Percentage of Middle School Students Who Rarely or Never Wore a Bicycle Helmet,* by Sex, Grade,† and Race/Ethnicity,‡ 2017

*Among students who had ridden a bicycle
†8th > 6th, 8th > 7th; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN6
Percentage of Middle School Students Who Rarely or Never Wore a Bicycle Helmet,* 2007-2017†

*Among students who had ridden a bicycle
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Rarely or Never Wore a Helmet When Rollerblading or Skateboarding,* by Sex, Grade,† and Race/Ethnicity,† 2017

*Among students who used rollerblades or rode a skateboard
†8th > 6th, 8th > 7th; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN7
**Percentage of Middle School Students Who Rarely or Never Wore a Helmet When Rollerblading or Skateboarding,** 2011-2017†

*Among students who used rollerblades or rode a skateboard

†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

Data not available for 2015.

Note: This graph contains weighted results.
Percentage of Middle School Students Who Rarely or Never Wore a Seat Belt,* by Sex, Grade, and Race/Ethnicity,† 2017

*When riding in a car
†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 Middle School Students Who Rarely or Never Wore a Seat Belt,* 2001-2017†

*When riding in a car
†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 Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* by Sex,† Grade,‡ and Race/Ethnicity, 2017

*In a car
†F > M; 8th > 6th, 8th > 7th (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 - QN9
Percentage of Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* 2001-2017†

*In a car
†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).] Data not available for 2003, 2005, 2009, 2015. Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Carried a Weapon,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*Such as a gun, knife, or club
†M > F; W > B, W > H (Based on t-test analysis, p < 0.05.)
‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Carried a Weapon,*
2007-2017†

*Such as a gun, knife, or club
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Ever in a Physical Fight, by Sex,* Grade, and Race/Ethnicity,* 2017

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

North Carolina - YRBS, 2017 - QN11
Percentage of Middle School Students Who Were Ever in a Physical Fight, 2007-2017*

*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).] Data not available for 2009, 2015. Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Ever Bullied on School Property, by Sex,* Grade, and Race/Ethnicity,* 2017

*F > M; W > B, W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Ever Bullied on School Property, 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).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Ever Electronically Bullied,* by Sex,† Grade, and Race/Ethnicity, † 2017

*Counting being bullied through texting, Instagram, Facebook, or other social media
†F > M; W > B (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Ever Electronically Bullied,* 2011-2017†

*Counting being bullied through texting, Instagram, Facebook, or other social media
†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, by Sex, Grade, and Race/Ethnicity, 2017

- F > M; 8th > 6th; N > B, N > H, N > 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 - QN14
Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, 2001-2017*

*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 Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, by Sex,* Grade,* and Race/Ethnicity, 2017

*F > M; 8th > 6th (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 Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, 2007-2017*

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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Tried to Kill Themselves, by Sex, Grade, and Race/Ethnicity,* 2017

-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 Middle School Students Who Ever Tried to Kill Themselves, 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).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle 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
†8th > 7th (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 - QN19
Percentage of Middle School Students Who Currently Smoked Cigarettes, * 2001-2017†

*On at least 1 day during the 30 days before the survey
†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 Middle 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
†6th > 7th, 8th > 7th; W > B, W > H, W > N (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 - QNFRCIG
Percentage of Middle School Students Who Currently Smoked Cigarettes Frequently,* 2001-2017†

*On 20 or more days during the 30 days before the survey
†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 Middle 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
†8th > 7th; W > B, W > N (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 Middle School Students Who Currently Smoked Cigarettes Daily,* 2001-2017†

*On all 30 days during the 30 days before the survey
†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 Middle 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]
†M > F; 7th > 6th, 8th > 6th, 8th > 7th (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 Middle 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; 8th > 6th, 8th > 7th (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 Middle School Students Who Ever Drank Alcohol,* by Sex, Grade,† and Race/Ethnicity,† 2017

*Other than a few sips
†8th > 6th, 8th > 7th; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN26
Percentage of Middle School Students Who Ever Drank Alcohol,* 2007-2017†

*Other than a few sips
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.

