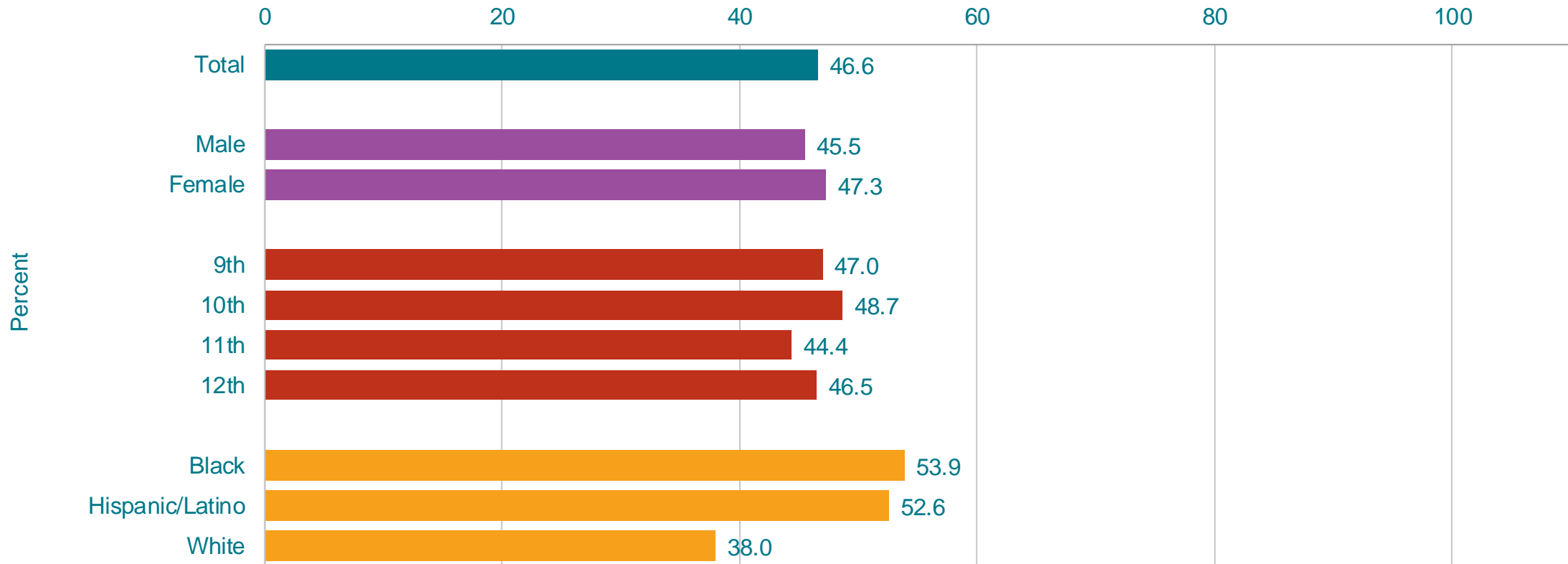


# Percentage of High School Students Who Did Not Always Wear a Seat Belt,\* by Sex, Grade, and Race/Ethnicity,† 2021



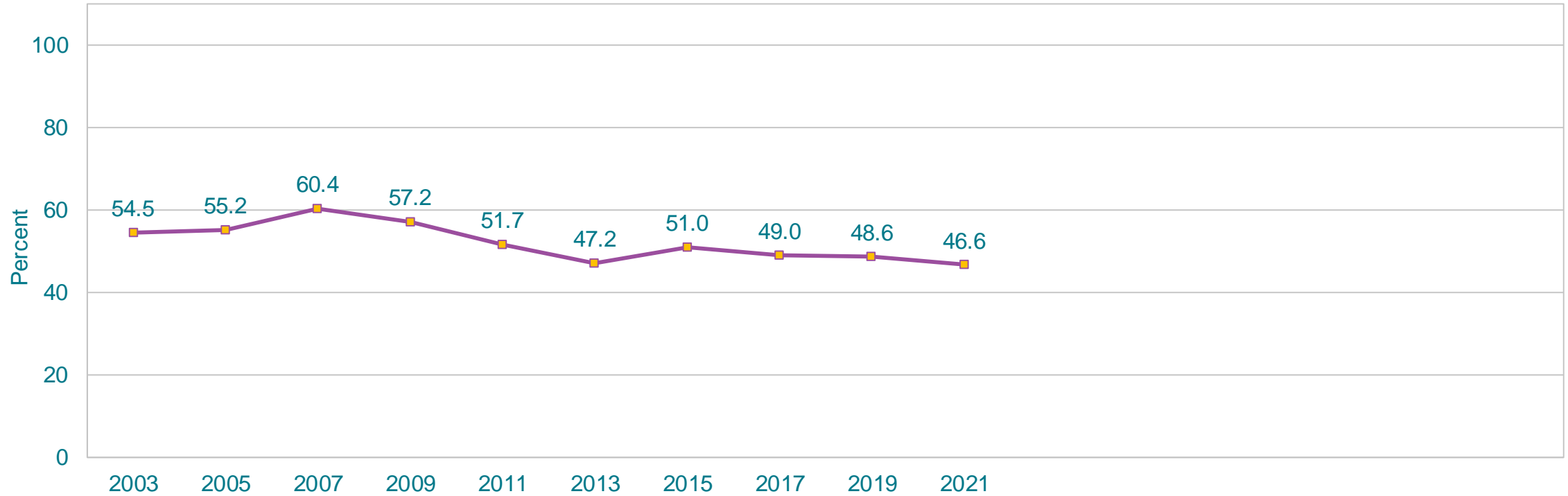
\*When riding in a car driven by someone else

†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 Always Wear a Seat Belt,\* 2003-2021†

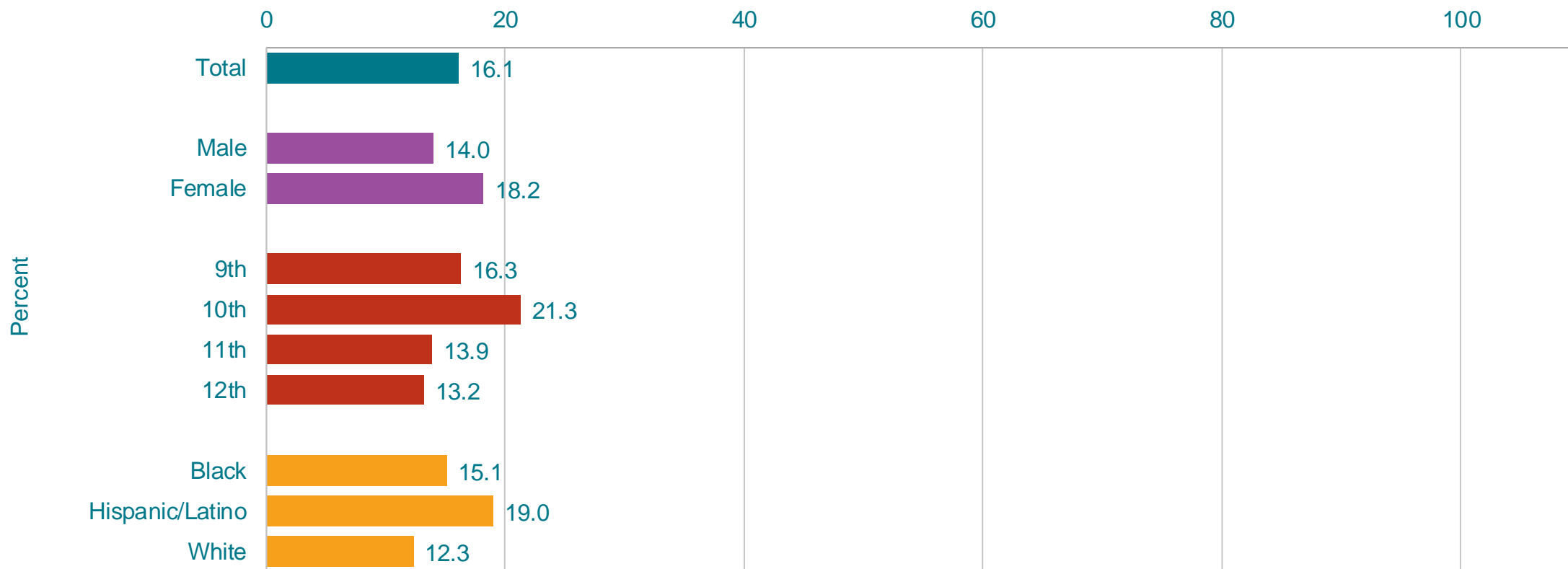


\*When riding in a car driven by someone else

†Decreased 2003-2021 [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,† 2021



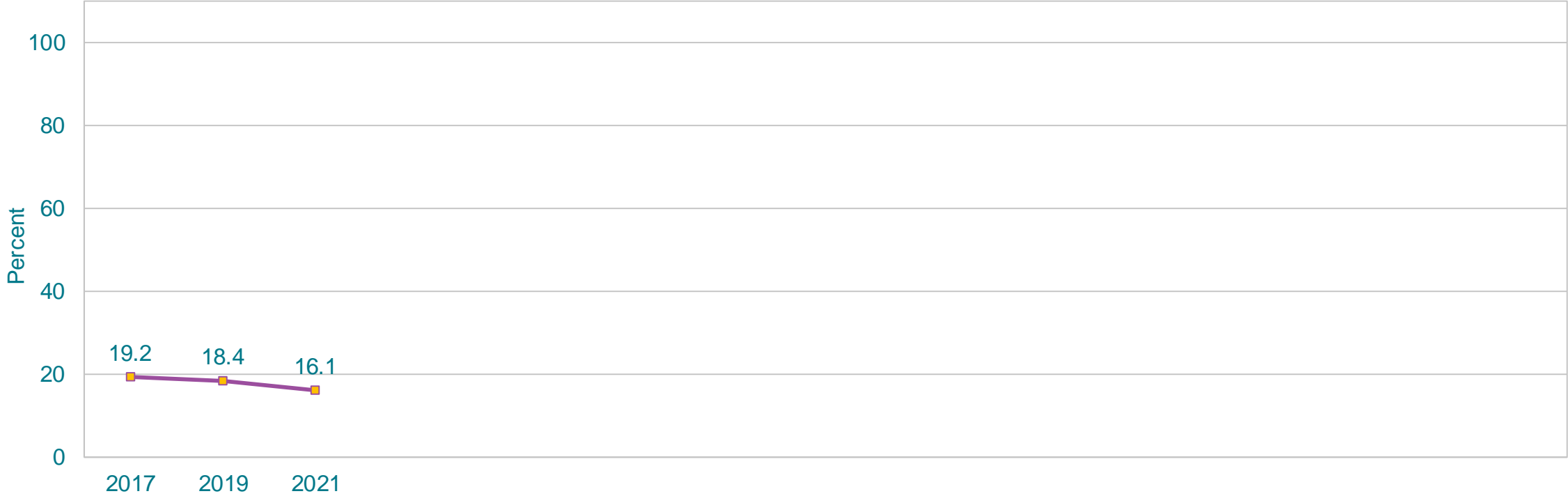
\*In a car or other vehicle, one or more times during the 30 days before the survey

†10th > 11th, 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.

This graph contains weighted results.

# Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,\* 2017-2021†

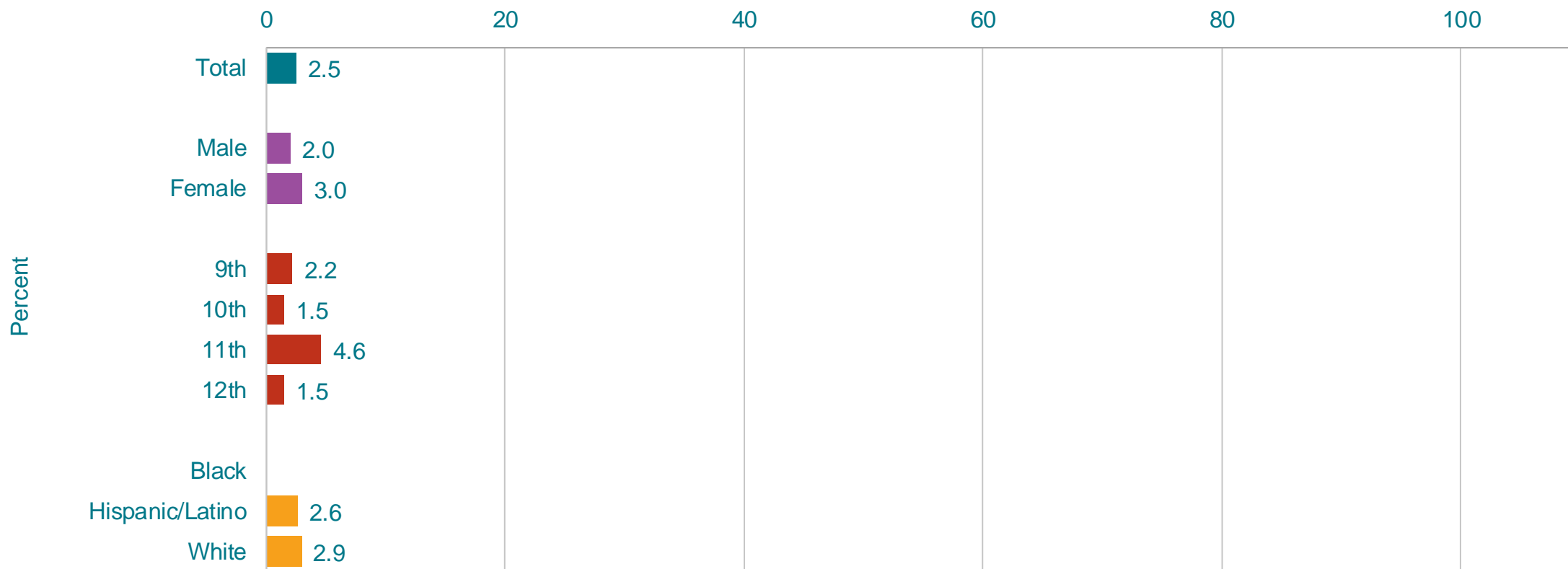


\*In a car or other vehicle, one or more times during the 30 days before the survey

†No change 2017-2021 [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, 2021



\*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

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

Missing bar indicates fewer than 30 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,\* 2013-2021†

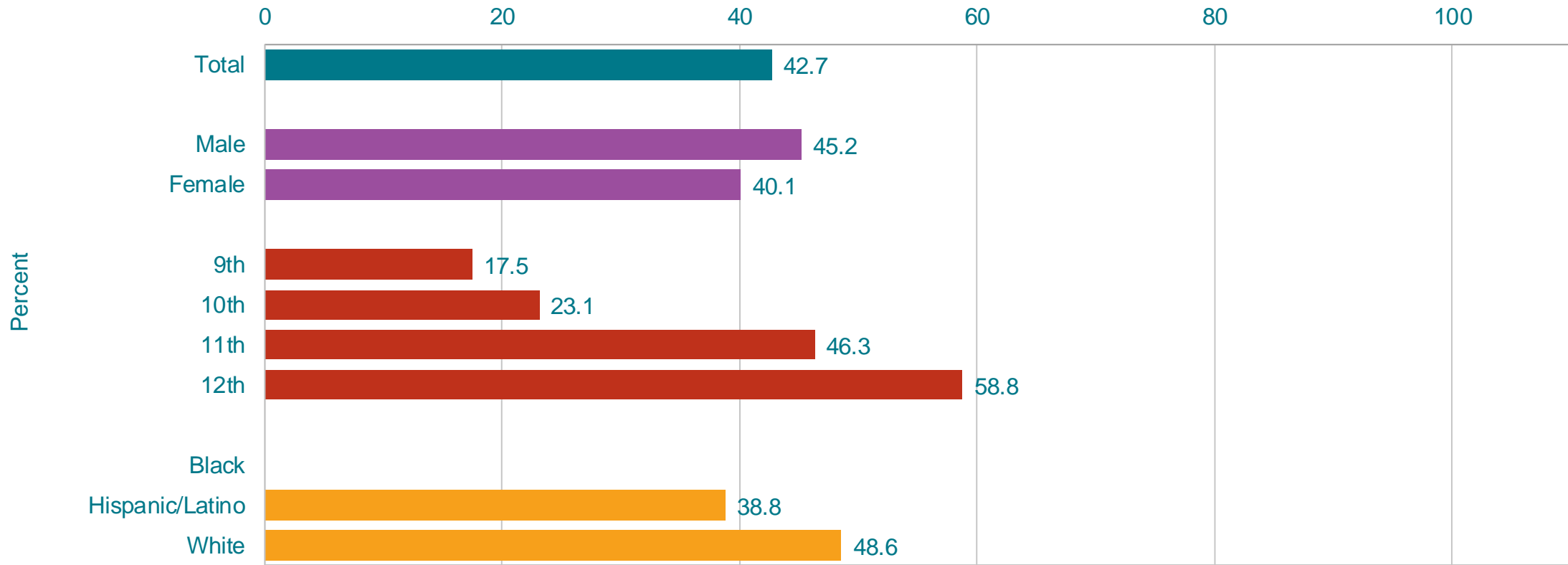


\*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†Decreased 2013-2021 [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, 2021



\*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

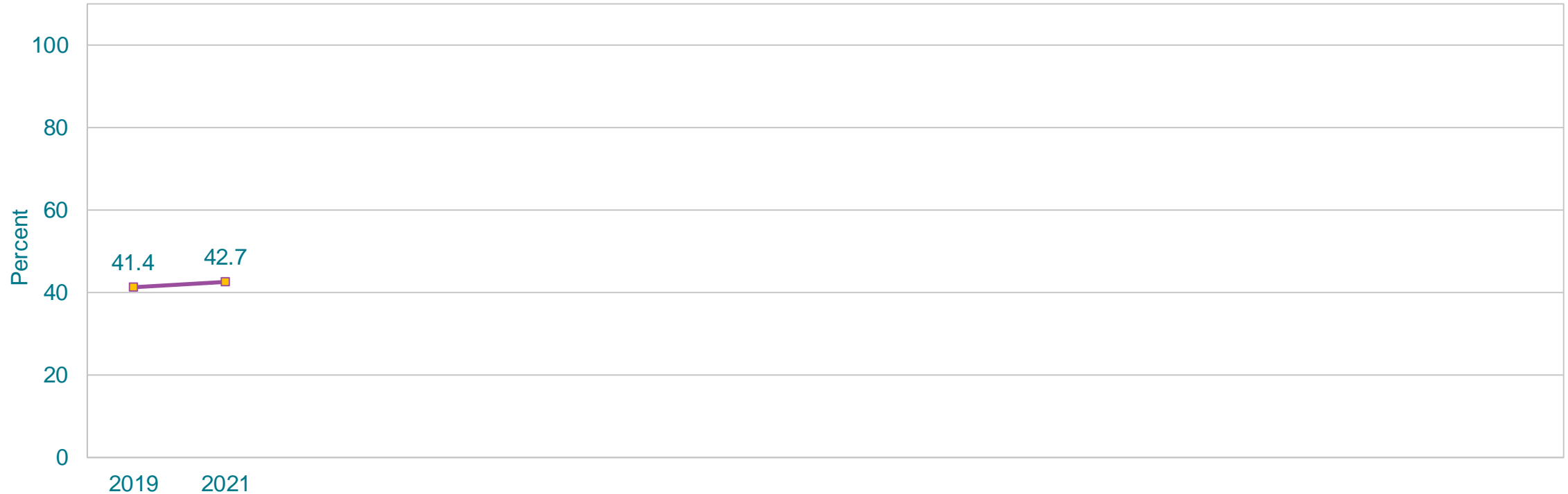
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,\* 2019-2021†



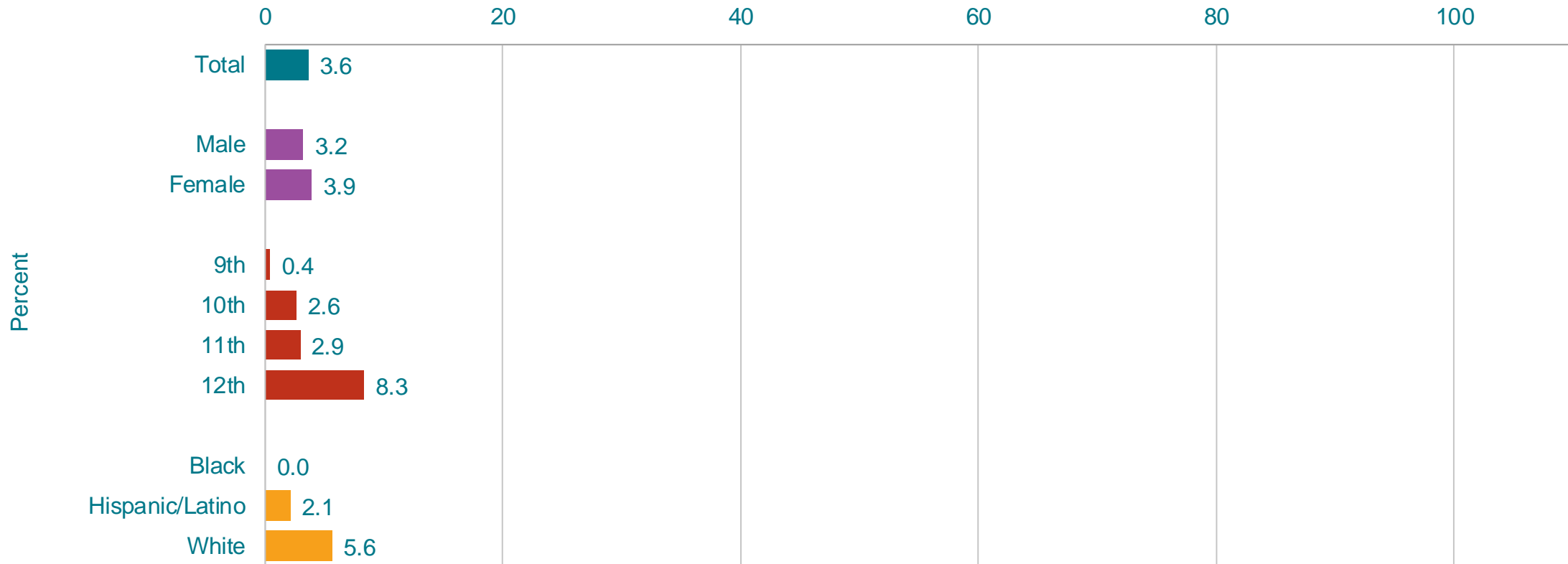
\*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†No change 2019-2021 [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 Carried a Weapon on School Property,\* by Sex,† Grade,† and Race/Ethnicity,† 2021



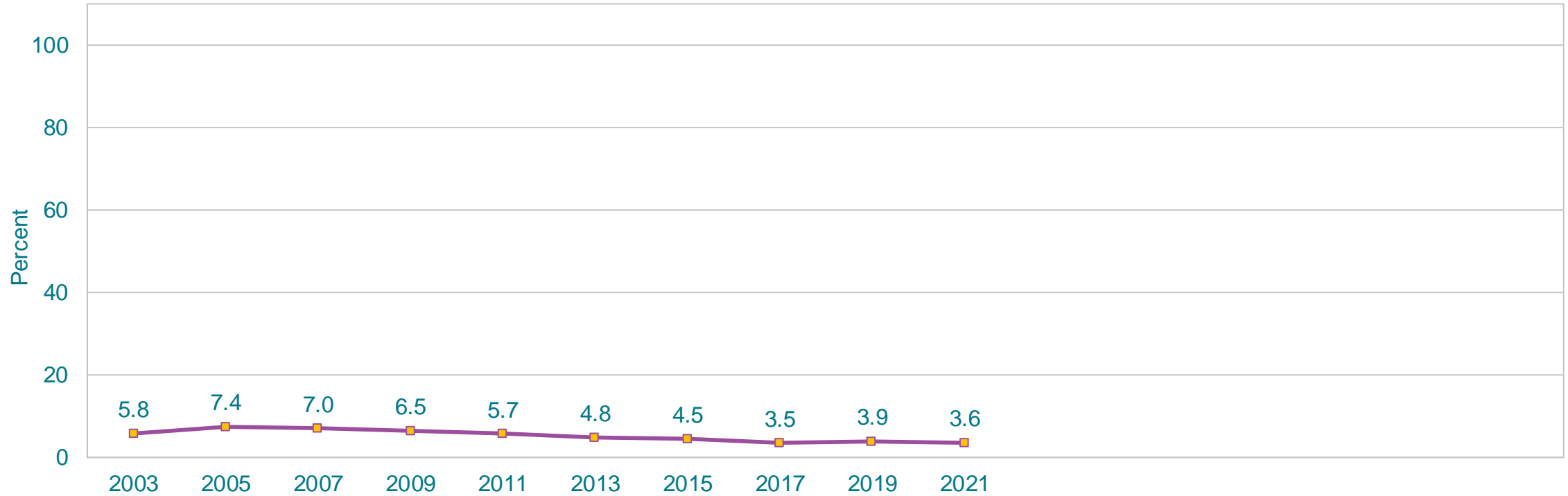
\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†F > M; 11th > 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 Carried a Weapon on School Property,\* 2003-2021†

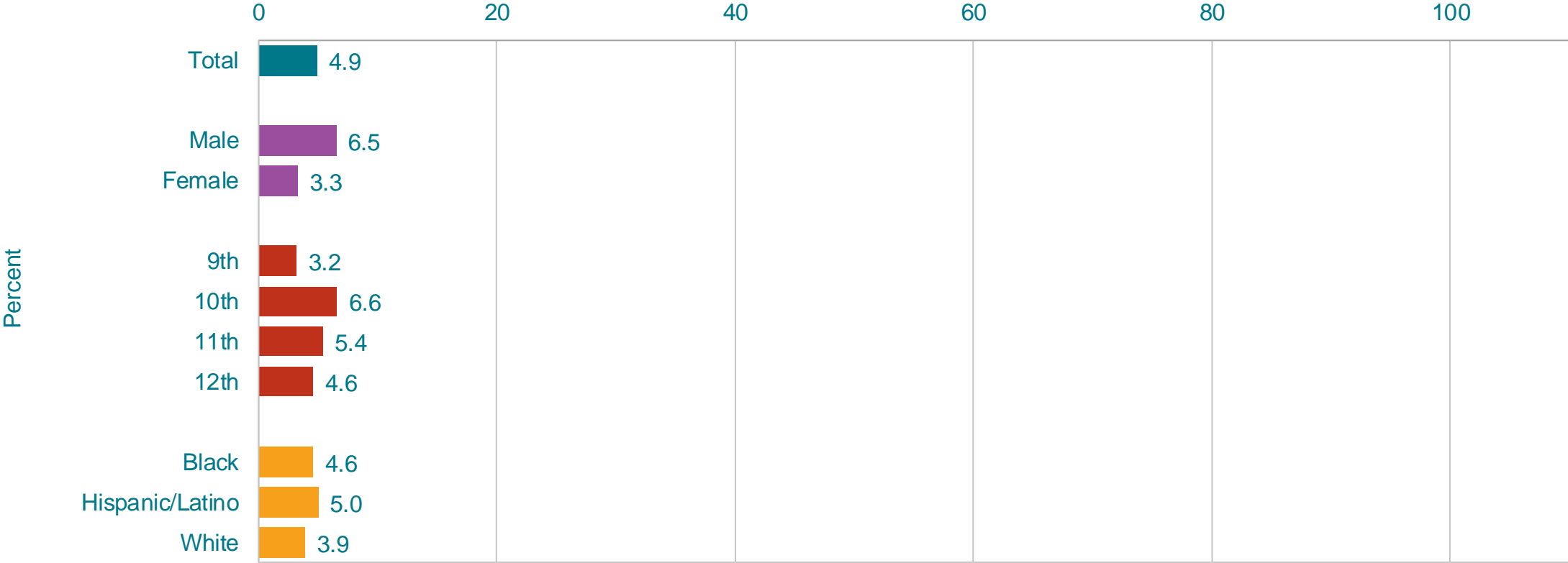


\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Decreased 2003-2021 [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, 2021



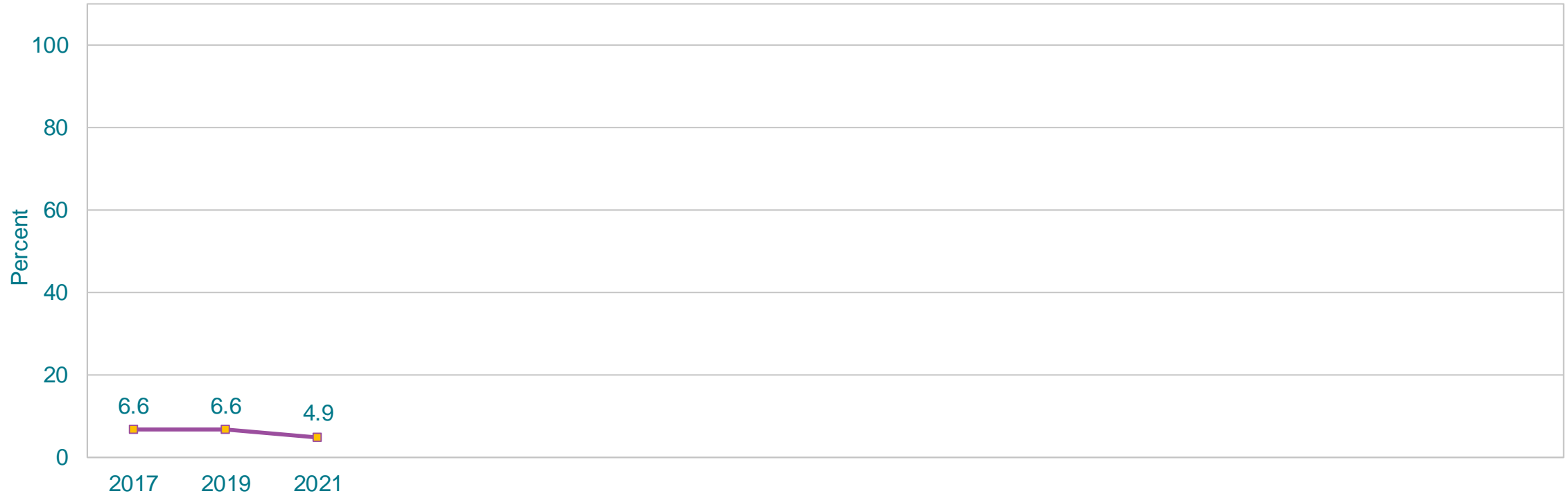
\*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey

†M > F (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 Carried a Gun,\* 2017-2021†



\*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 2017-2021 [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,<sup>†</sup> Grade, and Race/Ethnicity, 2021



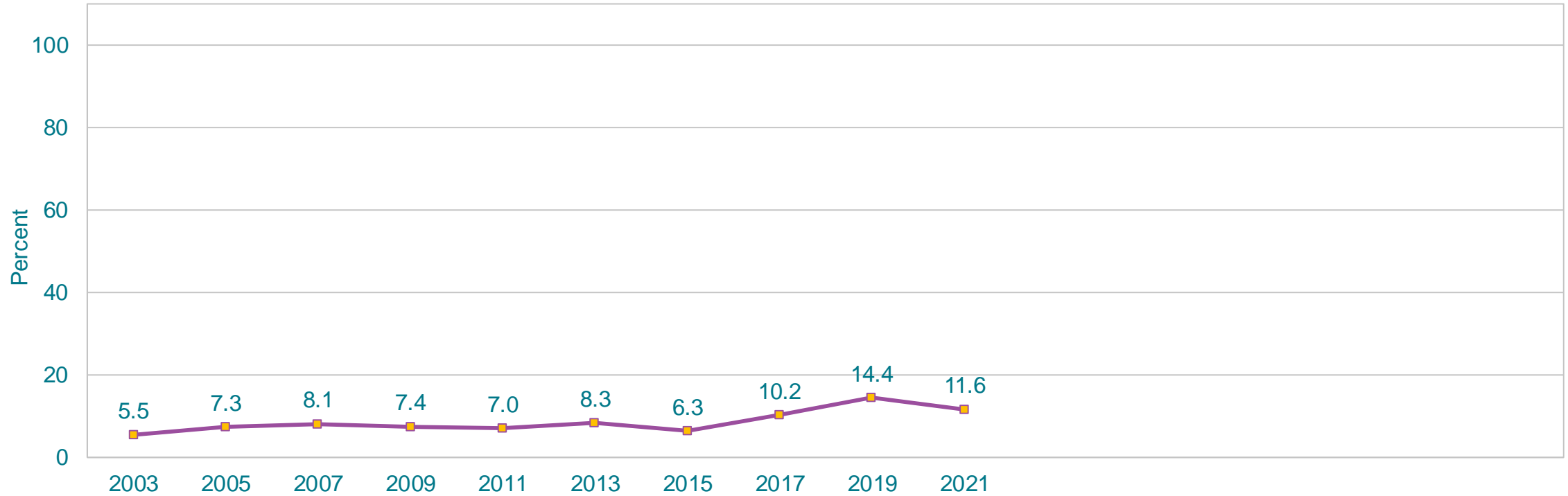
\*On at least 1 day during the 30 days before the survey

<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.

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,\* 2003-2021†



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

†Increased 2003-2021, no change 2003-2015, increased 2015-2021 [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).]

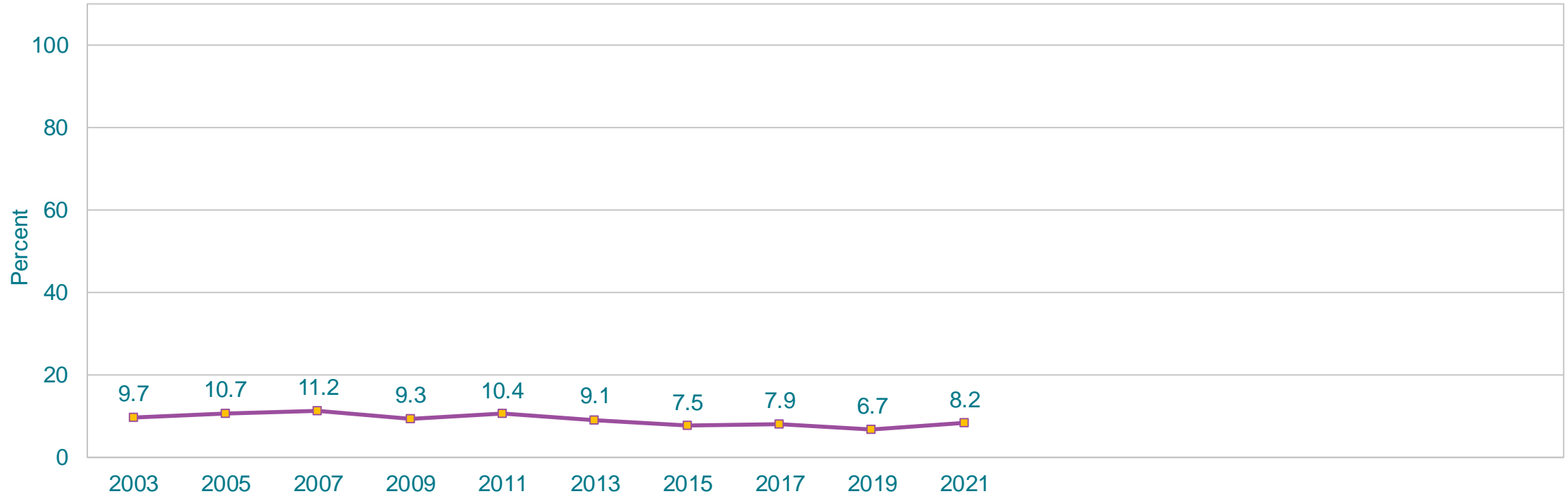
This graph contains weighted results.

# Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* by Sex, Grade, and Race/Ethnicity, 2021



\*Such as a gun, knife, or club, one or more times 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 Were Threatened or Injured with a Weapon on School Property,\* 2003-2021†



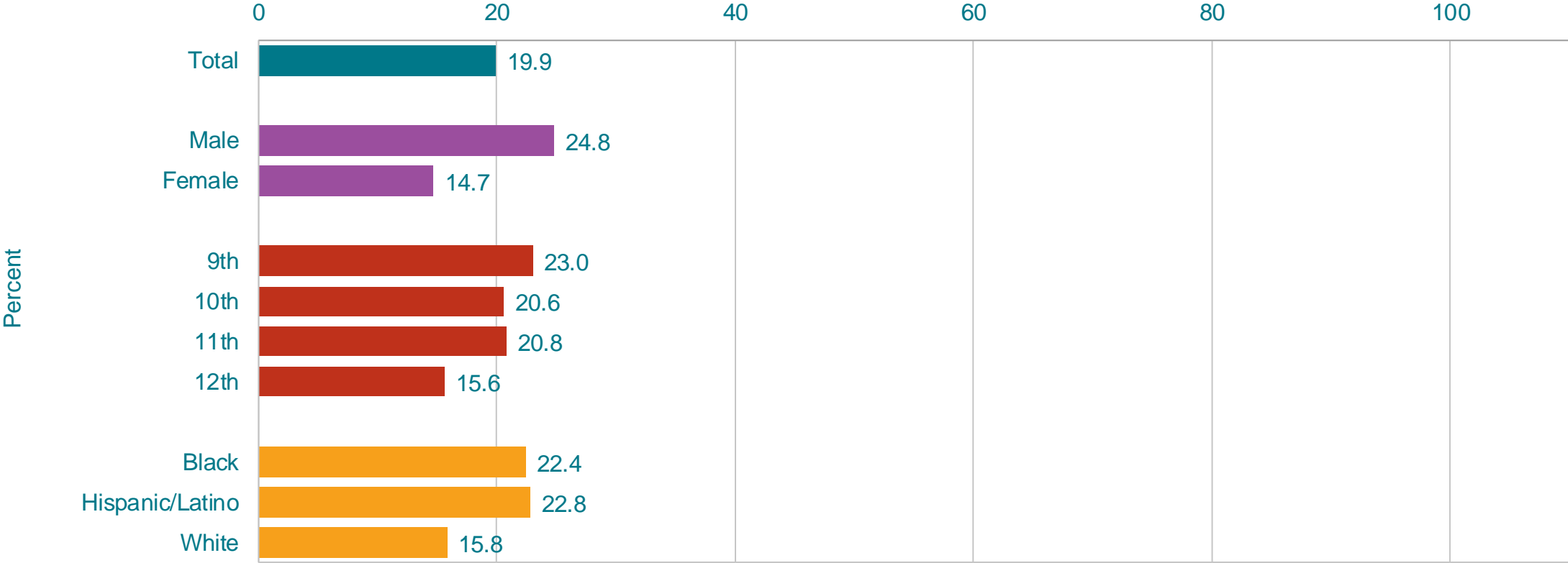
\*Such as a gun, knife, or club, one or more times during the 12 months before the survey

†Decreased 2003-2021 [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.

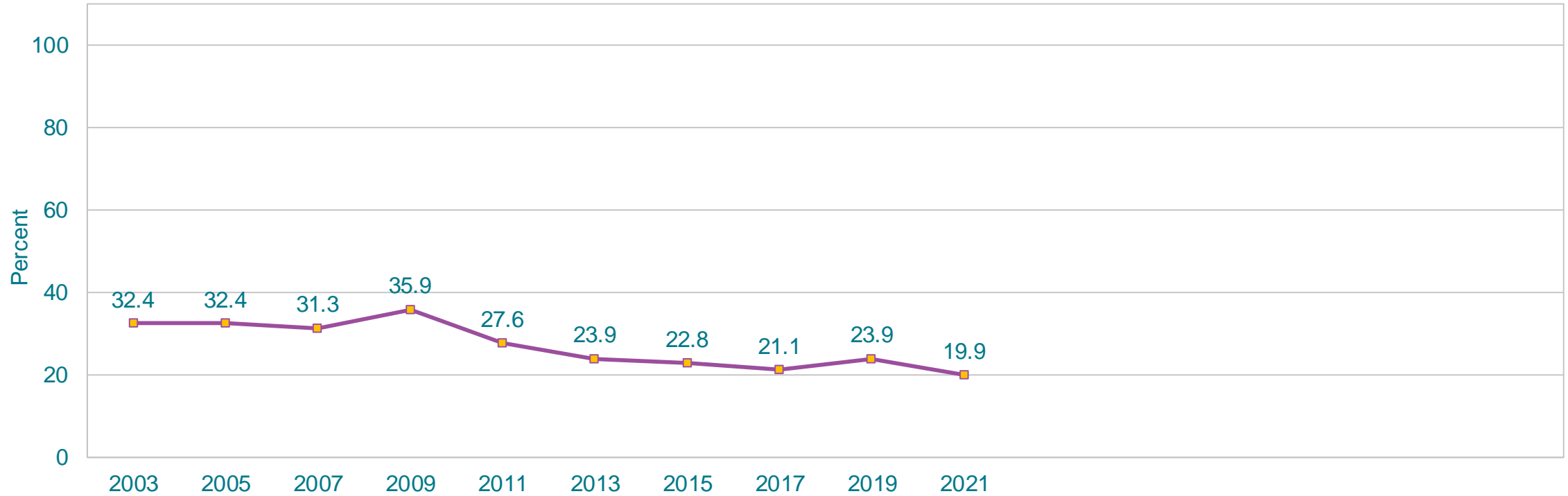


# Percentage of High School Students Who Were in a Physical Fight,\* by Sex,† Grade, and Race/Ethnicity,† 2021



\*One or more times during the 12 months 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.  
 This graph contains weighted results.

# Percentage of High School Students Who Were in a Physical Fight,\* 2003-2021†

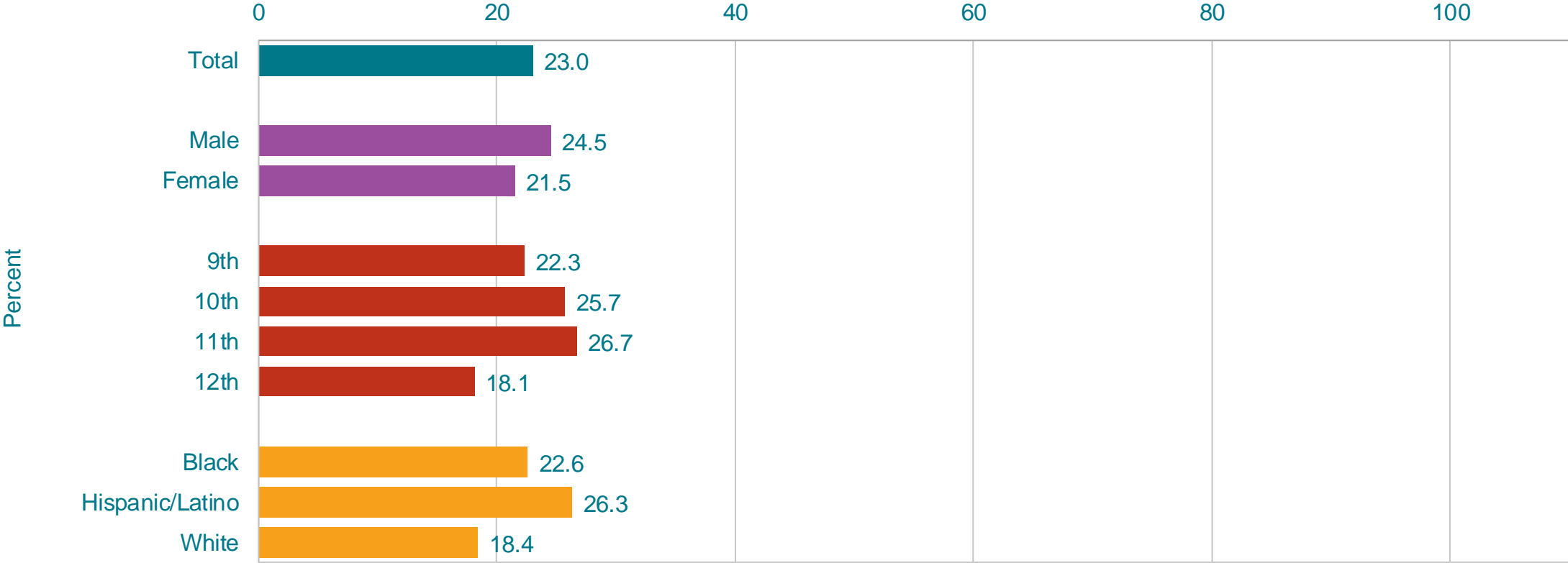


\*One or more times during the 12 months before the survey

†Decreased 2003-2021 [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 Saw Someone Get Physically Attacked, Beaten, Stabbed, or Shot in Their Neighborhood, by Sex, Grade, and Race/Ethnicity,\* 2021



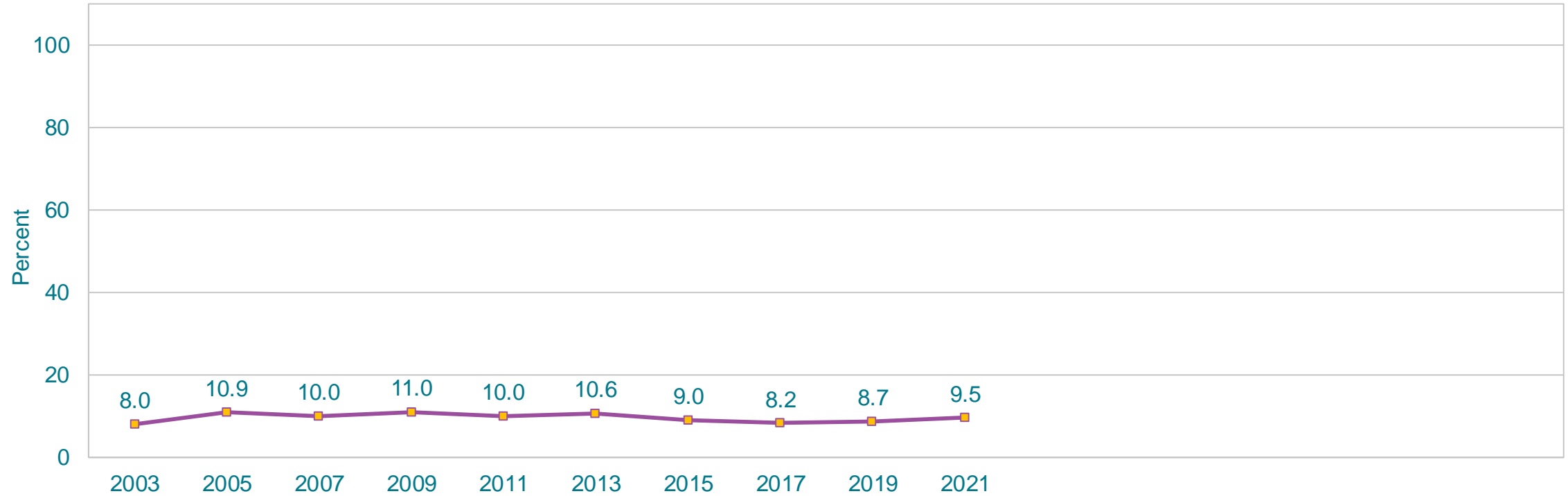
\*H > W (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* by Sex,† Grade,† and Race/Ethnicity, 2021



\*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.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* 2003-2021†



\*When they did not want to

†No change 2003-2021 [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, 2021



\*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.

This graph contains weighted results.

# Percentage of High School Students Who Experienced Sexual Violence,\* 2019-2021†

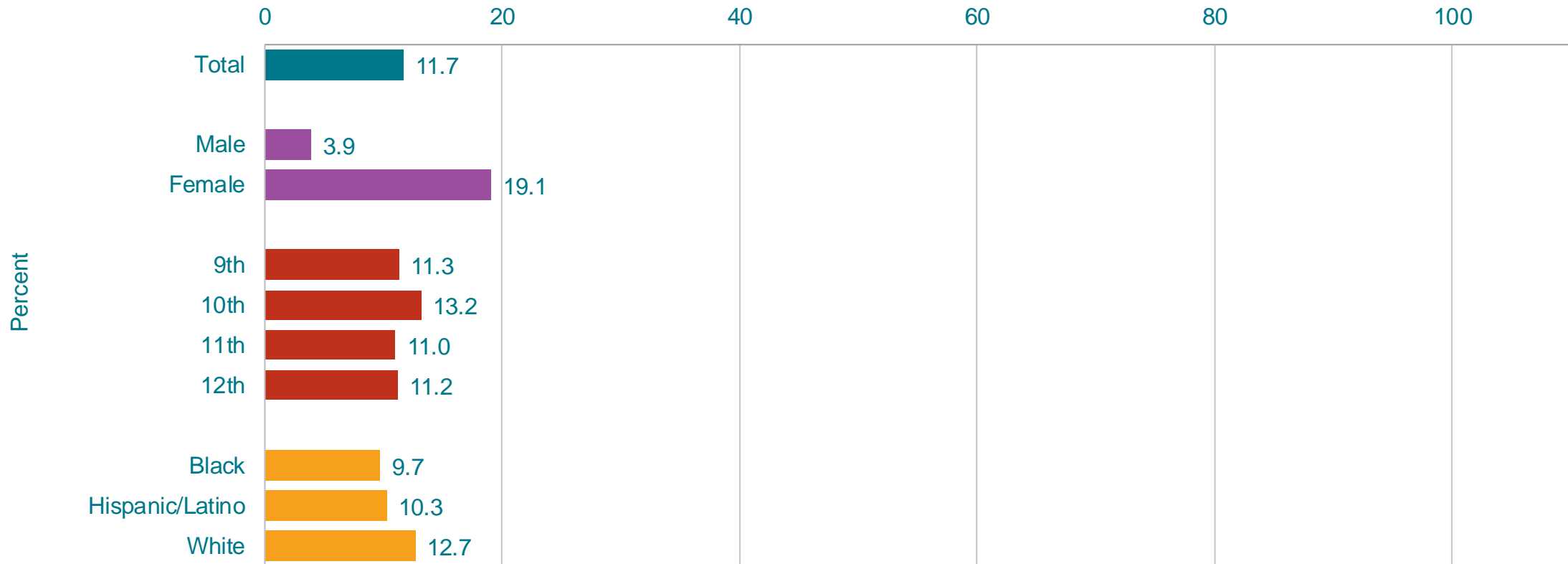


\*Being forced by anyone to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey

†No change 2019-2021 [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 Experienced Sexual Dating Violence,\* by Sex,† Grade, and Race/Ethnicity, 2021



\*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

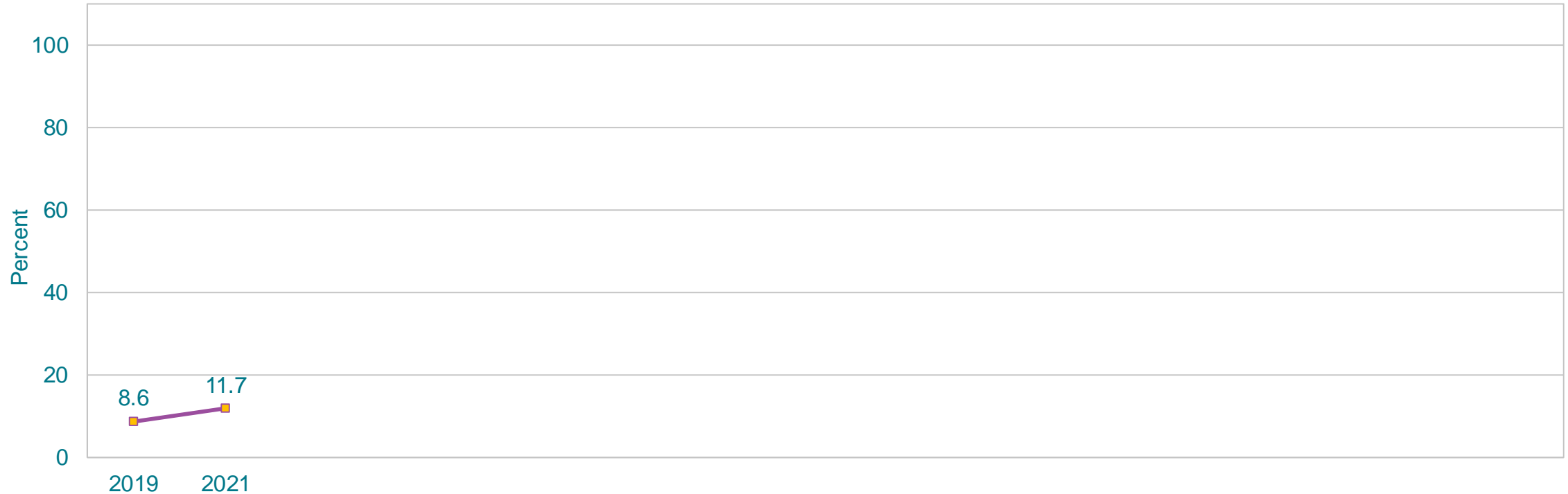
†F > M (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



# Percentage of High School Students Who Experienced Sexual Dating Violence,\* 2019-2021†



\*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

†No change 2019-2021 [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 Experienced Physical Dating Violence,\* by Sex, Grade, and Race/Ethnicity,† 2021



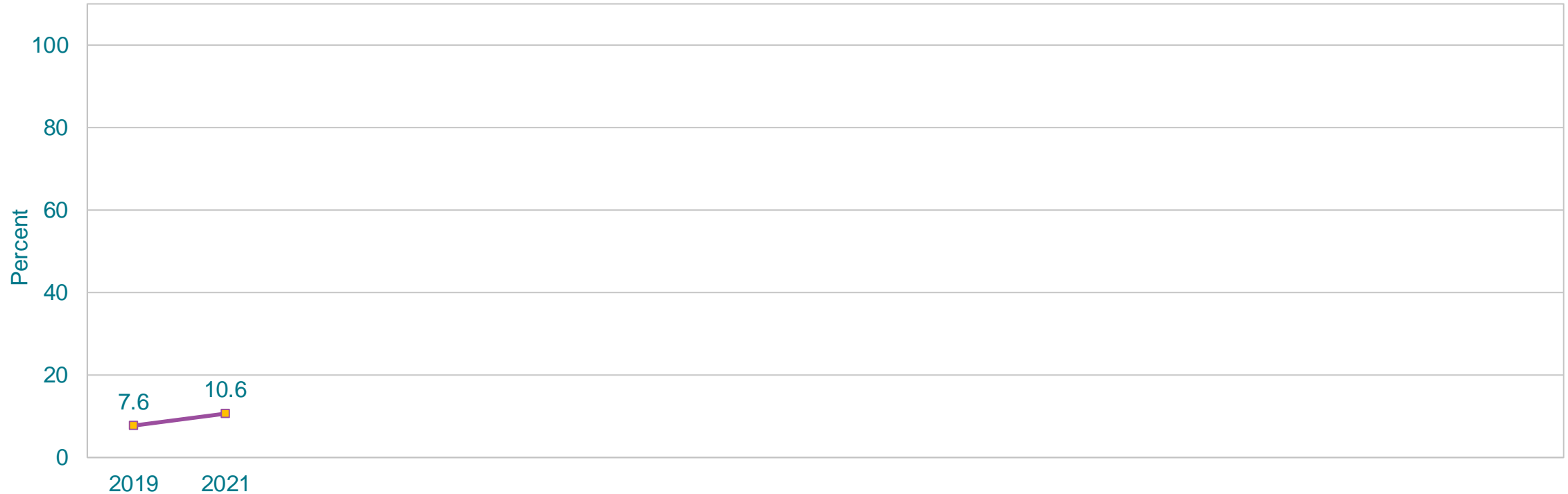
\*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months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

†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 Experienced Physical Dating Violence,\* 2019-2021†

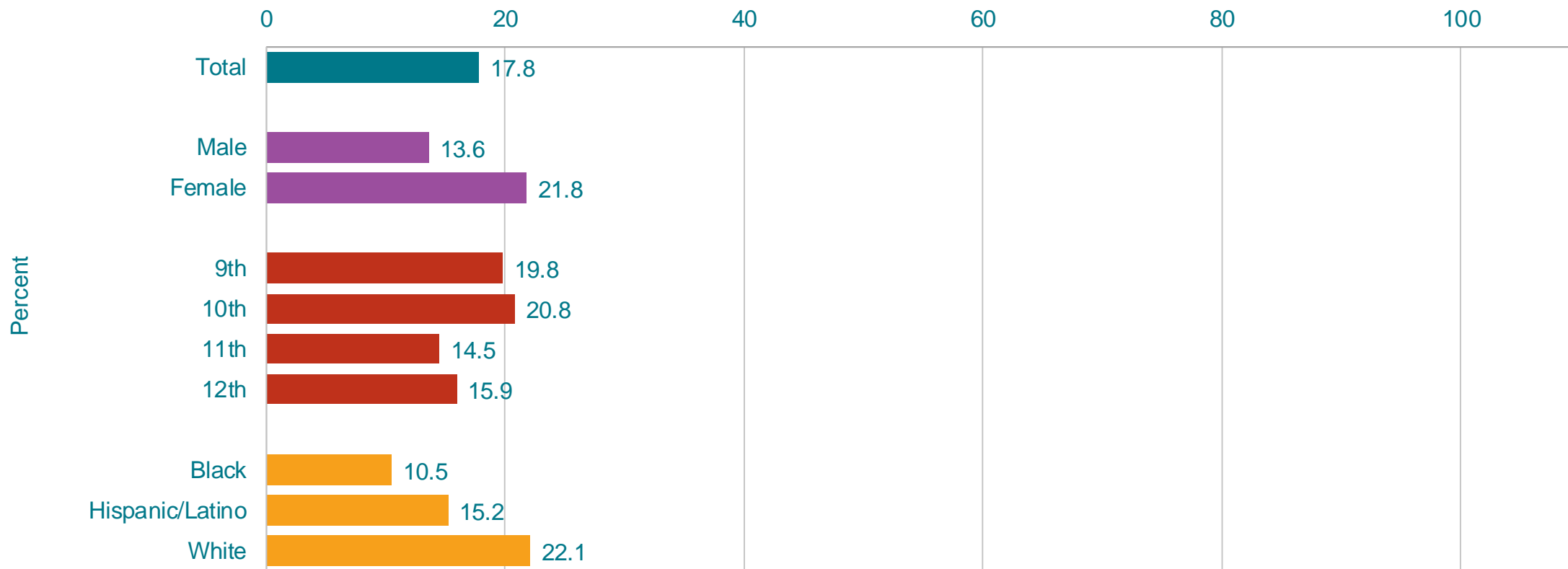


\*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months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

†No change 2019-2021 [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 Bullied on School Property,\* by Sex,† Grade, and Race/Ethnicity,† 2021



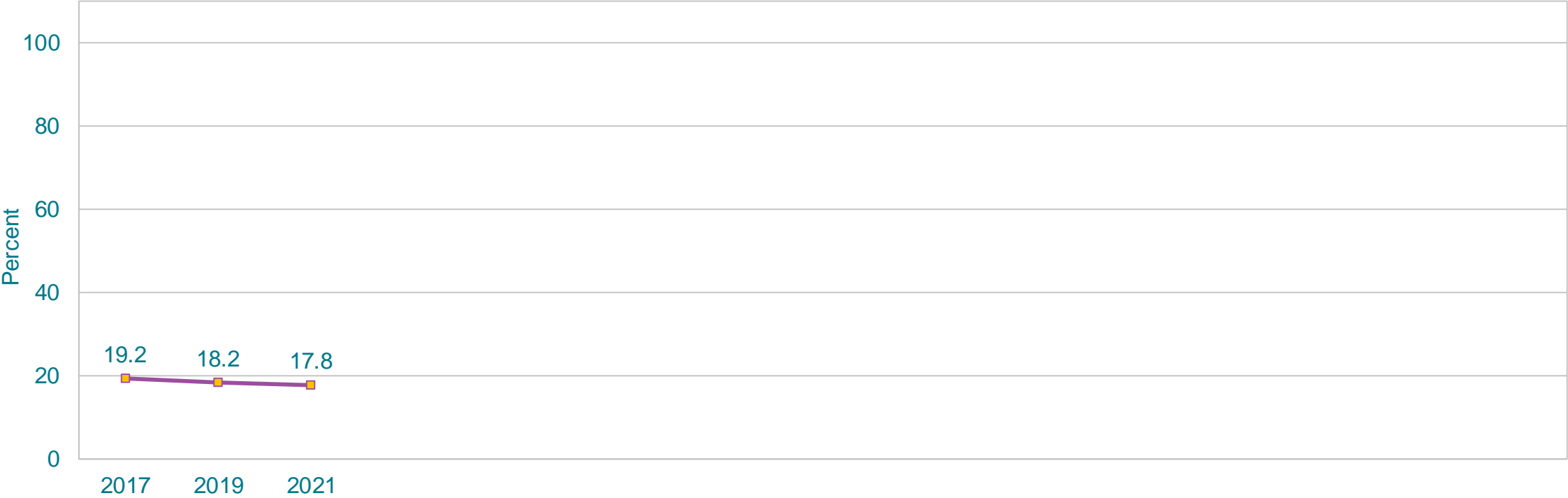
\*Ever during the 12 months before the survey

†F > M; W > B, 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,\* 2017-2021†

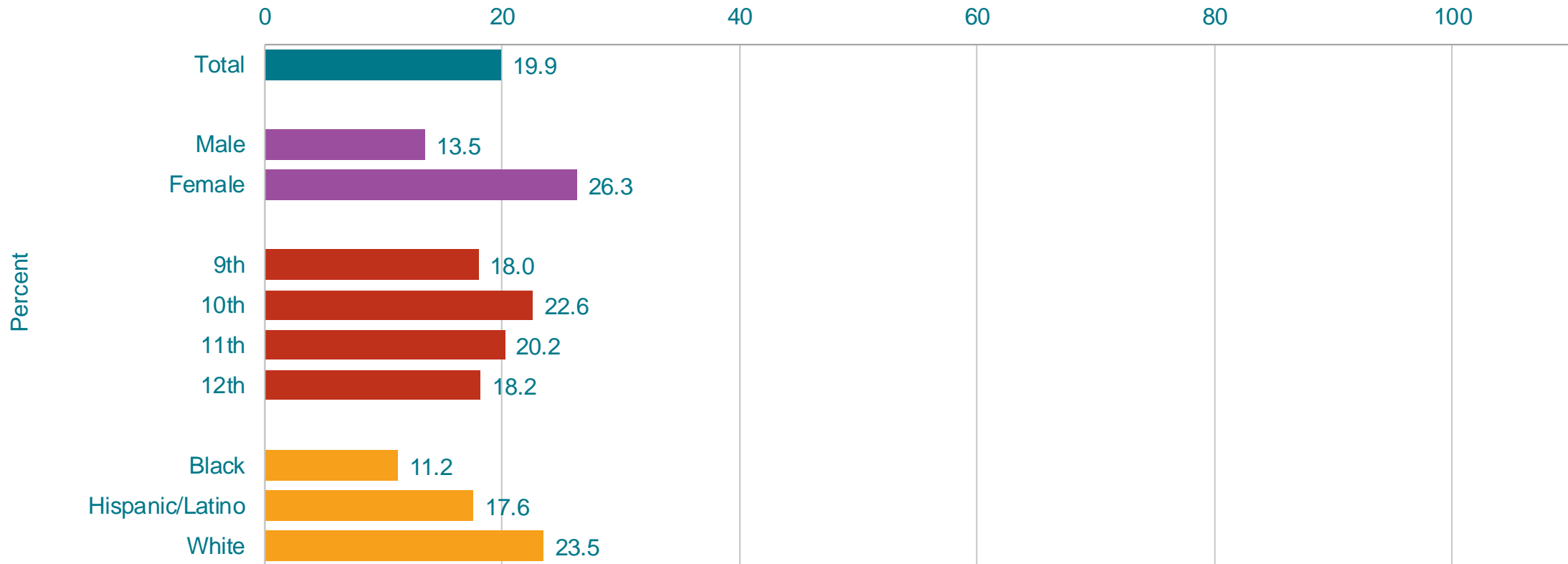


\*Ever during the 12 months before the survey

†No change 2017-2021 [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,† 2021



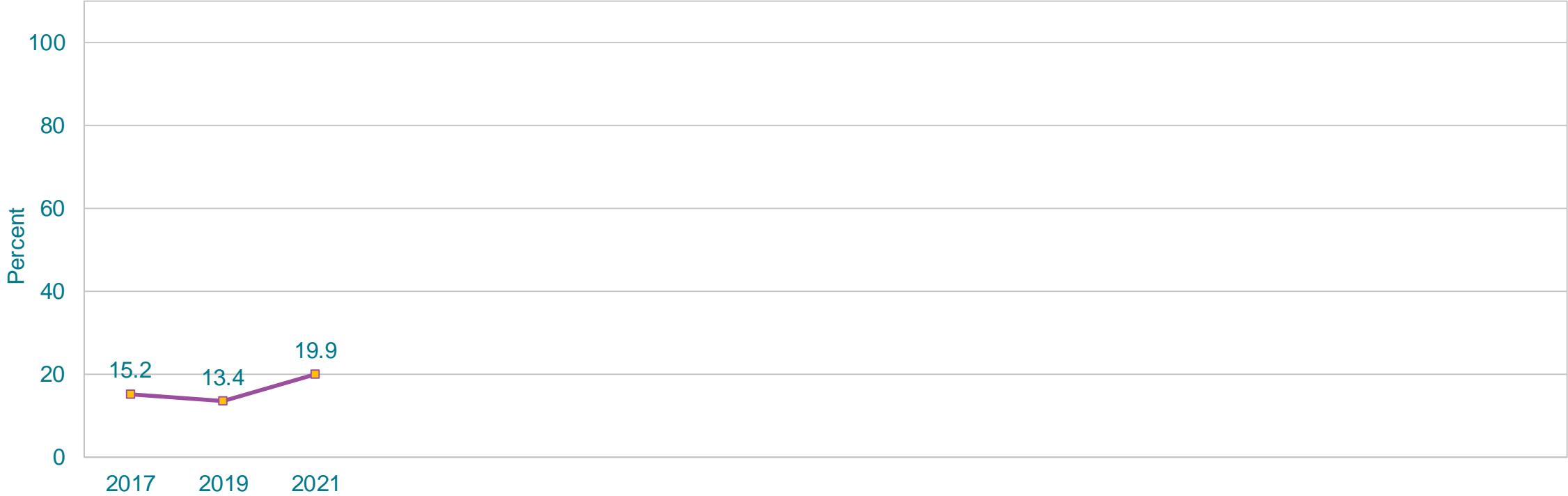
\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

