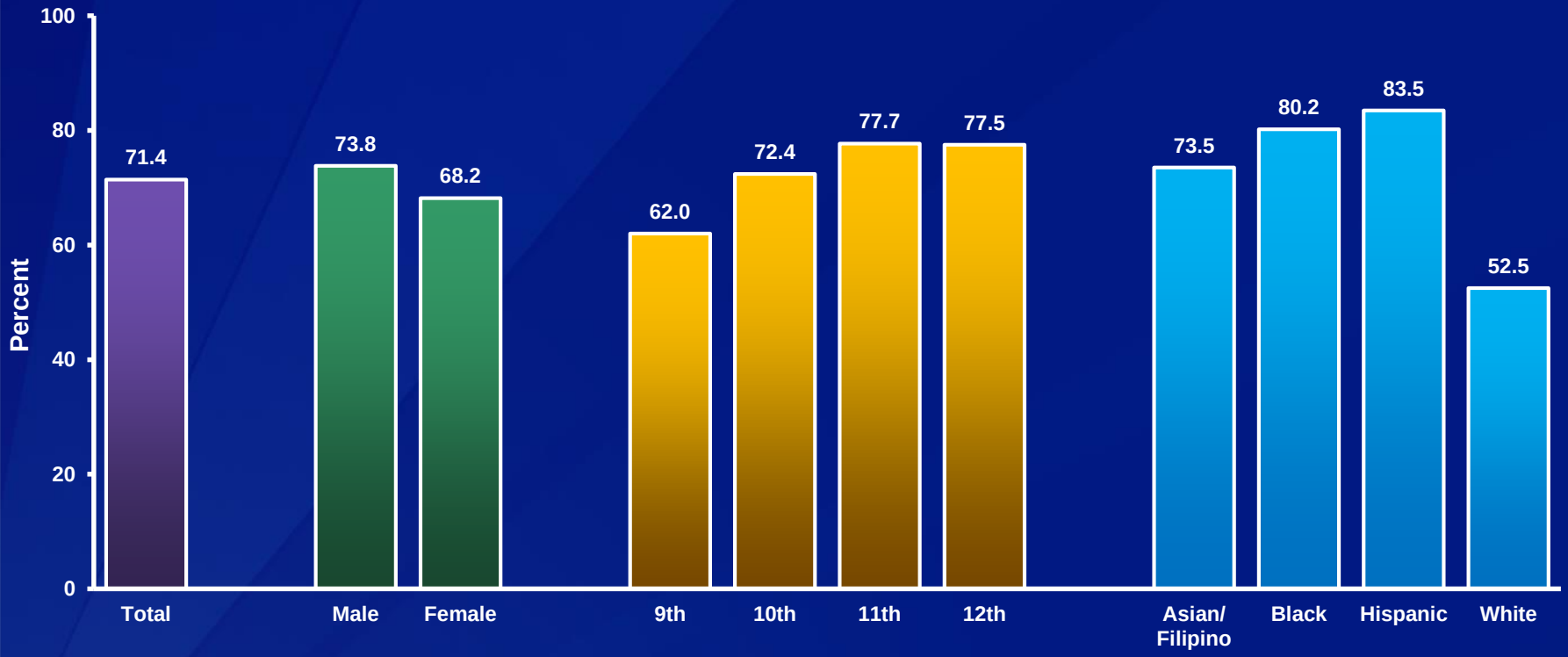
Percentage of High School Students Who Rarely or Never Wore a Bicycle Helmet,* by Sex, Grade,† and Race/Ethnicity,† 2015



*Among students who had ridden a bicycle during the 12 months before the survey
†11th > 9th, 12th > 9th; A > W, 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.

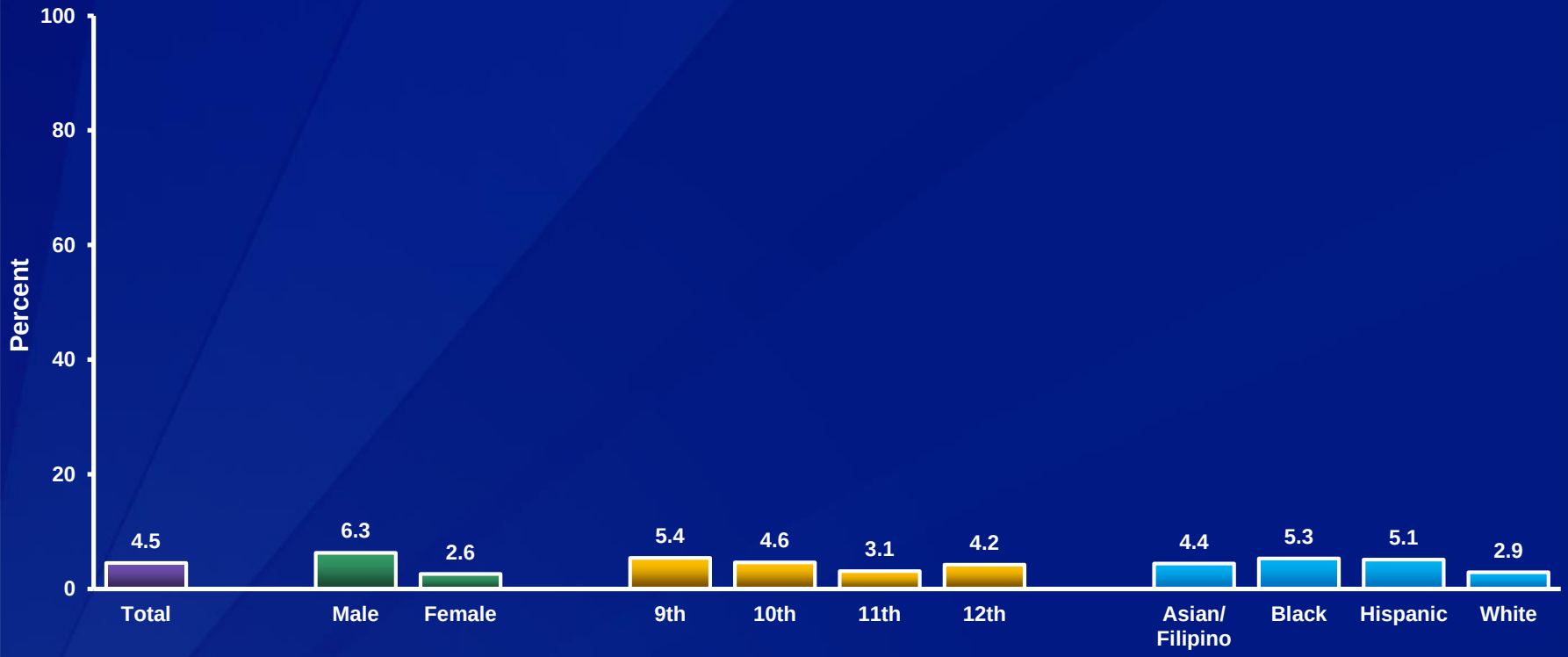
Percentage of High School Students Who Rarely or Never Wore a Bicycle Helmet,* 1991-2015†

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

†Decreased 1991-2015, decreased 1991-1999, no change 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*When riding in a car driven by someone else
†M > F; 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.

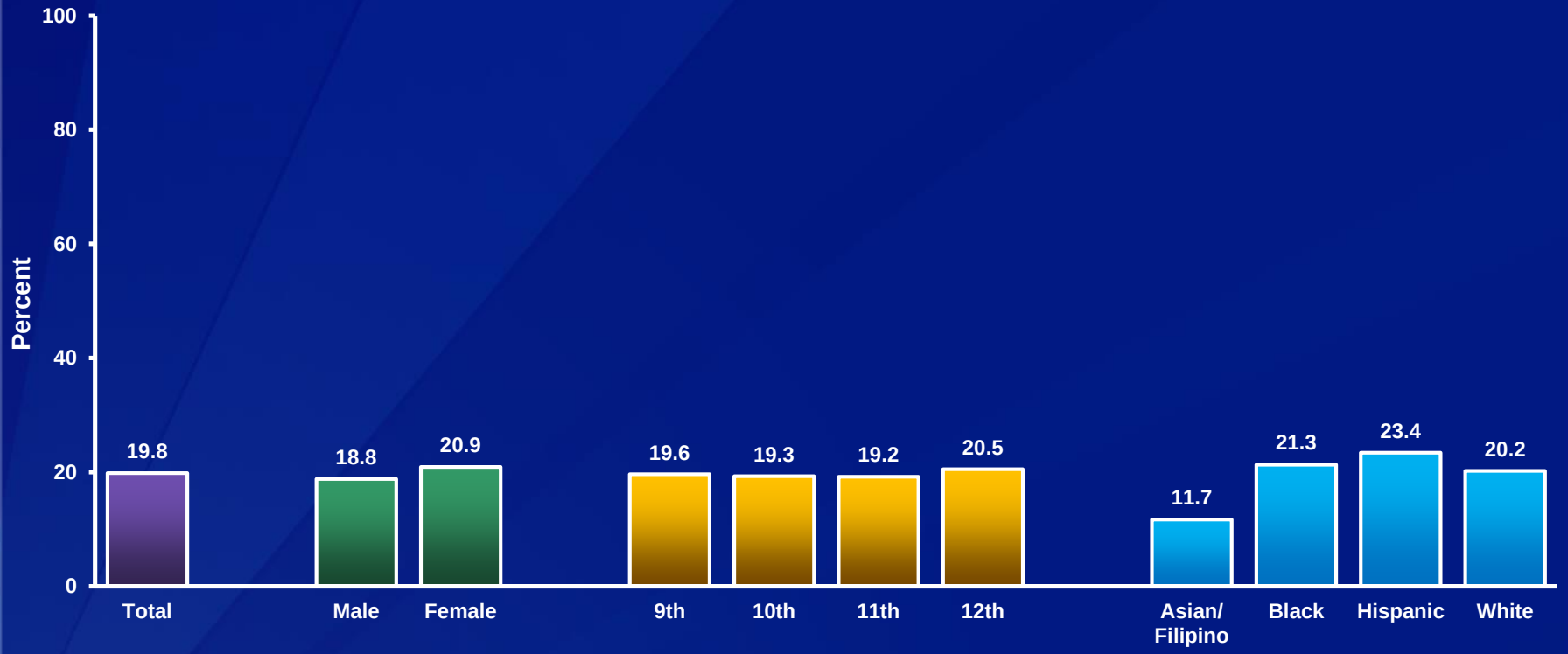
Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* 1991-2015†

*When riding in a car driven by someone else

†Decreased 1991-2015, decreased 1991-1995, decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

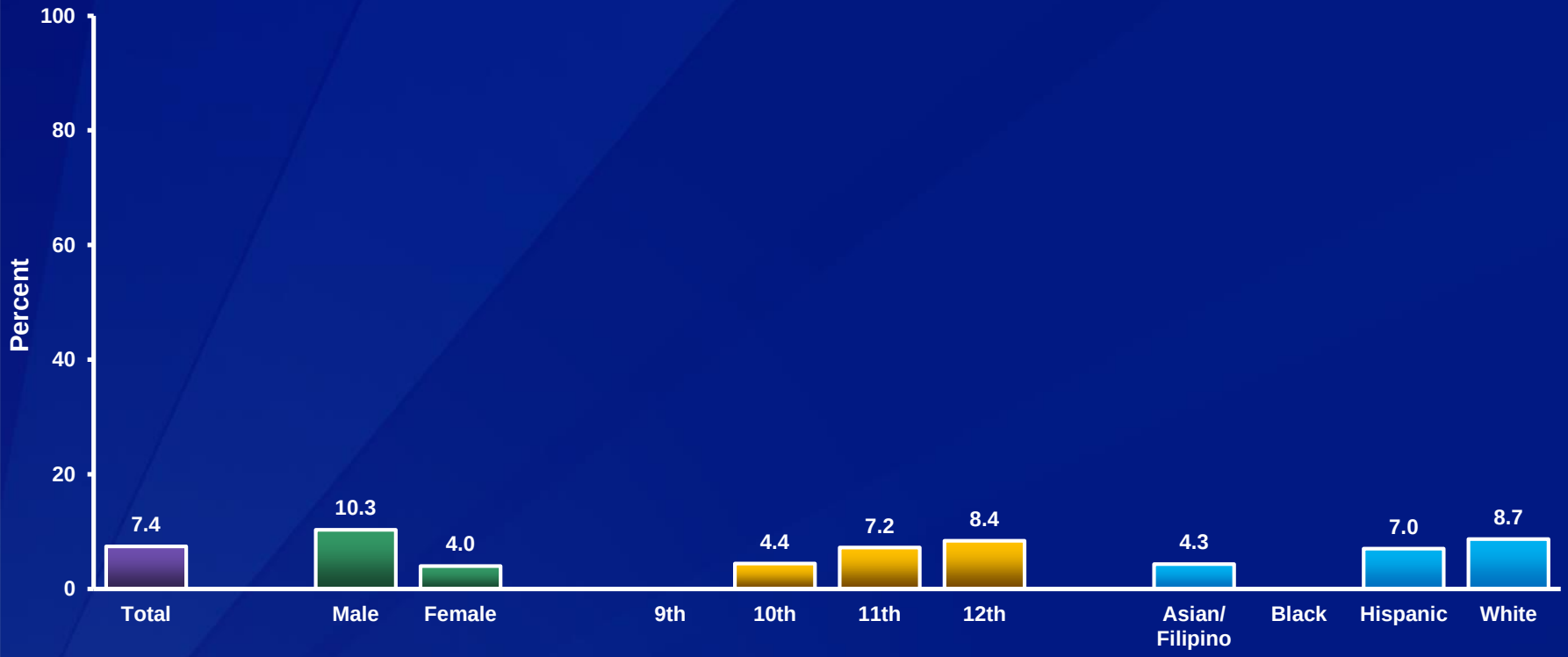
Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,* 1991-2015†

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

†Decreased 1991-2015, no change 1991-1995, decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

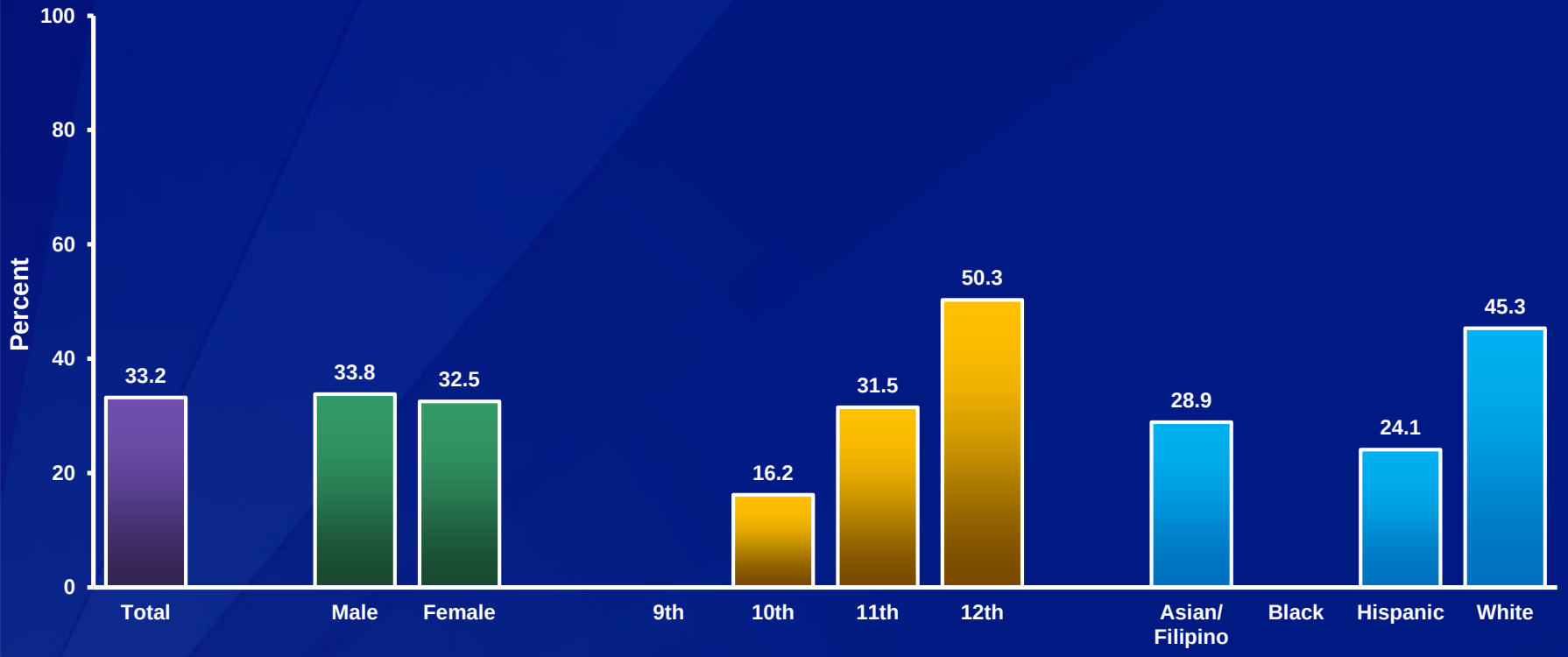
Percentage of High School Students Who Drove When Drinking Alcohol,* 2013-2015†

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,* by Sex, Grade,† and Race/Ethnicity,† 2015



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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

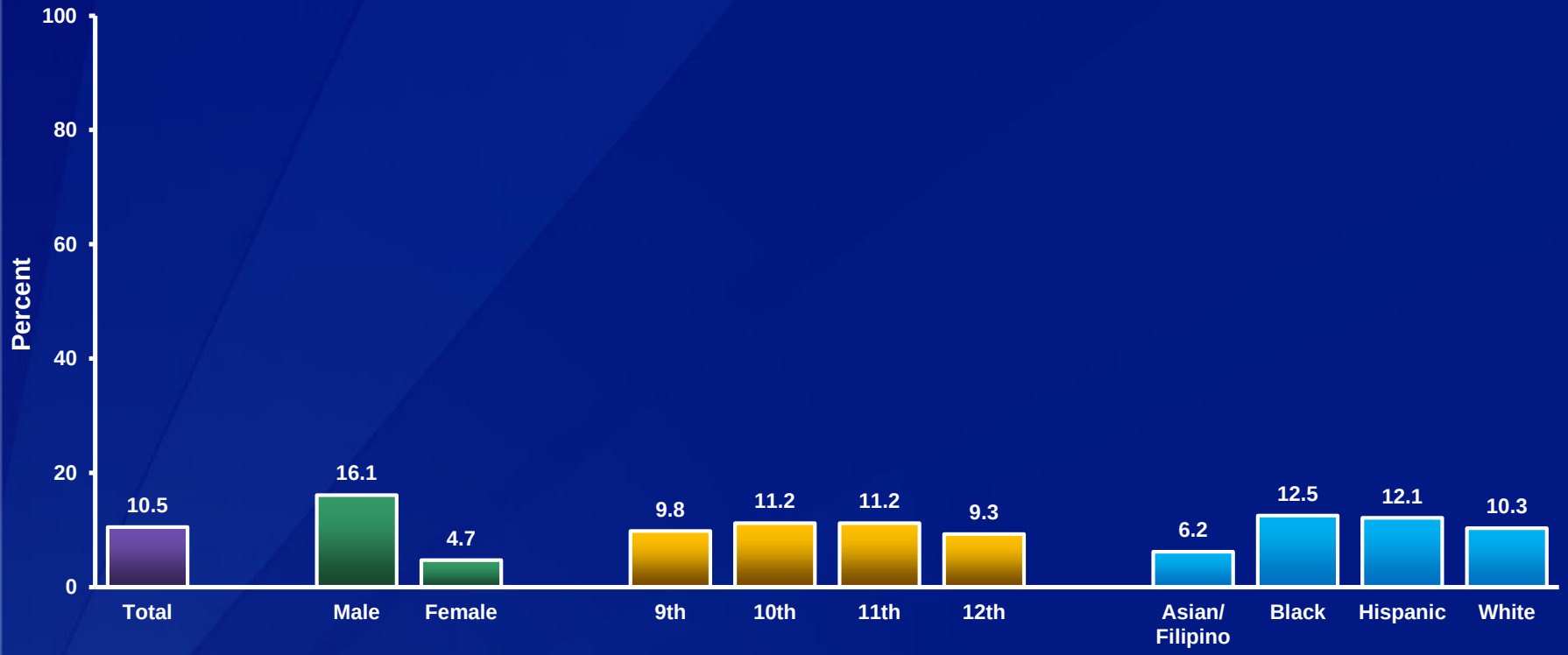
Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,* 2013-2015†

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

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

Note: This graph contains weighted results.

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



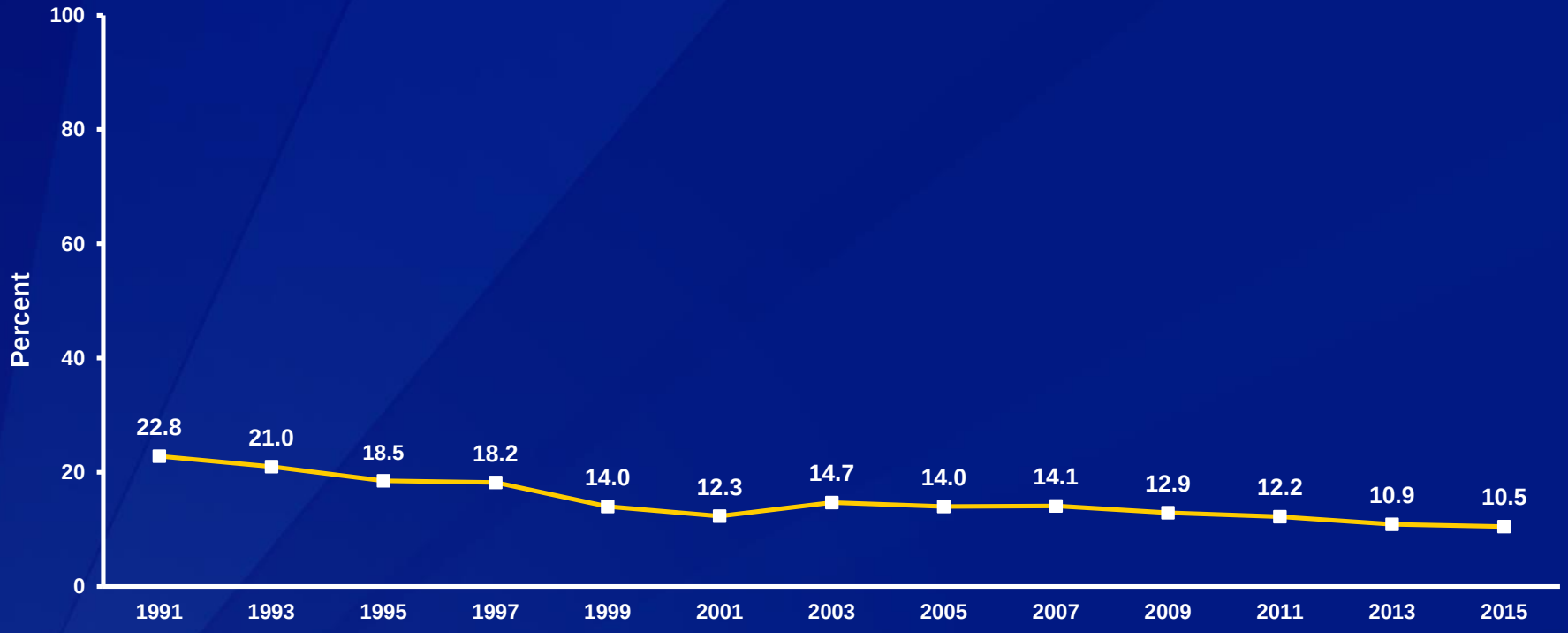
*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

†M > F; 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 Carried a Weapon,* 1991-2015†

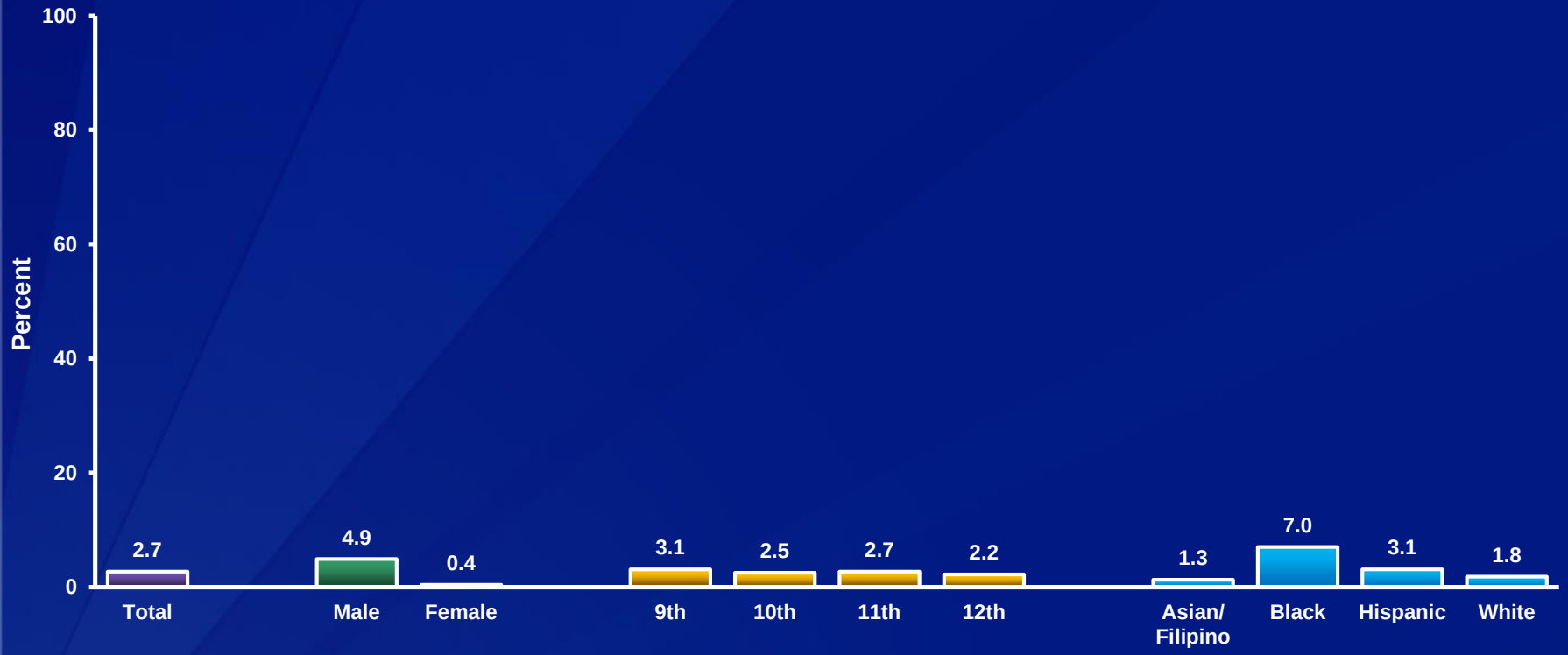


*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

†Decreased 1991-2015, decreased 1991-2001, decreased 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

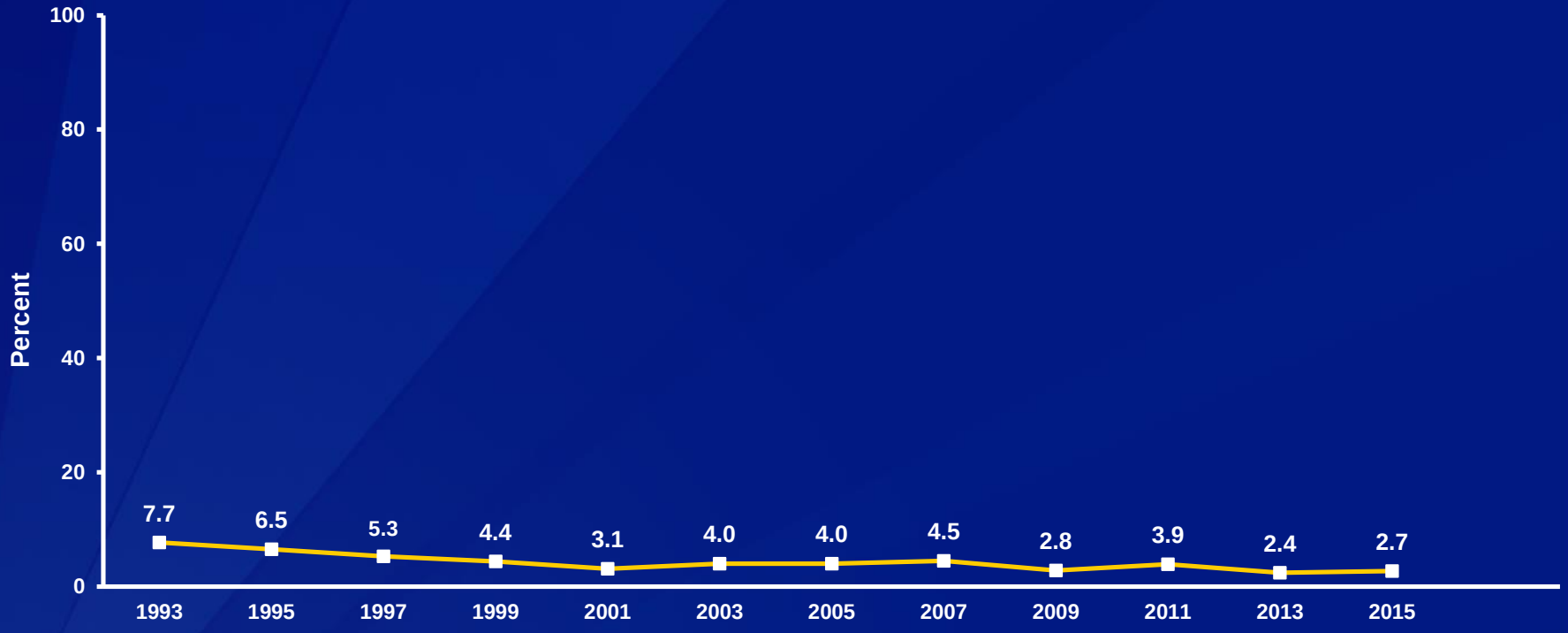
Note: This graph contains weighted results.

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



*On at least 1 day during the 30 days before the survey
†M > F; B > A, 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 Carried a Gun,* 1993-2015†

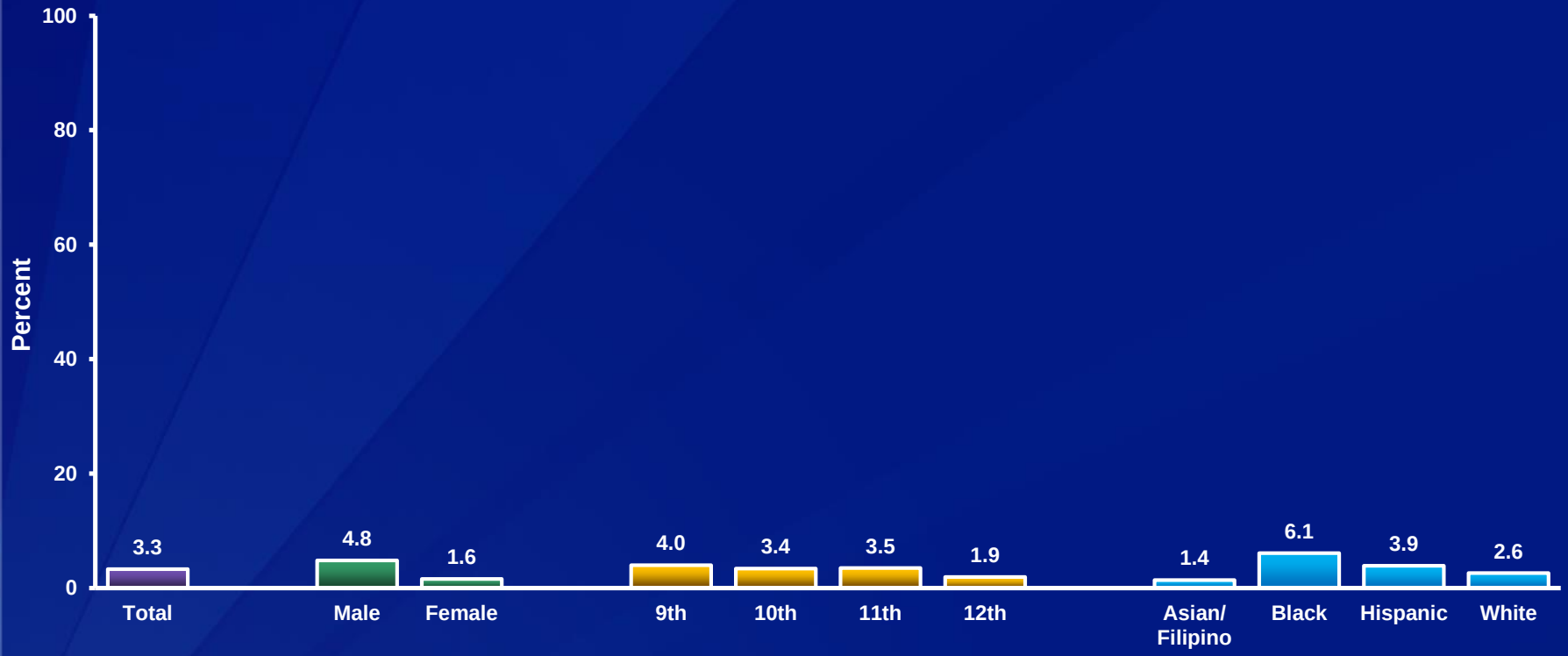


*On at least 1 day during the 30 days before the survey

†Decreased 1993-2015, decreased 1993-2001, decreased 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

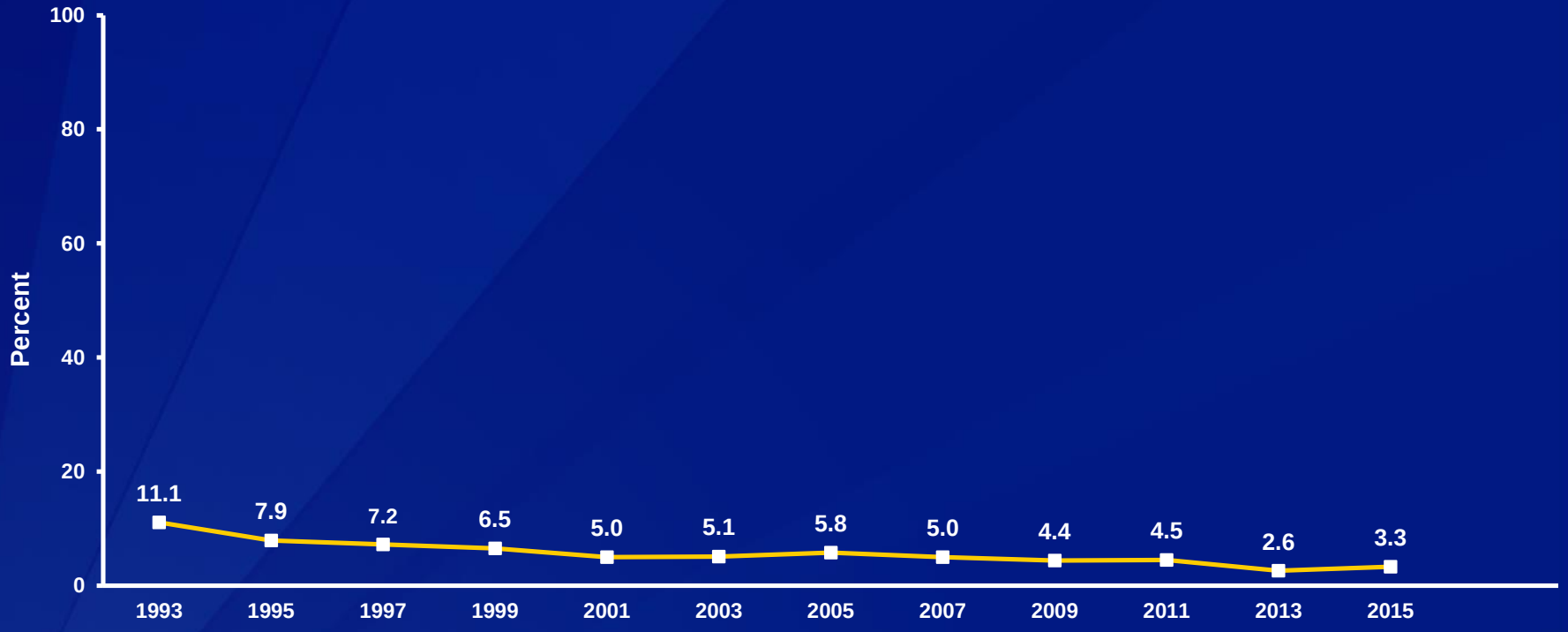
Note: This graph contains weighted results.

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



*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey
†M > F; 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 Carried a Weapon on School Property,* 1993-2015†

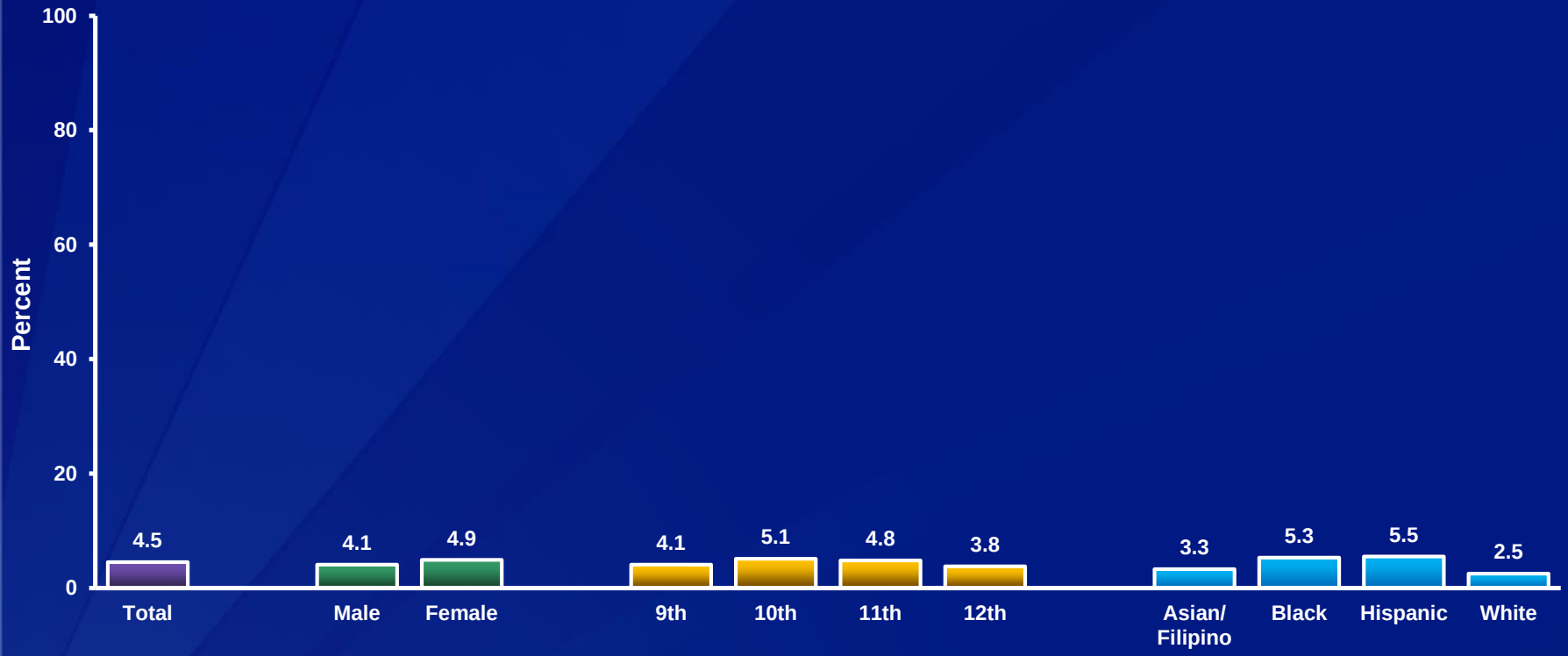


*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

†Decreased 1993-2015, decreased 1993-1999, decreased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

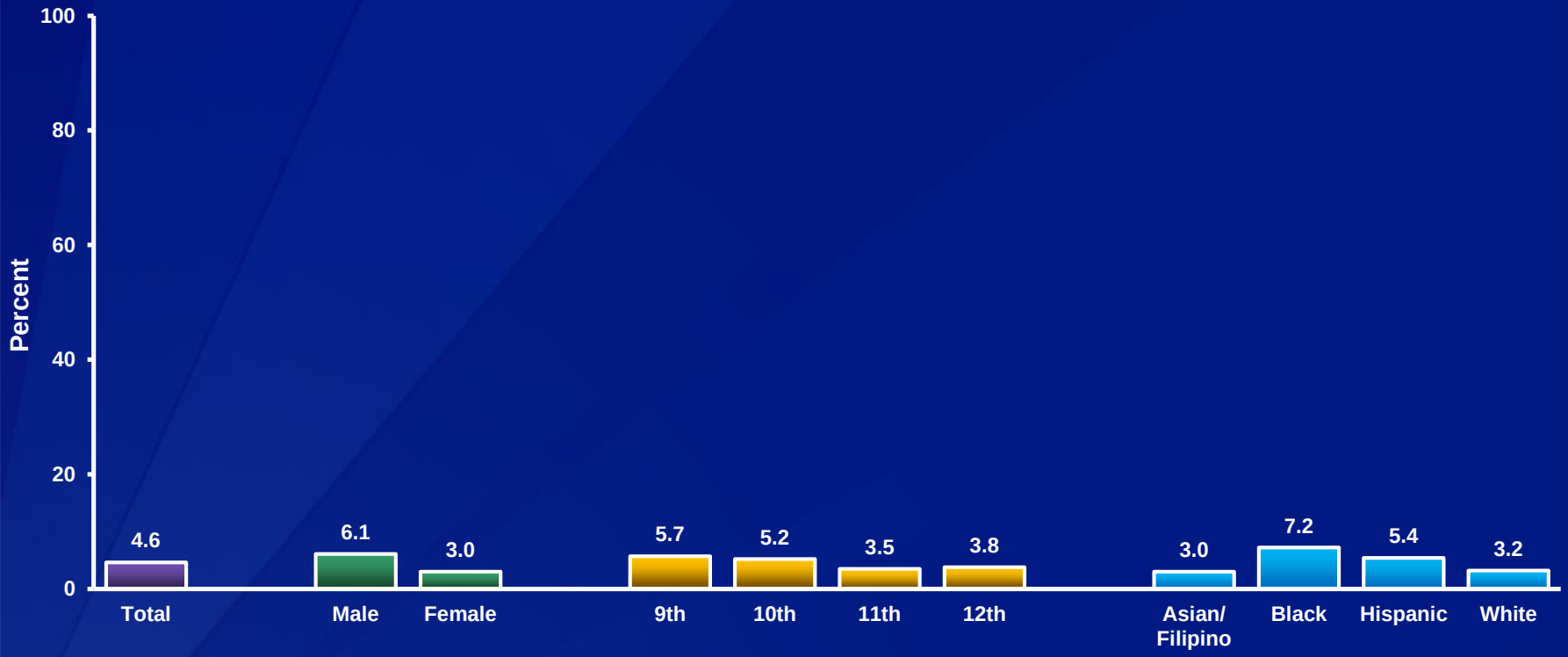
Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,* 1993-2015†

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

†Decreased 1993-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

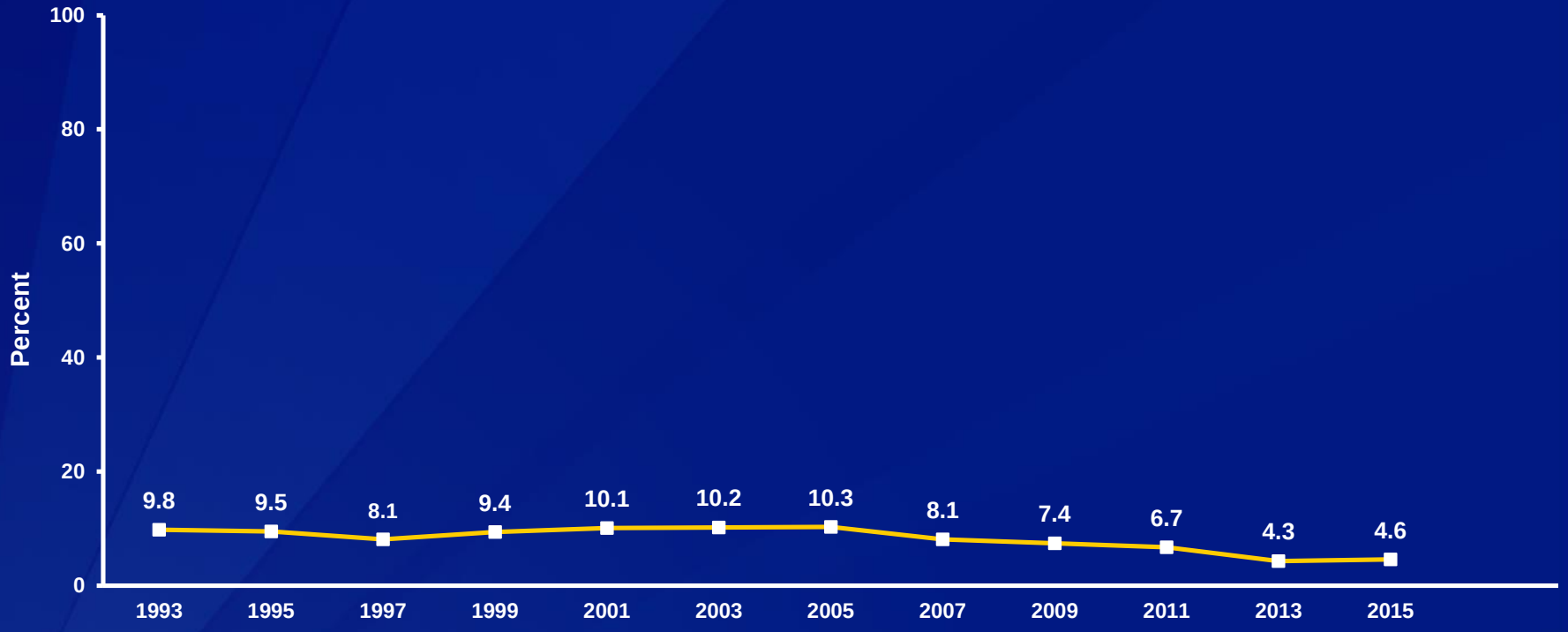
Note: This graph contains weighted results.

Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* by Sex,† Grade, and Race/Ethnicity,† 2015



*Such as a gun, knife, or club one or more times during the 12 months before the survey
†M > F; B > A, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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

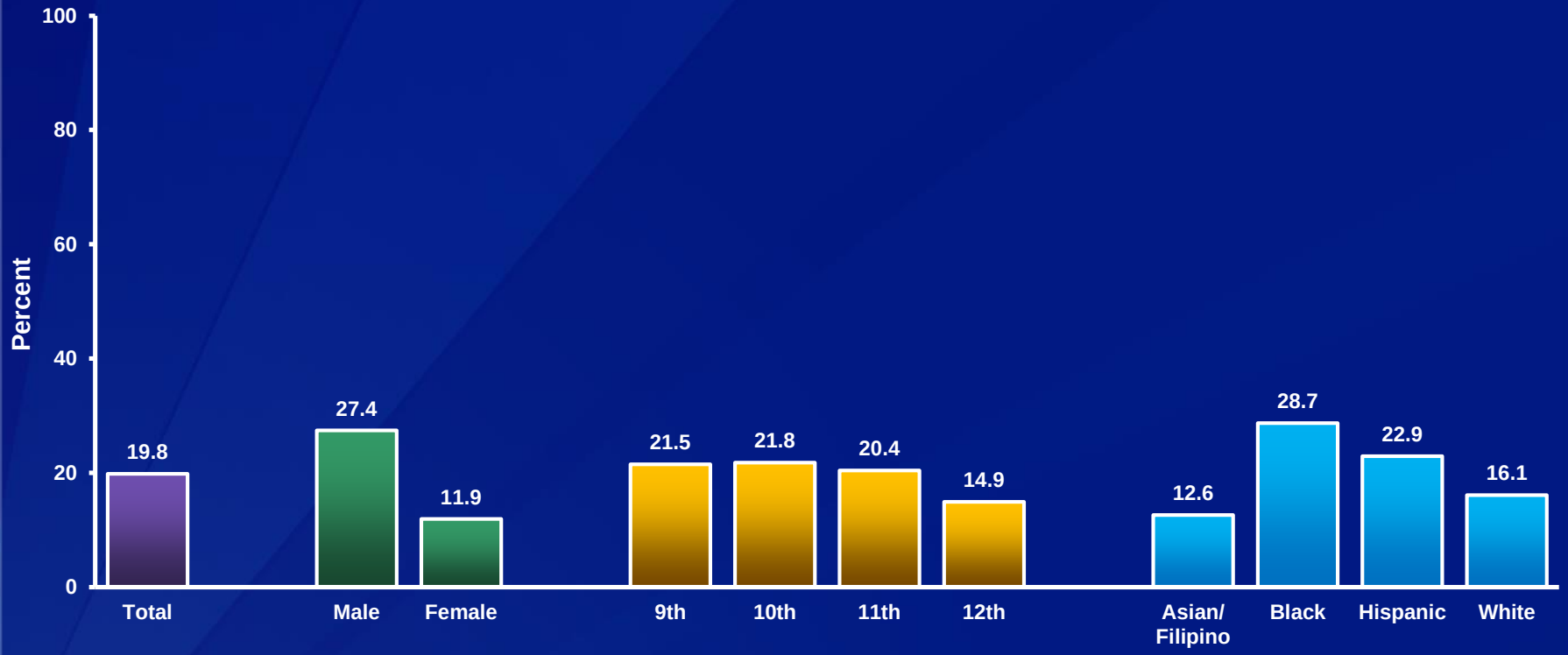


*Such as a gun, knife, or club one or more times during the 12 months before the survey

†Decreased 1993-2015, no change 1993-2005, decreased 2005-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*One or more times during the 12 months before the survey
†M > F; 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.

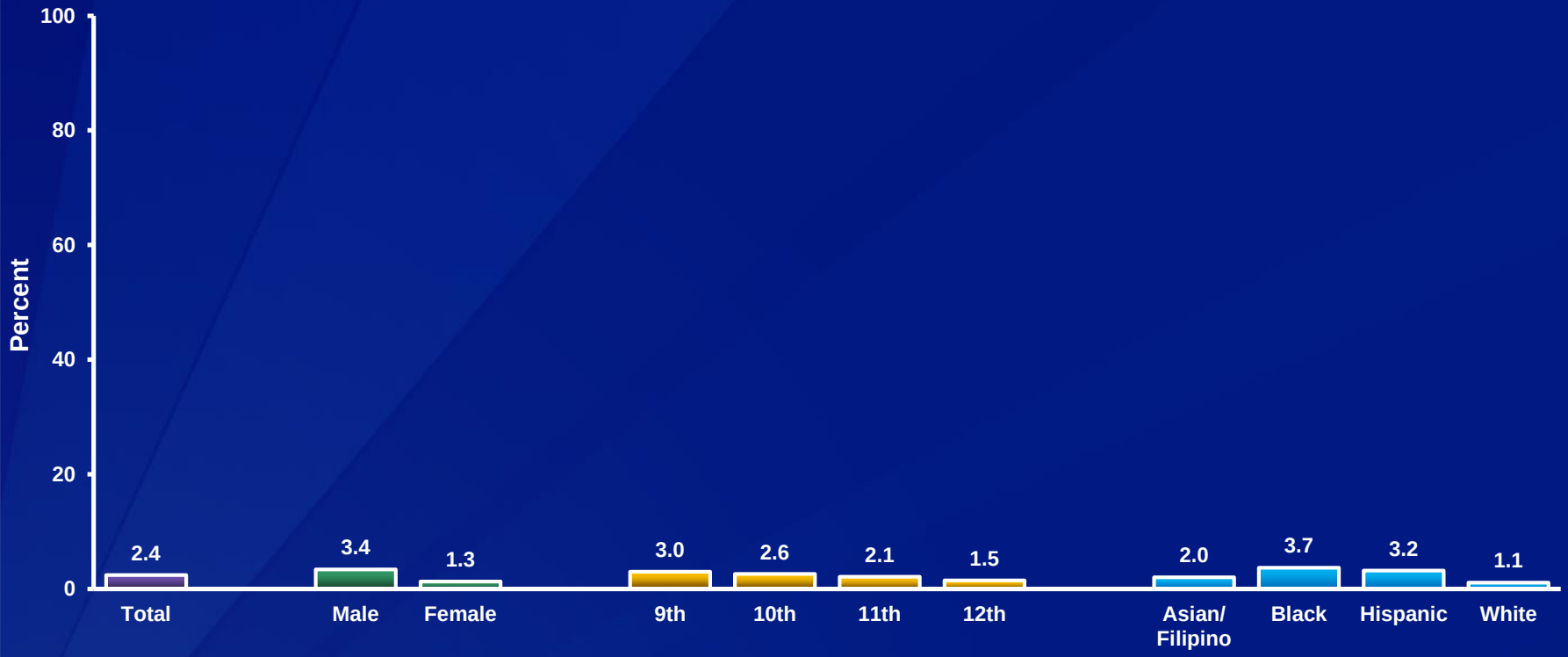
Percentage of High School Students Who Were in a Physical Fight,* 1991-2015†

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

†Decreased 1991-2015, decreased 1991-2009, decreased 2009-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

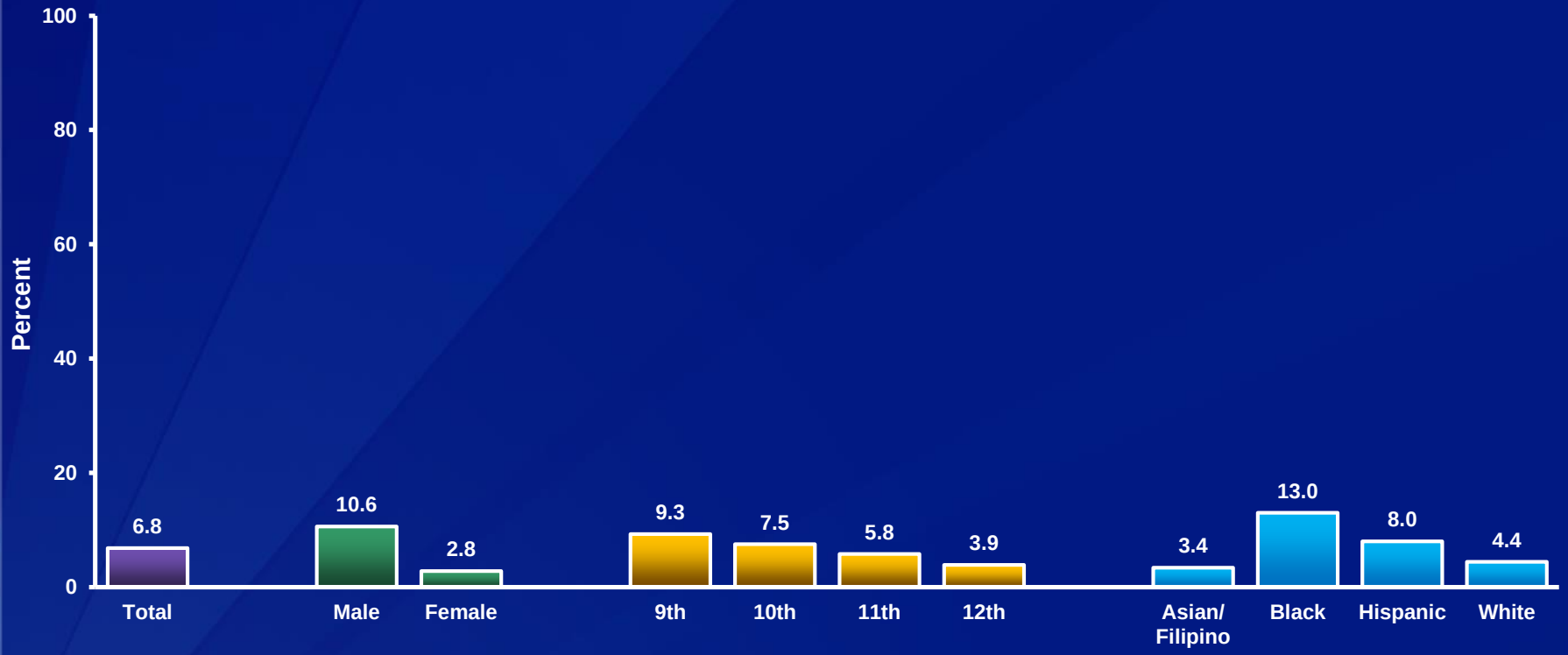
Percentage of High School Students Who Were Injured in a Physical Fight,* 1991-2015†

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

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

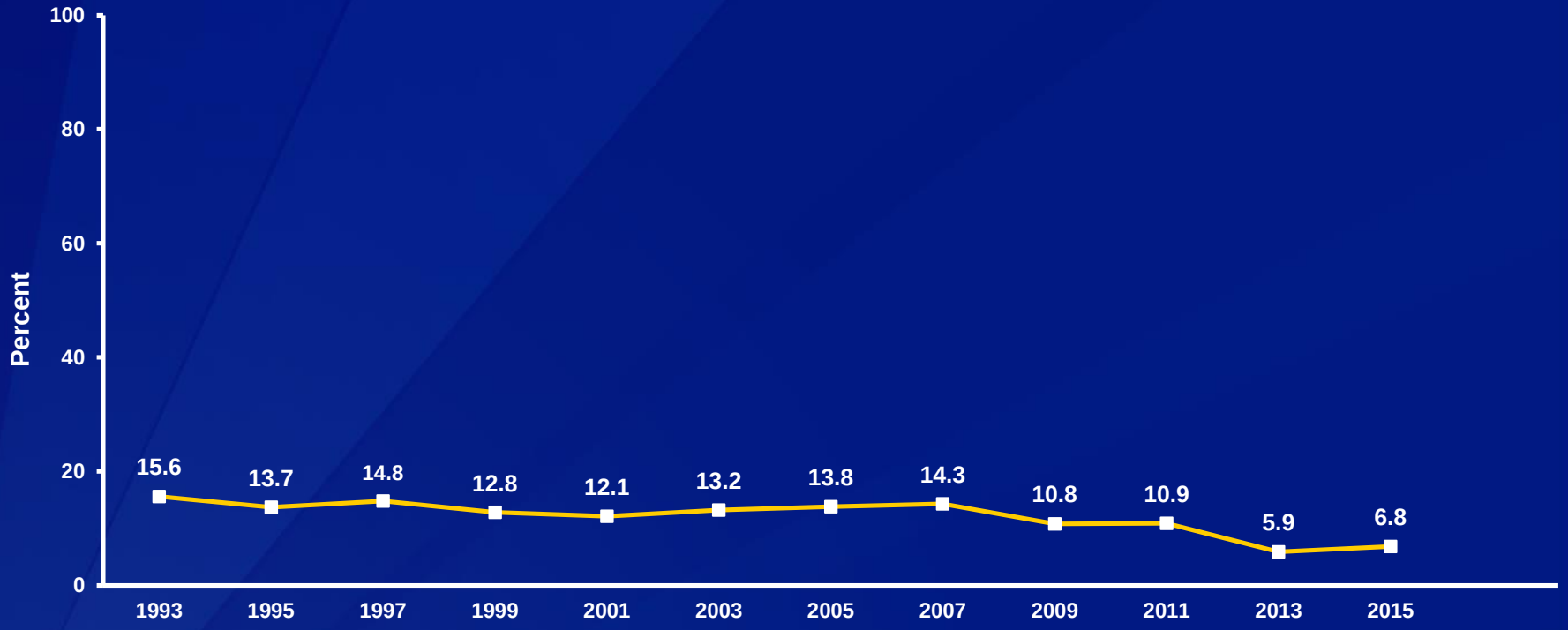
Note: This graph contains weighted results.

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



*One or more times during the 12 months before the survey
†M > F; 9th > 12th; 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 Were in a Physical Fight on School Property,* 1993-2015†

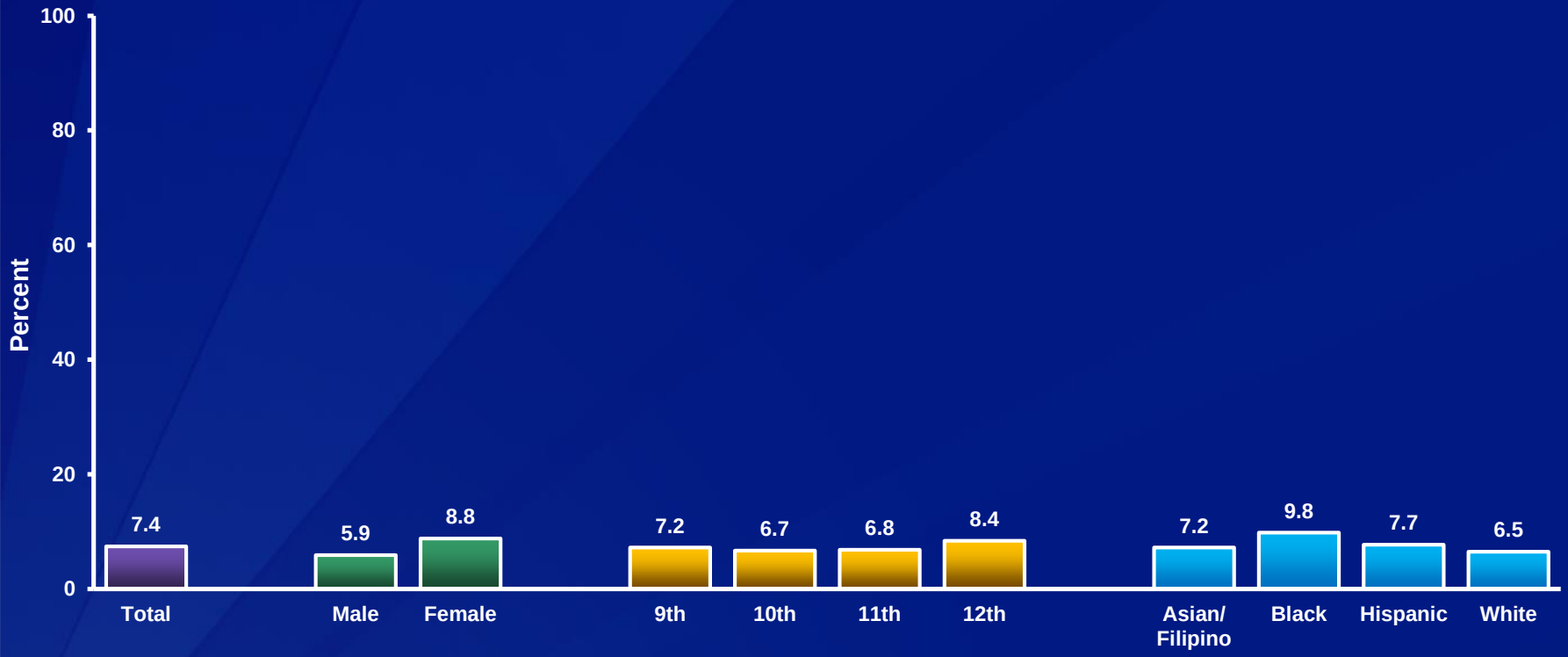


*One or more times during the 12 months before the survey

†Decreased 1993-2015, decreased 1993-2007, decreased 2007-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

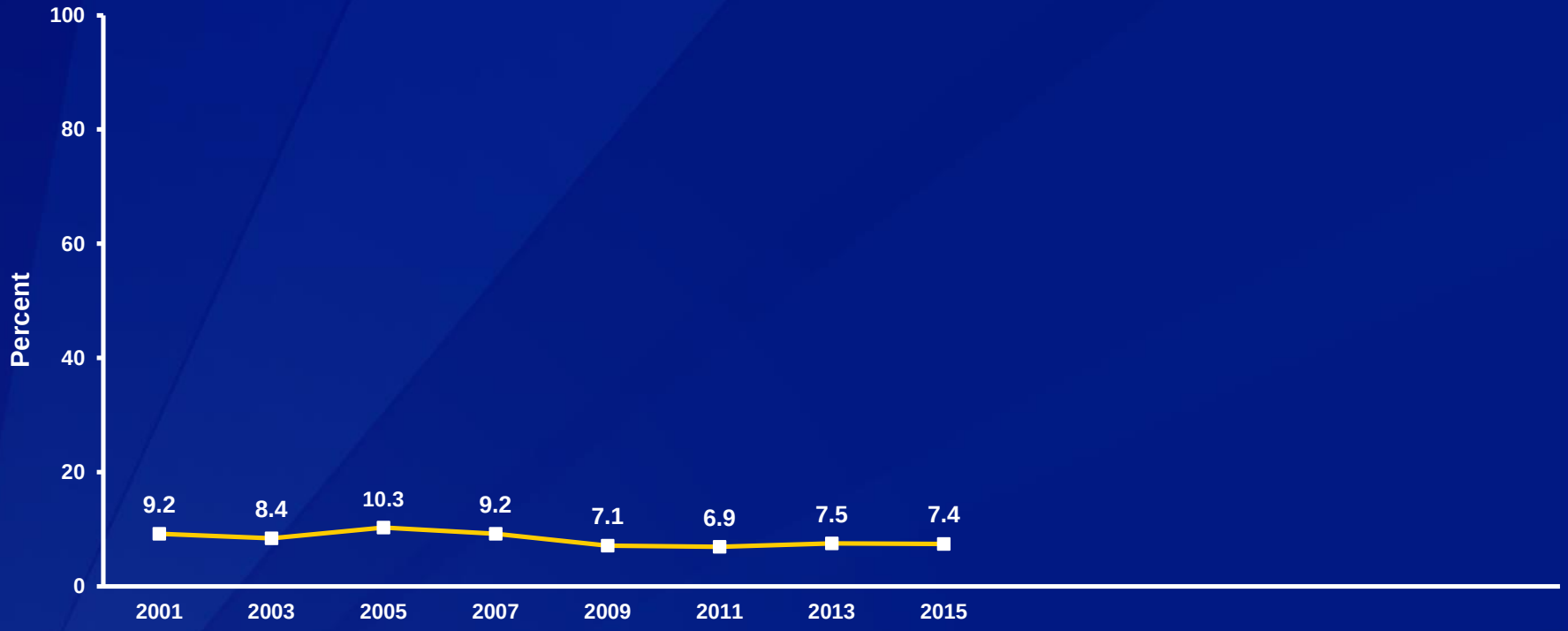
Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,* by Sex,† Grade, and Race/Ethnicity, 2015



*When they did not want to
†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 Were Ever Physically Forced to Have Sexual Intercourse,* 2001-2015†

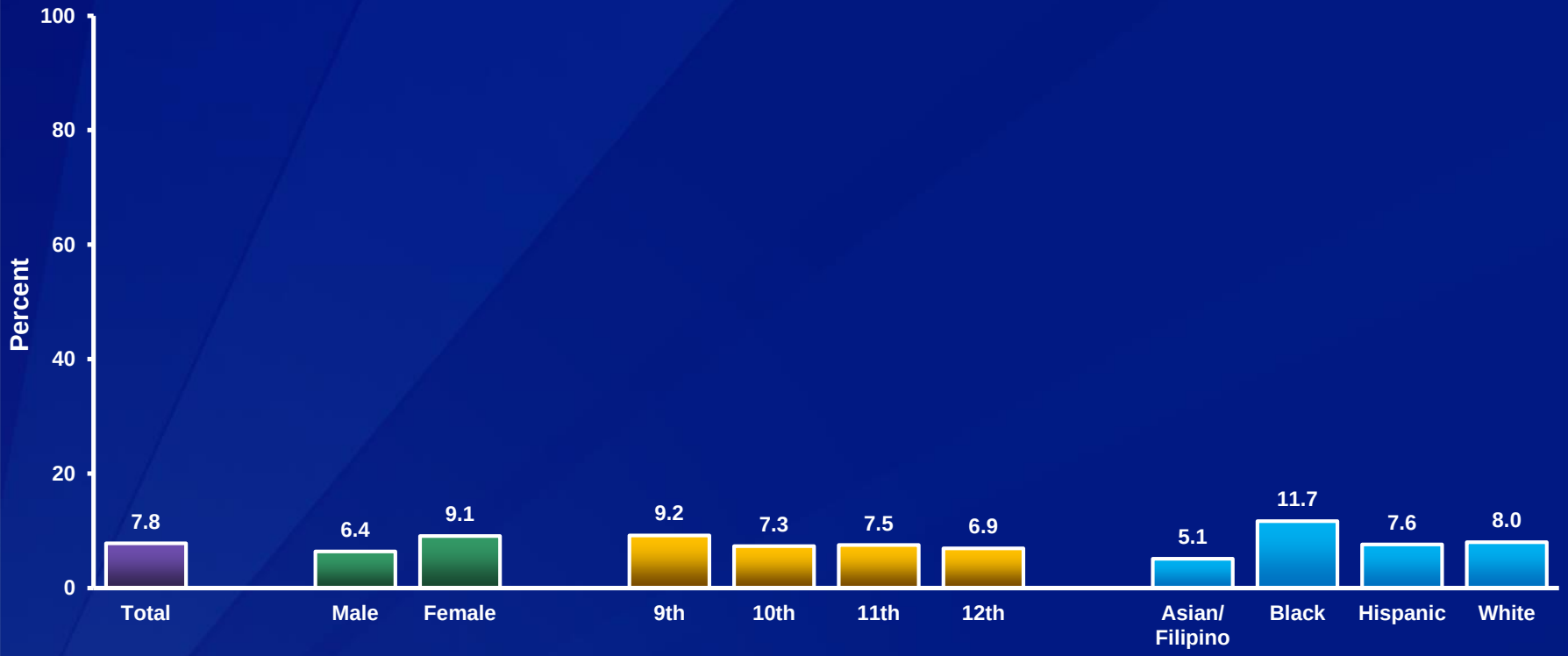


*When they did not want to

†Decreased 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

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

Note: This graph contains weighted results.