North Carolina - YRBS, 2007-2017 - QN26
Percentage of Middle School Students Who Drank Alcohol for the First Time Before Age 11 Years,* by Sex, Grade,† and Race/Ethnicity,† 2017

*Other than a few sips
†6th > 7th, 6th > 8th; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Drank Alcohol for the First Time Before Age 11 Years,* 2007-2017†

Data not available for 2009, 2015.

*Other than a few sips
†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 Middle School Students Who Ever Used Marijuana, by Sex, Grade,* and Race/Ethnicity,* 2017

*7th > 6th, 8th > 6th, 8th > 7th; B > H, B > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN28
Percentage of Middle School Students Who Ever Used Marijuana, 2007-2017*

*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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Tried Marijuana for the First Time Before Age 11 Years, by Sex, Grade, and Race/Ethnicity, 2017

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 Middle School Students Who Tried Marijuana for the First
Time Before Age 11 Years, 2007-2017

*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).] Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Used Cocaine,* by Sex, Grade,† and Race/Ethnicity, 2017

*Any form of cocaine, including powder, crack, or freebase
†8th > 7th (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 - QN30
Percentage of Middle School Students Who Ever Used Cocaine,* 2001-2017†

*Any form of cocaine, including powder, crack, or freebase
†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 Middle School Students Who Ever Used Inhalants,* by Sex, Grade, and Race/Ethnicity, 2017

*Sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Used Inhalants,* 2011-2017†

*Sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high
†Decreased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle 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
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Ever Had Sexual Intercourse, by Sex,* Grade,* and Race/Ethnicity,* 2017

*M > F; 8th > 6th, 8th > 7th; 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.

North Carolina - YRBS, 2017 - QN34
Percentage of Middle School Students Who Ever Had Sexual Intercourse, 2013-2017*

No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Described Themselves As Slightly or Very Overweight, by Sex, Grade,* and Race/Ethnicity,* 2017

8th > 6th; H > B (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN38
Percentage of Middle School Students Who Described Themselves As Slightly or Very Overweight, 2001-2017*

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 2003, 2005, 2009, 2015. Note: This graph contains weighted results.

North Carolina - YRBS, 2001-2017 - QN38
Percentage of Middle School Students Who Were Trying to Lose Weight, 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN39
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 Middle School Students Who Did Not Eat Breakfast,* by Sex, Grade, and Race/Ethnicity, 2017

*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 Middle School Students Who Did Not Eat Breakfast,* 2007-2017†

*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).] Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle 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; 6th > 7th, 6th > 8th, 7th > 8th (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 - QNBK7DAY
Percentage of Middle School Students Who Ate Breakfast on All 7 Days,* 2007-2017†

*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).] Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More 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; 7th > 8th; 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.
Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* 2007-2017†

*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
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle 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
†8th > 6th, 8th > 7th; H > W (Based on t-test analysis, p < 0.05.)
‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2007-2017†

*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

†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).]

Data not available for 2009, 2015.

Note: This graph contains weighted results.
Percentage of Middle 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; 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.
Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2007-2017†

*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
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Watched Television 3 or More Hours Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017

*On an average school day
†B > H, B > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Watched Television 3 or More Hours Per Day,* 2007-2017†

*On an average school day
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle 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

†8th > 6th; 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 Middle 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 [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 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* by Sex, Grade, and Race/Ethnicity, 2017

*In an average week when they were in school
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 - QN44
Percentage of Middle 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
†7th > 6th (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 Middle School Students Who Played on at Least One Sports Team,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*Counting any teams run by their school or community groups, during the past 12 months before the survey
†M > F; B > H, W > H (Based on t-test analysis, p < 0.05.)
‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN45
Percentage of Middle School Students Who Played on at Least One Sports Team,* 2007-2017†

*Counting any teams run by their school or community groups, during the past 12 months 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).] Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, by Sex, Grade, and Race/Ethnicity,* 2017

*B > H, B > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
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).] 
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Got 8 or More Hours of Sleep,* by Sex,† Grade,† and Race/Ethnicity, 2017

*On an average school night
†M > F; 6th > 7th, 6th > 8th, 7th > 8th (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 - QN48
Percentage of Middle School Students Who Got 8 or More Hours of Sleep,* 2007-2017†

*On an average school night
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle 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
†6th > 8th; 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.
Percentage of Middle School Students Who Described Their Grades in School As Mostly A's or B's,* 2007-2017†

*During the 12 months 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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.

