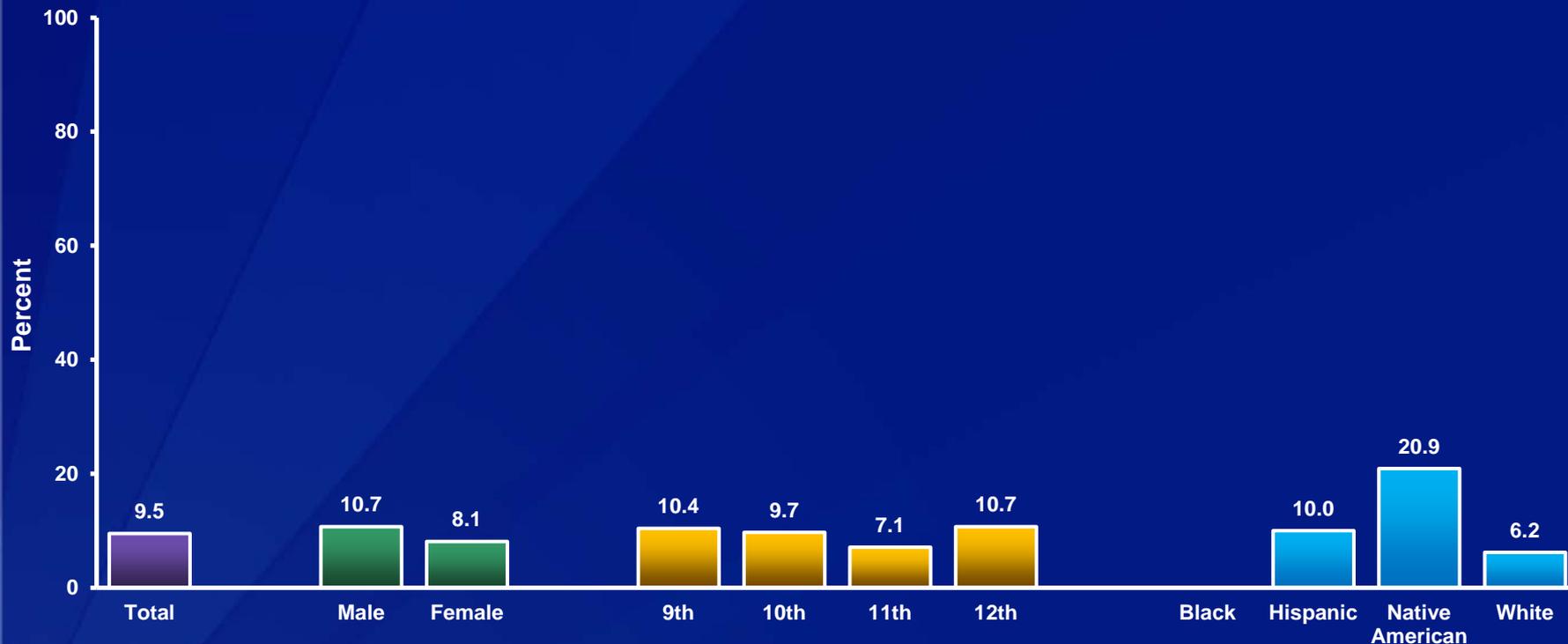


## Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* by Sex, Grade, and Race/Ethnicity,† 2015



\*When riding in a car driven by someone else

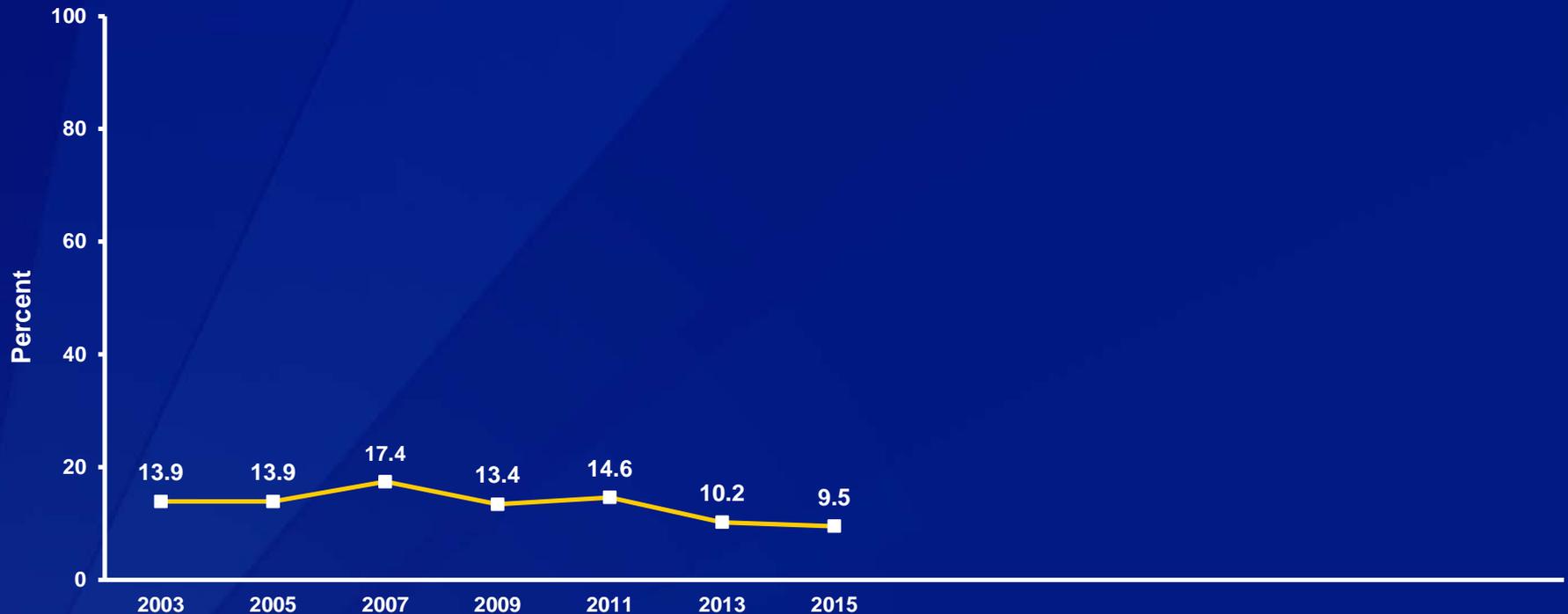
†N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* 2003-2015<sup>†</sup>

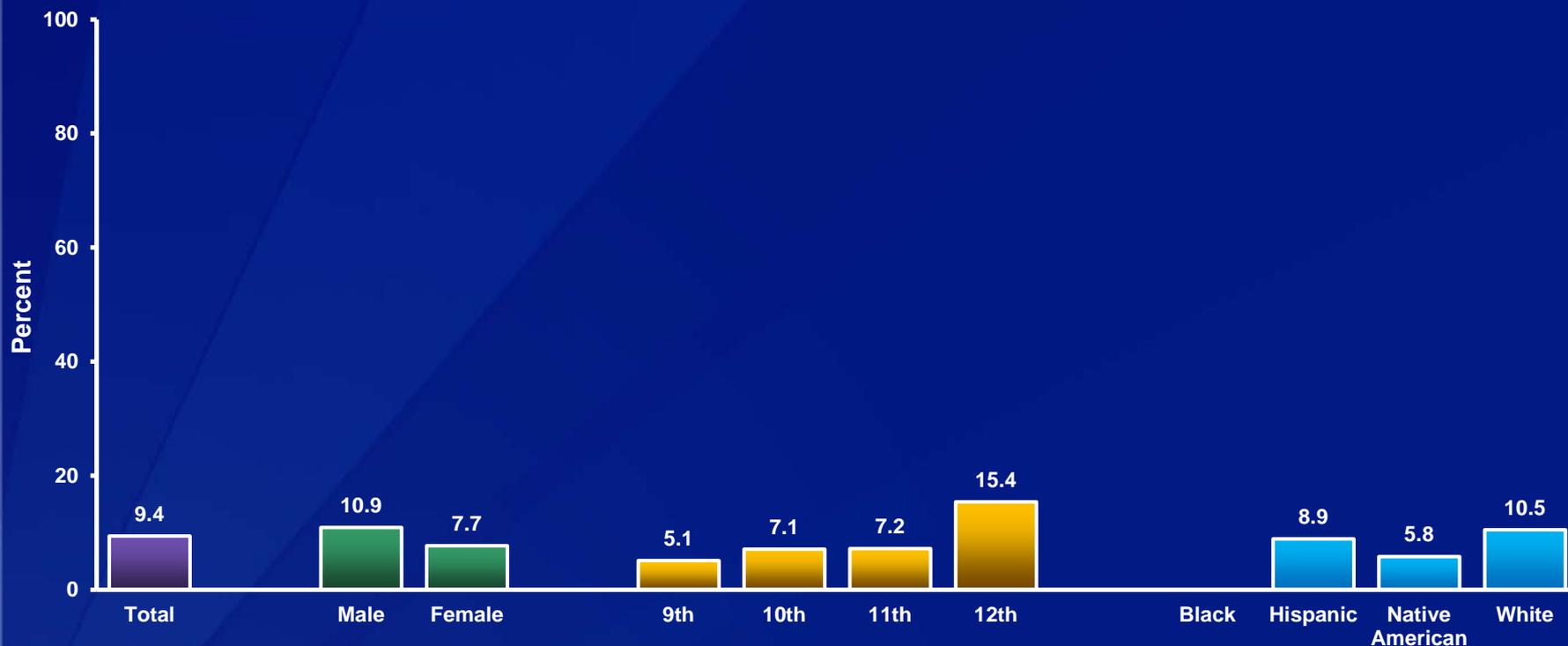


\*When riding in a car driven by someone else

<sup>†</sup>Decreased 2003-2015, no change 2003-2011, decreased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

## Percentage of High School Students Who Drove When Drinking Alcohol,\* by Sex, Grade,<sup>†</sup> 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

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

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

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<sup>†</sup>

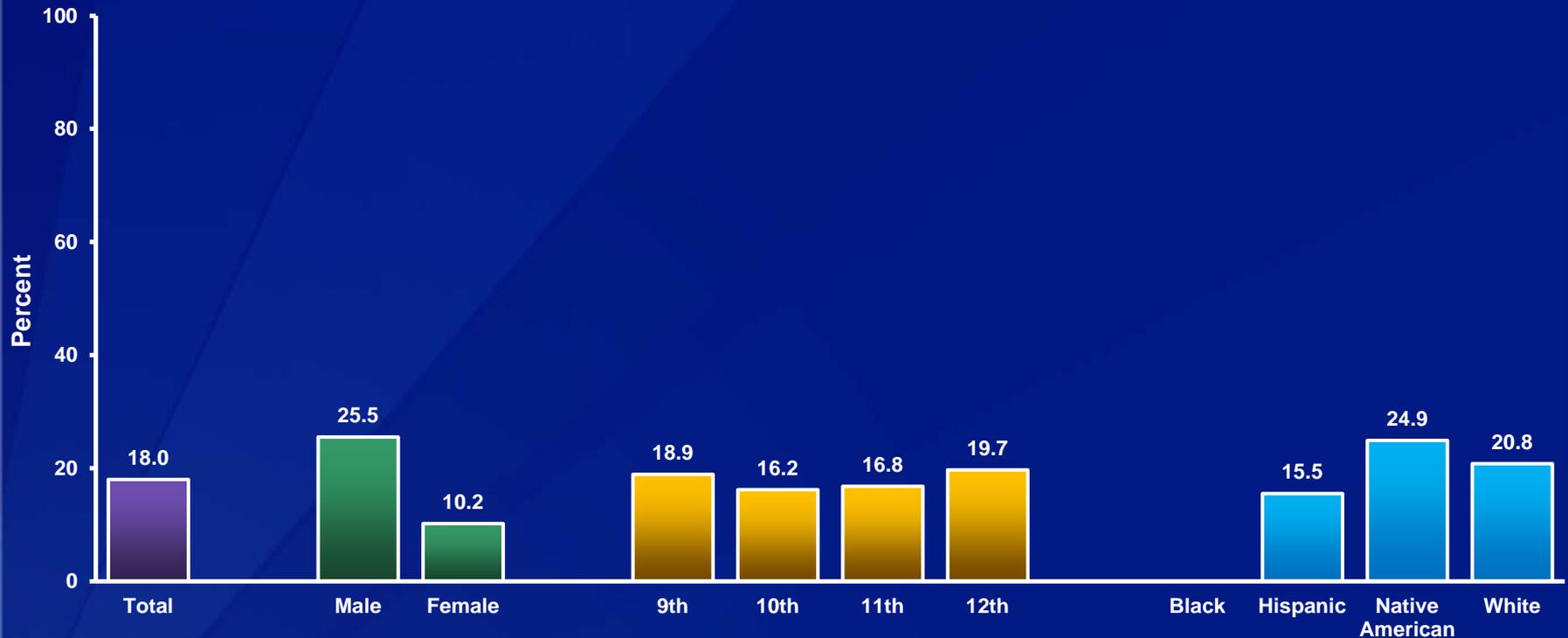


\*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

<sup>†</sup>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

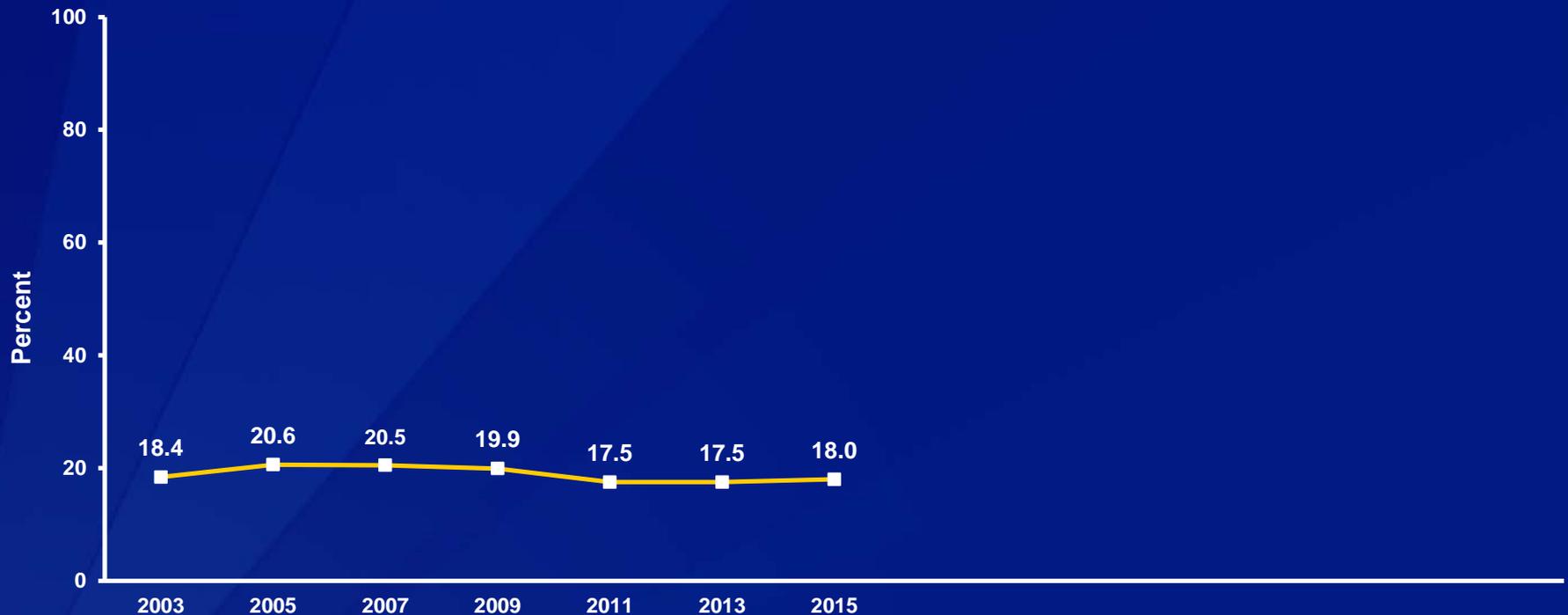
†M > F; N > H, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Carried a Weapon,\* 2003-2015<sup>†</sup>

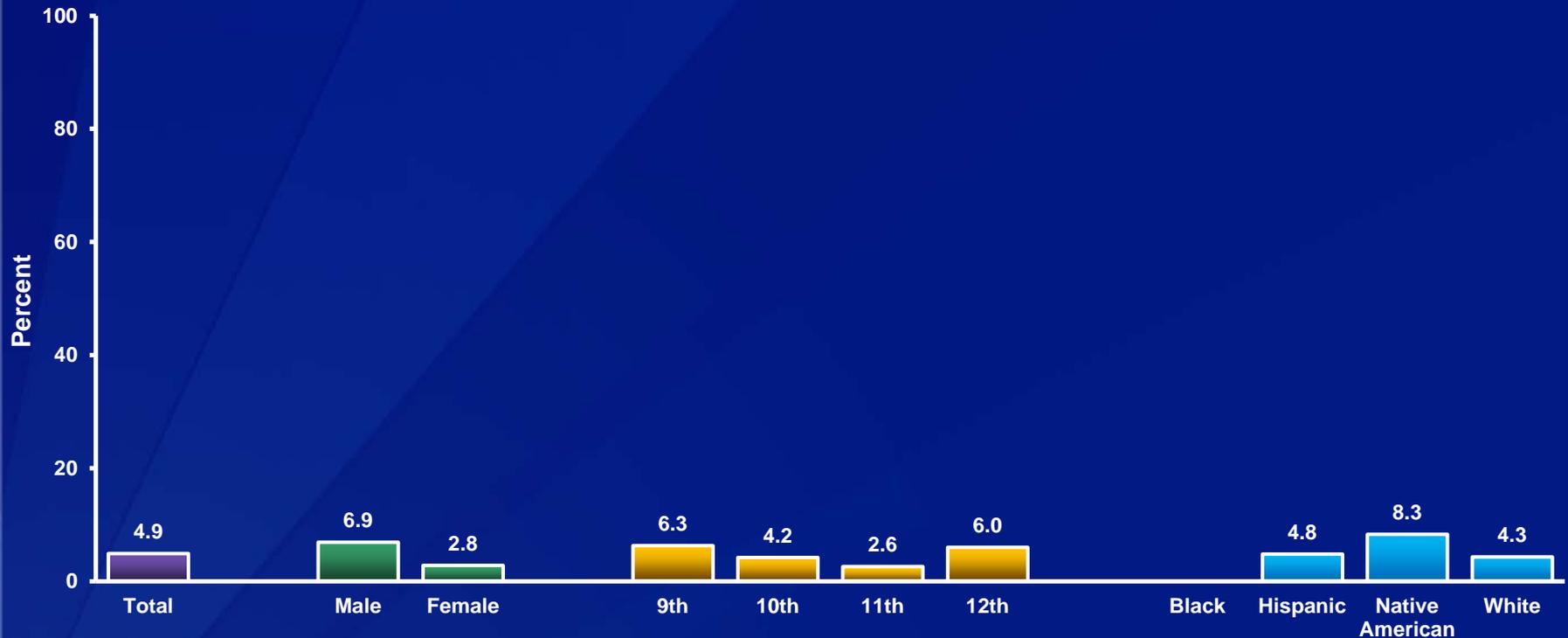


\*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

<sup>†</sup>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 Carried a Gun,\* by Sex,† Grade,‡ and Race/Ethnicity, 2015



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

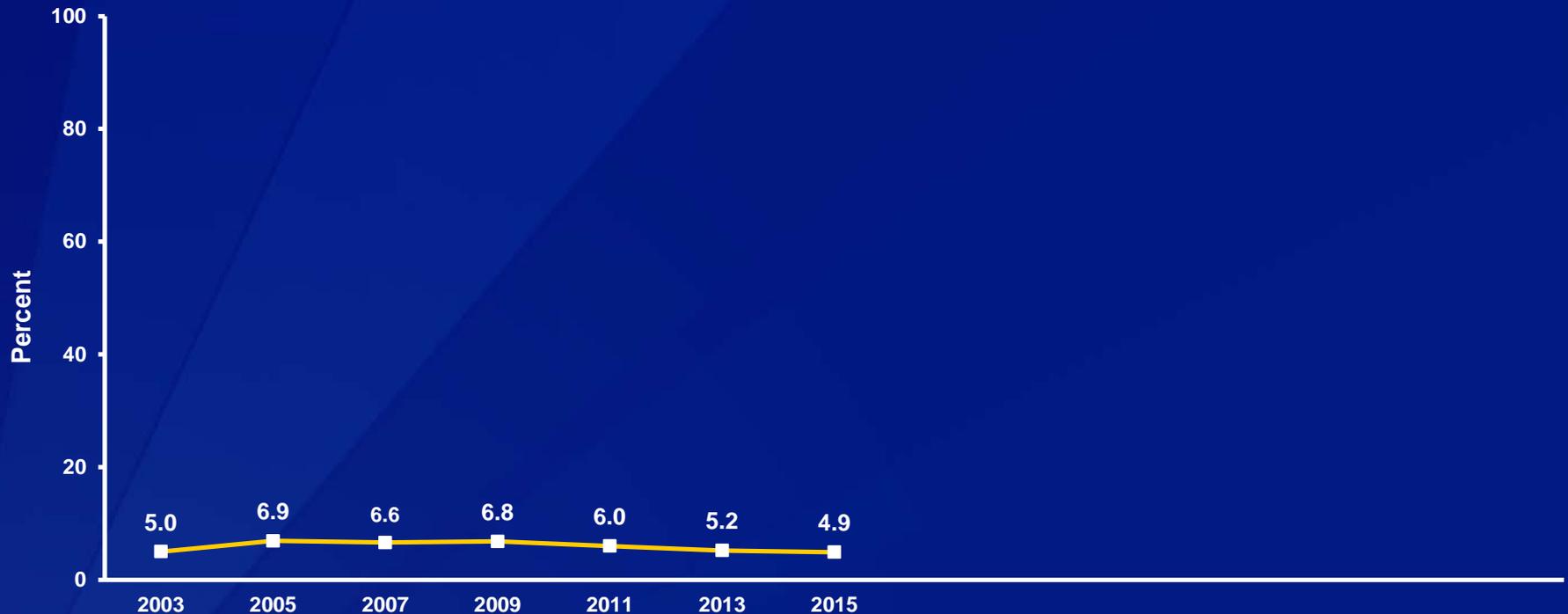
†M > F; 9th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Carried a Gun,\* 2003-2015†

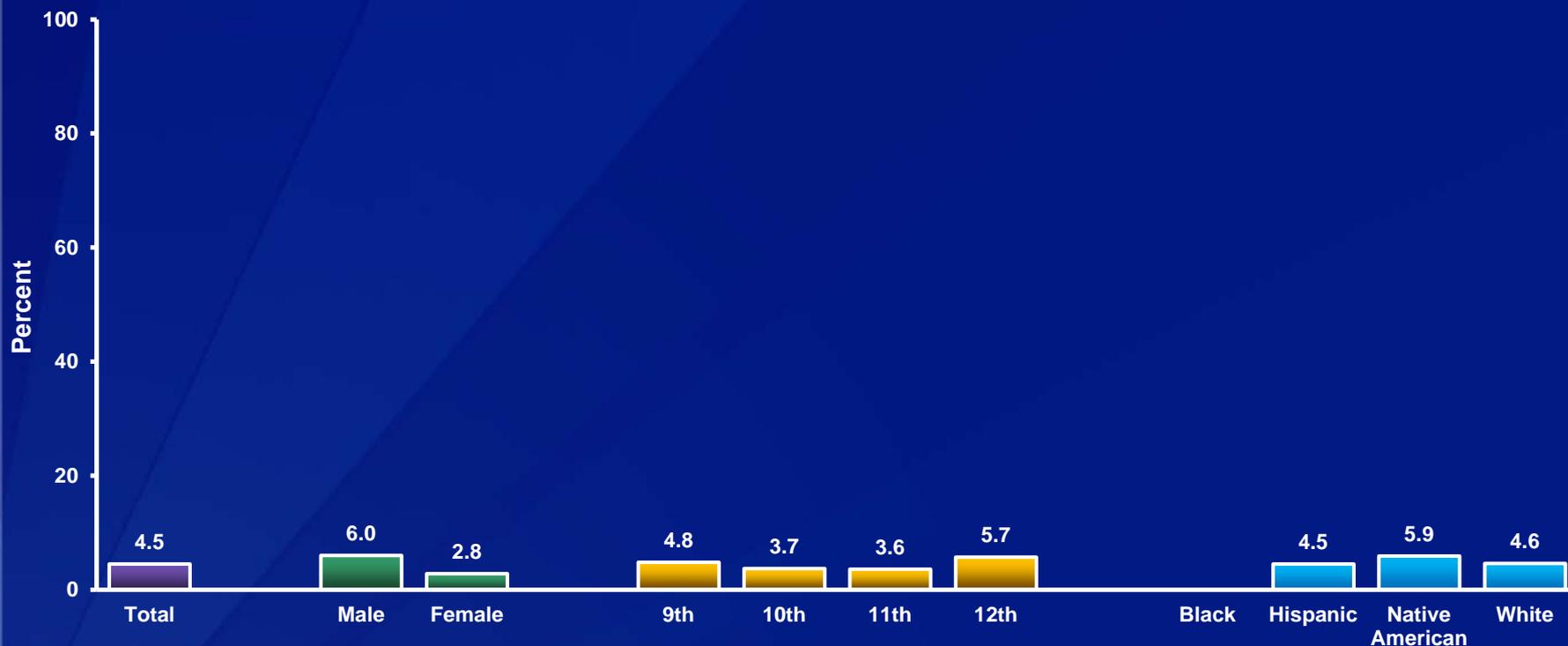


\*On at least 1 day during the 30 days before the survey

†No change, 2003-2009, 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 Carried a Weapon on School Property,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2015



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

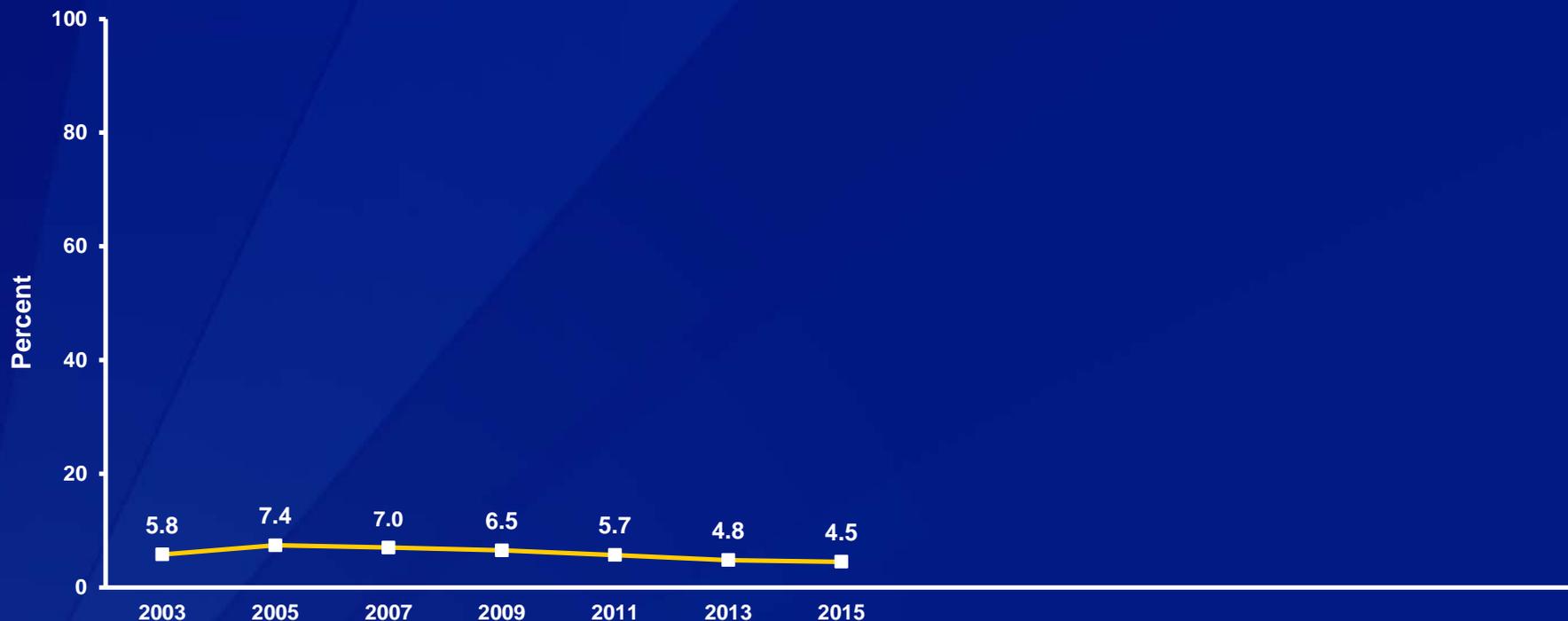
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Carried a Weapon on School Property,\* 2003-2015†

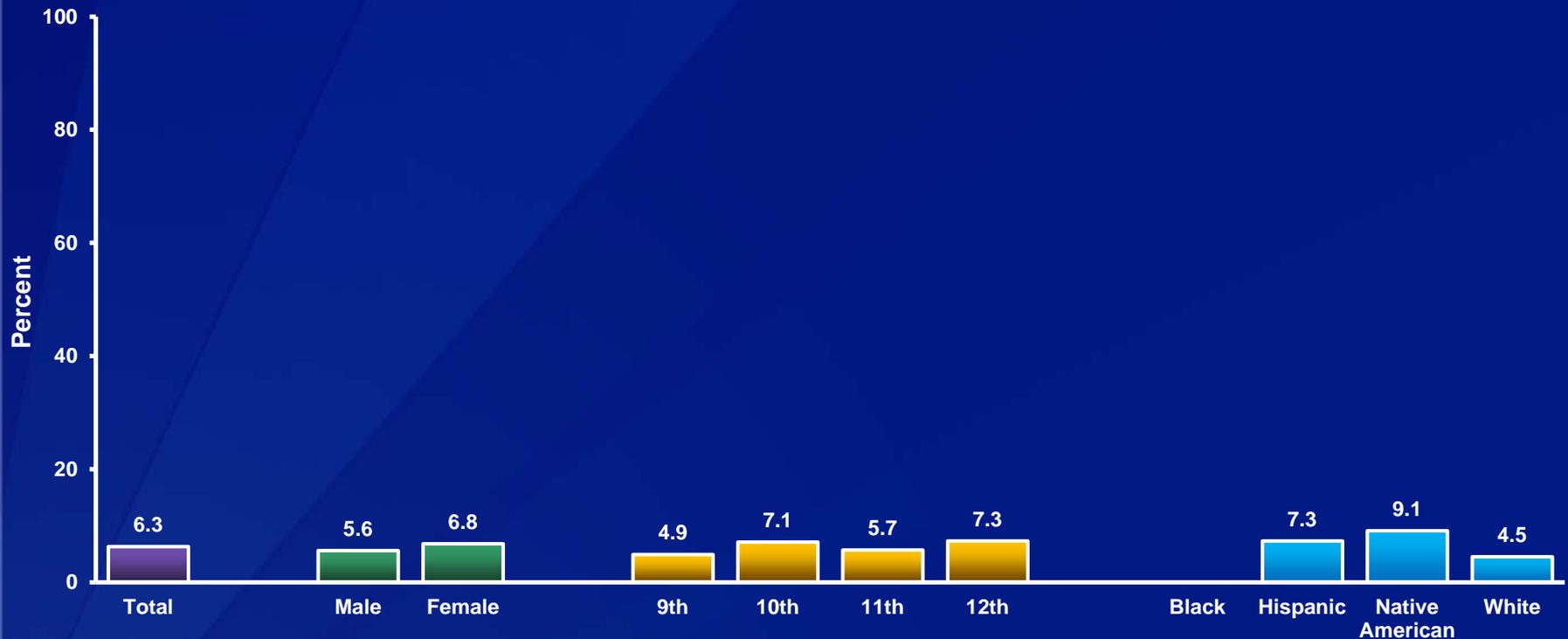


\*Such as a gun, knife, or club on at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

## Percentage of High School Students Who 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

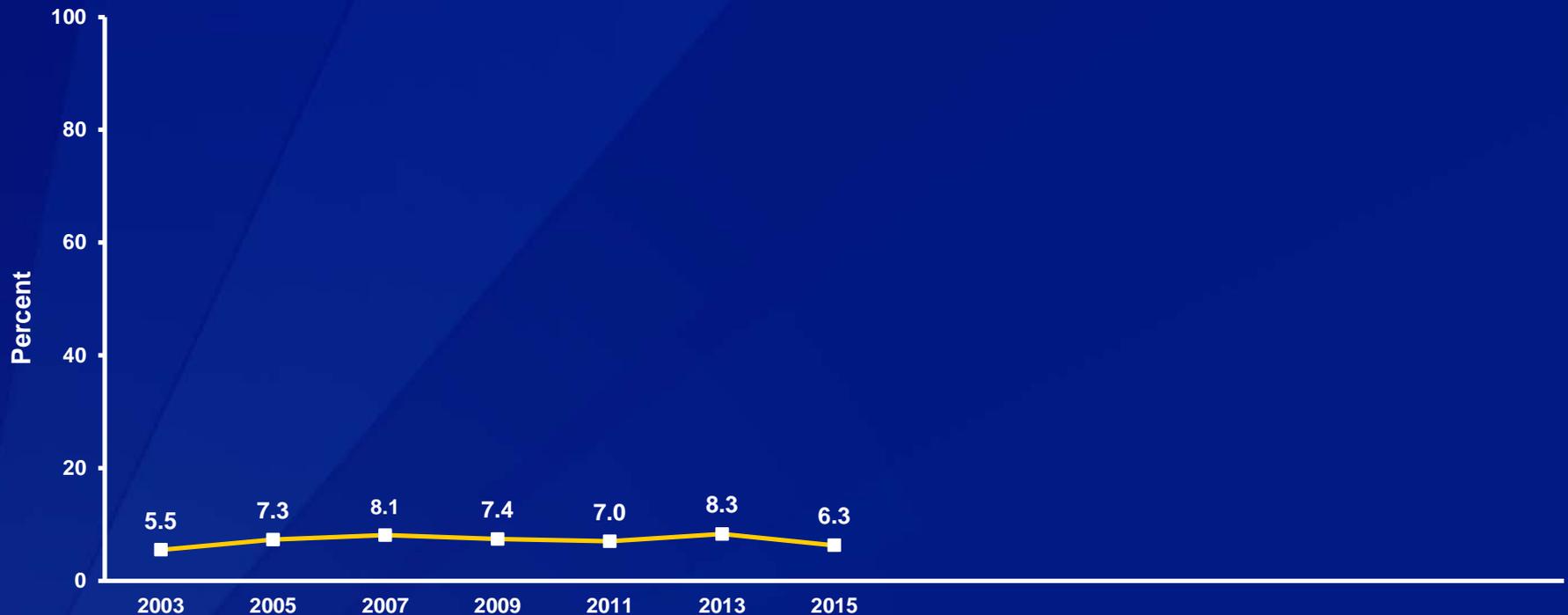
†N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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,\* 2003-2015†

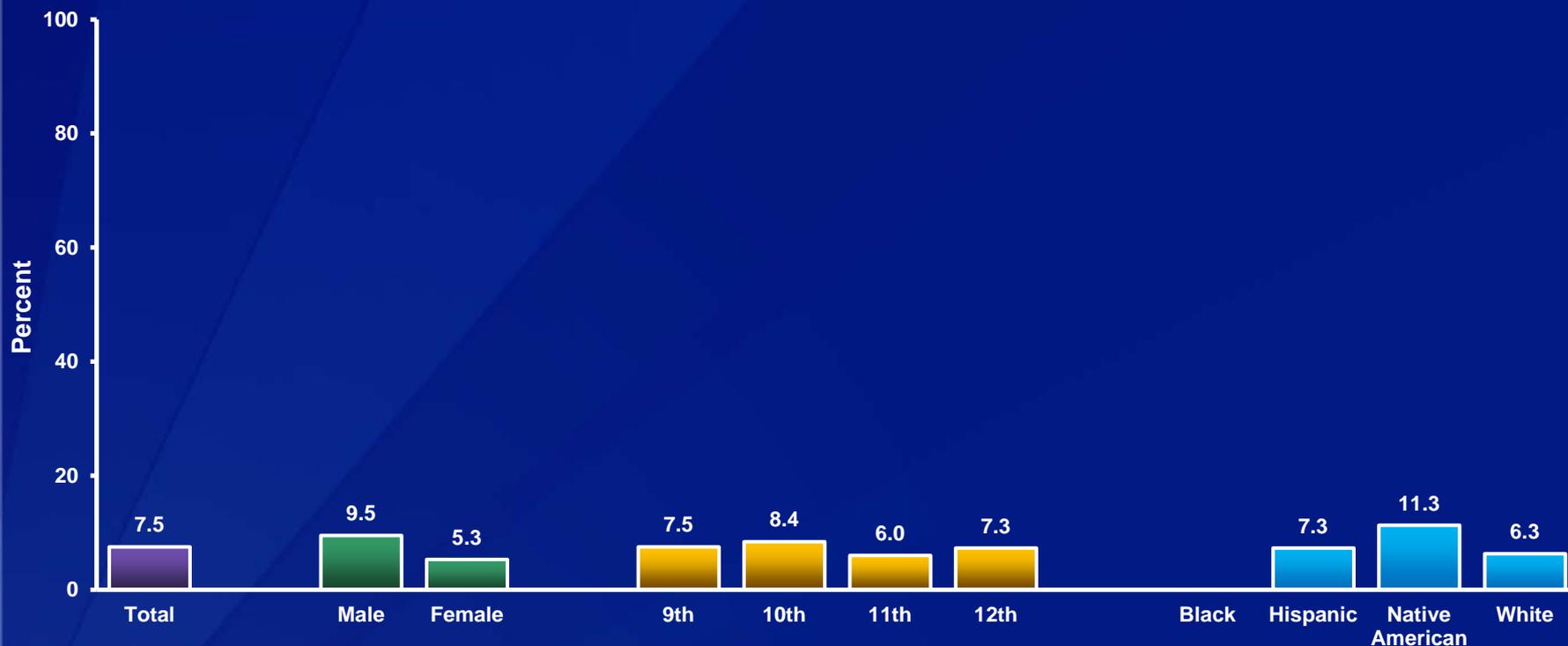


\*On at least 1 day during the 30 days before the survey

†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 Were Threatened or Injured with a Weapon on School Property,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2015



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

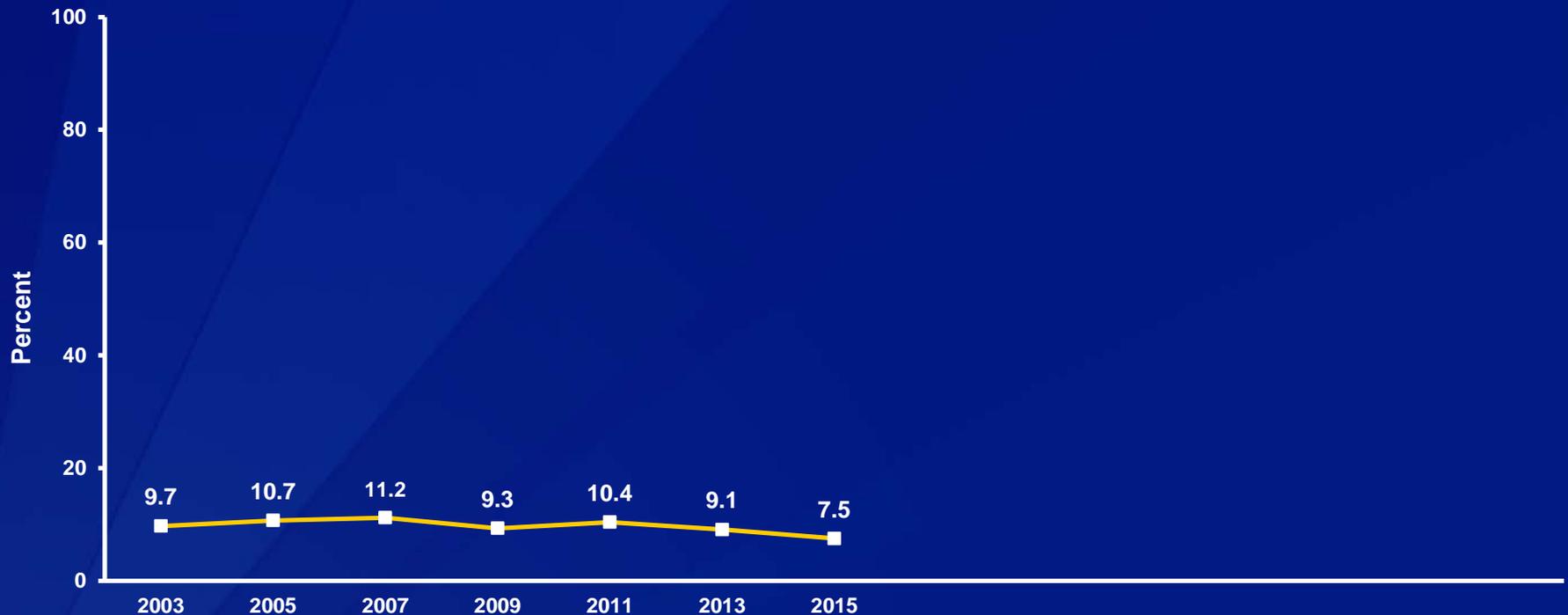
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* 2003-2015<sup>†</sup>

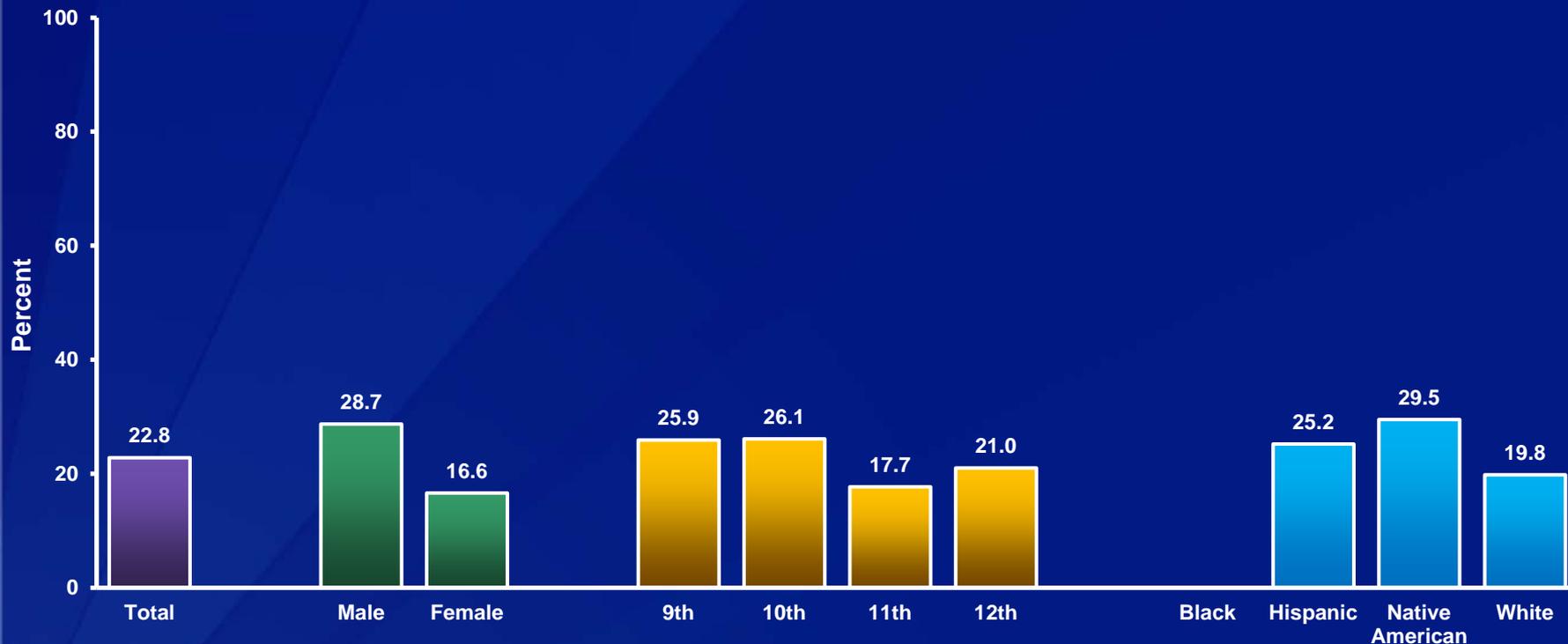


\*Such as a gun, knife, or club one or more times during the 12 months before the survey

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

Note: This graph contains weighted results.

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



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

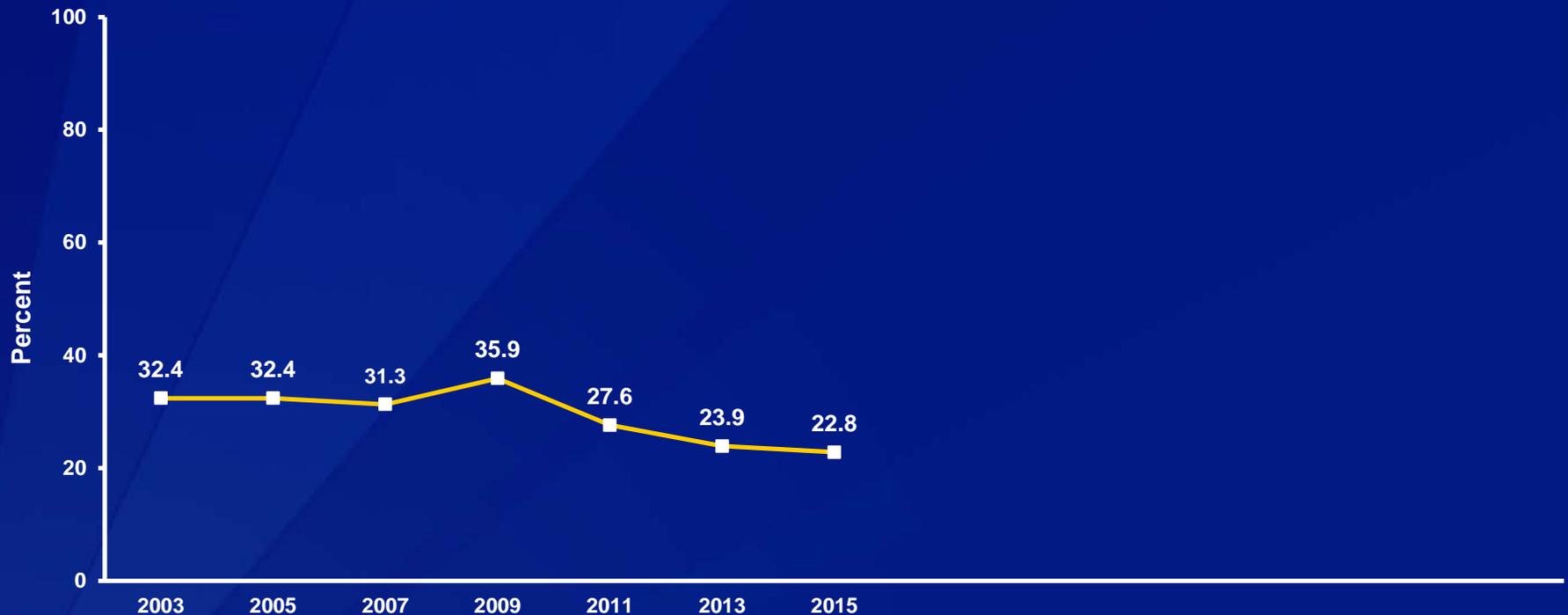
<sup>†</sup>M > F; 9th > 11th, 10th > 11th; H > W, N > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were in a Physical Fight,\* 2003-2015†

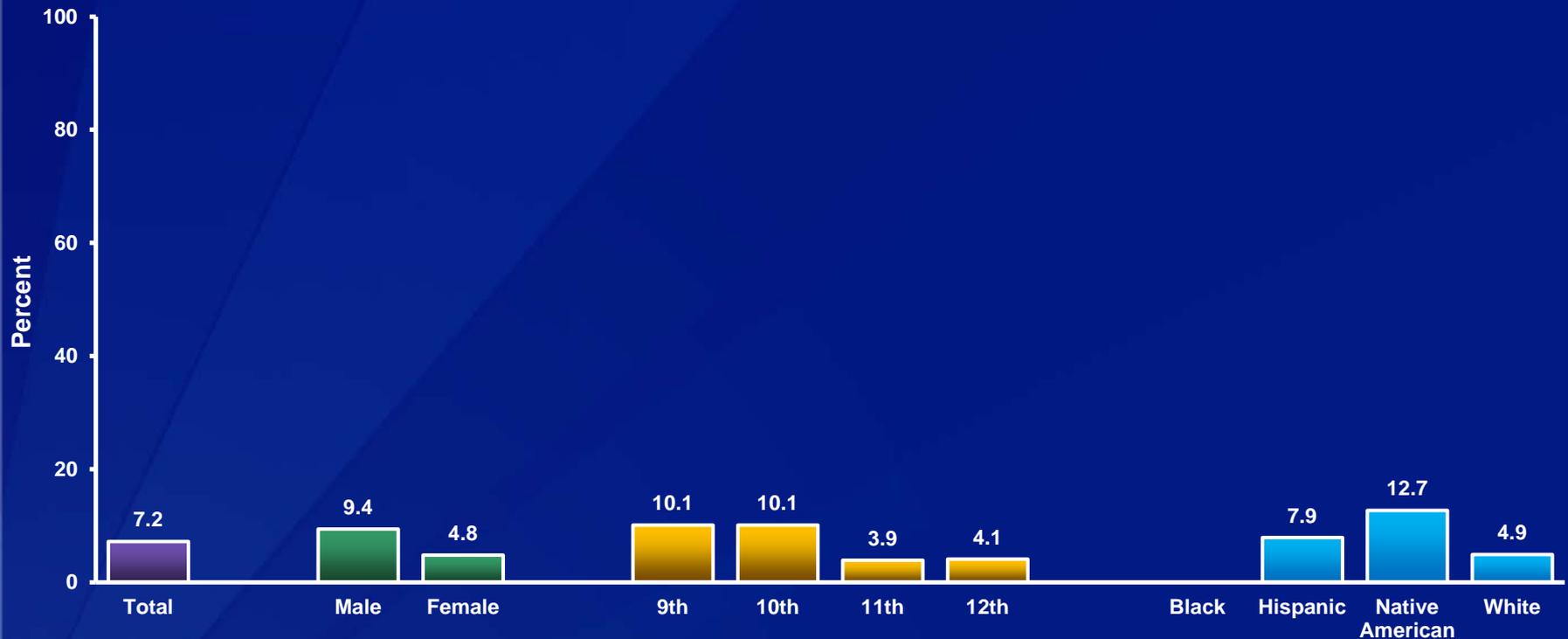


\*One or more times during the 12 months before the survey

†Decreased 2003-2015, no change 2003-2009, 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 in a Physical Fight on School Property,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

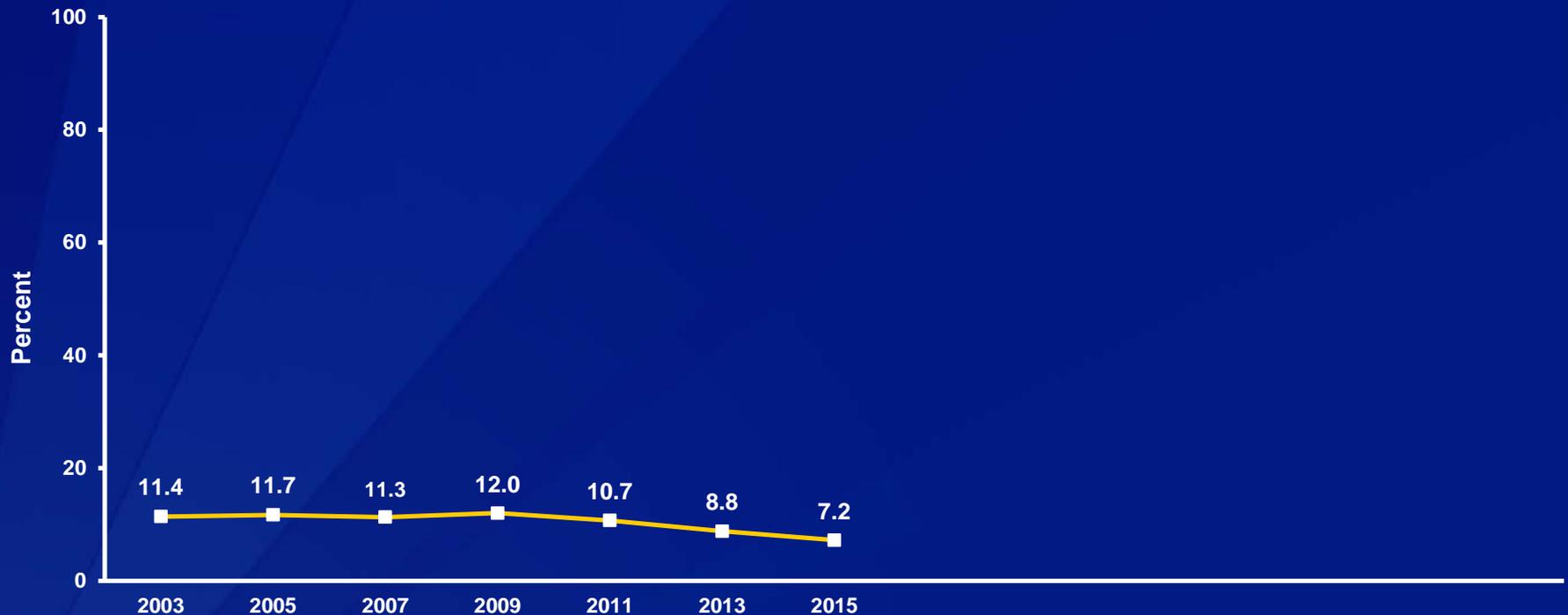
<sup>†</sup>M > F; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th; H > W, N > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were in a Physical Fight on School Property,\* 2003-2015<sup>†</sup>

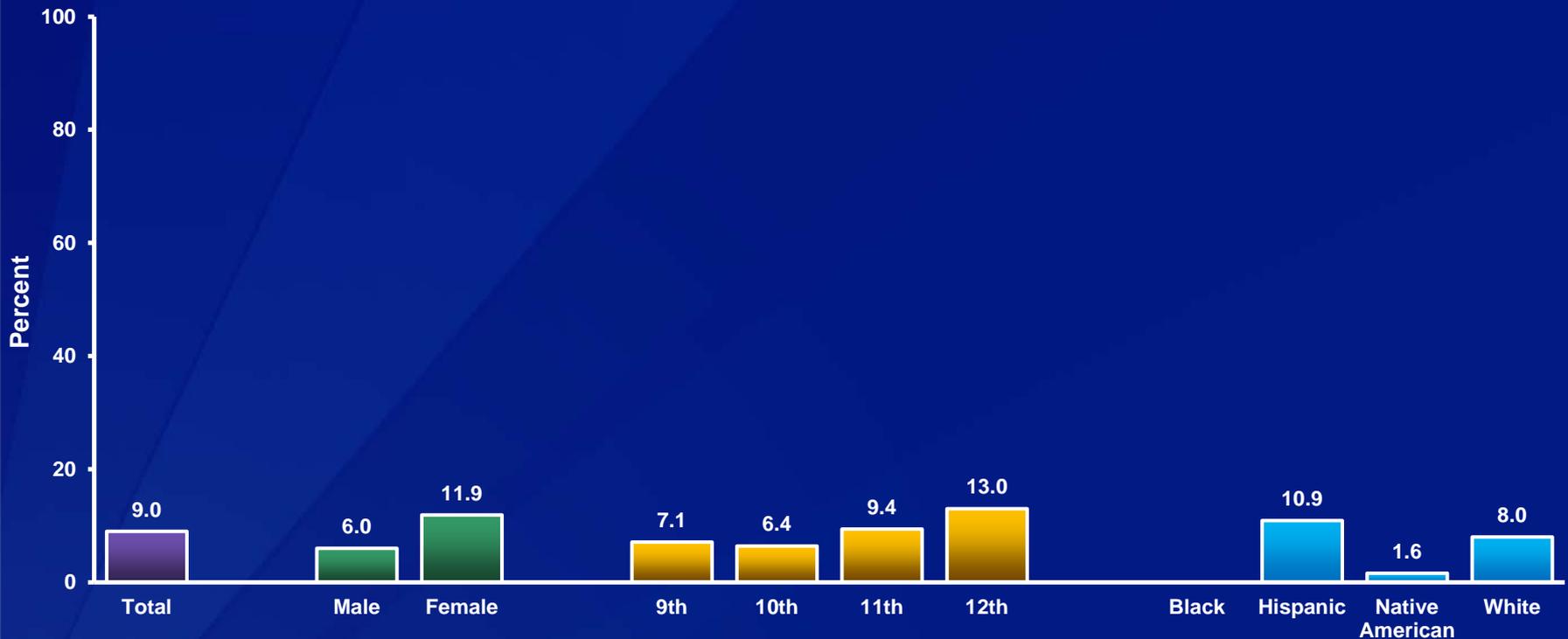


\*One or more times during the 12 months before the survey

<sup>†</sup>Decreased 2003-2015, no change 2003-2009, 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 Ever Physically Forced to Have Sexual Intercourse,\* by Sex,† Grade, and Race/Ethnicity,† 2015



\*When they did not want to

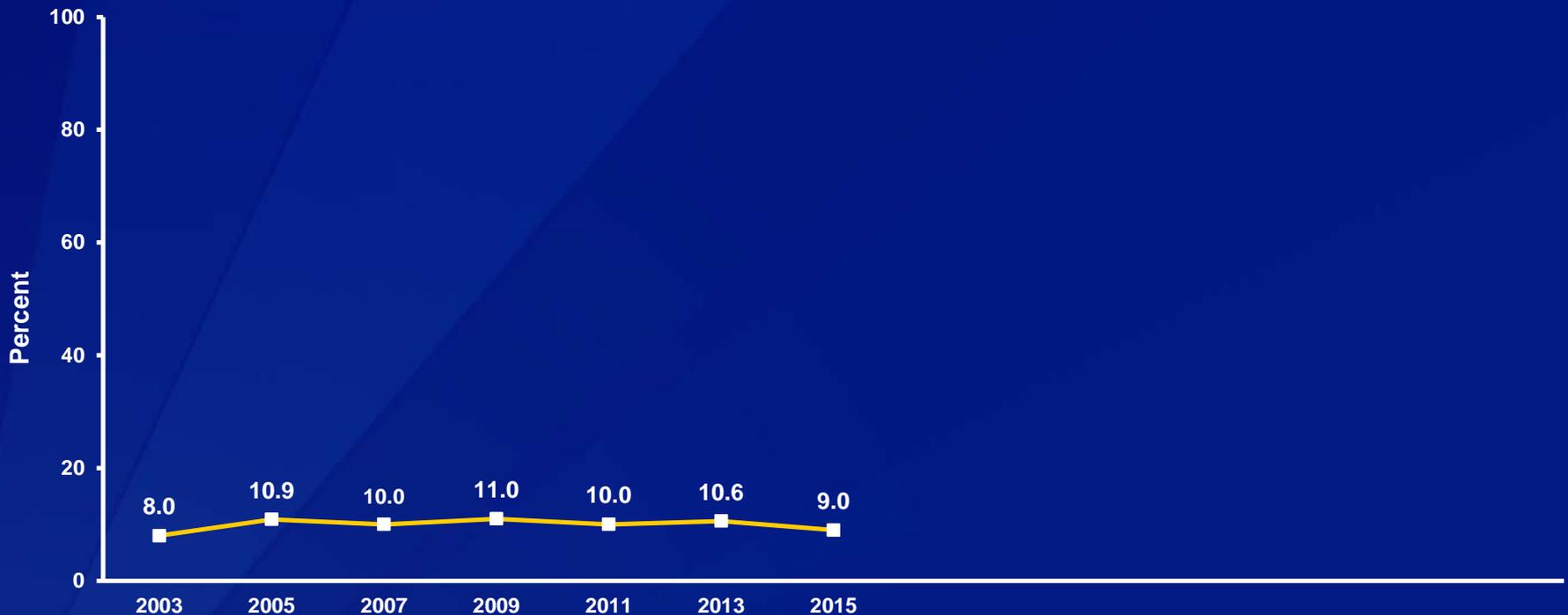
†F > M; H > N, W > N (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* 2003-2015<sup>†</sup>

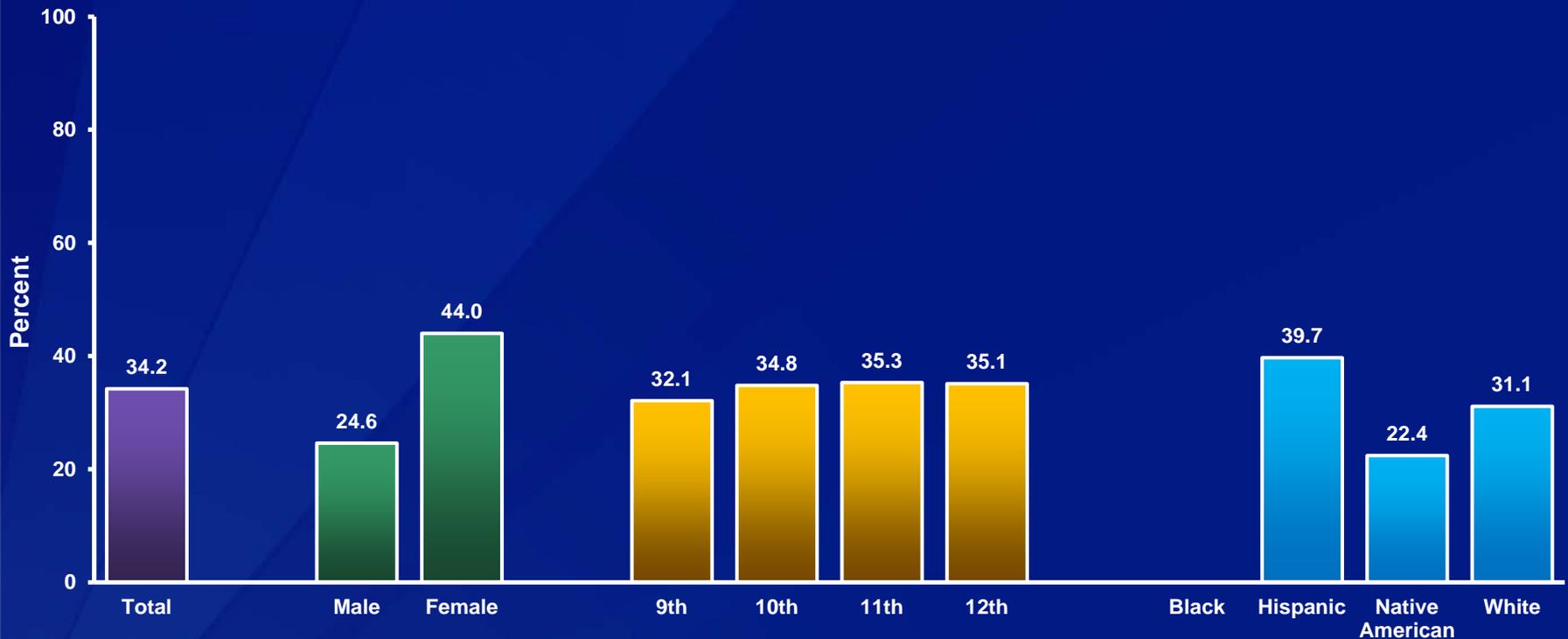


\*When they did not want to

<sup>†</sup>No change, 2003-2007, no change, 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 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

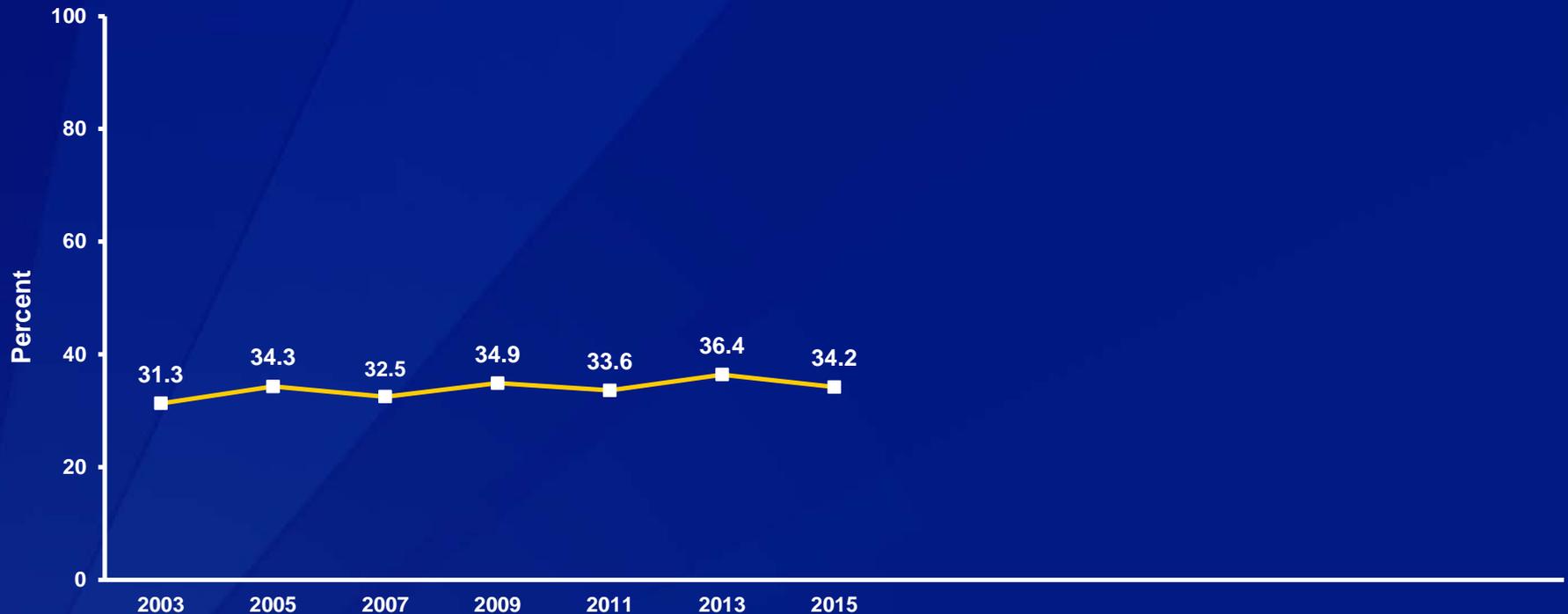
†F > M; H > N, H > W, W > N (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Felt Sad or Hopeless,\* 2003-2015†