†F > M; 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 Were Electronically Bullied,\* 2017-2021†

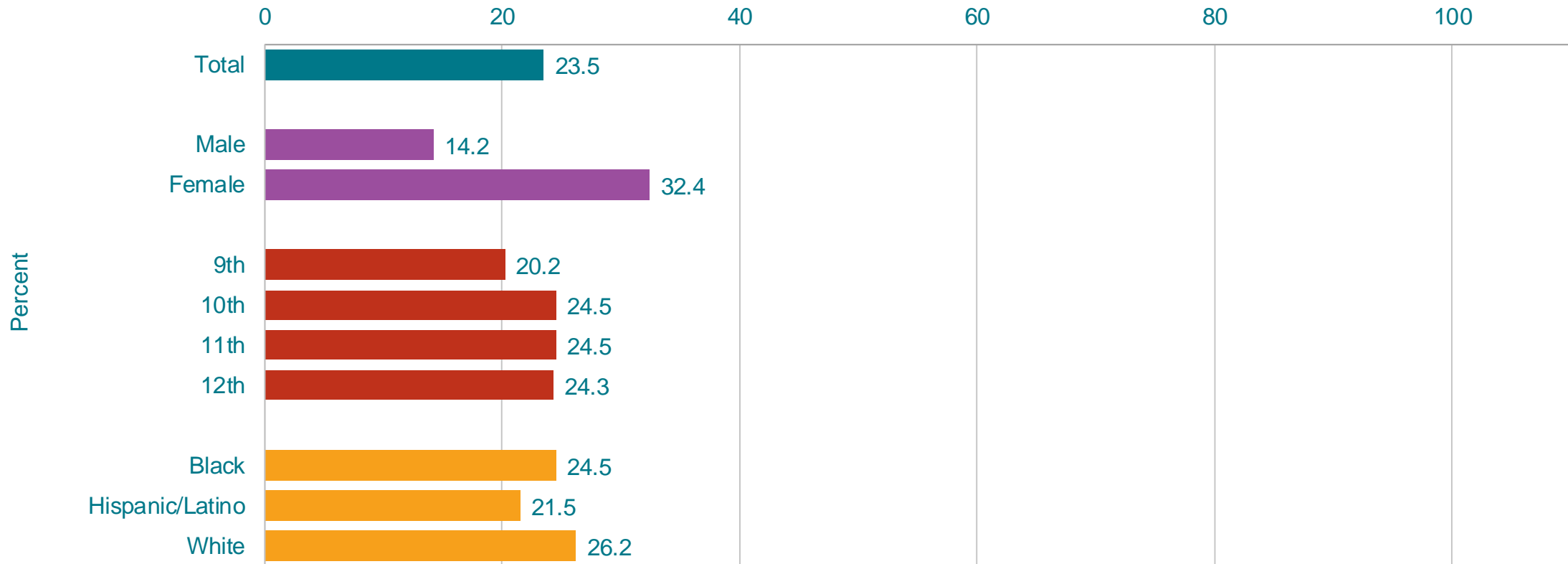


\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

†Increased 2017-2021 [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 Seriously Considered Attempting Suicide,\* by Sex,† Grade, and Race/Ethnicity,† 2021



\*During the 12 months before the survey

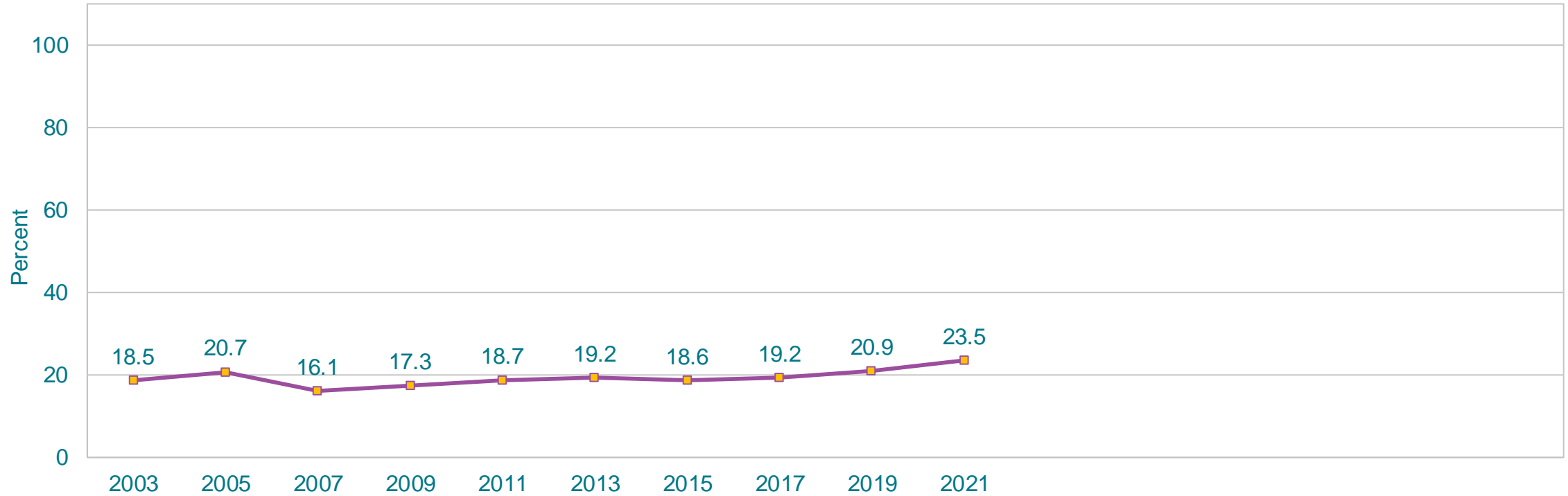
†F > M; W > H (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



# Percentage of High School Students Who Seriously Considered Attempting Suicide,\* 2003-2021†

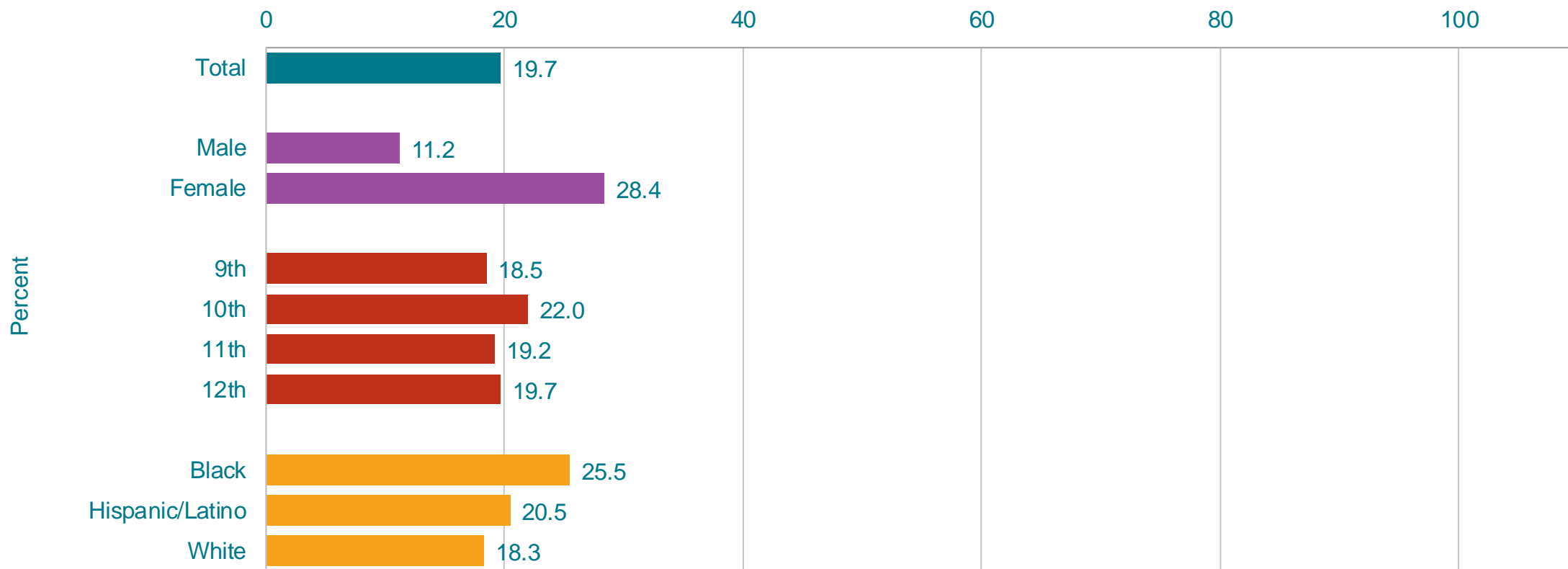


\*During the 12 months before the survey

†Increased 2003-2021, no change 2003-2017, increased 2017-2021 [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, 2021



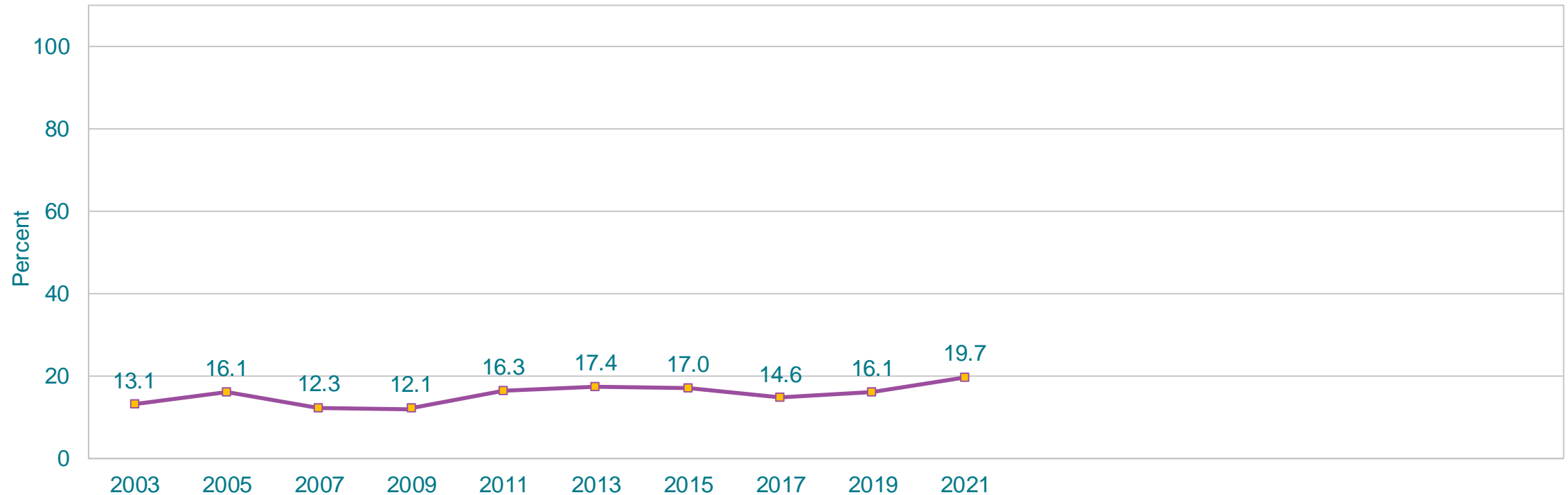
\*During the 12 months before the survey

†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.

This graph contains weighted results.

# Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,\* 2003-2021†



\*During the 12 months before the survey

†Increased 2003-2021 [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, 2021



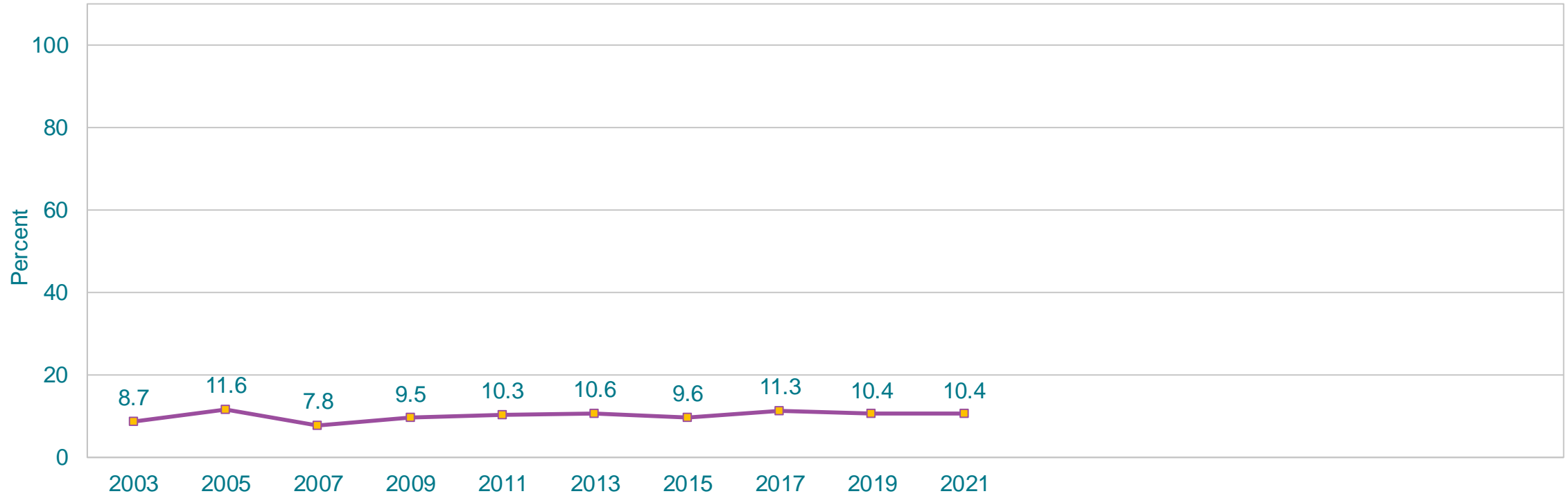
\*One or more times during the 12 months before the survey

†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.

This graph contains weighted results.

# Percentage of High School Students Who Attempted Suicide,\* 2003-2021†

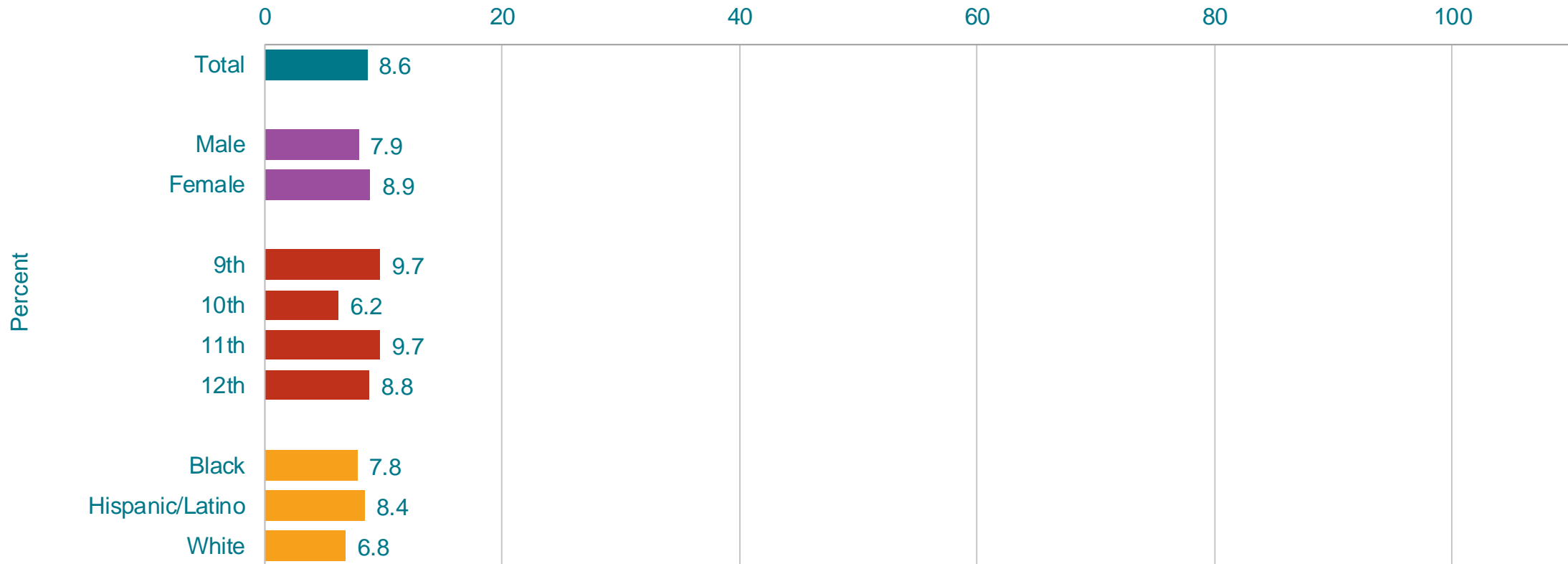


\*One or more times during the 12 months before the survey

†No change 2003-2021 [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, 2021

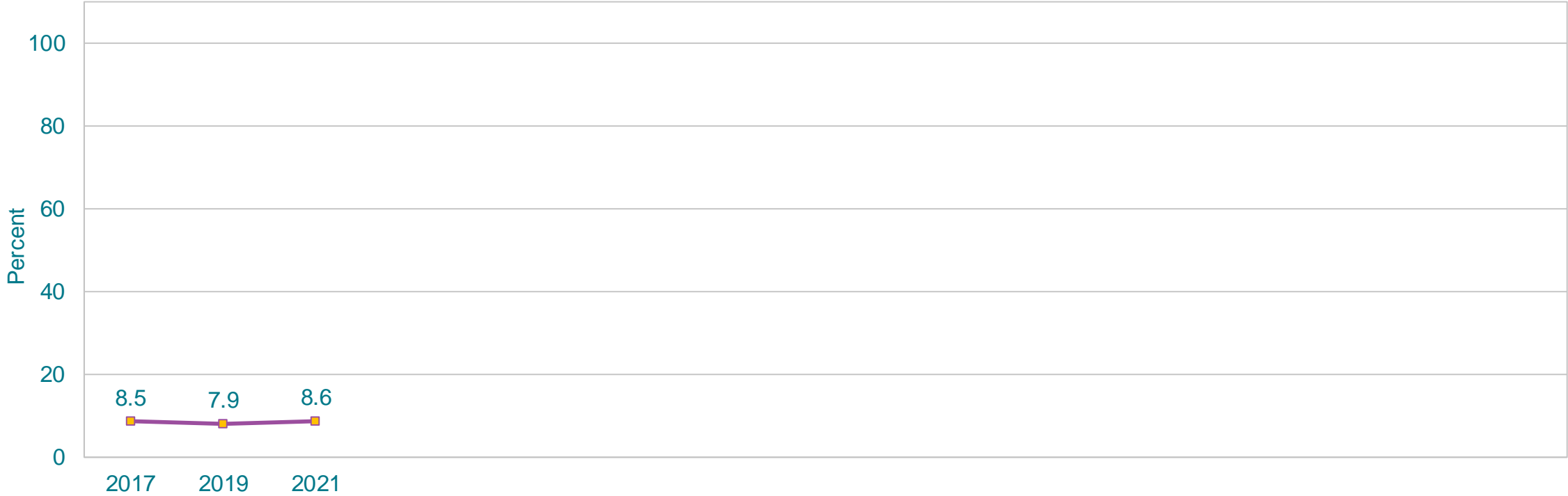


\*Even one or two puffs

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 First Tried Cigarette Smoking Before Age 13 Years,\* 2017-2021†

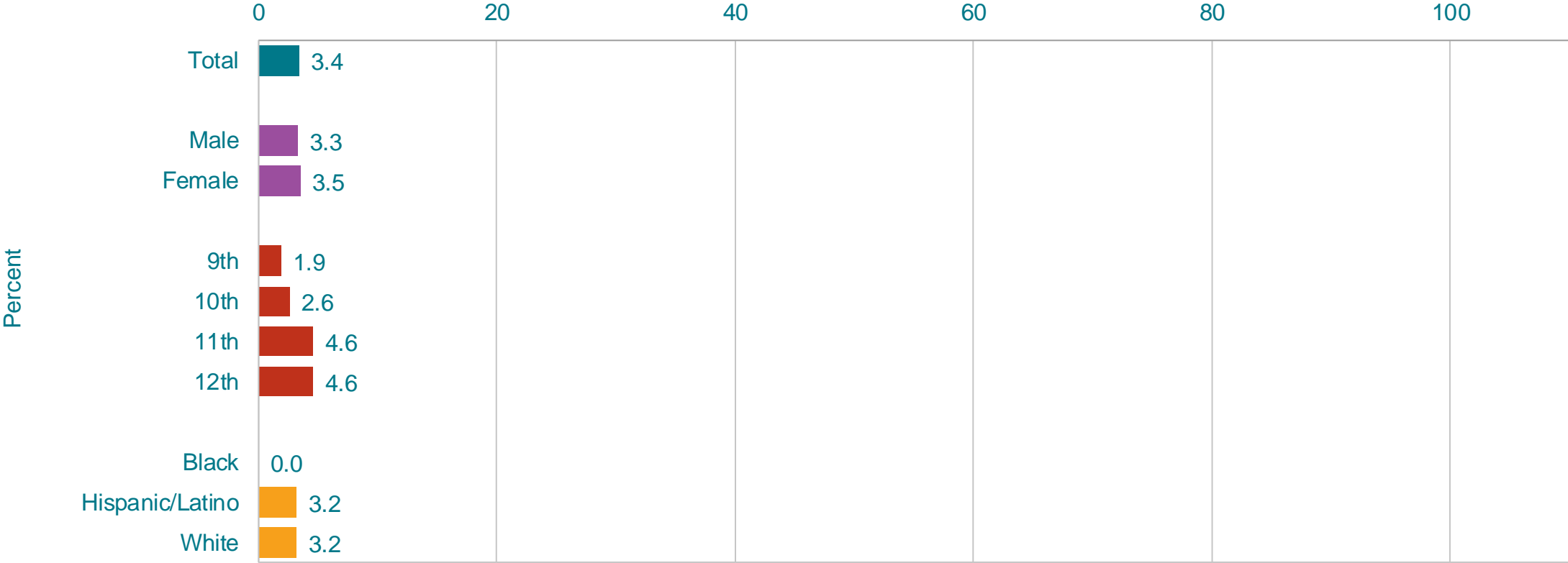


\*Even one or two puffs

†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

This graph contains weighted results.

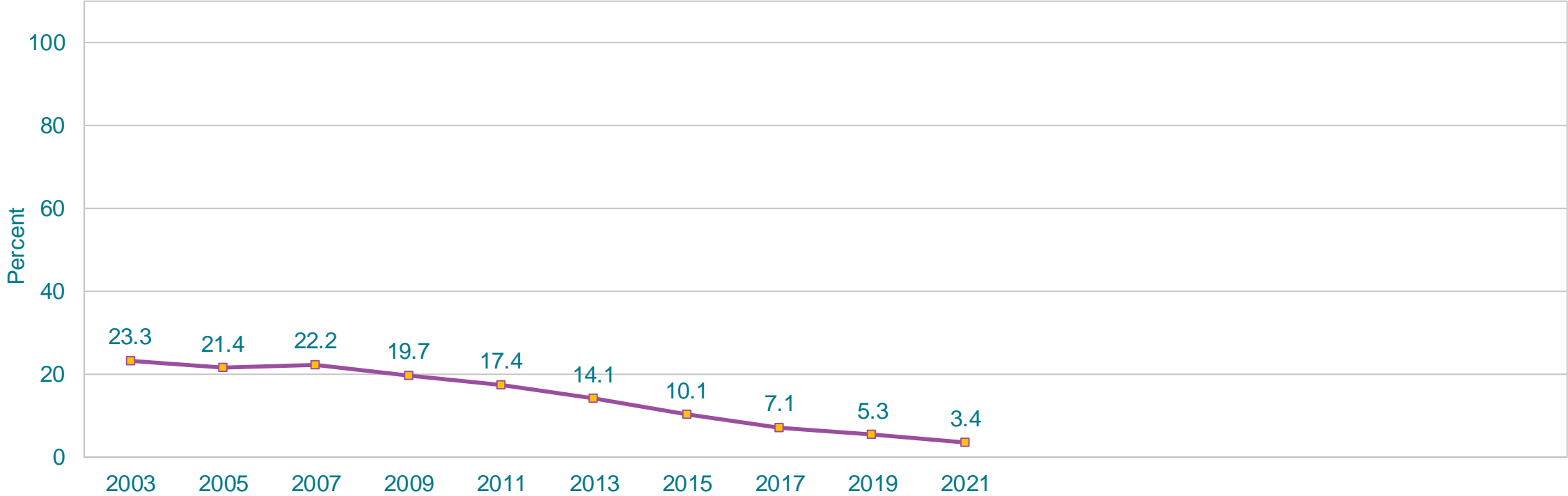
# Percentage of High School Students Who Currently Smoked Cigarettes,\* by Sex, Grade, and Race/Ethnicity,† 2021



\*On at least 1 day during the 30 days before the survey  
 †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,\* 2003-2021†



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

†Decreased 2003-2021, decreased 2003-2011, decreased 2011-2021 [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).]

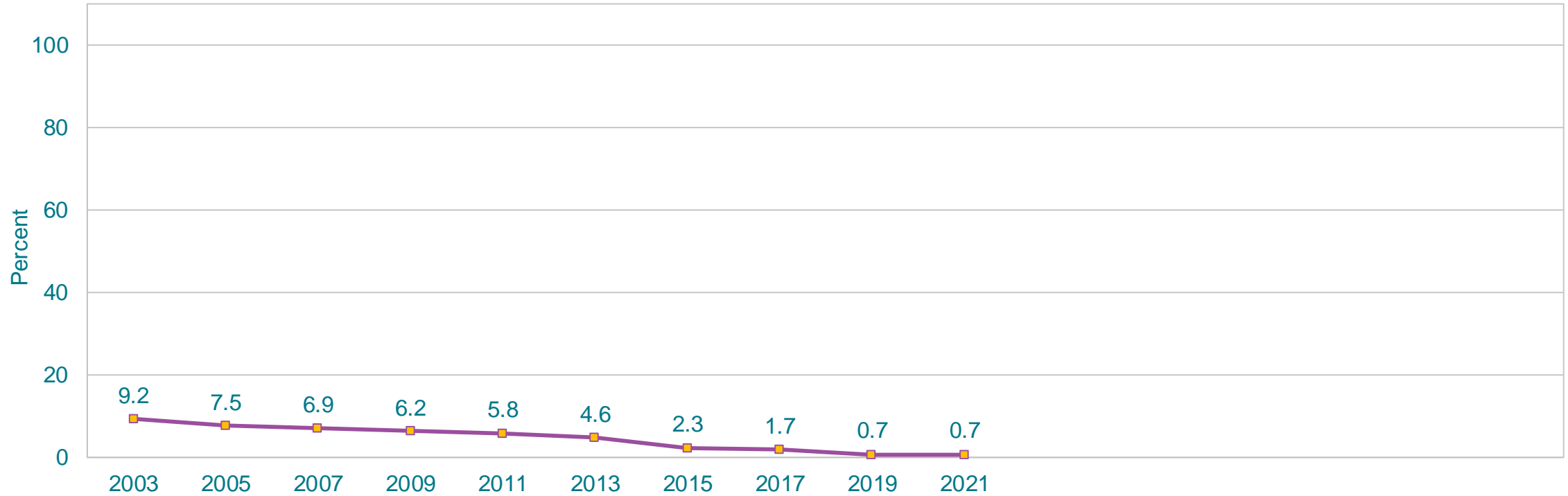
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Frequently,\* by Sex, Grade, and Race/Ethnicity, 2021



\*On 20 or more 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 Frequently,\* 2003-2021†

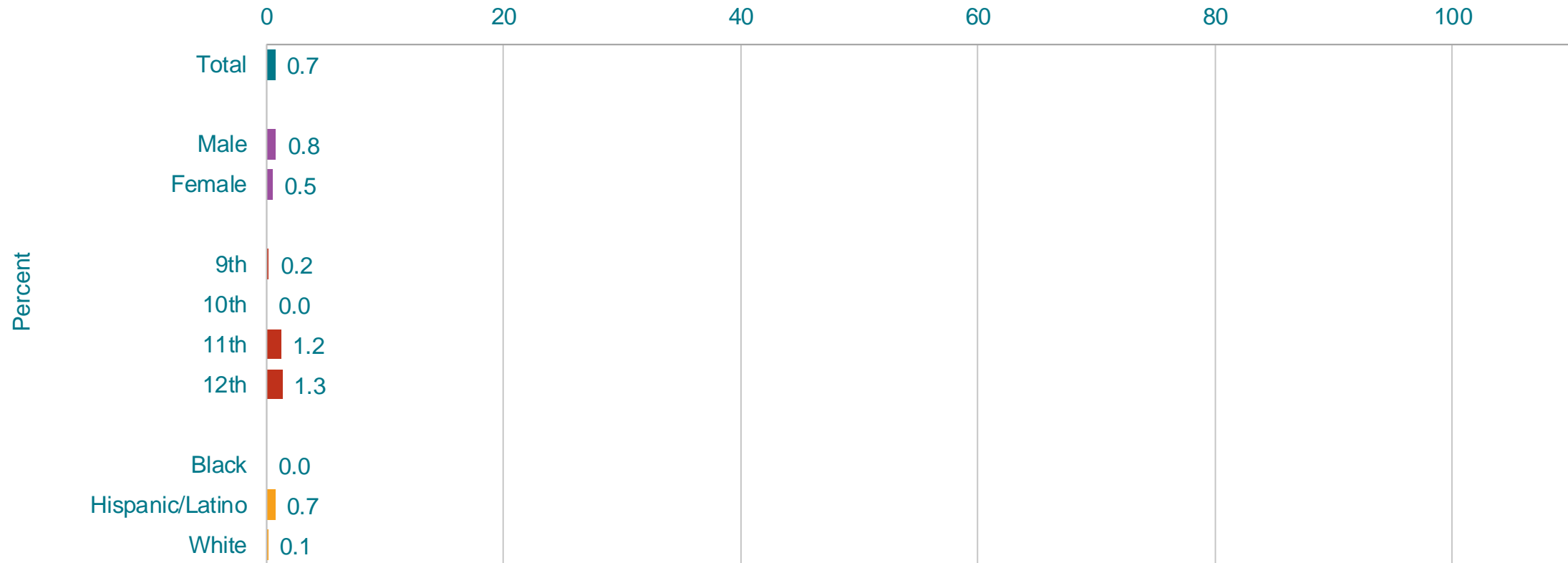


\*On 20 or more days during the 30 days before the survey

†Decreased 2003-2021, decreased 2003-2013, decreased 2013-2021 [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).]

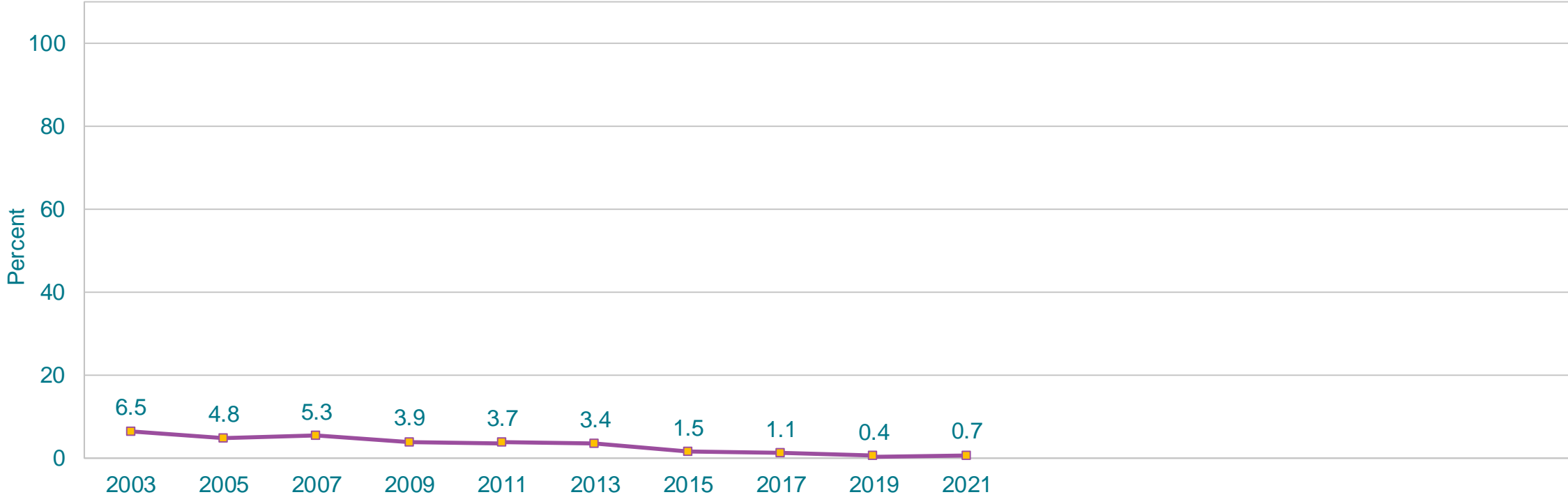
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* by Sex, Grade, and Race/Ethnicity, 2021



\*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,\* 2003-2021†

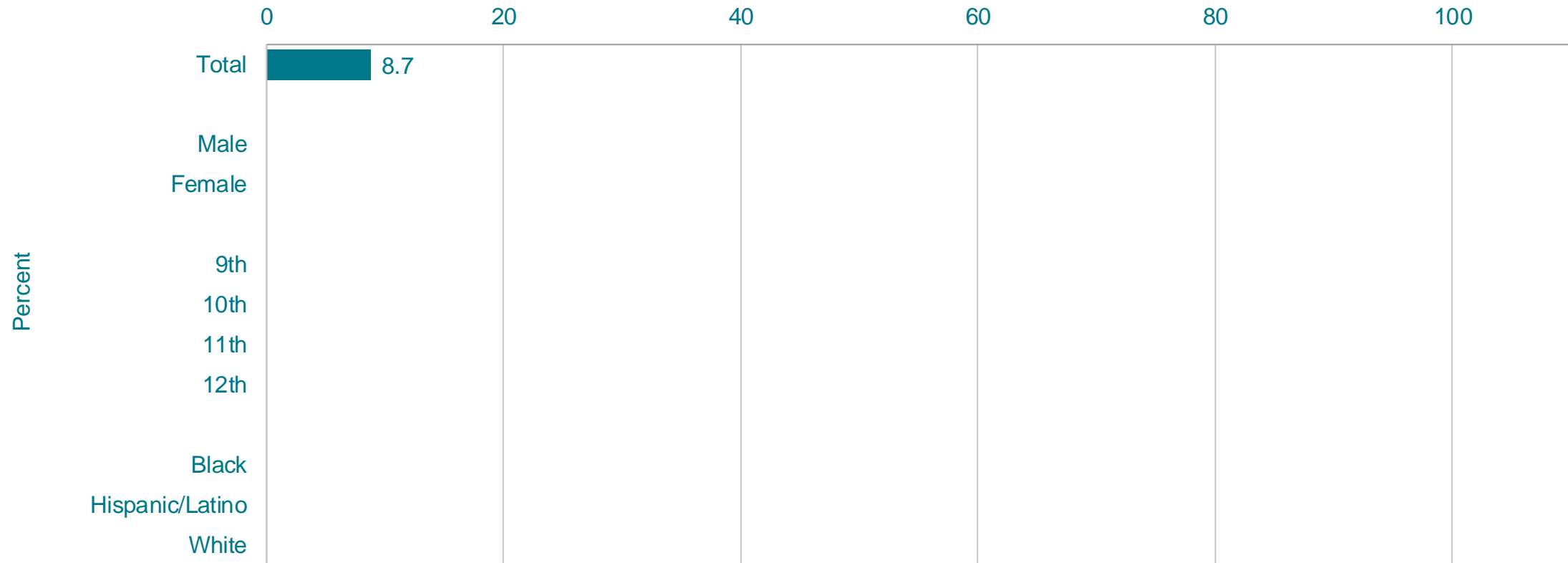


\*On all 30 days during the 30 days before the survey

†Decreased 2003-2021, decreased 2003-2013, decreased 2013-2021 [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).]

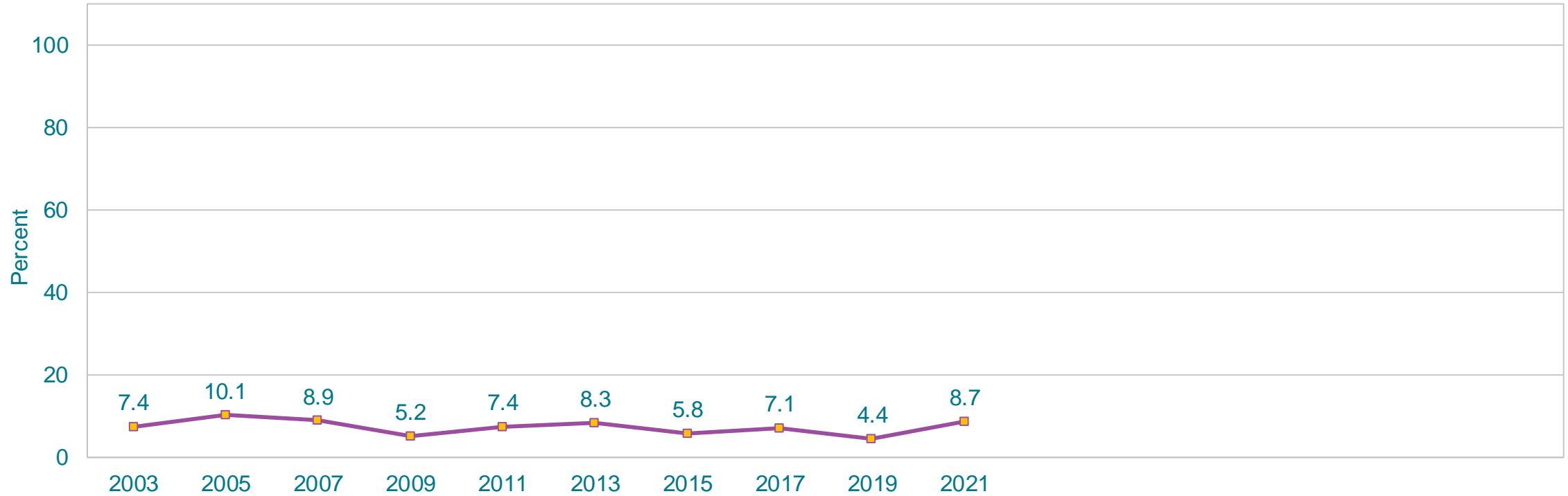
This graph contains weighted results.

# Percentage of High School Students Who Smoked More Than 10 Cigarettes Per Day,\* by Sex, Grade, and Race/Ethnicity, 2021



\*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 30 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Smoked More Than 10 Cigarettes Per Day,\* 2003-2021†

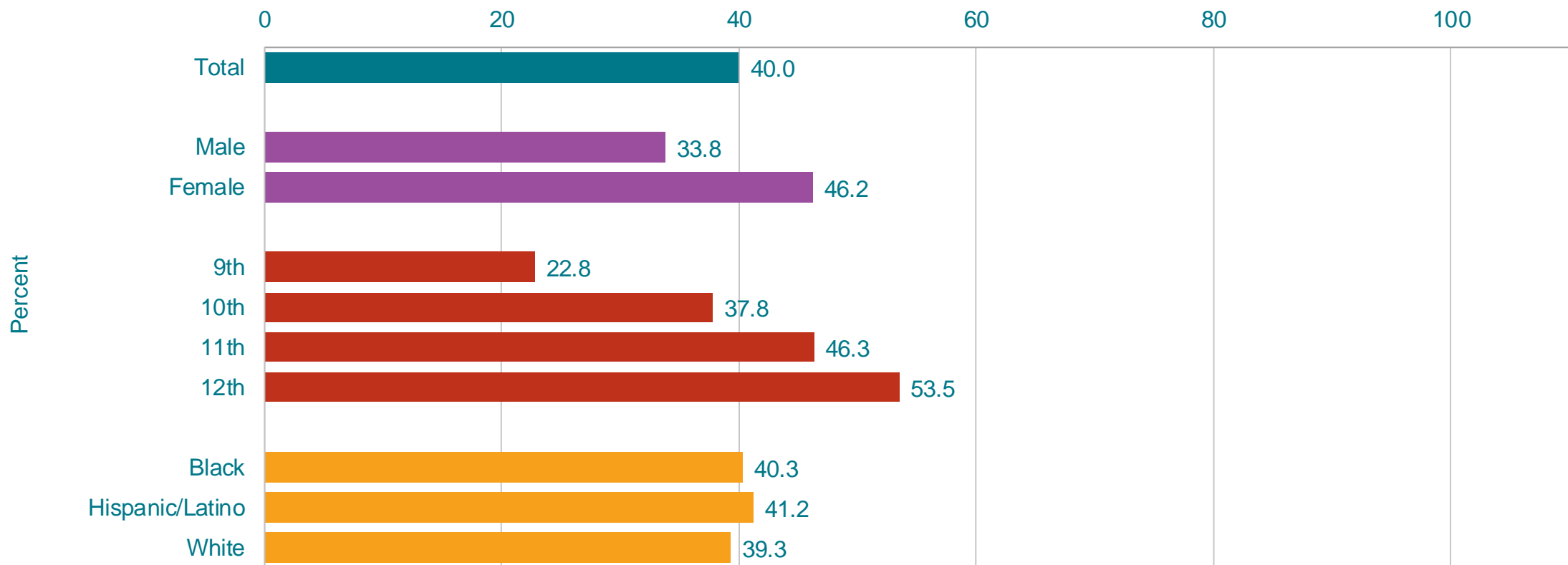


\*On the days they smoked during the 30 days before the survey, among students who currently smoked cigarettes

†Decreased 2003-2021 [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 an Electronic Vapor Product,\* by Sex,† Grade,† and Race/Ethnicity, 2021



\*Including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu]

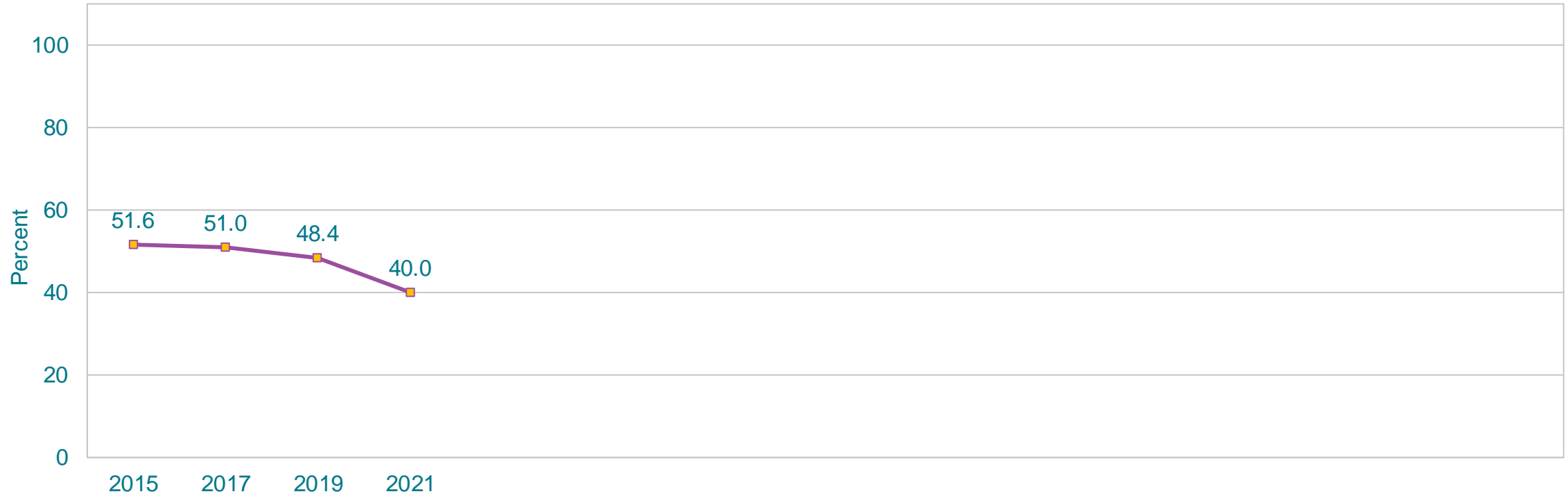
†F > M; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th (Based on t-test analysis, p < 0.05.)

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,\* 2015-2021†

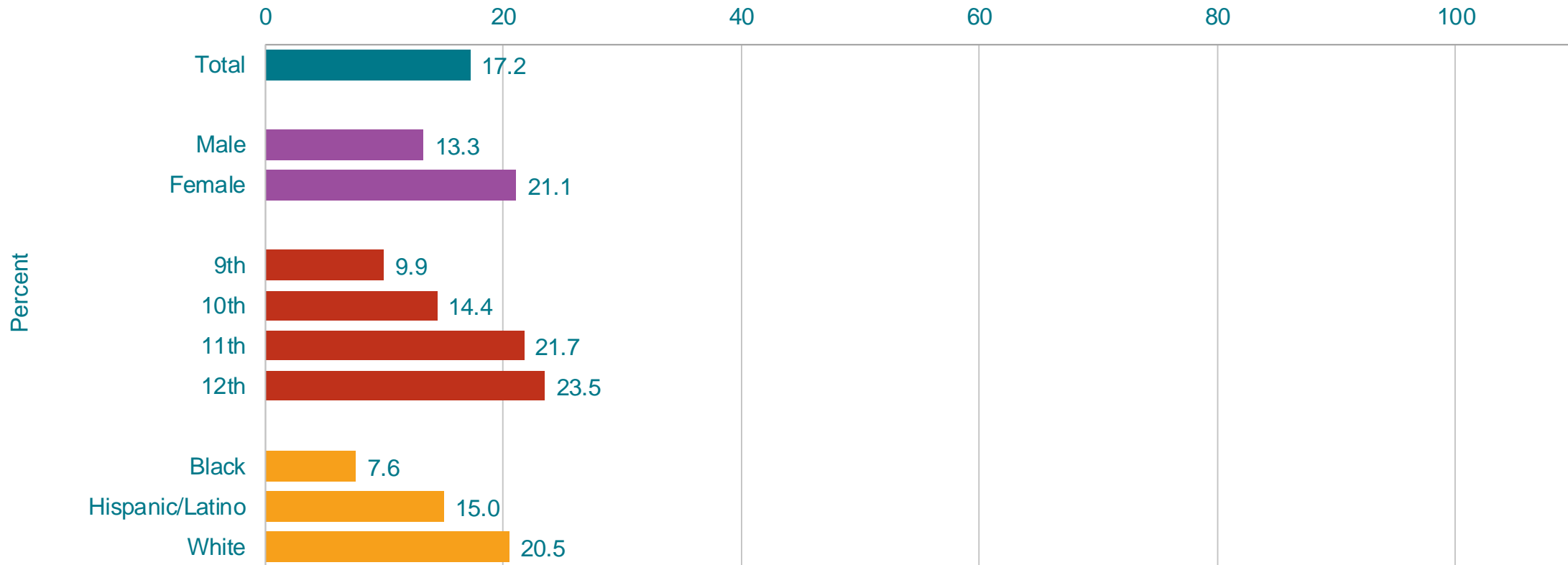


\*Including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu]

†Decreased 2015-2021 [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,† and Race/Ethnicity,† 2021



\*Including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], on at least 1 day during the 30 days before the survey

†F > M; 11th > 9th; 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 Used an Electronic Vapor Product,\* 2015-2021†

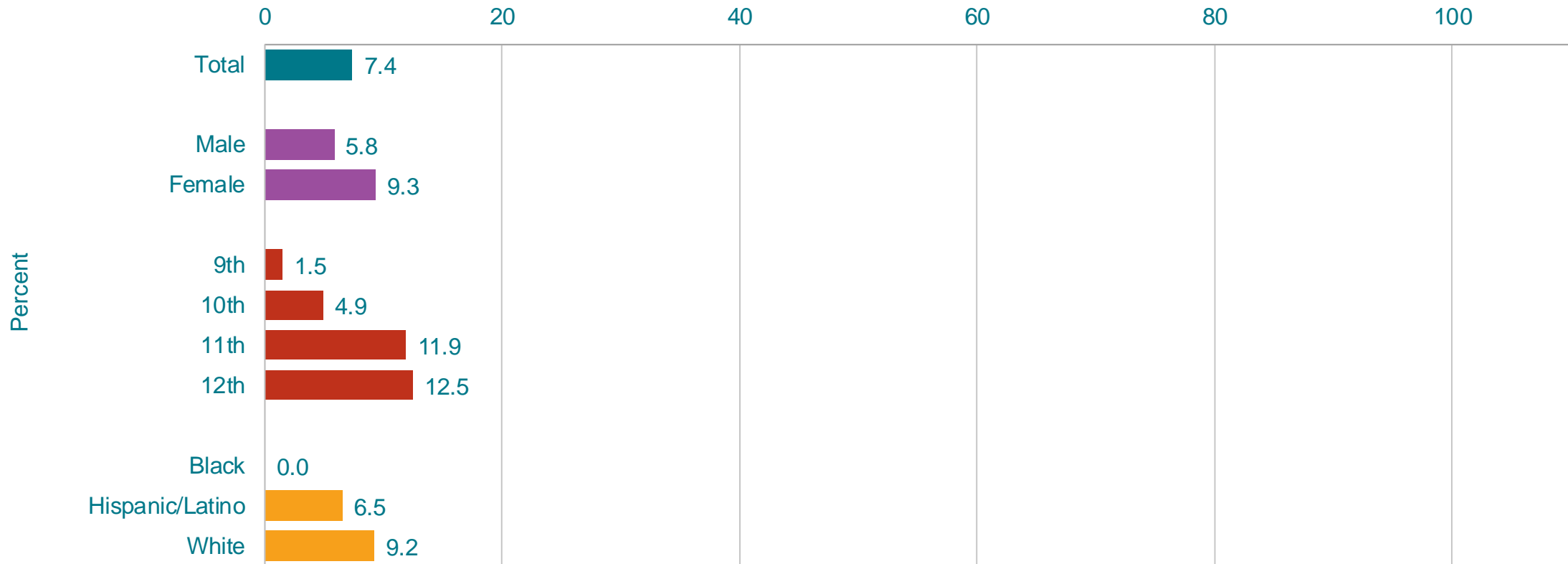


\*Including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], on at least 1 day during the 30 days before the survey

†Decreased 2015-2021 [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,† 2021



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

†10th > 9th, 11th > 9th, 11th > 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 Used Electronic Vapor Products Frequently,\* 2015-2021†

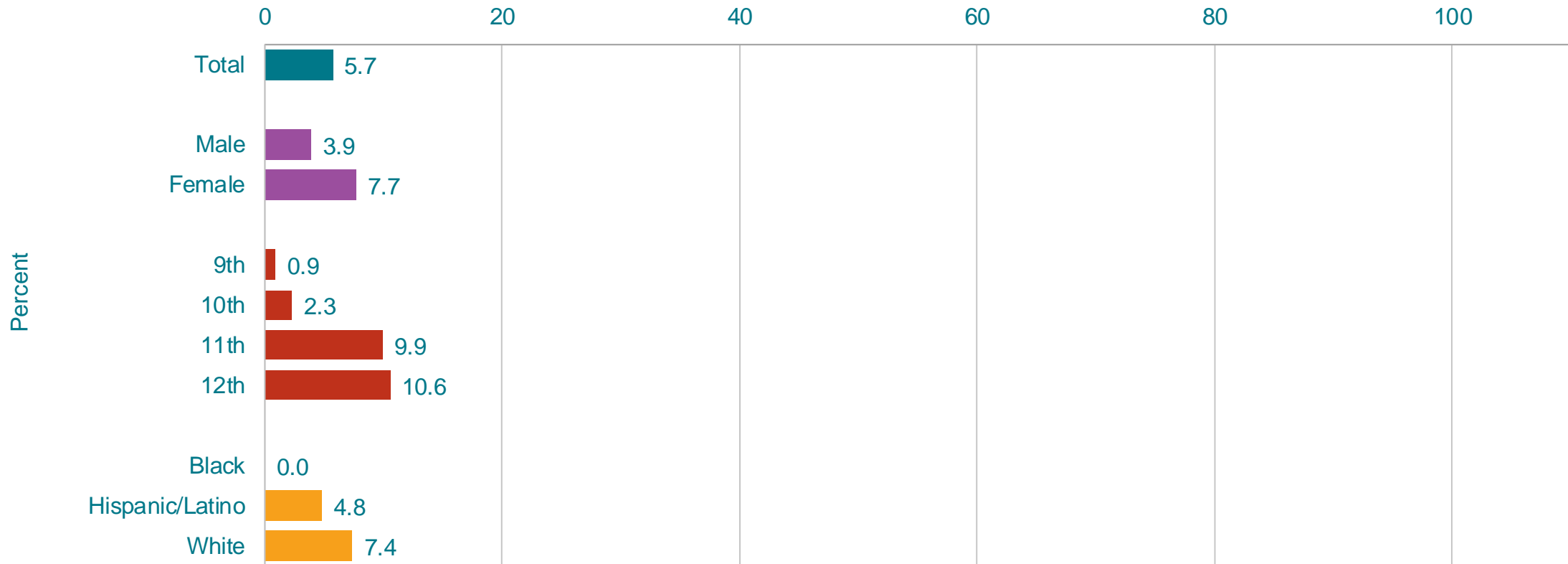


\*On 20 or more days during the 30 days before the survey

†Increased 2015-2021 [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,† 2021



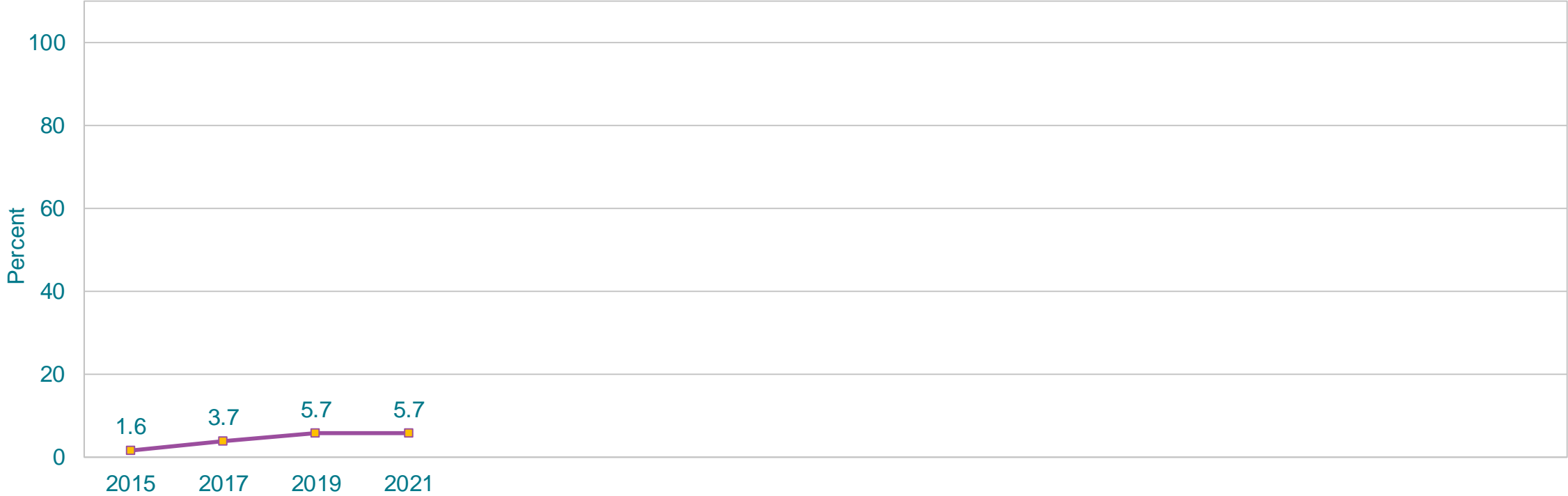
\*On all 30 days during the 30 days before the survey

†10th > 9th, 11th > 9th, 11th > 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 Used Electronic Vapor Products Daily,\* 2015-2021†

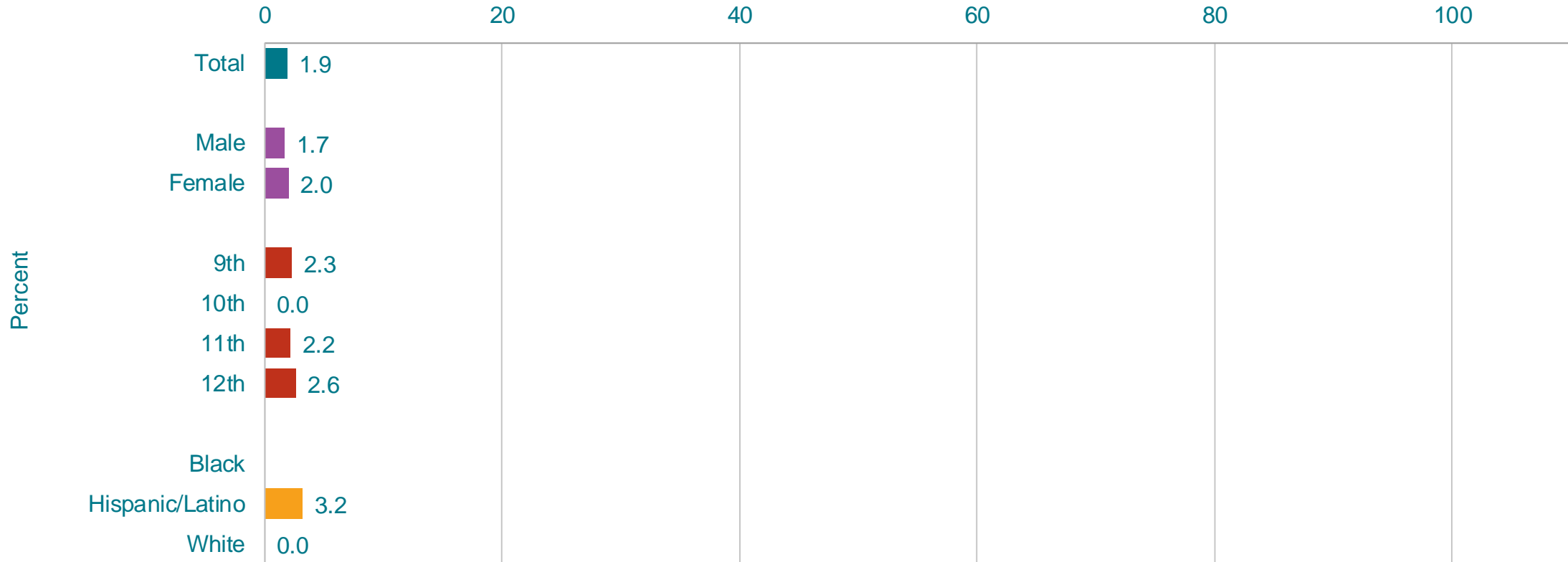


\*On all 30 days during the 30 days before the survey

†Increased 2015-2021 [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 Electronic Vapor Products by Buying Them Themselves in a Convenience Store, Supermarket, Discount Store, or Gas Station,\* by Sex, Grade, and Race/Ethnicity, 2021



\*Including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], during the 30 days before the survey, among students who currently used electronic vapor products

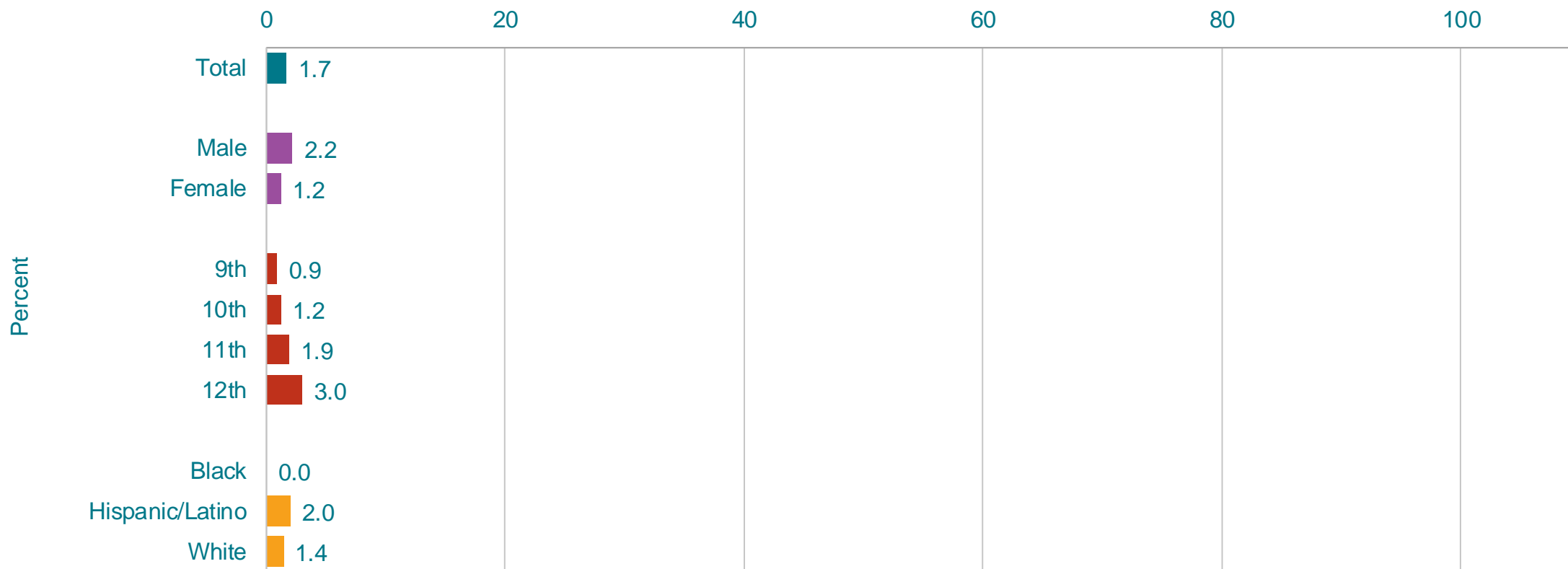
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 30 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,† 2021



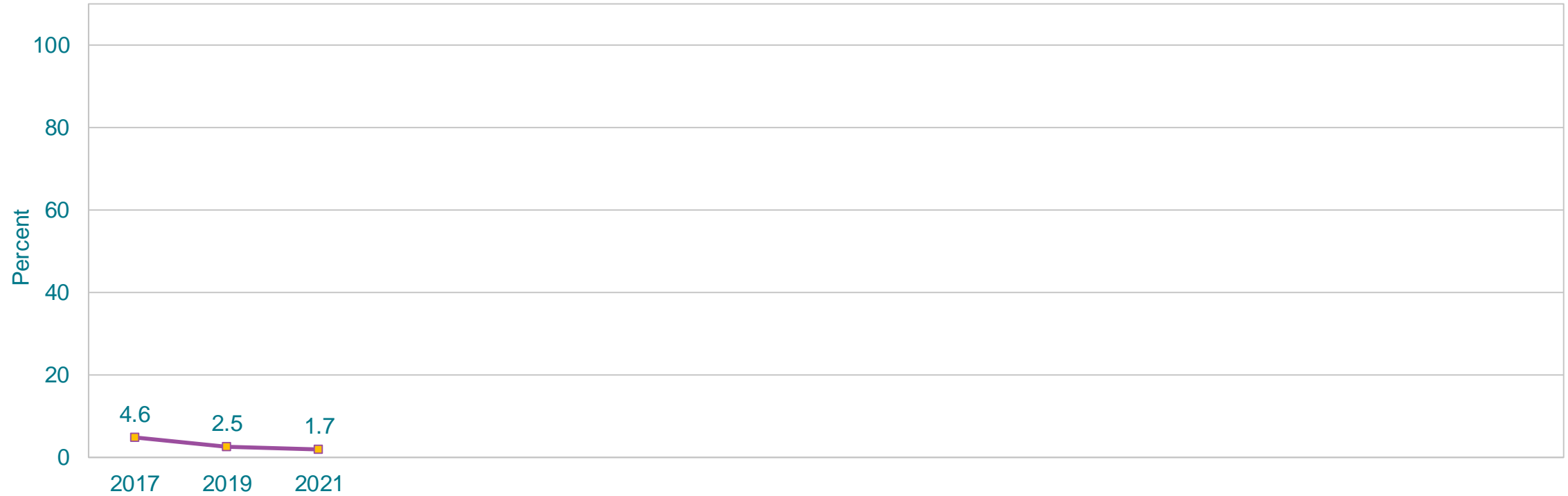
\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

†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 Used Smokeless Tobacco,\* 2017-2021†

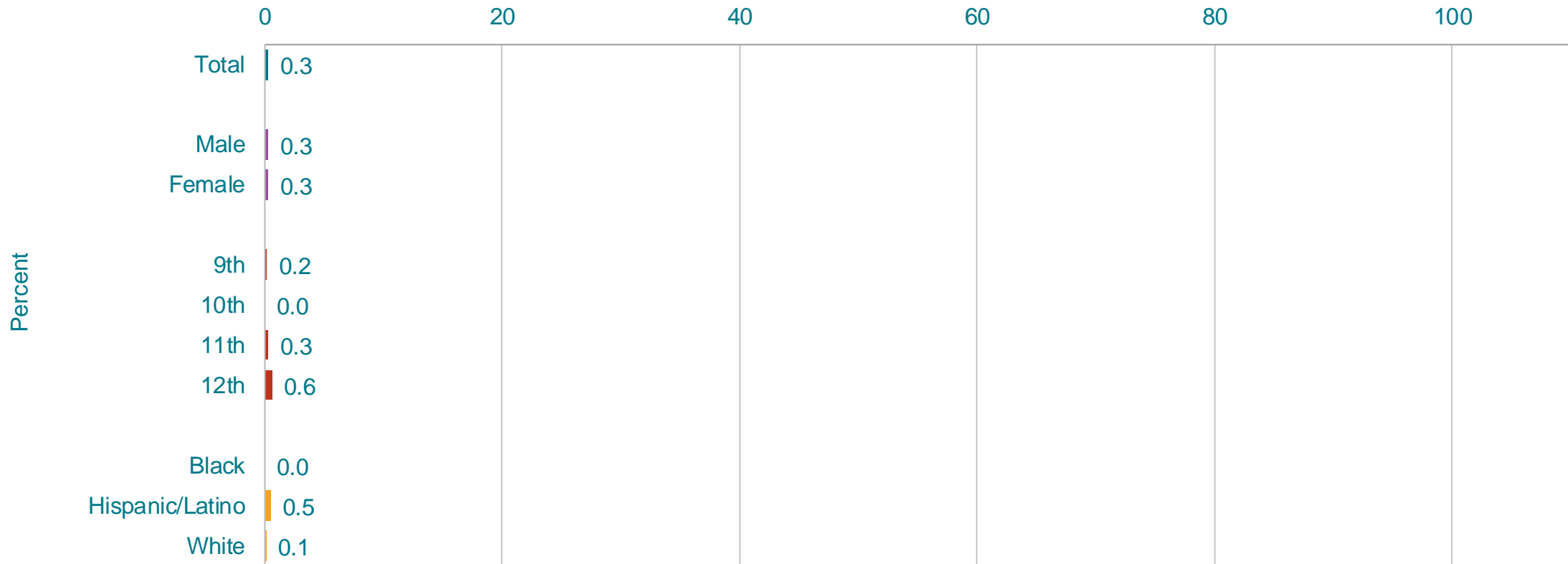


\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

†Decreased 2017-2021 [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 Smokeless Tobacco Frequently,\* by Sex, Grade, and Race/Ethnicity, 2021