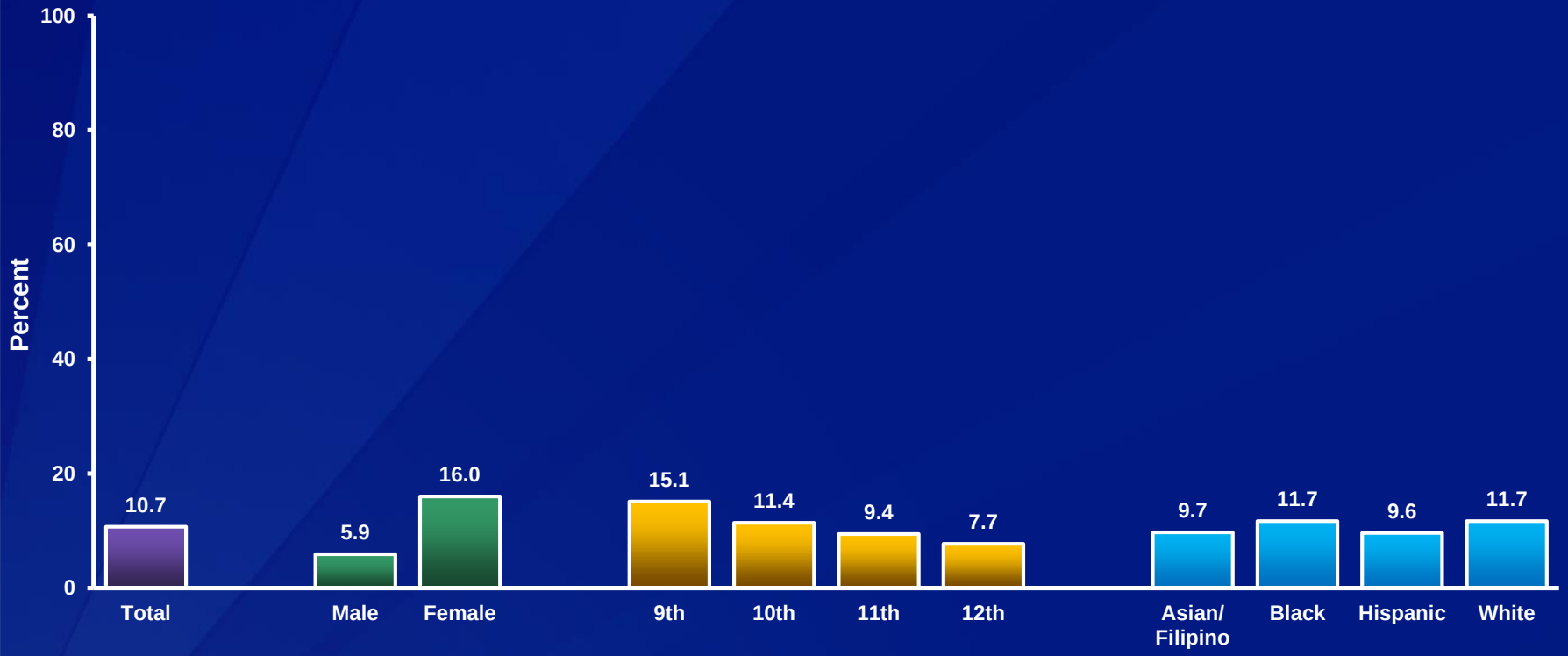
Percentage of High School Students Who Experienced Physical Dating Violence,* 2013-2015†

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

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

Note: This graph contains weighted results.

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



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

†F > M; 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.

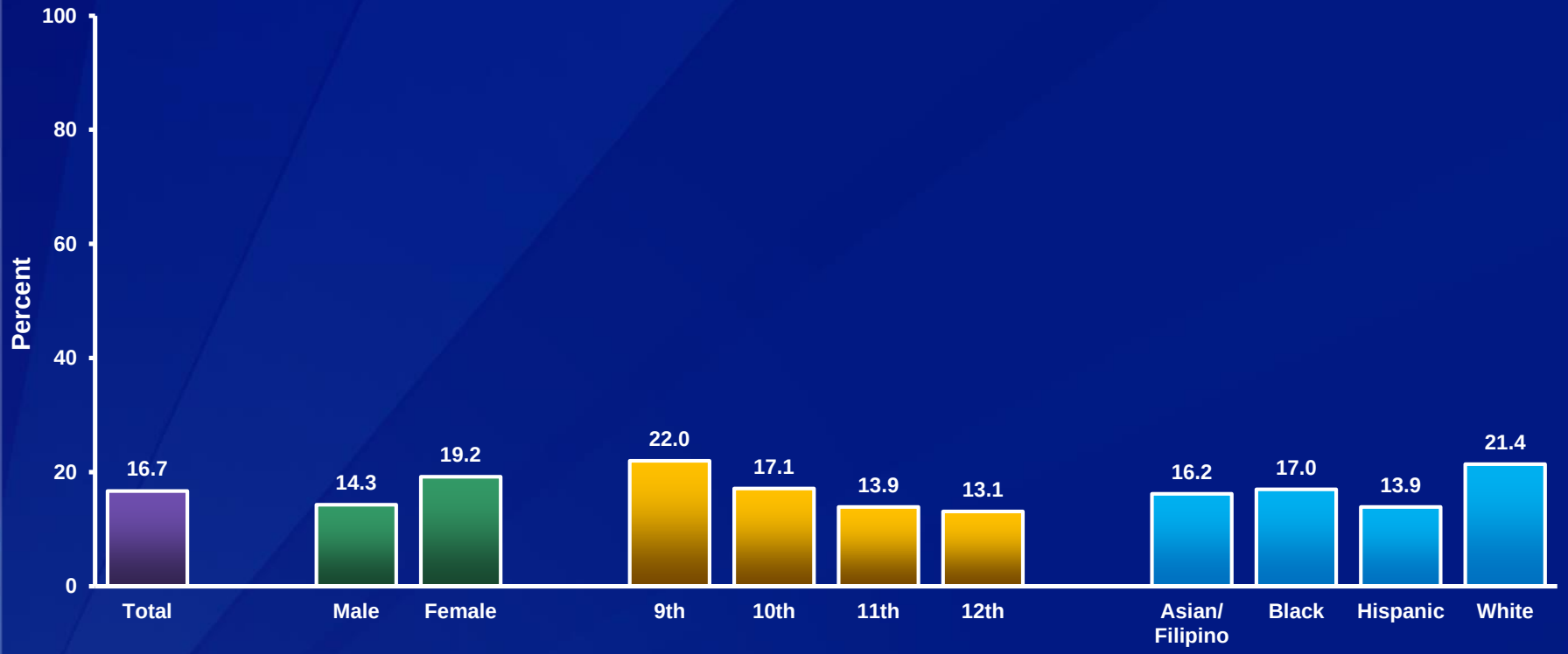
Percentage of High School Students Who Experienced Sexual Dating Violence,* 2013-2015†

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

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

Note: This graph contains weighted results.

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



*During the 12 months before the survey

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

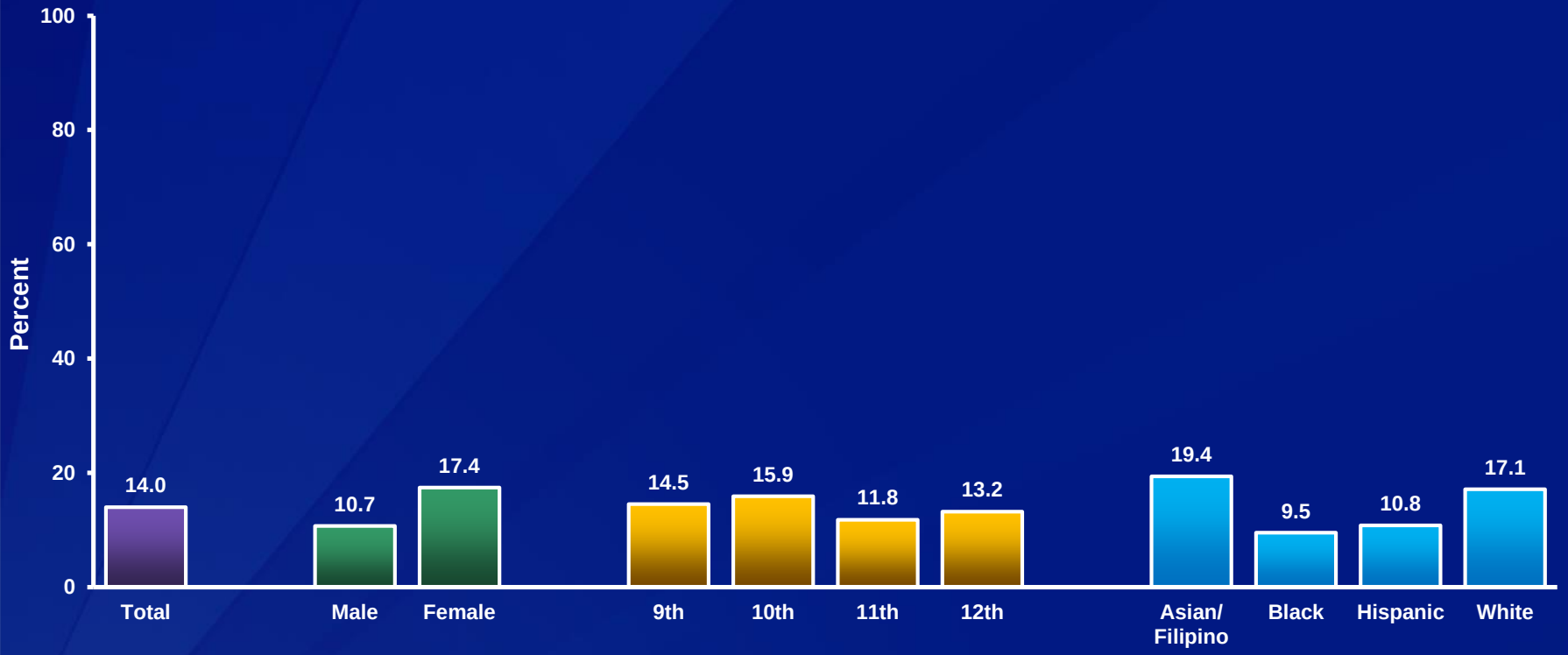
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Note: This graph contains weighted results.

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

*During the 12 months before the survey
†No change 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



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

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

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

Note: This graph contains weighted results.

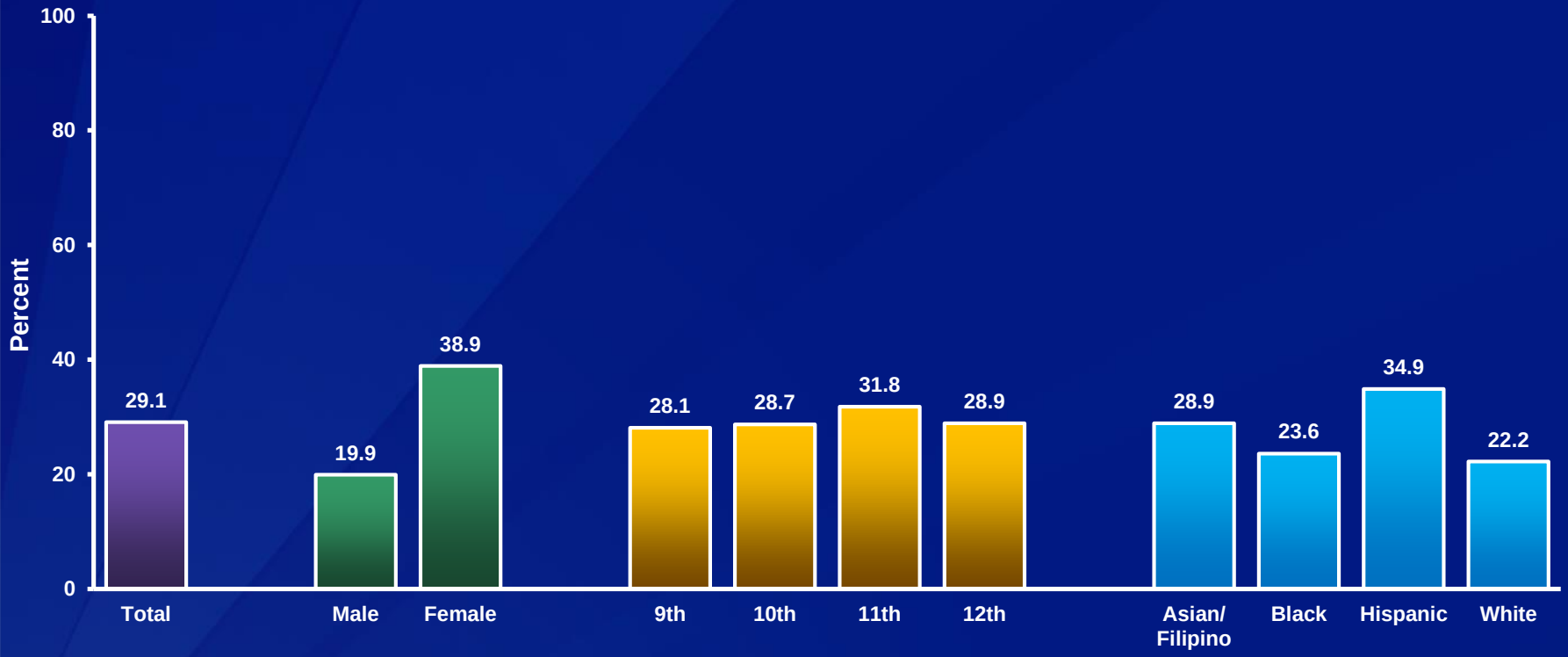
Percentage of High School Students Who Were Electronically Bullied,* 2011-2015†

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

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

Note: This graph contains weighted results.

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



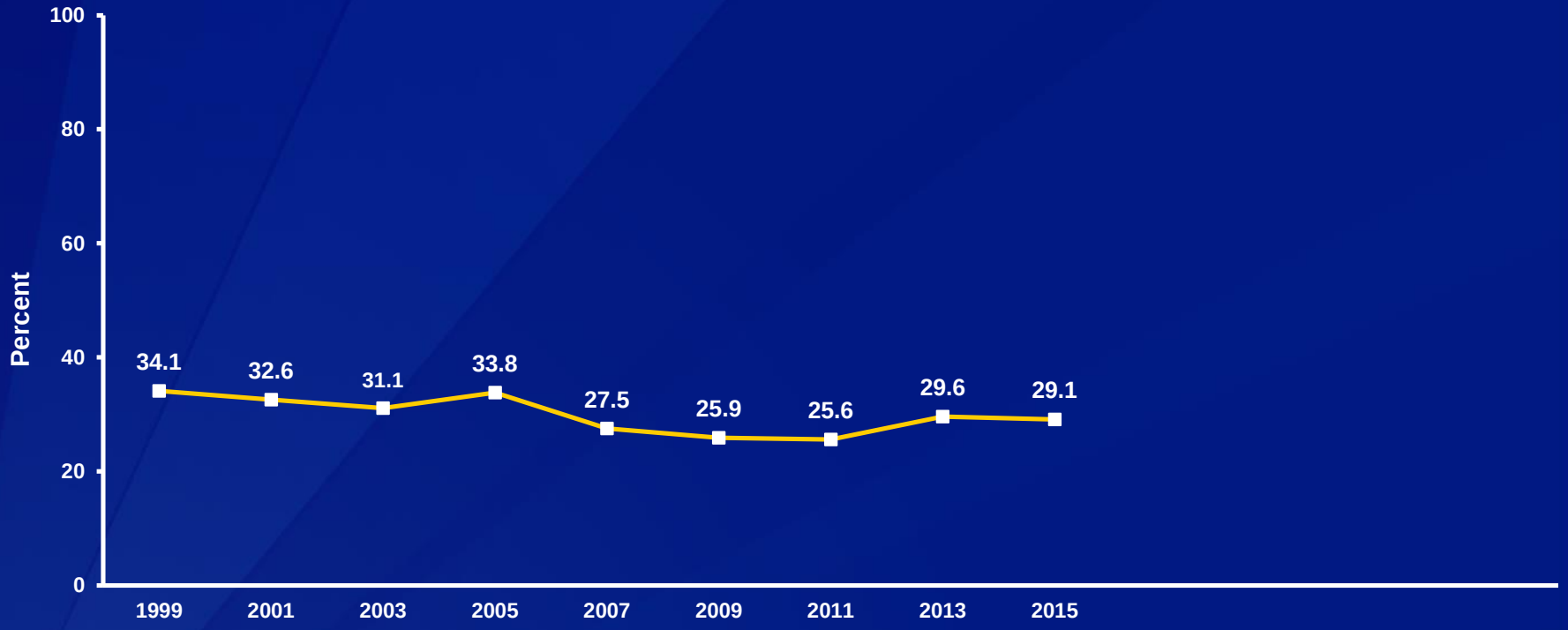
*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Felt Sad or Hopeless,* 1999-2015†

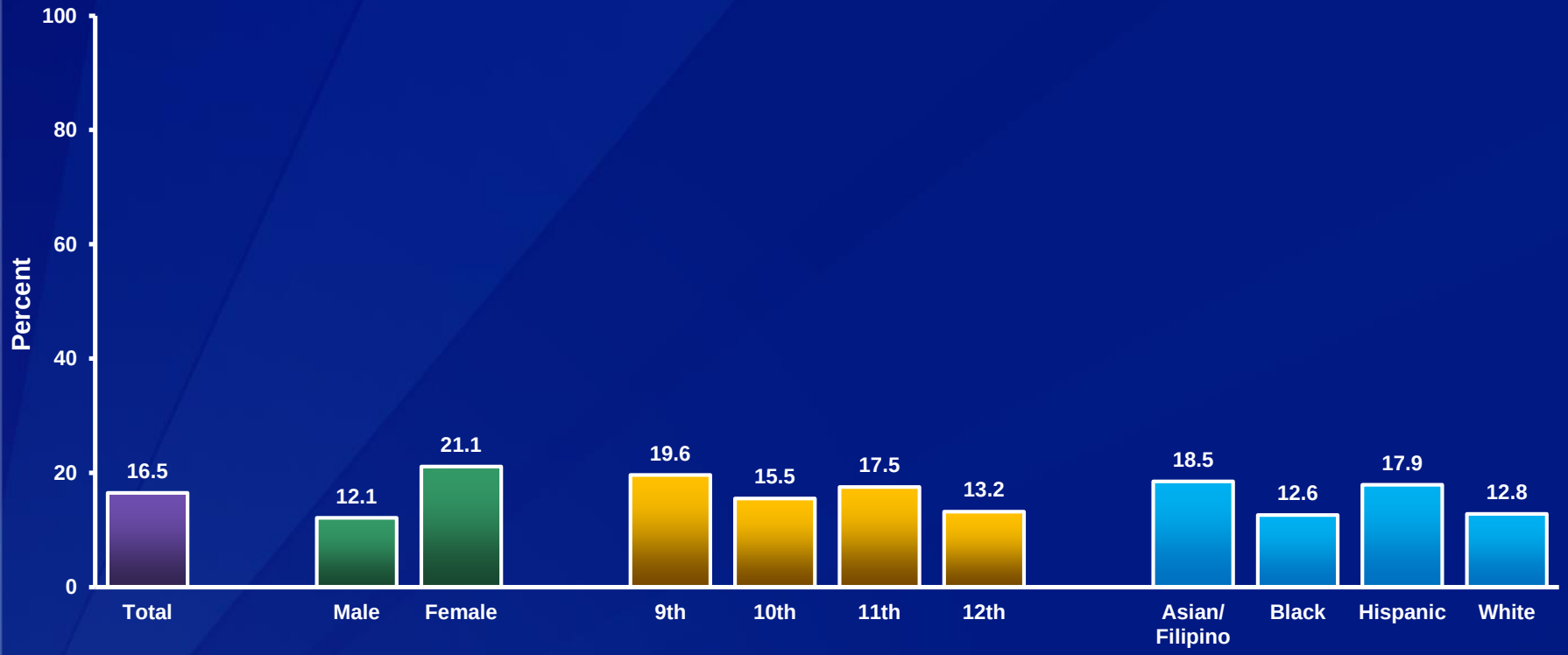


*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey

†Decreased 1999-2015, decreased 1999-2011, increased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



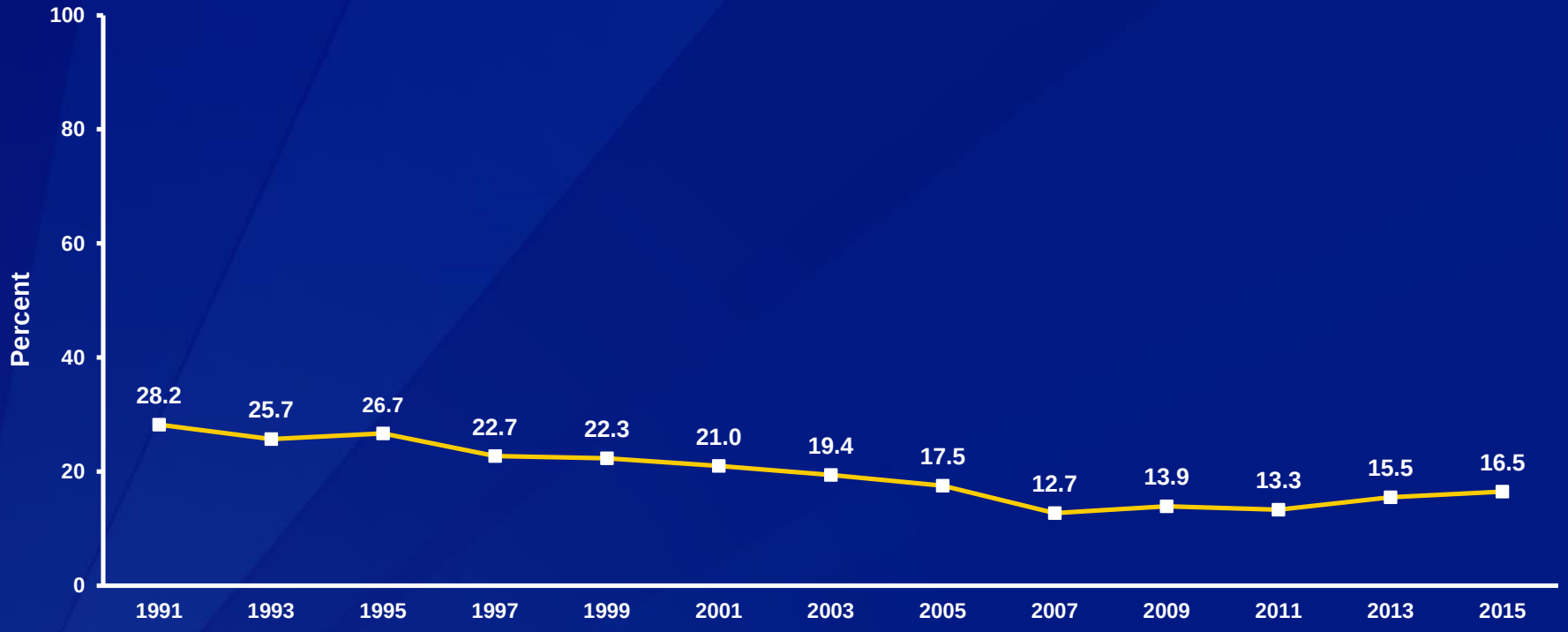
*During the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Seriously Considered Attempting Suicide,* 1991-2015†

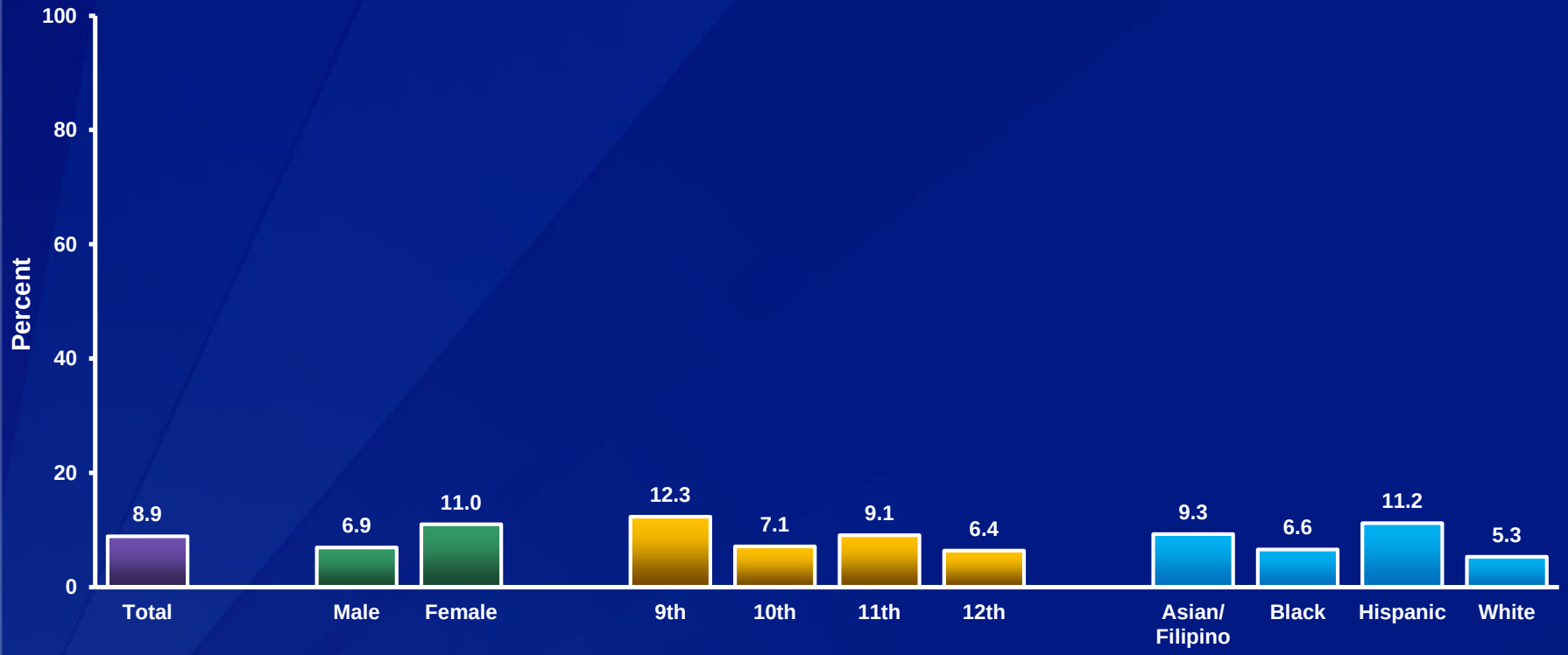


*During the 12 months before the survey

†Decreased 1991-2015, decreased 1991-2011, increased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



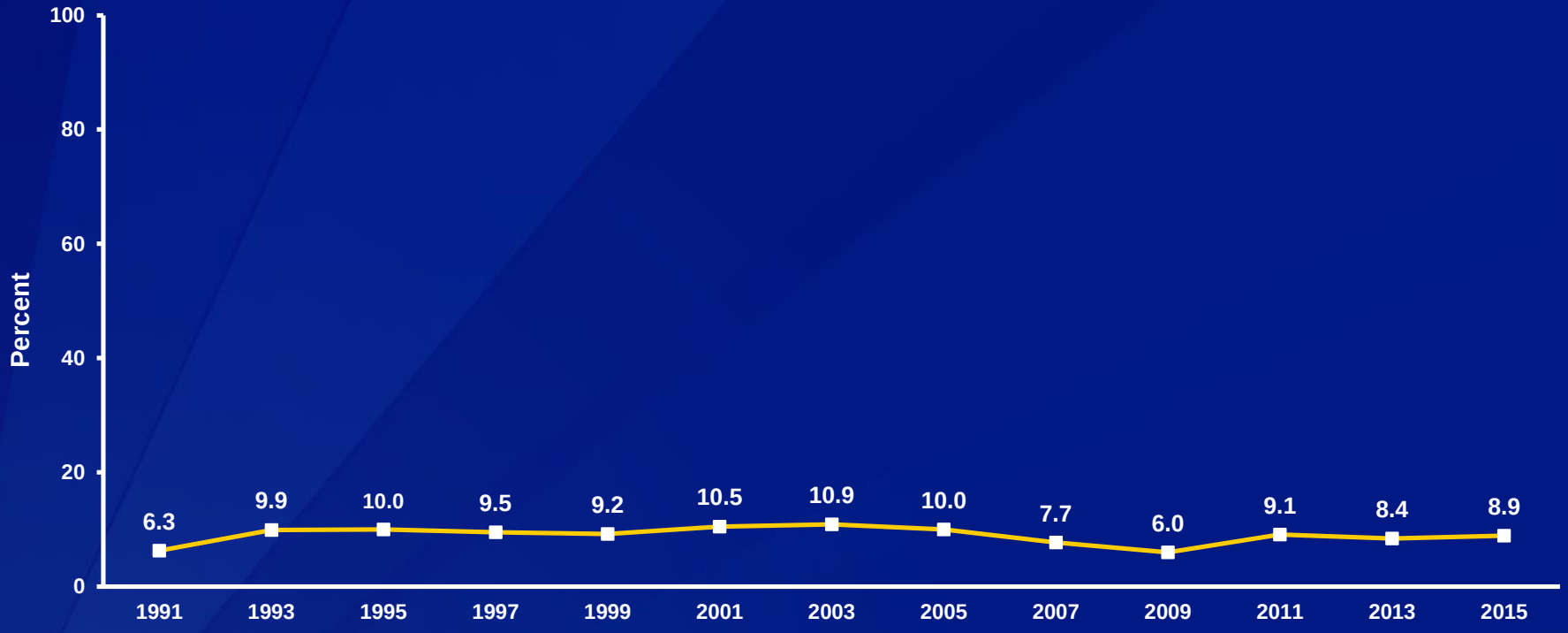
*One or more times during the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Attempted Suicide,* 1991-2015†

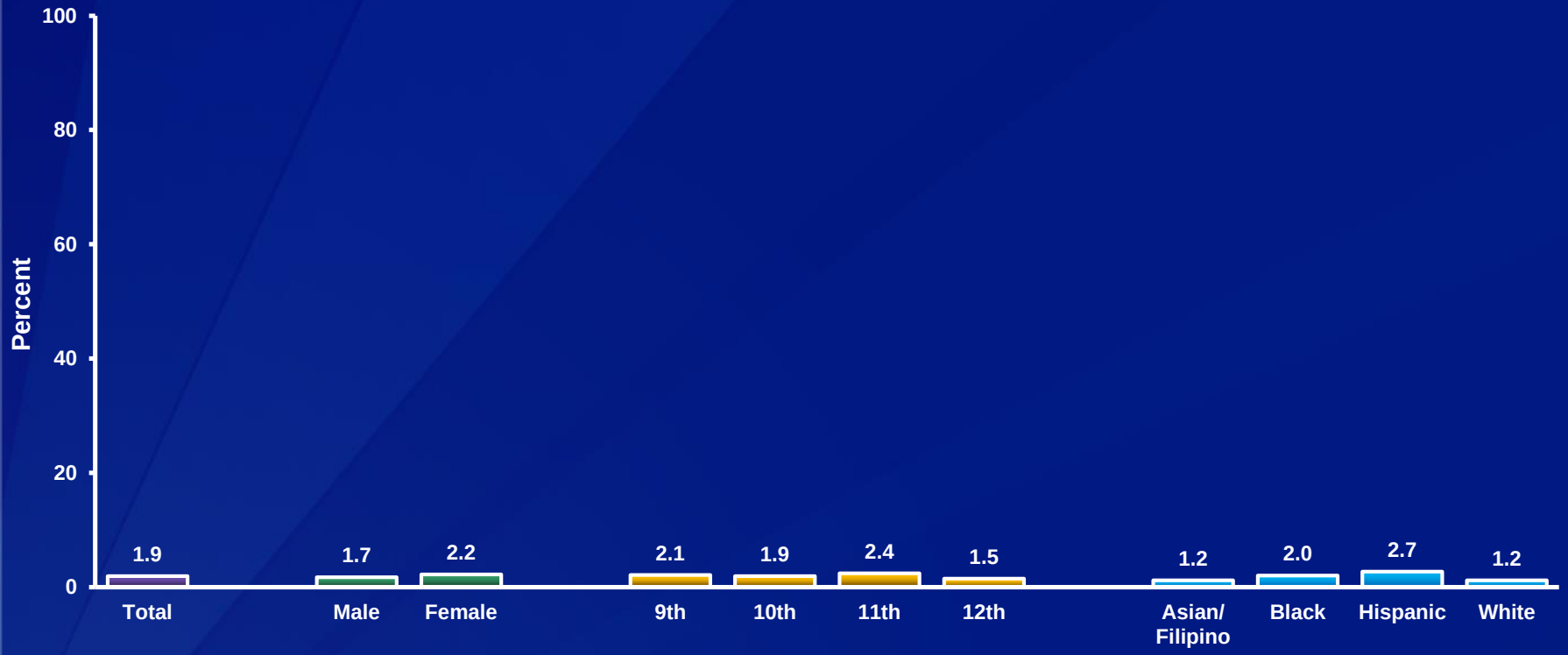


*One or more times during the 12 months before the survey

†No change 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*During the 12 months before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

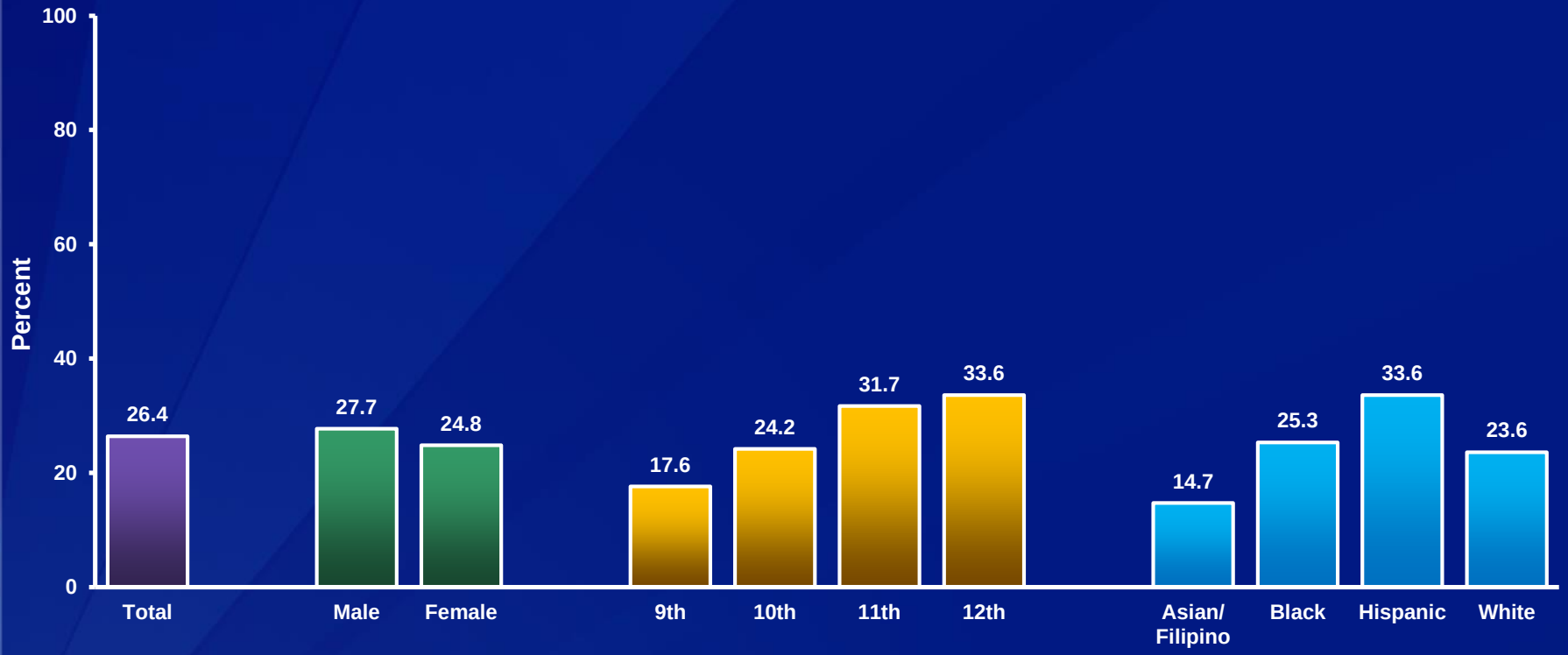
Percentage of High School Students Who Attempted Suicide That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,* 1991-2015†

*During the 12 months before the survey

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Tried Cigarette Smoking,* by Sex, Grade,† and Race/Ethnicity,† 2015



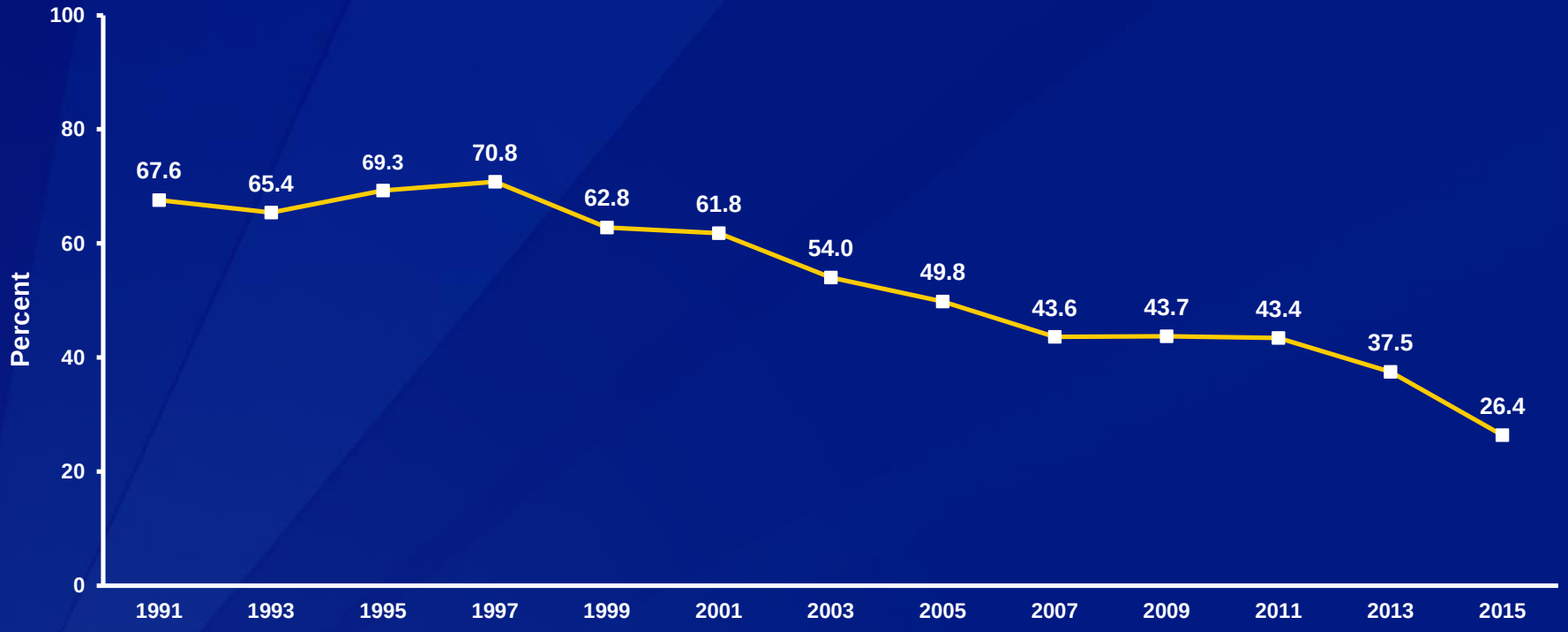
*Even one or two puffs

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Tried Cigarette Smoking,* 1991-2015†

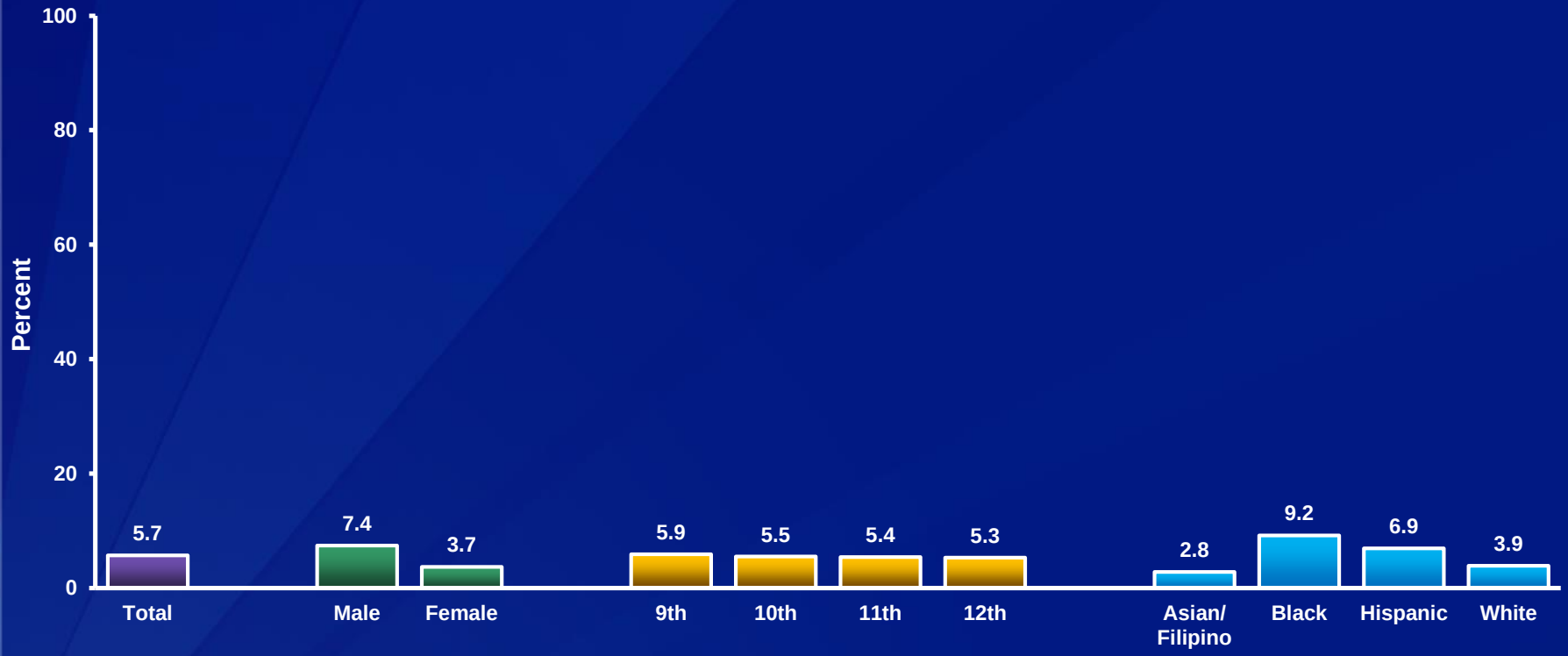


*Even one or two puffs

†Decreased 1991-2015, no change 1991-1997, decreased 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



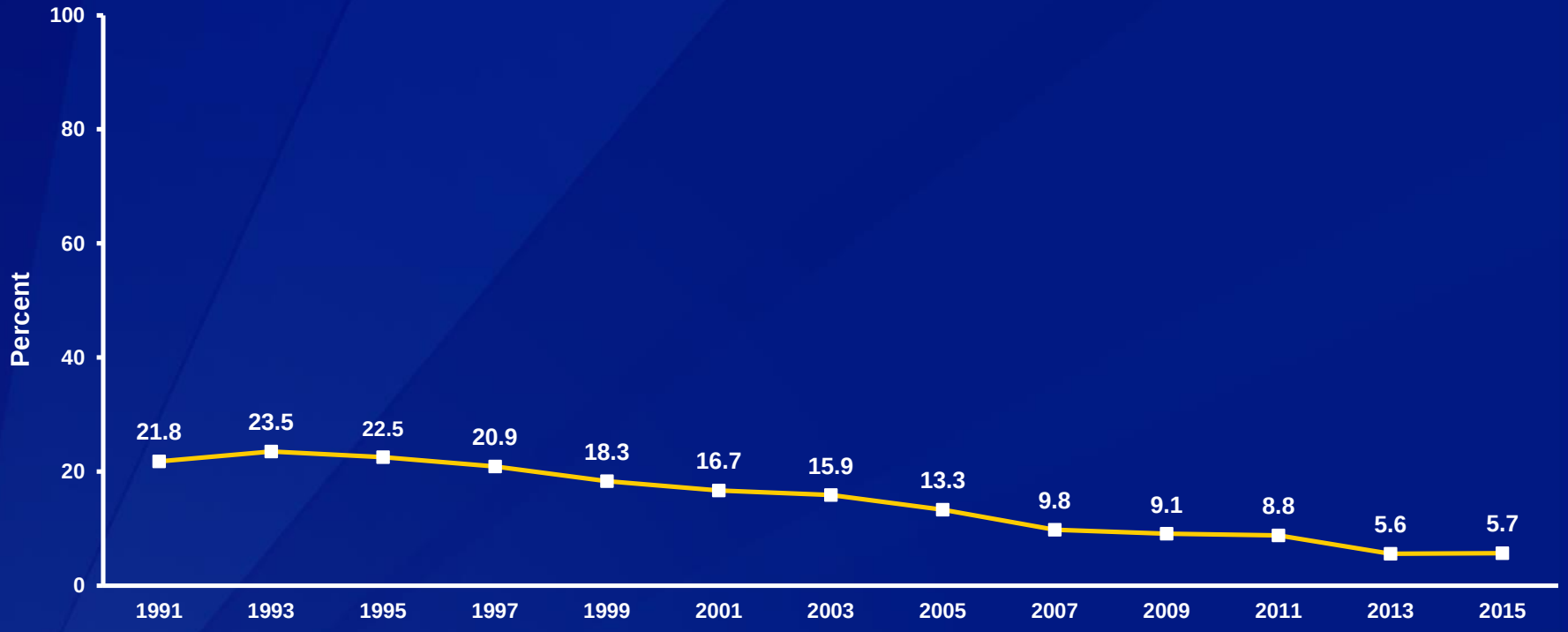
*For the first time

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Smoked a Whole Cigarette Before Age 13 Years,* 1991-2015†

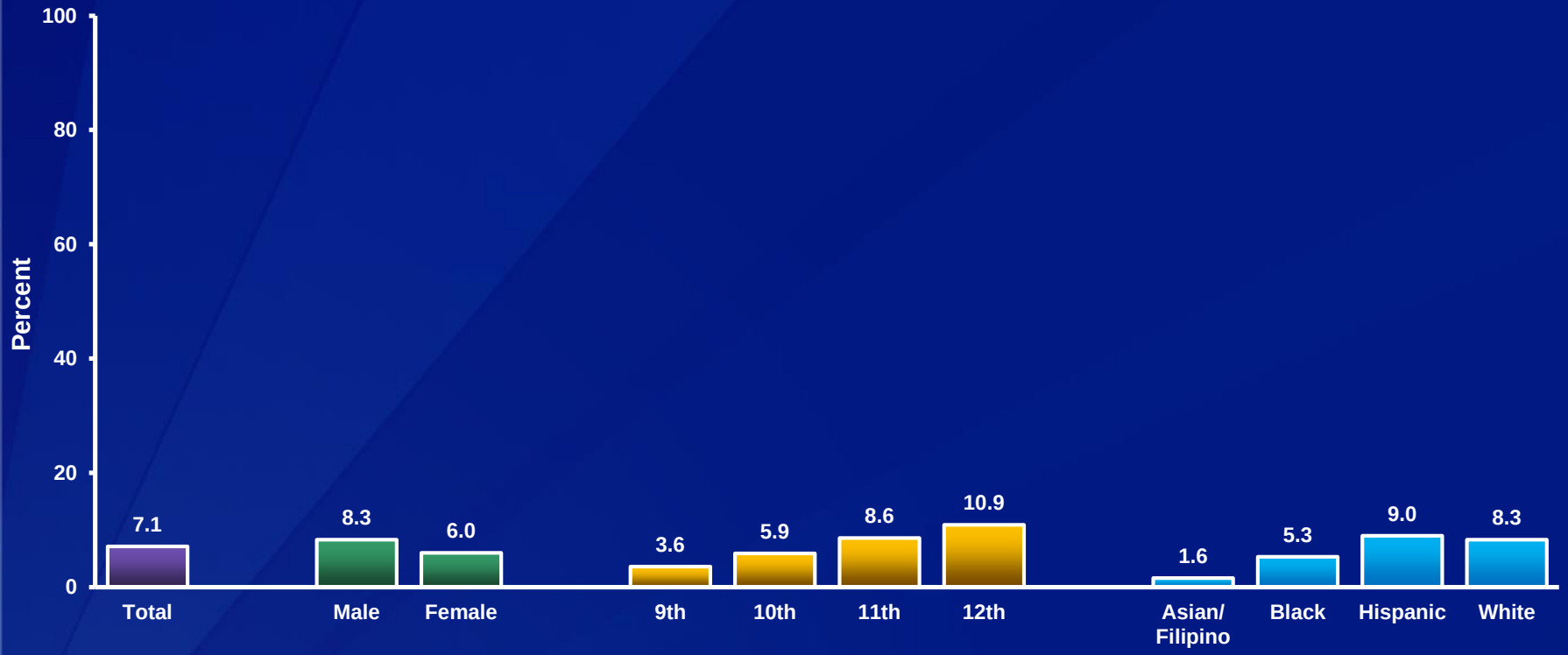


*For the first time

†Decreased 1991-2015, decreased 1991-1999, decreased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

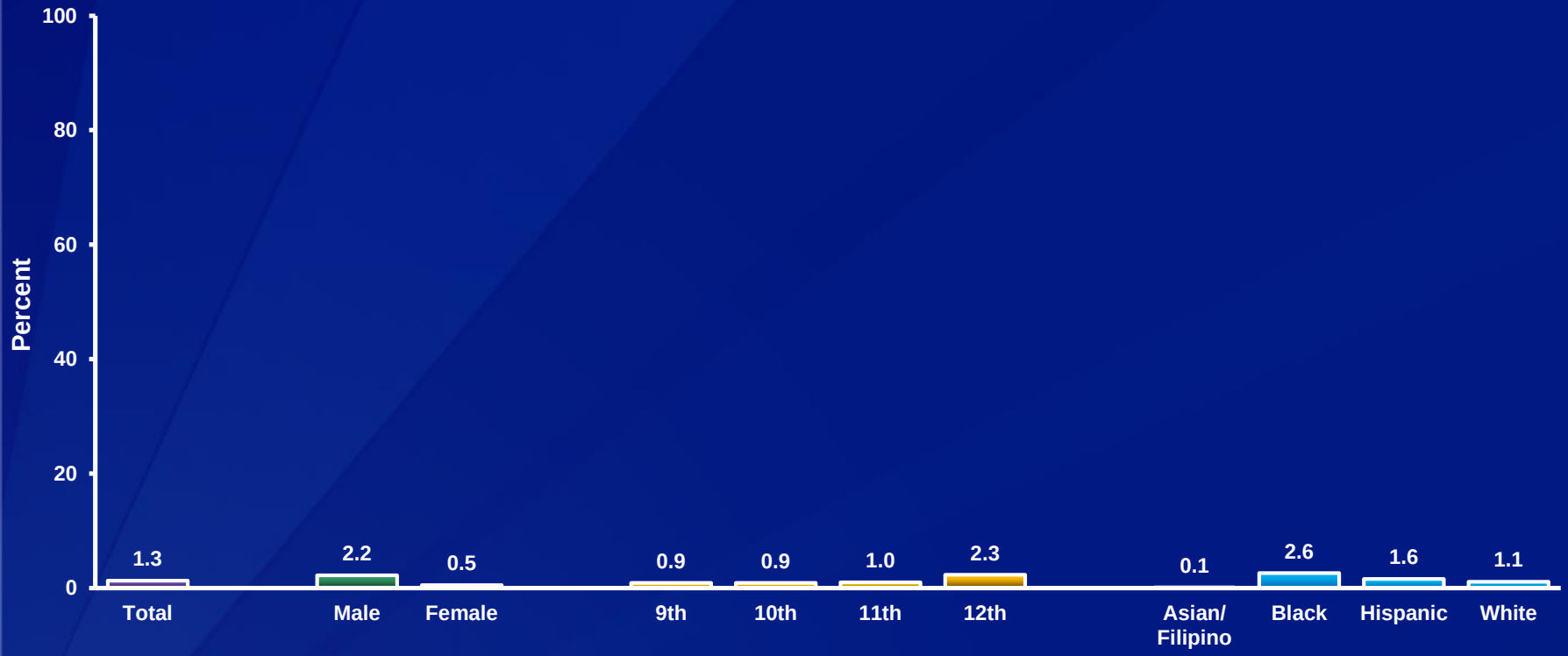
Percentage of High School Students Who Currently Smoked Cigarettes,* 1991-2015†

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

†Decreased 1991-2015, increased 1991-1997, decreased 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

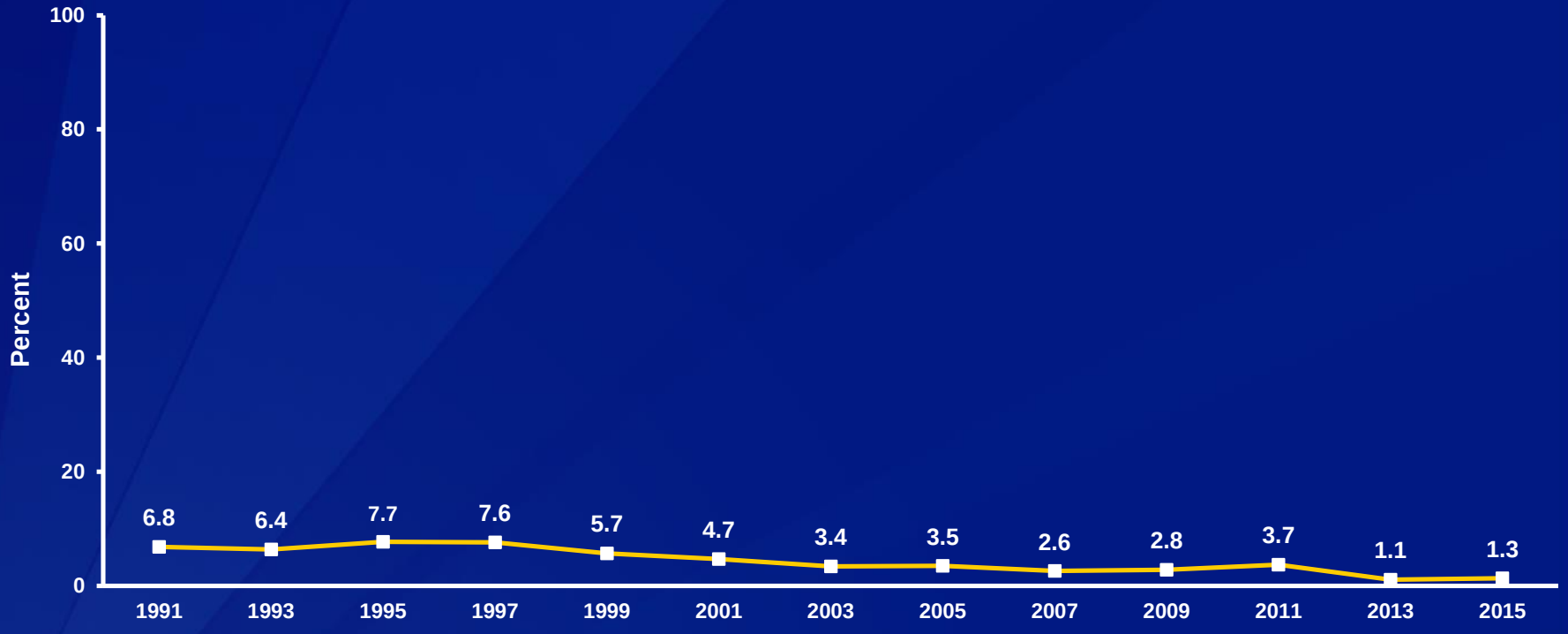
Note: This graph contains weighted results.

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



*On 20 or more days during the 30 days before the survey
†M > F; 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 Currently Frequently Smoked Cigarettes,* 1991-2015†

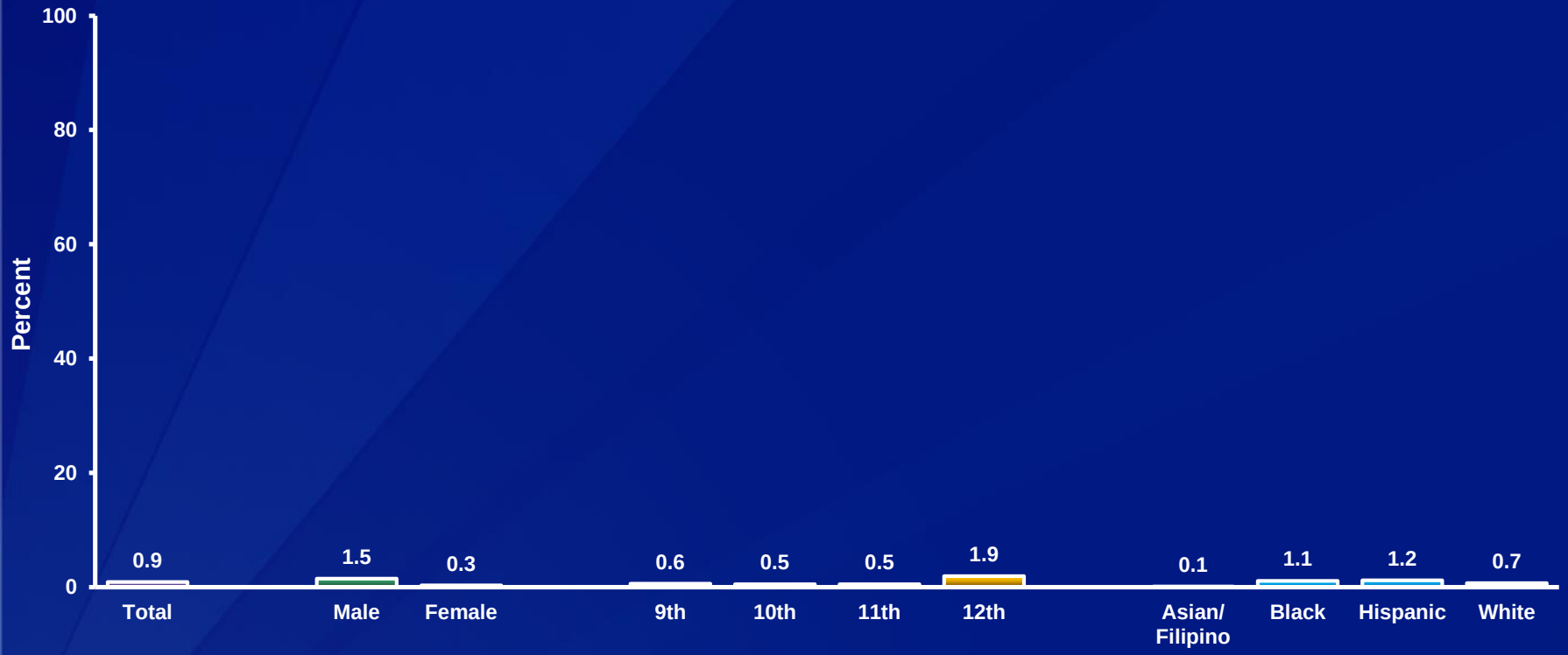


*On 20 or more days during the 30 days before the survey

†Decreased 1991-2015, no change 1991-1995, decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*On all 30 days during the 30 days before the survey
†M > F; 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 Currently Smoked Cigarettes Daily,* 1991-2015†

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

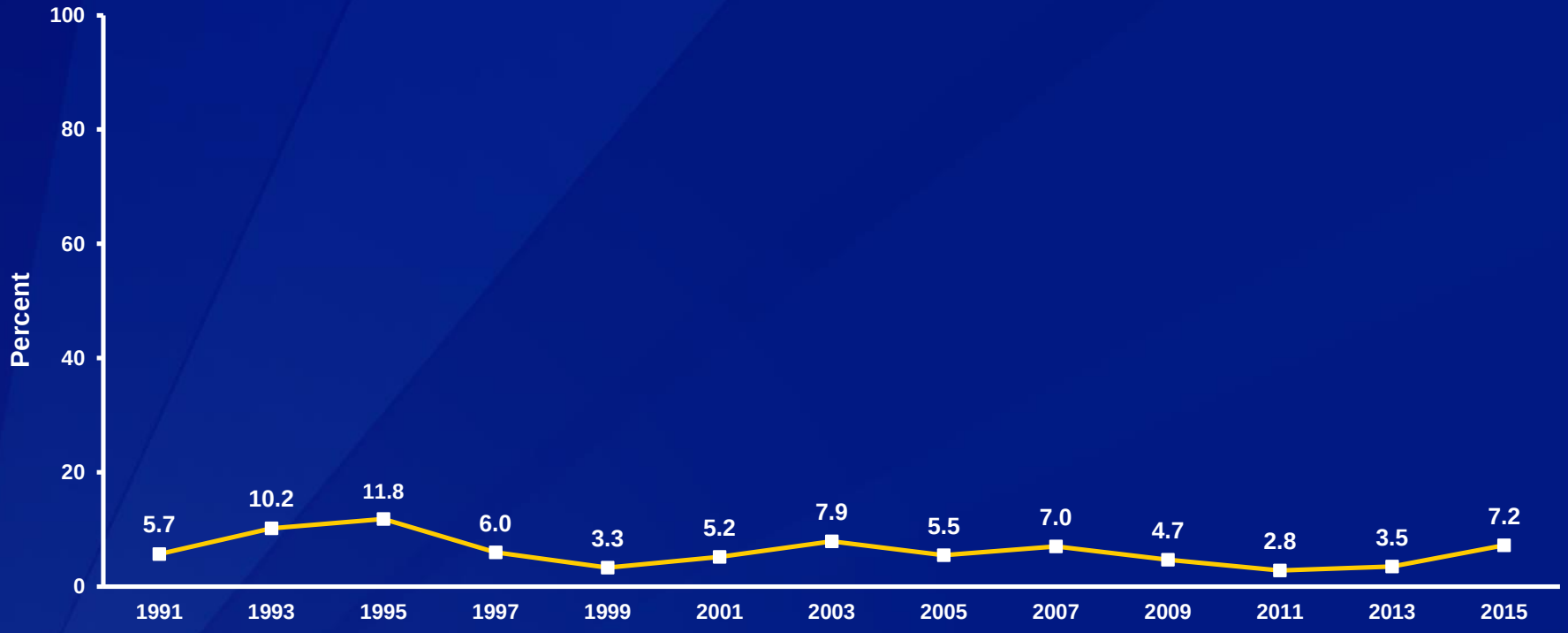
†Decreased 1991-2015, no change 1991-1995, decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

Percentage of High School Students Who Smoked More Than 10 Cigarettes Per Day,* by Sex, Grade, and Race/Ethnicity, 2015

*During the 30 days before the survey among students who currently smoked cigarettes on the days they smoked
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 Smoked More Than 10 Cigarettes Per Day,* 1991-2015†



*During the 30 days before the survey among students who currently smoked cigarettes on the days they smoked

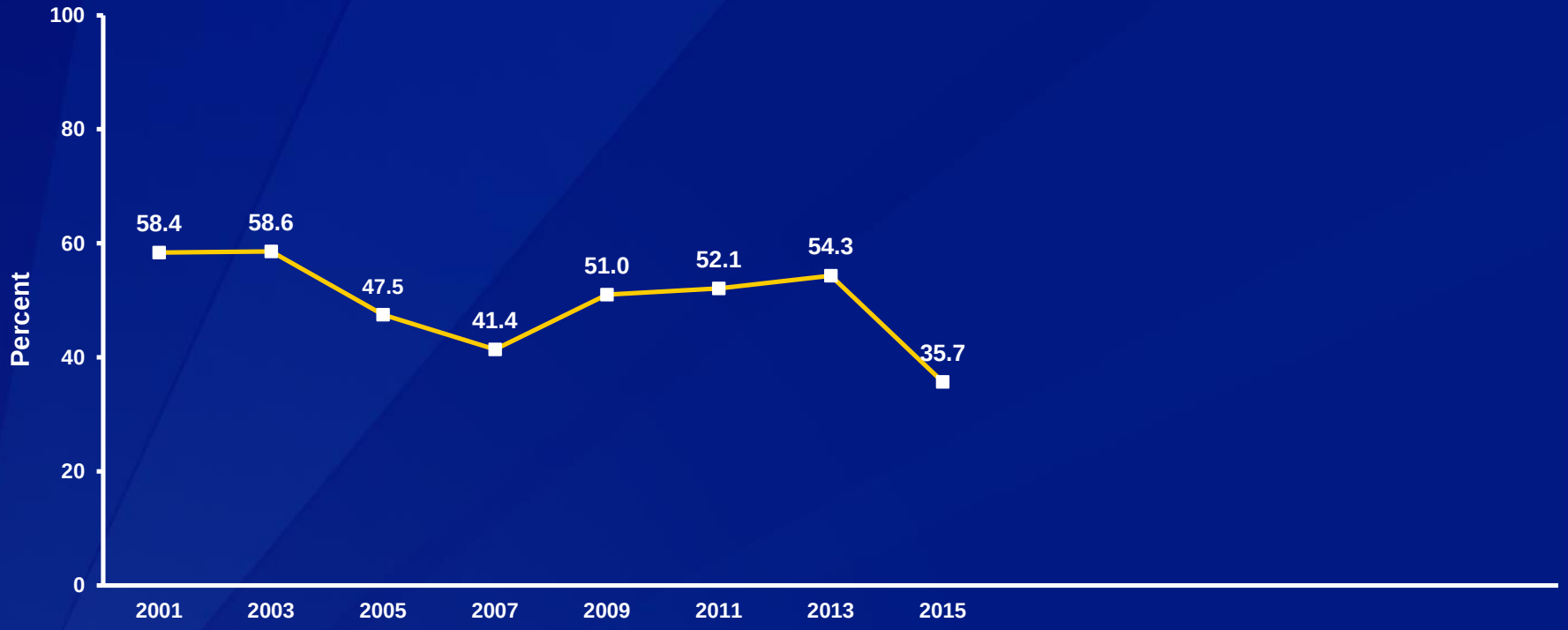
†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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

*Among students who currently smoked cigarettes during the 12 months before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

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

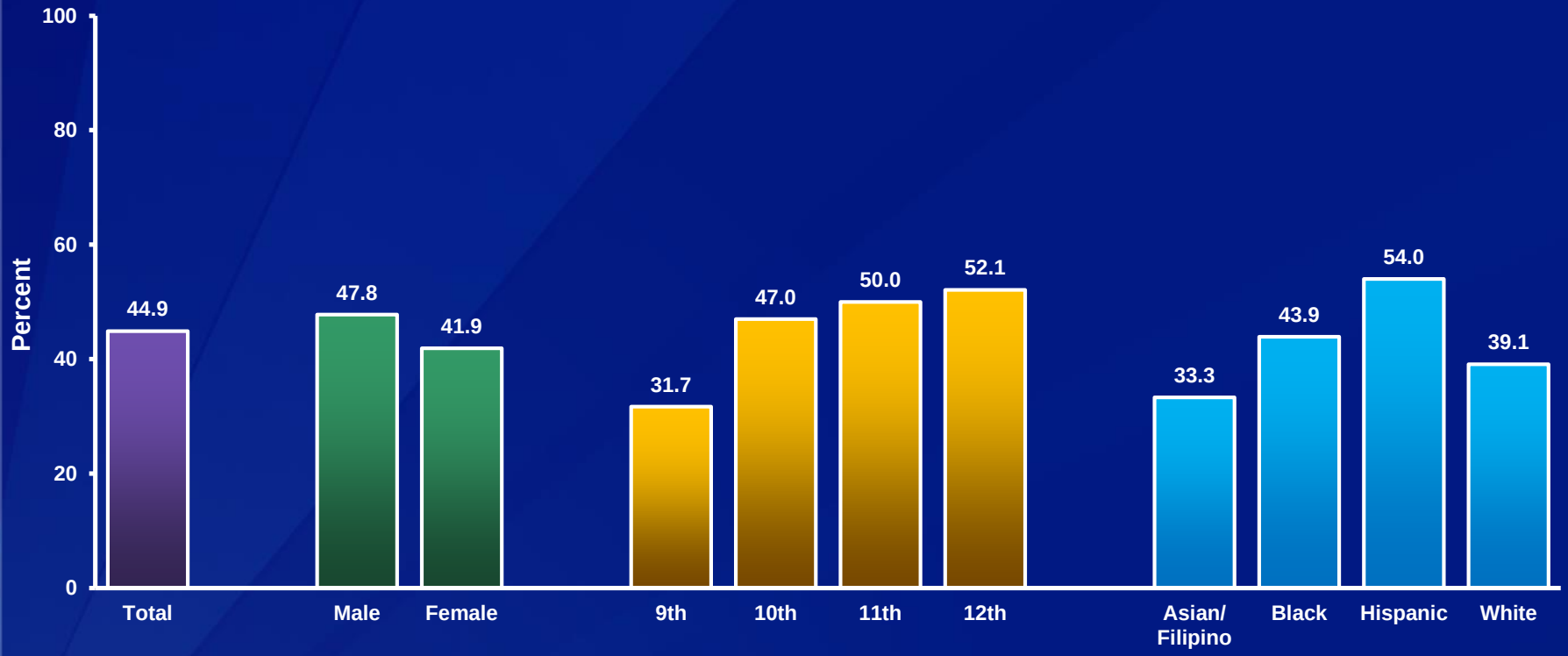


*Among students who currently smoked cigarettes during the 12 months before the survey

†Decreased 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

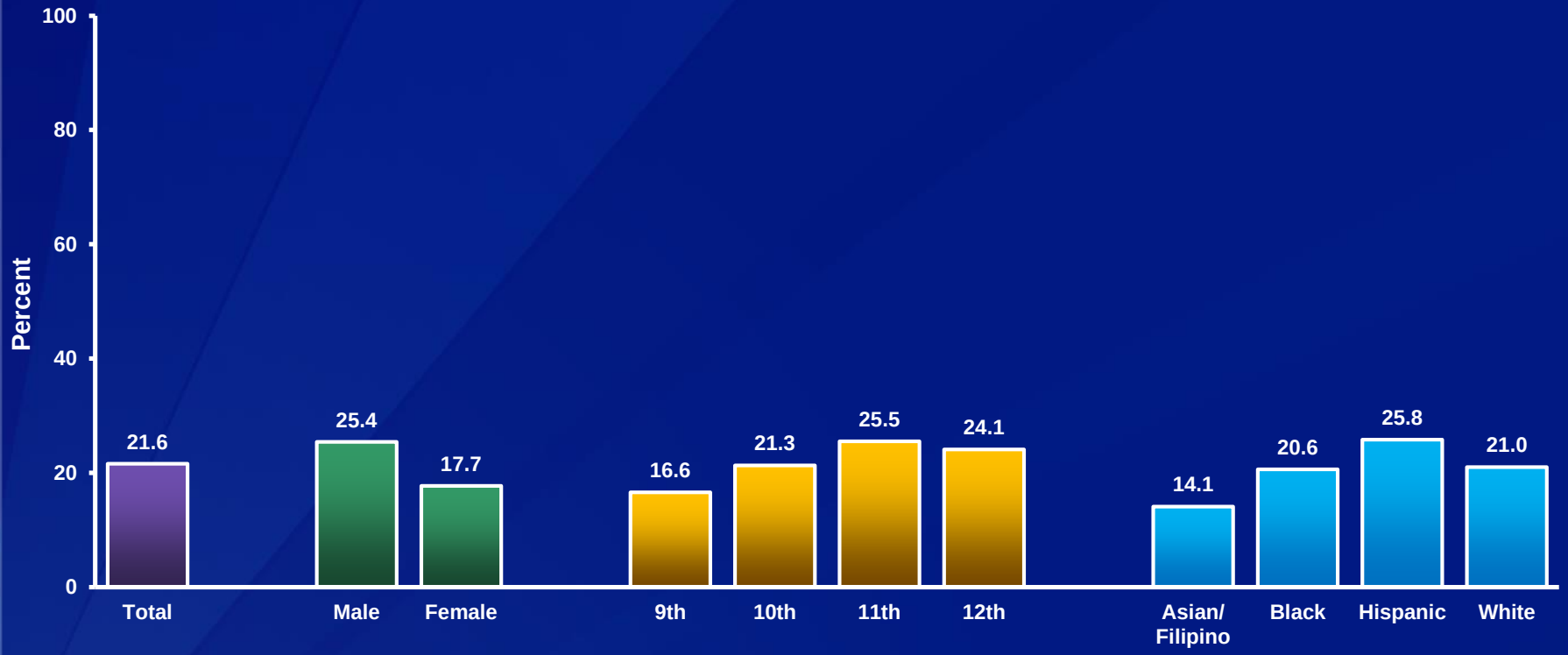
Note: This graph contains weighted results.