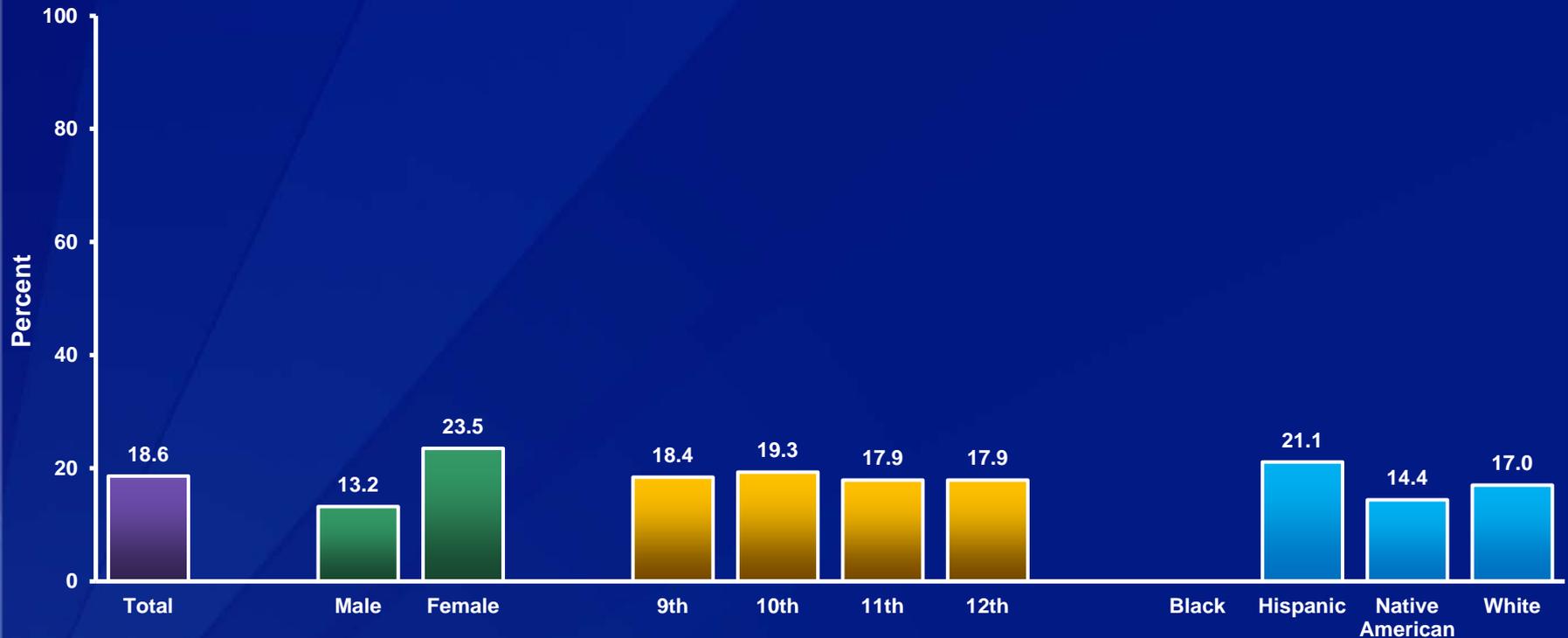


\*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey

†No change 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 Seriously Considered Attempting Suicide,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity,<sup>†</sup> 2015



\*During the 12 months before the survey

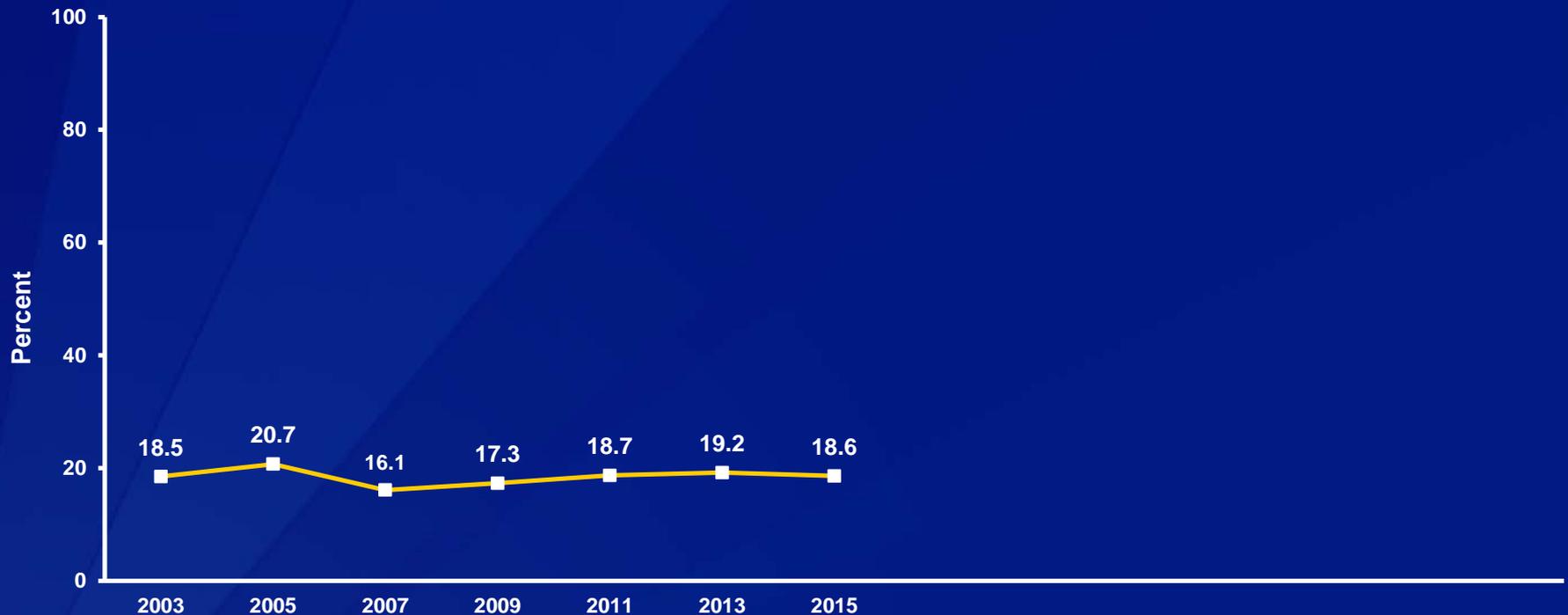
<sup>†</sup>F > M; H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Seriously Considered Attempting Suicide,\* 2003-2015<sup>†</sup>

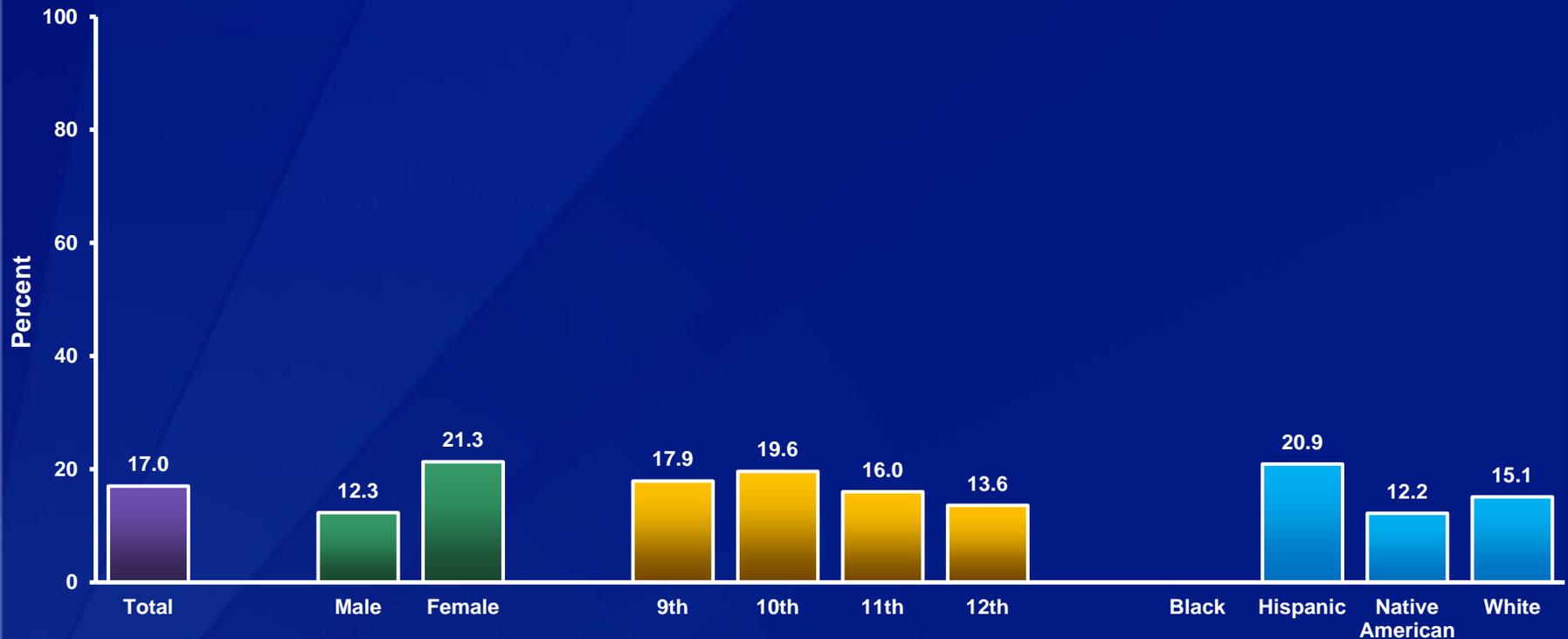


\*During the 12 months before the survey

<sup>†</sup>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 Made a Plan About How They Would Attempt Suicide,\* by Sex,† Grade, and Race/Ethnicity,† 2015



\*During the 12 months before the survey

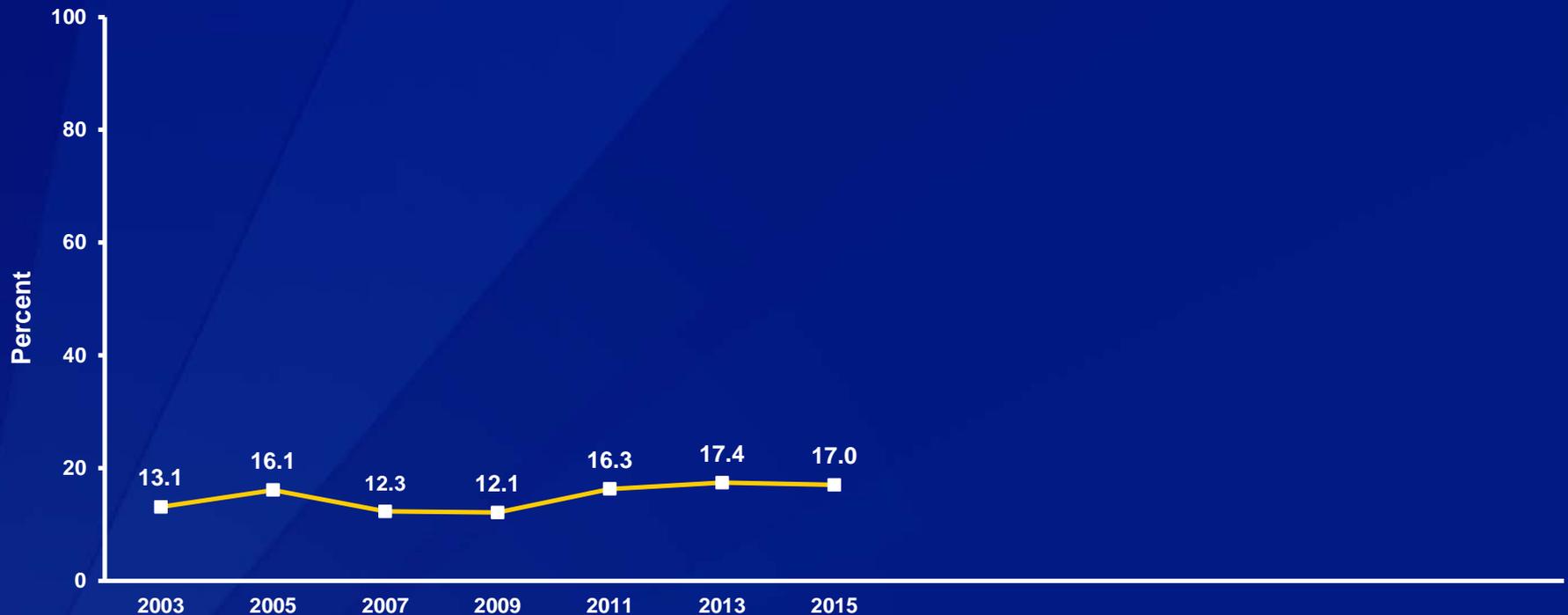
†F > M; H > N, H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Made a Plan About How They Would Attempt Suicide,\* 2003-2015†

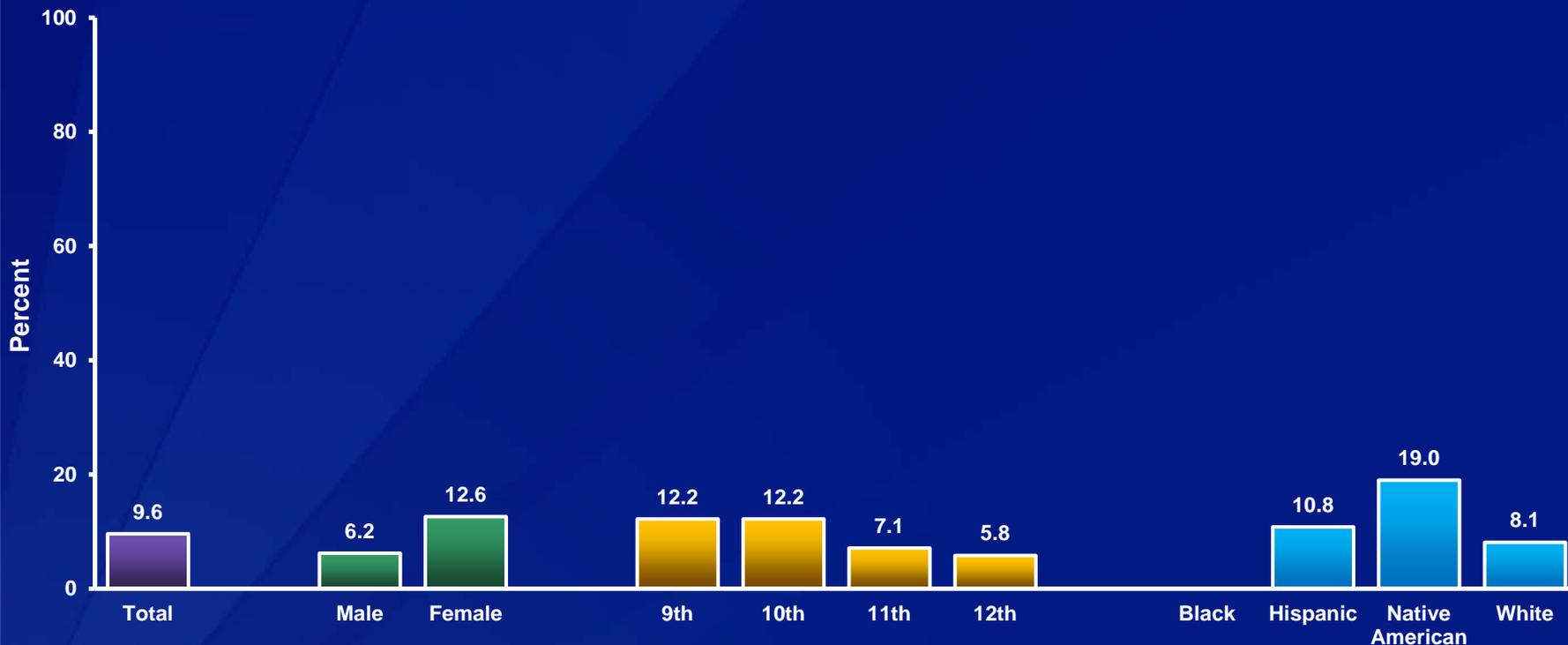


\*During the 12 months before the survey

†Increased 2003-2015, no change 2003-2007, increased 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 Attempted Suicide,\* by Sex,† Grade,† and Race/Ethnicity, 2015



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

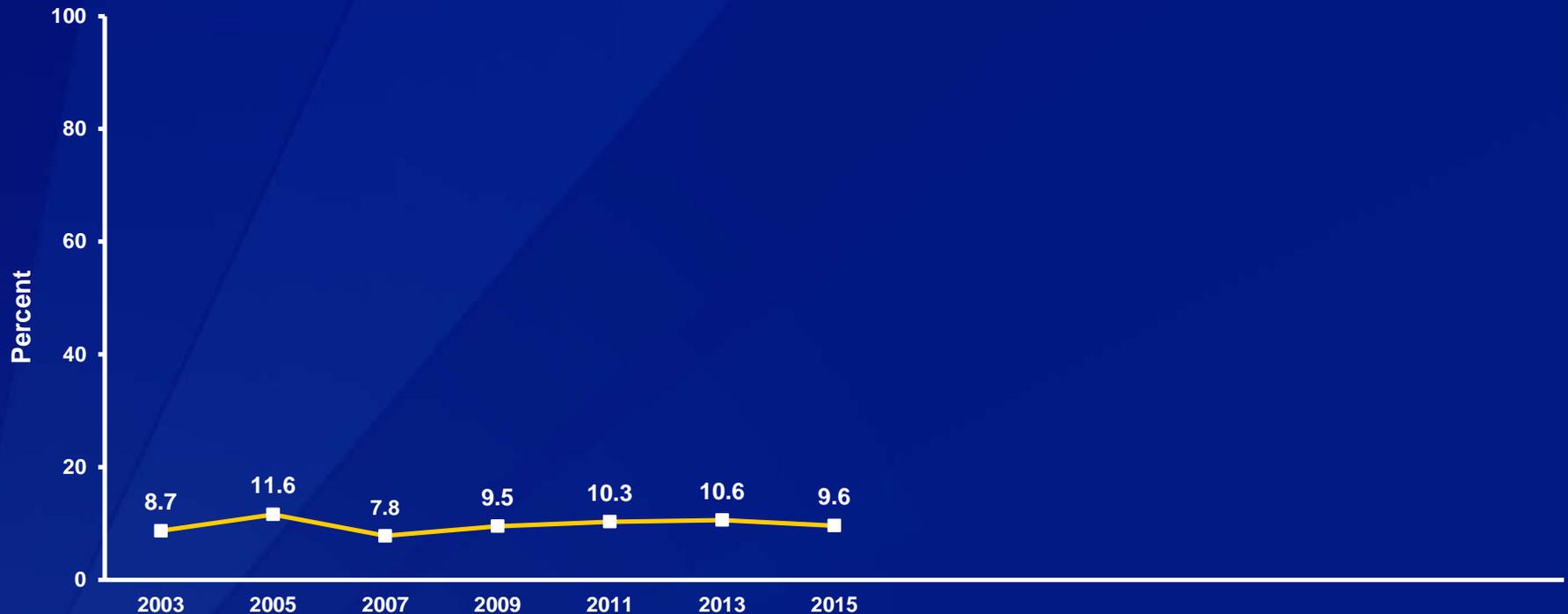
†F > M; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Attempted Suicide,\* 2003-2015†

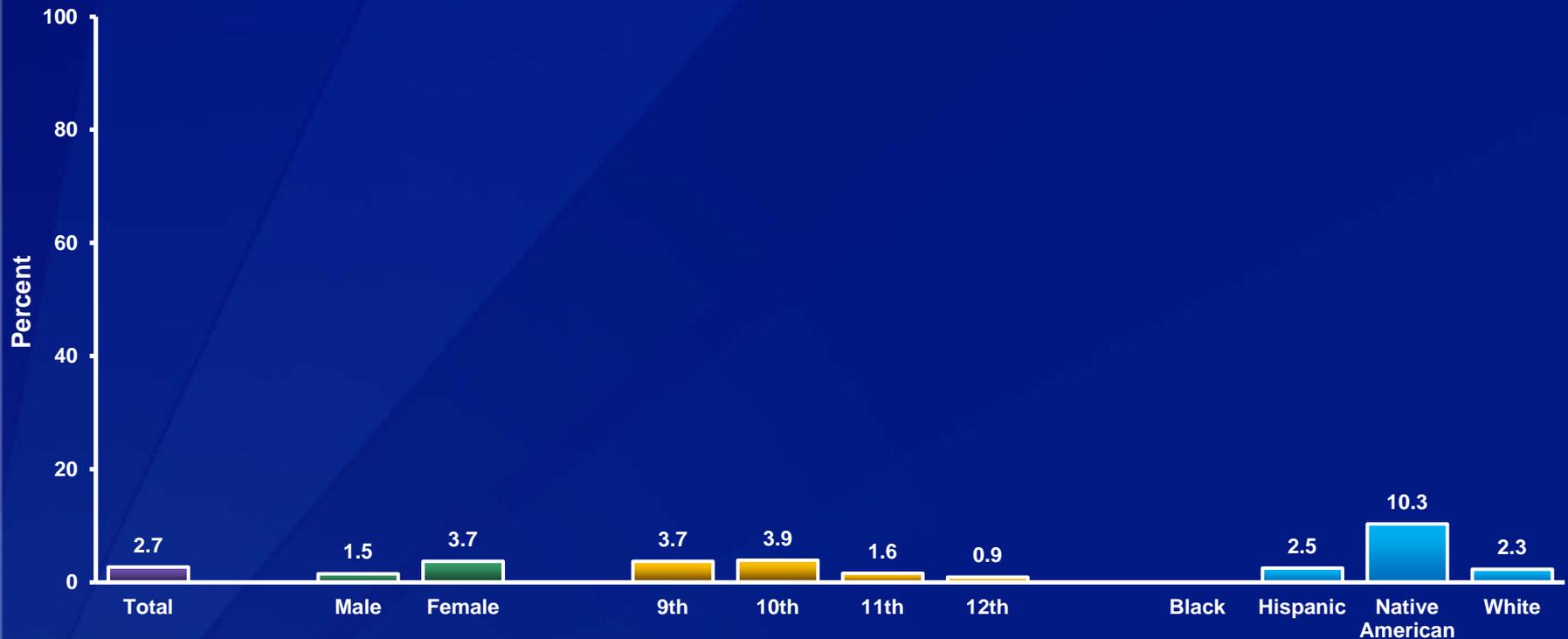


\*One or more times during the 12 months before the survey

†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 Attempted Suicide That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



\*During the 12 months before the survey

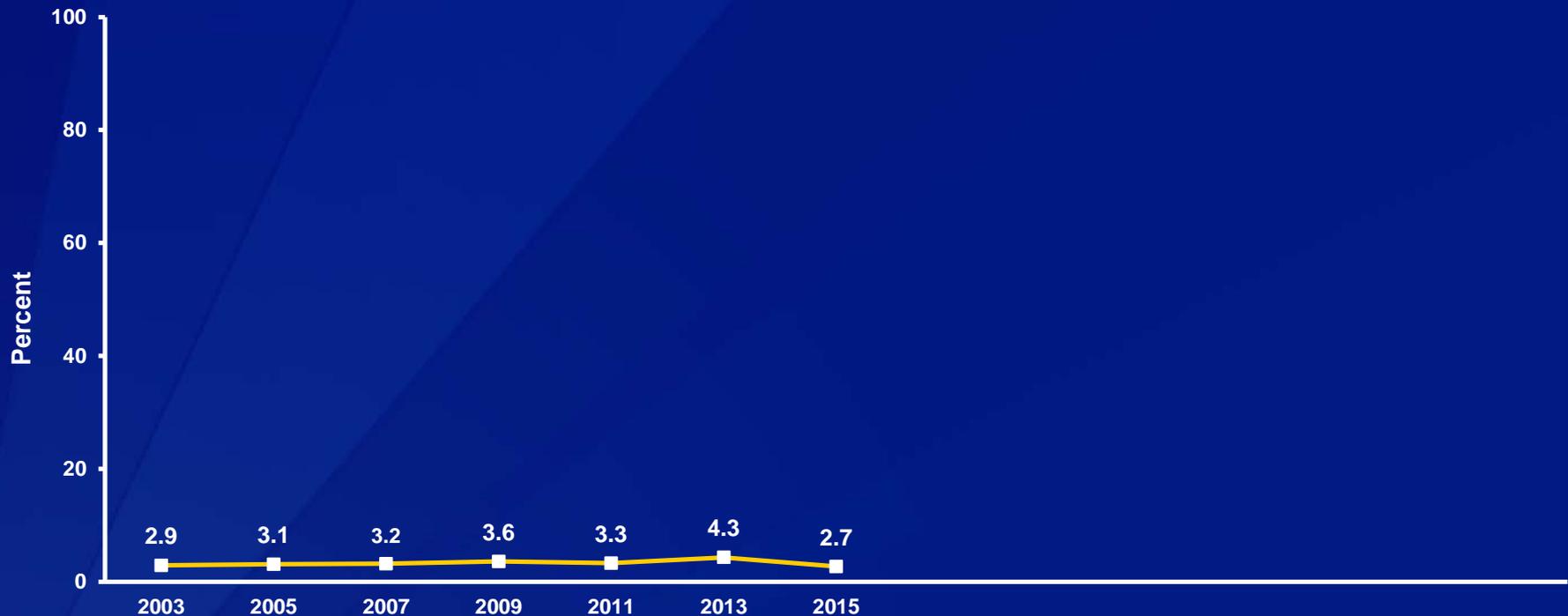
<sup>†</sup>F > M; 10th > 11th, 10th > 12th; N > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

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,\* 2003-2015†

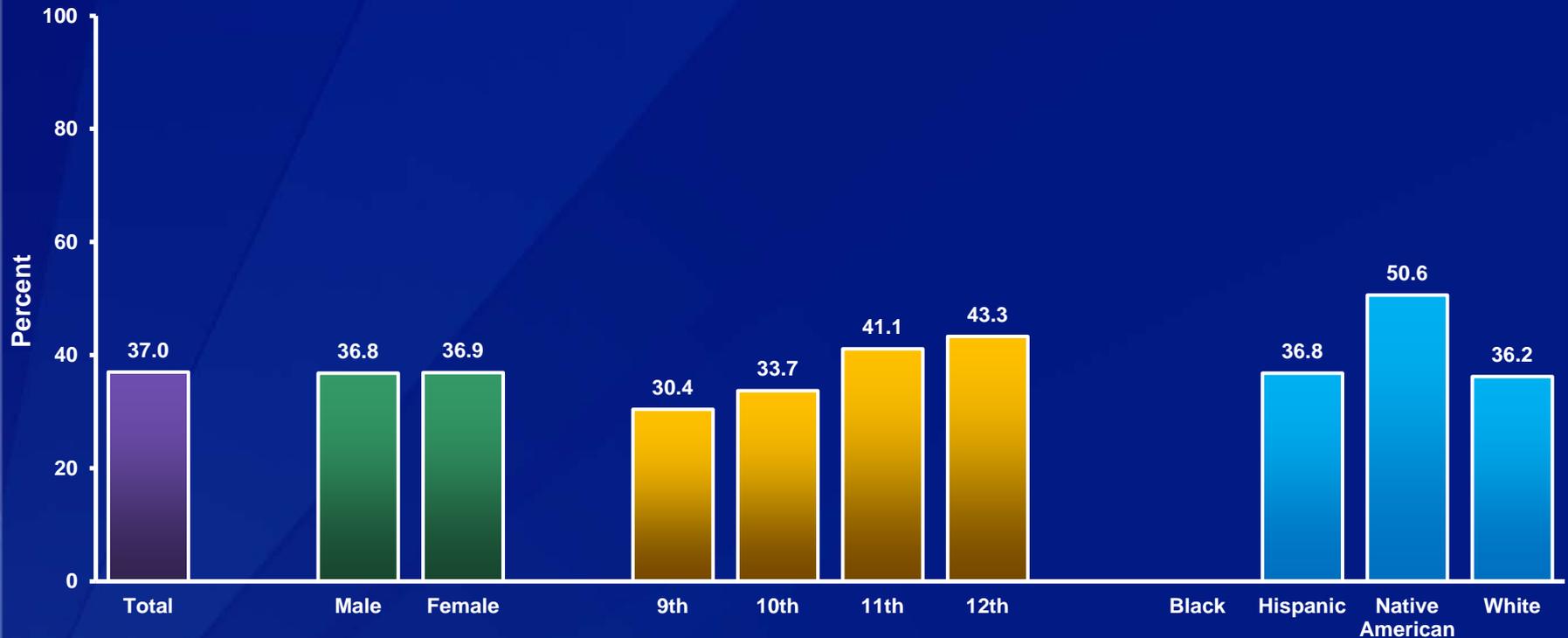


\*During the 12 months before the survey

†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 Ever Tried Cigarette Smoking,\* by Sex, Grade,† and Race/Ethnicity,† 2015



\*Even one or two puffs

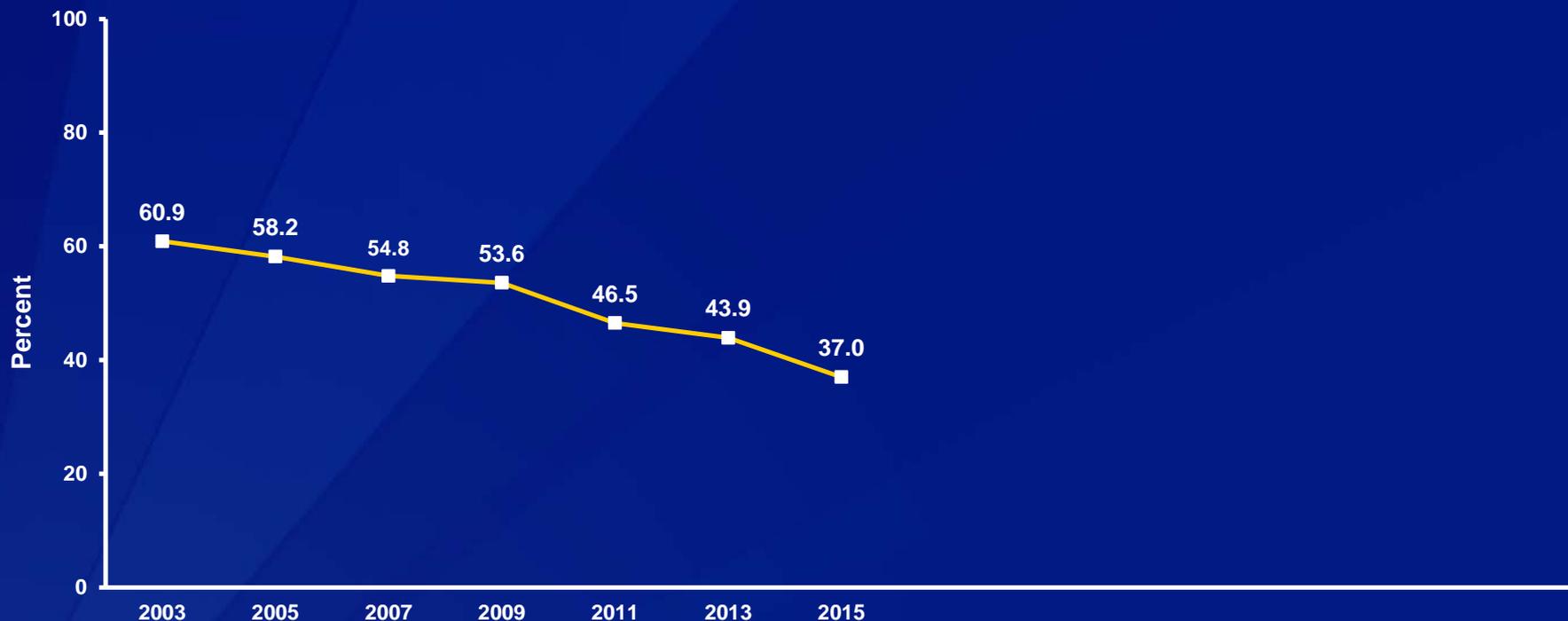
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Ever Tried Cigarette Smoking,\* 2003-2015†

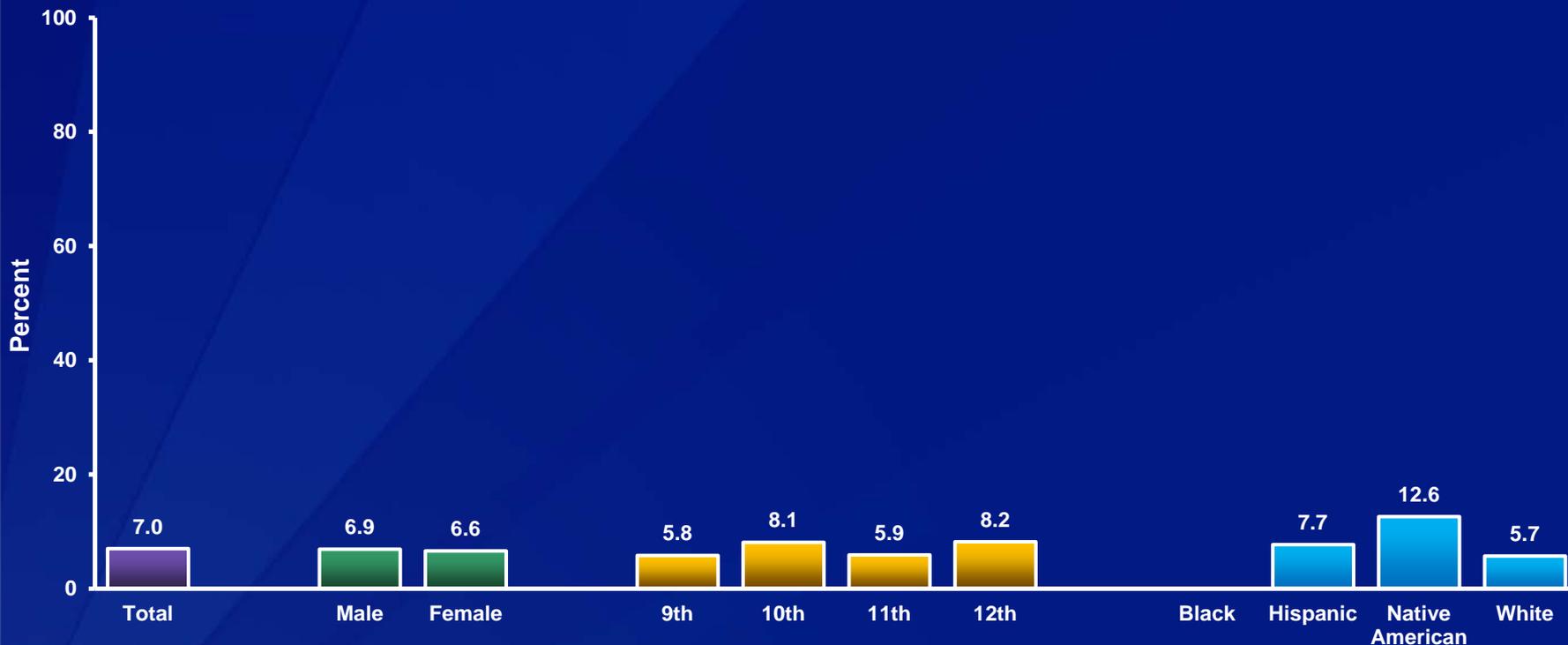


\*Even one or two puffs

†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 Smoked a Whole Cigarette Before Age 13 Years,\* by Sex, Grade, and Race/Ethnicity, 2015



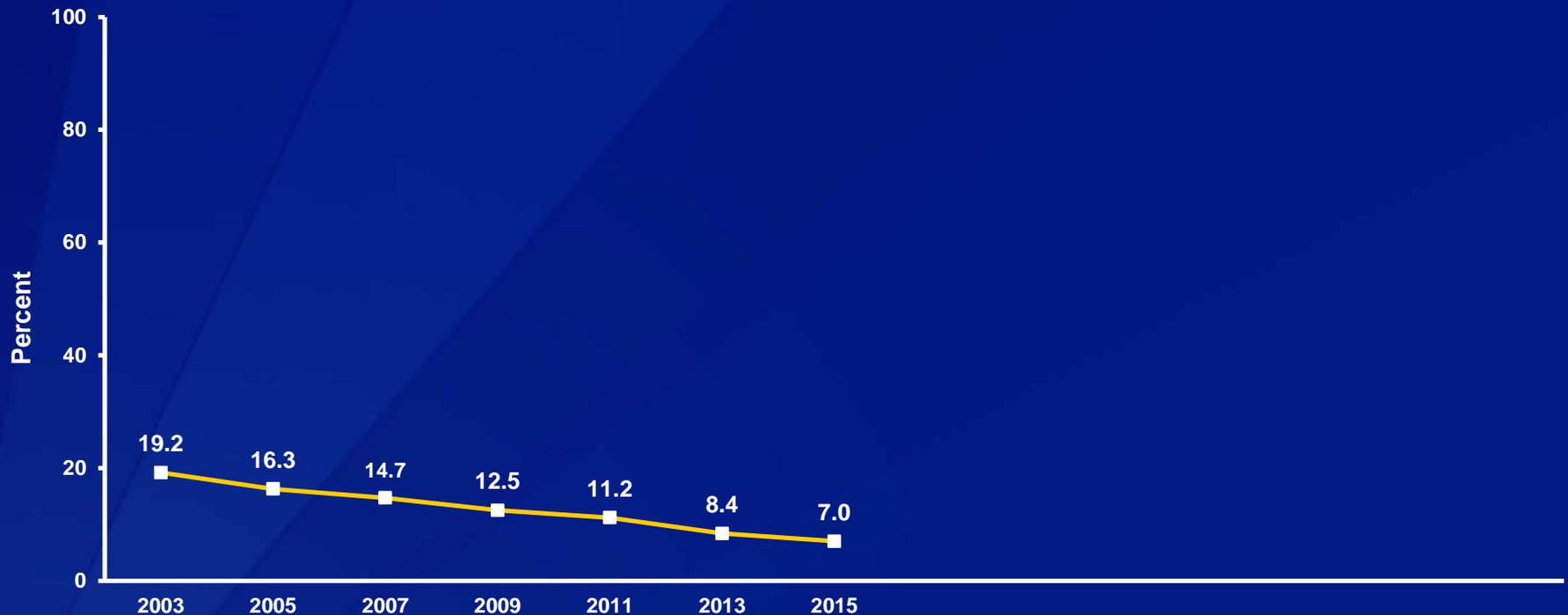
\*For the first time

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 a Whole Cigarette Before Age 13 Years,\* 2003-2015<sup>†</sup>

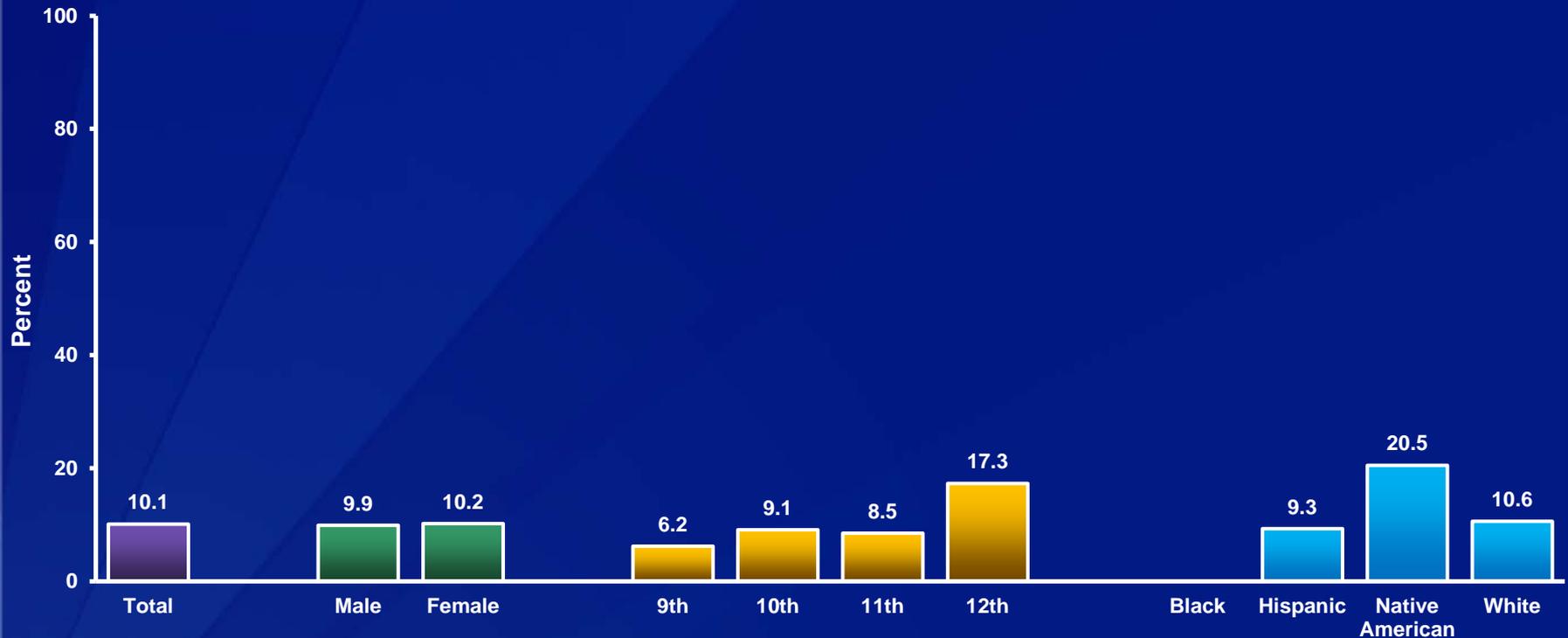


\*For the first time

<sup>†</sup>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 Currently Smoked Cigarettes,\* by Sex, Grade,† and Race/Ethnicity,† 2015



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

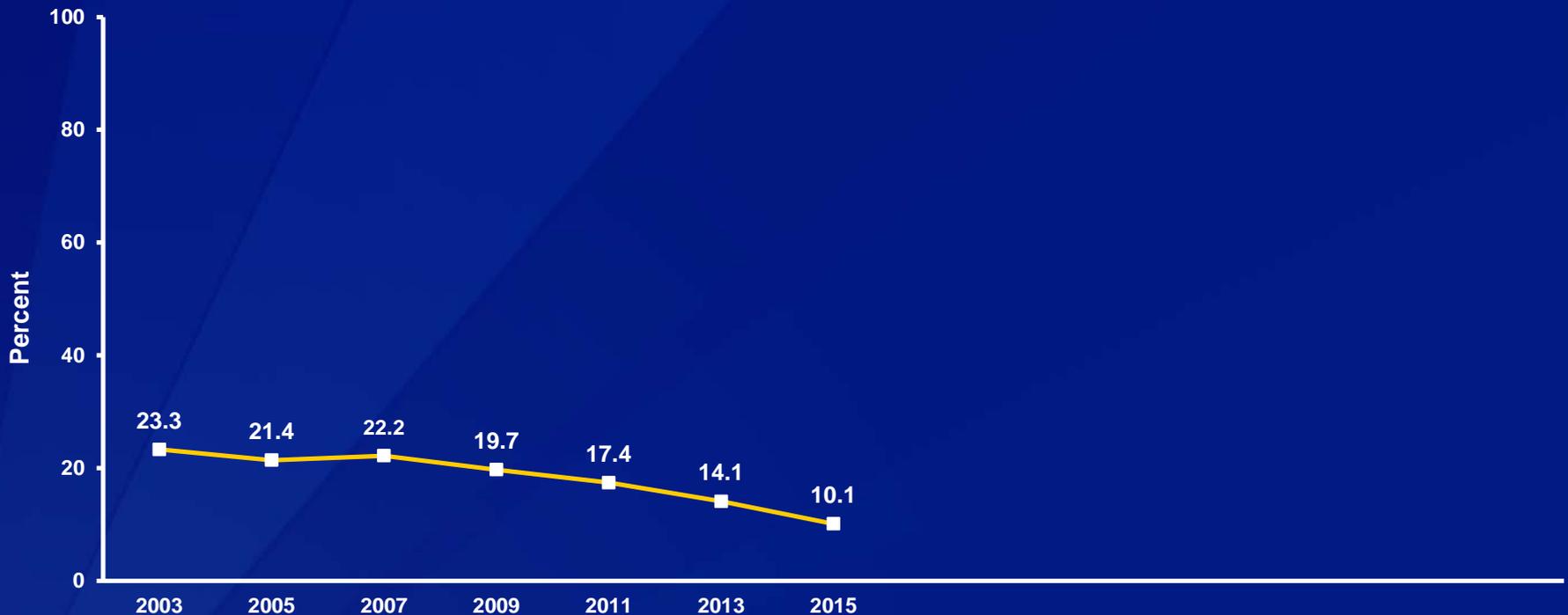
†12th > 9th, 12th > 10th, 12th > 11th; N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Smoked Cigarettes,\* 2003-2015<sup>†</sup>

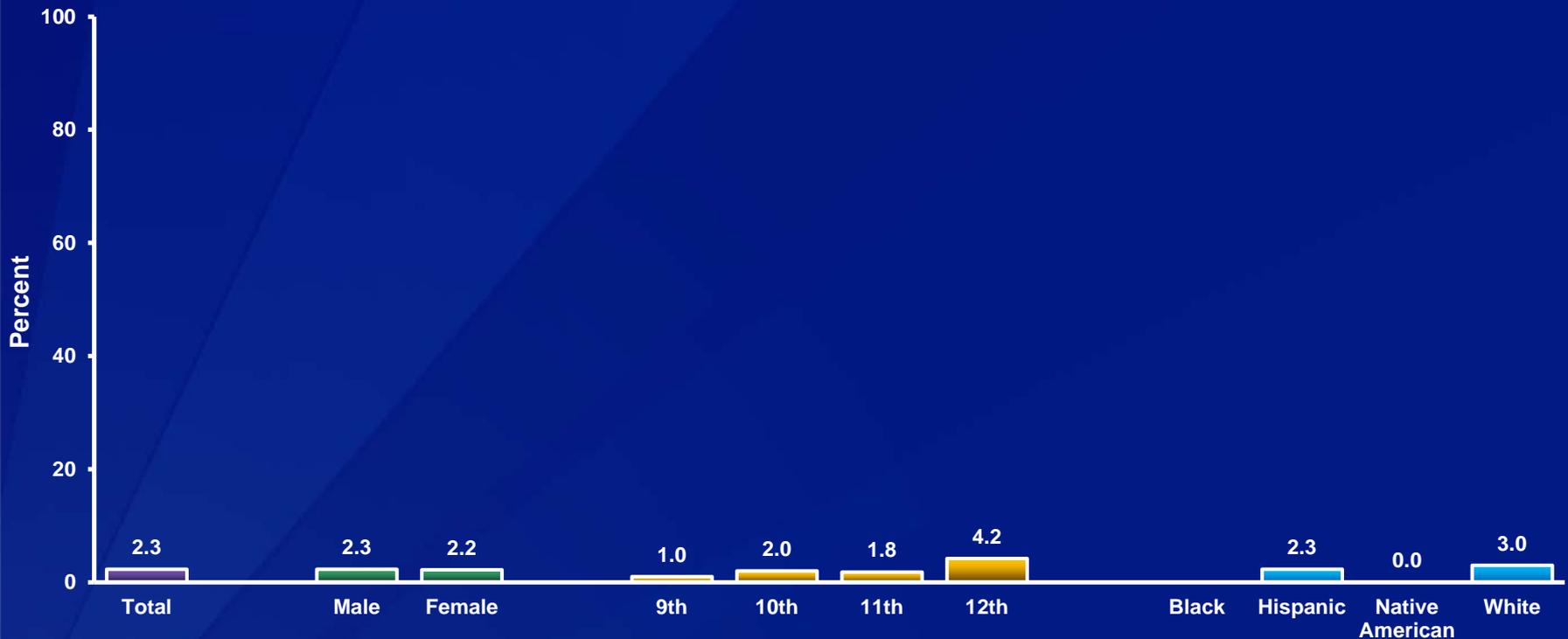


\*On at least 1 day during the 30 days before the survey

<sup>†</sup>Decreased 2003-2015, decreased 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 Currently Frequently Smoked Cigarettes,\* by Sex, Grade,† and Race/Ethnicity,† 2015



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

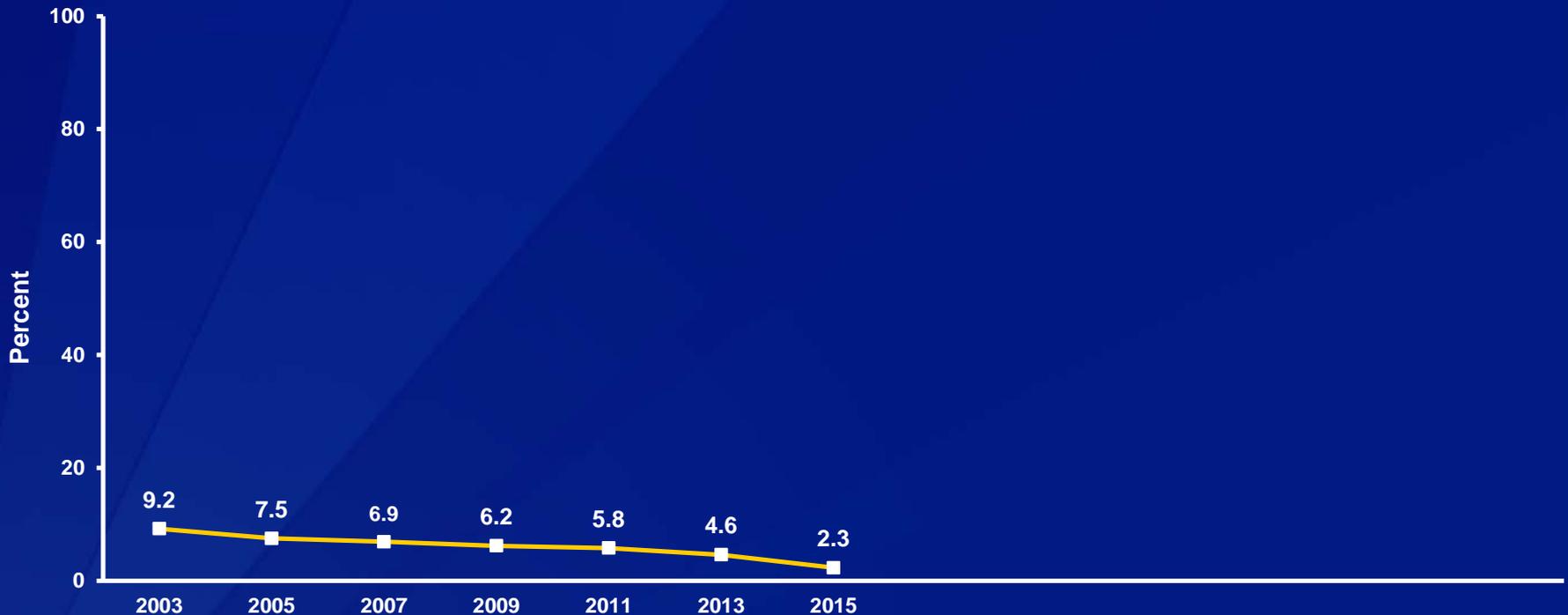
†12th > 9th; H > N, W > N (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Frequently Smoked Cigarettes,\* 2003-2015<sup>†</sup>

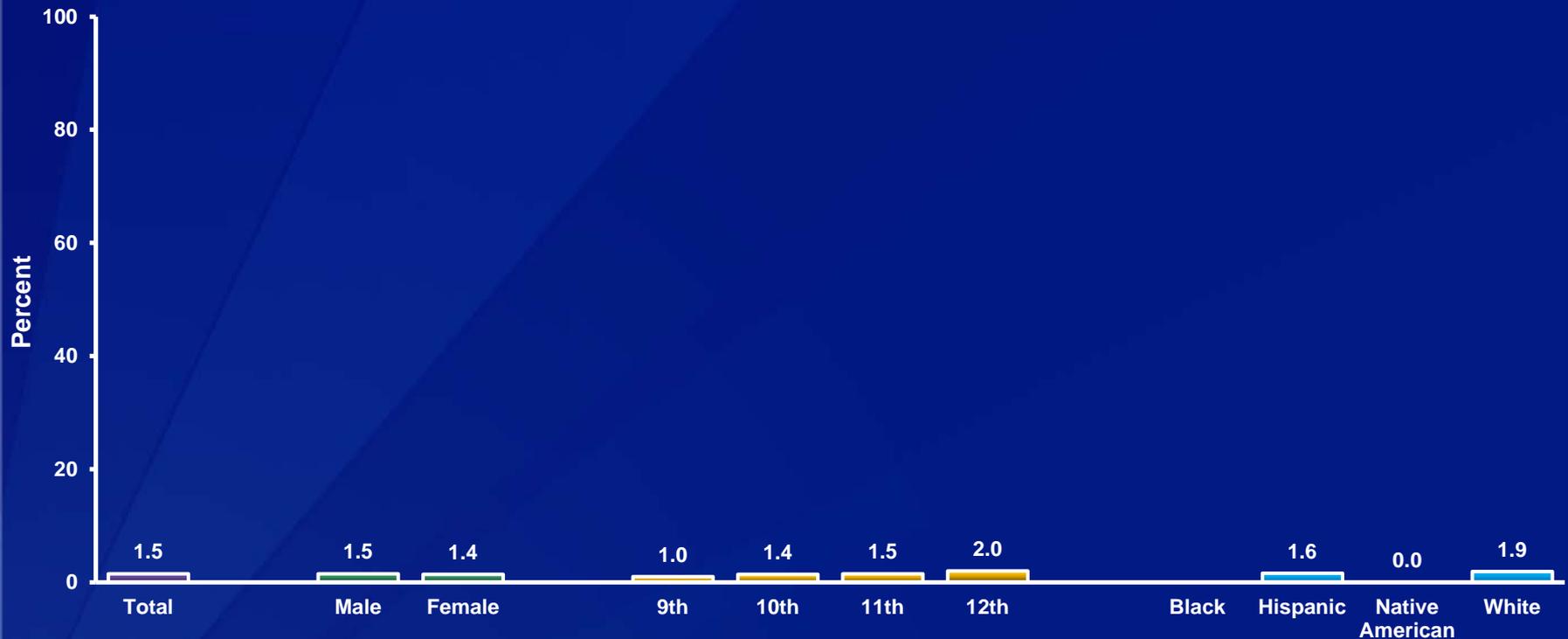


\*On 20 or more days during the 30 days before the survey

<sup>†</sup>Decreased 2003-2015, decreased 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 Currently Smoked Cigarettes Daily,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

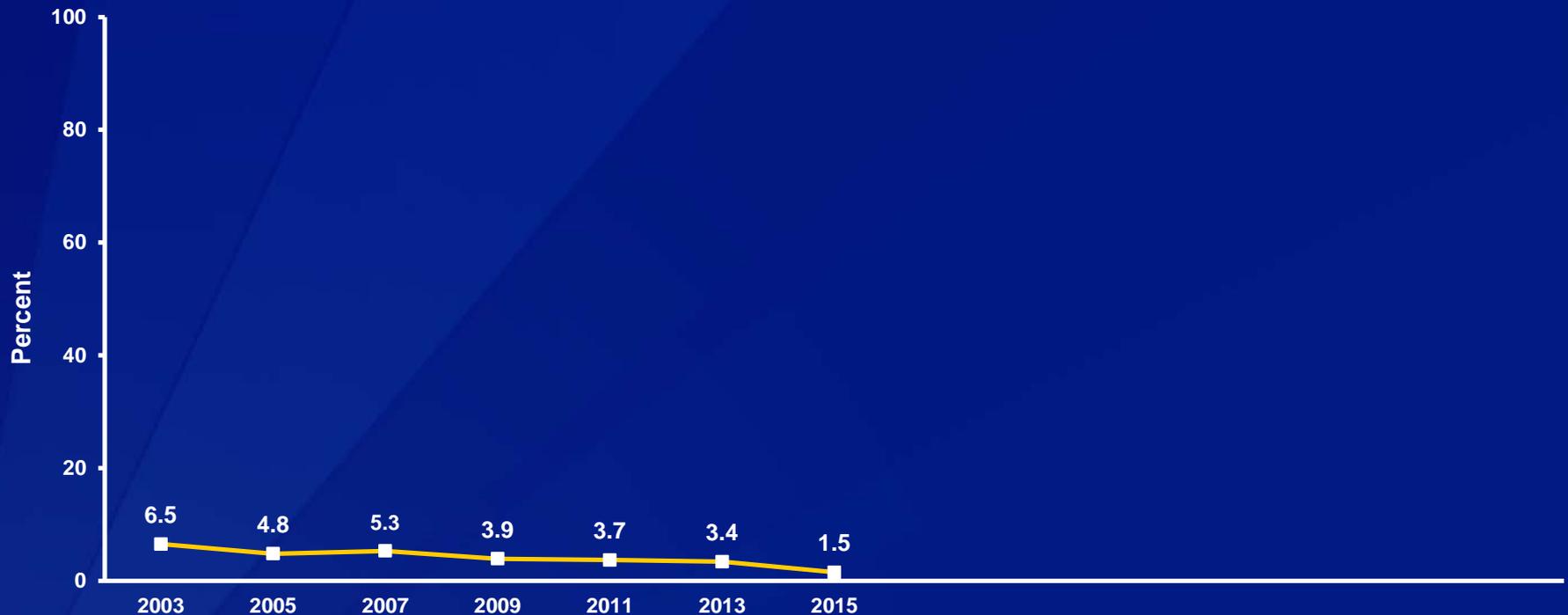
†H > N, W > N (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* 2003-2015†



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

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

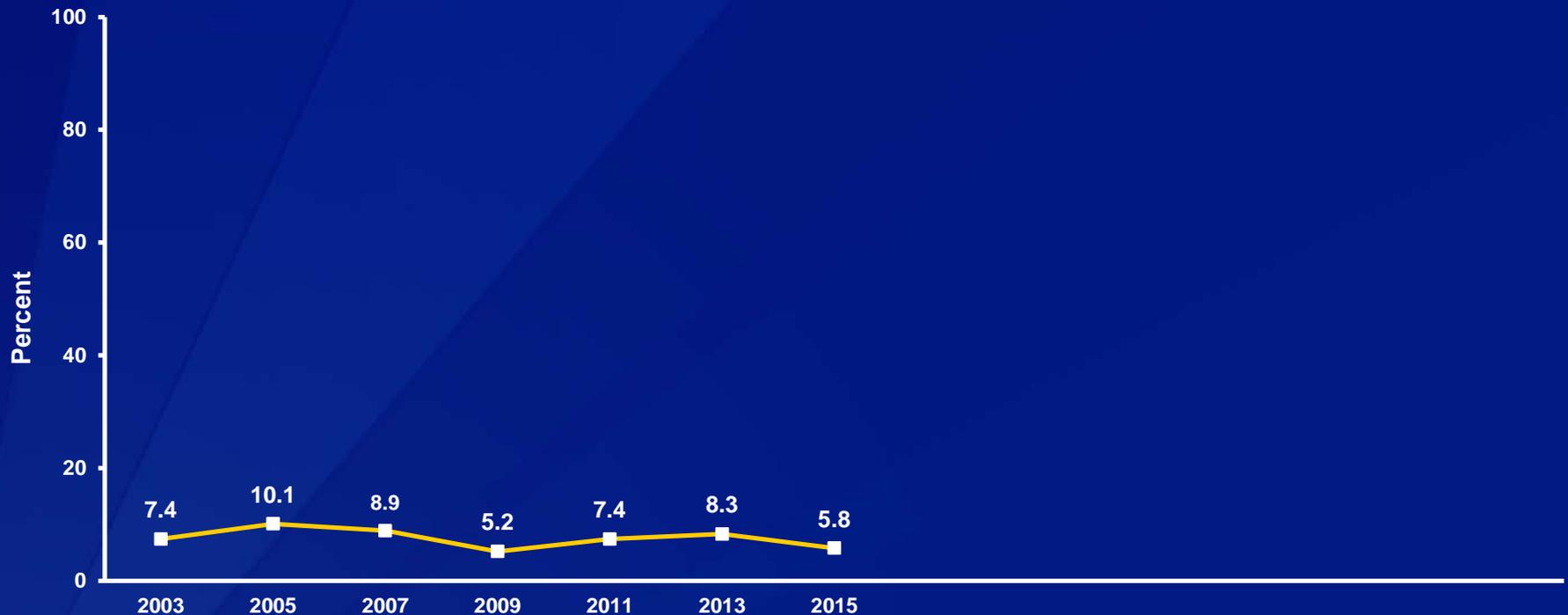
Note: This graph contains weighted results.

## Percentage of High School Students Who 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,\* 2003-2015†

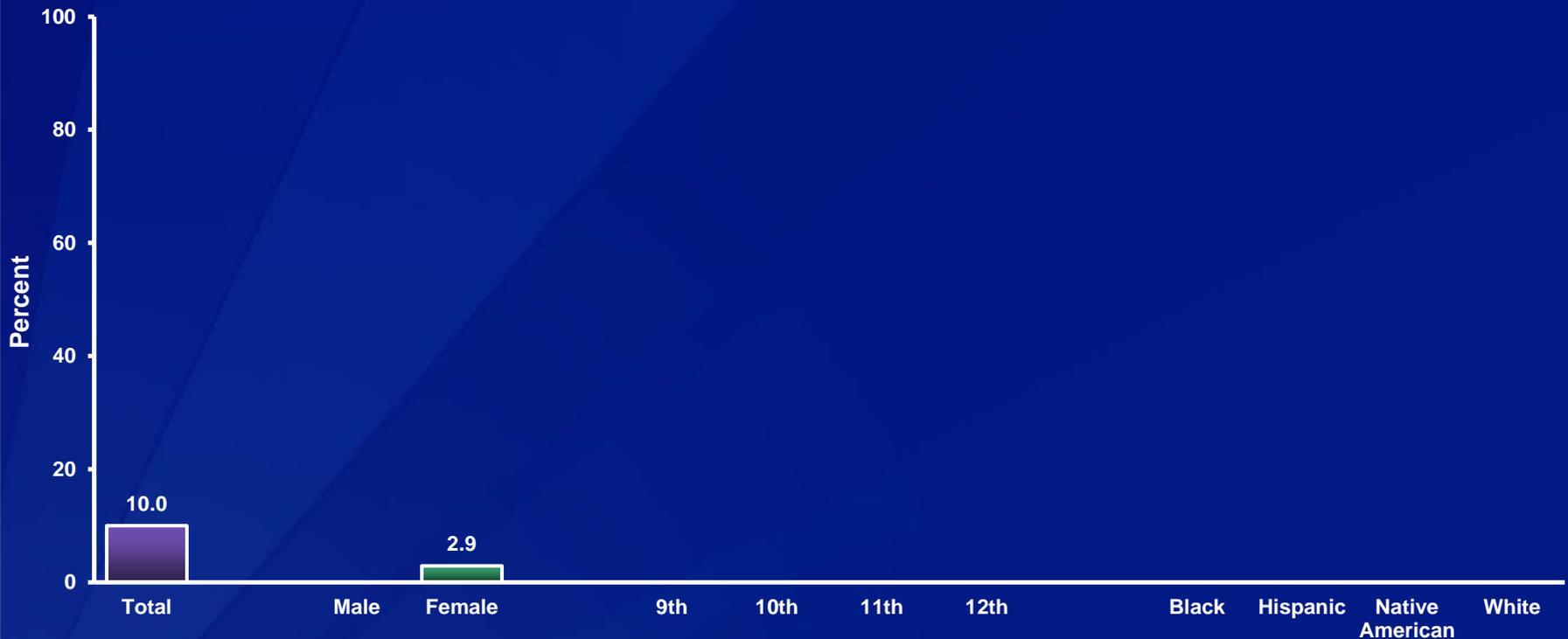


\*During the 30 days before the survey among students who currently smoked cigarettes on the days they smoked

†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 Usually Obtained Their Own Cigarettes by Buying Them in a Store or Gas Station,\* by Sex, Grade, and Race/Ethnicity, 2015



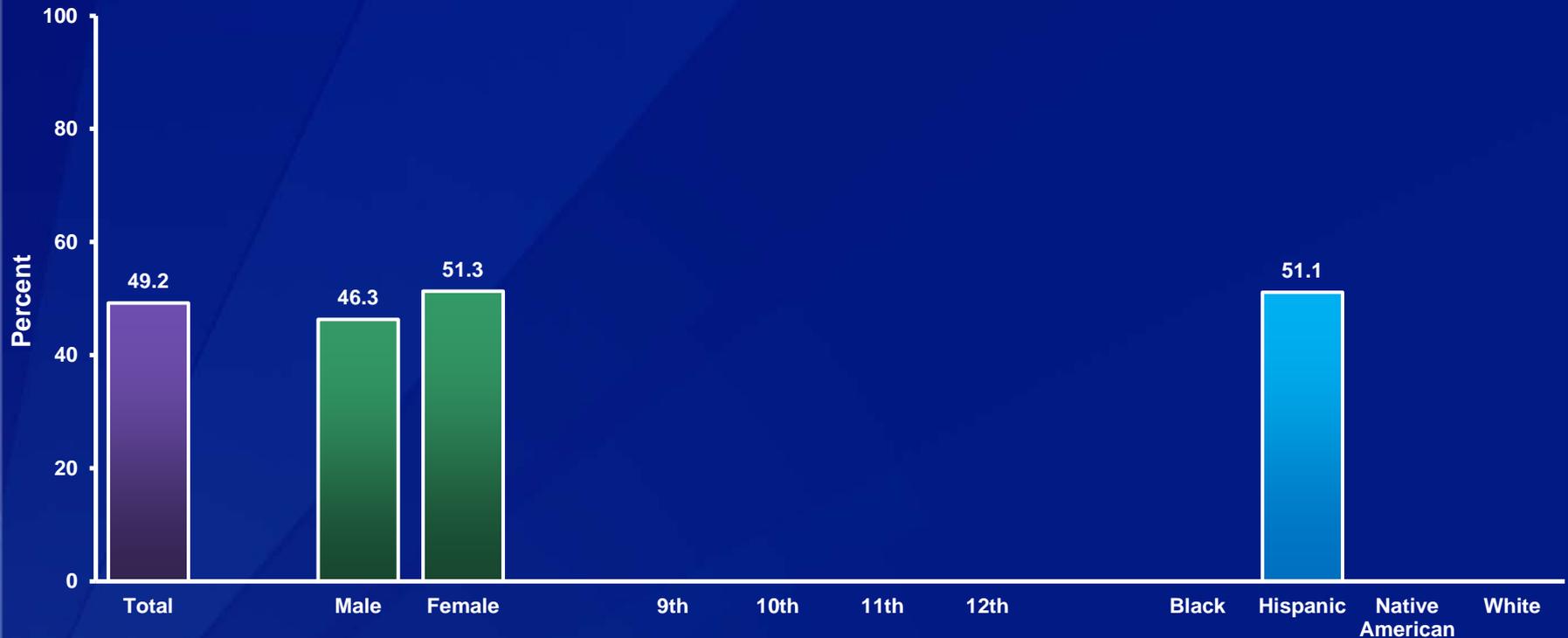
\*During the 30 days before the survey among students who currently smoked cigarettes and who were aged <18 years  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in this subgroup.  
 Note: This graph contains weighted results.

