Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*When riding in a car driven by someone else
†M > F; 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 Rarely or Never Wore a Seat Belt,* 1993-2017†

*When riding in a car driven by someone else
†Decreased 1993-2017 [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 Rode with a Driver Who Had Been Drinking Alcohol,* by Sex, Grade, and Race/Ethnicity,† 2017

Note: This graph contains weighted results.

*In a car or other vehicle, one or more times during the 30 days before the survey
†B > A, B > H, B > W, H > A (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

North Carolina - YRBS, 2017 - QN9
Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,* 1993-2017†

*In a car or other vehicle, one or more times during the 30 days before the survey
†Decreased 1993-2017 [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).] Data not available for 1997, 1999.
Note: This graph contains weighted results.
Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,* by Sex, Grade,† and Race/Ethnicity, 2017

*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
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,* 2013-2017†

*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 2013-2017 [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,† 2017

*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, 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.

North Carolina - YRBS, 2017 - QN11
Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,* 2013-2017†

*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 2013-2017 [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,‡ 2017

*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, 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 Carried a Weapon,* 1993-2017†

*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey
†Decreased 1993-2017 [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).] Data not available for 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,† 2017

*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey
†M > F; 11th > 9th; W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Carried a Weapon on School Property,* 1993-2017†

*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey
†Decreased 1993-2017 [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 Carried a Gun,* by Sex,† Grade, and Race/Ethnicity, 2017

*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey
†M > F (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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,† 2017

*On at least 1 day during the 30 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 Go to School Because They Felt Unsafe at School or on Their Way to or from School,* 1993-2017†

*On at least 1 day during the 30 days before the survey
†No change 1993-2017 [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 Threatened or Injured with a Weapon on School Property,* by Sex,† Grade,† and Race/Ethnicity, 2017

*Such as a gun, knife, or club, one or more times during the 12 months before the survey
†M > F; 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.
Note: This graph contains weighted results.
Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* 1993-2017†

*Such as a gun, knife, or club, one or more times during the 12 months before the survey
†Decreased 1993-2017 [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 in a Physical Fight,* by Sex,† Grade,† and Race/Ethnicity,† 2017

*One or more times during the 12 months before the survey
†M > F; 9th > 10th, 9th > 11th, 9th > 12th; B > A, B > H, B > W, H > 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, * 1993-2017†

*One or more times during the 12 months before the survey
†Decreased 1993-2017, decreased 1993-2011, decreased 2011-2017 [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).] Data not available for 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,† 2017

*One or more times during the 12 months before the survey
†M > F; 9th > 10th, 9th > 11th, 9th > 12th, 10th > 12th; 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 in a Physical Fight on School Property,* 1993-2017†

*One or more times during the 12 months before the survey
†Decreased 1993-2017 [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).] Data not available for 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,† 2017

*When they did not want to
†F > M; 12th > 9th, 12th > 11th; B > A, H > 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,* 2005-2017†

*When they did not want to
†Decreased 2005-2017 [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 Sexual Violence, * by Sex, † Grade, and Race/Ethnicity, 2017

*Being forced by anyone to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey
†F > M (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Experienced Sexual Dating Violence,* by Sex,† Grade, and Race/Ethnicity, 2017

*Being forced by someone they were dating or going out with to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey
†F > M (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of High School Students Who Experienced Sexual Dating Violence,* 2013-2017†

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

†Decreased 2013-2017 [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 Physical Dating Violence,* by Sex, Grade, and Race/Ethnicity,† 2017

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<th>10th</th>
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<td>12.3</td>
<td>8.6</td>
<td>5.6</td>
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</tbody>
</table>

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

†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 Experienced Physical Dating Violence,* 2013-2017†

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

†No change 2013-2017 [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,† 2017

*Ever during the 12 months before the survey
†F > M; 9th > 11th, 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 Bullied on School Property,* 2009-2017†

*Ever during the 12 months before the survey
†No change 2009-2017 [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.

