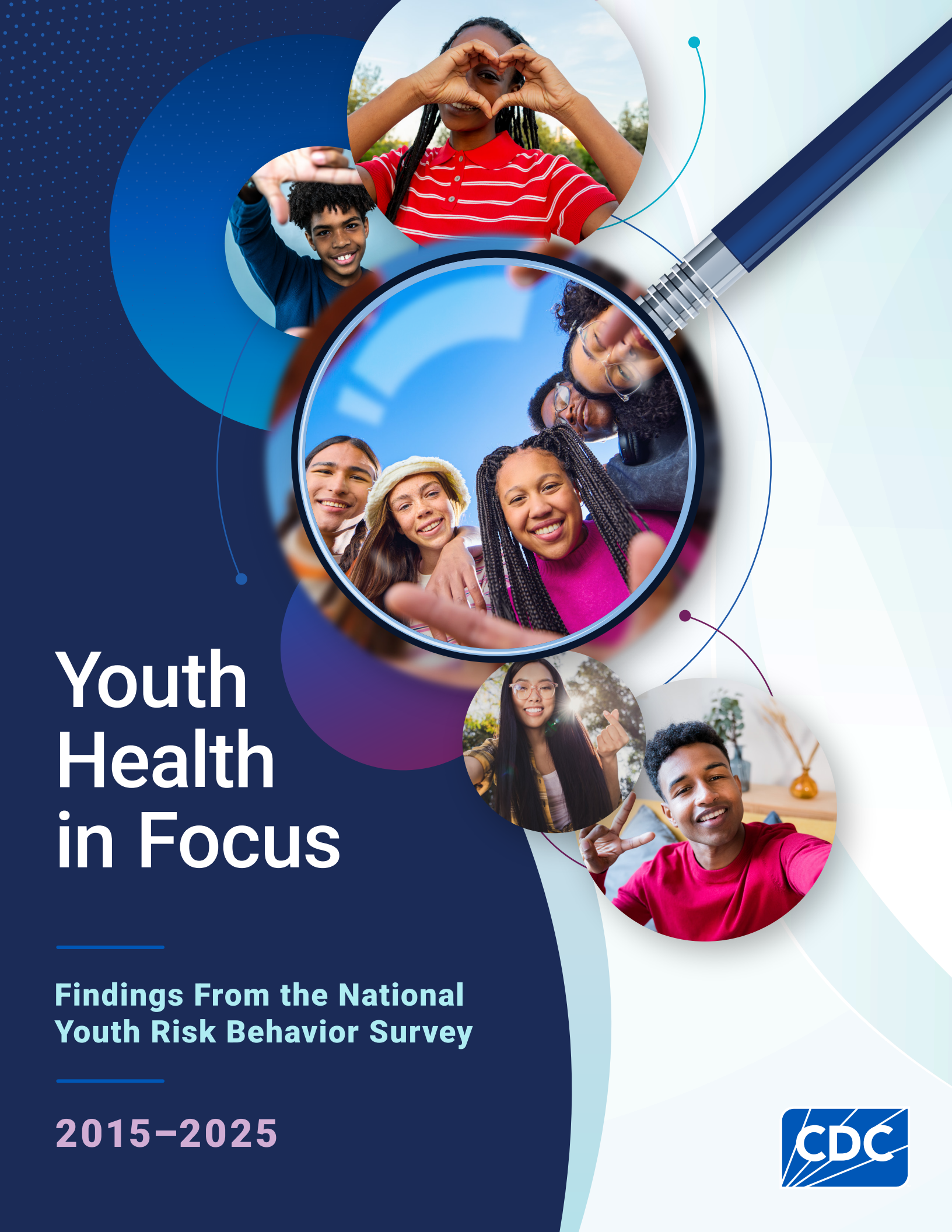




# Youth Health in Focus

Findings From the National  
Youth Risk Behavior Survey

2015–2025



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## Suggested Citation

Centers for Disease Control and Prevention. *Youth Health in Focus: Findings From the National Youth Risk Behavior Survey 2015–2025*. U.S. Dept of Health and Human Services; 2026.

# Background



*Youth Health in Focus: Findings From the National Youth Risk Behavior Survey 2015–2025* provides a snapshot of the health and well-being of high school students in the United States in 2025 and changes over the past 2 and 10 years.

## About the YRBS

*Youth Health in Focus* features data from the Centers for Disease Control and Prevention's (CDC) national Youth Risk Behavior Survey (YRBS). The YRBS is conducted every 2 years among a nationally representative sample of U.S. high school students.

## 35 Years of YRBS

For more than 35 years, CDC has collected YRBS data to help schools, families, communities, and public health leaders understand the challenges adolescents face and identify opportunities to support their health and well-being.<sup>1</sup> The full set of YRBS findings is available on CDC's [YRBS website](#).

## This Report

*Youth Health in Focus* is geared toward federal, state, and local decision-makers and health and education practitioners. It provides information and stories from CDC-funded school districts about five focus areas that affect adolescent health today and into adulthood:



**Dietary Behaviors**



**Physical Activity**



**Sleep**



**Digital Behaviors**



**Mental Health and Suicide Risks**

This report presents all findings for 2-year changes and 10-year trends. For demographic differences, only select statistically significant differences are reported. More details about the results in this report are available in the [Technical Notes and Data Tables](#).

# Highlights

Inside this *Youth Health in Focus* report, you'll see how student behaviors and experiences are changing over time. Here are some highlights:

## What's Getting Better



### Key 2-Year Changes, 2023–2025

- More high school students ate fruits and vegetables daily and drank plain water at least 3 times a day.
- More students played on a sports team.
- Fewer students had persistent feelings of sadness or hopelessness, poor mental health, seriously considered attempting suicide, made a suicide plan, and attempted suicide.

### Key 10-Year Trends, 2015–2025

- More students drank plain water at least 3 times a day.
- Fewer students drank soda daily.
- Fewer students drank sports drinks daily.
- Fewer students reported being injured in a suicide attempt.

## What's Getting Worse



- Fewer students attended physical education daily during an average school week.

- Fewer students ate breakfast daily.
- Fewer students were physically active for at least 60 minutes daily, strengthened muscles at least 3 days a week, met both the aerobic and muscle-strengthening guidelines, and attended physical education daily.
- Fewer students got at least 8 hours of sleep on an average school night.
- More students had persistent feelings of sadness or hopelessness.

### What This Means for Adolescents

These findings make it clear that progress is possible. However, sustained, evidence-based strategies are needed to build on these gains, address areas of concern, and ensure that more adolescents have the support they need to be healthy, safe, and ready to learn.



# Dietary Behaviors

What adolescents eat and drink each day plays an important role in their growth, development, and overall health.<sup>2</sup> But many adolescents don't meet dietary recommendations, which puts them at risk for not getting enough of the nutrients they need.<sup>3</sup>

## At a Glance

Here's how high school students are doing across six dietary behaviors:

| Dietary Behaviors <sup>a</sup>           | 2-Year Changes<br>(2023–2025) <sup>b</sup> | 10-Year Trends<br>(2015–2025) <sup>b</sup> |
|------------------------------------------|--------------------------------------------|--------------------------------------------|
| Ate fruit daily                          | ✓ Improved                                 | ⊖ No Change                                |
| Ate vegetables daily                     | ✓ Improved                                 | ⊖ No Change                                |
| Ate breakfast daily                      | ⊖ No Change                                | ✗ Worsened                                 |
| Drank plain water at least 3 times a day | ✓ Improved                                 | ✓ Improved                                 |
| Drank soda daily                         | ⊖ No Change                                | ✓ Improved                                 |
| Drank sports drinks daily                | ⊖ No Change                                | ✓ Improved                                 |

<sup>a</sup> For YRBS question wording and analytic coding for survey measures of dietary behaviors, see the [Technical Notes and Data Tables document](#), Table 1a.

<sup>b</sup> Improved or Worsened indicates a statistically significant change. No Change indicates no statistically significant change.

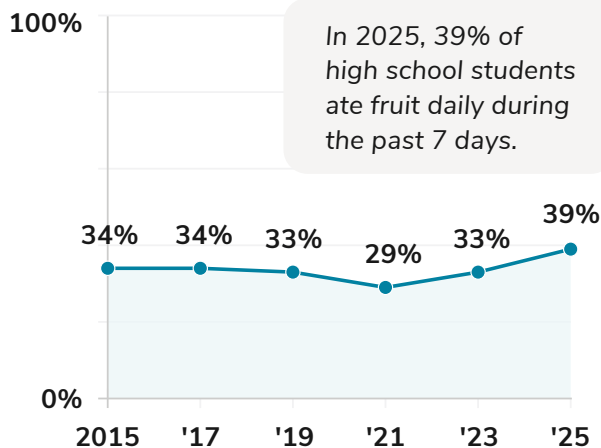


# Changes Over Time

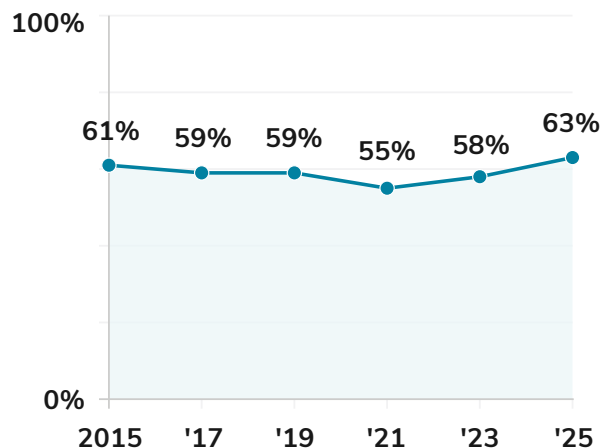
Here's a detailed view of the six dietary behaviors from 2015 to 2025:



