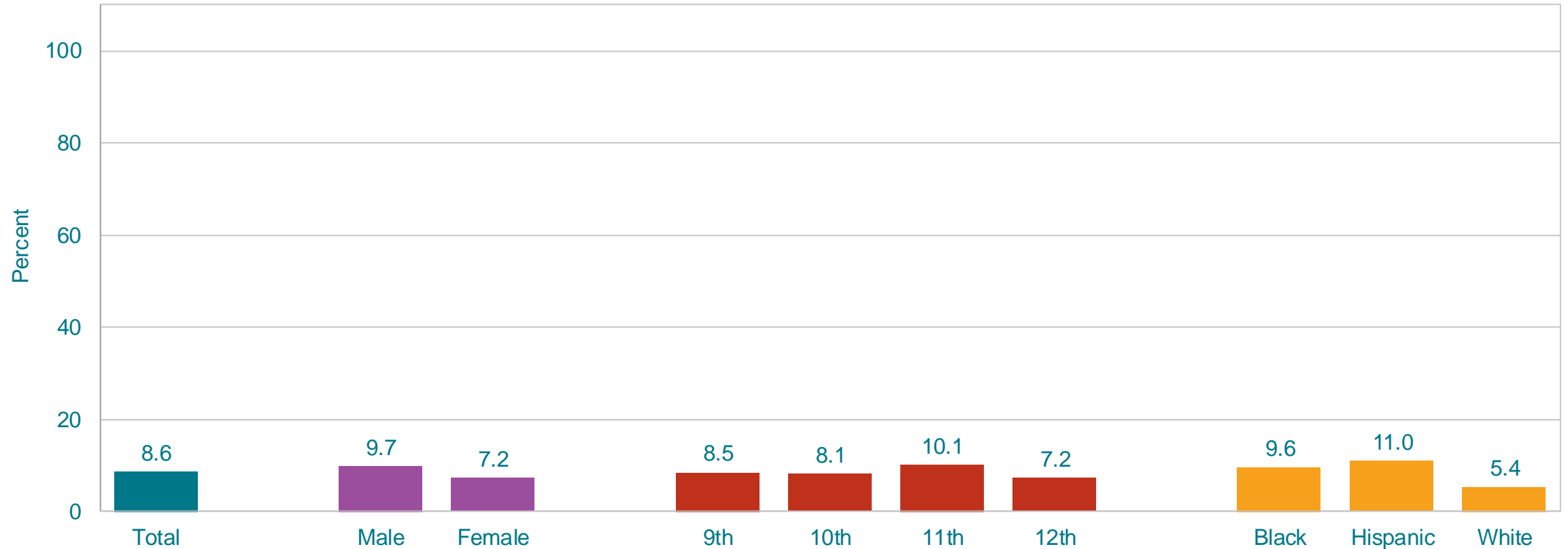


# Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* by Sex,† Grade, and Race/Ethnicity,† 2019



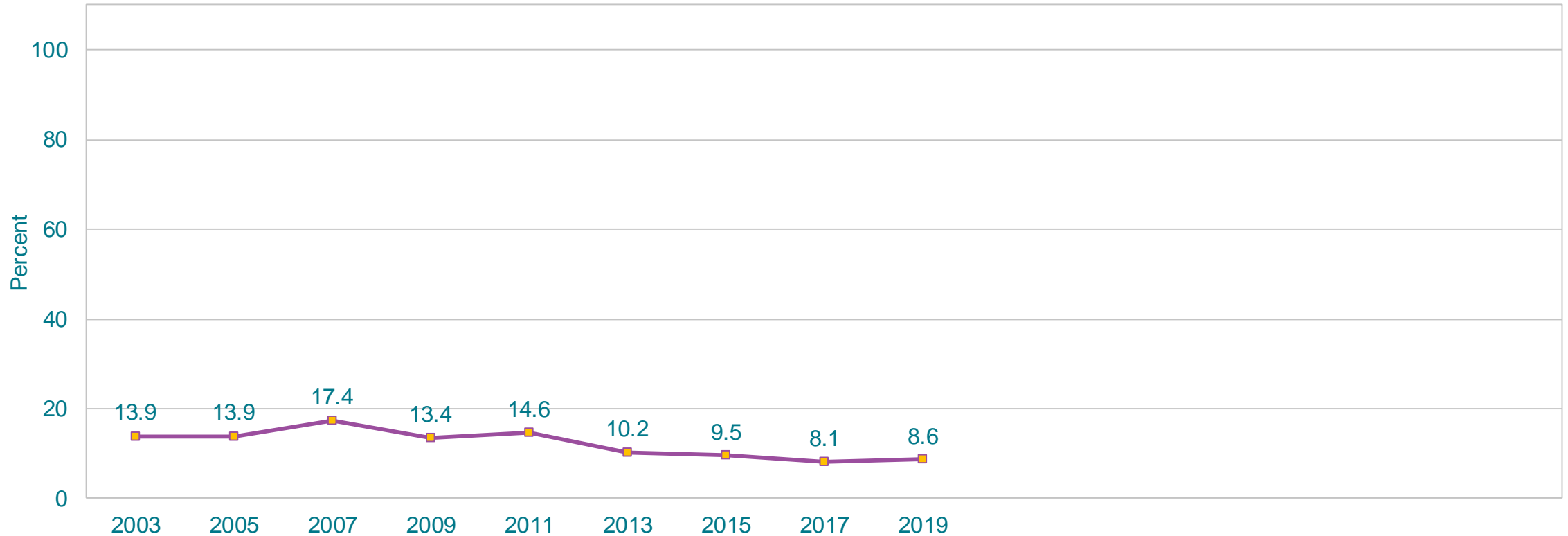
\*When riding in a car driven by someone else

†M > F; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* 2003-2019†

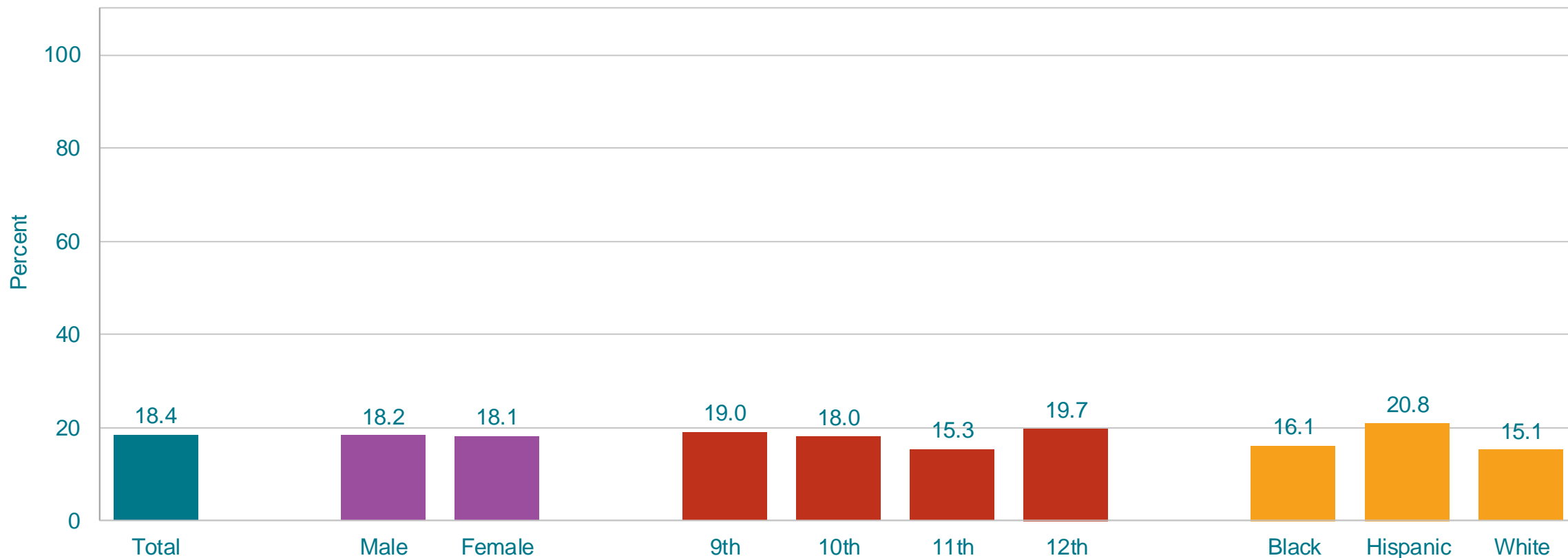


\*When riding in a car driven by someone else

†Decreased 2003-2019, no change 2003-2007, decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,\* by Sex, Grade, and Race/Ethnicity,† 2019



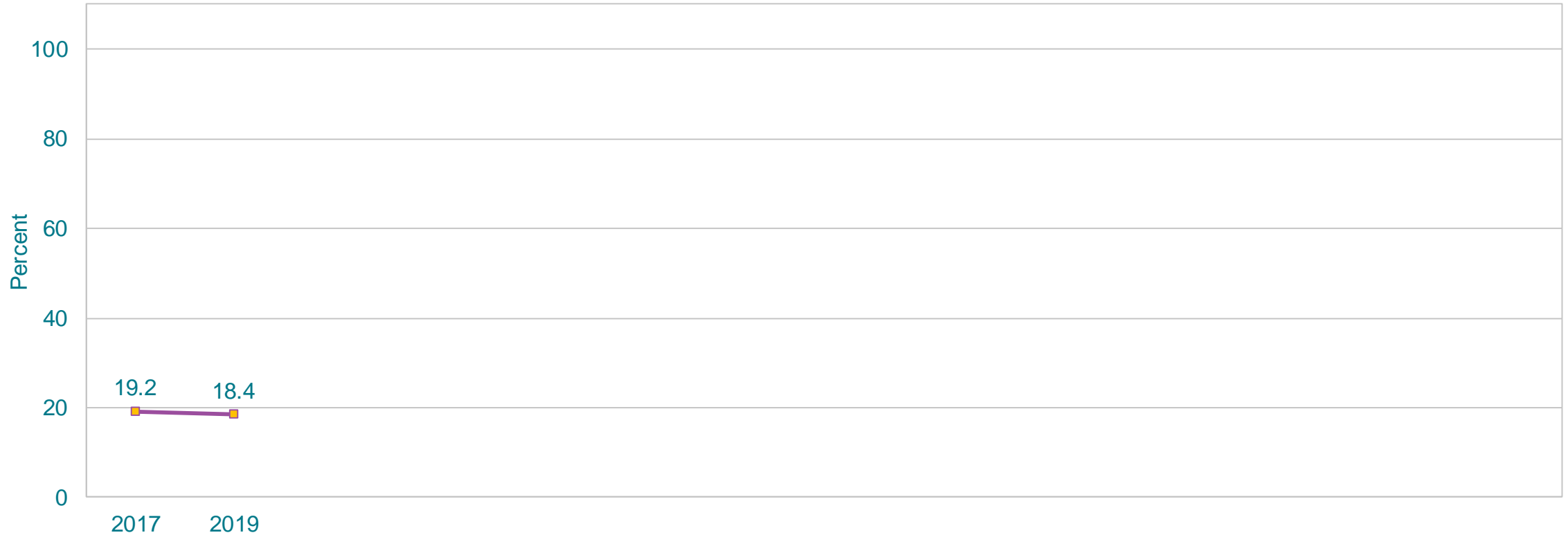
\*In a car or other vehicle, one or more times during the 30 days before the survey

†H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,\* 2017-2019†

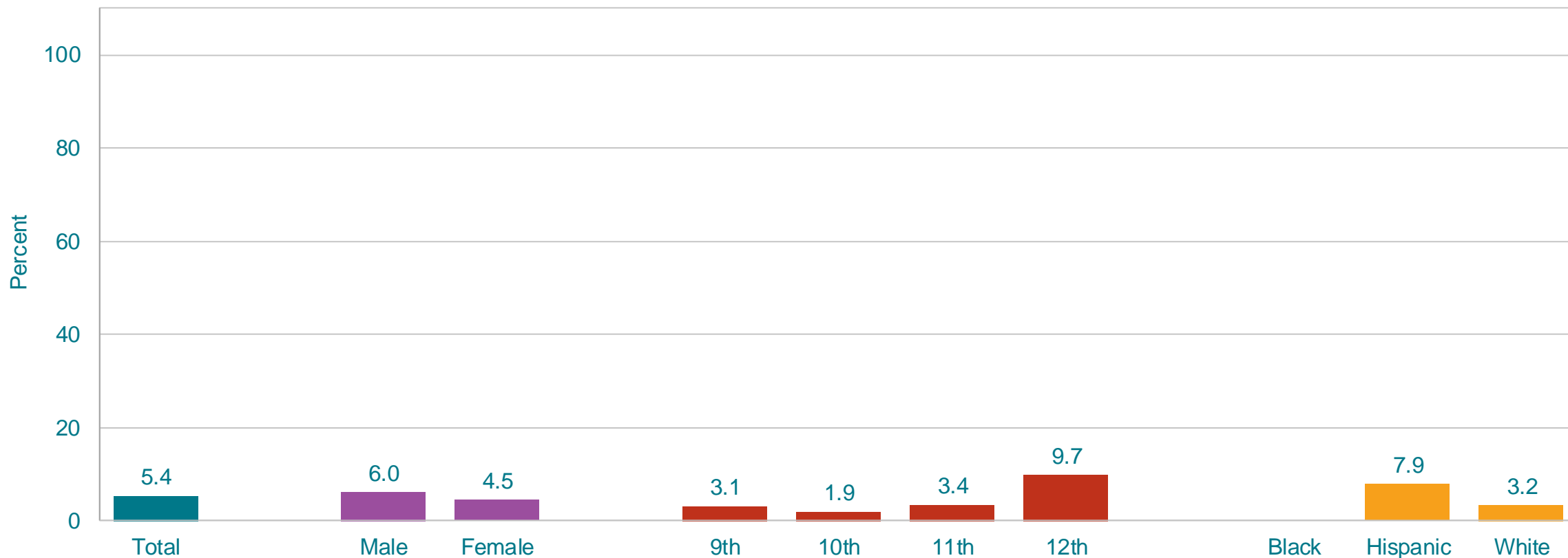


\*In a car or other vehicle, one or more times during the 30 days before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

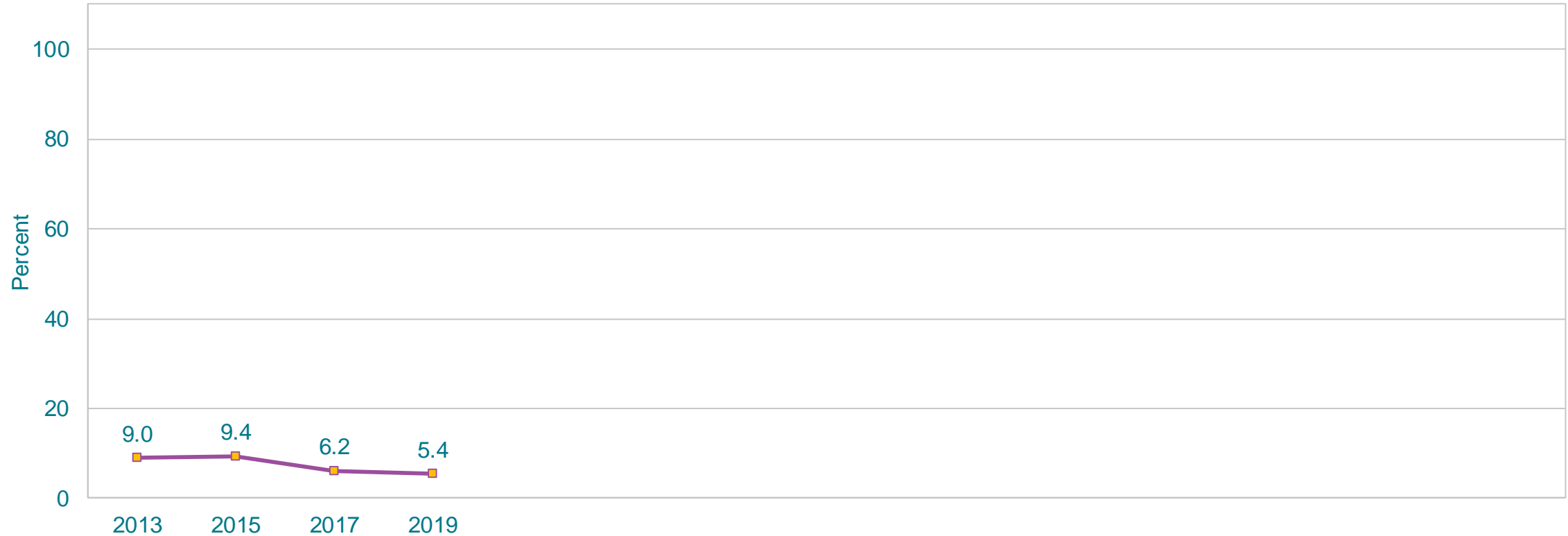
†12th > 9th, 12th > 10th, 12th > 11th; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,\* 2013-2019†

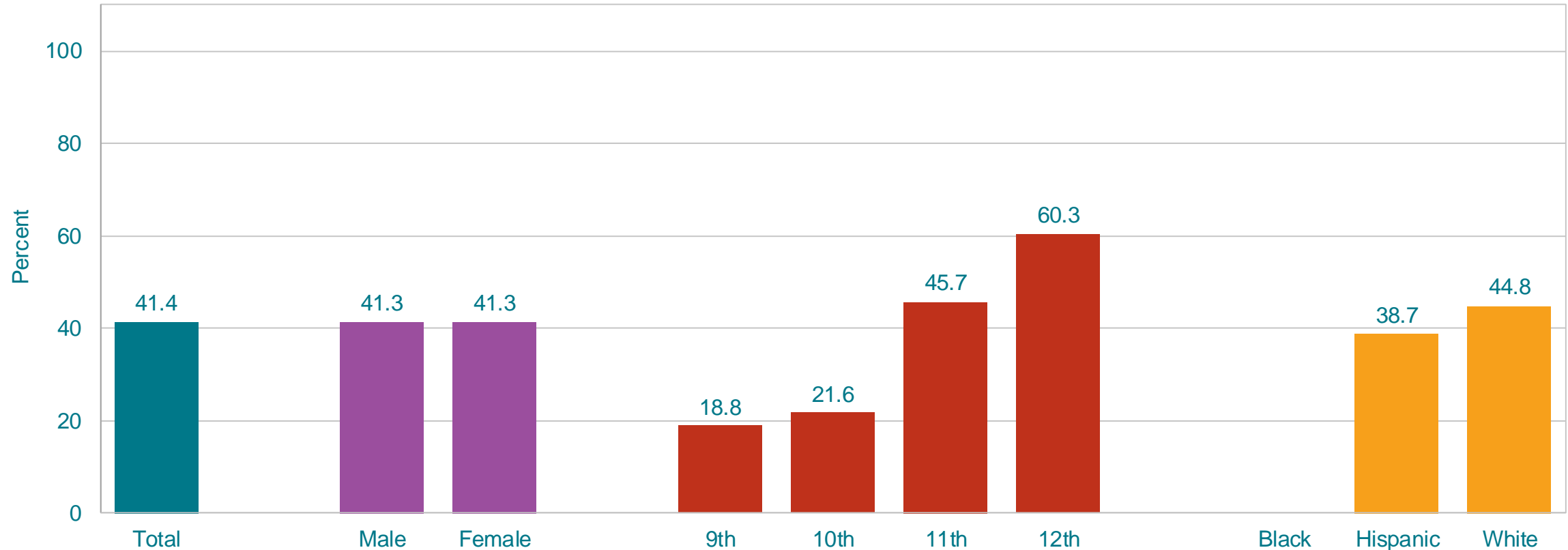


\*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

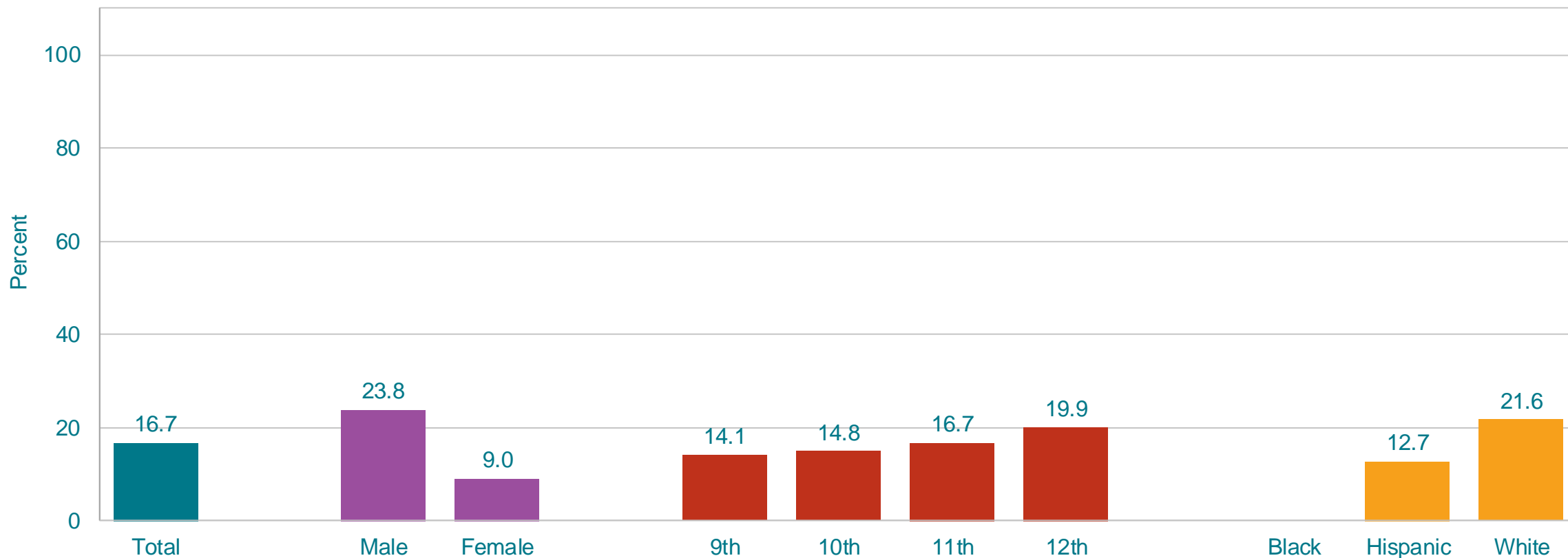
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Carried a Weapon,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†M > F; W > H (Based on t-test analysis,  $p < 0.05$ .)

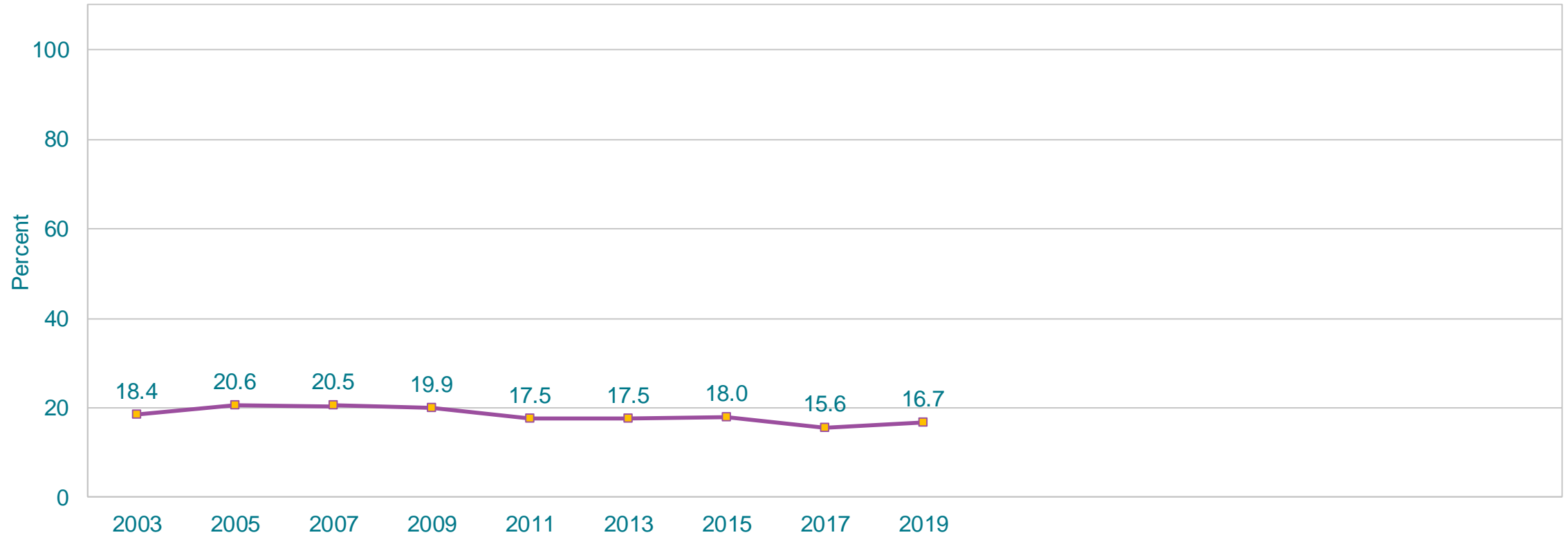
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



# Percentage of High School Students Who Carried a Weapon,\* 2003-2019†

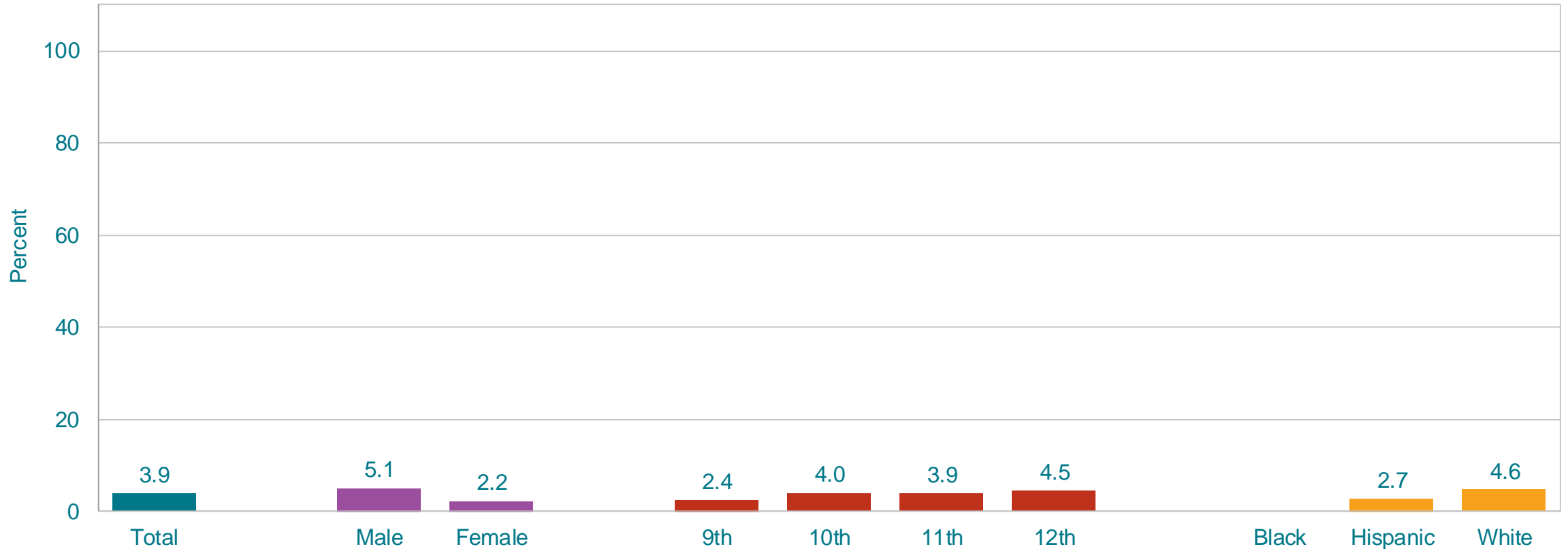


\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Carried a Weapon on School Property,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

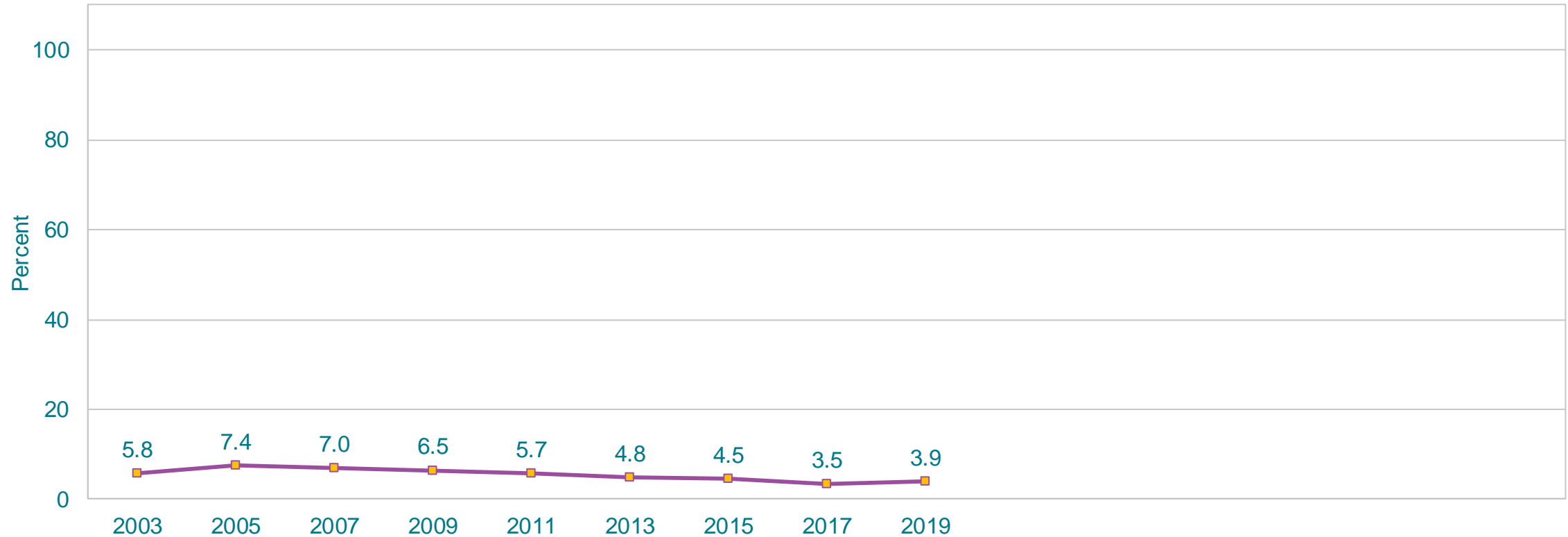
†M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Carried a Weapon on School Property,\* 2003-2019†

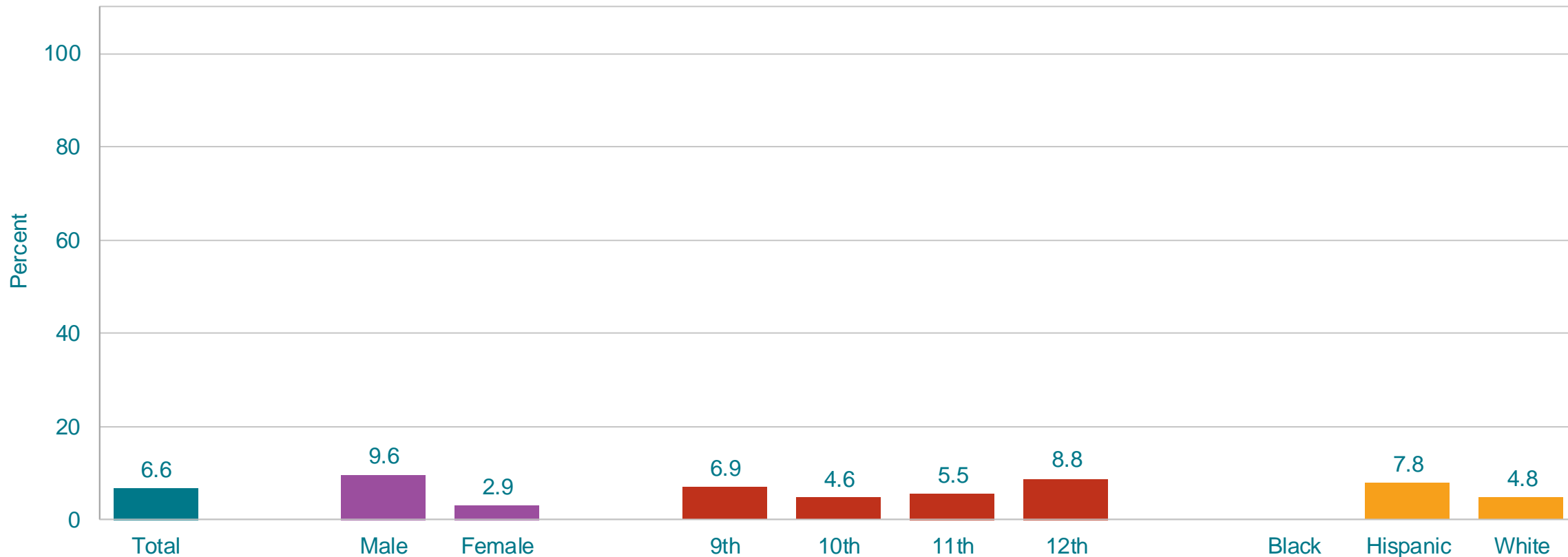


\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Carried a Gun,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey

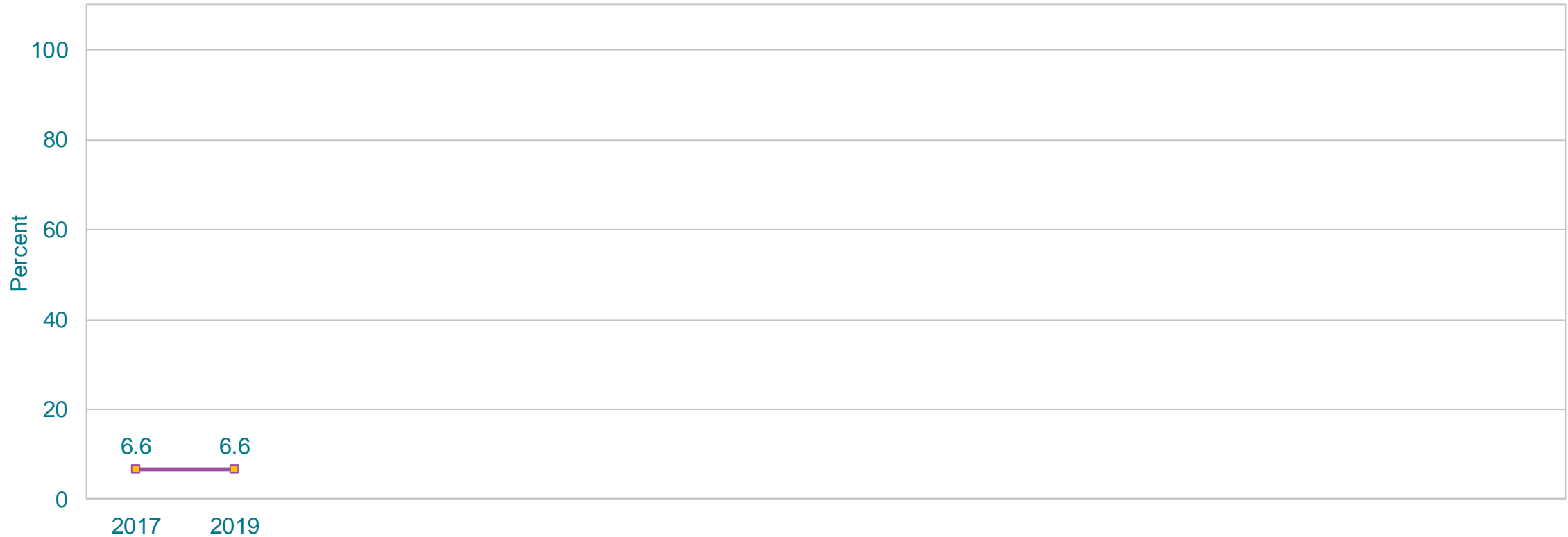
†M > F; 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Carried a Gun,\* 2017-2019†

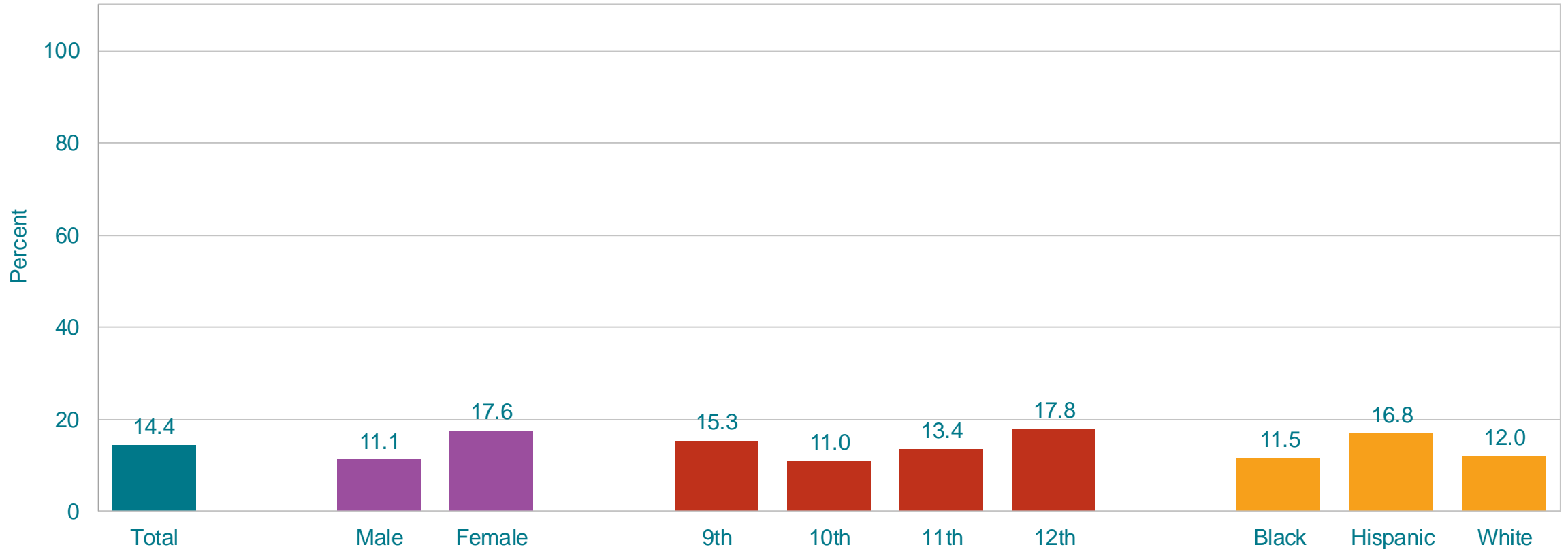


\*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# 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,\* by Sex,† Grade, and Race/Ethnicity,† 2019



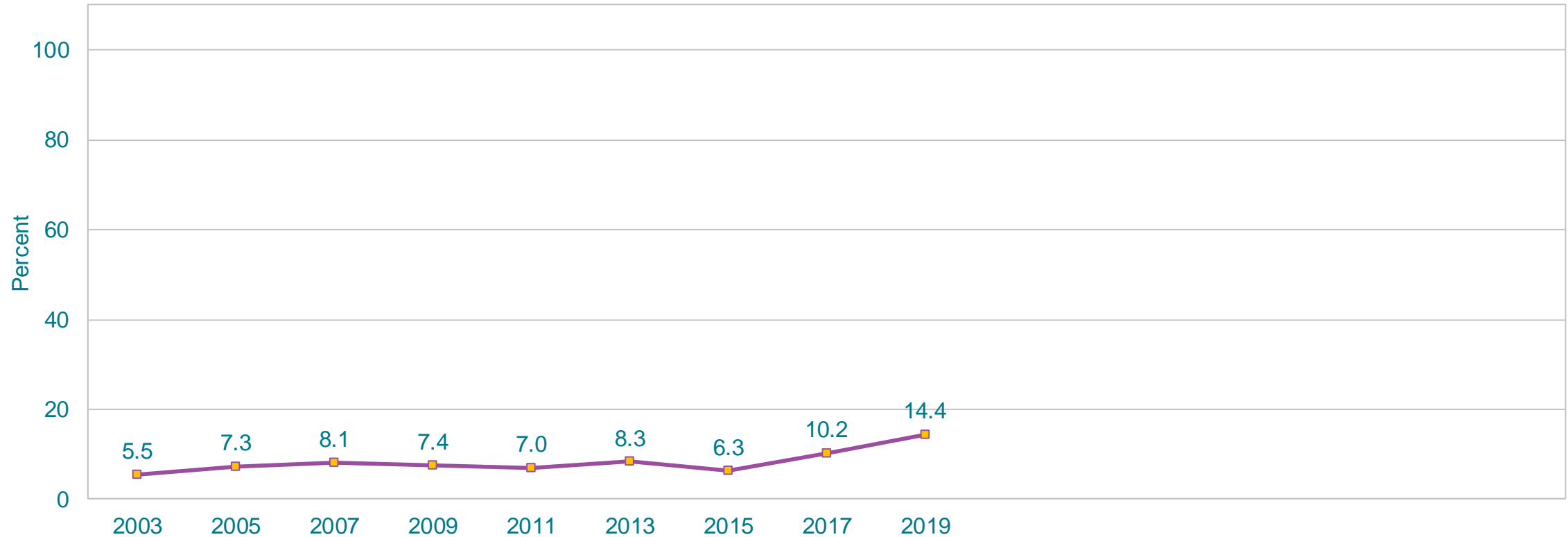
\*On at least 1 day during the 30 days before the survey

†F > M; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# 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,\* 2003-2019†

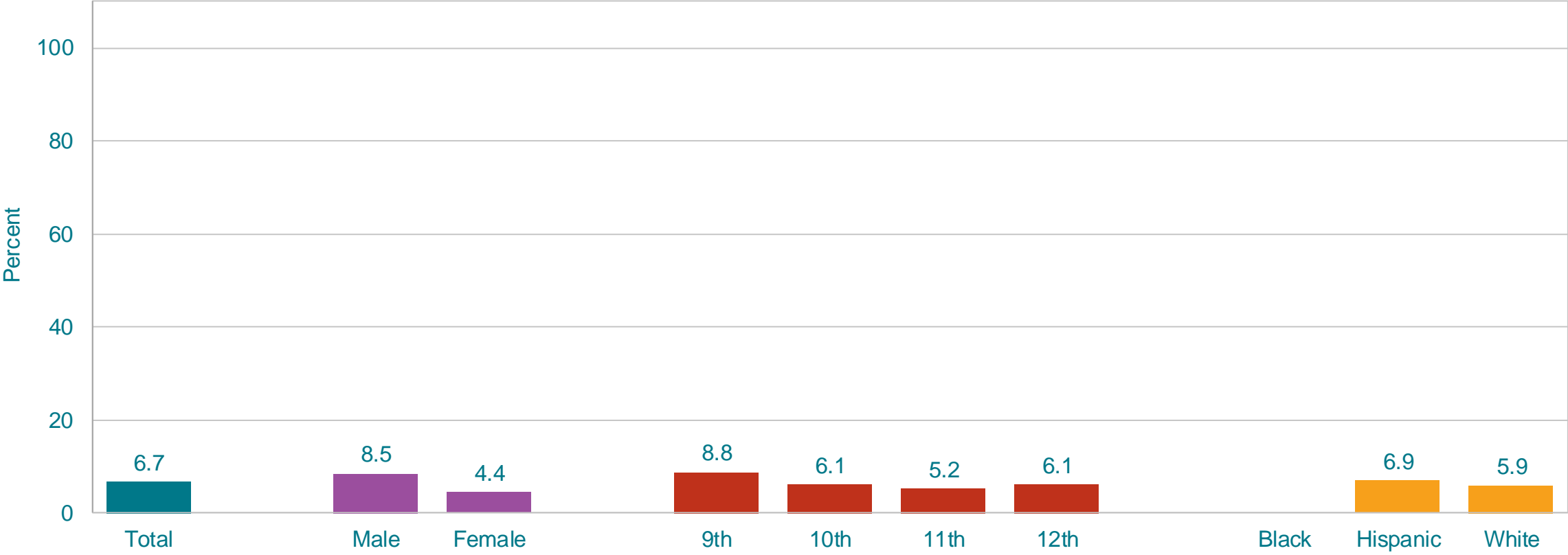


\*On at least 1 day during the 30 days before the survey

†Increased 2003-2019, no change 2003-2015, increased 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Such as a gun, knife, or club, one or more times during the 12 months before the survey

†M > F (Based on t-test analysis, p < 0.05.)

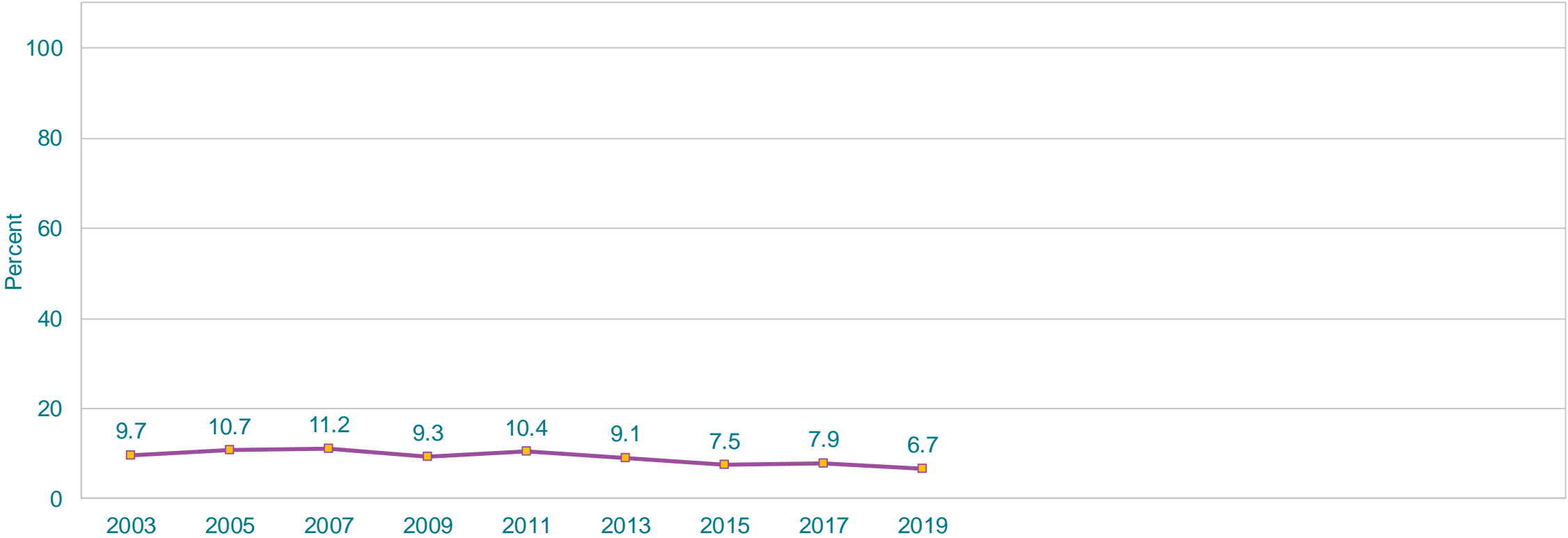
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



# Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* 2003-2019†

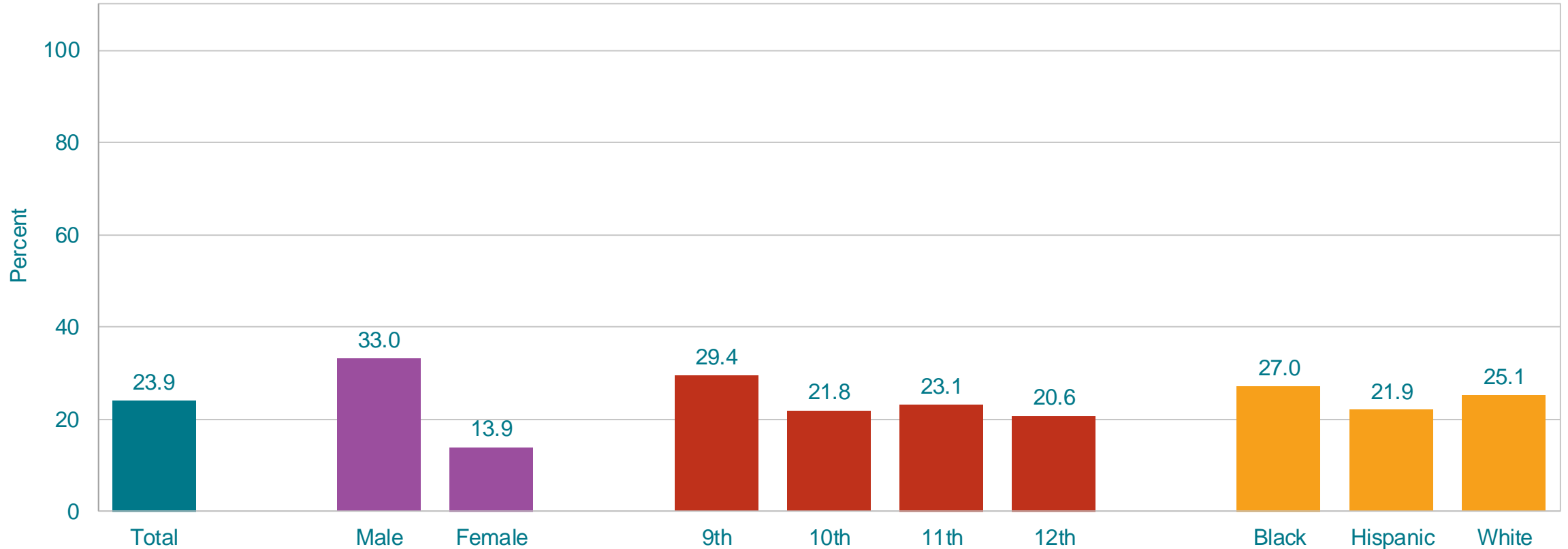


\*Such as a gun, knife, or club, one or more times during the 12 months before the survey

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Were in a Physical Fight,\* by Sex,† Grade,† and Race/Ethnicity, 2019



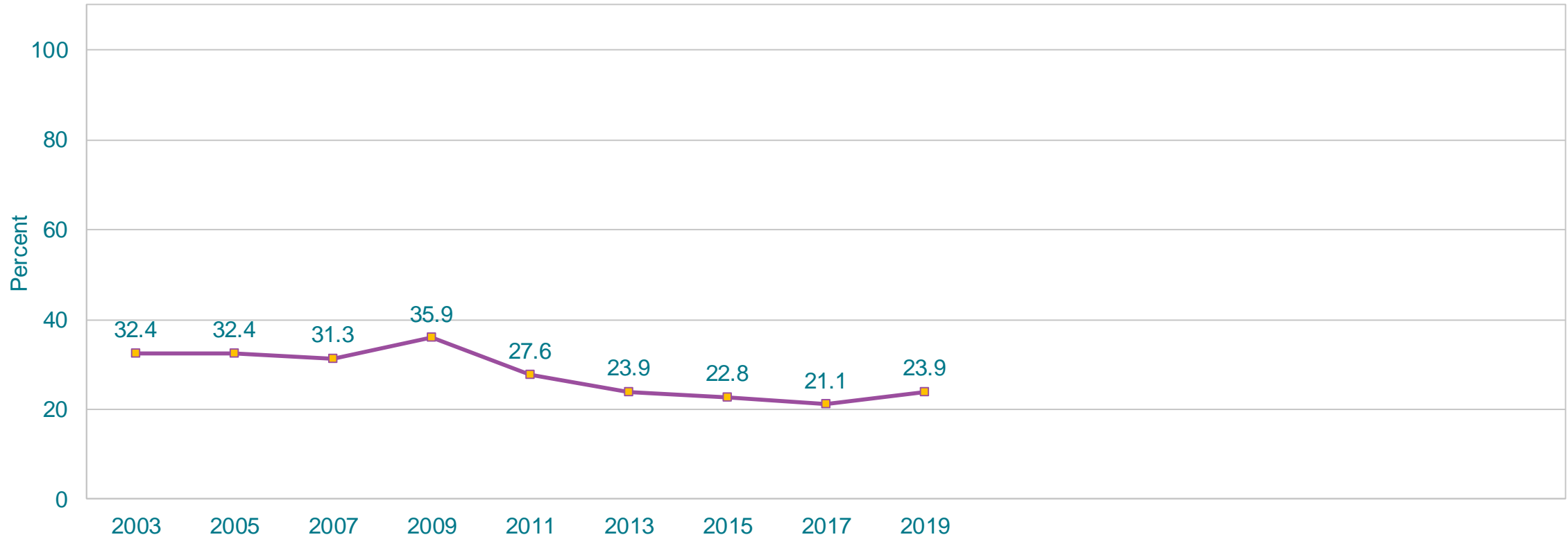
\*One or more times during the 12 months before the survey

†M > F; 9th > 10th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Were in a Physical Fight,\* 2003-2019†

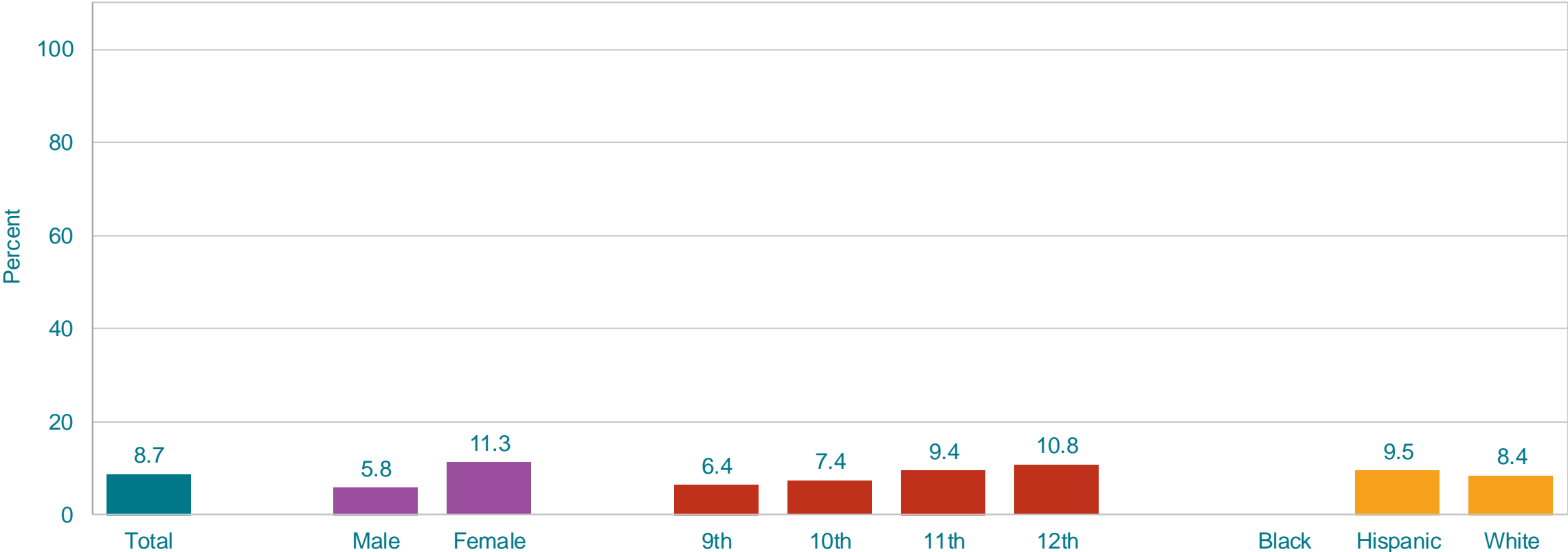


\*One or more times during the 12 months before the survey

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

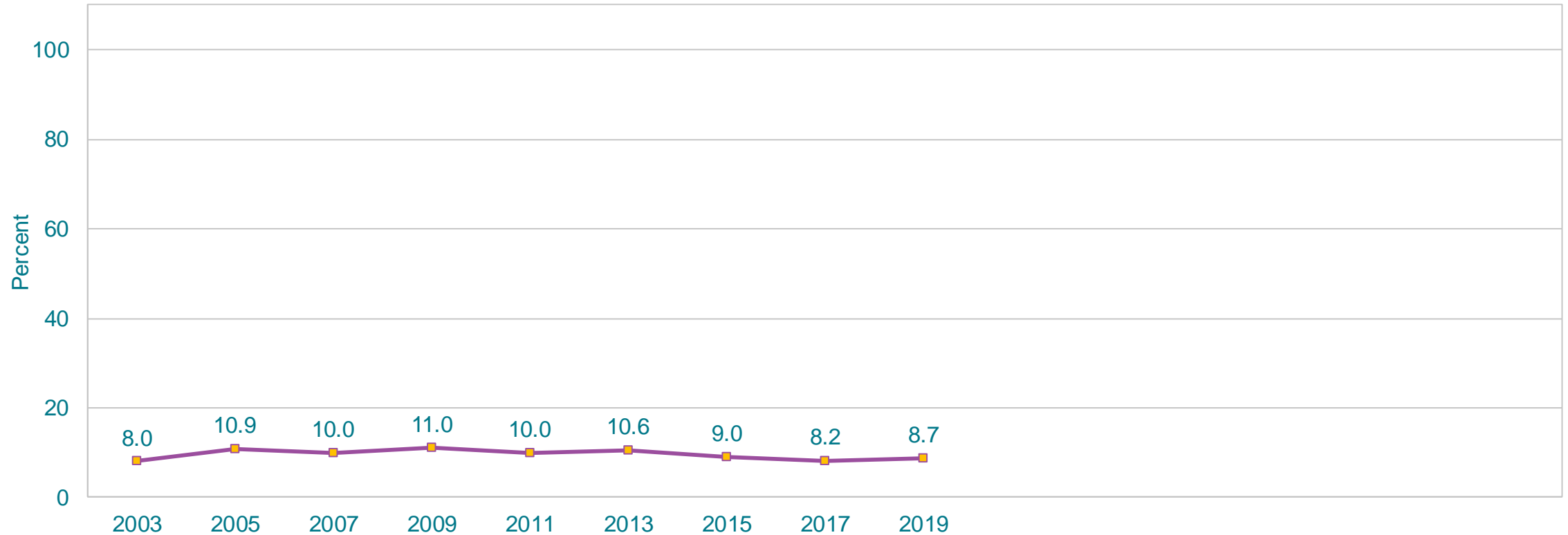
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*When they did not want to  
 †F > M; 12th > 9th, 12th > 10th (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* 2003-2019†

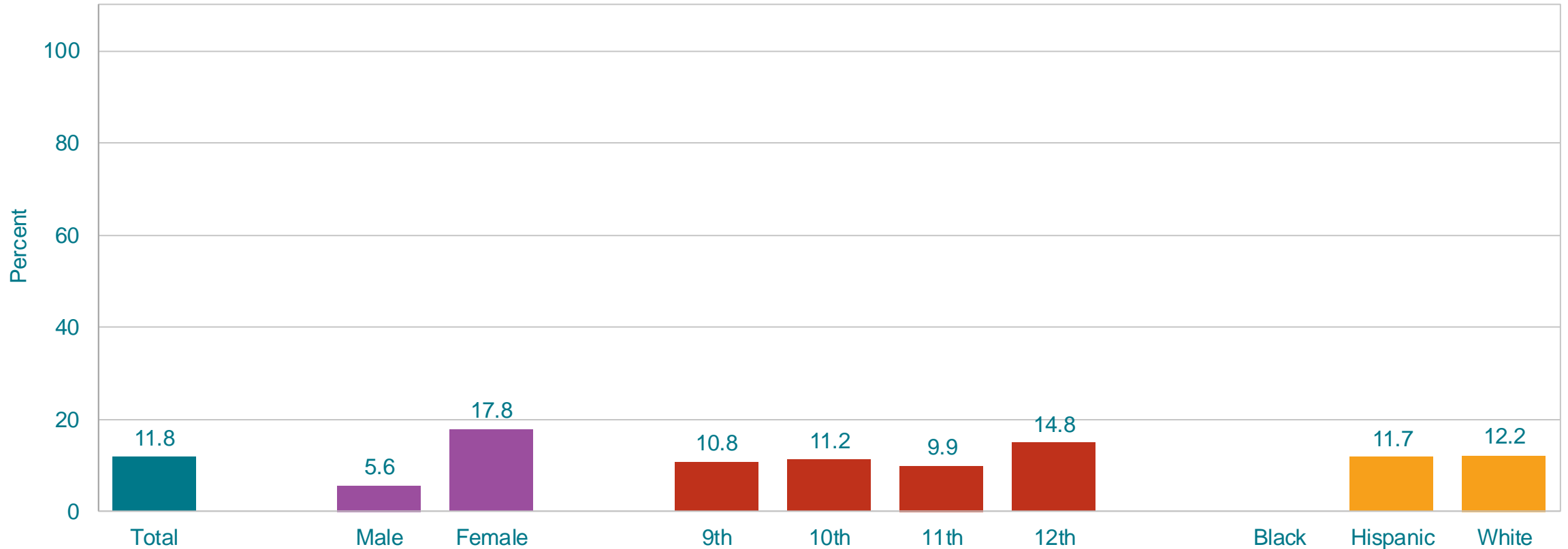


\*When they did not want to

†No change, 2003-2007, decreased, 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Experienced Sexual Violence,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Being forced by anyone to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey

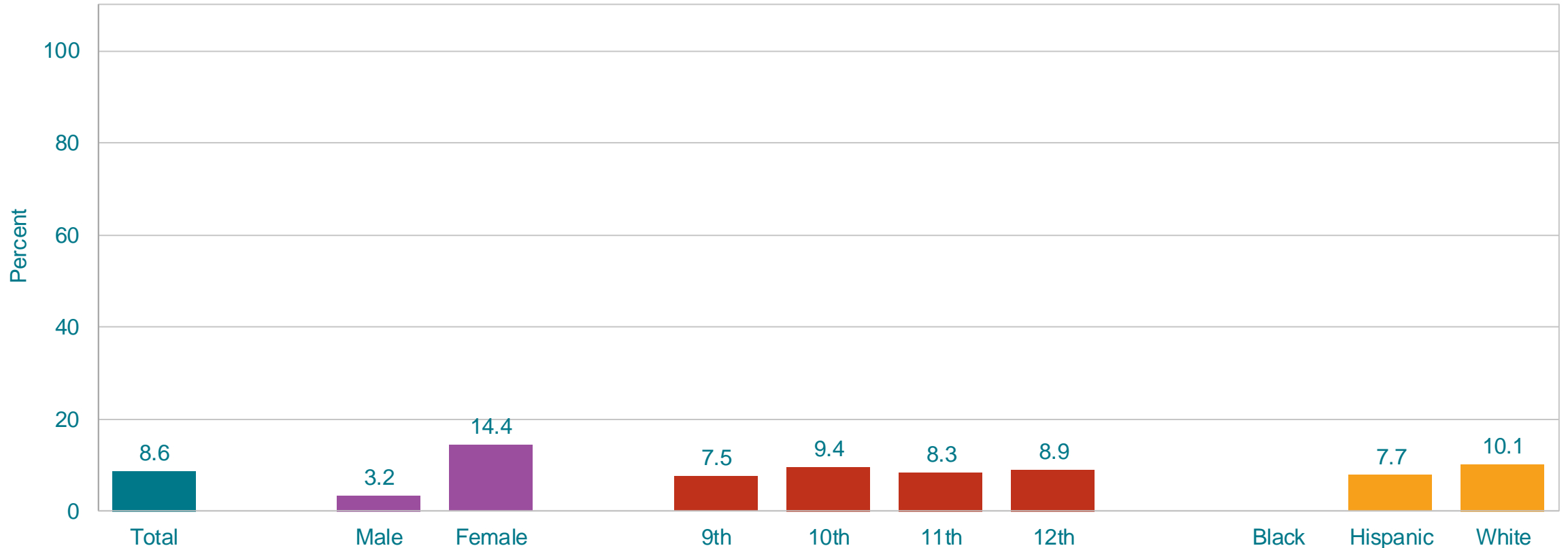
†F > M (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

## Percentage of High School Students Who Experienced Sexual Dating Violence,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Being forced by someone they were dating or going out with to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey

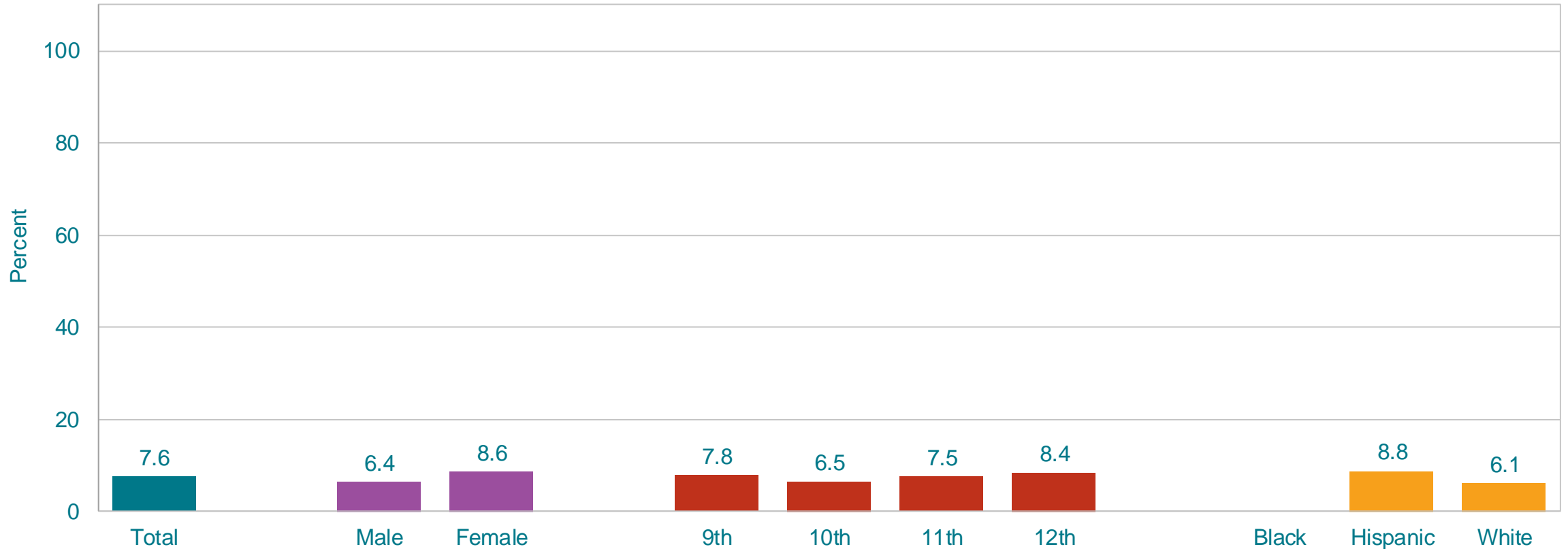
†F > M (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

## Percentage of High School Students Who Experienced Physical Dating Violence,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey

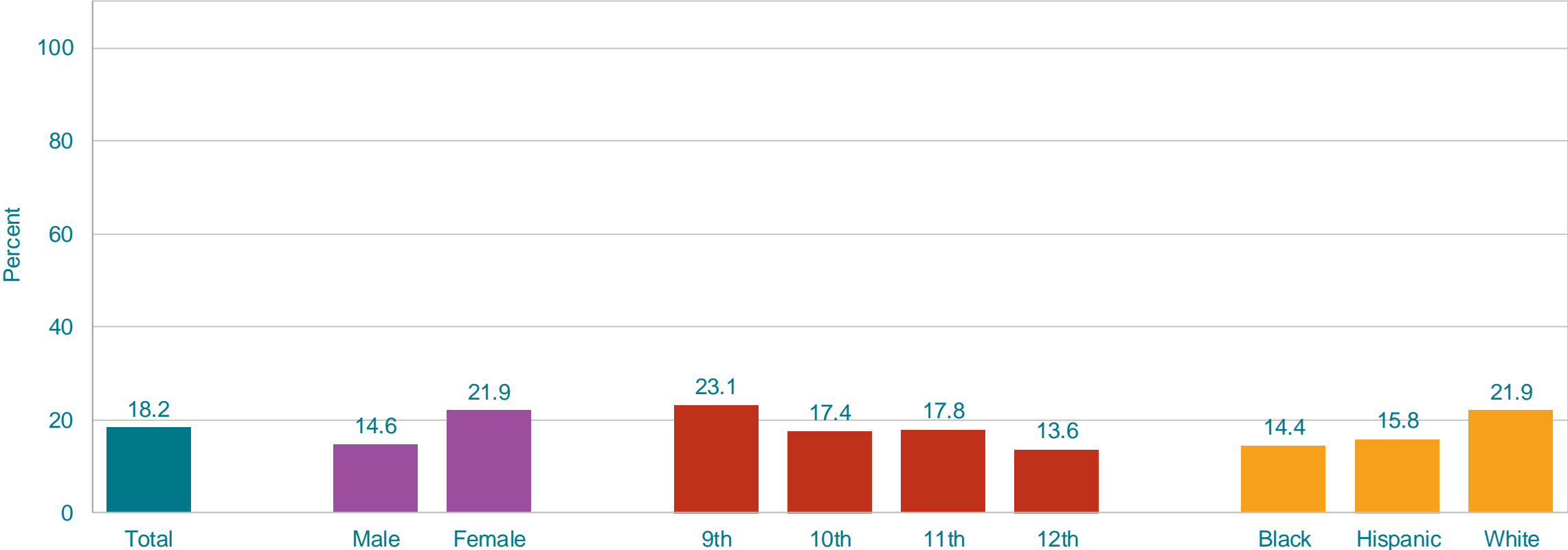
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



# Percentage of High School Students Who Were Bullied on School Property,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



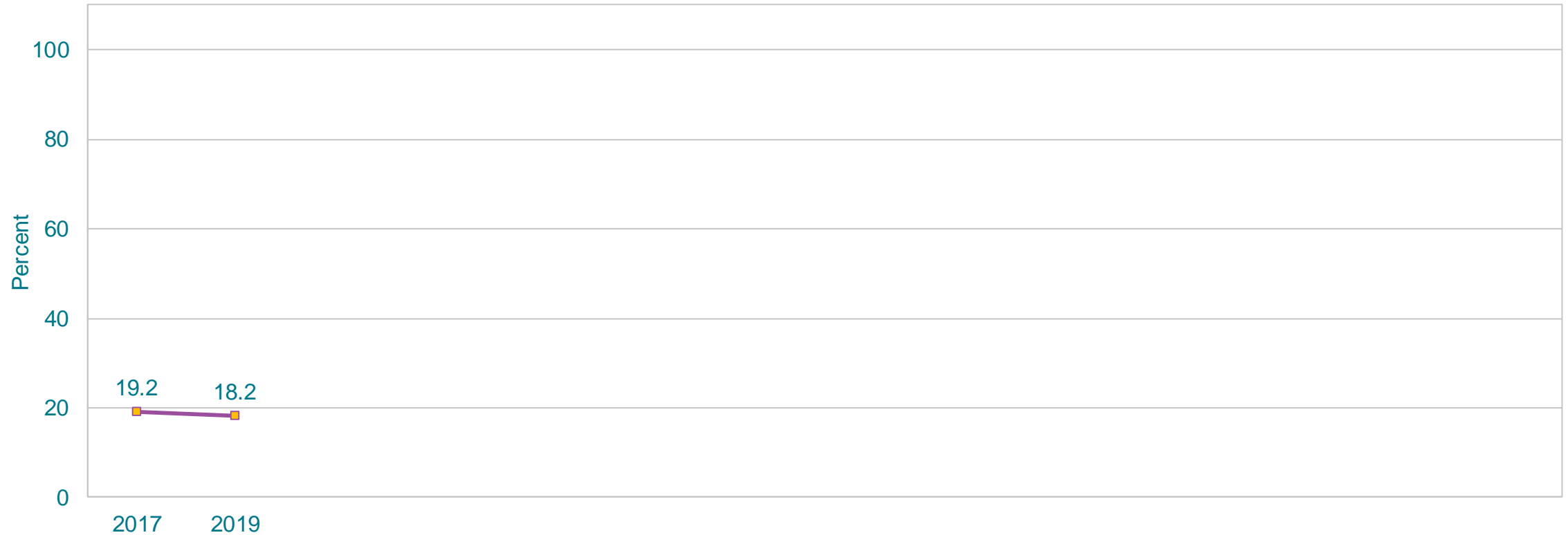
\*Ever during the 12 months before the survey

†F > M; 9th > 10th, 9th > 12th; W > H (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Were Bullied on School Property,\* 2017-2019†

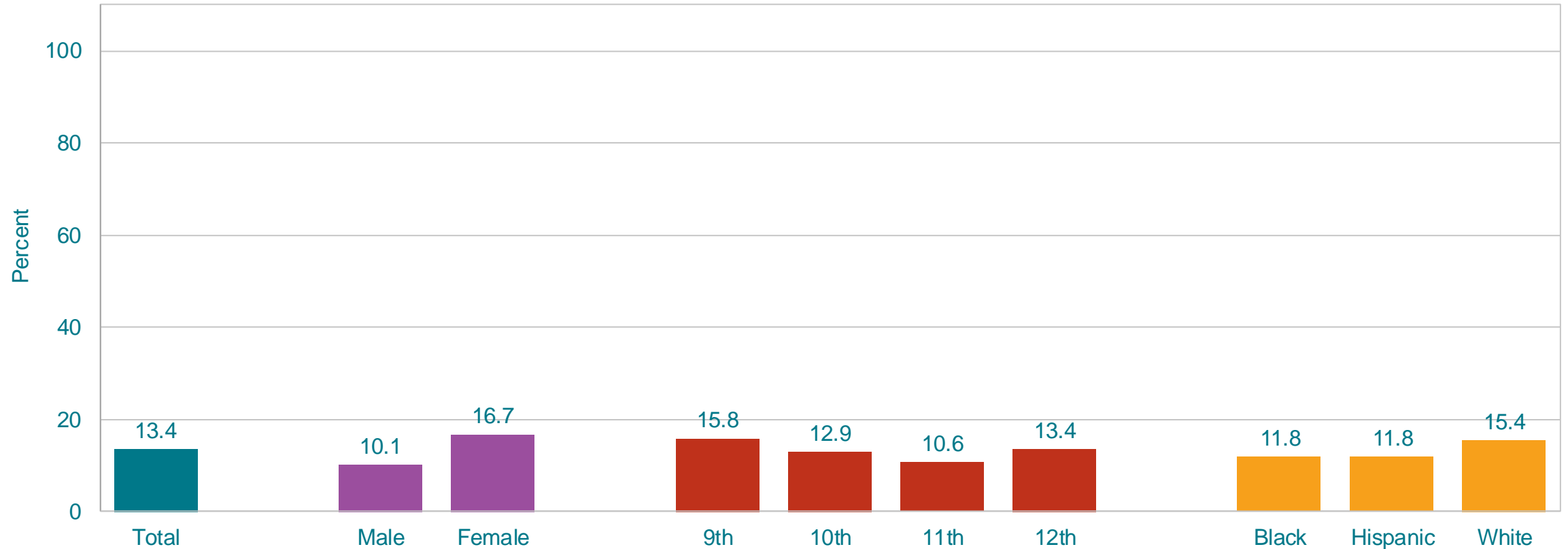


\*Ever during the 12 months before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Were Electronically Bullied,\* by Sex,† Grade,† and Race/Ethnicity, 2019



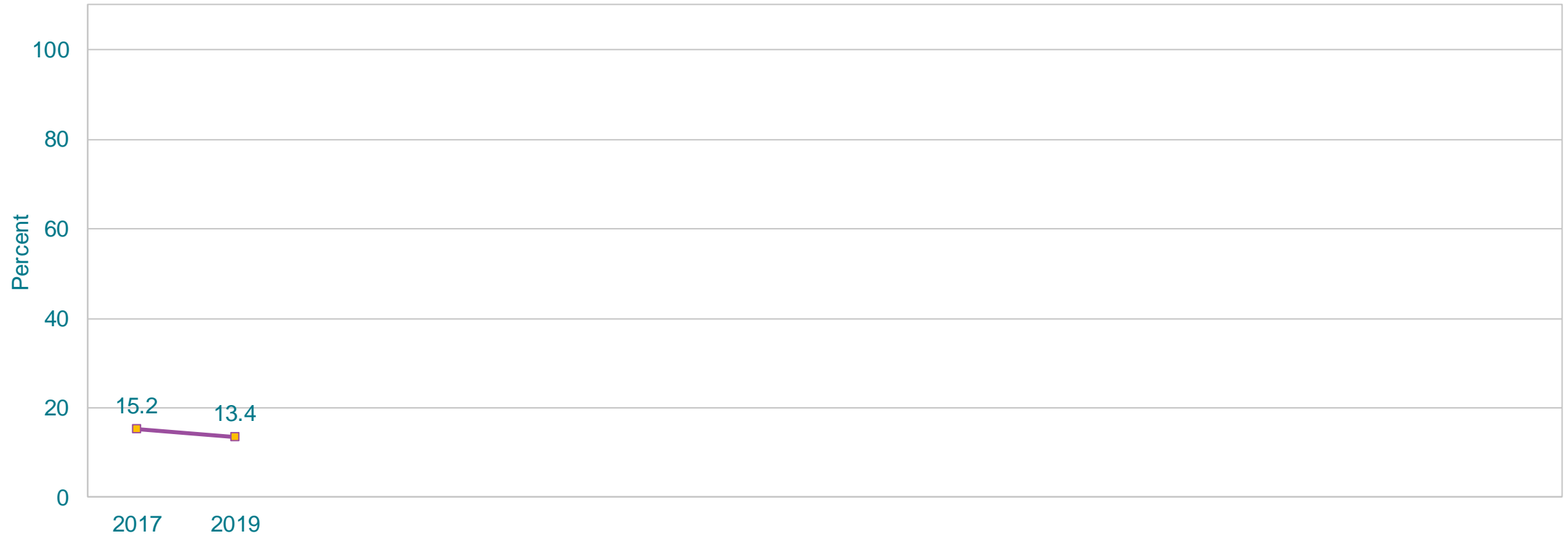
\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

