)
	5: Lyon, Mineral, and Storey	41	10.9%	(4.9-16.9)	58	17.7%	(12.2-23.3)	95	27.7%	(21.6-33.9)	143	43.7%	(33.9-53.4)
	6: Nye, Lincoln, and Esmeralda	37	10.9%	(6.6-15.2)	39	12.8%	(9.2-16.4)	87	27.1%	(22.9-31.3)	157	49.2%	(42.1-56.3)
	7: Washoe	142	8.3%	(6.3-10.3)	246	15.0%	(13.0-17.0)	487	30.2%	(27.9-32.6)	769	46.5%	(43.1-49.9)
	8: Clark	162	7.0%	(5.9-8.2)	321	14.2%	(12.5-15.9)	715	32.0%	(29.7-34.2)	1058	46.8%	(43.8-49.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 65: Percentage of middle school students who reported that their friends feel it would be wrong for them to smoke tobacco — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	459	6.9%	(5.9-7.8)	700	11.5%	(10.2-12.8)	1615	27.7%	(26.1-29.3)	3227	54.0%	(51.7-56.2)
Sex	**Female**	238	7.0%	(5.7-8.3)	373	13.0%	(11.1-14.9)	799	27.3%	(25.0-29.6)	1565	52.7%	(49.8-55.7)
	Male	213	6.6%	(5.4-7.8)	316	9.9%	(8.4-11.5)	797	28.0%	(26.0-30.1)	1639	55.5%	(52.9-58.0)
Age	**11 years old or younger**	41	3.8%	(2.1-5.6)	59	6.4%	(4.3-8.6)	195	29.1%	(25.2-33.1)	486	60.6%	(56.0-65.2)
	12 years old	122	5.1%	(3.6-6.6)	210	11.8%	(9.7-13.9)	481	25.7%	(22.9-28.6)	1138	57.3%	(53.7-60.9)
	13 years old	167	8.3%	(6.8-9.8)	253	12.0%	(9.9-14.0)	555	29.2%	(26.3-32.1)	987	50.5%	(47.5-53.5)
	14 years old or older	128	9.4%	(7.2-11.6)	176	13.4%	(10.8-16.1)	376	27.1%	(24.0-30.3)	606	50.1%	(46.2-53.9)
Grade	**6th**	109	4.5%	(3.2-5.9)	157	8.1%	(6.3-9.8)	443	27.4%	(24.4-30.4)	1135	60.0%	(56.4-63.7)
	7th	153	7.3%	(5.7-8.8)	247	12.6%	(10.1-15.2)	541	26.8%	(23.9-29.7)	1063	53.3%	(49.3-57.3)
	8th	183	8.0%	(6.4-9.6)	281	13.3%	(11.0-15.5)	609	28.9%	(26.2-31.6)	989	49.8%	(46.5-53.2)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	16	9.0%	(3.9-14.0)	19	12.2%	(6.5-17.8)	44	28.5%	(20.9-36.1)	81	50.4%	(42.0-58.8)
	Asian[d]	10	5.5%	(2.1-8.8)	21	9.6%	(5.2-13.9)	59	28.1%	(21.7-34.4)	121	56.9%	(49.8-64.0)
	Black[d]	36	9.1%	(5.7-12.5)	48	11.9%	(8.4-15.5)	95	26.3%	(20.5-32.1)	184	52.7%	(46.9-58.4)
	Native Hawaiian/ Pacific Islander[d]	9	6.6%	(0.0-13.4)	7	8.2%	(0.0-17.5)	23	35.0%	(20.0-50.1)	35	50.2%	(35.1-65.3)
	White[d]	136	5.9%	(4.5-7.3)	212	9.4%	(7.8-11.1)	486	24.1%	(21.5-26.7)	1181	60.6%	(56.9-64.3)
	Hispanic/Latino	198	7.1%	(5.9-8.4)	323	13.3%	(11.3-15.2)	764	30.0%	(27.7-32.2)	1295	49.6%	(47.0-52.2)
	Other/Multiple[d]	27	6.2%	(2.4-10.1)	37	10.0%	(5.3-14.6)	78	28.4%	(22.4-34.4)	174	55.4%	(47.3-63.5)
Region	**1: Carson City**	28	8.2%	(4.7-11.8)	35	9.6%	(6.7-12.5)	104	32.1%	(26.5-37.7)	162	50.1%	(42.8-57.4)
	2: Douglas	17	6.5%	(3.7-9.3)	28	10.8%	(6.4-15.3)	64	27.0%	(20.9-33.2)	160	55.6%	(46.6-64.7)
	3: Elko, White Pine, and Eureka	25	5.3%	(3.1-7.5)	47	10.2%	(6.4-14.1)	133	27.6%	(22.8-32.4)	281	56.9%	(50.5-63.2)
	4: Churchill, Humboldt, Pershing, and Lander	39	10.5%	(6.6-14.3)	53	16.1%	(12.0-20.2)	96	25.6%	(20.4-30.8)	184	47.8%	(42.5-53.1)
	5: Lyon, Mineral, and Storey	36	9.9%	(5.5-14.2)	46	12.9%	(7.9-18.0)	98	31.1%	(26.2-36.0)	156	46.1%	(38.4-53.8)
	6: Nye, Lincoln, and Esmeralda	32	8.7%	(4.5-12.9)	35	11.9%	(8.1-15.7)	73	23.0%	(18.6-27.4)	180	56.4%	(50.2-62.6)
	7: Washoe	136	8.1%	(6.1-10.1)	191	11.7%	(9.8-13.5)	426	26.2%	(23.9-28.5)	886	54.0%	(50.7-57.4)
	8: Clark	146	6.4%	(5.2-7.6)	265	11.4%	(9.7-13.1)	621	27.9%	(25.8-30.1)	1218	54.2%	(51.3-57.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 66: Percentage of middle school students who reported that their friends feel it would be wrong for them to smoke marijuana — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	639	10.5%	(9.1-11.9)	723	12.2%	(10.9-13.5)	1411	24.7%	(23.0-26.4)	3178	52.6%	(50.2-55.1)
Sex	**Female**	343	11.5%	(9.5-13.4)	397	13.7%	(12.0-15.5)	688	24.0%	(21.8-26.2)	1525	50.8%	(47.6-54.0)
	Male	286	9.5%	(7.9-11.1)	316	10.4%	(8.9-11.9)	704	25.3%	(23.1-27.6)	1629	54.8%	(52.0-57.5)
Age	**11 years old or younger**	53	5.5%	(3.3-7.7)	60	7.6%	(5.2-10.0)	170	24.1%	(19.8-28.4)	498	62.8%	(57.3-68.3)
	12 years old	147	6.9%	(5.1-8.7)	200	11.4%	(9.3-13.5)	422	23.5%	(20.5-26.5)	1170	58.2%	(54.3-62.1)
	13 years old	241	12.7%	(10.6-14.7)	258	12.7%	(10.9-14.6)	481	25.5%	(23.1-27.9)	962	49.1%	(46.2-52.0)
	14 years old or older	196	16.2%	(12.7-19.6)	201	15.6%	(12.7-18.6)	332	25.4%	(22.2-28.6)	538	42.8%	(39.2-46.4)
Grade	**6th**	132	6.1%	(4.5-7.7)	152	8.7%	(7.1-10.4)	388	24.2%	(20.7-27.6)	1166	61.0%	(56.8-65.3)
	7th	194	9.7%	(7.8-11.6)	257	13.1%	(10.8-15.4)	463	23.4%	(20.7-26.2)	1072	53.7%	(49.7-57.8)
	8th	298	14.7%	(12.0-17.4)	297	14.2%	(11.8-16.6)	542	26.6%	(24.0-29.1)	900	44.5%	(41.3-47.7)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	16	8.6%	(4.1-13.0)	24	15.8%	(9.4-22.2)	38	26.7%	(18.6-34.7)	82	48.9%	(40.6-57.3)
	Asian[d]	12	6.0%	(2.3-9.8)	24	11.4%	(6.5-16.3)	51	23.2%	(16.4-30.1)	124	59.4%	(51.7-67.0)
	Black[d]	63	16.8%	(11.6-21.9)	49	12.5%	(9.0-16.1)	82	24.7%	(19.1-30.3)	165	46.1%	(40.2-51.9)
	Native Hawaiian/ Pacific Islander[d]	9	9.8%	(0.4-19.2)	8	8.7%	(0.0-18.0)	18	29.1%	(13.4-44.7)	40	52.4%	(36.2-68.6)
	White[d]	183	8.4%	(6.4-10.3)	200	9.4%	(7.7-11.1)	437	21.4%	(18.4-24.3)	1189	60.8%	(56.9-64.8)
	Hispanic/Latino	288	11.0%	(9.3-12.7)	348	13.9%	(12.1-15.8)	660	26.7%	(24.5-29.0)	1250	48.3%	(45.5-51.1)
	Other/Multiple[d]	39	9.7%	(5.0-14.4)	41	12.7%	(7.3-18.1)	66	25.5%	(20.4-30.5)	166	52.2%	(44.1-60.2)
Region	**1: Carson City**	38	9.4%	(5.2-13.6)	40	10.9%	(6.8-14.9)	91	27.9%	(22.4-33.4)	159	51.8%	(43.3-60.3)
	2: Douglas	19	7.9%	(3.1-12.6)	33	14.0%	(9.6-18.4)	59	25.0%	(18.8-31.2)	154	53.1%	(43.5-62.8)
	3: Elko, White Pine, and Eureka	41	8.8%	(5.5-12.0)	50	11.0%	(7.1-15.0)	115	22.6%	(17.4-27.9)	285	57.6%	(50.5-64.7)
	4: Churchill, Humboldt, Pershing, and Lander	46	13.2%	(9.1-17.4)	51	14.5%	(10.5-18.5)	78	21.4%	(17.7-25.1)	194	50.8%	(45.1-56.5)
	5: Lyon, Mineral, and Storey	56	15.2%	(9.1-21.4)	43	12.1%	(8.1-16.0)	85	27.7%	(20.9-34.5)	151	45.0%	(37.5-52.5)
	6: Nye, Lincoln, and Esmeralda	43	12.2%	(7.1-17.4)	32	11.5%	(7.1-15.9)	69	22.1%	(17.0-27.1)	174	54.2%	(45.7-62.7)
	7: Washoe	170	10.4%	(8.1-12.7)	201	12.6%	(10.5-14.6)	363	22.7%	(20.5-24.8)	890	54.4%	(50.5-58.2)
	8: Clark	226	10.4%	(8.6-12.2)	273	12.1%	(10.4-13.8)	551	25.1%	(22.9-27.4)	1171	52.3%	(49.1-55.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 67: Percentage of middle school students who reported that their friends feel it would be wrong for them to use prescription drugs not prescribed to them — Nevada YRBS 2023

		Not at all wrong			A little bit wrong			Wrong			Very wrong		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	439	7.1%	(6.2-8.0)	525	9.6%	(8.5-10.7)	1386	24.9%	(23.4-26.4)	3485	58.4%	(56.4-60.3)
Sex	**Female**	213	6.7%	(5.5-8.0)	264	9.5%	(8.1-10.9)	693	25.2%	(23.1-27.3)	1715	58.6%	(56.1-61.1)
	Male	217	7.2%	(6.0-8.4)	254	9.7%	(8.2-11.1)	679	24.7%	(22.5-27.0)	1738	58.4%	(55.9-60.8)
Age	**11 years old or younger**	46	5.4%	(3.2-7.6)	54	8.3%	(6.3-10.3)	167	24.0%	(20.4-27.6)	486	62.3%	(57.5-67.1)
	12 years old	123	6.1%	(4.6-7.6)	150	8.8%	(7.0-10.7)	429	24.3%	(21.8-26.8)	1202	60.7%	(57.7-63.7)
	13 years old	150	7.4%	(5.9-9.0)	184	10.2%	(8.5-11.8)	482	26.2%	(23.7-28.7)	1080	56.2%	(53.2-59.2)
	14 years old or older	120	9.4%	(7.1-11.6)	134	10.7%	(8.1-13.3)	301	24.1%	(20.6-27.5)	705	55.8%	(51.5-60.2)
Grade	**6th**	112	6.1%	(4.4-7.8)	131	8.1%	(6.2-9.9)	389	24.1%	(21.2-27.0)	1158	61.7%	(58.2-65.3)
	7th	140	6.5%	(5.0-8.0)	181	10.0%	(8.3-11.7)	484	26.9%	(24.3-29.5)	1136	56.6%	(53.1-60.2)
	8th	170	8.0%	(6.5-9.6)	202	10.5%	(8.5-12.5)	499	24.1%	(21.5-26.7)	1139	57.4%	(54.3-60.4)
Race/ Ethnicity	**American Indian/ Alaska Native[d]**	9	4.9%	(1.5-8.2)	19	12.4%	(6.7-18.0)	39	24.4%	(17.1-31.6)	93	58.4%	(49.8-67.0)
	Asian[d]	17	9.7%	(4.8-14.6)	25	11.4%	(7.3-15.5)	54	26.2%	(19.6-32.9)	108	52.6%	(45.5-59.7)
	Black[d]	37	9.7%	(6.0-13.3)	37	10.9%	(7.4-14.4)	78	21.6%	(16.2-27.1)	199	57.8%	(51.8-63.7)
	Native Hawaiian/ Pacific Islander[d]	5	5.1%	(0.0-11.7)	6	7.6%	(0.0-16.3)	22	36.7%	(19.6-53.7)	41	50.6%	(34.0-67.2)
	White[d]	118	5.1%	(3.8-6.4)	145	7.4%	(5.9-8.9)	439	23.6%	(21.0-26.2)	1269	63.9%	(60.7-67.1)
	Hispanic/Latino	209	7.8%	(6.5-9.1)	245	10.4%	(8.9-11.9)	627	26.4%	(24.3-28.5)	1412	55.4%	(52.9-58.0)
	Other/Multiple[d]	20	5.6%	(2.4-8.8)	28	10.5%	(5.7-15.2)	75	23.3%	(18.7-27.9)	185	60.6%	(52.0-69.3)
Region	**1: Carson City**	22	6.3%	(2.4-10.2)	33	9.5%	(4.5-14.6)	76	22.5%	(18.5-26.4)	194	61.8%	(53.3-70.2)
	2: Douglas	13	5.1%	(2.1-8.1)	15	6.8%	(3.4-10.1)	54	20.9%	(14.2-27.7)	177	67.2%	(58.6-75.8)
	3: Elko, White Pine, and Eureka	28	6.1%	(3.9-8.3)	37	8.6%	(5.9-11.3)	127	26.0%	(20.2-31.9)	291	59.2%	(53.4-65.0)
	4: Churchill, Humboldt, Pershing, and Lander	35	10.5%	(6.8-14.3)	30	8.0%	(4.9-11.1)	73	21.7%	(16.6-26.8)	219	59.8%	(53.9-65.7)
	5: Lyon, Mineral, and Storey	32	9.0%	(5.4-12.6)	30	7.9%	(4.0-11.8)	79	24.2%	(17.4-31.0)	190	58.9%	(49.2-68.6)
	6: Nye, Lincoln, and Esmeralda	25	7.9%	(2.9-12.8)	23	7.2%	(4.5-9.9)	61	20.6%	(15.3-25.8)	205	64.4%	(59.5-69.3)
	7: Washoe	140	8.6%	(6.6-10.6)	141	8.9%	(7.3-10.5)	361	23.0%	(21.1-24.8)	949	59.5%	(56.5-62.5)
	8: Clark	144	6.7%	(5.6-7.9)	216	10.0%	(8.6-11.4)	555	25.6%	(23.6-27.6)	1260	57.7%	(55.1-60.2)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Physical Activity

Table 68: Percentage of middle school students who did not participate in at least 60 minutes of physical activity on any day during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1390	21.7%	(19.8-23.6)	4891	78.3%	(76.4-80.2)
Sex	**Female**	677	21.6%	(19.3-23.9)	2415	78.4%	(76.1-80.7)
	Male	687	21.4%	(19.0-23.7)	2434	78.6%	(76.3-81.0)
Age	**11 years old or younger**	174	18.2%	(13.6-22.7)	670	81.8%	(77.3-86.4)
	12 years old	487	22.1%	(19.5-24.7)	1553	77.9%	(75.3-80.5)
	13 years old	430	22.5%	(20.0-25.1)	1603	77.5%	(74.9-80.0)
	14 years old or older	294	22.0%	(18.7-25.4)	1042	78.0%	(74.6-81.3)
Grade	**6th**	467	20.6%	(17.1-24.1)	1504	79.4%	(75.9-82.9)
	7th	452	23.1%	(20.1-26.1)	1623	76.9%	(73.9-79.9)
	8th	452	21.4%	(18.4-24.4)	1685	78.6%	(75.6-81.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	44	26.6%	(18.2-35.0)	129	73.4%	(65.0-81.8)
	Asian[d]	37	14.9%	(10.1-19.7)	181	85.1%	(80.3-89.9)
	Black[d]	124	31.6%	(26.1-37.2)	259	68.4%	(62.8-73.9)
	Native Hawaiian/Pacific Islander[d]	21	17.0%	(6.5-27.5)	58	83.0%	(72.5-93.5)
	White[d]	306	14.7%	(12.7-16.7)	1782	85.3%	(83.3-87.3)
	Hispanic/Latino	724	25.6%	(23.0-28.2)	1983	74.4%	(71.8-77.0)
	Other/Multiple[d]	49	13.2%	(8.8-17.7)	277	86.8%	(82.3-91.2)
Region	**1: Carson City**	55	16.6%	(10.4-22.8)	285	83.4%	(77.2-89.6)
	2: Douglas	57	17.9%	(11.7-24.1)	225	82.1%	(75.9-88.3)
	3: Elko, White Pine, and Eureka	81	14.6%	(10.4-18.8)	417	85.4%	(81.2-89.6)
	4: Churchill, Humboldt, Pershing, and Lander	90	21.8%	(16.1-27.6)	295	78.2%	(72.4-83.9)
	5: Lyon, Mineral, and Storey	84	23.5%	(18.5-28.6)	260	76.5%	(71.4-81.5)
	6: Nye, Lincoln, and Esmeralda	68	19.2%	(14.3-24.1)	264	80.8%	(75.9-85.7)
	7: Washoe	428	22.8%	(19.4-26.2)	1329	77.2%	(73.8-80.6)
	8: Clark	527	21.9%	(19.5-24.4)	1816	78.1%	(75.6-80.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] No participation in any kind of physical activity that increased their heart rate and made them breathe hard some of the time

Table 69: Percentage of middle school students who were physically active at least 60 minutes/day on 5 or more days during the 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2588	40.6%	(38.3-42.8)	3693	59.4%	(57.2-61.7)
Sex	**Female**	1131	36.0%	(33.0-39.0)	1961	64.0%	(61.0-67.0)
	Male	1437	45.4%	(42.8-47.9)	1684	54.6%	(52.1-57.2)
Age	**11 years old or younger**	335	42.4%	(36.8-48.0)	509	57.6%	(52.0-63.2)
	12 years old	815	41.0%	(37.3-44.7)	1225	59.0%	(55.3-62.7)
	13 years old	847	38.8%	(35.8-41.8)	1186	61.2%	(58.2-64.2)
	14 years old or older	575	41.3%	(37.4-45.2)	761	58.7%	(54.8-62.6)
Grade	**6th**	780	42.0%	(37.2-46.8)	1191	58.0%	(53.2-62.8)
	7th	842	39.0%	(35.5-42.6)	1233	61.0%	(57.4-64.5)
	8th	922	40.6%	(37.3-43.8)	1215	59.4%	(56.2-62.7)
Race/Ethnicity	**American Indian/Alaska Native[d]**	70	37.9%	(29.3-46.6)	103	62.1%	(53.4-70.7)
	Asian[d]	83	38.6%	(31.1-46.2)	135	61.4%	(53.8-68.9)
	Black[d]	132	34.5%	(28.7-40.3)	251	65.5%	(59.7-71.3)
	Native Hawaiian/Pacific Islander[d]	28	38.0%	(22.5-53.6)	51	62.0%	(46.4-77.5)
	White[d]	1053	50.1%	(46.4-53.8)	1035	49.9%	(46.2-53.6)
	Hispanic/Latino	952	35.3%	(32.8-37.7)	1755	64.7%	(62.3-67.2)
	Other/Multiple[d]	158	48.5%	(41.1-55.9)	168	51.5%	(44.1-58.9)
Region	**1: Carson City**	166	49.9%	(42.1-57.6)	174	50.1%	(42.4-57.9)
	2: Douglas	128	45.9%	(38.4-53.4)	154	54.1%	(46.6-61.6)
	3: Elko, White Pine, and Eureka	228	48.4%	(41.7-55.1)	270	51.6%	(44.9-58.3)
	4: Churchill, Humboldt, Pershing, and Lander	173	44.9%	(38.1-51.8)	212	55.1%	(48.2-61.9)
	5: Lyon, Mineral, and Storey	138	40.5%	(34.3-46.8)	206	59.5%	(53.2-65.7)
	6: Nye, Lincoln, and Esmeralda	146	45.1%	(39.0-51.3)	186	54.9%	(48.7-61.0)
	7: Washoe	704	41.9%	(38.3-45.5)	1053	58.1%	(54.5-61.7)
	8: Clark	905	39.5%	(36.5-42.4)	1438	60.5%	(57.6-63.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time

Table 70: Percentage of middle school students who were physically active at least 60 minutes/day on all 7 days before the survey[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1439	21.4%	(20.1-22.8)	4842	78.6%	(77.2-79.9)
Sex	**Female**	556	16.7%	(15.0-18.4)	2536	83.3%	(81.6-85.0)
	Male	874	26.3%	(24.2-28.5)	2247	73.7%	(71.5-75.8)
Age	**11 years old or younger**	176	22.2%	(18.0-26.4)	668	77.8%	(73.6-82.0)
	12 years old	457	20.9%	(18.7-23.0)	1583	79.1%	(77.0-81.3)
	13 years old	468	21.3%	(19.1-23.4)	1565	78.7%	(76.6-80.9)
	14 years old or older	330	22.0%	(19.0-25.0)	1006	78.0%	(75.0-81.0)
Grade	**6th**	426	21.0%	(18.4-23.6)	1545	79.0%	(76.4-81.6)
	7th	479	21.9%	(19.9-23.8)	1596	78.1%	(76.2-80.1)
	8th	506	21.3%	(18.9-23.7)	1631	78.7%	(76.3-81.1)
Race/Ethnicity	**American Indian/Alaska Native[d]**	41	21.7%	(14.7-28.7)	132	78.3%	(71.3-85.3)
	Asian[d]	41	17.5%	(12.2-22.8)	177	82.5%	(77.2-87.8)
	Black[d]	86	22.2%	(17.5-26.8)	297	77.8%	(73.2-82.5)
	Native Hawaiian/Pacific Islander[d]	19	24.5%	(11.3-37.7)	60	75.5%	(62.3-88.7)
	White[d]	580	25.7%	(23.1-28.3)	1508	74.3%	(71.7-76.9)
	Hispanic/Latino	519	18.6%	(16.7-20.4)	2188	81.4%	(79.6-83.3)
	Other/Multiple[d]	85	23.6%	(17.7-29.4)	241	76.4%	(70.6-82.3)
Region	**1: Carson City**	100	29.8%	(23.6-36.0)	240	70.2%	(64.0-76.4)
	2: Douglas	74	26.3%	(22.0-30.6)	208	73.7%	(69.4-78.0)
	3: Elko, White Pine, and Eureka	138	27.7%	(23.0-32.4)	360	72.3%	(67.6-77.0)
	4: Churchill, Humboldt, Pershing, and Lander	105	26.8%	(21.4-32.2)	280	73.2%	(67.8-78.6)
	5: Lyon, Mineral, and Storey	89	26.3%	(20.6-31.9)	255	73.7%	(68.1-79.4)
	6: Nye, Lincoln, and Esmeralda	99	32.0%	(26.9-37.2)	233	68.0%	(62.8-73.1)
	7: Washoe	375	22.4%	(19.7-25.2)	1382	77.6%	(74.8-80.3)
	8: Clark	459	20.2%	(18.5-21.9)	1884	79.8%	(78.1-81.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time

Table 71: Percentage of middle school students who attended physical education (PE) classes on one or more days in an average school week — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2930	47.1%	(42.7-51.6)	3196	52.9%	(48.4-57.3)
Sex	**Female**	1564	50.8%	(45.3-56.4)	1471	49.2%	(43.6-54.7)
	Male	1330	43.5%	(38.8-48.2)	1693	56.5%	(51.8-61.2)
Age	**11 years old or younger**	284	28.5%	(21.2-35.9)	533	71.5%	(64.1-78.8)
	12 years old	979	50.5%	(43.9-57.1)	1013	49.5%	(42.9-56.1)
	13 years old	1036	52.9%	(47.6-58.2)	953	47.1%	(41.8-52.4)
	14 years old or older	620	45.1%	(39.5-50.6)	679	54.9%	(49.4-60.5)
Grade	**6th**	696	29.2%	(23.0-35.4)	1219	70.8%	(64.6-77.0)
	7th	1207	67.5%	(61.1-74.0)	831	32.5%	(26.0-38.9)
	8th	981	42.4%	(37.0-47.9)	1095	57.6%	(52.1-63.0)
Race/Ethnicity	**American Indian/Alaska Native[d]**	68	40.4%	(31.8-49.0)	101	59.6%	(51.0-68.2)
	Asian[d]	100	41.2%	(30.7-51.7)	115	58.8%	(48.3-69.3)
	Black[d]	181	47.7%	(40.7-54.8)	189	52.3%	(45.2-59.3)
	Native Hawaiian/Pacific Islander[d]	39	50.1%	(32.8-67.3)	36	49.9%	(32.7-67.2)
	White[d]	893	41.7%	(36.3-47.1)	1134	58.3%	(52.9-63.7)
	Hispanic/Latino	1350	50.7%	(45.9-55.5)	1310	49.3%	(44.5-54.1)
	Other/Multiple[d]	157	49.4%	(40.8-58.0)	156	50.6%	(42.0-59.2)
Region	**1: Carson City**	245	68.7%	(61.0-76.3)	96	31.3%	(23.7-39.0)
	2: Douglas	111	45.8%	(30.9-60.6)	169	54.2%	(39.4-69.1)
	3: Elko, White Pine, and Eureka	138	24.8%	(15.4-34.2)	356	75.2%	(65.8-84.6)
	4: Churchill, Humboldt, Pershing, and Lander	143	37.5%	(27.4-47.7)	230	62.5%	(52.3-72.6)
	5: Lyon, Mineral, and Storey	184	52.2%	(37.7-66.7)	153	47.8%	(33.3-62.3)
	6: Nye, Lincoln, and Esmeralda	122	36.8%	(22.5-51.0)	203	63.2%	(49.0-77.5)
	7: Washoe	920	54.1%	(48.6-59.7)	793	45.9%	(40.3-51.4)
	8: Clark	1067	46.2%	(40.2-52.1)	1196	53.8%	(47.9-59.8)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 72: Percentage of middle school students who attended physical education (PE) classes daily[e] — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1381	23.4%	(19.2-27.6)	4745	76.6%	(72.4-80.8)
Sex	**Female**	580	20.2%	(15.2-25.2)	2455	79.8%	(74.8-84.8)
	Male	793	26.7%	(22.1-31.3)	2230	73.3%	(68.7-77.9)
Age	**11 years old or younger**	205	30.1%	(18.6-41.7)	612	69.9%	(58.3-81.4)
	12 years old	395	21.2%	(15.5-26.9)	1597	78.8%	(73.1-84.5)
	13 years old	473	22.4%	(17.8-26.9)	1516	77.6%	(73.1-82.2)
	14 years old or older	301	24.2%	(19.3-29.2)	998	75.8%	(70.8-80.7)
Grade	**6th**	450	28.9%	(18.8-38.9)	1465	71.1%	(61.1-81.2)
	7th	416	16.0%	(11.2-20.9)	1622	84.0%	(79.1-88.8)
	8th	497	26.1%	(20.2-32.0)	1579	73.9%	(68.0-79.8)
Race/Ethnicity	**American Indian/Alaska Native[d]**	47	25.7%	(17.5-33.9)	122	74.3%	(66.1-82.5)
	Asian[d]	42	19.4%	(11.6-27.2)	173	80.6%	(72.8-88.4)
	Black[d]	84	23.4%	(17.1-29.6)	286	76.6%	(70.4-82.9)
	Native Hawaiian/Pacific Islander[d]	17	24.9%	(8.4-41.4)	58	75.1%	(58.6-91.6)
	White[d]	473	24.9%	(18.4-31.3)	1554	75.1%	(68.7-81.6)
	Hispanic/Latino	590	23.1%	(18.9-27.3)	2070	76.9%	(72.7-81.1)
	Other/Multiple[d]	67	22.3%	(13.9-30.6)	246	77.7%	(69.4-86.1)
Region	**1: Carson City**	77	26.1%	(18.0-34.3)	264	73.9%	(65.7-82.0)
	2: Douglas	26	7.3%	(2.5-12.2)	254	92.7%	(87.8-97.5)
	3: Elko, White Pine, and Eureka	134	27.6%	(13.4-41.9)	360	72.4%	(58.1-86.6)
	4: Churchill, Humboldt, Pershing, and Lander	136	36.1%	(23.9-48.3)	237	63.9%	(51.7-76.1)
	5: Lyon, Mineral, and Storey	47	13.0%	(6.8-19.1)	290	87.0%	(80.9-93.2)
	6: Nye, Lincoln, and Esmeralda	93	26.2%	(13.5-39.0)	232	73.8%	(61.0-86.5)
	7: Washoe	341	20.6%	(16.1-25.0)	1372	79.4%	(75.0-83.9)
	8: Clark	527	24.0%	(18.3-29.6)	1736	76.0%	(70.4-81.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] 5 days in an average week when they were in school

Table 73: Percentage of middle school students who had 9 or more hours of sleep on an average school night — Nevada YRBS 2023

		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1117	17.9%	(16.3-19.5)	5017	82.1%	(80.5-83.7)
Sex	**Female**	448	14.4%	(12.5-16.2)	2574	85.6%	(83.8-87.5)
	Male	658	21.4%	(19.3-23.4)	2386	78.6%	(76.6-80.7)
Age	**11 years old or younger**	229	28.4%	(23.6-33.3)	597	71.6%	(66.7-76.4)
	12 years old	418	19.7%	(17.1-22.3)	1566	80.3%	(77.7-82.9)
	13 years old	299	14.2%	(12.3-16.2)	1689	85.8%	(83.8-87.7)
	14 years old or older	164	13.6%	(10.8-16.4)	1145	86.4%	(83.6-89.2)
Grade	**6th**	490	25.6%	(22.4-28.8)	1430	74.4%	(71.2-77.6)
	7th	338	15.5%	(13.8-17.2)	1689	84.5%	(82.8-86.2)
	8th	272	13.5%	(11.4-15.6)	1819	86.5%	(84.4-88.6)
Race/Ethnicity	**American Indian/Alaska Native**[d]	29	18.4%	(11.5-25.4)	139	81.6%	(74.6-88.5)
	Asian[d]	16	7.9%	(3.9-11.8)	201	92.1%	(88.2-96.1)
	Black[d]	71	21.0%	(15.7-26.3)	298	79.0%	(73.7-84.3)
	Native Hawaiian/Pacific Islander[d]	14	17.7%	(5.4-30.0)	62	82.3%	(70.0-94.6)
	White[d]	419	20.9%	(18.3-23.4)	1610	79.1%	(76.6-81.7)
	Hispanic/Latino	448	16.4%	(14.4-18.4)	2204	83.6%	(81.6-85.6)
	Other/Multiple[d]	47	17.3%	(11.1-23.5)	267	82.7%	(76.5-88.9)
Region	**1: Carson City**	57	23.5%	(14.5-32.4)	274	76.5%	(67.6-85.5)
	2: Douglas	64	21.1%	(14.5-27.7)	215	78.9%	(72.3-85.5)
	3: Elko, White Pine, and Eureka	101	18.2%	(14.5-21.9)	398	81.8%	(78.1-85.5)
	4: Churchill, Humboldt, Pershing, and Lander	68	17.3%	(12.7-22.0)	306	82.7%	(78.0-87.3)
	5: Lyon, Mineral, and Storey	57	16.9%	(11.7-22.2)	281	83.1%	(77.8-88.3)
	6: Nye, Lincoln, and Esmeralda	53	16.8%	(10.7-22.9)	271	83.2%	(77.1-89.3)
	7: Washoe	315	17.7%	(15.4-19.9)	1388	82.3%	(80.1-84.6)
	8: Clark	402	17.8%	(15.7-19.9)	1884	82.2%	(80.1-84.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Resiliency Factors

Table 74: Percentage of middle school students who talked to their parents or other adults in their home about their problems — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2999	48.2%	(46.3-50.2)	1288	20.8%	(19.4-22.1)	1957	31.0%	(29.2-32.8)
Sex	**Female**	1526	49.6%	(47.1-52.2)	647	21.5%	(19.6-23.5)	921	28.9%	(26.4-31.3)
	Male	1434	46.6%	(44.2-49.1)	628	20.0%	(18.1-22.0)	1022	33.3%	(31.1-35.5)
Age	**11 years/younger**	363	43.2%	(38.1-48.4)	181	22.1%	(17.9-26.3)	287	34.7%	(30.5-38.9)
	12 years old	915	45.4%	(42.2-48.6)	429	21.4%	(18.9-23.8)	684	33.3%	(30.2-36.3)
	13 years old	1021	50.7%	(48.0-53.5)	402	19.6%	(17.4-21.9)	609	29.6%	(27.3-31.9)
	14 years old or older	689	52.2%	(48.3-56.0)	274	20.8%	(18.0-23.7)	368	27.0%	(23.3-30.7)
Grade	**6th grade**	851	43.3%	(40.0-46.7)	419	22.4%	(19.7-25.1)	673	34.3%	(31.2-37.3)
	7th grade	992	48.0%	(44.4-51.7)	404	19.6%	(17.3-21.9)	671	32.4%	(29.1-35.7)
	8th grade	1107	52.5%	(49.7-55.4)	448	20.6%	(18.4-22.8)	586	26.9%	(24.0-29.7)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	84	49.3%	(40.1-58.5)	41	25.2%	(18.0-32.5)	44	25.5%	(18.1-32.8)
	Asian[d]	105	47.5%	(40.4-54.7)	44	18.3%	(12.9-23.6)	70	34.2%	(27.5-40.9)
	Black[d]	199	49.2%	(43.7-54.8)	70	18.9%	(14.6-23.2)	115	31.8%	(26.8-36.9)
	Native Hawaiian/ Pacific Islander[d]	42	52.2%	(35.5-68.9)	12	11.3%	(1.9-20.6)	24	36.5%	(21.6-51.5)
	White[d]	843	38.6%	(35.6-41.6)	439	21.8%	(19.6-24.0)	788	39.6%	(36.6-42.6)
	Hispanic/Latino	1436	53.8%	(51.4-56.2)	532	20.2%	(18.1-22.3)	729	26.0%	(23.7-28.3)
	Other/Multiple[d]	157	49.3%	(43.3-55.2)	80	26.5%	(19.8-33.1)	82	24.2%	(17.9-30.5)
Region	**1: Carson City**	164	47.9%	(41.3-54.5)	72	19.9%	(14.7-25.0)	107	32.2%	(23.8-40.6)
	2: Douglas	122	41.4%	(32.9-50.0)	58	21.3%	(15.9-26.8)	103	37.2%	(33.1-41.4)
	3: Elko, White Pine, and Eureka	223	44.1%	(38.3-50.0)	96	18.8%	(14.8-22.7)	192	37.1%	(31.9-42.3)
	4: Churchill, Humboldt, Pershing, and Lander	178	47.6%	(41.8-53.3)	87	23.1%	(18.6-27.5)	115	29.3%	(24.9-33.7)
	5: Lyon, Mineral, and Storey	179	50.0%	(42.7-57.2)	75	22.0%	(15.1-28.9)	93	28.0%	(23.3-32.7)
	6: Nye, Lincoln, and Esmeralda	156	48.1%	(39.8-56.3)	64	18.0%	(13.9-22.2)	108	33.9%	(26.0-41.8)
	7: Washoe	858	49.5%	(47.0-52.0)	351	20.2%	(18.5-21.9)	518	30.3%	(28.0-32.6)
	8: Clark	1119	48.2%	(45.6-50.8)	485	20.9%	(19.1-22.7)	721	30.9%	(28.5-33.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 75: Percentage of middle school students who talked to their parents about what is right and wrong — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2584	41.0%	(39.3-42.8)	1674	27.4%	(26.1-28.8)	1966	31.5%	(29.8-33.2)
Sex	**Female**	1321	42.7%	(40.4-44.9)	826	27.6%	(25.5-29.6)	934	29.8%	(27.4-32.1)
	Male	1237	39.3%	(36.9-41.8)	822	27.3%	(25.3-29.4)	1019	33.4%	(31.1-35.6)
Age	**11 years/younger**	311	35.6%	(31.1-40.0)	236	30.2%	(26.3-34.0)	278	34.3%	(30.5-38.0)
	12 years old	850	42.1%	(39.0-45.2)	519	25.7%	(23.2-28.1)	648	32.2%	(29.0-35.4)
	13 years old	881	43.6%	(40.7-46.4)	545	26.7%	(24.3-29.1)	607	29.7%	(27.4-32.1)
	14 years old or older	535	39.2%	(35.0-43.4)	365	29.4%	(26.0-32.8)	426	31.4%	(27.8-35.0)
Grade	**6th grade**	773	38.6%	(35.5-41.7)	512	26.4%	(23.9-28.8)	653	35.0%	(32.1-37.9)
	7th grade	879	42.1%	(38.7-45.5)	560	28.3%	(26.0-30.6)	620	29.6%	(26.3-32.9)
	8th grade	896	42.1%	(39.5-44.8)	577	27.7%	(25.2-30.2)	662	30.2%	(27.5-32.9)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	77	44.3%	(35.6-53.0)	44	25.4%	(17.3-33.5)	47	30.3%	(22.5-38.2)
	Asian[d]	104	47.7%	(41.0-54.5)	64	28.4%	(21.7-35.1)	50	23.9%	(17.9-29.8)
	Black[d]	163	39.9%	(34.2-45.7)	100	27.3%	(21.9-32.6)	118	32.8%	(27.4-38.2)
	Native Hawaiian/ Pacific Islander[d]	35	33.2%	(16.4-50.0)	20	32.3%	(15.8-48.8)	20	34.5%	(17.9-51.2)
	White[d]	741	33.3%	(30.8-35.9)	557	27.3%	(24.7-29.8)	769	39.4%	(36.2-42.6)
	Hispanic/Latino	1198	45.3%	(43.1-47.5)	717	26.8%	(25.0-28.6)	774	27.9%	(25.9-29.9)
	Other/Multiple[d]	134	42.7%	(35.9-49.4)	100	31.3%	(24.5-38.2)	87	26.0%	(19.1-32.8)
Region	**1: Carson City**	124	34.0%	(28.6-39.3)	99	28.0%	(23.3-32.8)	119	38.0%	(31.2-44.8)
	2: Douglas	116	40.0%	(33.4-46.6)	70	24.1%	(19.3-28.8)	100	36.0%	(29.2-42.8)
	3: Elko, White Pine, and Eureka	182	34.6%	(28.5-40.7)	124	24.9%	(19.4-30.4)	203	40.5%	(35.2-45.8)
	4: Churchill, Humboldt, Pershing, and Lander	160	42.9%	(36.9-48.9)	111	28.5%	(23.3-33.6)	108	28.6%	(23.0-34.2)
	5: Lyon, Mineral, and Storey	160	46.1%	(41.5-50.8)	85	24.6%	(20.5-28.7)	100	29.2%	(24.8-33.7)
	6: Nye, Lincoln, and Esmeralda	145	42.2%	(36.6-47.7)	86	26.9%	(20.7-33.1)	94	30.9%	(23.4-38.5)
	7: Washoe	737	42.2%	(39.7-44.7)	467	27.4%	(25.3-29.5)	522	30.4%	(28.3-32.5)
	8: Clark	960	41.0%	(38.7-43.3)	632	27.6%	(25.9-29.4)	720	31.3%	(29.0-33.6)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 76: Percentage of middle school students who felt comfortable talking to their parents about personal matters — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	2738	43.8%	(41.9-45.8)	1183	19.0%	(17.8-20.2)	2311	37.2%	(35.4-39.0)
Sex	**Female**	1488	48.9%	(46.2-51.5)	599	18.9%	(17.2-20.7)	1007	32.2%	(29.7-34.7)
	Male	1214	38.7%	(36.3-41.1)	575	19.1%	(17.3-20.9)	1282	42.2%	(39.9-44.5)
Age	**11 years/younger**	343	41.1%	(36.2-45.9)	154	18.1%	(15.1-21.1)	334	40.8%	(36.2-45.4)
	12 years old	856	42.3%	(38.7-45.9)	373	18.3%	(16.3-20.2)	792	39.4%	(36.3-42.6)
	13 years old	909	45.0%	(42.1-48.0)	383	19.0%	(16.8-21.3)	737	35.9%	(33.2-38.7)
	14 years old or older	620	46.0%	(42.0-50.1)	270	20.7%	(17.9-23.6)	438	33.2%	(29.6-36.9)
Grade	**6th grade**	815	41.7%	(38.0-45.4)	348	18.3%	(16.3-20.4)	771	39.9%	(36.7-43.2)
	7th grade	899	43.5%	(39.9-47.2)	397	18.6%	(16.4-20.8)	779	37.9%	(34.5-41.2)
	8th grade	980	45.8%	(42.8-48.9)	421	20.0%	(17.9-22.1)	731	34.2%	(31.3-37.1)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	74	45.8%	(37.5-54.1)	25	11.8%	(7.2-16.5)	73	42.4%	(34.1-50.7)
	Asian[d]	104	43.9%	(37.0-50.8)	36	19.2%	(12.2-26.2)	75	36.9%	(30.1-43.7)
	Black[d]	188	45.9%	(40.1-51.8)	71	19.2%	(14.9-23.6)	124	34.9%	(29.4-40.3)
	Native Hawaiian/ Pacific Islander[d]	36	39.8%	(23.5-56.1)	16	21.4%	(9.1-33.7)	24	38.8%	(22.1-55.4)
	White[d]	758	34.9%	(31.8-38.0)	421	19.4%	(17.2-21.6)	890	45.7%	(42.7-48.7)
	Hispanic/Latino	1287	48.3%	(45.9-50.7)	498	18.4%	(16.8-20.0)	904	33.3%	(30.9-35.7)
	Other/Multiple[d]	152	47.9%	(41.6-54.3)	68	21.2%	(16.0-26.4)	102	30.9%	(24.6-37.2)
Region	**1: Carson City**	139	39.4%	(32.7-46.0)	62	16.6%	(12.0-21.2)	139	44.0%	(37.8-50.3)
	2: Douglas	116	41.3%	(35.6-47.1)	56	20.0%	(15.1-25.0)	109	38.6%	(33.5-43.8)
	3: Elko, White Pine, and Eureka	195	36.1%	(29.6-42.6)	100	20.9%	(15.9-25.8)	219	43.0%	(37.7-48.4)
	4: Churchill, Humboldt, Pershing, and Lander	166	43.5%	(38.7-48.3)	71	20.2%	(15.7-24.6)	143	36.3%	(30.2-42.3)
	5: Lyon, Mineral, and Storey	174	48.4%	(40.0-56.8)	80	24.2%	(17.3-31.1)	95	27.3%	(22.1-32.6)
	6: Nye, Lincoln, and Esmeralda	154	46.0%	(40.0-52.1)	47	16.1%	(12.6-19.6)	125	37.8%	(31.2-44.5)
	7: Washoe	769	44.1%	(41.4-46.7)	343	20.1%	(18.1-22.0)	610	35.9%	(33.1-38.7)
	8: Clark	1025	44.0%	(41.4-46.7)	424	18.6%	(17.0-20.2)	871	37.3%	(35.0-39.7)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 77: Percentage of middle school students who felt close to people at their school — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1603	25.2%	(23.7-26.6)	1772	29.9%	(28.4-31.5)	2820	44.9%	(42.9-46.9)
Sex	**Female**	831	26.5%	(24.6-28.5)	941	32.4%	(30.4-34.4)	1303	41.1%	(38.5-43.6)
	Male	748	23.5%	(21.4-25.7)	810	27.4%	(25.2-29.6)	1498	49.1%	(46.5-51.7)
Age	**11 years/younger**	204	23.4%	(19.2-27.6)	218	28.9%	(25.1-32.7)	401	47.7%	(43.0-52.4)
	12 years old	502	23.6%	(20.9-26.3)	547	28.3%	(25.5-31.1)	960	48.1%	(44.5-51.7)
	13 years old	528	25.5%	(23.2-27.9)	604	31.4%	(28.7-34.2)	885	43.0%	(40.2-45.9)
	14 years old or older	365	28.1%	(25.1-31.2)	393	30.6%	(27.8-33.5)	564	41.2%	(37.5-44.9)
Grade	**6th grade**	472	23.6%	(20.9-26.3)	491	27.4%	(24.6-30.3)	955	49.0%	(45.7-52.3)
	7th grade	546	25.4%	(22.7-28.0)	591	29.0%	(26.6-31.4)	930	45.6%	(42.5-48.8)
	8th grade	559	26.2%	(23.9-28.6)	668	33.2%	(30.7-35.6)	892	40.6%	(37.2-44.0)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	54	34.1%	(26.0-42.1)	39	22.7%	(15.5-30.0)	76	43.2%	(35.2-51.2)
	Asian[d]	48	23.3%	(17.3-29.4)	70	30.2%	(23.6-36.9)	99	46.4%	(37.9-55.0)
	Black[d]	101	26.8%	(21.5-32.0)	113	31.3%	(25.6-37.1)	158	41.9%	(35.7-48.1)
	Native Hawaiian/ Pacific Islander[d]	16	20.9%	(7.9-33.9)	19	27.1%	(13.3-40.8)	41	52.0%	(37.4-66.7)
	White[d]	490	22.9%	(20.6-25.3)	560	29.3%	(26.4-32.1)	1001	47.8%	(44.8-50.8)
	Hispanic/Latino	718	26.3%	(24.0-28.6)	789	30.1%	(28.0-32.1)	1183	43.6%	(41.2-46.0)
	Other/Multiple[d]	81	24.8%	(18.4-31.1)	96	30.5%	(24.3-36.7)	144	44.7%	(37.8-51.7)
Region	**1: Carson City**	67	18.0%	(13.8-22.1)	90	26.3%	(21.2-31.3)	182	55.8%	(48.3-63.2)
	2: Douglas	60	21.4%	(16.1-26.7)	75	28.0%	(22.2-33.8)	142	50.6%	(44.1-57.1)
	3: Elko, White Pine, and Eureka	117	23.2%	(19.0-27.5)	141	28.4%	(24.3-32.5)	244	48.4%	(44.0-52.8)
	4: Churchill, Humboldt, Pershing, and Lander	107	28.5%	(23.1-33.9)	118	31.1%	(26.9-35.3)	152	40.4%	(35.5-45.3)
	5: Lyon, Mineral, and Storey	116	32.8%	(27.5-38.1)	92	26.6%	(22.9-30.3)	138	40.6%	(33.9-47.3)
	6: Nye, Lincoln, and Esmeralda	83	24.1%	(18.4-29.8)	86	29.2%	(23.3-35.1)	152	46.7%	(39.3-54.1)
	7: Washoe	467	26.1%	(23.2-29.0)	466	27.5%	(24.8-30.3)	790	46.3%	(43.6-49.1)
	8: Clark	586	25.0%	(23.1-26.9)	704	30.7%	(28.7-32.7)	1020	44.3%	(41.7-47.0)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 78: Percentage of middle school students who were happy to be at their school — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1866	27.9%	(26.4-29.5)	1904	32.4%	(30.8-33.9)	2448	39.7%	(38.0-41.5)
Sex	**Female**	954	29.9%	(27.6-32.3)	995	33.4%	(31.2-35.5)	1138	36.7%	(34.3-39.1)
	Male	882	25.6%	(23.8-27.5)	889	31.4%	(29.2-33.7)	1293	42.9%	(40.5-45.3)
Age	**11 years/younger**	233	26.2%	(22.1-30.2)	242	29.2%	(25.4-33.1)	360	44.6%	(40.0-49.1)
	12 years old	554	25.3%	(22.9-27.6)	622	32.9%	(30.5-35.4)	839	41.8%	(39.1-44.5)
	13 years old	624	29.2%	(27.0-31.4)	634	33.1%	(30.6-35.5)	762	37.7%	(35.2-40.3)
	14 years old or older	449	31.4%	(27.8-35.0)	398	32.3%	(28.6-36.0)	477	36.3%	(32.7-39.9)
Grade	**6th grade**	539	26.1%	(23.7-28.4)	553	29.4%	(26.7-32.1)	848	44.6%	(41.5-47.6)
	7th grade	622	27.5%	(25.1-30.0)	661	34.4%	(32.2-36.7)	787	38.0%	(35.4-40.7)
	8th grade	673	30.0%	(27.1-32.8)	662	32.8%	(30.1-35.6)	779	37.2%	(34.3-40.1)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	57	33.4%	(24.7-42.2)	48	29.5%	(21.2-37.9)	63	37.0%	(28.7-45.4)
	Asian[d]	56	27.7%	(20.7-34.7)	75	31.7%	(24.9-38.6)	84	40.6%	(33.4-47.8)
	Black[d]	115	29.1%	(24.2-34.0)	125	33.5%	(28.6-38.4)	137	37.4%	(31.8-43.1)
	Native Hawaiian/ Pacific Islander[d]	23	27.8%	(14.1-41.6)	21	29.8%	(15.7-43.9)	32	42.4%	(29.1-55.7)
	White[d]	619	27.9%	(25.4-30.5)	575	29.7%	(27.4-32.0)	860	42.3%	(39.4-45.2)
	Hispanic/Latino	803	27.8%	(25.6-30.0)	872	33.8%	(31.6-35.9)	1019	38.4%	(36.2-40.6)
	Other/Multiple[d]	92	26.0%	(20.4-31.5)	107	33.7%	(27.3-40.0)	122	40.4%	(33.7-47.0)
Region	**1: Carson City**	112	30.6%	(24.6-36.5)	100	30.0%	(22.8-37.2)	124	39.4%	(30.0-48.8)
	2: Douglas	82	28.6%	(20.4-36.8)	80	30.6%	(25.6-35.6)	116	40.7%	(33.5-47.9)
	3: Elko, White Pine, and Eureka	163	33.0%	(28.5-37.4)	133	25.7%	(21.6-29.8)	208	41.4%	(36.4-46.3)
	4: Churchill, Humboldt, Pershing, and Lander	110	31.0%	(24.4-37.7)	126	34.2%	(29.5-38.9)	143	34.8%	(28.9-40.7)
	5: Lyon, Mineral, and Storey	139	38.2%	(29.0-47.4)	94	30.8%	(20.7-41.0)	113	31.0%	(25.9-36.1)
	6: Nye, Lincoln, and Esmeralda	92	28.8%	(23.6-34.1)	86	25.8%	(22.0-29.6)	148	45.4%	(39.9-50.9)
	7: Washoe	550	31.7%	(28.9-34.5)	515	29.6%	(27.4-31.8)	672	38.7%	(35.8-41.5)
	8: Clark	618	26.5%	(24.5-28.5)	770	33.4%	(31.4-35.4)	924	40.1%	(37.9-42.4)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Table 79: Percentage of middle school students who felt like their teachers really care about them and give them a lot of encouragement — Nevada YRBS 2023

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	1972	31.5%	(29.4-33.6)	1836	30.9%	(29.2-32.6)	2410	37.6%	(35.4-39.9)
Sex	**Female**	1041	34.0%	(31.2-36.7)	977	33.6%	(31.1-36.1)	1066	32.4%	(29.6-35.2)
	Male	906	28.8%	(26.3-31.3)	835	28.2%	(26.0-30.3)	1326	43.0%	(40.3-45.7)
Age	**11 years/younger**	249	29.8%	(25.5-34.0)	211	28.3%	(23.3-33.2)	363	42.0%	(36.7-47.2)
	12 years old	616	29.5%	(26.4-32.6)	547	28.3%	(25.4-31.2)	858	42.2%	(38.8-45.6)
	13 years old	675	34.0%	(30.8-37.1)	636	32.6%	(30.0-35.2)	712	33.5%	(30.4-36.6)
	14 years old or older	426	32.0%	(28.1-36.0)	431	33.7%	(30.3-37.1)	467	34.3%	(30.0-38.6)
Grade	**6th grade**	568	28.5%	(25.4-31.7)	496	28.5%	(24.4-32.5)	868	43.0%	(39.2-46.8)
	7th grade	691	33.3%	(29.6-37.1)	614	30.0%	(27.8-32.3)	760	36.6%	(32.8-40.5)
	8th grade	684	32.0%	(28.4-35.7)	691	33.7%	(31.2-36.1)	749	34.3%	(30.6-38.1)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	50	27.7%	(20.8-34.5)	51	35.2%	(26.8-43.5)	69	37.2%	(29.1-45.3)
	Asian[d]	59	26.8%	(20.0-33.6)	70	29.1%	(22.6-35.5)	90	44.1%	(36.8-51.4)
	Black[d]	135	33.9%	(28.6-39.1)	114	30.2%	(24.2-36.2)	129	35.9%	(29.6-42.2)
	Native Hawaiian/ Pacific Islander[d]	24	24.9%	(11.5-38.3)	23	26.6%	(13.1-40.1)	31	48.5%	(32.6-64.4)
	White[d]	560	25.8%	(22.9-28.7)	564	28.6%	(26.1-31.1)	940	45.6%	(42.4-48.8)
	Hispanic/Latino	954	34.8%	(32.1-37.4)	831	33.1%	(30.9-35.4)	888	32.1%	(29.6-34.6)
	Other/Multiple[d]	104	34.9%	(27.7-42.1)	99	28.8%	(22.7-35.0)	120	36.3%	(29.5-43.0)
Region	**1: Carson City**	107	30.8%	(24.0-37.7)	93	27.2%	(20.6-33.9)	140	41.9%	(37.0-46.9)
	2: Douglas	71	26.2%	(19.1-33.3)	80	27.0%	(21.2-32.7)	129	46.8%	(40.5-53.2)
	3: Elko, White Pine, and Eureka	126	25.4%	(20.7-30.2)	146	30.9%	(25.2-36.7)	230	43.7%	(37.0-50.3)
	4: Churchill, Humboldt, Pershing, and Lander	130	34.7%	(28.1-41.4)	124	33.2%	(27.6-38.8)	127	32.0%	(25.6-38.5)
	5: Lyon, Mineral, and Storey	135	38.9%	(30.6-47.2)	94	27.2%	(23.4-31.0)	117	33.9%	(26.1-41.7)
	6: Nye, Lincoln, and Esmeralda	90	26.7%	(18.6-34.8)	75	23.3%	(16.7-29.8)	164	50.1%	(41.0-59.2)
	7: Washoe	590	33.8%	(30.6-37.0)	480	28.5%	(26.2-30.8)	652	37.7%	(34.7-40.7)
	8: Clark	723	31.1%	(28.3-33.9)	744	31.8%	(29.5-34.0)	851	37.1%	(34.1-40.1)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic

Other

Table 80: Percentage of middle school students who went hungry because there was not enough food in their home during the 30 days before the survey — Nevada YRBS 2023*

		Never/Rarely			Sometimes			Most of the time/Always		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	5562	87.5%	(86.1-89.0)	555	9.1%	(8.0-10.2)	208	3.3%	(2.7-4.0)
Sex	**Female**	2699	86.1%	(84.1-88.1)	298	9.9%	(8.4-11.5)	121	3.9%	(3.0-4.9)
	Male	2812	89.0%	(87.5-90.6)	249	8.3%	(6.8-9.7)	80	2.7%	(1.9-3.5)
Age	**11 years/younger**	731	87.4%	(83.7-91.1)	73	8.0%	(5.2-10.8)	37	4.6%	(2.5-6.7)
	12 years old	1819	87.6%	(85.7-89.5)	176	9.4%	(7.7-11.0)	64	3.0%	(2.0-4.0)
	13 years old	1819	88.3%	(86.4-90.1)	179	8.5%	(6.9-10.1)	57	3.2%	(2.2-4.3)
	14 years old or older	1170	86.3%	(83.0-89.6)	126	10.6%	(7.9-13.2)	48	3.1%	(2.0-4.3)
Grade	**6th grade**	1725	86.5%	(83.9-89.0)	179	9.6%	(7.7-11.6)	74	3.9%	(2.6-5.2)
	7th grade	1869	88.1%	(85.7-90.5)	179	9.1%	(7.0-11.1)	54	2.8%	(1.7-3.8)
	8th grade	1893	87.9%	(85.6-90.1)	190	8.8%	(7.0-10.5)	71	3.3%	(2.4-4.3)
Race/Ethnicity	**American Indian/ Alaska Native[d]**	150	83.6%	(76.4-90.8)	20	13.8%	(6.7-20.8)	6	2.7%	(0.4-5.0)
	Asian[d]	195	89.9%	(85.3-94.5)	18	7.4%	(3.7-11.0)	6	2.7%	(0.4-5.1)
	Black[d]	324	83.4%	(79.0-87.8)	42	10.6%	(6.6-14.5)	23	6.0%	(3.7-8.3)
	Native Hawaiian/ Pacific Islander[d]	64	85.6%	(75.6-95.7)	11	9.9%	(0.8-18.9)	4	4.5%	(0.0-10.1)
	White[d]	1926	92.8%	(91.4-94.3)	131	5.8%	(4.5-7.1)	36	1.3%	(0.8-1.9)
	Hispanic/Latino	2344	85.7%	(83.8-87.6)	273	10.3%	(8.7-11.8)	110	4.1%	(3.2-4.9)
	Other/Multiple[d]	283	84.4%	(79.2-89.6)	37	13.1%	(8.5-17.6)	8	2.5%	(0.4-4.6)
Region	**1: Carson City**	297	86.4%	(80.8-92.1)	32	10.7%	(6.3-15.0)	12	2.9%	(1.3-4.6)
	2: Douglas	263	90.1%	(85.7-94.5)	23	9.0%	(4.5-13.4)	4	0.9%	(0.0-2.0)
	3: Elko, White Pine, and Eureka	465	90.7%	(87.8-93.6)	37	7.3%	(4.6-10.1)	12	2.0%	(0.8-3.1)
	4: Churchill, Humboldt, Pershing, and Lander	356	91.8%	(88.8-94.9)	23	5.9%	(3.1-8.7)	7	2.3%	(0.5-4.1)
	5: Lyon, Mineral, and Storey	301	86.5%	(82.8-90.2)	30	9.3%	(6.2-12.3)	18	4.3%	(2.4-6.1)
	6: Nye, Lincoln, and Esmeralda	290	87.1%	(81.4-92.9)	32	9.4%	(4.9-13.9)	12	3.5%	(1.6-5.3)
	7: Washoe	1533	87.9%	(86.0-89.8)	162	8.9%	(7.3-10.4)	62	3.2%	(2.3-4.2)
	8: Clark	2057	87.3%	(85.4-89.2)	216	9.3%	(7.8-10.7)	81	3.5%	(2.6-4.3)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
*** Note: We caution against group comparisons when a cell size is less than 5.**

Table 81: Percentage of middle school students who visited a dentist during the 12 months before the survey[e] — Nevada YRBS 2023

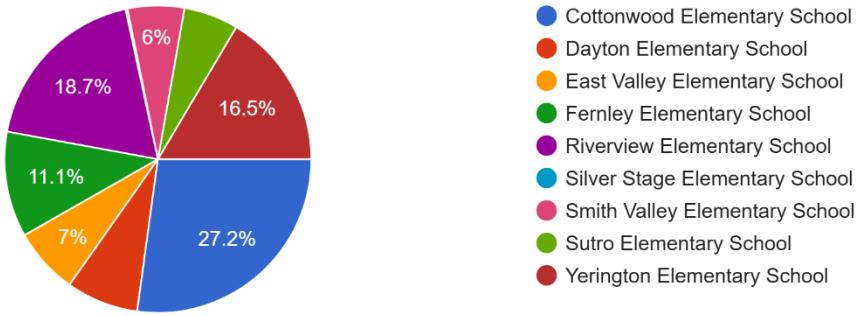
		Yes			No		
		N[a]	%[b]	C.I.[c] (95%)	N[a]	%[b]	C.I.[c] (95%)
Overall	**Total**	4144	65.2%	(63.0-67.3)	2195	34.8%	(32.7-37.0)
Sex	**Female**	2074	64.7%	(61.9-67.6)	1052	35.3%	(32.4-38.1)
	Male	2042	66.2%	(63.4-68.9)	1104	33.8%	(31.1-36.6)
Age	**11 years old or younger**	536	65.8%	(60.7-70.9)	307	34.2%	(29.1-39.3)
	12 years old	1320	64.3%	(61.0-67.6)	744	35.7%	(32.4-39.0)
	13 years old	1400	67.3%	(64.2-70.3)	657	32.7%	(29.7-35.8)
	14 years old or older	872	62.8%	(58.4-67.3)	477	37.2%	(32.7-41.6)
Grade	**6th**	1222	63.4%	(59.2-67.7)	754	36.6%	(32.3-40.8)
	7th	1397	66.0%	(62.7-69.4)	710	34.0%	(30.6-37.3)
	8th	1474	66.0%	(62.4-69.6)	689	34.0%	(30.4-37.6)
Race/Ethnicity	**American Indian/Alaska Native[d]**	113	62.2%	(53.4-70.9)	62	37.8%	(29.1-46.6)
	Asian[d]	146	67.6%	(60.8-74.3)	73	32.4%	(25.7-39.2)
	Black[d]	226	58.6%	(53.4-63.9)	166	41.4%	(36.1-46.6)
	Native Hawaiian/Pacific Islander[d]	42	61.0%	(46.6-75.3)	37	39.0%	(24.7-53.4)
	White[d]	1516	73.9%	(71.3-76.5)	578	26.1%	(23.5-28.7)
	Hispanic/Latino	1713	61.9%	(59.3-64.5)	1025	38.1%	(35.5-40.7)
	Other/Multiple[d]	212	62.6%	(55.0-70.1)	117	37.4%	(29.9-45.0)
Region	**1: Carson City**	259	73.9%	(65.1-82.8)	84	26.1%	(17.2-34.9)
	2: Douglas	201	72.9%	(65.8-79.9)	86	27.1%	(20.1-34.2)
	3: Elko, White Pine, and Eureka	314	62.9%	(59.4-66.3)	199	37.1%	(33.7-40.6)
	4: Churchill, Humboldt, Pershing, and Lander	248	63.8%	(57.6-70.0)	136	36.2%	(30.0-42.4)
	5: Lyon, Mineral, and Storey	223	66.1%	(59.4-72.8)	123	33.9%	(27.2-40.6)
	6: Nye, Lincoln, and Esmeralda	197	61.8%	(56.4-67.2)	137	38.2%	(32.8-43.6)
	7: Washoe	1185	68.4%	(65.1-71.7)	582	31.6%	(28.3-34.9)
	8: Clark	1517	64.3%	(61.5-67.1)	848	35.7%	(32.9-38.5)

[a] The sample size in the total and subgroups may differ due to missing data
[b] Weighted row percent
[c] 95% confidence interval
[d] Non-Hispanic
[e] Saw a dentist for a check-up, exam, teeth cleaning, or other dental work

Fall 2024 LCSD Elementary Culture and Climate Survey

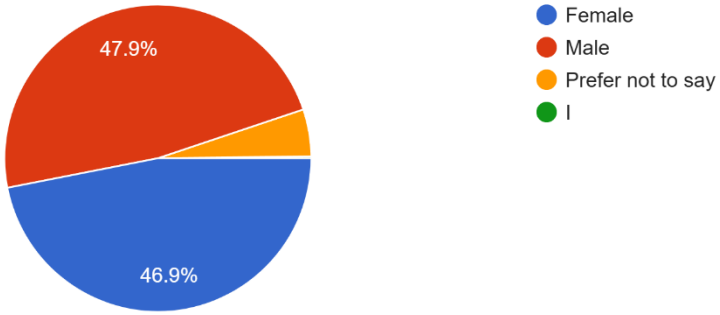
Please select your school.

486 responses



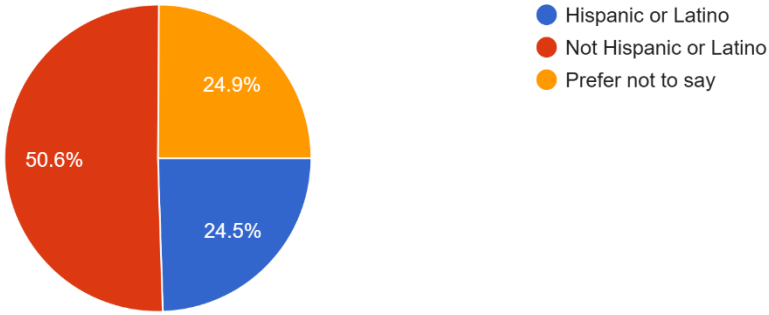
What is your gender or gender identity?

486 responses



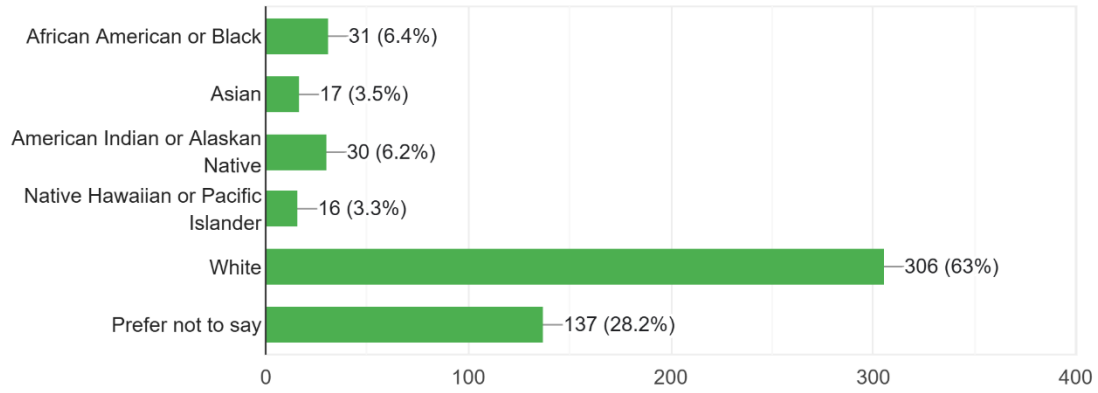
Please describe your ethnicity.

486 responses



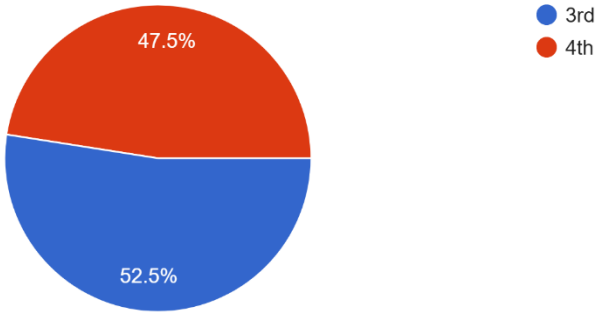
Please describe your race (select all that apply)

486 responses



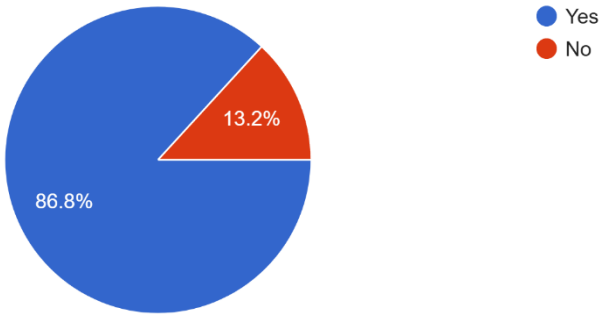
What grade are you in?

486 responses



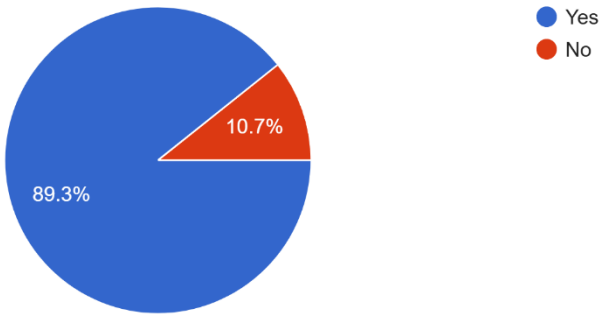
I like school.