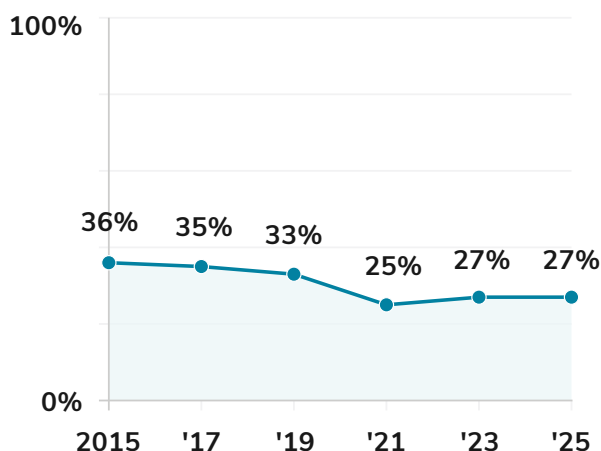
### Ate Fruit Daily



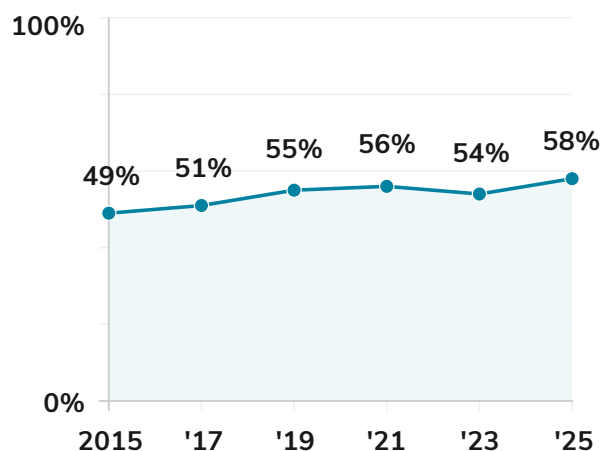
### Ate Vegetables Daily



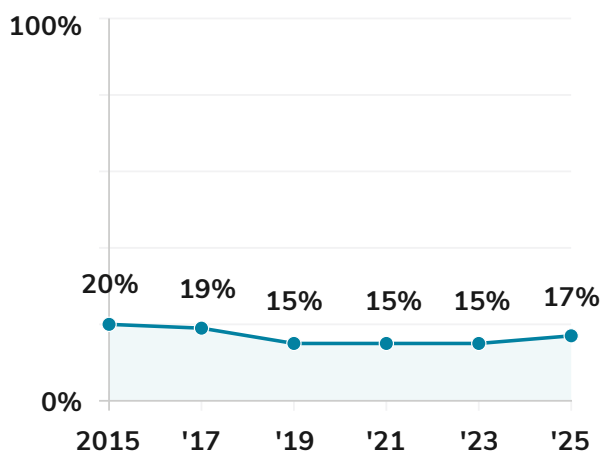
### Ate Breakfast Daily



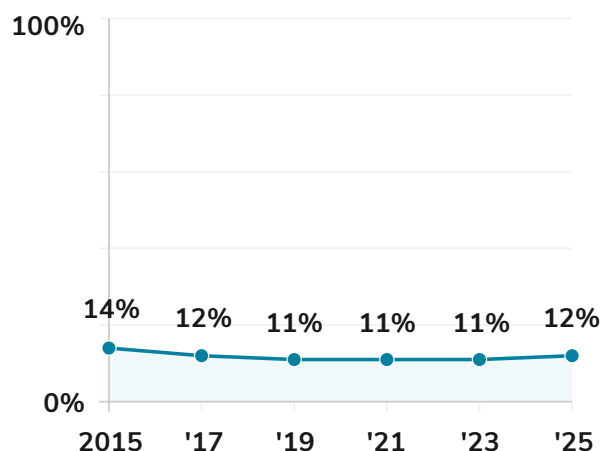
### Drank Plain Water at Least 3 Times a Day



### Drank Soda Daily



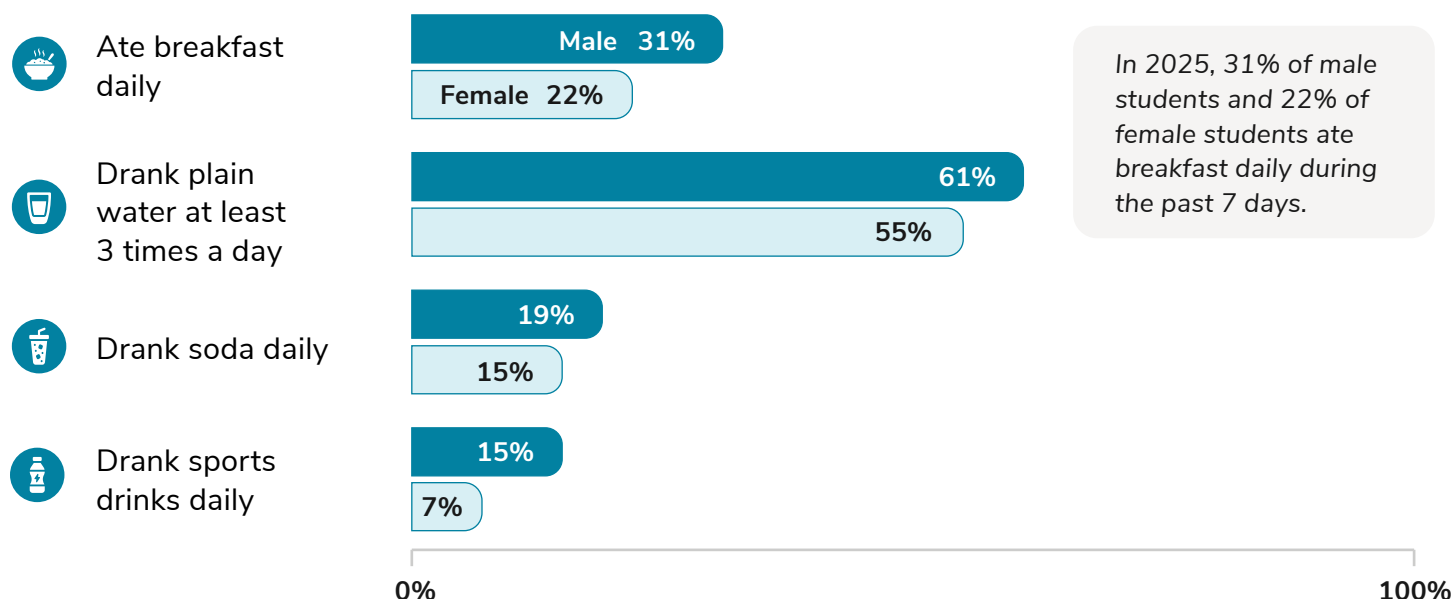
### Drank Sports Drinks Daily



## A Closer Look at 2025 Differences

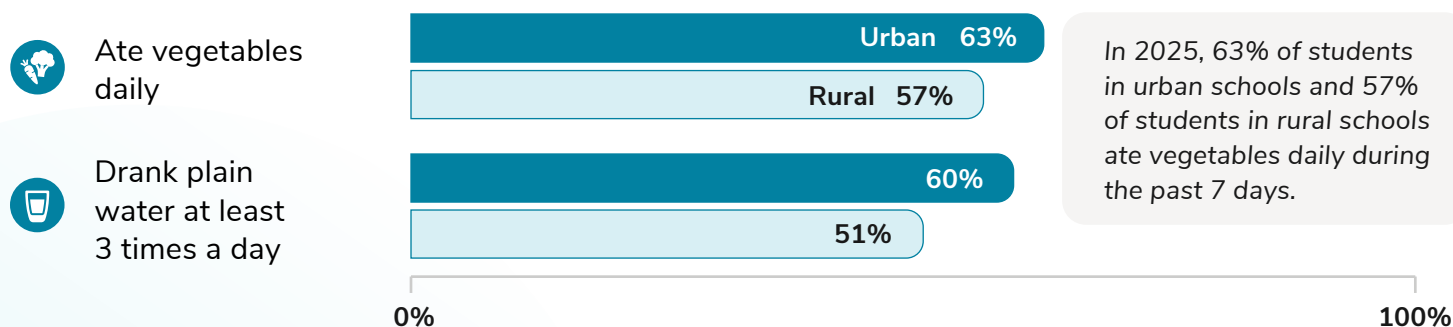
### Male and Female Differences

In 2025, male high school students were more likely than female students to eat breakfast daily and drink water often. However, they were also more likely to drink soda and sports drinks daily.



### Urban and Rural Differences

In 2025, students in urban high schools were more likely than students in rural schools to eat vegetables daily and drink water often.



# Key Findings for Dietary Behaviors

In 2025



**About 3 in 5** high school students ate **vegetables** daily and **2 in 5** ate **fruit** daily.

**About 1 in 4**  students ate **breakfast daily**.

**Male** students were **more likely** than **female** students to:



Eat breakfast daily.



Drink plain water at least 3 times a day.



Drink soda daily.



Drink sports drinks daily.

Students in **urban schools** were **more likely** than those in **rural schools** to:



Eat vegetables daily.



Drink plain water at least 3 times a day.



## From 2023 to 2025

Three dietary behaviors improved:

- ✓ Eating fruit daily.
- ✓ Eating vegetables daily.
- ✓ Drinking plain water at least 3 times a day.