†F > M; 9th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Were Electronically Bullied,\* 2017-2019†

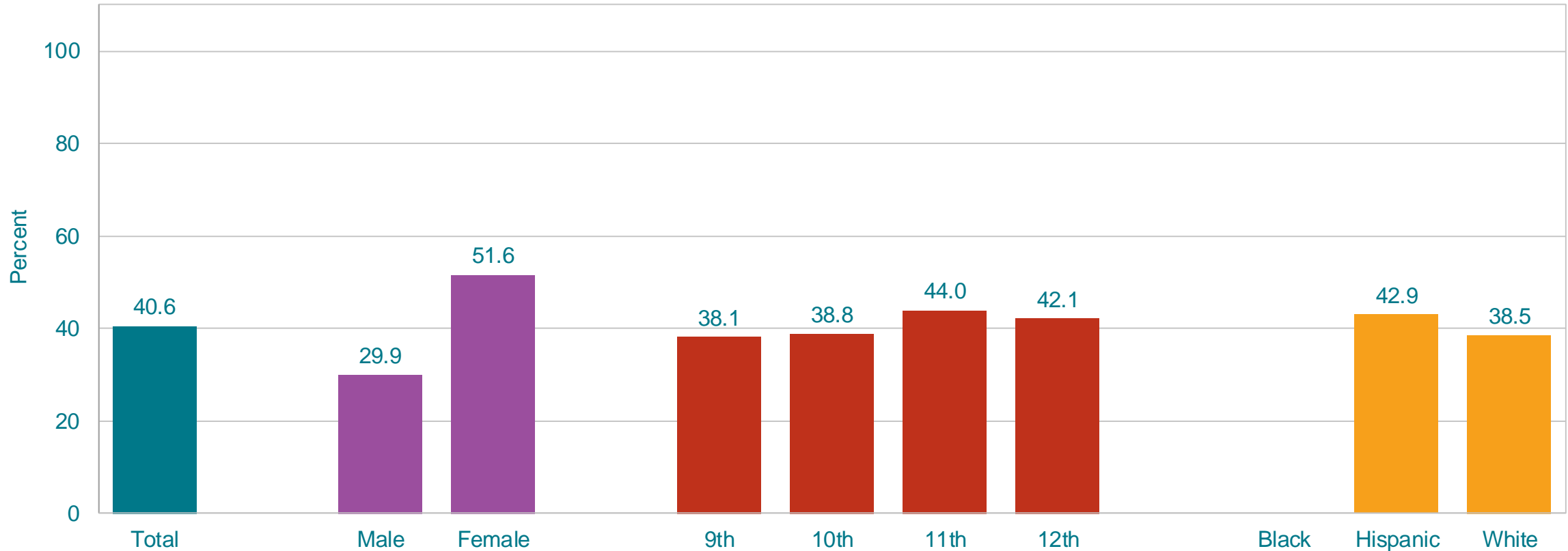


\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Felt Sad or Hopeless,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Almost every day for  $\geq 2$  weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

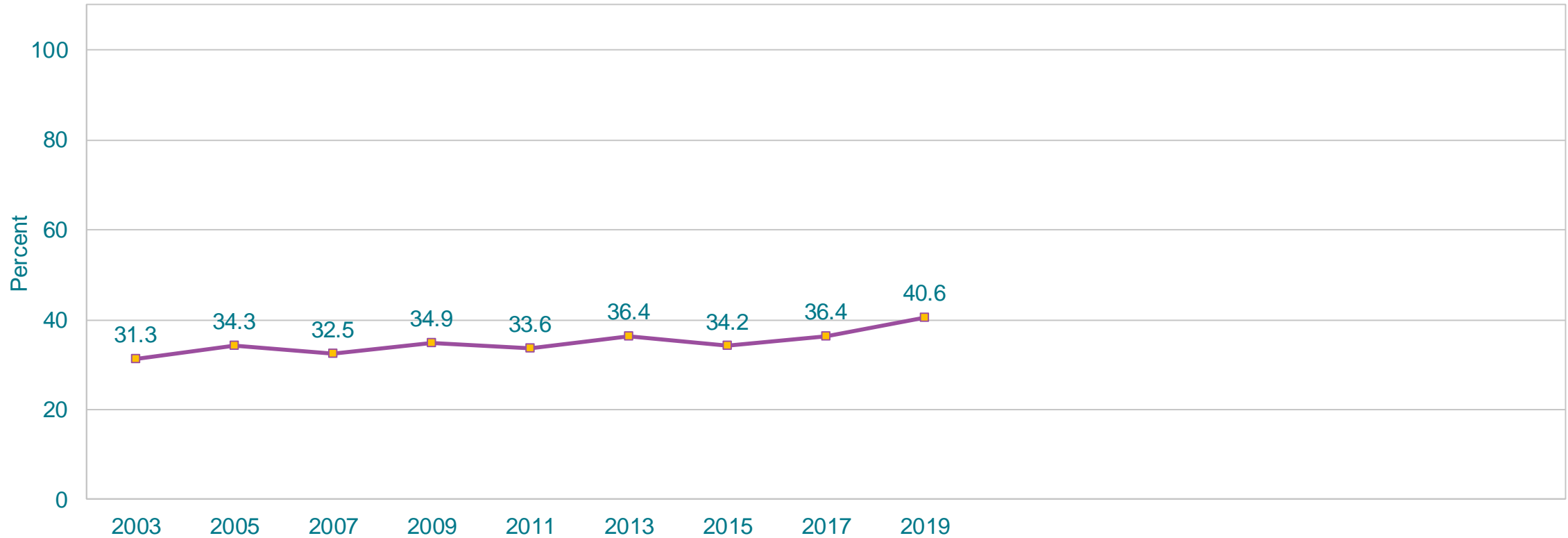
†F > M (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Felt Sad or Hopeless,\* 2003-2019†

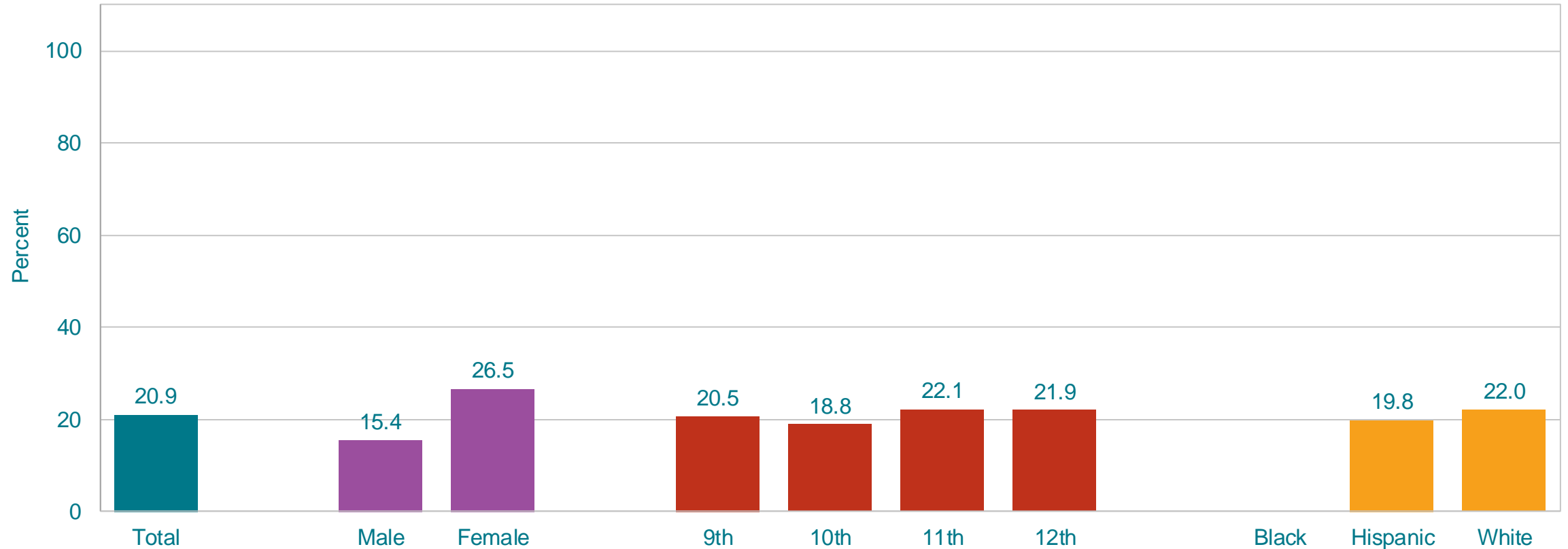


\*Almost every day for  $\geq 2$  weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†Increased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Seriously Considered Attempting Suicide,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Ever during the 12 months before the survey

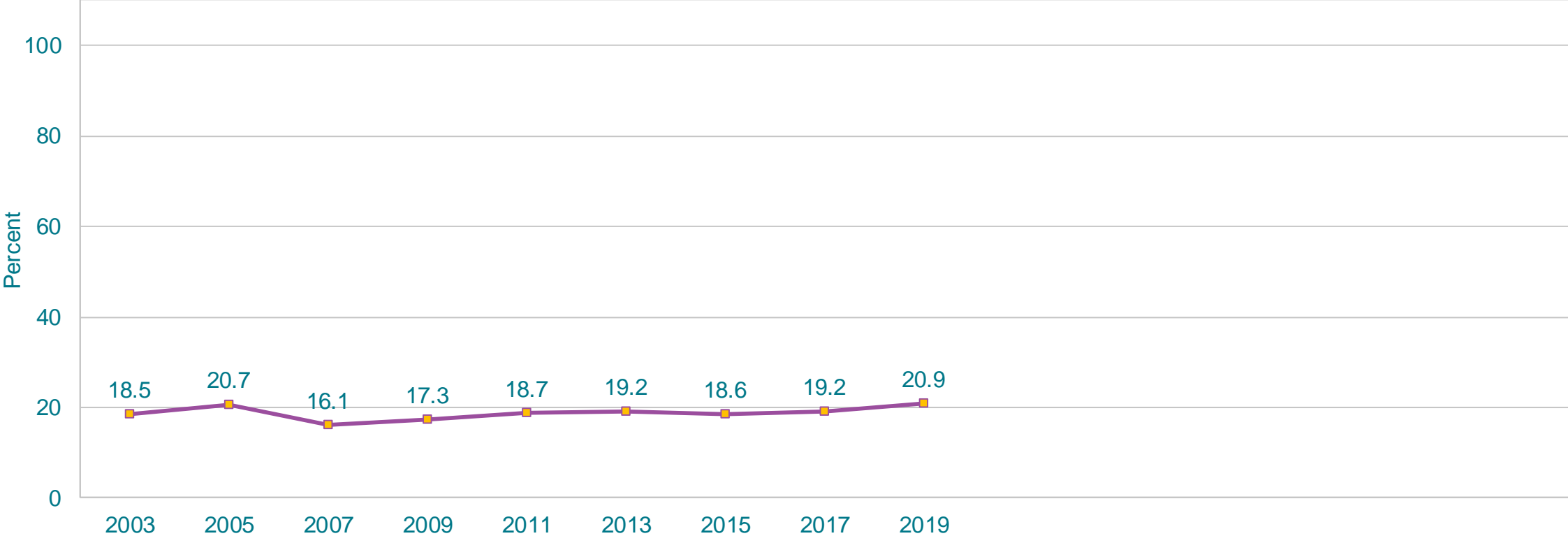
†F > M (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Seriously Considered Attempting Suicide,\* 2003-2019†



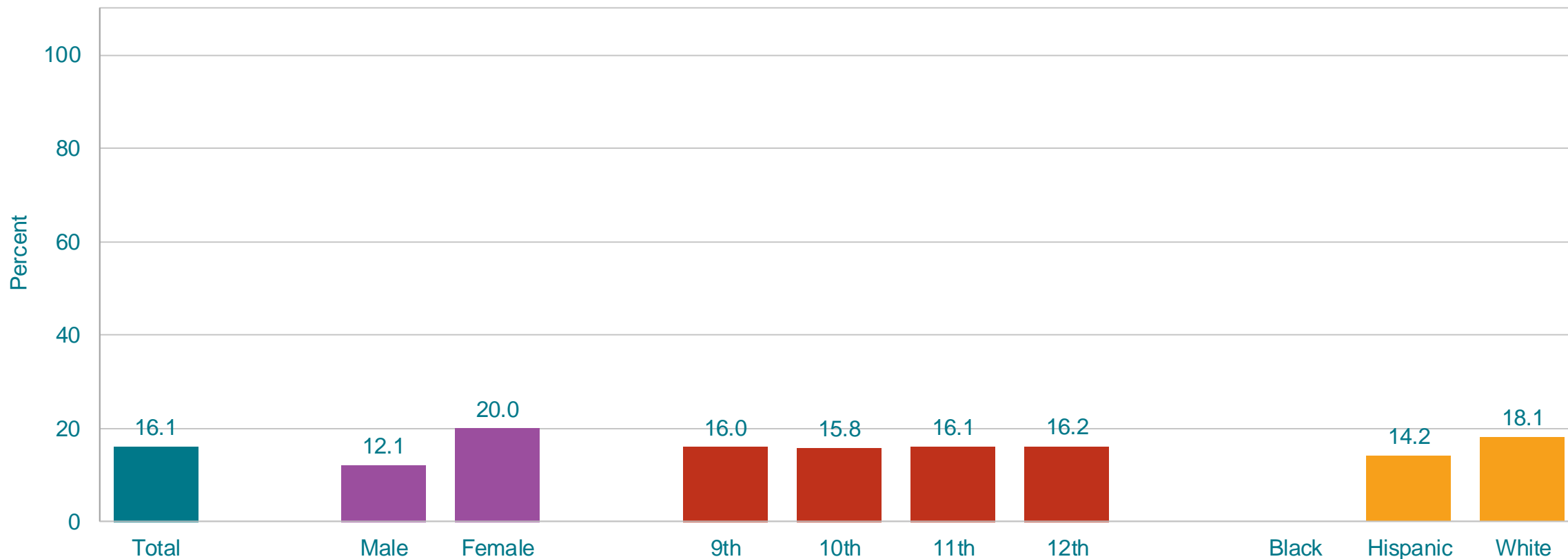
\*Ever during the 12 months before the survey

†No change, 2003-2009, increased, 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*During the 12 months before the survey

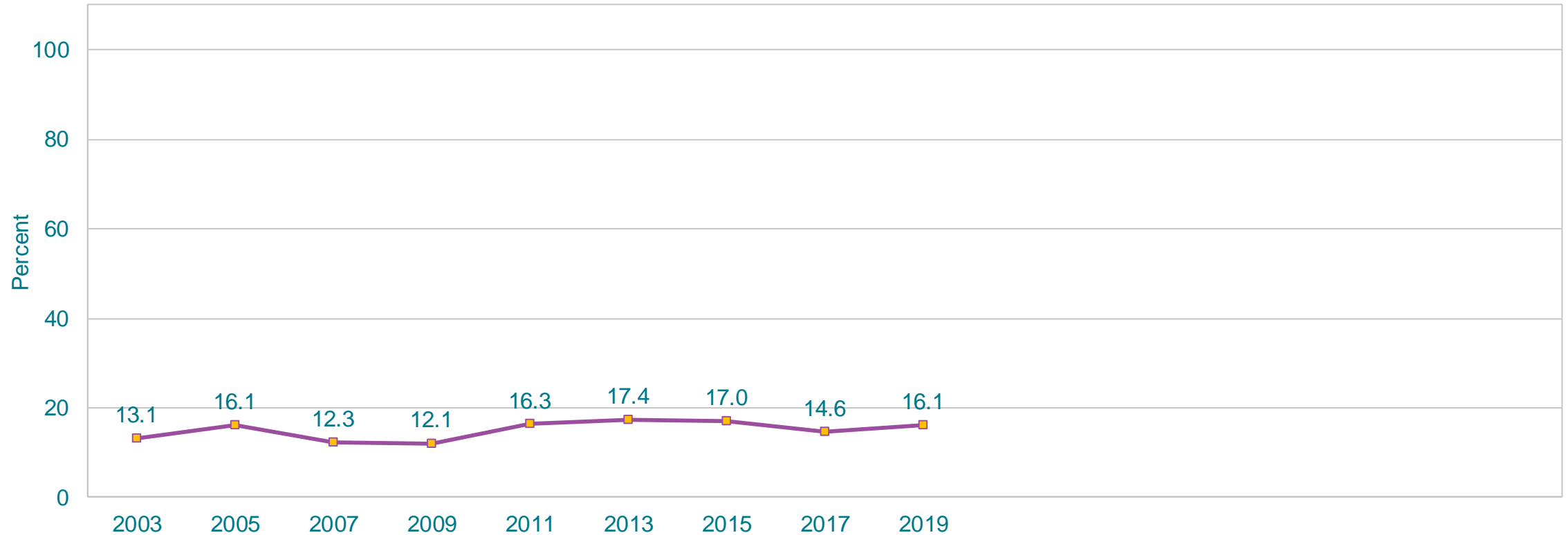
†F > M (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,\* 2003-2019†

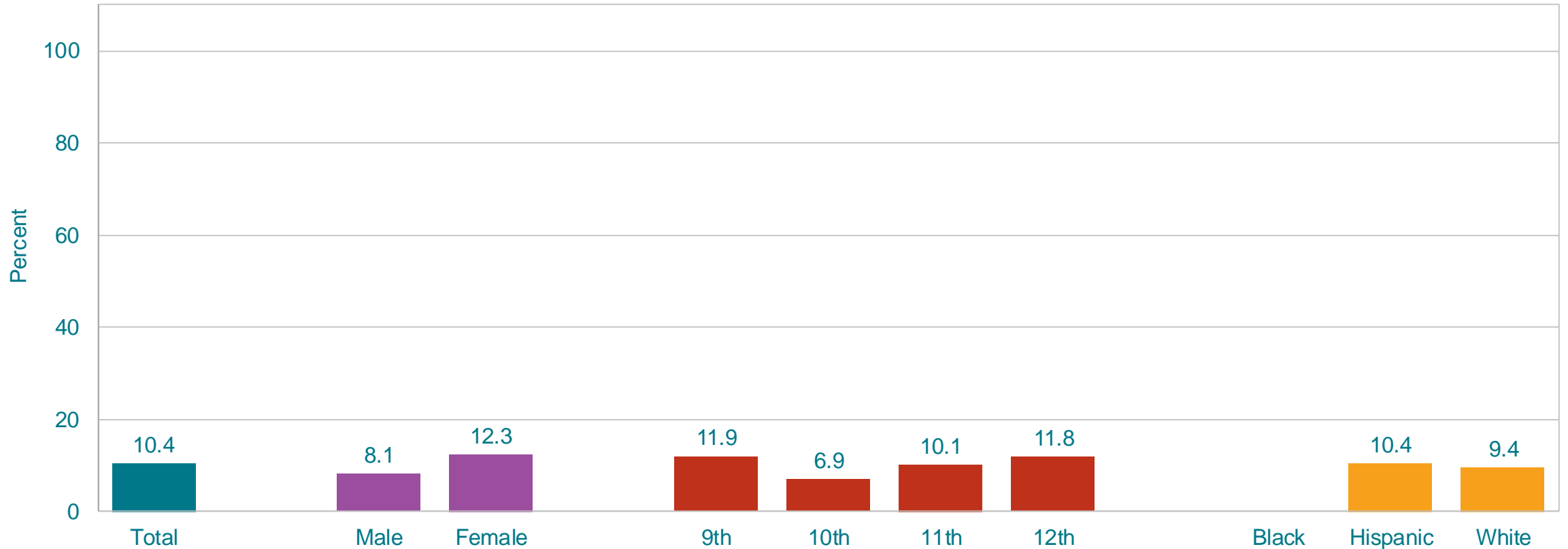


\*During the 12 months before the survey

†Increased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Attempted Suicide,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*One or more times during the 12 months before the survey

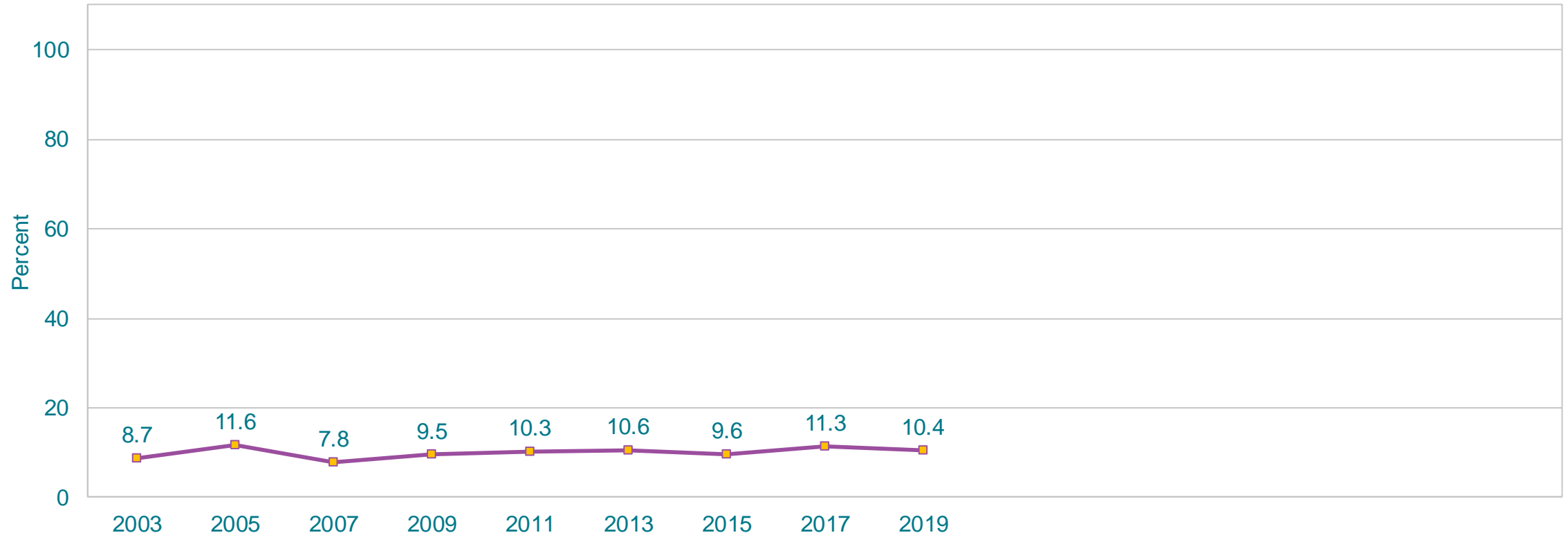
†F > M; 9th > 10th (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Attempted Suicide,\* 2003-2019†

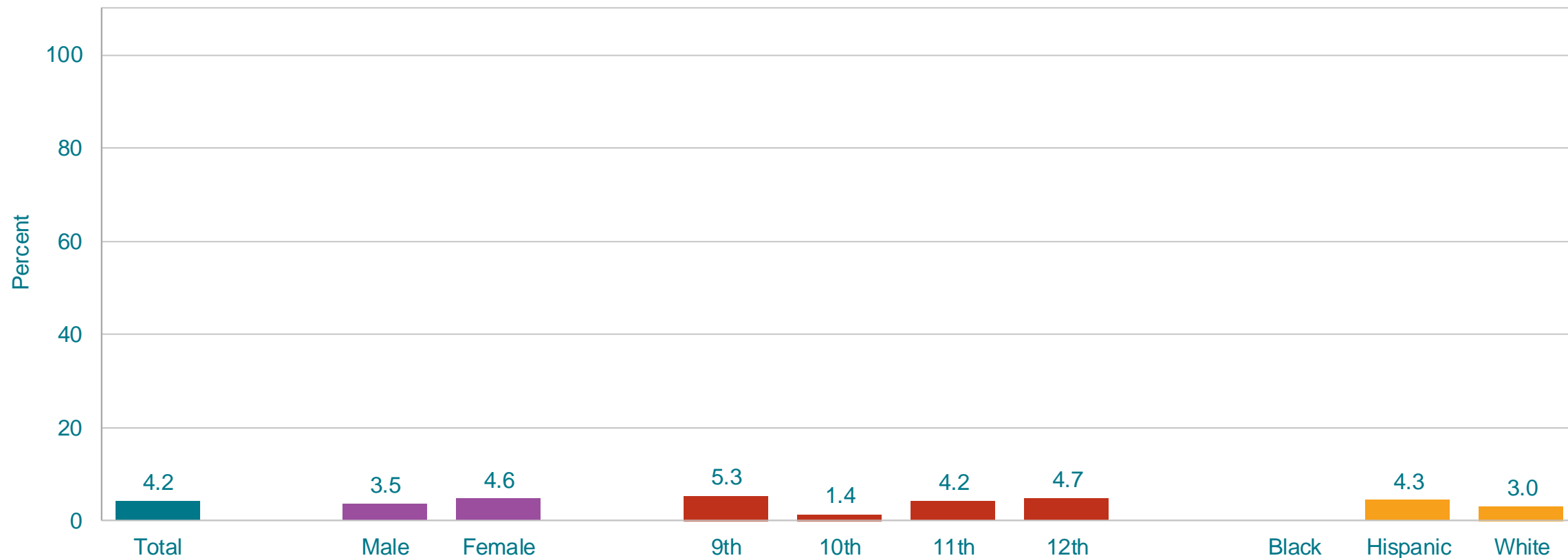


\*One or more times during the 12 months before the survey

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*During the 12 months before the survey

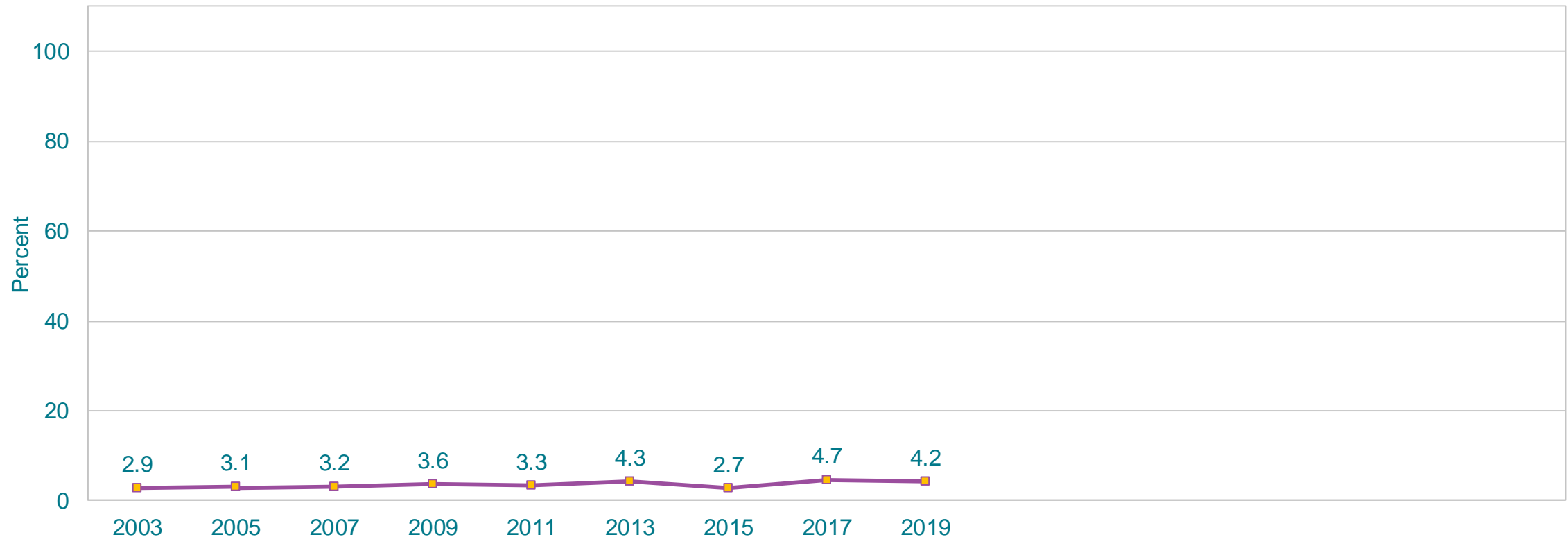
†9th > 10th, 11th > 10th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,\* 2003-2019†

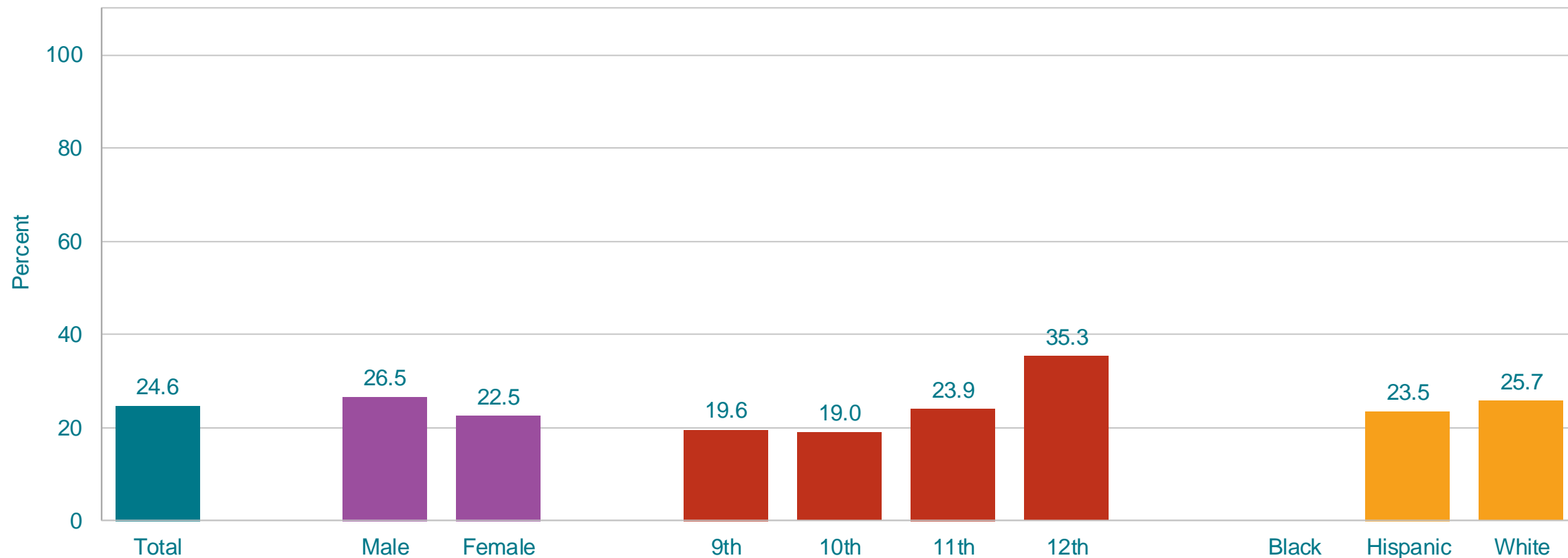


\*During the 12 months before the survey

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Ever Tried Cigarette Smoking,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*Even one or two puffs

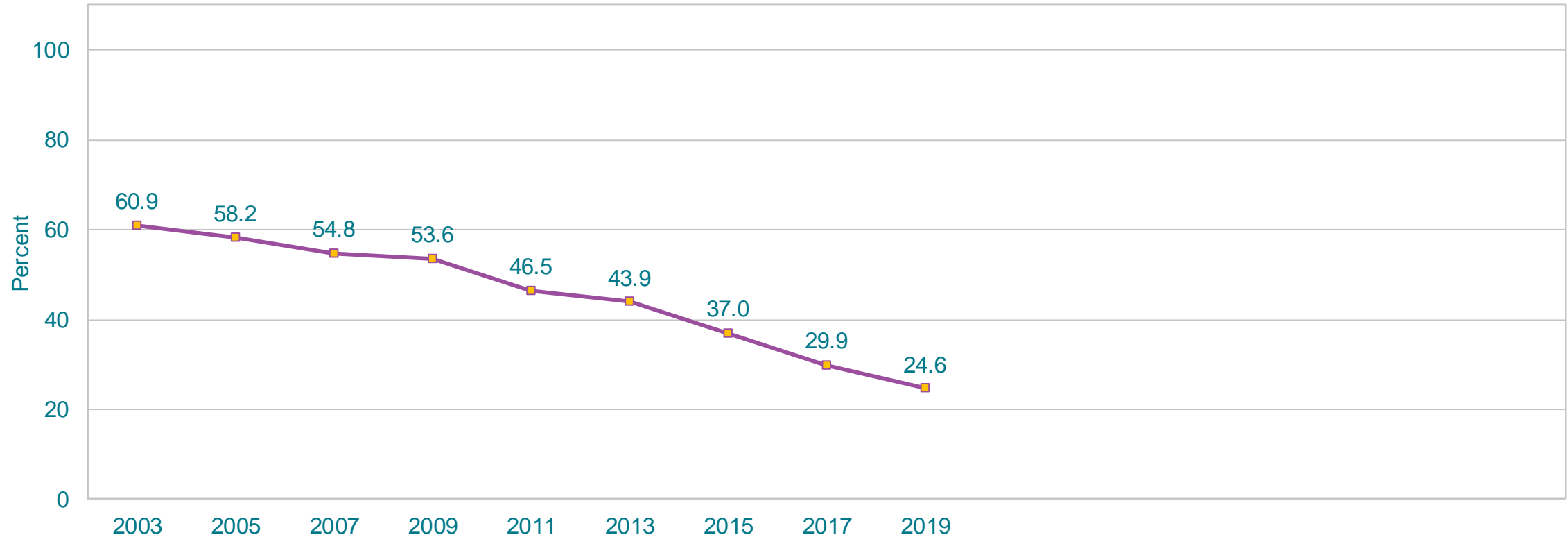
†M > F; 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Ever Tried Cigarette Smoking,\* 2003-2019†



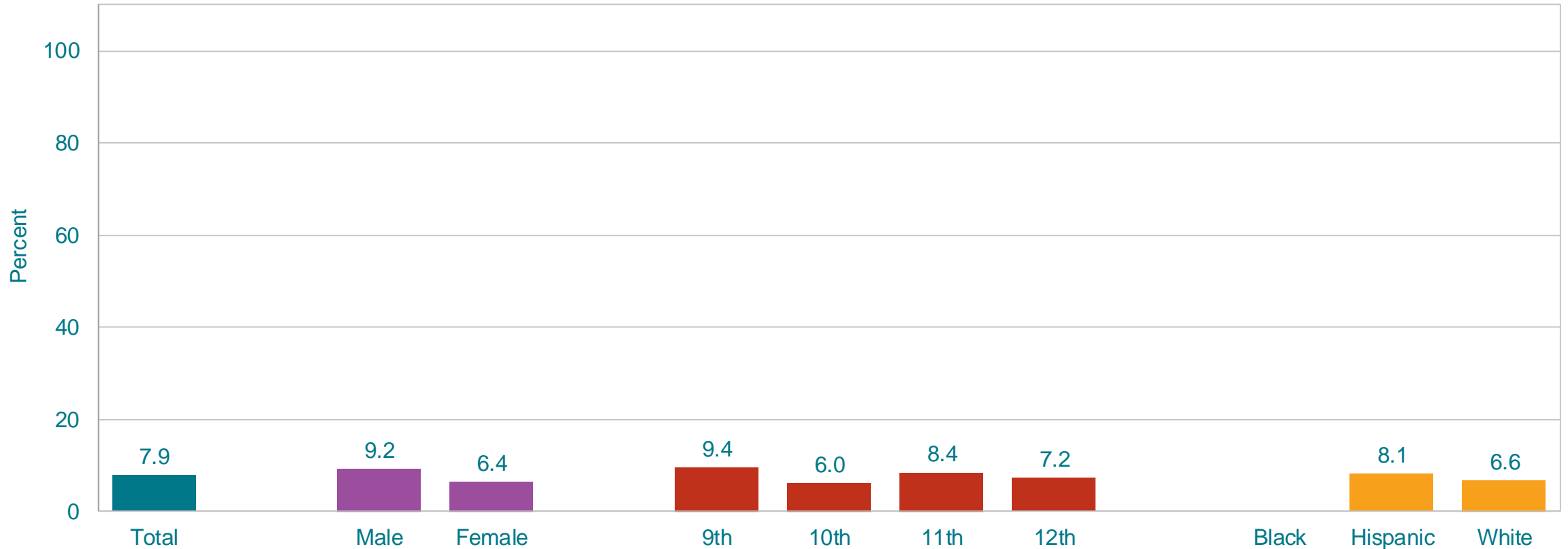
\*Even one or two puffs

†Decreased 2003-2019, decreased 2003-2013, decreased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



## Percentage of High School Students Who First Tried Cigarette Smoking Before Age 13 Years,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Even one or two puffs

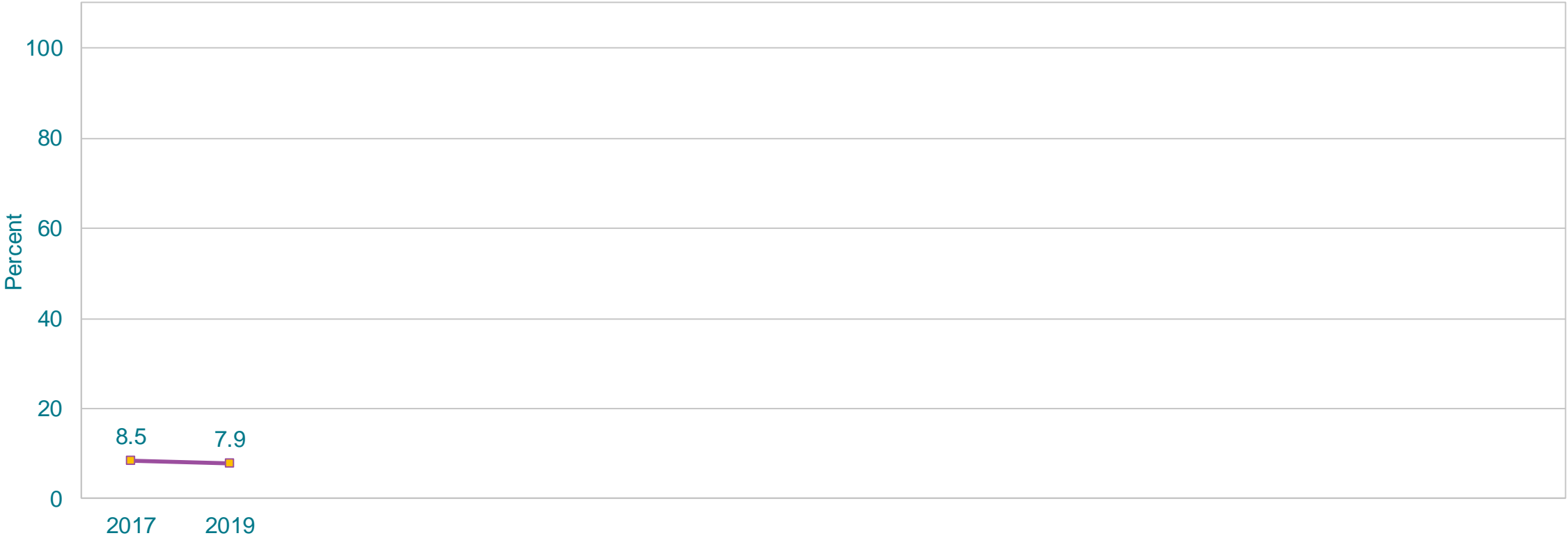
†M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who First Tried Cigarette Smoking Before Age 13 Years,\* 2017-2019†

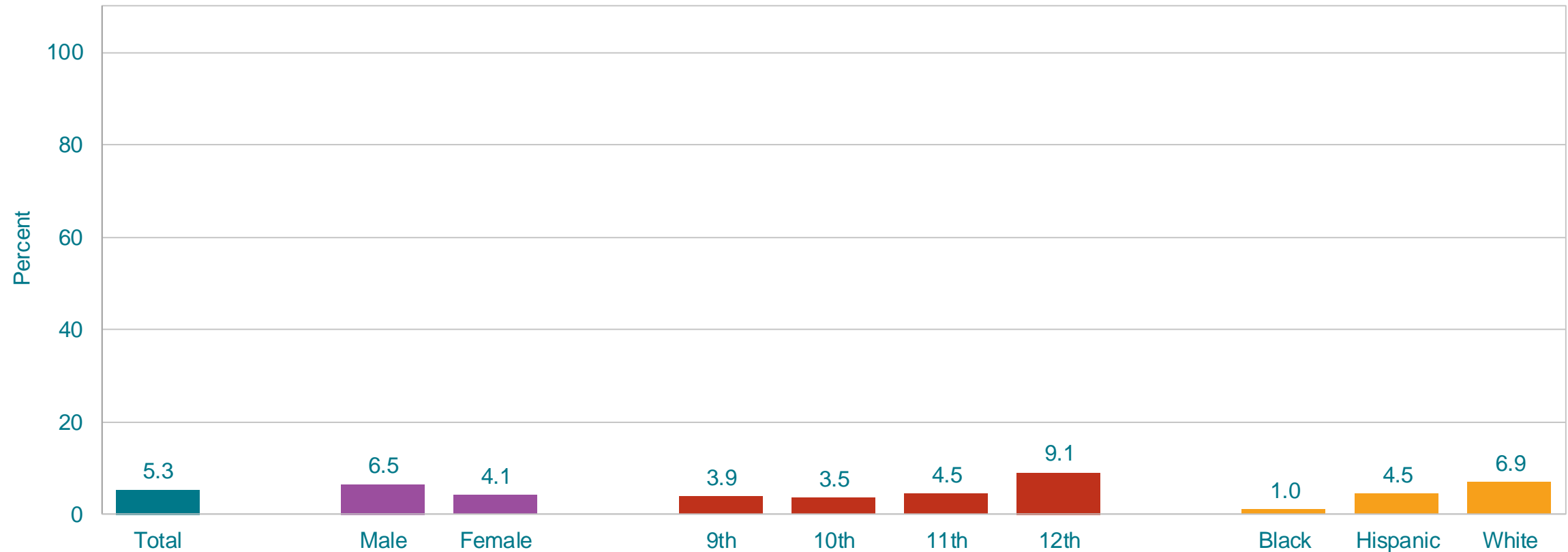


\*Even one or two puffs

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



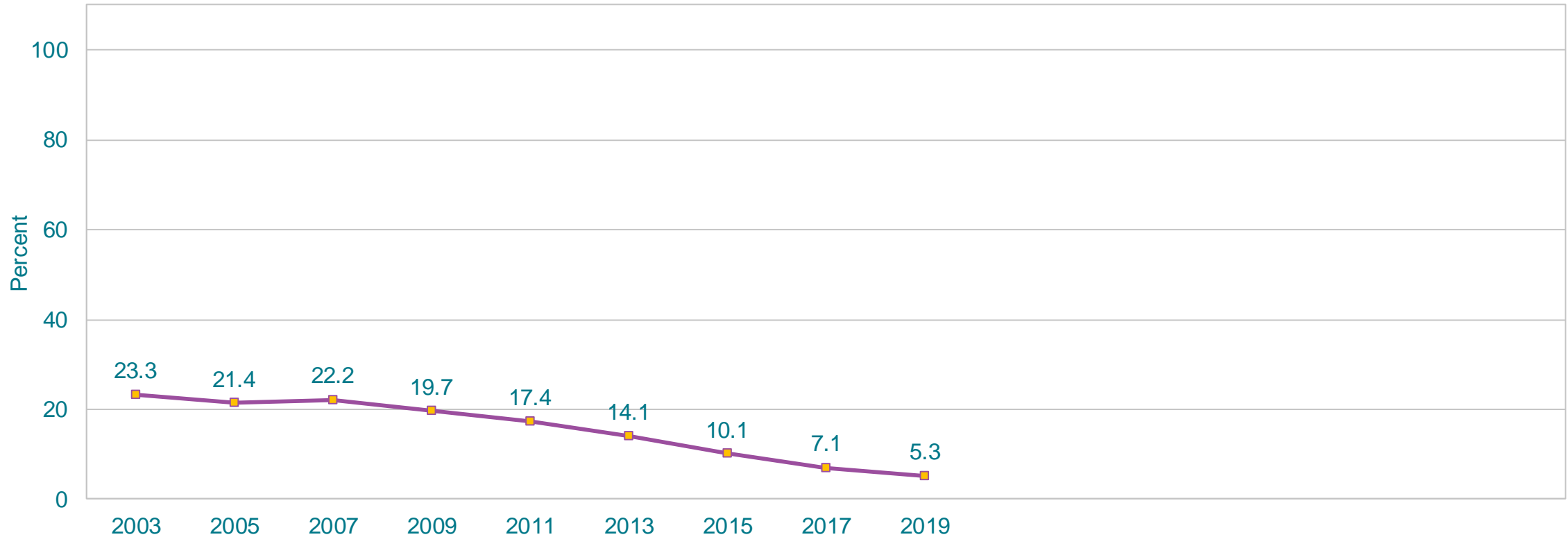
\*On at least 1 day during the 30 days before the survey

†M > F; 12th > 9th, 12th > 10th; H > B, W > B (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes,\* 2003-2019†

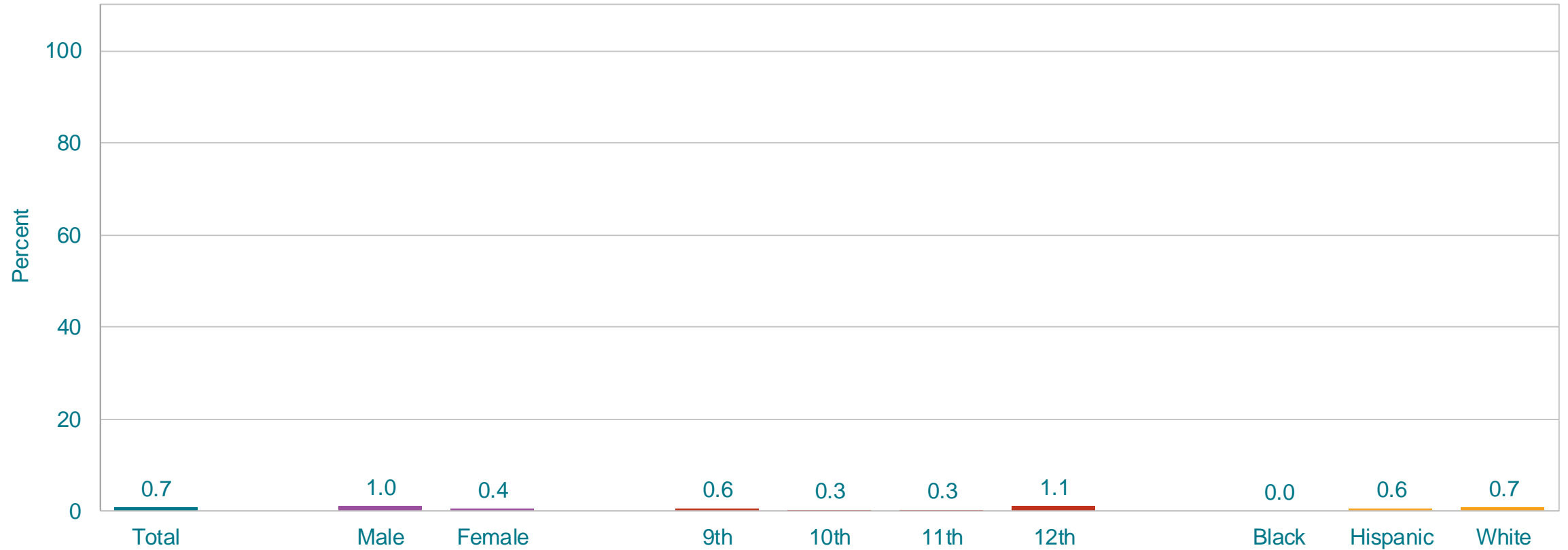


\*On at least 1 day during the 30 days before the survey

†Decreased 2003-2019, decreased 2003-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Frequently,\* by Sex, Grade, and Race/Ethnicity,† 2019



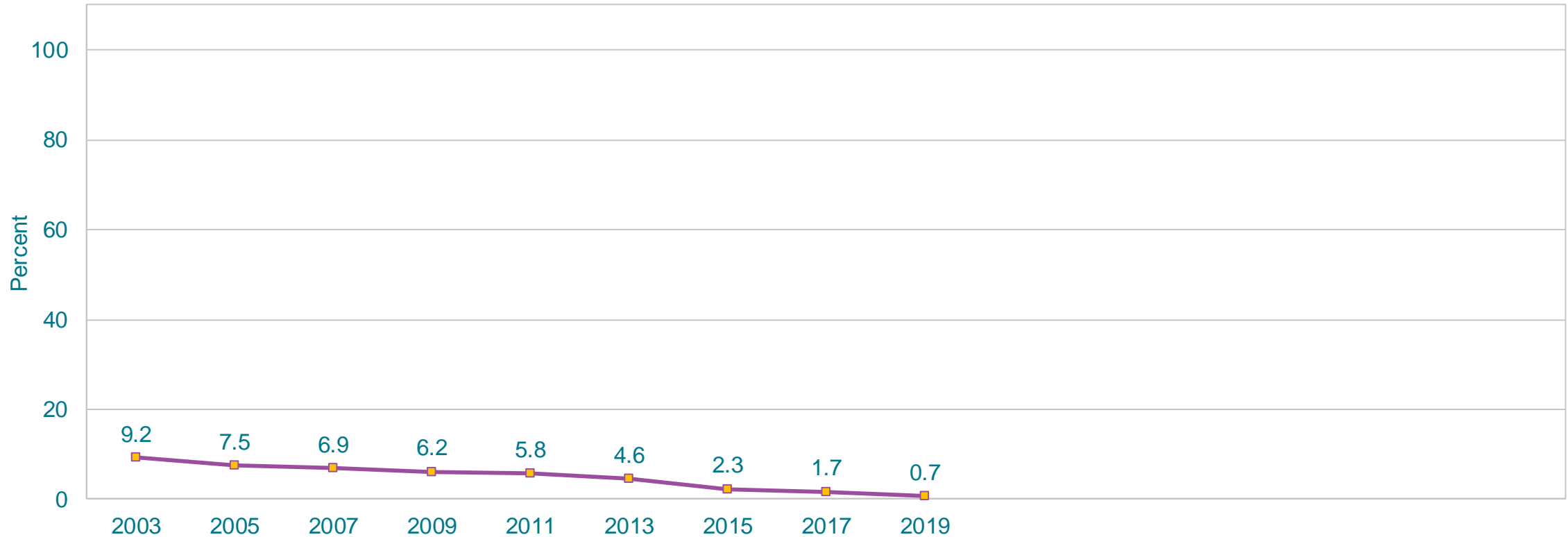
\*On 20 or more days during the 30 days before the survey

†H > B (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Frequently,\* 2003-2019†

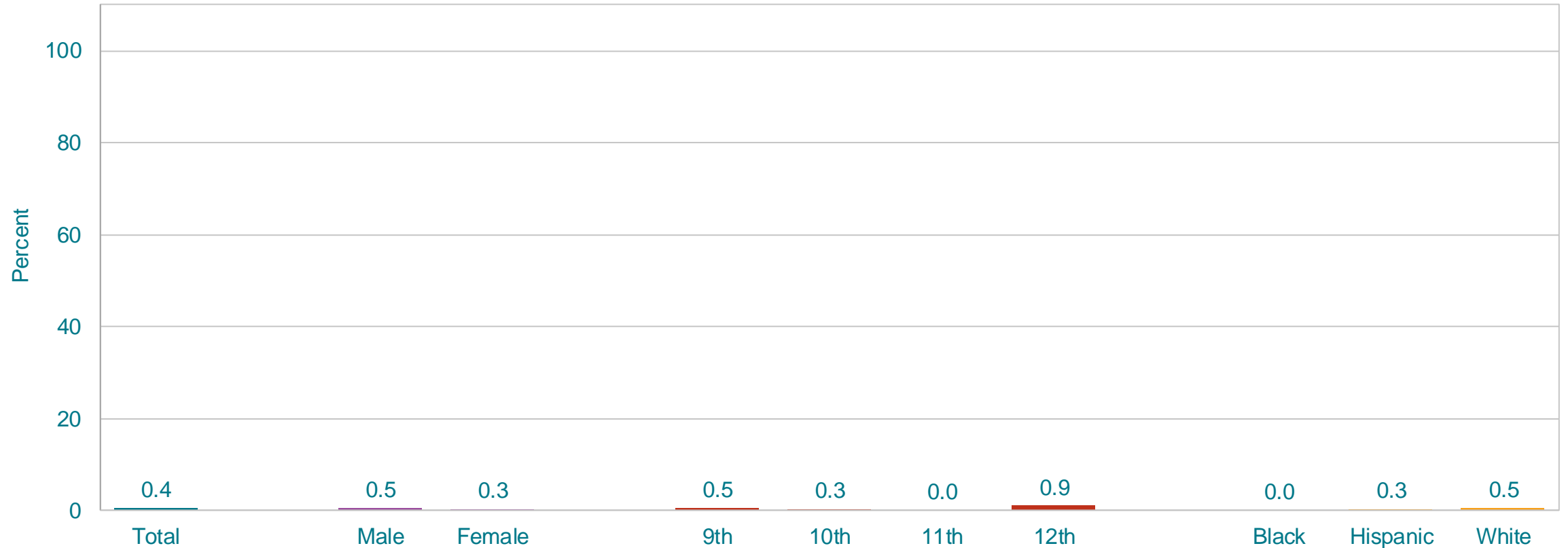


\*On 20 or more days during the 30 days before the survey

†Decreased 2003-2019, decreased 2003-2013, decreased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

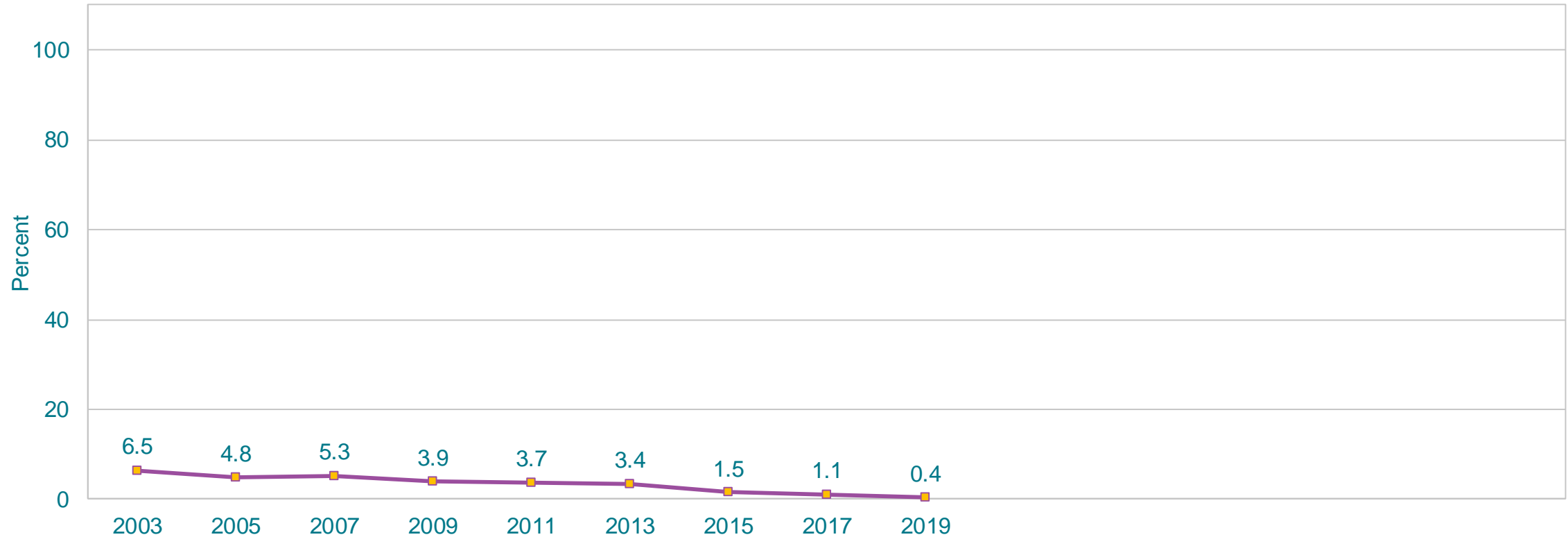
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* by Sex, Grade, and Race/Ethnicity, 2019



\*On all 30 days during the 30 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* 2003-2019†



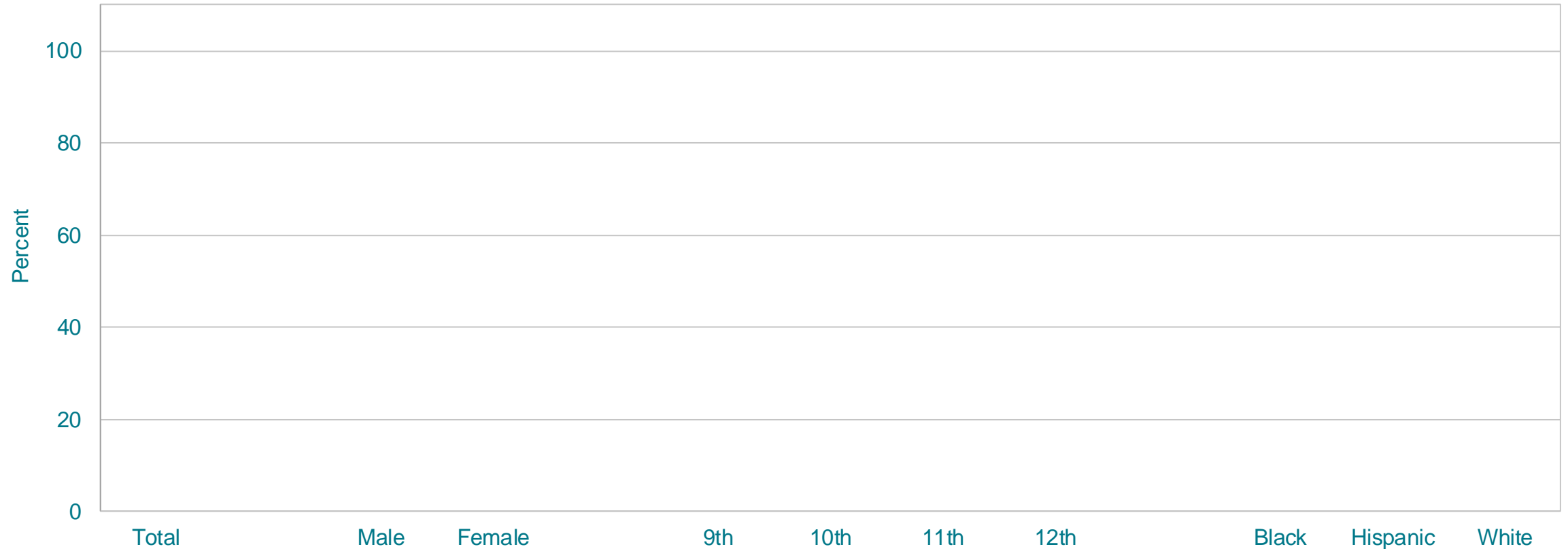
\*On all 30 days during the 30 days before the survey

†Decreased 2003-2019, decreased 2003-2013, decreased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

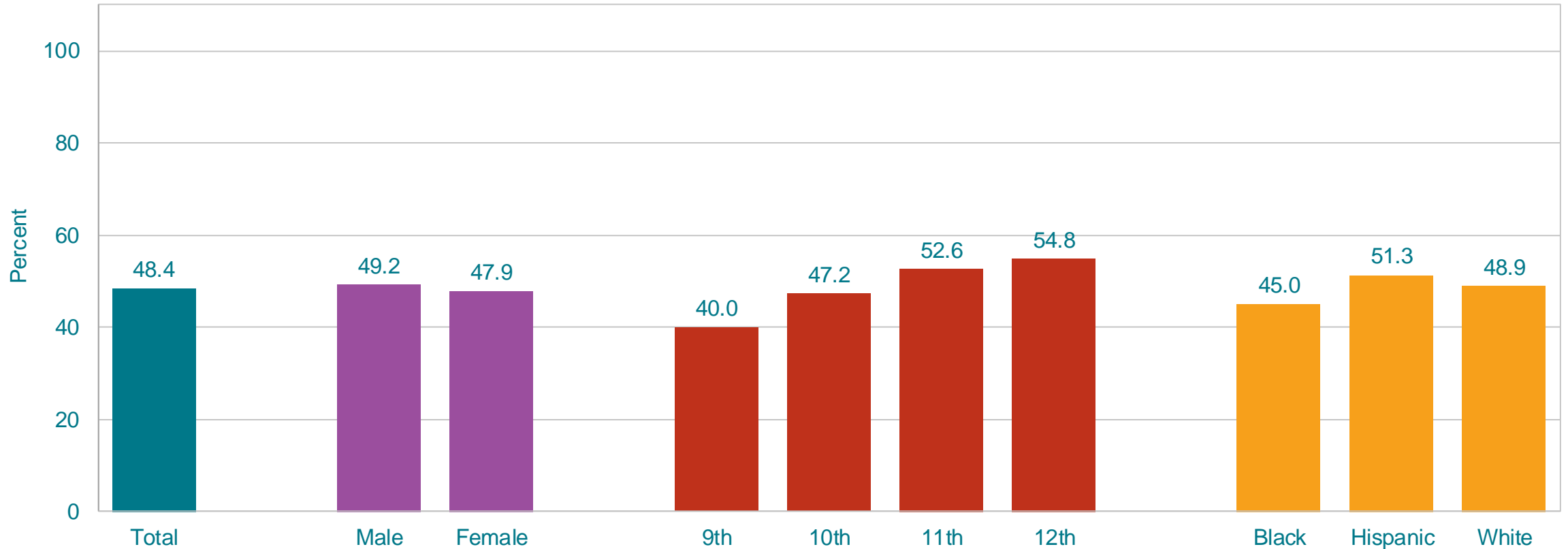


# Percentage of High School Students Who Smoked More Than 10 Cigarettes Per Day,\* by Sex, Grade, and Race/Ethnicity, 2019



\*On the days they smoked during the 30 days before the survey, among students who currently smoked cigarettes  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used an Electronic Vapor Product,\* by Sex, Grade,† and Race/Ethnicity, 2019



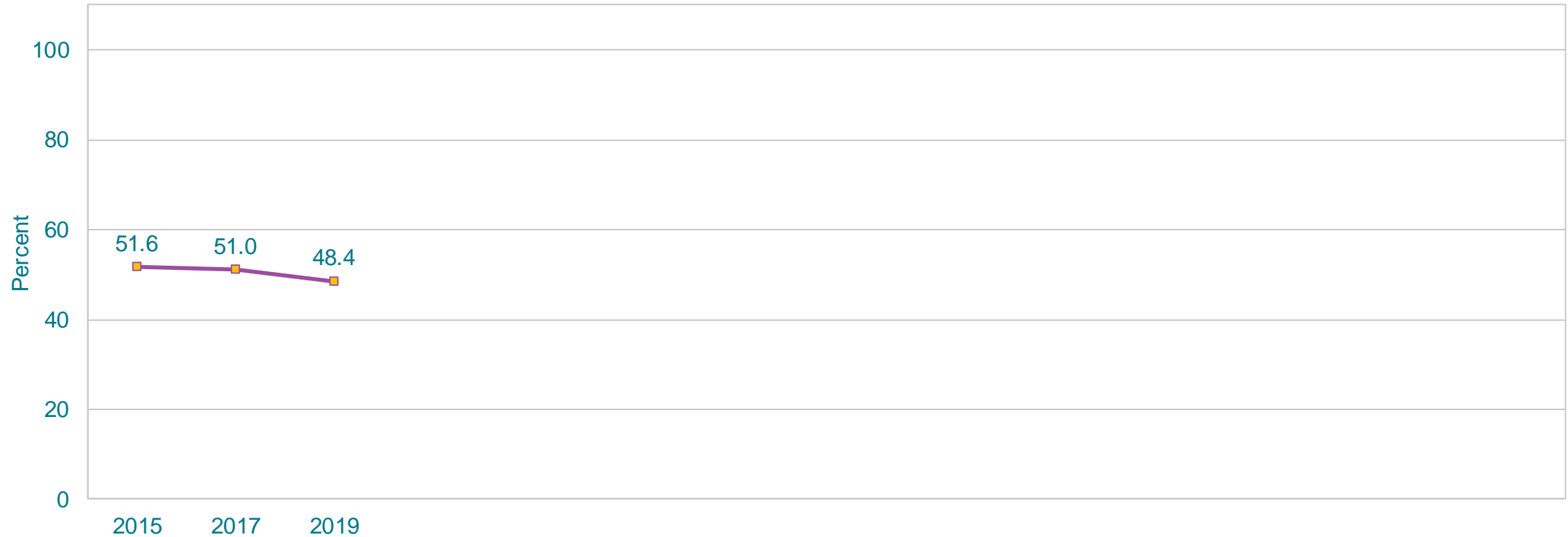
\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo]

†11th > 9th, 12th > 9th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Ever Used an Electronic Vapor Product,\* 2015-2019†

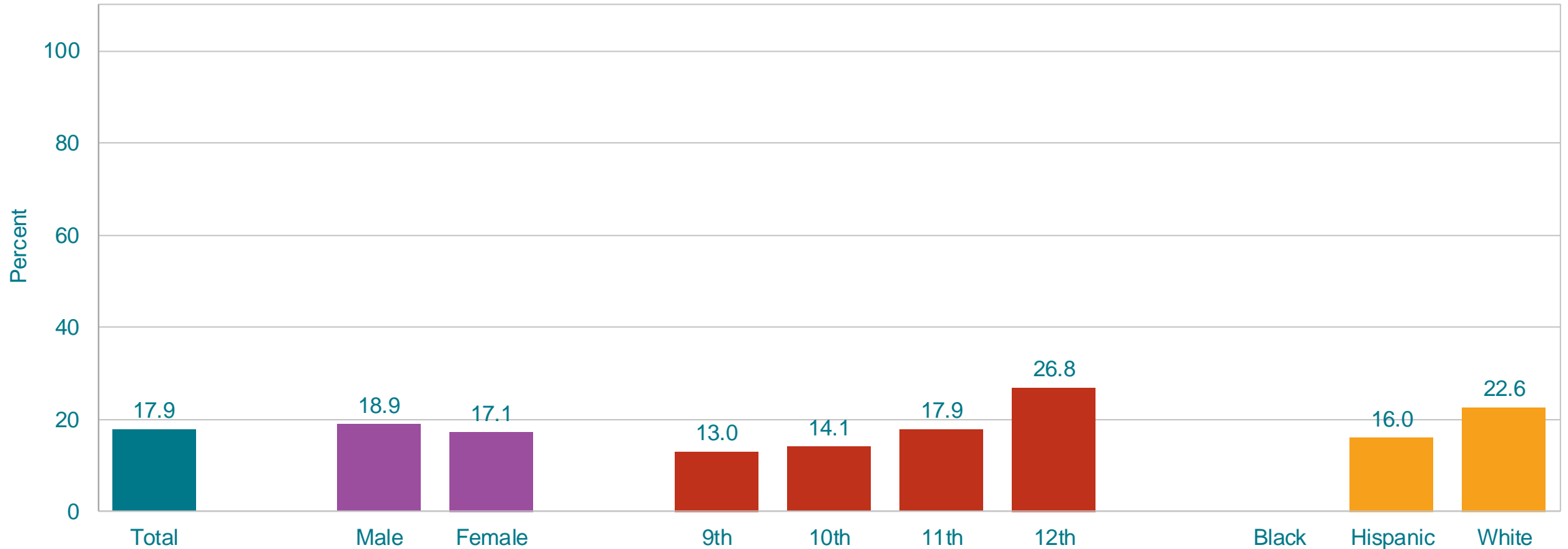


\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo]

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Used an Electronic Vapor Product,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo], on at least 1 day during the 30 days before the survey

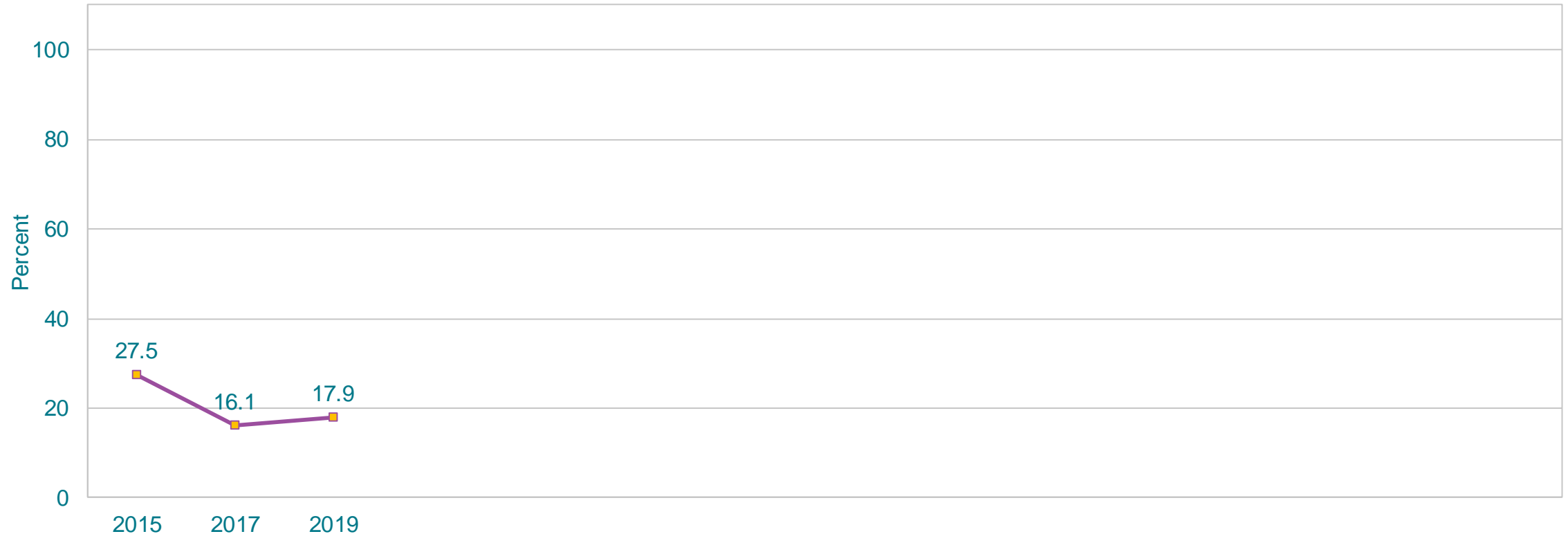
<sup>†</sup>12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Currently Used an Electronic Vapor Product,\* 2015-2019†

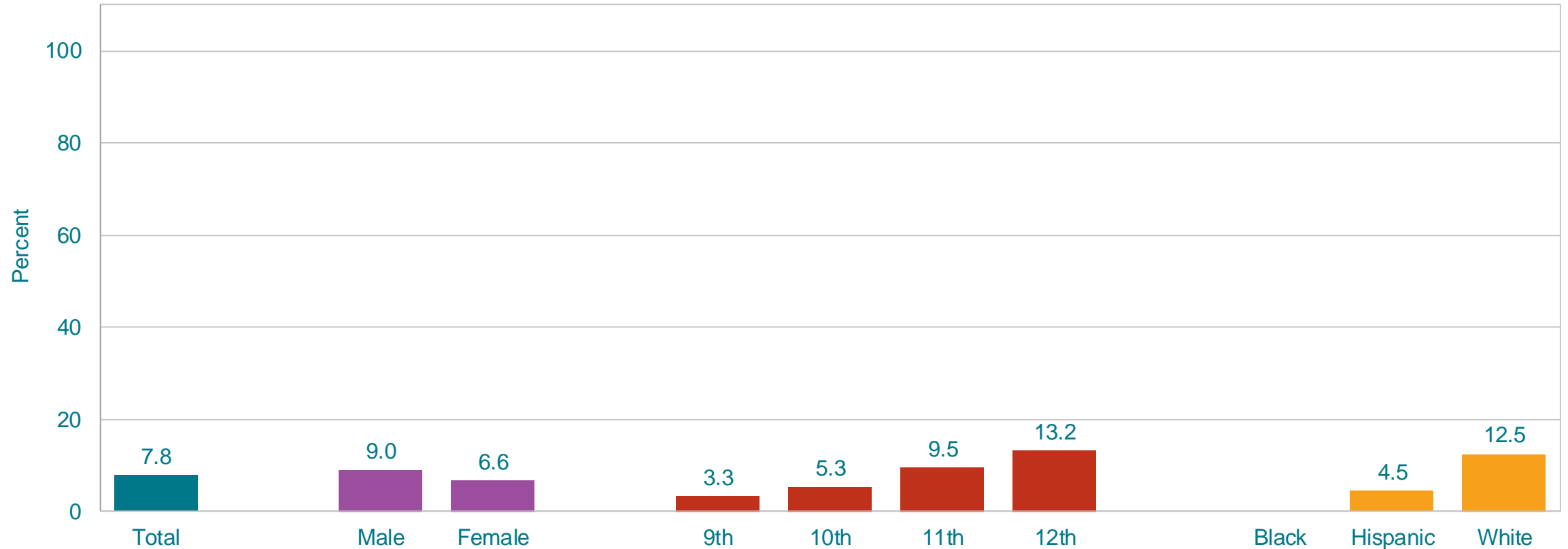


\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo], on at least 1 day during the 30 days before the survey

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Currently Used Electronic Vapor Products Frequently,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*On 20 or more days during the 30 days before the survey

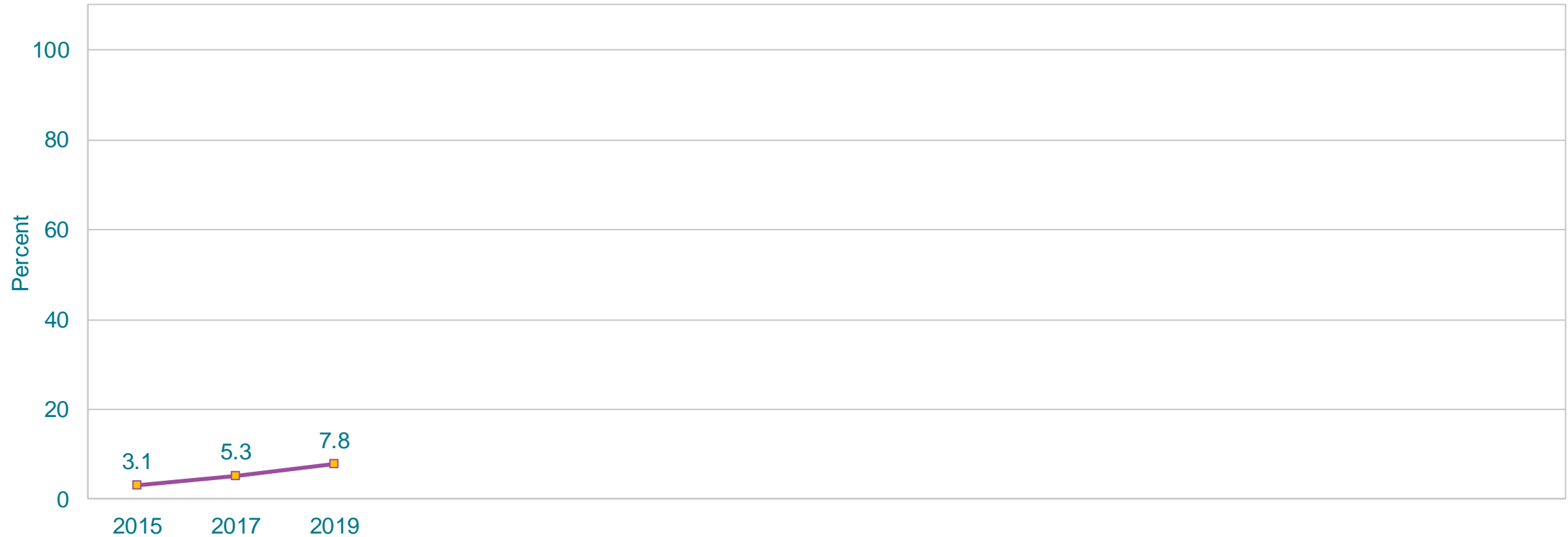
†12th > 9th, 12th > 10th; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Electronic Vapor Products Frequently,\* 2015-2019†