486 responses



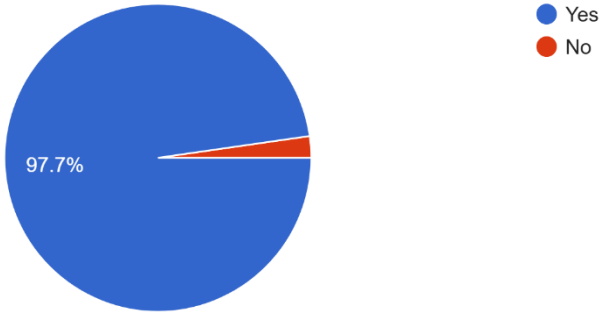
I feel like I do well in school.

486 responses



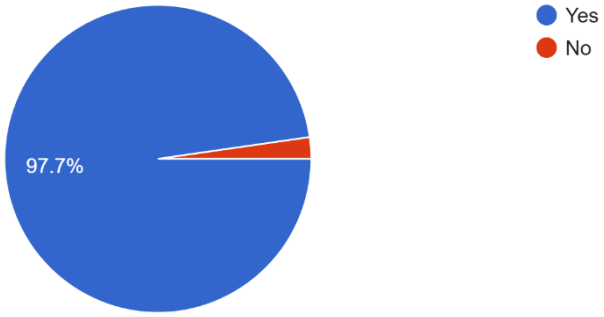
My school wants me to do well.

486 responses



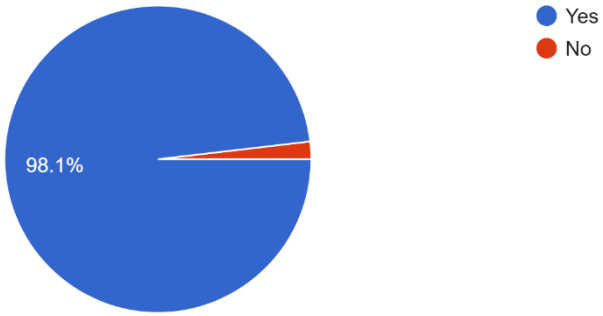
Teachers treat me with respect.

486 responses



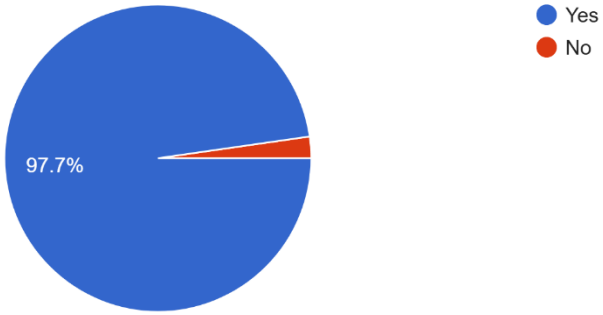
My school has clear rules for behavior.

486 responses



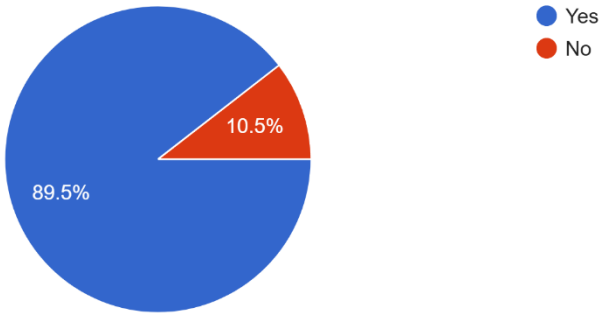
Teachers treat me with respect.

486 responses



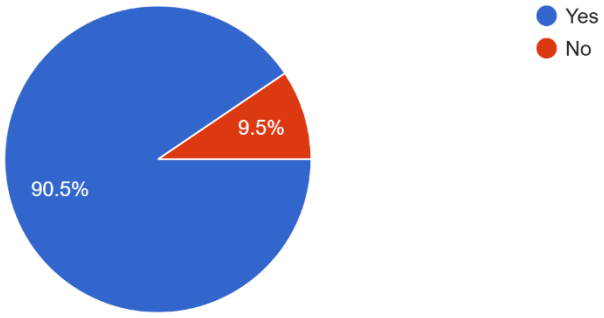
Good behavior is noticed at my school.

486 responses



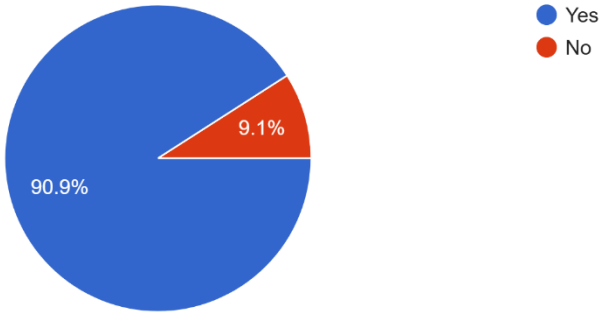
I get along with other students.

486 responses



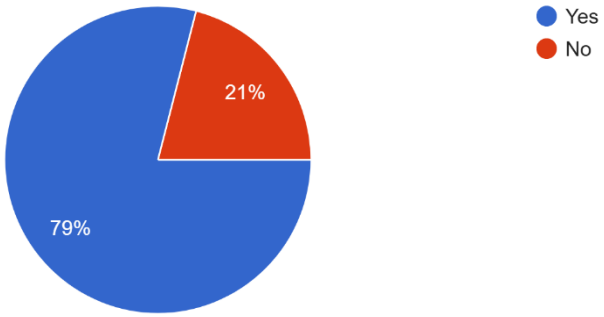
I feel safe at school.

486 responses



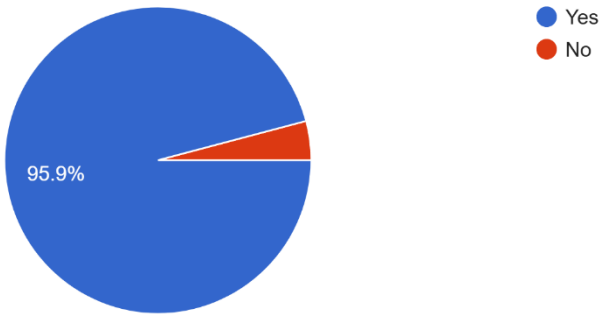
Students treat each other well.

486 responses



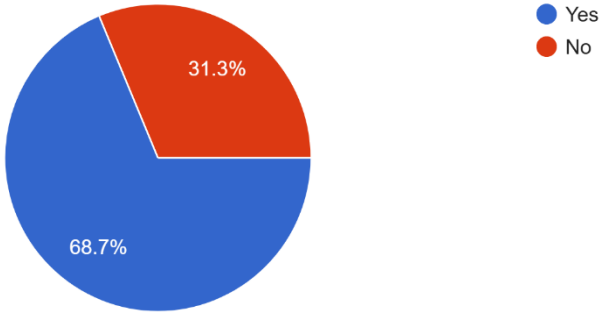
There is an adult at my school who will help me if I need it.

486 responses



Students in my class behave so that teachers can teach.

486 responses



Stakeholder Feedback Analysis

Fernley High School 229510 Remote AER (Jul 11, 2024 - Jun 30, 2025)
Fernley High School, Fernley, United States of America

Last Modified: 01/07/2025
Status: Ready for Review

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

TABLE OF CONTENTS

Stakeholder Feedback Analysis 3

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Stakeholder Feedback Analysis

Stakeholder Feedback Analysis

Below are steps you should have used in this analysis.

1. Understand the Purpose for Your Analysis

You have made a careful analysis of your stakeholder perception or survey results. Here are some activities you should have considered:

• Agree to approach the process and analysis reporting with honesty and transparency.
• Determine the level of commitment of the personnel in your institution to using the results of this analysis to improve.
• Review the four Evaluative Criteria for Surveys and Perception Data.

2. Identify and Evaluate Data Sources

In your workbook, you should have made a list of all possible data sources (surveys, focus groups, etc.). That list should have included these data sources:

• The populations you have collected perception data from. Cognia requires that you collect at least learner perceptions, family perceptions, and teacher perceptions.
• The number of administrations of surveys or focus groups you have for comparison (trend data).
• Comments about the overall validity and reliability of the results and make note of potential areas for improvement.

In your workbook, you should have briefly described how the participants to whom these surveys were administered accurately represented all their respective populations. You could have included information like the size of the population, how participants were identified, the number of surveys administered, the number of responses received, and other information that may have impacted the analysis.

Enter your description of participants and method of collecting feedback here. You can copy and paste your response from your workbook or type directly into the field below.

The Advanced ED surveys, conducted in October 2024, collected feedback from families, staff, and students at FHS with varying participation rates.
The **Family Survey** received 138 responses, but it is unclear what proportion of the total family population this represents due to unavailable data on the number of potential respondents. Efforts to promote participation included sharing survey links via email, social media, and multiple notifications from spring through fall 2024.
The **Staff Survey** had 38 respondents out of 66 certified teachers, resulting in a 58% participation rate. Survey links were emailed, with reminders sent through September 2024 to encourage completion. Despite these efforts, the participation rate was relatively low.
The **Student Survey** saw 658 respondents out of the total student population of 1,350, resulting in a 49% participation rate. Response rates varied across grade levels, with freshmen (27%) and sophomores (34%) having higher engagement than juniors (24%) and seniors (14%).
In summary, while the surveys gathered valuable input, participation rates were *modest*, highlighting an opportunity to refine strategies to boost engagement across all groups.
Advanced ED-Family Survey

- 138 Family Respondents (October 15, 2024)
- *It is not feasible to determine the total number of possible families; therefore, we cannot present an percentage of total respondents within the total family participation.*
- Survey links were sent out to all family e-mail addresses in our information system, posted links on social media platforms.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

- Notifications were sent out in early spring 2024, summer, and two in the fall (September and October)

Advanced Ed-Staff Survey

- 38 staff respondents (October 15, 2024)
- *We have 66 certified teachers at our high school who were asked to take the survey. With 38 respondents, we had a low participation rate of 58%.*
- Survey links were e-mailed to all staff and requested to complete by the end of September, 2024.
- Staff reminders were sent out multiple times encouraging staff to complete the survey.

Advanced Ed-Student Survey

- 658 student respondents
- *As of October 2024, FHS student population was 1,350. Participation rate was low, with only 49% of student respondents.*
- Freshman: 179 freshman students (27%) completed the survey
- Sophomore: 221 (34%)
- Junior: 160 (24%)
- Senior: 95 (14%)

Stakeholder Feedback Evaluative Criteria

Transfer the ratings for your institution's Stakeholder Feedback Evaluative Criteria from your workbook.

EC1: Item Quality (rate as Level 4 if using Cognia surveys)

- **Level 4 - Items in almost all surveys and focus group protocols have been tested and proven as reliable and valid.**
- Level 3 - Items in most surveys and focus groups have been tested and proven as reliable and valid.
- Level 2 - Items in some surveys and focus groups have been tested and proven as reliable and valid.
- Level 1 - Items in few or no surveys and focus groups have been tested and proven as reliable and valid.

EC2: Administration

- **Level 4 - Surveys were administered to all members of the total population of the institution.**
- Level 3 - Surveys were administered to most participants that represented the total population of the institution.
- Level 2 - Surveys were administered to some participants that represented the total population of the institution.
- Level 1 - Surveys were administered to a small group of participants that did not accurately represent the total population of the institution.

EC3: Number of Responses

- Level 4 - The total response rate was 75% or more and all participant populations were well represented.
- Level 3 - The total response rate was between 50% and 75% of all respondent populations. Almost all population groups were represented.
- **Level 2 - The total response rate was between 25% and 50% of the survey group.**

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

- Level 1 - The total response rate was between 0% and 25% of the survey group.

EC4: Equity of Respondents

- Level 4 - Results indicate no significant gaps exist among subpopulations of respondents.
- Level 3 - Results indicate minimal gaps exist among subpopulations of respondents, and trend data indicate these gaps have noticeably declined.
- **Level 2 - Results indicate gaps exist among subpopulations of respondents, and these perception gaps demonstrate a modest decline.**
- Level 1 - Results indicate gaps exist among subpopulations of respondents and that minimal or no change has occurred in these gaps.

3. Select and Clean Data Sources

It is likely you have considered the following criteria:
• Organized the items of your surveys under themes. You may have used Cognia's key characteristics (Culture, Leadership, Engagement, Growth), then added others. Cognia's surveys are already aligned to these key characteristics.
• Provided longitudinal results of the same questions from multiple administrations, if available, to allow for analysis of trends.
• Provided tables, graphs or other depictions that provide response data with longitudinal results that are disaggregated by appropriate subgroups (families, learners, teachers, etc.).

4. Analyze and Synthesize Information

Your analysis and synthesis put the pieces of information you amassed together to create a holistic "picture" of your organization in the form of themes. You should have used the following questions to guide your thinking and writing:
• Areas of Noteworthy Achievement
− In which area(s) do stakeholders feel the institution is doing really well?
− Which area(s) indicate the overall highest feedback ratings?
− What successes are highlighted?
− Which of the above reported findings are consistent with findings from other data sources?
Enter your findings from your workbook below.

Fernley High School (FHS) demonstrates strengths and opportunities for growth in four key areas—culture, leadership, engagement, and growth—based on data from Advanced Ed surveys completed by families, students, and staff.

Culture

The survey data highlights six core cultural aspects of FHS: being welcoming, respectful, safe, caring about student well-being, and focusing on relationship-building.

- **Welcoming Environment**: FHS is widely regarded as welcoming, with positive ratings from families (77%), students (83%), and staff (95%).
- **Respectful Environment**: A strong culture of respect is evident, with scores of 78% (family), 81% (student), and 97% (staff).
- **Safe Environment**: Safety is a key strength, with high ratings from all stakeholders (Family-77%; Student-85%; Staff-94%).
- **Student Well-Being**: Perceptions of FHS's care for student well-being are varied, with staff rating it highly (100%), but families (62%) and students (67%) indicating room for improvement.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

- **Relationship-Building**: Relationship-building efforts are positively rated by staff (95%) and students (77%), with families slightly lower at 66%.

Overall, the data indicates a strong cultural foundation, particularly in fostering a welcoming, respectful, and safe environment. However, further efforts to enhance perceptions of care for student well-being, particularly among families and students, could strengthen this area.

Leadership

FHS's leadership is characterized by three primary strengths: exploratory practices, professional competence, and a learner-focused approach.

- **Exploratory Practices**: FHS is viewed as using innovative methods to improve learning, with ratings of 74% (student) and 95% (staff).
- **Professional Competence**: Leadership's professionalism is acknowledged by both students (81%) and staff (85%).
- **Learner-Focused Approach**: FHS leadership is commended for prioritizing student learning, with high ratings from staff (95%) and students (77%).

The emphasis on exploratory, competent, and learner-centered leadership reflects a commitment to academic growth and adaptability, laying a strong foundation for ongoing improvement and stakeholder trust.

Engagement

FHS demonstrates effective engagement practices, as reflected in survey responses.

- **High Expectations**: Stakeholders agree that FHS sets high expectations for all students, with scores of 68% (family), 69% (student), and 85% (staff).
- **Access to Resources**: FHS ensures access to learning resources, with positive responses from families (69%), students (83%), and staff (95%).

The data underscores FHS's dedication to maintaining high standards and providing the resources necessary for student success, although there is room to improve *family perceptions* of these practices.

Growth

The growth-focused initiatives at FHS are highly rated by students and staff, illustrating a commitment to preparing students for the future and fostering continuous learning.

- **Future Preparation**: Learning structures are viewed as preparing students for the future, with ratings of 72% (student) and 92% (staff).
- **Encouraging New Learning**: Both students (71%) and staff (95%) recognize FHS's efforts to encourage exploration of new knowledge.
- **Variety of Assessments**: The use of diverse assessments is highly rated by students (78%) and staff (95%).

FHS's focus on real-world preparation, encouragement of innovation, and diverse assessment strategies solidifies its position as a growth-oriented institution.

Conclusion

The data showcases FHS's strengths in fostering a positive culture, effective leadership, robust engagement practices, and growth-focused initiatives. Continued efforts to address areas with lower family and student satisfaction—such as student well-being and perceptions of high expectations—could further enhance FHS's mission to support and inspire all learners.

• Areas in Need of Improvement
− In which area(s) do stakeholders feel the institution needs to improve?
− Which area(s) indicate the overall lowest feedback ratings?

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

− What needs for improvement are highlighted?
− Which of the above reported findings are consistent with findings from other data sources?
Enter your findings from your workbook below.

The survey data from Fernley High School (FHS) reveals significant disparities in *perceptions* among students, families, and staff, underscoring the need for **enhanced communication** and **community engagement** to bridge these gaps. Key themes emerge around building relationships, fostering student confidence, transparency, differentiation, and opportunities for student voice, reflecting broader challenges in aligning stakeholders' experiences and expectations.

Building Relationships with Students

Responses to the question about setting aside time to build relationships with children indicate a stark disconnect. While staff reported a 100% positive response, students (62%) and families (67%) rated this significantly lower. This disparity suggests that while staff believe they are prioritizing relationships, this effort is not being perceived or felt equally by students and families. Strengthening relational practices and openly demonstrating efforts to build connections may help close this perception gap.

Helping Students Believe in Themselves

Families (66%) rated this aspect lower than students (77%) and staff (95%), pointing to a possible lack of awareness among families of the strategies and support systems in place. This could stem from limited communication about advisory curricula or day-to-day efforts to encourage student confidence. Addressing this requires not only improved transparency with families but also ensuring equitable and impactful implementation of confidence-building initiatives in advisory sessions and classrooms.

Encouraging Innovation and School Improvement

Responses about trying new things to improve the school show families (65%) lagging behind students (74%) and staff (92%). This reflects a potential lack of transparency about school improvement plans and goals. Families may not be sufficiently informed about initiatives such as climate surveys or improvement strategies. Regular updates and inclusive communication about these efforts could help families feel more engaged and aligned with the school’s vision.

Differentiated Instruction

Both families and students reported the same (62%) response rate to lessons tailored to meet individual needs. This alignment suggests that both groups may not fully understand or see evidence of differentiated instruction in practice. Staff might need to *clarify* and *consistently implement* differentiation strategies while also communicating what these look like in action to families and students.

Opportunities for Student Voice

Students (69%) and families (63%) expressed only moderate satisfaction regarding opportunities to provide input on learning activities. This suggests that while there may be mechanisms for feedback, they are either underutilized or insufficiently communicated. Incorporating structured feedback opportunities, such as student evaluations, focus groups, or family engagement forums, could foster greater participation and satisfaction.

Lessons That Inspire New Ways of Thinking

Families reported only 55% positive feedback for lessons that made students think in new ways, compared to higher ratings from students (76%) and staff (92%). This low rating may reflect both a communication gap and an opportunity to make creative, thought-provoking lesson objectives more visible to families.

Awareness of Learning Resources

Families (59%) reported much lower awareness of resources compared to students (74%) and staff (93%). This indicates that families are not fully informed about tools and materials supporting student learning. Improved outreach, such as resource guides and demonstrations during family events, could address this.

Conclusion

The data highlights critical disconnects between families, students, and staff at FHS, primarily around relationship-building, communication, and transparency. To address these gaps, FHS should enhance its community outreach and establish clear, accessible communication about academic goals, relational practices, and school improvement efforts. Strategies such as a unified set of learner objectives and regular updates to families could create a shared understanding and improve alignment among all stakeholders.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

• List all your findings' statements.
• Prioritize the findings statements:
− Select the findings you feel are most important to begin your improvement process.
− Select only the number of findings you have the capacity to address.
• Perform root cause analysis on the findings to determine how to address the improvement areas, and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) from your workbook.

Findings' Statements

Culture

Survey results highlight differing *perceptions* of the school’s culture among students, families, and staff. While staff reported a largely positive culture, describing it as respectful (74%), safe (79%), and welcoming (76%), only 50% identified the school as warm, and these findings are based on a response rate of approximately half of the staff. Families expressed mixed perceptions, with some viewing the culture as respectful (40%) and welcoming (36%), but a majority also describing it as complacent (67%) and unfriendly (43%). Students similarly provided mixed feedback, describing the school as safe (52%), fair (44%), and welcoming (41%), but overwhelmingly boring (73%).

Theory of Action:

1. Prioritize open, two-way communication between staff, students, and families by implementing regular surveys, focus groups, and town hall meetings, and actively respond to their feedback with tangible actions, then all stakeholders will feel more valued, respected, and engaged, fostering a more inclusive and positive school culture.
2. Design and implement engaging, student-centered activities and lessons that incorporate student interests and voices, provide opportunities for collaboration, and emphasize real-world relevance, then students will find school more stimulating and less boring, contributing to a more engaging and positive school culture.
3. Provide professional development for staff on equity, inclusivity, and cultural competence, while simultaneously implementing schoolwide initiatives that celebrate diversity and address stakeholder concerns about fairness and welcoming behaviors, then all members of the school community will experience a more equitable, inclusive, and welcoming culture.

Engagement

Survey results reveal differing perceptions of the learning environment's engagement style: students (63%), families (63%), and staff (55%) generally agree that teacher-assigned work and listening to teachers dominate classroom activities, indicating a teacher-centered environment. However, staff responses highlight a more student-centered perspective, emphasizing independent (50%) and peer group work (47%), as well as frequent use of digital resources (68%). Families also perceive significant digital engagement (54%), but this contrasts with students’ lower acknowledgment of digital resource use (54%) and independent work.

Theory of Action:

1. Intentionally involve students to co-create learning activities and provide structured opportunities for student input. Students will feel more engaged and valued in their education and will lead to a better alignment between students' experiences and the perceptions of families and staff regarding student-centered learning.
2. Improve communication with families and students about the use of digital resources, independent work, and collaborative learning strategies. Improved communication will shift perceptions of a teacher-centered environment to fostering a greater understanding and alignment among stakeholders.
3. Staff will receive *targeted professional development* on implementing blended learning and collaborative strategies. These practices when consistently applied across classrooms will enhance student learning experience to a more balanced and engaging learning environment. This will enhance perceptions of a student-centered approach among students and families.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Leadership

Students perceive school leadership as generally doing their job (76%) and wanting them to succeed academically (43%), but lower ratings for sharing school news (39%) and making good decisions (38%) suggest room for improvement in communication and decision-making transparency. Families report predominantly negative interactions with staff, describing them as distant (54%), insincere (49%), agitating (43%), and insignificant (42%), indicating a need for leadership to prioritize fostering positive, trust-building relationships with families. In contrast, staff report collaborative (68%), personable (61%), genuine (55%), and valuable (61%) interactions within their team, though the survey's low participation rate (approximately 50%) limits the generalizability of these results.

Theory of Action:

1. School leadership must demonstrate a more *visible* and *approachable* presence, consistently communicating school news, and actively engaging with students to support their academic and personal success. This will enhance the student and staff perception of leadership as more invested in their success, thereby increasing their overall satisfaction and engagement.
2. Implement targeted strategies to enhance communication between staff and families and provide opportunities for meaningful family engagement. This will help to ensure that interactions are respectful and responsive, giving families a more positive experience when dealing with the school. This will lead to stronger partnerships and support for student learning.
3. Foster an inclusive and supportive environment that encourages all staff members to contribute to school surveys, share feedback, and collaborate on shared goals. An increased level of staff engagement will lead to stronger collaboration, better communication, and a more unified approach to student success.

Student Engagement:

Students and families primarily perceive student growth as being measured through graded assignments and assessments, with common methods including giving grades (80%), quizzes (64%), and exams (49%), while staff report using a broader range of tools such as demonstrating progress (55%), homework checks (50%), informative tests (45%), and rubrics (50%), indicating a disconnect between staff's understanding and the student and family perspective on how growth is measured.

Theory of Action

1. Staff will *explicitly* communicate and demonstrate the variety of tools used to measure student growth (e.g., rubrics, progress demonstrations, homework checks, and informative tests). This will enhance student and family understanding of the assessment process which can bridge the gap between their perceptions and the staff's broader approach to growth measurement.
2. Staff will integrate multiple forms of assessment (e.g., rubrics, homework checks, and progress demonstrations) into regular classroom practices and provide clear explanations on how each tool contributes to evaluating student growth. This will aid students and families to have a clearer and more accurate perception of how student growth is measured beyond just grades, quizzes, and exams.
3. Staff will engage in professional development focused on effective communication of diverse assessment methods and how they collectively measure student growth. This will better equip teachers to explain and utilize a variety of assessments to foster a shared understanding of growth measurement between staff, students, and families.

Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

First section: evidence you have analyzed and synthesized

Second section: findings from your analysis and synthesis

Third section: interpretations of the root cause of your findings and your theory of action

Type or copy and paste your final analysis from your workbook here.

The Advanced ED surveys conducted at Fernley High School (FHS) in October 2024 gathered feedback from families, staff, and students, yielding insights into four key areas: culture, leadership, engagement, and growth. These areas provide a

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

framework to understand the strengths and opportunities for growth at FHS. However, participation rates in these surveys varied, and there are opportunities to refine communication and engagement strategies to bridge the gaps in stakeholder perceptions.

Survey Participation and Response Rates

The surveys were distributed through various channels, including email, social media, and notifications, from spring through fall 2024. While these efforts reached a broad audience, participation rates were modest. The Family Survey received 138 responses, but due to a lack of data on the total number of potential respondents, it is impossible to calculate the percentage of family participation. The Staff Survey had a 58% participation rate, with 38 respondents out of 66 certified teachers, despite reminders and efforts to encourage completion. The Student Survey, with 658 respondents out of 1,350 students, resulted in a 49% participation rate. However, participation rates varied significantly across grade levels, with freshmen and sophomores showing higher engagement than juniors and seniors.

These varying participation rates underscore the importance of further enhancing strategies to engage all stakeholders, particularly families and students, in the feedback process.

Cultural Perceptions

The survey results suggest that FHS has a solid cultural foundation, particularly in fostering a welcoming, respectful, and safe environment. Students, families, and staff generally agree that FHS is a safe and welcoming place. Staff reported the highest ratings in all cultural areas, with 95% rating FHS as welcoming and 94% as safe. However, family and student perceptions were somewhat lower. Only 62% of families and 67% of students felt that FHS prioritized student well-being, with families rating relationship-building efforts lower than staff and students. Although the school has a strong *culture of respect*, with ratings of 78% from families, 81% from students, and 97% from staff, there is an opportunity to improve student and family perceptions of care for student well-being and relationship-building efforts.

Leadership Strengths and Areas for Growth

FHS's leadership is viewed positively in terms of professionalism, exploratory practices, and a learner-focused approach. Staff and students both rated the leadership's professionalism and commitment to improving student learning highly, with staff rating it at 85% and students at 77%. Leadership is also seen as using innovative practices to improve learning, with 74% of students and 95% of staff acknowledging these efforts. However, leadership's *communication and decision-making transparency* were identified as areas for improvement, especially among students, who rated their leadership's communication efforts lower (39%) than their satisfaction with academic success efforts (43%).

Families reported negative interactions with staff, with many describing them as distant or insincere. This indicates a need for leadership to build more positive, trust-building relationships with families. While staff perceived leadership as collaborative (68%) and personable (61%), the relatively low participation rate among staff makes it difficult to generalize these findings fully.

Engagement Practices

The data from the surveys highlighted the differing perceptions of engagement practices at FHS. Families and students expressed that classroom activities tend to be *teacher-centered*, with 63% of both groups acknowledging that teachers primarily assign work and lead discussions. However, staff members provided a more student-centered view, noting the frequent use of independent (50%) and group work (47%) activities, as well as digital resources (68%). This discrepancy points to a communication gap between what is actually happening in the classroom and how families and students perceive it.

A critical area of concern is the lack of consistent engagement between students and the learning process, particularly for freshmen and seniors. To align perceptions across groups, FHS should improve communication about classroom practices and provide more structured opportunities for student input. Engaging students in co-creating learning activities and improving the transparency of how digital resources and collaborative strategies are used in the classroom could increase alignment among students, families, and staff regarding student-centered learning.

Growth and Development

FHS is committed to fostering student growth through a range of initiatives aimed at preparing students for the future. Survey results indicate that both students and staff believe FHS's learning structures prepare students well for the future, with 92% of staff and 72% of students sharing this view. Similarly, FHS's efforts to encourage the exploration of new knowledge were rated positively by both students (71%) and staff (95%).

Despite these positive ratings, there is still room for improvement in ensuring that all students feel inspired by lessons that encourage new ways of thinking. While 76% of students and 92% of staff reported that lessons challenged students'

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

thinking, only 55% of families agreed. This suggests a communication gap between the school's academic practices and families' perceptions of them.

In terms of assessment, both students (78%) and staff (95%) appreciated the use of diverse assessment strategies. However, families were less aware of the learning resources and assessment methods used, with only 59% reporting awareness compared to 74% of students and 93% of staff. To bridge this gap, FHS should improve outreach to families, providing more transparent information about the resources available to support student learning.

Key Disparities and Perceptions

Several disparities emerged from the survey data that point to areas where FHS could improve its relationships with stakeholders. For example, the question of whether staff make an effort to build relationships with students revealed a disconnect between staff perceptions and those of students and families. While 100% of staff reported making efforts to build relationships, only 62% of students and 67% of families agreed. This discrepancy highlights a need to strengthen relational practices and ensure that students and families perceive the school's efforts as genuine.

Similarly, families rated the efforts to help students believe in themselves lower than staff and students did, with only 66% of families agreeing that the school fosters student confidence. This suggests a need for greater transparency about the school's efforts in building student confidence, such as advisory curricula or specific classroom strategies. Additionally, families expressed dissatisfaction with opportunities for student input on learning activities (63%), and many were unaware of the lessons that inspire new ways of thinking (55%). These concerns can be addressed by improving communication and creating more opportunities for families to engage with the school's learning processes.

Conclusion

In conclusion, the survey data highlights FHS's strengths in fostering a positive school culture, providing innovative leadership, and encouraging student growth. However, significant gaps exist in communication, transparency, and stakeholder engagement, particularly between families, students, and staff. To address these gaps, FHS should focus on improving communication strategies, increasing family involvement, and ensuring that relational practices and engagement efforts are more visible and accessible to all stakeholders. Through these efforts, FHS can continue to improve its environment and better align the perceptions and experiences of all members of the school community.

Overall Theory of Action:

Six-Month Structured Implementation Plan to Address Survey Findings at Fernley High School (FHS)

This plan will guide FHS's efforts to address the key areas identified in the Advanced ED surveys: culture, leadership, engagement, and growth. It is designed to improve communication, build stronger relationships among stakeholders, and ensure more equitable and effective learning experiences for students, staff, and families. Each month, specific actions will be taken to build on previous progress, leading to sustainable improvements over six months.

Month 1: Communication and Data Review

Objectives:

- Assess current communication channels and strategies.
- Analyze survey data in greater detail and identify trends or gaps.
- Set clear goals for improving participation rates and stakeholder engagement.

Actions:

1. **Communication Audit**: Review existing communication tools (email, social media, newsletters) and their effectiveness in reaching all stakeholders, particularly families and students.

2. **Data Analysis**: Organize the survey data by demographic (e.g., grade level, family type, etc.) to identify specific areas where engagement is weakest.

3. **Stakeholder Meetings**: Convene a team of teachers, administrators, and family representatives to discuss the findings and propose strategies for improved communication.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

4. **Set Initial Goals**: Define specific, measurable goals for increasing participation in future surveys and improving communication strategies, especially for families and students.

Month 2: Strengthening Engagement and Relationships

Objectives:

- Improve relational practices between staff, students, and families.
- Address gaps in stakeholder perceptions of the school's efforts to build relationships and student confidence.

Actions:

1. **Staff Development**: Provide professional development workshops for staff on relationship-building techniques, ensuring staff understand the importance of making efforts visible to students and families.

2. **Family Engagement**: Organize a series of family nights (in-person or virtual) to increase families' engagement in school activities. Ensure clear communication about what is happening in the classroom and how families can support their students.

3. **Student Input**: Establish a feedback system where students can share their ideas on classroom activities, lessons, and their learning experience. This could be through surveys, focus groups, or student advisory committees.

4. **Teacher-Student Relationship Building**: Create programs or initiatives that allow teachers to work with students outside of the classroom, fostering a deeper connection (e.g., mentorship programs, after-school clubs).

Month 3: Aligning Stakeholder Perceptions of Learning

Objectives:

- Align families', students', and staff's perceptions of the school's educational practices, particularly regarding student-centered learning.
- Increase awareness of assessment strategies and learning resources used at FHS.

Actions:

1. **Communication Campaign**: Launch a campaign to clearly explain the school's teaching strategies, including the use of independent work, group activities, and digital resources. This could include newsletters, website updates, or community meetings.

2. **Increase Transparency of Assessment**: Ensure families are fully informed about assessment practices and learning resources through regular communication (e.g., monthly newsletters, parent meetings).

3. **Classroom Observations**: Organize classroom visits or open houses for families to observe learning practices first-hand. This allows families to see how student-centered practices are applied in the classroom.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

4. **Student Feedback on Learning**: Create structured opportunities for students to share their thoughts on lessons that challenge their thinking and engage them in new ways of learning.

Month 4: Leadership Visibility and Transparency

Objectives:

- Improve transparency of leadership decisions and increase communication with all stakeholders.
- Strengthen trust-building efforts between leadership, staff, and families.

Actions:

1. **Leadership Forums**: Hold monthly leadership forums where administrators can share updates, listen to feedback, and address concerns. These forums should be open to all stakeholders—staff, families, and students.

2. **Increase Communication from Leadership**: Leadership should regularly communicate their vision, decisions, and plans to staff, students, and families through emails, social media, or meetings. Special focus should be placed on addressing feedback from previous surveys.

3. **Improve Family Interactions**: Leadership will prioritize more face-to-face or direct communication with families, aiming to improve the quality of family interactions by focusing on building trust and sincerity.

4. **Staff-Leadership Dialogue**: Create opportunities for staff to provide feedback on leadership's decision-making process. This could take the form of surveys, one-on-one meetings, or group discussions.

Month 5: Data-Driven Refinements and Student Empowerment

Objectives:

- Use data to track improvements and refine strategies based on feedback.
- Empower students to take ownership of their learning experiences.

Actions:

1. **Survey Follow-Up**: Conduct a follow-up survey or focus group sessions with students, staff, and families to assess progress on the issues identified in previous surveys. Use this data to refine strategies.

2. **Student-Led Initiatives**: Encourage student involvement in the school's decision-making process regarding learning activities, school policies, and culture-building initiatives.

3. **Data Dashboards**: Create a public-facing dashboard to showcase key data trends, progress on goals, and upcoming initiatives, improving transparency.

4. **Celebrating Progress**: Publicly celebrate improvements in participation, engagement, and satisfaction with a school-wide event or newsletter to acknowledge the efforts of the FHS community.

Month 6: Consolidating Gains and Long-Term Planning

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Objectives:

- Evaluate the success of implemented strategies and prepare for continuous improvement.
- Establish long-term plans for sustaining engagement, communication, and growth.

Actions:

1. **Final Evaluation**: Evaluate the success of all implemented strategies using both quantitative data (participation rates, satisfaction scores) and qualitative feedback (stakeholder testimonials, focus group insights).

2. **Continuous Improvement Plan**: Develop a long-term plan to ensure continuous improvement in areas of communication, engagement, and growth. This plan should include ongoing feedback loops and future surveys.

3. **Leadership Commitment**: Ensure leadership remains committed to the changes made during the implementation process by scheduling regular check-ins, setting new goals, and ensuring sustainability.

4. **Community Building**: Strengthen the school's sense of community by hosting regular events that foster connections among families, students, and staff, ensuring ongoing engagement with the school's mission.

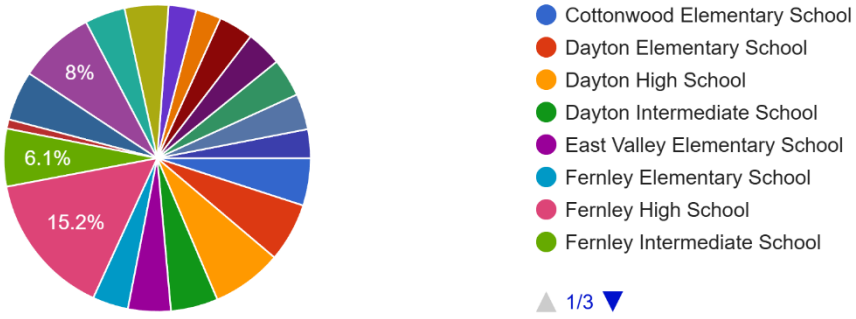
Ongoing Actions (Beyond 6 Months):

- Continue to review data, particularly with follow-up surveys, to assess progress on engagement, culture, and leadership.
- Regularly update families, students, and staff on progress through newsletters, meetings, and other communication channels.
- Reinforce the school's commitment to student-centered learning and family engagement through consistent and visible leadership actions.

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

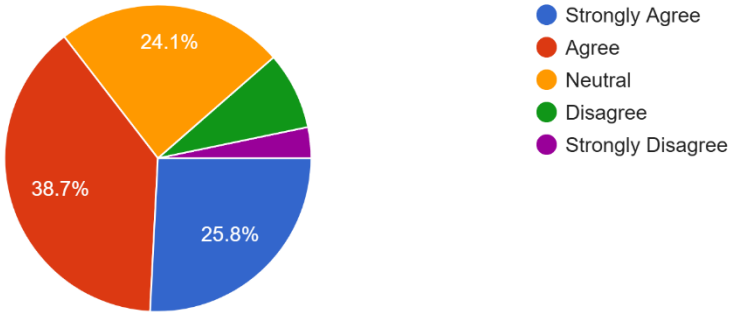
For Child 1 - My Child Attends: (you will have the opportunity to select subsequent schools in another section if you have multiple children)

823 responses



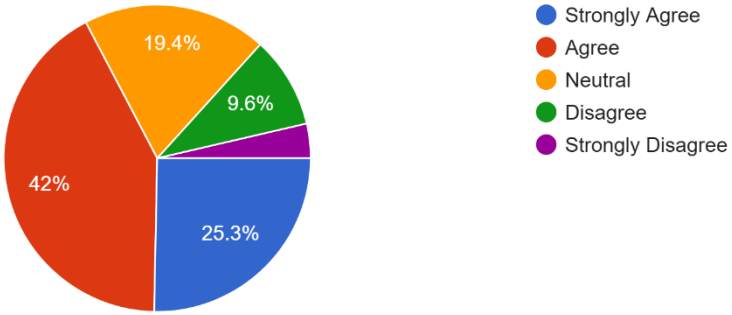
My child enjoys being at school each day.

798 responses



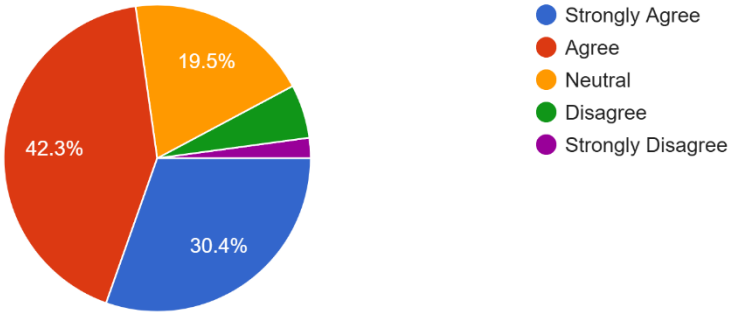
My child's school effectively communicates important information, such as school events, academic updates, policy changes, etc.

798 responses



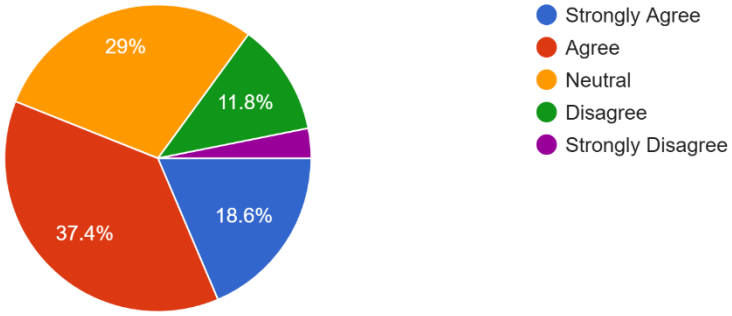
My child's teacher(s) and administrators are accessible and responsive to my questions or concerns.

796 responses



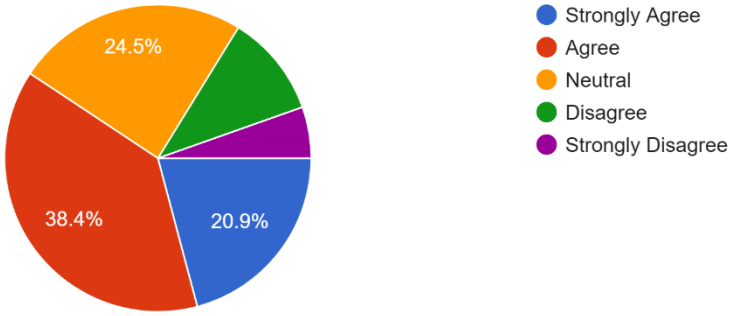
My child's school provides my child with personalized learning opportunities.

796 responses

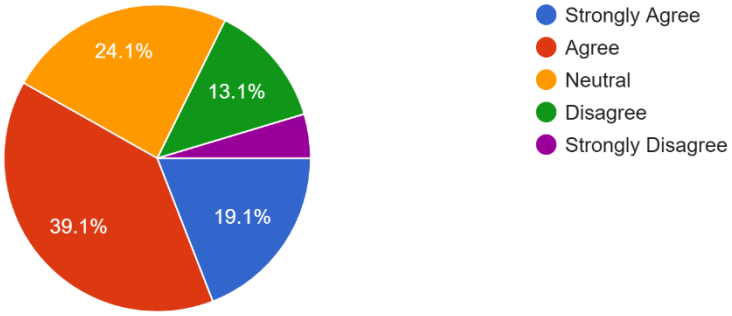


I am satisfied with the safety and security measures in place at my child's school.

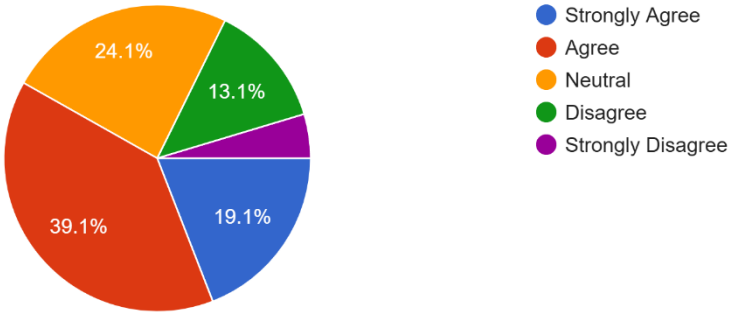
796 responses



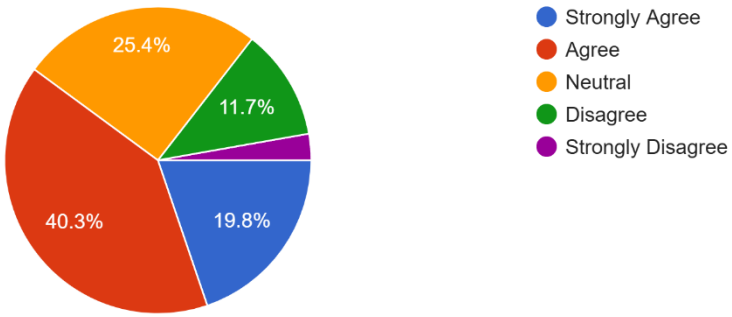
I am satisfied with the educational opportunities at my child's school including course/class offerings, extracurricular offerings, learning materials, application of real life learning, etc.
796 responses



I am satisfied with the educational opportunities at my child's school including course/class offerings, extracurricular offerings, learning materials, application of real life learning, etc.
796 responses

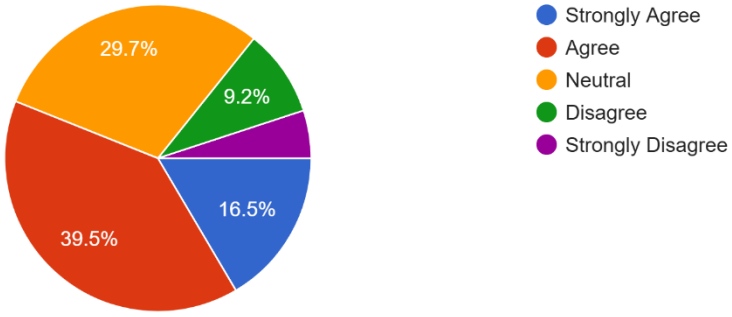


I am provided with opportunities to be included in my child's education.
794 responses



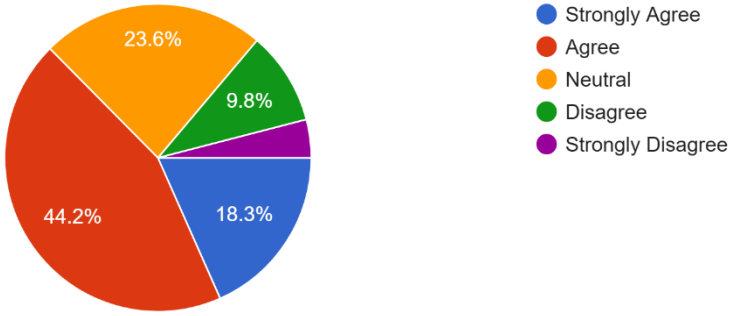
My child is learning what they need to be successful in life.

794 responses



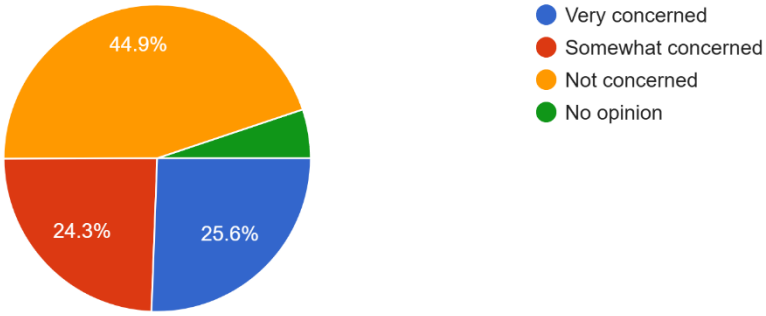
I am satisfied with the overall education my child receives at their school.

796 responses



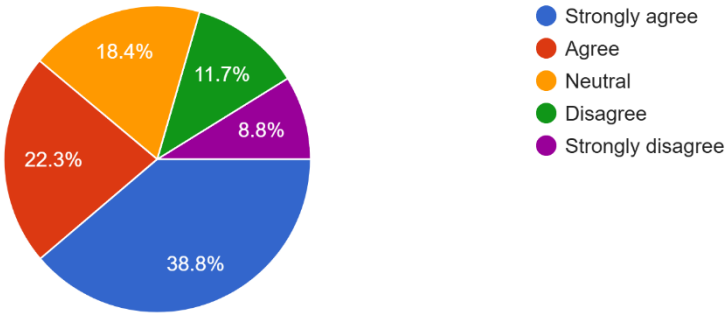
For this child, how concerned are you about the impact of cell phones on your child's focus and academic performance during school? (Some possibl...d when required in a student's IEP or 504 plan.)

797 responses



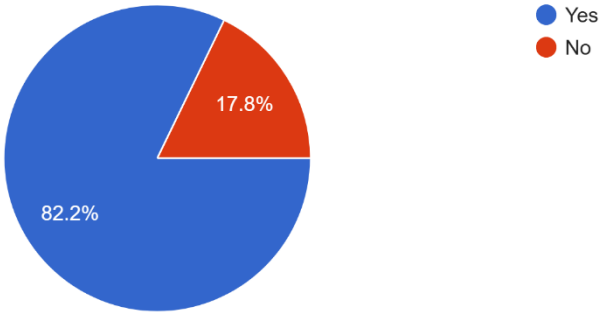
Do you believe limiting student cell phone access school-wide will positively affect your child's social interactions and communication skills with p...and when required in a student's IEP or 504 plan.)

794 responses



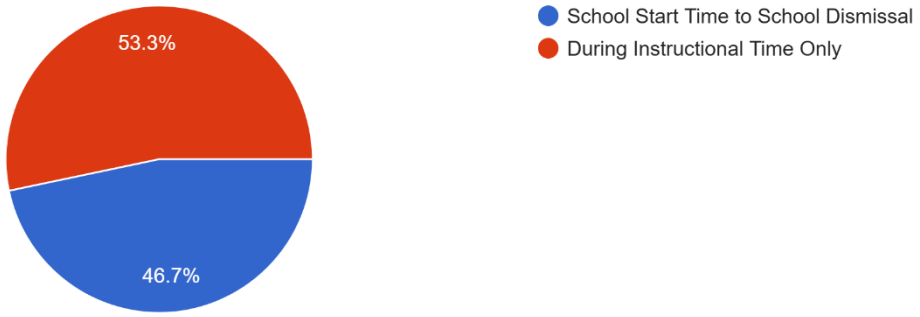
Do you support some level of cell phone limitation during the school day? (Some possible exceptions to cell phone limitation while at school ..., and when required in a student's IEP or 504 plan.)

797 responses



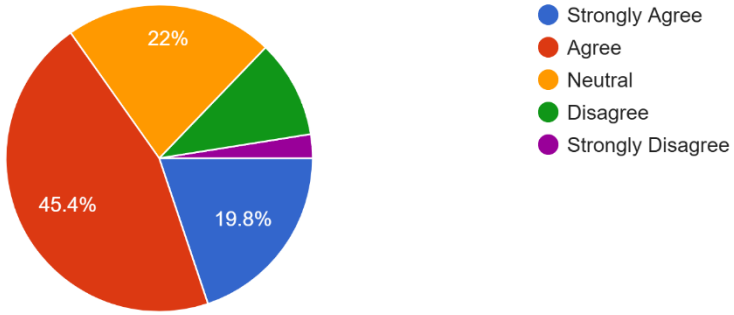
What level of cell phone limitation would you support? (Some possible exceptions to cell phone limitation while at school may include: teacher per... and when required in a student's IEP or 504 plan.)

653 responses



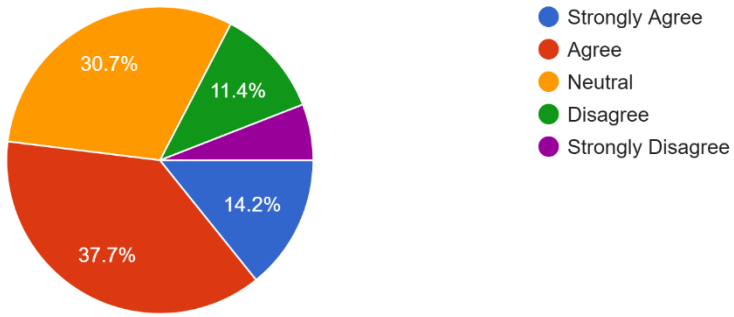
The Lyon County School District effectively communicates educational opportunities, important updates, resources, etc.

796 responses



I am satisfied with the management and operations of the Lyon County School District.

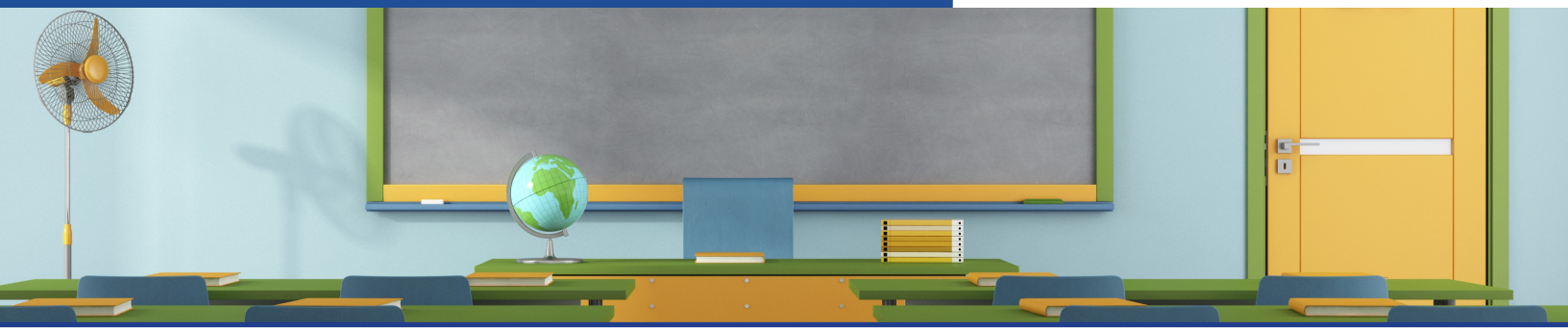
795 responses



Dayton Elementary School

Number of Students Completed: 24
Completion Rate: 18%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	379
Relationships	383
Safety	
Physical Safety	428
Emotional Safety	360
Social and Emotional Competence	68/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

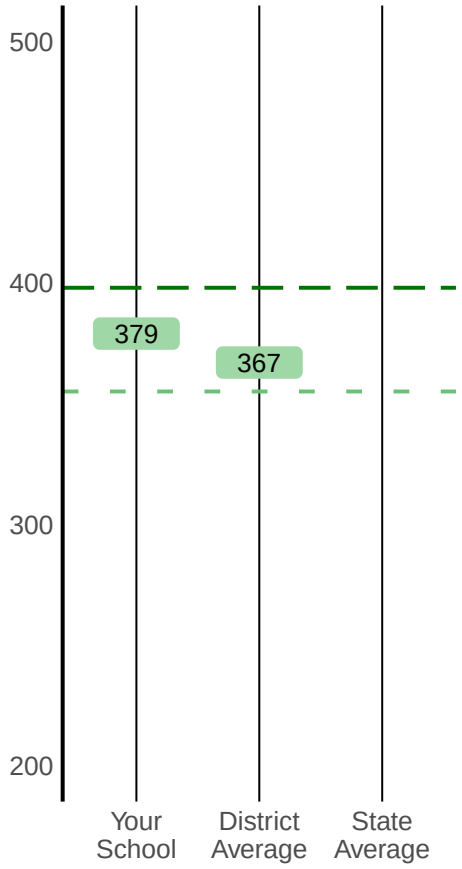
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

Engagement
Cultural and Linguistic Competence

The Nevada School Climate / Social Emotional Learning Survey

Overall Results

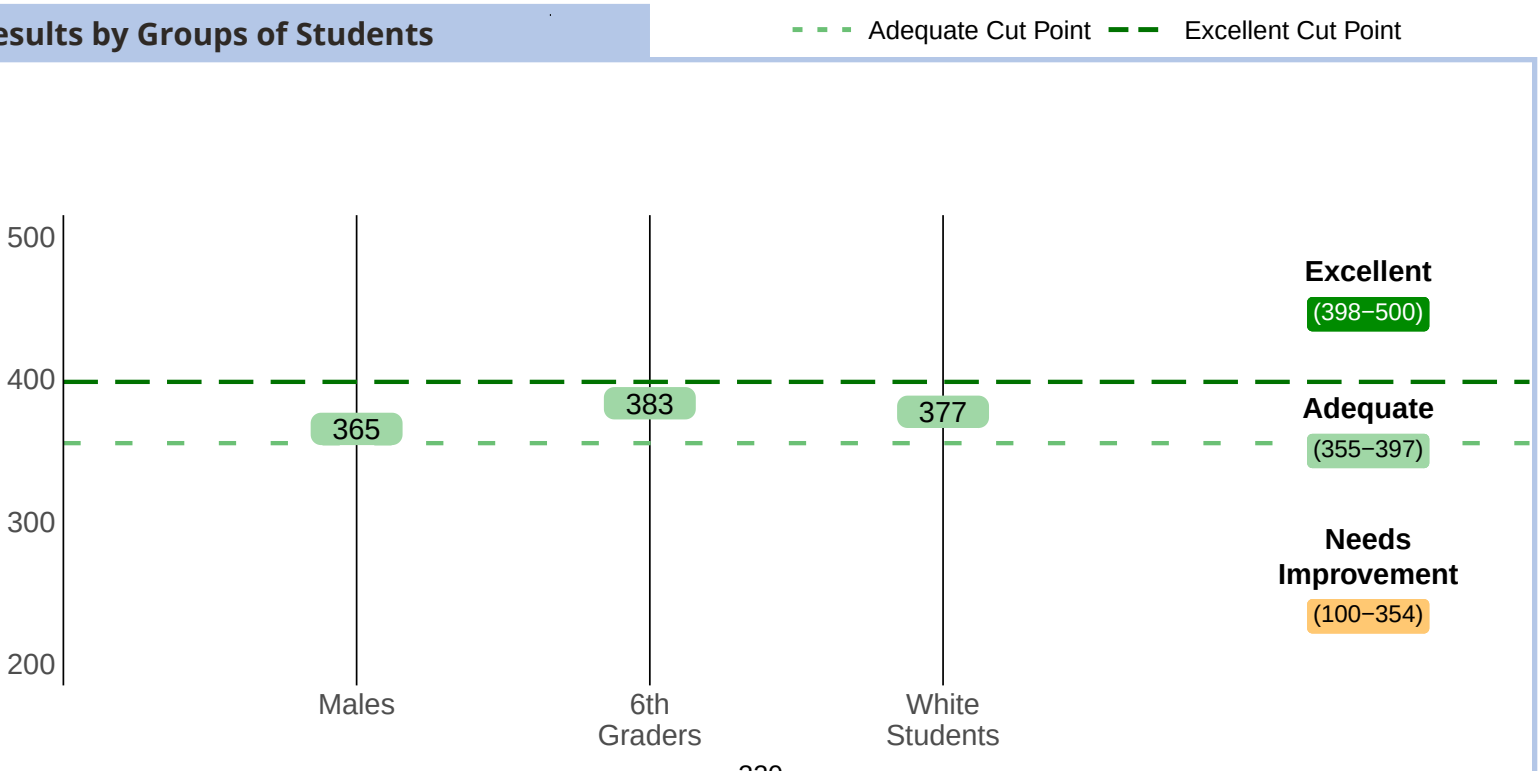


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

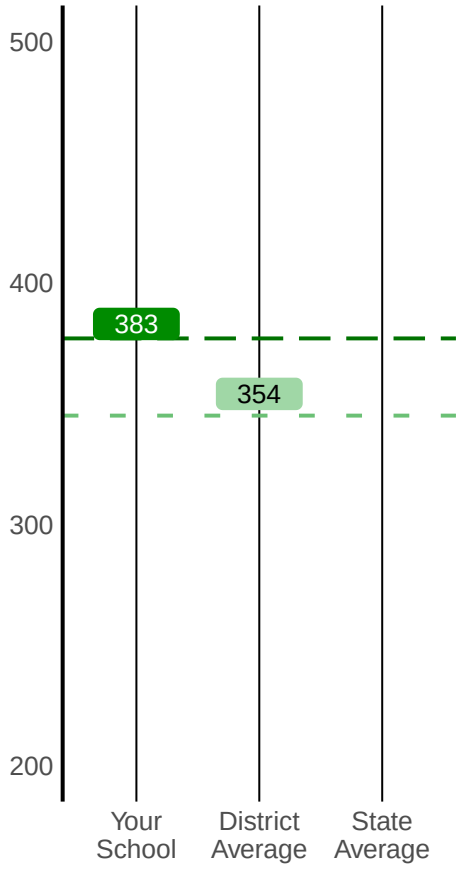
Results by Groups of Students



320

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

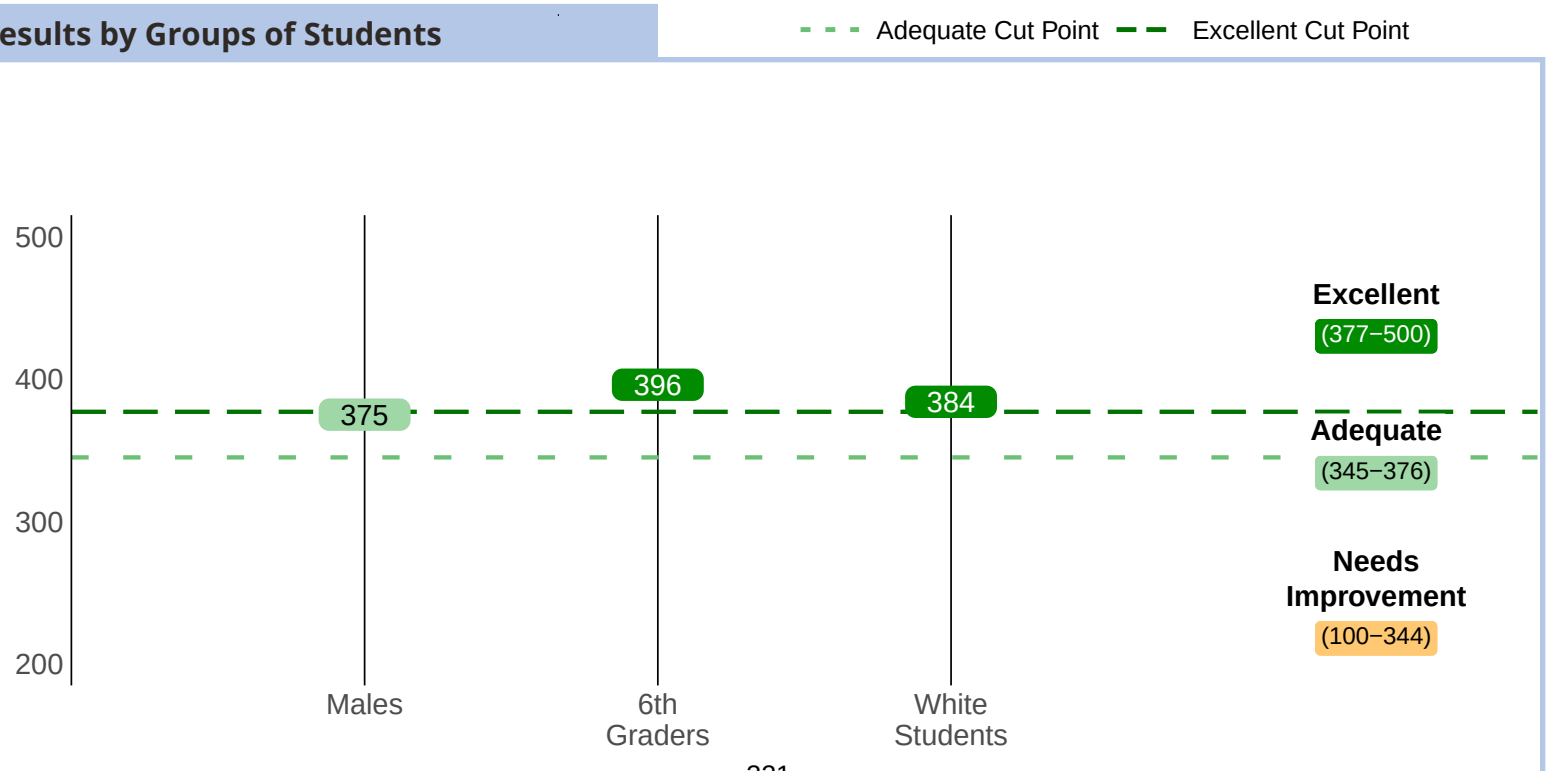


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

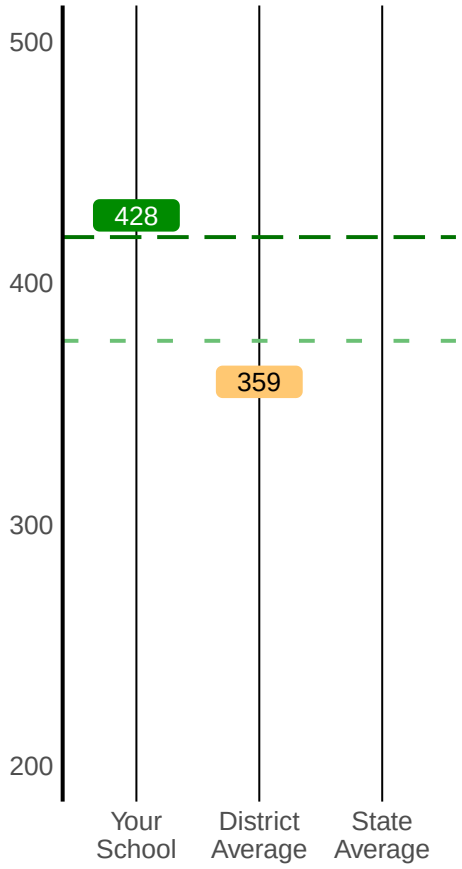
Results by Groups of Students



321

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

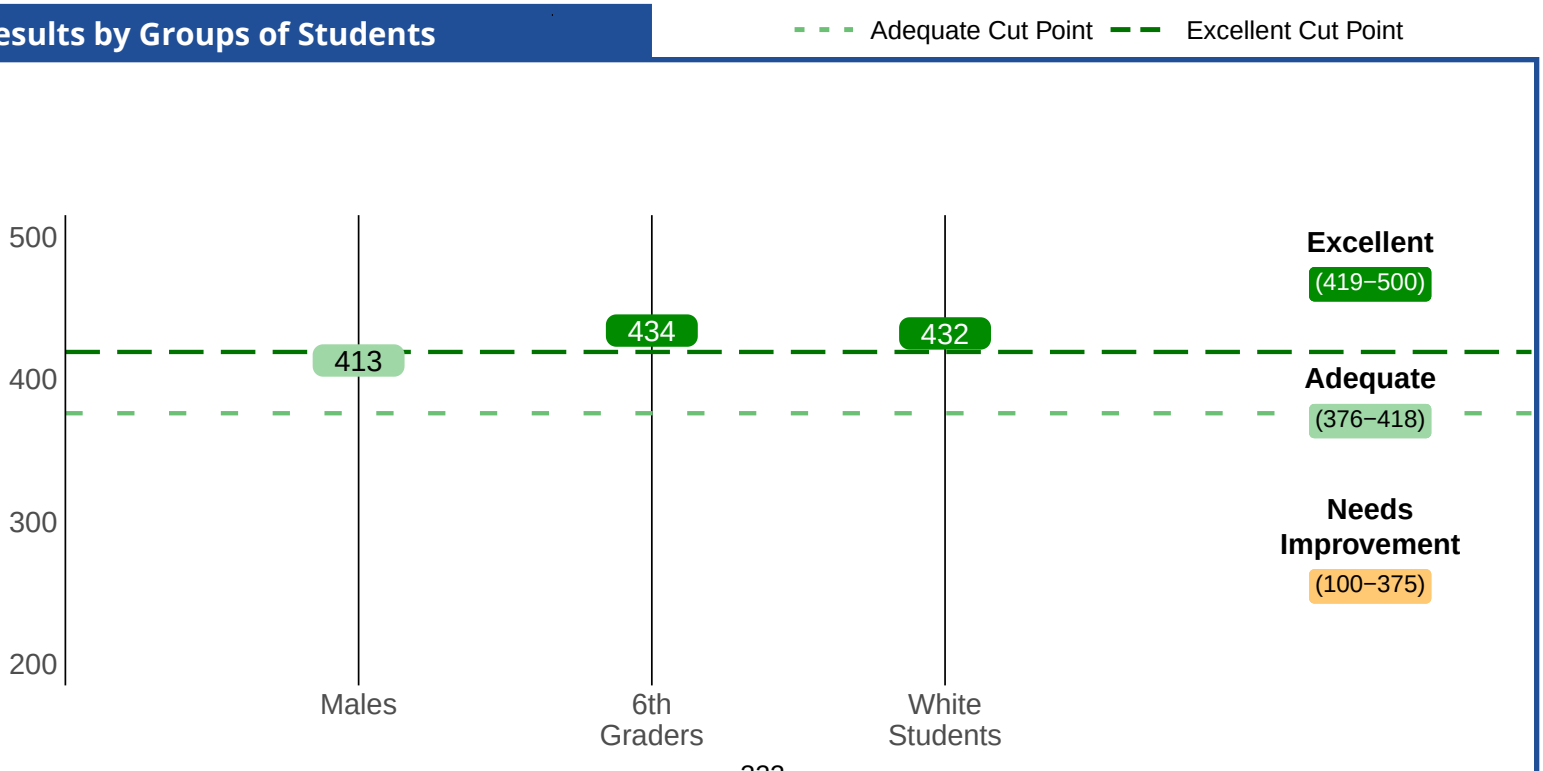


What These Results Mean

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

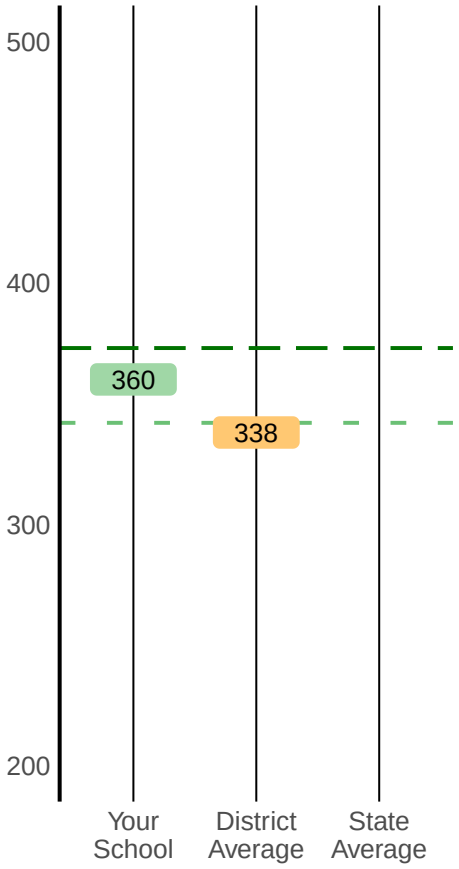
Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