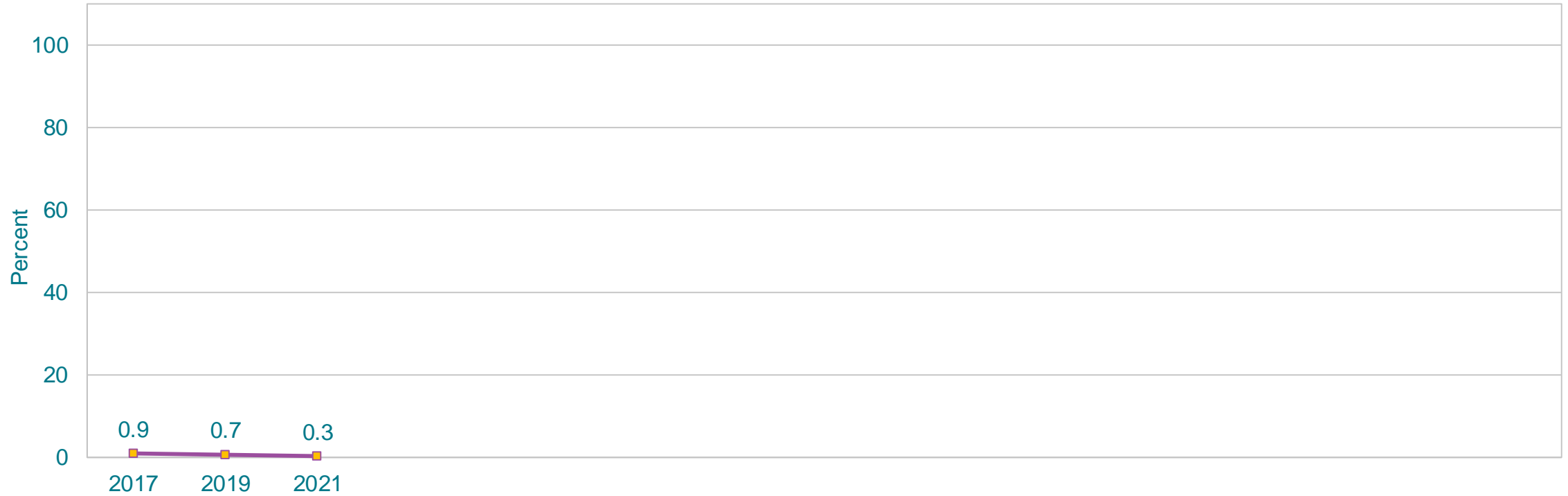


\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on 20 or more days during the 30 days before the survey

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 Used Smokeless Tobacco Frequently,\* 2017-2021†



\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on 20 or more days during the 30 days before the survey

†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

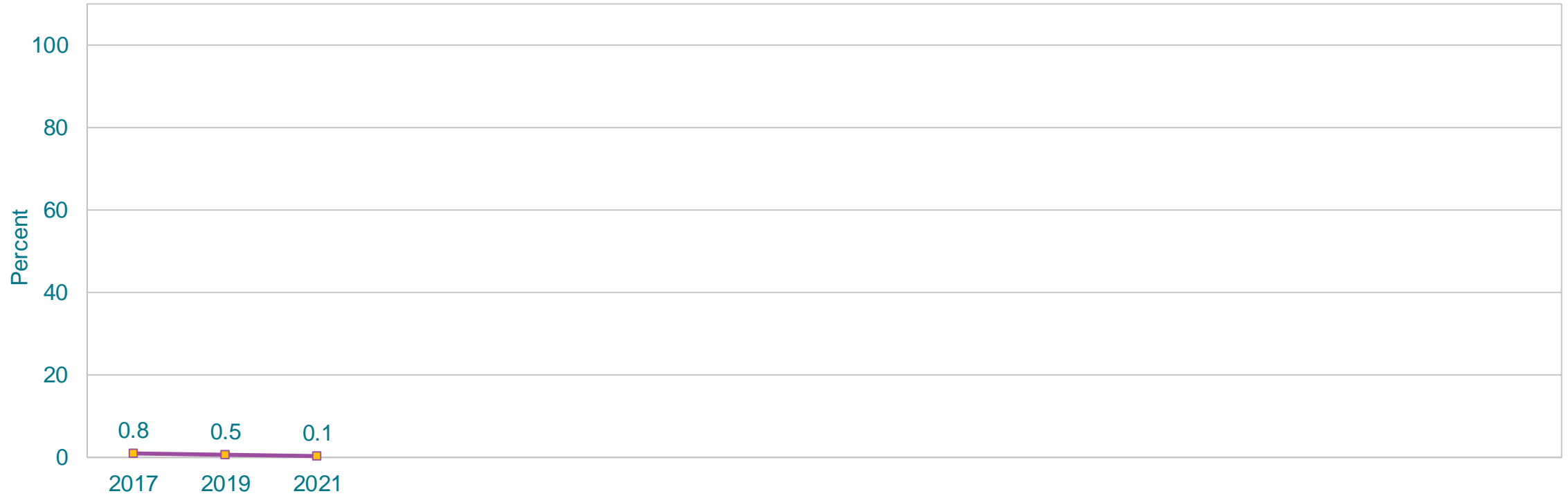
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Smokeless Tobacco Daily,\* by Sex, Grade, and Race/Ethnicity, 2021



\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, 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 Used Smokeless Tobacco Daily,\* 2017-2021†

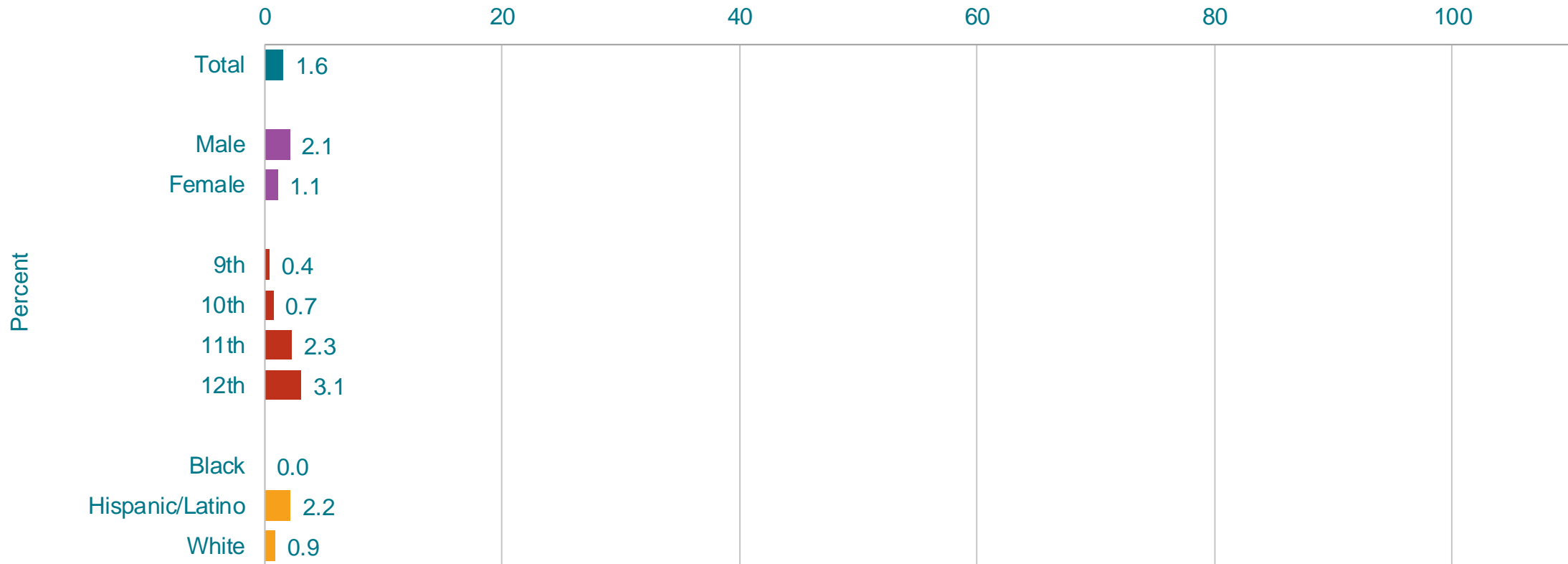


\*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on all 30 days during the 30 days before the survey

†Decreased 2017-2021 [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,† 2021



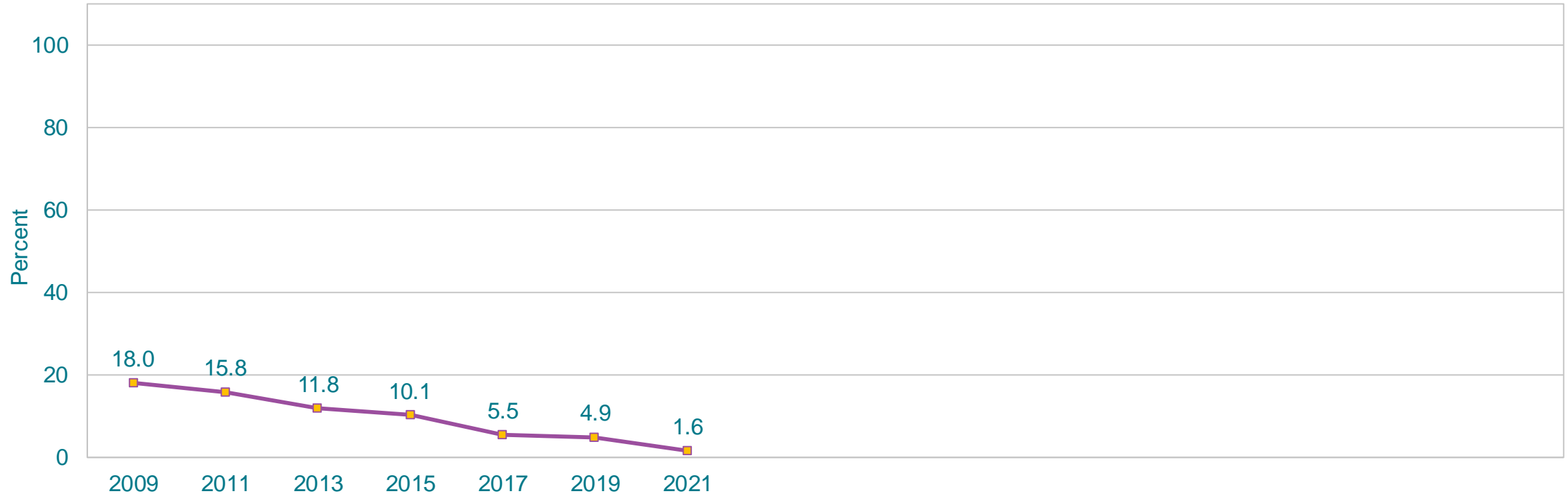
\*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey

†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 Cigars,\* 2009-2021†



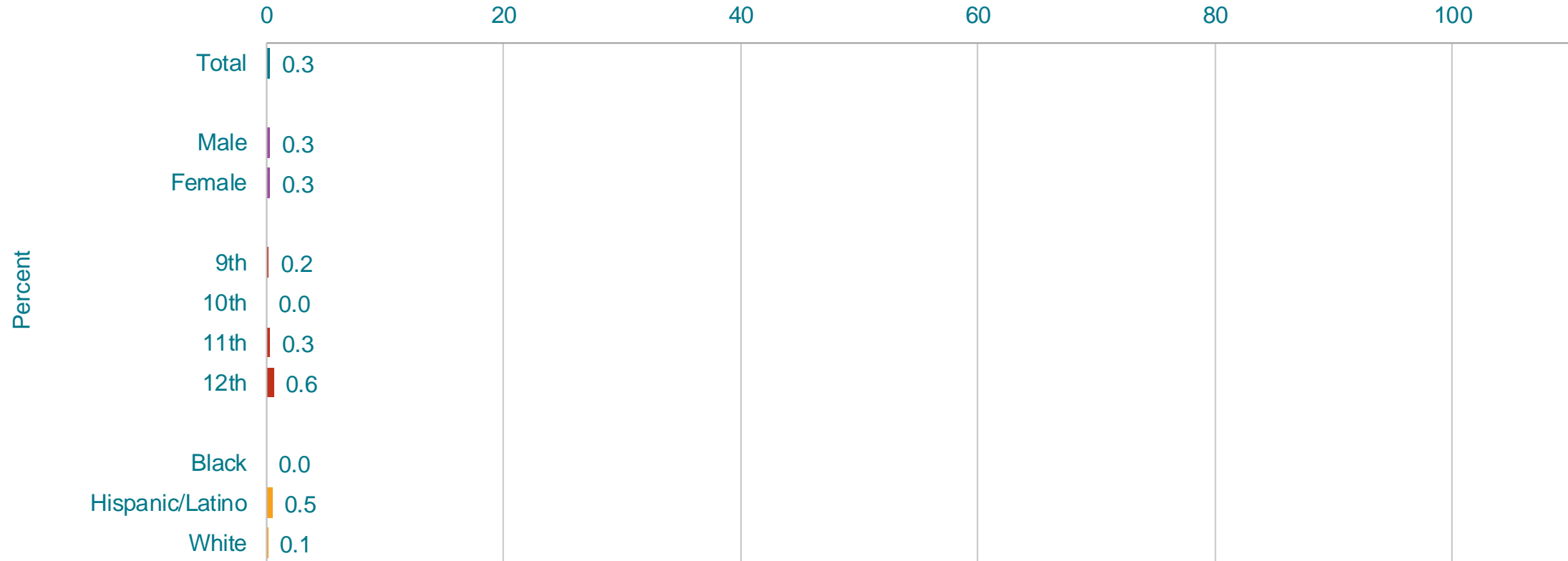
\*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey

†Decreased 2009-2021, decreased 2009-2015, decreased 2015-2021 [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 Cigars Frequently,\* by Sex, Grade, and Race/Ethnicity, 2021



\*Cigars, cigarillos, or little cigars, on 20 or more 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 Cigars Frequently,\* 2009-2021†



\*Cigars, cigarillos, or little cigars, on 20 or more days during the 30 days before the survey

†Decreased 2009-2021 [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).]

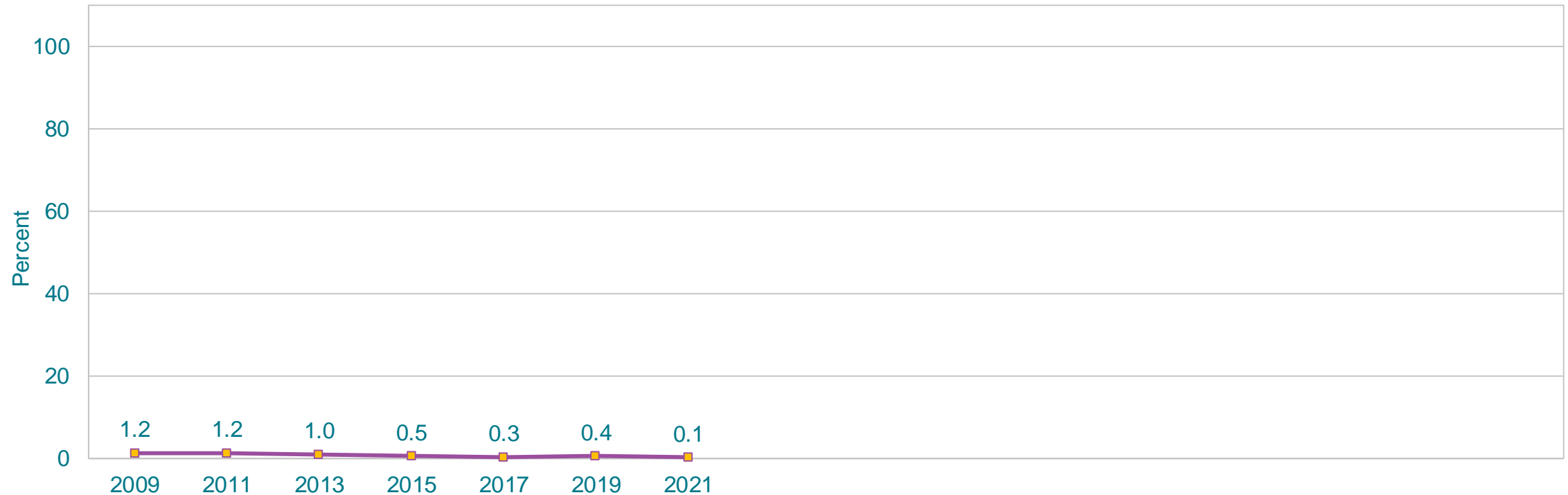
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigars Daily,\* by Sex, Grade, and Race/Ethnicity, 2021



\*Cigars, cigarillos, or little cigars, 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 Cigars Daily,\* 2009-2021†

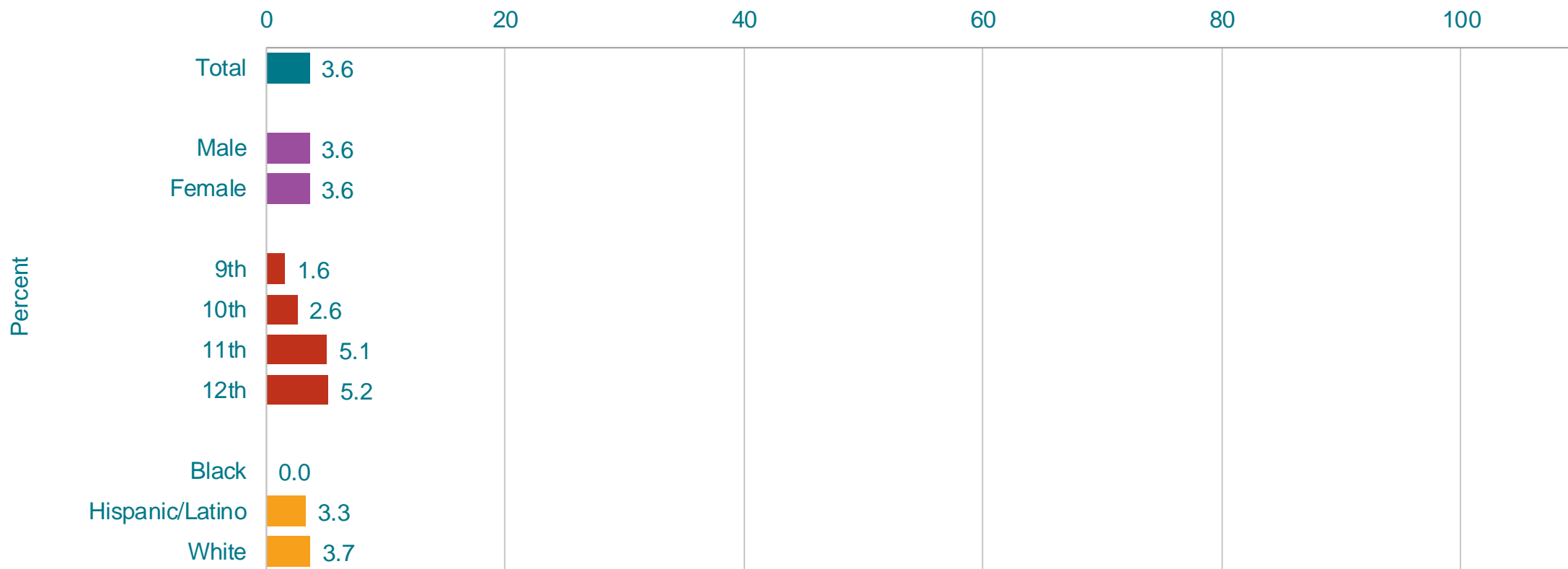


\*Cigars, cigarillos, or little cigars, on all 30 days during the 30 days before the survey

†Decreased 2009-2021 [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,† 2021



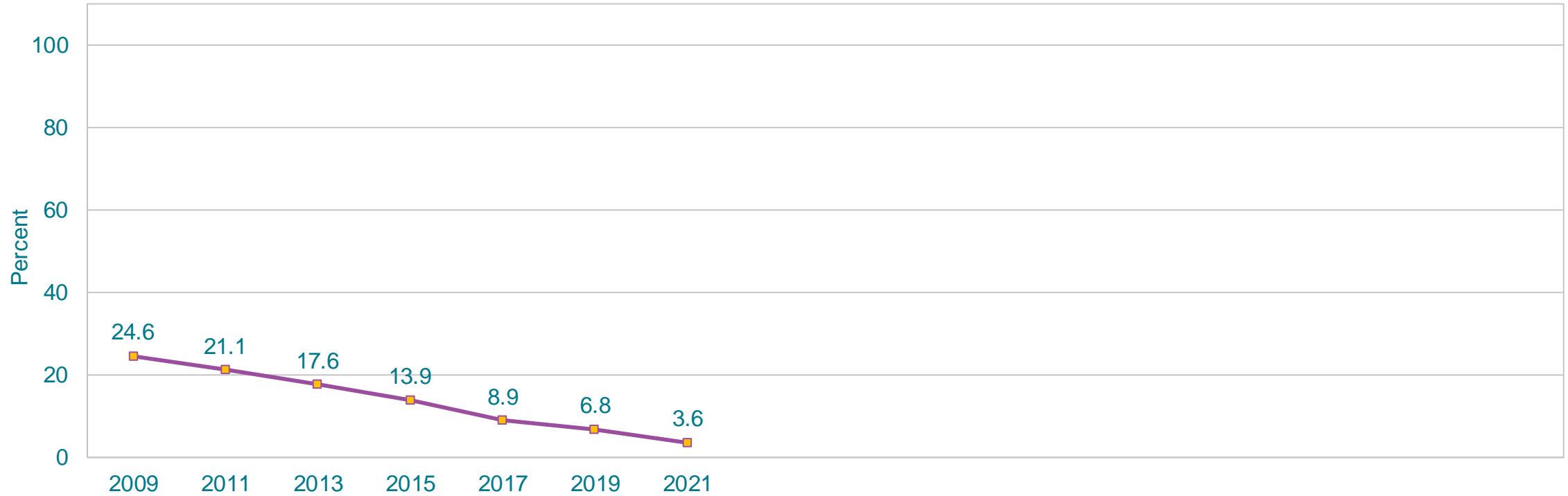
\*On at least 1 day during the 30 days before the survey

†11th > 9th; 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 or Cigars,\* 2009-2021†

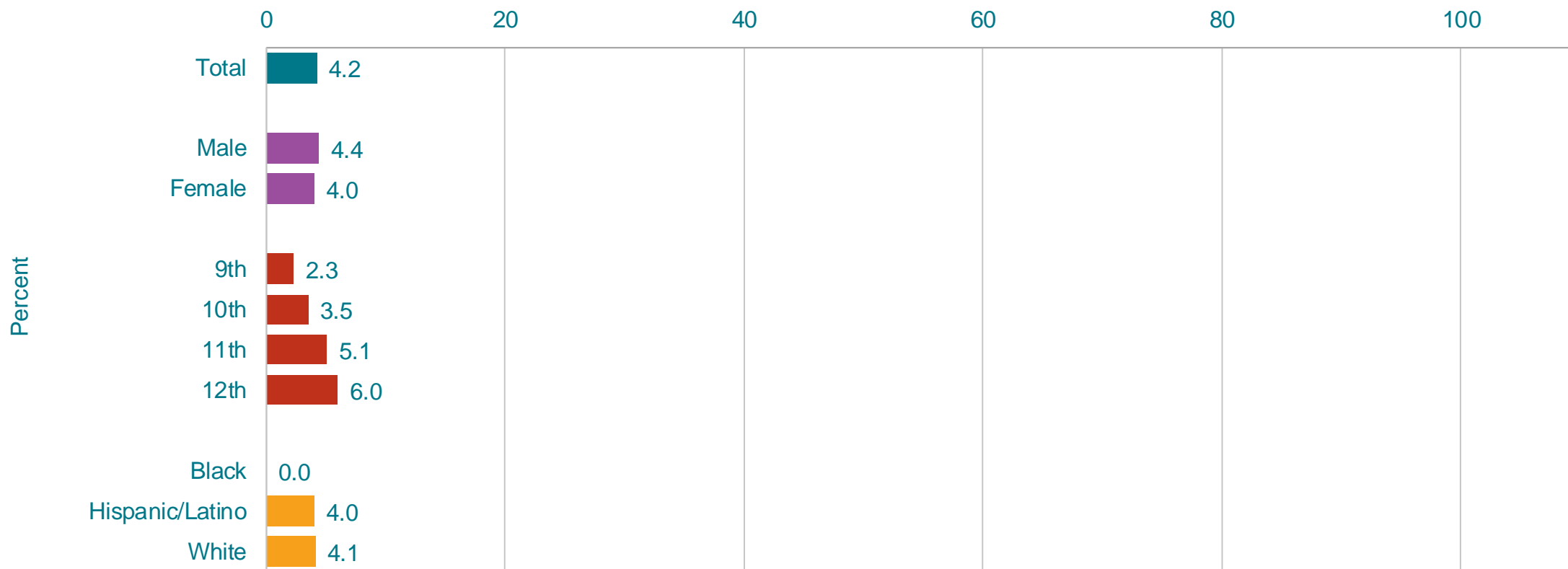


\*On at least 1 day during the 30 days before the survey

†Decreased 2009-2021, decreased 2009-2015, decreased 2015-2021 [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,† 2021



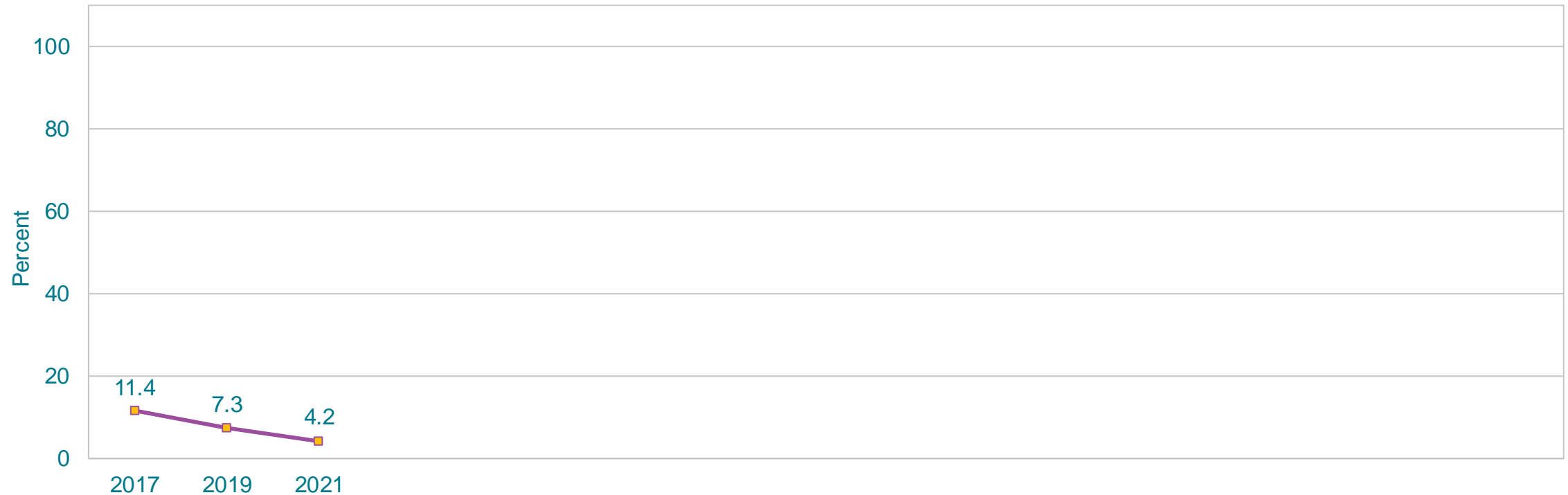
\*On at least 1 day during the 30 days before the survey

†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 or Cigars or Used Smokeless Tobacco,\* 2017-2021†



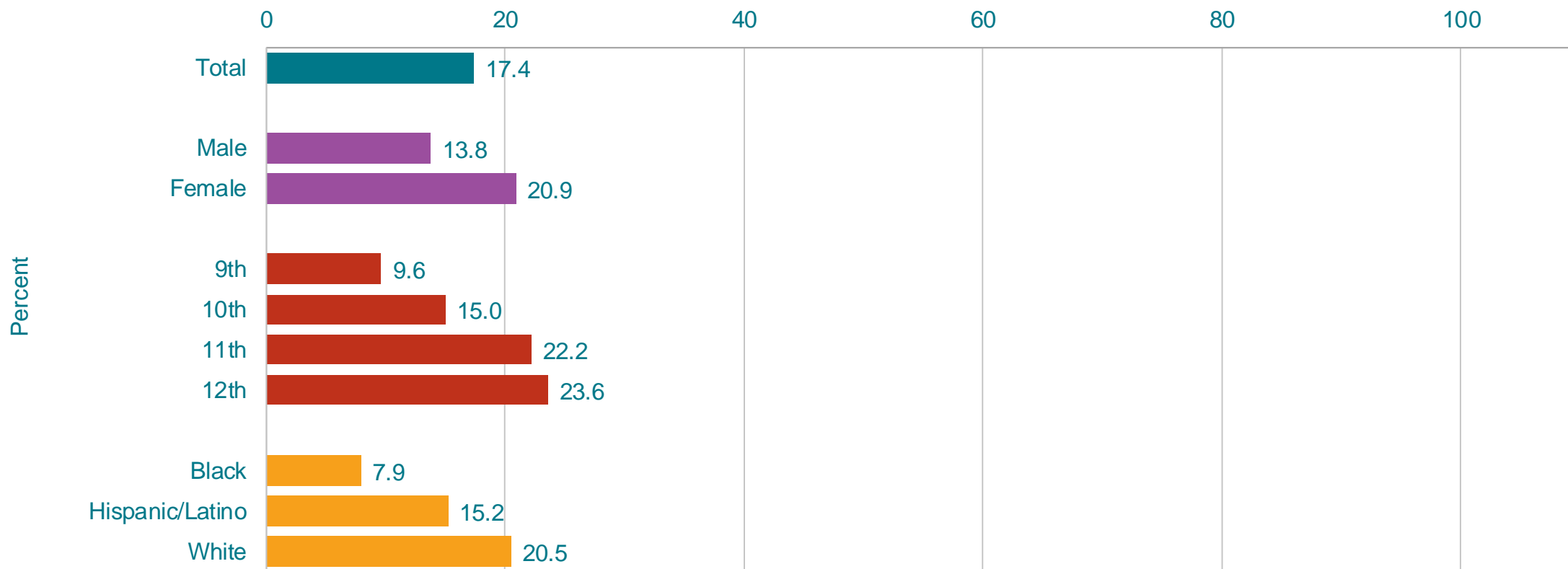
\*On at least 1 day during the 30 days before the survey

†Decreased 2017-2021 [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 or Cigars or Used Smokeless Tobacco or Electronic Vapor Products,\* by Sex,† Grade,† and Race/Ethnicity,† 2021



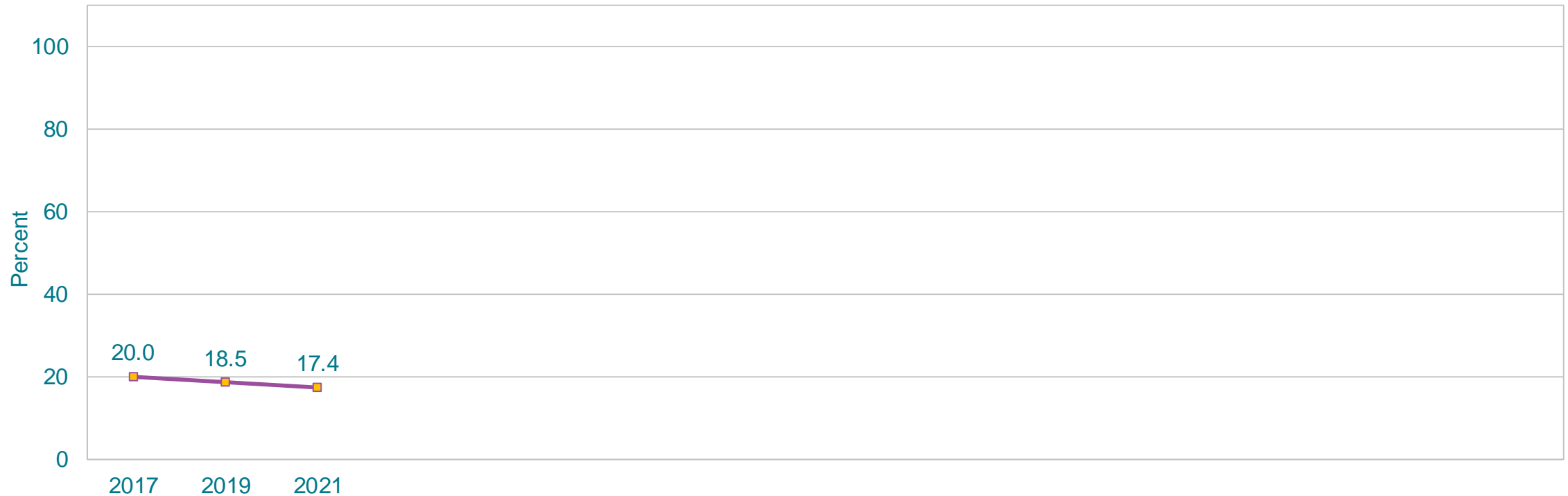
\*On at least 1 day during the 30 days before the survey

†F > M; 10th > 9th, 11th > 9th; 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,\* 2017-2021†

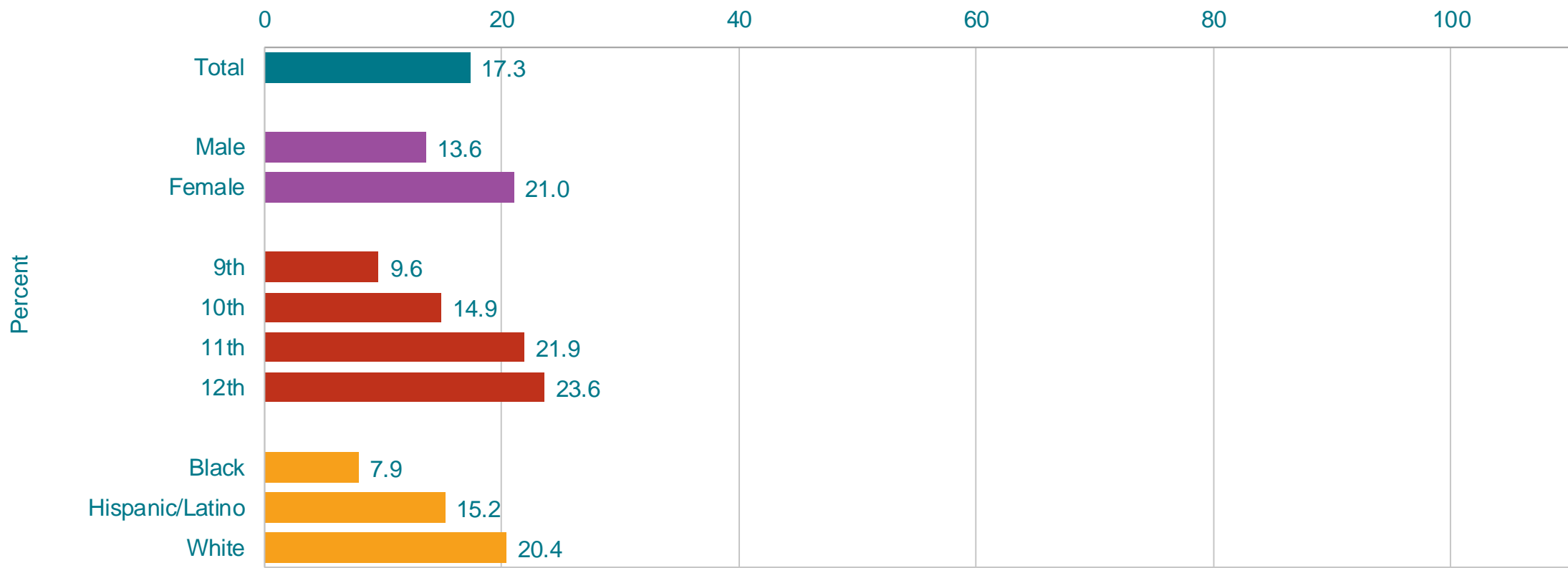


\*On at least 1 day during the 30 days before the survey

†No change 2017-2021 [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 or Used Electronic Vapor Products,\* by Sex,† Grade,† and Race/Ethnicity,† 2021



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

†F > M; 10th > 9th, 11th > 9th; 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 Used Electronic Vapor Products,\* 2015-2021†

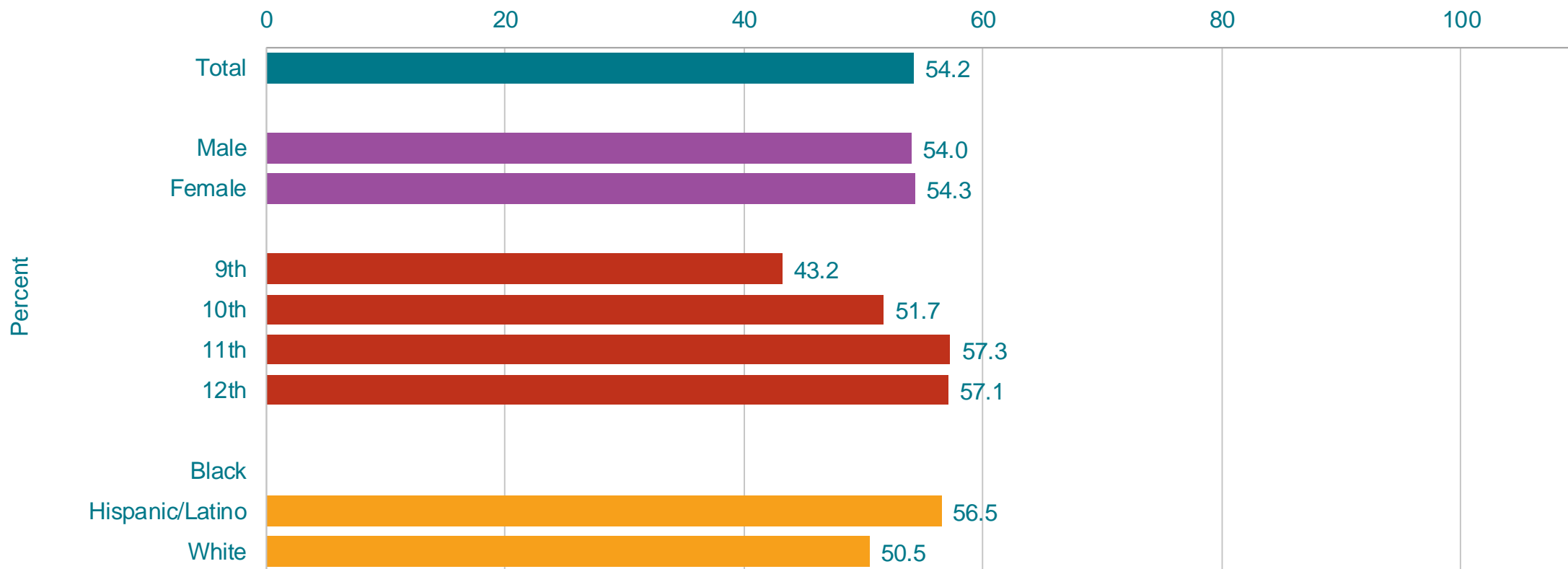


\*On at least 1 day during the 30 days before the survey

†Decreased 2015-2021 [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, 2021



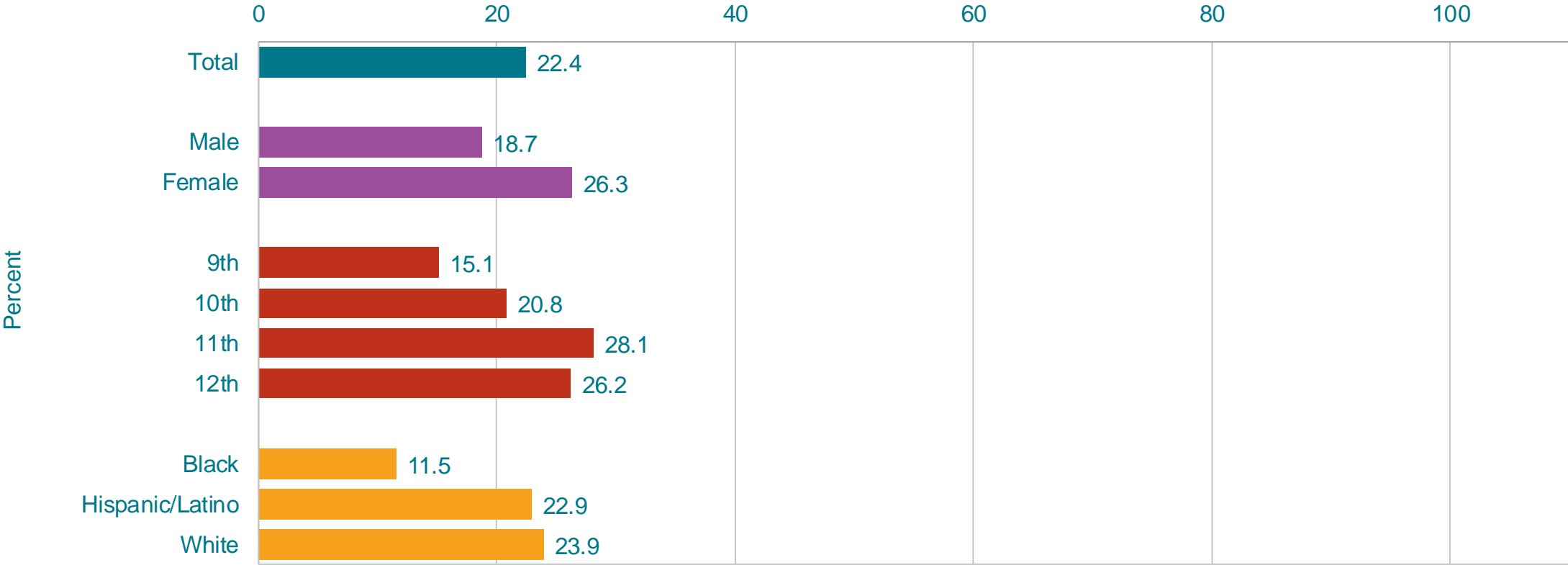
\*Including cigarettes, electronic vapor products, smokeless tobacco, cigars, shisha or hookah tobacco, or pipe tobacco, during the 12 months before the survey, among students who used any tobacco products during the 12 months before the survey

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

Missing bar indicates fewer than 30 students in the subgroup.

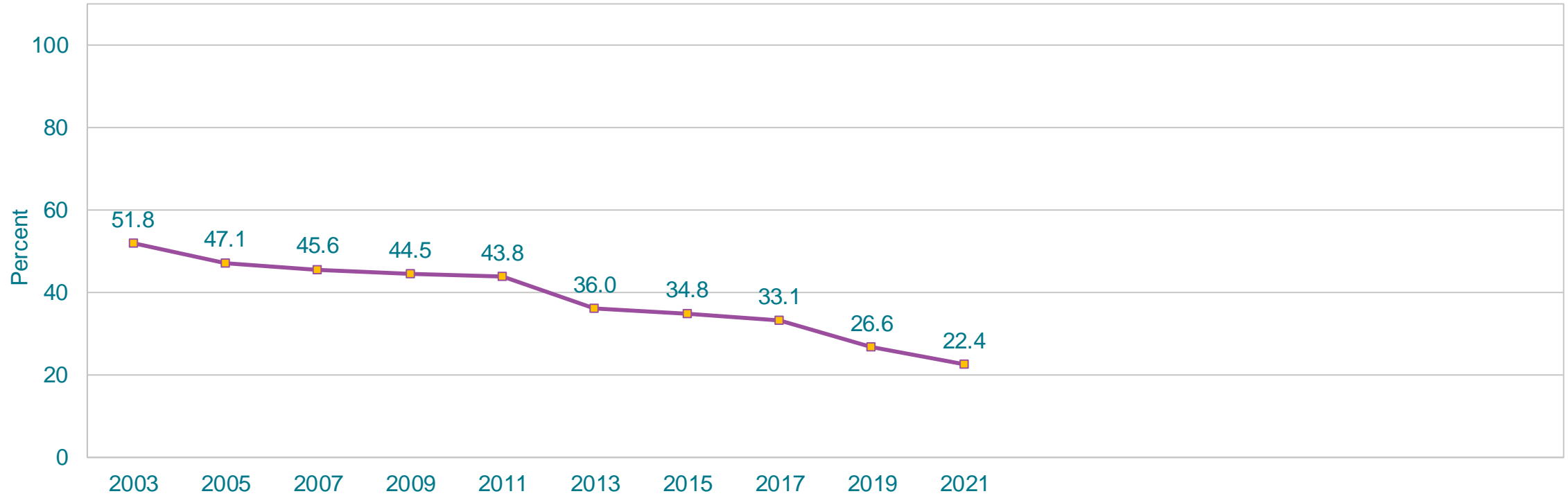
This graph contains weighted results.

# Percentage of High School Students Who Currently Drank Alcohol,\* by Sex, Grade,† and Race/Ethnicity, 2021



\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey  
 †11th > 9th, 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.  
 This graph contains weighted results.

# Percentage of High School Students Who Currently Drank Alcohol,\* 2003-2021†

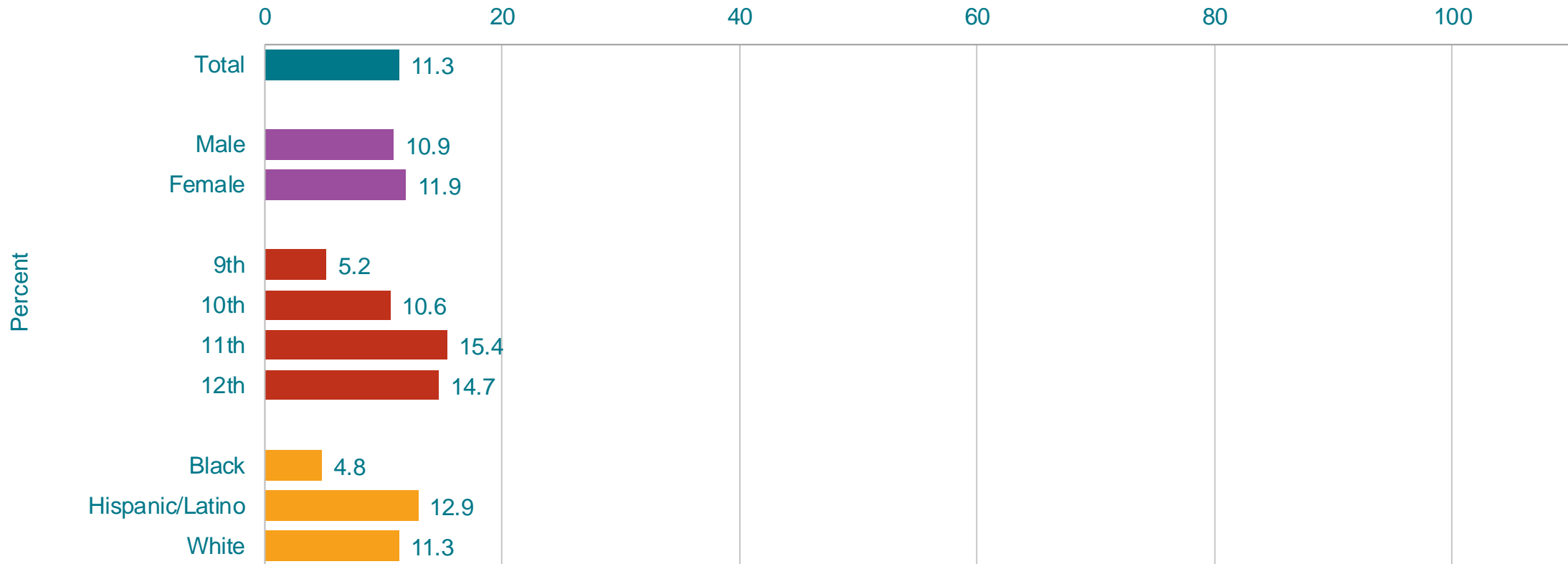


\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

†Decreased 2003-2021, decreased 2003-2017, decreased 2017-2021 [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,<sup>†</sup> and Race/Ethnicity, 2021



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

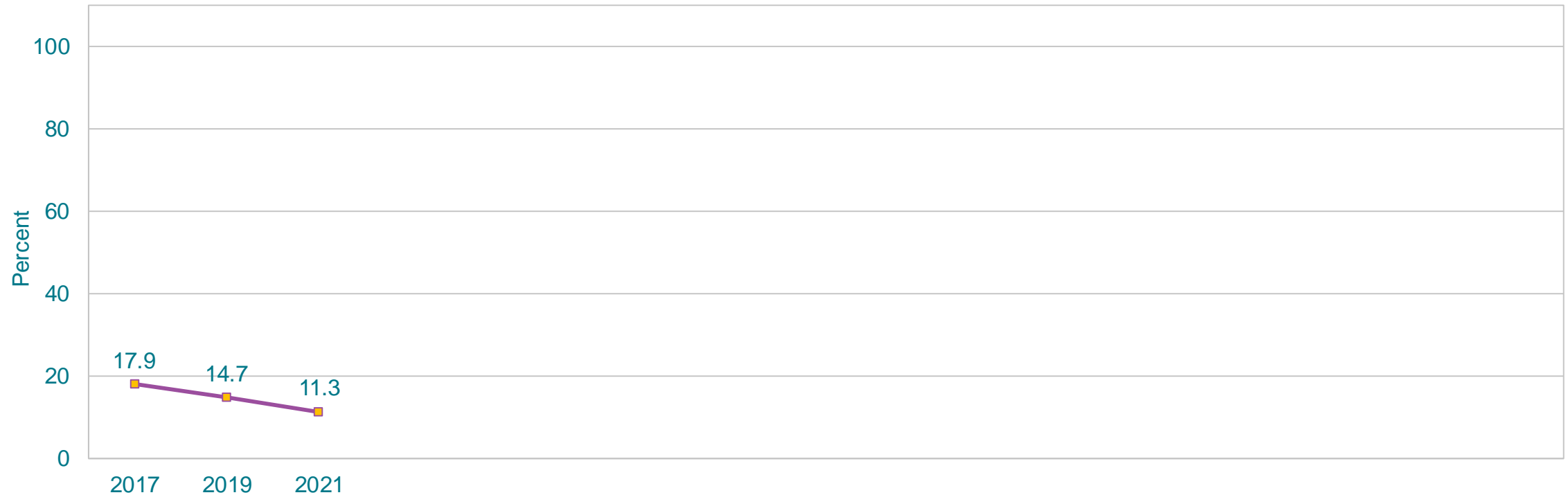
<sup>†</sup>10th > 9th, 11th > 9th, 12th > 9th (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



# Percentage of High School Students Who Currently Were Binge Drinking,\* 2017-2021†

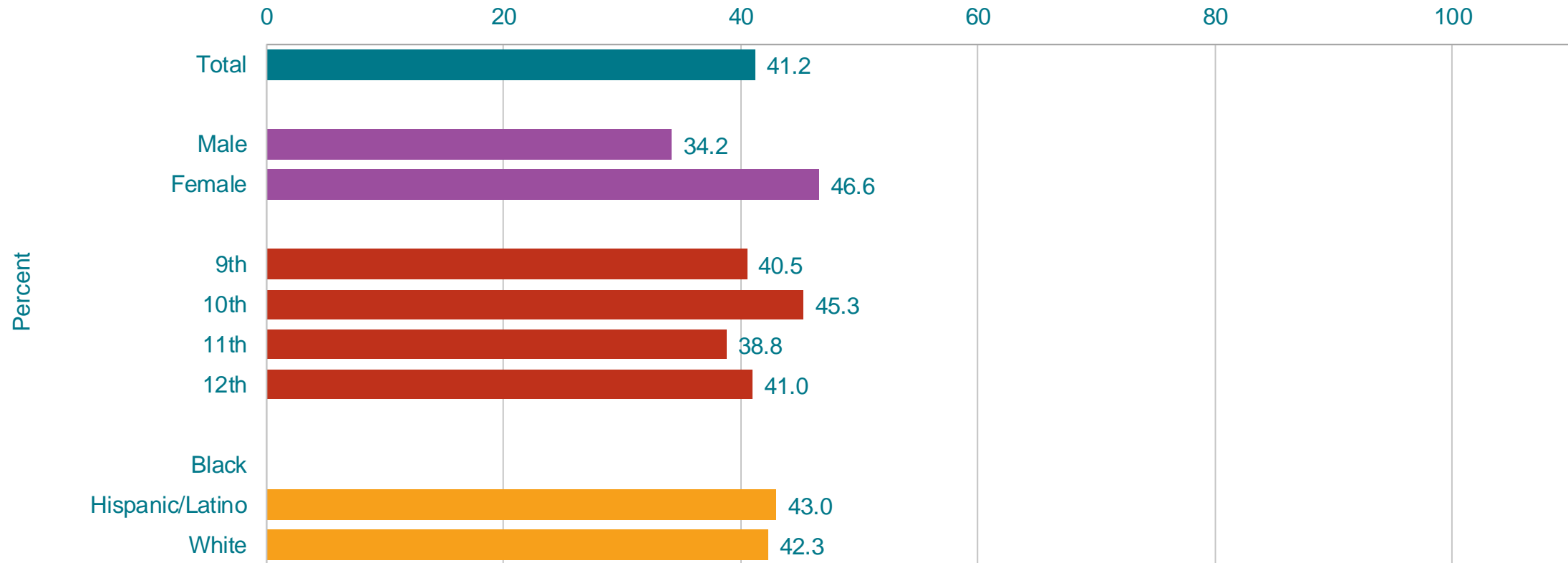


\*Had four or more drinks of alcohol in a row if they were female or five or more drinks of alcohol in a row if they were male, within a couple of hours, on at least 1 day during the 30 days before the survey

†Decreased 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

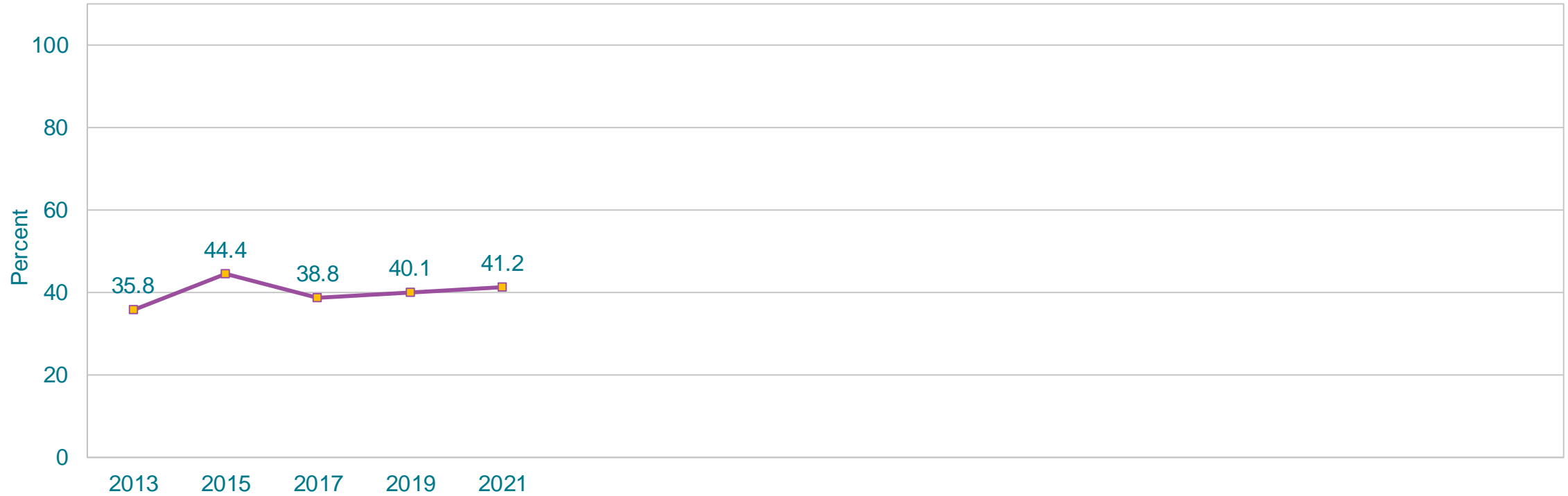
This graph contains weighted results.

## Percentage of High School Students Who Usually Got the Alcohol They Drank by Someone Giving It to Them,\* by Sex, Grade, and Race/Ethnicity, 2021



\*During the 30 days before the survey, among students who currently drank alcohol  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 30 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,\* 2013-2021†

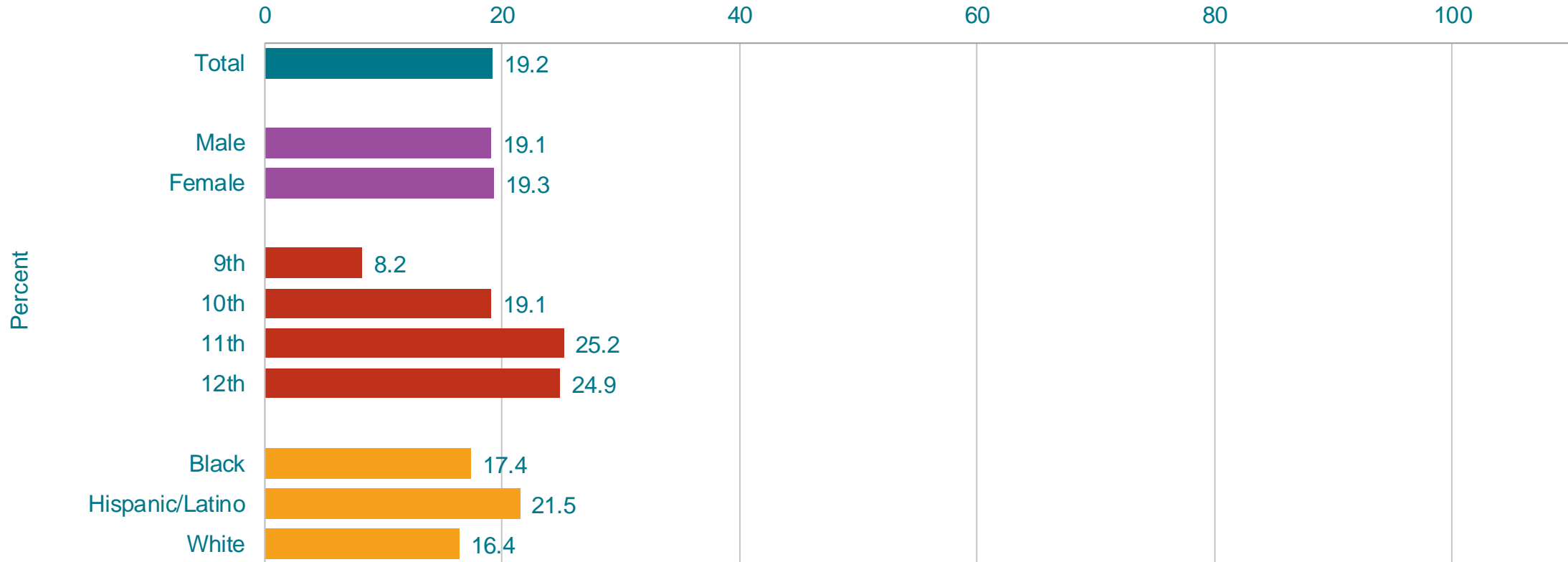


\*During the 30 days before the survey, among students who currently drank alcohol

†No change 2013-2021 [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 Marijuana,\* by Sex, Grade,† and Race/Ethnicity, 2021



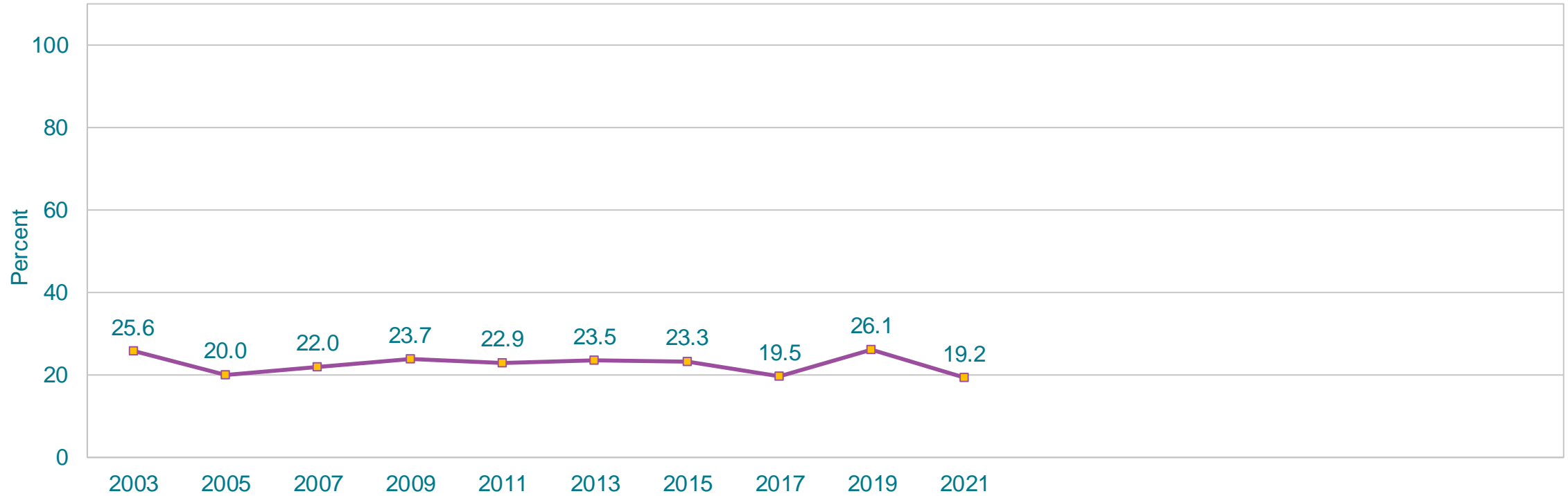
\*One or more times during the 30 days before the survey

†10th > 9th, 11th > 9th, 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.

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Marijuana,\* 2003-2021†

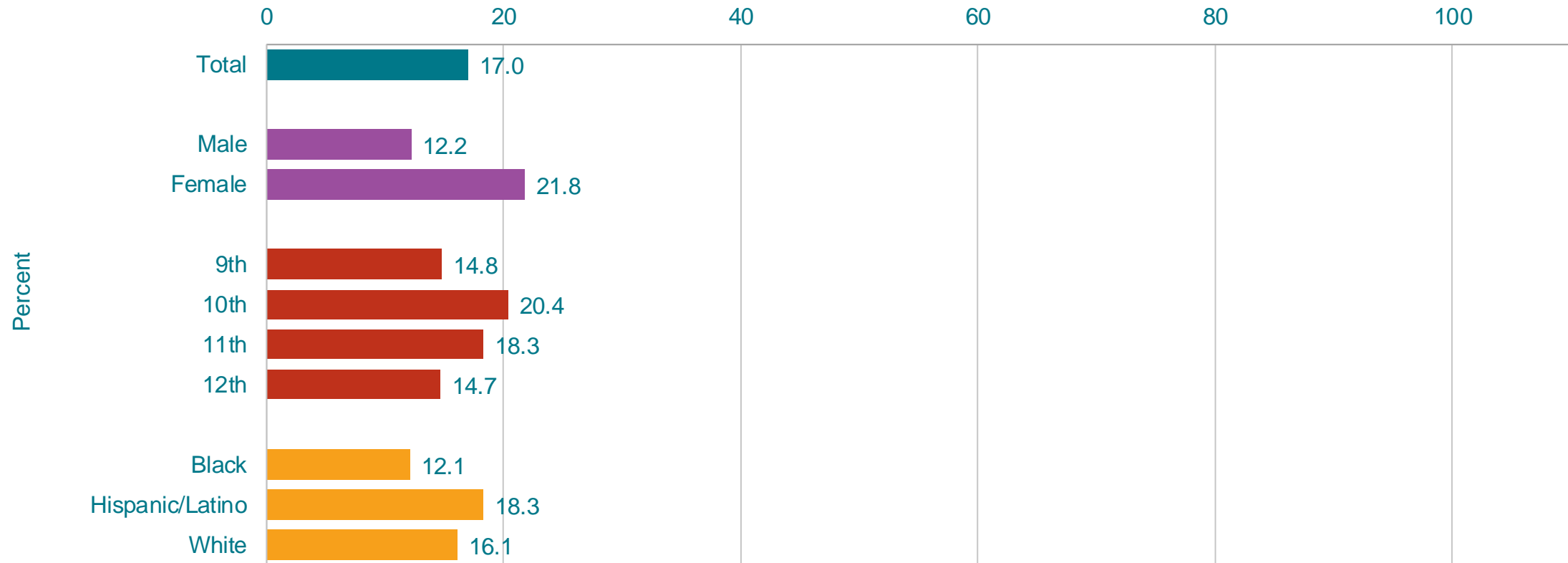


\*One or more times during the 30 days before the survey

†No change 2003-2021 [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, 2021



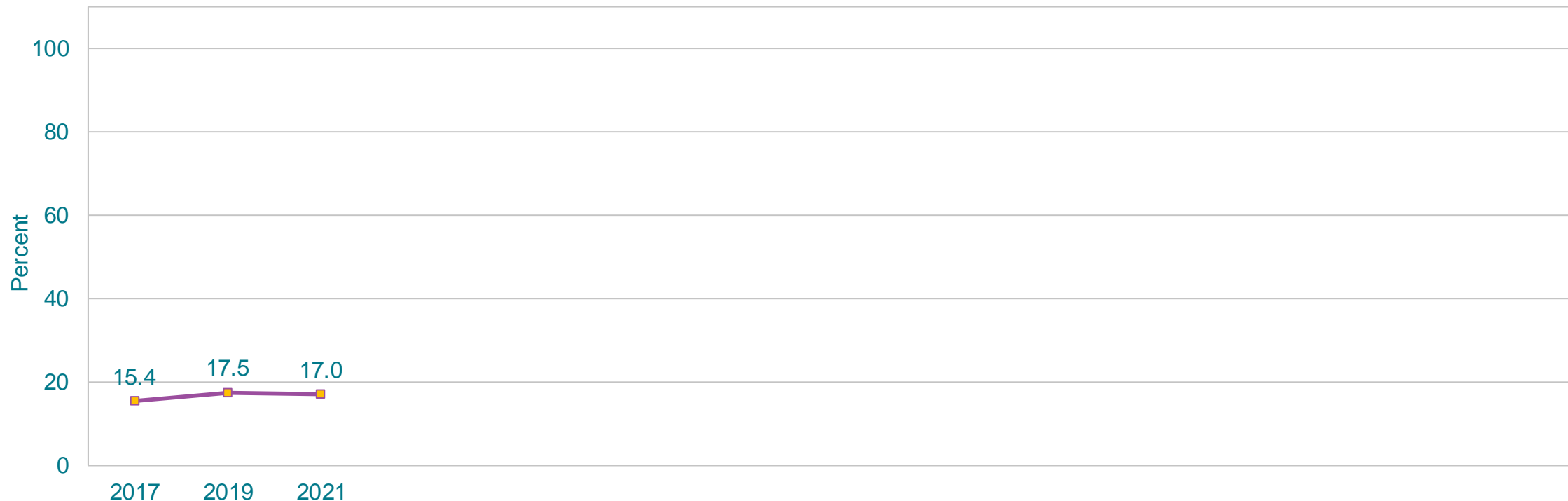
\*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life

†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.

