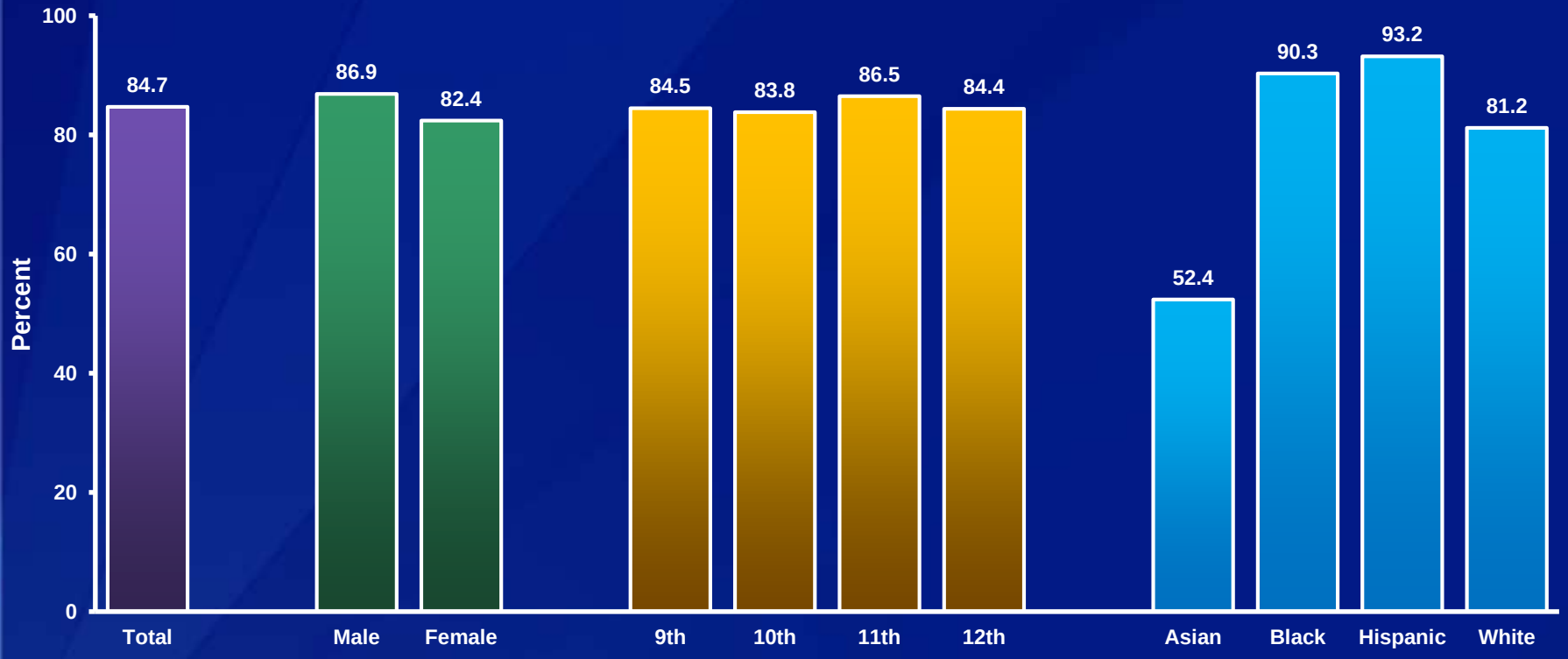
Percentage of High School Students Who Rarely or Never Wore a Bicycle Helmet,* by Sex, Grade, and Race/Ethnicity,† 2015



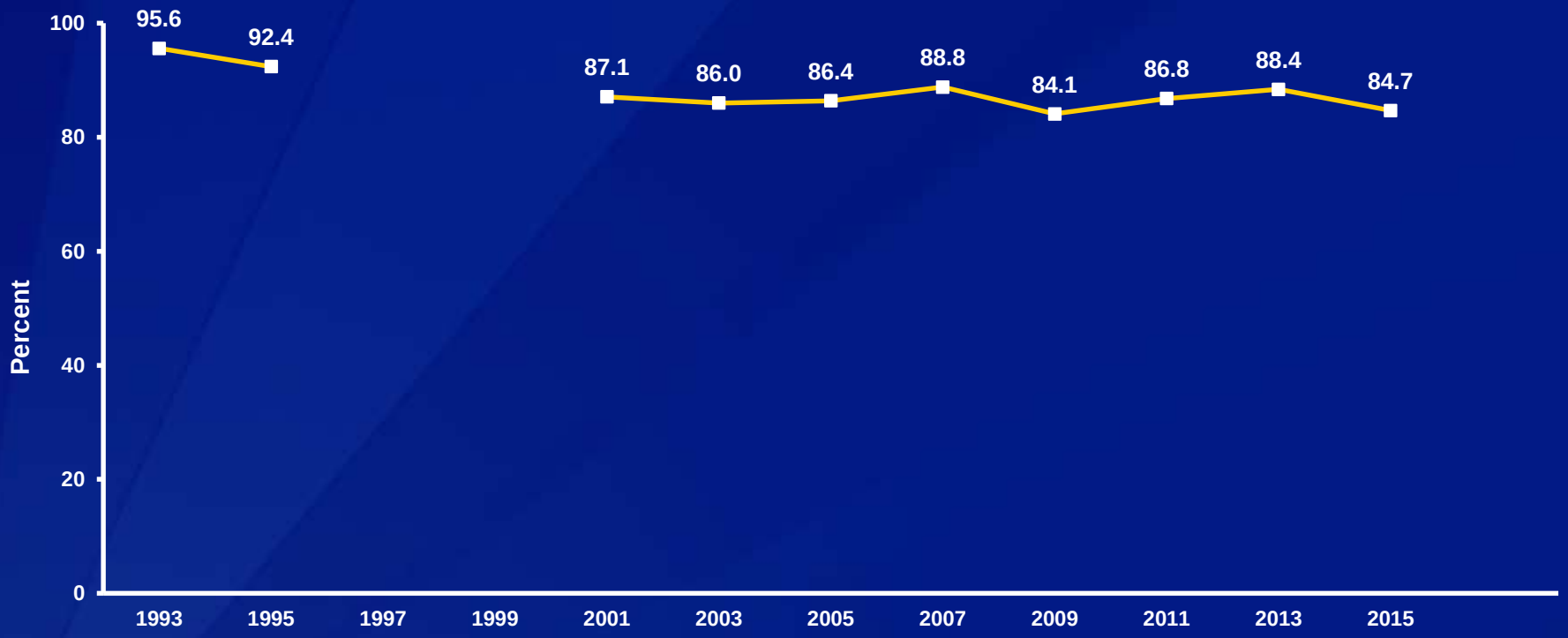
*Among students who had ridden a bicycle during the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wore a Bicycle Helmet,* 1993-2015†



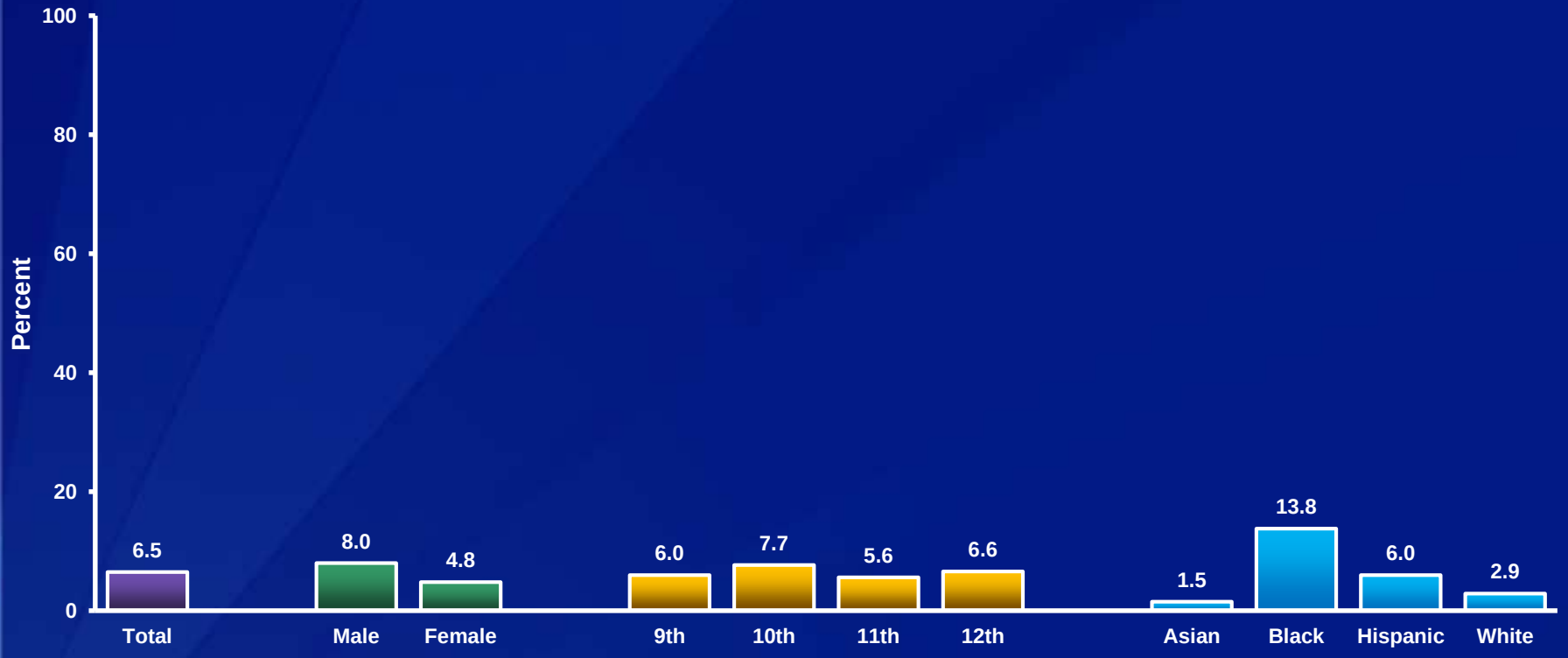
*Among students who had ridden a bicycle during the 12 months before the survey

†Decreased 1993-2015, decreased 1993-2001, no change 2001-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* by Sex,† Grade, and Race/Ethnicity,† 2015



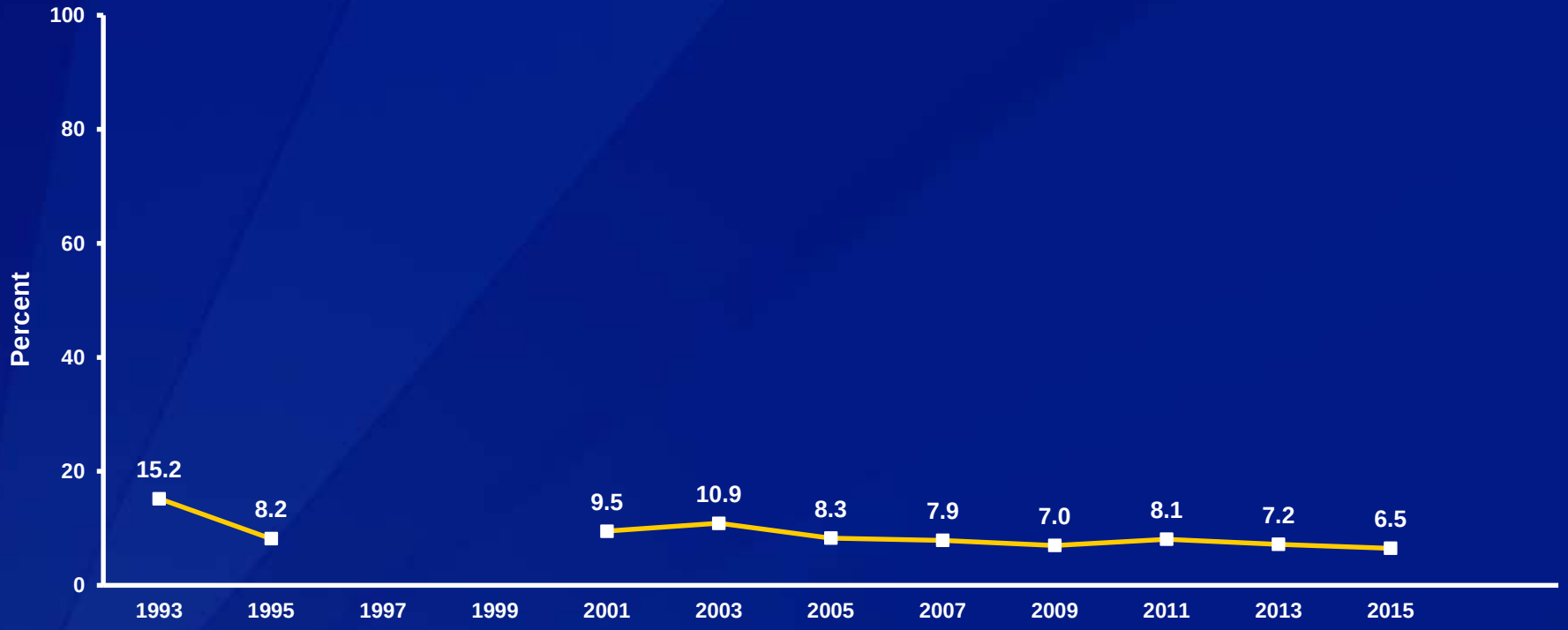
*When riding in a car driven by someone else

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* 1993-2015†



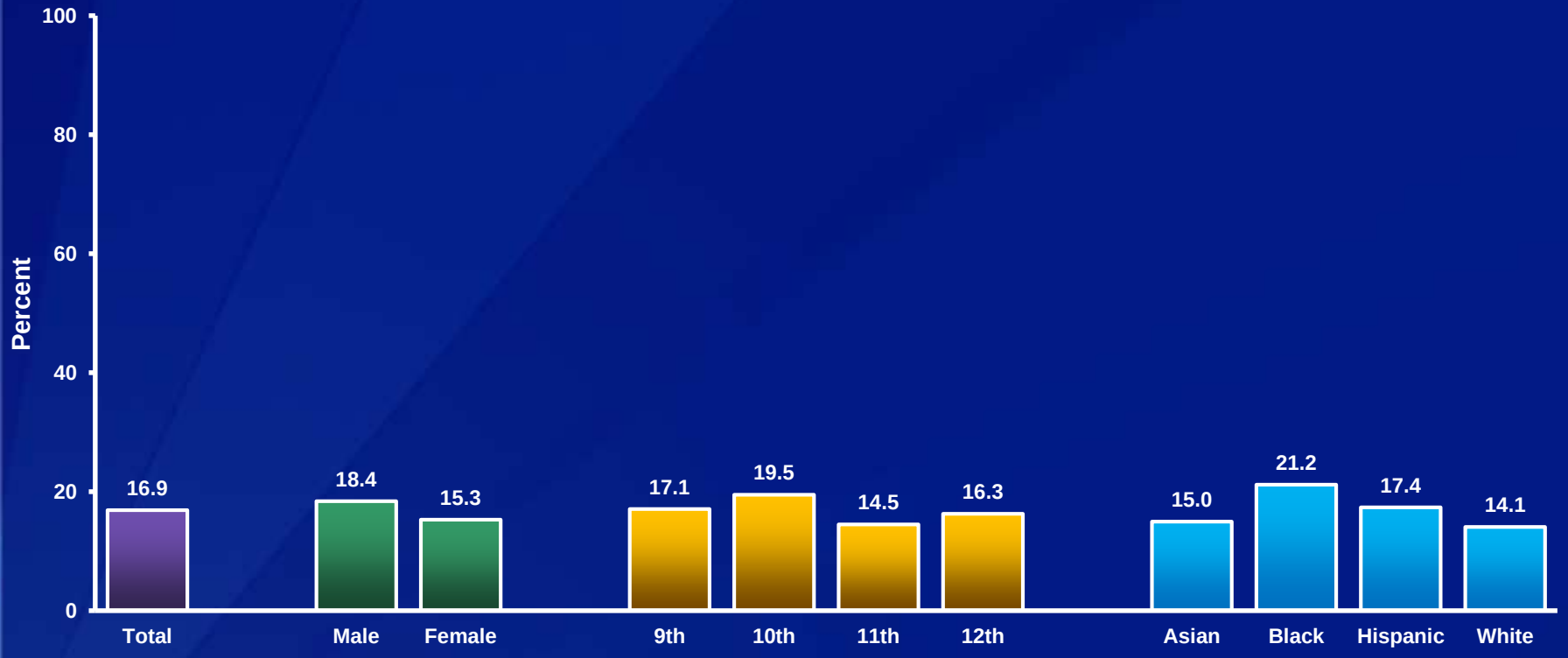
*When riding in a car driven by someone else

†Decreased 1993-2015 [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).]

Question not included in the survey in 1997,1999.

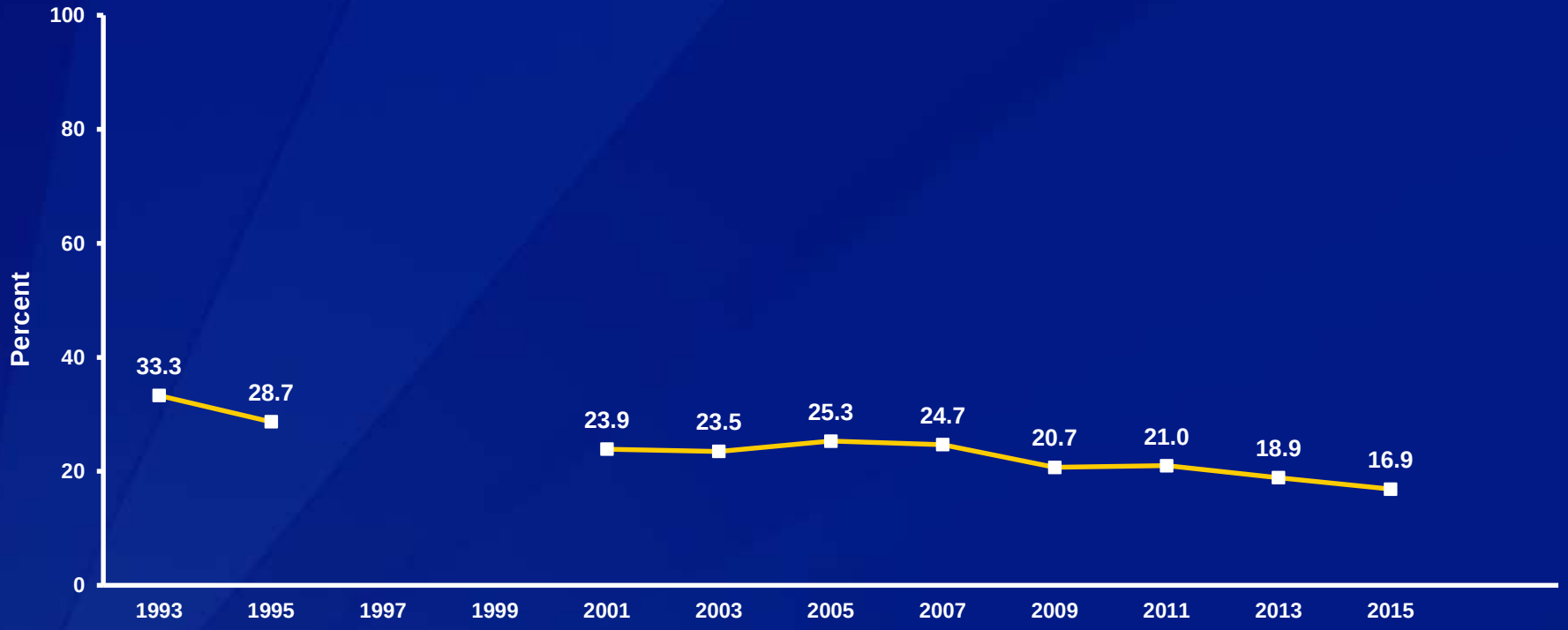
Note: This graph contains weighted results.

Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,* by Sex, Grade, and Race/Ethnicity,† 2015



*In a car or other vehicle one or more times during the 30 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,* 1993-2015†



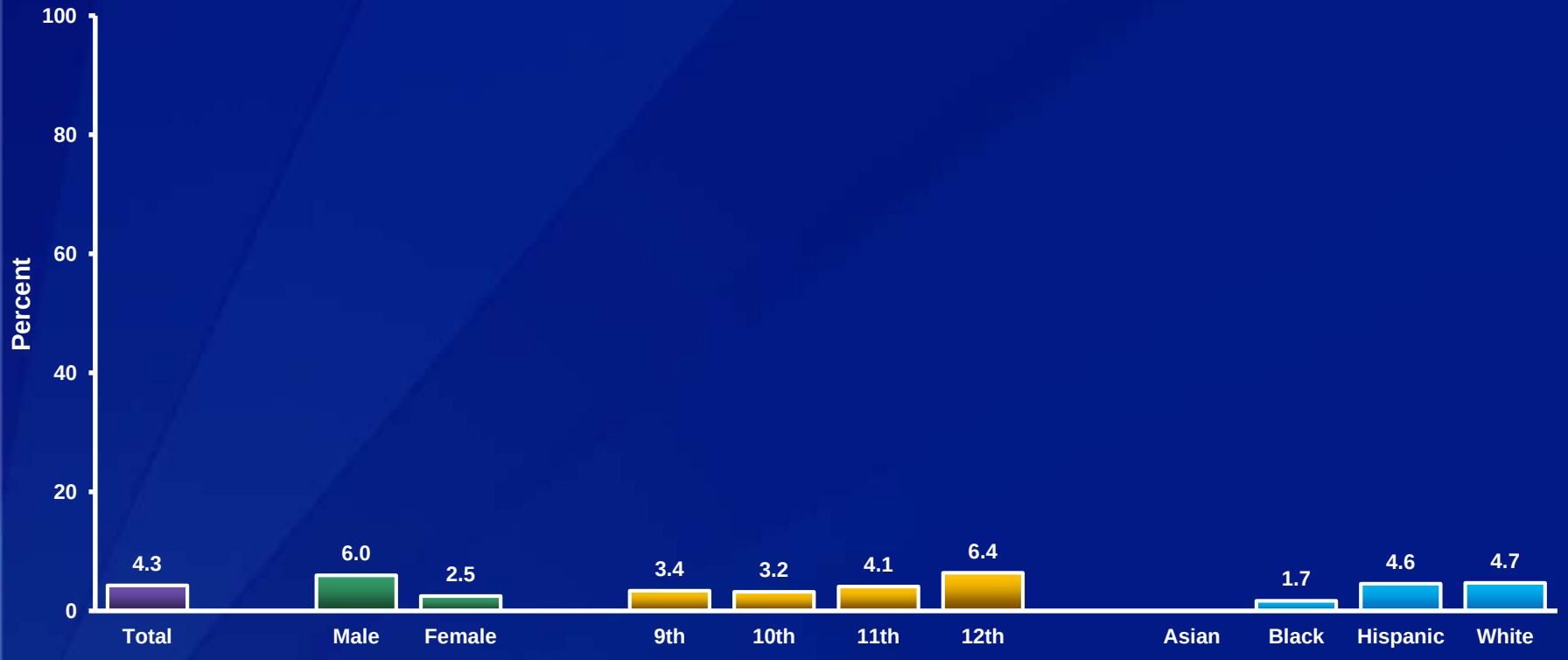
*In a car or other vehicle one or more times during the 30 days before the survey

†Decreased 1993-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Drove When Drinking Alcohol,* by Sex,† Grade, and Race/Ethnicity,† 2015



*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

†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.

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

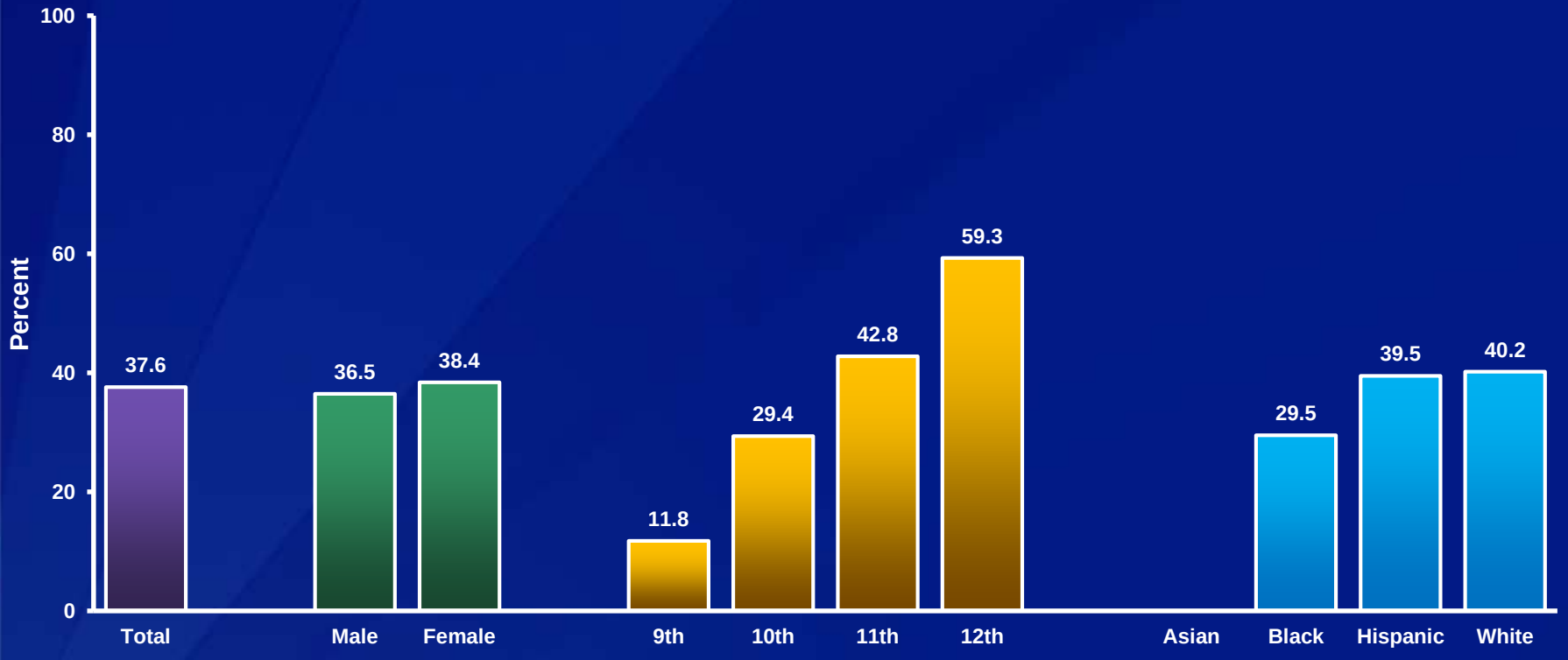
Percentage of High School Students Who Drove When Drinking Alcohol,* 2013-2015†

*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

†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: 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,† 2015



*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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

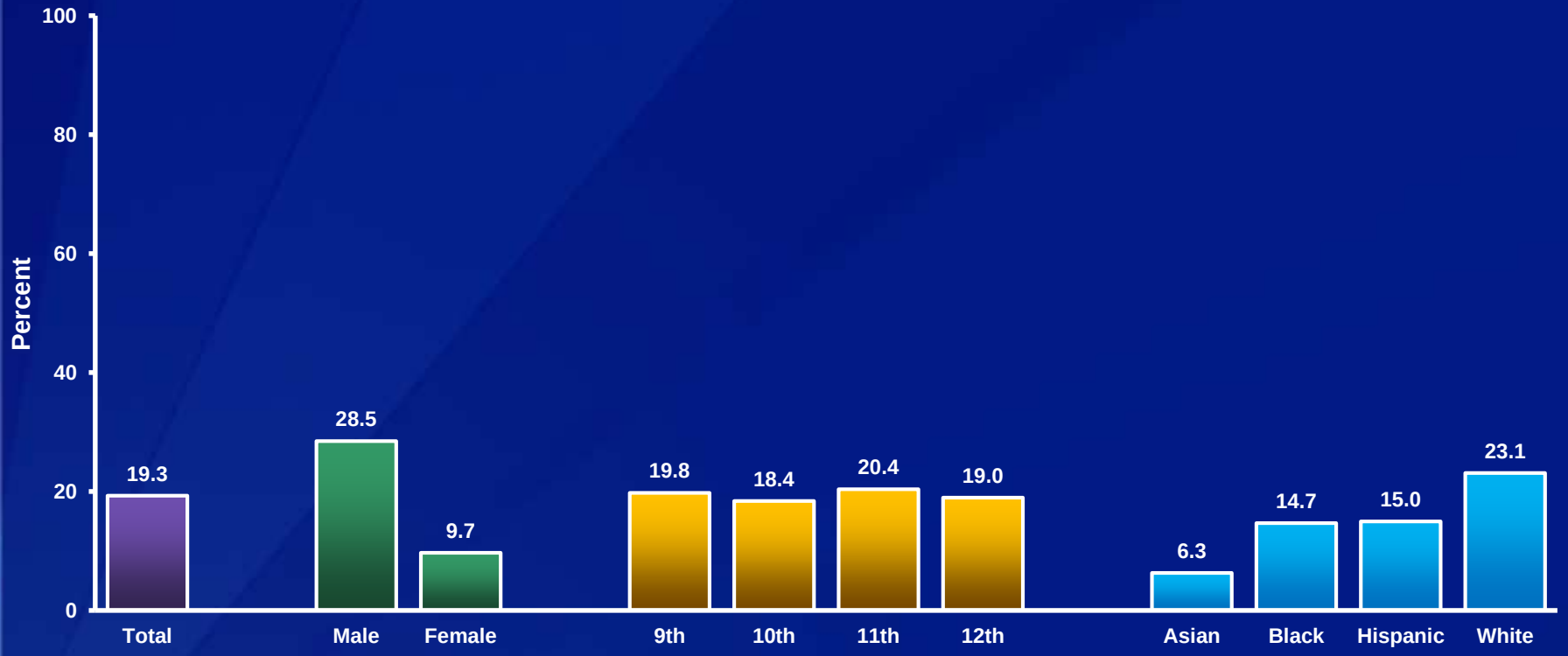
Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,* 2013-2015†

*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 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon,* by Sex,† Grade, and Race/Ethnicity,† 2015



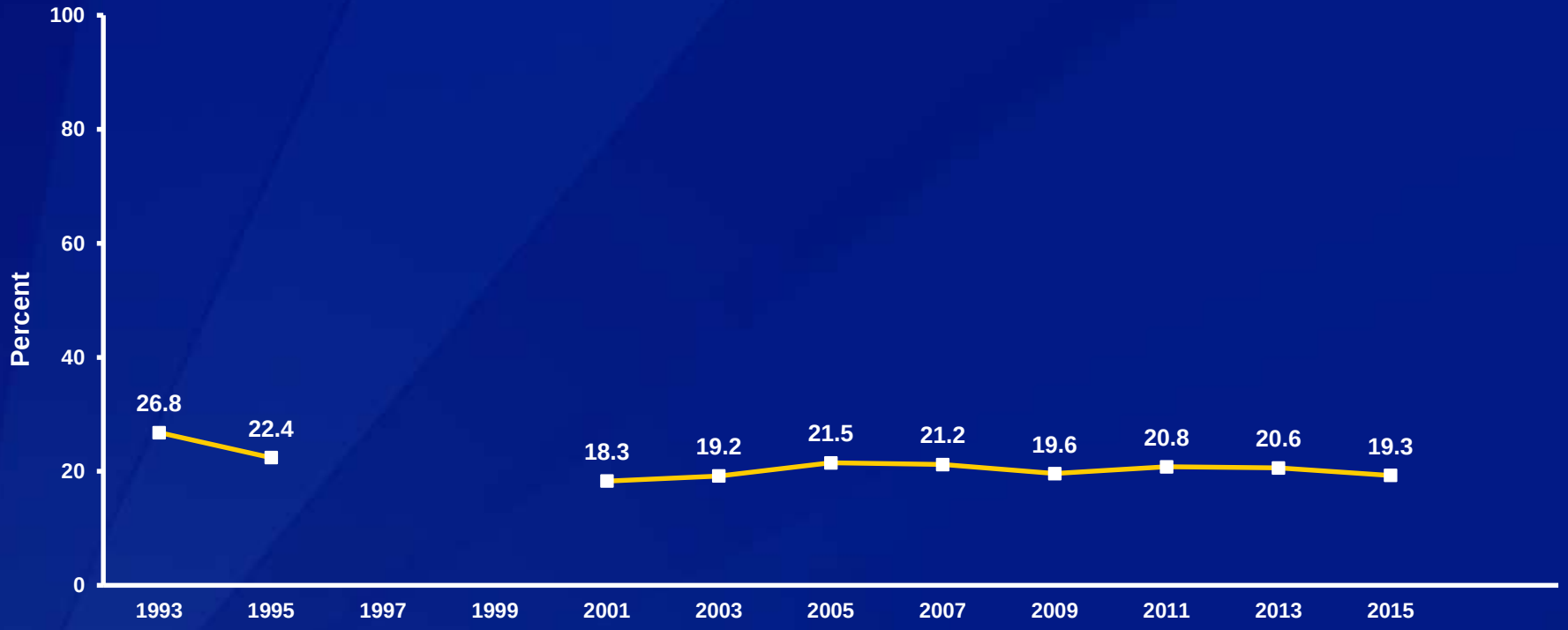
*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

†M > F; W > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon,* 1993-2015†



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

†Decreased 1993-2015, decreased 1993-2001, no change 2001-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon on School Property,* by Sex,† Grade, and Race/Ethnicity, 2015

*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey
†M > F (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon on School Property,* 1993-2015†

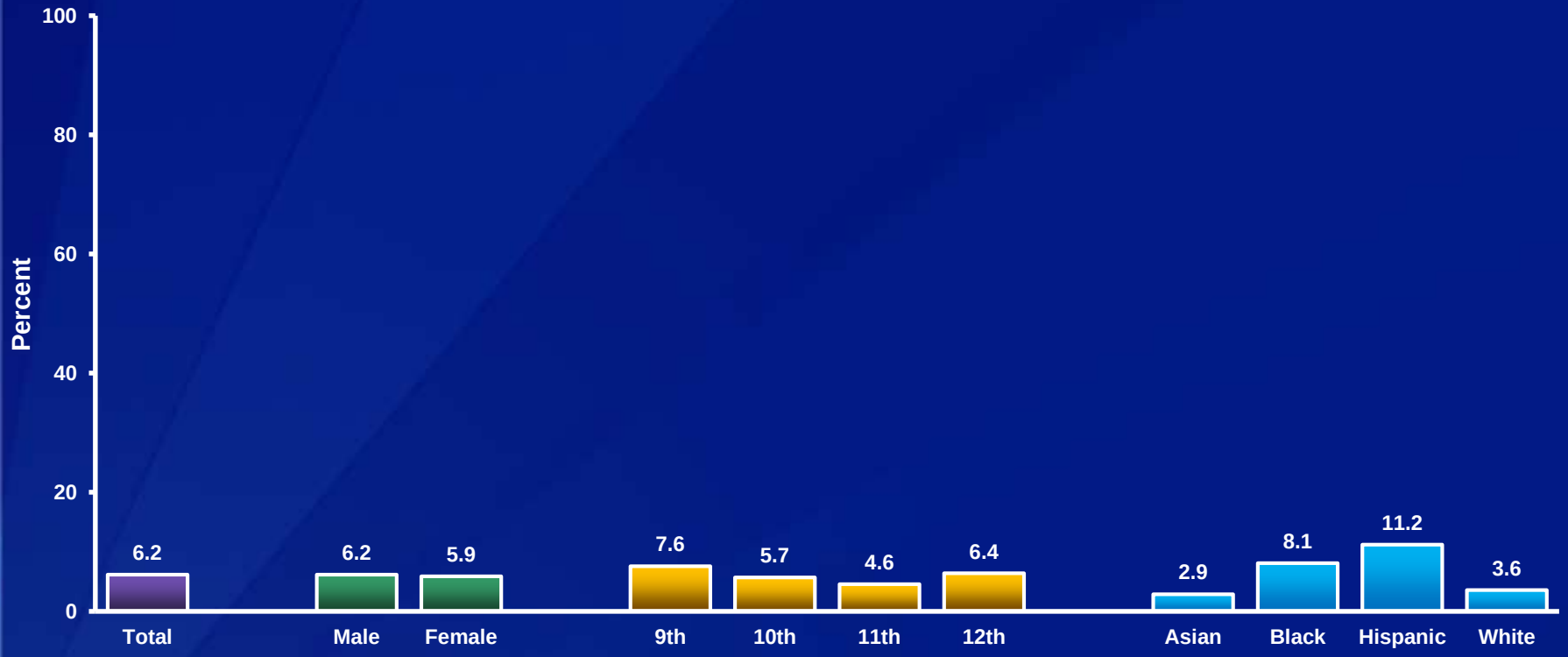
*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

†Decreased 1993-2015, decreased 1993-2001, decreased 2001-2015 [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).]

Question not included in the survey in 1997,1999.

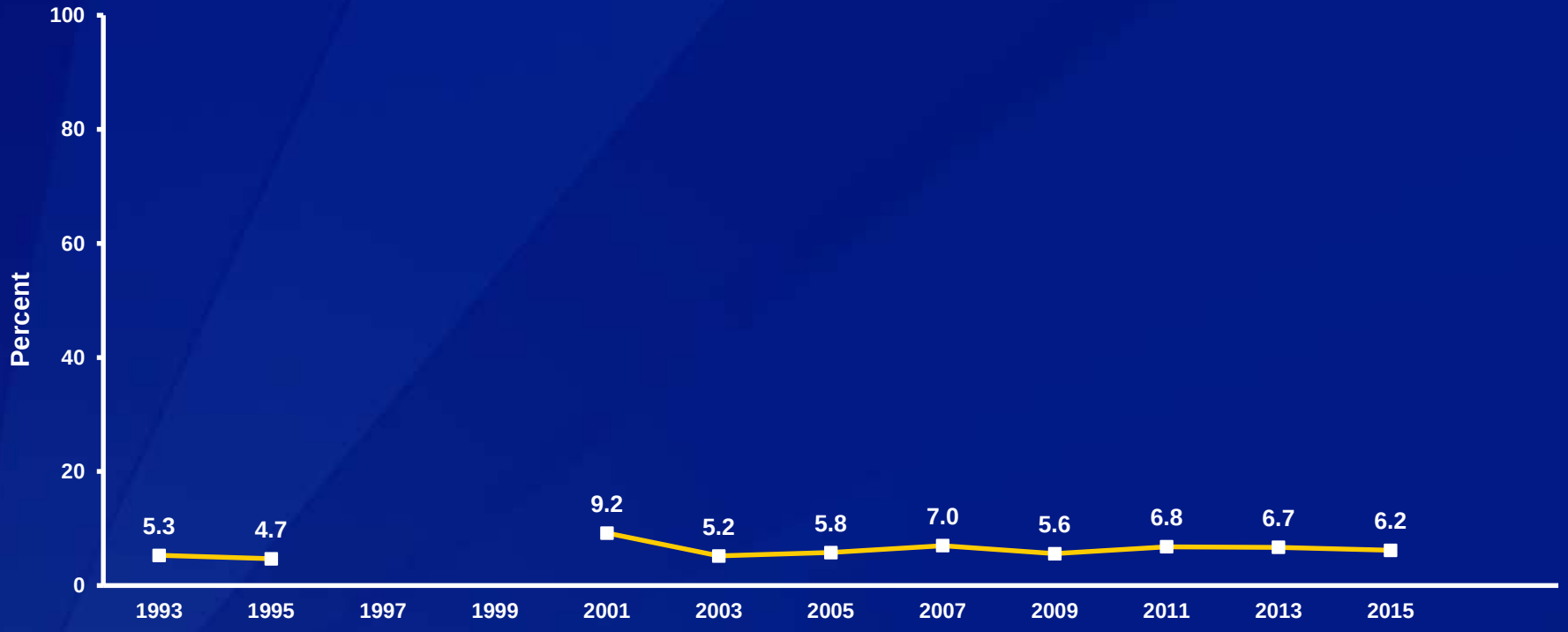
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,* by Sex, Grade,† and Race/Ethnicity,† 2015



*On at least 1 day during the 30 days before the survey
†9th > 11th; B > W, H > A, 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.
Note: 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,* 1993-2015†



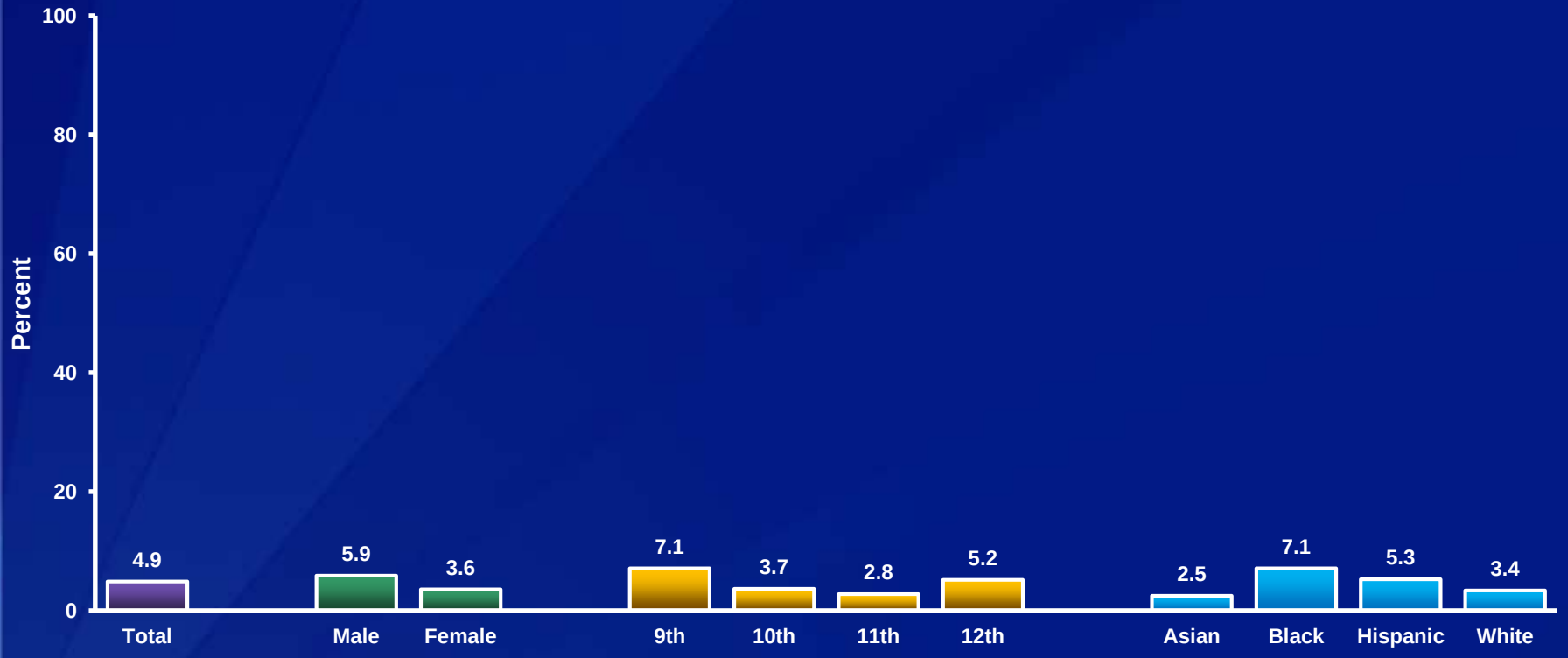
*On at least 1 day during the 30 days before the survey

†No change 1993-2015 [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).]

Question not included in the survey in 1997,1999.

Note: 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,† 2015



*Such as a gun, knife, or club one or more times during the 12 months before the survey
†M > F; 9th > 10th, 9th > 11th; B > A, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* 1993-2015†

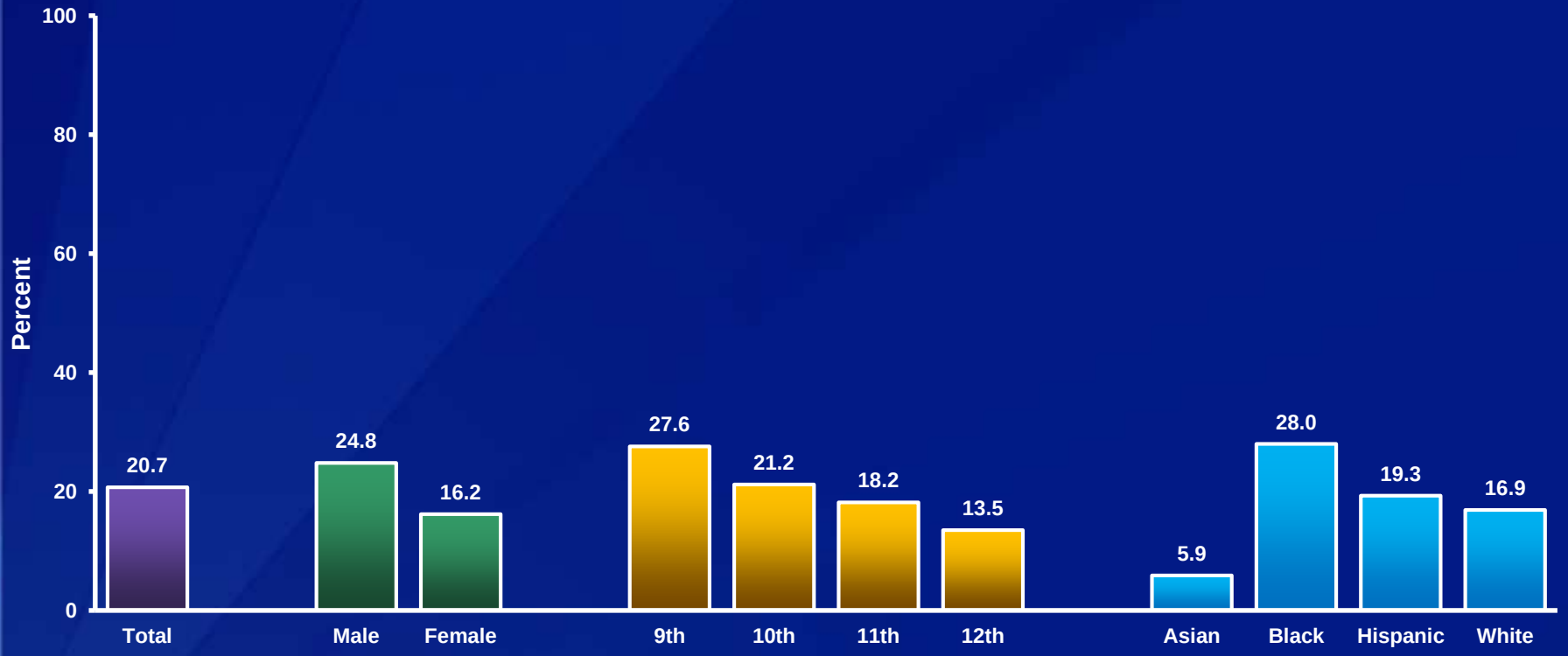
*Such as a gun, knife, or club one or more times during the 12 months before the survey

†Decreased 1993-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Were in a Physical Fight,* by Sex,† Grade,† and Race/Ethnicity,† 2015



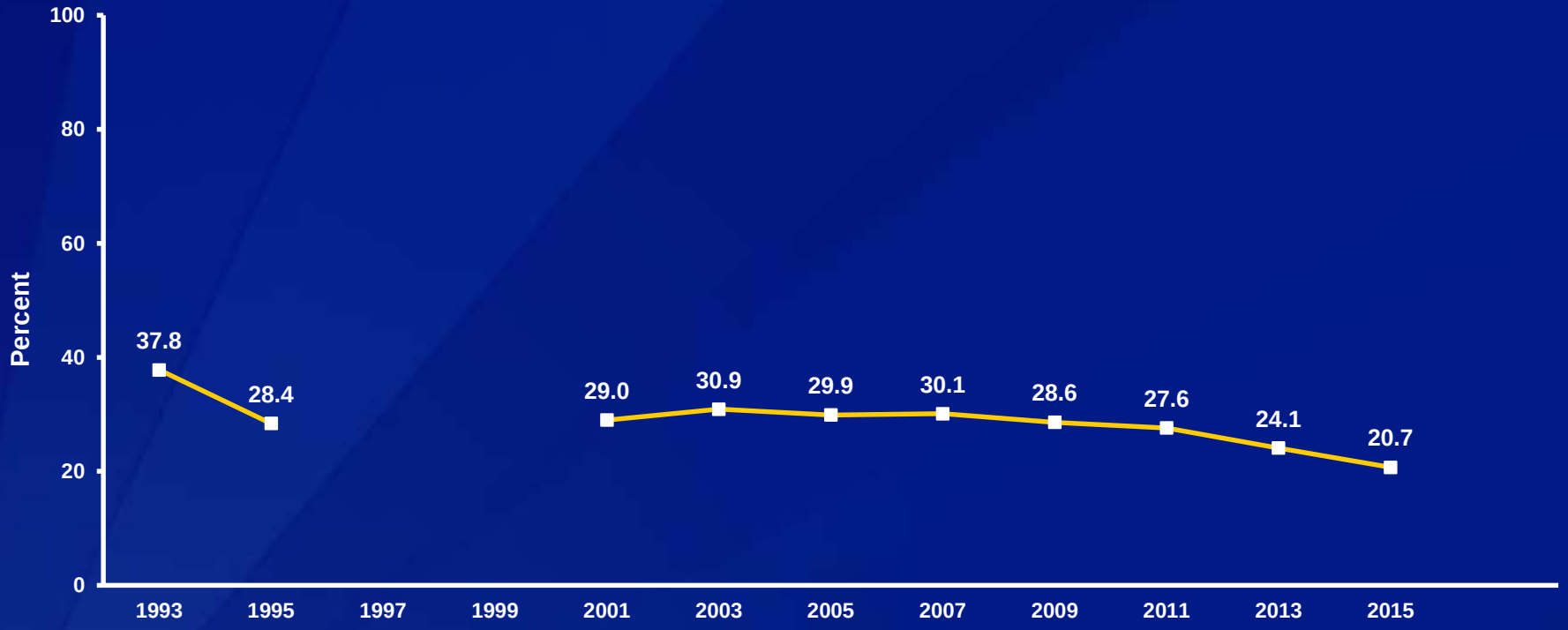
*One or more times during the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were in a Physical Fight,* 1993-2015†



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

†Decreased 1993-2015, decreased 1993-2011, decreased 2011-2015 [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).]

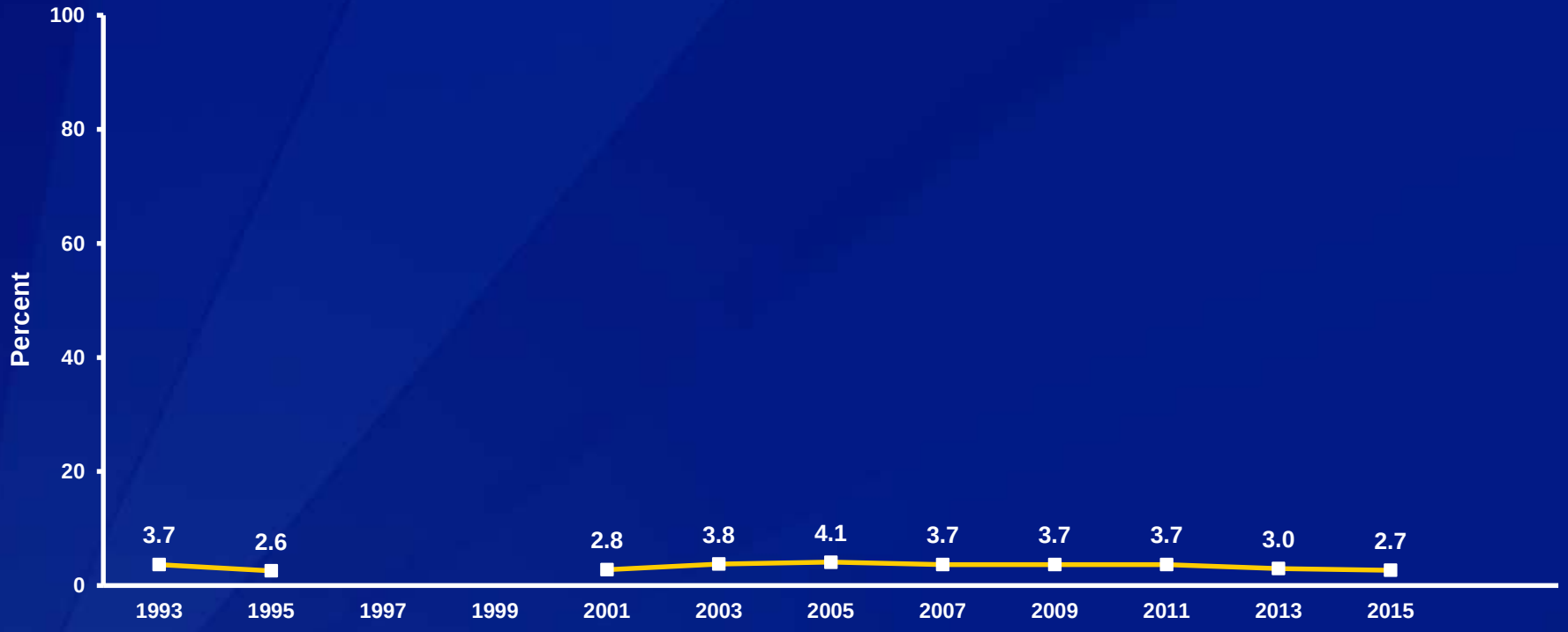
Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Injured in a Physical Fight,* by Sex, Grade,† and Race/Ethnicity,† 2015

*One or more times during the 12 months before the survey; injuries had to be treated by a doctor or nurse
†9th > 11th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Injured in a Physical Fight,* 1993-2015†



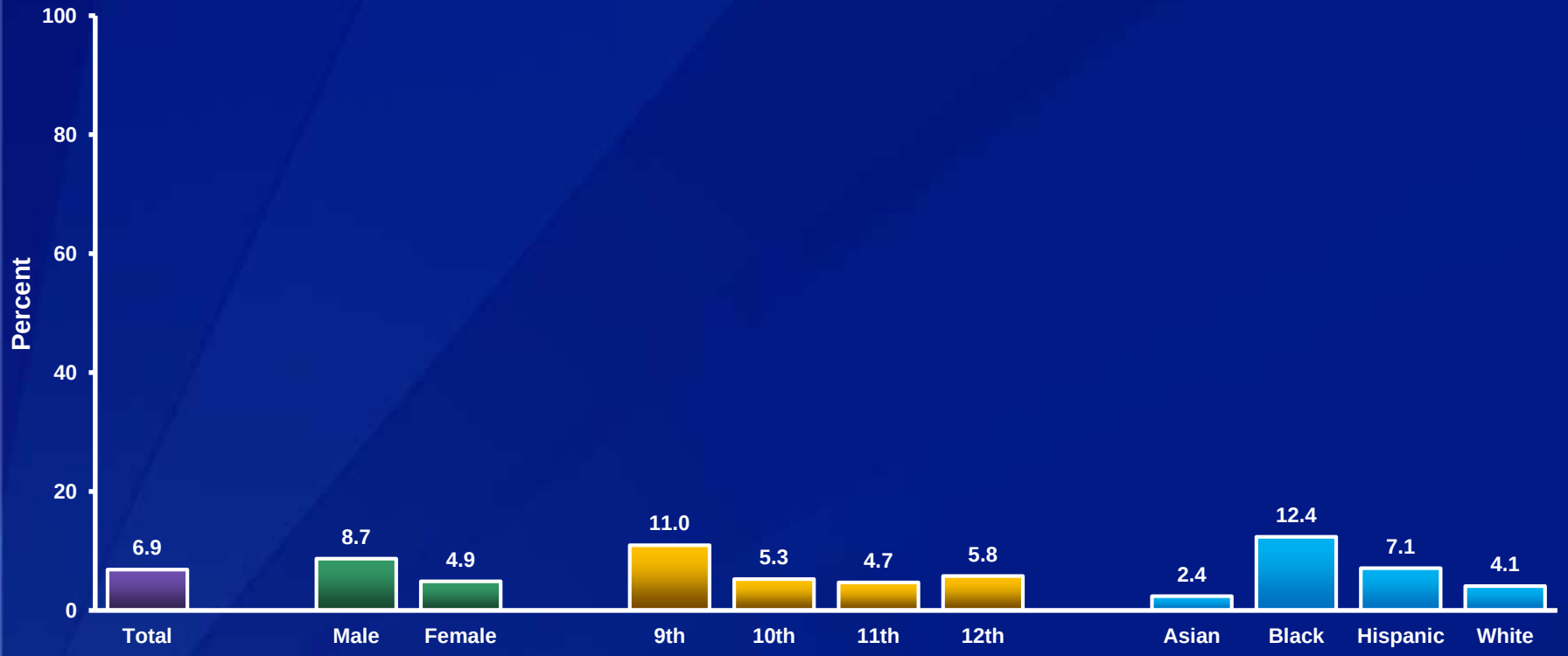
*One or more times during the 12 months before the survey; injuries had to be treated by a doctor or nurse

†No change 1993-2015 [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).]

Question not included in the survey in 1997,1999.

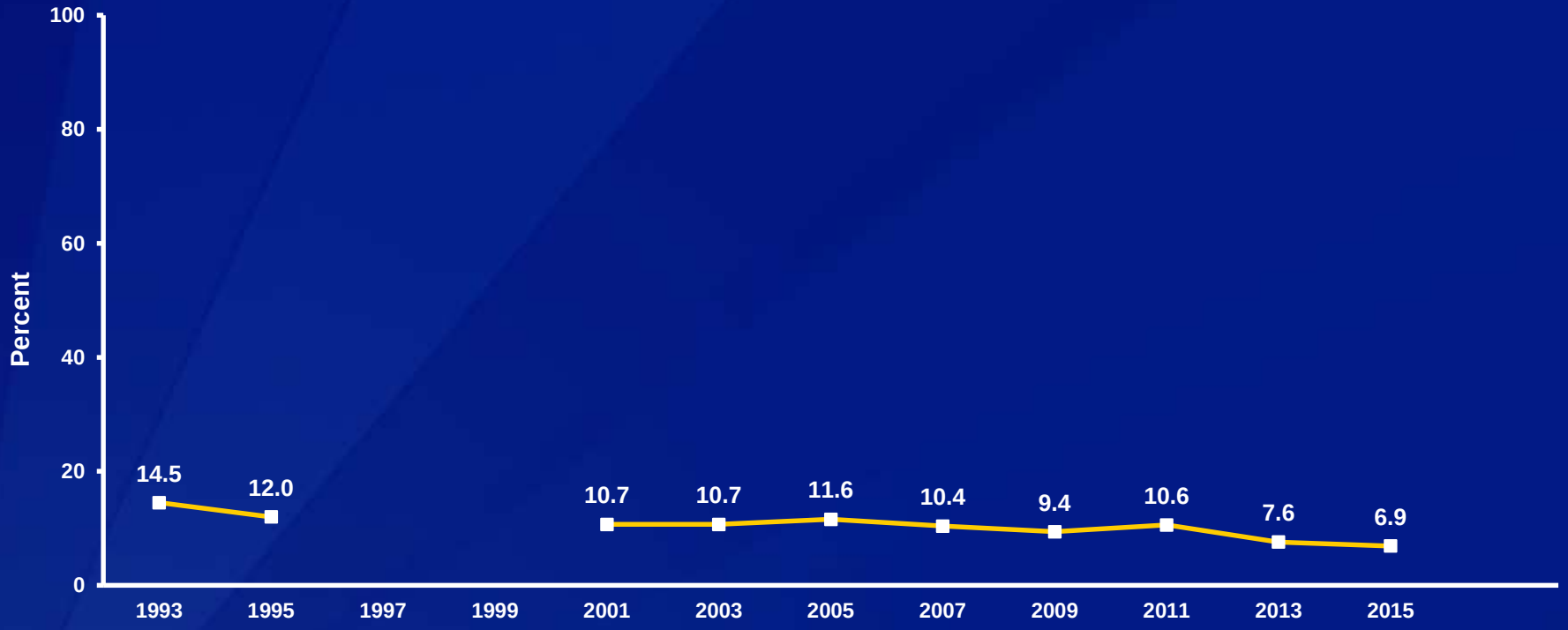
Note: This graph contains weighted results.

Percentage of High School Students Who Were in a Physical Fight on School Property,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*One or more times during the 12 months before the survey
†M > F; 9th > 10th, 9th > 11th, 9th > 12th; B > A, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were in a Physical Fight on School Property,* 1993-2015†



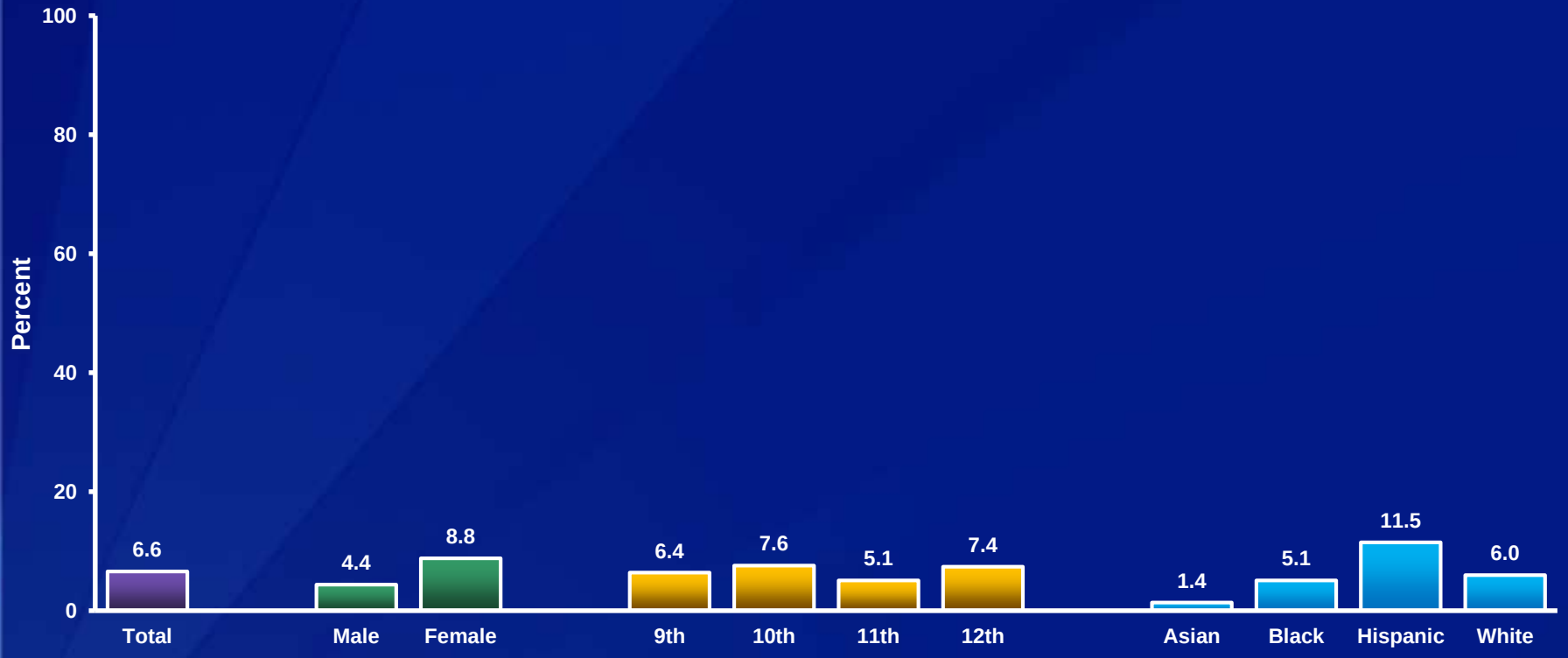
*One or more times during the 12 months before the survey

†Decreased 1993-2015 [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).]

Question not included in the survey in 1997,1999.