North Carolina - YRBS, 2007-2017 - QN49
Percentage of Middle School Students Who Were Threatened or Injured by Someone with a Weapon on School Property,* by Sex, Grade, and Race/Ethnicity, 2017

*Such as a gun, knife, or club, 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 Middle School Students Who Were Threatened or Injured by Someone with a Weapon on School Property,* 2007-2017†

*Such as a gun, knife, or club, during the 12 months 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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Did Not Go to School Because They Felt They Would Be Unsafe at School or on Their Way to or from School,* by Sex, Grade,† and Race/Ethnicity, 2017

*During the 30 days before the survey
†7th > 6th (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 Middle School Students Who Did Not Go to School Because They Felt They Would Be Unsafe at School or on Their Way to or from School,* 2007-2017†

*During the 30 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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Reported That There Is Gang Activity in Their School, 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 Middle School Students Who Reported That There Is Gang Activity in Their School, 2011-2017

*Decreased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Seen Other Students Being Bullied in Their School, by Sex, Grade, and Race/Ethnicity, 2017

*F > M; 7th > 6th, 8th > 6th; 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.

North Carolina - YRBS, 2017 - QN53
Percentage of Middle School Students Who Have Seen Other Students Being Bullied in Their School, 2011-2017

- Decreased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
- Data not available for 2015.
- Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Ever 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
†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 - QN54
Percentage of Middle School Students Who Have Ever 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).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle 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 Middle 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

†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 Middle 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
†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.

North Carolina - YRBS, 2017 - QN56
Percentage of Middle 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
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Used Marijuana,* by Sex, Grade,† and Race/Ethnicity, 2017

*During the 30 days before the survey
†8th > 6th, 8th > 7th (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 - QN57
Percentage of Middle School Students Who Used Marijuana,* 2007-2017†

*During the 30 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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,* by Sex, Grade,† and Race/Ethnicity, 2017

*During the 12 months before the survey
†7th > 6th, 8th > 6th (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 Middle School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,* 2007-2017†

*During the 12 months 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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Been Taught About Abstaining from Sexual Activity, by Sex, Grade,* and Race/Ethnicity,* 2017

*7th > 6th, 8th > 6th; B > H, W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Been Taught About Abstaining from Sexual Activity, 2007-2017

*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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Been Taught About AIDS or HIV Infection in School, by Sex, Grade,* and Race/Ethnicity,* 2017

7th > 6th, 8th > 6th, 8th > 7th; 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.

North Carolina - YRBS, 2017 - QN60
Percentage of Middle School Students Who Have Been Taught About AIDS or HIV Infection in School, 2001-2017*


Note: This graph contains weighted results.

*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).]
Percentage of Middle School Students Who Have Been Taught About Chlamydia, Gonorrhea, Syphilis, Human Papillomavirus, or Genital Warts, by Sex, Grade,* and Race/Ethnicity,* 2017

*7th > 6th, 8th > 6th, 8th > 7th; B > H, W > H (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Been Taught About Chlamydia, Gonorrhea, Syphilis, Human Papillomavirus, or Genital Warts, 2001-2017*

*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 2003, 2005, 2009, 2015. Note: This graph contains weighted results.
Percentage of Middle 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
†6th > 8th, 7th > 8th (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 Middle 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).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle 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; 8th > 6th, 8th > 7th; B > H, B > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, 2007-2017*

*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).]

Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Ever Exercised to Lose Weight or to Keep from Gaining Weight, by Sex, Grade, and Race/Ethnicity, 2017

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 Middle School Students Who Have Ever Exercised to Lose Weight or to Keep from Gaining Weight, 2001-2017*

*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 2003, 2005, 2009, 2015. Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Ever Eaten 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

*F > M; 8th > 6th; H > B (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

North Carolina - YRBS, 2017 - QN65
Percentage of Middle School Students Who Have Ever Eaten Less Food, Fewer Calories, or Foods Low in Fat to Lose Weight or to Keep from Gaining Weight, 2007-2017

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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Ever Gone Without Eating for 24 Hours or More to Lose Weight or to Keep from Gaining Weight,* by Sex,† Grade, and Race/Ethnicity,‡ 2017

*Also called fasting
†F > M; B > H, B > W (Based on t-test analysis, p < 0.05.)
‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Ever Gone Without Eating for 24 Hours or More to Lose Weight or to Keep from Gaining Weight,* 2007-2017†

*Also called fasting
†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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Usually Walk or Ride Their Bike to School One or More Days Per Week, by Sex, Grade, and Race/Ethnicity,* 2017

*H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle 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. Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Consider Themselves to Have a Disability, 2011-2017

*Increased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle 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

8th > 6th, 8th > 7th (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 Middle 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).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Have Trouble Learning, Remembering, or Concentrating Because of a Disability or Health Problem, by Sex, Grade,* and Race/Ethnicity,* 2017

8th > 7th; 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 - QN70
Percentage of Middle School Students Who Have Trouble Learning, Remembering, or Concentrating 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).]  
Data not available for 2015.  
Note: This graph contains weighted results.
Percentage of Middle 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 > H, B > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Had Been Told by a Doctor or Nurse That They Had Asthma and Who Still Have Asthma, 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).]
Data not available for 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Saw a Doctor or Nurse,* by Sex, Grade, and Race/Ethnicity,† 2017

*For a check-up or physical exam when they were not sick or injured during the 12 months before the survey
†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.
Percentage of Middle School Students Who Saw a Doctor or Nurse,* 2007-2017†

*For a check-up or physical exam when they were not sick or injured during the 12 months 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).]
Data not available for 2009, 2015.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Saw a Dentist,* by Sex, Grade, and Race/Ethnicity,† 2017

*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey
†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.
Percentage of Middle School Students Who Saw a Dentist,* 2001-2017†

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

*7th > 6th, 8th > 6th; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Are Alone Without a Parent or Adult Three or More Hours Per Day on an Average School Day, 2007-2017

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).]

Data not available for 2009, 2015.

Note: This graph contains weighted results.
### Percentage of Middle School Students Who Participate in School Activities Other Than Sports,* by Sex,† Grade, and Race/Ethnicity, 2017

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<th>Male</th>
<th>Female</th>
<th>6th</th>
<th>7th</th>
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</table>

*Such as band, drama, clubs, or student government
†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 Middle School Students Who Participate in School Activities Other Than Sports, * 2011-2017†

*Such as band, drama, clubs, or student government
†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
Data not available for 2015.

North Carolina - YRBS, 2011-2017 - QN75
Percentage of Middle 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
†M > F; 6th > 8th; W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle 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).]
Data not available for 2015.
Percentage of Middle 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
†6th > 8th; 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 Middle School Students Who Strongly Agree or Agree That They Feel Good About Themselves, by Sex,* Grade, and Race/Ethnicity,* 2017

* M > F; B > H, B > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Strongly Agree or Agree That They Feel Good About Themselves, 2007-2017*

*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).]
Data not available for 2009, 2015.
Percentage of Middle School Students Who Disagree or Strongly Disagree That They Feel Alone in Their Life, by Sex, Grade, and Race/Ethnicity, 2017

* M > F; 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
Percentage of Middle School Students Who Disagree or Strongly Disagree That They Feel Alone in Their Life, 2007-2017

*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).]

Data not available for 2009, 2015.
Percentage of Middle 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; 6th > 7th, 6th > 8th (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 Middle School Students Who Strongly Agree or Agree That Their Teachers Really Care About Them and Give Them a Lot of Encouragement, 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).]
Data not available for 2015.
Percentage of Middle 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.
### Percentage of Middle School Students Who Never Saw a Dentist,* by Sex, Grade, and Race/Ethnicity, 2017

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
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<tbody>
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<td>Percent</td>
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<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

*For a check-up, exam, teeth cleaning, or other dental work
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.