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,\* 2017-2021†

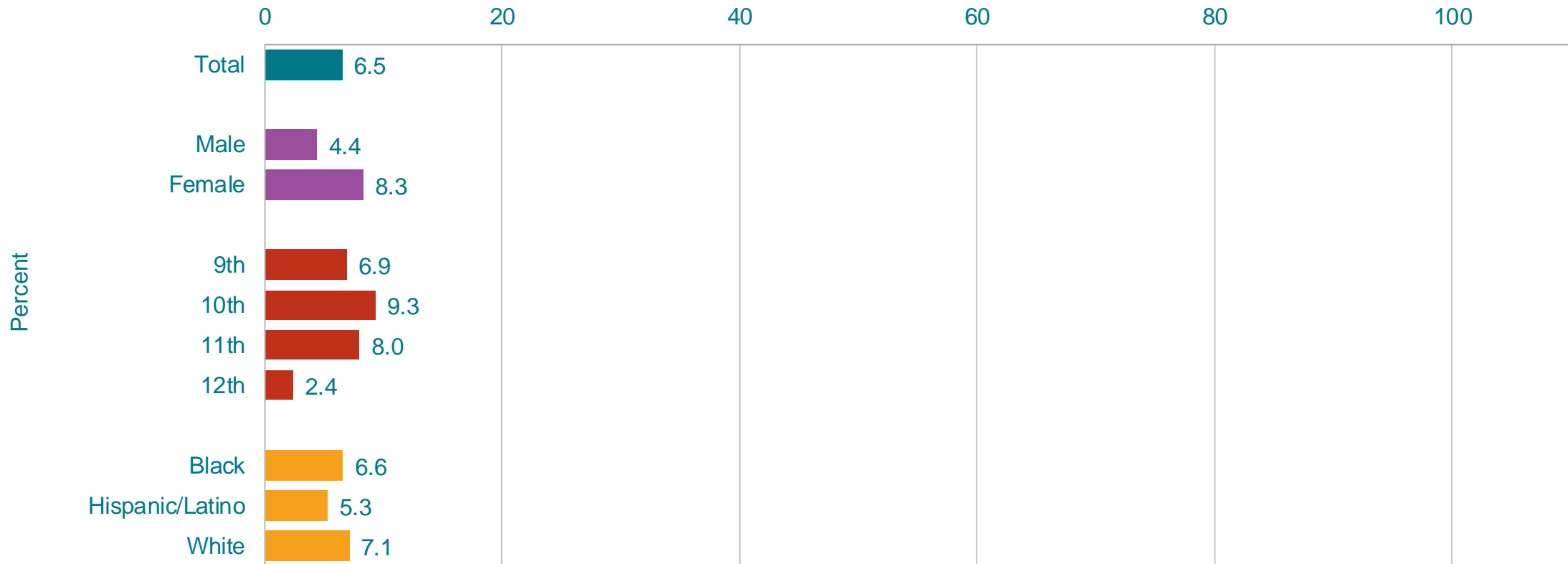


\*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life

†No change 2017-2021 [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 Inhalants,\* by Sex, Grade,† and Race/Ethnicity, 2021



\*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

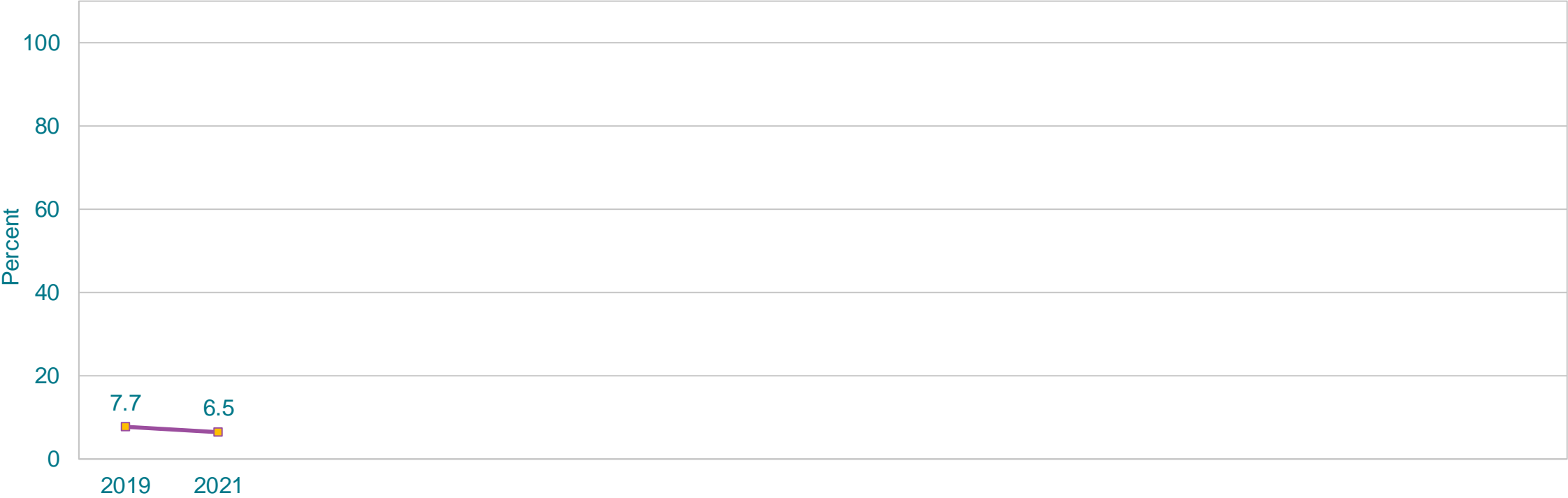
†9th > 12th, 10th > 12th, 11th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



# Percentage of High School Students Who Ever Used Inhalants,\* 2019-2021†



\*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

†No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

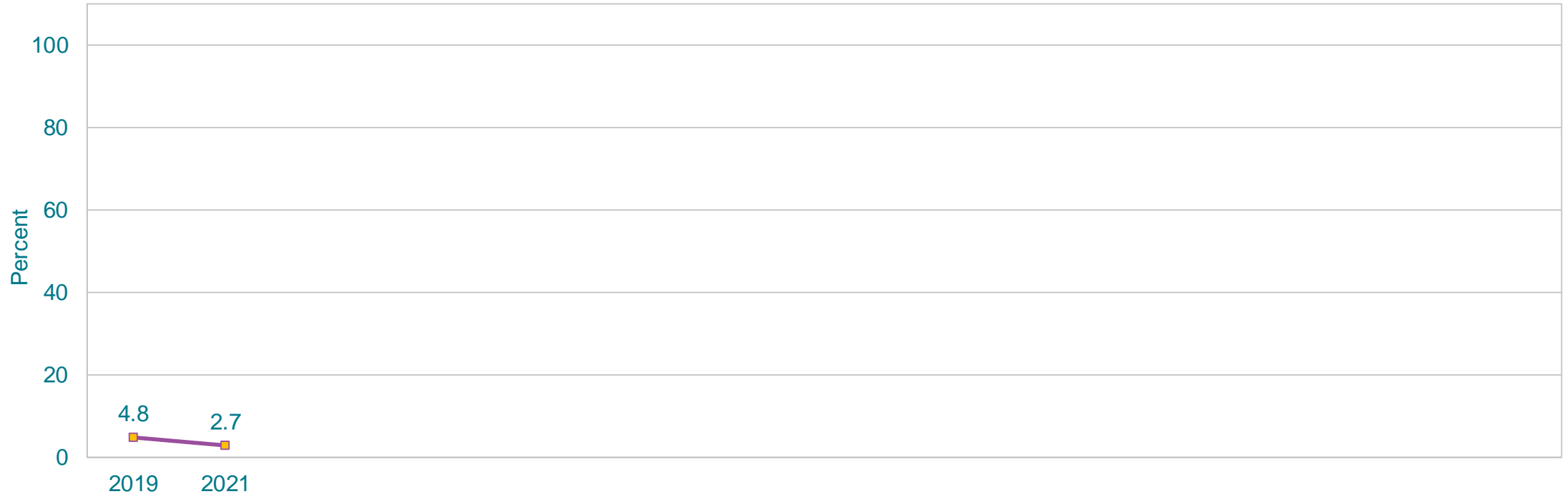
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Ecstasy,\* by Sex, Grade, and Race/Ethnicity,† 2021



\*Also called "MDMA" or "Molly," one or more times during their life  
 †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 Ever Used Ecstasy,\* 2019-2021†

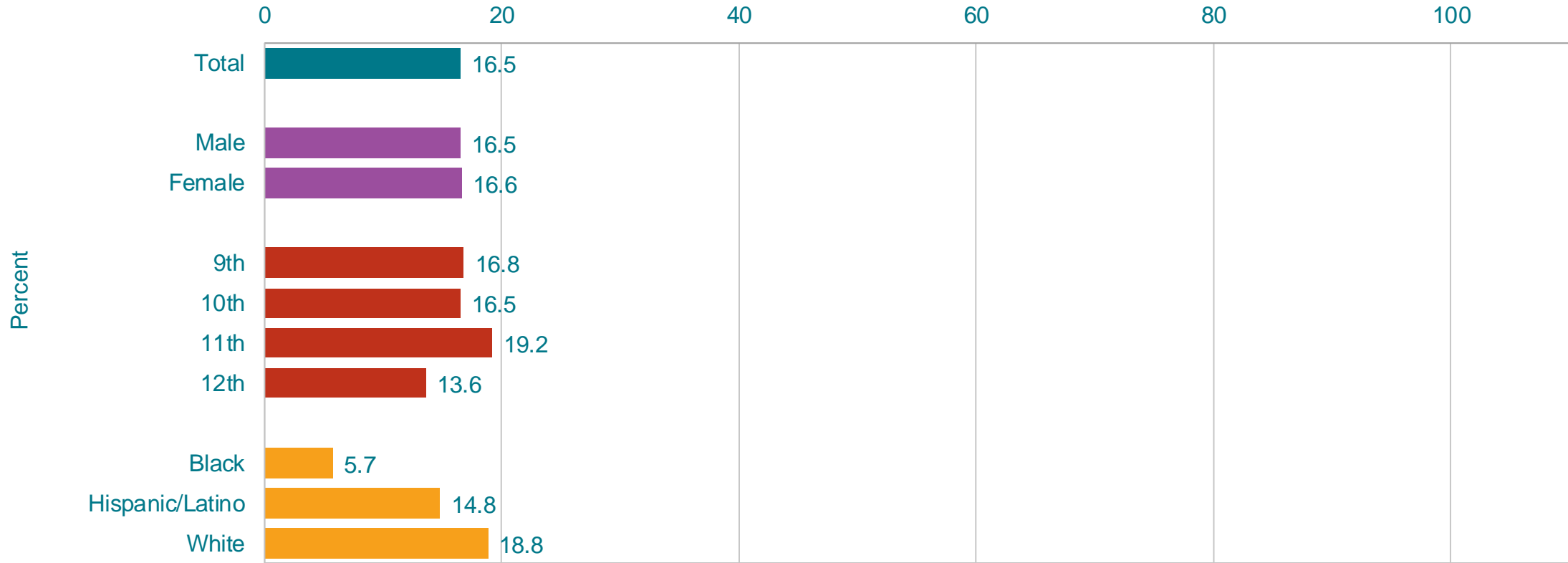


\*Also called "MDMA" or "Molly," one or more times during their life

†Decreased 2019-2021 [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 Offered, Sold, or Given an Illegal Drug on School Property,\* by Sex, Grade, and Race/Ethnicity,† 2021



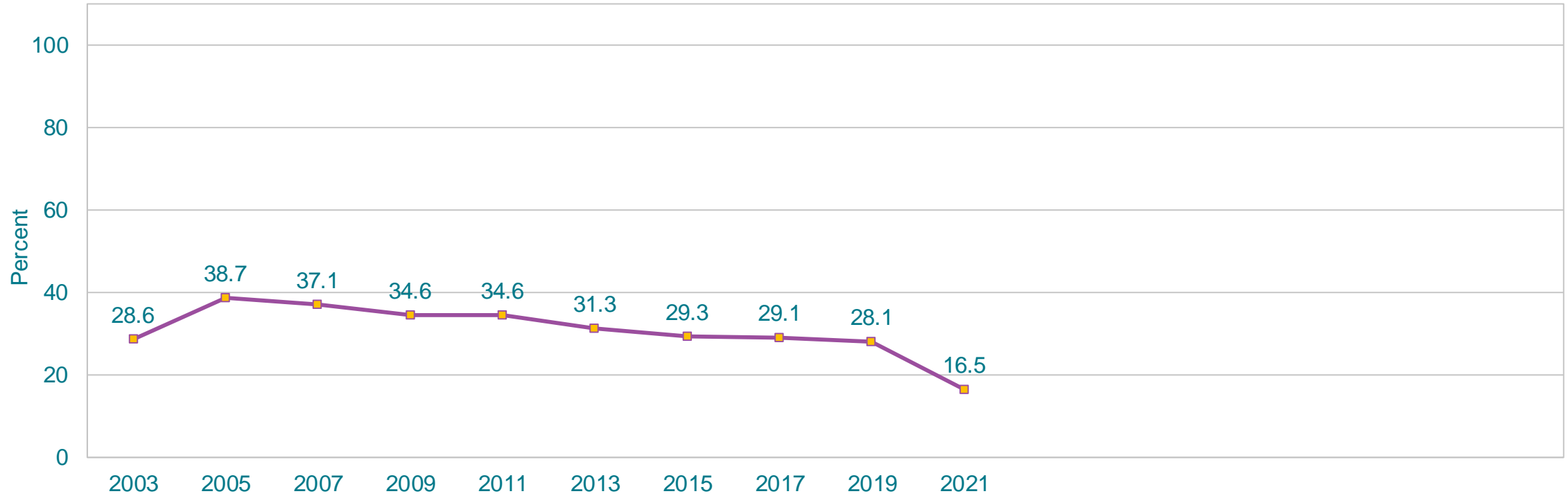
\*During the 12 months before the survey

†H > B, W > B, 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 Offered, Sold, or Given an Illegal Drug on School Property,\* 2003-2021†

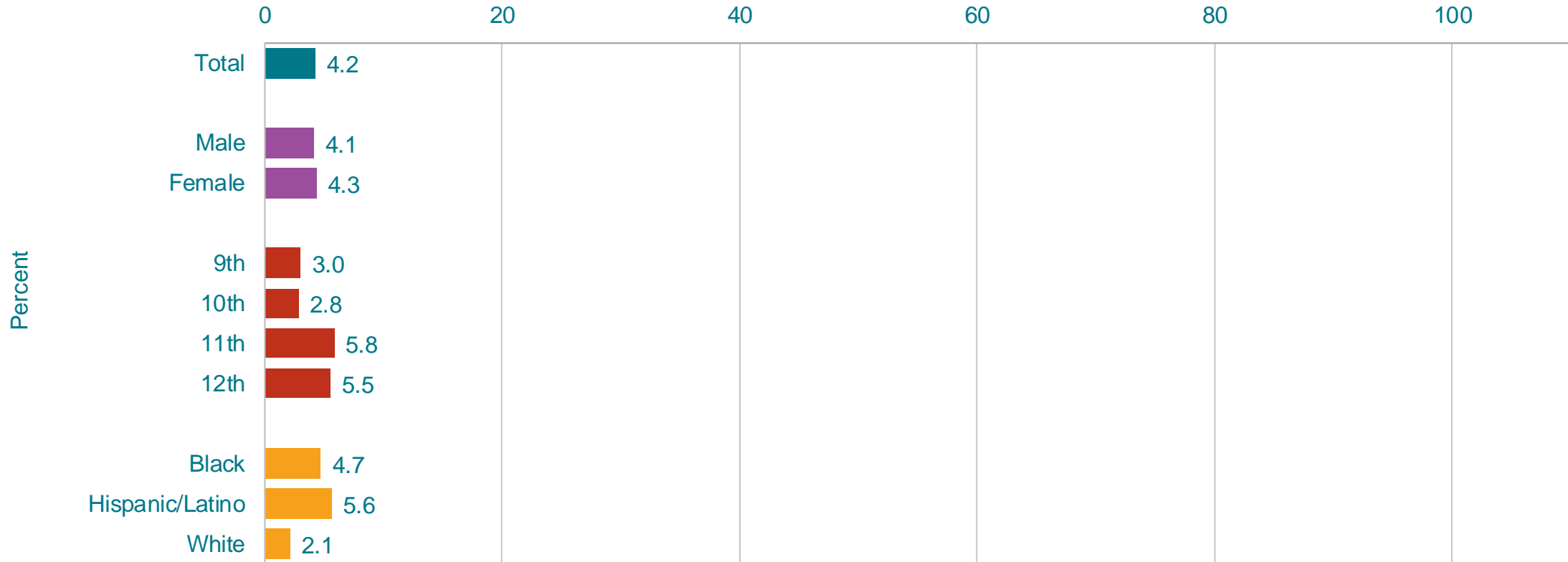


\*During the 12 months before the survey

†Decreased 2003-2021, increased 2003-2007, decreased 2007-2021 [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,\* 2021

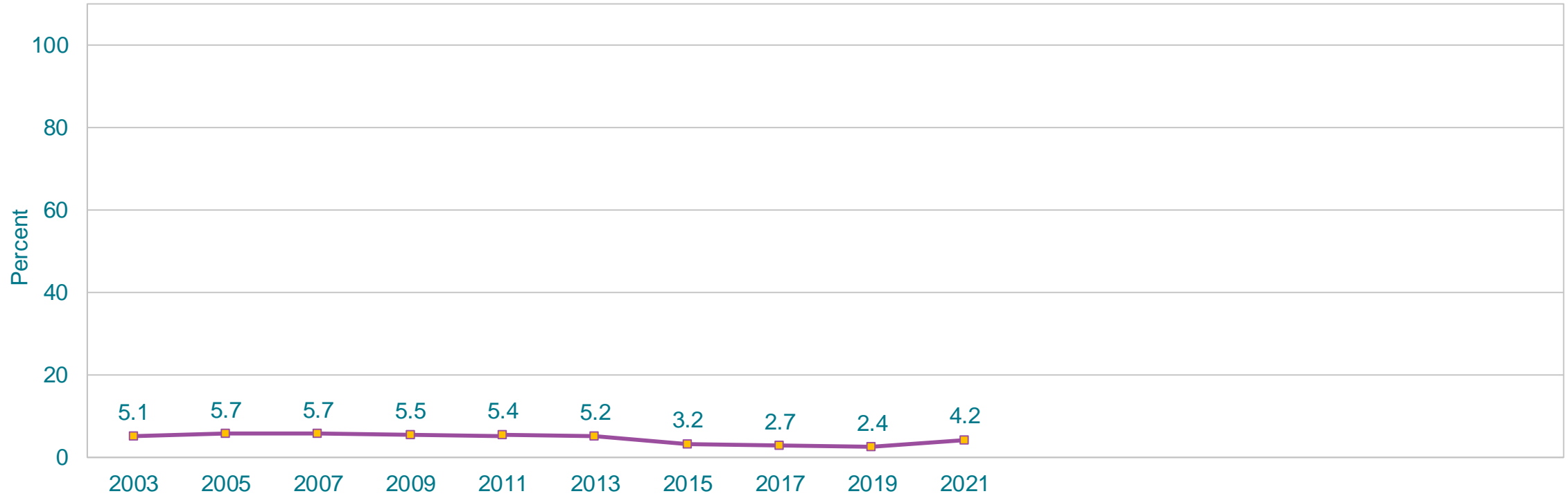


\*H > W (Based on t-test analysis,  $p < 0.05$ .)

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

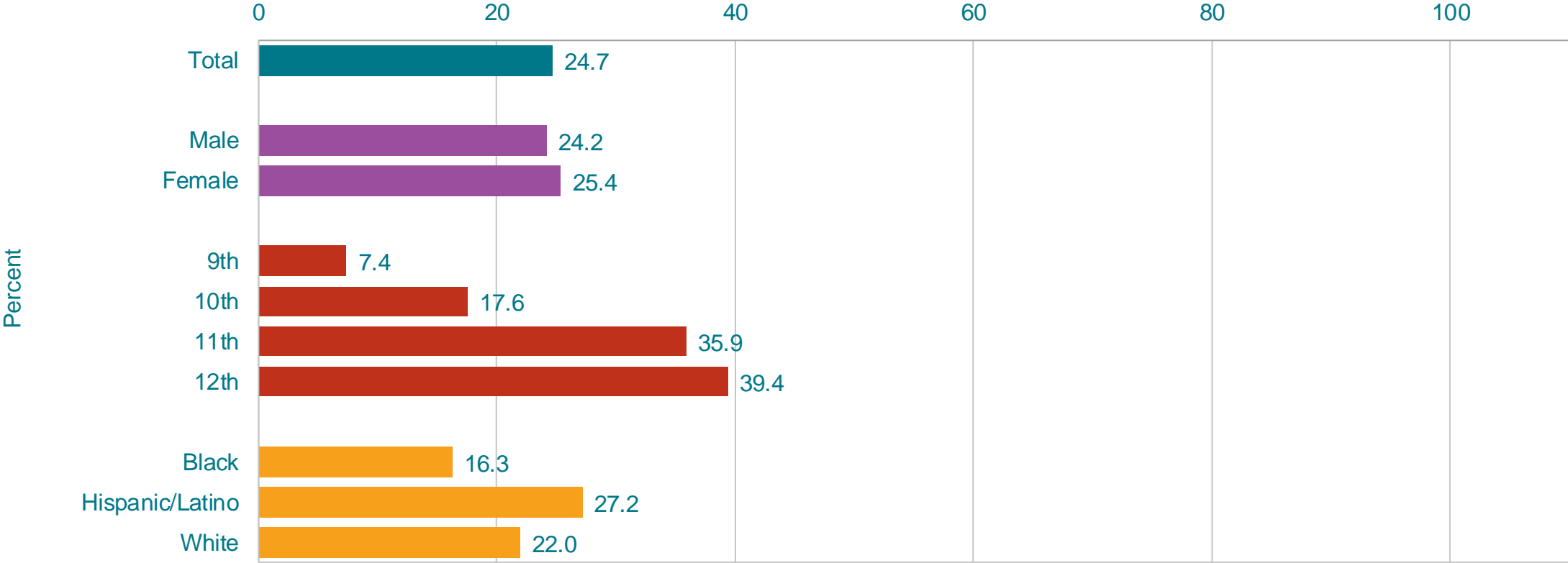
This graph contains weighted results.

# Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, 2003-2021\*



\*Decreased 2003-2021 [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.

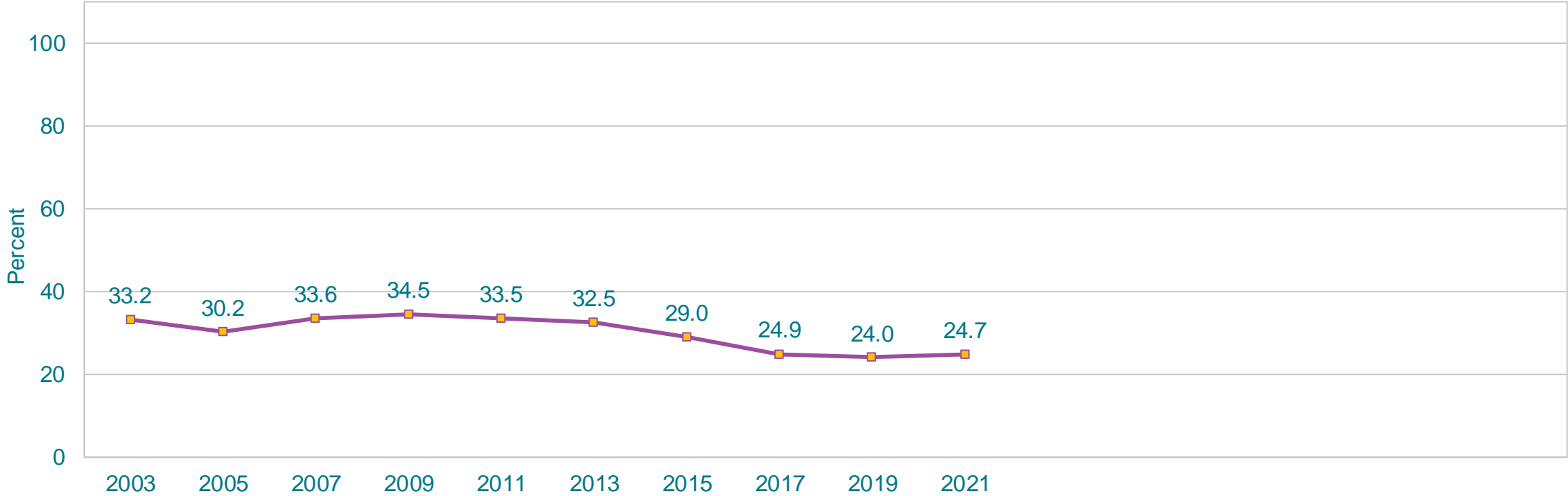
# Percentage of High School Students Who Were Currently Sexually Active,\* by Sex, Grade,† and Race/Ethnicity, 2021



\*Had sexual intercourse with at least one person, during the 3 months before the survey  
 †10th > 9th, 11th > 9th, 11th > 10th, 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 Were Currently Sexually Active,\* 2003-2021†

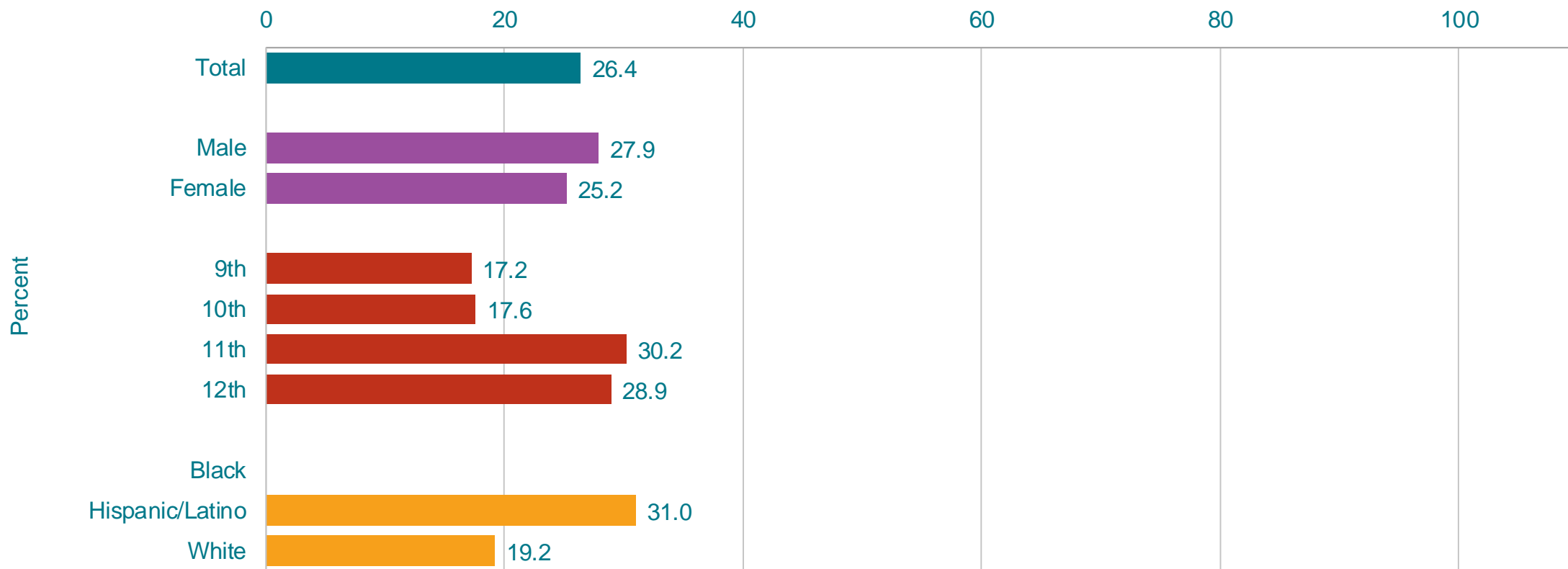


\*Had sexual intercourse with at least one person, during the 3 months before the survey

†Decreased 2003-2021, no change 2003-2011, decreased 2011-2021 [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, 2021



\*Among students who were currently sexually active

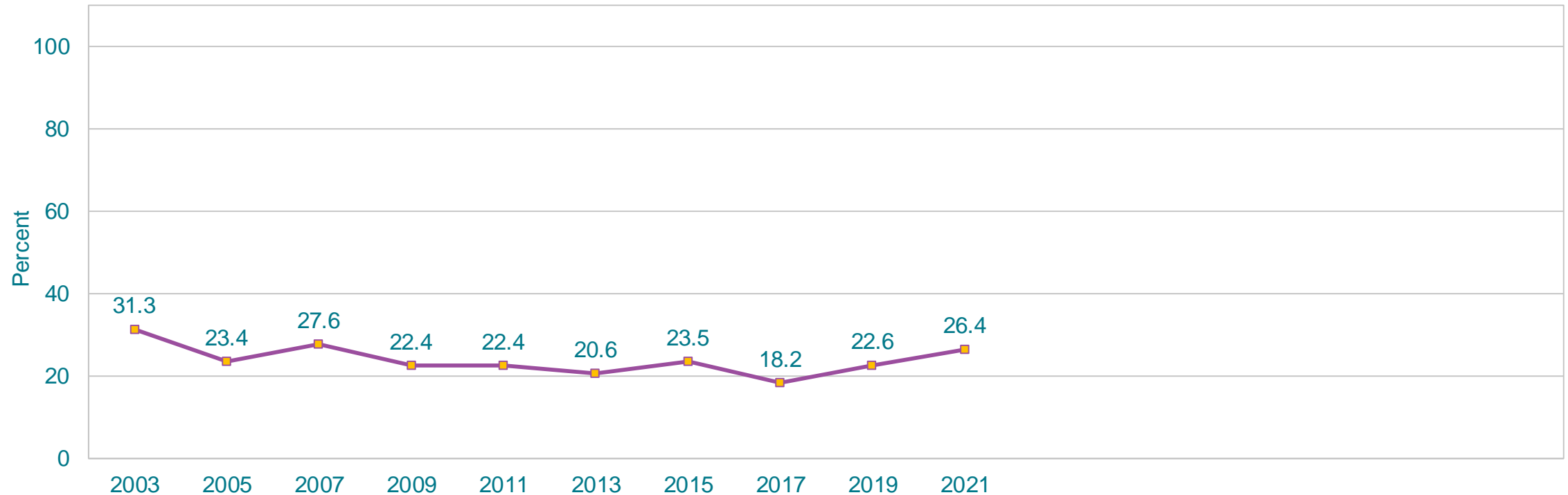
†12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* 2003-2021†

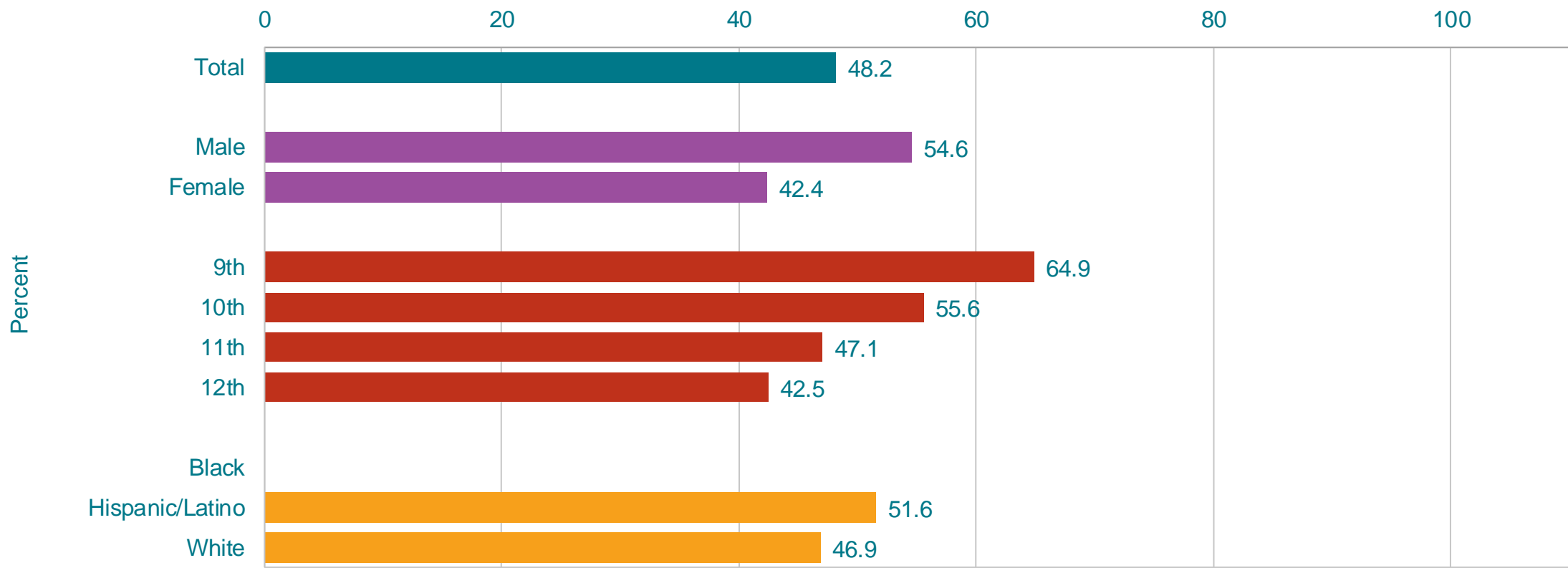


\*Among students who were currently sexually active

†Decreased, 2003-2017, no change, 2017-2021 [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,† Grade, and Race/Ethnicity, 2021



\*Among students who were currently sexually active

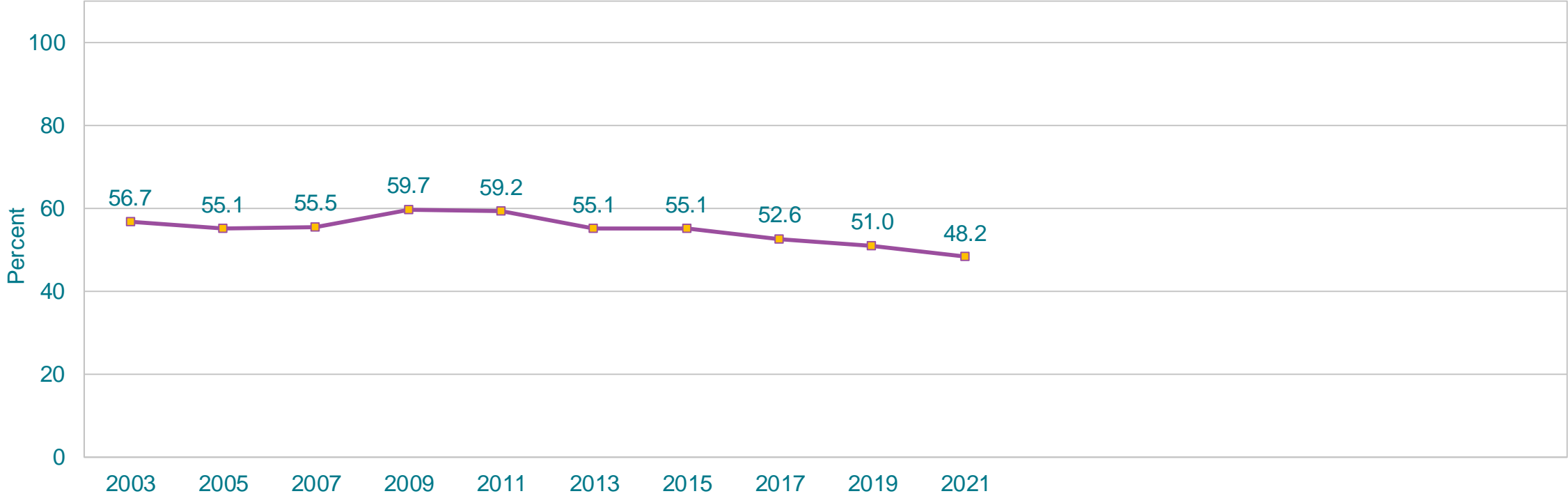
†M > F (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,\* 2003-2021†

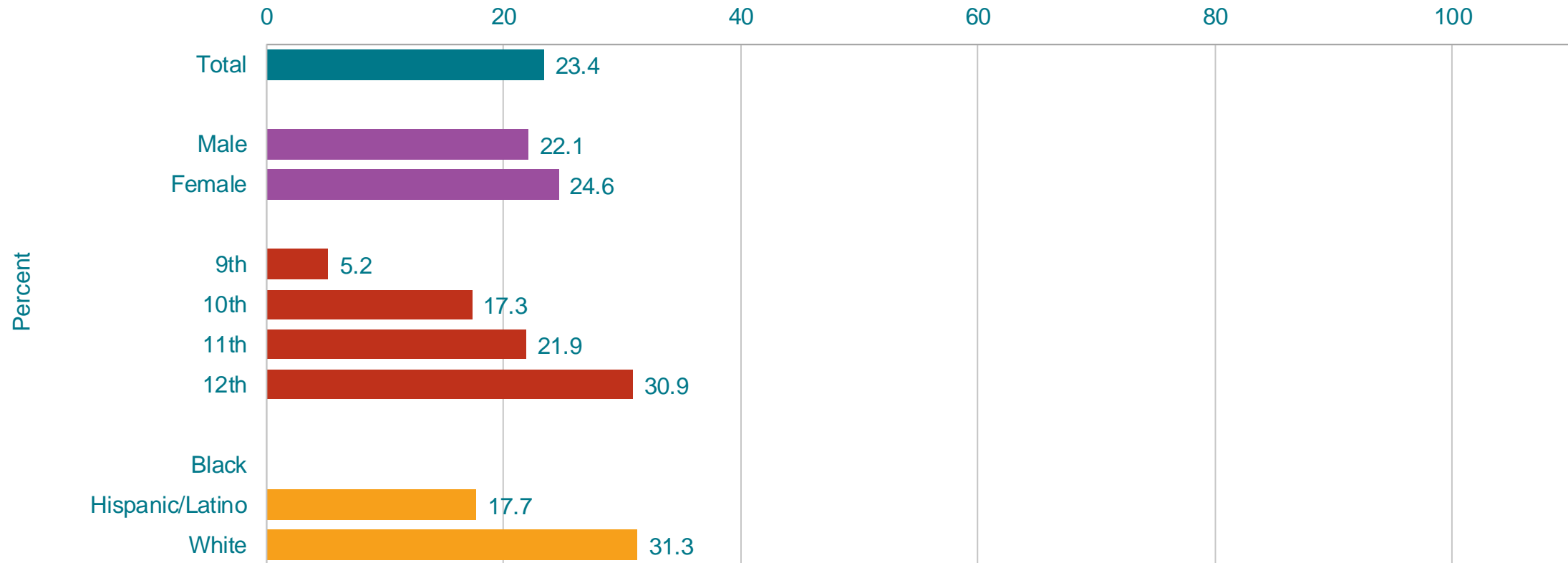


\*Among students who were currently sexually active

†Decreased 2003-2021 [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 with Opposite-Sex Partner,\* by Sex, Grade,† and Race/Ethnicity,† 2021



\*To prevent pregnancy, not counting emergency contraception such as Plan B or the "morning after" pill, among students who were currently sexually active

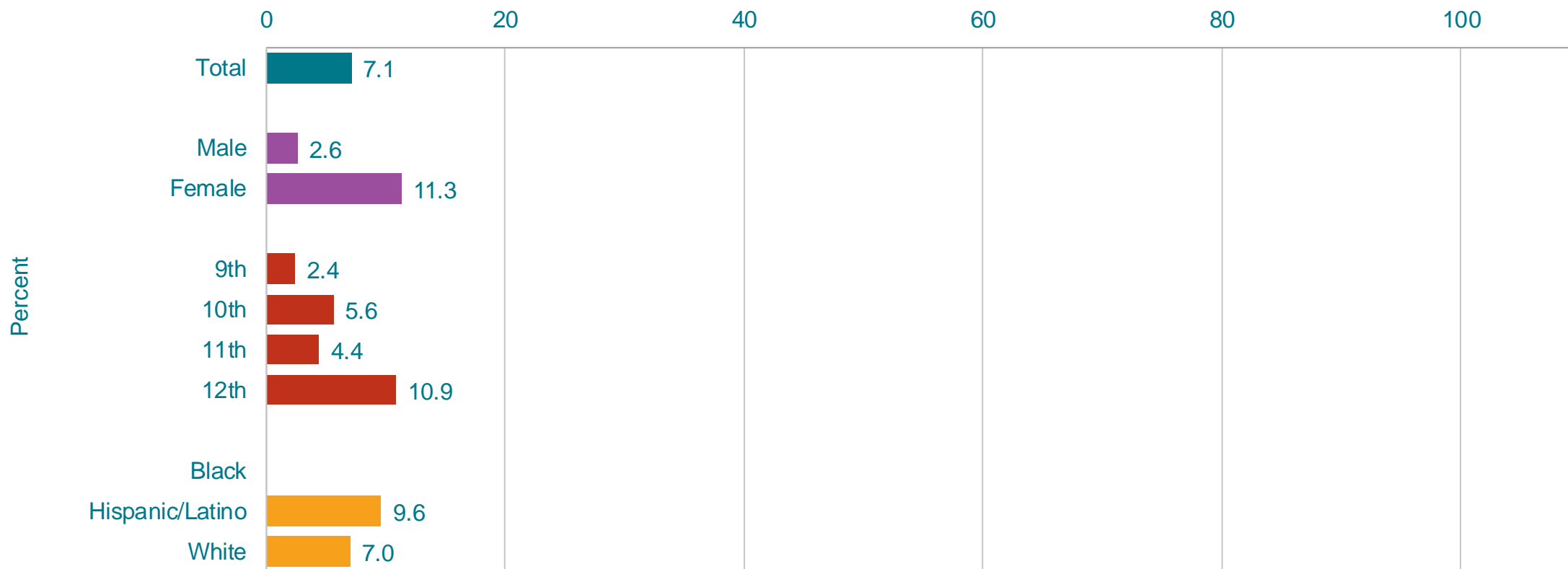
†10th > 9th, 11th > 9th, 12th > 9th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

## Percentage of High School Students Who Used an IUD (Such As Mirena or Paragard) or Implant (Such As Implanon or Nexplanon) Before Last Sexual Intercourse with an Opposite-Sex Partner,\* by Sex,† Grade, and Race/Ethnicity, 2021



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

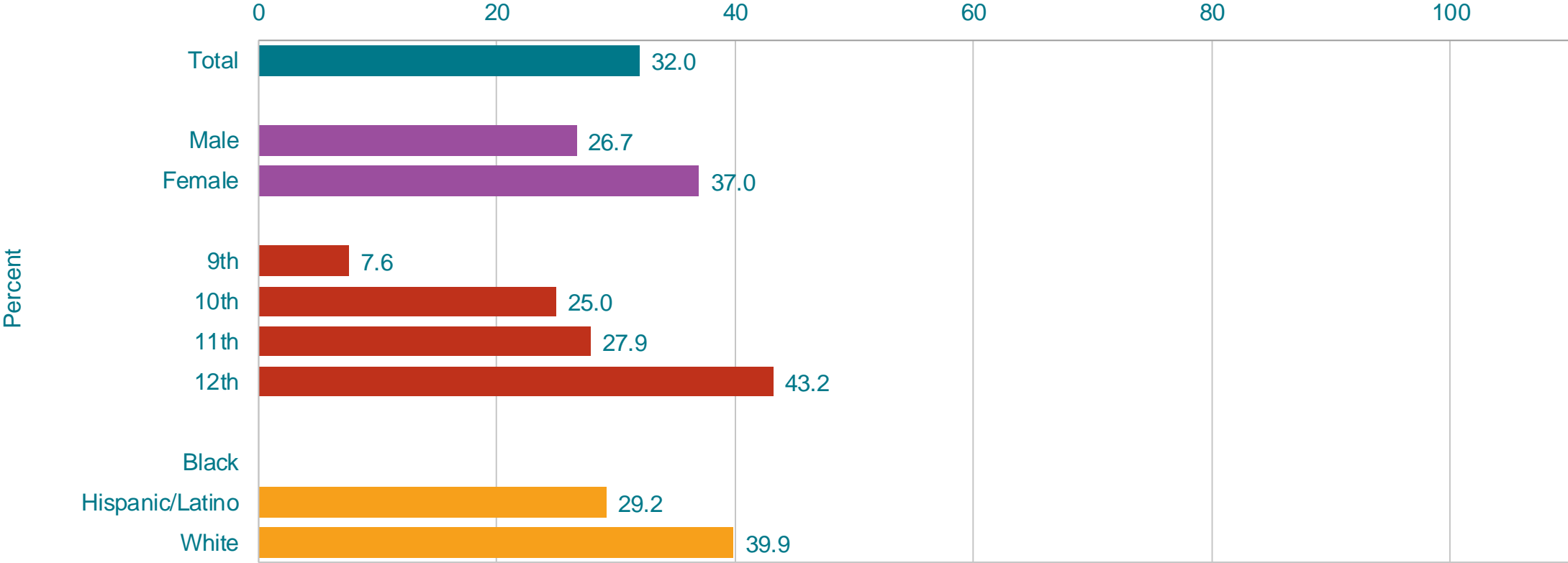
†F > M (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 30 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 Before Last Sexual Intercourse with an Opposite-Sex Partner,\* by Sex, Grade,† and Race/Ethnicity, 2021



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

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

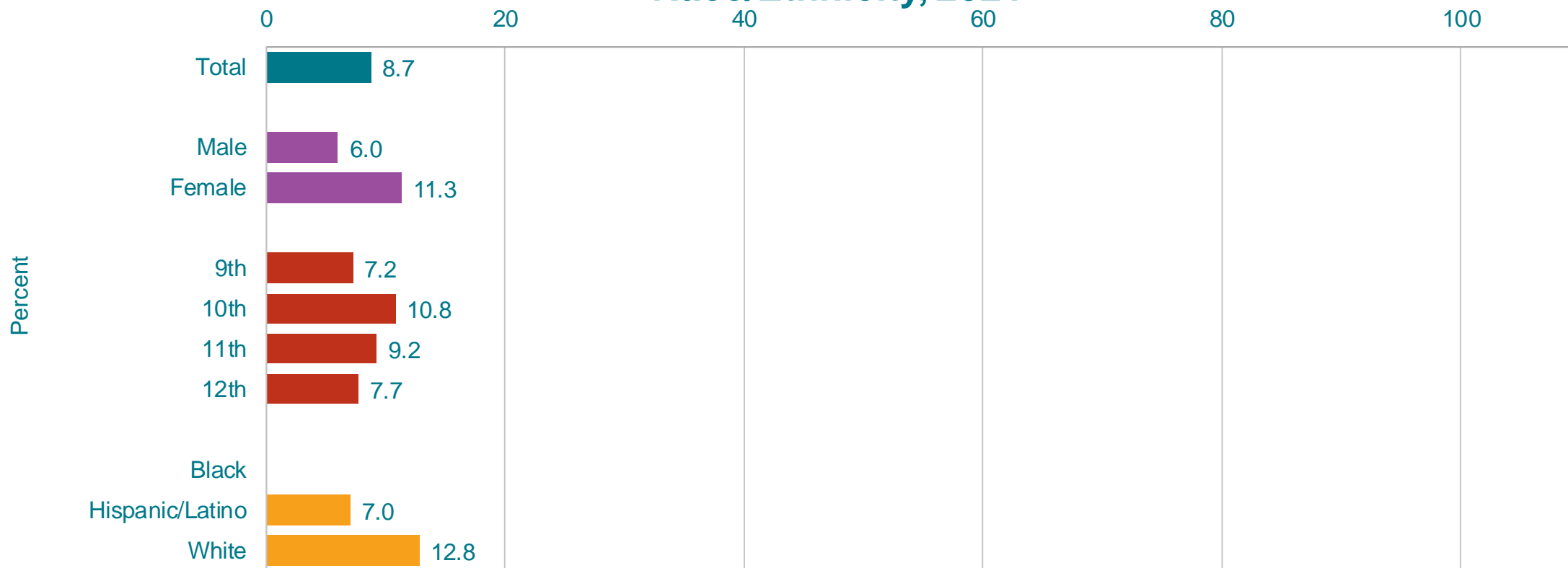
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

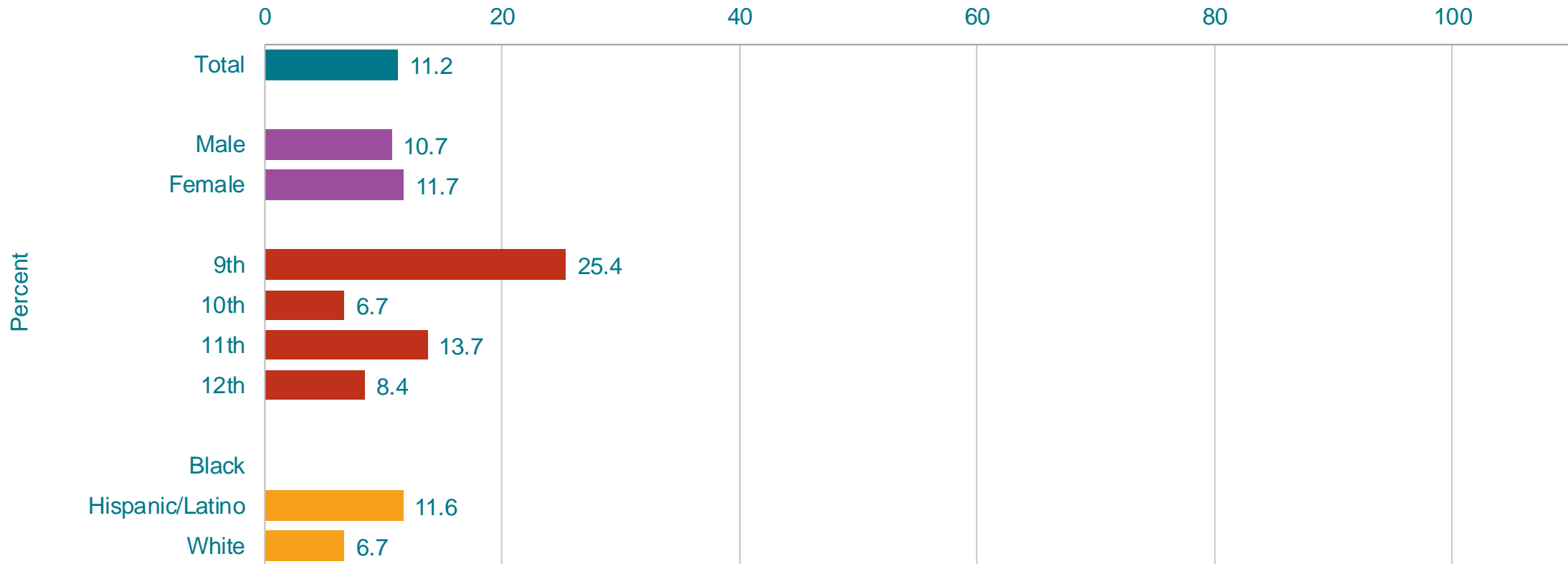


# Percentage of High School Students Who Used Both a Condom During Last Sexual Intercourse and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse with an Opposite-Sex Partner,\* by Sex, Grade, and Race/Ethnicity, 2021



\*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 30 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy During Last Sexual Intercourse with an Opposite-Sex Partner,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2021



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

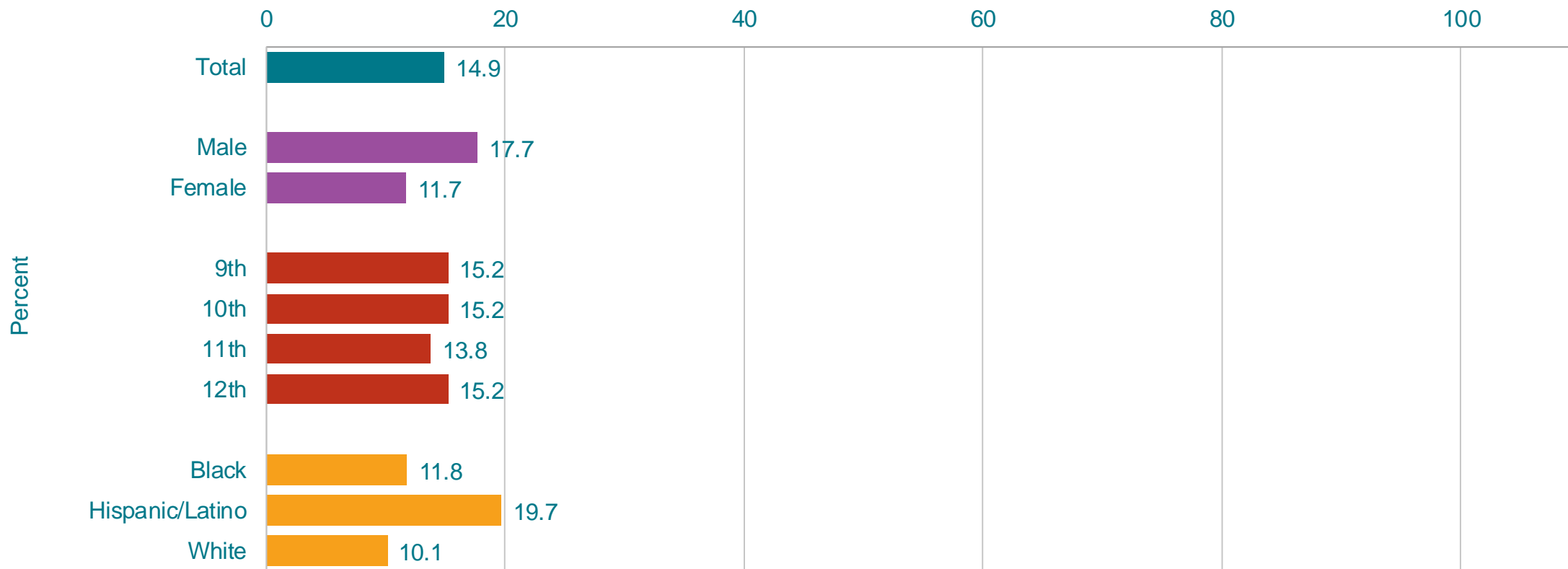
<sup>†</sup>9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Had Obesity,\* by Sex, Grade, and Race/Ethnicity,† 2021



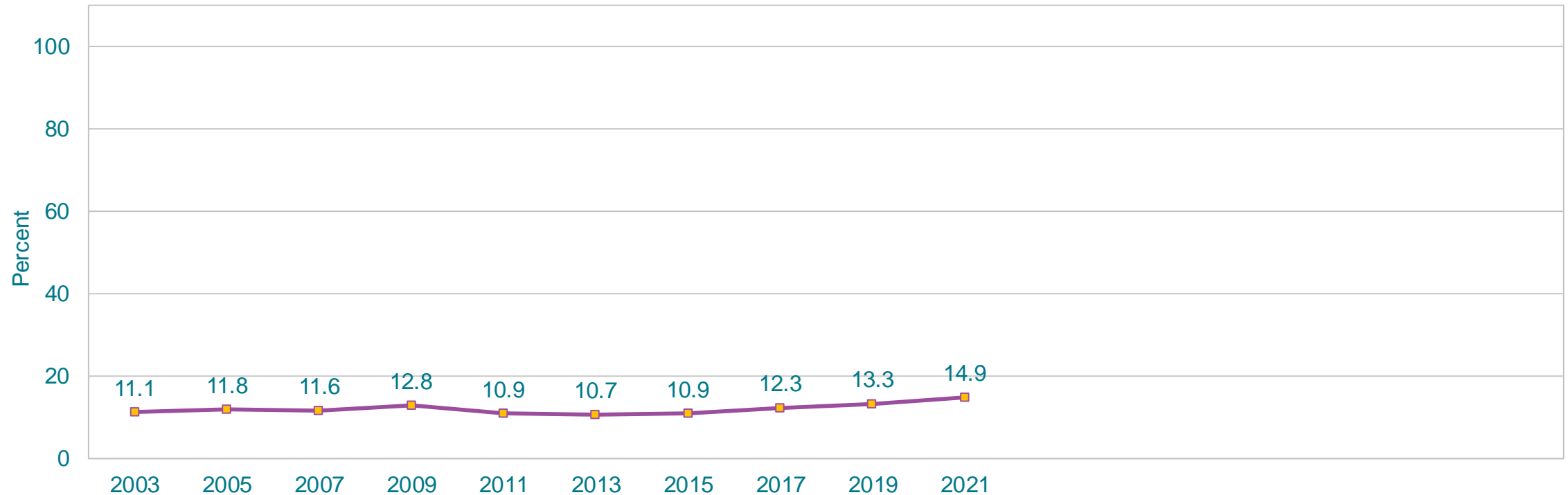
\*  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†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 Had Obesity,\* 2003-2021†

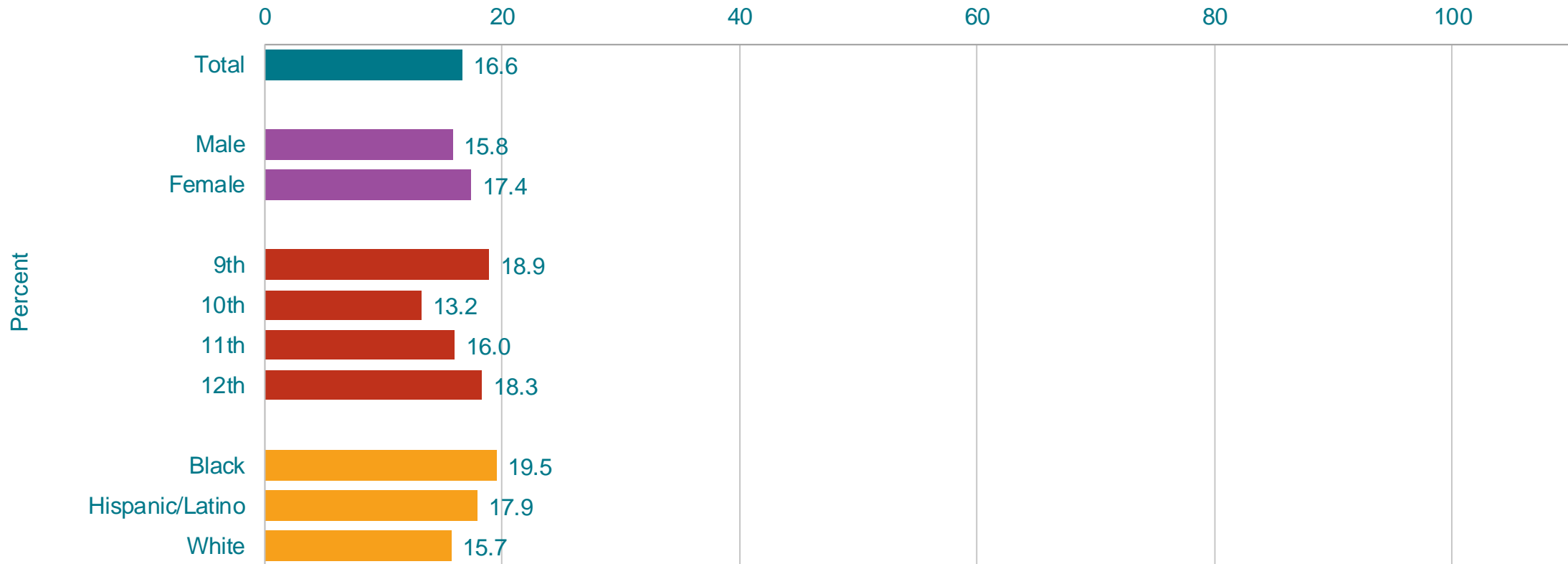


\*  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†No change, 2003-2015, increased, 2015-2021 [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, 2021

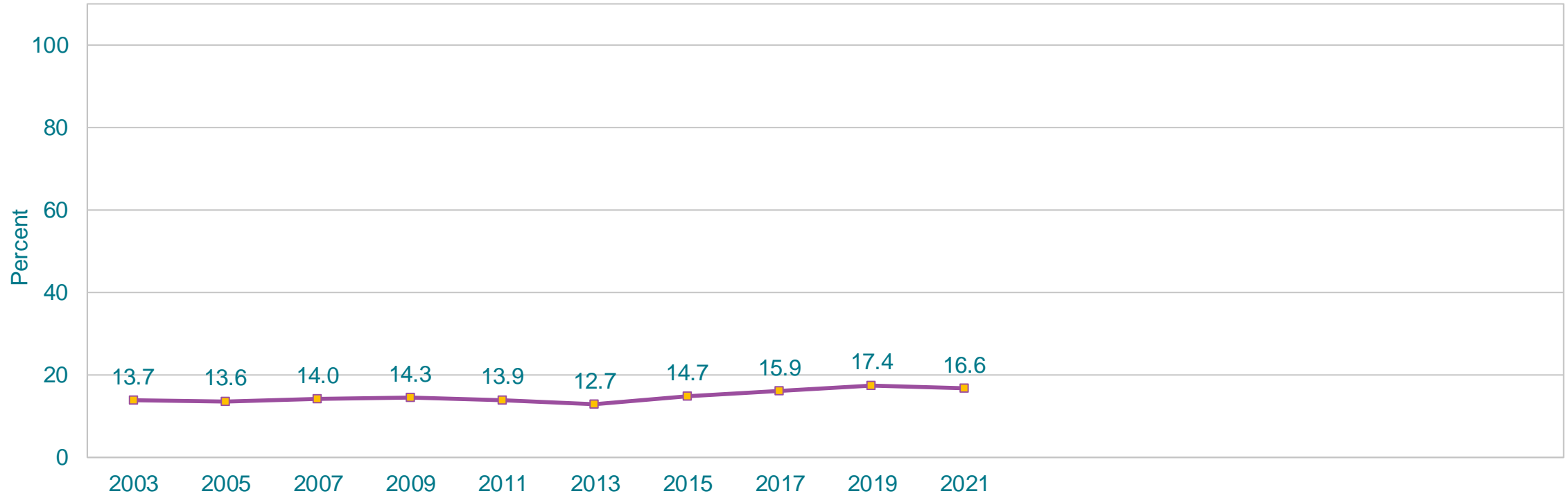


\*  $\geq$  85th percentile but  $<$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

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 Overweight,\* 2003-2021†

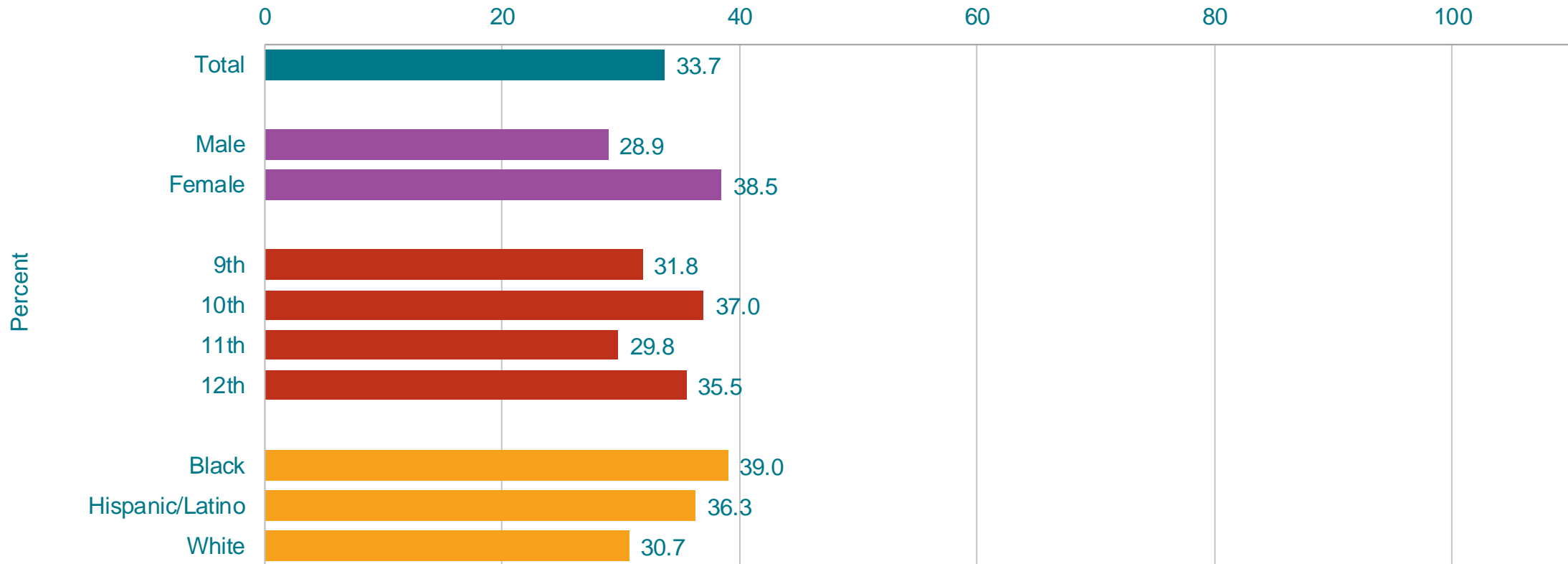


\*  $\geq$  85th percentile but  $<$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†Increased 2003-2021 [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).]