Note: 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,† 2015



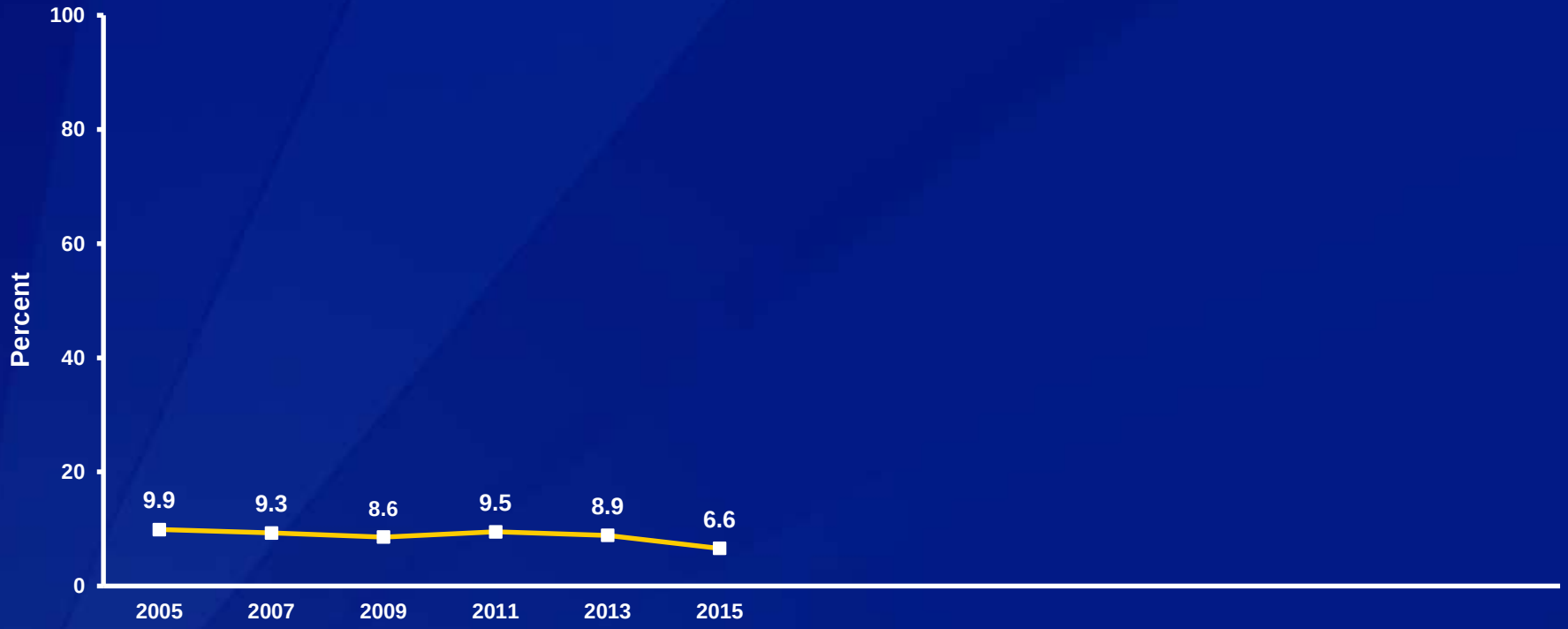
*When they did not want to

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,* 2005-2015†

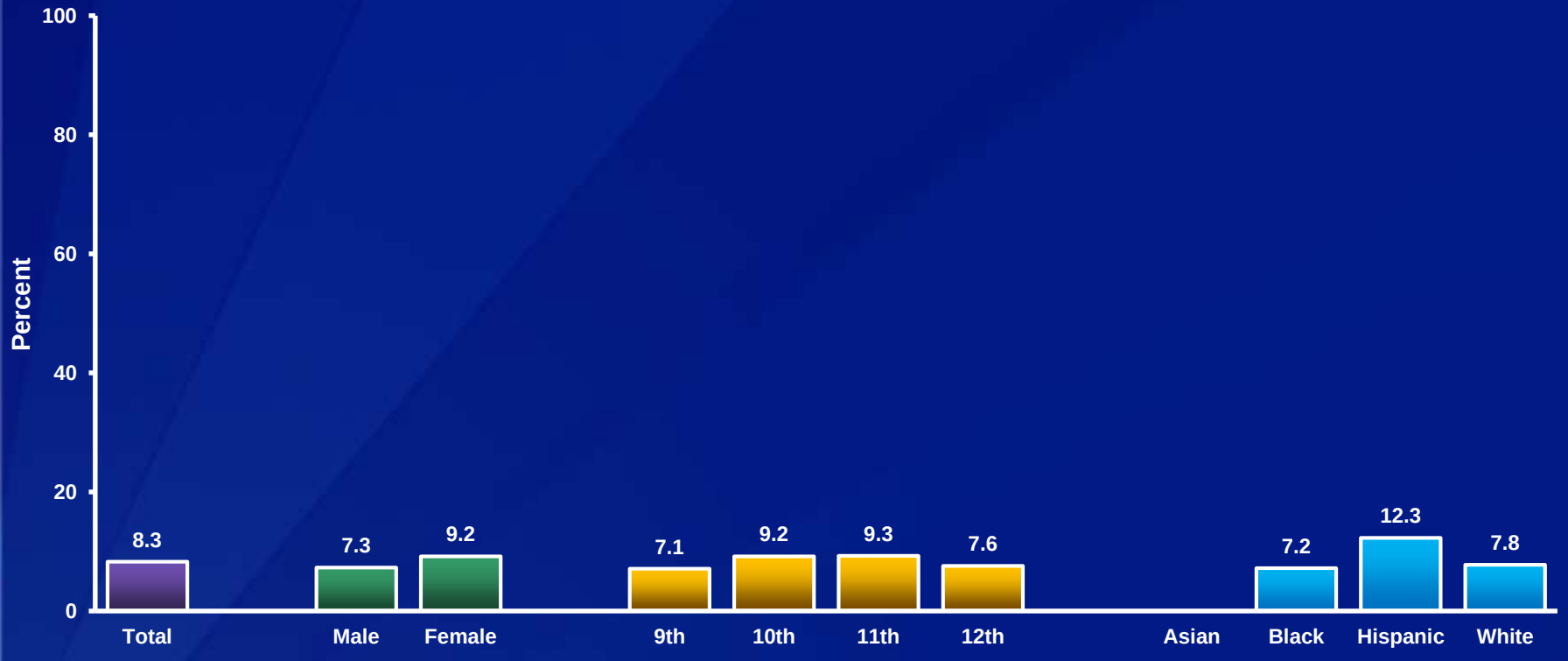


*When they did not want to

†Decreased 2005-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Experienced Physical Dating Violence,* by Sex, Grade, and Race/Ethnicity, 2015



*One or more times during the 12 months before the survey, including being hit, slammed into something, or injured with an object or weapon on purpose by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

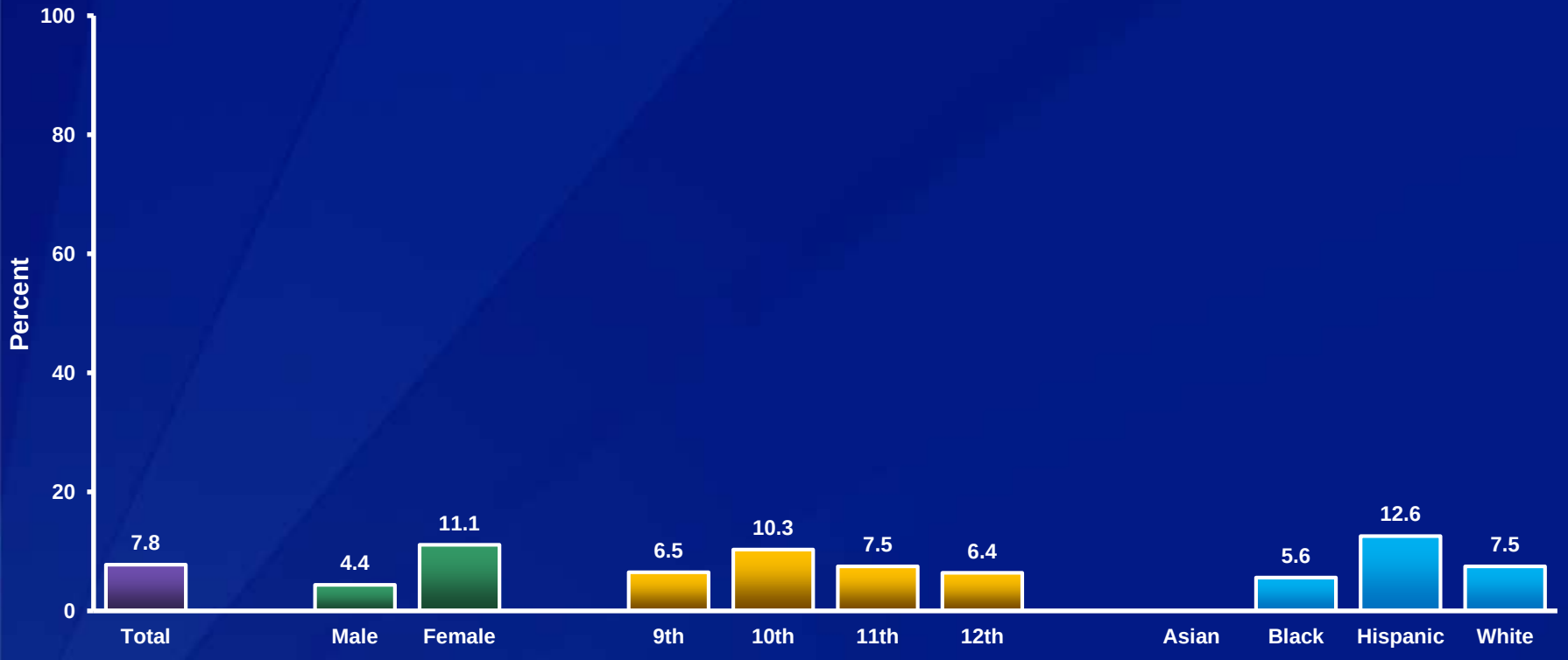
Percentage of High School Students Who Experienced Physical Dating Violence,* 2013-2015†

*One or more times during the 12 months before the survey, including being hit, slammed into something, or injured with an object or weapon on purpose by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey

†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Experienced Sexual Dating Violence,* by Sex,† Grade, and Race/Ethnicity,† 2015



*One or more times during the 12 months before the survey, including kissing, touching, or being physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey

†F > M; 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.

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

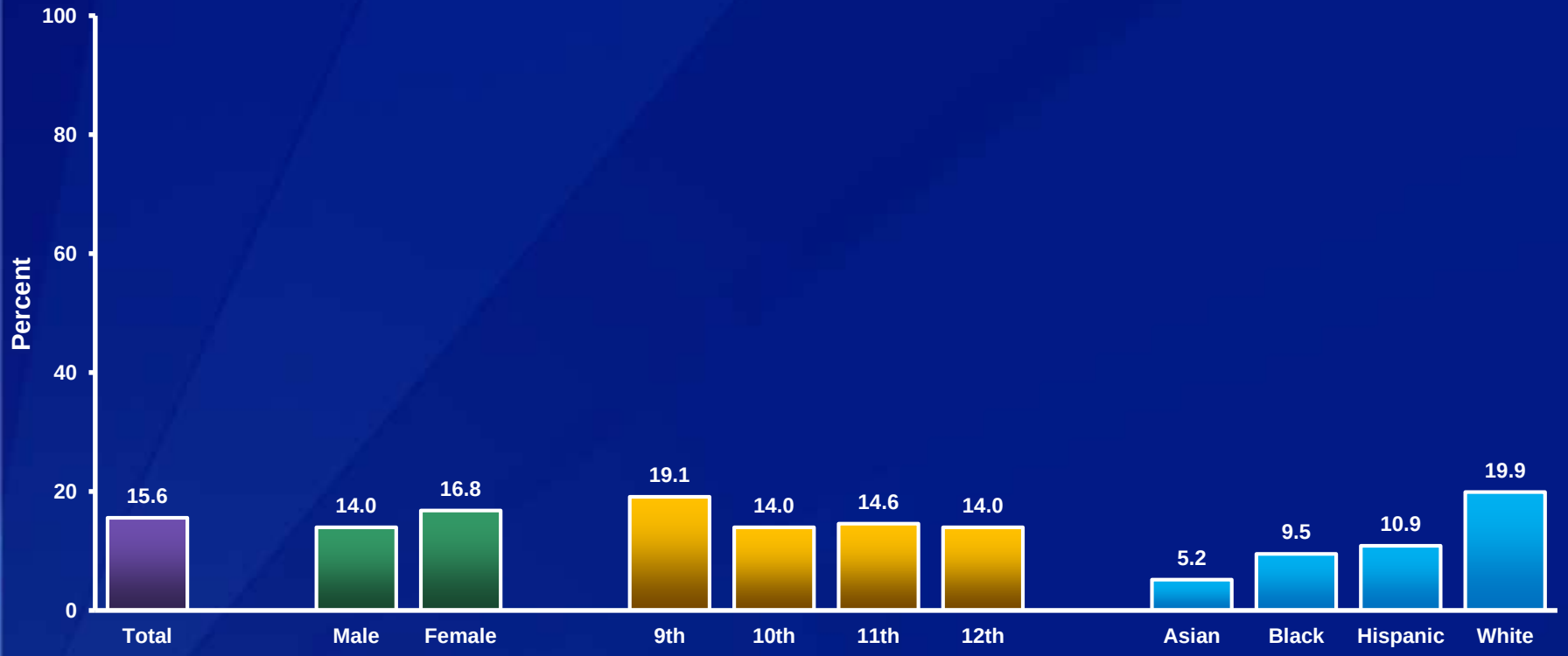
Percentage of High School Students Who Experienced Sexual Dating Violence,* 2013-2015†

*One or more times during the 12 months before the survey, including kissing, touching, or being physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey

†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Were Bullied on School Property,* by Sex, Grade,† and Race/Ethnicity,† 2015



*During the 12 months before the survey
†9th > 10th; W > A, 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.
Note: This graph contains weighted results.

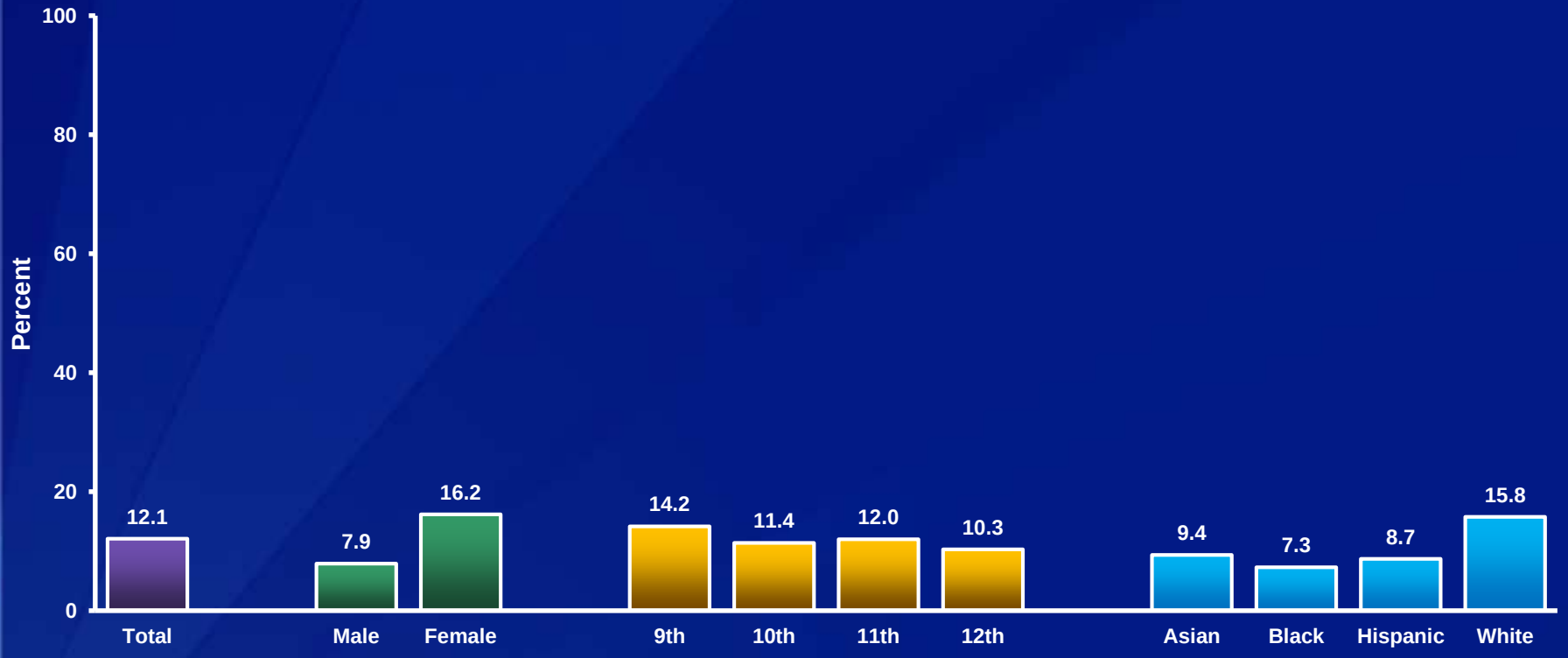
Percentage of High School Students Who Were Bullied on School Property,* 2009-2015†

*During the 12 months before the survey

†No change 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Were Electronically Bullied,* by Sex,† Grade, and Race/Ethnicity,† 2015



*Including being bullied through e-mail, chat rooms, instant messaging, websites, or texting during the 12 months before the survey

†F > M; W > A, 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.

Note: This graph contains weighted results.

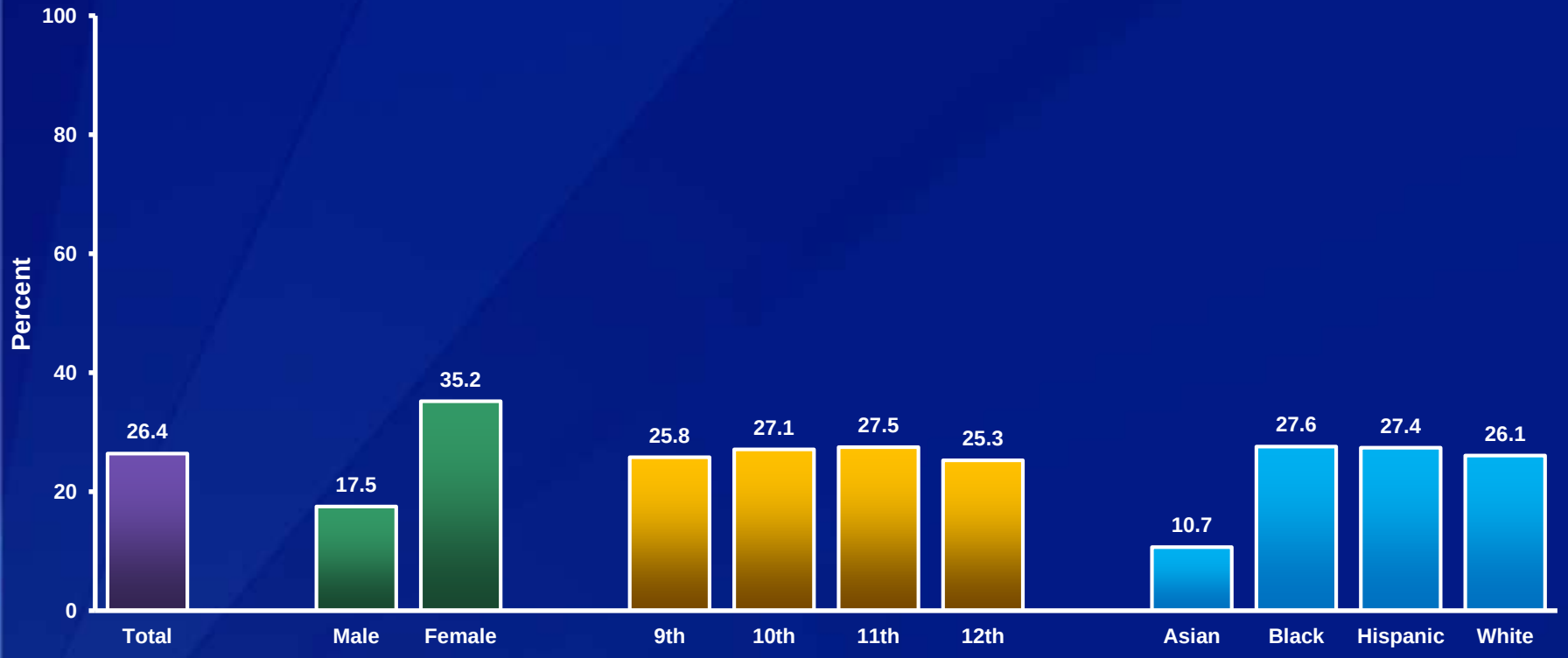
Percentage of High School Students Who Were Electronically Bullied,* 2011-2015†

*Including being bullied through e-mail, chat rooms, instant messaging, websites, or texting during the 12 months before the survey

†Decreased 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Felt Sad or Hopeless,* by Sex,† Grade, and Race/Ethnicity,† 2015



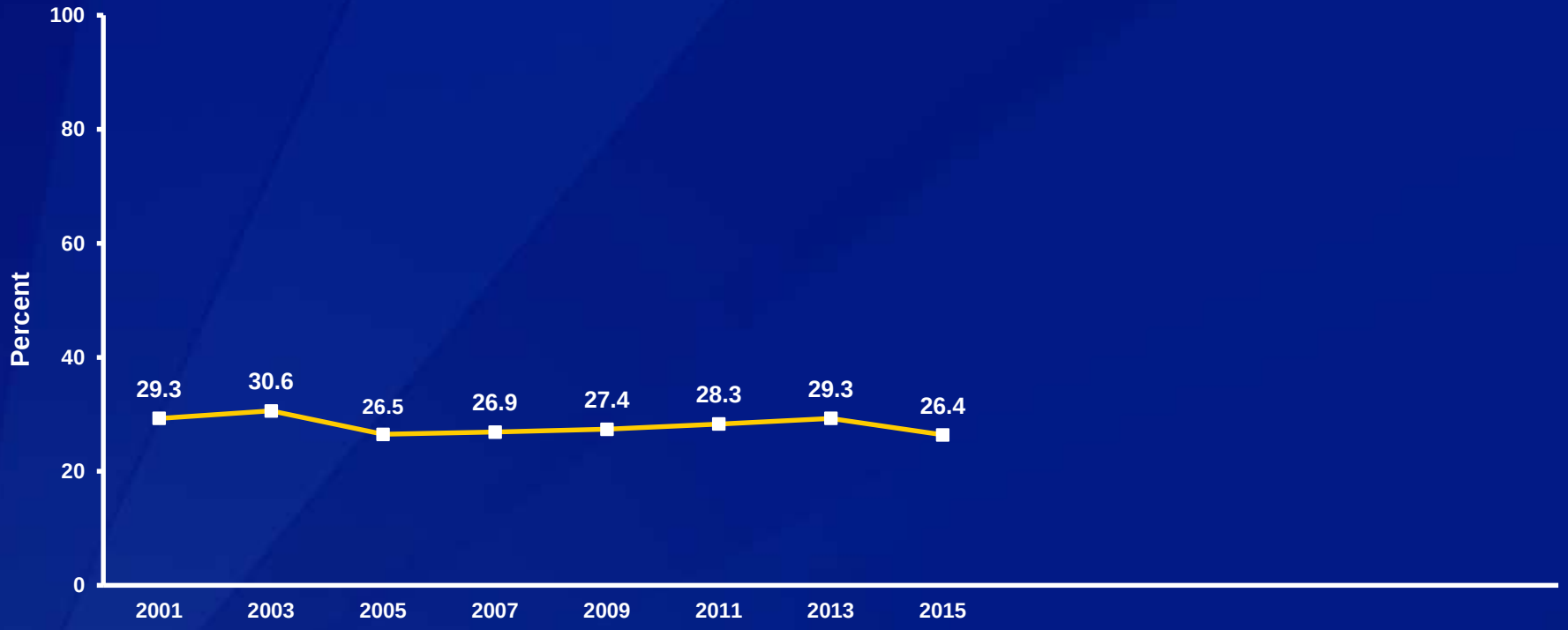
*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Felt Sad or Hopeless,* 2001-2015†

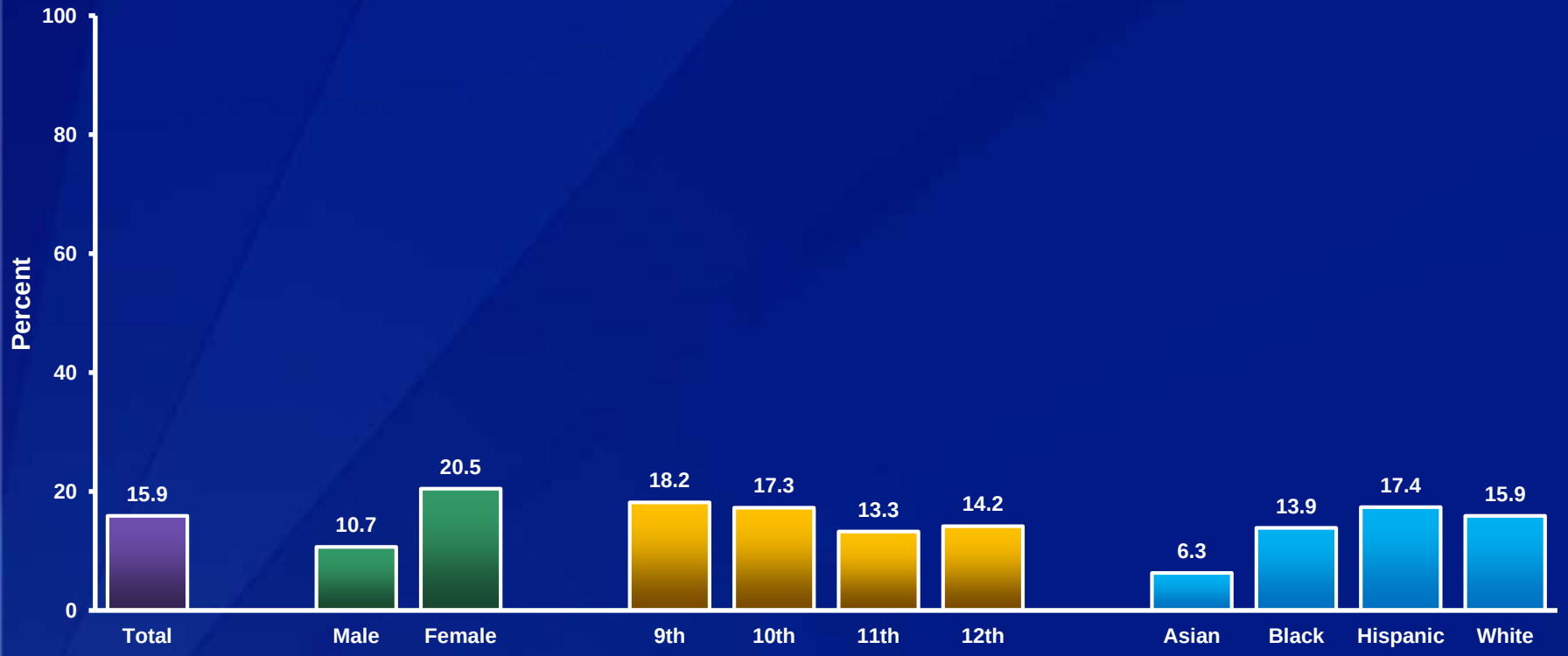


*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey

†No change 2001-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Seriously Considered Attempting Suicide,* by Sex,† Grade,† and Race/Ethnicity,† 2015



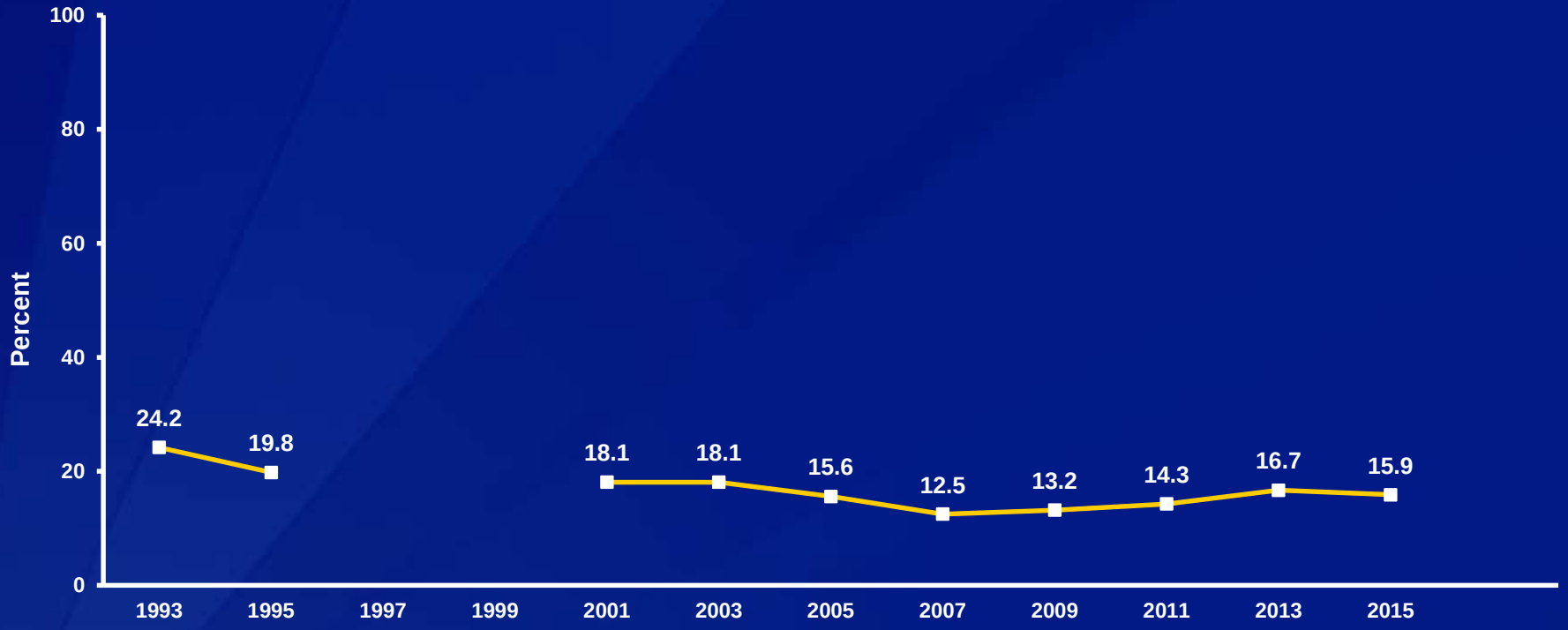
*During the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Seriously Considered Attempting Suicide,* 1993-2015†



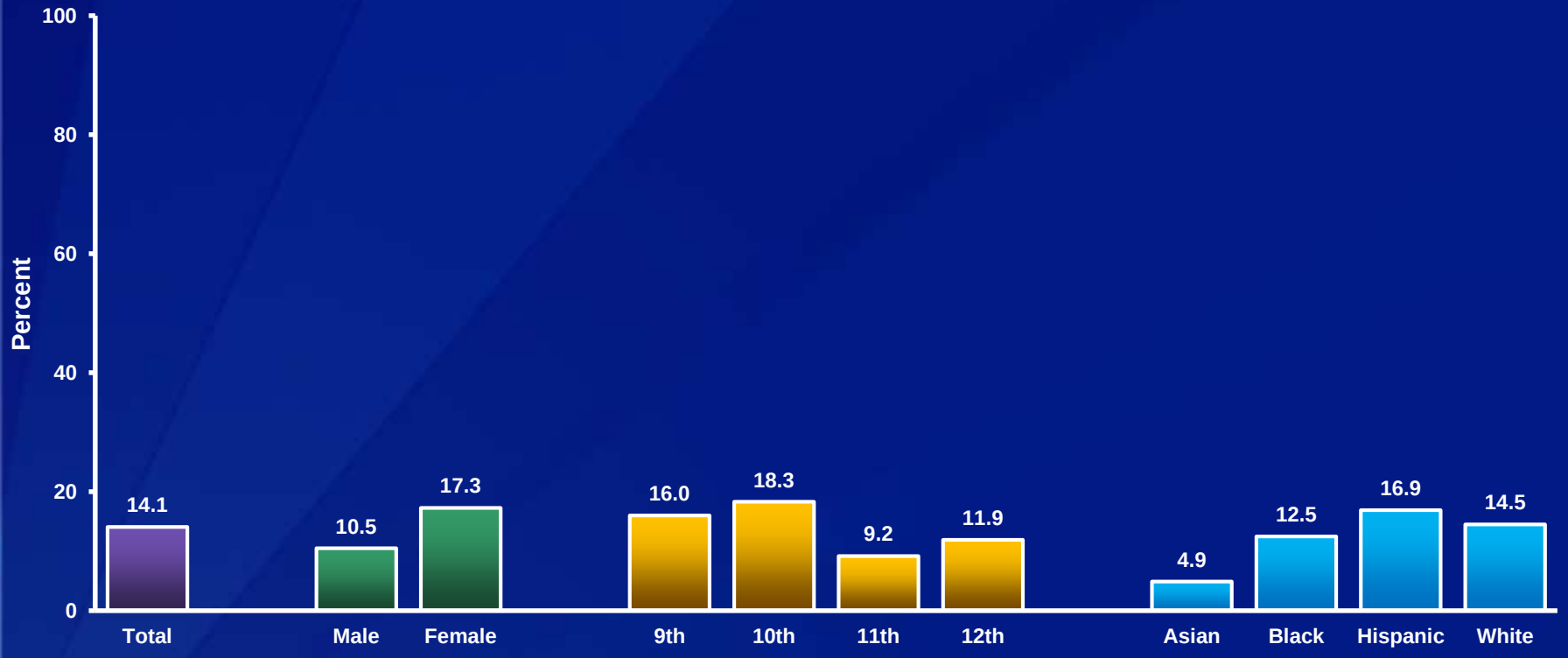
*During the 12 months before the survey

†Decreased 1993-2015, decreased 1993-2009, increased 2009-2015 [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).]

Question not included in the survey in 1997,1999.

Note: 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,† 2015



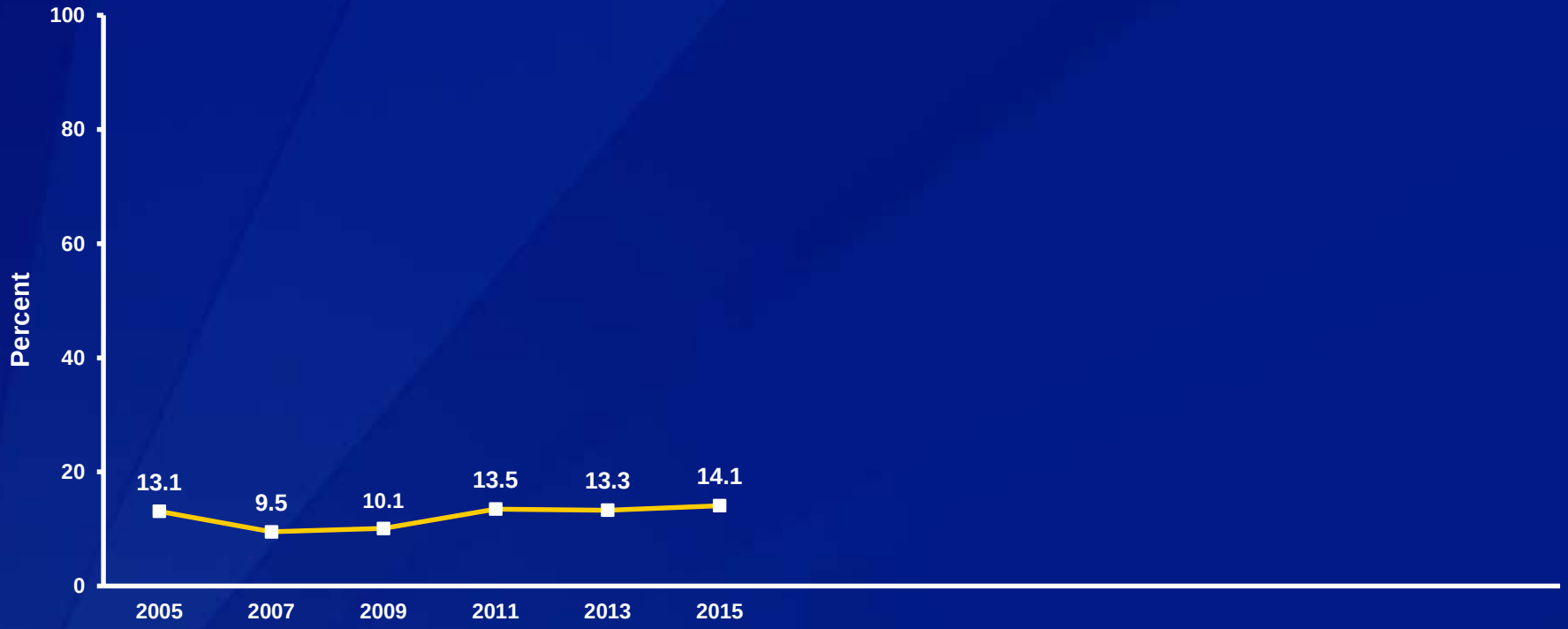
*During the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,* 2005-2015†

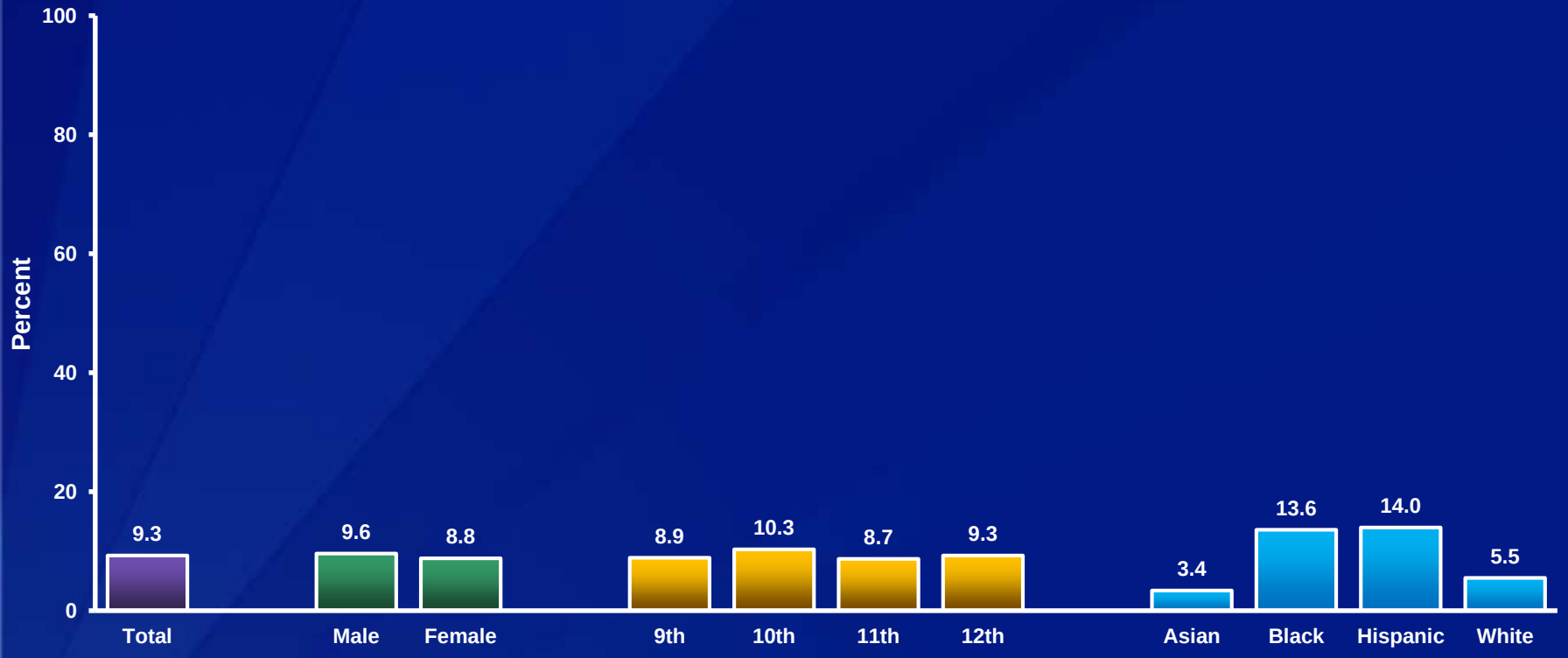


*During the 12 months before the survey

†Increased 2005-2015, decreased 2005-2009, increased 2009-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Attempted Suicide That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,* by Sex, Grade, and Race/Ethnicity,† 2015



*During the 12 months before the survey

†B > A, B > W, H > A, 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.

Note: This graph contains weighted results.

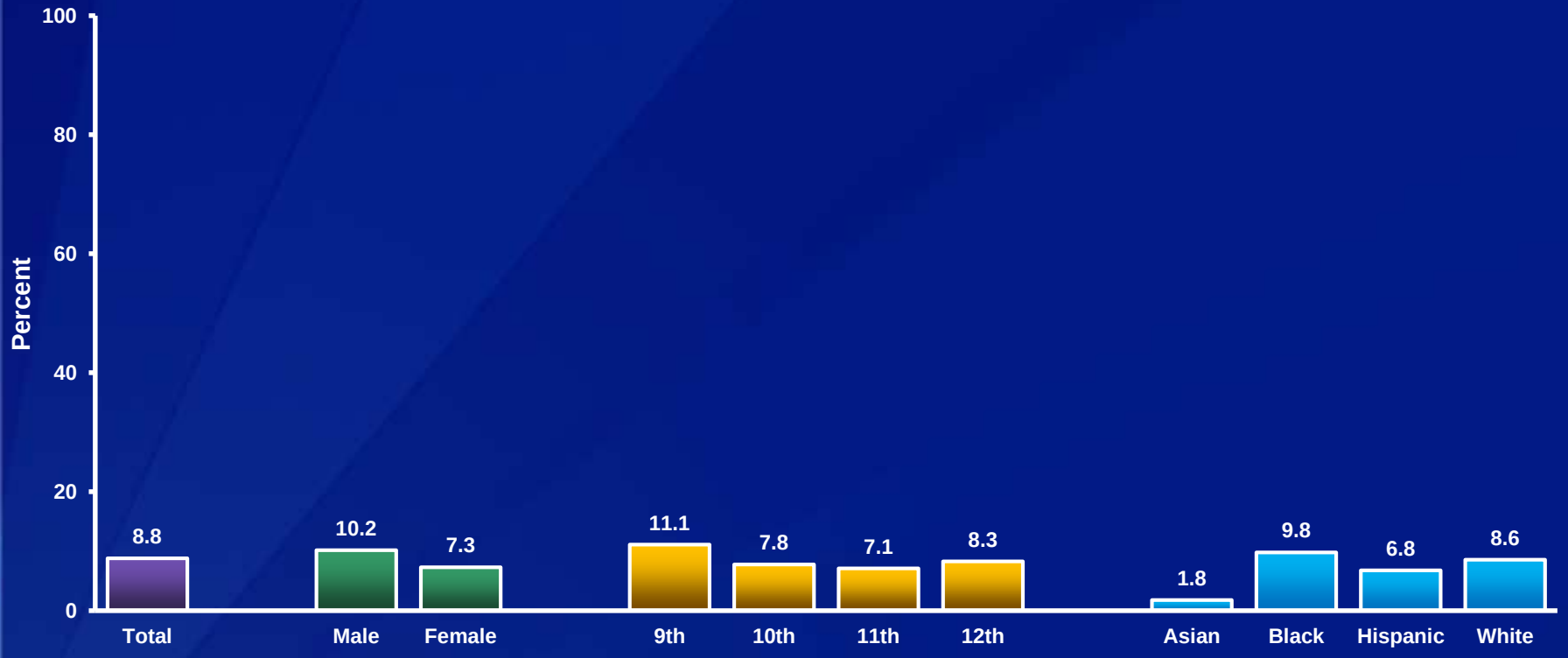
Percentage of High School Students Who Attempted Suicide That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,* 2011-2015†

*During the 12 months before the survey

†Increased 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Smoked a Whole Cigarette Before Age 13 Years,* by Sex, Grade,† and Race/Ethnicity,† 2015



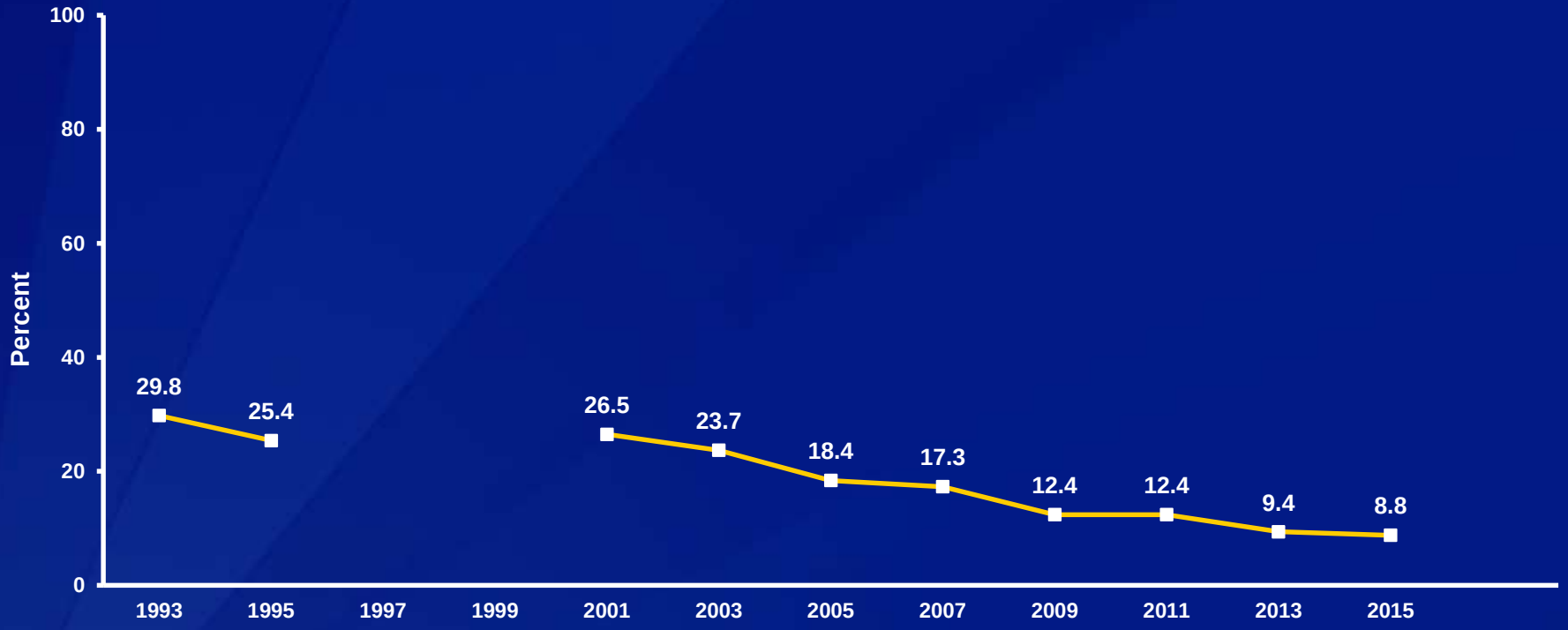
*For the first time

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Smoked a Whole Cigarette Before Age 13 Years,* 1993-2015†



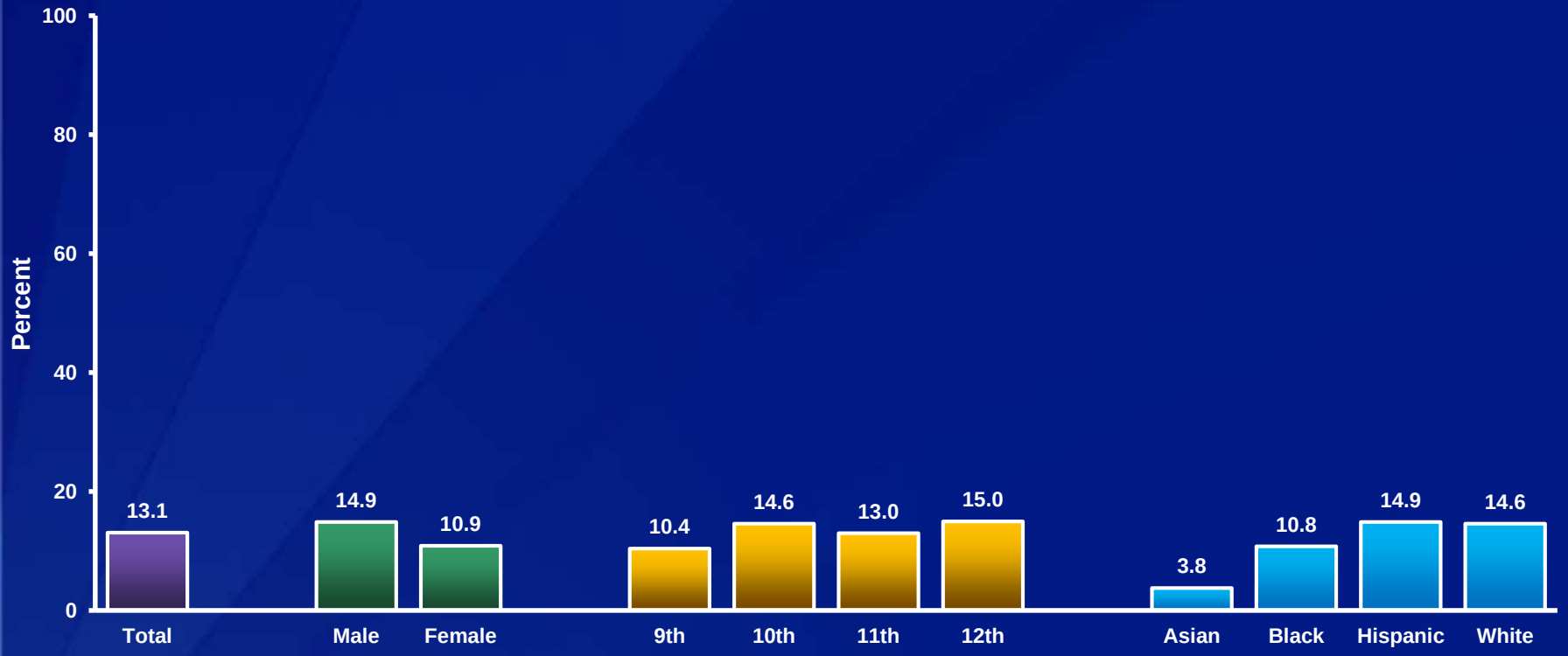
*For the first time

†Decreased 1993-2015, no change 1993-2001, decreased 2001-2015 [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).]

Question not included in the survey in 1997,1999.

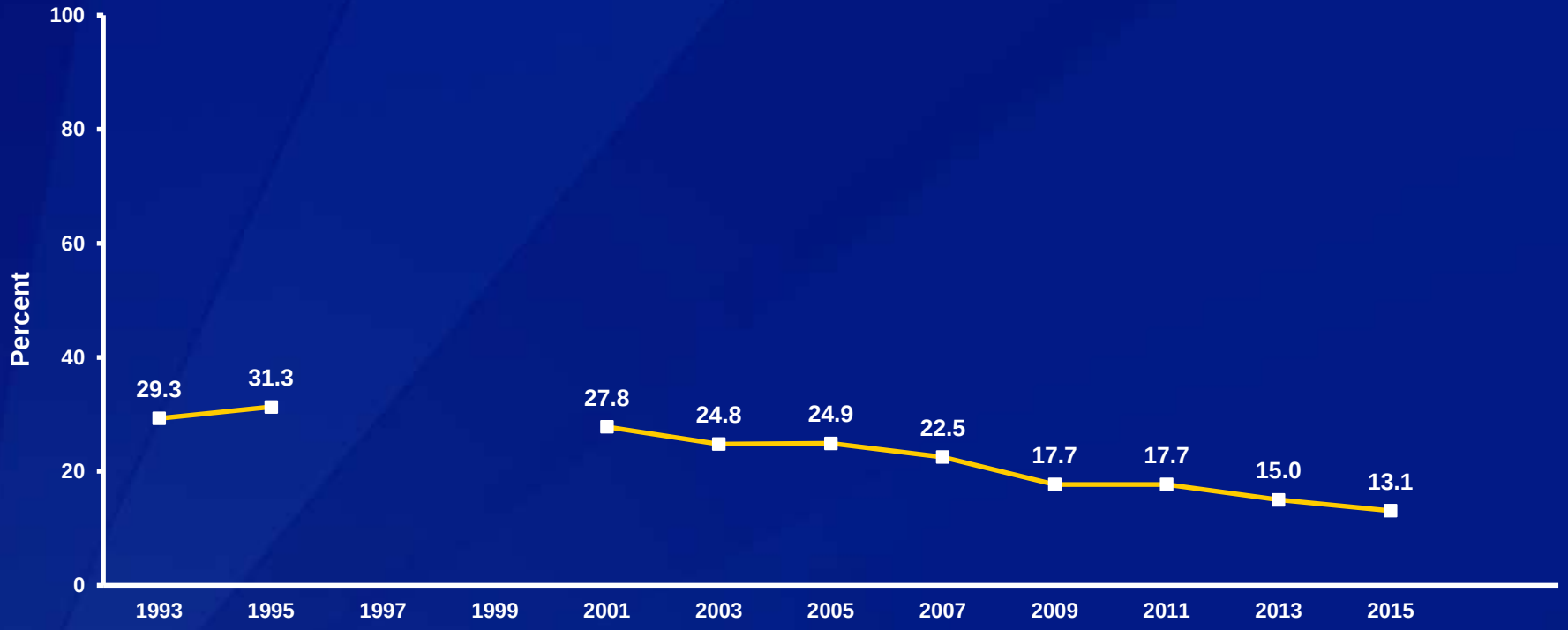
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes,* by Sex, Grade, and Race/Ethnicity,† 2015



*On at least 1 day during the 30 days before the survey
†H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes,* 1993-2015†



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

†Decreased 1993-2015, decreased 1993-2005, decreased 2005-2015 [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).]

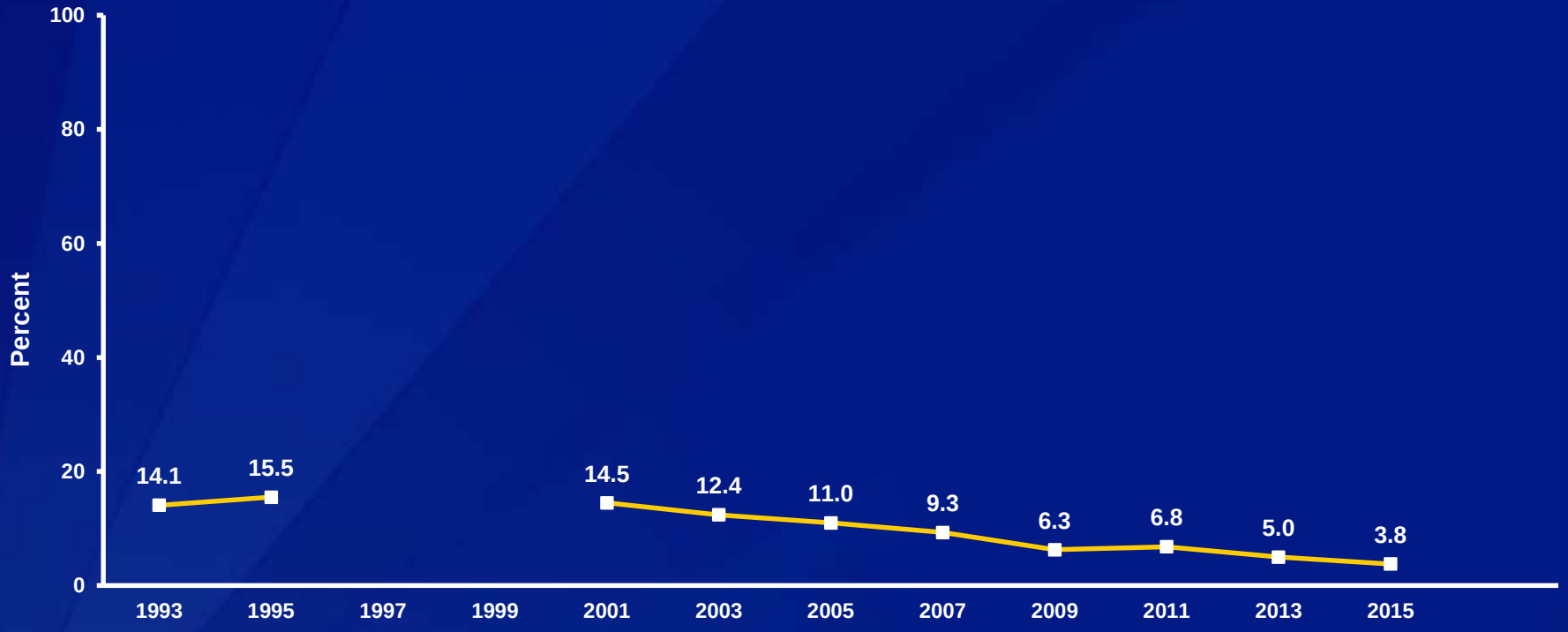
Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Frequently Smoked Cigarettes,* by Sex, Grade,† and Race/Ethnicity,† 2015

*On 20 or more days during the 30 days before the survey
†11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; W > A, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Frequently Smoked Cigarettes,* 1993-2015†



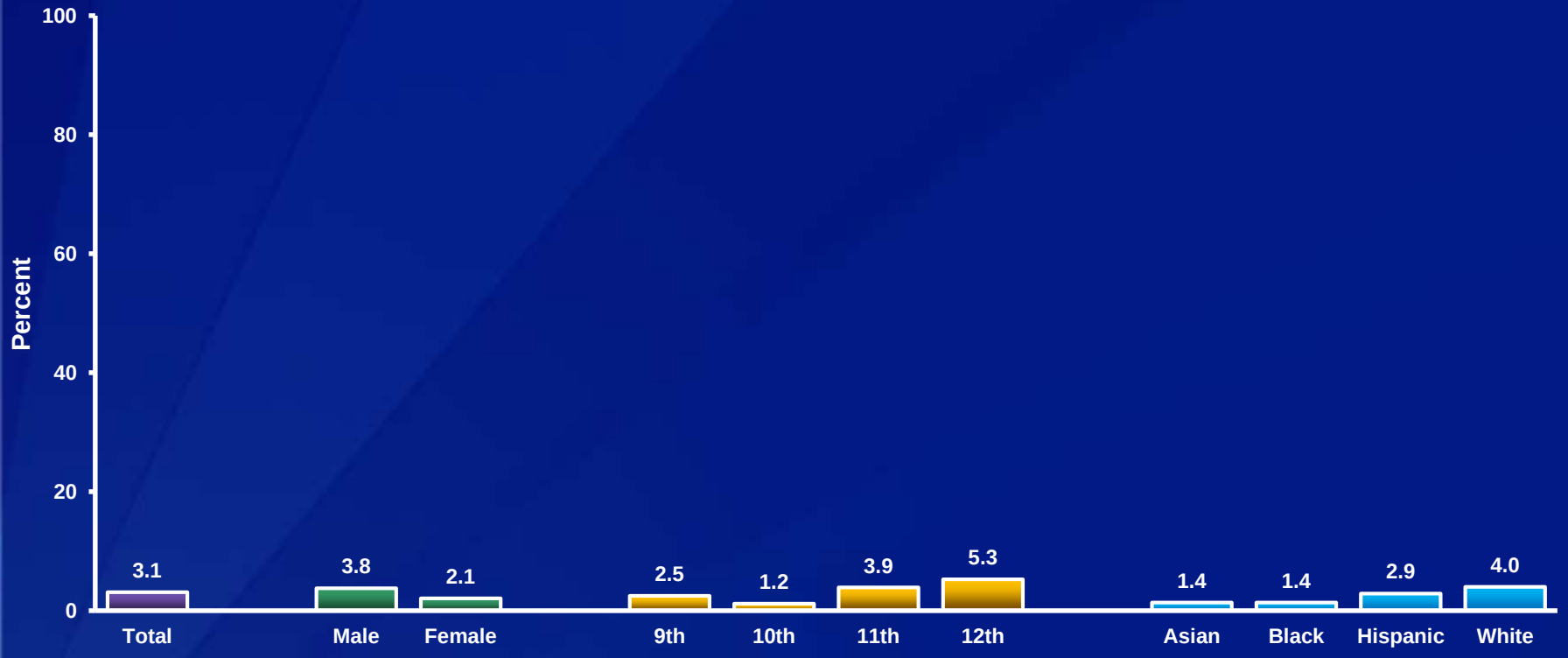
*On 20 or more days during the 30 days before the survey

†Decreased 1993-2015, no change 1993-2001, decreased 2001-2015 [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).]

Question not included in the survey in 1997,1999.

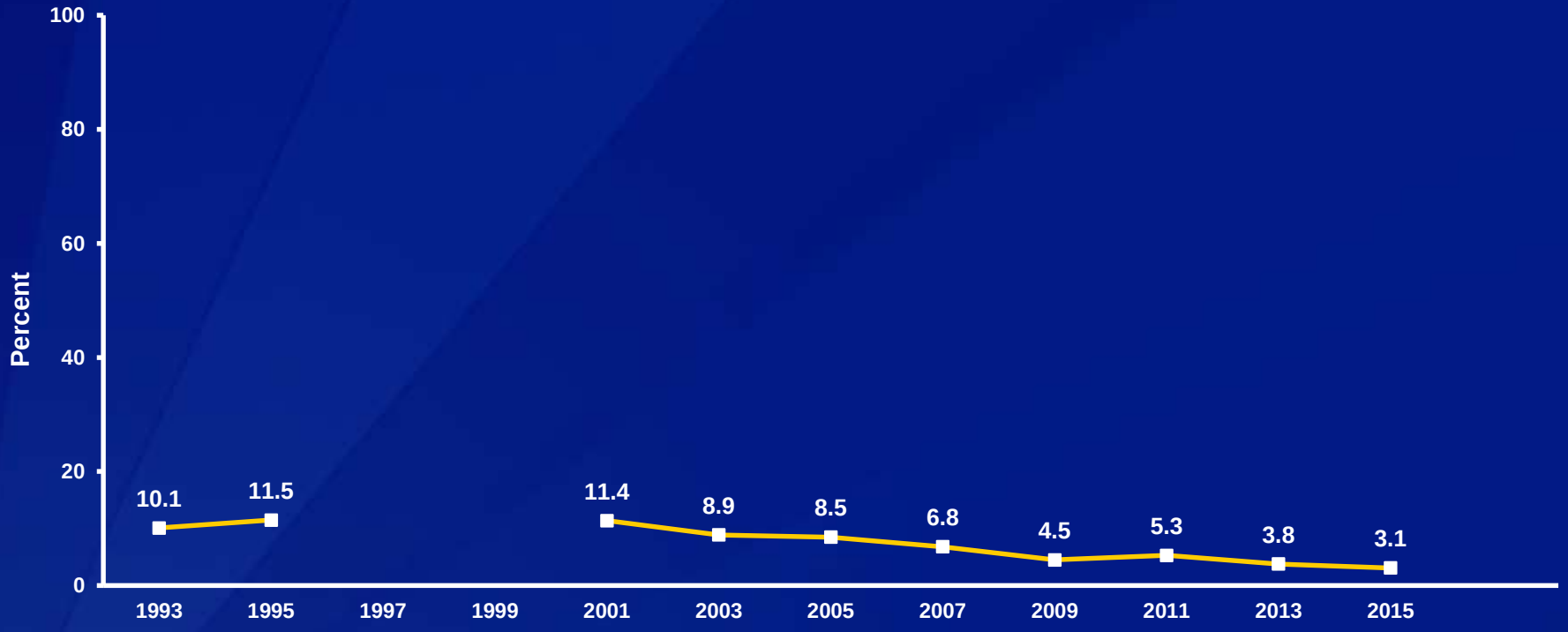
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes Daily,* by Sex, Grade,† and Race/Ethnicity,† 2015



*On all 30 days during the 30 days before the survey
†11th > 10th, 12th > 10th; W > A, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes Daily,* 1993-2015†



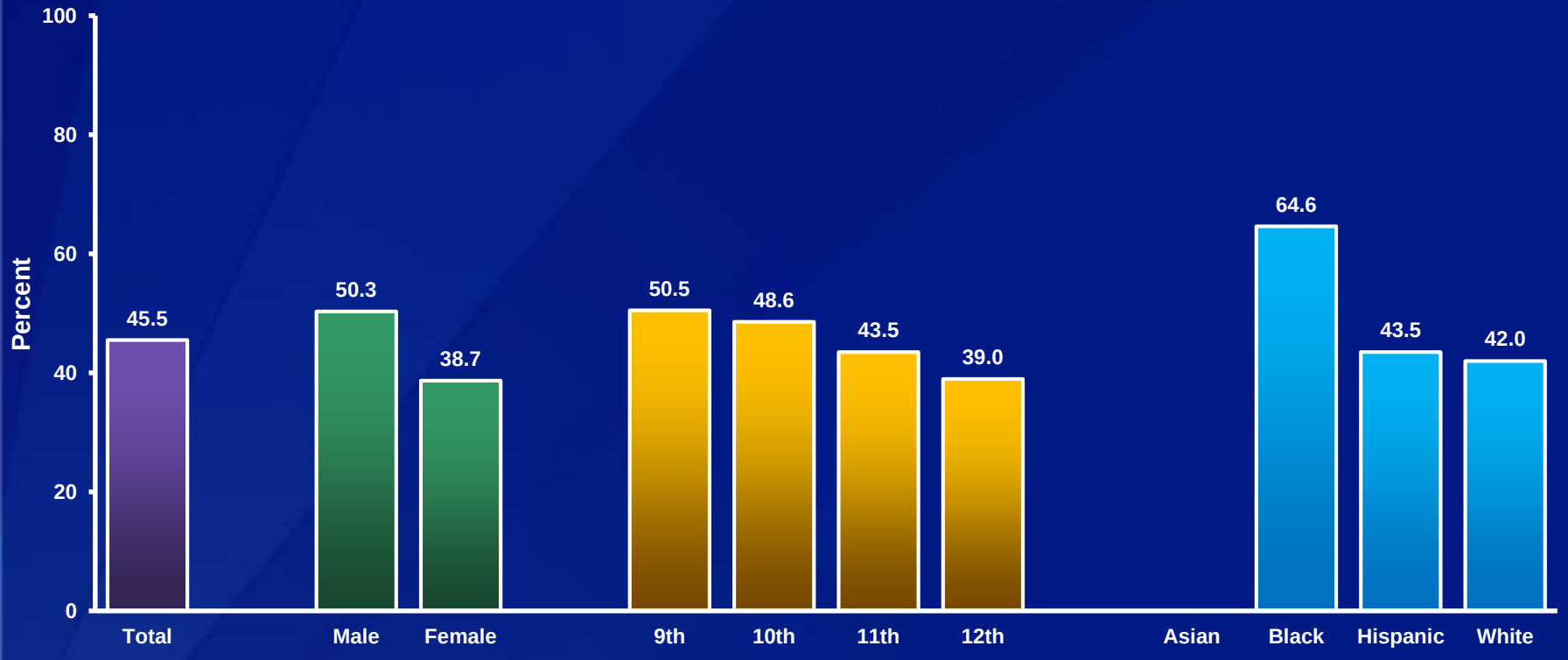
*On all 30 days during the 30 days before the survey

†Decreased 1993-2015, no change 1993-2001, decreased 2001-2015 [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).]

Question not included in the survey in 1997,1999.

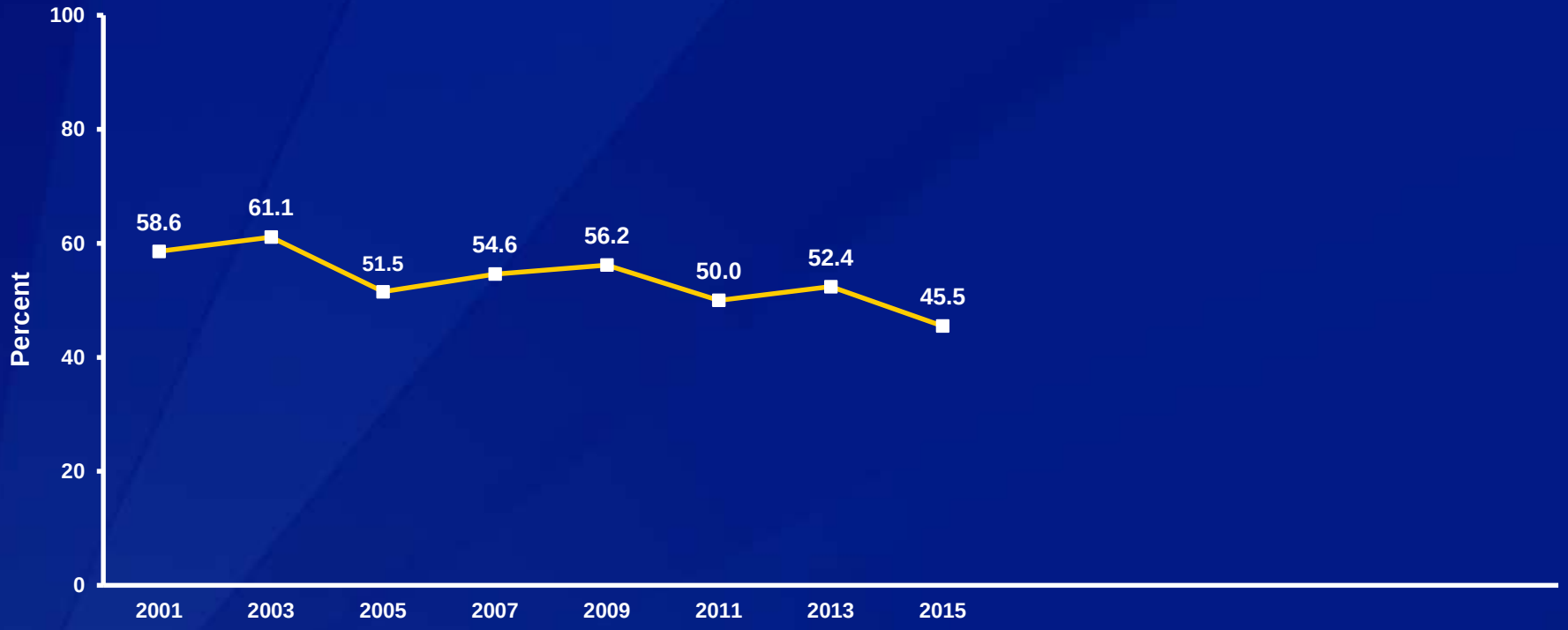
Note: This graph contains weighted results.