North Carolina - YRBS, 2009-2017 - QN23
Percentage of High School Students Who Were Electronically Bullied,* by Sex,† Grade,† and Race/Ethnicity,‡ 2017

*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey
†F > M; 9th > 11th, 9th > 12th; 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 Were Electronically Bullied,*
2011-2017†

*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey
†No change 2011-2017 [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, 2017

*Almost every day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey
†F > M (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Felt Sad or Hopeless,* 2001-2017†

*Almost every day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey
†Decreased, 2001-2007, no change, 2007-2017 (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, 2017

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

North Carolina - YRBS, 2017 - QN26
Percentage of High School Students Who Seriously Considered
Attempting Suicide,* 1993-2017†

*Ever during the 12 months before the survey
†Decreased 1993-2017, decreased 1993-2009, increased 2009-2017 [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 a Plan About How They Would Attempt Suicide, * by Sex, † Grade, and Race/Ethnicity, 2017

*During the 12 months before the survey
†F > M (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,* 2005-2017†

*During the 12 months before the survey
†Increased 2005-2017 [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.

North Carolina - YRBS, 2005-2017 - QN27
Percentage of High School Students Who Attempted Suicide,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*One or more times during the 12 months before the survey
†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.
Note: This graph contains weighted results.
Percentage of High School Students Who Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,* by Sex, Grade, and Race/Ethnicity, 2017

*During the 12 months 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 Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse, *2011-2017†

*During the 12 months before the survey
†No change 2011-2017 [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 Currently Smoked Cigarettes,* by Sex,† Grade,† and Race/Ethnicity,† 2017

*On at least 1 day during the 30 days before the survey
†M > F; 12th > 9th, 12th > 10th; 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.

North Carolina - YRBS, 2017 - QN32
Percentage of High School Students Who Currently Smoked Cigarettes,*
1993-2017†

*On at least 1 day during the 30 days before the survey
†Decreased 1993-2017, decreased 1993-2005, decreased 2005-2017 [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 Smoked Cigarettes Frequently,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*On 20 or more days during the 30 days before the survey
†M > F; 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 Currently Smoked Cigarettes Frequently,* 1993-2017†

*On 20 or more days during the 30 days before the survey
†Decreased 1993-2017, no change 1993-2003, decreased 2003-2017 [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 Smoked Cigarettes Daily,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*On all 30 days during the 30 days before the survey
†M > F; H > A, H > B, 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,* 1993-2017†

*On all 30 days during the 30 days before the survey
†Decreased 1993-2017, no change 1993-2001, decreased 2001-2017 [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 Ever Used an Electronic Vapor Product,* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo]
†10th > 9th, 11th > 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 Ever Used an Electronic Vapor Product, * 2015-2017†

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

†No change 2015-2017 [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 Currently Used an Electronic Vapor Product,* by Sex,† Grade,† and Race/Ethnicity,† 2017

*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo], on at least 1 day during the 30 days before the survey
†M > F; 12th > 9th; 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 Currently Used an Electronic Vapor Product,* 2015-2017†

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

†Decreased 2015-2017 [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 Their First Drink of Alcohol Before Age 13 Years,* by Sex,† Grade,† and Race/Ethnicity,† 2017

*Other than a few sips
†M > F; 9th > 10th; 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 Their First Drink of Alcohol Before Age 13 Years,* 1993-2017†

*Other than a few sips
†Decreased 1993-2017 [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 Drank Alcohol,* by Sex, Grade,† and Race/Ethnicity,† 2017

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*At least one drink of alcohol, on at least 1 day during the 30 days before the survey
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; 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 Currently Drank Alcohol, * 1993-2017†

*At least one drink of alcohol, on at least 1 day during the 30 days before the survey
†Decreased 1993-2017, no change 1993-2005, decreased 2005-2017 [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 Usually Got the Alcohol They Drank by Someone Giving It to Them,* by Sex, Grade, and Race/Ethnicity, 2017

*During the 30 days before the survey, among students who currently drank alcohol
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of High School Students Who Usually Got the Alcohol They Drank by Someone Giving It to Them,* 2007-2017†

*During the 30 days before the survey, among students who currently drank alcohol
†No change 2007-2017 [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 Were Binge Drinking,* by Sex, Grade,† and Race/Ethnicity,† 2017

*Had four or more drinks of alcohol in a row for female students or five or more drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey
†10th > 9th, 11th > 9th, 12th > 9th, 12th > 10th; H > A, H > B, 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 Ever Used Marijuana,* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*One or more times during their life
† 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.