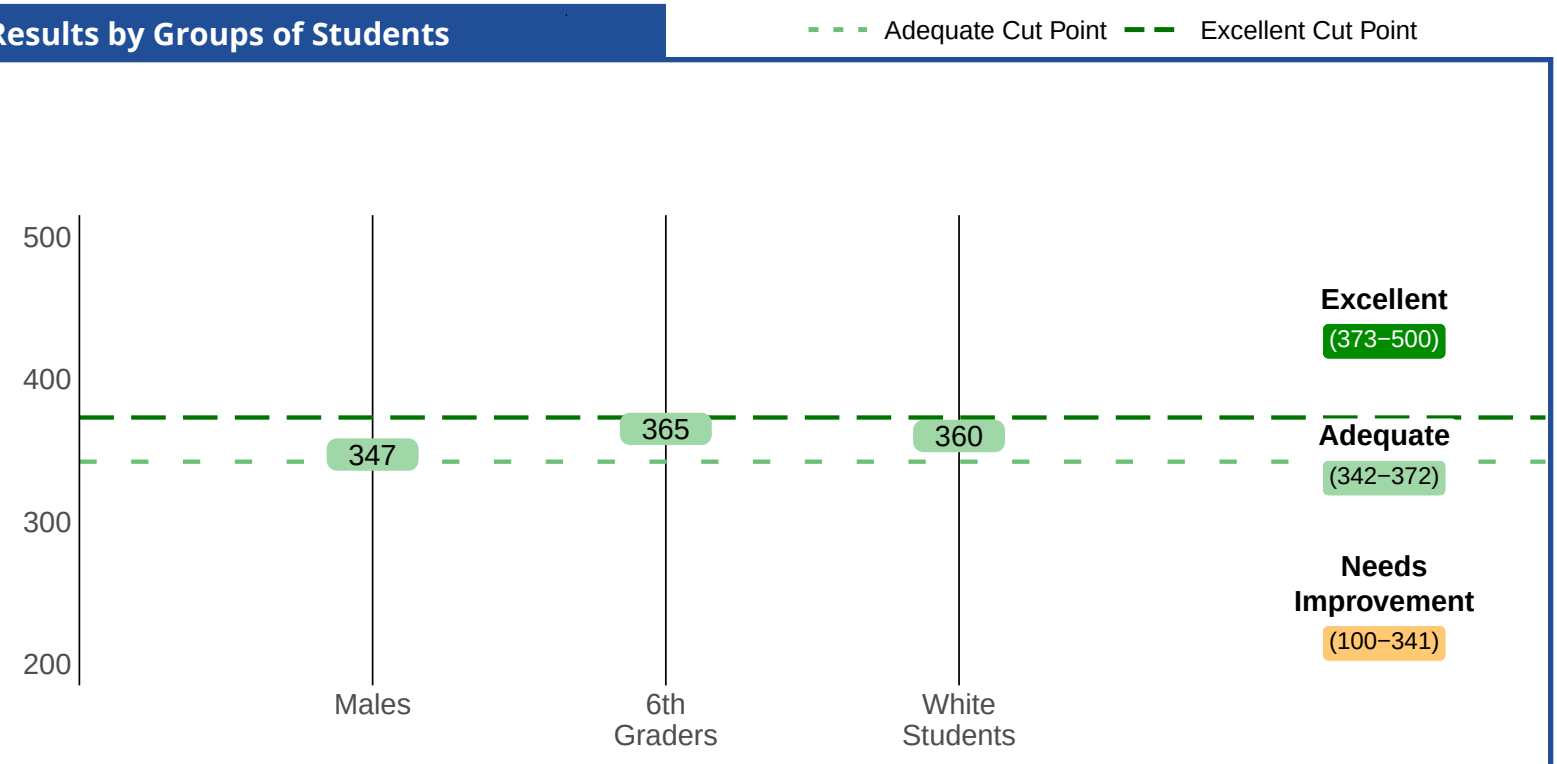


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

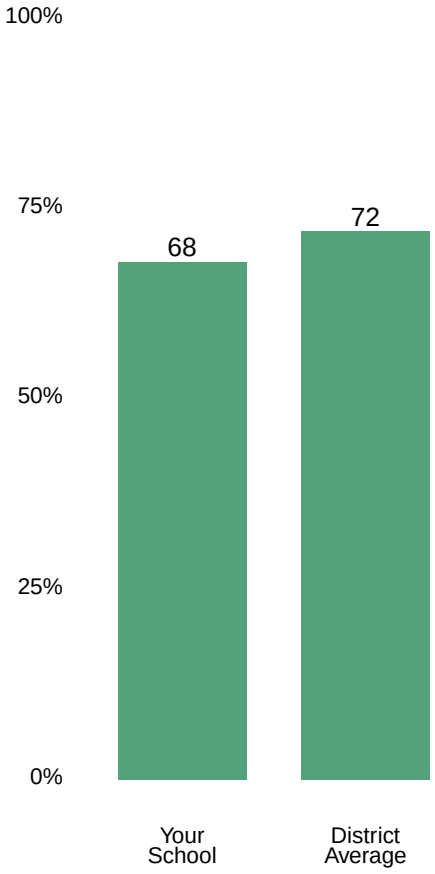


323

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



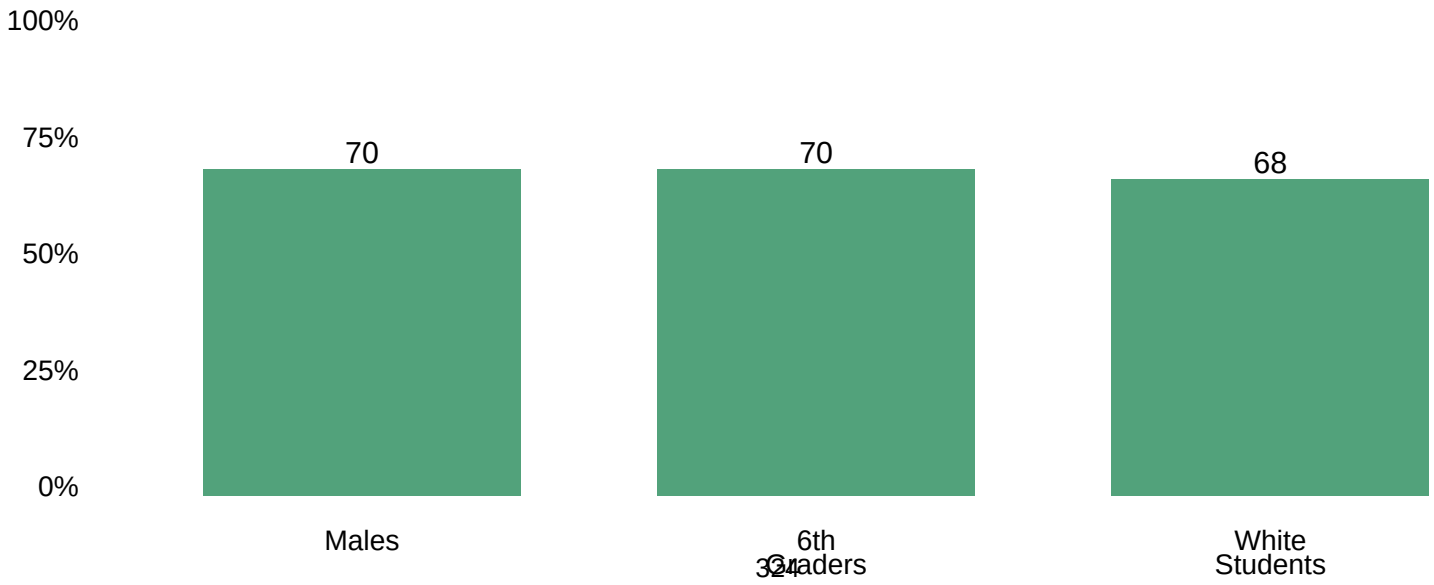
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	**38%**	**38%**	21%	4%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**42%**	38%	13%	8%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	29%	**58%**	13%	0%
4. Adults working at this school treat all students respectfully.	**46%**	33%	21%	0%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	25%	**50%**	21%	4%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	42%	**50%**	8%	0%
2. Teachers are available when I need to talk with them.	42%	**46%**	13%	0%
3. It is easy to talk with teachers at this school.	39%	**52%**	9%	0%
4. My teachers care about me.	**54%**	46%	0%	0%
5. My teachers make me feel good about myself.	42%	**46%**	8%	4%
6. Students respect one another.	21%	**42%**	29%	8%
7. Students like one another.	4%	**50%**	46%	0%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	**46%**	**46%**	4%	4%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	**54%**	33%	8%	4%
2. I feel safe going to and from this school.	**54%**	46%	0%	0%
3. I sometimes stay home because I don't feel safe at this school.	0%	0%	13%	**88%**
4. Students at this school carry guns or knives to school.	4%	4%	21%	**71%**
5. Students at this school threaten to hurt other students.	**29%**	17%	25%	**29%**
6. Students at this school steal money, electronics, or other valuable things while at school.	13%	25%	13%	**50%**
7. Students at this school damage or destroy other students' property.	21%	25%	21%	**33%**
8. Students at this school fight a lot.	4%	17%	29%	**50%**

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	33%	**50%**	8%	8%
2. Students at this school get along well with each other.	13%	**42%**	**42%**	4%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	13%	**50%**	13%	25%
4. At this school, students work on listening to others to understand what they are trying to say.	17%	**43%**	35%	4%
5. I am happy to be at this school.	**58%**	38%	4%	0%
6. I feel like I am part of this school.	**50%**	38%	4%	8%
7. I feel socially accepted.	25%	**54%**	8%	13%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	4%	**33%**	29%	**33%**
2. Students at this school try to stop bullying.	29%	**38%**	25%	8%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	21%	29%	**38%**	13%

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	13%	**71%**	17%	0%
2. Knowing ways I calm myself down.	30%	**39%**	30%	0%
3. Knowing the emotions I feel.	38%	**46%**	17%	0%
4. Knowing when my feelings are making it hard for me to focus.	8%	**54%**	38%	0%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	**39%**	26%	30%	4%
2. Learning from people with different opinions than me.	29%	**42%**	29%	0%
3. Knowing when someone needs help.	**38%**	33%	29%	0%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	13%	**48%**	30%	9%
2. Being patient even when I am really excited.	21%	21%	**46%**	13%
3. Finishing tasks even if they are hard for me.	17%	25%	**54%**	4%
4. Setting goals for myself.	17%	**58%**	17%	8%
5. Doing my schoolwork even when I do not feel like it.	25%	33%	**42%**	0%
6. Being prepared for tests.	17%	**54%**	29%	0%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	38%	**54%**	8%	0%
2. Respecting a classmate's opinions during a disagreement.	13%	**54%**	29%	4%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	4%	46%	**50%**	0%
2. Knowing what is right or wrong.	29%	**58%**	8%	4%

Resources for boosting social and emotional competencies

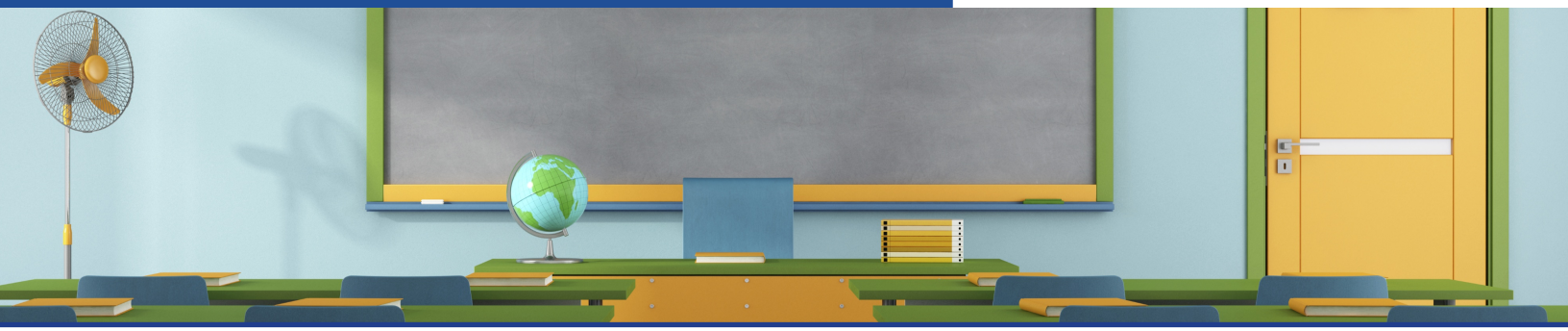
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Dayton High School

Number of Students Completed: 189
Completion Rate: 28%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	356
Relationships	344
Safety	
Physical Safety	322
Emotional Safety	327
Social and Emotional Competence	73/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

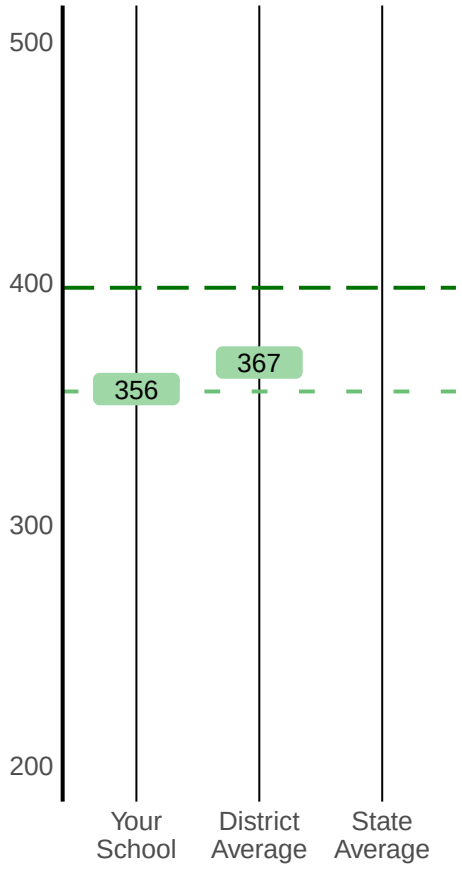
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

328

Engagement
Cultural and Linguistic Competence

Overall Results



What These Results Mean

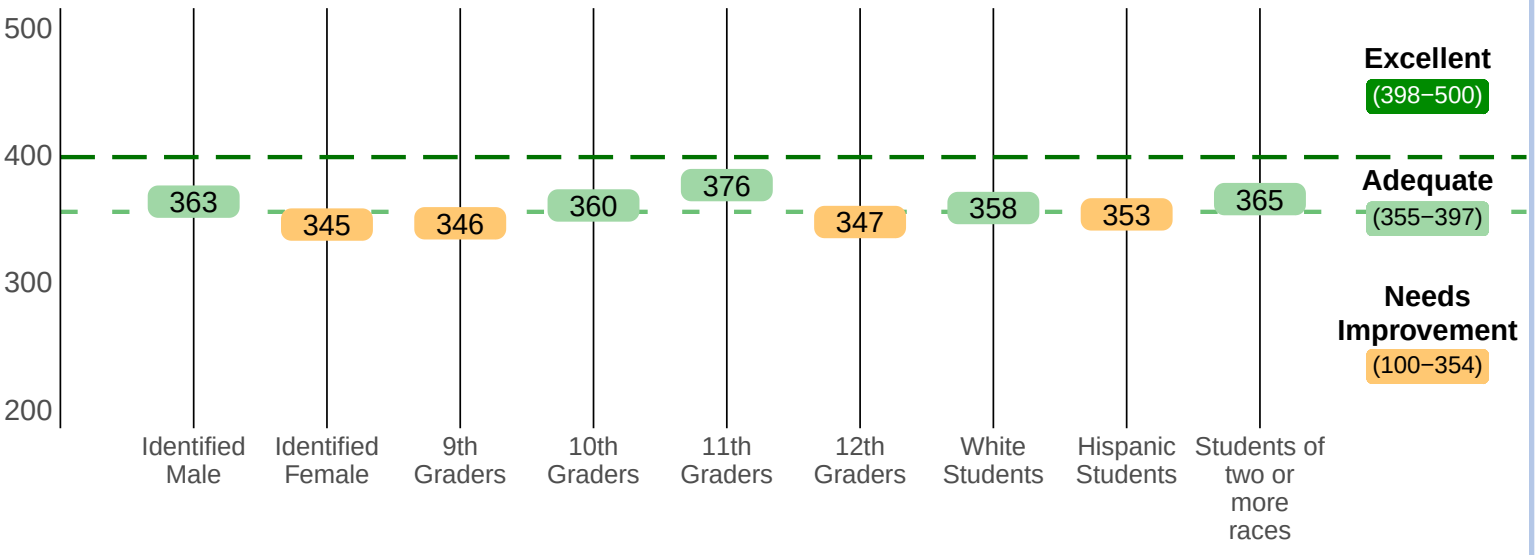
The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

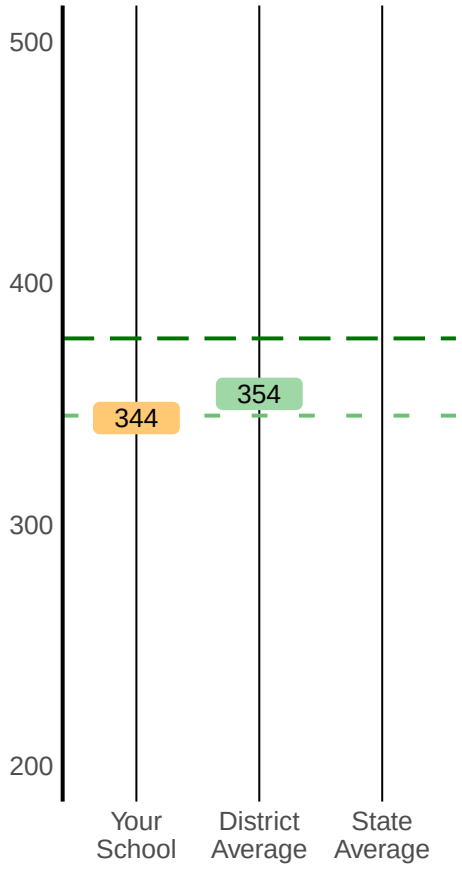
Some groups of students feel more positive about the cultural and linguistic competence in your school than other students. These groups include: 11th graders.



329

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

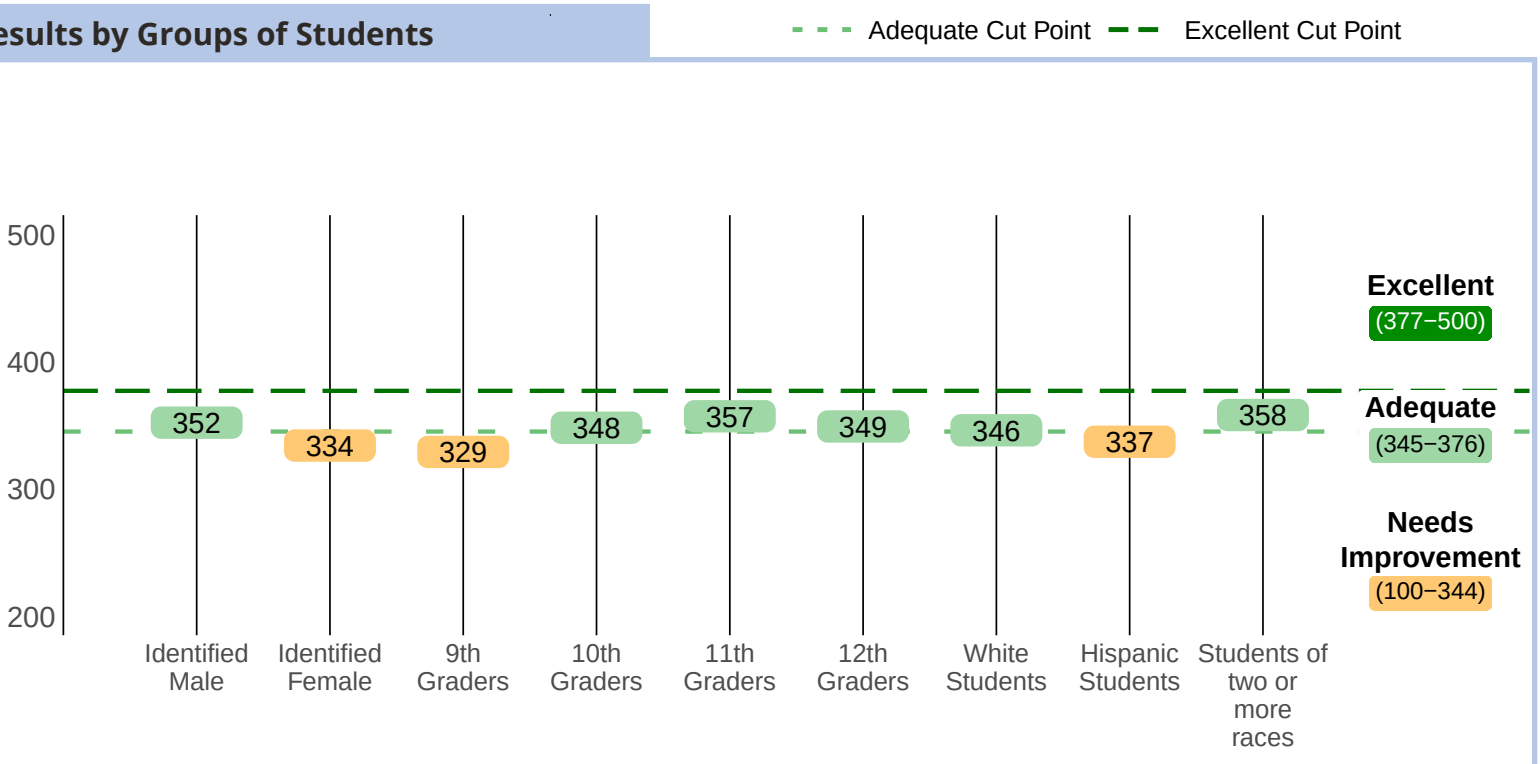


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

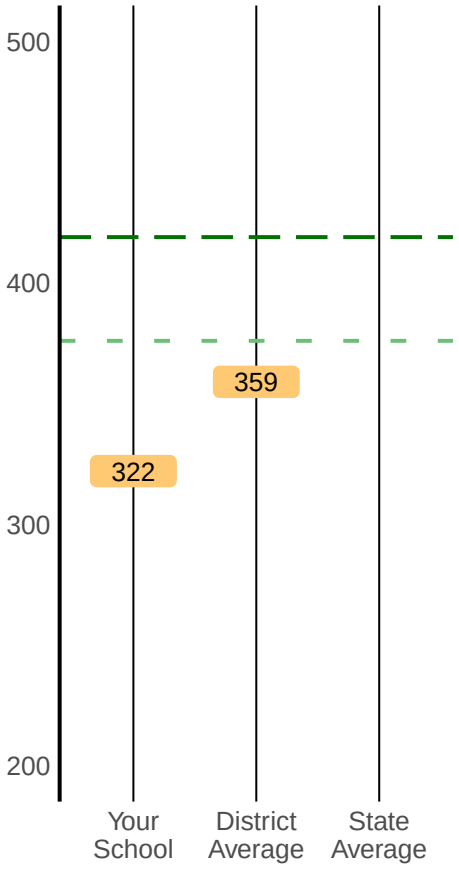
Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

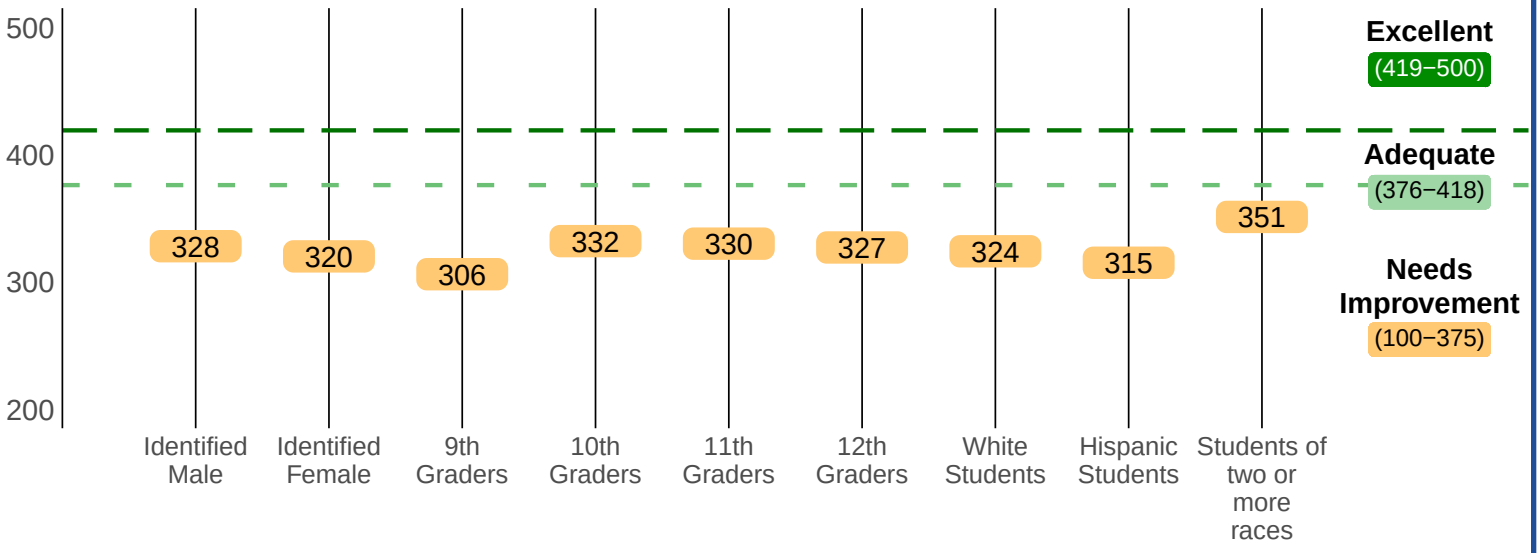
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

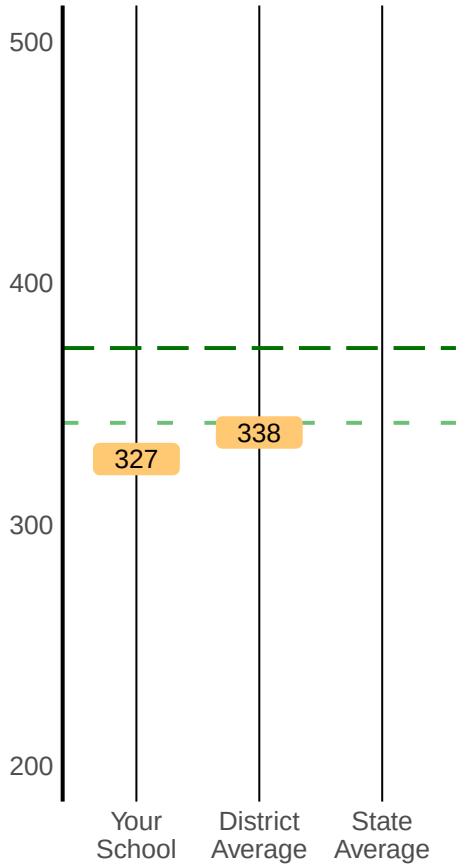
Some groups of students feel more positive about the physical safety in your school than other students. These groups include: students of two or more races.



331

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

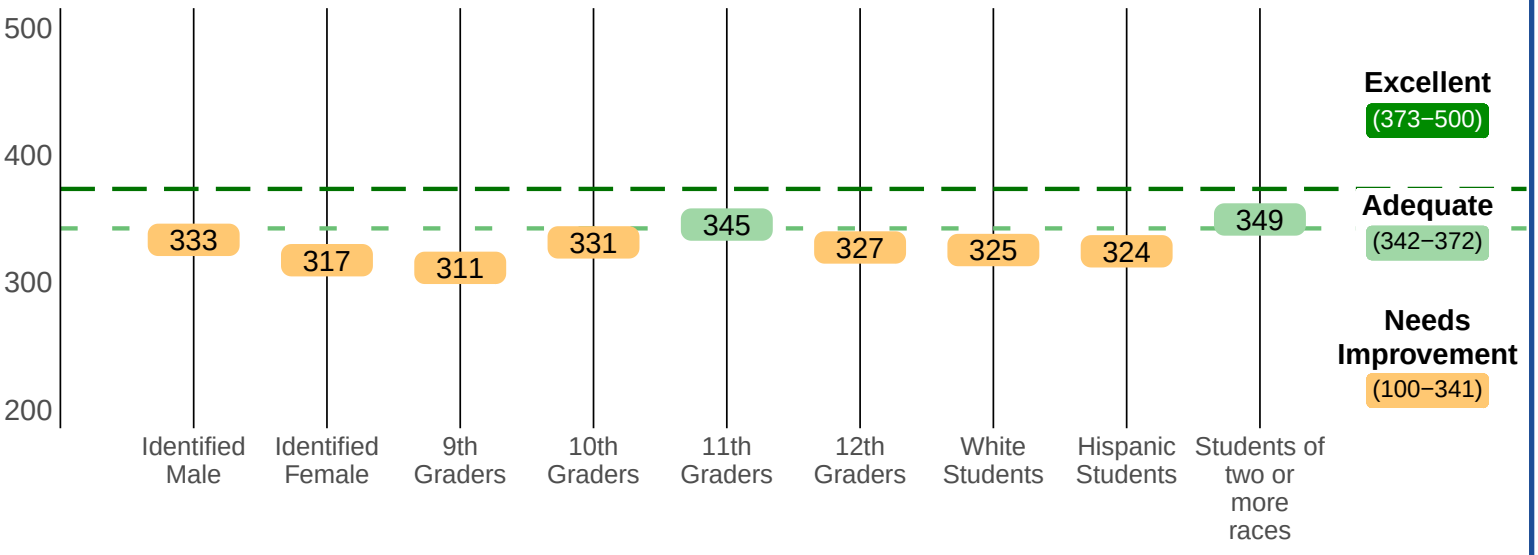
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

Some groups of students feel more positive about the emotional safety in your school than other students. These groups include: students of two or more races.

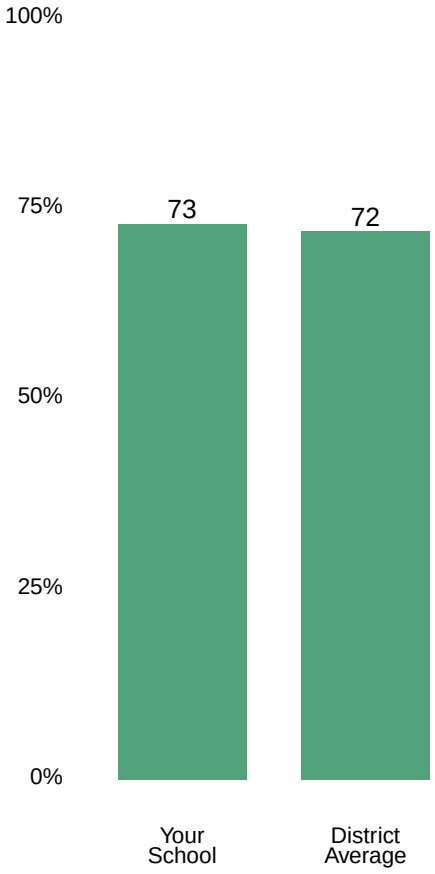


332

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



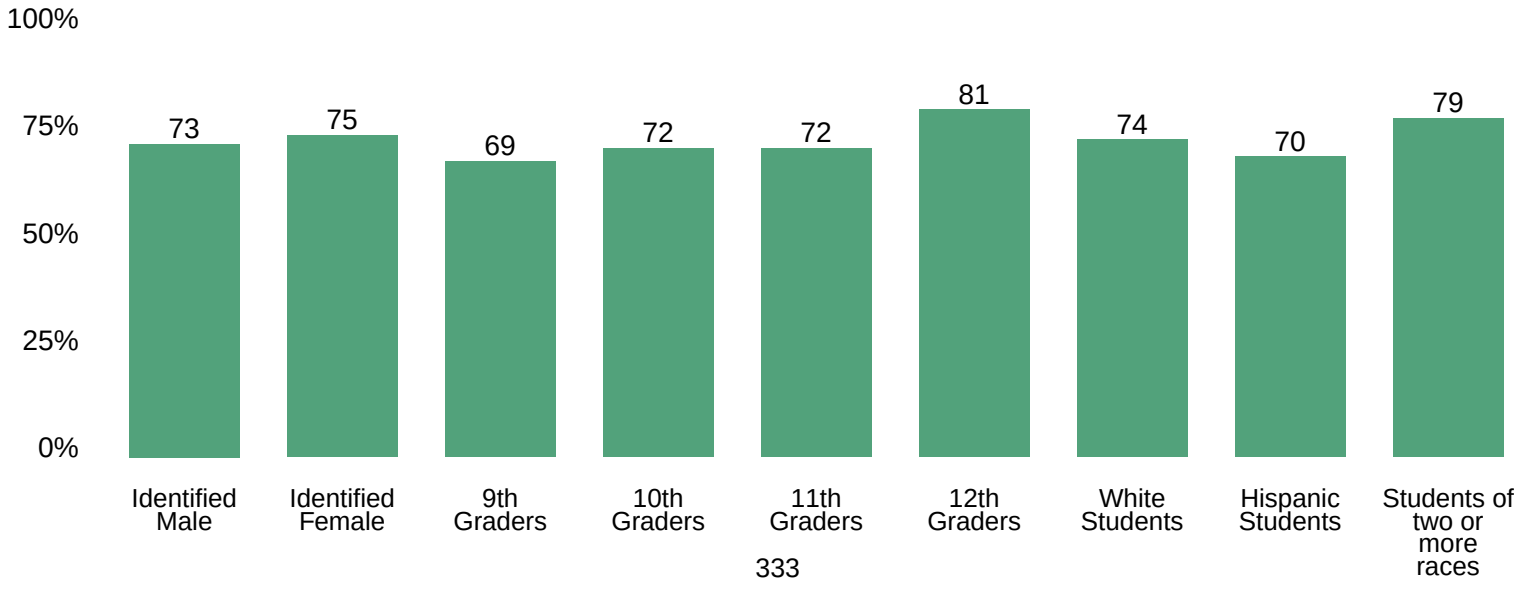
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	20%	**55%**	20%	5%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	21%	**41%**	26%	11%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	17%	**61%**	15%	6%
4. Adults working at this school treat all students respectfully.	23%	**50%**	20%	6%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	19%	**58%**	19%	5%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	12%	**48%**	29%	11%
2. Teachers are available when I need to talk with them.	16%	**62%**	16%	5%
3. It is easy to talk with teachers at this school.	14%	**58%**	21%	7%
4. My teachers care about me.	16%	**66%**	13%	5%
5. My teachers make me feel good about myself.	14%	**59%**	21%	6%
6. Students respect one another.	8%	**42%**	32%	17%
7. Students like one another.	8%	**44%**	38%	10%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	18%	**62%**	14%	5%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	11%	**60%**	20%	10%
2. I feel safe going to and from this school.	13%	**66%**	14%	7%
3. I sometimes stay home because I don't feel safe at this school.	8%	28%	**42%**	22%
4. Students at this school carry guns or knives to school.	9%	34%	**39%**	17%
5. Students at this school threaten to hurt other students.	12%	**44%**	35%	9%
6. Students at this school steal money, electronics, or other valuable things while at school.	18%	**41%**	35%	7%
7. Students at this school damage or destroy other students' property.	15%	**45%**	33%	7%
8. Students at this school fight a lot.	12%	37%	**43%**	7%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	10%	**58%**	23%	10%
2. Students at this school get along well with each other.	8%	**51%**	31%	10%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	10%	36%	**38%**	16%
4. At this school, students work on listening to others to understand what they are trying to say.	8%	**45%**	35%	12%
5. I am happy to be at this school.	11%	**57%**	20%	12%
6. I feel like I am part of this school.	10%	**62%**	18%	10%
7. I feel socially accepted.	8%	**58%**	24%	11%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	15%	34%	**41%**	10%
2. Students at this school try to stop bullying.	7%	38%	**43%**	12%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	28%	**41%**	26%	5%

335

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	24%	**61%**	14%	1%
2. Knowing ways I calm myself down.	23%	**59%**	15%	3%
3. Knowing the emotions I feel.	20%	**56%**	20%	3%
4. Knowing when my feelings are making it hard for me to focus.	24%	**57%**	16%	3%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	25%	**53%**	17%	5%
2. Learning from people with different opinions than me.	16%	**68%**	14%	2%
3. Knowing when someone needs help.	16%	**57%**	25%	3%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	12%	**40%**	39%	8%
2. Being patient even when I am really excited.	14%	**58%**	23%	5%
3. Finishing tasks even if they are hard for me.	12%	**44%**	39%	5%
4. Setting goals for myself.	17%	**54%**	24%	5%
5. Doing my schoolwork even when I do not feel like it.	11%	**39%**	38%	13%
6. Being prepared for tests.	11%	**51%**	29%	10%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	24%	**56%**	14%	6%
2. Respecting a classmate's opinions during a disagreement.	21%	**64%**	11%	4%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	13%	**59%**	23%	5%
2. Knowing what is right or wrong.	29%	**60%**	9%	2%

Resources for boosting social and emotional competencies

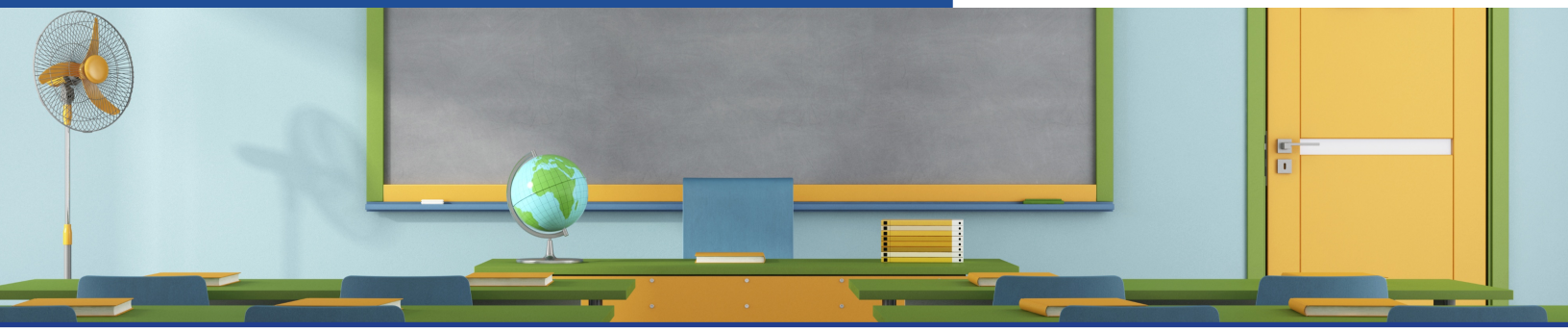
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Dayton Intermediate School

Number of Students Completed: 29
Completion Rate: 9%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	365
Relationships	354
Safety	
Physical Safety	360
Emotional Safety	336
Social and Emotional Competence	66/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

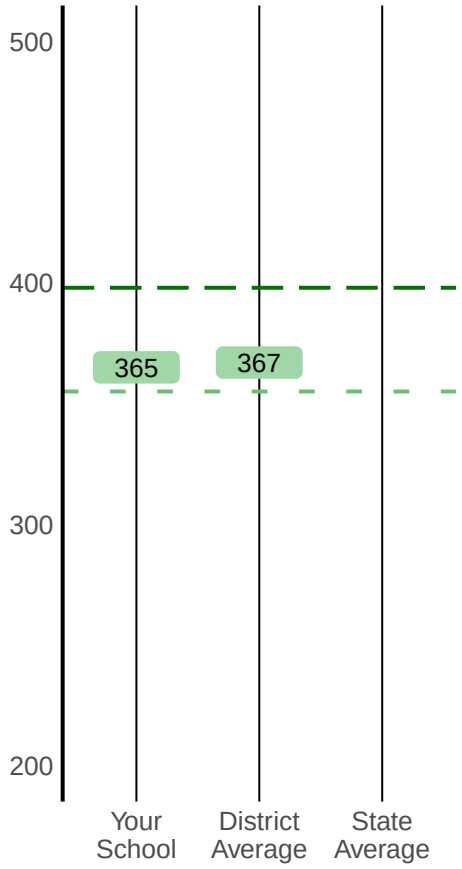
Results are not reported for groups with fewer than 10 students.

337

Engagement
Cultural and Linguistic Competence

The Nevada School Climate / Social Emotional Learning Survey

Overall Results

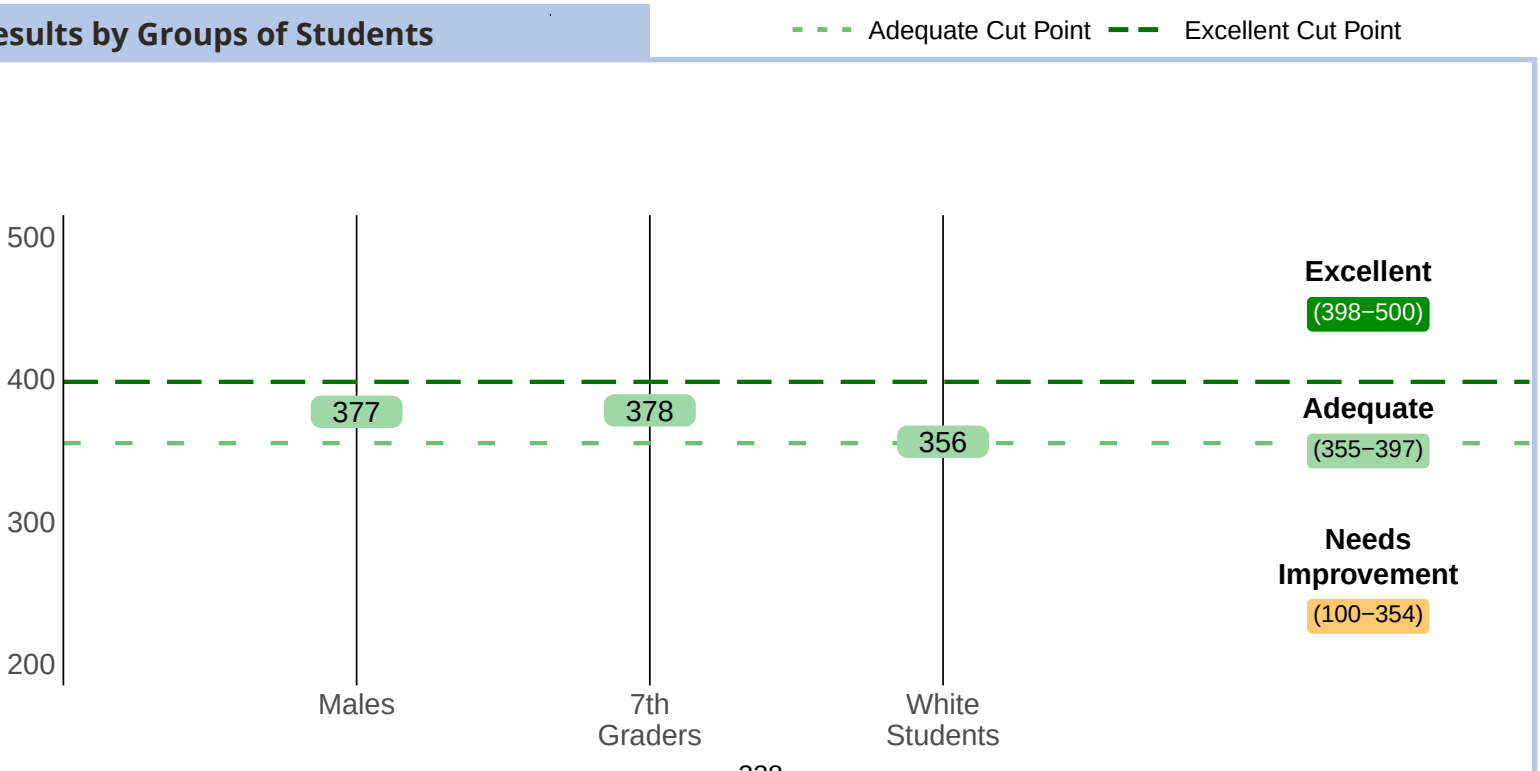


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

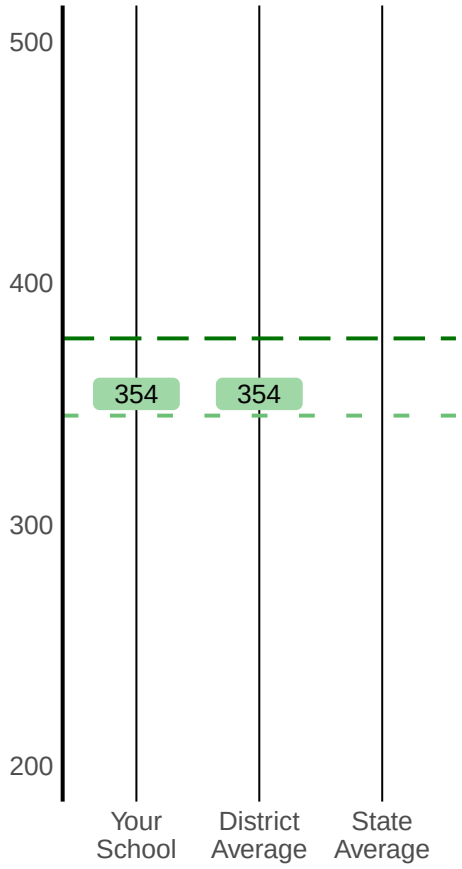
Results by Groups of Students



338

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

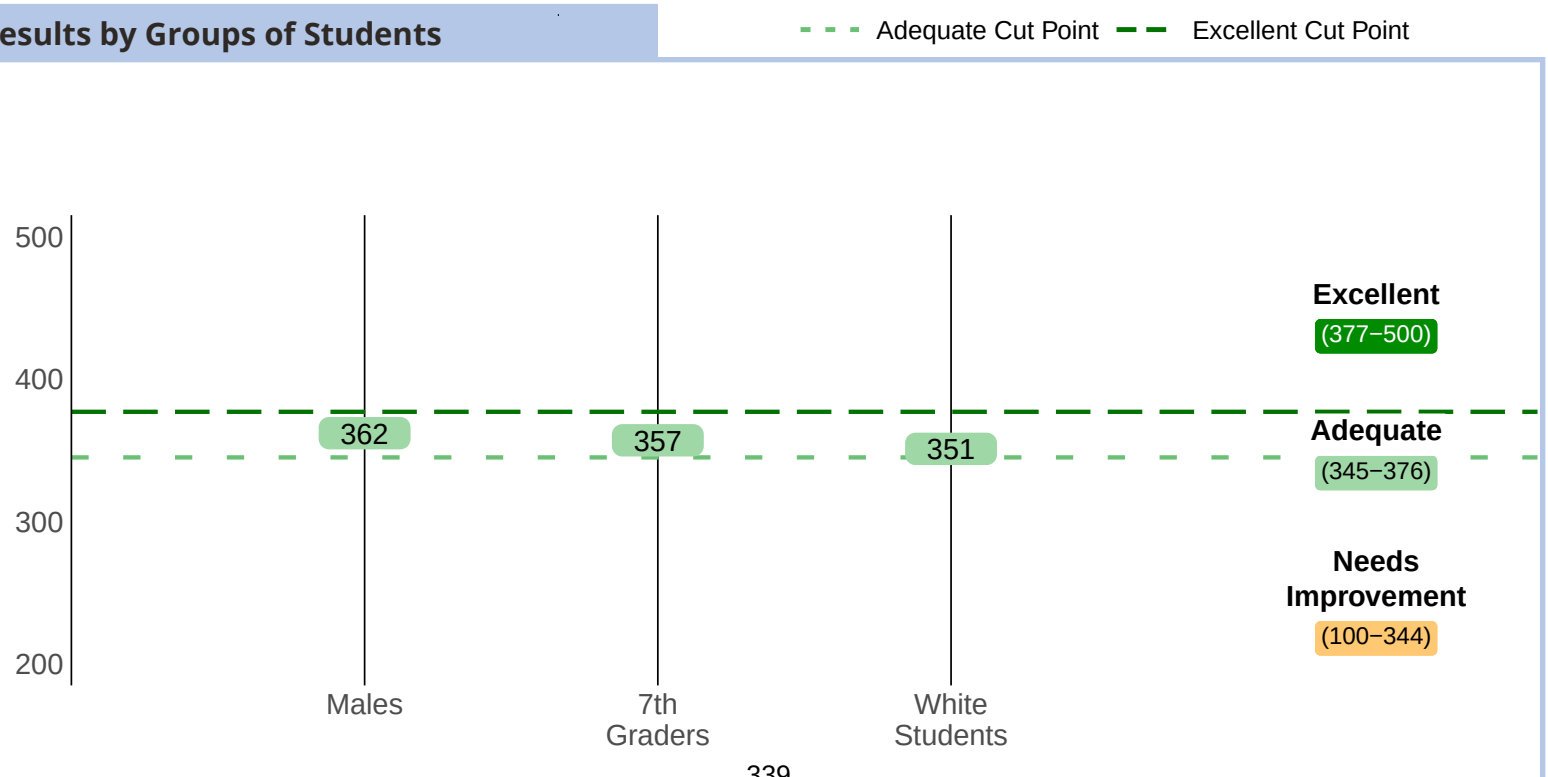


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

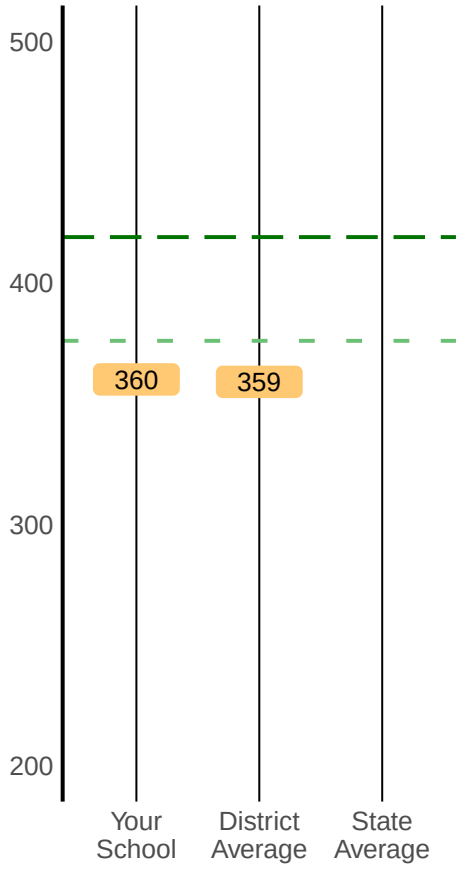
Results by Groups of Students



339

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

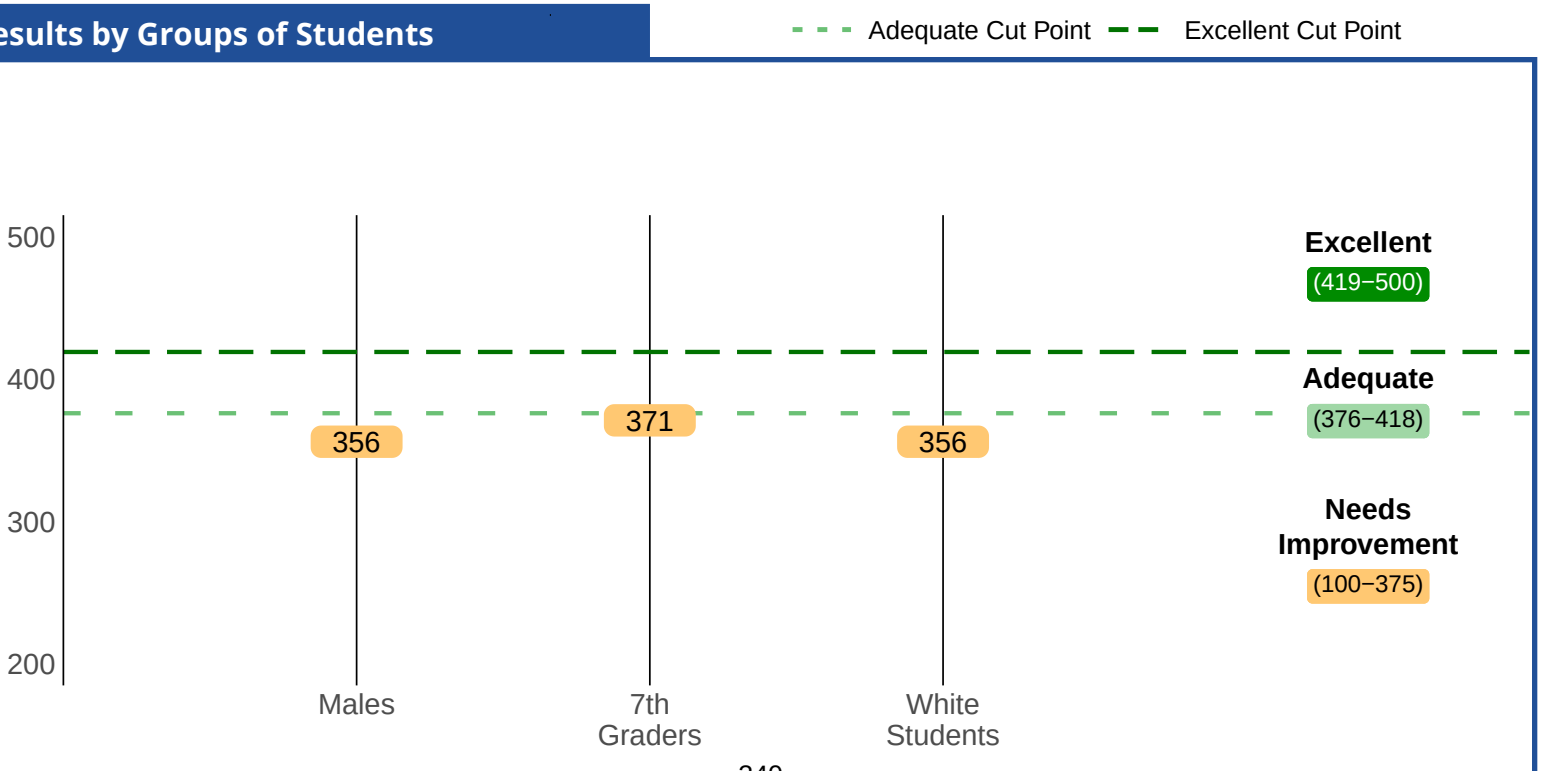


What These Results Mean

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

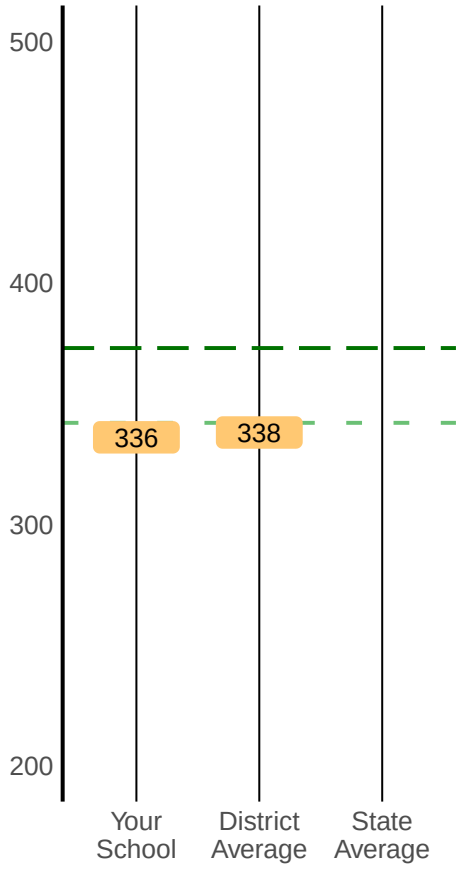
Results by Groups of Students



340

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

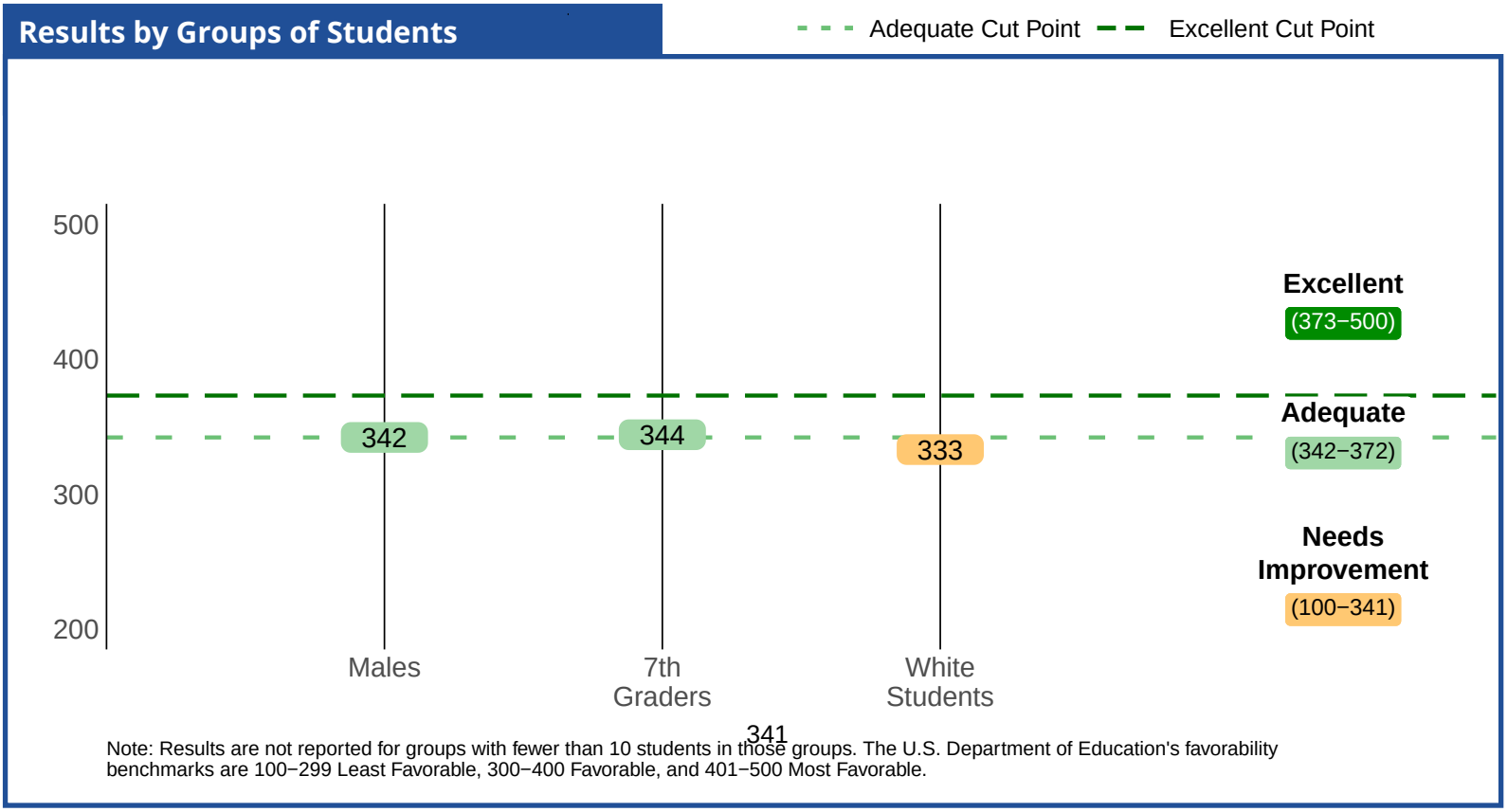


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

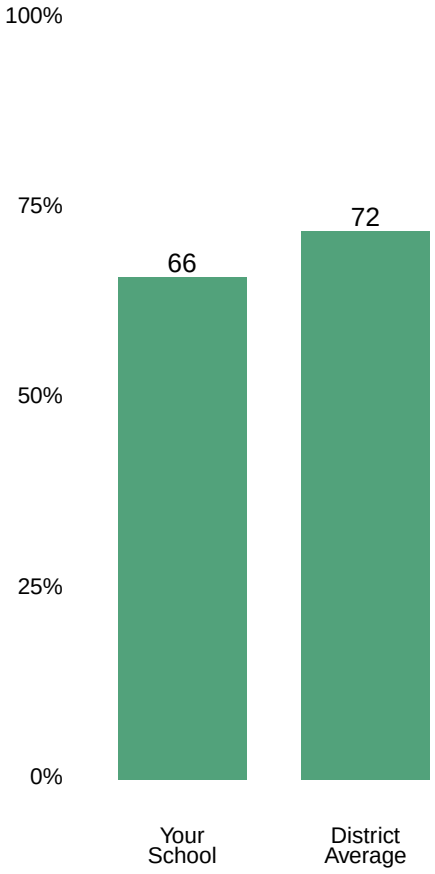


341

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



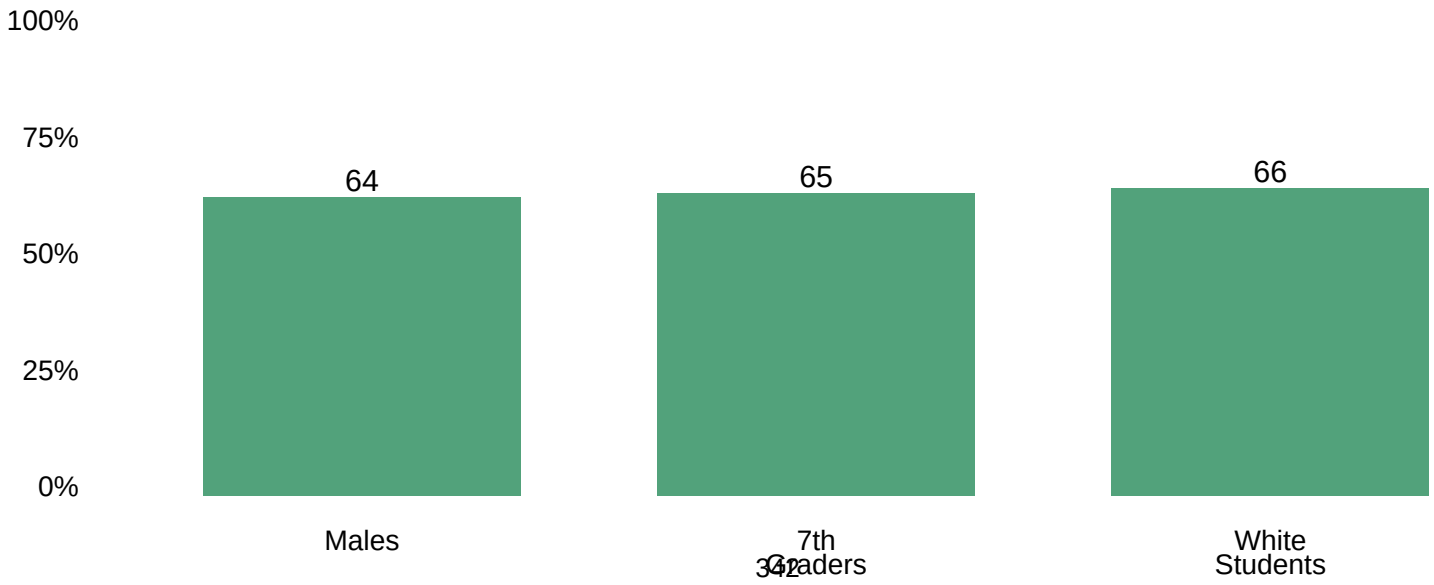
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	**38%**	31%	24%	7%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**31%**	28%	**31%**	10%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	14%	**61%**	18%	7%
4. Adults working at this school treat all students respectfully.	24%	**62%**	10%	3%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	31%	**45%**	24%	0%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	14%	**55%**	21%	10%
2. Teachers are available when I need to talk with them.	24%	**62%**	14%	0%
3. It is easy to talk with teachers at this school.	21%	**55%**	17%	7%
4. My teachers care about me.	14%	**79%**	3%	3%
5. My teachers make me feel good about myself.	14%	**61%**	21%	4%
6. Students respect one another.	7%	**48%**	34%	10%
7. Students like one another.	7%	**55%**	34%	3%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	41%	**48%**	7%	3%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	28%	**55%**	7%	10%
2. I feel safe going to and from this school.	31%	**55%**	10%	3%
3. I sometimes stay home because I don't feel safe at this school.	4%	4%	36%	**57%**
4. Students at this school carry guns or knives to school.	0%	10%	38%	**52%**
5. Students at this school threaten to hurt other students.	17%	21%	**48%**	14%
6. Students at this school steal money, electronics, or other valuable things while at school.	10%	**45%**	28%	17%
7. Students at this school damage or destroy other students' property.	7%	**52%**	31%	10%
8. Students at this school fight a lot.	10%	28%	**48%**	14%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	7%	**66%**	21%	7%
2. Students at this school get along well with each other.	14%	**55%**	17%	14%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	3%	**41%**	31%	24%
4. At this school, students work on listening to others to understand what they are trying to say.	3%	**45%**	34%	17%
5. I am happy to be at this school.	34%	**52%**	7%	7%
6. I feel like I am part of this school.	28%	**48%**	24%	0%
7. I feel socially accepted.	7%	**62%**	28%	3%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	21%	24%	**38%**	17%
2. Students at this school try to stop bullying.	24%	**41%**	24%	10%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	17%	**34%**	**34%**	14%

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	7%	**59%**	31%	3%
2. Knowing ways I calm myself down.	17%	**45%**	31%	7%
3. Knowing the emotions I feel.	21%	**59%**	14%	7%
4. Knowing when my feelings are making it hard for me to focus.	24%	**45%**	31%	0%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	21%	**57%**	18%	4%
2. Learning from people with different opinions than me.	10%	**52%**	34%	3%
3. Knowing when someone needs help.	14%	**55%**	24%	7%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	3%	**41%**	38%	17%
2. Being patient even when I am really excited.	7%	**59%**	28%	7%
3. Finishing tasks even if they are hard for me.	3%	**55%**	28%	14%
4. Setting goals for myself.	21%	**52%**	24%	3%
5. Doing my schoolwork even when I do not feel like it.	3%	**45%**	34%	17%
6. Being prepared for tests.	28%	**34%**	31%	7%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	21%	**55%**	21%	3%
2. Respecting a classmate's opinions during a disagreement.	17%	**76%**	7%	0%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	3%	**41%**	38%	17%
2. Knowing what is right or wrong.	31%	**45%**	17%	7%

Resources for boosting social and emotional competencies

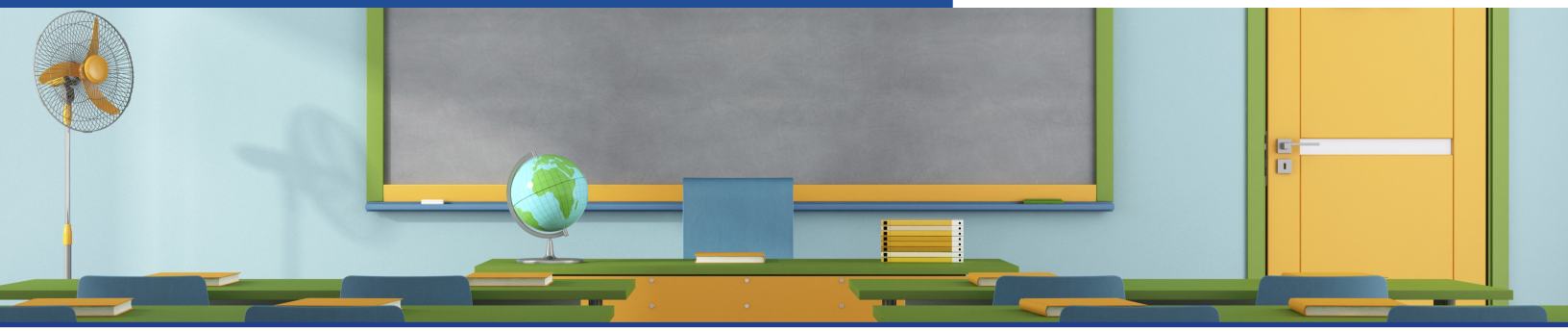
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Fernley High School