Percentage of High School Students Who Tried to Quit Smoking Cigarettes,* by Sex, Grade, and Race/Ethnicity,† 2015



*Among students who currently smoked cigarettes during the 12 months 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Tried to Quit Smoking Cigarettes,* 2001-2015†

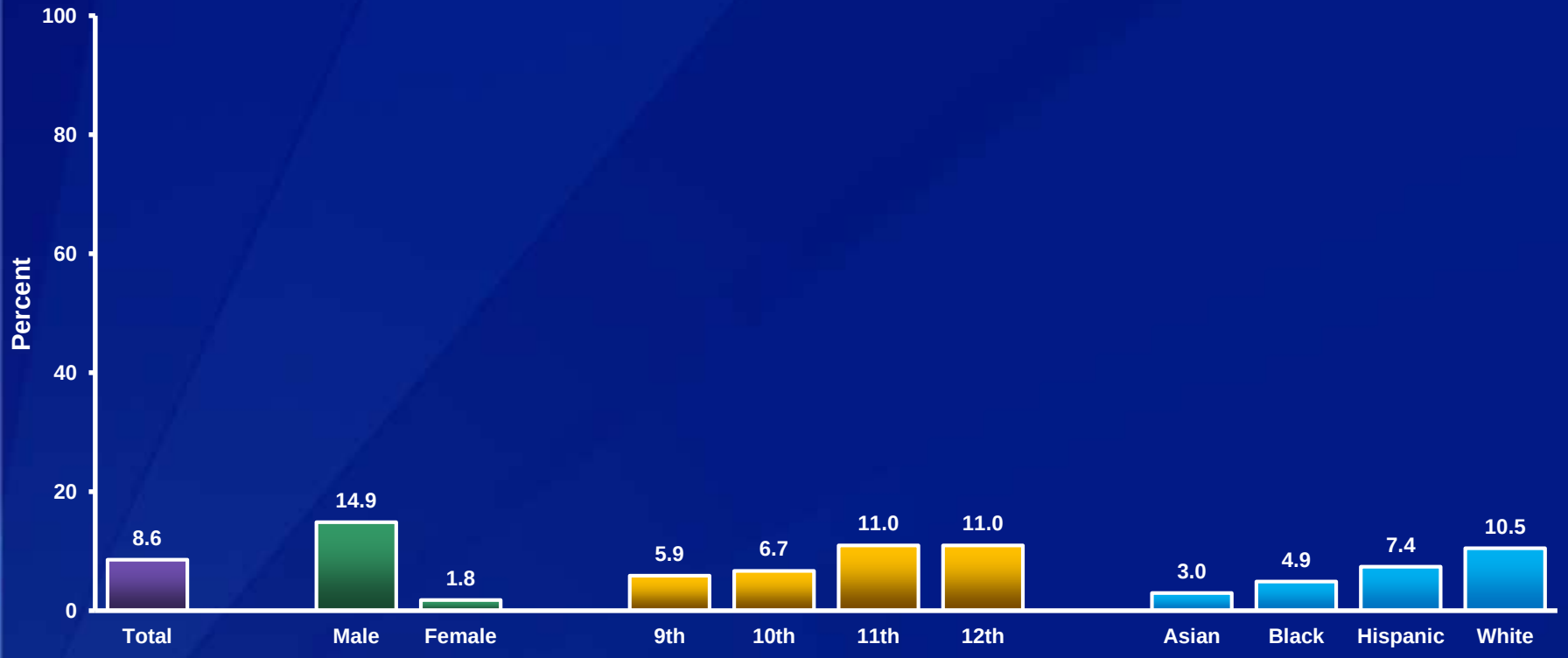


*Among students who currently smoked cigarettes during the 12 months before the survey

†Decreased 2001-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Used Smokeless Tobacco,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*Chewing tobacco, snuff, or dip on at least 1 day during the 30 days before the survey

†M > F; 11th > 9th, 12th > 9th; W > A, 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.

Note: This graph contains weighted results.

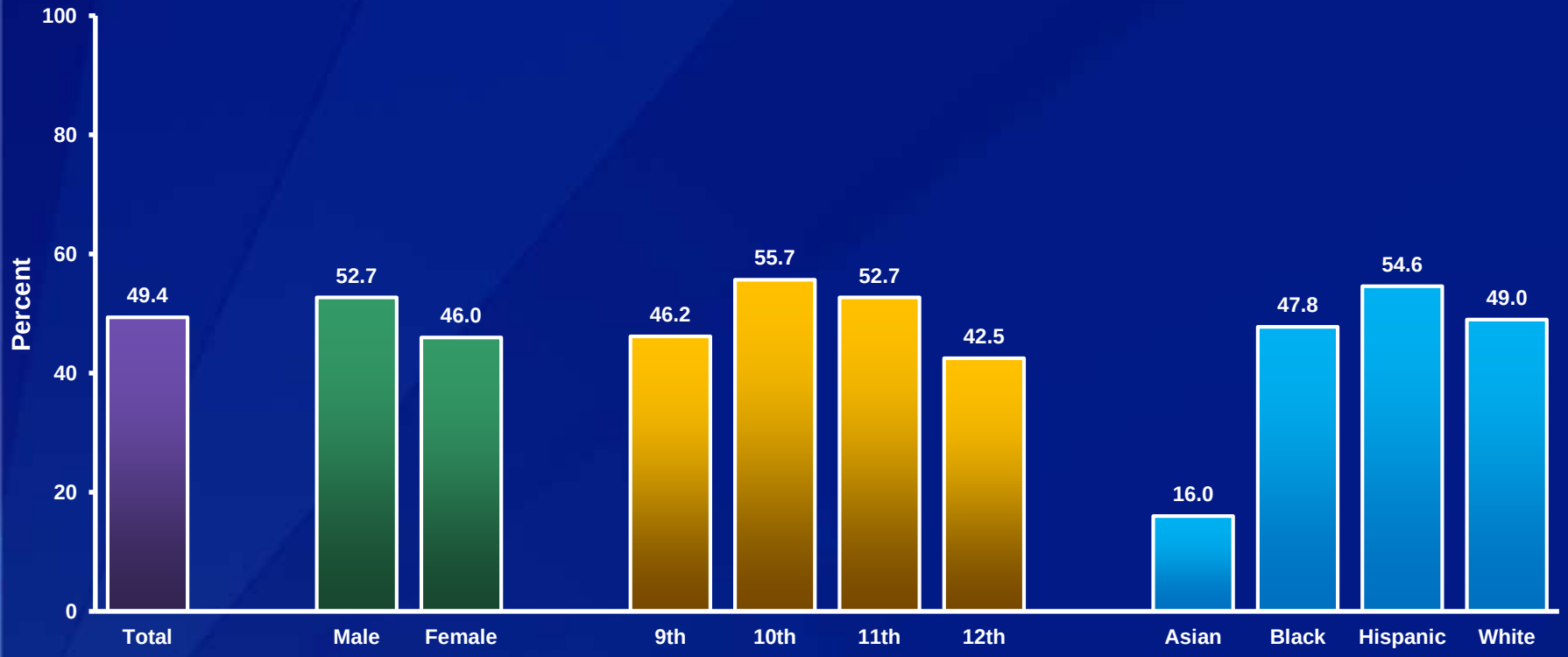
Percentage of High School Students Who Currently Used Smokeless Tobacco,* 2011-2015†

*Chewing tobacco, snuff, or dip on at least 1 day during the 30 days before the survey

†No change 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Electronic Vapor Products,* by Sex,† Grade,† and Race/Ethnicity,† 2015



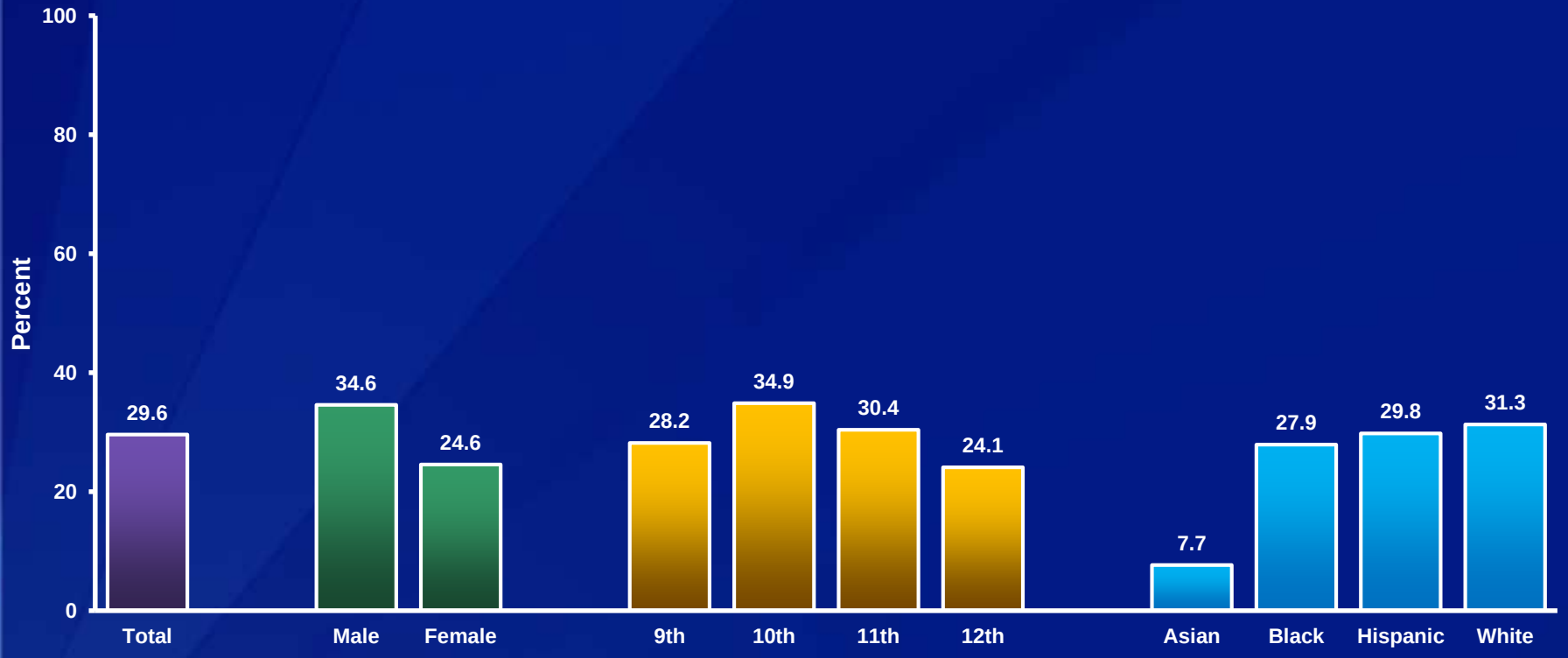
*E-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens such as blu, NJOY, or Starbuzz

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Used Electronic Vapor Products,* by Sex,† Grade,† and Race/Ethnicity,† 2015



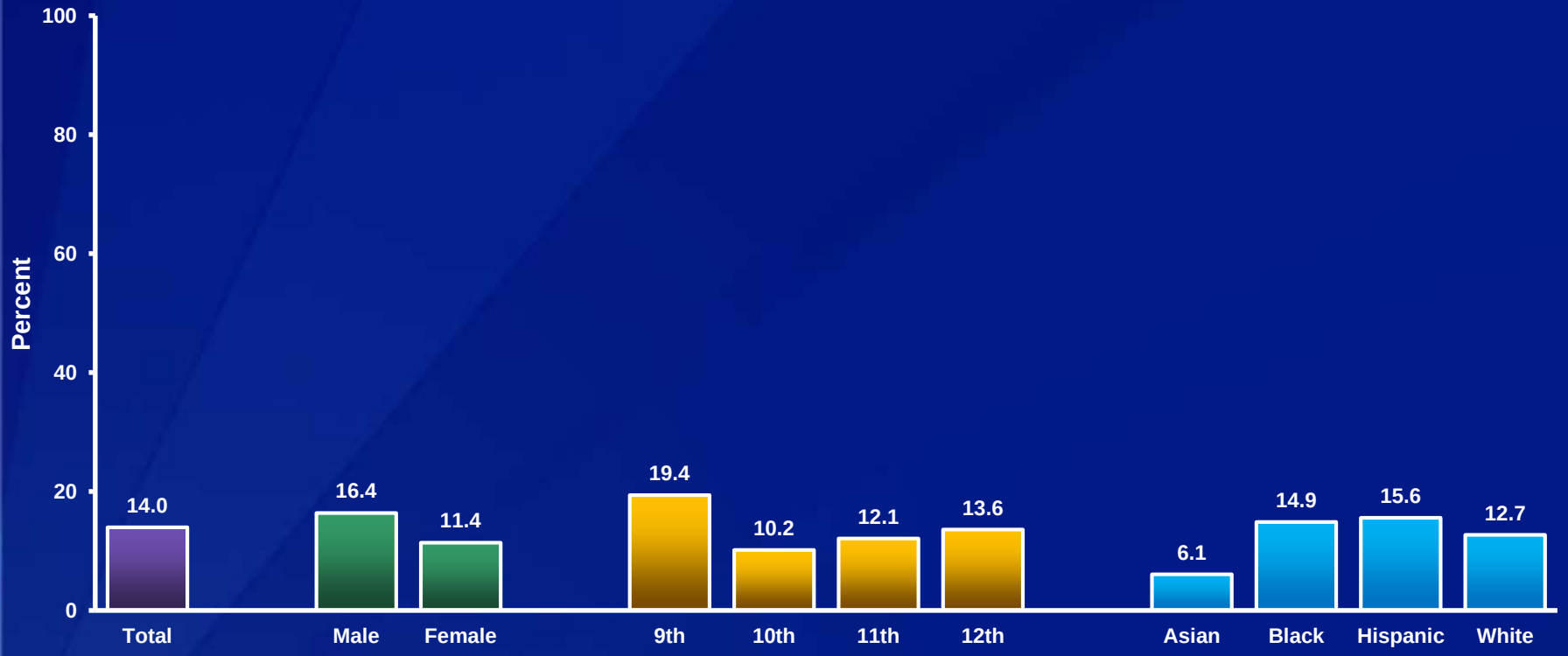
*E-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens such as blu, NJOY, or Starbuzz on at least 1 day during the 30 days before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Drank Alcohol Before Age 13 Years,* by Sex,† Grade,† and Race/Ethnicity,† 2015



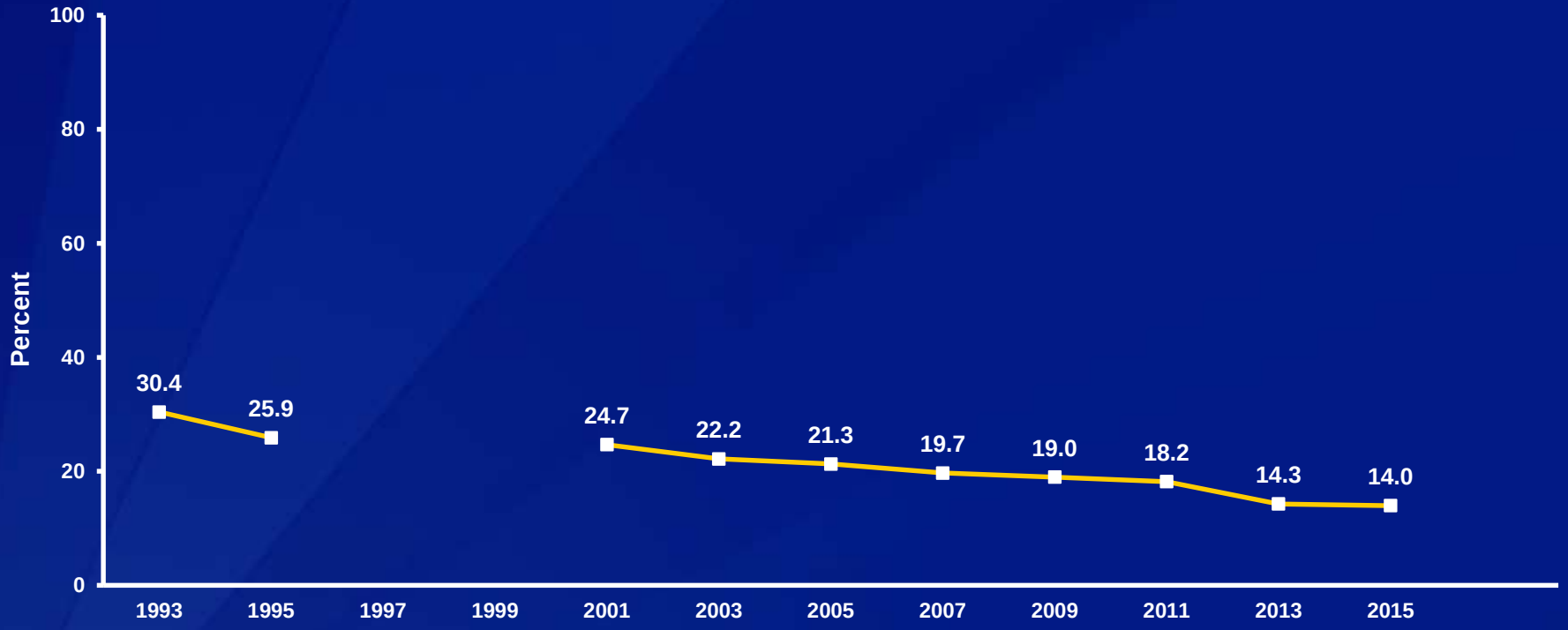
*For the first time other than a few sips

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Drank Alcohol Before Age 13 Years,* 1993-2015†



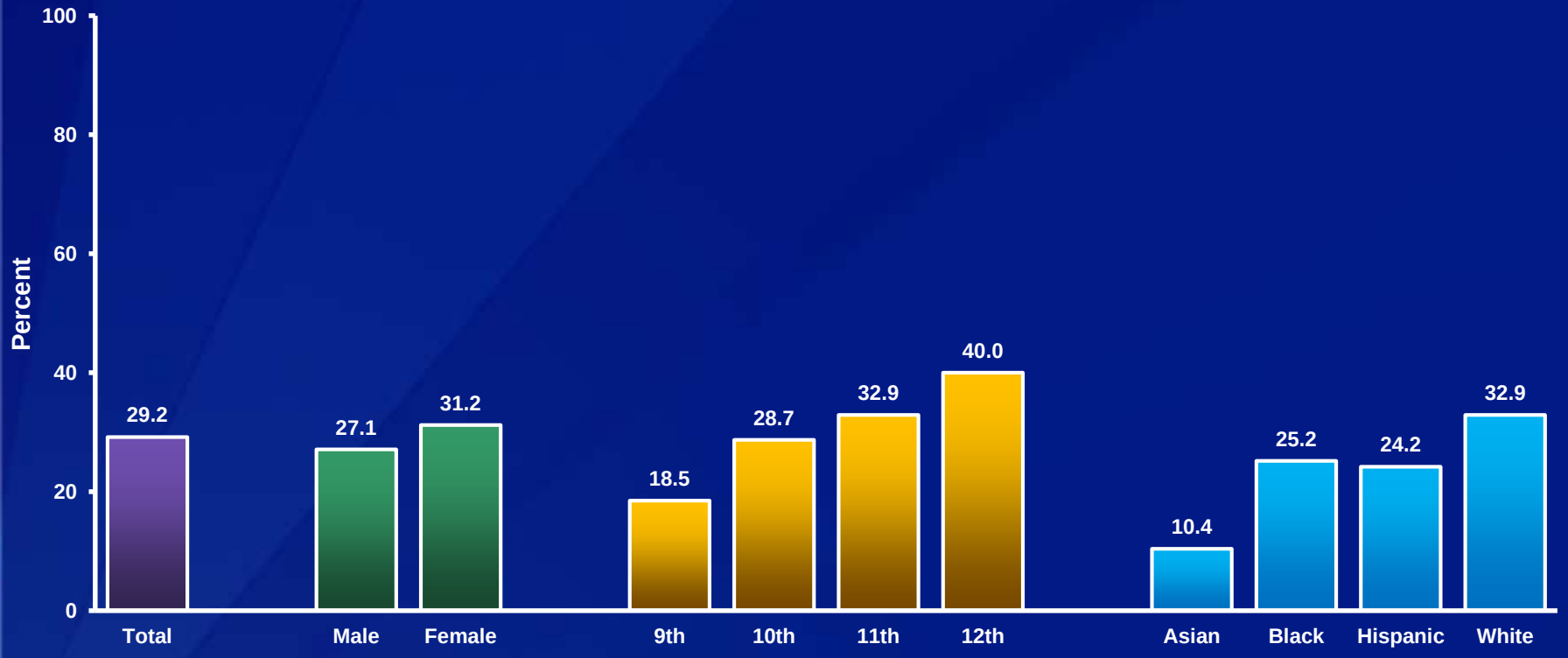
*For the first time other than a few sips

†Decreased 1993-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Drank Alcohol,* by Sex, Grade,† and Race/Ethnicity,† 2015



*At least one drink of alcohol on at least 1 day during the 30 days before the survey
†10th > 9th, 11th > 9th, 12th > 9th, 12th > 10th; W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Drank Alcohol,* 1993-2015†

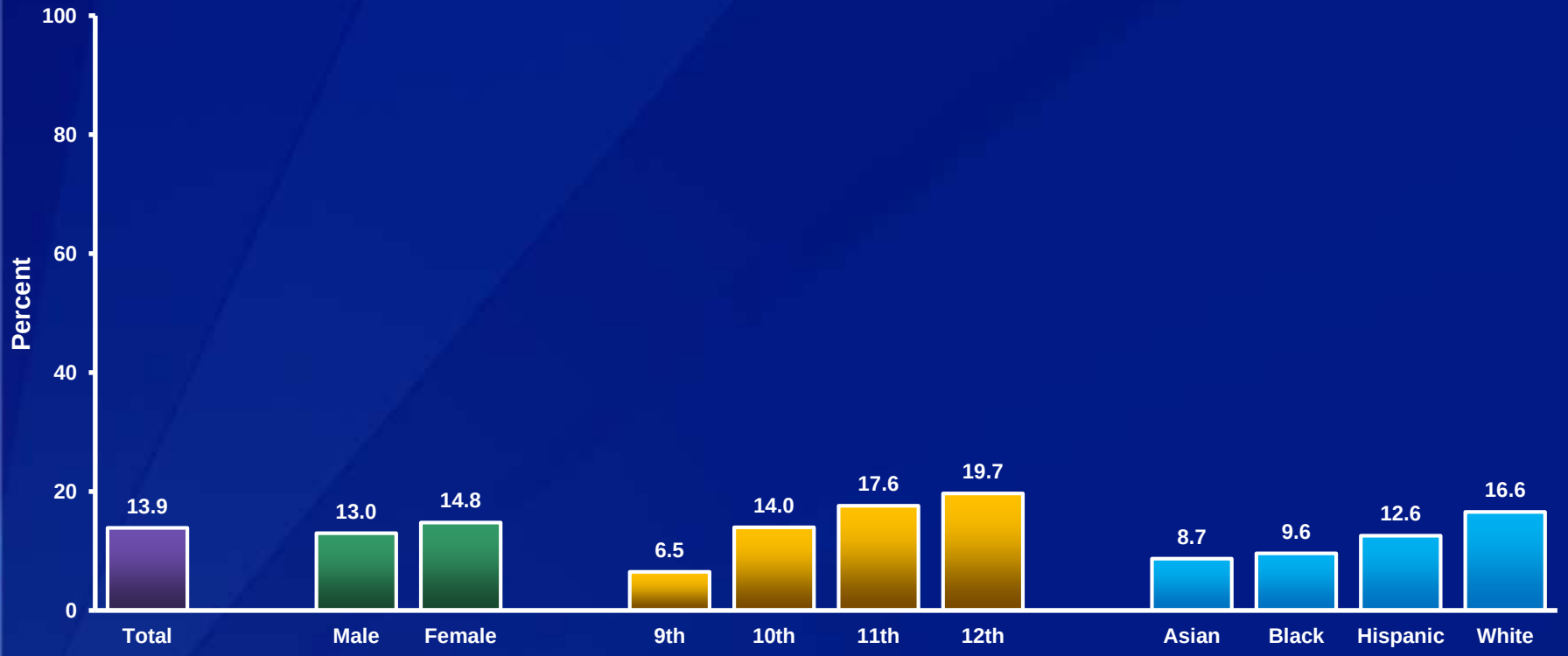
*At least one drink of alcohol on at least 1 day during the 30 days before the survey

†Decreased 1993-2015, no change 1993-2005, decreased 2005-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Drank Five or More Drinks of Alcohol in a Row,* by Sex, Grade,† and Race/Ethnicity,† 2015



*Within a couple of hours on at least 1 day during the 30 days before the survey
†10th > 9th, 11th > 9th, 12th > 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Five or More Drinks of Alcohol in a Row,* 1993-2015†

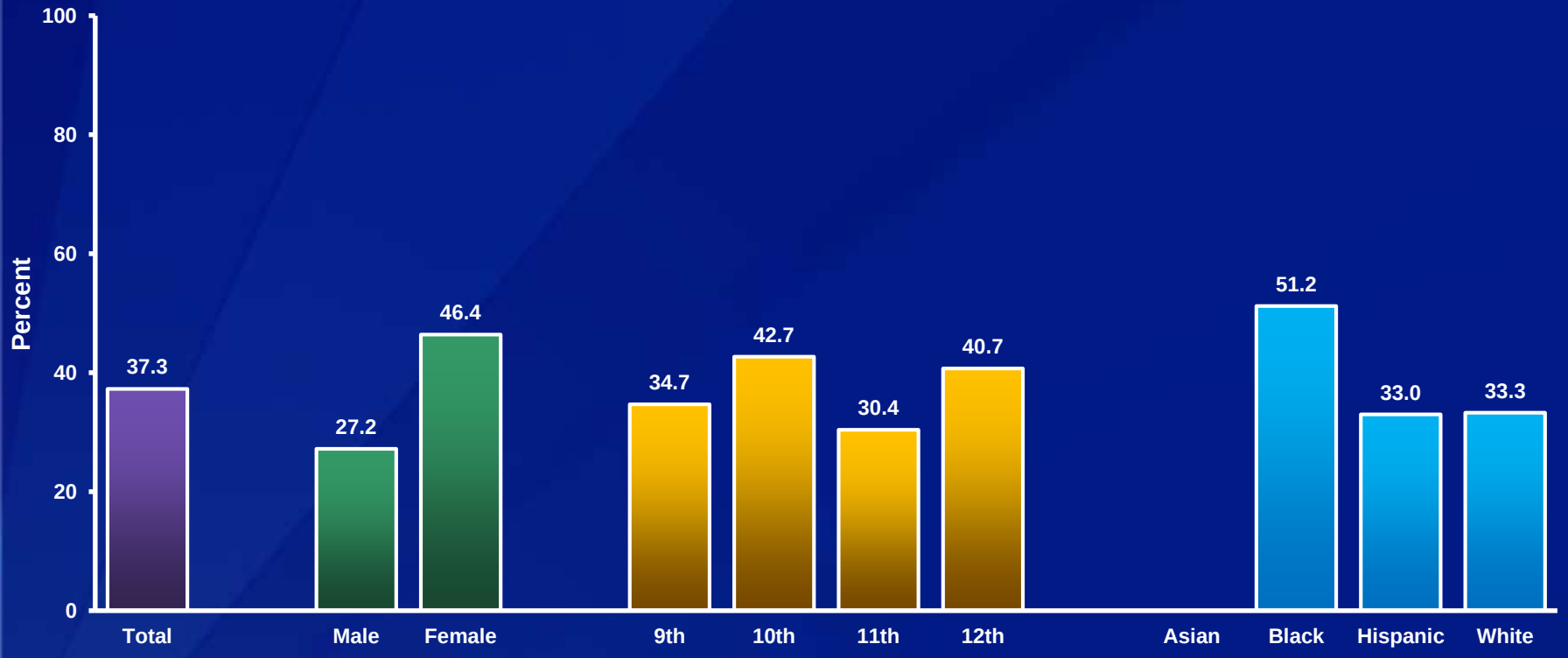
*Within a couple of hours on at least 1 day during the 30 days before the survey

†Decreased 1993-2015, no change 1993-2007, decreased 2007-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Usually Obtained the Alcohol They Drank by Someone Giving It to Them,* by Sex,† Grade, and Race/Ethnicity,† 2015



*Among students who currently drank alcohol
†F > M; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

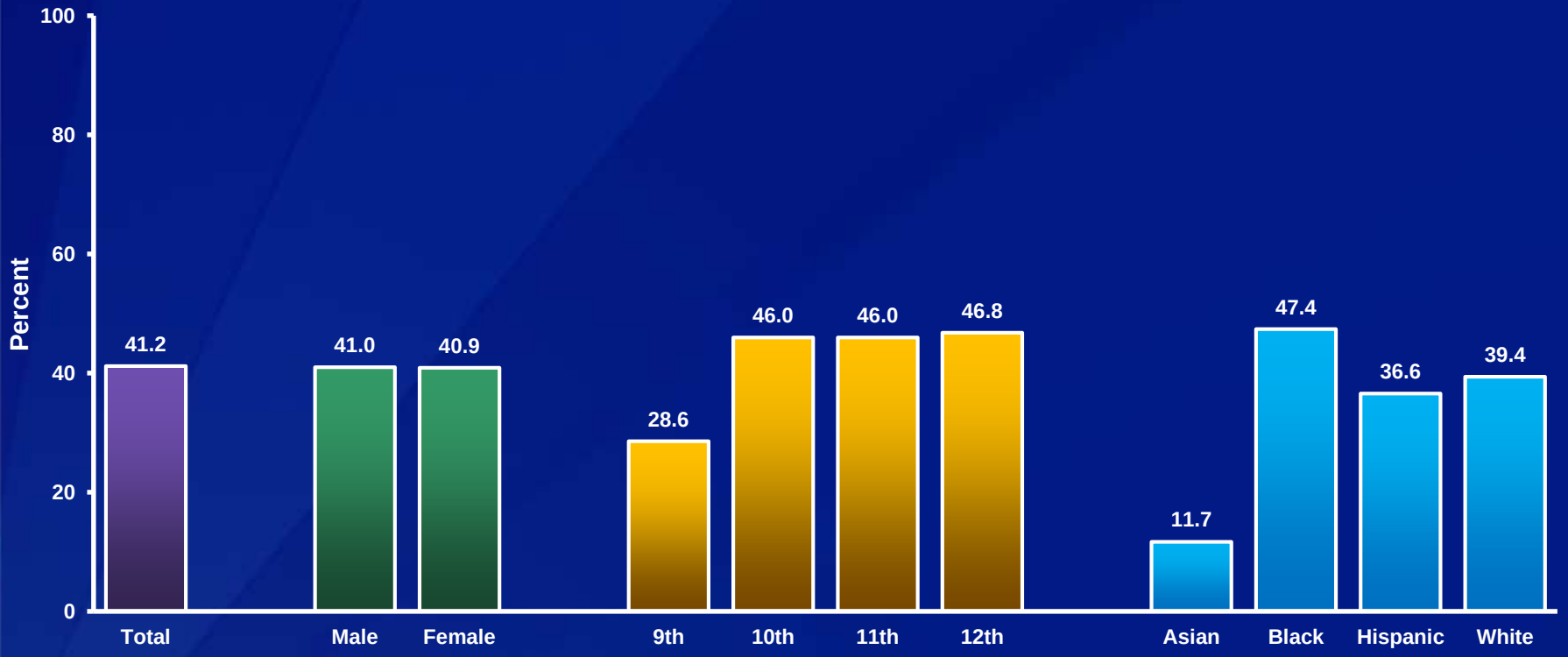
Percentage of High School Students Who Usually Obtained the Alcohol They Drank by Someone Giving It to Them,* 2007-2015†

*Among students who currently drank alcohol

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Marijuana,* by Sex, Grade,† and Race/Ethnicity,† 2015



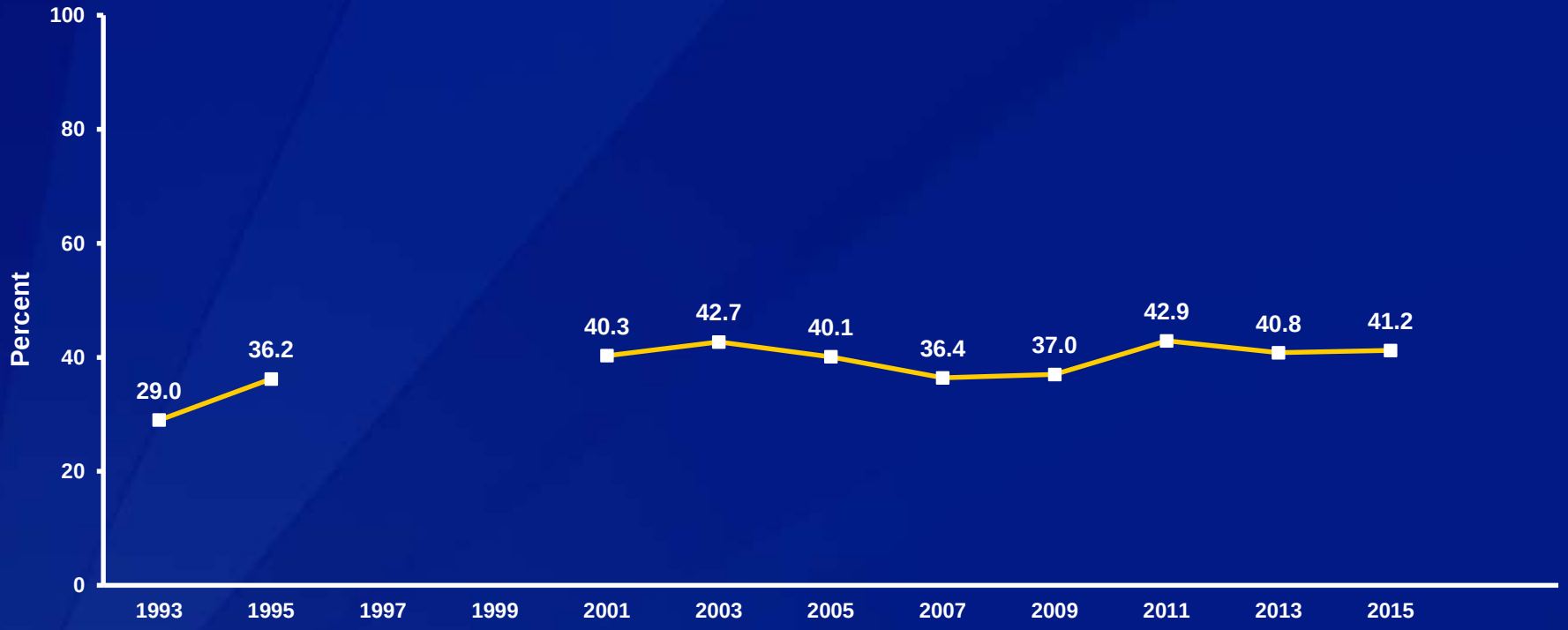
*One or more times during their life

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Marijuana,* 1993-2015†



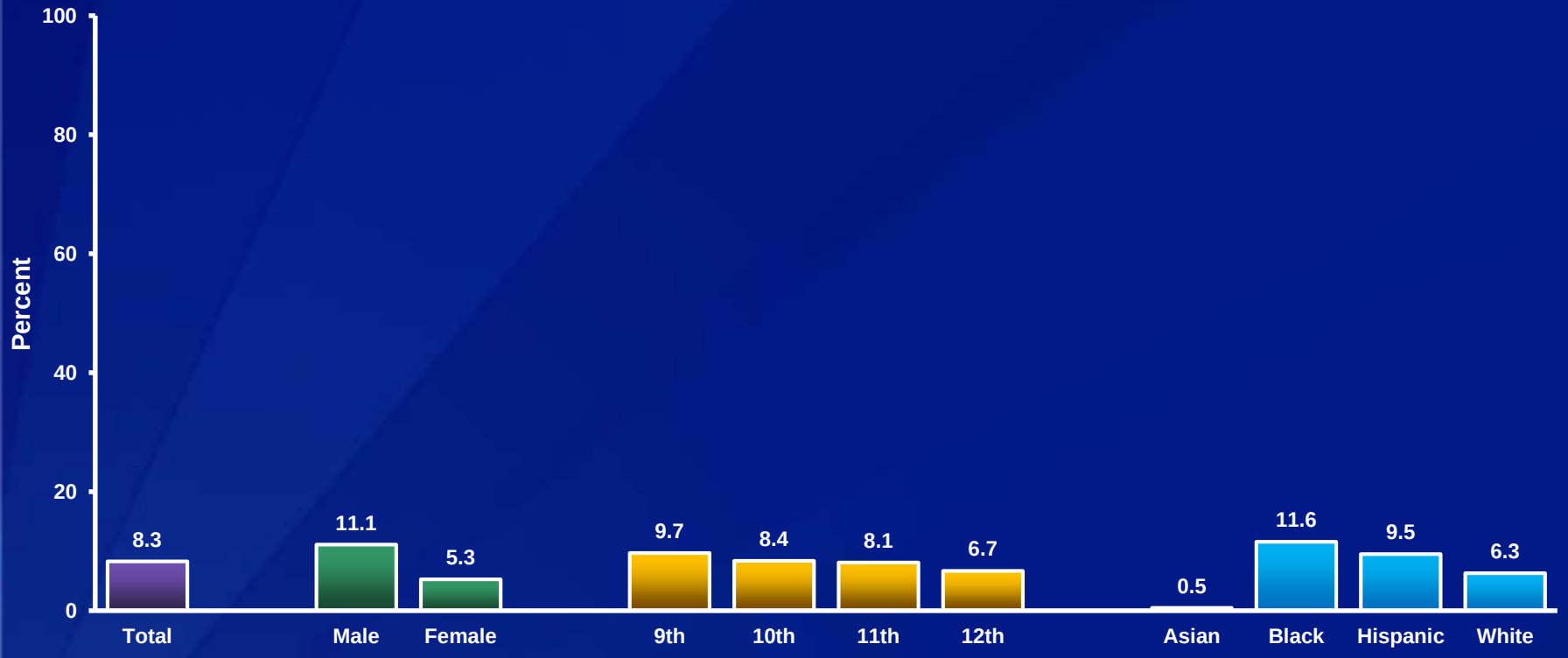
*One or more times during their life

†Increased 1993-2015, increased 1993-2001, no change 2001-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Tried Marijuana Before Age 13 Years,* by Sex,† Grade, and Race/Ethnicity,† 2015



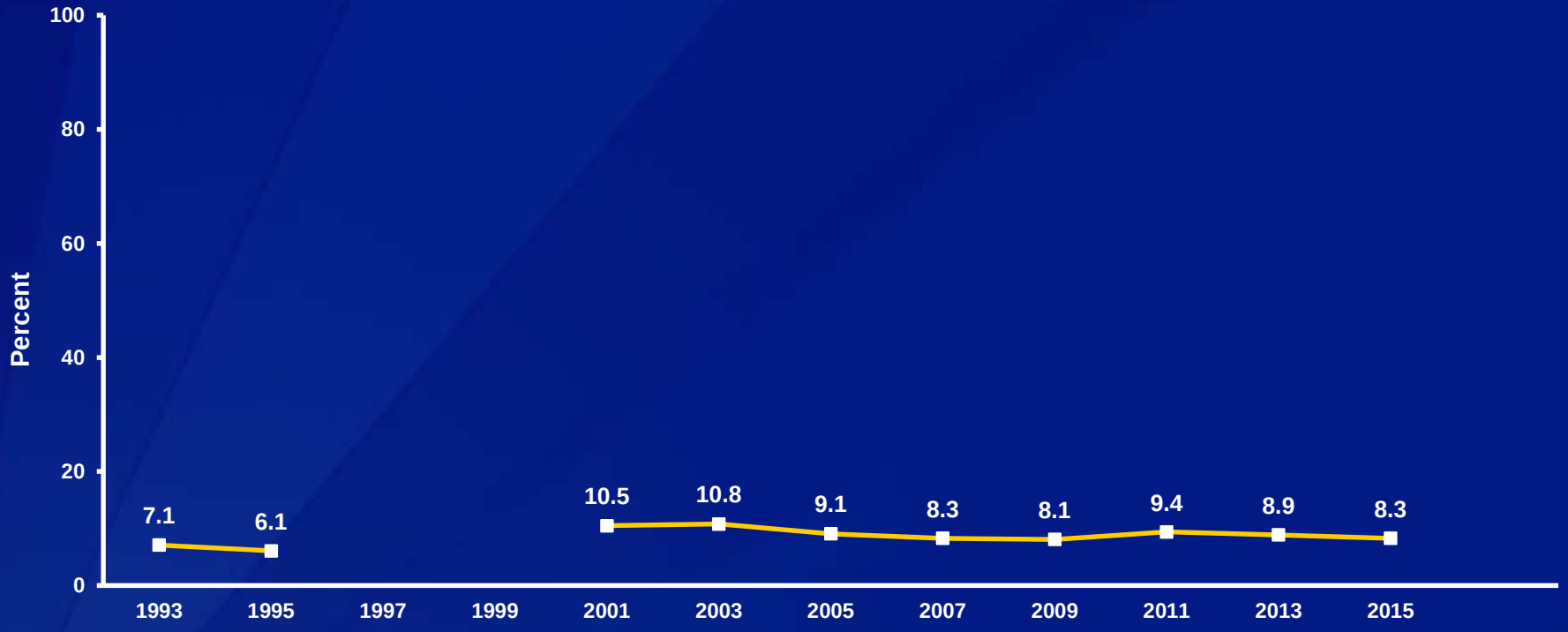
*For the first time

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Tried Marijuana Before Age 13 Years,* 1993-2015†



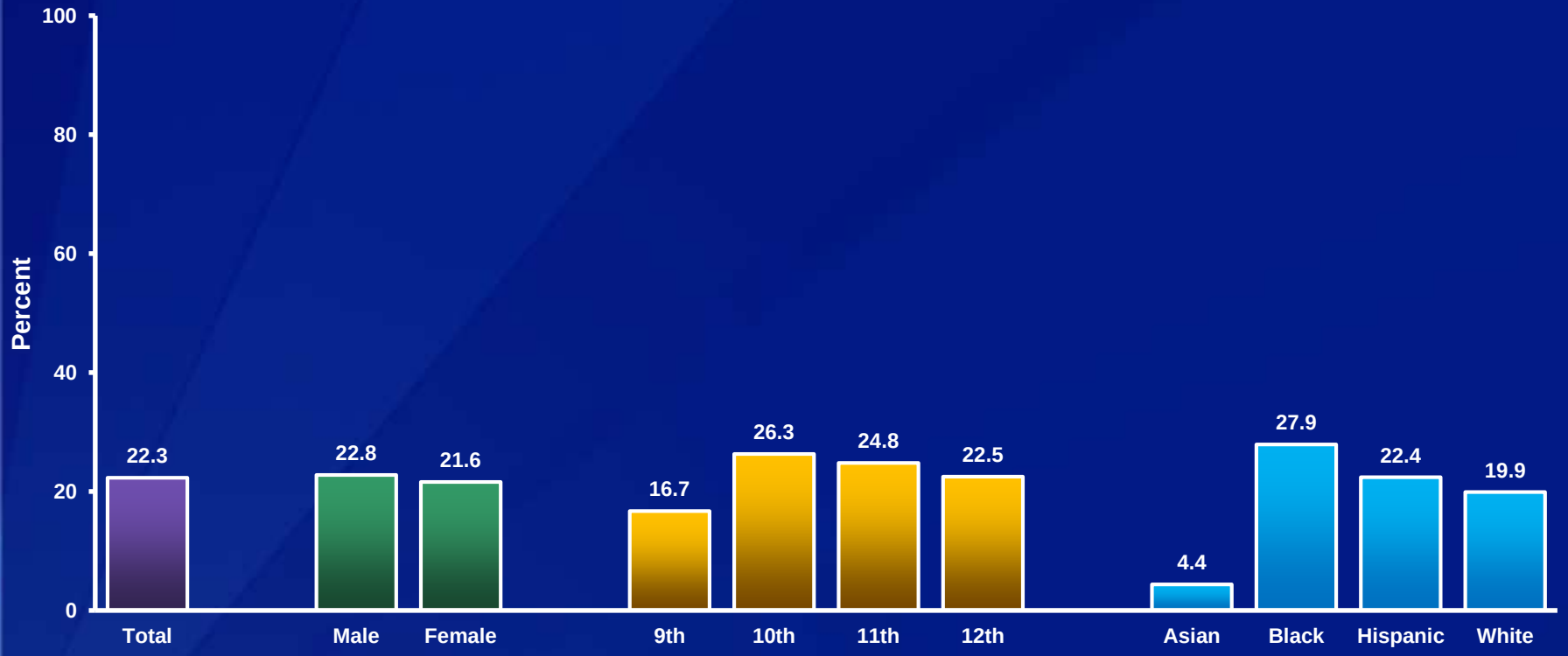
*For the first time

†Increased, 1993-2001, decreased, 2001-2015 [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).]

Question not included in the survey in 1997,1999.

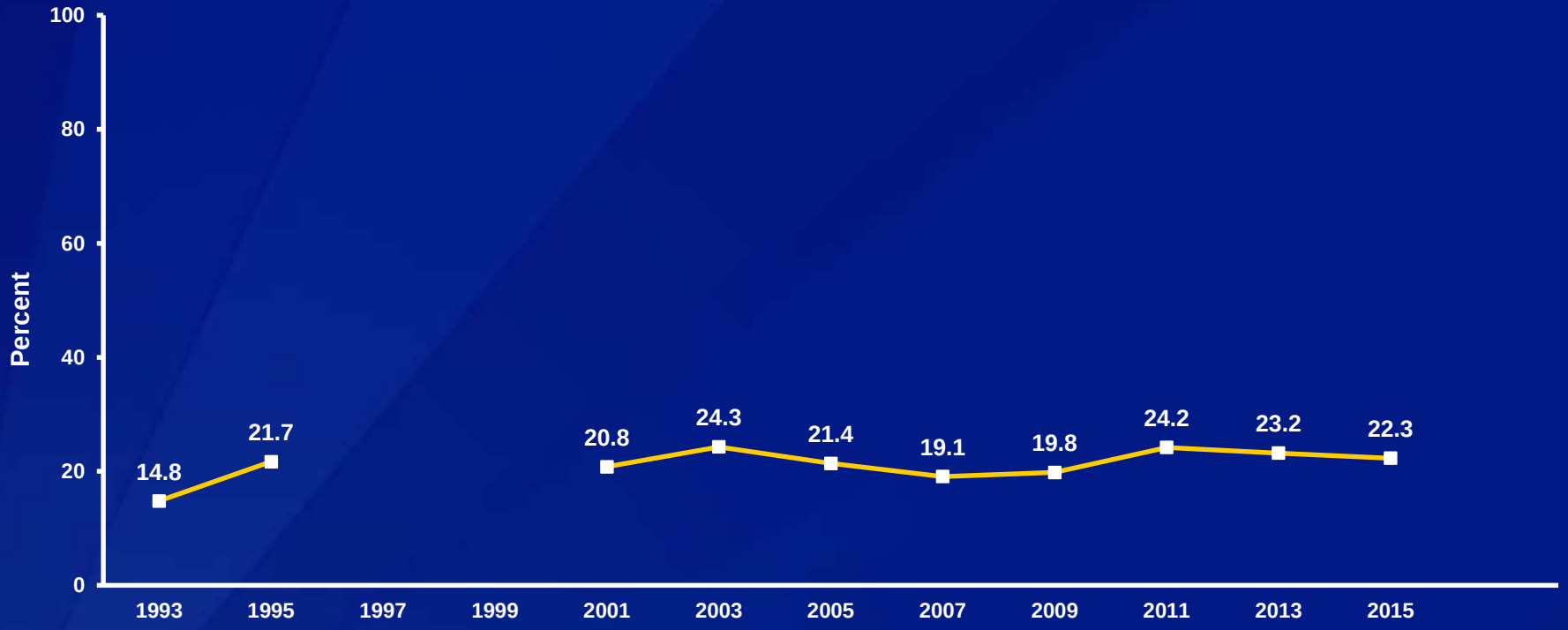
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Used Marijuana,* by Sex, Grade,† and Race/Ethnicity,† 2015



*One or more times during the 30 days before the survey
†10th > 9th, 11th > 9th, 12th > 9th; B > A, B > W, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Used Marijuana,* 1993-2015†



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

†Increased 1993-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Cocaine,* by Sex, Grade,† and Race/Ethnicity,† 2015

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

†12th > 9th; B > W, H > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Cocaine,* 1993-2015†

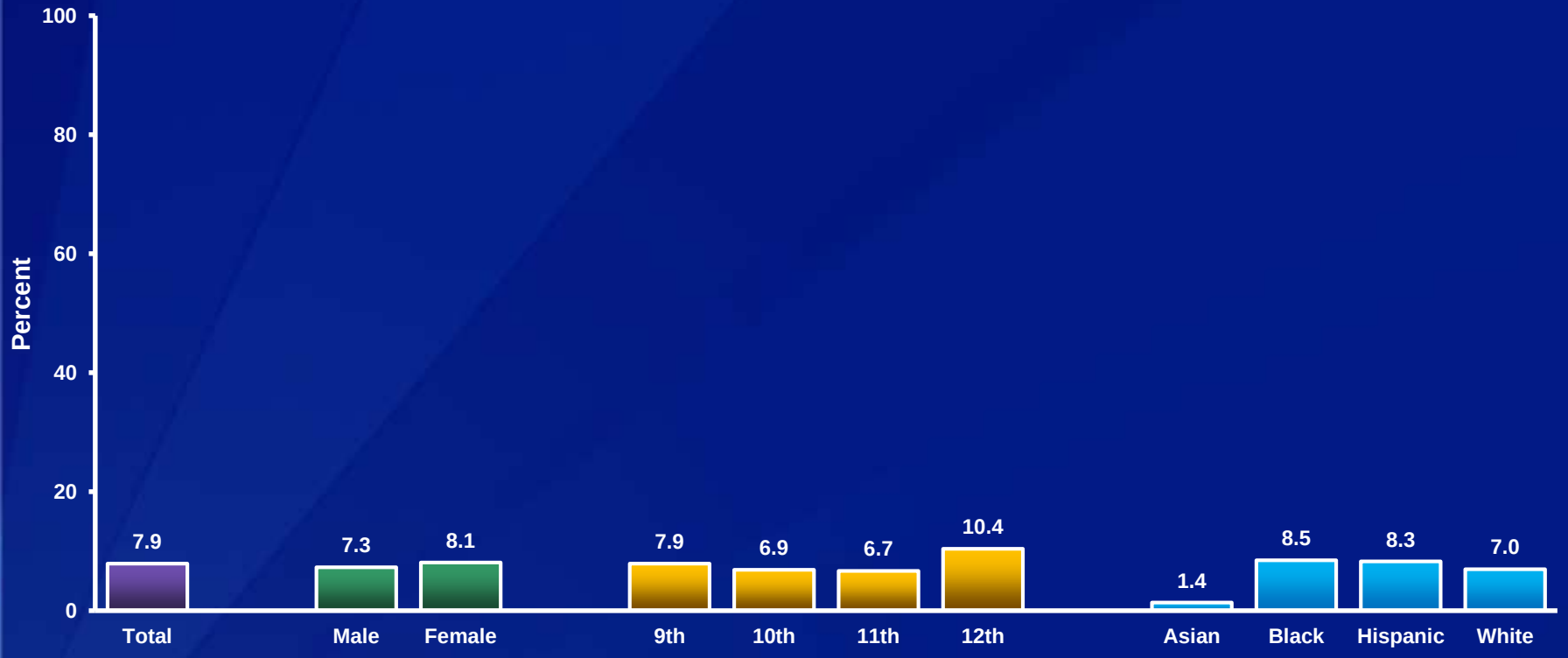
*Any form of cocaine, such as powder, crack, or freebase, one or more times during their life

†Increased, 1993-2003, decreased, 2003-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Inhalants,* by Sex, Grade, and Race/Ethnicity,† 2015



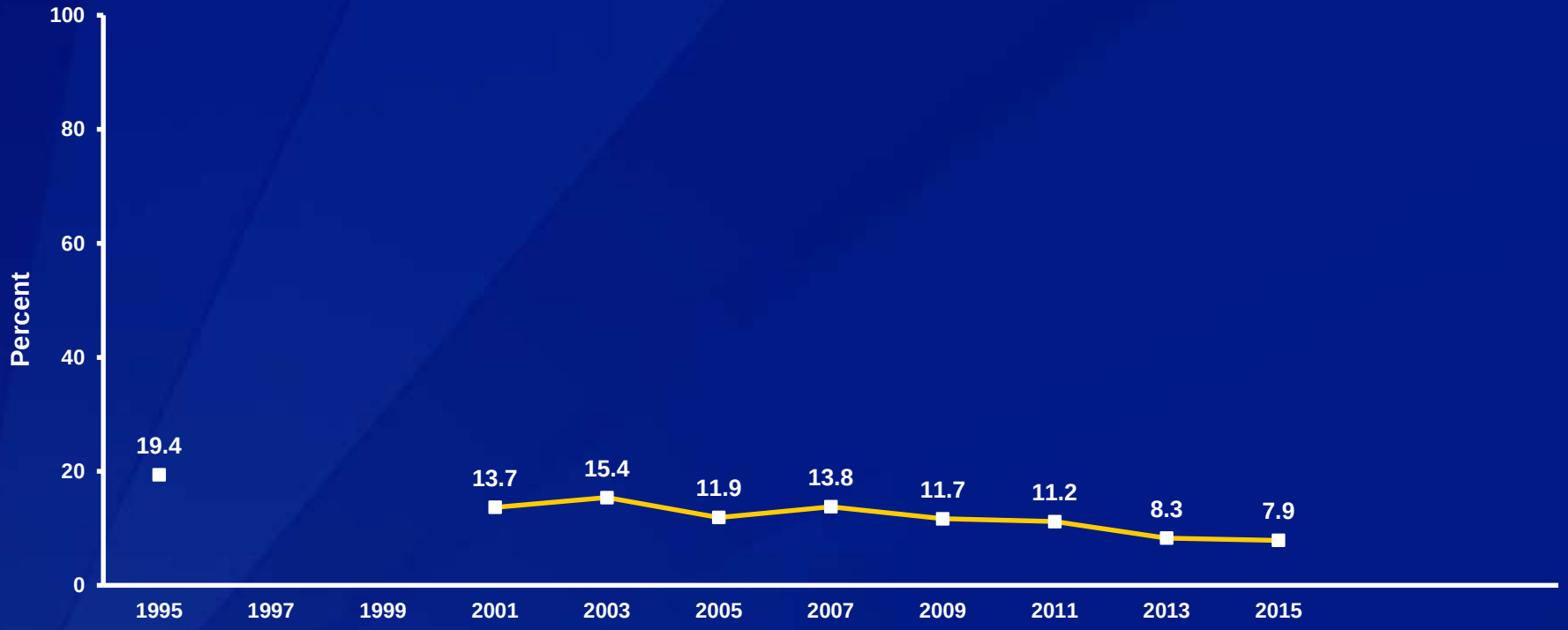
*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Inhalants,* 1995-2015†



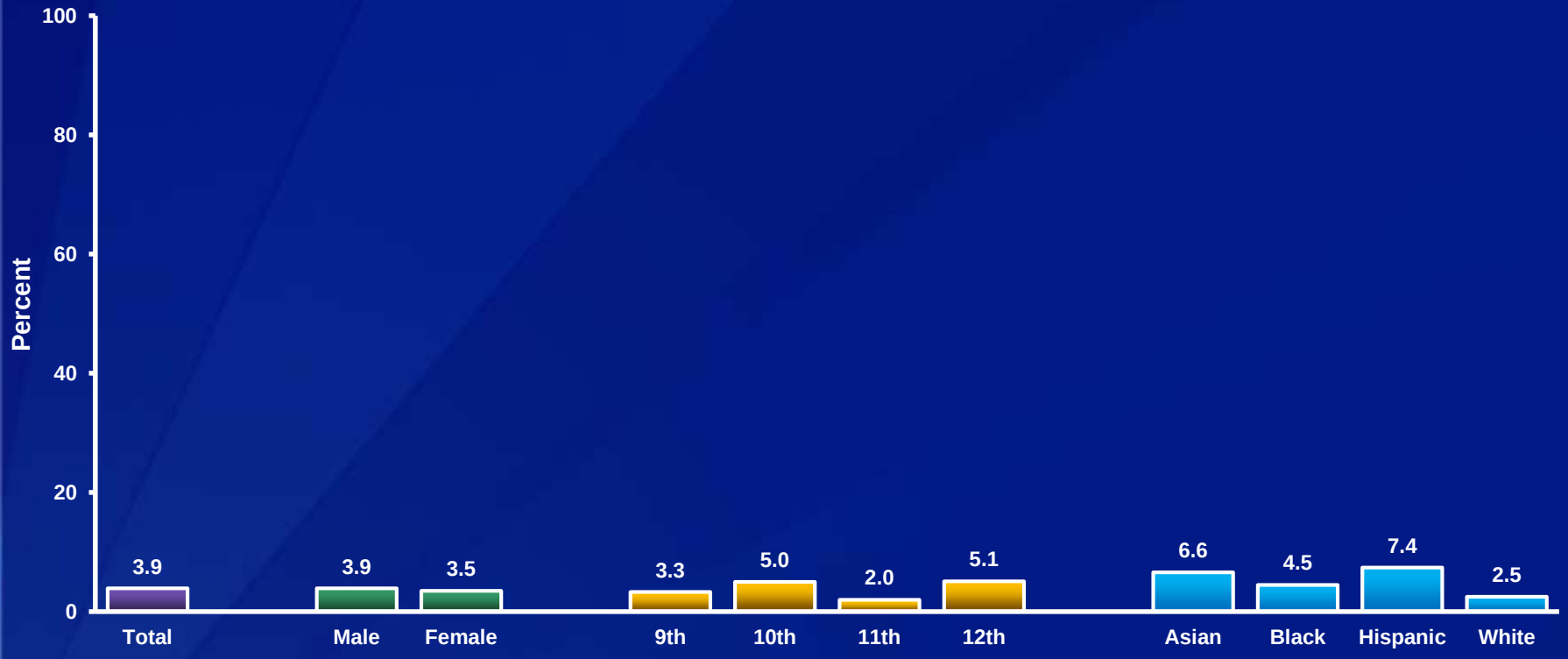
*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

†Decreased 1995-2015 [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).]

Question not included in the survey in 1997,1999.

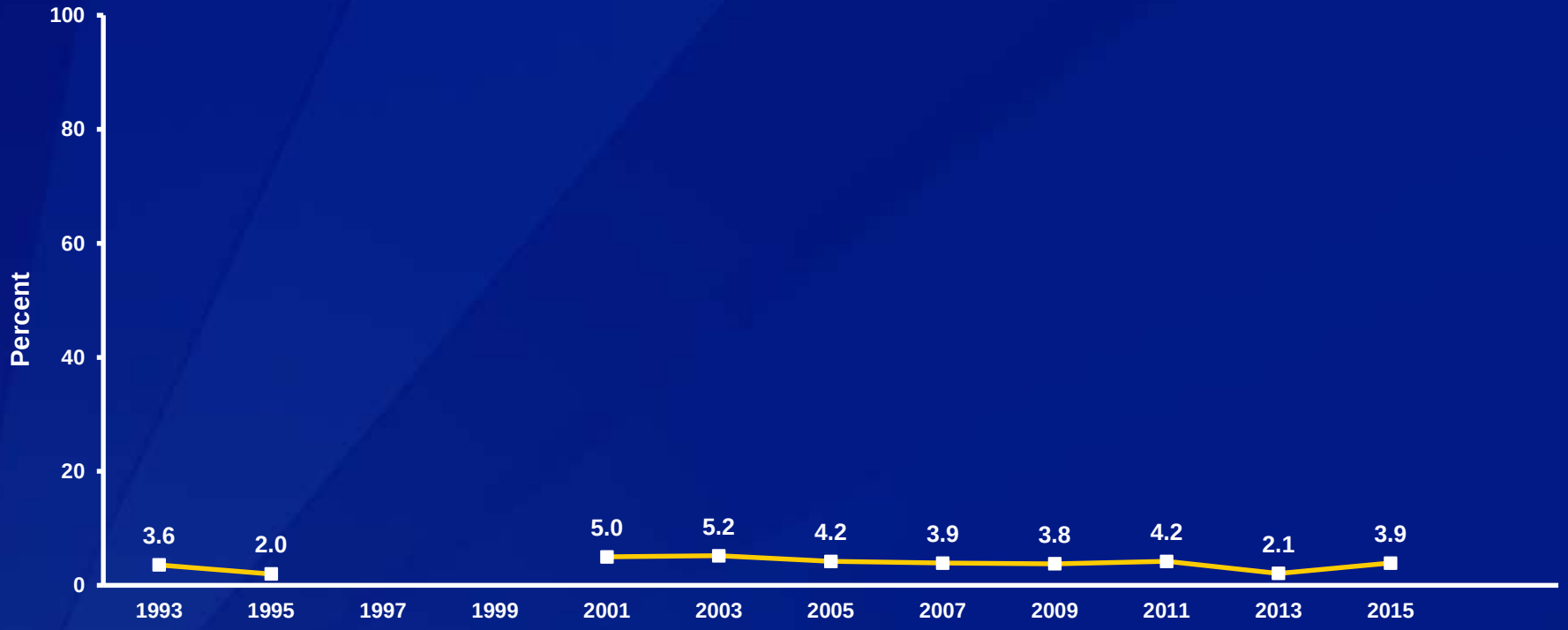
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,* by Sex, Grade, and Race/Ethnicity, 2015



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

Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,* 1993-2015†



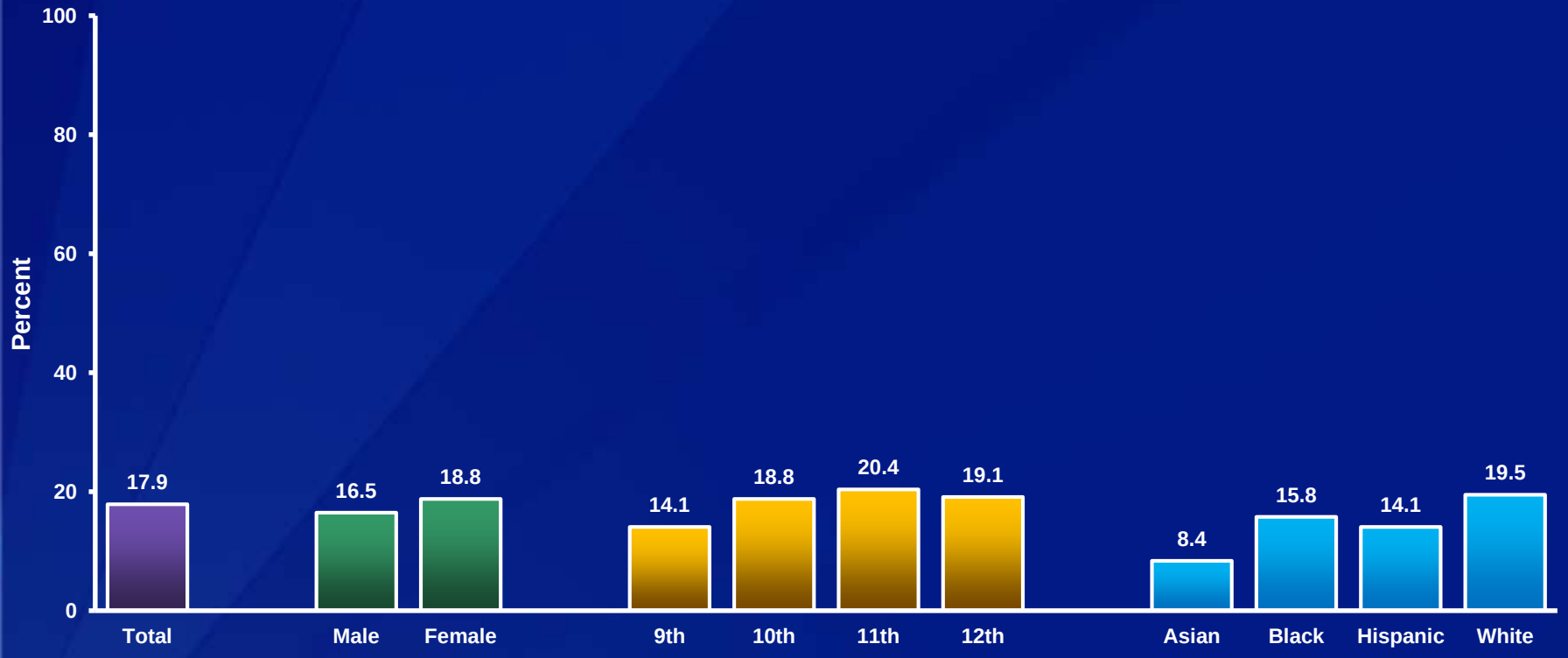
*Pills or shots, one or more times during their life

†Increased, 1993-2003, decreased, 2003-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Took Prescription Drugs Without a Doctor's Prescription,* by Sex, Grade,† and Race/Ethnicity,† 2015



*Such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax, one or more times during their life

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

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

Note: This graph contains weighted results.