North Carolina - YRBS, 2017 - QN46
Percentage of High School Students Who Ever Used Marijuana,* 1993-2017†

*One or more times during their life
†Increased 1993-2017, increased 1993-2001, no change 2001-2017 [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).] Data not available for 1997, 1999. Note: This graph contains weighted results.
Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, by Sex, *Grade, and Race/Ethnicity,* 2017

*M > F; 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 Tried Marijuana for the First Time Before Age 13 Years, 1993-2017

Increased, 1993-2001, decreased, 2001-2017 [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 Marijuana, * by Sex, Grade, † and Race/Ethnicity, † 2017

*One or more times during the 30 days before the survey
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 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.

North Carolina - YRBS, 2017 - QN48
Percentage of High School Students Who Currently Used Marijuana,*
1993-2017†

*One or more times during the 30 days before the survey
†Increased, 1993-2001, no change, 2001-2017 [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 Ever Used Cocaine,* by Sex,† Grade,‡ and Race/Ethnicity, 2017

*Any form of cocaine, including powder, crack, or freebase, one or more times during their life
†M > F; 12th > 9th (Based on t-test analysis, p < 0.05.)
‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Ever Used Cocaine,* 1993-2017†

*Any form of cocaine, including powder, crack, or freebase, one or more times during their life
†Decreased 1993-2017, increased 1993-2003, decreased 2003-2017 [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 Ever Used Inhalants,* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life.
†9th > 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.

North Carolina - YRBS, 2017 - QN50
Percentage of High School Students Who Ever Used Inhalants,* 1995-2017†

*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 1995-2017 [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 Ever Took Prescription Pain Medicine Without a Doctor’s Prescription or Differently Than How a Doctor Told Them to Use It, * by Sex, Grade, and Race/Ethnicity, † 2017

*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, 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 Were Offered, Sold, or Given an Illegal Drug on School Property,* by Sex,† Grade, and Race/Ethnicity, 2017

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>9th</th>
<th>10th</th>
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<th>Asian</th>
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<td>Percent</td>
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<td>19.8</td>
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<td>16.5</td>
<td>21.9</td>
<td>22.5</td>
<td>21.0</td>
</tr>
</tbody>
</table>

*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 Were Offered, Sold, or Given an Illegal Drug on School Property,* 1993-2017†

- During the 12 months before the survey
- Decreased 1993-2017, increased 1993-2001, decreased 2001-2017 [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.

North Carolina - YRBS, 1993-2017 - QN58
Percentage of High School Students Who Ever Had Sexual Intercourse, by Sex, Grade,* and Race/Ethnicity,* 2017

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

*Decreased 2003-2017, decreased 2003-2013, decreased 2013-2017 [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 for the First Time Before Age 13 Years, by Sex,* Grade, and Race/Ethnicity, 2017

*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 Had Sexual Intercourse for the First Time Before Age 13 Years, 2003-2017

Decreased 2003-2017 [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 During Their Life, by Sex,* Grade,* and Race/Ethnicity,* 2017

* M > F; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; 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 Had Sexual Intercourse with Four or More Persons During Their Life, 2003-2017

*Decreased 2003-2017, no change 2003-2013, decreased 2013-2017 [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,† 2017

*Had sexual intercourse with at least one person, during the 3 months before the survey
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; 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 Were Currently Sexually Active,* 2003-2017†

*Had sexual intercourse with at least one person, during the 3 months before the survey
†Decreased 2003-2017, decreased 2003-2013, decreased 2013-2017 (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, 2017

*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 Drank Alcohol or Used Drugs Before Last Sexual Intercourse, * 2003-2017†

*Among students who were currently sexually active
†No change, 2003-2011, decreased, 2011-2017 [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.

North Carolina - YRBS, 2003-2017 - QN63
Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,* by Sex,† Grade,† and Race/Ethnicity, 2017

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

North Carolina - YRBS, 2017 - QN64
Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,* 2003-2017†

*Among students who were currently sexually active
†No change 2003-2017 [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 Before Last Sexual Intercourse,* by Sex, Grade, and Race/Ethnicity,† 2017

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

North Carolina - YRBS, 2017 - QN65
Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse, * 2015-2017†

*To prevent pregnancy, among students who were currently sexually active
†No change 2015-2017 [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 Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),* by Sex, Grade, and Race/Ethnicity, 2017

*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.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
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</table>
Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),* 2015-2017†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†Increased 2015-2017 [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.