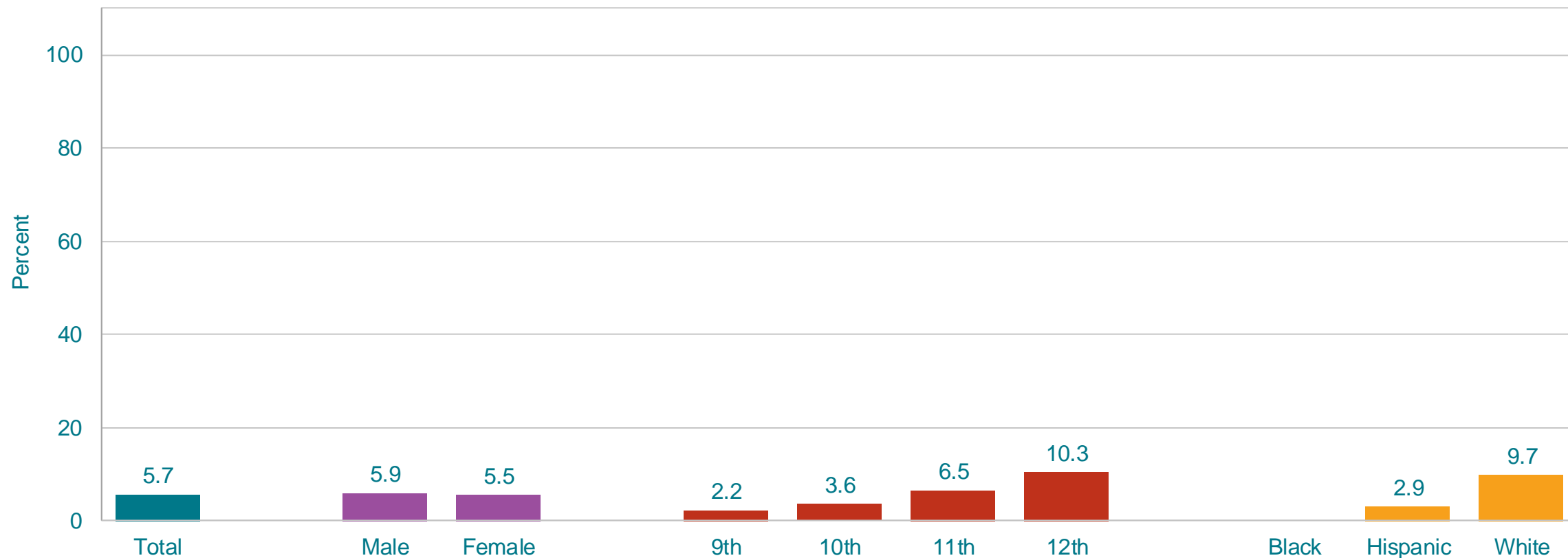


\*On 20 or more days during the 30 days before the survey

†Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Electronic Vapor Products Daily,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*On all 30 days during the 30 days before the survey

†12th > 9th, 12th > 10th; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



# Percentage of High School Students Who Currently Used Electronic Vapor Products Daily,\* 2015-2019†

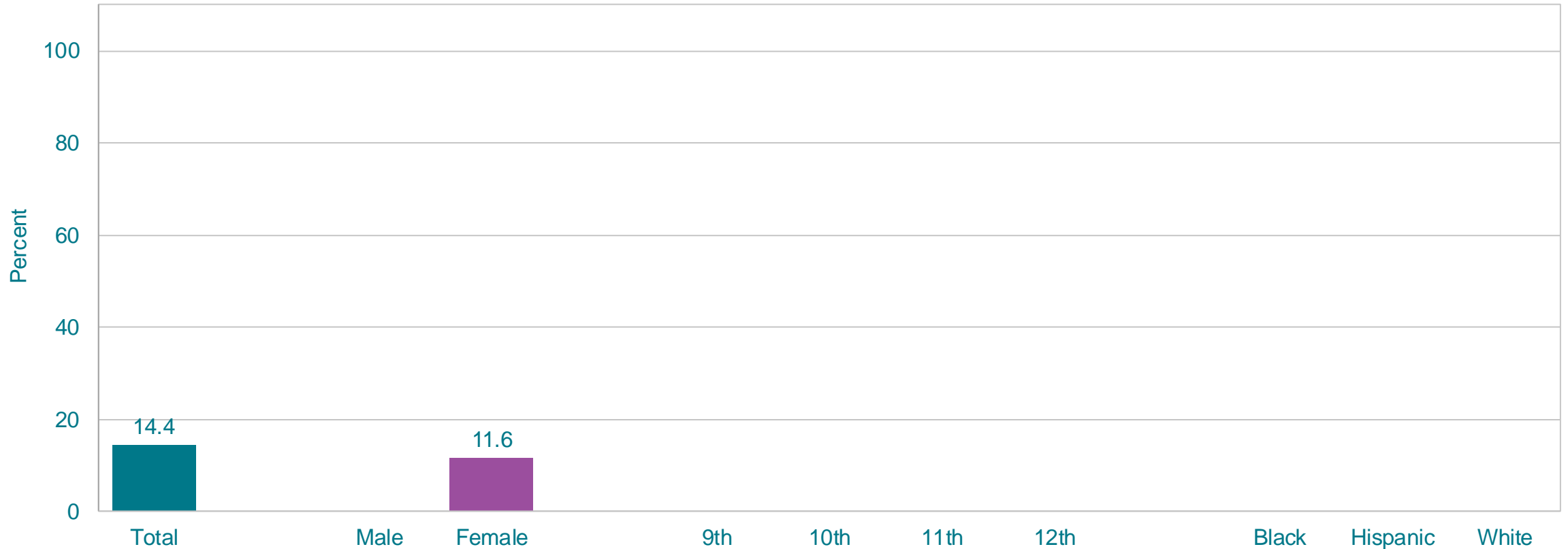


\*On all 30 days during the 30 days before the survey

†Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Usually Got Their Own Electronic Vapor Products by Buying Them in a Store,\* by Sex, Grade, and Race/Ethnicity, 2019



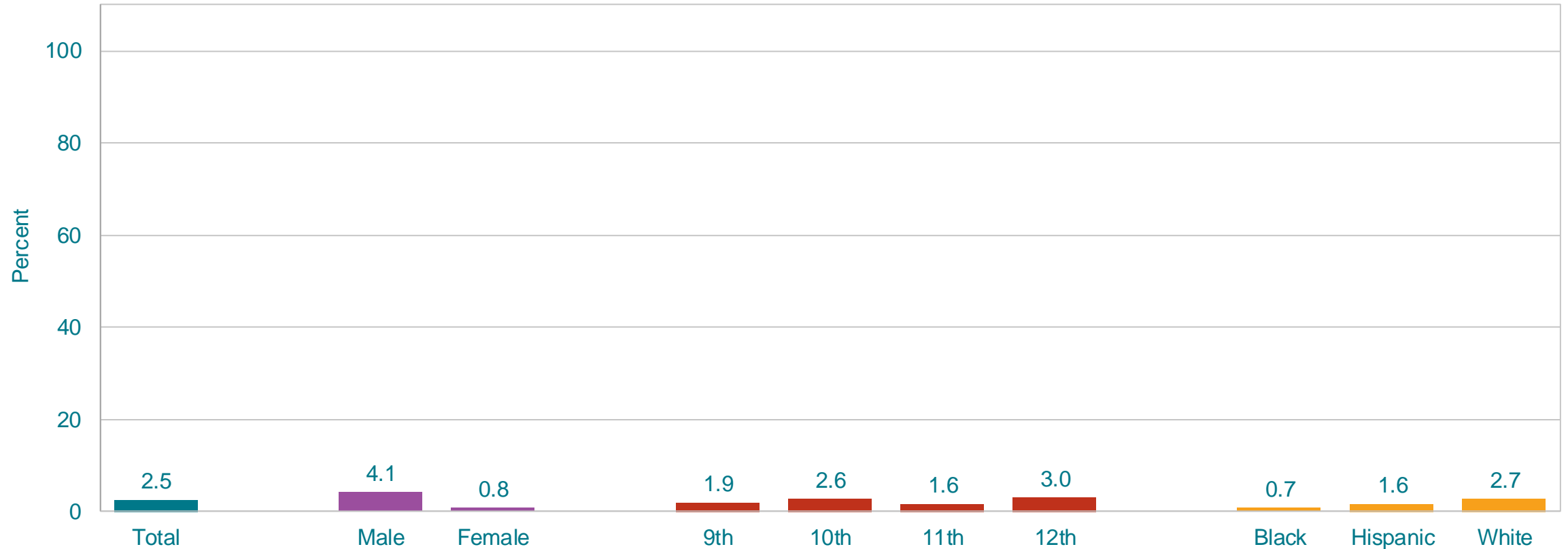
\*Such as a convenience store, supermarket, discount store, gas station, or vape store, during the 30 days before the survey, among students who currently used electronic vapor products and who were aged <18 years

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Smokeless Tobacco,\* by Sex,† Grade, and Race/Ethnicity, 2019



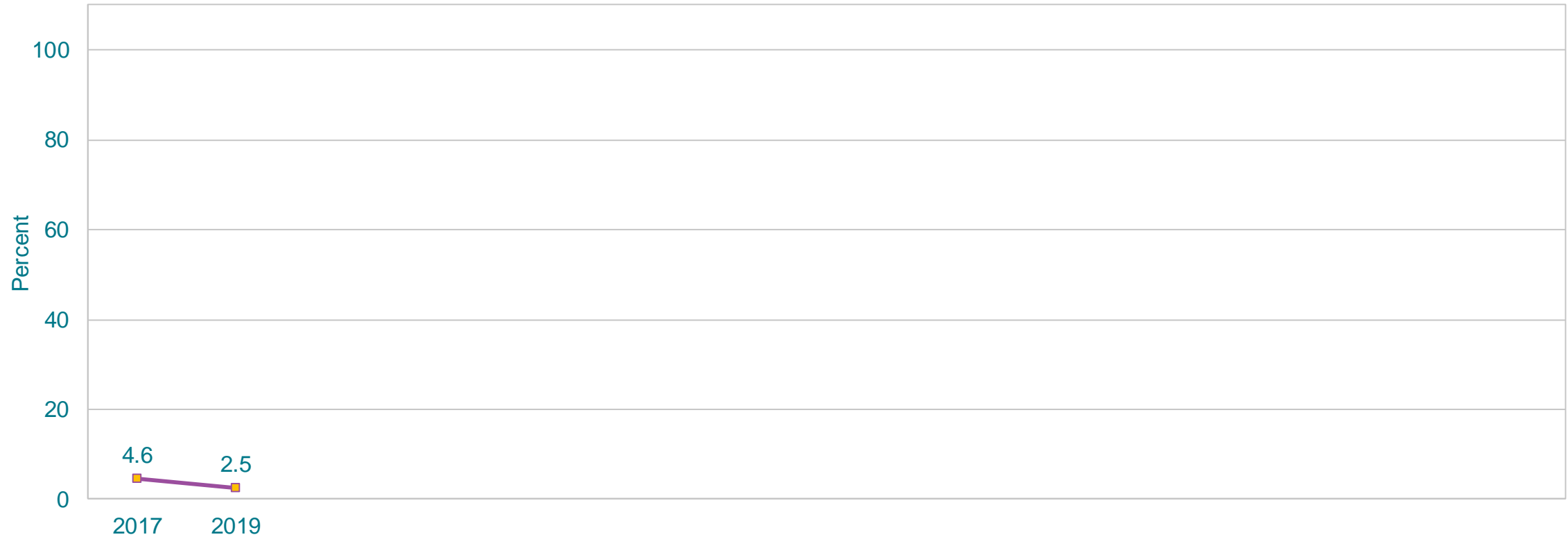
\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

†M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Smokeless Tobacco,\* 2017-2019†

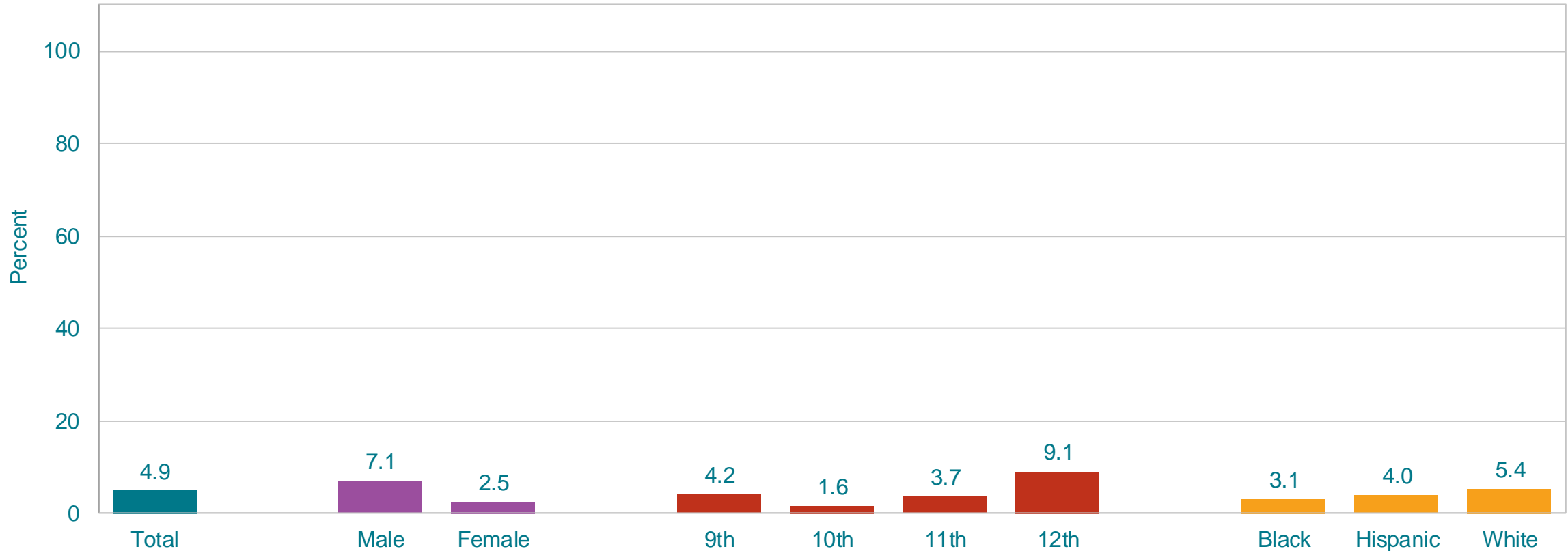


\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

†Decreased 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigars,\* by Sex,† Grade,† and Race/Ethnicity, 2019



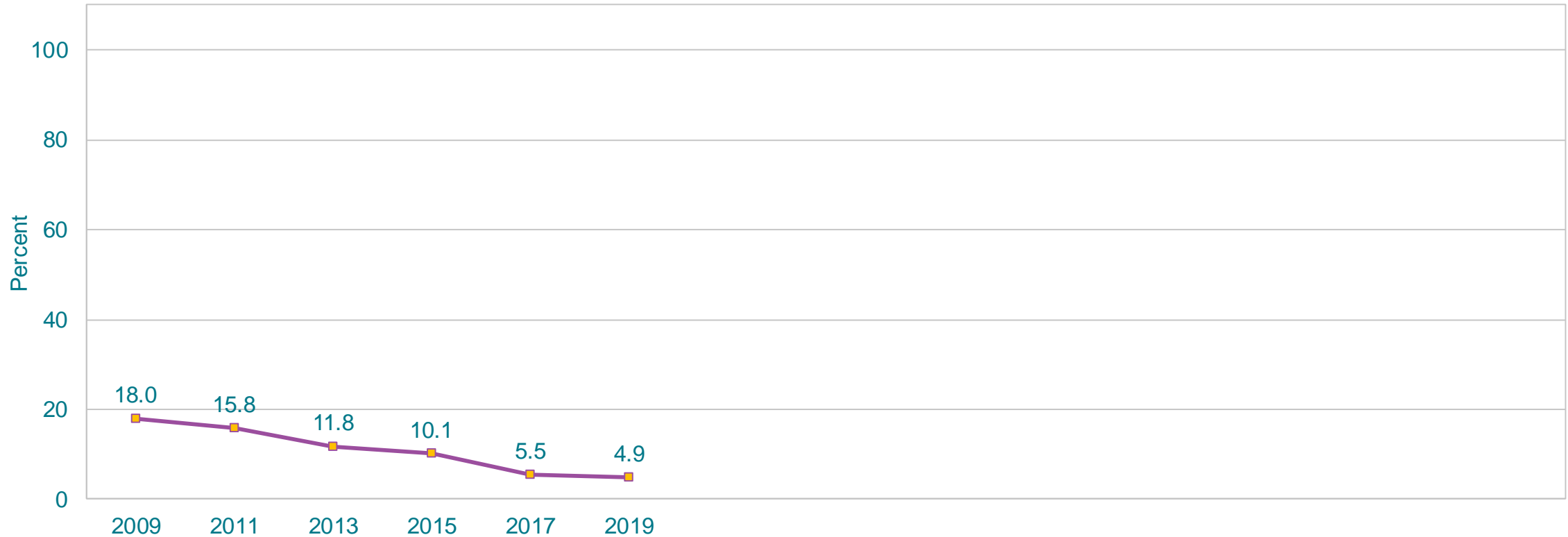
\*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey

†M > F; 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigars,\* 2009-2019†

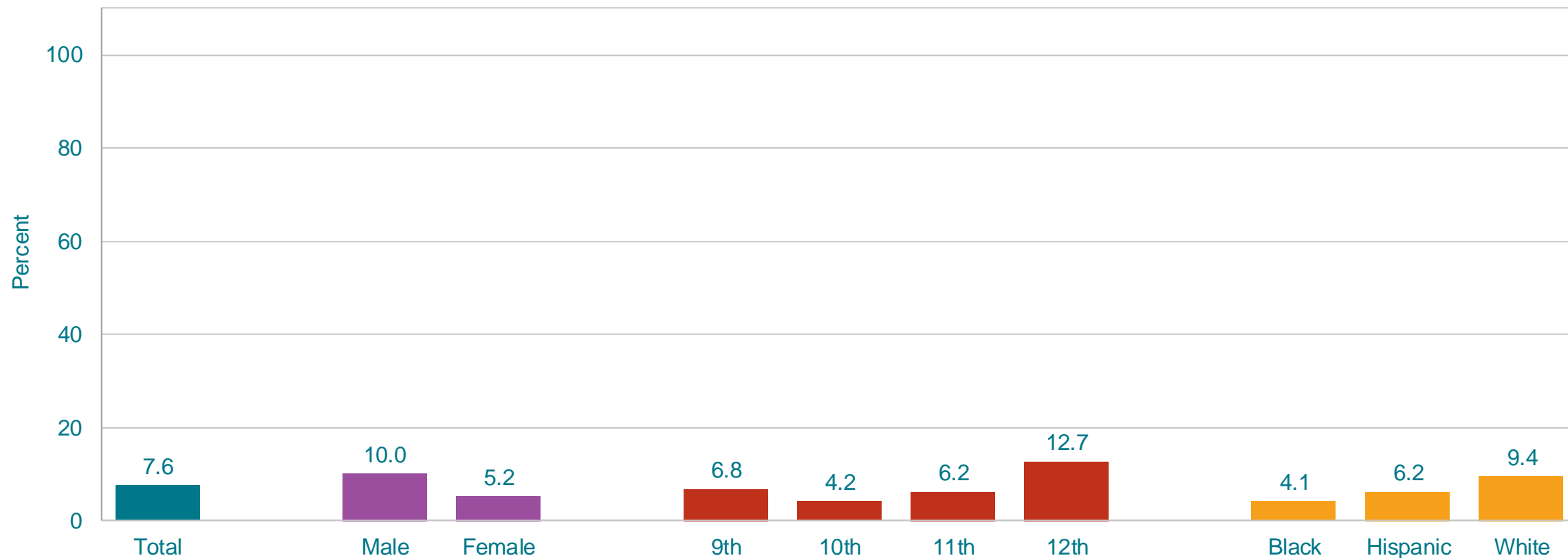


\*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey

†Decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes or Cigars,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



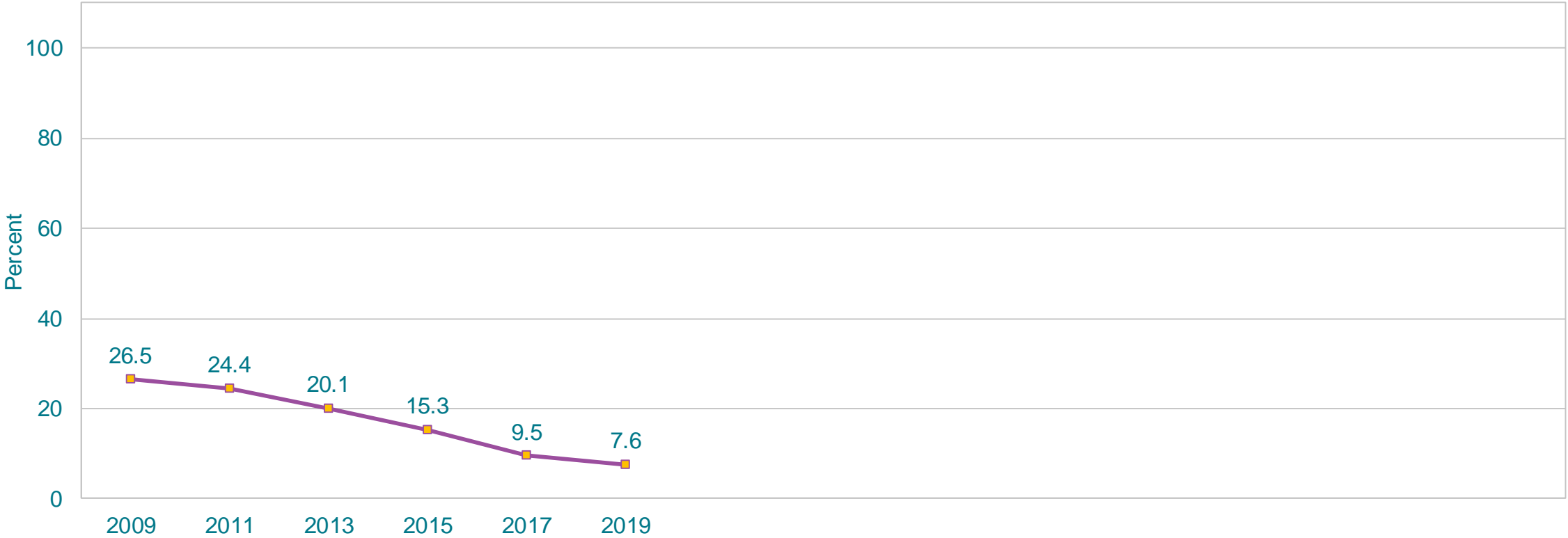
\*On at least 1 day during the 30 days before the survey

†M > F; 12th > 9th, 12th > 10th, 12th > 11th; W > B (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes or Cigars,\* 2009-2019†



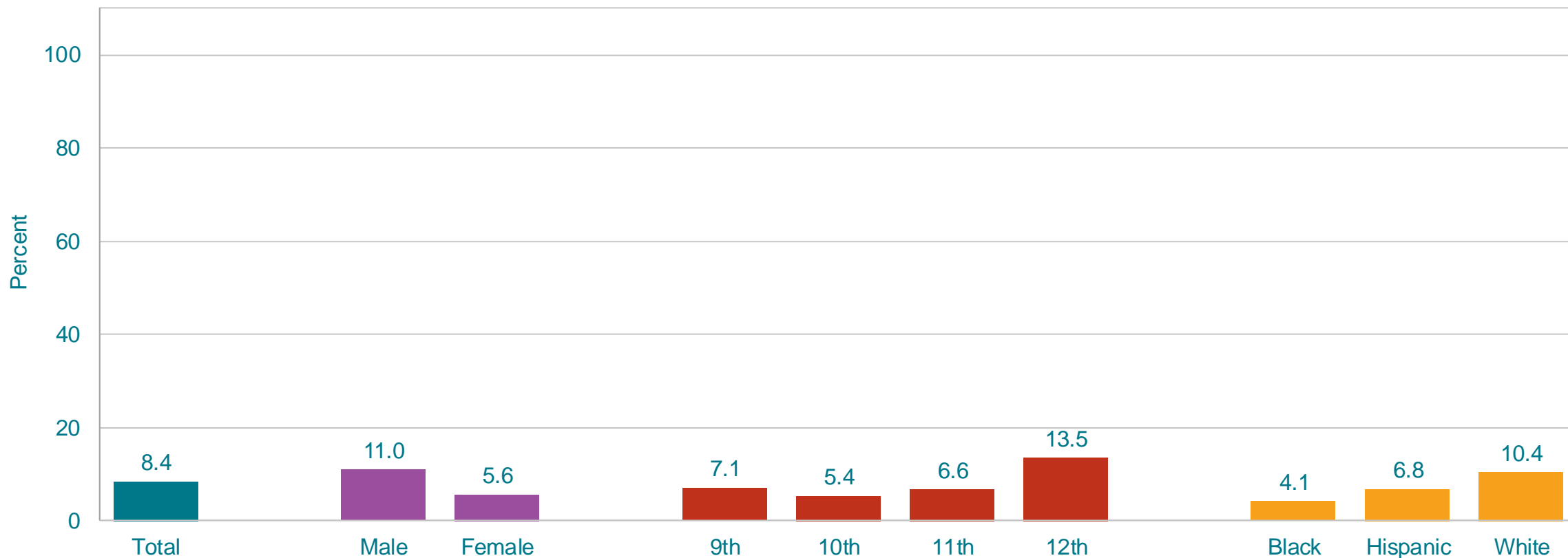
\*On at least 1 day during the 30 days before the survey

†Decreased 2009-2019, decreased 2009-2013, decreased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



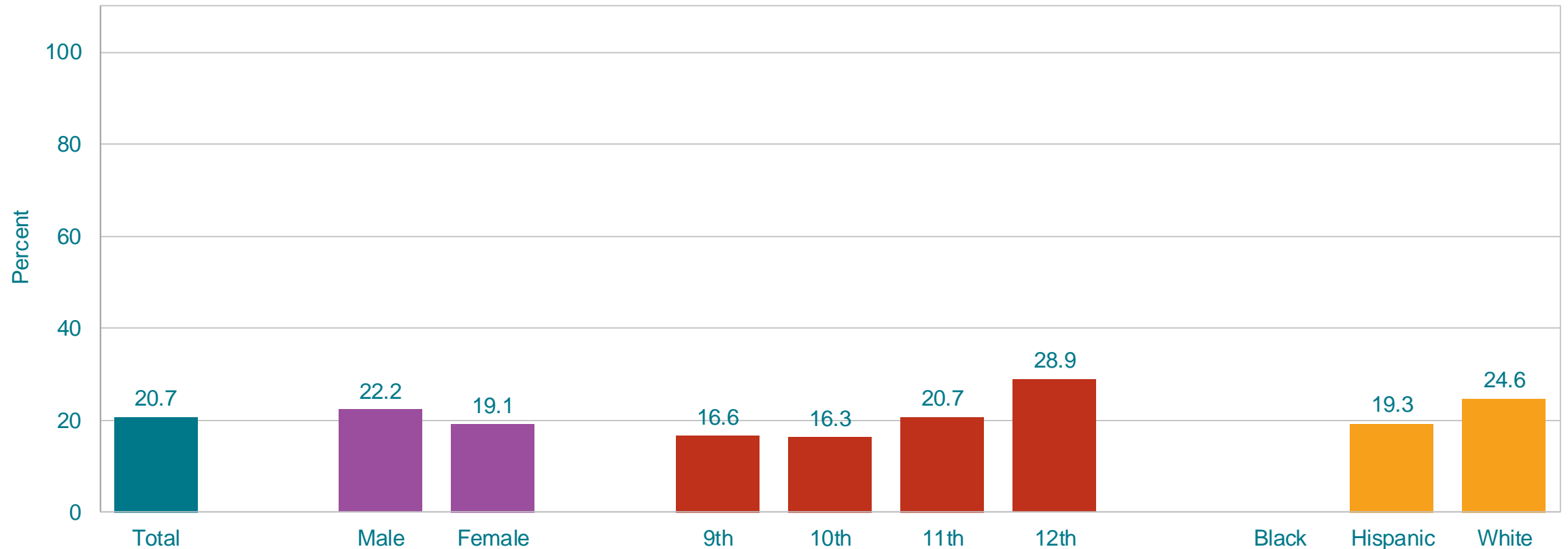
\*On at least 1 day during the 30 days before the survey

†M > F; 12th > 9th, 12th > 10th, 12th > 11th; W > B (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco or Electronic Vapor Products,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*On at least 1 day during the 30 days before the survey

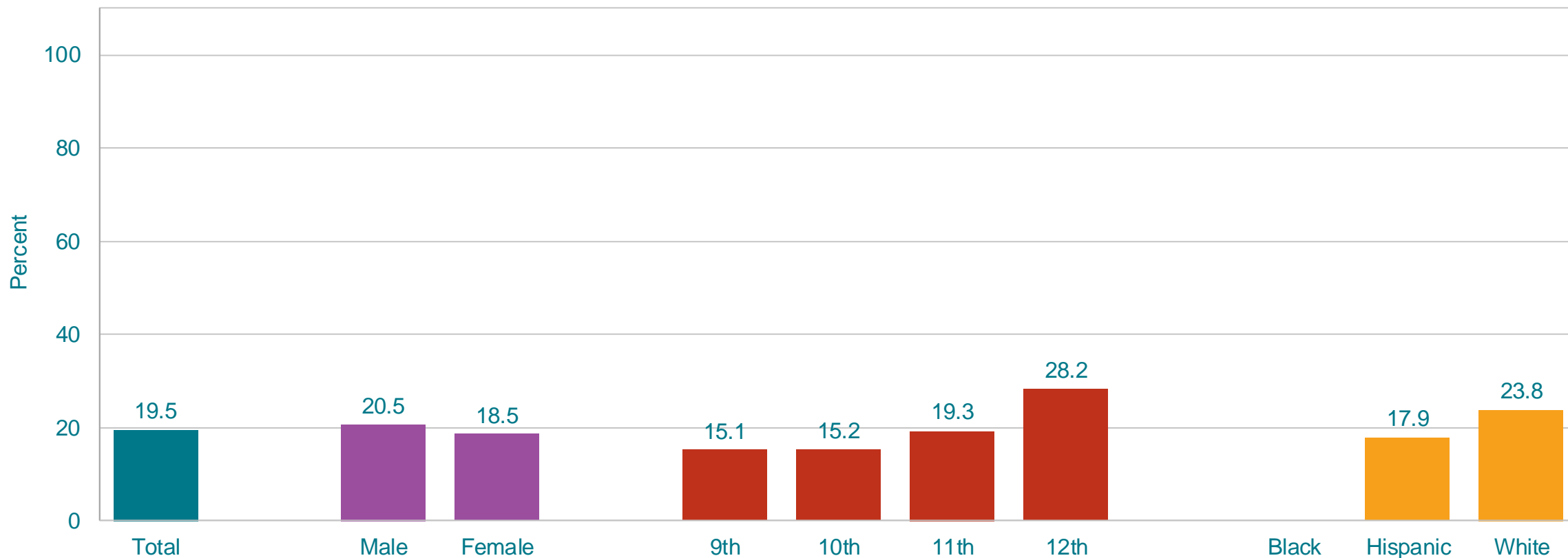
†12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*On at least 1 day during the 30 days before the survey

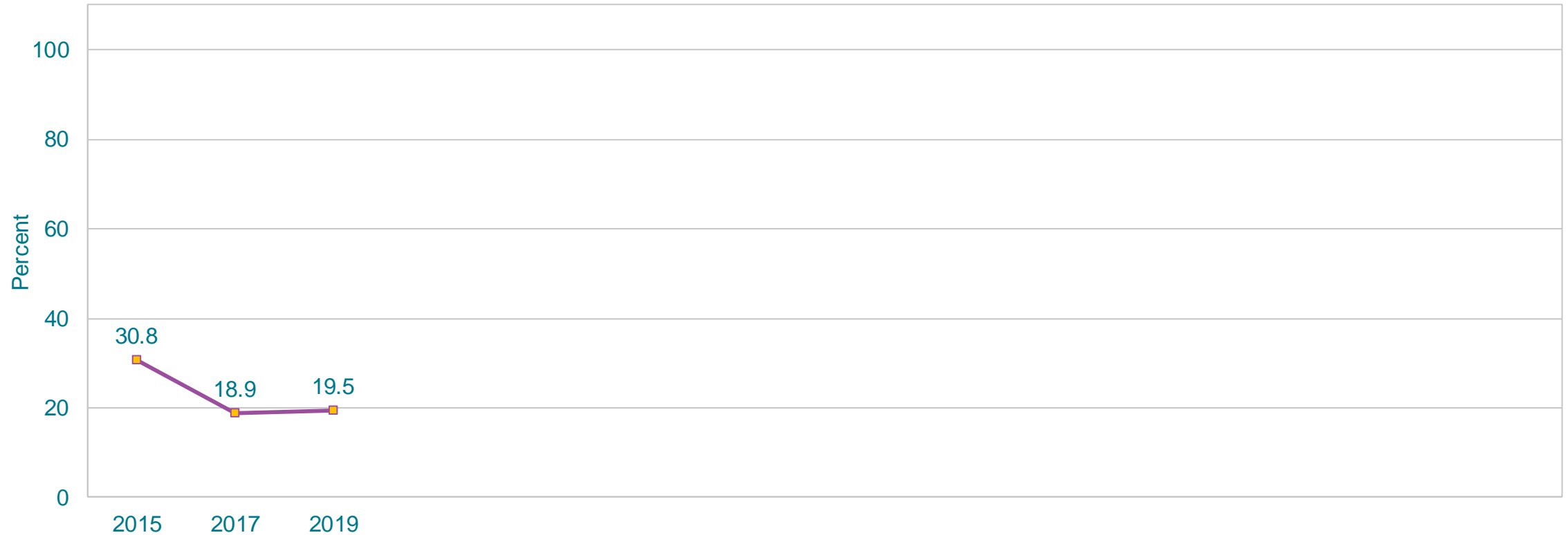
†12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,\* 2015-2019†

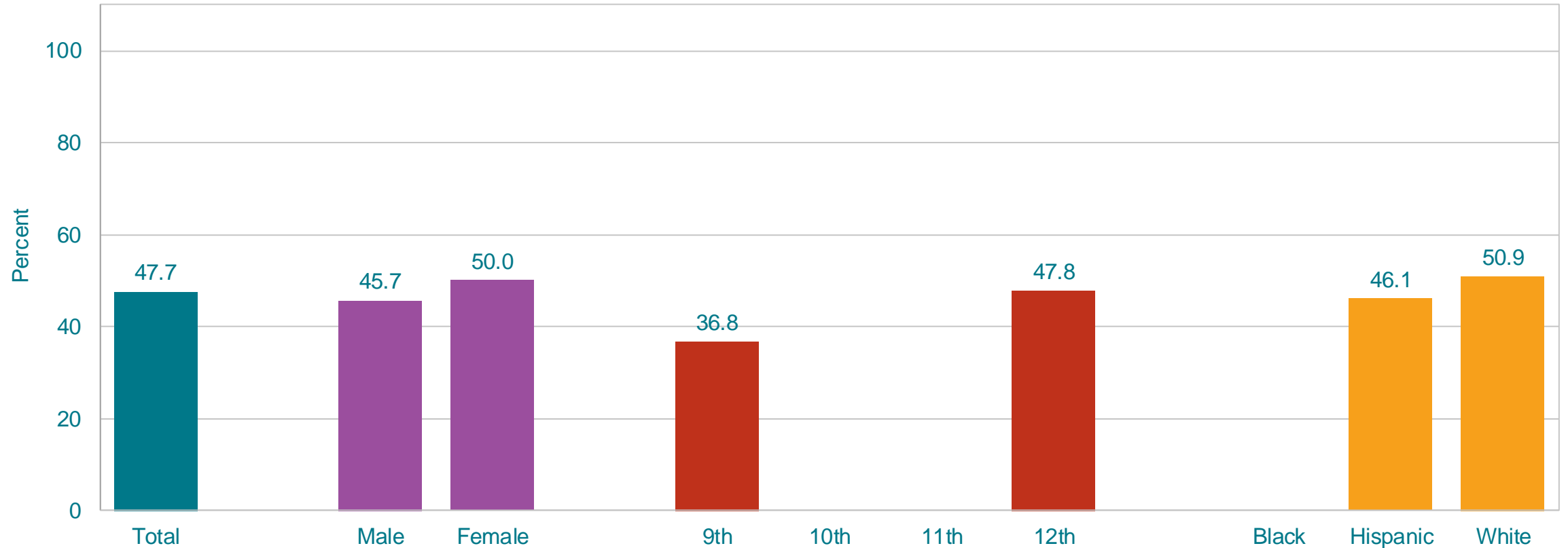


\*On at least 1 day during the 30 days before the survey

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Tried to Quit Using All Tobacco Products,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products, ever during the 12 months before the survey, among students who used any tobacco products during the 12 months before the survey

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Tried to Quit Using All Tobacco Products,\* 2017-2019†

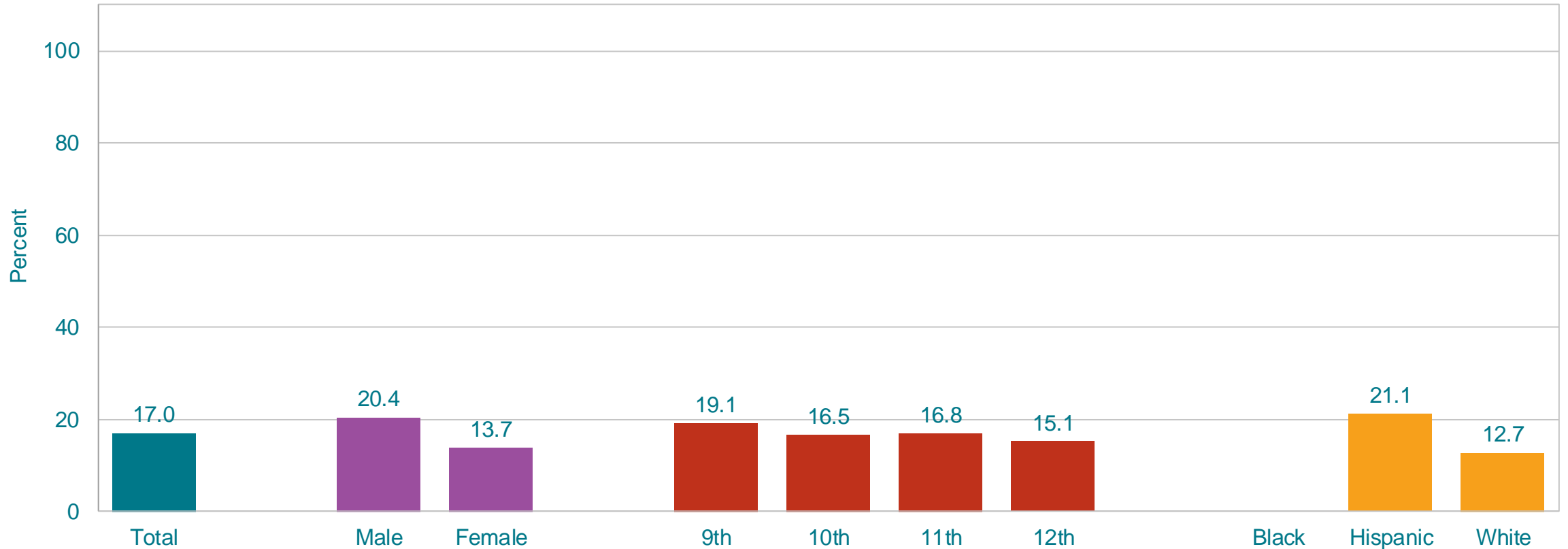


\*Including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products, ever during the 12 months before the survey, among students who used any tobacco products during the 12 months before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*Other than a few sips

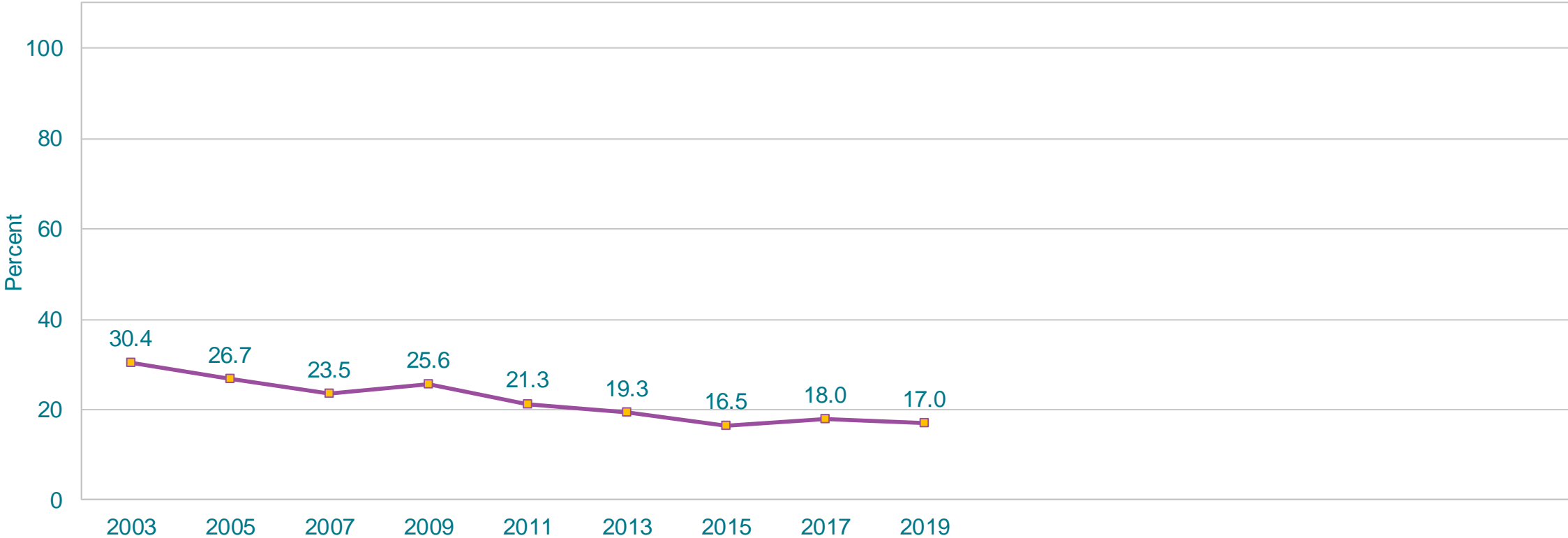
†M > F; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,\* 2003-2019†



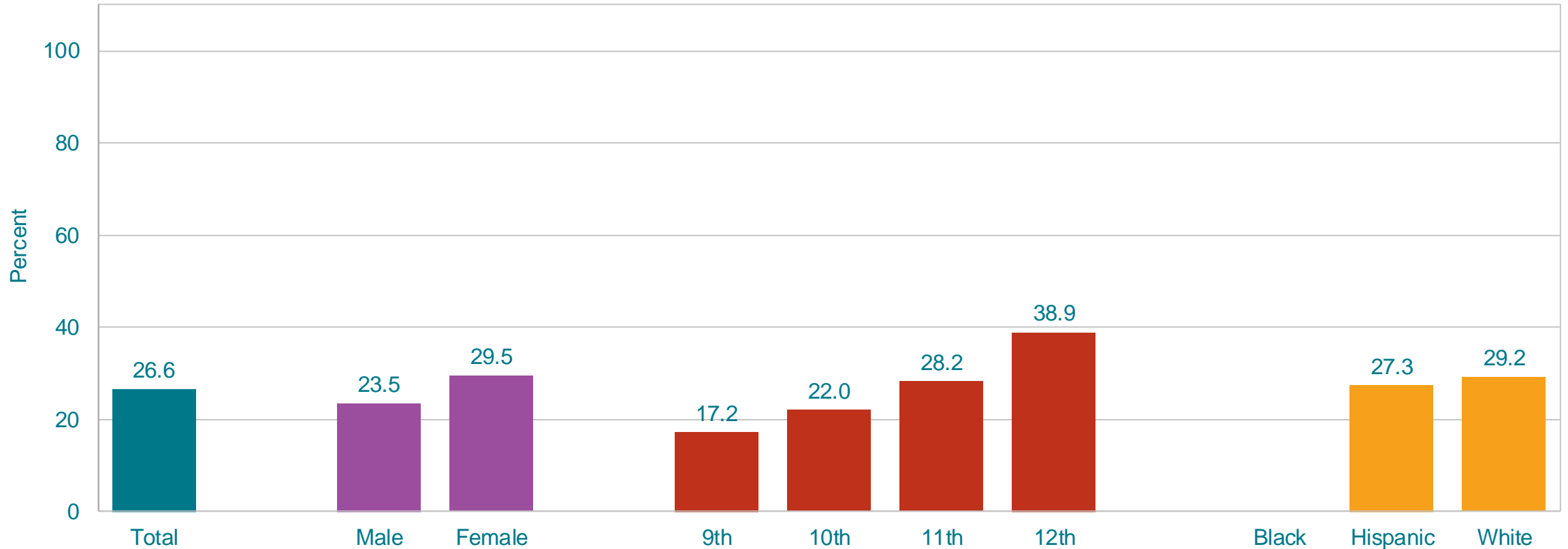
\*Other than a few sips

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Currently Drank Alcohol,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

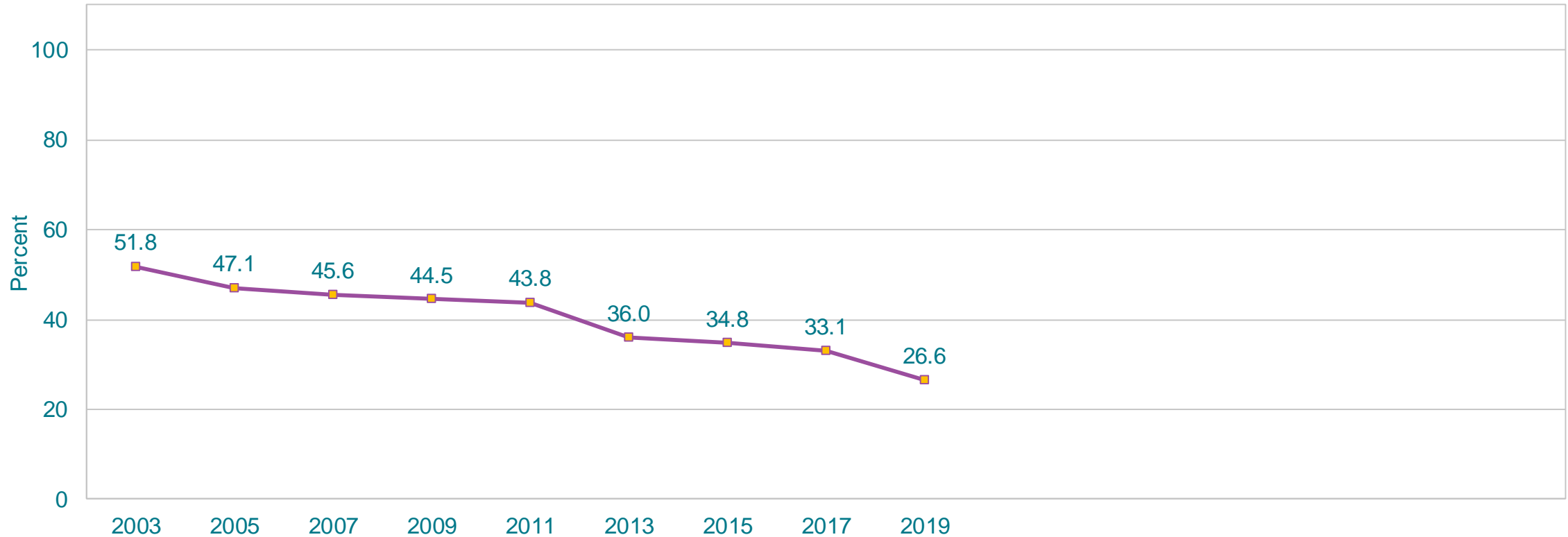
†F > M; 11th > 9th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Currently Drank Alcohol,\* 2003-2019†

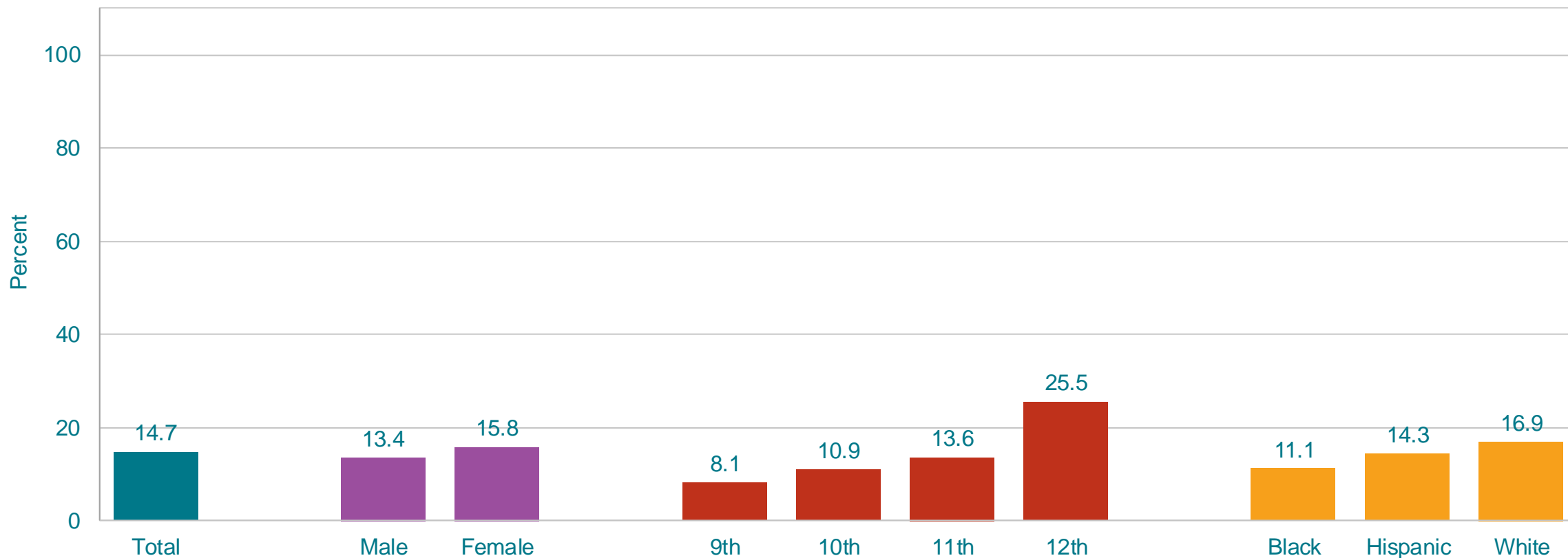


\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Were Binge Drinking,\* by Sex, Grade,† and Race/Ethnicity, 2019



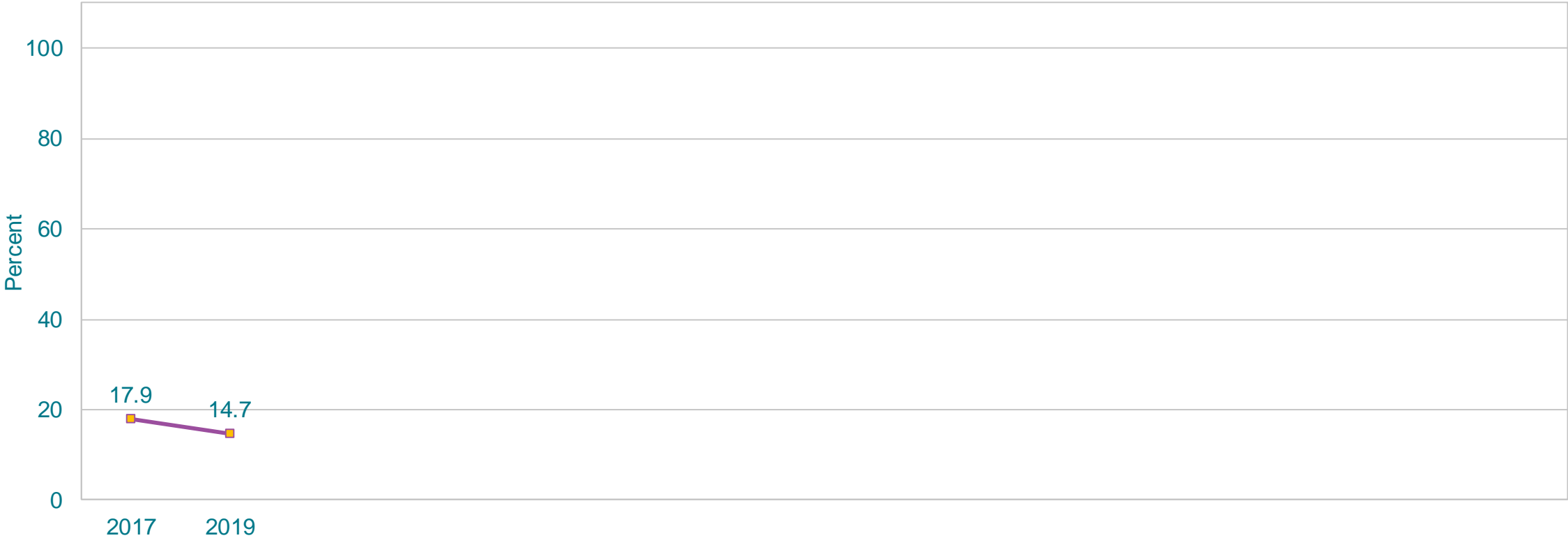
\*Had four or more drinks of alcohol in a row for female students or five or more drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey

†12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Were Binge Drinking,\* 2017-2019†

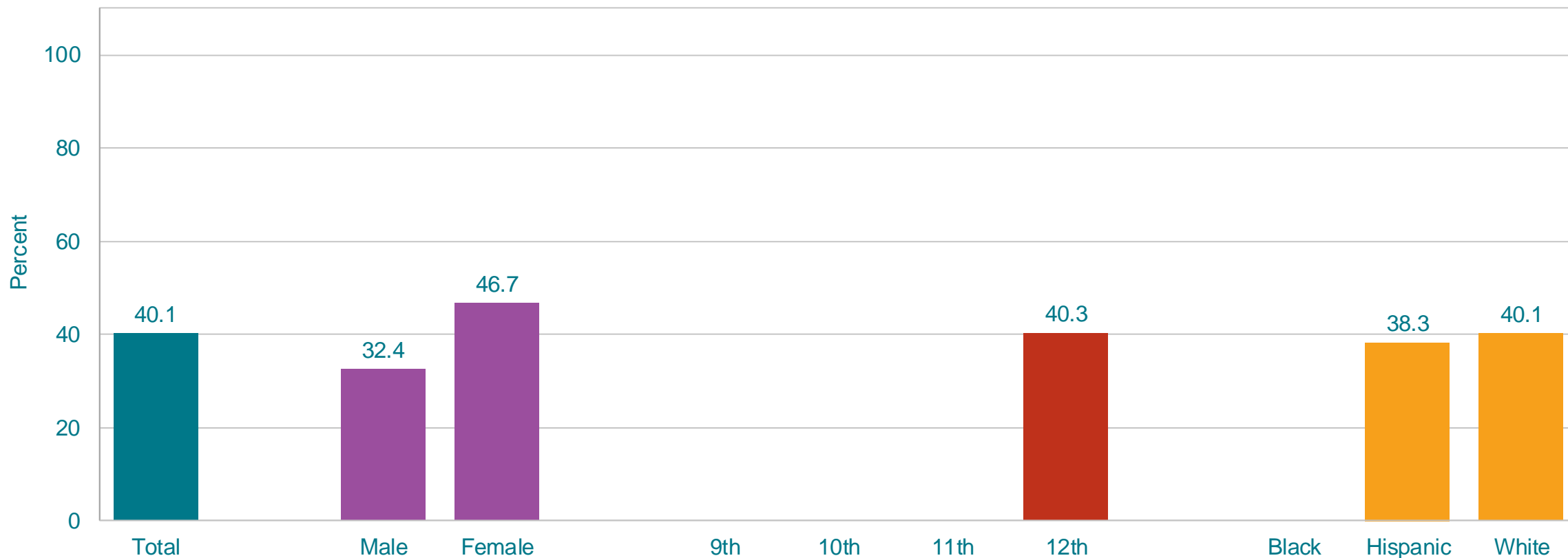


\*Had four or more drinks of alcohol in a row for female students or five or more drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Usually Got the Alcohol They Drank by Someone Giving It to Them,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*During the 30 days before the survey, among students who currently drank alcohol

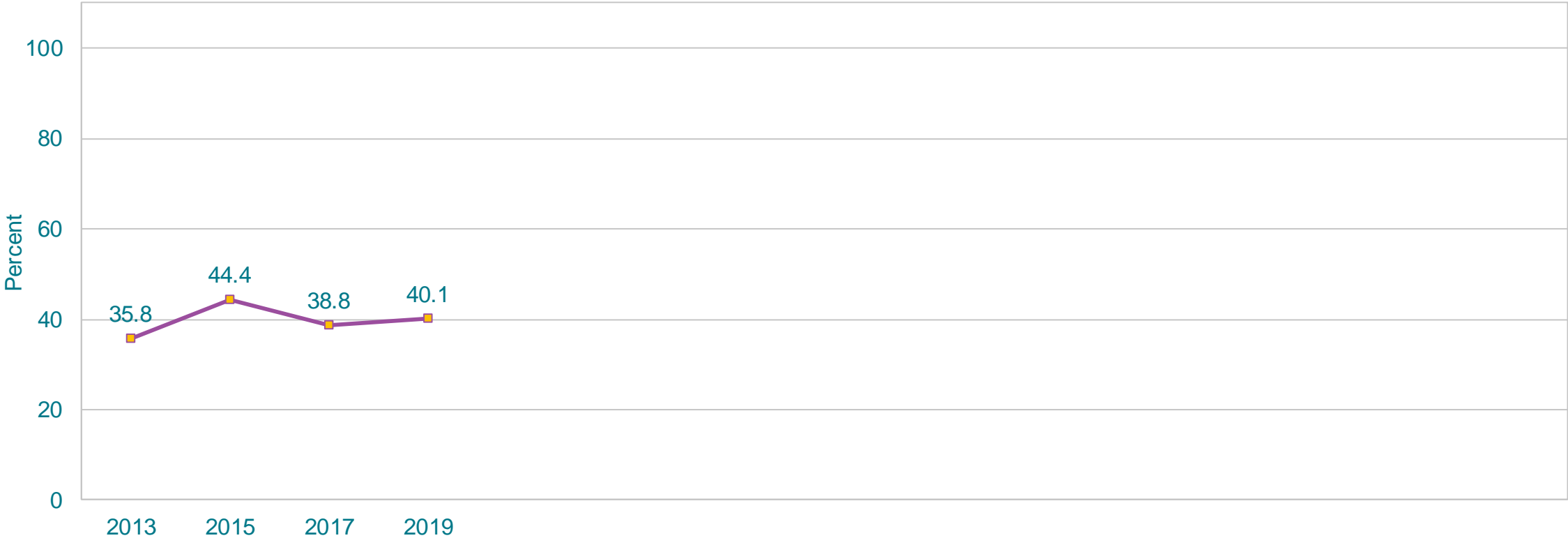
†F > M (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Usually Got the Alcohol They Drank by Someone Giving It to Them,\* 2013-2019†

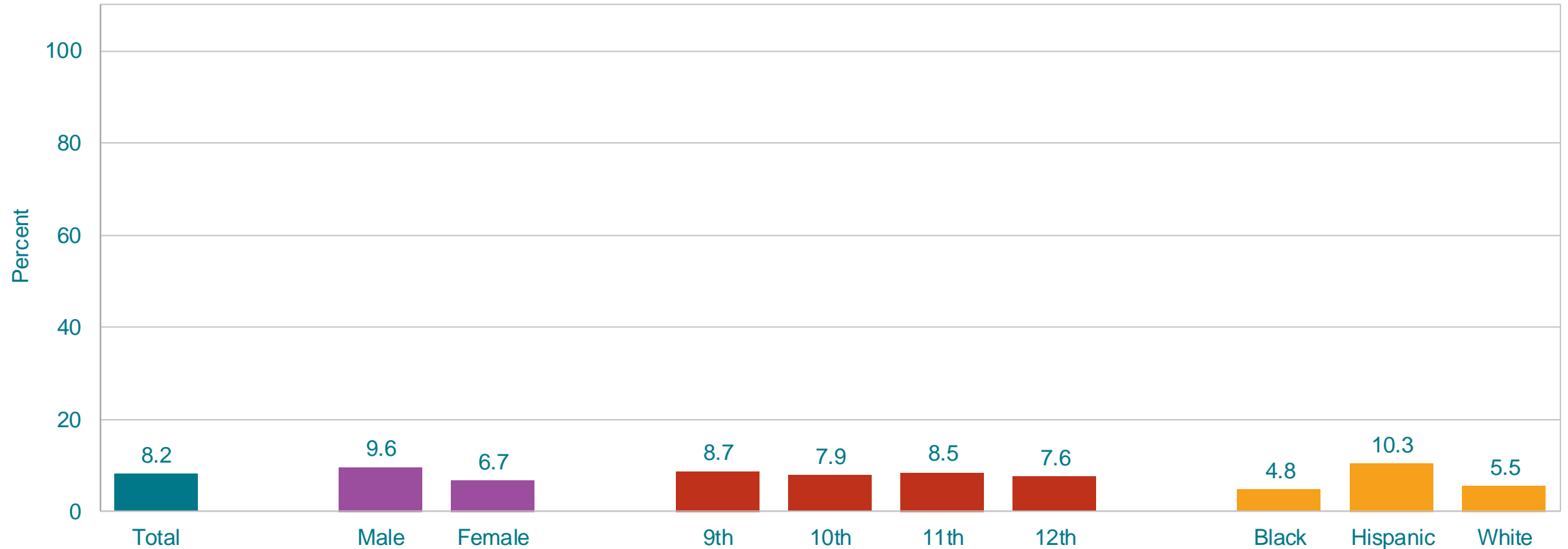


\*During the 30 days before the survey, among students who currently drank alcohol

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

This graph contains weighted results.

# Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, by Sex,\* Grade, and Race/Ethnicity,\* 2019

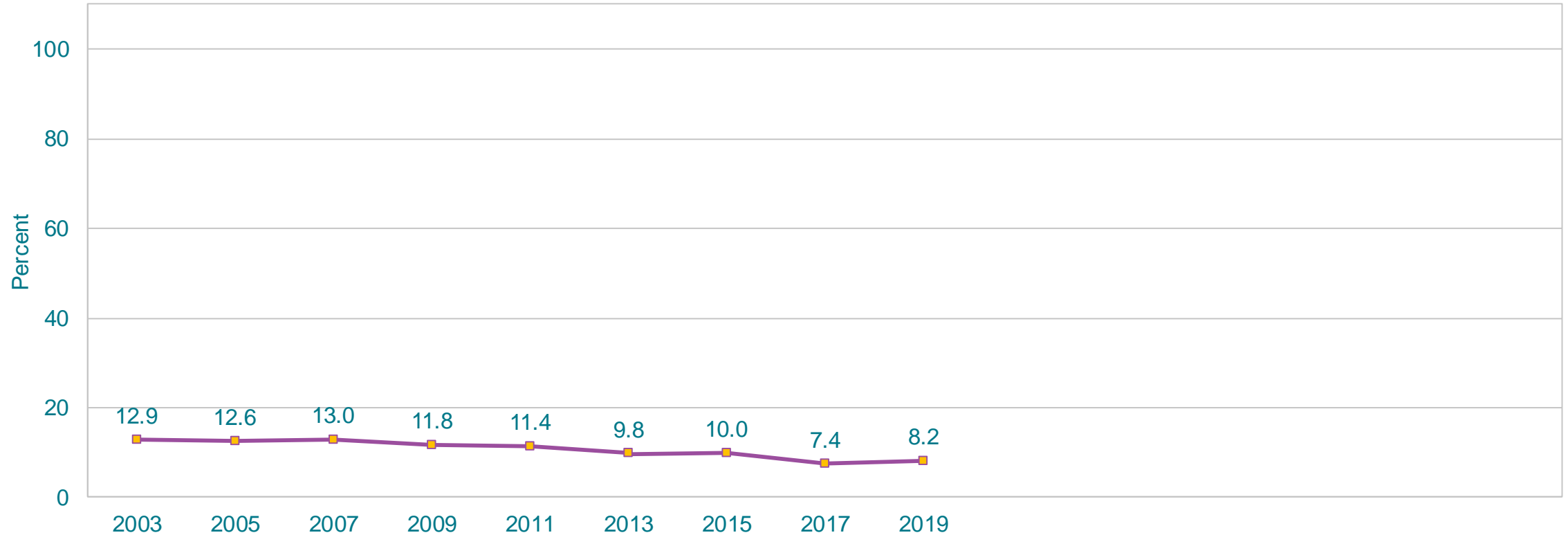


\*M > F; H > B, H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

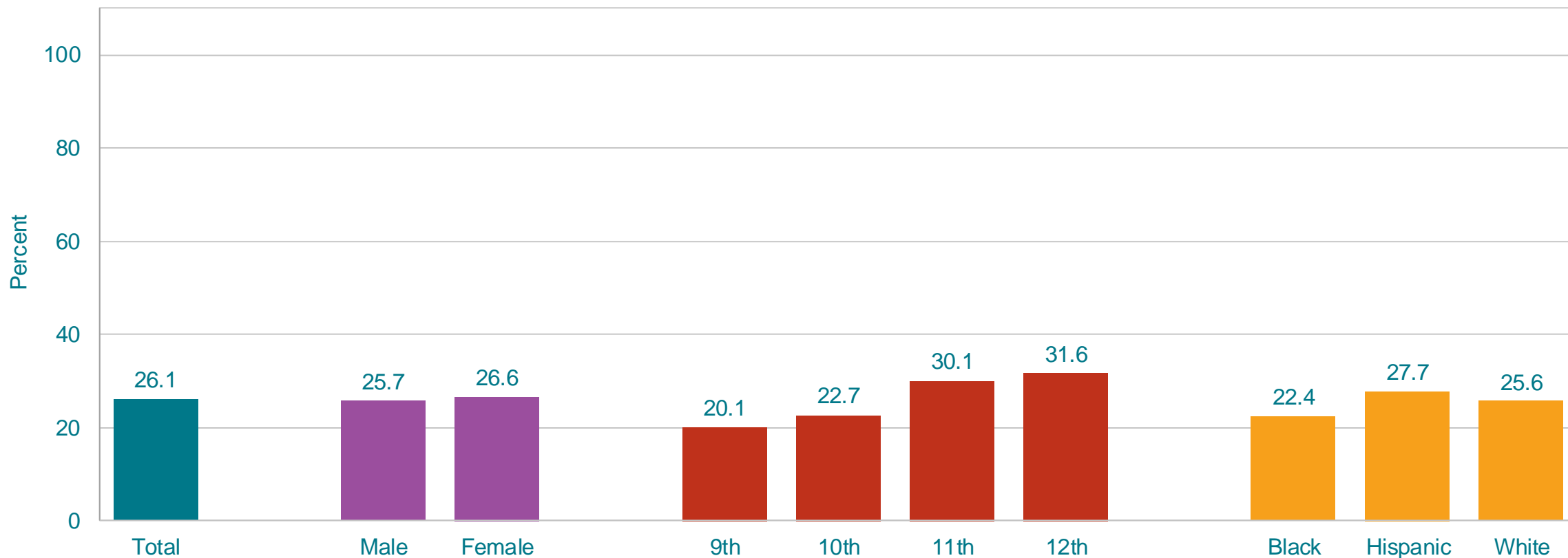
# Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, 2003-2019\*



\*Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.