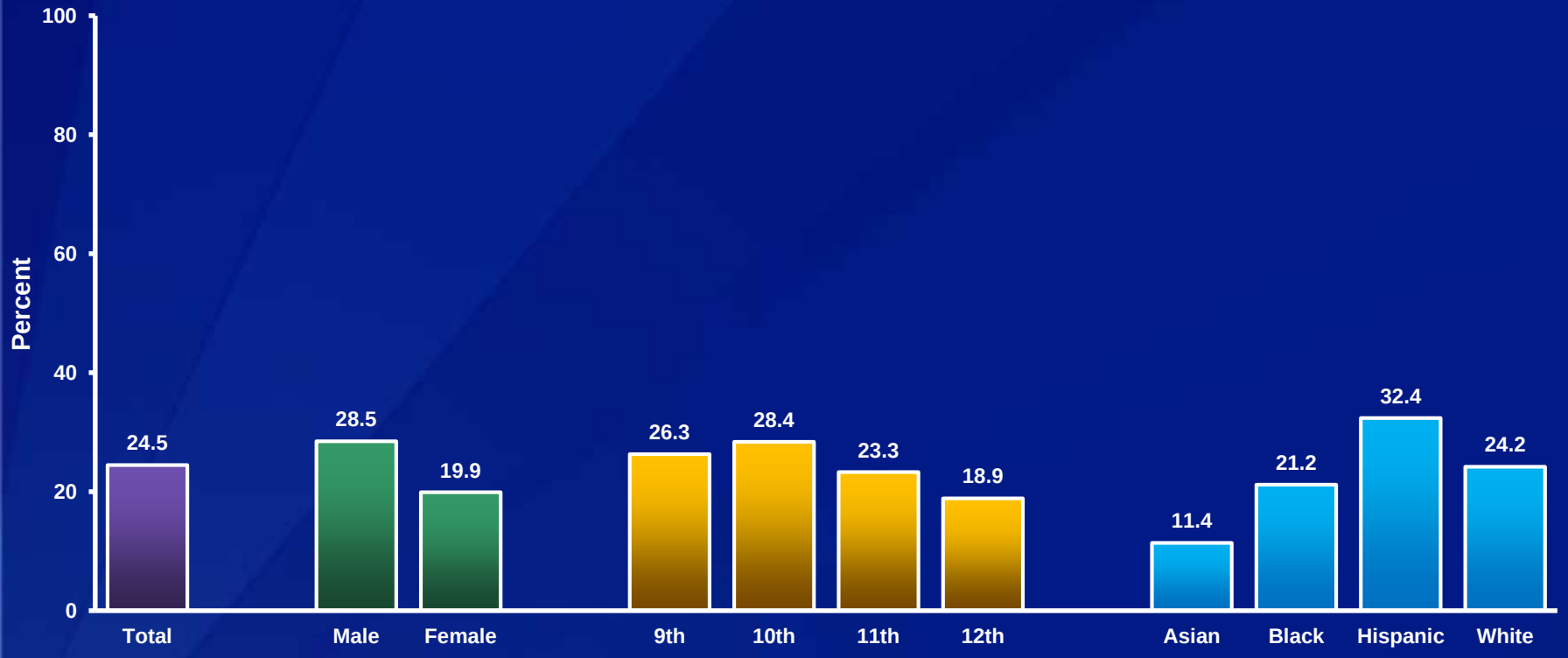
Percentage of High School Students Who Ever Took Prescription Drugs Without a Doctor's Prescription,* 2009-2015†

*Such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax, one or more times during their life

†Decreased 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: 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,† 2015



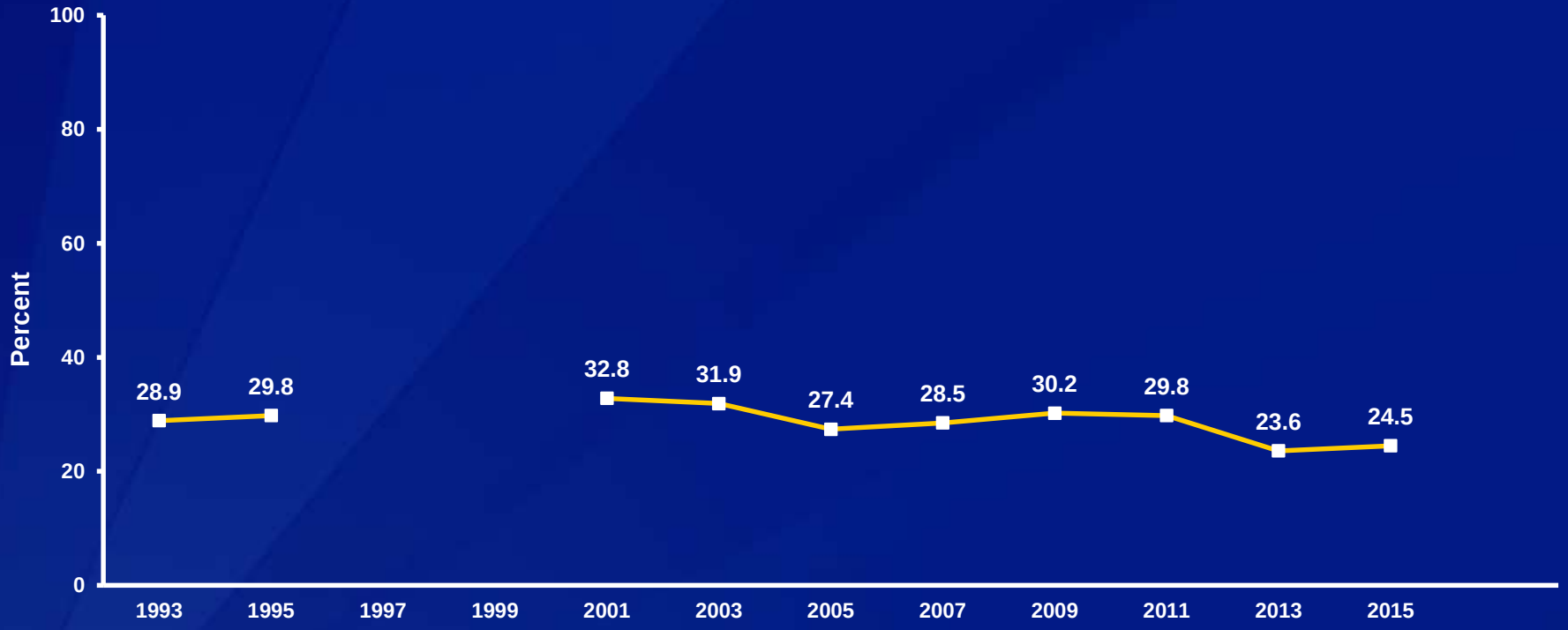
*During the 12 months before the survey

†M > F; 10th > 12th; H > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,* 1993-2015†



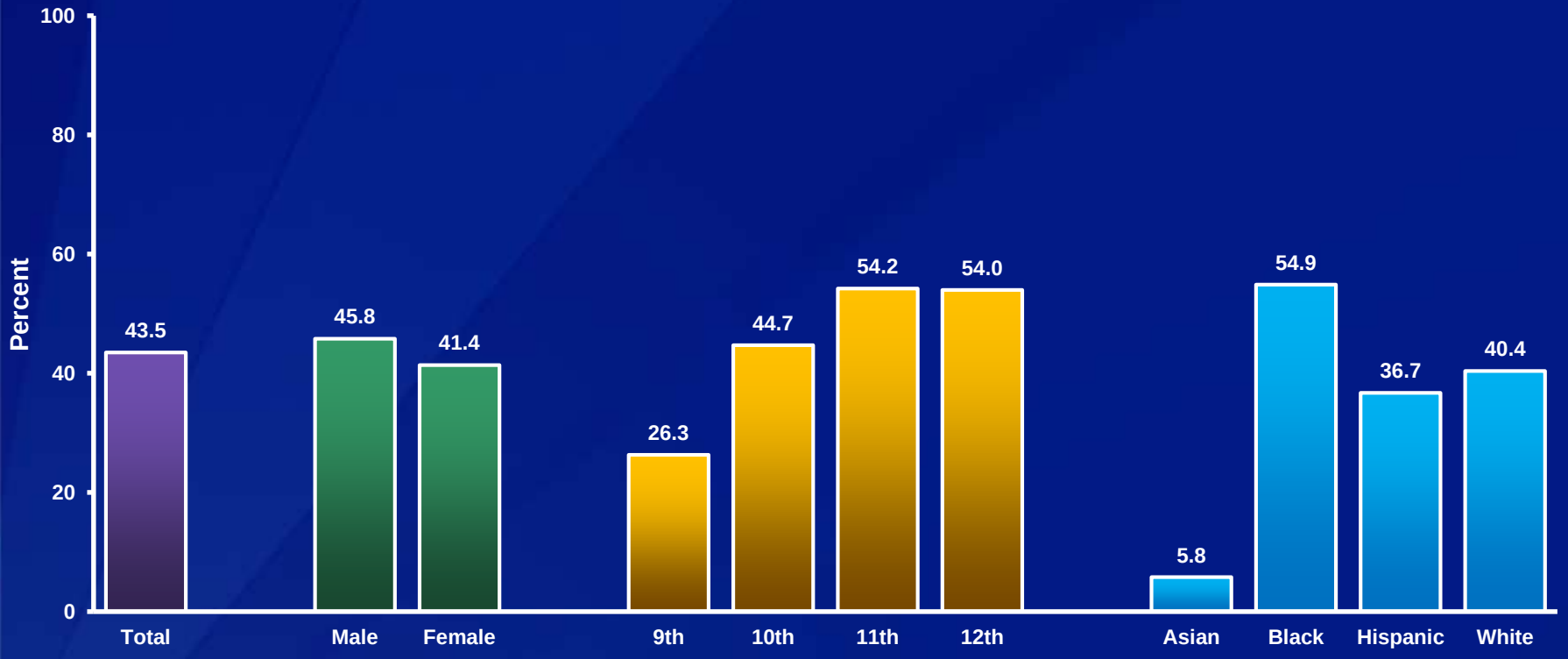
*During the 12 months before the survey

†Decreased 1993-2015, increased 1993-2001, decreased 2001-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Had Sexual Intercourse, by Sex,* Grade,* and Race/Ethnicity,* 2015

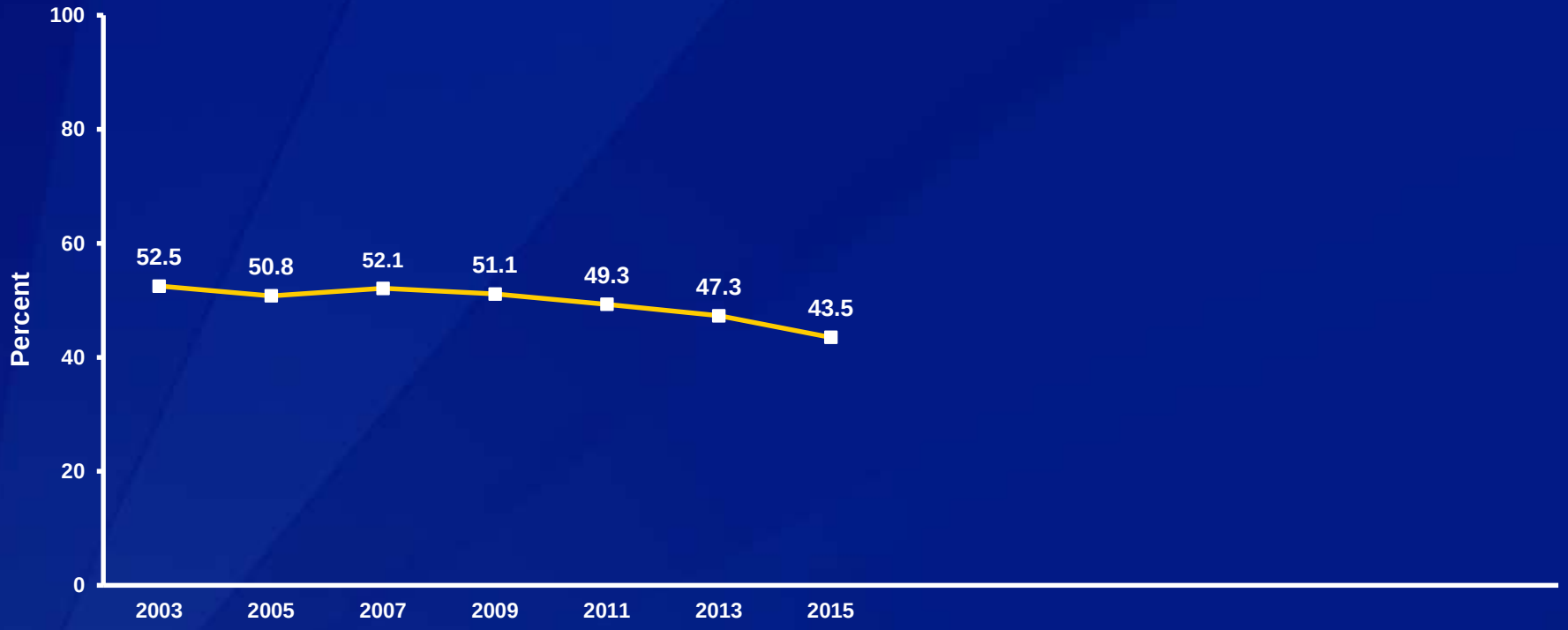


*M > F; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; B > A, B > H, B > W, H > A, W > A (Based on t-test analysis, $p < 0.05$.)

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Had Sexual Intercourse, 2003-2015*



*Decreased 2003-2015 [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).]
Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse Before Age 13 Years,* by Sex,† Grade, and Race/Ethnicity,† 2015

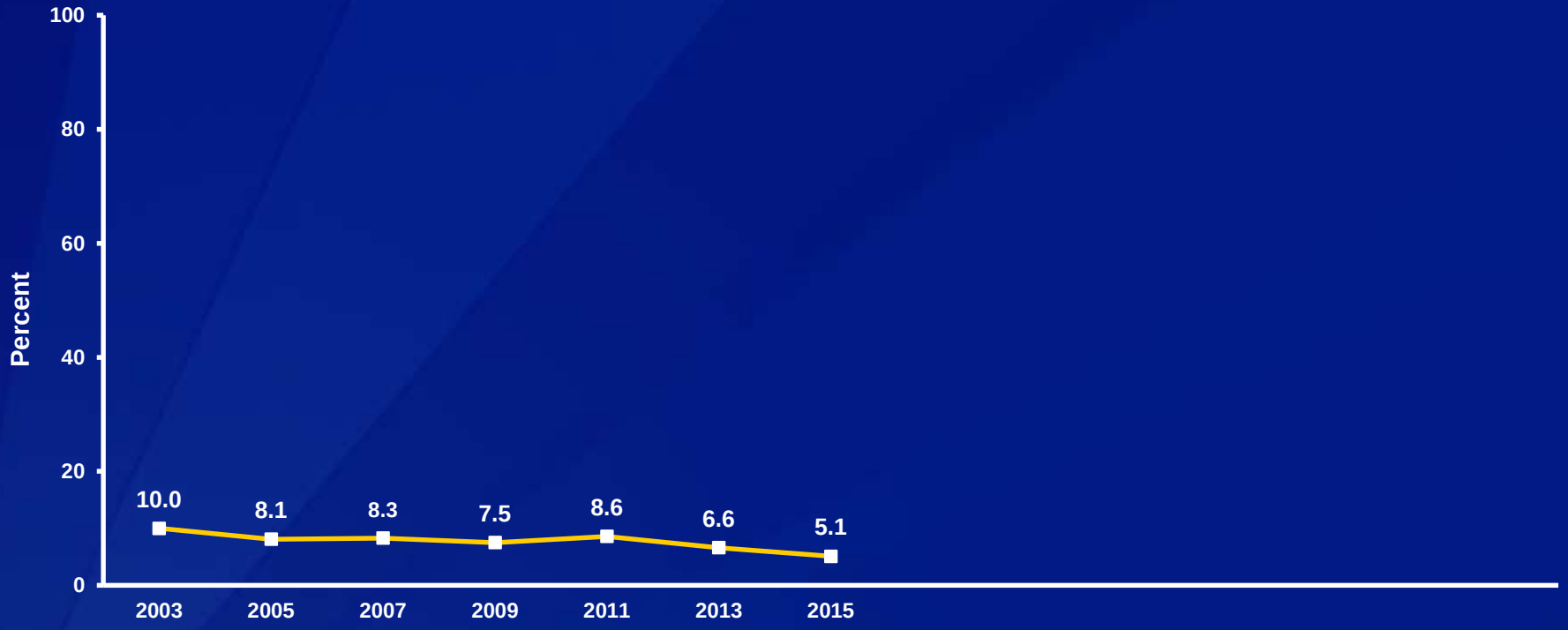
*For the first time

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse Before Age 13 Years,* 2003-2015†

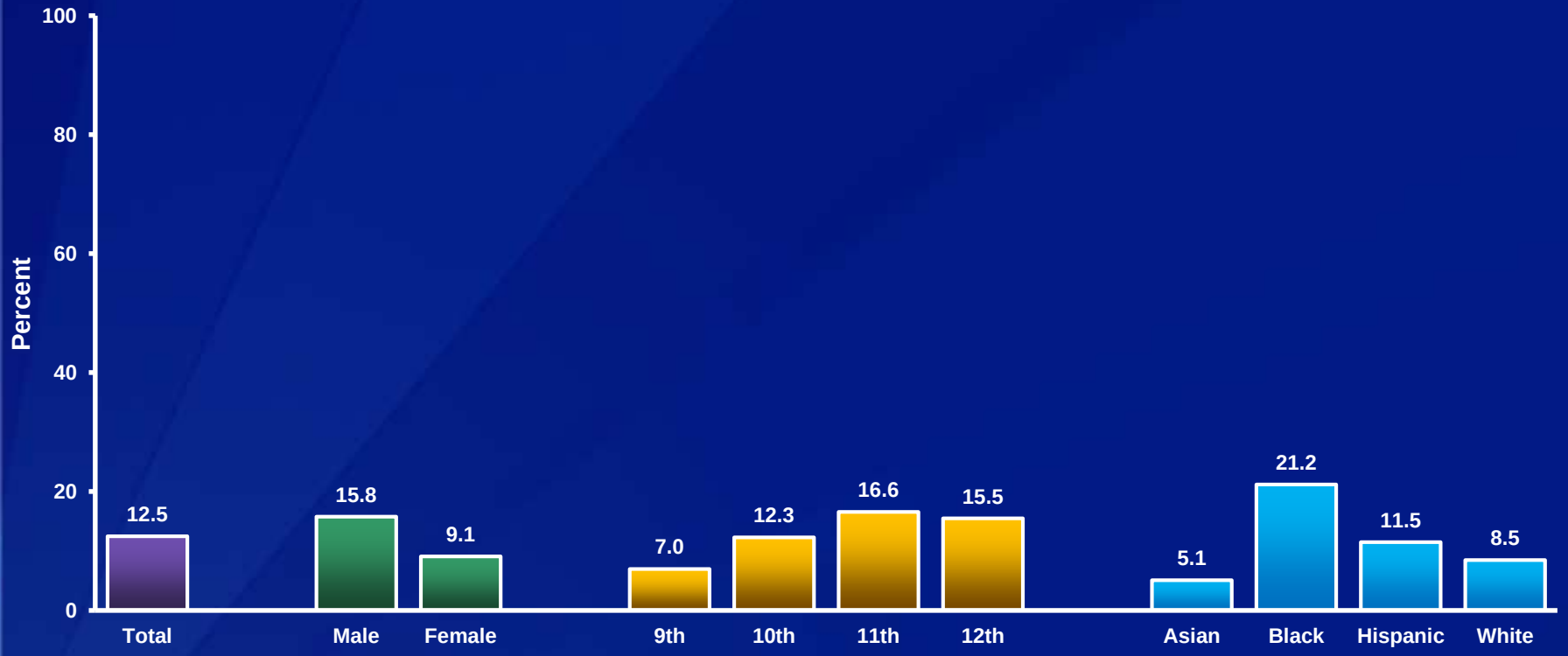


*For the first time

†Decreased 2003-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons,* by Sex,† Grade,† and Race/Ethnicity,† 2015



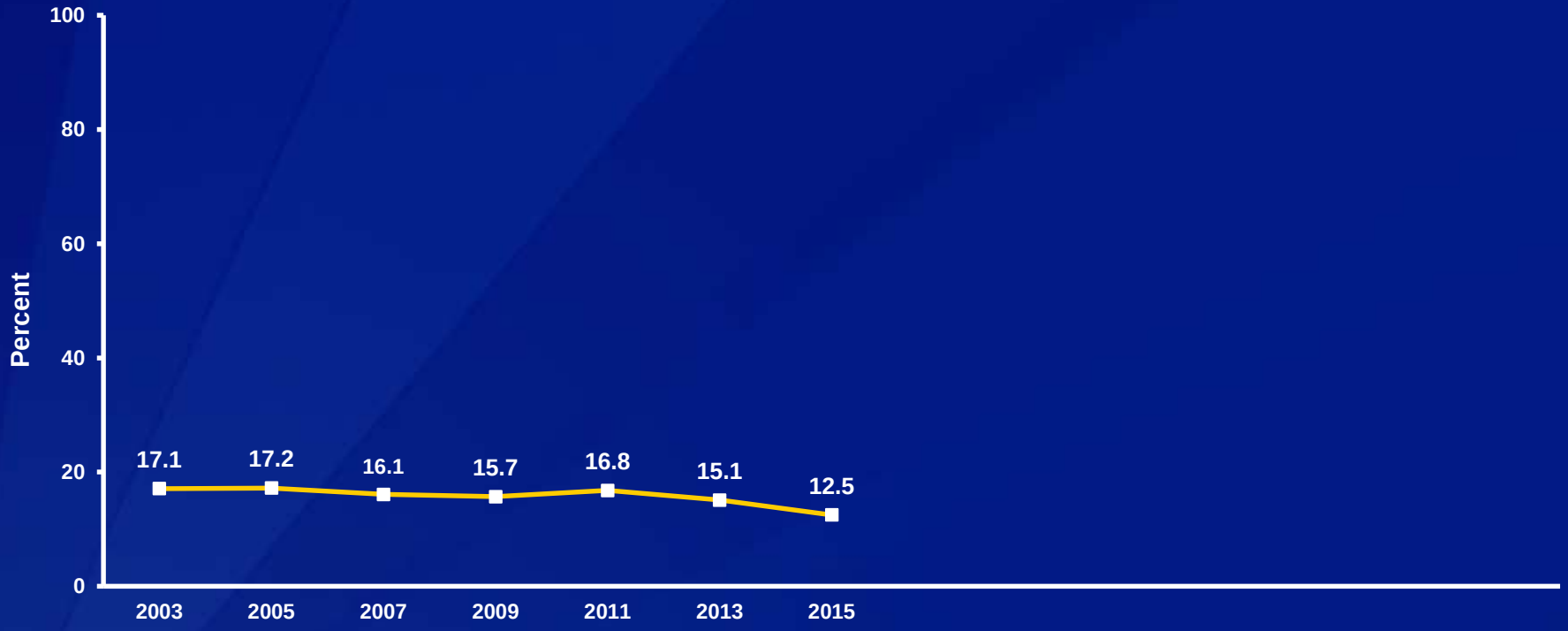
*During their life

†M > F; 12th > 9th; B > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons,* 2003-2015†

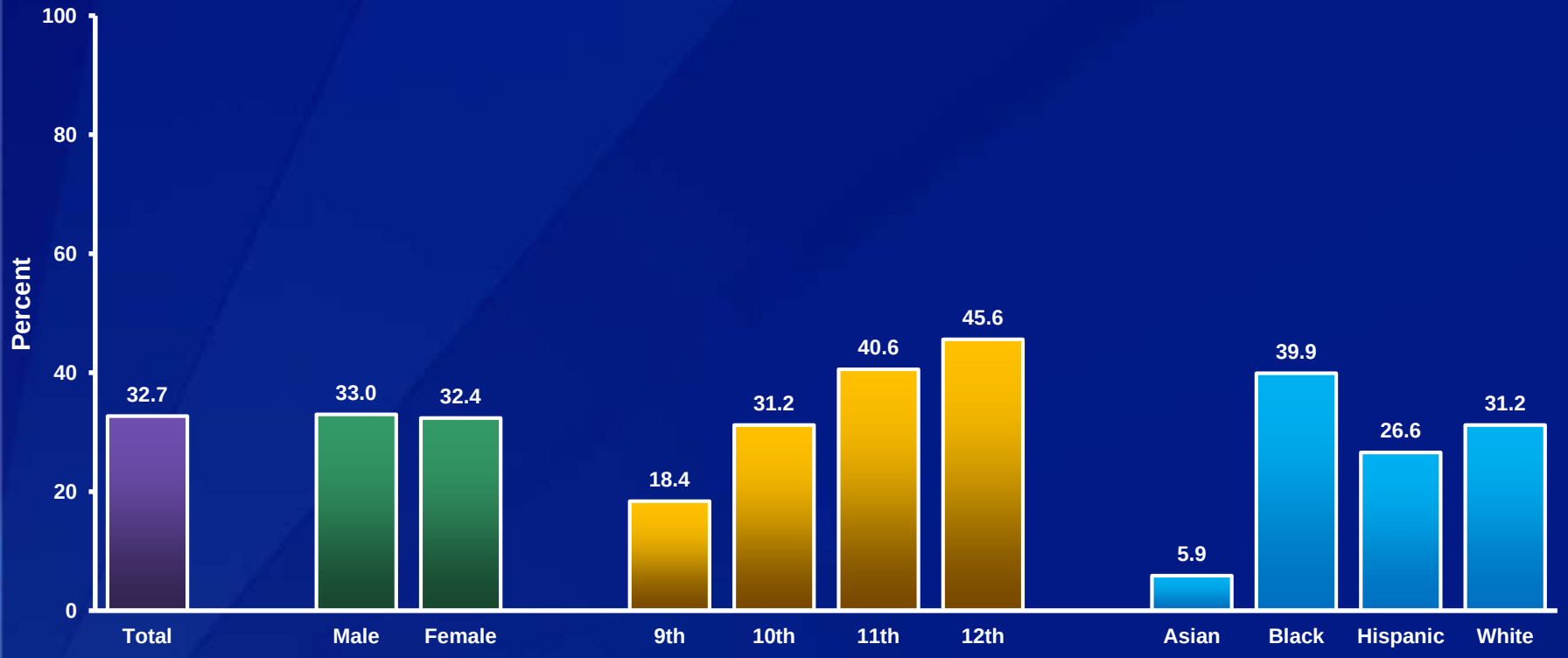


*During their life

†Decreased 2003-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Were Currently Sexually Active,* by Sex, Grade,† and Race/Ethnicity,† 2015



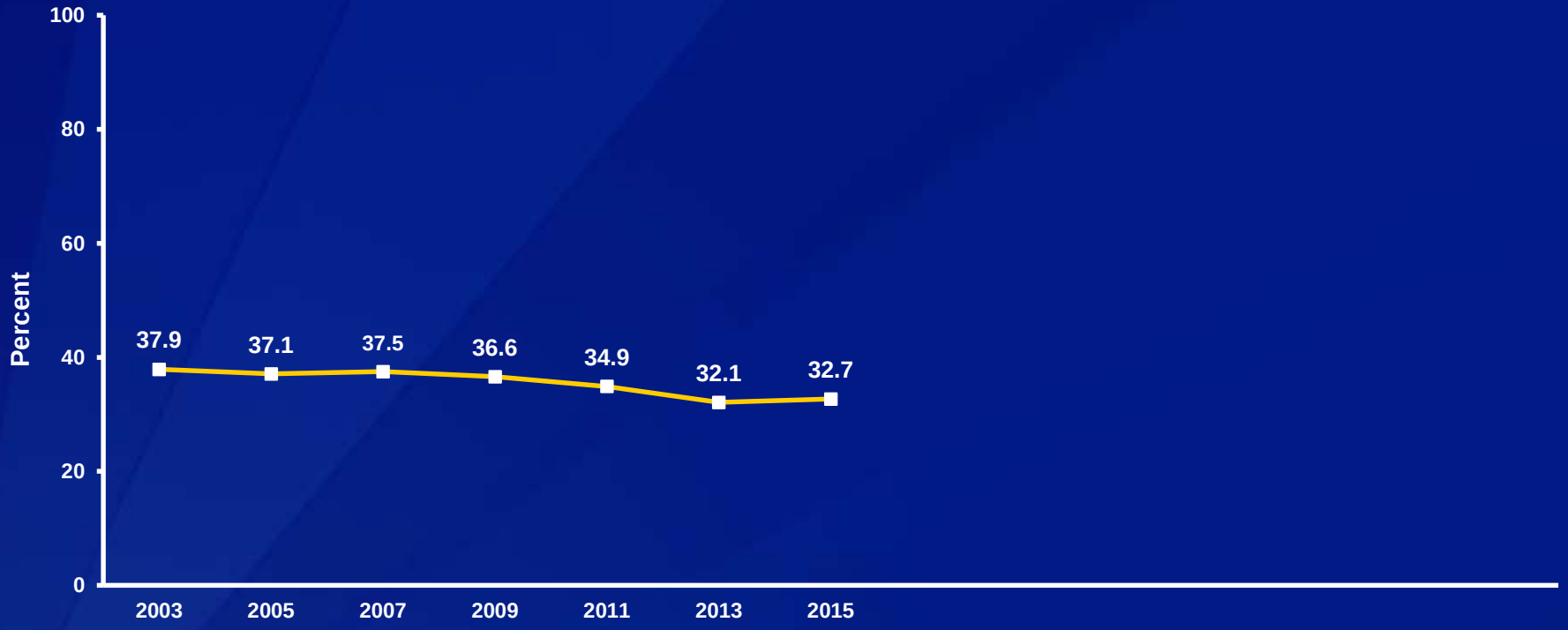
*Sexual intercourse with at least one person during the 3 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Currently Sexually Active,* 2003-2015†

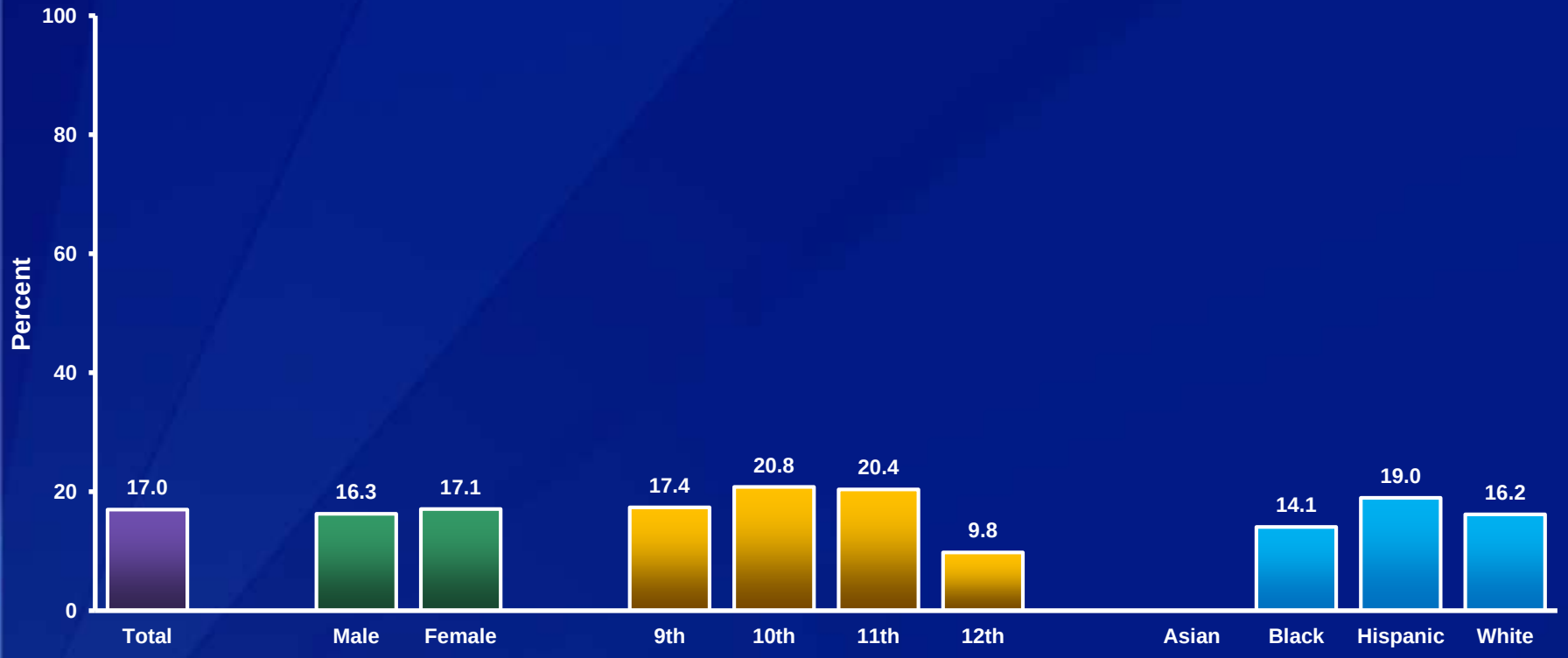


*Sexual intercourse with at least one person during the 3 months before the survey

†Decreased 2003-2015 [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).]

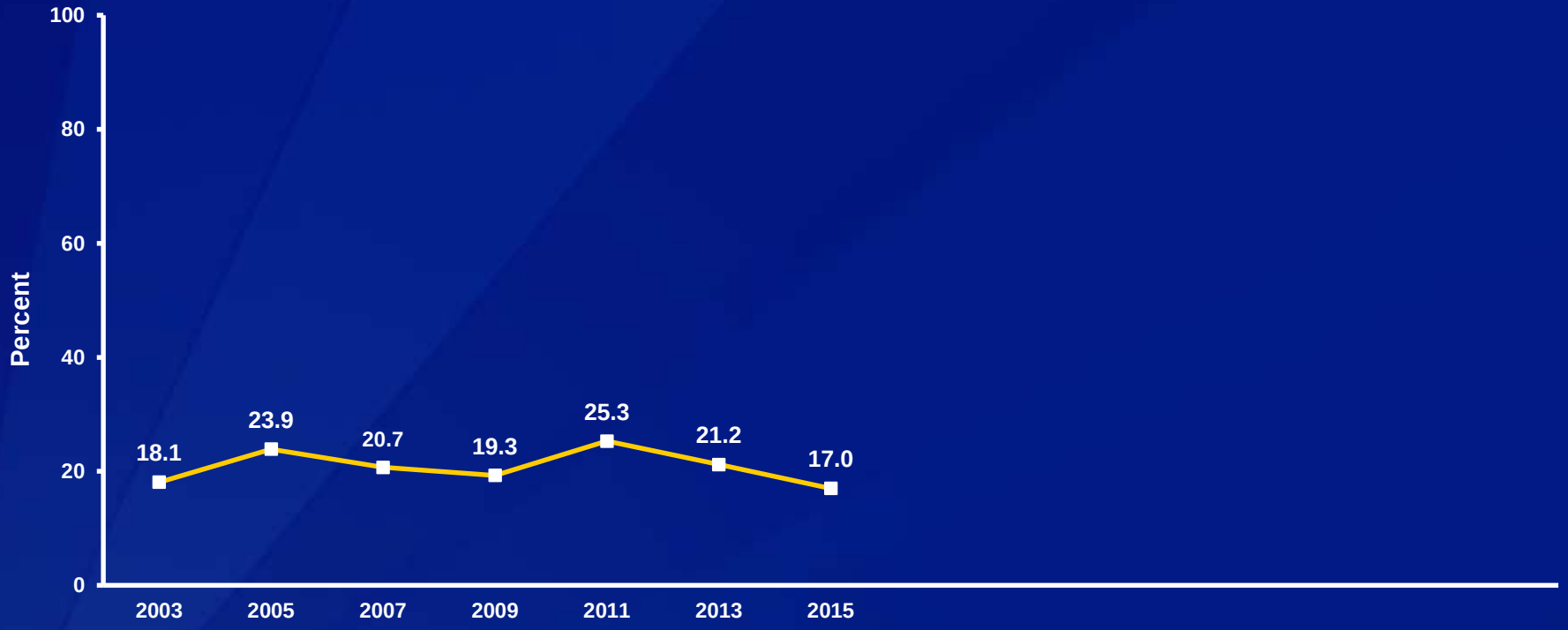
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,* by Sex, Grade,† and Race/Ethnicity, 2015



*Among students who were currently sexually active
†11th > 12th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,* 2003-2015†

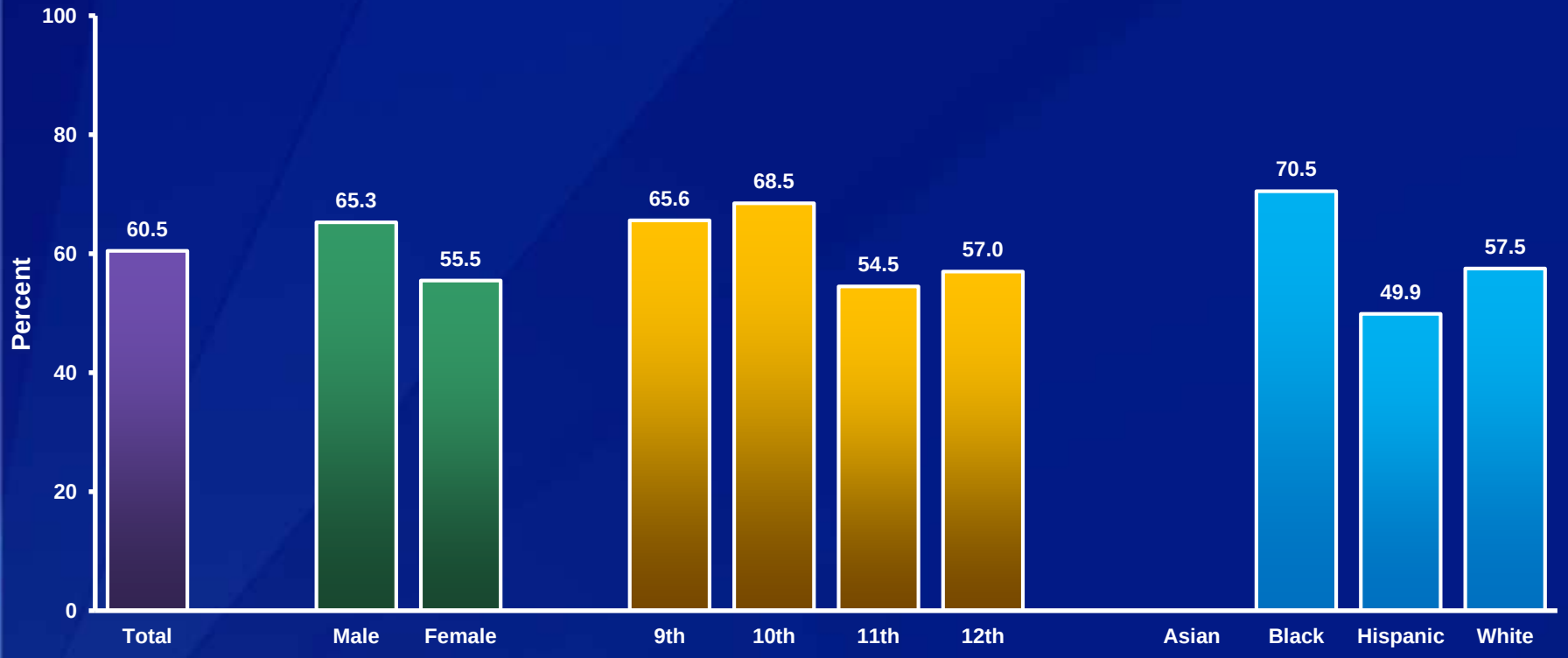


*Among students who were currently sexually active

†No change, 2003-2011, decreased, 2011-2015 [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).]

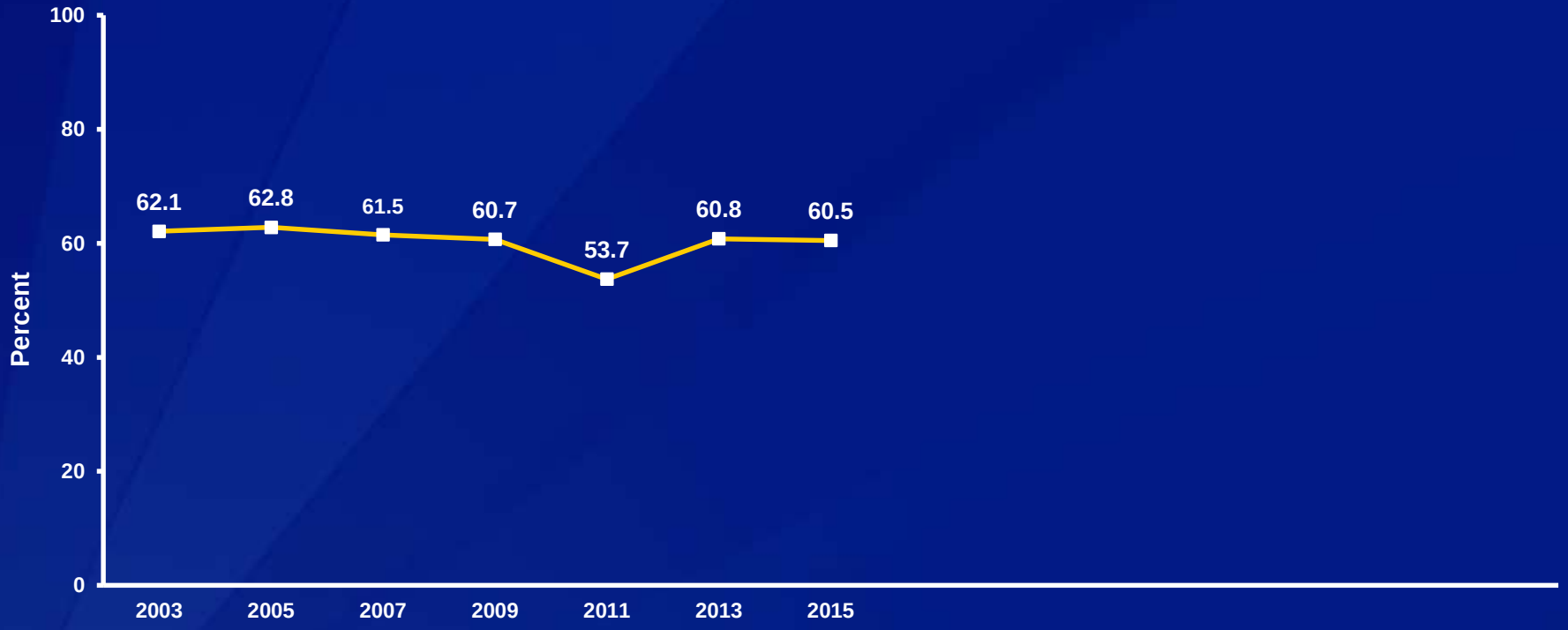
Note: This graph contains weighted results.

Percentage of High School Students Who Used a Condom,* by Sex, Grade,† and Race/Ethnicity,† 2015



*During last sexual intercourse among students who were currently sexually active
†9th > 12th; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used a Condom,* 2003-2015†

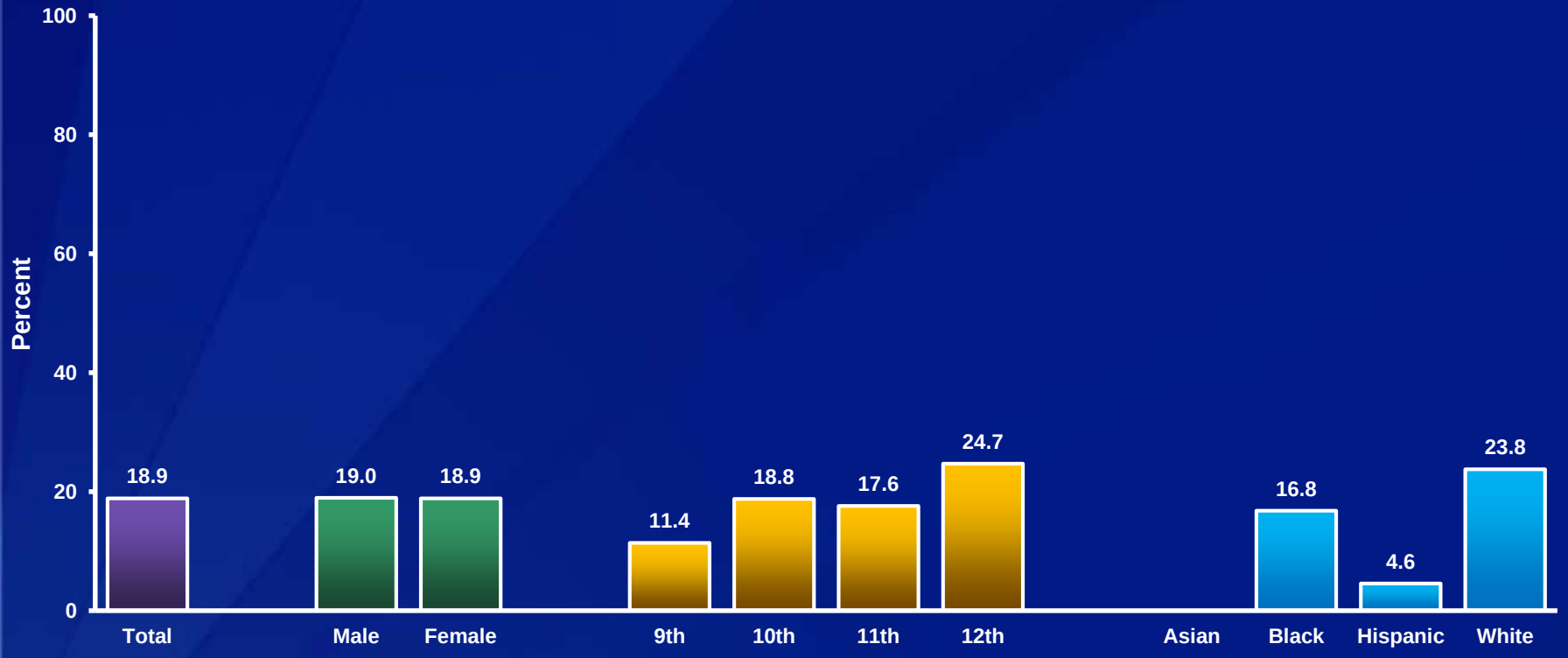


*During last sexual intercourse among students who were currently sexually active

†No change 2003-2015 [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).]

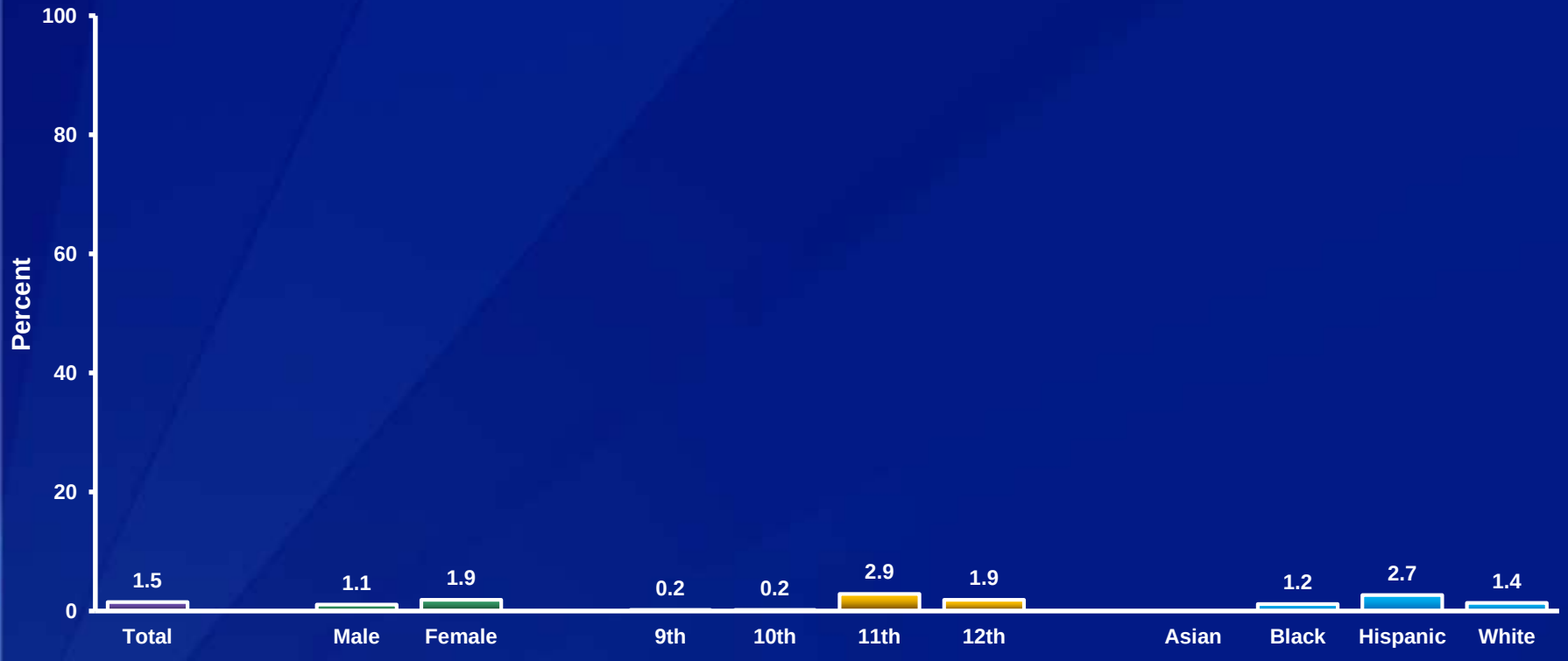
Note: This graph contains weighted results.

Percentage of High School Students Who Used Birth Control Pills,* by Sex, Grade,† and Race/Ethnicity,† 2015



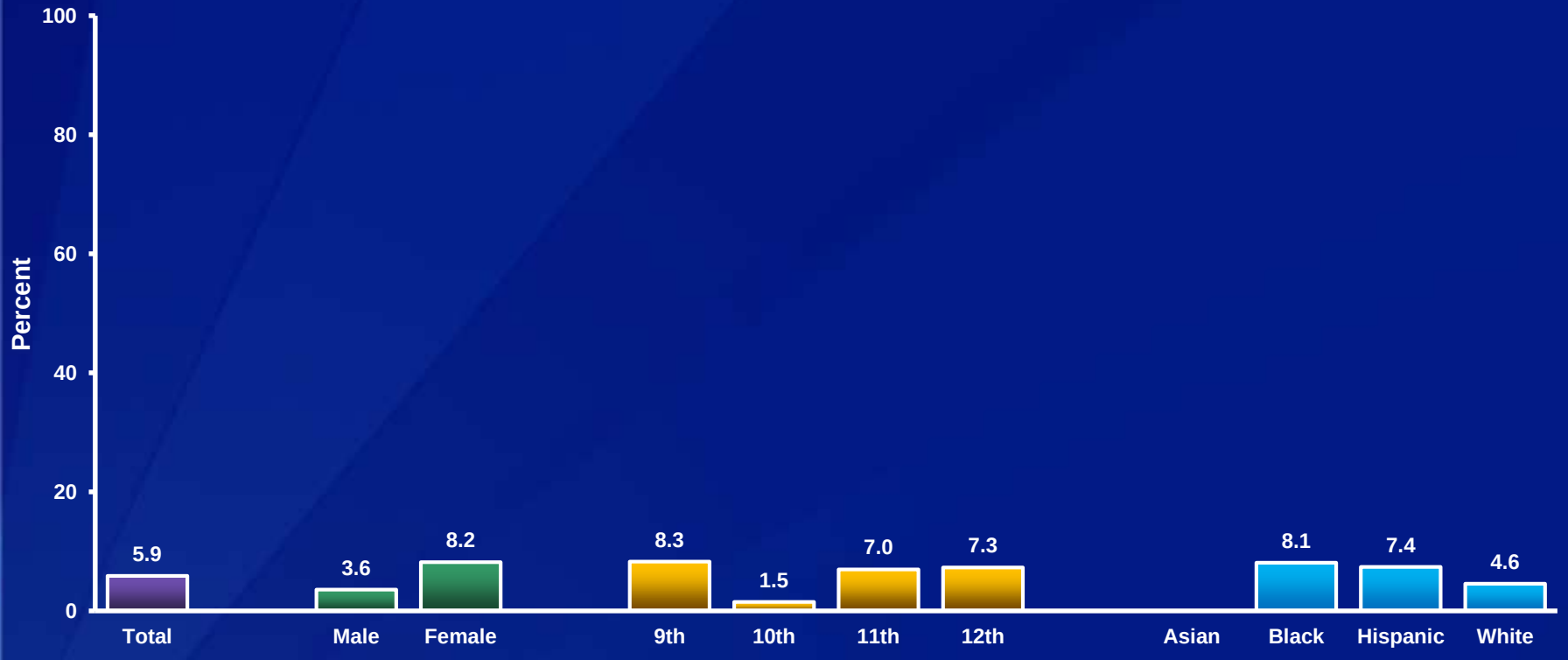
*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†12th > 9th; B > H, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),* by Sex, Grade, and Race/Ethnicity, 2015



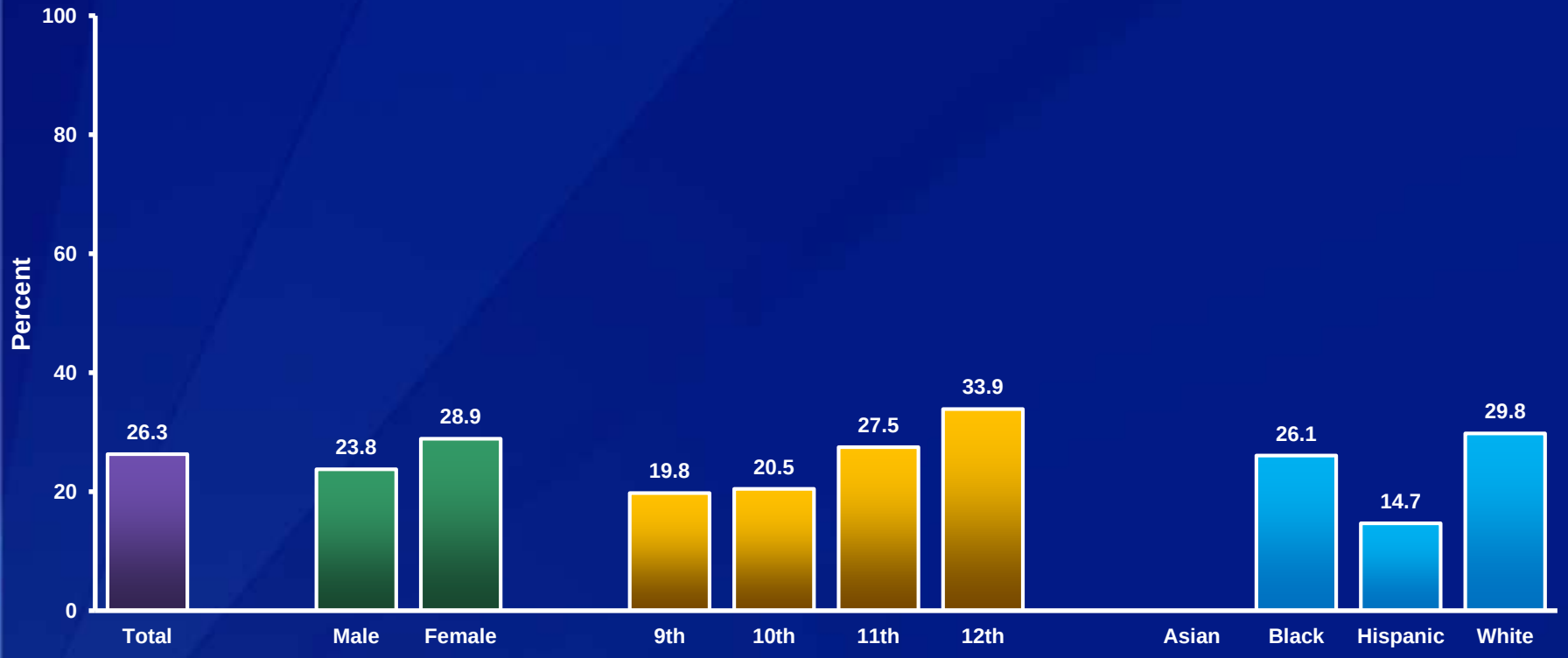
*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used a Shot (e.g., Depo-Provera), Patch (e.g., Orthoevra), or Birth Control Ring (e.g., Nuvaring),* by Sex,† Grade,† and Race/Ethnicity, 2015



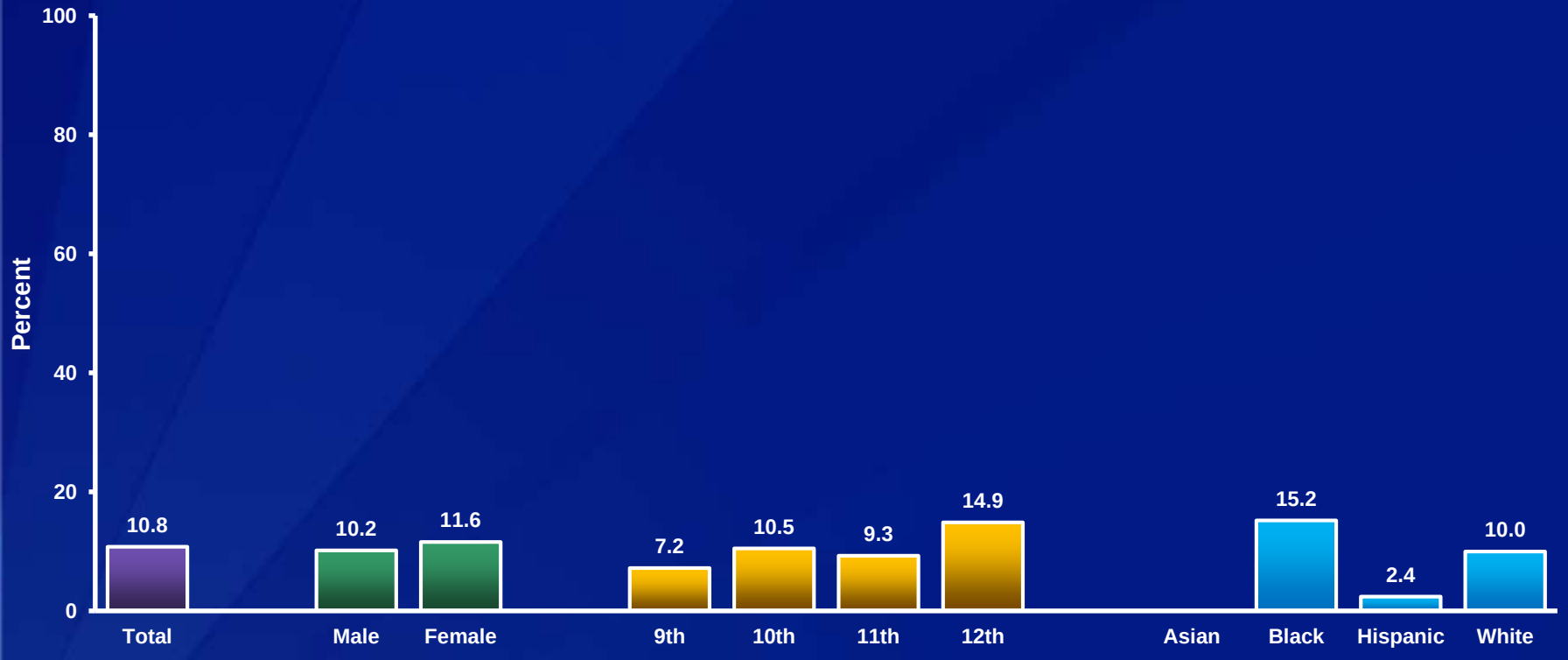
*During last sexual intercourse among students who were currently sexually active
†F > M; 12th > 10th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,* by Sex, Grade,† and Race/Ethnicity,† 2015



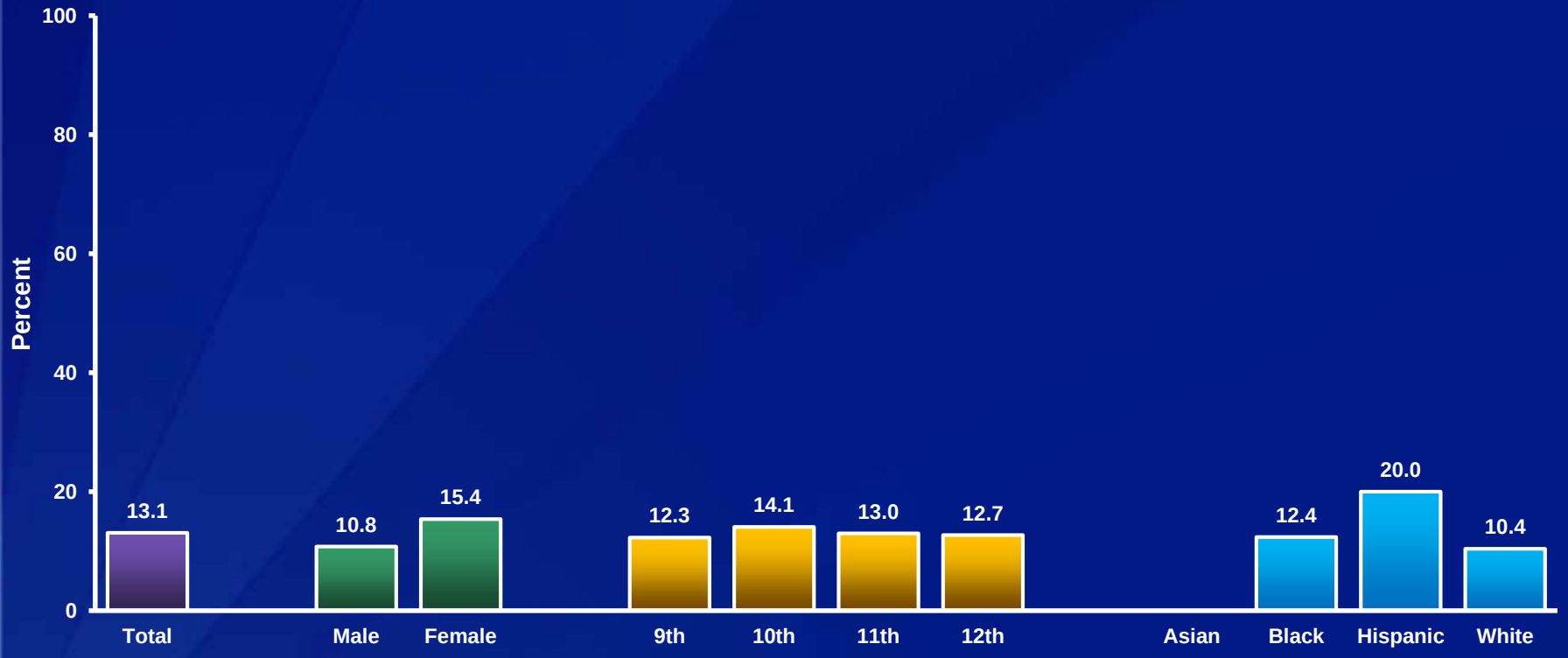
*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†12th > 10th; W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used Both a Condom During and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,* by Sex, Grade,† and Race/Ethnicity,† 2015



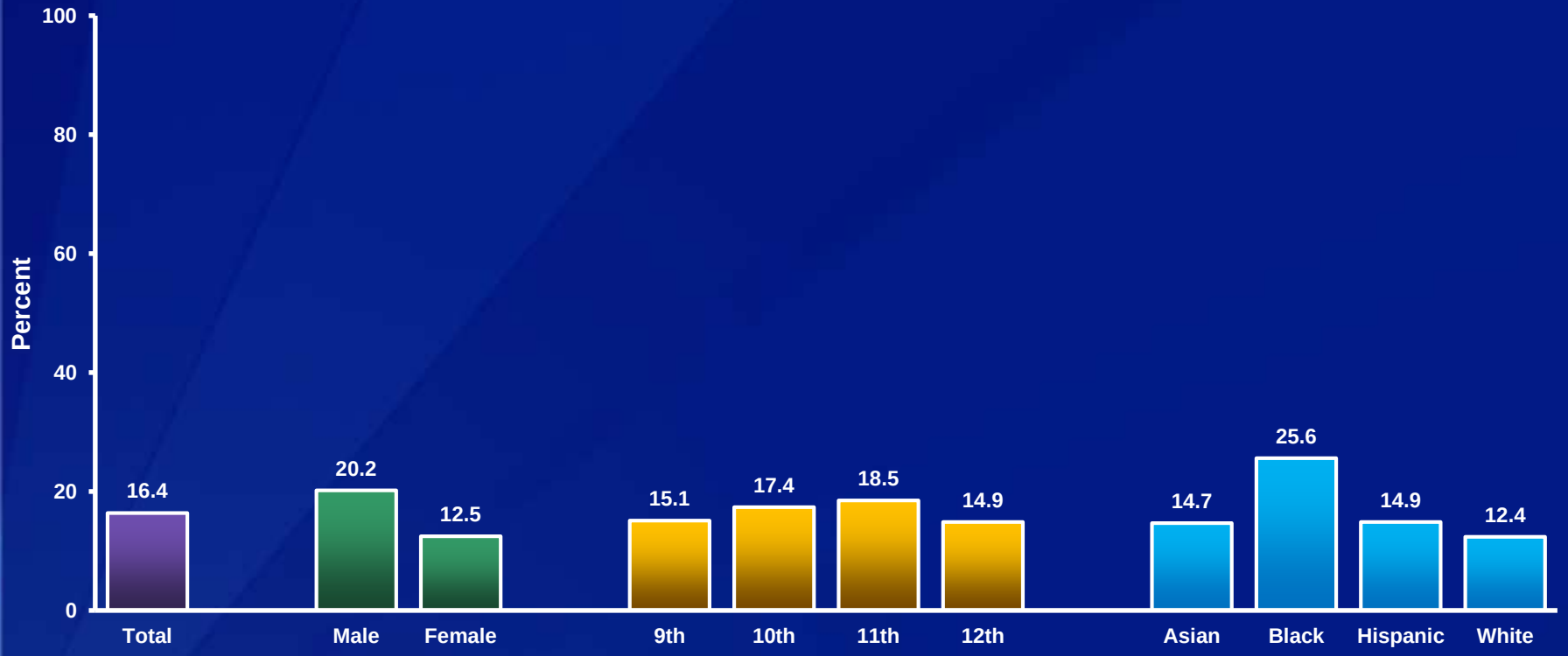
*To prevent STD and pregnancy among students who were currently sexually active
†12th > 11th; B > H, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,* by Sex, Grade, and Race/Ethnicity,† 2015



*During last sexual intercourse among students who were currently sexually active
†H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Obese,* by Sex,† Grade, and Race/Ethnicity,† 2015



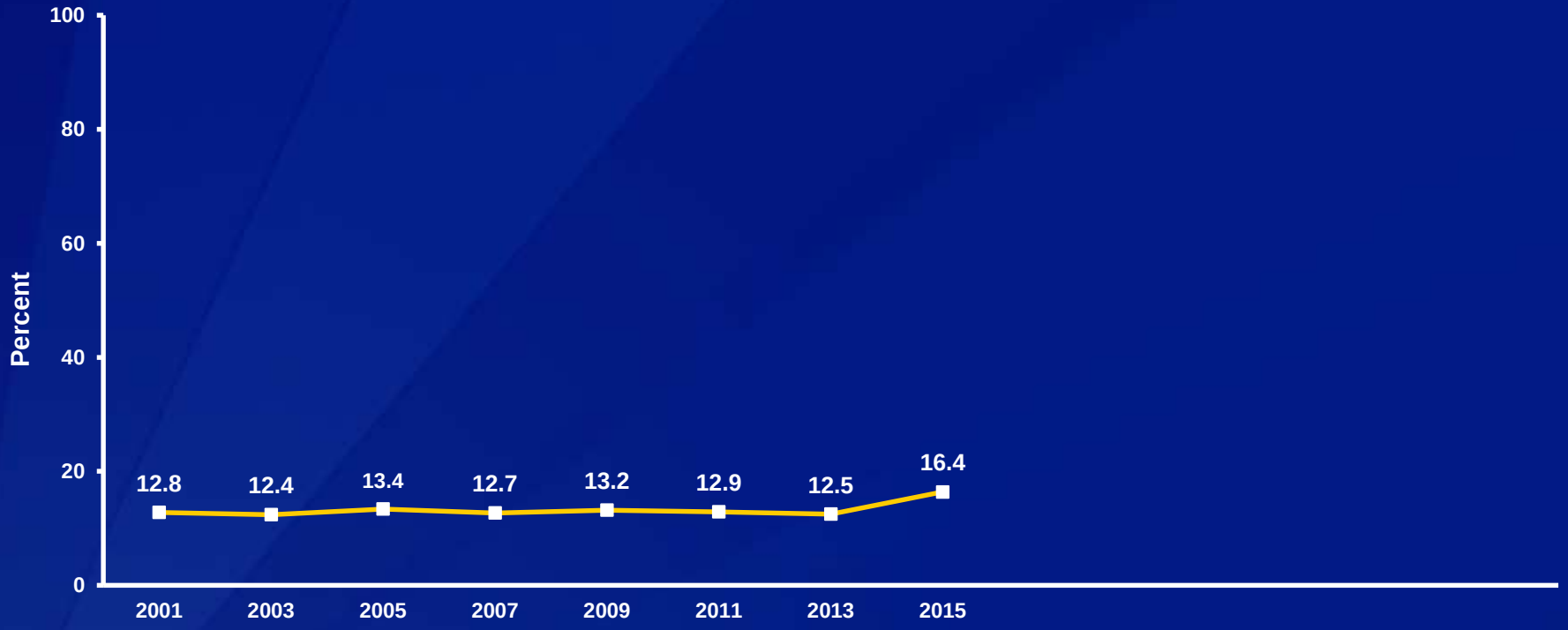
* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†M > F; 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.