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



*E-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens such as blu, NJOY, or Starbuzz
†M > F; 10th > 9th, 11th > 9th, 12th > 9th; B > A, H > A, H > B, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



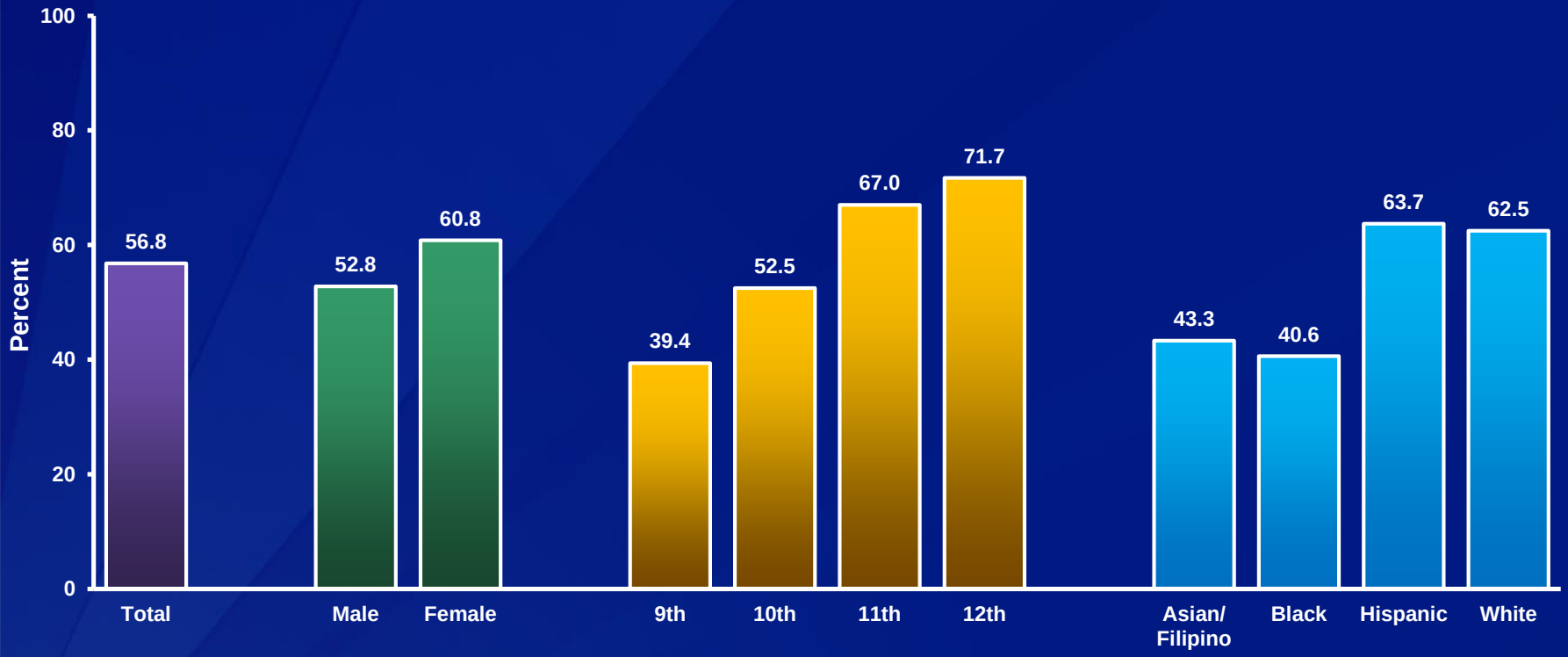
*E-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens such as blu, NJOY, or Starbuzz on at least 1 day during the 30 days before the survey

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

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

Note: This graph contains weighted results.

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



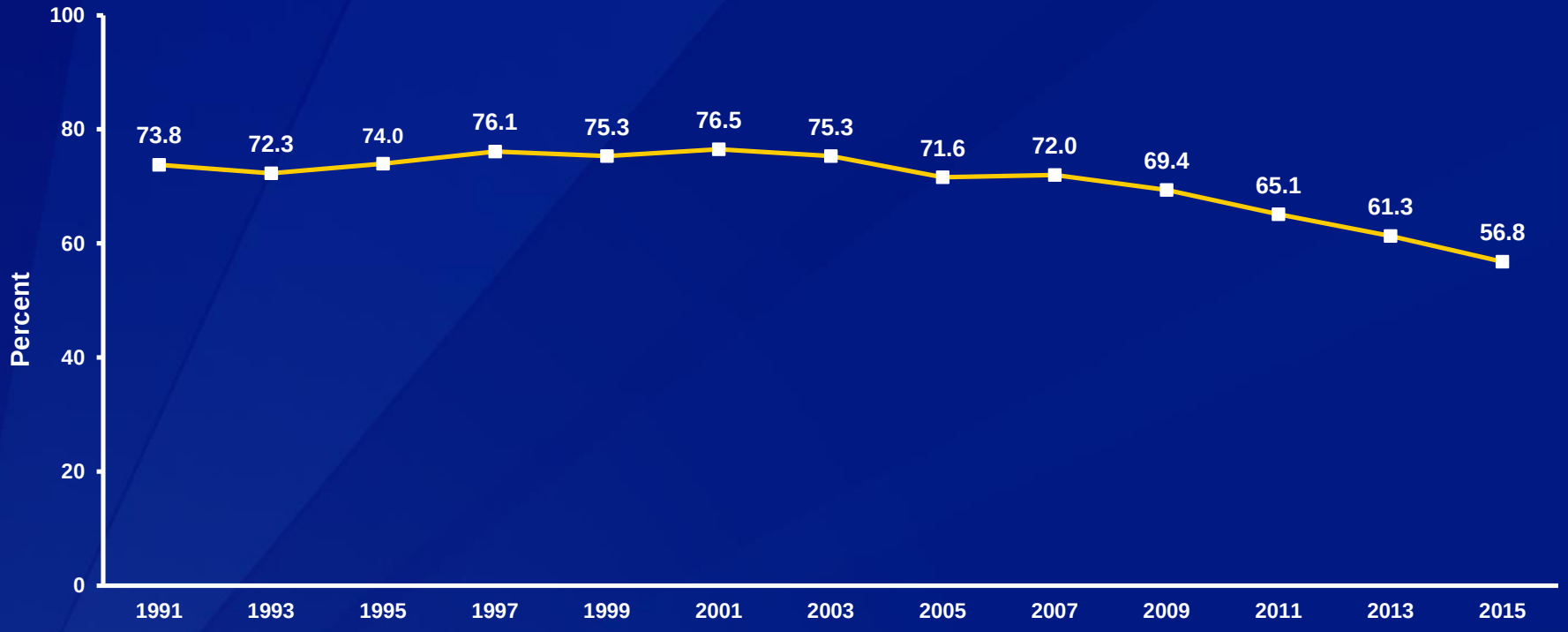
*At least one drink of alcohol on at least 1 day during their life

†F > M; 10th > 9th, 11th > 9th, 11th > 10th, 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 Drank Alcohol,* 1991-2015†

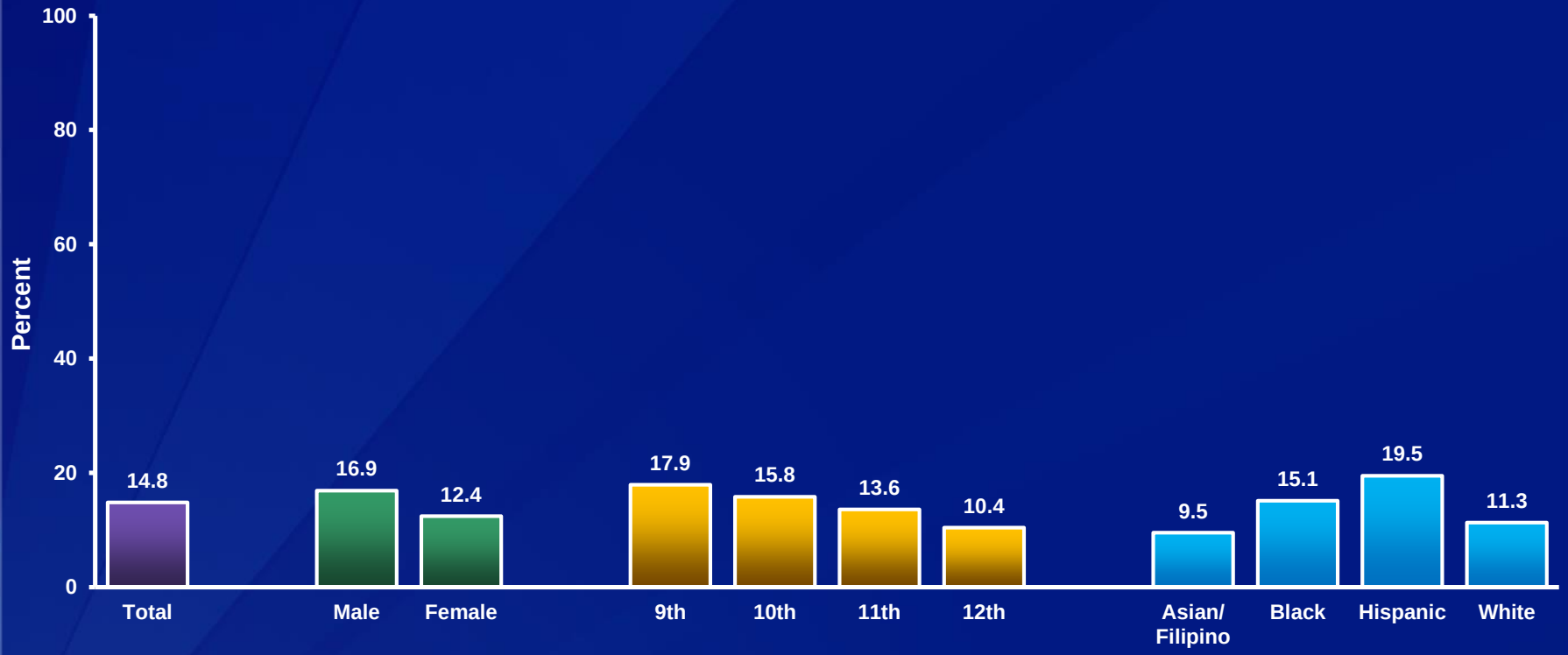


*At least one drink of alcohol on at least 1 day during their life

†Decreased 1991-2015, no change 1991-2003, decreased 2003-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



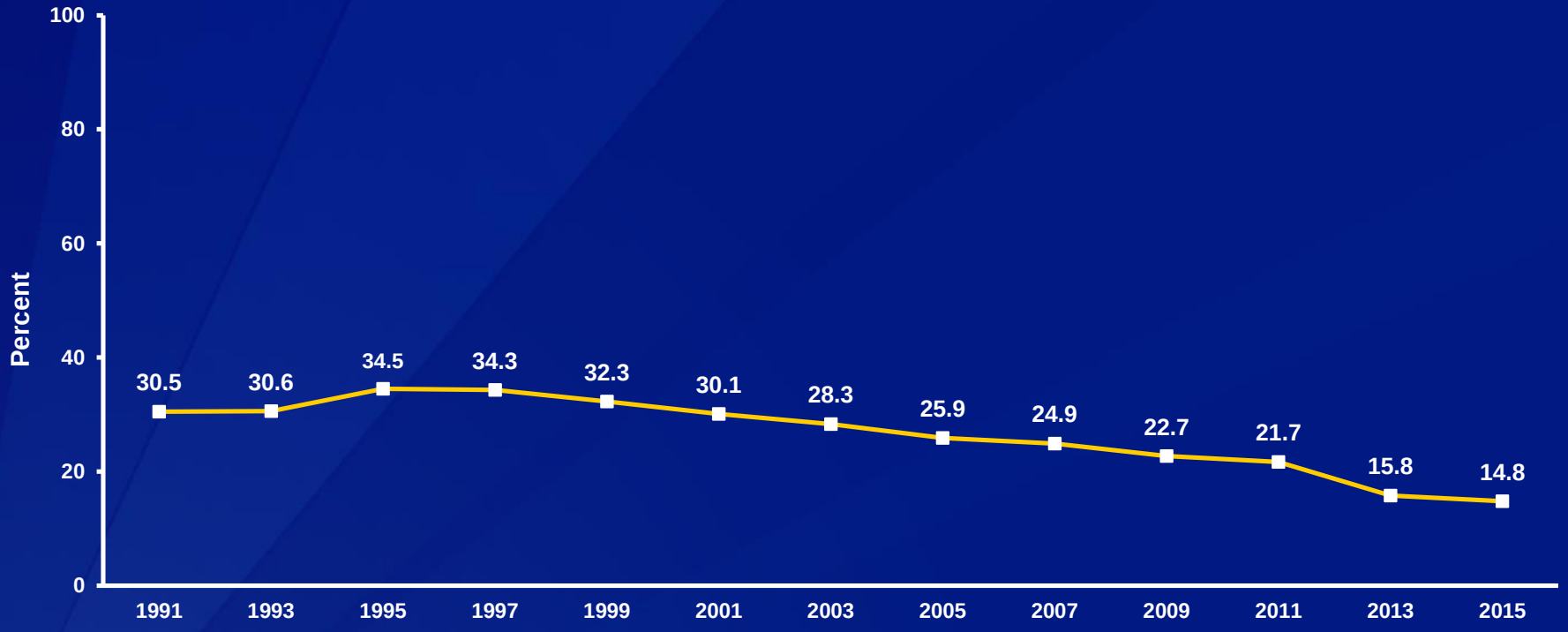
*For the first time other than a few sips

†M > F; 9th > 12th, 10th > 12th; 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 Drank Alcohol Before Age 13 Years,* 1991-2015†

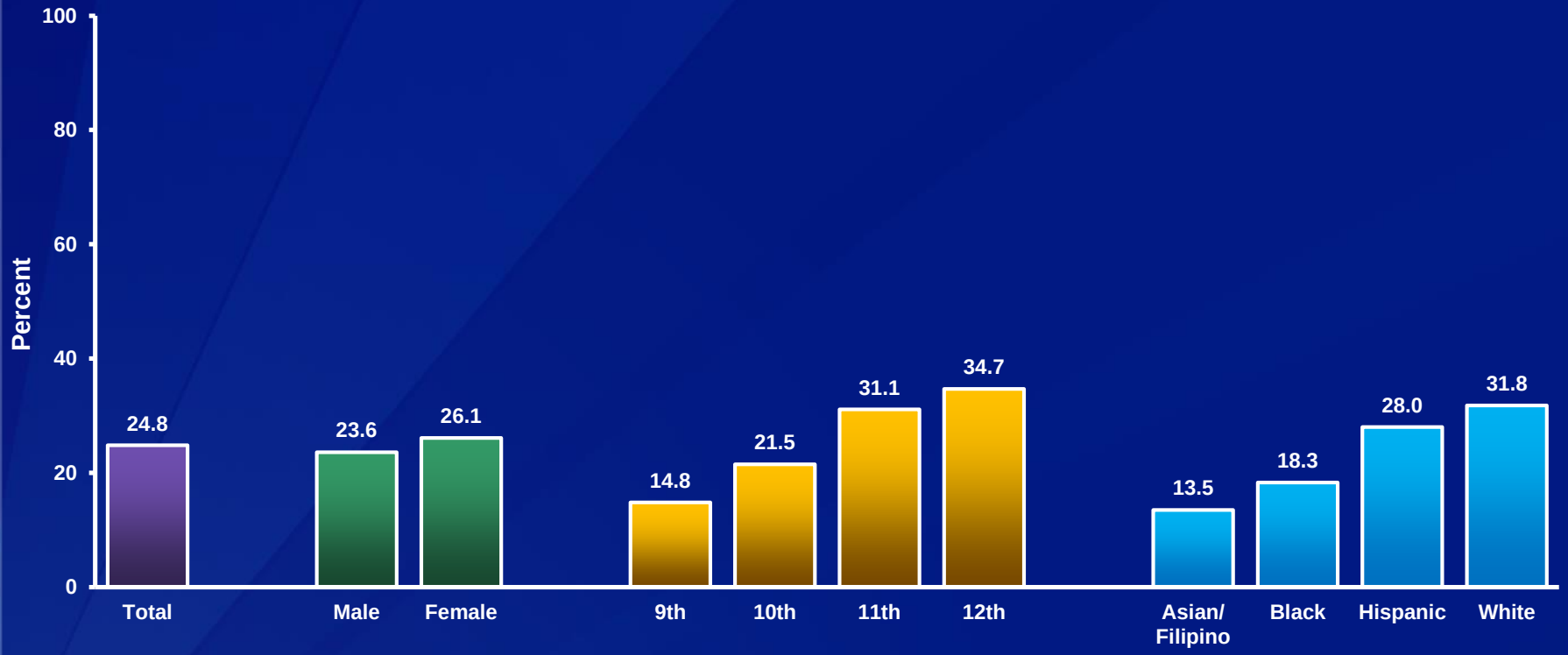


*For the first time other than a few sips

†Decreased 1991-2015, no change 1991-1997, decreased 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

†11th > 9th, 11th > 10th, 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.

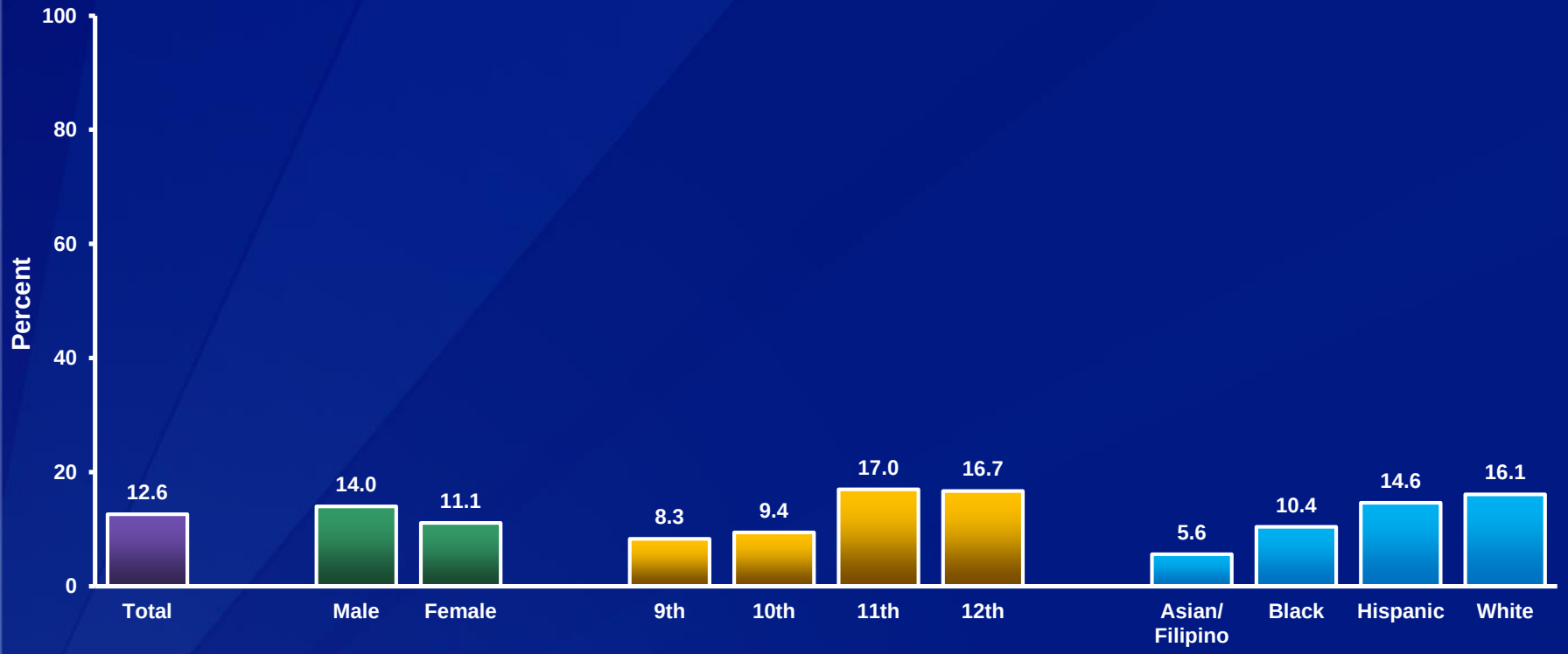
Percentage of High School Students Who Currently Drank Alcohol,* 1991-2015†

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

†Decreased 1991-2015, decreased 1991-2009, decreased 2009-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

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

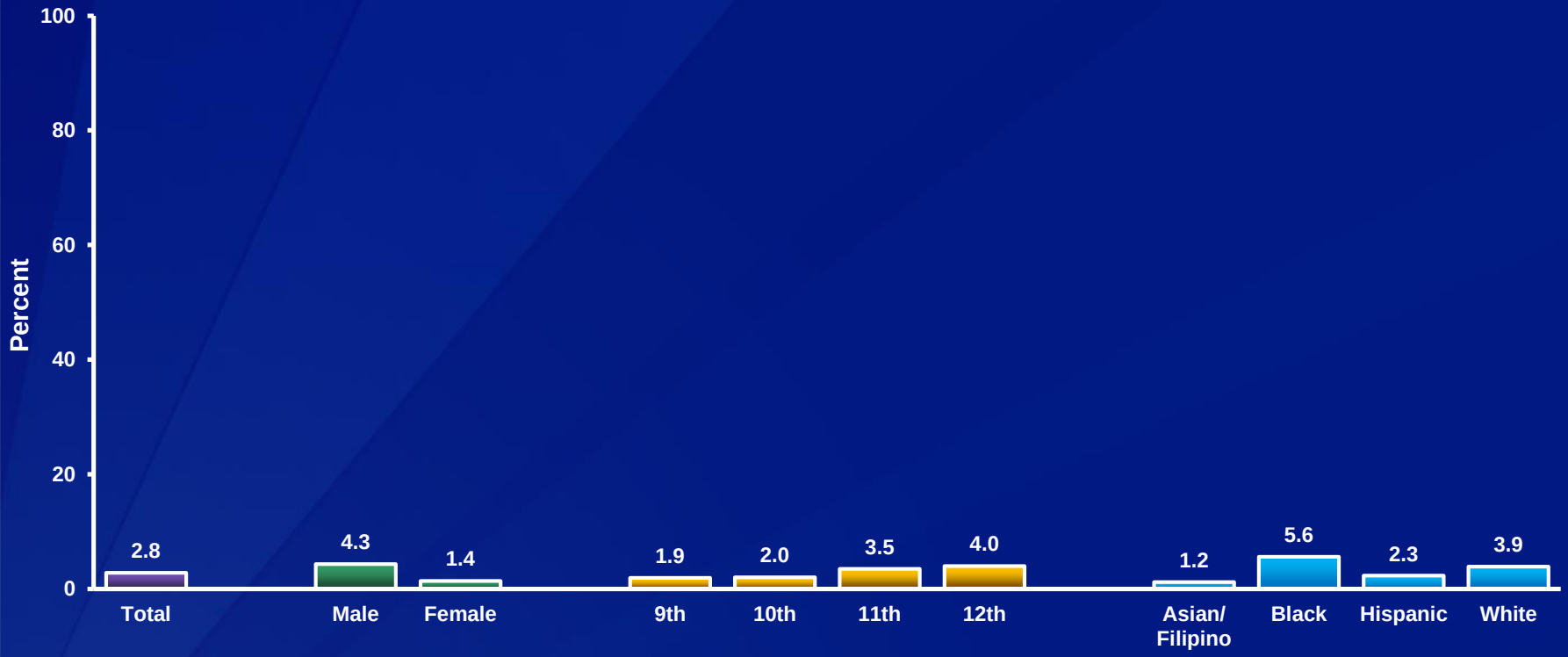
Percentage of High School Students Who Drank Five or More Drinks of Alcohol in a Row,* 1991-2015†

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

†Decreased 1991-2015, decreased 1991-2009, decreased 2009-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

Percentage of High School Students Who Reported That the Largest Number of Drinks They Had in a Row Was 10 or More,* by Sex,† Grade, and Race/Ethnicity,† 2015

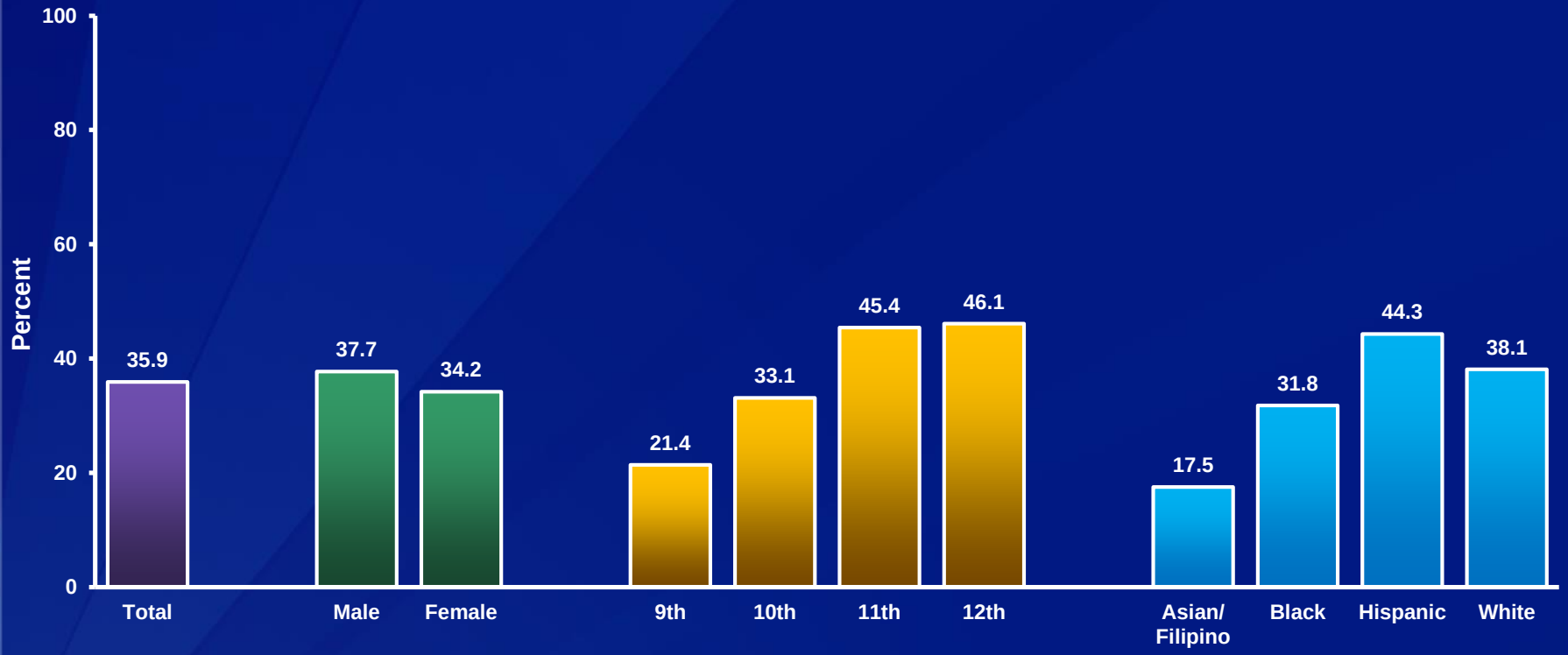


*Within a couple of hours during the 30 days before the survey
†M > F; B > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Reported That the Largest Number of Drinks They Had in a Row Was 10 or More,* 2013-2015†

*Within a couple of hours during the 30 days before the survey
†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



*One or more times during their life

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

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

Note: This graph contains weighted results.

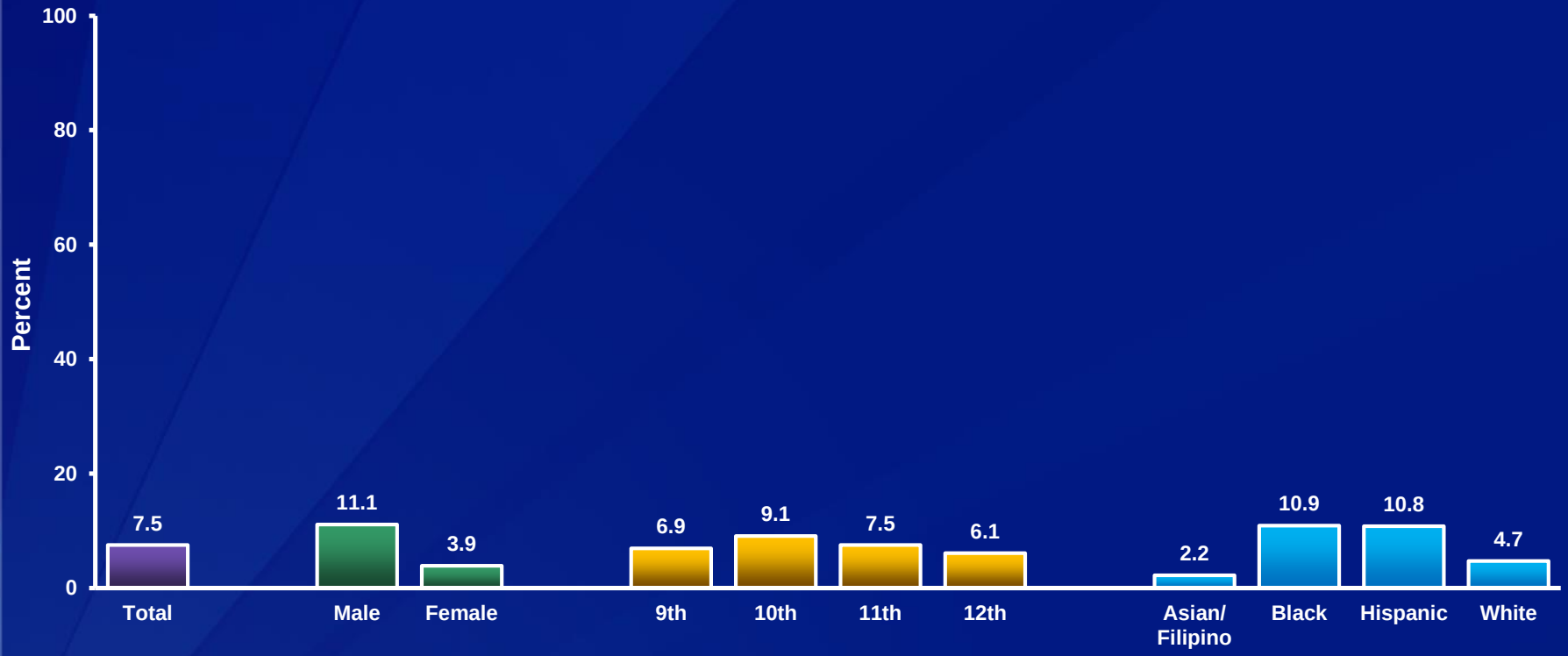
Percentage of High School Students Who Ever Used Marijuana,* 1991-2015†

*One or more times during their life

†Decreased 1991-2015, increased 1991-1995, decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



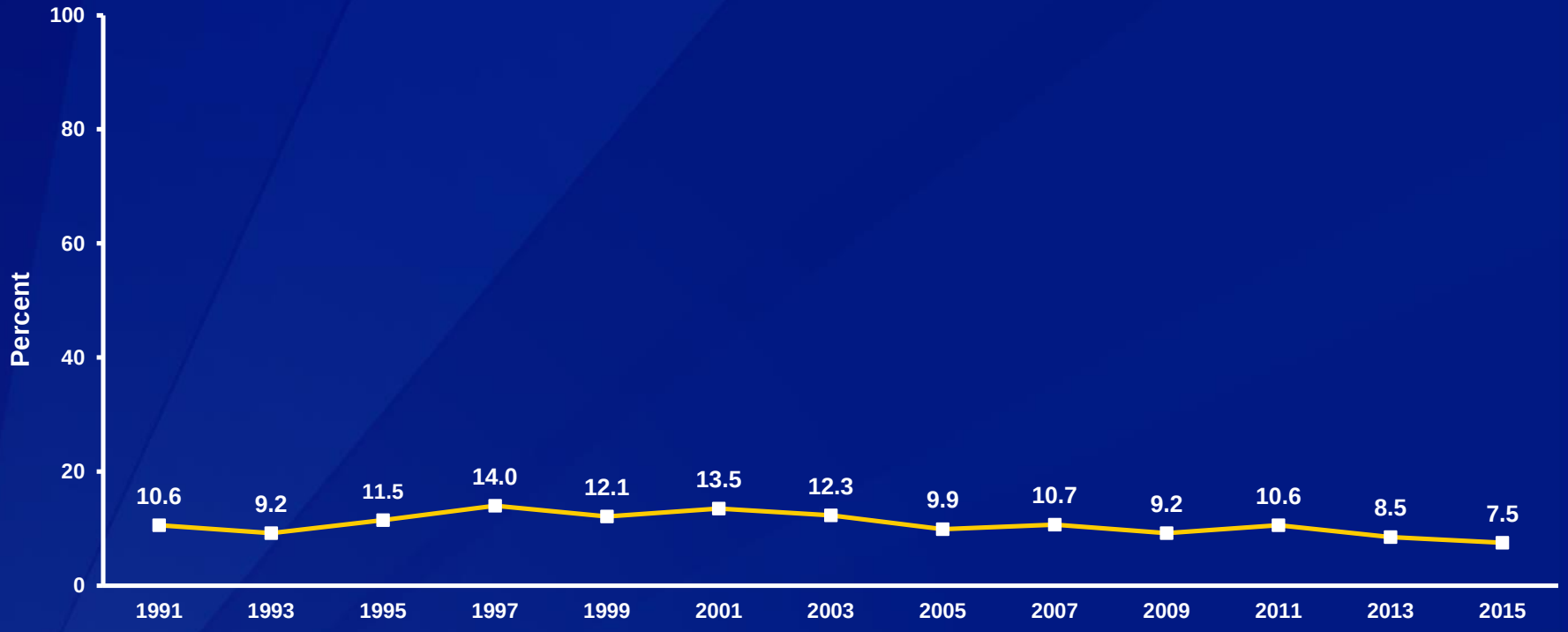
*For the first time

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Tried Marijuana Before Age 13 Years,* 1991-2015†

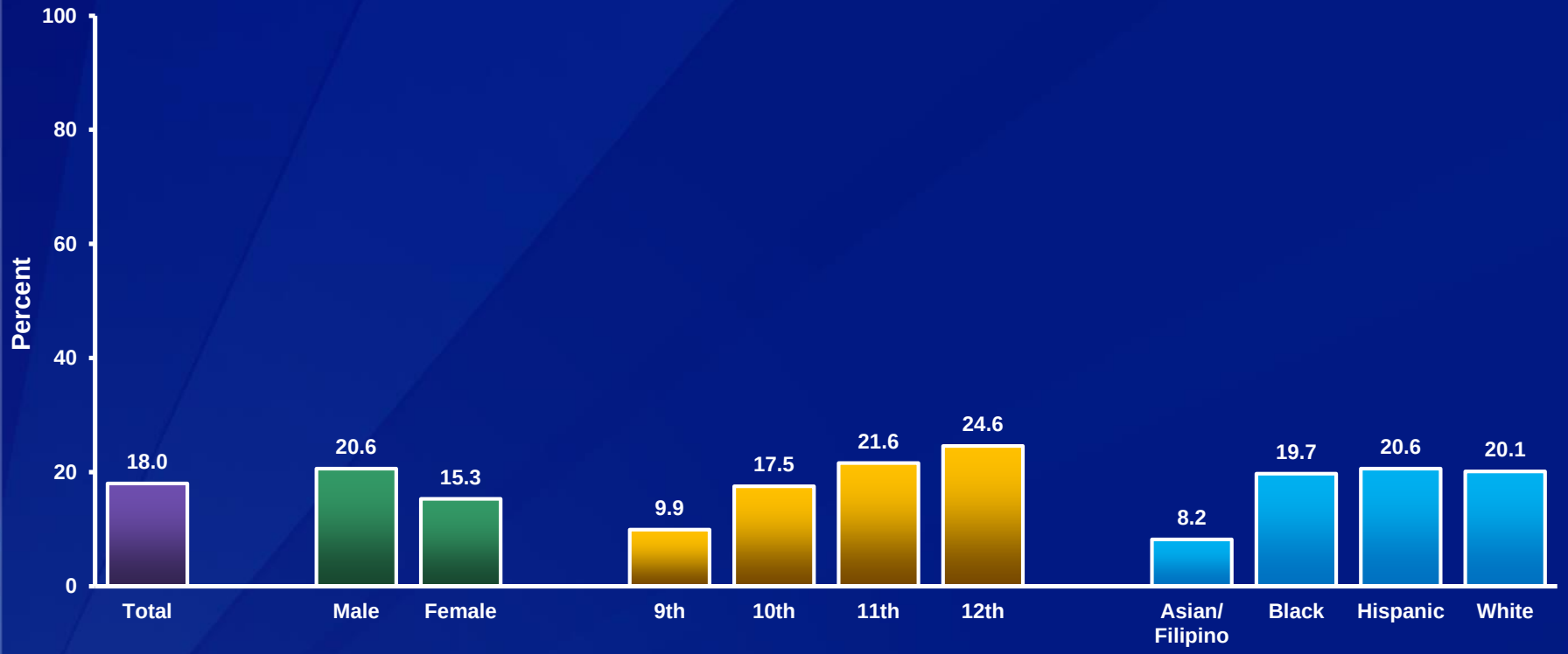


*For the first time

†Decreased 1991-2015, increased 1991-1997, decreased 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

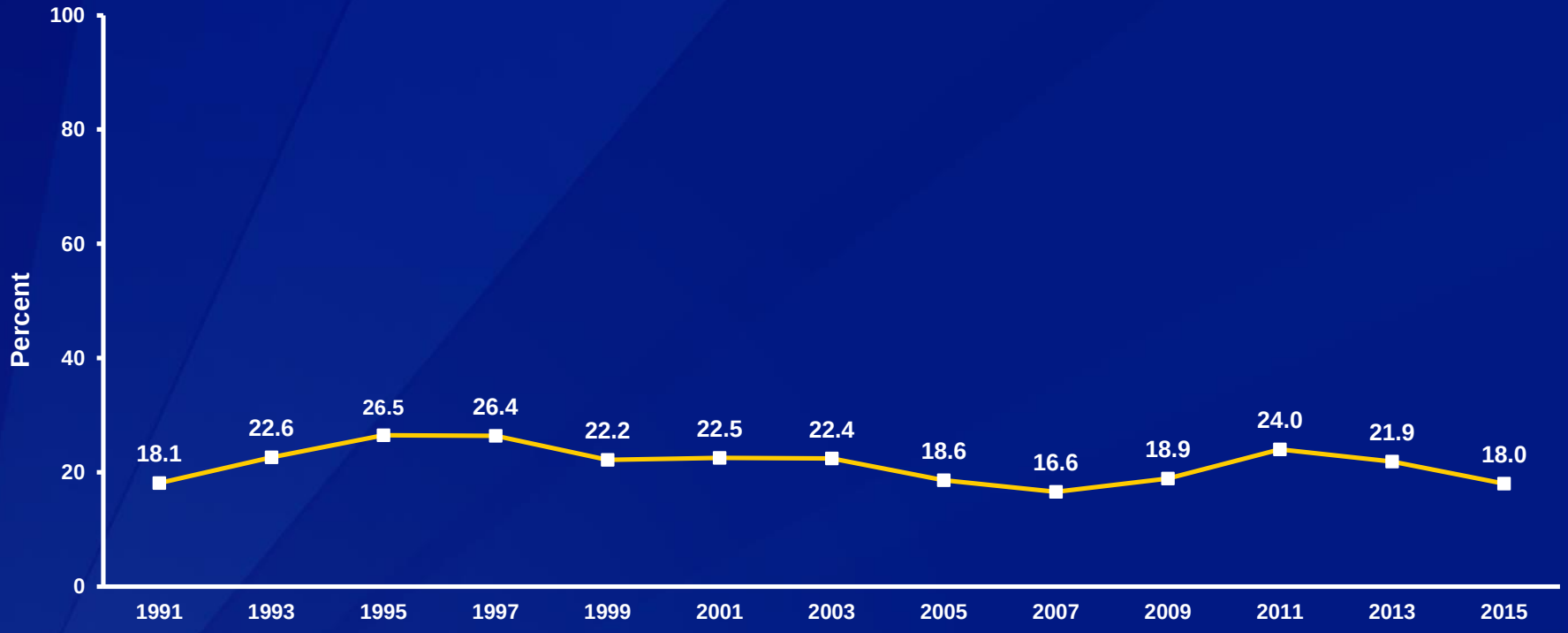
Note: This graph contains weighted results.

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



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

Percentage of High School Students Who Currently Used Marijuana,* 1991-2015†

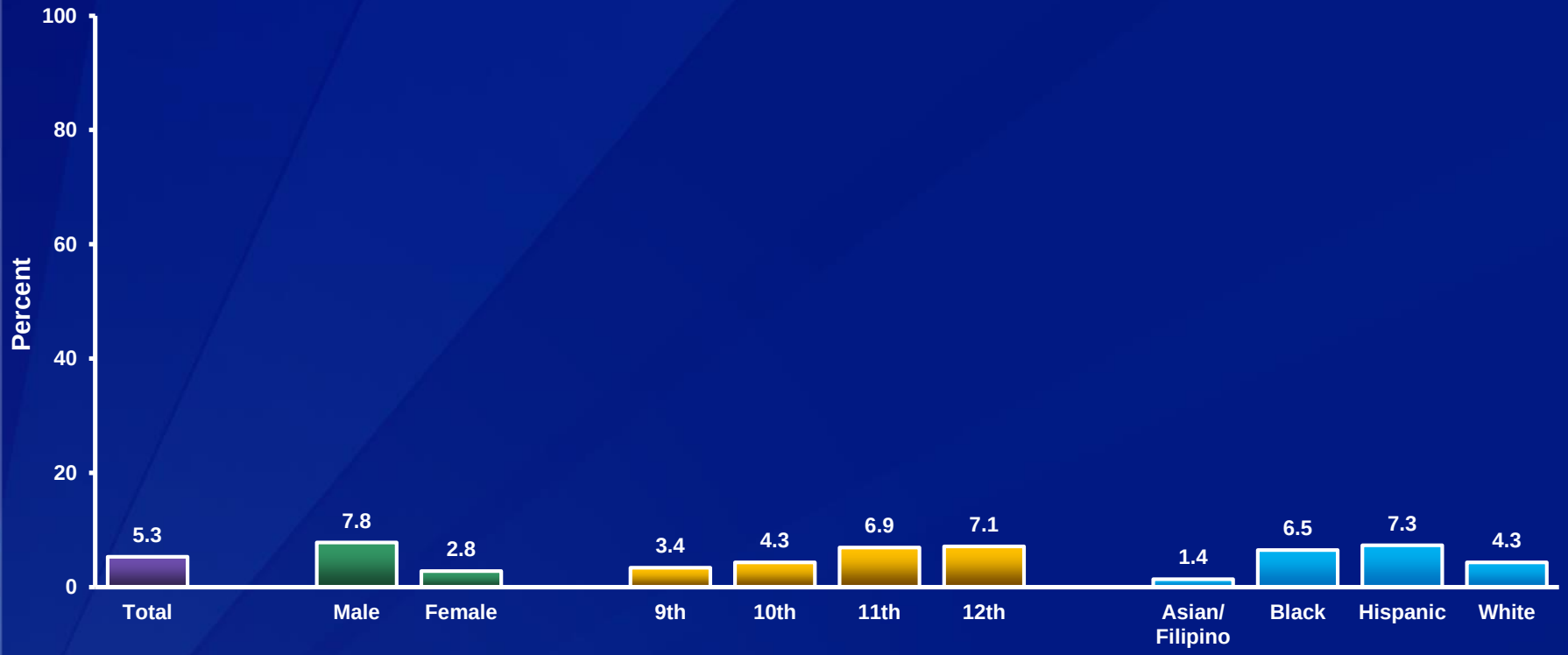


*One or more times during the 30 days before the survey

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

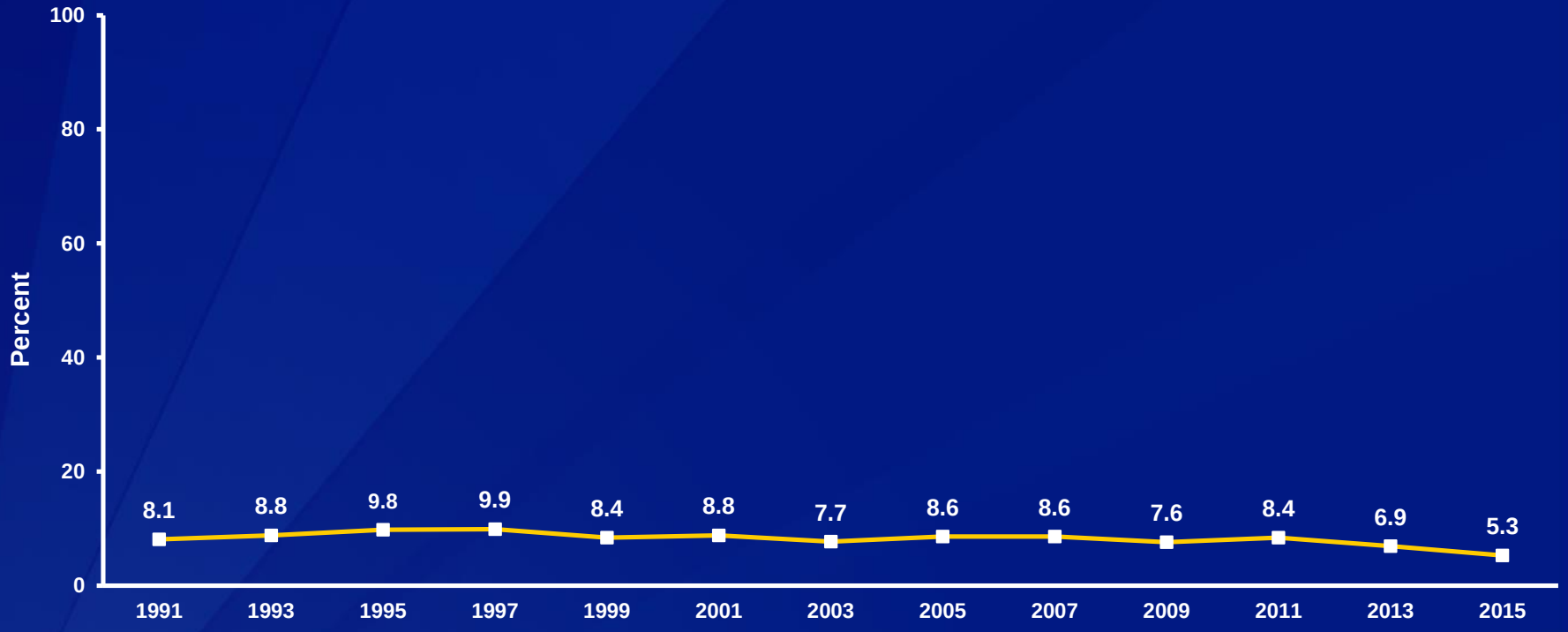
Note: This graph contains weighted results.

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



*Any form of cocaine, such as powder, crack, or freebase, one or more times during their life
†M > F; 11th > 9th, 11th > 10th; B > A, H > A, H > W, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Cocaine,* 1991-2015†

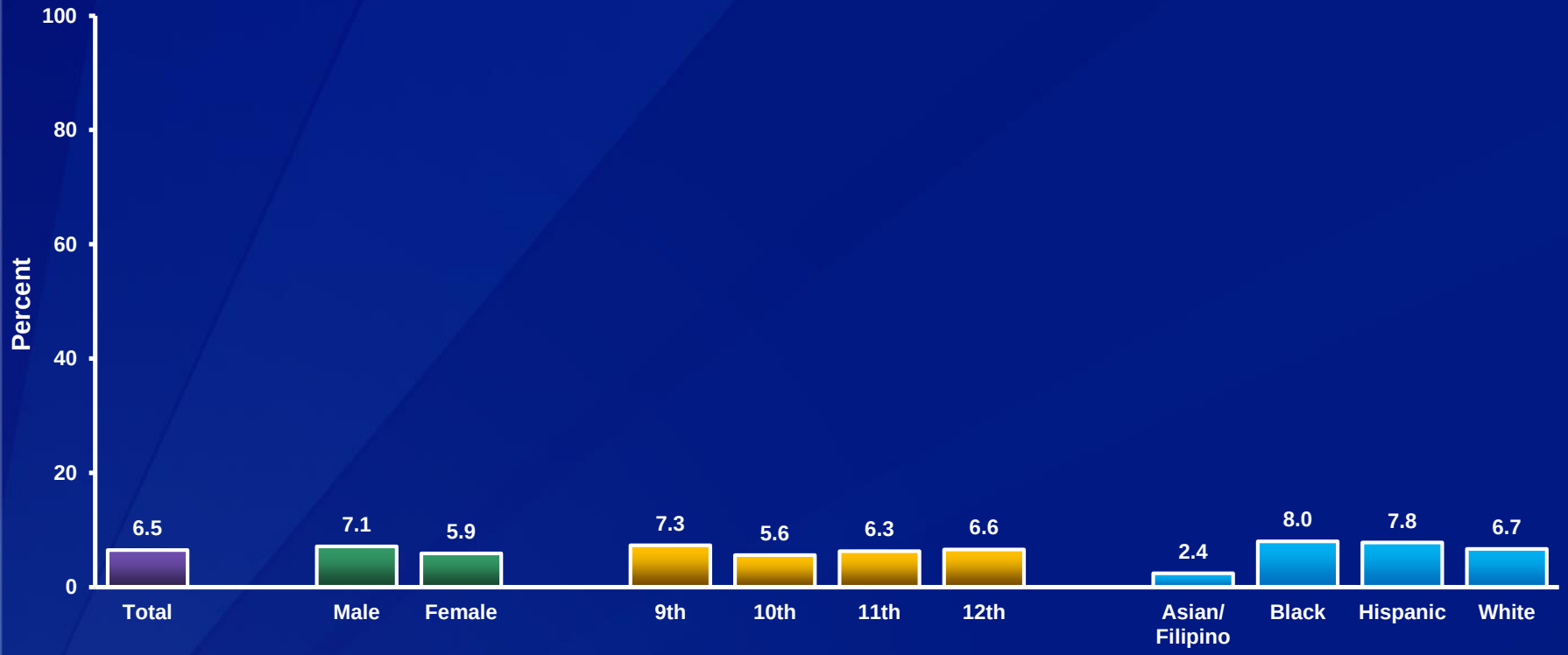


*Any form of cocaine, such as powder, crack, or freebase, one or more times during their life

†Decreased 1991-2015, no change 1991-1995, decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



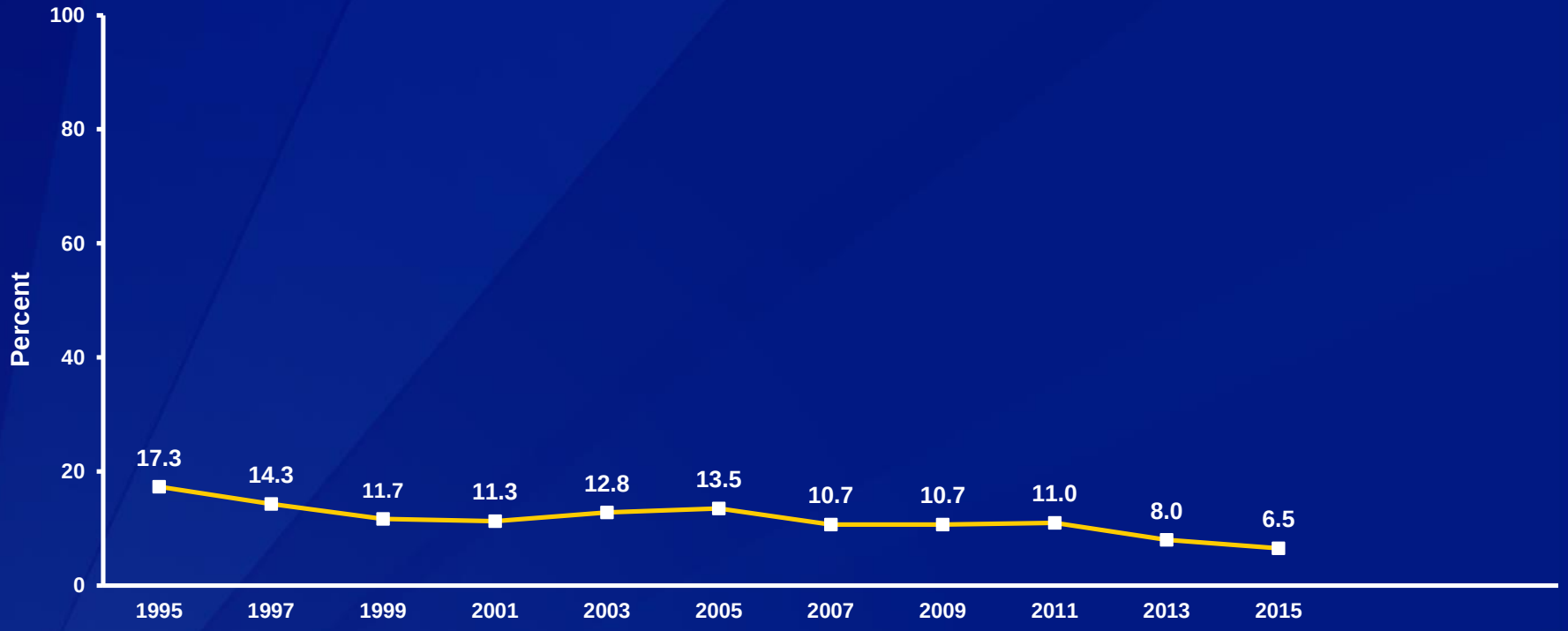
*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

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

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

Note: This graph contains weighted results.

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



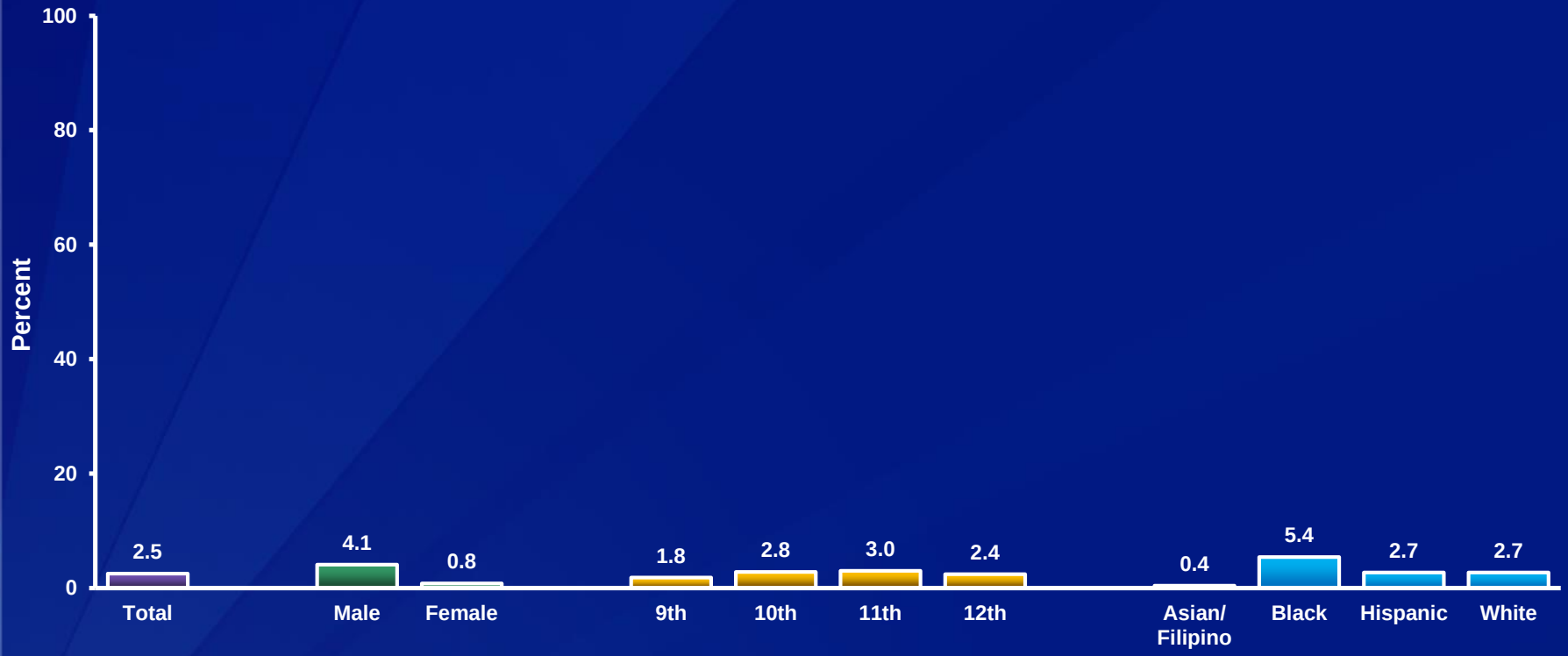
*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

†Decreased 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

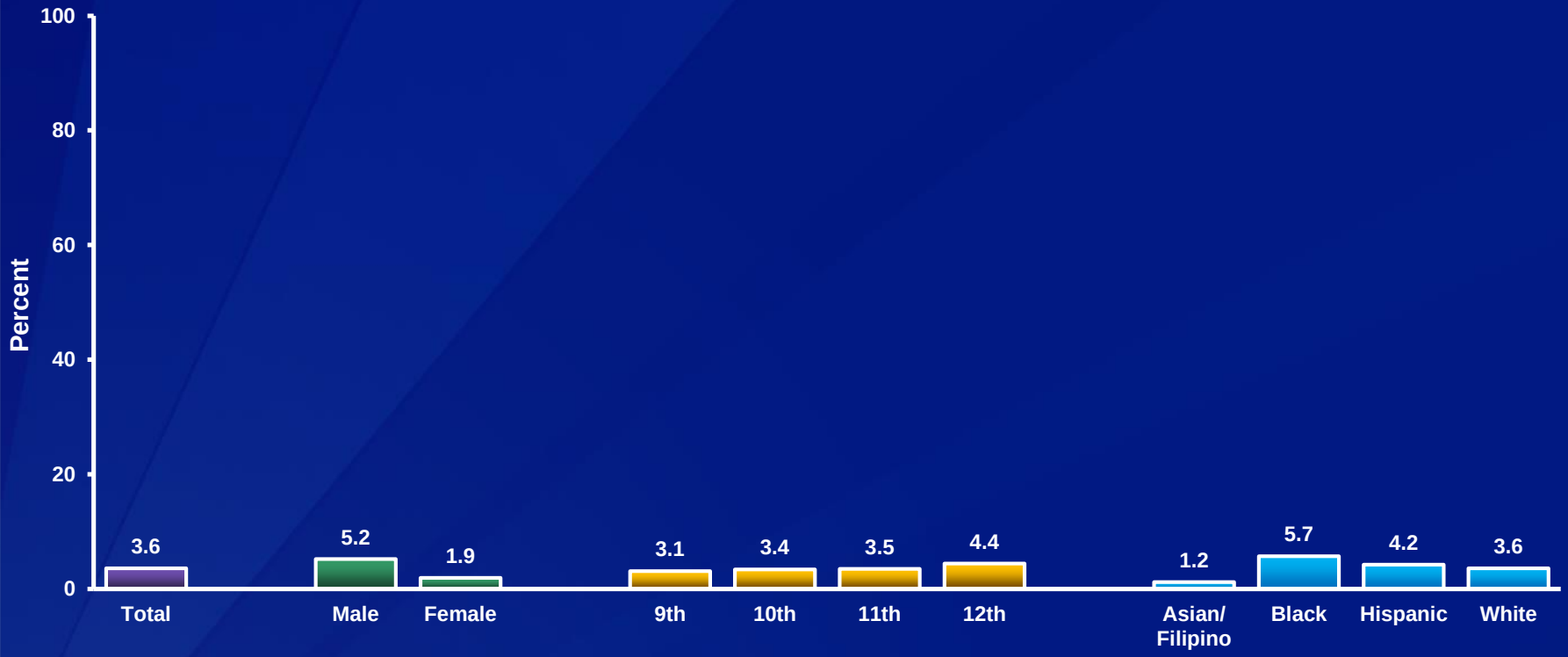
San Diego - YRBS, 1995-2015 - QN51

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



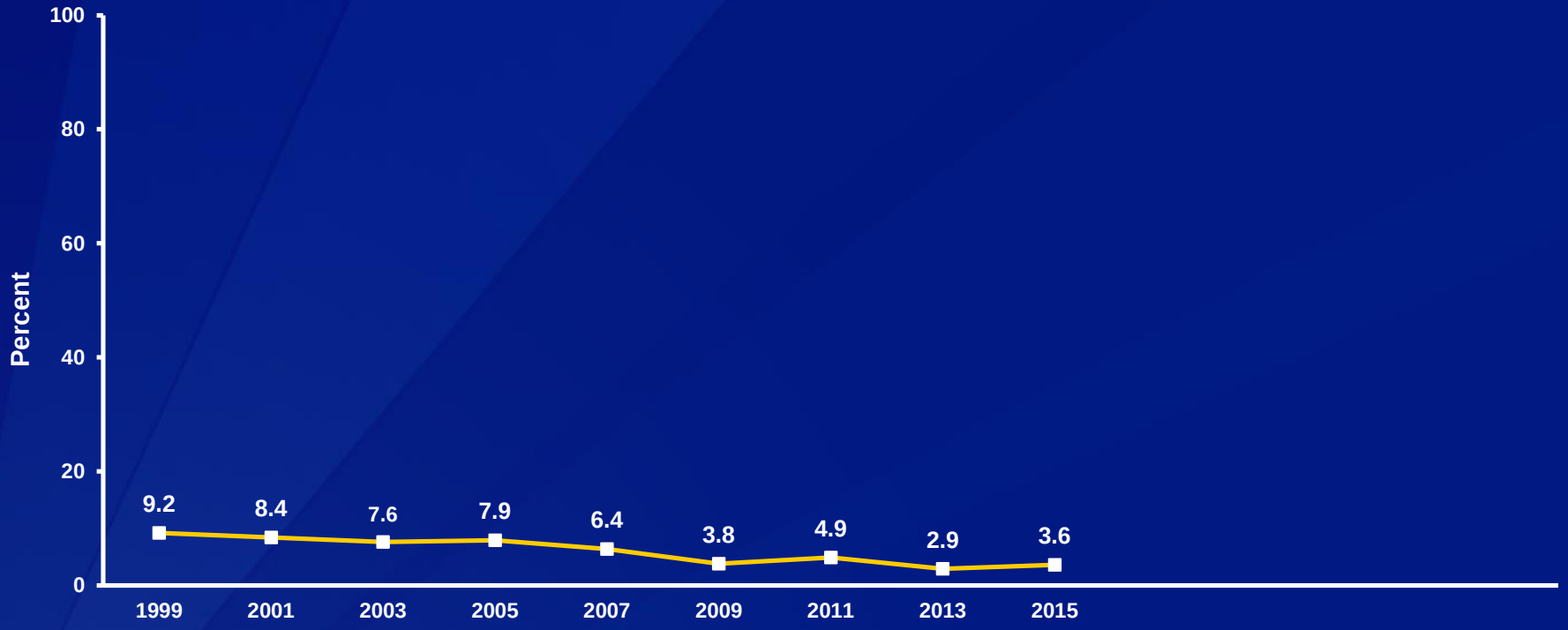
*Also called "smack," "junk," or "China white," one or more times during their life
†M > F; B > A, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



*Also called "speed," "crystal," "crank," or "ice," one or more times during their life
†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 Ever Used Methamphetamines,* 1999-2015†

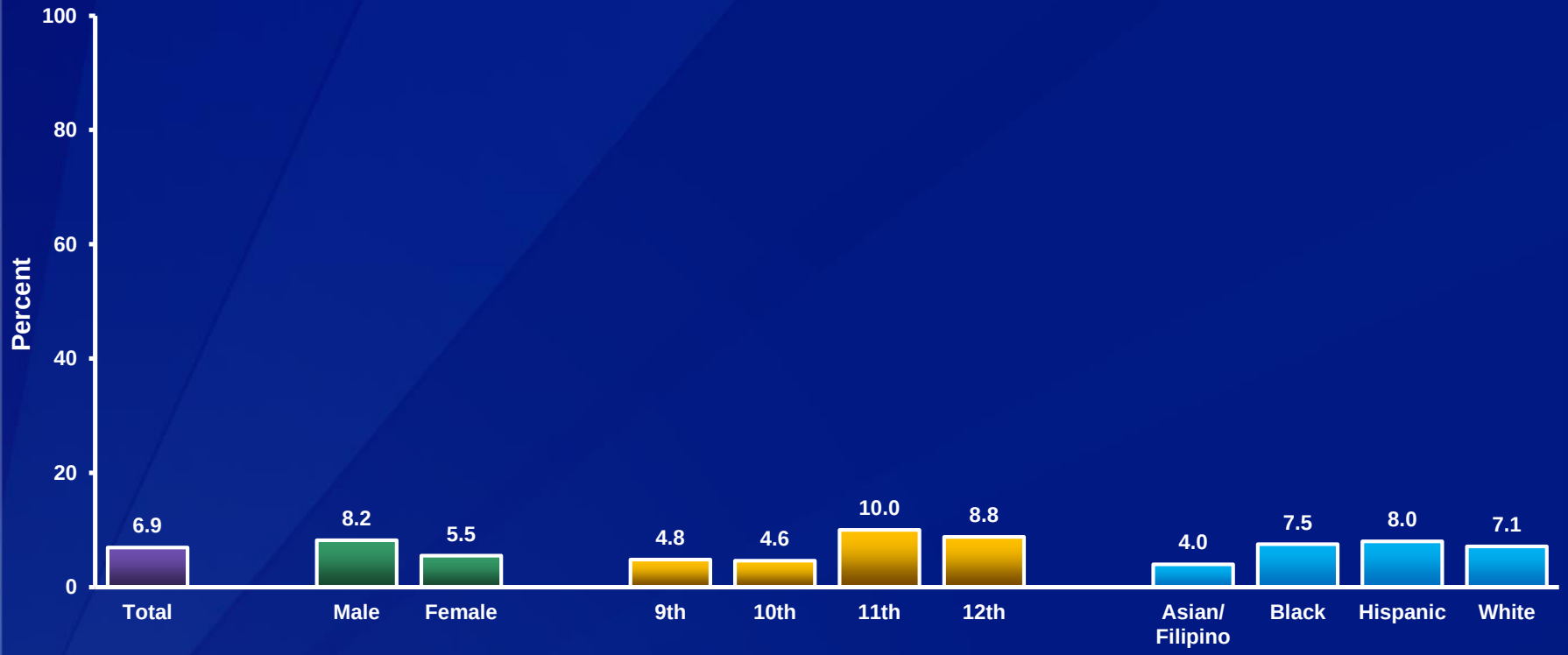


*Also called "speed," "crystal," "crank," or "ice," one or more times during their life

†Decreased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

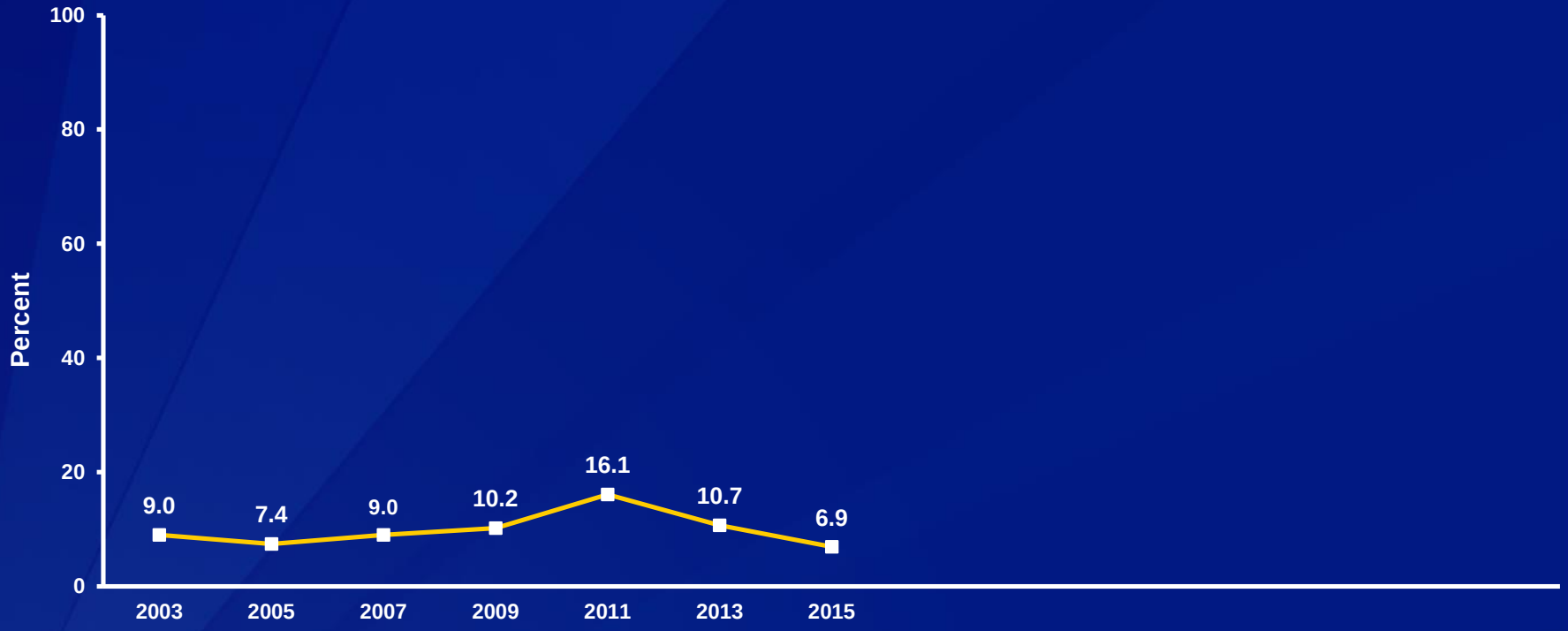
Note: This graph contains weighted results.