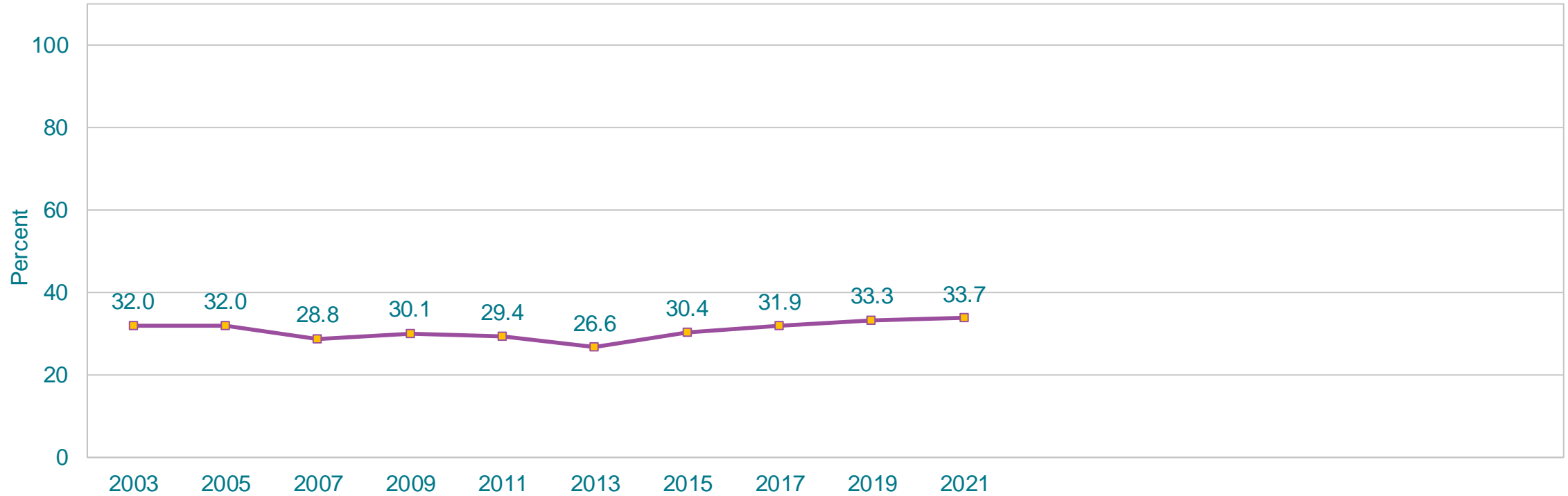
This graph contains weighted results.

# Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, by Sex, Grade, and Race/Ethnicity, 2021



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 Themselves As Slightly or Very Overweight, 2003-2021\*

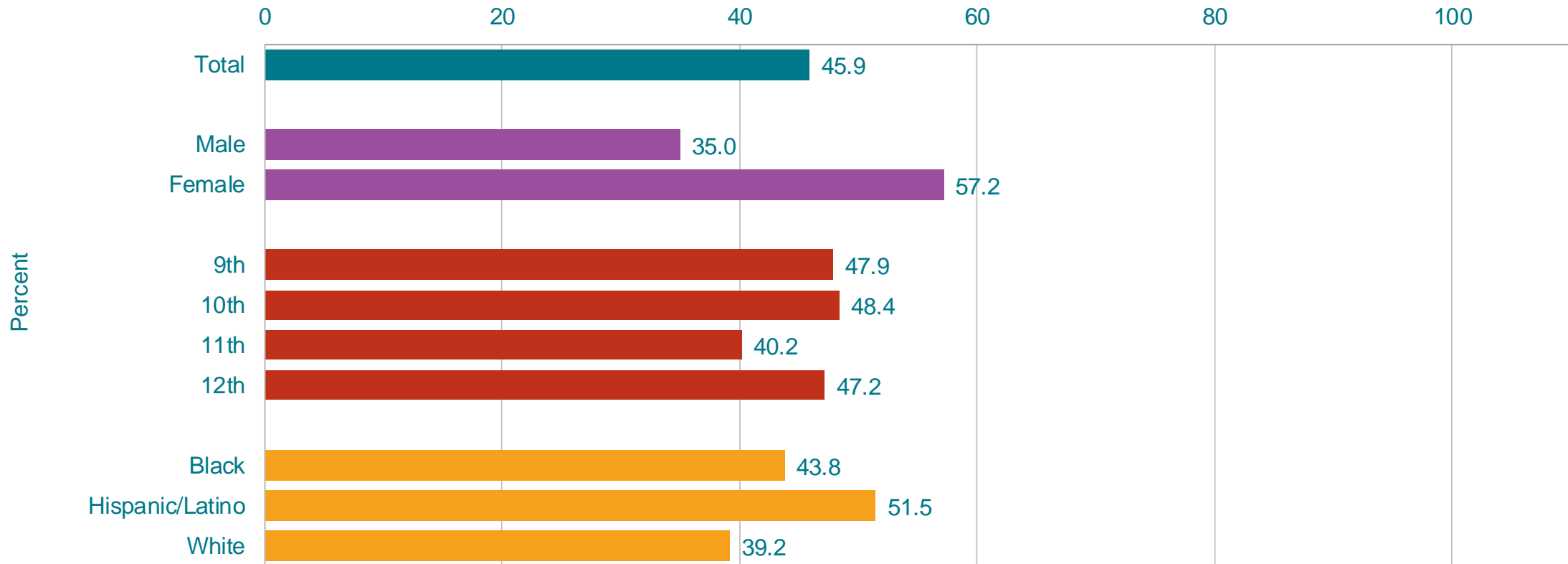


\*Decreased, 2003-2013, increased, 2013-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05). Significant linear trends (if present) across all available years are described first followed by linear changes in each 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,\* 2021



\*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.

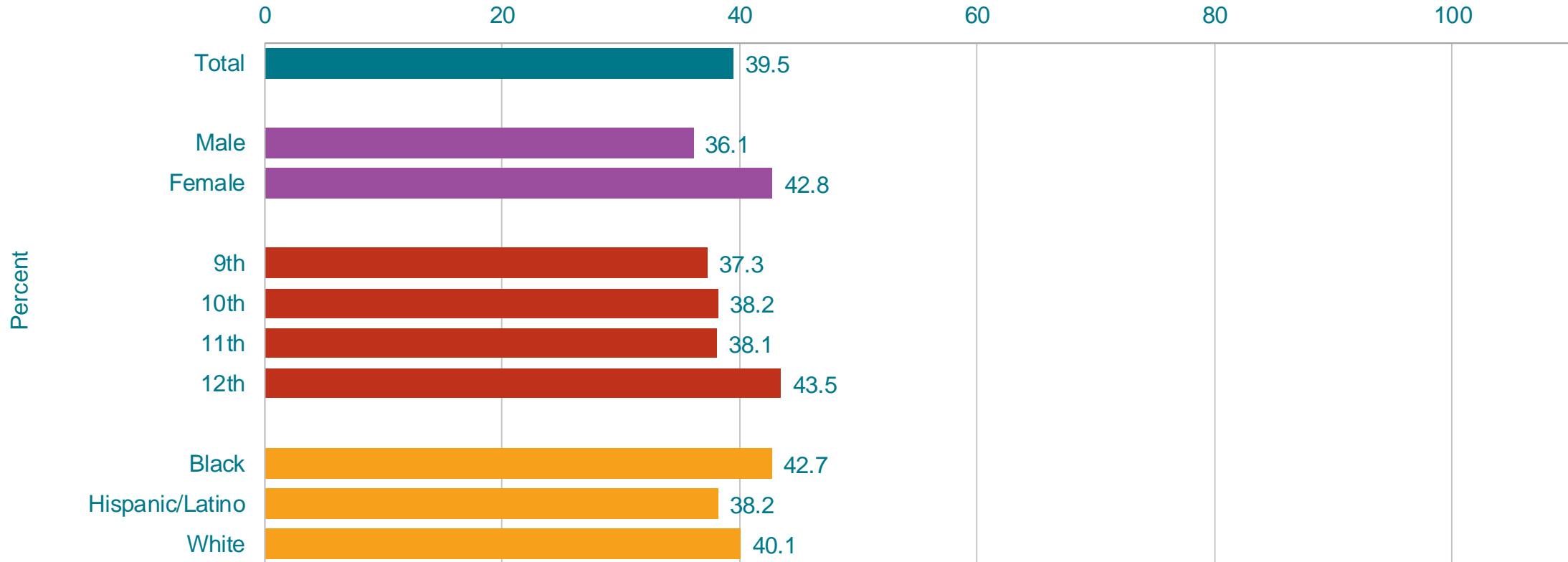
This graph contains weighted results.

# Percentage of High School Students Who Were Trying to Lose Weight, 2011-2021\*



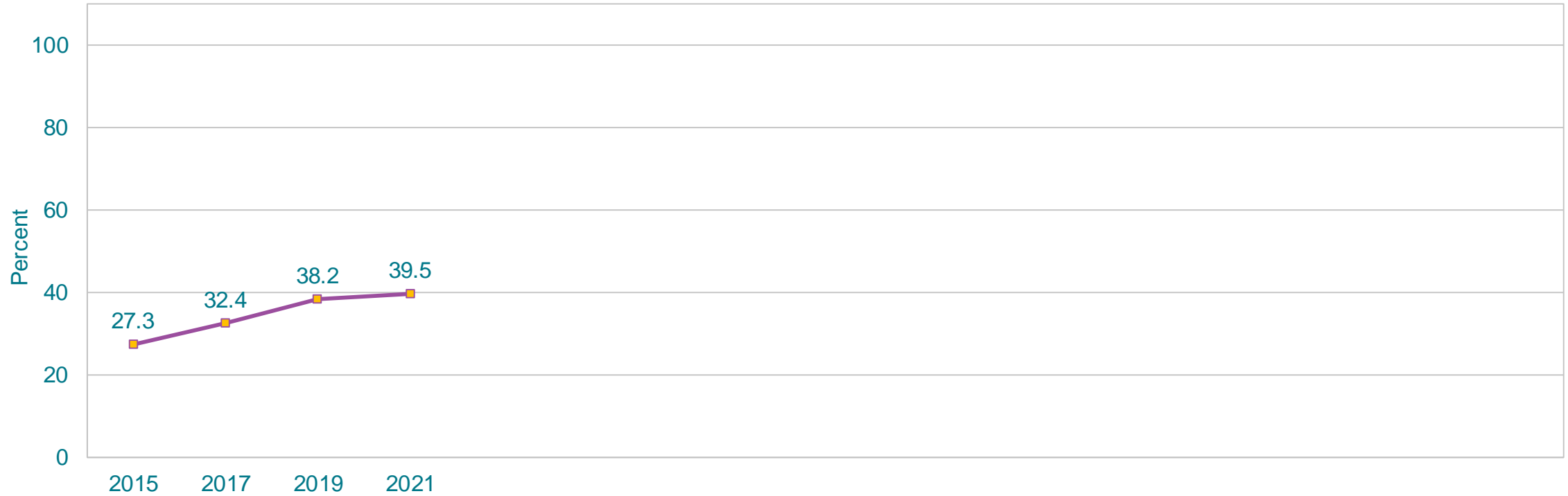
\*No change 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink Fruit Juice,\* by Sex, Grade, and Race/Ethnicity, 2021



\*100% fruit juices 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.  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink Fruit Juice,\* 2015-2021†

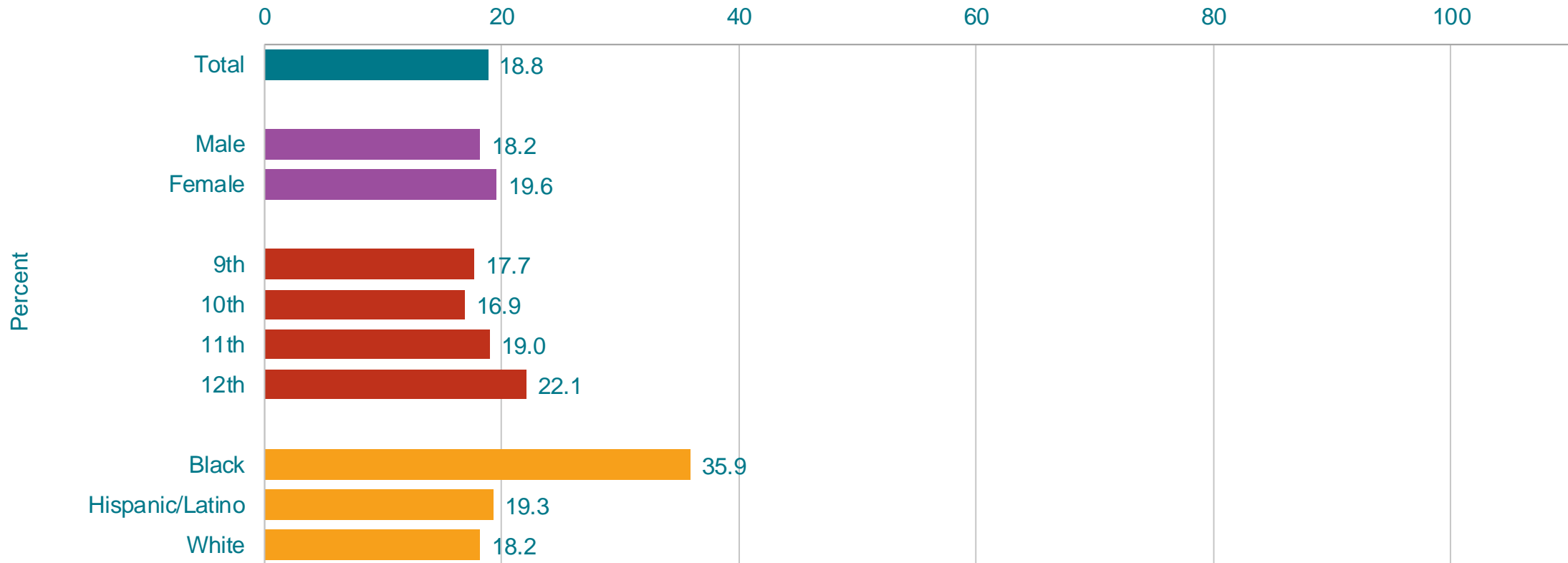


\*100% fruit juices one or more times during the 7 days before the survey

†Increased 2015-2021 [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,† 2021



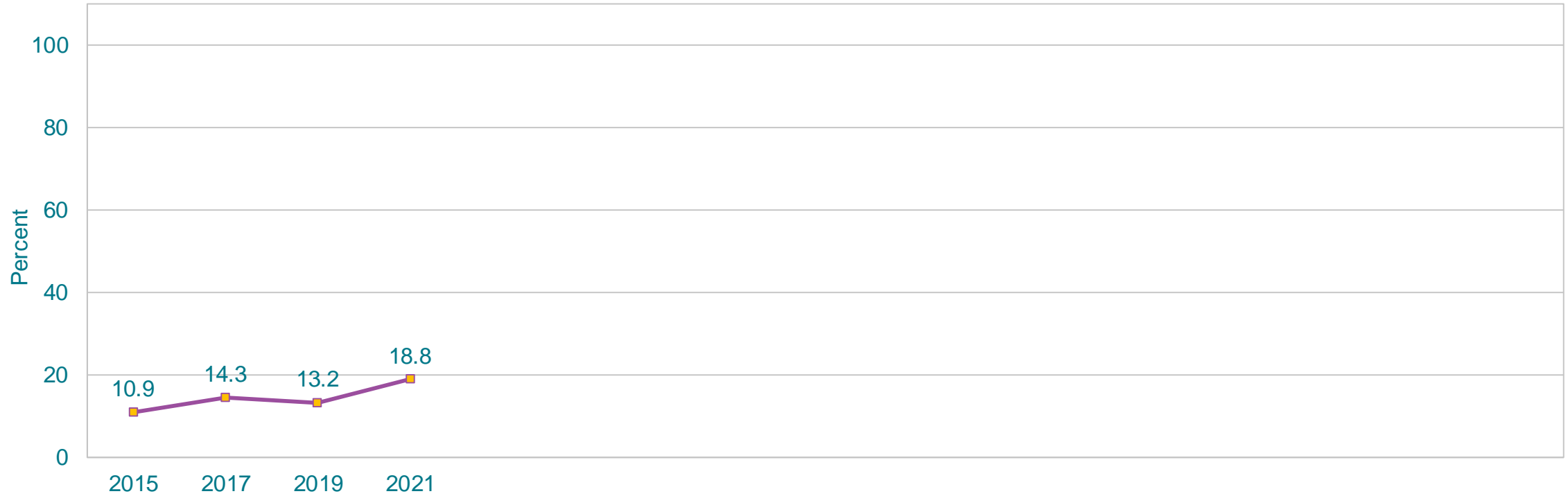
\*One or more times during the 7 days before the survey

†B > H, B > 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 Fruit,\* 2015-2021†

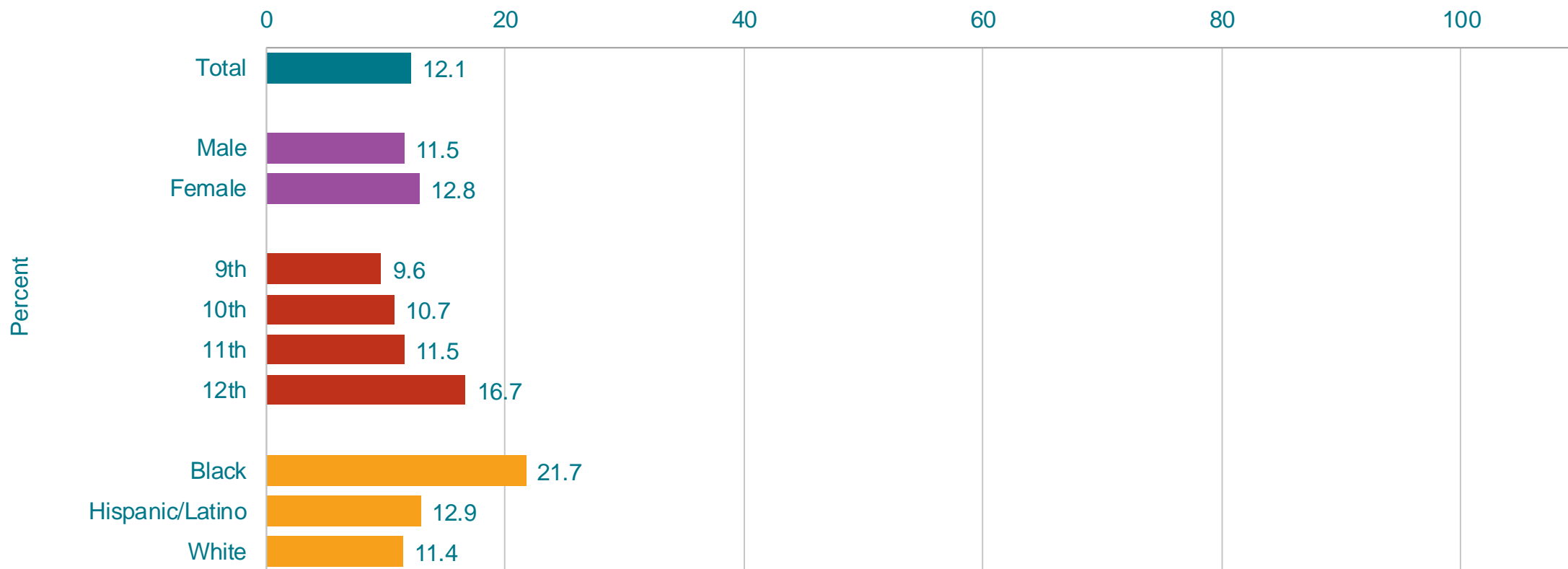


\*One or more times during the 7 days before the survey

†Increased 2015-2021 [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,† 2021



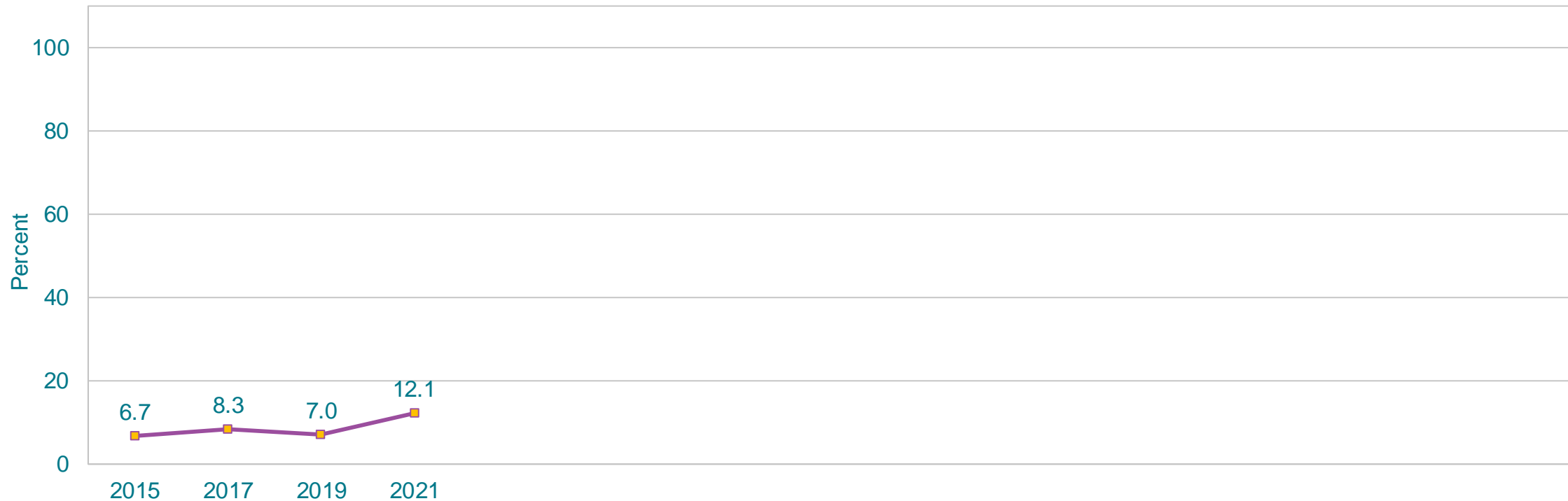
\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†12th > 9th, 12th > 11th; B > H, B > 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 Fruit or Drink 100% Fruit Juices,\* 2015-2021†



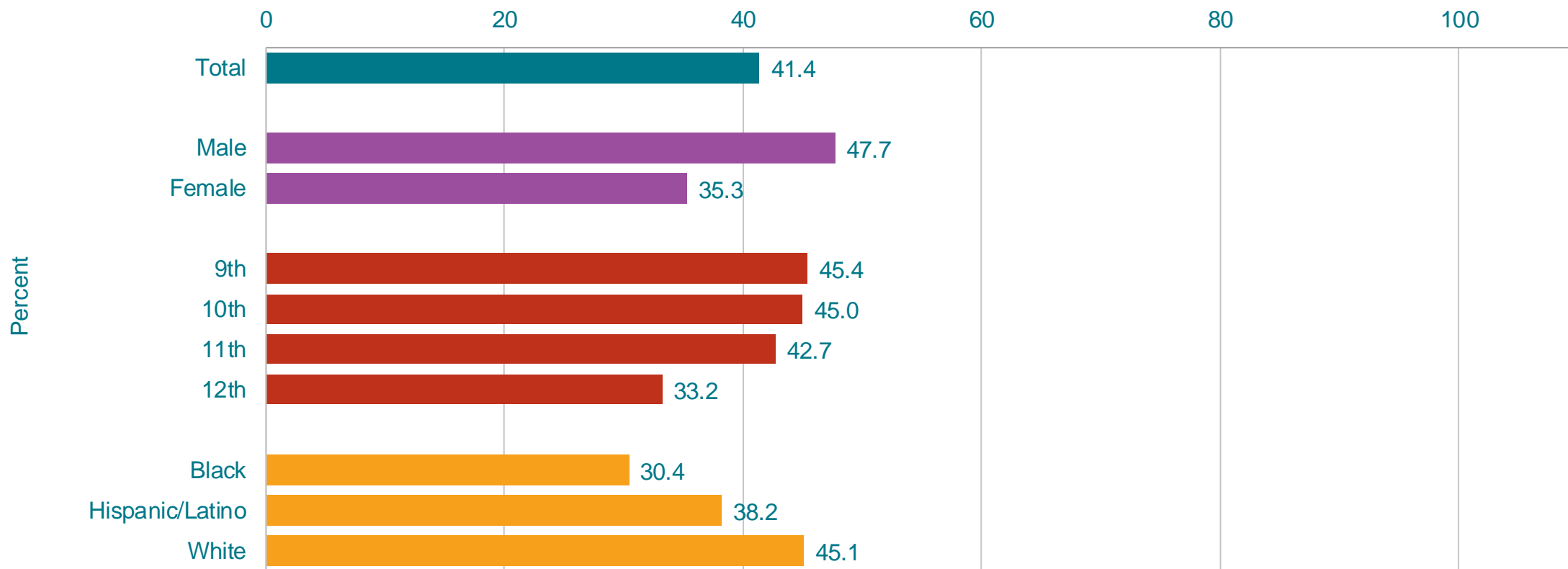
\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Increased 2015-2021 [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,† 2021



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

†M > F; 9th > 12th; 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 Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,\* 2015-2021†

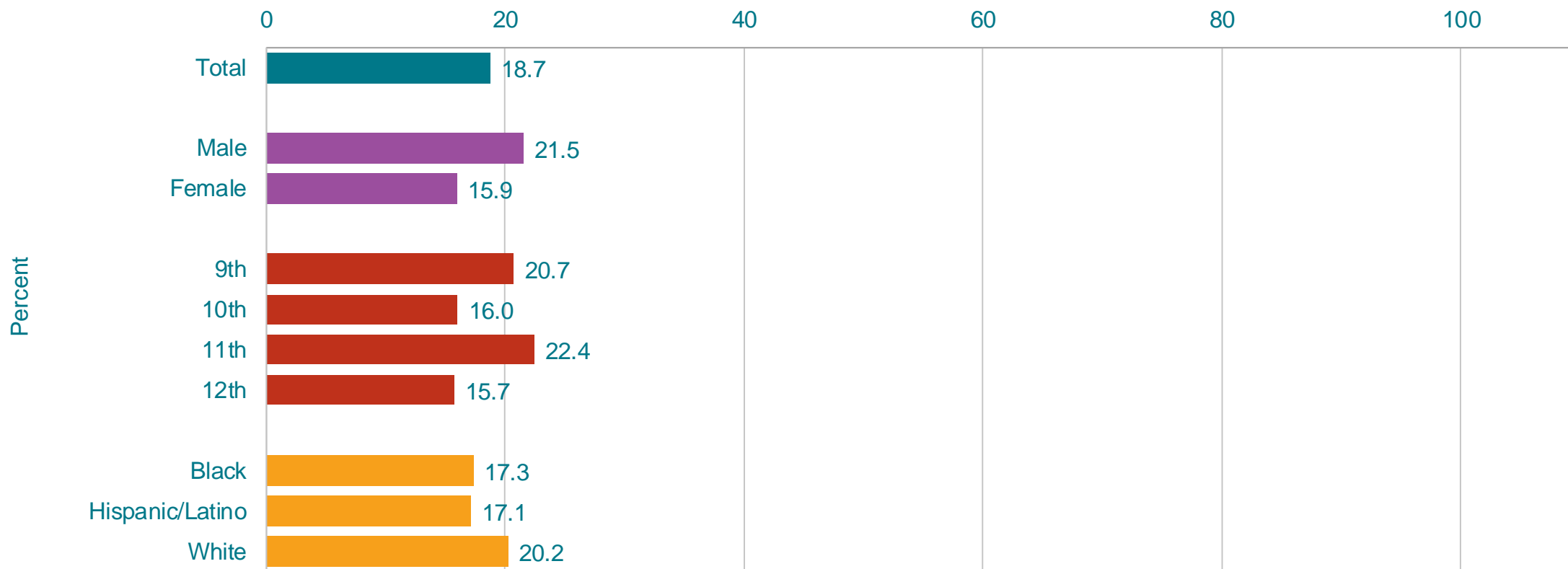


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 2015-2021 [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, 2021



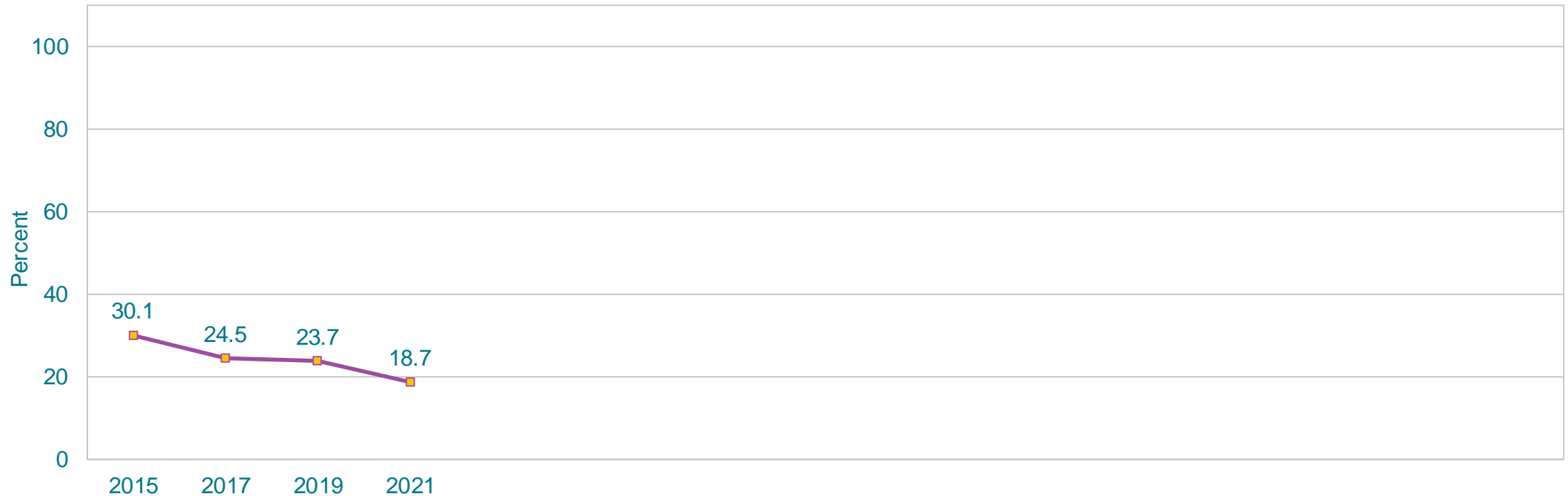
\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†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 Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,\* 2015-2021†

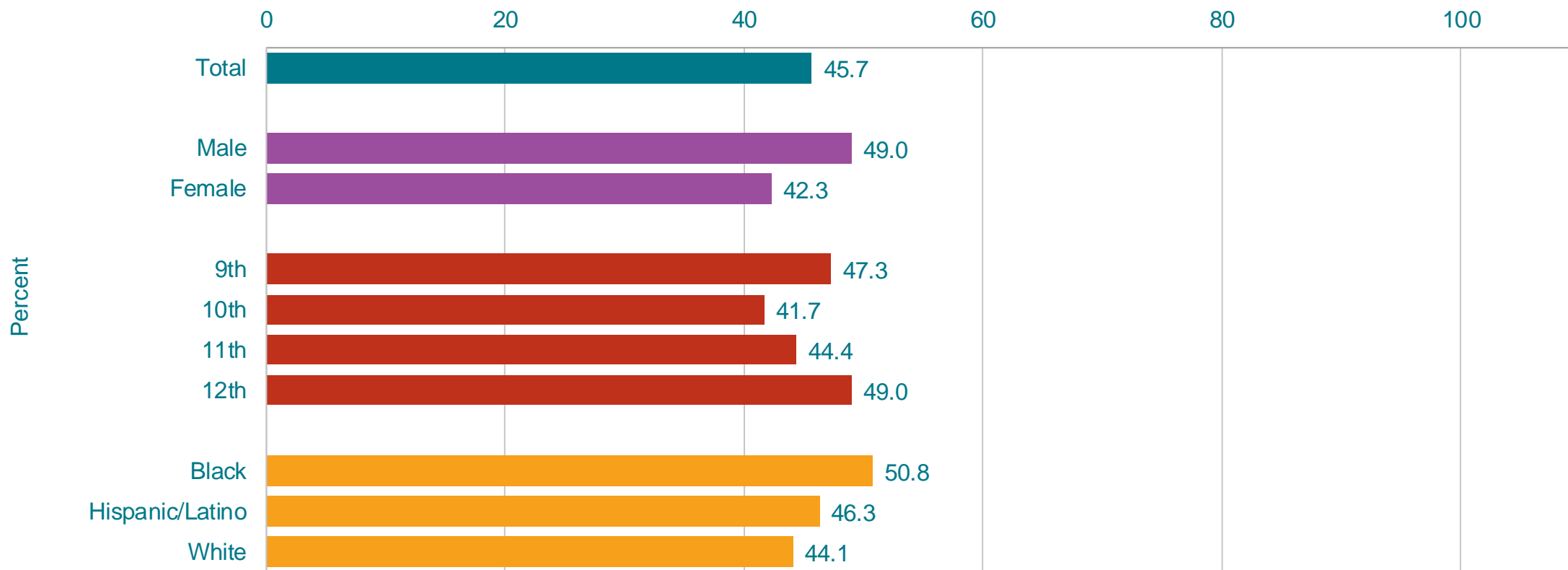


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

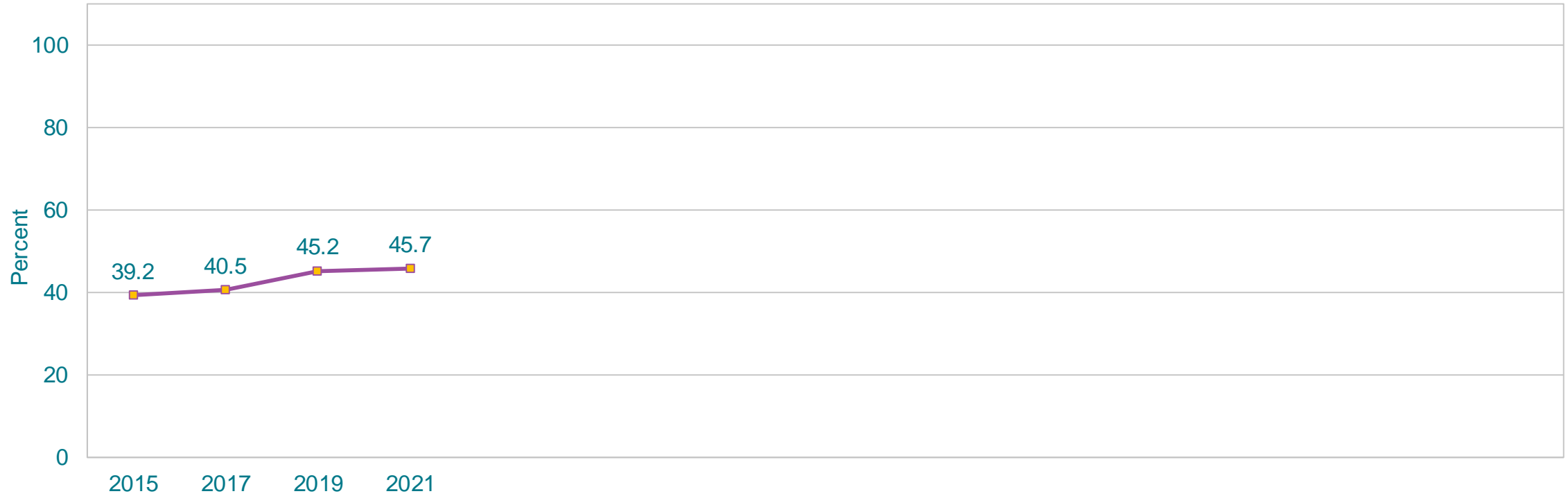
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Green Salad,\* by Sex, Grade, and Race/Ethnicity, 2021



\*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.  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Green Salad,\* 2015-2021†

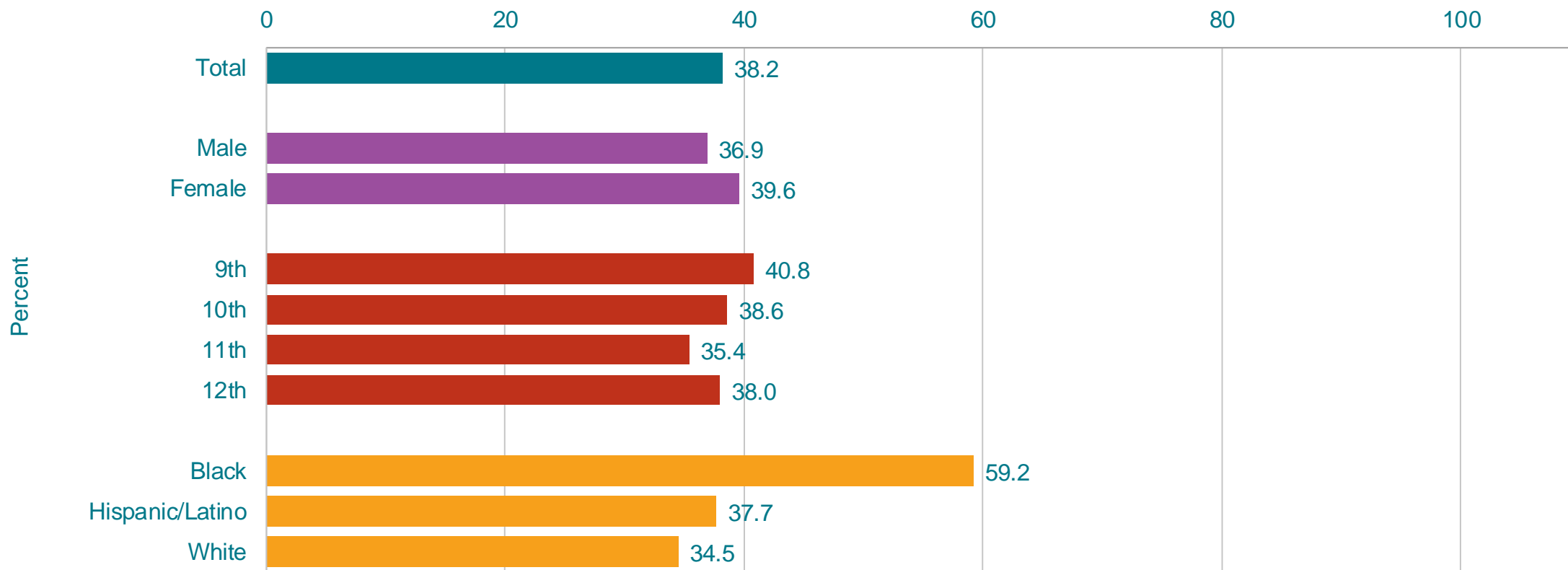


\*One or more times during the 7 days before the survey

†Increased 2015-2021 [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,† 2021



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

†B > H, B > 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 Potatoes,\* 2015-2021†



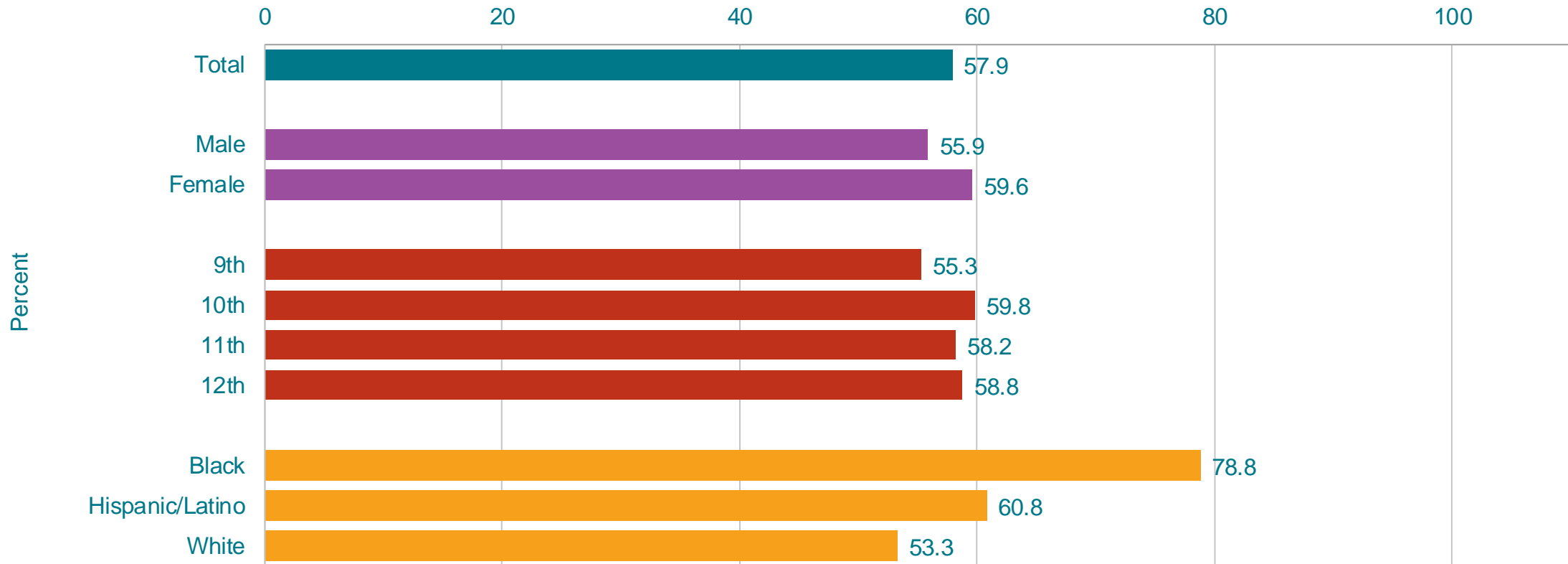
\*One or more times during the 7 days before the survey

†No change 2015-2021 [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,† 2021



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

†B > H, B > 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,\* 2015-2021†

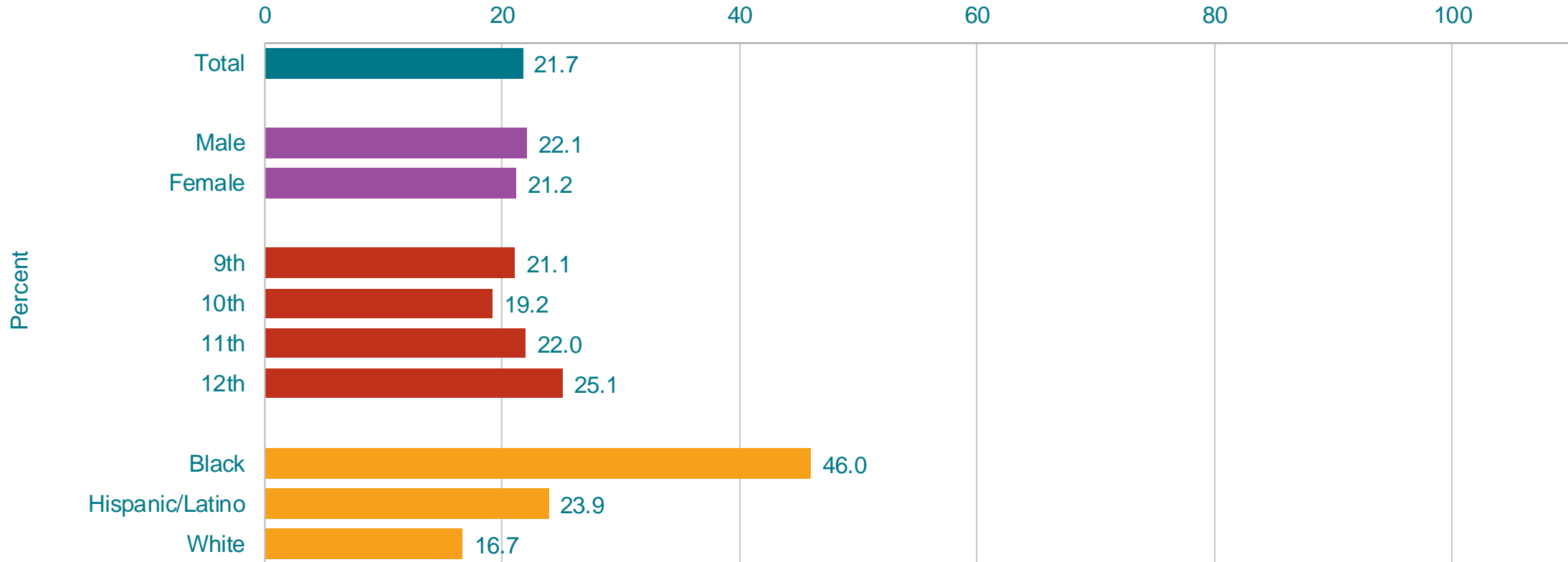


\*One or more times during the 7 days before the survey

†Increased 2015-2021 [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,† 2021



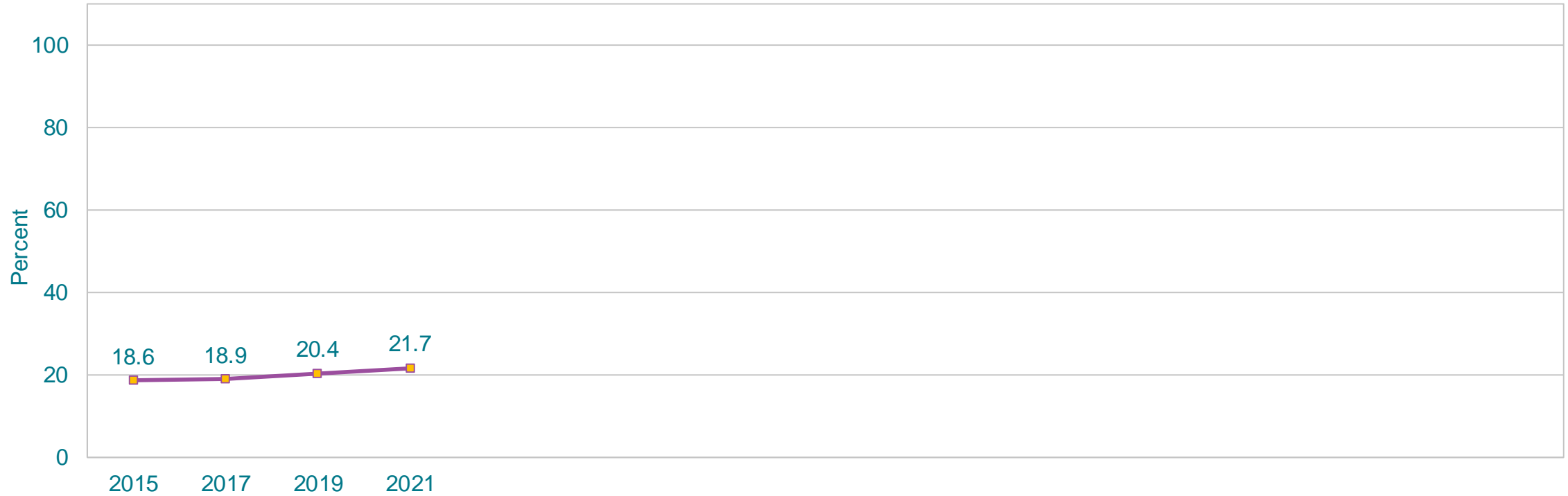
\*One or more times during the 7 days before the survey

†12th > 10th; B > H, 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 Other Vegetables,\* 2015-2021†

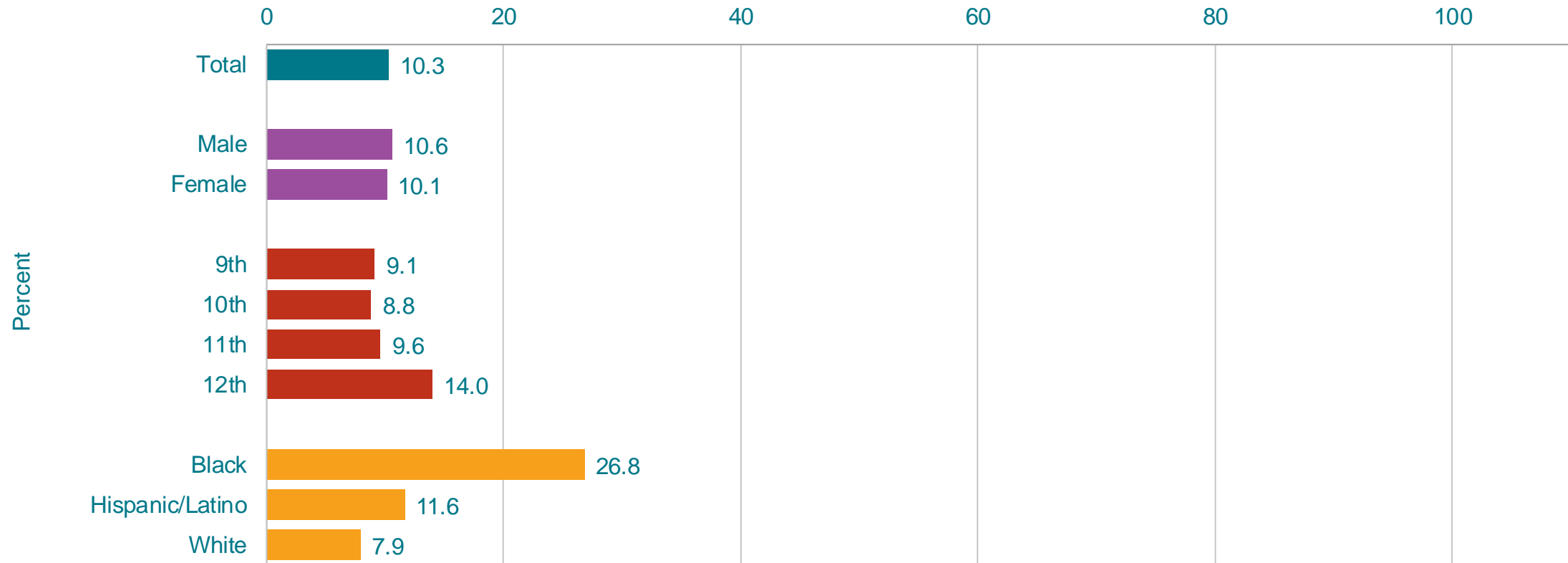


\*One or more times during the 7 days before the survey

†Increased 2015-2021 [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,† 2021



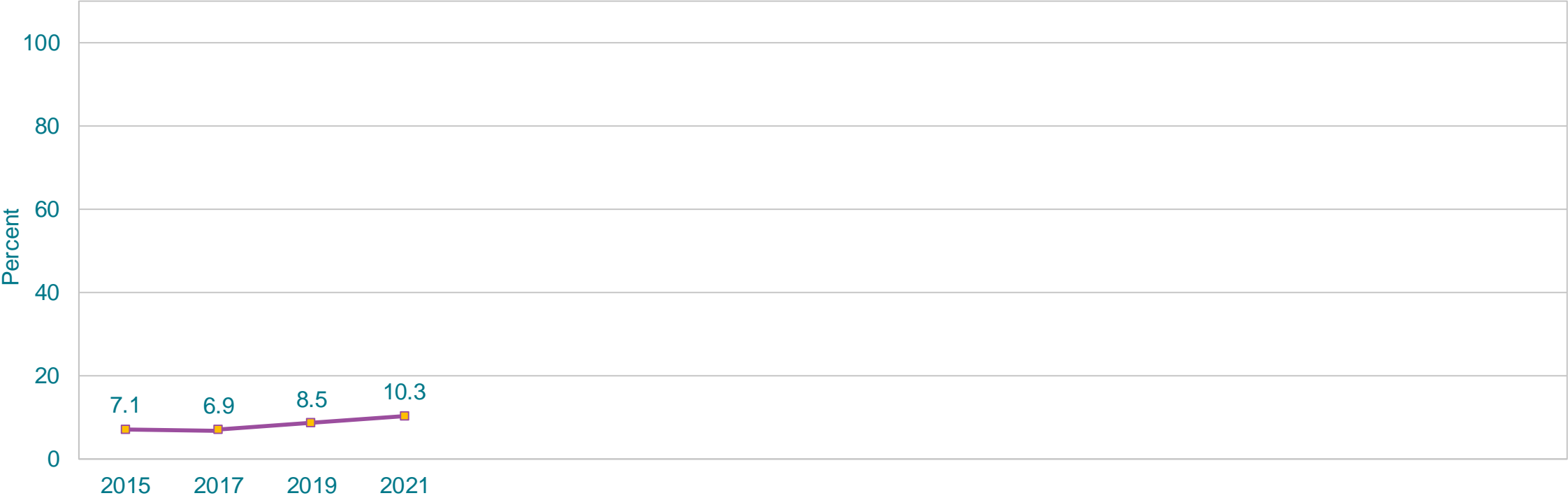
\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

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

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

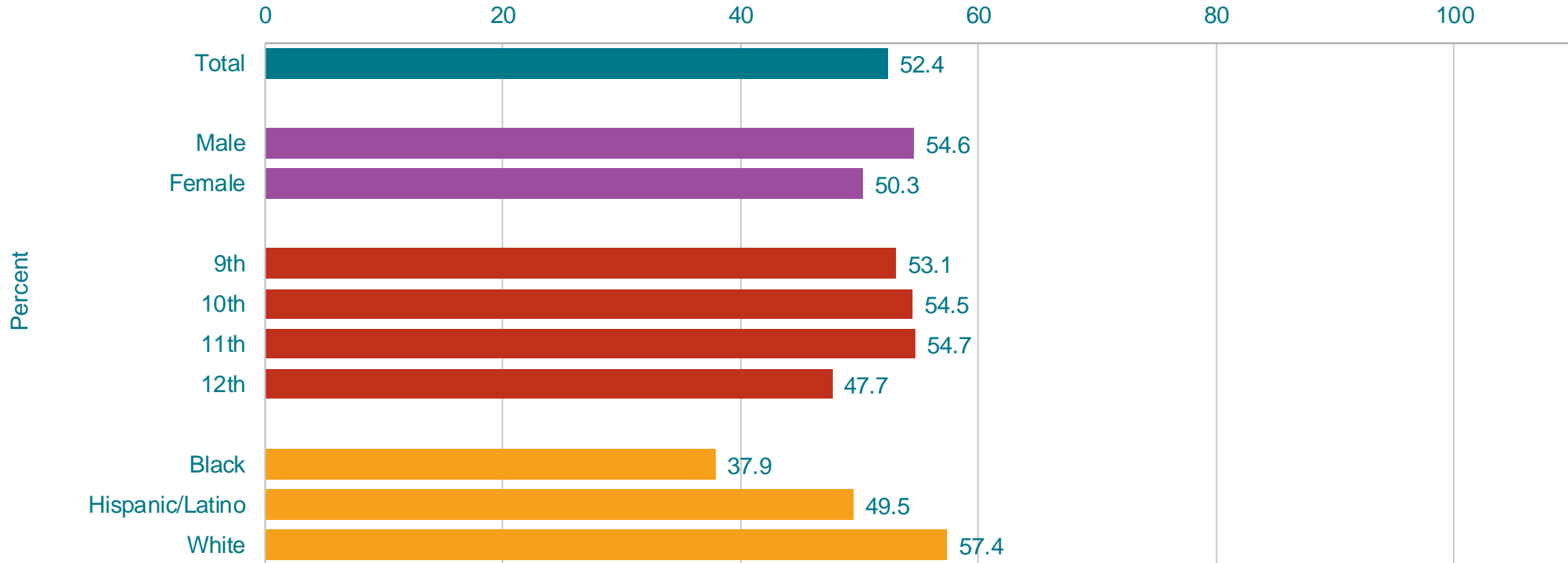
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Vegetables,\* 2015-2021†



\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
†Increased 2015-2021 [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,† 2021



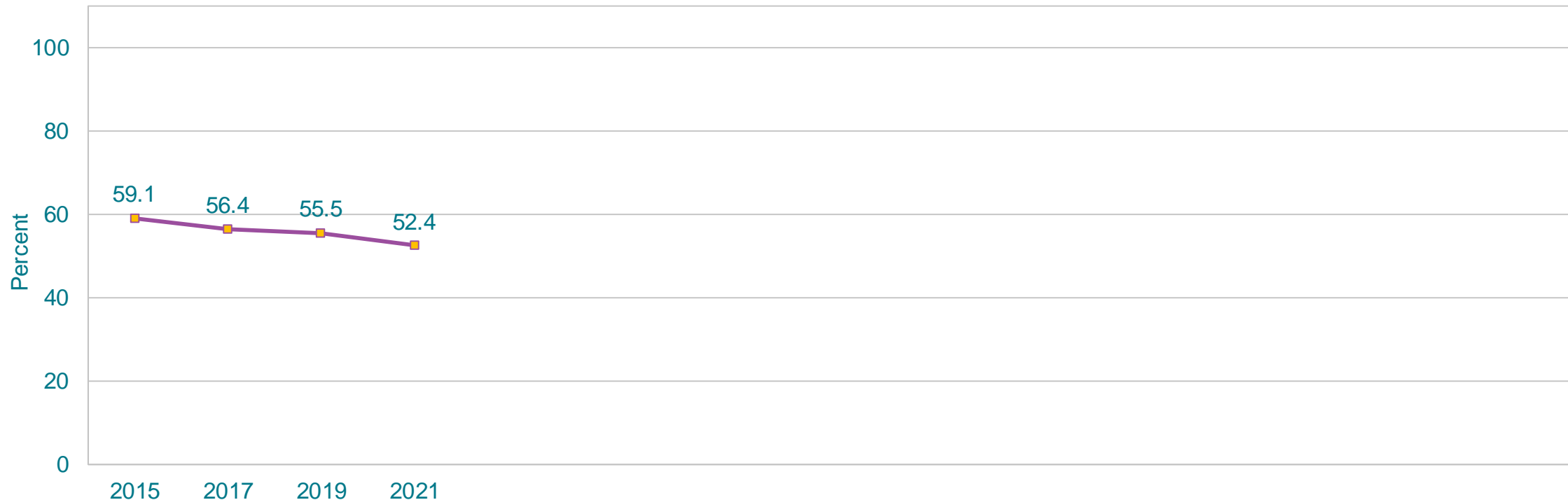
\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†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 Ate Vegetables One or More Times Per Day,\* 2015-2021†



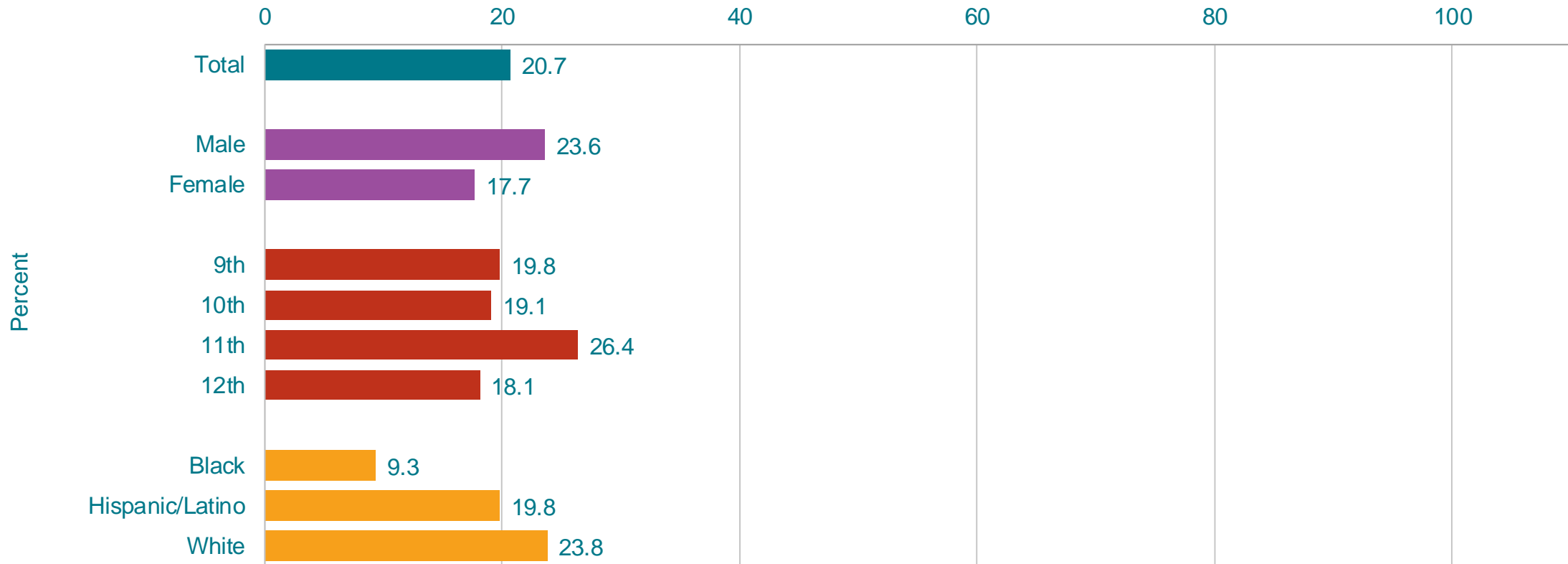
\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased 2015-2021 [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,<sup>†</sup> Grade, and Race/Ethnicity,<sup>†</sup> 2021



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

<sup>†</sup>M > F; 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 Ate Vegetables Two or More Times Per Day,\* 2015-2021†

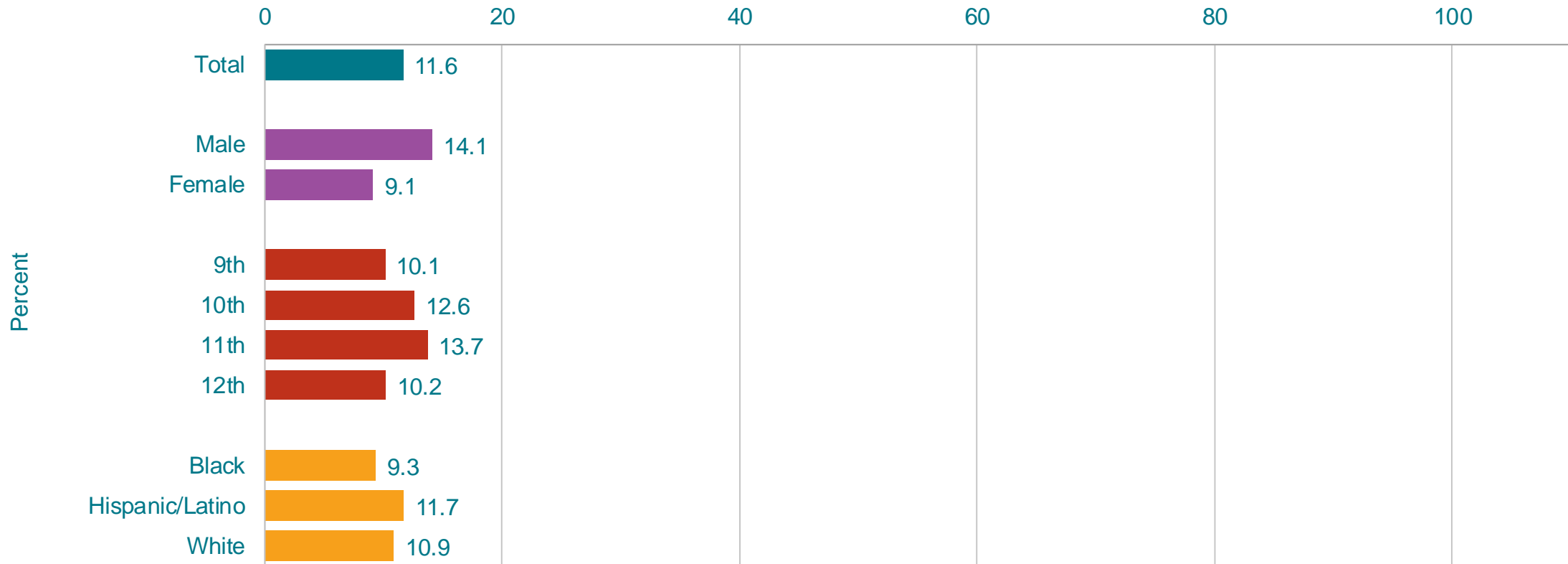


\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased 2015-2021 [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,<sup>†</sup> Grade, and Race/Ethnicity, 2021



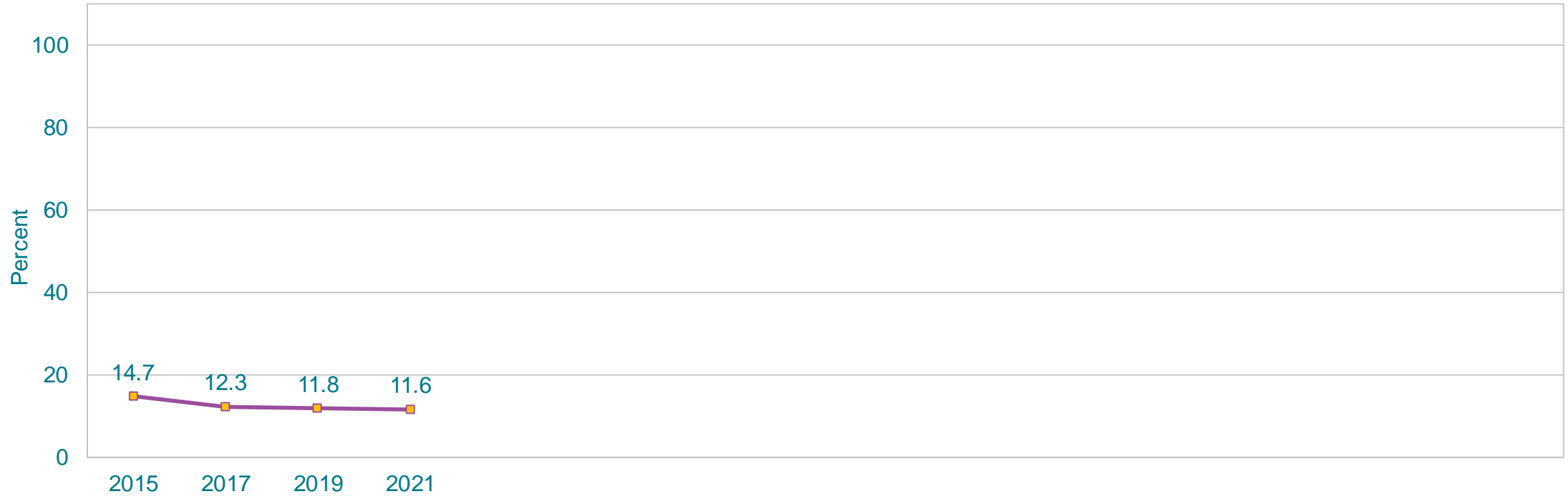
\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

<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.