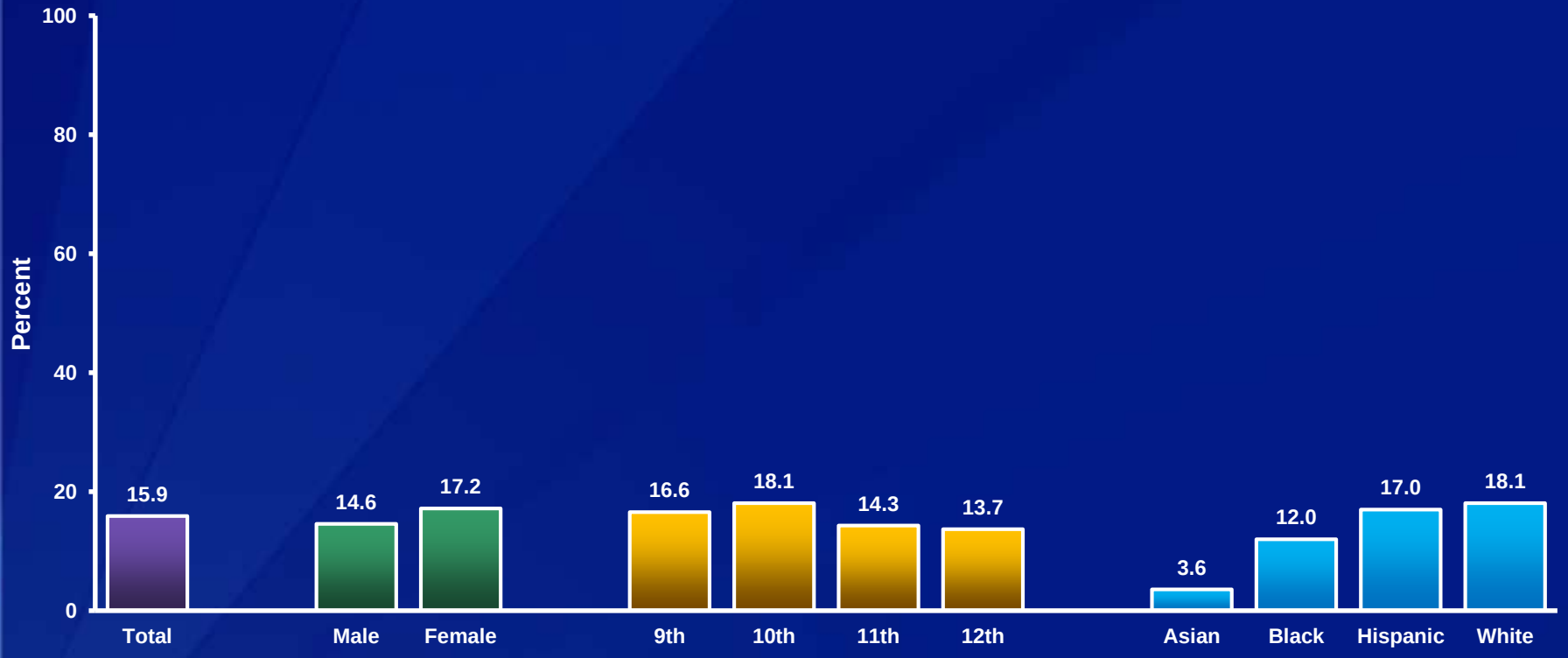
Note: This graph contains weighted results.

Percentage of High School Students Who Were Obese,* 2001-2015†



* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts
†No change 2001-2015 [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).]
Note: This graph contains weighted results.

Percentage of High School Students Who Were Overweight,* by Sex, Grade, and Race/Ethnicity,† 2015



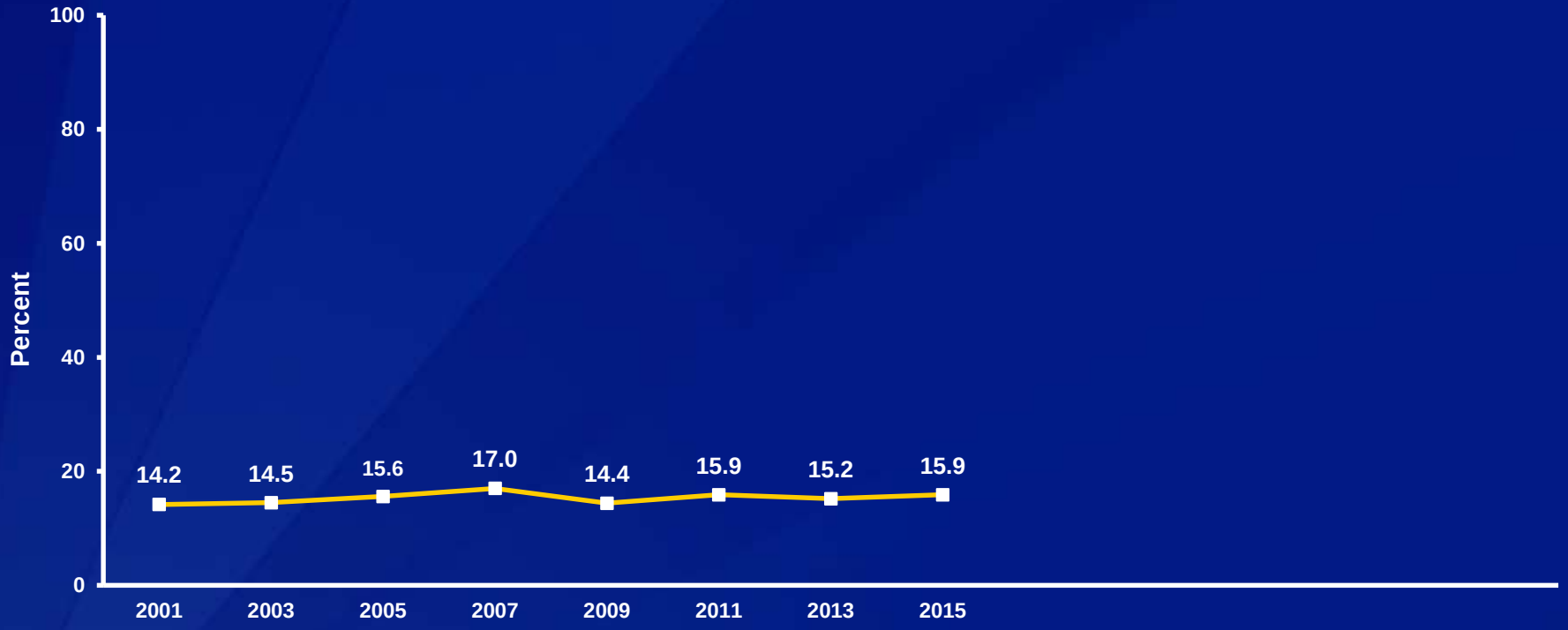
* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†B > A, H > A, W > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Overweight,* 2001-2015†

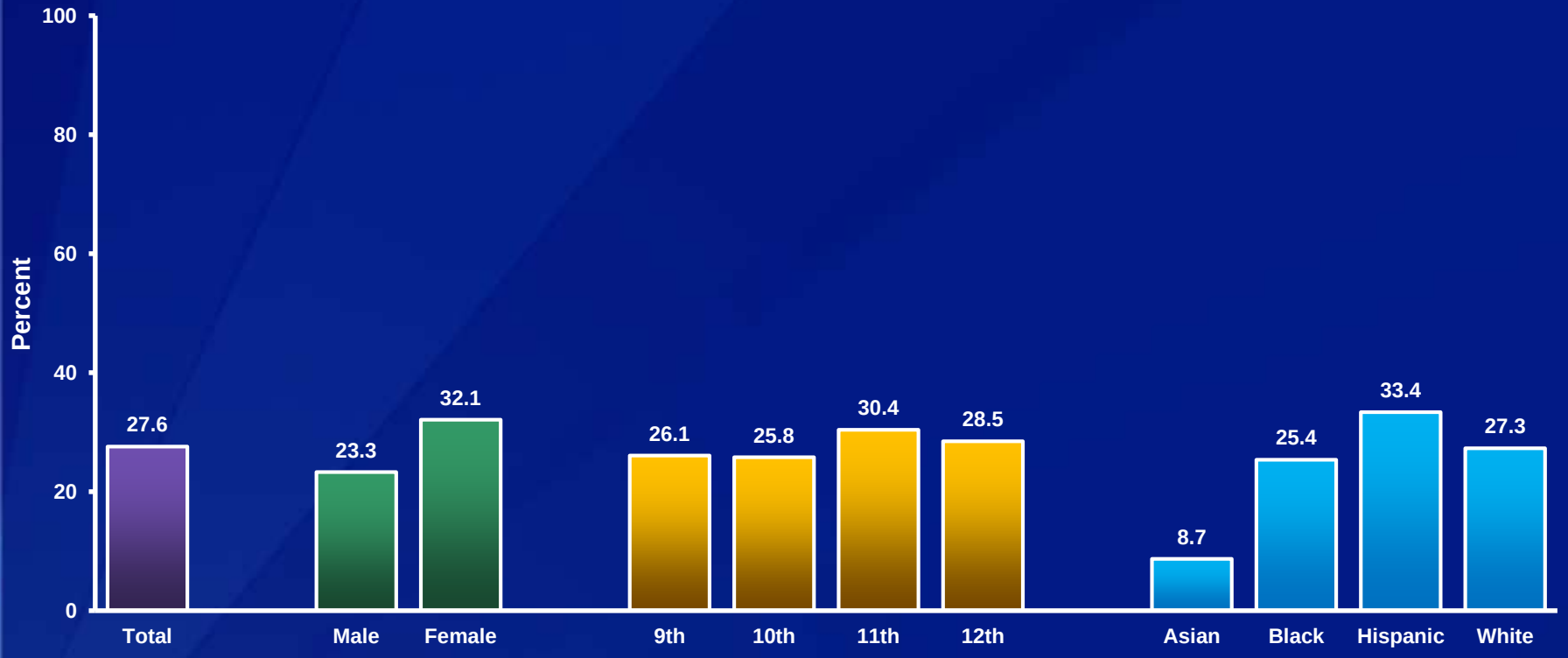


* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†No change 2001-2015 [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).]

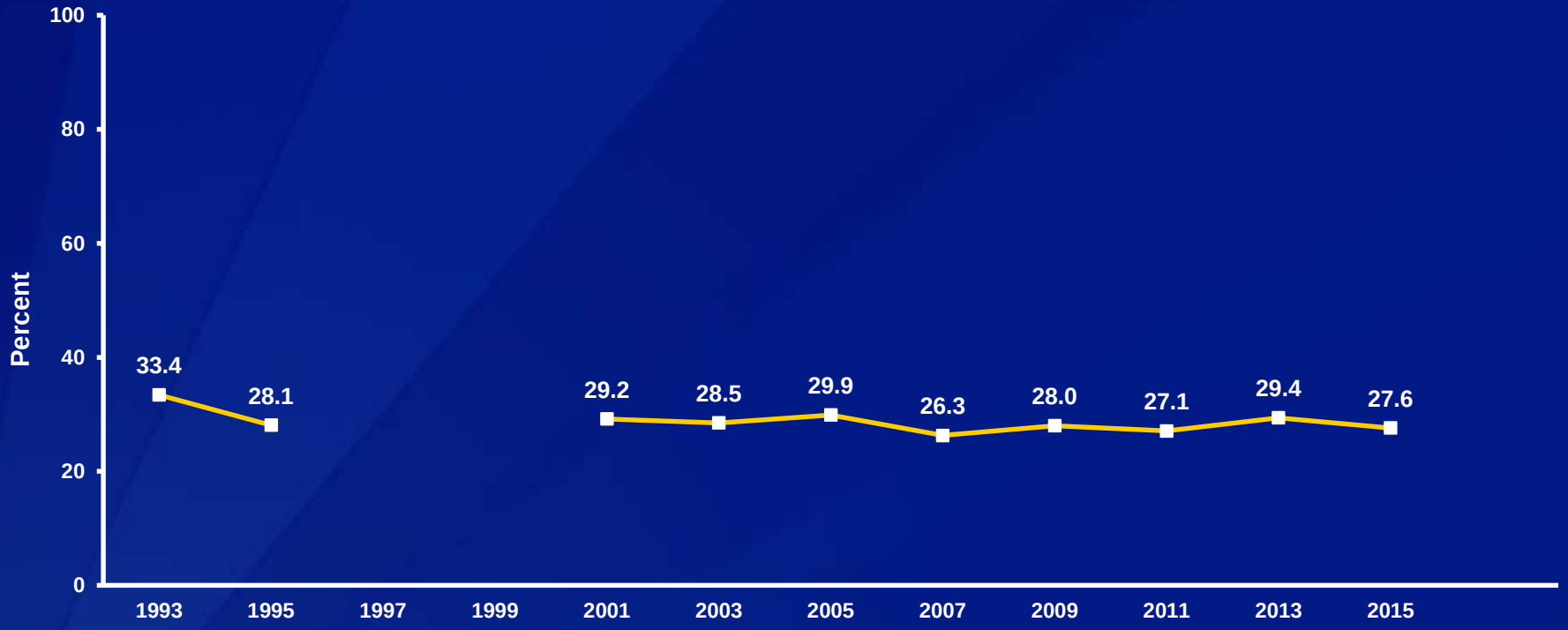
Note: This graph contains weighted results.

Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, by Sex,* Grade, and Race/Ethnicity,* 2015



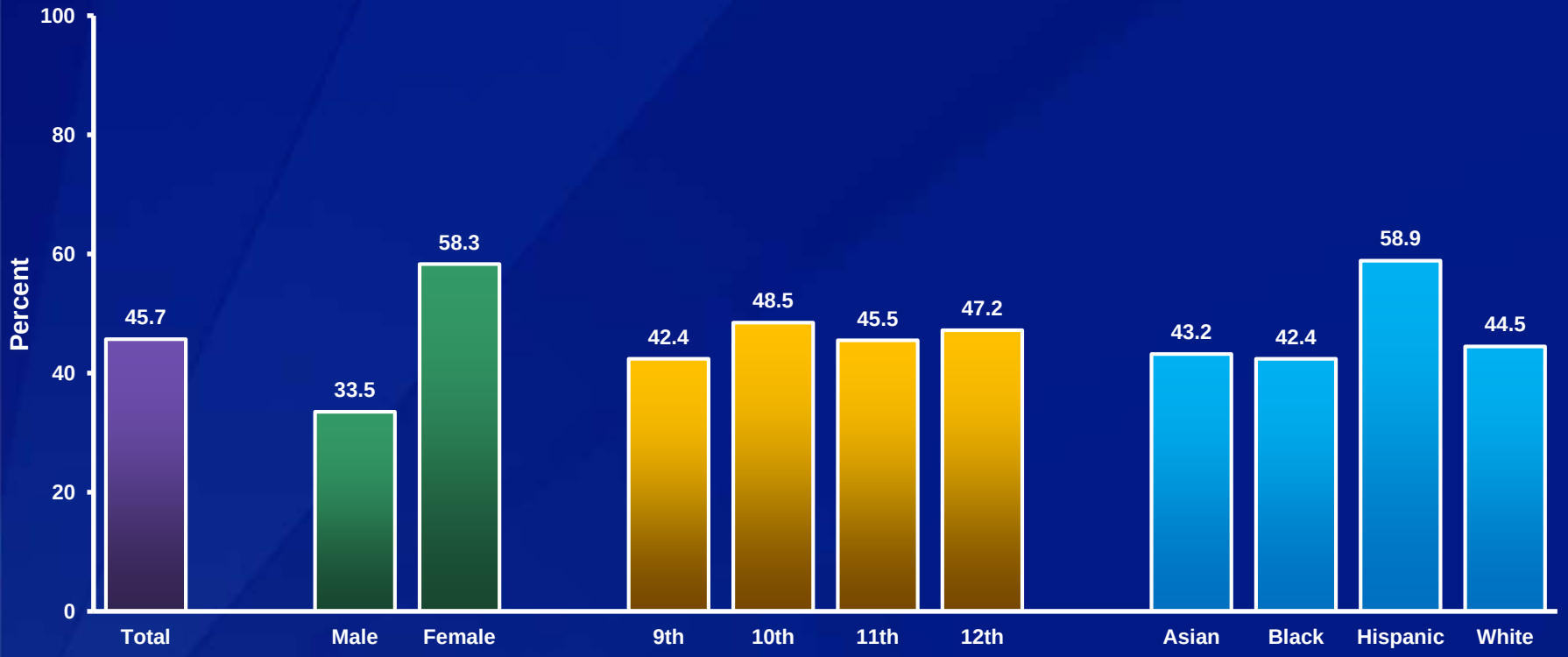
*F > M; B > A, H > A, H > B, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 1993-2015*



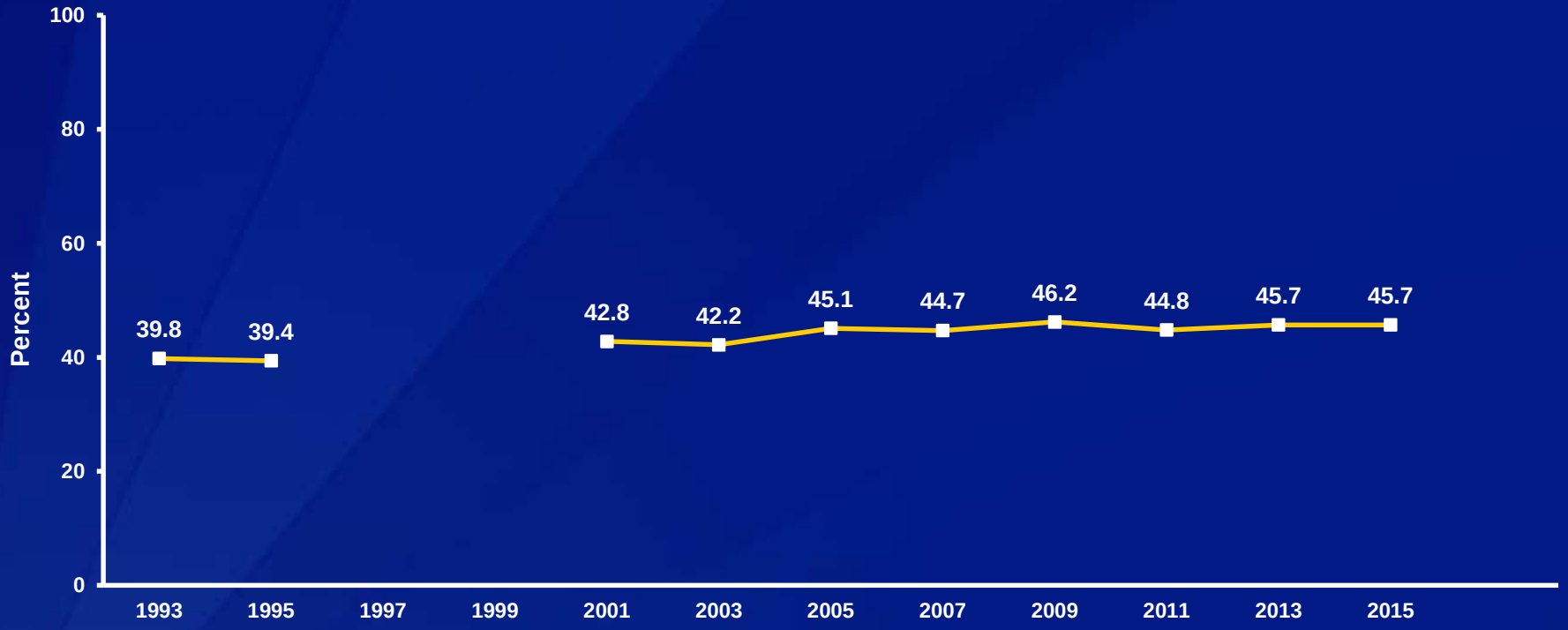
*Decreased 1993-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Question not included in the survey in 1997,1999.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Trying to Lose Weight, by Sex,* Grade, and Race/Ethnicity,* 2015



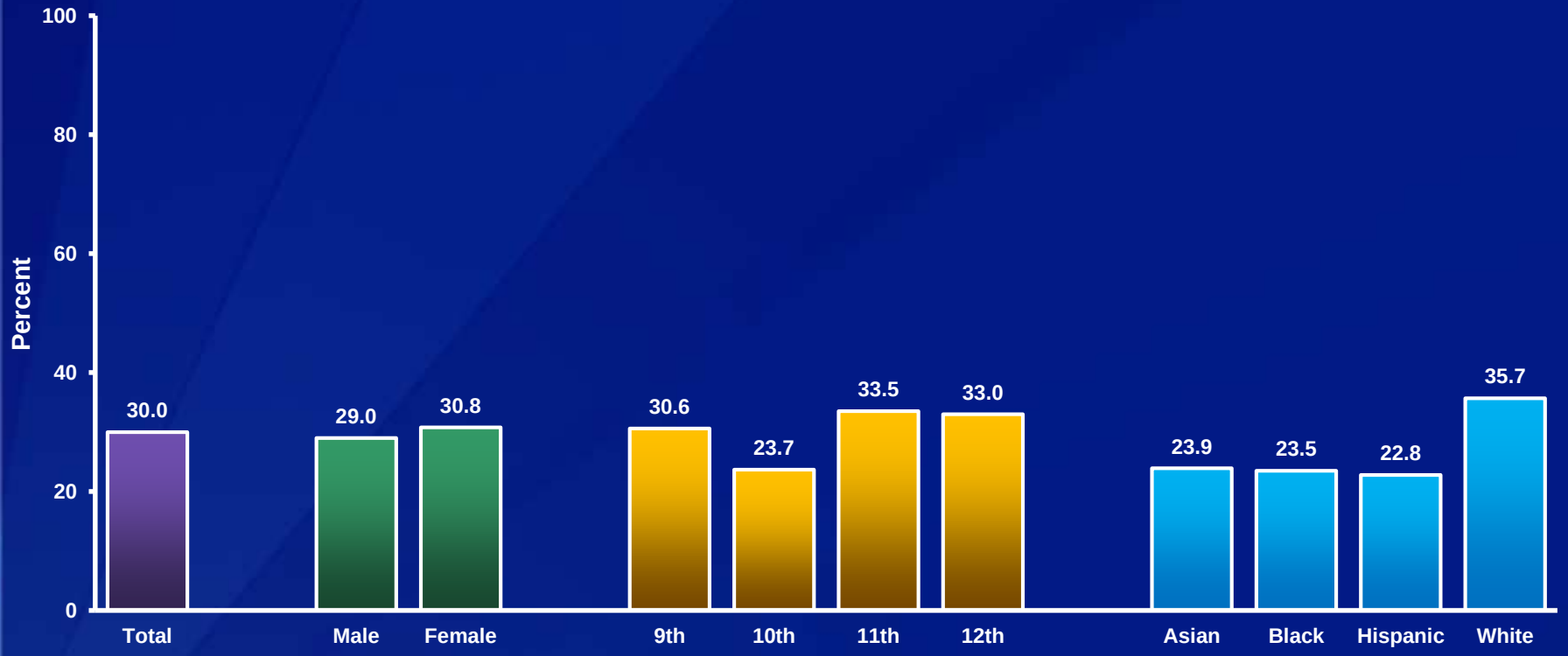
*F > M; H > B, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Trying to Lose Weight, 1993-2015*



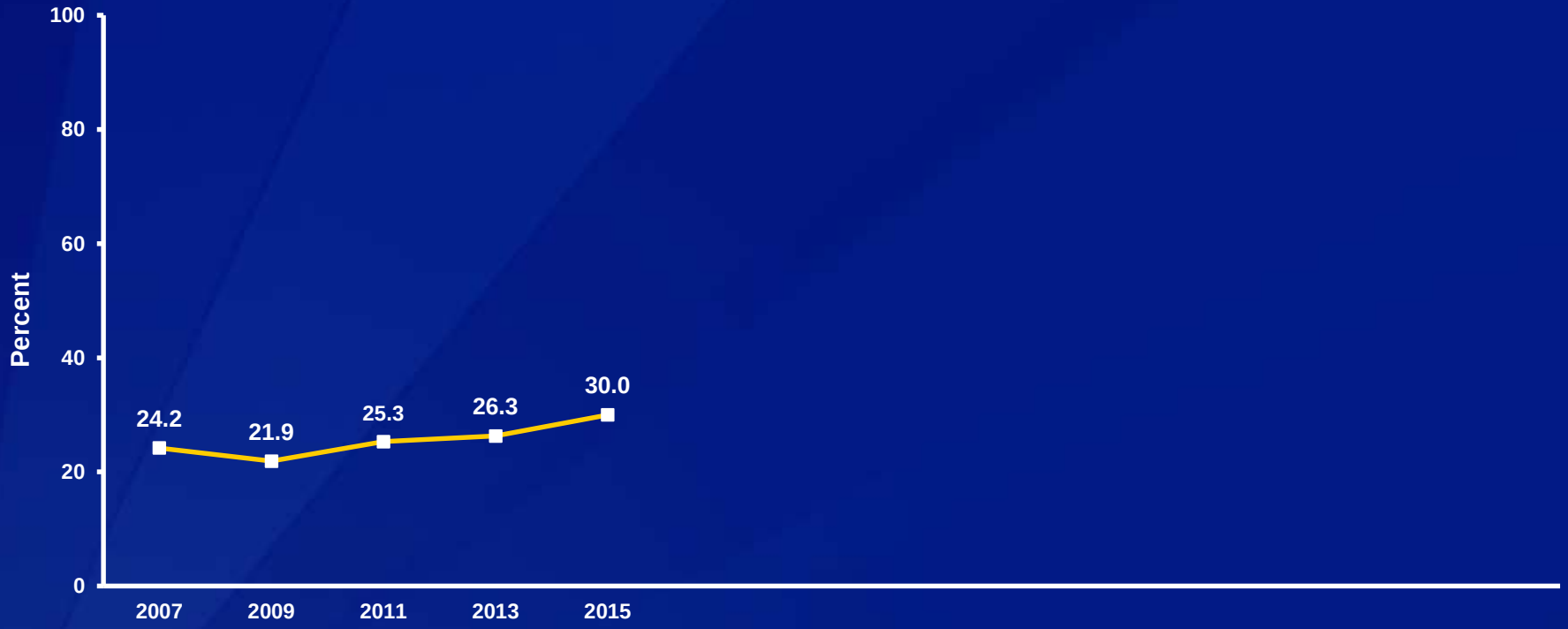
*Increased 1993-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Question not included in the survey in 1997,1999.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Drink Fruit Juice,* by Sex, Grade,† and Race/Ethnicity,† 2015



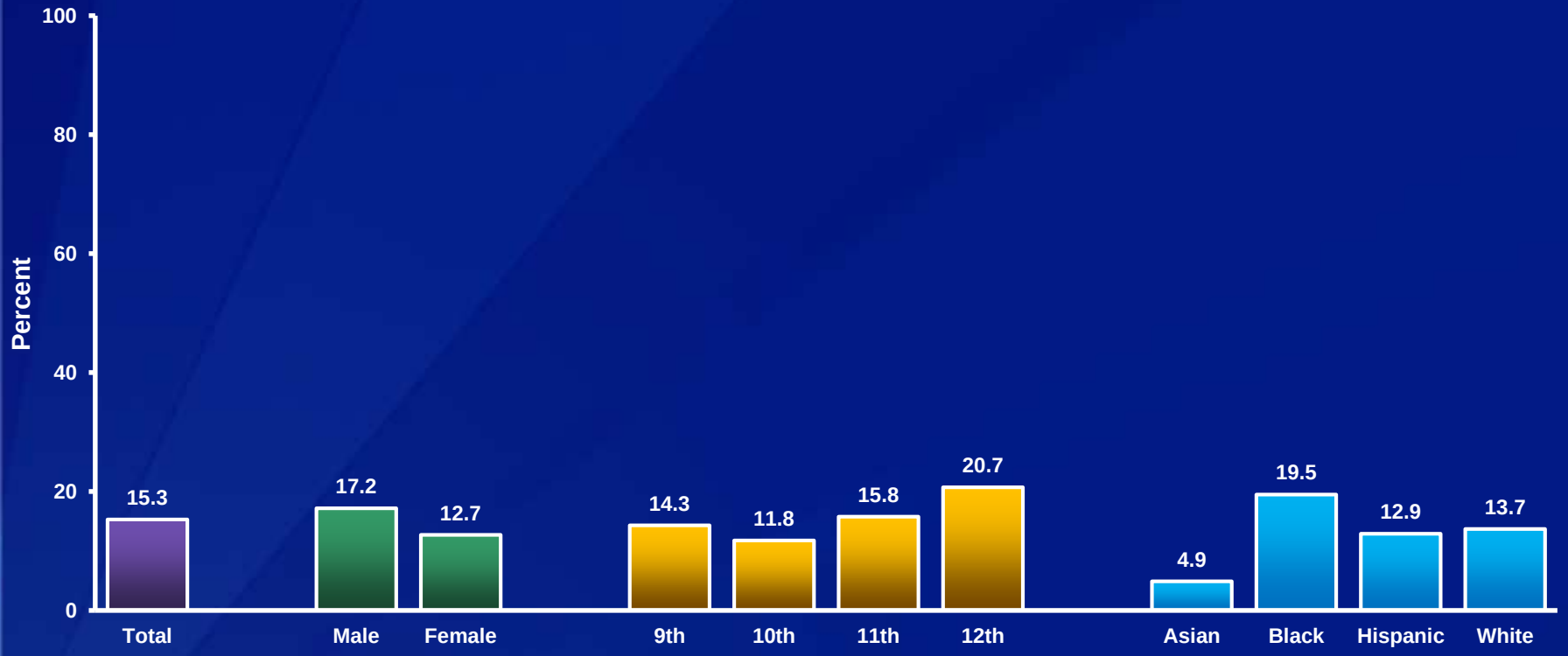
*100% fruit juices one or more times during the 7 days before the survey
†9th > 10th, 11th > 10th, 12th > 10th; W > A, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Drink Fruit Juice,* 2007-2015†



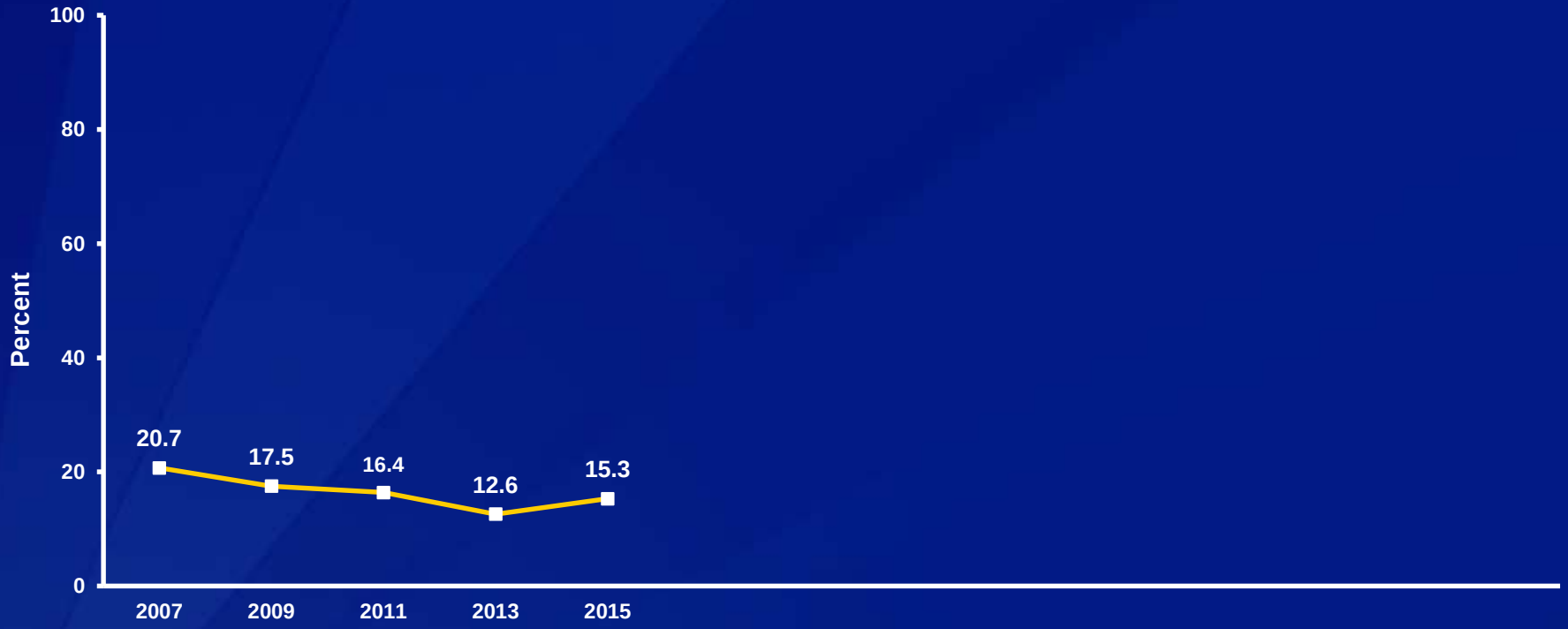
*100% fruit juices one or more times during the 7 days before the survey
†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Fruit,* by Sex,† Grade,† and Race/Ethnicity,† 2015



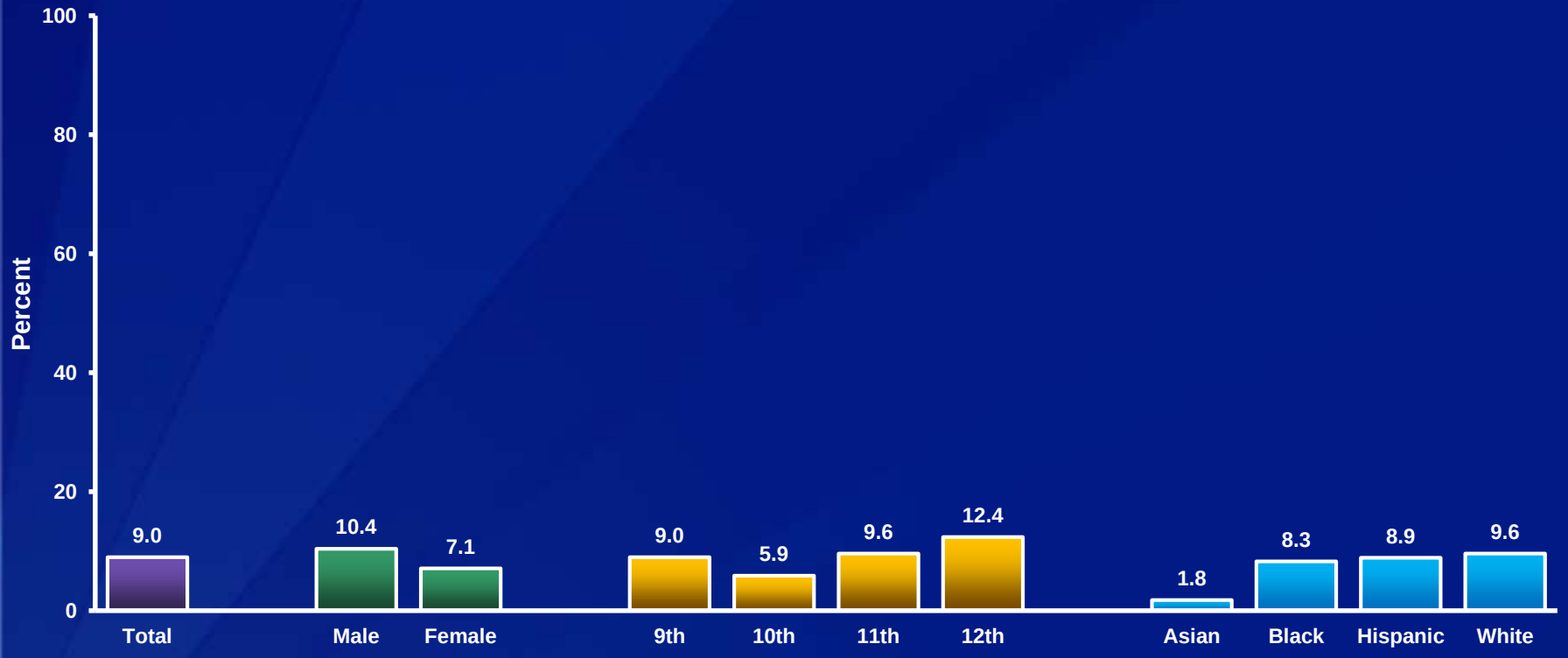
*One or more times during the 7 days before the survey
†M > F; 12th > 10th; B > A, B > H, B > W, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Fruit,* 2007-2015†



*One or more times during the 7 days before the survey
†Decreased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: 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,† 2015



*During the 7 days before the survey

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

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

Note: This graph contains weighted results.

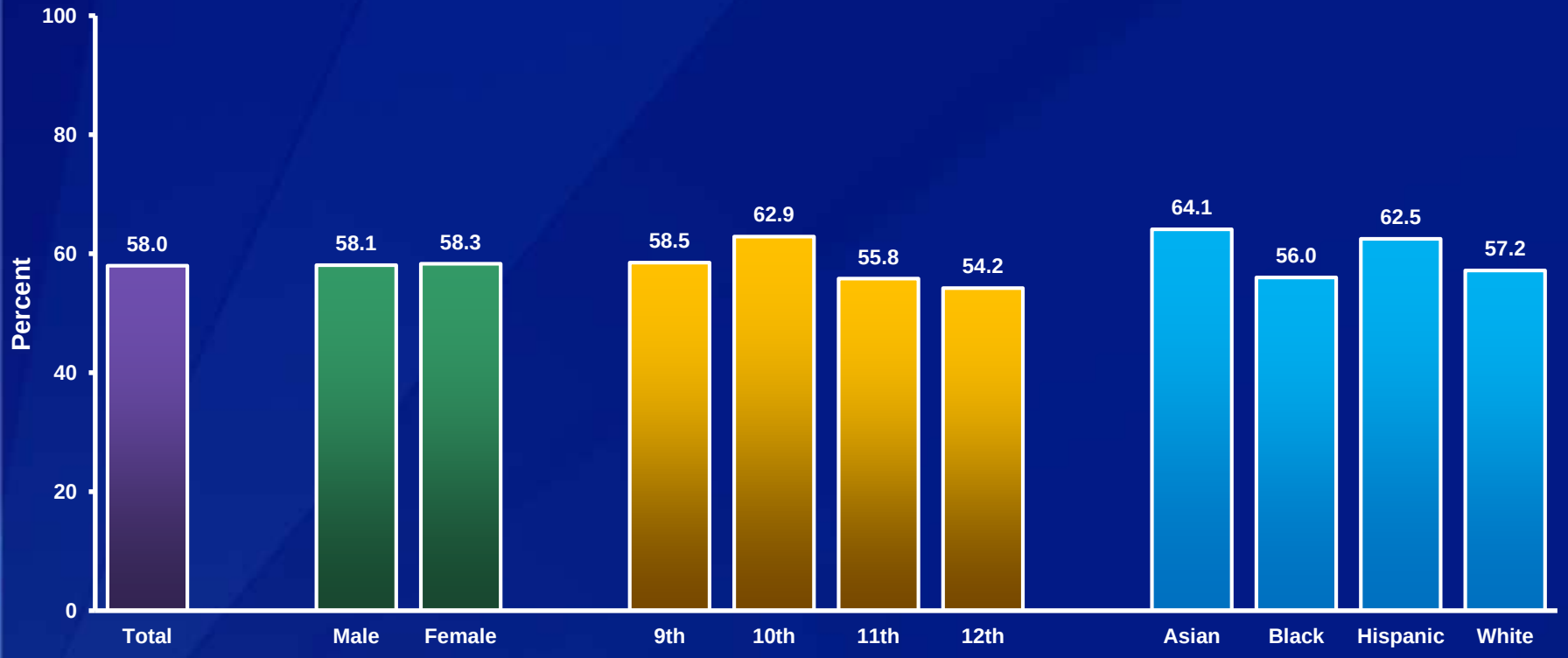
Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,* 2007-2015†

*During the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: 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,† 2015



*During the 7 days before the survey
†10th > 11th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

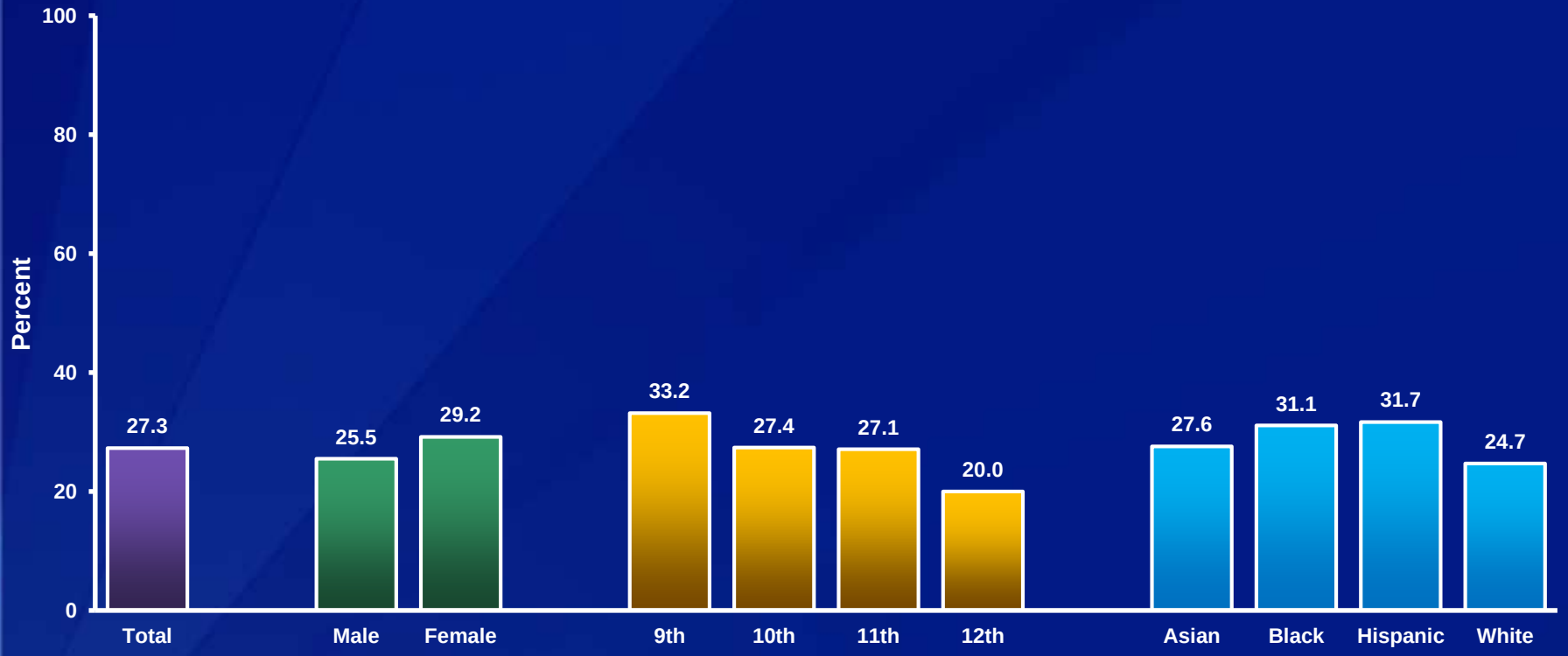
Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,* 2007-2015†

*During the 7 days before the survey

†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: 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,† 2015



*During the 7 days before the survey
†9th > 11th, 9th > 12th, 10th > 12th; 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.
Note: This graph contains weighted results.

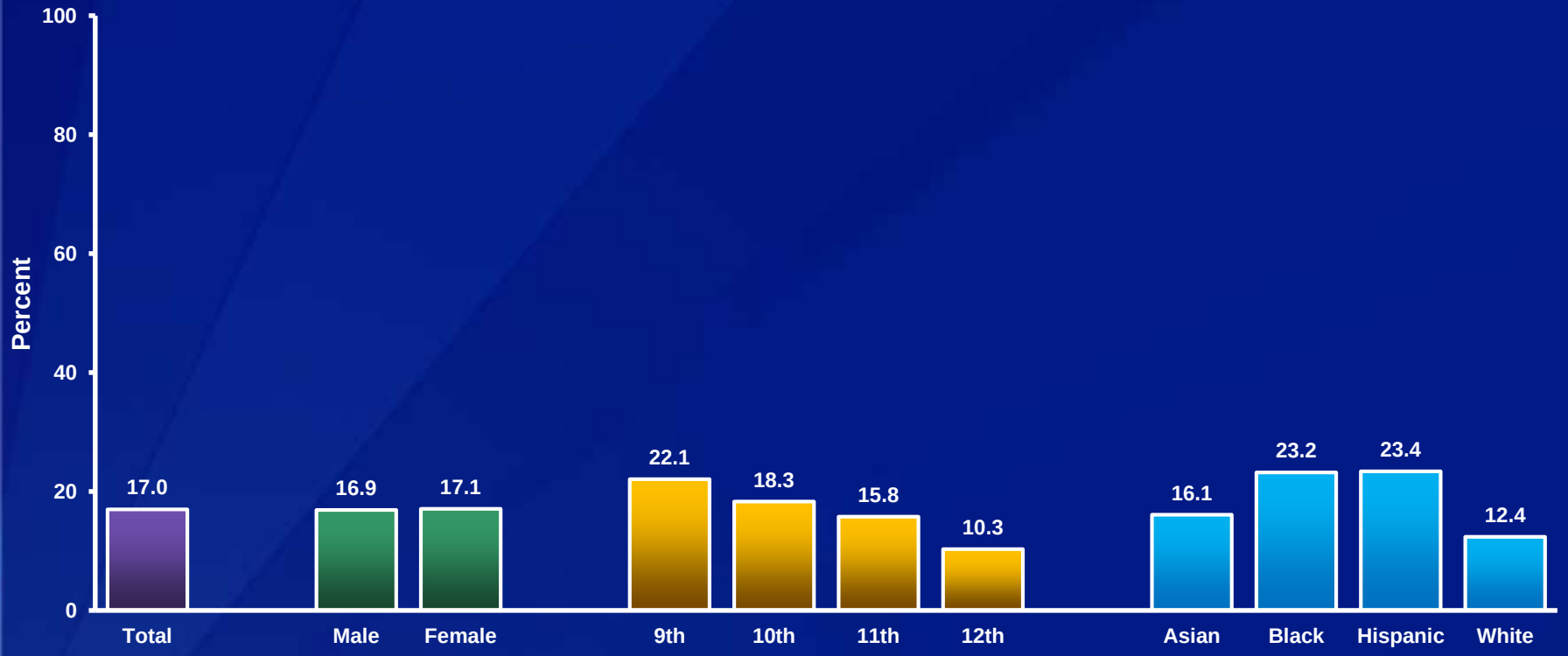
Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,* 2007-2015†

*During the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* by Sex, Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey

†9th > 11th, 9th > 12th, 10th > 12th; 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.

Note: This graph contains weighted results.

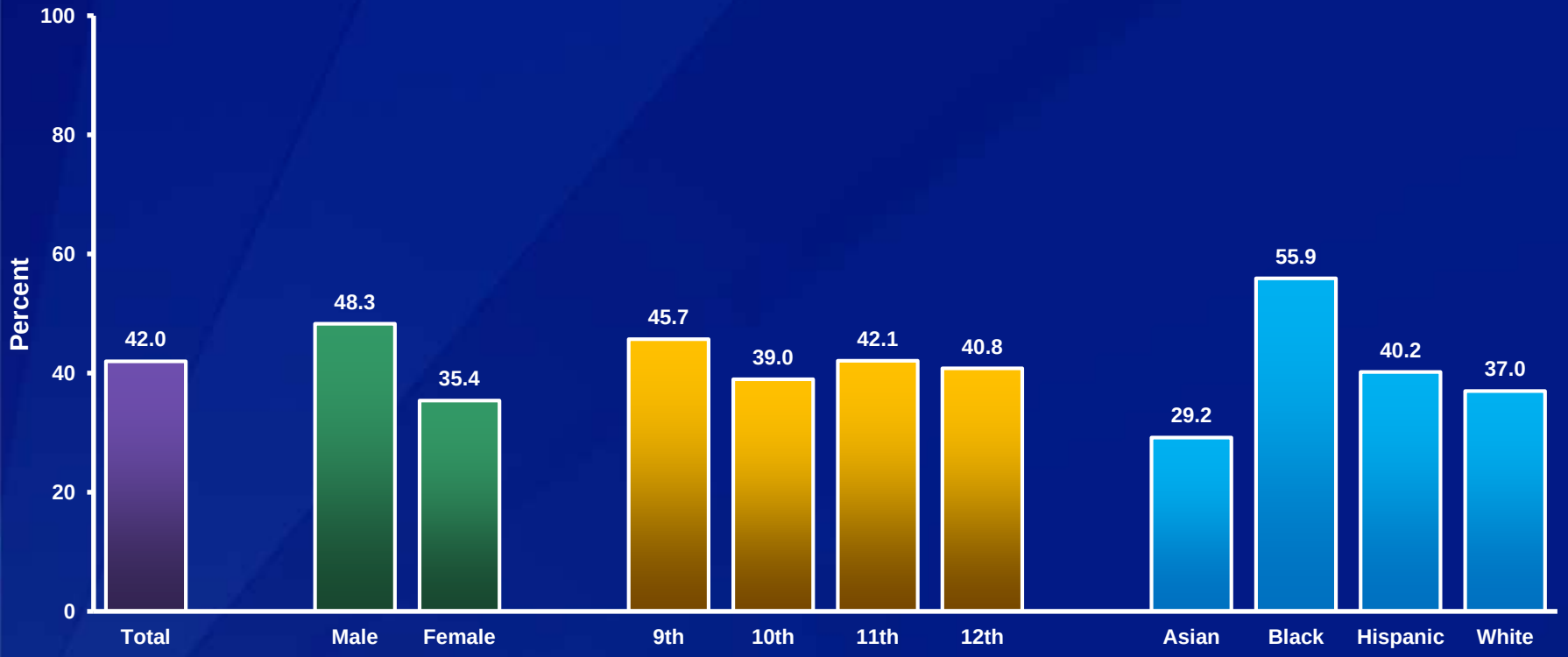
Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* 2007-2015†

*During the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Salad,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey

†M > F; 9th > 10th; B > A, 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.

Note: This graph contains weighted results.

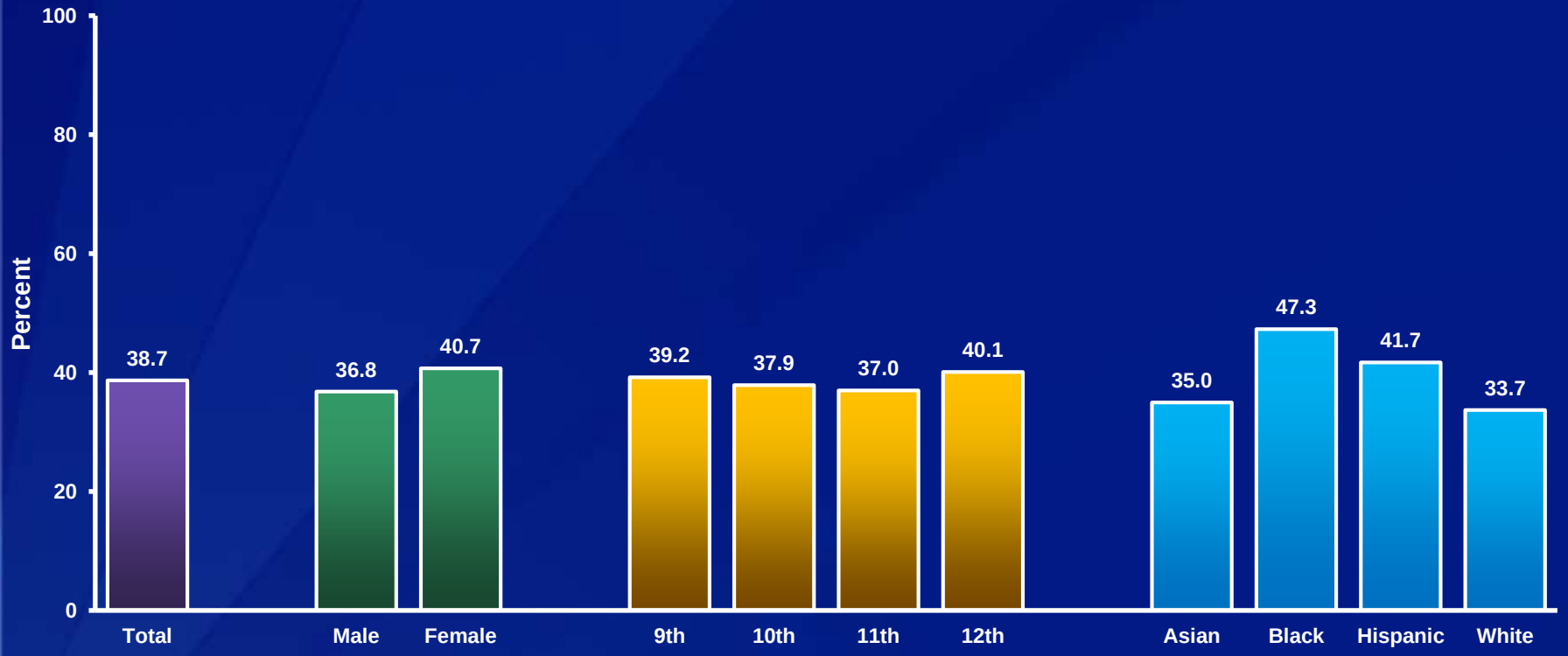
Percentage of High School Students Who Did Not Eat Salad,* 2007-2015†

*During the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Potatoes,* by Sex, Grade, and Race/Ethnicity,† 2015



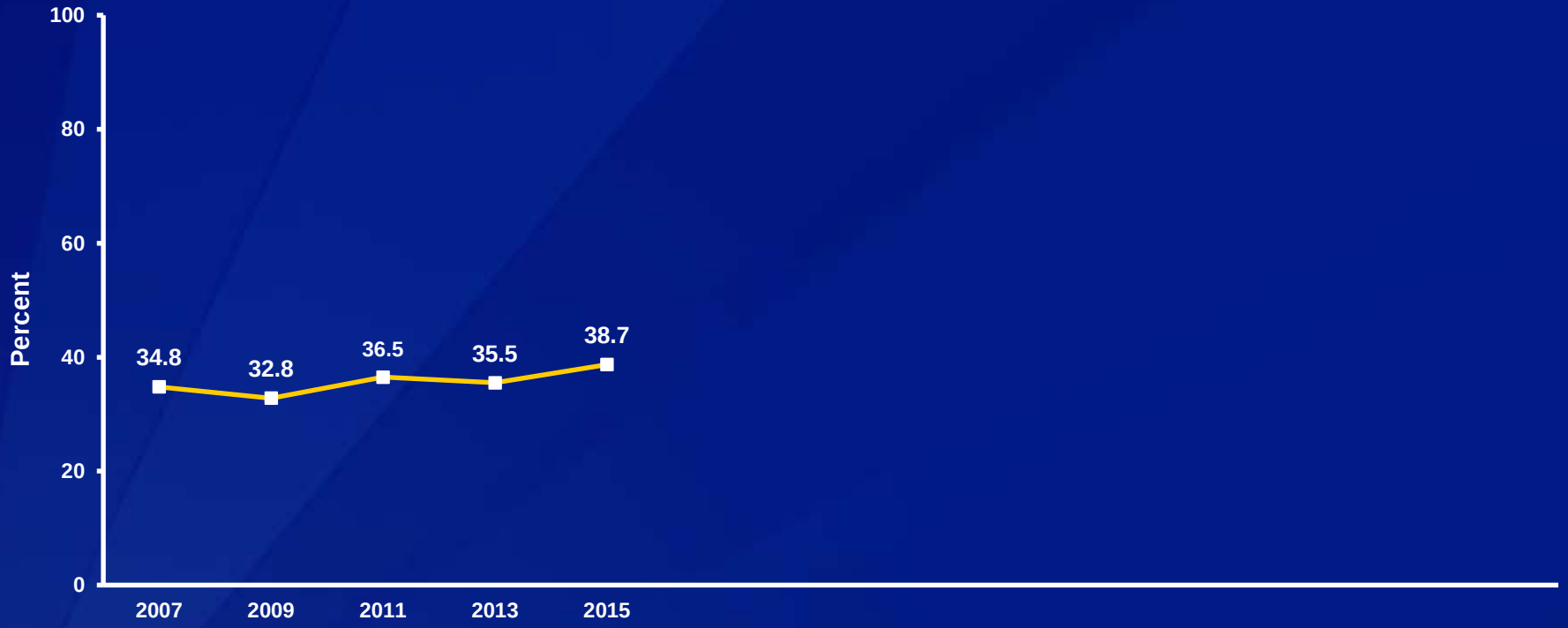
*During the 7 days before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Potatoes,* 2007-2015†

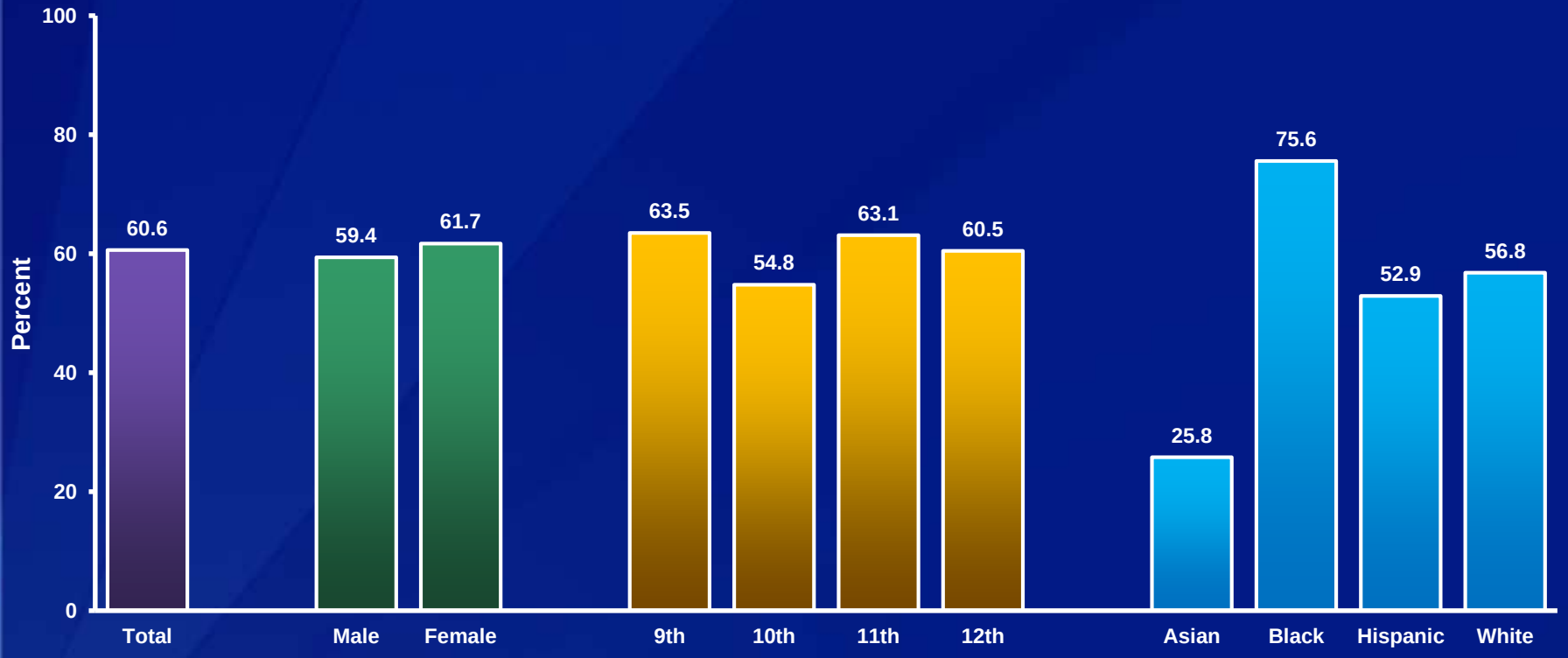


*During the 7 days before the survey

†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Carrots,* by Sex, Grade, and Race/Ethnicity,† 2015



*During the 7 days before the survey

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

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

Note: This graph contains weighted results.

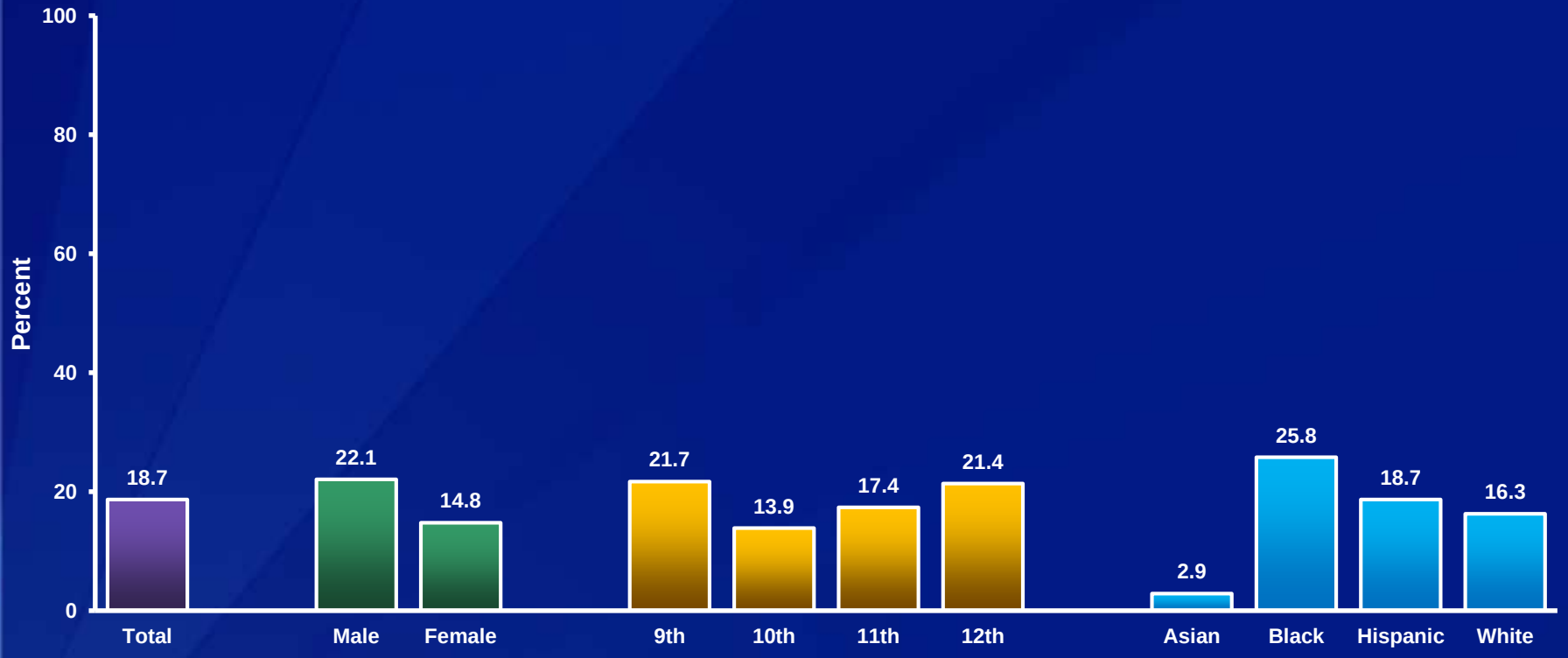
Percentage of High School Students Who Did Not Eat Carrots,* 2007-2015†

*During the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Other Vegetables,* by Sex,† Grade,† and Race/Ethnicity,† 2015



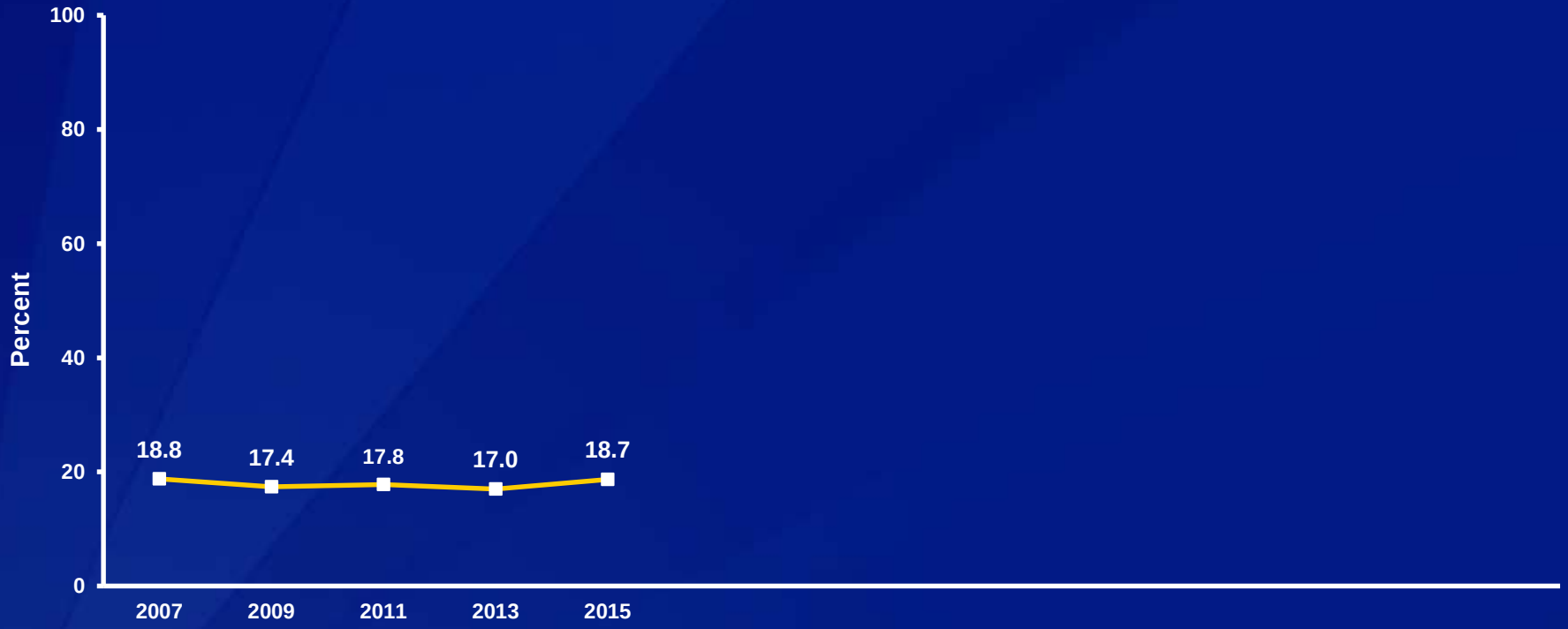
*During the 7 days before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Other Vegetables,* 2007-2015†

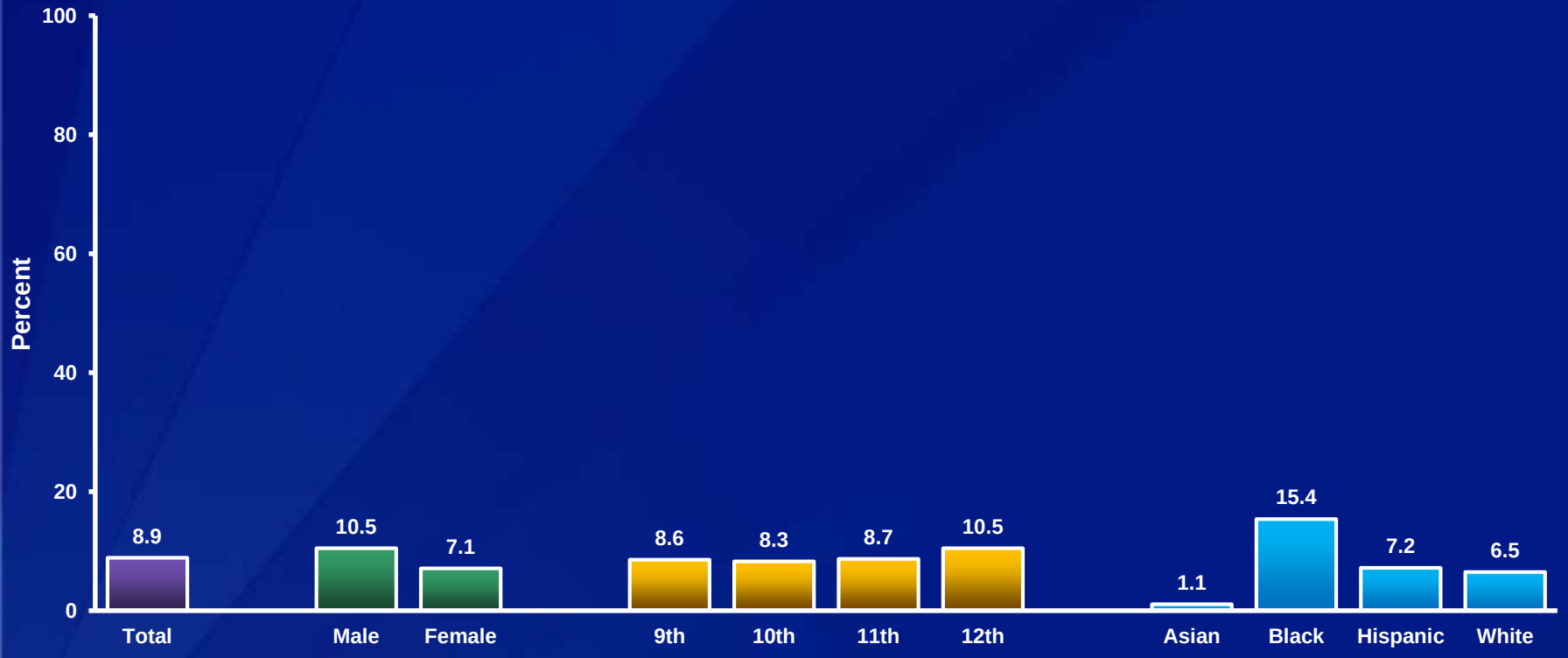


*During the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Vegetables,* by Sex, Grade, and Race/Ethnicity,† 2015



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

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

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

Note: This graph contains weighted results.