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



*Also called "MDMA," one or more times during their life
†M > F; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; 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 Ever Used Ecstasy,* 2003-2015†

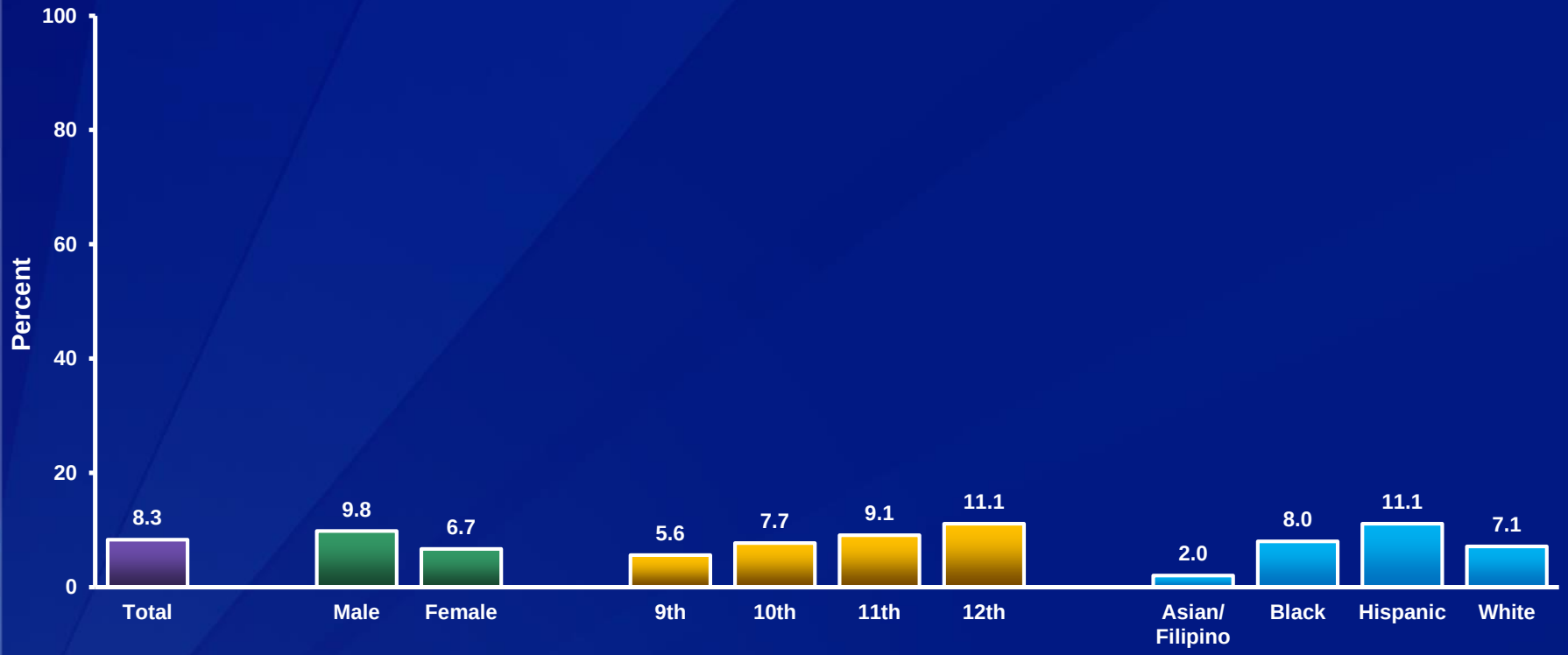


*Also called "MDMA," one or more times during their life

†Increased 2003-2015, increased 2003-2011, decreased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

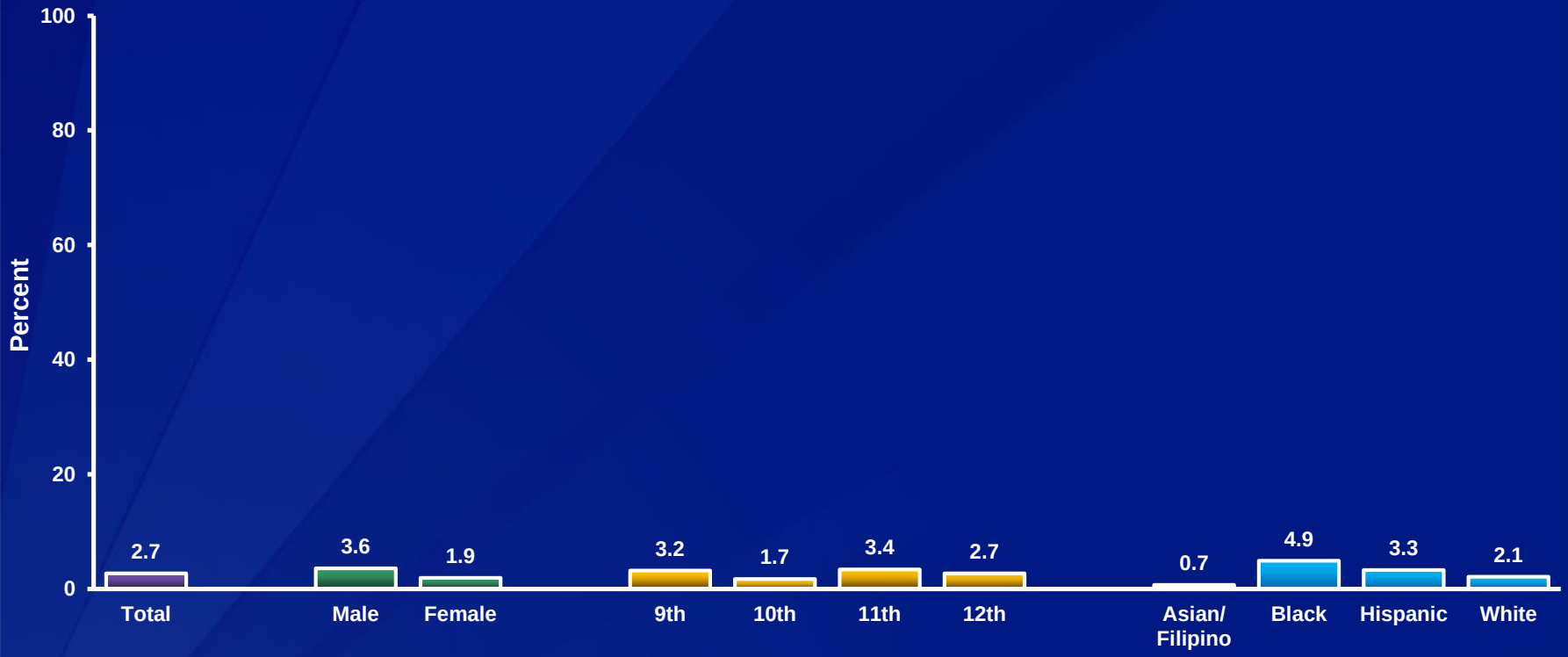
Note: This graph contains weighted results.

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



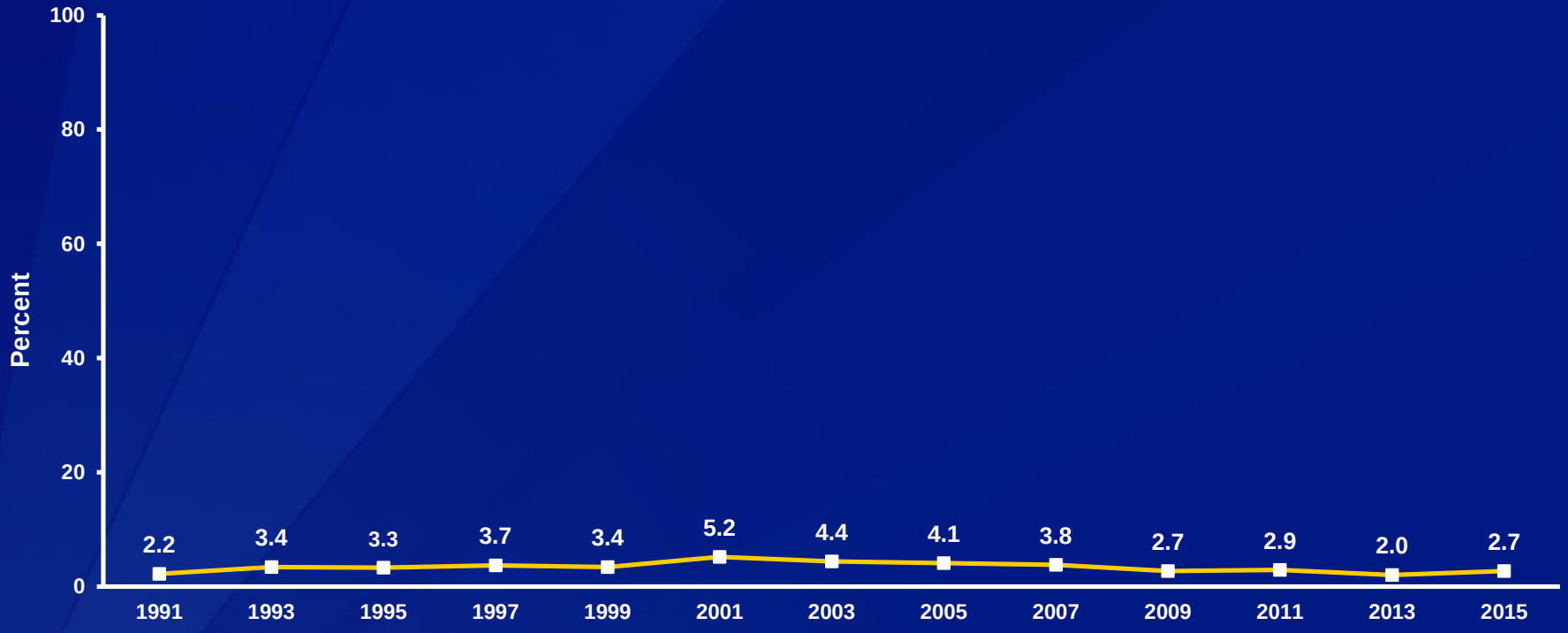
*Also called "K2", "Spice", "fake weed", "King Kong", "Yucatan Fire", "Skunk", or "Moon Rocks", one or more times during their life
†M > F; 11th > 9th, 12th > 9th; B > A, H > A, H > W, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



*Pills or shots, one or more times during their life
†M > F; 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 Ever Took Steroids Without a Doctor's Prescription,* 1991-2015†

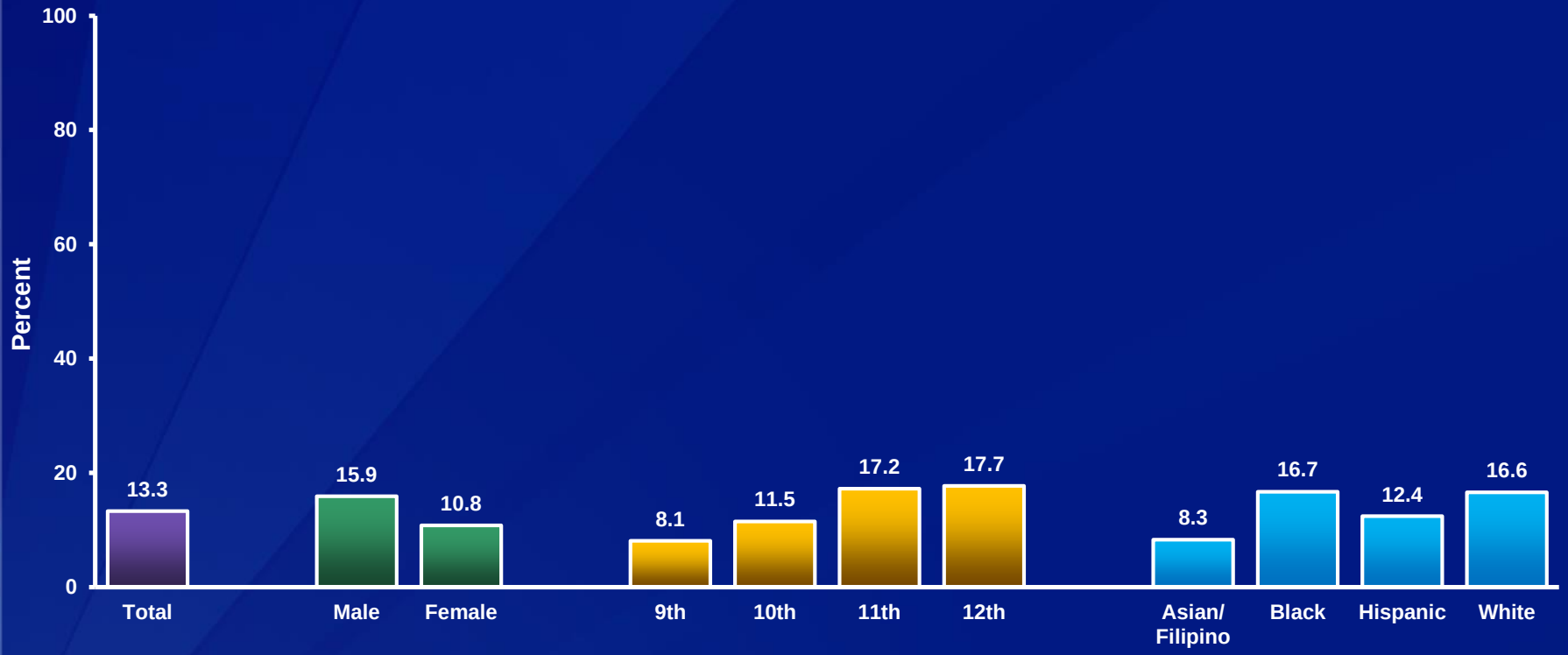


*Pills or shots, one or more times during their life

†Decreased 1991-2015, increased 1991-2001, decreased 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

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

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

Note: This graph contains weighted results.

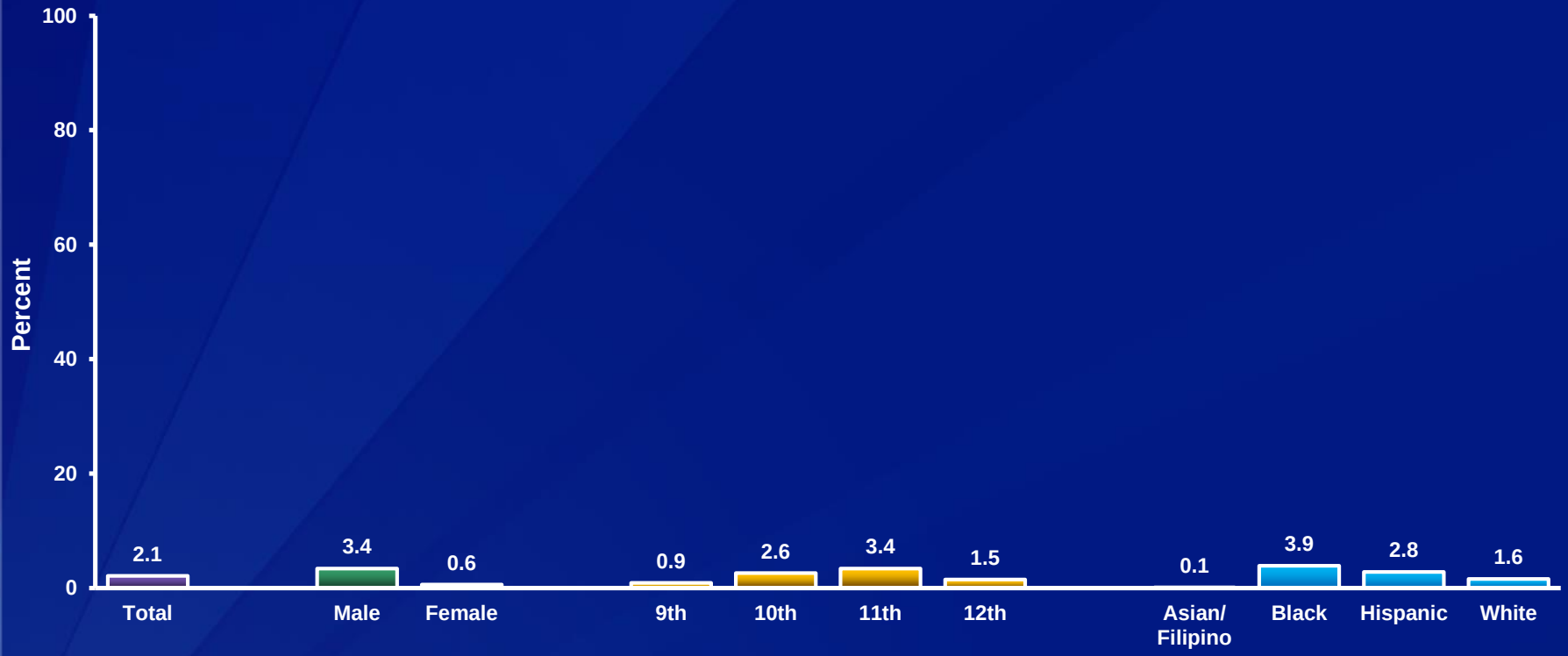
Percentage of High School Students Who Ever Took Prescription Drugs Without a Doctor's Prescription,* 2011-2015†

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

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

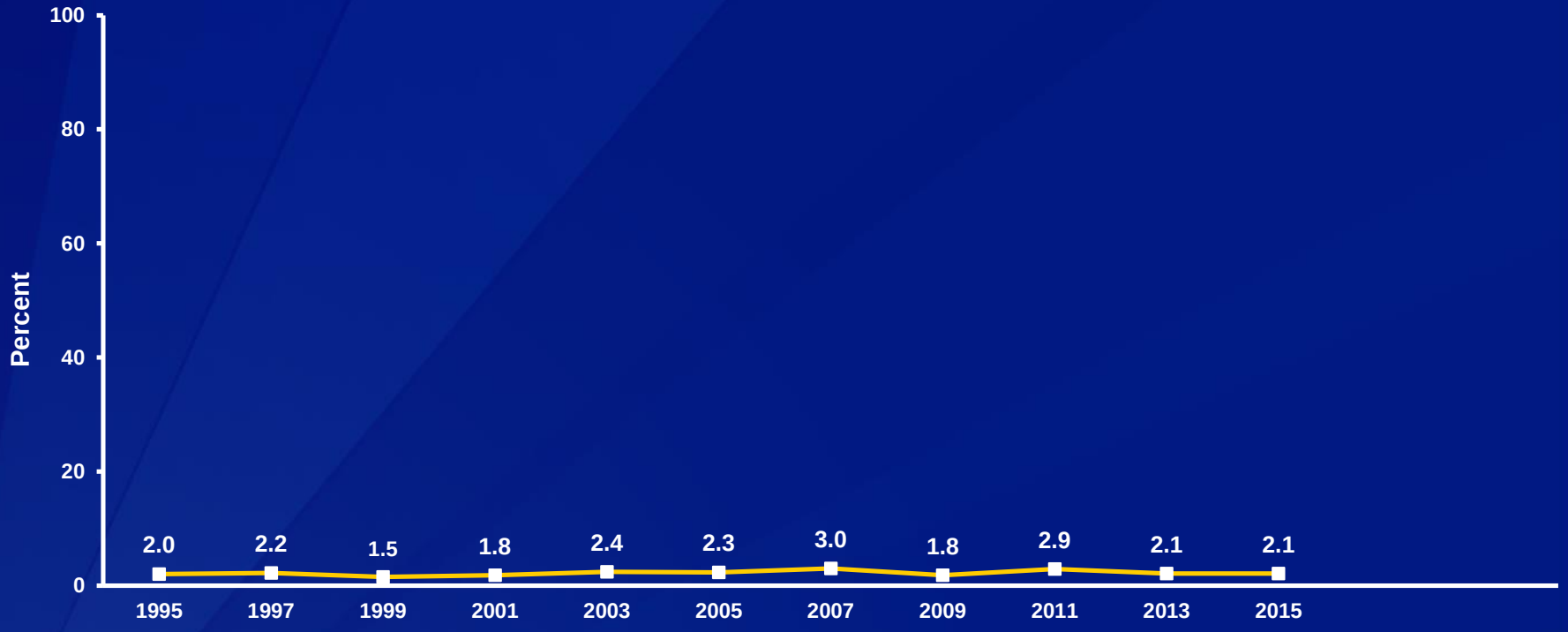
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Injected Any Illegal Drug,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*Used a needle to inject any illegal drug into their body one or more times during their life
†M > F; 10th > 9th; 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 Injected Any Illegal Drug,* 1995-2015†

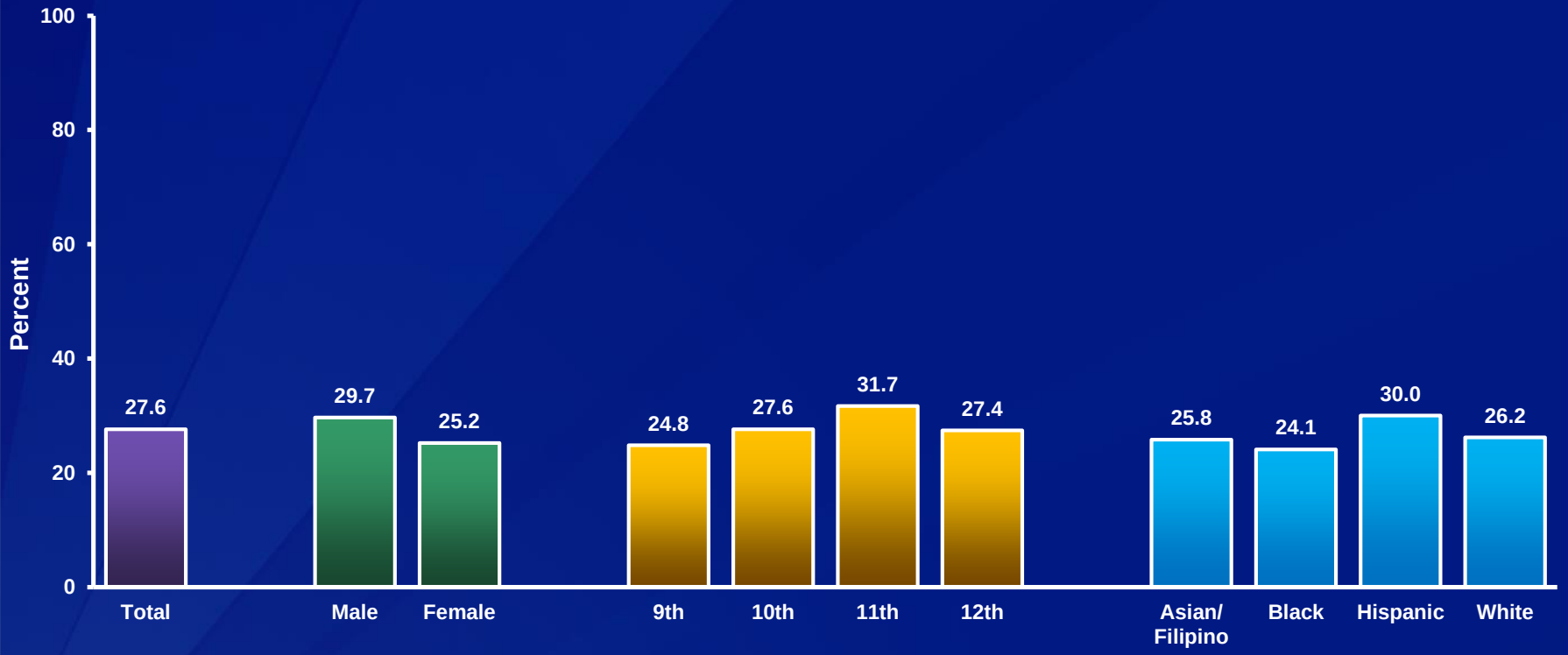


*Used a needle to inject any illegal drug into their body one or more times during their life

†No change 1995-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

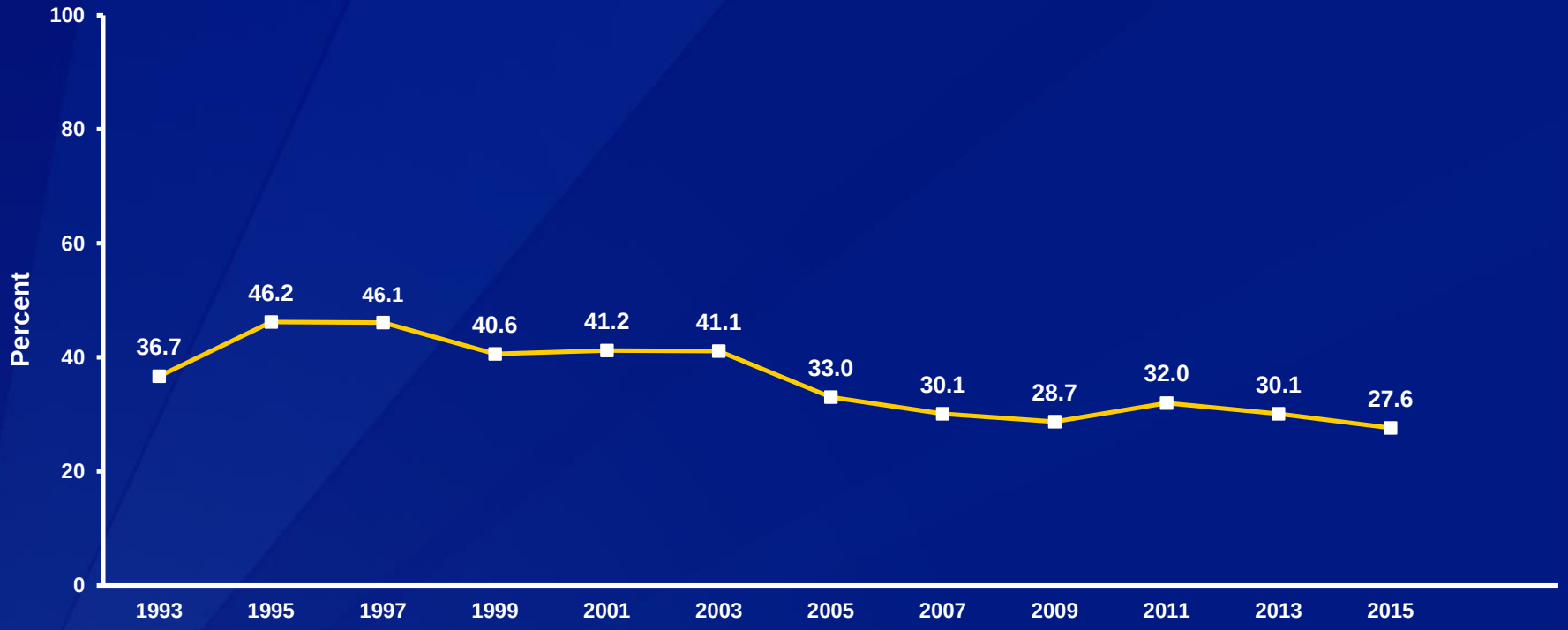
Note: This graph contains weighted results.

Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,* by Sex, Grade,† and Race/Ethnicity, 2015



*During the 12 months before the survey
†11th > 9th, 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 Offered, Sold, or Given an Illegal Drug on School Property,* 1993-2015†

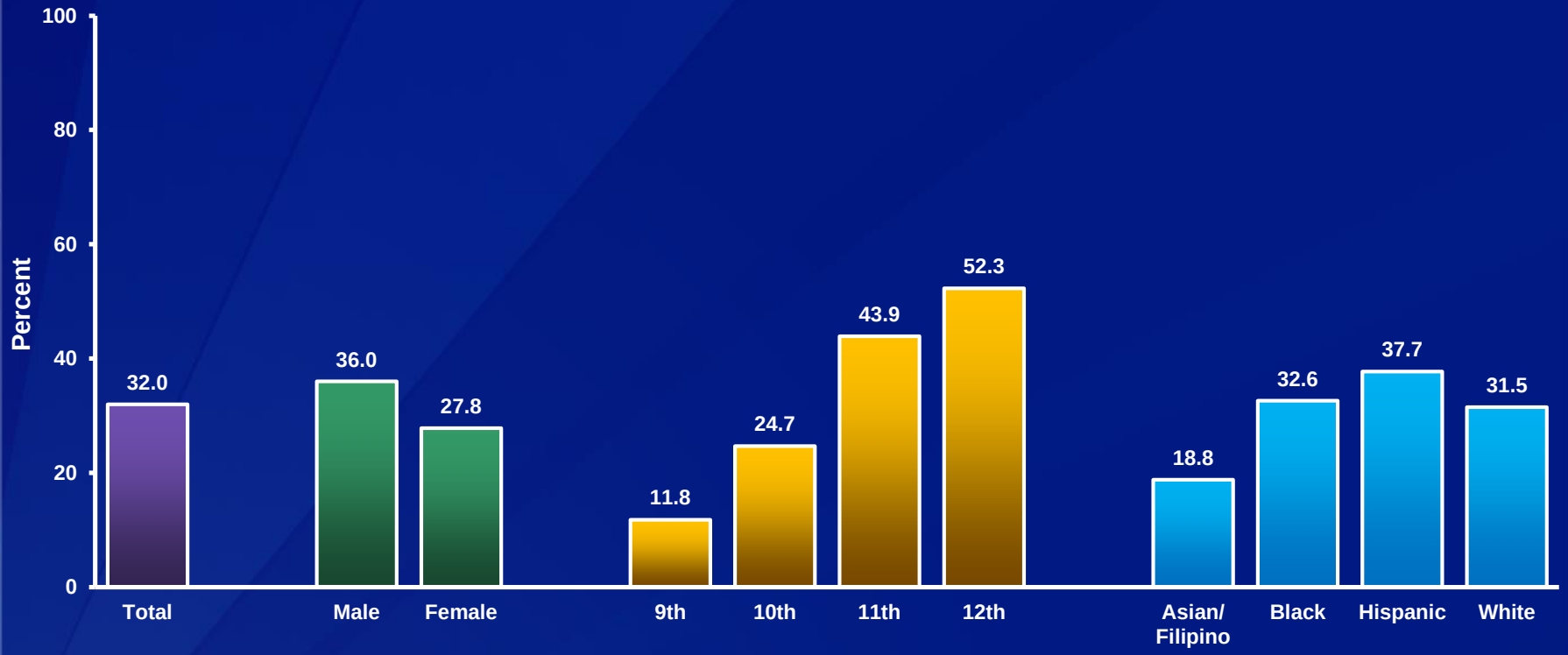


*During the 12 months before the survey

†Decreased 1993-2015, increased 1993-1997, decreased 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



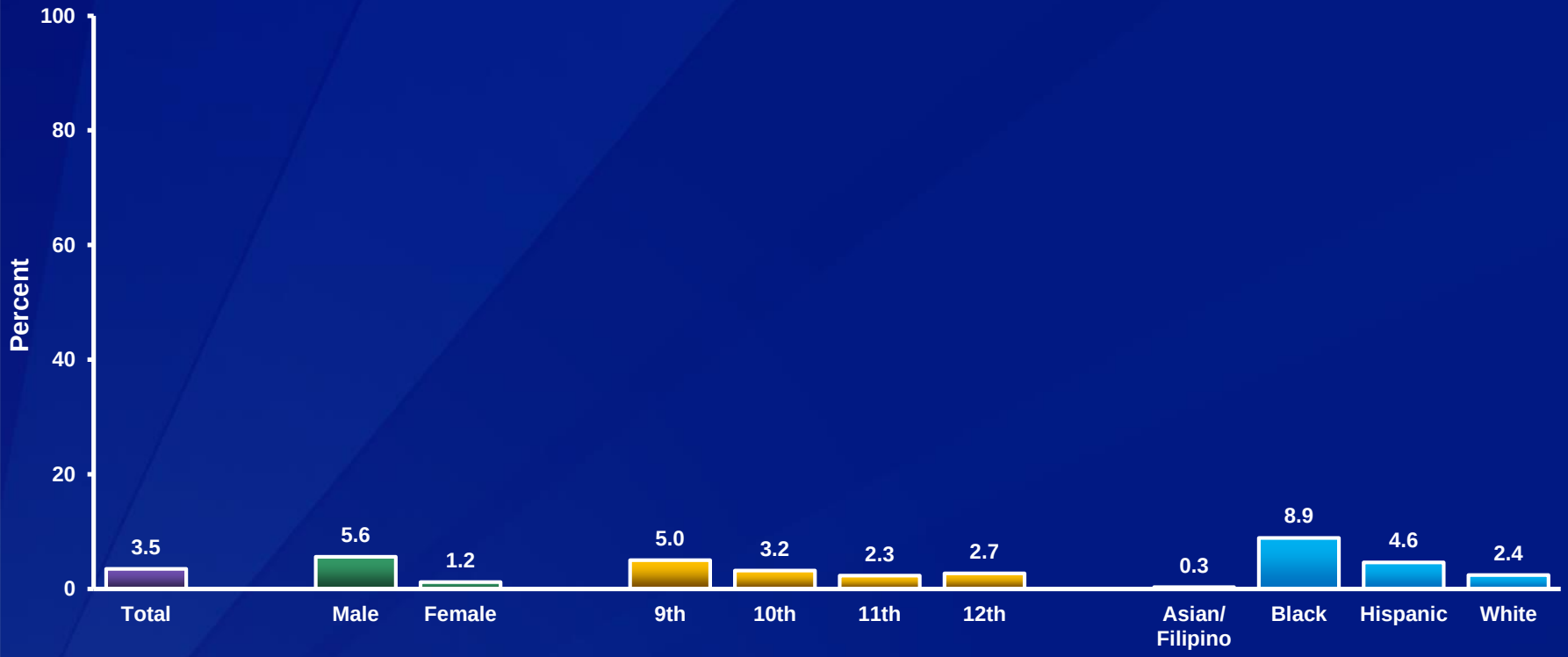
*M > F; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; B > A, H > A, H > W, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Had Sexual Intercourse, 1991-2015*

*Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*For the first time

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

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

Note: This graph contains weighted results.

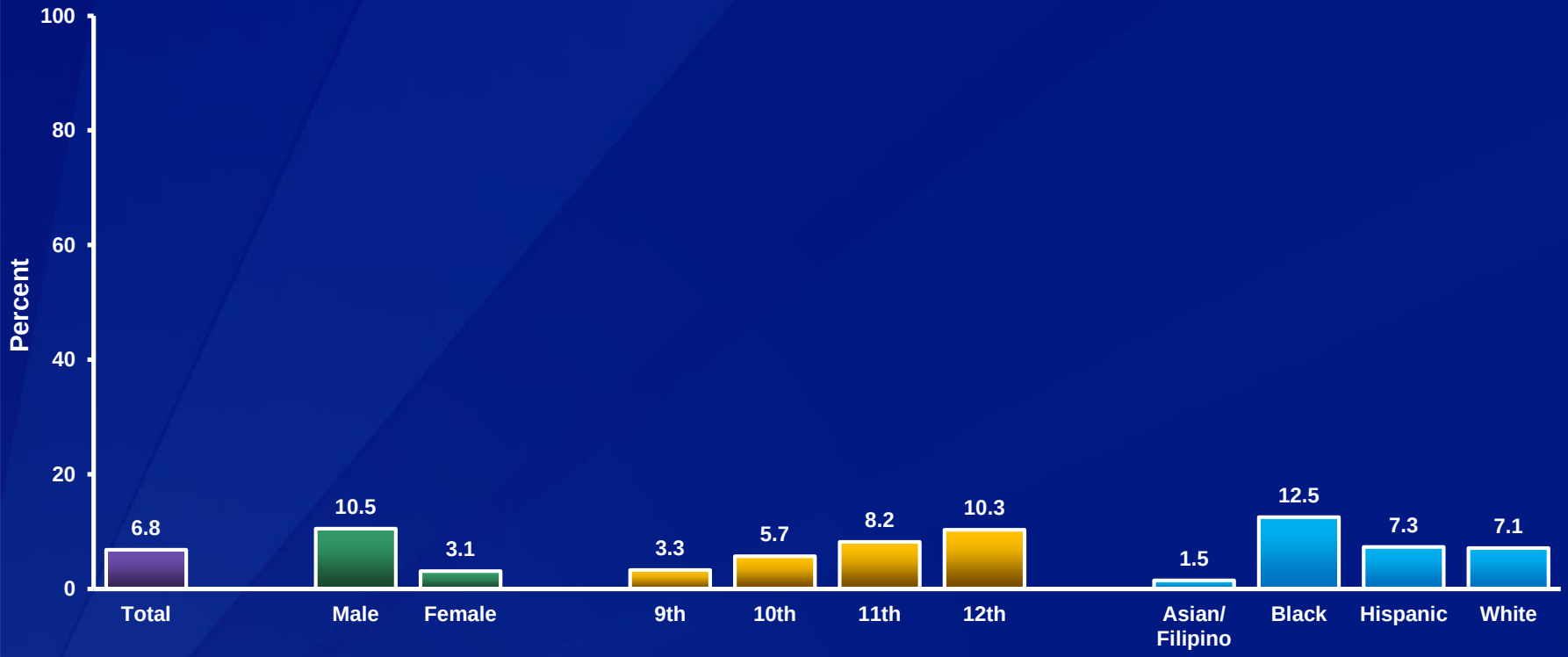
Percentage of High School Students Who Had Sexual Intercourse Before Age 13 Years,* 1991-2015†

*For the first time

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



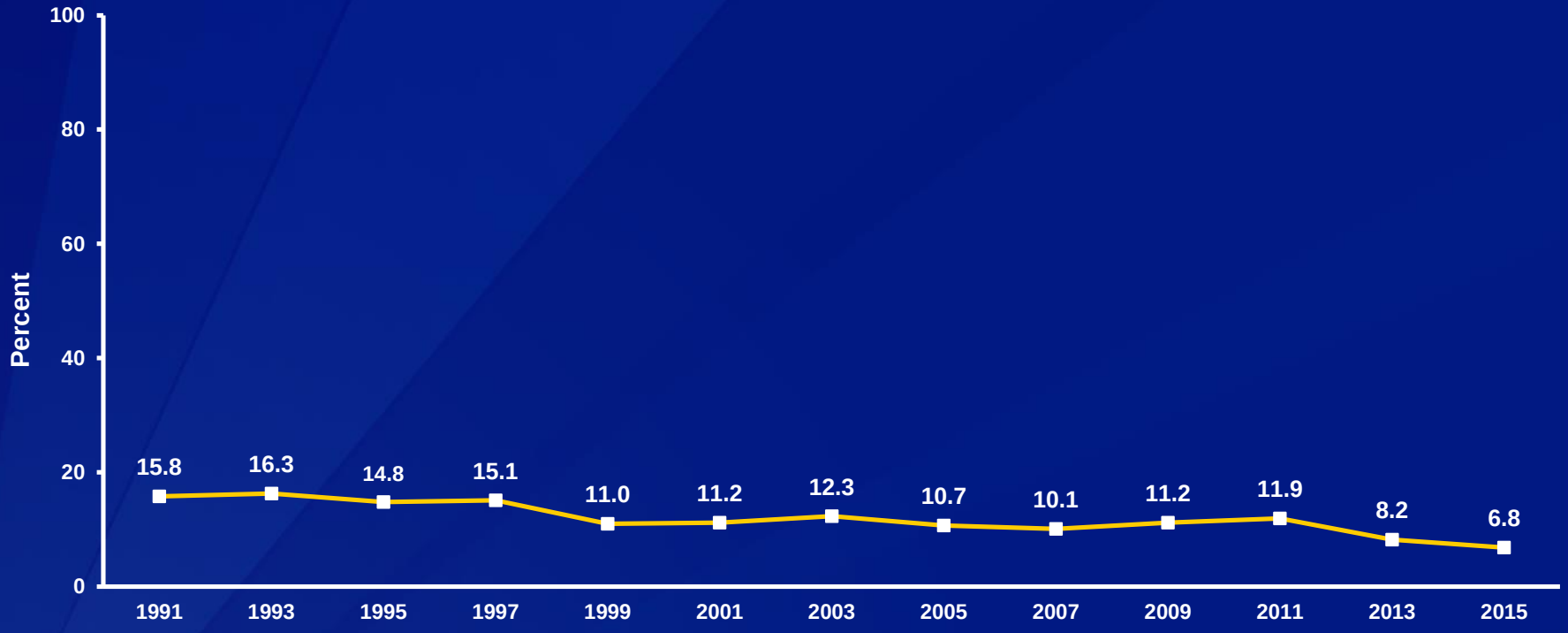
*During their life

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons,* 1991-2015†

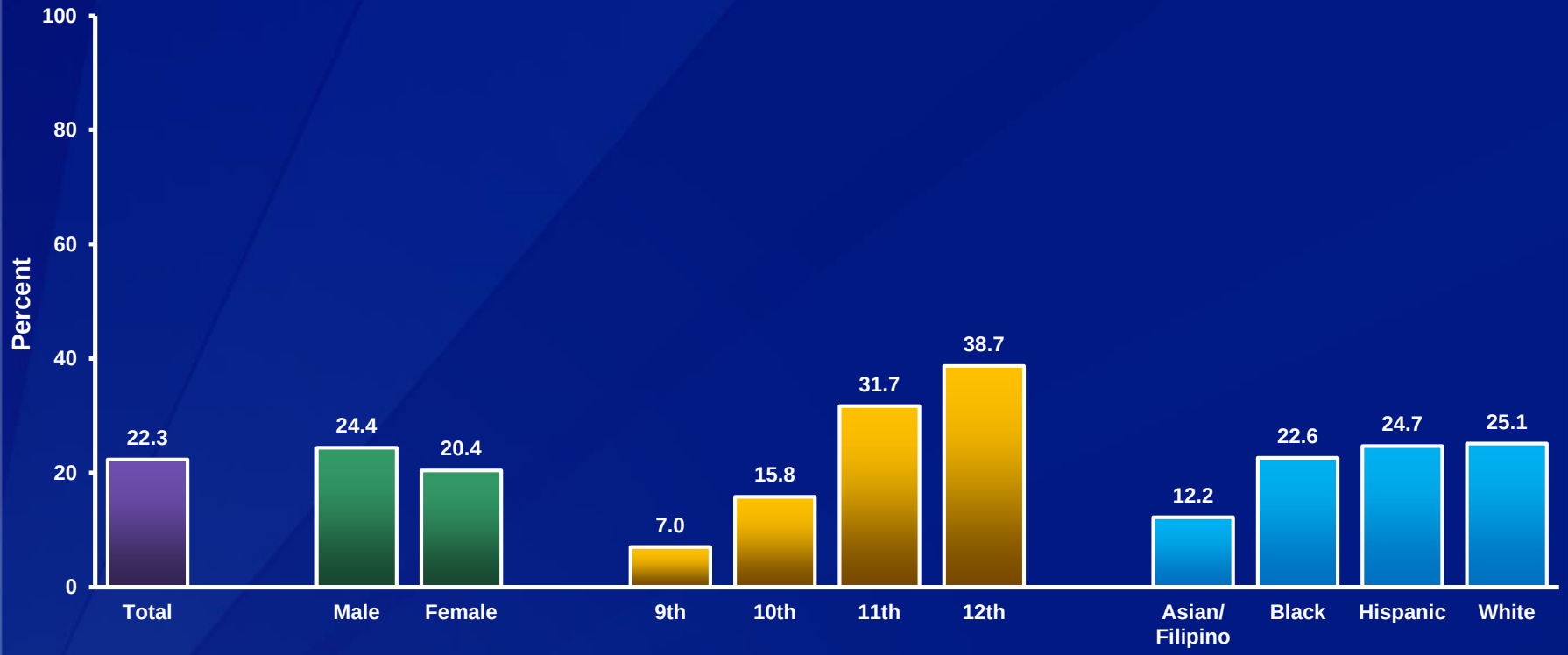


*During their life

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



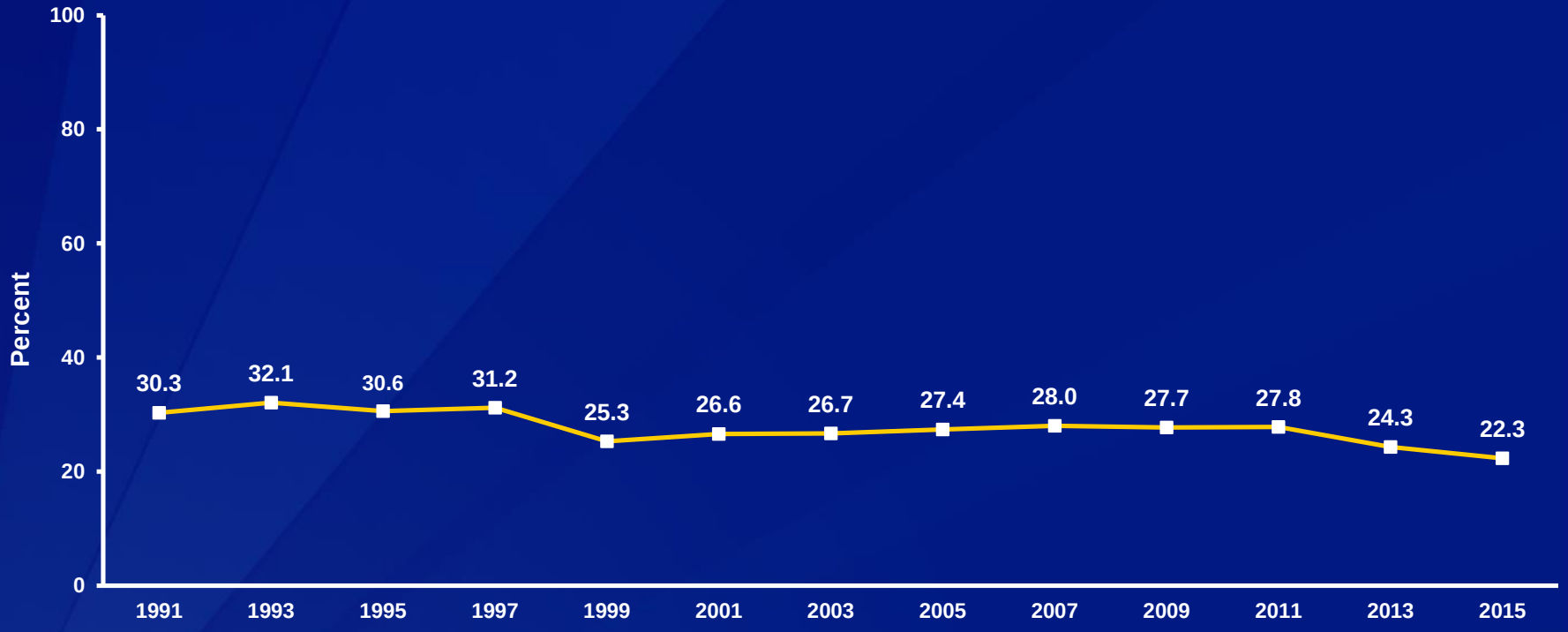
*Sexual intercourse with at least one person during the 3 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Currently Sexually Active,* 1991-2015†

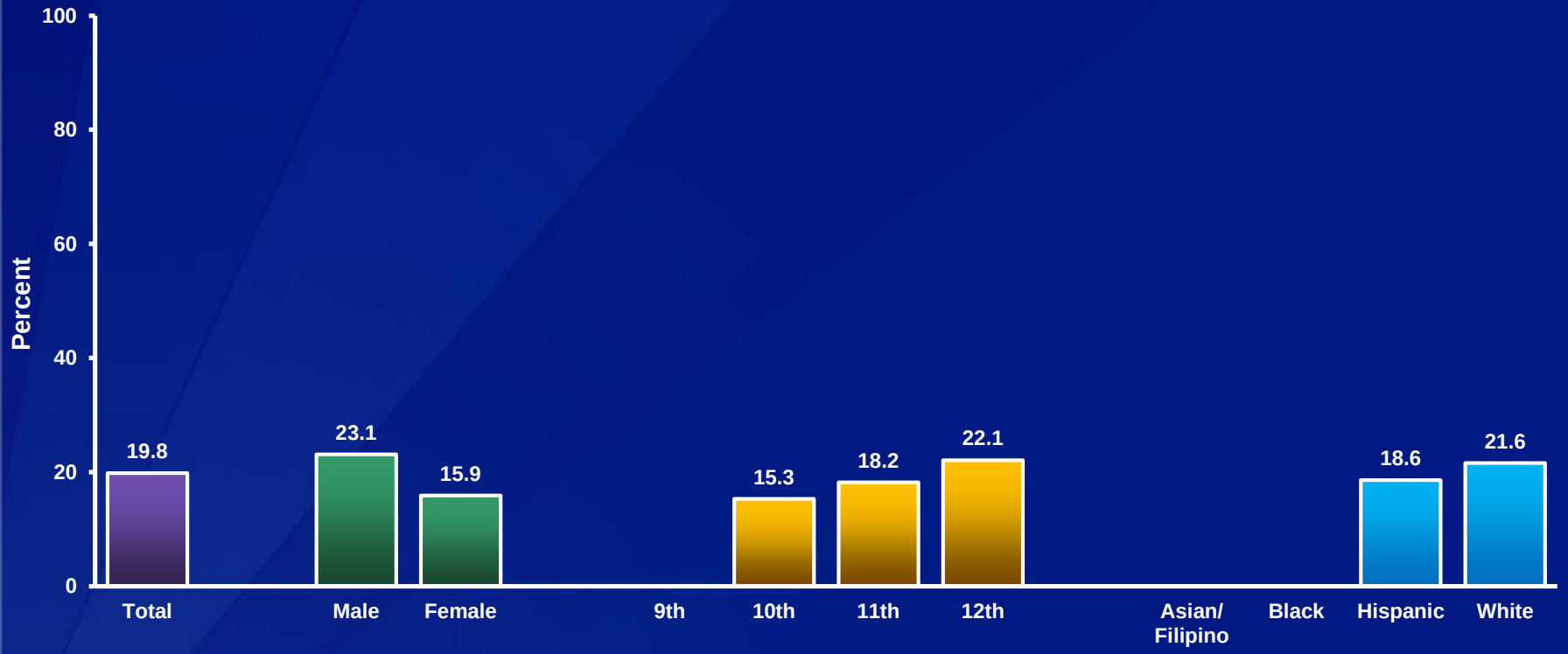


*Sexual intercourse with at least one person during the 3 months before the survey

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

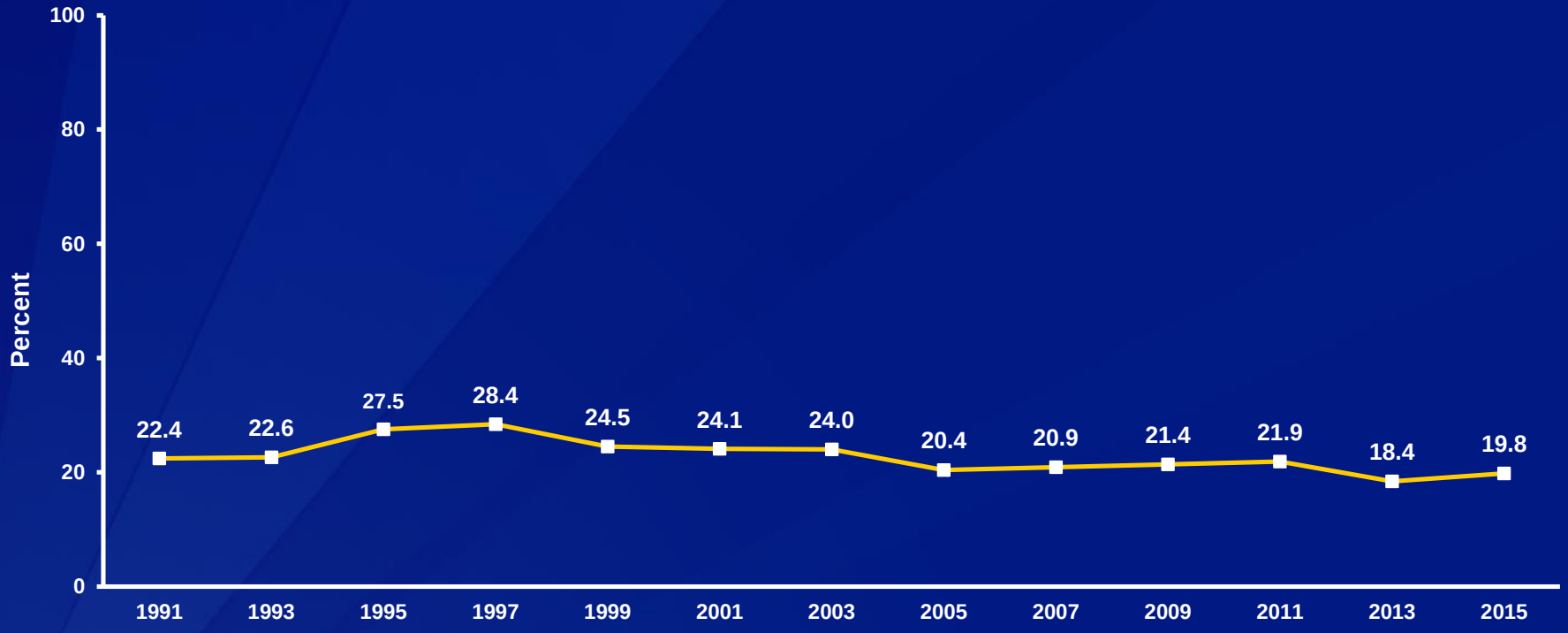
Note: This graph contains weighted results.

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



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

Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,* 1991-2015†

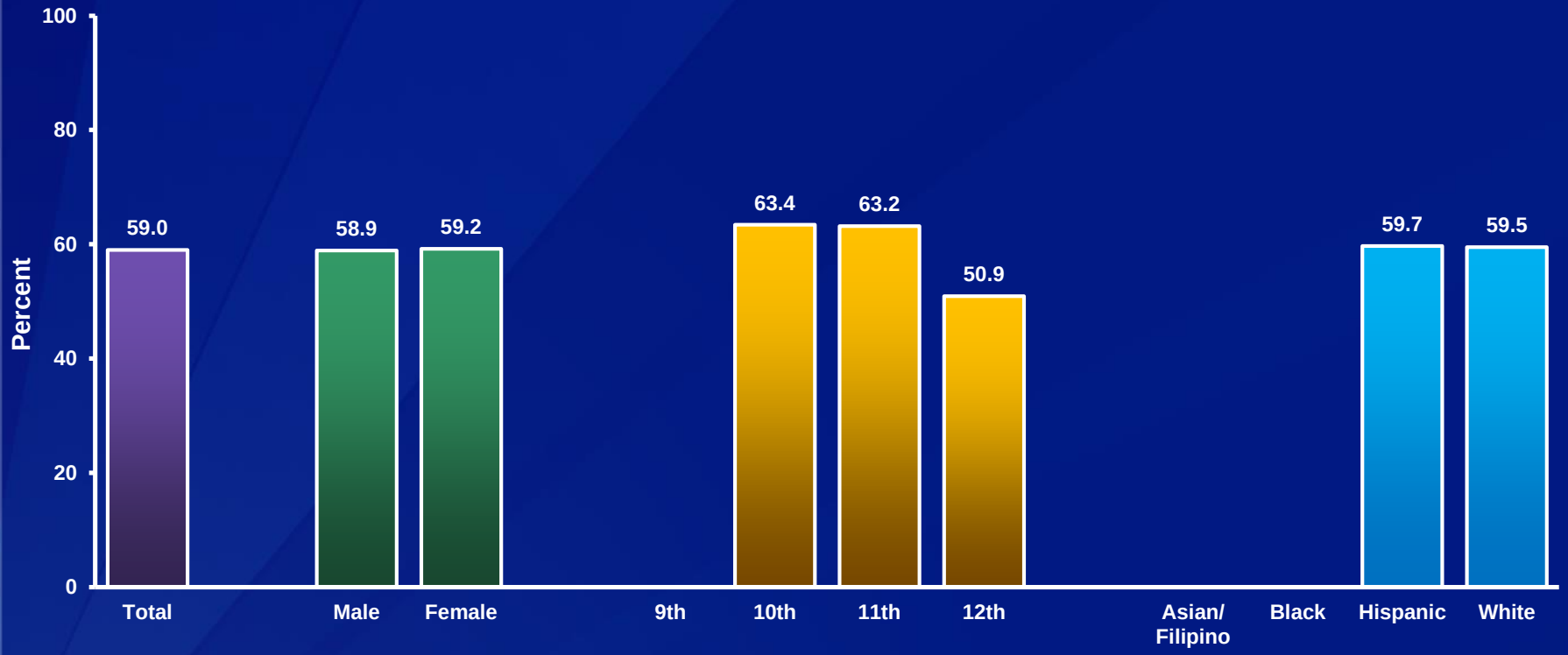


*Among students who were currently sexually active

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*During last sexual intercourse among students who were currently sexually active
†10th > 12th, 11th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

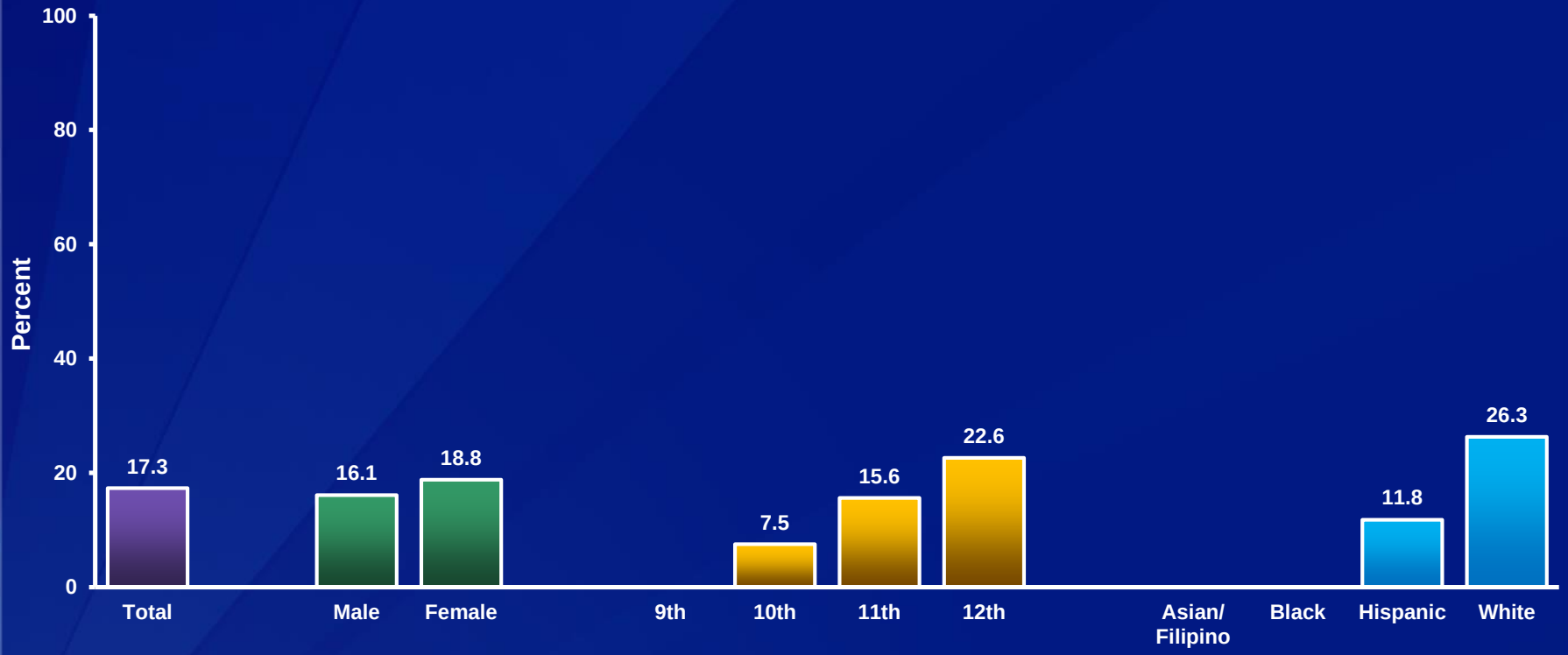
Percentage of High School Students Who Used a Condom,* 1991-2015†

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

†Increased 1991-2015, increased 1991-2001, no change 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

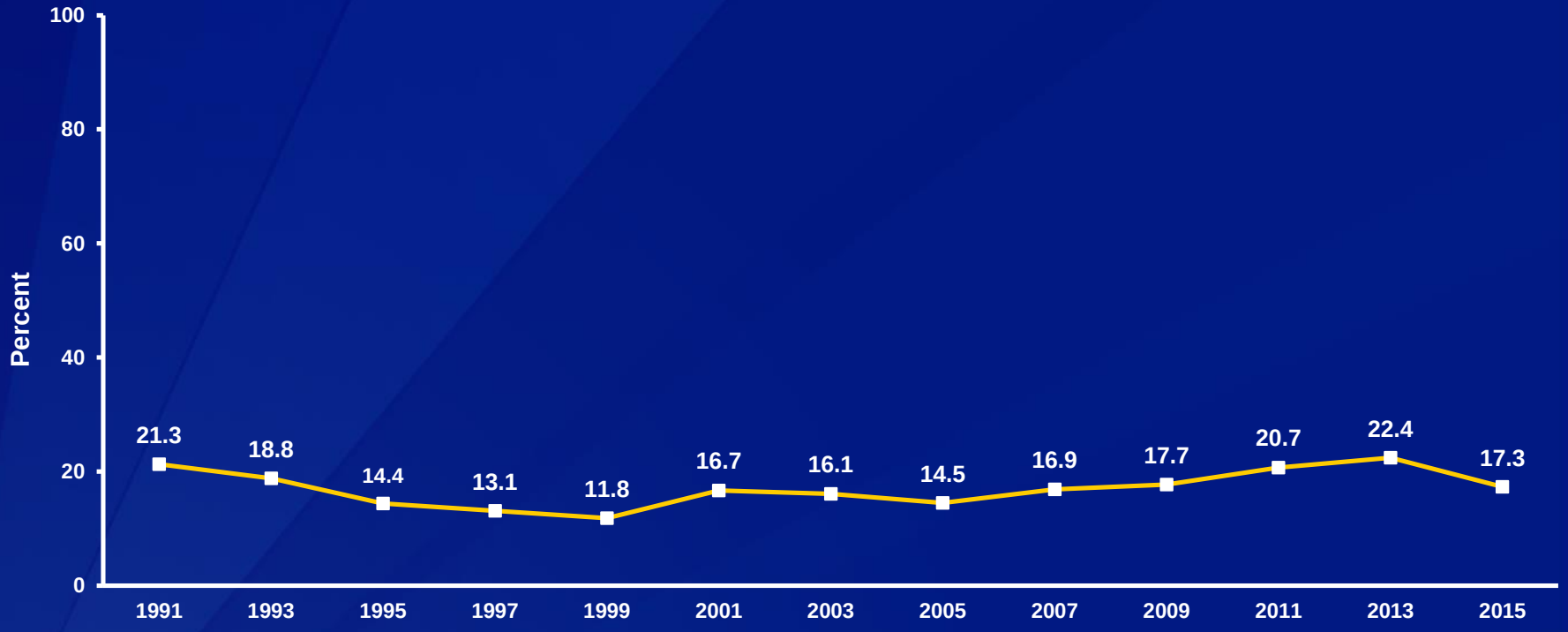
Note: This graph contains weighted results.

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



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

Percentage of High School Students Who Used Birth Control Pills,* 1991-2015†

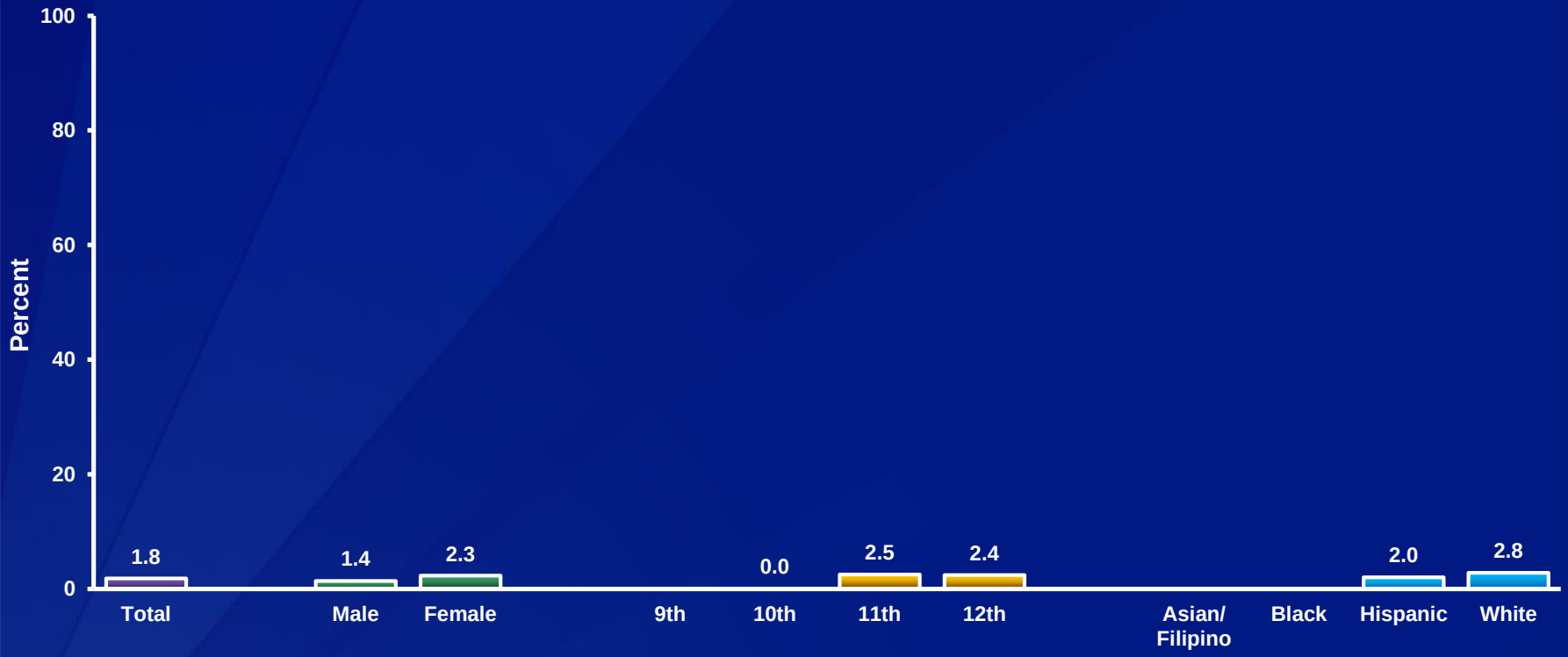


*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†Decreased, 1991-1997, increased, 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

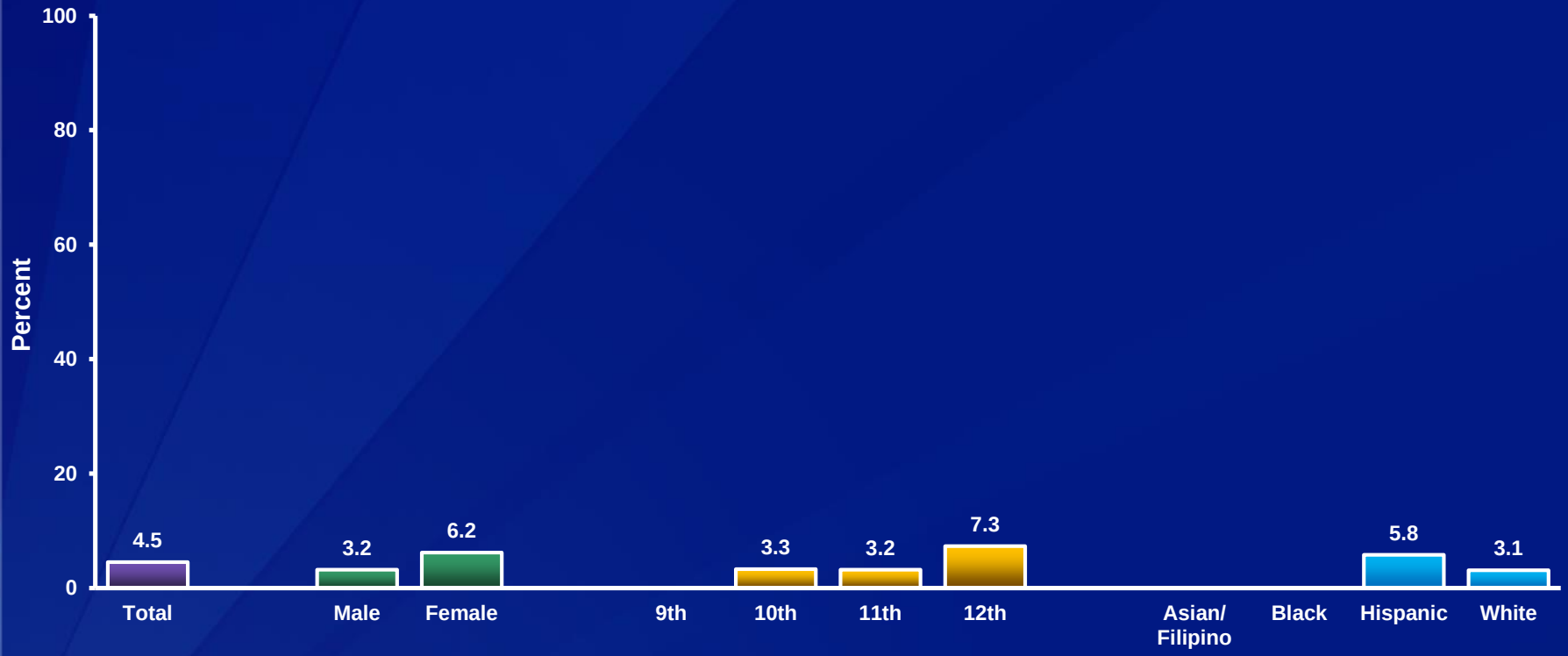
Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),* 2013-2015†

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

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

Note: This graph contains weighted results.