This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,\* 2015-2021†

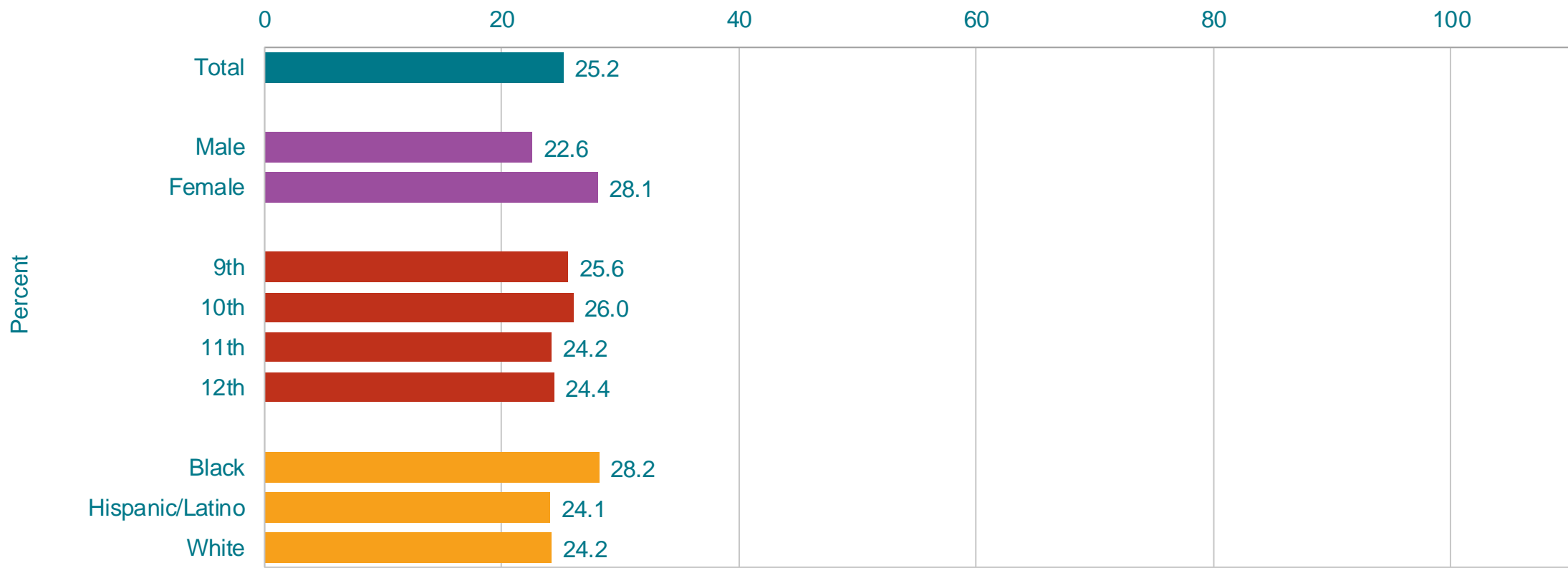


\*Green salad, potatoes [excluding french fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

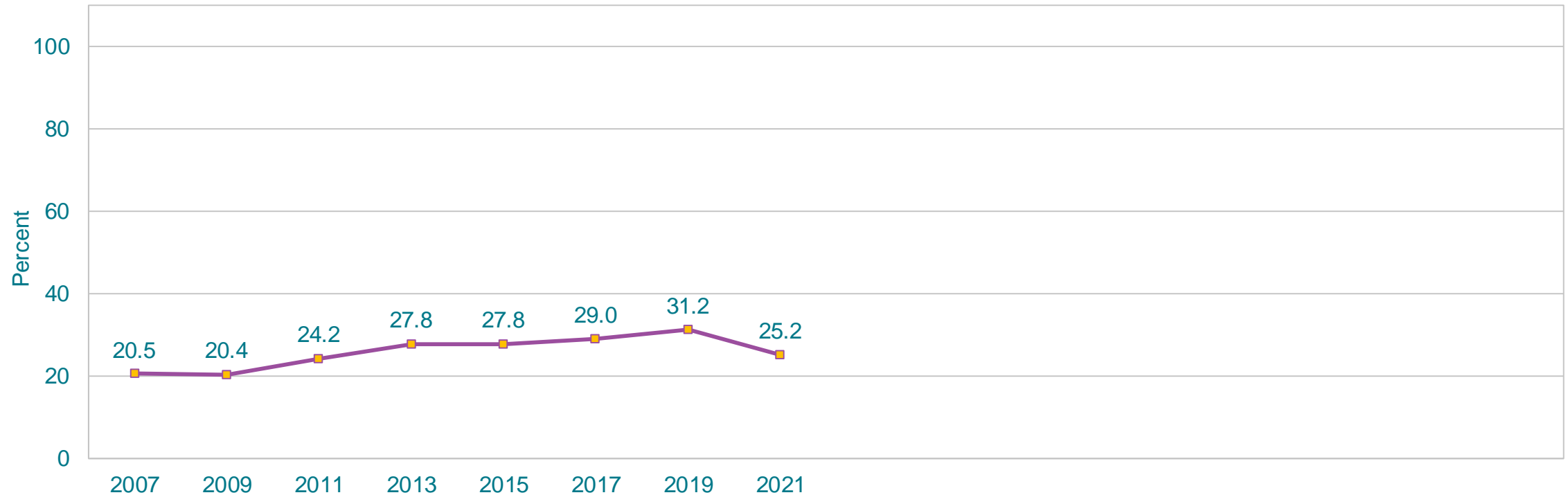
This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* by Sex, Grade, and Race/Ethnicity, 2021



\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, 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.  
 This graph contains weighted results.

## Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* 2007-2021†

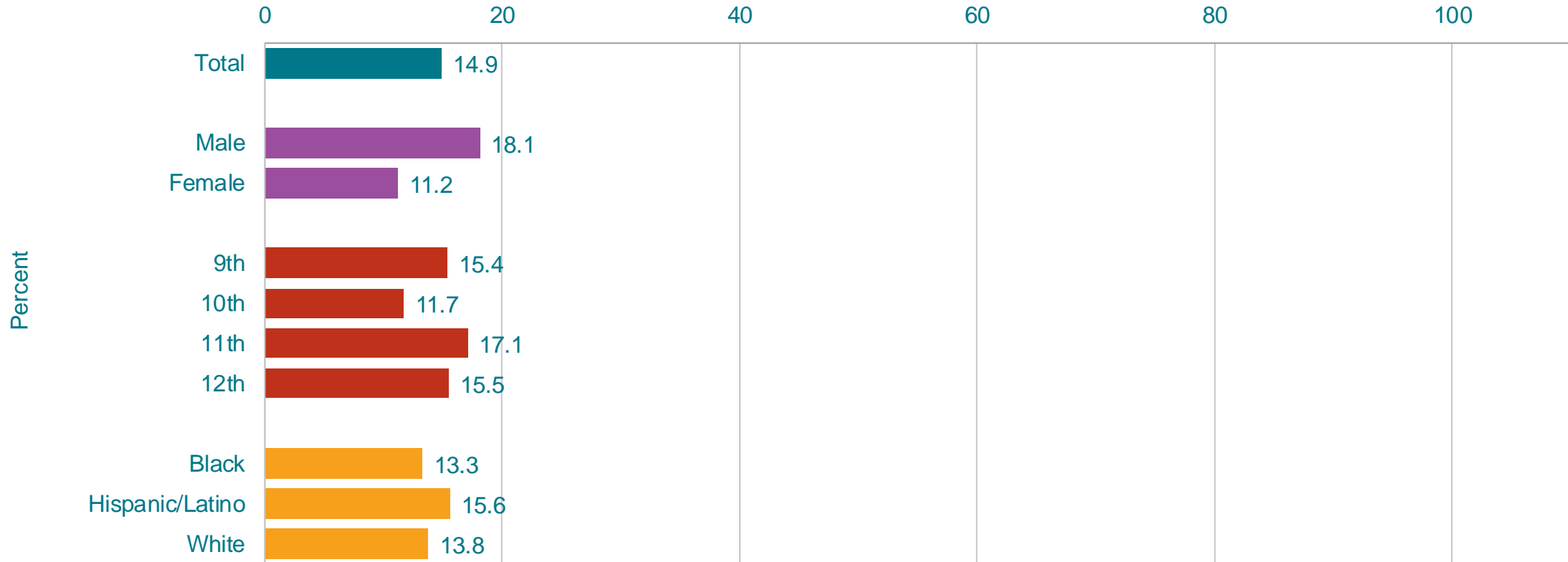


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, one or more times during the 7 days before the survey

†Increased 2007-2021, increased 2007-2015, no change 2015-2021 [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, 2021



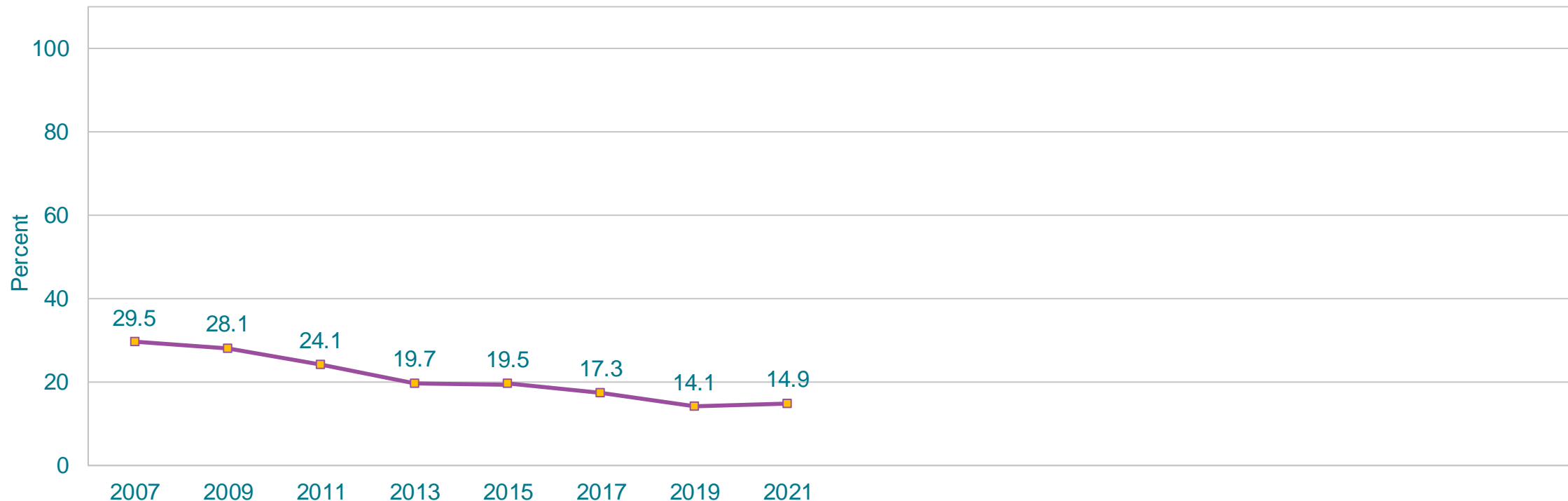
\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†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 Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,\* 2007-2021†



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

†Decreased 2007-2021 [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, 2021



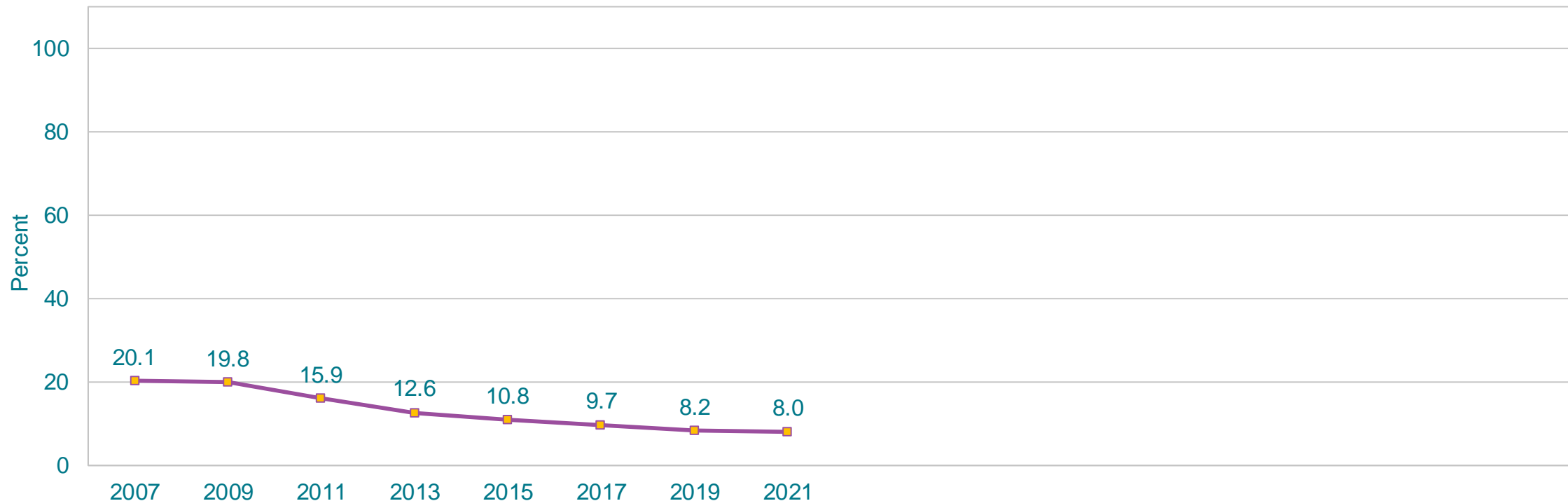
\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†M > F; 11th > 10th, 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.

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,\* 2007-2021†

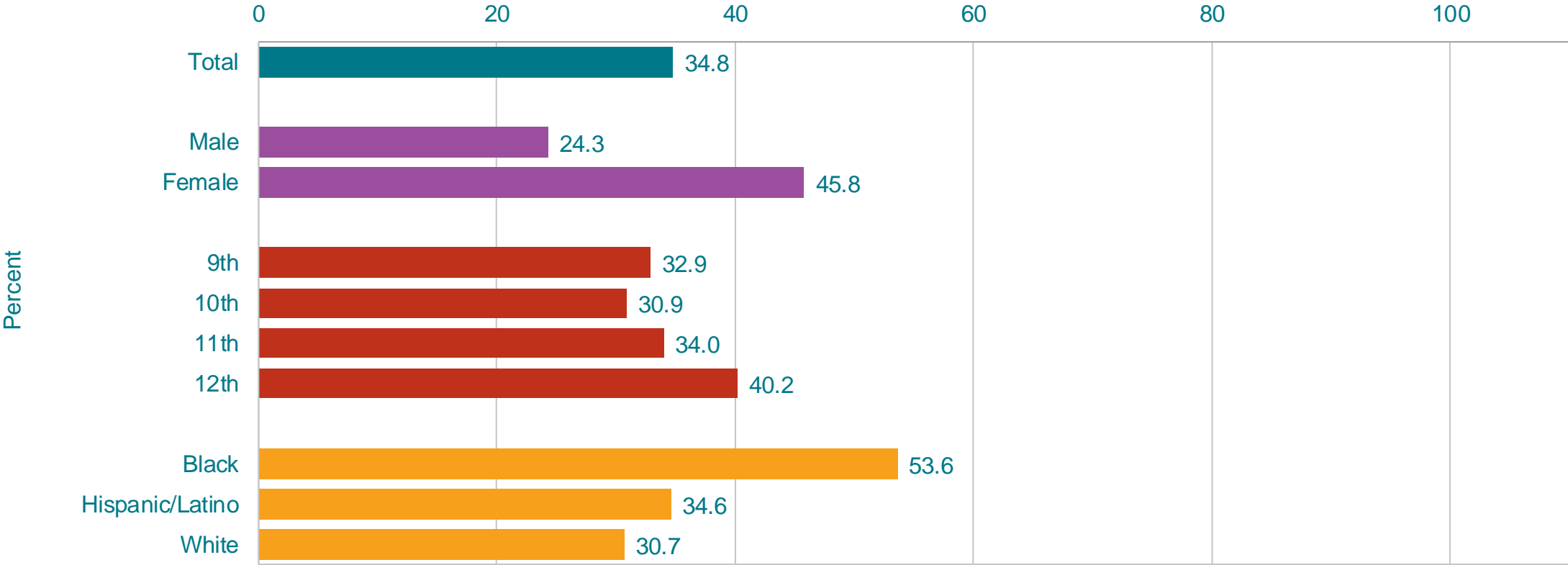


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2007-2021 [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,† 2021



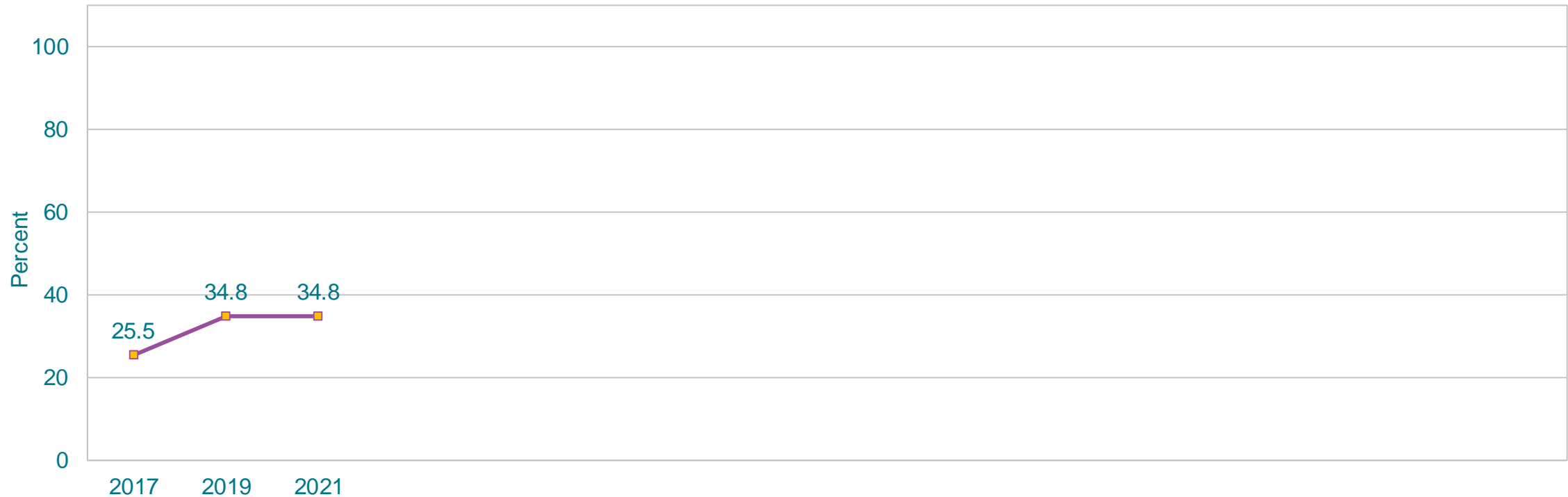
\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†F > M; 12th > 9th, 12th > 11th; B > H, B > 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 Drink Milk,\* 2017-2021†

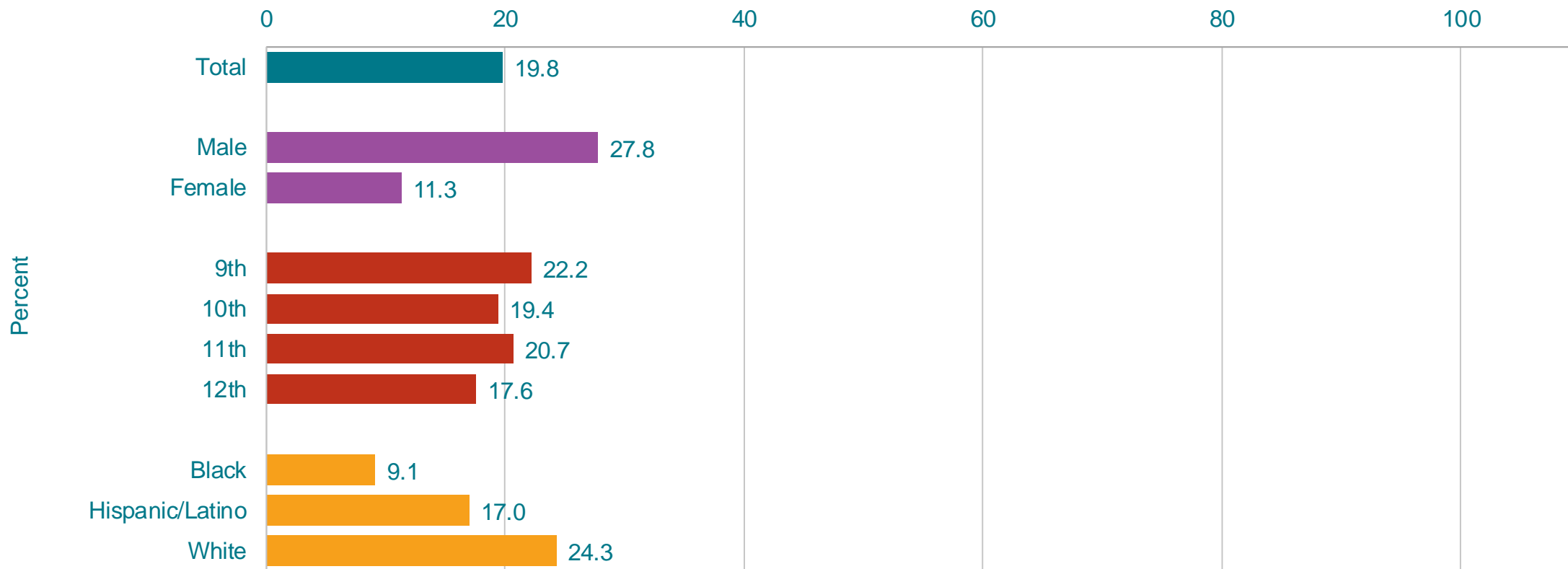


\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†Increased 2017-2021 [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,† 2021



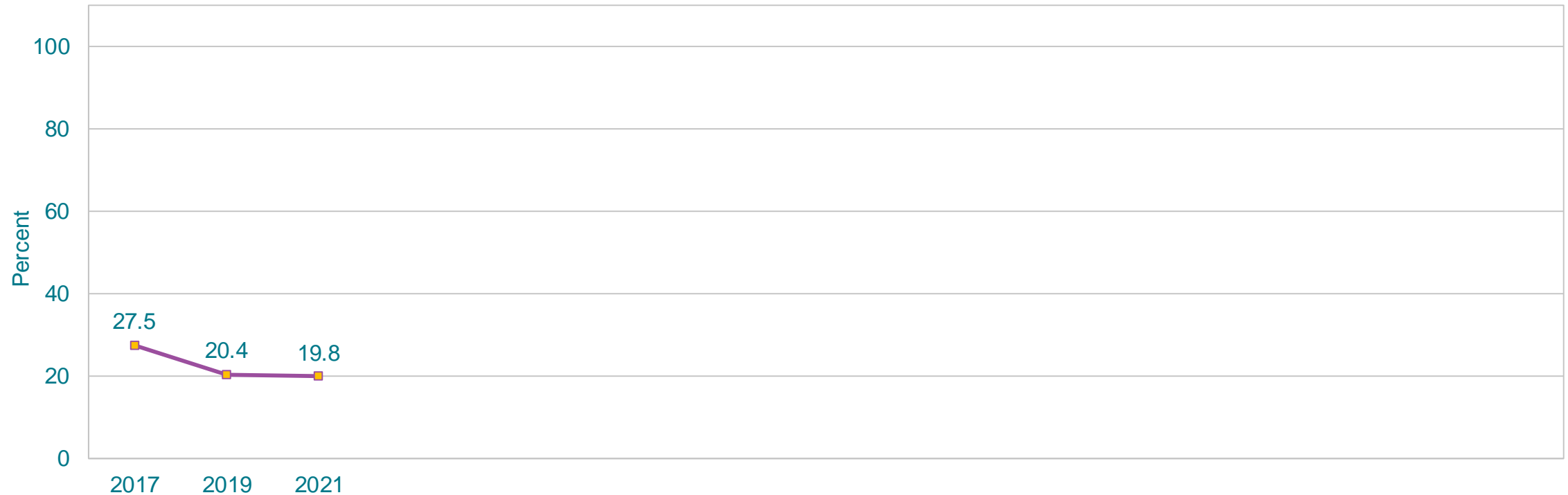
\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†M > F; W > B, 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 Drank One or More Glasses Per Day of Milk,\* 2017-2021<sup>†</sup>

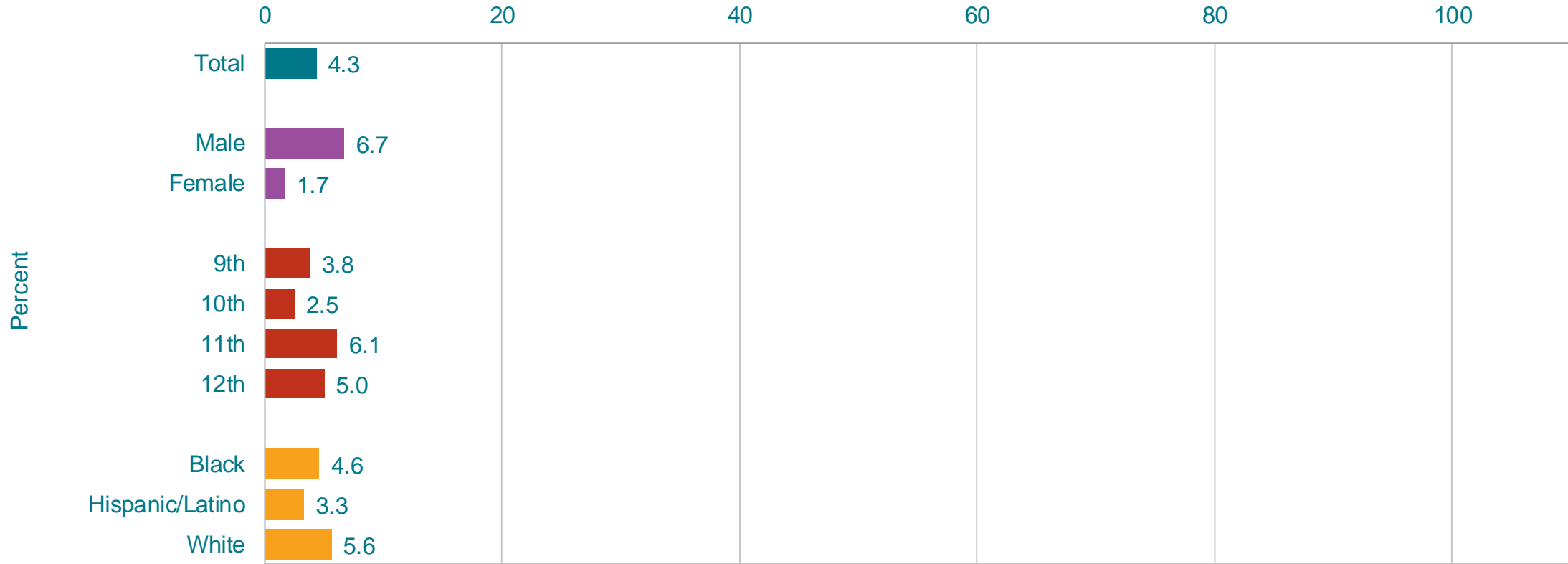


\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

<sup>†</sup>Decreased 2017-2021 [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, 2021



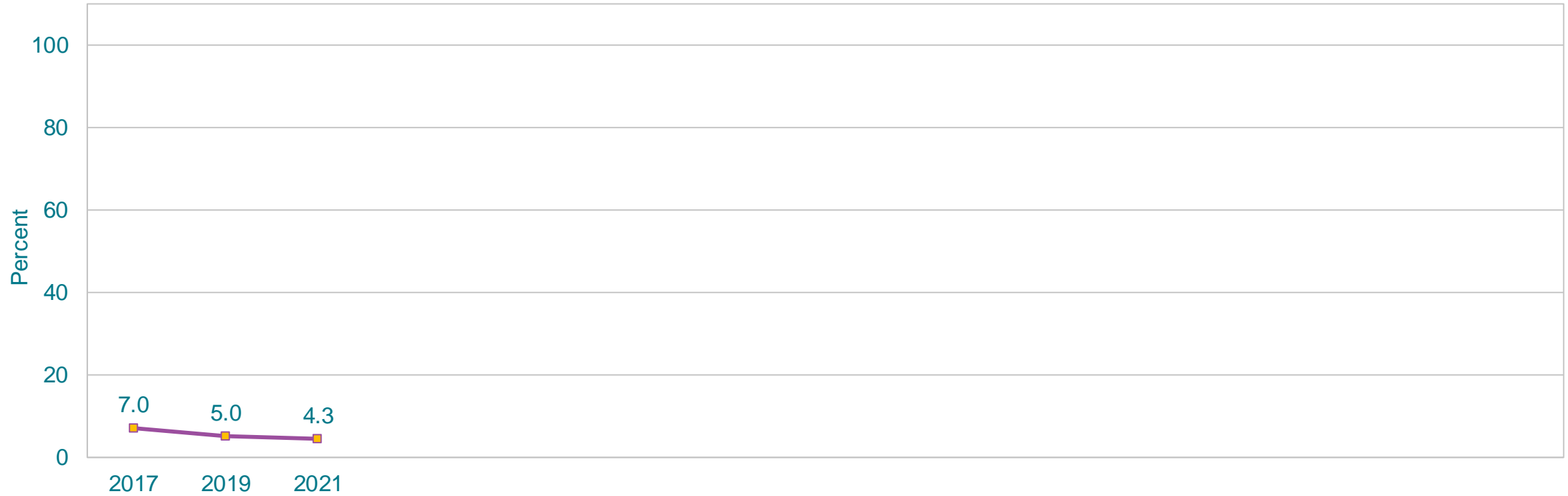
\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†M > F; 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 Three or More Glasses Per Day of Milk,\* 2017-2021†



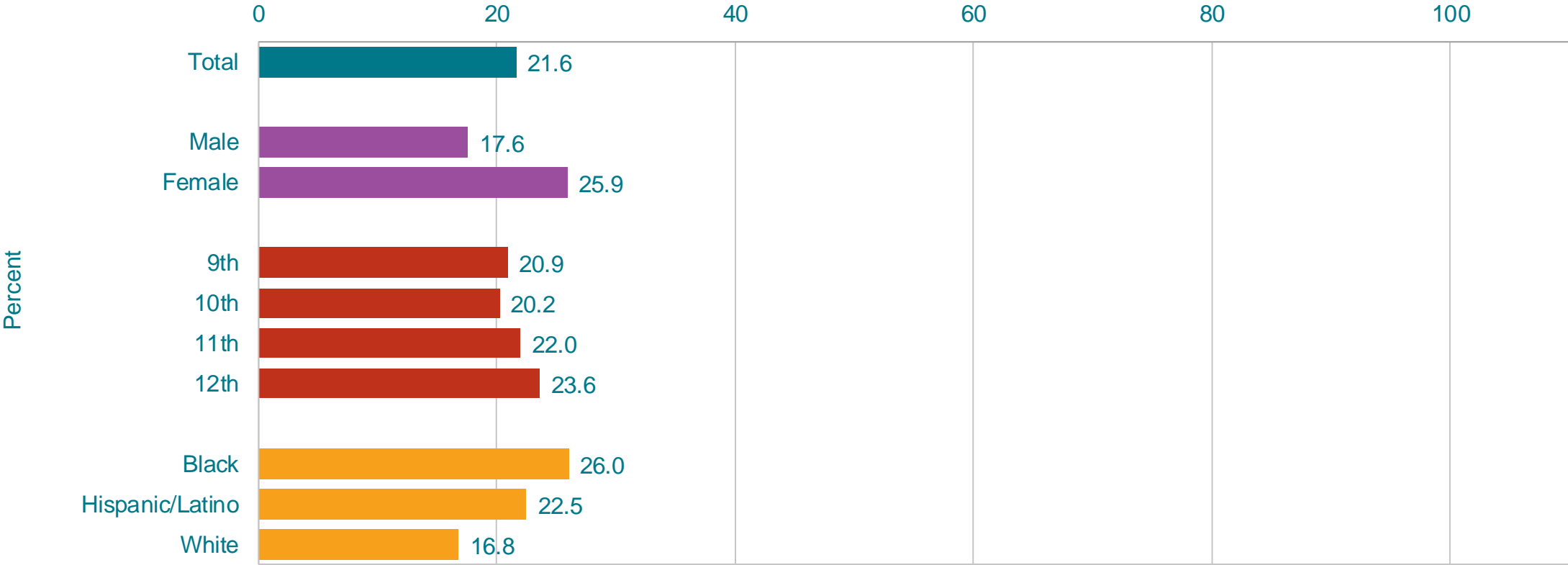
\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†Decreased 2017-2021 [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,† 2021



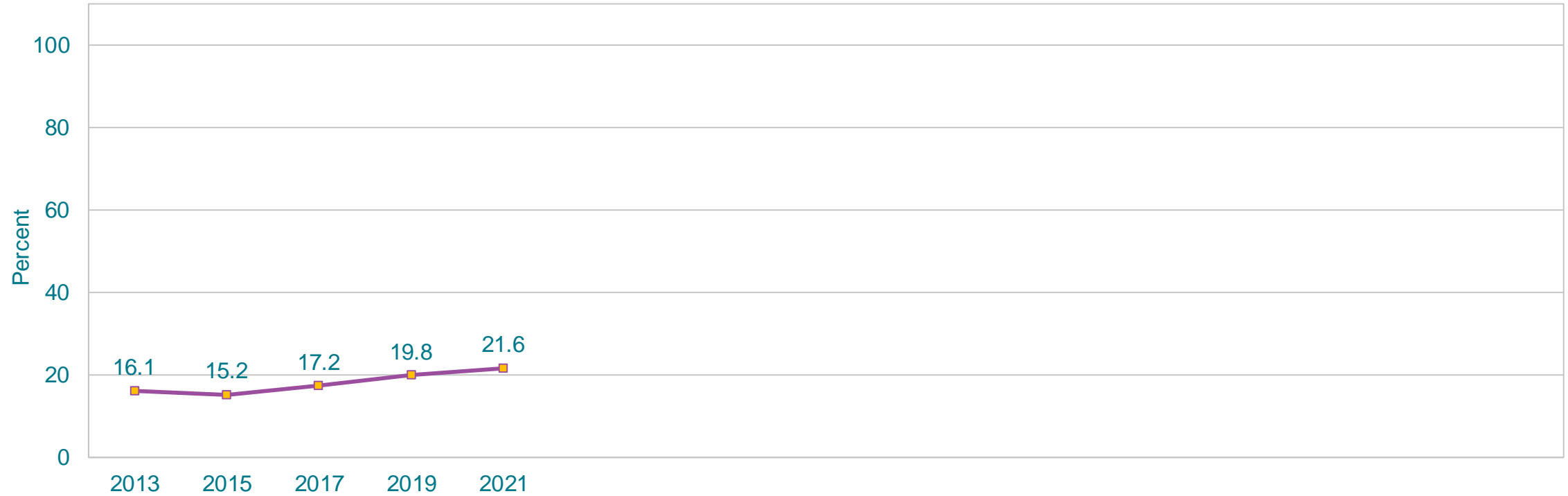
\*During the 7 days before the survey

†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.

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Breakfast,\* 2013-2021†

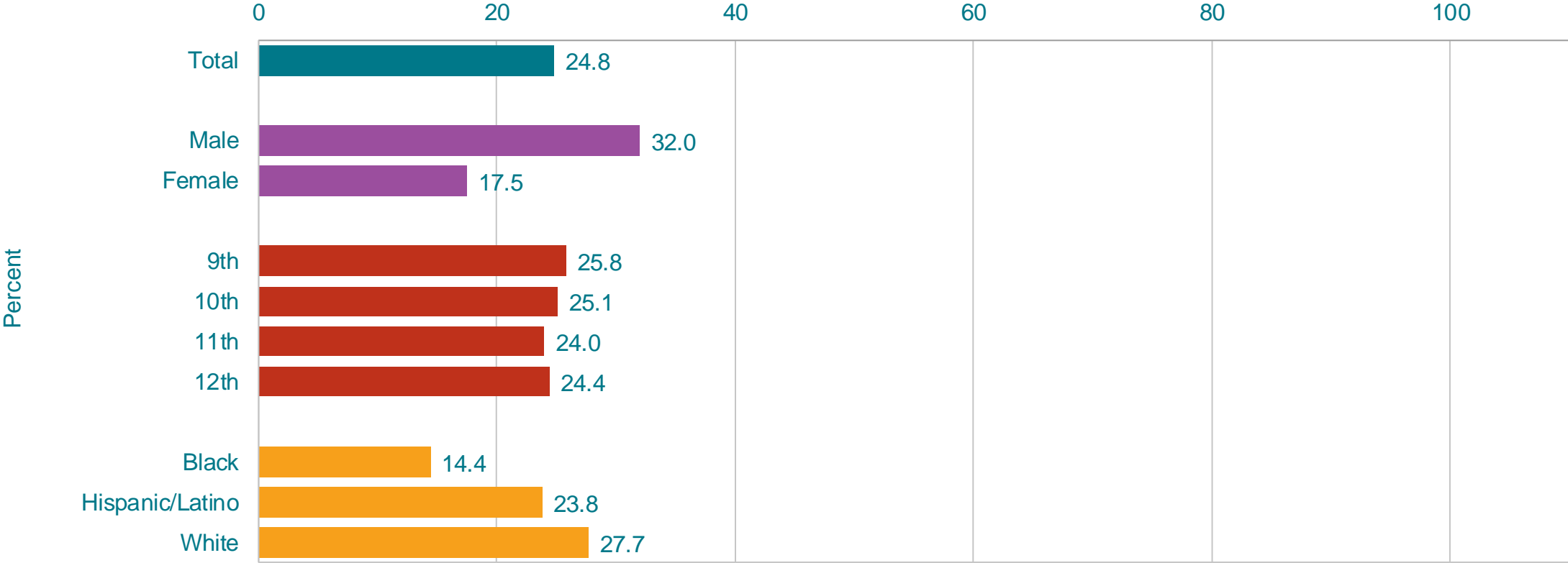


\*During the 7 days before the survey

†Increased 2013-2021 [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,† 2021



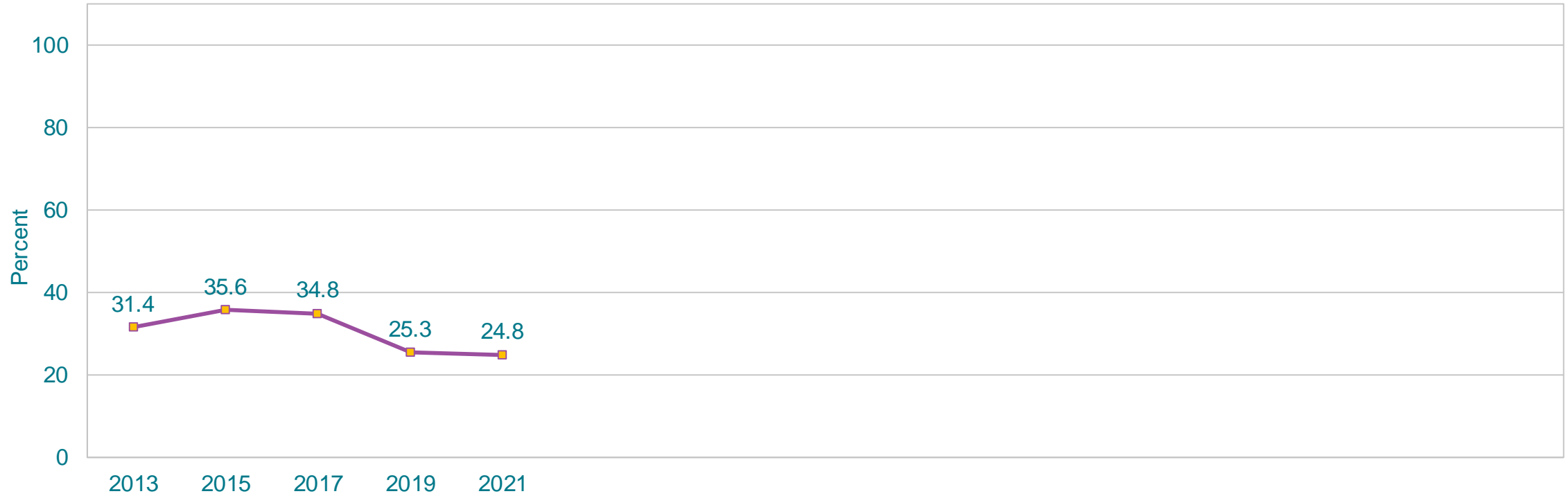
\*During the 7 days before the survey

†M > F; 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 Ate Breakfast on All 7 Days,\* 2013-2021†

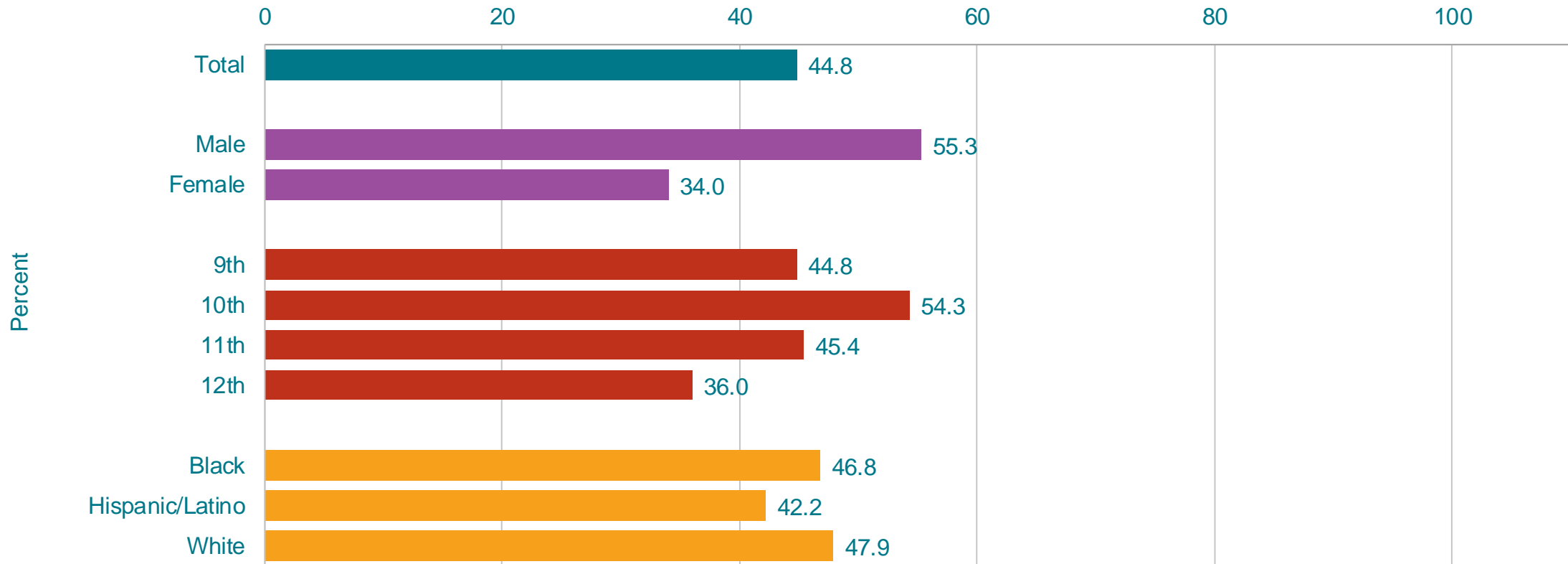


\*During the 7 days before the survey

†Decreased 2013-2021 [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, 2021



\*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; 10th > 9th, 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 Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* 2011-2021†

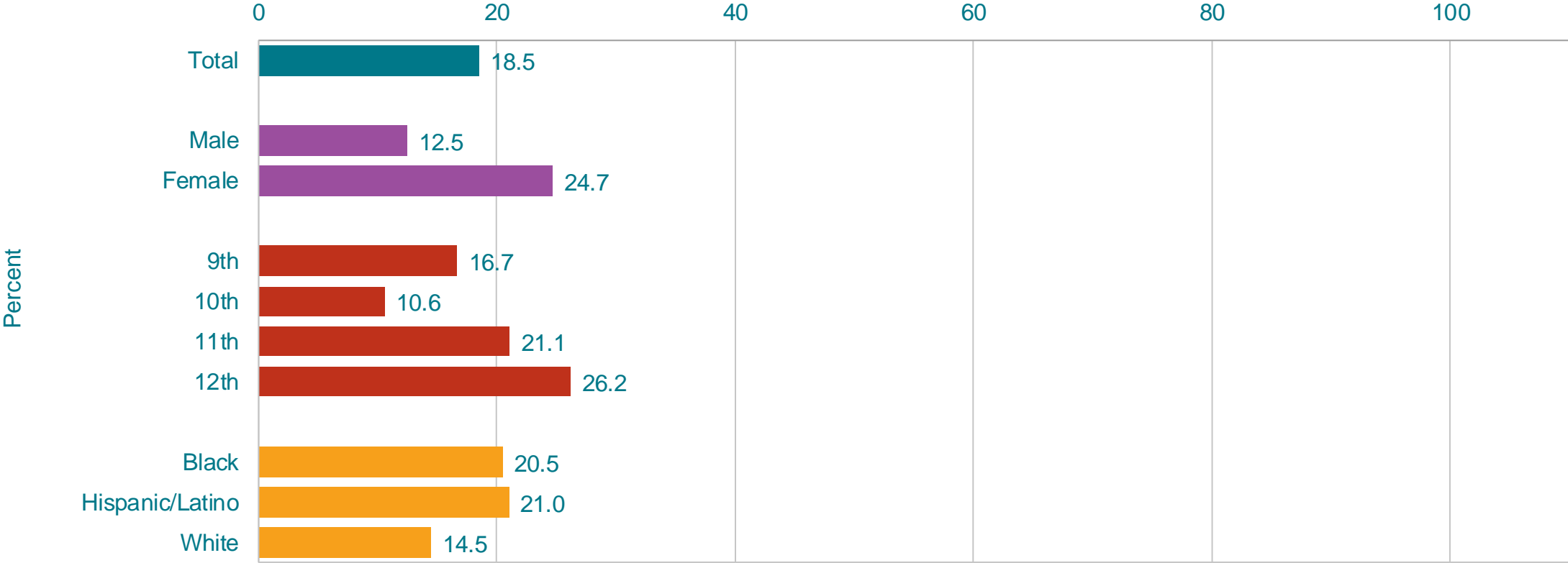


\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2021 [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 Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* by Sex,† Grade,† and Race/Ethnicity,† 2021



\*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

†F > M; 9th > 10th, 11th > 9th, 11th > 10th, 12th > 10th; 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 Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* 2011-2021†



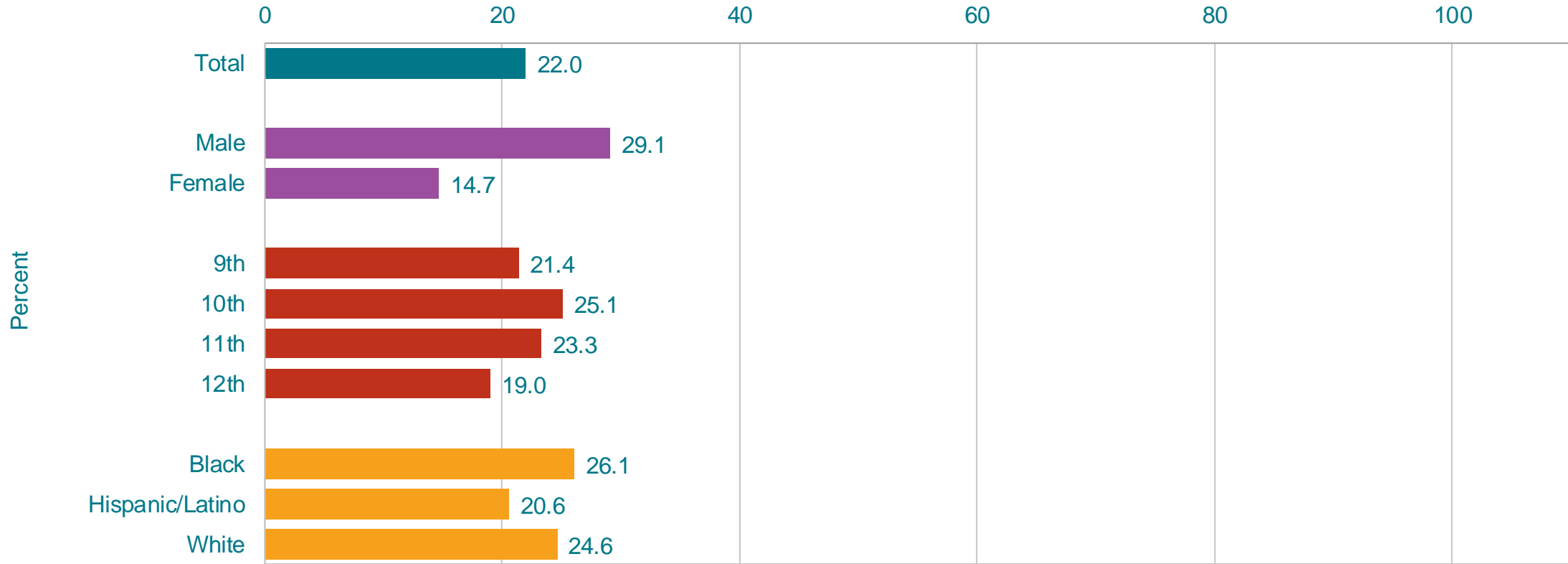
\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2021 [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 Physically Active at Least 60 Minutes Per Day on All 7 Days,\* by Sex,† Grade, and Race/Ethnicity, 2021



\*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 (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 Physically Active at Least 60 Minutes Per Day on All 7 Days,\* 2011-2021†



\*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 2011-2021 [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 Spent 3 or More Hours Per Day on Screen Time,\* by Sex, Grade, and Race/Ethnicity,† 2021



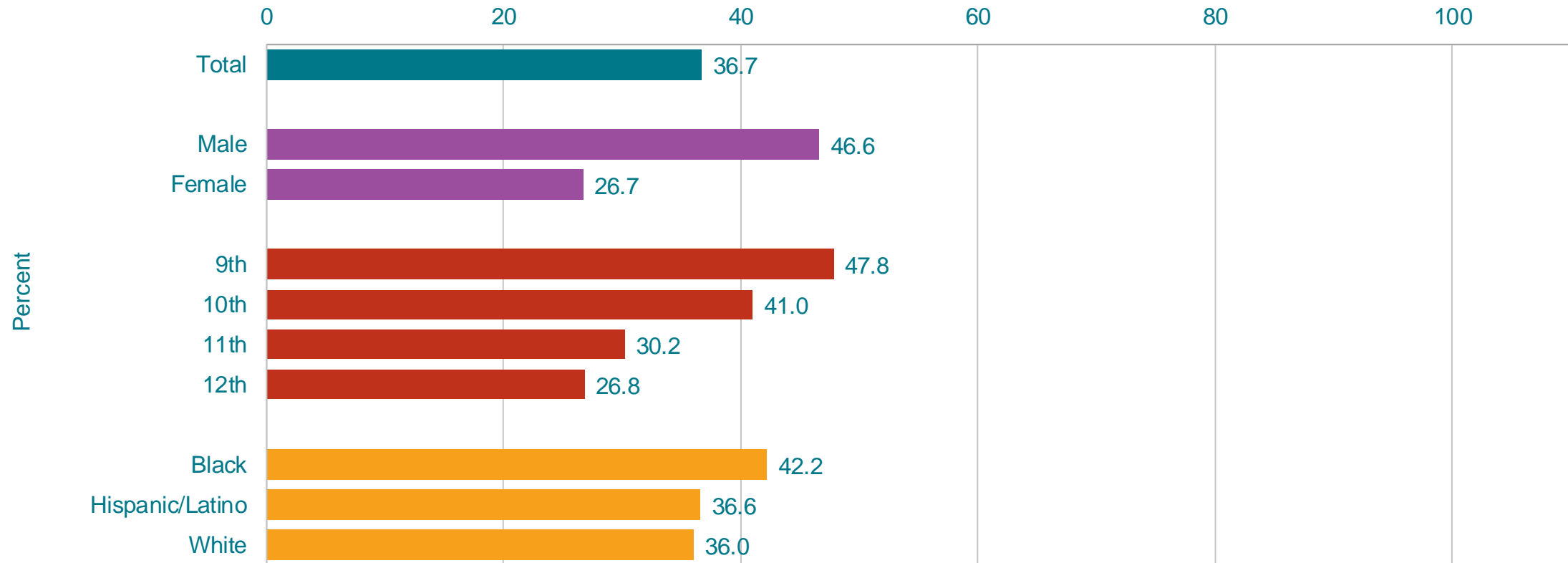
\*In front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media, not counting time spent doing schoolwork, on an average school day

†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 Physical Education (PE) Classes on 1 or More Days,\* by Sex,† Grade,† and Race/Ethnicity, 2021



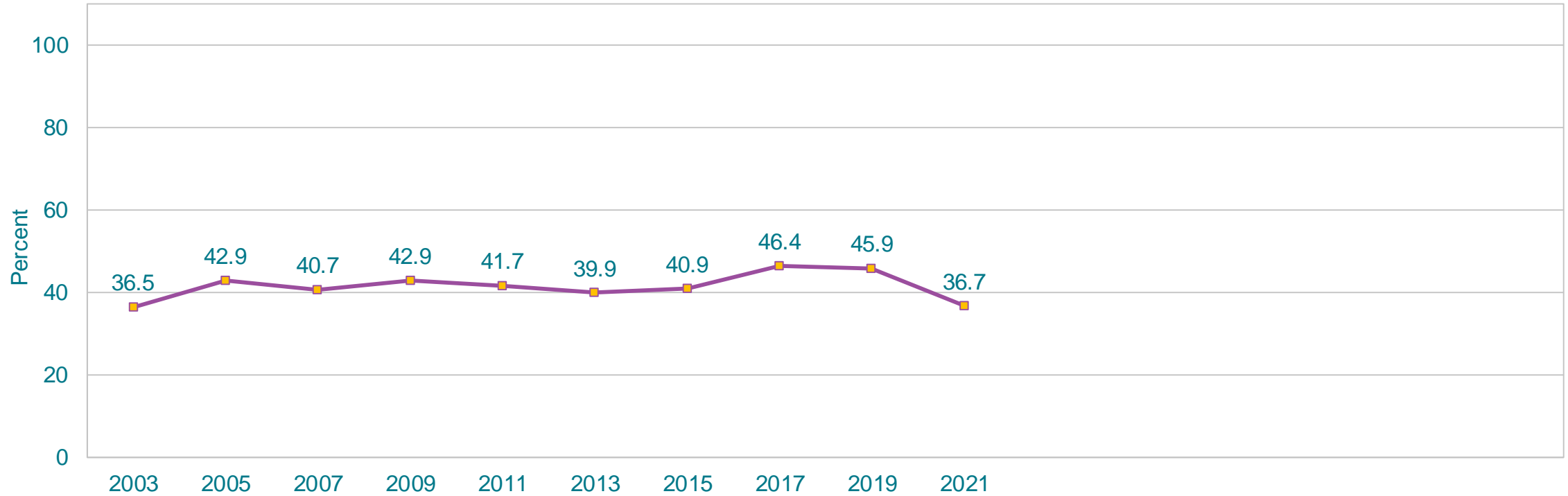
\*In an average week when they were in school

†M > F; 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.

This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,\* 2003-2021†

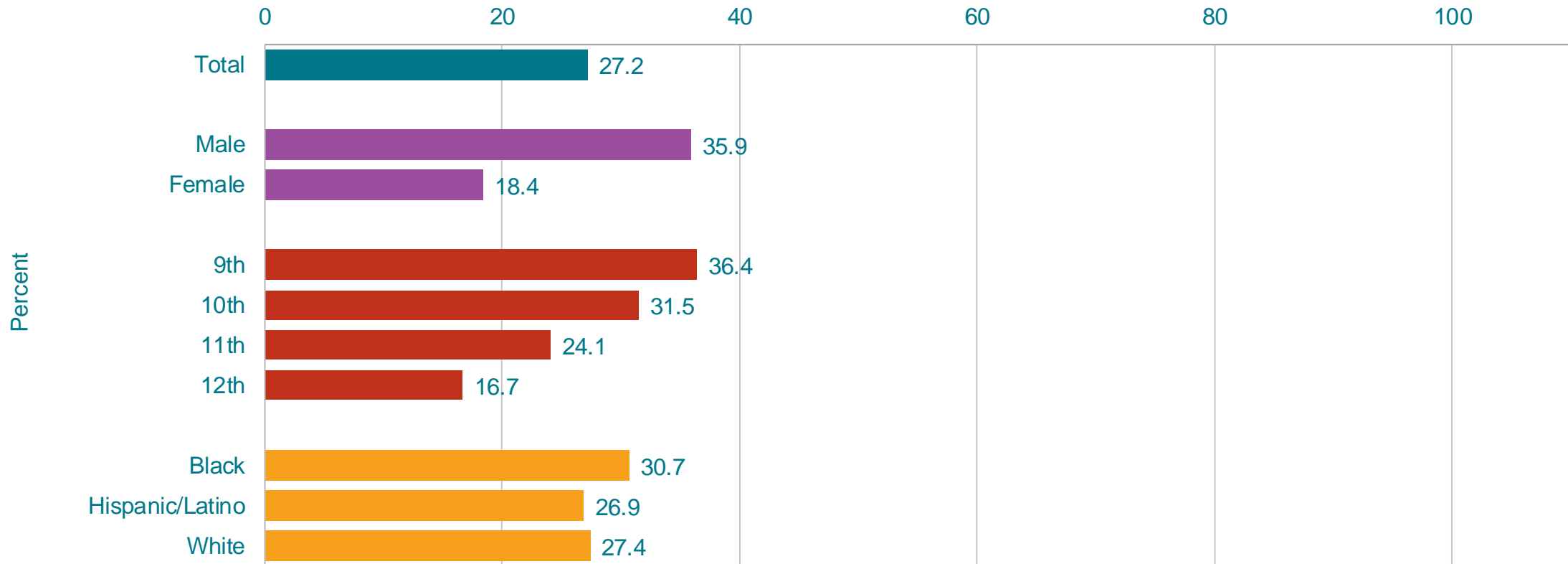


\*In an average week when they were in school

†No change 2003-2021 [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, 2021



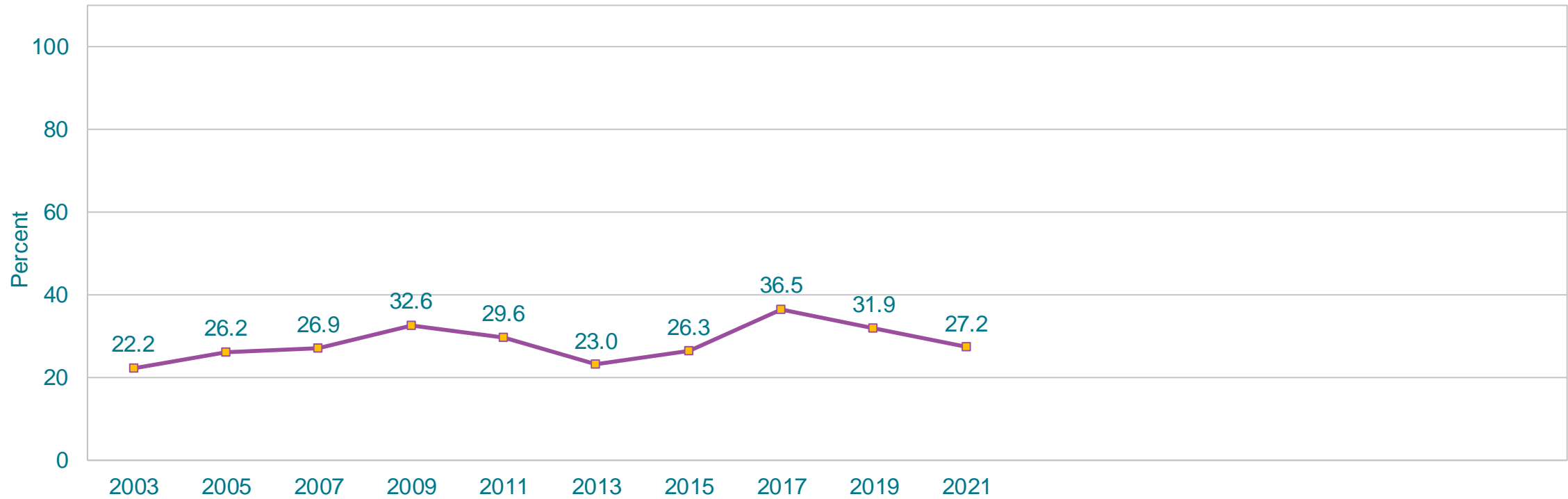
\*In an average week when they were in school

†M > F; 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 Attended Physical Education Classes on All 5 Days,\* 2003-2021†

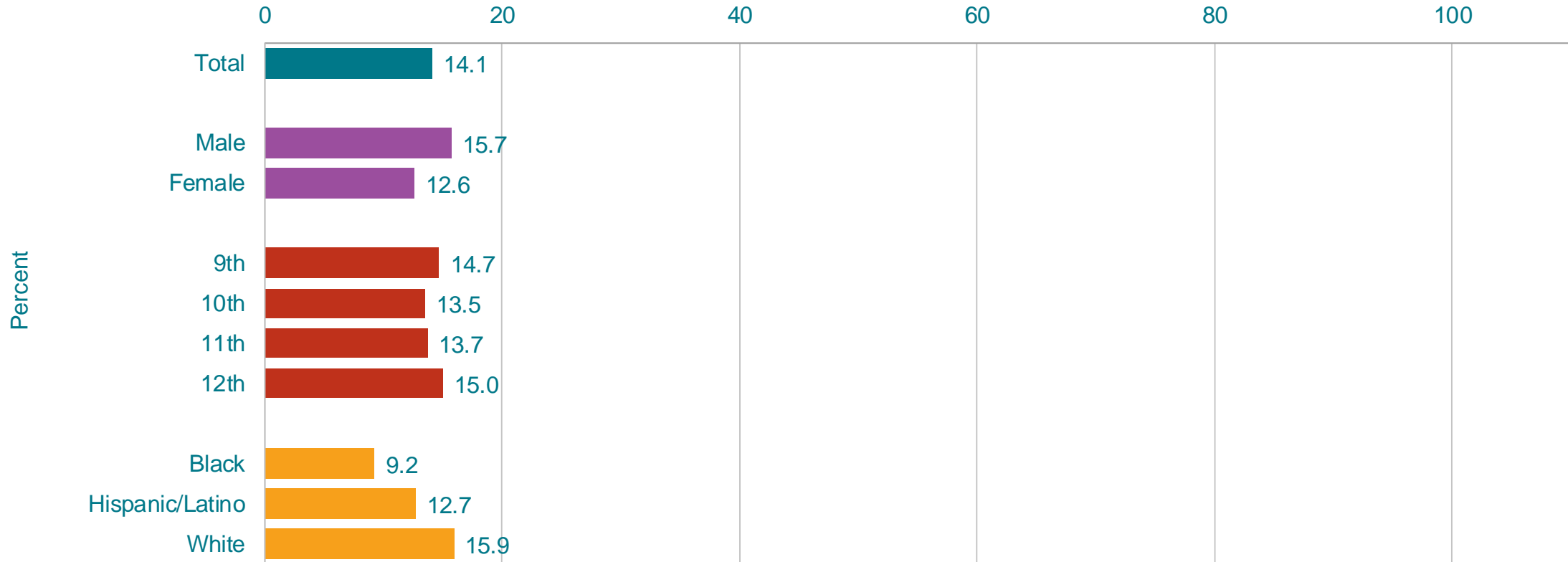


\*In an average week when they were in school

†No change 2003-2021 [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,† 2021



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

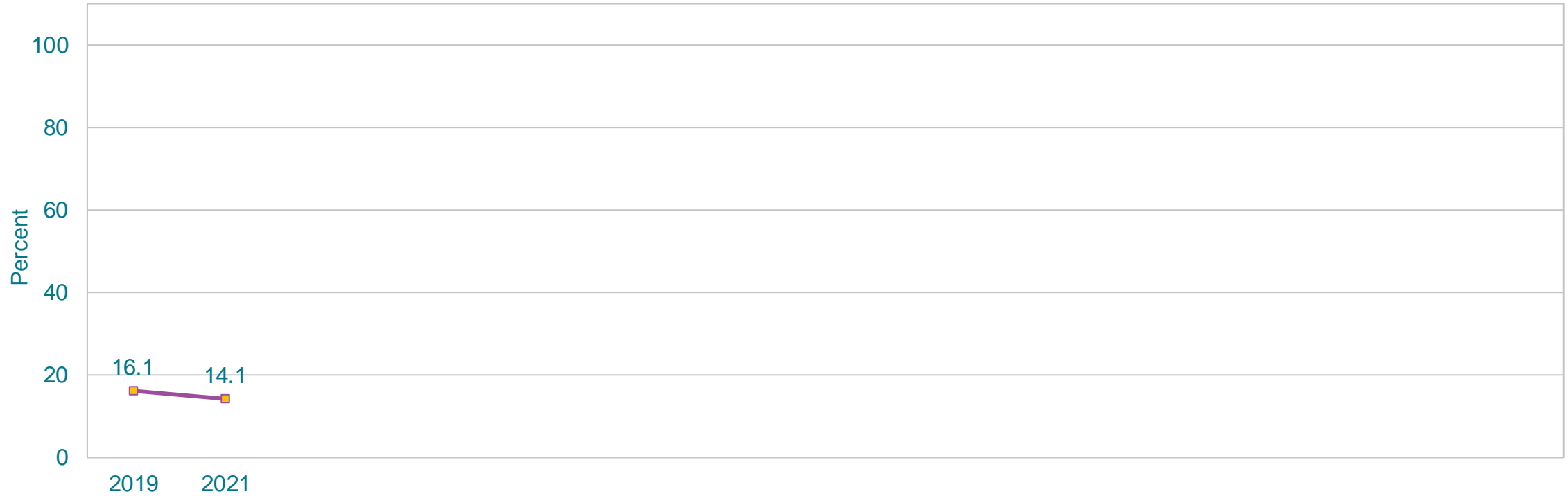
†W > B (Based on t-test analysis,  $p < 0.05$ .)