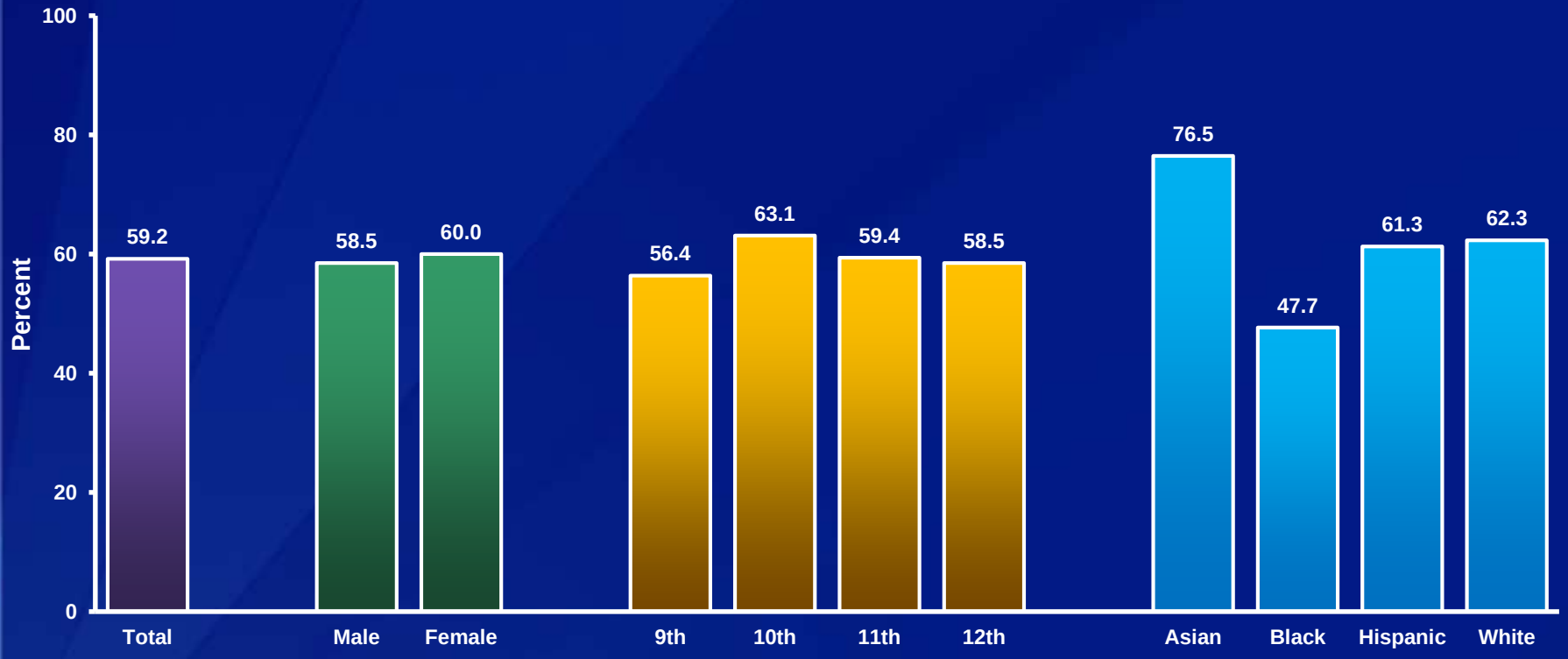
Percentage of High School Students Who Did Not Eat Vegetables,* 2007-2015†

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

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: 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,† 2015



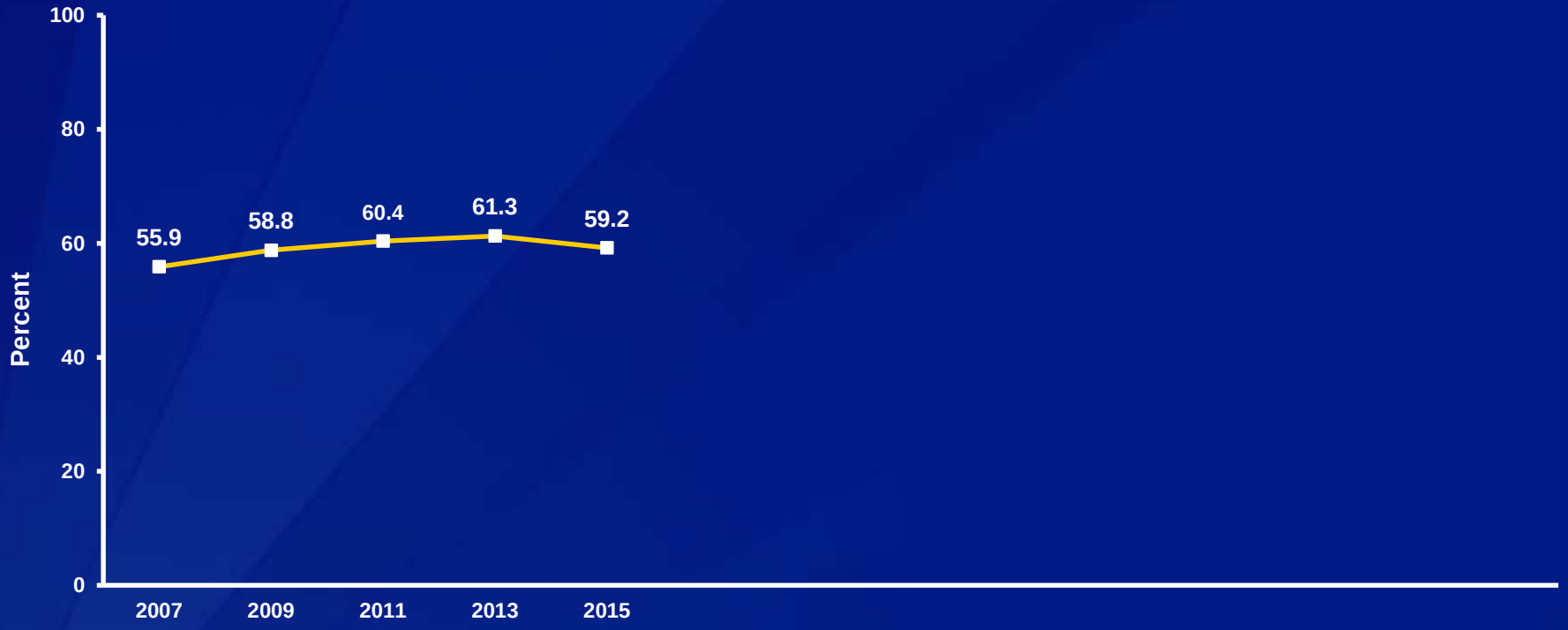
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†10th > 9th; A > B, A > H, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables One or More Times Per Day,* 2007-2015†

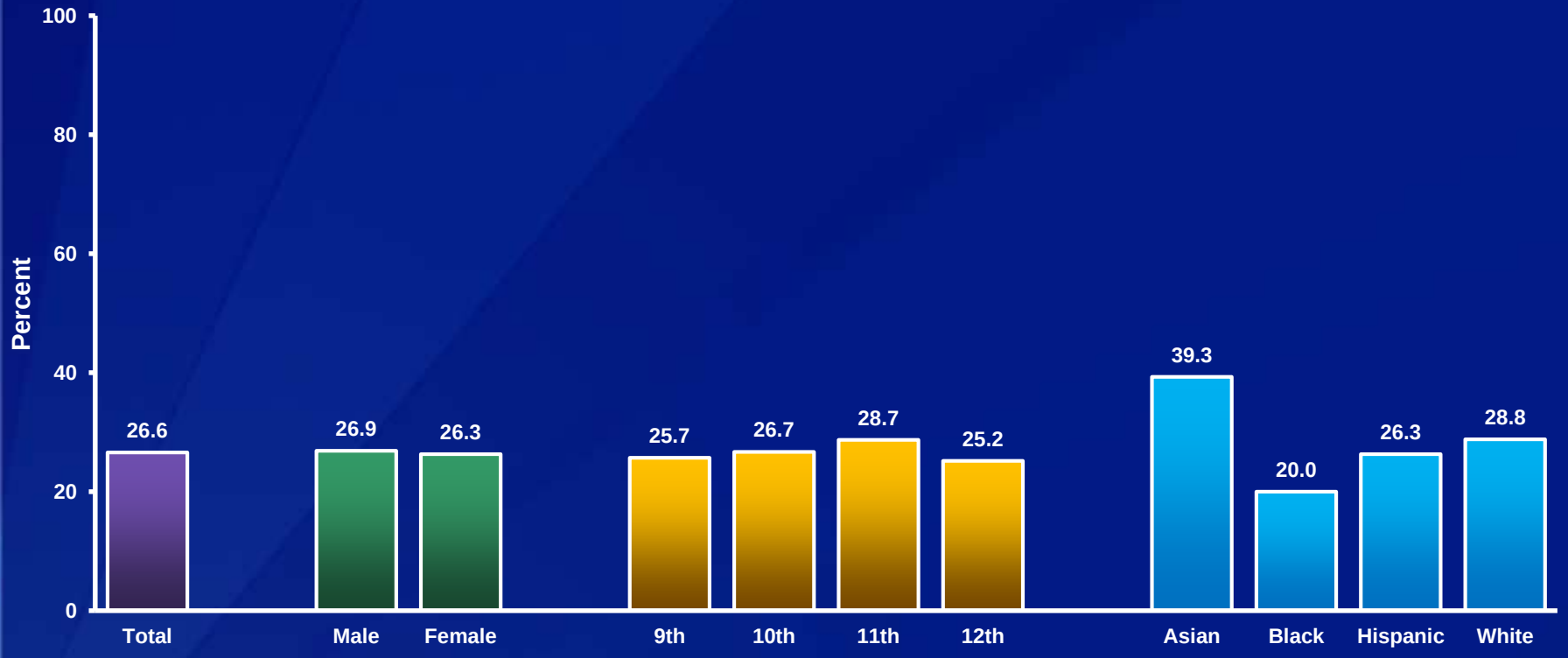


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2015



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

Note: This graph contains weighted results.

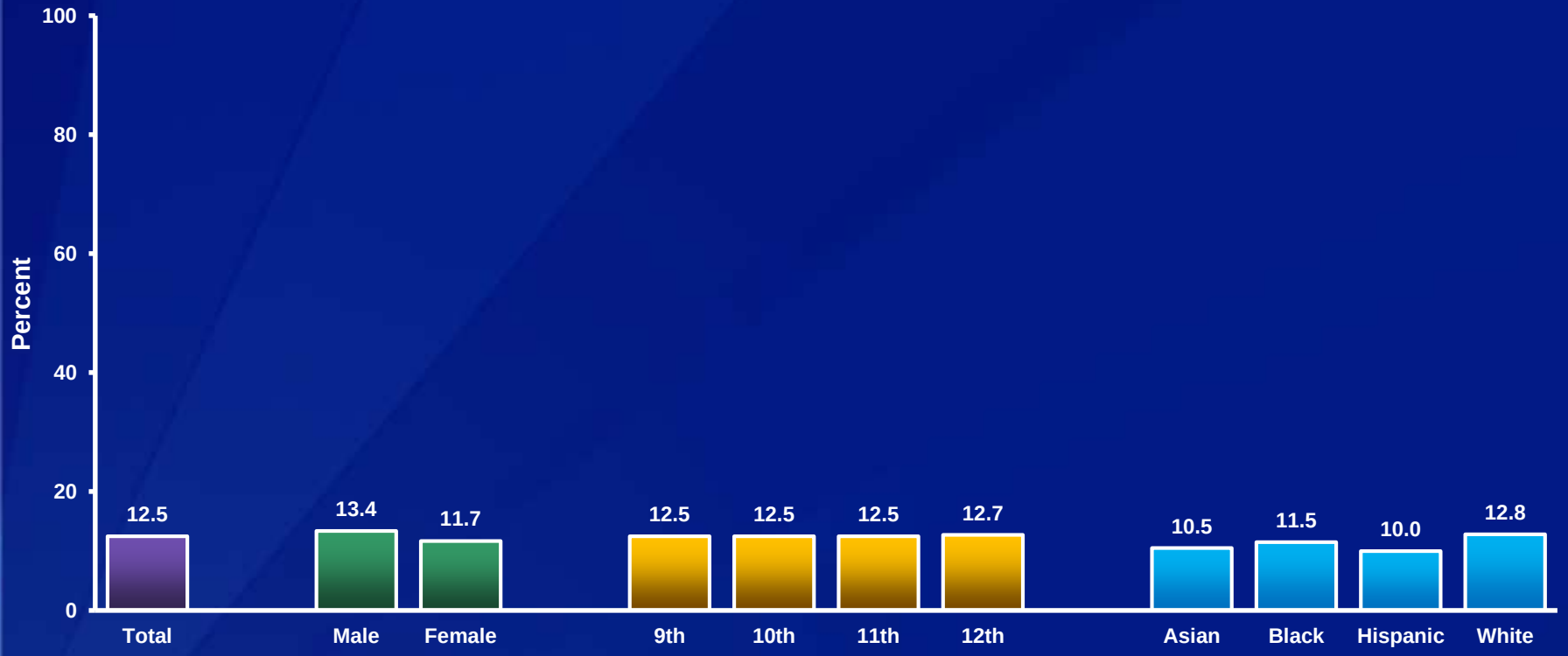
Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,* 2007-2015†

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

†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity, 2015



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

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

Note: This graph contains weighted results.

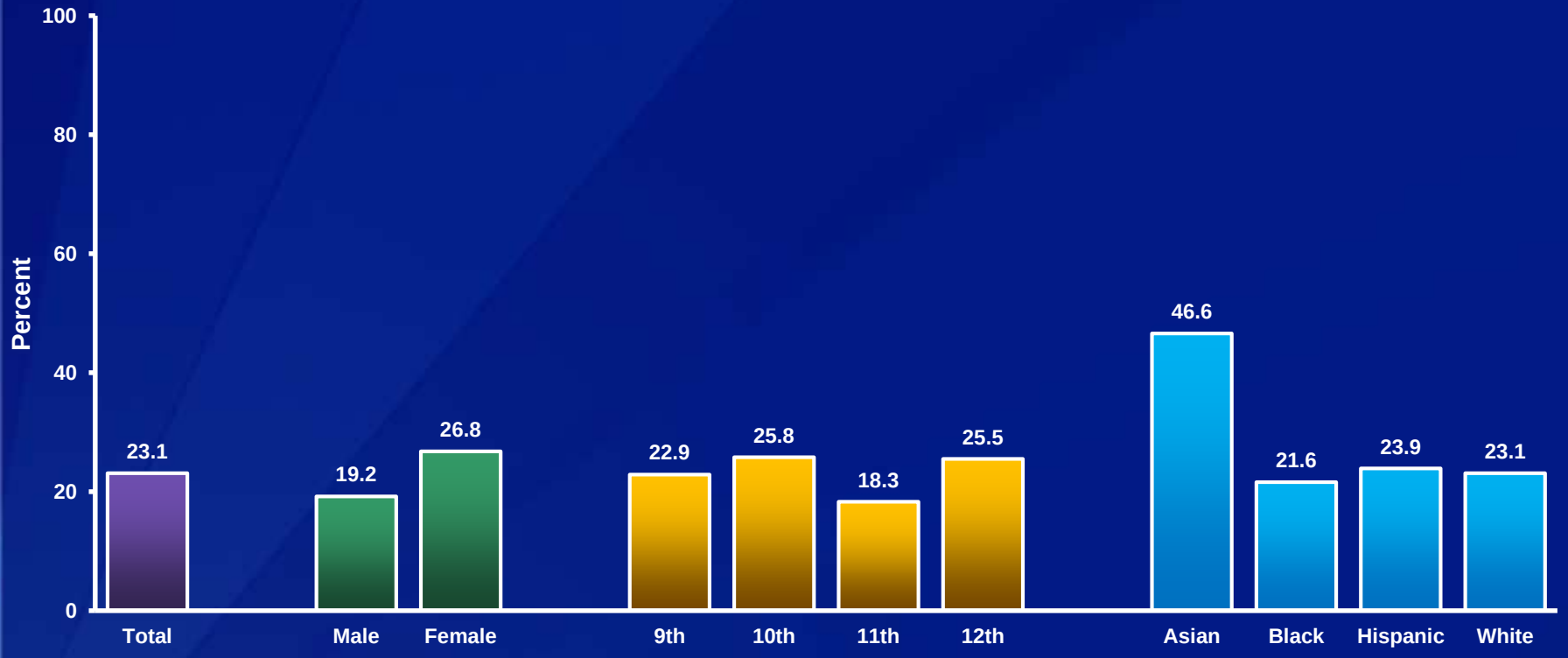
Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,* 2007-2015†

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

†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: 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, 2015

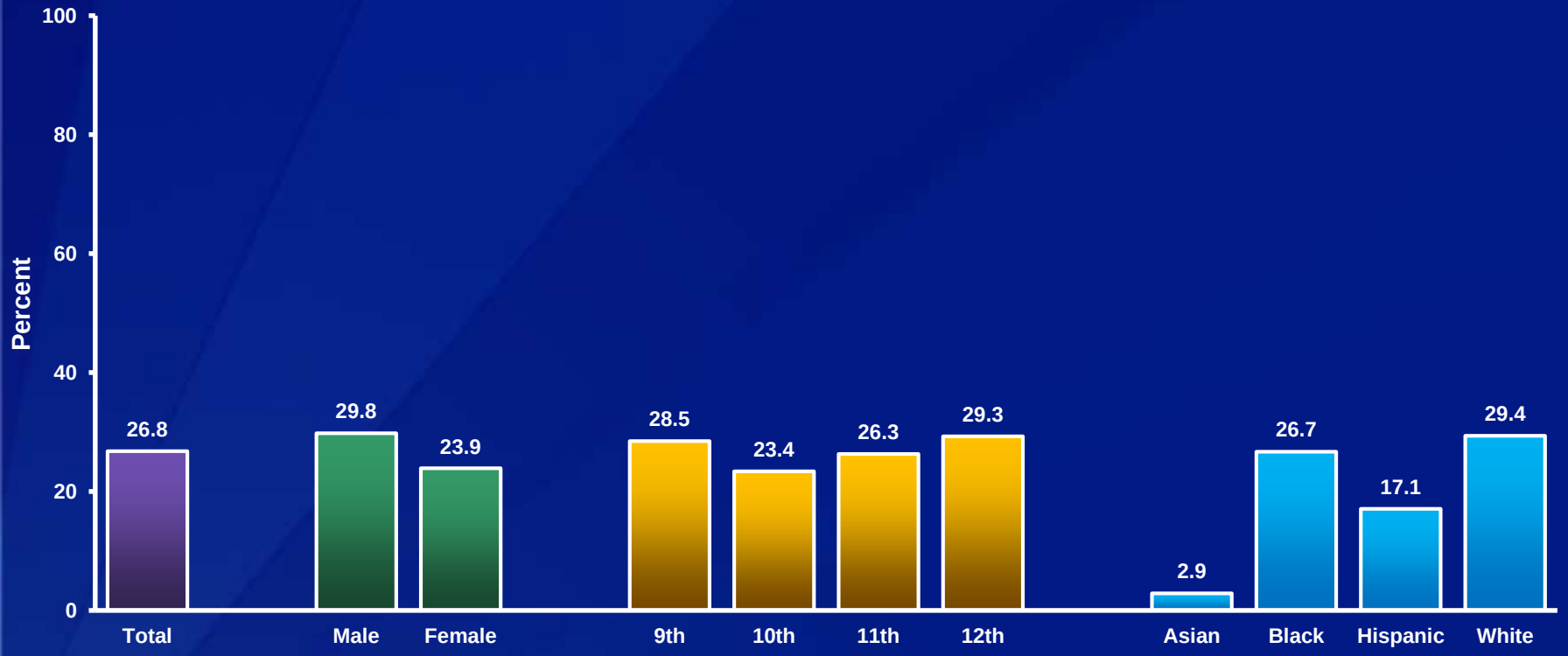


*Not including diet soda or diet pop, during the 7 days before the survey
†F > M; 10th > 11th, 12th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* 2007-2015†

*Not including diet soda or diet pop, during the 7 days before the survey
†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: 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,† 2015

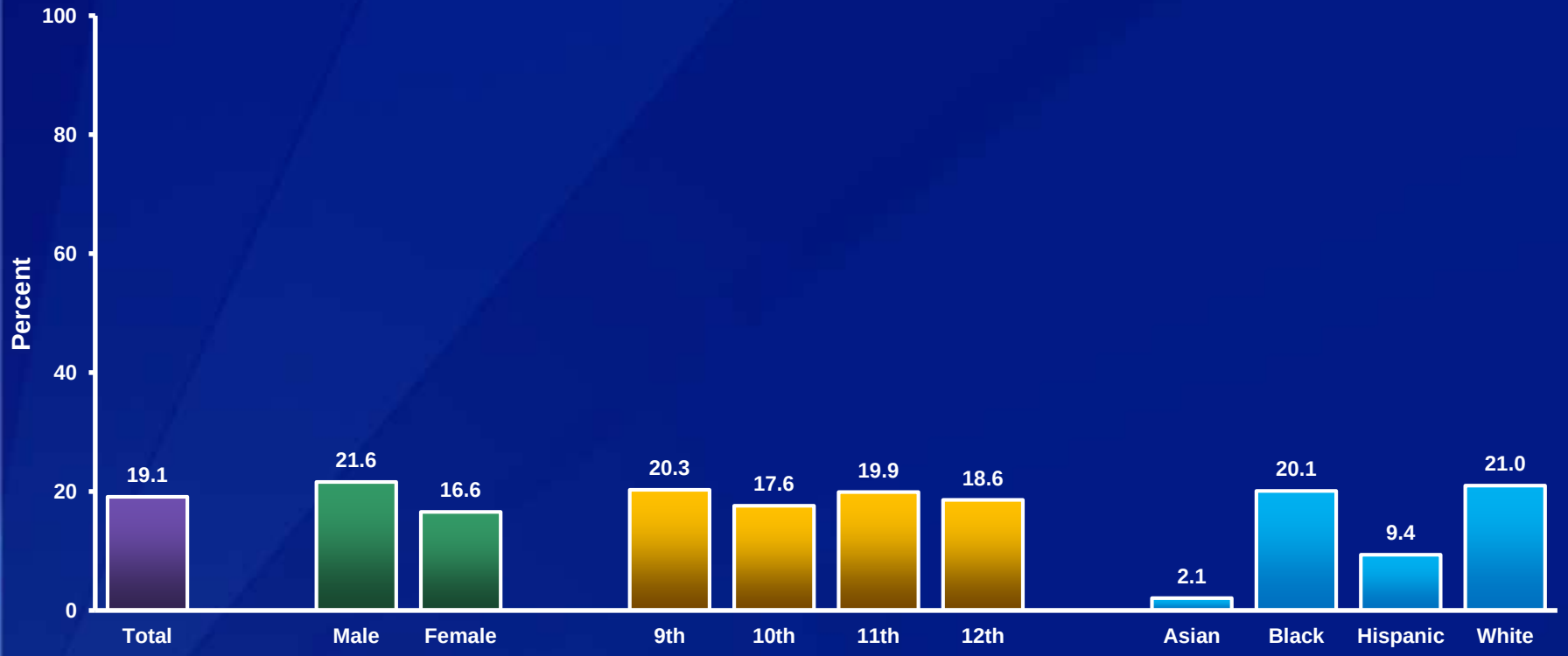


*Not including diet soda or diet pop, during the 7 days before the survey
†M > F; B > A, B > H, H > A, W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,* 2007-2015†

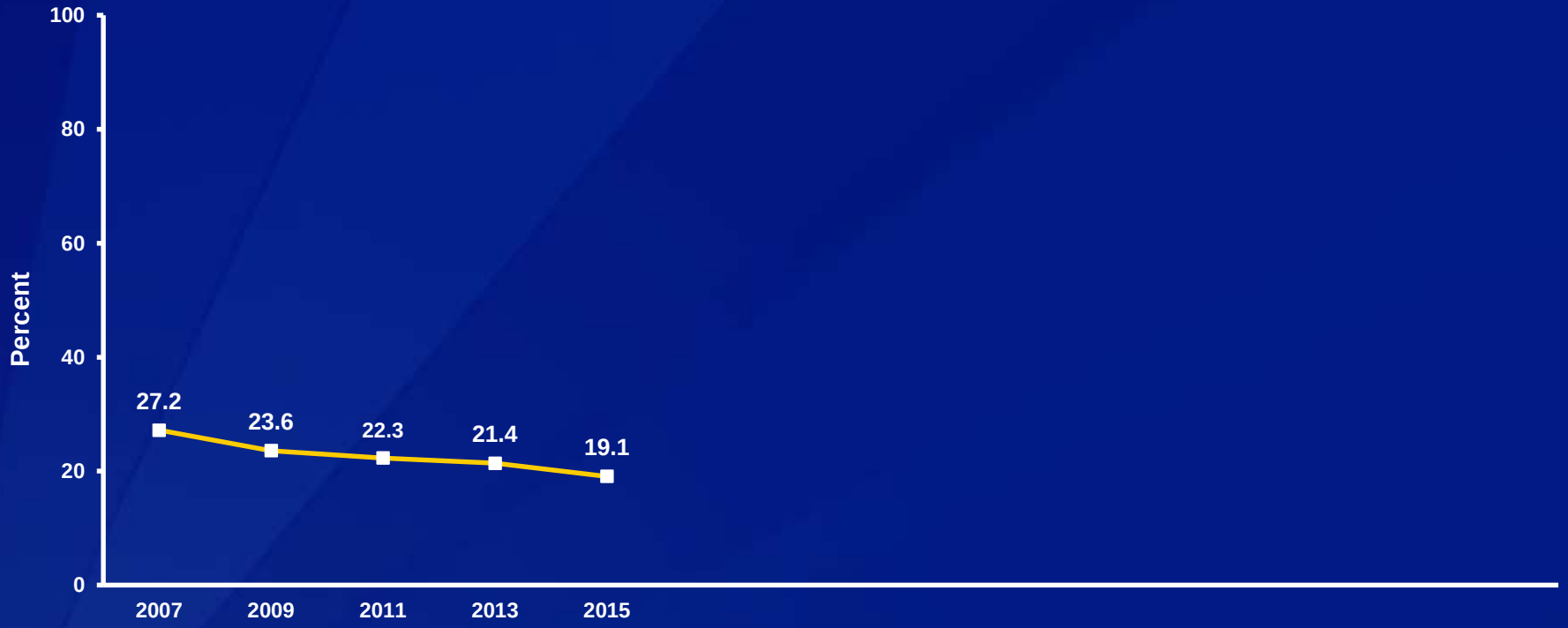
*Not including diet soda or diet pop, during the 7 days before the survey
†Decreased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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,† 2015



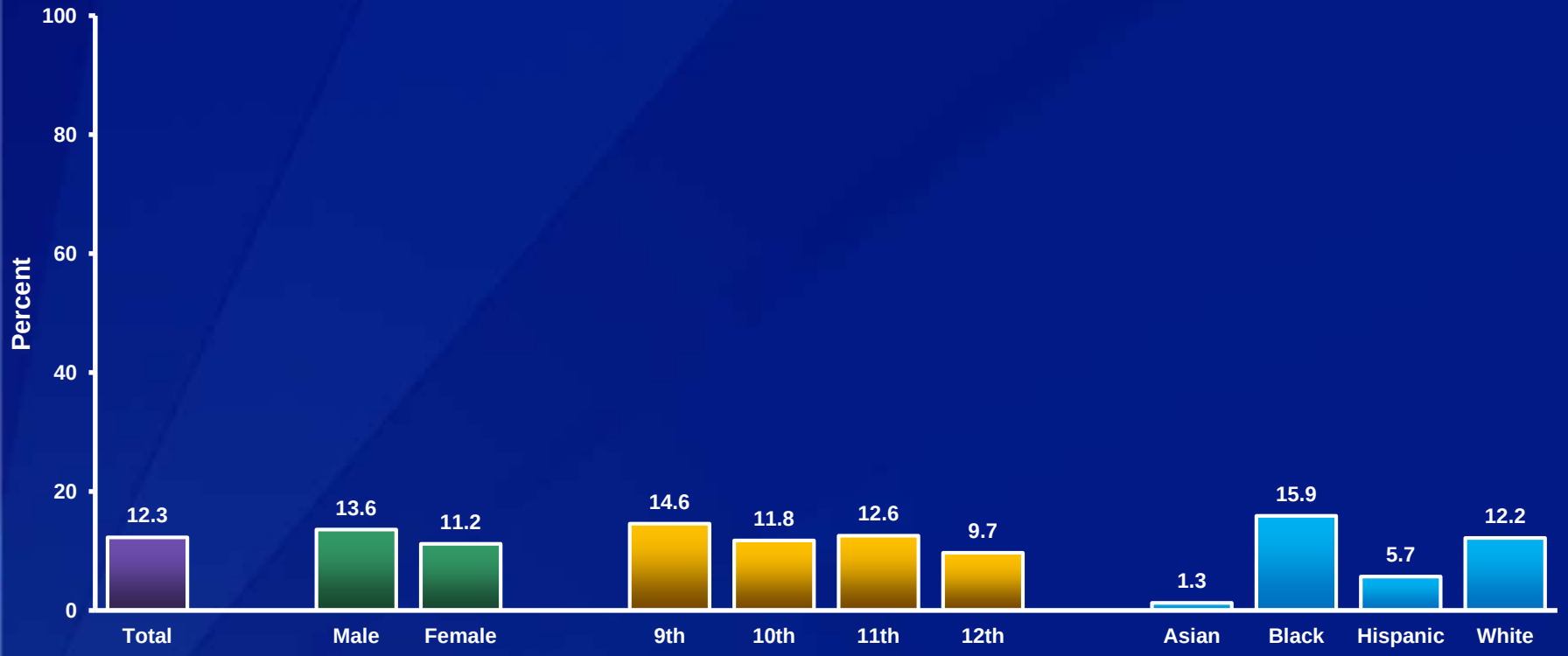
*Not including diet soda or diet pop, during the 7 days before the survey
†B > A, B > H, H > A, W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,* 2007-2015†



*Not including diet soda or diet pop, during the 7 days before the survey
†Decreased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2015



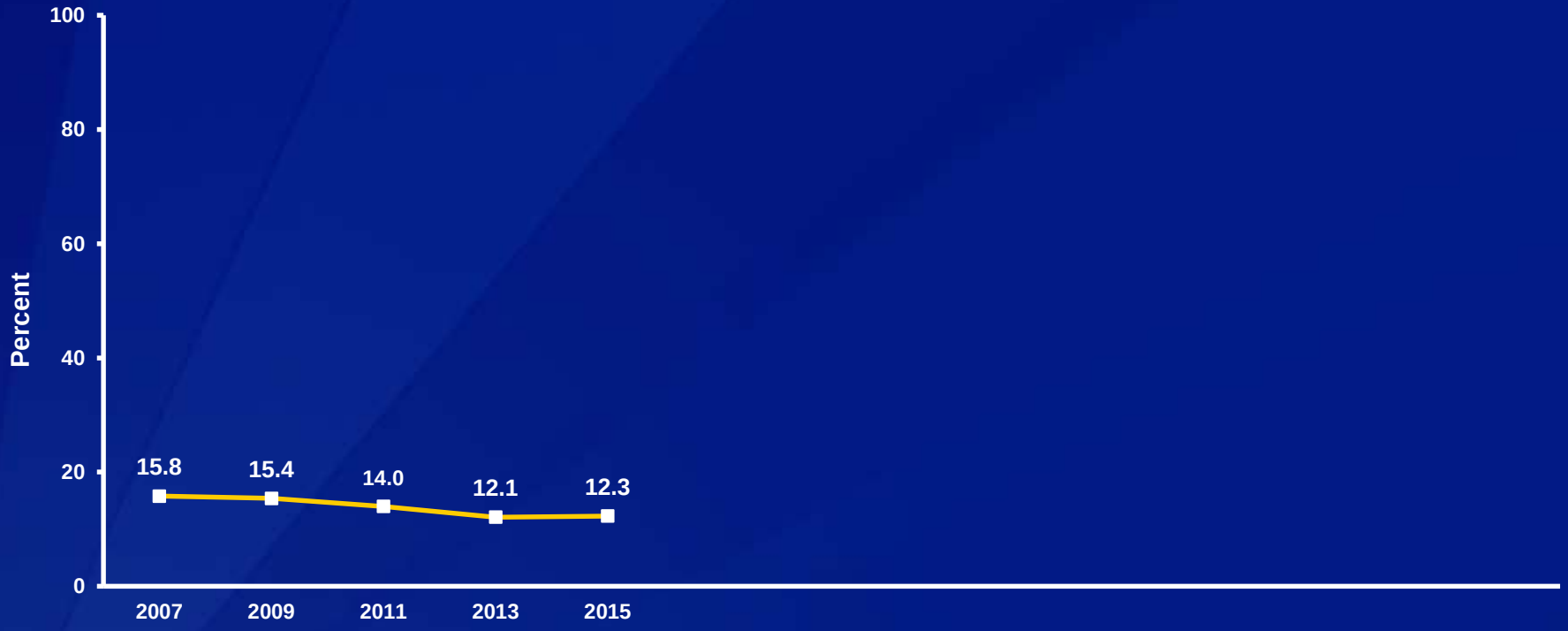
*Not including diet soda or diet pop, during the 7 days before the survey

†B > A, B > H, H > A, W > A, 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.

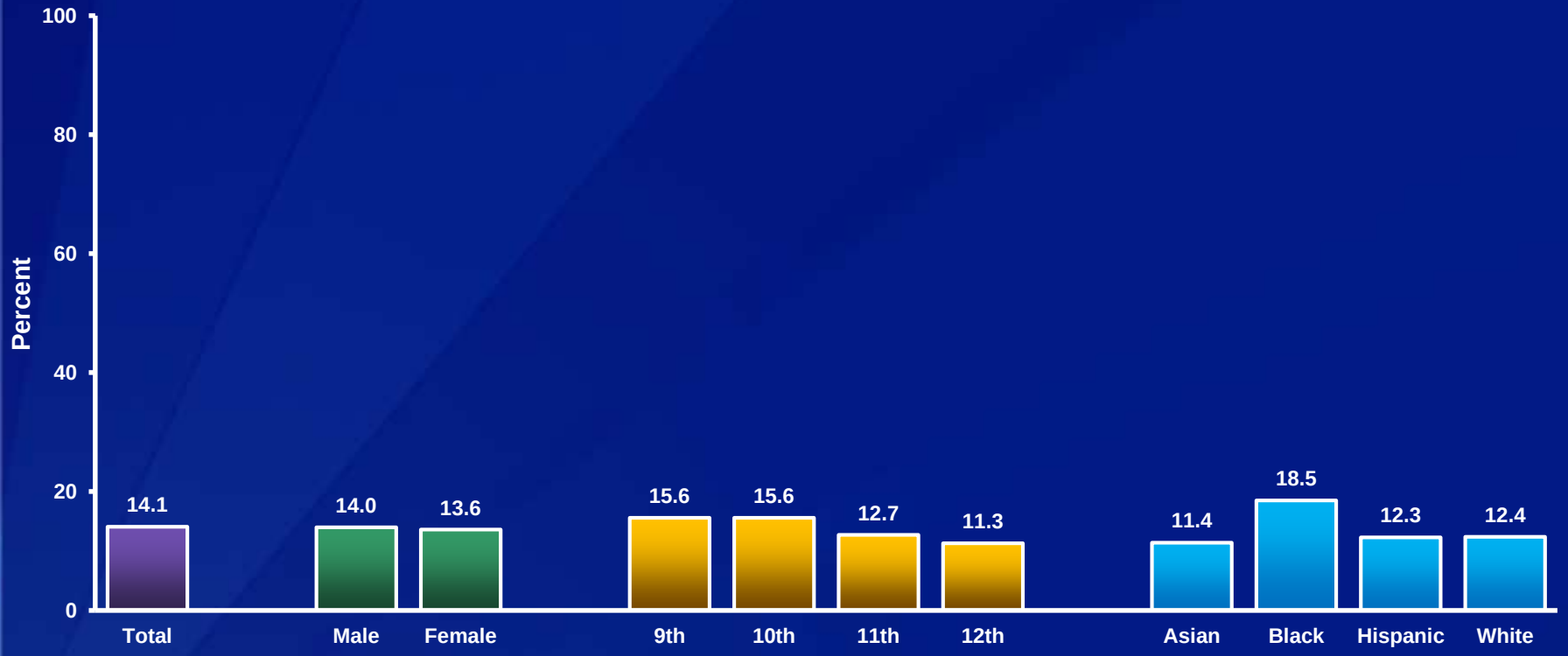
Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Three or More Times Per Day,* 2007-2015†



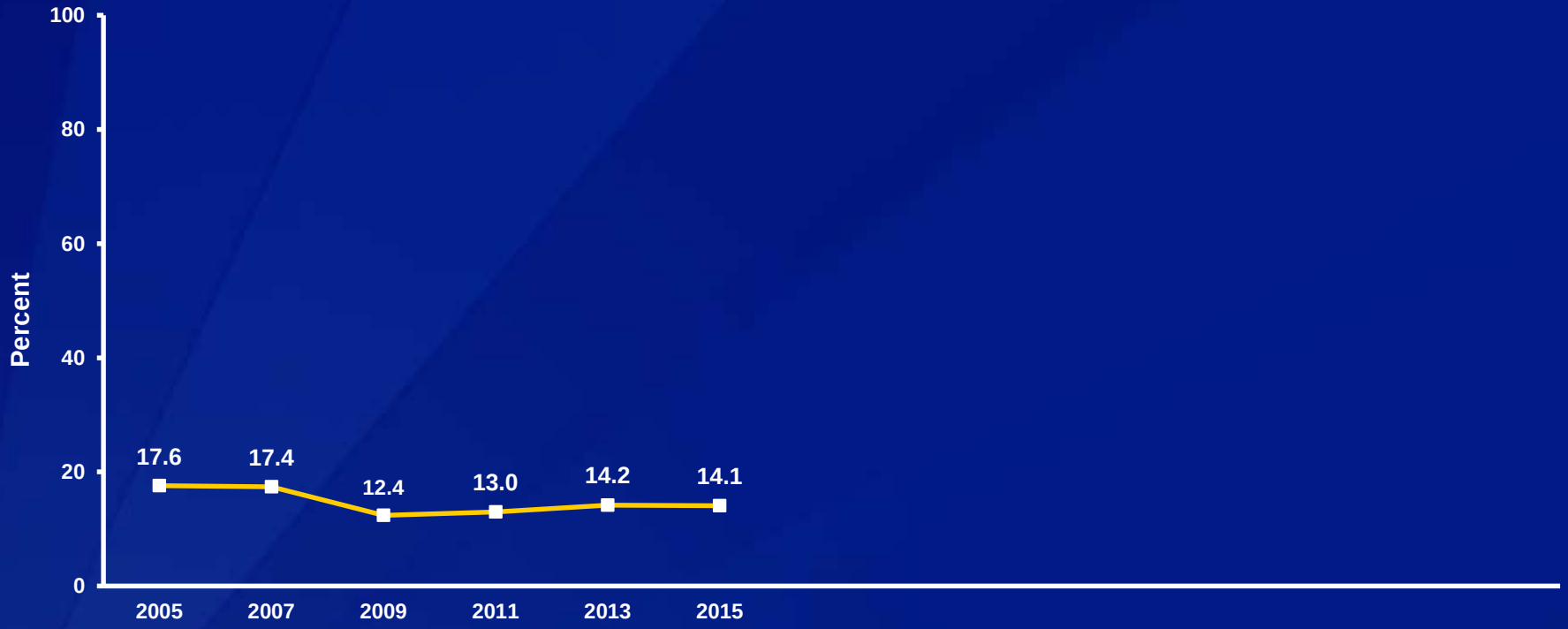
*Not including diet soda or diet pop, during the 7 days before the survey
†Decreased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Breakfast,* by Sex, Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey
†9th > 12th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Breakfast,* 2005-2015†

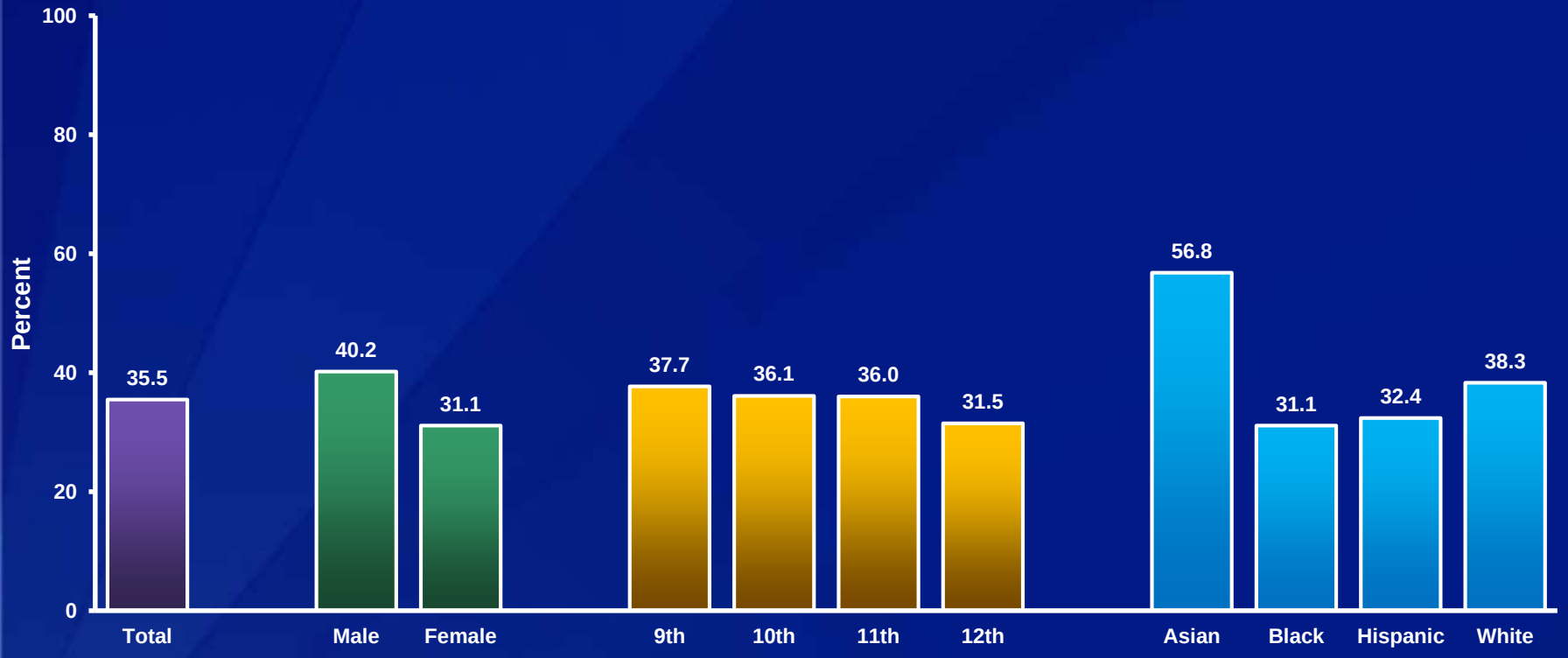


*During the 7 days before the survey

†Decreased 2005-2015, decreased 2005-2009, no change 2009-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Breakfast on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey

†M > F; 9th > 12th; A > B, A > H, A > W, 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.

Note: This graph contains weighted results.

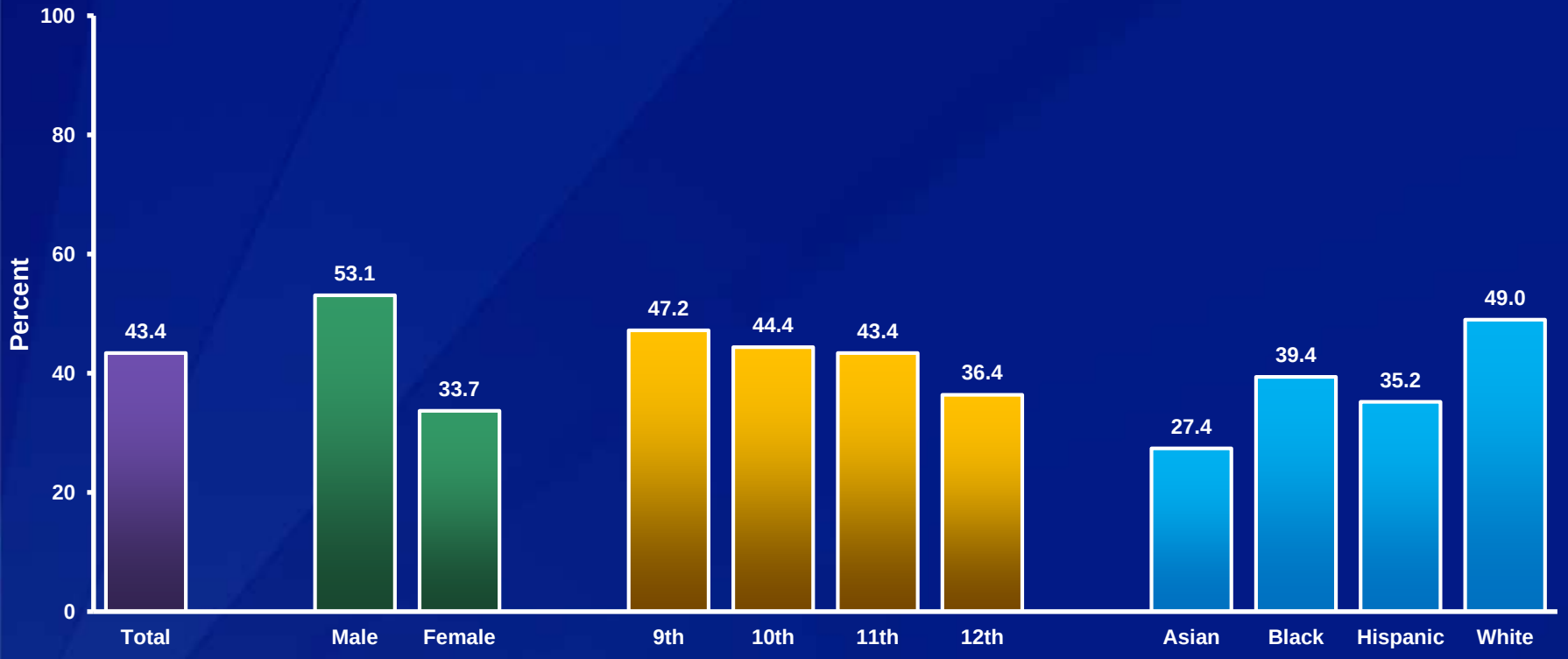
Percentage of High School Students Who Ate Breakfast on All 7 Days,* 2005-2015†

*During the 7 days before the survey

†Increased 2005-2015 [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).]

Note: 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,† 2015



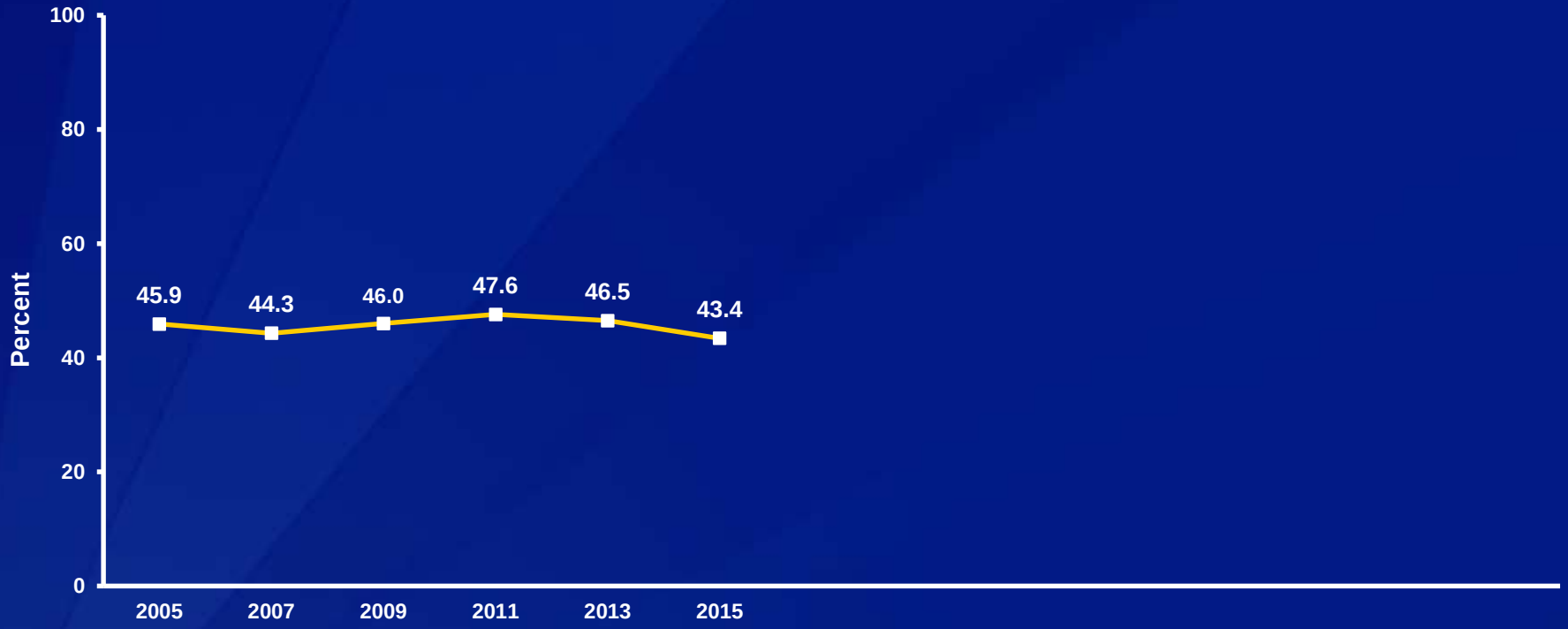
*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†M > F; 9th > 12th; 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.

Note: 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,* 2005-2015†

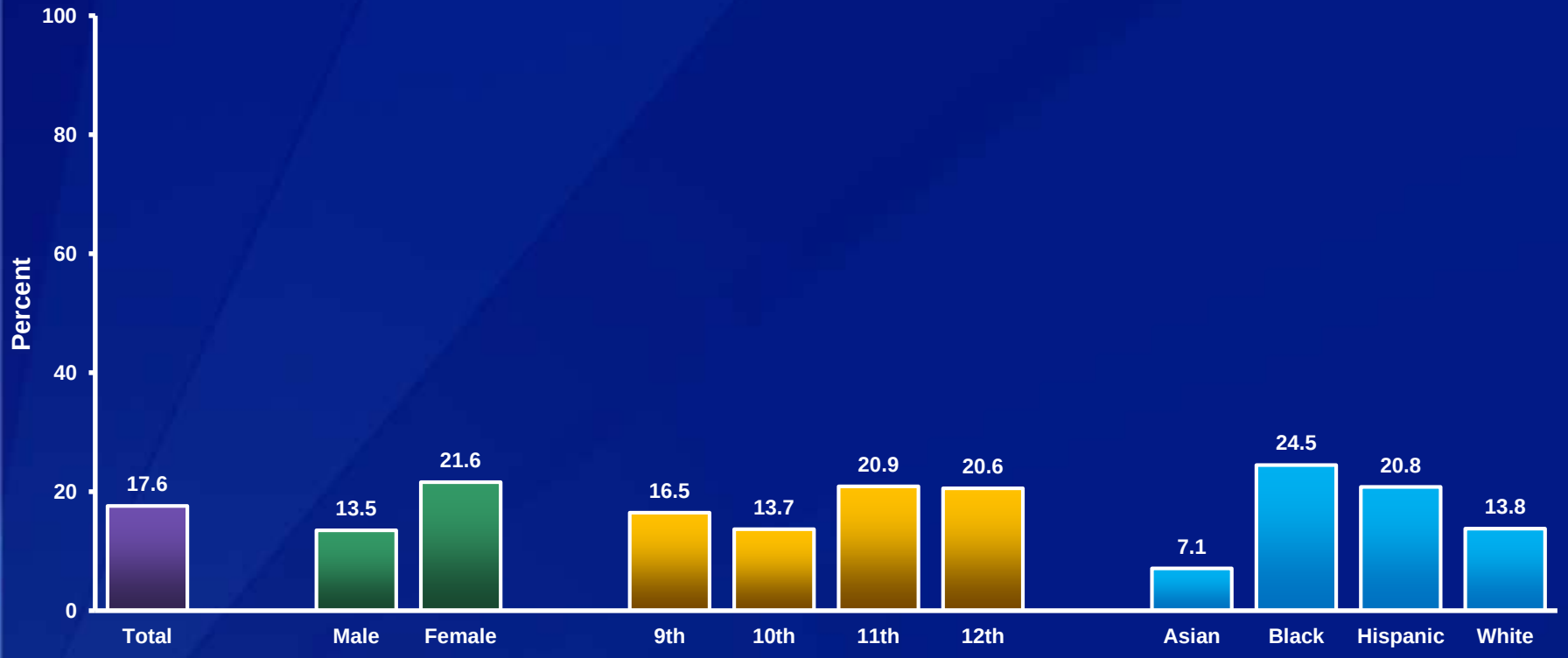


*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2005-2015 [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).]

Note: 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,† 2015



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

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

Note: This graph contains weighted results.

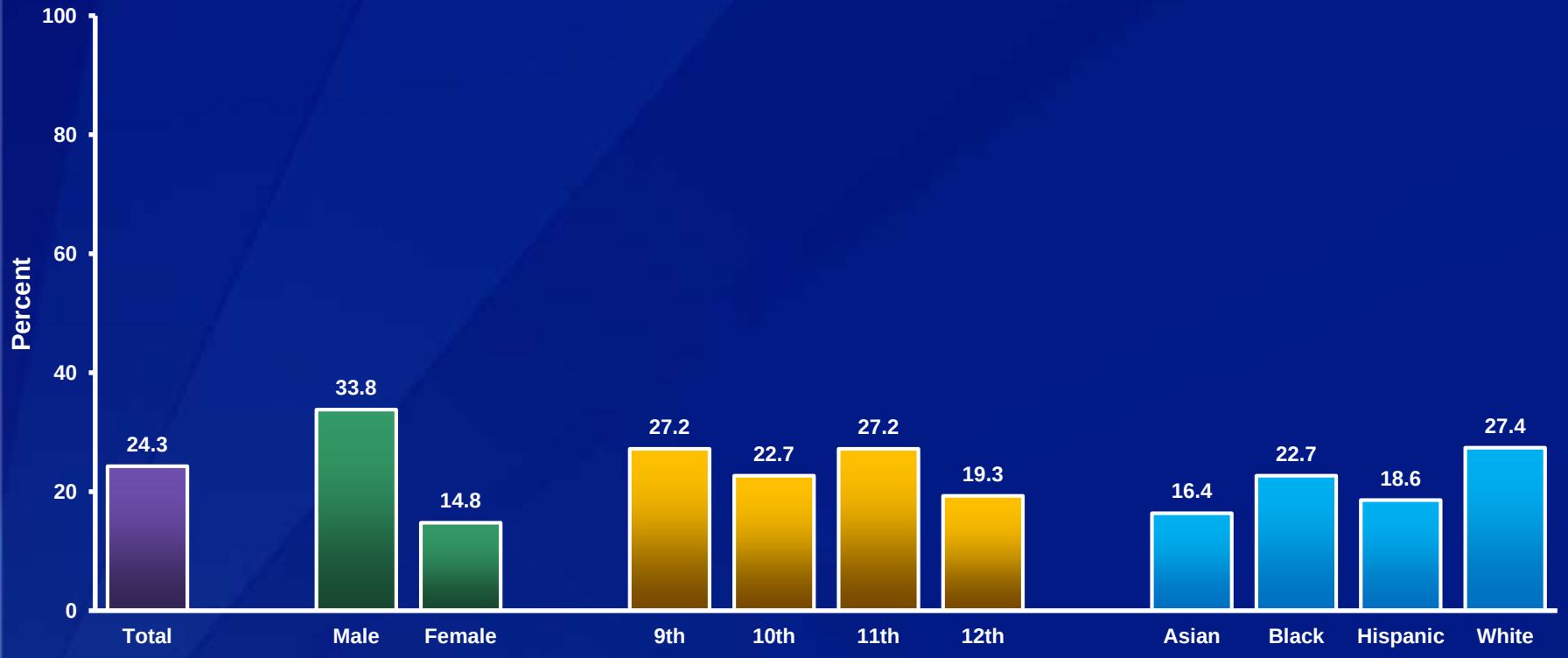
Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2005-2015†

*Doing 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 2005-2015 [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).]

Note: 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,† 2015



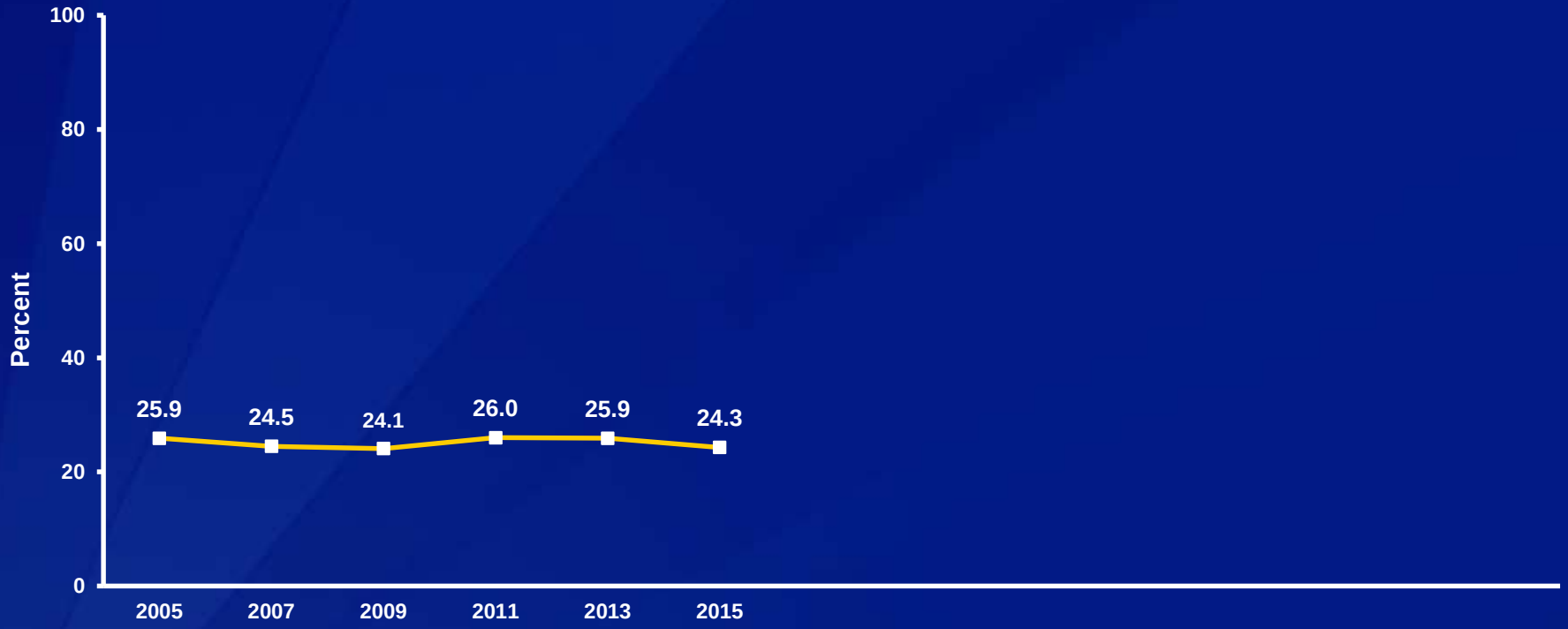
*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†M > F; 9th > 12th; 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2005-2015†

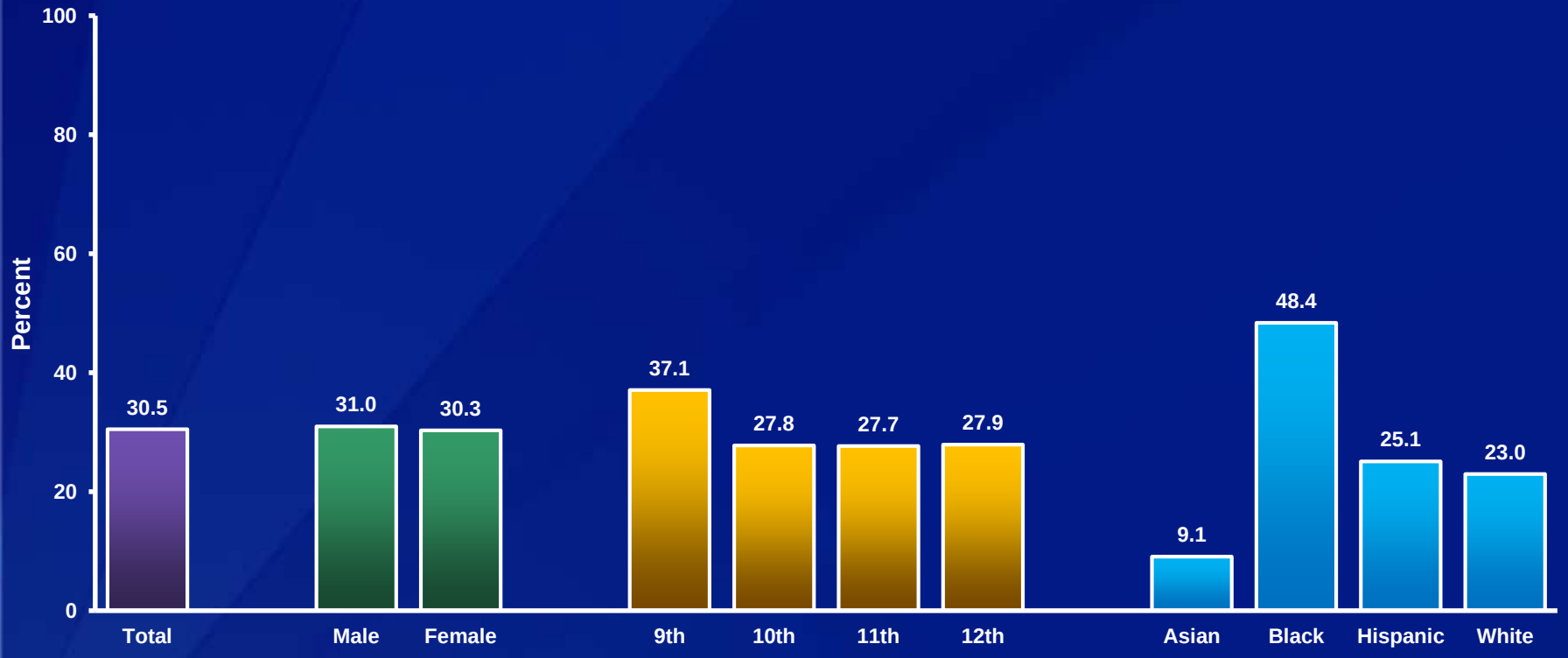


*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2005-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Watched Television 3 or More Hours Per Day,* by Sex, Grade,† and Race/Ethnicity,† 2015



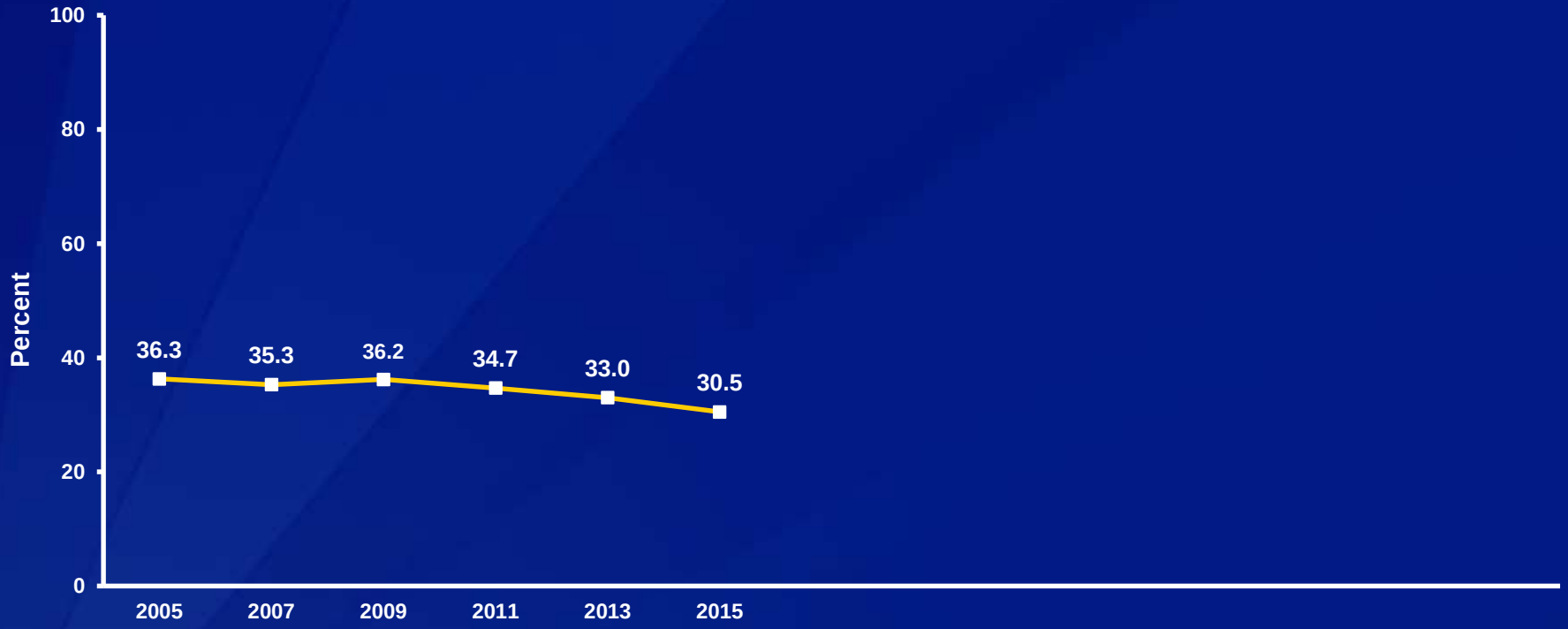
*On an average school day

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Watched Television 3 or More Hours Per Day,* 2005-2015†

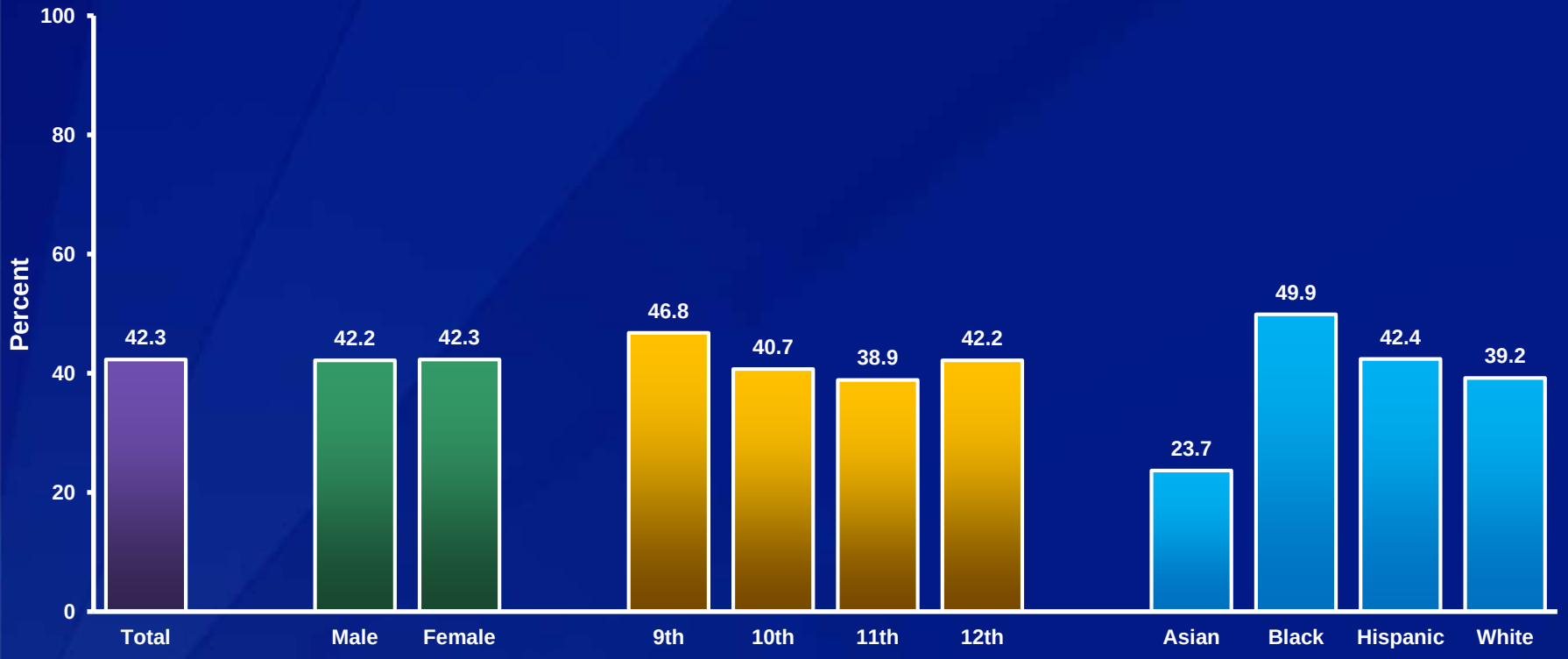


*On an average school day

†Decreased 2005-2015 [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).]