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



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

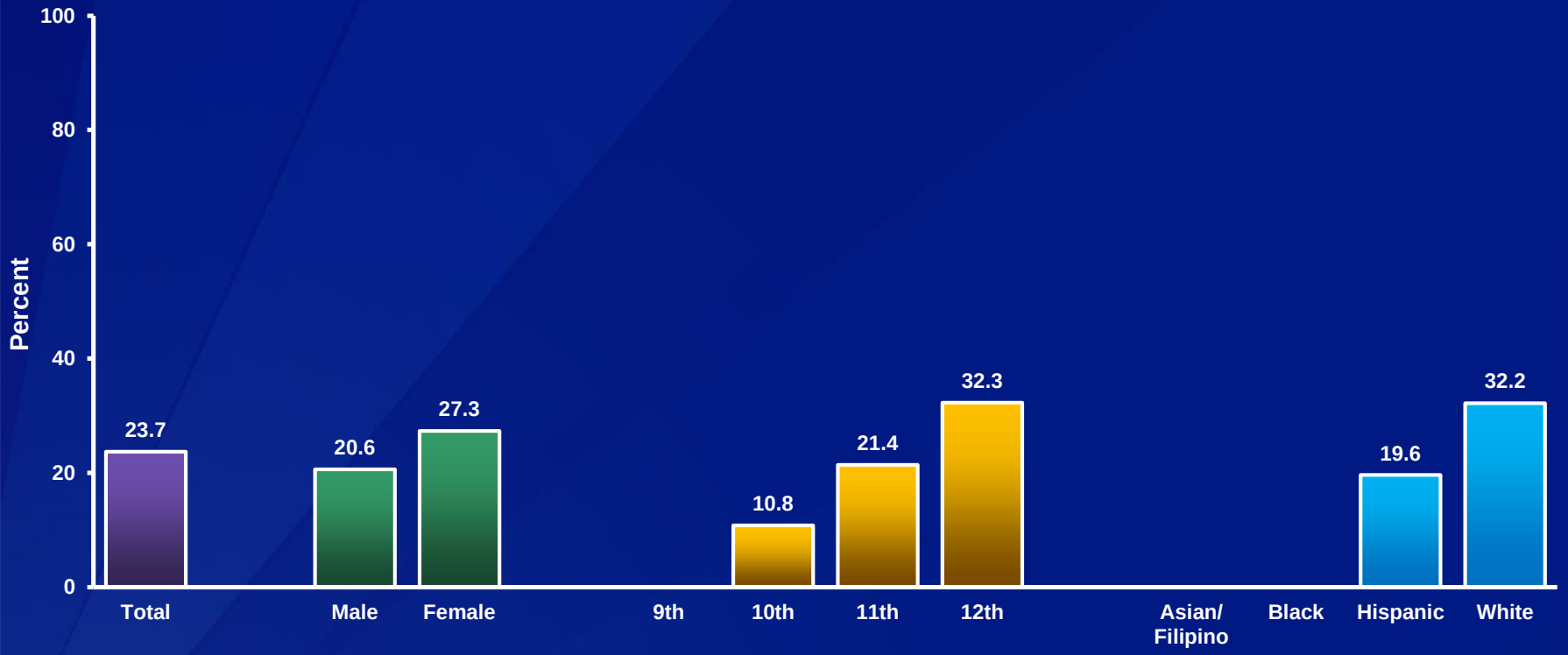
Percentage of High School Students Who Used a Shot (e.g., Depo-Provera), Patch (e.g., Orthoevra), or Birth Control Ring (e.g., Nuvaring),* 2013-2015†

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

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

Note: This graph contains weighted results.

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

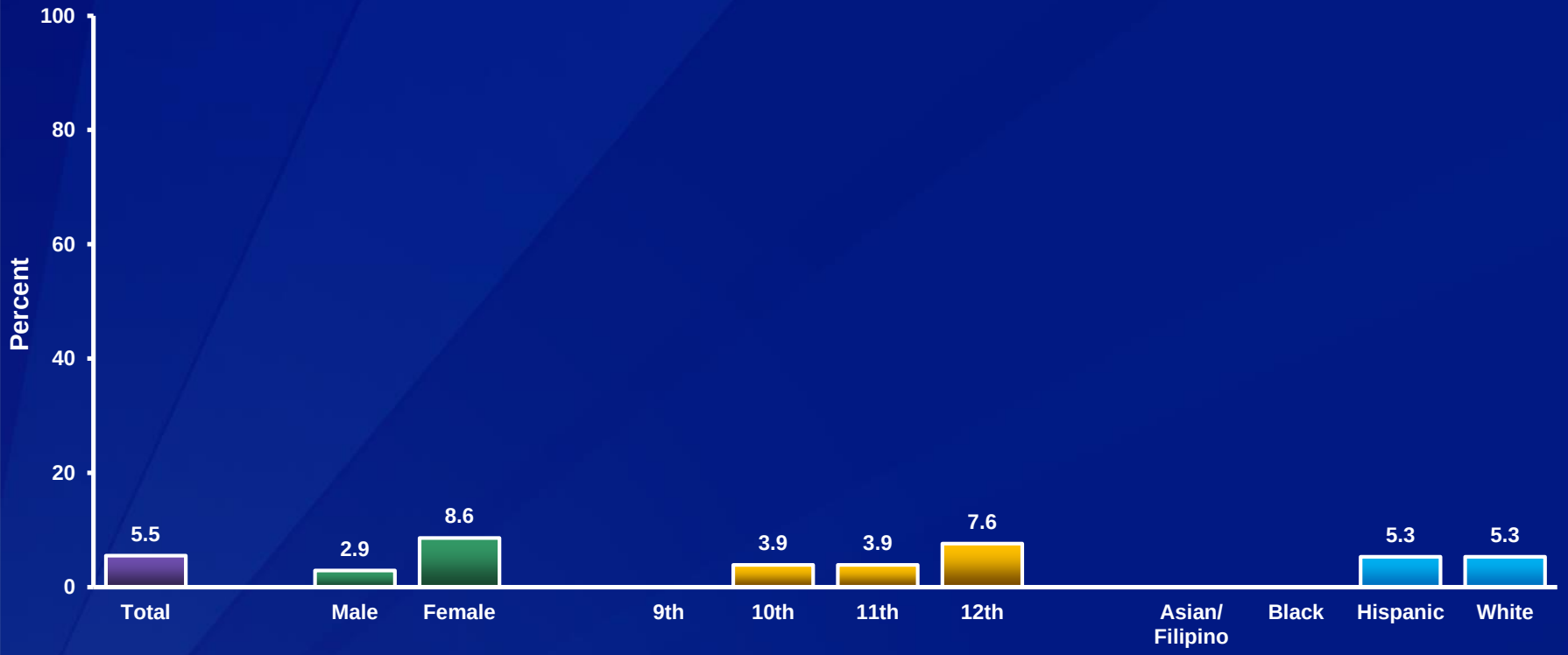


*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†12th > 10th, 12th > 11th; W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,* 2013-2015†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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

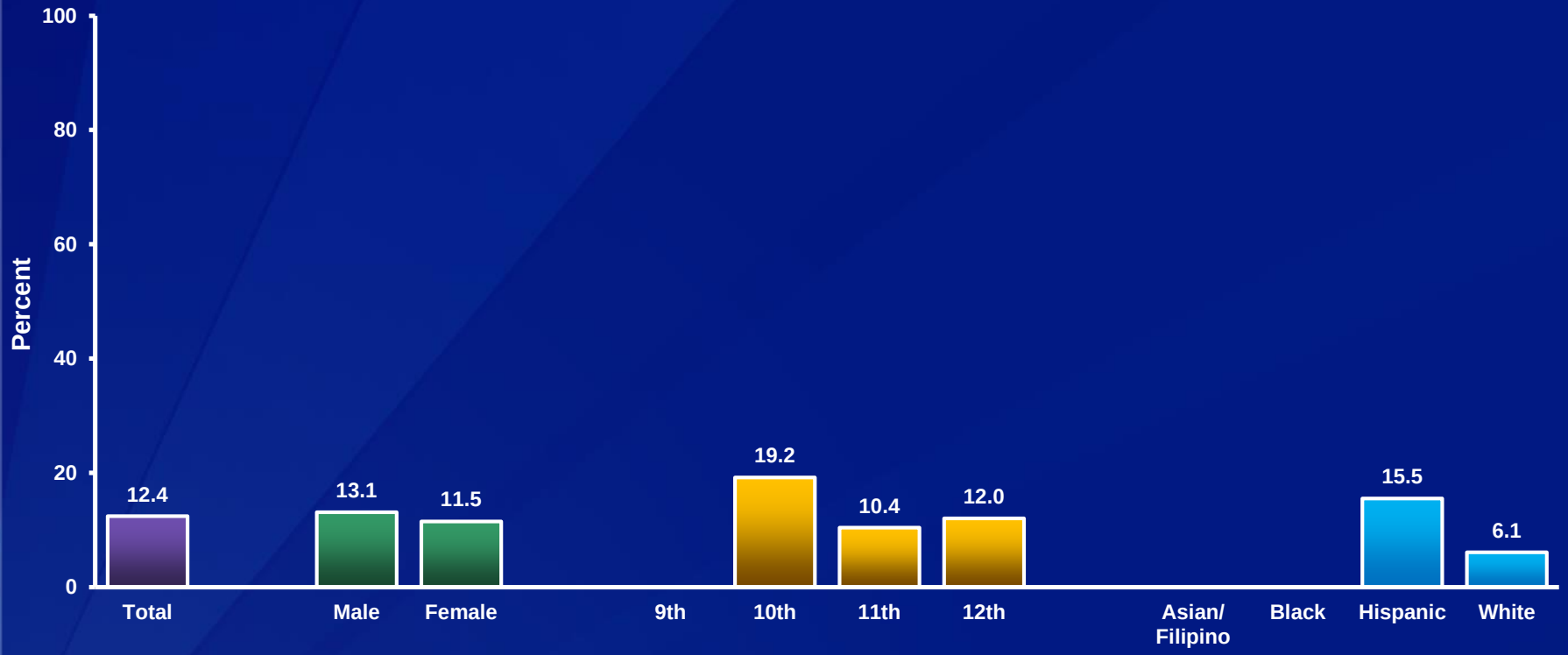


*To prevent STD and pregnancy among students who were currently sexually active
†F > M (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph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

Percentage of High School Students Who 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,* 2013-2015†

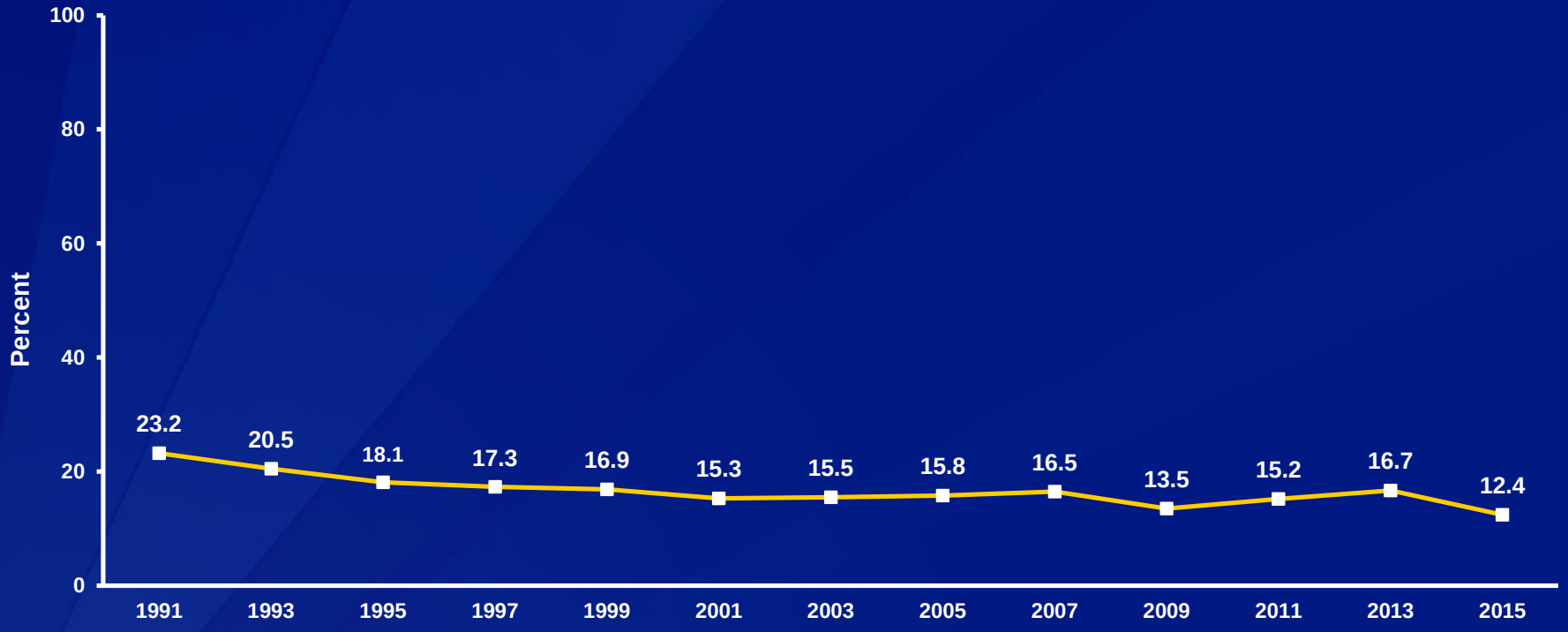
*To prevent STD and pregnancy among students who were currently sexually active
†No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



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

Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,* 1991-2015†

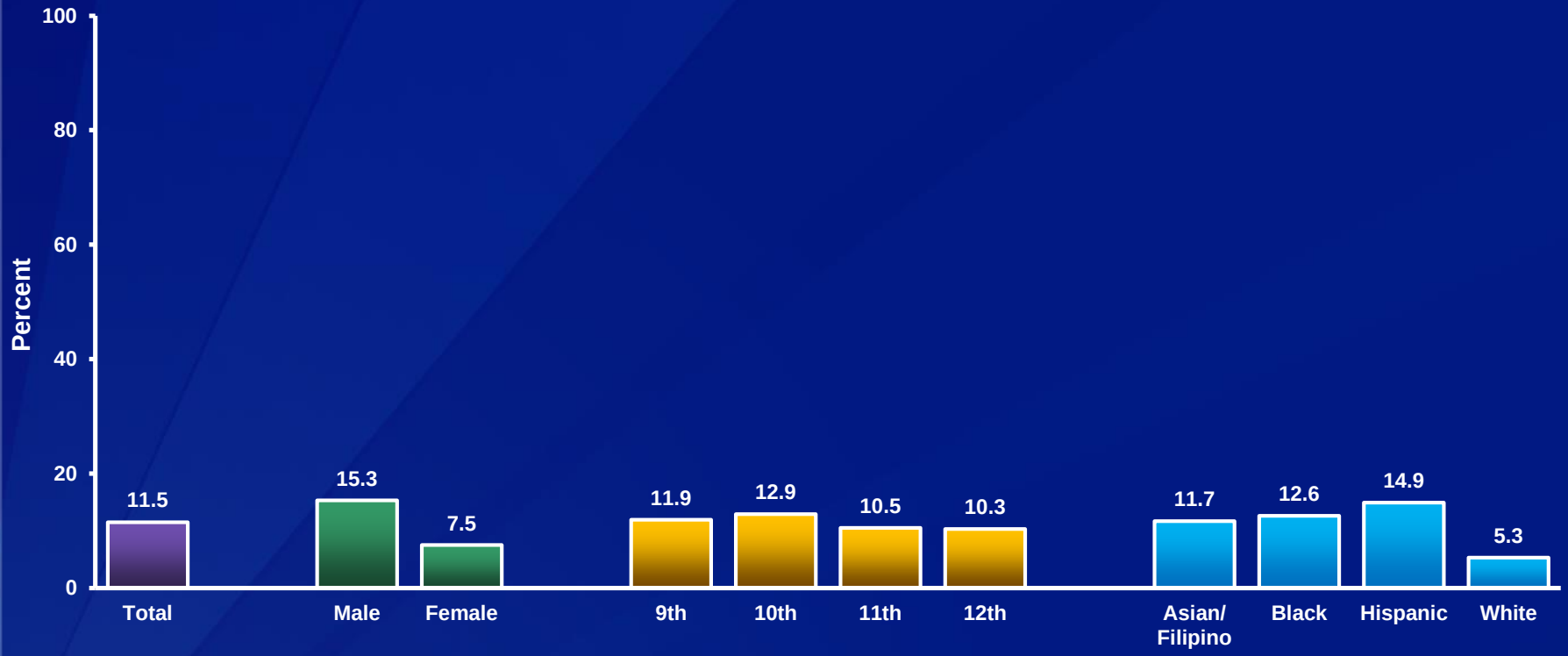


*During last sexual intercourse among students who were currently sexually active

†Decreased 1991-2015, decreased 1991-1999, no change 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

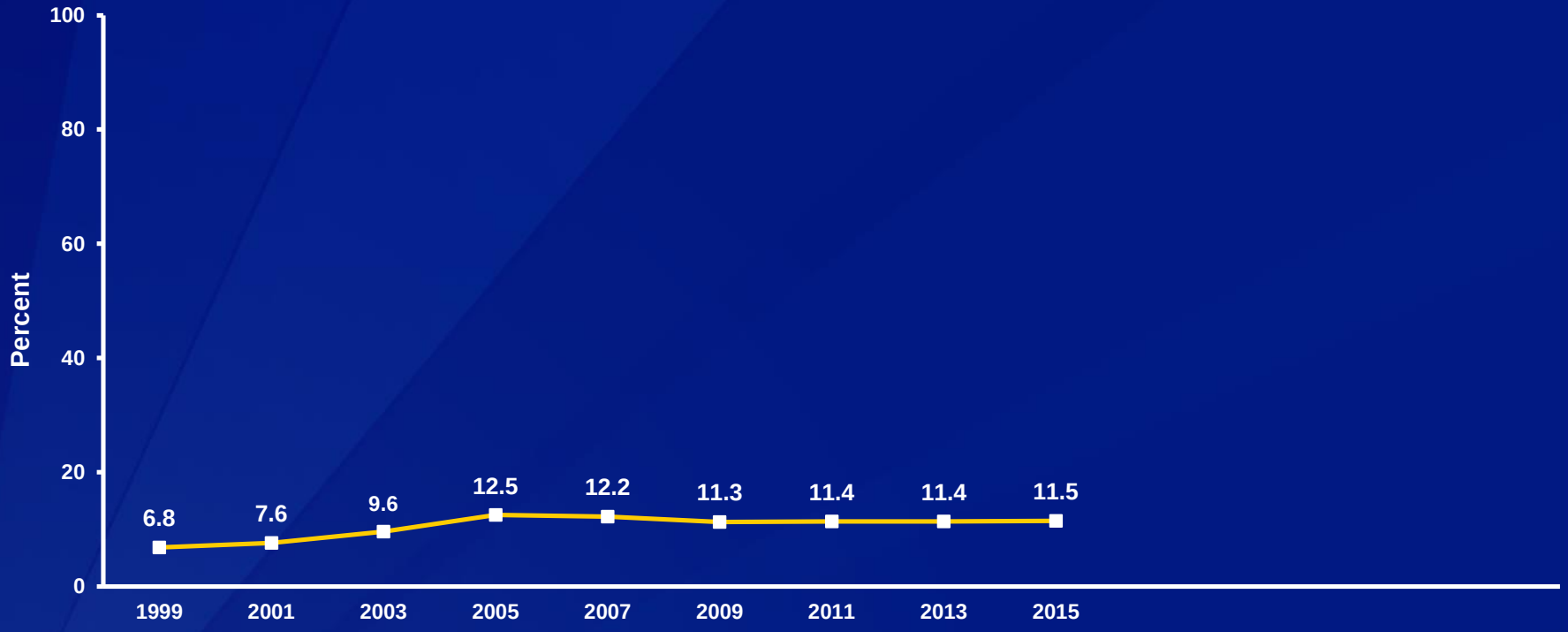
Note: This graph contains weighted results.

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



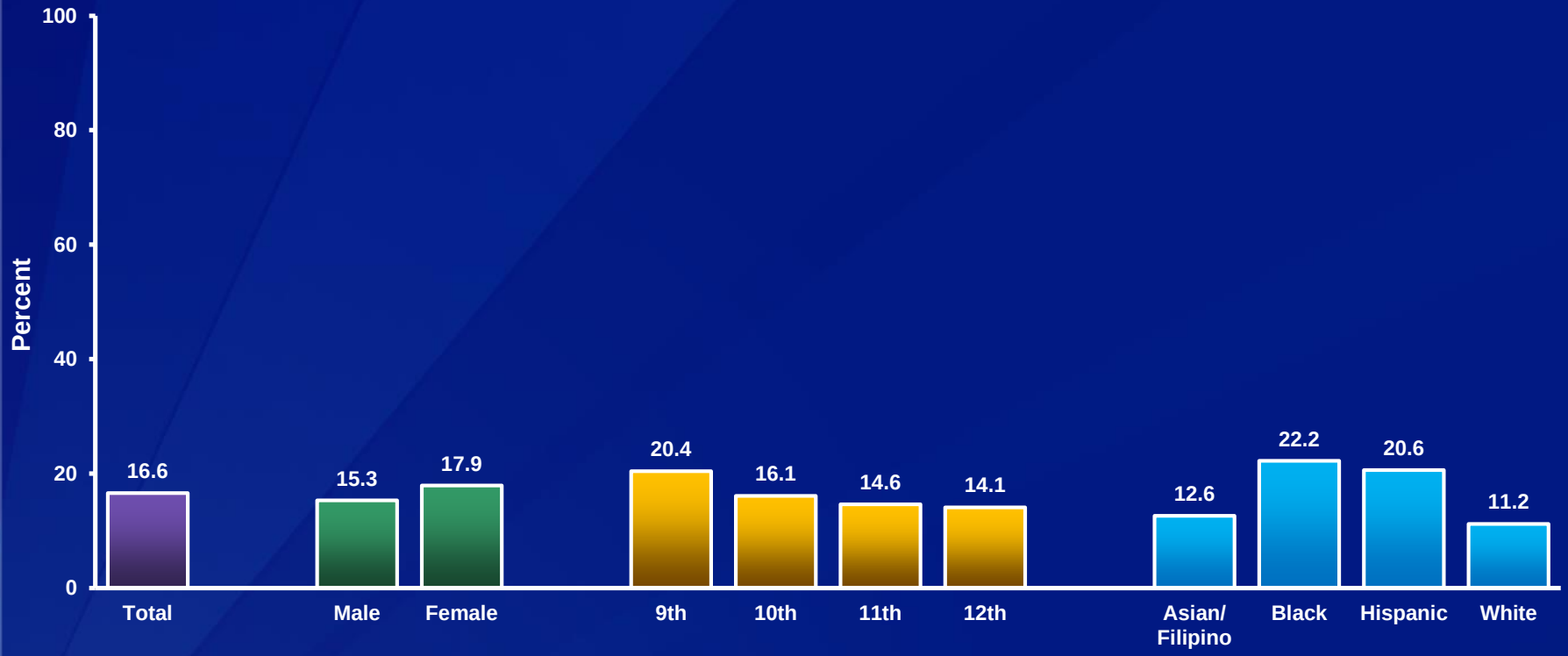
* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts
†M > F; A > W, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Obese,* 1999-2015†



* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts
†Increased 1999-2015, increased 1999-2005, no change 2005-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Note: This graph contains weighted results.

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



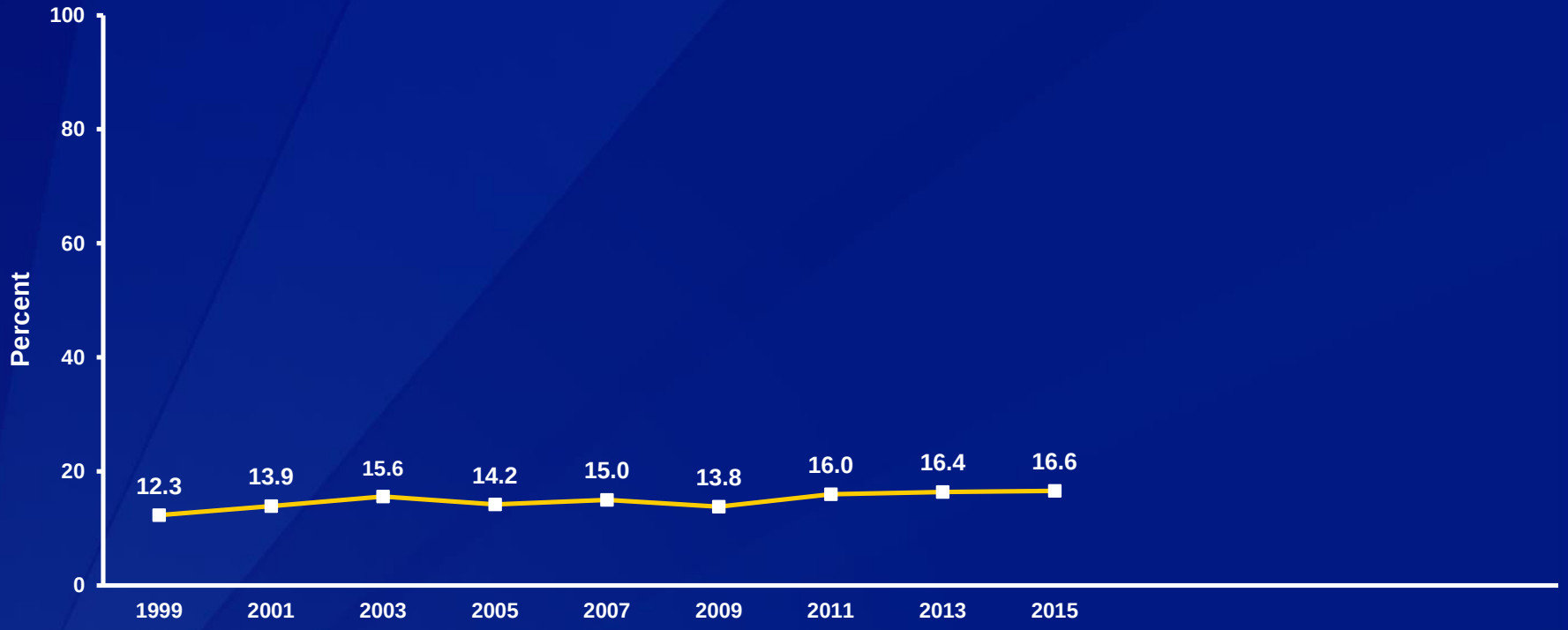
* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†B > A, 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 Were Overweight,* 1999-2015†

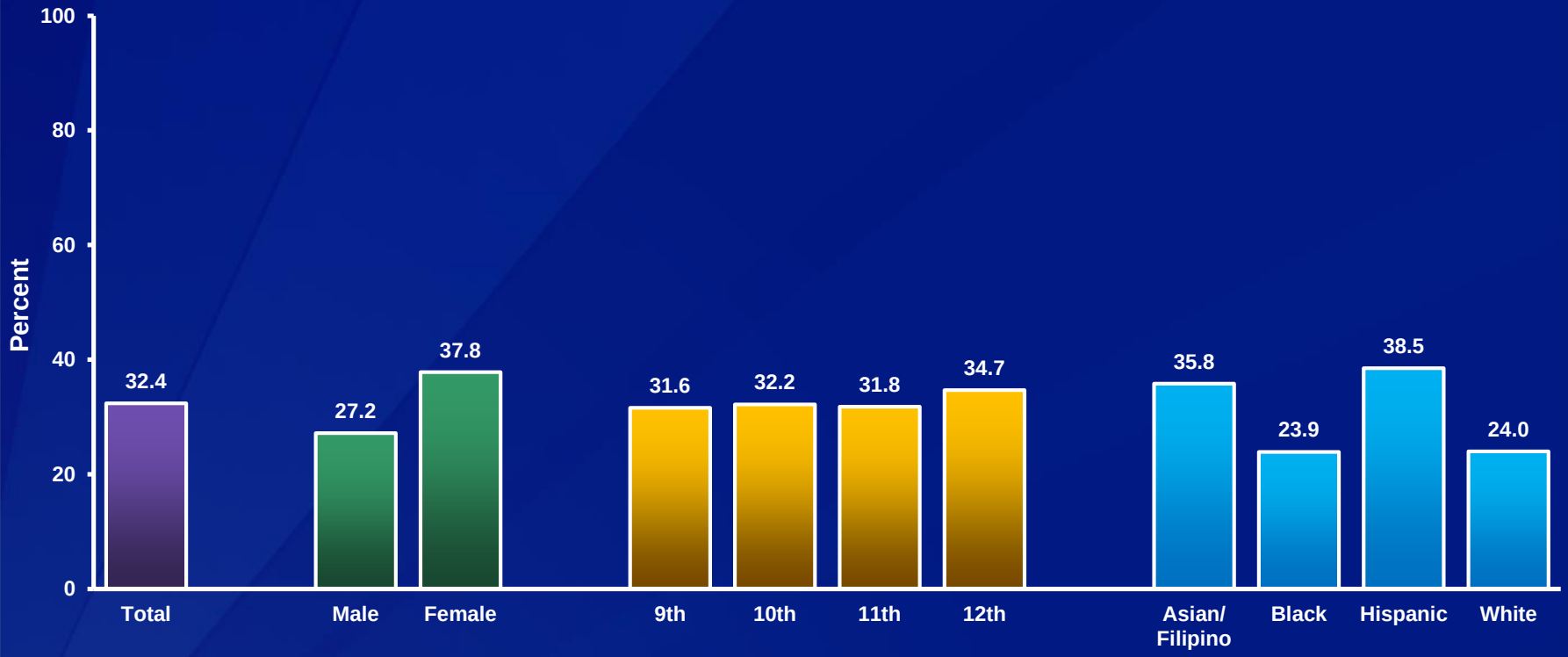


* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†Increased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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

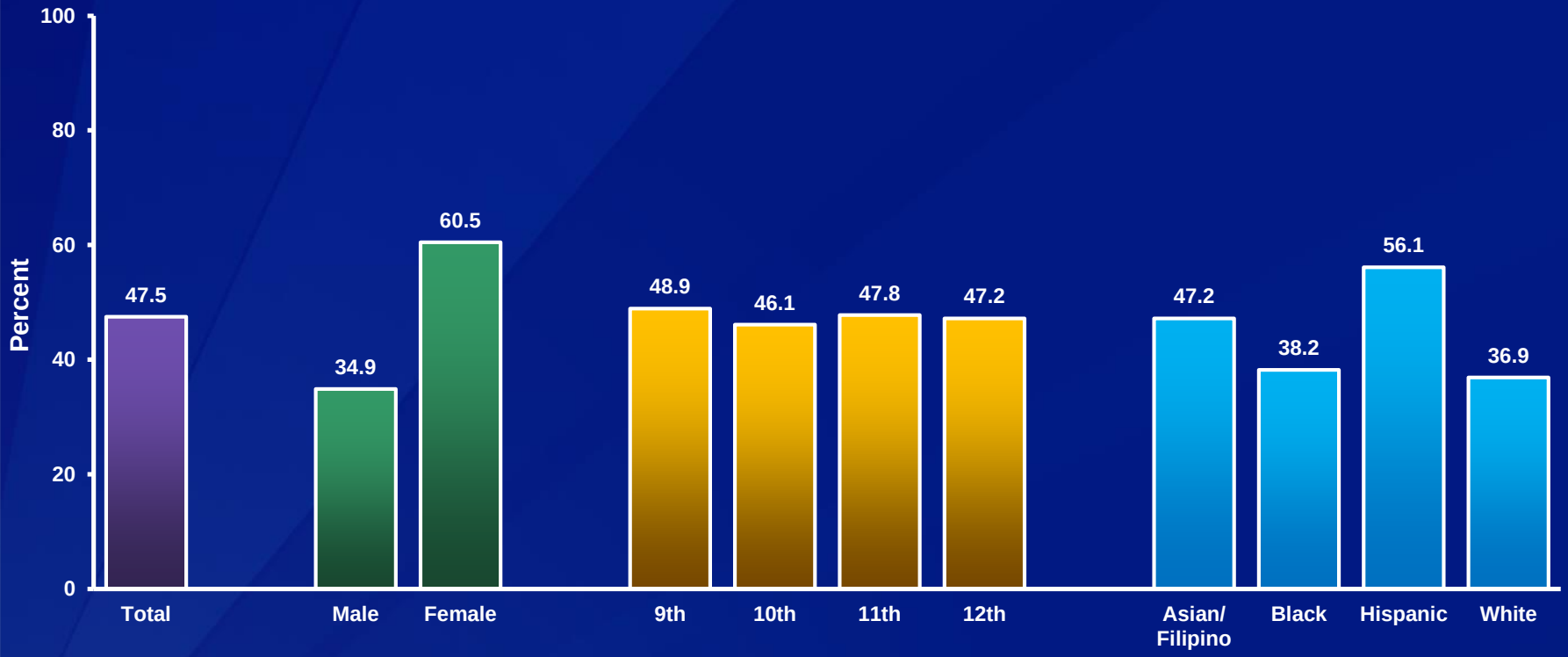


*F > M; A > B, A > W, H > B, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 1991-2015*

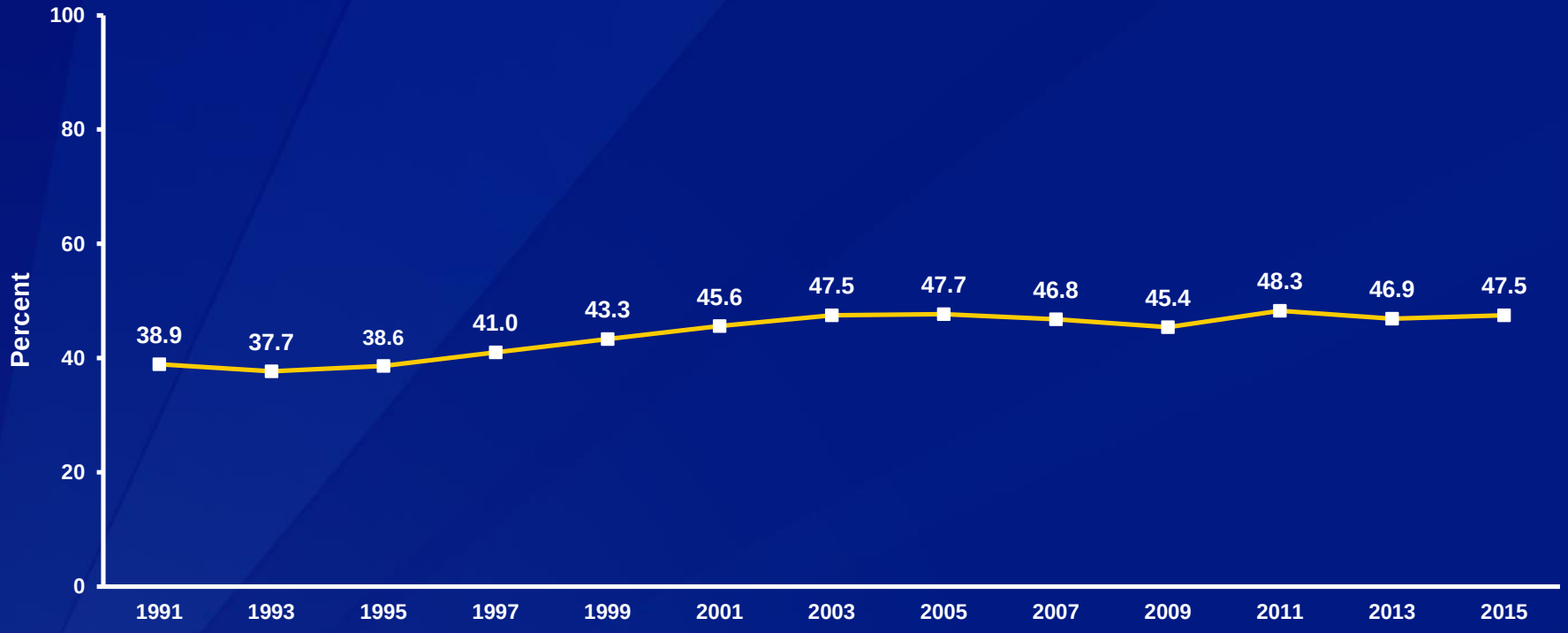
*No change 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Note: This graph contains weighted results.

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



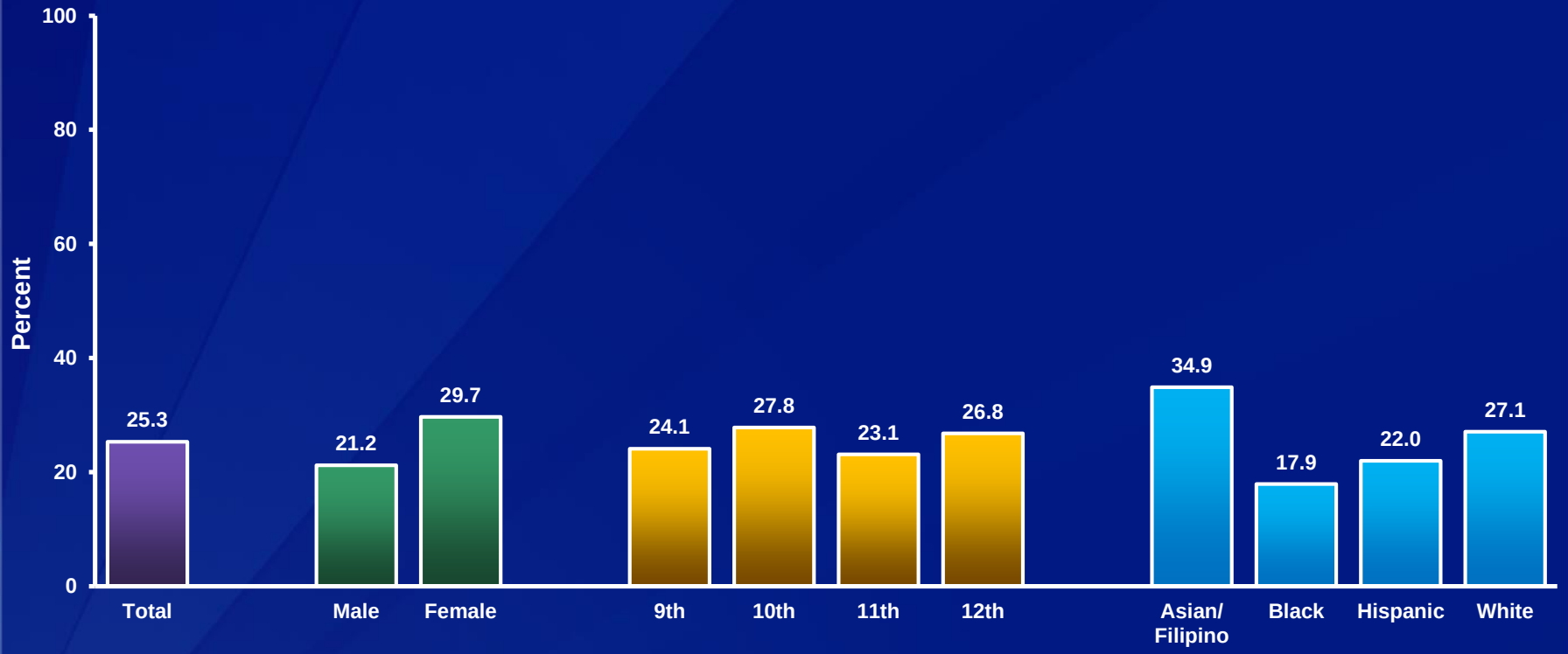
*F > M; A > W, H > A, H > B, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Trying to Lose Weight, 1991-2015*



*Increased 1991-2015, increased 1991-2003, no change 2003-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Note: This graph contains weighted results.

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



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

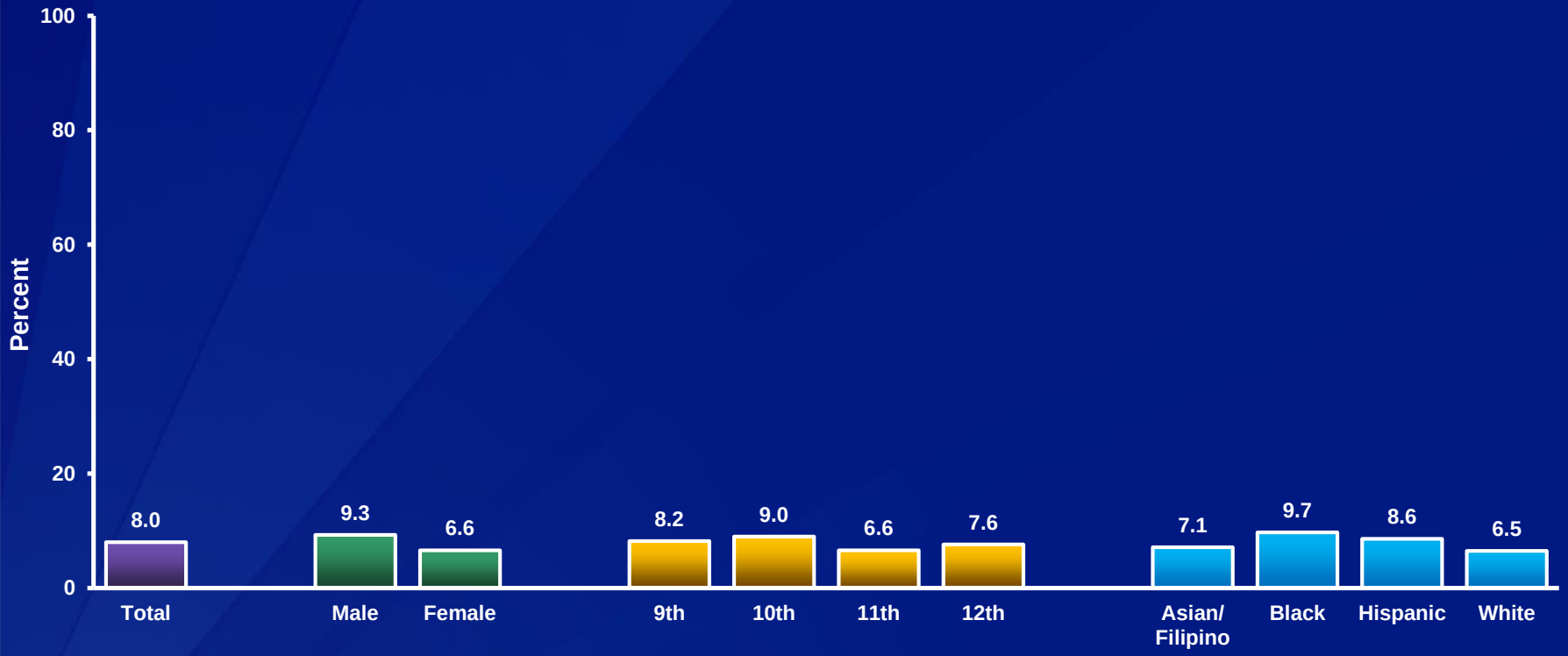
Percentage of High School Students Who Did Not Drink Fruit Juice,* 1999-2015†

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

†Increased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

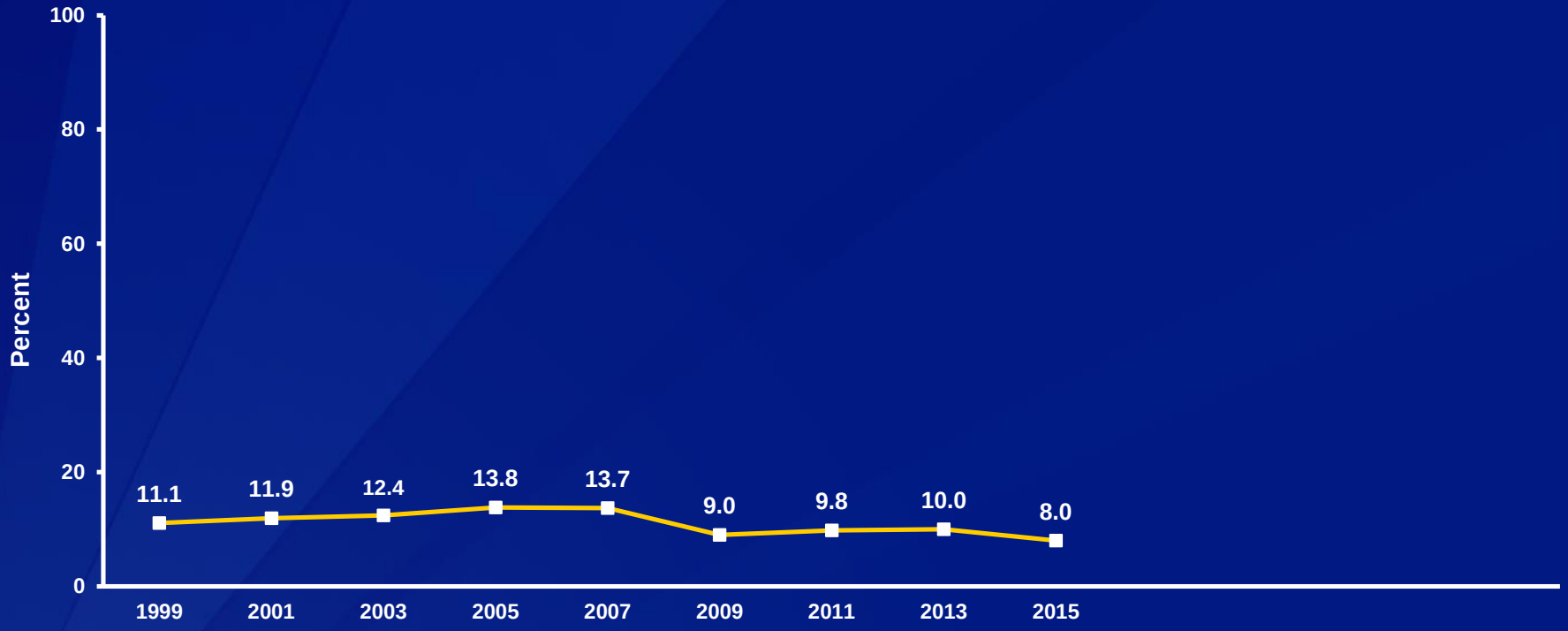
Note: This graph contains weighted results.

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



*One or more times 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.

Percentage of High School Students Who Did Not Eat Fruit,* 1999-2015†

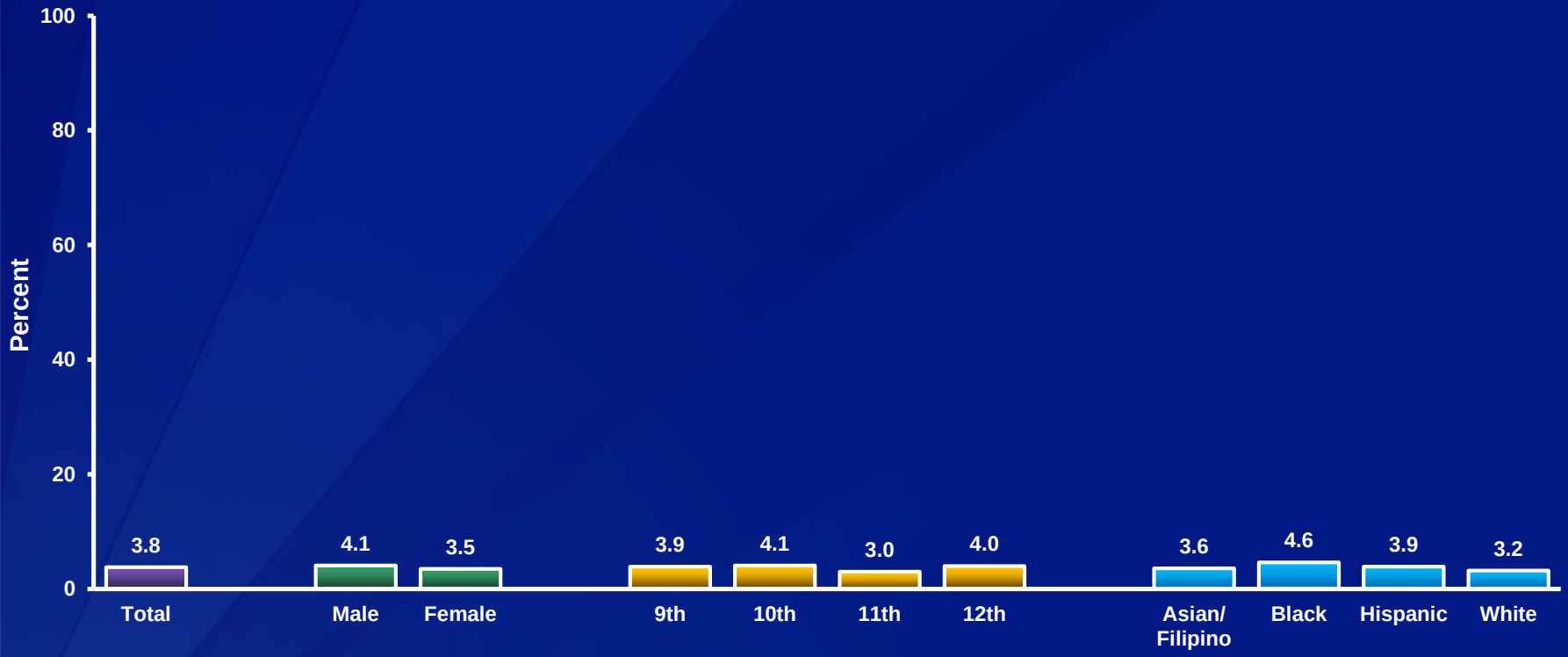


*One or more times during the 7 days before the survey

†Decreased 1999-2015, increased 1999-2005, decreased 2005-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

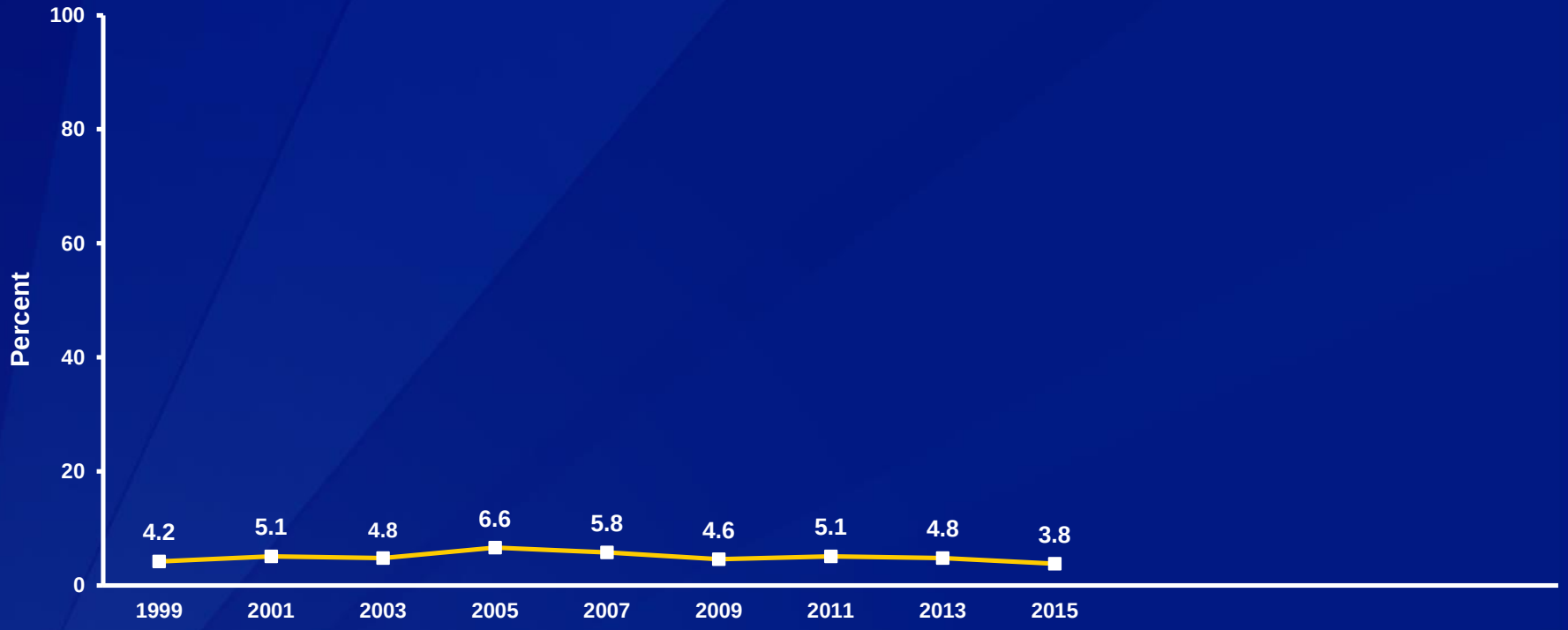
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,* by Sex, Grade, and Race/Ethnicity, 2015



*During the 7 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,* 1999-2015†

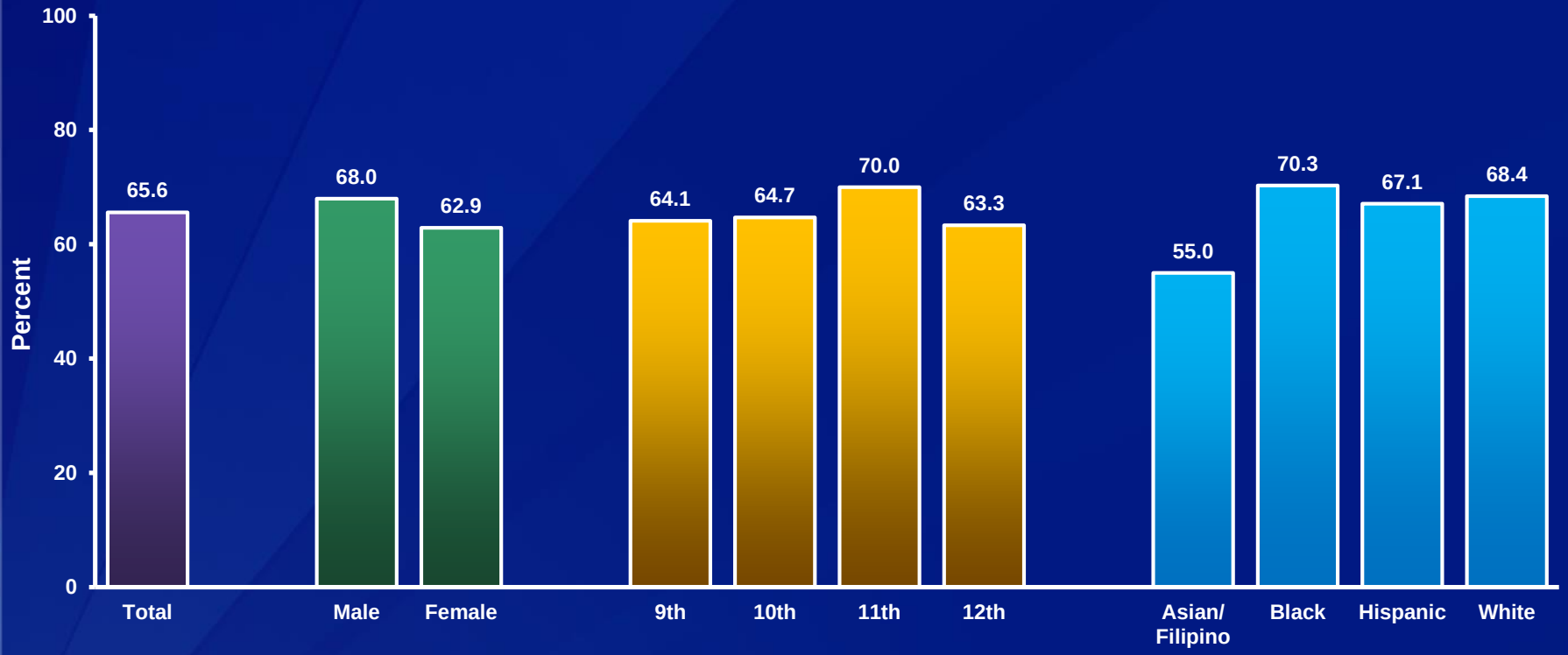


*During the 7 days before the survey

†Increased, 1999-2005, decreased, 2005-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



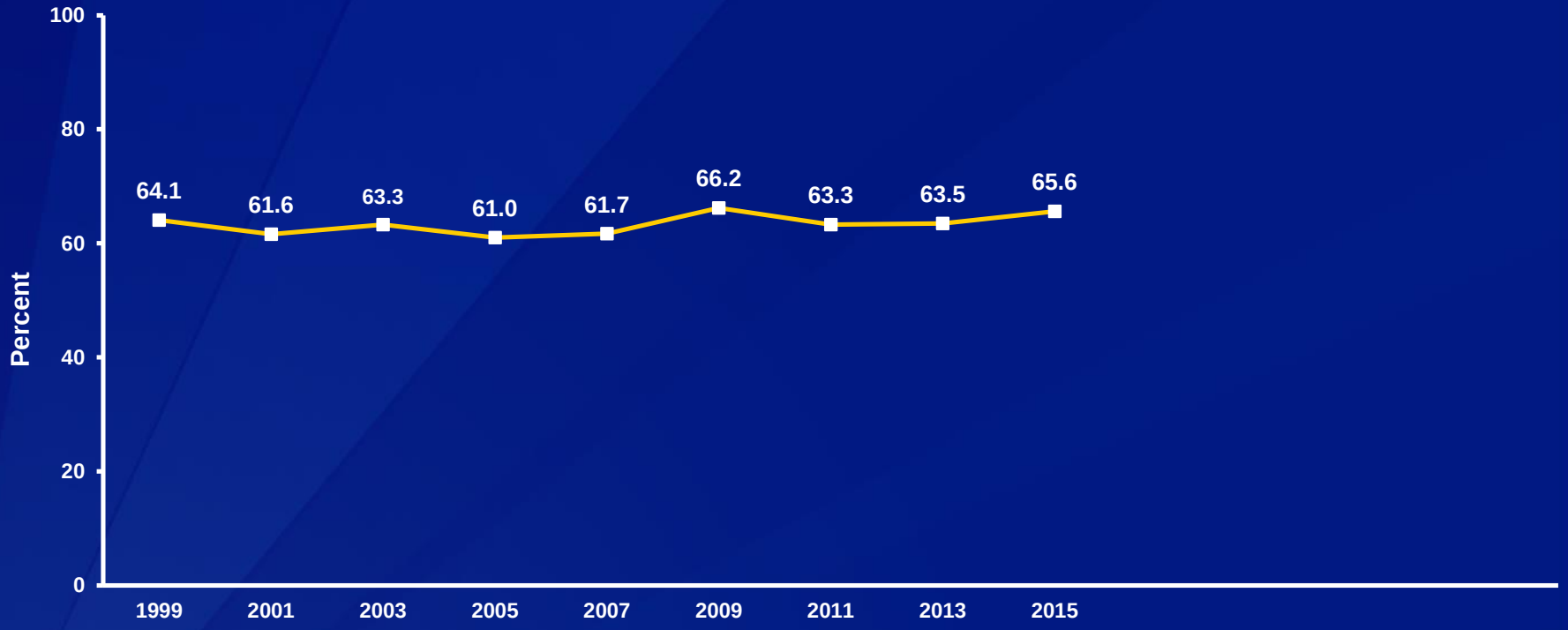
*During the 7 days before the survey

†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 Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,* 1999-2015†

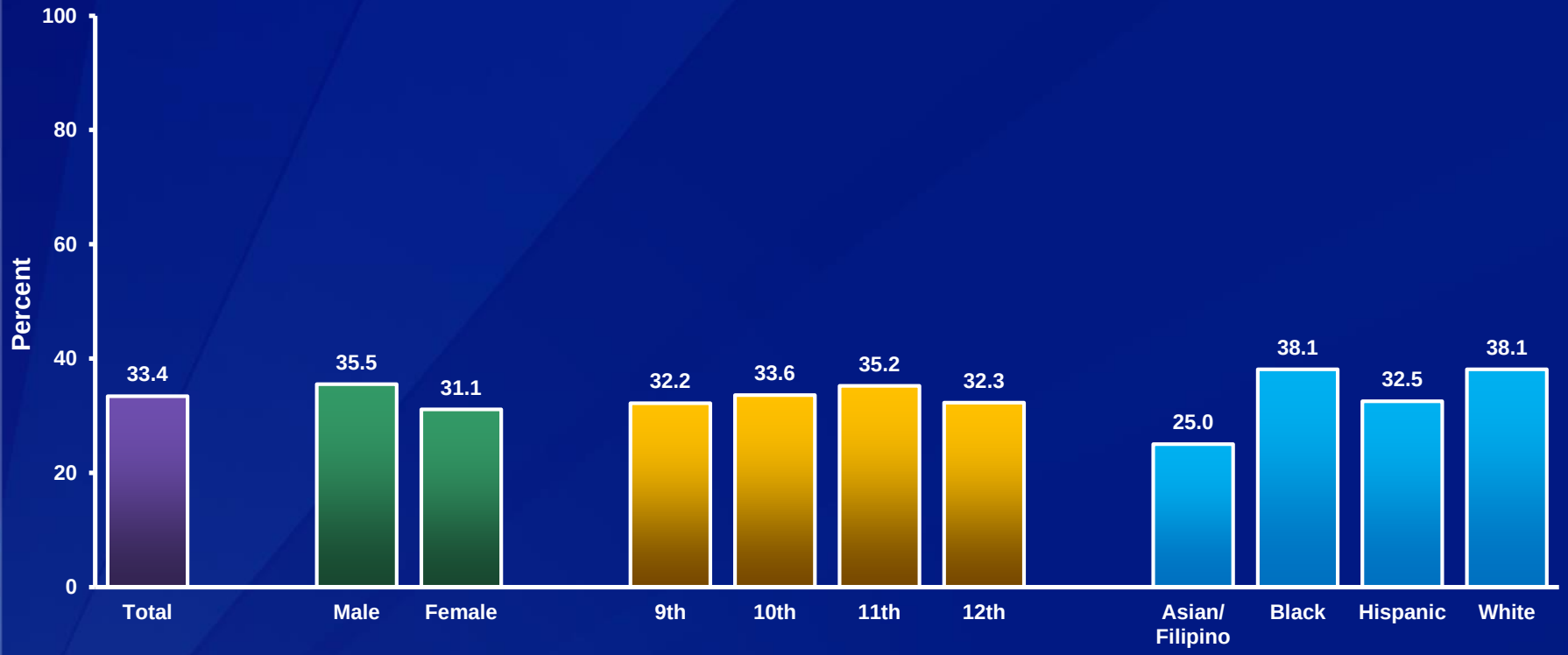


*During the 7 days before the survey

†No change 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



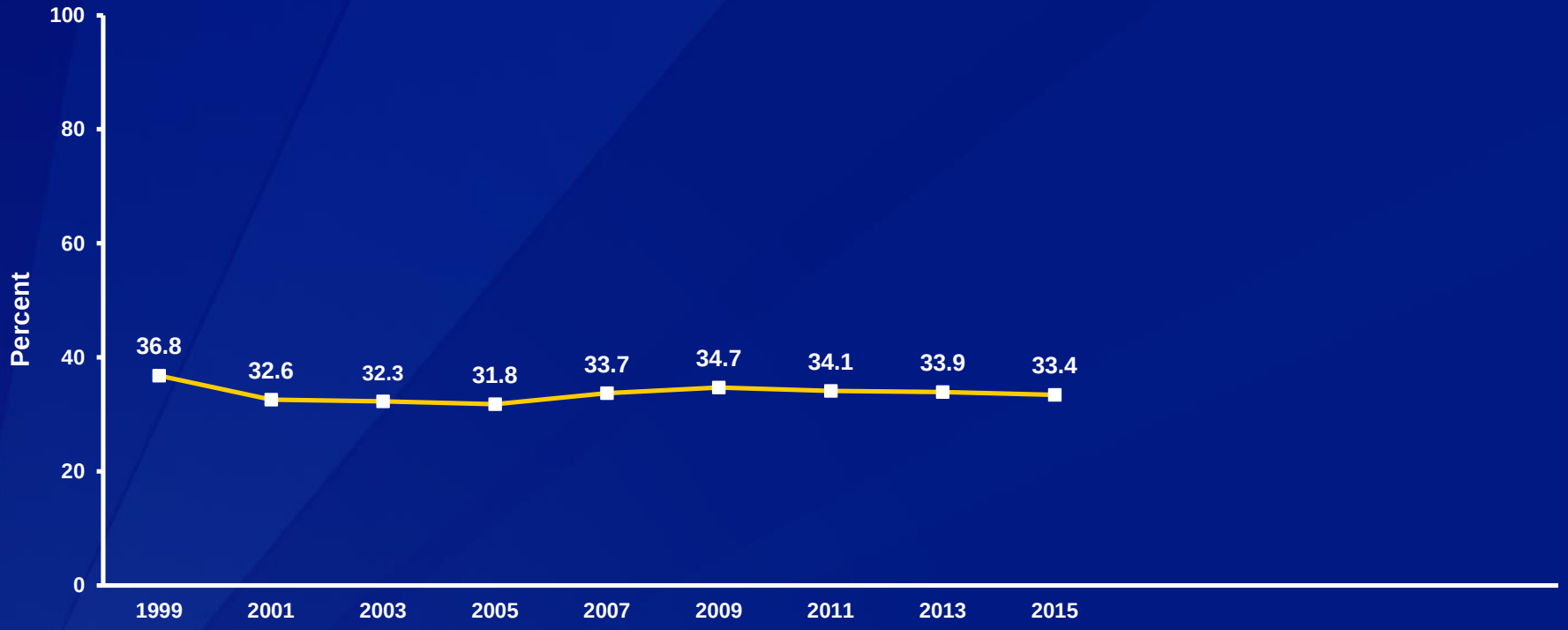
*During the 7 days before the survey

†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 Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,* 1999-2015†

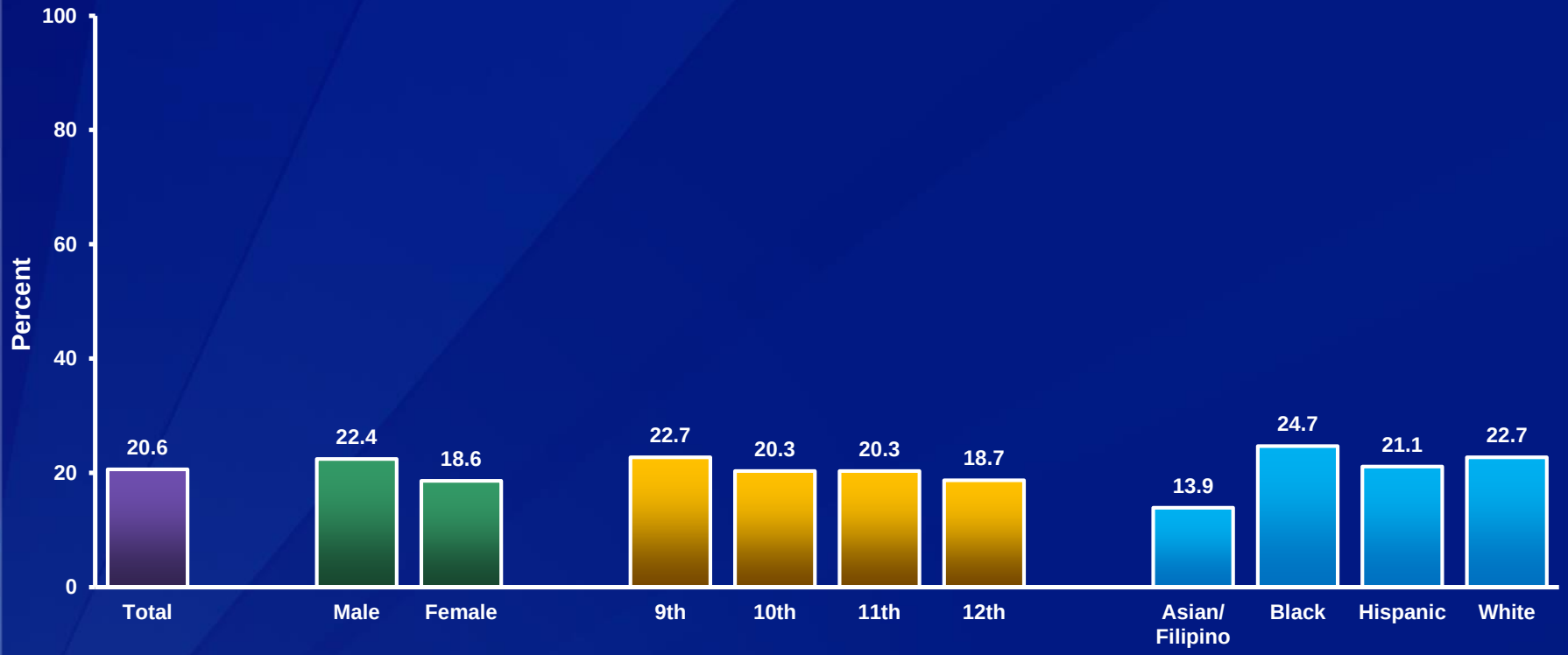


*During the 7 days before the survey

†No change 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



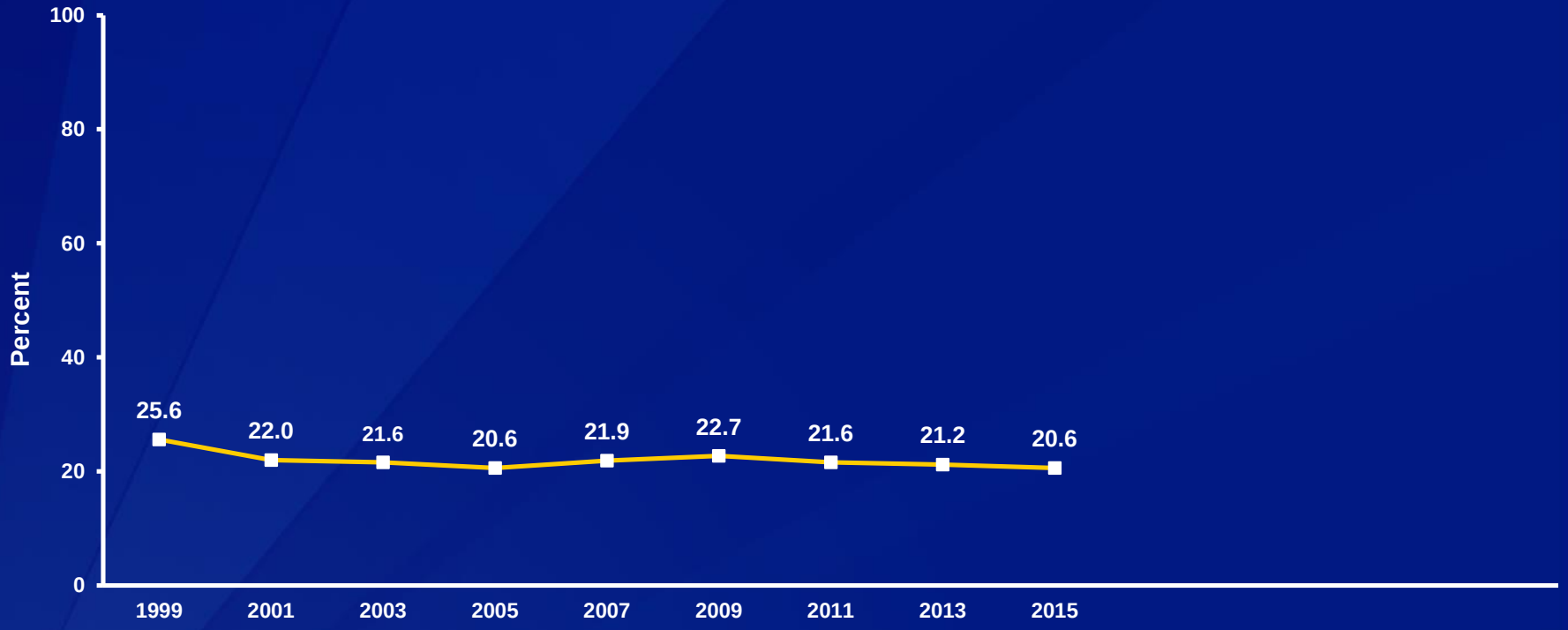
*During the 7 days before the survey

†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 Ate Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* 1999-2015†

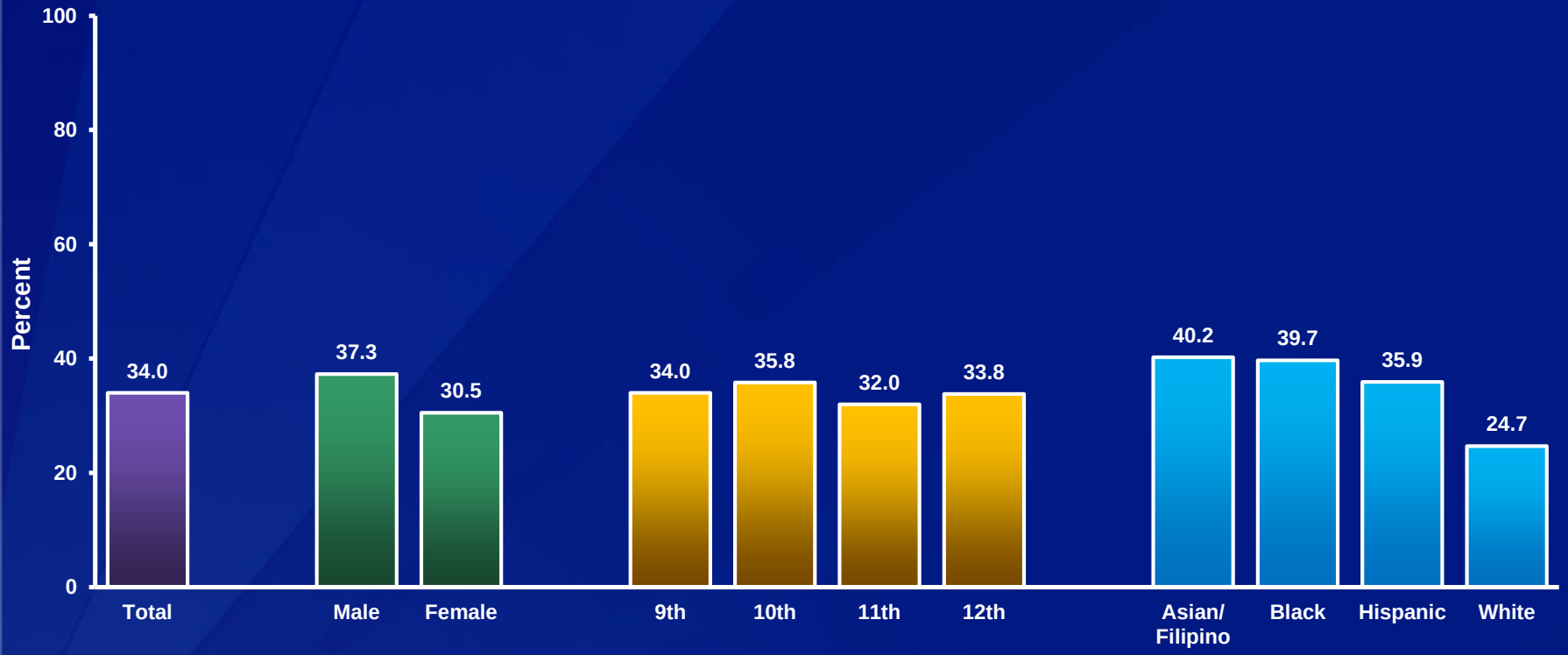


*During the 7 days before the survey

†Decreased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*During the 7 days before the survey

†M > F; A > W, 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.