## Percentage of High School Students Who Usually Obtained Their Own Cigarettes by Buying on the Internet,\* by Sex, Grade, and Race/Ethnicity, 2015



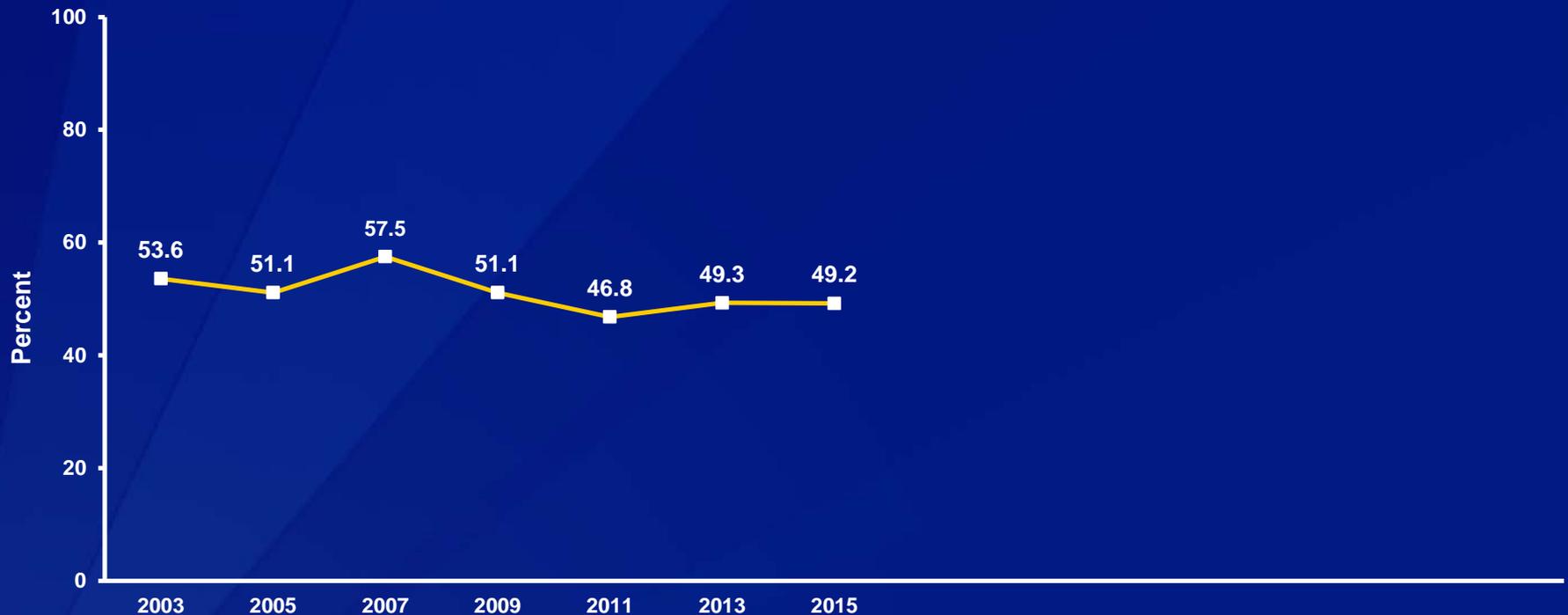
\*During the 30 days before the survey among students who currently smoked cigarettes and who were aged <18 years  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in this subgroup.  
 Note: This graph contains weighted results.

## Percentage of High School Students Who Tried to Quit Smoking Cigarettes,\* 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,\* 2003-2015†

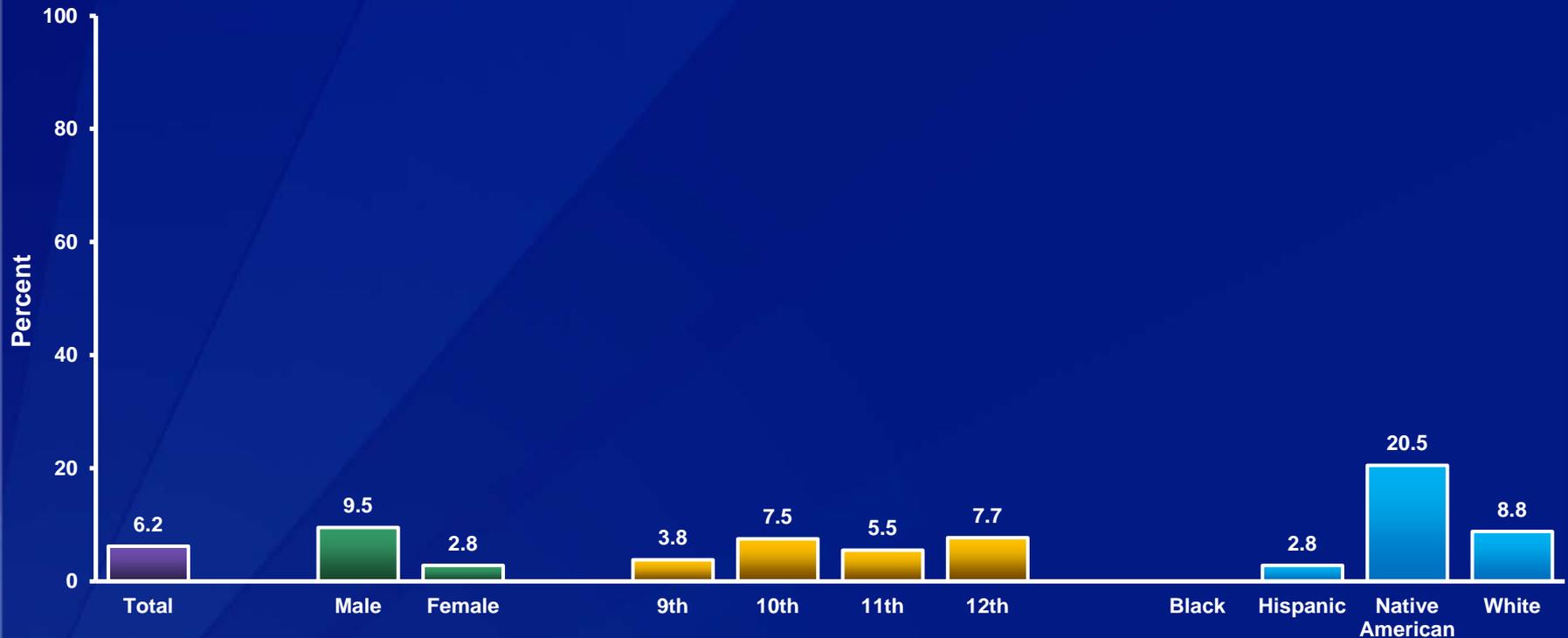


\*Among students who currently smoked cigarettes during the 12 months before the survey

†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 Currently Used Smokeless Tobacco,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

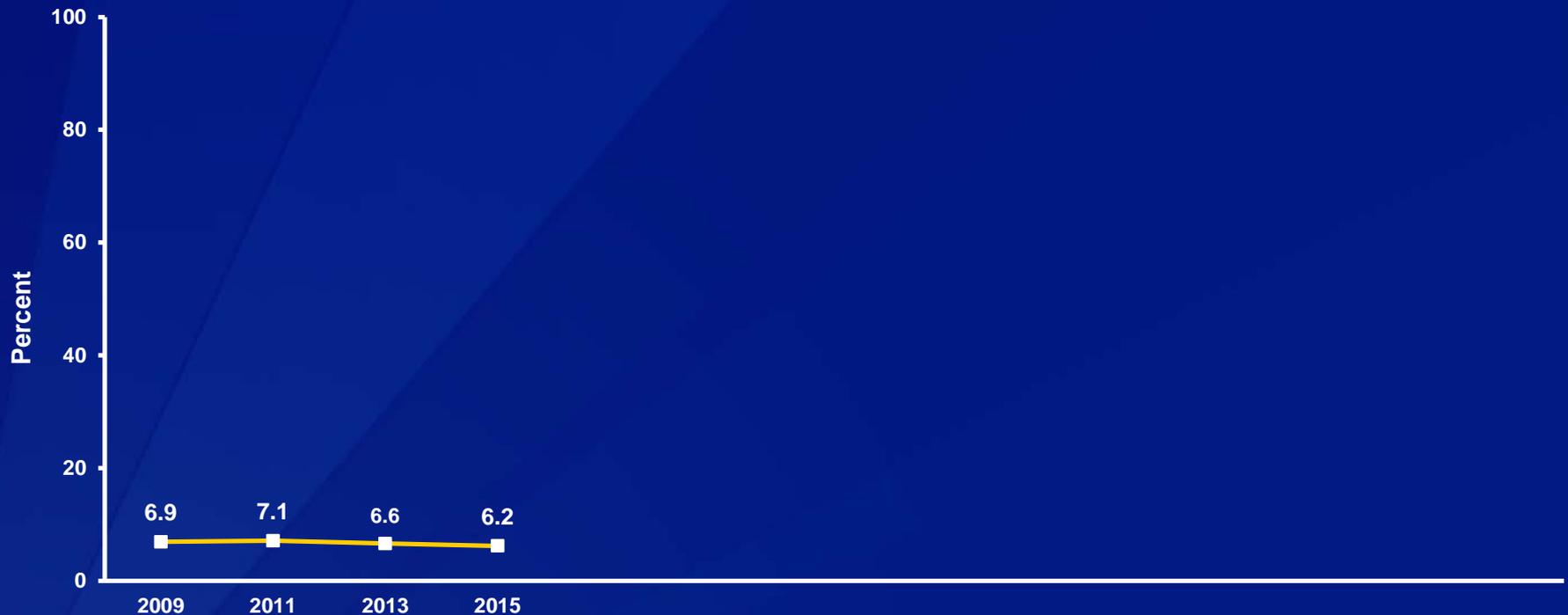
<sup>†</sup>M > F; 10th > 9th; N > H, N > W, W > H (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Used Smokeless Tobacco,\* 2009-2015<sup>†</sup>

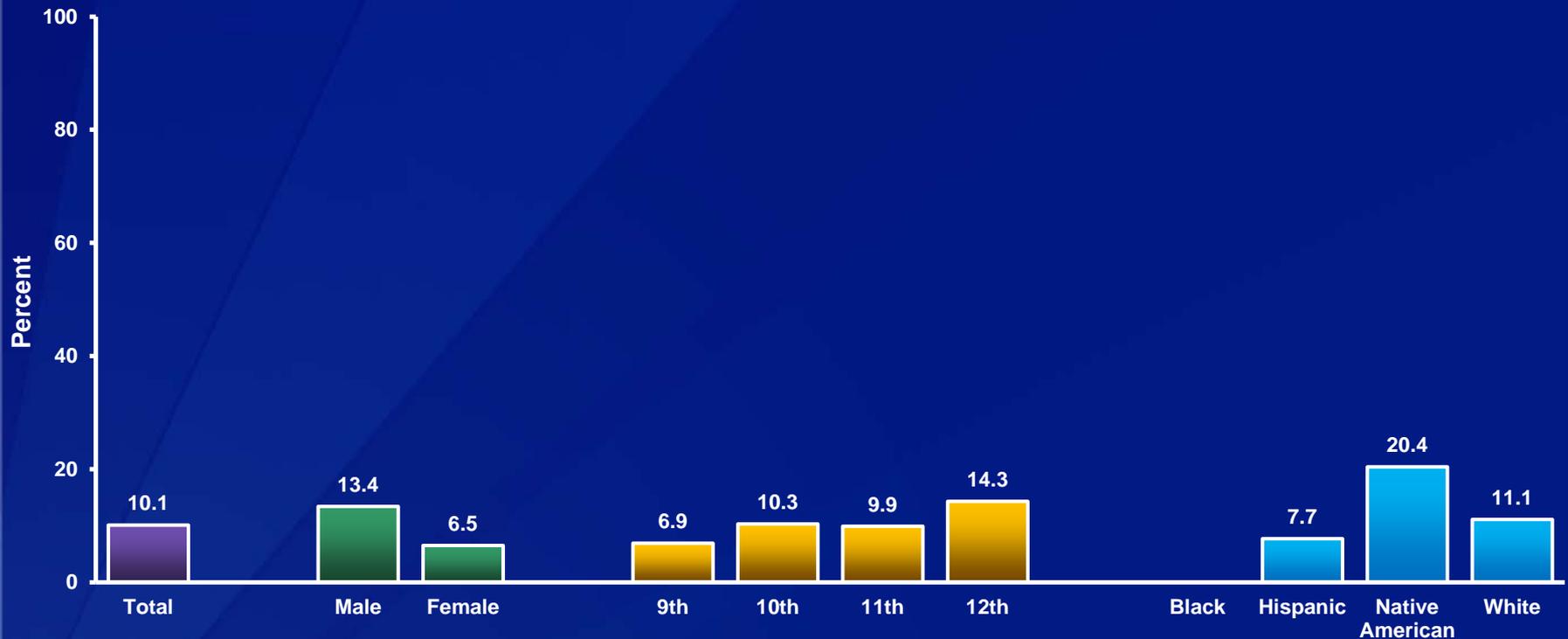


\*Chewing tobacco, snuff, or dip on at least 1 day during the 30 days before the survey

<sup>†</sup>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 Currently Smoked Cigars,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

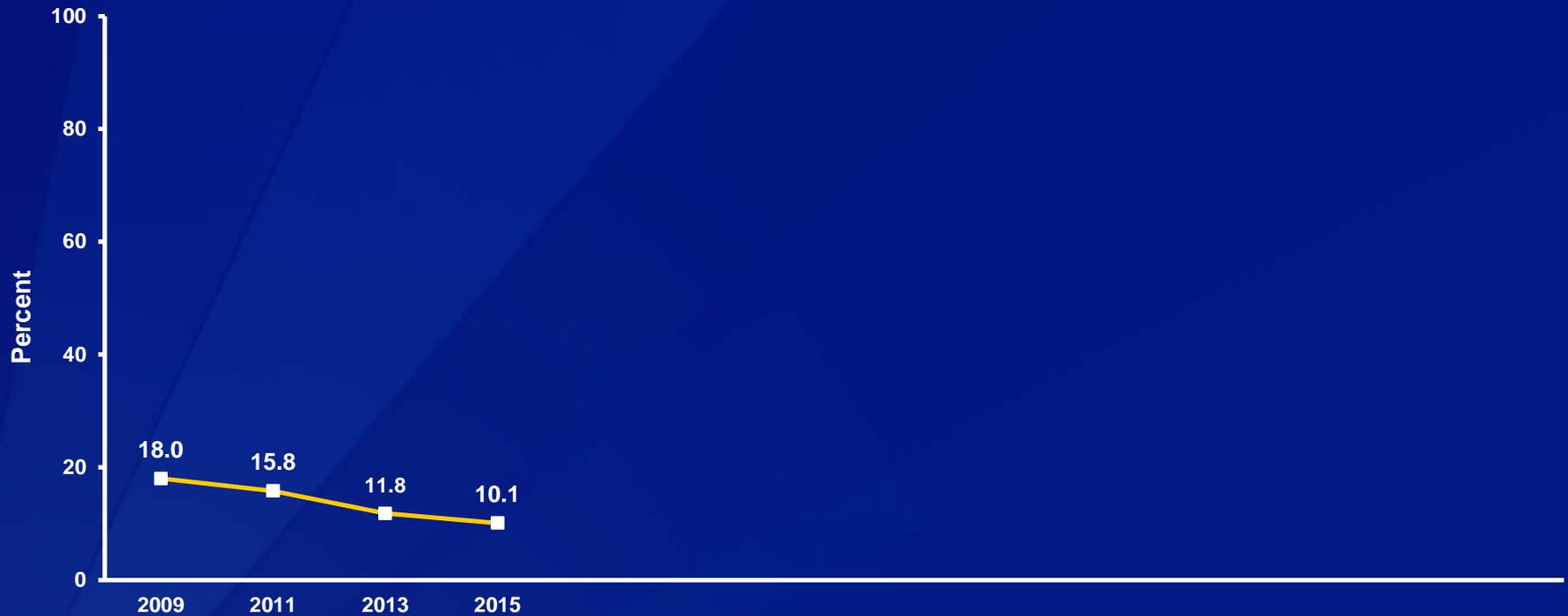
<sup>†</sup>M > F; 12th > 9th, 12th > 11th; N > H (Based on t-test analysis, p < 0.05.)

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 Currently Smoked Cigars,\* 2009-2015<sup>†</sup>

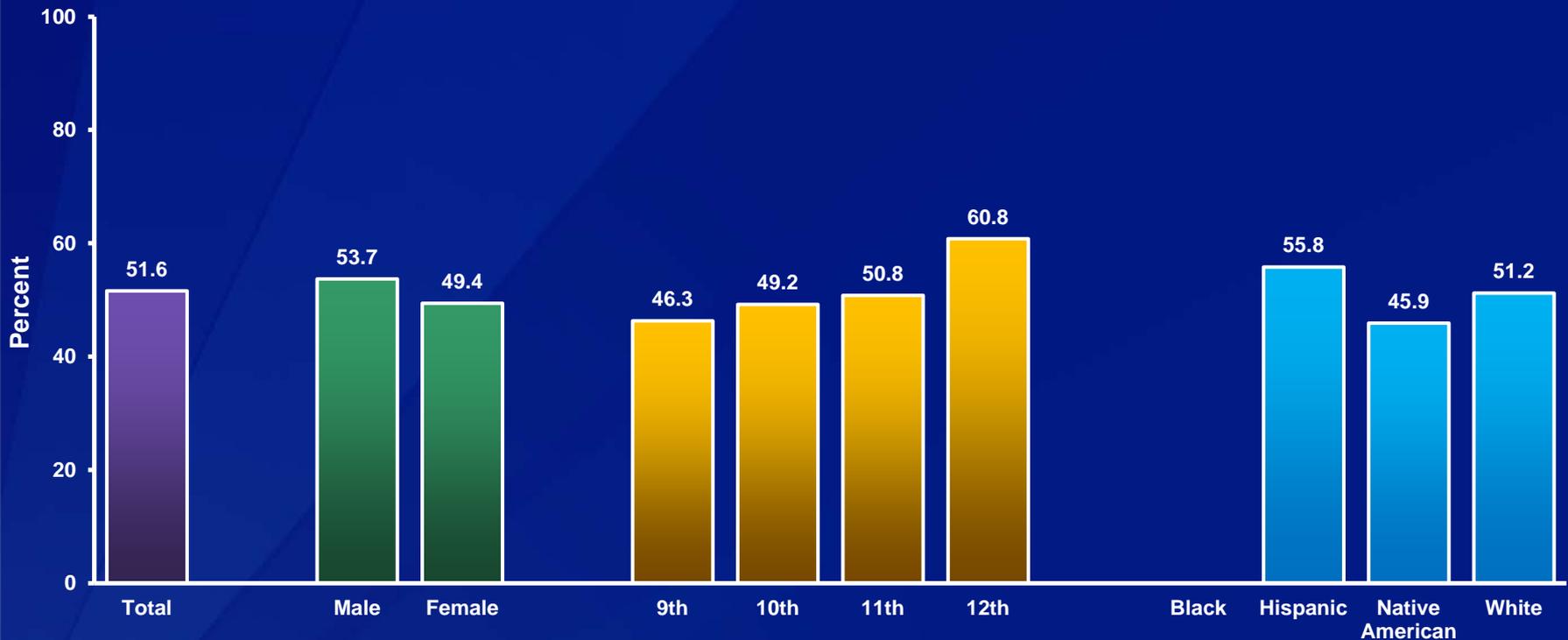


\*Cigars, cigarillos, or little cigars on at least 1 day during the 30 days before the survey

<sup>†</sup>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 Ever Used Electronic Vapor Products,\* by Sex, Grade,<sup>†</sup> 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

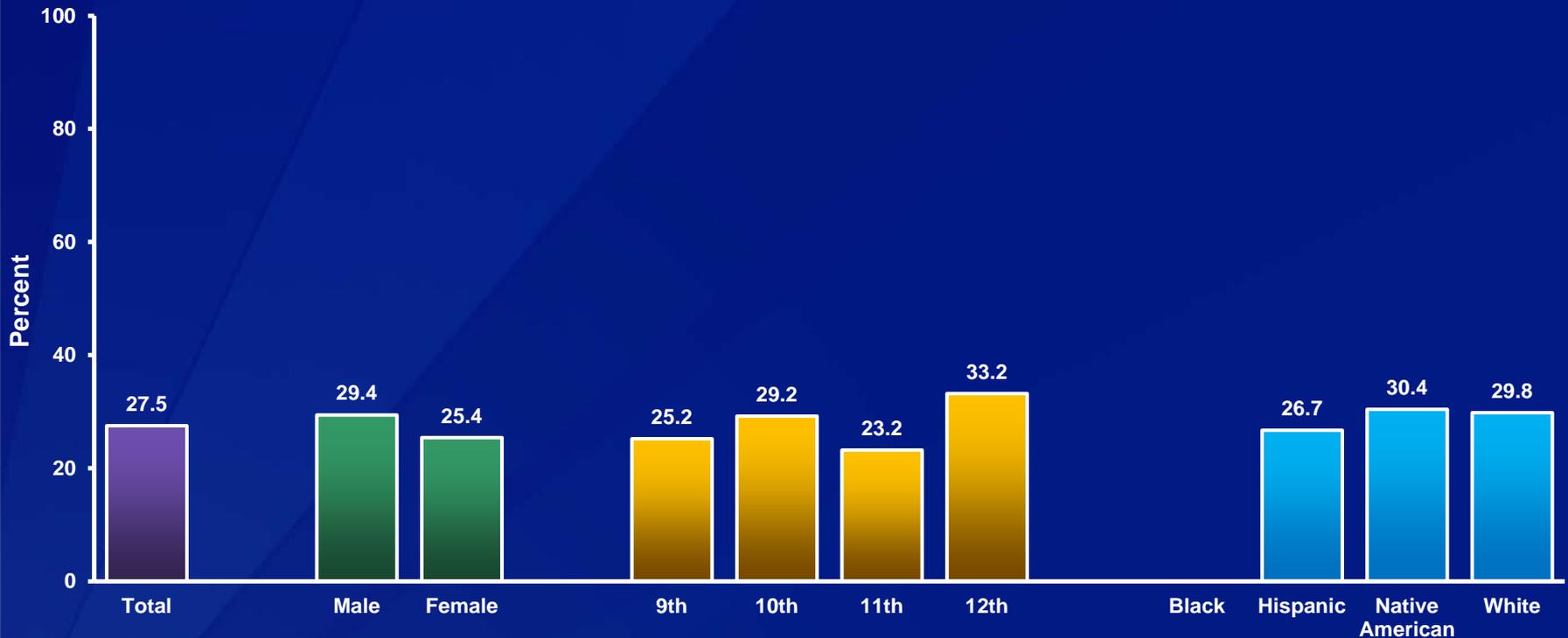
<sup>†</sup>12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Used Electronic Vapor Products,\* by Sex, Grade,<sup>†</sup> 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

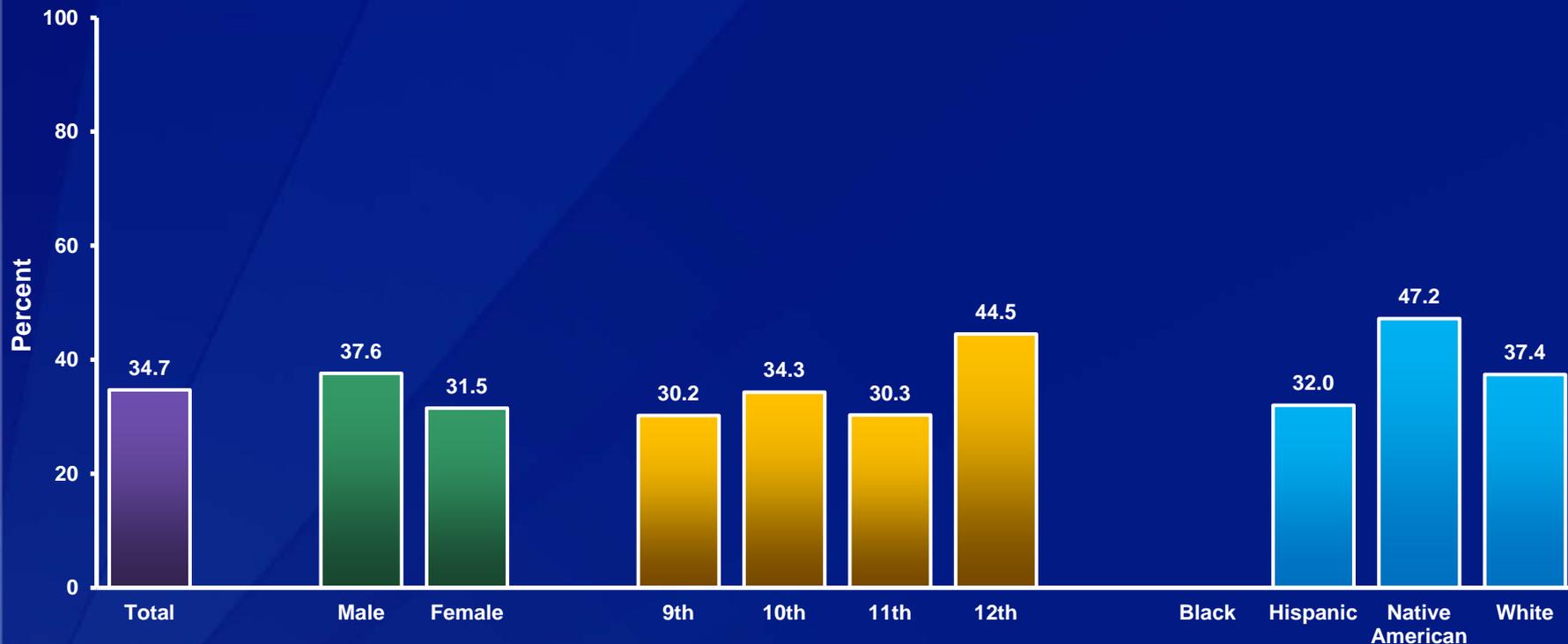
<sup>†</sup>12th > 9th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Used Tobacco,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



\*Current cigarette, smokeless tobacco, cigar, or electronic vapor product use on at least 1 day during the 30 days before the survey

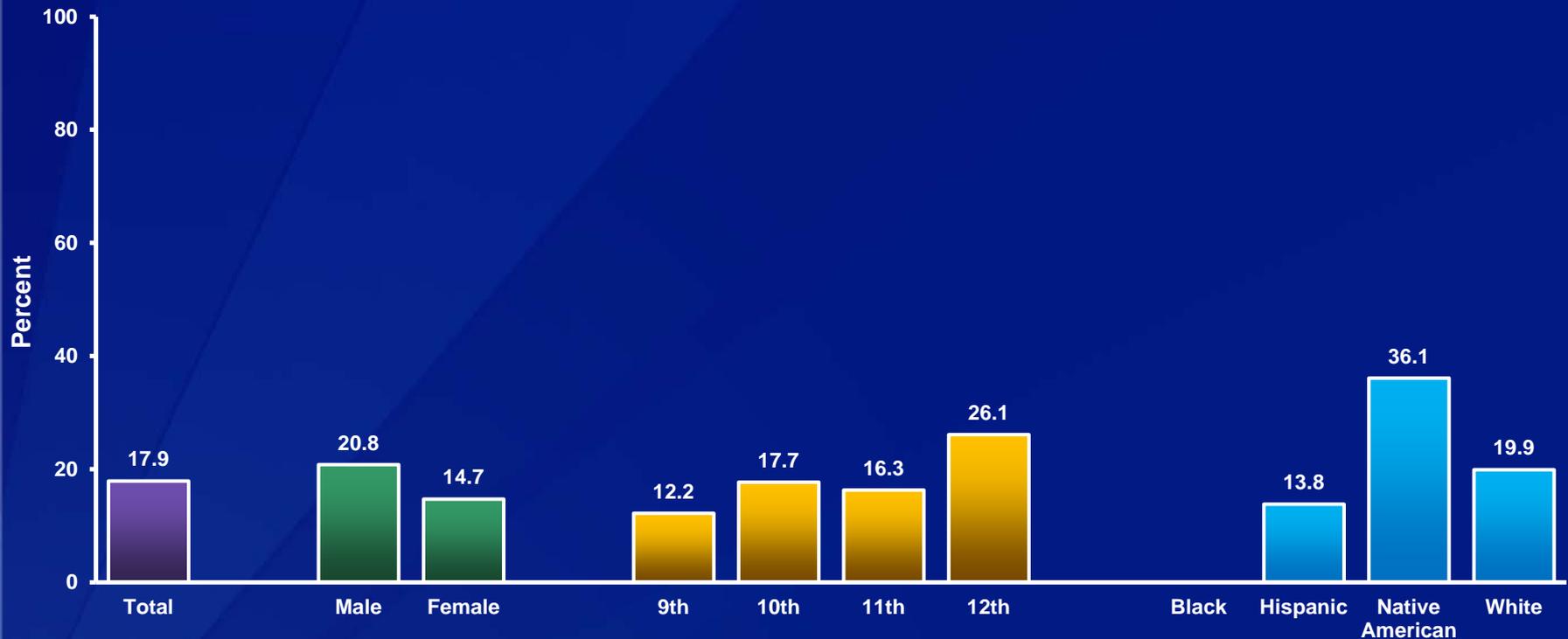
<sup>†</sup>12th > 9th, 12th > 10th, 12th > 11th; N > H, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Used Cigarettes, Cigars, or Smokeless Tobacco,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

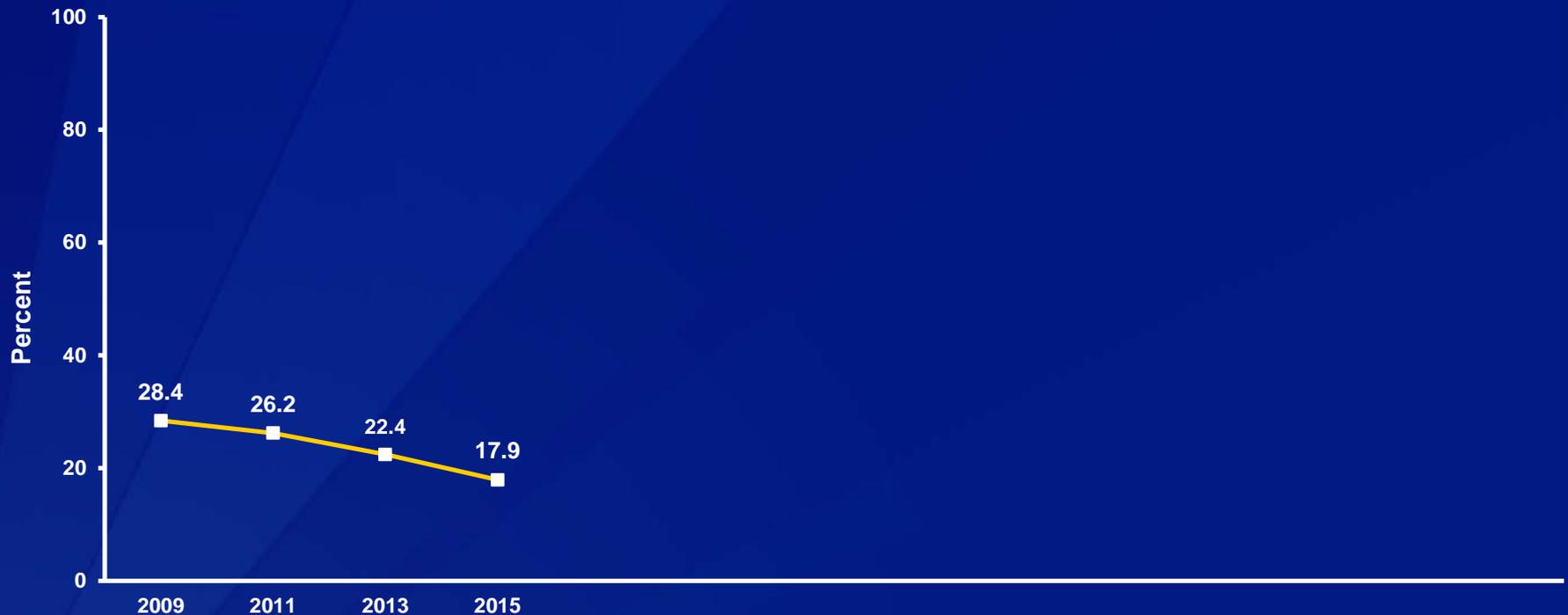
<sup>†</sup>M > F; 12th > 9th, 12th > 10th, 12th > 11th; N > H, N > W, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Used Cigarettes, Cigars, or Smokeless Tobacco,\* 2009-2015<sup>†</sup>

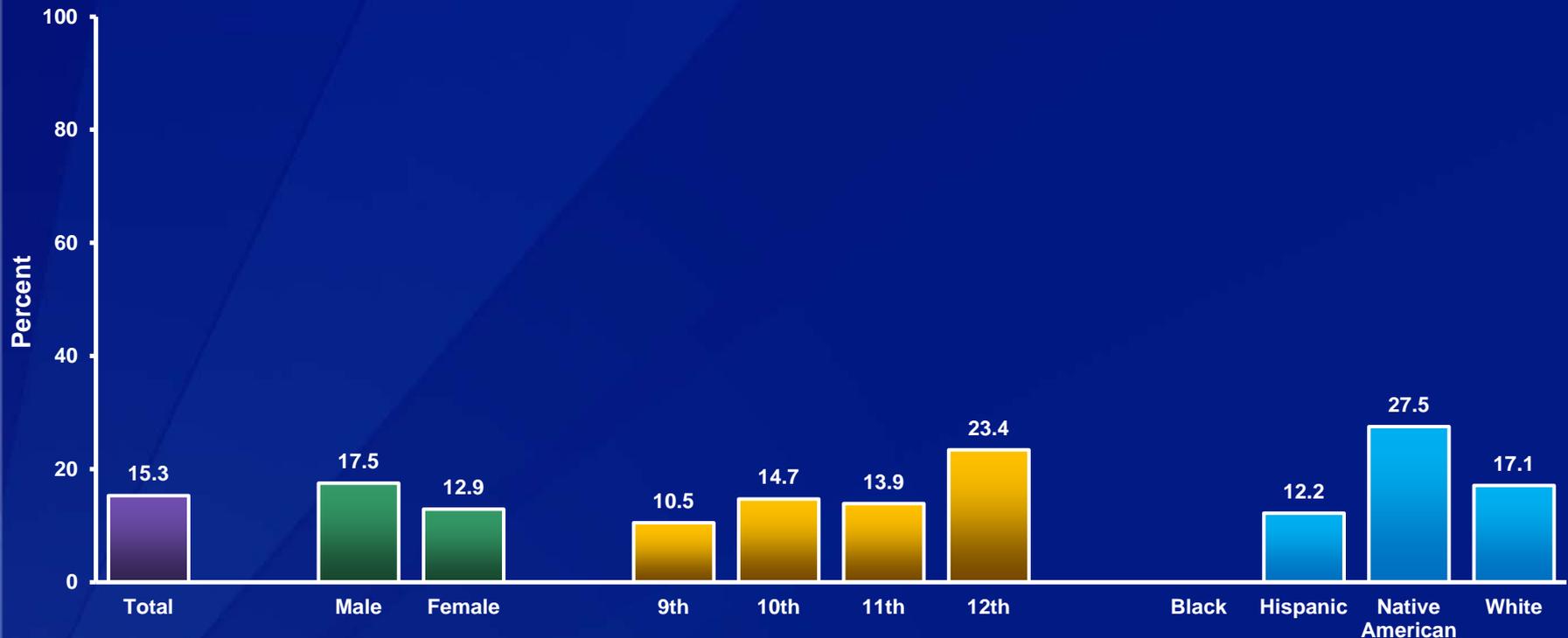


\*On at least 1 day during the 30 days before the survey

<sup>†</sup>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 Currently Smoked Cigarettes or Cigars,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Smoked Cigarettes or Cigars,\* 2009-2015<sup>†</sup>

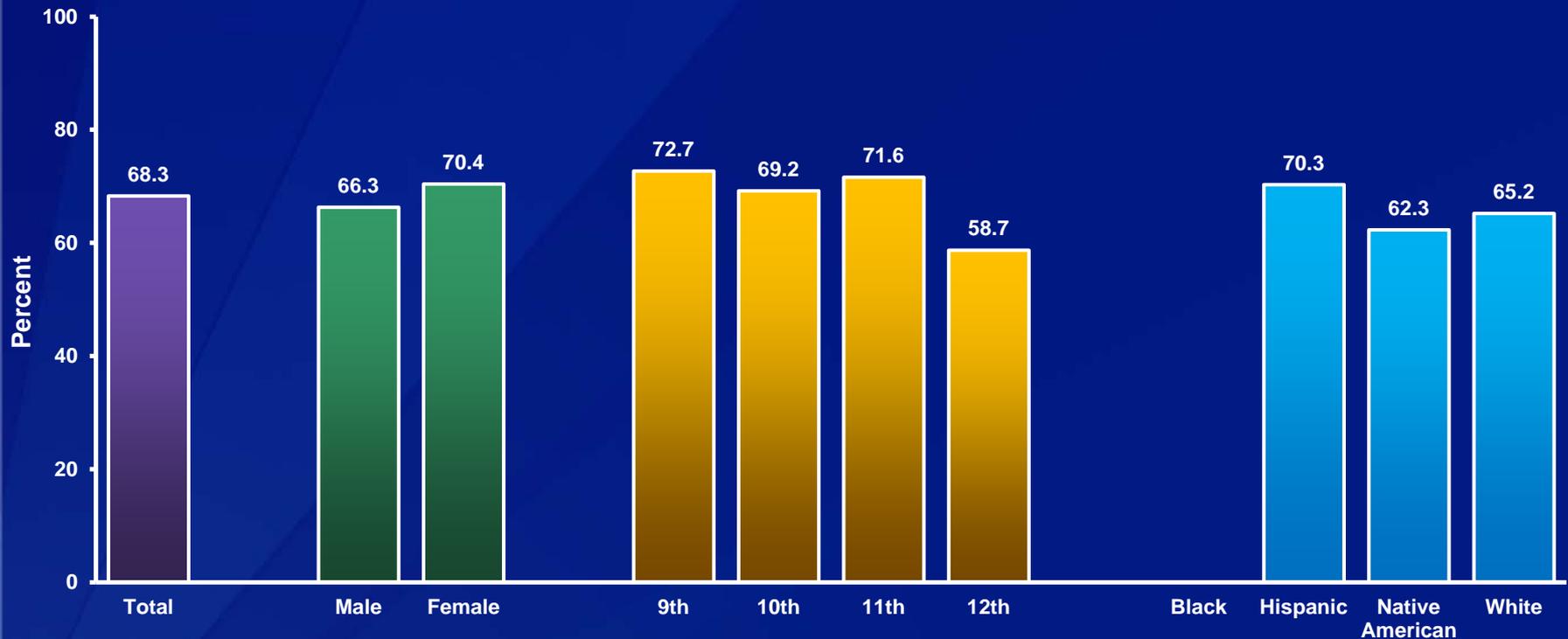


\*On at least 1 day during the 30 days before the survey

<sup>†</sup>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 Did Not Currently Use Tobacco,\* by Sex, Grade,† and Race/Ethnicity,† 2015



\*Current cigarette, smokeless tobacco, cigar, or electronic vapor product use on at least 1 day during the 30 days before the survey

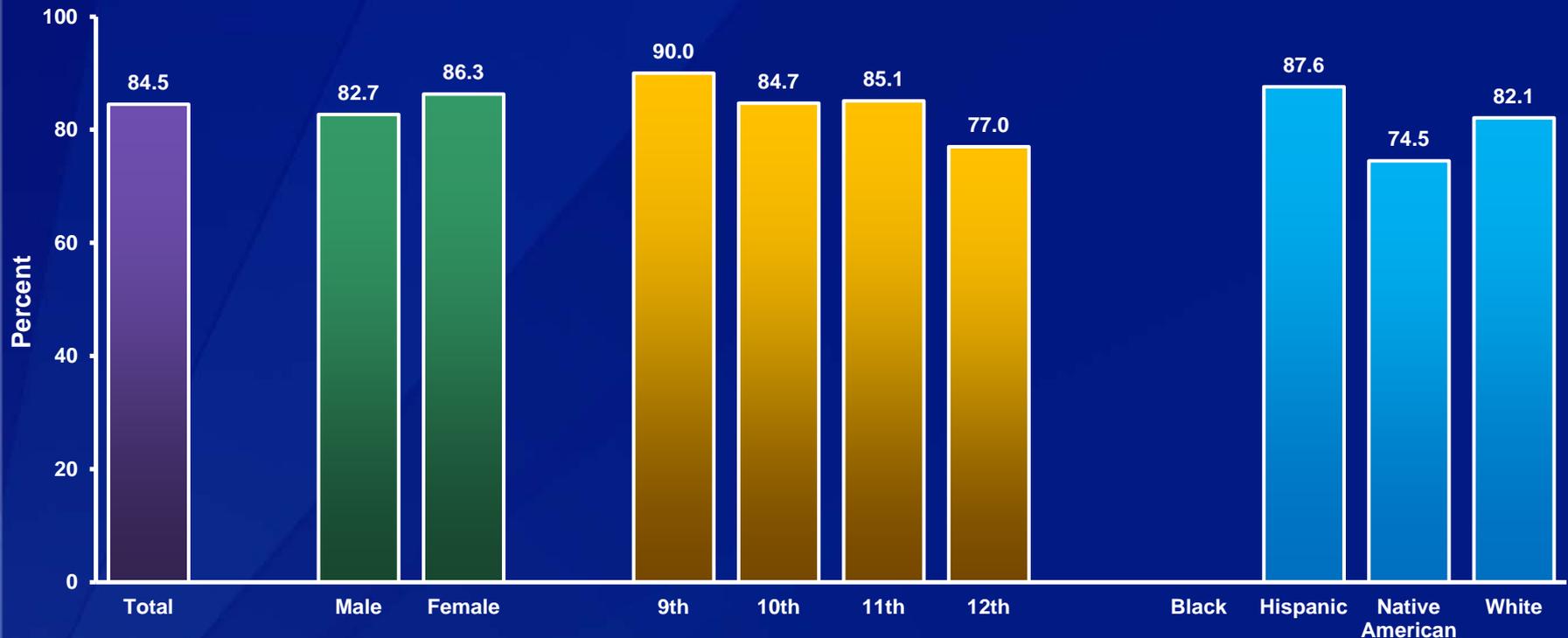
†9th > 12th, 10th > 12th, 11th > 12th; H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Did Not Currently Use Cigarettes, Cigars, or Smokeless Tobacco,\* by Sex,† Grade,† and Race/Ethnicity,† 2015



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

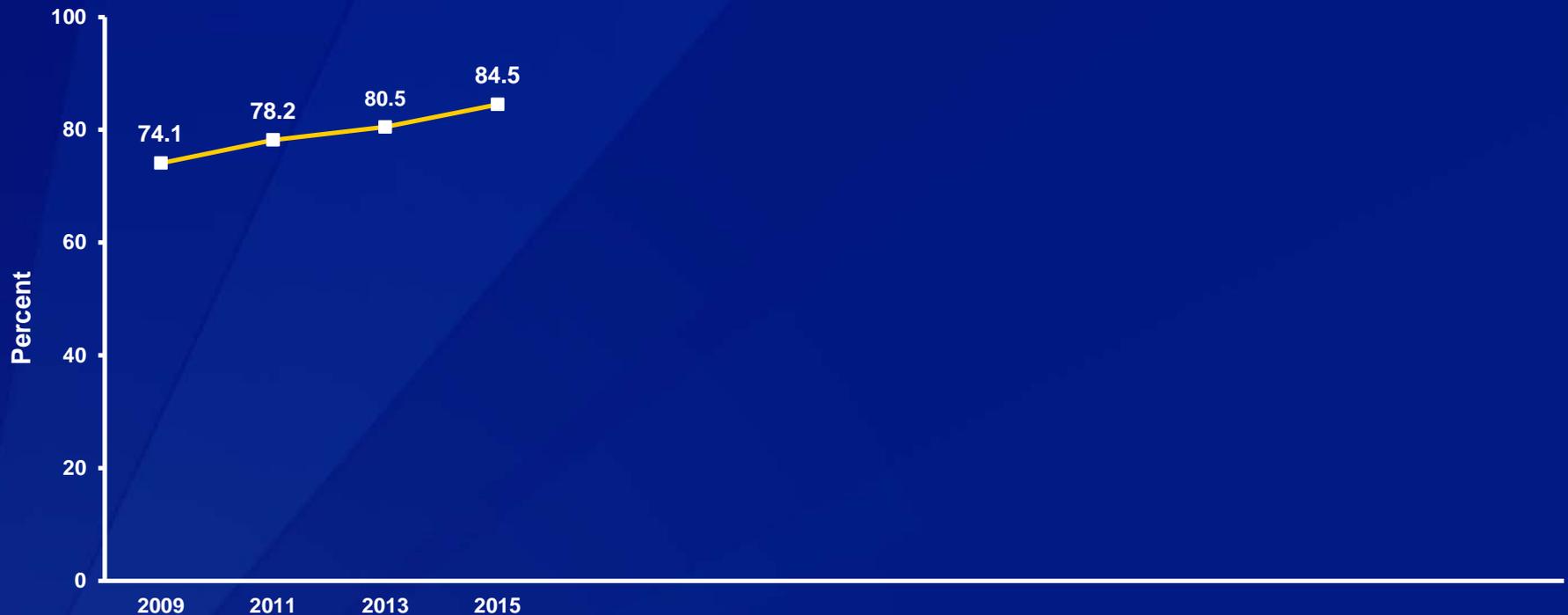
†F > M; 9th > 12th; H > N, H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Currently Use Cigarettes, Cigars, or Smokeless Tobacco,\* 2009-2015<sup>†</sup>

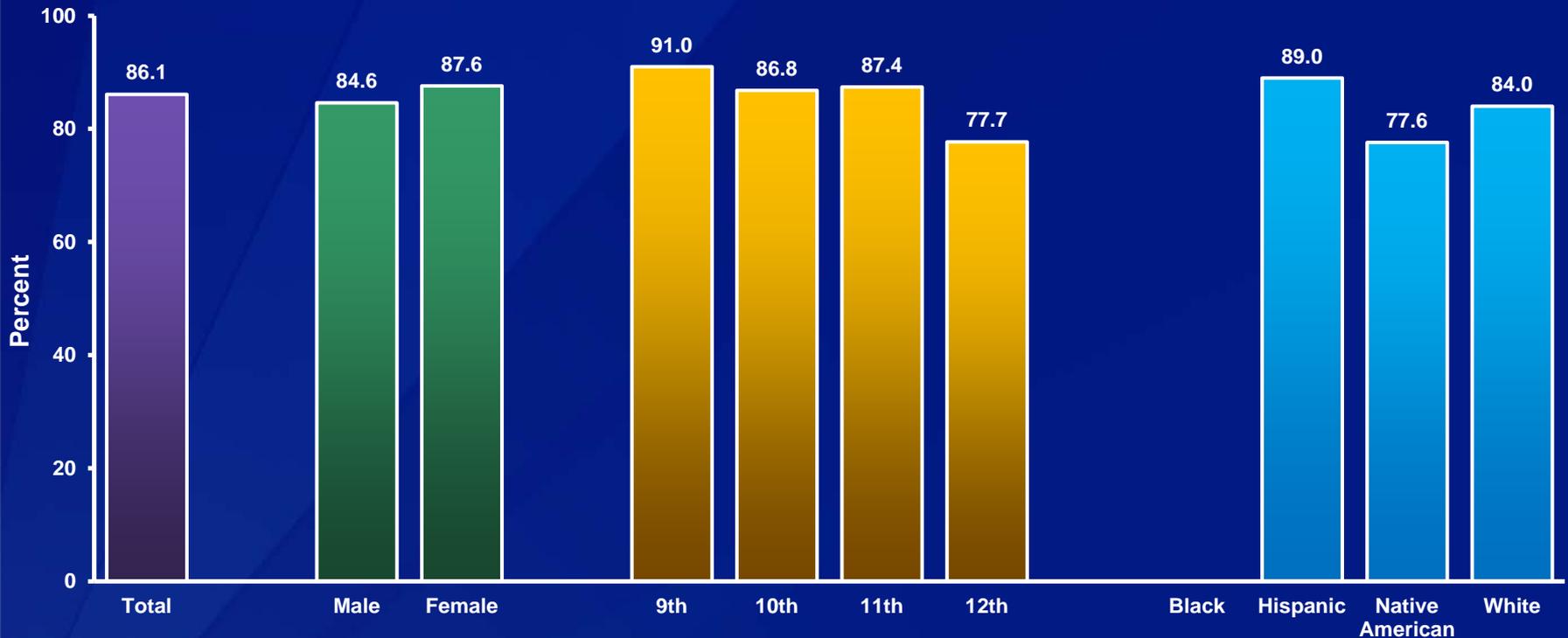


\*On at least 1 day during the 30 days before the survey

<sup>†</sup>Increased 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 Did Not Currently Smoke Cigarettes or Cigars,\* by Sex, Grade,† and Race/Ethnicity,† 2015



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

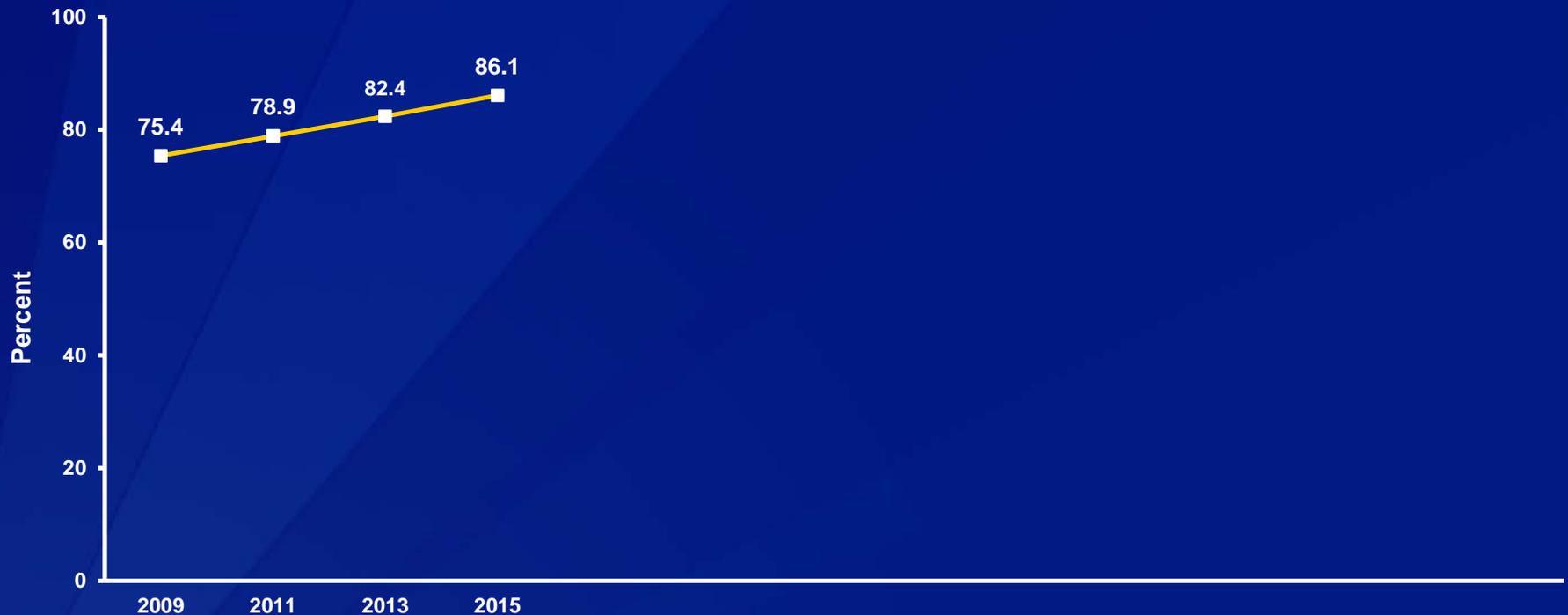
†9th > 12th, 10th > 12th, 11th > 12th; H > N, H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Currently Smoke Cigarettes or Cigars,\* 2009-2015†

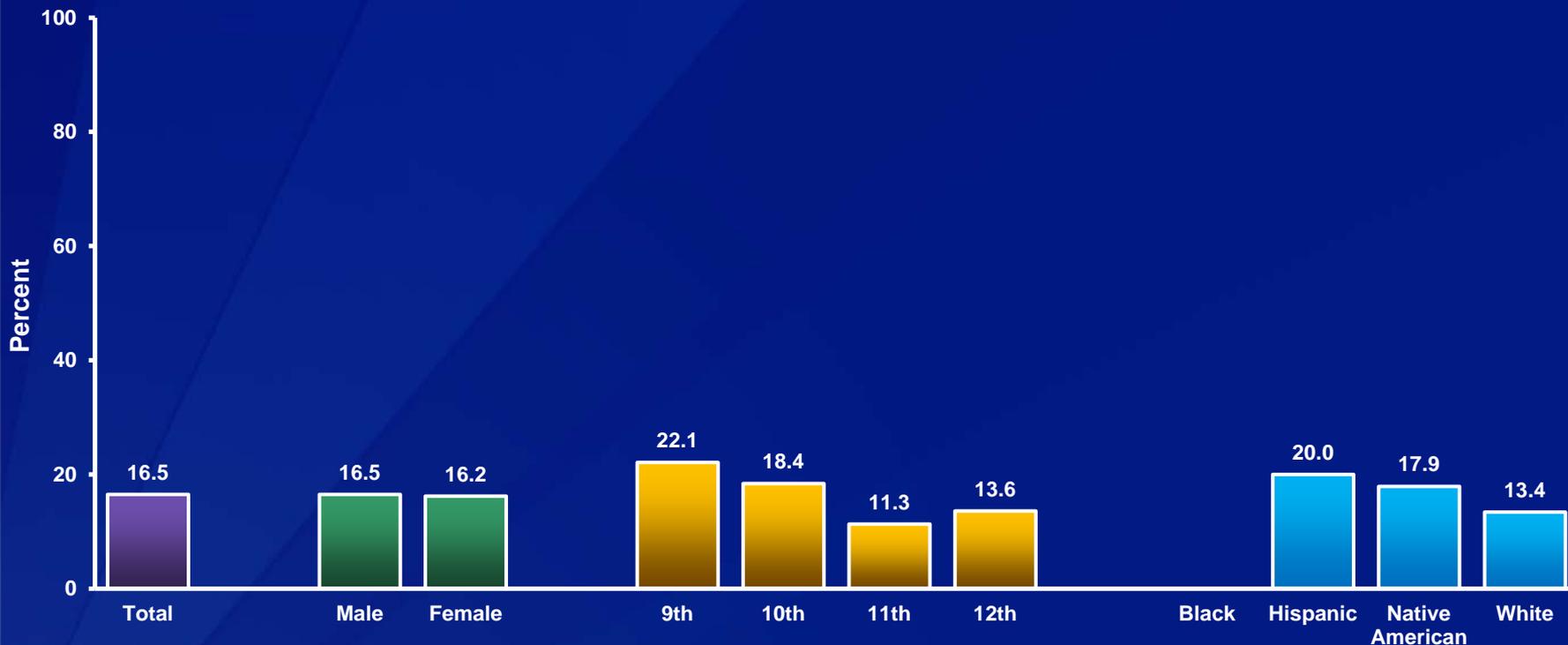


\*On at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

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



\*For the first time other than a few sips

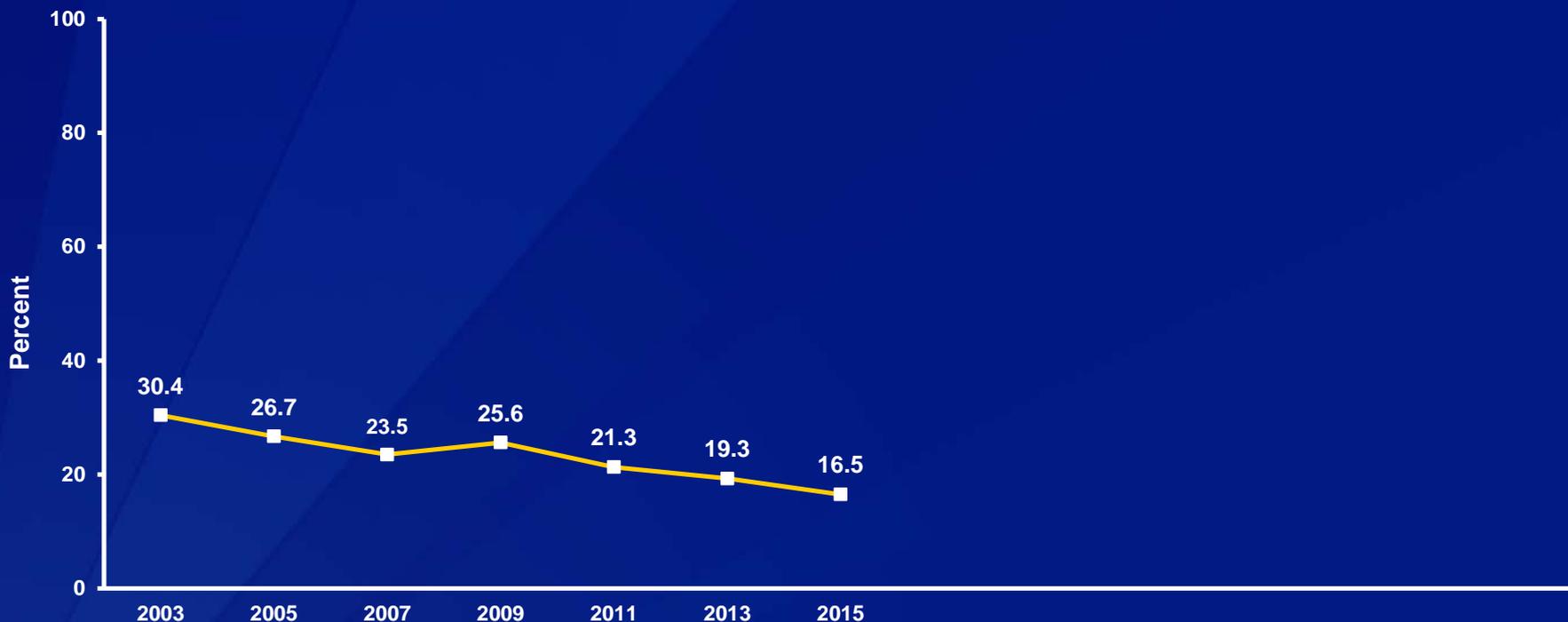
<sup>†</sup>9th > 11th, 9th > 12th, 10th > 11th; H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Drank Alcohol Before Age 13 Years,\* 2003-2015<sup>†</sup>

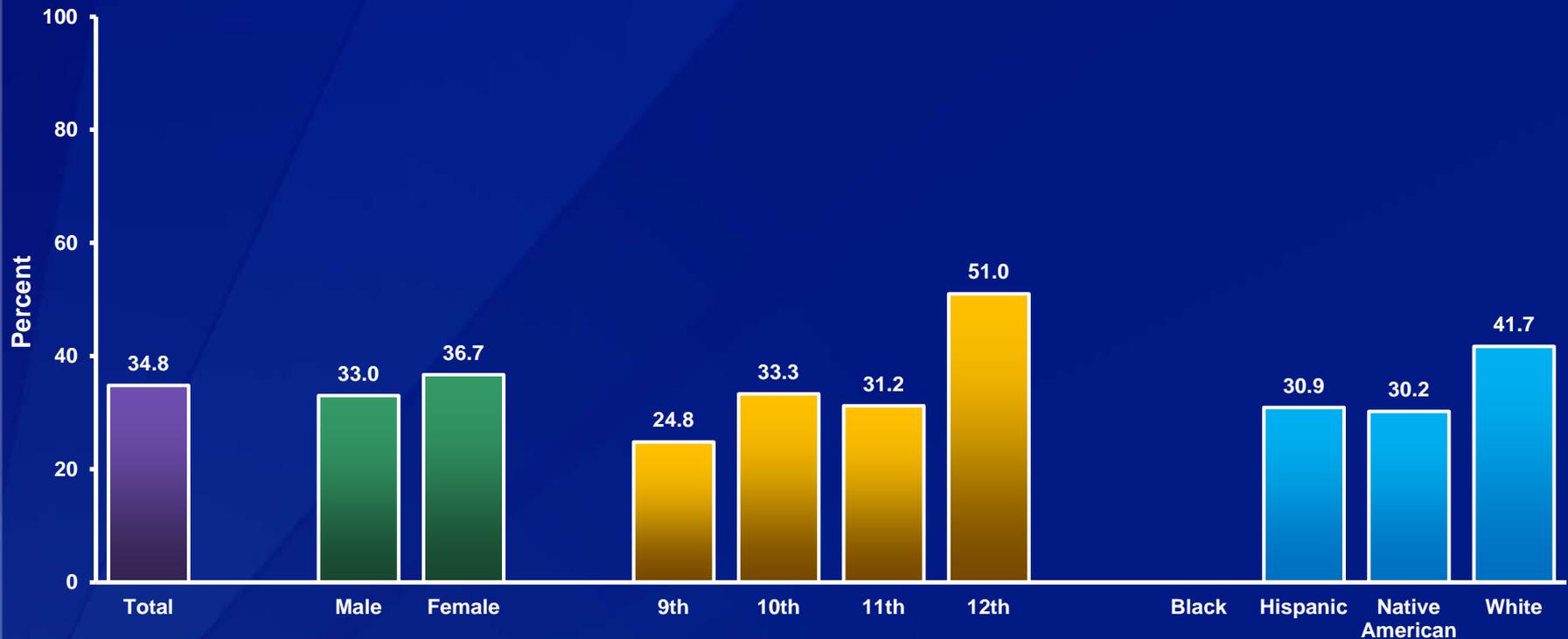


\*For the first time other than a few sips

<sup>†</sup>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 Currently Drank Alcohol,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

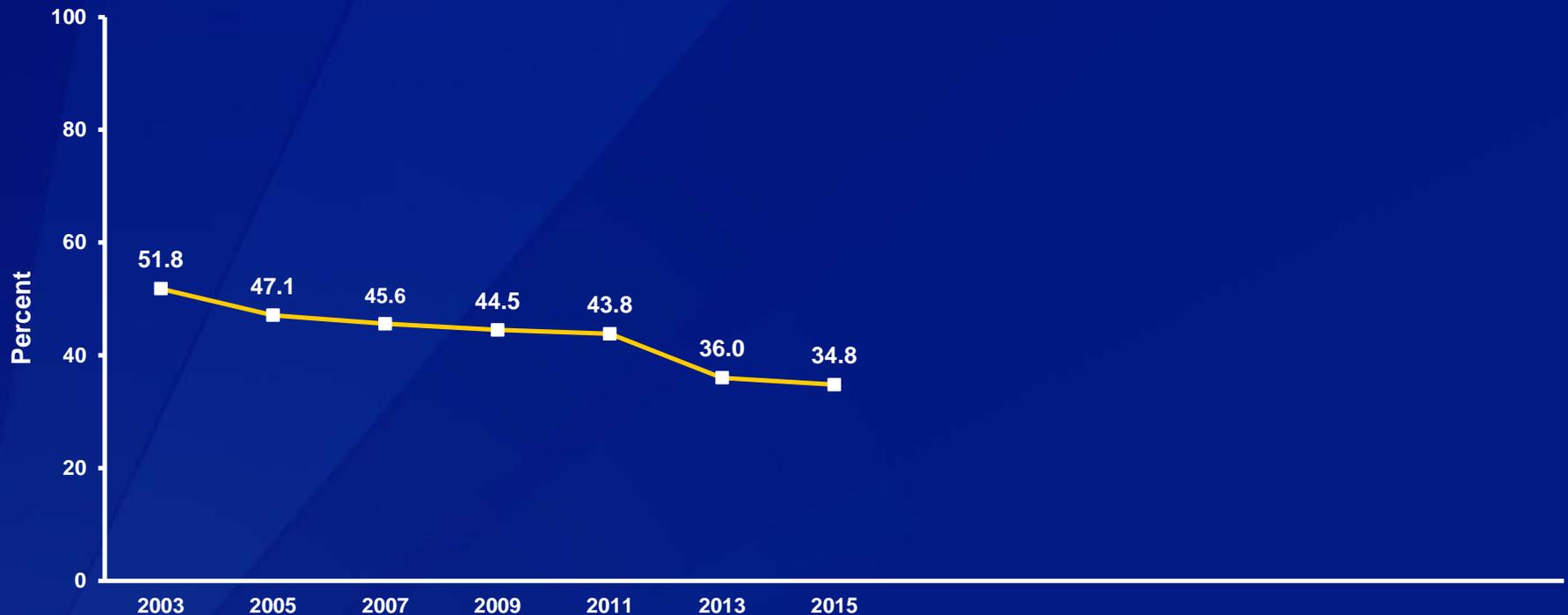
<sup>†</sup>10th > 9th, 12th > 9th, 12th > 10th, 12th > 11th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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 Currently Drank Alcohol,\* 2003-2015†