Number of Students Completed: 208
Completion Rate: 18%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	332
Relationships	330
Safety	
Physical Safety	326
Emotional Safety	309
Social and Emotional Competence	72/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

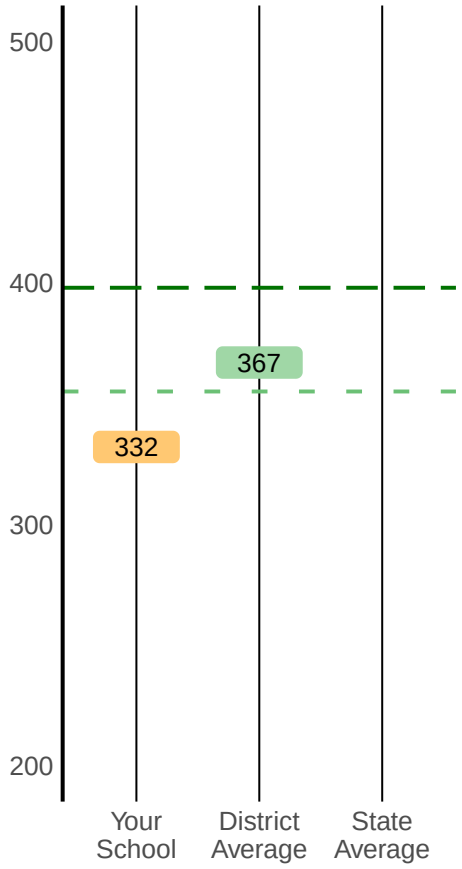
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

346

Engagement
Cultural and Linguistic Competence

Overall Results

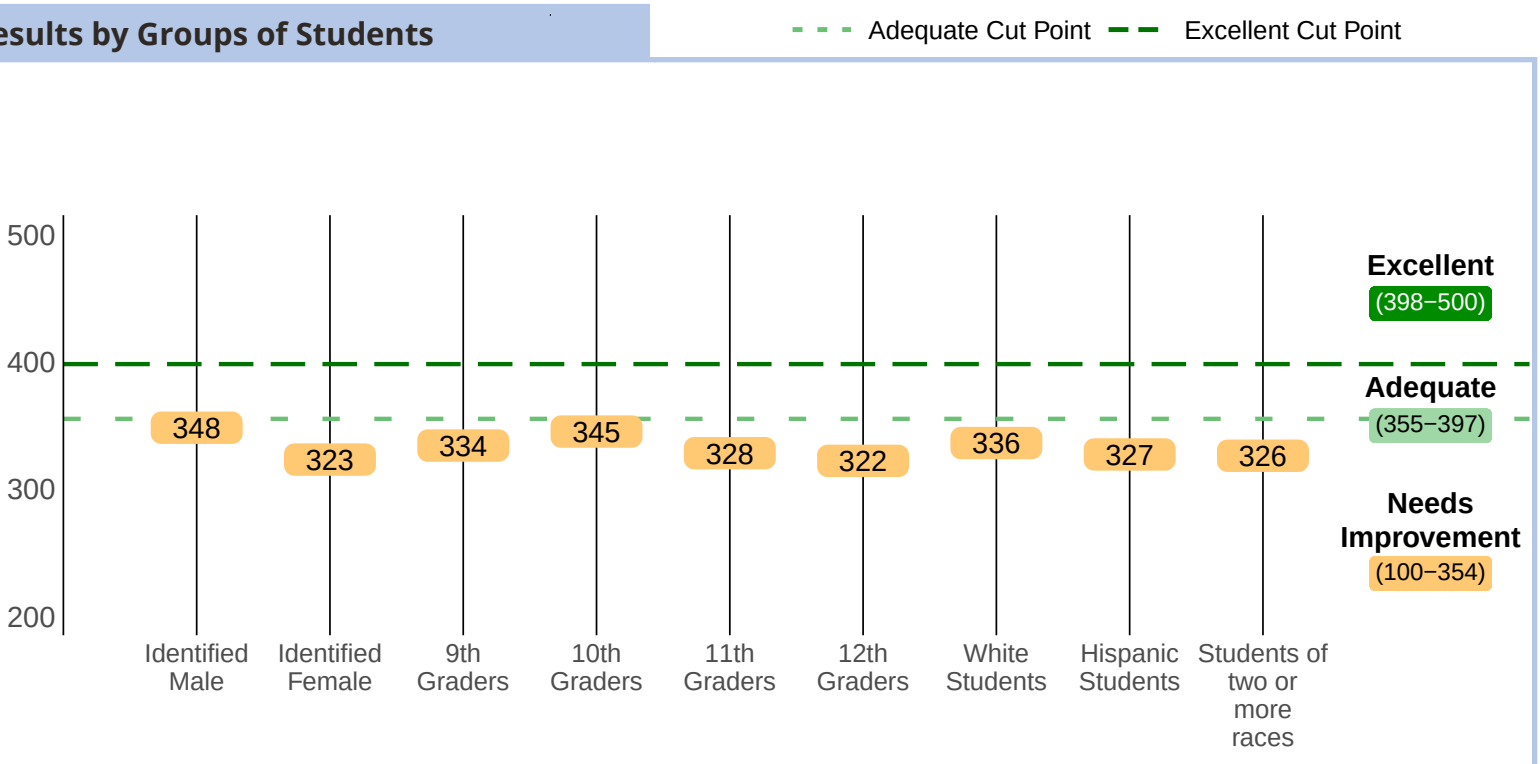


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

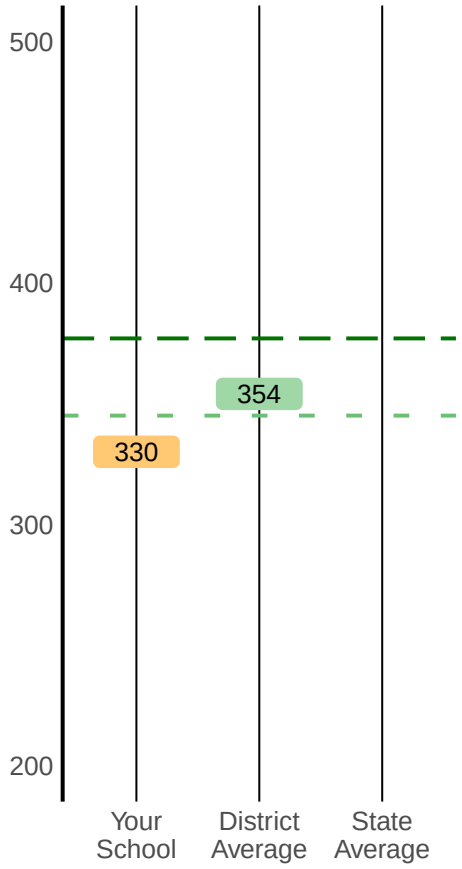
Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

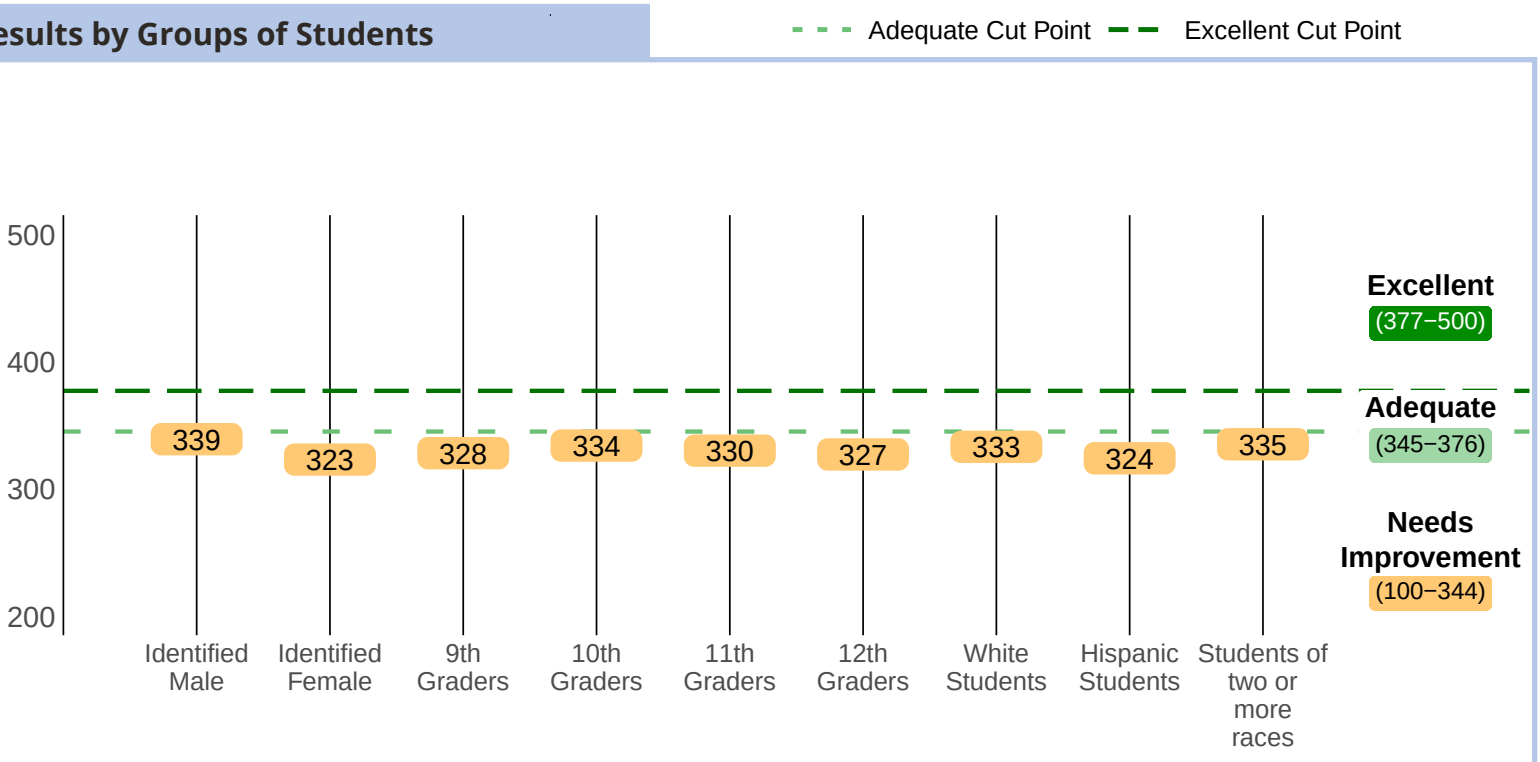


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

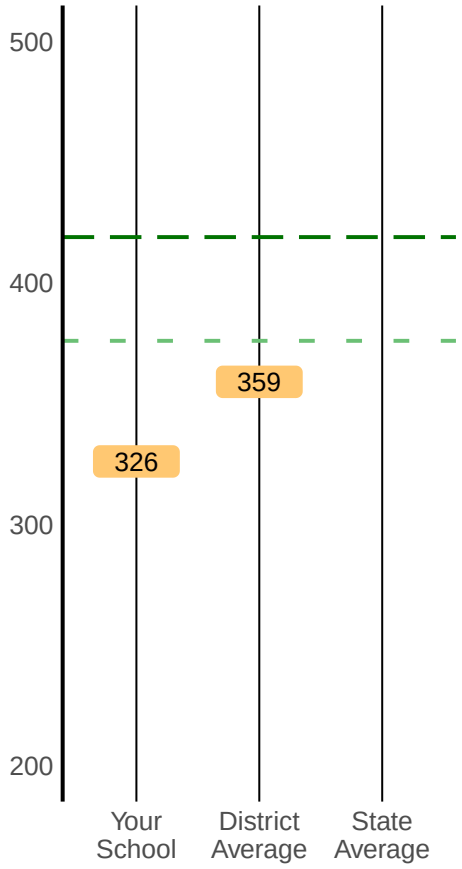
Results by Groups of Students



348

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

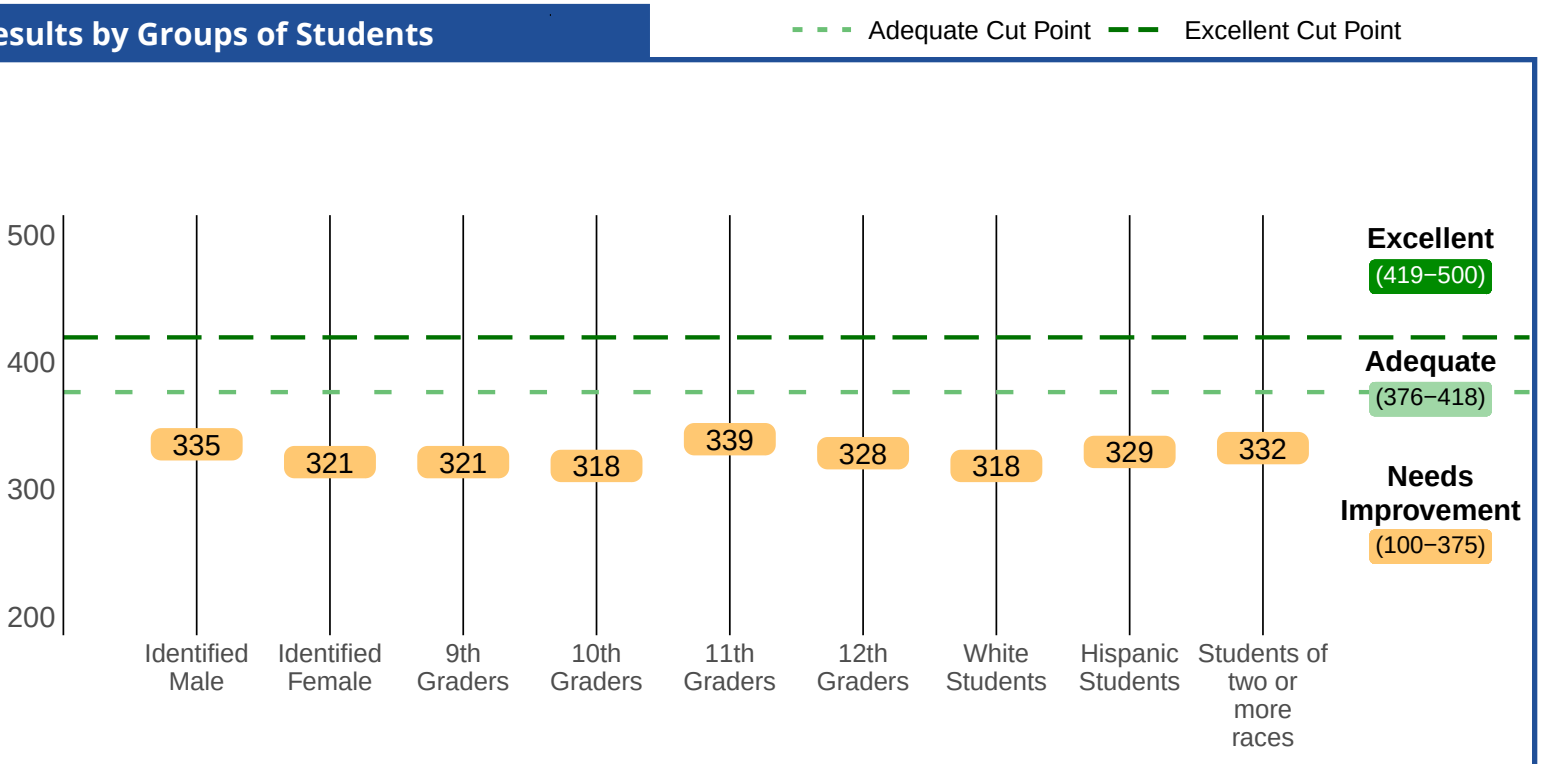


What These Results Mean

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

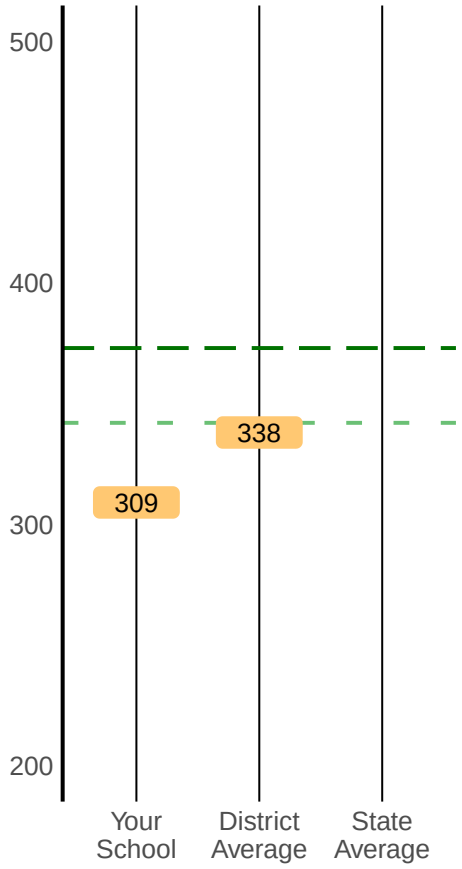


349

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Safety
Emotional Safety

Overall Results

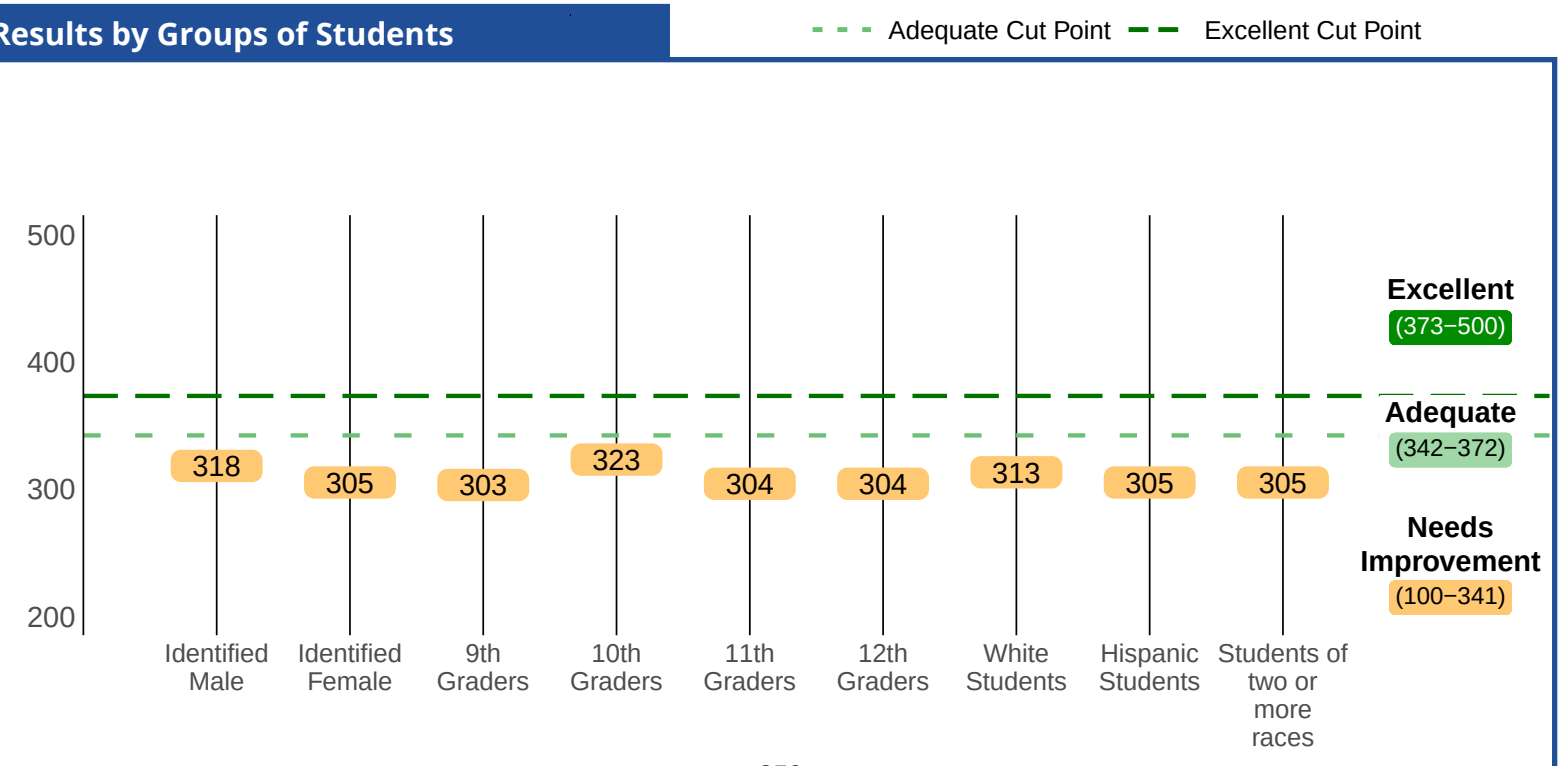


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

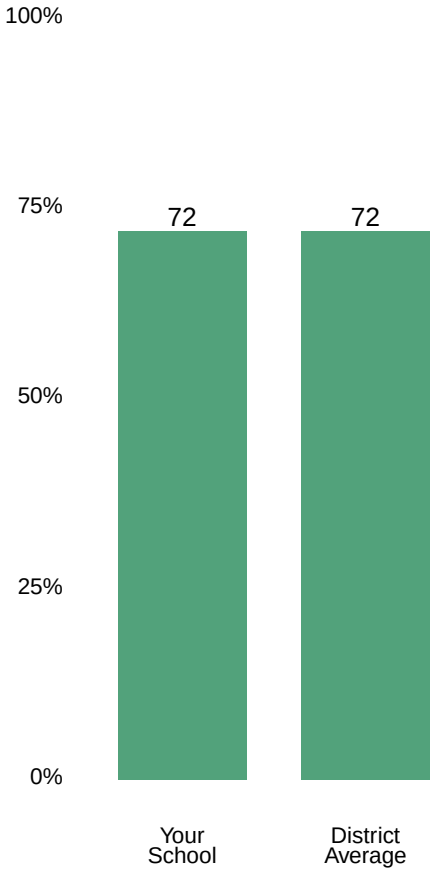


350

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



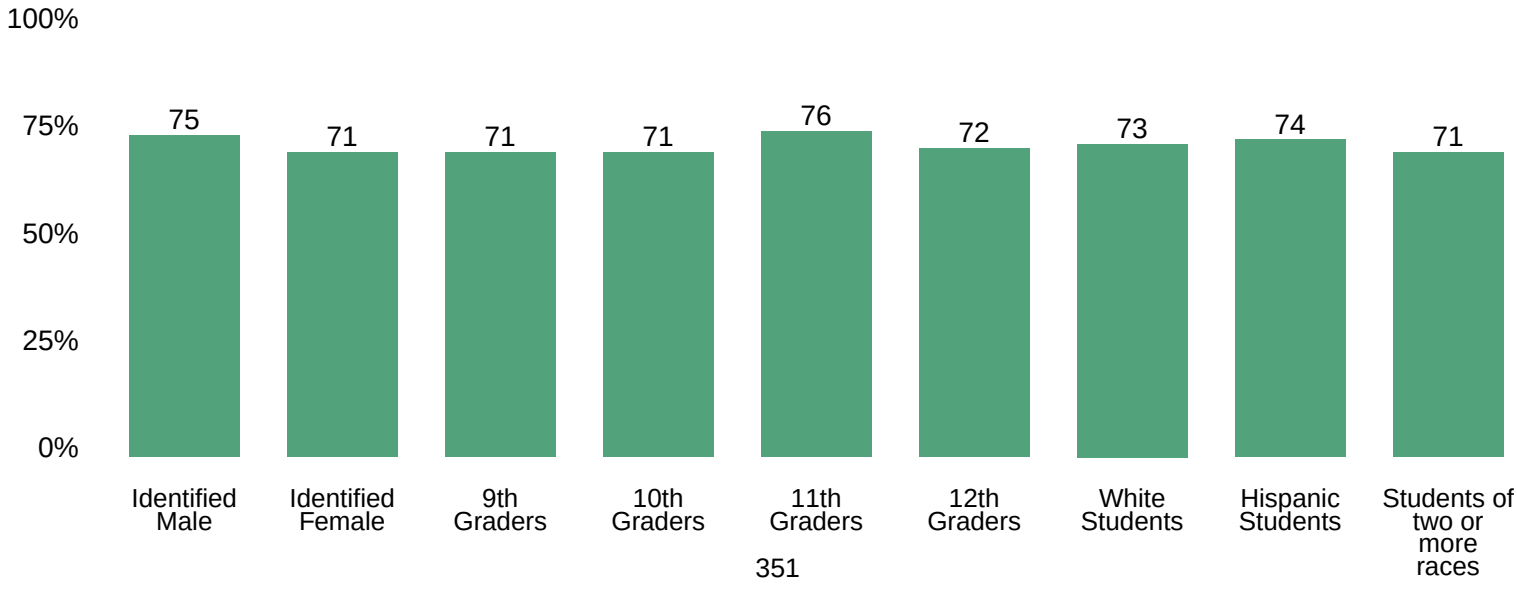
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	15%	**46%**	23%	16%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	12%	**39%**	30%	19%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	11%	**59%**	24%	7%
4. Adults working at this school treat all students respectfully.	13%	**45%**	27%	15%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	15%	**54%**	24%	7%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	7%	**41%**	32%	20%
2. Teachers are available when I need to talk with them.	11%	**63%**	19%	7%
3. It is easy to talk with teachers at this school.	10%	**50%**	25%	15%
4. My teachers care about me.	11%	**64%**	16%	9%
5. My teachers make me feel good about myself.	7%	**56%**	27%	10%
6. Students respect one another.	7%	36%	**38%**	19%
7. Students like one another.	8%	**39%**	36%	17%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	17%	**61%**	16%	6%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	9%	**53%**	24%	15%
2. I feel safe going to and from this school.	13%	**64%**	12%	10%
3. I sometimes stay home because I don't feel safe at this school.	7%	20%	**47%**	25%
4. Students at this school carry guns or knives to school.	5%	24%	**47%**	23%
5. Students at this school threaten to hurt other students.	16%	**41%**	34%	8%
6. Students at this school steal money, electronics, or other valuable things while at school.	18%	**46%**	27%	9%
7. Students at this school damage or destroy other students' property.	16%	**46%**	31%	7%
8. Students at this school fight a lot.	13%	37%	**42%**	7%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	11%	**50%**	23%	16%
2. Students at this school get along well with each other.	6%	**47%**	30%	17%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	4%	29%	**41%**	25%
4. At this school, students work on listening to others to understand what they are trying to say.	4%	**42%**	36%	19%
5. I am happy to be at this school.	9%	**45%**	25%	21%
6. I feel like I am part of this school.	7%	**52%**	22%	19%
7. I feel socially accepted.	8%	**57%**	20%	15%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	19%	35%	**42%**	4%
2. Students at this school try to stop bullying.	7%	33%	**41%**	19%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	**35%**	**35%**	26%	5%

353

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	23%	**64%**	11%	2%
2. Knowing ways I calm myself down.	24%	**55%**	17%	4%
3. Knowing the emotions I feel.	21%	**54%**	21%	4%
4. Knowing when my feelings are making it hard for me to focus.	32%	**51%**	13%	4%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	21%	**53%**	21%	5%
2. Learning from people with different opinions than me.	21%	**58%**	16%	5%
3. Knowing when someone needs help.	15%	**60%**	22%	3%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	11%	**48%**	33%	9%
2. Being patient even when I am really excited.	15%	**53%**	28%	4%
3. Finishing tasks even if they are hard for me.	8%	41%	**43%**	8%
4. Setting goals for myself.	17%	**50%**	23%	9%
5. Doing my schoolwork even when I do not feel like it.	13%	**38%**	33%	16%
6. Being prepared for tests.	7%	**50%**	32%	11%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	21%	**58%**	16%	5%
2. Respecting a classmate's opinions during a disagreement.	20%	**62%**	12%	7%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	17%	**57%**	21%	5%
2. Knowing what is right or wrong.	41%	**51%**	6%	2%

Resources for boosting social and emotional competencies

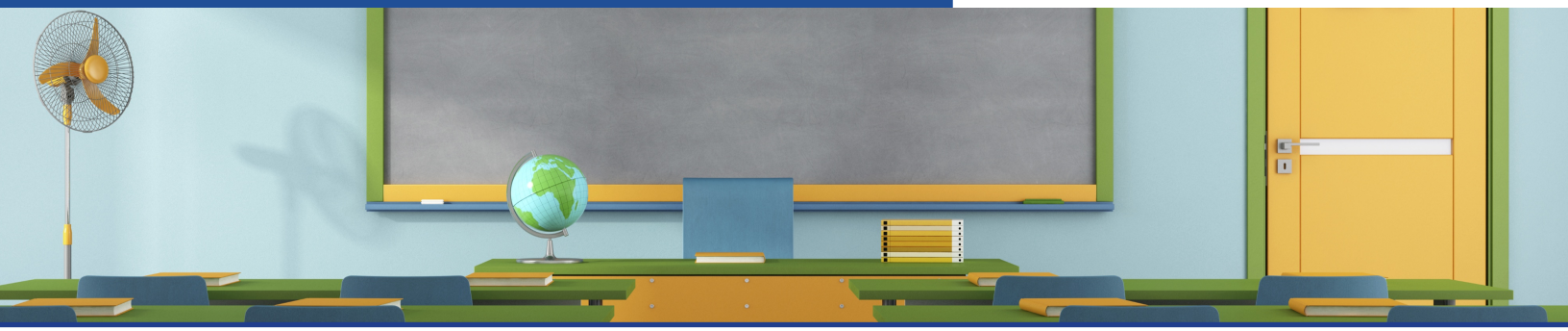
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Fernley Intermediate School

Number of Students Completed: 302
Completion Rate: 46%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	372
Relationships	359
Safety	
Physical Safety	353
Emotional Safety	336
Social and Emotional Competence	67/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

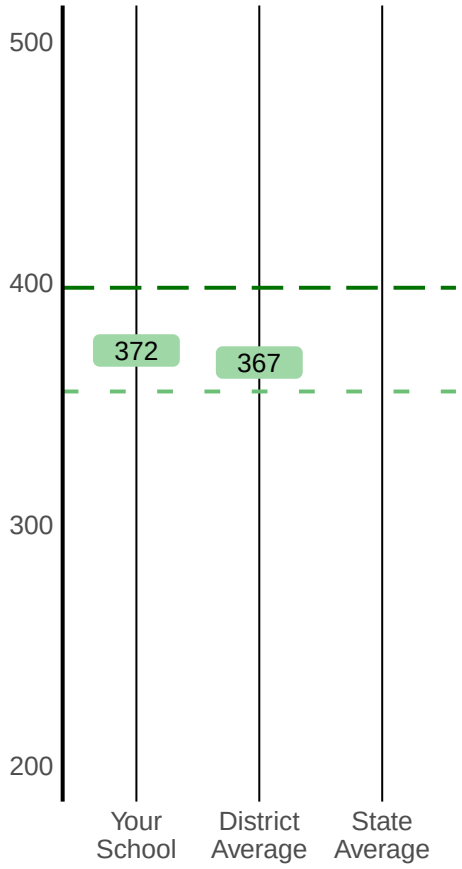
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

355

Engagement
Cultural and Linguistic Competence

Overall Results



What These Results Mean

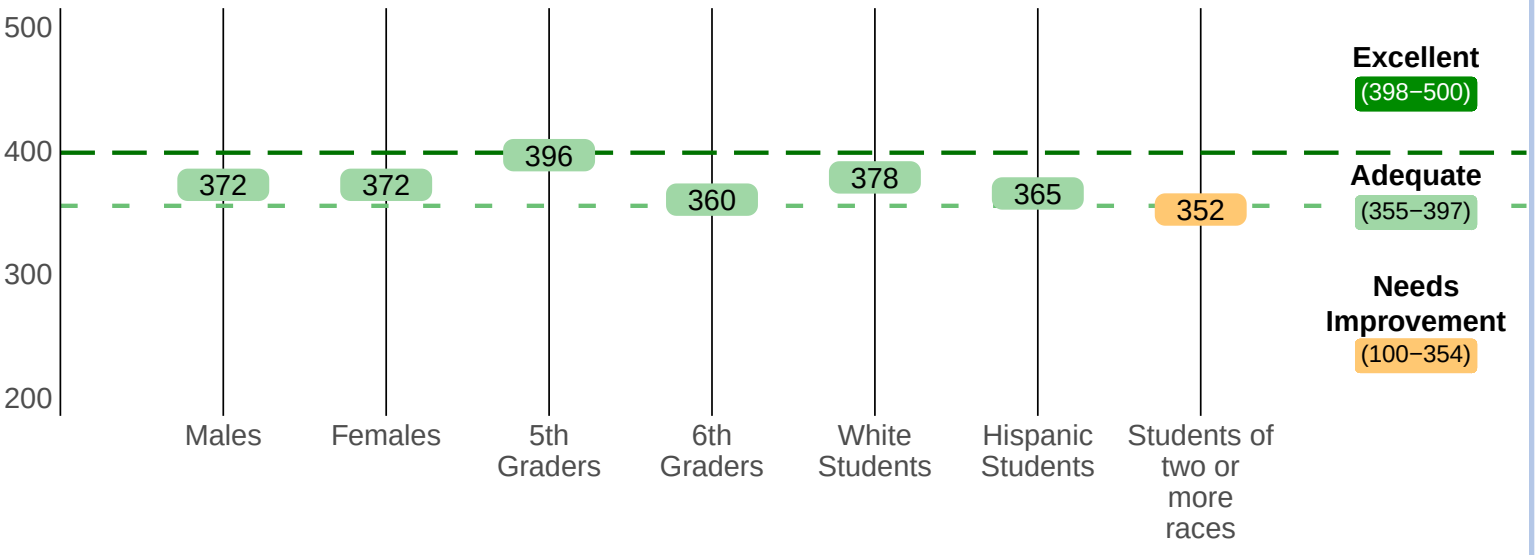
The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

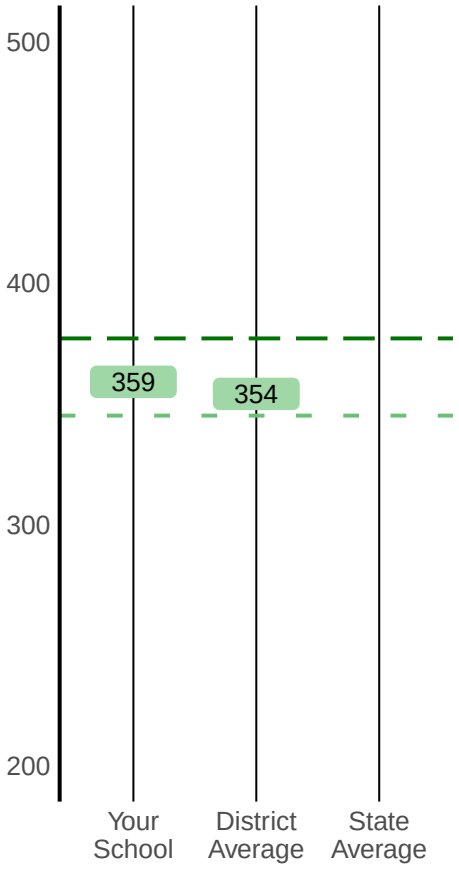
Some groups of students feel more positive about the cultural and linguistic competence in your school than other students. These groups include: 5th graders. *Some* groups of students feel less positive about the cultural and linguistic competence in your school than other students. These groups include: students of two or more races.



356

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

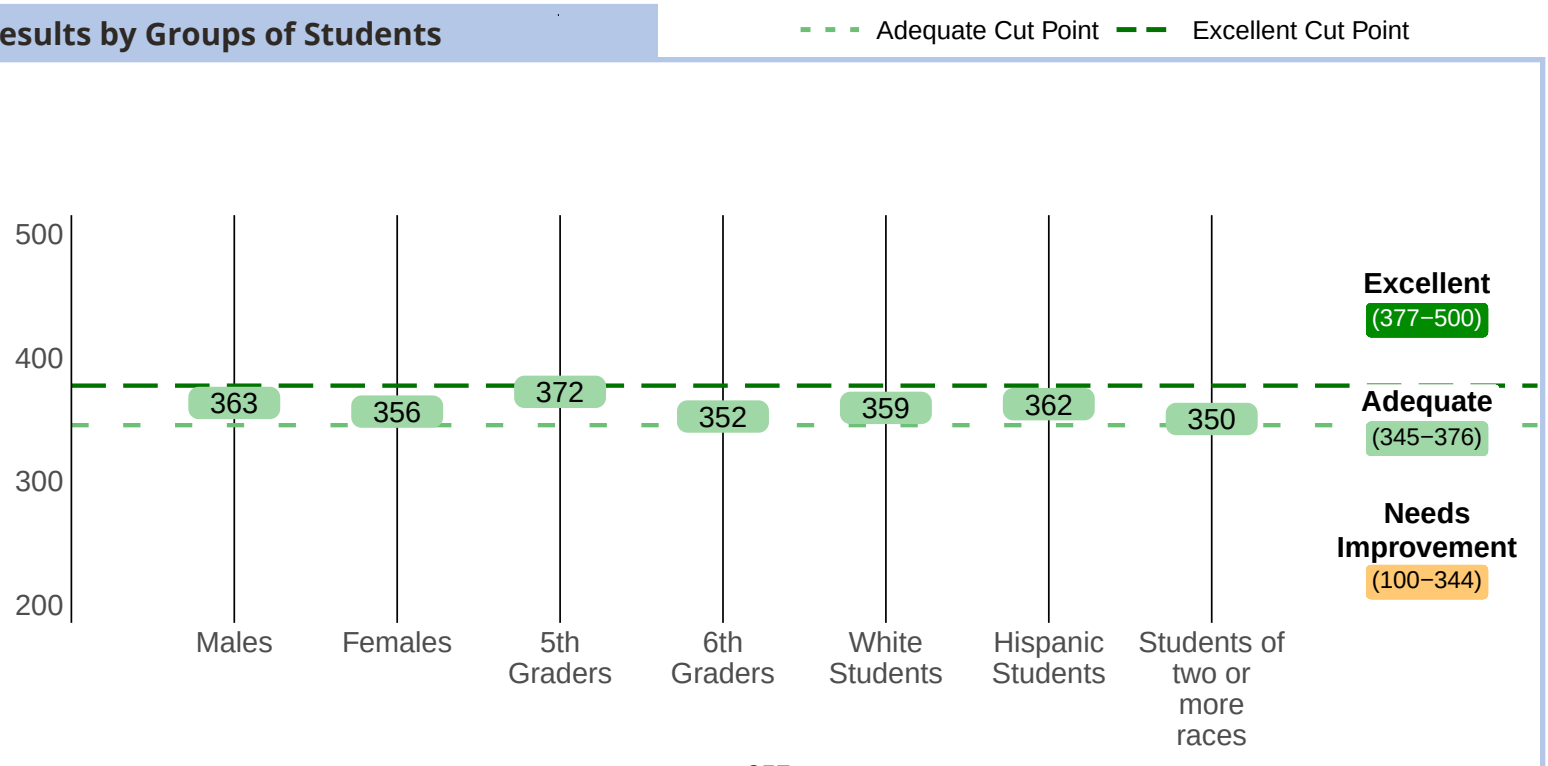


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

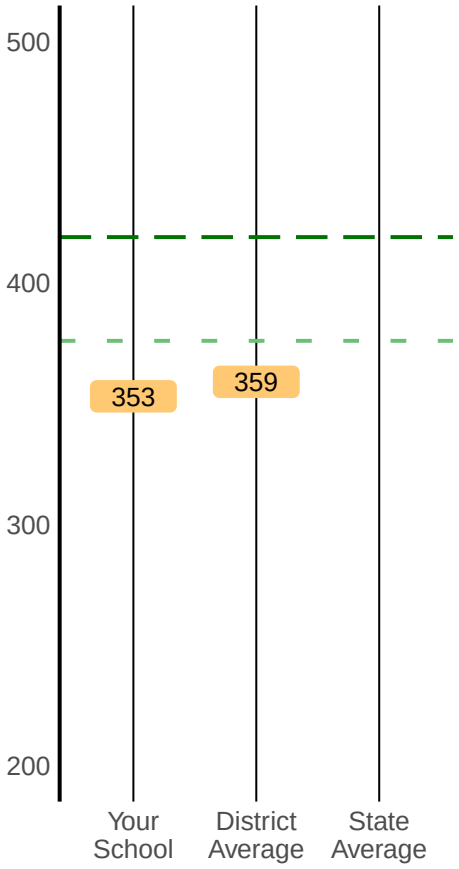
Results by Groups of Students



357

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

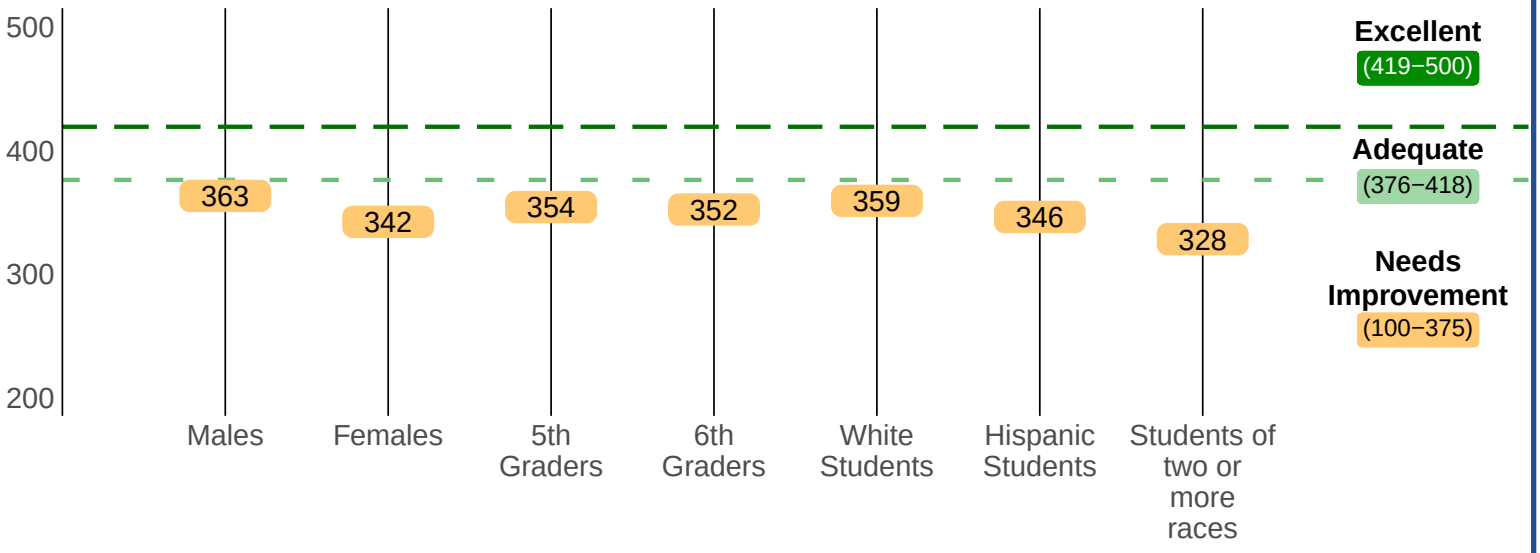
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

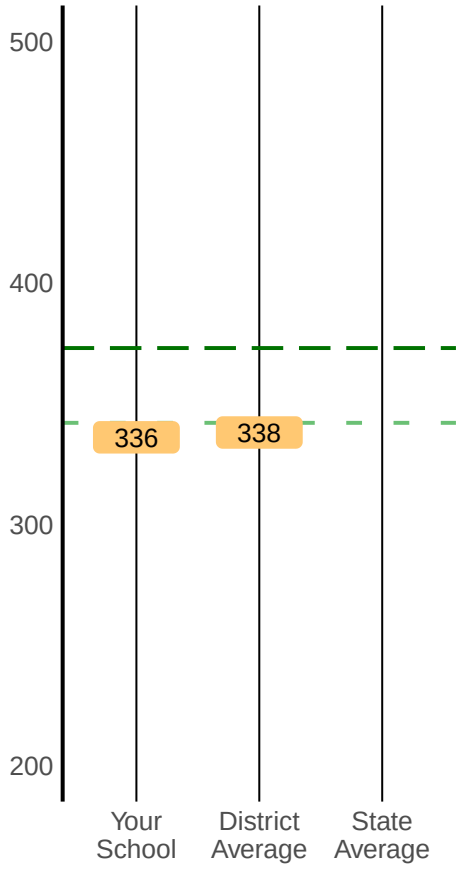
Some groups of students feel less positive about the physical safety in your school than other students. These groups include: students of two or more races.



358

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

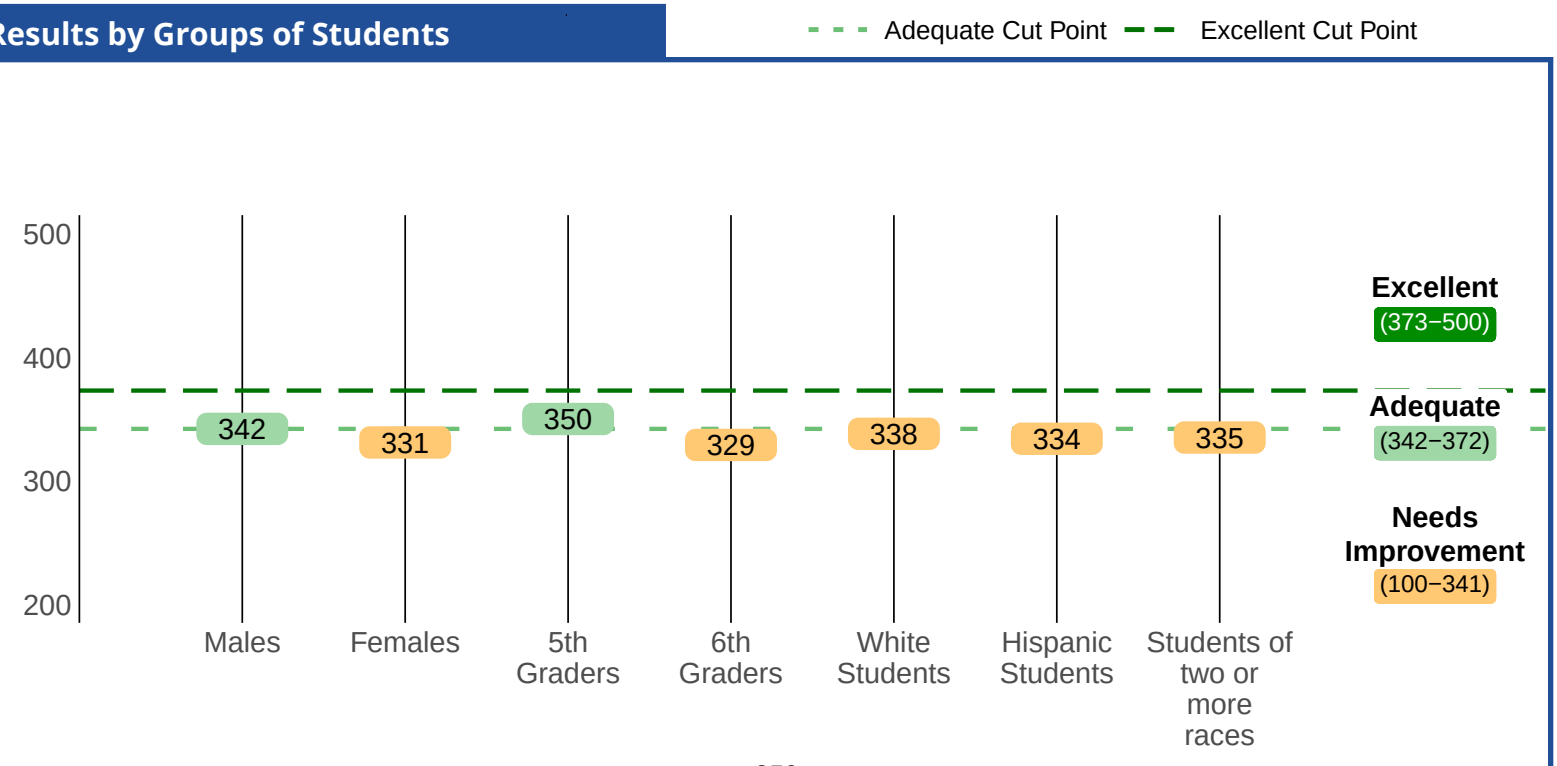


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

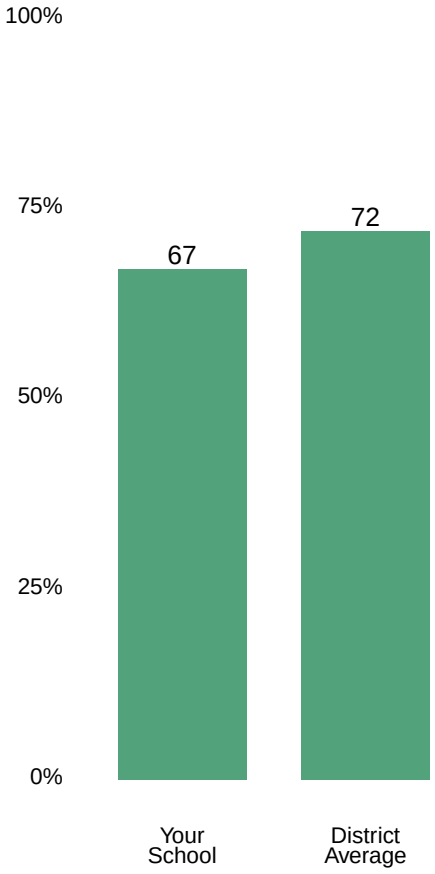


359

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



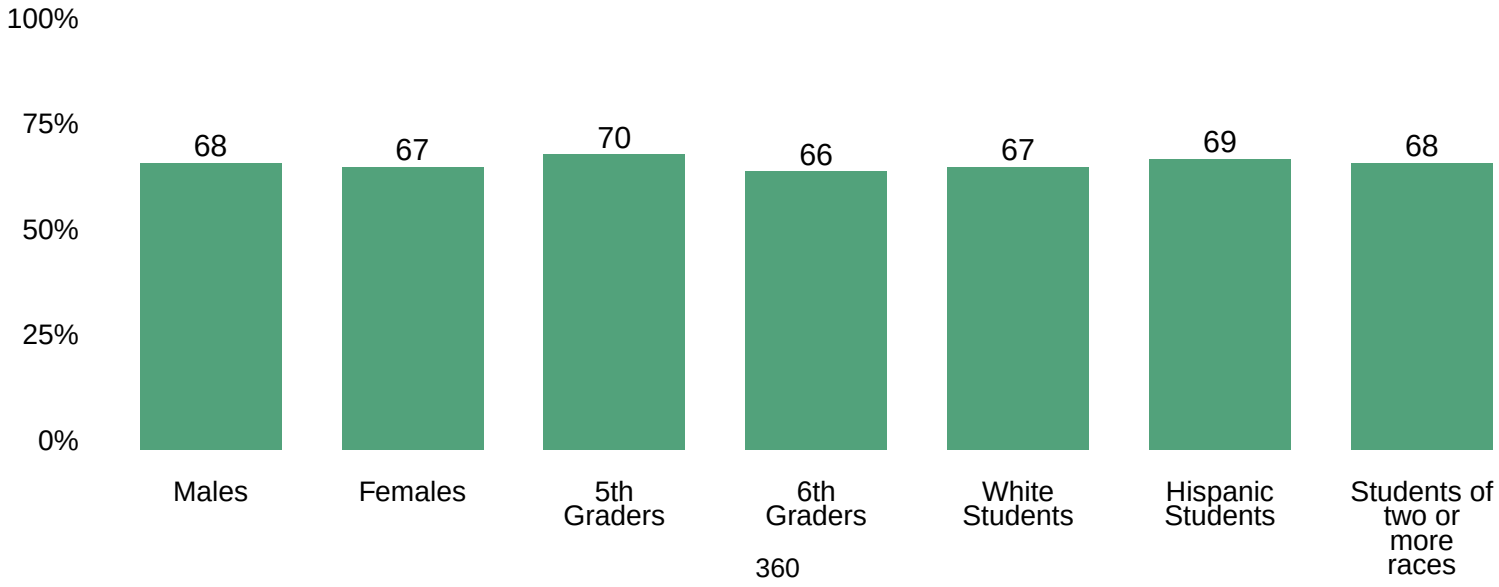
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	35%	**38%**	20%	8%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**34%**	32%	23%	10%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	29%	**60%**	8%	3%
4. Adults working at this school treat all students respectfully.	**39%**	35%	20%	5%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	28%	**50%**	19%	3%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	19%	**45%**	25%	11%
2. Teachers are available when I need to talk with them.	24%	**57%**	17%	2%
3. It is easy to talk with teachers at this school.	24%	**45%**	25%	6%
4. My teachers care about me.	**54%**	37%	8%	2%
5. My teachers make me feel good about myself.	38%	**42%**	16%	4%
6. Students respect one another.	7%	35%	**42%**	15%
7. Students like one another.	7%	**50%**	32%	10%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	46%	**47%**	5%	2%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	37%	**45%**	12%	6%
2. I feel safe going to and from this school.	37%	**48%**	12%	3%
3. I sometimes stay home because I don't feel safe at this school.	5%	9%	34%	**52%**
4. Students at this school carry guns or knives to school.	2%	9%	20%	**70%**
5. Students at this school threaten to hurt other students.	24%	**37%**	27%	12%
6. Students at this school steal money, electronics, or other valuable things while at school.	18%	**33%**	28%	21%
7. Students at this school damage or destroy other students' property.	13%	**40%**	32%	15%
8. Students at this school fight a lot.	21%	**41%**	30%	7%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	22%	**46%**	21%	11%
2. Students at this school get along well with each other.	3%	**43%**	37%	16%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	10%	35%	**43%**	12%
4. At this school, students work on listening to others to understand what they are trying to say.	11%	**53%**	28%	9%
5. I am happy to be at this school.	39%	**40%**	12%	8%
6. I feel like I am part of this school.	25%	**48%**	17%	10%
7. I feel socially accepted.	23%	**45%**	22%	10%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	19%	31%	**40%**	10%
2. Students at this school try to stop bullying.	13%	**45%**	31%	11%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	15%	26%	**41%**	18%

362

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	16%	**62%**	21%	1%
2. Knowing ways I calm myself down.	21%	**45%**	29%	5%
3. Knowing the emotions I feel.	34%	**43%**	19%	4%
4. Knowing when my feelings are making it hard for me to focus.	25%	**46%**	25%	5%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	26%	**49%**	21%	4%
2. Learning from people with different opinions than me.	19%	**51%**	26%	3%
3. Knowing when someone needs help.	32%	**51%**	16%	1%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	6%	36%	**44%**	14%
2. Being patient even when I am really excited.	18%	31%	**33%**	19%
3. Finishing tasks even if they are hard for me.	9%	39%	**46%**	6%
4. Setting goals for myself.	21%	**47%**	26%	7%
5. Doing my schoolwork even when I do not feel like it.	21%	**44%**	30%	5%
6. Being prepared for tests.	21%	**39%**	31%	8%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	36%	**42%**	15%	7%
2. Respecting a classmate's opinions during a disagreement.	22%	**53%**	19%	6%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	13%	**41%**	33%	12%
2. Knowing what is right or wrong.	32%	**50%**	16%	2%

Resources for boosting social and emotional competencies

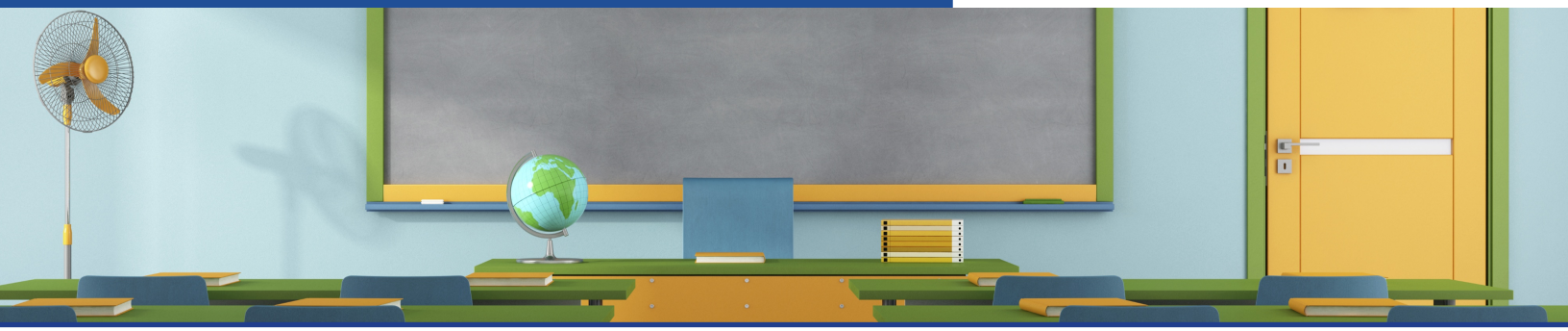
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Riverview Elementary School

Number of Students Completed: 84
Completion Rate: 66%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	374
Relationships	357
Safety	
Physical Safety	371
Emotional Safety	338
Social and Emotional Competence	69/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

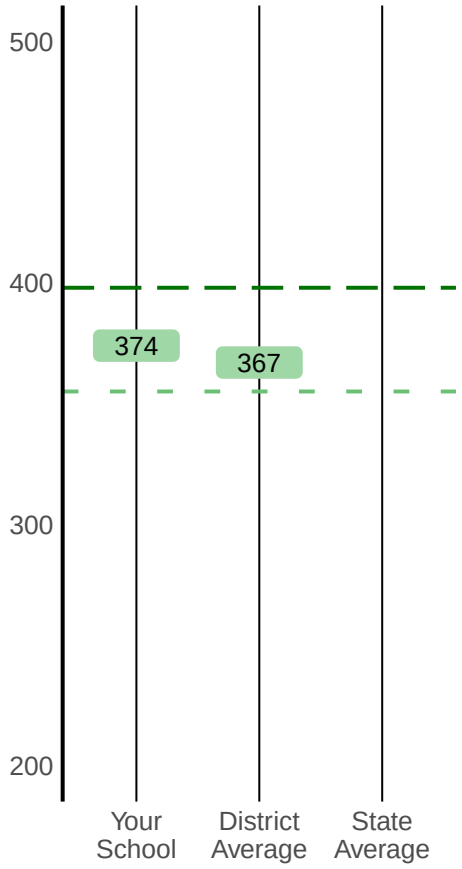
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

364

Engagement
Cultural and Linguistic Competence

Overall Results

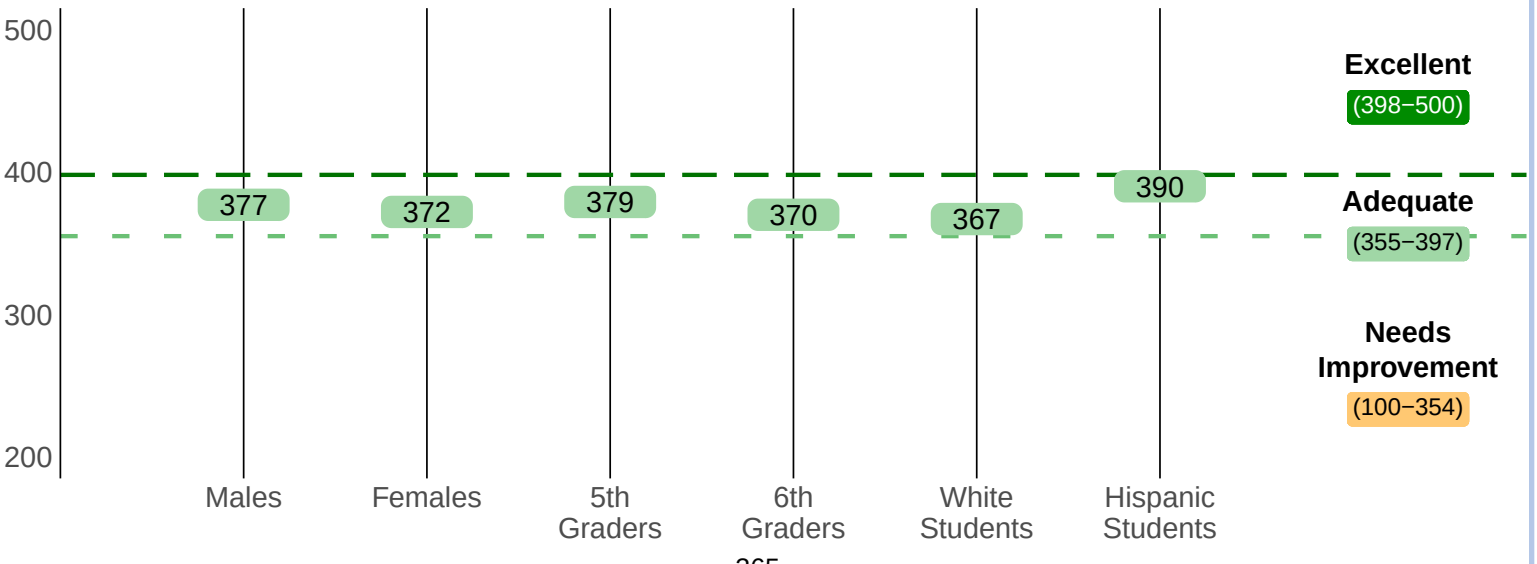


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

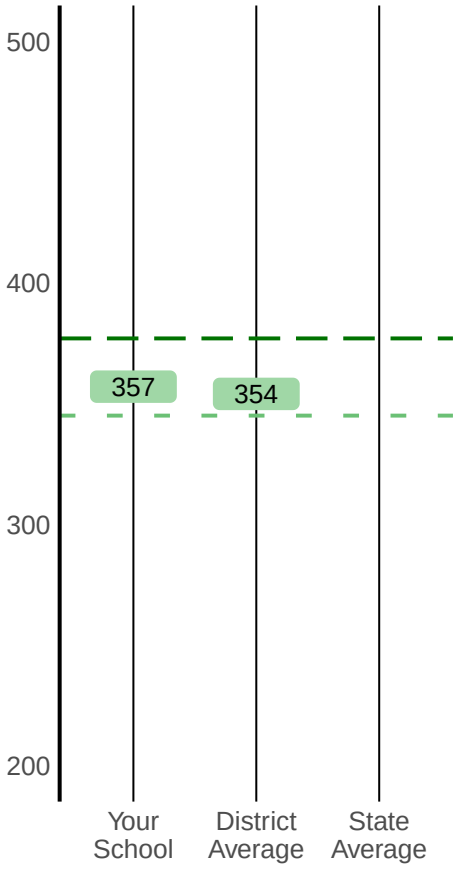
Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

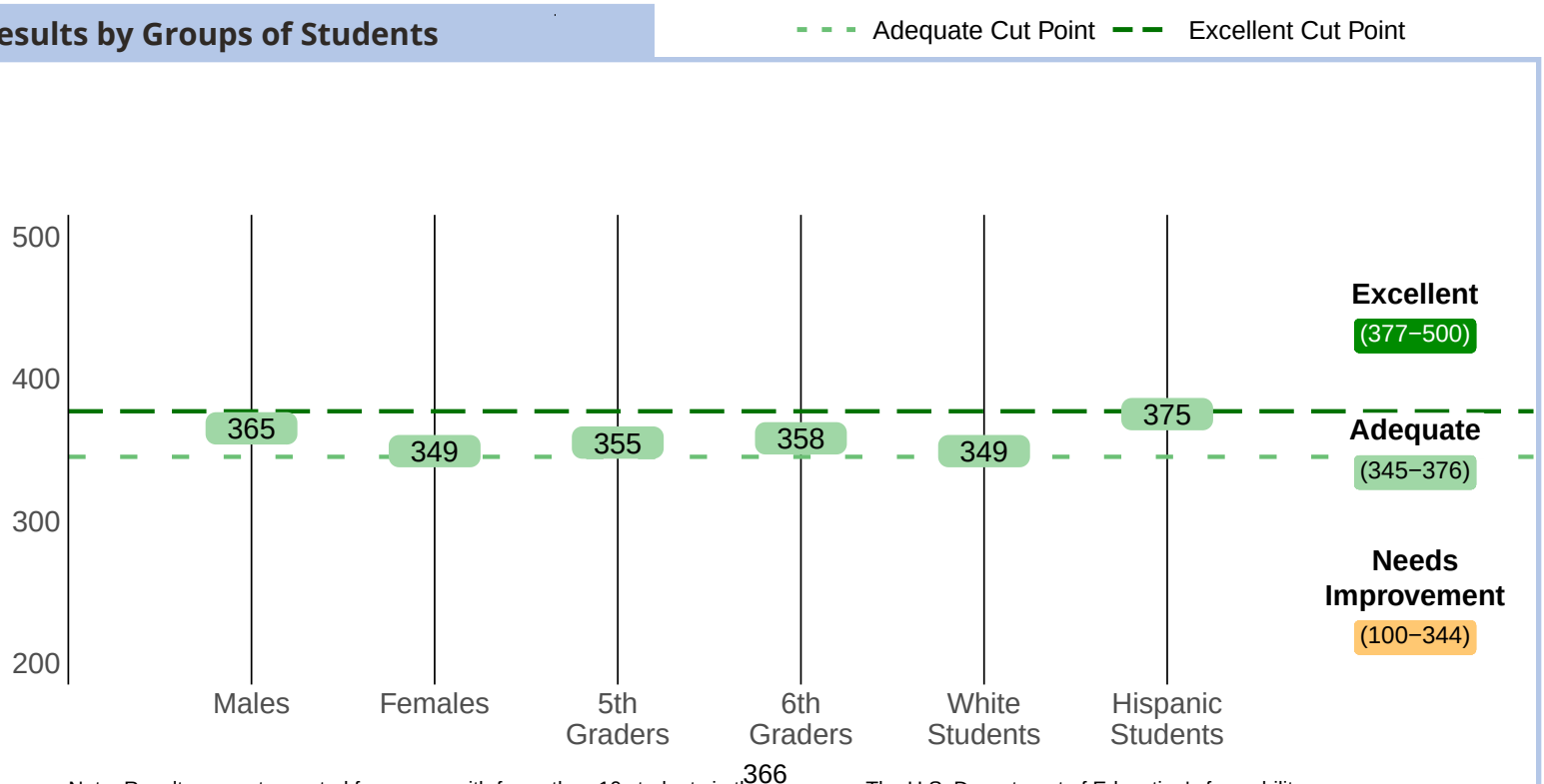


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

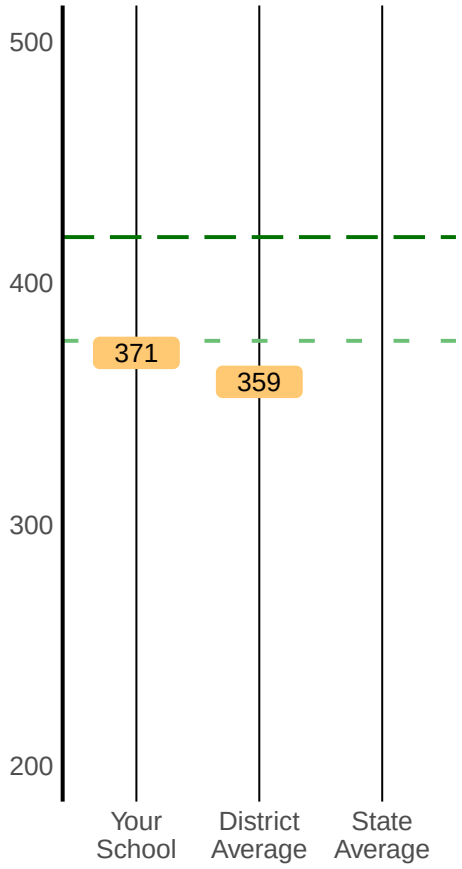
Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

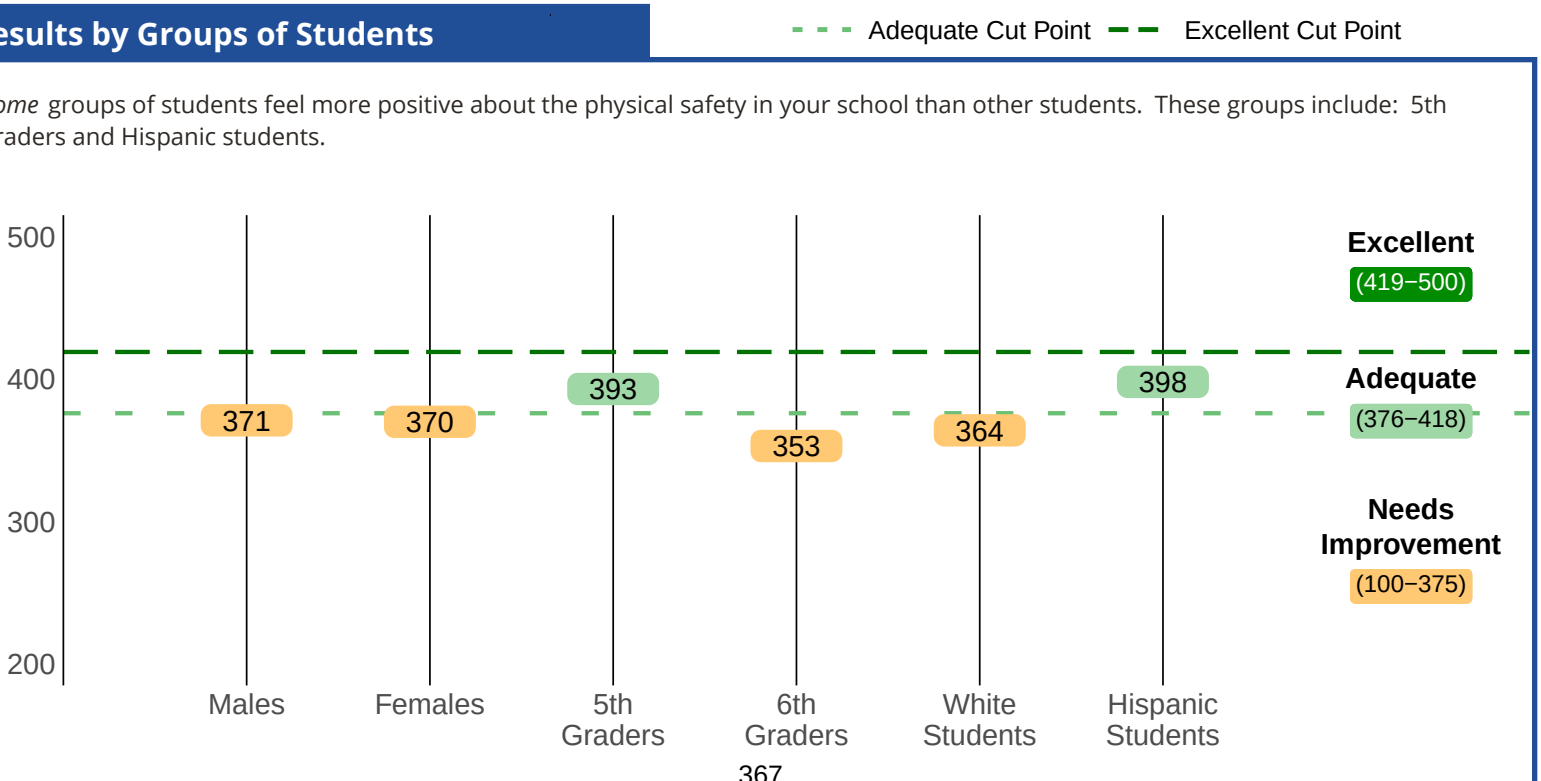


What These Results Mean

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

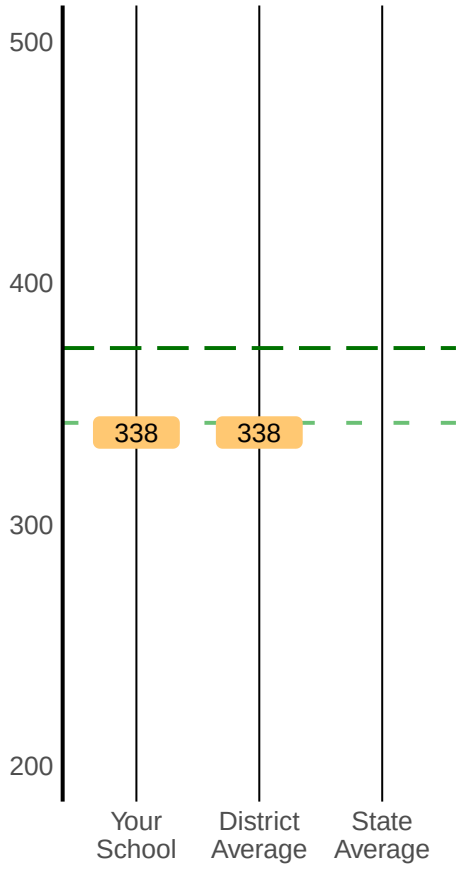


Some groups of students feel more positive about the physical safety in your school than other students. These groups include: 5th graders and Hispanic students.