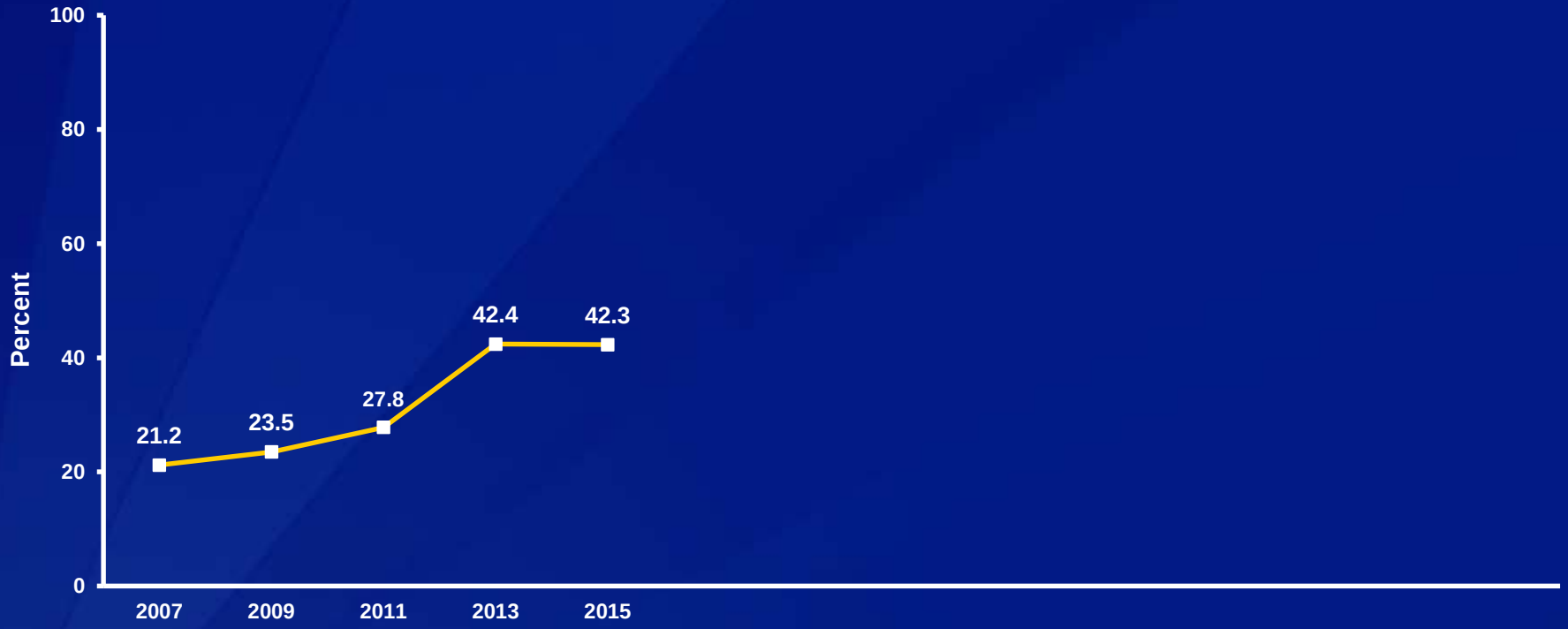
Note: This graph contains weighted results.

Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,* by Sex, Grade,† and Race/Ethnicity,† 2015



*For something that was not school work on an average school day
†9th > 11th; B > A, B > W, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,* 2007-2015†

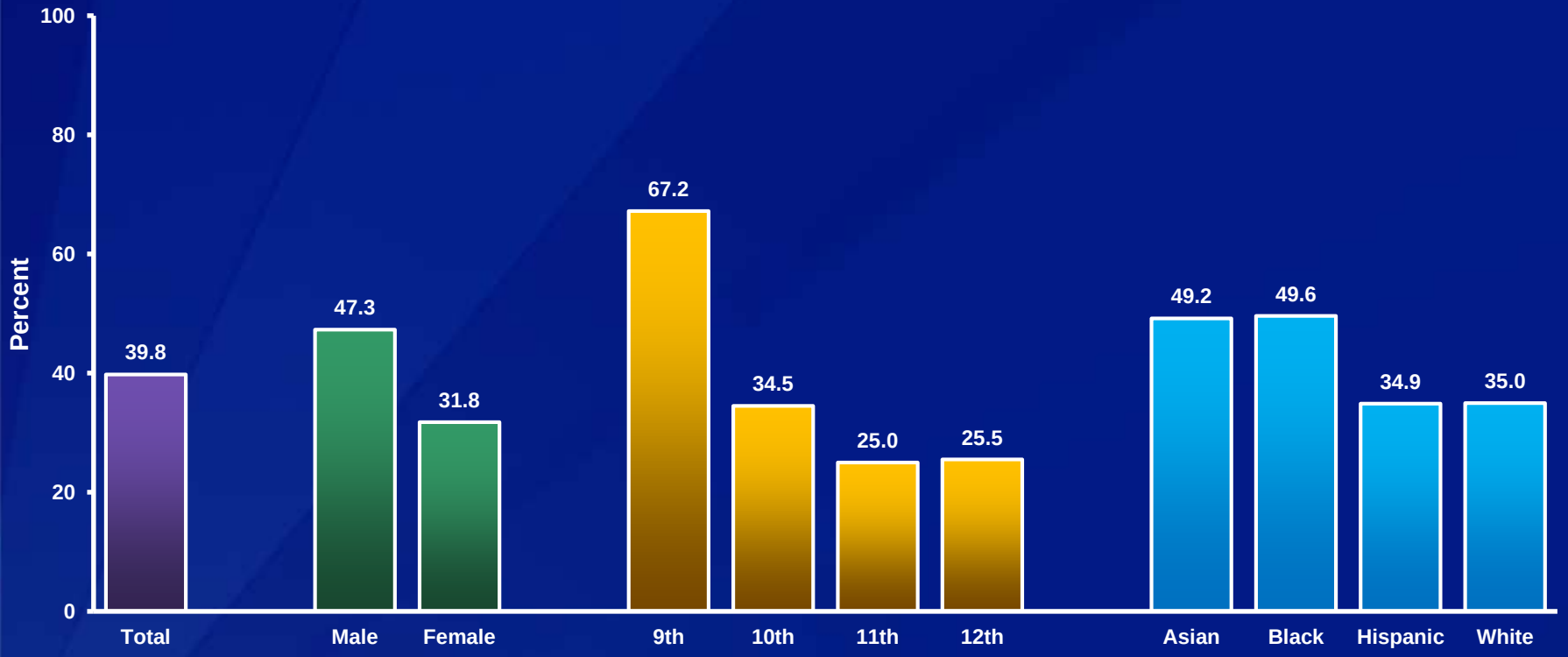


*For something that was not school work on an average school day

†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on 1 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2015



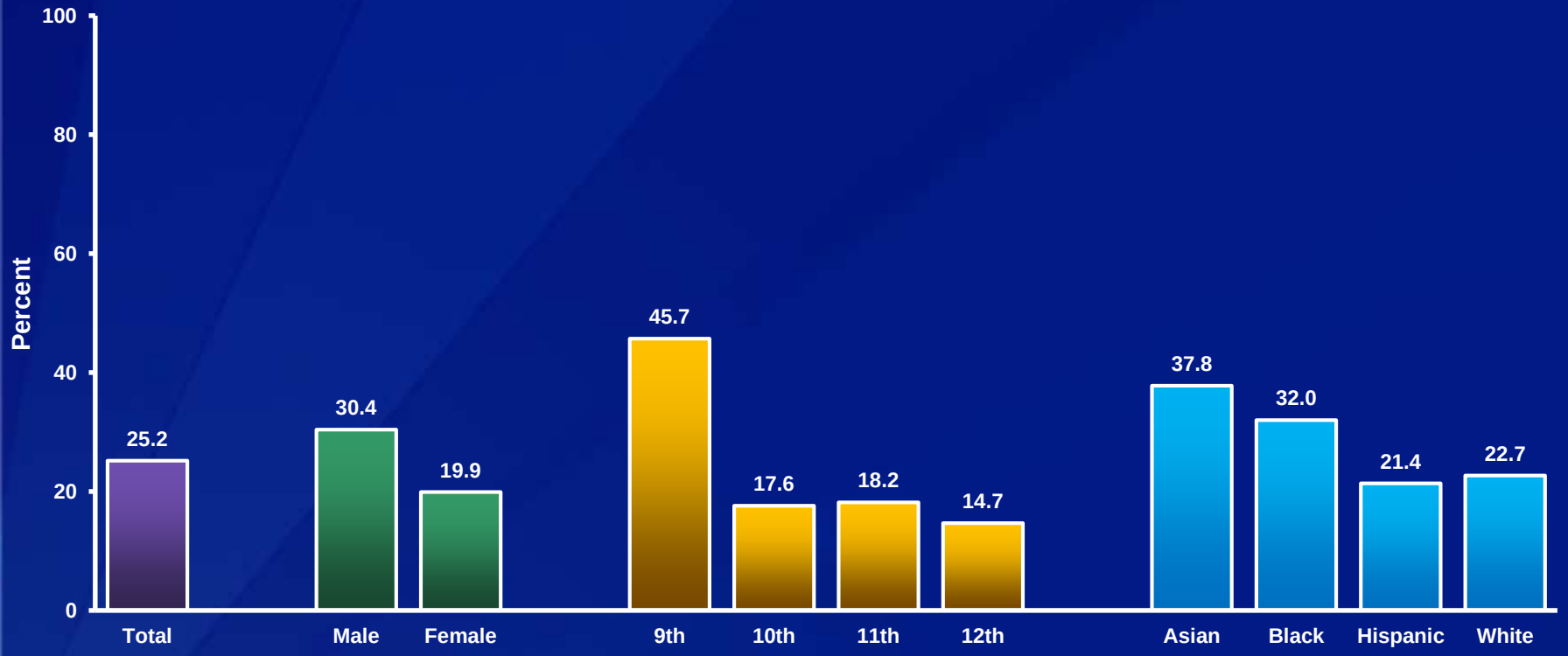
*In an average week when they were in school

†M > F; 9th > 10th, 9th > 11th, 9th > 12th; A > H, A > W, 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.

Note: 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,† 2015



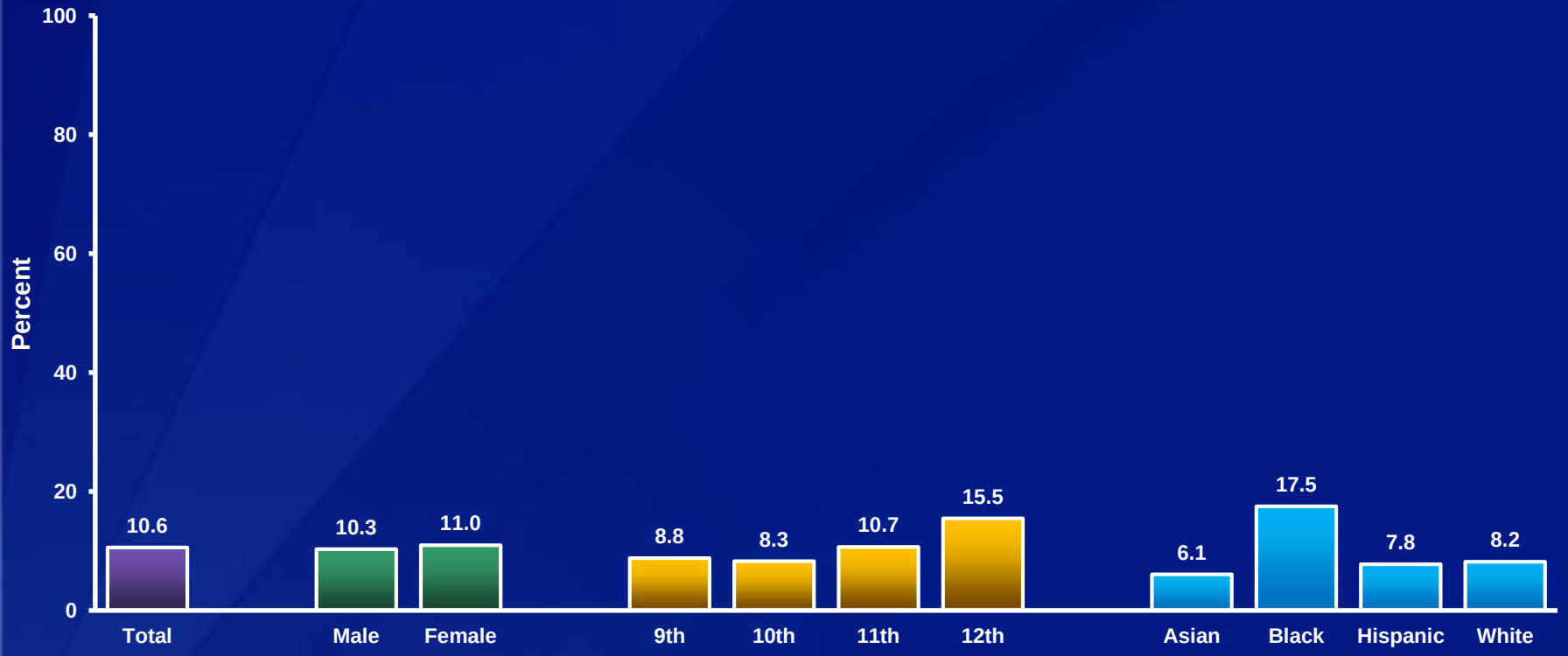
*In an average week when they were in school

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Tested for HIV,* by Sex, Grade,† and Race/Ethnicity,† 2015



*Not including tests done when donating blood
†12th > 9th, 12th > 10th, 12th > 11th; B > A, 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.
Note: This graph contains weighted results.

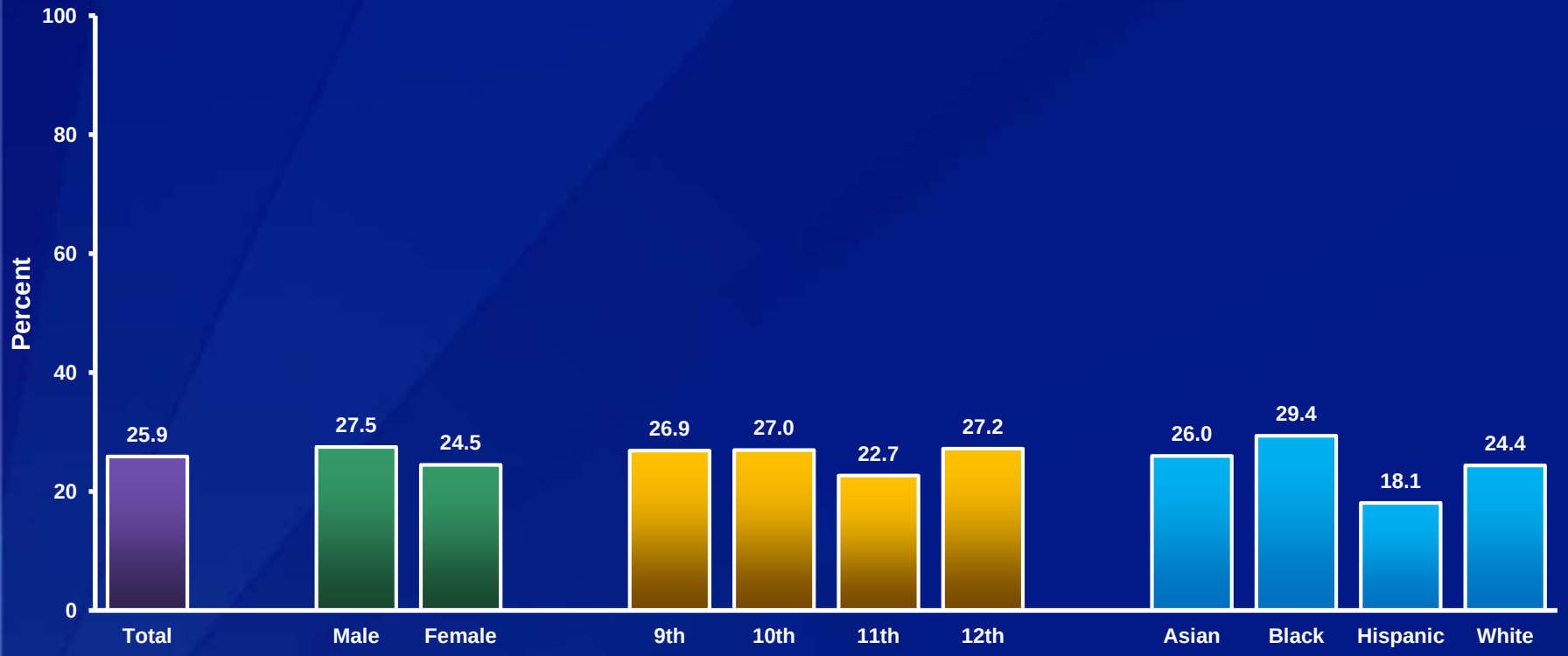
Percentage of High School Students Who Were Ever Tested for HIV,* 2009-2015†

*Not including tests done when donating blood

†Decreased 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

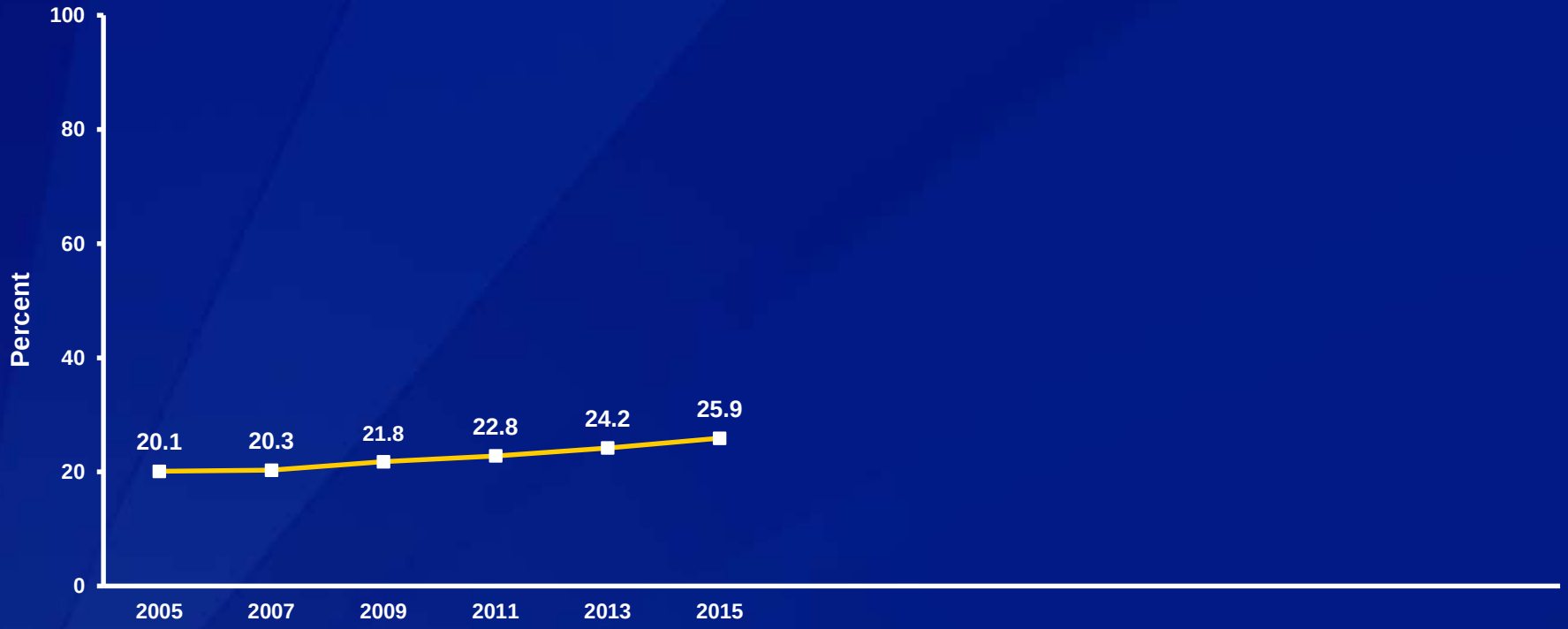
Note: This graph contains weighted results.

Percentage of High School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, by Sex, Grade,* and Race/Ethnicity,* 2015



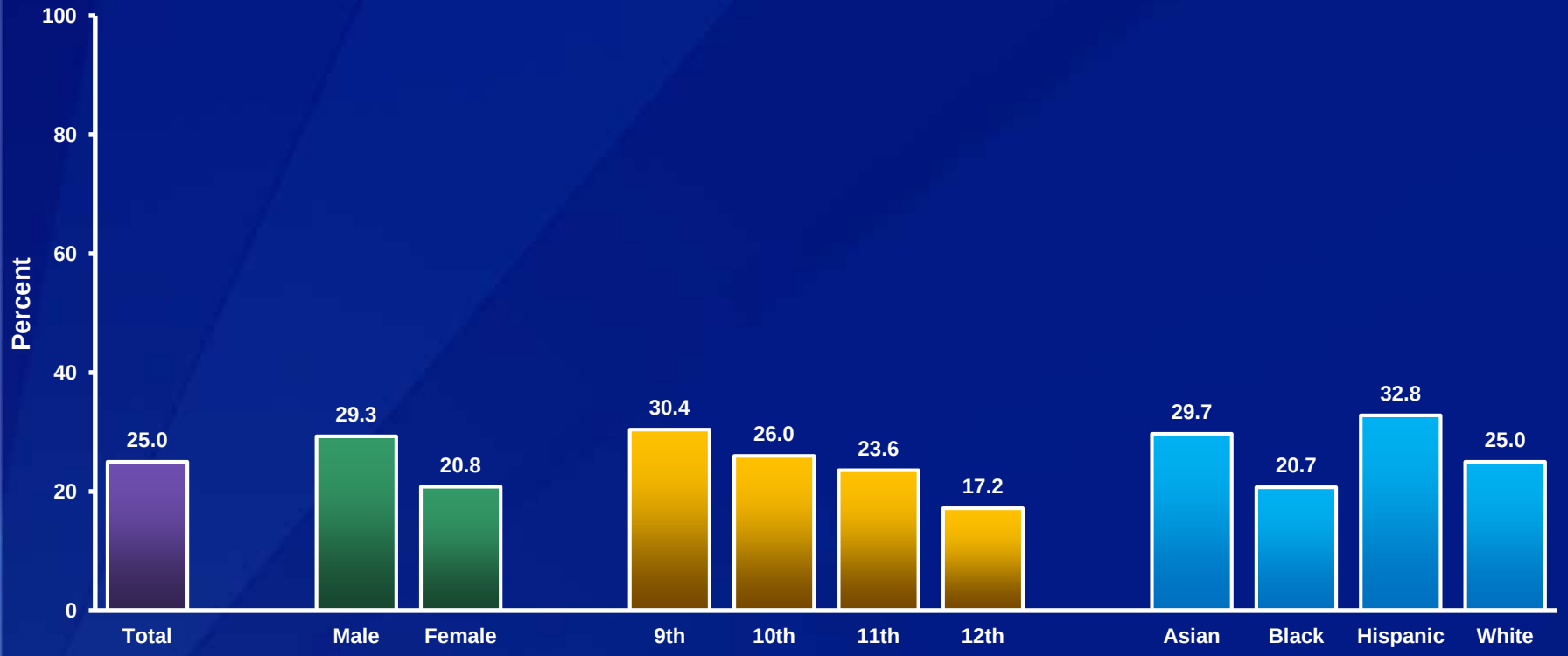
*10th > 11th; B > H, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, 2005-2015*



*Increased 2005-2015 [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).]
Note: This graph contains weighted results.

Percentage of High School Students Who Had 8 or More Hours of Sleep,* by Sex,† Grade,† and Race/Ethnicity,† 2015



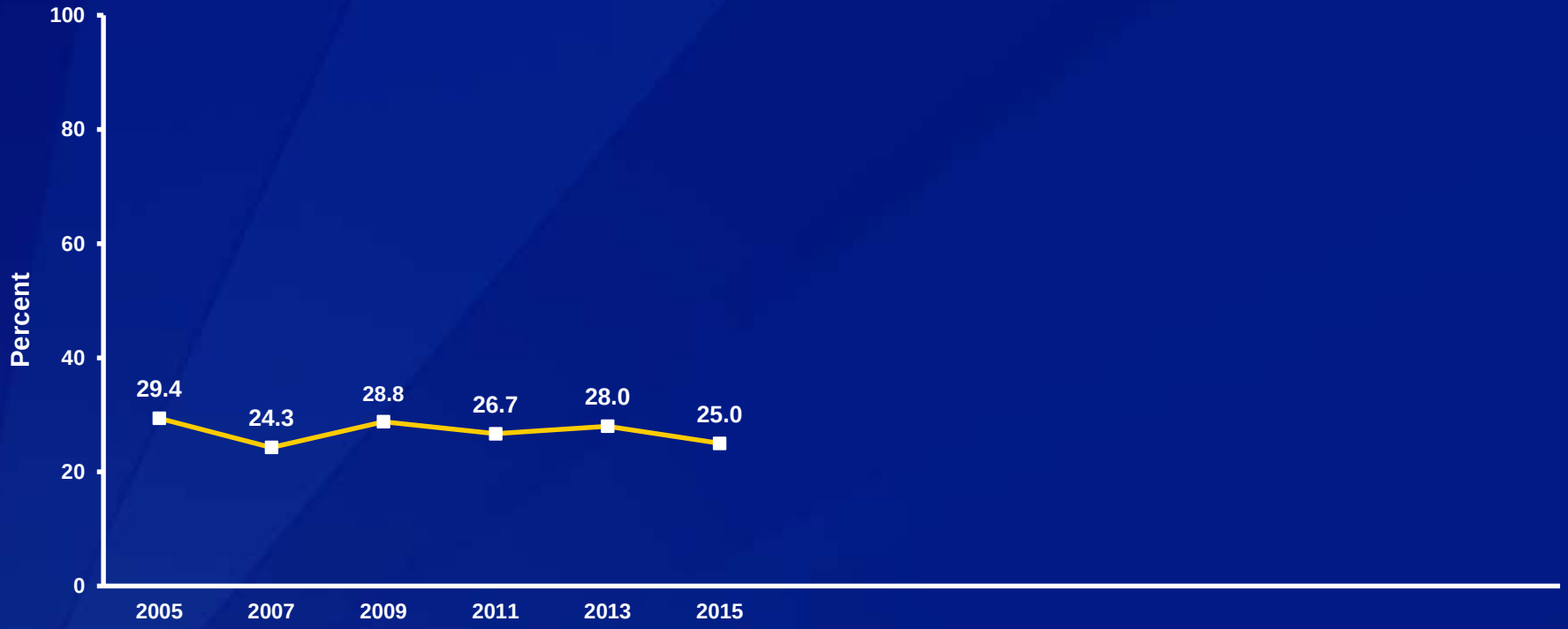
*On an average school night

†M > F; 9th > 11th, 9th > 12th, 10th > 12th, 11th > 12th; 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Had 8 or More Hours of Sleep,* 2005-2015†

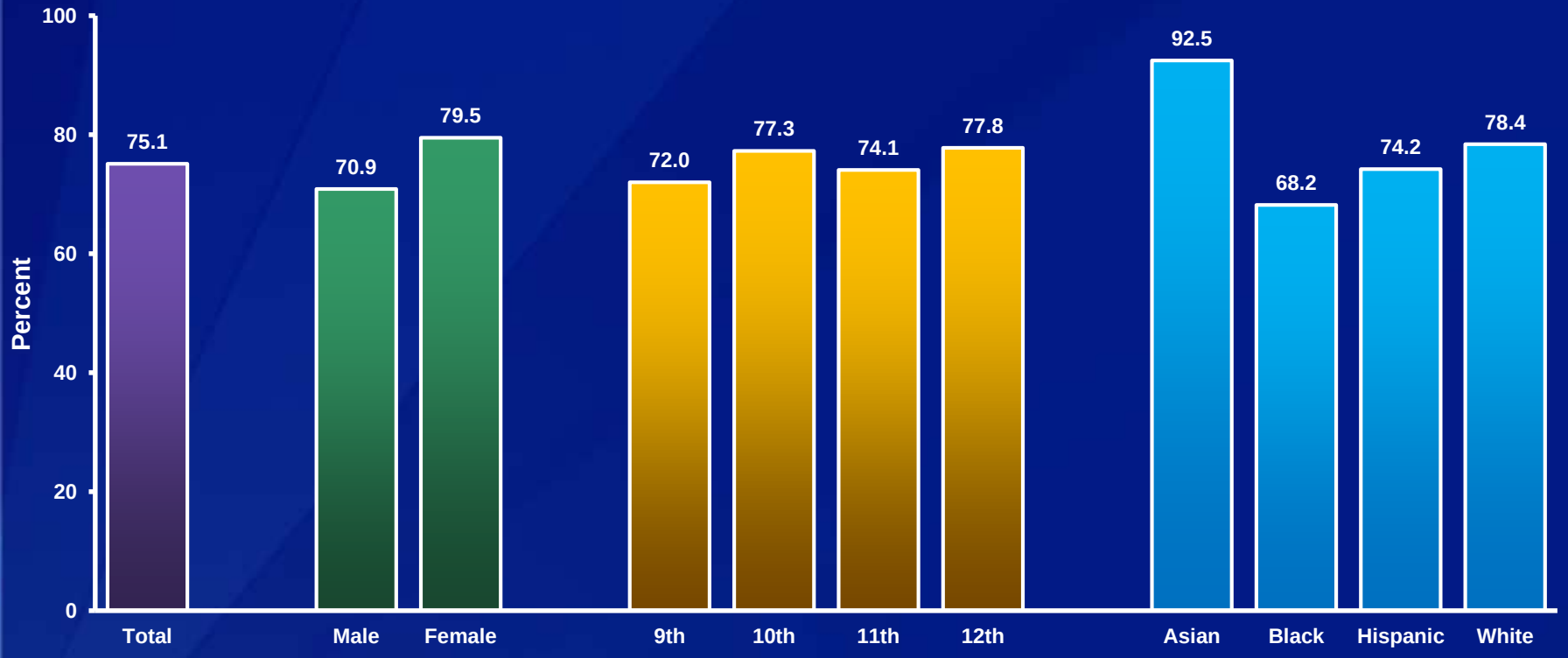


*On an average school night

†No change 2005-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Made Mostly A's or B's in School,* by Sex,† Grade, and Race/Ethnicity,† 2015



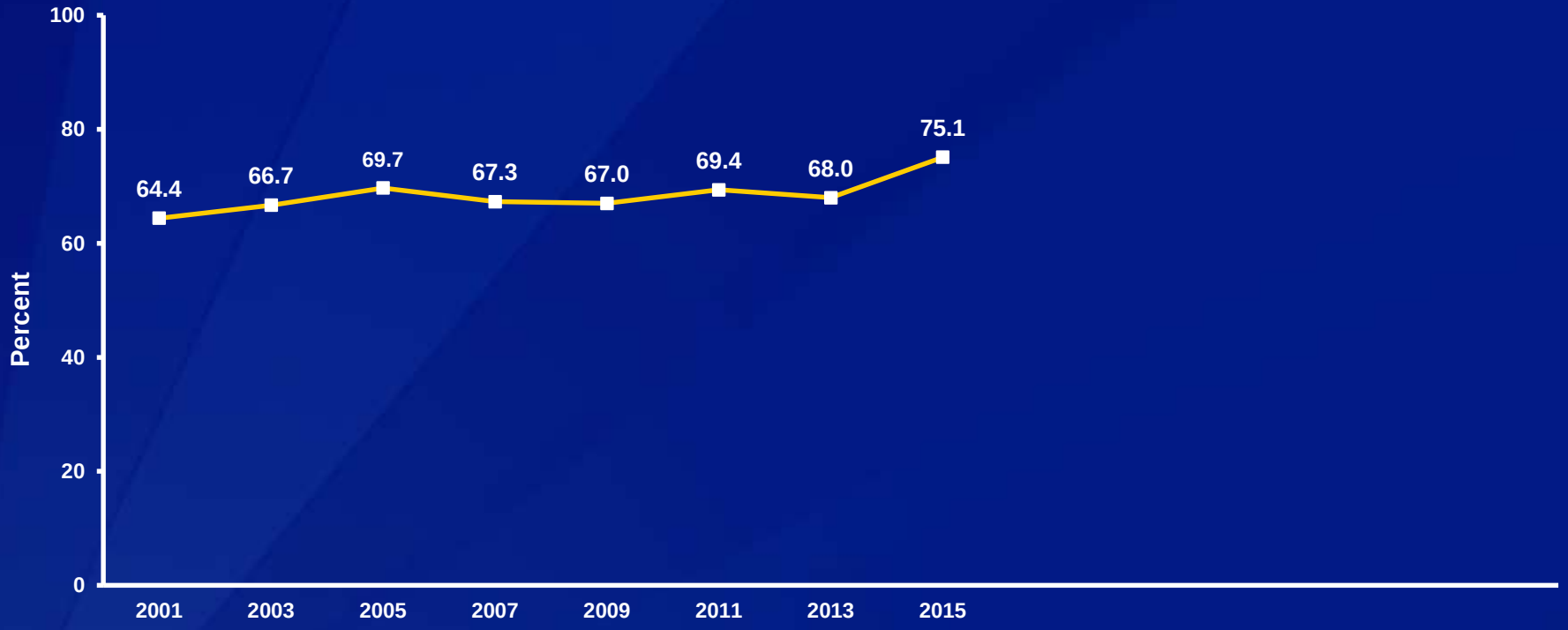
*During the 12 months before the survey

†F > M; A > B, A > H, A > W, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Made Mostly A's or B's in School,* 2001-2015†

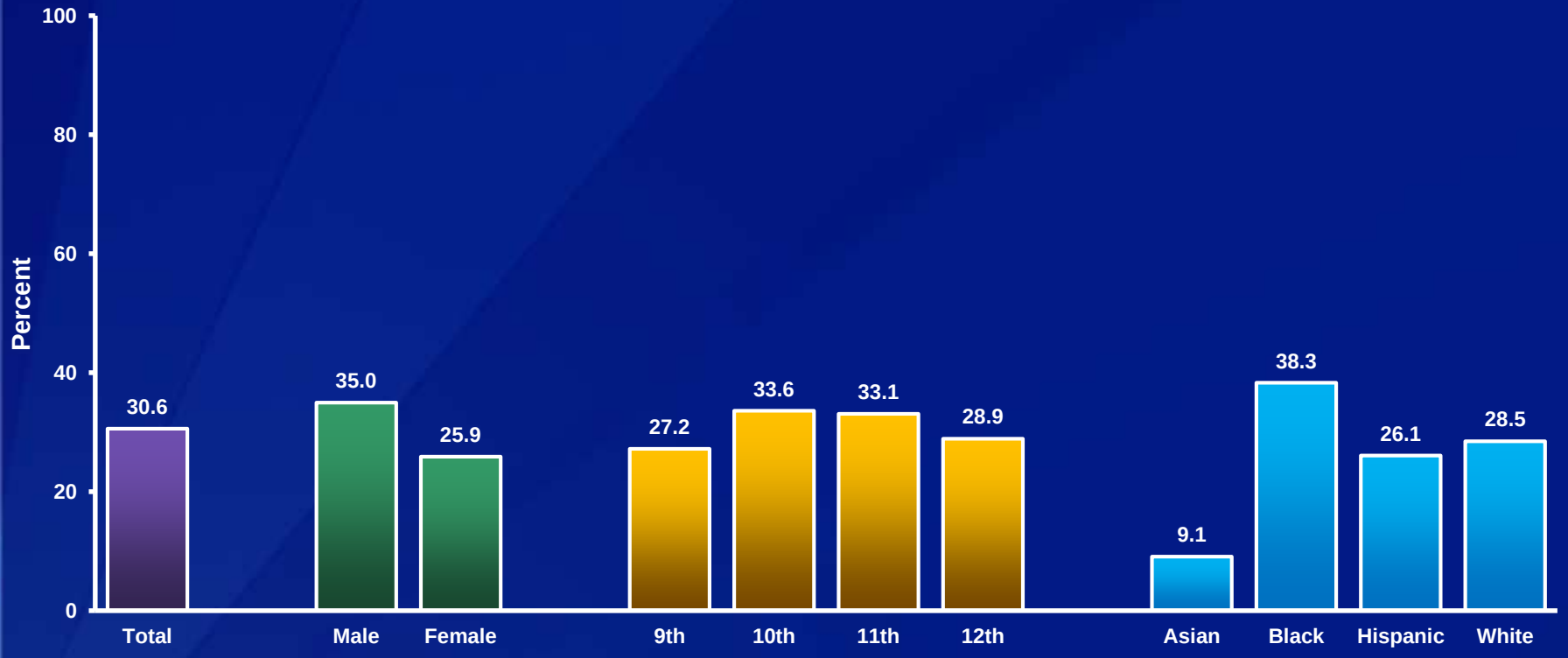


*During the 12 months before the survey

†Increased 2001-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Reported That There Is Gang Activity in Their School, by Sex,* Grade, and Race/Ethnicity,* 2015

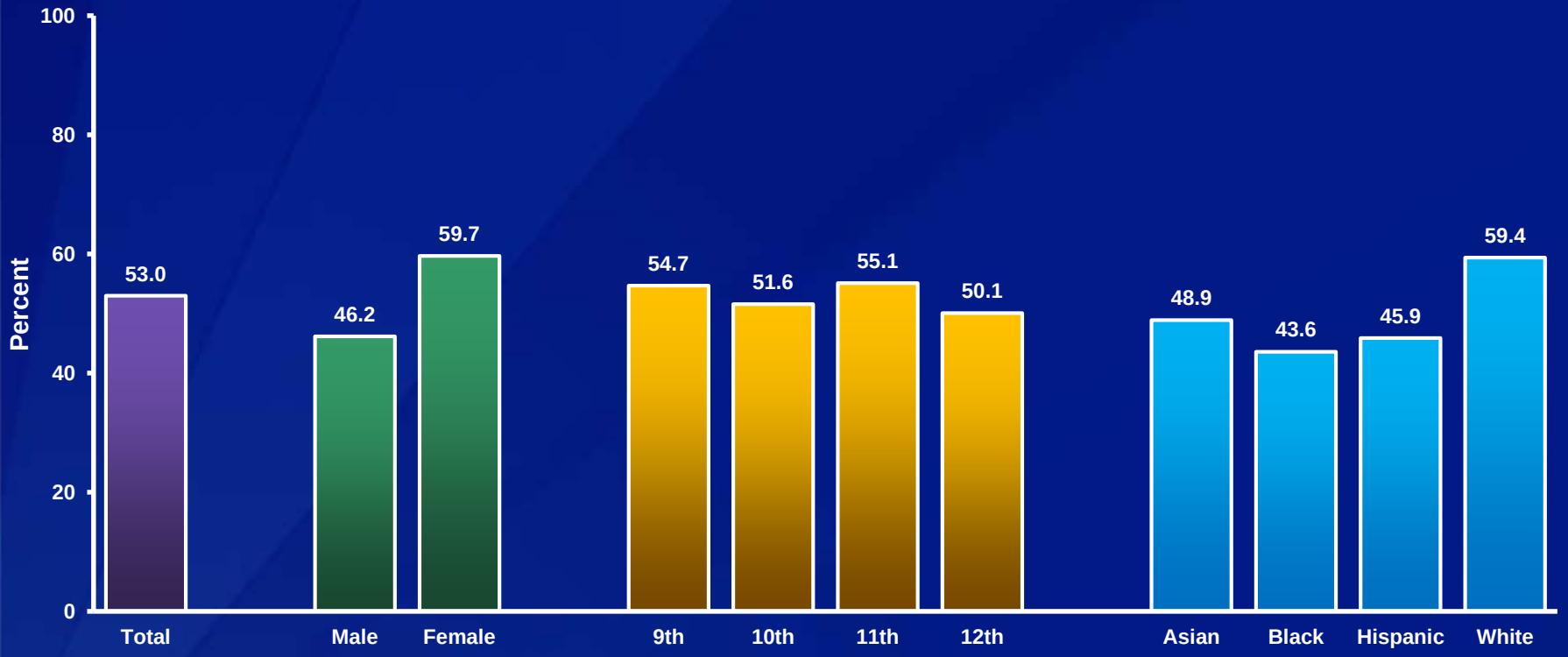


*M > F; B > A, B > H, B > W, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Reported That There Is Gang Activity in Their School, 2011-2015*

*No change 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Have Seen Other Students Being Bullied in Their School,* by Sex,† Grade, and Race/Ethnicity,† 2015



*During the 12 months before the survey

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

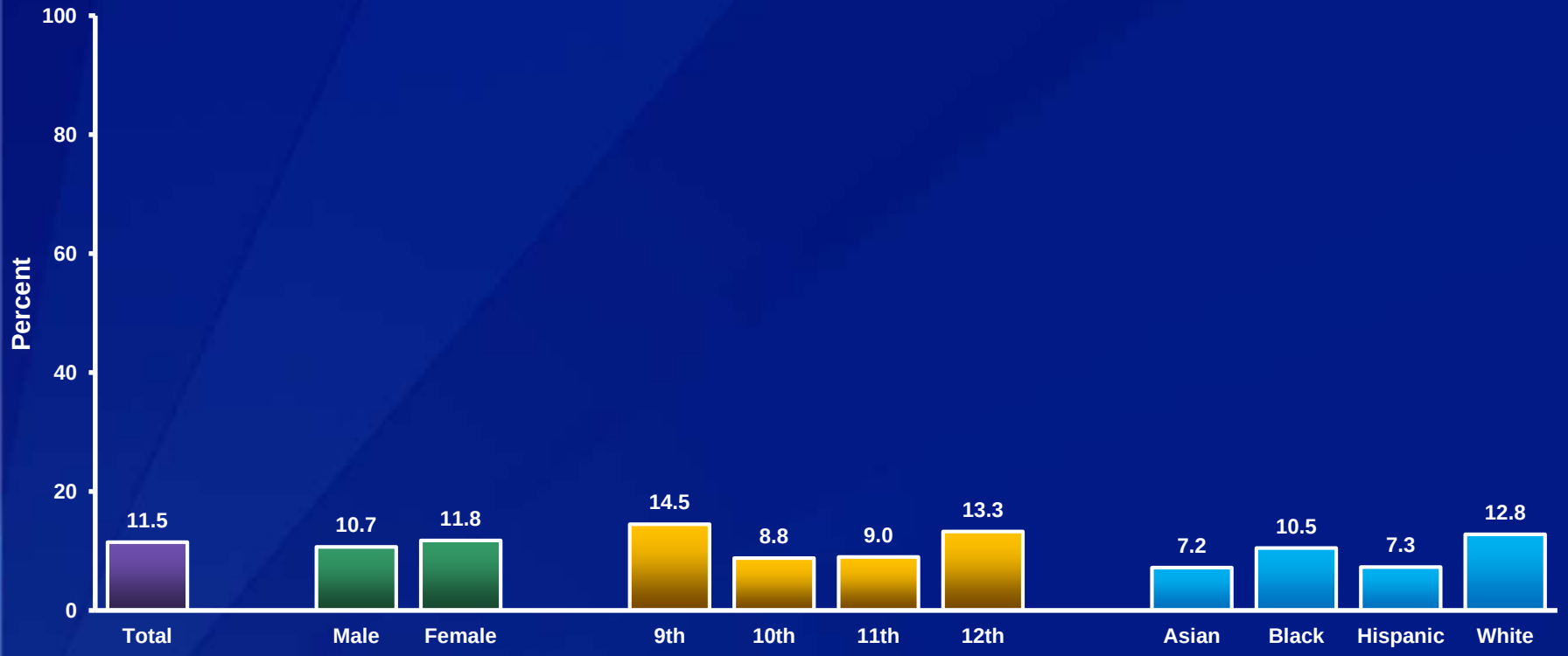
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Note: This graph contains weighted results.

Percentage of High School Students Who Have Seen Other Students Being Bullied in Their School,* 2011-2015†

*During the 12 months before the survey
†Decreased 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because Someone Thought They Were Gay, Lesbian, or Bisexual,* by Sex, Grade,† and Race/Ethnicity, 2015



*During the 12 months before the survey
†9th > 10th, 9th > 11th, 12th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

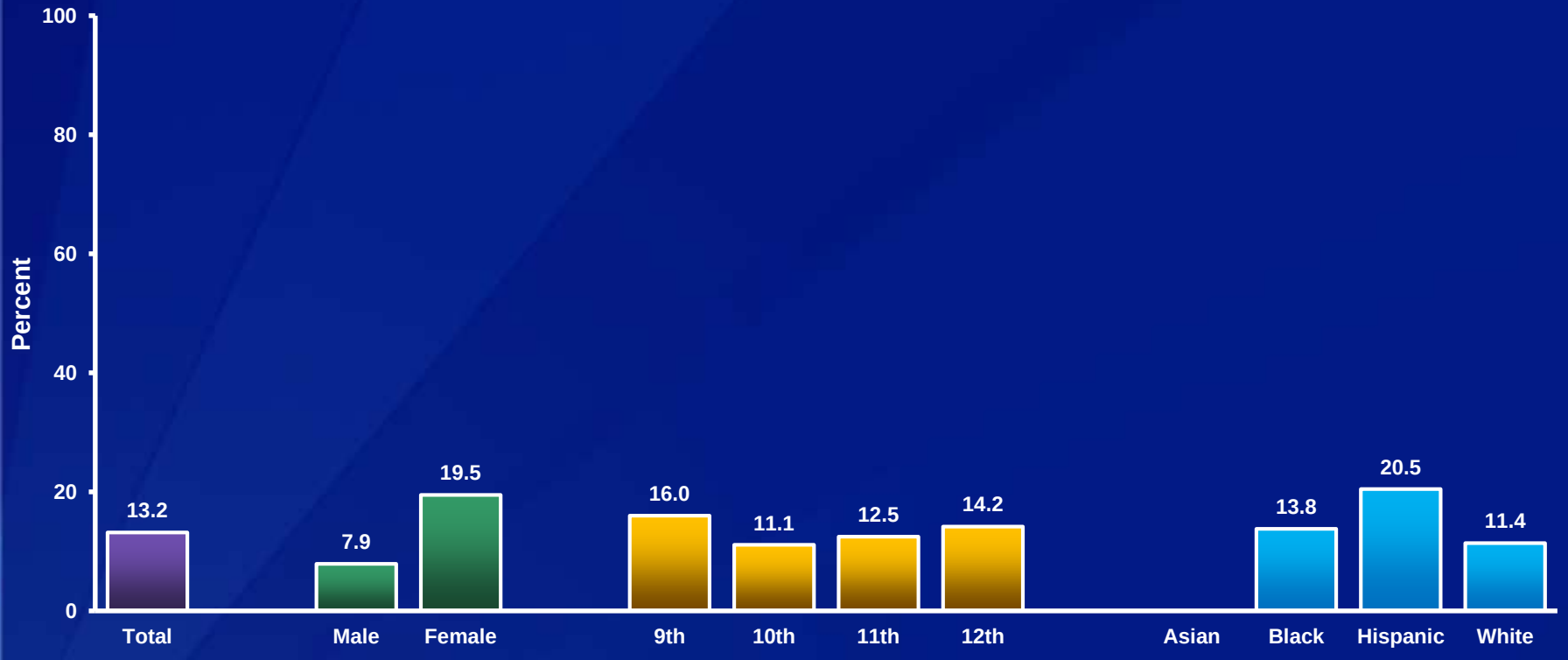
Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because Someone Thought They Were Gay, Lesbian, or Bisexual,* 2011-2015†

*During the 12 months before the survey

†No change 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Reported Their Partners Were Three or More Years Older Than Themselves the Last Time They Had Sexual Intercourse,* by Sex,† Grade, and Race/Ethnicity,† 2015



*Among students who have had sexual intercourse
†F > M; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

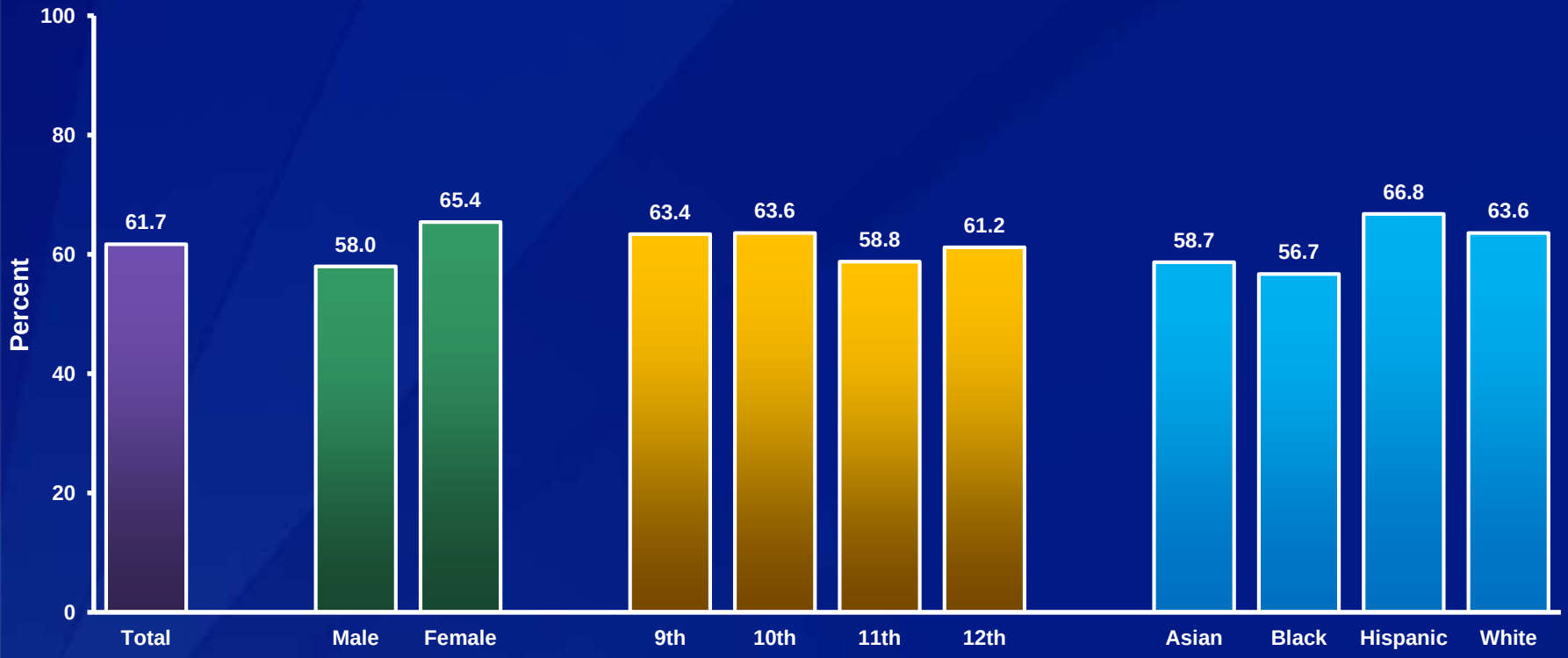
Percentage of High School Students Who Reported Their Partners Were Three or More Years Older Than Themselves the Last Time They Had Sexual Intercourse,* 2011-2015†

*Among students who have had sexual intercourse

†Decreased 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Exercised to Lose Weight or to Keep from Gaining Weight,* by Sex,† Grade, and Race/Ethnicity,† 2015



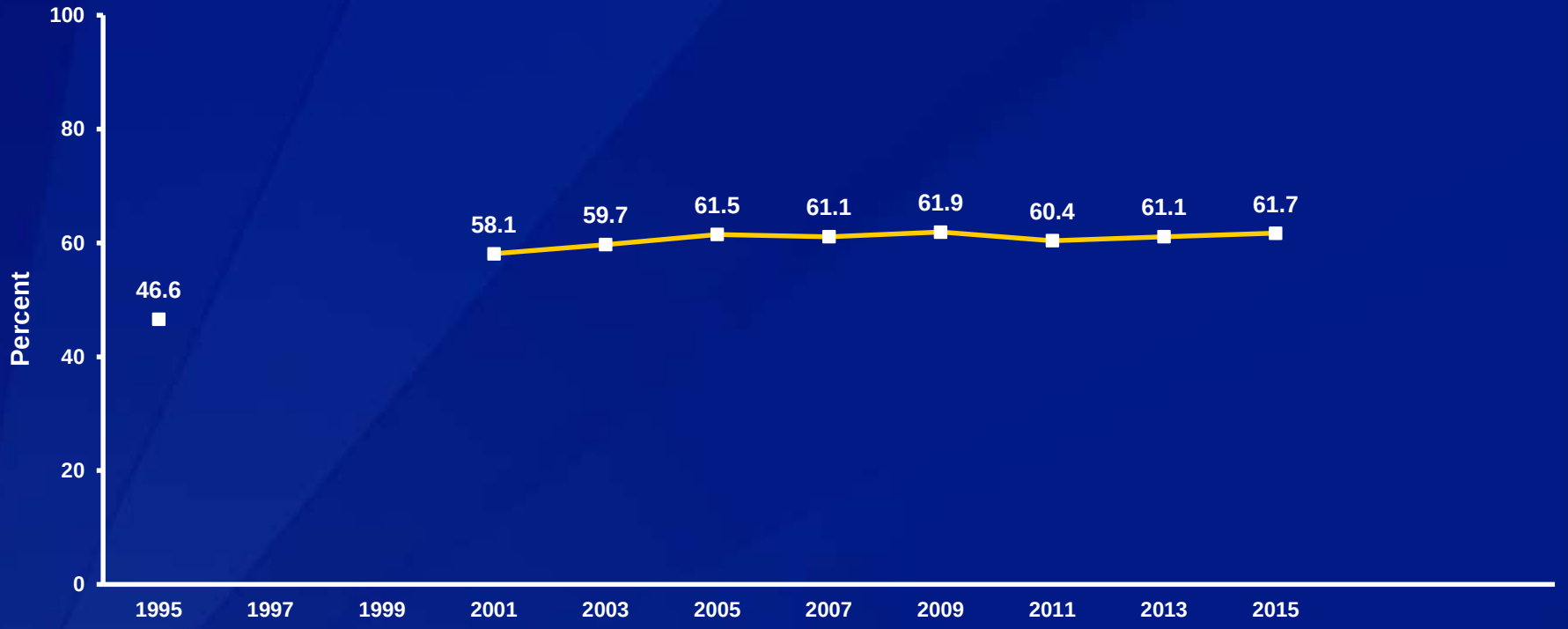
*During the 30 days before the survey

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Exercised to Lose Weight or to Keep from Gaining Weight,* 1995-2015†



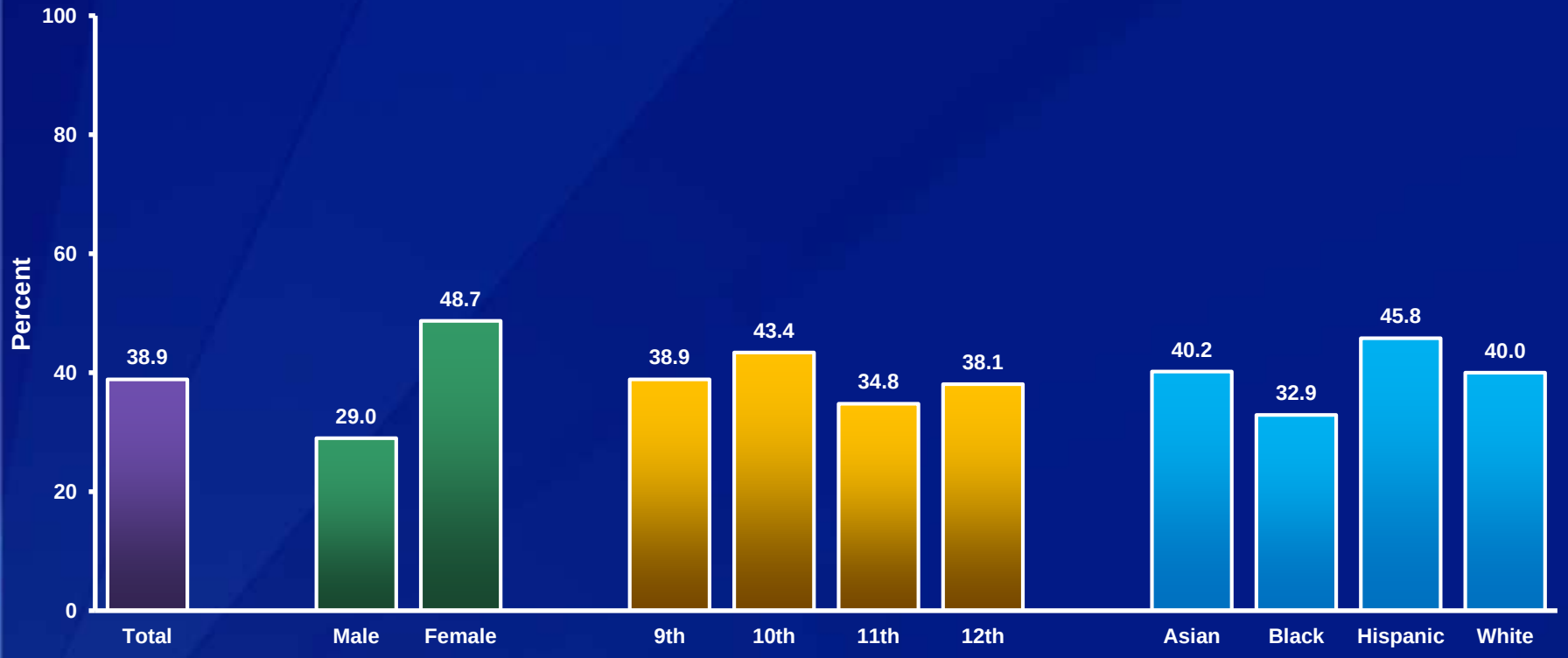
*During the 30 days before the survey

†Increased 1995-2015, increased 1995-2003, no change 2003-2015 [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).]

Question not included in the survey in 1997,1999.

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Less Food, Fewer Calories, or Foods Low in Fat to Lose Weight or to Keep from Gaining Weight,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*During the 30 days before the survey
†F > M; 10th > 11th, 10th > 12th; 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.
Note: This graph contains weighted results.