# Percentage of High School Students Who Currently Used Marijuana,\* by Sex, Grade,† and Race/Ethnicity, 2019



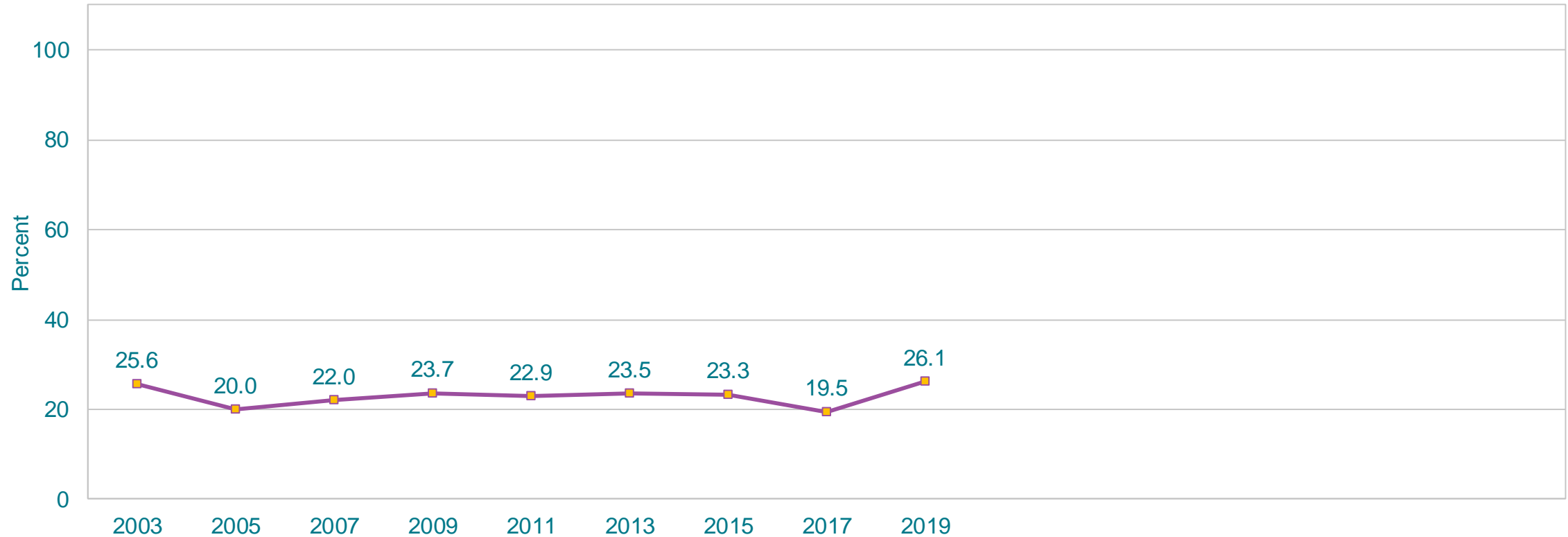
\*One or more times during the 30 days before the survey

†12th > 9th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Marijuana,\* 2003-2019†

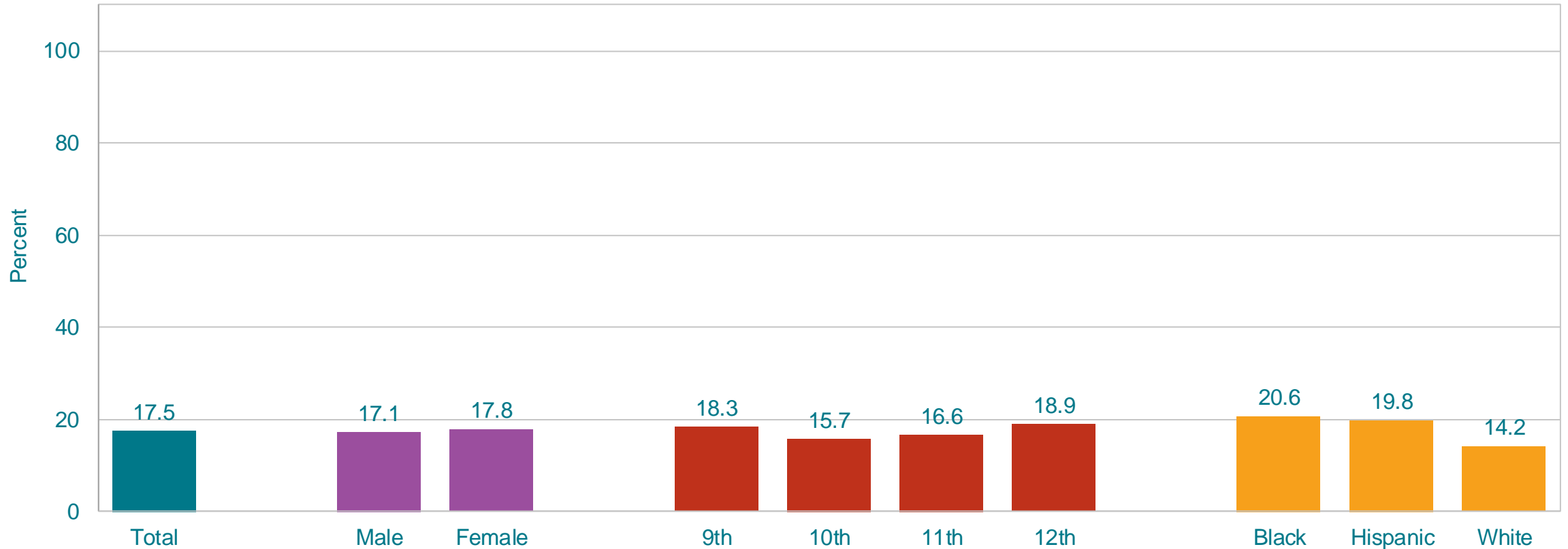


\*One or more times during the 30 days before the survey

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# 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,\* by Sex, Grade, and Race/Ethnicity,† 2019



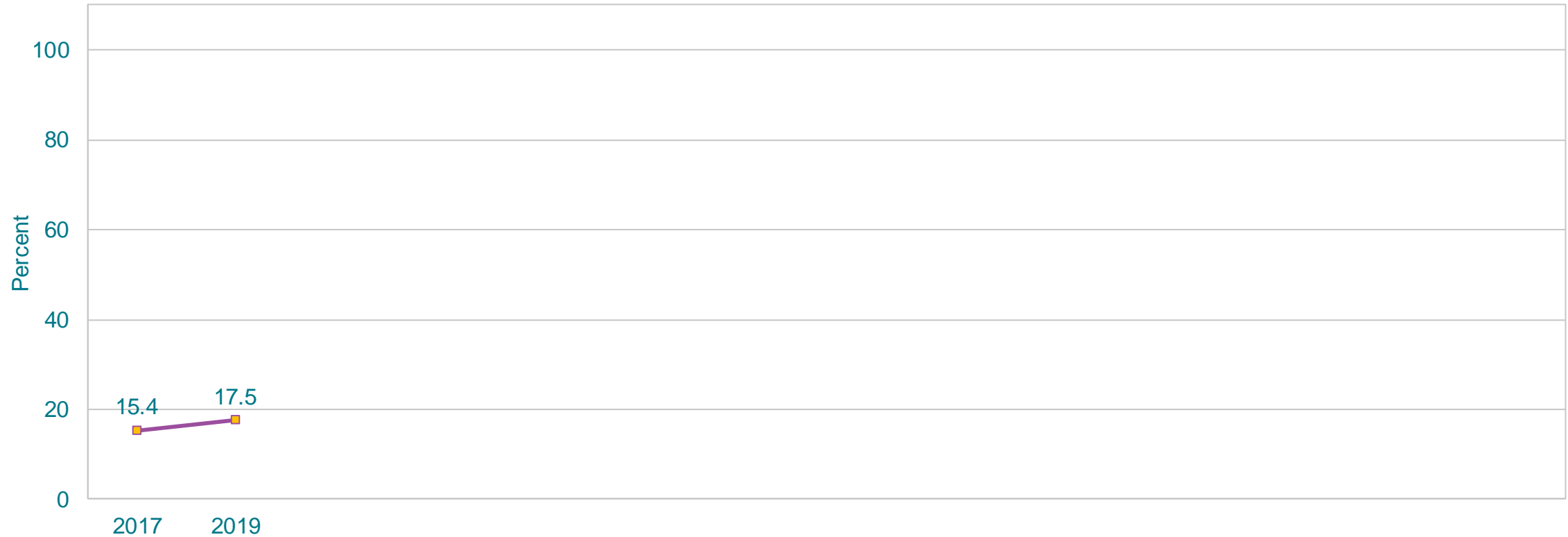
\*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life

†H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# 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,\* 2017-2019†

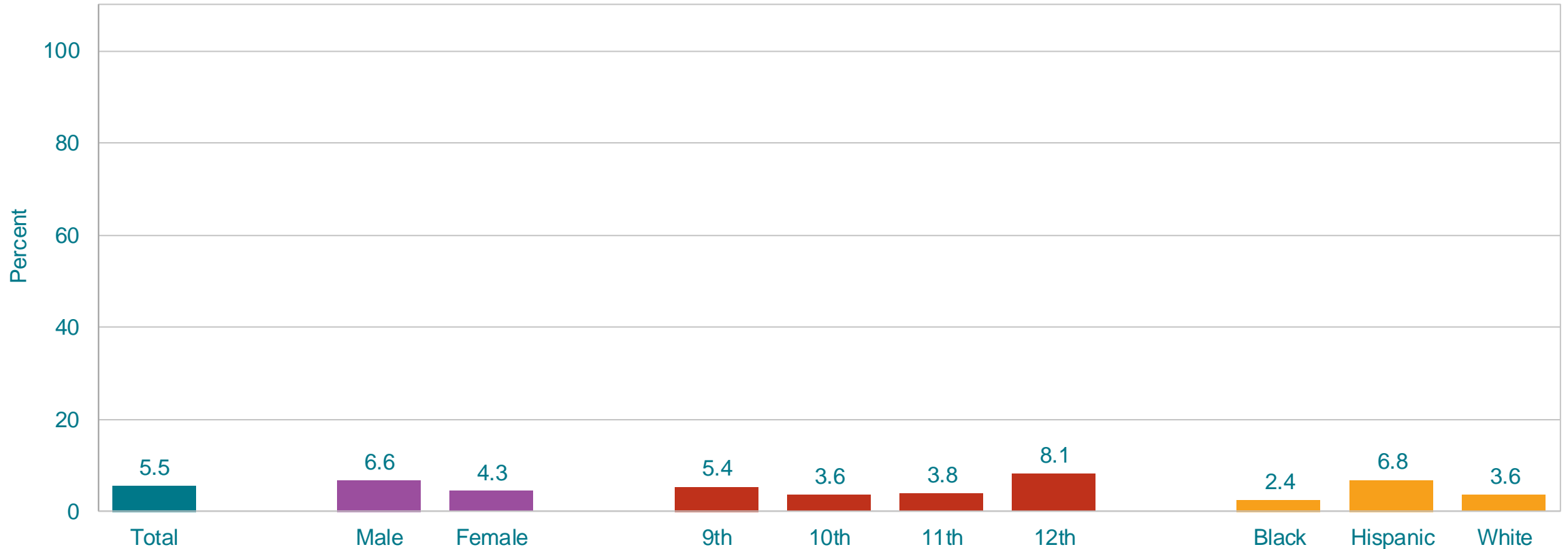


\*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Ever Used Cocaine,\* by Sex, Grade,† and Race/Ethnicity,† 2019



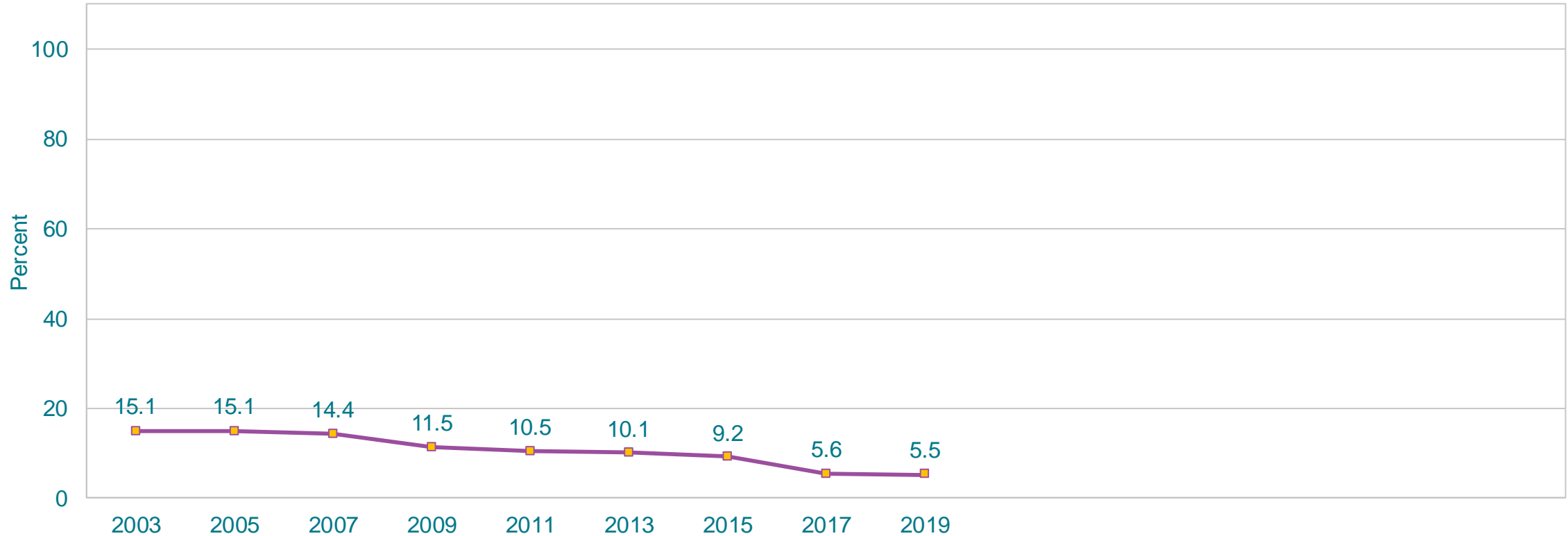
\*Any form of cocaine, including powder, crack, or freebase, one or more times during their life

†12th > 10th, 12th > 11th; H > B, H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Ever Used Cocaine,\* 2003-2019†

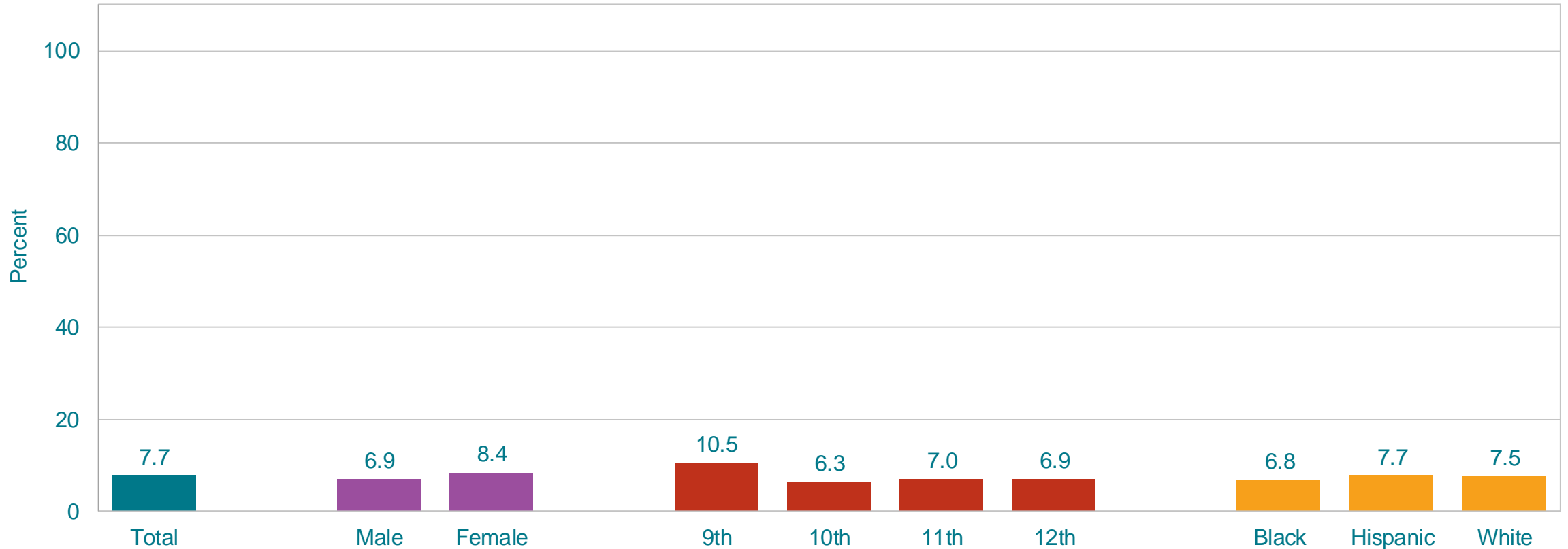


\*Any form of cocaine, including powder, crack, or freebase, one or more times during their life

†Decreased 2003-2019, decreased 2003-2015, decreased 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Ever Used Inhalants,\* by Sex, Grade,† and Race/Ethnicity, 2019



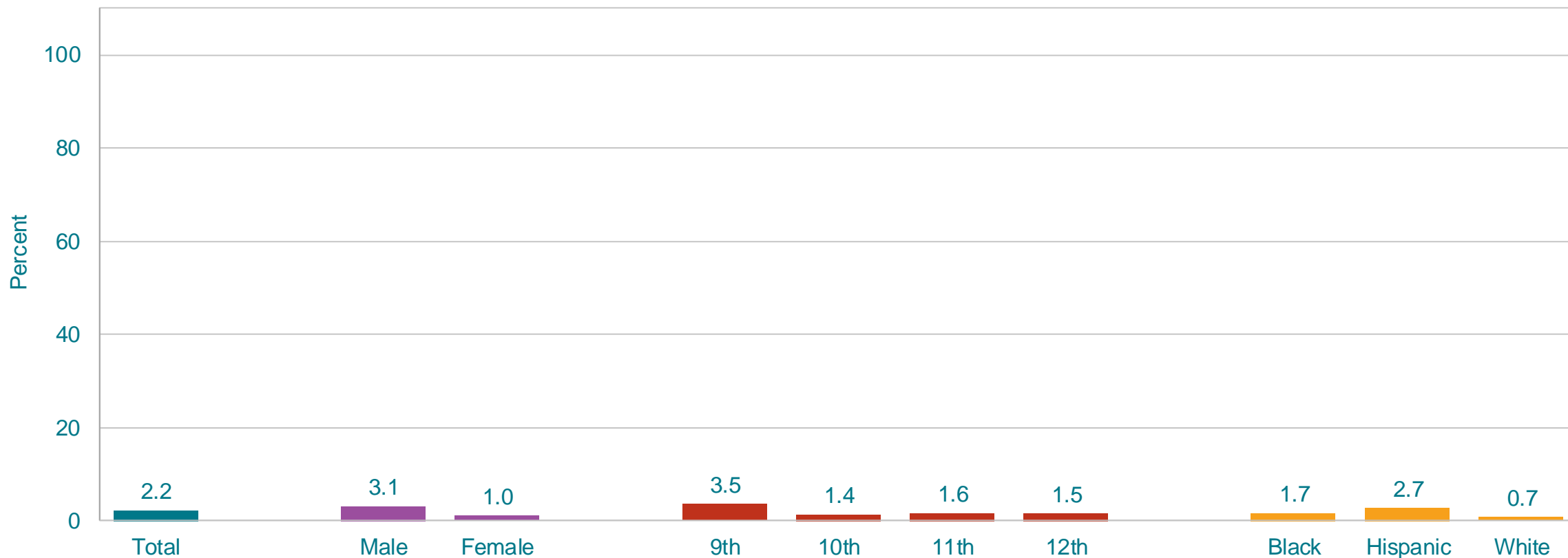
\*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

†9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

## Percentage of High School Students Who Ever Used Heroin,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*Also called "smack," "junk," or "China White," one or more times during their life

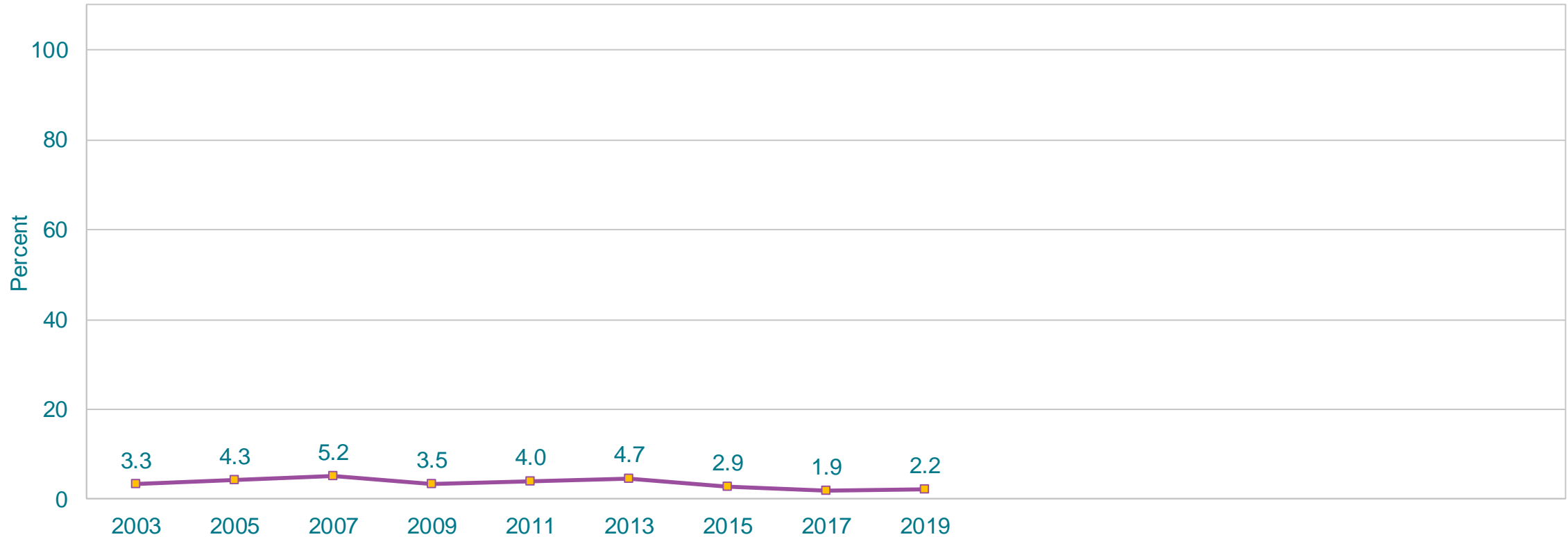
†M > F; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.



# Percentage of High School Students Who Ever Used Heroin,\* 2003-2019†

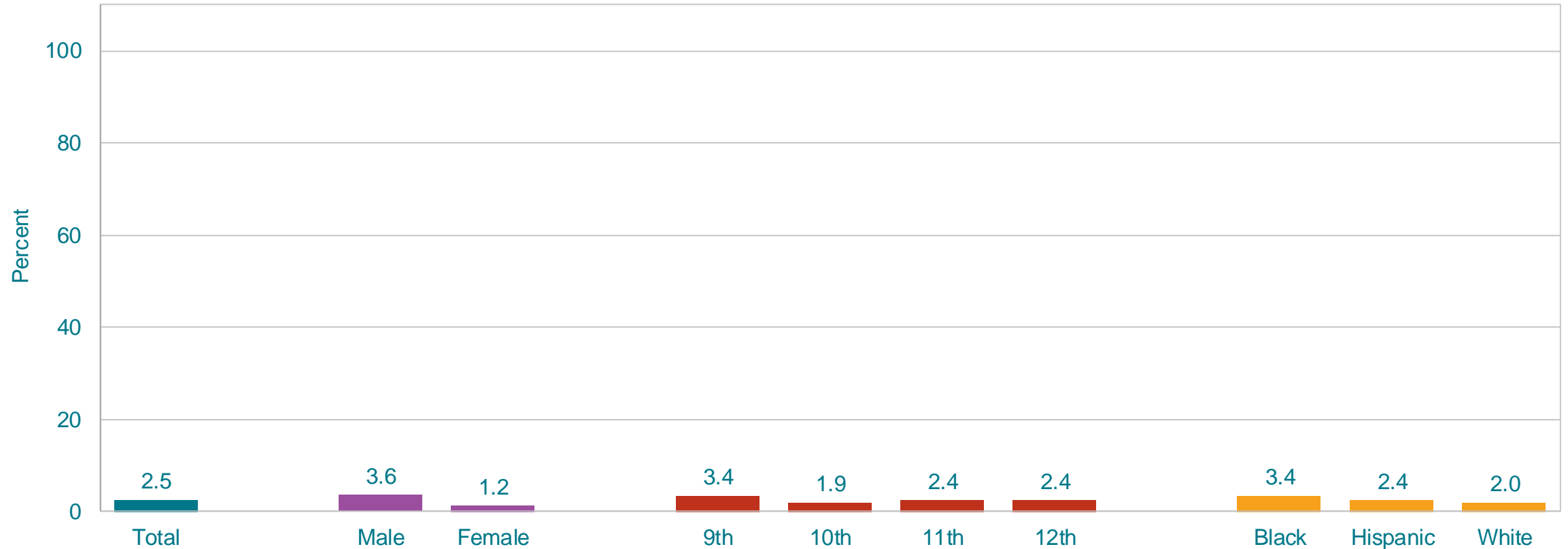


\*Also called "smack," "junk," or "China White," one or more times during their life

†Decreased 2003-2019, no change 2003-2007, decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Ever Used Methamphetamines,\* by Sex,† Grade, and Race/Ethnicity, 2019



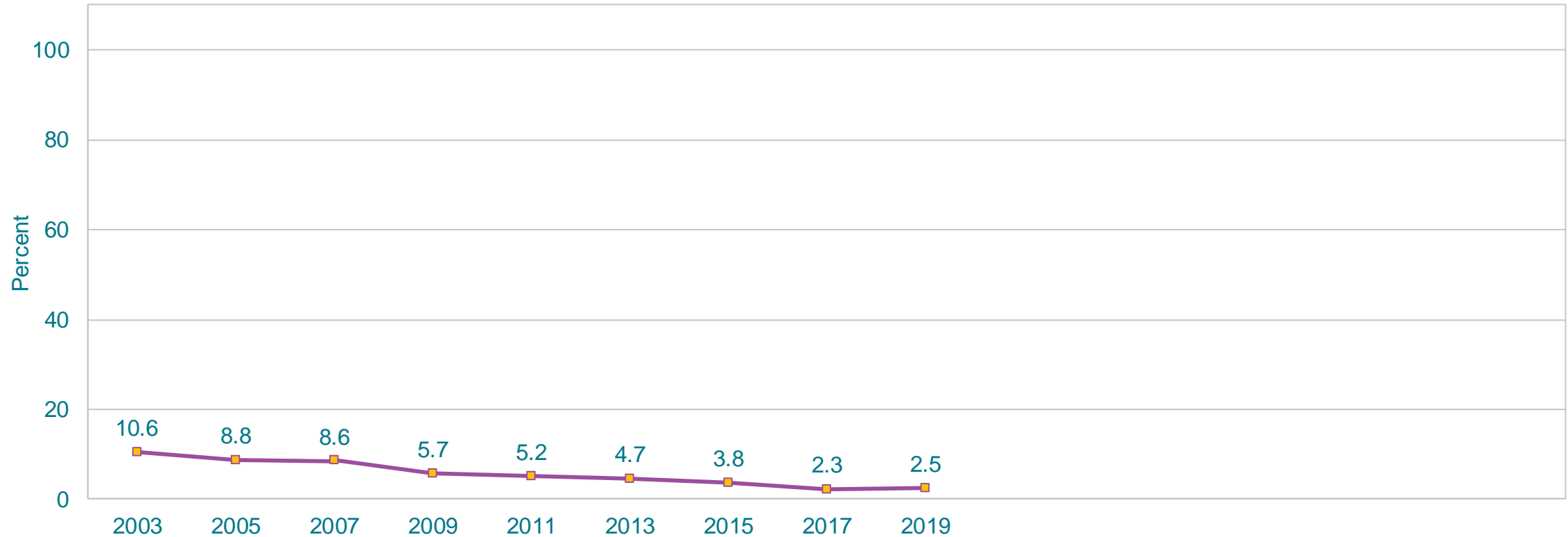
\*Also called "speed," "crystal meth," "crank," "ice," or "meth," one or more times during their life

†M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Ever Used Methamphetamines,\* 2003-2019†

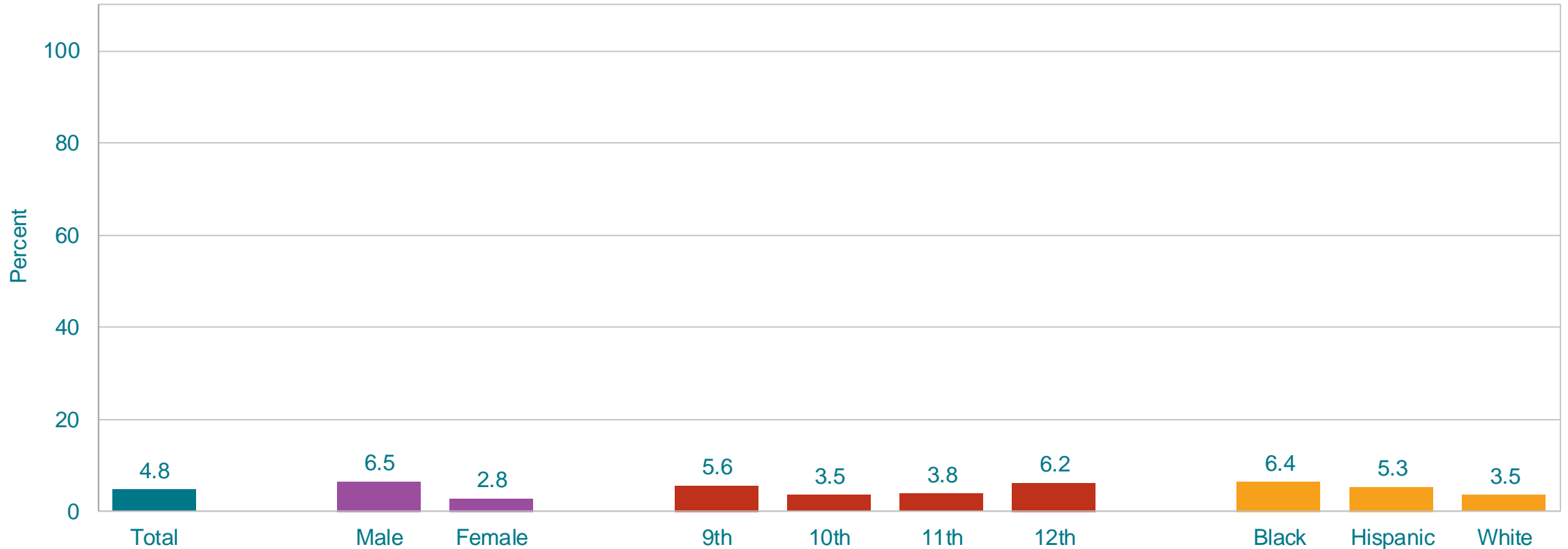


\*Also called "speed," "crystal meth," "crank," "ice," or "meth," one or more times during their life

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Ever Used Ecstasy,\* by Sex,† Grade,† and Race/Ethnicity, 2019



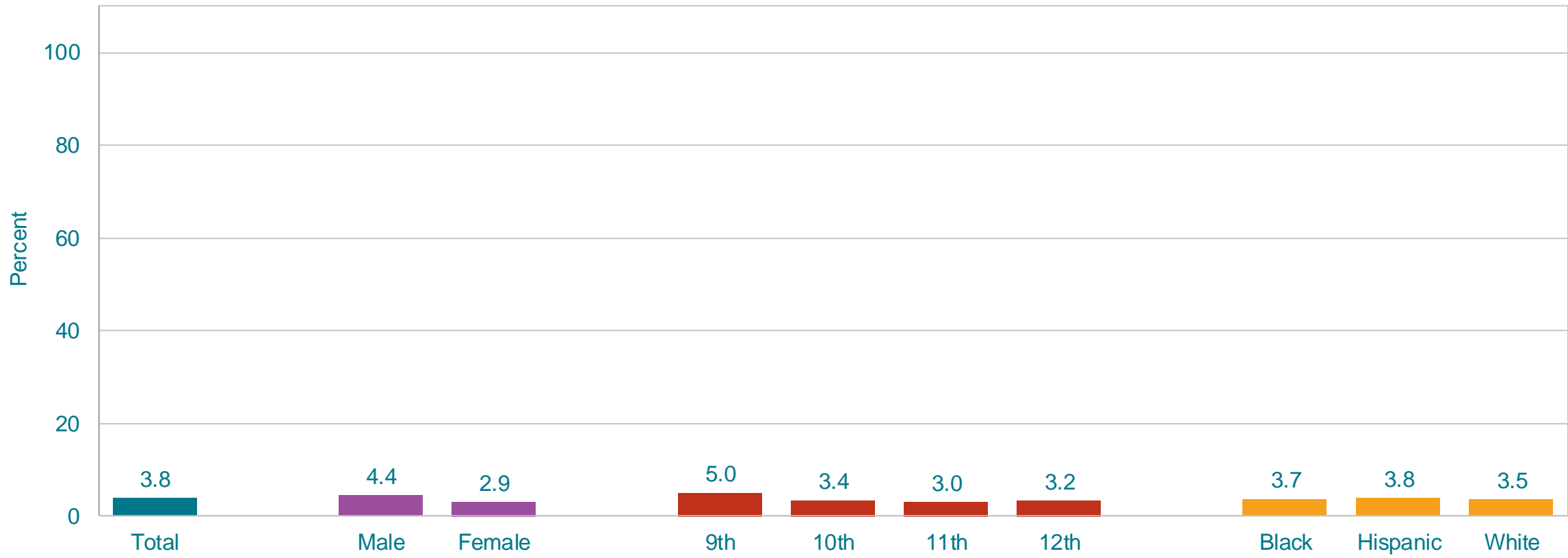
\*Also called "MDMA," one or more times during their life

†M > F; 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

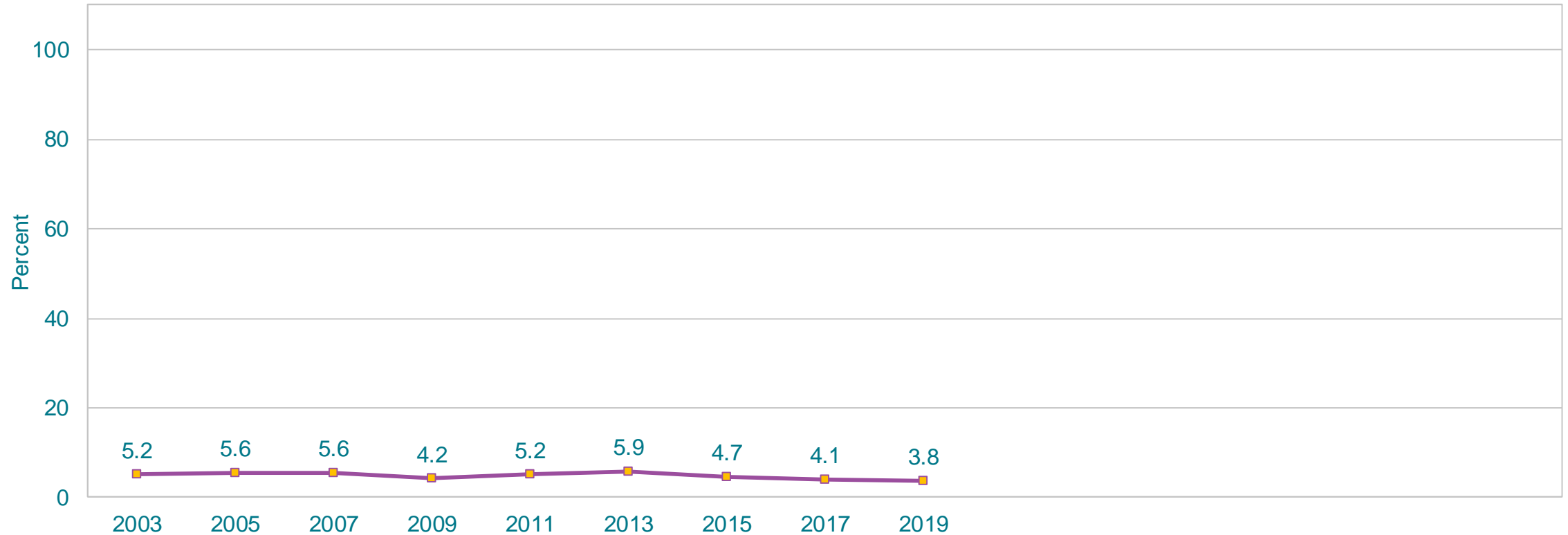
This graph contains weighted results.

# Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Pills or shots, one or more times during their life  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
This graph contains weighted results.

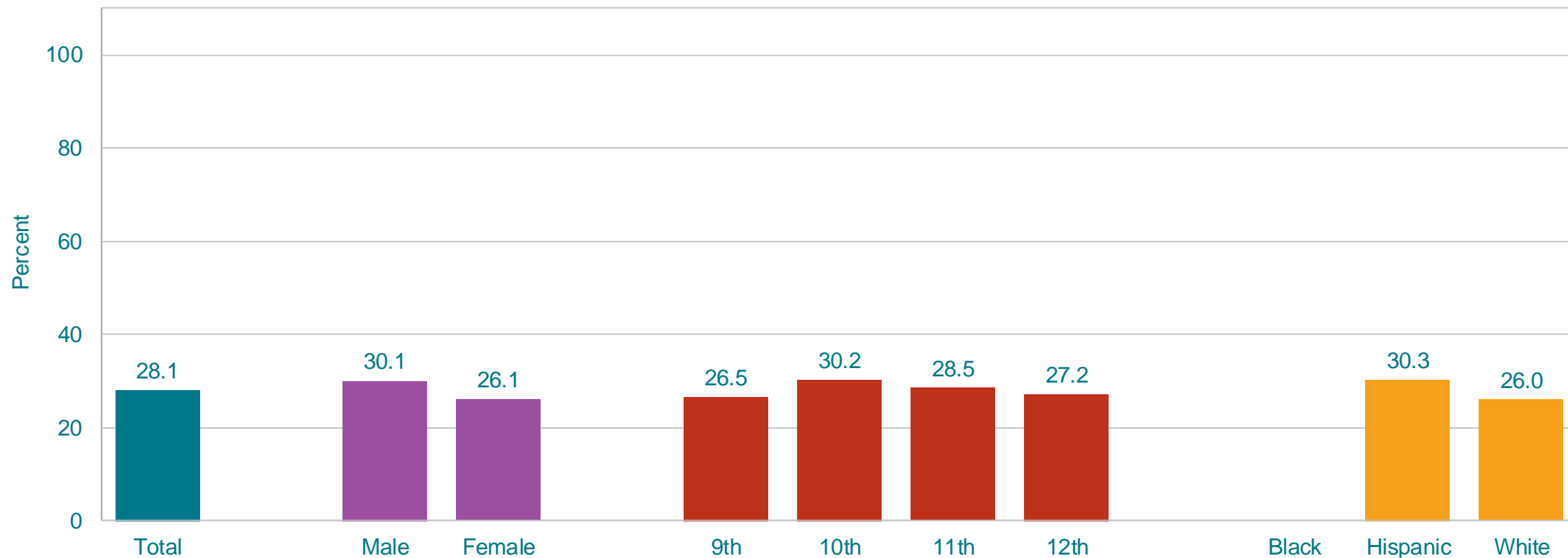
# Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,\* 2003-2019†



\*Pills or shots, one or more times during their life

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*During the 12 months before the survey

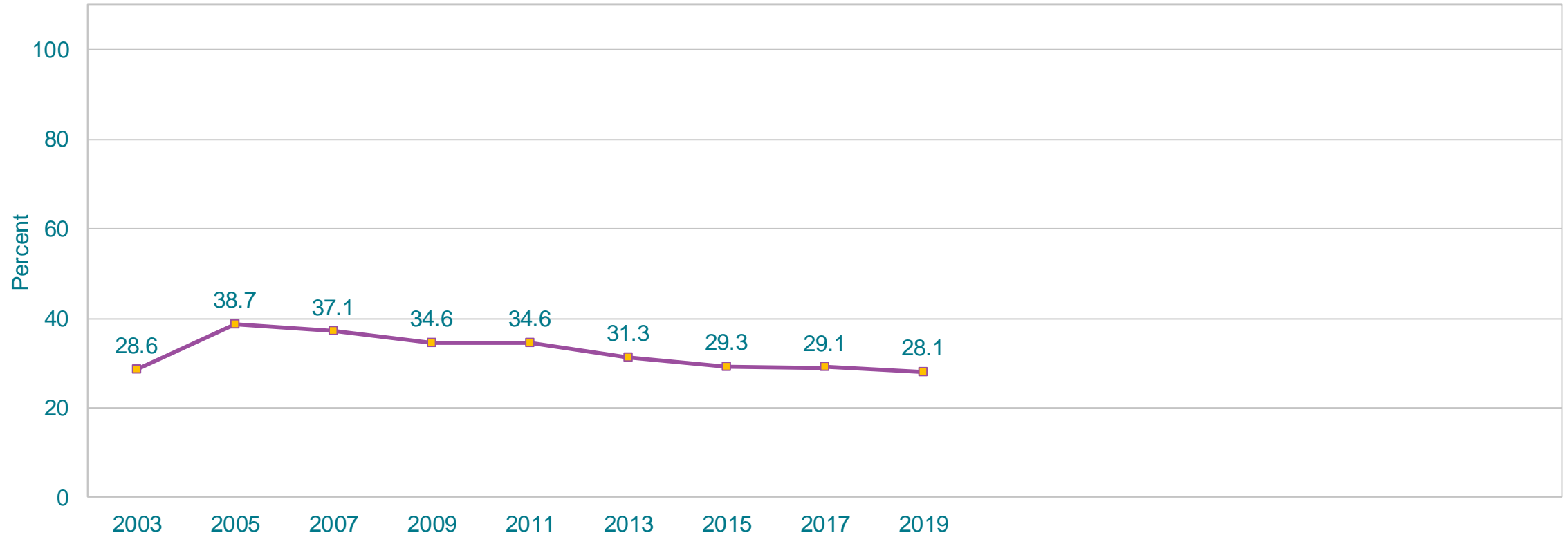
†M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* 2003-2019†



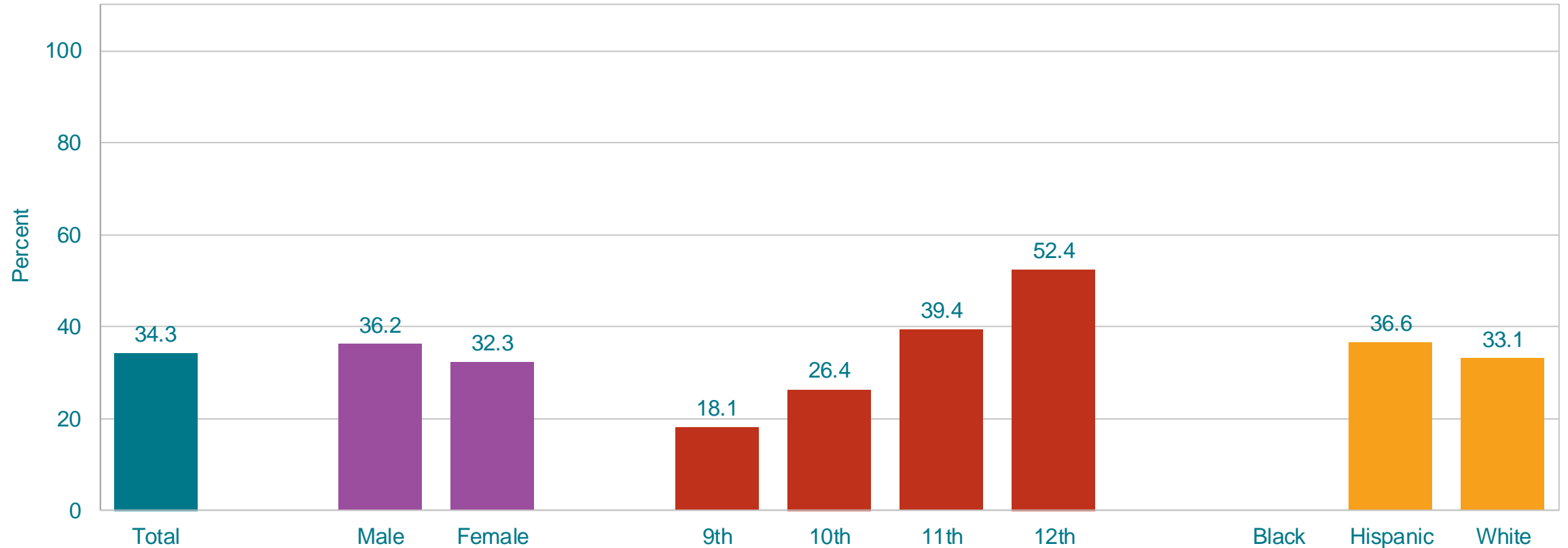
\*During the 12 months before the survey

†Decreased 2003-2019, increased 2003-2007, decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Ever Had Sexual Intercourse, by Sex, Grade,\* and Race/Ethnicity, 2019



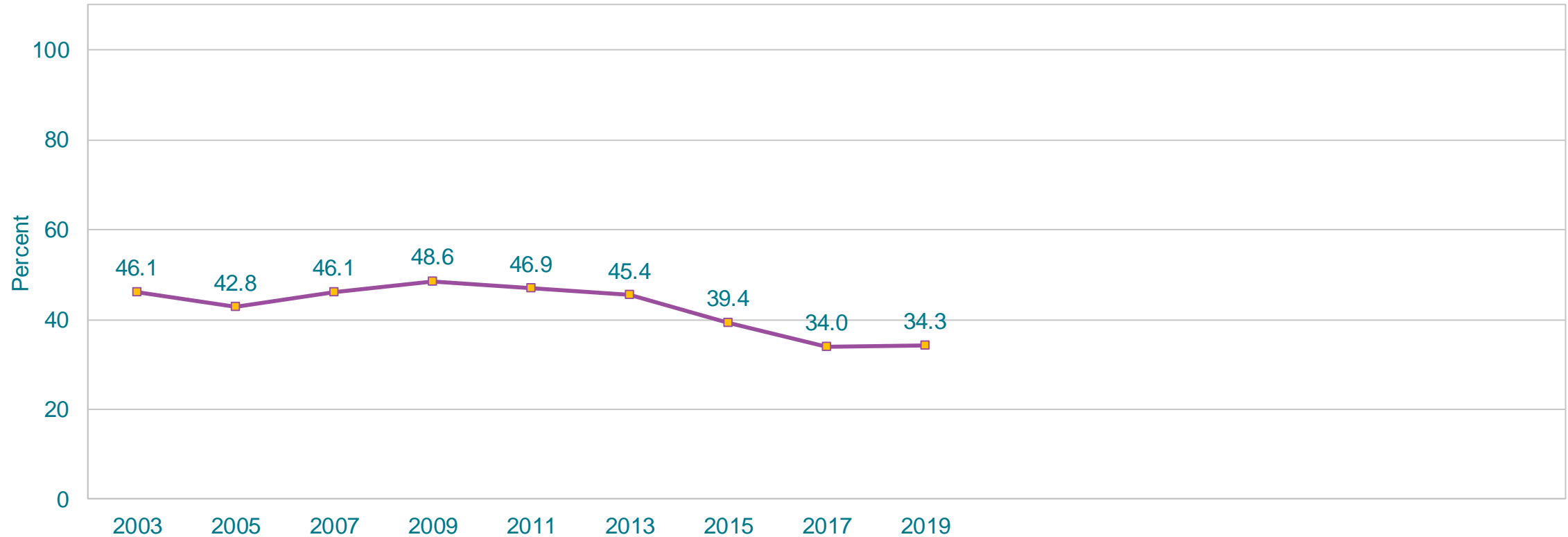
\*10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

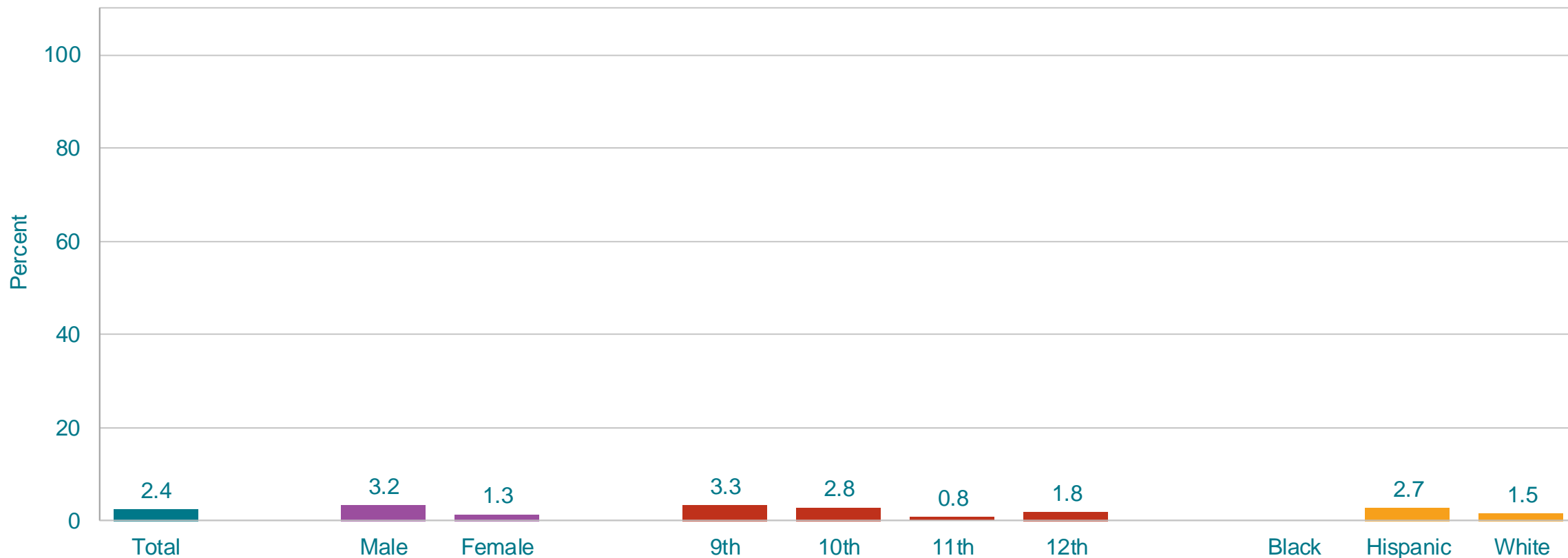
This graph contains weighted results.

# Percentage of High School Students Who Ever Had Sexual Intercourse, 2003-2019\*



\*Decreased 2003-2019, no change 2003-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

## Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, by Sex,\* Grade,\* and Race/Ethnicity, 2019



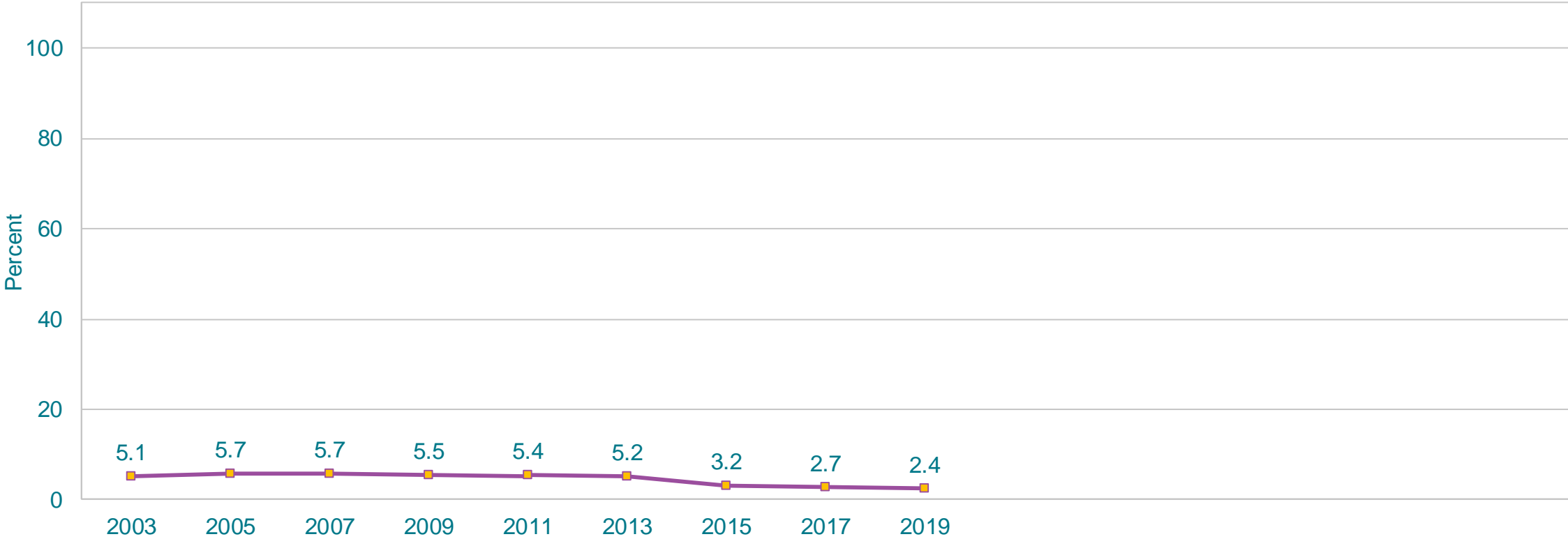
\*M > F; 9th > 11th, 10th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

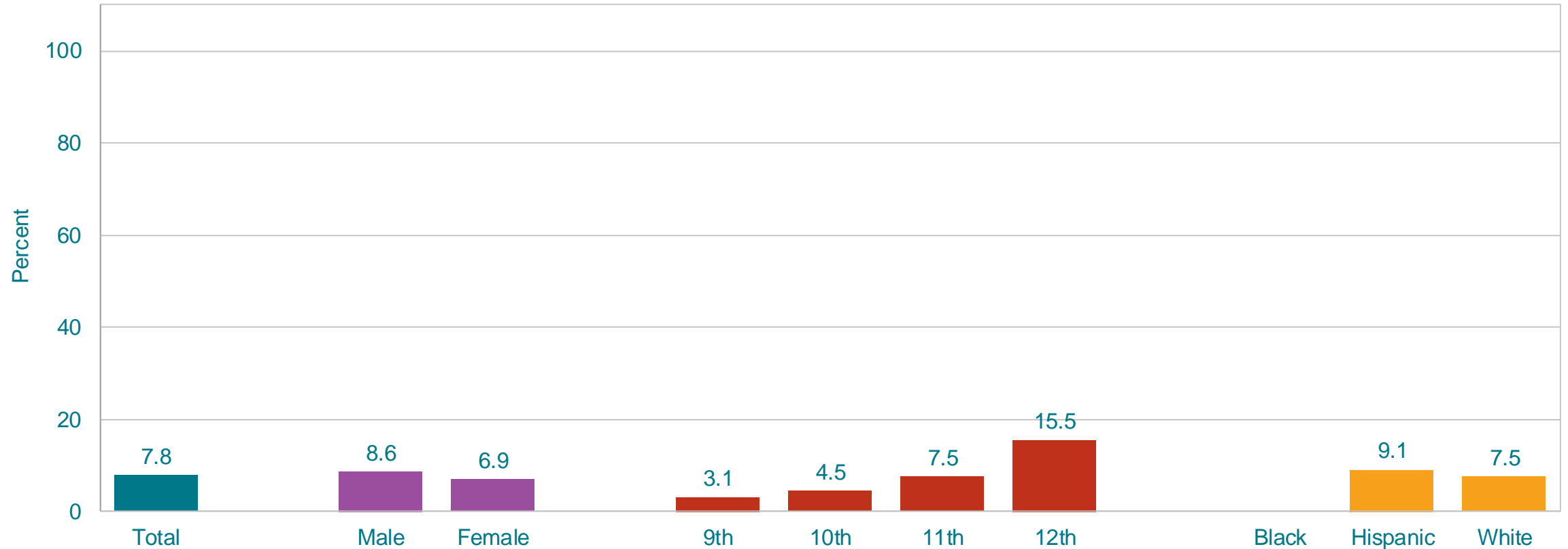
This graph contains weighted results.

# Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, 2003-2019\*



\*Decreased 2003-2019, no change 2003-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

## Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, by Sex, Grade,\* and Race/Ethnicity, 2019



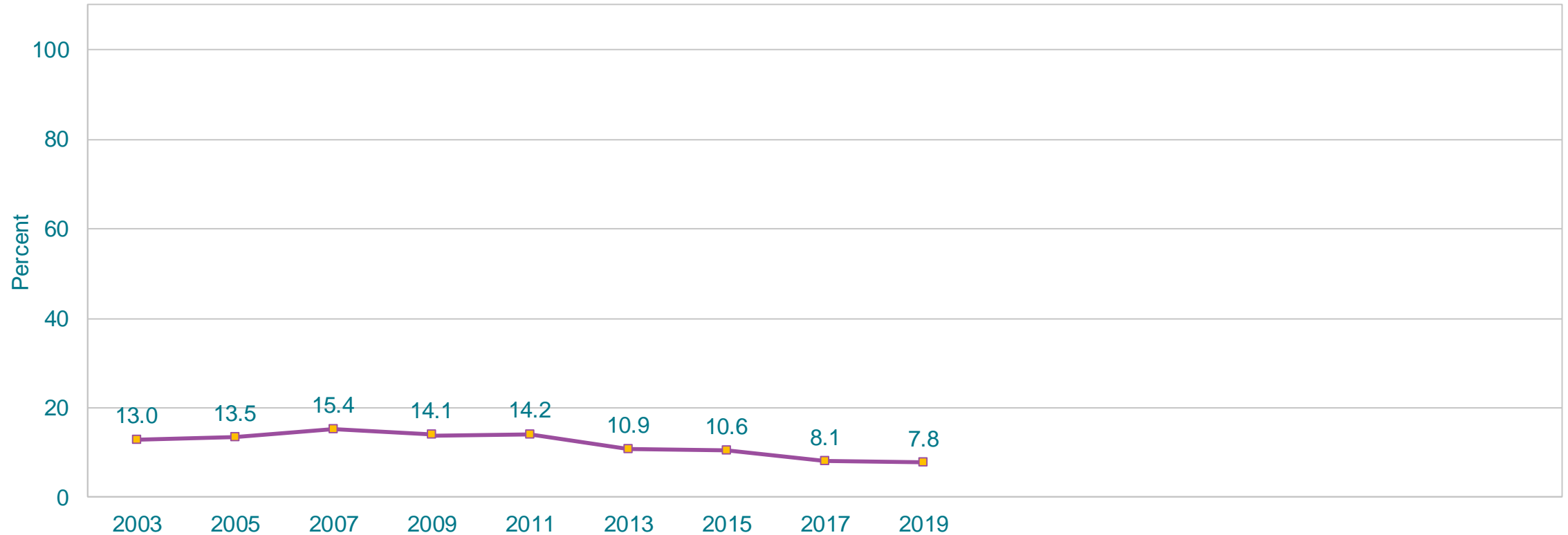
\*11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

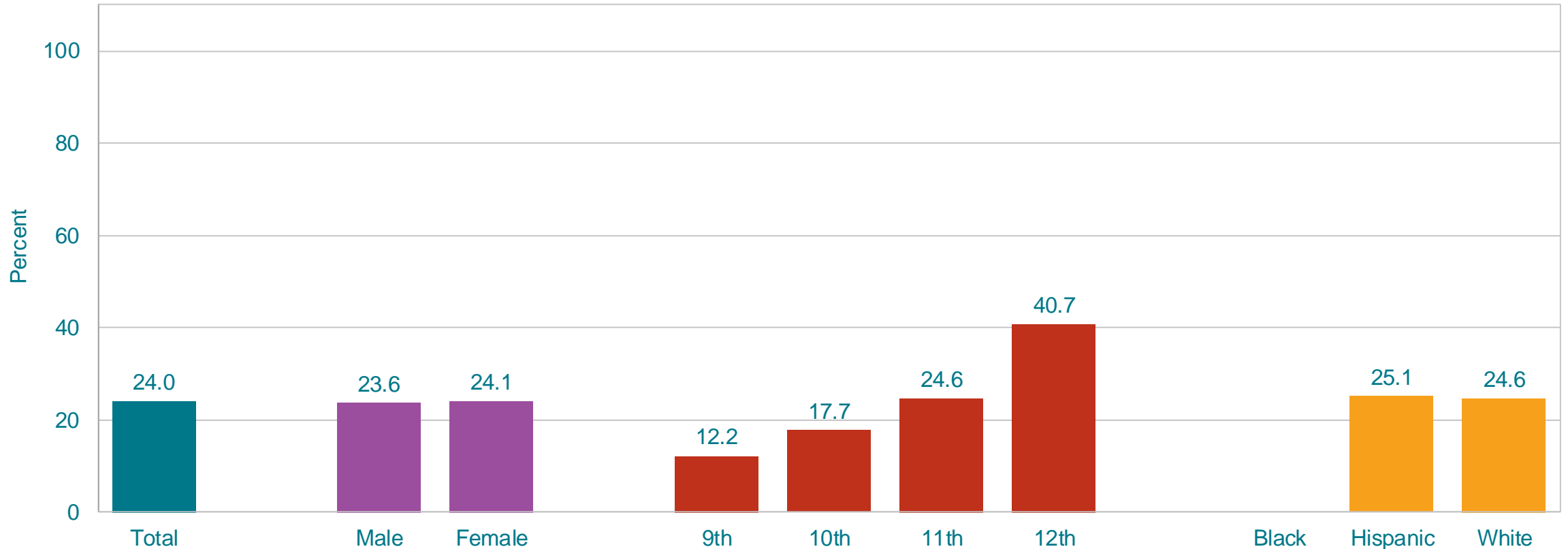
This graph contains weighted results.

# Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, 2003-2019\*



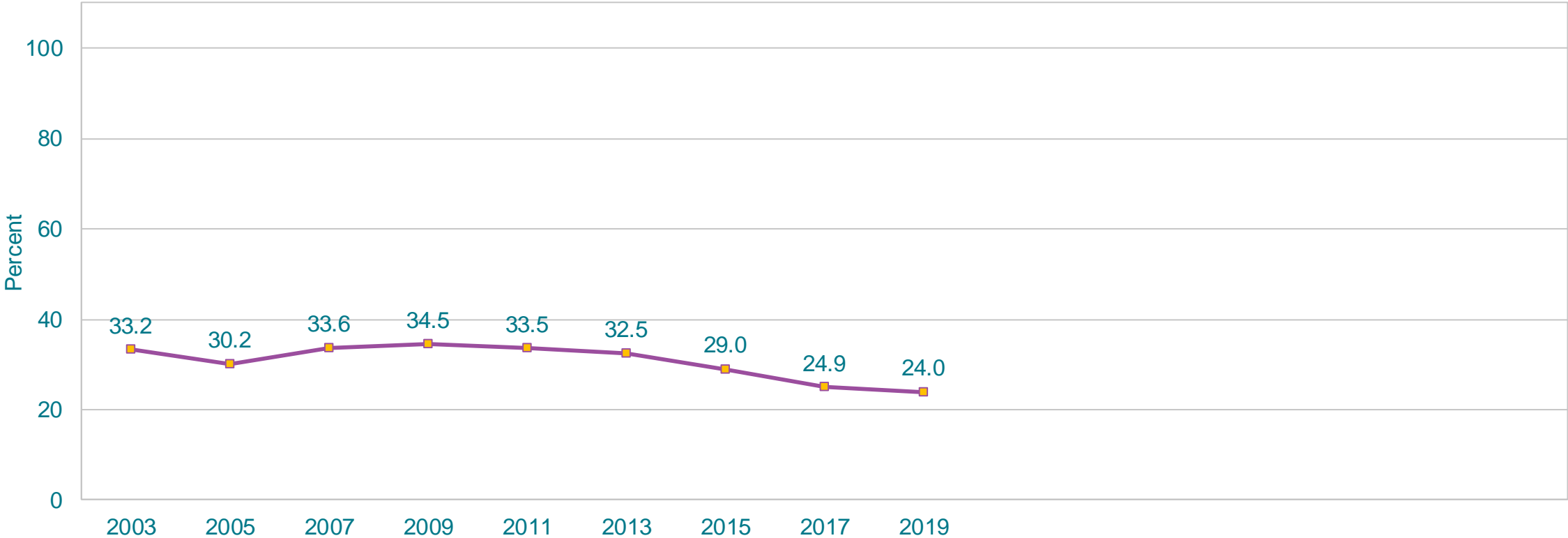
\*Decreased 2003-2019, increased 2003-2007, decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

# Percentage of High School Students Who Were Currently Sexually Active,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*Had sexual intercourse with at least one person, during the 3 months before the survey  
 †10th > 9th, 11th > 9th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Currently Sexually Active,\* 2003-2019†



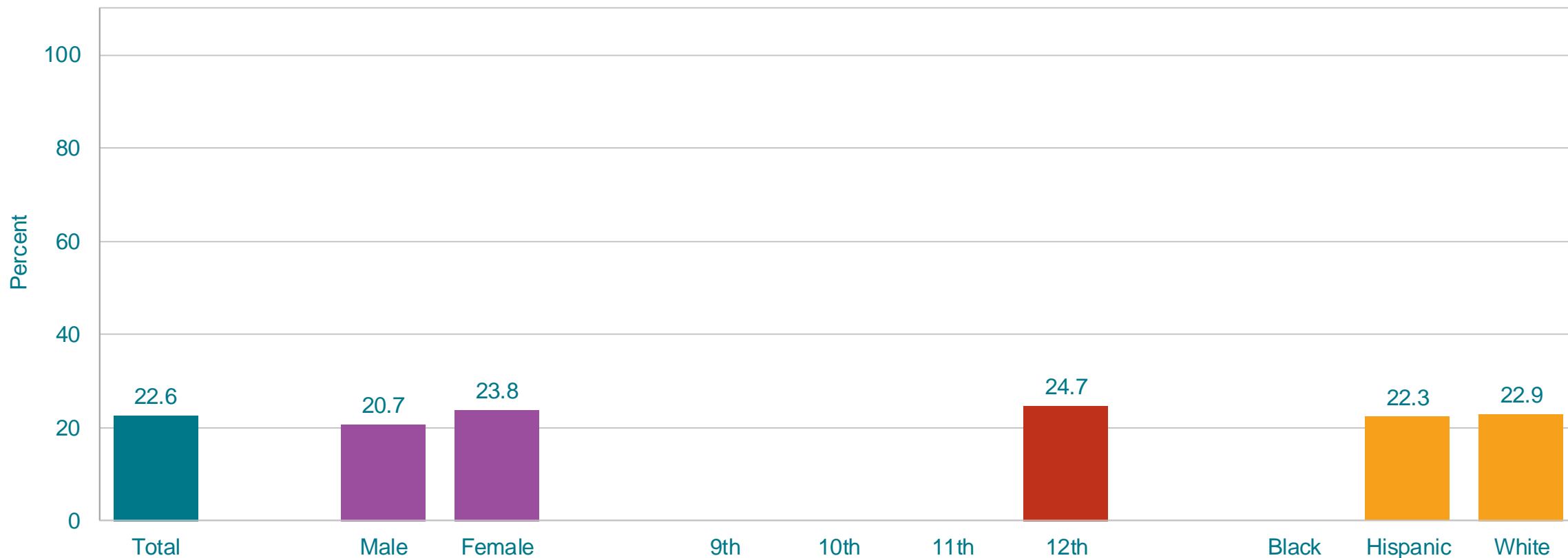
\*Had sexual intercourse with at least one person, during the 3 months before the survey

†Decreased 2003-2019, no change 2003-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

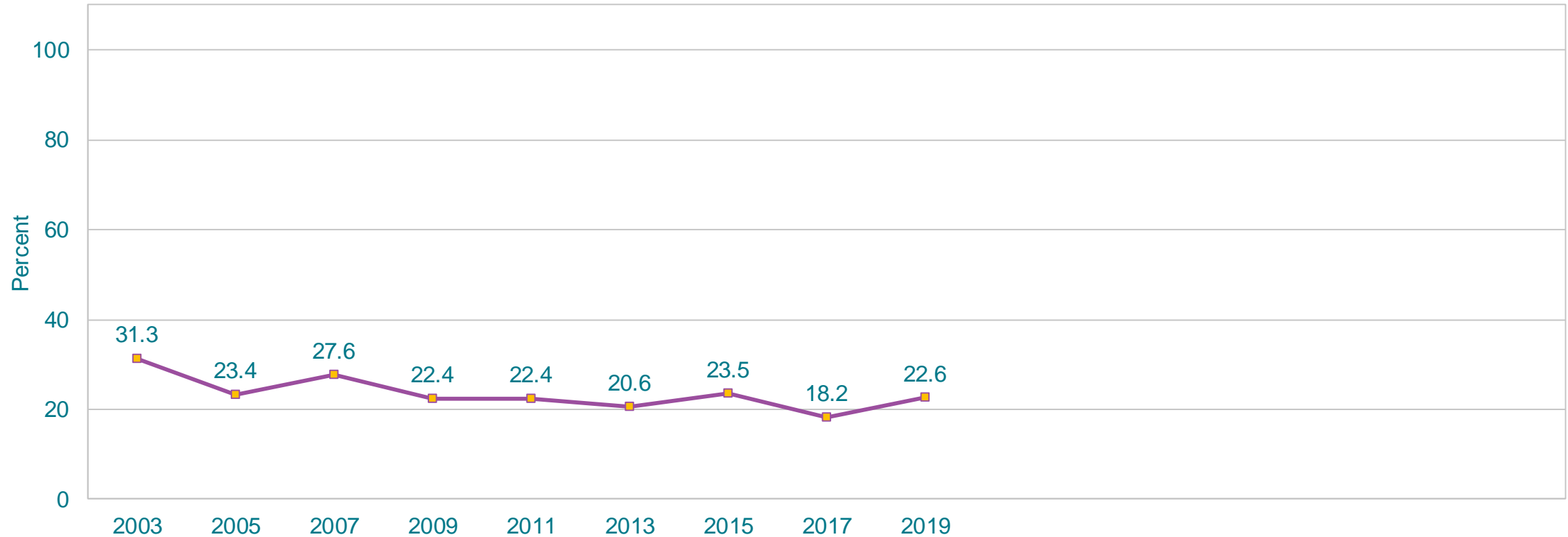


# Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Among students who were currently sexually active  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* 2003-2019†

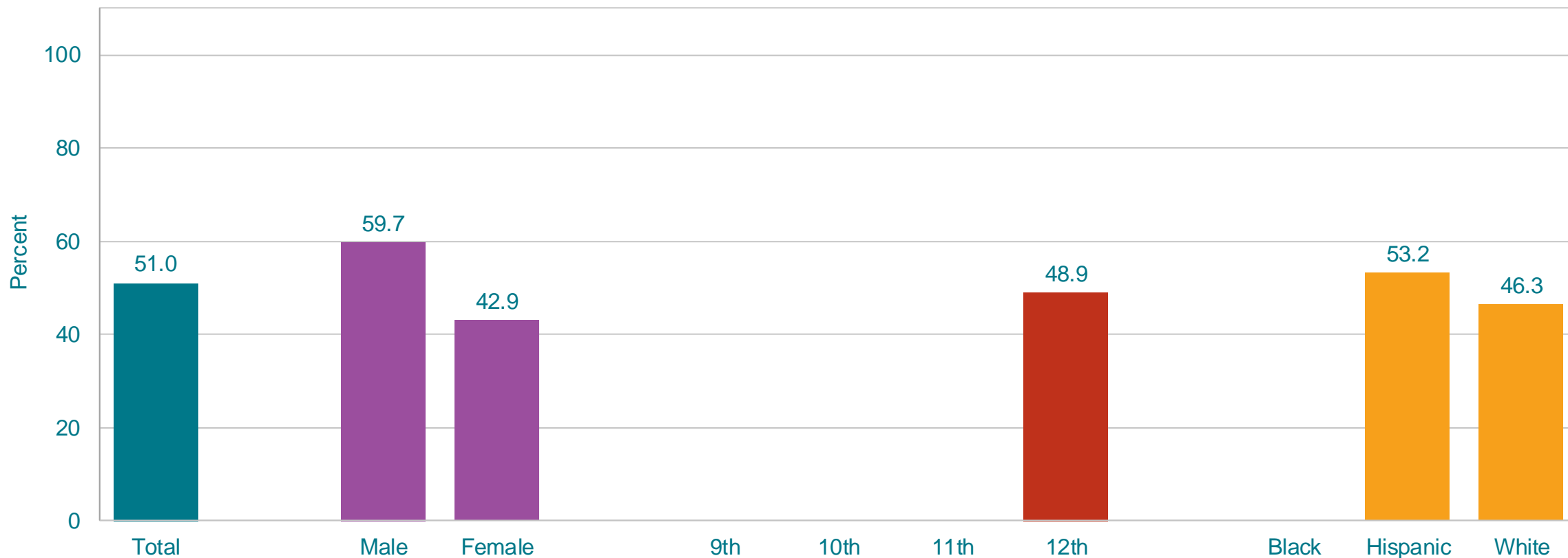


\*Among students who were currently sexually active

†Decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2019



\*Among students who were currently sexually active

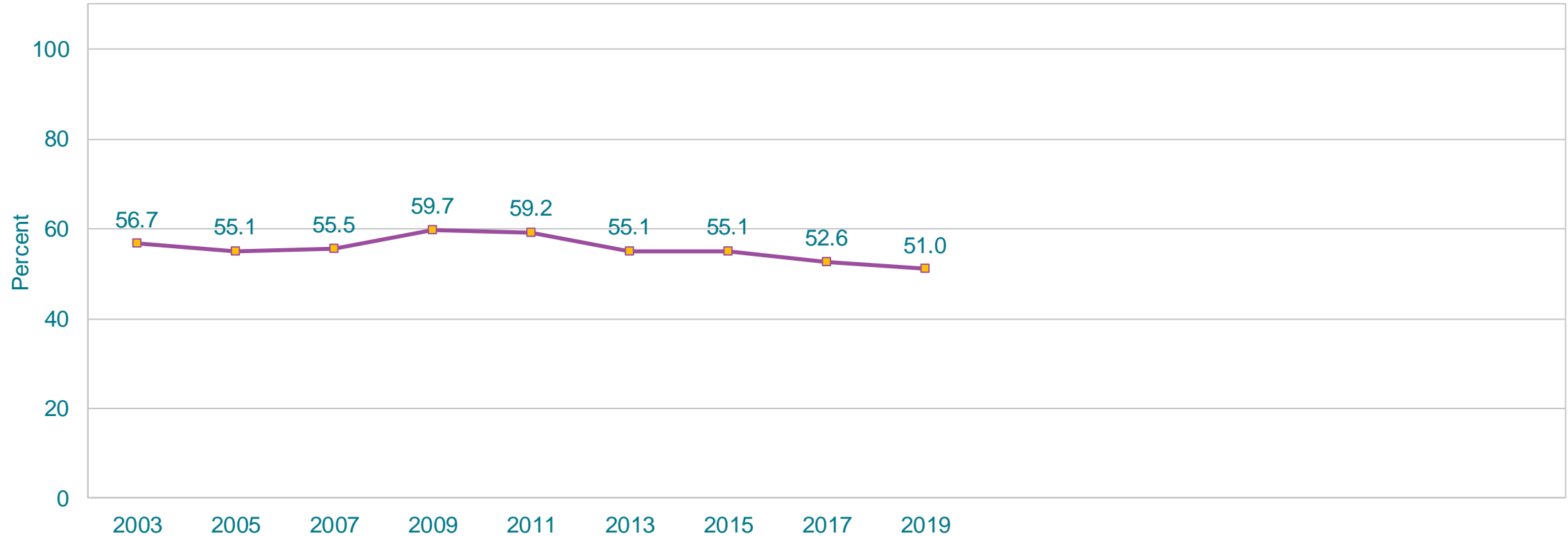
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,\* 2003-2019†

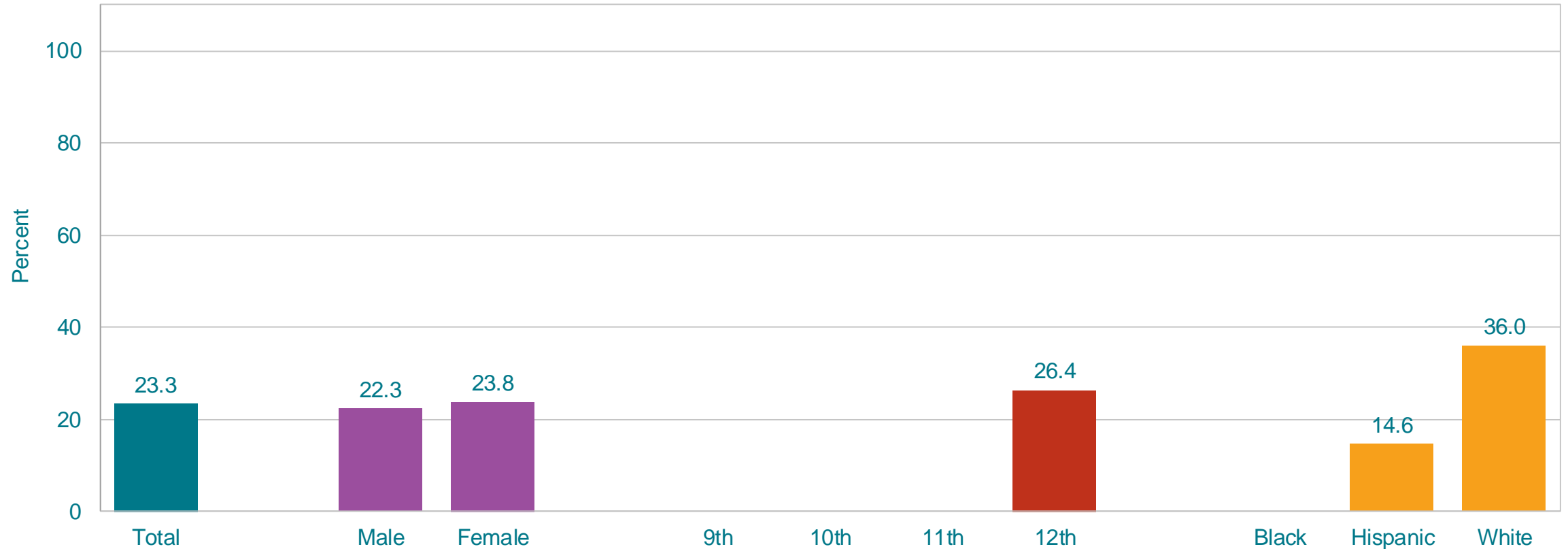


\*Among students who were currently sexually active

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*To prevent pregnancy, among students who were currently sexually active

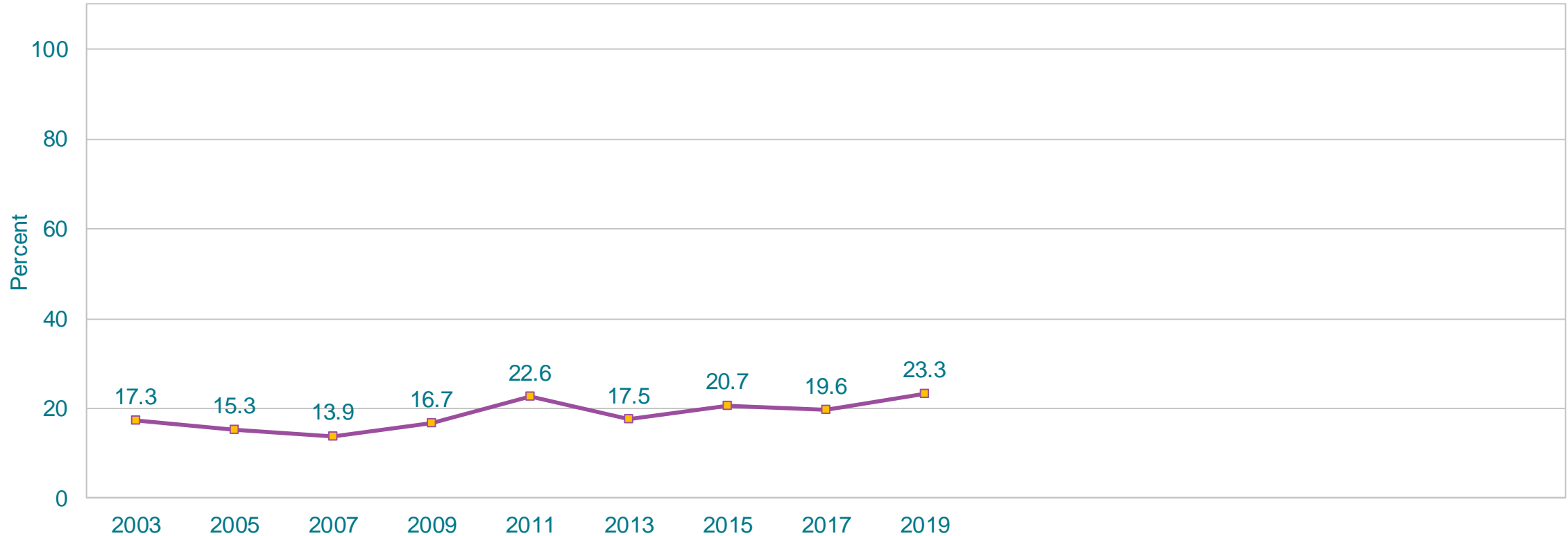
†W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,\* 2003-2019†

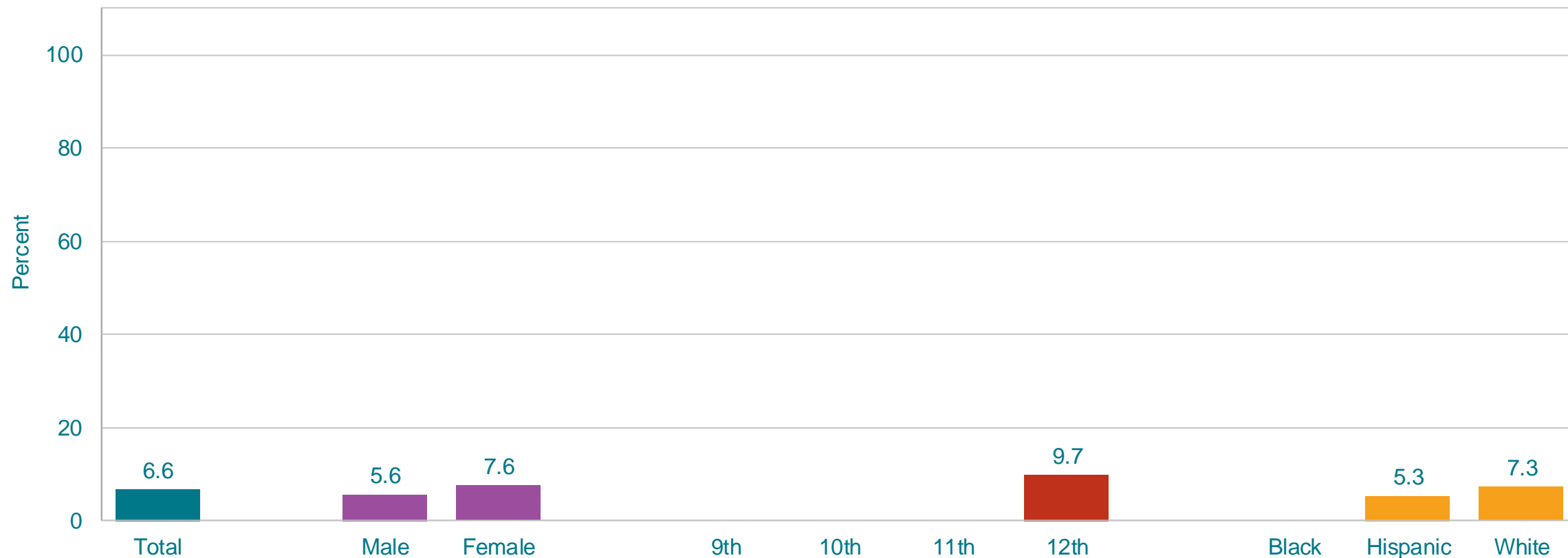


\*To prevent pregnancy, among students who were currently sexually active

†Increased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

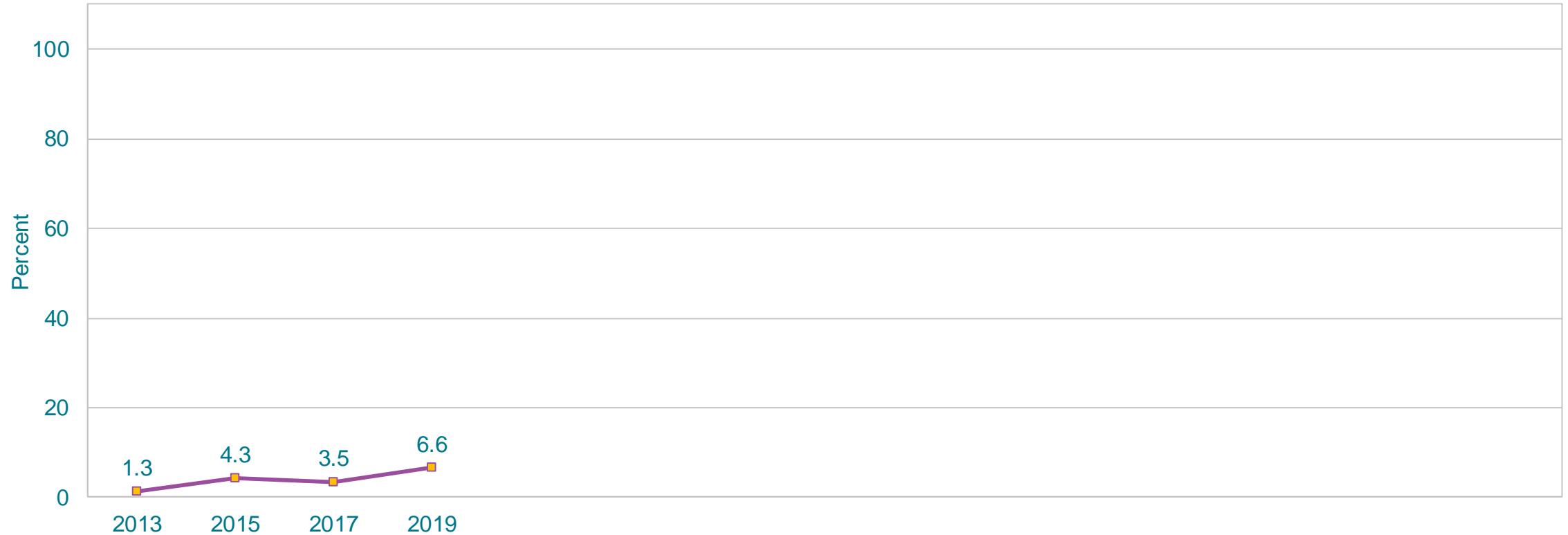
This graph contains weighted results.

## Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),\* by Sex, Grade, and Race/Ethnicity, 2019



\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

## Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),\* 2013-2019†



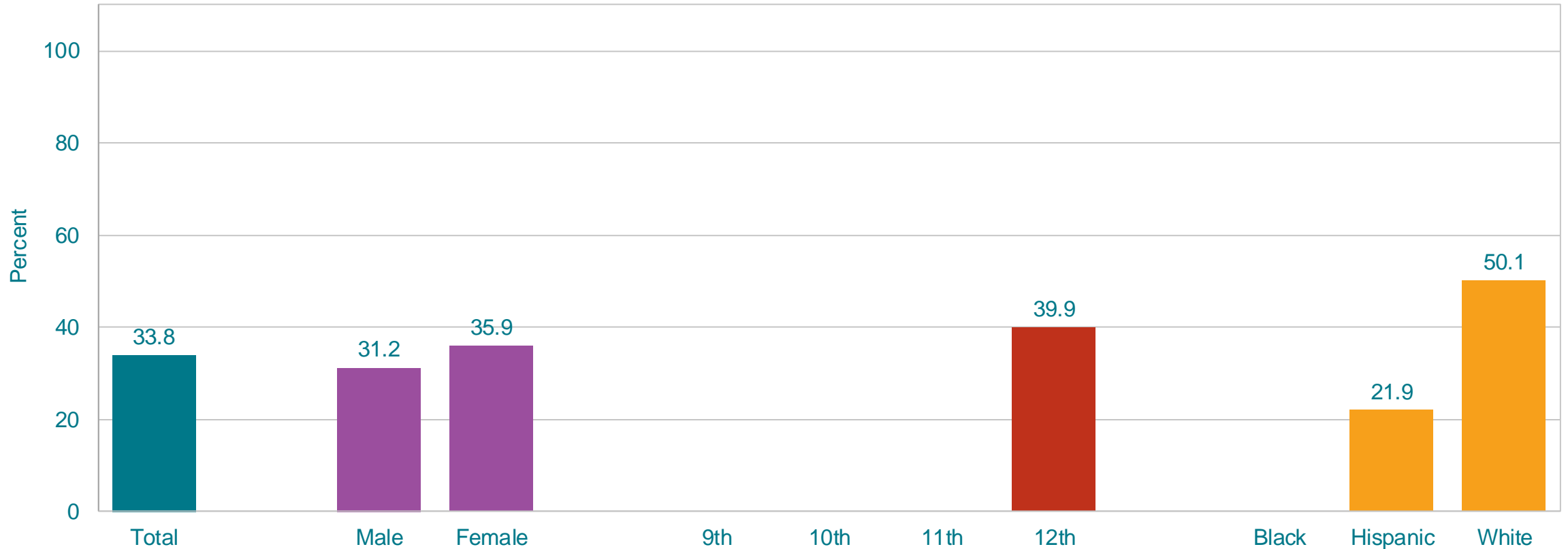
\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active

†Increased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



# Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active

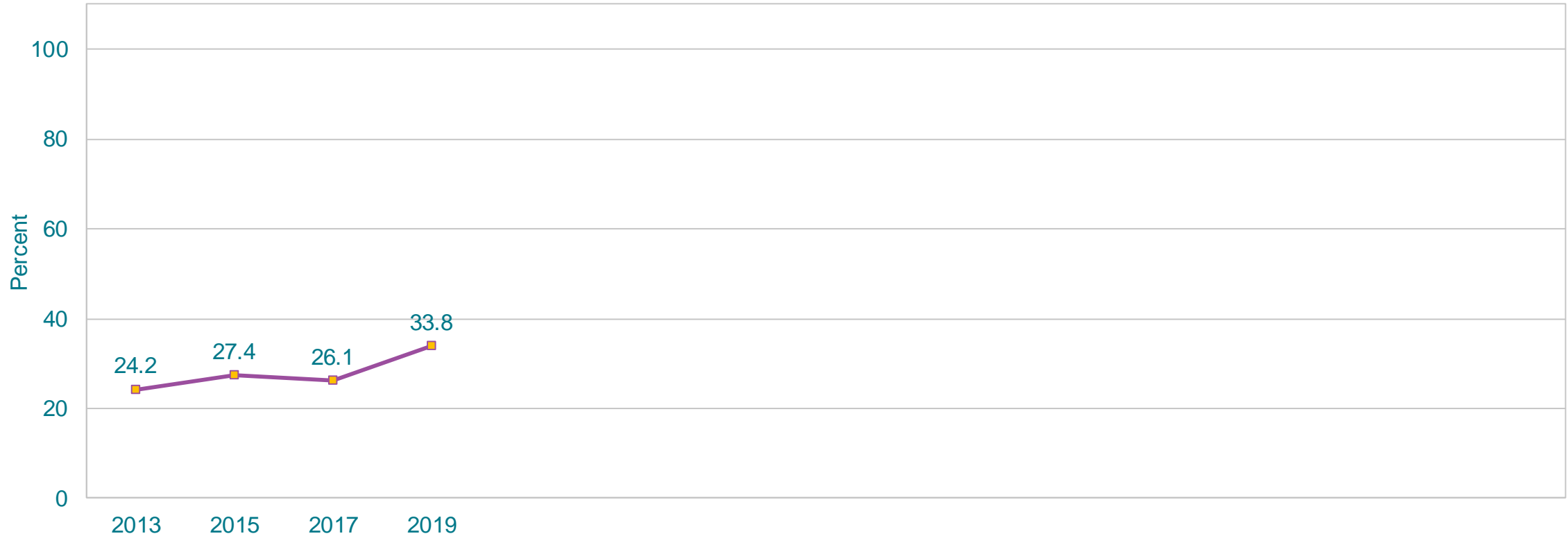
†W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,\* 2013-2019†

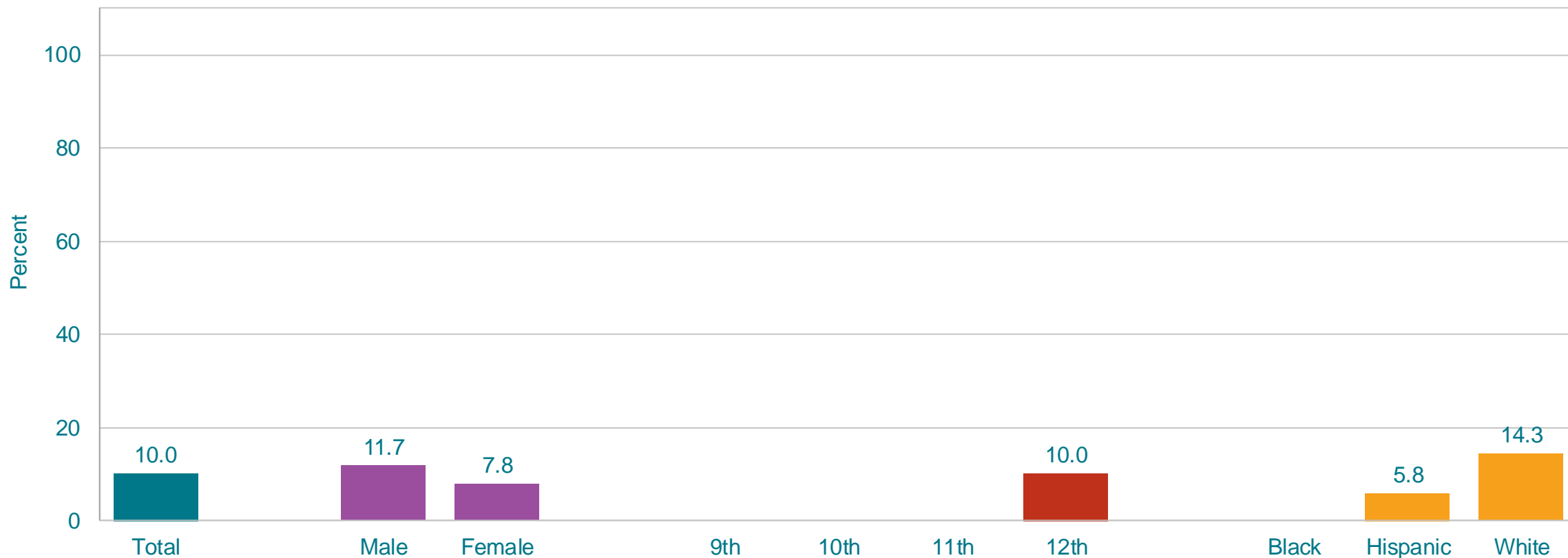


\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active

†Increased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

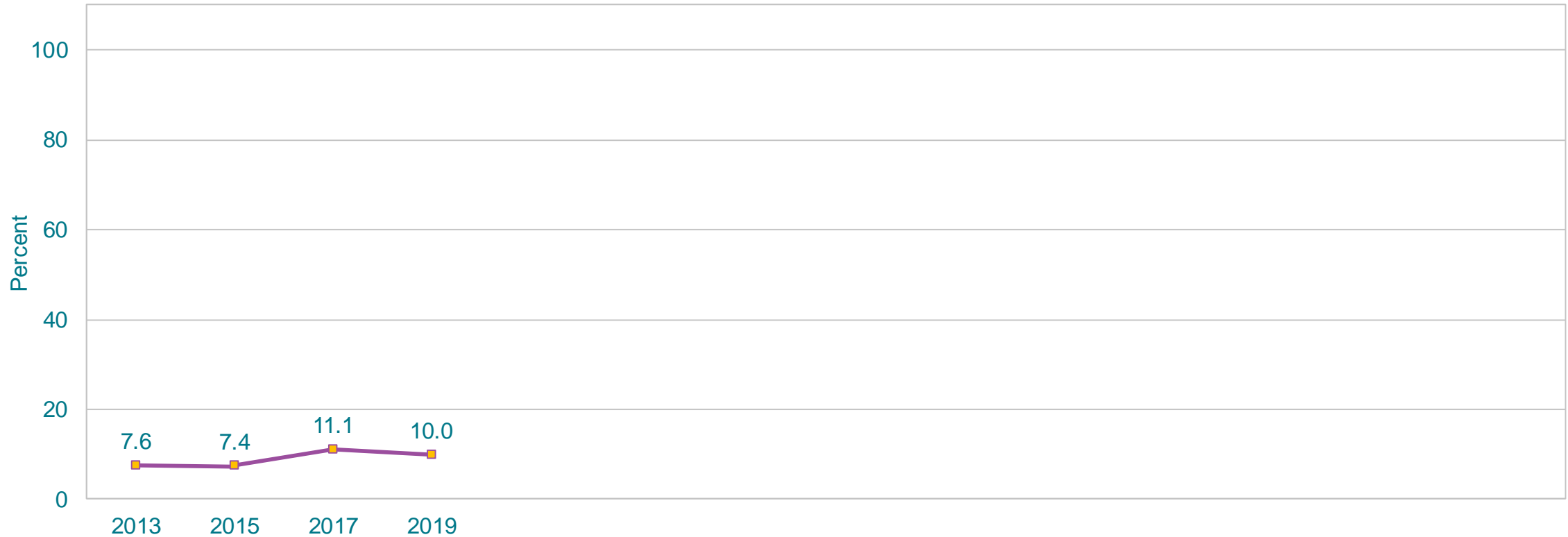
This graph contains weighted results.

## Percentage of High School Students Who Used Both a Condom During Last Sexual Intercourse and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2019



\*To prevent pregnancy, among students who were currently sexually active  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Used Both a Condom During Last Sexual Intercourse and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,\* 2013-2019†

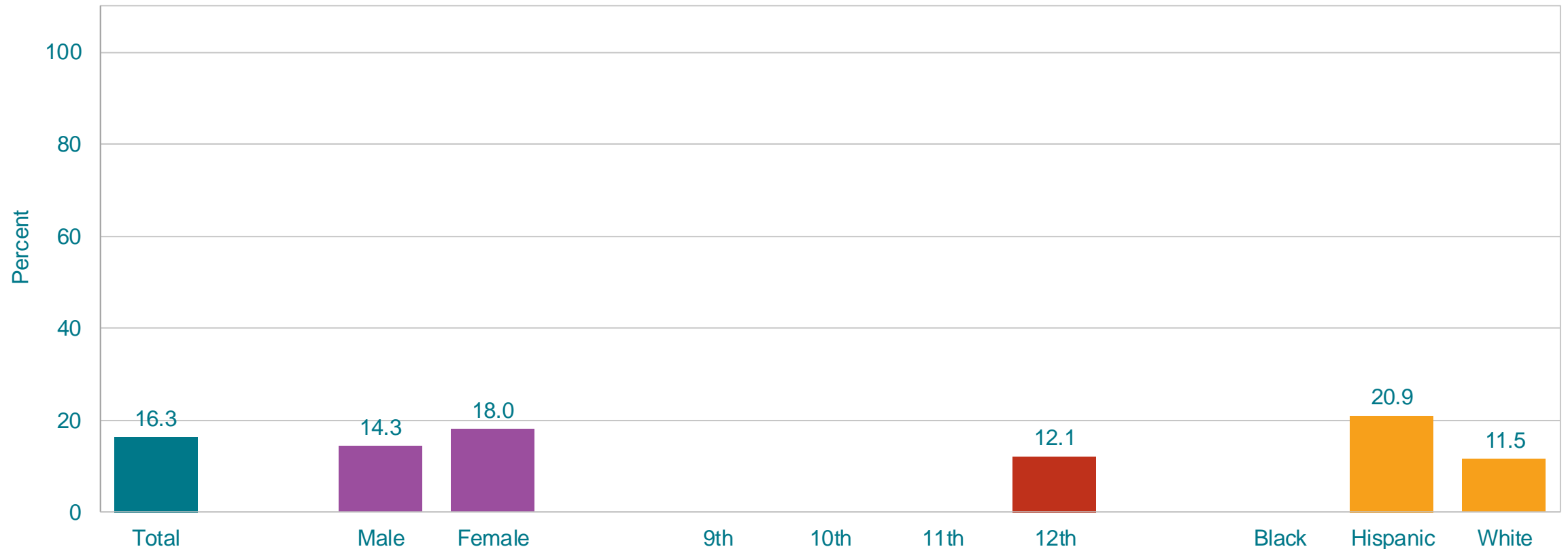


\*To prevent pregnancy, among students who were currently sexually active

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

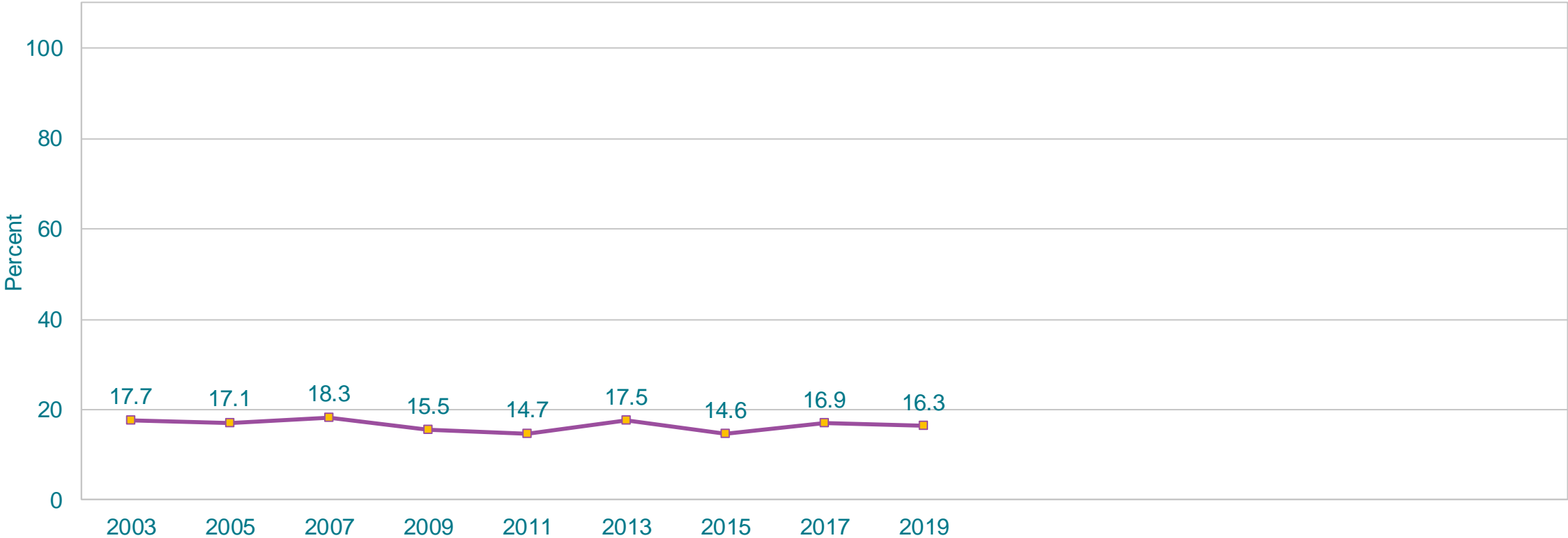
This graph contains weighted results.

## Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,\* by Sex, Grade, and Race/Ethnicity, 2019



\*During last sexual intercourse, among students who were currently sexually active.  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,\* 2003-2019†

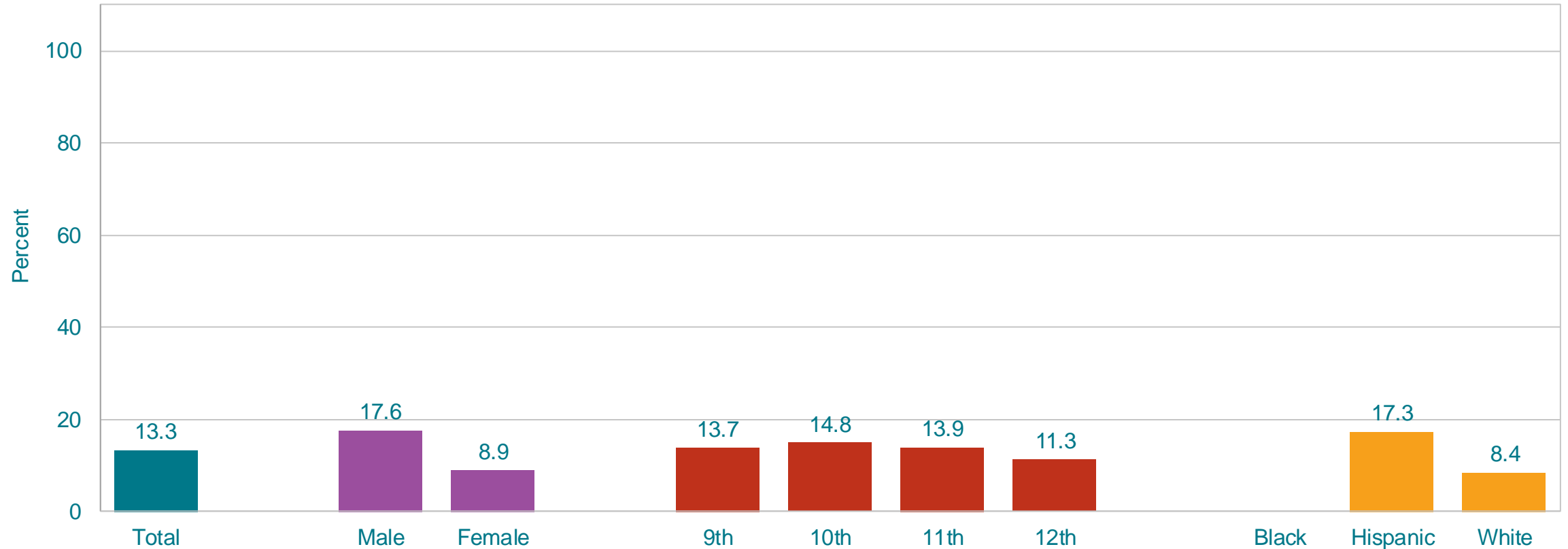


\*During last sexual intercourse, among students who were currently sexually active.

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Had Obesity,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

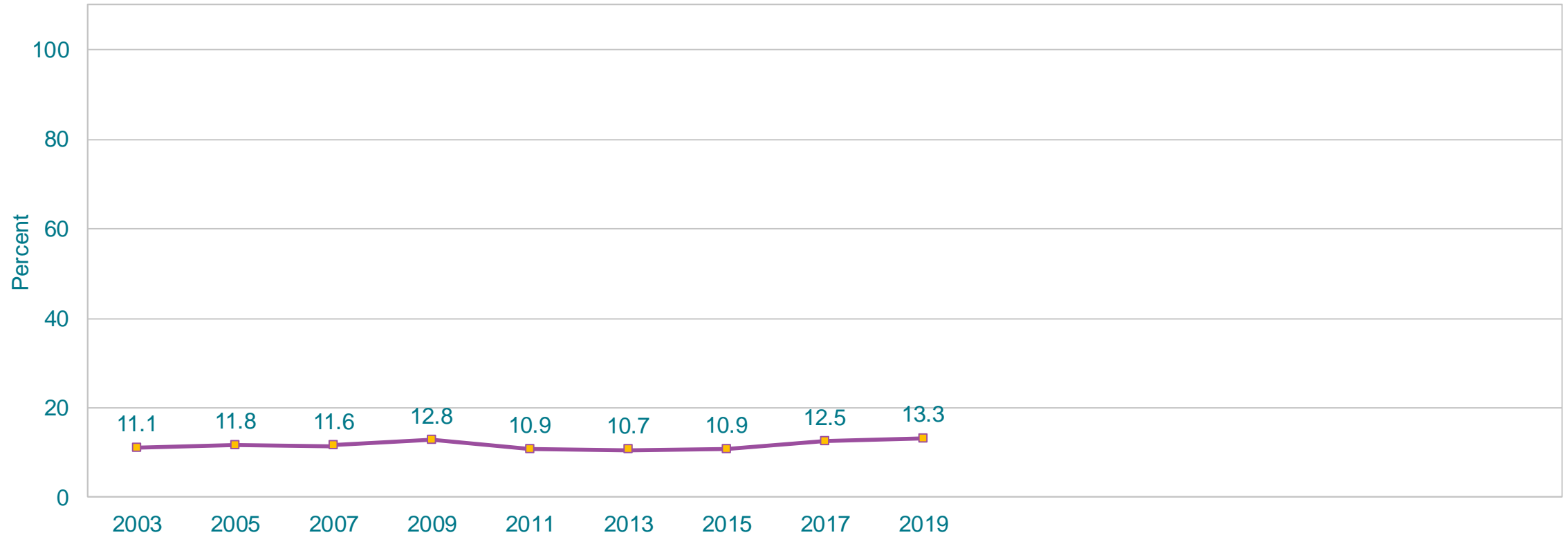
†M > F; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

## Percentage of High School Students Who Had Obesity,\* 2003-2019†



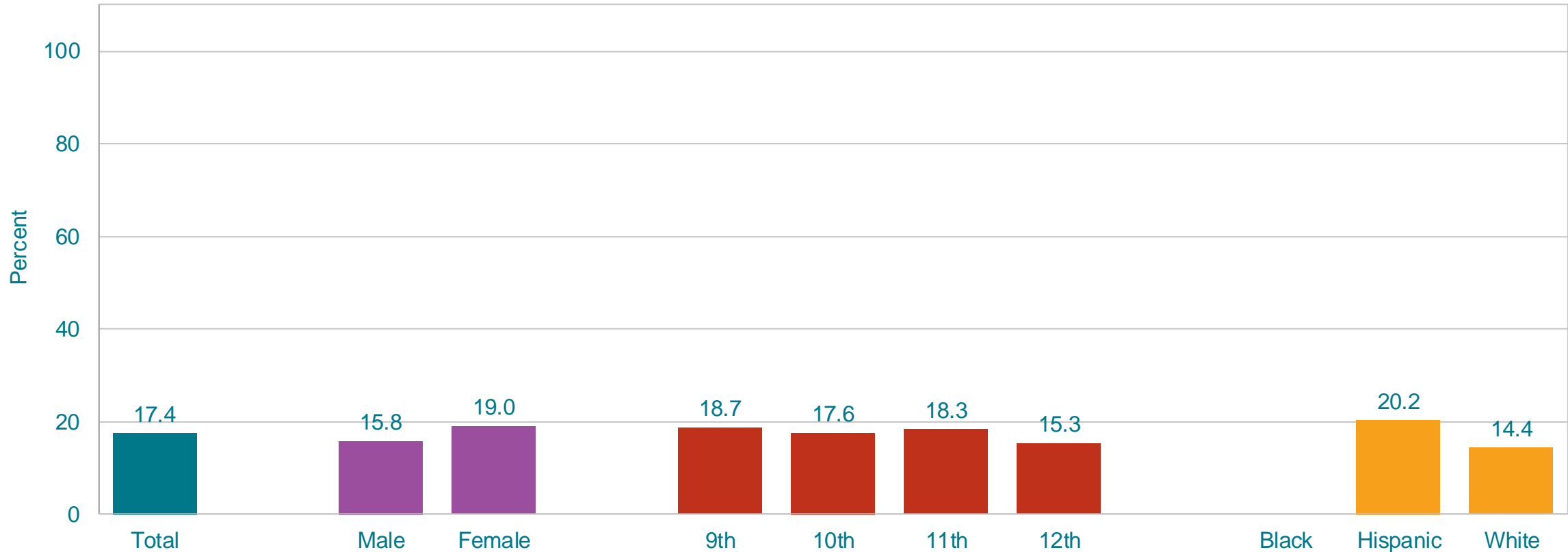
\*  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Were Overweight,\* by Sex, Grade, and Race/Ethnicity,† 2019



\* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

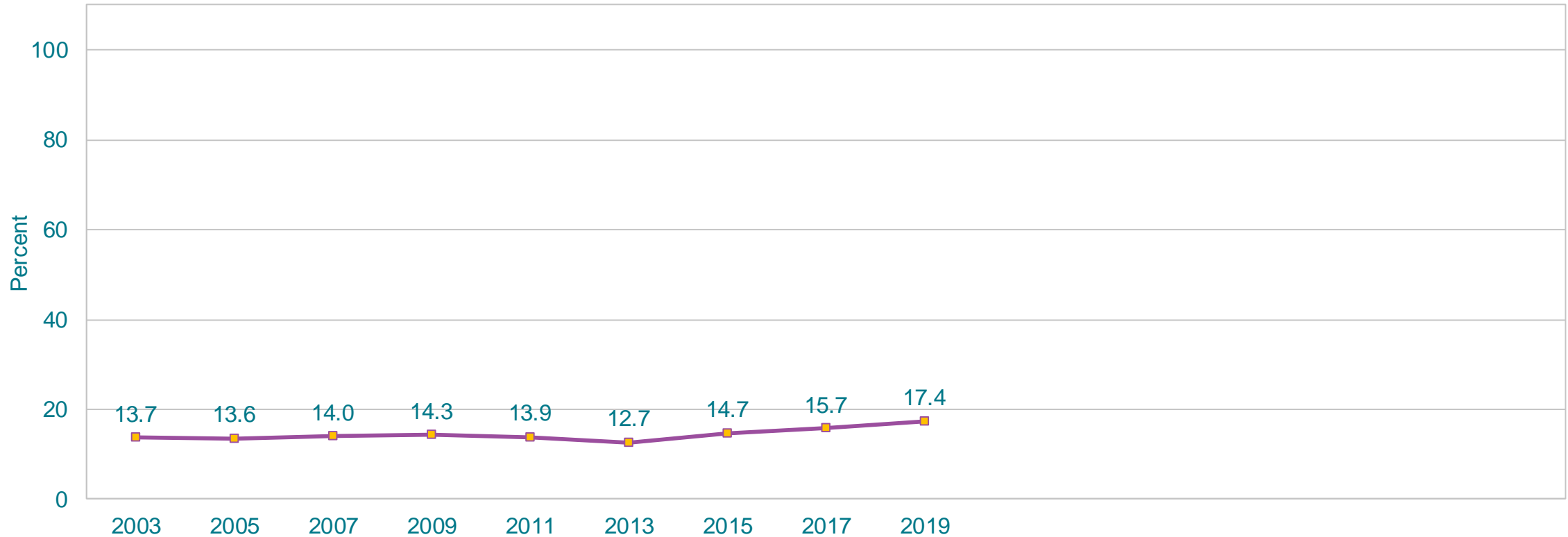
†H > W (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Were Overweight,\* 2003-2019†

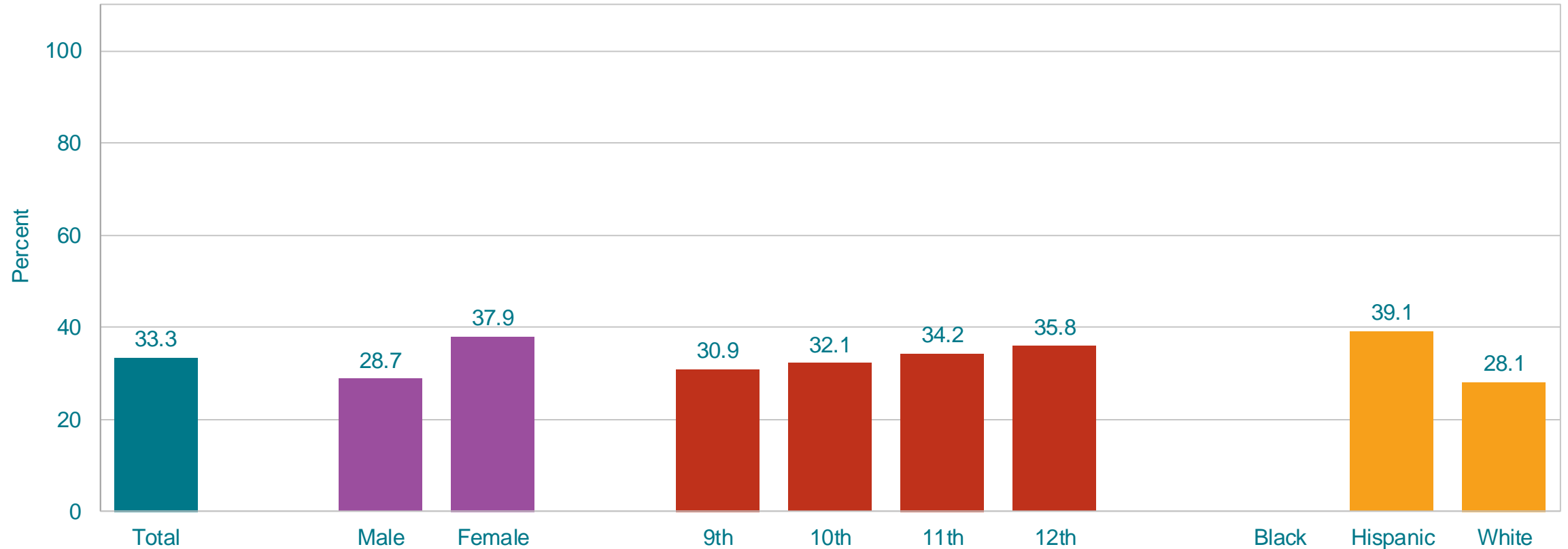


\*  $\geq$  85th percentile but  $<$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†Increased 2003-2019, no change 2003-2013, increased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, by Sex,\* Grade, and Race/Ethnicity,\* 2019



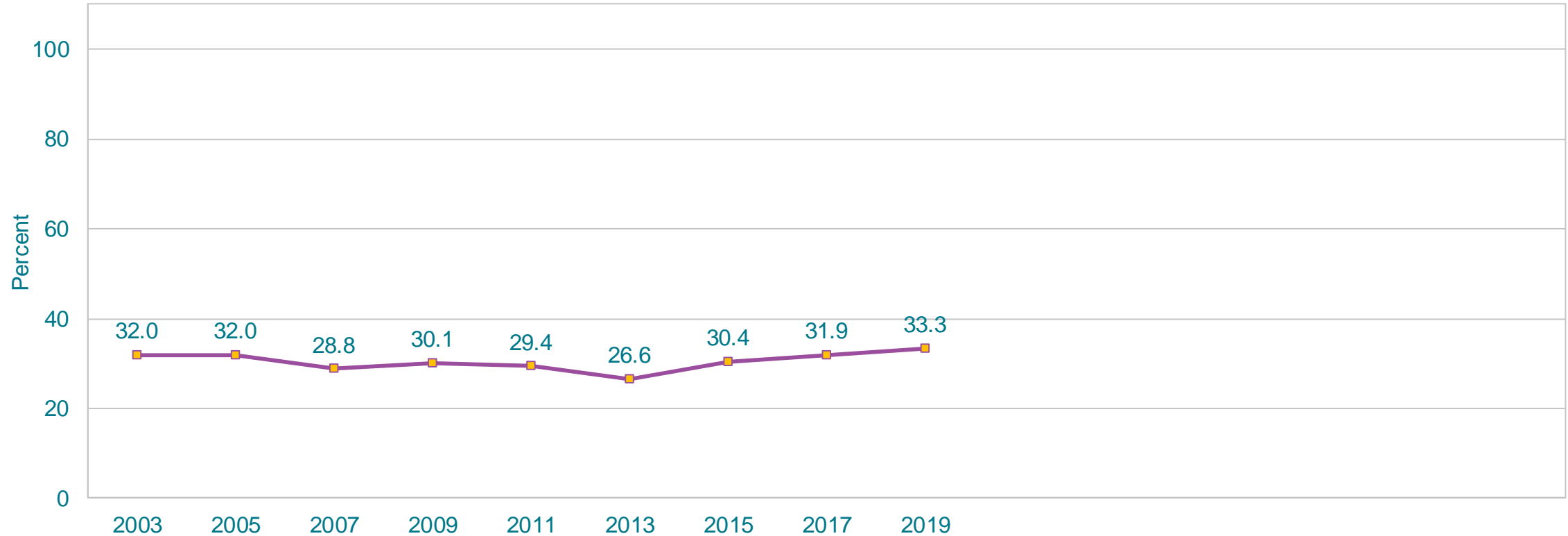
\*F > M; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

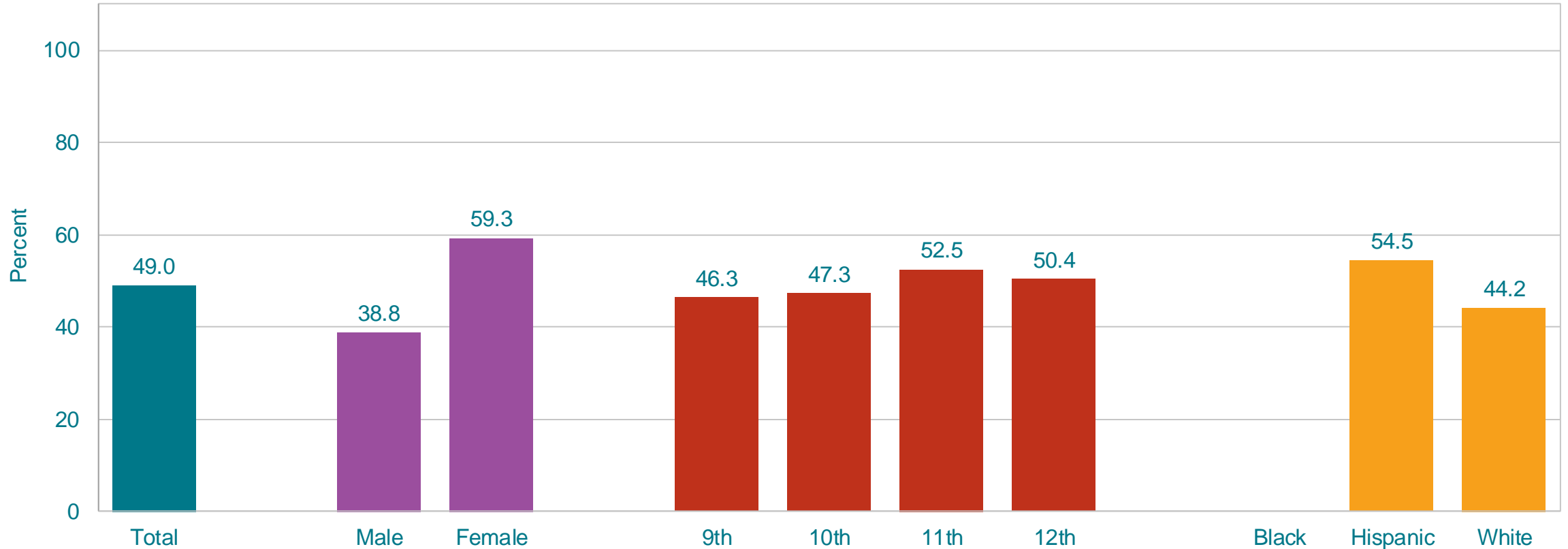
# Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 2003-2019\*



\*Decreased, 2003-2013, increased, 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Were Trying to Lose Weight, by Sex,\* Grade, and Race/Ethnicity,\* 2019



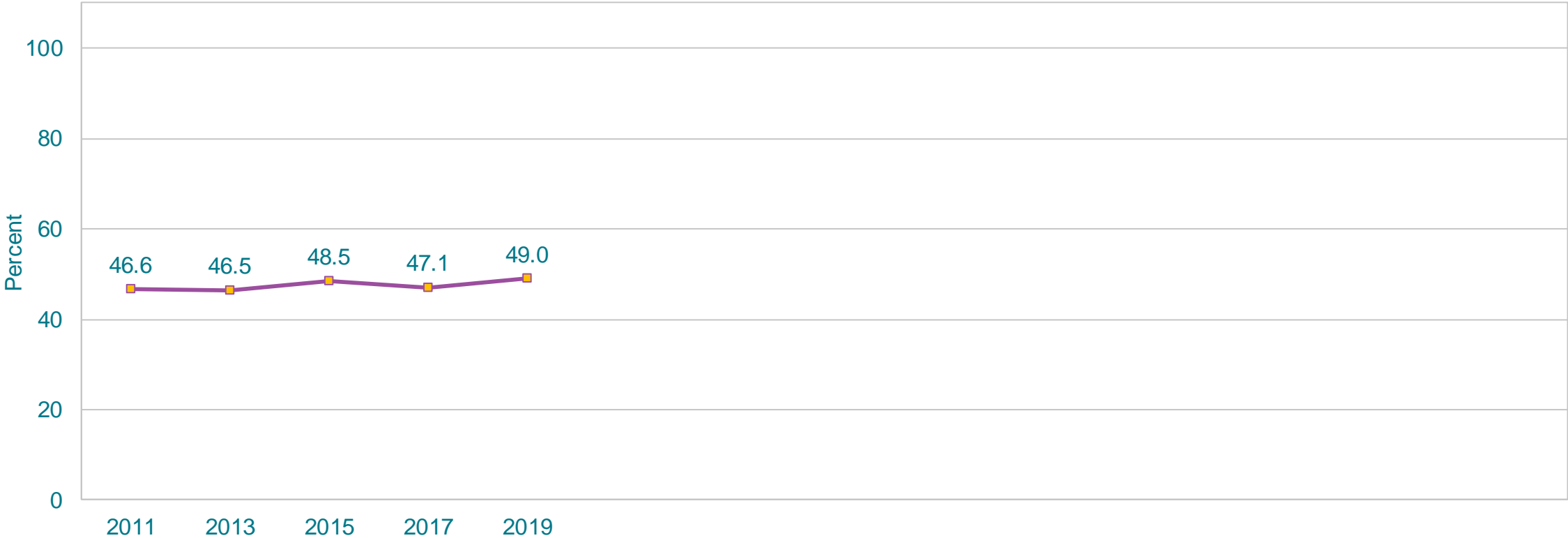
\*F > M; H > W (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

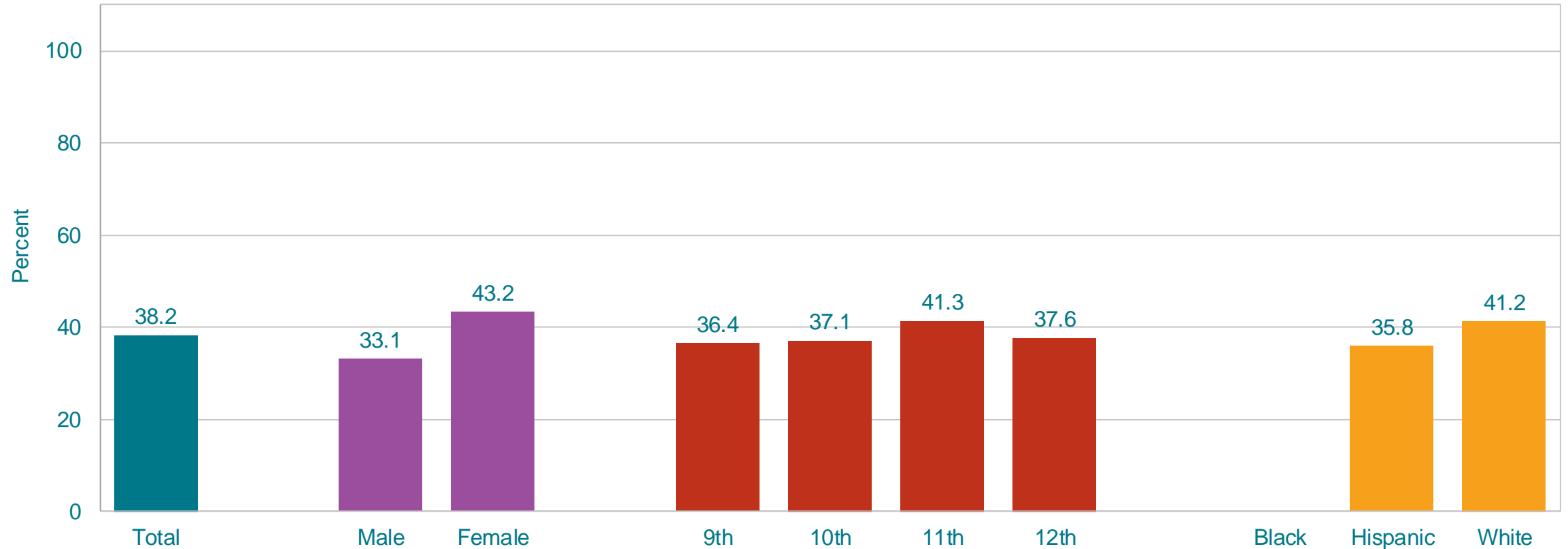
This graph contains weighted results.

# Percentage of High School Students Who Were Trying to Lose Weight, 2011-2019\*



\*No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink Fruit Juice,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*100% fruit juices one or more times during the 7 days before the survey

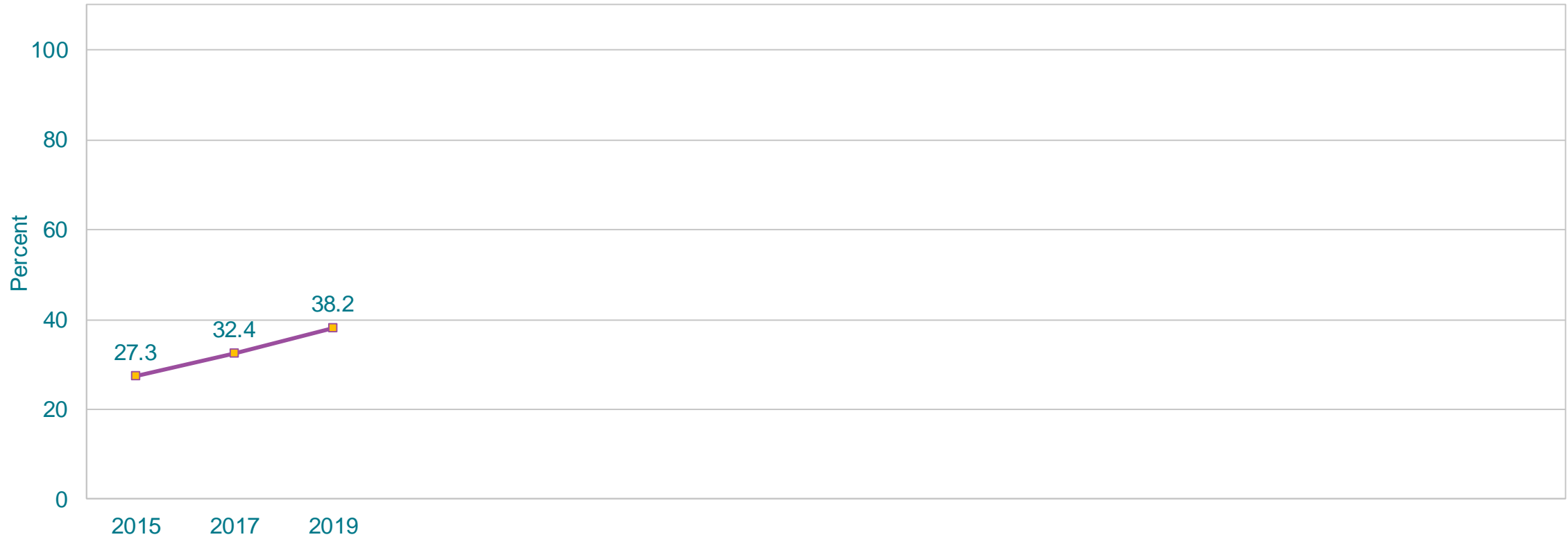
†F > M; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink Fruit Juice,\* 2015-2019†



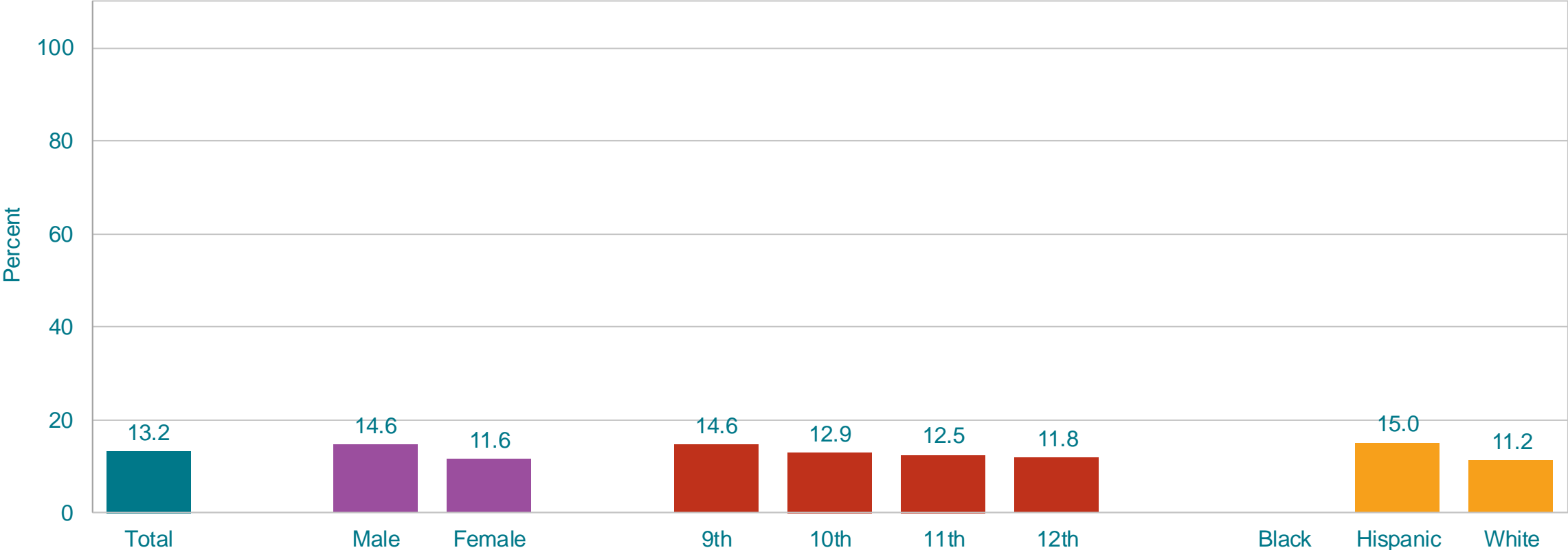
\*100% fruit juices one or more times during the 7 days before the survey

†Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

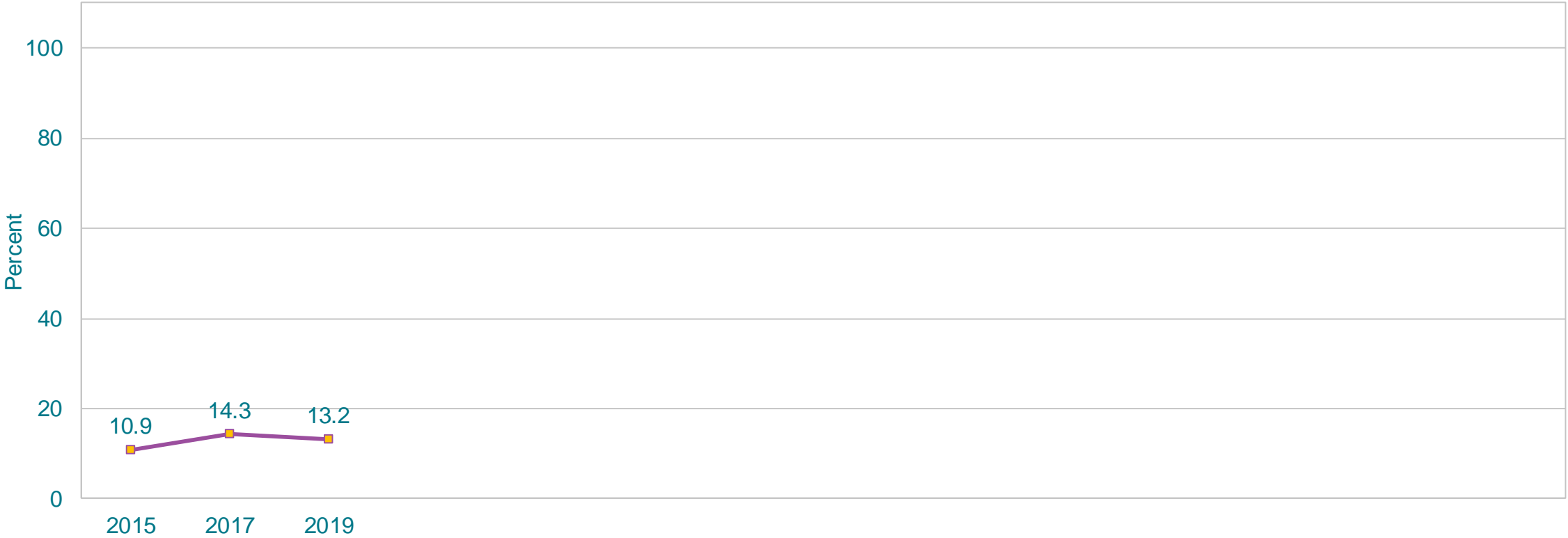


# Percentage of High School Students Who Did Not Eat Fruit,\* by Sex, Grade, and Race/Ethnicity, 2019



\*One or more times during the 7 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit,\* 2015-2019†

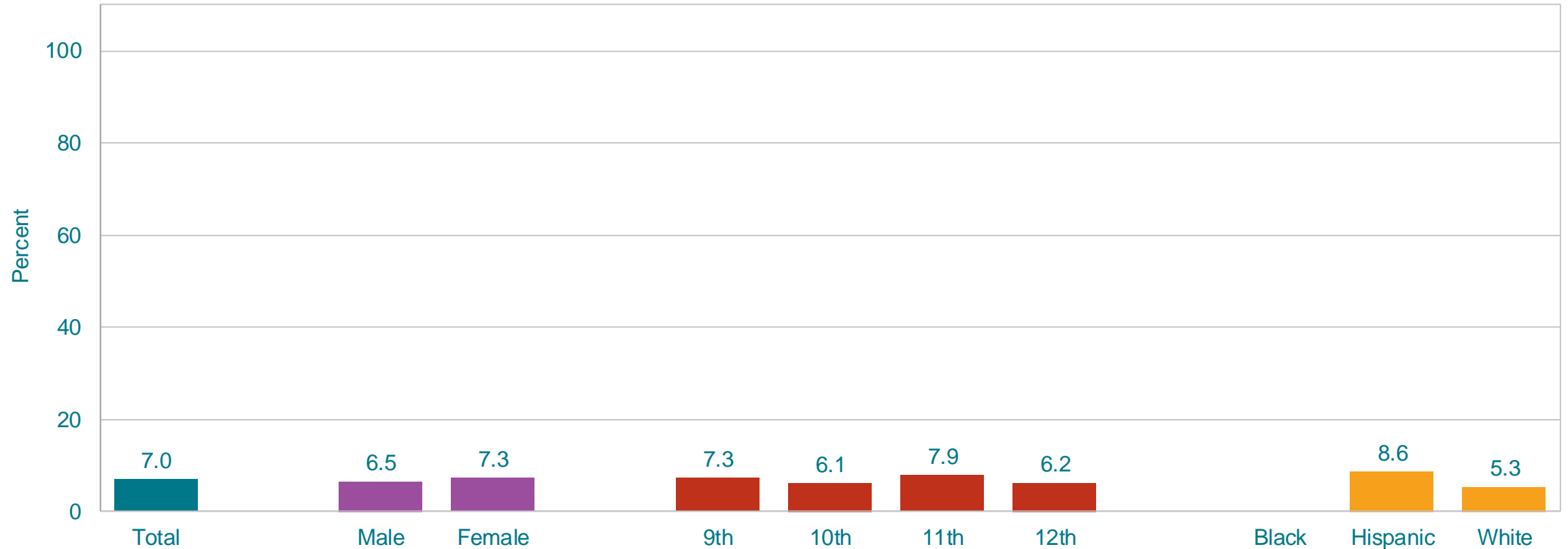


\*One or more times during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

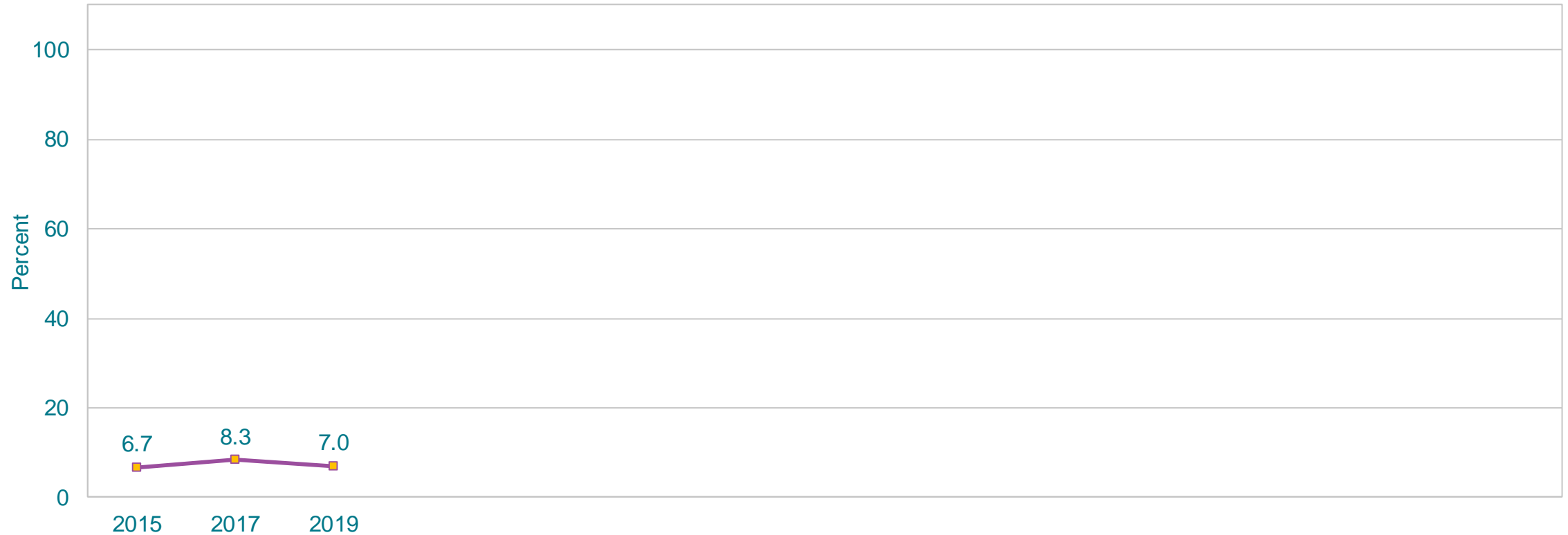
†H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,\* 2015-2019†

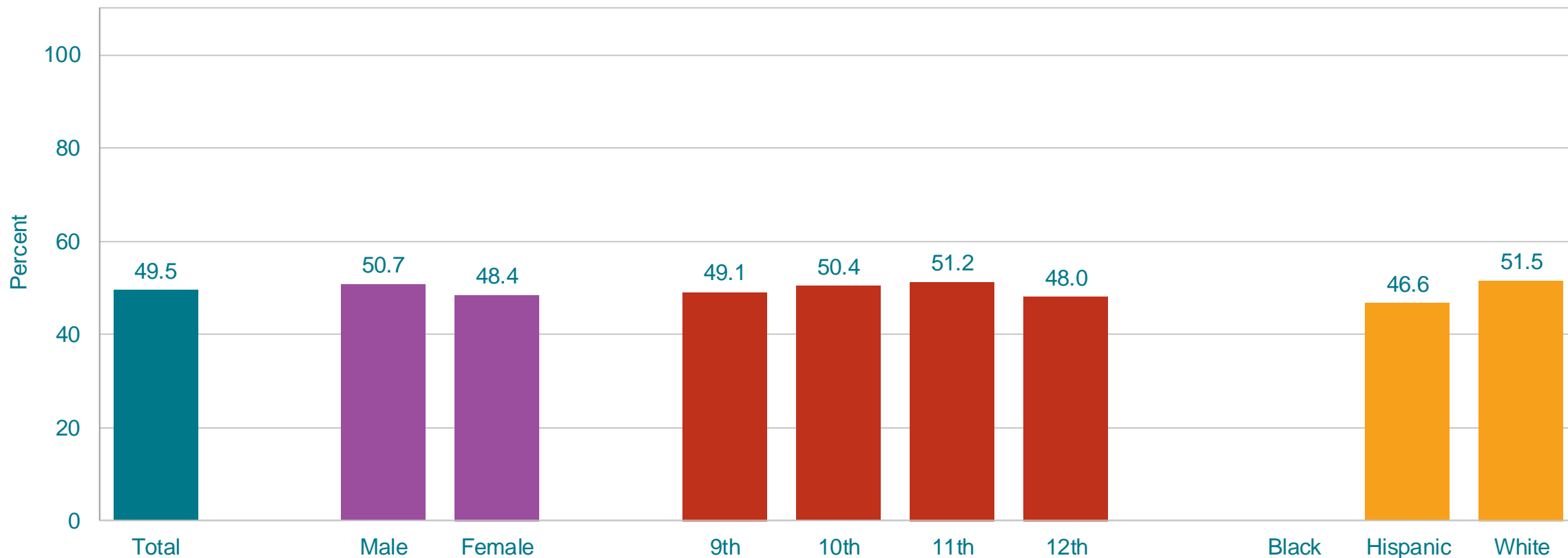


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

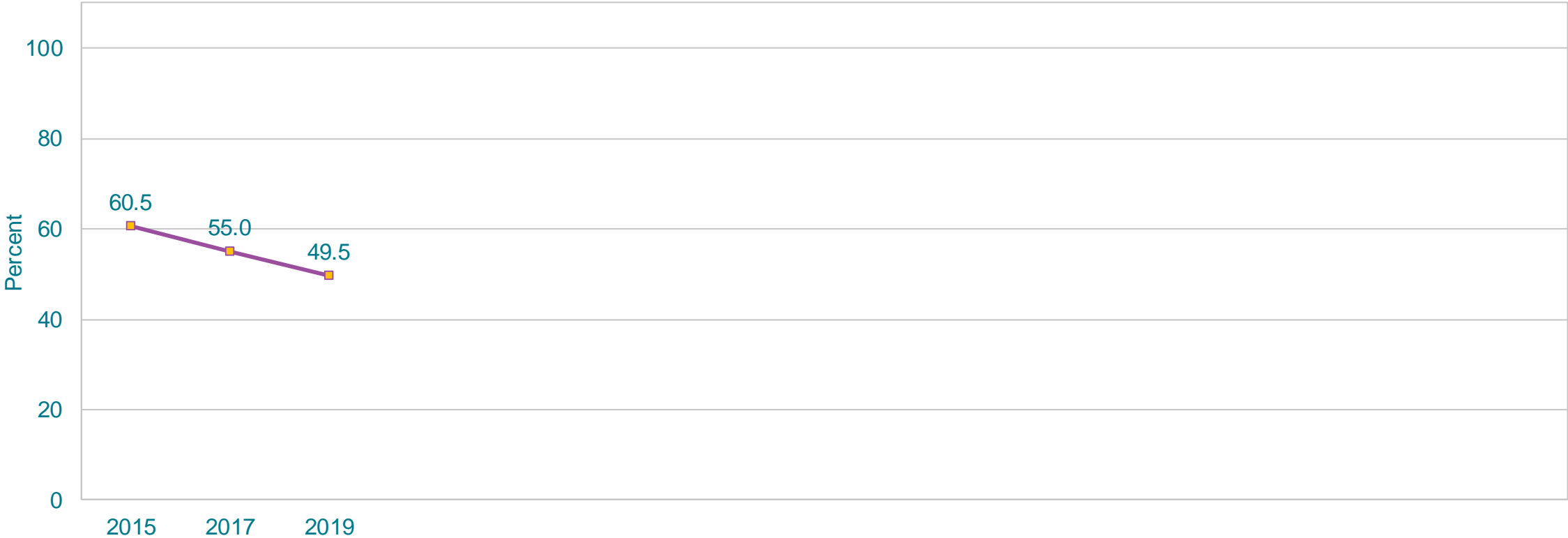
This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,\* 2015-2019†

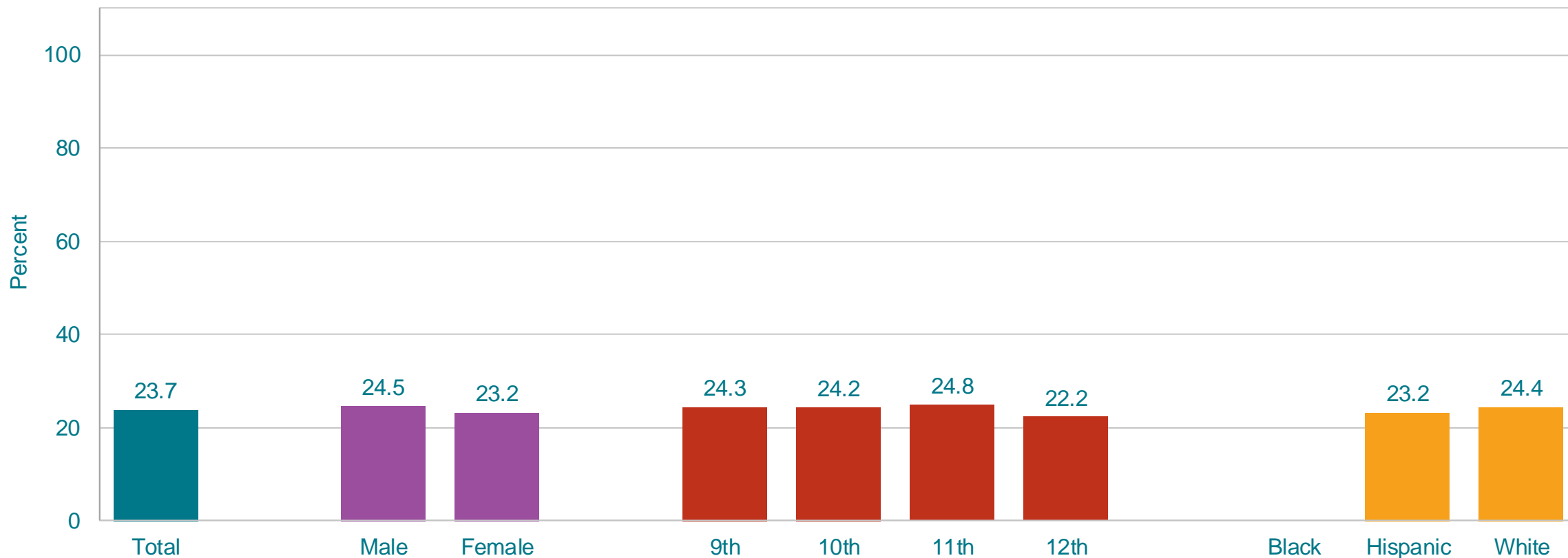


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

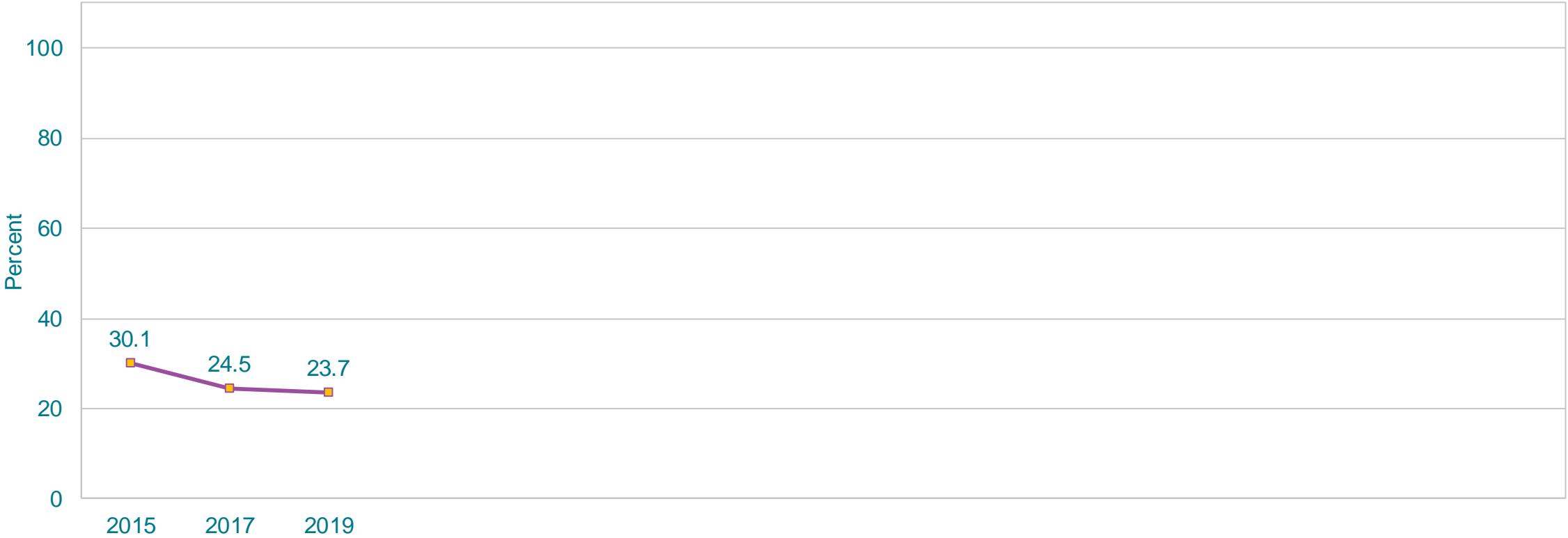
This graph contains weighted results.

## Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,\* 2015-2019†



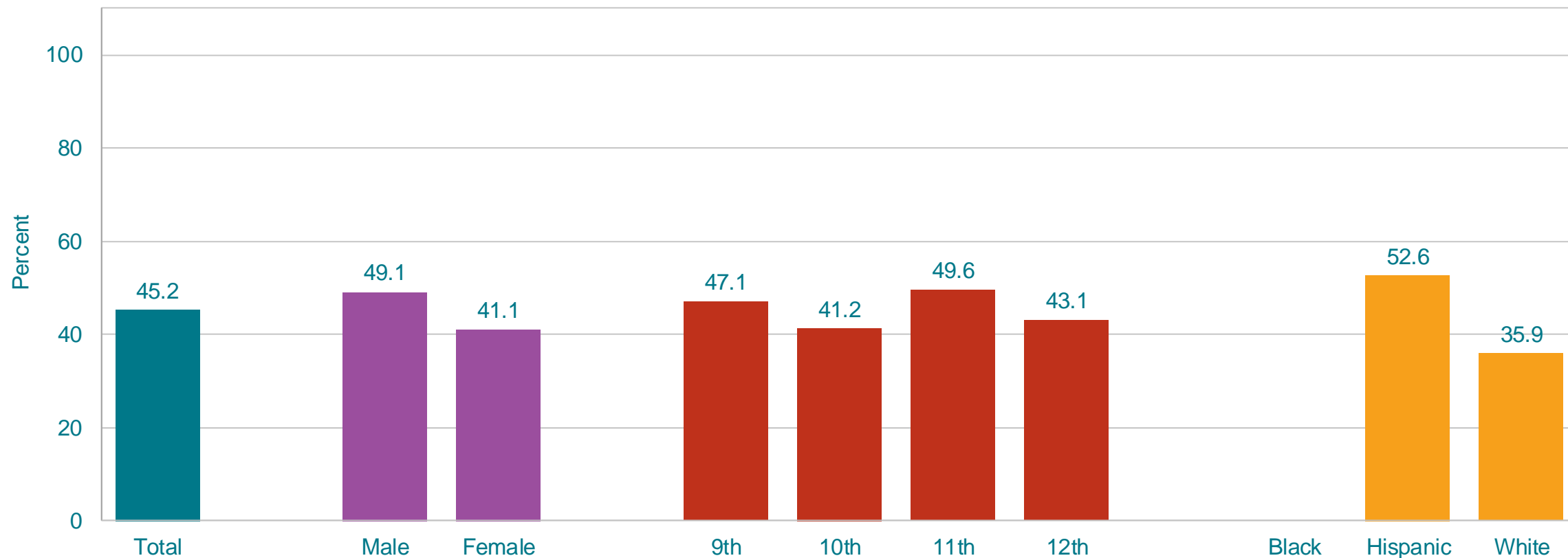
\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



## Percentage of High School Students Who Did Not Eat Green Salad,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*One or more times during the 7 days before the survey

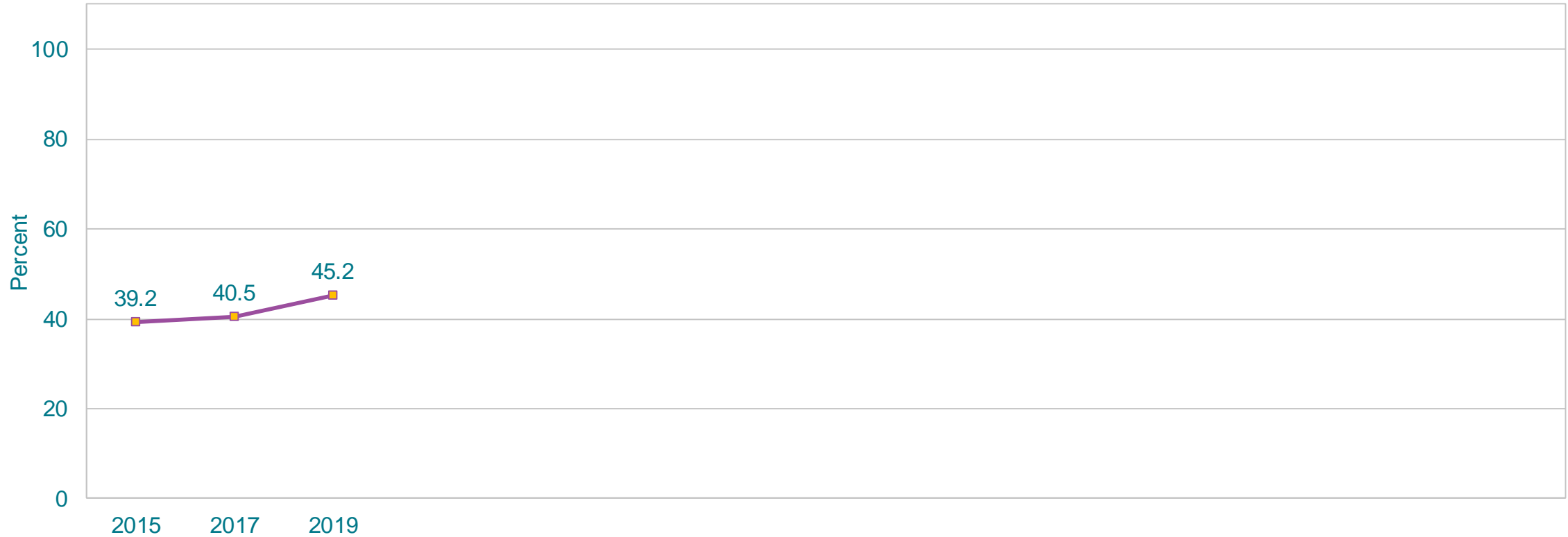
†M > F; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Green Salad,\* 2015-2019†

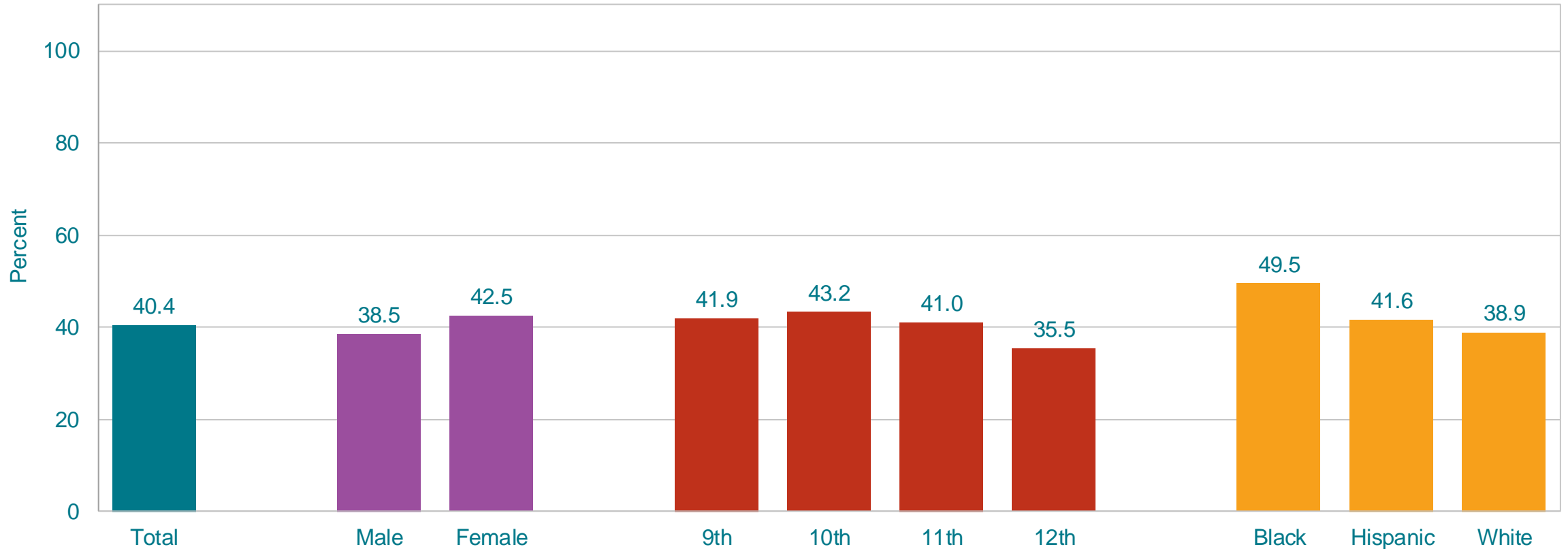


\*One or more times during the 7 days before the survey

†Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Eat Potatoes,\* by Sex, Grade,† and Race/Ethnicity, 2019



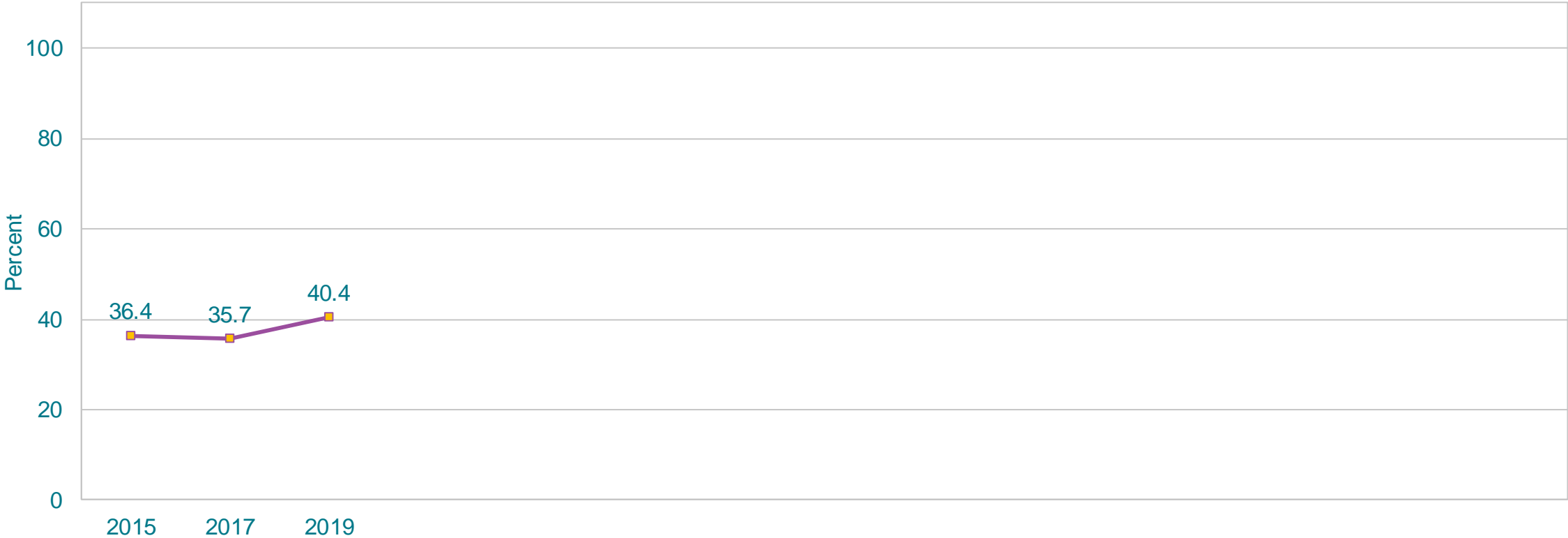
\*One or more times during the 7 days before the survey

†10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Potatoes,\* 2015-2019†

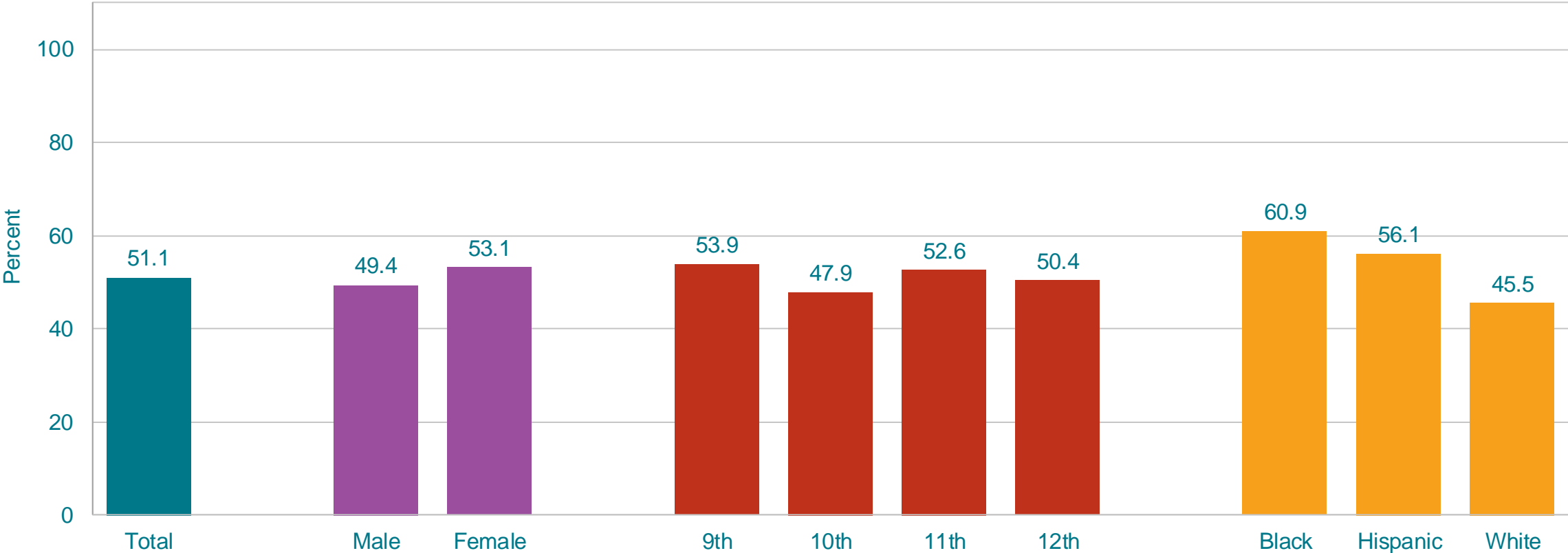


\*One or more times during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

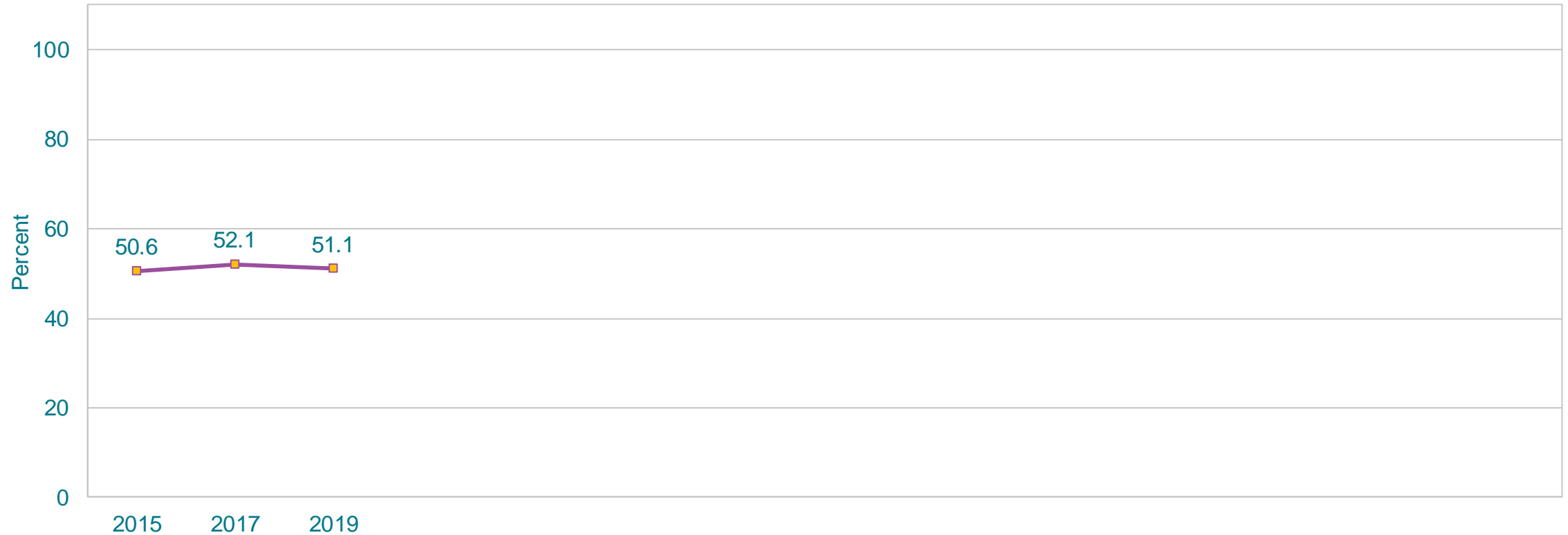
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Carrots,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*One or more times during the 7 days before the survey  
 †B > W, H > W (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Carrots,\* 2015-2019†

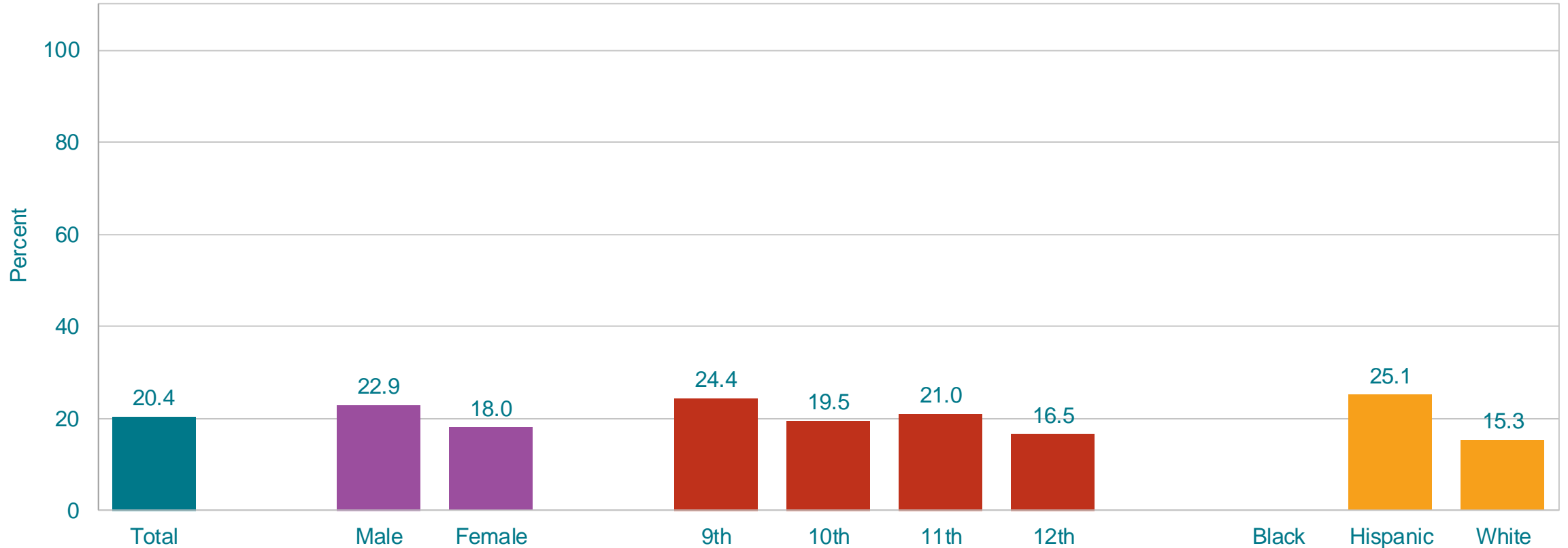


\*One or more times during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Other Vegetables,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*One or more times during the 7 days before the survey

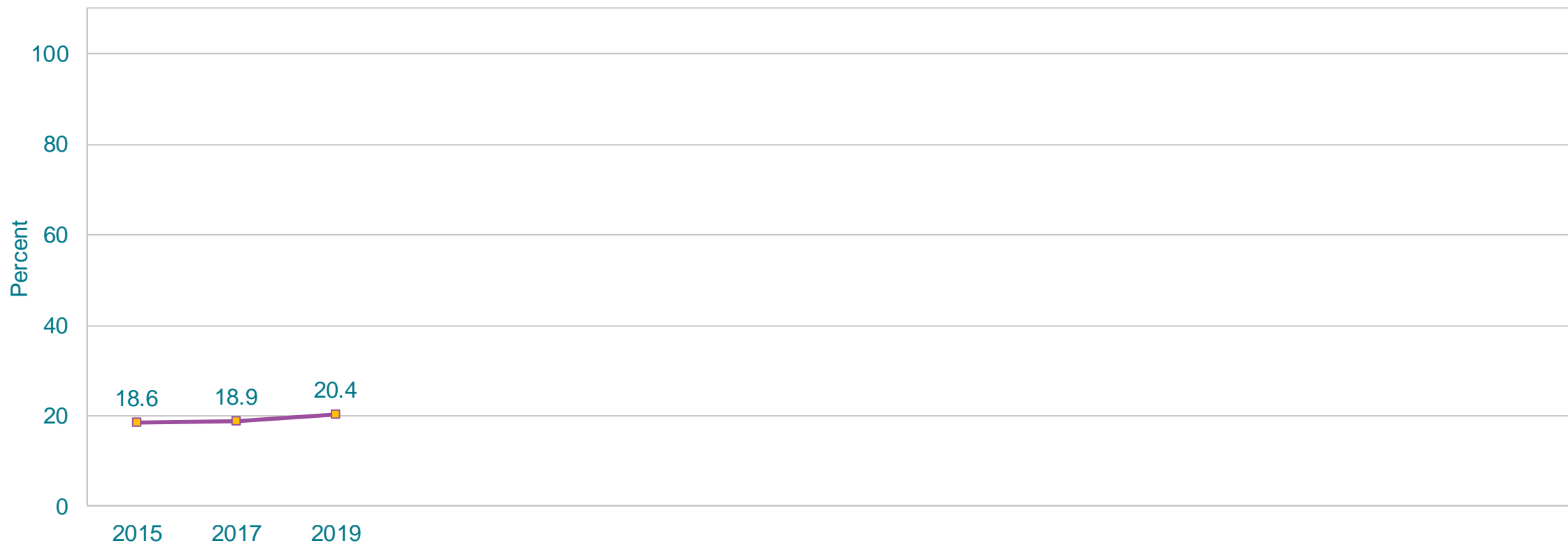
†9th > 12th; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Other Vegetables,\* 2015-2019†



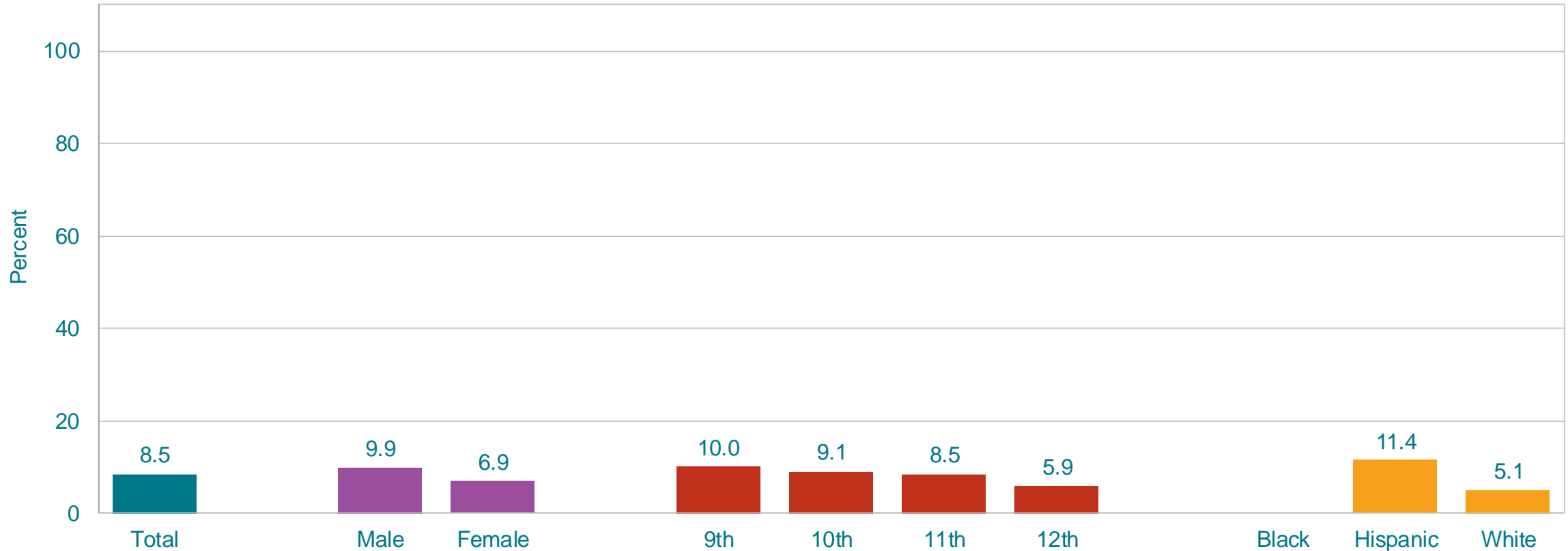
\*One or more times during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



## Percentage of High School Students Who Did Not Eat Vegetables,\* by Sex,† Grade,‡ and Race/Ethnicity,‡ 2019



\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

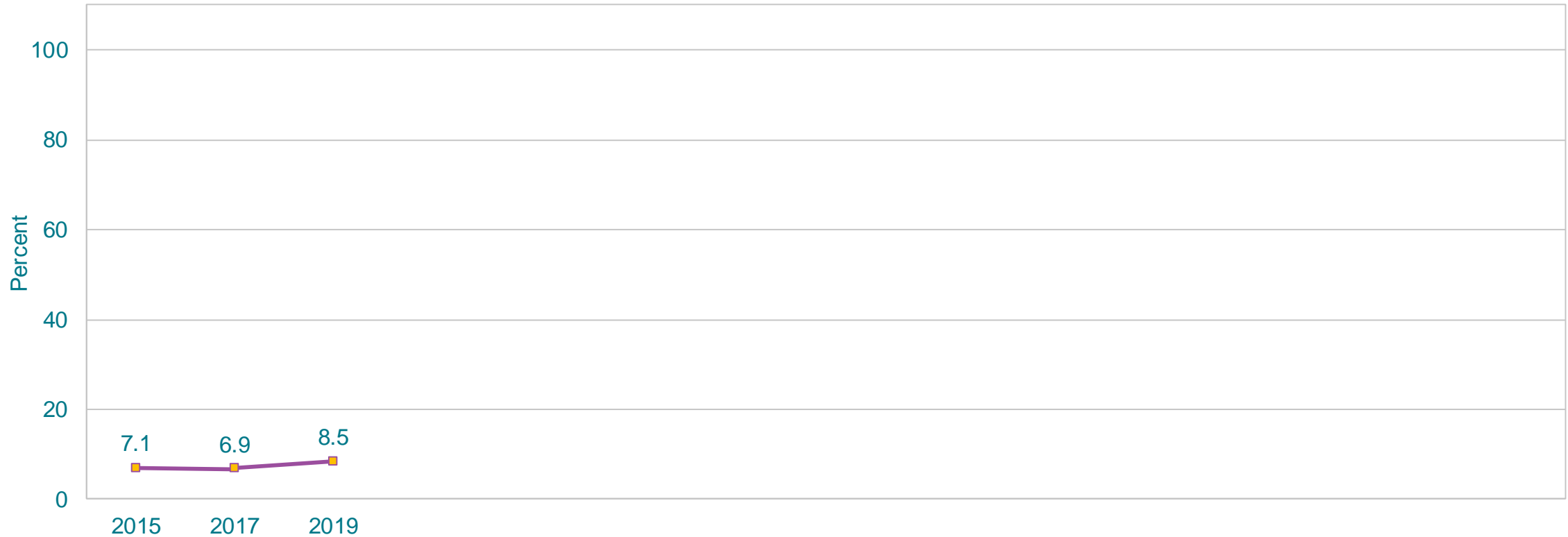
†M > F; 9th > 12th, 10th > 12th; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Vegetables,\* 2015-2019†

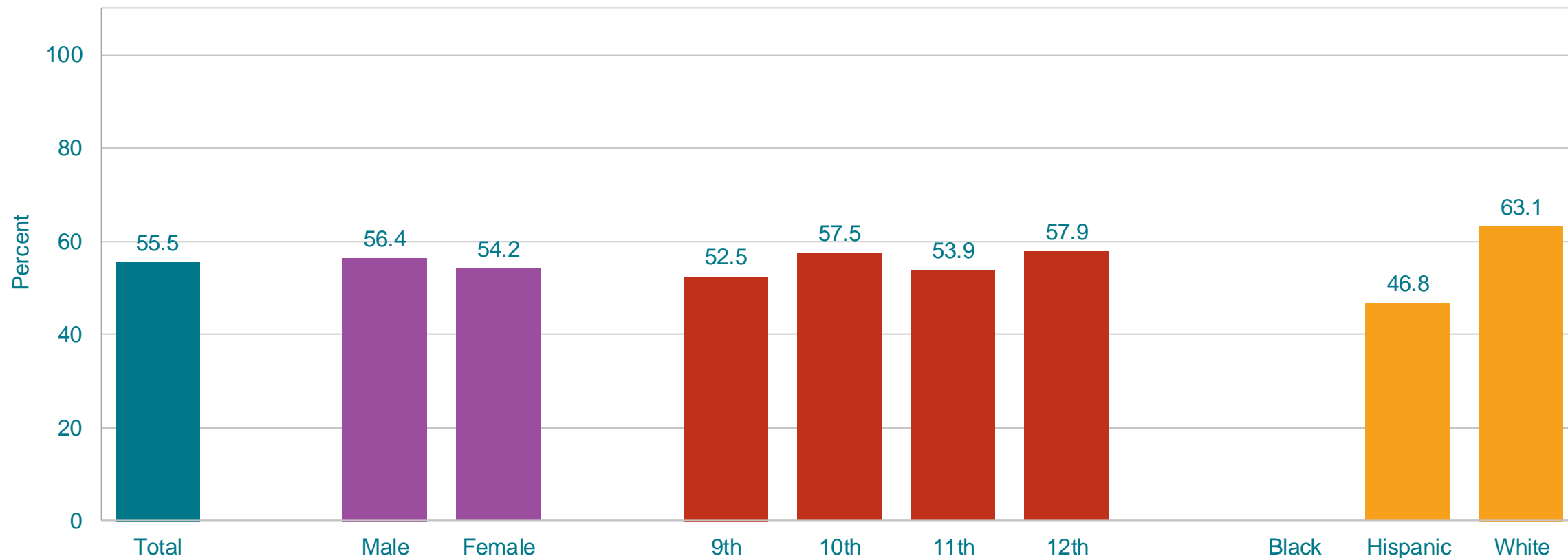


\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Ate Vegetables One or More Times Per Day,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

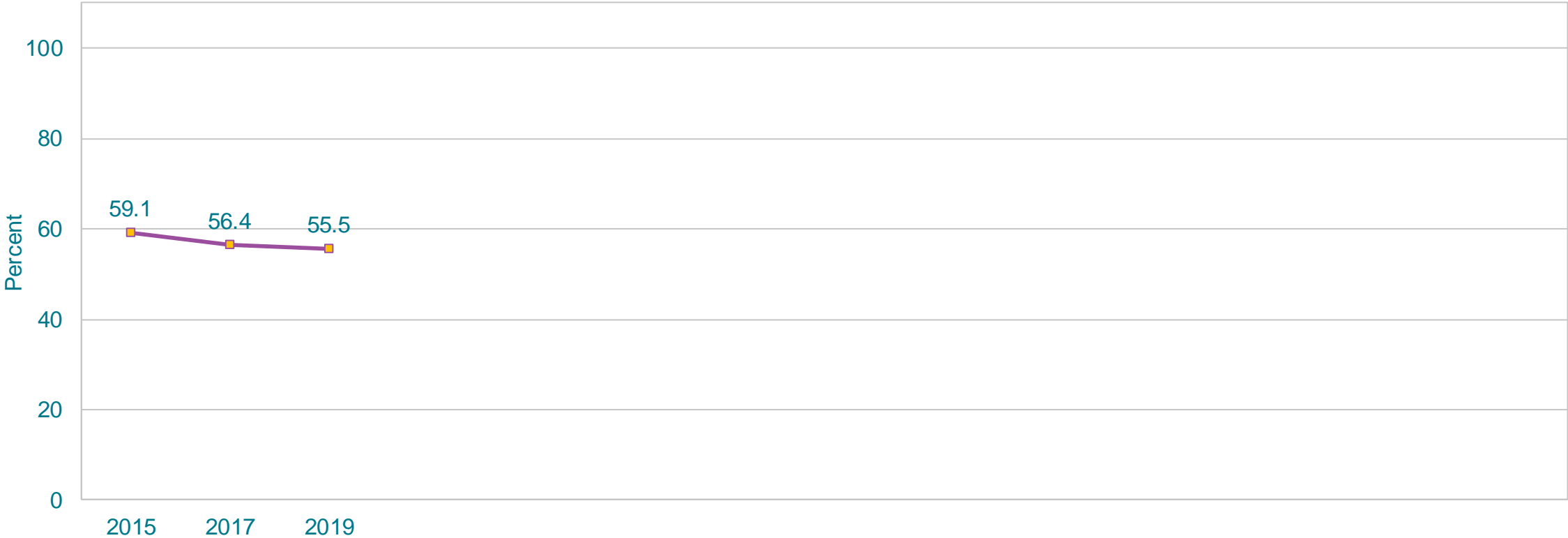
†W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables One or More Times Per Day,\* 2015-2019†

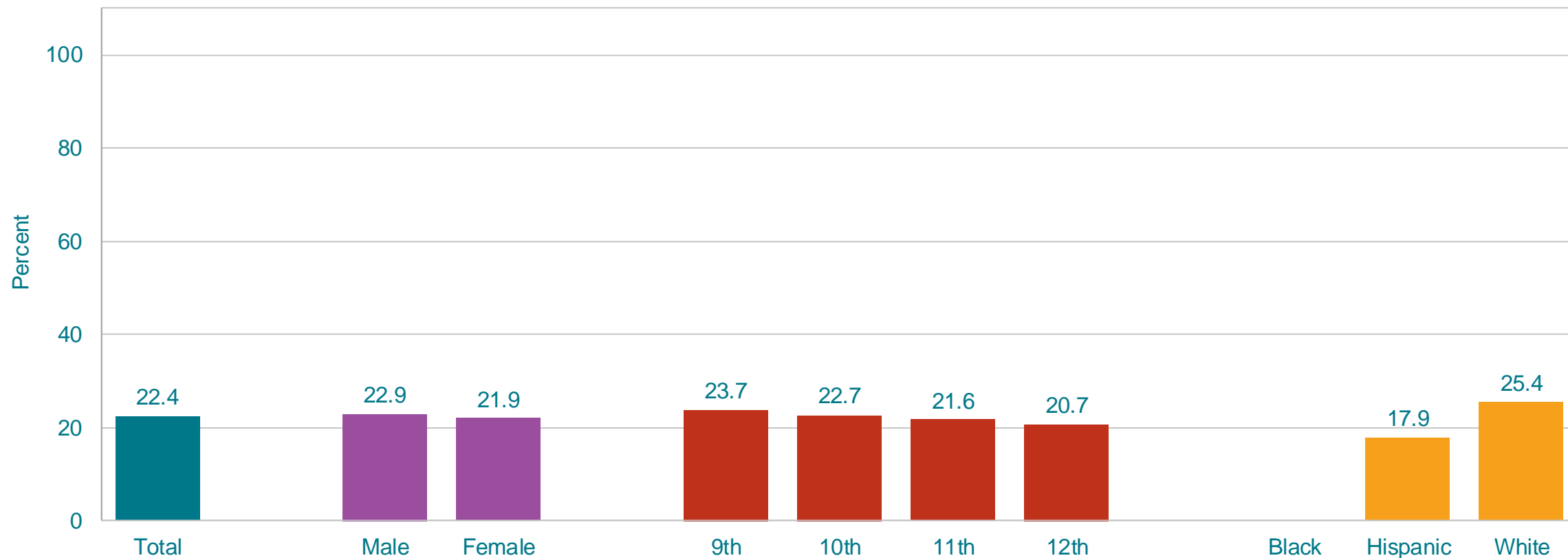


\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

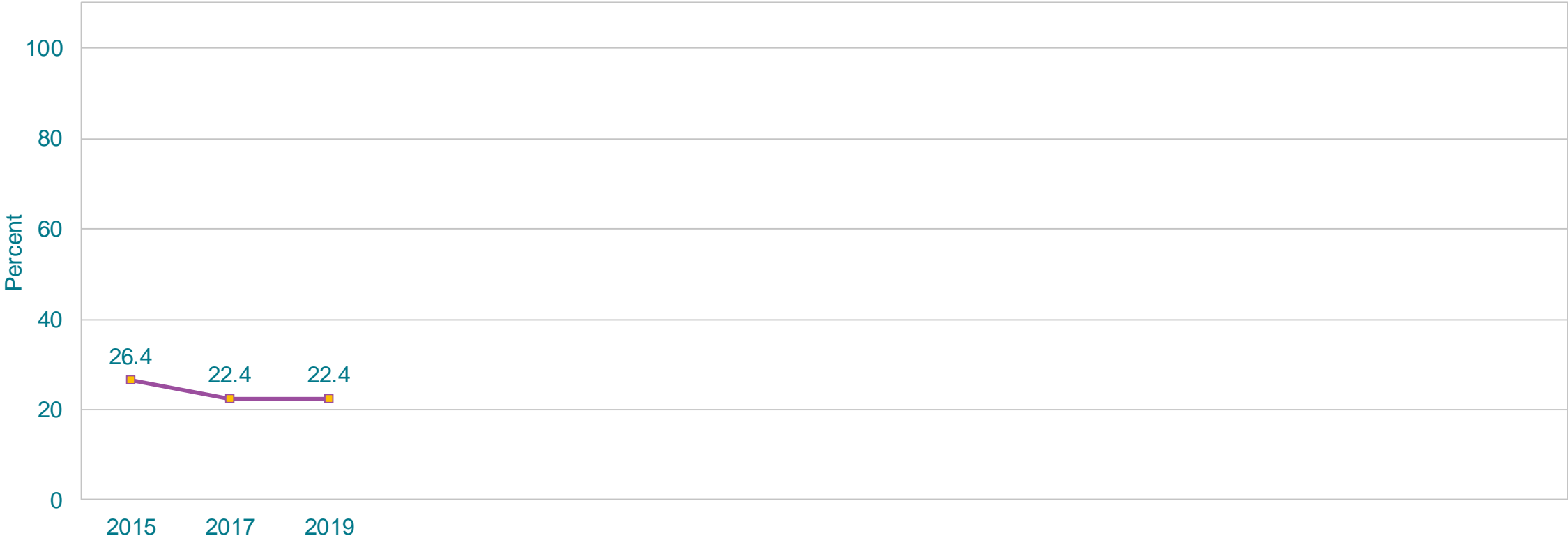
†W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,\* 2015-2019†

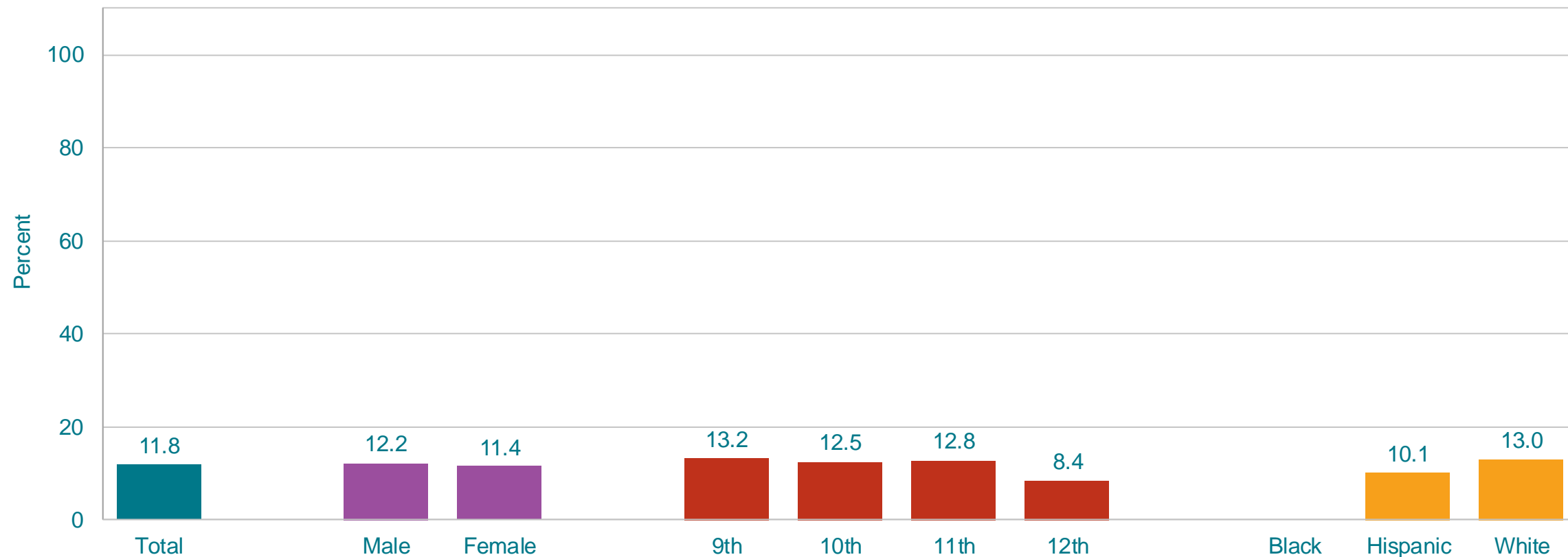


\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

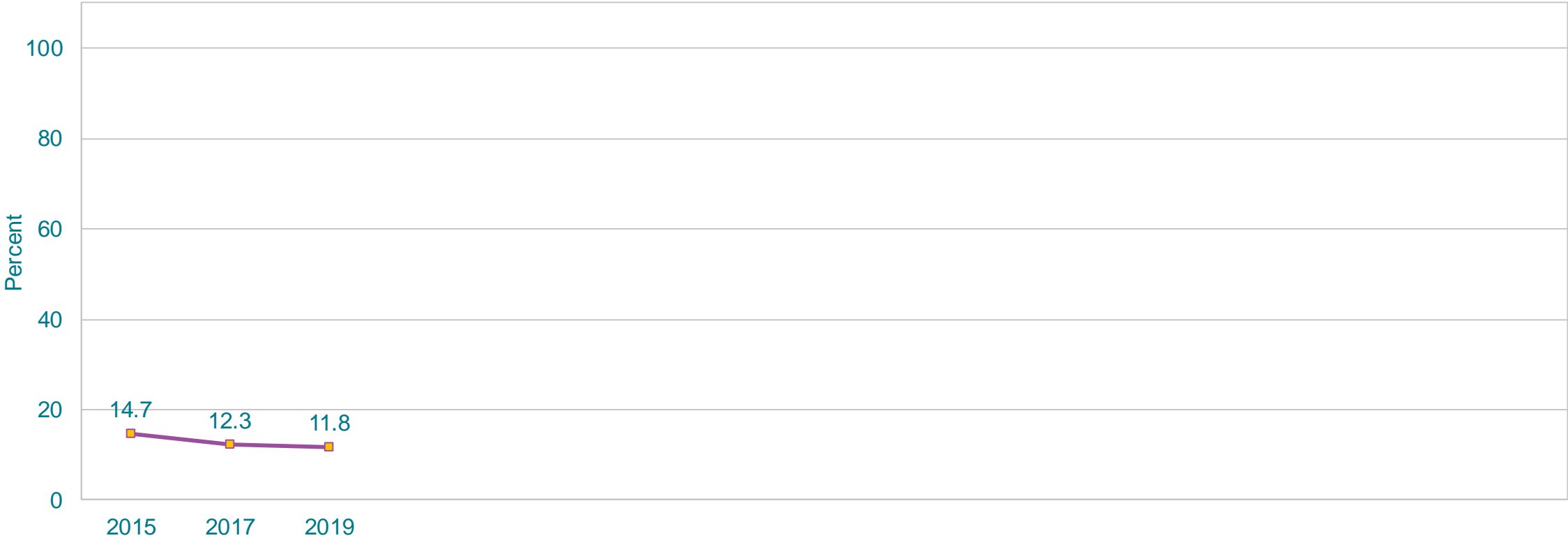
<sup>†</sup>9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,\* 2015-2019†



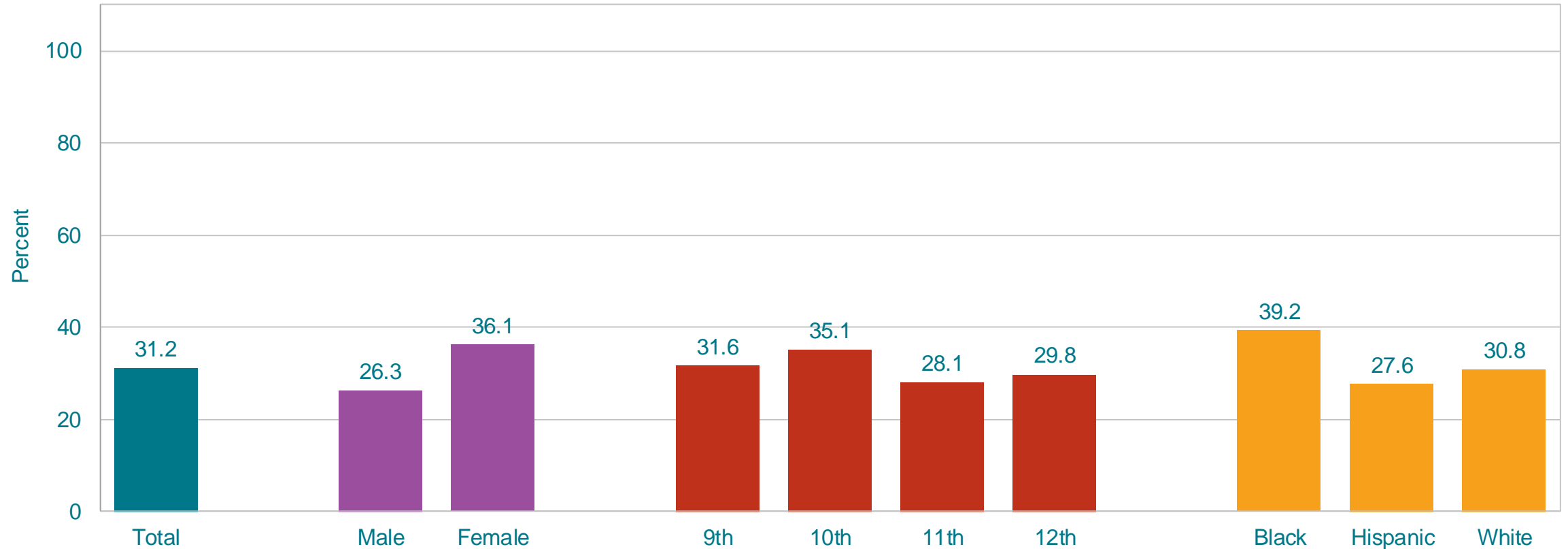
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



## Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* by Sex,† Grade, and Race/Ethnicity,† 2019



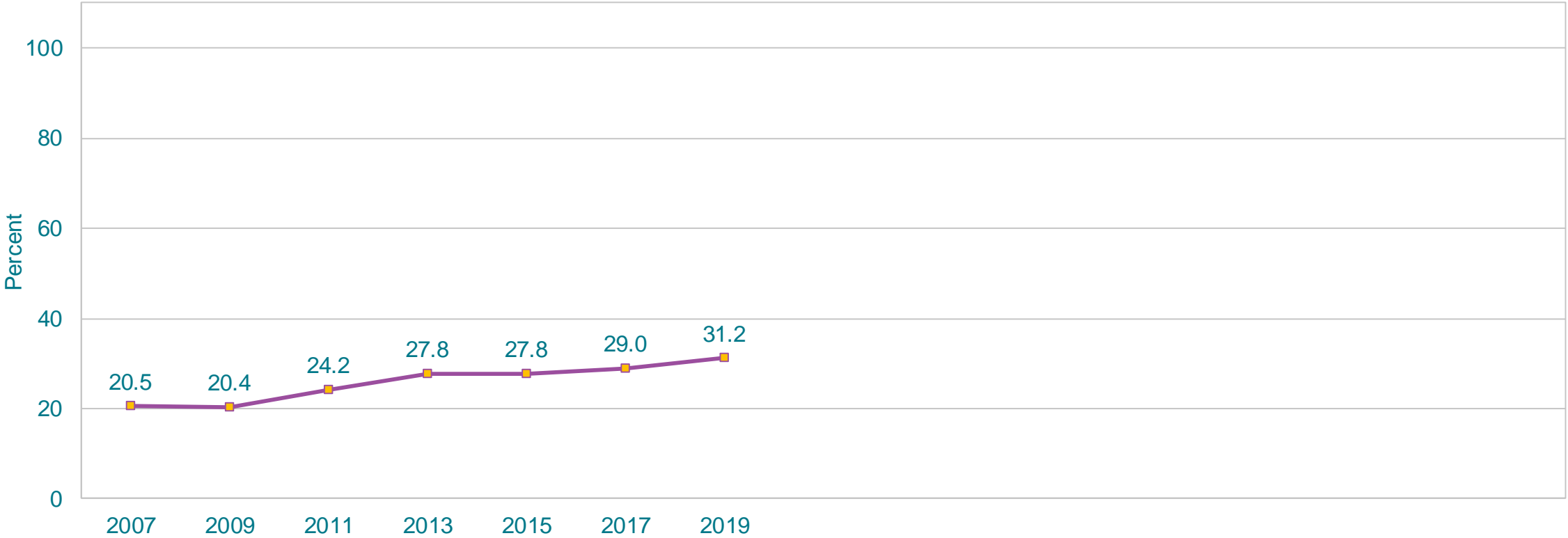
\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†F > M; B > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* 2007-2019†

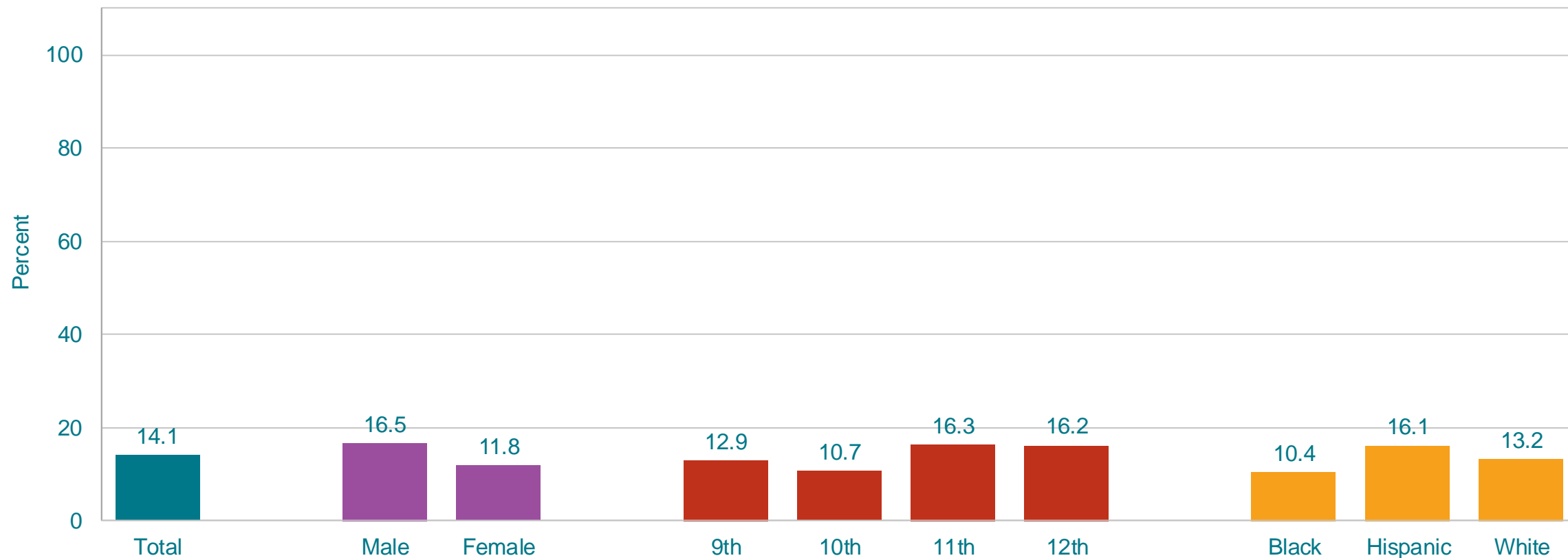


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Increased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,\* by Sex,† Grade,† and Race/Ethnicity, 2019



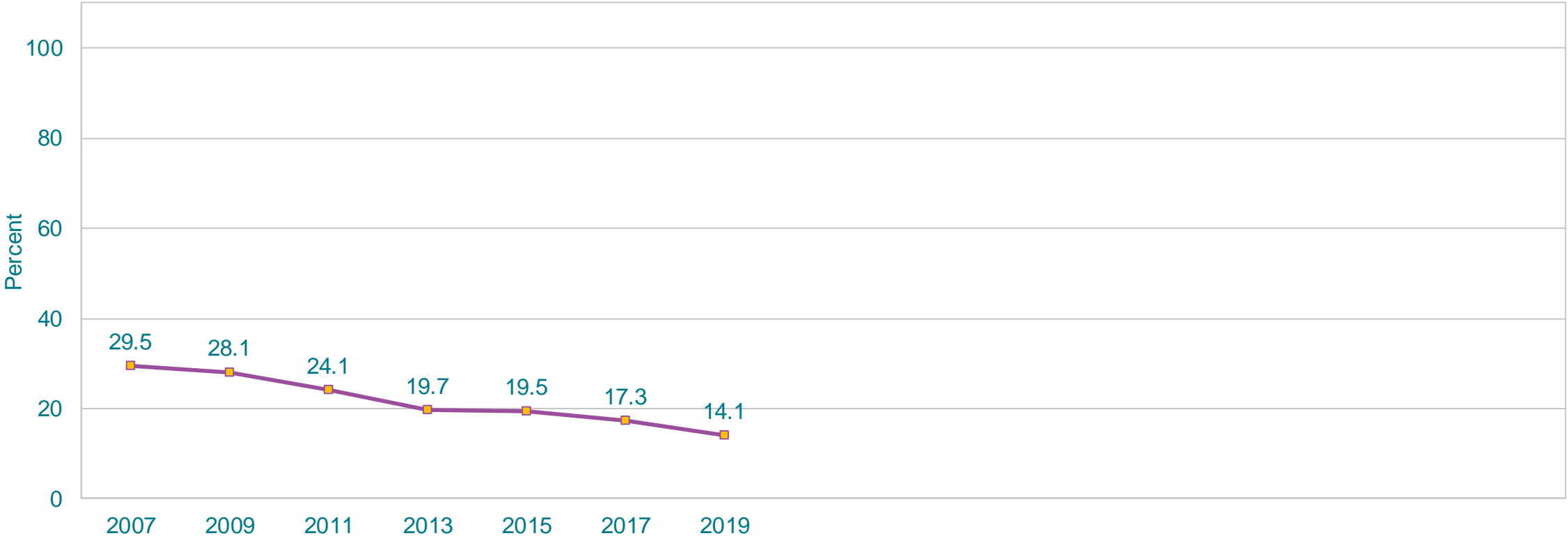
\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†M > F; 11th > 10th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,\* 2007-2019†

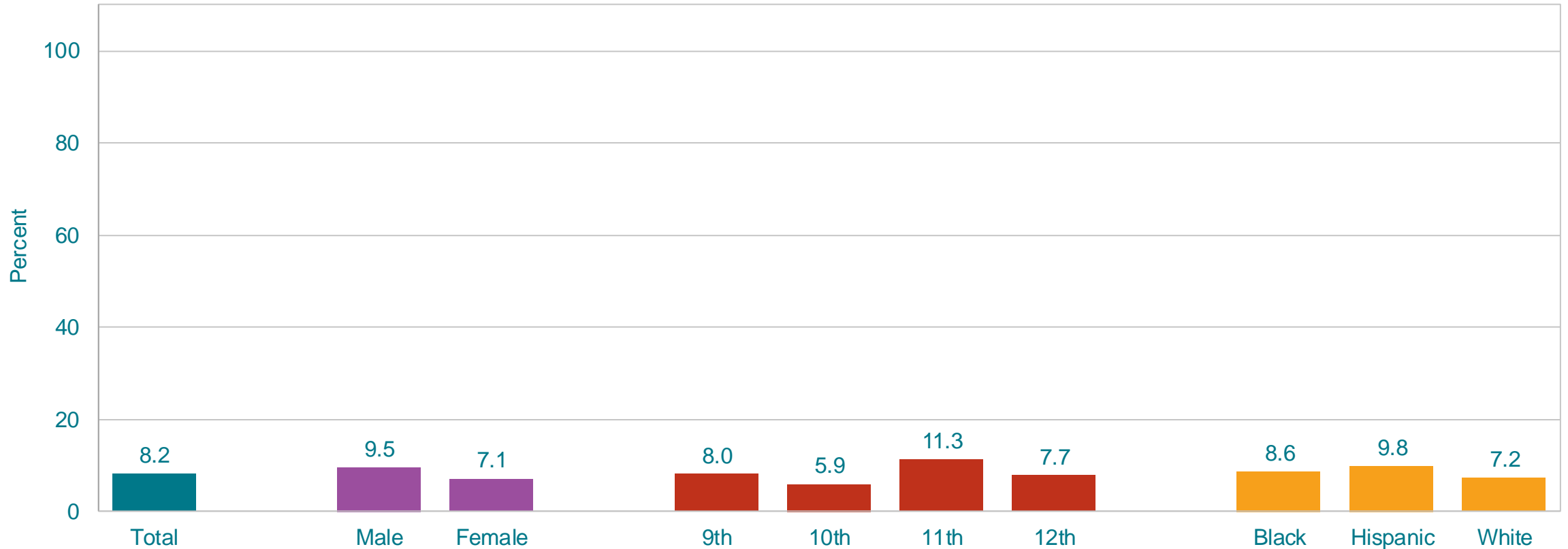


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,\* by Sex, Grade,† and Race/Ethnicity, 2019



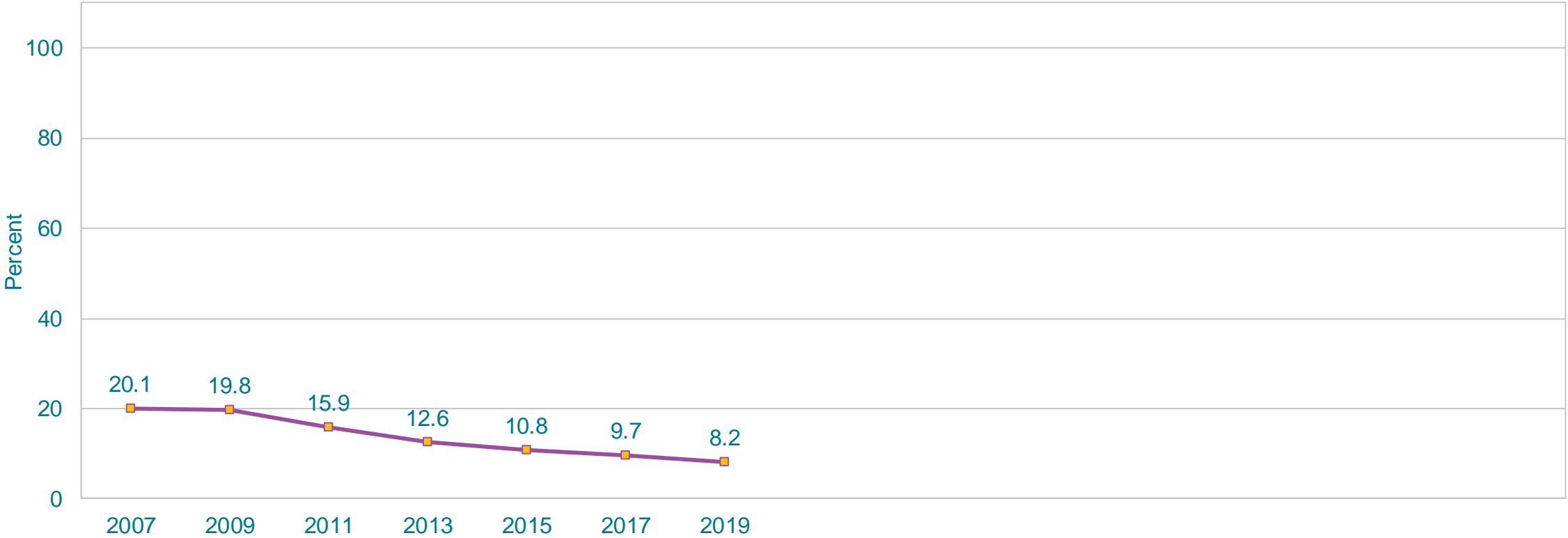
\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†11th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,\* 2007-2019†

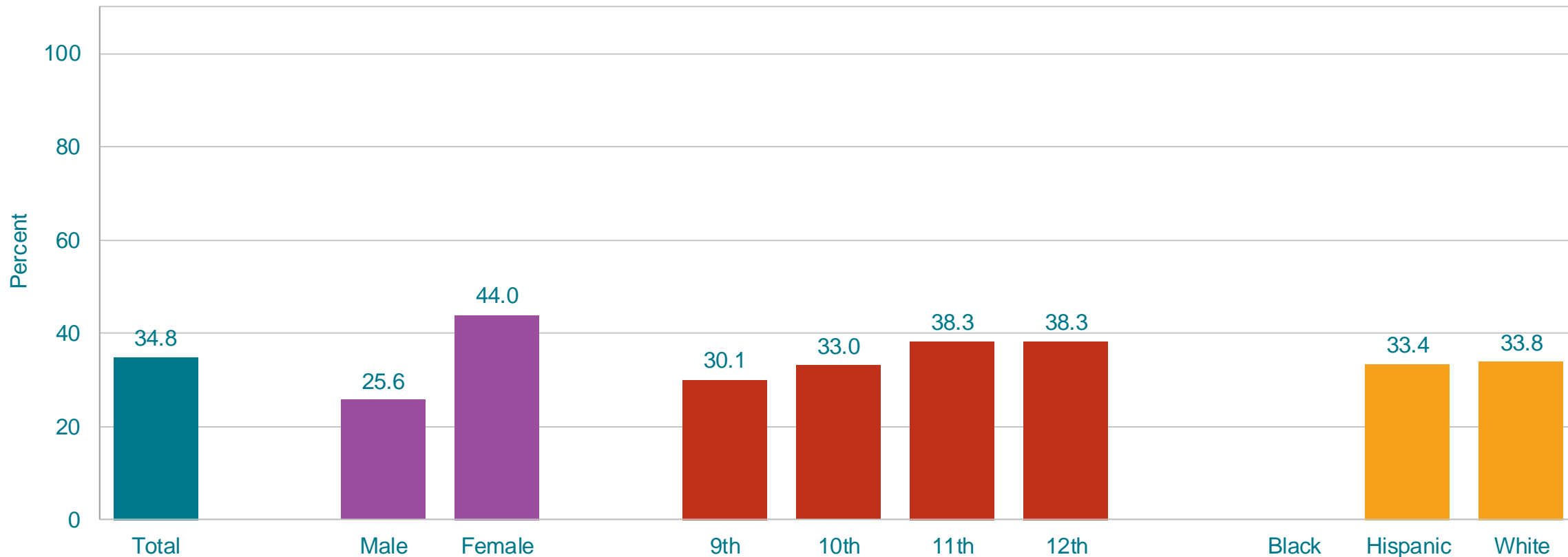


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink Milk,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*During the 7 days before the survey

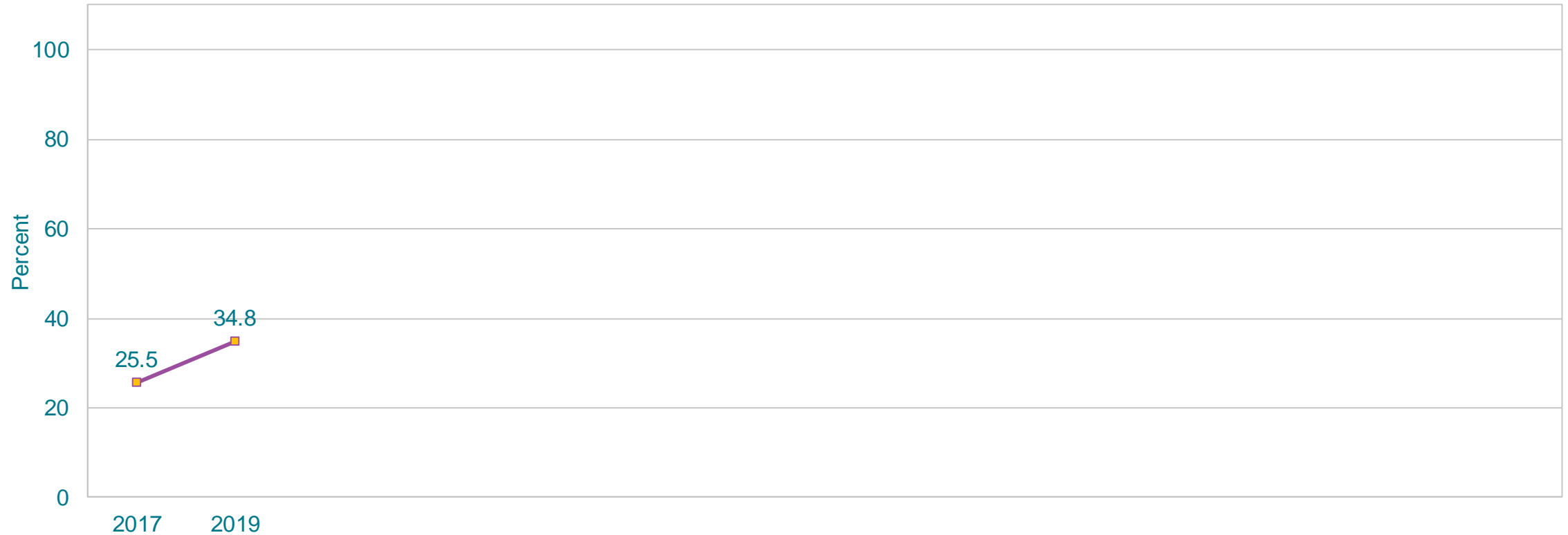
†F > M; 11th > 9th, 11th > 10th, 12th > 9th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink Milk,\* 2017-2019†



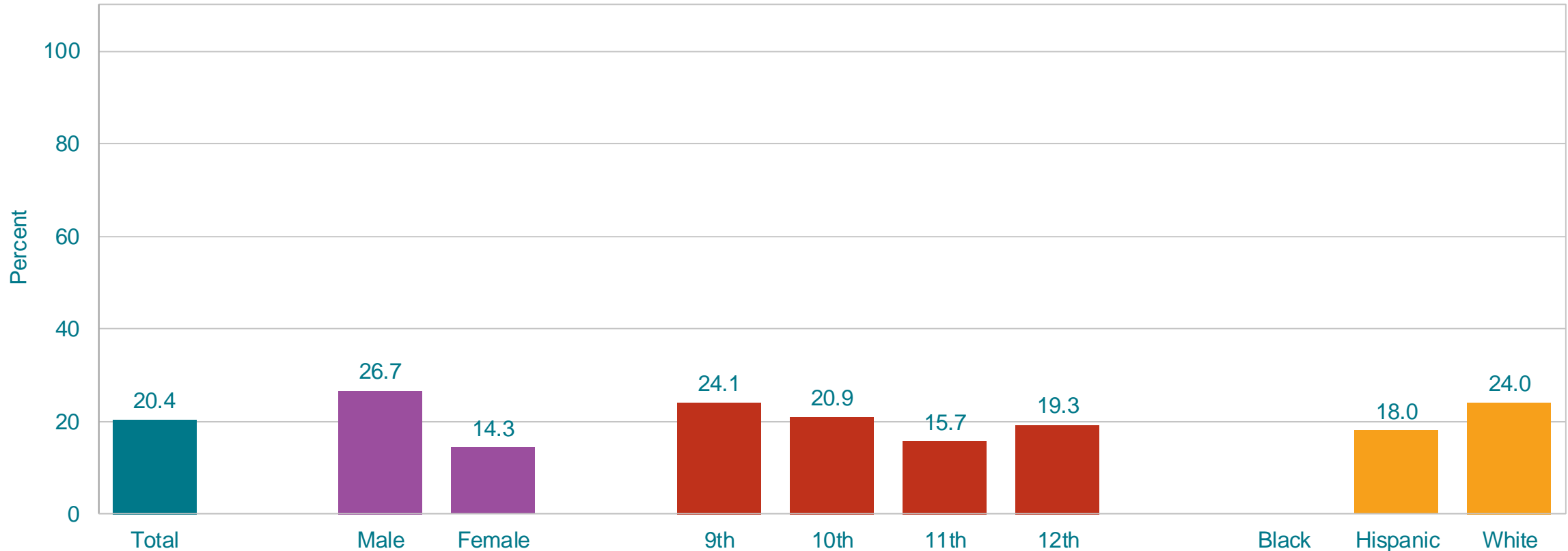
\*During the 7 days before the survey

†Increased 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



# Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†M > F; 9th > 11th; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,\* 2017-2019†

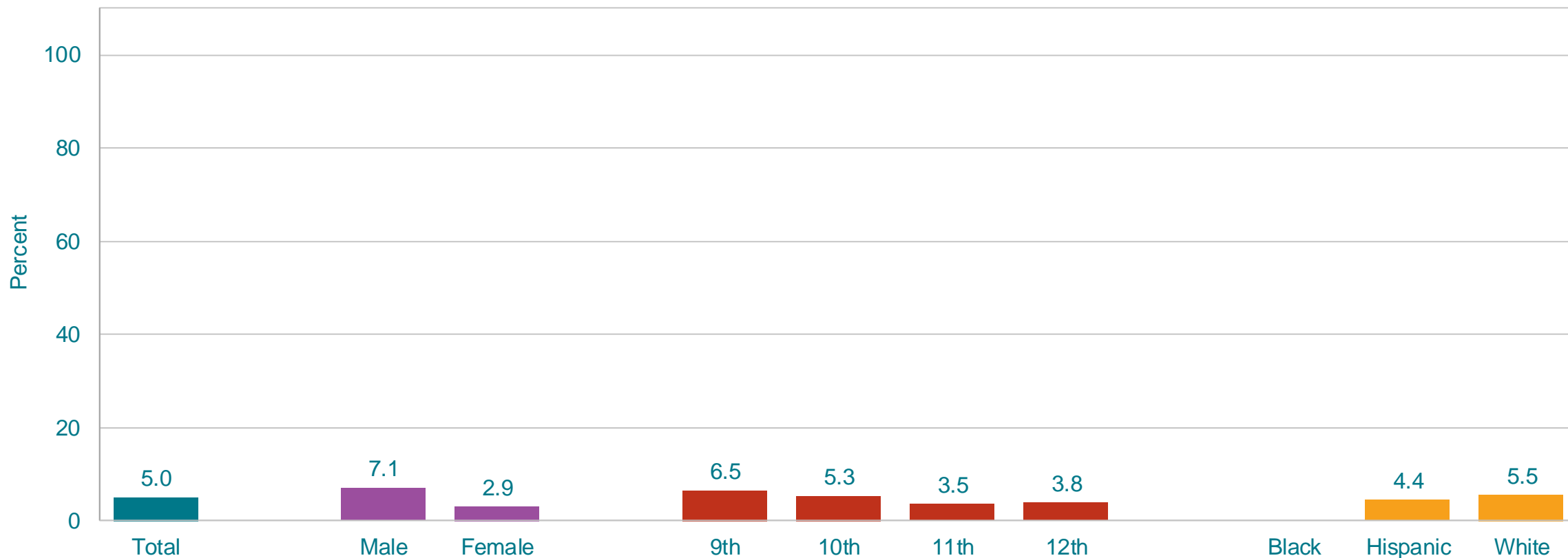


\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†Decreased 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

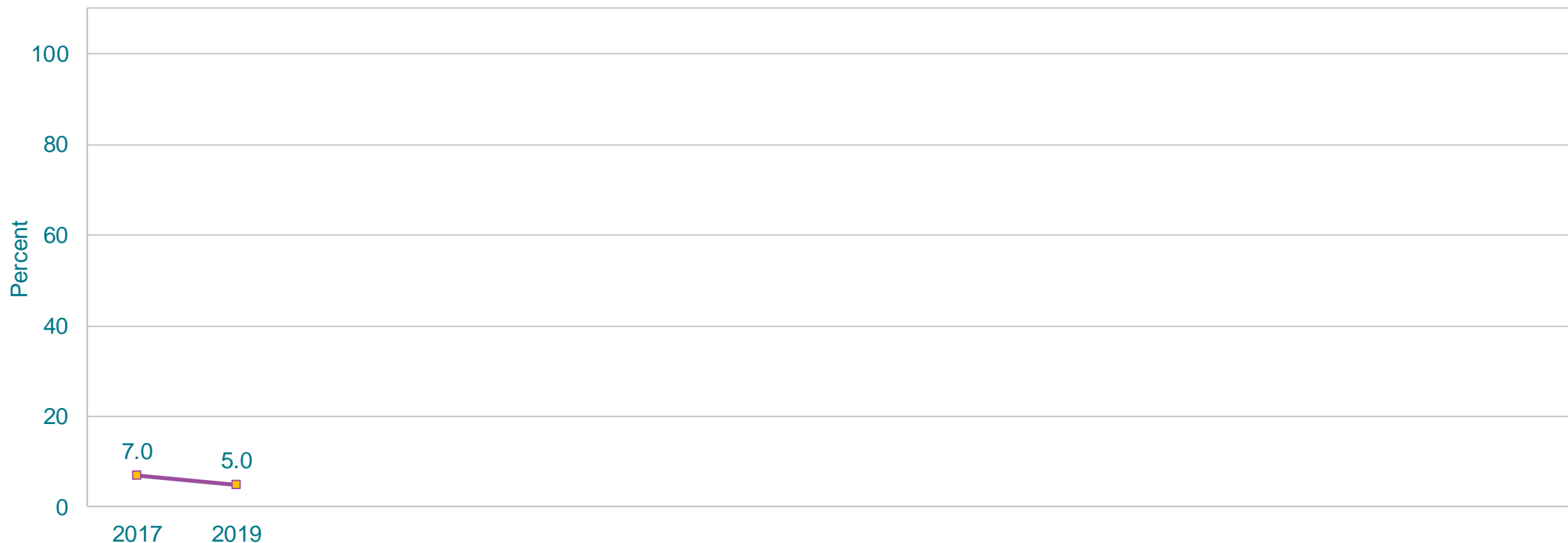
†M > F; 9th > 11th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,\* 2017-2019†

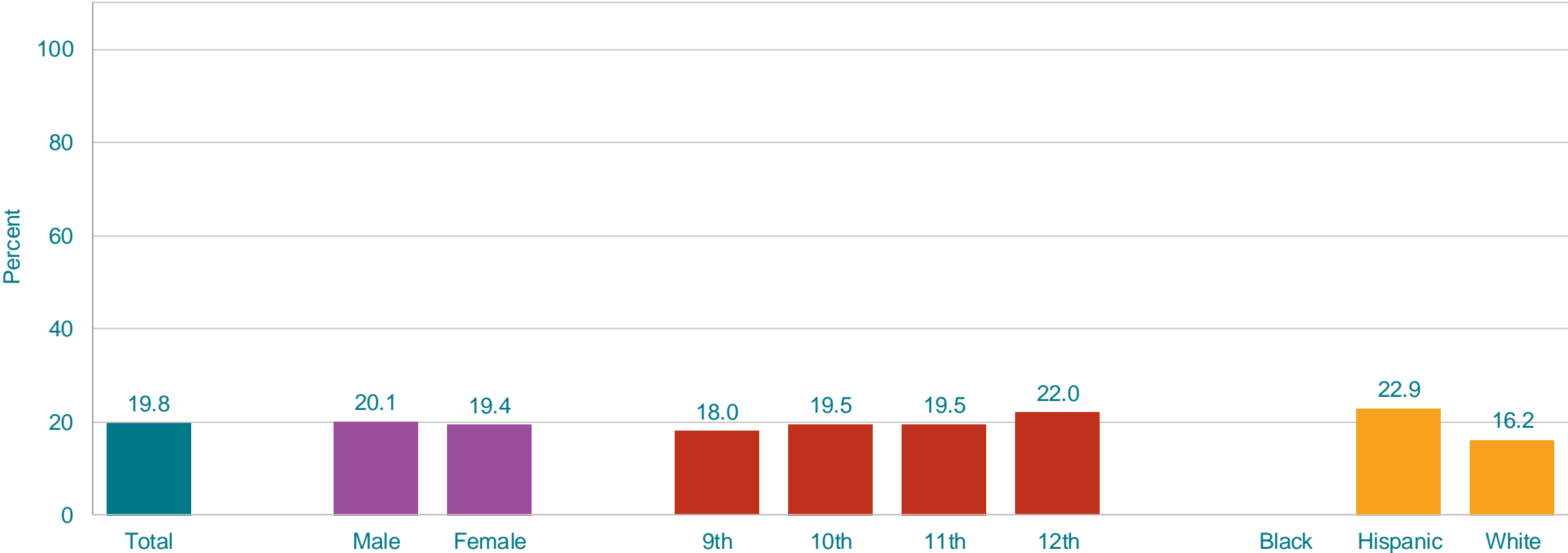


\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Breakfast,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*During the 7 days before the survey

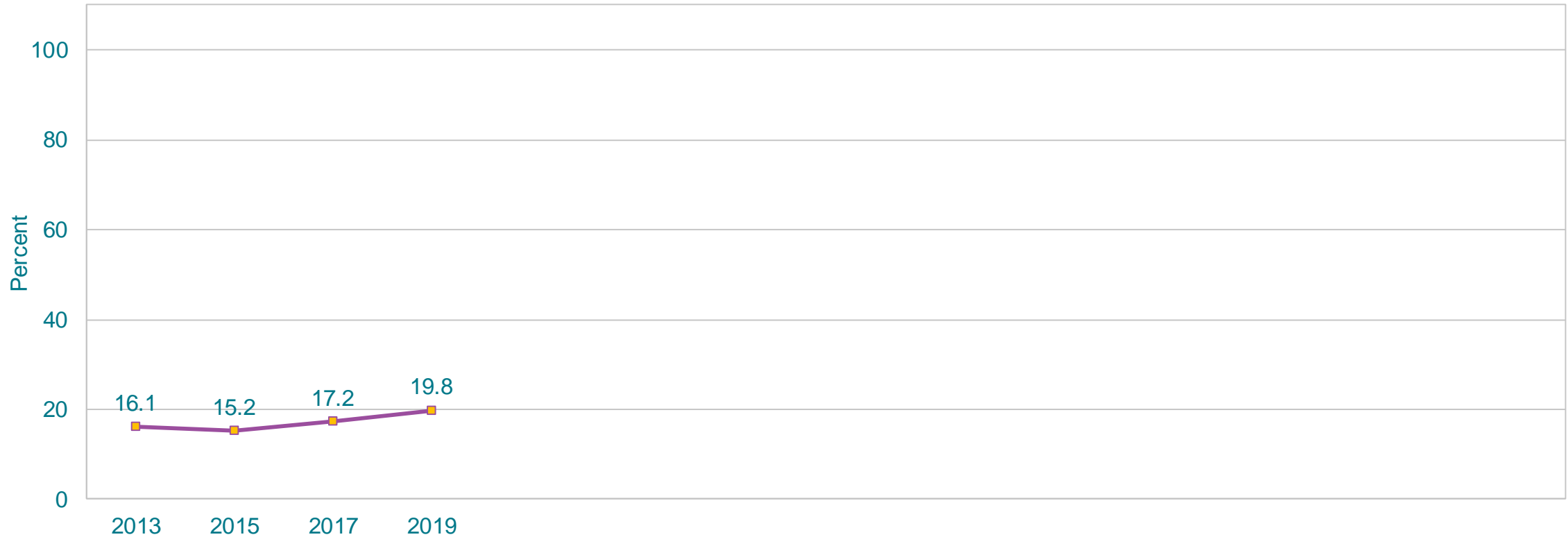
†H > W (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Breakfast,\* 2013-2019†

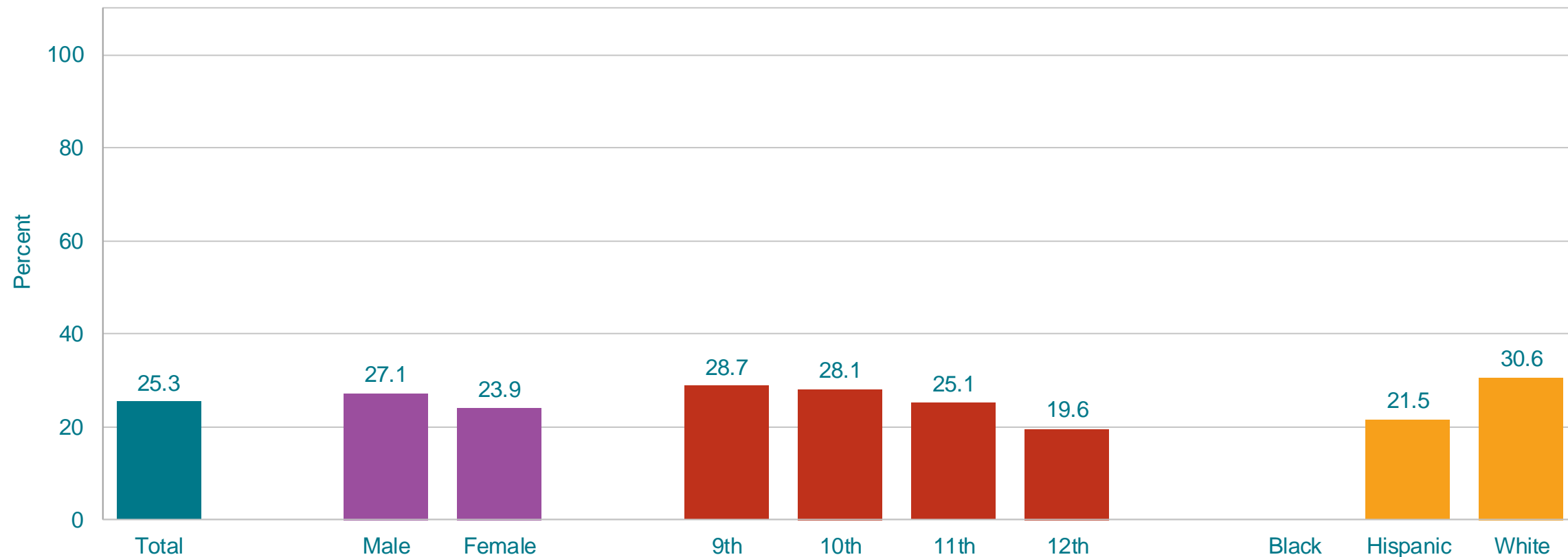


\*During the 7 days before the survey

†Increased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Ate Breakfast on All 7 Days,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*During the 7 days before the survey

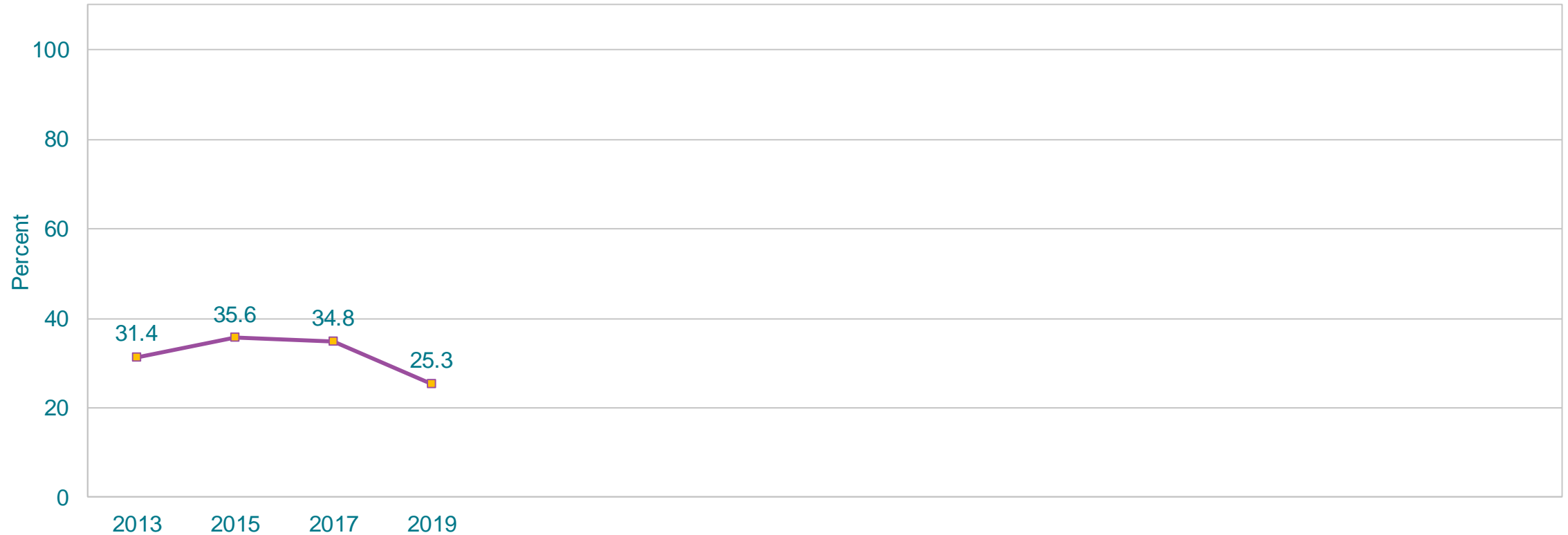
†9th > 12th, 10th > 12th; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Ate Breakfast on All 7 Days,\* 2013-2019†