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 Had a Concussion from Playing a Sport or Being Physically Active,\* 2019-2021†



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

†No change 2019-2021 [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 Ever Tested for Human Immunodeficiency Virus (HIV),\* by Sex, Grade,† and Race/Ethnicity, 2021



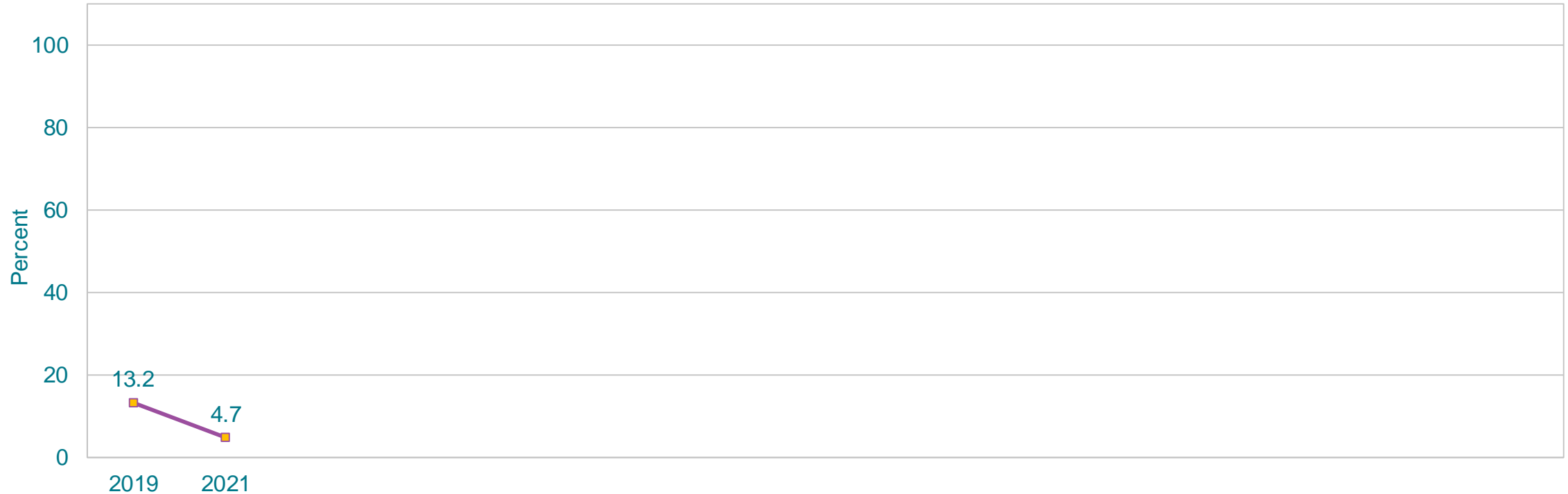
\*Not counting tests done if they donated blood

†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.

This graph contains weighted results.

## Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),\* 2019-2021†



\*Not counting tests done if they donated blood

†Decreased 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

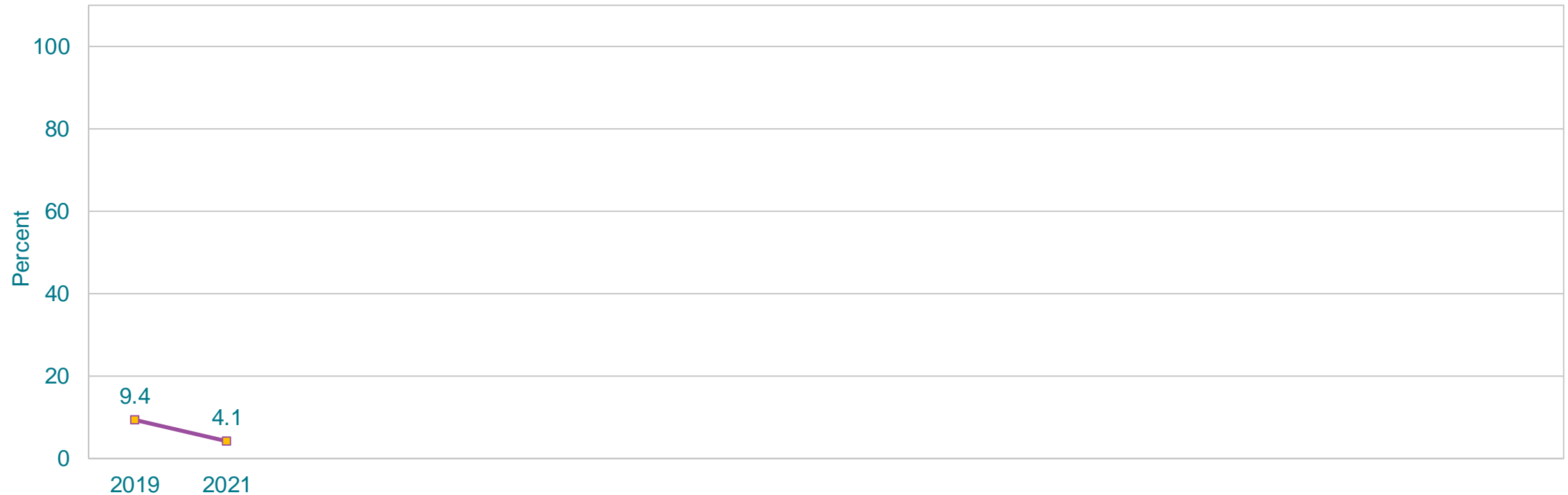
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for a Sexually Transmitted Disease (STD),\* by Sex, Grade,† and Race/Ethnicity,† 2021



\*Other than HIV, such as chlamydia or gonorrhea, during the 12 months before the survey  
 †11th > 9th, 11th > 10th, 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.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for a Sexually Transmitted Disease (STD),\* 2019-2021†

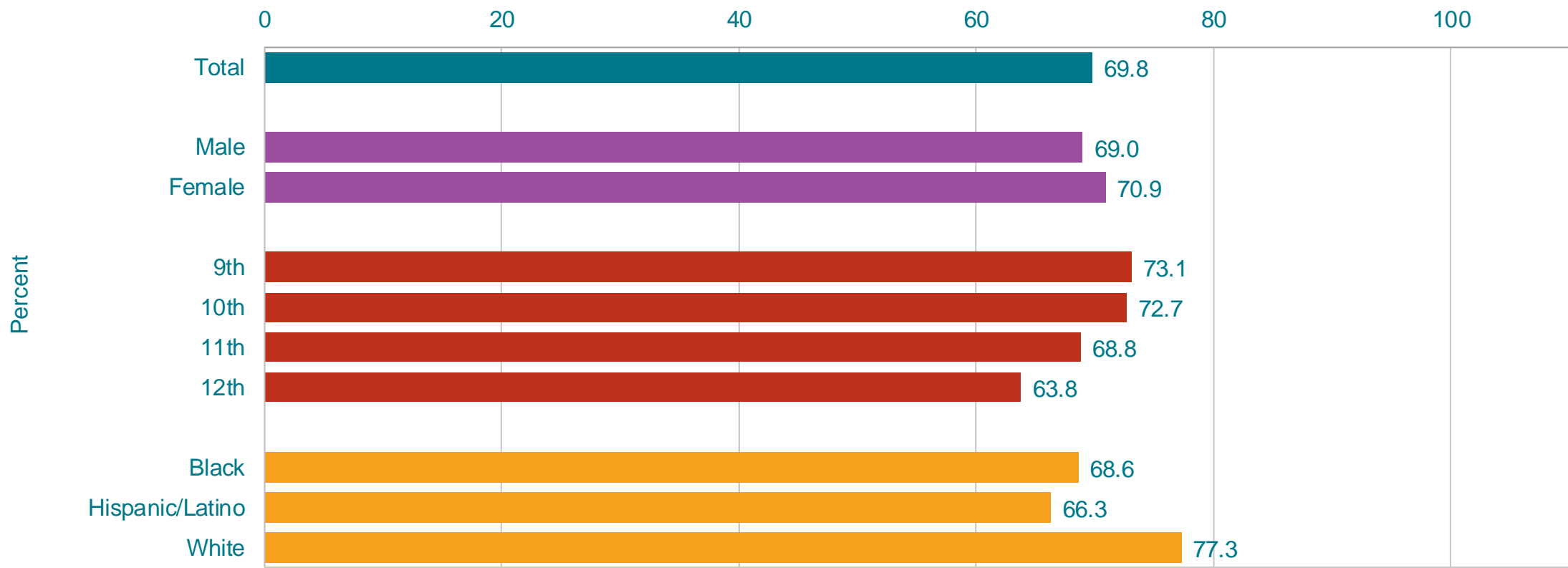


\*Other than HIV, such as chlamydia or gonorrhea, during the 12 months before the survey

†Decreased 2019-2021 [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 Saw a Dentist,\* by Sex, Grade, and Race/Ethnicity,† 2021



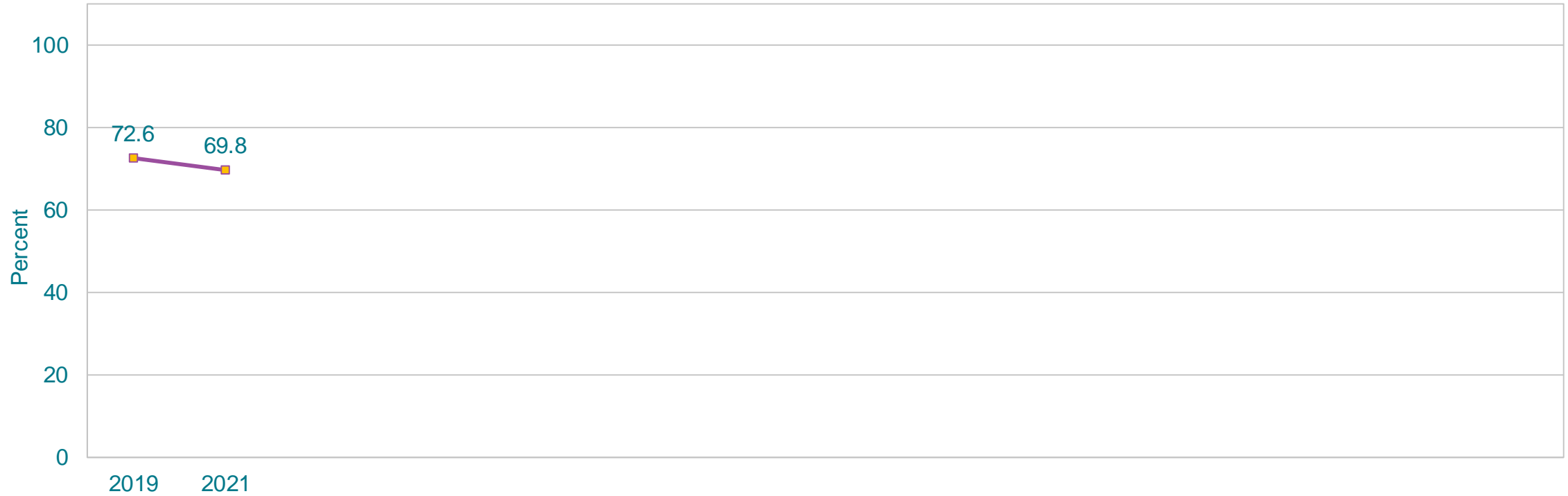
\*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

†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.

This graph contains weighted results.

## Percentage of High School Students Who Saw a Dentist,\* 2019-2021†

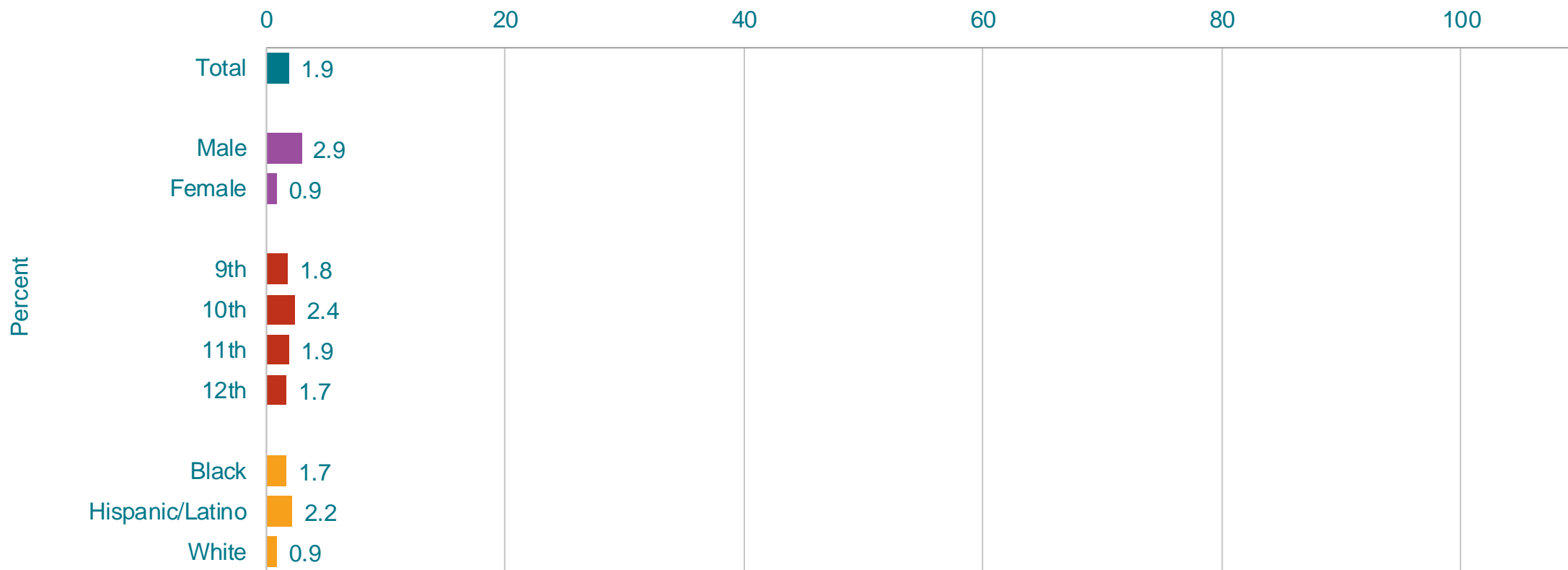


\*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

†No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

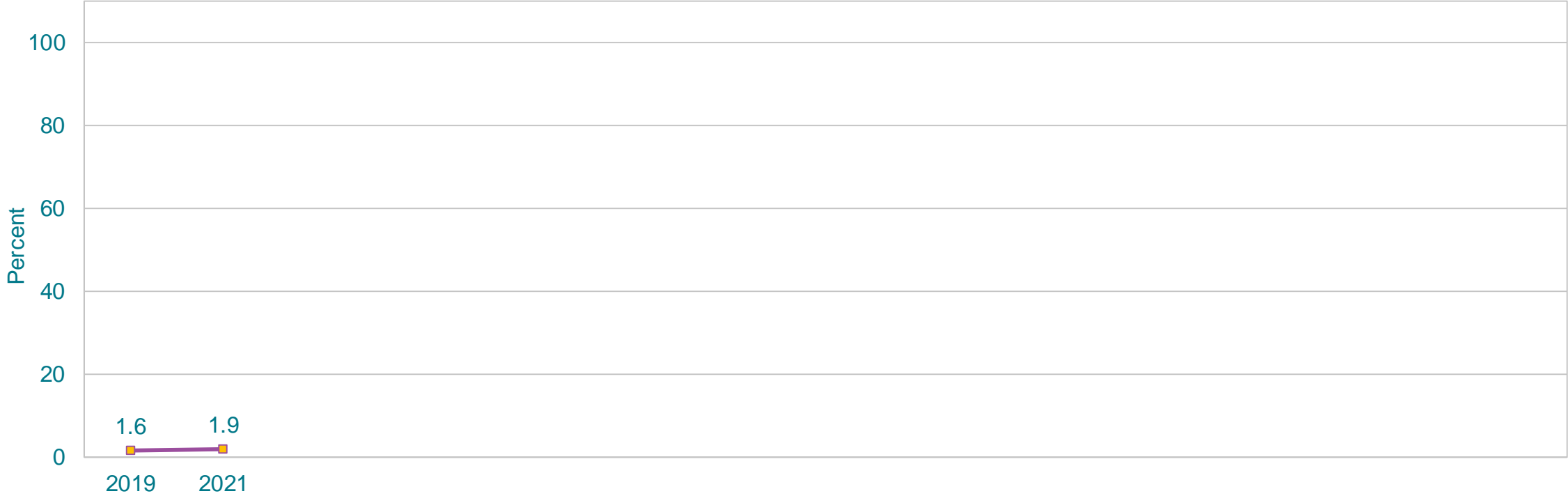
# Percentage of High School Students Who Never Saw a Dentist,\* by Sex, Grade, and Race/Ethnicity, 2021



\*For a check-up, exam, teeth cleaning, or other dental work  
 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 Never Saw a Dentist,\* 2019-2021†

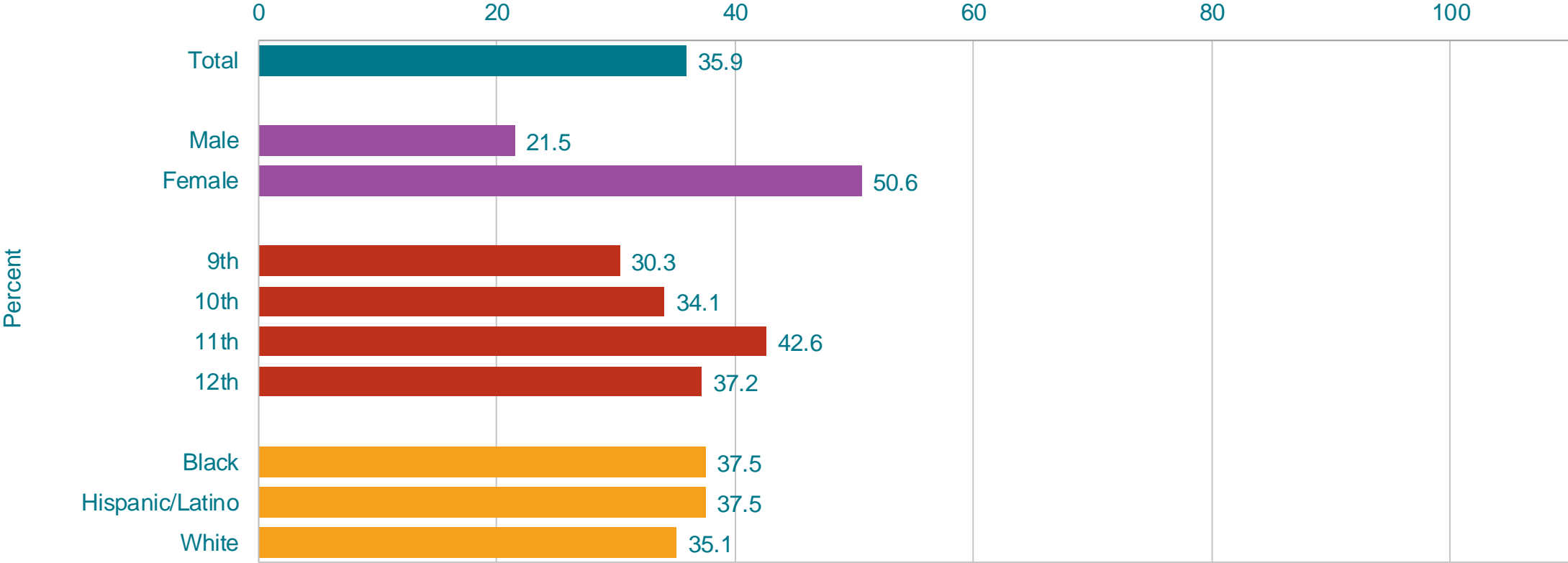


\*For a check-up, exam, teeth cleaning, or other dental work

†No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

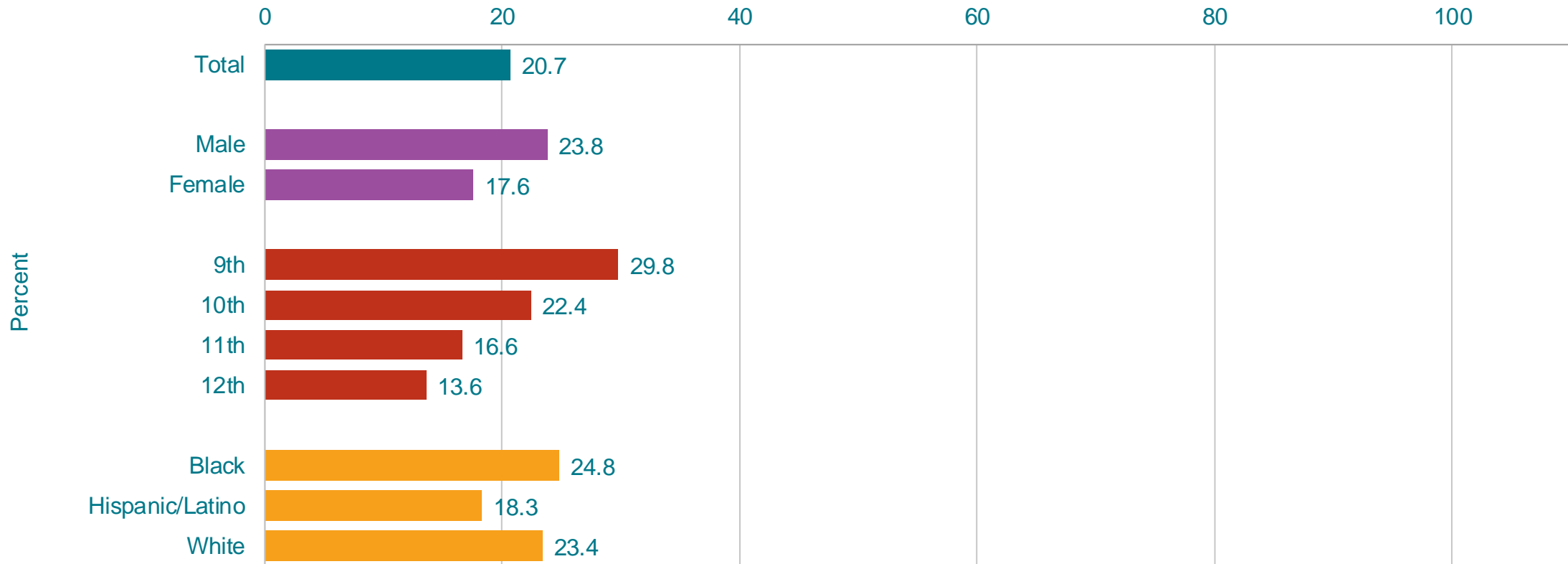
This graph contains weighted results.

# Percentage of High School Students Who Reported That Their Mental Health Was Most of the Time or Always Not Good,\* by Sex,† Grade,† and Race/Ethnicity, 2021



\*Including stress, anxiety, and depression, during the 30 days before the survey  
 †F > M; 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.  
 This graph contains weighted results.

# Percentage of High School Students Who Got 8 or More Hours of Sleep,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2021



\*On an average school night

<sup>†</sup>9th > 10th, 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.

This graph contains weighted results.

# Percentage of High School Students Who Got 8 or More Hours of Sleep,\* 2019-2021†

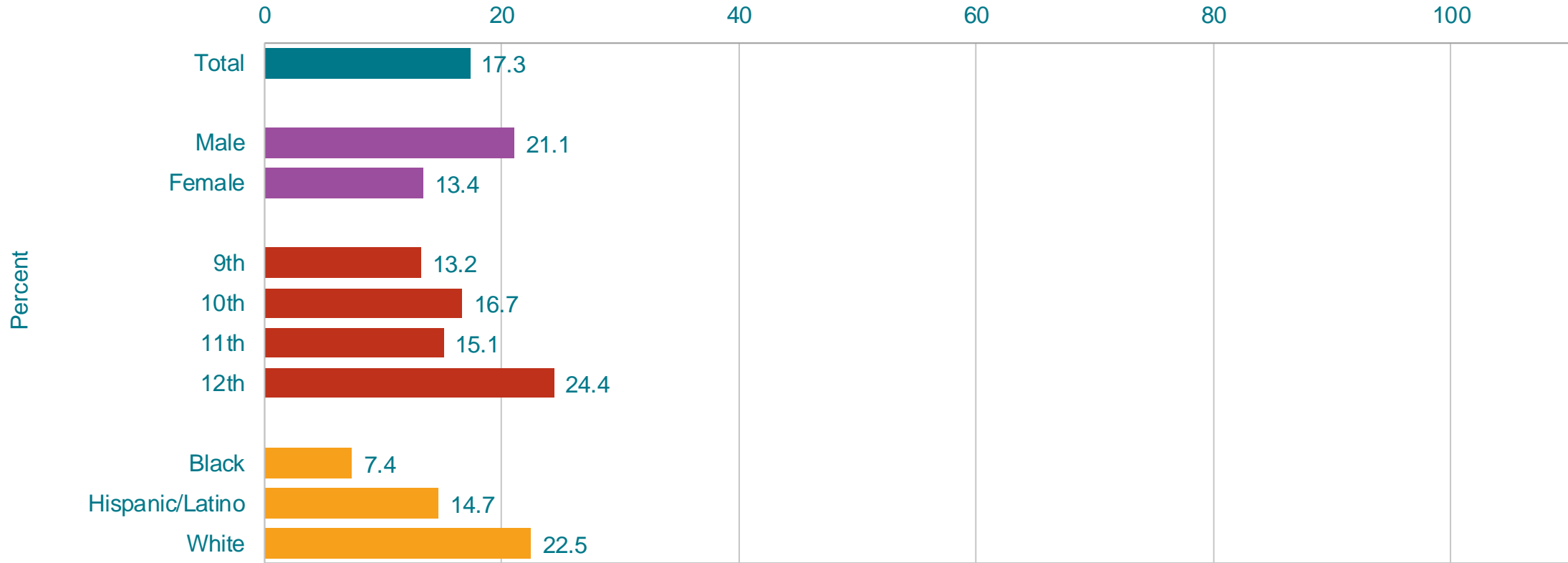


\*On an average school night

†No change 2019-2021 [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 Carried a Weapon,\* by Sex,† Grade, and Race/Ethnicity,† 2021



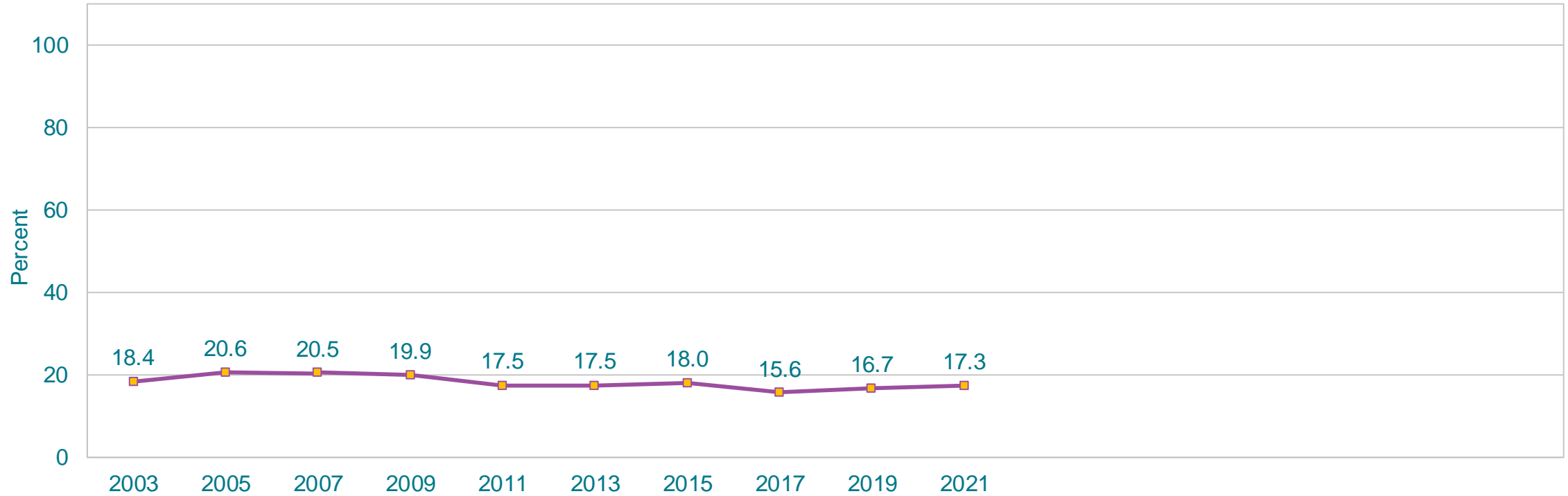
\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†M > F; 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 Carried a Weapon,\* 2003-2021†

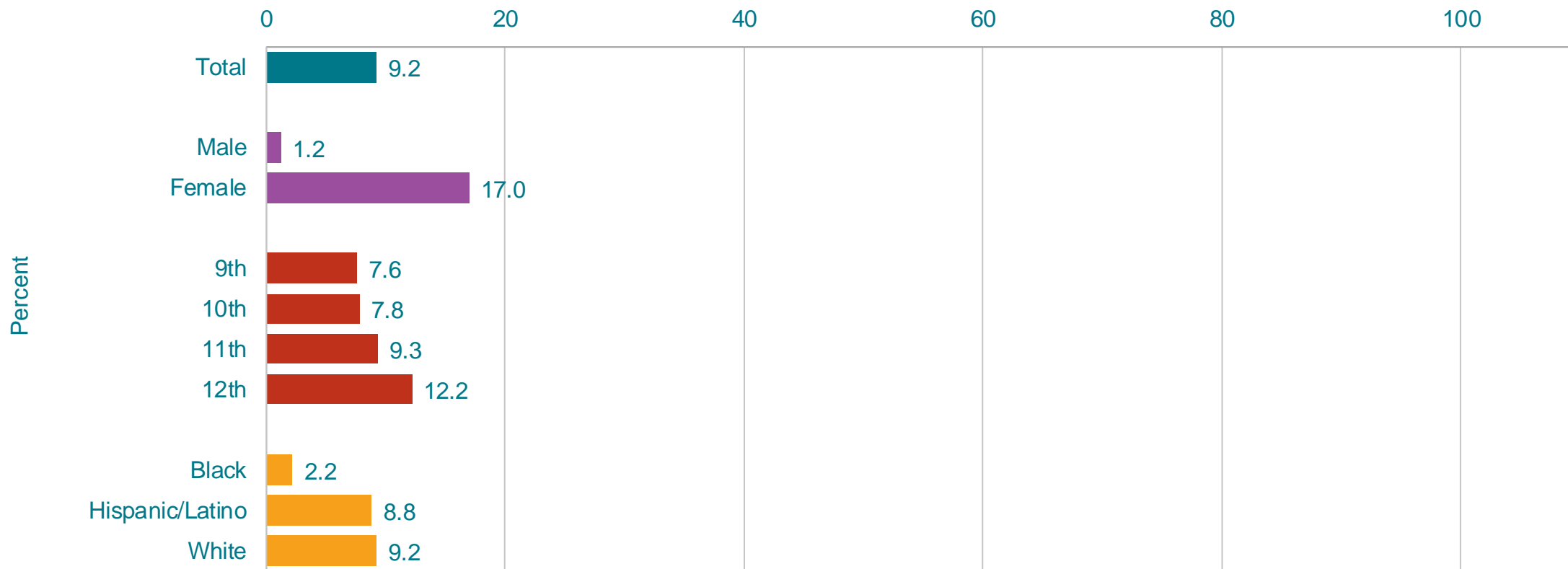


\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†No change 2003-2021 [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 Reported That an Adult or Person at Least 5 Years Older Than Them Made Them Do Sexual Things They Did Not Want to Do,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity,<sup>†</sup> 2021



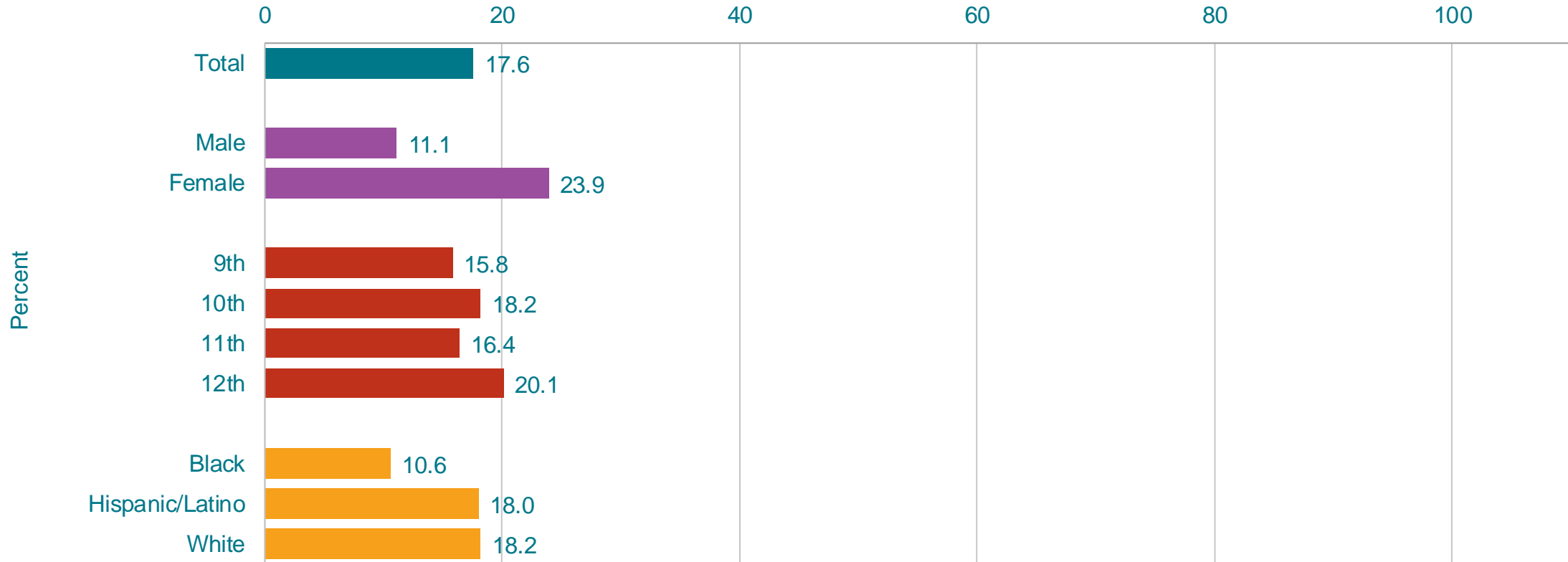
\*Counting such things as kissing, touching, or being made to have sexual intercourse

<sup>†</sup>F > M; 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 Reported That a Parent or Other Adult in Their Home Most of the Time or Always Swore at Them, Insulted Them, or Put Them Down,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2021



\*During their life

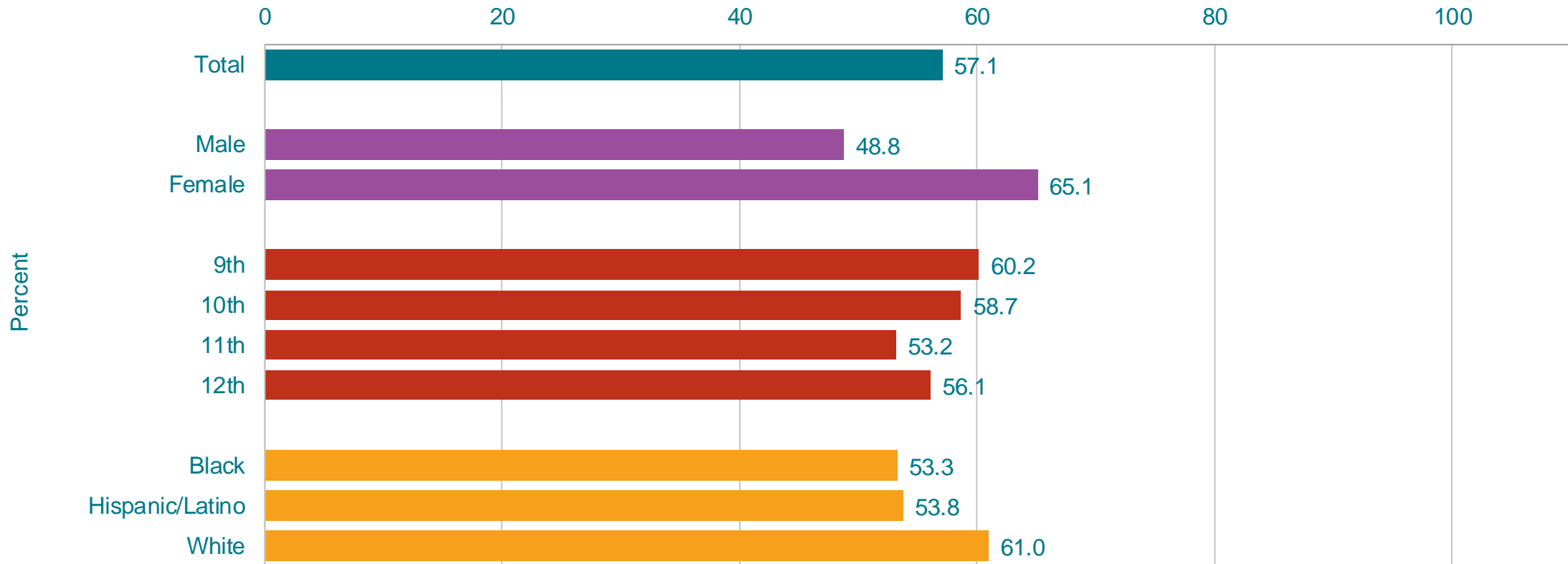
<sup>†</sup>F > M (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



# Percentage of High School Students Who Reported That a Parent or Other Adult in Their Home Swore at Them, Insulted Them, or Put Them down One or More Times,\* by Sex,† Grade, and Race/Ethnicity,† 2021



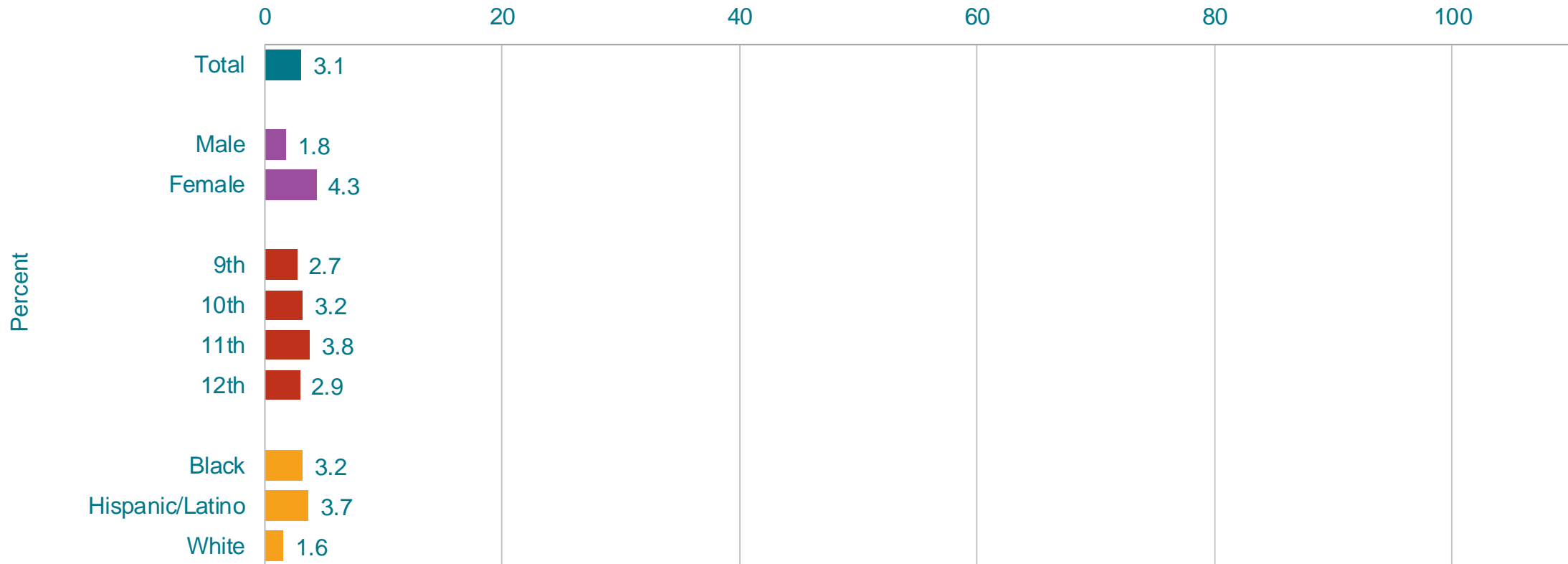
\*During the 12 months before the survey

†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.

This graph contains weighted results.

# Percentage of High School Students Who Reported That a Parent or Other Adult in Their Home Most of the Time or Always Hit, Beat, Kicked, or Physically Hurt Them in Any Way,\* by Sex,† Grade, and Race/Ethnicity, 2021



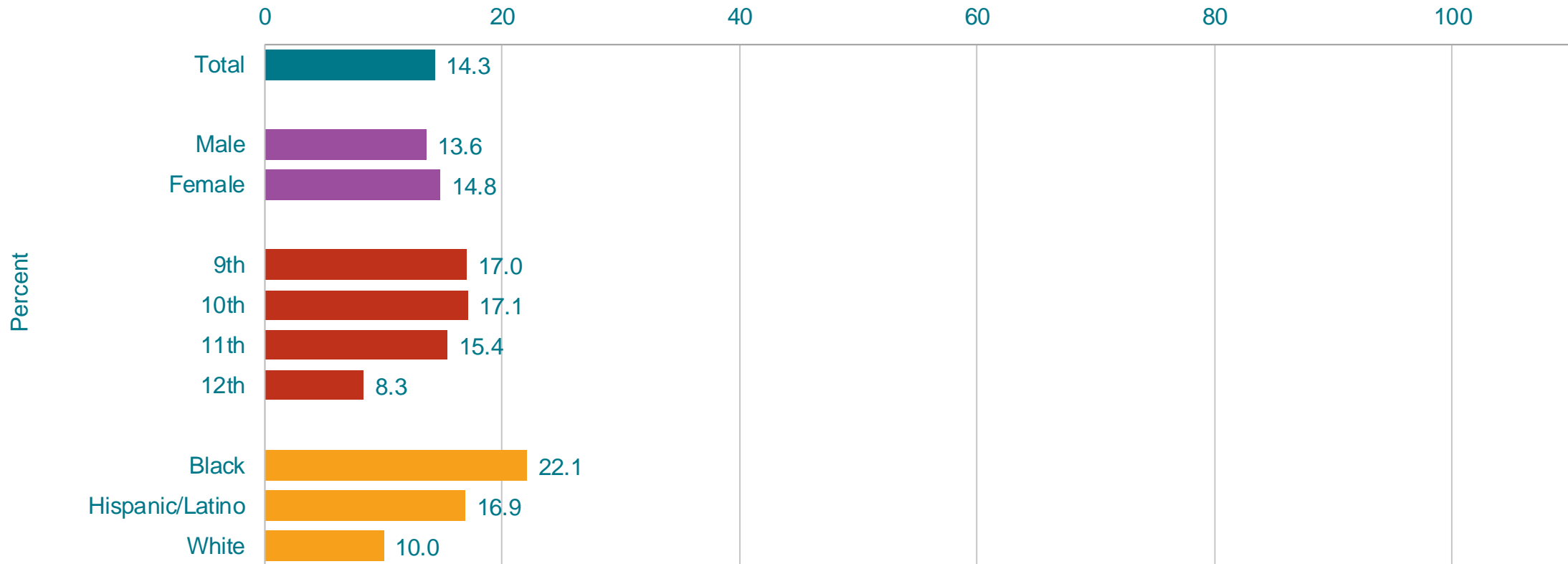
\*During their life

†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.

This graph contains weighted results.

## Percentage of High School Students Who Reported That a Parent or Other Adult in Their Home Hit, Beat, Kicked, or Physically Hurt Them in Any Way One or More Times,\* by Sex, Grade,† and Race/Ethnicity,† 2021



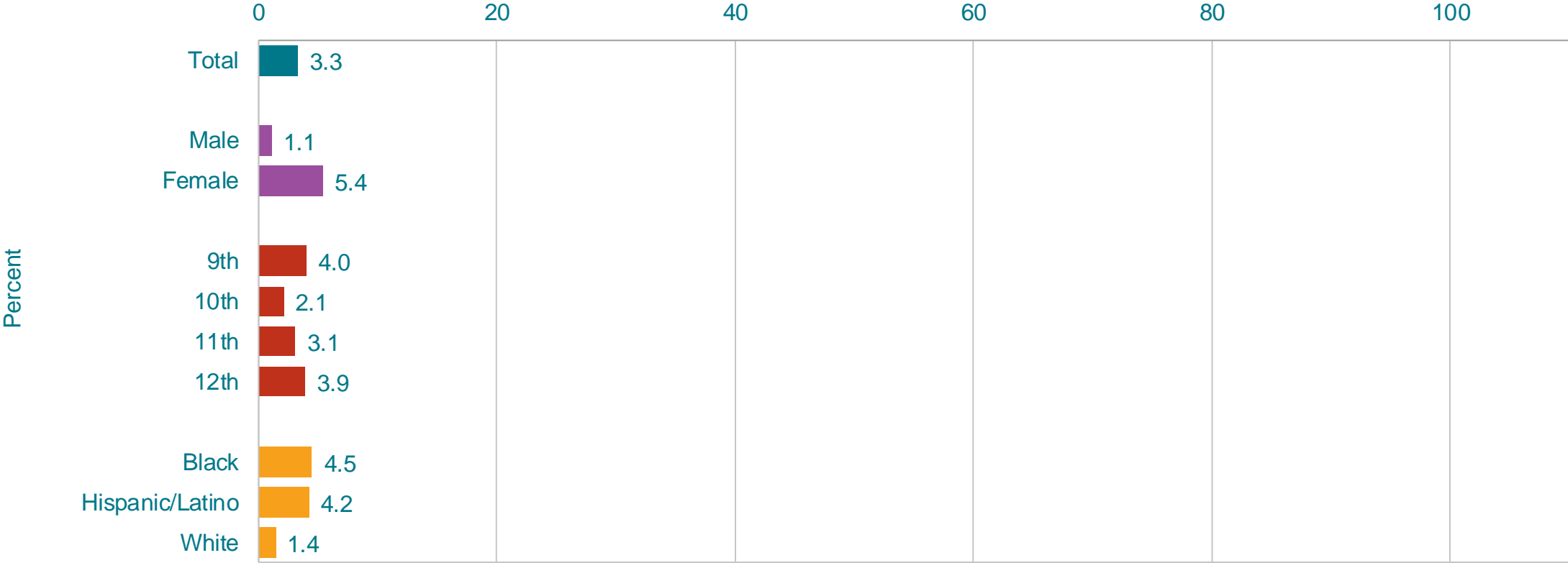
\*During the 12 months before the survey

†9th > 12th, 10th > 12th, 11th > 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.

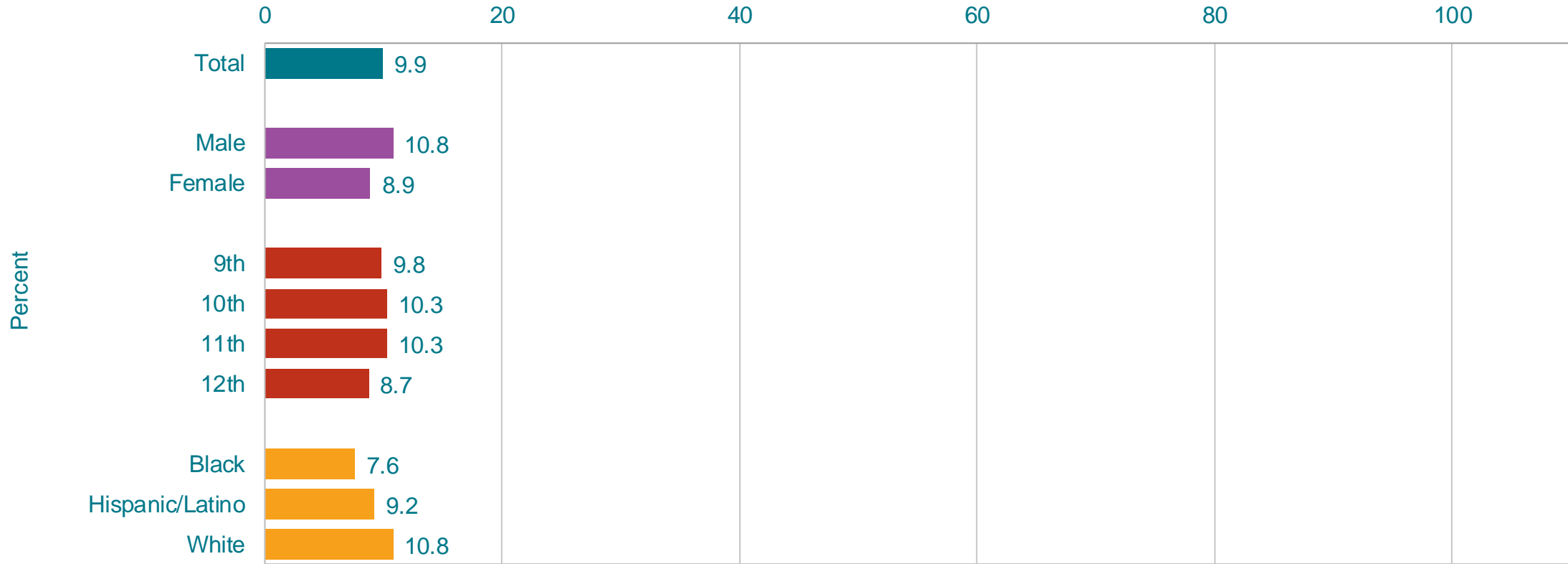
This graph contains weighted results.

# Percentage of High School Students Who Reported That Their Parents or Other Adults in Their Home Most of the Time or Always Slapped, Hit, Kicked, Punched, or Beat Each Other Up,\* by Sex,† Grade, and Race/Ethnicity,† 2021



\*During their life  
 †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 Electronically Bullied Someone,\* by Sex, Grade, and Race/Ethnicity, 2021



\*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.

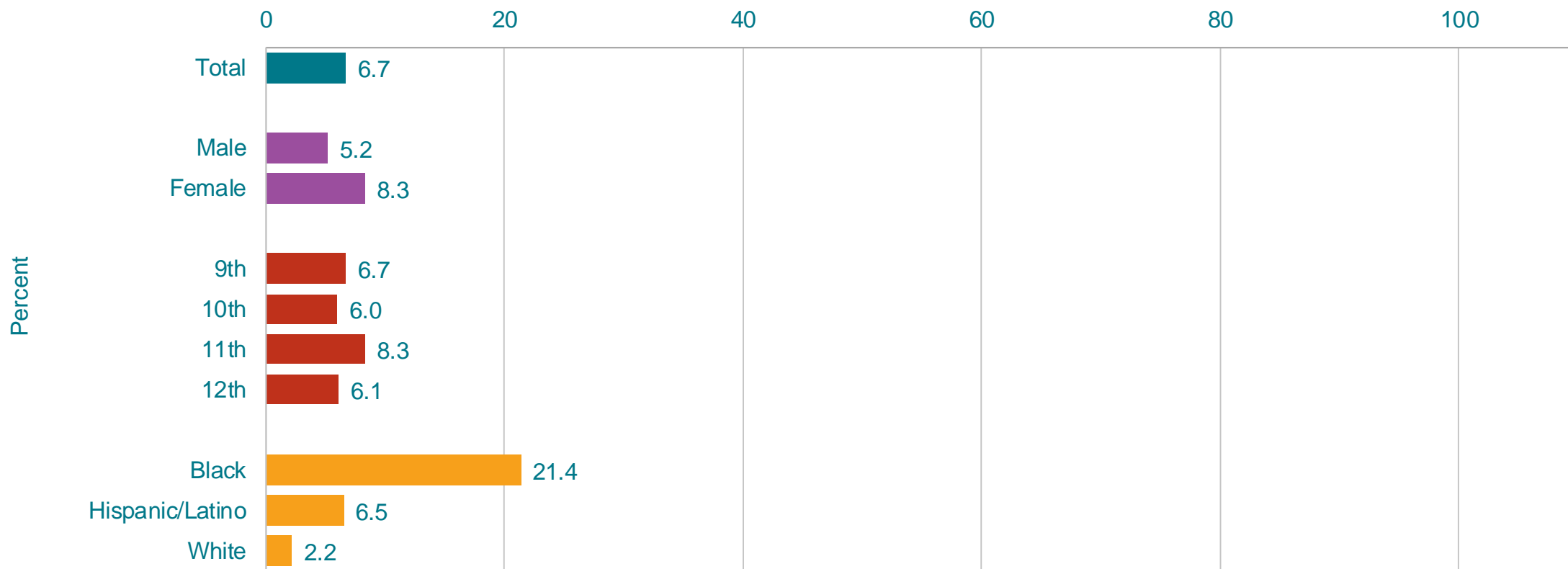
# Percentage of High School Students Who Electronically Bullied Someone,\* 2017-2021†



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

†Increased 2017-2021 [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 Felt That They Were Treated Badly or Unfairly Because of Their Race or Ethnicity,\* by Sex, Grade, and Race/Ethnicity,† 2021



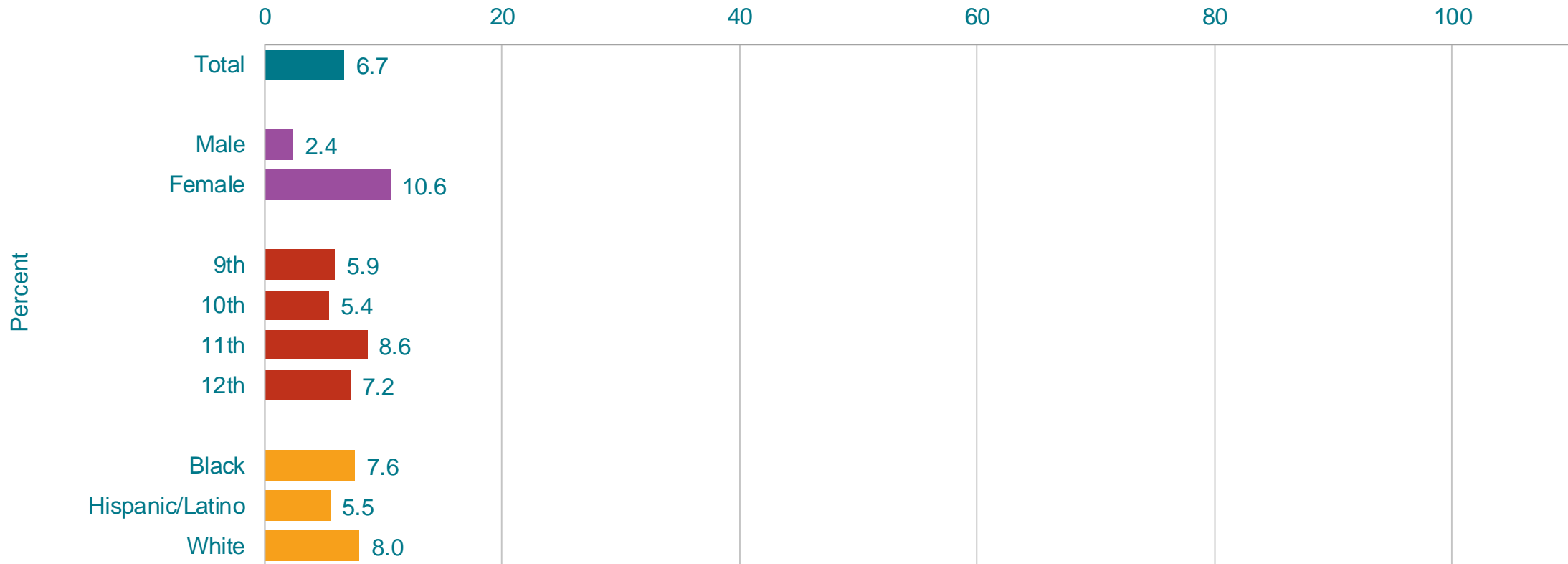
\*During their life

†B > H, 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 Most of the Times or Always Felt That They Were Treated Badly or Unfairly Because of Their Sexual Orientation,\* by Sex,† Grade, and Race/Ethnicity, 2021



\*During their life

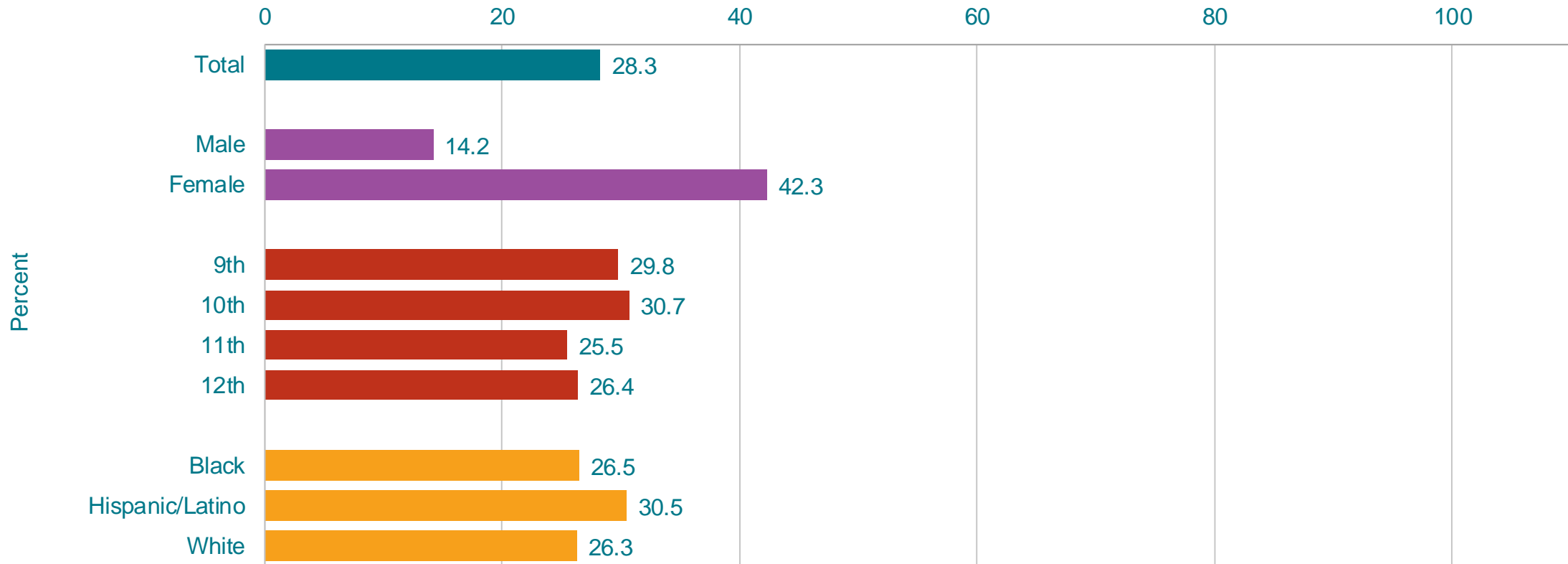
†F > M (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* by Sex,† Grade, and Race/Ethnicity,† 2021



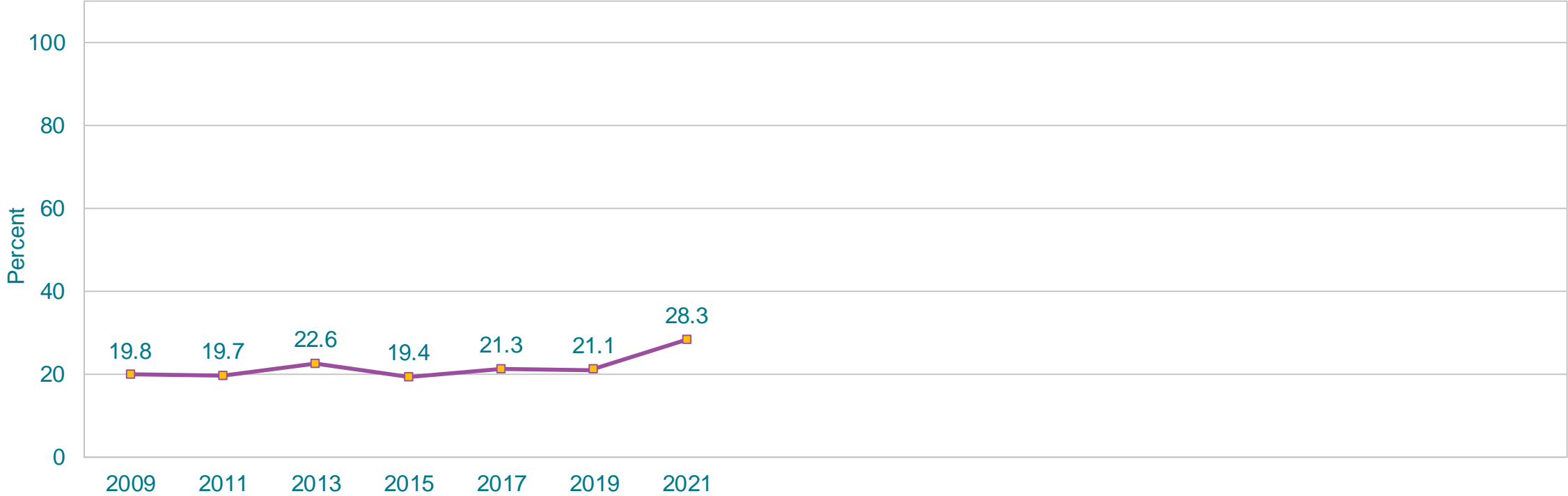
\*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey

†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.

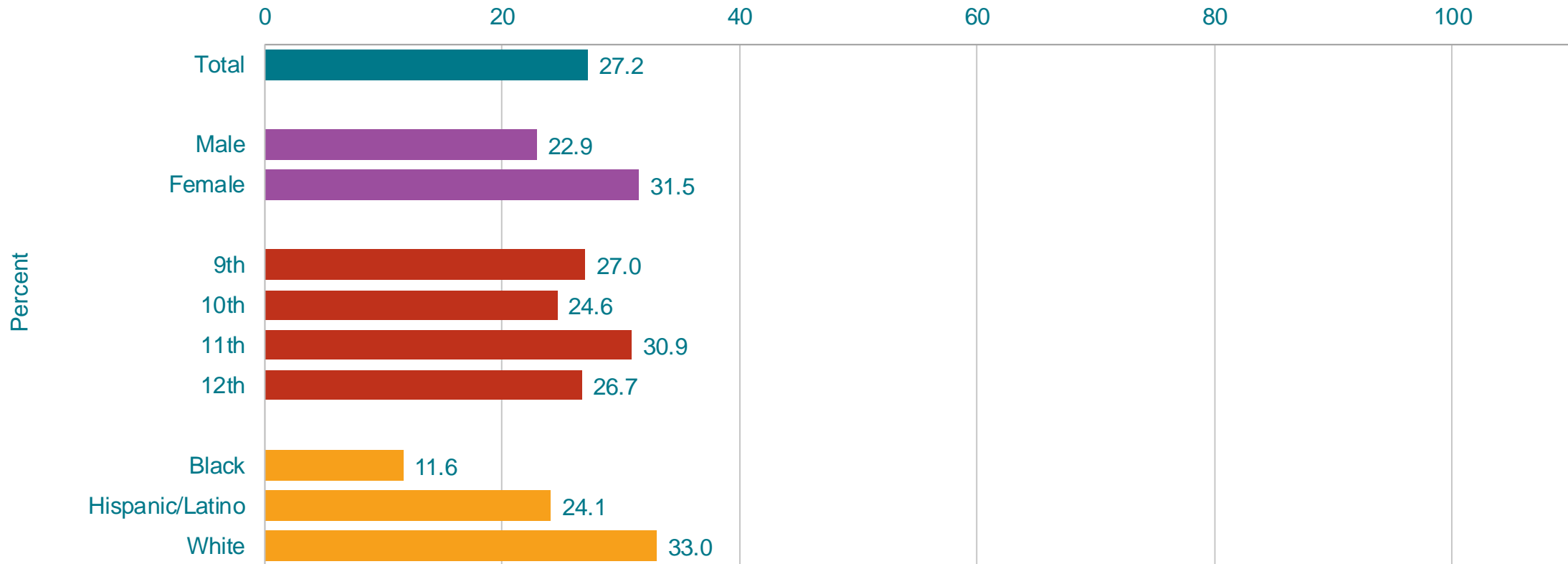
This graph contains weighted results.

# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* 2009-2021†



\*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey  
†Increased 2009-2021, no change 2009-2017, increased 2017-2021 [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,† 2021



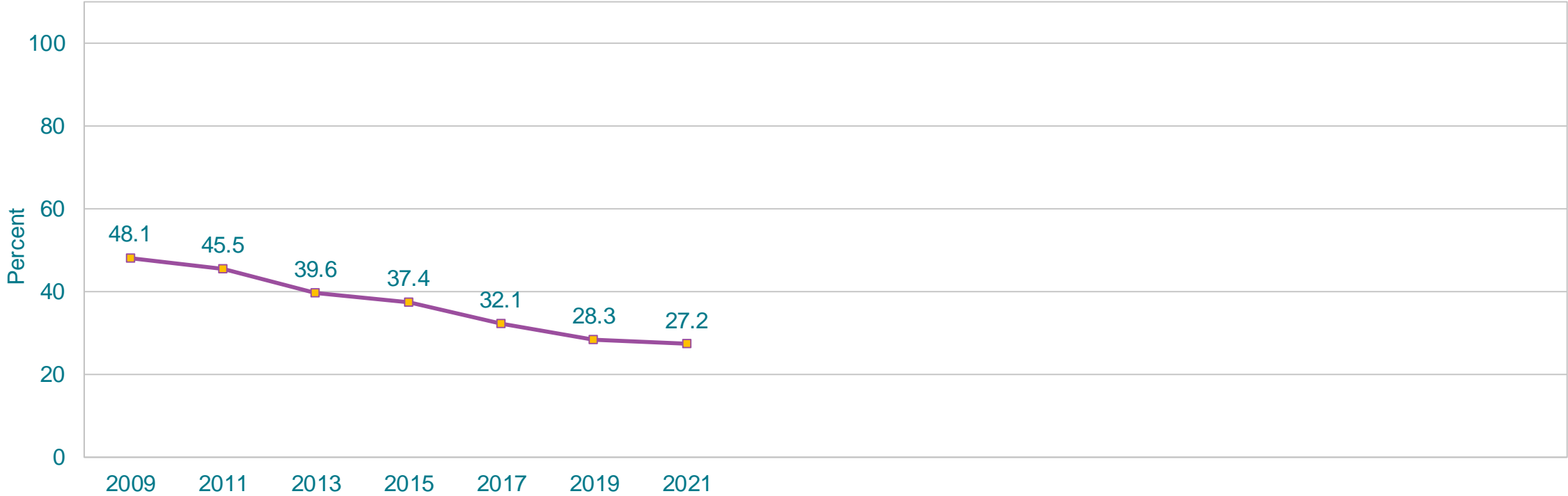
\*On at least 1 day during the 7 days before the survey

†F > M; W > B, 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,\* 2009-2021†



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

†Decreased 2009-2021 [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,\* 2021

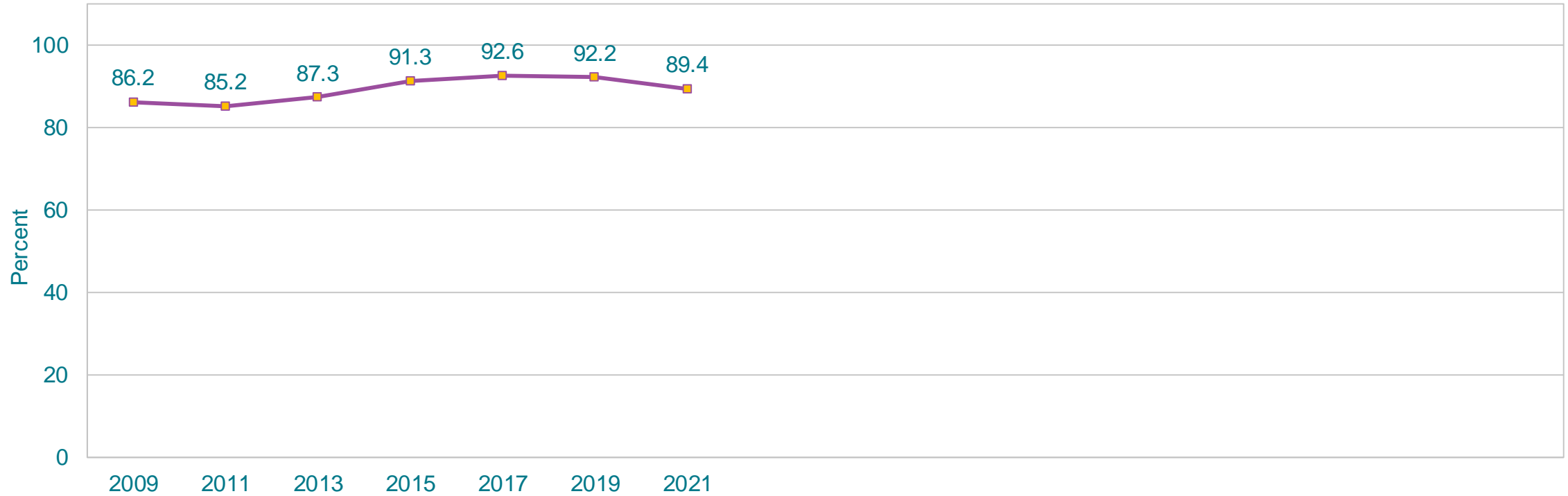


\*11th > 9th; H > B, W > B (Based on t-test analysis,  $p < 0.05$ .)

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 Described the Rule About Smoking Cigarettes Inside the Home Where They Live As Never Allowed Inside Their Home, 2009-2021\*



\*Increased 2009-2021, increased 2009-2017, decreased 2017-2021 [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,† 2021



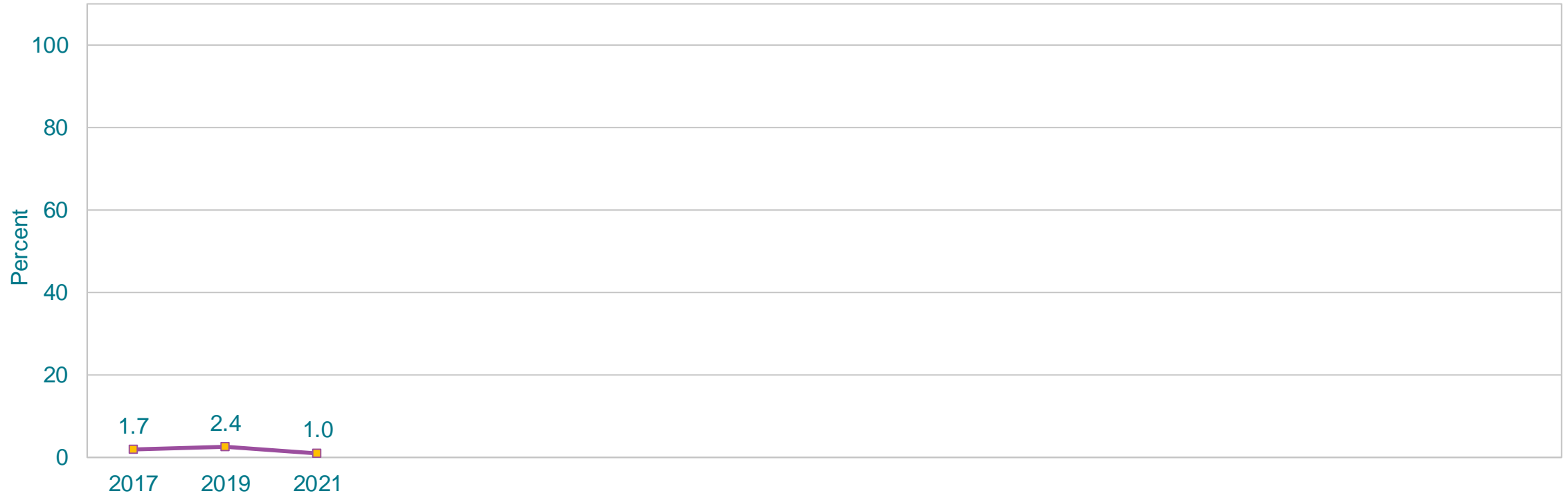
\*Also called “speed,” “crystal meth,” “crank,” “ice,” or “meth,” one or more times during the 30 days before the survey

†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 Currently Used Methamphetamines,\* 2017-2021†



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

†No change 2017-2021 [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, 2021



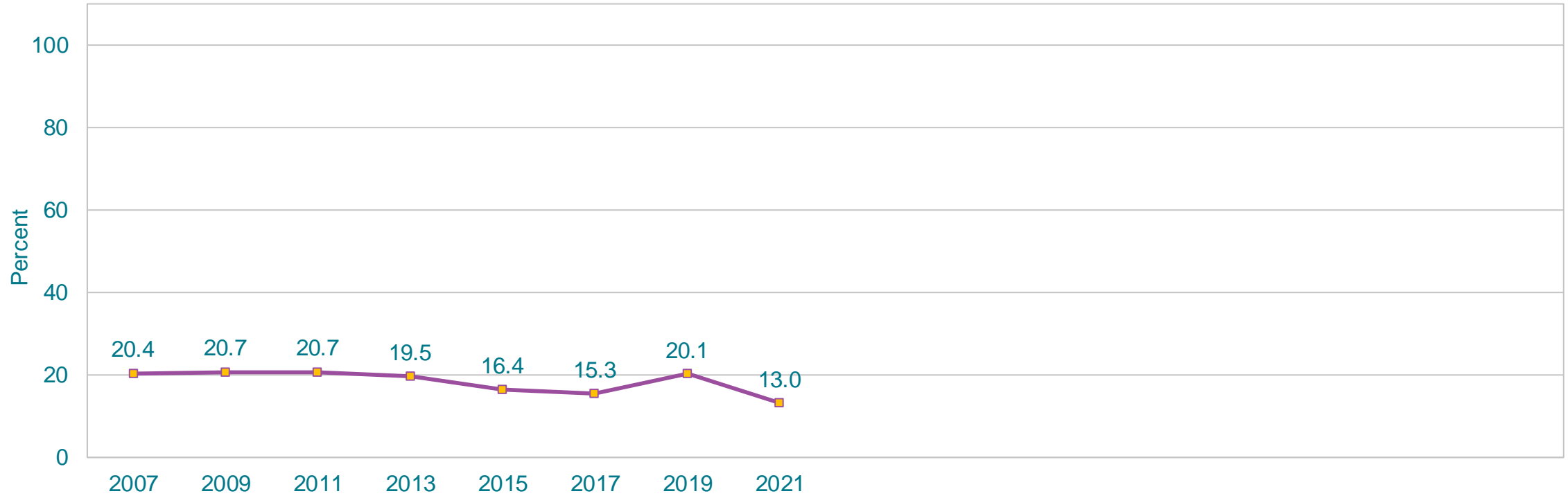
\*Such as marijuana or cocaine, one or more times during the 12 months before the survey

†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.

This graph contains weighted results.

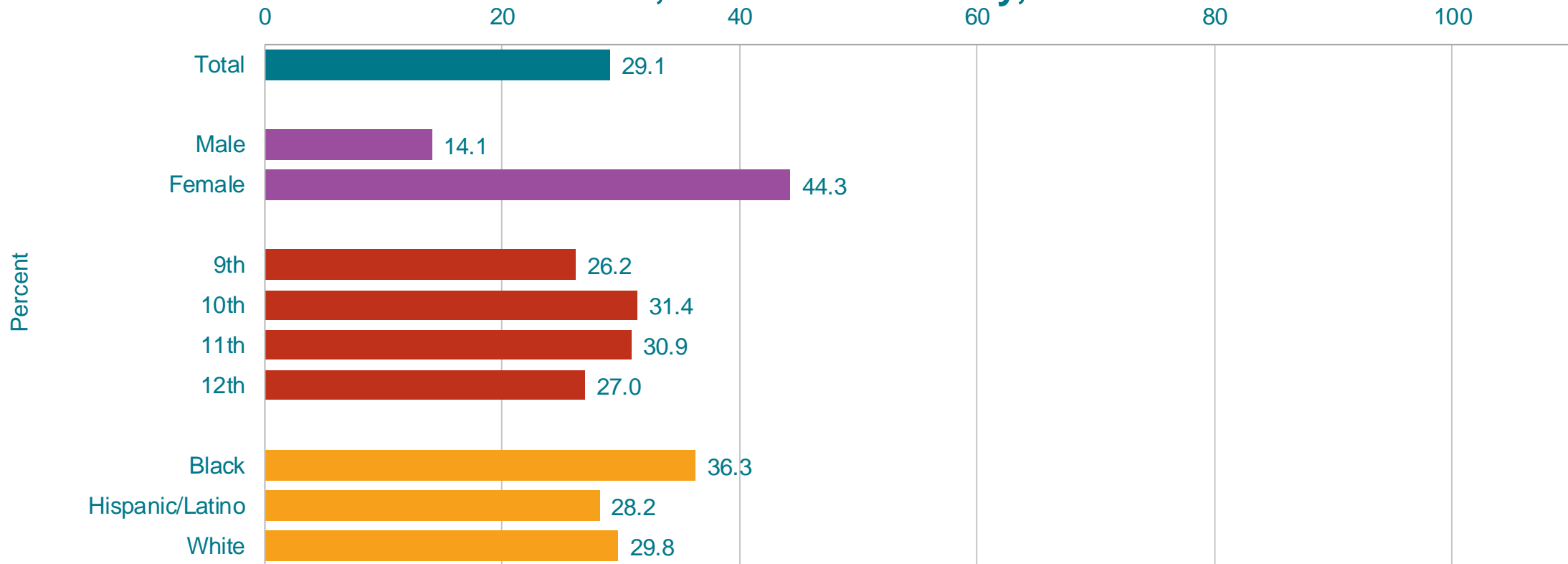
# Percentage of High School Students Who Attended School Under the Influence of Alcohol or Other Illegal Drugs,\* 2007-2021†



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

†Decreased 2007-2021 [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, 2021



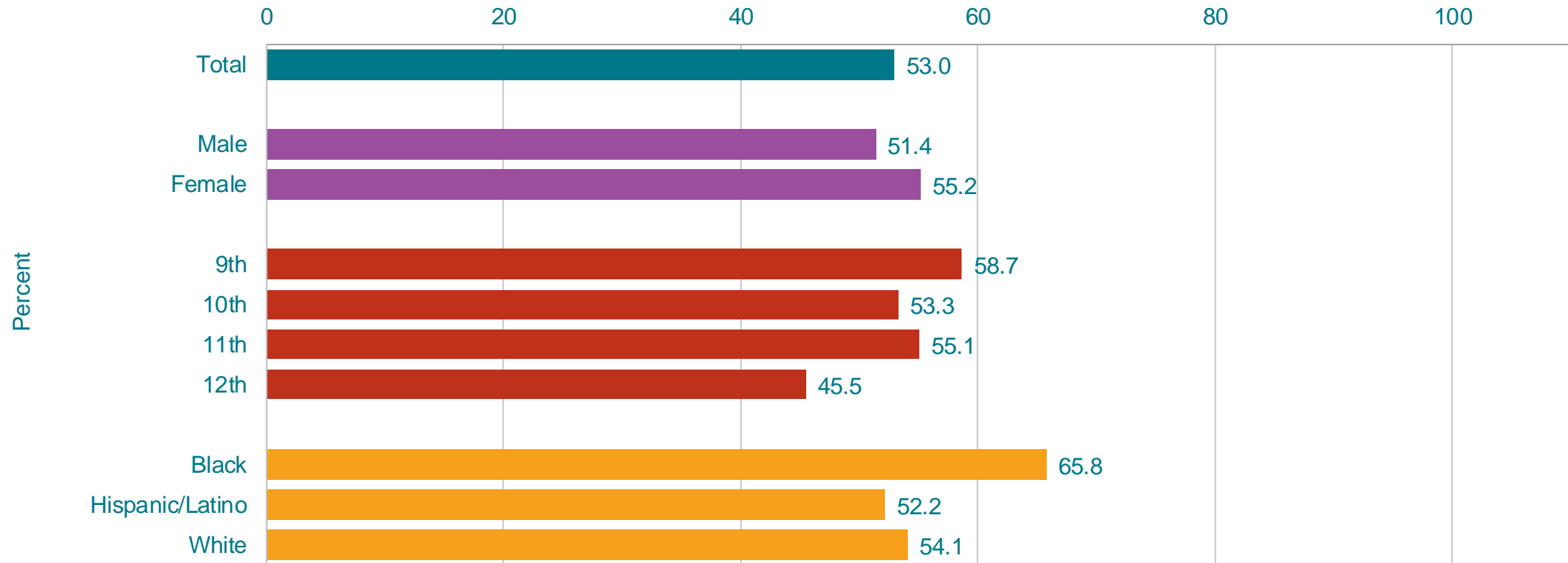
\*During the 30 days before the survey

<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.

This graph contains weighted results.

# Percentage of High School Students Who Saw a Doctor or Nurse,\* by Sex, Grade,† and Race/Ethnicity, 2021



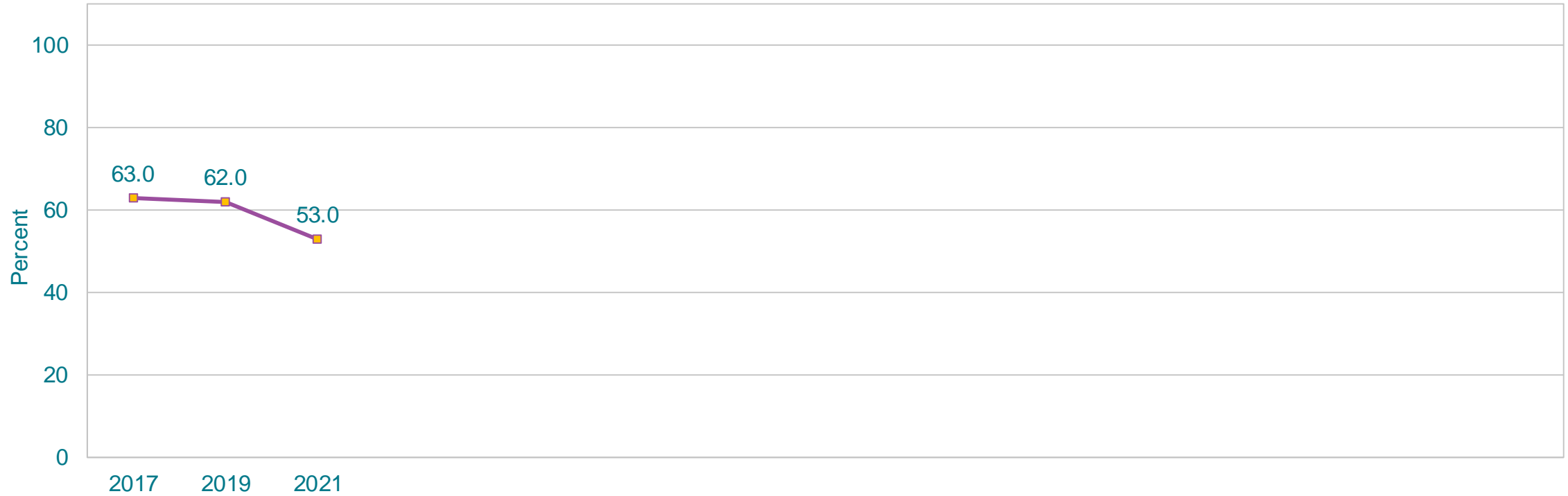
\*For a check-up or physical exam when they were not sick or injured during the 12 months before the survey

†9th > 12th, 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.

This graph contains weighted results.

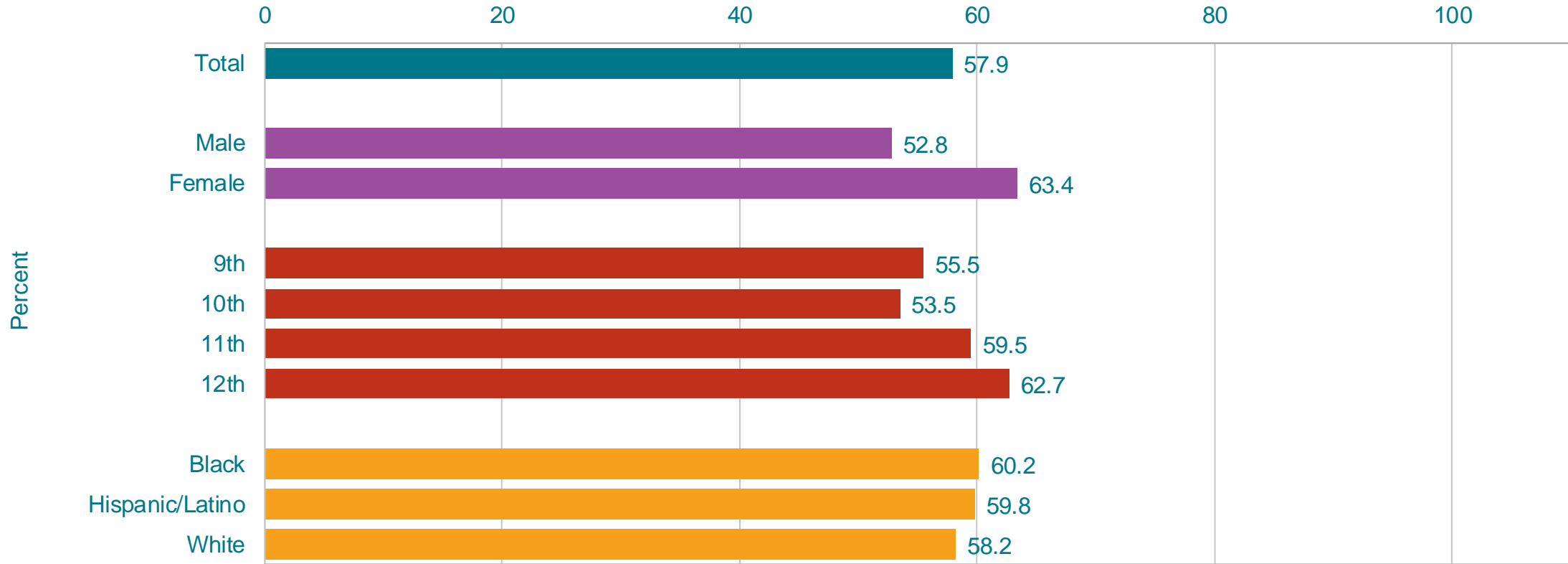
# Percentage of High School Students Who Saw a Doctor or Nurse,\* 2017-2021†



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

†Decreased 2017-2021 [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, 2021



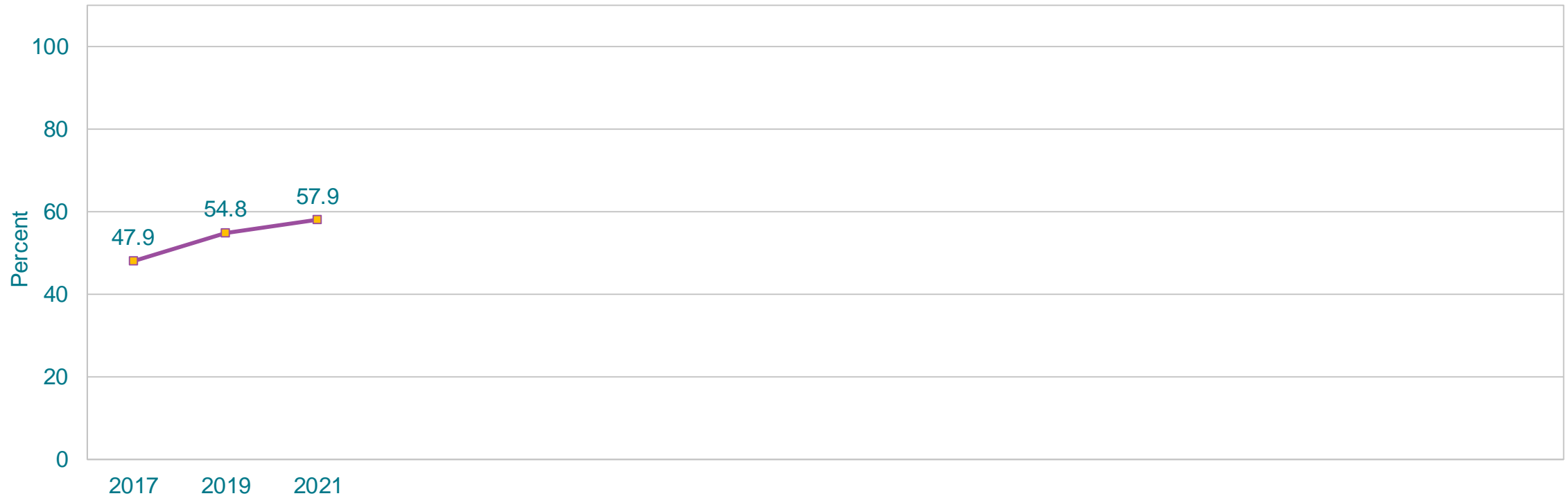
\*At least one day during the 30 days before the survey

†F > M; 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.

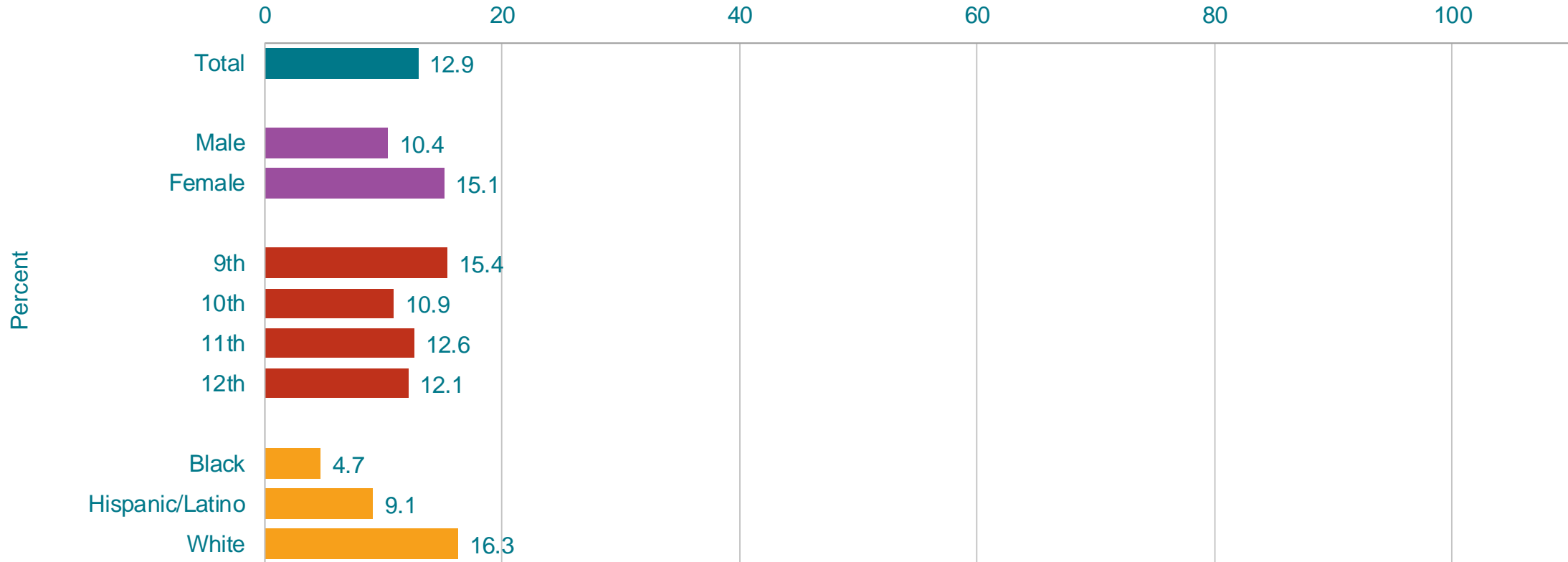
# Percentage of High School Students Who Did Not Go to School Because They Were Sick or in Pain,\* 2017-2021†



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

†Increased 2017-2021 [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,† 2021



\*Meaning 6 months or more

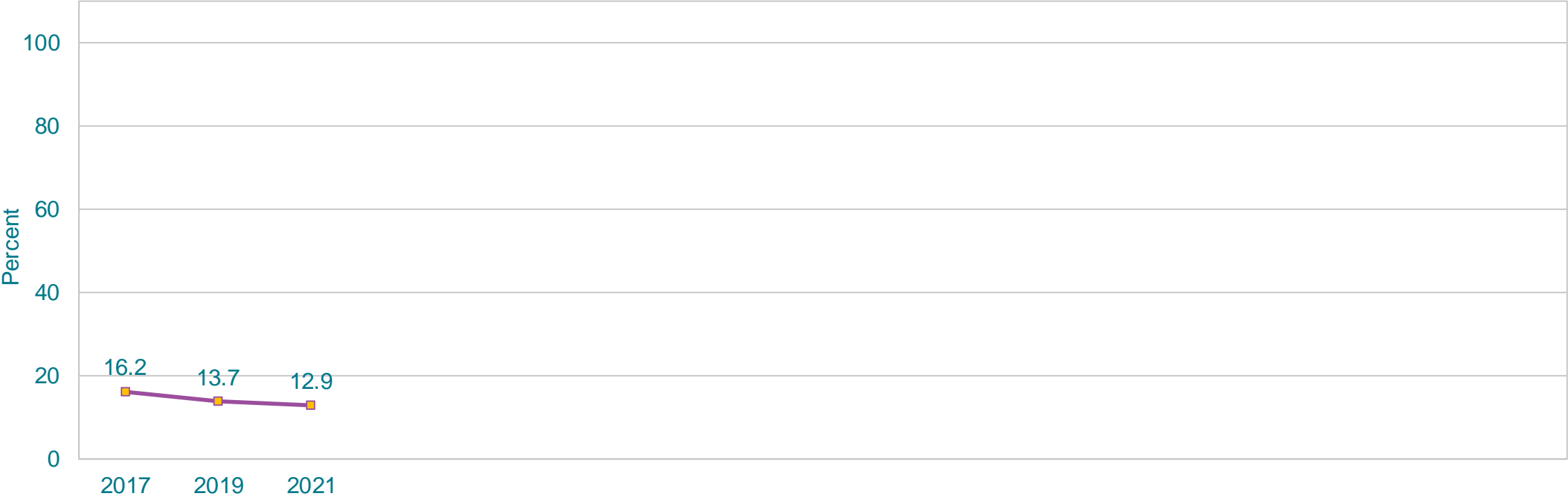
†F > M; W > B, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.



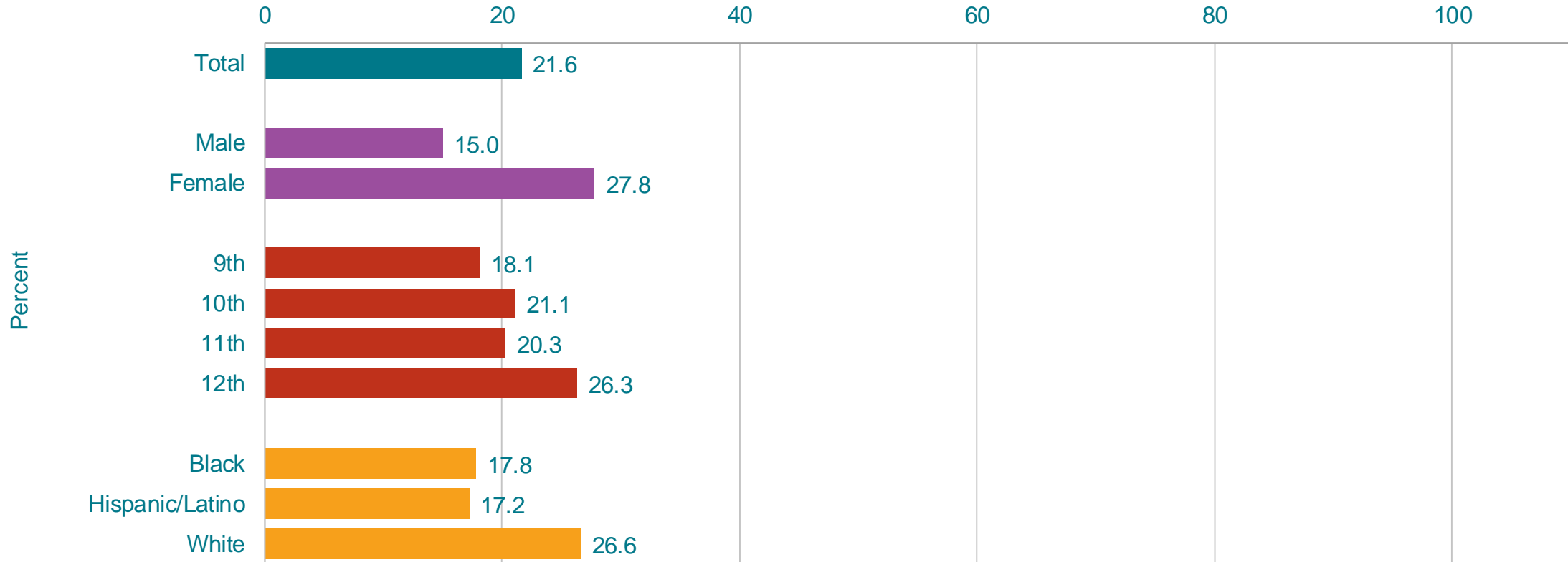
# Percentage of High School Students Who Have Physical Disabilities or Long-Term Health Problems,\* 2017-2021†



\*Meaning 6 months or more

†No change 2017-2021 [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,† 2021



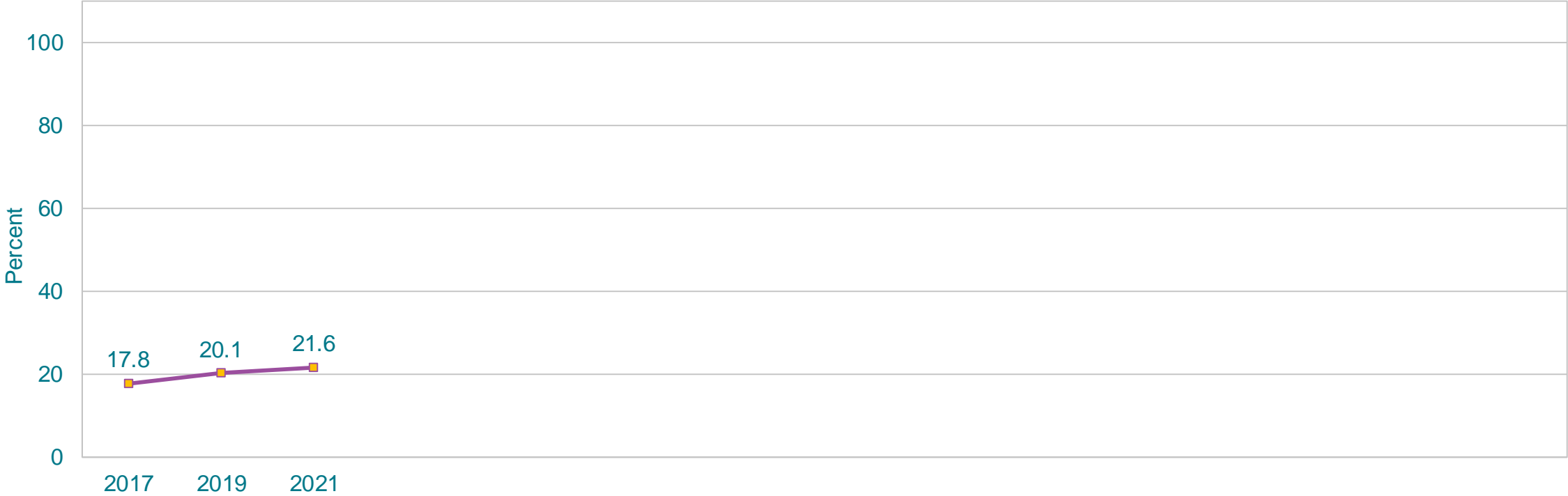
\*Meaning 6 months or more

†F > M; 12th > 9th; 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 Have Long-Term Emotional Problems or Learning Disabilities,\* 2017-2021†



\*Meaning 6 months or more

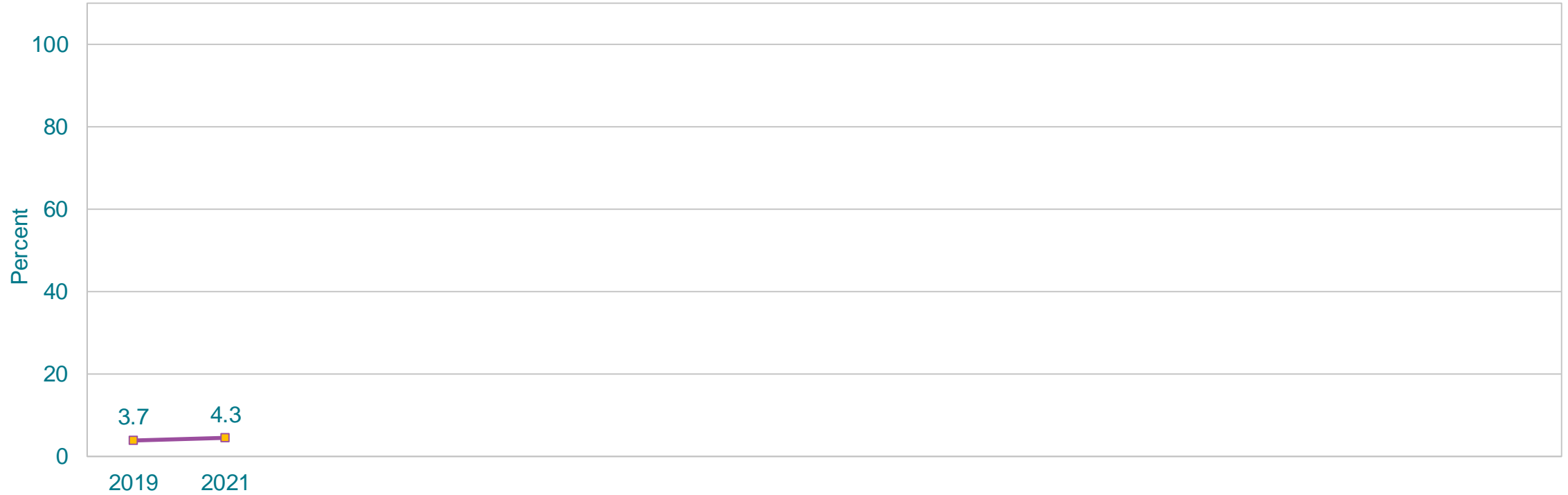
†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

# 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, 2021



\*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.

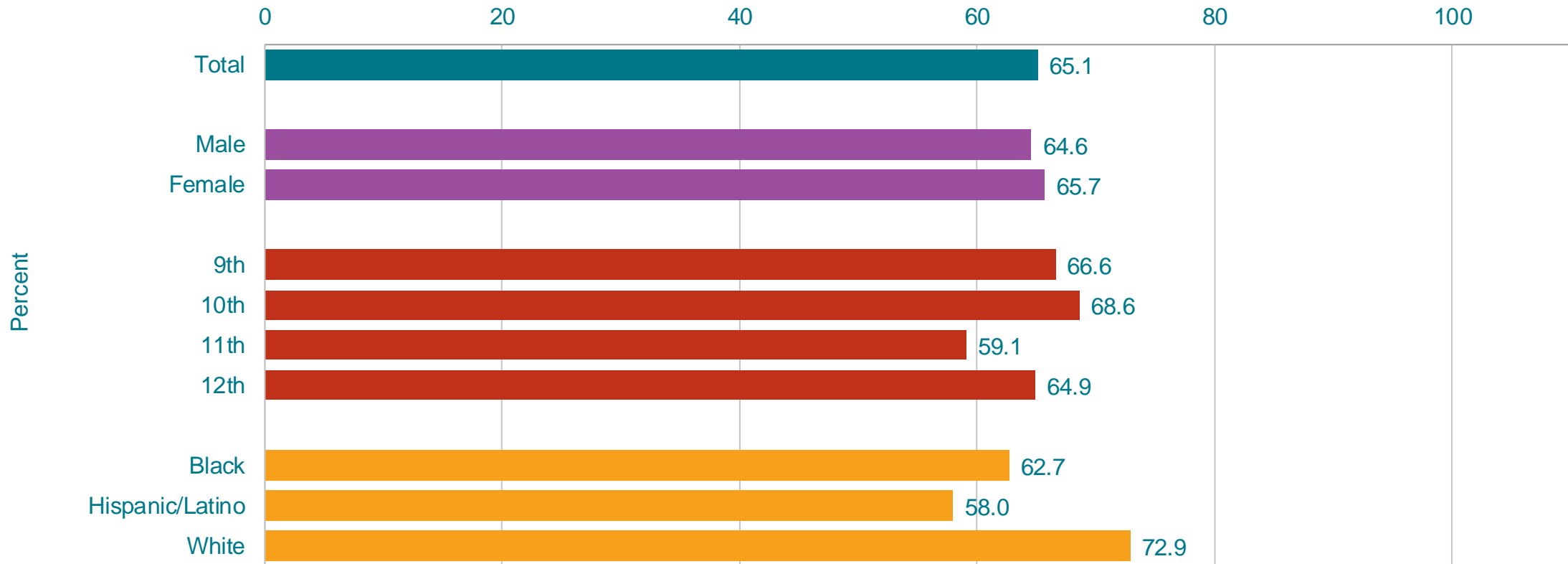
# Percentage of High School Students Who Most of the Time or Always Went Hungry Because There Was Not Enough Food in Their Home,\* 2019-2021†



\*During the 30 days before the survey

†No change 2019-2021 [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 Described Their Grades in School As Mostly A's or B's,\* by Sex, Grade, and Race/Ethnicity,† 2021



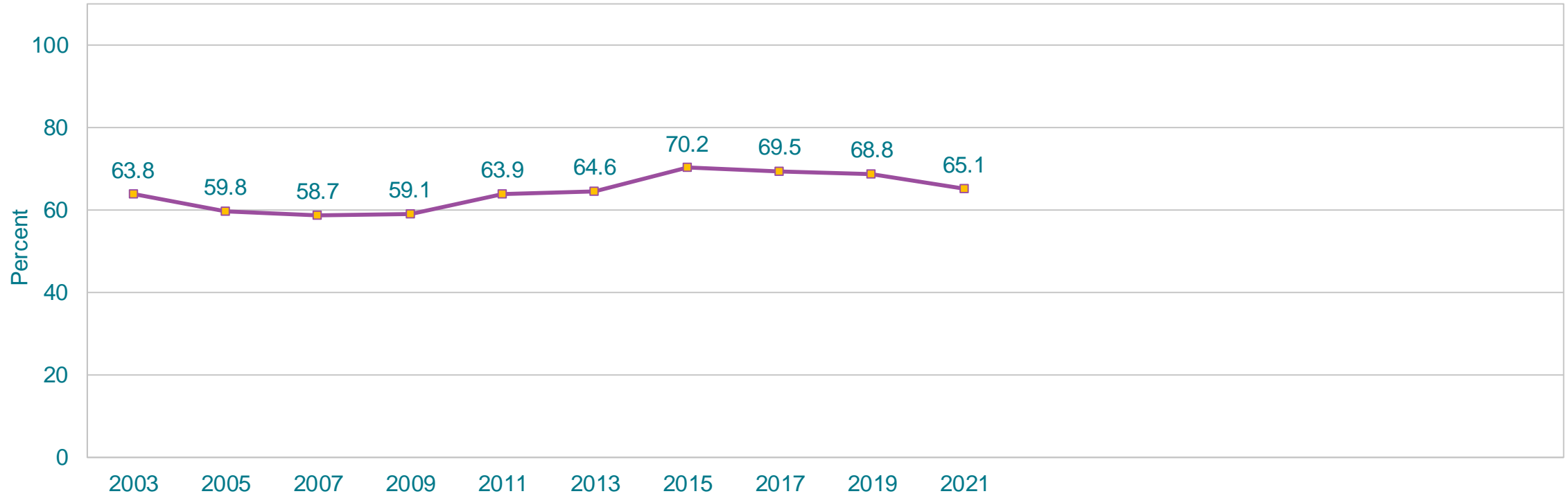
\*During the 12 months before the survey

†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.

This graph contains weighted results.

# Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,\* 2003-2021†



\*During the 12 months before the survey

†Increased 2003-2021 [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 That an Adult in Their Household Most of the Time or Always Tried Hard to Make Sure Their Basic Needs Were Met,\* by Sex, Grade, and Race/Ethnicity,† 2021



\*Such as looking after their safety and making sure they had clean clothes and enough to eat, during their life

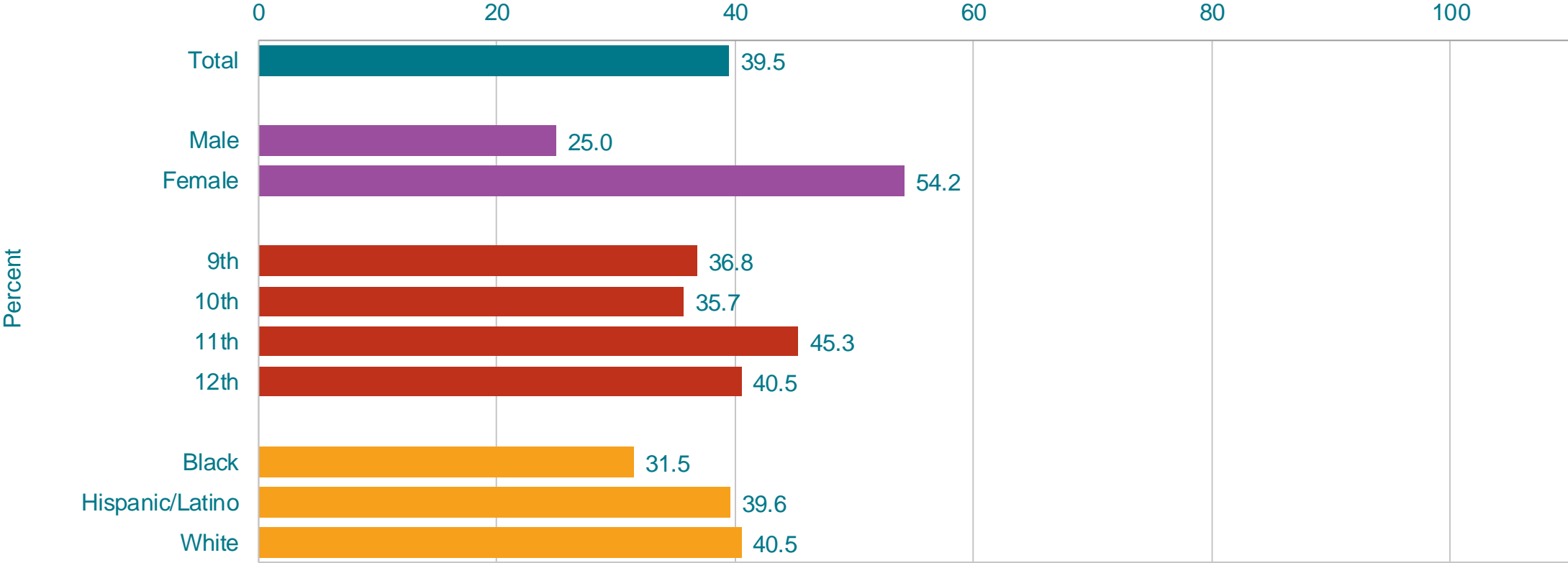
†W > H (Based on t-test analysis,  $p < 0.05$ .)

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

This graph contains weighted results.

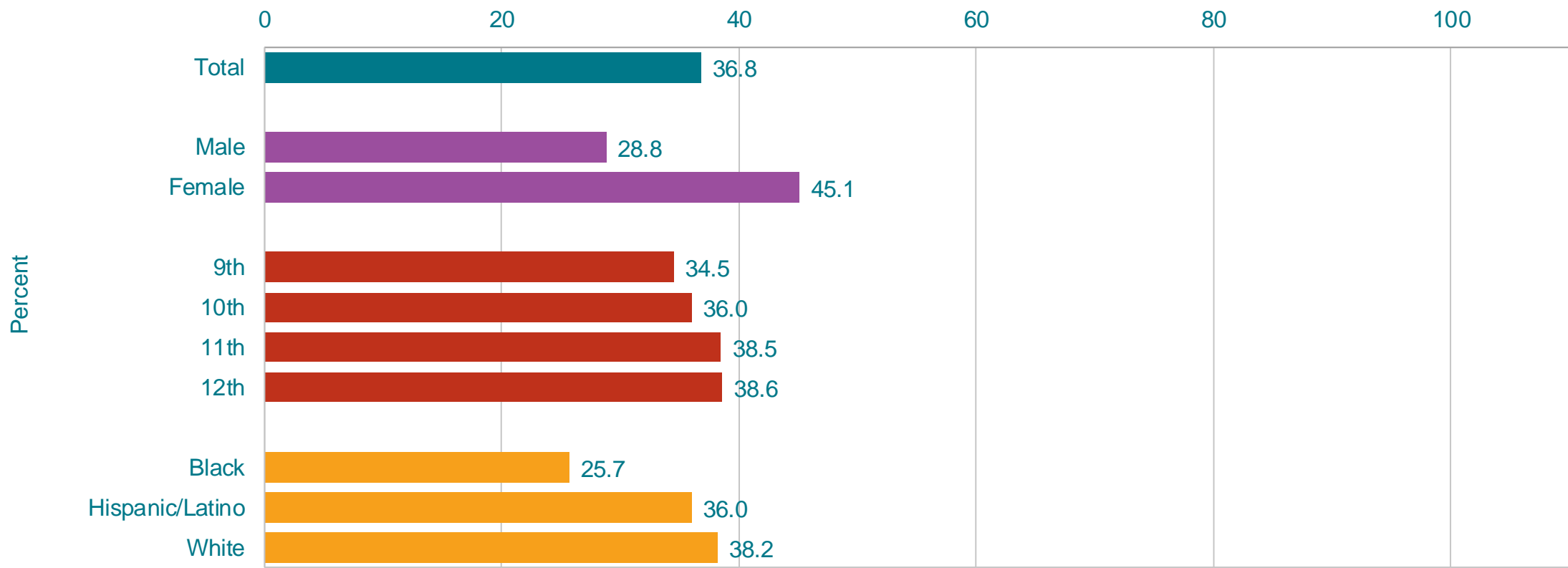


# Percentage of High School Students Who Reported That Their Mental Health Was Most of the Time or Always Not Good During the Covid-19 Pandemic,\* by Sex,† Grade,† and Race/Ethnicity, 2021



\*Poor mental health includes stress, anxiety, and depression.  
 †F > M; 11th > 9th, 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 Ever Lived with Someone Who Was Having a Problem with Alcohol or Drug Use, by Sex,\* Grade, and Race/Ethnicity,\* 2021

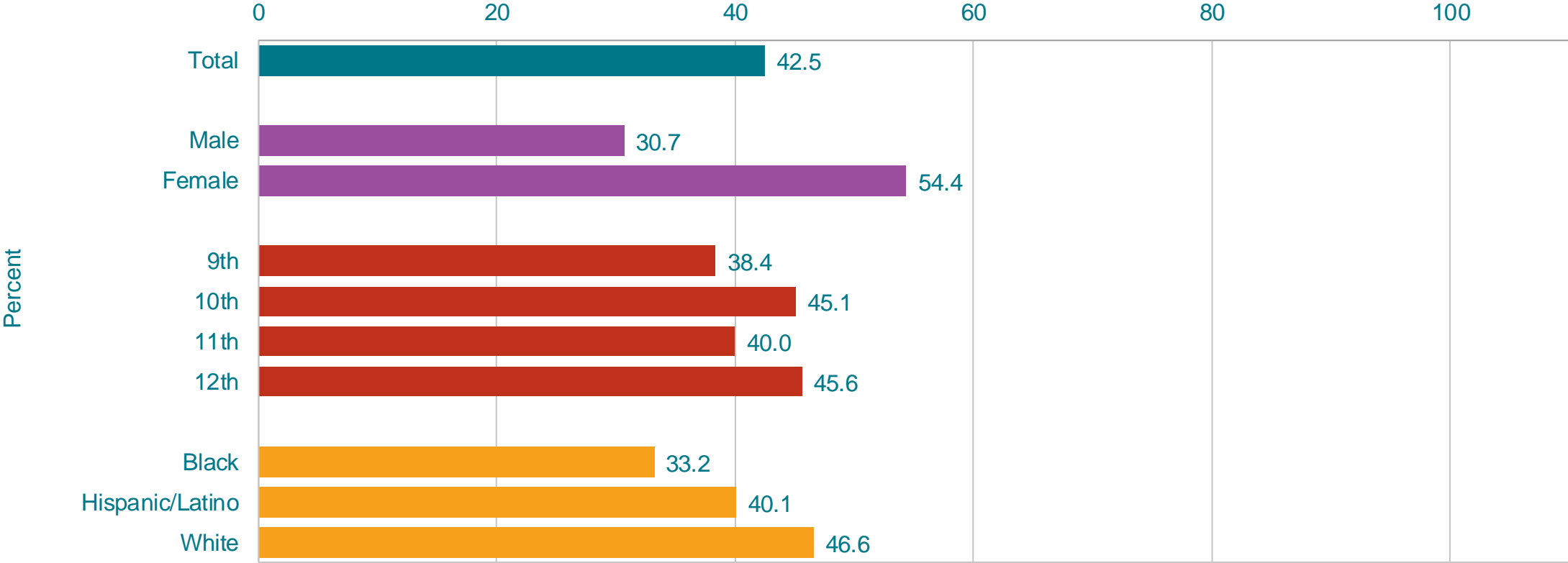


\*F > M; W > B (Based on t-test analysis, p < 0.05.)

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

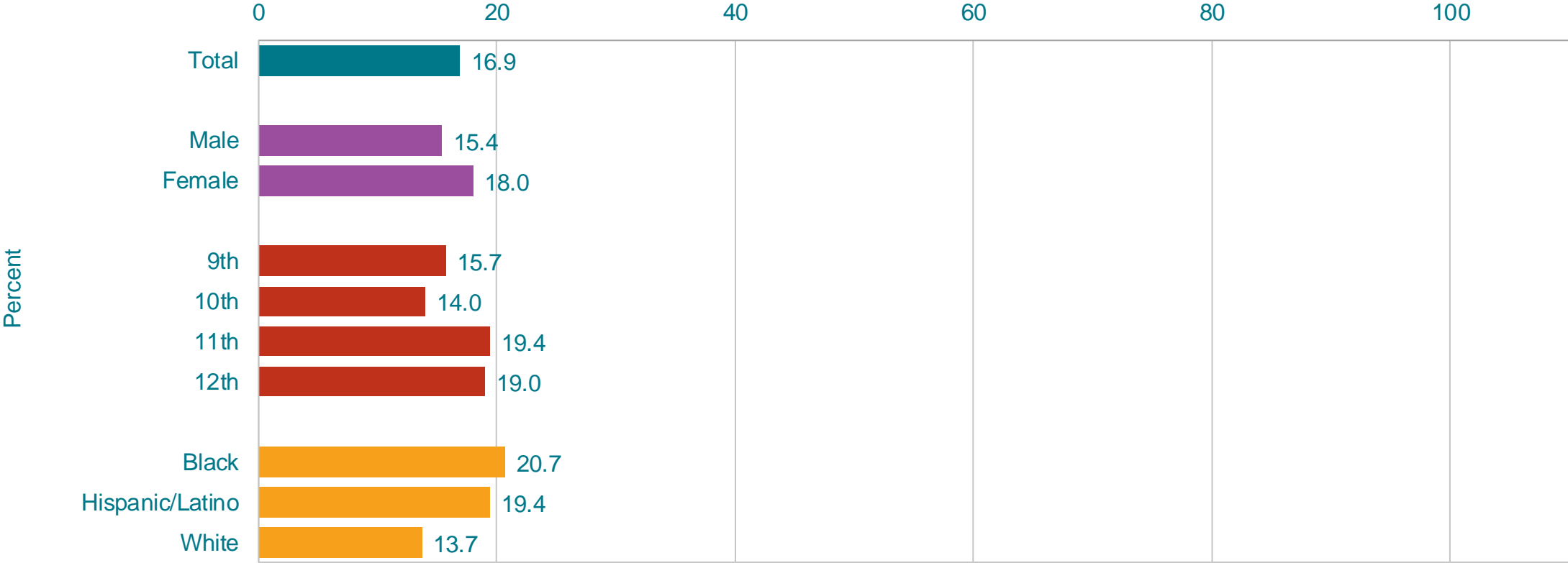
This graph contains weighted results.

# Percentage of High School Students Who Ever Lived with Someone Who Was Depressed, Mentally Ill, or Suicidal, by Sex,\* Grade, and Race/Ethnicity, 2021



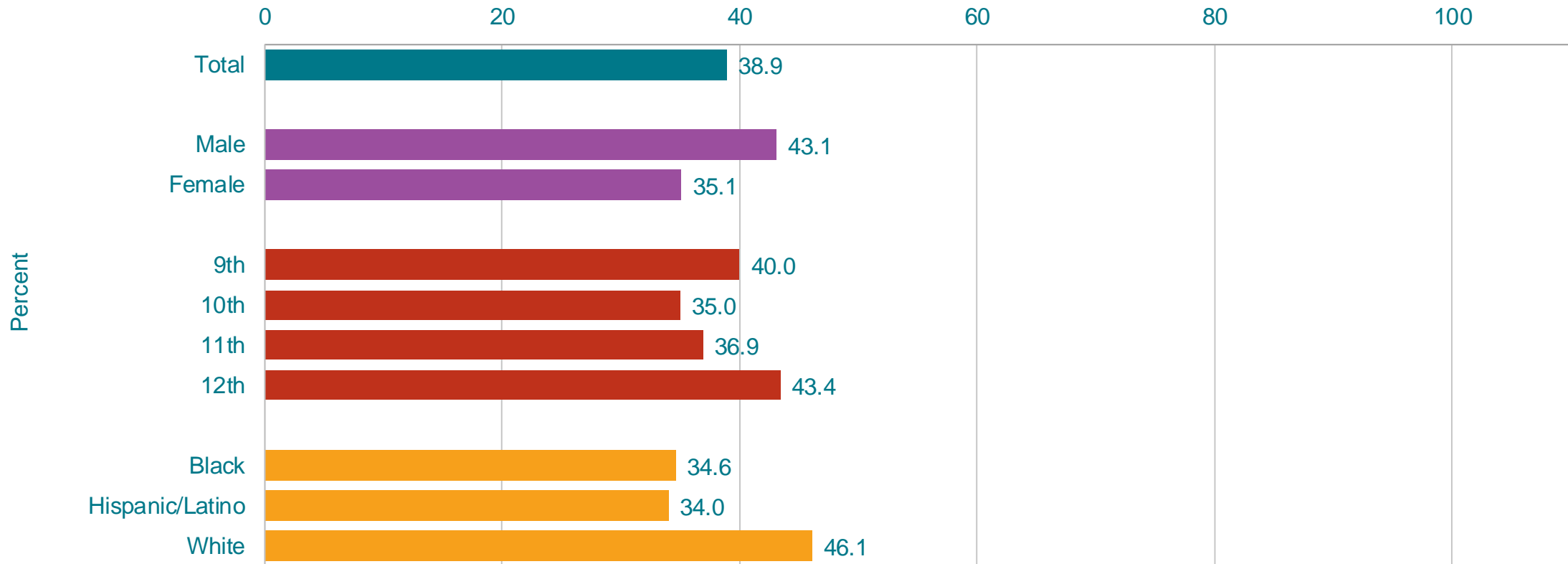
\*F > M (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 This graph contains weighted results.

# Percentage of High School Students Who Have Ever Been Separated from a Parent or Guardian Because They Went to Jail, Prison, or a Detention Center, by Sex, Grade, and Race/Ethnicity, 2021



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 That They Are Able to Talk to an Adult in Their Family or Another Caring Adult About Their Feelings,\* by Sex, Grade, and Race/Ethnicity,† 2021



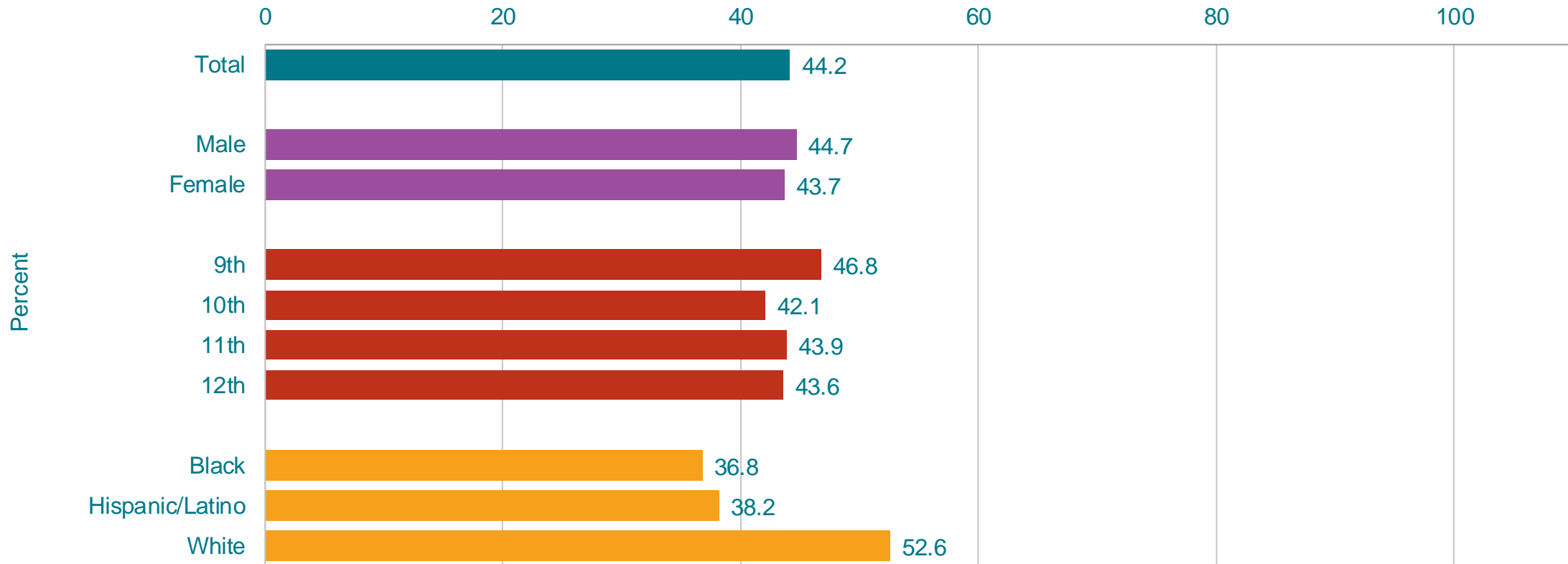
\*During their life

†W > B, 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 That They Are Able to Talk to a Friend About Their Feelings,\* by Sex, Grade, and Race/Ethnicity,† 2021



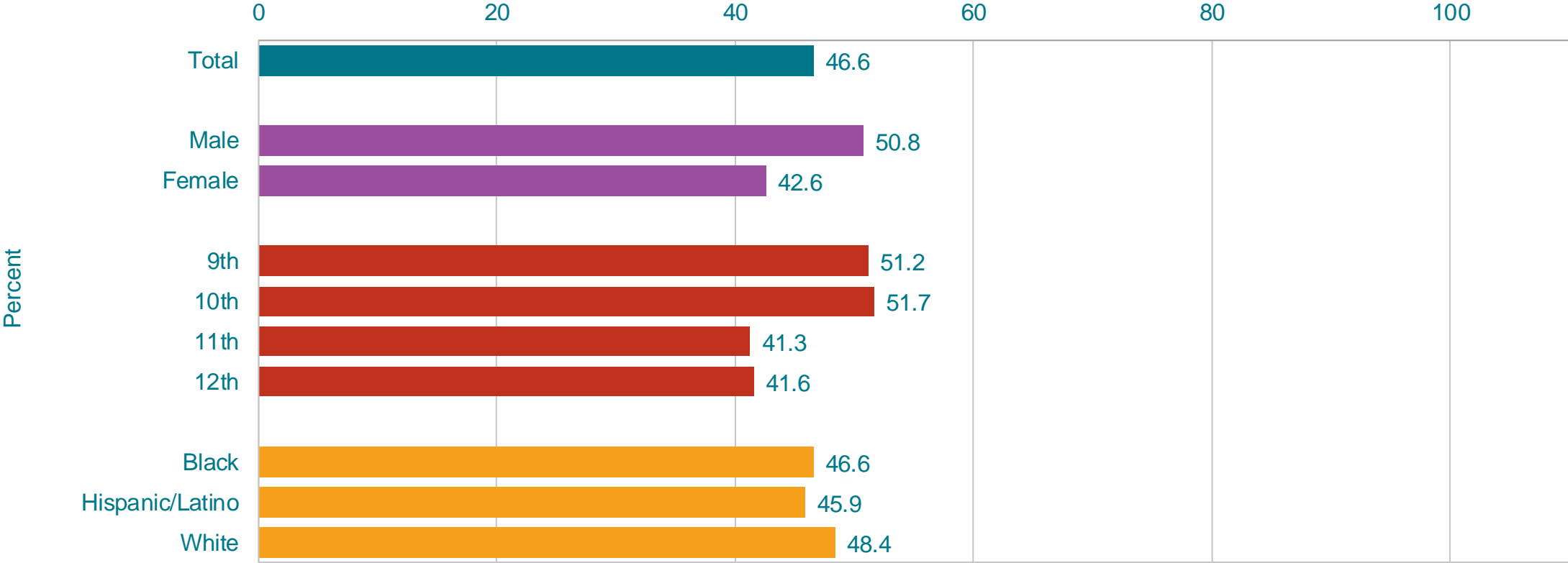
\*During their life

†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 Strongly Agree or Agree That They Feel Close to People at Their School, by Sex, Grade, and Race/Ethnicity, 2021



All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. This graph contains weighted results.