## From 2015 to 2025

- ✗ Fewer students ate breakfast daily.
- ✓ More students drank plain water at least 3 times a day.
- ✓ Fewer students drank soda daily.
- ✓ Fewer students drank sports drinks daily.





# Data to Action: Strategies to Promote Healthy Dietary Behaviors

**Schools, families, and communities** all have a role to play in helping students build healthy dietary habits now and in the future. For example, parents and families can consider:

- **Modeling healthy dietary behaviors** like **choosing water** instead of sugary drinks, which are a leading source of added sugars for adolescents.<sup>3-5</sup>
- **Involving adolescents in meal planning and grocery shopping** to teach them how to choose healthy foods and beverages.<sup>5</sup>
- **Encouraging adolescents to eat a healthy breakfast and lunch** whether at home or at school.<sup>4</sup>
- **Volunteering** to serve on **school wellness committees** or health teams.<sup>6</sup>

**Schools** also have a vital role to play because many students eat one or more meals at school each day. To create a healthy nutrition environment, schools can consider:

- **Providing and promoting** appealing, **nutritious foods and beverages** throughout the school day.<sup>7</sup>
- **Making free drinking water** easily available during the school day.<sup>8</sup>
- **Following Smart Snacks in School nutrition standards** for foods and beverages sold in vending machines and cafeteria à la carte lines.<sup>8</sup>
- **Providing health education** on the benefits of consuming healthy foods and beverages.<sup>9</sup>
- **Adopting programs** that **provide free school meals** for all students and alternative breakfast models such as “grab and go.”<sup>10,11</sup>
- **Supporting school nutrition staff** through **training**, help with recipe development, and taste tests of new menu items.<sup>8</sup>

**Schools** can also work with families and community groups to make sure students get consistent messages and support for healthy eating in all settings. This can include messaging campaigns, nutrition education events, and other activities that make healthy choices practical, appealing, and easier to adopt.<sup>12,13</sup>



## Stories From the Field: Pattonville Students Explore the Science of Nutrition and Health

Pattonville High School in Missouri's Pattonville School District set up school gardens, greenhouse operations, and hydroponic systems to bring fresh food production directly to its campus to address healthy eating and food insecurity.

These resources are part of the school's science and technology classes, as well as its state-of-the-art culinary classes.

The school also integrated nutrition education into its academic curriculum so students can:



Learn about the science of taste and how fresh food can affect their health.



Learn how freeze-drying fresh foods maintains nutrients in fruits and vegetables.



Practice techniques to reduce sodium intake, such as using flavorful, homegrown herbs and peppers instead of salt when preparing foods.

The school also provides local families in need with nutrient-dense produce harvested from its greenhouse and freeze-dried for longer storage.



# Physical Activity

Regular physical activity during adolescence supports lifelong health and helps prevent chronic health conditions, like obesity, diabetes, and heart disease.<sup>14</sup> Yet many adolescents do not get the amount of physical activity recommended in the *Physical Activity Guidelines for Americans* to reduce the risk of chronic conditions across the lifespan.<sup>14,15</sup>

## At a Glance

Here's how high school students are doing across five physical activity behaviors:

| Physical Activity Behaviors <sup>a</sup>                 | 2-Year Changes<br>(2023–2025) <sup>b</sup>                                                          | 10-Year Trends<br>(2015–2025) <sup>b</sup>                                                            |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Were physically active for at least 60 minutes daily     |  No Change        |  <b>Worsened</b>  |
| Strengthened muscles at least 3 days a week              |  No Change       |  <b>Worsened</b> |
| Met both the aerobic and muscle-strengthening guidelines |  No Change       |  <b>Worsened</b> |
| Attended physical education daily                        |  <b>Worsened</b> |  <b>Worsened</b> |
| Played on a sports team                                  |  <b>Improved</b> |  No Change       |

<sup>a</sup> For YRBS question wording and analytic coding for survey measures of physical activity behaviors, see the [Technical Notes and Data Tables document](#), Table 1b.

<sup>b</sup> Improved or Worsened indicates a statistically significant change. No Change indicates no statistically significant change.

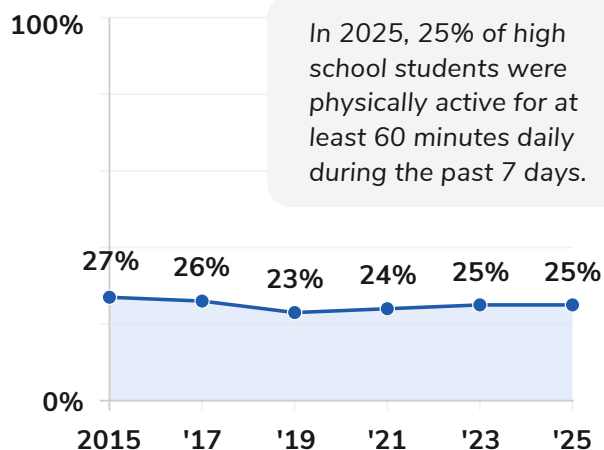


# Changes Over Time

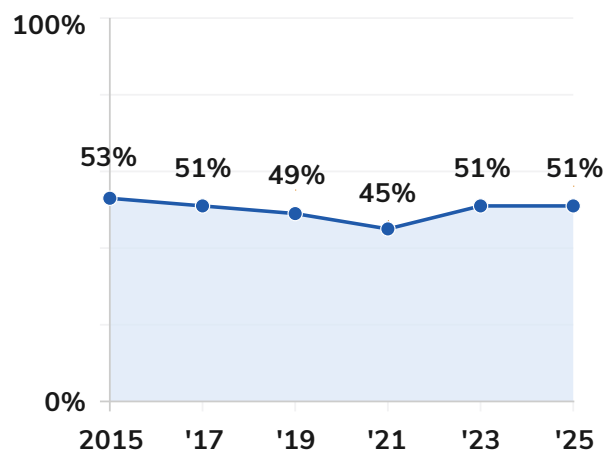
Here's a detailed view of the five physical activity behaviors from 2015 to 2025:



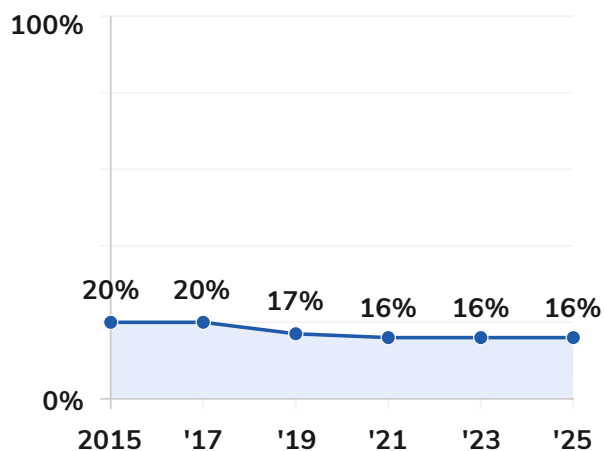
## Were Physically Active for at Least 60 Minutes Daily



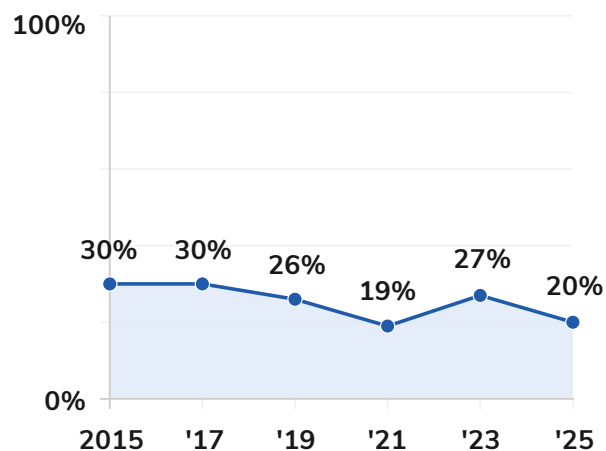
## Strengthened Muscles at Least 3 Days a Week



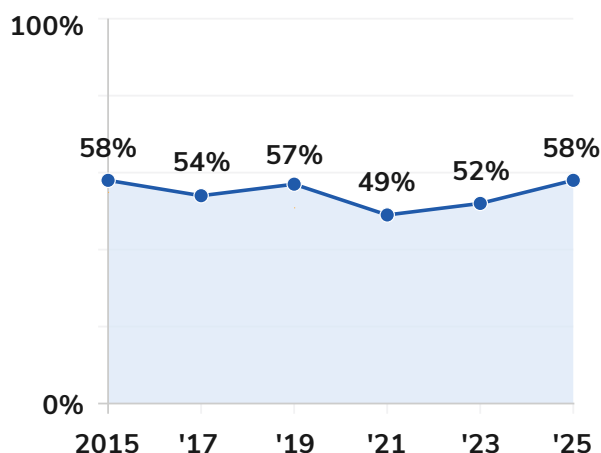
## Met Both the Aerobic and Muscle-Strengthening Guidelines