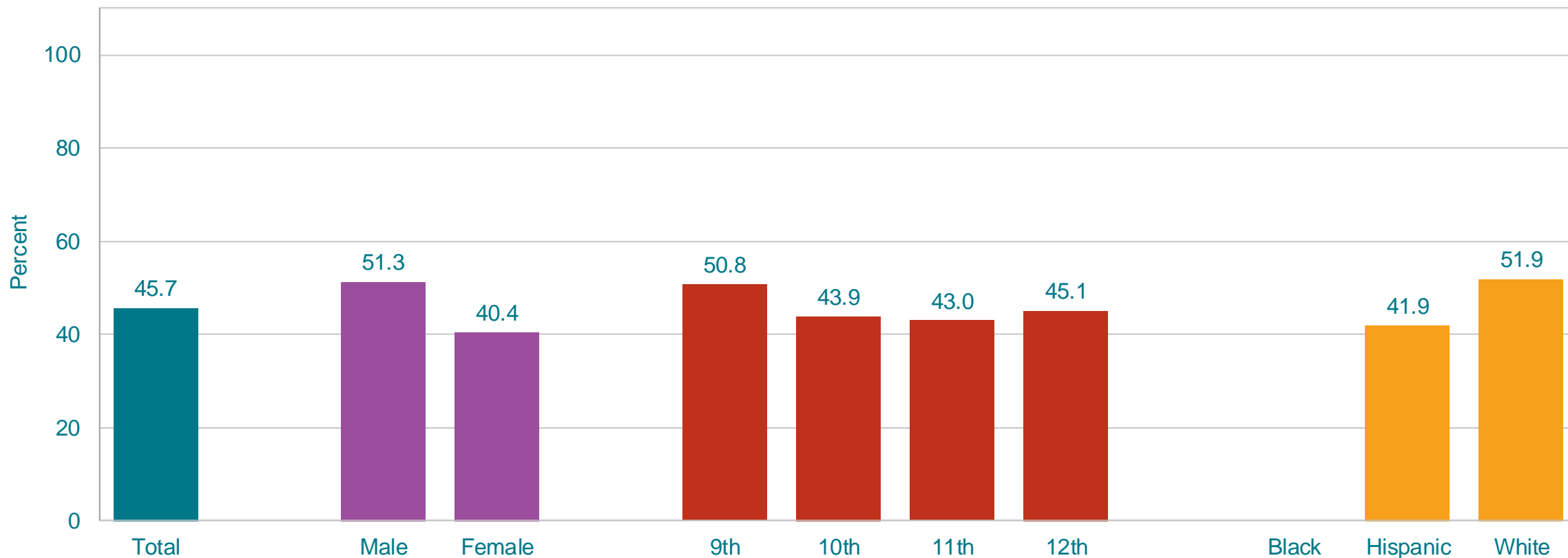
\*During the 7 days before the survey

†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

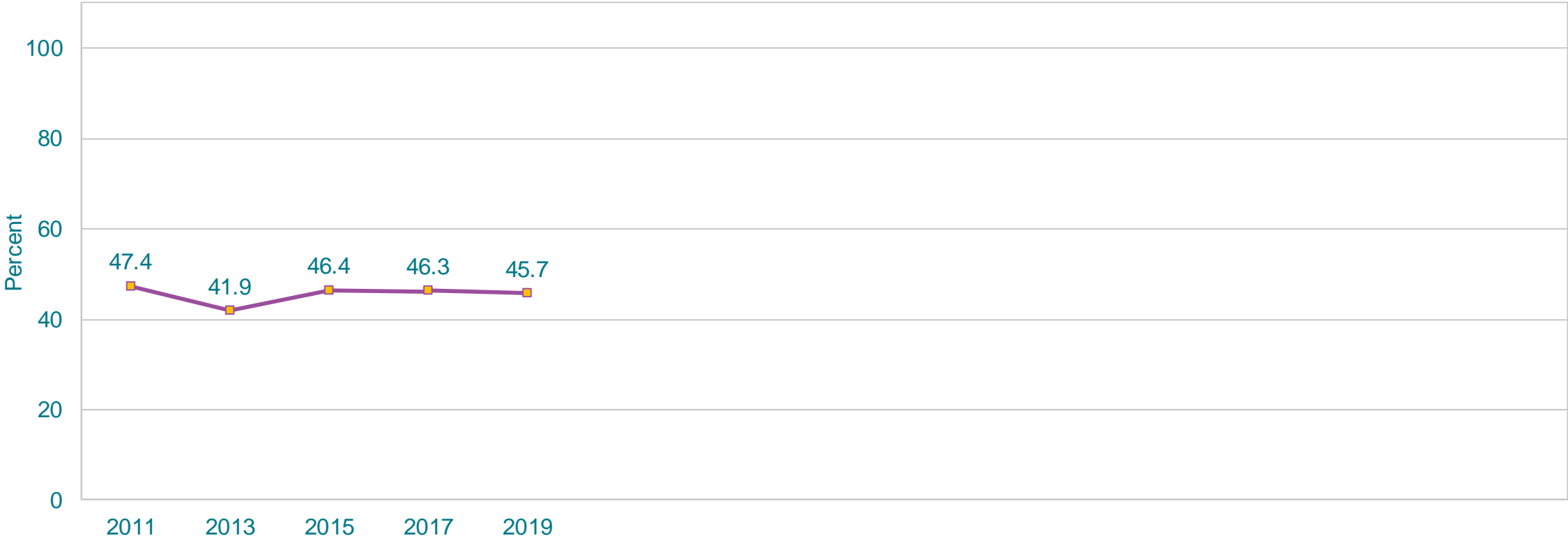
†M > F; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* 2011-2019†

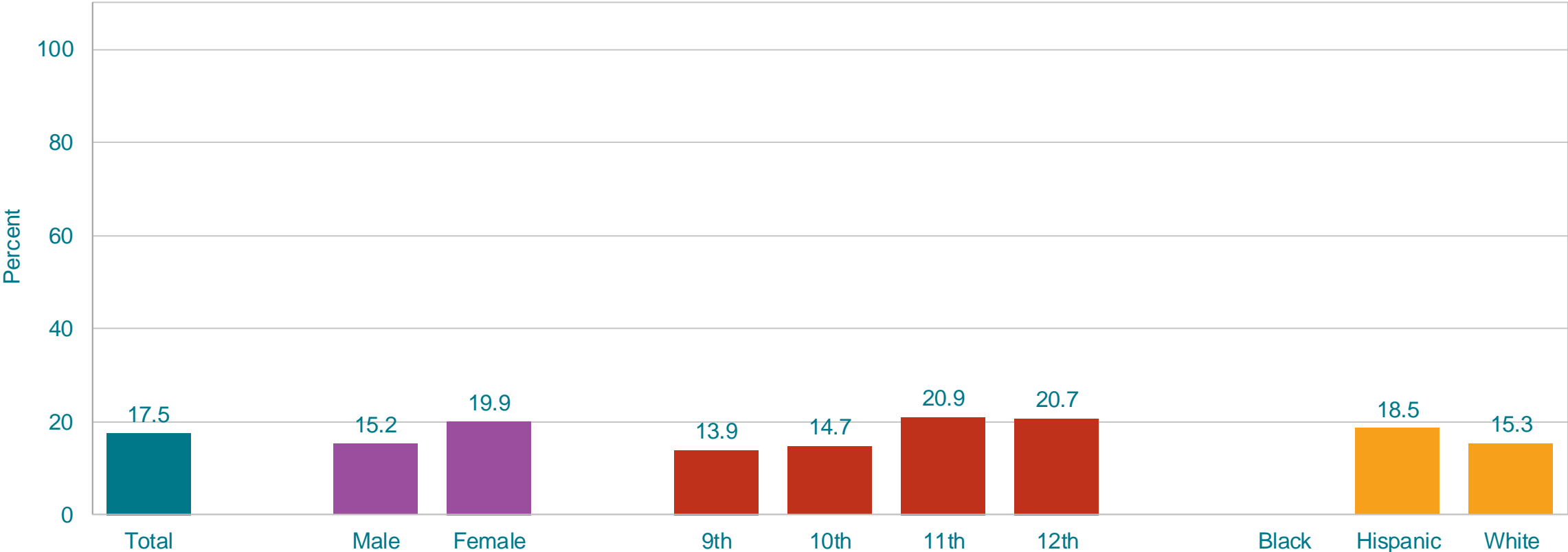


\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

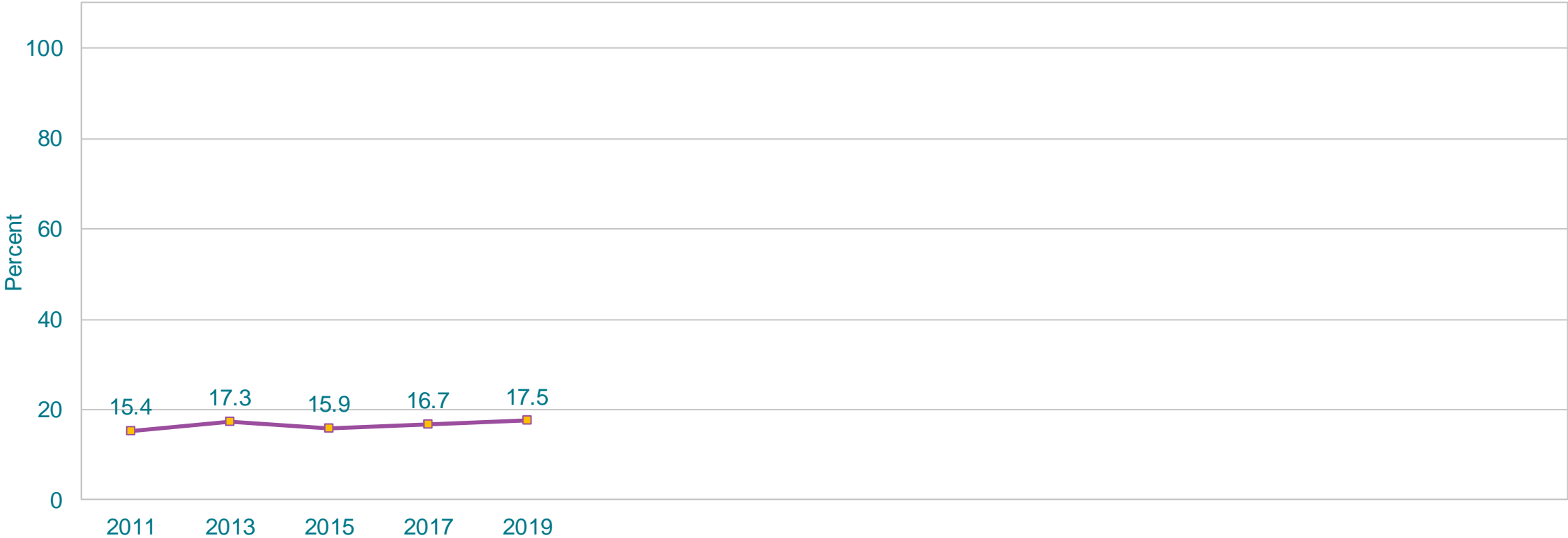
†11th > 9th, 12th > 9th, 12th > 10th (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* 2011-2019†

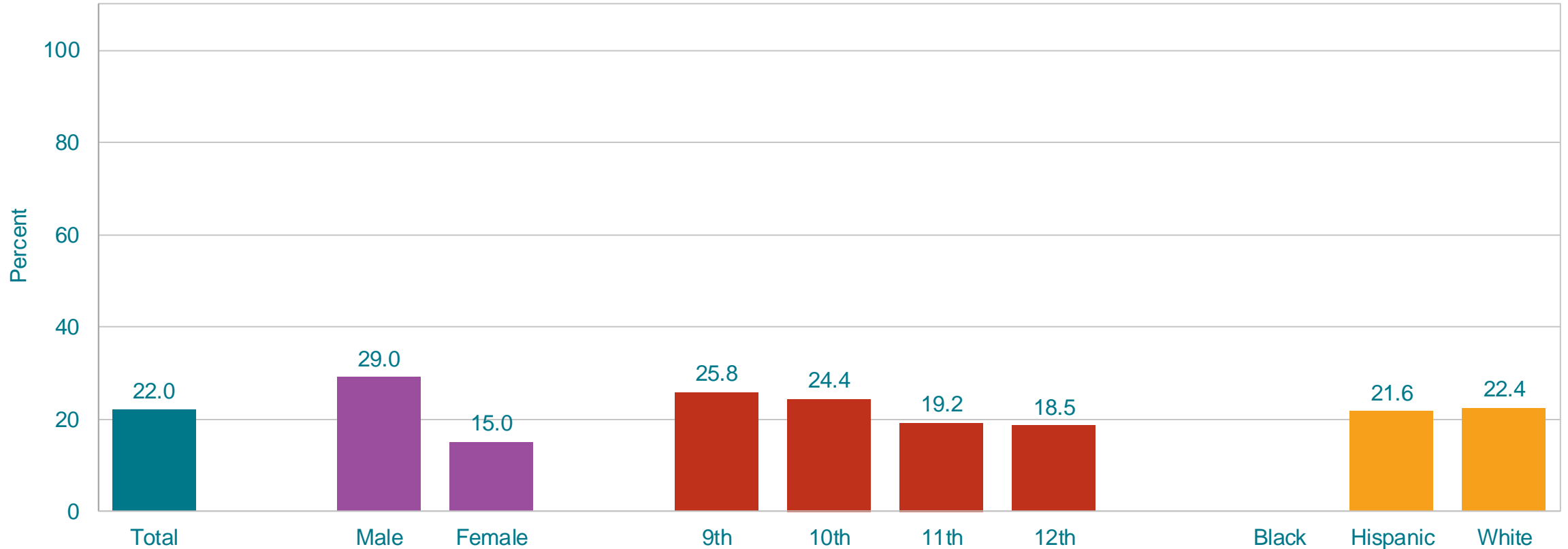


\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

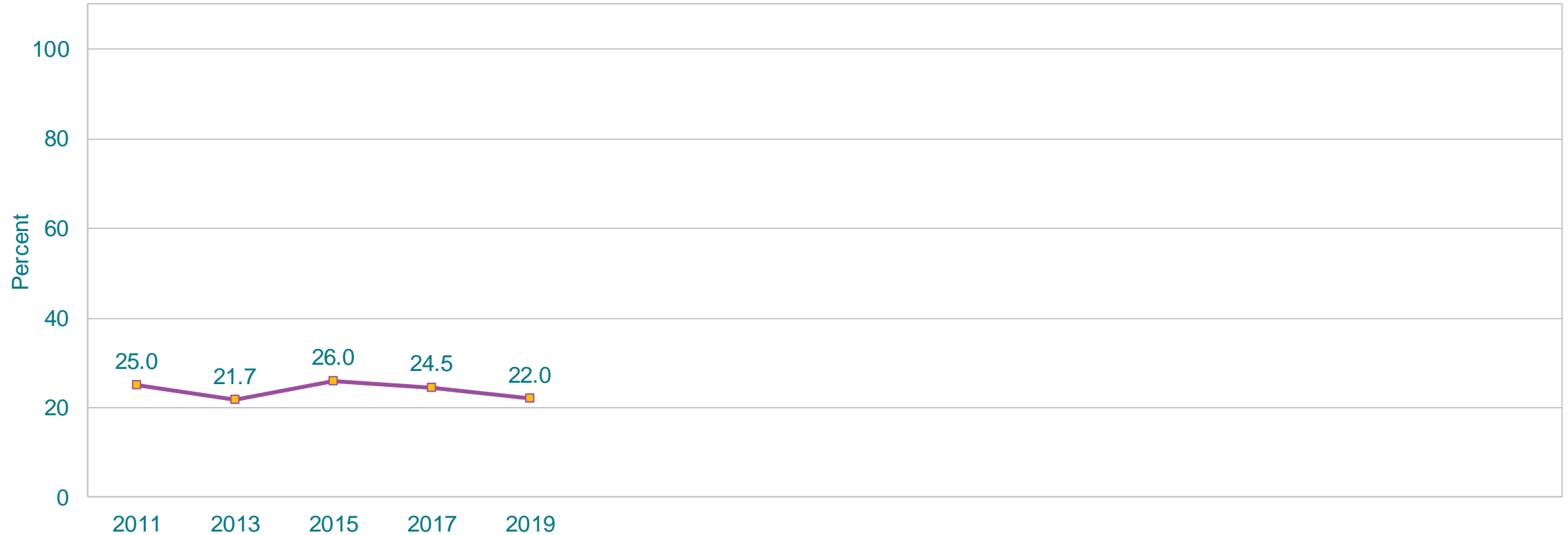
†M > F; 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,\* 2011-2019†

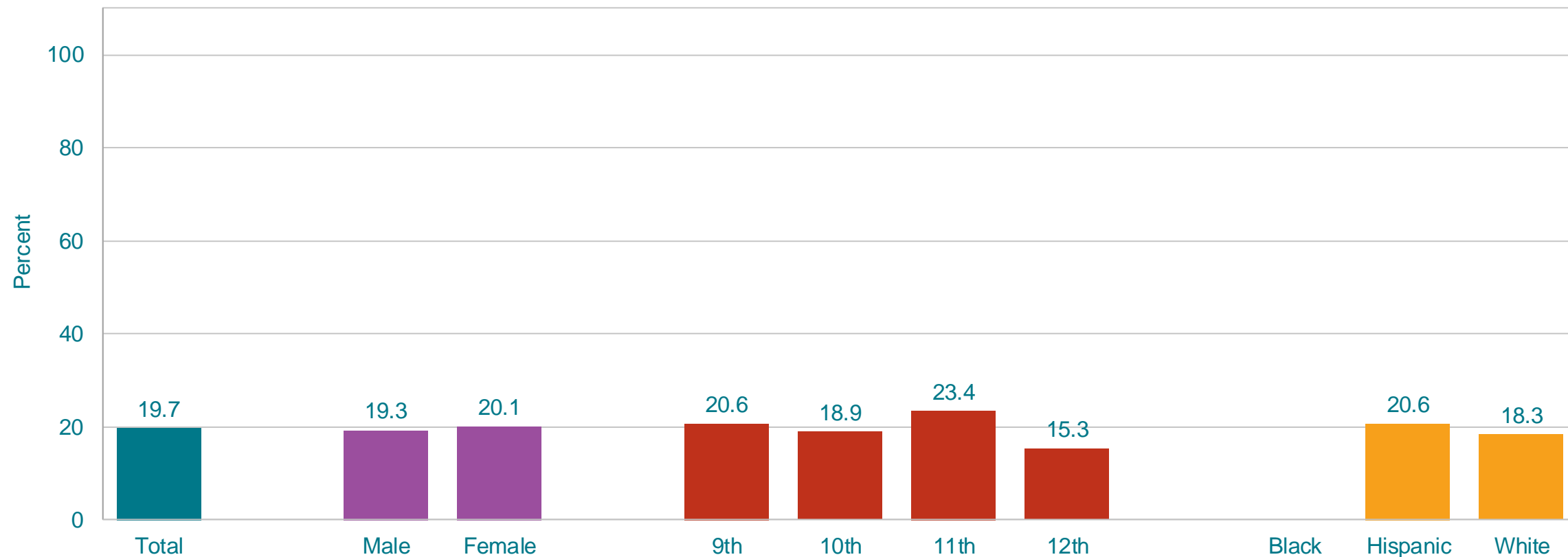


\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Watched Television 3 or More Hours Per Day,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*On an average school day

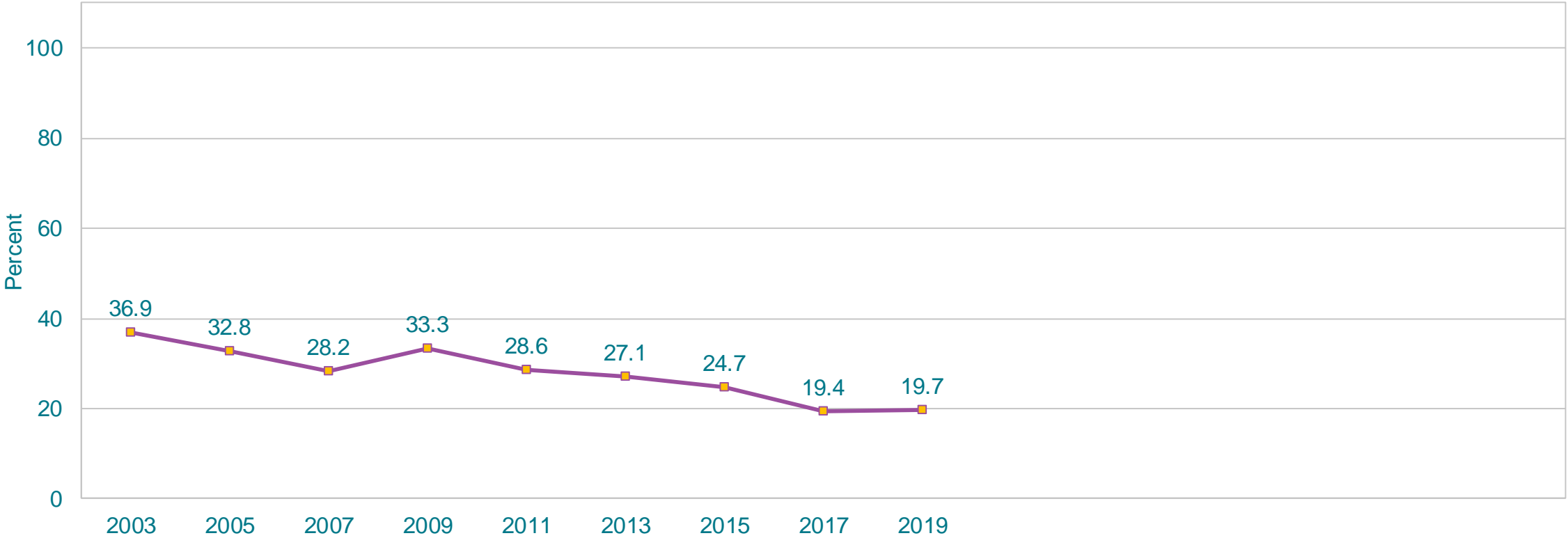
<sup>†</sup>11th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Watched Television 3 or More Hours Per Day,\* 2003-2019†



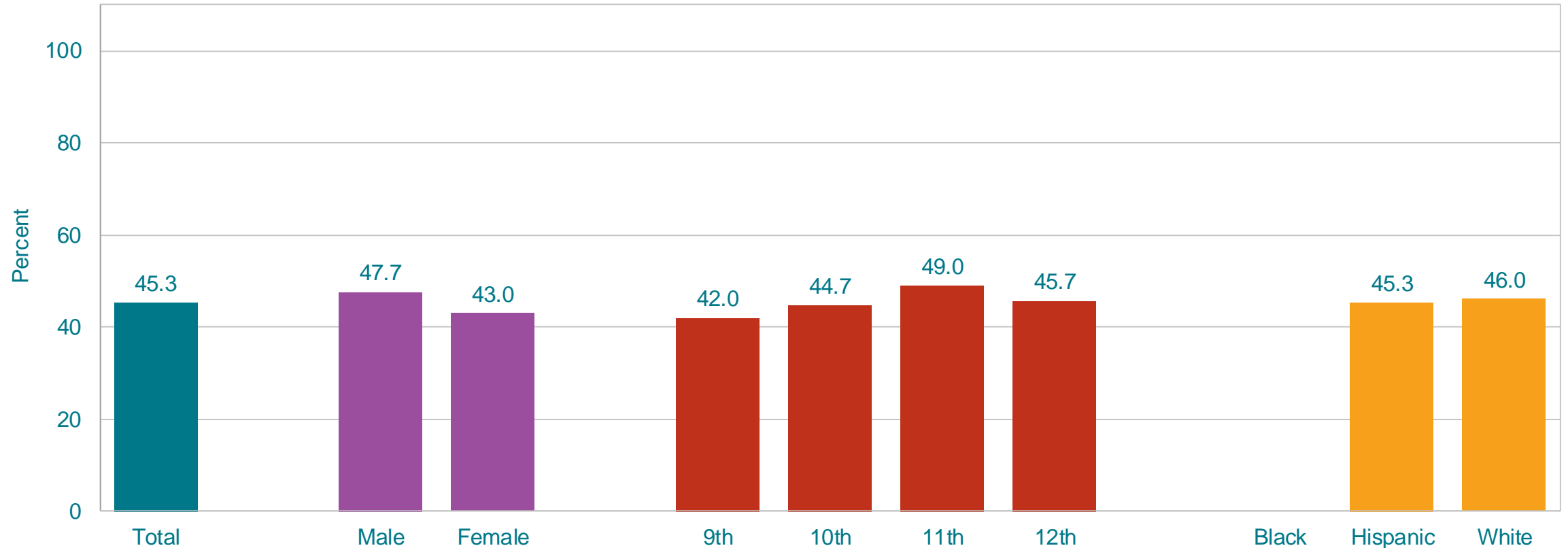
\*On an average school day

†Decreased 2003-2019, decreased 2003-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



## Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,\* by Sex, Grade, and Race/Ethnicity, 2019



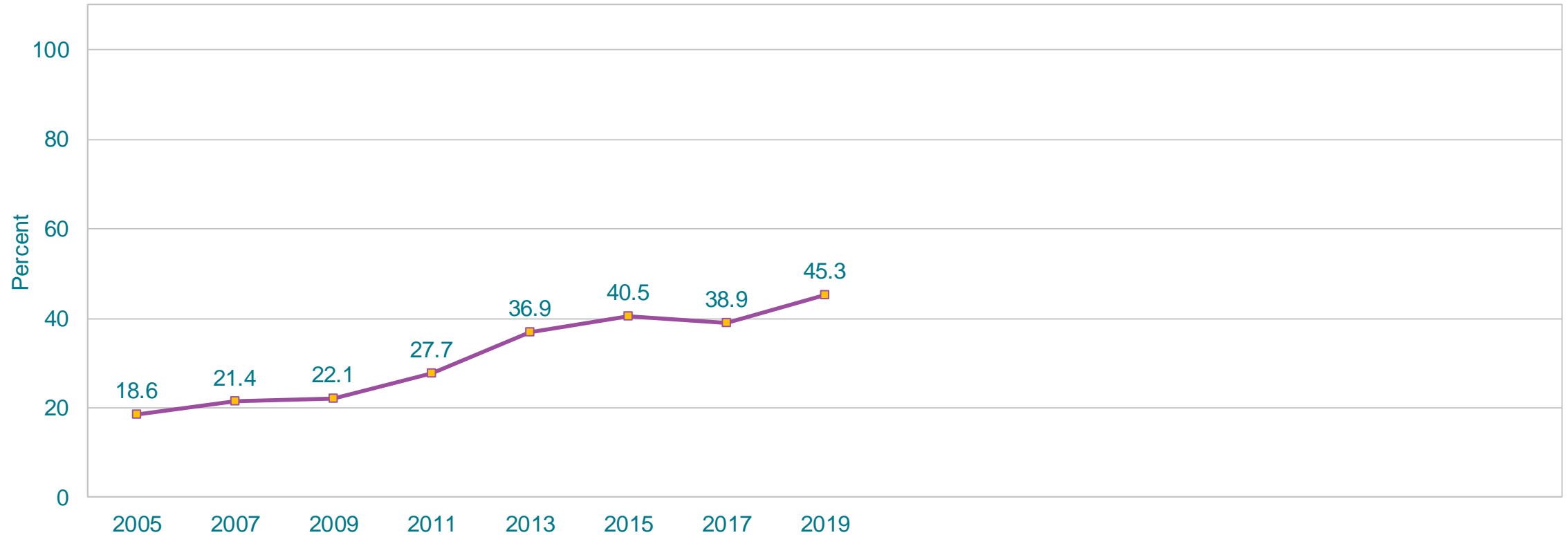
\*Counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,\* 2005-2019†

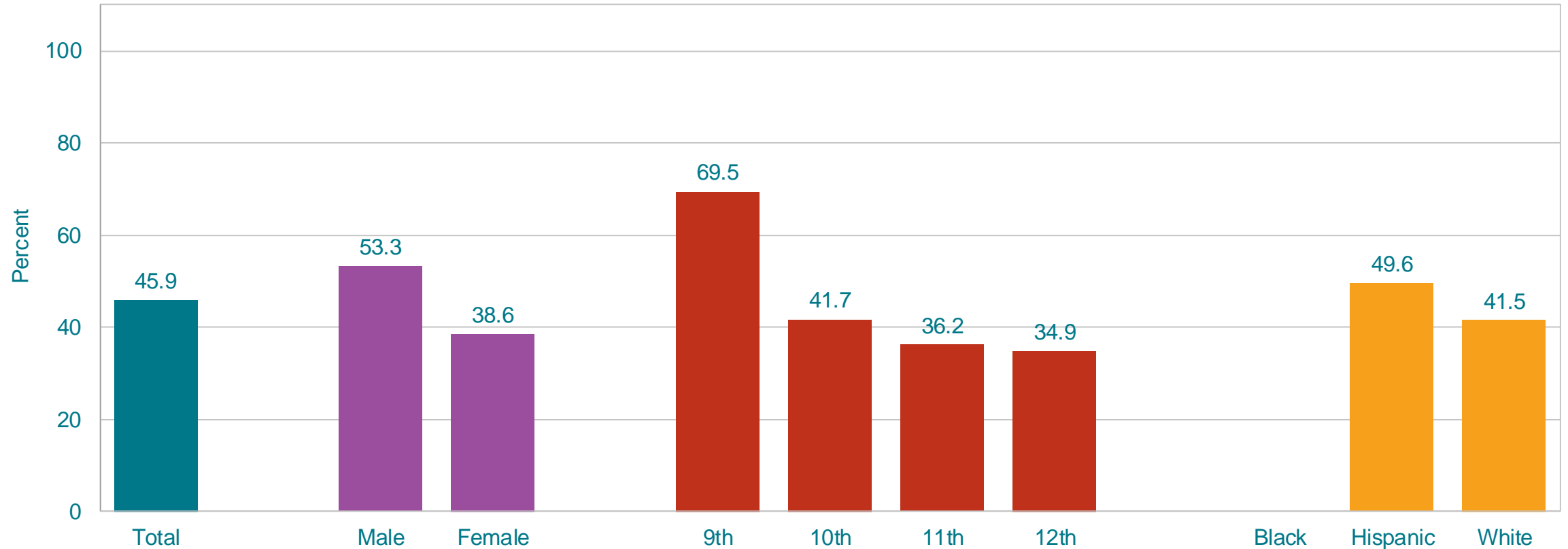


\*Counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day

†Increased 2005-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*In an average week when they were in school

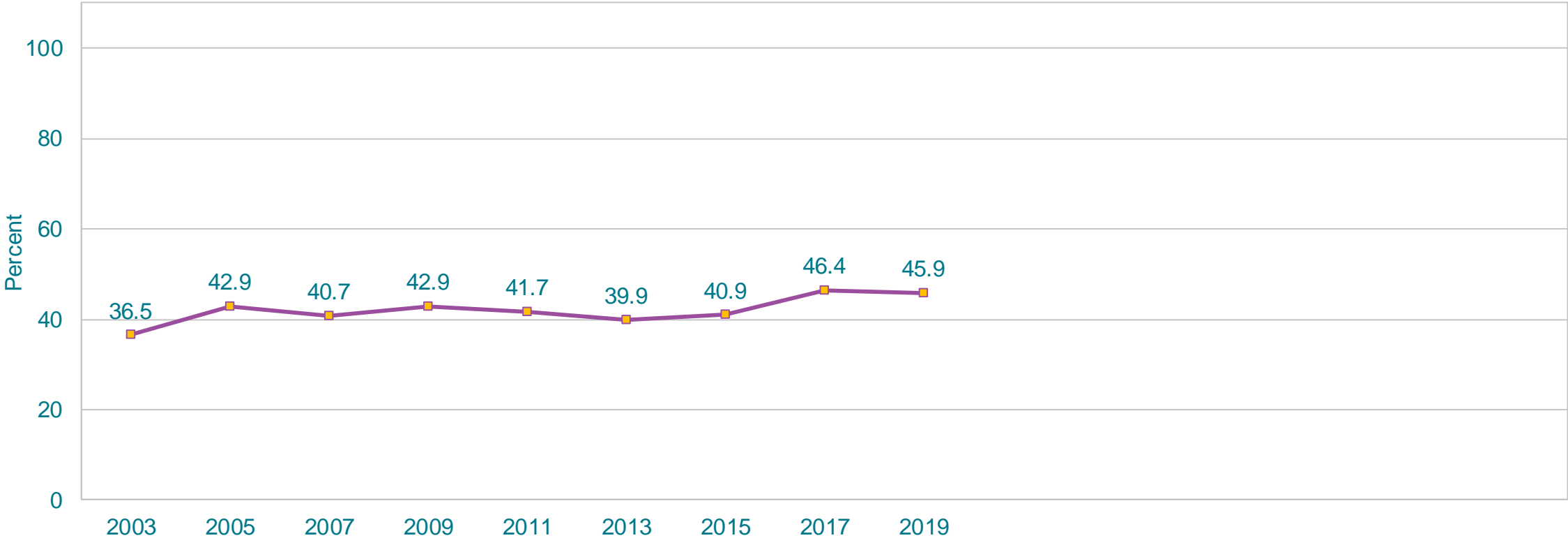
†M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,\* 2003-2019†

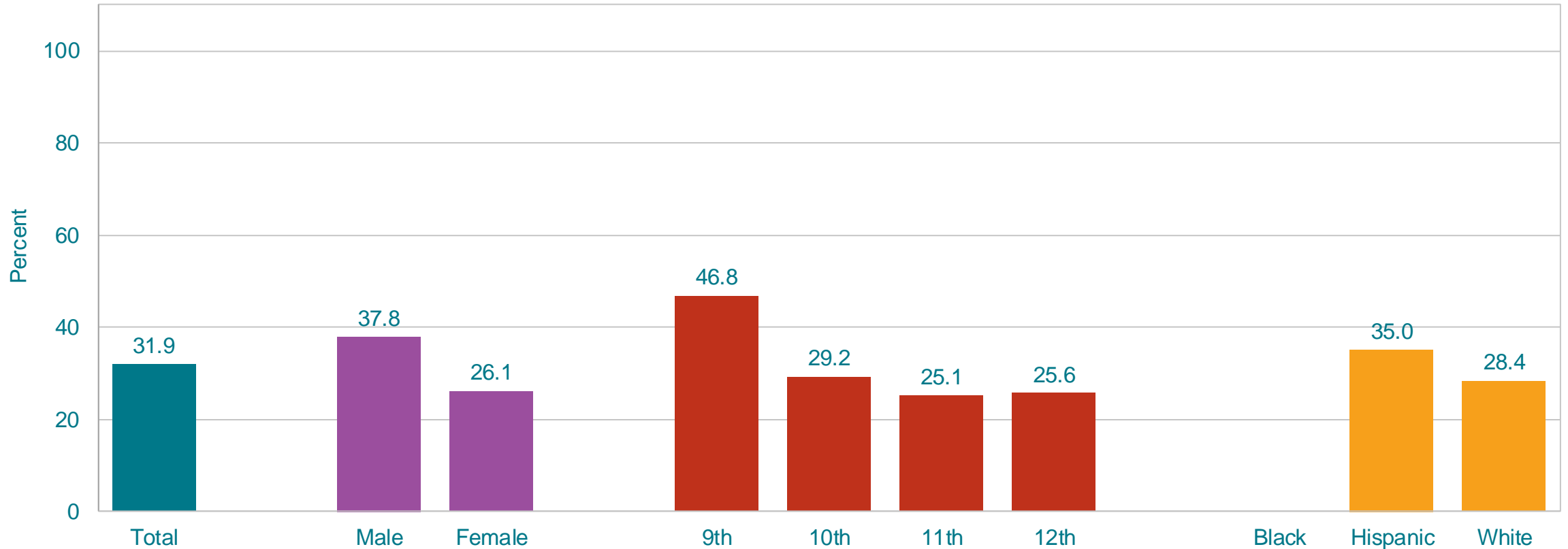


\*In an average week when they were in school

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*In an average week when they were in school

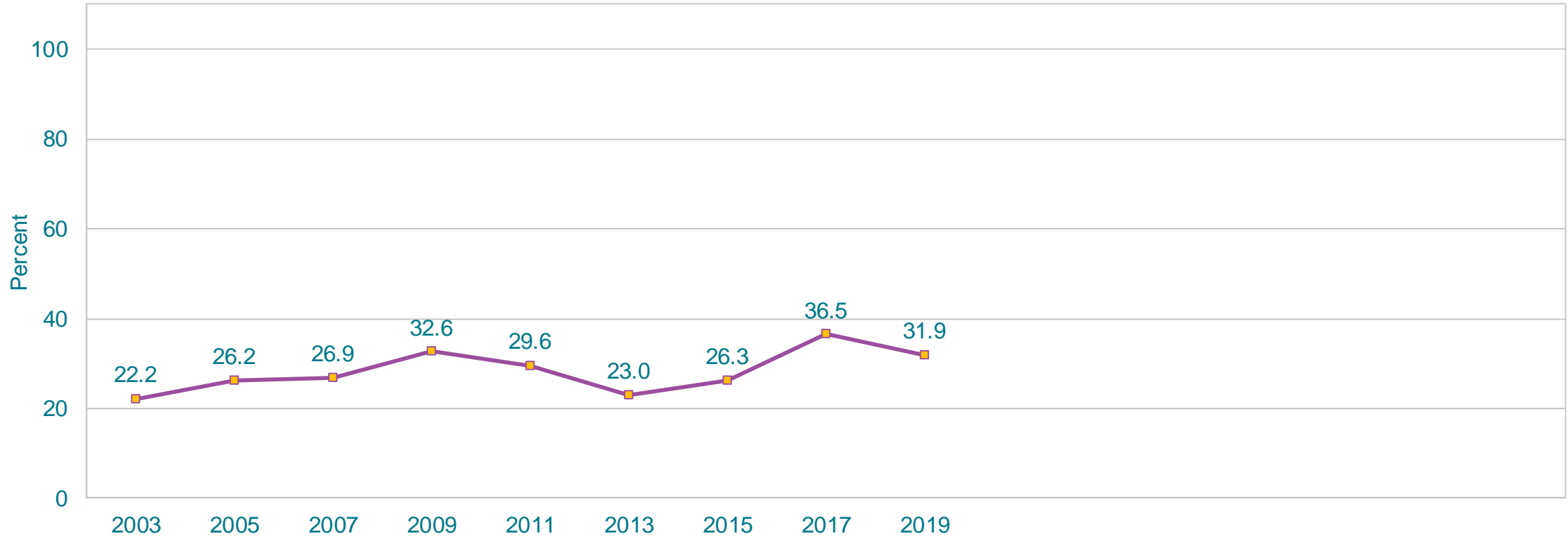
†M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,\* 2003-2019†

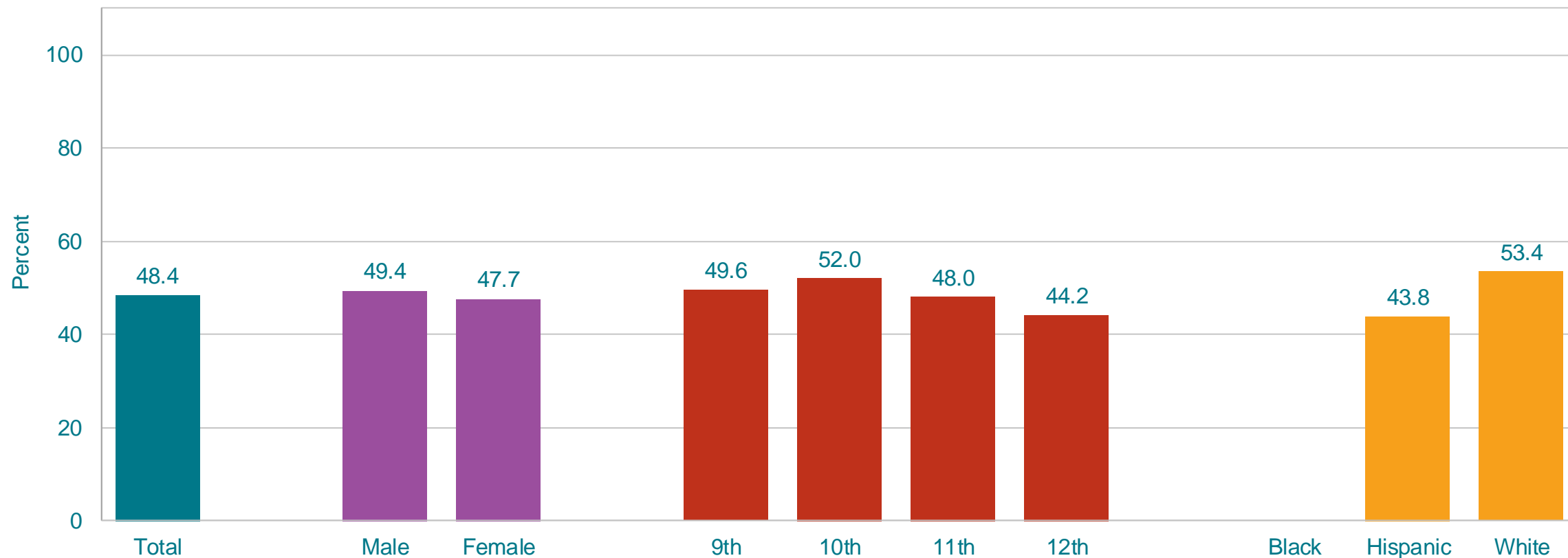


\*In an average week when they were in school

†Increased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Played on at Least One Sports Team,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*Counting any teams run by their school or community groups, during the 12 months before the survey

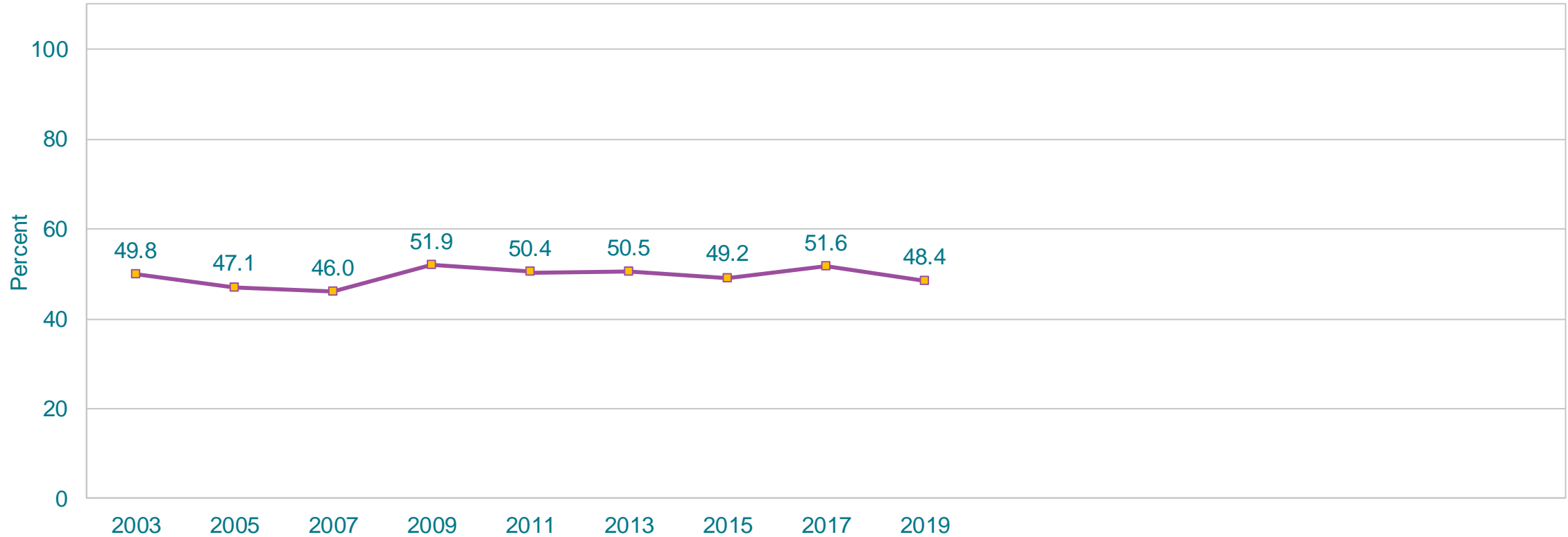
†9th > 12th, 10th > 12th; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Played on at Least One Sports Team,\* 2003-2019†



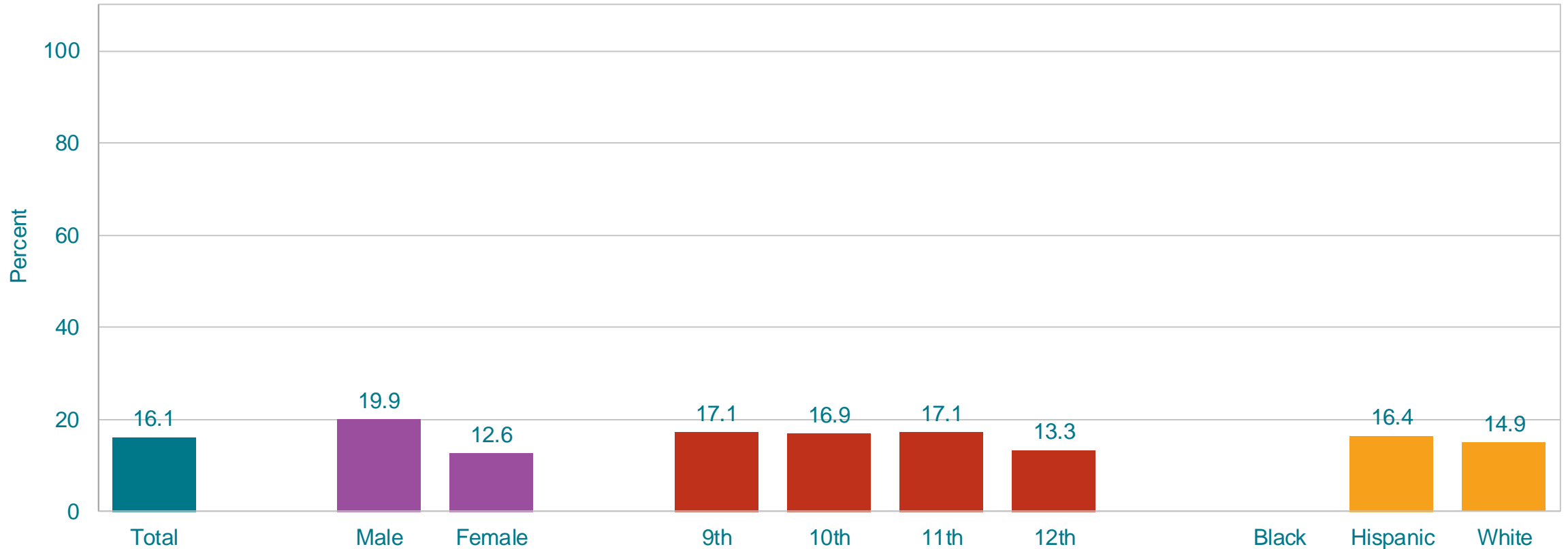
\*Counting any teams run by their school or community groups, during the 12 months before the survey

†No change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Had a Concussion from Playing a Sport or Being Physically Active,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*One or more times during the 12 months before the survey

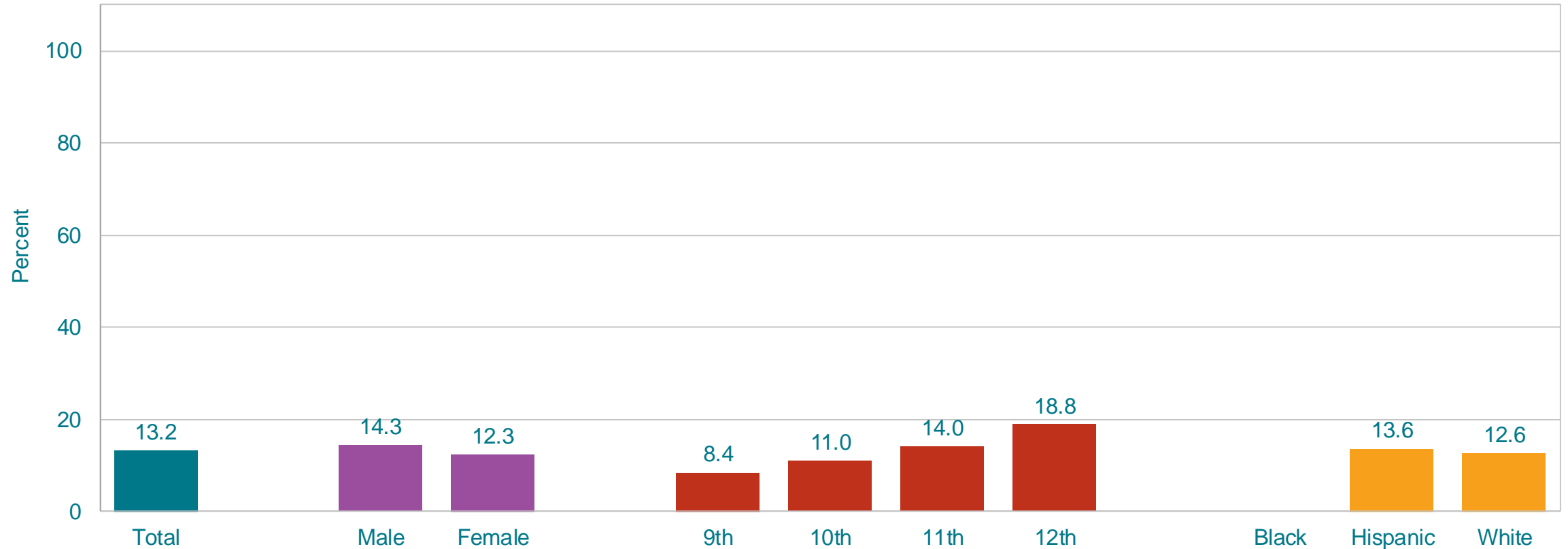
†M > F (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),\* by Sex, Grade,† and Race/Ethnicity, 2019



\*Not counting tests done if they donated blood

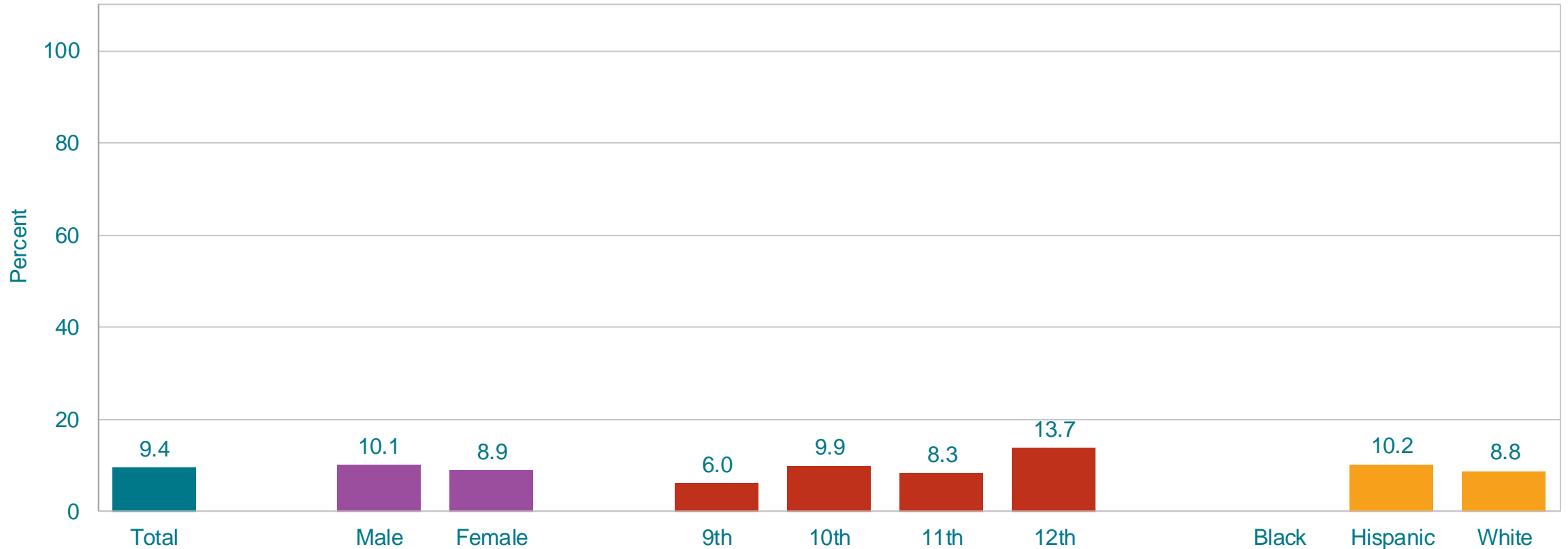
†11th > 9th, 12th > 9th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for a Sexually Transmitted Disease (STD),\* by Sex, Grade,† and Race/Ethnicity, 2019



\*During the 12 months before the survey

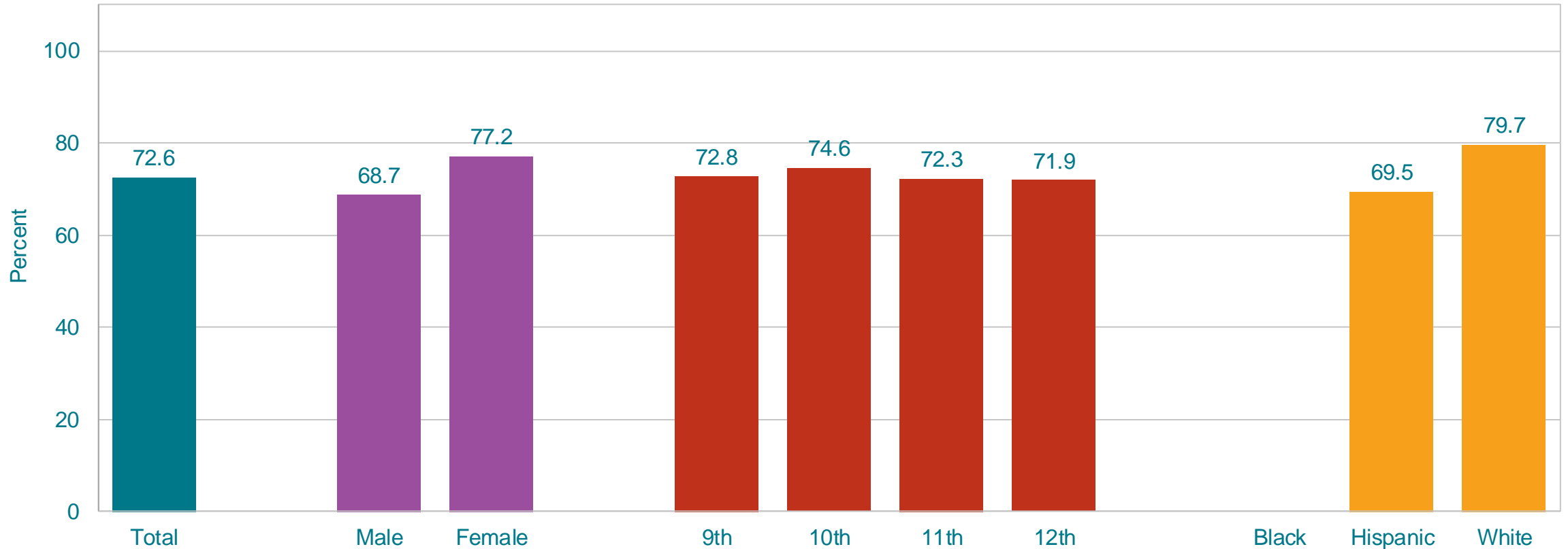
†10th > 9th, 12th > 9th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Saw a Dentist,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

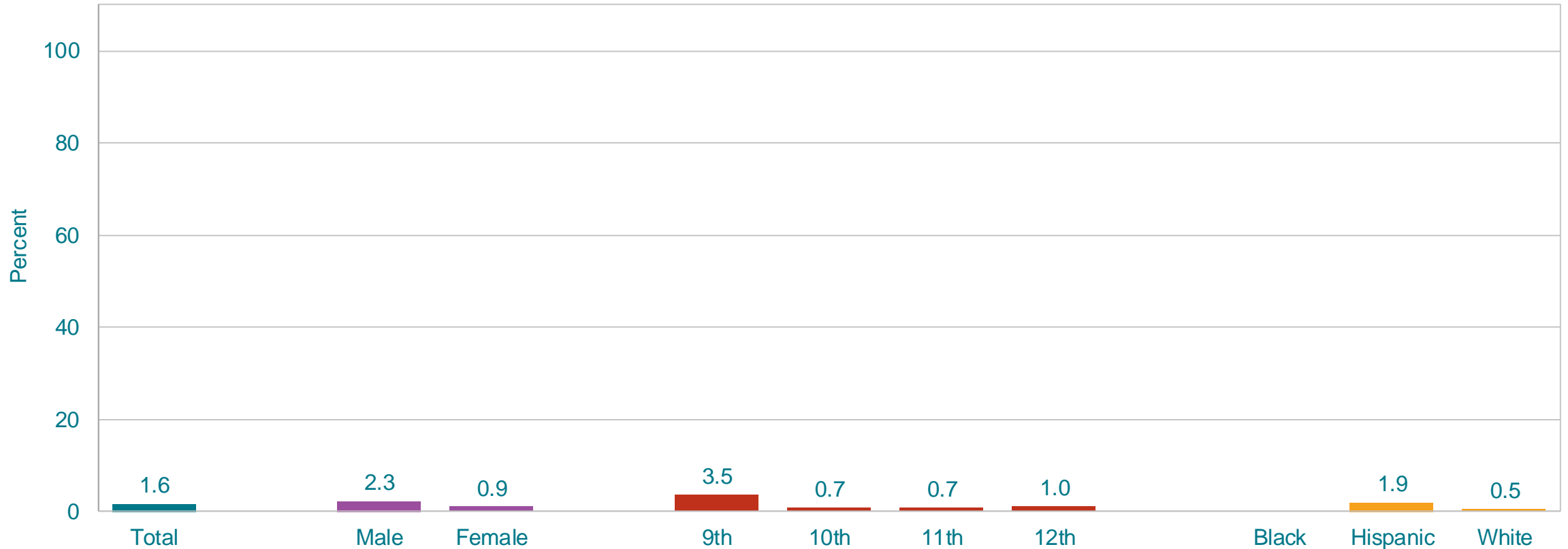
†F > M; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Never Saw a Dentist,\* by Sex,† Grade,† and Race/Ethnicity, 2019



\*For a check-up, exam, teeth cleaning, or other dental work

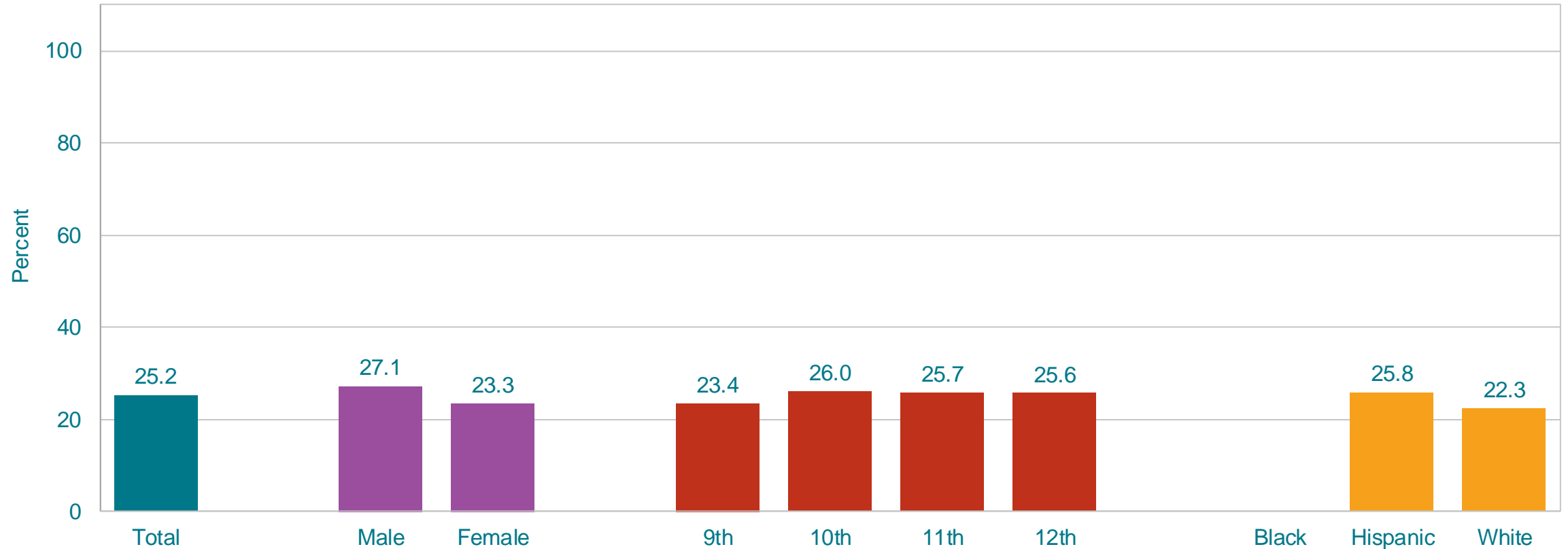
†M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

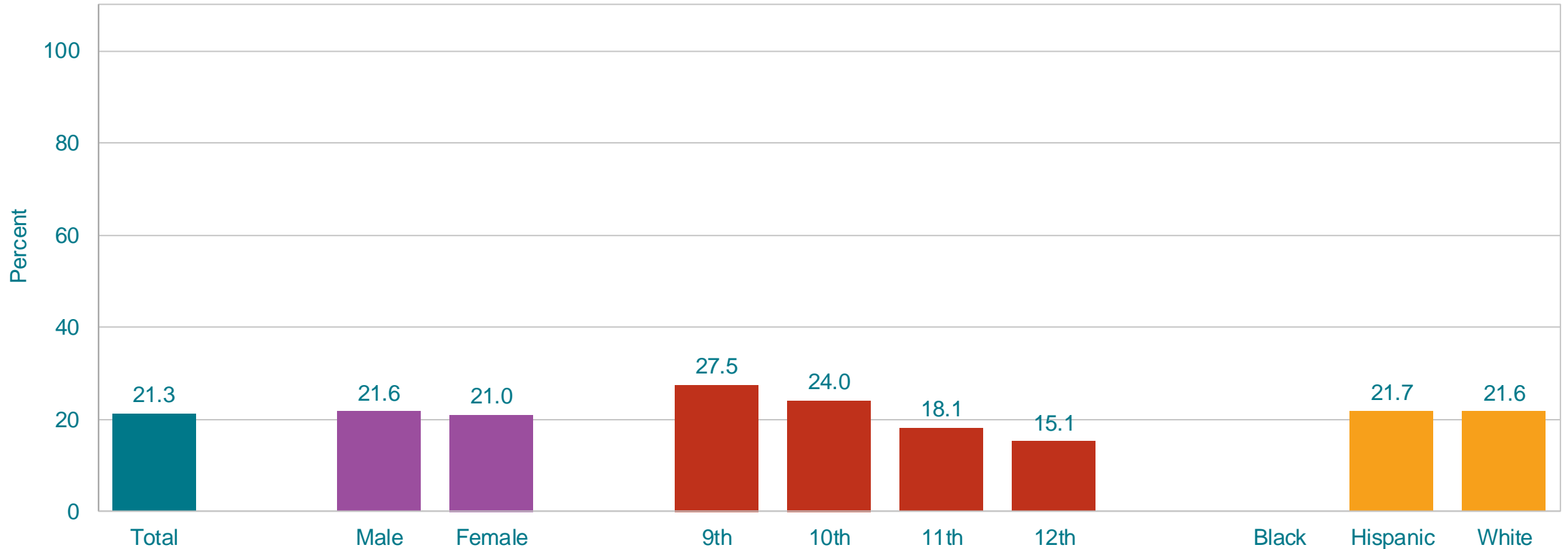
This graph contains weighted results.

# Percentage of High School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, by Sex, Grade, and Race/Ethnicity, 2019



All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Got 8 or More Hours of Sleep,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*On an average school night

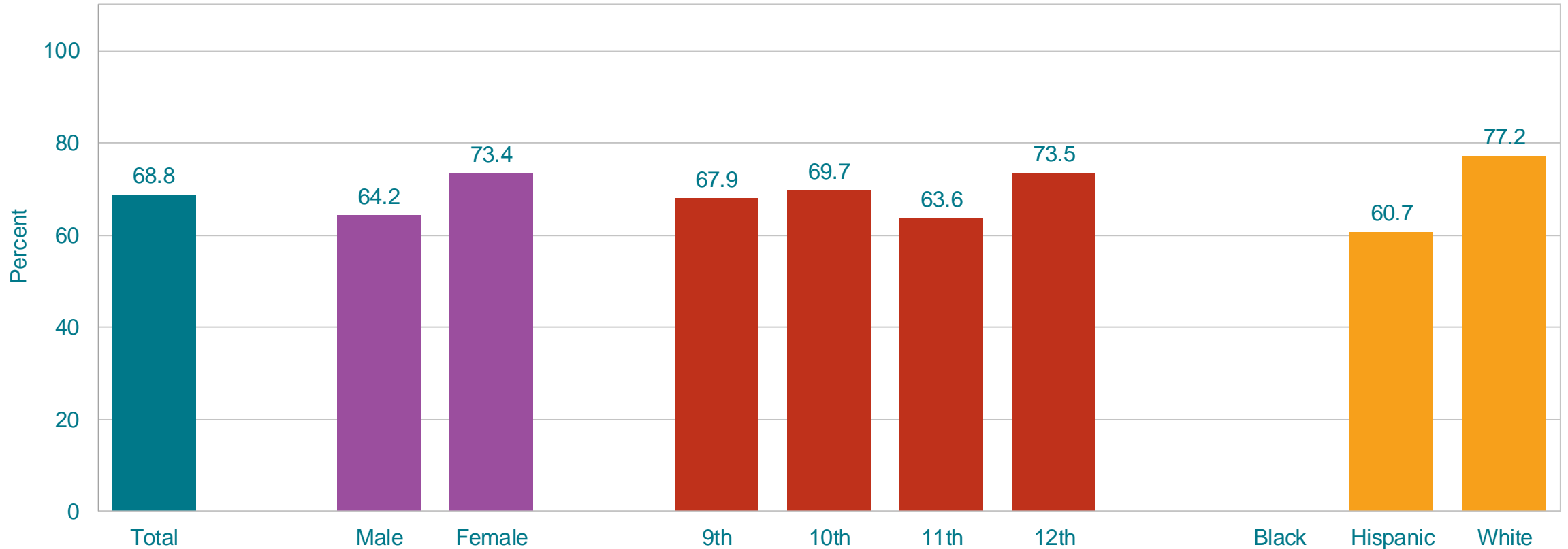
†9th > 11th, 9th > 12th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*During the 12 months before the survey

†F > M; 12th > 11th; W > H (Based on t-test analysis,  $p < 0.05$ .)

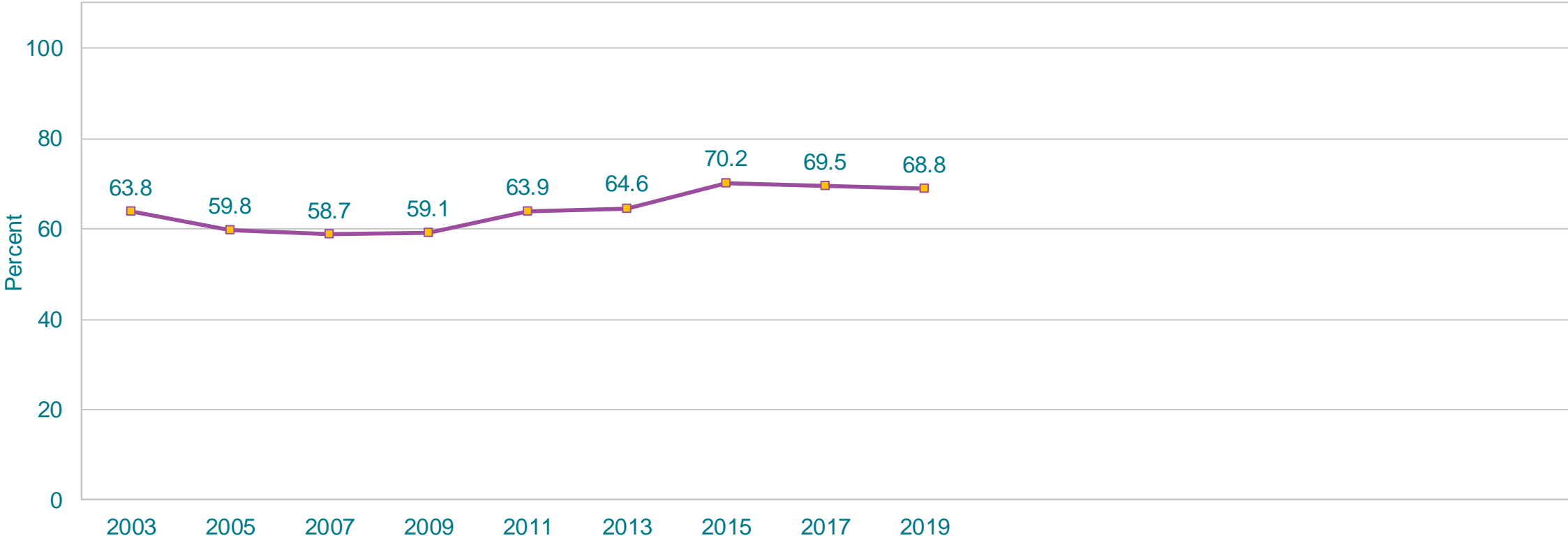
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



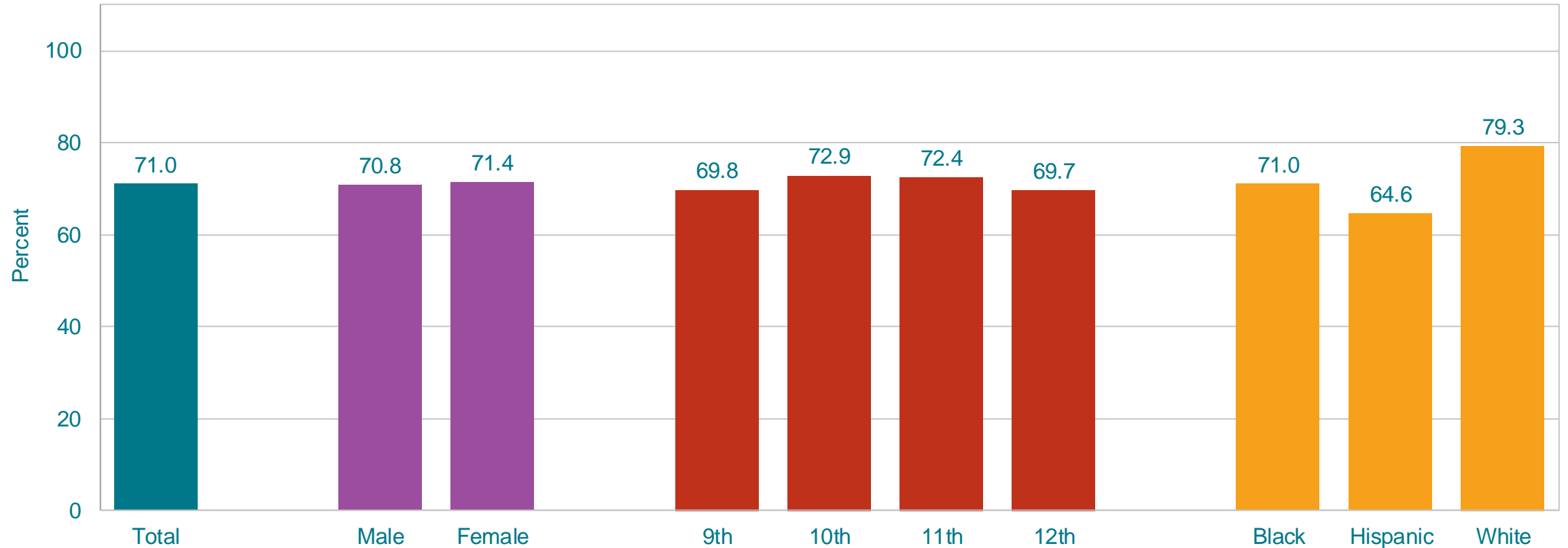
# Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,\* 2003-2019†



\*During the 12 months before the survey

†Increased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Most of the Time or Always Feel Safe and Secure at School, by Sex, Grade, and Race/Ethnicity,\* 2019

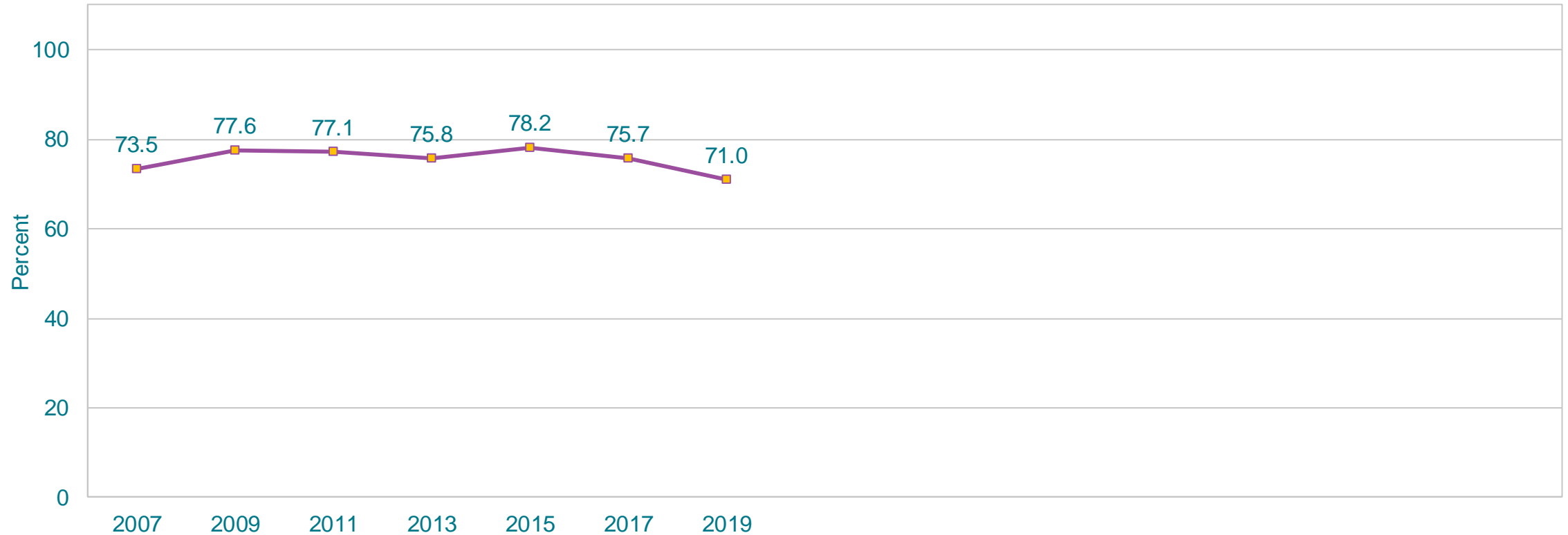


\*W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

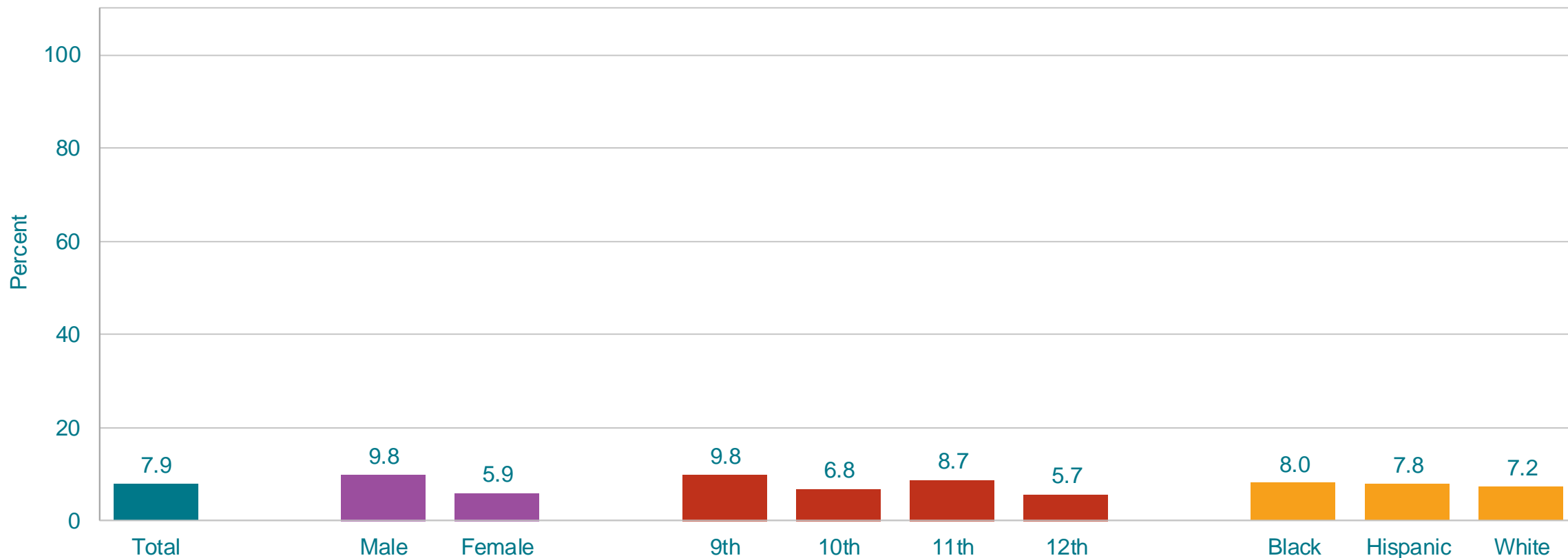
This graph contains weighted results.