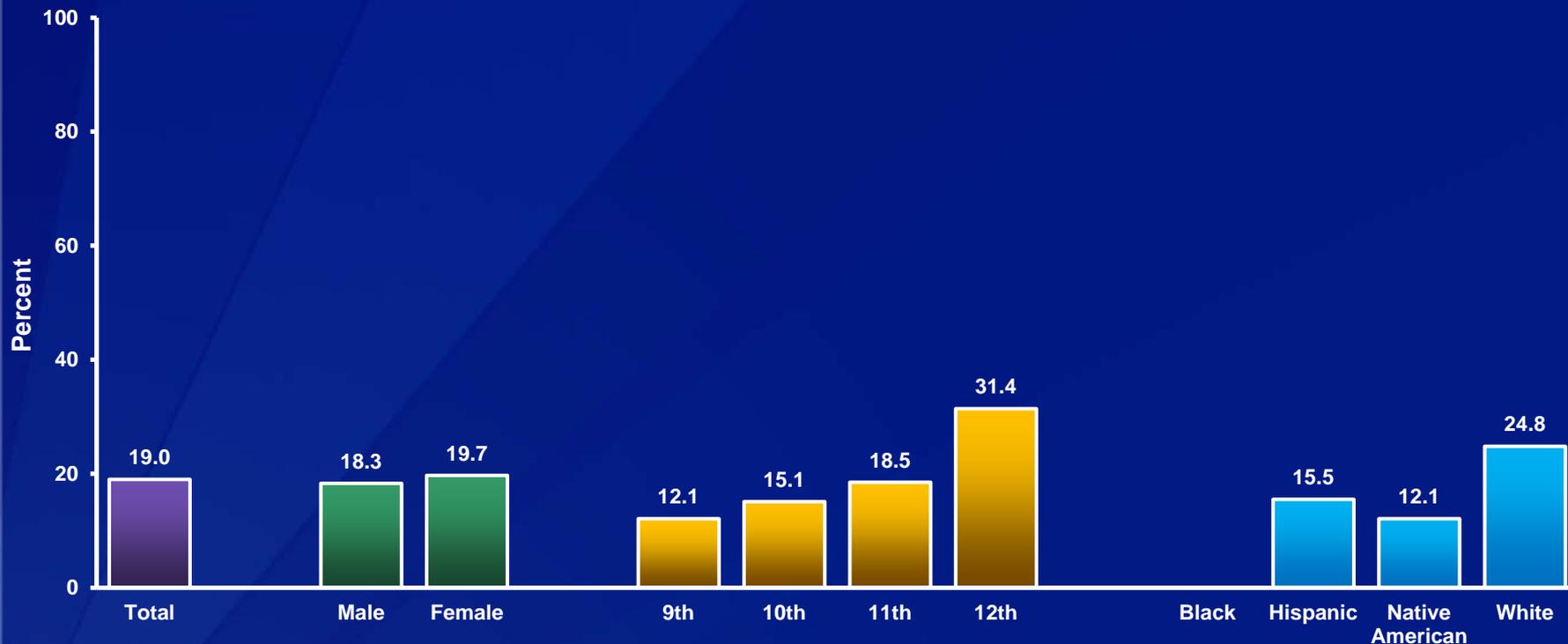


\*At least one drink of alcohol on at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

## Percentage of High School Students Who Drank 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

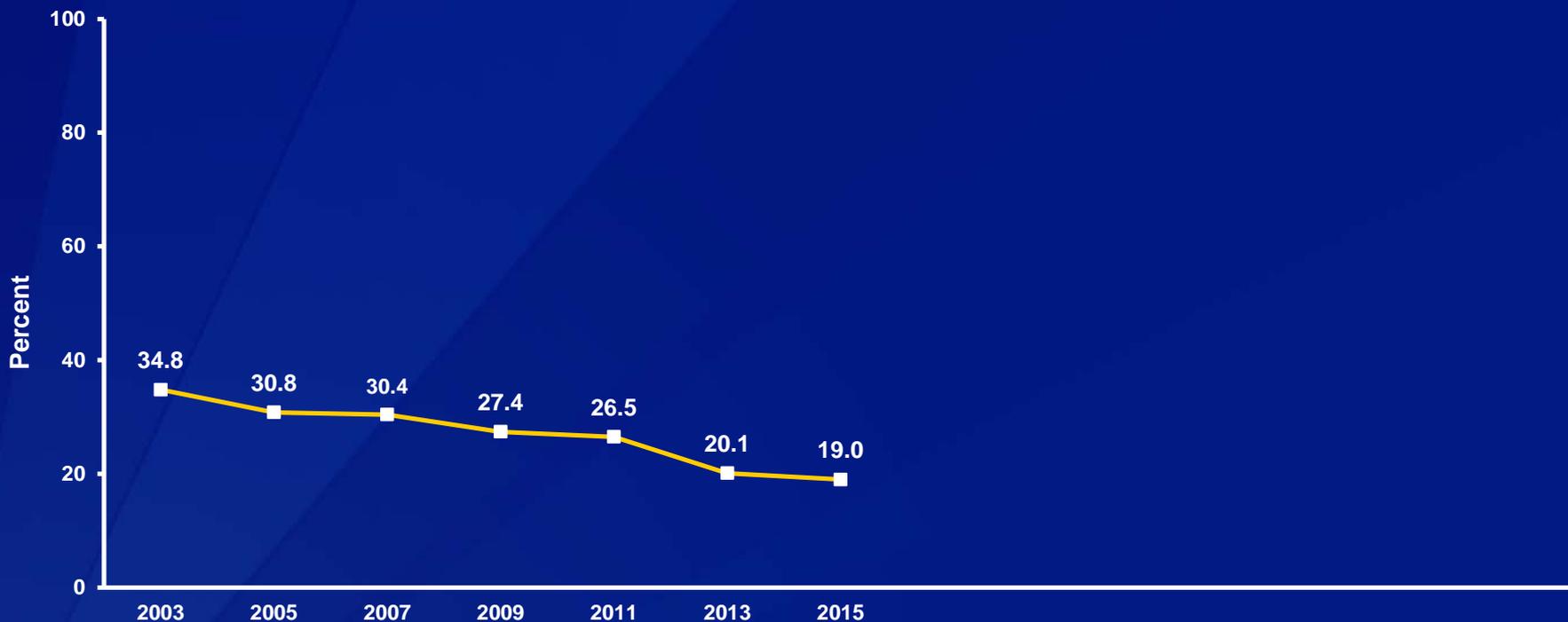
†12th > 9th, 12th > 10th, 12th > 11th; W > H, W > N (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Drank Five or More Drinks of Alcohol in a Row,\* 2003-2015†

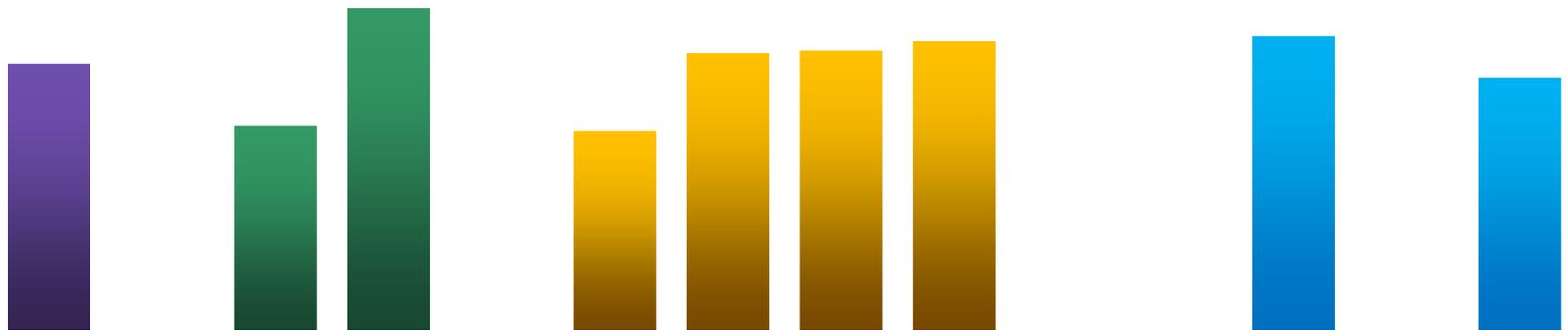


\*Within a couple of hours on at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

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



\*Among students who currently drank alcohol

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

# Percentage of High School Students Who Usually Obtained the Alcohol They Drank by Someone Giving It to Them,\* 2013-2015†

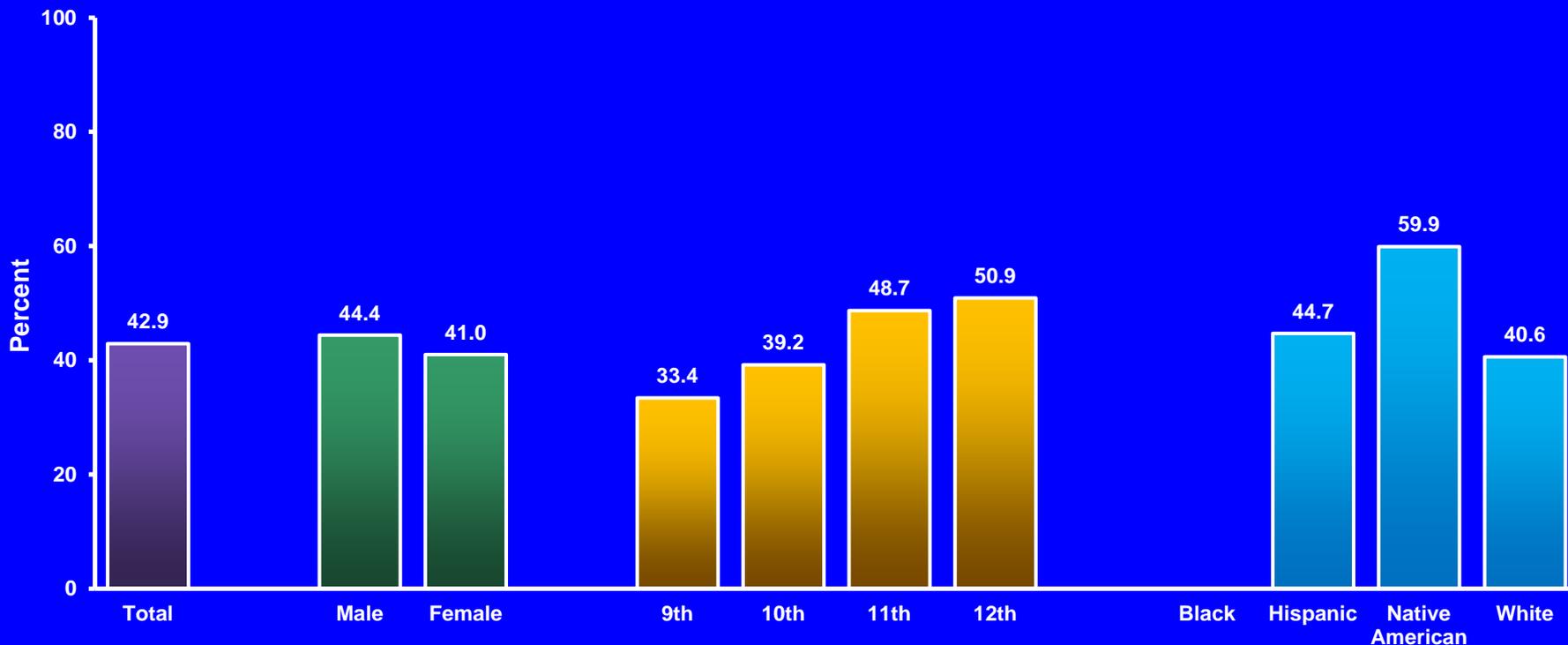


\*Among students who currently drank alcohol

†Increased 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

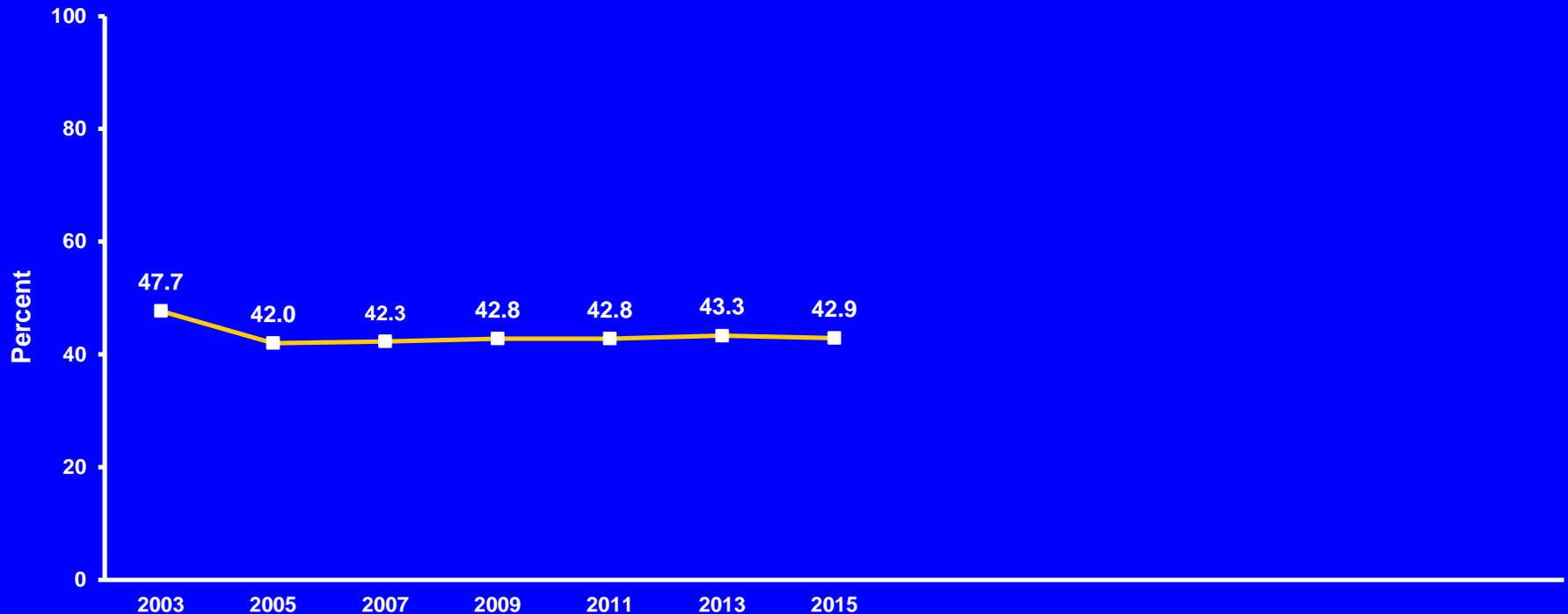
†11th > 10th, 12th > 9th, 12th > 10th; N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

# Percentage of High School Students Who Ever Used Marijuana,\* 2003-2015†

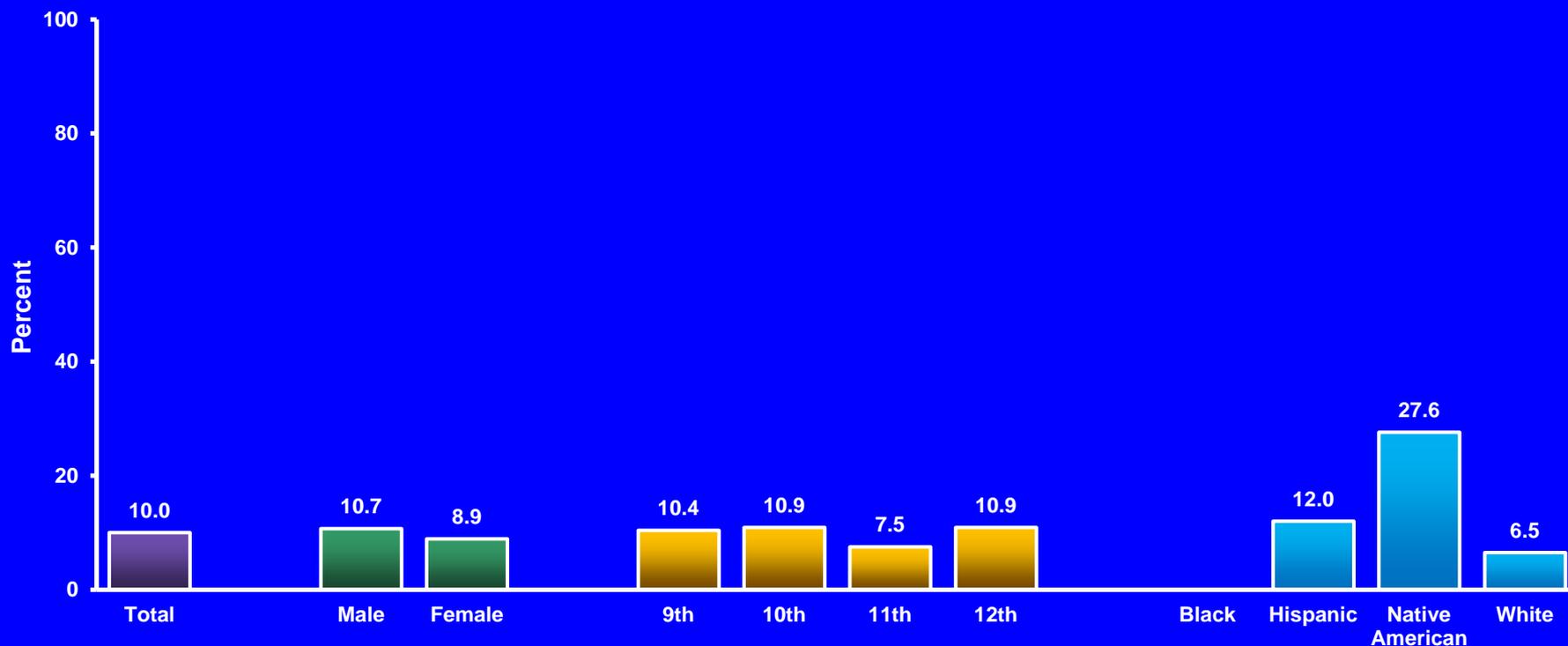


\*One or more times during their life

†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 Tried Marijuana Before Age 13 Years,\* by Sex, Grade,† and Race/Ethnicity,† 2015



\*For the first time

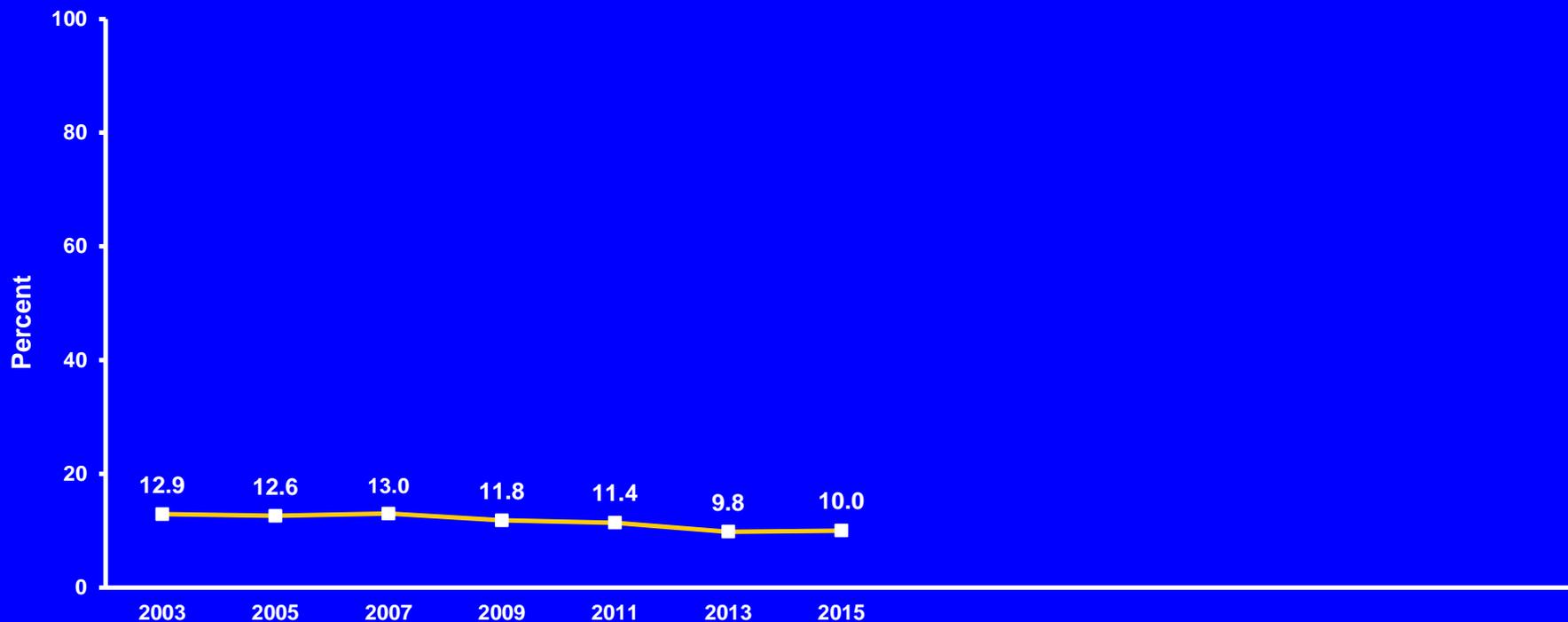
†10th > 11th; H > W, N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Tried Marijuana Before Age 13 Years,\* 2003-2015<sup>†</sup>

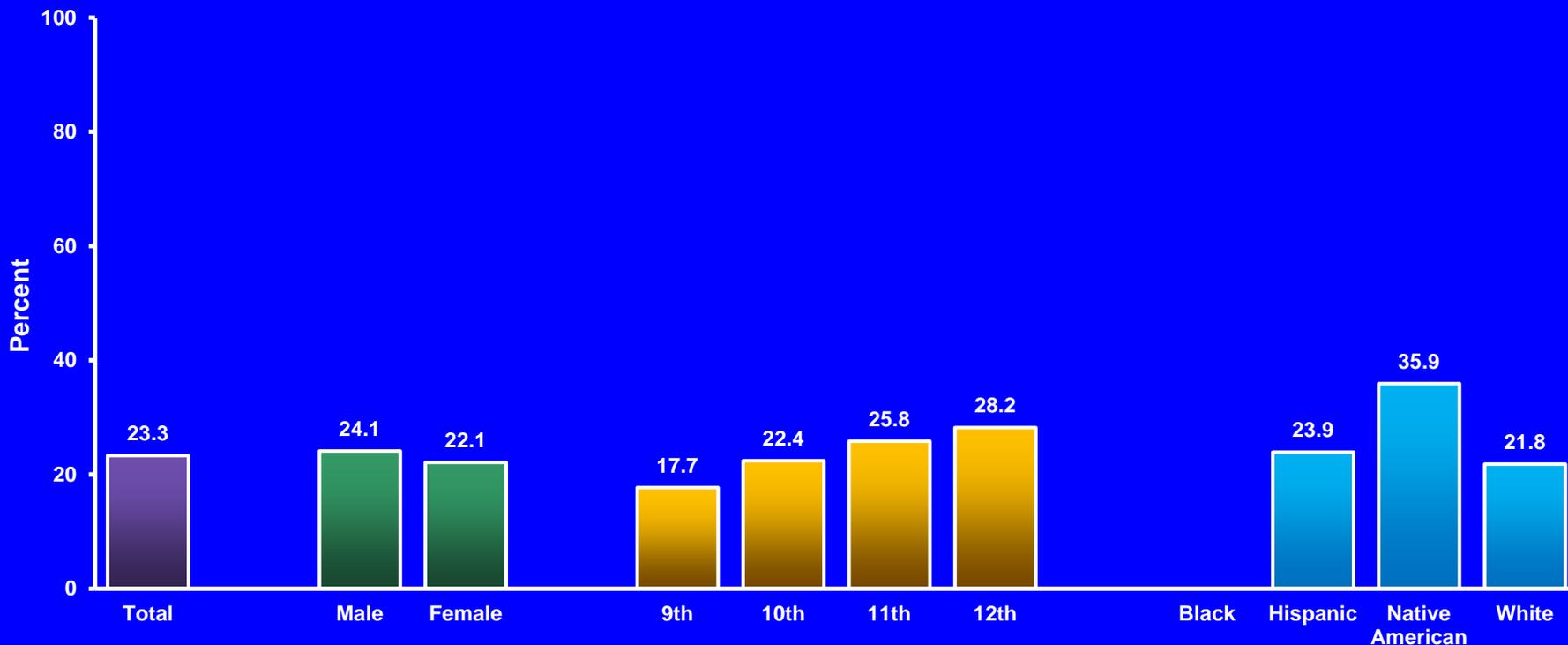


\*For the first time

<sup>†</sup>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 Currently Used Marijuana,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

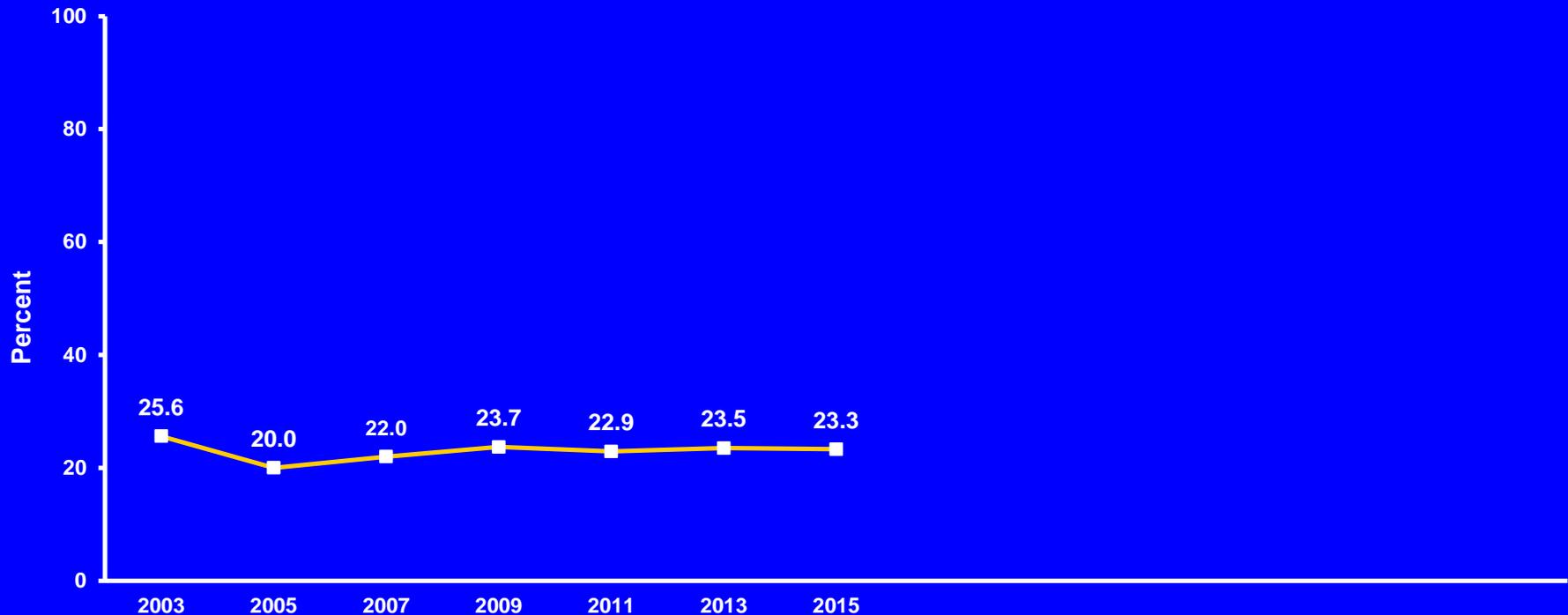
†N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Currently Used Marijuana,\* 2003-2015<sup>†</sup>

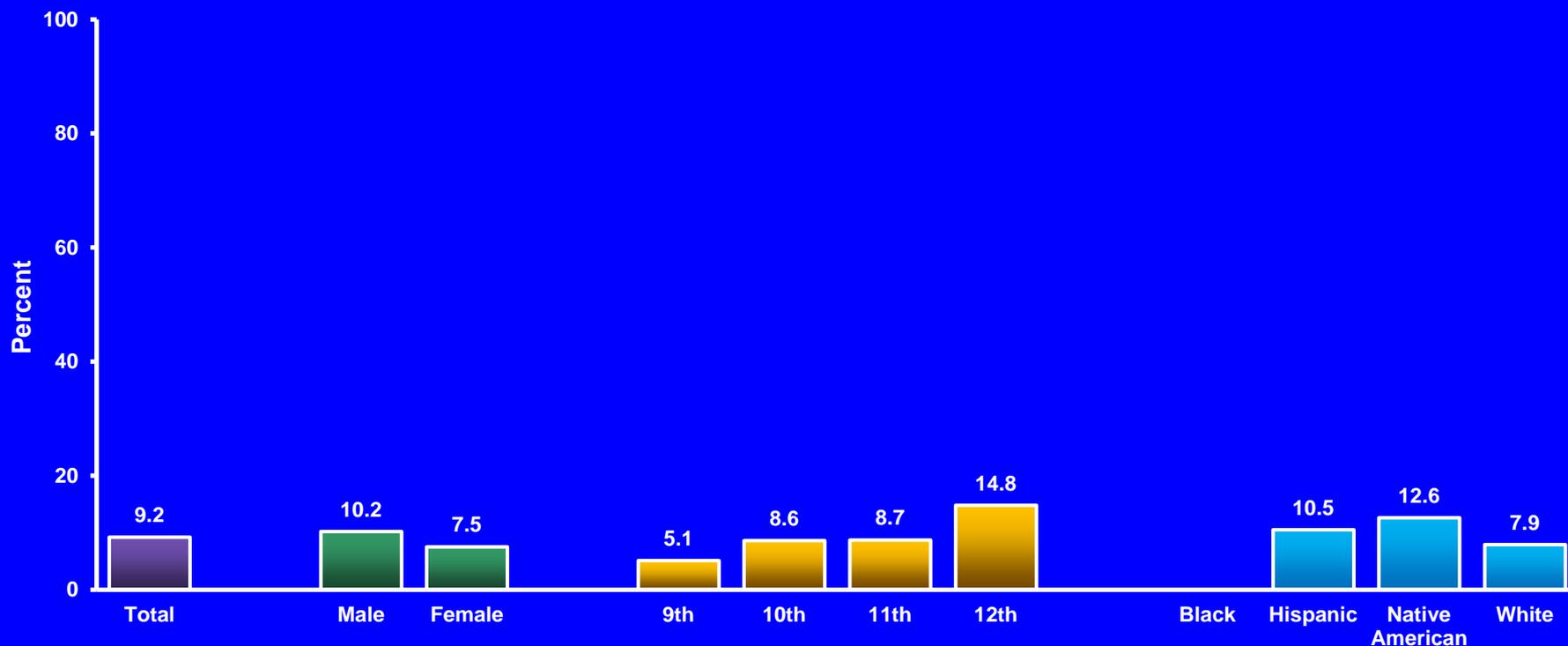


\*One or more times during the 30 days before the survey

<sup>†</sup>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 Ever Used Cocaine,\* by Sex, Grade,† and Race/Ethnicity,† 2015



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

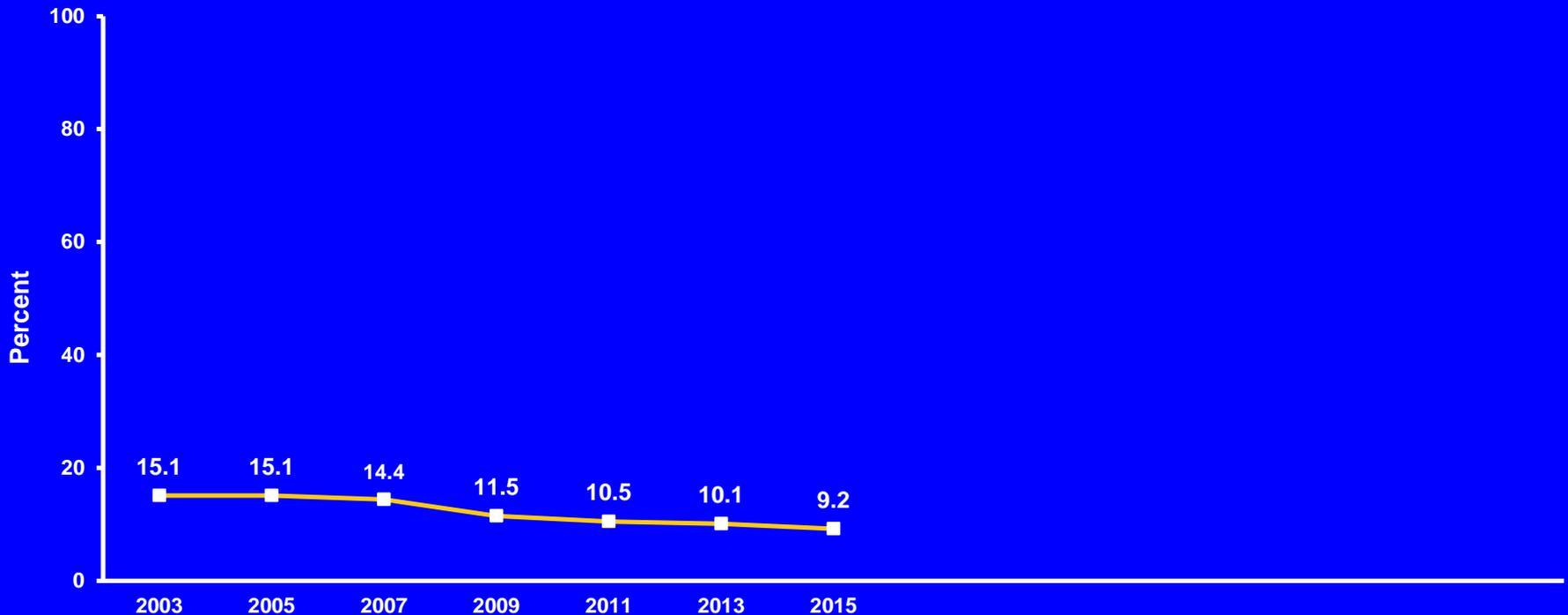
†12th > 9th, 12th > 11th; N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

# Percentage of High School Students Who Ever Used Cocaine,\* 2003-2015†

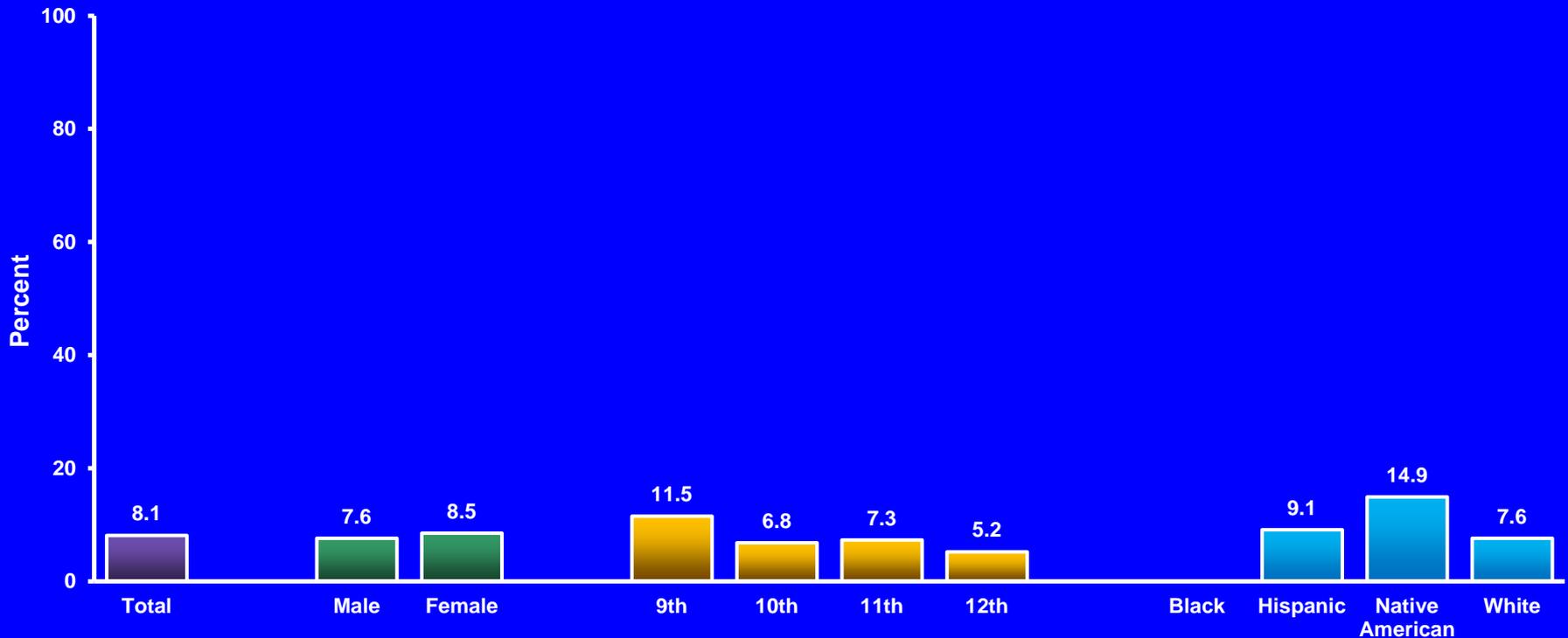


\*Any form of cocaine, such as powder, crack, or freebase, one or more times during their life

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

Note: This graph contains weighted results.

## Percentage of High School Students Who 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

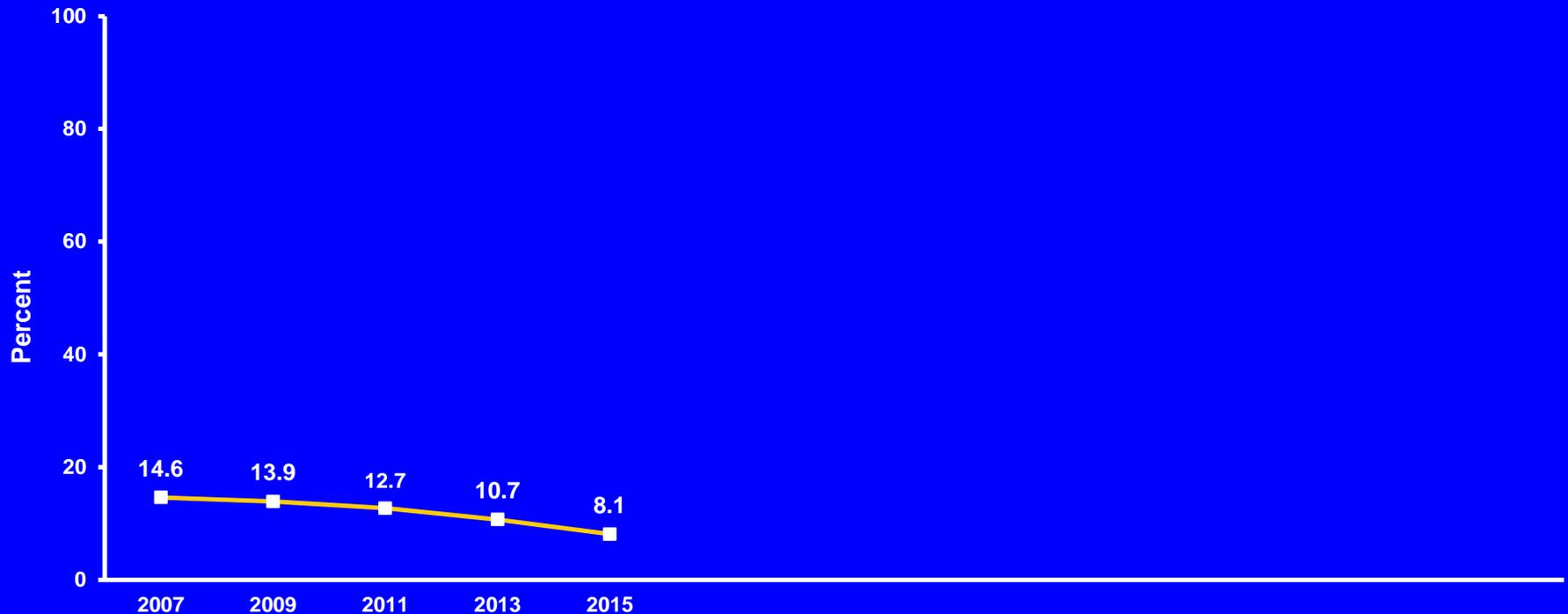
†9th > 12th; N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Ever Used Inhalants,\* 2007-2015<sup>†</sup>

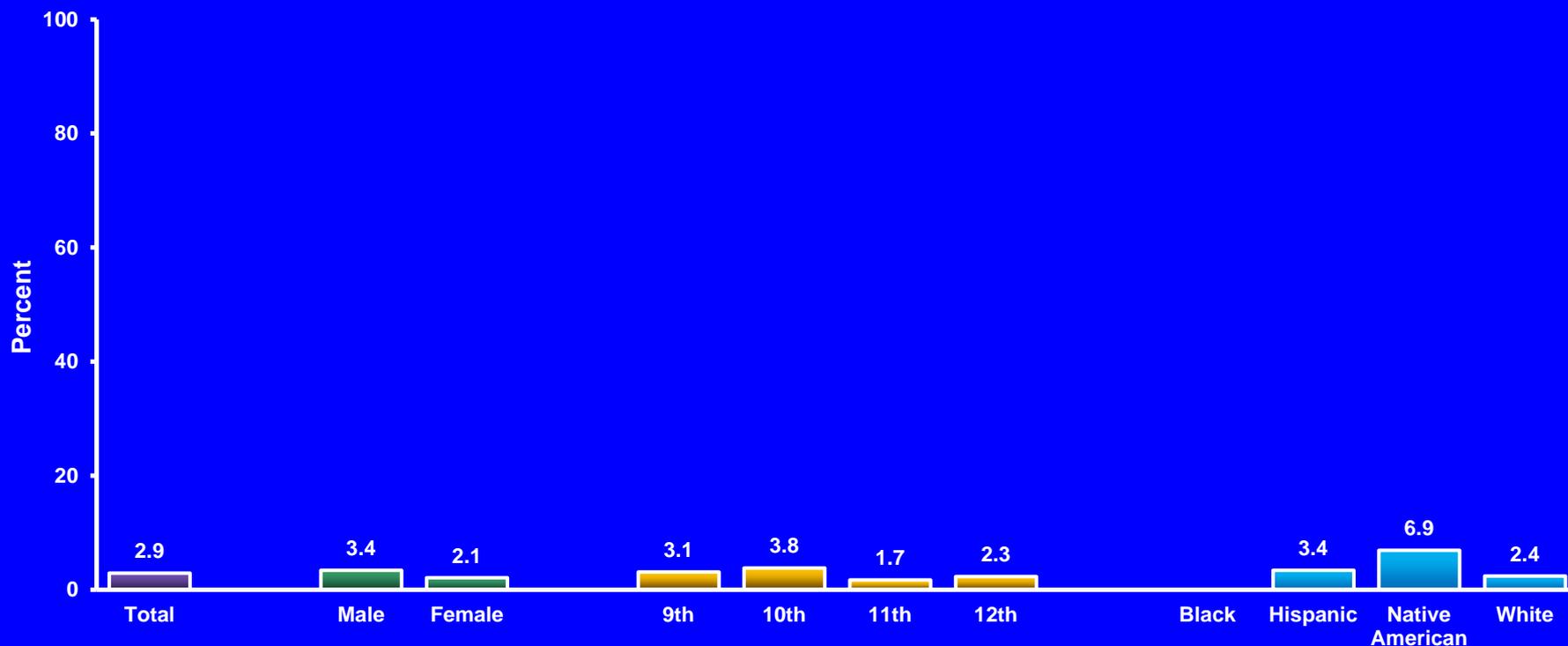


\*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

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

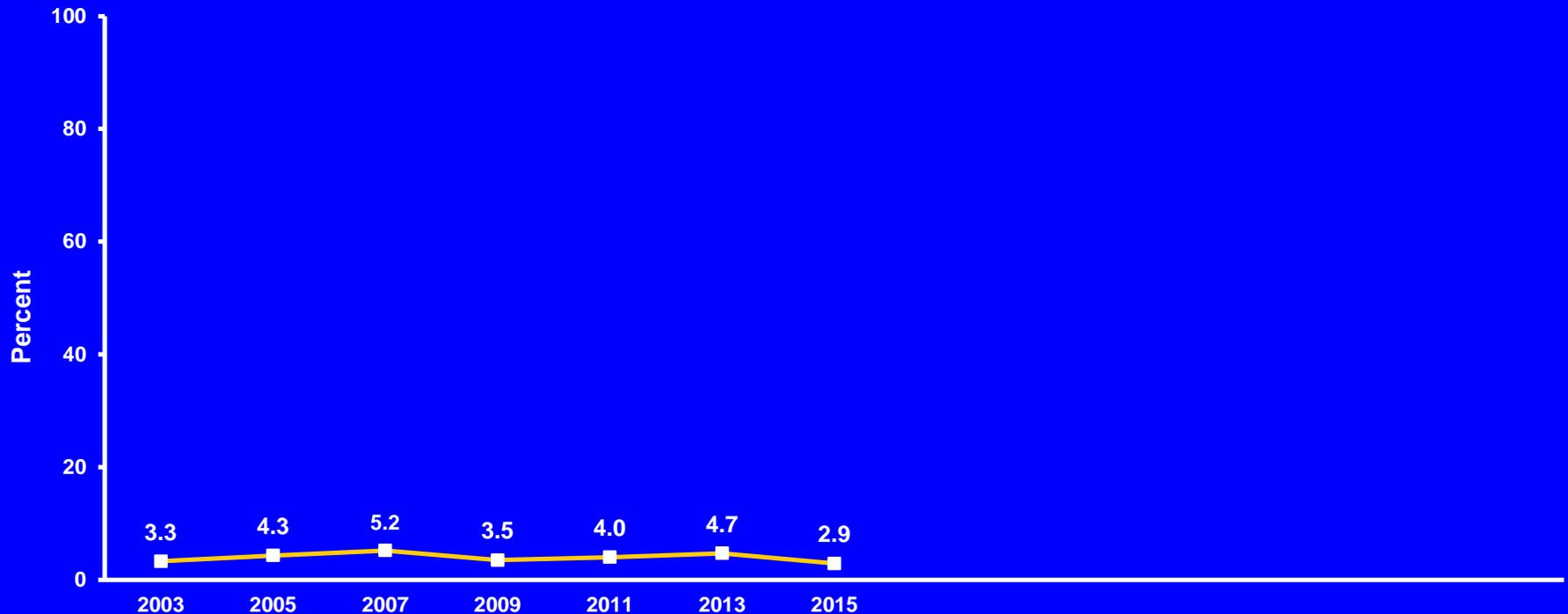
Note: This graph contains weighted results.

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



\*Also called "smack," "junk," or "China white," one or more times during their life  
 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 Ever Used Heroin,\* 2003-2015†

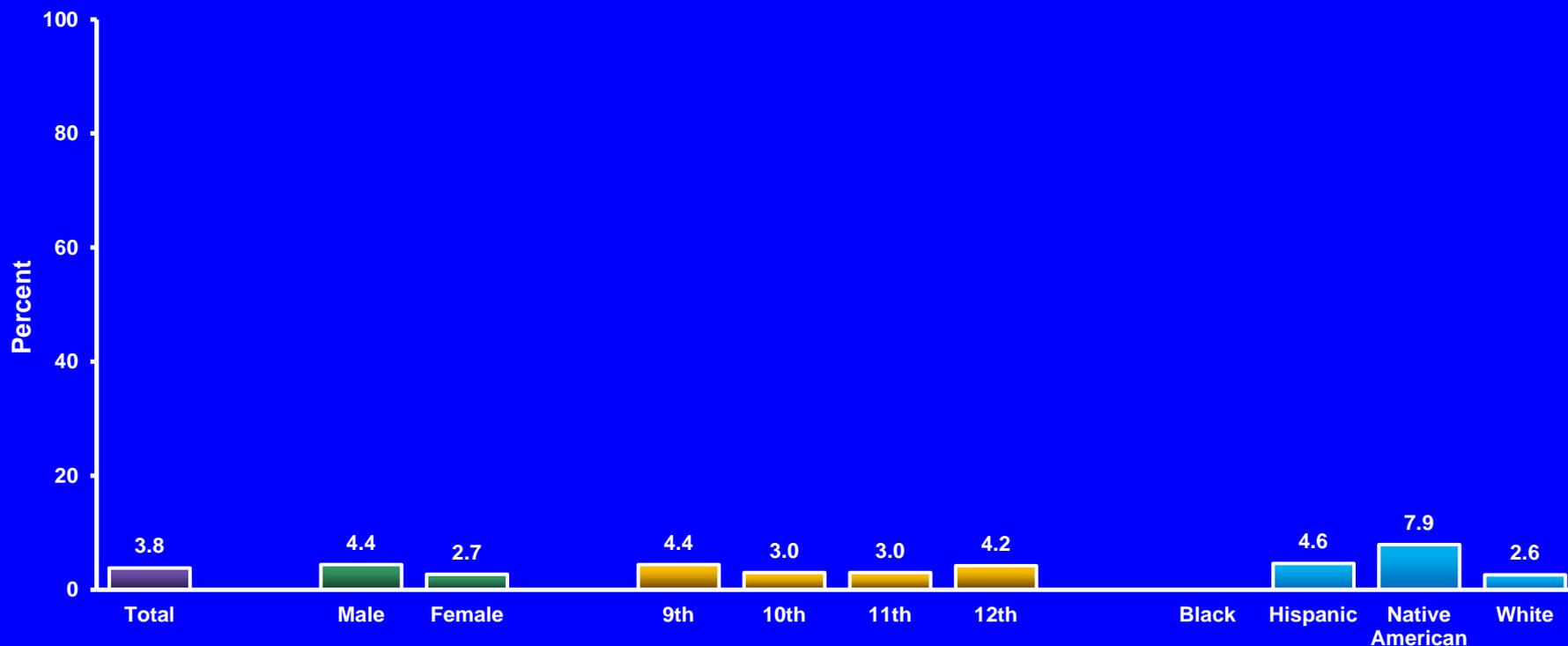


\*Also called "smack," "junk," or "China white," one or more times during their life

†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).]

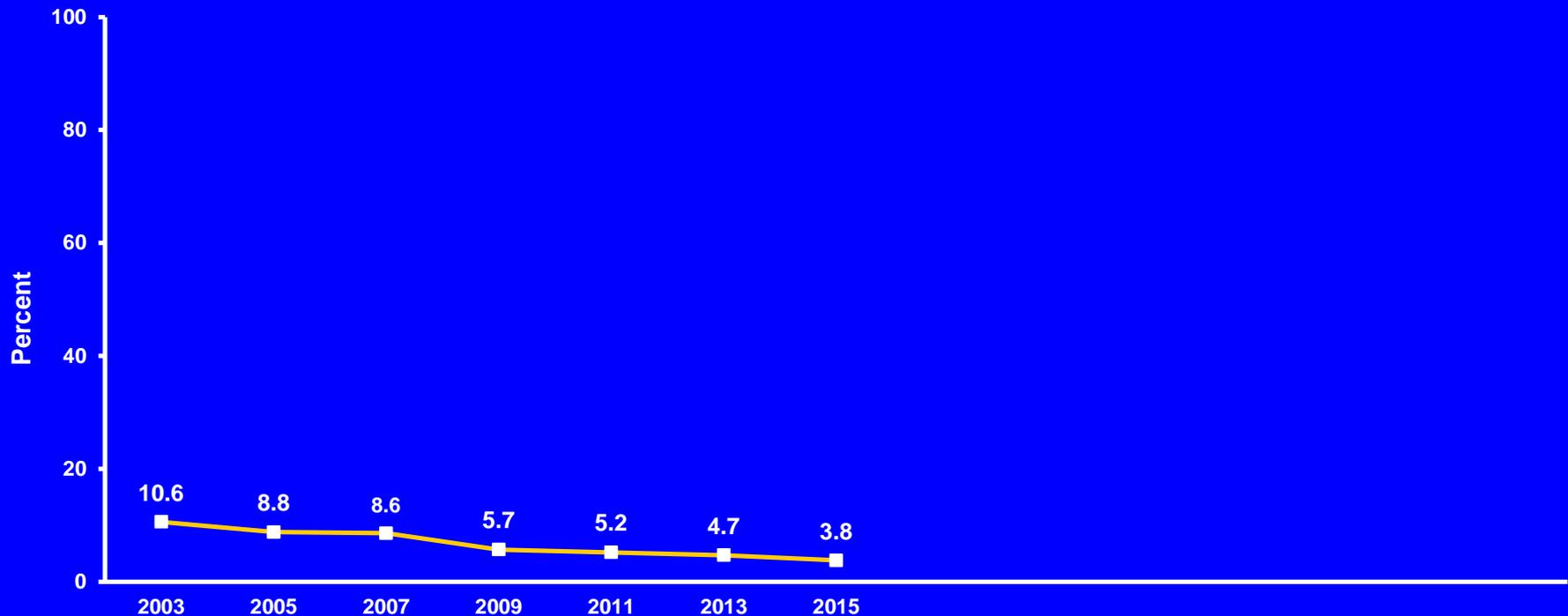
Note: This graph contains weighted results.

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



\*Also called "speed," "crystal," "crank," or "ice," one or more times during their life  
 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 Ever Used Methamphetamines,\* 2003-2015<sup>†</sup>

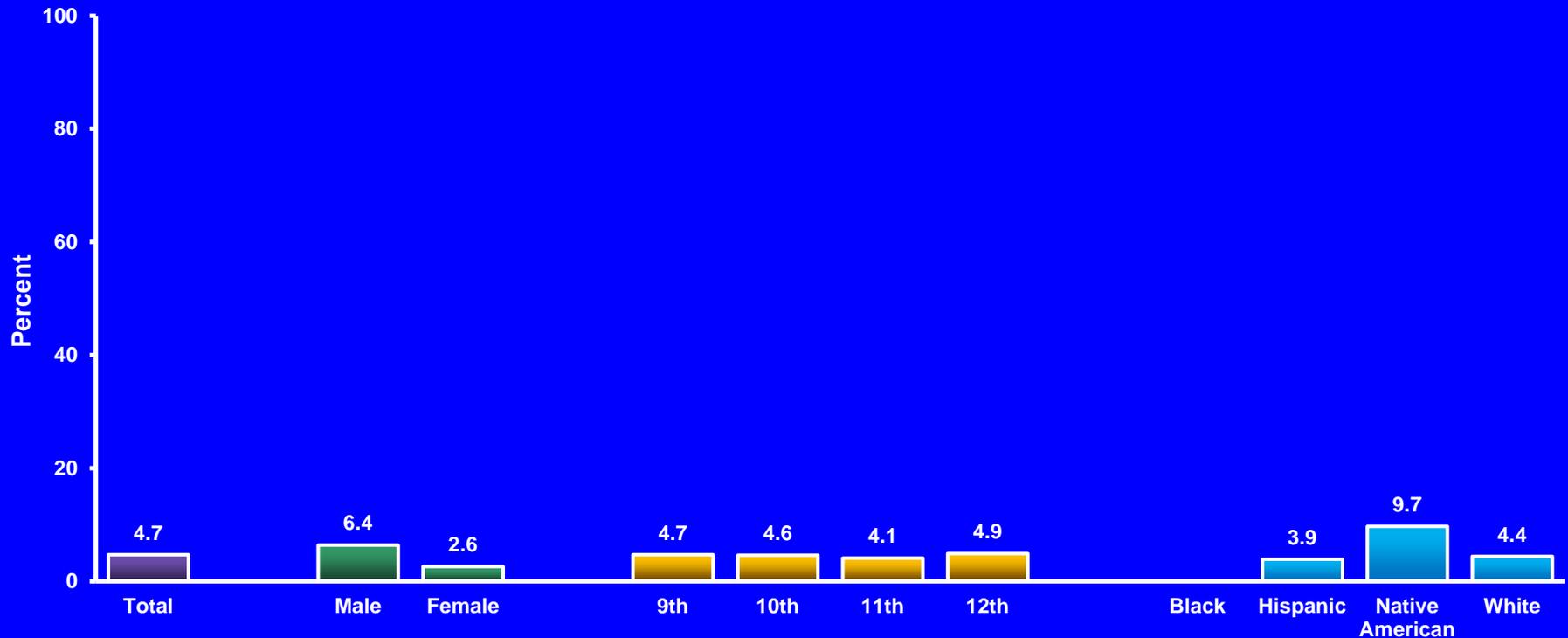


\*Also called "speed," "crystal," "crank," or "ice," one or more times during their life

<sup>†</sup>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 Ever Took Steroids Without a Doctor's Prescription,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2015



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

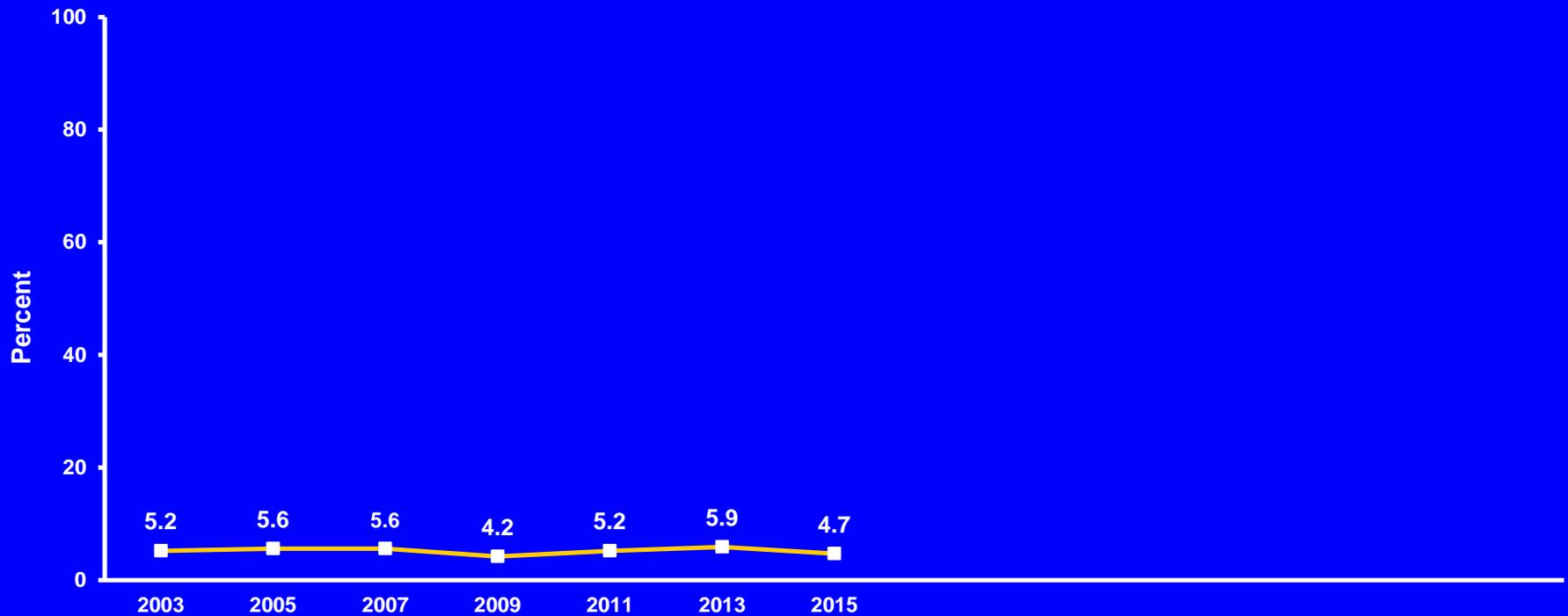
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,\* 2003-2015†

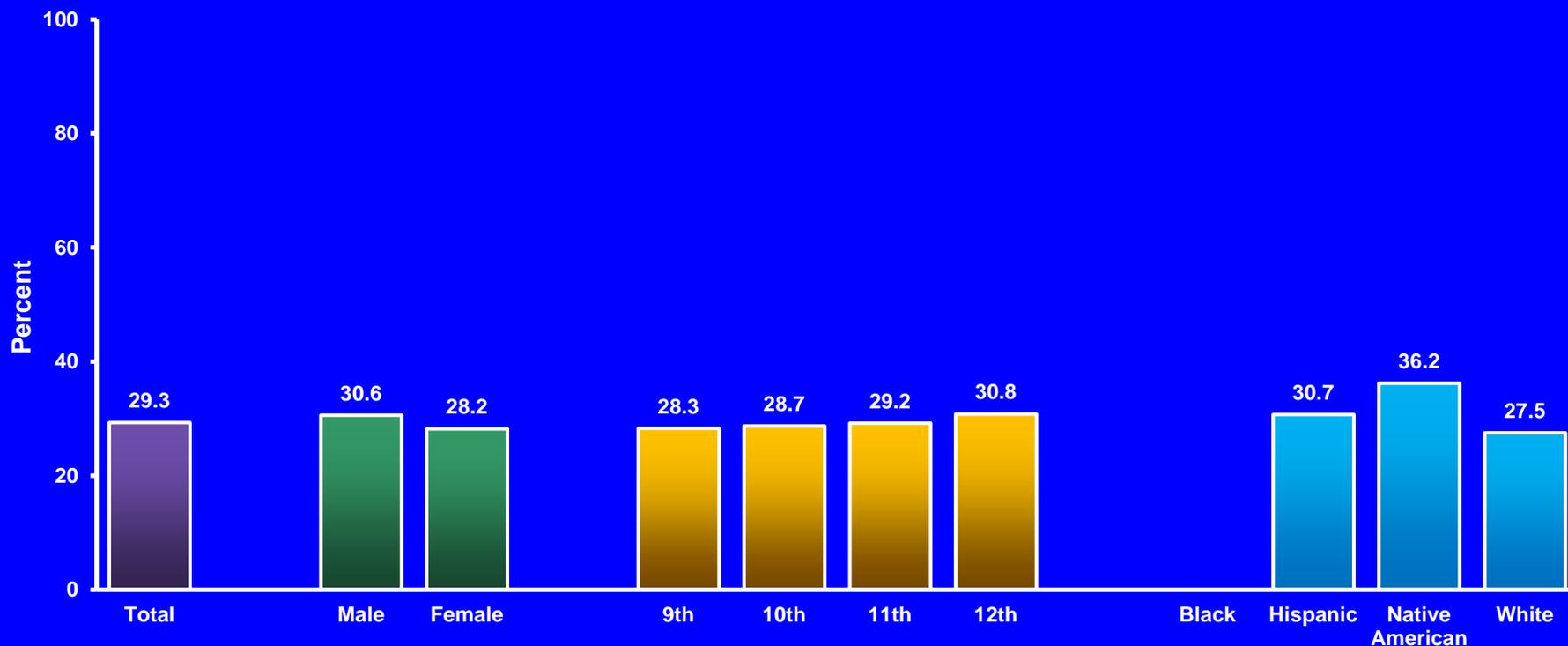


\*Pills or shots, one or more times during their life

†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 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

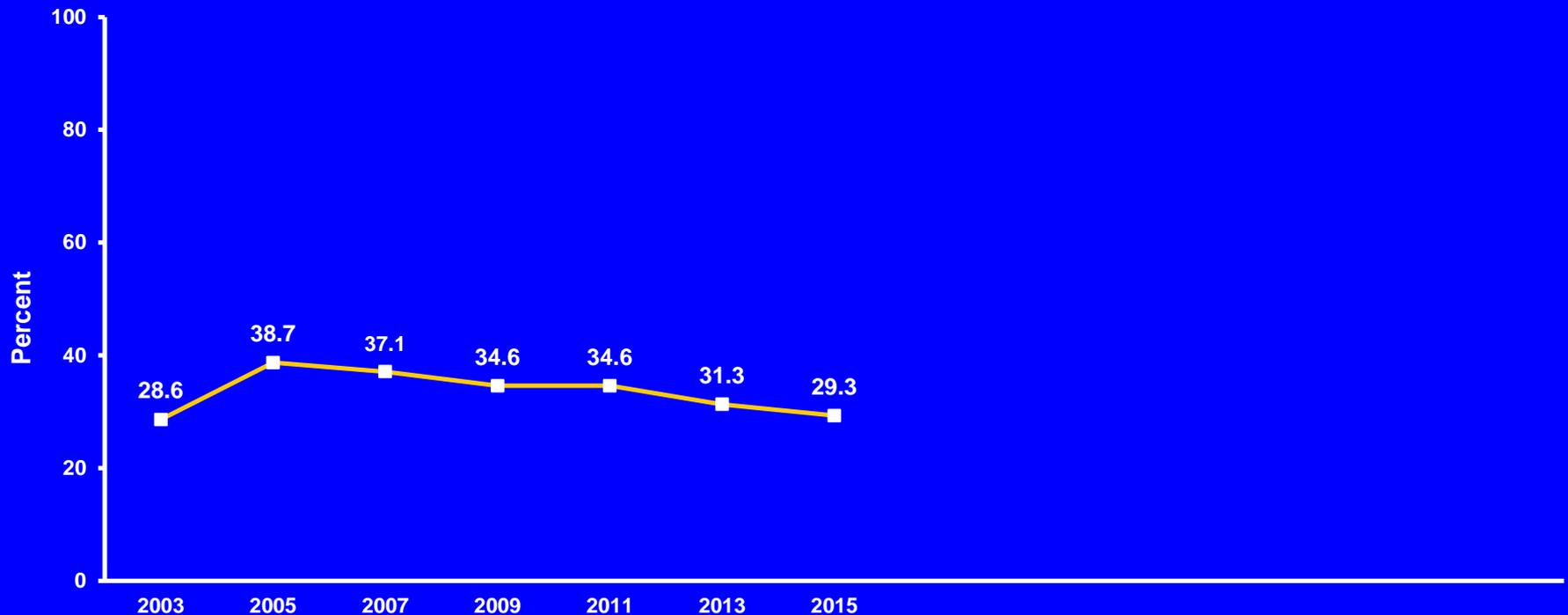
†N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* 2003-2015†