367

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

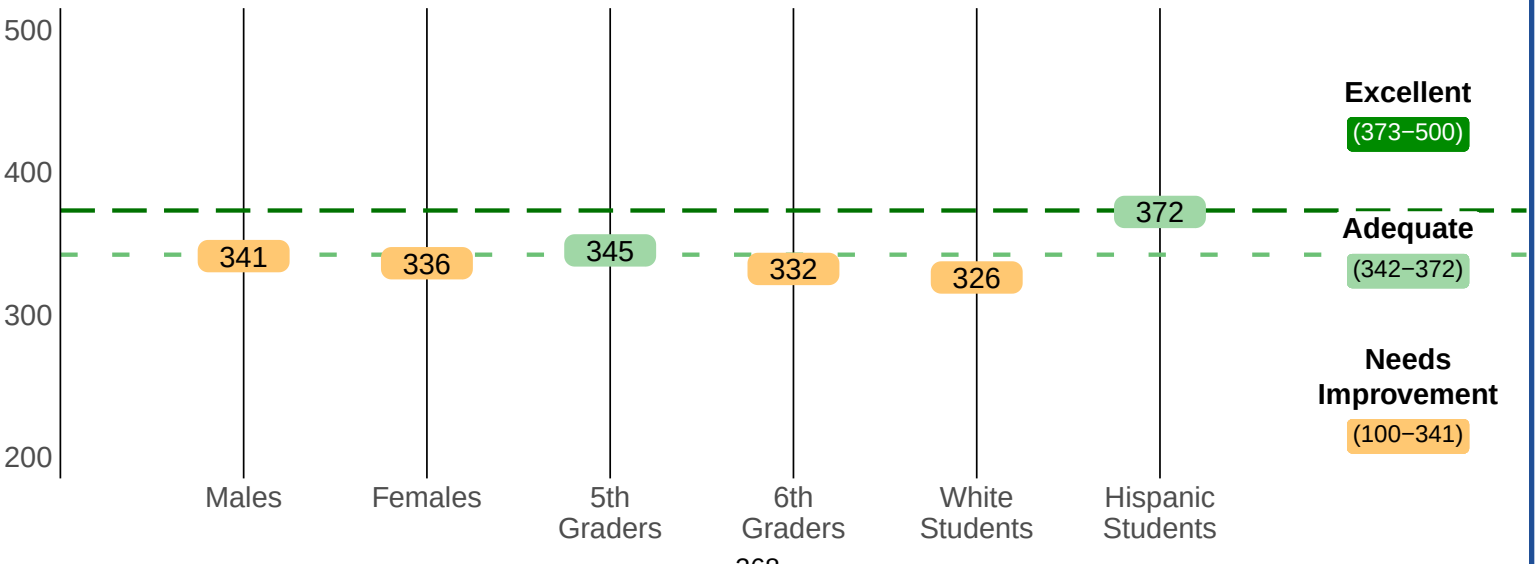
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

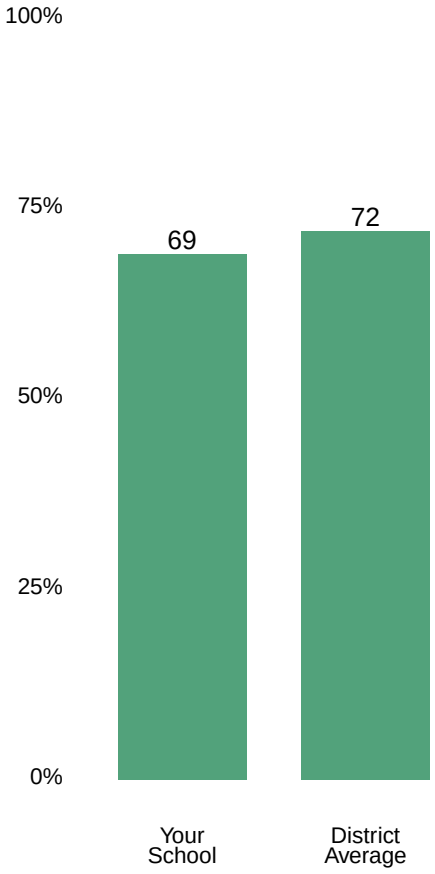
Some groups of students feel more positive about the emotional safety in your school than other students. These groups include: Hispanic students.



368

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



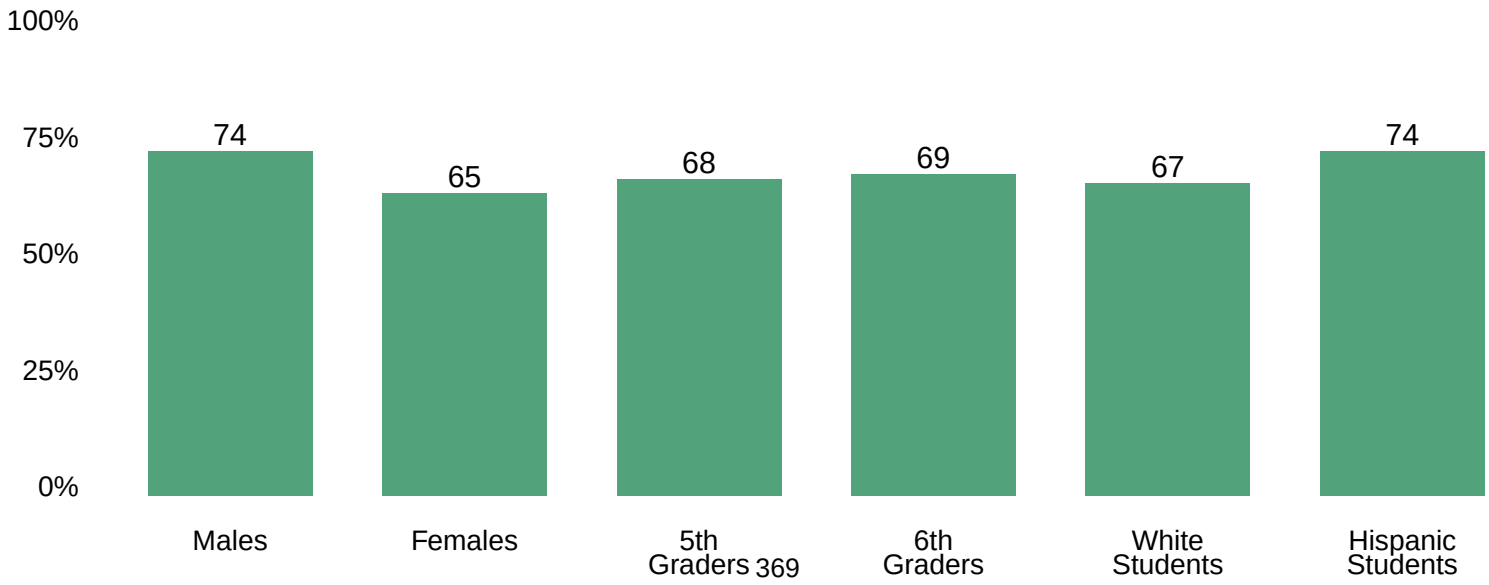
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	32%	**44%**	23%	1%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	24%	**46%**	24%	6%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	37%	**44%**	17%	2%
4. Adults working at this school treat all students respectfully.	22%	**48%**	24%	6%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	38%	**44%**	16%	1%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	24%	**43%**	19%	13%
2. Teachers are available when I need to talk with them.	21%	**53%**	23%	2%
3. It is easy to talk with teachers at this school.	20%	**46%**	24%	10%
4. My teachers care about me.	39%	**52%**	7%	1%
5. My teachers make me feel good about myself.	29%	**54%**	13%	4%
6. Students respect one another.	12%	25%	**42%**	21%
7. Students like one another.	10%	**46%**	33%	12%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	**48%**	46%	4%	2%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	29%	**53%**	8%	10%
2. I feel safe going to and from this school.	30%	**52%**	12%	5%
3. I sometimes stay home because I don't feel safe at this school.	5%	10%	38%	**47%**
4. Students at this school carry guns or knives to school.	4%	4%	24%	**68%**
5. Students at this school threaten to hurt other students.	16%	**29%**	26%	**29%**
6. Students at this school steal money, electronics, or other valuable things while at school.	14%	18%	**37%**	32%
7. Students at this school damage or destroy other students' property.	11%	32%	**39%**	18%
8. Students at this school fight a lot.	13%	**39%**	31%	18%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	20%	**52%**	13%	14%
2. Students at this school get along well with each other.	7%	**51%**	31%	11%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	8%	**38%**	**38%**	18%
4. At this school, students work on listening to others to understand what they are trying to say.	19%	**42%**	27%	12%
5. I am happy to be at this school.	33%	**43%**	13%	11%
6. I feel like I am part of this school.	27%	**43%**	16%	14%
7. I feel socially accepted.	21%	**51%**	22%	6%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	11%	29%	**43%**	17%
2. Students at this school try to stop bullying.	25%	**39%**	24%	12%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	26%	**38%**	30%	6%

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	11%	**72%**	17%	0%
2. Knowing ways I calm myself down.	22%	**46%**	22%	10%
3. Knowing the emotions I feel.	**39%**	36%	20%	5%
4. Knowing when my feelings are making it hard for me to focus.	19%	**54%**	20%	7%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	41%	**43%**	10%	6%
2. Learning from people with different opinions than me.	16%	**53%**	28%	4%
3. Knowing when someone needs help.	32%	**50%**	17%	1%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	15%	33%	**37%**	14%
2. Being patient even when I am really excited.	18%	34%	**35%**	13%
3. Finishing tasks even if they are hard for me.	13%	**48%**	31%	7%
4. Setting goals for myself.	32%	**39%**	24%	5%
5. Doing my schoolwork even when I do not feel like it.	21%	**45%**	23%	11%
6. Being prepared for tests.	14%	**48%**	28%	10%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	32%	**39%**	21%	7%
2. Respecting a classmate's opinions during a disagreement.	20%	**48%**	24%	7%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	12%	**41%**	37%	10%
2. Knowing what is right or wrong.	39%	**45%**	17%	0%

Resources for boosting social and emotional competencies

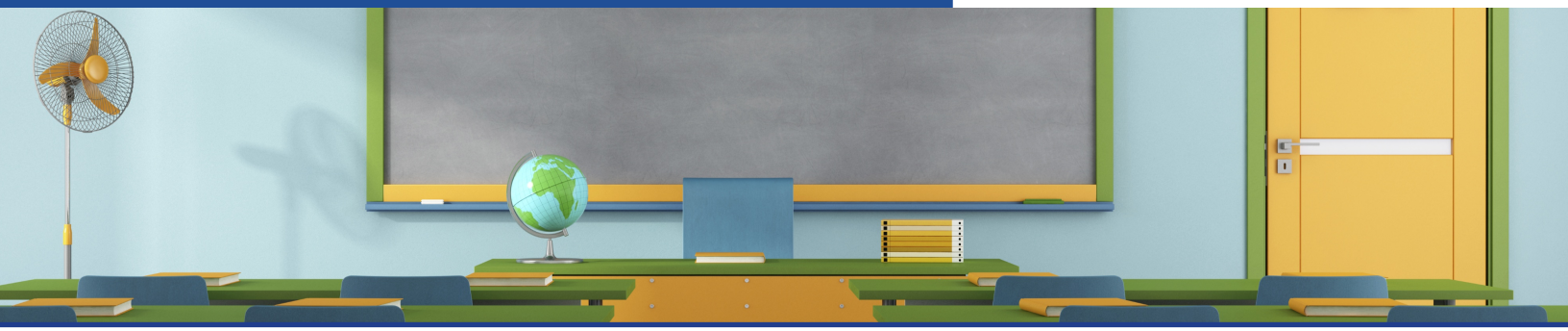
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Sutro Elementary School

Number of Students Completed: 31
Completion Rate: 27%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	382
Relationships	357
Safety	
Physical Safety	352
Emotional Safety	349
Social and Emotional Competence	67/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

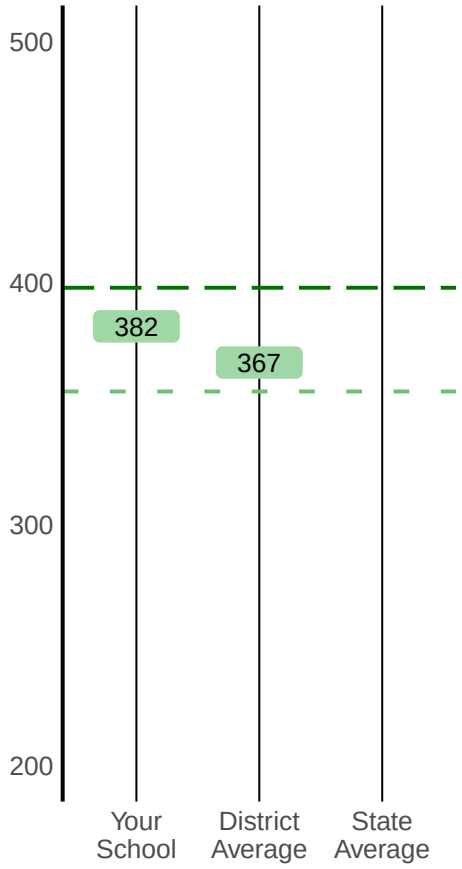
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

373

Engagement
Cultural and Linguistic Competence

Overall Results

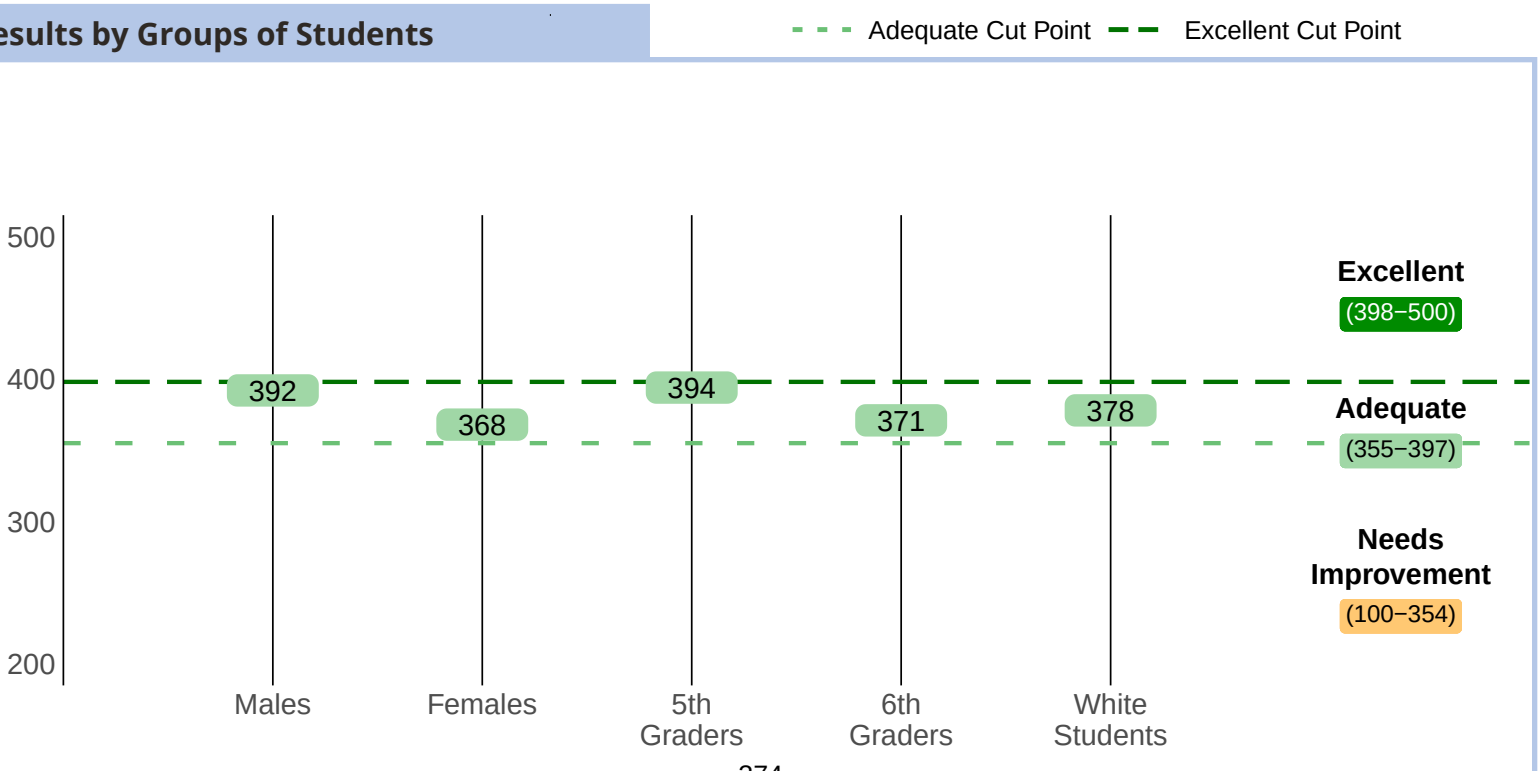


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

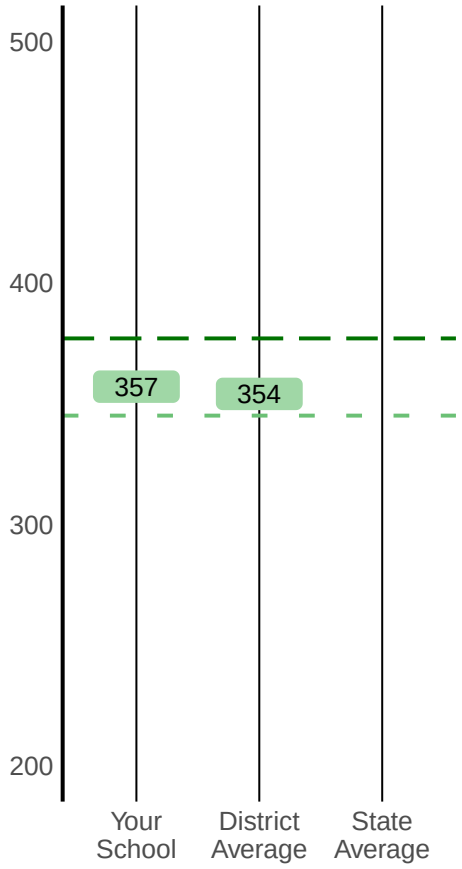
Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

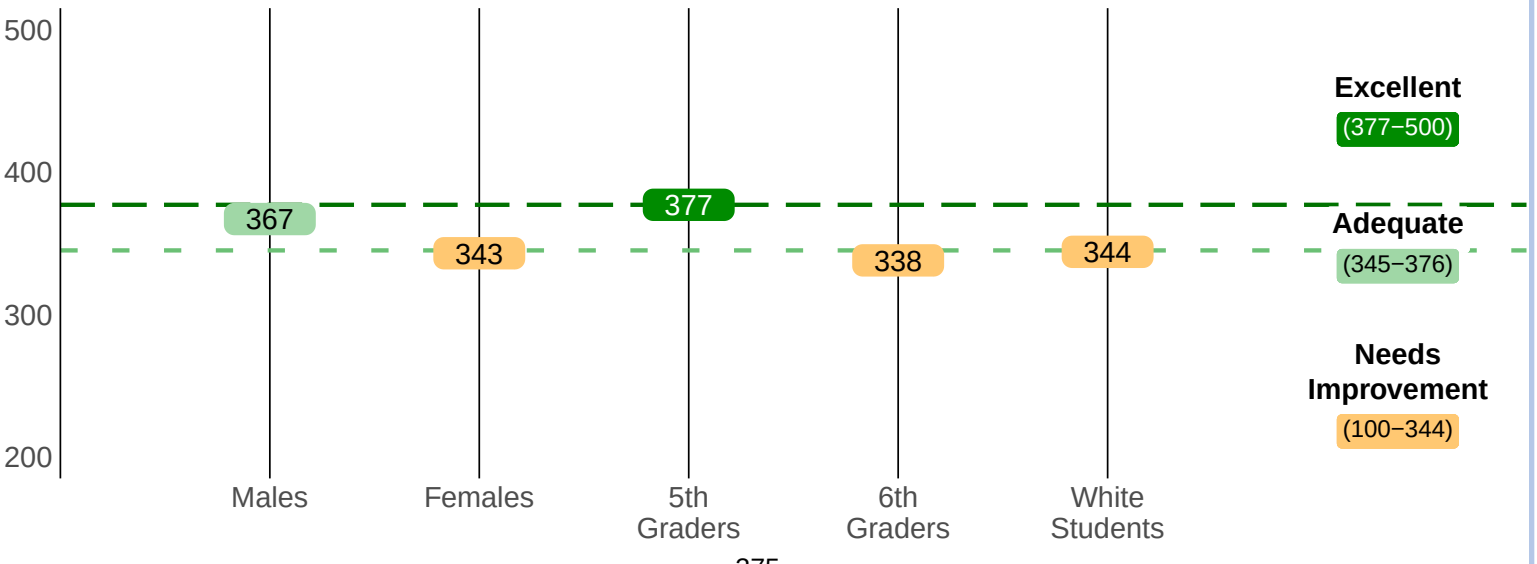
Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

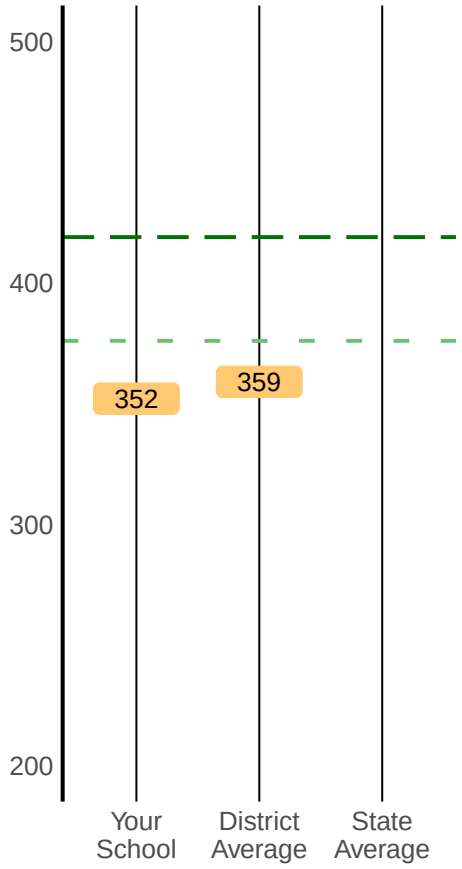
Some groups of students feel more positive about the relationships in your school than other students. These groups include: 5th graders.



375

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

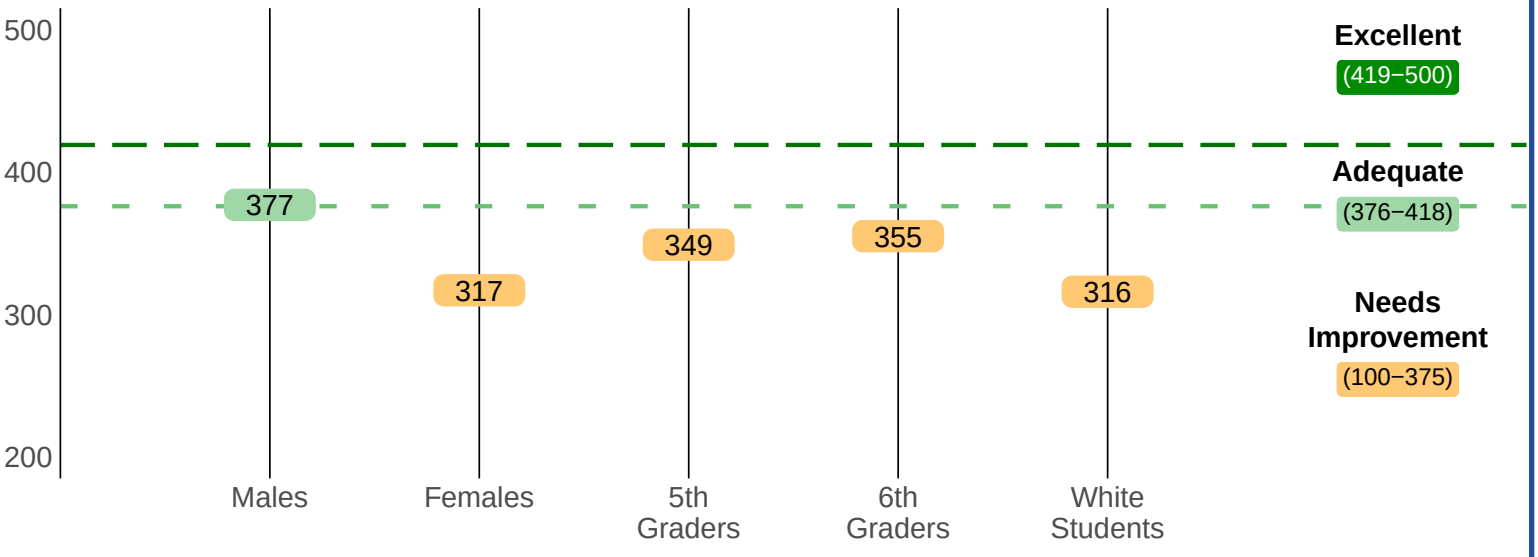
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

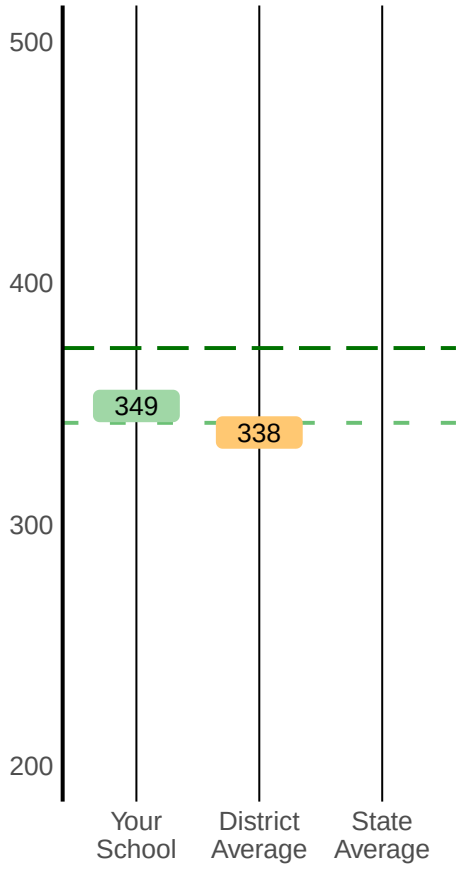
Some groups of students feel more positive about the physical safety in your school than other students. These groups include: males.
Some groups of students feel less positive about the physical safety in your school than other students. These groups include: females and White students.



376

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

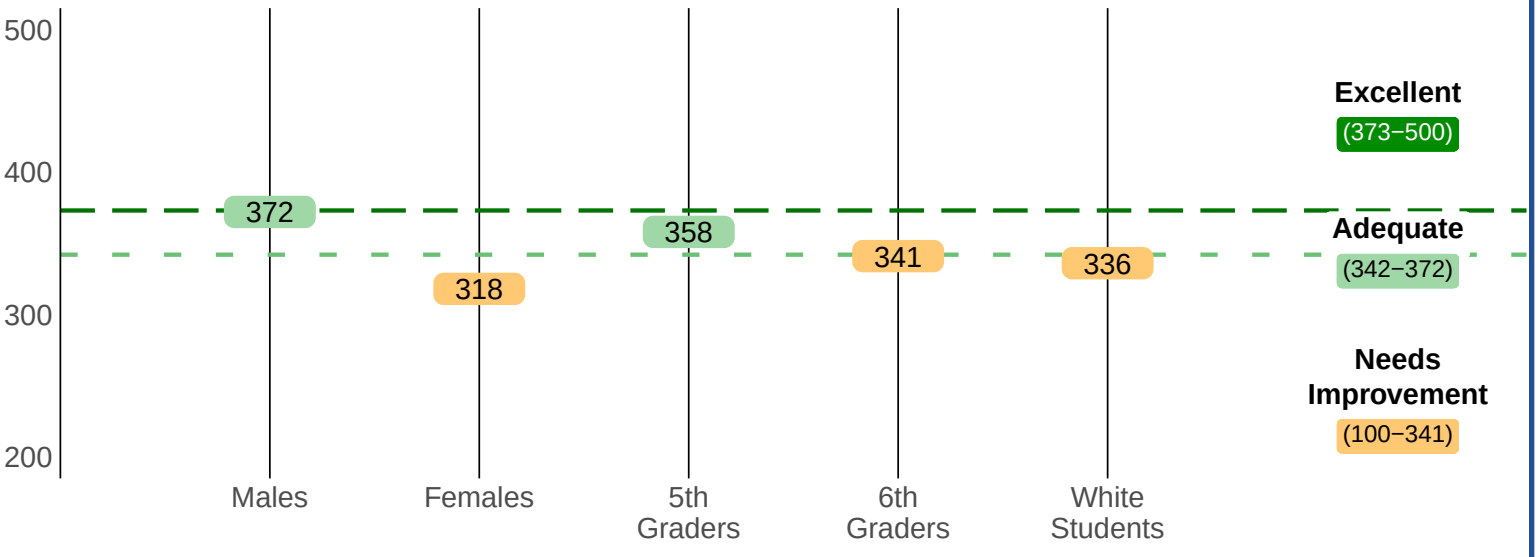
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

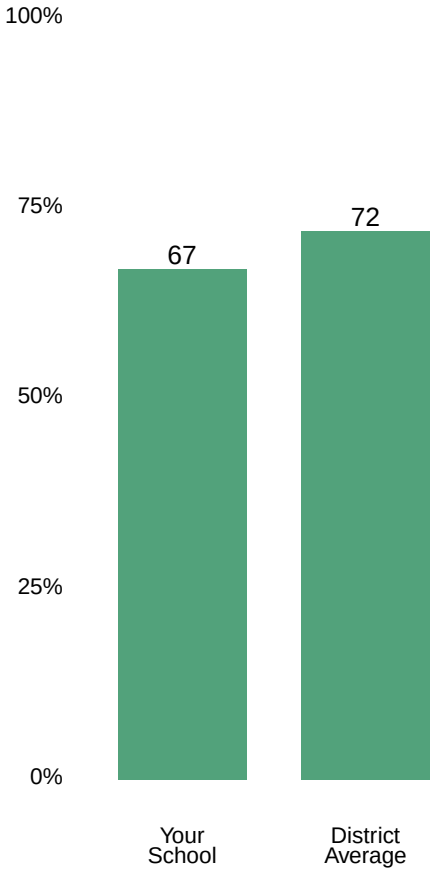
Some groups of students feel more positive about the emotional safety in your school than other students. These groups include: males.
Some groups of students feel less positive about the emotional safety in your school than other students. These groups include: females.



377

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



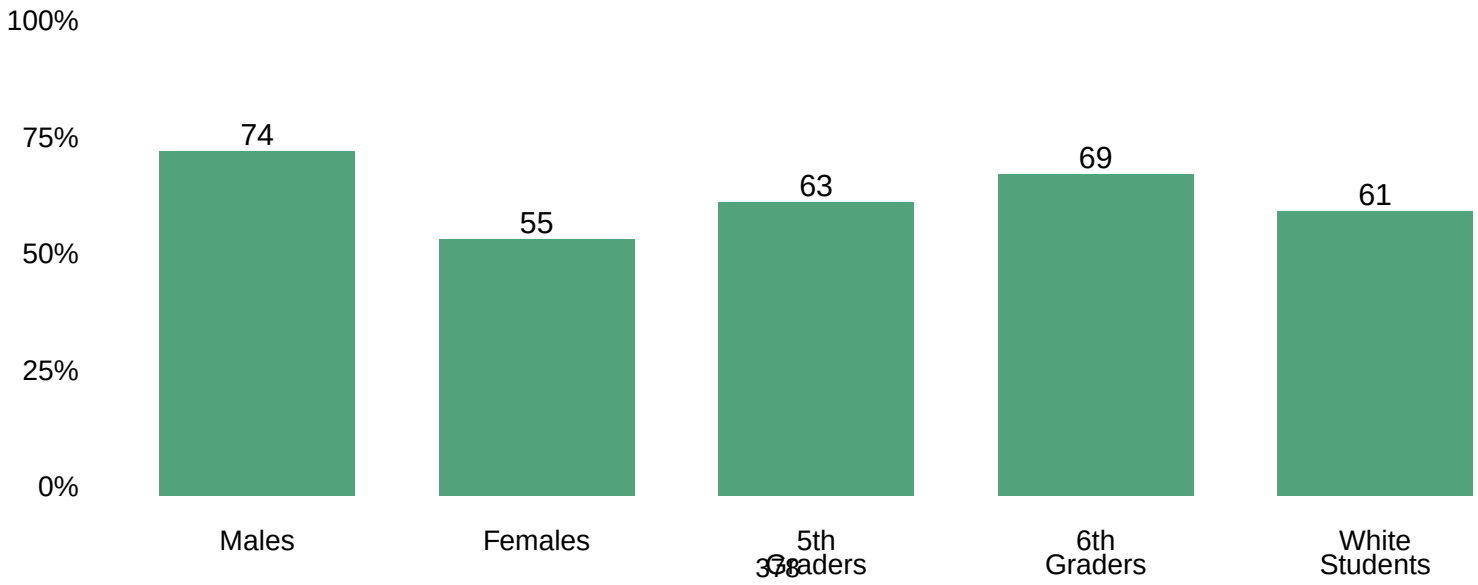
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	44%	**50%**	6%	0%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**42%**	**42%**	13%	3%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	20%	**53%**	13%	13%
4. Adults working at this school treat all students respectfully.	**47%**	20%	17%	17%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	30%	**47%**	23%	0%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	29%	**42%**	16%	13%
2. Teachers are available when I need to talk with them.	16%	**48%**	26%	10%
3. It is easy to talk with teachers at this school.	13%	**45%**	26%	16%
4. My teachers care about me.	43%	**50%**	7%	0%
5. My teachers make me feel good about myself.	29%	**48%**	19%	3%
6. Students respect one another.	19%	**39%**	26%	16%
7. Students like one another.	16%	**35%**	32%	16%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	**48%**	45%	6%	0%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	**42%**	**42%**	13%	3%
2. I feel safe going to and from this school.	35%	**55%**	3%	6%
3. I sometimes stay home because I don't feel safe at this school.	10%	13%	19%	**58%**
4. Students at this school carry guns or knives to school.	3%	6%	42%	**48%**
5. Students at this school threaten to hurt other students.	17%	**37%**	33%	13%
6. Students at this school steal money, electronics, or other valuable things while at school.	**32%**	23%	19%	26%
7. Students at this school damage or destroy other students' property.	32%	23%	**35%**	10%
8. Students at this school fight a lot.	16%	**42%**	26%	16%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	26%	**45%**	16%	13%
2. Students at this school get along well with each other.	16%	**32%**	26%	26%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	13%	**47%**	20%	20%
4. At this school, students work on listening to others to understand what they are trying to say.	16%	**48%**	16%	19%
5. I am happy to be at this school.	33%	**47%**	17%	3%
6. I feel like I am part of this school.	**45%**	35%	13%	6%
7. I feel socially accepted.	29%	**52%**	10%	10%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	10%	35%	**42%**	13%
2. Students at this school try to stop bullying.	**42%**	16%	32%	10%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	**43%**	27%	17%	13%

380

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	25%	**47%**	22%	6%
2. Knowing ways I calm myself down.	22%	**56%**	9%	13%
3. Knowing the emotions I feel.	**42%**	29%	23%	6%
4. Knowing when my feelings are making it hard for me to focus.	31%	**38%**	22%	9%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	25%	**53%**	13%	9%
2. Learning from people with different opinions than me.	25%	**41%**	22%	13%
3. Knowing when someone needs help.	**47%**	28%	25%	0%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	19%	28%	**31%**	22%
2. Being patient even when I am really excited.	22%	28%	19%	**31%**
3. Finishing tasks even if they are hard for me.	23%	**33%**	**33%**	10%
4. Setting goals for myself.	26%	**42%**	19%	13%
5. Doing my schoolwork even when I do not feel like it.	25%	**38%**	19%	19%
6. Being prepared for tests.	22%	**41%**	22%	16%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	28%	**53%**	6%	13%
2. Respecting a classmate's opinions during a disagreement.	23%	**57%**	7%	13%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	9%	28%	**41%**	22%
2. Knowing what is right or wrong.	34%	**44%**	22%	0%

Resources for boosting social and emotional competencies

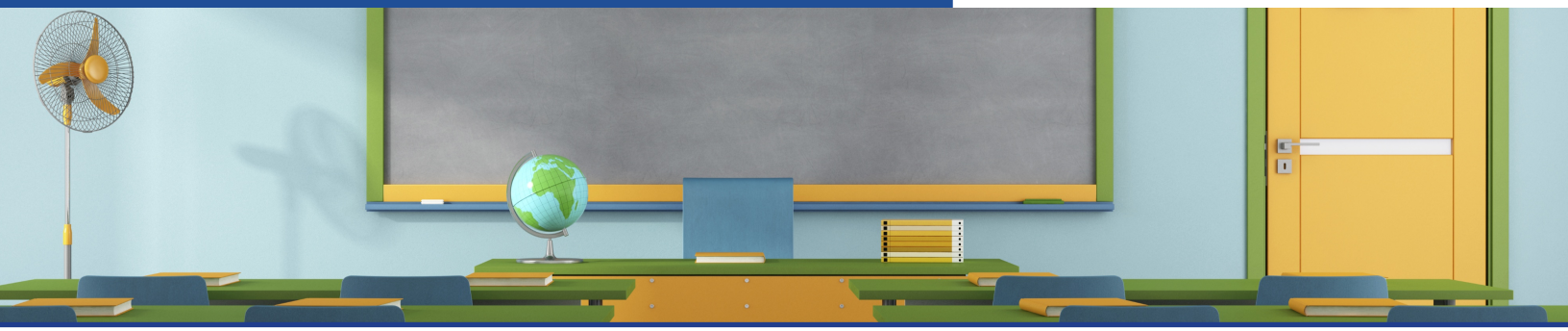
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Silver Stage High School

Number of Students Completed: 163
Completion Rate: 51%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	381
Relationships	365
Safety	
Physical Safety	387
Emotional Safety	346
Social and Emotional Competence	75/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

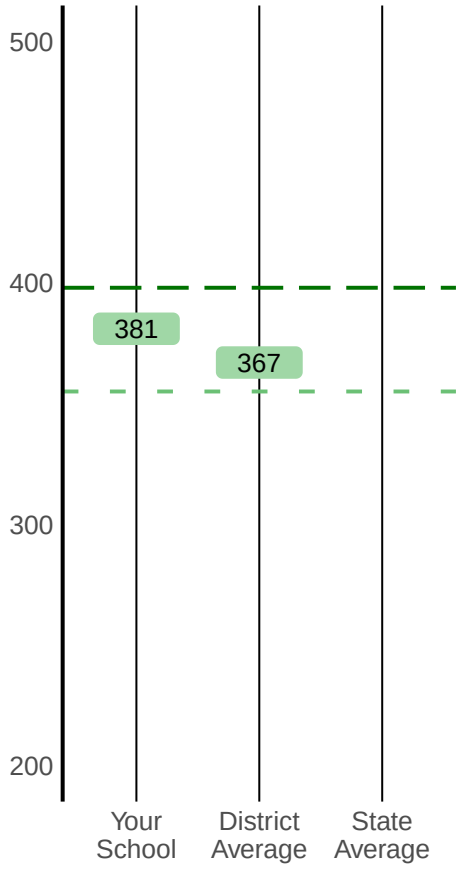
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

382

Engagement
Cultural and Linguistic Competence

Overall Results



What These Results Mean

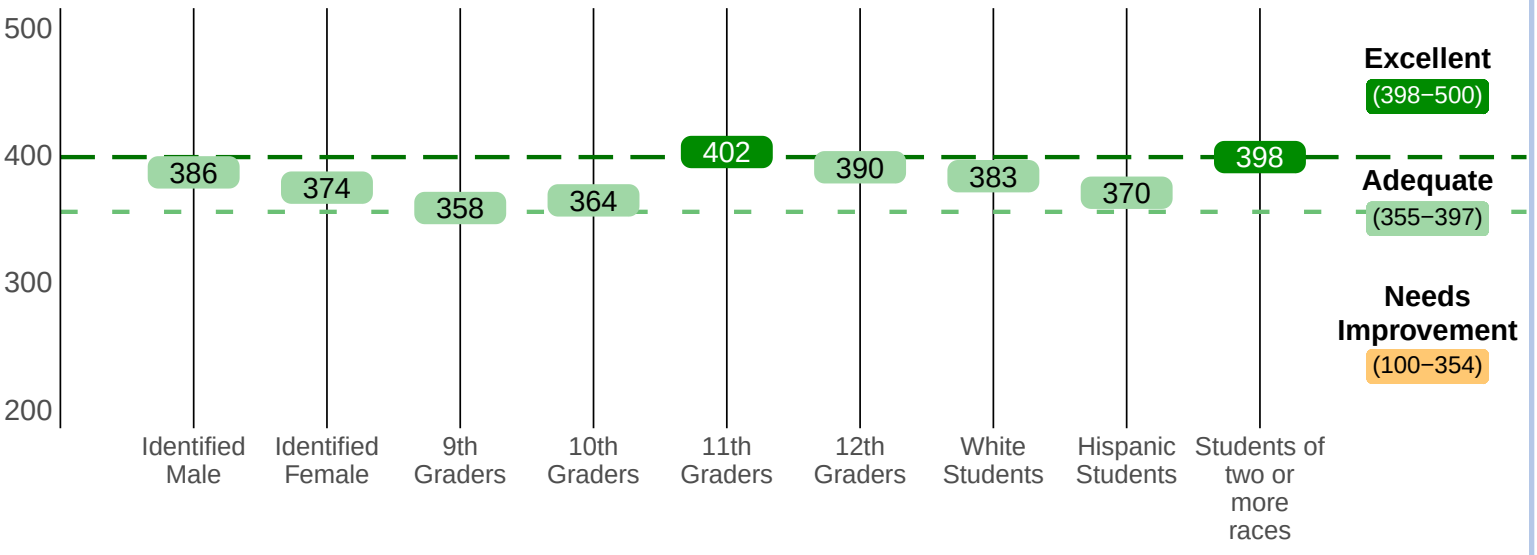
The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

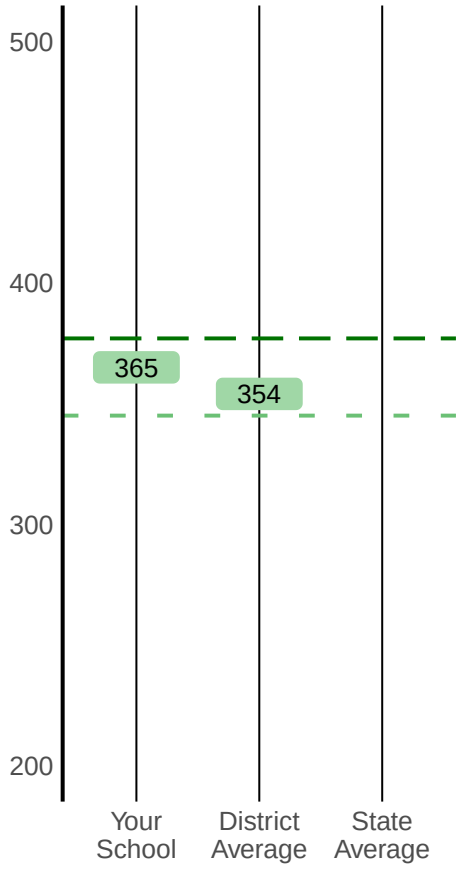
Some groups of students feel more positive about the cultural and linguistic competence in your school than other students. These groups include: 11th graders. *Some* groups of students feel less positive about the cultural and linguistic competence in your school than other students. These groups include: 9th graders.



383

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

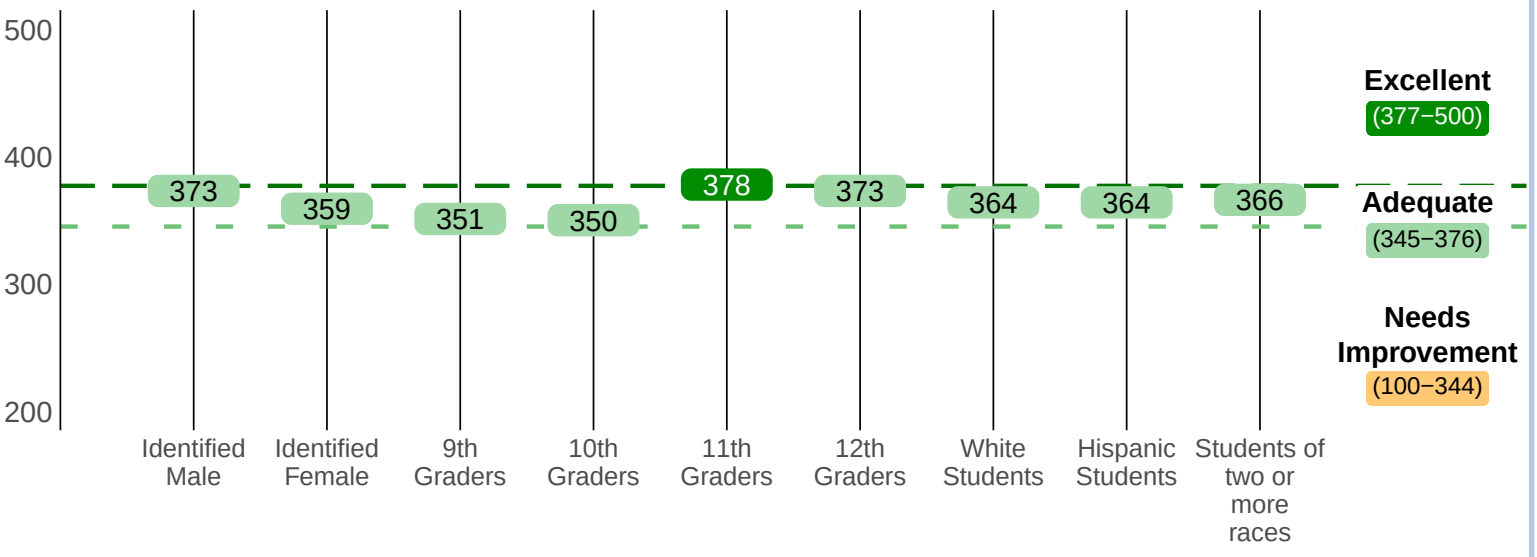


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

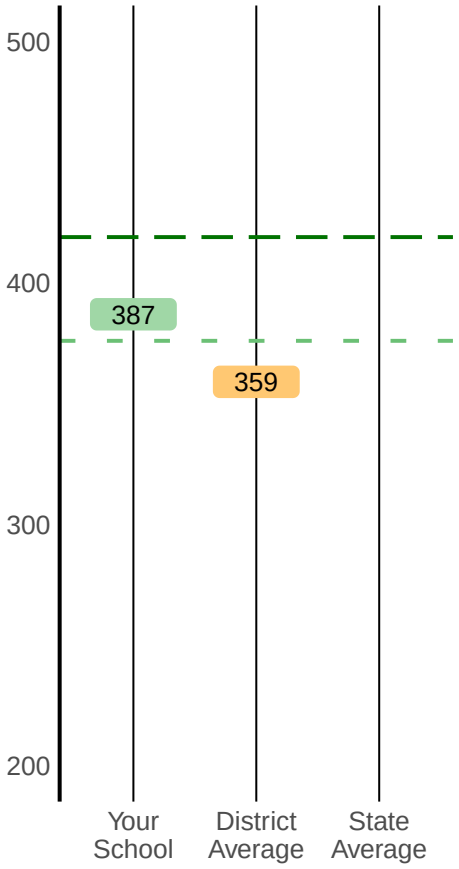
Results by Groups of Students



384

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

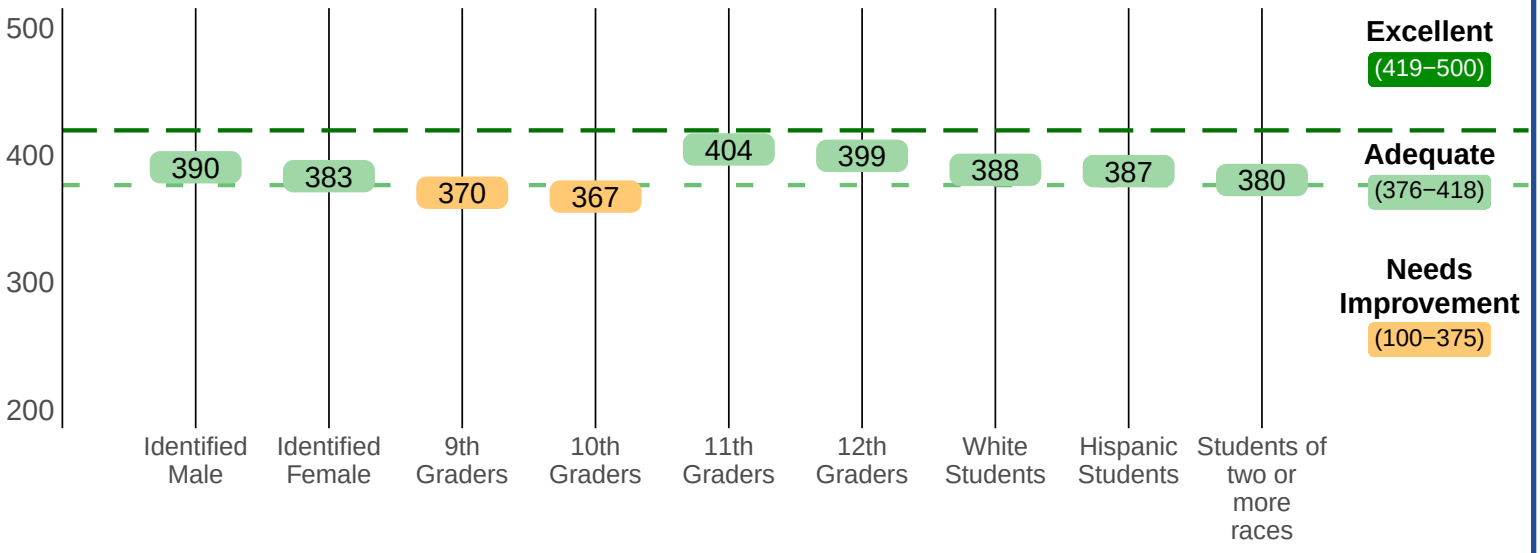
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

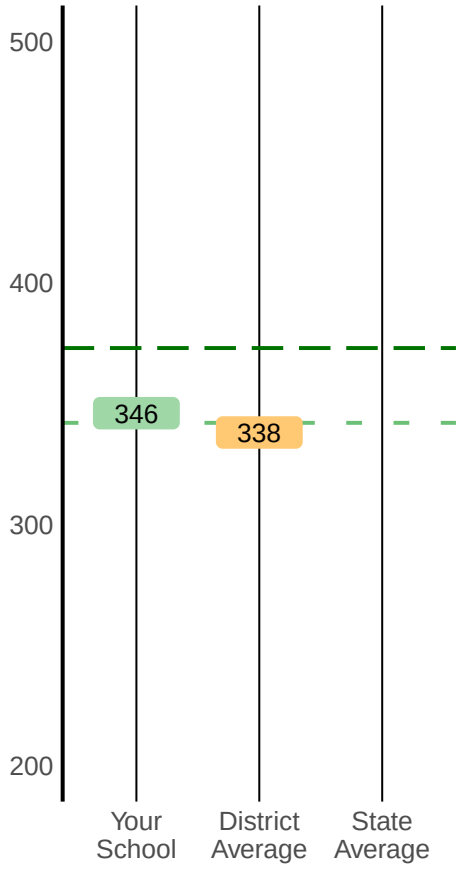
Some groups of students feel less positive about the physical safety in your school than other students. These groups include: 10th graders.



385

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

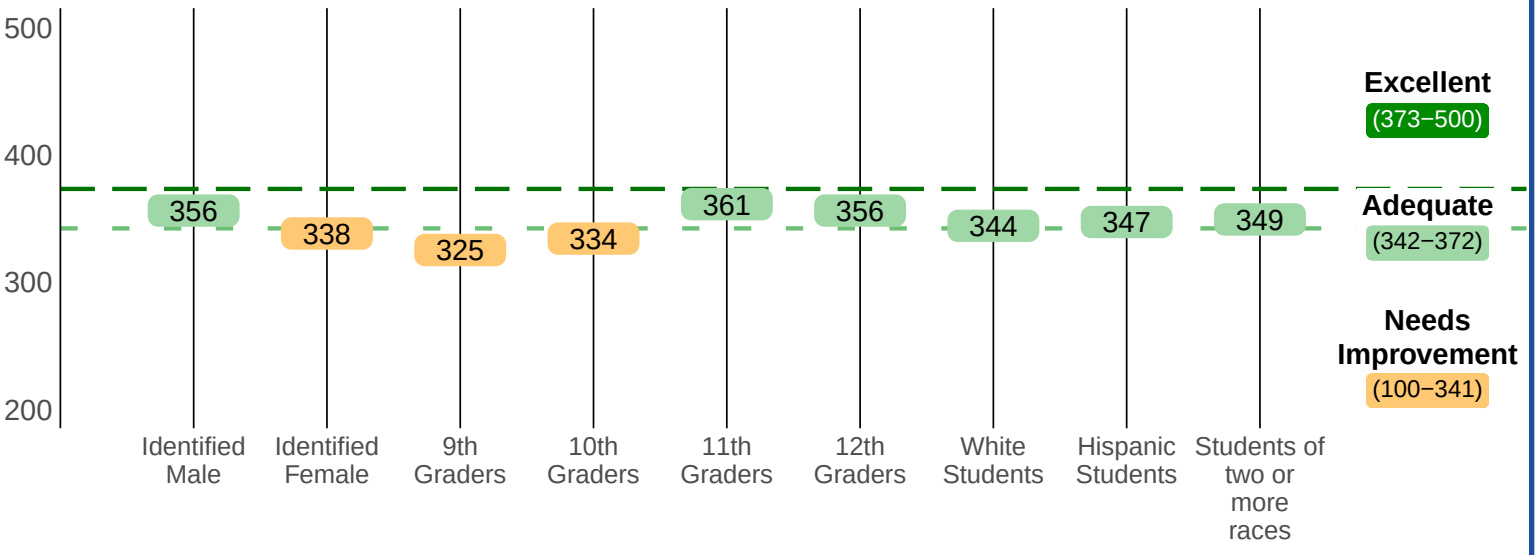
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

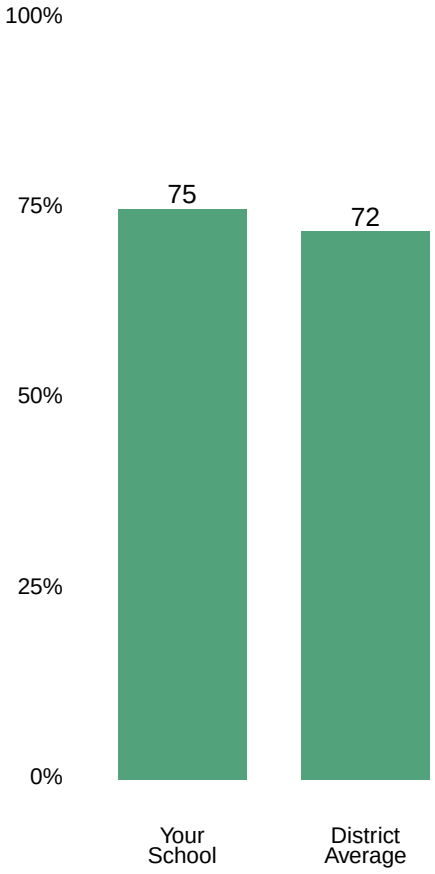
Some groups of students feel less positive about the emotional safety in your school than other students. These groups include: 9th graders.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



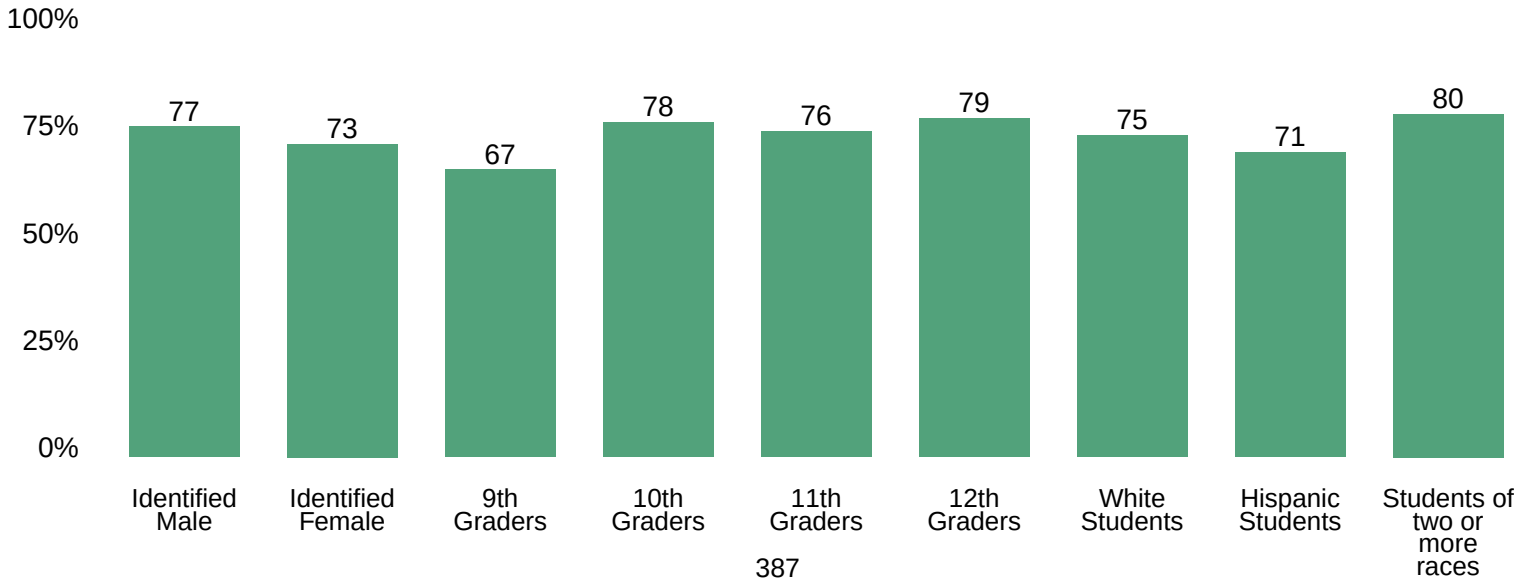
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	31%	**51%**	12%	5%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	27%	**51%**	17%	6%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	25%	**56%**	16%	3%
4. Adults working at this school treat all students respectfully.	31%	**52%**	13%	3%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	33%	**58%**	7%	1%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	18%	**54%**	20%	7%
2. Teachers are available when I need to talk with them.	29%	**60%**	9%	2%
3. It is easy to talk with teachers at this school.	28%	**57%**	12%	2%
4. My teachers care about me.	28%	**62%**	8%	2%
5. My teachers make me feel good about myself.	24%	**61%**	12%	3%
6. Students respect one another.	10%	**54%**	23%	12%
7. Students like one another.	10%	**51%**	27%	11%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	38%	**48%**	10%	4%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	27%	**57%**	12%	4%
2. I feel safe going to and from this school.	31%	**61%**	7%	1%
3. I sometimes stay home because I don't feel safe at this school.	4%	8%	**44%**	**44%**
4. Students at this school carry guns or knives to school.	3%	14%	**45%**	38%
5. Students at this school threaten to hurt other students.	6%	27%	**47%**	21%
6. Students at this school steal money, electronics, or other valuable things while at school.	5%	21%	**50%**	24%
7. Students at this school damage or destroy other students' property.	5%	27%	**49%**	19%
8. Students at this school fight a lot.	4%	15%	**50%**	31%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	23%	**51%**	17%	9%
2. Students at this school get along well with each other.	9%	**60%**	23%	8%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	9%	**43%**	33%	14%
4. At this school, students work on listening to others to understand what they are trying to say.	12%	**48%**	31%	9%
5. I am happy to be at this school.	28%	**47%**	16%	9%
6. I feel like I am part of this school.	27%	**48%**	17%	7%
7. I feel socially accepted.	27%	**48%**	18%	7%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	7%	22%	**52%**	19%
2. Students at this school try to stop bullying.	13%	**43%**	34%	10%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	20%	**33%**	**33%**	14%

389

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	23%	**61%**	13%	3%
2. Knowing ways I calm myself down.	30%	**55%**	13%	3%
3. Knowing the emotions I feel.	30%	**47%**	19%	3%
4. Knowing when my feelings are making it hard for me to focus.	35%	**48%**	12%	5%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	28%	**47%**	20%	6%
2. Learning from people with different opinions than me.	25%	**57%**	15%	3%
3. Knowing when someone needs help.	23%	**56%**	21%	1%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	13%	**44%**	30%	13%
2. Being patient even when I am really excited.	21%	**50%**	22%	7%
3. Finishing tasks even if they are hard for me.	17%	**44%**	33%	7%
4. Setting goals for myself.	25%	**43%**	21%	12%
5. Doing my schoolwork even when I do not feel like it.	15%	35%	**36%**	14%
6. Being prepared for tests.	20%	**47%**	28%	5%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	30%	**51%**	12%	6%
2. Respecting a classmate's opinions during a disagreement.	30%	**56%**	12%	2%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	26%	**50%**	18%	5%
2. Knowing what is right or wrong.	40%	**52%**	7%	1%

Resources for boosting social and emotional competencies

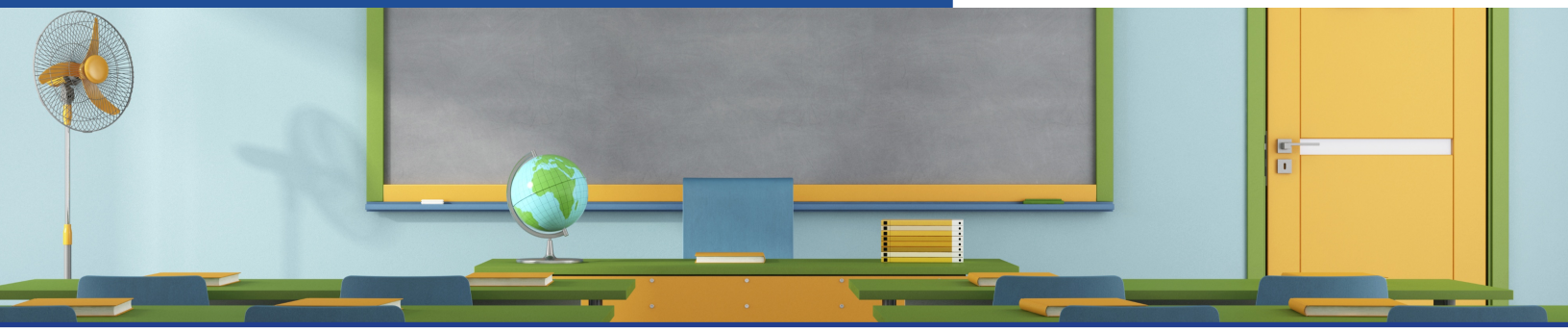
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Silver Stage Middle School

Number of Students Completed: 164
Completion Rate: 52%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	371
Relationships	354
Safety	
Physical Safety	354
Emotional Safety	336
Social and Emotional Competence	65/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

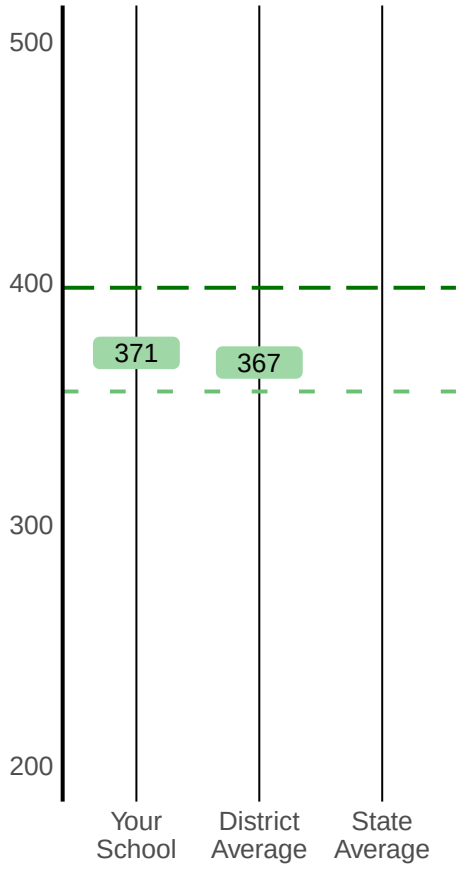
Results are not reported for groups with fewer than 10 students.