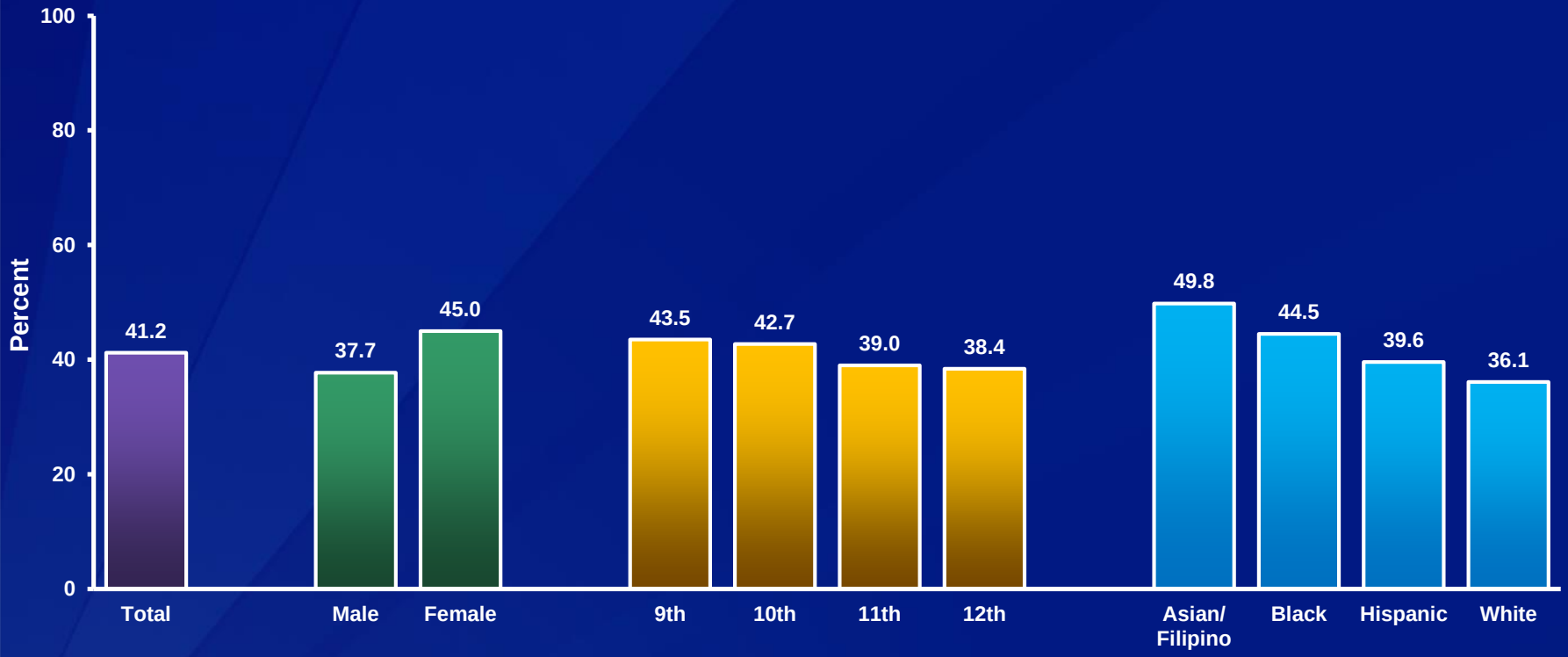
Percentage of High School Students Who Did Not Eat Salad,* 1999-2015†

*During the 7 days before the survey

†No change, 1999-2011, decreased, 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



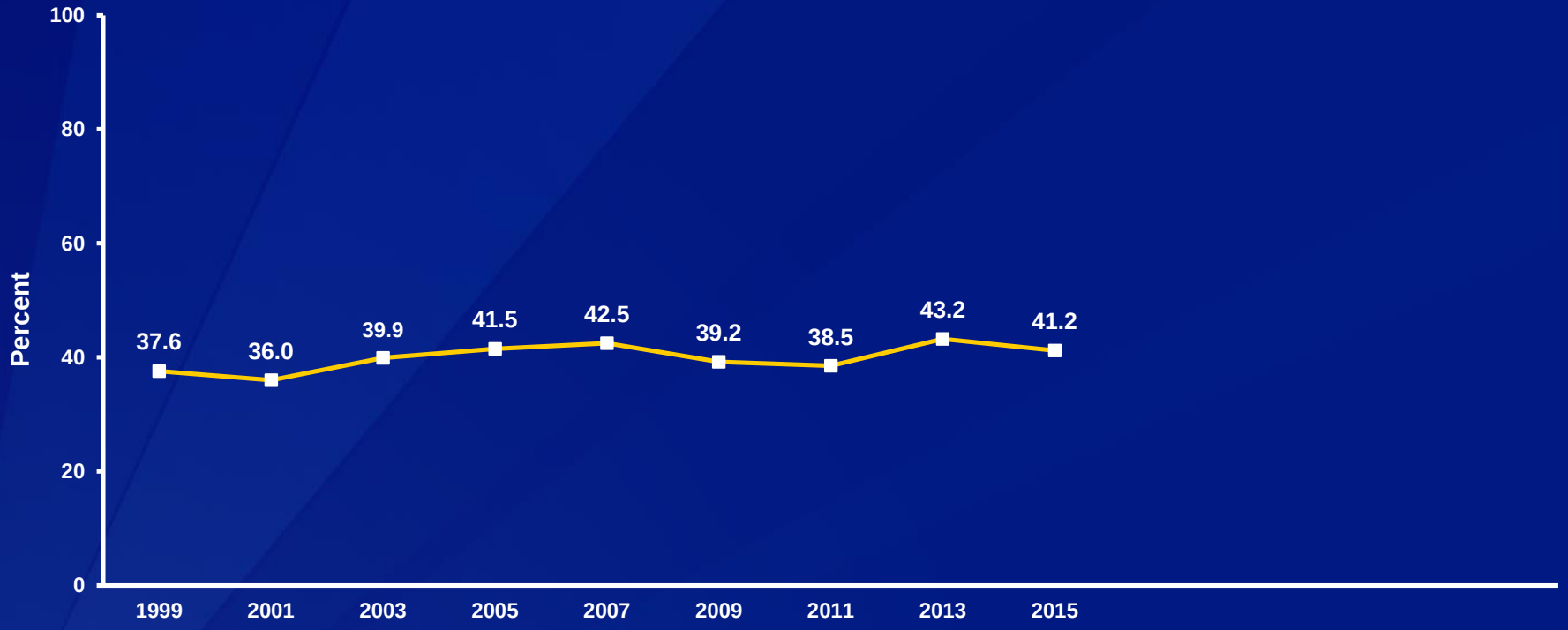
*During the 7 days before the survey

†F > M; 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 Eat Potatoes,* 1999-2015†

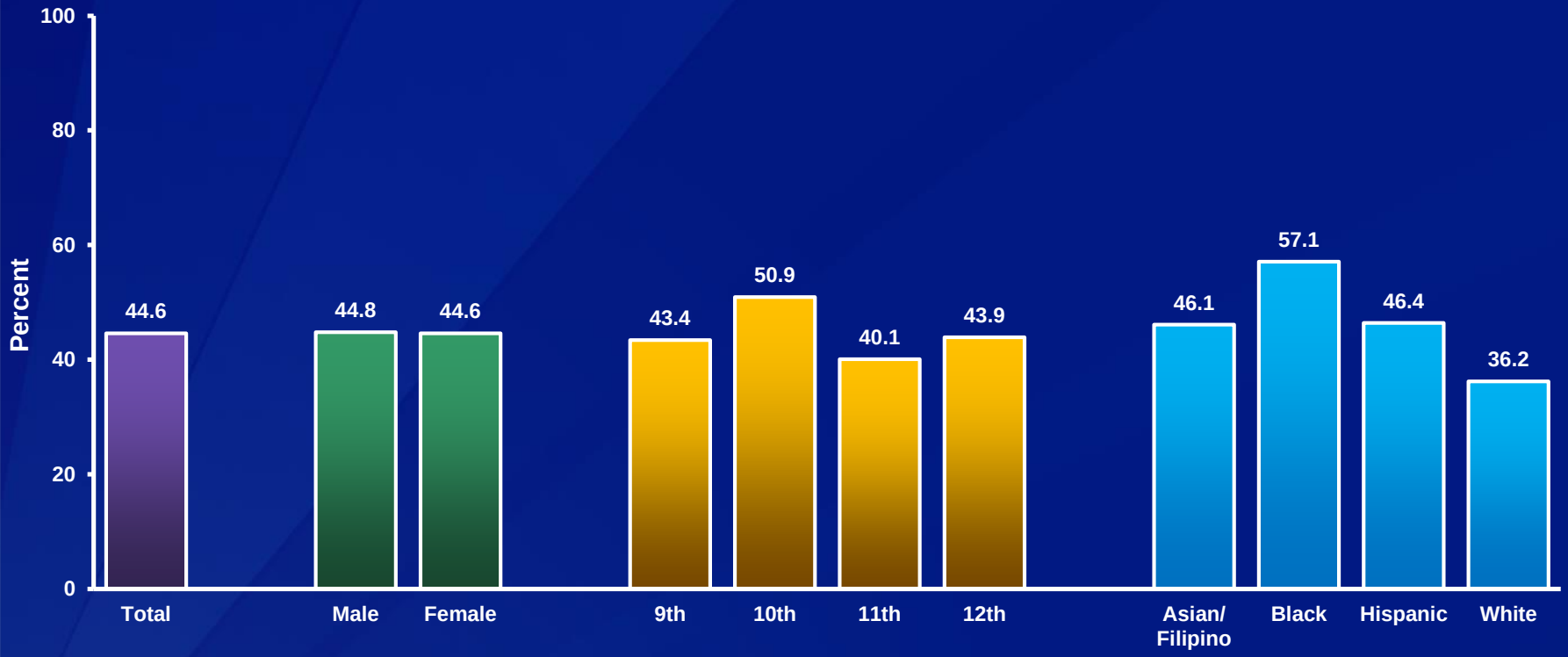


*During the 7 days before the survey

†Increased 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

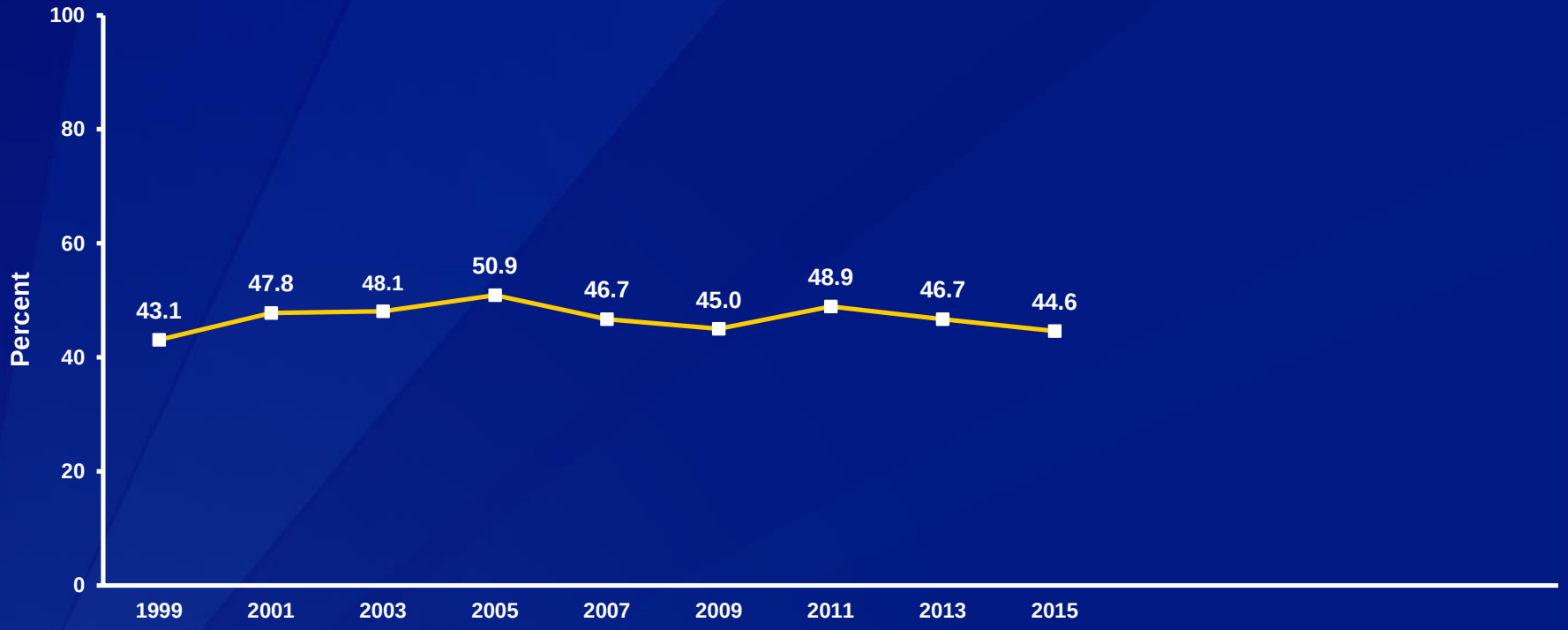
Note: This graph contains weighted results.

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



*During the 7 days before the survey
†10th > 11th, 10th > 12th; A > W, 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 Did Not Eat Carrots,* 1999-2015†

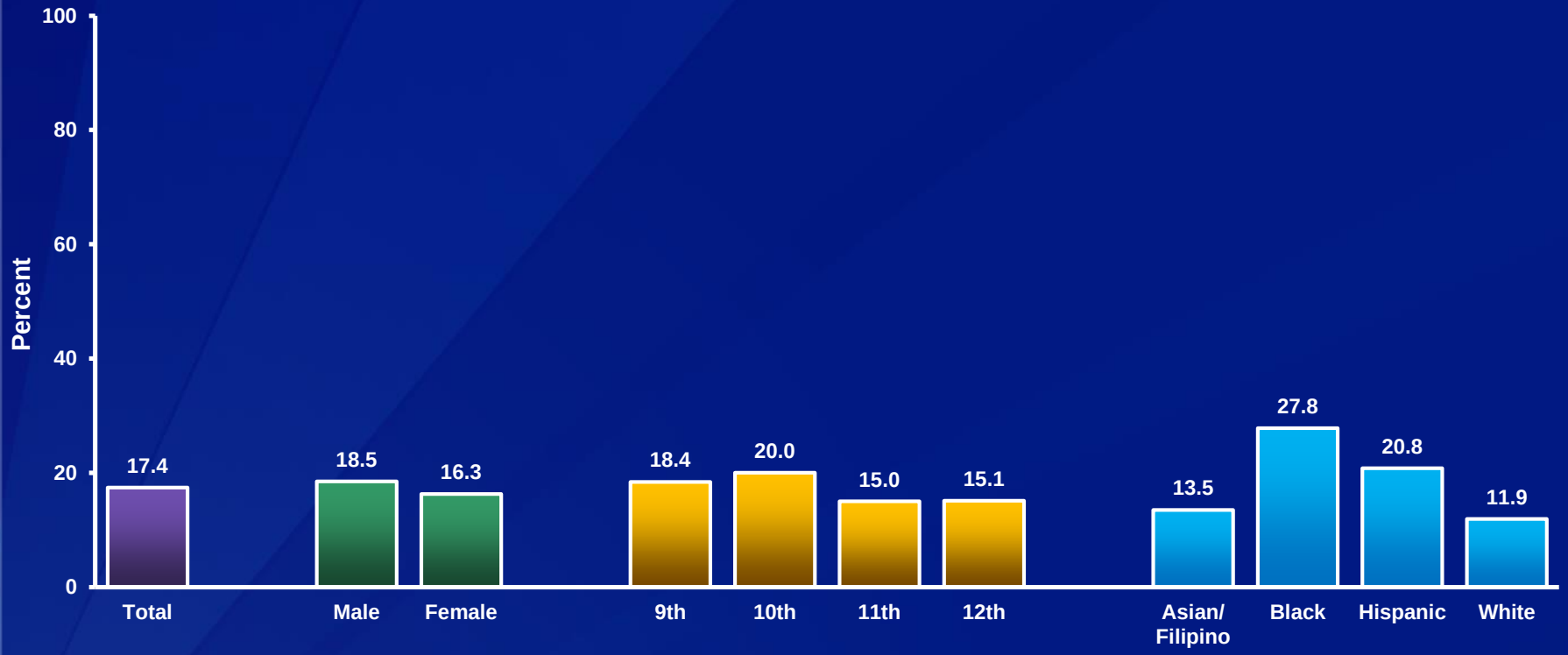


*During the 7 days before the survey

†Increased, 1999-2003, no change, 2003-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



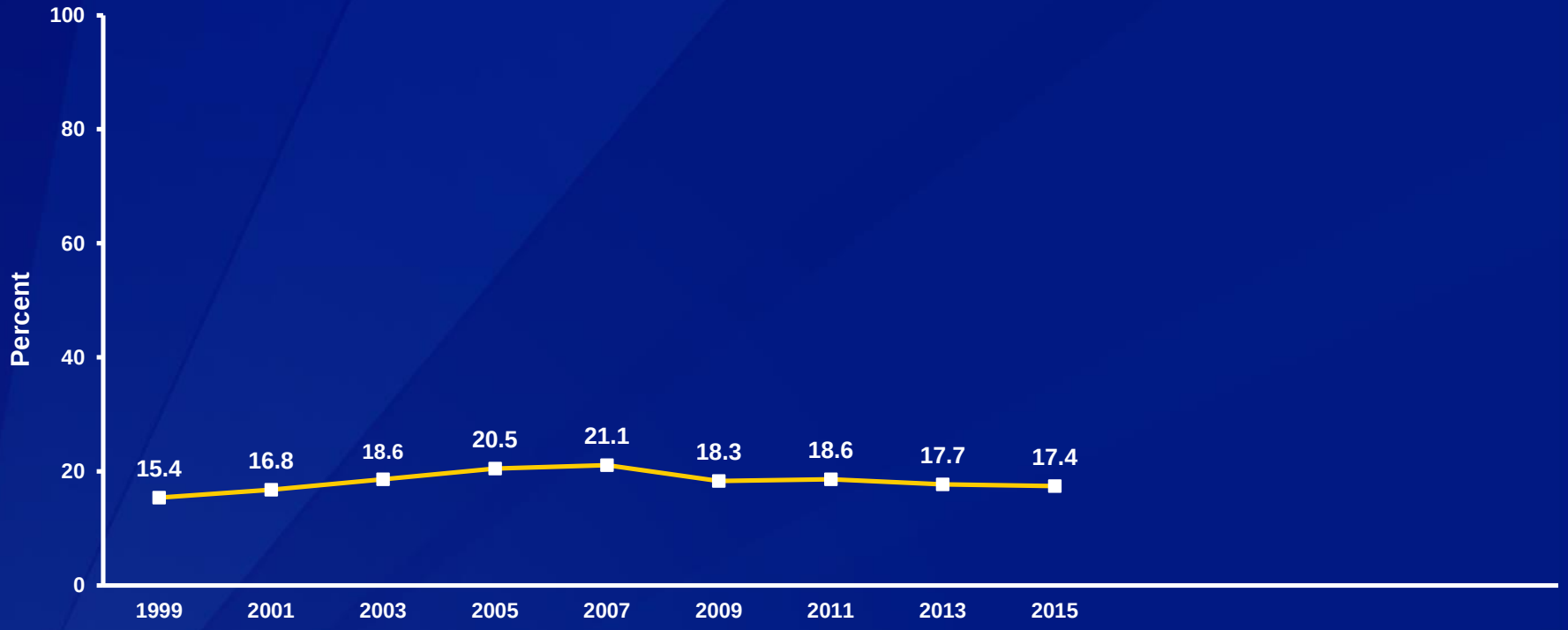
*During the 7 days before the survey

†10th > 11th, 10th > 12th; B > A, B > H, 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,* 1999-2015†

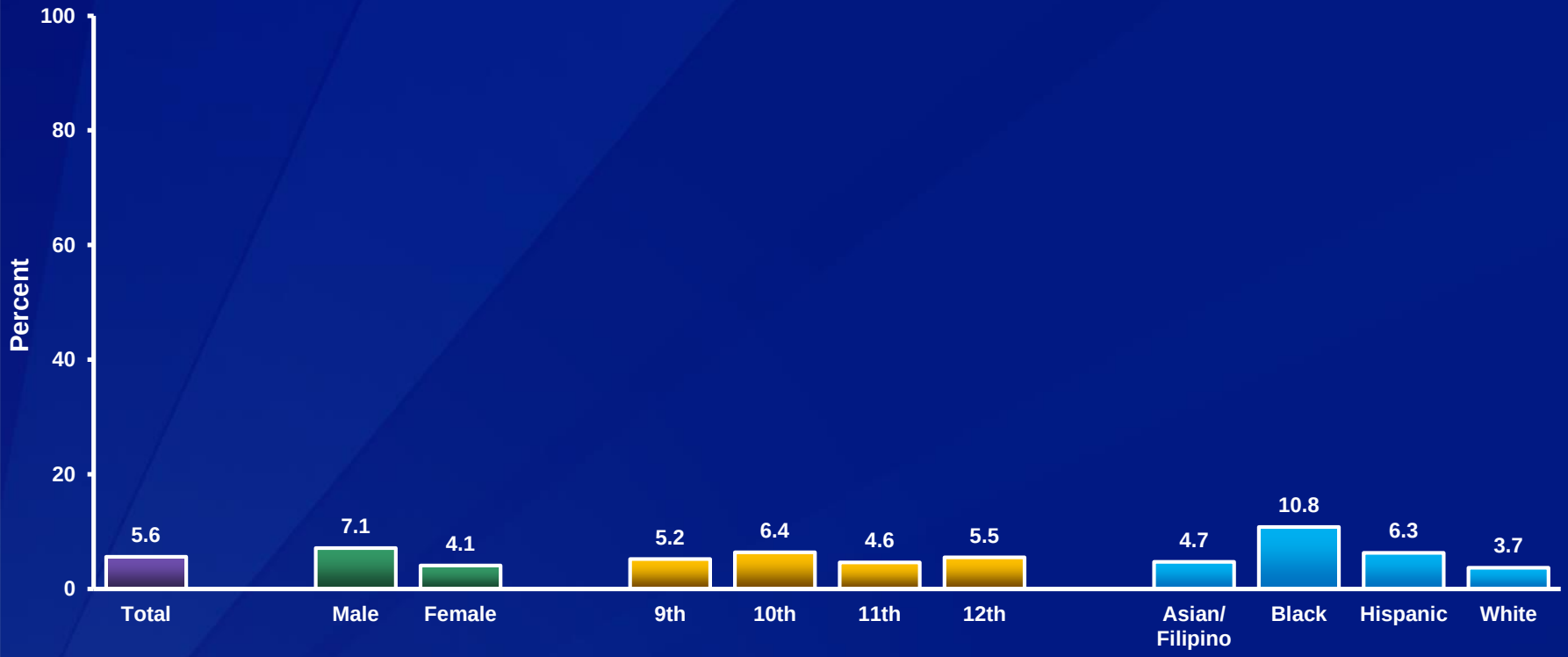


*During the 7 days before the survey

†Increased, 1999-2005, decreased, 2005-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



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

†M > F; 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.

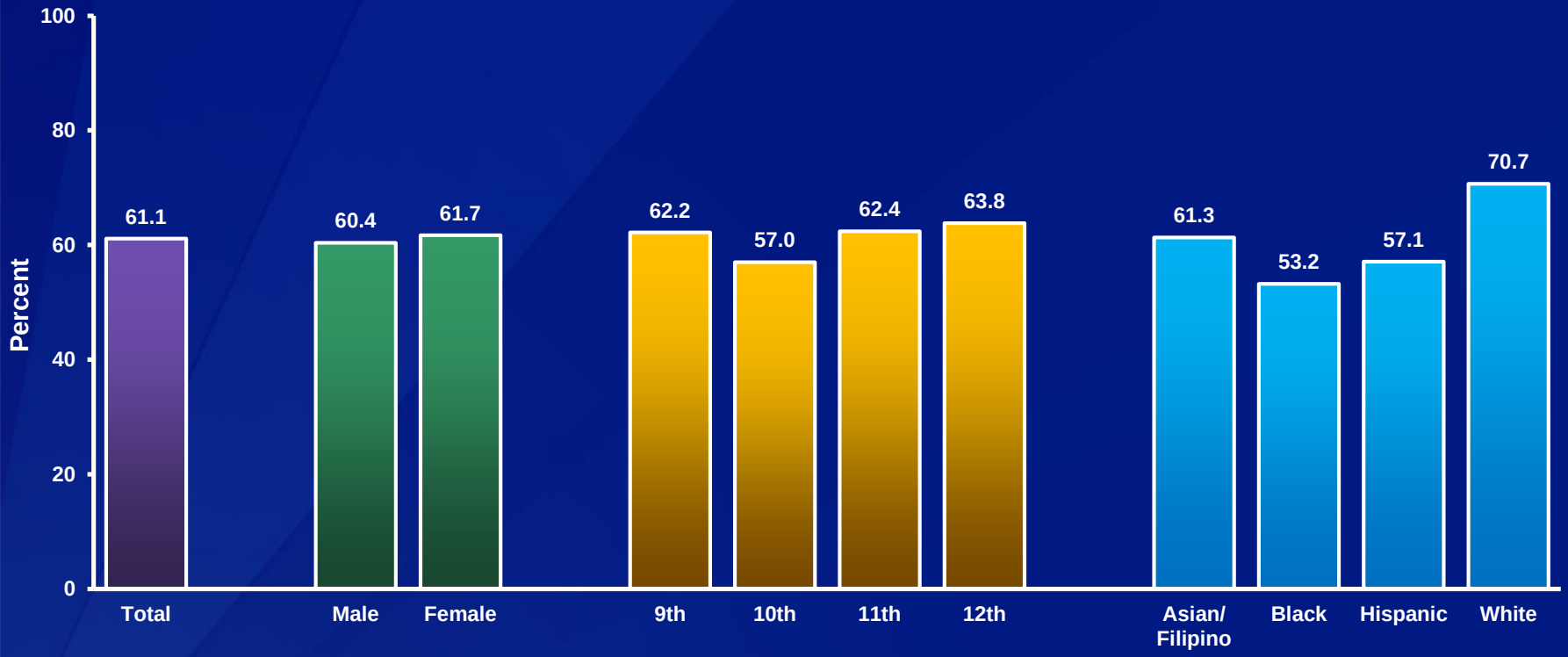
Percentage of High School Students Who Did Not Eat Vegetables,* 1999-2015†

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

†Increased 1999-2015, increased 1999-2005, decreased 2005-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



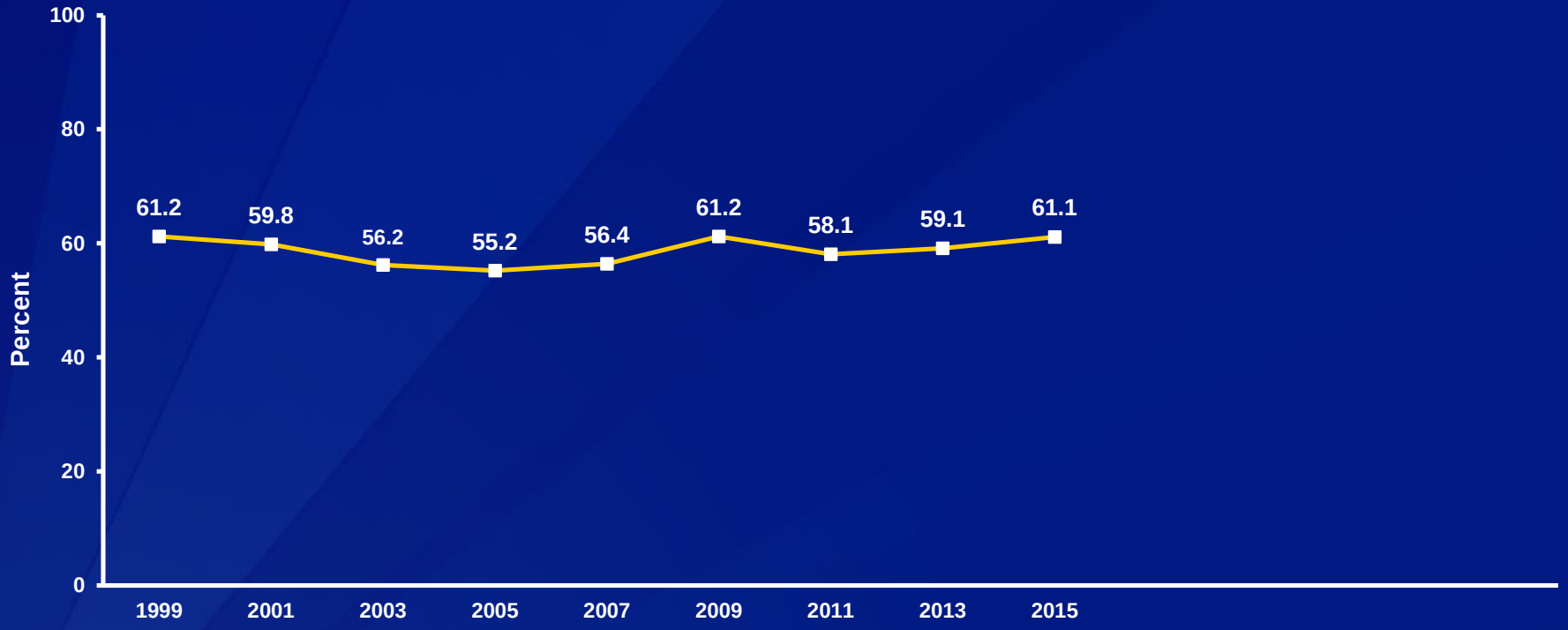
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†12th > 10th; A > B, 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 Ate Vegetables One or More Times Per Day,* 1999-2015†

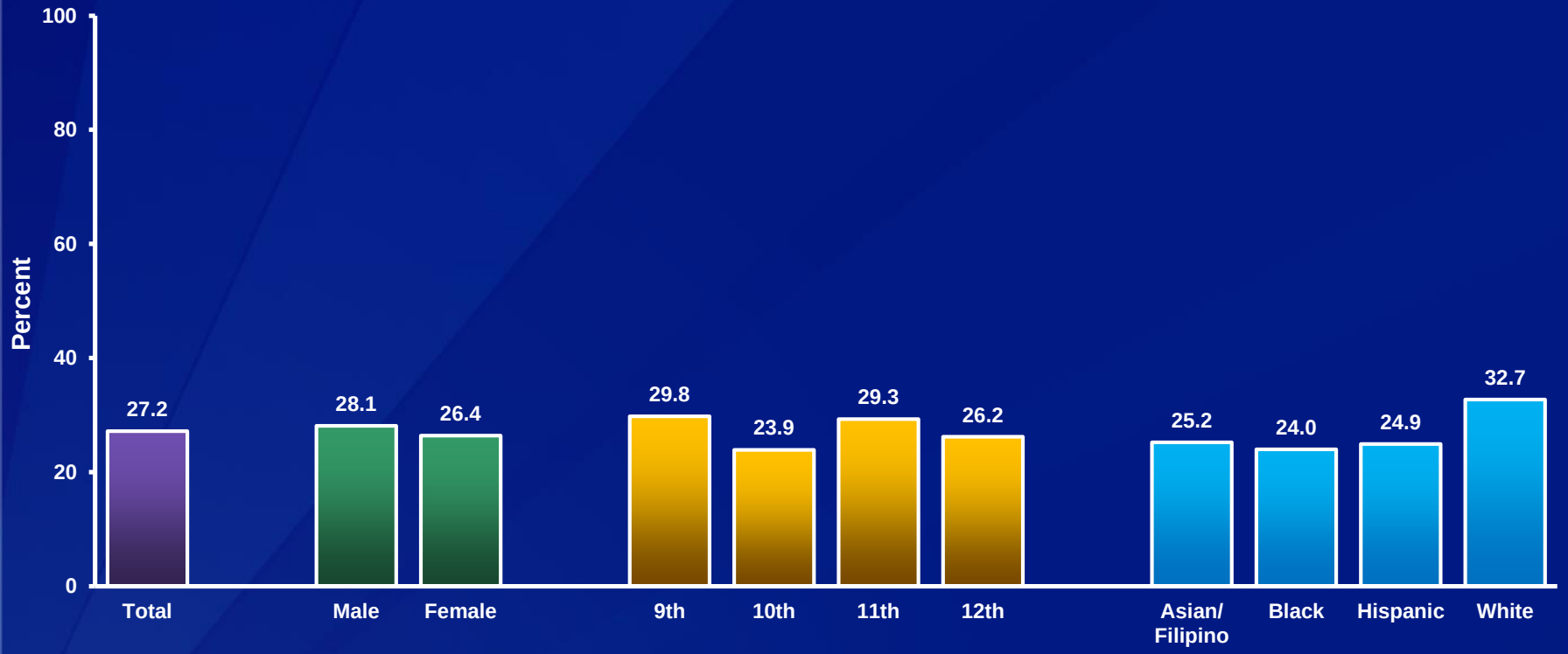


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased, 1999-2003, increased, 2003-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



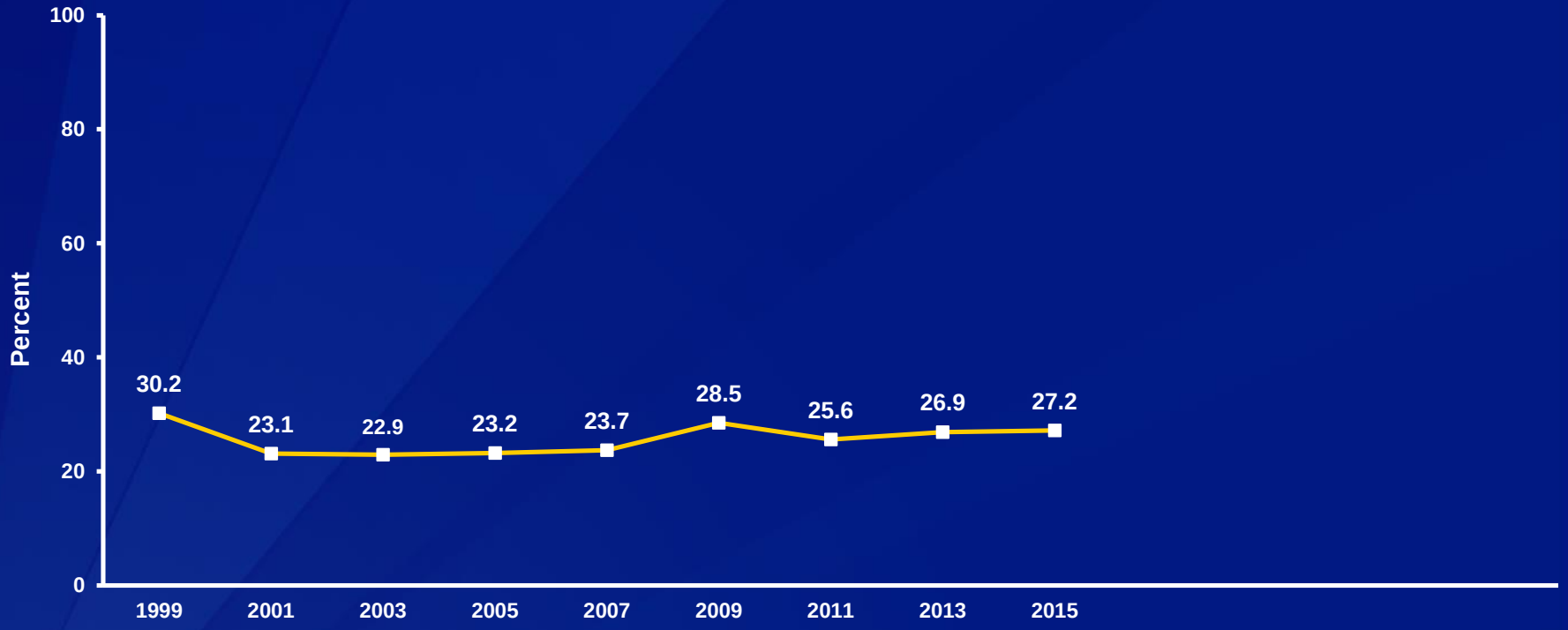
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†W > 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 Ate Vegetables Two or More Times Per Day,* 1999-2015†

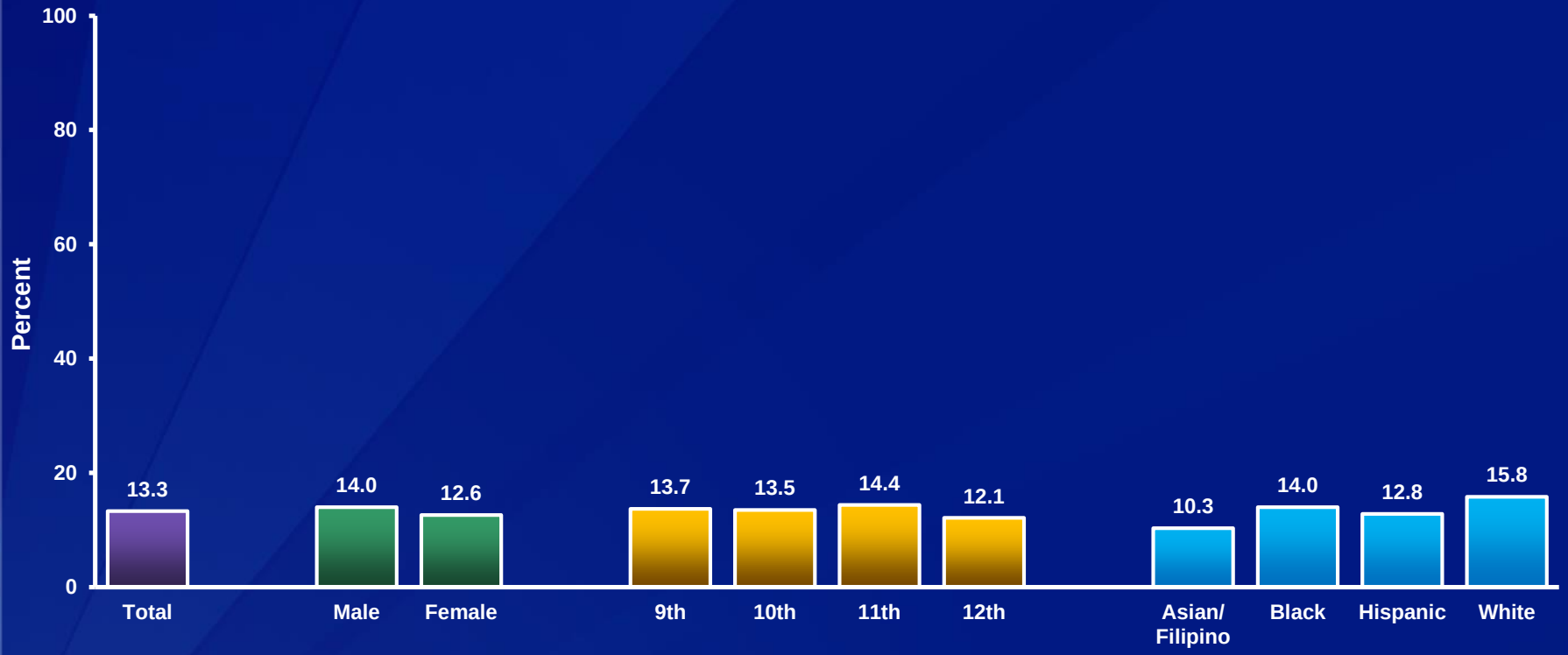


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased, 1999-2003, increased, 2003-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



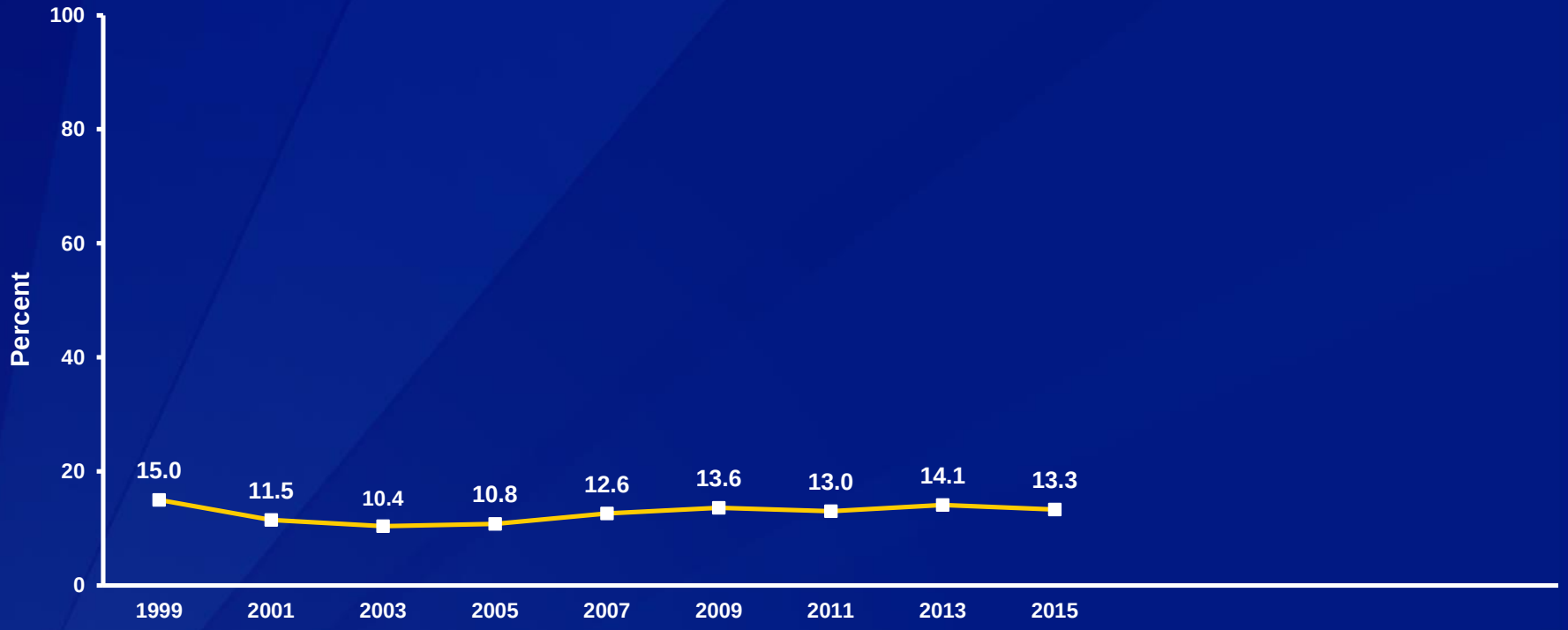
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†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 Ate Vegetables Three or More Times Per Day,* 1999-2015†

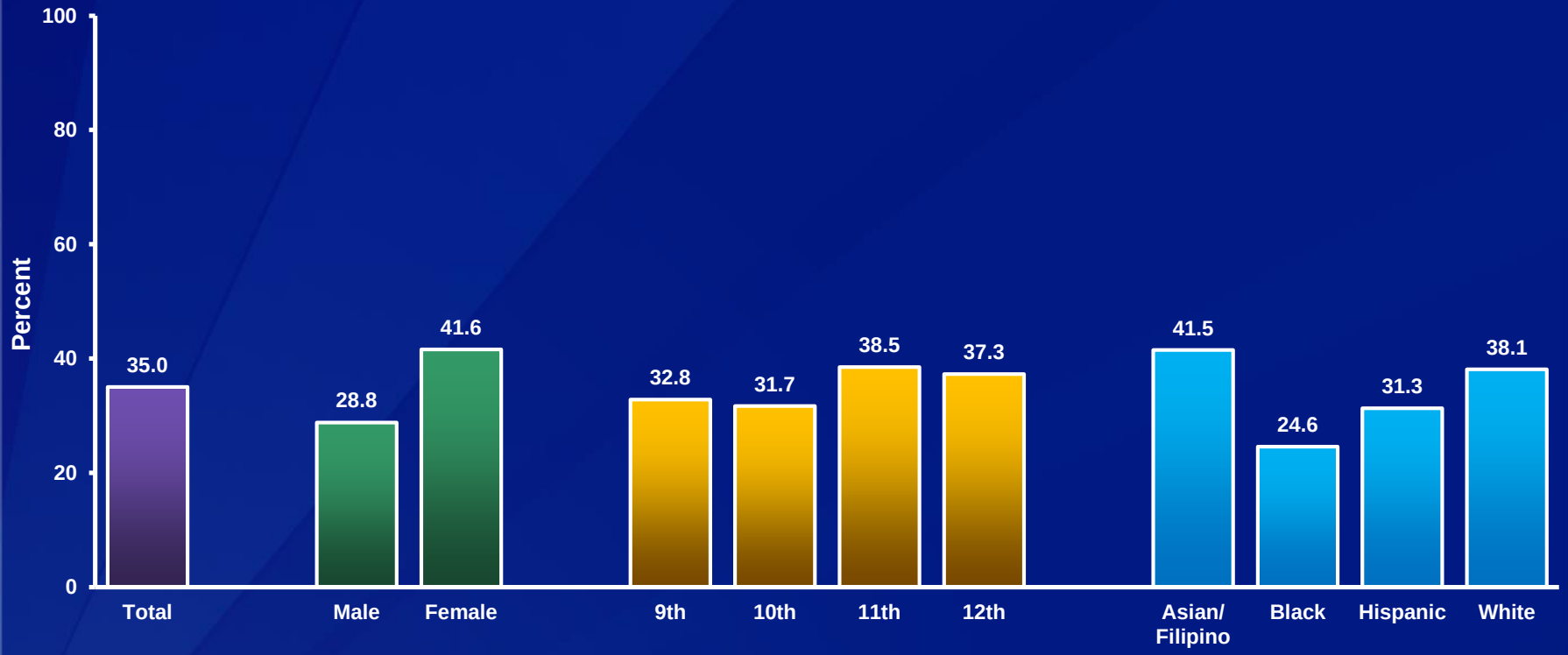


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased, 1999-2003, increased, 2003-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

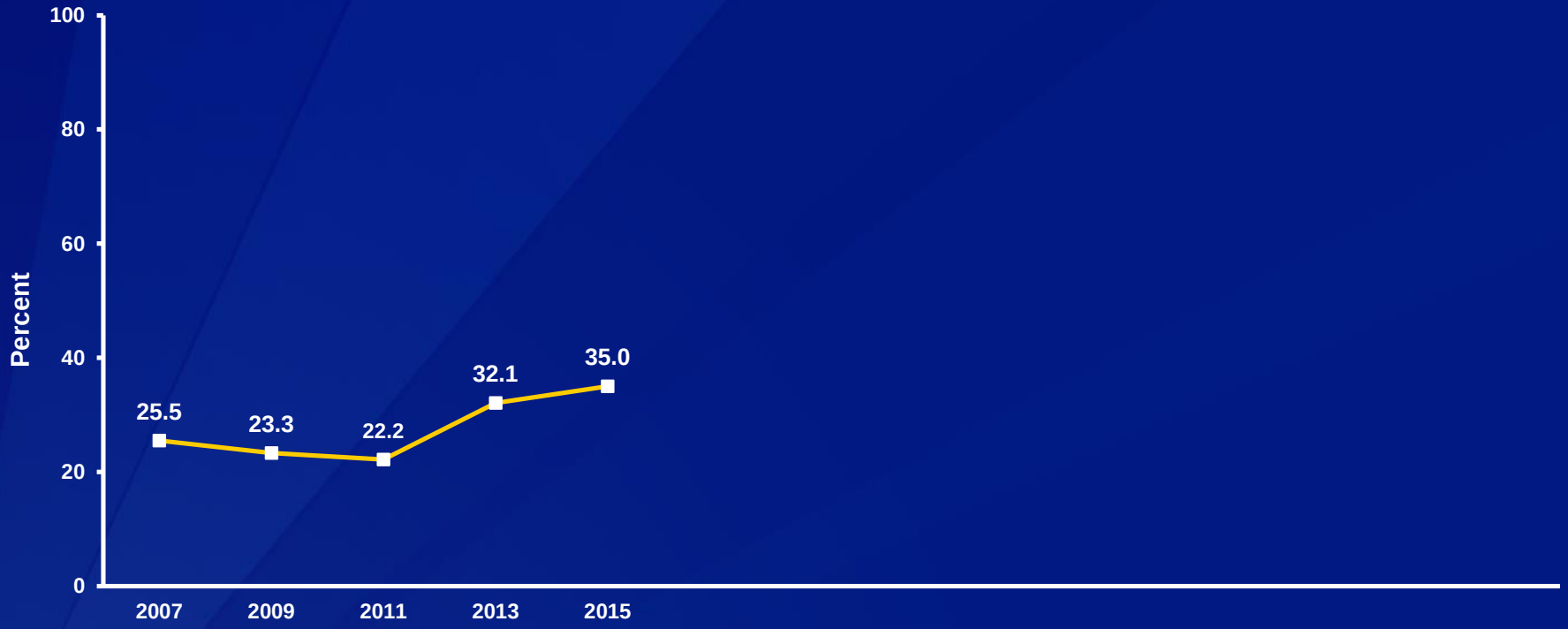
Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* by Sex,† Grade, and Race/Ethnicity,† 2015



*Not including diet soda or diet pop, during the 7 days before the survey
†F > M; 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.

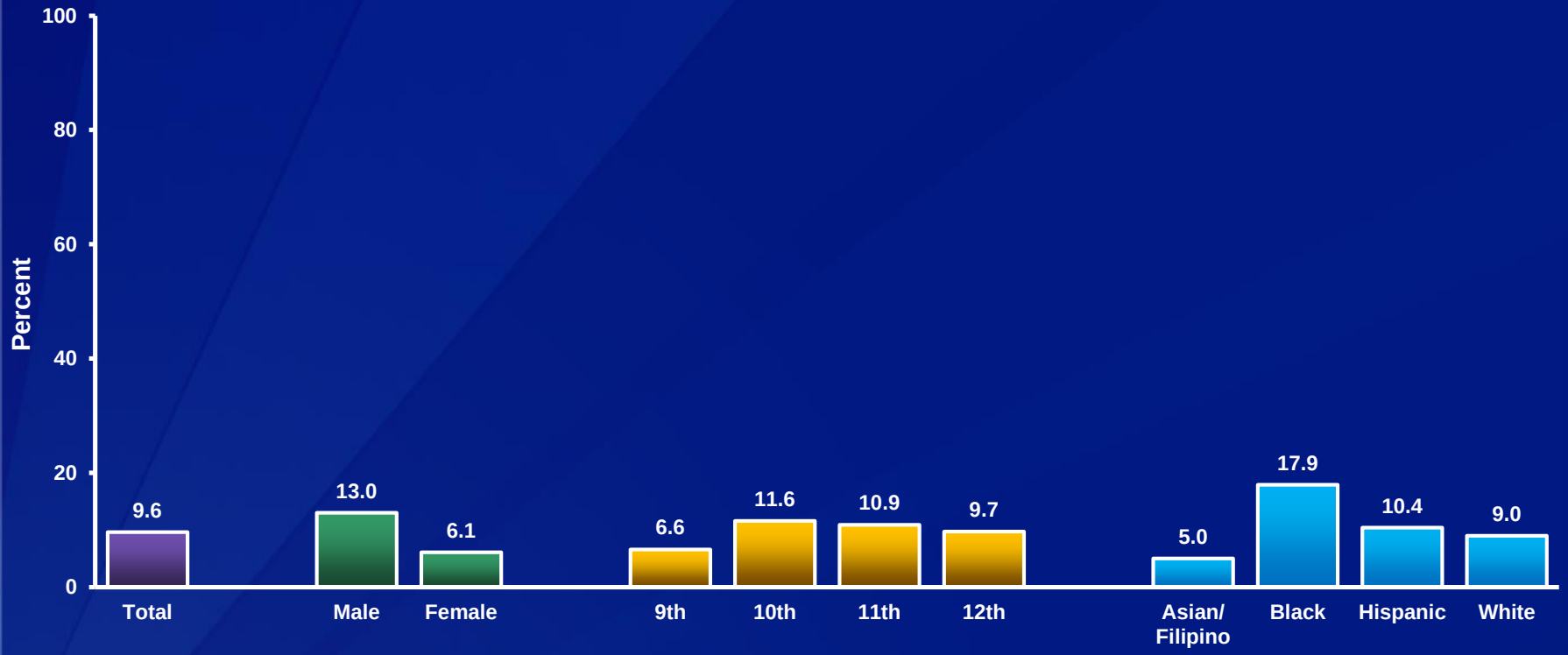
San Diego - YRBS, 2015 - QN77

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



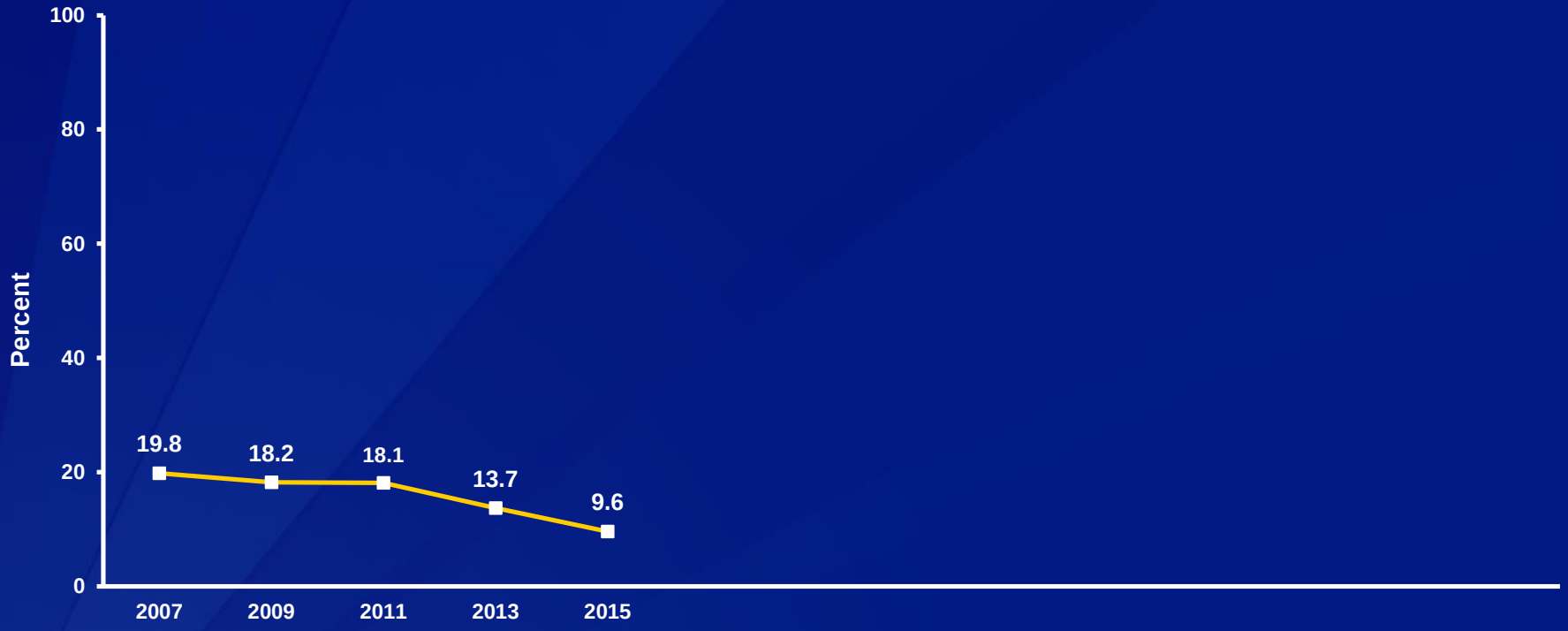
*Not including diet soda or diet pop, during the 7 days before the survey
†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



*Not including diet soda or diet pop, during the 7 days before the survey
†M > F; 10th > 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 Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,* 2007-2015†

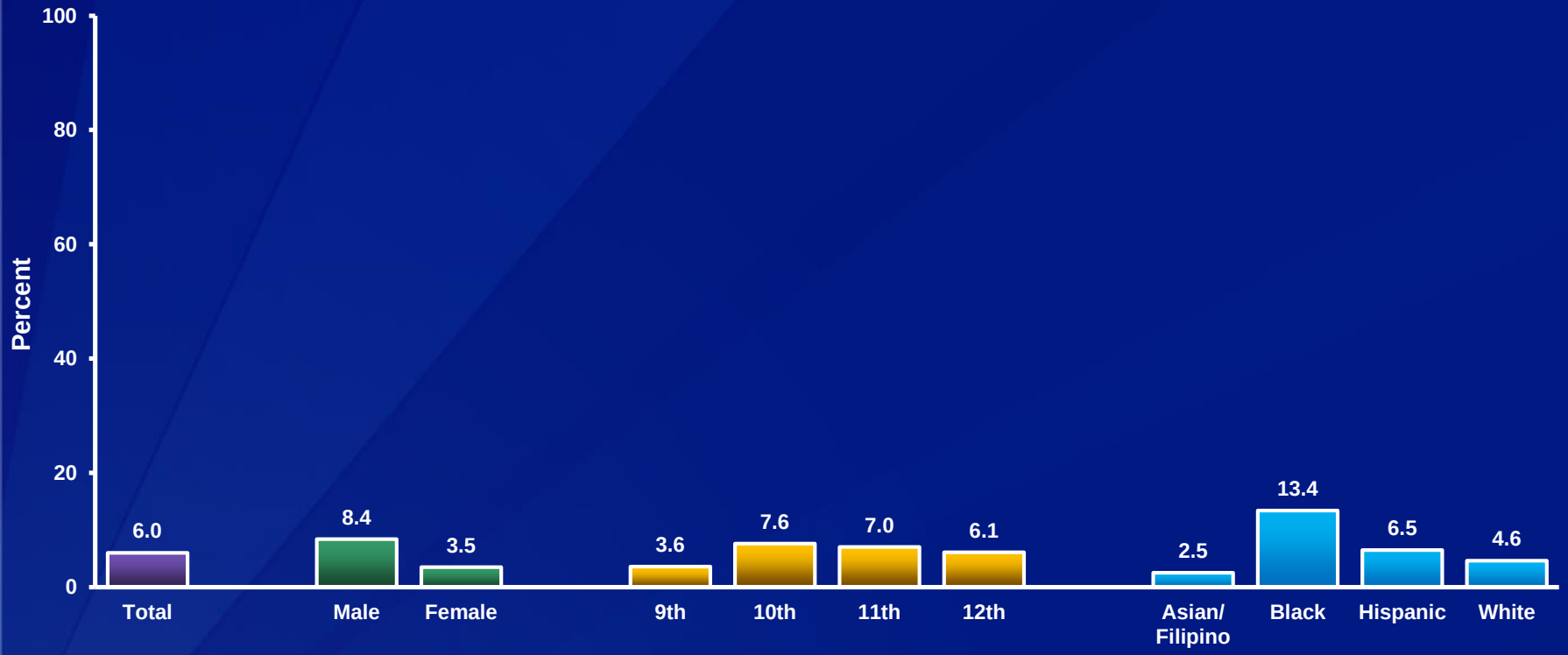


*Not including diet soda or diet pop, during the 7 days before the survey

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

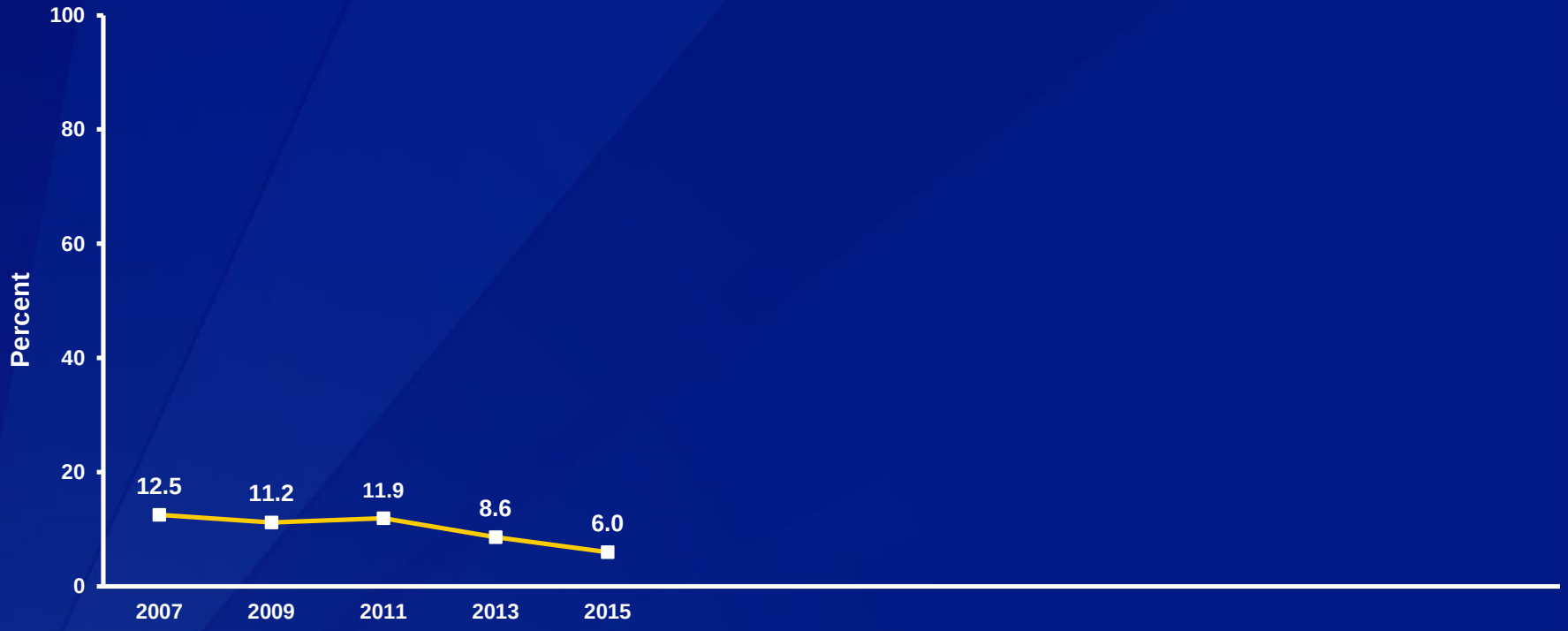
Note: This graph contains weighted results.