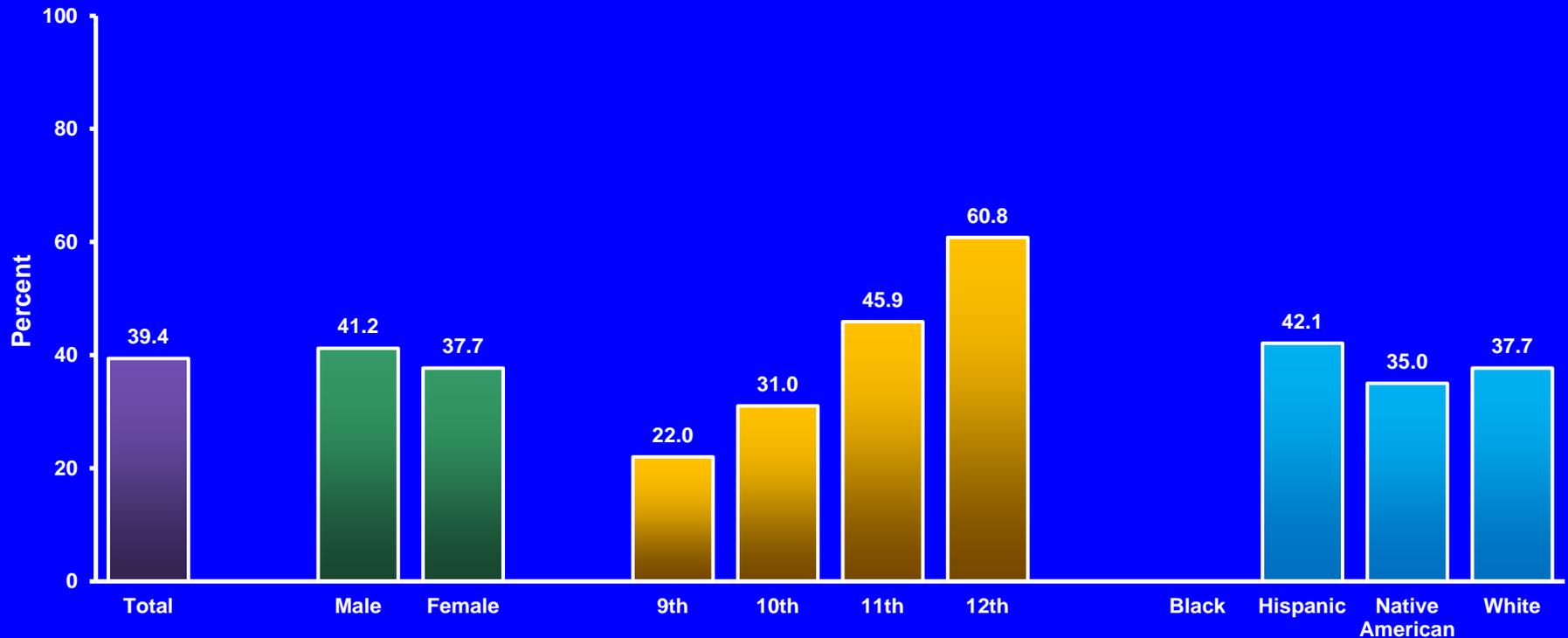


\*During the 12 months before the survey

†Decreased 2003-2015, increased 2003-2007, 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 Ever Had Sexual Intercourse, by Sex, Grade,\* and Race/Ethnicity, 2015



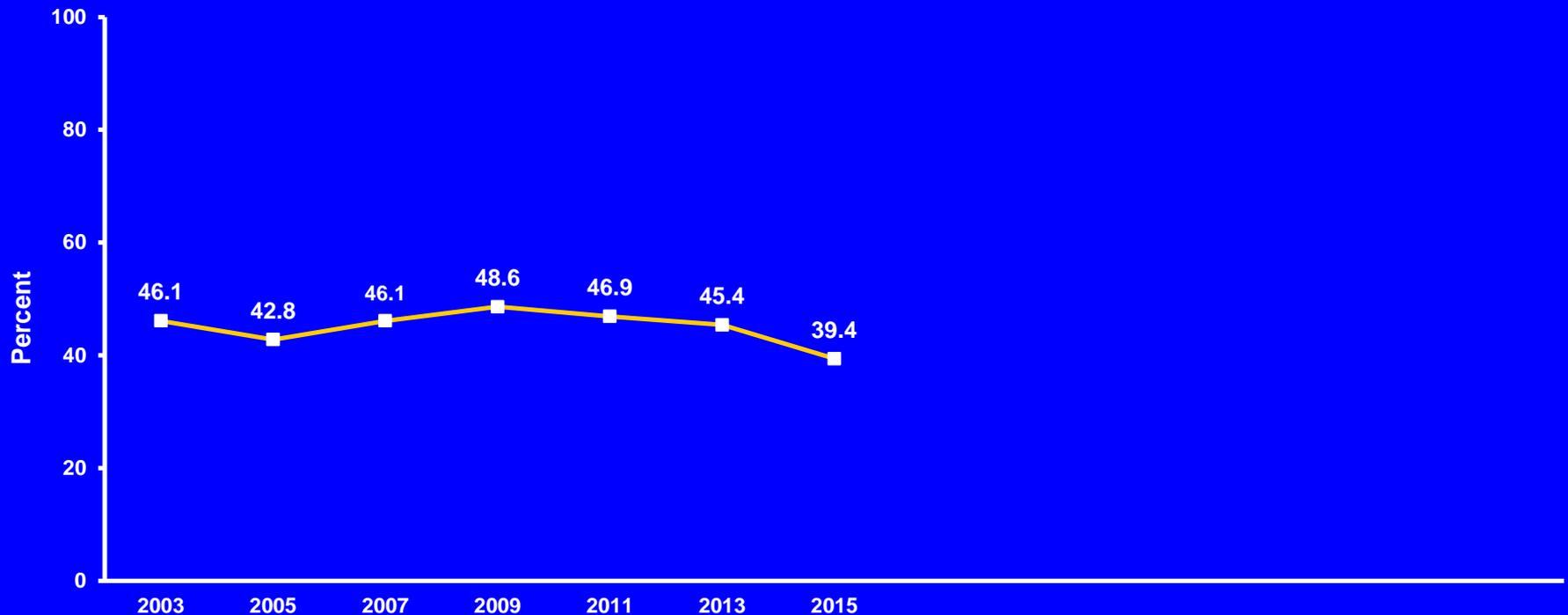
\*11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

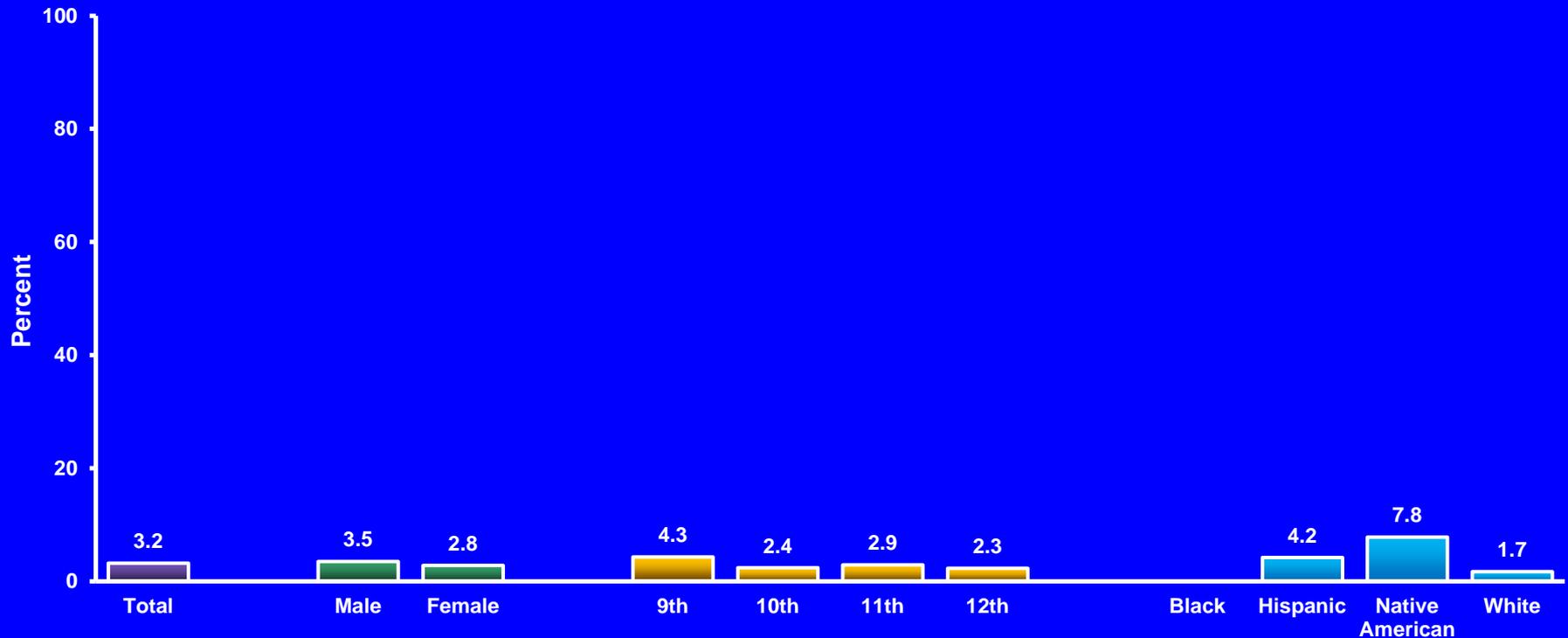
## Percentage of High School Students Who Ever Had Sexual Intercourse, 2003-2015\*



\*Decreased 2003-2015, no change 2003-2011, decreased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



\*For the first time

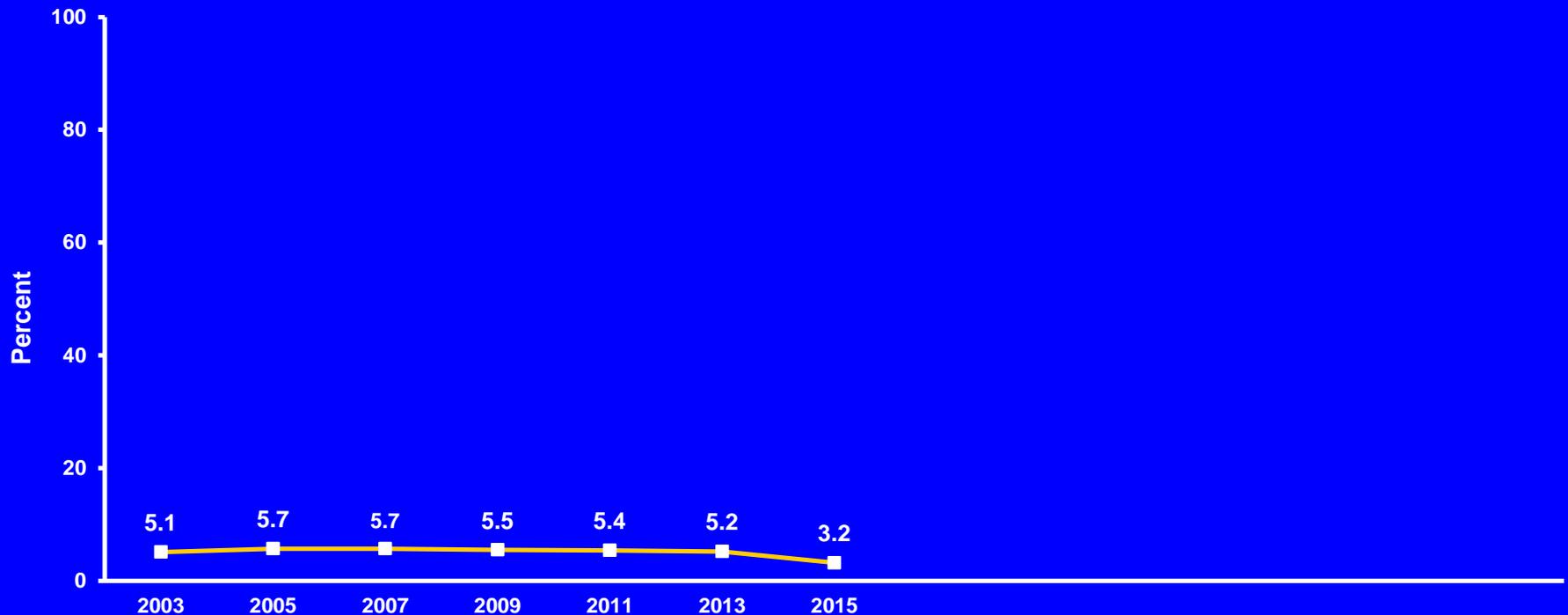
†H > W, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Had Sexual Intercourse Before Age 13 Years,\* 2003-2015<sup>†</sup>

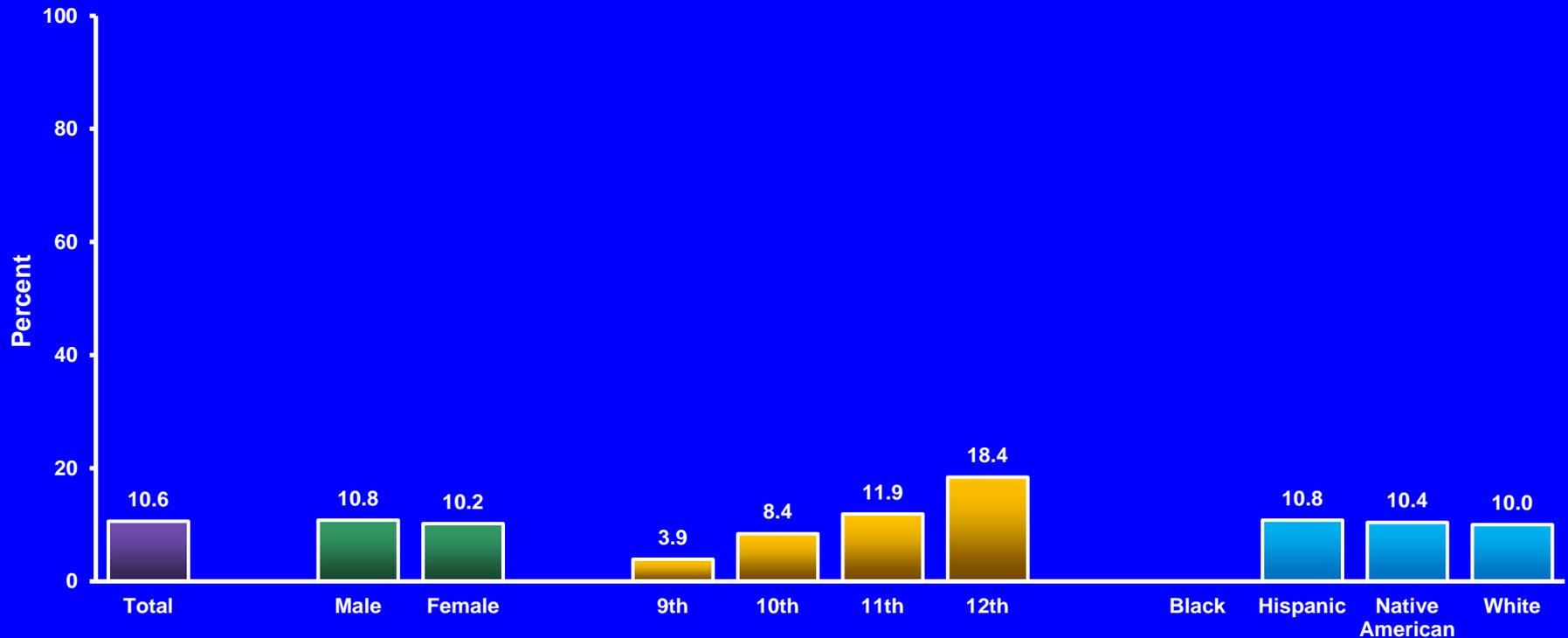


\*For the first time

<sup>†</sup>Decreased 2003-2015, no change 2003-2011, decreased 2011-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



\*During their life

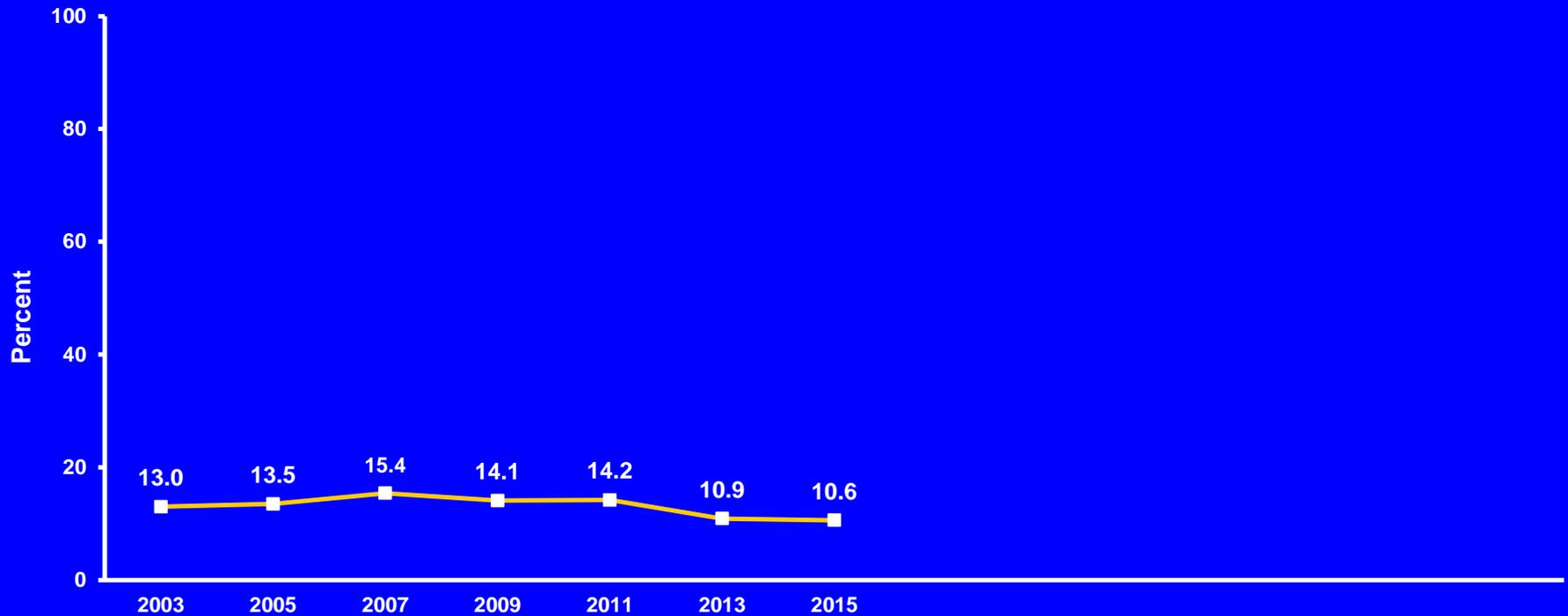
†11th > 9th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons,\* 2003-2015<sup>†</sup>

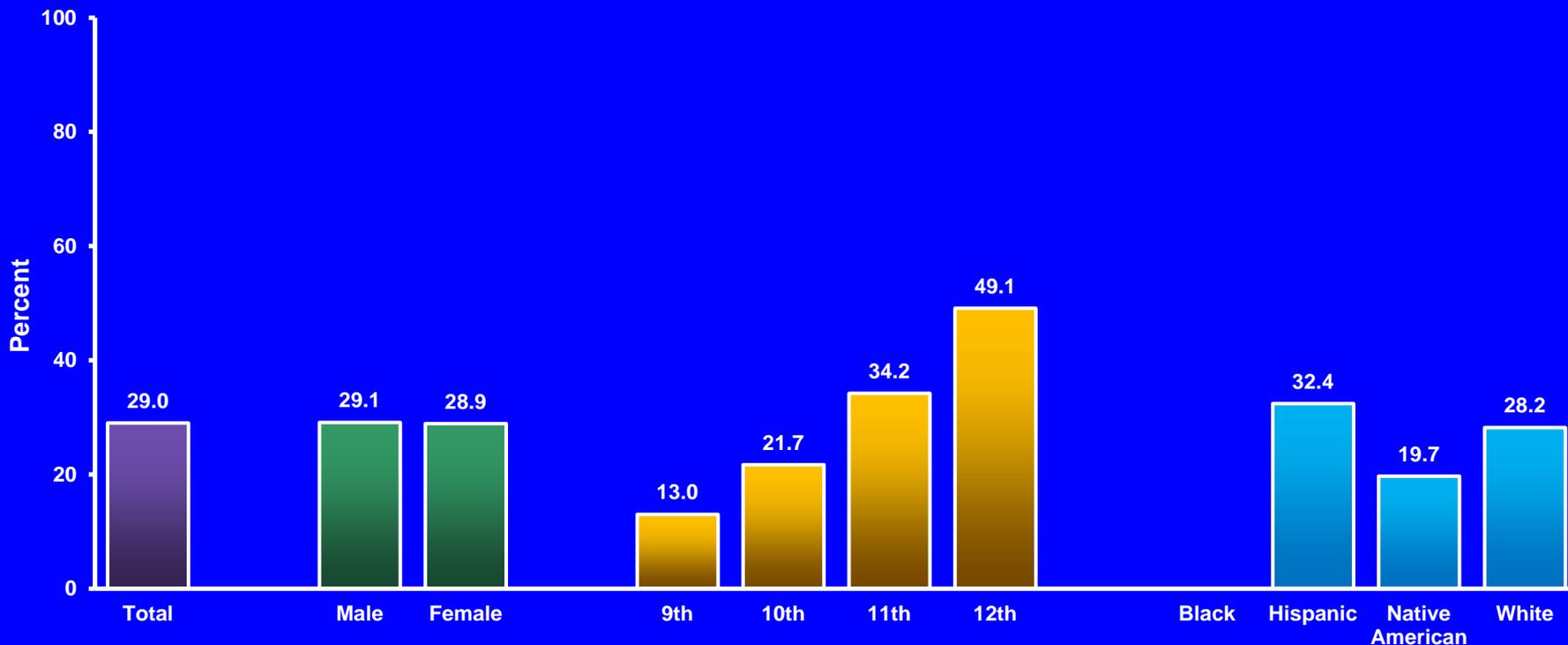


\*During their life

<sup>†</sup>Decreased 2003-2015, increased 2003-2007, 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 Currently Sexually Active,\* by Sex, Grade,† and Race/Ethnicity,† 2015



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

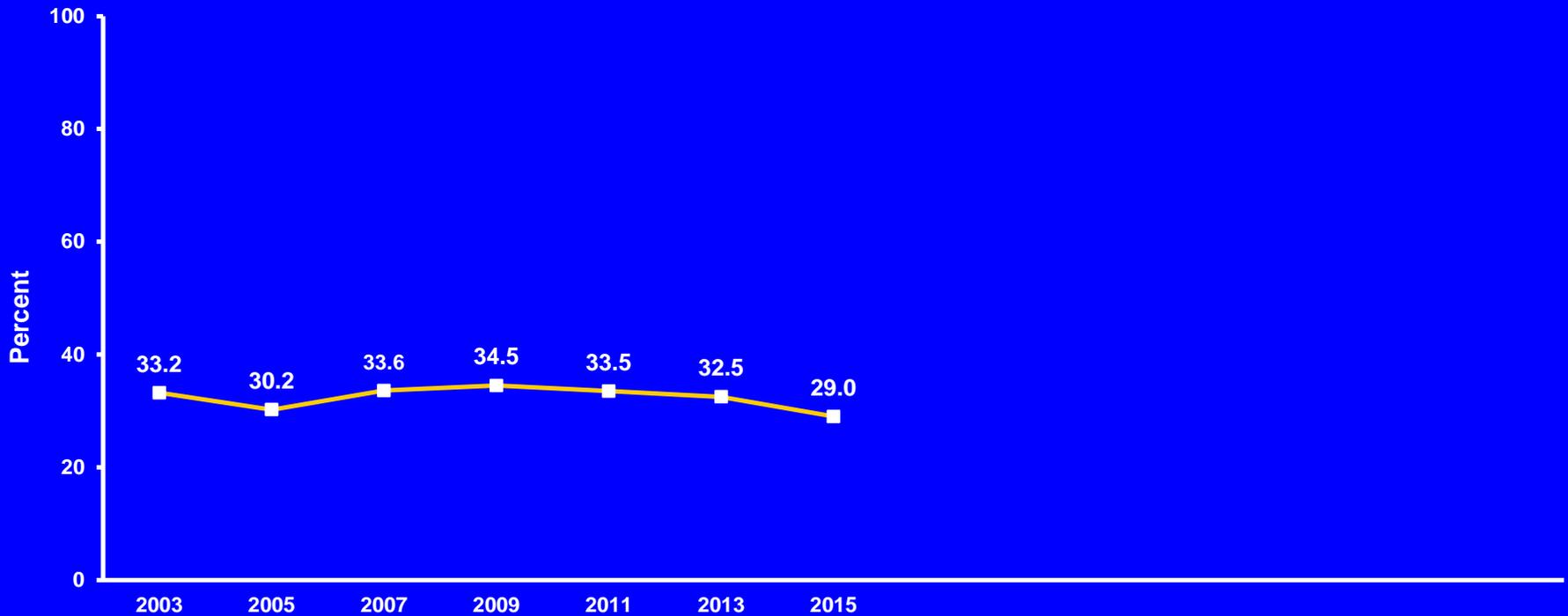
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > N (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

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

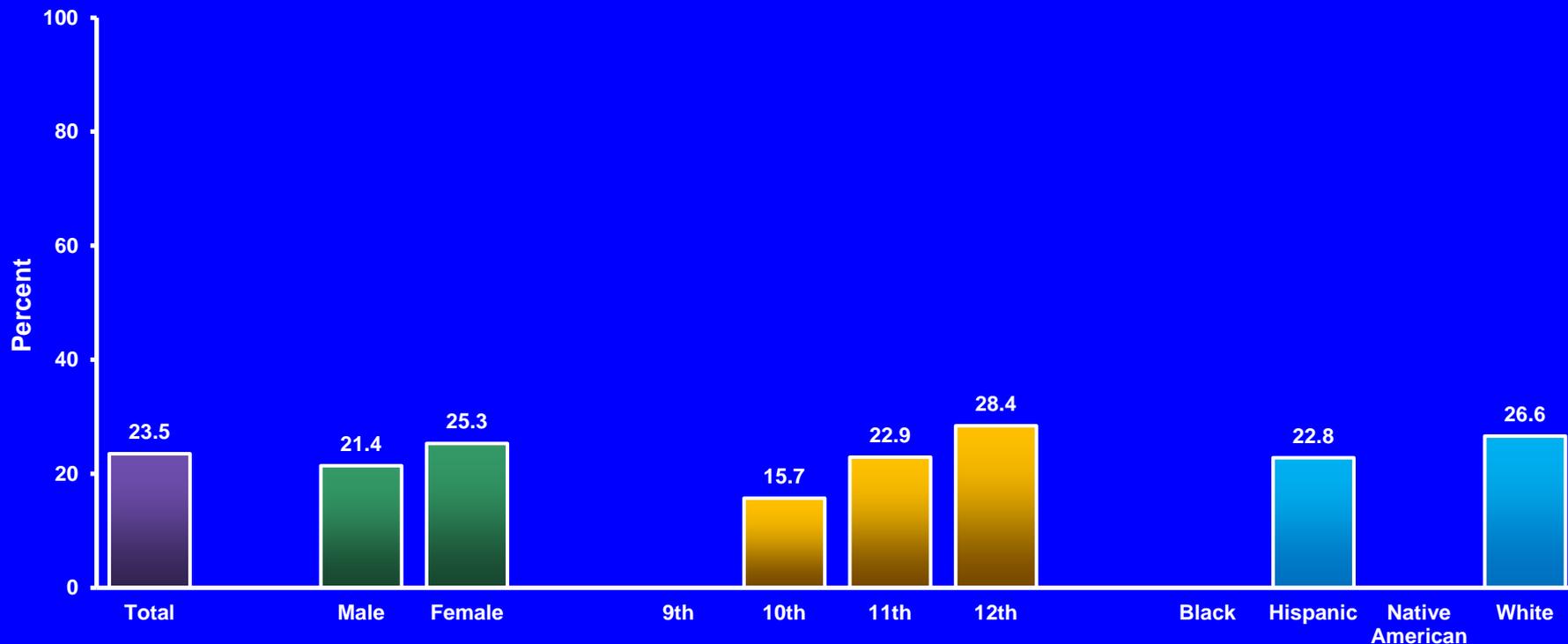


\*Sexual intercourse with at least one person during the 3 months before the survey

†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 Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2015



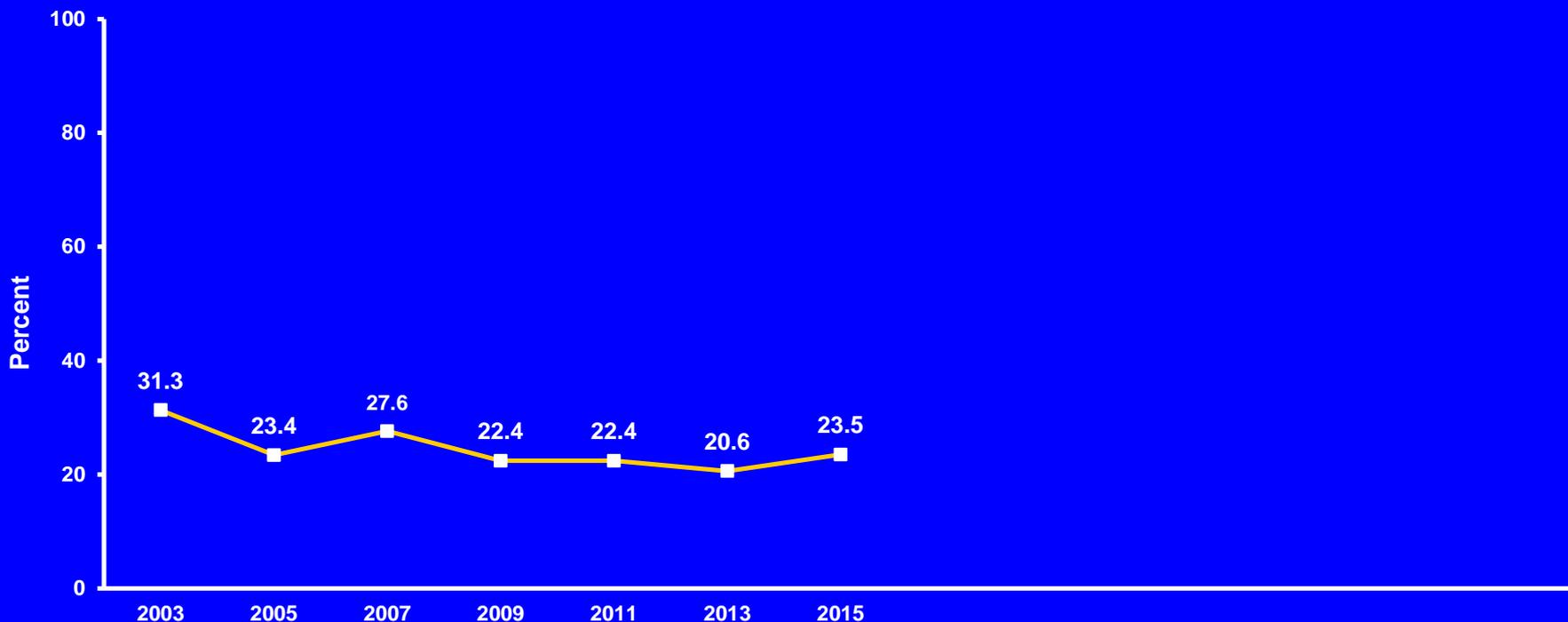
\*Among students who were currently sexually active

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

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

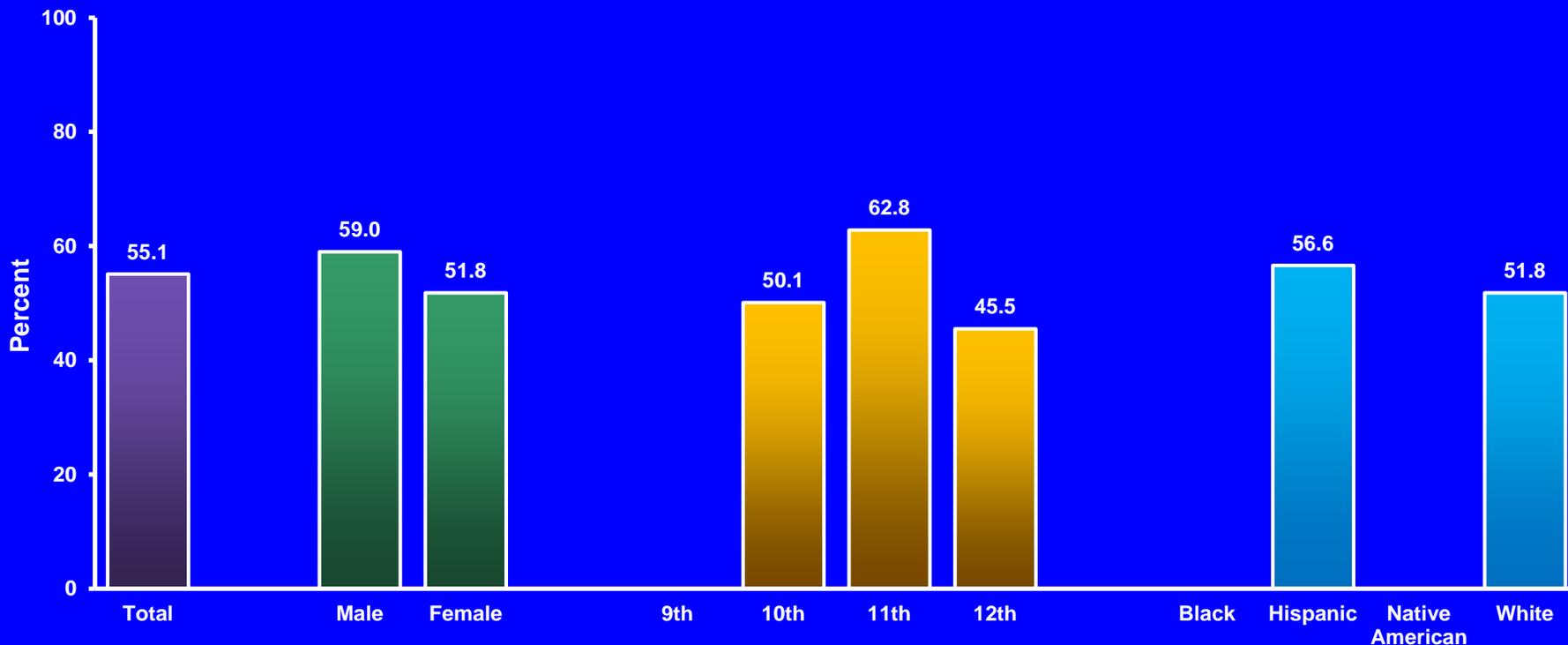


\*Among students who were currently sexually active

†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 Used a Condom,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2015



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

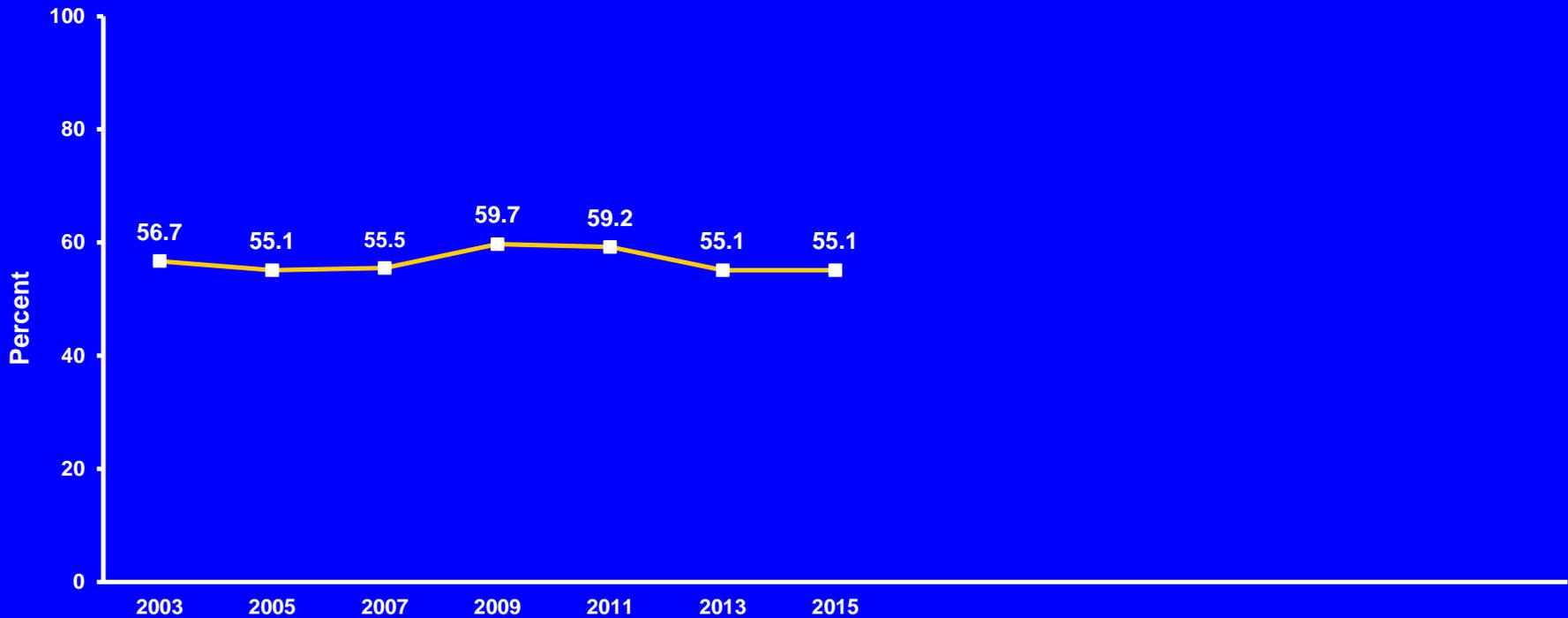
<sup>†</sup>11th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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,\* 2003-2015†

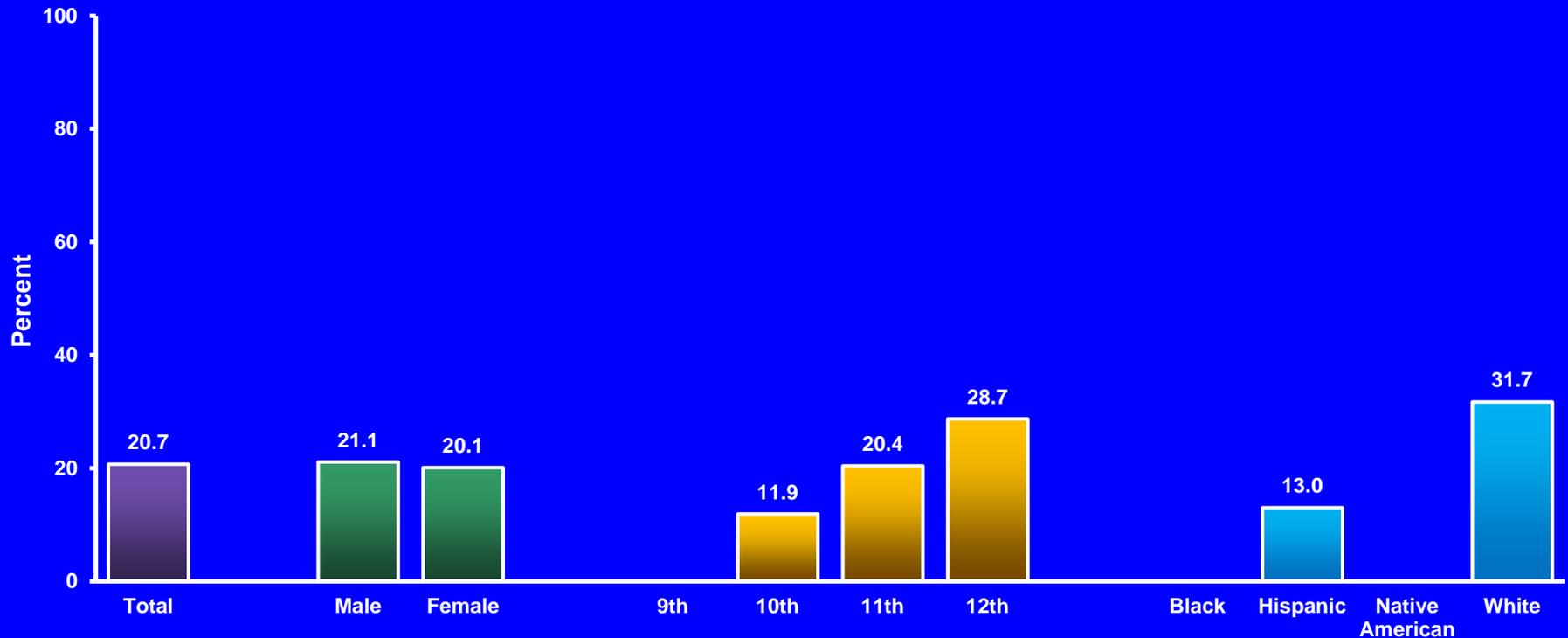


\*During last sexual intercourse among students who were currently sexually active

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

Note: This graph contains weighted results.

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



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

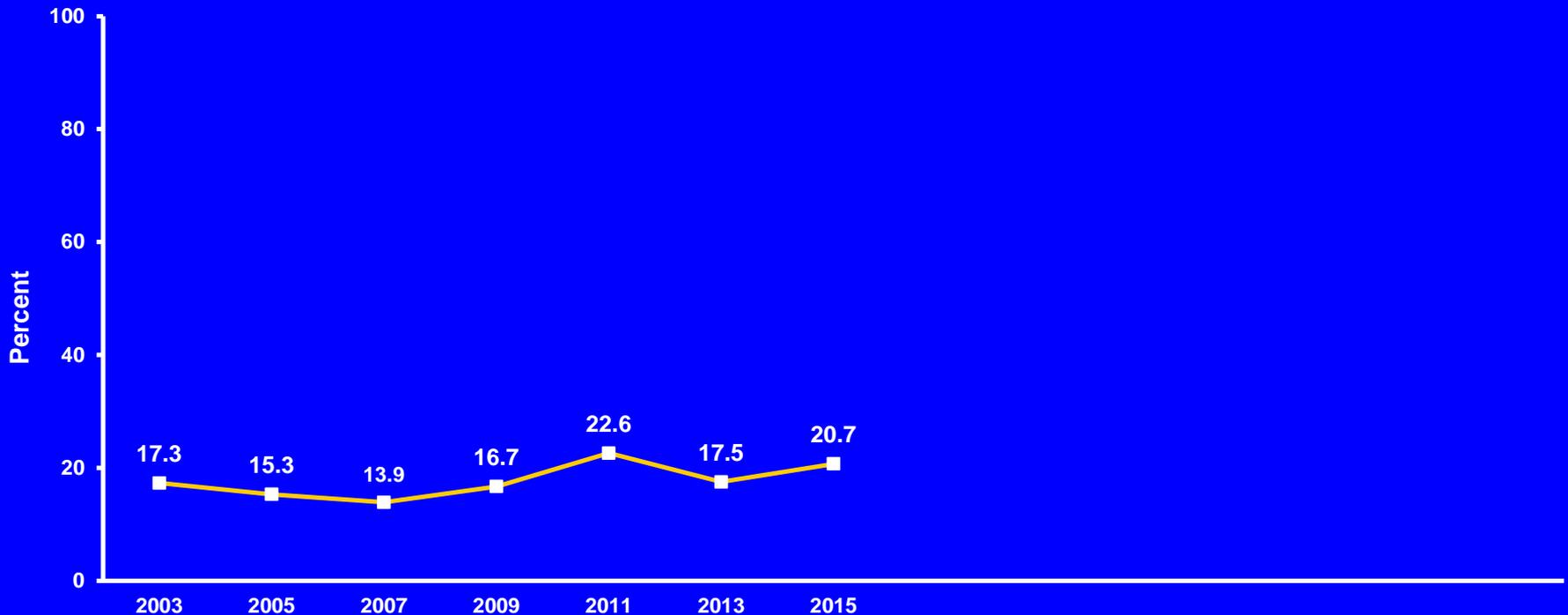
<sup>†</sup>12th > 10th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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,\* 2003-2015†

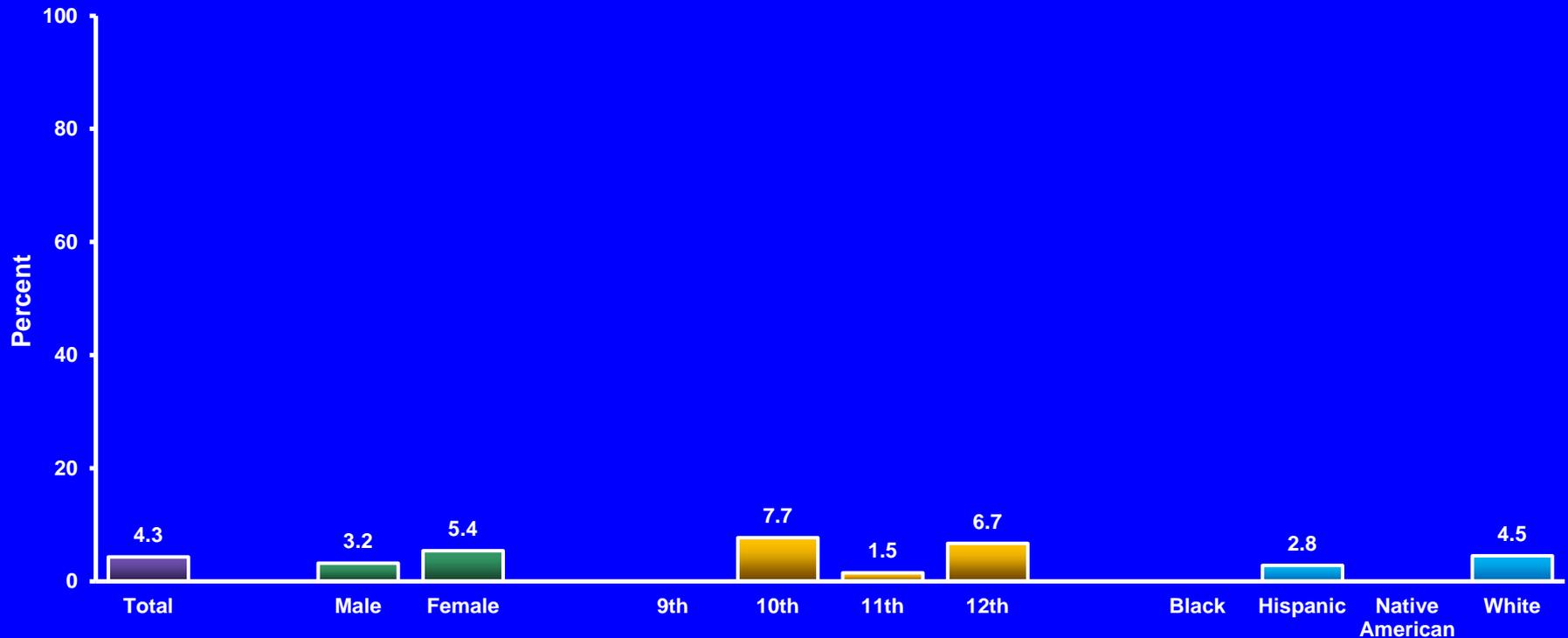


\*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†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 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),\* 2011-2015†

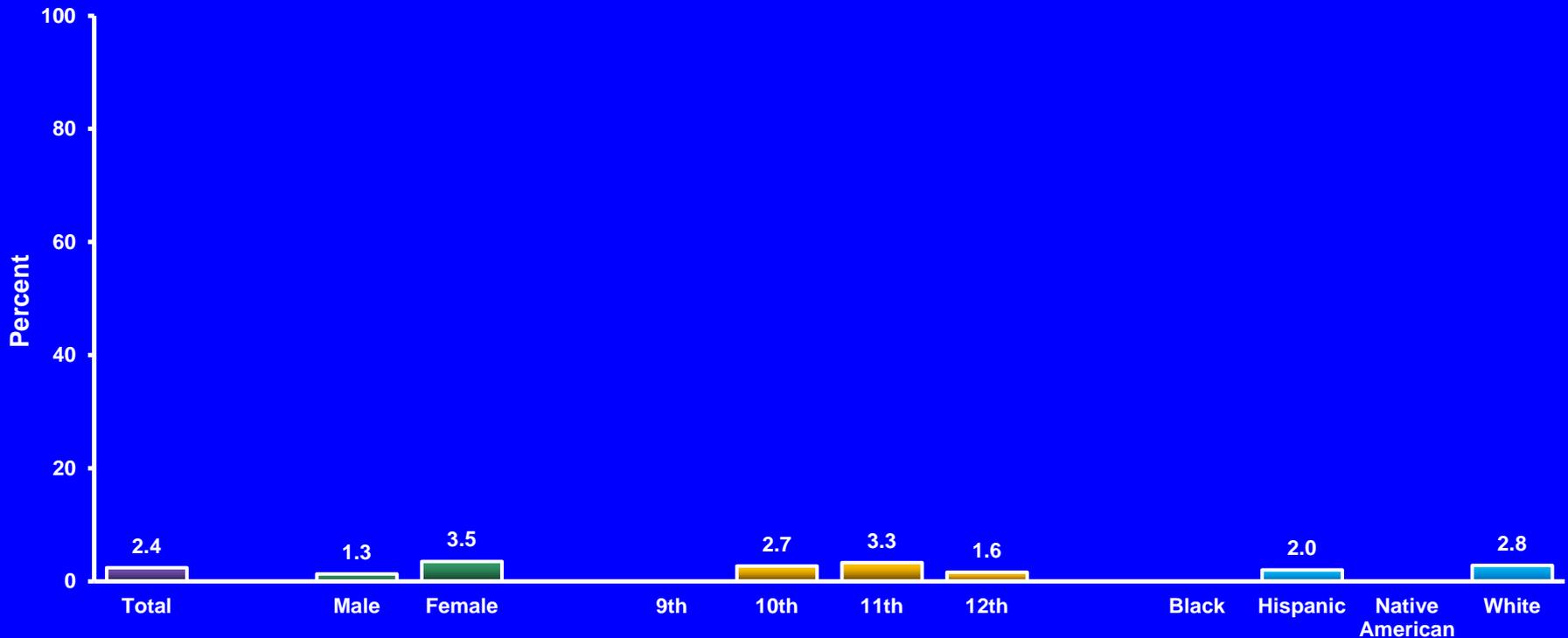


\*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†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 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<sup>†</sup>

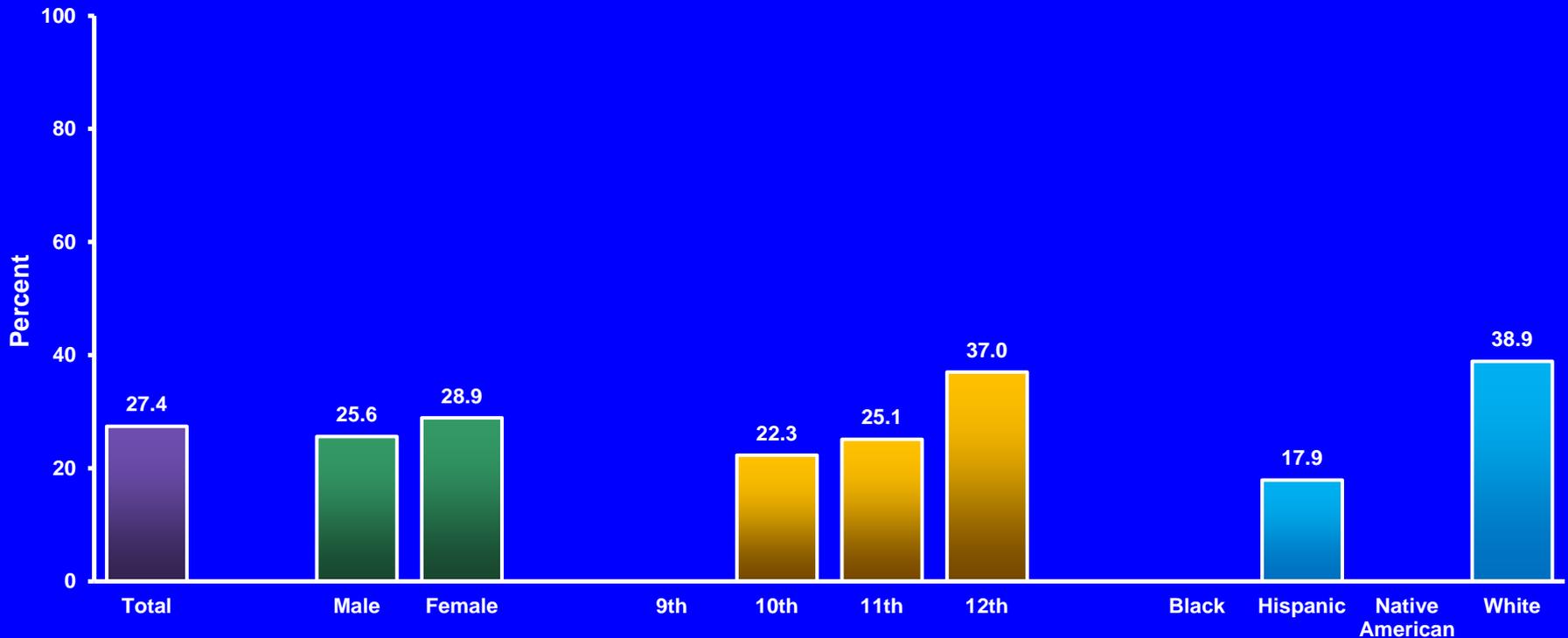


\*During last sexual intercourse among students who were currently sexually active

<sup>†</sup>Decreased 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,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

<sup>†</sup>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,\* 2011-2015†

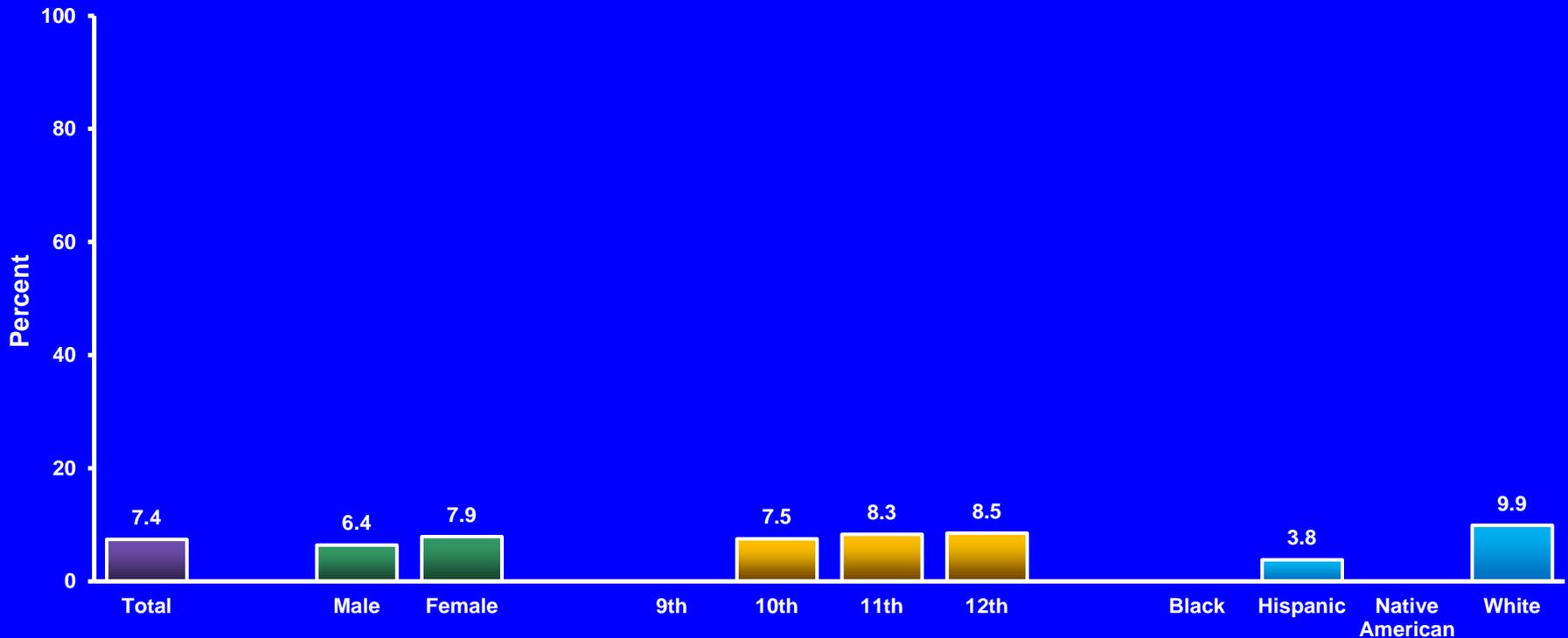


\*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†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 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  
 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,\* 2011-2015†

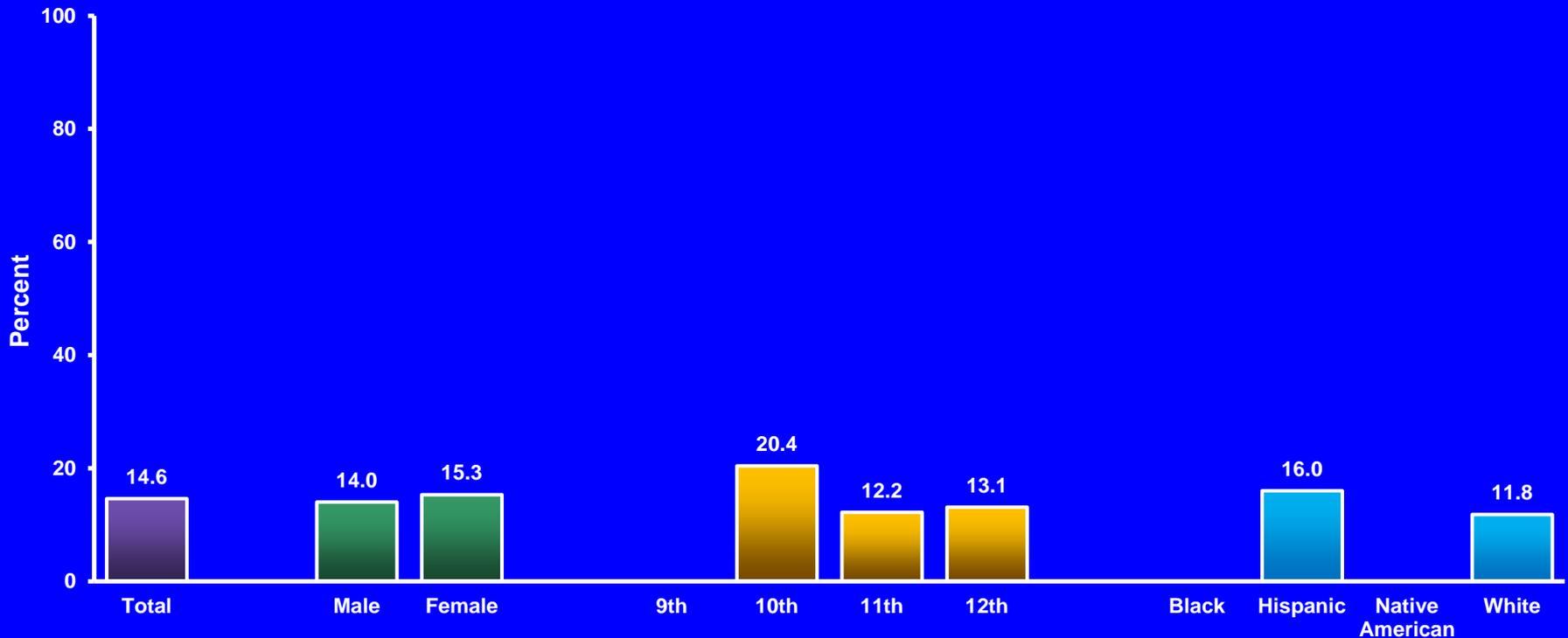


\*To prevent STD and pregnancy among students who were currently sexually active

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

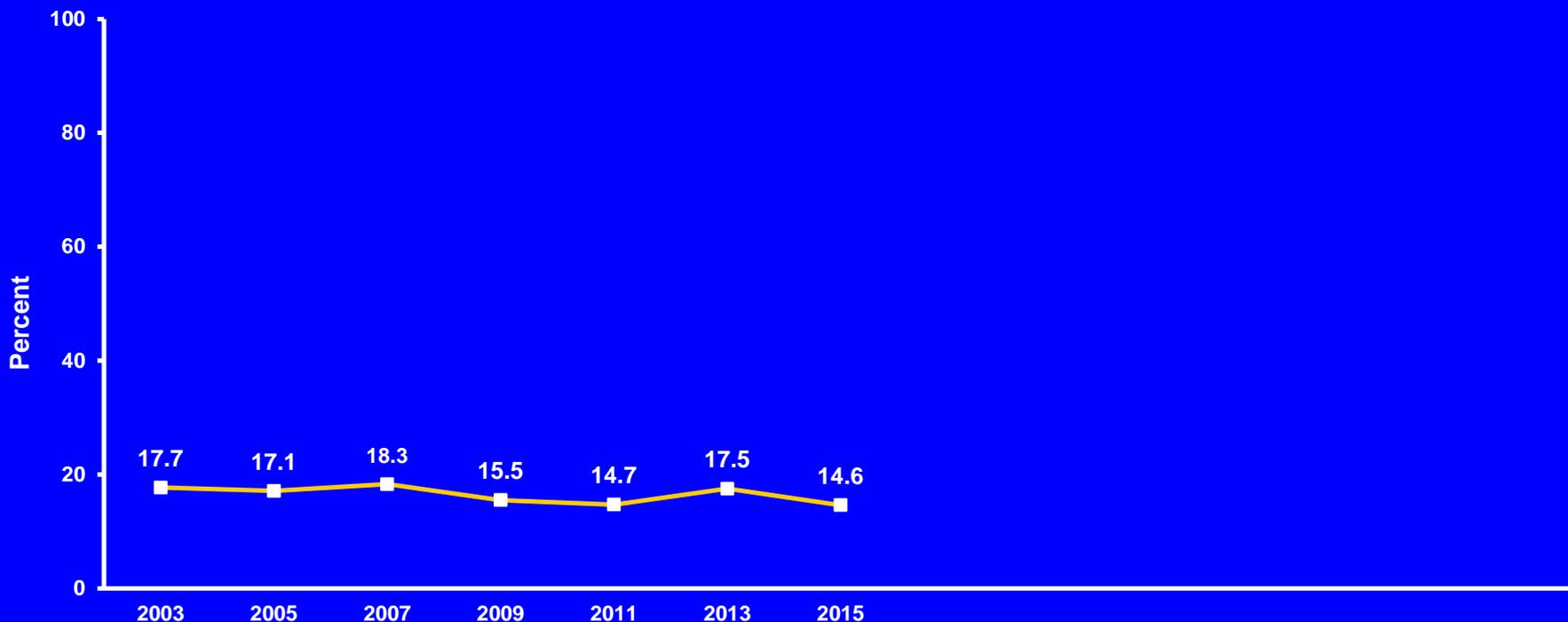
Note: This graph contains weighted results.

# Percentage of High School Students Who 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  
 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,\* 2003-2015†

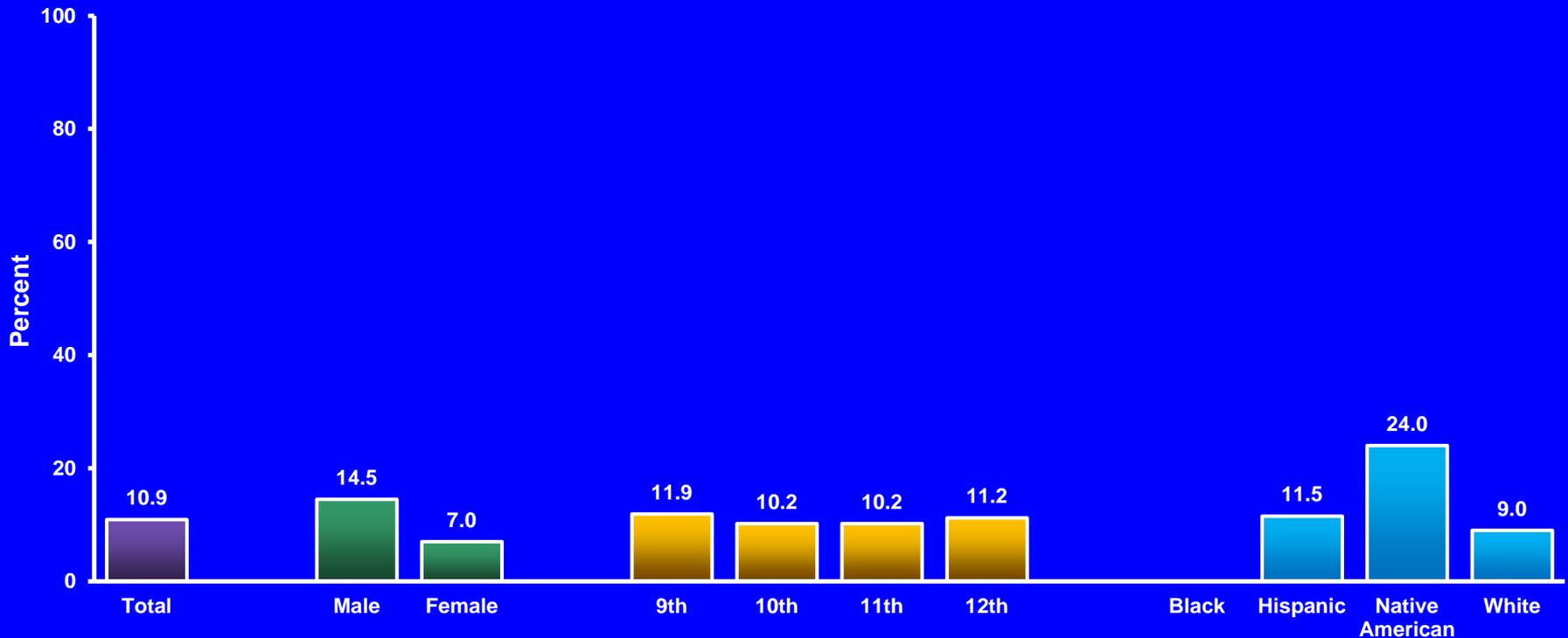


\*During last sexual intercourse among students who were currently sexually active

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

Note: This graph contains weighted results.