## Attended Physical Education Daily



## Played on a Sports Team

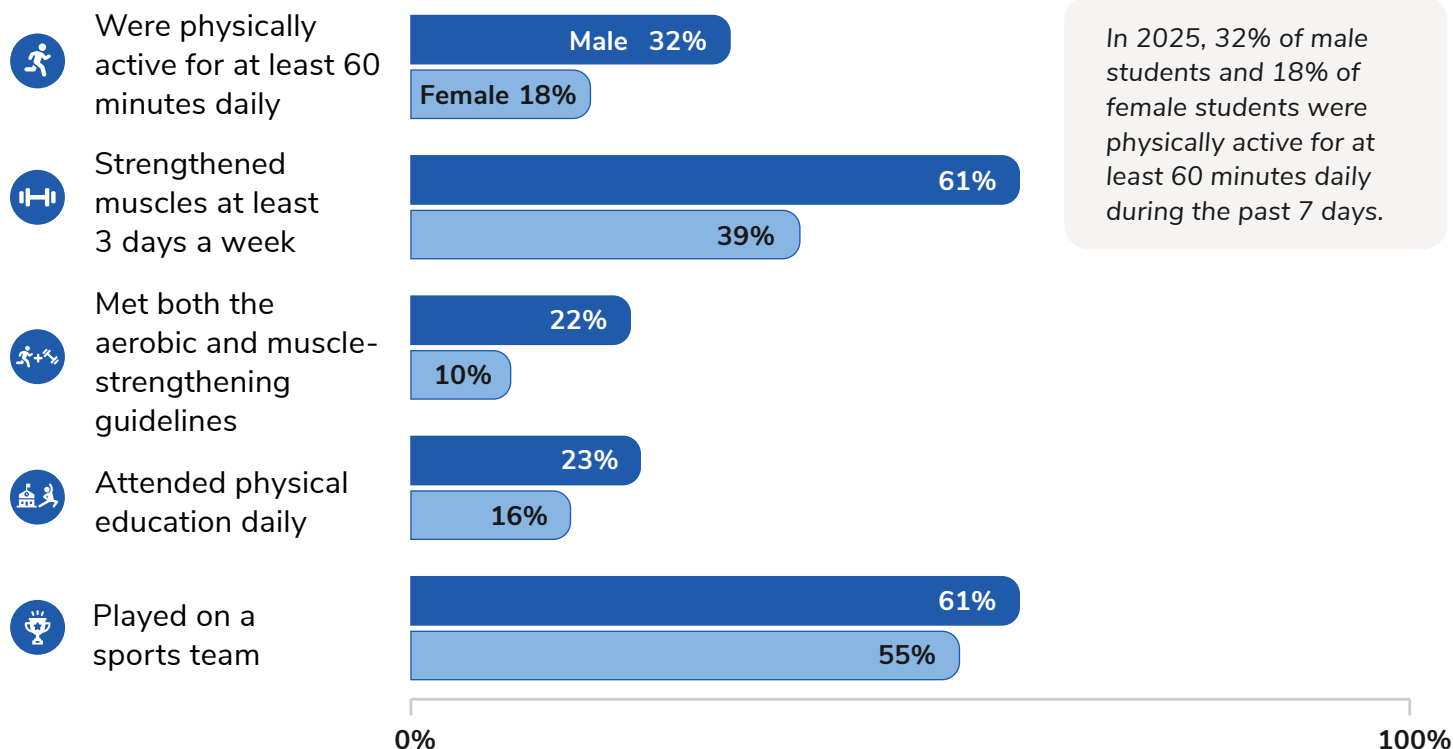




## A Closer Look at 2025 Differences

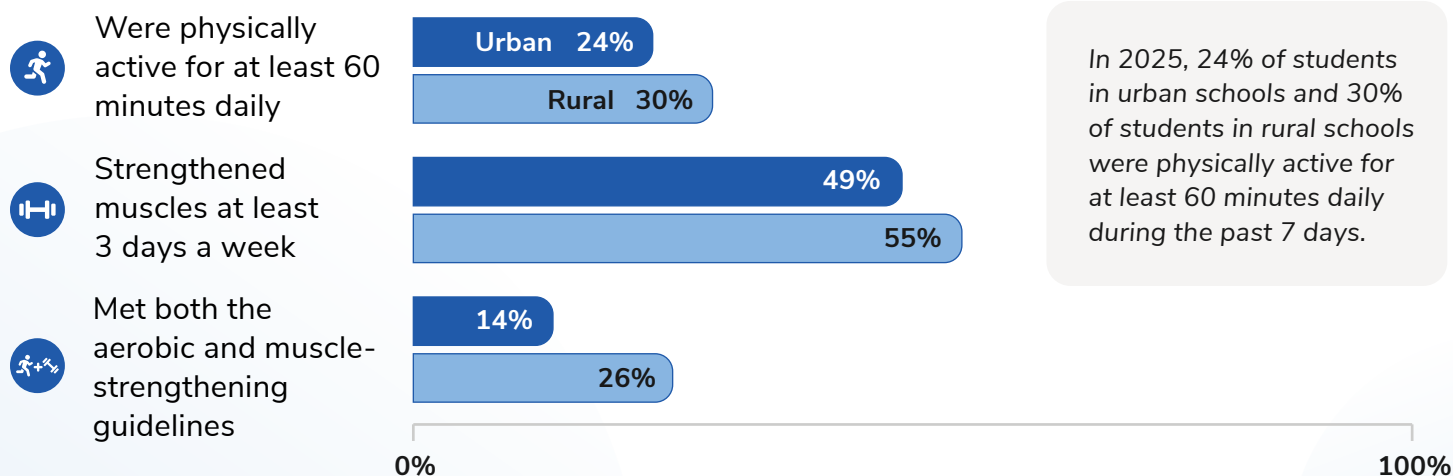
### Male and Female Differences

In 2025, male high school students were more likely than female students to engage in all physical activity behaviors.



### Urban and Rural Differences

In 2025, students in rural high schools were more likely than students in urban schools to engage in three physical activity behaviors.



# Key Findings for Physical Activity



## In 2025

About **1 in 4**

high school students were **physically active** for at least **60 minutes** daily.



About **1 in 5**

students attended **physical education** daily.



Nearly **3 in 5**

students played on a **sports team**.



**Male** students were **more likely** than **female** students to:

 Be physically active for at least 60 minutes daily.

 Engage in muscle-strengthening activities at least 3 days a week.

 Meet both the aerobic and muscle-strengthening guidelines.

 Attend physical education daily.

 Play on a sports team.

Students in **rural schools** were **more likely** than students in **urban schools** to:

 Be physically active for at least 60 minutes daily.

 Engage in muscle-strengthening activities at least 3 days a week.

 Meet both the aerobic and muscle-strengthening guidelines.

## From 2023 to 2025

- ✗ Fewer students attended daily physical education classes.
- ✓ More students played on a sports team.

## From 2015 to 2025

Four physical activity behaviors got worse:

- ✗ Being physically active for at least 60 minutes daily.
- ✗ Engaging in muscle-strengthening activities at least 3 days a week.
- ✗ Meeting both the aerobic and muscle-strengthening guidelines.
- ✗ Attending physical education daily.



## Data to Action: Strategies to Promote Physical Activity

**Physical activity** provides physical, mental, and social benefits.<sup>14</sup> It helps students strengthen their bodies, support their mental health, build social connections, and be ready to learn.<sup>14</sup> Schools are uniquely positioned to help students meet daily physical activity recommendations by providing opportunities for physical activity before, during, and after school.

**CDC's Comprehensive School Physical Activity Program (CSPAP)** framework provides a roadmap for this work.<sup>16</sup> Schools can use this framework to consider:

- **Providing standards-based physical education** that builds students' knowledge, motor skills, physical fitness, and behaviors for lifelong physical activity.
- **Offering opportunities for physical activity during school** in classrooms and through recess.
- **Making opportunities** available for **physical activity before and after school**, such as support for walking or biking to school, activity clubs, intramural and interscholastic sports, and extended-day programs.
- **Encouraging staff to create a culture that values physical activity** by modeling active behaviors, supporting physical activity throughout the day, and participating in employee wellness programs.
- **Working with families and community members** to expand and promote **physical activity opportunities during and beyond the school day** by volunteering at events, supporting "walking school buses" (adults walking groups of young people to and from school), joining wellness committees, or helping with field days and fitness activities.

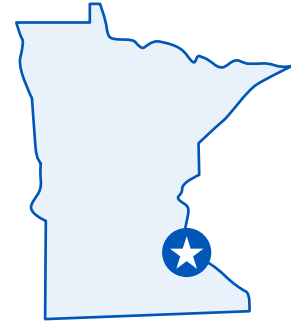
**Parents and families** can also consider incorporating physical activity into family routines, for example, by taking regular walks and engaging in active games at parks or community centers.<sup>17</sup> They can also encourage participation in recreational or school-based sports teams.<sup>18</sup> These efforts can build strong and trusting partnerships between home, school, and community and make it easier for students to be active every day.





## Stories From the Field: Rural Minnesota Schools Drive Student Wellness and Positive Behavior

Faribault Public Schools in rural Minnesota successfully increased daily movement opportunities for its students by adding carts with physical activity supplies into classrooms. They also provided all-day gym access to high school students.



To encourage students to be physically active beyond the school day, the district also partnered with the nearby River Bend Nature Center to teach trail safety, map reading, and navigation skills through guided field experiences. These activities were designed to build stronger connections to natural resources and increase students' confidence in using local trails on their own.

Having access to these opportunities for physical activity before, during, and after the school day also may have contributed to improvements in student behavior. For example, at Faribault High School, behavior referrals decreased by 43% from the 2024–2025 school year to the 2025–2026 school year. Total days of suspension decreased by 84%.