North Carolina - YRBS, 2015-2017 - QNIUDIMP
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, 2017

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†11th > 10th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QNSHPARG
Percentage of High School Students Who Used a Shot (e.g., Depo-Provera), Patch (e.g., Orthoevra), or Birth Control Ring (e.g., Nuvaring),* 2015-2017†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†No change 2015-2017 [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 Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,* by Sex,† Grade,‡ and Race/Ethnicity, 2017

*Before last sexual intercourse to prevent pregnancy 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.

North Carolina - YRBS, 2017 - QNOTHHPL
Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,* 2015-2017†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†No change 2015-2017 [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 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, 2017

*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 Both a Condom During and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse, * 2015-2017†

*To prevent pregnancy among students who were currently sexually active
†No change 2015-2017 [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 Use Any Method to Prevent Pregnancy,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*During last sexual intercourse among students who were currently sexually active
†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 Did Not Use Any Method to Prevent Pregnancy,* 2015-2017†

*During last sexual intercourse among students who were currently sexually active
†No change 2015-2017 [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.

North Carolina - YRBS, 2015-2017 - QNBCNONE
Percentage of High School Students Who Had Obesity,* by Sex,† Grade, and Race/Ethnicity,† 2017

* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.
†M > F; 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 Had Obesity,* 2001-2017†

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

†Increased 2001-2017 [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, † 2017

* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.
† F > M; 11th > 12th; H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QNOWT
Percentage of High School Students Who Were Overweight,* 2001-2017†

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

†No change 2001-2017 [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,* 2017

*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.

North Carolina - YRBS, 2017 - QN68
Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 1993-2017

Decreased 1993-2017, decreased 1993-2007, no change 2007-2017 [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 Trying to Lose Weight, by Sex,* Grade,* and Race/Ethnicity,* 2017

- F > M; 10th > 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.

North Carolina - YRBS, 2017 - QN69
Percentage of High School Students Who Were Trying to Lose Weight, 1993-2017

*Increased 1993-2017, increased 1993-2009, no change 2009-2017 [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 Drink Fruit Juice,\* by Sex, Grade, and Race/Ethnicity,\† 2017

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

\†A > B, A > H, A > W, 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,*
2007-2017†

*100% fruit juices one or more times during the 7 days before the survey
†Increased 2007-2017 [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 Eat Fruit,* by Sex,† Grade, and Race/Ethnicity,† 2017

*One or more times during the 7 days before the survey
†M > F; 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 Fruit,* 2007-2017†

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<th>Year</th>
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<td>2007</td>
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<td>2017</td>
<td>14.0</td>
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</table>

*One or more times during the 7 days before the survey
†Decreased 2007-2017, decreased 2007-2013, no change 2013-2017 (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 Eat Fruit or Drink 100% Fruit Juices,* by Sex,† Grade, and Race/Ethnicity, 2017

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†M > F (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QNFR0
Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,* 2007-2017†

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†Decreased, 2007-2013, no change, 2013-2017 [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 Fruit or Drank 100% Fruit Juices One or More Times Per Day,* by Sex, Grade,† and Race/Ethnicity, 2017

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†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.
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,* 2007-2017†

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†Increased 2007-2017 [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 Fruit or Drank 100% Fruit Juices Two or More Times Per Day,* by Sex, Grade, and Race/Ethnicity, 2017

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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,* 2007-2017†

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†No change 2007-2017 [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 Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017

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

North Carolina - YRBS, 2017 - QNFR3
Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* 2007-2017†

*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†Increased, 2007-2011, decreased, 2011-2017 [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 Eat Green Salad,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*One or more times during the 7 days before the survey
†M > F; 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 Green Salad,* 2007-2017†

*One or more times during the 7 days before the survey
†No change 2007-2017 [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 Eat Potatoes,* by Sex, Grade, and Race/Ethnicity,† 2017

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

North Carolina - YRBS, 2017 - QN73
Percentage of High School Students Who Did Not Eat Potatoes,* 2007-2017†

*One or more times during the 7 days before the survey
†Increased 2007-2017 (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 Eat Carrots, * by Sex, Grade, † and Race/Ethnicity, † 2017

*One or more times during the 7 days before the survey
†10th > 9th, 11th > 9th; 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.