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



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

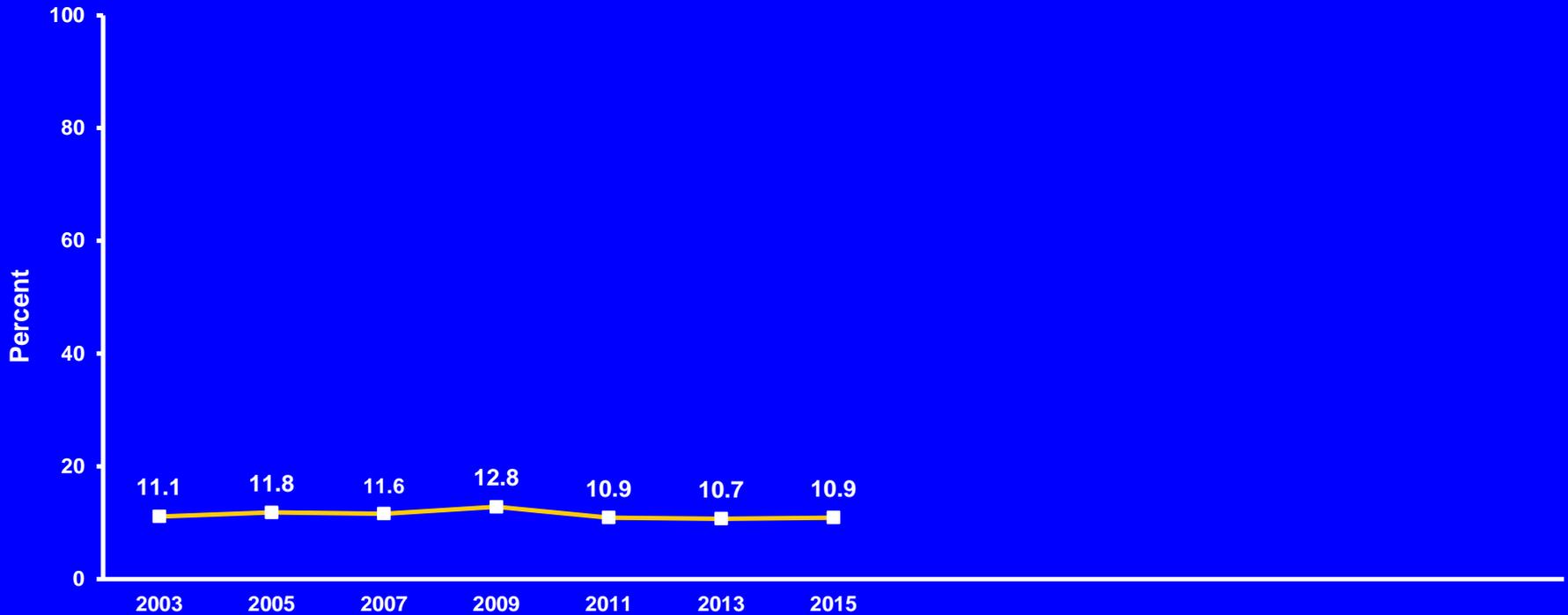
†M > F; N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

# Percentage of High School Students Who Were Obese,\* 2003-2015†

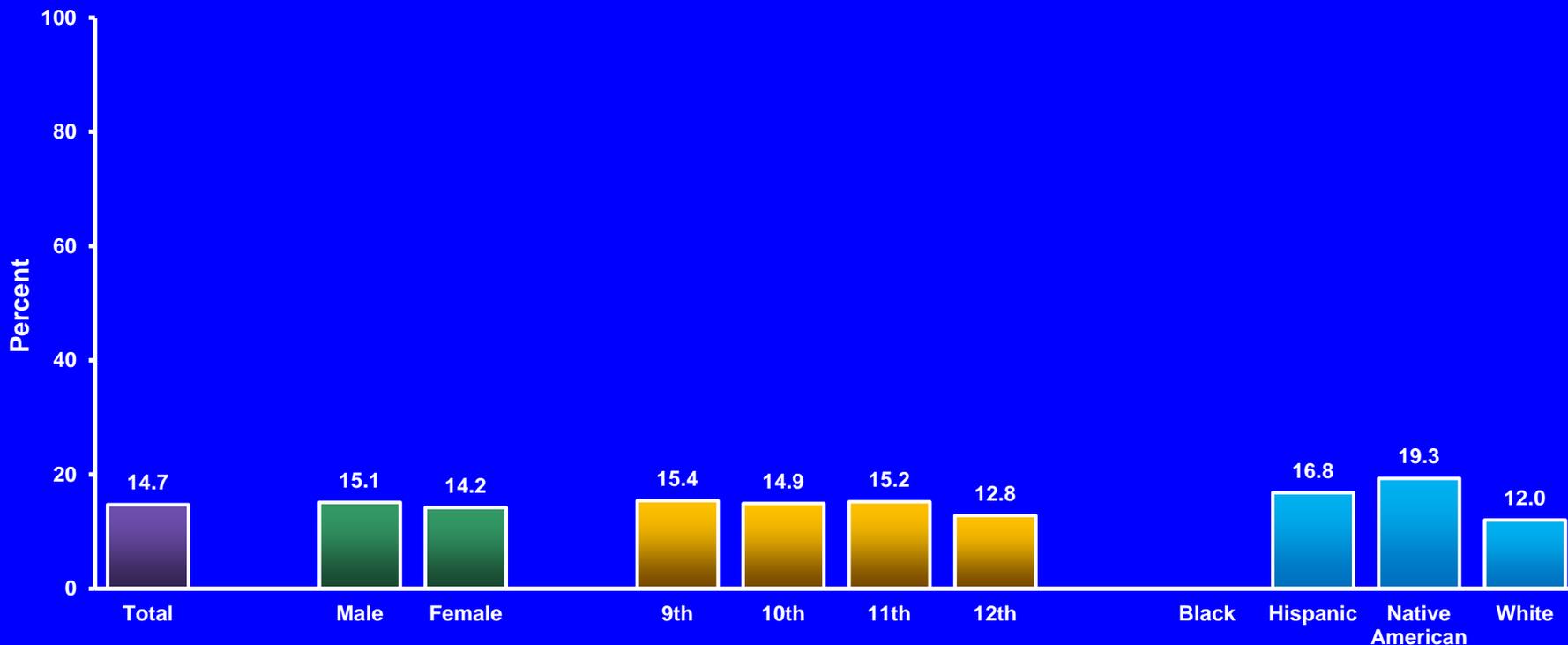


\*  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†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 Were Overweight,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

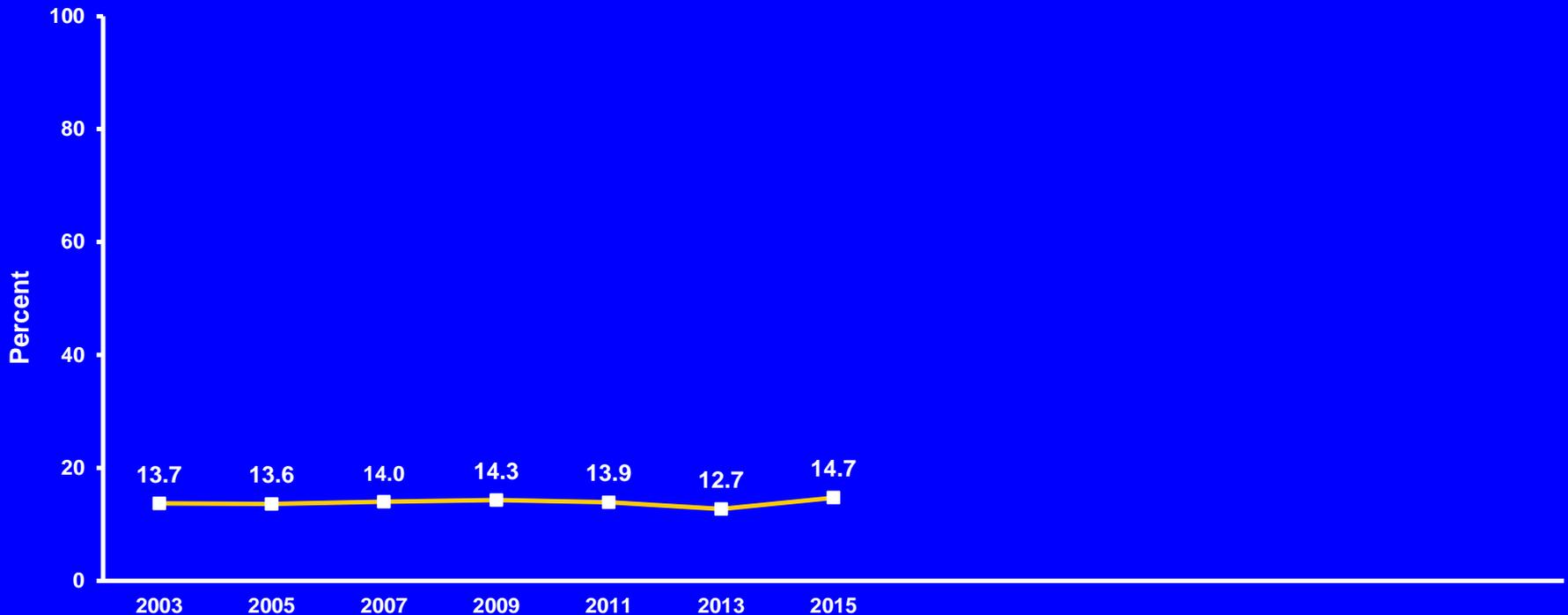
†H  $>$  W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

# Percentage of High School Students Who Were Overweight,\* 2003-2015†

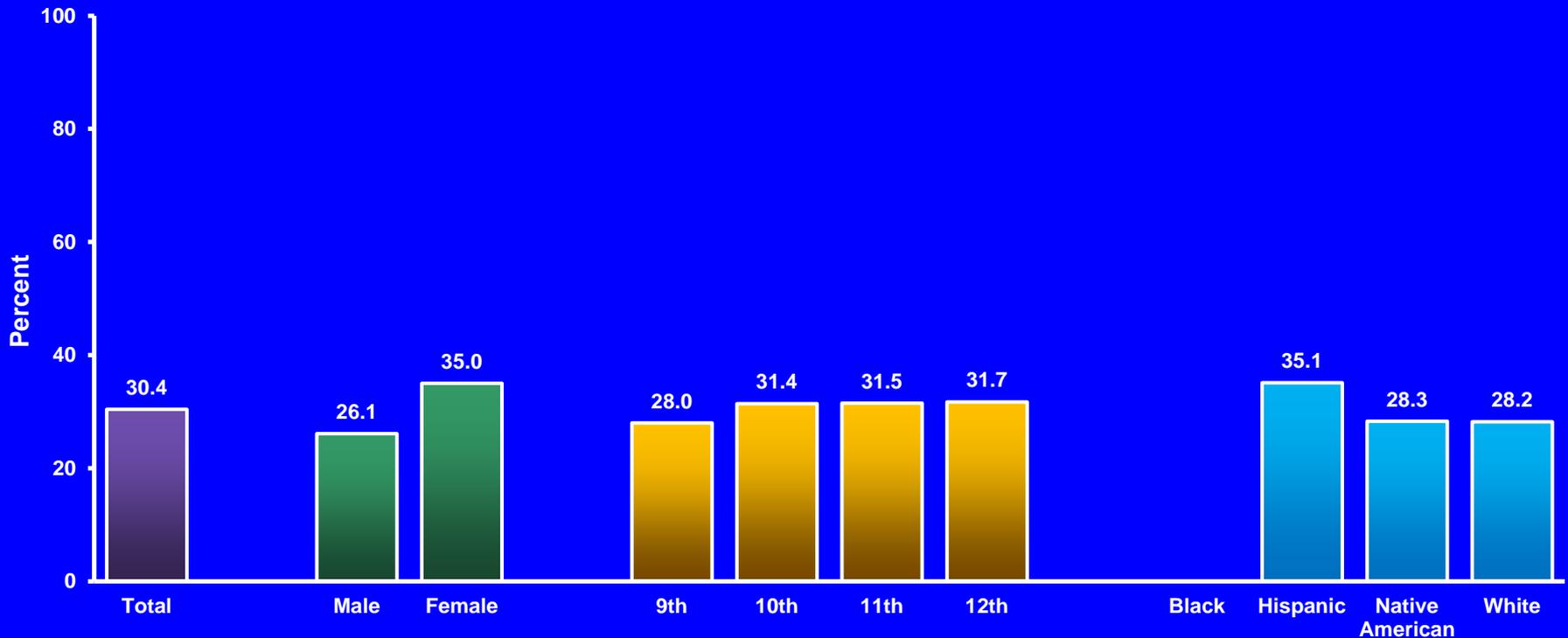


\*  $\geq$  85th percentile but  $<$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts

†No change 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 Described Themselves As Slightly or Very Overweight, by Sex,\* Grade, and Race/Ethnicity,\* 2015



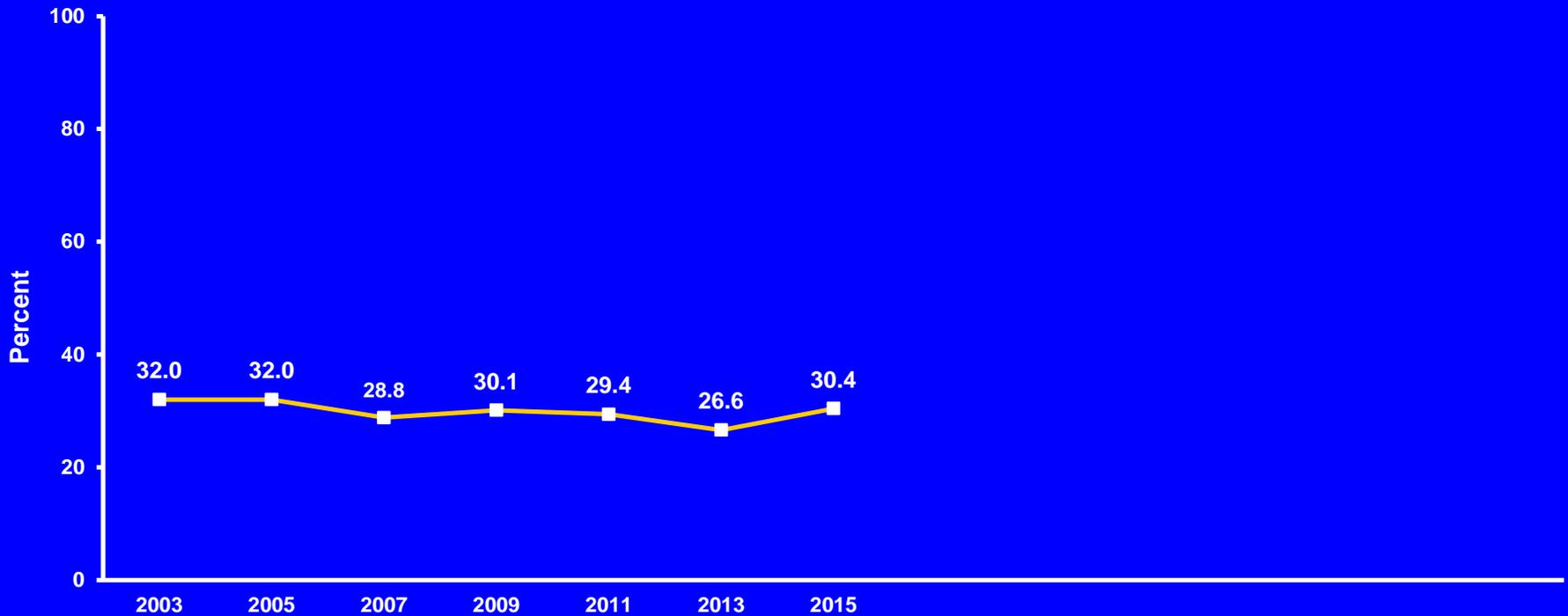
\*F > M; H > W (Based on t-test analysis, p < 0.05.)

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.

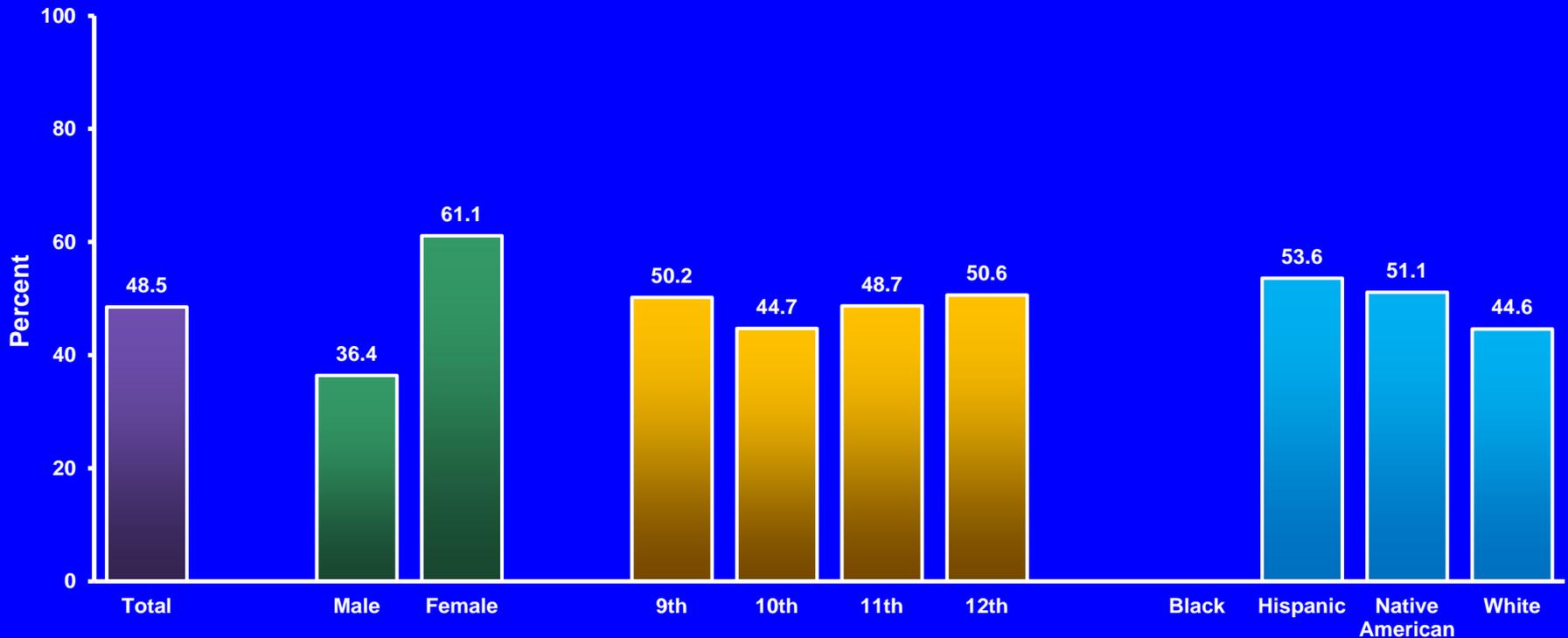
# Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 2003-2015\*



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

Note: This graph contains weighted results.

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



\*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.

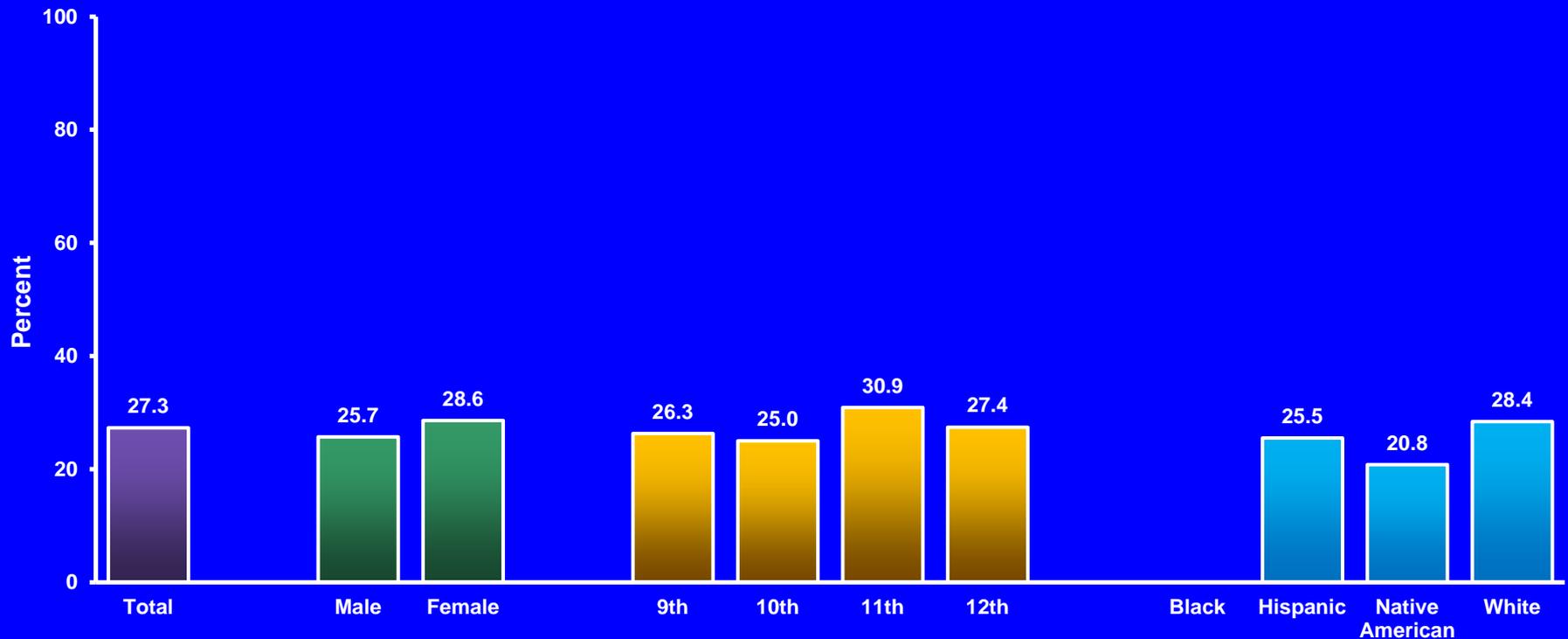
## Percentage of High School Students Who Were Trying to Lose Weight, 2011-2015\*



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

Note: This graph contains weighted results.

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



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

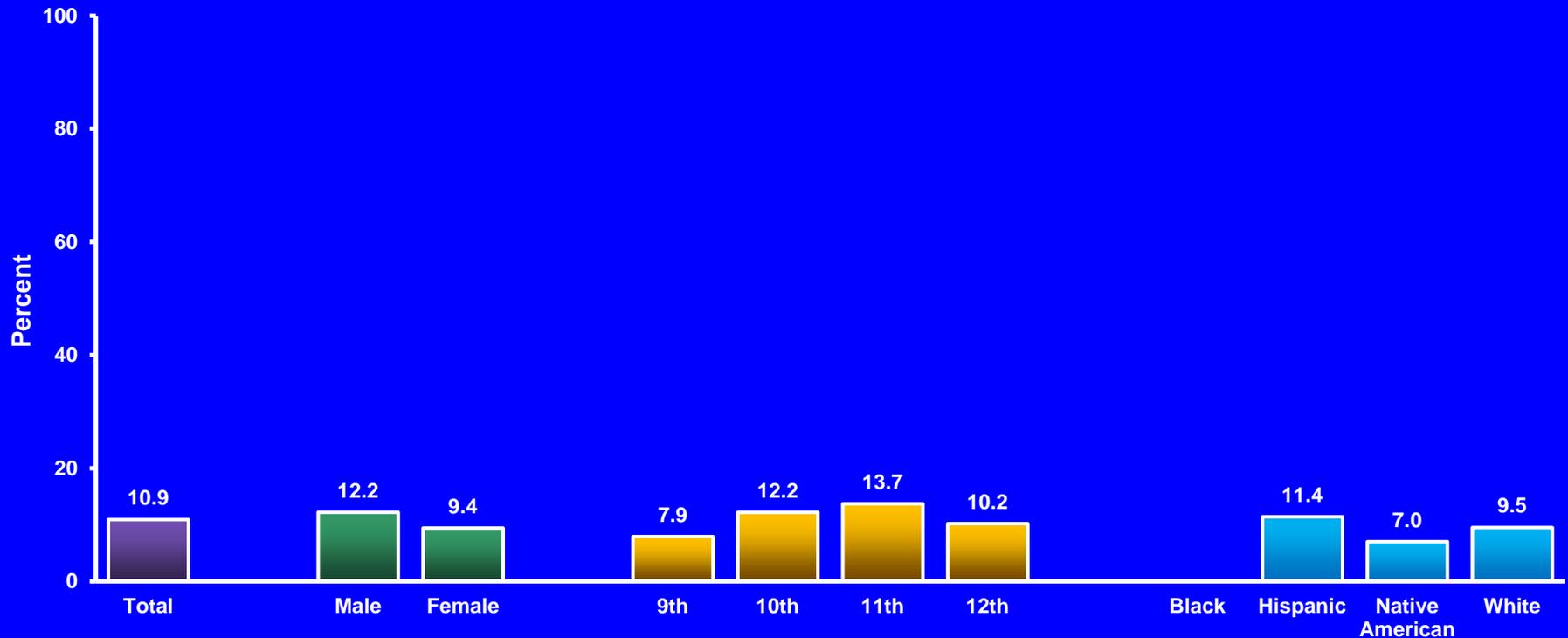
<sup>†</sup>11th > 10th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

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



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

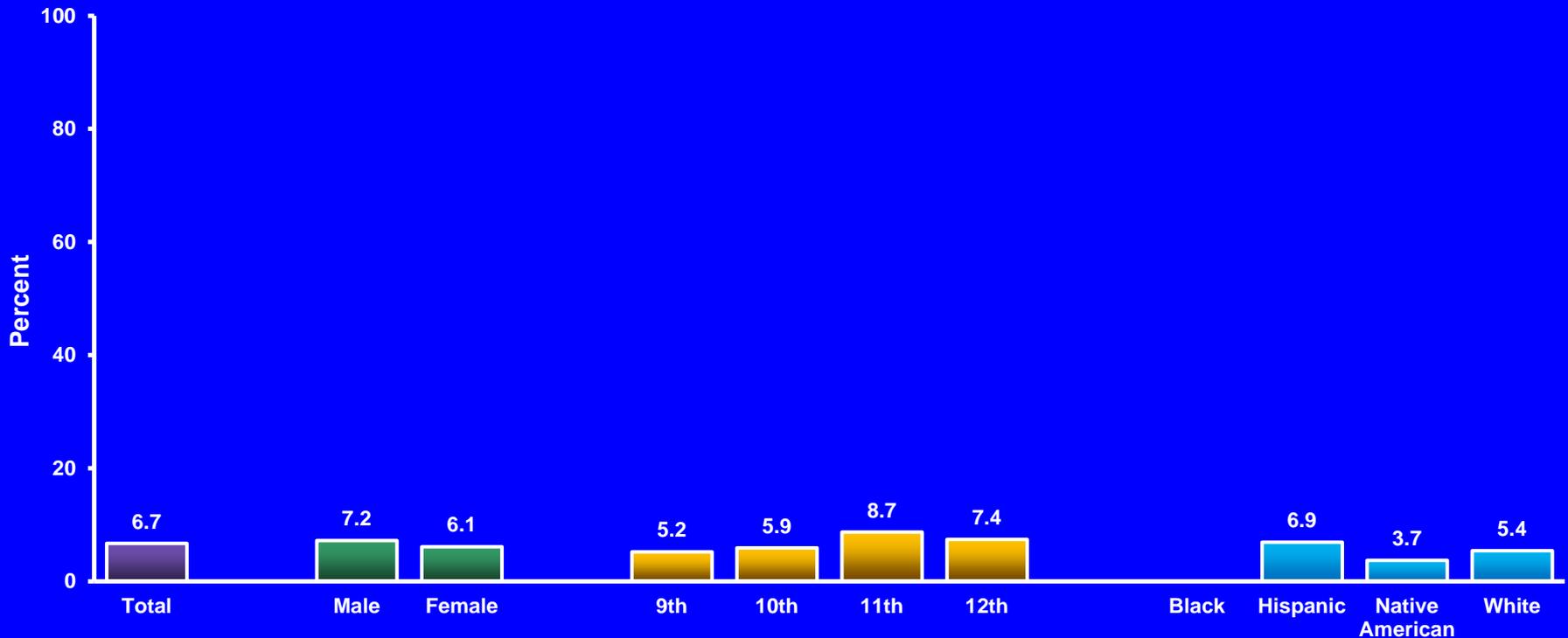
<sup>†</sup>10th > 9th, 11th > 9th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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



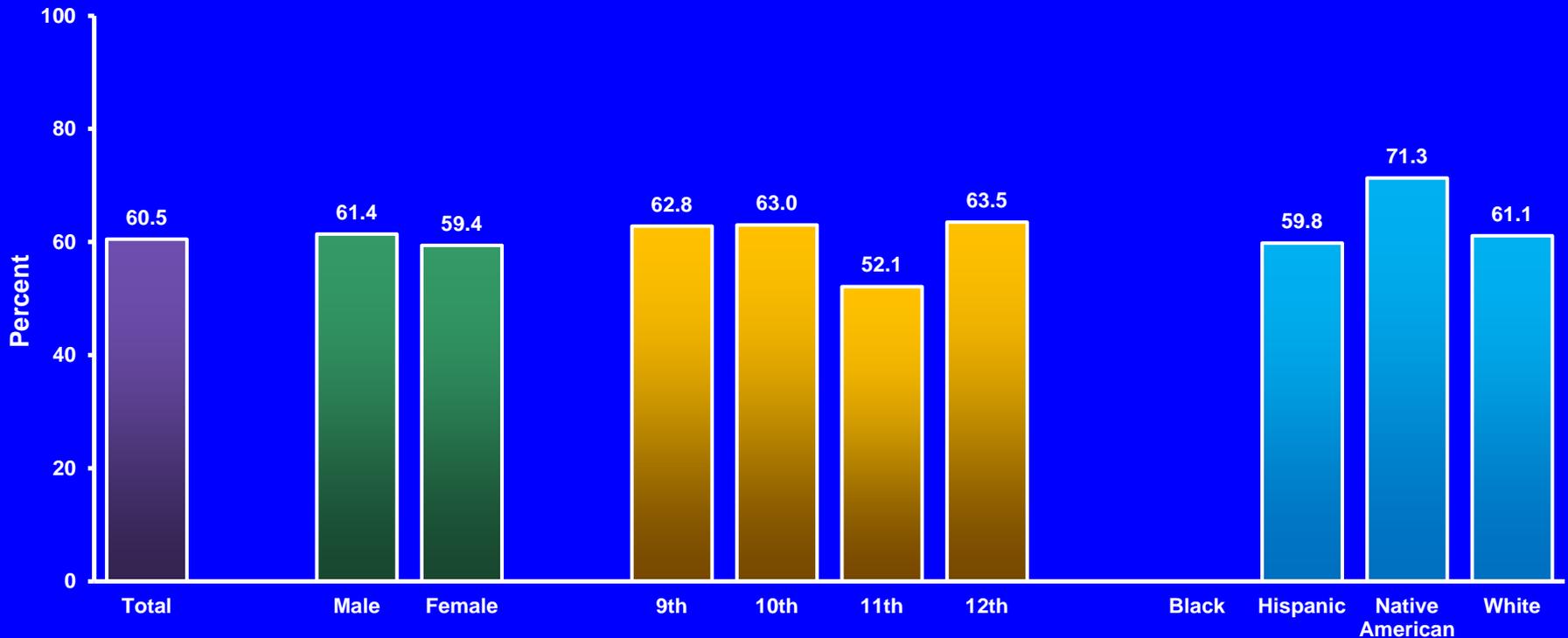
\*During the 7 days before the survey

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

Missing bar indicates fewer than 100 students in this subgroup.

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,<sup>†</sup> and Race/Ethnicity, 2015



\*During the 7 days before the survey

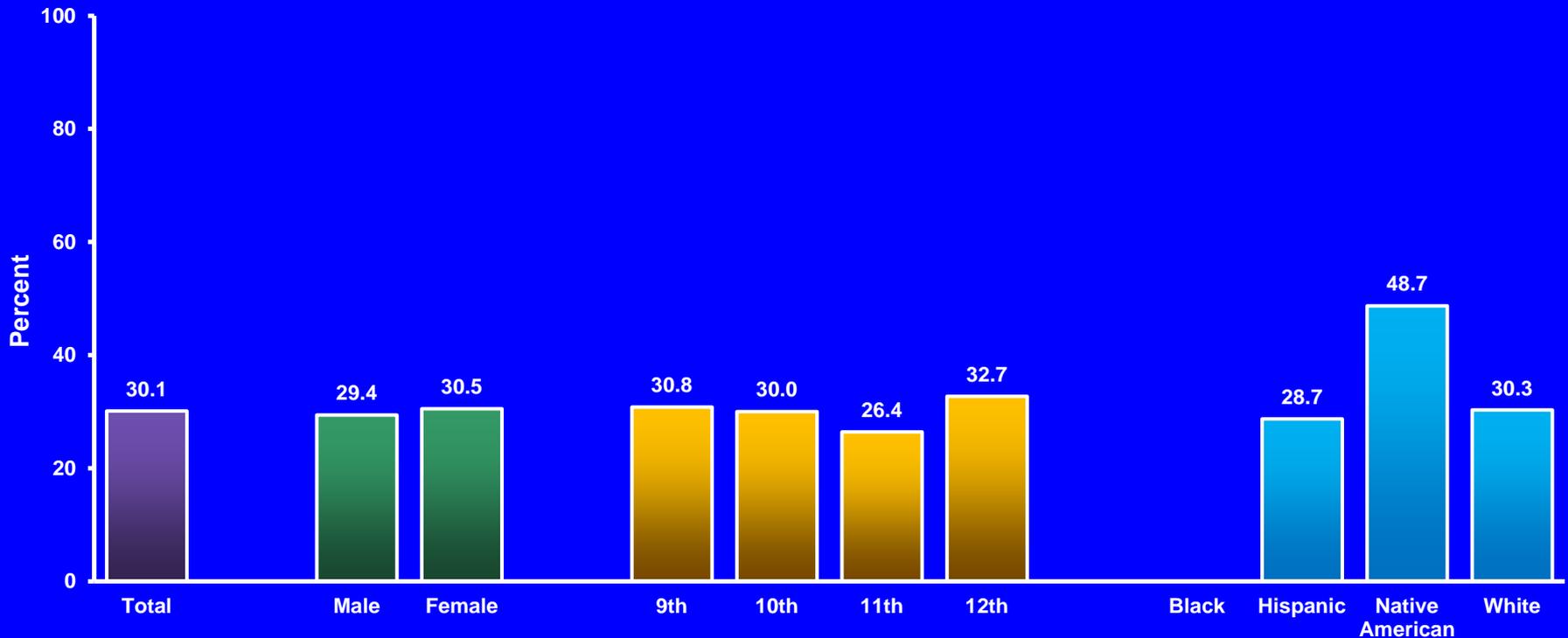
<sup>†</sup>9th > 11th, 10th > 11th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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

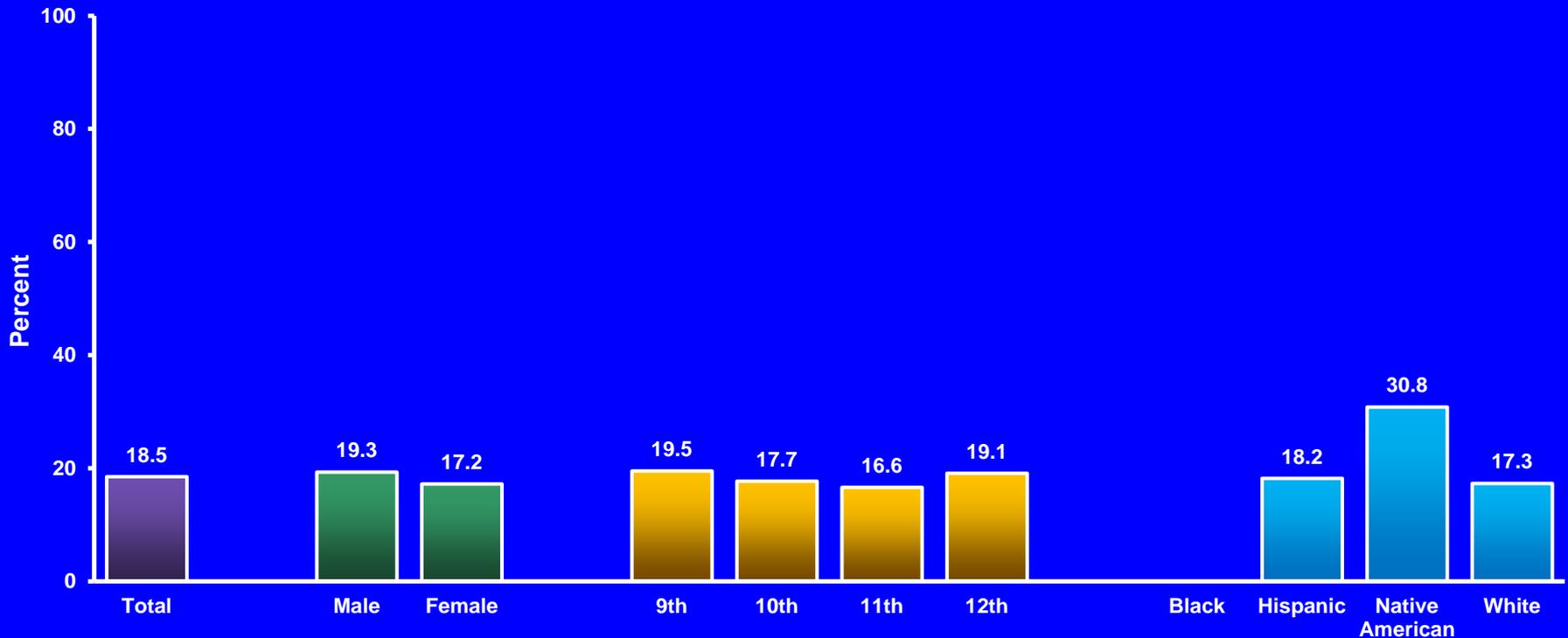
†N > H, N > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

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

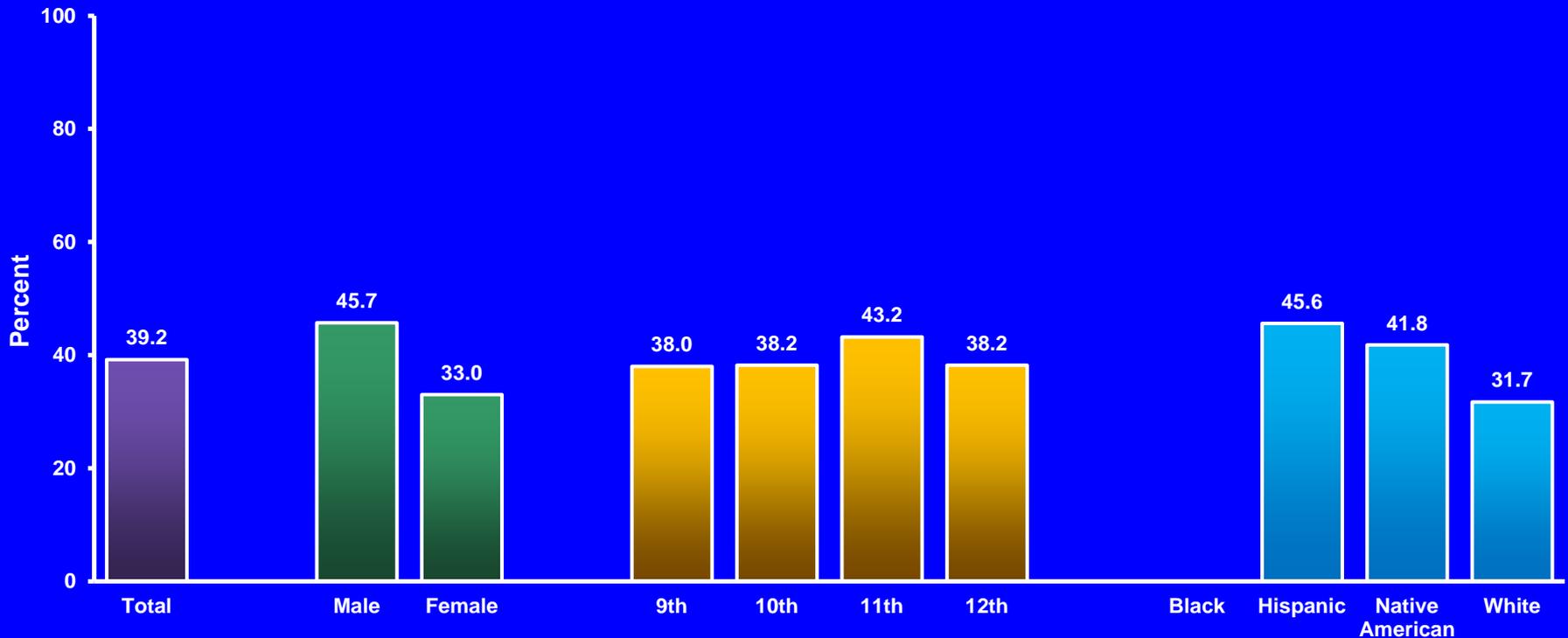
†N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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

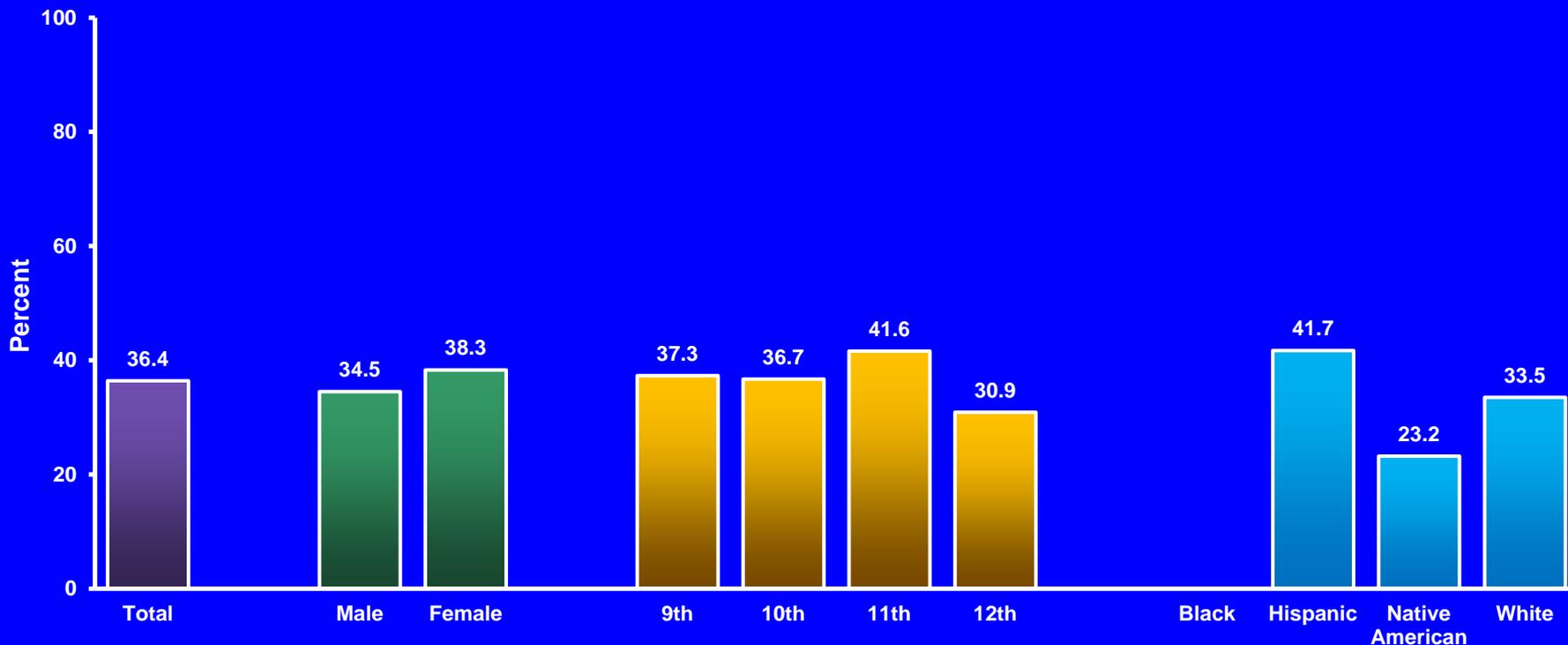
†M > F; H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Eat Potatoes,\* by Sex, Grade,† and Race/Ethnicity,† 2015



\*During the 7 days before the survey

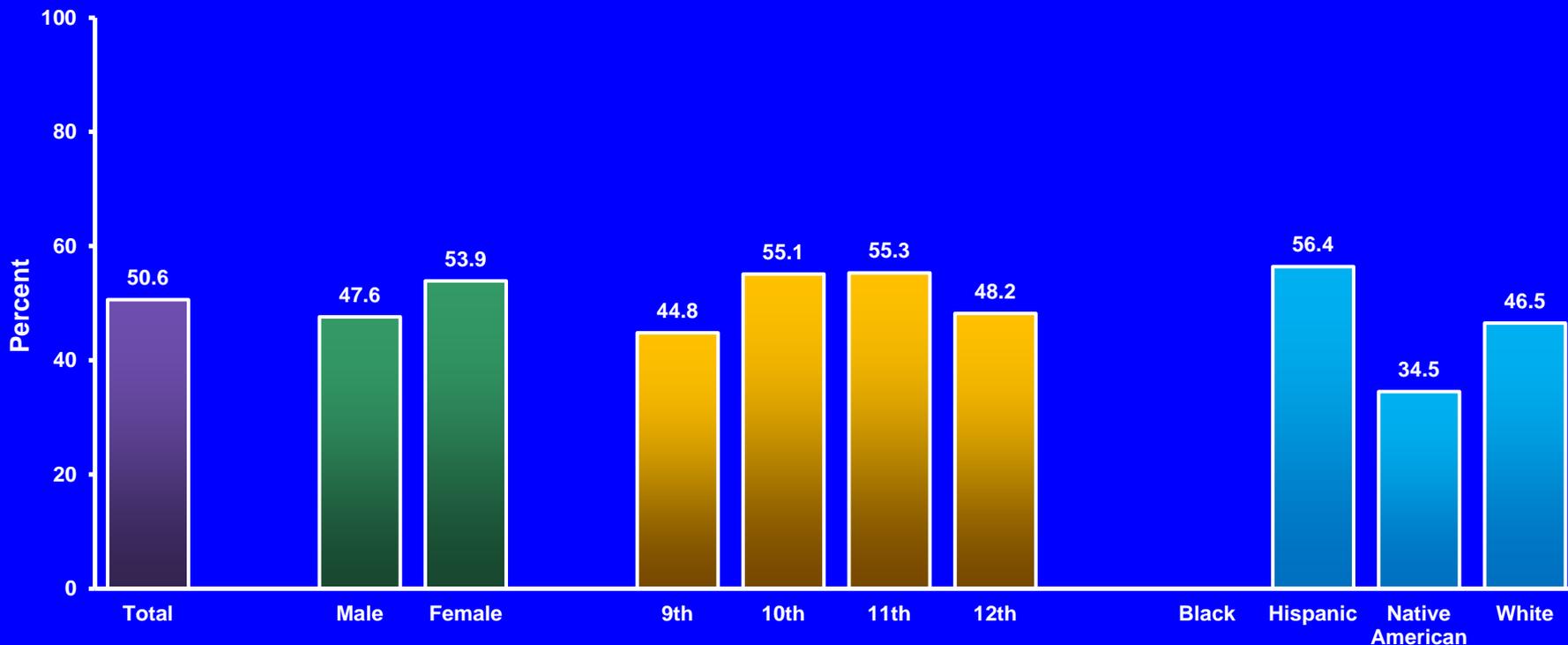
†11th > 12th; H > N, H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Eat Carrots,\* by Sex, Grade,† and Race/Ethnicity,† 2015



\*During the 7 days before the survey

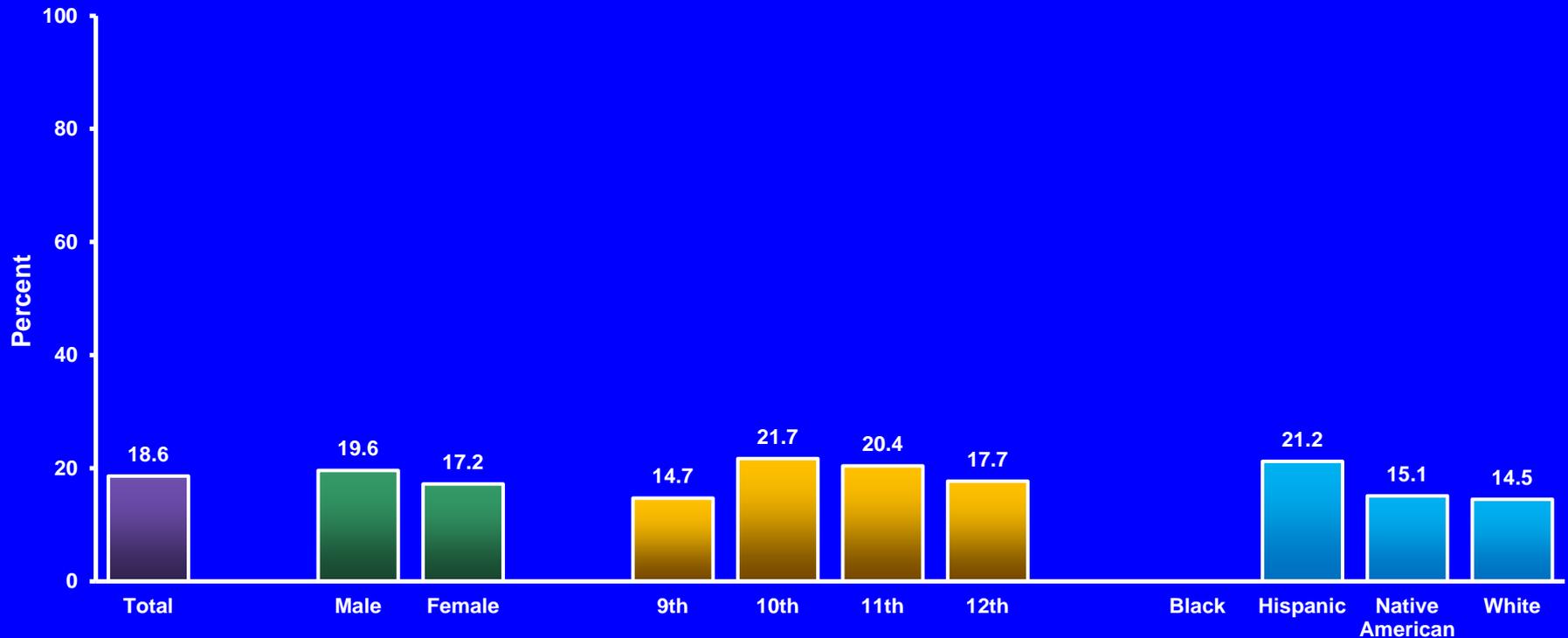
†10th > 9th, 11th > 9th; H > N, W > N (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

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



\*During the 7 days before the survey

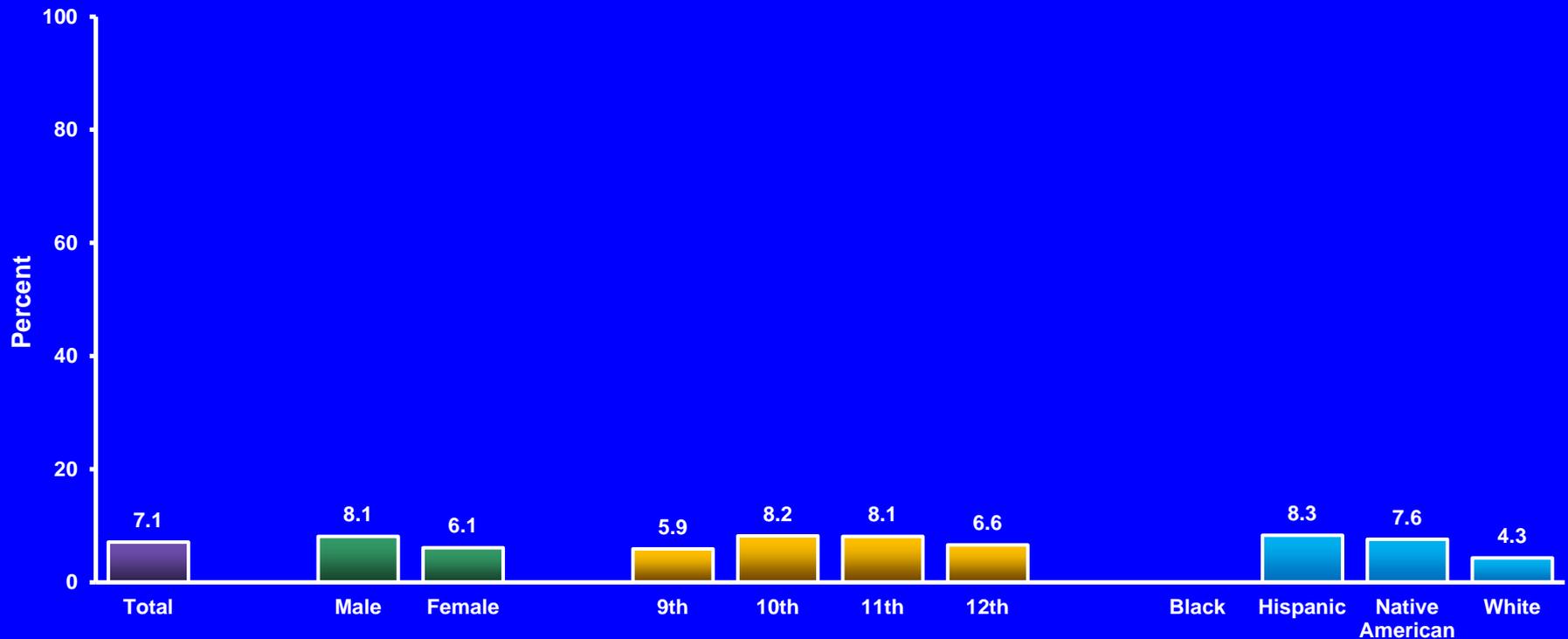
<sup>†</sup>10th > 9th, 11th > 9th; H > W (Based on t-test analysis,  $p < 0.05$ .)

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 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

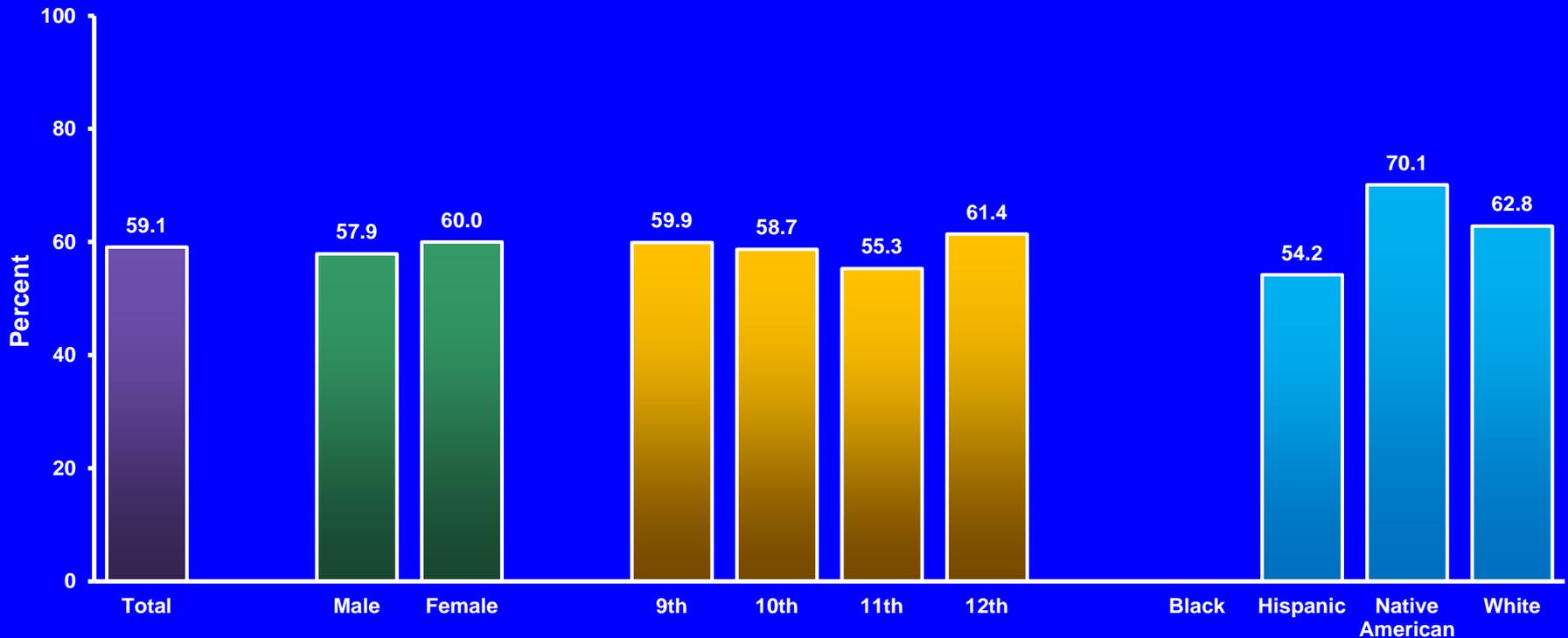
†H > W, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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

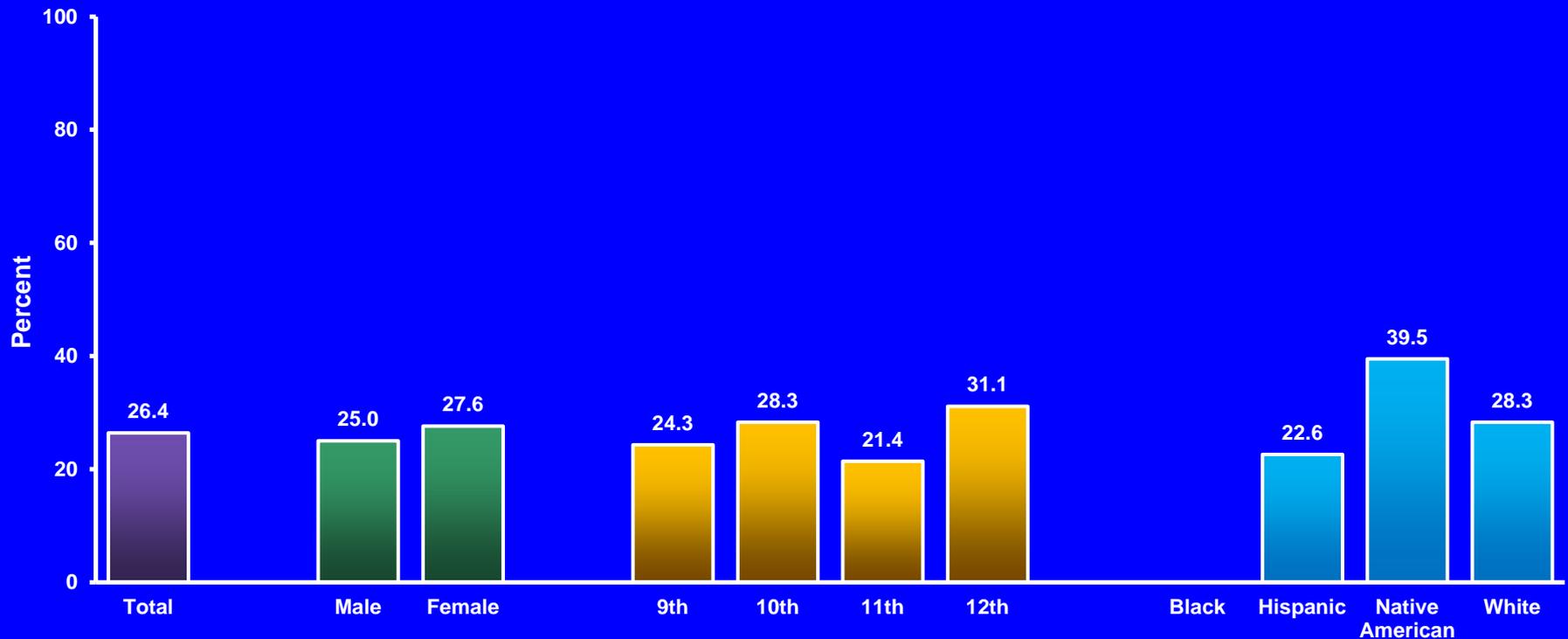
†N > H, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who 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

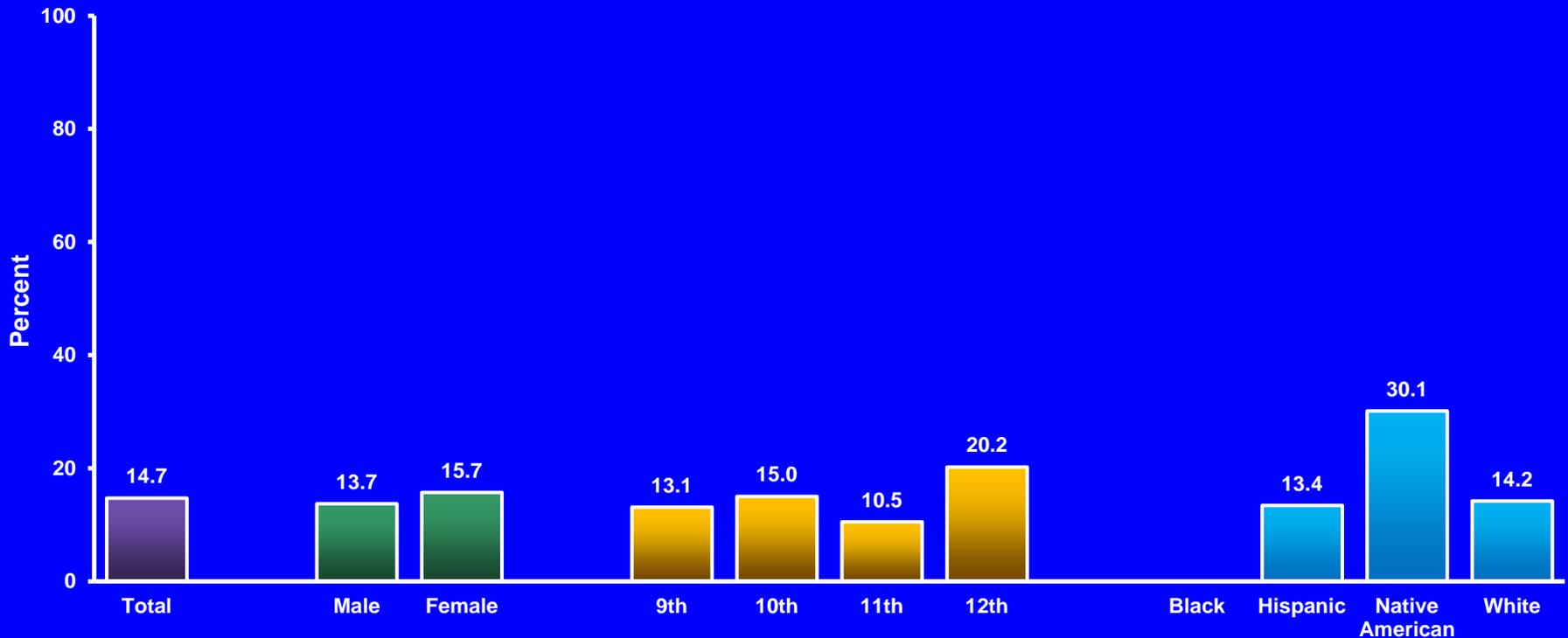
†10th > 11th; N > H (Based on t-test analysis,  $p < 0.05$ .)