391

Engagement
Cultural and Linguistic Competence

The Nevada School Climate / Social Emotional Learning Survey

Overall Results

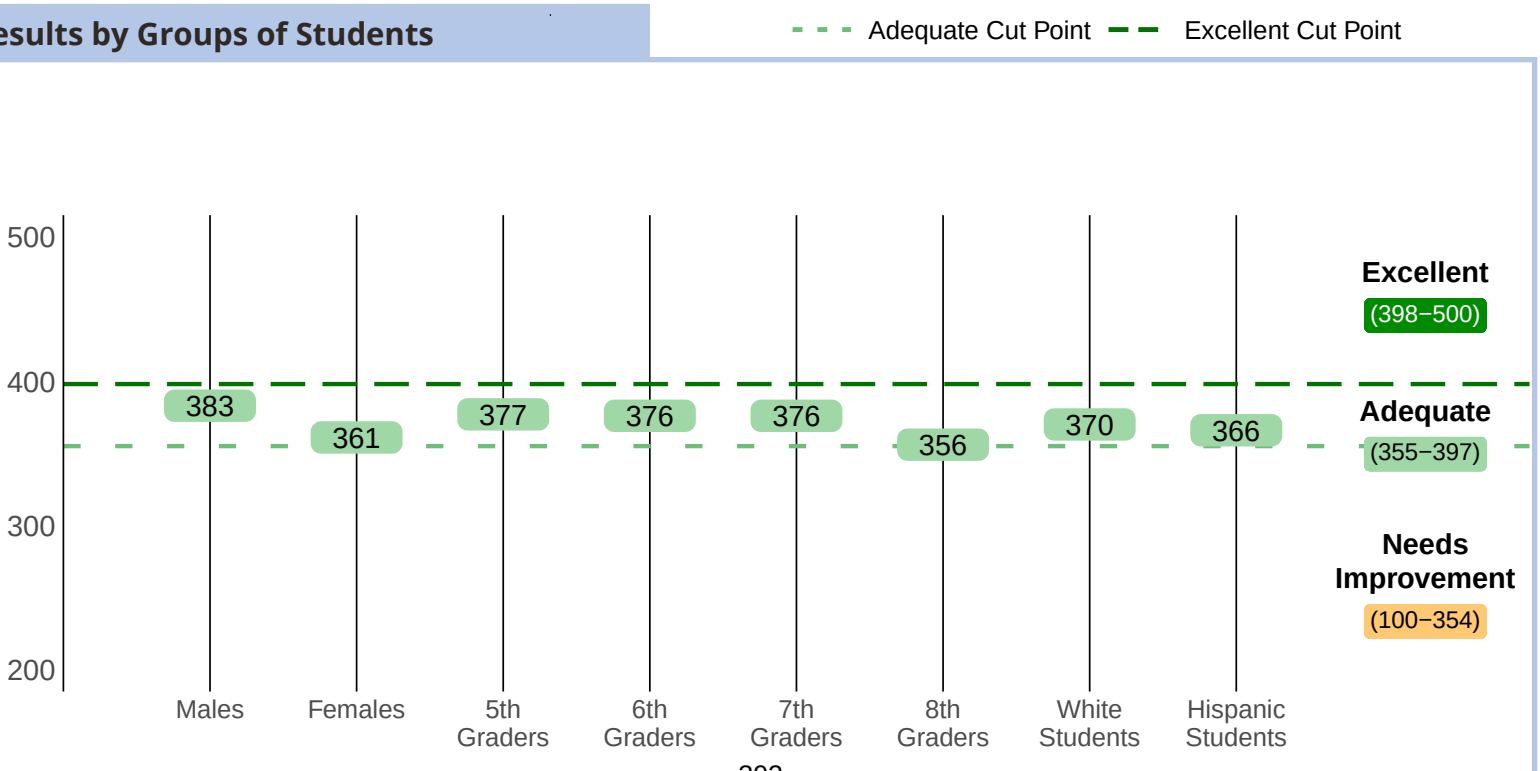


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

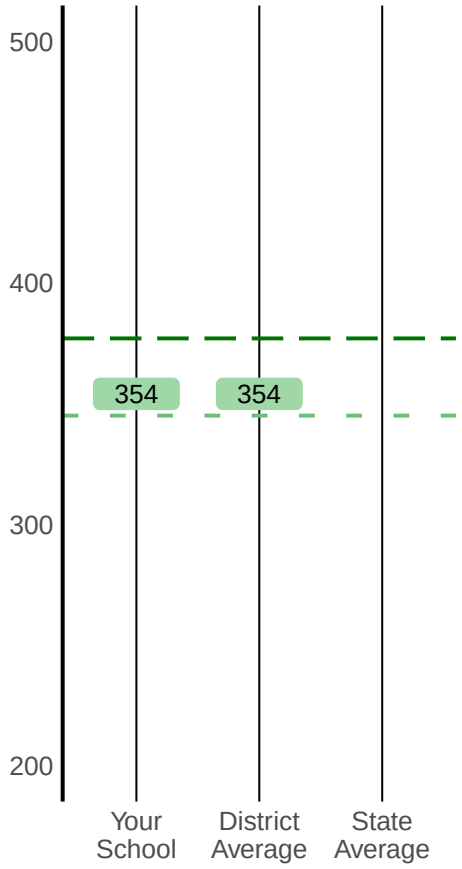
Results by Groups of Students



392

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

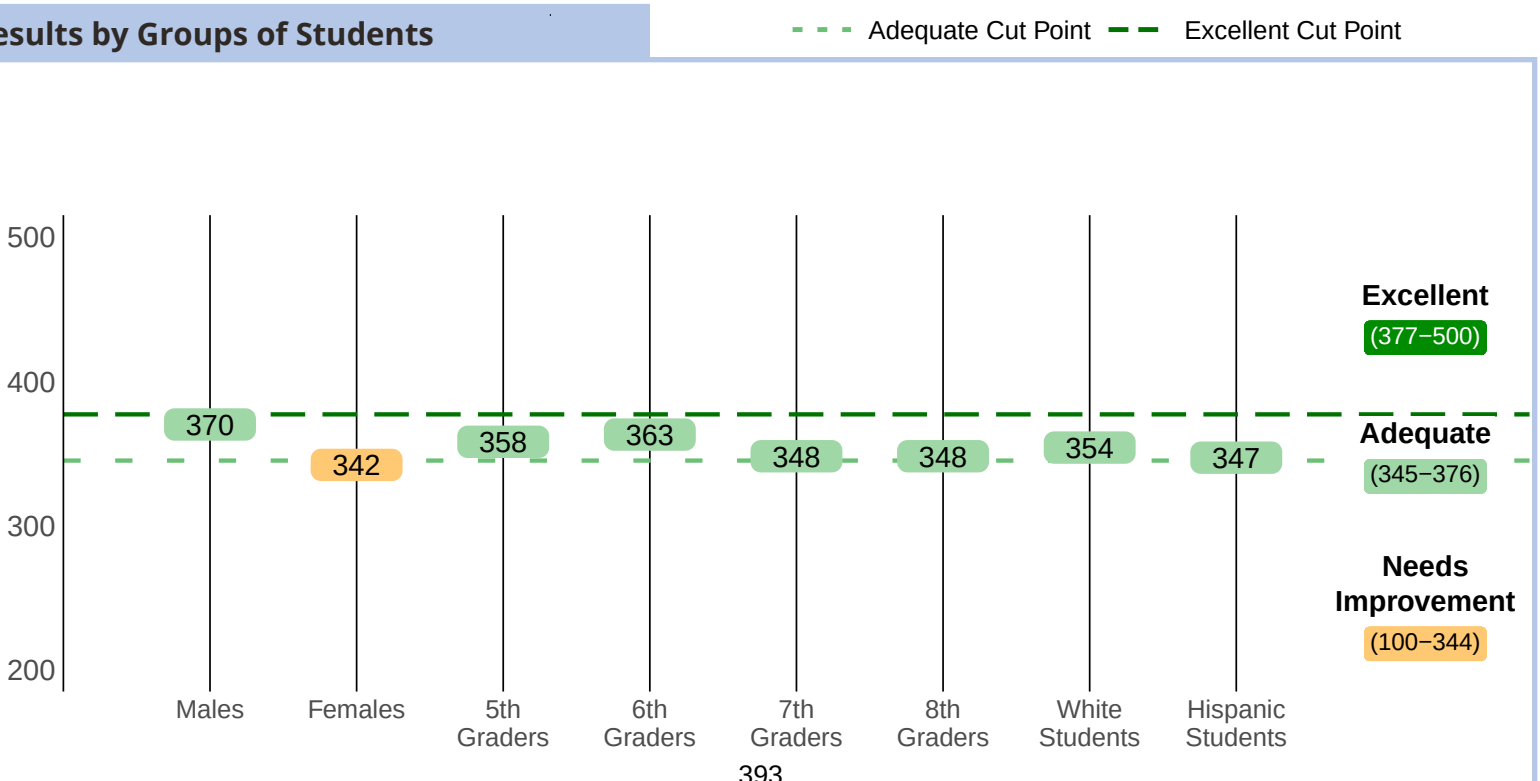


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students

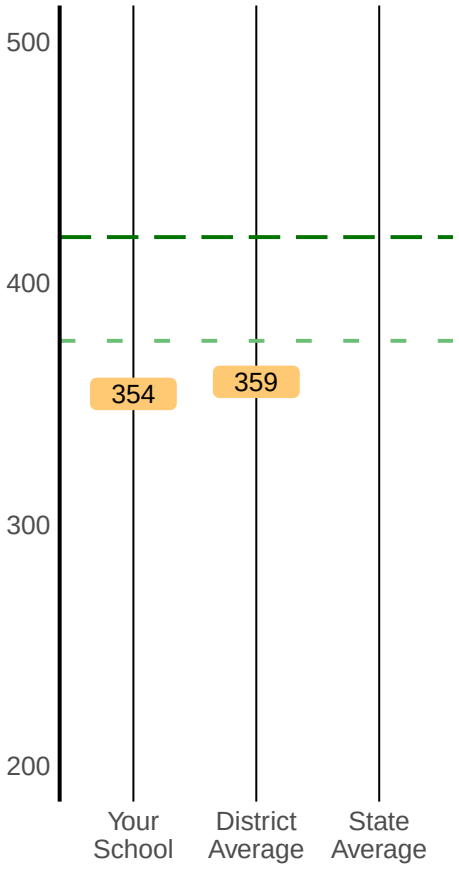


393

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Safety
Physical Safety

Overall Results

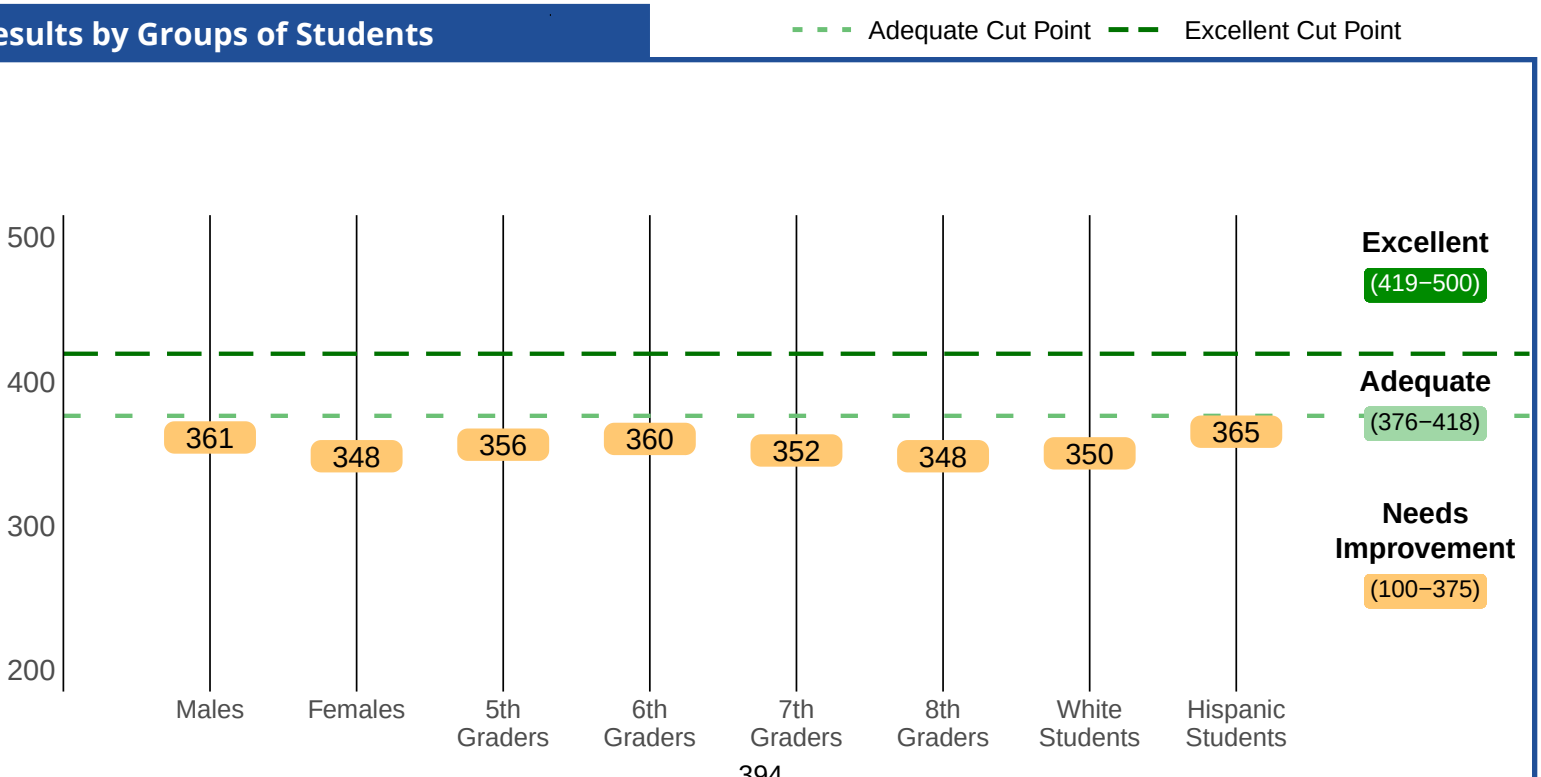


What These Results Mean

Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

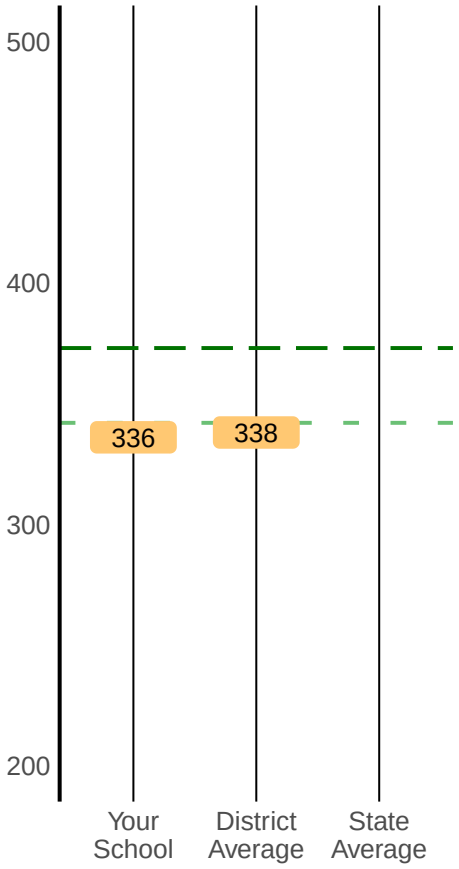
Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

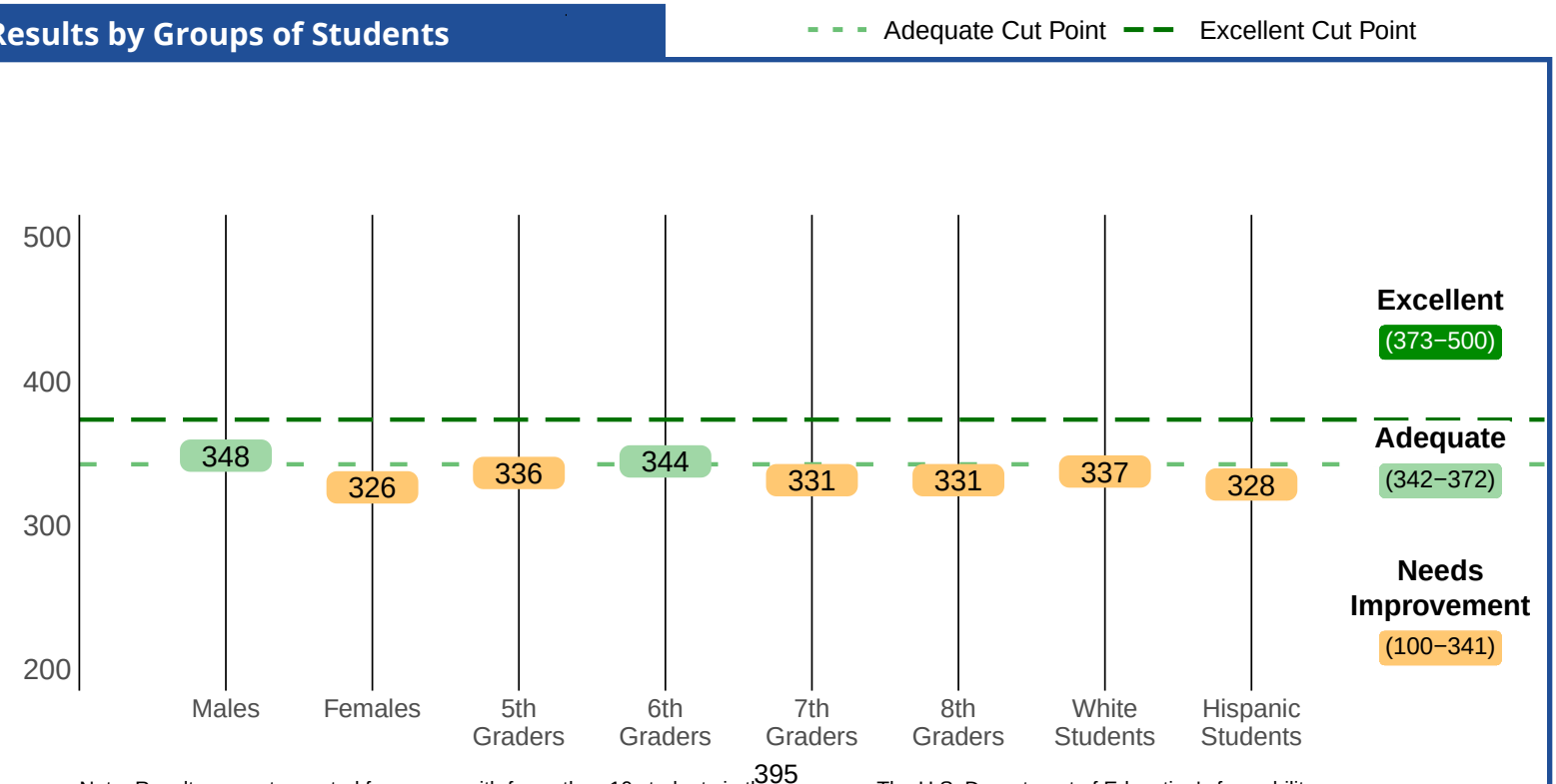


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

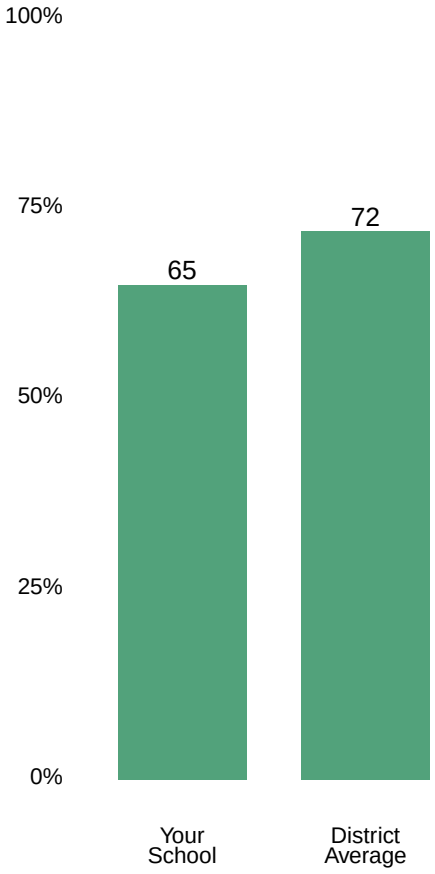
Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



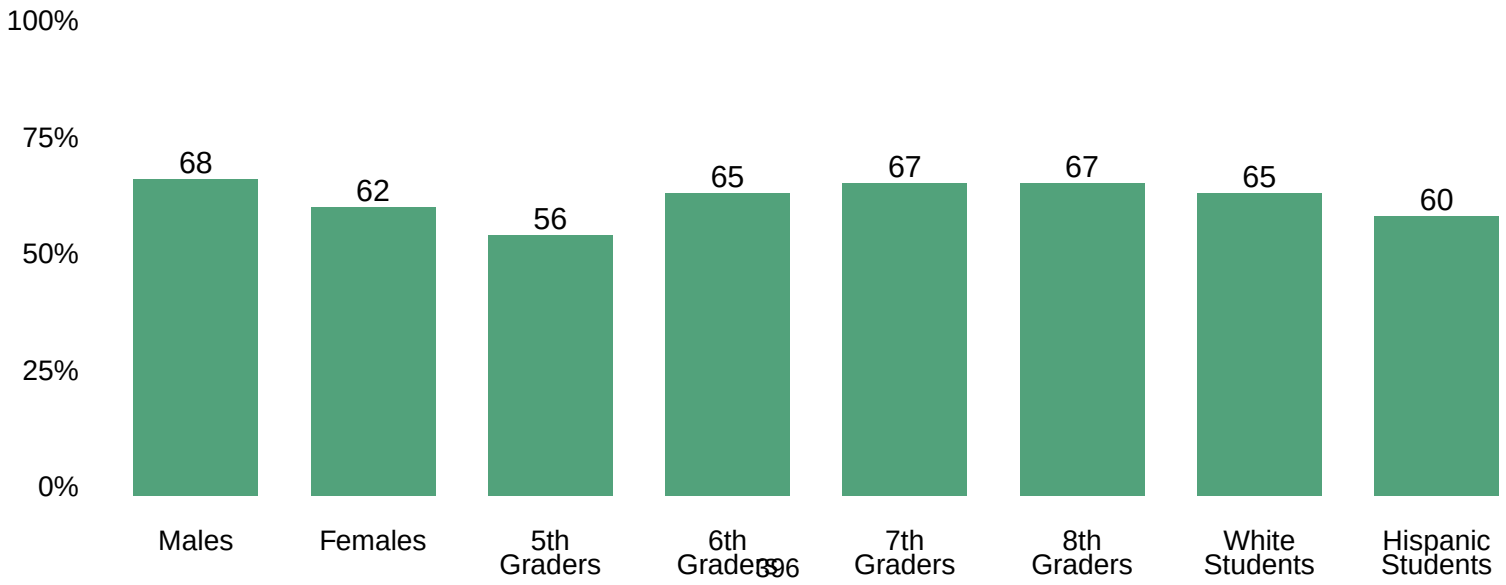
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	**38%**	34%	18%	10%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**36%**	31%	23%	9%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	25%	**52%**	20%	3%
4. Adults working at this school treat all students respectfully.	35%	**41%**	19%	6%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	27%	**49%**	19%	5%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	25%	**39%**	22%	15%
2. Teachers are available when I need to talk with them.	23%	**51%**	15%	10%
3. It is easy to talk with teachers at this school.	25%	**42%**	25%	9%
4. My teachers care about me.	42%	**45%**	6%	7%
5. My teachers make me feel good about myself.	35%	**49%**	10%	6%
6. Students respect one another.	11%	**35%**	31%	23%
7. Students like one another.	8%	**39%**	35%	18%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	38%	**49%**	9%	4%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	35%	**42%**	13%	10%
2. I feel safe going to and from this school.	28%	**50%**	11%	11%
3. I sometimes stay home because I don't feel safe at this school.	9%	11%	27%	**53%**
4. Students at this school carry guns or knives to school.	4%	12%	34%	**50%**
5. Students at this school threaten to hurt other students.	19%	**32%**	28%	21%
6. Students at this school steal money, electronics, or other valuable things while at school.	16%	28%	**32%**	24%
7. Students at this school damage or destroy other students' property.	19%	32%	**34%**	15%
8. Students at this school fight a lot.	17%	33%	**39%**	11%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	27%	**40%**	22%	11%
2. Students at this school get along well with each other.	9%	**37%**	33%	20%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	13%	**34%**	33%	20%
4. At this school, students work on listening to others to understand what they are trying to say.	11%	**40%**	37%	12%
5. I am happy to be at this school.	35%	**40%**	13%	12%
6. I feel like I am part of this school.	27%	**42%**	21%	11%
7. I feel socially accepted.	28%	**37%**	24%	11%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	18%	31%	**40%**	10%
2. Students at this school try to stop bullying.	14%	**39%**	32%	14%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	22%	26%	**39%**	13%

398

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	27%	**49%**	20%	4%
2. Knowing ways I calm myself down.	24%	**40%**	27%	9%
3. Knowing the emotions I feel.	29%	**39%**	22%	10%
4. Knowing when my feelings are making it hard for me to focus.	26%	**42%**	27%	5%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	26%	**50%**	18%	6%
2. Learning from people with different opinions than me.	19%	**47%**	29%	5%
3. Knowing when someone needs help.	27%	**53%**	15%	5%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	13%	31%	**45%**	11%
2. Being patient even when I am really excited.	15%	**42%**	28%	15%
3. Finishing tasks even if they are hard for me.	11%	34%	**45%**	9%
4. Setting goals for myself.	24%	**39%**	25%	12%
5. Doing my schoolwork even when I do not feel like it.	16%	**42%**	26%	15%
6. Being prepared for tests.	14%	**40%**	32%	15%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	28%	**42%**	23%	8%
2. Respecting a classmate's opinions during a disagreement.	25%	**46%**	20%	9%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	16%	**43%**	27%	15%
2. Knowing what is right or wrong.	27%	**53%**	15%	6%

Resources for boosting social and emotional competencies

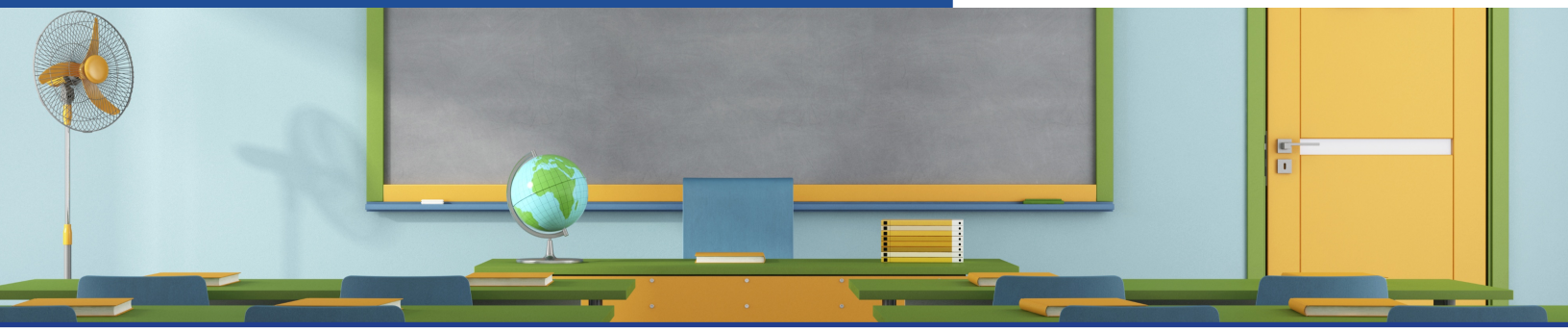
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Smith Valley Schools Elementary (5-6)

Number of Students Completed: 24
Completion Rate: 92%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	427
Relationships	390
Safety	
Physical Safety	464
Emotional Safety	379
Social and Emotional Competence	82/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

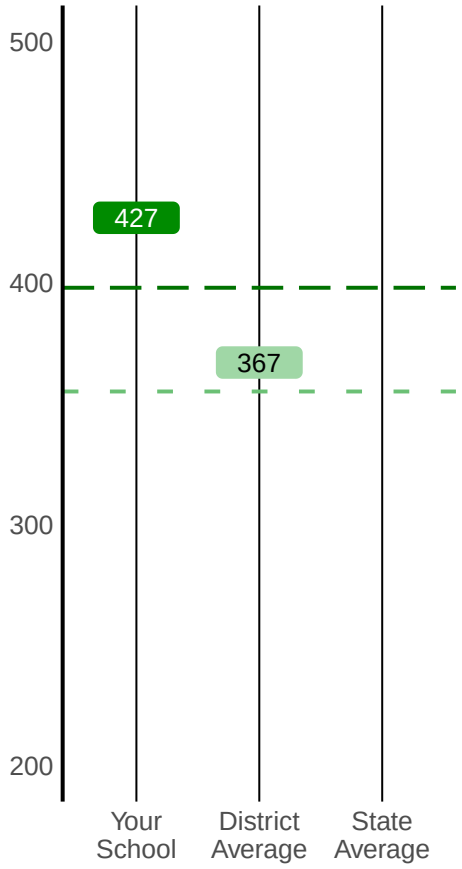
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

400

Engagement
Cultural and Linguistic Competence

Overall Results

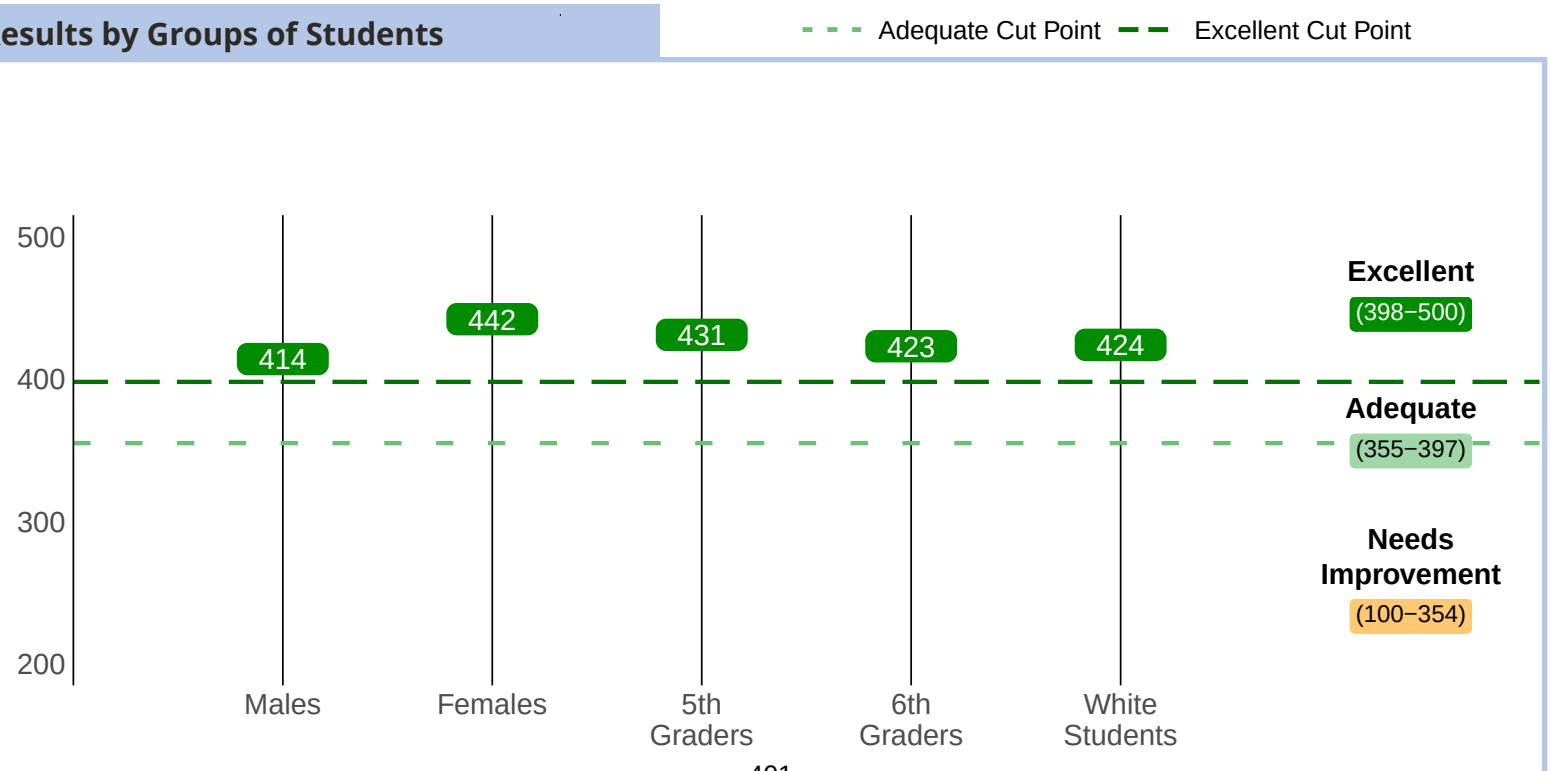


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

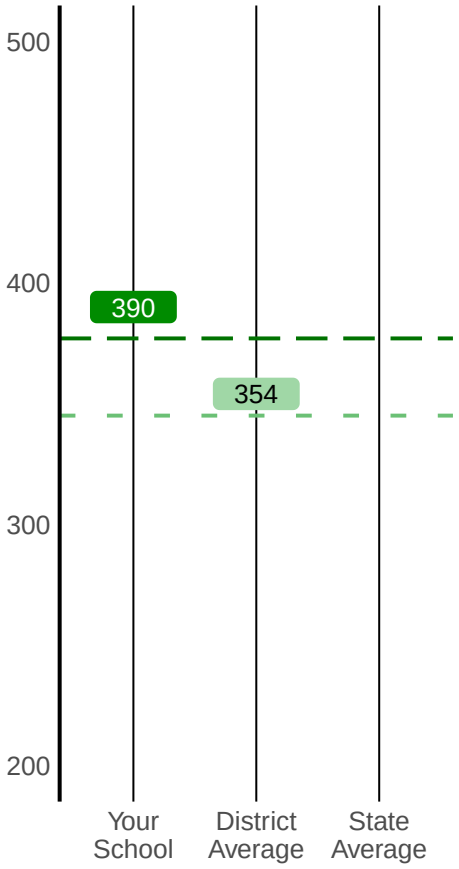
Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

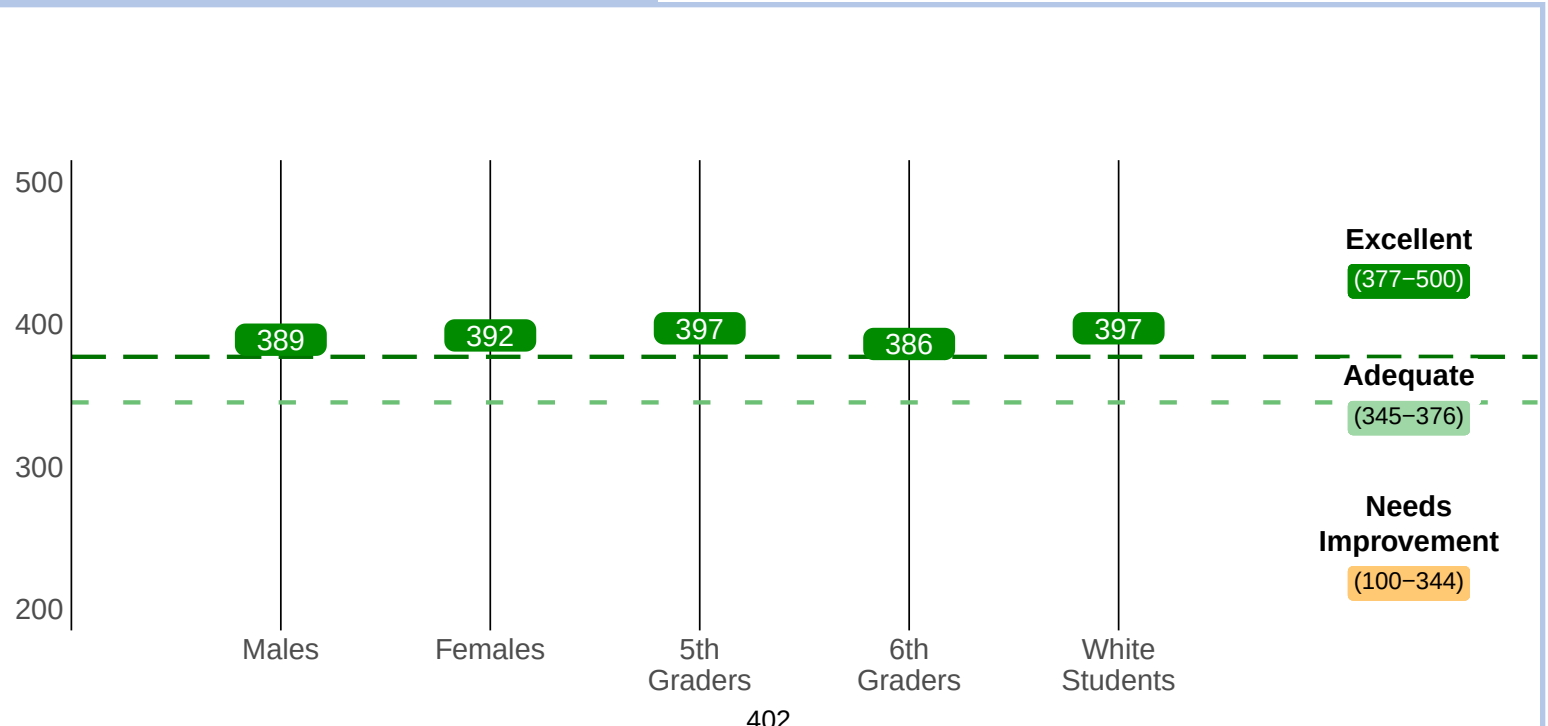


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

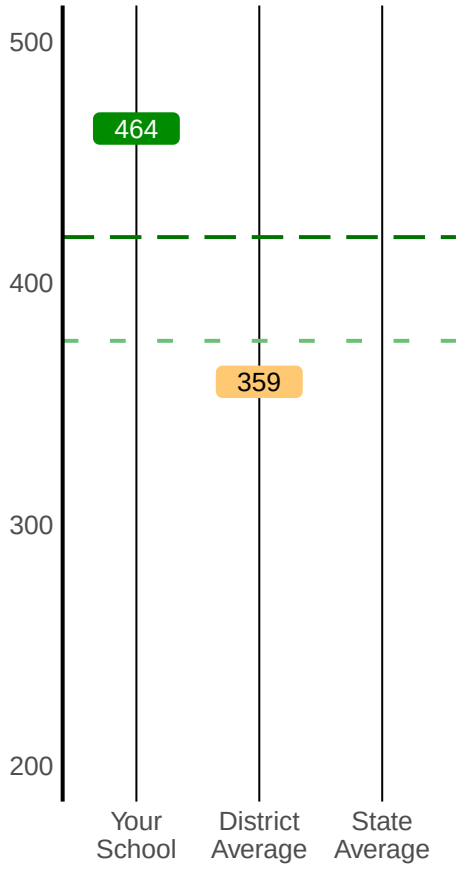
Results by Groups of Students



402

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

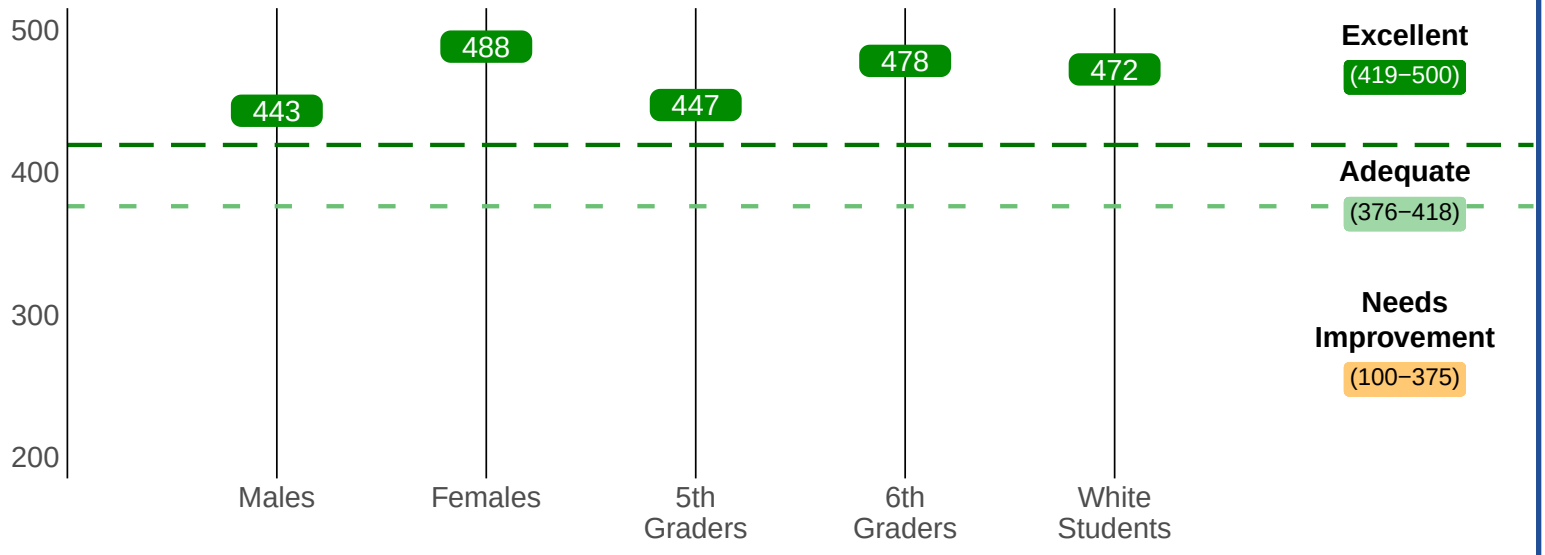
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

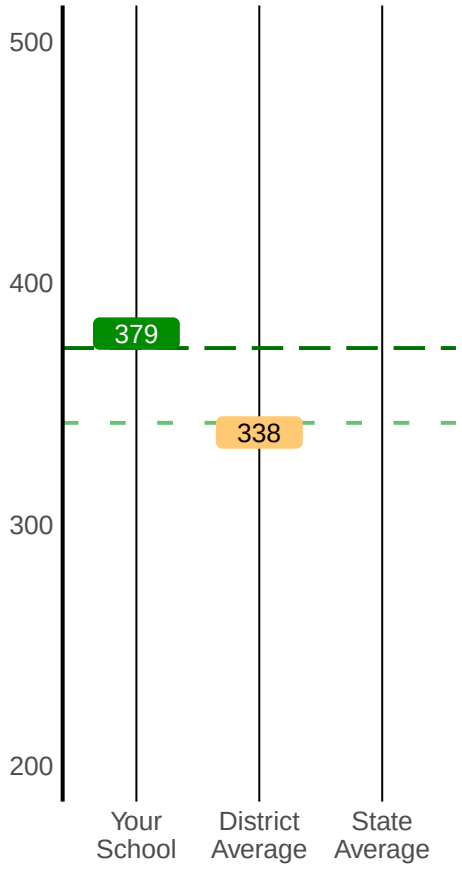
Some groups of students feel more positive about the physical safety in your school than other students. These groups include: females.
Some groups of students feel less positive about the physical safety in your school than other students. These groups include: males.



403

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

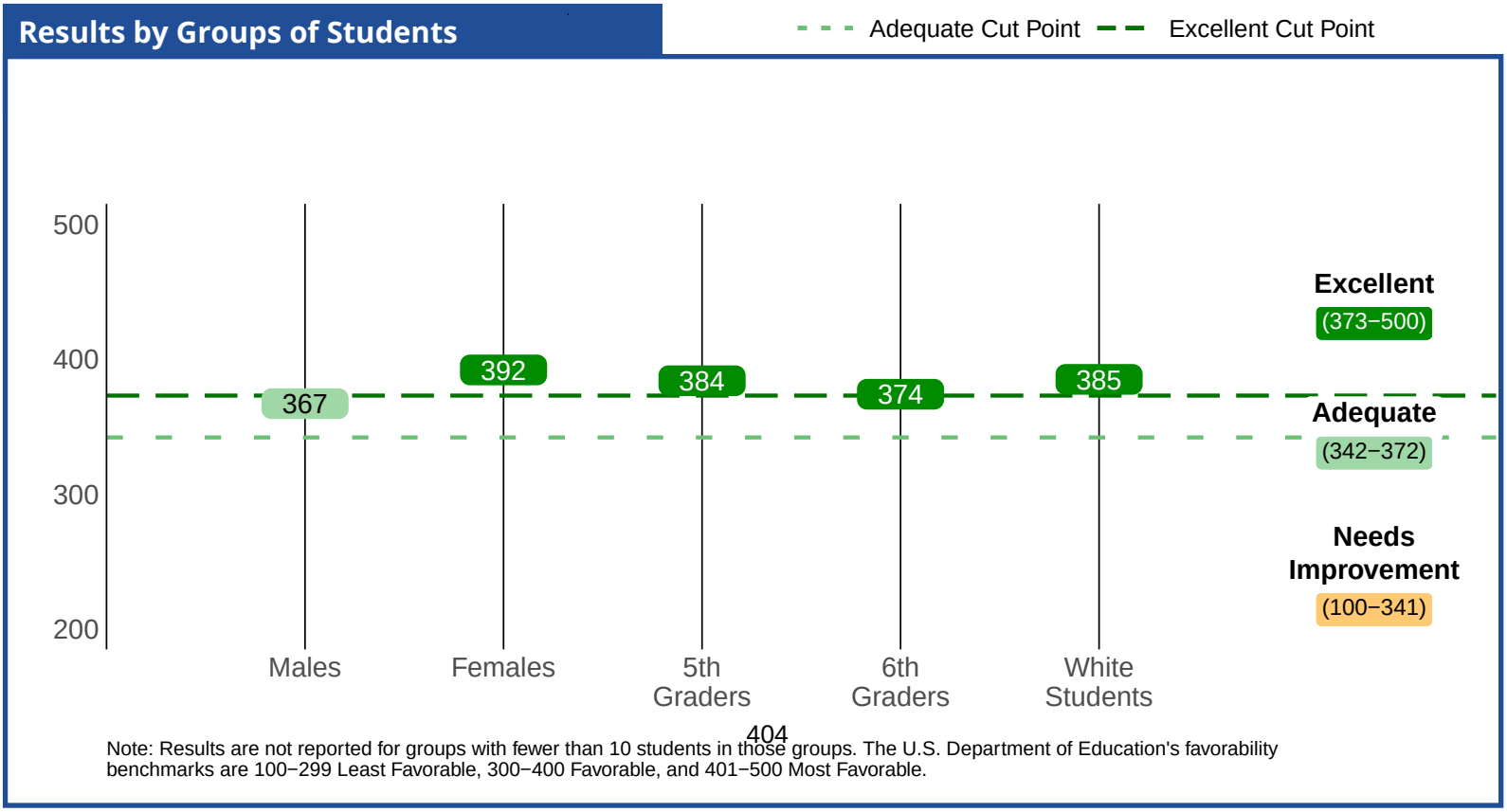


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

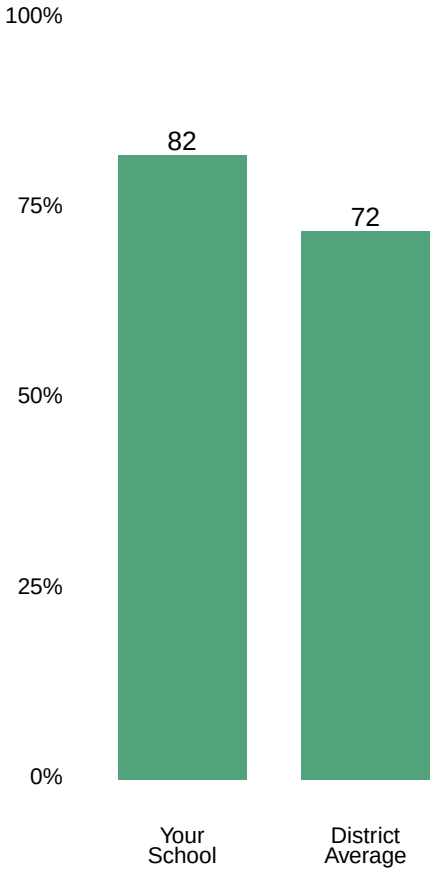


404

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



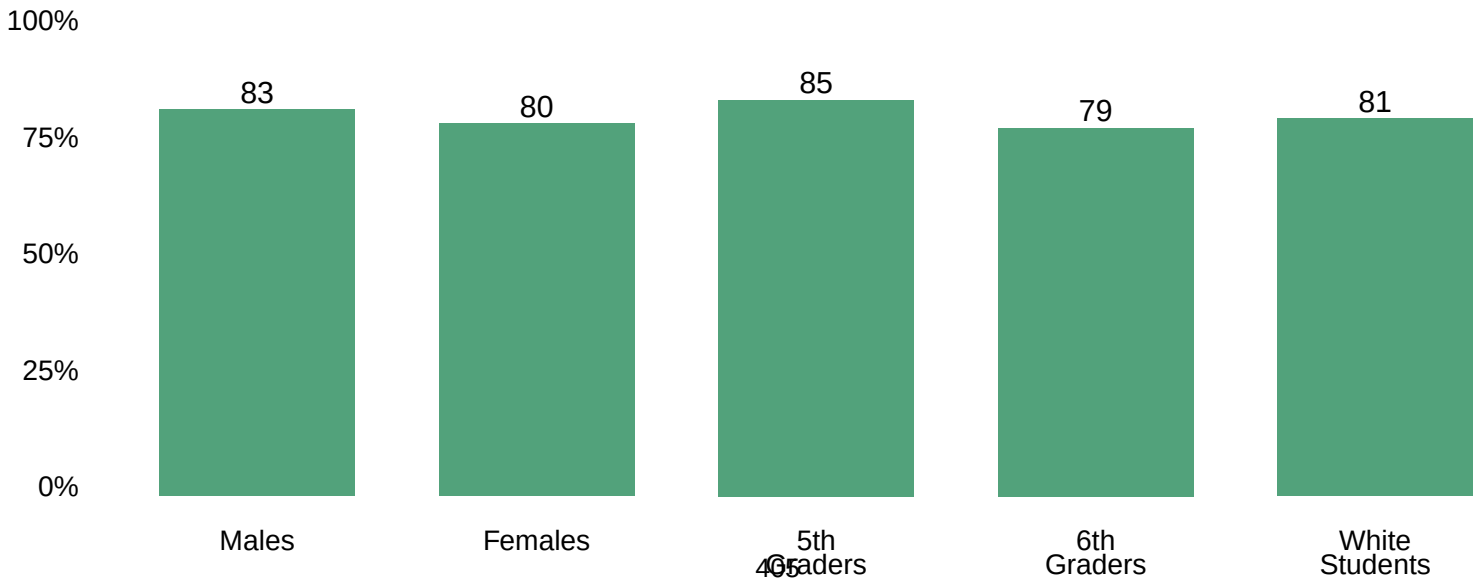
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	**67%**	29%	4%	0%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**46%**	**46%**	8%	0%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	42%	**54%**	4%	0%
4. Adults working at this school treat all students respectfully.	**58%**	38%	4%	0%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	**50%**	42%	4%	4%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	30%	**48%**	17%	4%
2. Teachers are available when I need to talk with them.	43%	**52%**	4%	0%
3. It is easy to talk with teachers at this school.	**43%**	**43%**	9%	4%
4. My teachers care about me.	**65%**	30%	4%	0%
5. My teachers make me feel good about myself.	**48%**	43%	9%	0%
6. Students respect one another.	13%	**57%**	22%	9%
7. Students like one another.	17%	**63%**	17%	4%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	**63%**	33%	4%	0%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	**58%**	38%	4%	0%
2. I feel safe going to and from this school.	**55%**	41%	5%	0%
3. I sometimes stay home because I don't feel safe at this school.	0%	0%	18%	**82%**
4. Students at this school carry guns or knives to school.	0%	9%	9%	**82%**
5. Students at this school threaten to hurt other students.	9%	9%	22%	**61%**
6. Students at this school steal money, electronics, or other valuable things while at school.	0%	0%	27%	**73%**
7. Students at this school damage or destroy other students' property.	0%	13%	39%	**48%**
8. Students at this school fight a lot.	4%	17%	35%	**43%**

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	30%	**61%**	4%	4%
2. Students at this school get along well with each other.	8%	**54%**	29%	8%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	**38%**	**38%**	13%	13%
4. At this school, students work on listening to others to understand what they are trying to say.	22%	**65%**	13%	0%
5. I am happy to be at this school.	**46%**	**46%**	4%	4%
6. I feel like I am part of this school.	**57%**	35%	9%	0%
7. I feel socially accepted.	42%	**50%**	4%	4%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	0%	21%	17%	**63%**
2. Students at this school try to stop bullying.	**46%**	33%	8%	13%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	0%	23%	27%	**50%**

407

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	38%	**46%**	17%	0%
2. Knowing ways I calm myself down.	26%	**61%**	9%	4%
3. Knowing the emotions I feel.	**63%**	38%	0%	0%
4. Knowing when my feelings are making it hard for me to focus.	22%	**52%**	26%	0%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	38%	**46%**	17%	0%
2. Learning from people with different opinions than me.	29%	**54%**	13%	4%
3. Knowing when someone needs help.	**46%**	42%	13%	0%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	8%	**50%**	29%	13%
2. Being patient even when I am really excited.	17%	**63%**	17%	4%
3. Finishing tasks even if they are hard for me.	21%	**42%**	33%	4%
4. Setting goals for myself.	29%	**54%**	8%	8%
5. Doing my schoolwork even when I do not feel like it.	38%	**42%**	13%	8%
6. Being prepared for tests.	48%	**52%**	0%	0%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	**42%**	**42%**	17%	0%
2. Respecting a classmate's opinions during a disagreement.	38%	**50%**	8%	4%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	17%	**50%**	25%	8%
2. Knowing what is right or wrong.	**46%**	**46%**	8%	0%

Resources for boosting social and emotional competencies

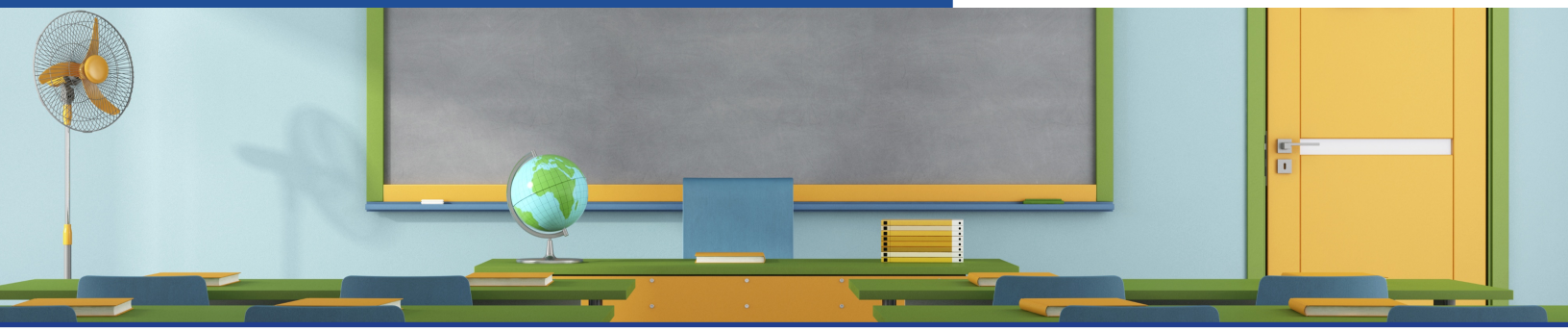
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Smith Valley Schools Middle (7-8)

Number of Students Completed: 18
Completion Rate: 67%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	390
Relationships	375
Safety	
Physical Safety	410
Emotional Safety	374
Social and Emotional Competence	82/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

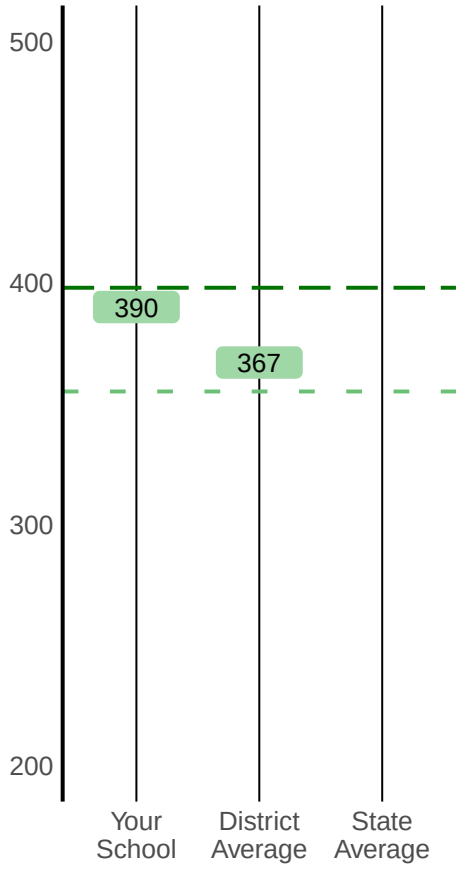
As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

409

Engagement
Cultural and Linguistic Competence

Overall Results

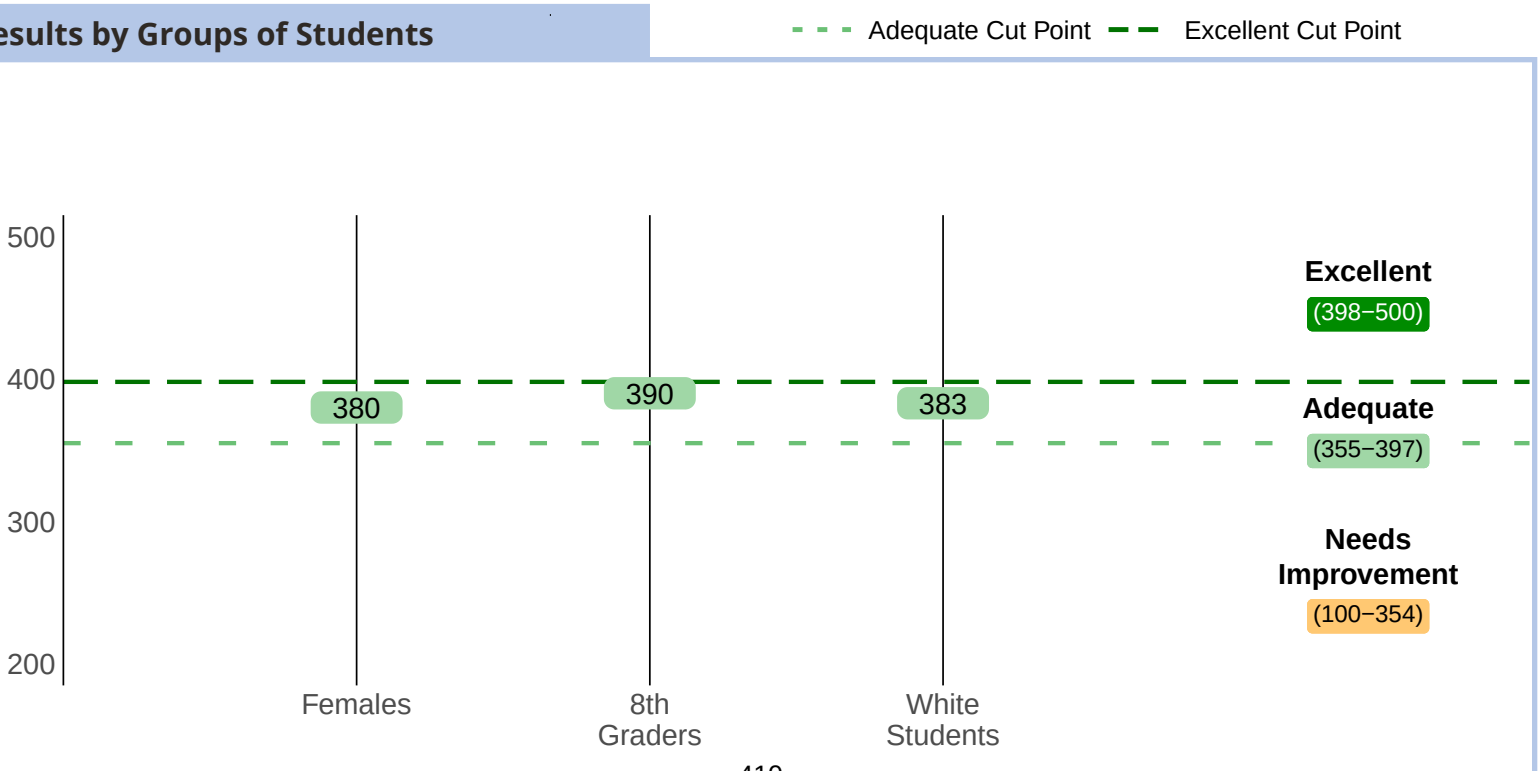


What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

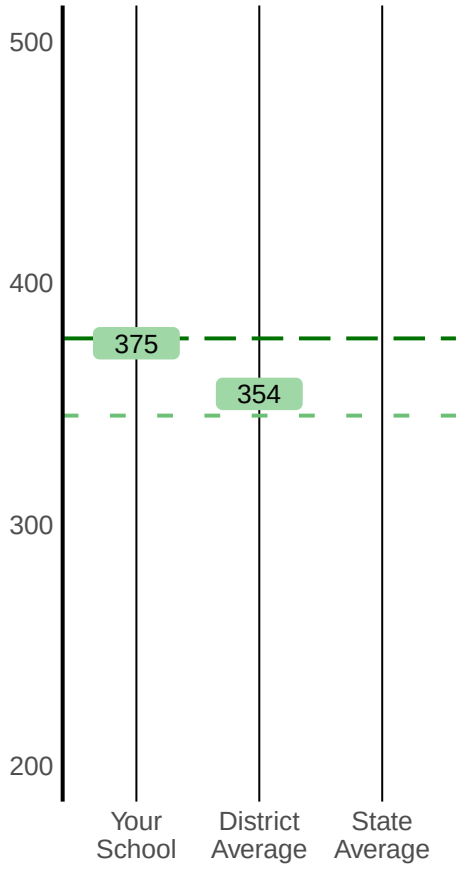
Results by Groups of Students



410

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

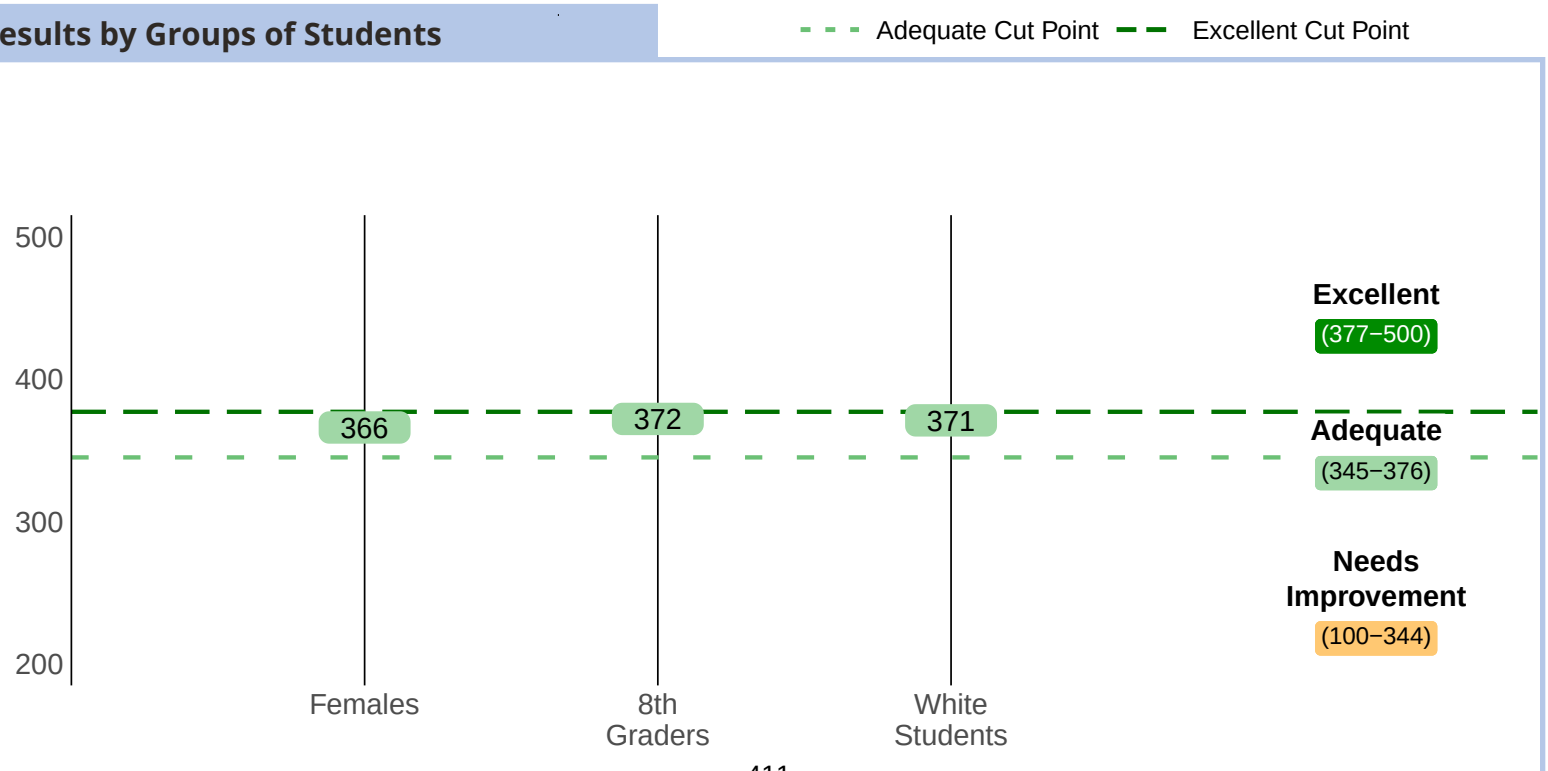


What These Results Mean

Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

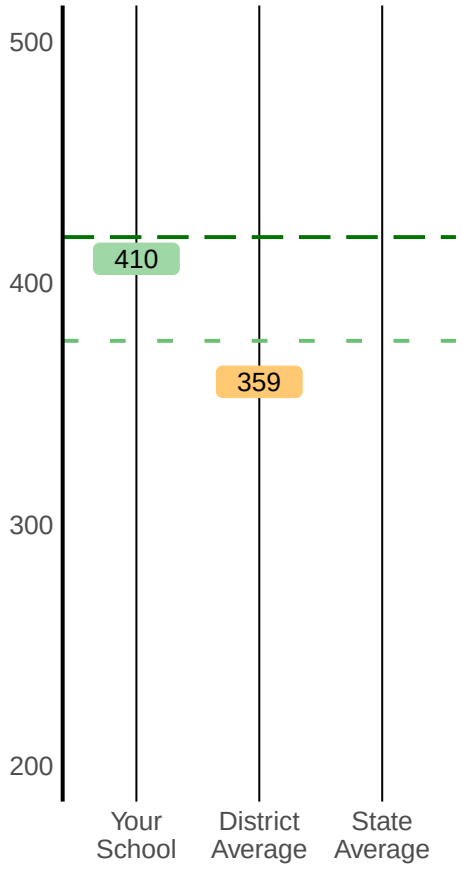
Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