North Carolina - YRBS, 2017 - QN74
Percentage of High School Students Who Did Not Eat Carrots,* 2007-2017†

*One or more times during the 7 days before the survey
†Decreased 2007-2017 [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 Eat Other Vegetables, * by Sex, Grade, and Race/Ethnicity, † 2017

*One or more times during the 7 days 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 Did Not Eat Other Vegetables,*
2007-2017†

*One or more times during the 7 days before the survey
†No change 2007-2017 [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 Eat Vegetables,* by Sex, Grade, and Race/Ethnicity,† 2017

*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 > 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.

North Carolina - YRBS, 2017 - QNVEG0
Percentage of High School Students Who Did Not Eat Vegetables,* 2007-2017†

*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey
†No change 2007-2017 [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.

North Carolina - YRBS, 2007-2017 - QNVEG0
Percentage of High School Students Who Ate Vegetables One or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017

*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey
†A > B, A > H, H > B, W > B, W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Ate Vegetables One or More Times Per Day,* 2007-2017†

*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey
†No change 2007-2017 [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 Vegetables Two or More Times Per Day,\(^*\) by Sex, Grade, and Race/Ethnicity, 2017

*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 Two or More Times Per Day,* 2007-2017†

*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey
†Increased 2007-2017, increased 2007-2013, no change 2013-2017 [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 Vegetables Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity, 2017

*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,* 2007-2017†

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

†Increased 2007-2017, increased 2007-2011, no change 2011-2017 [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 Drink a Can, Bottle, or Glass of Soda or Pop,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†F > M; A > B, 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 Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* 2007-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†Increased 2007-2017 [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 Soda or Pop One or More Times Per Day,* by Sex,† Grade, and Race/Ethnicity,† 2017

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†M > F; 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.

North Carolina - YRBS, 2017 - QNSODA1
Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,* 2007-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†Decreased 2007-2017 [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 Soda or Pop Two or More Times Per Day,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†M > F; B > 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.

North Carolina - YRBS, 2017 - QNSODA2
Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,* 2007-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†Decreased 2007-2017 [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 Soda or Pop Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†B > A, B > H, 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,* 2007-2017†

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

†Decreased 2007-2017 [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 Eat Breakfast,* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*During the 7 days before the survey
†12th > 9th, 12th > 10th, 12th > 11th; 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.

North Carolina - YRBS, 2017 - QN78
Percentage of High School Students Who Did Not Eat Breakfast,* 2005-2017†

*During the 7 days before the survey
†Decreased 2005-2017, decreased 2005-2009, no change 2009-2017 (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,† 2017

*During the 7 days before the survey
†M > F; 9th > 12th, 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 Breakfast on All 7 Days,* 2005-2017†

*During the 7 days before the survey
†No change 2005-2017 [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, † 2017

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<th>10th</th>
<th>11th</th>
<th>12th</th>
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</table>

*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†M > F; W > 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 Physically Active at Least 60 Minutes Per Day on 5 or More Days,* 2011-2017†

*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†Decreased 2011-2017 [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 Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* by Sex,† Grade,† and Race/Ethnicity,† 2017

*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†F > M; 10th > 9th; 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 Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2011-2017†

*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†Increased 2011-2017 [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 Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade, and Race/Ethnicity,† 2017

*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†M > F; 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.

North Carolina - YRBS, 2017 - QNPA7DAY
Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2011-2017†

*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey.
†Decreased 2011-2017 [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 Watched Television 3 or More Hours Per Day,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*On an average school day
†F > M; B > A, B > H, B > W, H > W (Based on t-test analysis, p < 0.05.)
‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Watched Television 3 or More Hours Per Day,* 2005-2017†

*On an average school day
†Decreased 2005-2017, decreased 2005-2013, decreased 2013-2017 [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, 2017

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

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

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,* 2007-2017†

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

†Increased 2007-2017, increased 2007-2013, no change 2013-2017 [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 Attended Physical Education (PE) Classes on 1 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2017

*In an average week when they were in school
†M > F; 9th > 10th, 9th > 11th, 9th > 12th; B > A, 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.

North Carolina - YRBS, 2017 - QN82
Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,* 2015-2017†

*In an average week when they were in school
†No change 2015-2017 [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 All 5 Days,* by Sex,† Grade,† and Race/Ethnicity, 2017

*In an average week when they were in school
†M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Attended Physical Education Classes on All 5 Days, * 2015-2017†

*In an average week when they were in school
†No change 2015-2017 [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 a Concussion from Playing a Sport or Being Physically Active,* by Sex,† Grade, and Race/Ethnicity, 2017

*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 Were Ever Tested for Human Immunodeficiency Virus (HIV),* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*Not counting tests done if they donated blood
†11th > 9th, 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.