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 Ate Vegetables Three or More Times Per Day,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

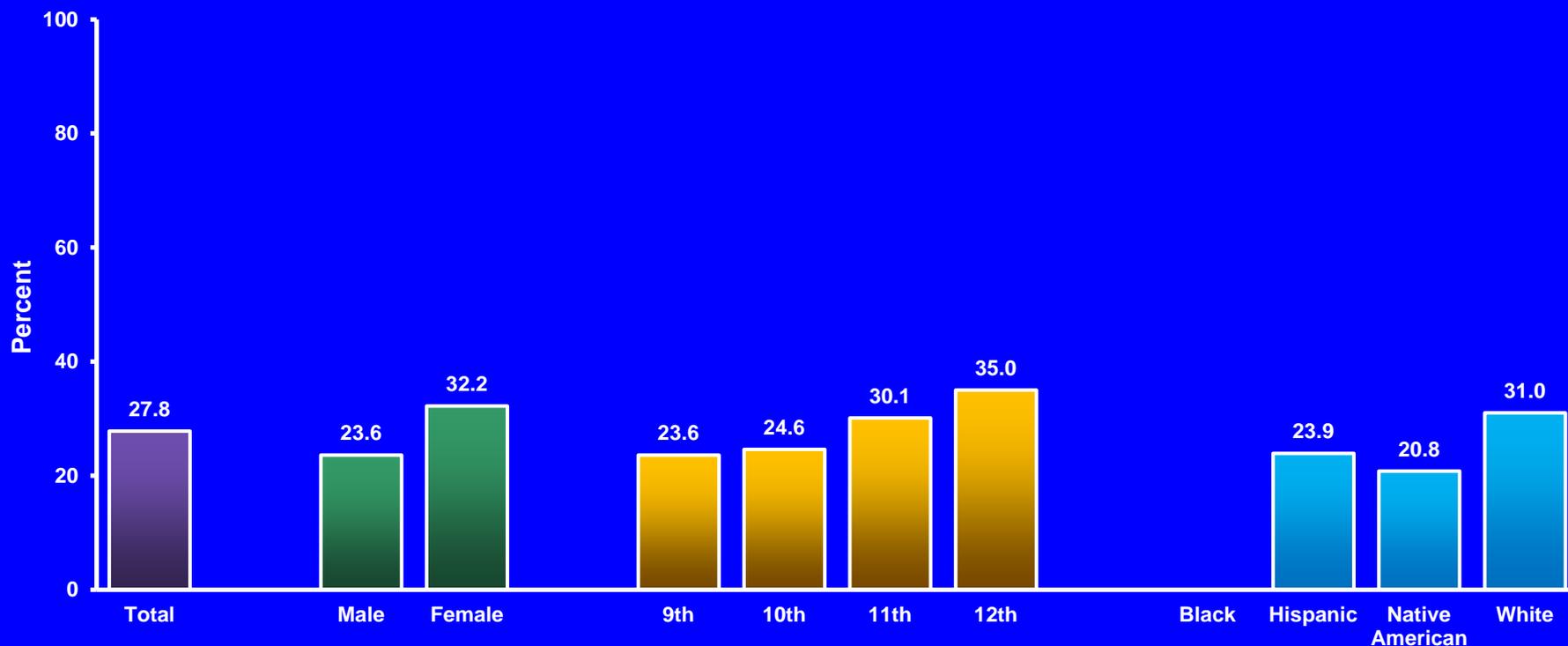
<sup>†</sup>12th > 9th, 12th > 11th; N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



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

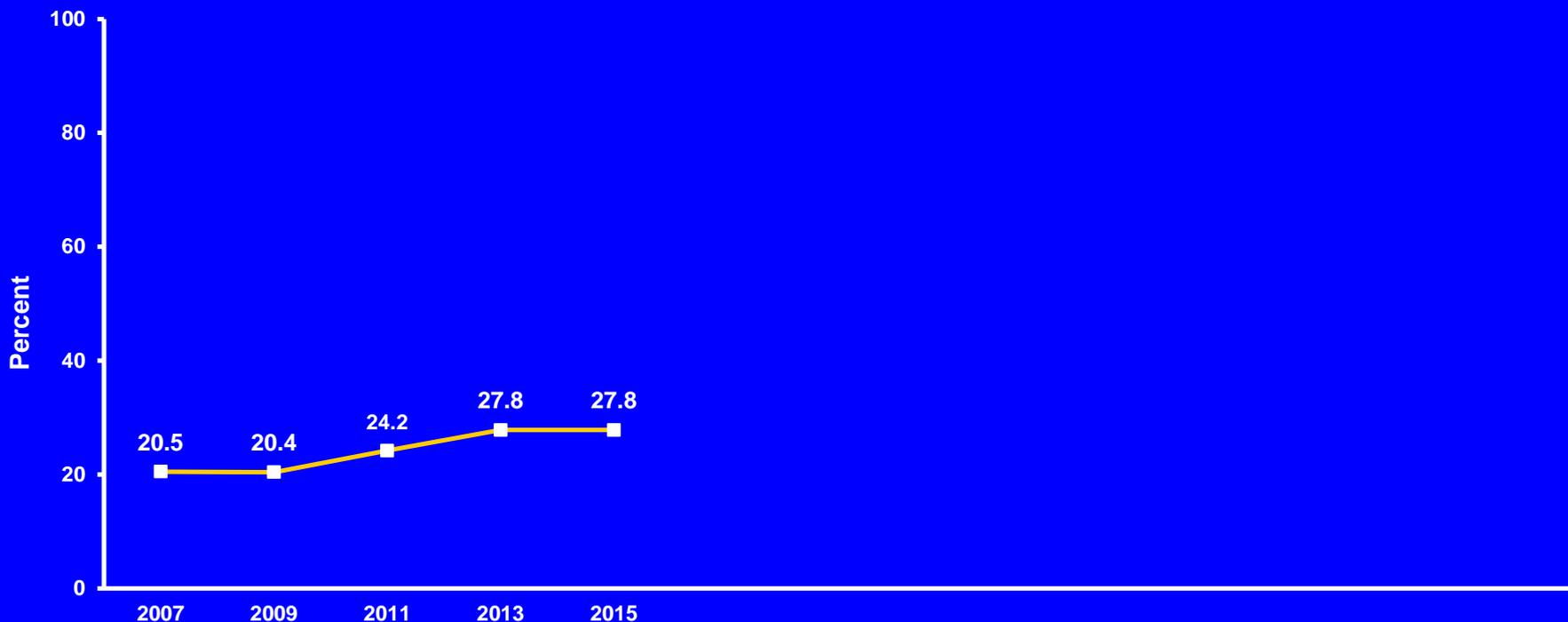
<sup>†</sup>F > M; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; W > N (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* 2007-2015<sup>†</sup>

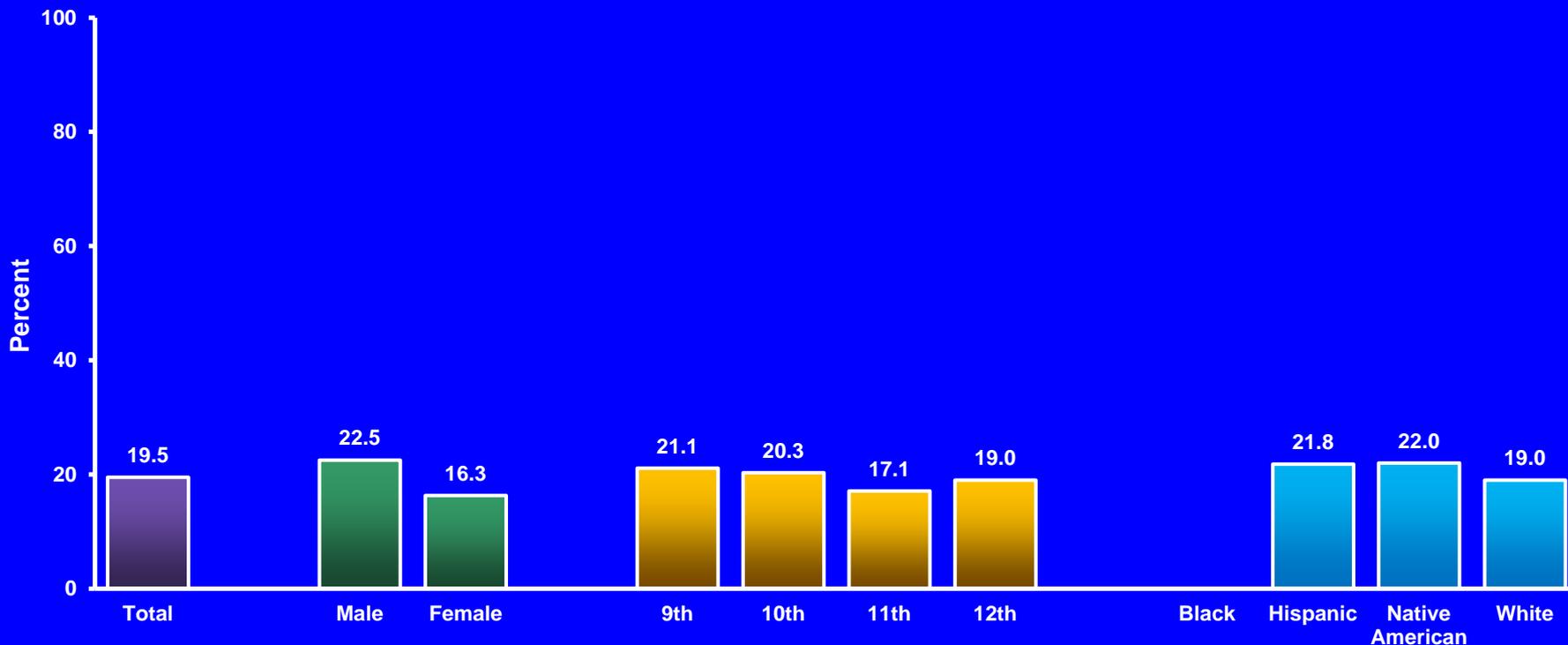


\*Not including diet soda or diet pop, during the 7 days before the survey

<sup>†</sup>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,<sup>†</sup> Grade, and Race/Ethnicity, 2015



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

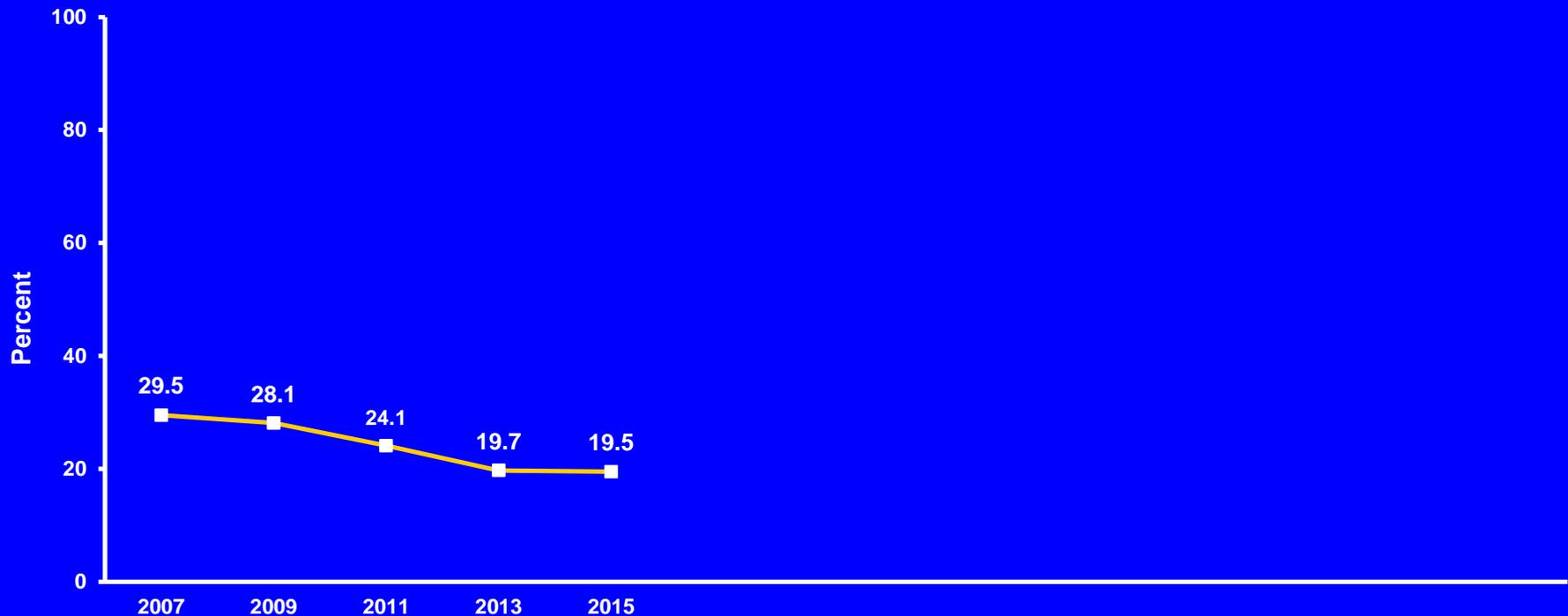
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

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<sup>†</sup>

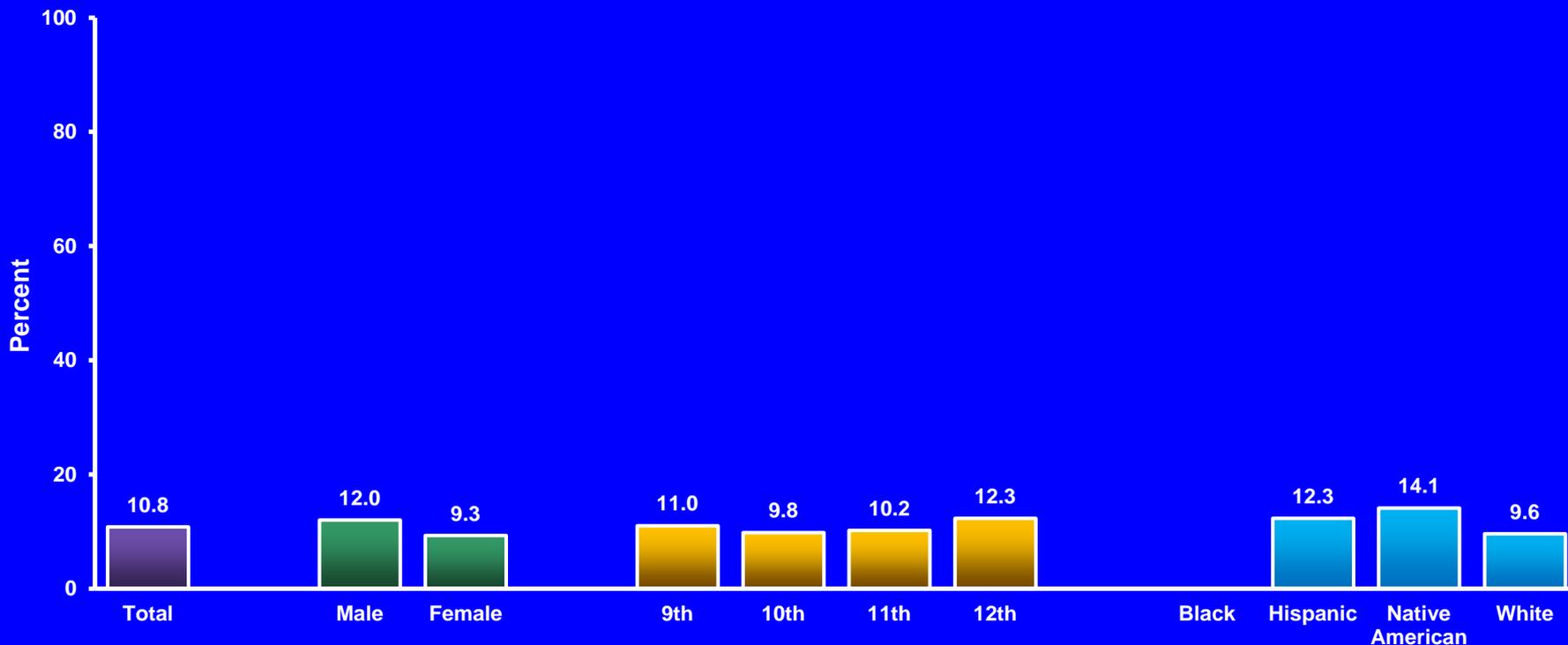


\*Not including diet soda or diet pop, during the 7 days before the survey

<sup>†</sup>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



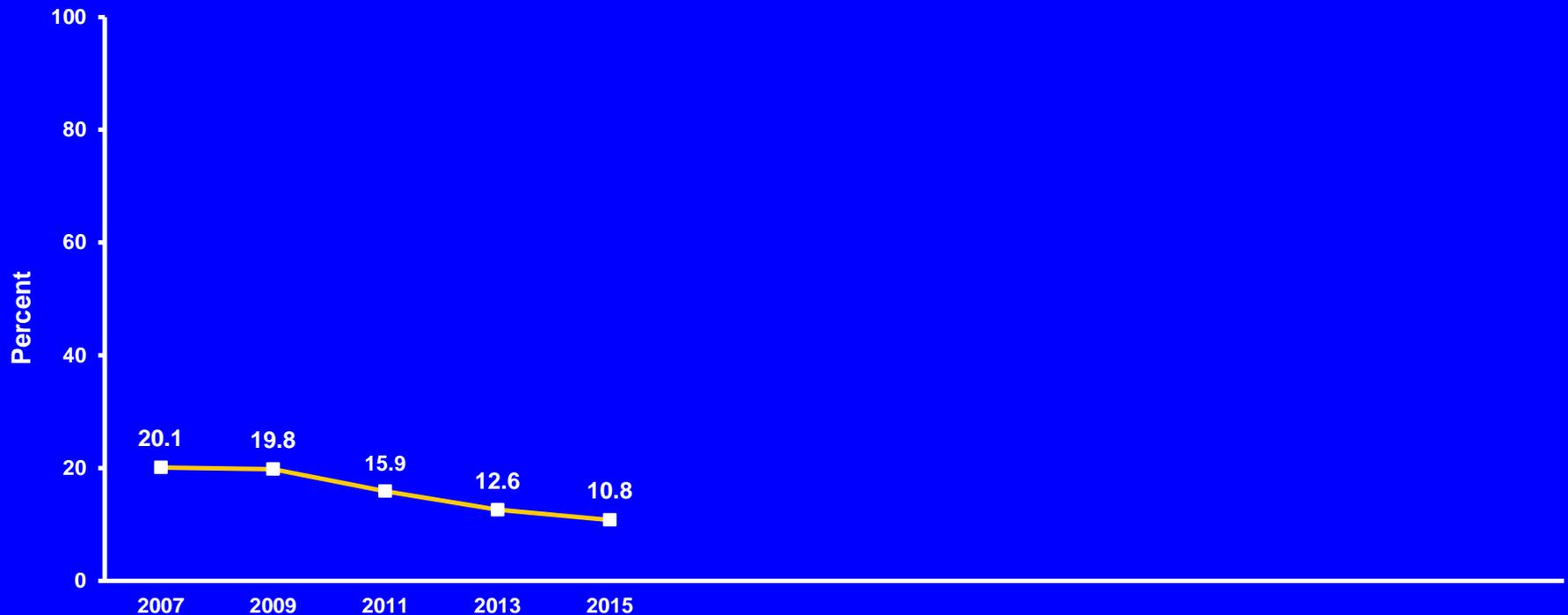
\*Not including diet soda or diet pop, during the 7 days before the survey

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 a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,\* 2007-2015<sup>†</sup>

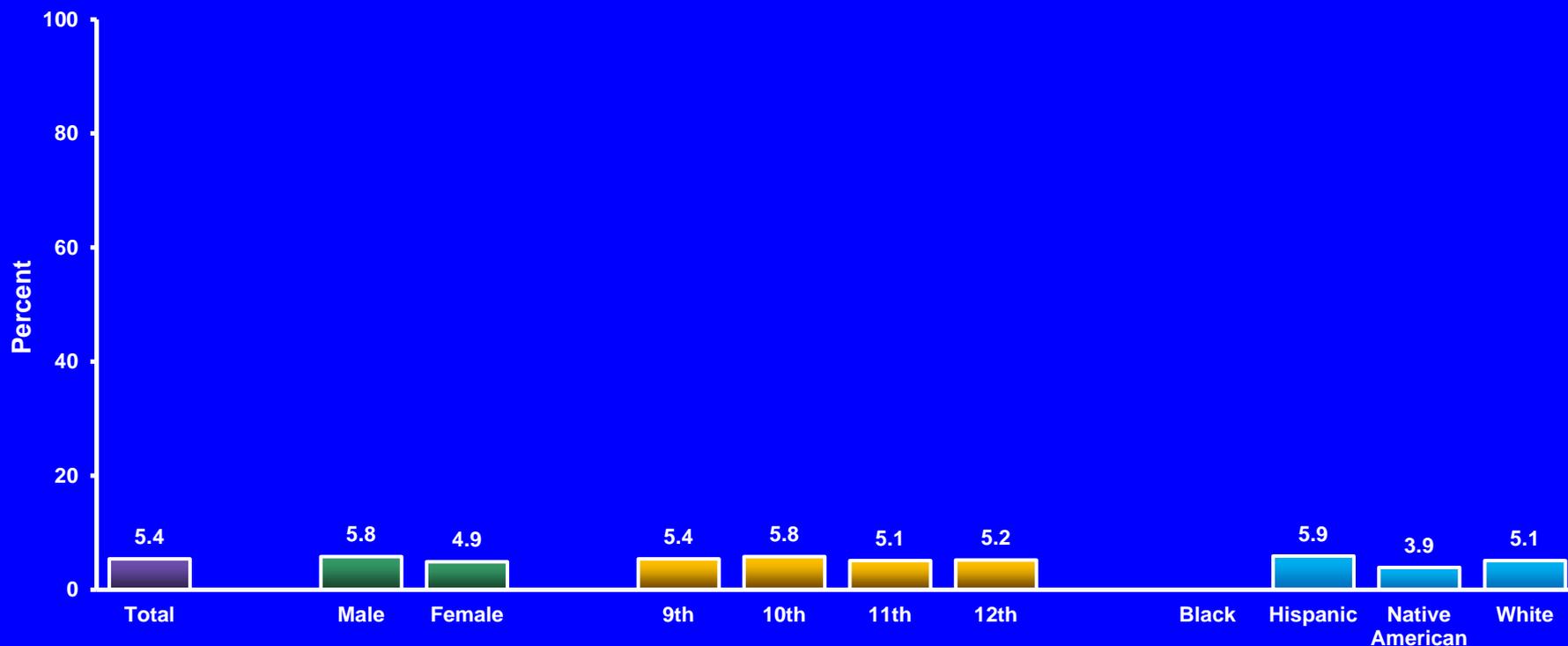


\*Not including diet soda or diet pop, during the 7 days before the survey

<sup>†</sup>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



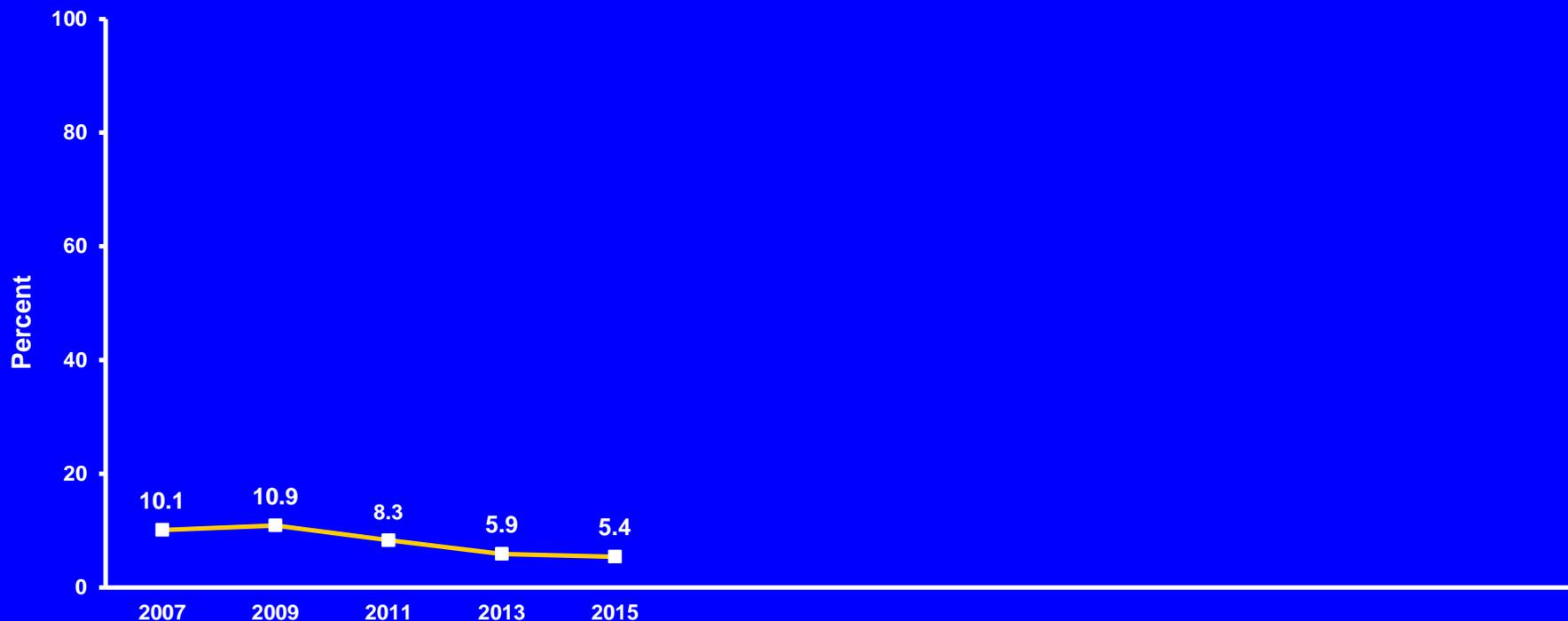
\*Not including diet soda or diet pop, during the 7 days before the survey

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 a Can, Bottle, or Glass of Soda or Pop Three or More Times Per Day,\* 2007-2015<sup>†</sup>

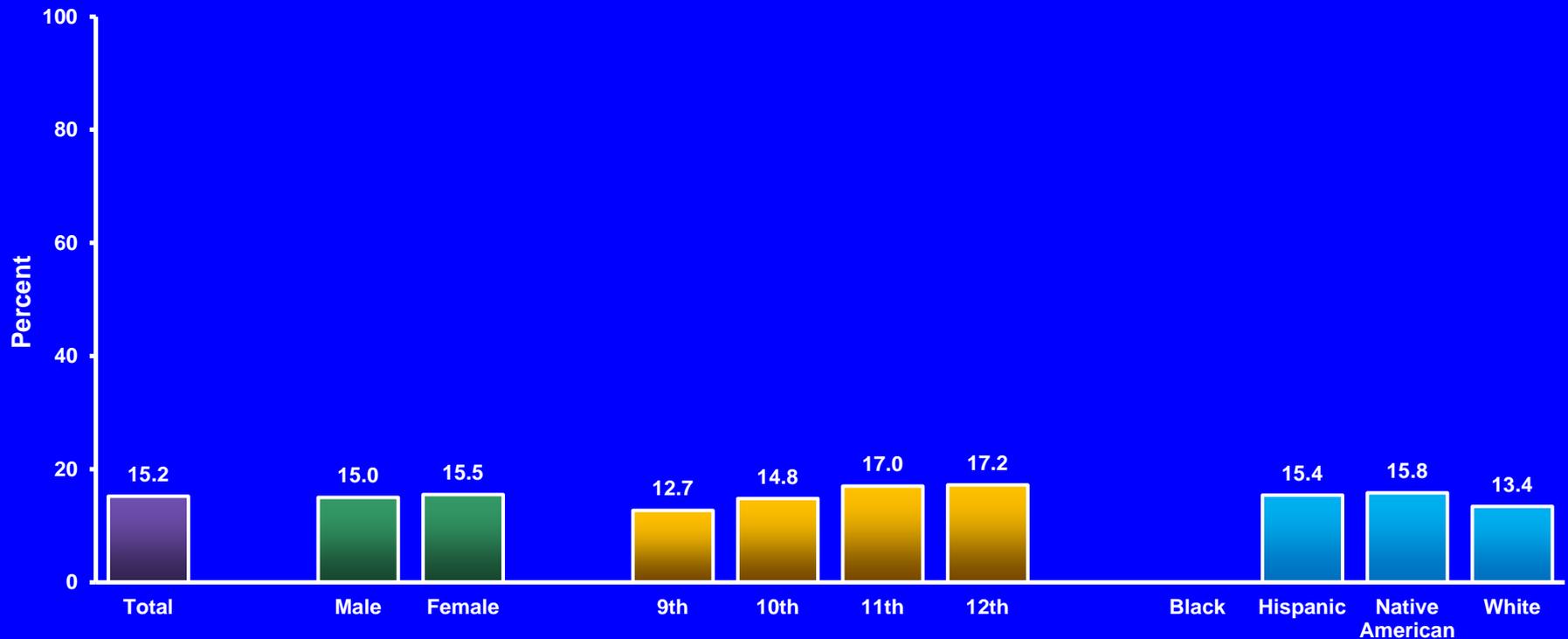


\*Not including diet soda or diet pop, during the 7 days before the survey

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

Note: This graph contains weighted results.

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



\*During the 7 days before the survey

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 Eat Breakfast,\* 2013-2015<sup>†</sup>

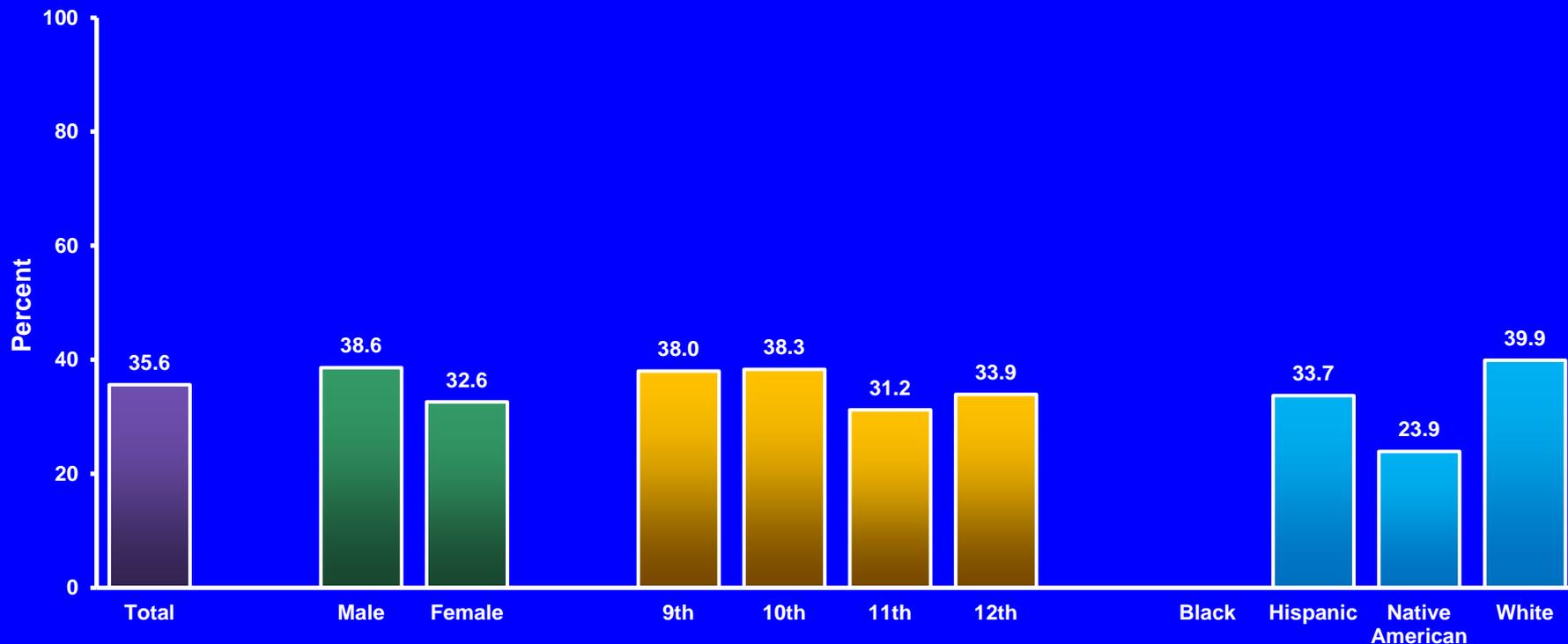


\*During the 7 days before the survey

<sup>†</sup>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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Ate Breakfast on All 7 Days,\* 2013-2015<sup>†</sup>

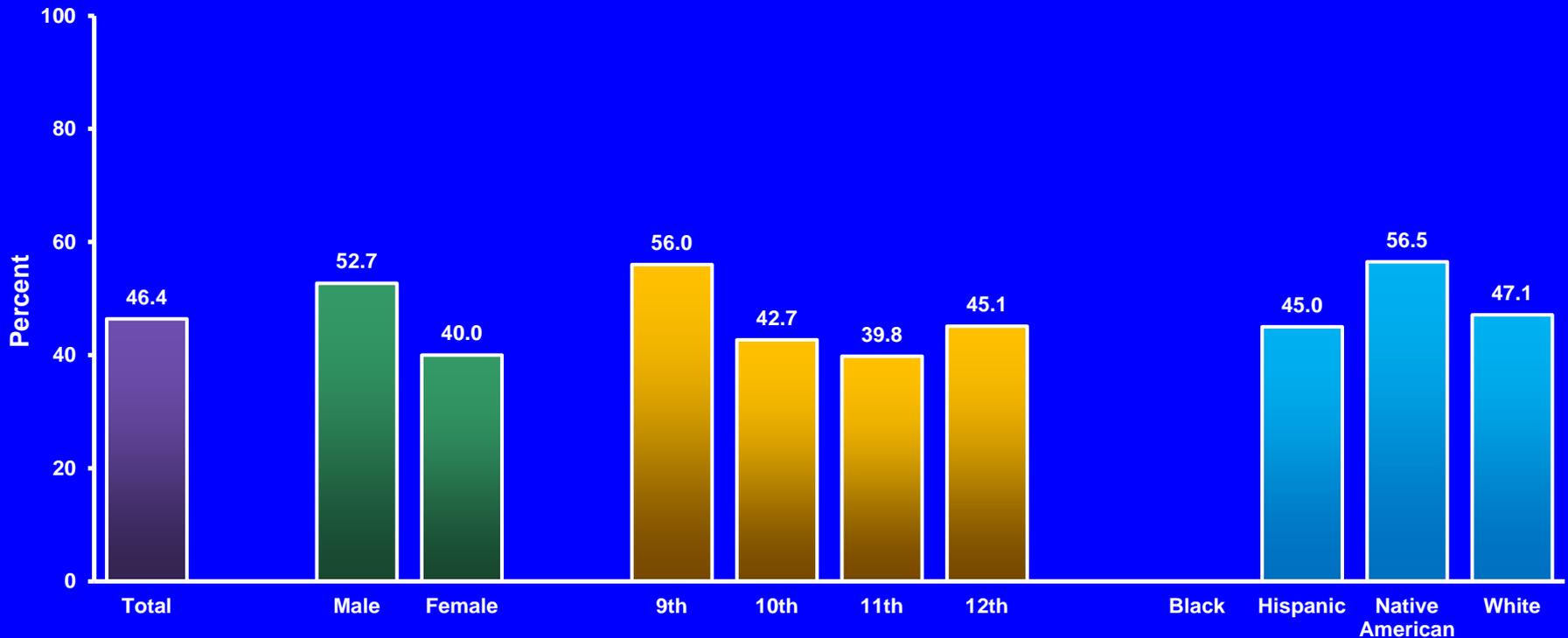


\*During the 7 days before the survey

<sup>†</sup>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,<sup>†</sup> Grade,<sup>†</sup> 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

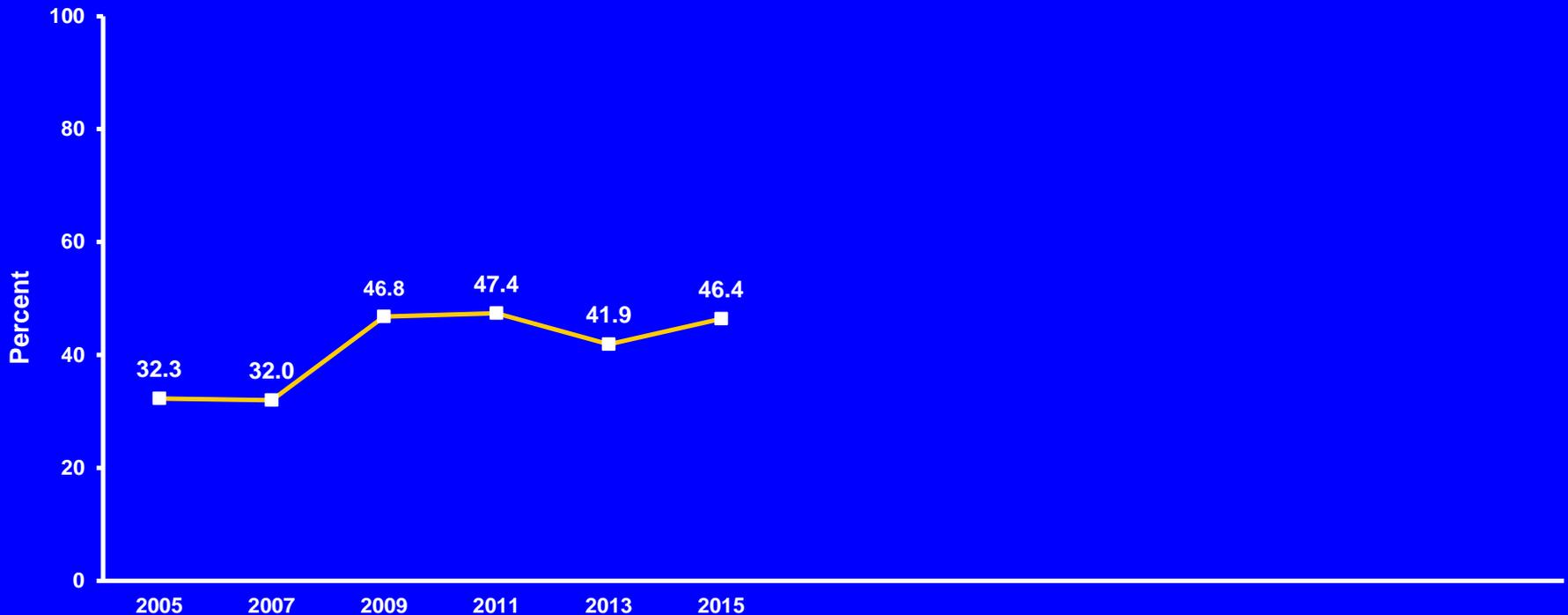
<sup>†</sup>M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* 2005-2015†

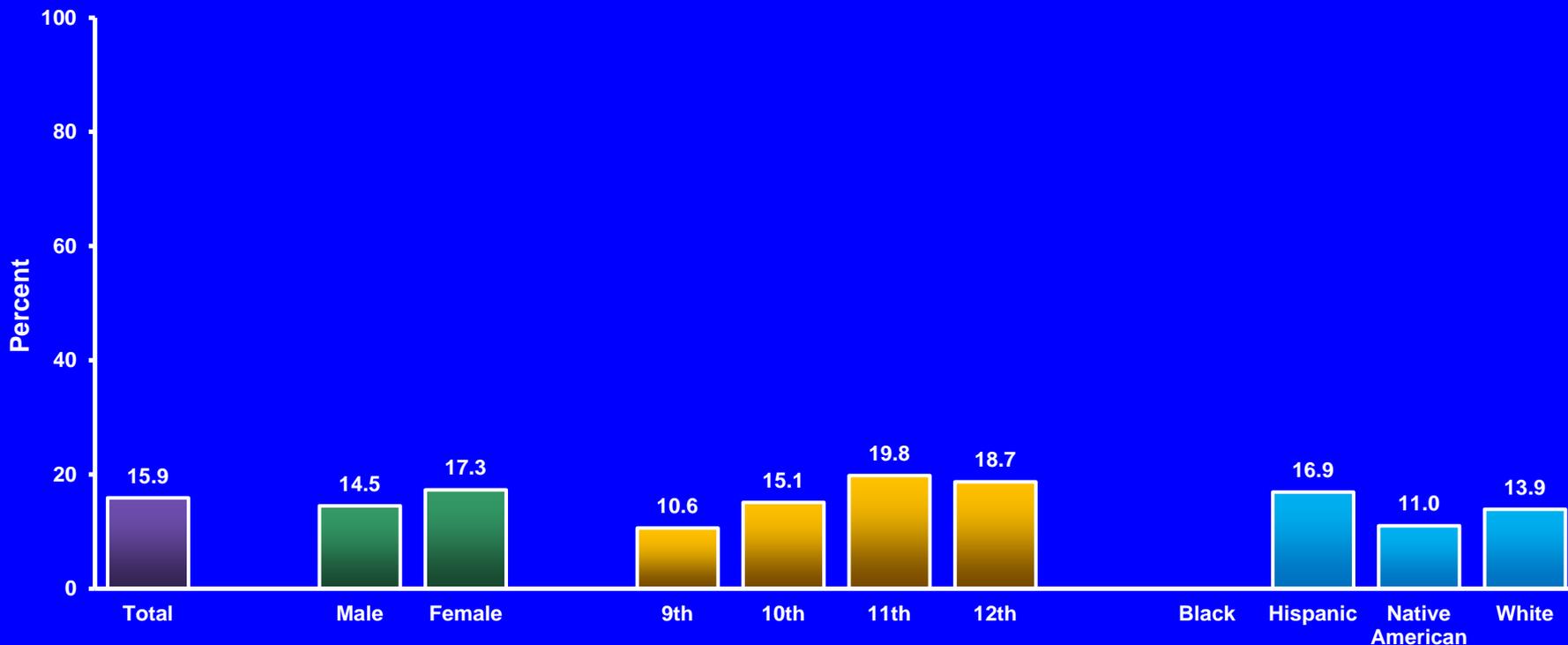


\*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Increased 2005-2015, increased 2005-2009, no change 2009-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

## Percentage of High School Students Who 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

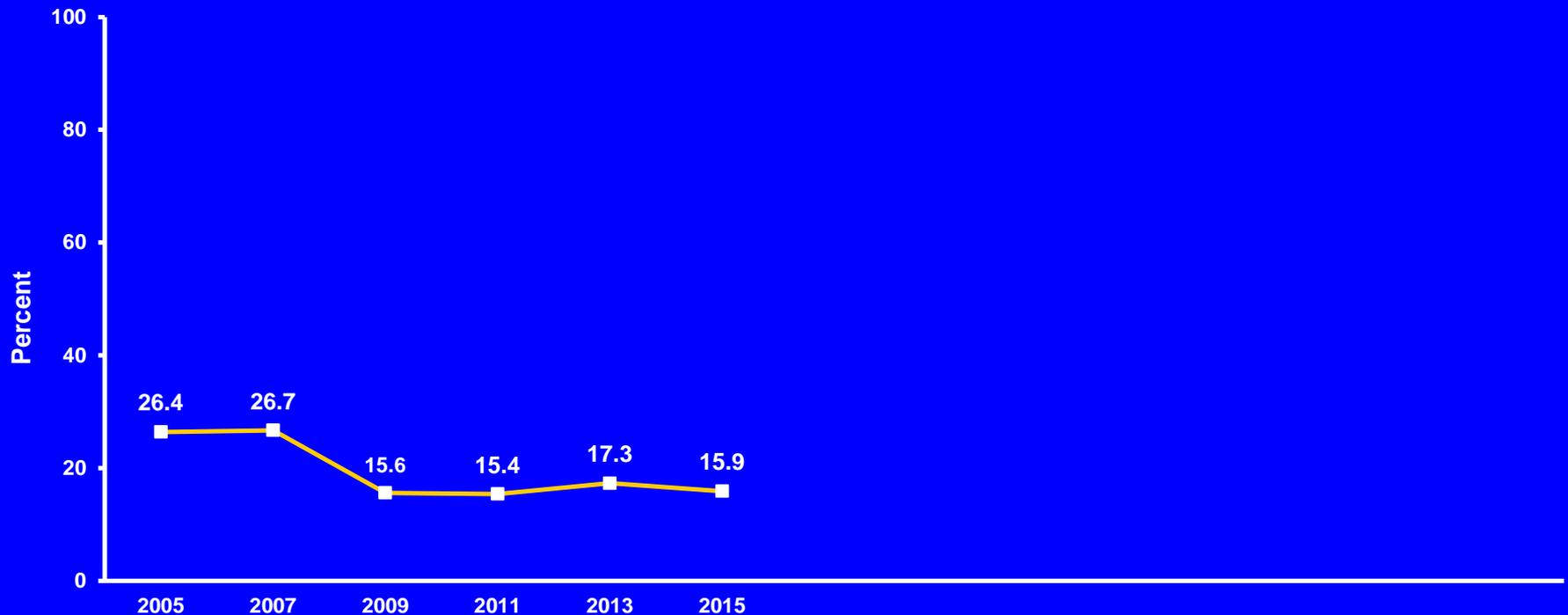
†11th > 9th, 12th > 9th; H > N (Based on t-test analysis,  $p < 0.05$ .)

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 Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* 2005-2015<sup>†</sup>

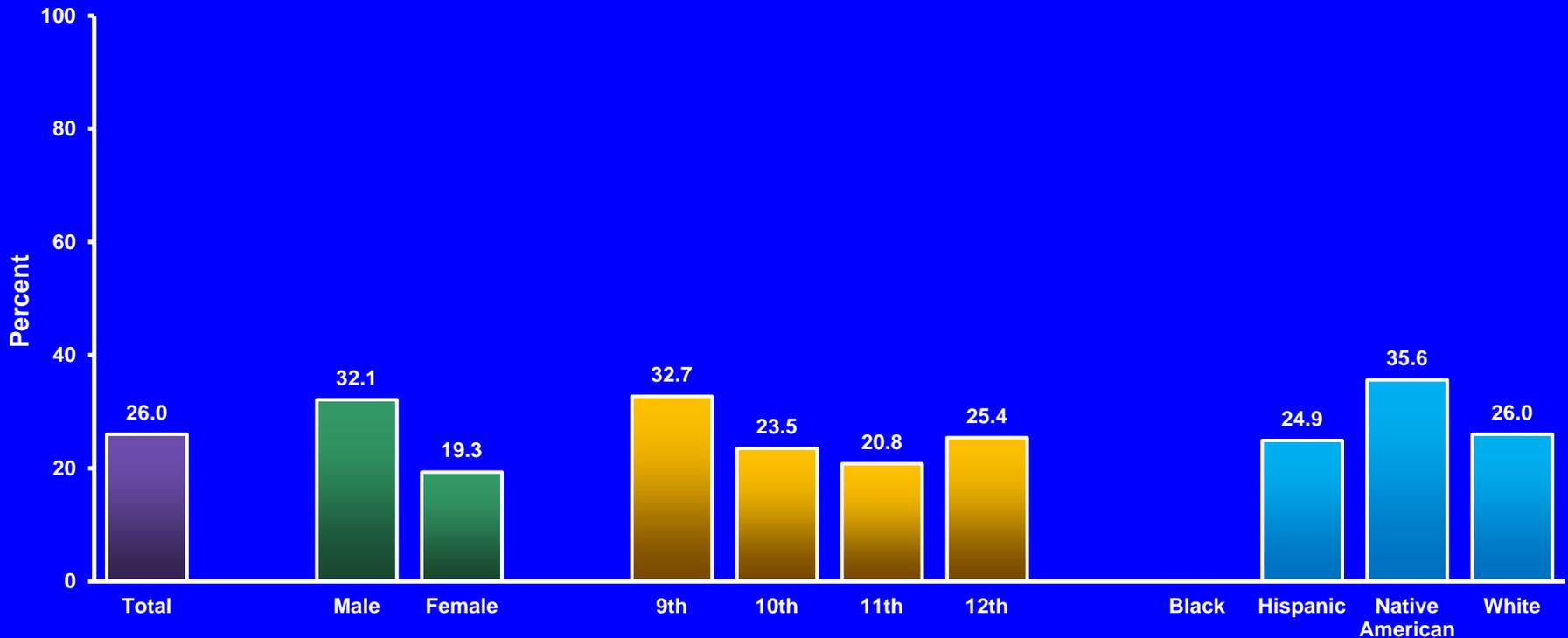


\*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

<sup>†</sup>Decreased 2005-2015, decreased 2005-2011, no change 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 Were Physically Active at Least 60 Minutes Per Day on All 7 Days,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> 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

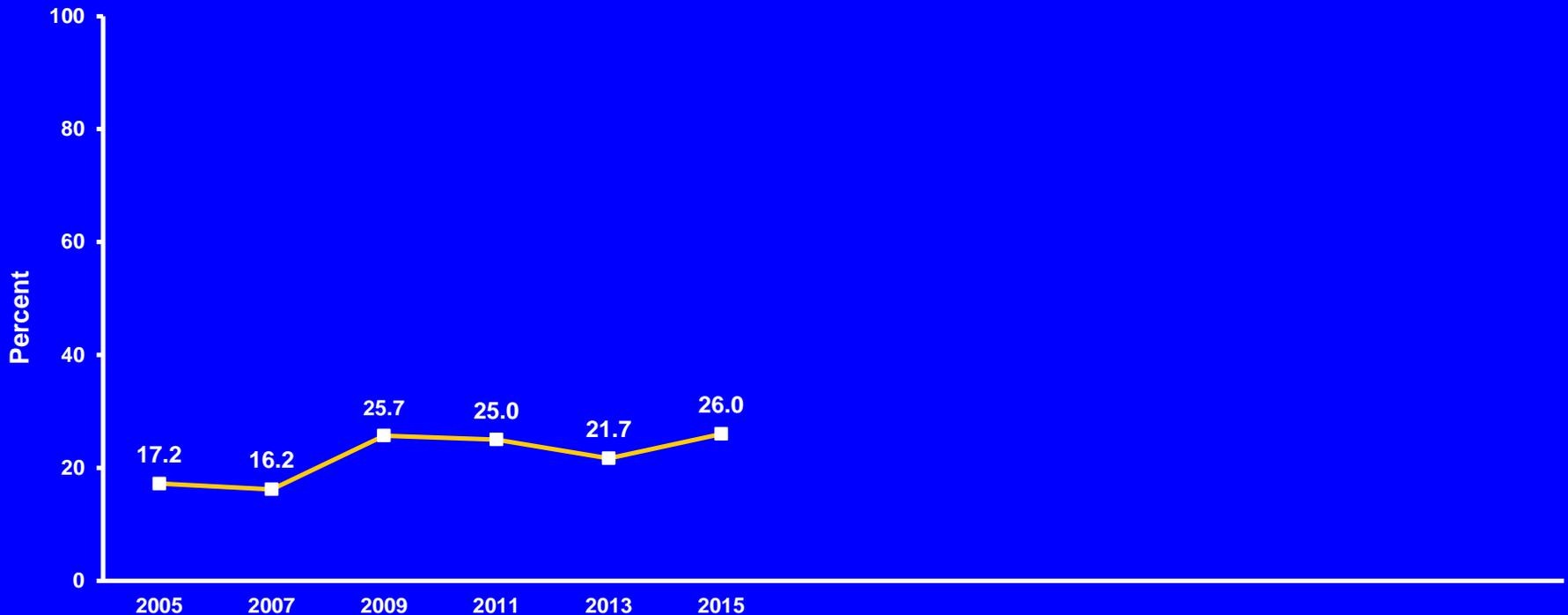
<sup>†</sup>M > F; 9th > 10th, 9th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

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

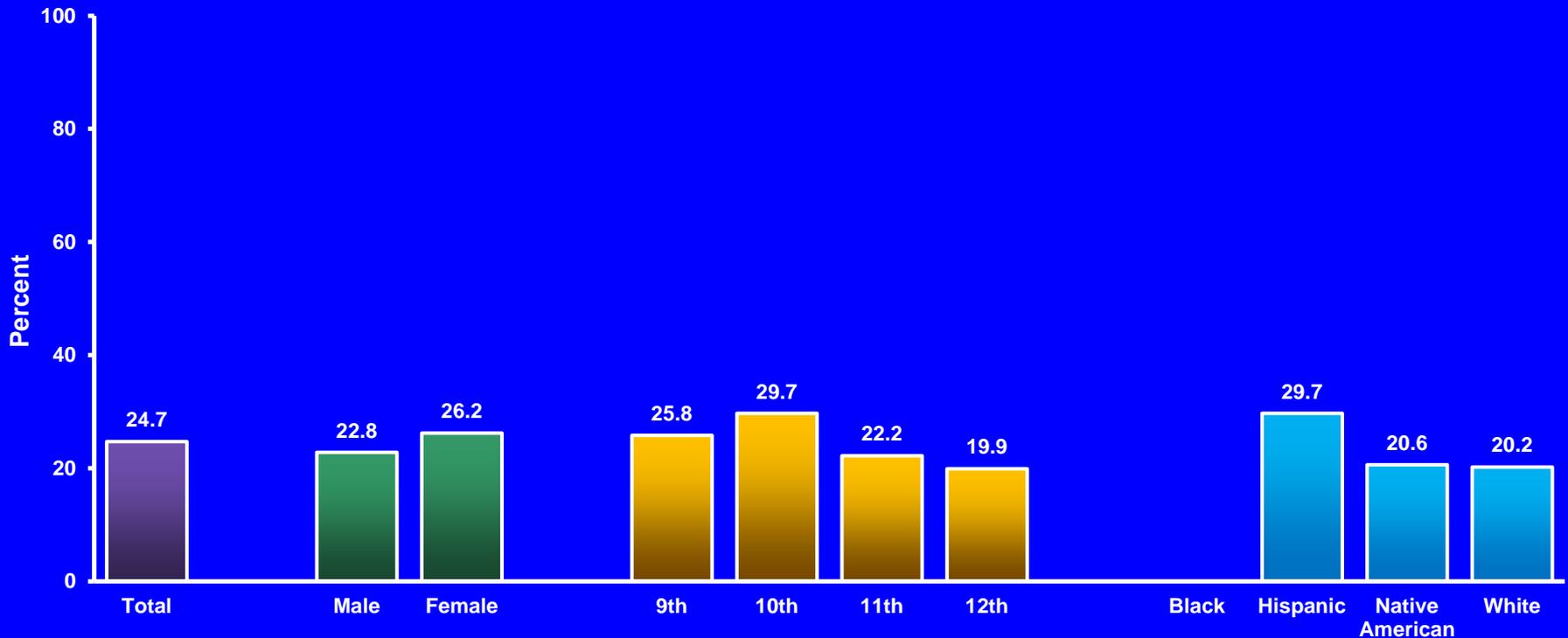


\*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

<sup>†</sup>Increased 2005-2015, increased 2005-2009, no change 2009-2015 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Note: This graph contains weighted results.

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



\*On an average school day

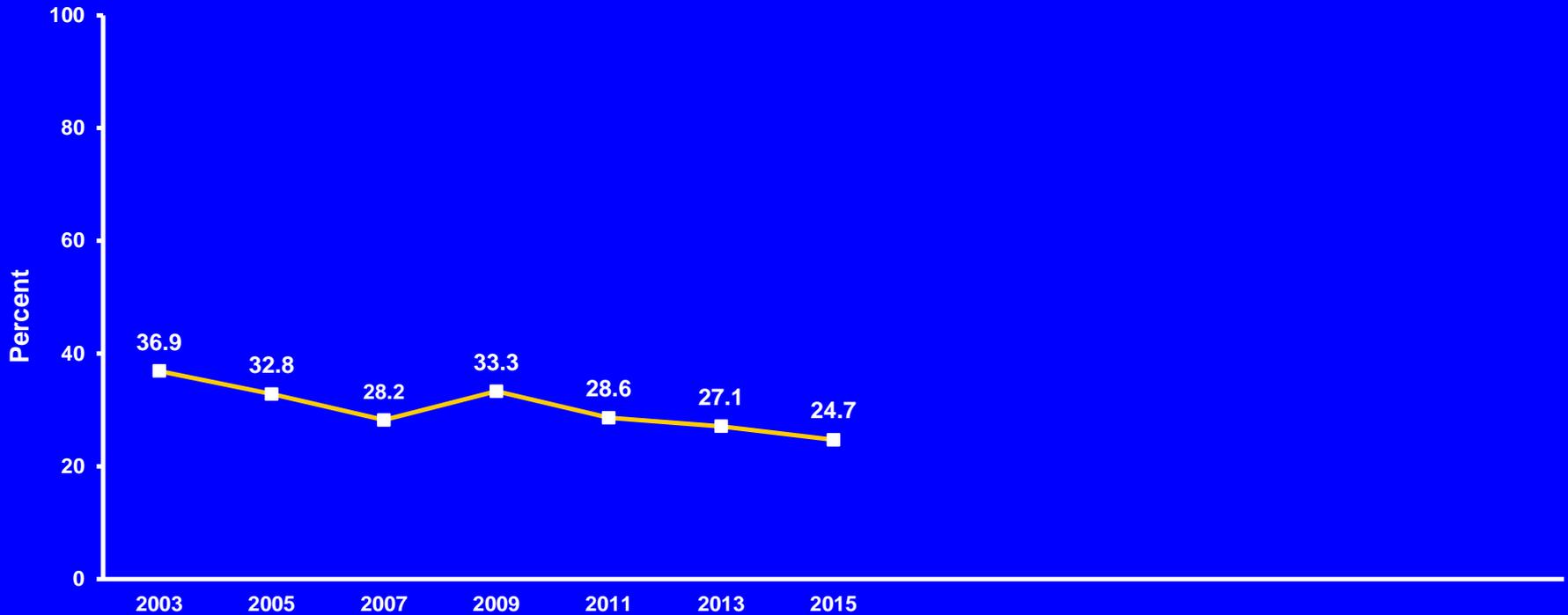
<sup>†</sup>10th > 11th, 10th > 12th; H > N, H > W (Based on t-test analysis,  $p < 0.05$ .)

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 Watched Television 3 or More Hours Per Day,\* 2003-2015†

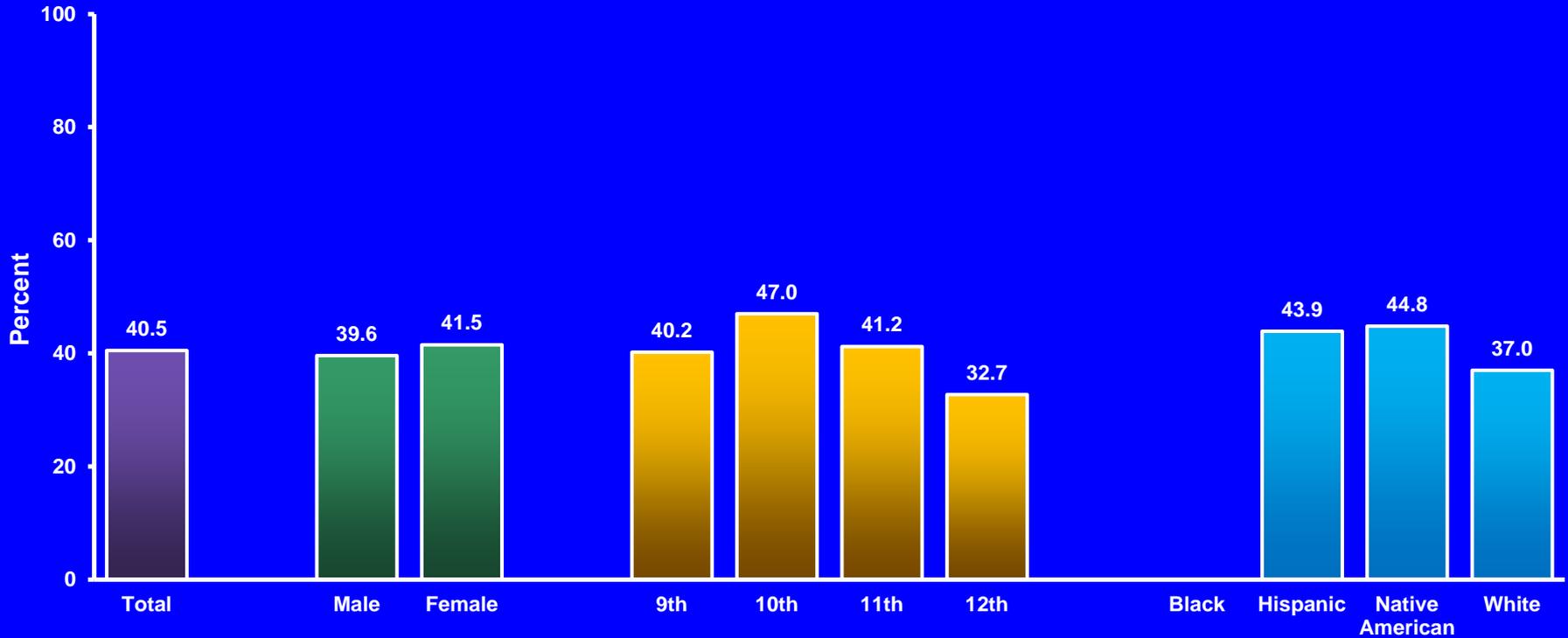


\*On an average school day

†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 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

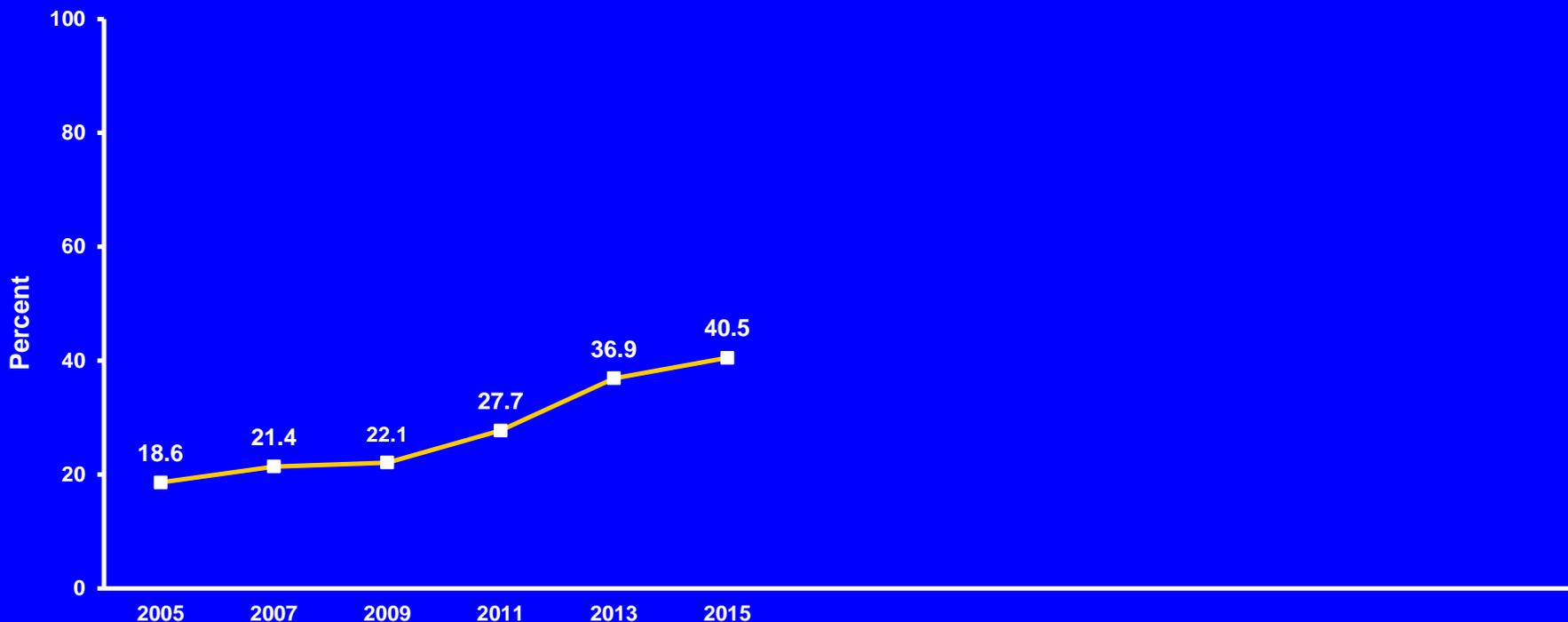
†10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,\* 2005-2015<sup>†</sup>

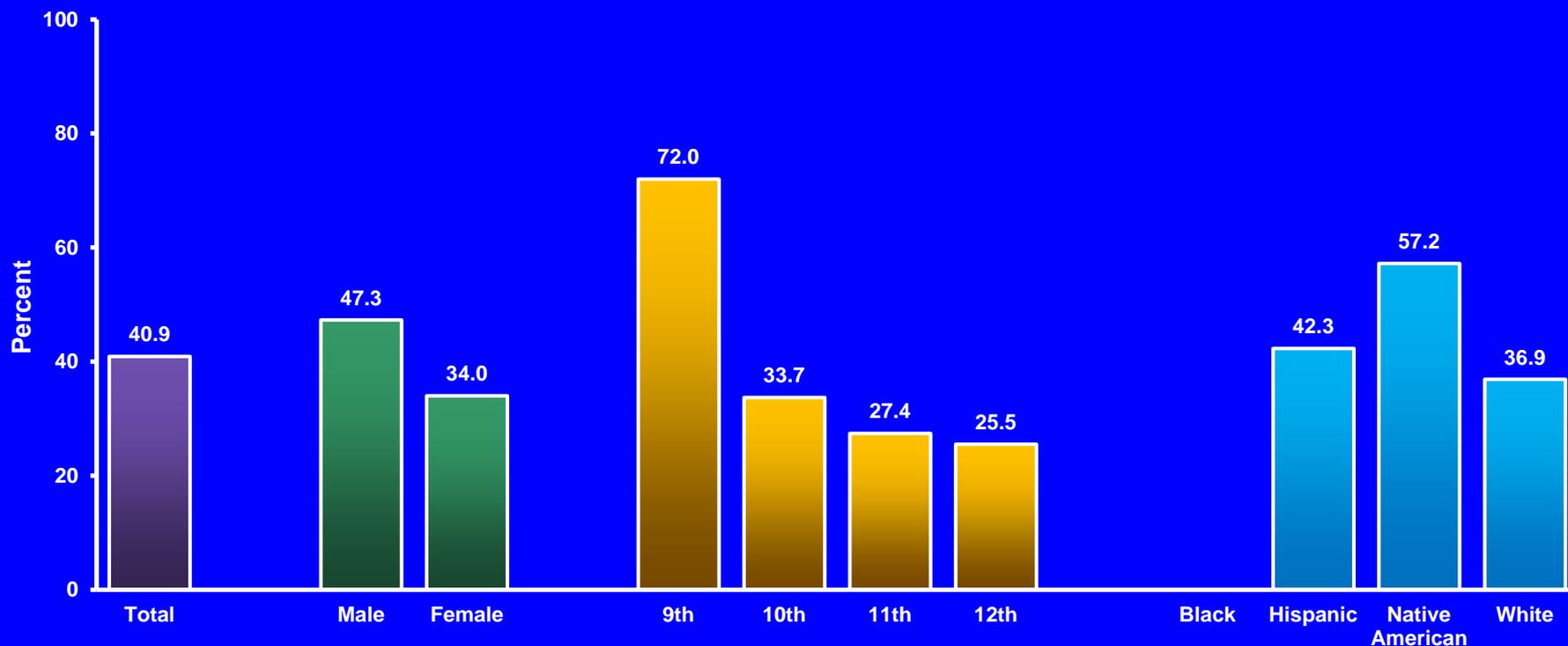


\*For something that was not school work on an average school day

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

Note: This graph contains weighted results.