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



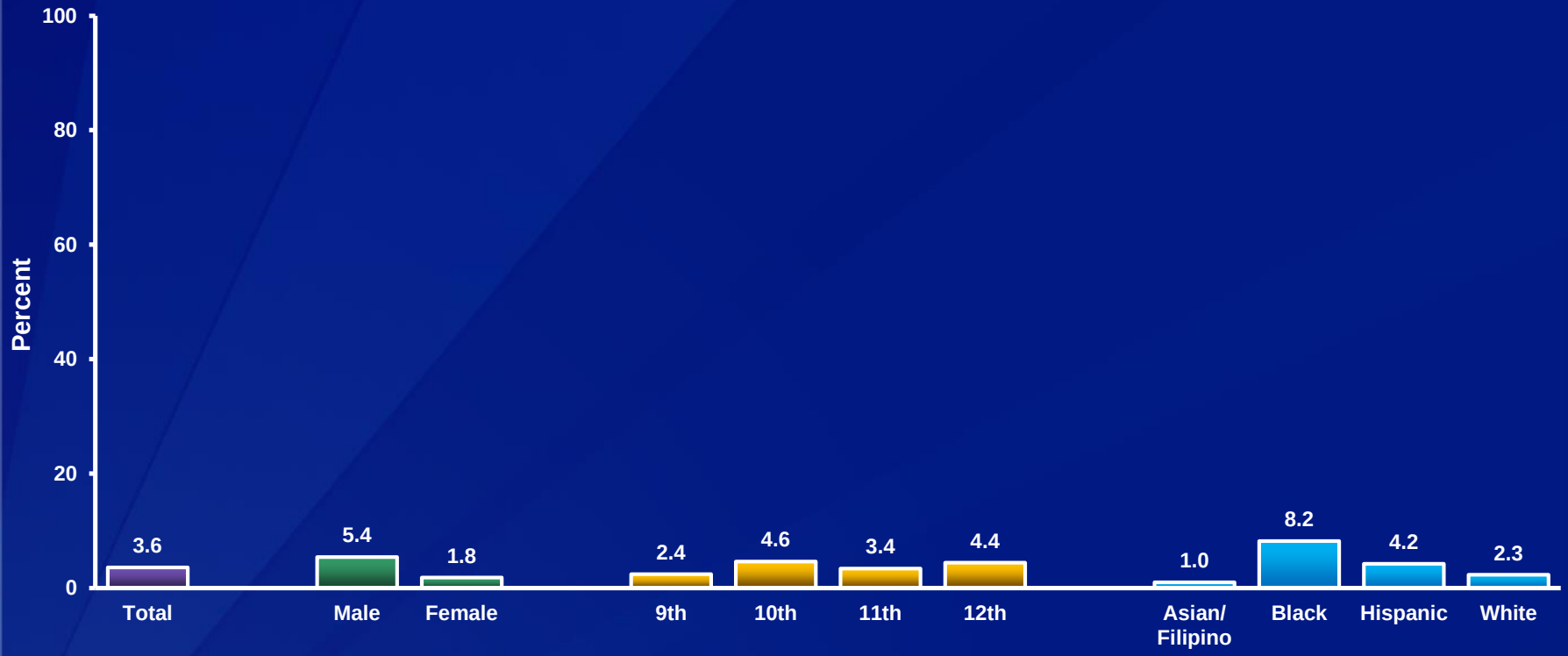
*Not including diet soda or diet pop, during the 7 days before the survey
†M > F; 10th > 9th; B > A, B > H, B > W, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



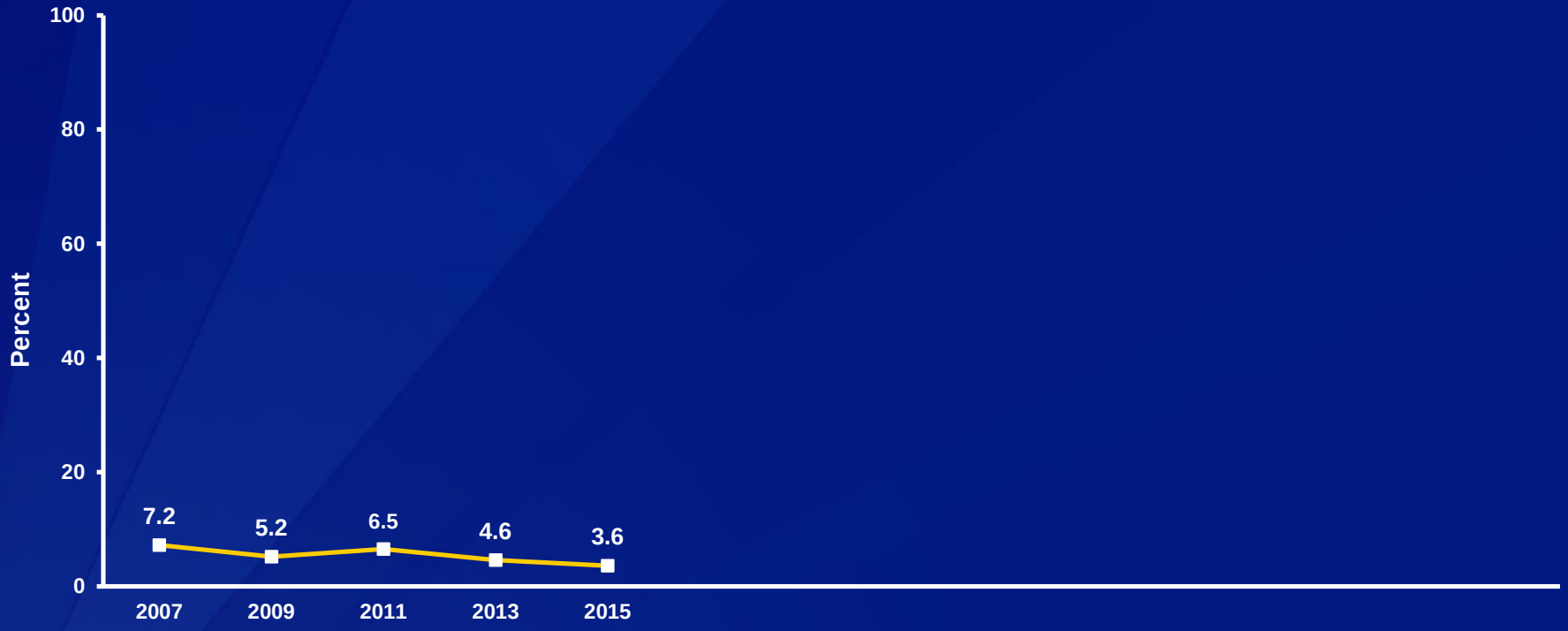
*Not including diet soda or diet pop, during the 7 days before the survey
†Decreased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



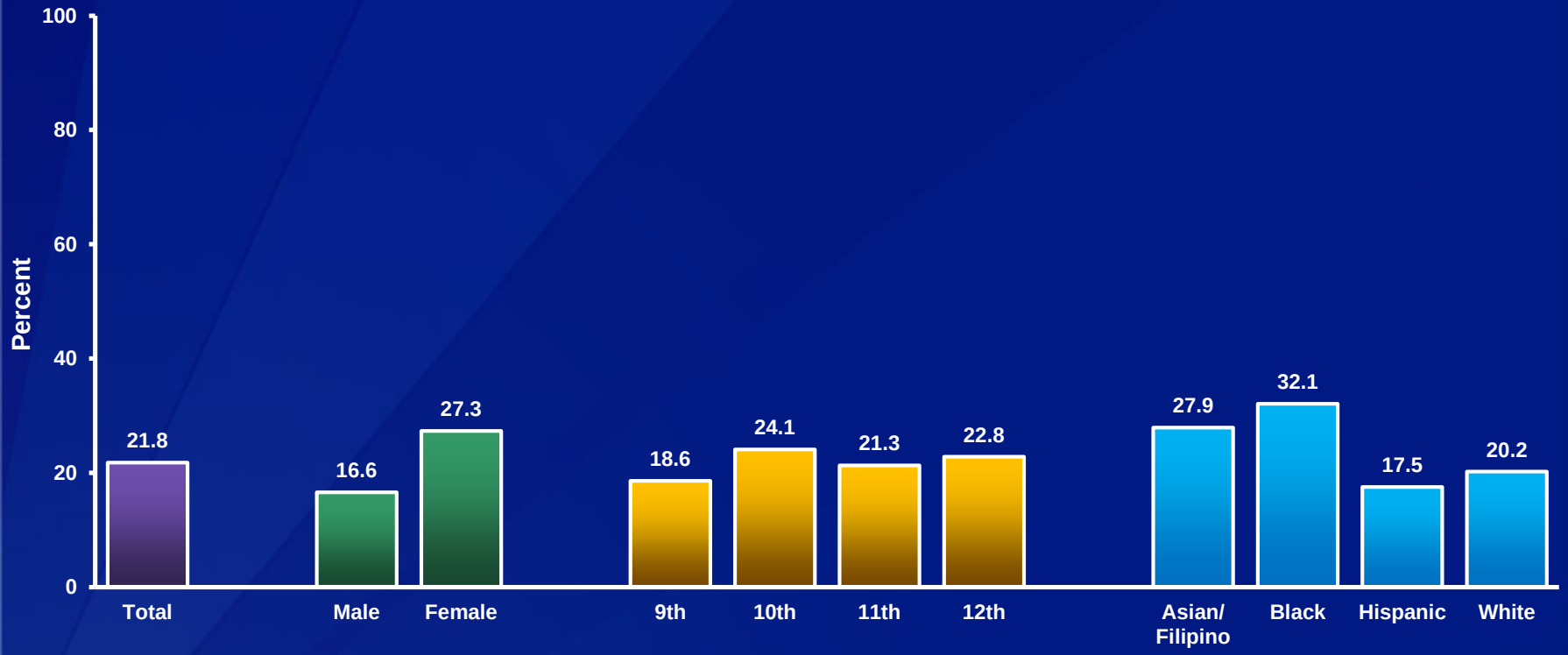
*Not including diet soda or diet pop, during the 7 days before the survey
†M > F; B > A, B > W, H > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



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

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



*During the 7 days before the survey

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

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

Note: This graph contains weighted results.

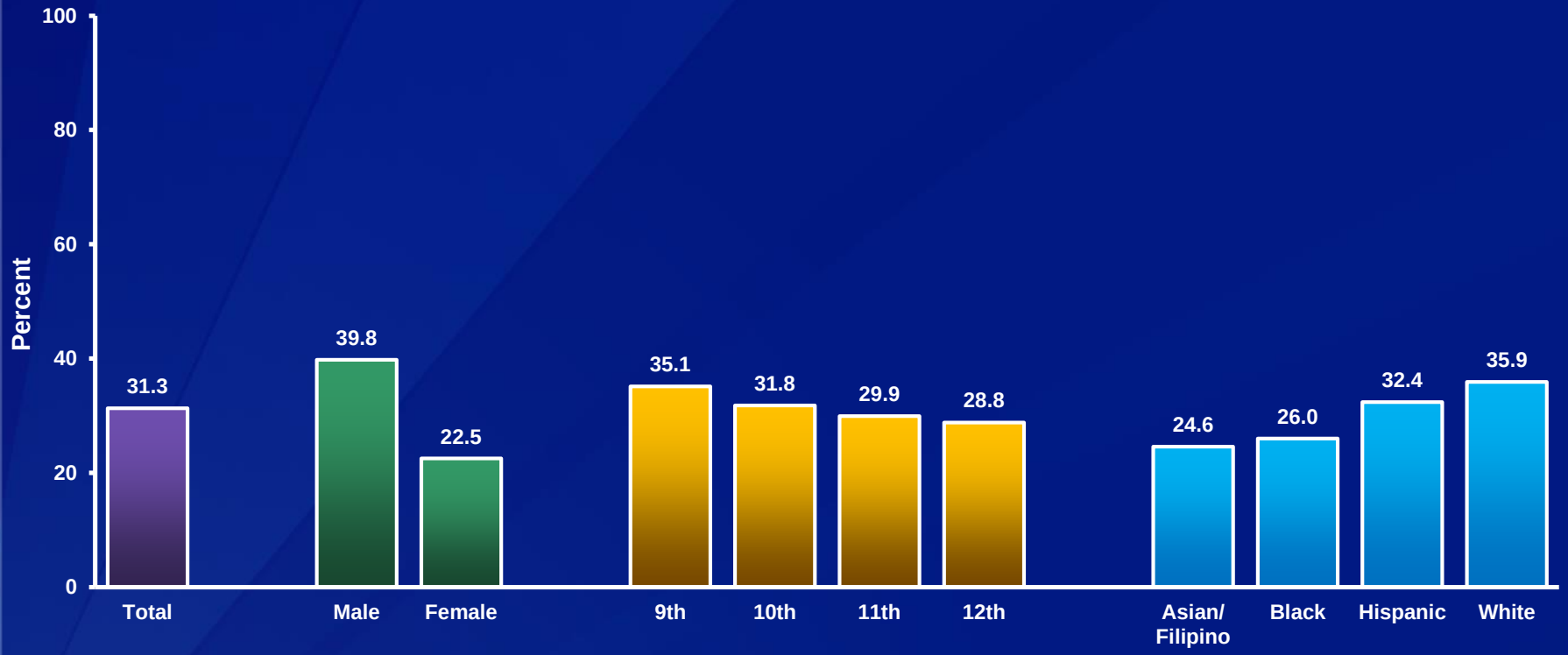
Percentage of High School Students Who Did Not Drink Milk,* 2013-2015†

*During the 7 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey
†M > F; 9th > 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.

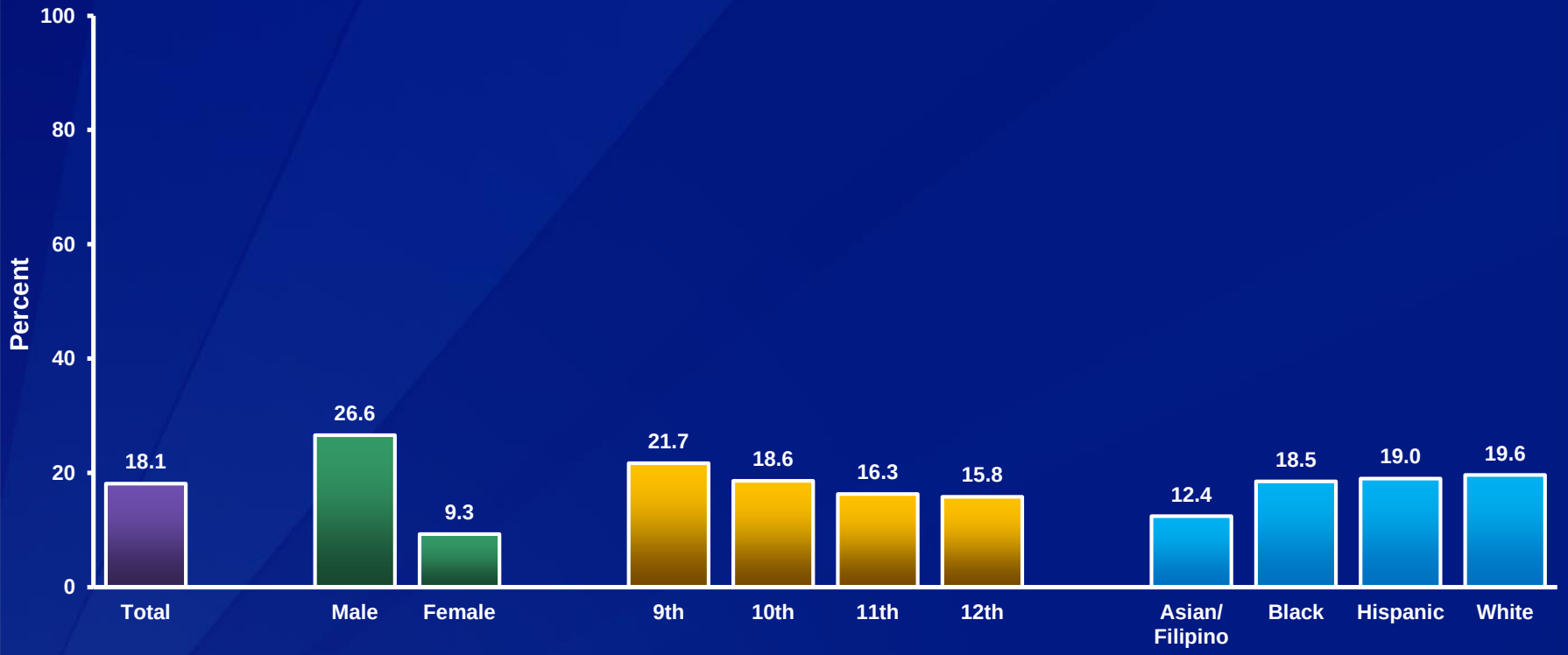
Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,* 2013-2015†

*During the 7 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Drank Two or More Glasses Per Day of Milk,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey
†M > F; 9th > 12th; 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.

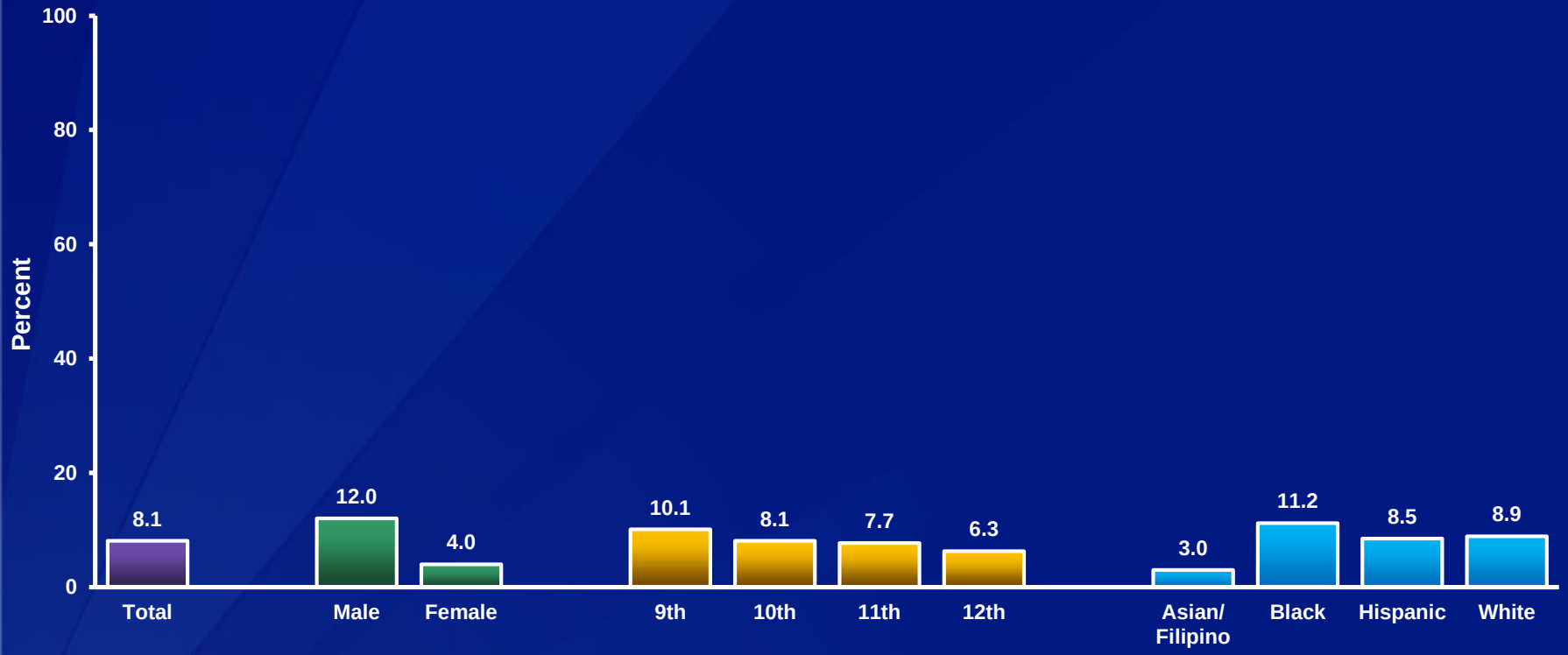
Percentage of High School Students Who Drank Two or More Glasses Per Day of Milk,* 2013-2015†

*During the 7 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*During the 7 days before the survey

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

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

Note: This graph contains weighted results.

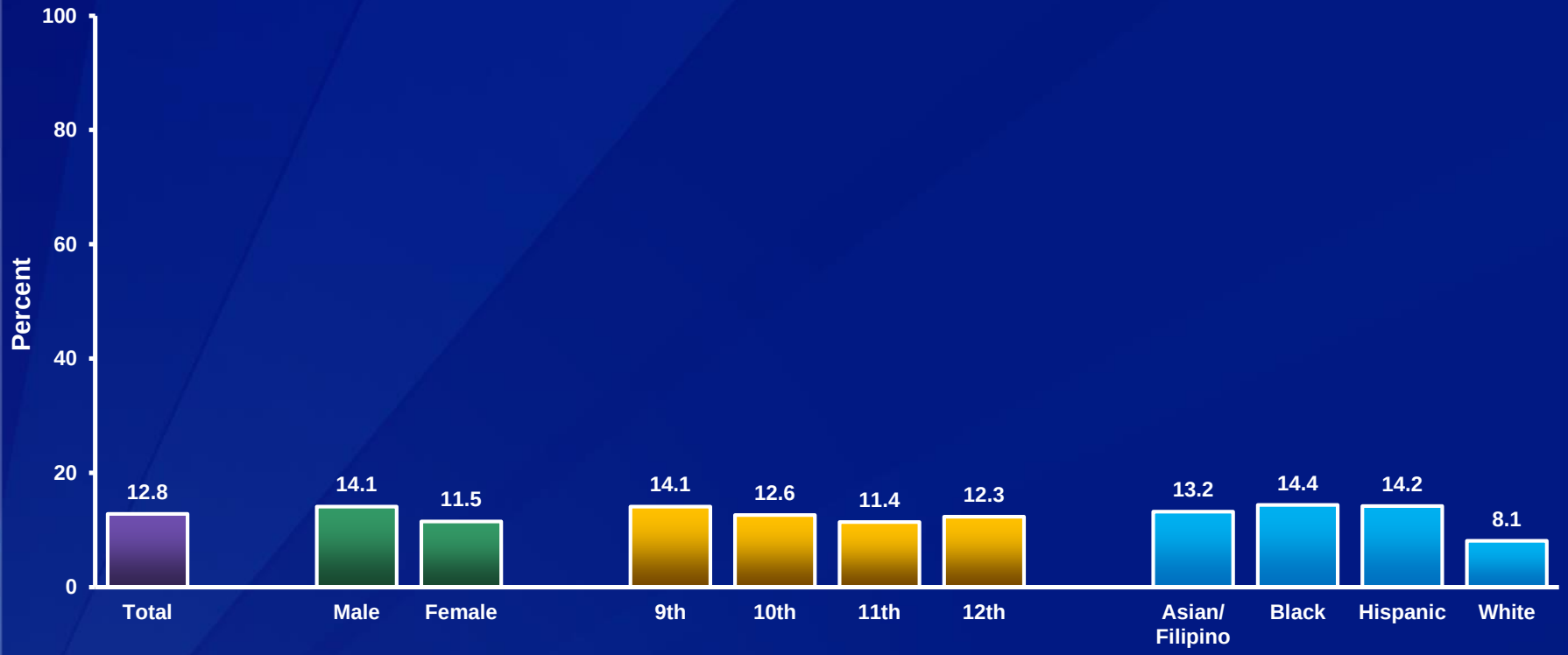
Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,* 2013-2015†

*During the 7 days before the survey

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

Note: This graph contains weighted results.

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



*During the 7 days before the survey

†A > W, 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.

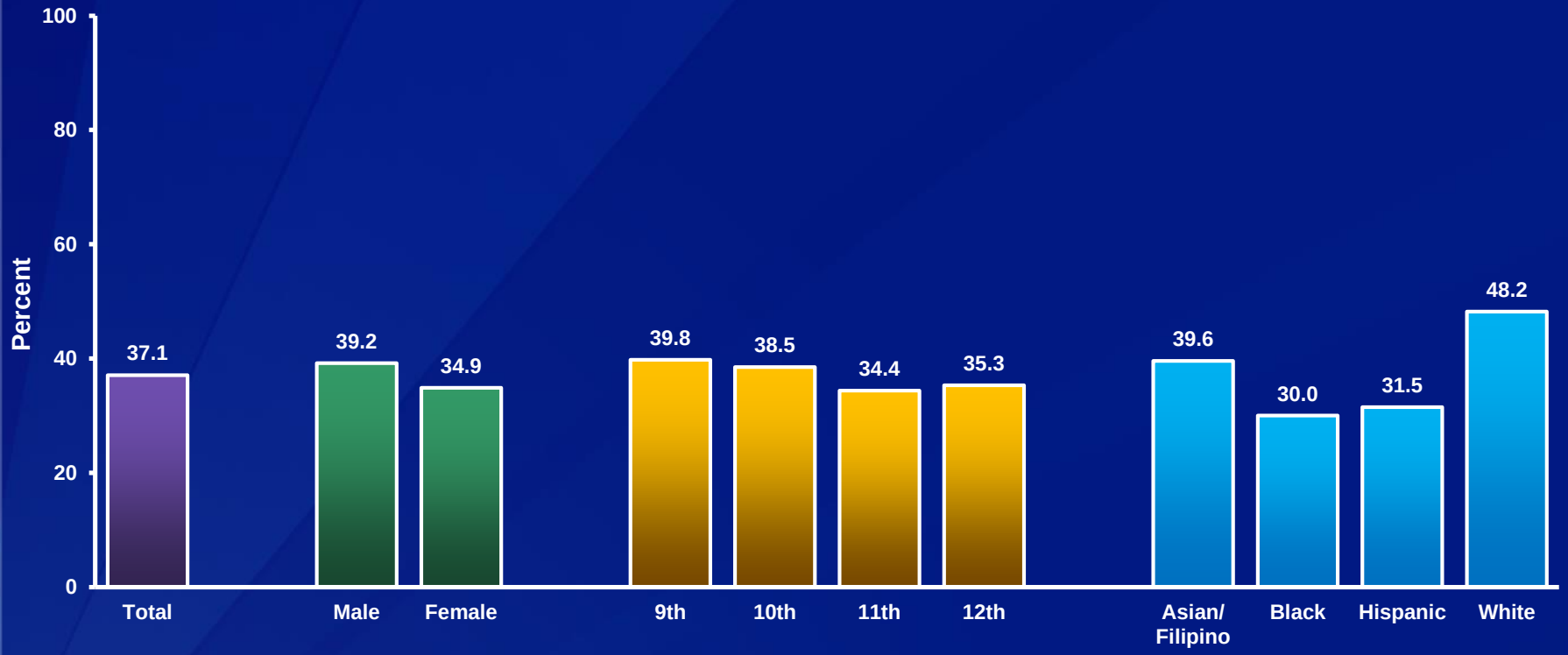
Percentage of High School Students Who Did Not Eat Breakfast,* 2013-2015†

*During the 7 days before the survey

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

Note: This graph contains weighted results.

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



*During the 7 days before the survey

†A > 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.

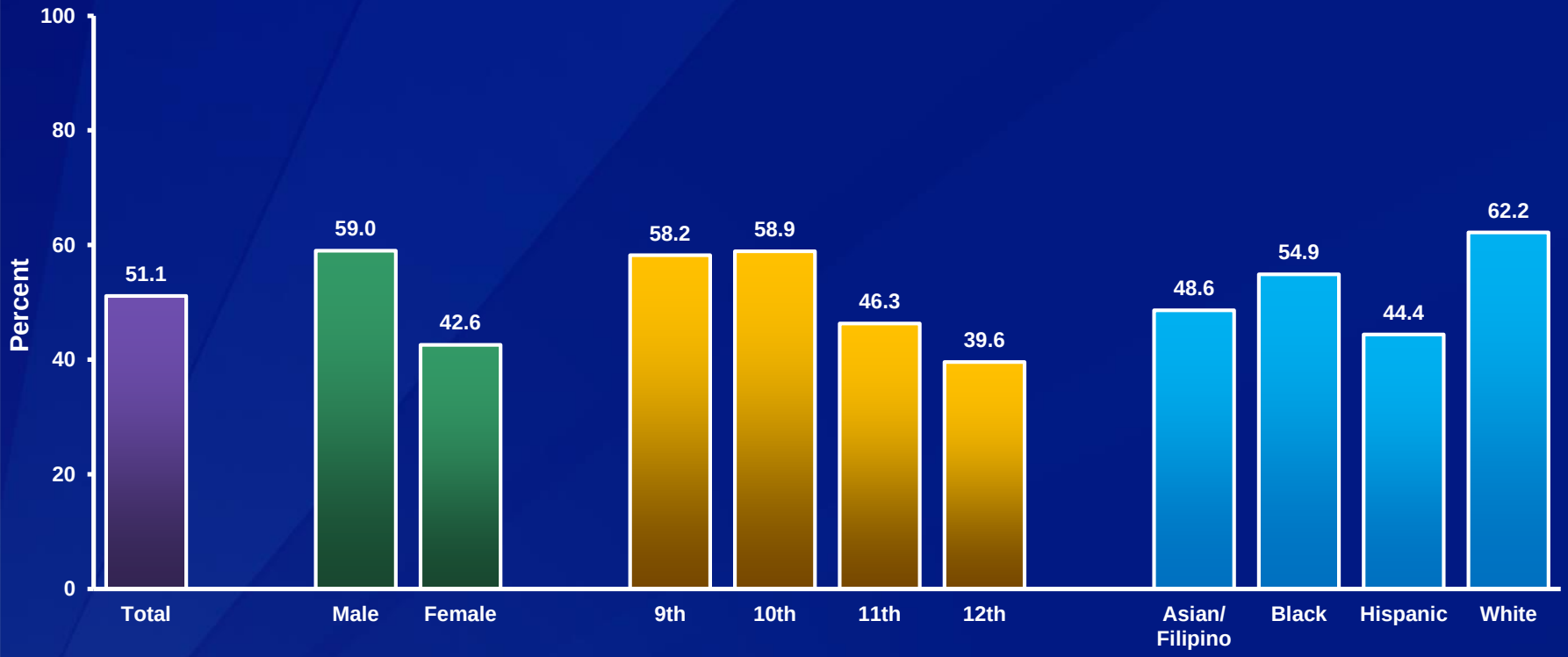
Percentage of High School Students Who Ate Breakfast on All 7 Days,* 2013-2015†

*During the 7 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2015



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

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

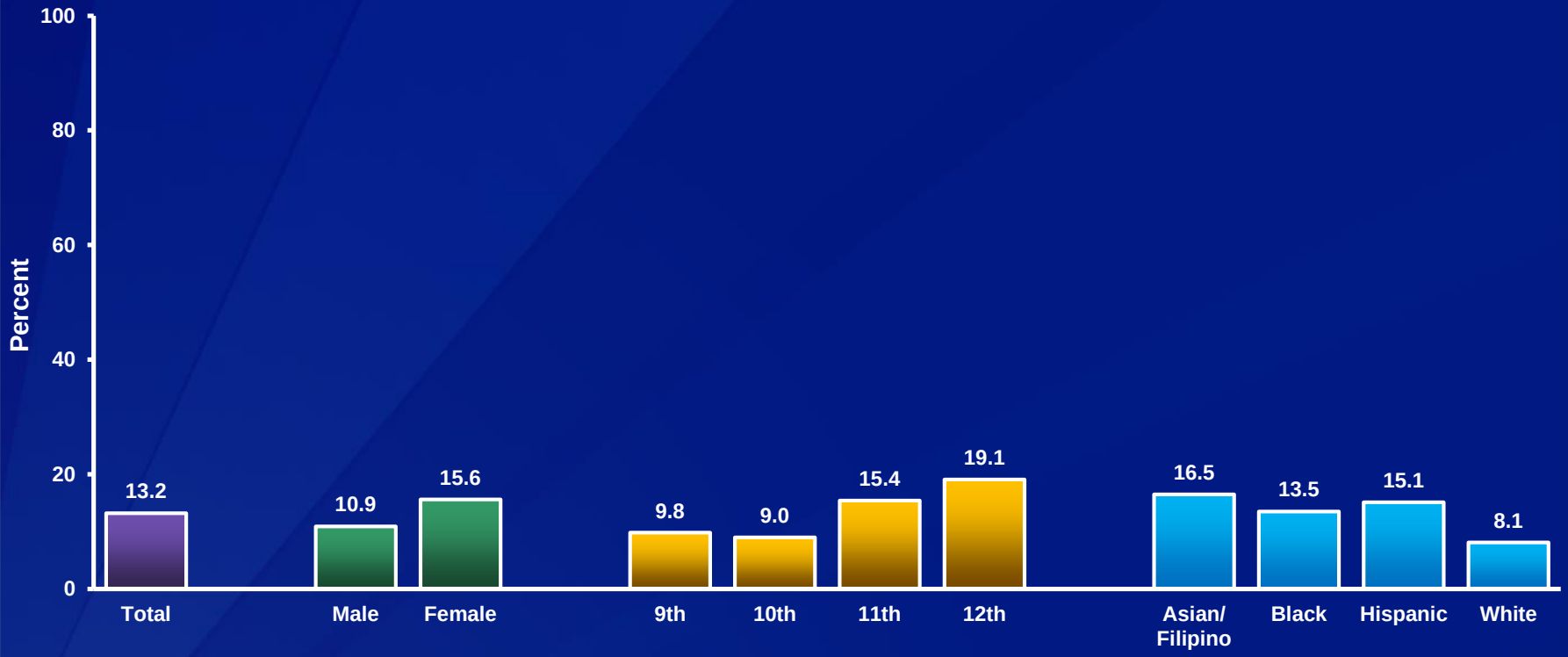
Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* 2011-2015†

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* by Sex,† Grade,† and Race/Ethnicity,† 2015



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

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

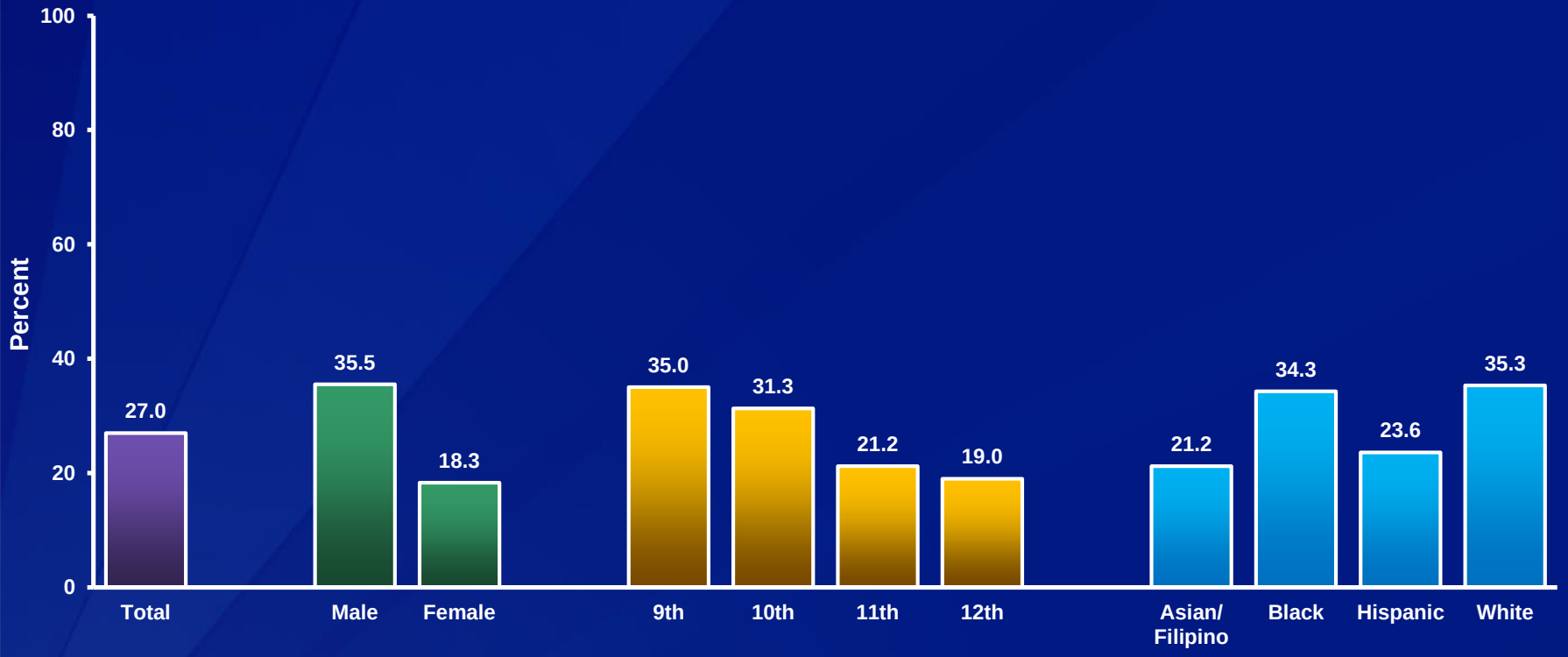
Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2011-2015†

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2015



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

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

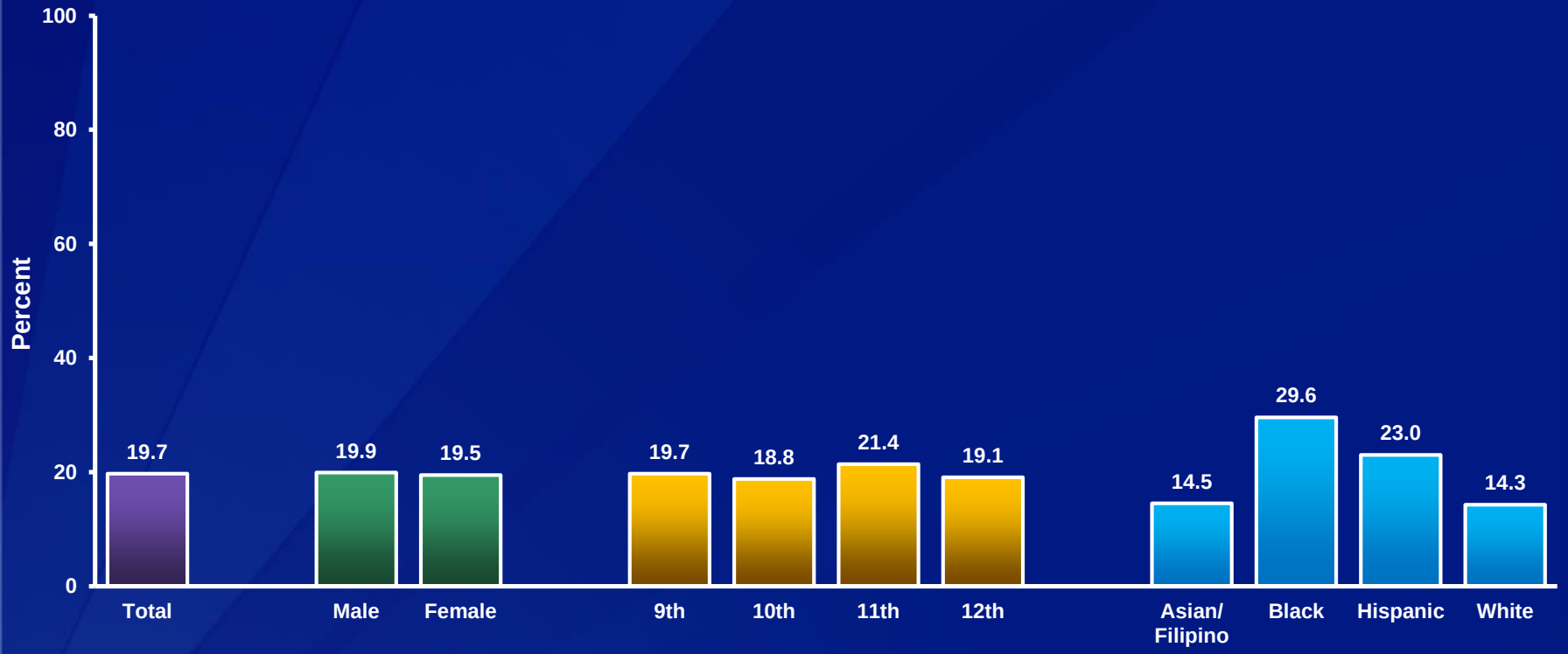
Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2011-2015†

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

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

Note: This graph contains weighted results.

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



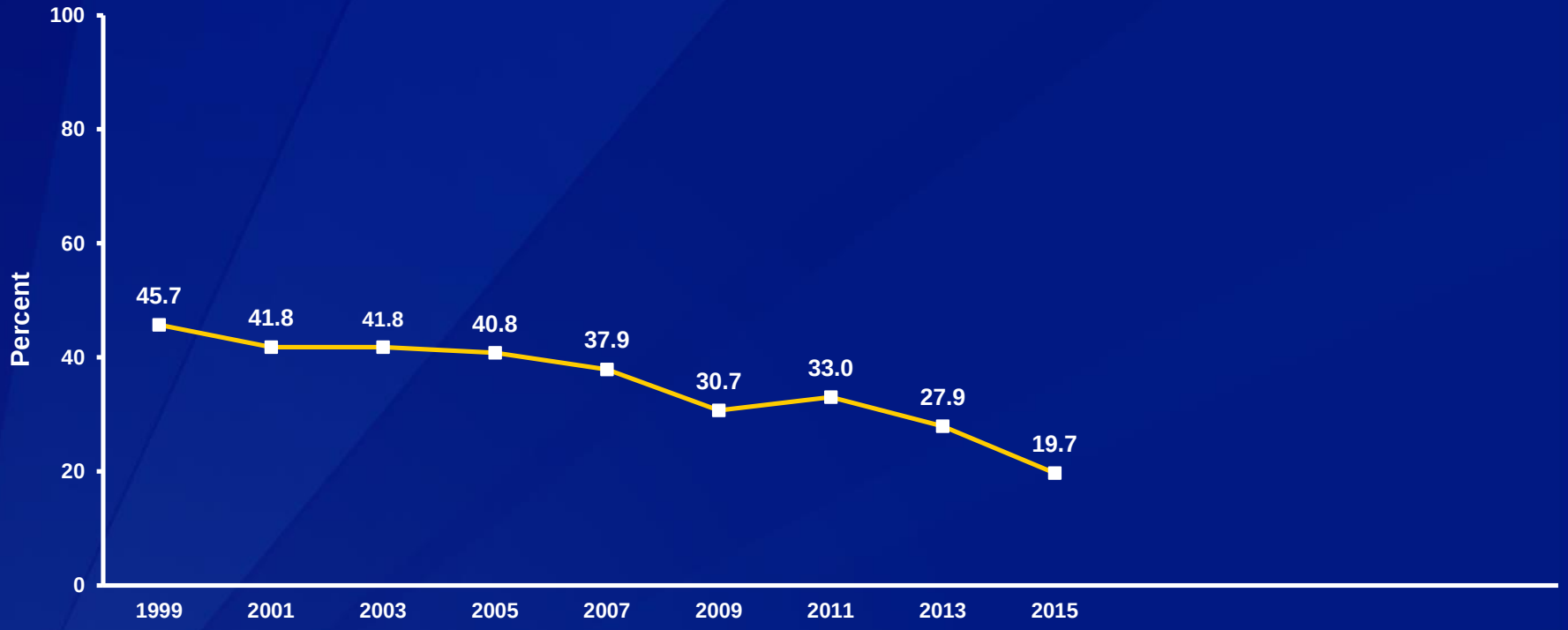
*On an average school day

†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 Watched Television 3 or More Hours Per Day,* 1999-2015†

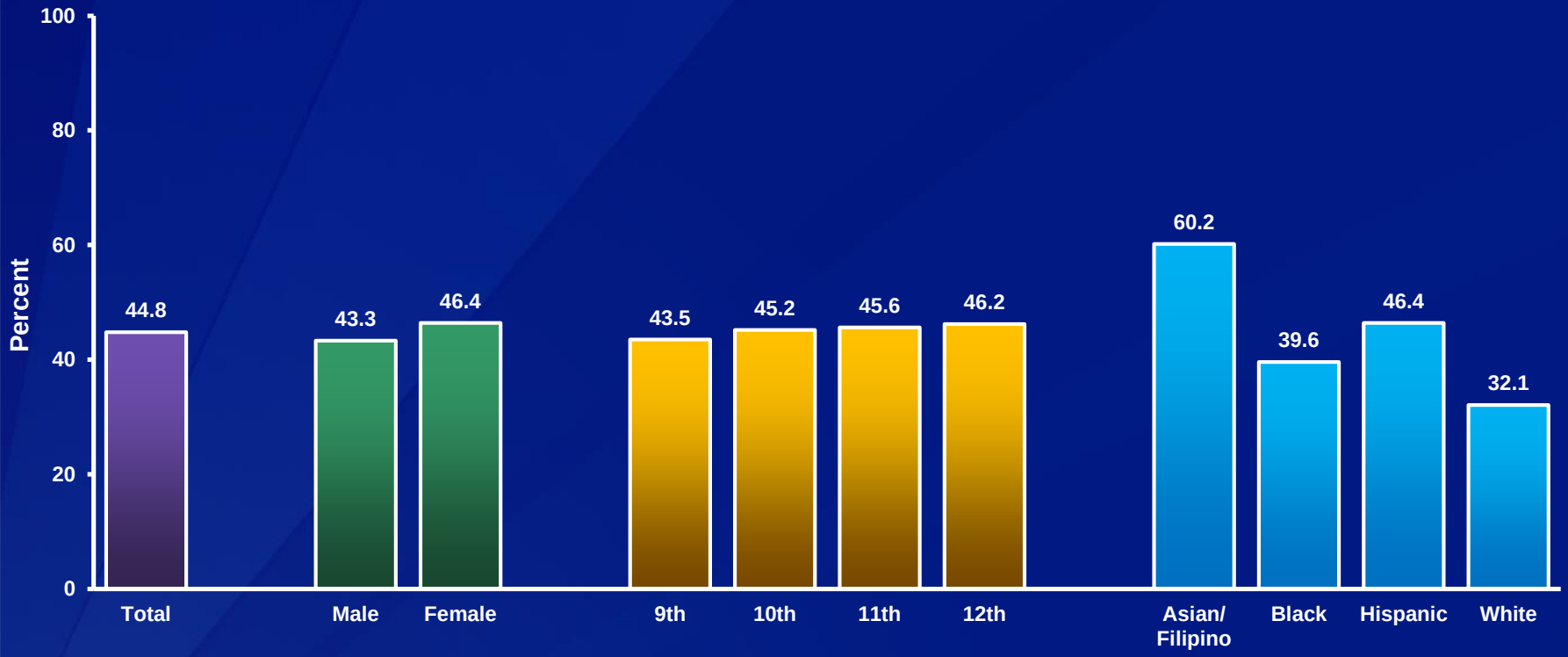


*On an average school day

†Decreased 1999-2015, decreased 1999-2011, decreased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

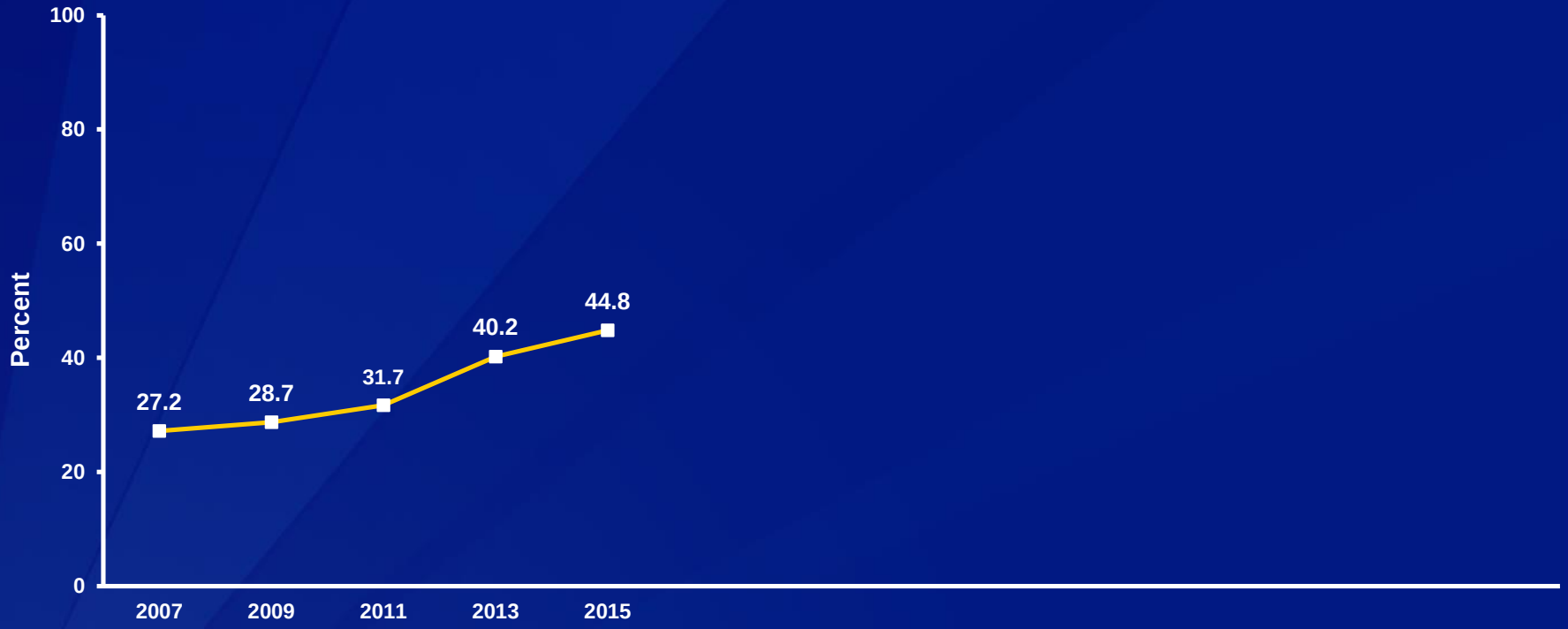
Note: This graph contains weighted results.

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



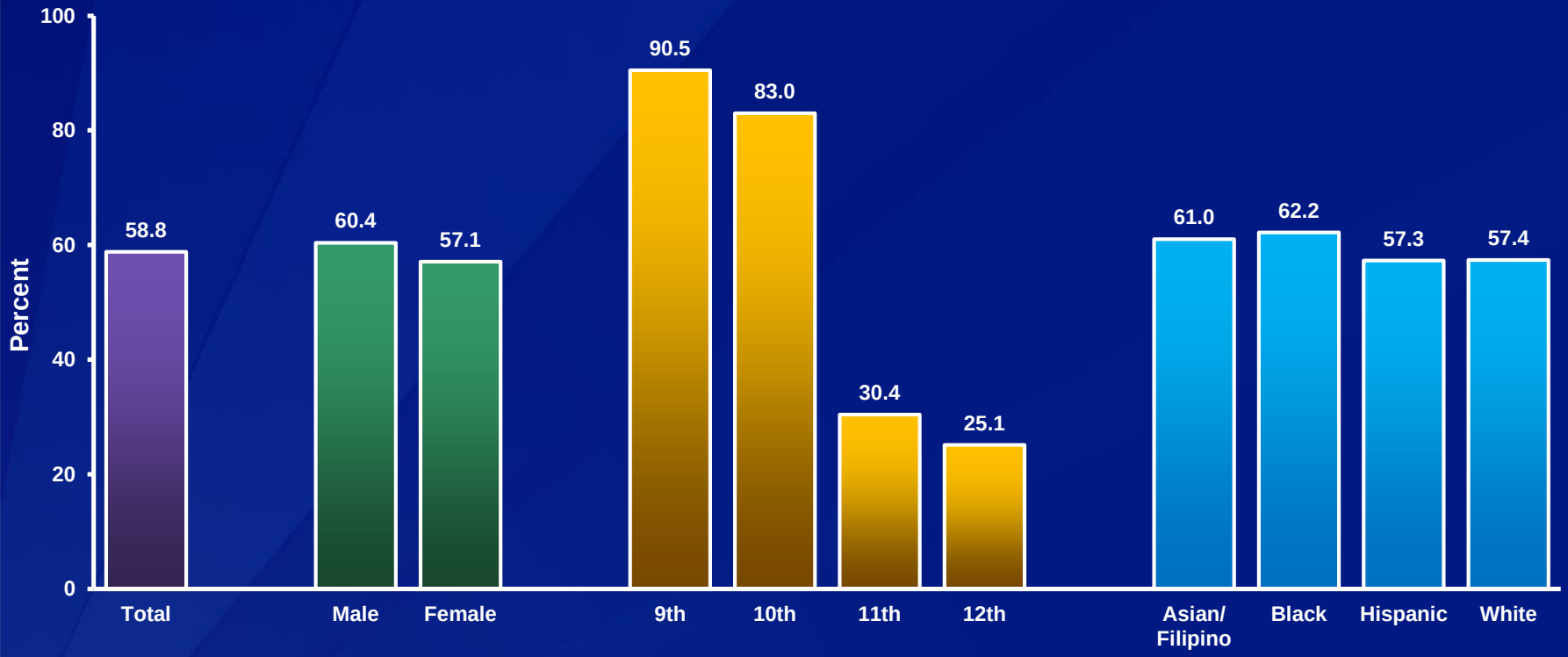
*For something that was not school work on an average school day
†A > B, A > H, A > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



*For something that was not school work on an average school day
†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



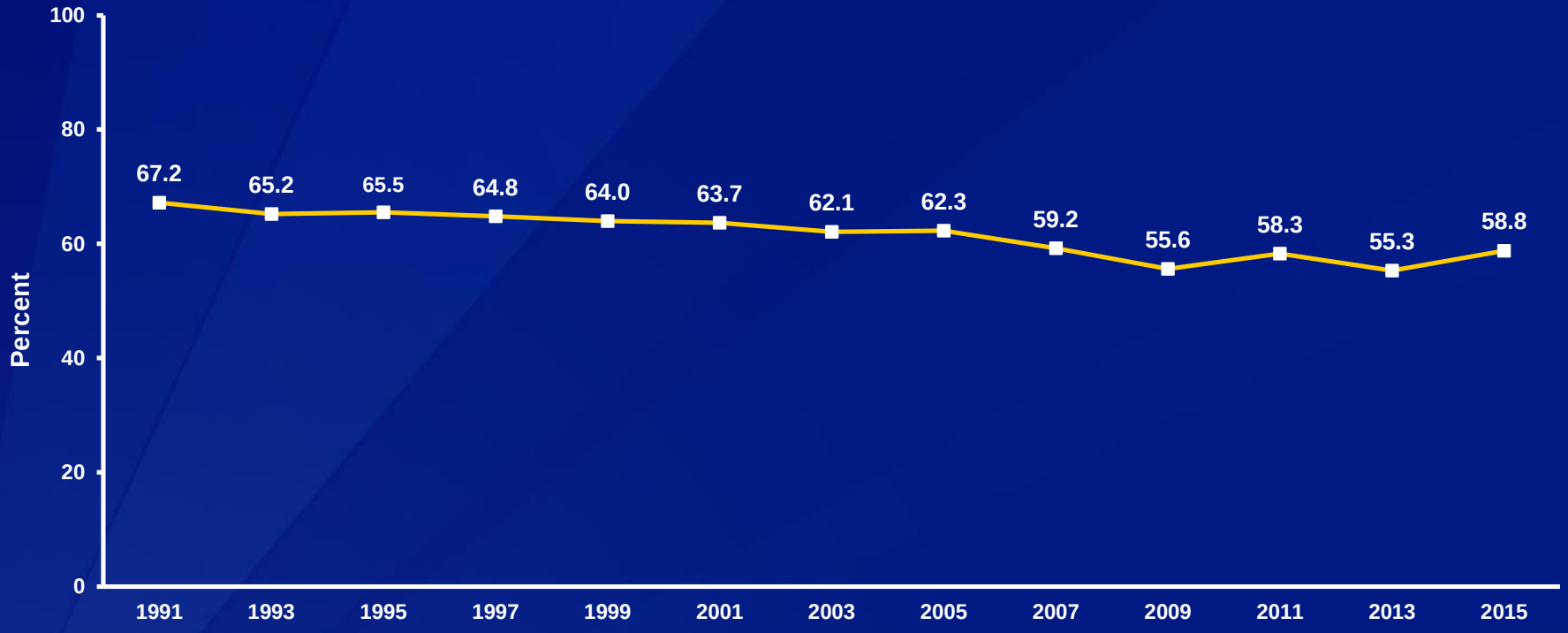
*In an average week when they were in school

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on 1 or More Days,* 1991-2015†

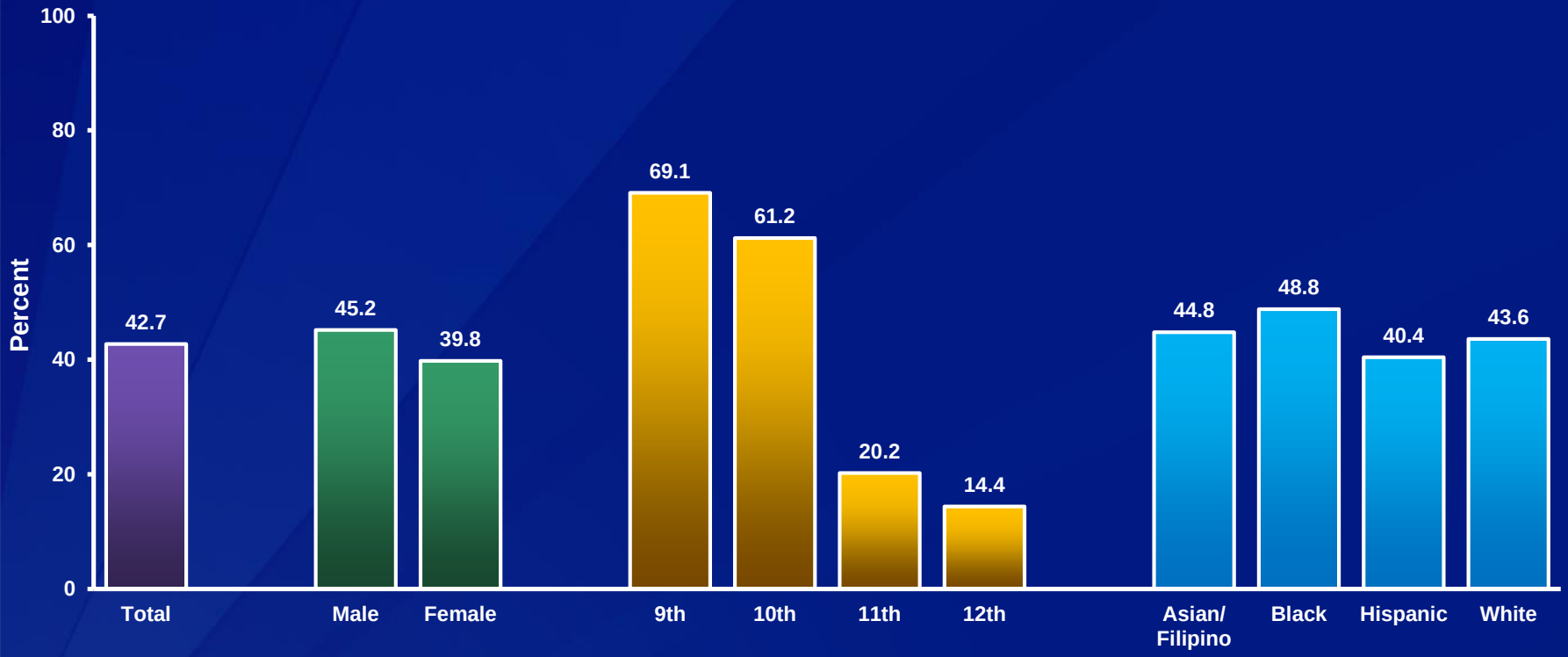


*In an average week when they were in school

†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*In an average week when they were in school

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

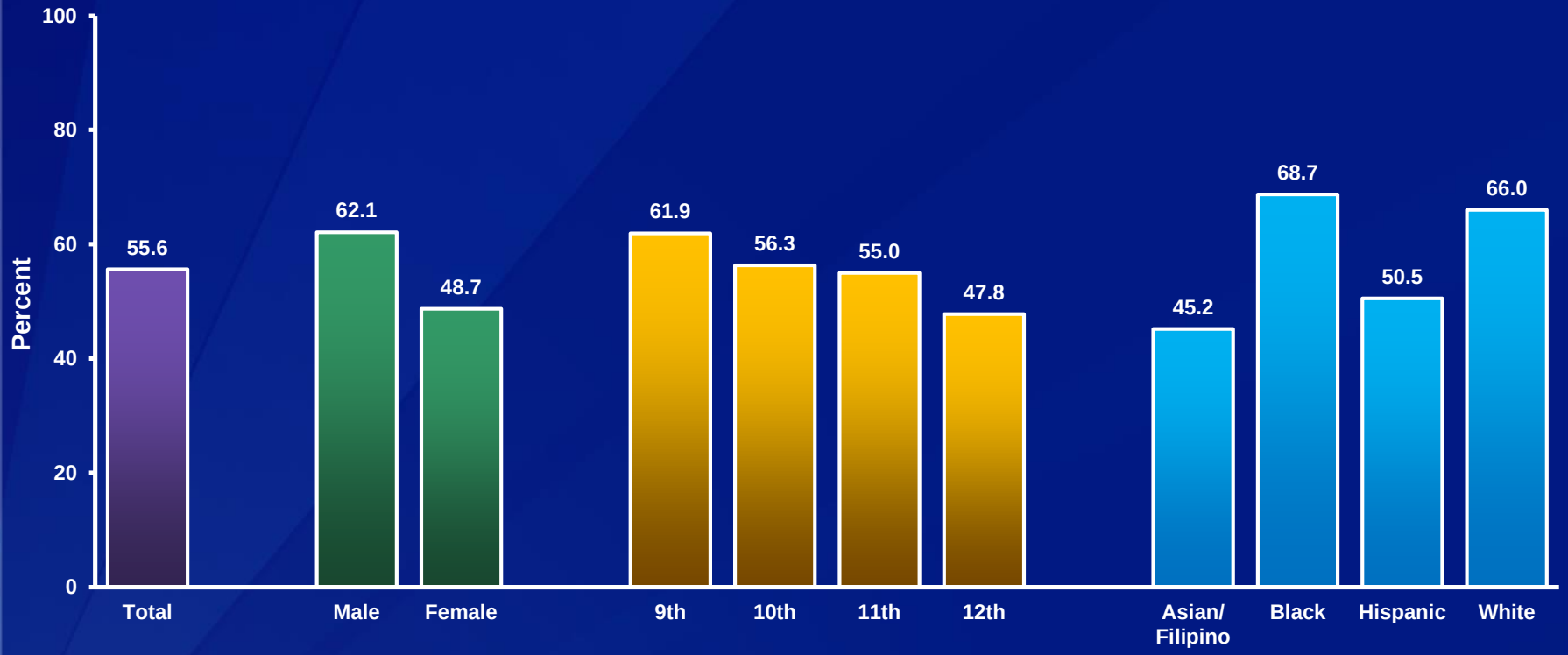
Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* 1991-2015†

*In an average week when they were in school

†Decreased 1991-2015, decreased 1991-1997, no change 1997-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

Percentage of High School Students Who Played on at Least One Sports Team,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*Run by their school or community groups during the 12 months before the survey
†M > F; 9th > 12th; 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.

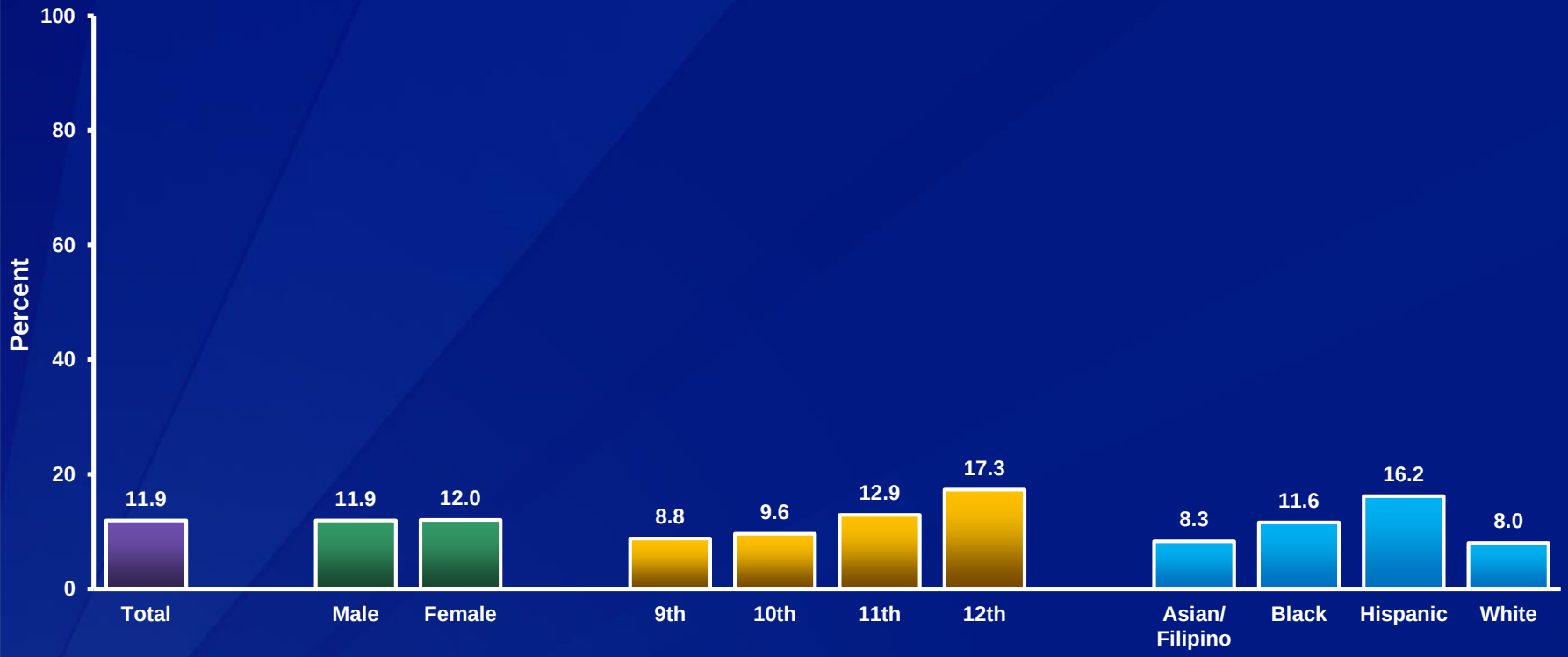
Percentage of High School Students Who Played on at Least One Sports Team,* 1999-2015†

*Run by their school or community groups during the 12 months before the survey

†No change 1999-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



*Not including tests done when donating blood
†12th > 9th, 12th > 10th, 12th > 11th; 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.

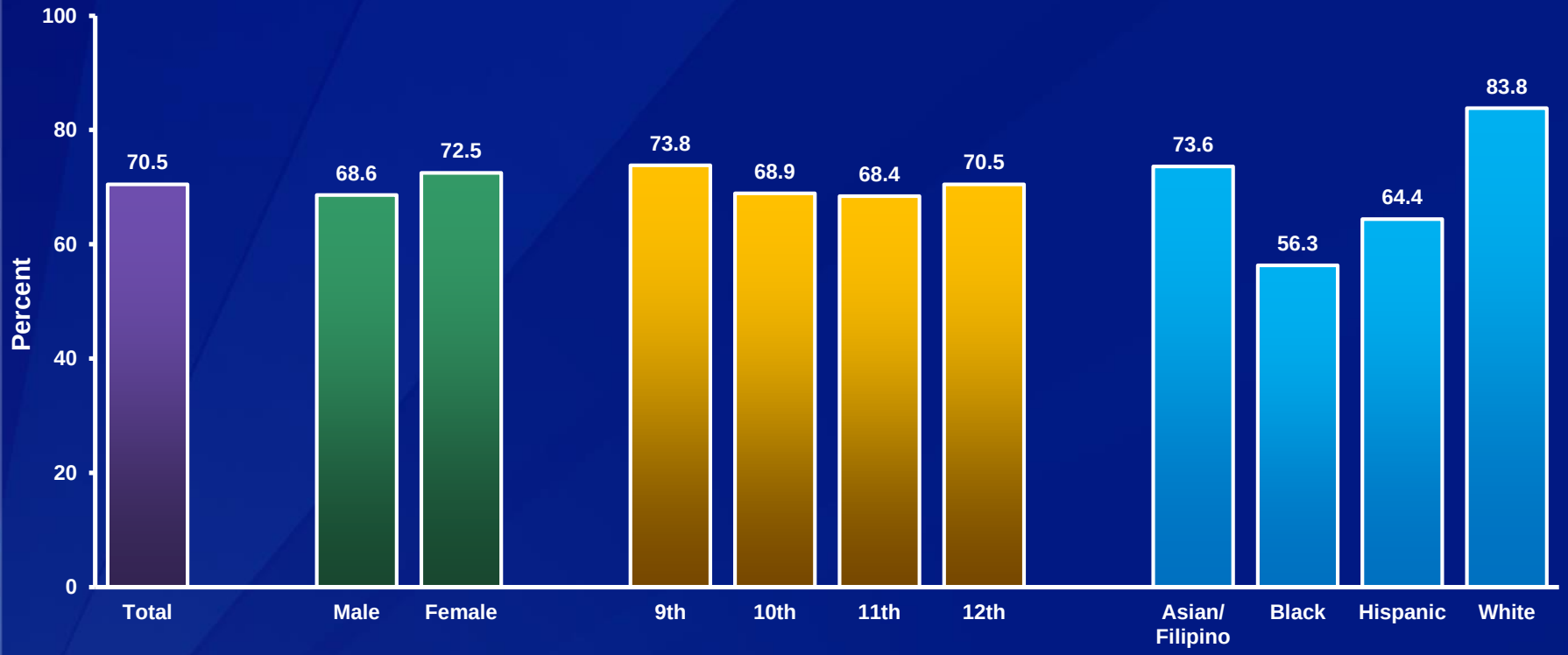
Percentage of High School Students Who Were Ever Tested for HIV,* 2013-2015†

*Not including tests done when donating blood

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

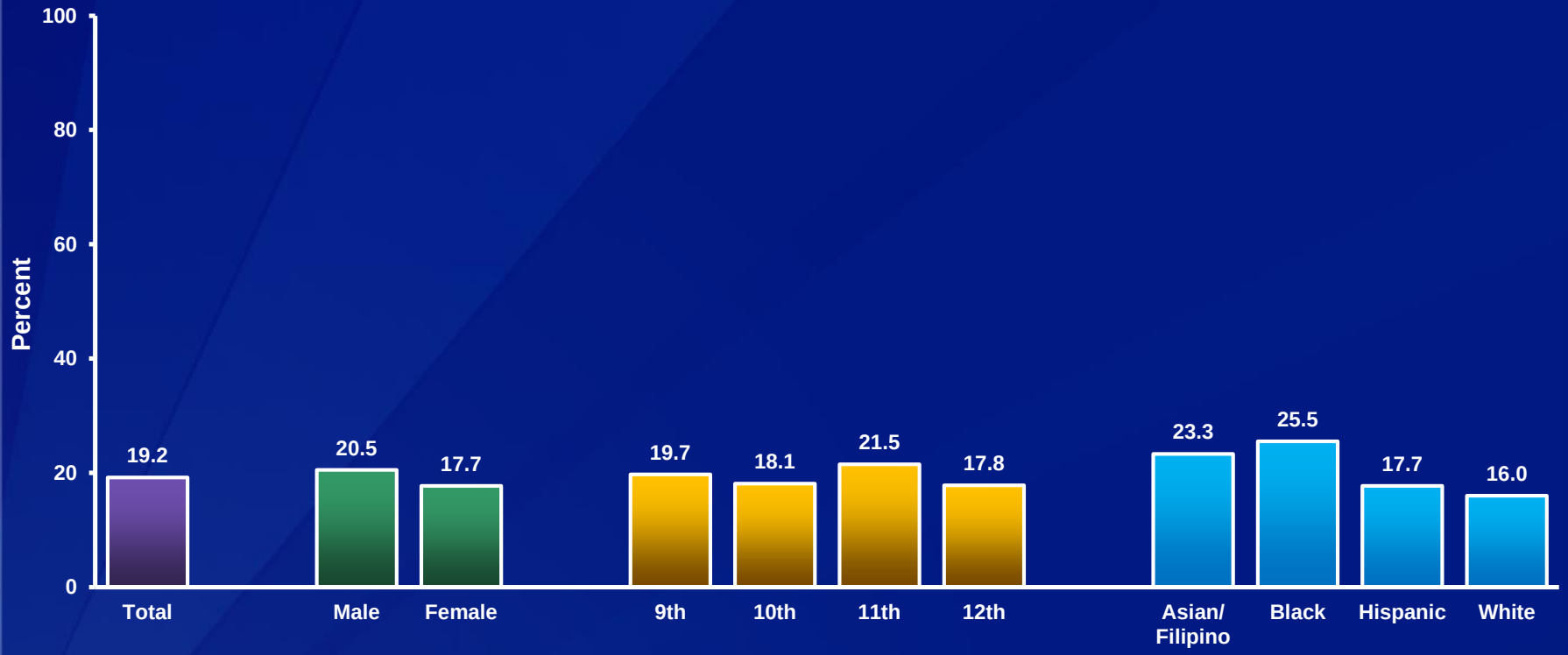
Note: This graph contains weighted results.