# Sleep

Getting sufficient sleep—about 8 to 10 hours a night—during adolescence supports students’ physical health, mental health, safety, and ability to focus at school.<sup>19</sup>

Adolescents who do not get enough sleep are more likely to experience poor mental health and difficulty concentrating. They are also more likely to engage in injury-related risk behaviors, such as infrequent seat belt or bicycle helmet use, riding with a driver who had been drinking, drinking and driving, and texting while driving.<sup>20</sup>

## At a Glance

Here’s how high school students are doing on this sleep behavior:

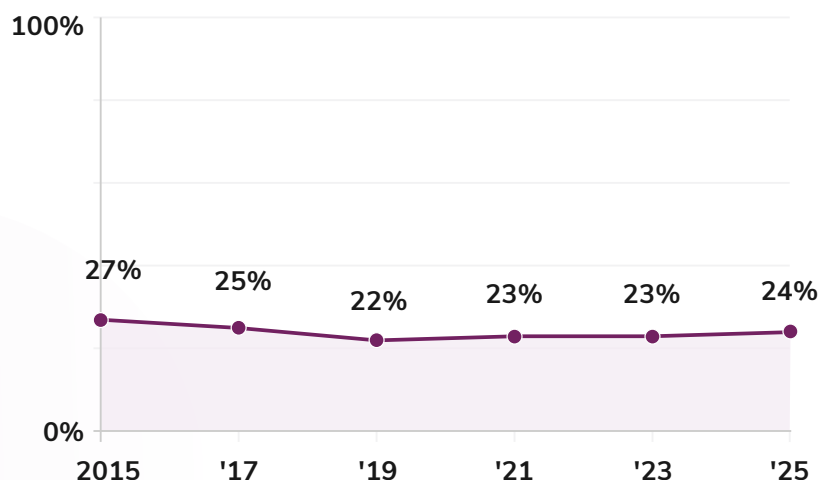
| Sleep Behavior <sup>a</sup>                              | 2-Year Changes<br>(2023–2025) <sup>b</sup>                                                    | 10-Year Trends<br>(2015–2025) <sup>b</sup>                                                     |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Got at least 8 hours of sleep on an average school night |  No Change |  Worsened |

<sup>a</sup> For YRBS question wording and analytic coding for survey measure of sleep, see the [Technical Notes and Data Tables document](#), Table 1c.

<sup>b</sup> Improved or Worsened indicates a statistically significant change. No Change indicates no statistically significant change.

## Changes Over Time

Here’s a detailed view of the sleep behavior from 2015 to 2025:



In 2025, 24% of high school students got at least 8 hours of sleep on an average school night.

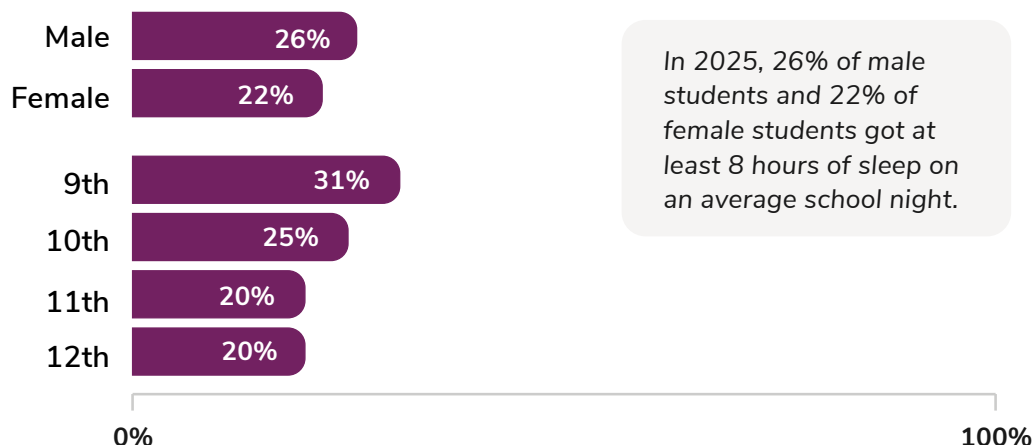
## A Closer Look at 2025 Differences

### Sex and Grade Differences

In 2025, male high school students were more likely than female students to get at least 8 hours of sleep on an average school night. Students in 9th and 10th grade were more likely to get the recommended hours of sleep than those in 11th and 12th grade.



Got at least 8 hours of sleep on an average school night

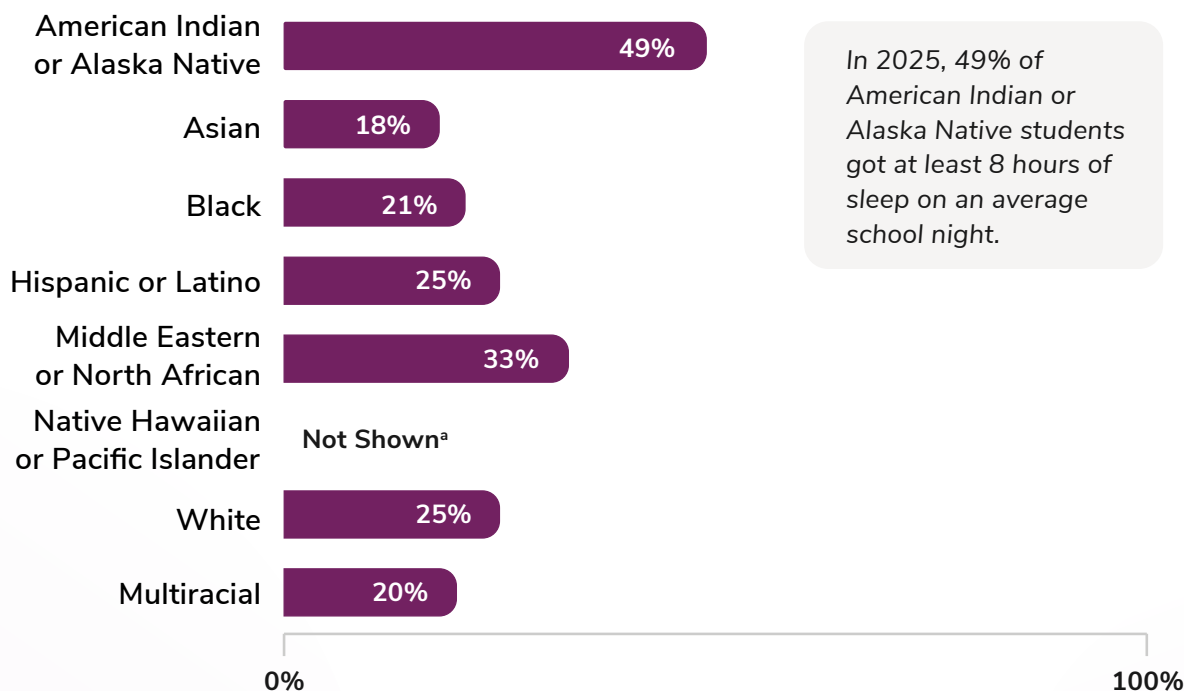


### Race and Ethnicity Differences

In 2025, American Indian or Alaska Native students were more likely than students in most other racial or ethnic groups to get at least 8 hours of sleep on an average school night.



Got at least 8 hours of sleep on an average school night



<sup>a</sup>Prevalence estimates with a denominator <30 were considered statistically unreliable and are not shown.

# Key Findings for Sleep



In 2025

## About 1 in 4

high school students got at least 8 hours of sleep on an average school night.



### From 2023 to 2025

- ⊖ Getting at least 8 hours of sleep on an average school night did not change.

### From 2015 to 2025

- ⊗ Fewer students got at least 8 hours of sleep on an average school night.



Male students were **more likely** than female students to get the **recommended hours** of sleep.



9th and 10th grade students were **more likely** to get the **recommended hours** of sleep than 11th and 12th grade students.



American Indian or Alaska Native students were **more likely** to get the **recommended hours** of sleep than most other racial or ethnic groups.



## Data to Action: Strategies to Promote Sleep

The combination of late bedtimes and early school start times means that most students do not get enough sleep. The American Academy of Sleep Medicine recommends that **adolescents aged 13–18 get 8 to 10 hours of sleep a night.**<sup>19</sup> Sufficient sleep supports physical health, mental health, attention, behavior, and readiness to learn.<sup>21</sup>

**Parents and families** are essential in helping adolescents get enough sleep. They can consider:

- **Modeling good sleep habits** by setting and maintaining regular wake-up times and bedtimes, including on weekends.<sup>22</sup> Research has also shown that adolescents whose parents set their bedtimes usually get more sleep than those whose parents do not set bedtimes.<sup>23</sup>
- **Setting boundaries on digital media use** at night. For example, they can require that all devices be put away at least 1 hour before bedtime.<sup>21,22</sup>
- **Storing phones overnight outside the bedroom.** Storage of digital screens in bedrooms compared to storage in other places is associated with shorter hours of sleep, later bedtimes, and poorer sleep quality.<sup>22</sup>

**Schools** can also take practical steps to support parents' efforts to help students get the sleep they need. They can consider:<sup>24</sup>

- **Including sleep education in their health curriculum** to help students understand why sleep matters and how daily habits can affect sleep quality and duration. Lessons could cover topics such as digital device use before sleep, sleep patterns, sleep disorders, snoring, drowsy driving, and insomnia.
- **Learning about** the relationship between **school start times** and **student sleep** and working with students, families, and school staff to consider later school start times.