# Percentage of High School Students Who Most of the Time or Always Feel Safe and Secure at School, 2007-2019\*



\*No change, 2007-2015, decreased, 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

## Percentage of High School Students Who Bullied Someone on School Property,\* by Sex,† Grade,† and Race/Ethnicity, 2019



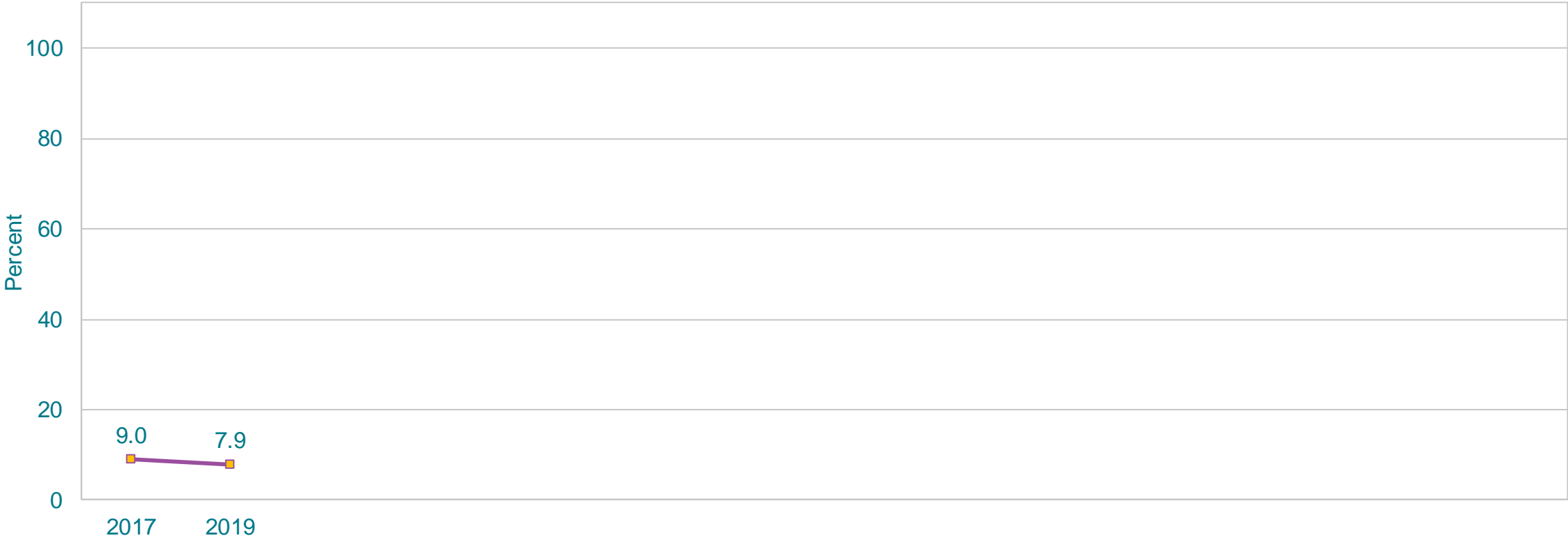
\*During the 12 months before the survey

†M > F; 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

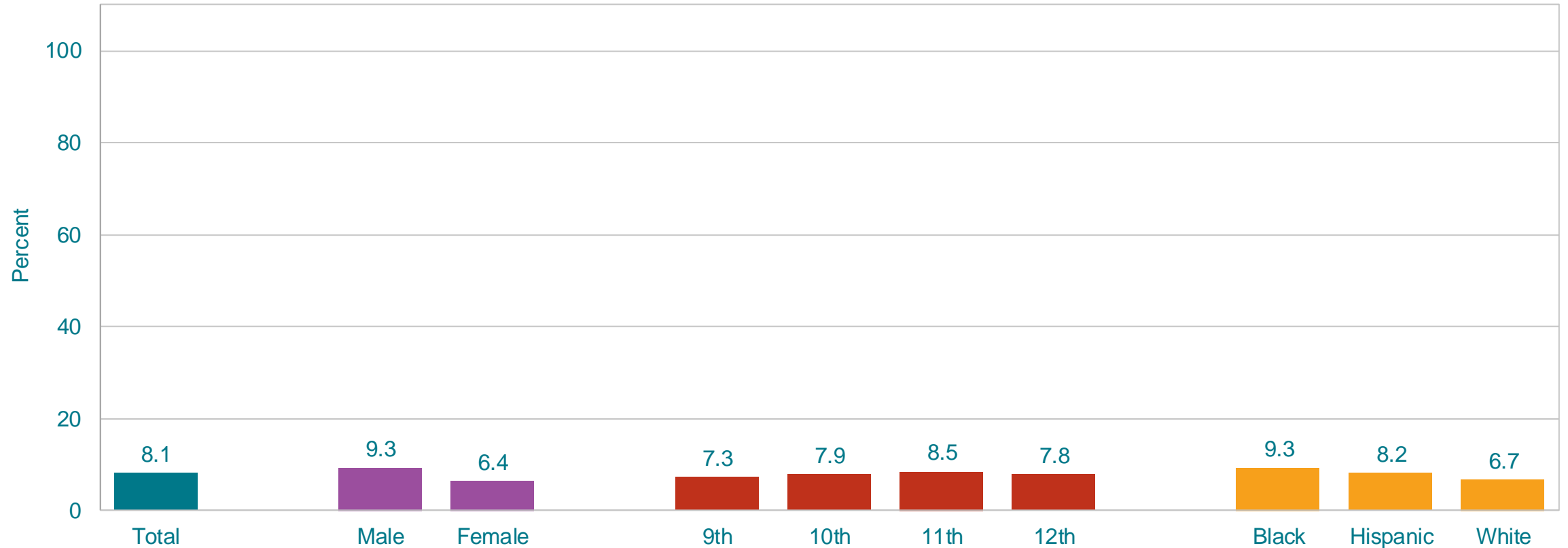
# Percentage of High School Students Who Bullied Someone on School Property,\* 2017-2019†



\*During the 12 months before the survey

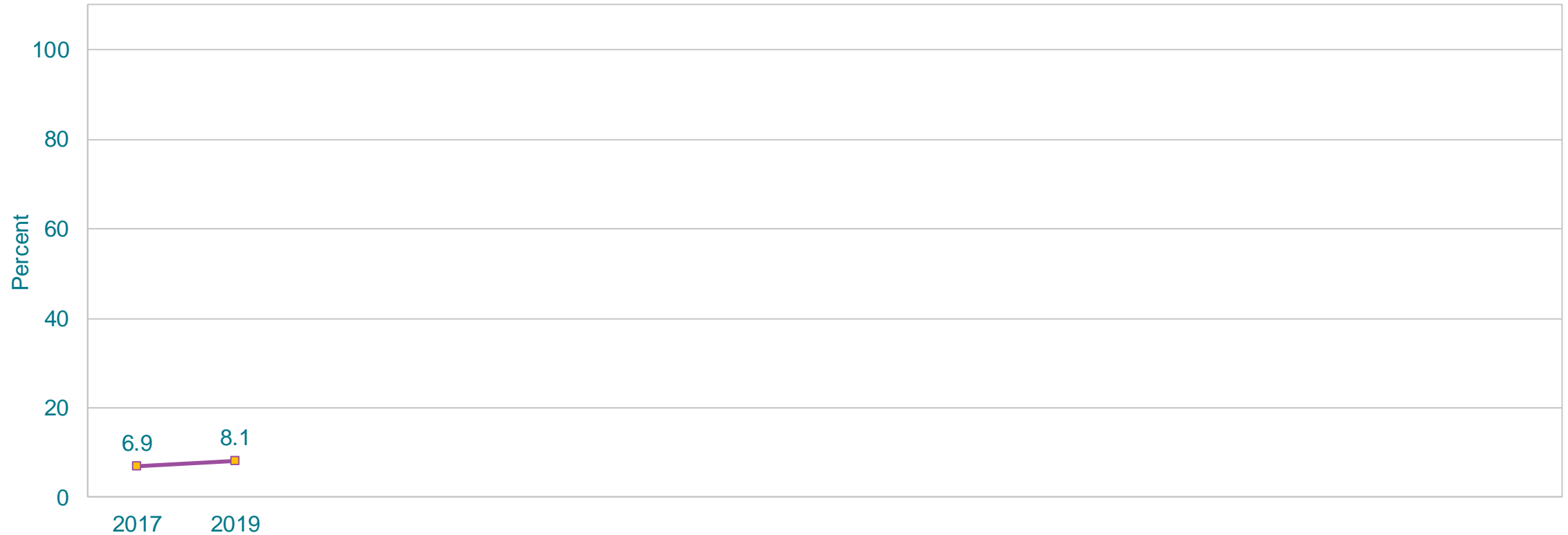
†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

# Percentage of High School Students Who Electronically Bullied Someone,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Counting bullying through texting, Instagram, Facebook, or other social media, during the 12 months before the survey  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
This graph contains weighted results.

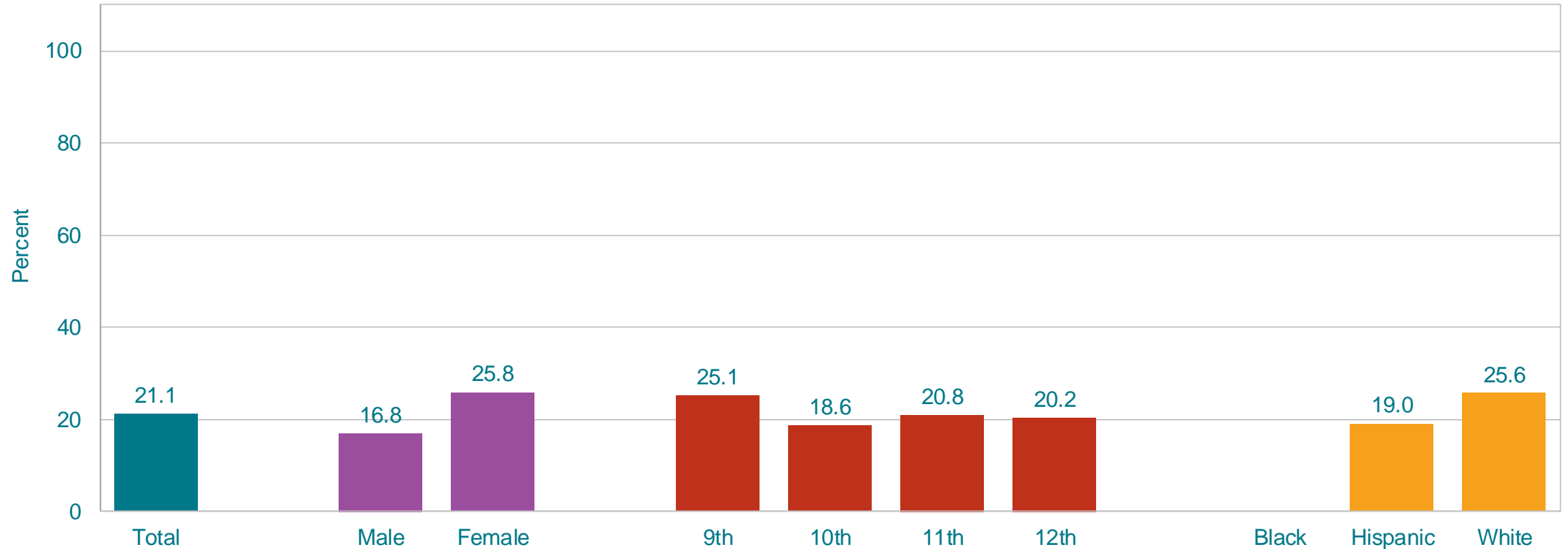
# Percentage of High School Students Who Electronically Bullied Someone,\* 2017-2019†



\*Counting bullying through texting, Instagram, Facebook, or other social media, during the 12 months before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey

†F > M; 9th > 10th; W > H (Based on t-test analysis,  $p < 0.05$ .)

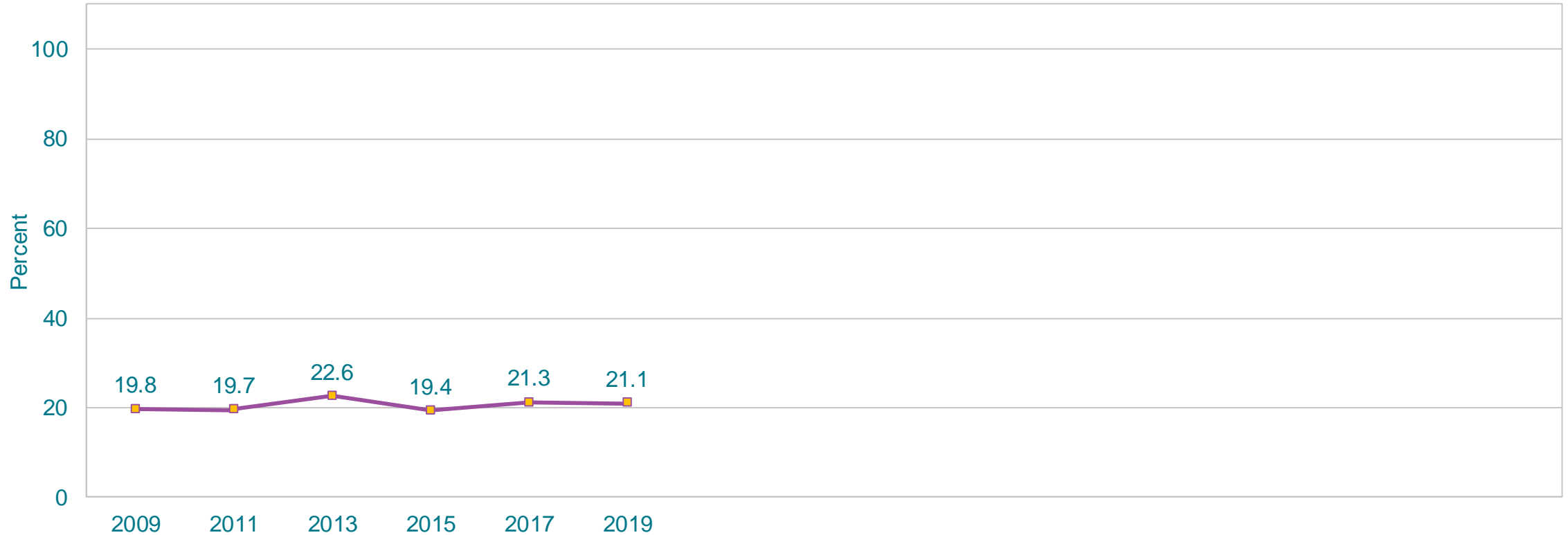
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



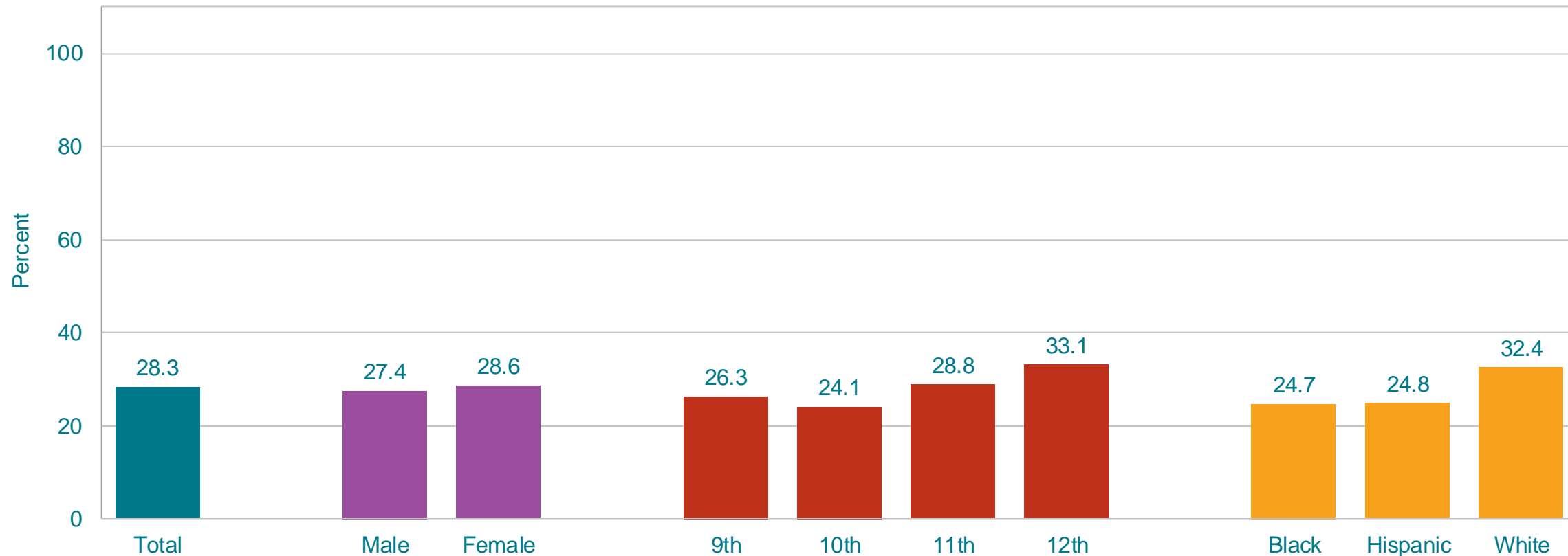
# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* 2009-2019†



\*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey

†No change 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Were in the Same Room with Someone Who Was Smoking Cigarettes,\* by Sex, Grade,† and Race/Ethnicity,† 2019



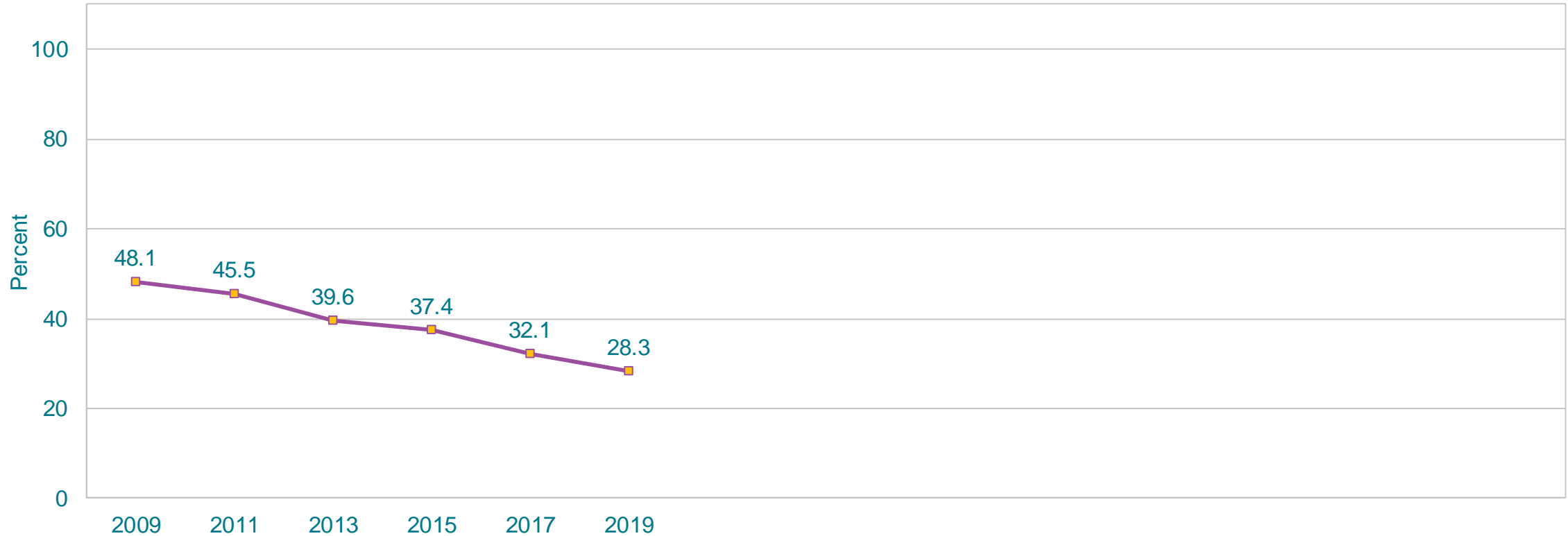
\*On at least 1 day during the 7 days before the survey

†12th > 10th; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

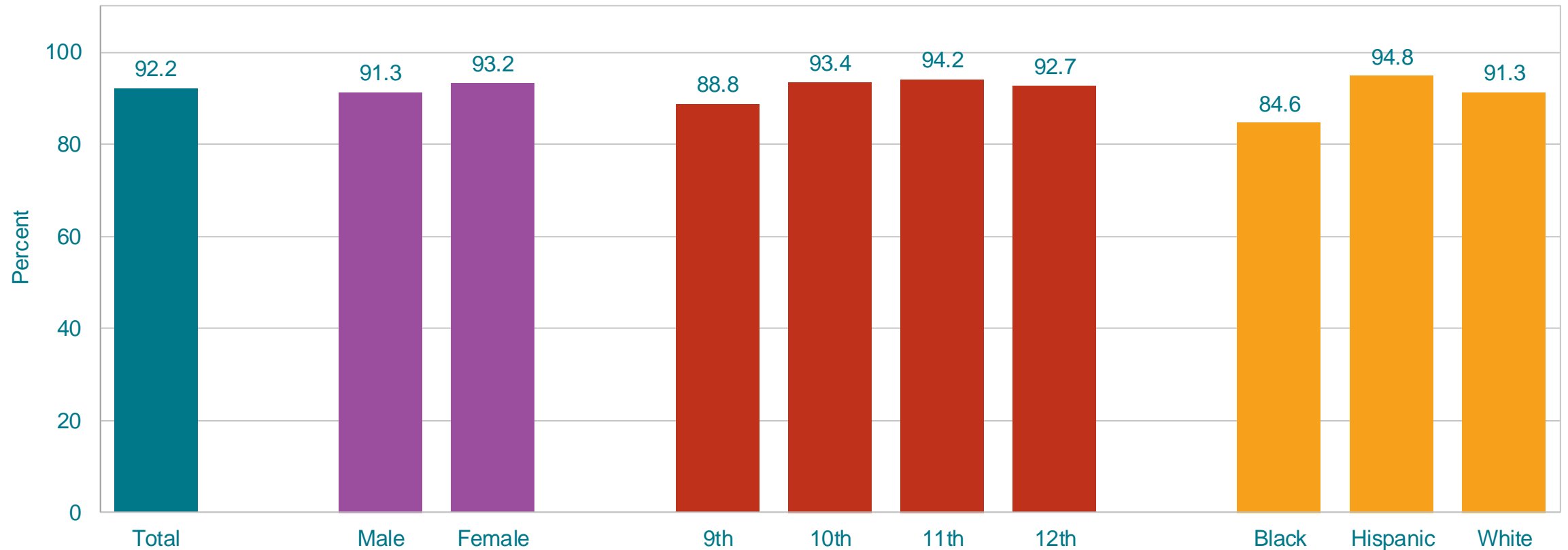
# Percentage of High School Students Who Were in the Same Room with Someone Who Was Smoking Cigarettes,\* 2009-2019†



\*On at least 1 day during the 7 days before the survey

†Decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

## Percentage of High School Students Who Described the Rule About Smoking Cigarettes Inside the Home Where They Live As Never Allowed Inside Their Home, by Sex, Grade,\* and Race/Ethnicity,\* 2019

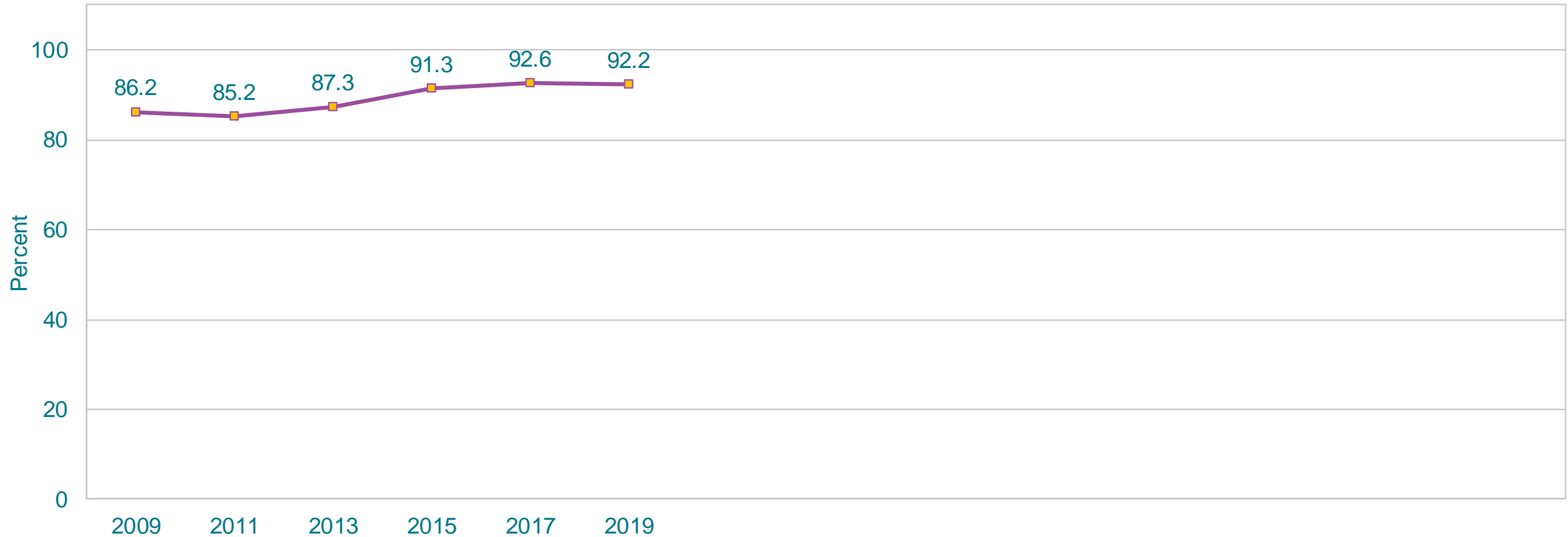


\*10th > 9th, 11th > 9th, 12th > 9th; H > B (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

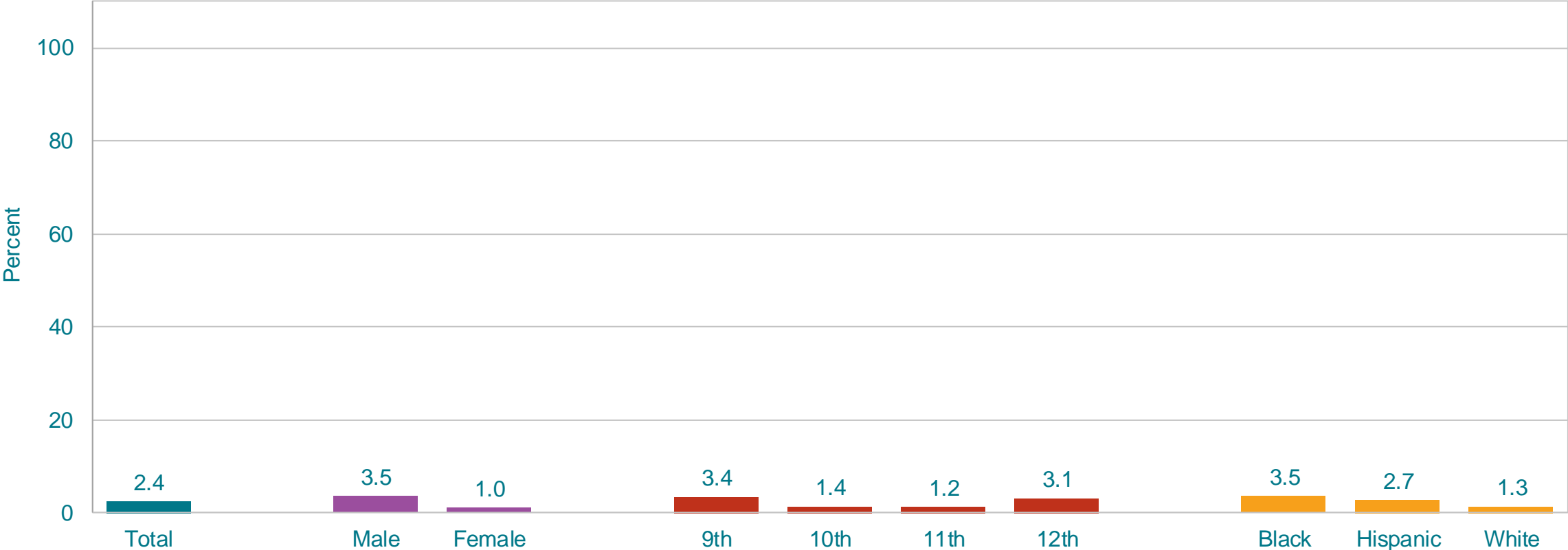
This graph contains weighted results.

# Percentage of High School Students Who Described the Rule About Smoking Cigarettes Inside the Home Where They Live As Never Allowed Inside Their Home, 2009-2019\*



\*Increased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Currently Used Methamphetamines,\* by Sex,† Grade,† and Race/Ethnicity, 2019



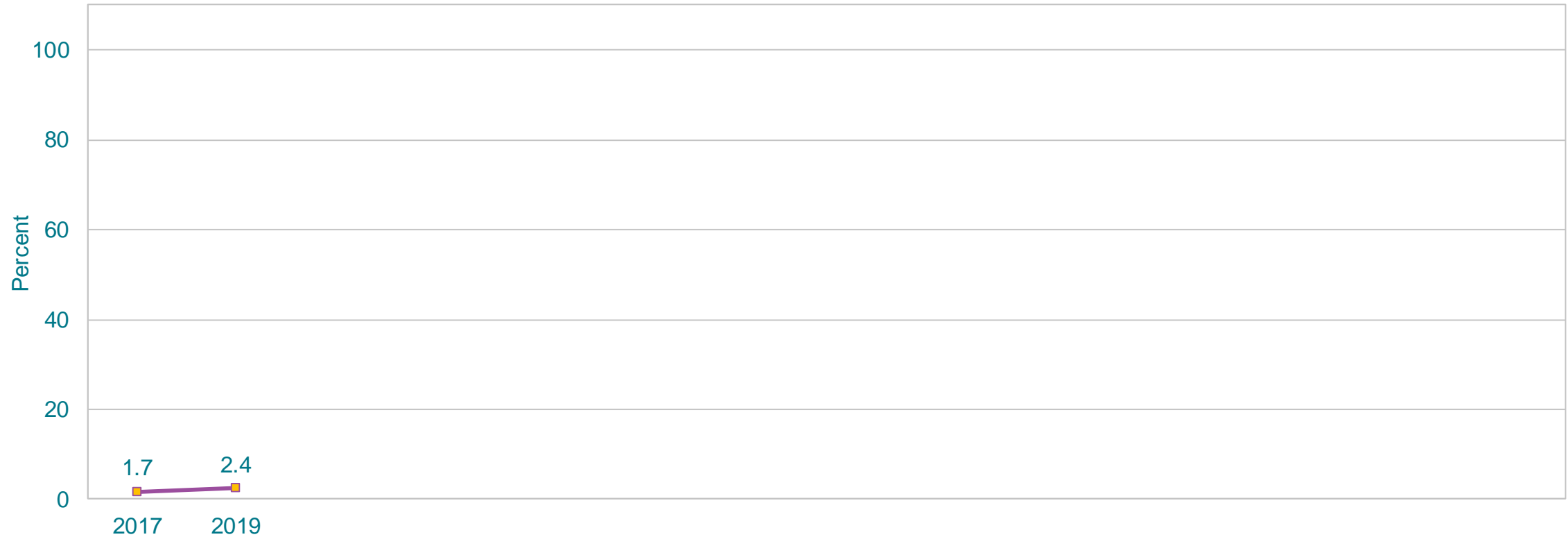
\*Also called “speed,” “crystal meth,” “crank,” “ice,” or “meth,” one or more times during the 30 days before the survey

†M > F; 9th > 11th (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.

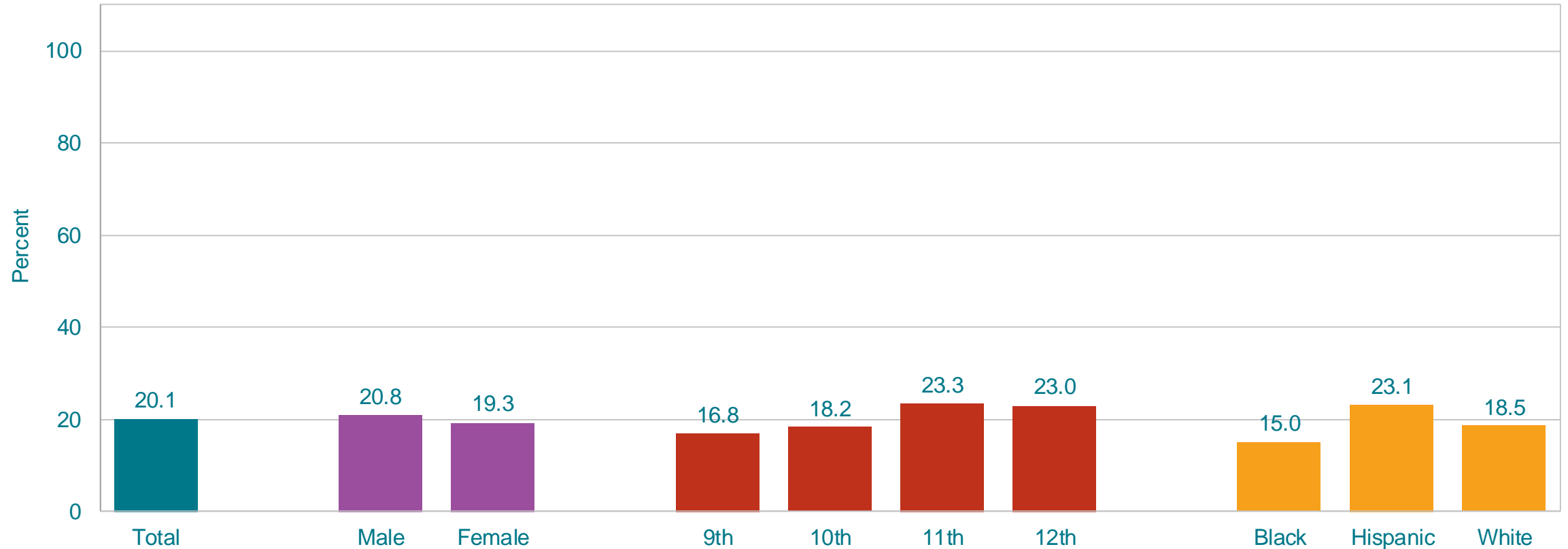
# Percentage of High School Students Who Currently Used Methamphetamines,\* 2017-2019†



\*Also called “speed,” “crystal meth,” “crank,” “ice,” or “meth,” one or more times during the 30 days before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Attended School Under the Influence of Alcohol or Other Illegal Drugs,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*Such as marijuana or cocaine, one or more times during the 12 months before the survey

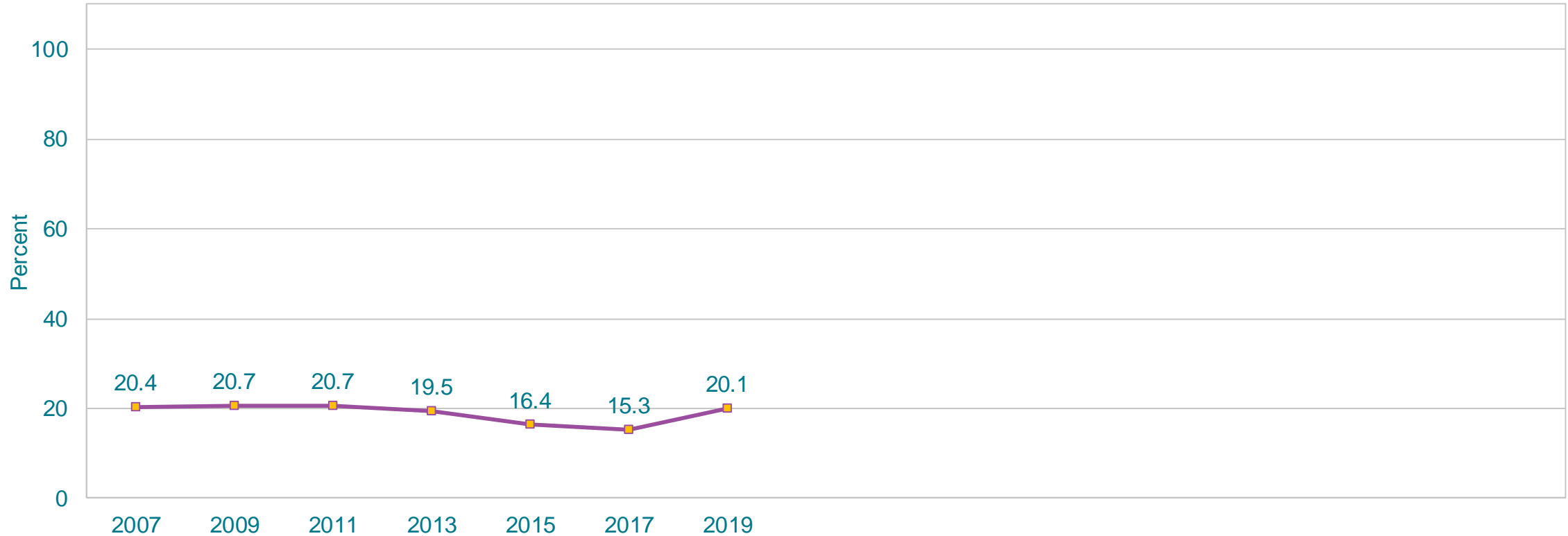
†12th > 9th; H > W (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

This graph contains weighted results.



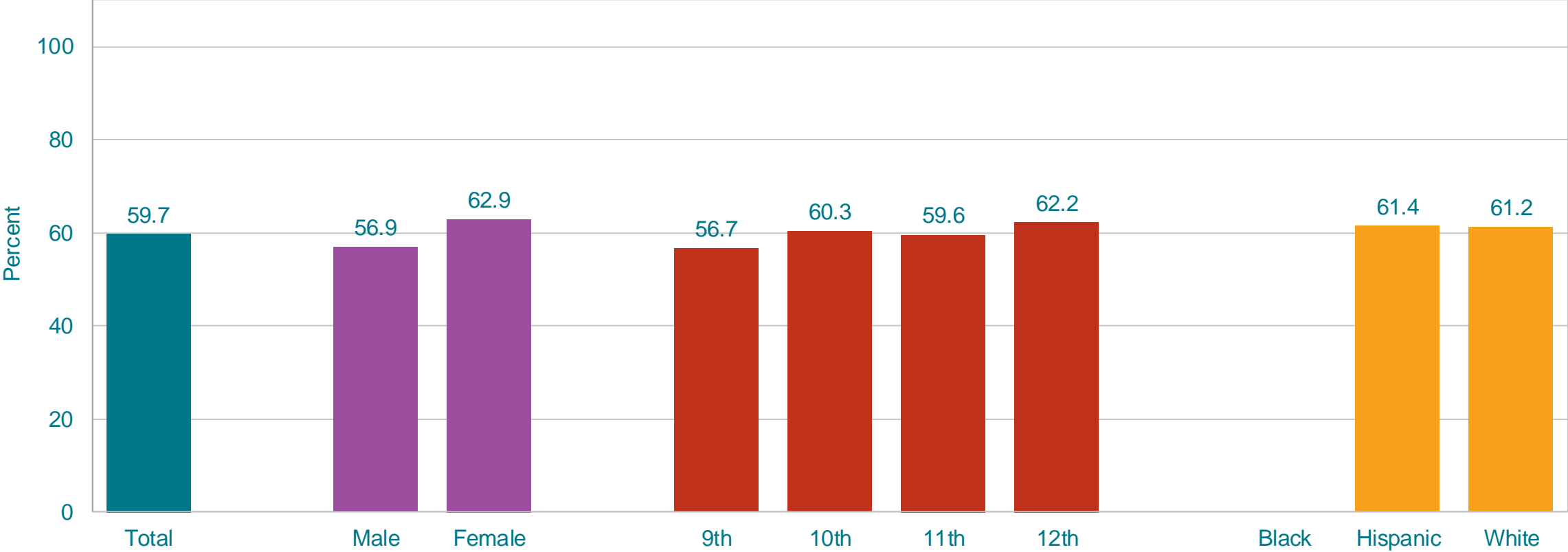
# Percentage of High School Students Who Attended School Under the Influence of Alcohol or Other Illegal Drugs,\* 2007-2019†



\*Such as marijuana or cocaine, one or more times during the 12 months before the survey

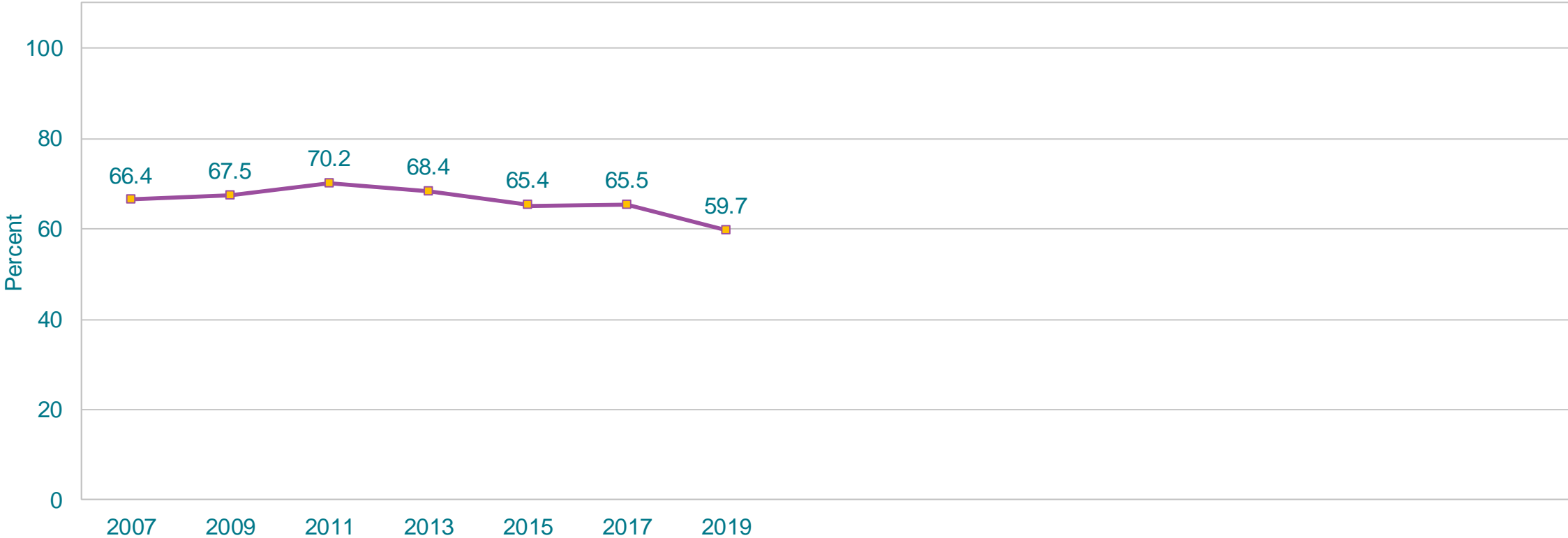
†No change 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, by Sex,\* Grade,\* and Race/Ethnicity, 2019



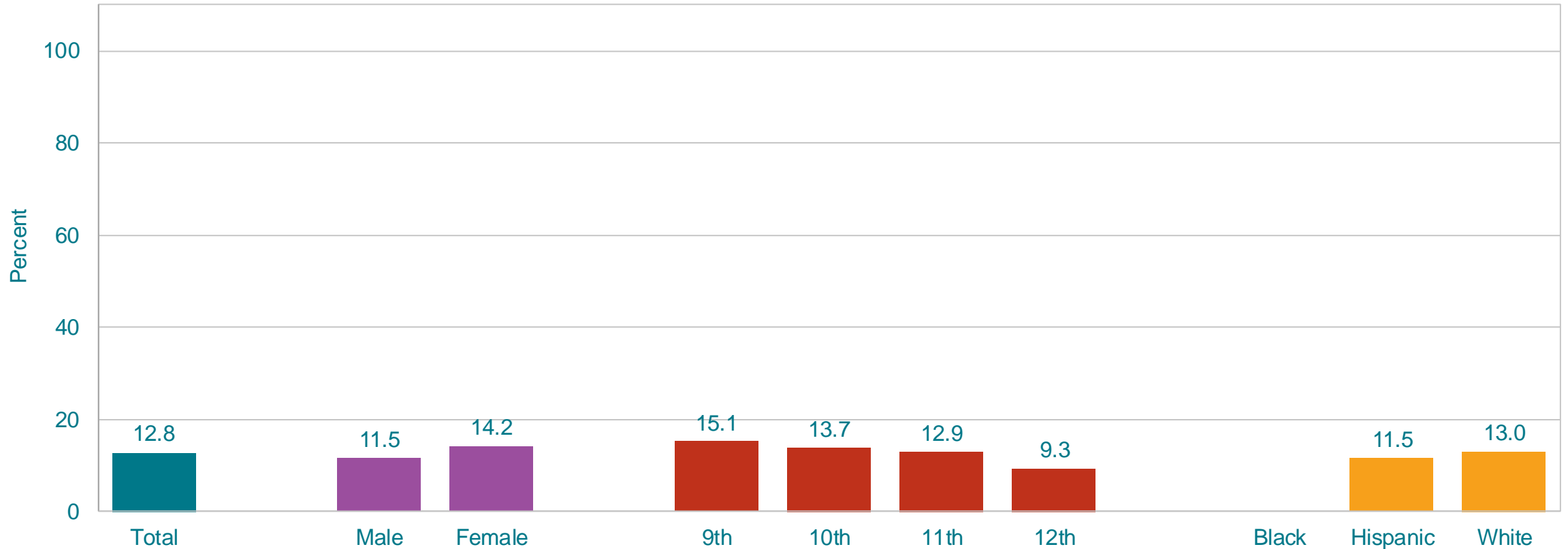
\*F > M; 12th > 9th (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, 2007-2019\*



\*Decreased 2007-2019, no change 2007-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Received the Most Information During Their Life About Sexual Activity from a Health Teacher, School Nurse, Counselor, or Some Other Adult at School, by Sex, Grade,\* and Race/Ethnicity, 2019



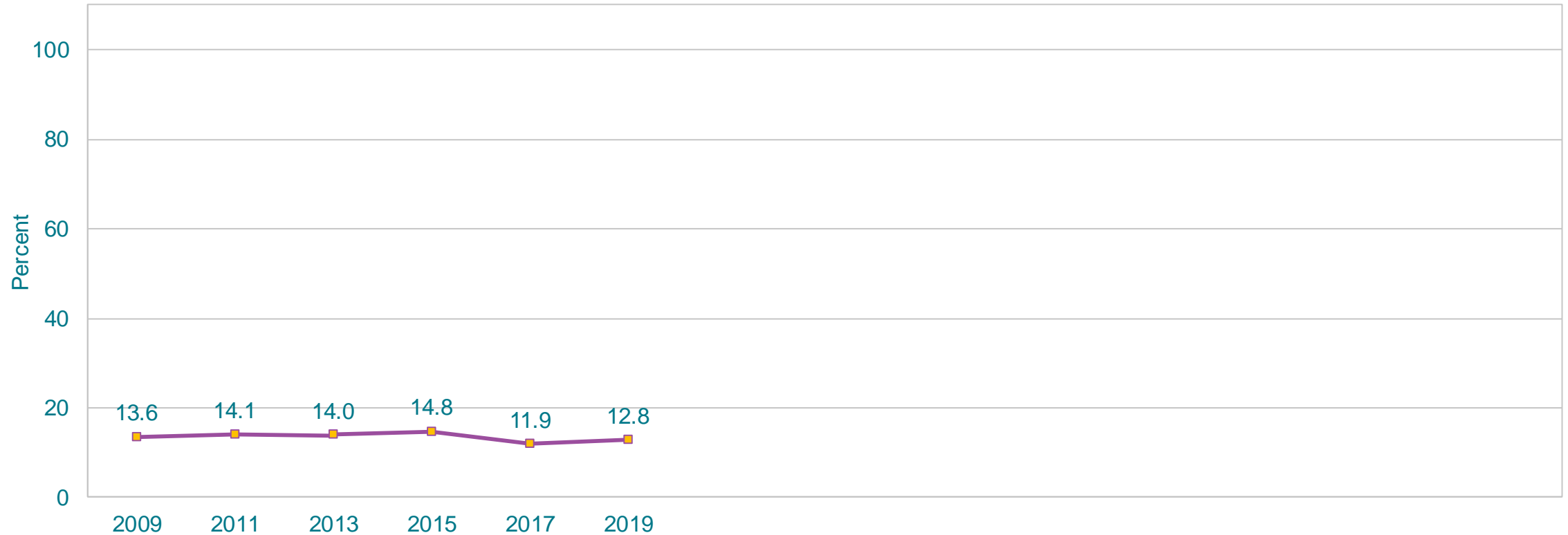
\*9th > 12th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

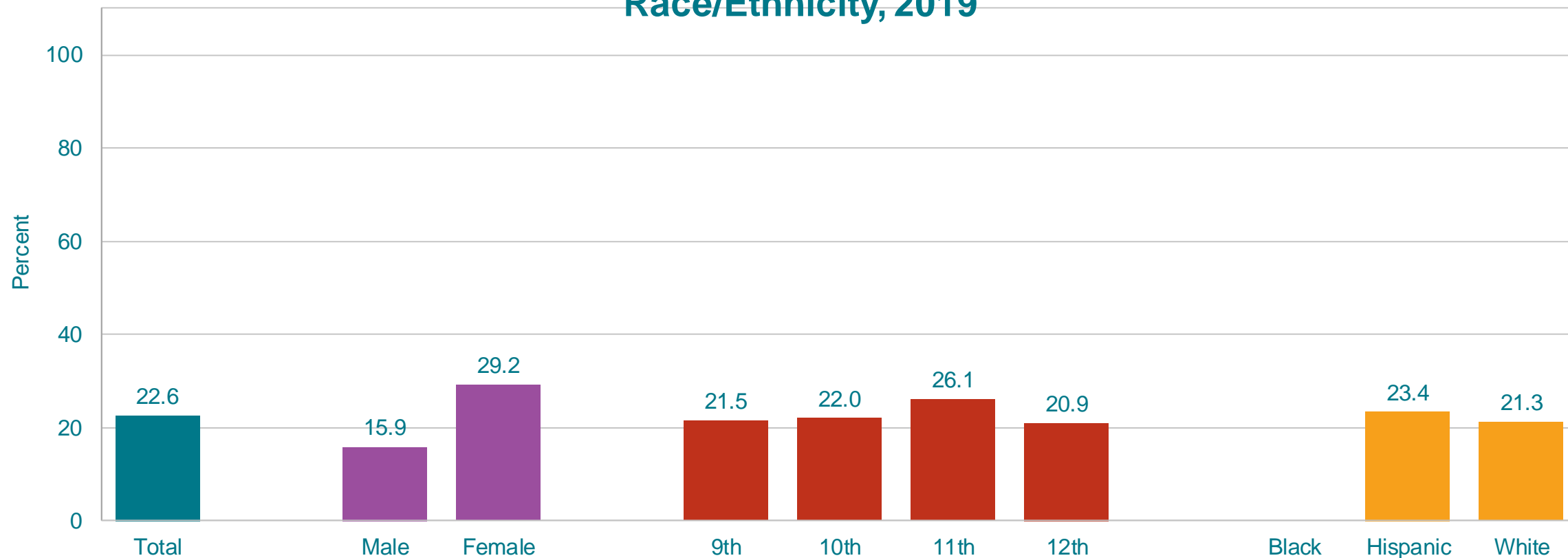
This graph contains weighted results.

# Percentage of High School Students Who Received the Most Information During Their Life About Sexual Activity from a Health Teacher, School Nurse, Counselor, or Some Other Adult at School, 2009-2019\*



\*No change 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Tried to Lose Weight or Keep from Gaining Weight by Going Without Eating for 24 Hours or More; Taking Any Diet Pills, Powders, or Liquids; Vomiting or Taking Laxatives; Smoking Cigarettes; or Skipping Meals,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2019



\*During the 30 days before the survey

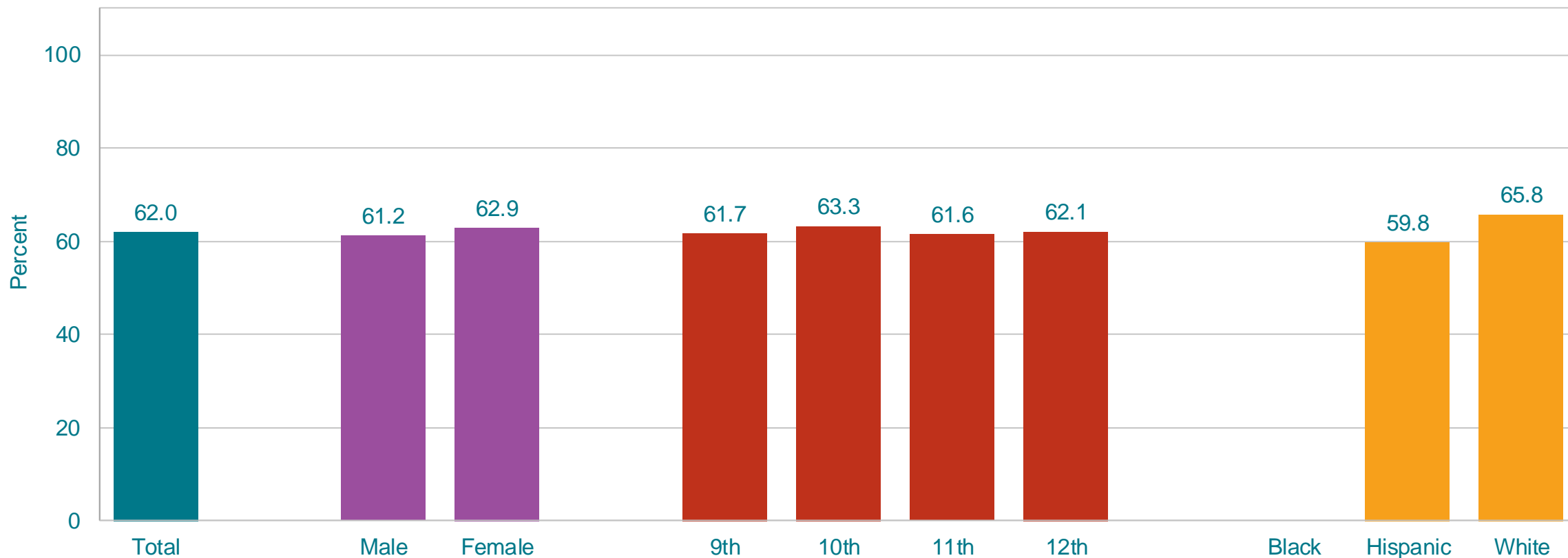
<sup>†</sup>F > M (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

## Percentage of High School Students Who Saw a Doctor or Nurse,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*For a check-up or physical exam when they were not sick or injured during the 12 months before the survey

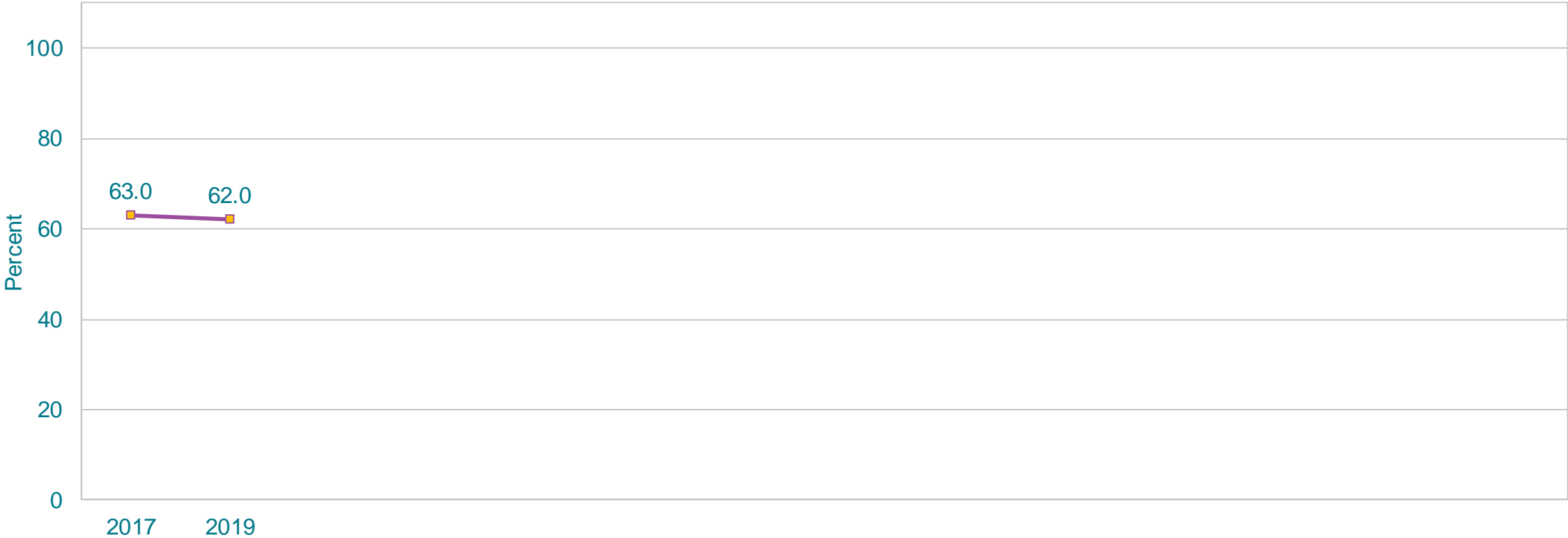
†W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Saw a Doctor or Nurse,\* 2017-2019†

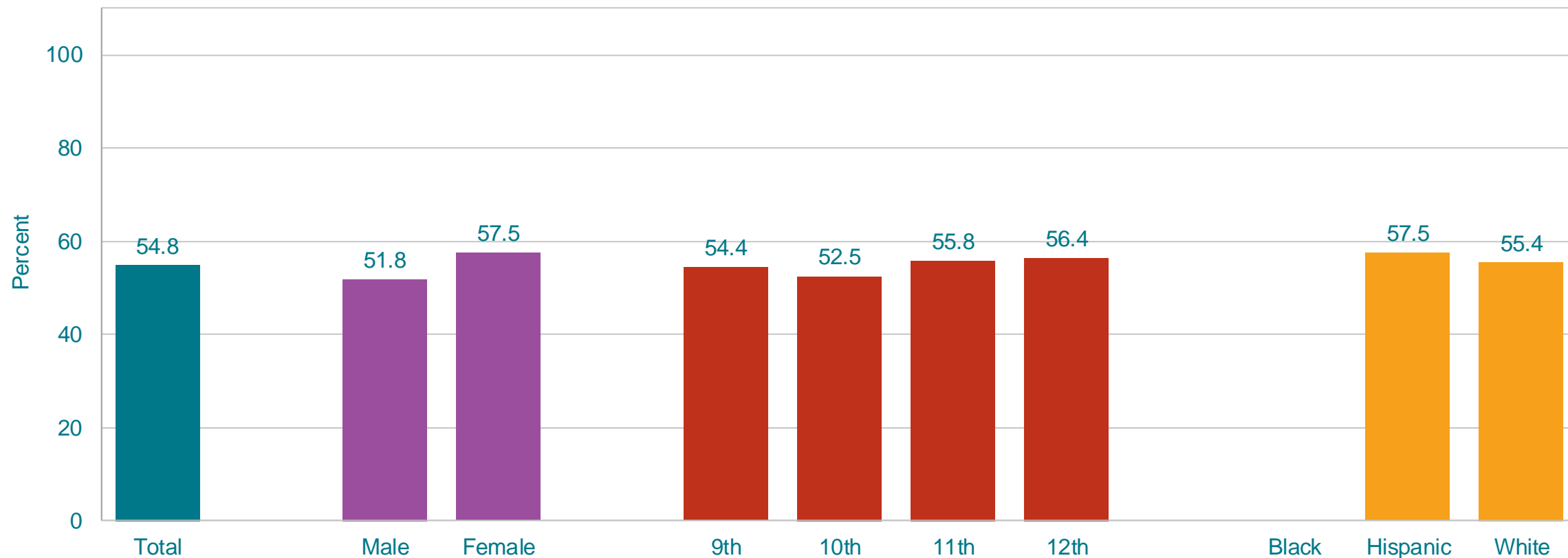


\*For a check-up or physical exam when they were not sick or injured during the 12 months before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

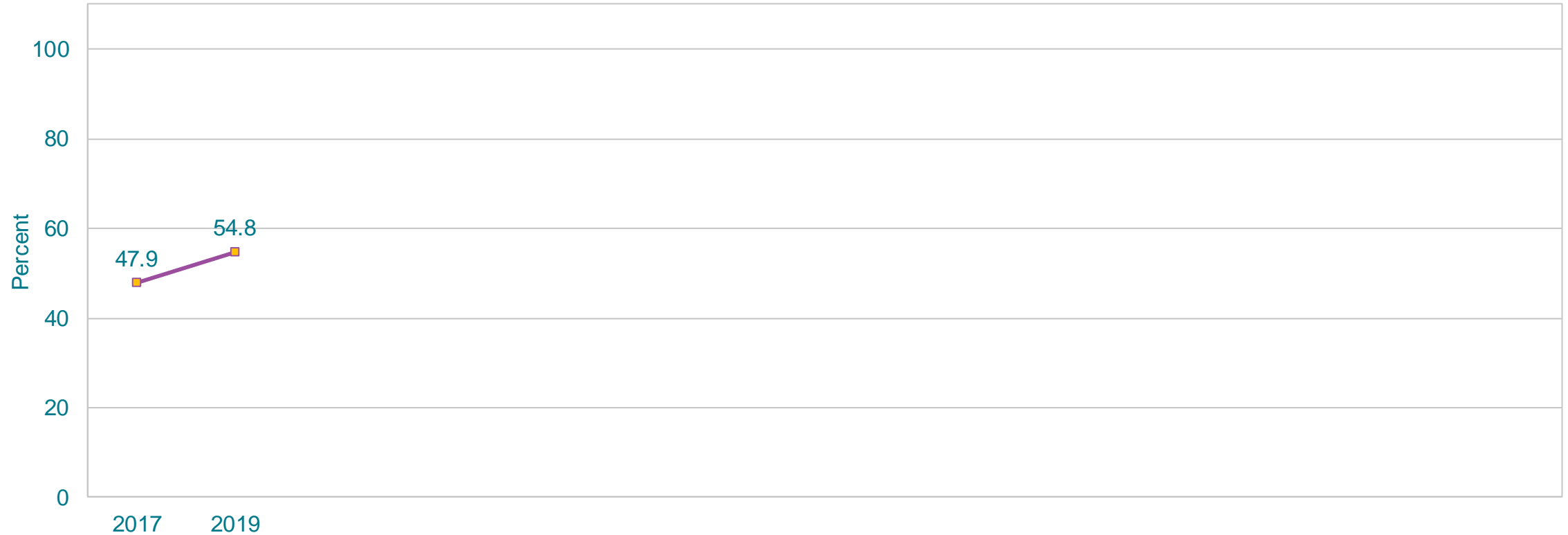


# Percentage of High School Students Who Did Not Go to School Because They Were Sick or in Pain,\* by Sex, Grade, and Race/Ethnicity, 2019



\*At least one day during the 30 days before the survey  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

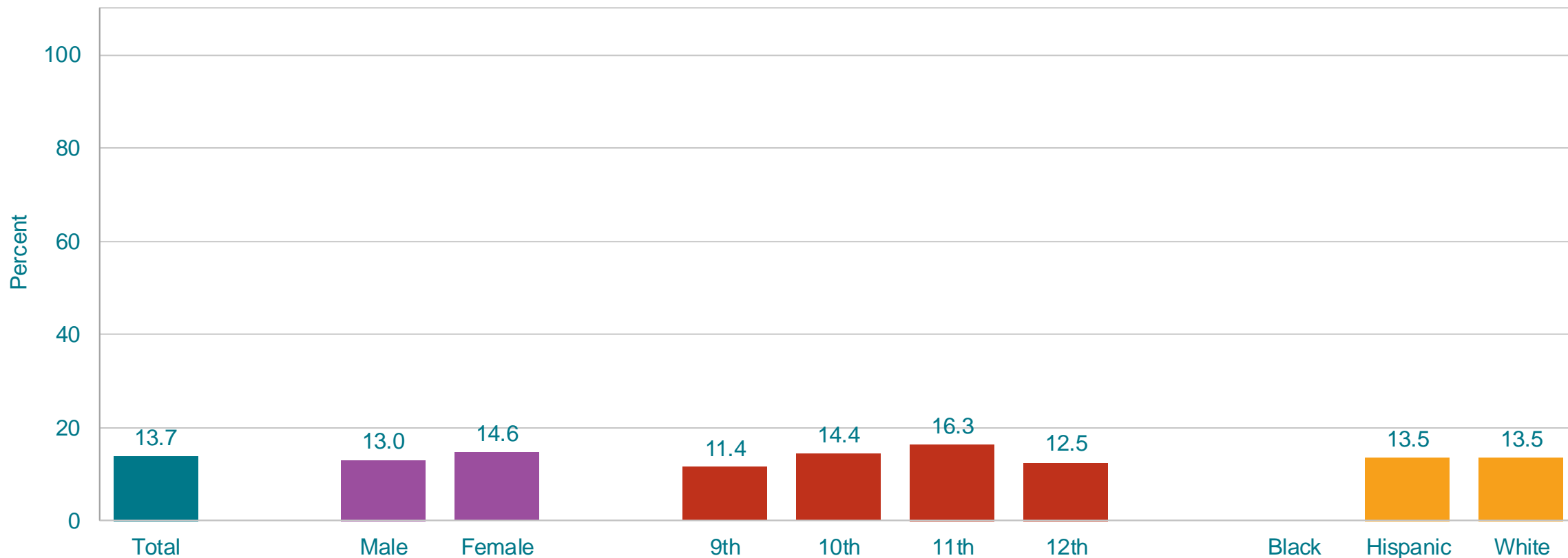
# Percentage of High School Students Who Did Not Go to School Because They Were Sick or in Pain,\* 2017-2019<sup>†</sup>



\*At least one day during the 30 days before the survey

<sup>†</sup>Increased 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Have Physical Disabilities or Long-Term Health Problems,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*Meaning 6 months or more

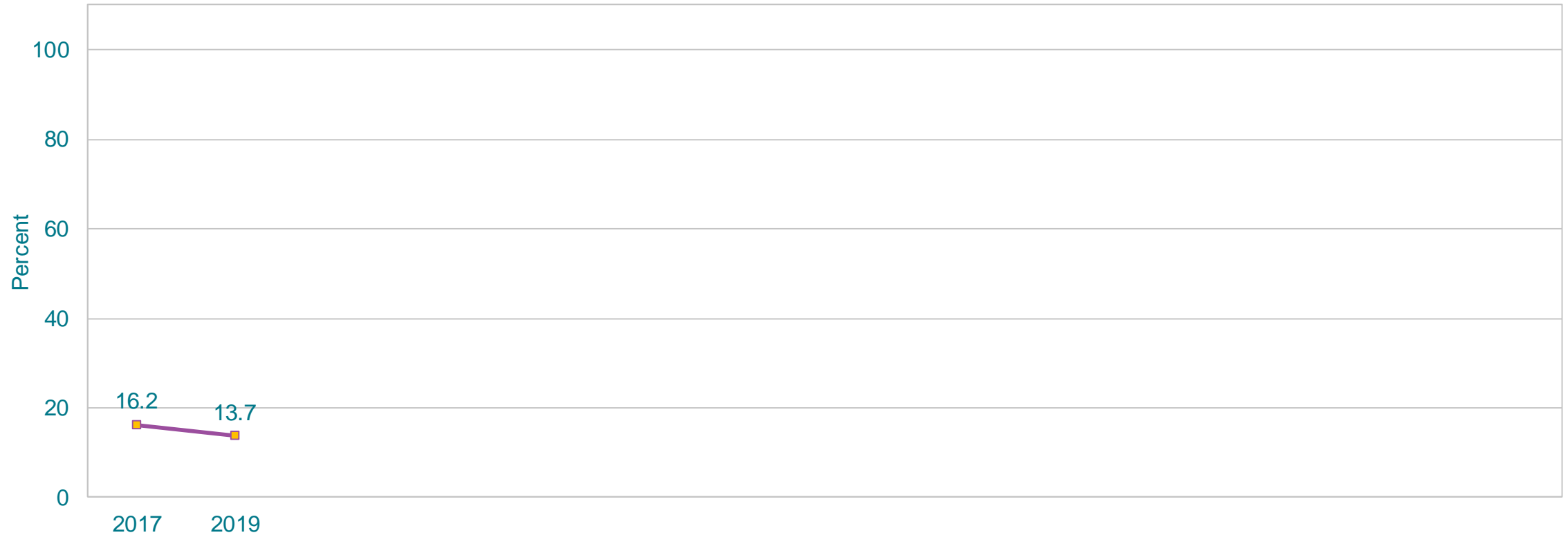
†10th > 9th, 11th > 9th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

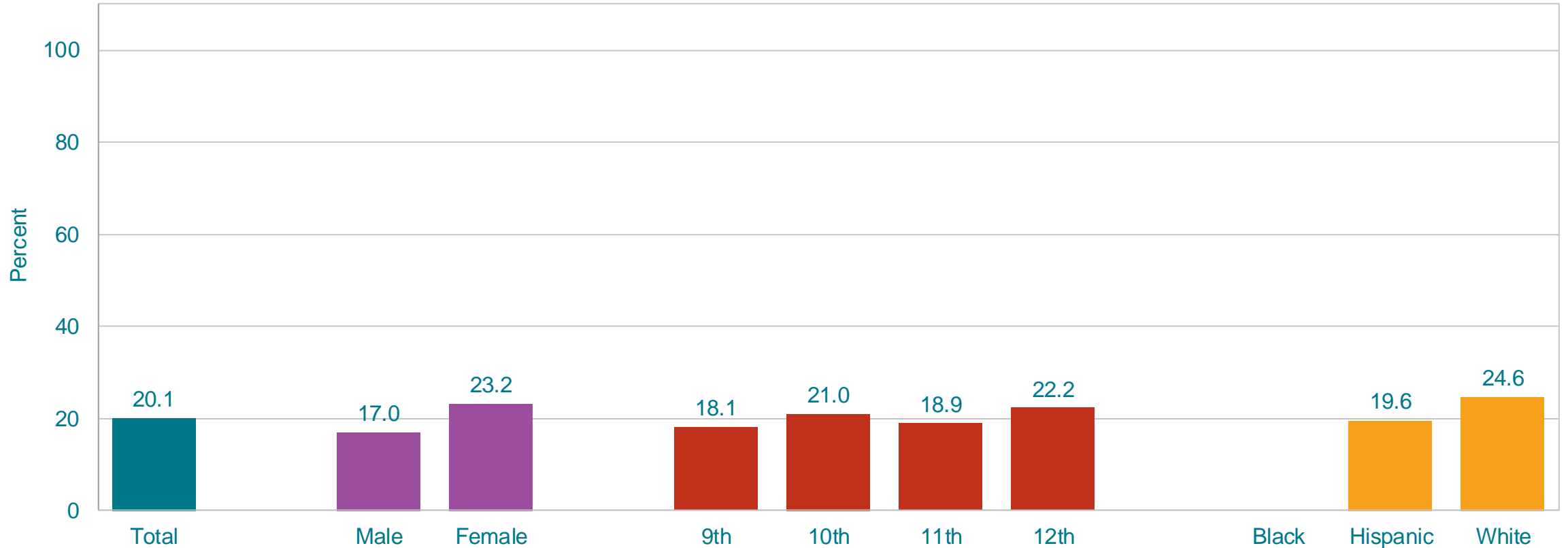
# Percentage of High School Students Who Have Physical Disabilities or Long-Term Health Problems,\* 2017-2019†



\*Meaning 6 months or more

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Have Long-Term Emotional Problems or Learning Disabilities,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*Meaning 6 months or more

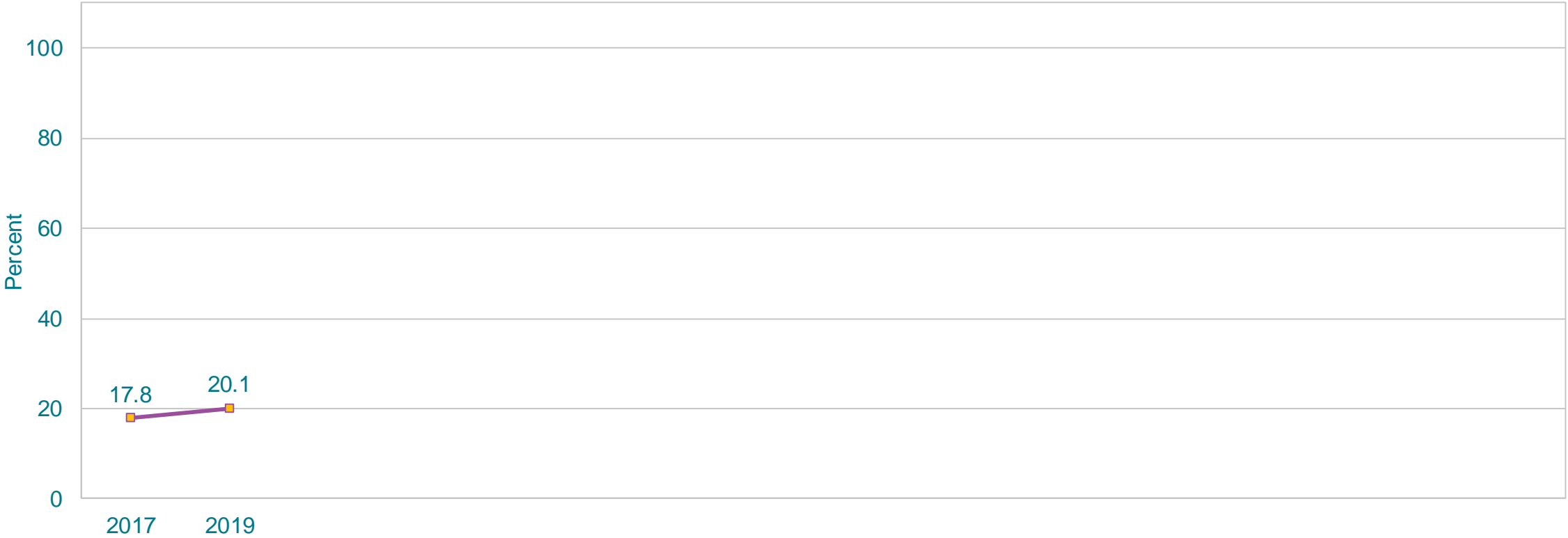
†F > M; W > H (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

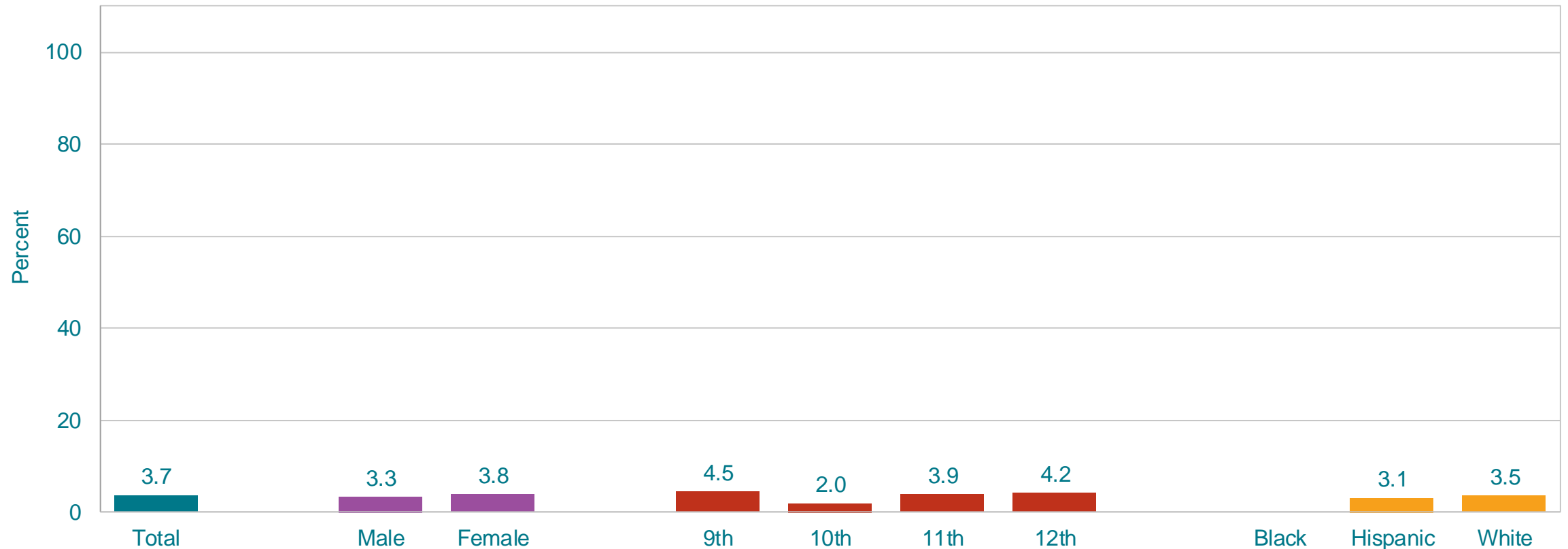
# Percentage of High School Students Who Have Long-Term Emotional Problems or Learning Disabilities,\* 2017-2019†



\*Meaning 6 months or more

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

# Percentage of High School Students Who Most of the Time or Always Went Hungry Because There Was Not Enough Food in Their Home,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*During the 30 days before the survey

†9th > 10th (Based on t-test analysis,  $p < 0.05$ .)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.