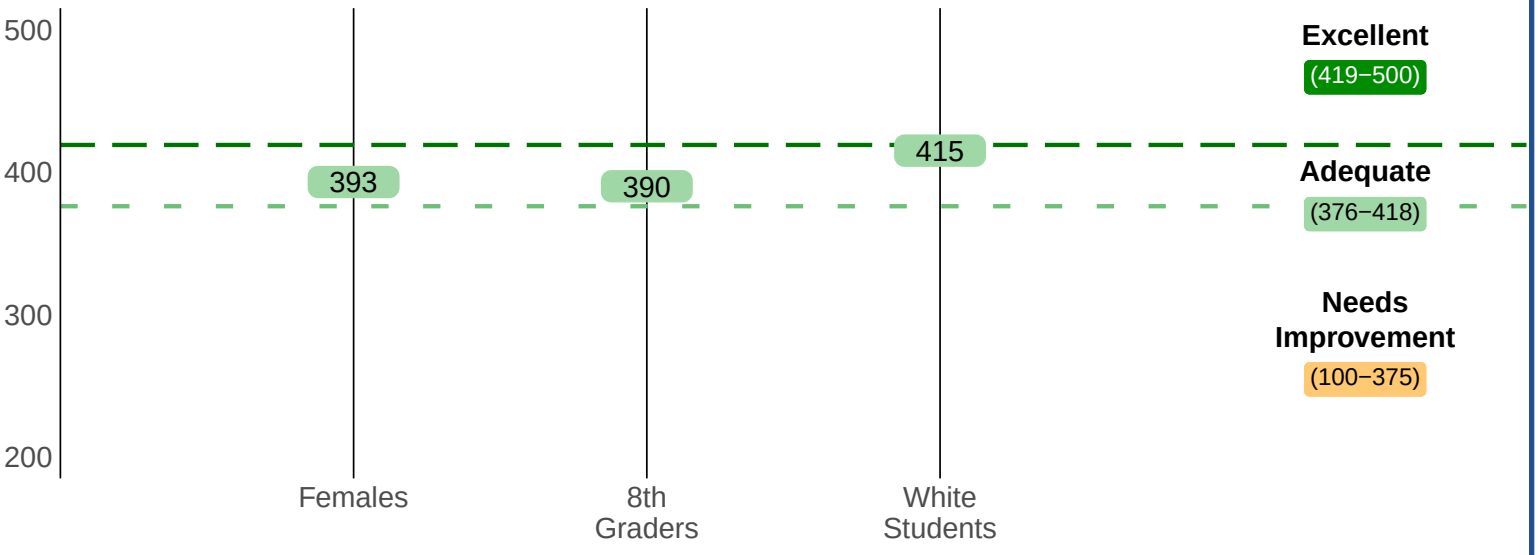
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

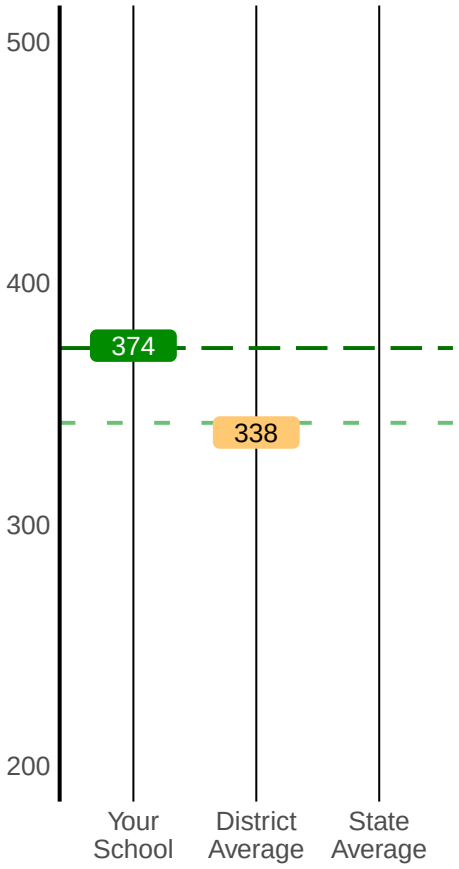
Adequate Cut Point — — Excellent Cut Point

Some groups of students feel less positive about the physical safety in your school than other students. These groups include: 8th graders.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results

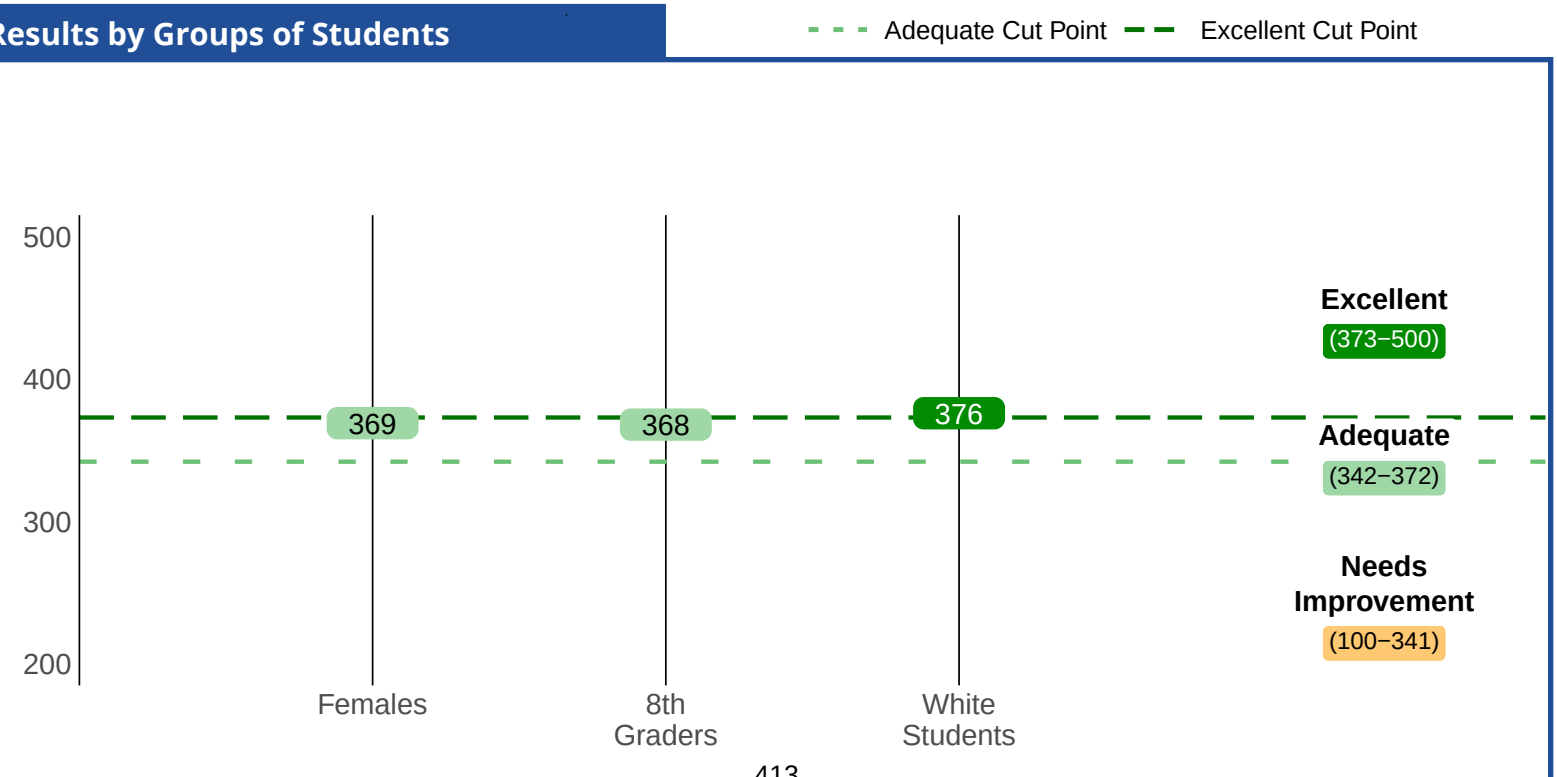


What These Results Mean

Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

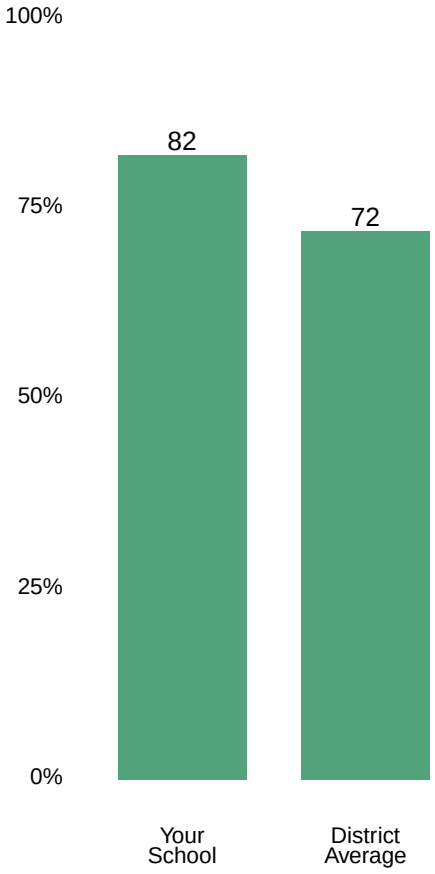
Results by Groups of Students



413

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



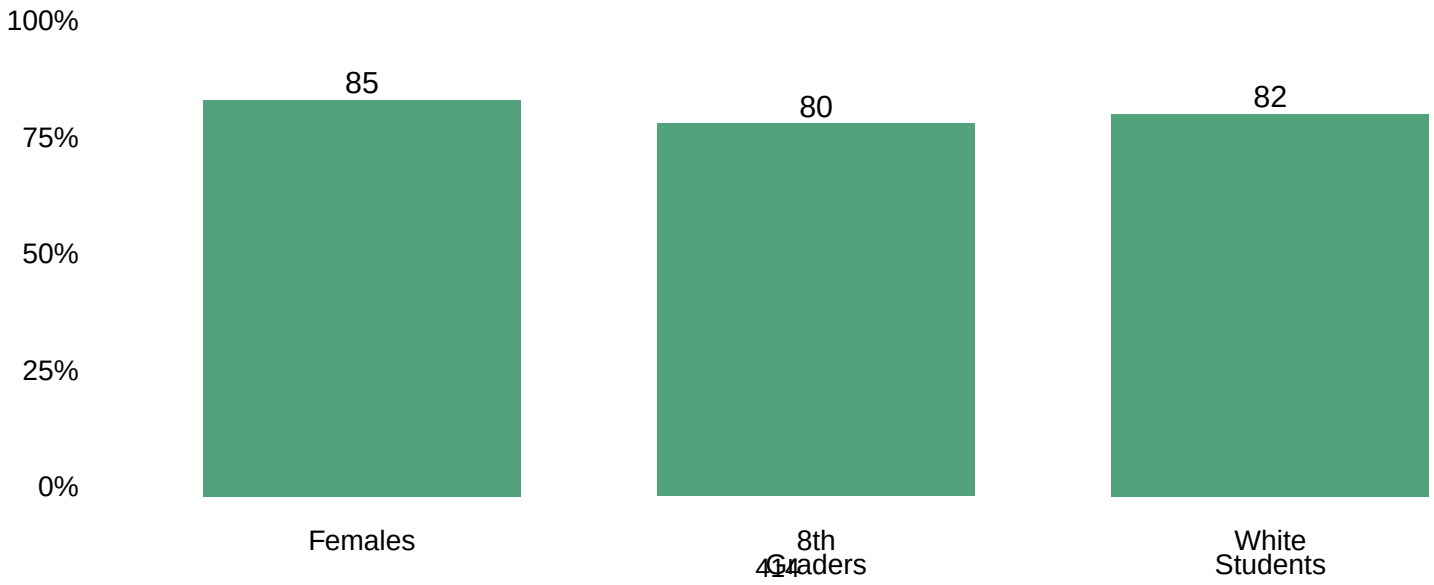
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	39%	**61%**	0%	0%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	33%	**56%**	11%	0%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	28%	**67%**	6%	0%
4. Adults working at this school treat all students respectfully.	22%	**67%**	11%	0%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	33%	**67%**	0%	0%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	33%	**50%**	17%	0%
2. Teachers are available when I need to talk with them.	17%	**72%**	11%	0%
3. It is easy to talk with teachers at this school.	33%	**50%**	17%	0%
4. My teachers care about me.	33%	**61%**	6%	0%
5. My teachers make me feel good about myself.	22%	**67%**	11%	0%
6. Students respect one another.	11%	**78%**	11%	0%
7. Students like one another.	11%	**78%**	11%	0%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	35%	**53%**	12%	0%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	28%	**72%**	0%	0%
2. I feel safe going to and from this school.	28%	**72%**	0%	0%
3. I sometimes stay home because I don't feel safe at this school.	6%	17%	**50%**	28%
4. Students at this school carry guns or knives to school.	0%	11%	33%	**56%**
5. Students at this school threaten to hurt other students.	0%	17%	**44%**	39%
6. Students at this school steal money, electronics, or other valuable things while at school.	0%	28%	**44%**	28%
7. Students at this school damage or destroy other students' property.	0%	17%	33%	**50%**
8. Students at this school fight a lot.	0%	11%	39%	**50%**

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	33%	**61%**	6%	0%
2. Students at this school get along well with each other.	17%	**78%**	6%	0%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	11%	**83%**	6%	0%
4. At this school, students work on listening to others to understand what they are trying to say.	17%	**78%**	6%	0%
5. I am happy to be at this school.	17%	**72%**	6%	6%
6. I feel like I am part of this school.	29%	**65%**	6%	0%
7. I feel socially accepted.	22%	**72%**	6%	0%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	0%	11%	**61%**	28%
2. Students at this school try to stop bullying.	28%	**61%**	6%	6%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	0%	28%	**44%**	28%

416

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	6%	**94%**	0%	0%
2. Knowing ways I calm myself down.	11%	**83%**	6%	0%
3. Knowing the emotions I feel.	33%	**50%**	17%	0%
4. Knowing when my feelings are making it hard for me to focus.	22%	**67%**	11%	0%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	22%	**56%**	17%	6%
2. Learning from people with different opinions than me.	35%	**53%**	12%	0%
3. Knowing when someone needs help.	39%	**44%**	17%	0%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	11%	**56%**	33%	0%
2. Being patient even when I am really excited.	11%	**61%**	28%	0%
3. Finishing tasks even if they are hard for me.	6%	**67%**	28%	0%
4. Setting goals for myself.	17%	**61%**	17%	6%
5. Doing my schoolwork even when I do not feel like it.	6%	**61%**	33%	0%
6. Being prepared for tests.	0%	**65%**	35%	0%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	33%	**56%**	6%	6%
2. Respecting a classmate's opinions during a disagreement.	12%	**82%**	6%	0%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	6%	**76%**	18%	0%
2. Knowing what is right or wrong.	24%	**71%**	6%	0%

Resources for boosting social and emotional competencies

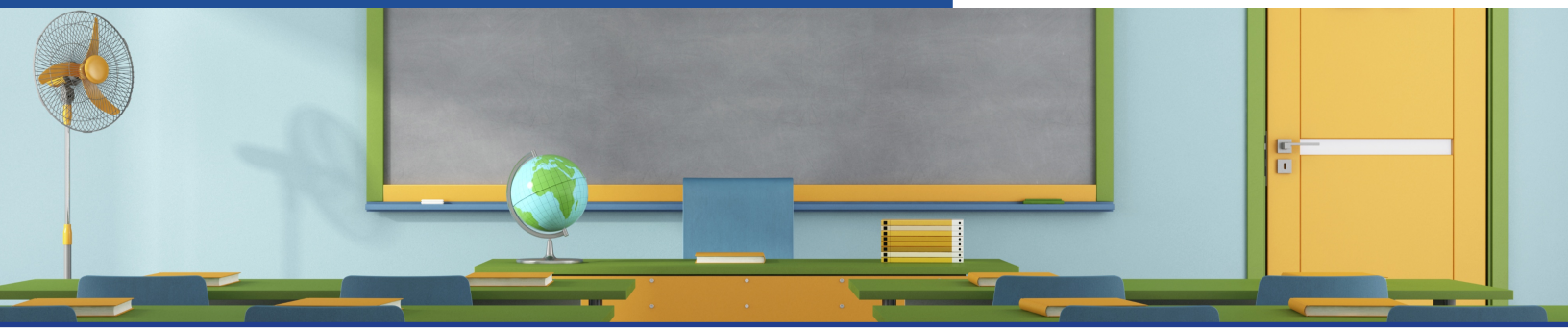
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Yerington High School

Number of Students Completed: 211
Completion Rate: 56%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	372
Relationships	365
Safety	
Physical Safety	353
Emotional Safety	351
Social and Emotional Competence	79/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

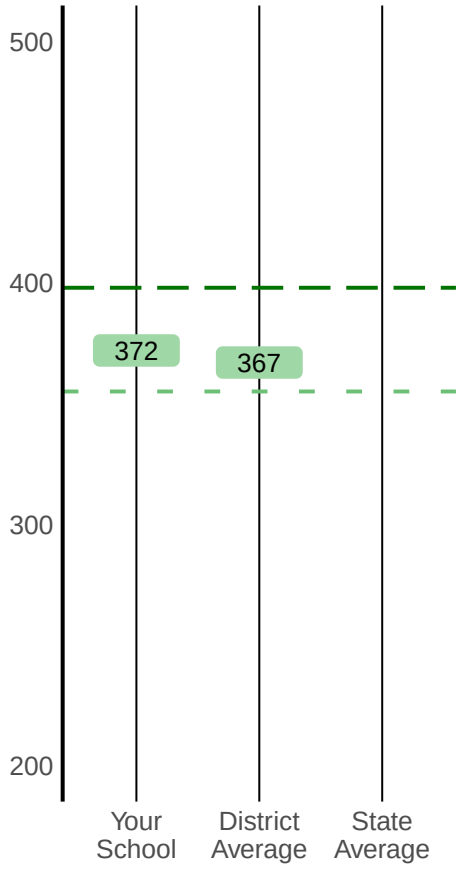
This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

Engagement
Cultural and Linguistic Competence

Overall Results



What These Results Mean

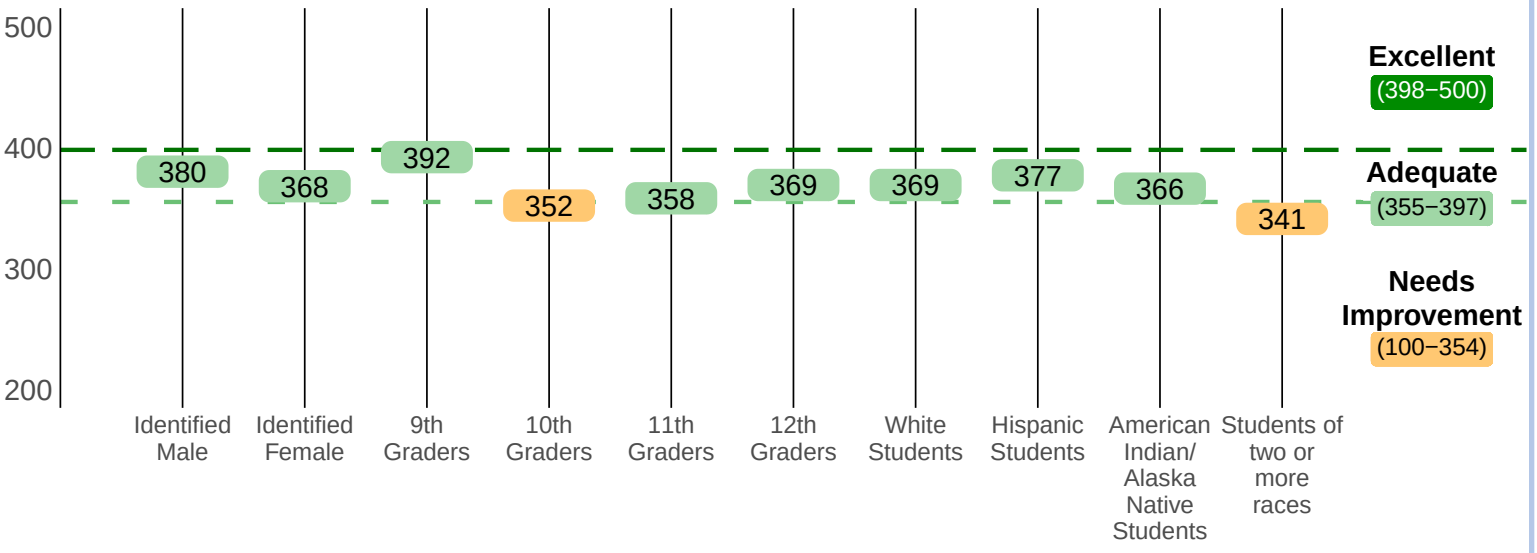
The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

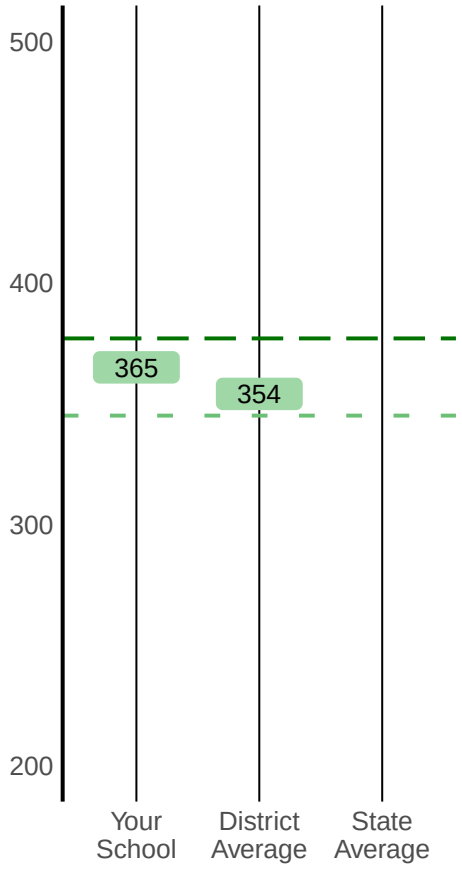
Some groups of students feel more positive about the cultural and linguistic competence in your school than other students. These groups include: 9th graders. *Some* groups of students feel less positive about the cultural and linguistic competence in your school than other students. These groups include: 10th graders and students of two or more races.



419

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

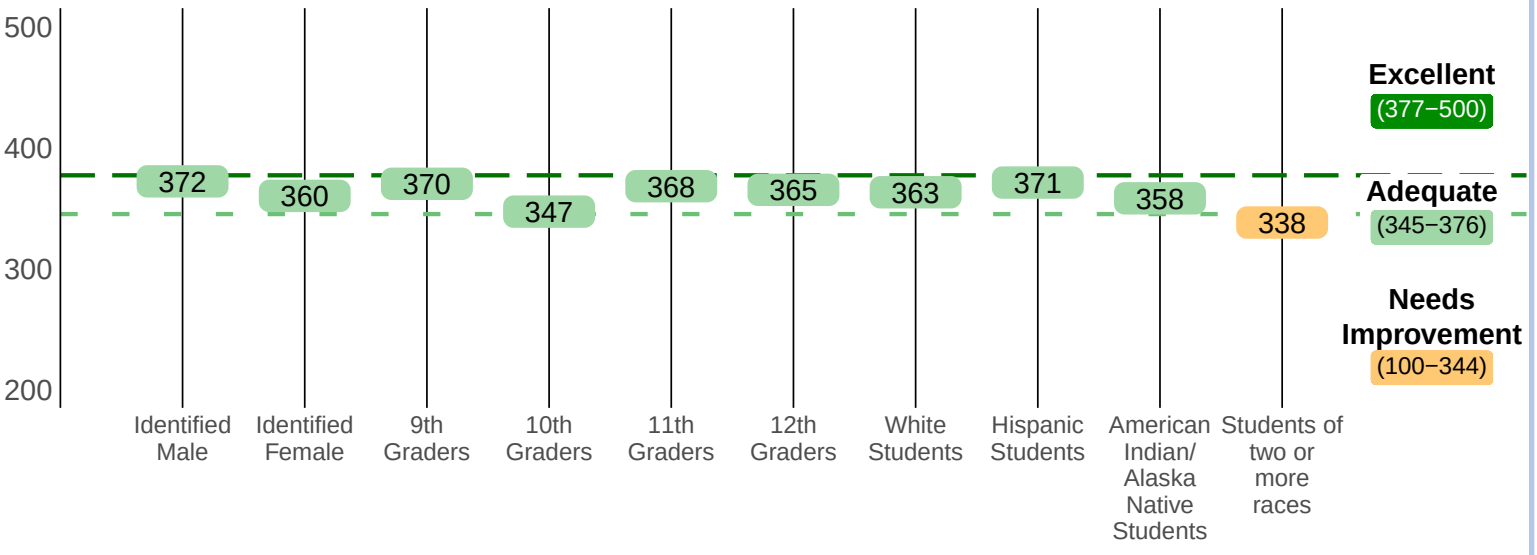
Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students

Adequate Cut Point Excellent Cut Point

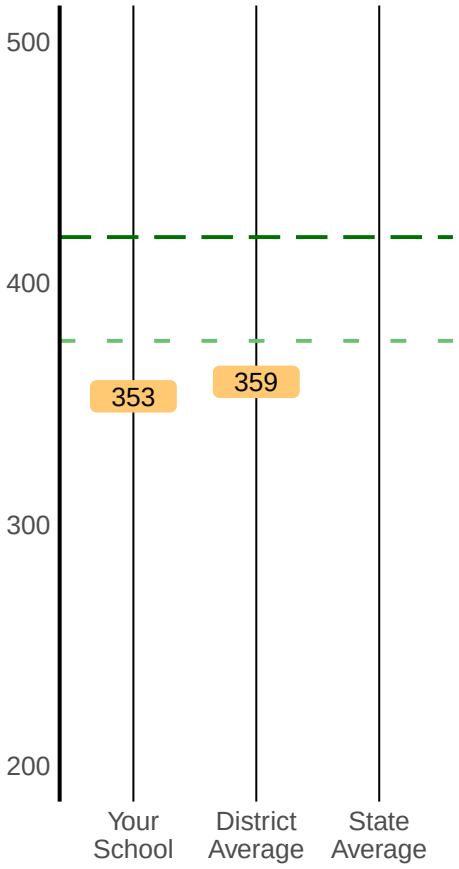
Some groups of students feel less positive about the relationships in your school than other students. These groups include: students of two or more races.



420

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

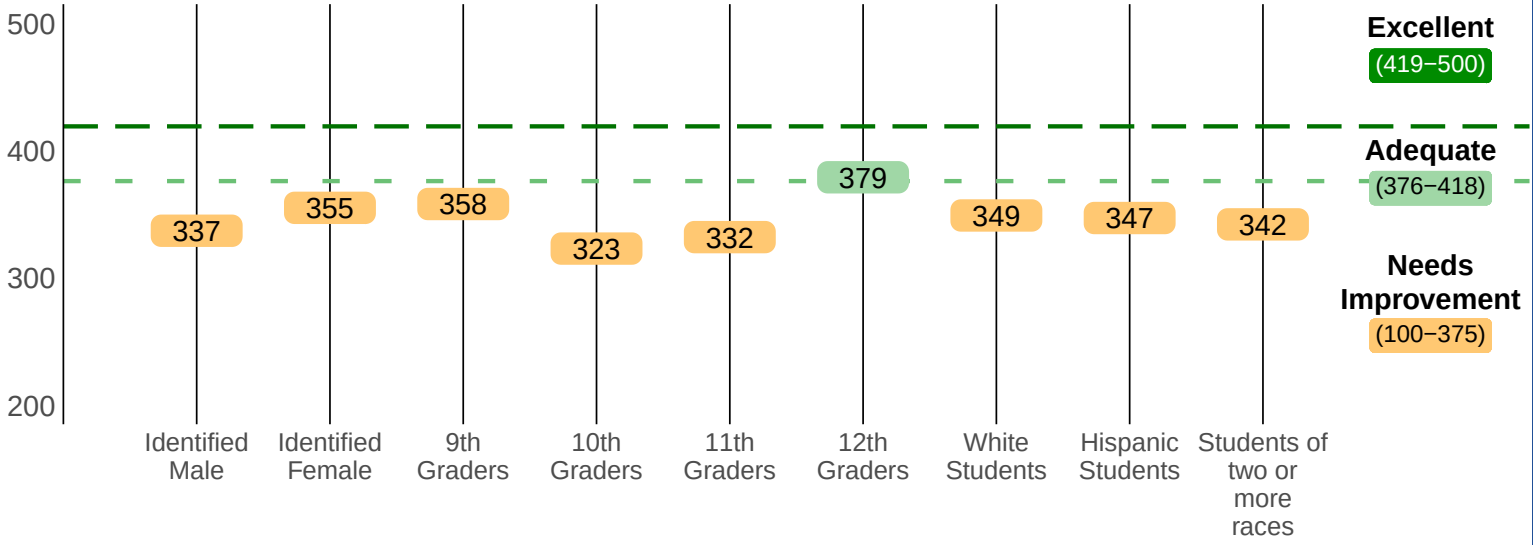
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

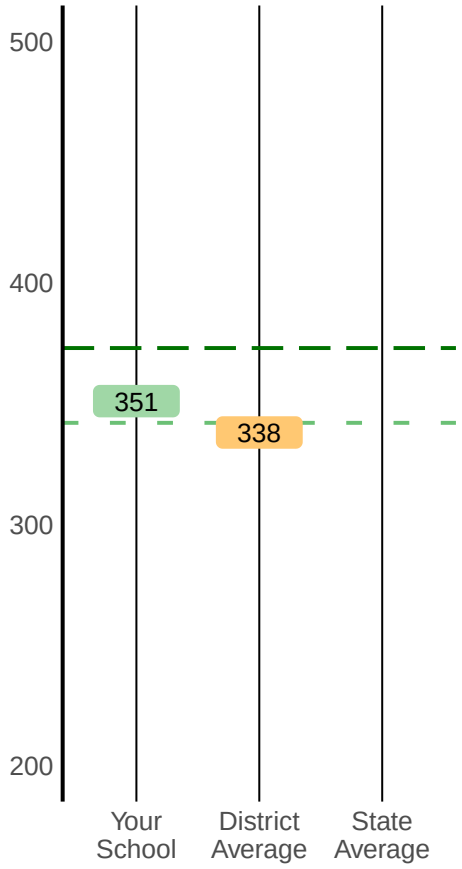
Some groups of students feel more positive about the physical safety in your school than other students. These groups include: 12th graders. *Some* groups of students feel less positive about the physical safety in your school than other students. These groups include: 10th graders and 11th graders.



421

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

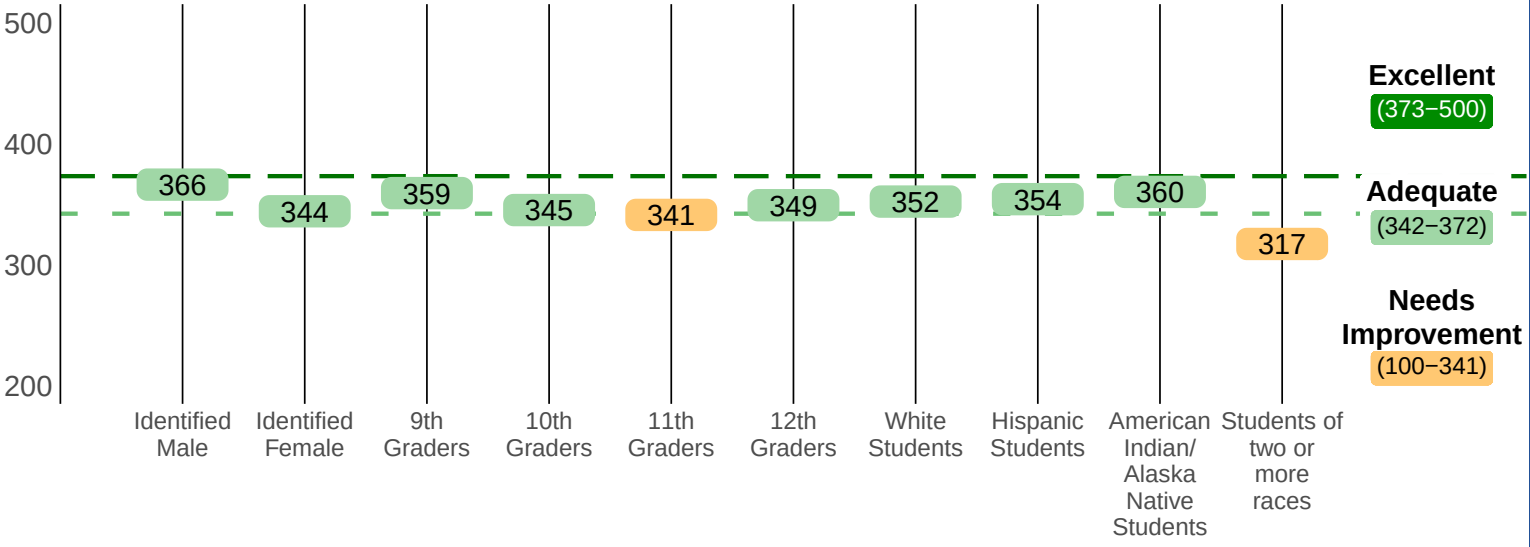
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

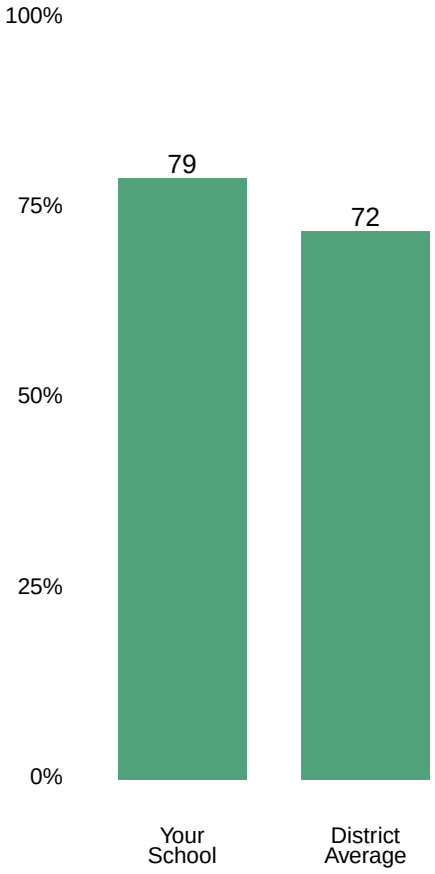
Some groups of students feel less positive about the emotional safety in your school than other students. These groups include: students of two or more races.



422

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



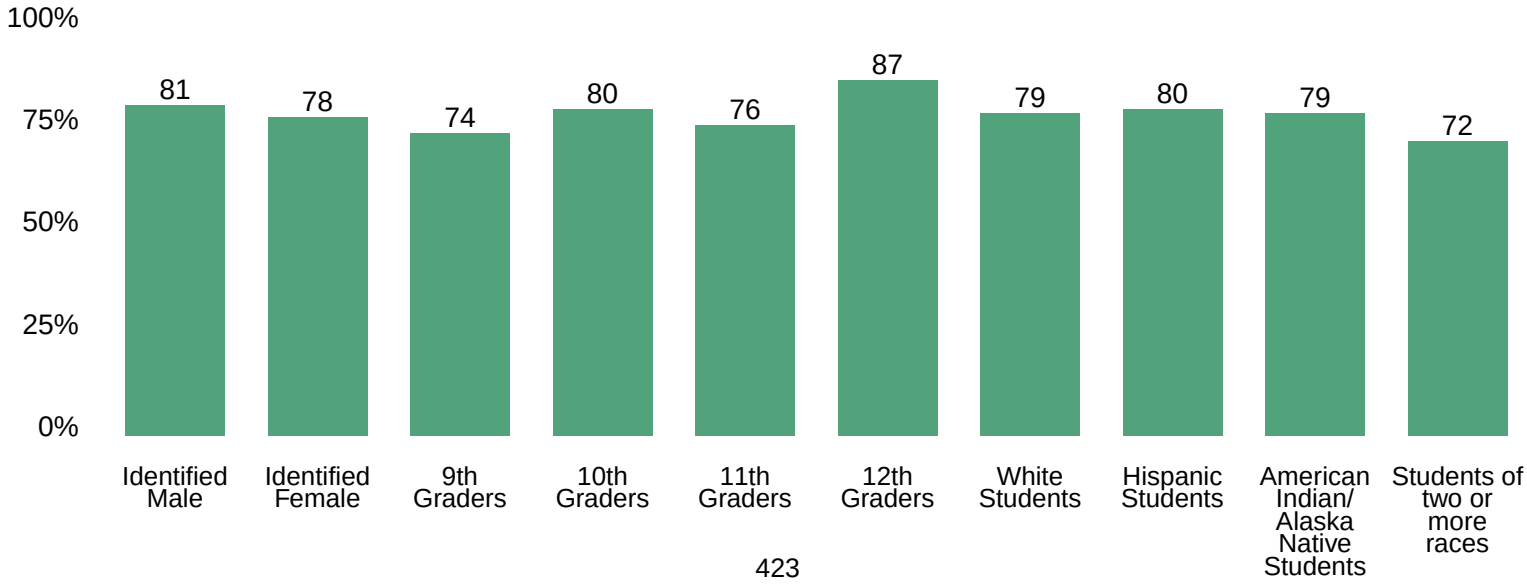
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	31%	**43%**	18%	7%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	28%	**39%**	22%	11%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	25%	**56%**	14%	4%
4. Adults working at this school treat all students respectfully.	29%	**48%**	16%	7%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	29%	**52%**	13%	5%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	20%	**52%**	21%	7%
2. Teachers are available when I need to talk with them.	23%	**61%**	12%	4%
3. It is easy to talk with teachers at this school.	22%	**56%**	17%	4%
4. My teachers care about me.	21%	**62%**	12%	5%
5. My teachers make me feel good about myself.	20%	**58%**	16%	6%
6. Students respect one another.	20%	**40%**	28%	11%
7. Students like one another.	20%	**43%**	27%	10%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	31%	**54%**	11%	5%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	22%	**58%**	13%	7%
2. I feel safe going to and from this school.	26%	**59%**	10%	5%
3. I sometimes stay home because I don't feel safe at this school.	15%	17%	**38%**	30%
4. Students at this school carry guns or knives to school.	12%	21%	**40%**	28%
5. Students at this school threaten to hurt other students.	17%	28%	**34%**	21%
6. Students at this school steal money, electronics, or other valuable things while at school.	16%	27%	**35%**	23%
7. Students at this school damage or destroy other students' property.	18%	**33%**	28%	21%
8. Students at this school fight a lot.	14%	23%	**44%**	19%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	25%	**47%**	17%	11%
2. Students at this school get along well with each other.	21%	**46%**	23%	11%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	20%	**41%**	27%	12%
4. At this school, students work on listening to others to understand what they are trying to say.	17%	**41%**	29%	13%
5. I am happy to be at this school.	21%	**52%**	16%	11%
6. I feel like I am part of this school.	21%	**53%**	18%	7%
7. I feel socially accepted.	20%	**54%**	17%	9%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	16%	29%	**33%**	21%
2. Students at this school try to stop bullying.	14%	**40%**	33%	13%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	28%	**30%**	**30%**	13%

425

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	28%	**61%**	11%	0%
2. Knowing ways I calm myself down.	30%	**50%**	17%	3%
3. Knowing the emotions I feel.	36%	**43%**	17%	5%
4. Knowing when my feelings are making it hard for me to focus.	33%	**53%**	11%	4%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	35%	**47%**	14%	4%
2. Learning from people with different opinions than me.	28%	**58%**	11%	4%
3. Knowing when someone needs help.	27%	**55%**	15%	2%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	19%	**45%**	29%	7%
2. Being patient even when I am really excited.	20%	**52%**	21%	7%
3. Finishing tasks even if they are hard for me.	19%	**49%**	28%	5%
4. Setting goals for myself.	24%	**54%**	17%	5%
5. Doing my schoolwork even when I do not feel like it.	18%	**43%**	29%	10%
6. Being prepared for tests.	18%	**50%**	26%	7%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	33%	**53%**	12%	3%
2. Respecting a classmate's opinions during a disagreement.	32%	**56%**	9%	3%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	27%	**56%**	11%	5%
2. Knowing what is right or wrong.	40%	**51%**	6%	3%

Resources for boosting social and emotional competencies

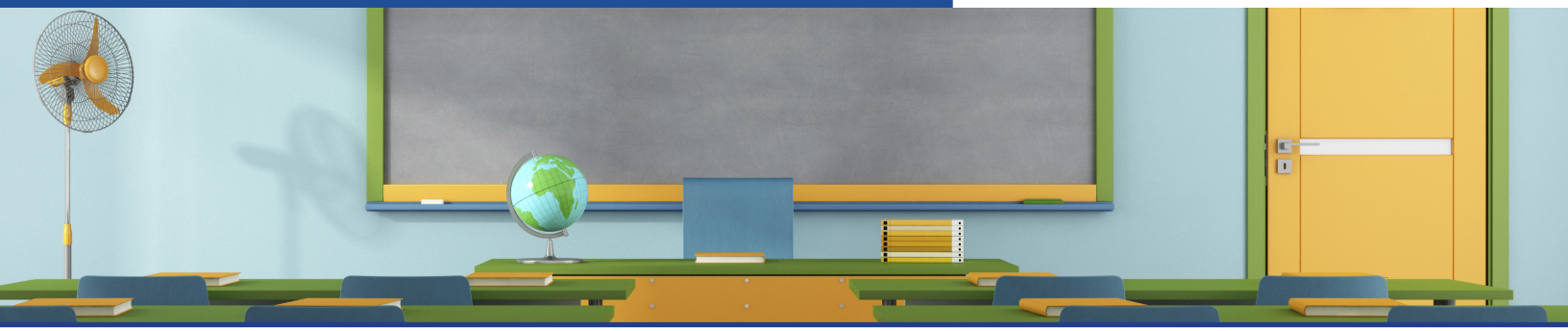
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

Yerington Intermediate School

Number of Students Completed: 181
Completion Rate: 45%

The Nevada School Climate / Social Emotional Learning Survey



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Overall Results

Engagement	
Cultural and Linguistic Competence	380
Relationships	365
Safety	
Physical Safety	397
Emotional Safety	356
Social and Emotional Competence	72/100

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2–5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7–9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

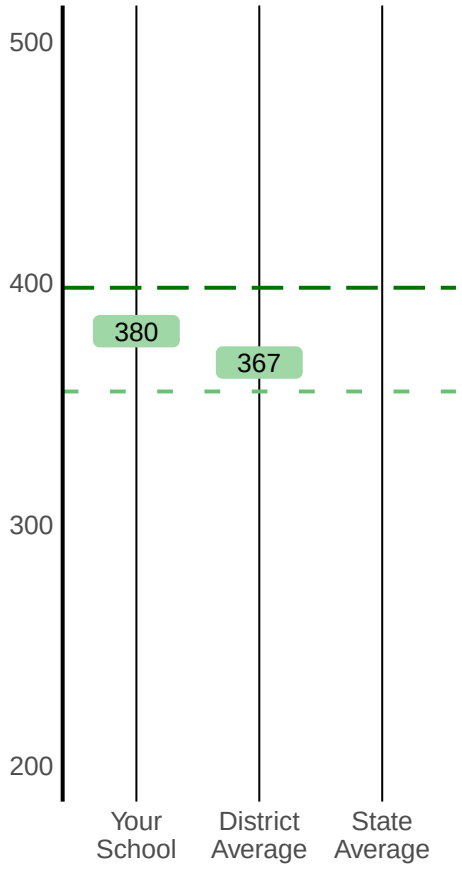
This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

Engagement
Cultural and Linguistic Competence

Overall Results



What These Results Mean

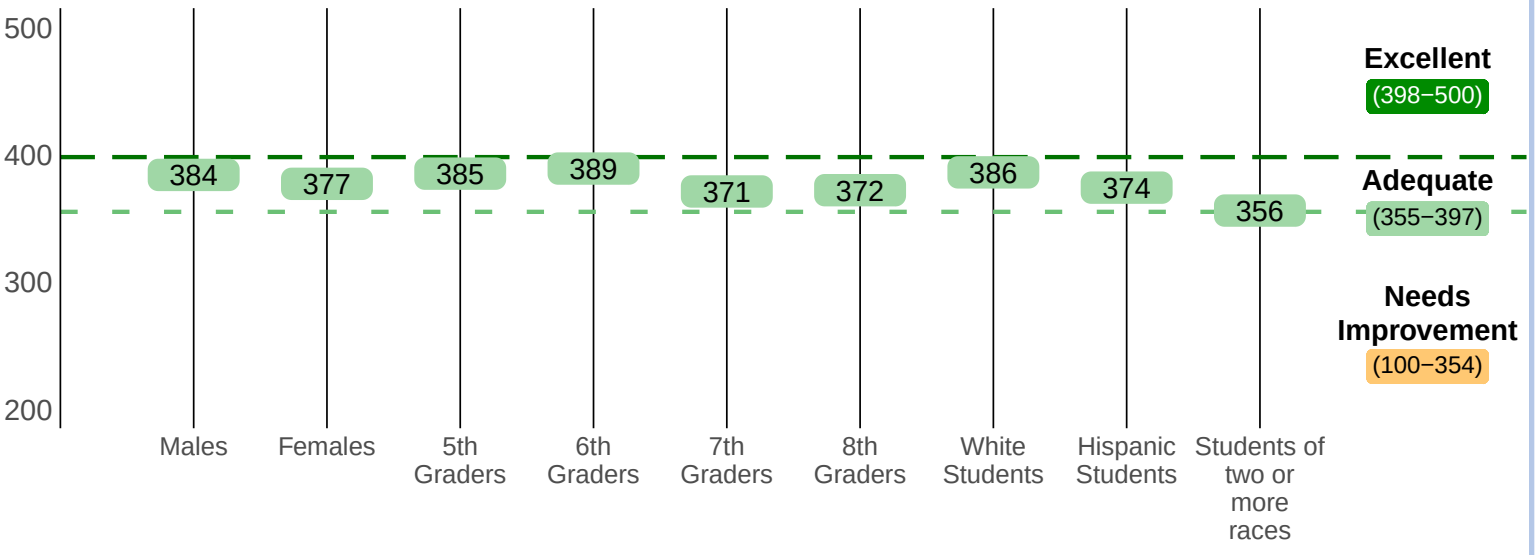
The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds. Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

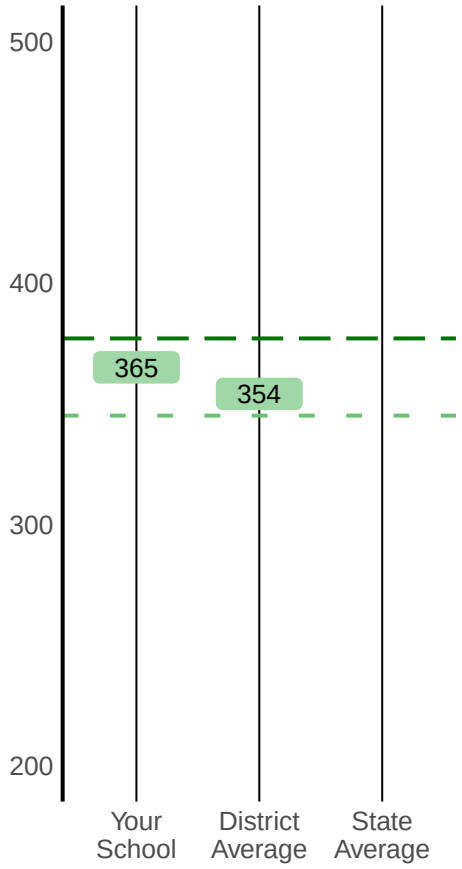
Some groups of students feel less positive about the cultural and linguistic competence in your school than other students. These groups include: students of two or more races.



428

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

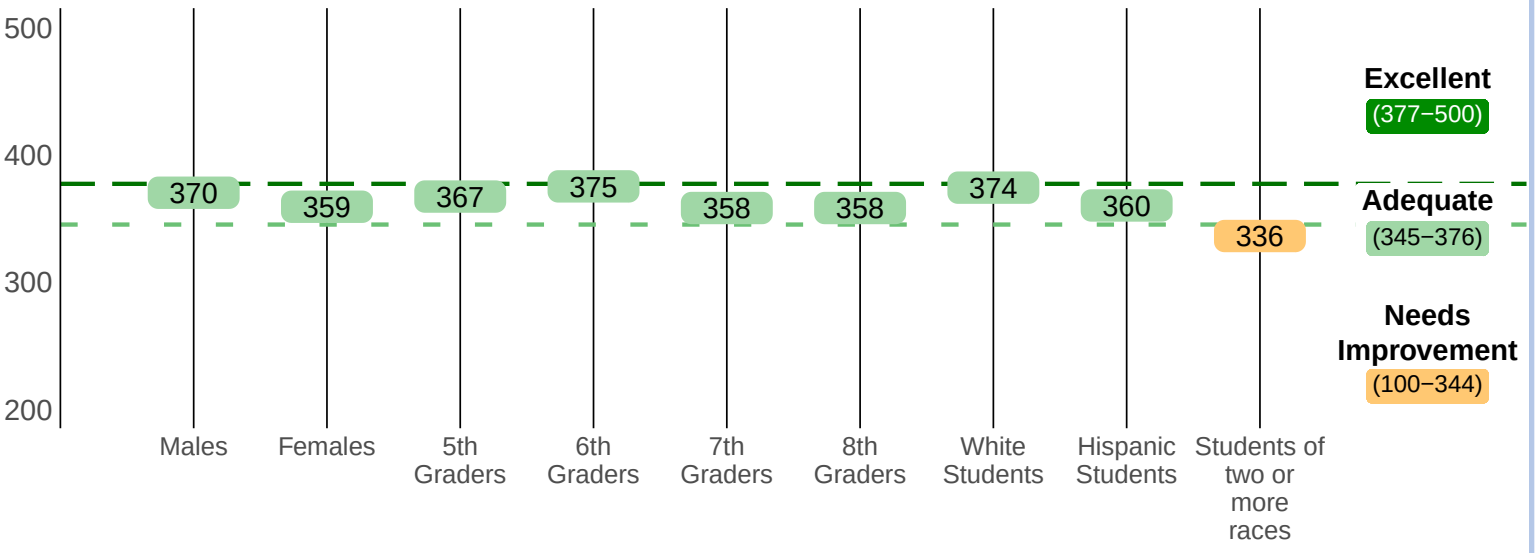
Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students

Adequate Cut Point Excellent Cut Point

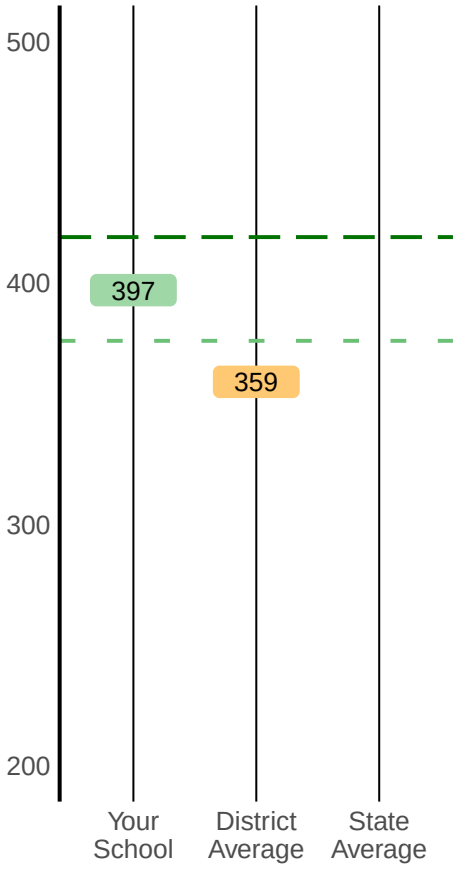
Some groups of students feel less positive about the relationships in your school than other students. These groups include: students of two or more races.



429

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

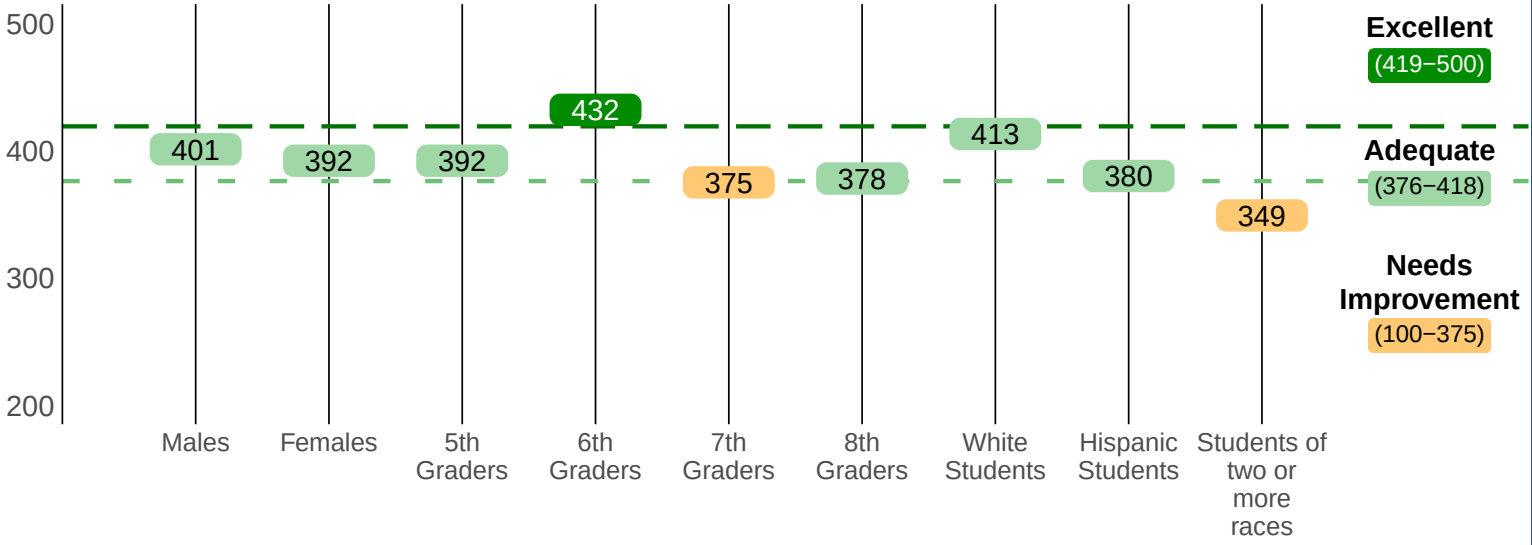
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

Adequate Cut Point — — Excellent Cut Point

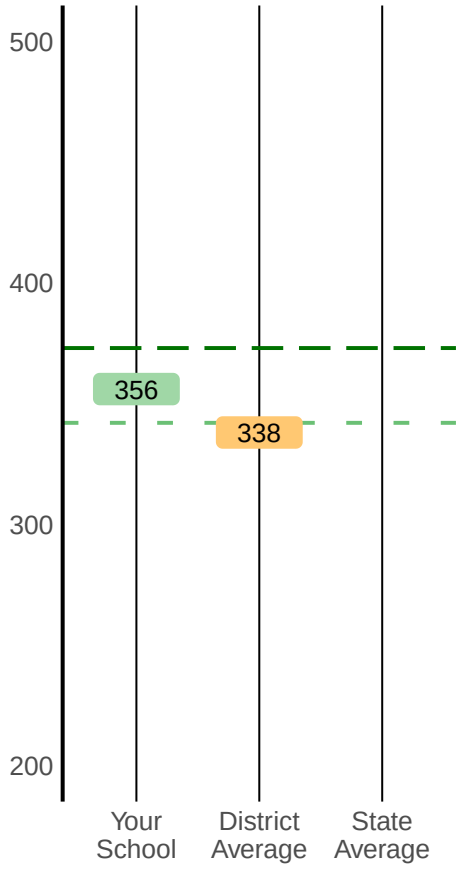
Some groups of students feel more positive about the physical safety in your school than other students. These groups include: 6th graders. *Some* groups of students feel less positive about the physical safety in your school than other students. These groups include: 7th graders and students of two or more races.



430

Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Overall Results



What These Results Mean

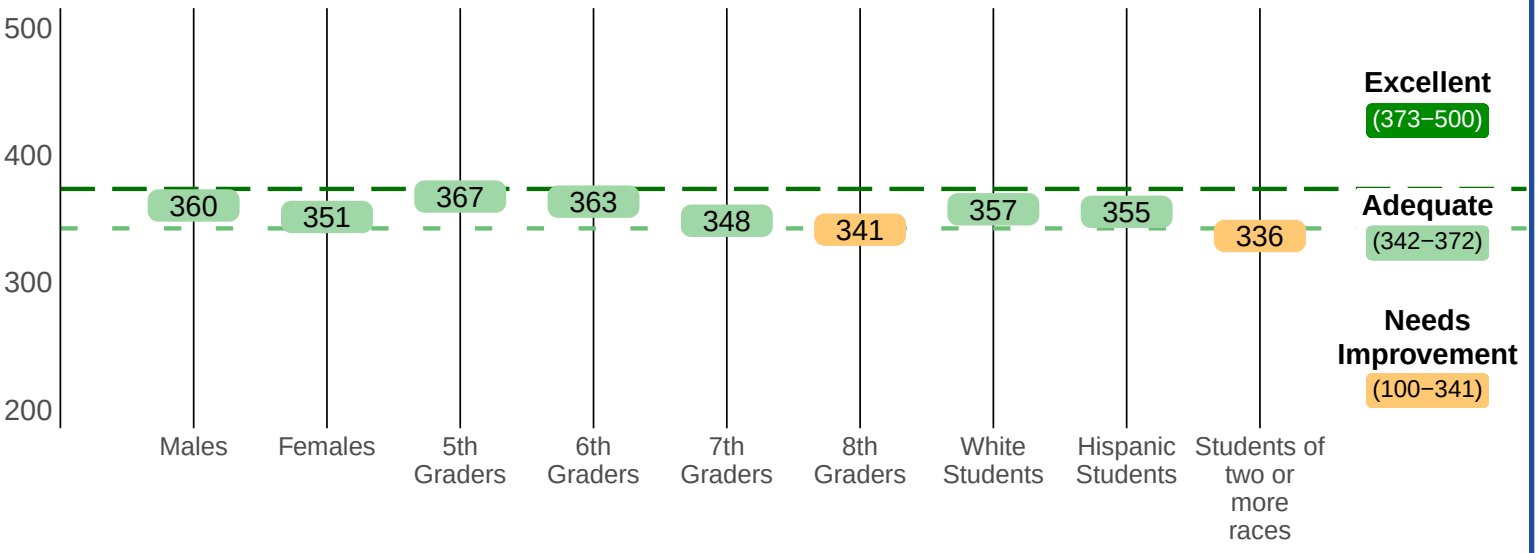
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student's emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others' feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

Adequate Cut Point — Excellent Cut Point

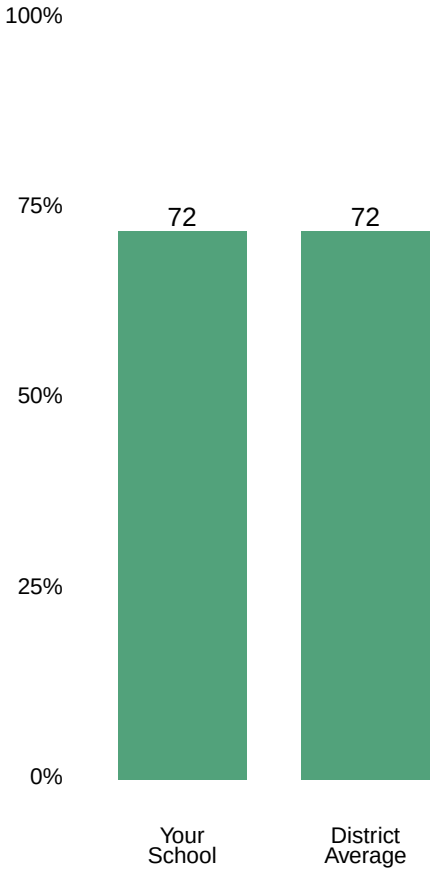
Some groups of students feel less positive about the emotional safety in your school than other students. These groups include: students of two or more races.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.

Social and Emotional Competence
Overall Results

Overall Results



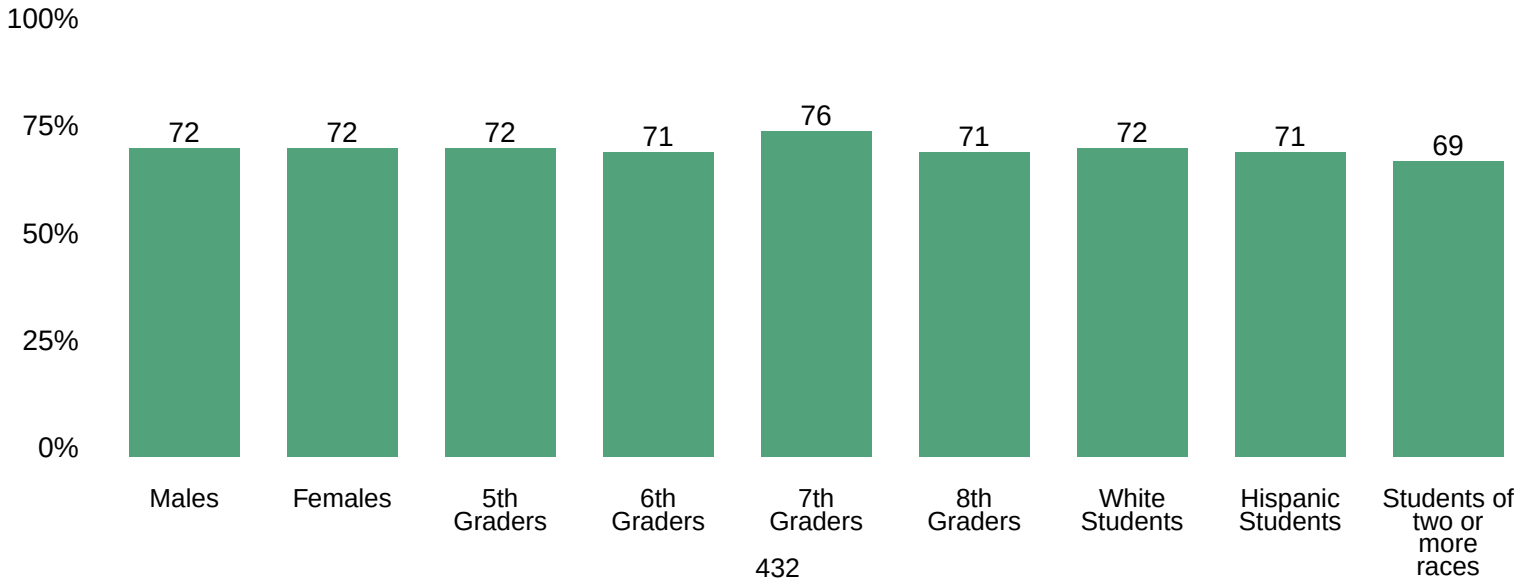
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children's social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students' SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students' social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	**41%**	33%	19%	7%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	**42%**	28%	23%	7%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	26%	**62%**	9%	3%
4. Adults working at this school treat all students respectfully.	35%	**46%**	17%	2%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	29%	**50%**	17%	4%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (https://www.learningforjustice.org/)
- Association for Supervision and Curriculum Development – Multicultural Education (https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	17%	**50%**	23%	9%
2. Teachers are available when I need to talk with them.	32%	**55%**	11%	2%
3. It is easy to talk with teachers at this school.	24%	**44%**	29%	3%
4. My teachers care about me.	37%	**56%**	5%	2%
5. My teachers make me feel good about myself.	27%	**58%**	12%	3%
6. Students respect one another.	16%	**37%**	32%	15%
7. Students like one another.	15%	**44%**	32%	8%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	**46%**	**46%**	6%	3%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (https://www.acf.hhs.gov/fysb)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (http://www.community-matters.org)
- National Mentoring Resource Center (http://www.nationalmentoringresourcecenter.org/)
- The National Center for Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/)
- International Institute for Restorative Practices (https://www.iirp.edu/)

Safety

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	44%	**45%**	7%	4%
2. I feel safe going to and from this school.	43%	**49%**	7%	1%
3. I sometimes stay home because I don't feel safe at this school.	3%	7%	34%	**56%**
4. Students at this school carry guns or knives to school.	2%	6%	24%	**68%**
5. Students at this school threaten to hurt other students.	7%	24%	**35%**	34%
6. Students at this school steal money, electronics, or other valuable things while at school.	7%	28%	31%	**33%**
7. Students at this school damage or destroy other students' property.	10%	**34%**	26%	30%
8. Students at this school fight a lot.	7%	31%	**43%**	19%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (https://www.iirp.edu/continuing-education/whole-school-change)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety)
- The National School Safety Center (http://www.schoolsafety.us)
- OSEP TA Center for PBIS (https://www.pbis.org/)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	29%	**49%**	16%	6%
2. Students at this school get along well with each other.	15%	**40%**	36%	10%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	12%	**45%**	32%	11%
4. At this school, students work on listening to others to understand what they are trying to say.	15%	**53%**	27%	6%
5. I am happy to be at this school.	42%	**44%**	8%	6%
6. I feel like I am part of this school.	33%	**54%**	10%	3%
7. I feel socially accepted.	28%	**49%**	17%	6%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/)
- Active Minds (http://activeminds.org/index.php)
- New York State Center for School Safety (http://www.nyscfss.org)
- The National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	9%	33%	**38%**	21%
2. Students at this school try to stop bullying.	17%	**43%**	29%	11%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	19%	31%	**33%**	18%

434

Social and Emotional Competence

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	27%	**59%**	14%	1%
2. Knowing ways I calm myself down.	29%	**49%**	20%	2%
3. Knowing the emotions I feel.	**42%**	38%	17%	3%
4. Knowing when my feelings are making it hard for me to focus.	23%	**46%**	24%	7%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	31%	**39%**	27%	3%
2. Learning from people with different opinions than me.	26%	**43%**	23%	7%
3. Knowing when someone needs help.	25%	**53%**	19%	2%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	16%	32%	**43%**	8%
2. Being patient even when I am really excited.	25%	**47%**	19%	9%
3. Finishing tasks even if they are hard for me.	14%	**43%**	37%	6%
4. Setting goals for myself.	27%	**46%**	22%	5%
5. Doing my schoolwork even when I do not feel like it.	29%	**37%**	23%	12%
6. Being prepared for tests.	25%	**50%**	19%	6%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	35%	**43%**	18%	4%
2. Respecting a classmate's opinions during a disagreement.	28%	**50%**	18%	4%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	22%	**41%**	29%	7%
2. Knowing what is right or wrong.	39%	**44%**	14%	3%

Resources for boosting social and emotional competencies

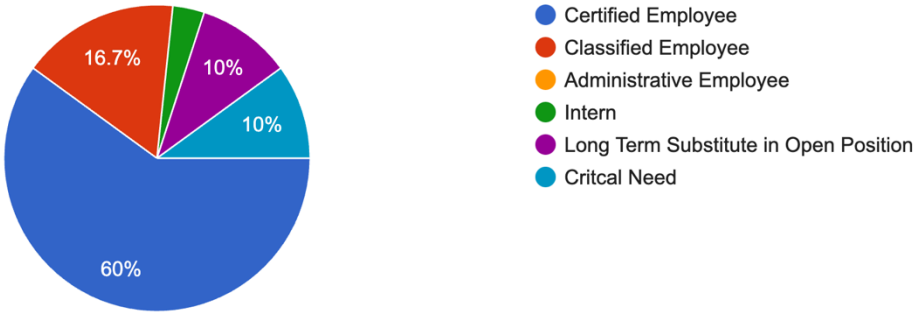
Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (http://www.casel.org)
- Edutopia (http://www.edutopia.org/social-emotional-learning)
- National School Climate Center (http://www.schoolclimate.org)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- Education Development Center: Social and Emotional Learning and Mental Health (https://www.edc.org/sel)
- Social and Emotional Learning and Character Development Certificate Program (https://psych.rutgers.edu/sel-certificate)

2024 LCSD Exit Survey: 31 Responses

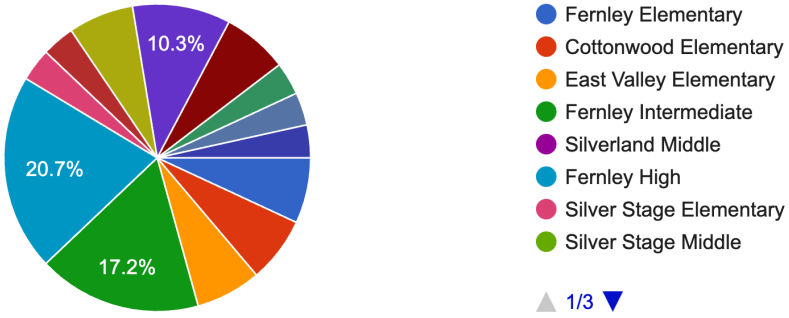
I am currently a

30 responses



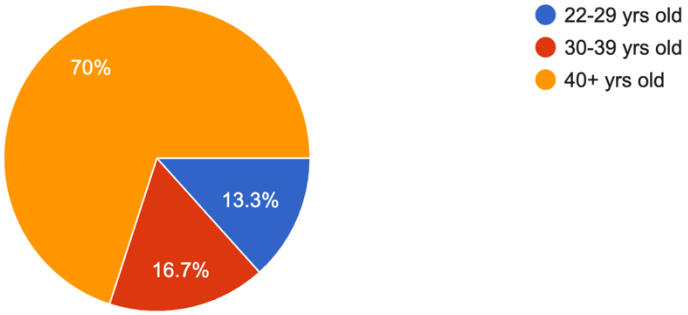
Please tell us which school you were employed in for this school year

29 responses



We strive to connect with all of our employees and understand different aged employees may have different needs. Please identify which age bracket you fall into below.