# Digital Behaviors

Digital media and technology play a major role in the daily lives of adolescents, helping them connect with others, learn, and access information.<sup>25,26</sup> At the same time, some digital behaviors can affect adolescents' health and safety.<sup>27,28</sup>

## At a Glance

Here's how high school students are doing across two digital behaviors:

| Digital Behaviors <sup>a</sup>       | 2-Year Changes<br>(2023–2025) <sup>b</sup>                                                  | 10-Year Trends<br>(2015–2025) <sup>b</sup>                                                    |
|--------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Used social media every hour or more |  No Change | Not Available                                                                                 |
| Texted or emailed while driving      |  No Change |  No Change |

<sup>a</sup> For YRBS question wording and analytic coding for survey measures of digital behaviors, see the [Technical Notes and Data Tables document](#), Table 1d. Texting or emailing while driving was assessed only among students who had driven a car or other vehicle during the previous 30 days.

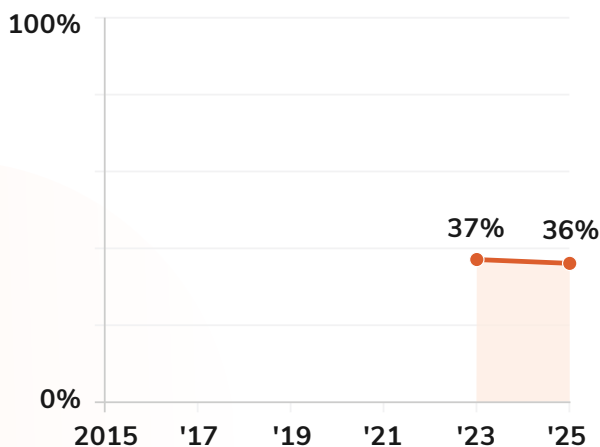
<sup>b</sup> Improved or Worsened indicates a statistically significant change. No Change indicates no statistically significant change. Not Available indicates survey data were not available for the full 2015–2025 period.

## Changes Over Time

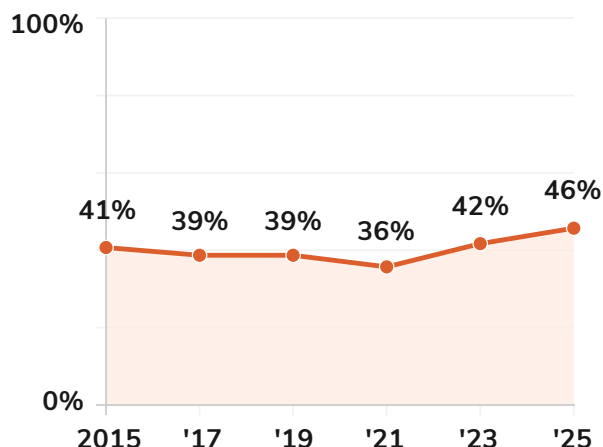
Here's a detailed view of the two digital behaviors from 2015 to 2025:



### Used Social Media Every Hour or More



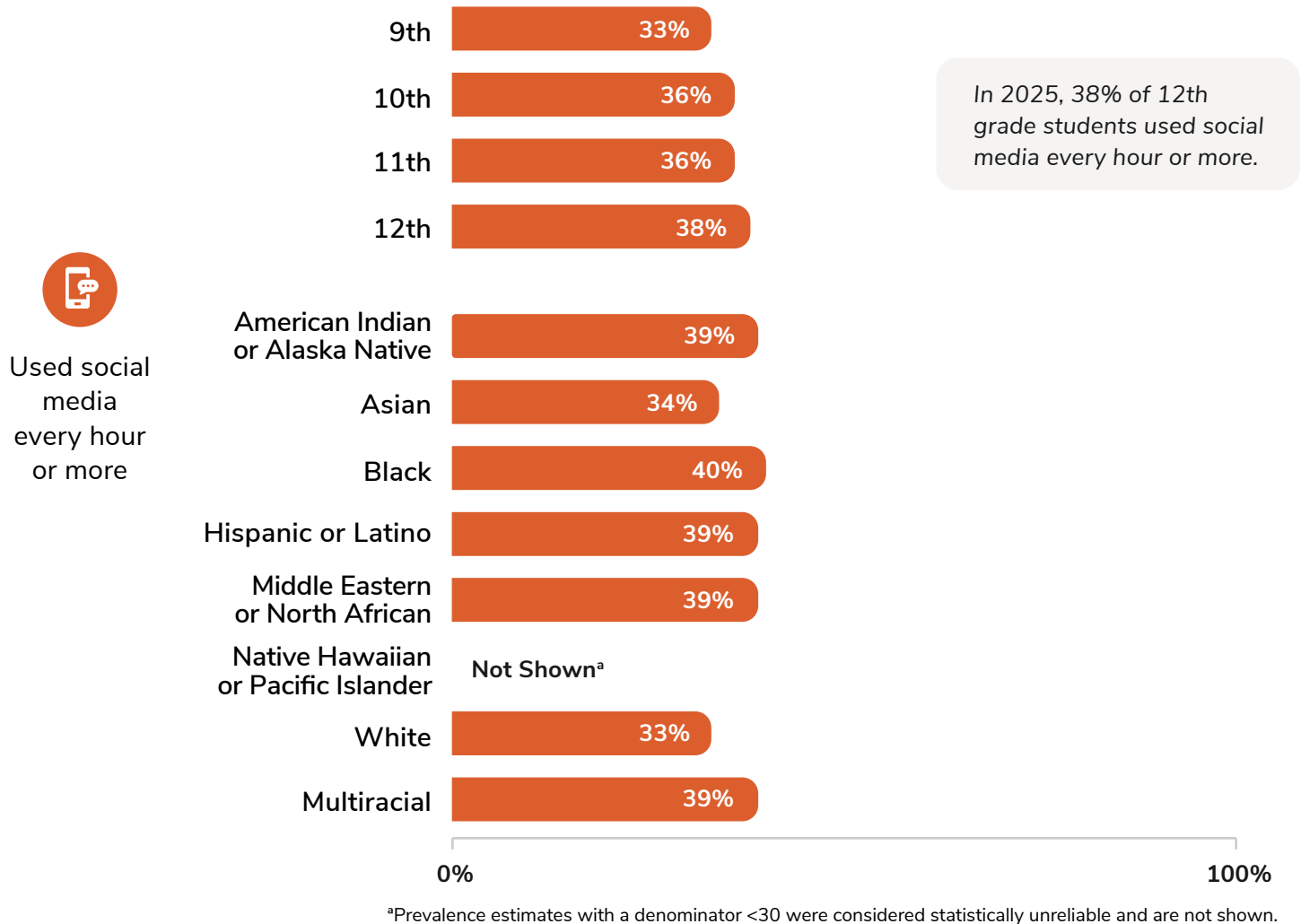
### Texted or Emailed While Driving



## A Closer Look at 2025 Differences

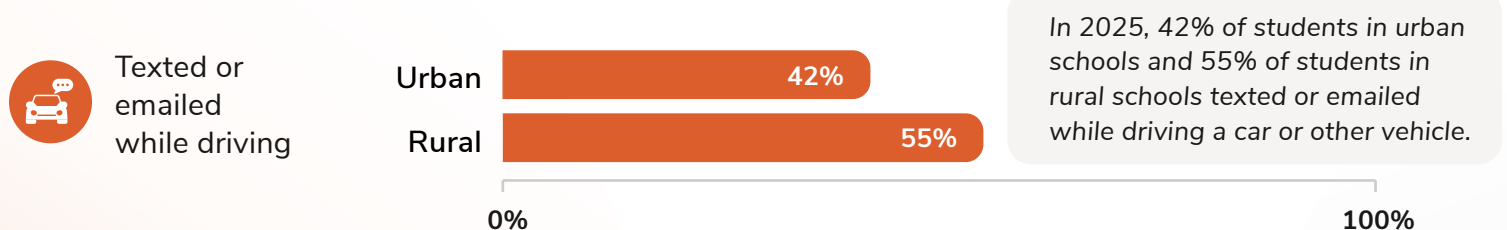
### Differences by Grade and Race and Ethnicity

In 2025, 9th grade students were less likely than 12th grade students to use social media every hour or more. Black, Hispanic or Latino, and multiracial students were more likely than White students to use social media every hour or more.



### Urban and Rural Differences

In 2025, students in rural high schools were more likely than students in urban schools to text or email while driving a car or other vehicle.



# Key Findings for Digital Behaviors

In 2025



About  
**1 in 3**

high school students  
used **social media**  
**every hour** or more.

12th grade  
students were  
**more likely**  
than 9th grade  
students to use  
**social media every**  
**hour** or more.



**Nearly 1 in 2**  
students texted  
or emailed **while**  
**driving a car** or  
other vehicle during  
the **past 30 days**.

Students in **rural**  
**schools** were **more**  
**likely** than students  
in **urban schools**  
to **text or email**  
while driving.



## From 2023 to 2025

- ⊖ Using social media every hour or more did not change.
- ⊖ Texting or emailing while driving did not change.

## From 2015 to 2025

- ⊖ Texting or emailing while driving did not change.



# Data to Action:

## Strategies to Promote Healthy Digital Behaviors

Digital behaviors can influence many aspects of health, including sleep, physical activity, nutrition, safety, and mental well-being.<sup>29,30</sup>

**Families and community organizations** can be valuable partners in shaping policies, educational efforts, and activities that support healthy digital habits.<sup>31</sup> They can help tailor local efforts and reinforce consistent messages about digital media and technology use at home, in school, and throughout the community. Families can consider:<sup>31</sup>

- **Modeling healthy digital behaviors**, including limiting screen time use.
- **Storing devices** in rooms other than bedrooms.
- **Establishing family rules** for permissible online behaviors, including how long to use digital devices and what types of sites are acceptable.