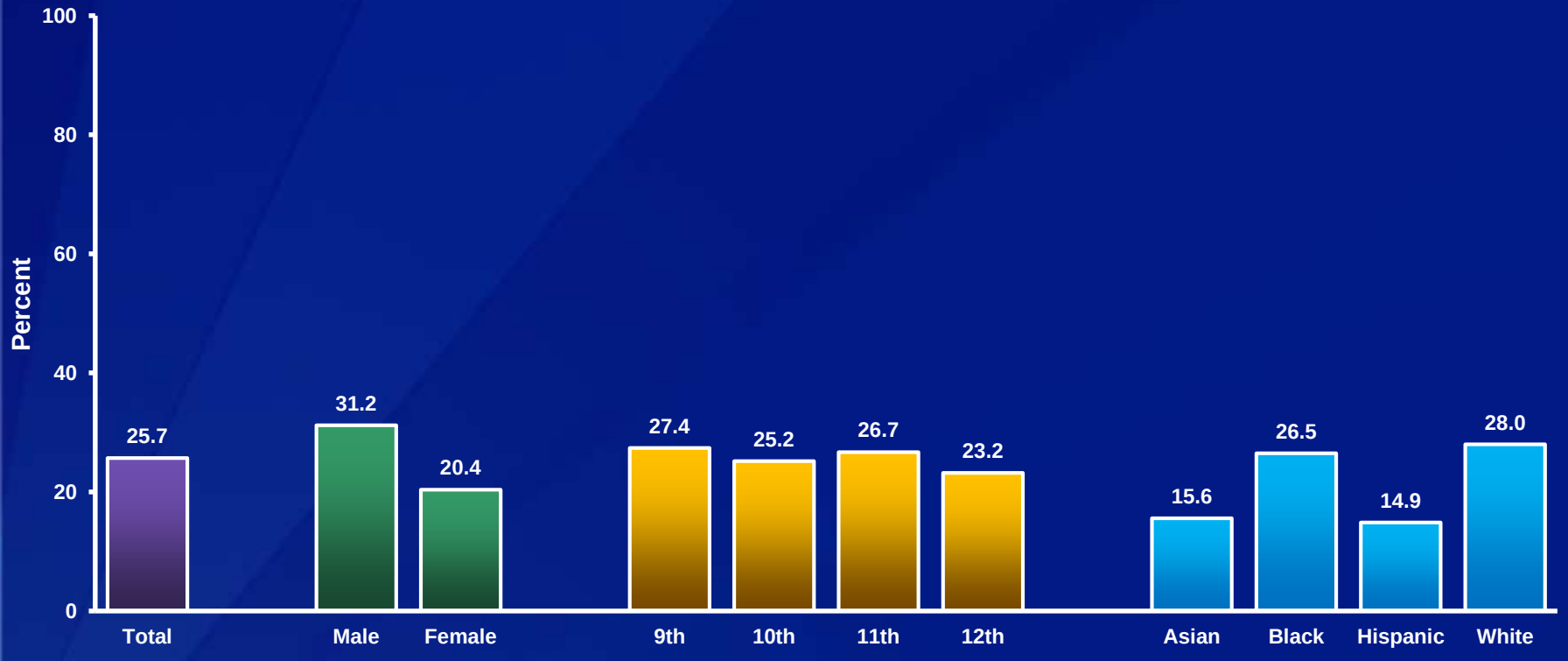
Percentage of High School Students Who Ate Less Food, Fewer Calories, or Foods Low in Fat to Lose Weight or to Keep from Gaining Weight,* 2005-2015†

*During the 30 days before the survey

†Decreased 2005-2015, decreased 2005-2009, no change 2009-2015 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of a Sugar-Sweetened Beverage,* by Sex,† Grade, and Race/Ethnicity,† 2015



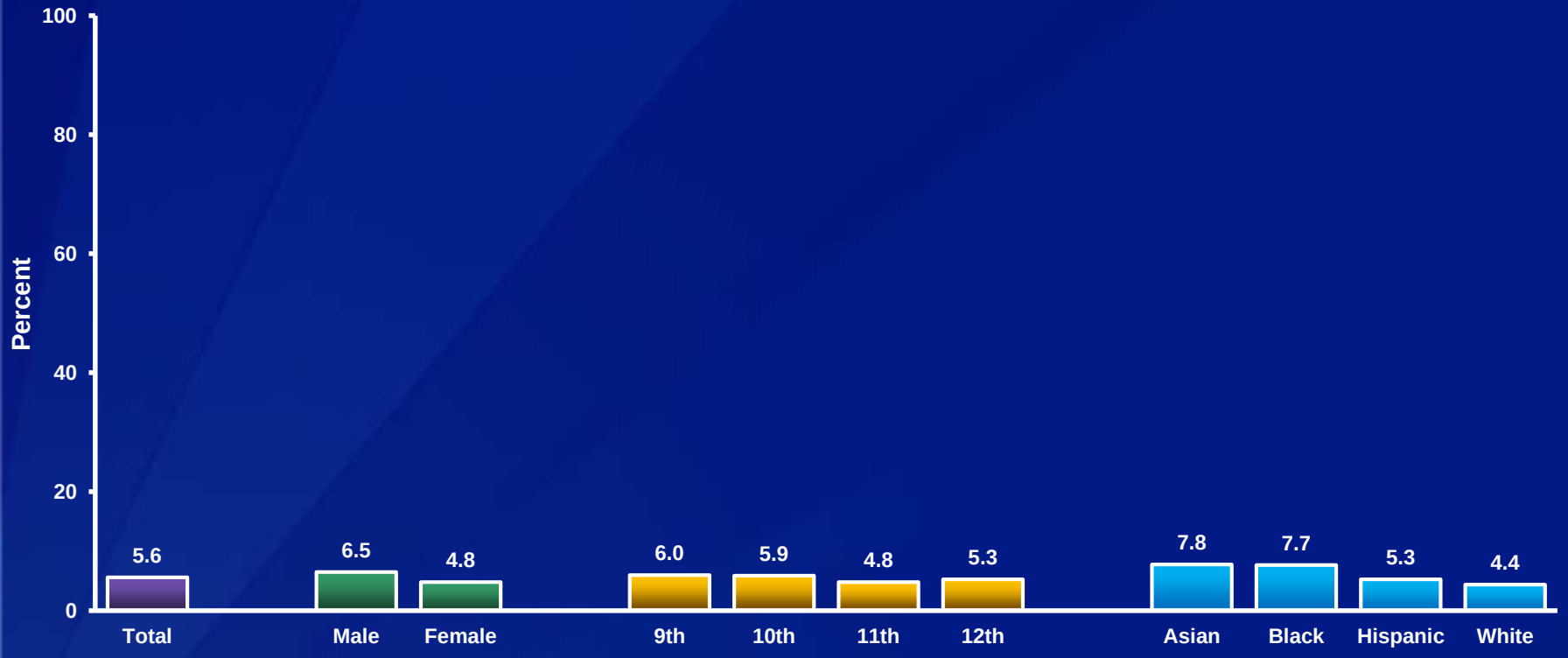
*Such as sports drinks (for example, Gatorade or PowerAde), energy drinks (for example, Red Bull or Jolt), lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight, not including soda or pop or 100% fruit juice, one or more times per day during the 7 days before the survey

†M > F; B > H, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Walk or Ride Their Bike to School on Five Days,* by Sex, Grade, and Race/Ethnicity,† 2015



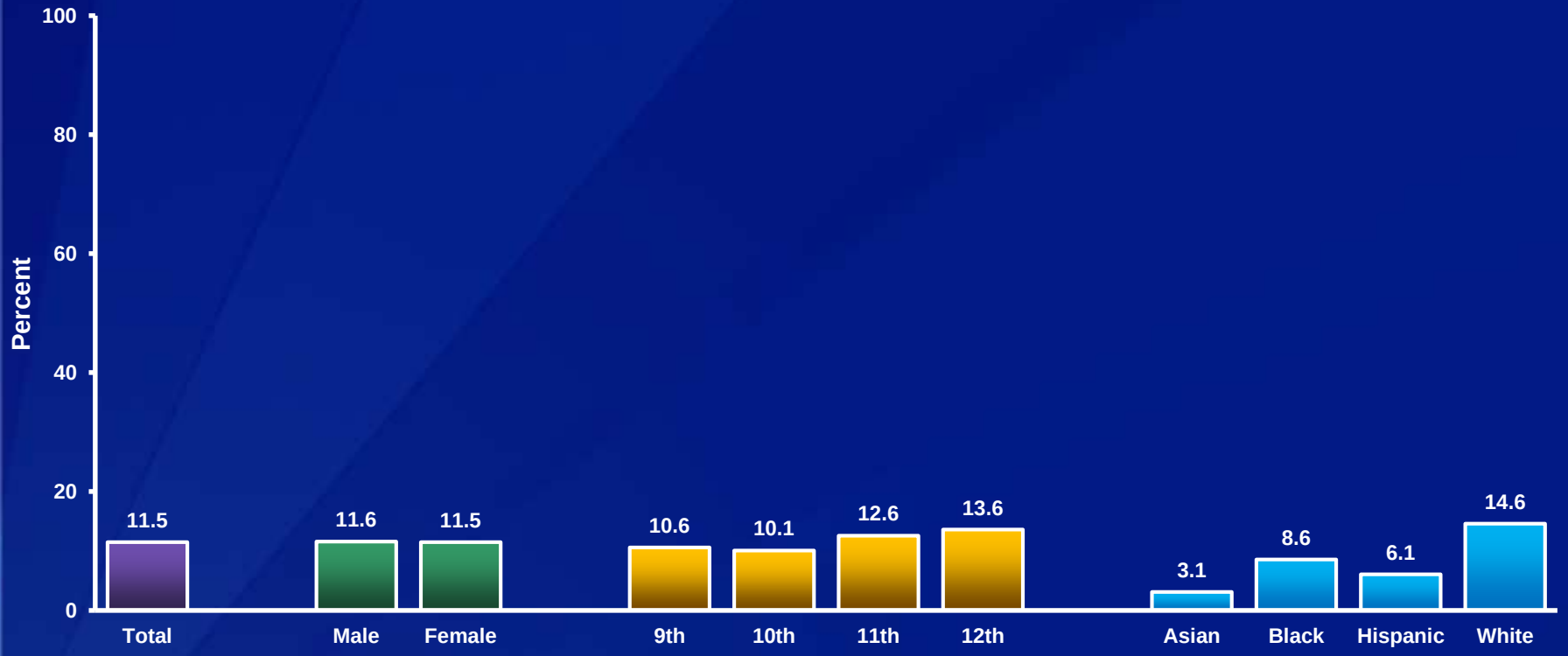
*In an average week when they are in school and when the weather allows

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Consider Themselves to Have a Disability, by Sex, Grade,* and Race/Ethnicity,* 2015

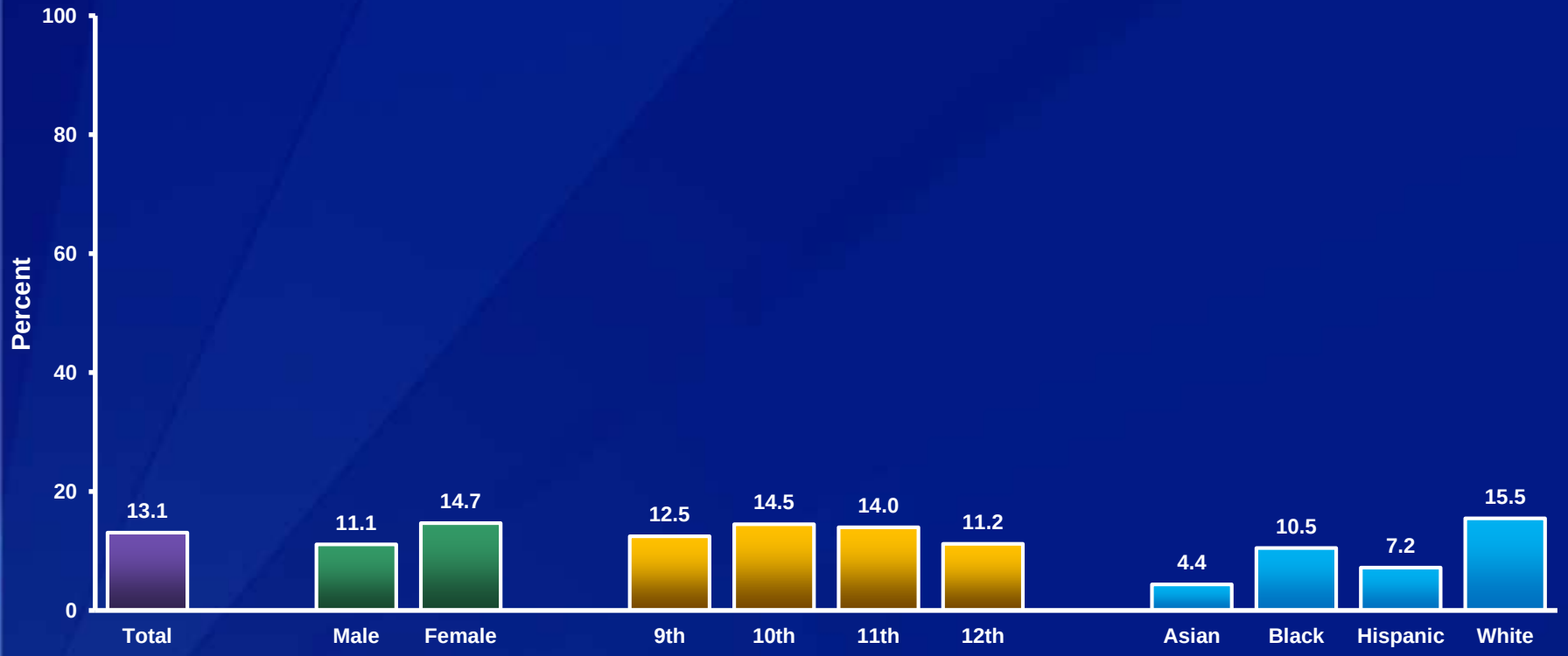


*12th > 10th; B > A, W > A, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Consider Themselves to Have a Disability, 2011-2015*

*No change 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Are Limited in Any Way in Any Activities Because of a Disability or Health Problem, by Sex, Grade, and Race/Ethnicity,* 2015

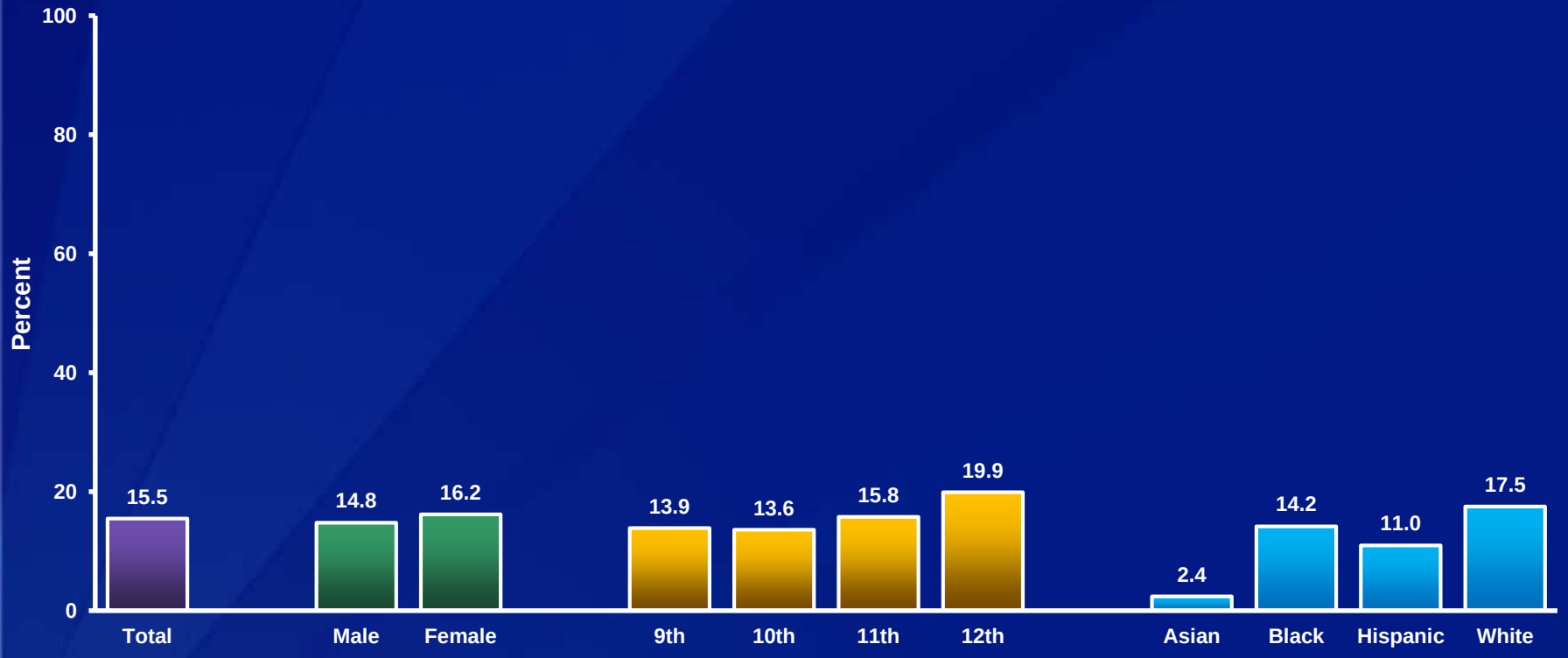


*B > A, W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Are Limited in Any Way in Any Activities Because of a Disability or Health Problem, 2011-2015*

*No change 2011-2015 [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 Trouble Learning, Remembering, or Concentrating Because of a Disability or Health Problem, by Sex, Grade,* and Race/Ethnicity,* 2015

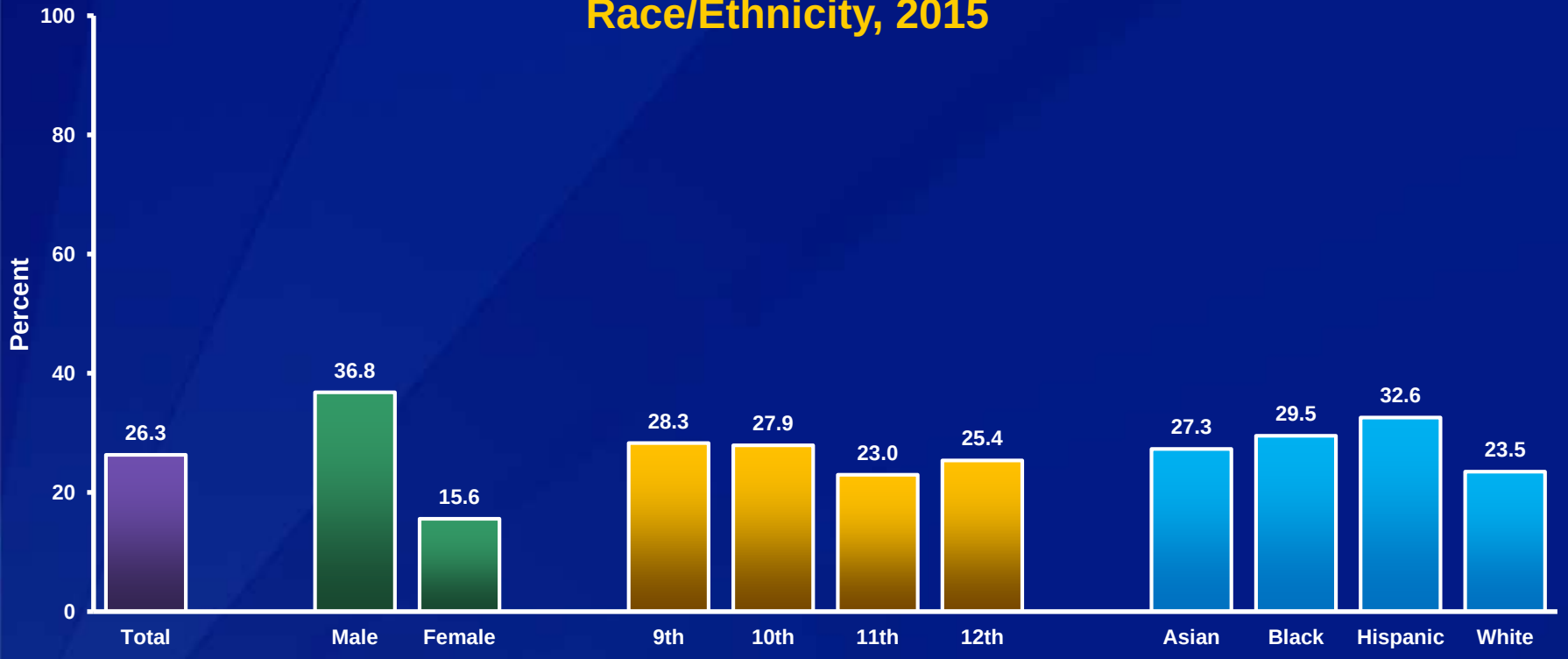


*12th > 10th; B > A, H > A, W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Trouble Learning, Remembering, or Concentrating Because of a Disability or Health Problem, 2011-2015*

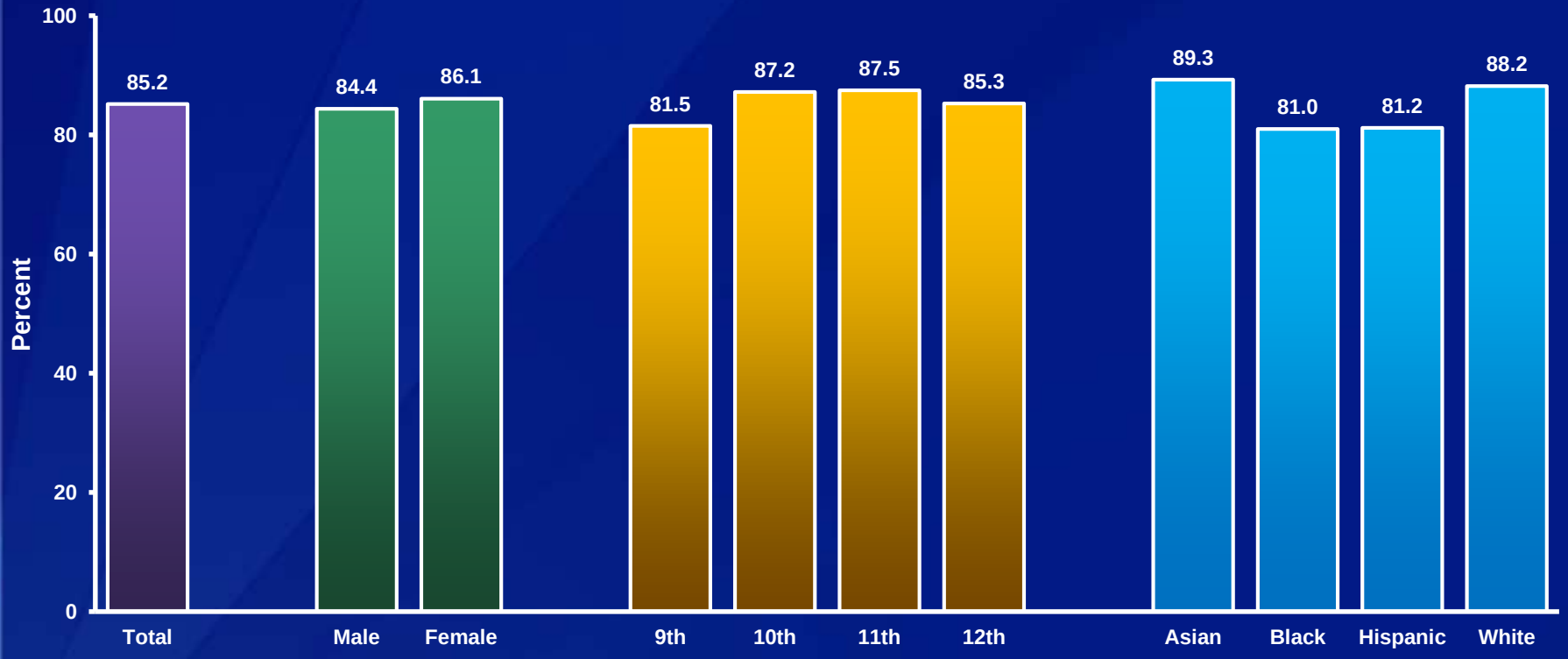
*Increased 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Gambled on a Sports Team, Gambled When Playing Cards or a Dice Game, Played One of Their State's Lottery Games, Gambled on the Internet, or Bet on a Game of Personal Skill Such As Pool or a Video Game,* by Sex,† Grade, and Race/Ethnicity, 2015



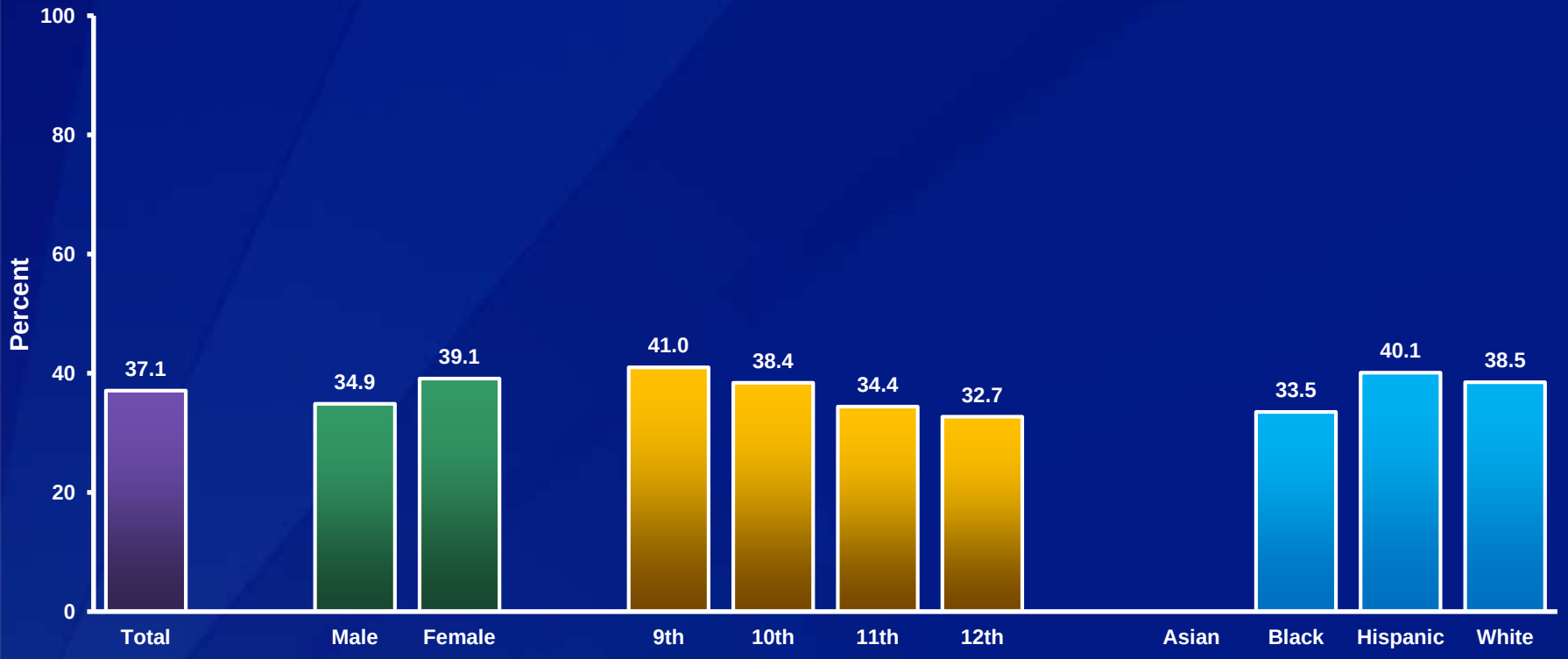
*One or more times during the 12 months before the survey
†M > F (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Taught About AIDS or HIV Infection in School, by Sex, Grade, and Race/Ethnicity,* 2015



*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.
Note: This graph contains weighted results.

Percentage of High School Students Who Usually Talk with Their Parent or Other Adult Family Member When They Have Questions About Sexually Transmitted Diseases (STD), HIV, AIDS, or Pregnancy Prevention,* by Sex, Grade,† and Race/Ethnicity, 2015

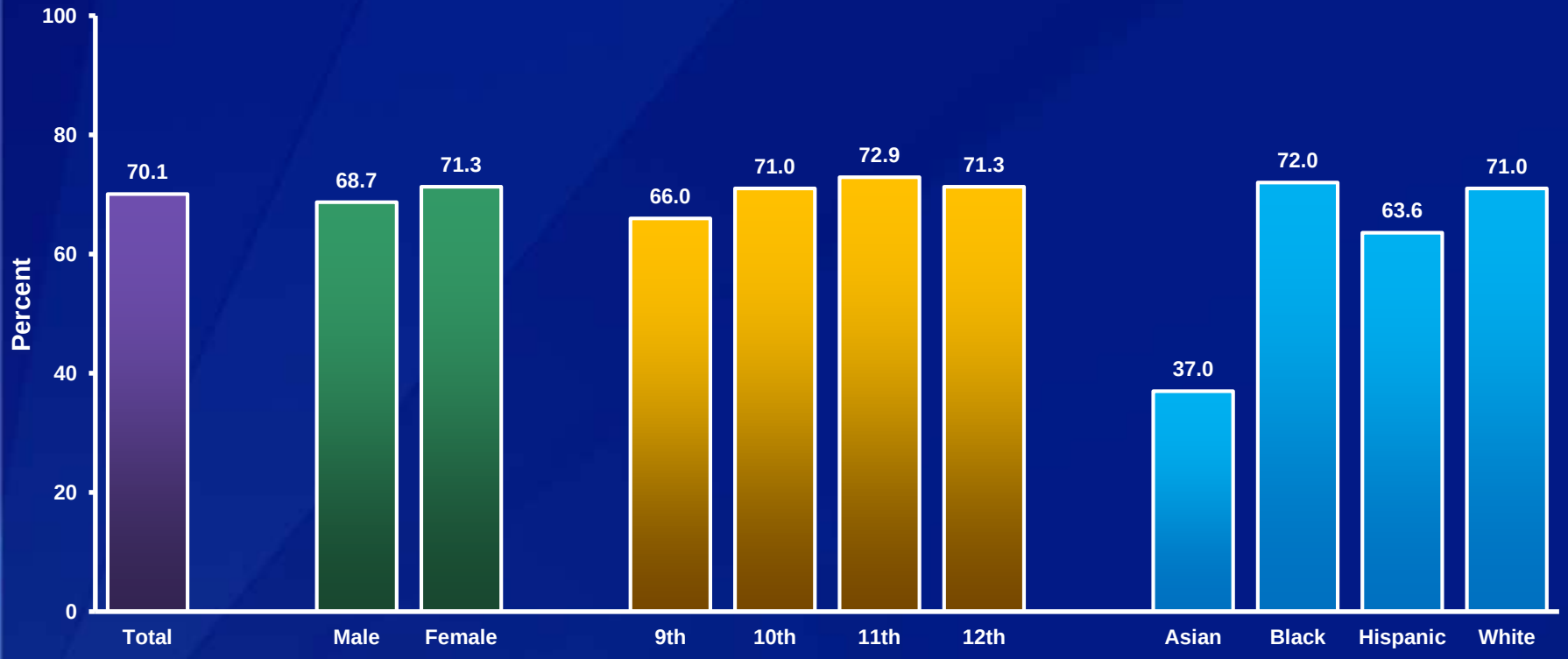


*Among students who have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention
†9th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Usually Talk with Their Parent or Other Adult Family Member When They Have Questions About Sexually Transmitted Diseases (STD), HIV, AIDS, or Pregnancy Prevention,* 2013-2015†

*Among students who have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention
†No change 2013-2015 [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 Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, by Sex, Grade,* and Race/Ethnicity,* 2015

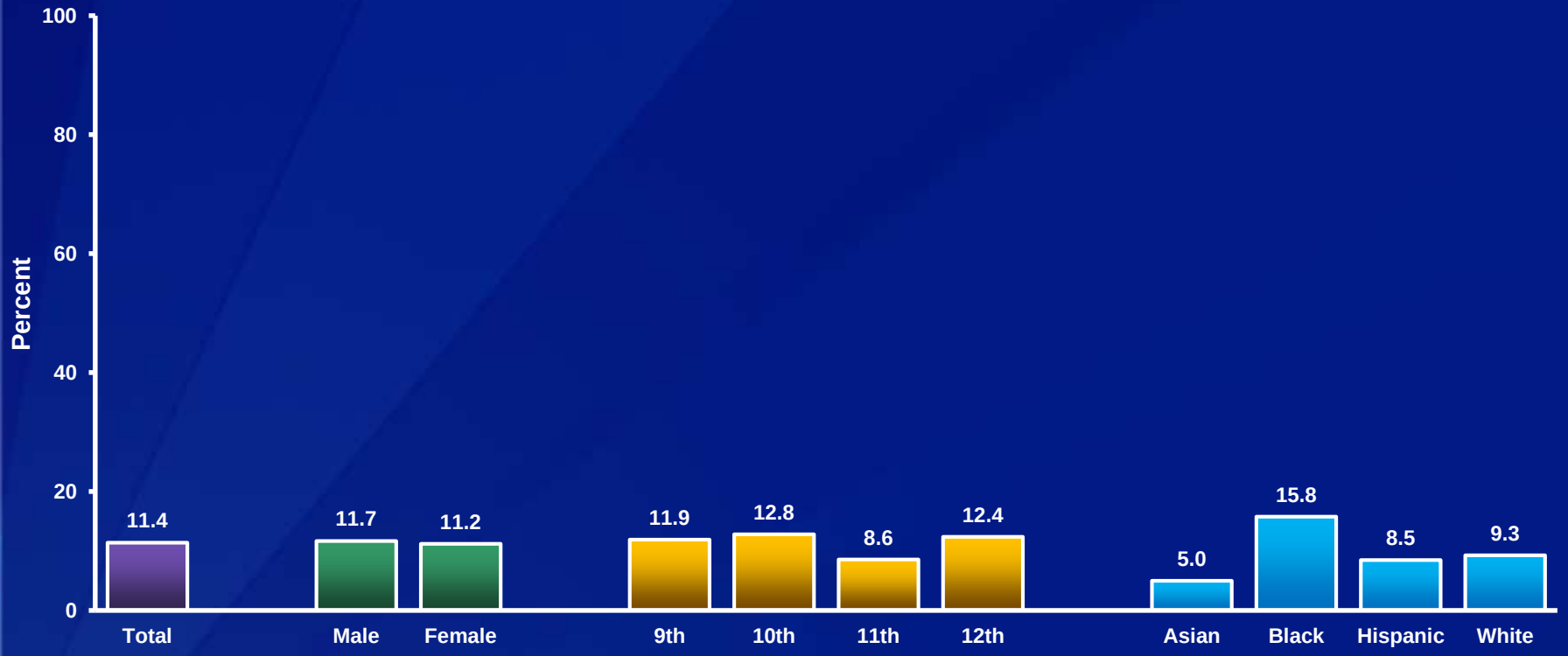


*11th > 9th; B > A, B > H, H > A, W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, 2011-2015*

*Decreased 2011-2015 [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 Had Been Told by a Doctor or Nurse That They Had Asthma and Who Still Have Asthma, by Sex, Grade,* and Race/Ethnicity,* 2015

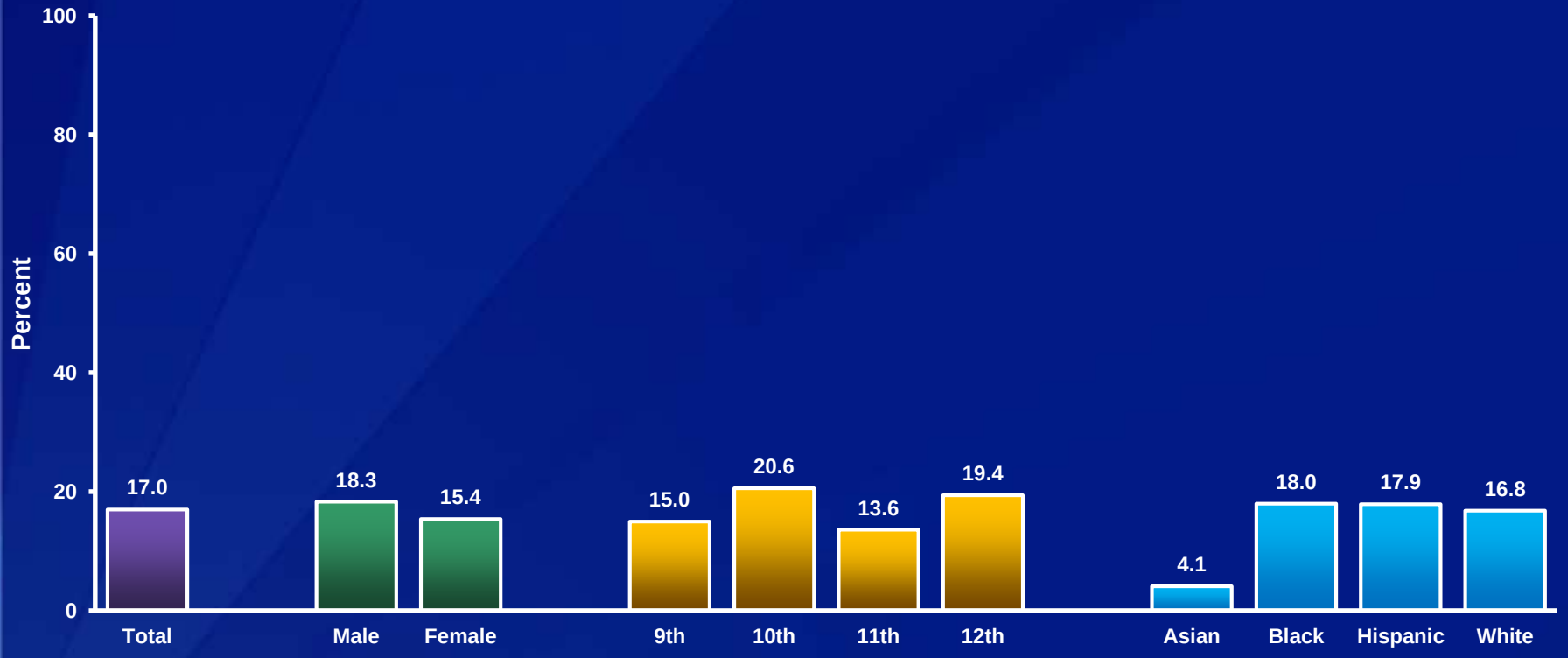


*10th > 11th; B > H, B > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Been Told by a Doctor or Nurse That They Had Asthma and Who Still Have Asthma, 2007-2015*

*Increased 2007-2015 [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 Ever Gotten into Trouble with Their Family or Friends, Missed School, or Gotten into Fights, While Using Alcohol or Drugs, by Sex, Grade,* and Race/Ethnicity,* 2015

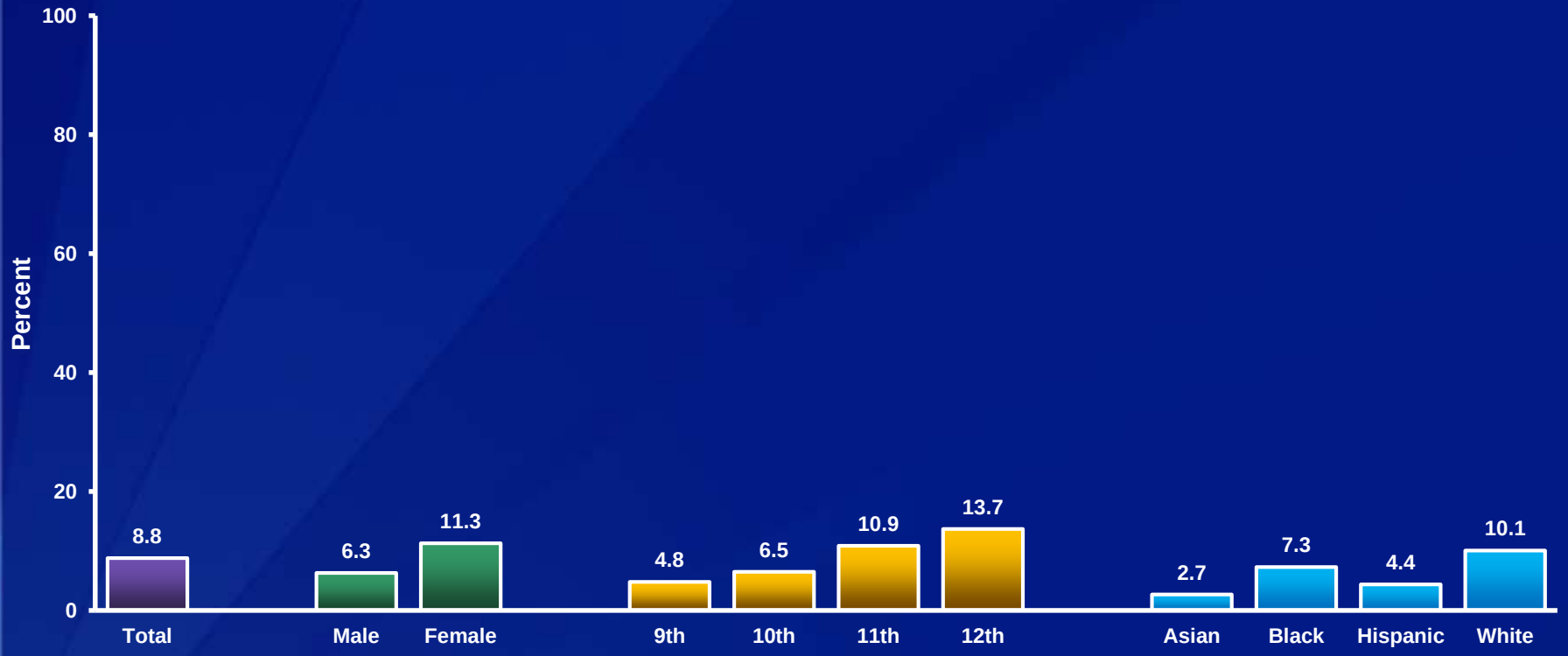


*10th > 11th, 12th > 11th; B > A, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Ever Gotten into Trouble with Their Family or Friends, Missed School, or Gotten into Fights, While Using Alcohol or Drugs, 2011-2015*

*No change 2011-2015 [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 Used an Indoor Tanning Device,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*Such as a sunlamp, sunbed, or tanning booth [not including getting a spray-on tan] one or more times during the 12 months before the survey

†F > M; 12th > 9th, 12th > 10th; B > A, W > A, 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.

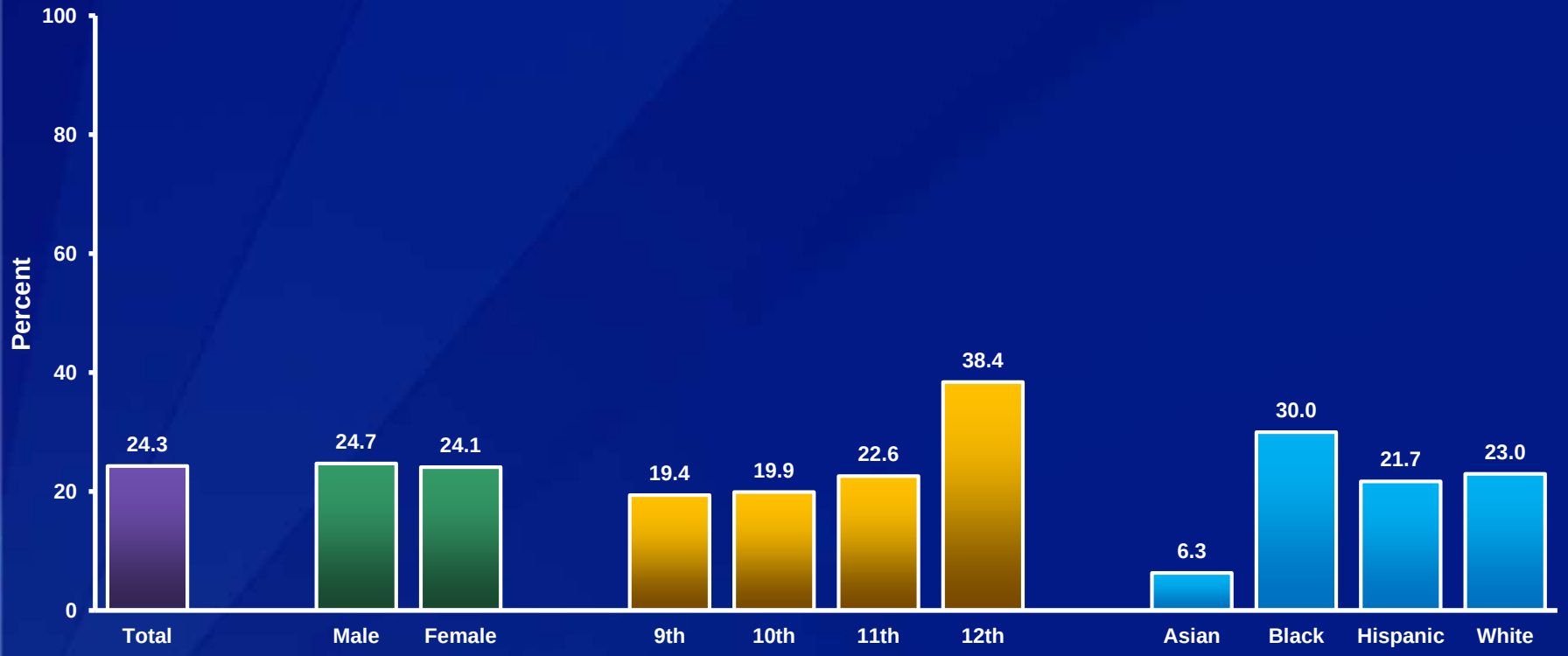
Note: This graph contains weighted results.

Percentage of High School Students Who Used an Indoor Tanning Device,* 2013-2015†

*Such as a sunlamp, sunbed, or tanning booth [not including getting a spray-on tan] one or more times during the 12 months before the survey

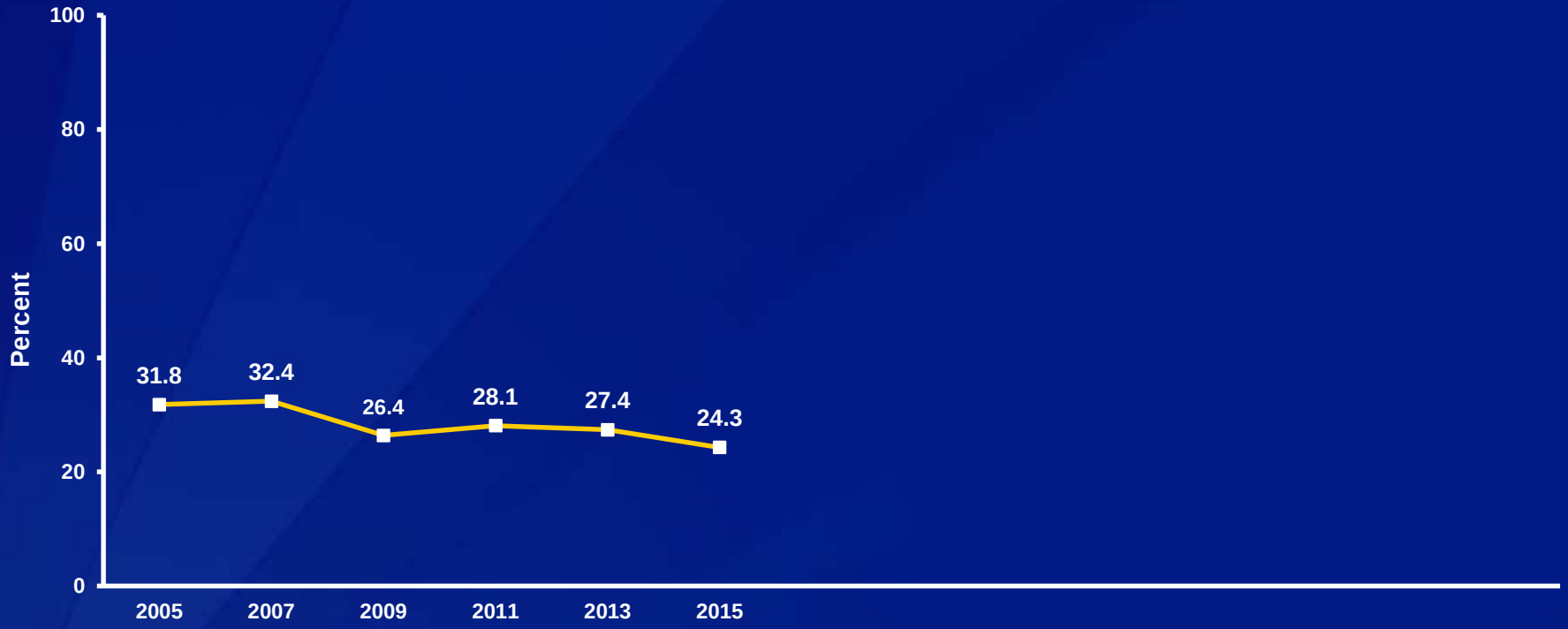
†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Are Alone Without a Parent or Adult Three or More Hours Per Day on an Average School Day, by Sex, Grade,* and Race/Ethnicity,* 2015



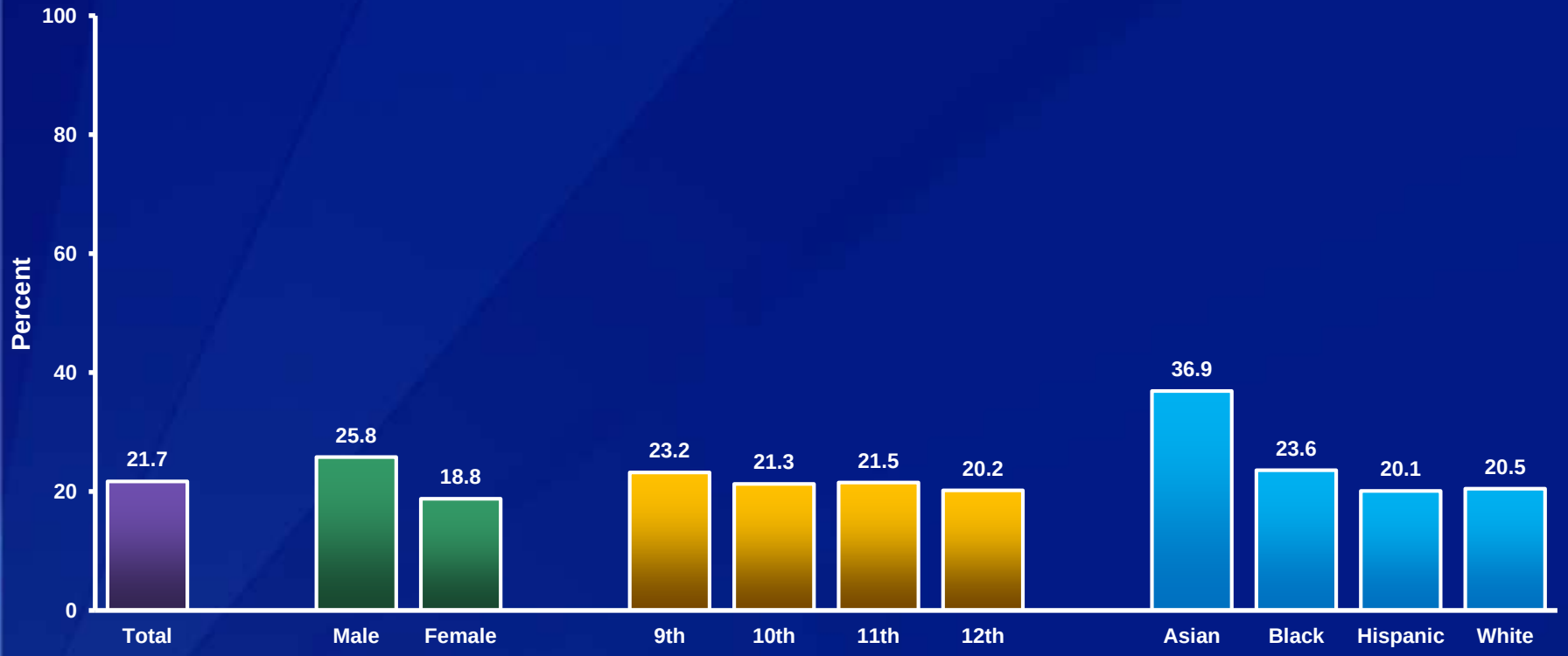
*12th > 9th, 12th > 10th, 12th > 11th; B > A, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Are Alone Without a Parent or Adult Three or More Hours Per Day on an Average School Day, 2005-2015*



*Decreased 2005-2015 [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 Would Most Likely Talk with Their Parent or Other Adult Family Member About Their Feelings,* by Sex,† Grade, and Race/Ethnicity,† 2015



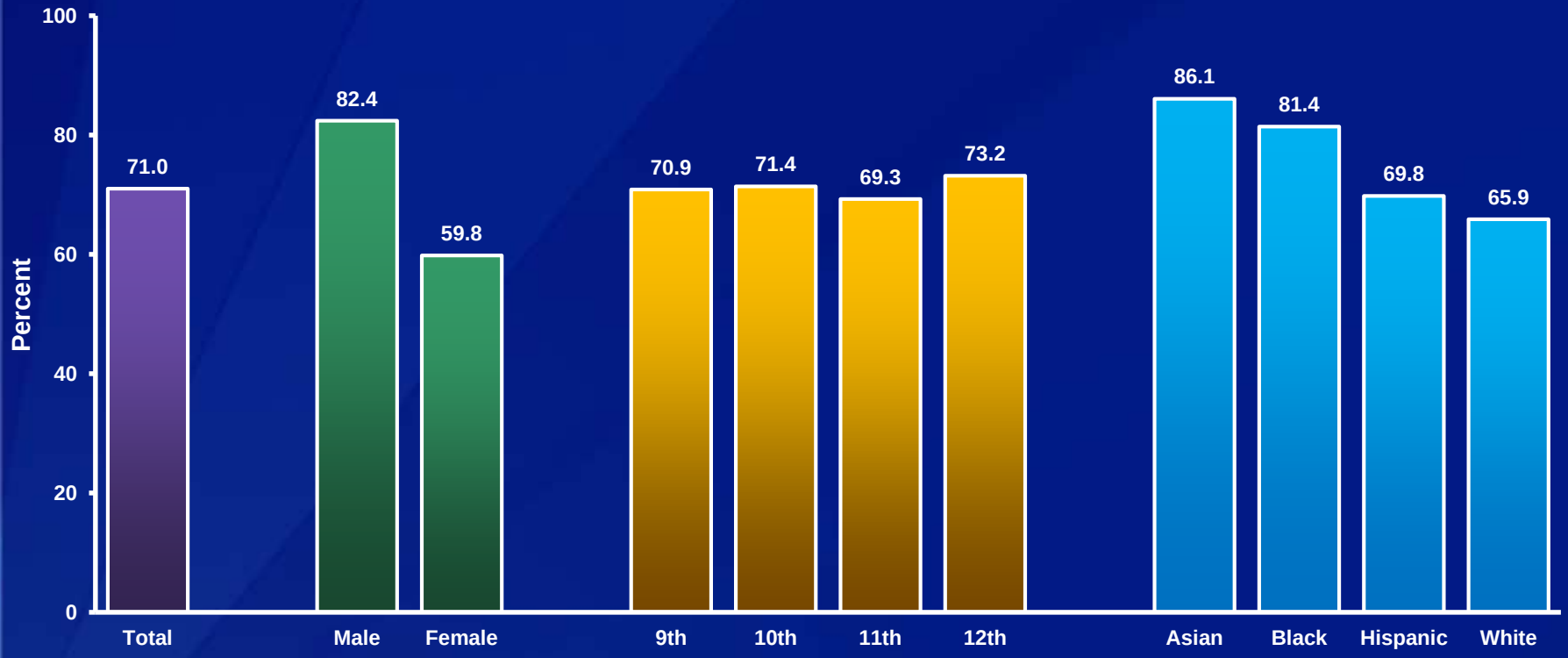
*Among students who report having felt sad, empty, hopeless, angry, or anxious
†M > F; A > H, A > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Would Most Likely Talk with Their Parent or Other Adult Family Member About Their Feelings,* 2013-2015†

*Among students who report having felt sad, empty, hopeless, angry, or anxious

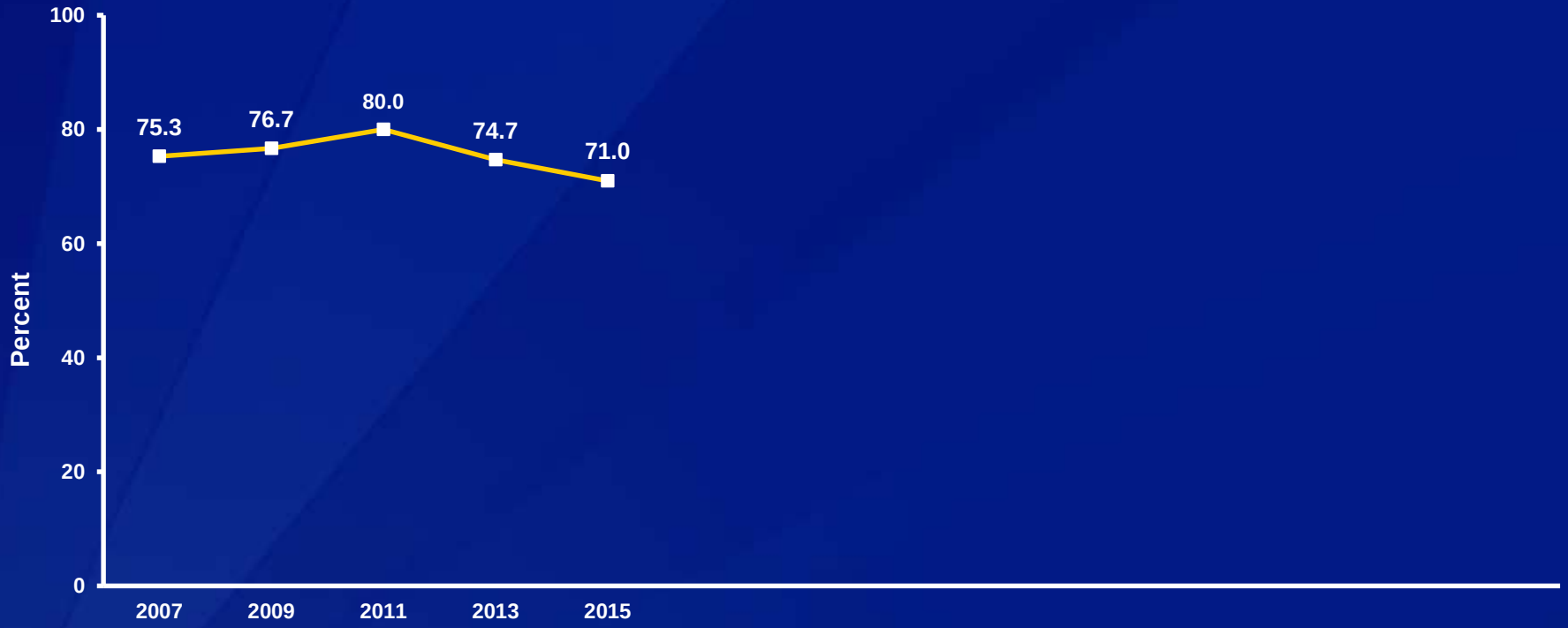
†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Strongly Agree or Agree That They Feel Good About Themselves, by Sex,* Grade, and Race/Ethnicity,* 2015



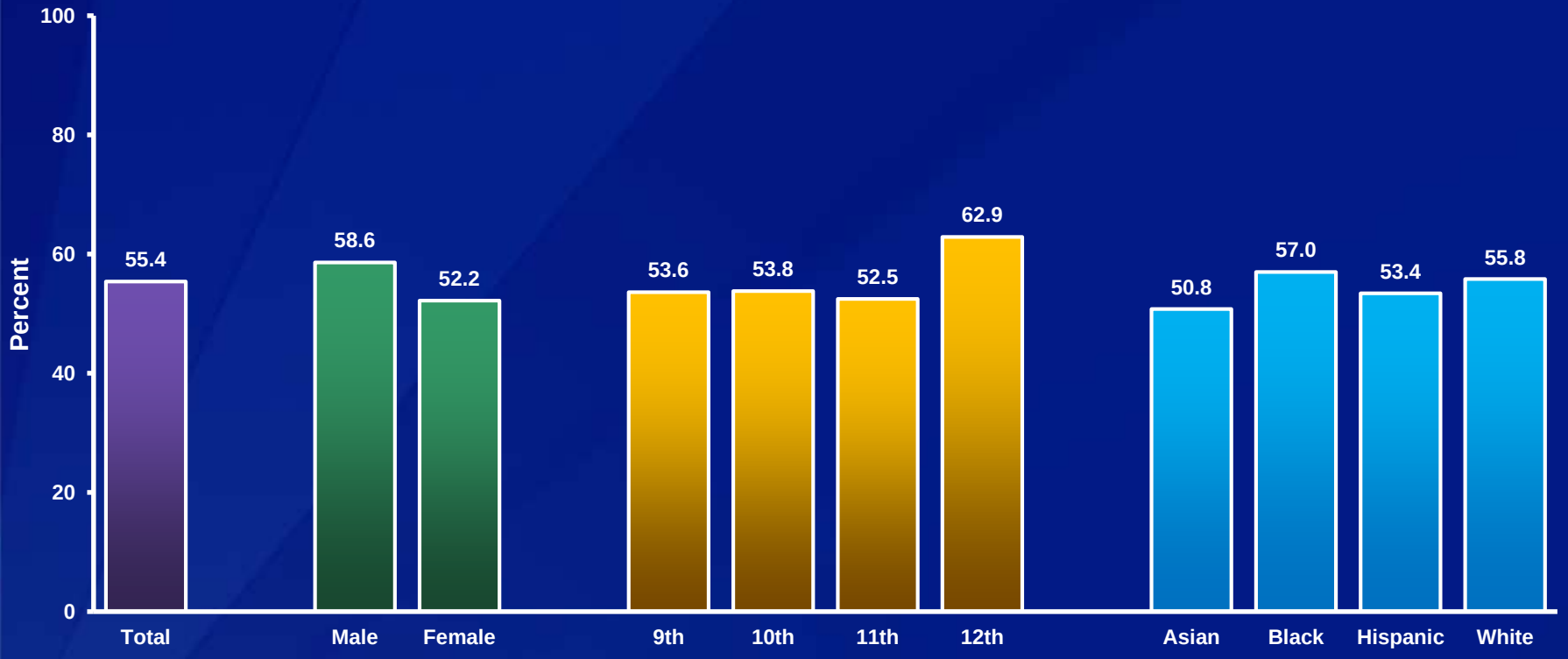
*M > F; A > H, A > W, B > H, B > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Strongly Agree or Agree That They Feel Good About Themselves, 2007-2015*



*Decreased 2007-2015 [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 Strongly Agree or Agree That Their Teachers Really Care About Them and Give Them a Lot of Encouragement, by Sex,* Grade,* and Race/Ethnicity, 2015

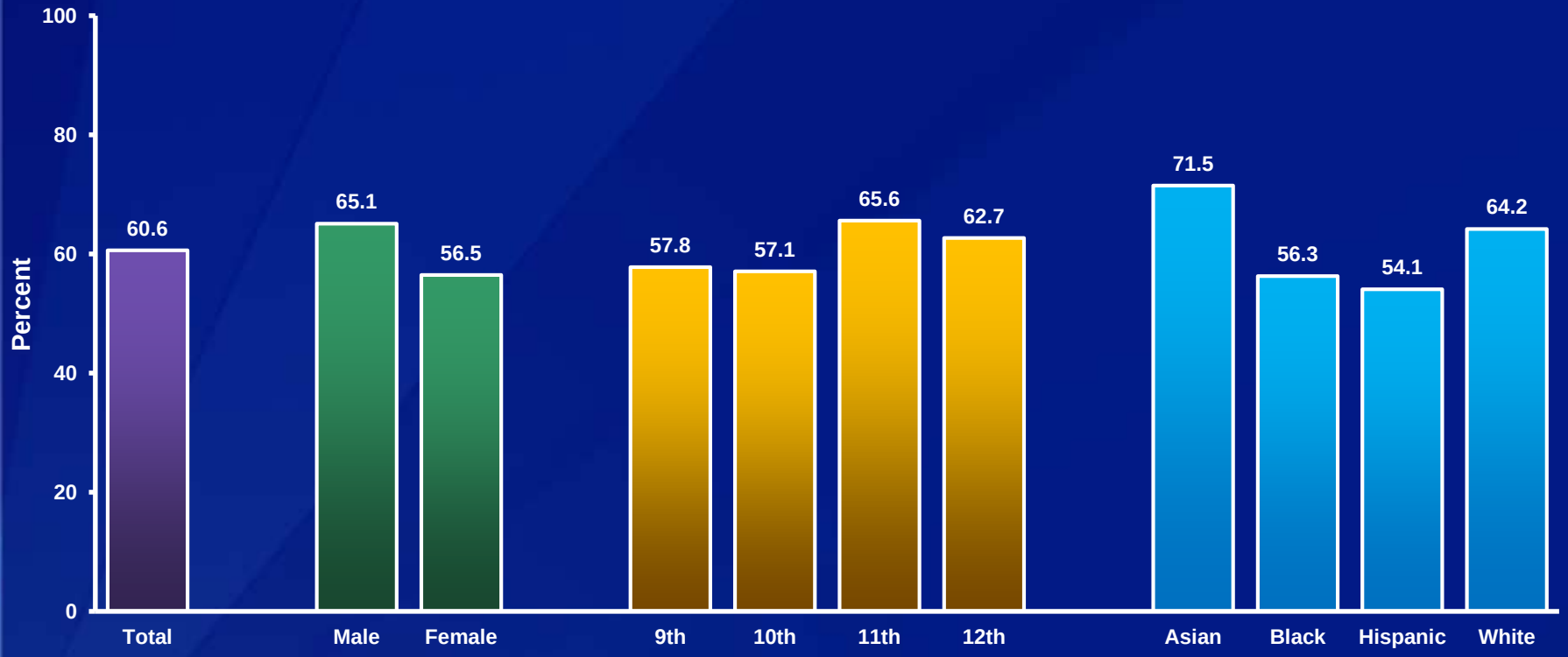


*M > F; 12th > 9th, 12th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Strongly Agree or Agree That Their Teachers Really Care About Them and Give Them a Lot of Encouragement, 2009-2015*

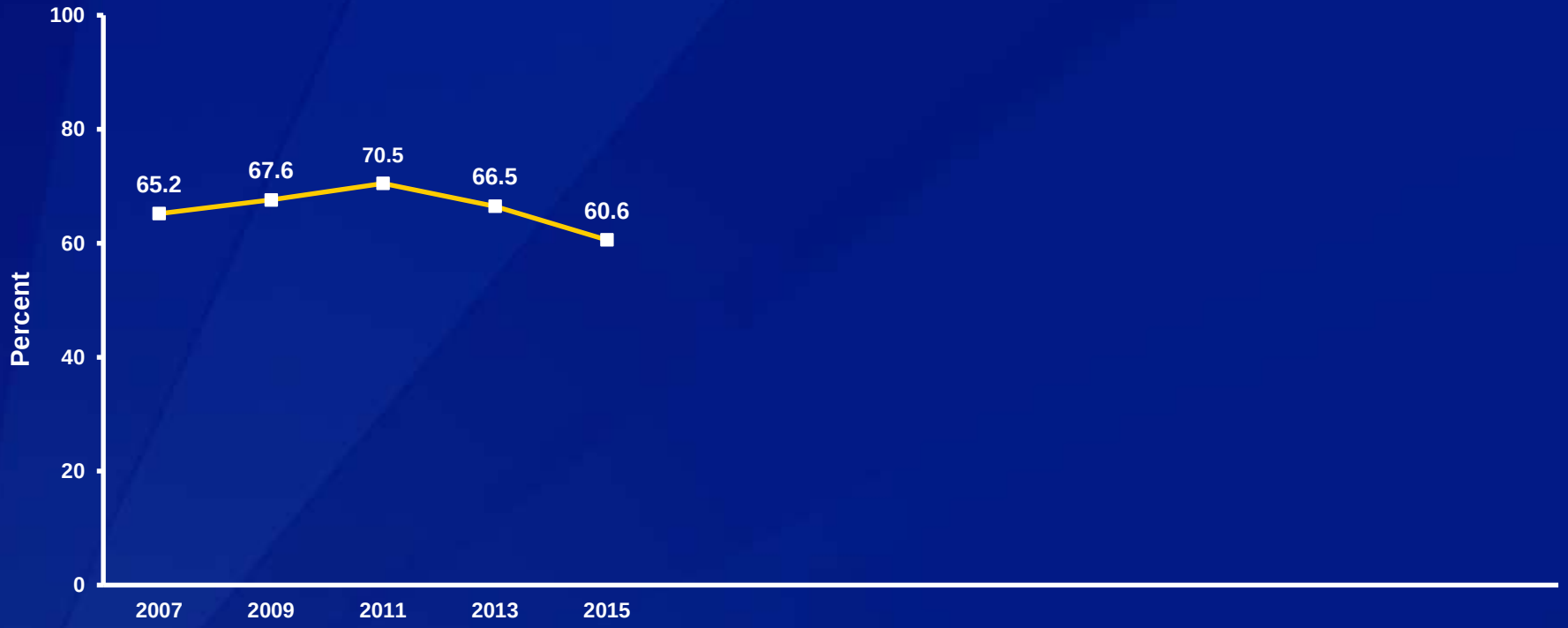
*No change 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Disagree or Strongly Disagree That They Feel Alone in Their Life, by Sex,* Grade,* and Race/Ethnicity,* 2015



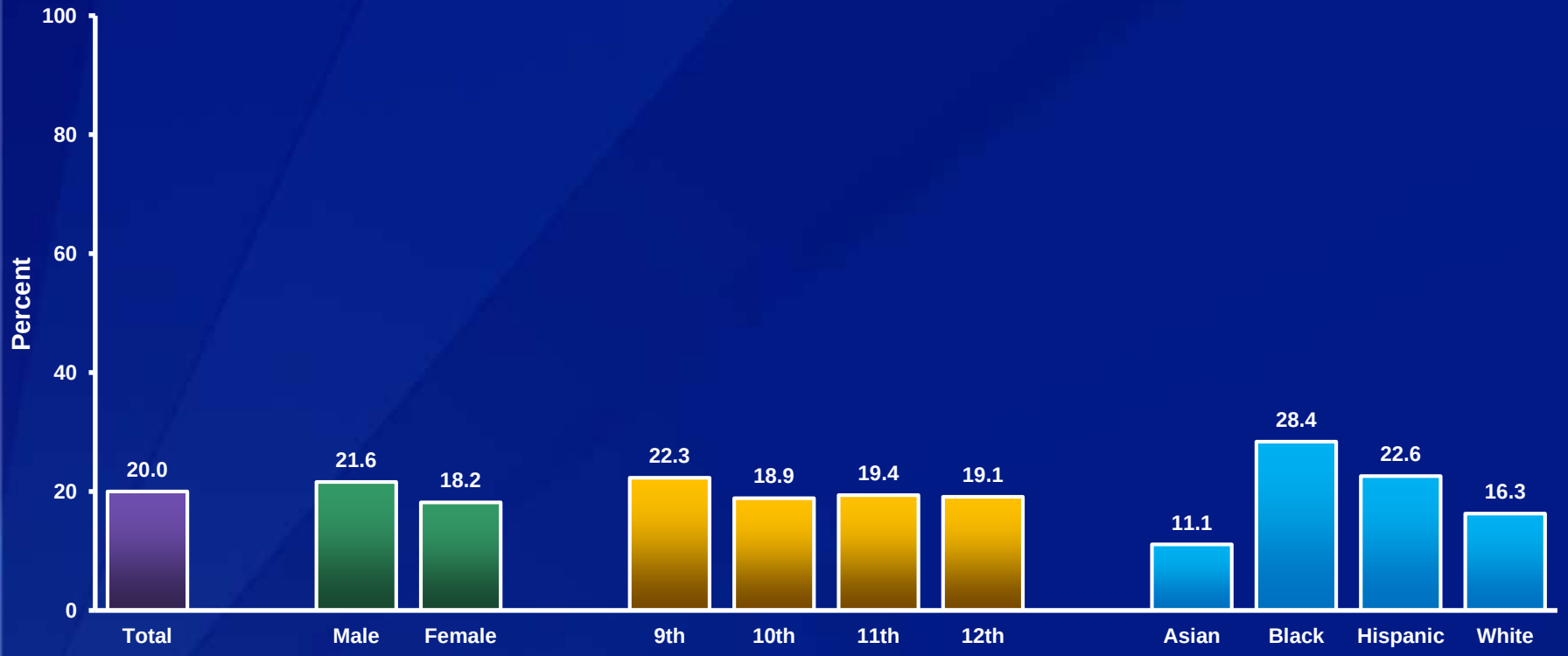
*M > F; 12th > 9th; A > B, A > H, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Disagree or Strongly Disagree That They Feel Alone in Their Life, 2007-2015*



*Decreased 2007-2015 [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 Reported That Some of Their Classroom Teachers Provide Short Physical Activity Breaks During Regular Class Time,* by Sex,† Grade, and Race/Ethnicity,† 2015



*Not counting their physical education teacher
†M > F; B > A, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Usually Slept in a Friend's, Relative's, or Stranger's Home,* by Sex, Grade,† and Race/Ethnicity,† 2015

*At night during the 12 months beforethe survey
†9th > 11th, 12th > 11th; B > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.