North Carolina - YRBS, 2017 - QN85
Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),* 2009-2017†

*Not counting tests done if they donated blood
†Decreased 2009-2017 [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.

North Carolina - YRBS, 2009-2017 - QN85
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,* 2017

'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 Had Ever Been Told by a Doctor or Nurse That They Had Asthma, 2005-2017

Increased 2005-2017 [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 Got 8 or More Hours of Sleep,* by Sex, Grade,† and Race/Ethnicity,† 2017

*On an average school night
†9th > 11th, 9th > 12th, 10th > 12th; 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 Got 8 or More Hours of Sleep,*
2005-2017†

*On an average school night
†Decreased 2005-2017 [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 Their Grades in School As Mostly A's or B's,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*During the 12 months before the survey
†F > M; 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.

North Carolina - YRBS, 2017 - QN89
Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's, * 2001-2017 †

*During the 12 months before the survey
†Increased 2001-2017 [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,* 2017

-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.

North Carolina - YRBS, 2017 - QN90

 Decreased 2011-2017 [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, 2017

*During the 12 months before the survey
†F > M; 9th > 10th, 9th > 11th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Have Seen Other Students Being Bullied in Their School,* 2011-2017†

*During the 12 months before the survey
†Decreased 2011-2017 [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, 2017

*During the 12 months before the survey
†9th > 10th, 9th > 12th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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, *2011-2017†

*During the 12 months before the survey
†No change 2011-2017 [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 Liquor As the Type of Alcohol They Usually Drank,* by Sex, Grade, and Race/Ethnicity, 2017

*Such as vodka, rum, scotch, bourbon, or whiskey, during the 30 days before the survey, among students who drank alcohol and who have a usual type of alcohol that they drink.

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.

North Carolina - YRBS, 2017 - QN93
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, 2017

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

North Carolina - YRBS, 2017 - QN94
Percentage of High School Students Who Reported Their Partners Were Three or More Years Older Than Themselves the Last Time They Had Sexual Intercourse,* 2011-2017†

*Among students who have had sexual intercourse
†Decreased 2011-2017 [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,† 2017

*During the 30 days before the survey
†F > M; 9th > 10th, 9th > 11th, 9th > 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.

North Carolina - YRBS, 2017 - QN95
Percentage of High School Students Who Exercised to Lose Weight or to Keep from Gaining Weight,* 1995-2017†

*During the 30 days before the survey
†Increased 1995-2017, increased 1995-2003, no change 2003-2017 [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 Less Food, Fewer Calories, or Foods Low in Fat to Lose Weight or to Keep from Gaining Weight, * by Sex, † Grade, and Race/Ethnicity, ‡ 2017

Note: This graph contains weighted results.

*During the 30 days before the survey
†F > M; A > B, 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,* 2005-2017†

*During the 30 days before the survey
†Decreased, 2005-2009, no change, 2009-2017 (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.

North Carolina - YRBS, 2005-2017 - QN96
Percentage of High School Students Who Drank a Can, Bottle, or Glass of a Sugar-Sweetened Beverage, * by Sex, † Grade, and Race/Ethnicity, † 2017

*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 counting soda or pop or 100% fruit juice, one or more times per day during the 7 days before the survey
†M > F; 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 a Can, Bottle, or Glass of a Sugar-Sweetened Beverage,* 2015-2017†

*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 counting soda or pop or 100% fruit juice, one or more times per day during the 7 days before the survey

†Decreased 2015-2017 [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 Walk or Ride Their Bike to School on Five Days, by Sex, Grade, and Race/Ethnicity, 2017

*In an average week when they are in school and when the weather allows
†M > F; H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of High School Students Who Walk or Ride Their Bike to School on Five Days,* 2015-2017†

*In an average week when they are in school and when the weather allows
†No change 2015-2017 [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 Consider Themselves to Have a Disability, by Sex, Grade, and Race/Ethnicity, 2017

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, 2011-2017

*No change 2011-2017 [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, * 2017

F > M; B > H, 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.