**Schools** play an important role in helping students develop the skills to use digital technologies in safe, healthy, and responsible ways. For example, they can consider:<sup>31</sup>

- **Educating students about technology and artificial intelligence (AI).** Students can learn how to identify trustworthy information, recognize potentially harmful content, and make informed decisions.
- **Teaching students how to manage screen time**, protect their privacy, and respond to online challenges in healthy ways.
- **Adding digital and AI literacy** to existing health education and driver education programs to help students recognize and address health and safety risks associated with digital behaviors.
- **Reducing distractions from digital devices during the school day** by setting clear policies on device use.
- **Providing high-quality digital content and learning experiences** that enhance learning and engagement when technology is used in classrooms.

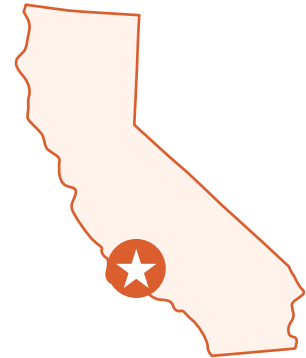
**Schools** can also consider creating opportunities for students to spend time away from screens, such as device-free times and spaces during the school day and extracurricular activities, clubs, sports, arts programs, and events that encourage in-person interaction and engagement.<sup>32</sup> These experiences help students build relationships, develop interests, and connect with their communities.





## Stories From the Field: Los Angeles Unified School District's Approach to Screen Time

Los Angeles Unified School District (LAUSD) is the second-largest public school district in the United States, serving more than 520,000 students. Recent YRBS data found that more than 75% of LAUSD high school students use social media several times a day, similar to the national average.<sup>33</sup>



In response to concerns about digital media use and student well-being, LAUSD:



Sought parent  
feedback  
on school  
screen time.



Adopted a policy  
limiting screen use  
during the school day  
for K–12 students.



Began teaching students  
about safe and responsible  
online behavior to promote  
healthy digital habits.

These actions reflect LAUSD's broader efforts to balance the use of technology in its schools and among its students. Because LAUSD routinely collects data on its efforts, it is well-positioned to assess the effect of these new policies. The district can assess changes in students' digital media use, health and well-being, and school experiences. The results can then be used to inform similar efforts nationwide.



# Mental Health and Suicide Risks



Mental health is an important part of adolescents' overall health and well-being. Poor mental health can affect how adolescents learn, behave, engage in school, and build relationships with peers.<sup>34</sup>

Building strong bonds and relationships with adults and friends at school, at home, and in the community can help adolescents feel connected and protected from risks such as poor mental health, substance use, and violence.<sup>35</sup>

## At a Glance

Here's how high school students are doing across six indicators of mental health and suicide risk:

| Mental Health and Suicide Risks <sup>a</sup>                             | 2-Year Changes<br>(2023–2025) <sup>b</sup> | 10-Year Trends<br>(2015–2025) <sup>b</sup> |
|--------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------|
| Persistent feelings of sadness or hopelessness                           | ✓ Improved                                 | ✗ Worsened                                 |
| Poor mental health                                                       | ✓ Improved                                 | Not Available                              |
| Seriously considered attempting suicide                                  | ✓ Improved                                 | ⚖ No Change                                |
| Made a suicide plan                                                      | ✓ Improved                                 | ⚖ No Change                                |
| Attempted suicide                                                        | ✓ Improved                                 | ⚖ No Change                                |
| Injured in a suicide attempt that had to be treated by a doctor or nurse | ⚖ No Change                                | ✓ Improved                                 |

<sup>a</sup> For YRBS question wording and analytic coding for survey measures of mental health and suicide risks, see the [Technical Notes and Data Tables document](#), Table 1e.

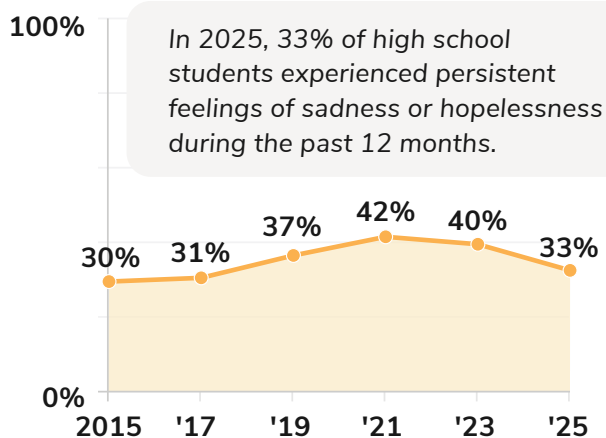
<sup>b</sup> Improved or Worsened indicates a statistically significant change. No Change indicates no statistically significant change. Not Available indicates survey data were not available for the full 2015–2025 period.

## Changes Over Time

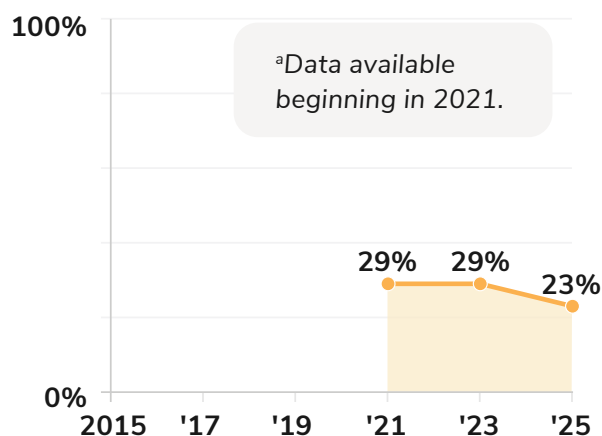
Here's a detailed view of the six indicators of mental health and suicide risks from 2015 to 2025:



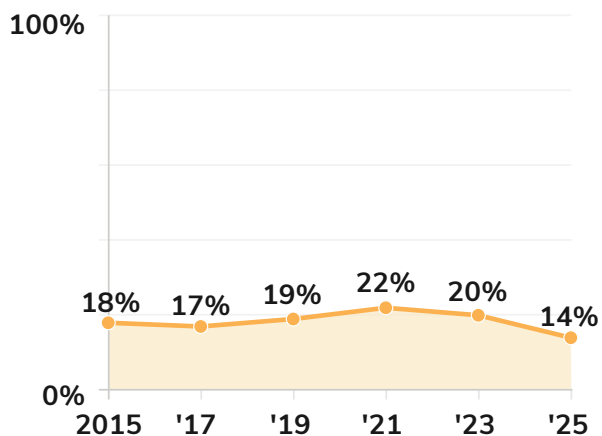
### Persistent Feelings of Sadness or Hopelessness



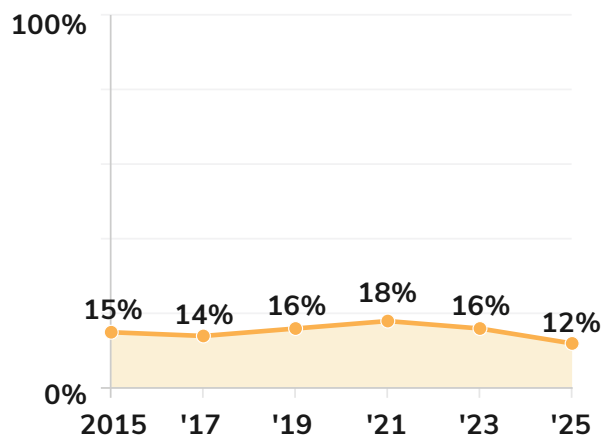
### Poor Mental Health<sup>a</sup>



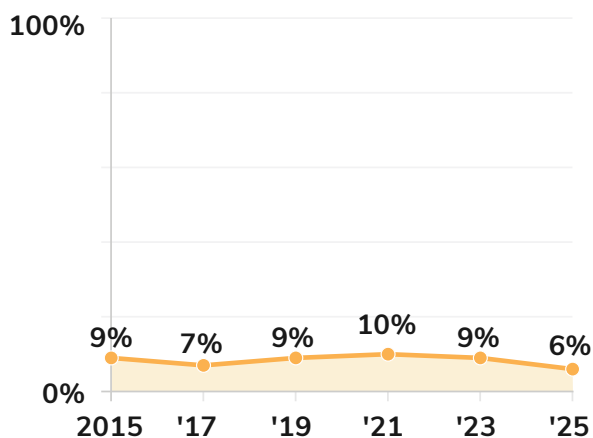
### Seriously Considered Attempting Suicide