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



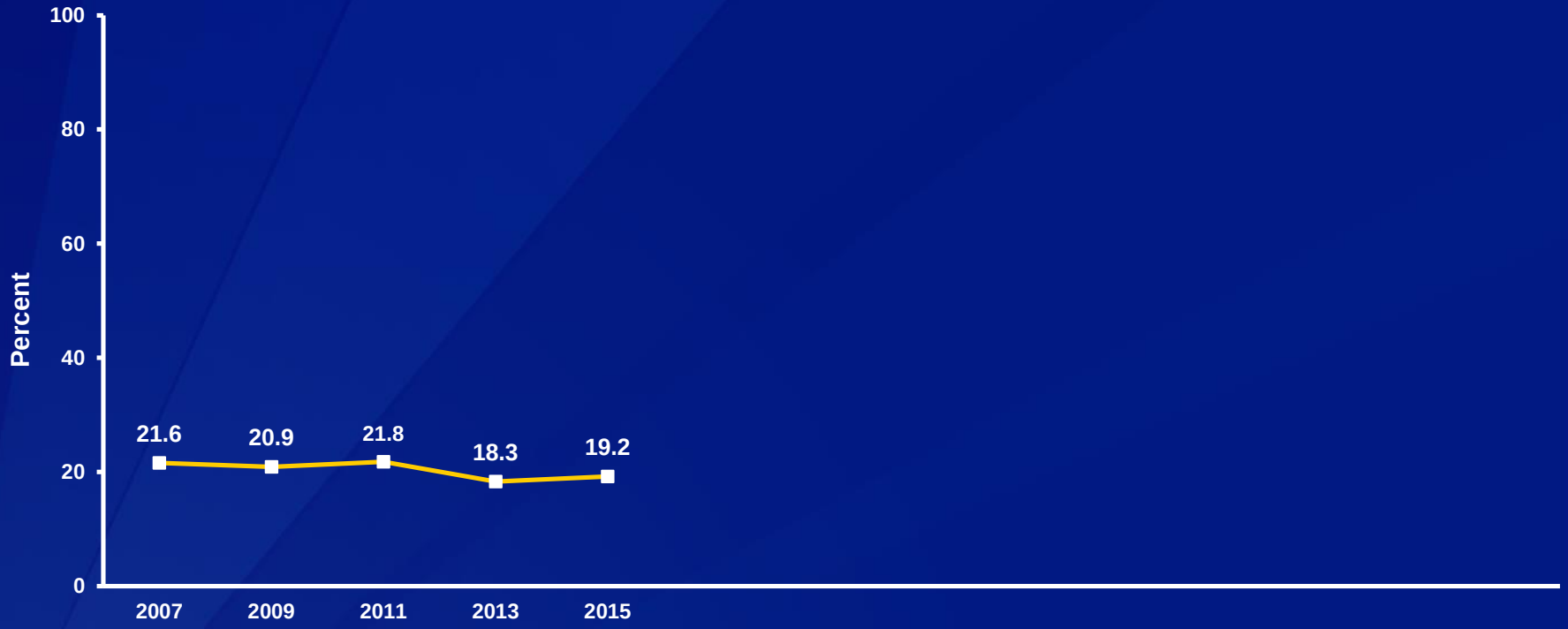
*For a check-up, exam, teeth cleaning, or other dental work during the 12 months before the survey
†A > B, A > H, W > A, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



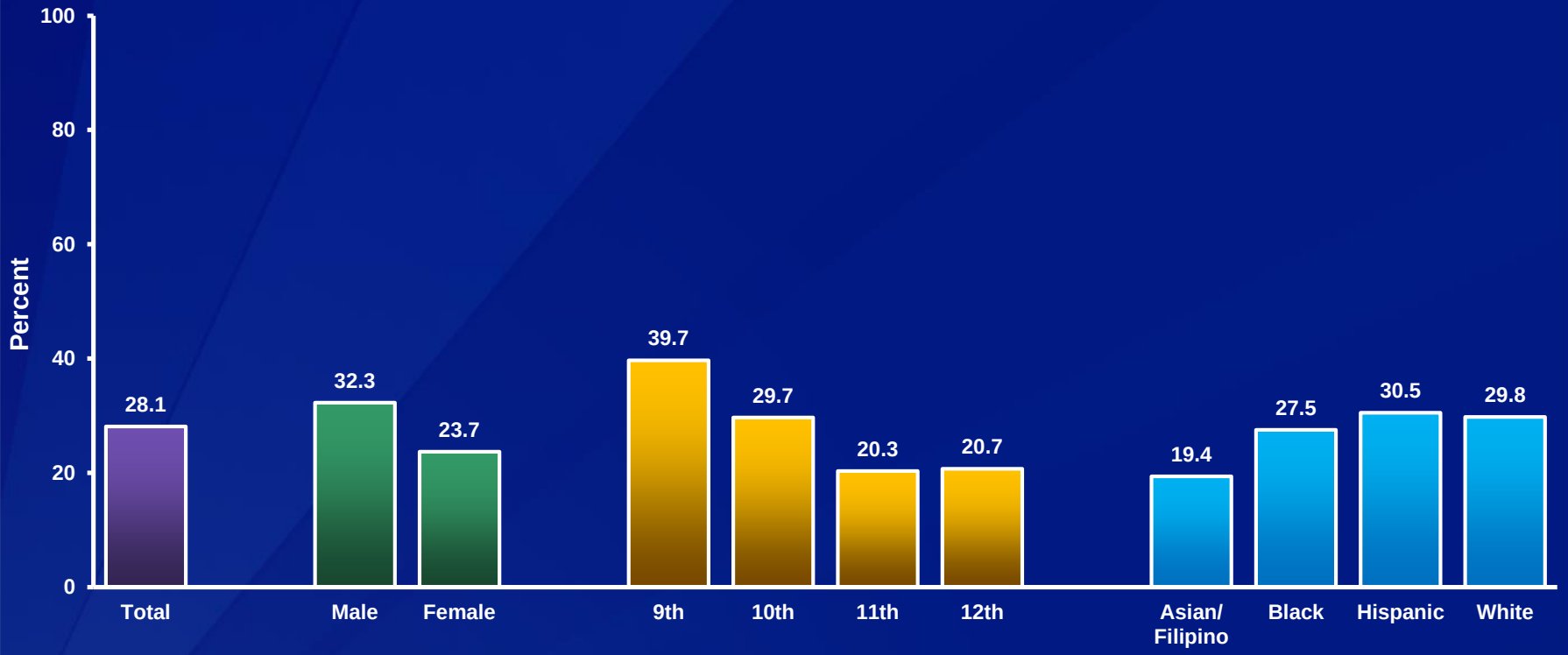
*A > H, A > W, B > H, B > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

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



*Decreased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



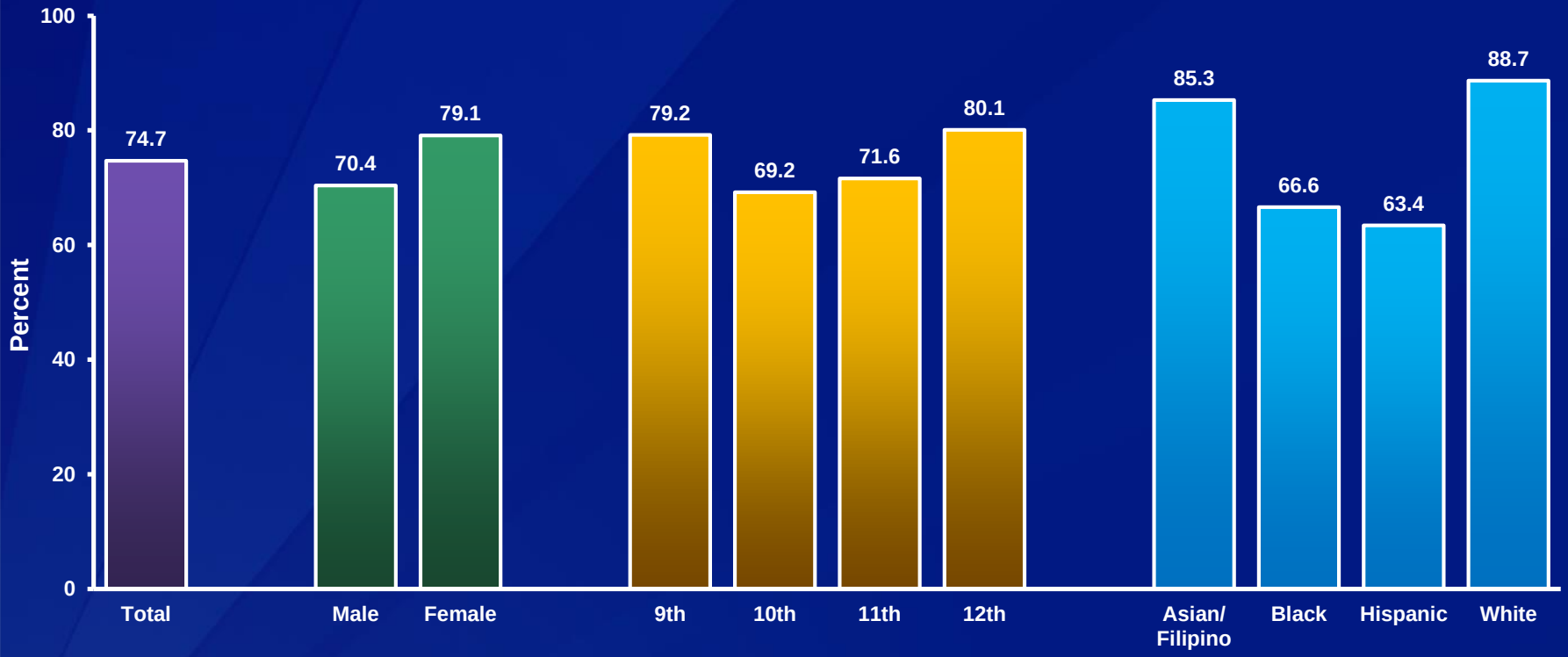
*On an average school night

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

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

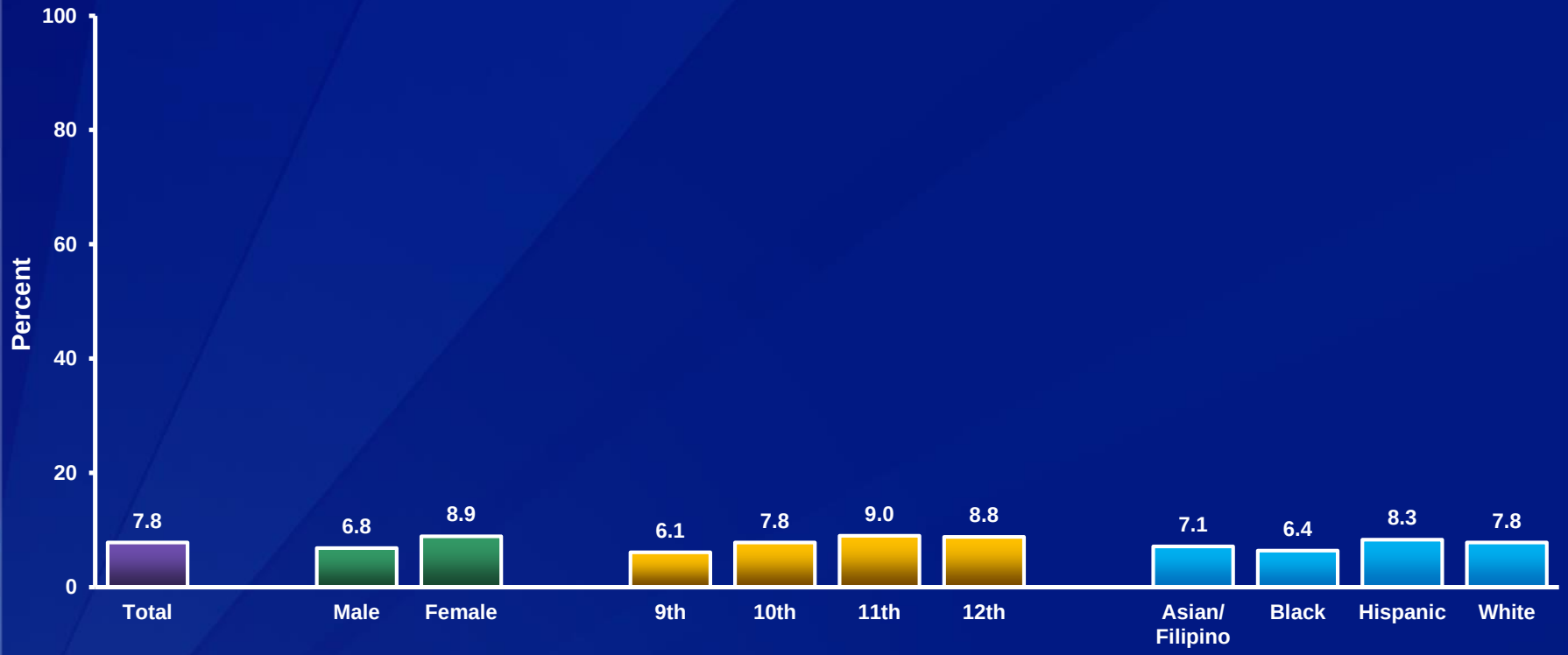
Note: This graph contains weighted results.

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



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

Percentage of High School Students Who Responded That the Person They Were Going out with Had Ever Threatened Them, Limited Their Activities Against Their Will, or Made Them Feel Unsafe in Any Other Way, by Sex, Grade, and Race/Ethnicity, 2015

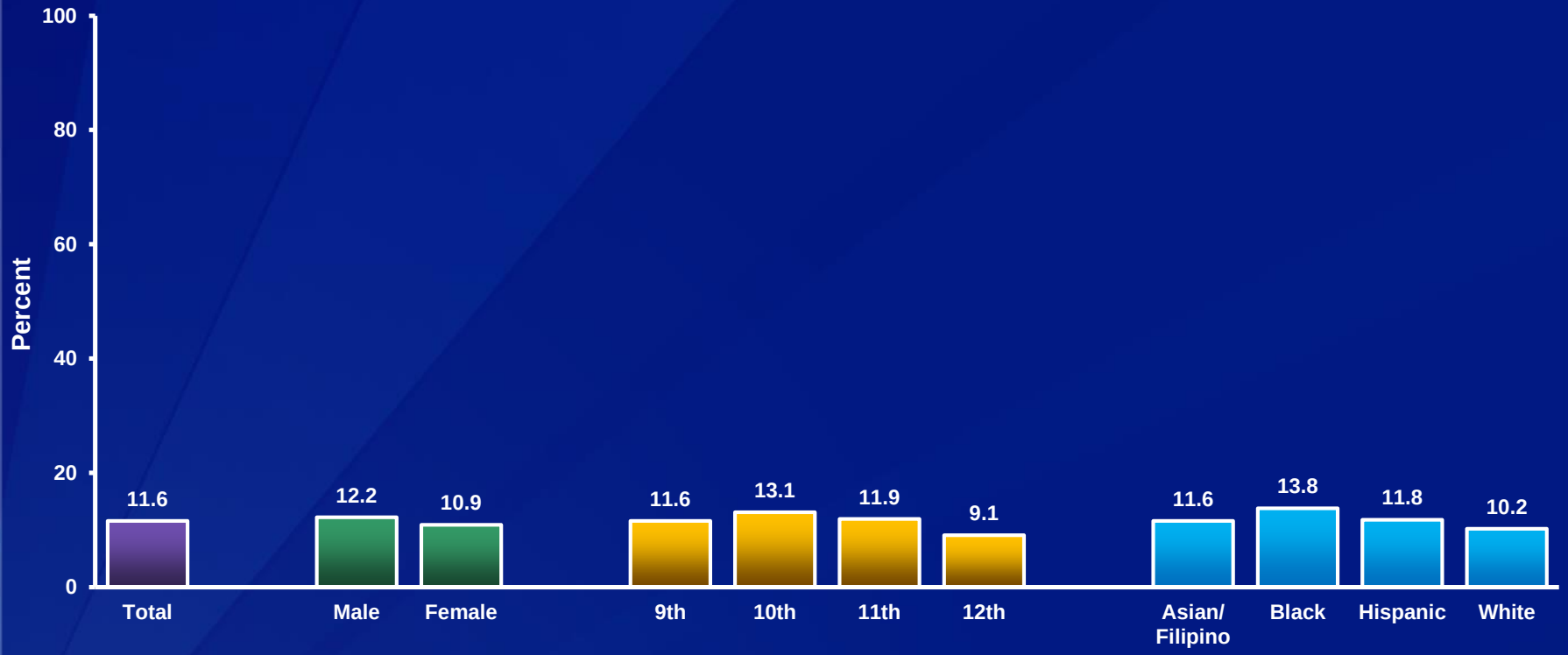


All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Responded That the Person They Were Going out with Had Ever Threatened Them, Limited Their Activities Against Their Will, or Made Them Feel Unsafe in Any Other Way, 2009-2015*

*Decreased 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

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



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

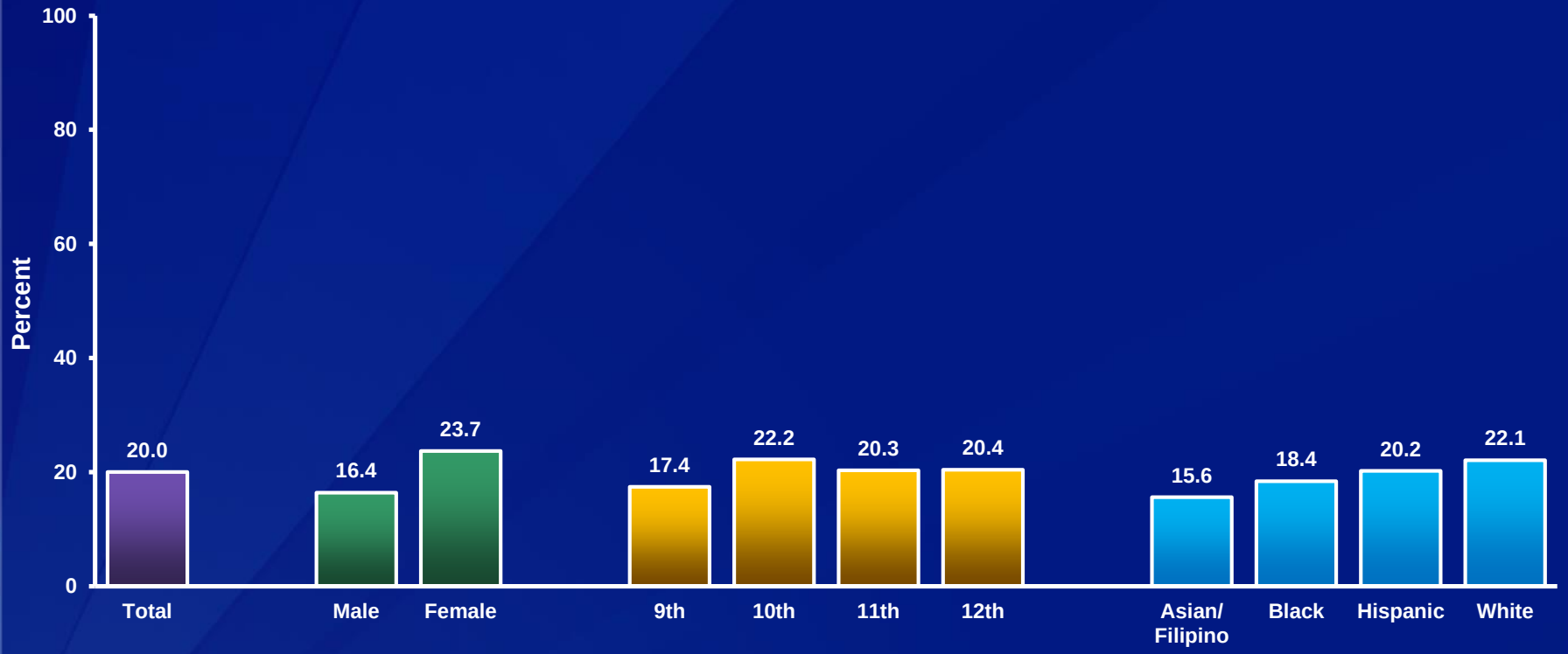
Percentage of High School Students Who Have Been Harassed Because Someone Thought They Were Gay, Lesbian, or Bisexual,* 2009-2015†

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

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

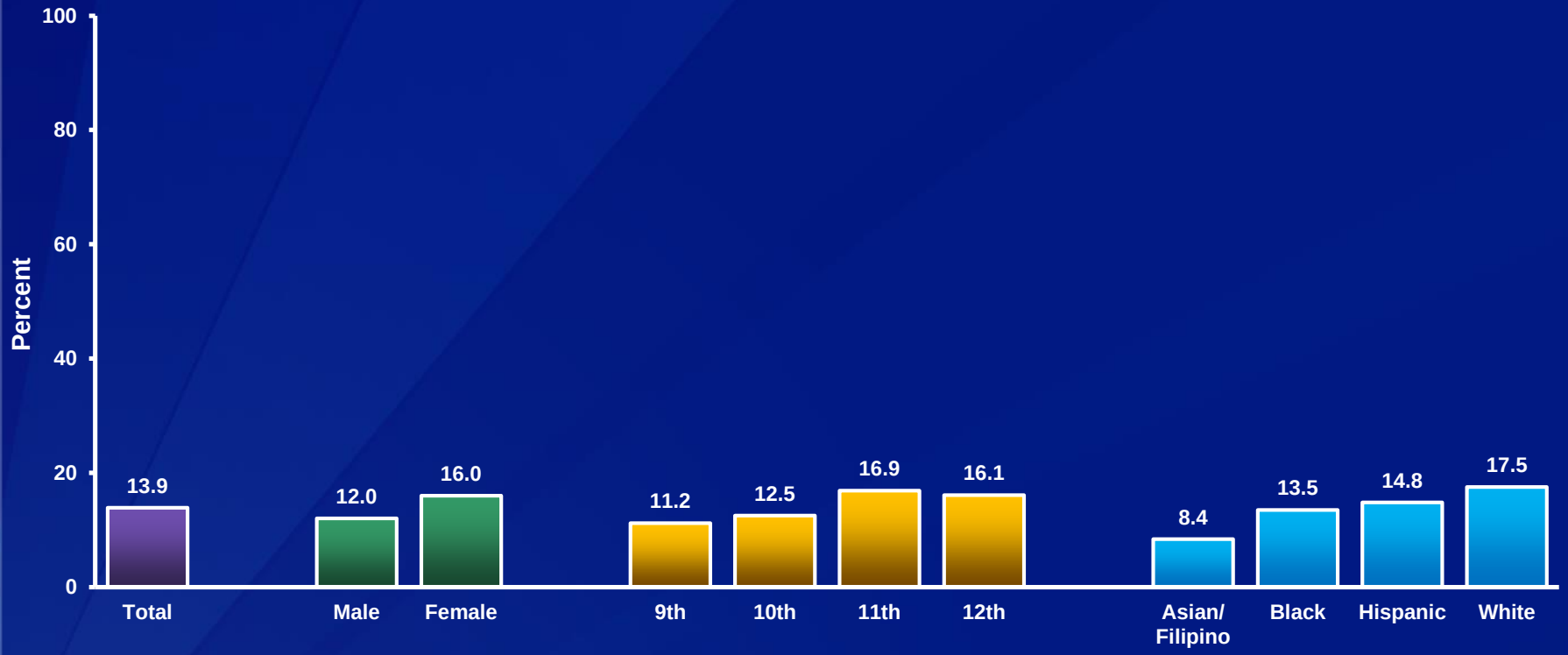
Note: This graph contains weighted results.

Percentage of High School Students Who Disagree or Strongly Disagree That Their School Has Clear Consequences for Students Who Bully or Harass Other Students, by Sex,* Grade, and Race/Ethnicity,* 2015



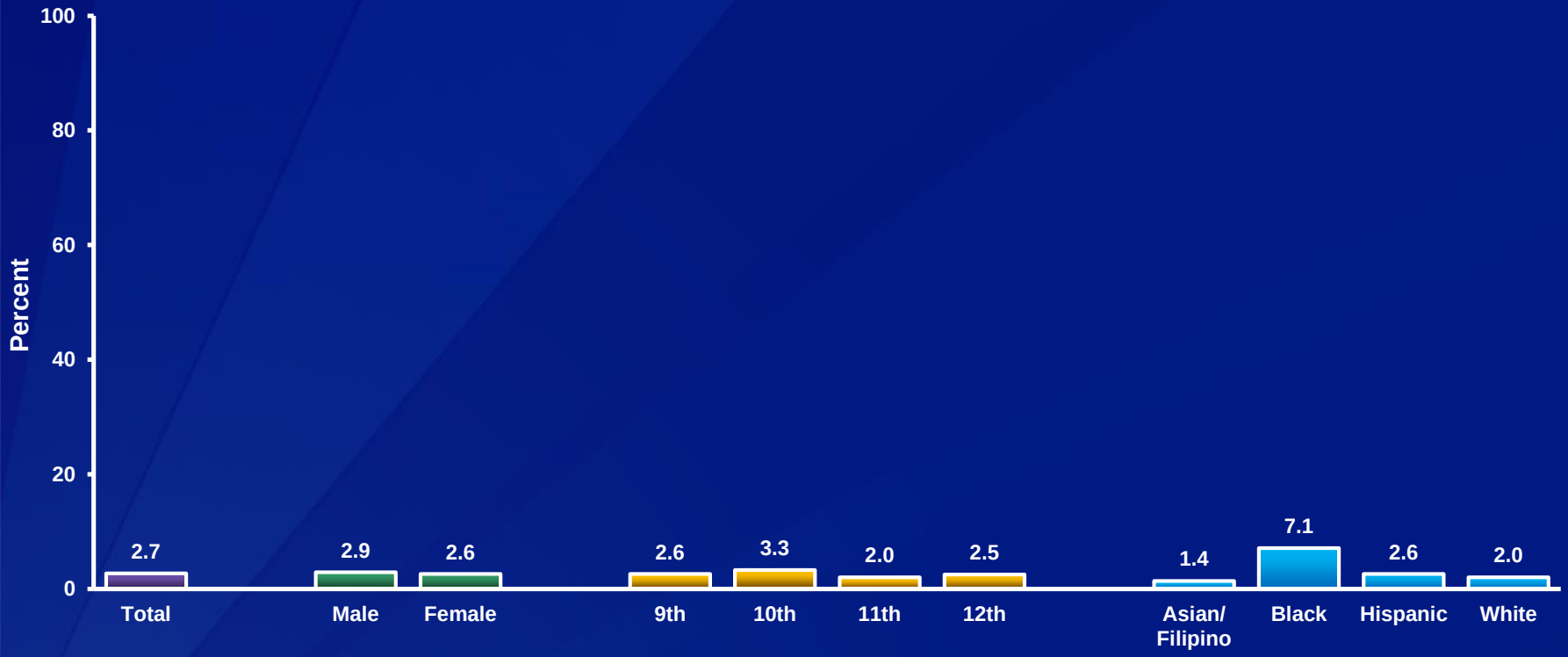
*F > M; H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Texted, E-Mailed, or Posted Electronically a Revealing or Sexual Photo of Themselves,* by Sex, Grade,† and Race/Ethnicity,† 2015



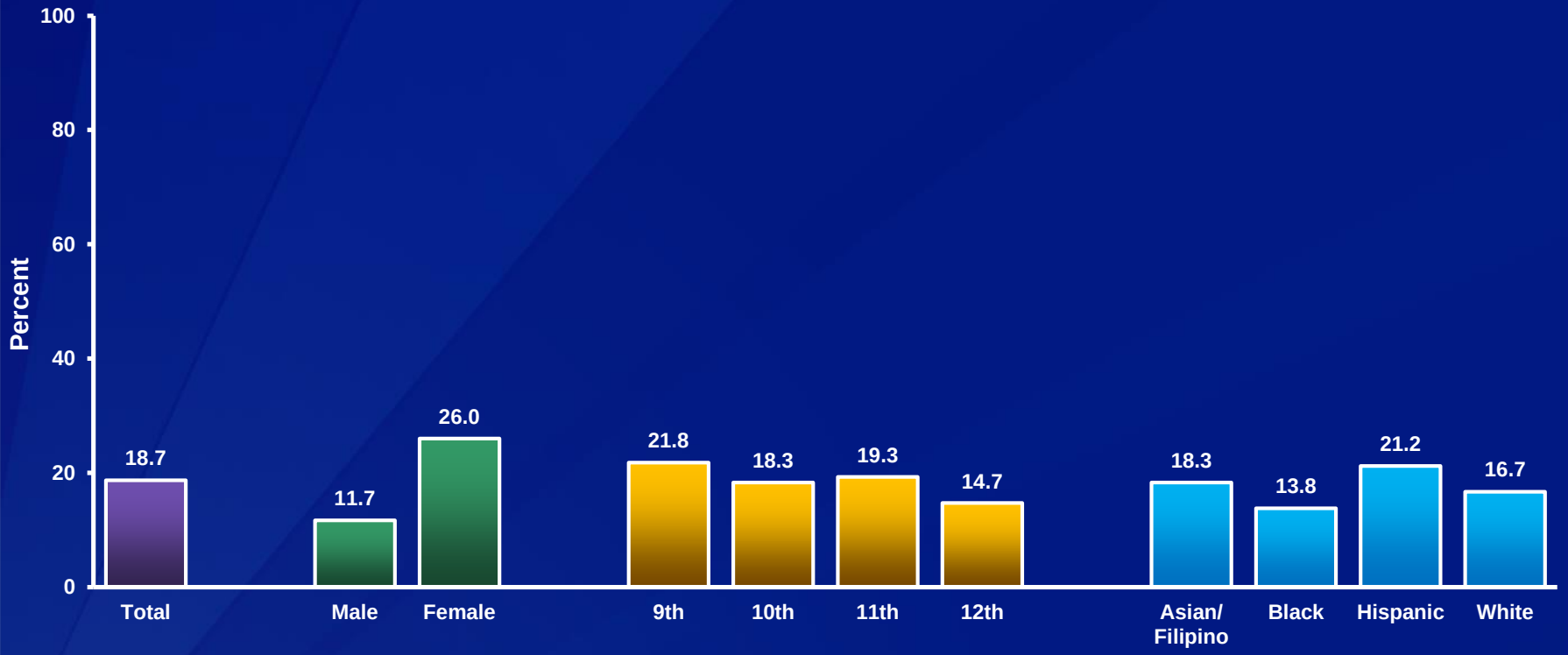
*During the 30 days before the survey
†11th > 9th, 11th > 10th, 12th > 9th; H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Reported a Revealing or Sexual Photo of Them Had Been Texted, E-Mailed, or Posted Electronically Without Their Permission,* by Sex, Grade, and Race/Ethnicity,† 2015



*During the 30 days before the survey
†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.

Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,* by Sex,† Grade, and Race/Ethnicity,† 2015



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

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

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

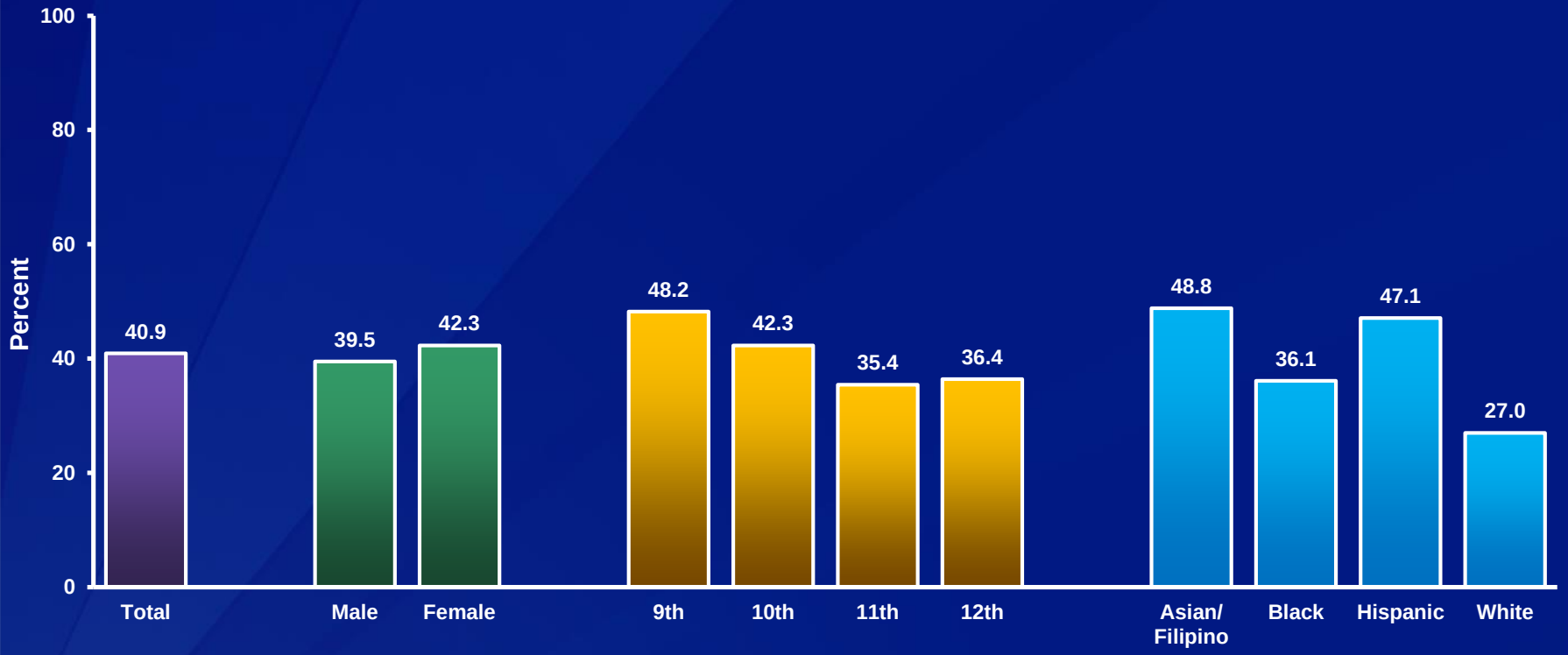
Note: This graph contains weighted results.

Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,* 2009-2015†

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

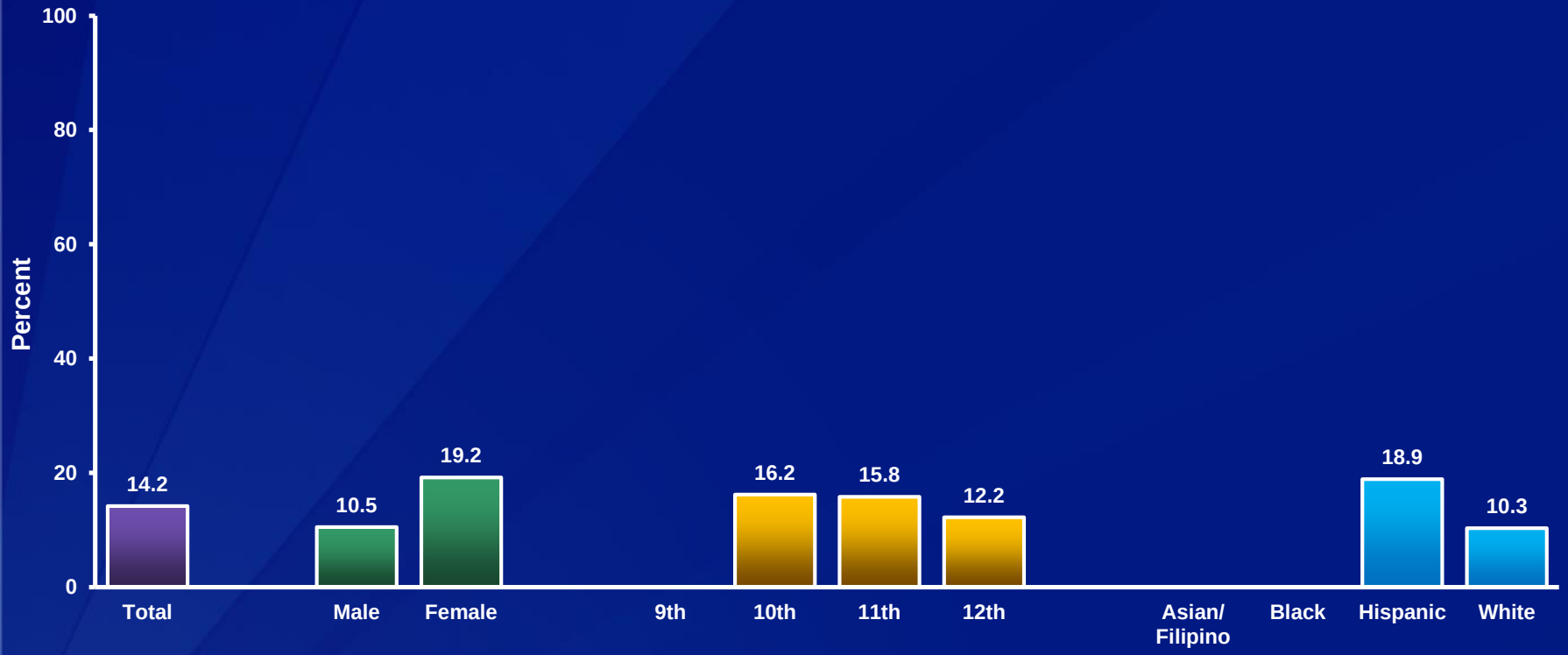
†Increased 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Responded That a Drug Sniffing Dog on Their Campus Would Make Them Feel Quite a Bit or Somewhat Safer, by Sex, Grade,* and Race/Ethnicity,* 2015



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

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



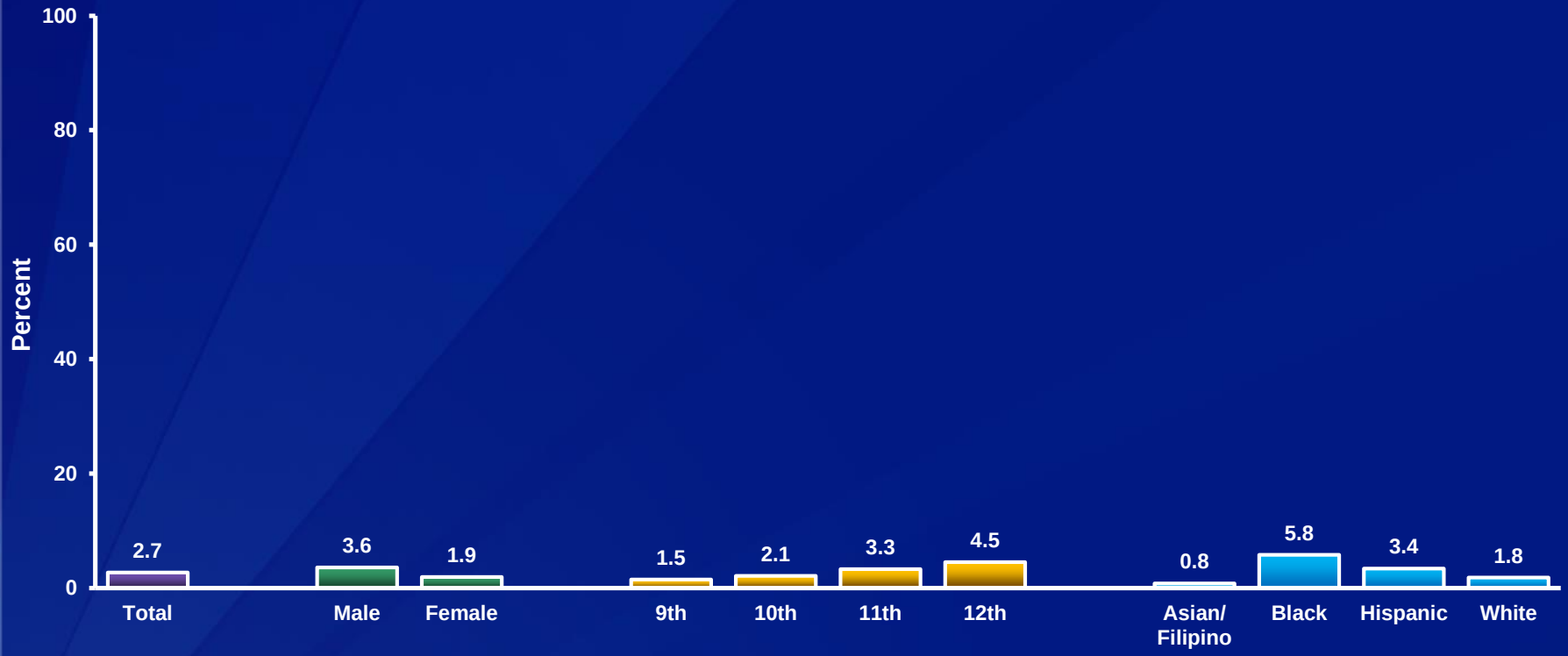
*Among students who have had sexual intercourse
†F > M; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

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

*Among students who have had sexual intercourse

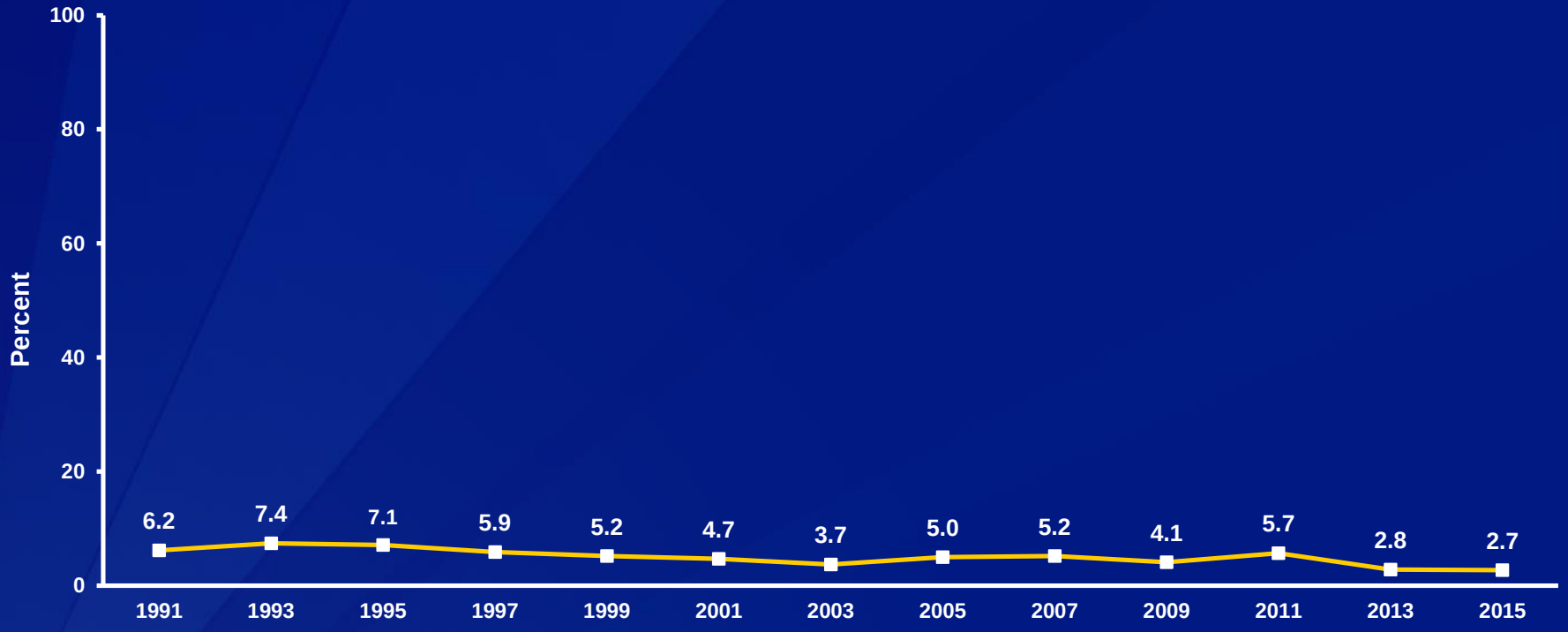
†No change 2011-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*One or more times
†M > F; 12th > 9th; 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.

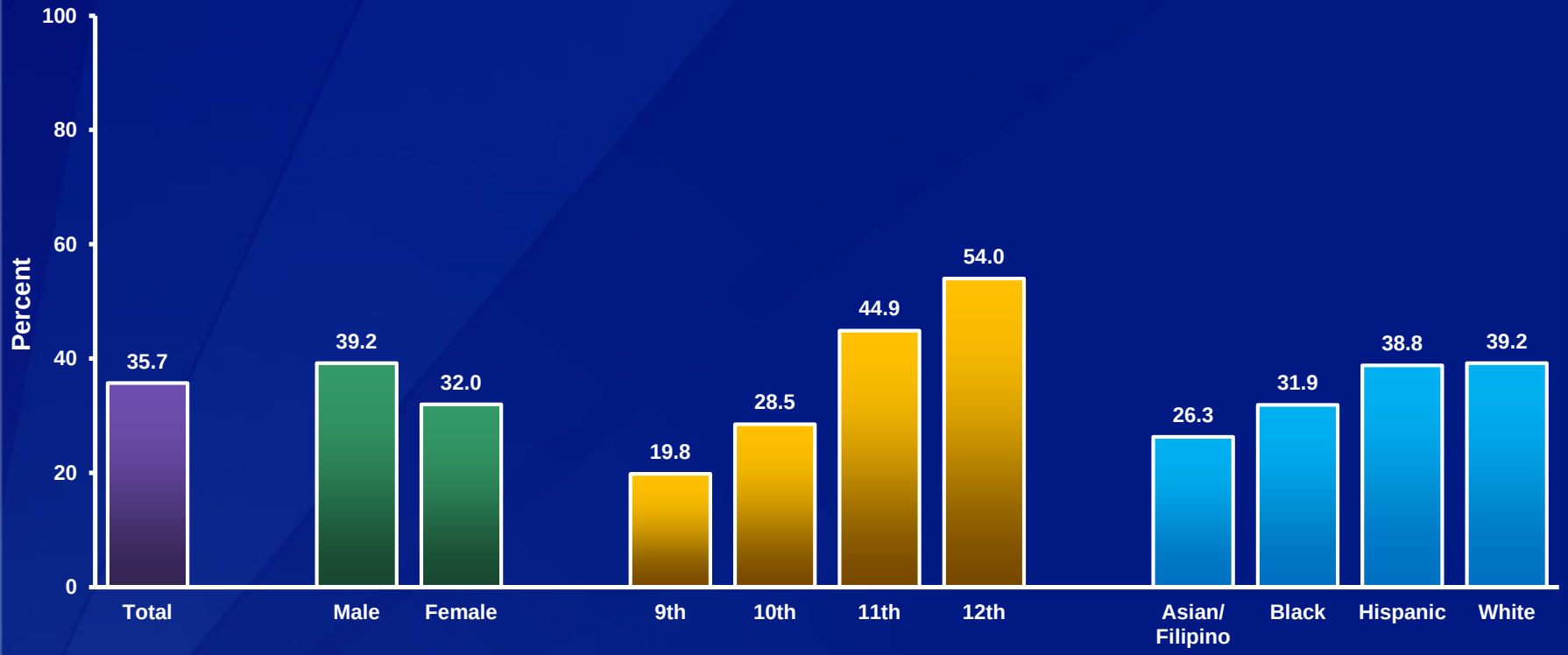
Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,* 1991-2015†



*One or more times

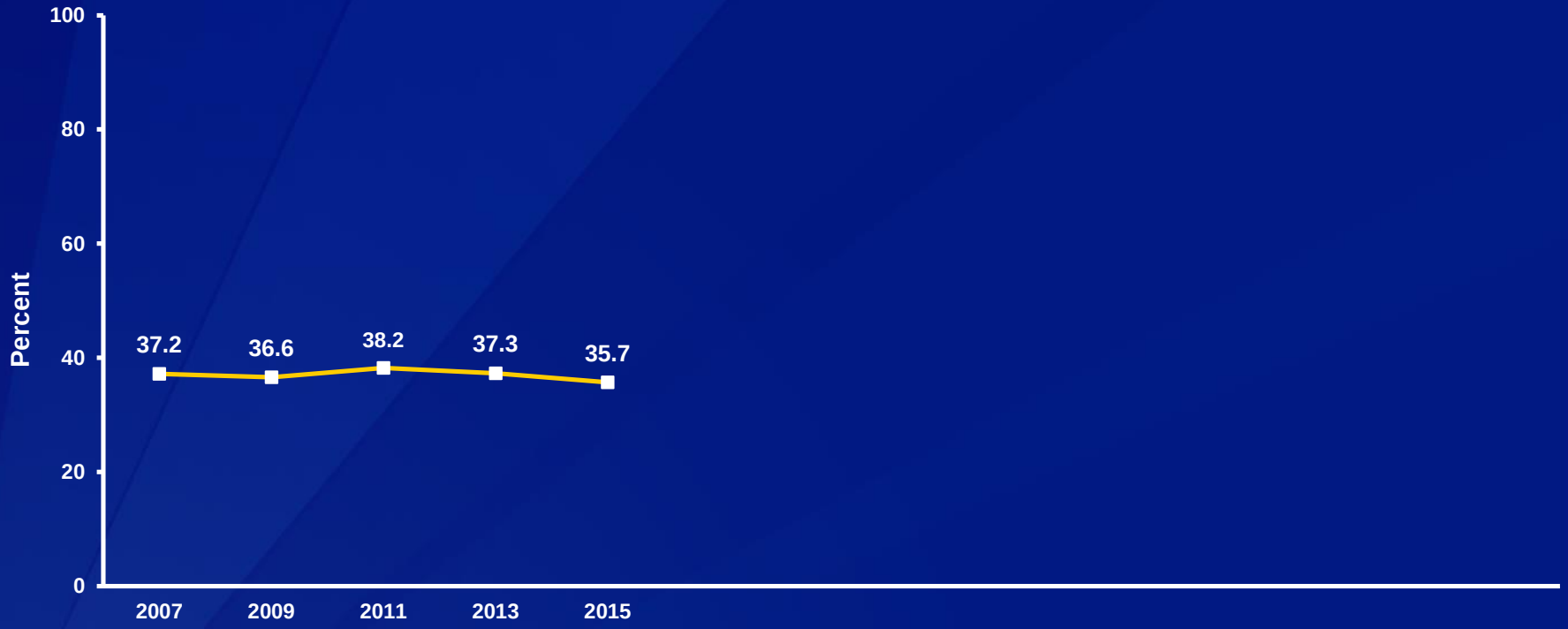
†Decreased 1991-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Percentage of High School Students Who Have Ever Participated in Oral Sex, by Sex,* Grade,* and Race/Ethnicity,* 2015



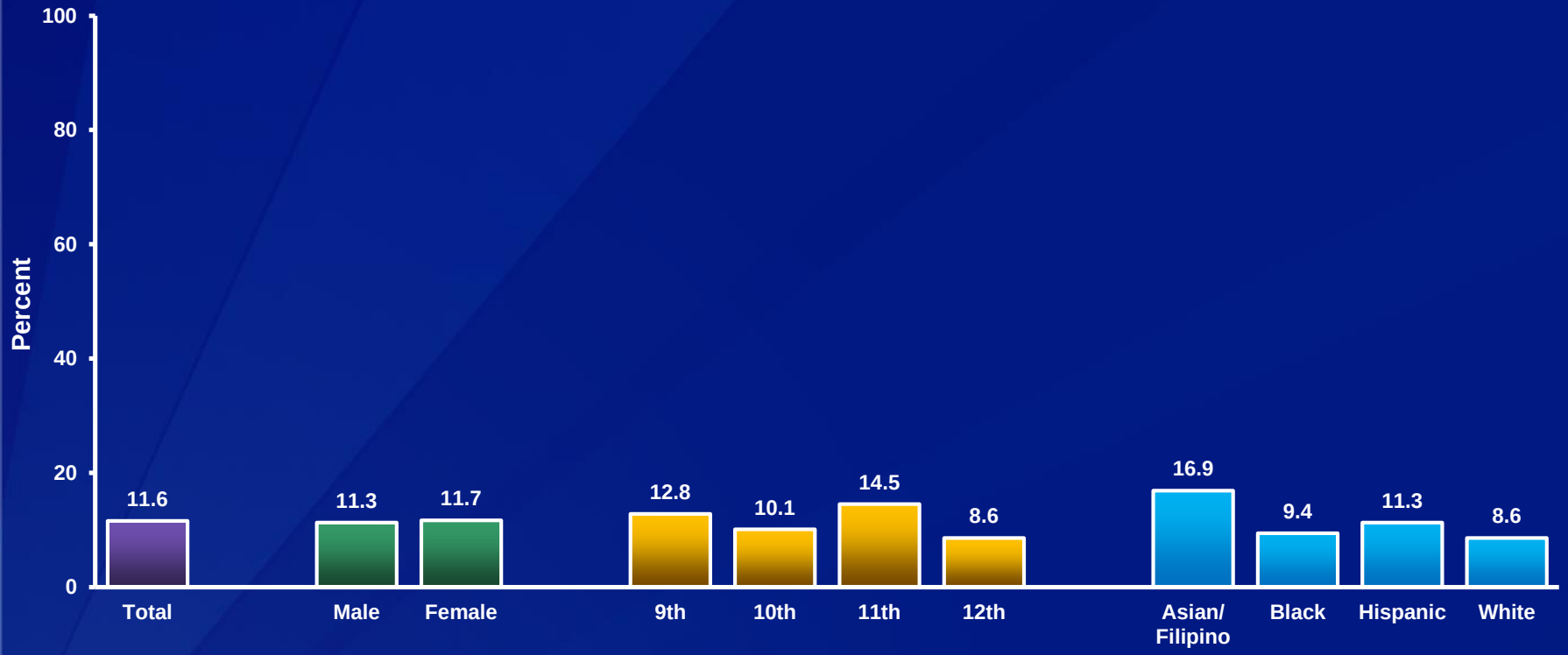
*M > F; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Ever Participated in Oral Sex, 2007-2015*



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

Percentage of High School Students Who Think Other People at School Would Describe Them As Equally Feminine and Masculine, by Sex, Grade,* and Race/Ethnicity,* 2015

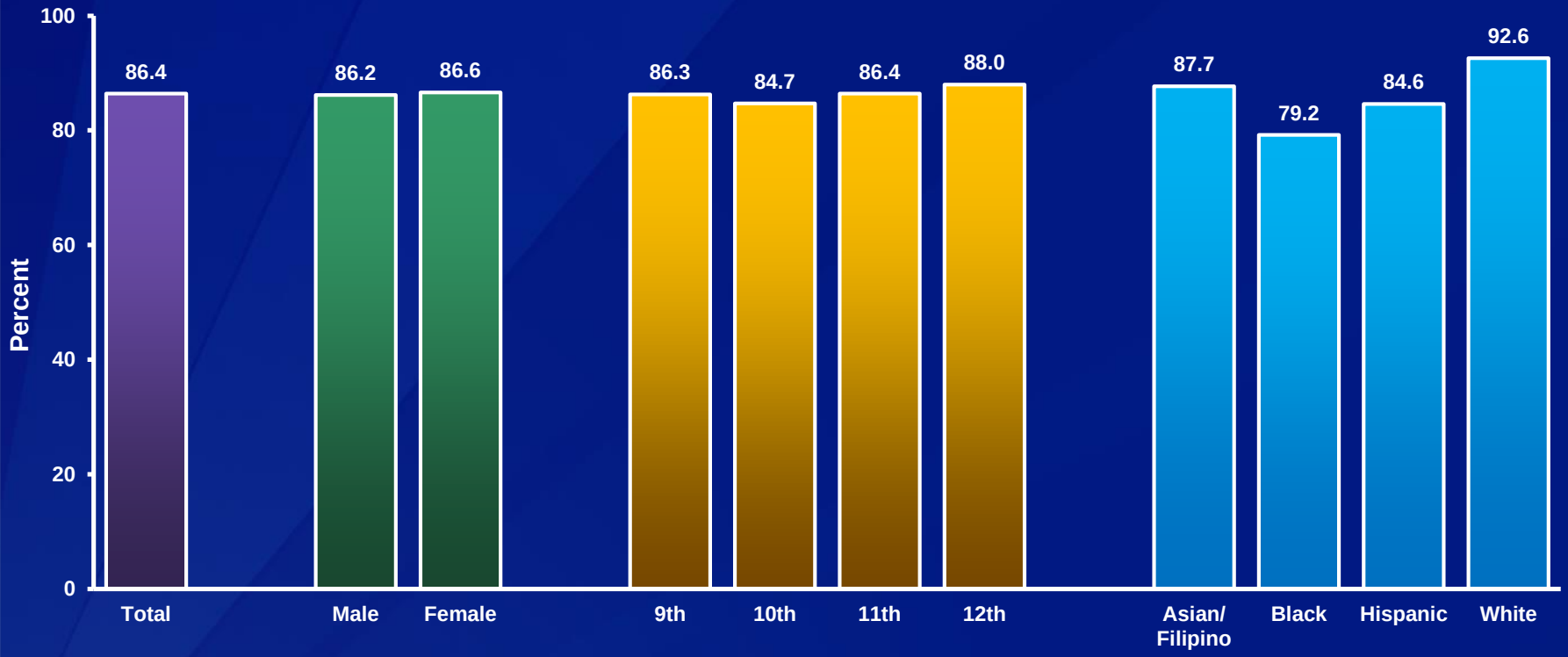


*11th > 12th; A > B, A > H, A > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Think Other People at School Would Describe Them As Equally Feminine and Masculine, 2013-2015*

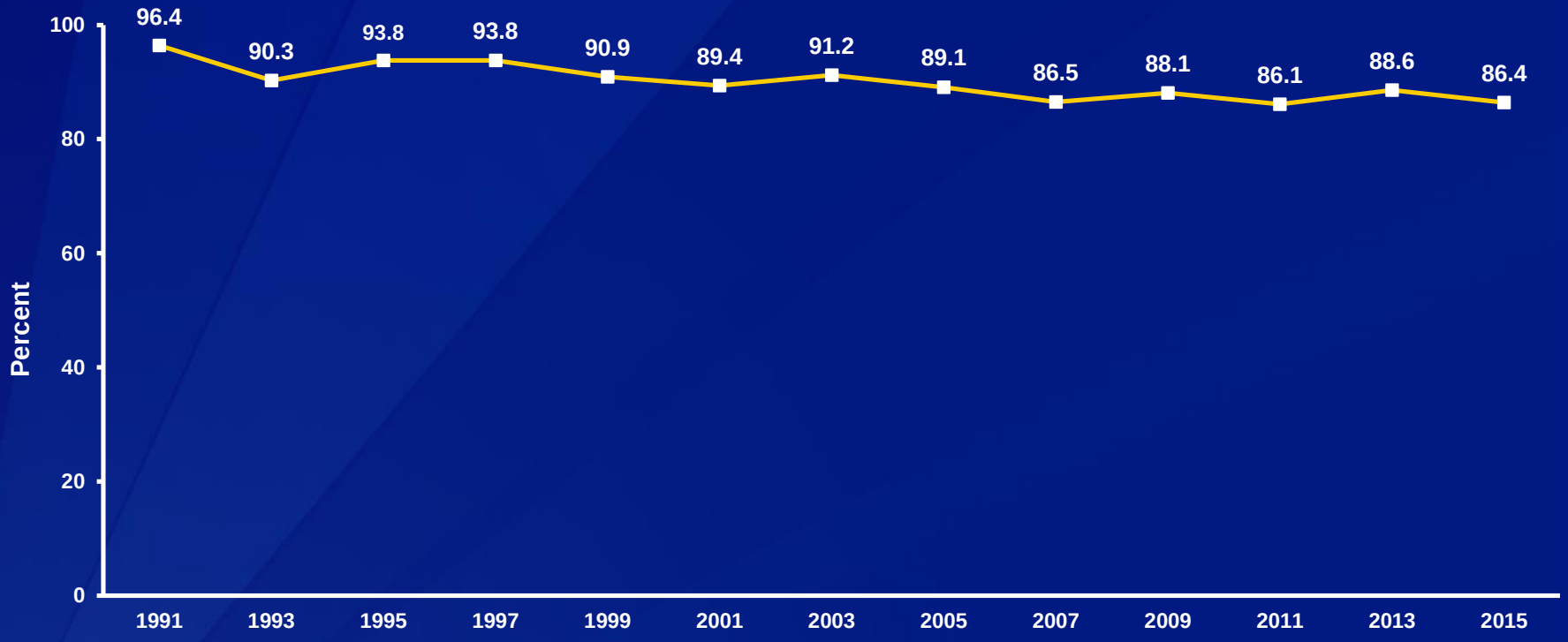
*No change 2013-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

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



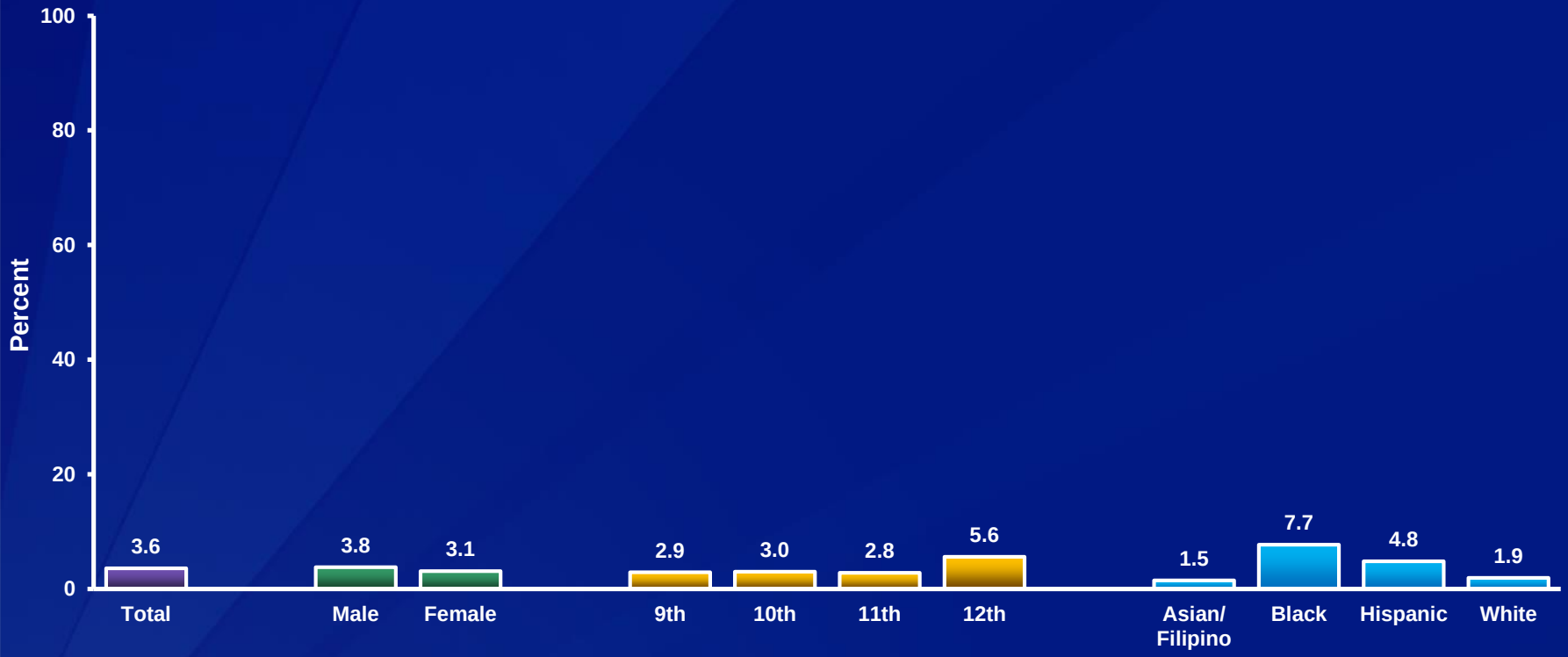
*A > B, W > A, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Taught About AIDS or HIV Infection in School, 1991-2015*



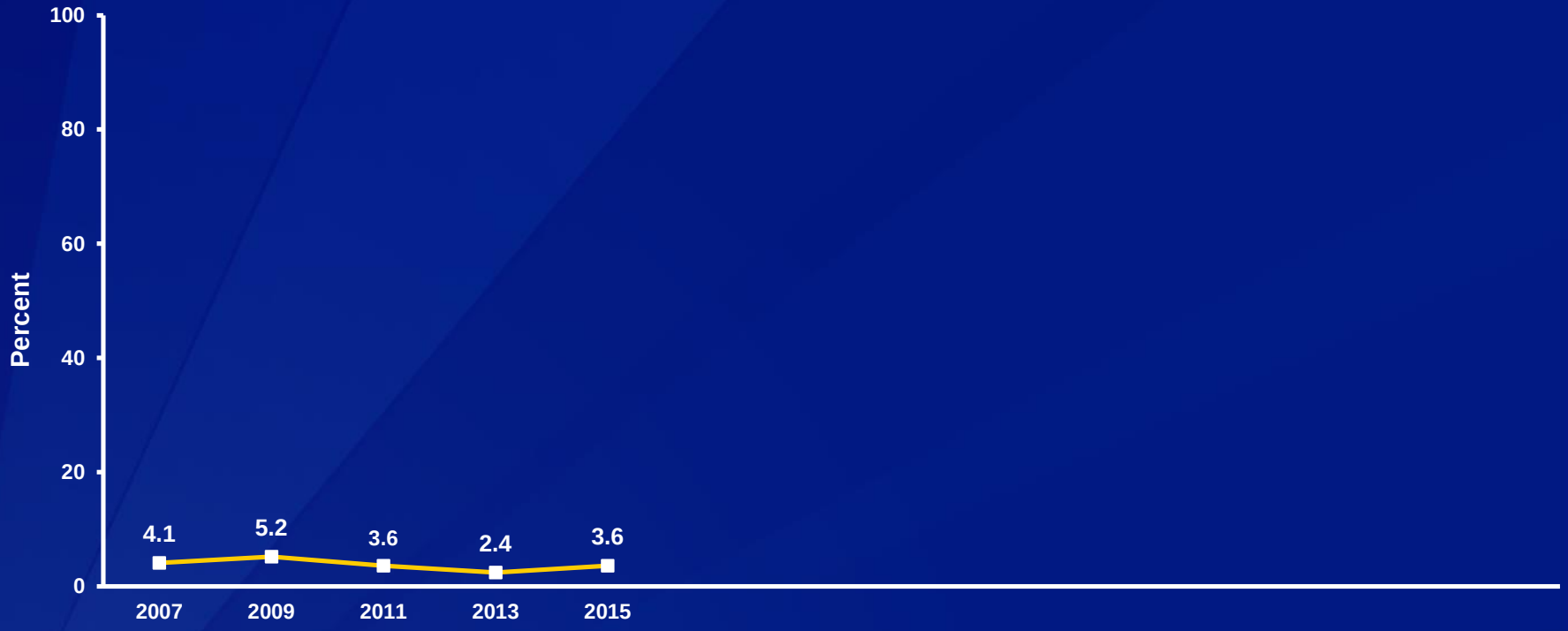
*Decreased 1991-2015, decreased 1991-2001, decreased 2001-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Percentage of High School Students Who Have Been Told by a Doctor or Nurse That They Had a Sexually Transmitted Disease (STD), by Sex, Grade,* and Race/Ethnicity,* 2015



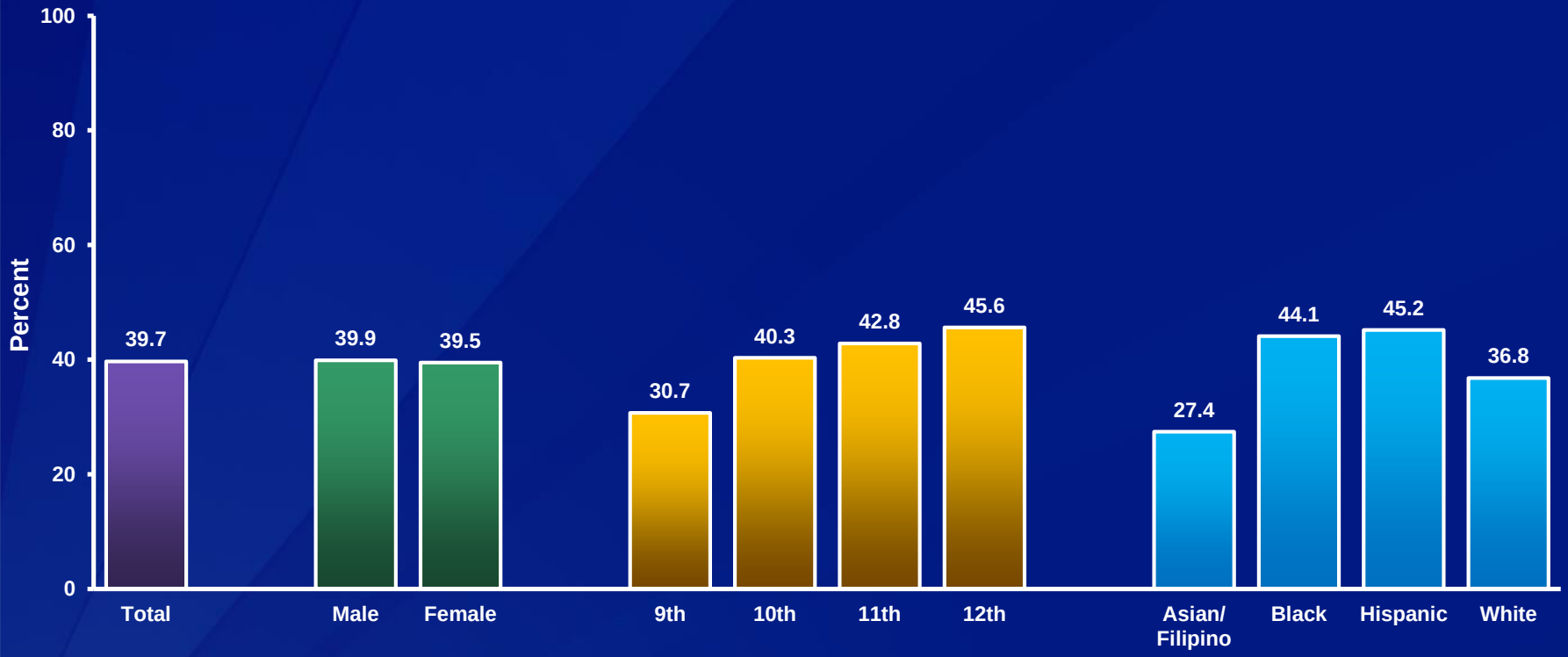
*12th > 9th, 12th > 10th, 12th > 11th; B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Told by a Doctor or Nurse That They Had a Sexually Transmitted Disease (STD), 2007-2015*



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

Percentage of High School Students Who Reported Their Doctor or Nurse Discussed Ways to Prevent Pregnancy, AIDS, or Other Sexually Transmitted Diseases (STDs),* by Sex, Grade,† and Race/Ethnicity,† 2015



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

Percentage of High School Students Who Reported Their Doctor or Nurse Discussed Ways to Prevent Pregnancy, AIDS, or Other Sexually Transmitted Diseases (STDs),* 2009-2015†

*During their last check-up, among students who have had a check-up

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