North Carolina - YRBS, 2017 - QN100
Percentage of High School Students Who Are Limited in Any Way in Any Activities Because of a Disability or Health Problem, 2011-2017

No change 2011-2017 [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 Trouble Learning, Remembering, or Concentrating Because of a Disability or Health Problem, by Sex, Grade, and Race/Ethnicity,* 2017

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

\[ W > A, W > H \text{ (Based on t-test analysis, } p < 0.05.\]
Percentage of High School Students Who Have Trouble Learning, Remembering, or Concentrating Because of a Disability or Health Problem, 2011-2017

Note: This graph contains weighted results.

Increased 2011-2017 [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 Had Sex Education in School, by Sex, Grade, and Race/Ethnicity, * 2017

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 Been Taught About AIDS or HIV Infection in School, by Sex, Grade, and Race/Ethnicity, 2017

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

North Carolina - YRBS, 2017 - QN103
No change 2015-2017 [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 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, † 2017

*Among students who have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention
†F > M; 9th > 12th; W > B (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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, * 2013-2017†

*Among students who have questions about sexually transmitted diseases (STD), HIV, AIDS, or pregnancy prevention

†No change 2013-2017 [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 Used a Guide or List of Places to Find Sexual Health Services,* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*Such as birth control, condoms, or HIV or other sexually transmitted disease (STD) testing or treatment during the 12 months before the survey
†11th > 9th, 11th > 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 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,* 2017

*F > M; 10th > 9th, 11th > 9th; 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 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, 2011-2017*

![Graph showing percentage over time]

*Decreased 2011-2017 [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,* 2017

*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 Had Been Told by a Doctor or Nurse That They Had Asthma and Who Still Have Asthma, 2007-2017

*Increased, 2007-2013, no change, 2013-2017 [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 Used an Indoor Tanning Device,* by Sex, Grade,† and Race/Ethnicity, 2017

*Such as a sunlamp, sunbed, or tanning booth [not counting getting a spray-on tan], one or more times during the 12 months before the survey
†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 Used an Indoor Tanning Device,* 2013-2017†

*Such as a sunlamp, sunbed, or tanning booth [not counting getting a spray-on tan], one or more times during the 12 months before the survey.
†Decreased 2013-2017 [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, * 2017

M > F; B > A, B > H, B > 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.

North Carolina - YRBS, 2017 - QN109
Percentage of High School Students Who Strongly Agree or Agree That They Feel Good About Themselves, 2007-2017

Decreased 2007-2017, increased 2007-2011, decreased 2011-2017 [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 Disagree or Strongly Disagree That They Feel Alone in Their Life, by Sex, Grade,* and Race/Ethnicity,* 2017

*11th > 12th; B > 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, 2007-2017

- Decreased 2007-2011, decreased 2011-2017 [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, 2017

*Among students who report having felt sad, empty, hopeless, angry, or anxious
†9th > 11th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
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,* 2013-2017†

*Among students who report having felt sad, empty, hopeless, angry, or anxious
†No change 2013-2017 [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, * 2017

M > F; 9th > 10th, 9th > 11th, 12th > 10th, 12th > 11th; W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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, 2009-2017

*No change 2009-2017 [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, † 2017

*Not counting their physical education teacher
†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 Reported That Some of Their Classroom Teachers Provide Short Physical Activity Breaks During Regular Class Time, * 2015-2017†

*Not counting their physical education teacher
†Decreased 2015-2017 [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,* 2017

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

North Carolina - YRBS, 2017 - QN114
Percentage of High School Students Who Are Alone Without a Parent or Adult Three or More Hours Per Day on an Average School Day, 2005-2017*

*Decreased 2005-2017 [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 Usually Slept in the Home of a Friend, Family Member, or Other Person Because They Had to Leave Their Home or Their Parent or Guardian Cannot Afford Housing,* by Sex, Grade, and Race/Ethnicity, 2017

*During the 30 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 Have Ever Slept Away from Their Parents or Guardians Because They Were Kicked Out, Ran Away, or Were Abandoned,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*During the 30 days before the survey
†M > F; 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.

North Carolina - YRBS, 2017 - QN116
Percentage of High School Students Who Most of the Time or Always Went Hungry Because There Was Not Enough Food in Their Home,* by Sex, Grade, and Race/Ethnicity, 2017

*During the 30 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.