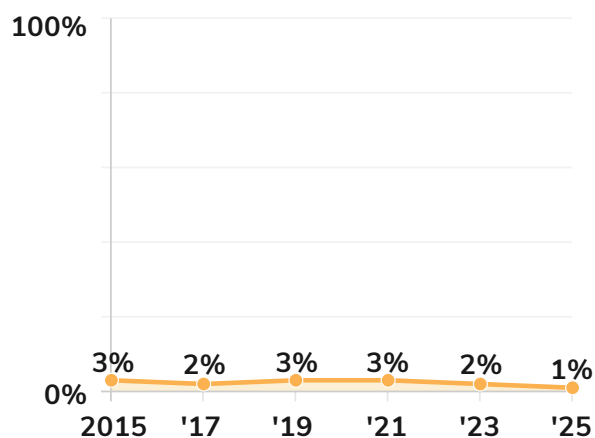
### Made a Suicide Plan



### Attempted Suicide



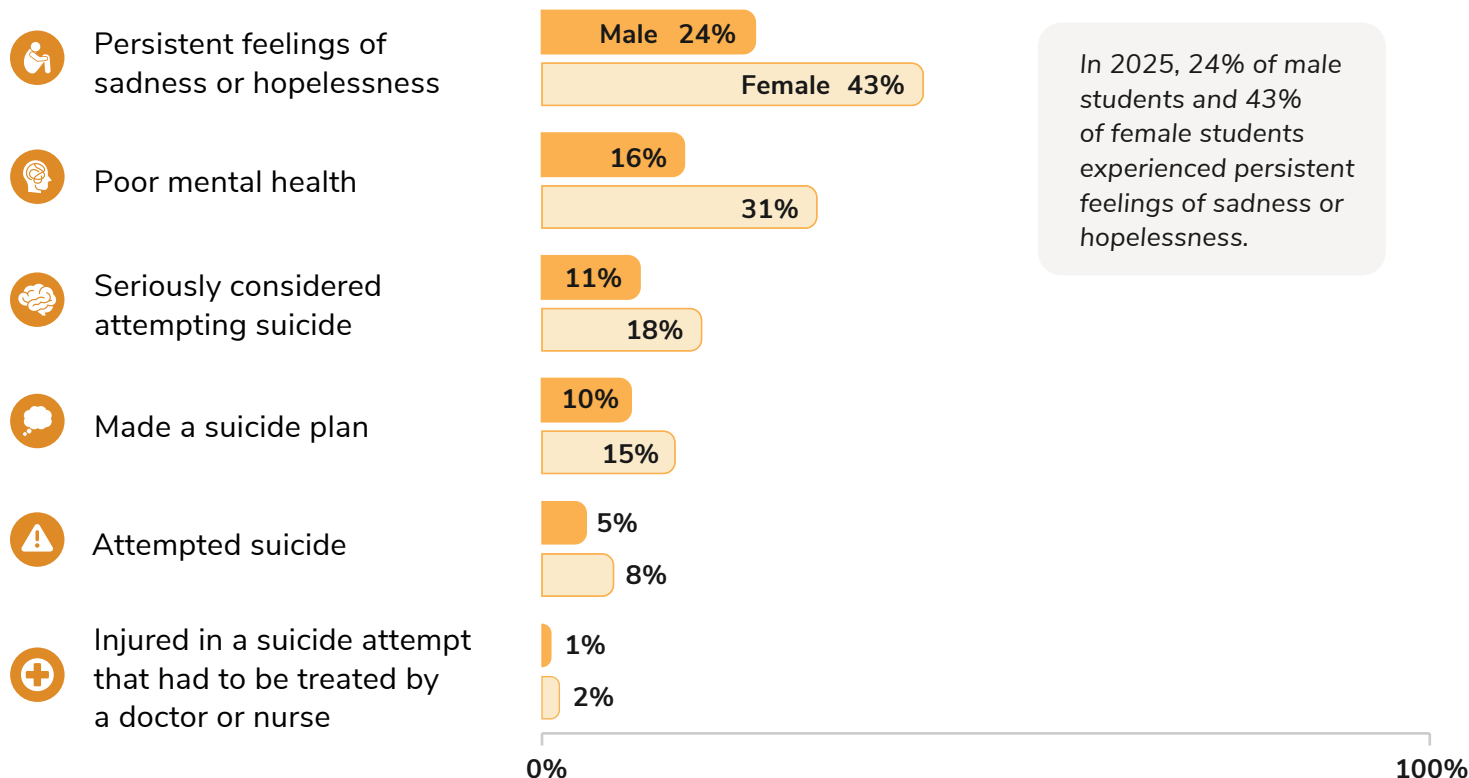
### Injured in a Suicide Attempt That Had to Be Treated by a Doctor or Nurse



## A Closer Look at 2025 Differences

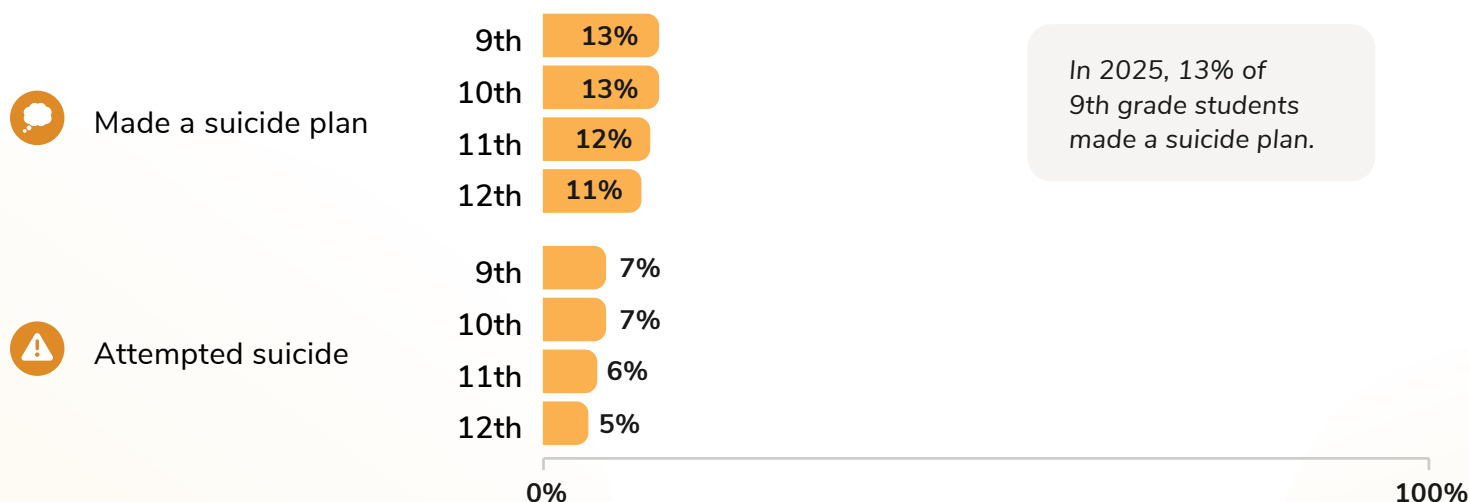
### Male and Female Differences

In 2025, female high school students were more likely than male students to experience all six indicators of mental health and suicide risk.



### Grade Differences

In 2025, 9th grade students were more likely than 12th grade students to make a suicide plan and more likely than 11th and 12th grade students to attempt suicide.





# Key Findings for Mental Health and Suicide Risks



## In 2025

About  
**1 in 3**

high school students  
experienced  
**persistent feelings  
of sadness or  
hopelessness.**



## 9th grade

students were **more likely** than 12th grade students to make a **suicide plan** and **more likely** than 11th and 12th grade students to **attempt suicide.**

**Female** students were **more likely** than **male** students to:



Experience persistent feelings of sadness or hopelessness.



Experience poor mental health.



Seriously consider attempting suicide.



Make a suicide plan.



Attempt suicide.



Be injured in a suicide attempt that had to be treated by a doctor or nurse.

## From 2023 to 2025

Five indicators of poor mental health and suicide risk improved:

- ✓ Experiencing persistent feelings of sadness or hopelessness.
- ✓ Experiencing poor mental health.
- ✓ Seriously considering attempting suicide.
- ✓ Making a suicide plan.
- ✓ Attempting suicide.

## From 2015 to 2025

Three indicators of poor mental health and suicide risk remained unchanged. Indicators that did change:

- ✗ More students experienced persistent feelings of sadness or hopelessness.
- ✓ Fewer students were injured in a suicide attempt that had to be treated by a doctor or nurse.



## Data to Action: Strategies to Promote Mental Health and Wellness

To support the mental health and well-being of their adolescents, parents and families should take care of their own mental health and seek help for themselves or their adolescent, when needed. They can also consider:<sup>34,36,37</sup>

- **Talking with their teen about mental health.** Having frequent conversations can help build trust and make open and honest conversations easier.
- **Providing developmentally appropriate supervision** to facilitate healthy decision-making.
- **Spending time engaging** in shared activities to foster connection and help them build safe and stable relationships with you and other caring adults.

**Schools** can also play an important role in promoting students' mental health and well-being through education, prevention, and early intervention by creating safe and supportive environments, connecting students to caring adults, supporting positive peer relationships, linking students to mental health services, and helping them cope with emergencies.<sup>35</sup>

Schools can consider implementing evidence-based strategies and practices that focus on:<sup>35,38</sup>

- Strengthening students' mental health literacy.
- Increasing connectedness with peers and teachers.
- Building skills for managing relationships, emotions, and challenges.
- Teaching coping and problem-solving skills.
- Training school staff to identify students exhibiting suicide-risk behaviors and make appropriate referrals.



## Stories From the Field: Behavioral Health Centers Provide Care

In the 2024–2025 school year, the Fort Worth Independent School District deepened its collaboration with Texas Community Hope, a nonprofit health system, to support the well-being of its students. They:



- Set up five regional School-Based Behavioral Health Centers to offer mental health care during both daytime and evening hours. During 2024–2025, the centers made more than 4,000 referrals for mental health services. They also provided direct therapy to more than 1,700 middle and high school students through partnerships with 30 local providers.
- Launched the Growing Strong Youth Summit for 800 students from 23 schools, where they gained hands-on experience in movement, mindfulness, mental health literacy, and well-being.

Further support for these efforts came from Texas Christian University and a full-time psychiatrist from the University of North Texas Health Science Center, who provided free weekly counseling sessions. This partnership increased access to timely, student-centered mental health support across the district.



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Centers for Disease Control and Prevention

National Center for Chronic Disease  
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Division of Adolescent and School Health

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