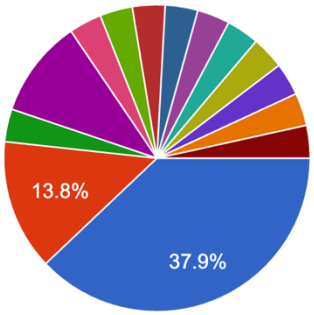
30 responses



2024 LCSD Exit Survey: 31 Responses

Please identify the primary reason for leaving LCSD

29 responses



- Retirement!
- Relocation - myself or my significant o…
- Compensation & benefits did not meet…
- Experienced challenges with student(s)
- Experienced challenges with colleagu…
- Experienced challenges with supervis…
- School Culture / Supervisor and Staff…
- Became a mom

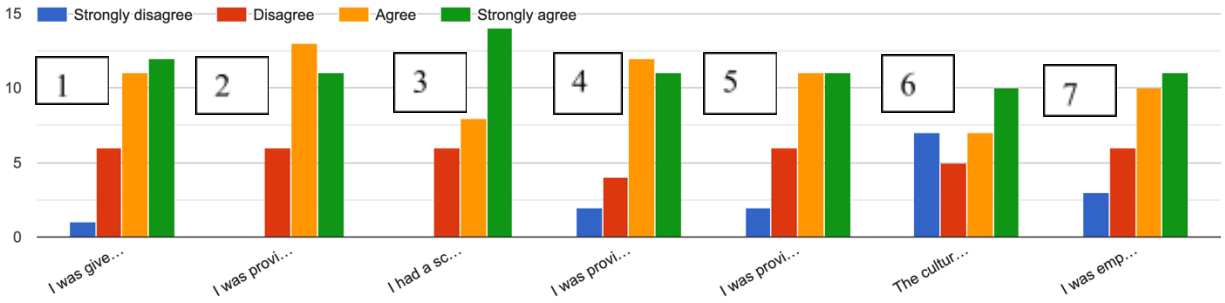
▲ 1/2 ▼

- combination of factors
- Moved to the university
- Challenges with colleagues and parents
- Health reasons
- not leaving
- I left the first time to get a PhD. I have…
- I plan to come back! You guys arent g…

▲ 2/2 ▼

.

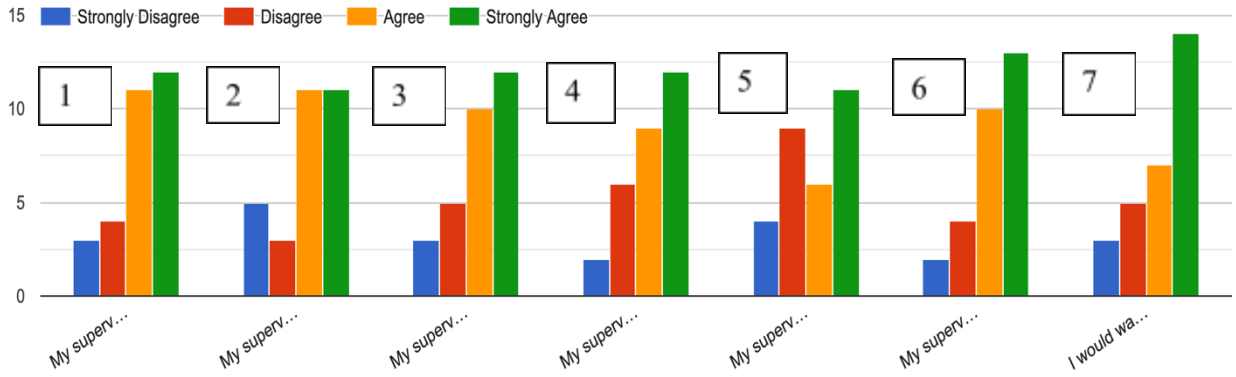
In the following statements, please mark the most appropriate box regarding your school site and culture.



1. I was given an appropriate site level orientation and continued support to be successful
2. I was provided with the materials and resources to be successful in my role.
3. I had a schedule that allowed me the opportunity to positively impact my students.
4. I was provided with collaborative opportunities that supported my professional learning.
5. I was provided with professional learning opportunities to support my needs.
6. The culture in my school was positive and supported students and their learning.
7. I was empowered to carry out my job successfully.

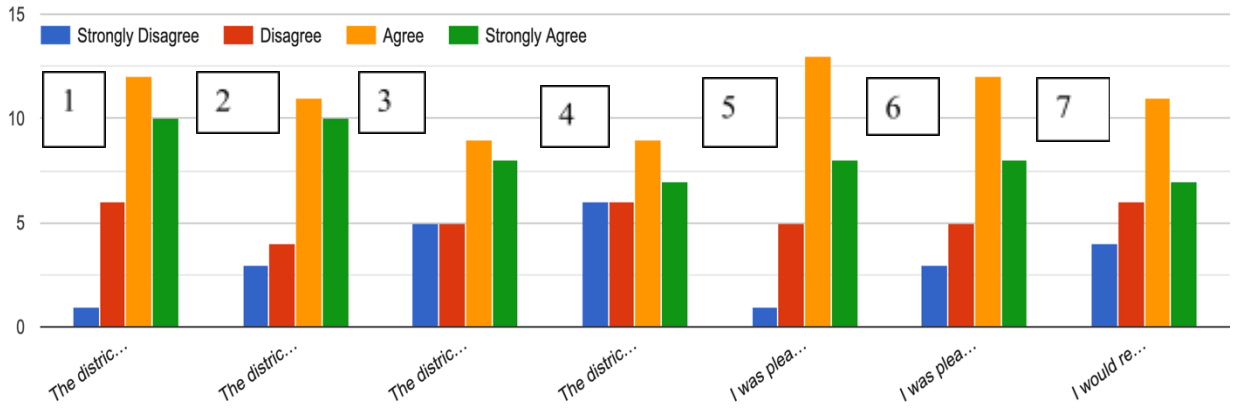
2024 LCSD Exit Survey: 31 Responses

In the following statements, please mark the most appropriate answer regarding your site supervisors(s).



1. My supervisor(s) clearly shared his/her expectation of me.
2. My supervisor(s) listened to my ideas and/or concerns
3. My supervisor(s) treated the staff fairly and consistently.
4. My supervisor(s) promoted cooperation, collaboration, and a positive culture.
5. My supervisor(s) provided me with ongoing feedback on my performance.
6. My supervisor(s) cared about me and the work I was doing for students.
7. My supervisor(s) cared about me and the work I was doing for students.

Please rate the following statements regarding district office staff and compensation.



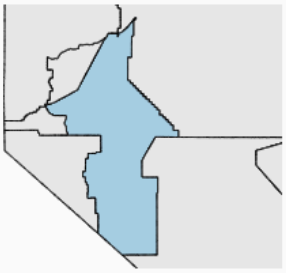
1. The district office staff provided a positive orientation experience for me.
2. The district office staff was friendly, supportive, and answered my questions efficiently.
3. The district office staff provided appropriate leadership for our school.
4. The district office staff cared about me and the work I was doing for students.
5. I was pleased with LCSD's compensation/pay.
6. I was pleased with LCSD's benefits (insurance, holidays, EAP, etc.)
7. I would recommend LCSD to others as a good place to work.

18
Survey Completions

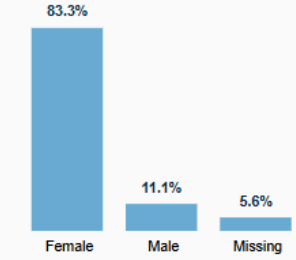
48.2
Average Age of Respondents

14.3
Average Teaching Experience (Years)

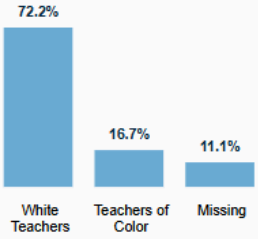
Geographic Distribution of Exiting Teachers



Respondents by Gender

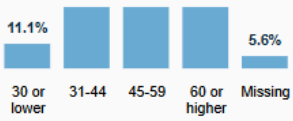


Distribution by Race/Ethnicity

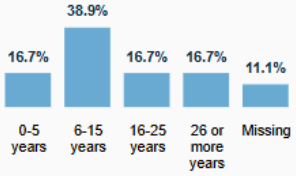


Distribution by Voluntary/Involuntary Leave

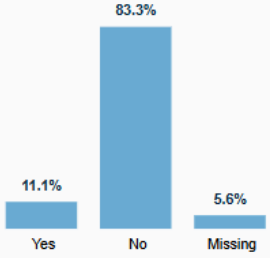
Distribution by Age



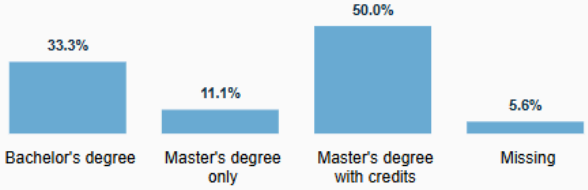
Distribution by Teaching Experience



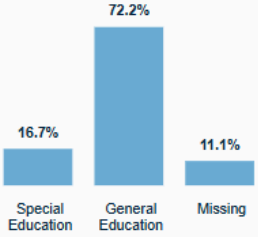
Distribution by Veteran Status



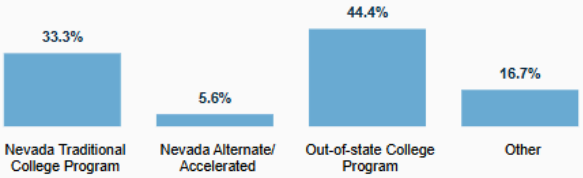
Distribution by Education Background



Distribution by General/Special Education



Distribution by Licensure Route



Reasons For Voluntary Leave

View how teachers (who left voluntarily) responded to 43 reasons for leaving below.

View statewide results by clicking the 'All School Districts' button below. To view district (or charter district) results, first click the 'Select District' button and then select the district (or charter district) from the dropdown menu to the right of the button. Only districts (or charter districts) with 10 or more survey responses will be listed in the dropdown menu.

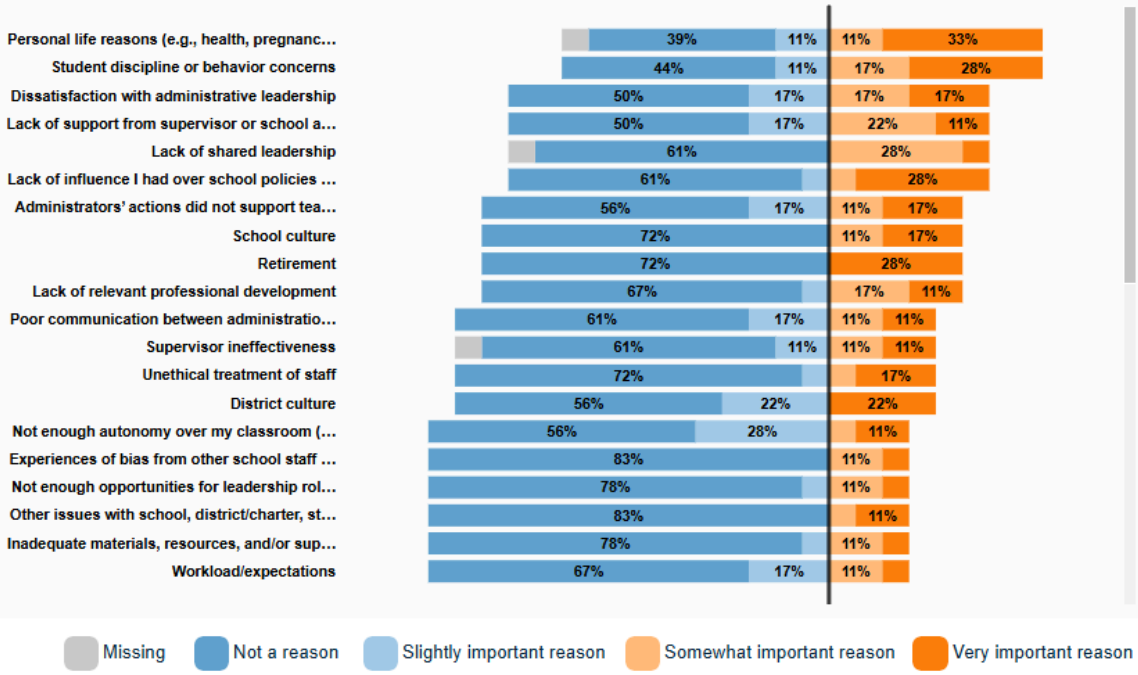
All School Districts | Select District | Lyon County

Survey Completions
18

How do I use this chart?

1) To view Top 10 (most important), Bottom 10 (least important), or all 43 reasons for leaving, click on one of the three buttons below.
2) Hover over the chart to see more information.
3) Click on a row (or reason) in the first chart below to explore (in the second chart) how important each reason is by different groups of teachers.

Reasons for Leaving | Top 10 | Bottom 10 | All



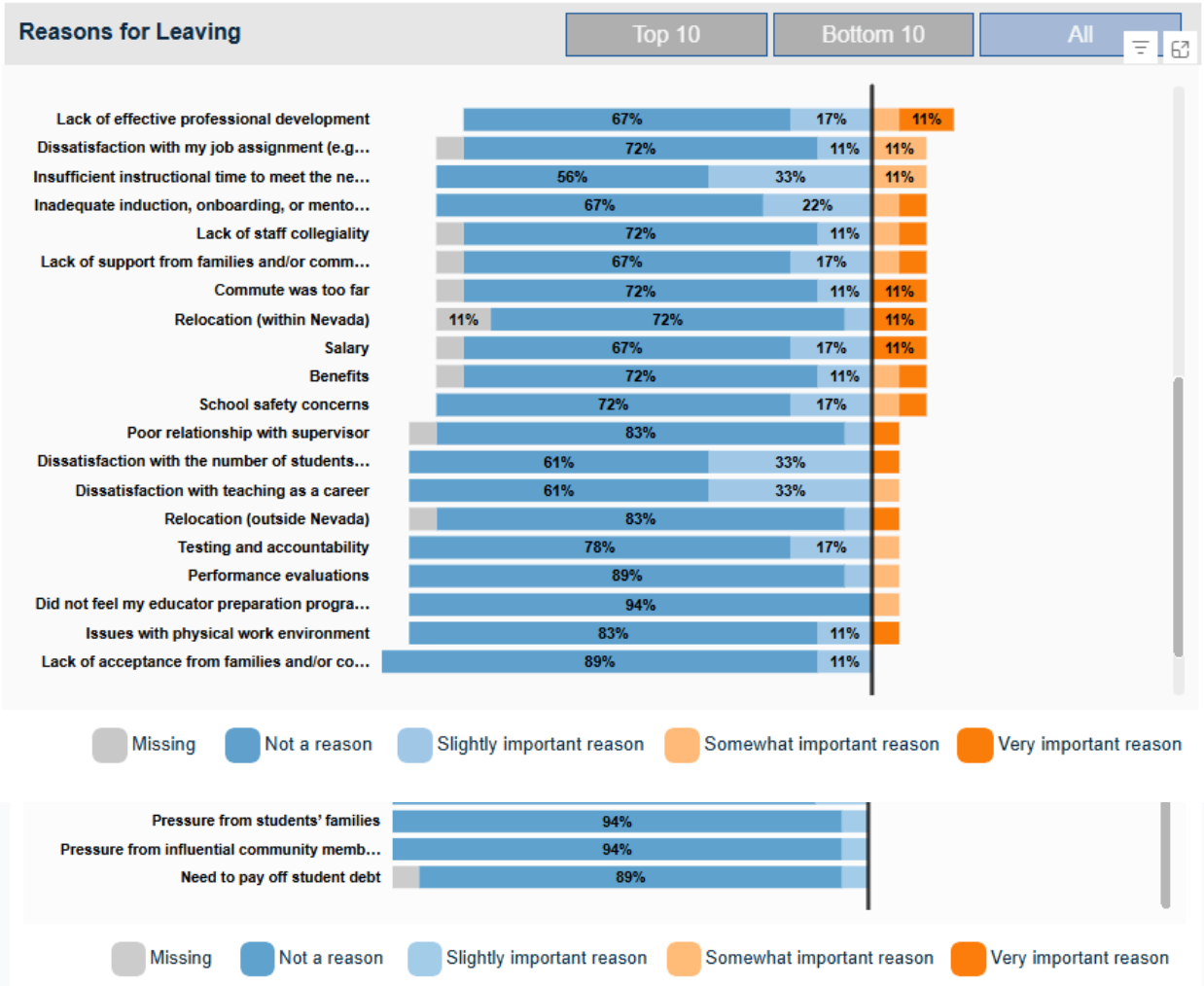
Explore which groups of teachers answered 'somewhat important' or 'very important' to the reason selected above.

How do I use this chart?

1) Click on a reason for leaving in the chart above. This will populate a second chart below.
2) Use the dropdown list below to explore the importance of this reason by teacher background characteristics (e.g., race, gender, age, teaching experience, etc.).

Percentage of Teachers That Selected The Reason to be Somewhat or Very Important Reason for Leaving, by Teacher Background Characteristics

Teaching Experience


Reasons for Leaving
Top 10
Bottom 10
All
Lack of effective professional development
67%
17%
11%
Dissatisfaction with my job assignment (e.g...
72%
11%
11%
Insufficient instructional time to meet the ne...
56%
33%
11%
Inadequate induction, onboarding, or mento...
67%
22%
Lack of staff collegiality
72%
11%
Lack of support from families and/or comm...
67%
17%
Commute was too far
72%
11%
11%
Relocation (within Nevada)
11%
72%
11%
Salary
67%
17%
11%
Benefits
72%
11%
School safety concerns
72%
17%
Poor relationship with supervisor
83%
Dissatisfaction with the number of students...
61%
33%
Dissatisfaction with teaching as a career
61%
33%
Relocation (outside Nevada)
83%
Testing and accountability
78%
17%
Performance evaluations
89%
Did not feel my educator preparation progra...
94%
Issues with physical work environment
83%
11%
Lack of acceptance from families and/or co...
89%
11%
Missing
Not a reason
Slightly important reason
Somewhat important reason
Very important reason
Pressure from students' families
94%
Pressure from influential community memb...
94%
Need to pay off student debt
89%
Missing
Not a reason
Slightly important reason
Somewhat important reason
Very important reason

Factors For Staying

View which 21 factors might've encouraged teachers (who left voluntarily) to stay. Each teacher can select up to three factors.

View statewide results by clicking the 'All School Districts' button below. To view district (or charter district) results, first click the 'Select District' button and then select the district (or charter district) from the dropdown menu to the right of the button. Only districts (or charter districts) with 10 or more survey responses will be listed in the dropdown menu.

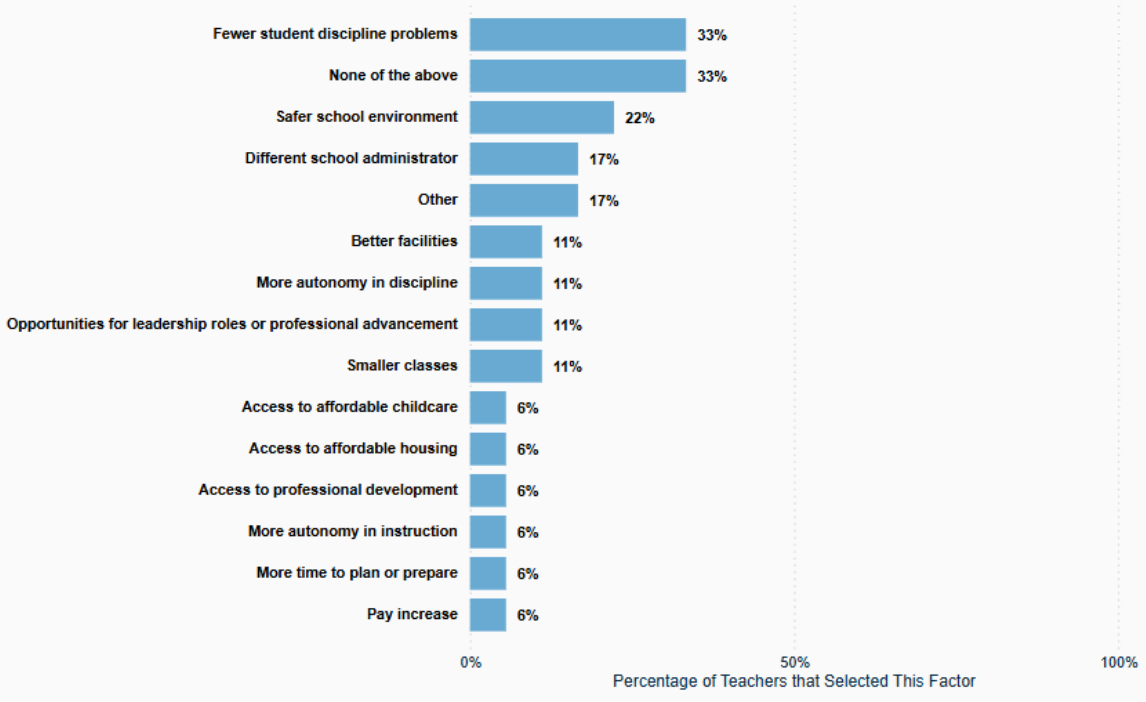
All School Districts | Select District | Lyon County

Survey Completions
18

How do I use this chart?

1) Hover over the chart to see more information.
2) Click on a row (or factor) in the first chart below to explore (in the second chart) which groups of teachers selected this factor.

Factors for Staying



Future Plans

View where exiting/transferring teachers are going next.

View statewide results by clicking the 'All School Districts' button below. To view district (or charter district) results, first click the 'Select District' button and then select the district (or charter district) from the dropdown menu to the right of the button. Only districts (or charter districts) with 10 or more survey responses will be listed in the dropdown menu.

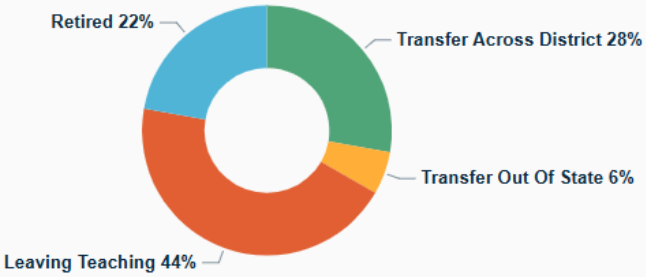
All School Districts | Select District | Lyon County

Survey Completions
18

How do I use this chart?

Click a future plan category in the first chart below to highlight this category in the second chart.

Where are they going?



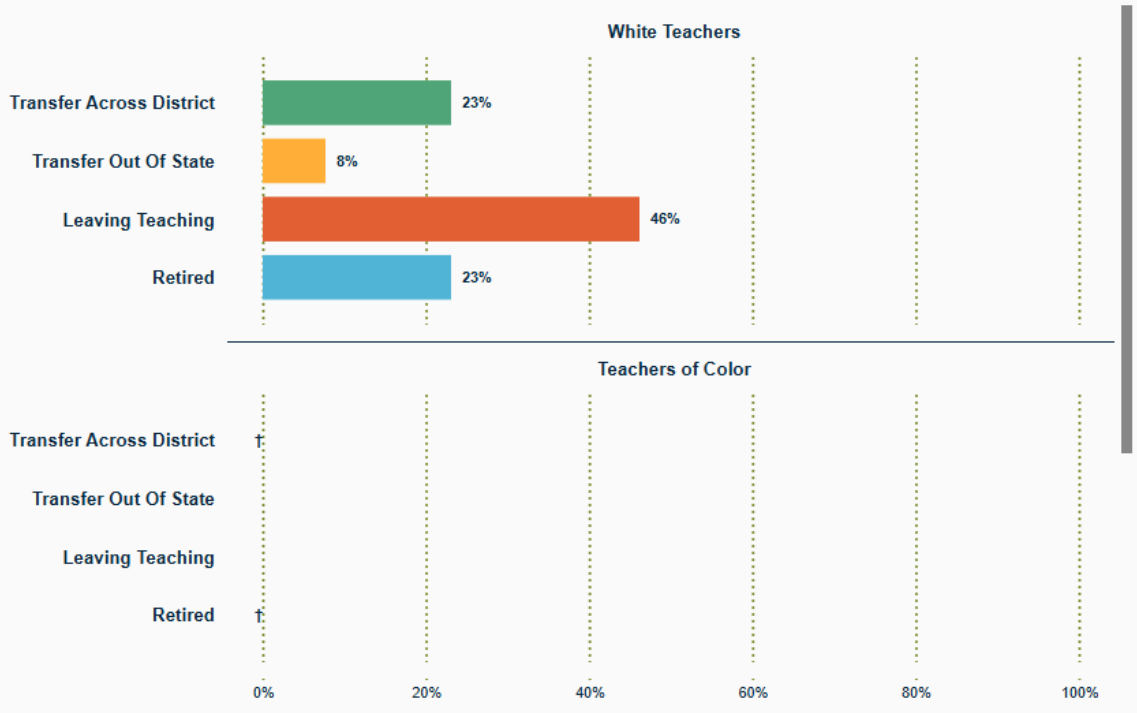
Explore where teachers of different background characteristics are going next.

How do I use this chart?

1) Select a future plan category in the chart above to highlight teachers who selected the future plan.
2) Use the dropdown list below to explore where teachers of different background characteristics (e.g., race, gender, age, teaching experience, etc.) are going next.

Percentage of Teachers in Each Teacher Background Characteristic, by Future Plan

Race



Nevada Exit/Transfer and Working Conditions Surveys

Nevada State Board of Education
July 31, 2024

NEVADA
Department of
Education

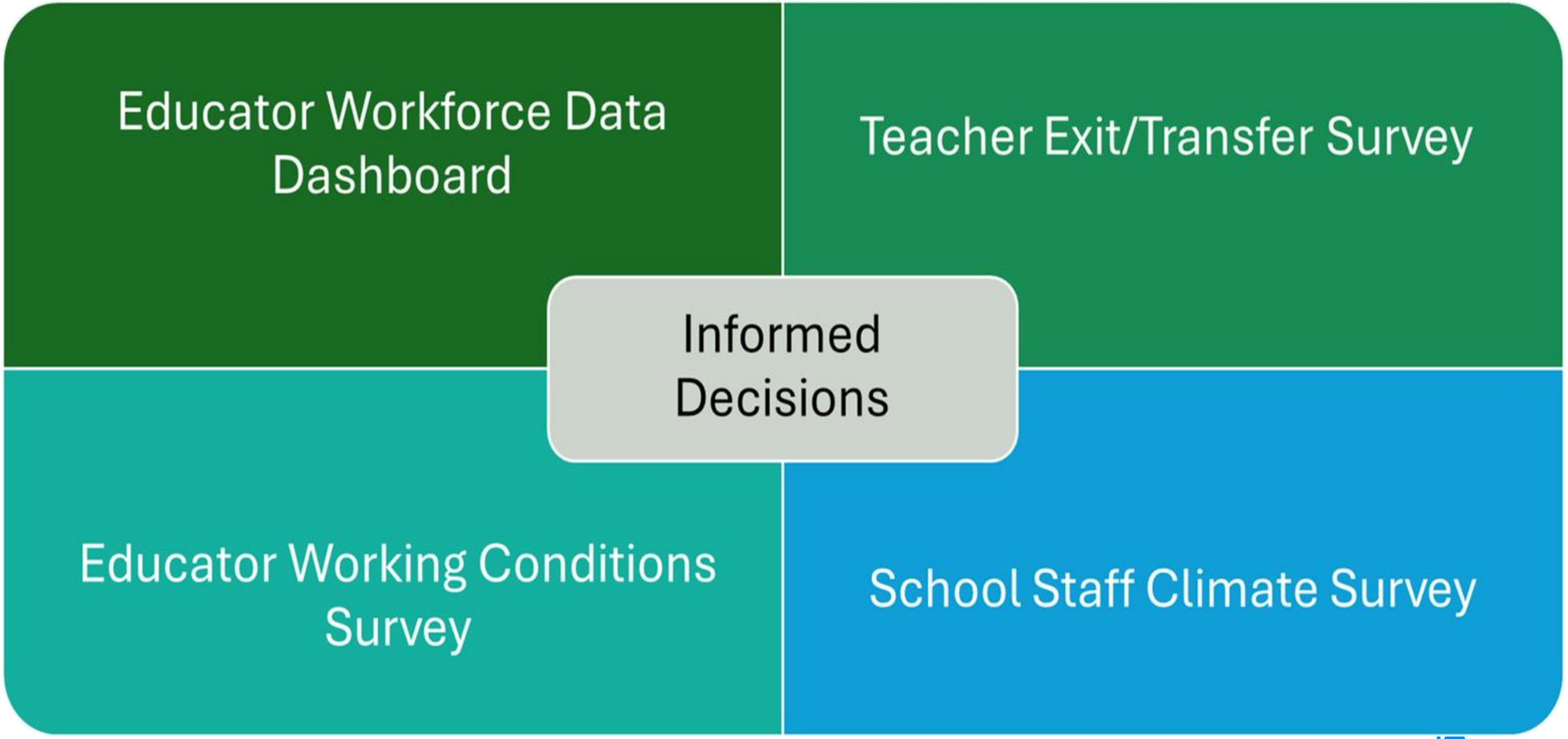
Purpose

Provide the State Board of Education with:

- Background information on Nevada's Teacher Exit/Transfer and School Staff Working Conditions Surveys
- Overview of the information collected in these surveys
- Status of each survey
- Next steps

445

Educator Workforce Data



446

NEVADA Department of Education

Teacher Exit/Transfer Survey

447

NEVADA Department of Education

Purpose of the Survey

The purpose of the Nevada Educator Exit Survey is to gather data to inform systemic efforts to drive continuous improvement of school, district, and statewide educator retention efforts.

448

Survey Development

- Recommendation from the Teacher Recruitment and Retention Advisory Task Force for a statewide teacher exit survey
- Developed a statewide workgroup to create the survey
- Collaborated with WestED in the facilitation of the workgroup and development of the survey items and protocols

449

- Received funding from the Interim Finance Committee (IFC) to support contracting with a third-party vendor to implement the survey
- Contracted with the American Institute for Research (AIR) to implement the survey

NEVADA Department of Education

Types of Information Collected

1. Reasons teachers left their school, district/charter, state, or profession
2. Future plans
3. Professional background
4. Demographics

450

AIR Process for Exit/Transfer Survey and Interview

District Notification

- Teacher or school communicates departure/transfer to Human Resources (HR)/District
- HR/District notifies AIR
- HR/District notifies teacher that AIR will be reaching out

Exit Survey

- AIR invites teacher to take the survey
- Teacher completes survey
- Teacher can sign up for interview

Exit Interview

- AIR schedules interview with selected teachers
- AIR conducts interview with teacher

451

NEVADA Department of Education

How’s the Exit/Transfer Survey Going?

- 9 districts and 1 charter district are participating
- 389 exiting/transferring teachers were submitted by these districts
- 213 teachers completed the survey
- 55% completion rate

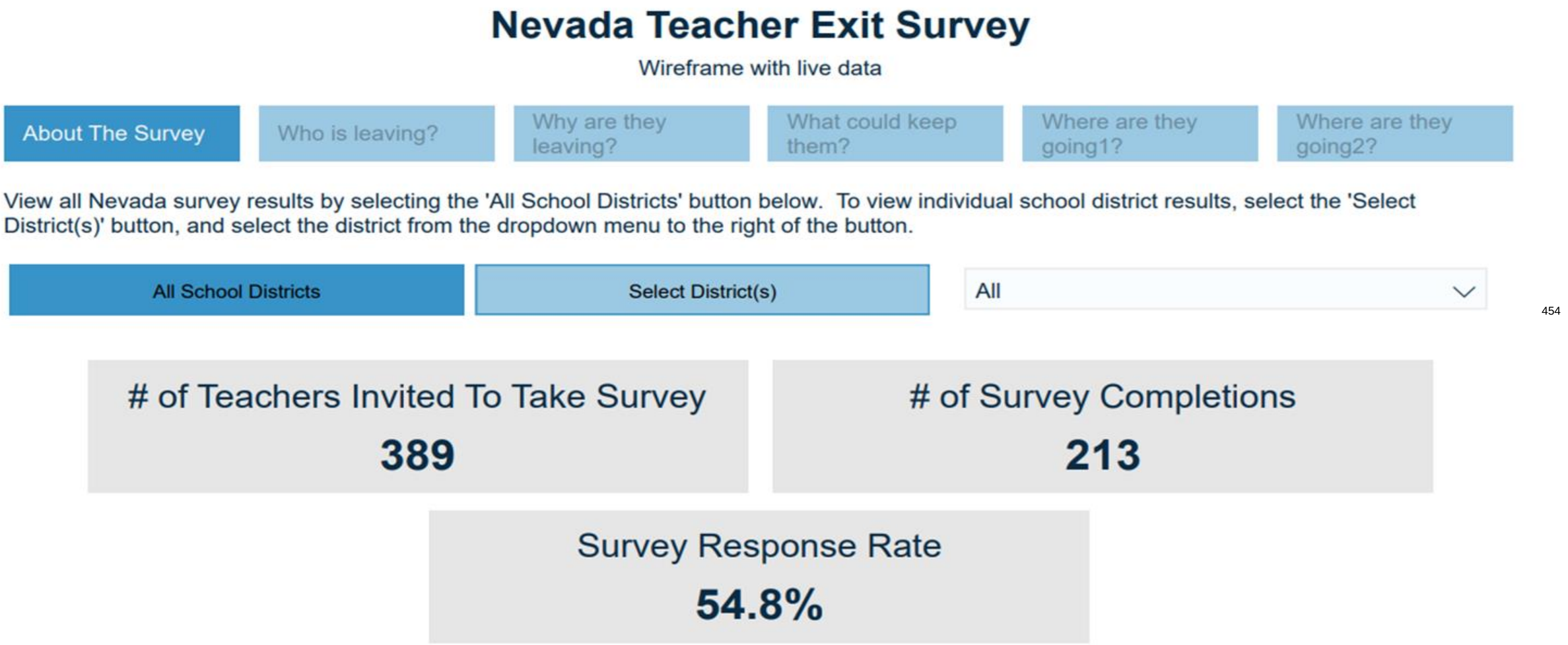
452

Exit/Transfer Survey Interviews

- 123 teachers contacted for an interview to talk about their career journeys
- 50 completed interviews across 7 districts/charter districts

453

Exit/Transfer Survey Data Dashboard

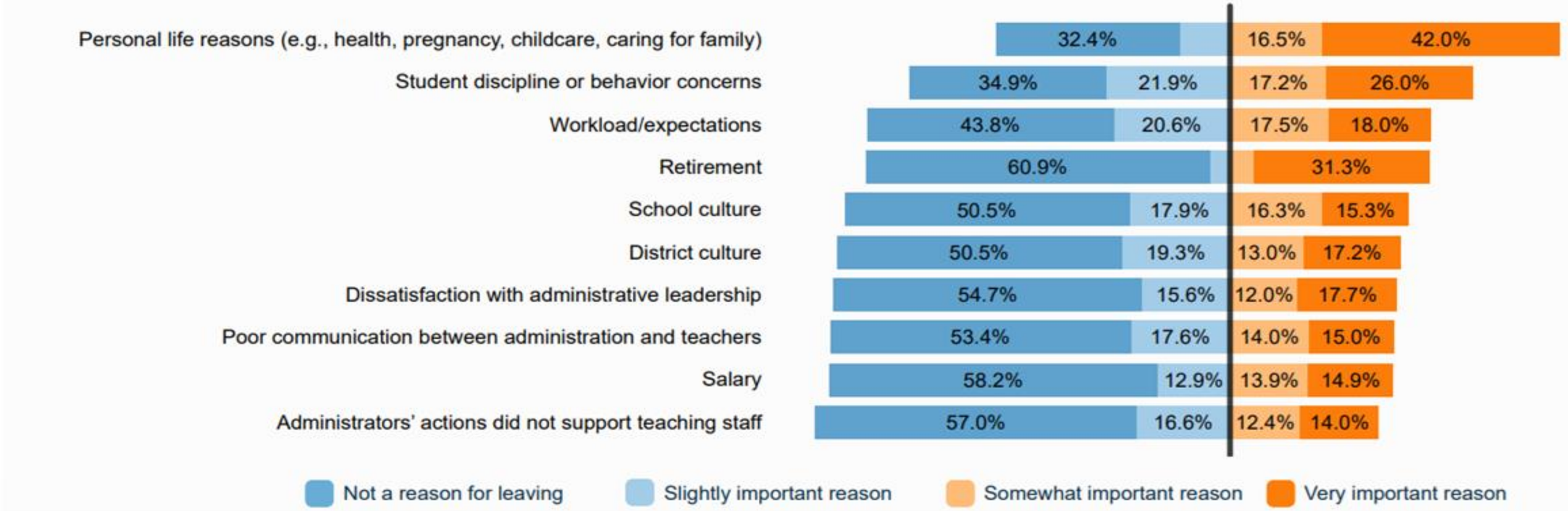


Exit/Transfer Survey - Top Reasons for Leaving

Reasons for Leaving

This section provides response data for those who left voluntarily. Select from the dropdown to view specific questions and responses for that category. The "Subgroup Analysis" section provides average responses by subgroup. Select a demographic to explore further.

Top Reasons for Leaving
This section displays the top ten reasons for leaving, across all teachers.



455

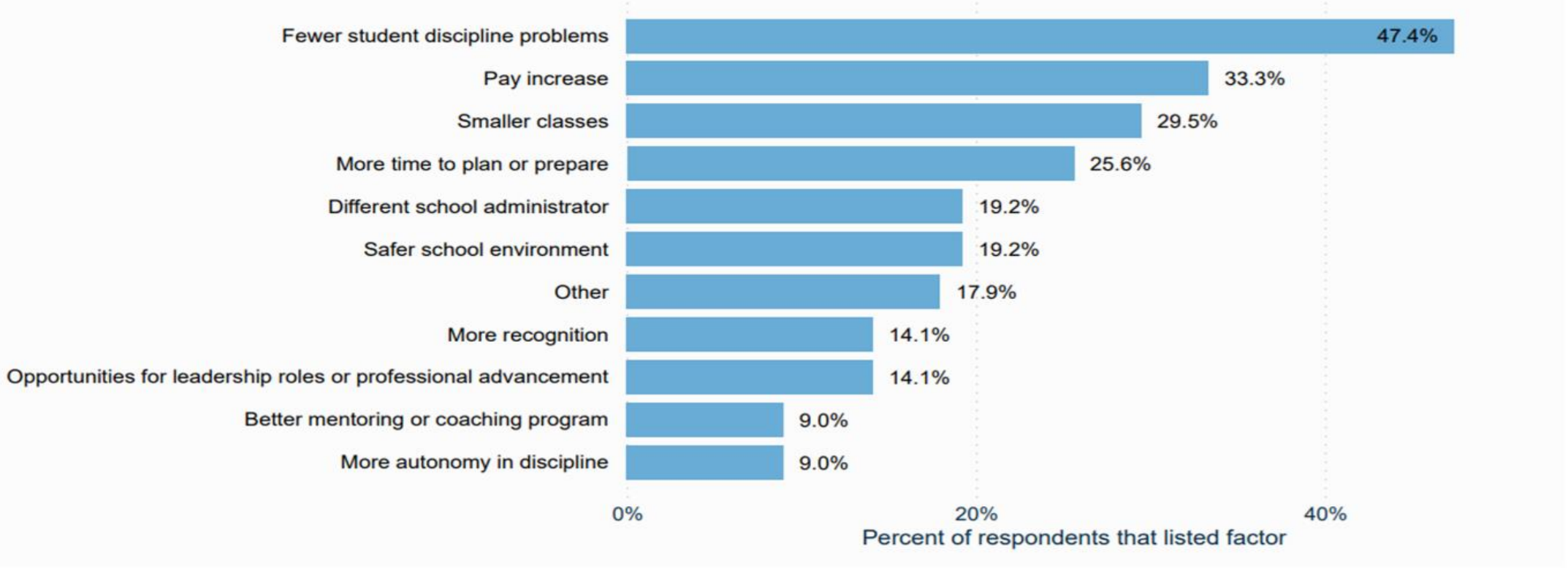
NEVADA Department of Education

Exit/Transfer Survey - Factors for Staying

Factors for Staying

Respondents were given a list of options to choose from as factors that could have convinced them to stay. This section displays the top factors identified by existing teachers.
The "Subgroup Analysis" section provides responses by subgroup. Select a demographic to explore further.

Top 10 Factors for Staying



456

Educator Working Conditions Survey

457

NEVADA Department of Education

Purpose of the Educator Working Conditions Survey

The purpose of the Nevada Educator Working Conditions Survey is to gather data to inform systemic efforts to drive continuous improvement of school, district, and statewide educator working conditions.

458

Types of Information Collected

Domains	Stems	Sample Questions
Facilities	Please select how much you agree with the statements below	My school has clean and well-maintained facilities
Instructional Resources and Support	Please select how much you agree with the statements below	Appropriate instructional materials to meet my students' needs
Staff Autonomy, School Level	How much do you have the opportunity to participate in the following school activities:	Developing the school improvement plan
Staff Leadership	Please select how much you agree with the statements below	I am trusted to make sound professional decisions about instruction

459

NEVADA Department of Education

Types of Information Collected continued

Domains	Stems	Sample Questions
District/Charter Supports	Please select how much you agree with the statements below	The district/charter provides adequate support to school staff when implementing new initiatives/major decisions
School Leadership/Climate Supports	Please select how much you agree with the statements below	School administrator(s) consistently support(s) me as needed
Family Support and Involvement	Please select how much you agree with the statements below	My school maintains clear, two-way communication with families/caregivers
Workload	Please select how much you agree with the statements below	Class sizes are reasonable such that teachers have the time available to meet the needs of all students
Salary/Benefits		How satisfied are you with the total hours you work per week?

460

Educator Working Conditions Survey Progress

- Launched summer pilot study for measurement purposes
- First full survey administration in Fall of 2024
  - Alternate years with the Nevada School Climate Staff Survey

461

NEVADA Department of Education

Utilization of Data to Drive Continuous Improvement

1. Enable district/charter administrators and policymakers to better understand and respond to the factors influencing educator retention and school working conditions.

2. Collect important uniform statewide evidence to better advocate for resources and/or policy changes.

462

3. Inform policies and recommendations on educator recruitment/retention and working conditions, including funding programs to better support educators.

NEVADA Department of Education

Why should districts/charters participate in NDE's Survey Initiatives?

It's useful:

- District/charter-specific survey results will be shared with district/charter administrators and policymakers, providing actionable knowledge and insight into educators' mobility decisions and school working conditions.
- Educators may be more likely to respond honestly to a survey from an independent entity that is bounded to keep their responses confidential.
- Uniform data across the state will allow for state-level understanding and policy decisions.

463

It's easy:

- Participating in NDE's staff surveys should lift districts'/charters' burden of collecting their own data.
- The district/charter's only responsibility in this process is to share some staff admin data with the independent research organization, American Institutes for Research (AIR). AIR will work with them every step along the way!

NEVADA Department of Education

Next Steps

- Help spread the word about these initiatives
- Review the results when they become available
- Elevate communication around the results to drive school/district improvement planning

464

NEVADA Department of Education

Questions

465

NEVADA Department of Education

Contact Information

Kathleen Galland-Collins

Assistant Director - Office of Educator Development, Licensure, and Family Engagement |EDLiFE

kgcollins@doe.nv.gov

KellyLynn Charles

Education Programs Professional | EDLiFE

Kcharles@doe.nv.gov

NEVADA Department of Education

District:	Lyon County School District
School Name:	*Eagle Ridge High School*
School ID #:	10902.3

#	Variable	Topic	Description	
1	Wsselself1	Social and Emotional Competencies - Self Awareness	Knowing what my strengths are.	About equal to the district
2	Wsselself2	Social and Emotional Competencies - Self Awareness	Knowing ways I calm myself down.	More positive than district
3	Wsselself3	Social and Emotional Competencies - Self Awareness	Knowing the emotions I feel.	About equal to the district
4	Wsselself4	Social and Emotional Competencies - Self Awareness	Knowing when my feelings are making it hard for me to focus.	More positive than district
5	Wsselsoc7	Social and Emotional Competencies - Social Awareness	Knowing what people may be feeling by the look on their face.	More positive than district
6	Wsselsoc8	Social and Emotional Competencies - Social Awareness	Learning from people with different opinions than me.	More positive than district
7	Wsselsoc9	Social and Emotional Competencies - Social Awareness	Knowing when someone needs help.	More positive than district
8	Wsselsm12	Social and Emotional Competencies - Self-Management	Getting through something even when I feel frustrated.	More positive than district
9	Wsselsm13	Social and Emotional Competencies - Self-Management	Being patient even when I am really excited.	More positive than district
10	Wsselsm14	Social and Emotional Competencies - Self-Management	Finishing tasks even if they are hard for me.	More positive than district
11	Wsselsm15	Social and Emotional Competencies - Self-Management	Setting goals for myself.	More positive than district
12	Wsselsm16	Social and Emotional Competencies - Self-Management	Doing my schoolwork even when I do not feel like it.	More positive than district
13	Wsselsm17	Social and Emotional Competencies - Self-Management	Being prepared for tests.	About equal to the district
14	Wsselrs20	Social and Emotional Competencies - Relationship Skills	Getting along with my classmates.	More positive than district
15	Wsselrs21	Social and Emotional Competencies - Relationship Skills	Respecting a classmate's opinions during a disagreement.	About equal to the district
16	Wsselrdm24	Social and Emotional Competencies - Responsible Decision-Making	Thinking about what might happen before making a decision.	Less positive than district
17	Wsselrdm25	Social and Emotional Competencies - Responsible Decision-Making	Knowing what is right or wrong.	About equal to the district
18	Sengclc1	Cultural and Linguistic Competence	All students at this school are treated the same, regardless of whether their families are rich or poor.	About equal to the district
19	Sengclc2b	Cultural and Linguistic Competence	All students at this school are treated equally well, regardless of race, gender, religion, and disability.	About equal to the district
20	Sengclc3	Cultural and Linguistic Competence	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultual background, ethnicity, and identity.	More positive than district
21	Sengclc4	Cultural and Linguistic Competence	Adults working at this school treat all students respectfully.	More positive than district
22	Sengclc7	Cultural and Linguistic Competence	People of different cultural backgrounds, races, or ethnicities get along well at this school.	More positive than district
23	Sengrel9	Relationships	Teachers understand my problems.	More positive than district
24	Sengrel11	Relationships	Teachers are available when I need to talk with them.	More positive than district
25	Sengrel12	Relationships	It is easy to talk with teachers at this school.	More positive than district
26	Sengrel14	Relationships	My teachers care about me.	More positive than district
27	Sengrel17	Relationships	My teachers make me feel good about myself.	More positive than district
28	Sengrel20	Relationships	Students respect one another.	More positive than district
29	Sengrel21	Relationships	Students like one another.	About equal to the district
30	Sengrel29	Relationships	If I am absent, there is a teacher or some other adult at school that will notice my absence.	More positive than district
31	Ssafemo18	Emotional Safety	I feel like I belong.	More positive than district

32	Ssafemo49	Emotional Safety	Students at this school get along well with each other.	More positive than district
33	Ssafemo52	Emotional Safety	At this school, students talk about the importance of understanding their own feelings and the feelings of others.	About equal to the district
34	Ssafemo53	Emotional Safety	At this school, students work on listening to others to understand what they are trying to say.	More positive than district
35	Ssafemo54	Emotional Safety	I am happy to be at this school.	More positive than district
36	Ssafemo56	Emotional Safety	I feel like I am part of this school.	More positive than district
37	Ssafemo57	Emotional Safety	I feel socially accepted.	More positive than district
38	Ssafpsaf59	Physical Safety	I feel safe at this school.	More positive than district
39	Ssafpsaf60	Physical Safety	I feel safe going to and from this school.	More positive than district
40	Ssafpsaf63	Physical Safety	I sometimes stay home because I don't feel safe at this school.	More positive than district
41	Ssafpsaf65	Physical Safety	Students at this school carry guns or knives to school.	More positive than district
42	Ssafpsaf67	Physical Safety	Students at this school threaten to hurt other students.	More positive than district
43	Ssafpsaf68	Physical Safety	Students at this school steal money, electronics, or other valuable things while at school.	More positive than district
44	Ssafpsaf69	Physical Safety	Students at this school damage or destroy other students' property.	More positive than district
45	Ssafpsaf71	Physical Safety	Students at this school fight a lot.	More positive than district
46	Ssafbul73	Bullying	Students at this school are often bullied.	More positive than district
47	Ssafbul80	Bullying	Students at this school try to stop bullying.	More positive than district
48	Ssafbul83	Bullying	Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	More positive than district

Lyon County School District
Board Memo

Date: March 19, 2025

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: LCSD Safety

Recommendation
That the Board of Trustees discusses the presentation of Safety in Lyon County School District that was previously presented at the 2025 Nevada Legislature.

Background Information
Board President Tom Hendrix requested to discuss safety in the Lyon County School District at this board workshop. Superintendent Logan previously presented topics of safety in the Lyon County School District to members of the Nevada Legislature last month and will provide this presentation to the Board at this workshop for discussion.

Budget Considerations
None

Discussed at Previous Meeting
N/A

Attachment(s)
Safety Presentation to Nevada Legislature

LYON COUNTY SCHOOL DISTRICT

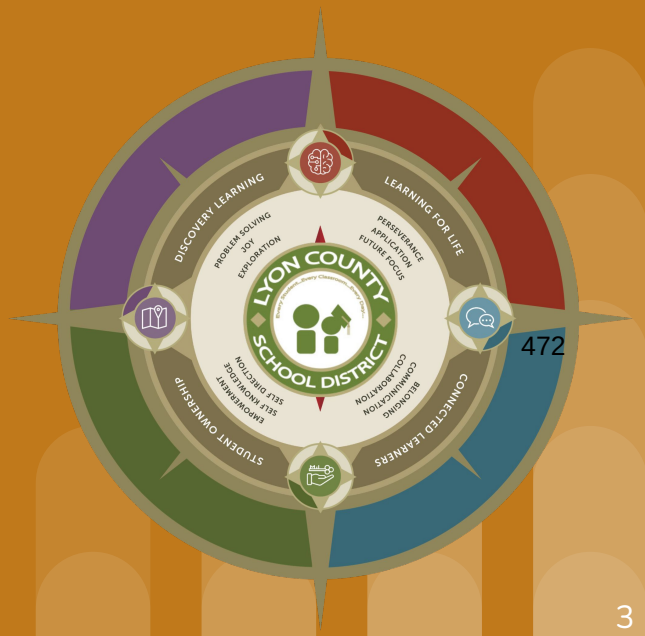
Safety Presentation

February 24, 2025

470

A good day in education has changed: It is getting all kids home safely!

Cybersecurity

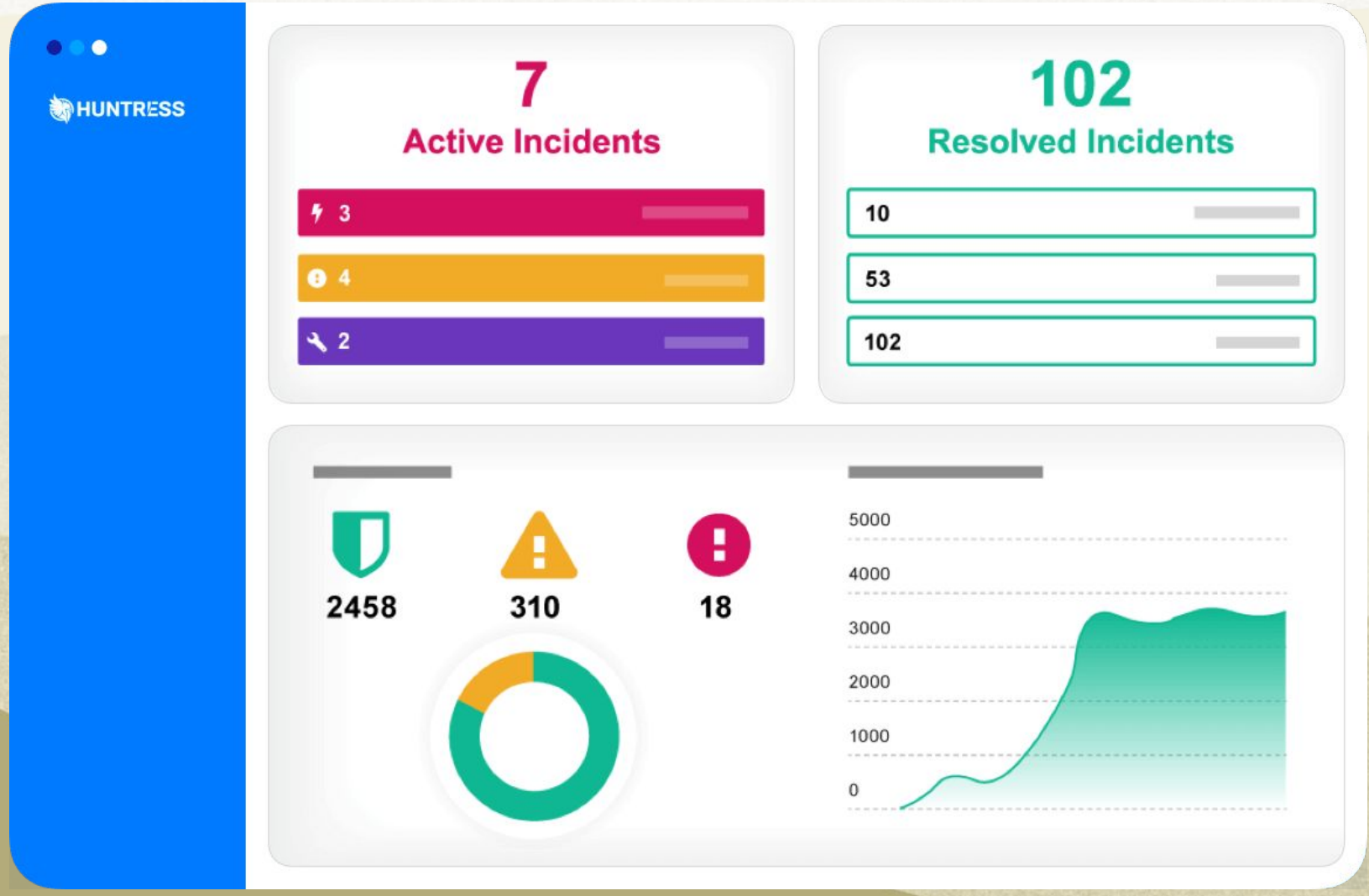


472

Cybersecurity (BARK SYSTEM)

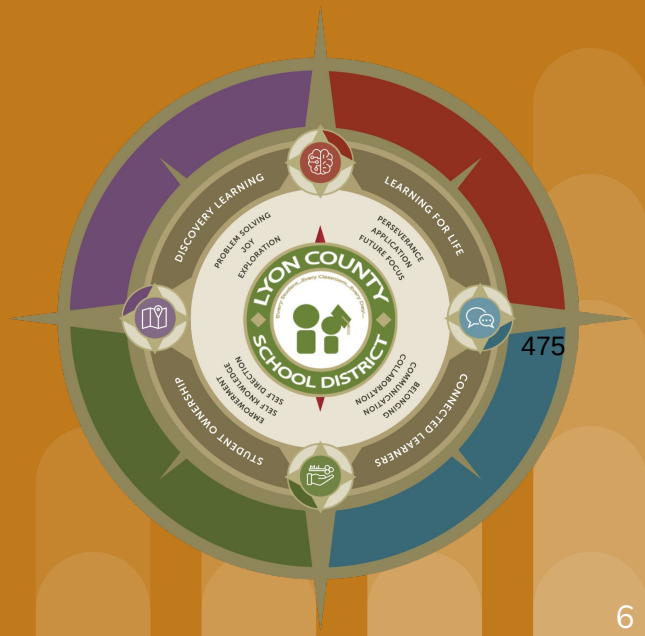
473

Cybersecurity (HUNTRESS SYSTEM)



474

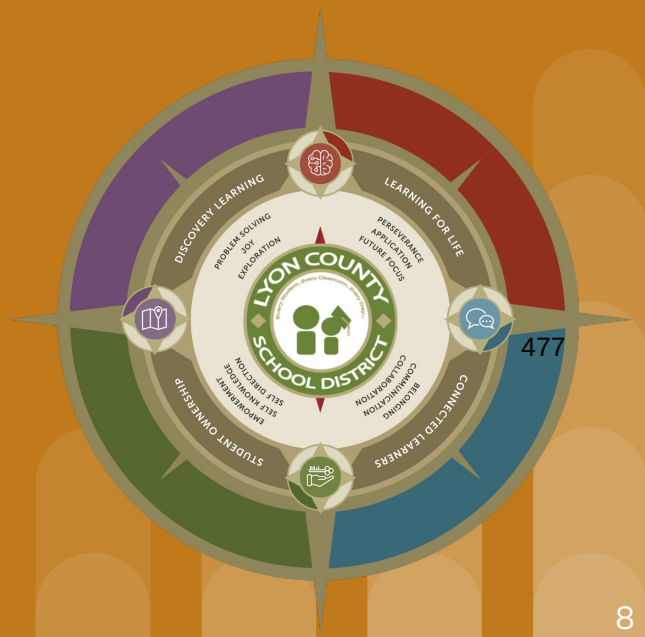
Communication



Audio Enhancement SAFE System

476

Perimeter Hardening



Perimeter Hardening

Less of the left……more of the right

Single Point of Entries

479

Windows (Security Film)

480

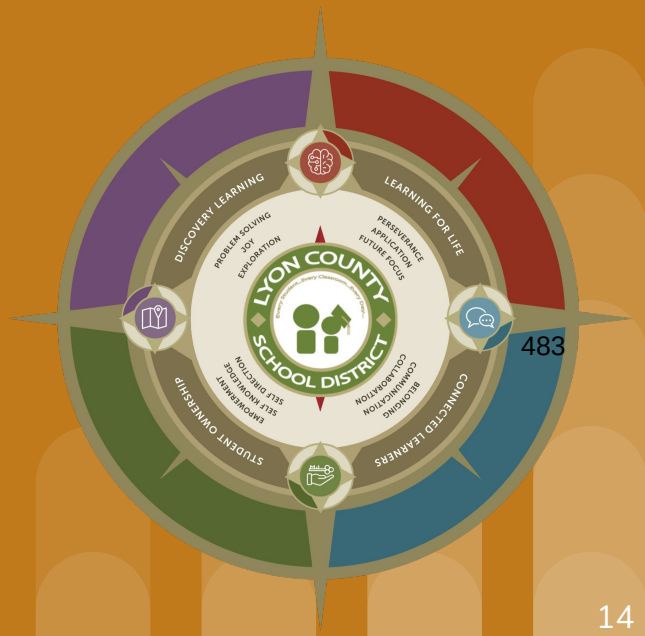
Cameras (Inside and Outside)

481

Cameras
(All Special Education Classrooms)

482

Mental Health



Mental Health (Hazel Health)

484

Mental Health

- Increase in School Counselors (ratio)
- School Social Workers
- School Resource Coordinators
- Knowing every student

485

School Resource Officers (SROs)

School Resource Officers

School Resource Officers & Canine

Lyon County Sheriff's Office - Nevada
3d ·

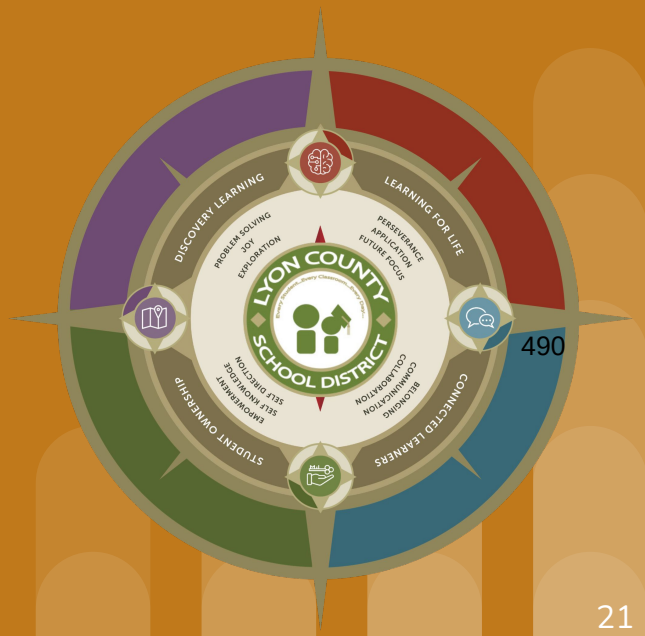
A student from Silver Stage Middle School used his points to purchase a ride-along day with a Lyon County Sheriff's Deputy. Deputy Ziegenfuss had the privilege of showing this outstanding student the ropes of the Lyon County Sheriff's Office today. His favorite part of the day was stopping by Smith High School and looking for drag racers. Keep up the great work!

Training to Students and Staff

Pool/Pact (16 of the 18 school districts use)

- Jeff Kaye
  - Interagency Trainings and preparedness
  - Helping write our Emergency Operations Plans (EOPs)
  - On site evaluations and recommendations

What do we need?



IT WILL BE A GREAT DAY WHEN OUR SCHOOLS GET ALL THE MONEY THEY NEED AND THE AIR FORCE HAS TO HOLD A BAKE SALE TO BUY A BOMBER

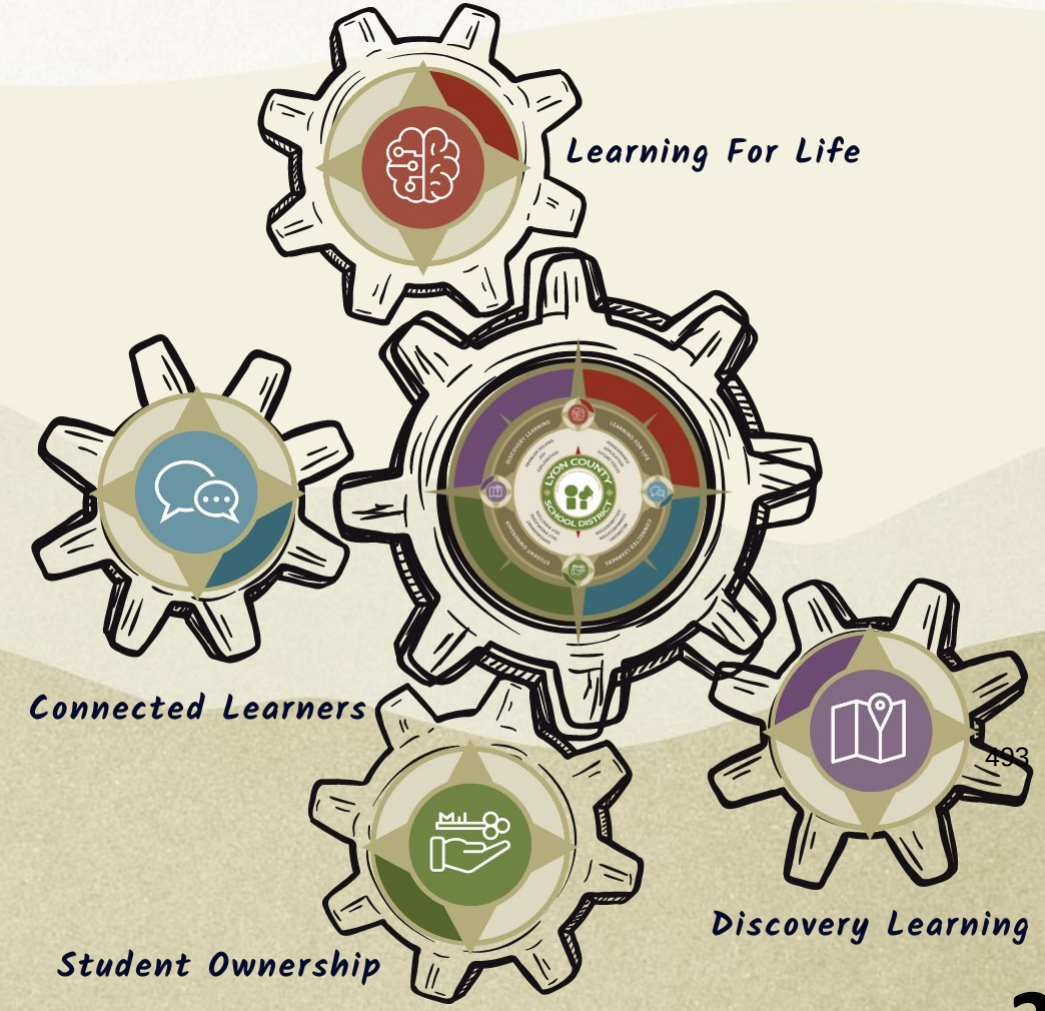
491

What do we need?

- Funding
  - School Resource Officers
  - Single Point Entries for our High Schools
  - Mental Health Personnel
  - Regular updates to school camera systems and Audio Enhancement

492

Questions?


Learning For Life
Connected Learners
Discovery Learning
Student Ownership

Lyon County School District
Board Memo

Date: March 19, 2025

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Policy ICA – Development of School Master Calendar

Recommendation
That the Board of Trustees discuss Policy ICA Development of School Master Calendar for possible action.

Background Information
The policy was discussed at the February 25, 2025 board meeting and tabled. Further discussion regarding this policy was requested by Board President Tom Hendrix for the workshop and then will be brought forward to the March 25, 2025 regular meeting of the Board of Trustees.

Budget Considerations
None

Discussed at Previous Meeting
February 25, 2025

Attachment(s)
Policy ICA – Development of School Master Calendar

DEVELOPMENT OF SCHOOL MASTER CALENDAR

The Lyon County School District Board of Trustees believes that it has a fundamental responsibility to provide its students the highest quality education. Therefore, to maximize student learning a school master calendar will be developed and presented by the Superintendent and/or designee to the Board by October 1st of the preceding school year.

Reference: NRS 236.015, 388.080, 388.090, and 388.110.

Policy #ICA
Revised 11/15/22

ADMINISTRATIVE REGULATIONS

1. Schedule Christmas Vacation for two (2) full weeks if possible.

2. Schedule Spring Break for one (1) full week, five (5) school days, the first full week in April.

3. Schedule the first day of school immediately after Labor Day each year as possible.

4. Calendars will be approved annually.

5. A two-year calendar may be submitted in an effort to provide stakeholders the opportunity for long-term planning. However, the second year is subject to change due to unforeseen circumstances.