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



\*In an average week when they were in school

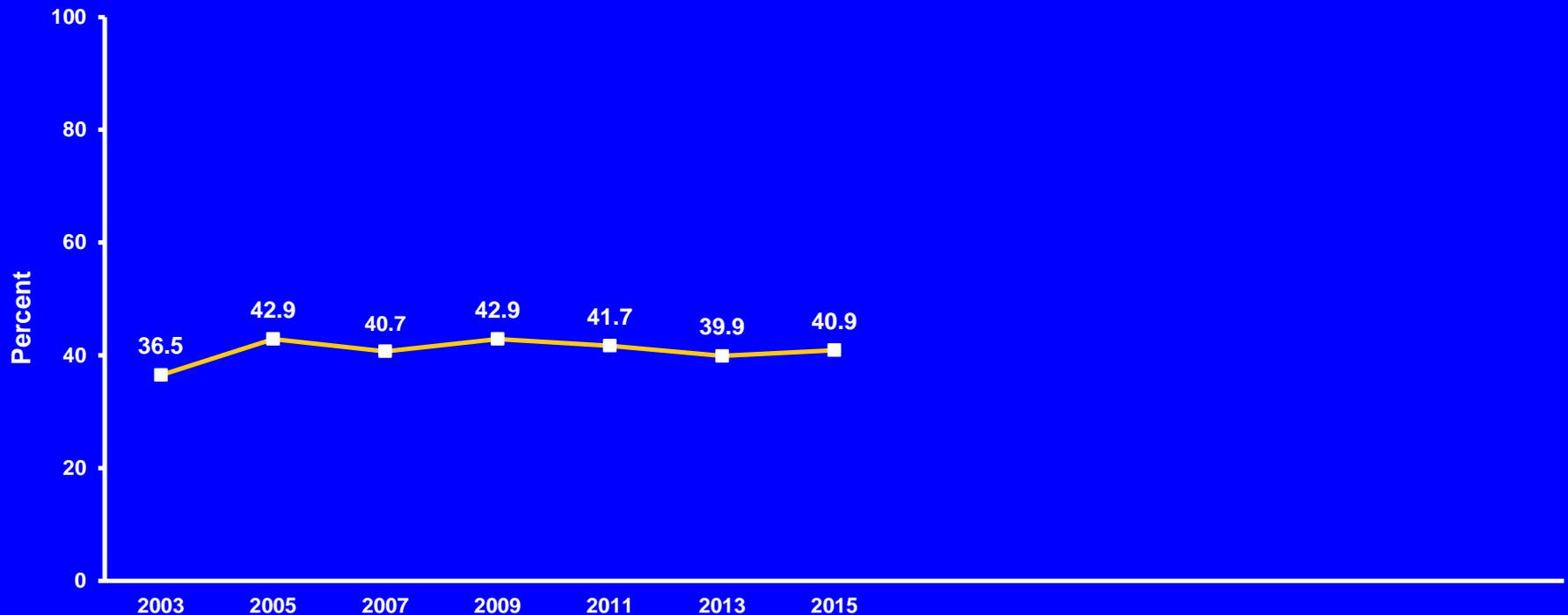
†M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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 Attended Physical Education Classes on 1 or More Days,\* 2003-2015<sup>†</sup>

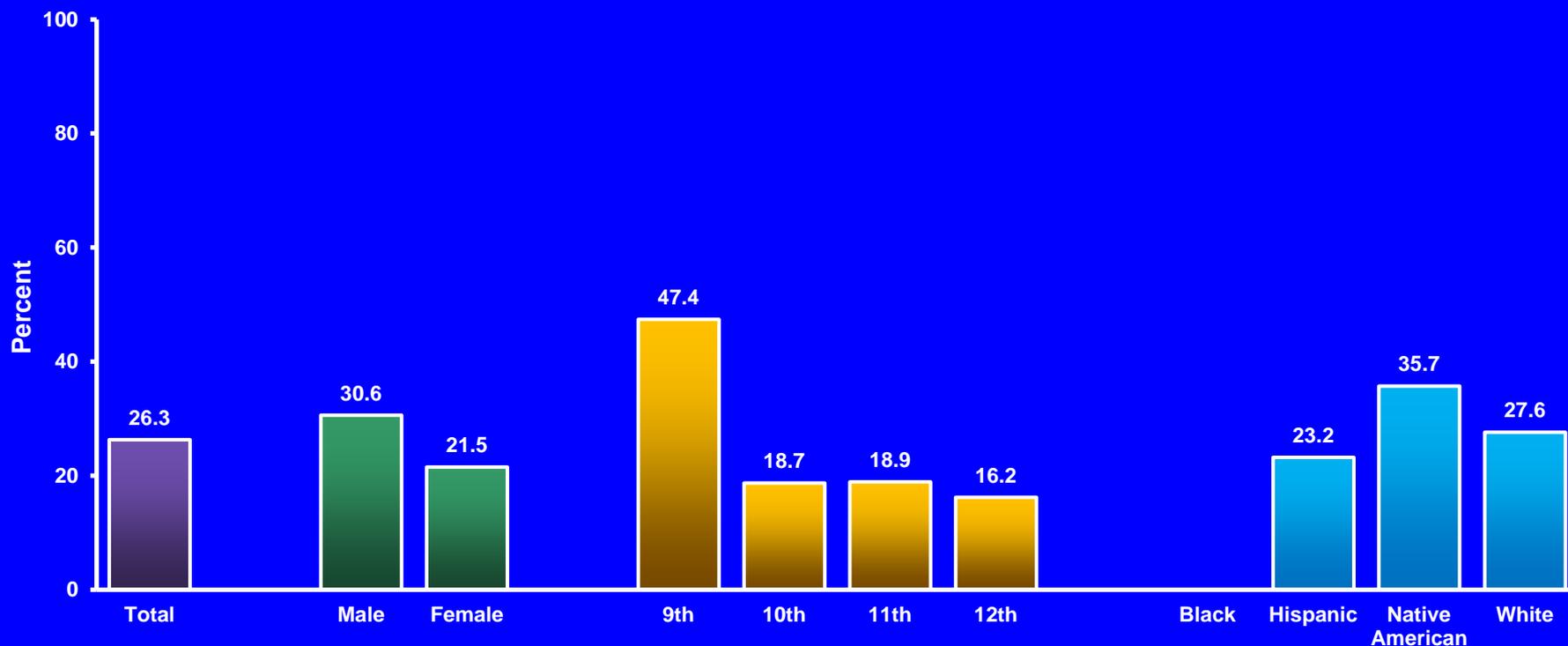


\*In an average week when they were in school

<sup>†</sup>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 Attended Physical Education Classes on All 5 Days,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity, 2015



\*In an average week when they were in school

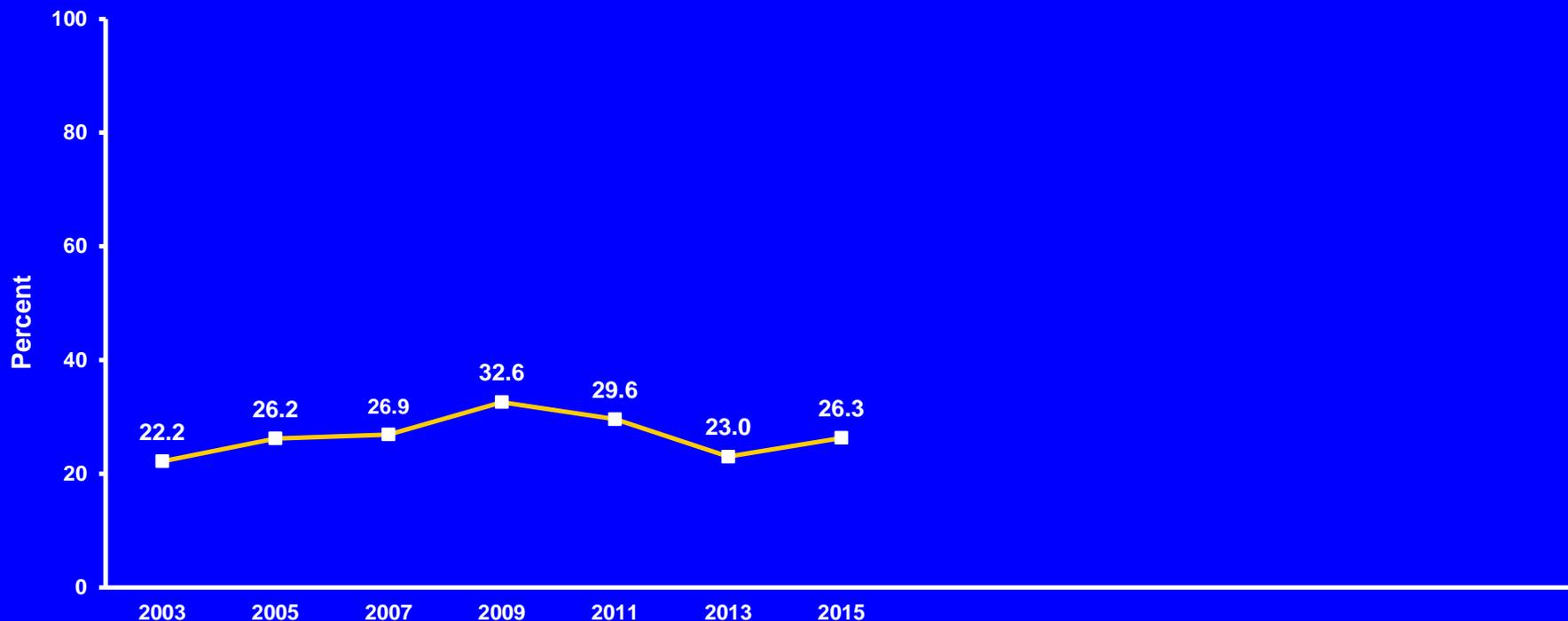
<sup>†</sup>M > F; 9th > 10th, 9th > 11th, 9th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,\* 2003-2015†

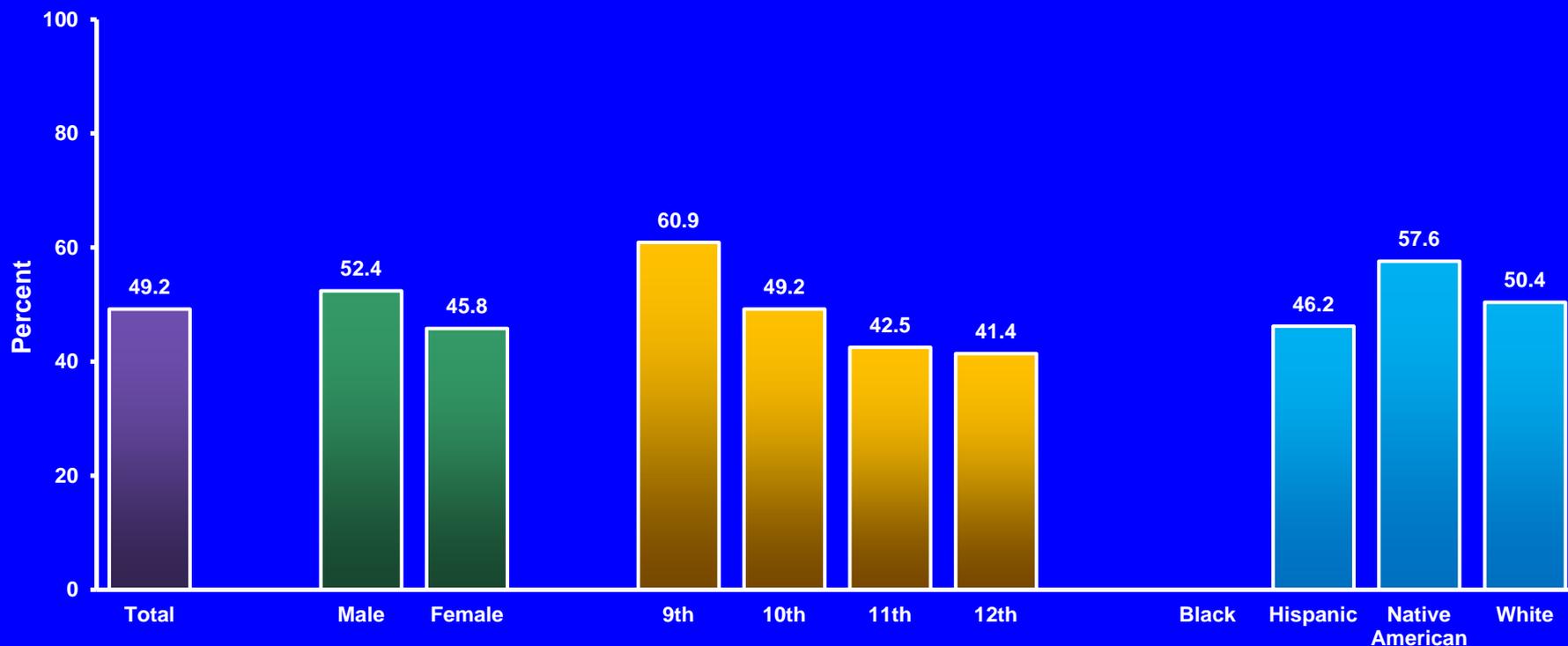


\*In an average week when they were in school

†Increased, 2003-2009, 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 Played on at Least One Sports Team,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2015



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

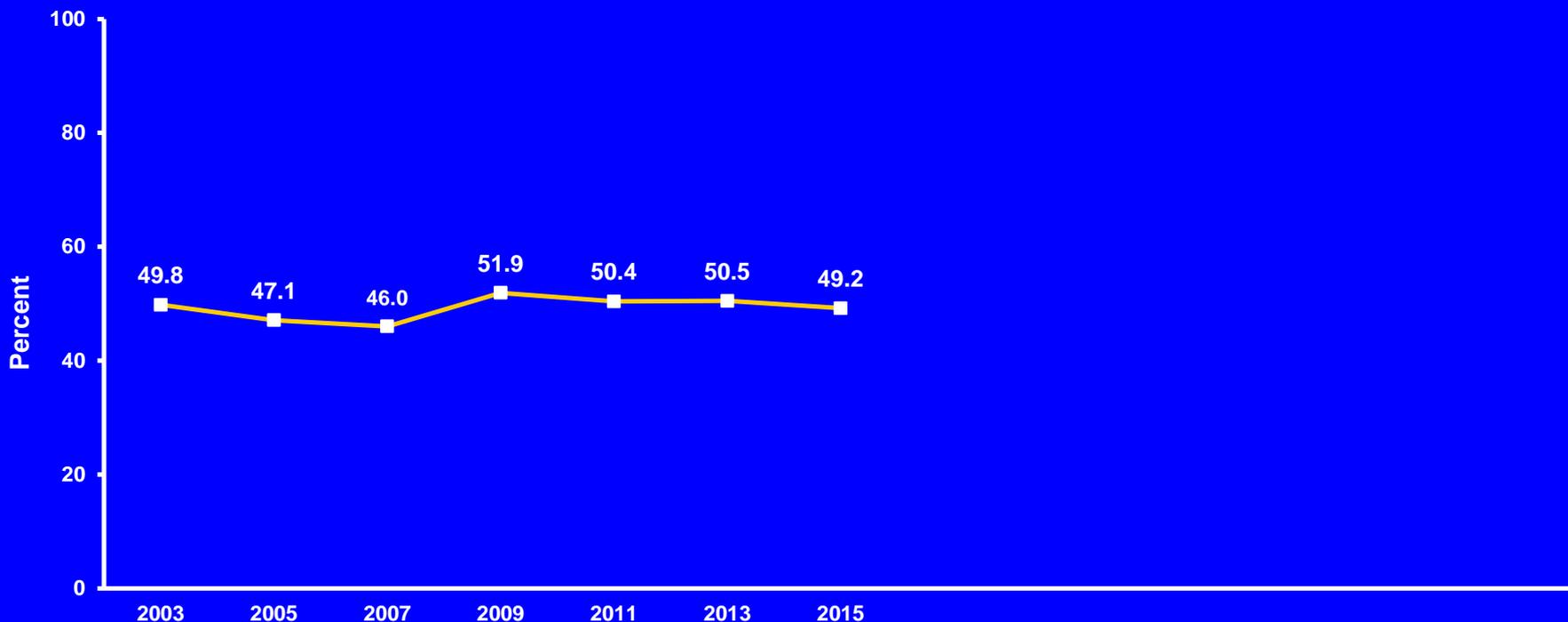
<sup>†</sup>9th > 10th, 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Played on at Least One Sports Team,\* 2003-2015<sup>†</sup>

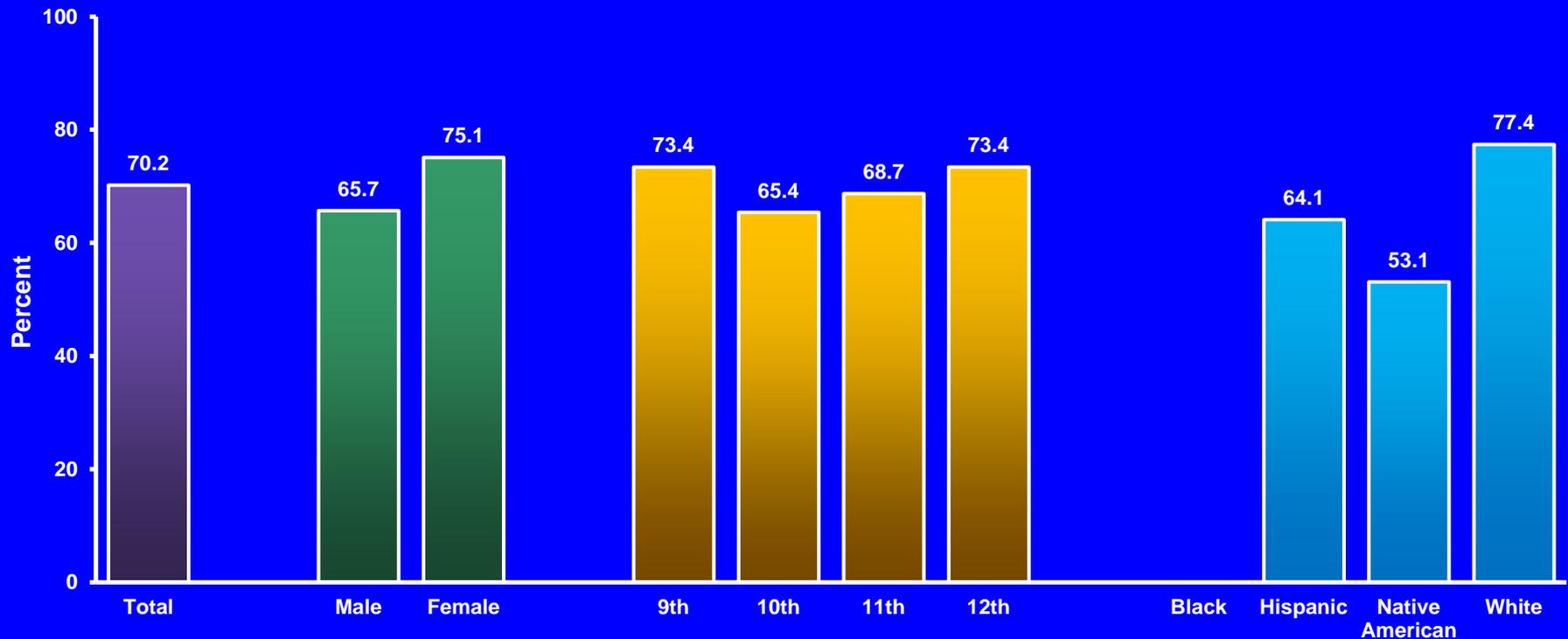


\*Run by their school or community groups during the 12 months before the survey

<sup>†</sup>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 Made Mostly A's or B's in School,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



\*During the 12 months before the survey

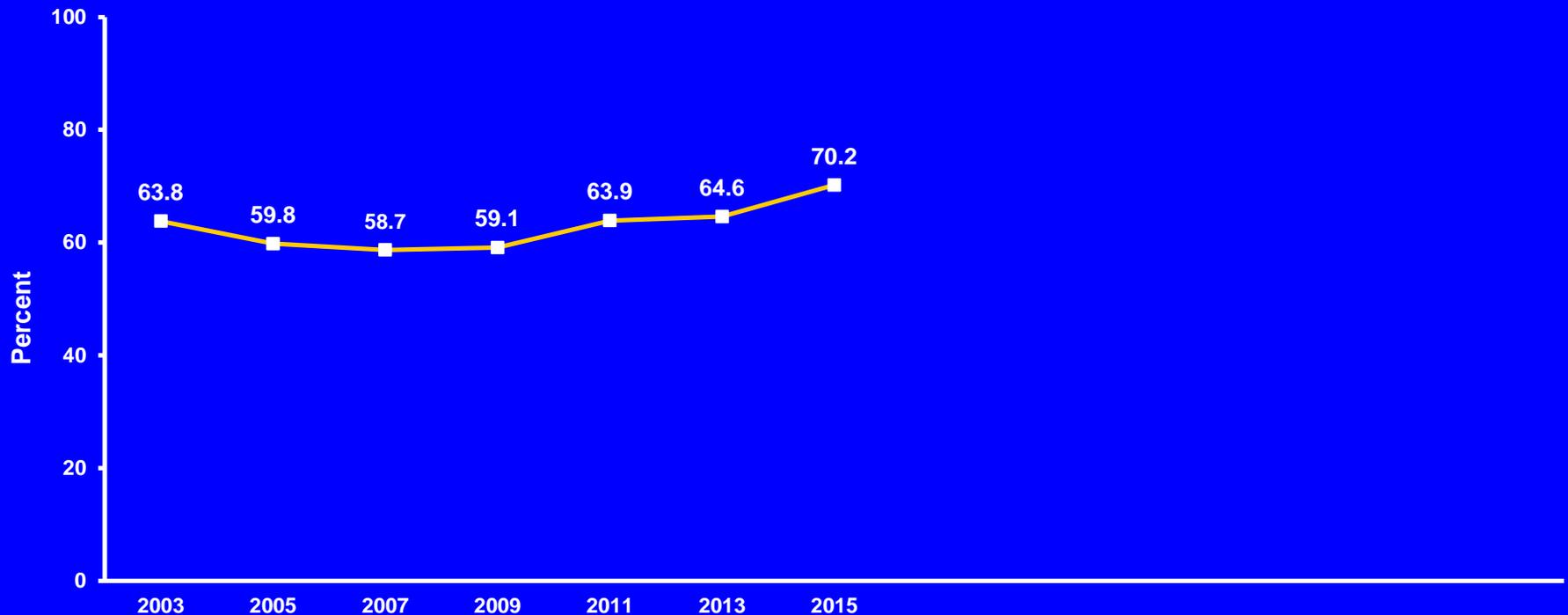
<sup>†</sup>F > M; 9th > 10th, 12th > 10th; H > N, W > H, W > N (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Made Mostly A's or B's in School,\* 2003-2015†

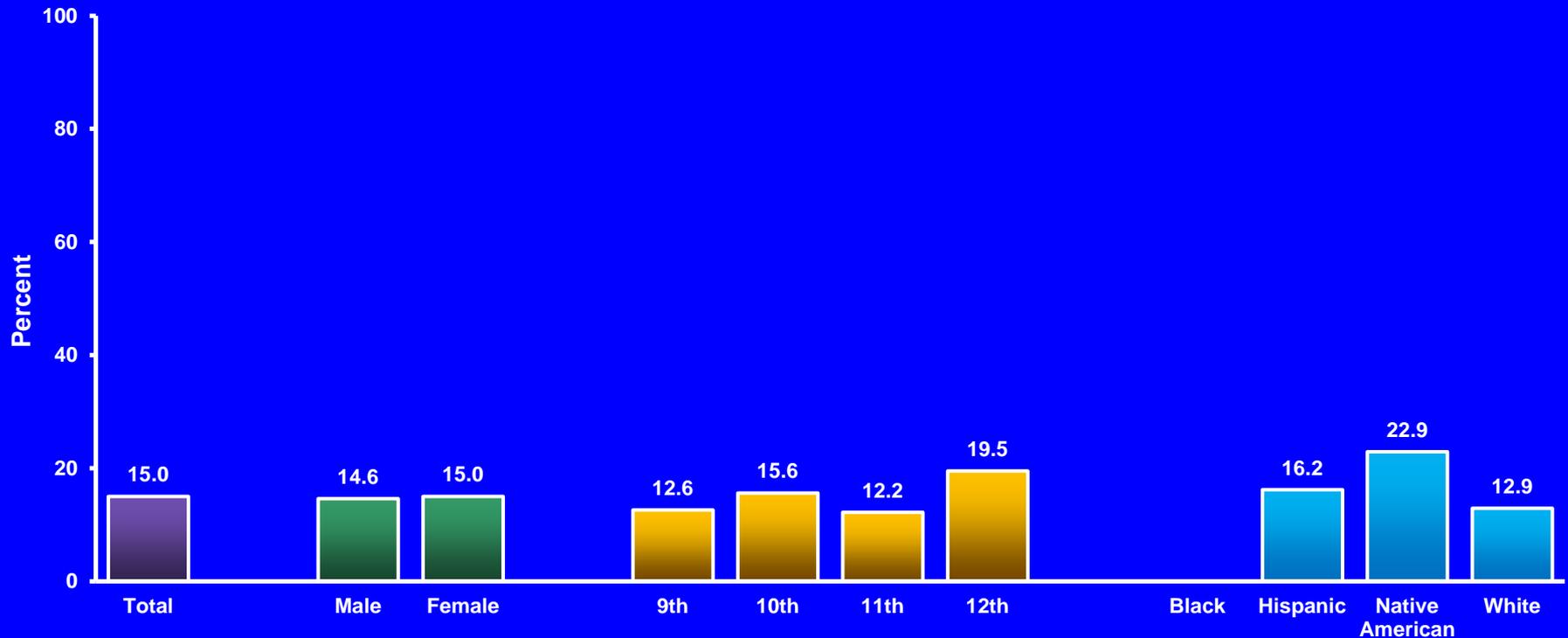


\*During the 12 months before the survey

†Increased 2003-2015, no change 2003-2007, increased 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 Rode in a Car or Other Vehicle Driven by a Friend Who Had Been Drinking Alcohol,\* by Sex, Grade,† and Race/Ethnicity, 2015



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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Rode in a Car or Other Vehicle Driven by a Friend Who Had Been Drinking Alcohol,\* 2009-2015<sup>†</sup>

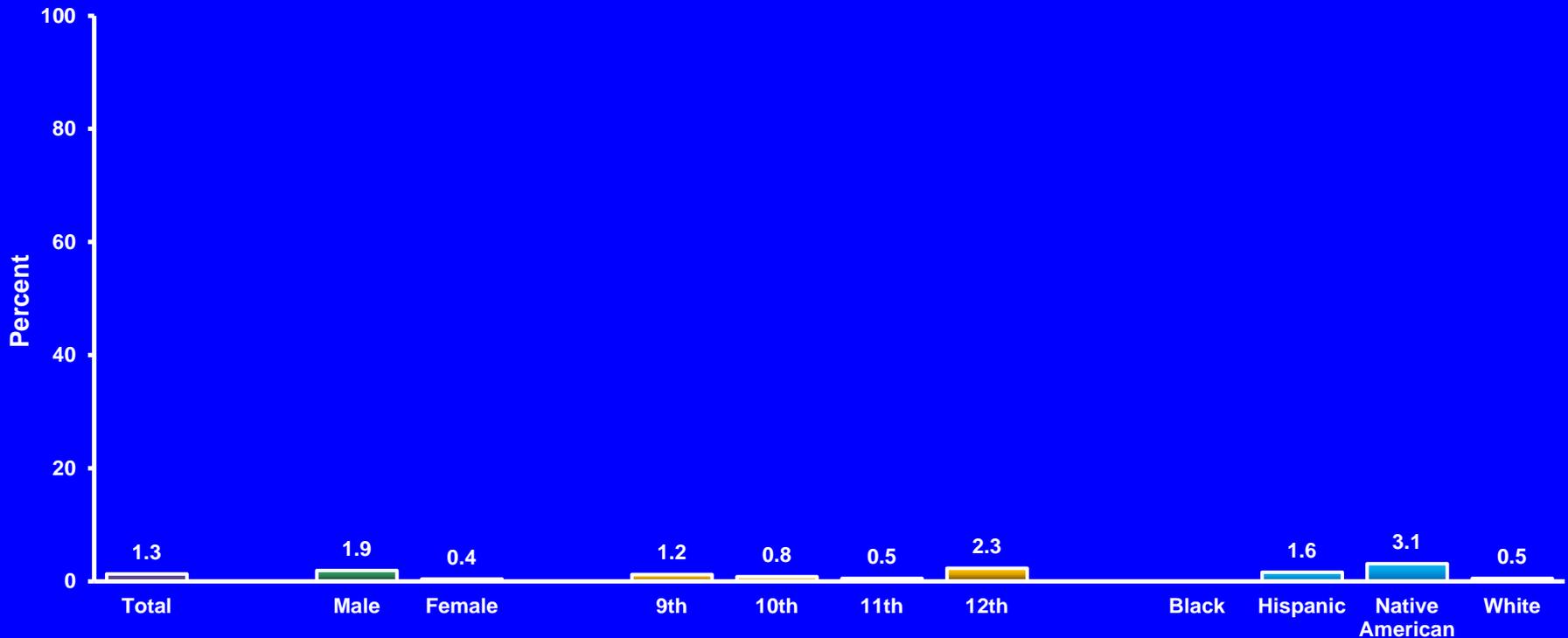


\*One or more times during the 30 days before the survey

<sup>†</sup>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 Carried a Gun on School Property,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2015



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

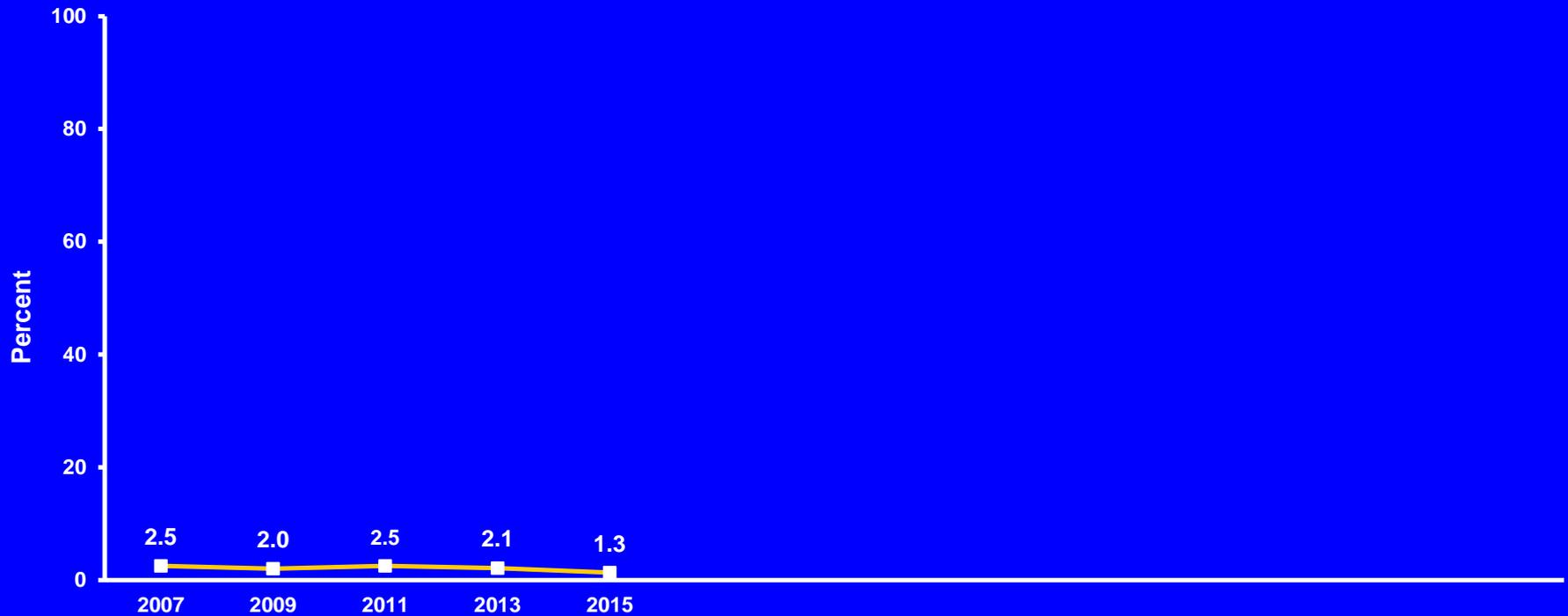
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

# Percentage of High School Students Who Carried a Gun on School Property,\* 2007-2015<sup>†</sup>

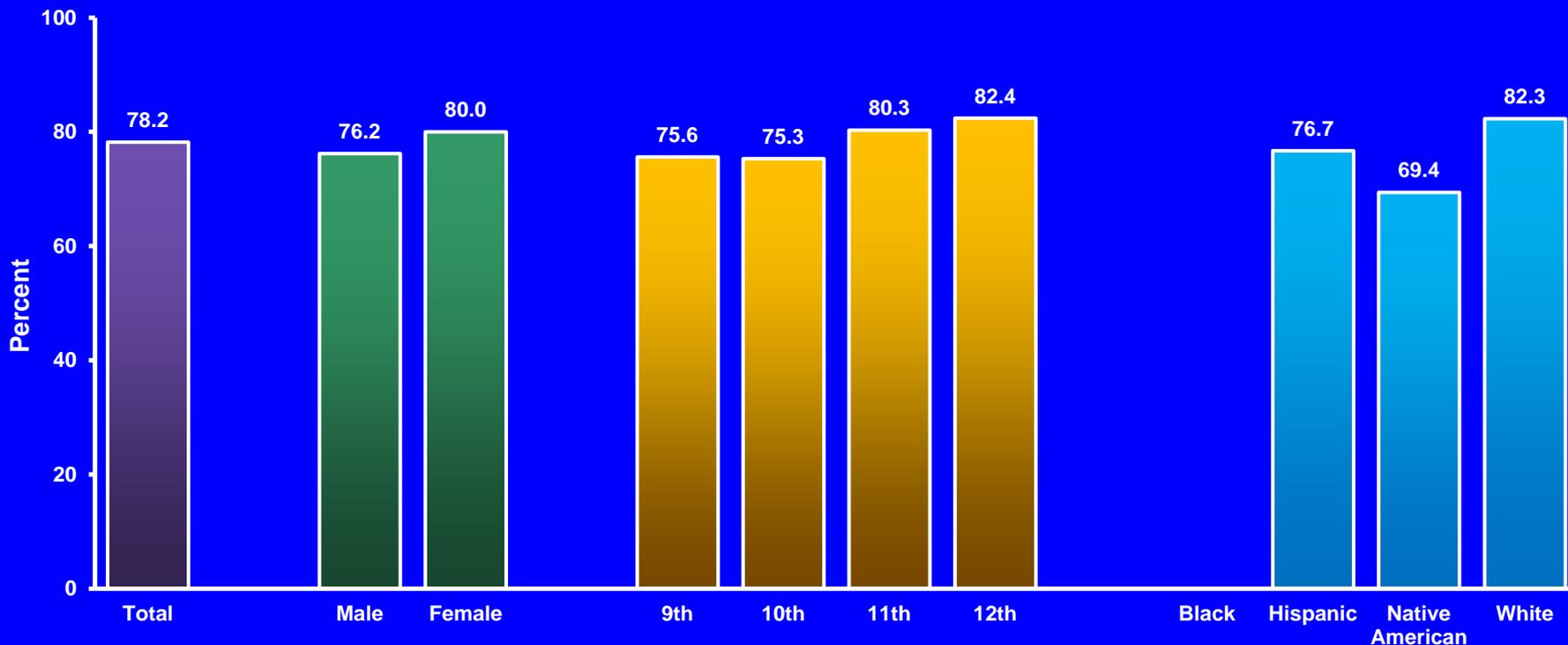


\*On at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

## Percentage of High School Students Who Most of the Time or Always Feel Safe and Secure at School, by Sex, Grade,\* and Race/Ethnicity,\* 2015



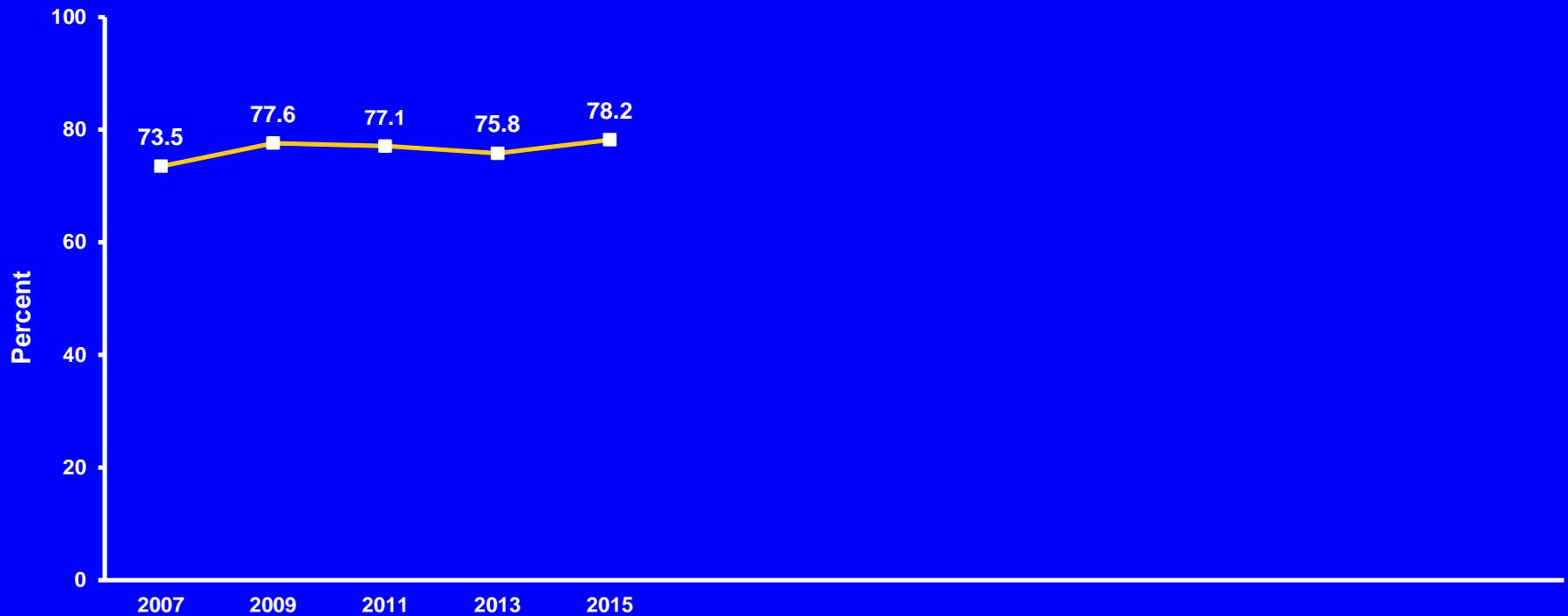
\*12th > 9th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

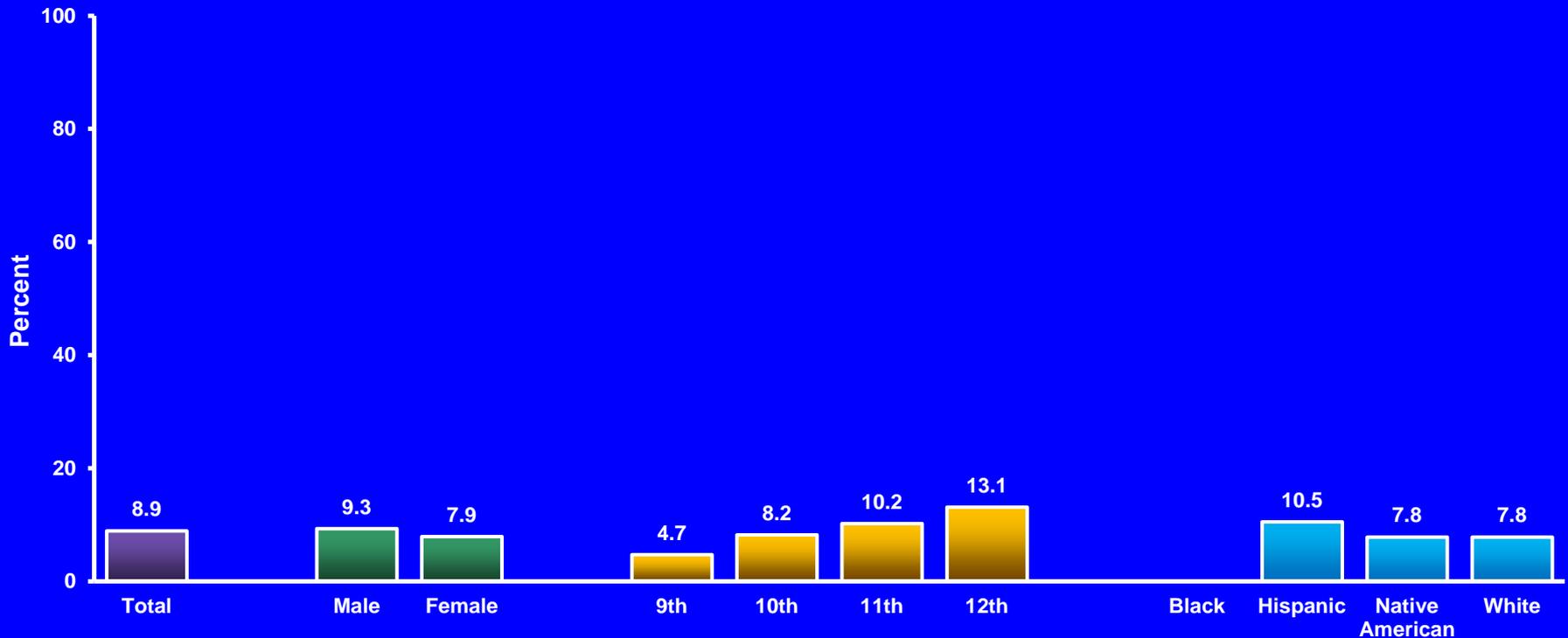
## Percentage of High School Students Who Most of the Time or Always Feel Safe and Secure at School, 2007-2015\*



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

Note: This graph contains weighted results.

# Percentage of High School Students Who Were Ever Hit, Slapped, or Physically Hurt on Purpose by Their Boyfriend or Girlfriend,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2015



\*During the 12 months before the survey

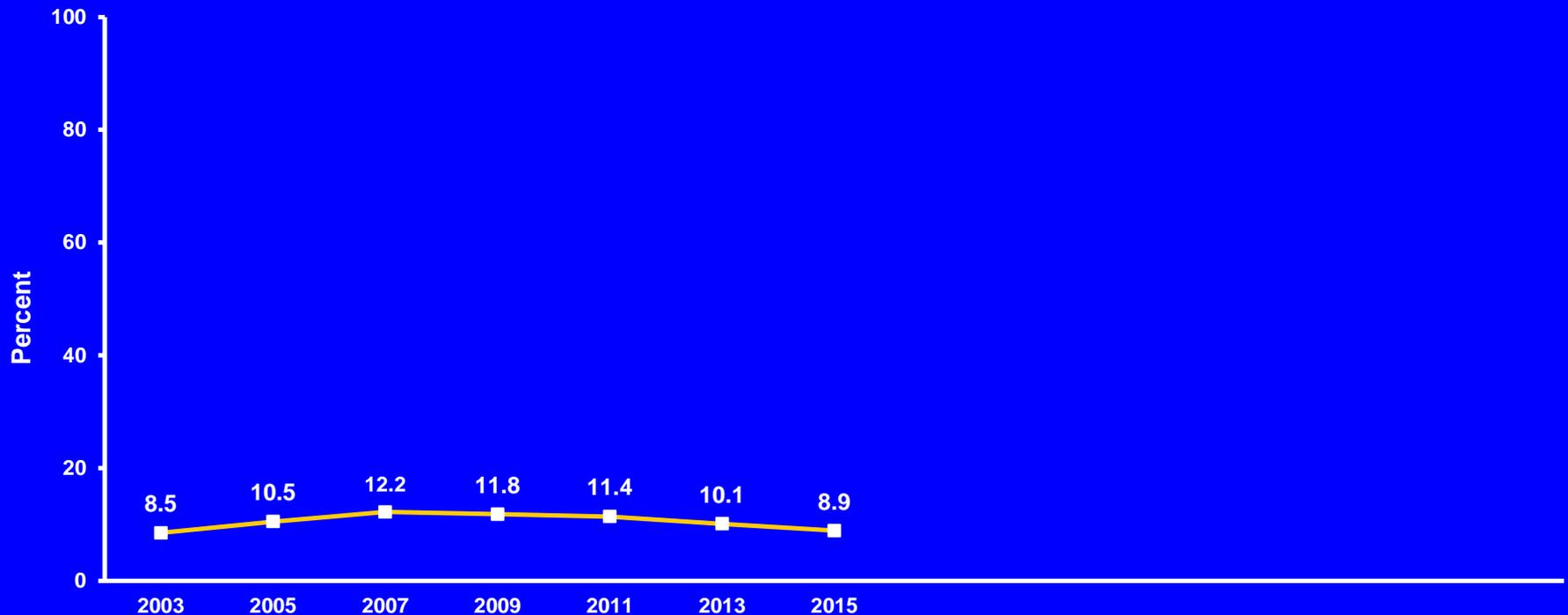
<sup>†</sup>11th > 9th, 12th > 9th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Were Ever Hit, Slapped, or Physically Hurt on Purpose by Their Boyfriend or Girlfriend,\* 2003-2015†

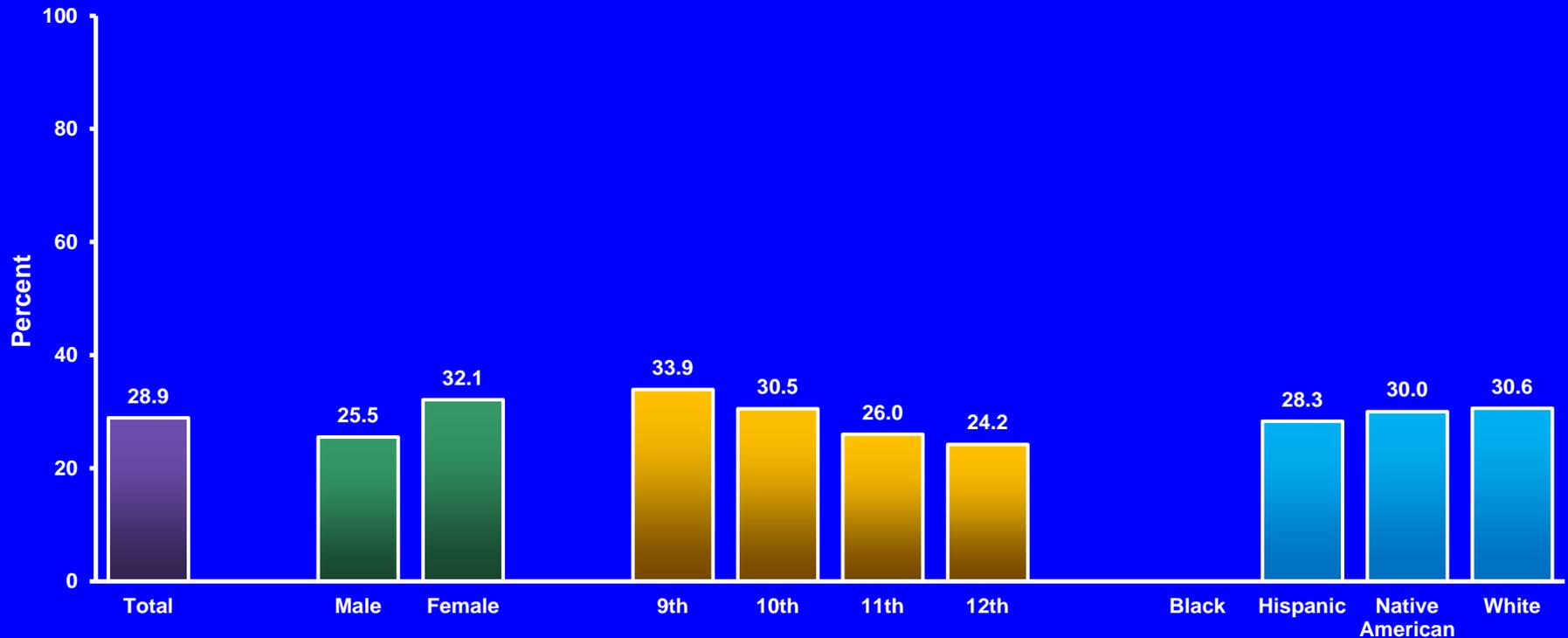


\*During the 12 months before the survey

†Increased, 2003-2007, 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 Have Been Harassed or Bullied on School Property,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity, 2015



\*Once or twice, monthly, weekly, or daily, during the 12 months before the survey

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Have Been Harassed or Bullied on School Property,\* 2009-2015<sup>†</sup>

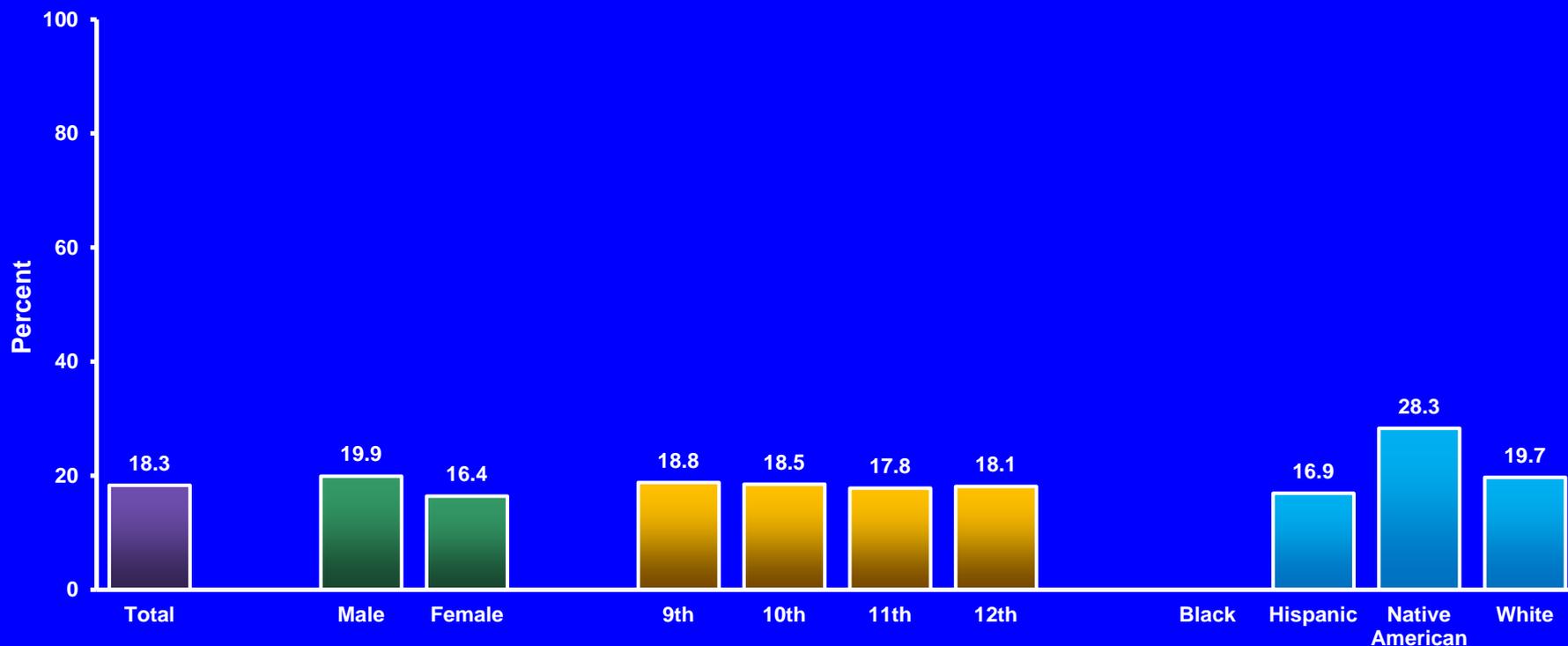


\*Once or twice, monthly, weekly, or daily, during the 12 months before the survey

<sup>†</sup>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 Have Harassed or Bullied Someone Else on School Property,\* by Sex, Grade, and Race/Ethnicity, 2015



\*Once or twice, monthly, weekly, or daily, 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 Have Harassed or Bullied Someone Else on School Property,\* 2009-2015†

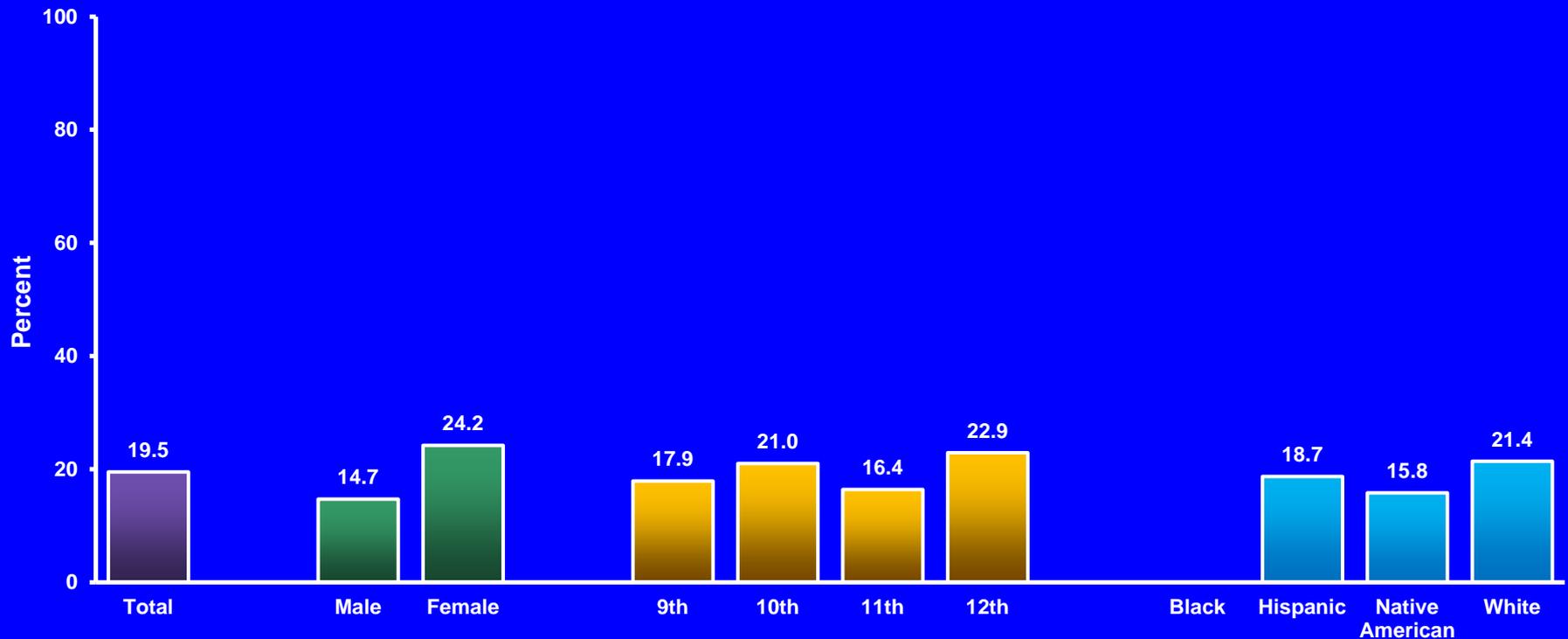


\*Once or twice, monthly, weekly, or daily, during the 12 months before the survey

†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 Electronically Bullied,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity, 2015



\*Such as through e-mail, chat rooms, instant messaging, web sites, or text messaging, once or twice, monthly, weekly, or daily, during the 12 months before the survey

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Have Been Electronically Bullied,\* 2009-2015<sup>†</sup>

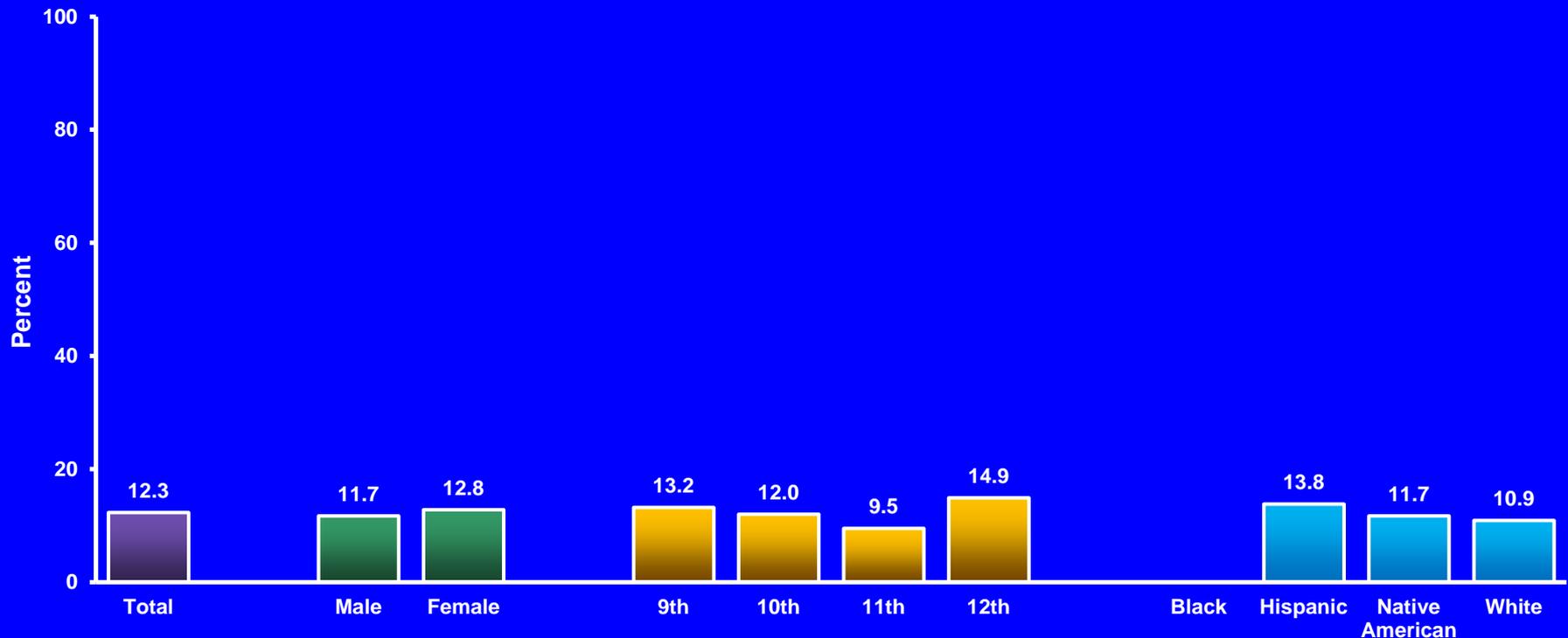


\*Such as through e-mail, chat rooms, instant messaging, web sites, or text messaging, once or twice, monthly, weekly, or daily, during the 12 months before the survey

<sup>†</sup>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 Have Electronically Bullied Someone Else,\* by Sex, Grade,† and Race/Ethnicity, 2015



\*Such as through e-mail, chat rooms, instant messaging, web sites, or text messaging, once or twice, monthly, weekly, or daily, during the 12 months before the survey

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Have Electronically Bullied Someone Else,\* 2009-2015<sup>†</sup>

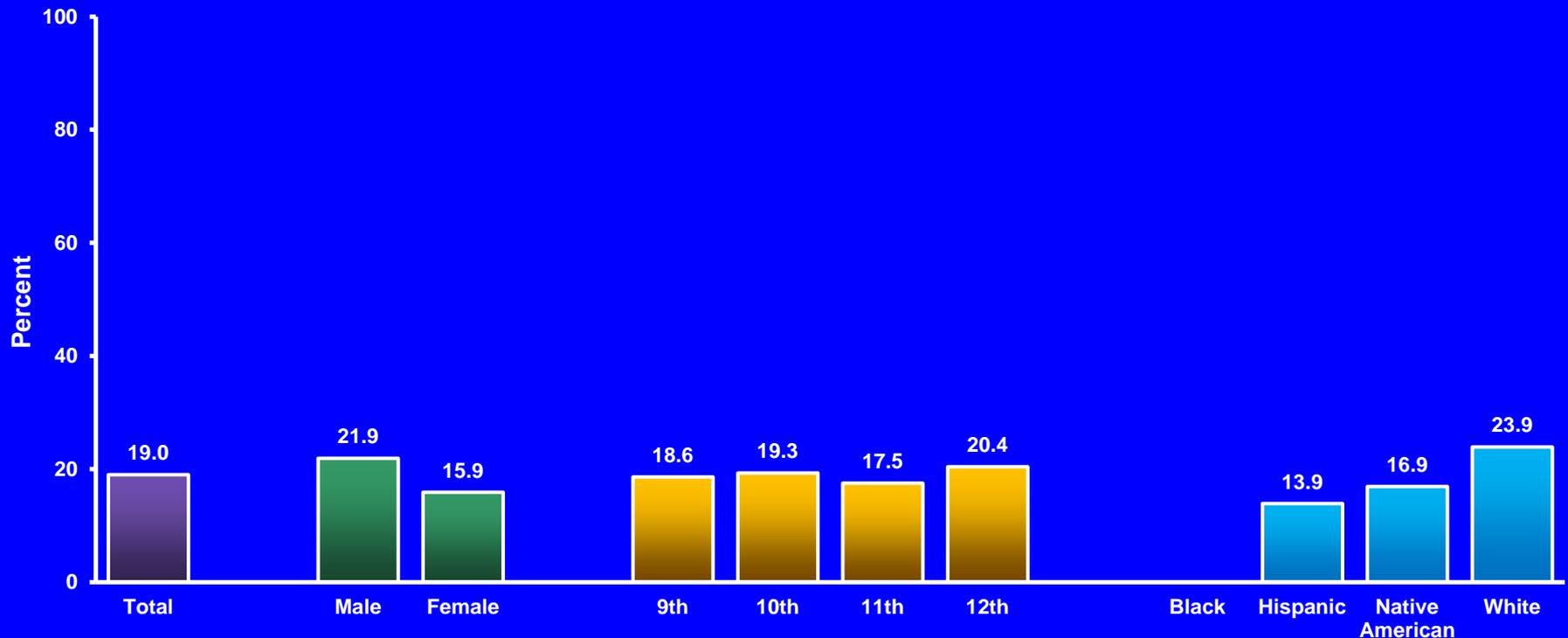


\*Such as through e-mail, chat rooms, instant messaging, web sites, or text messaging, once or twice, monthly, weekly, or daily, during the 12 months before the survey

<sup>†</sup>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 Reported That Their Property Had Been Stolen or Deliberately Damaged on School Property One or More Times,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity,<sup>†</sup> 2015



\*Such as their car, clothing, or books, during the 12 months before the survey

<sup>†</sup>M > F; 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 Reported That Their Property Had Been Stolen or Deliberately Damaged on School Property One or More Times,\* 2009-2015†

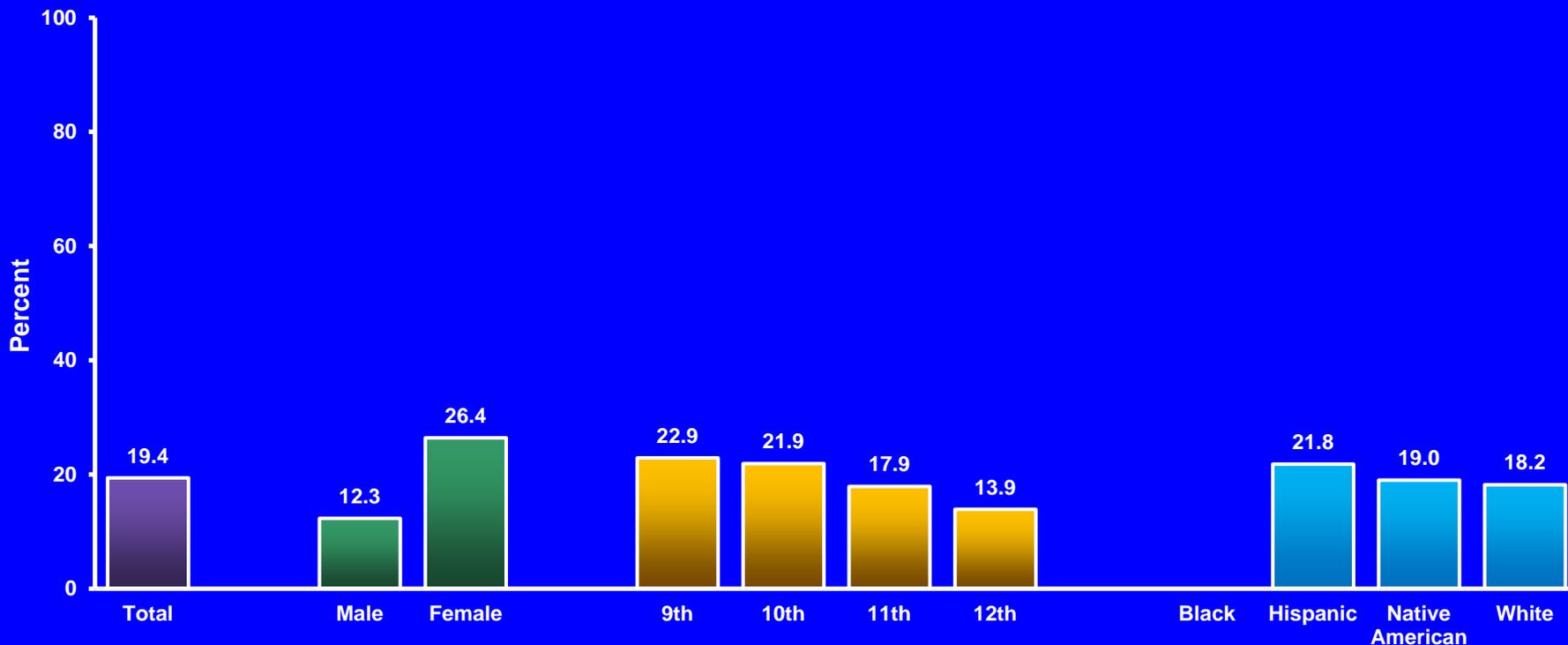


\*Such as their car, clothing, or books, during the 12 months before the survey

†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 Did Something to Purposely Hurt Themselves Without Wanting to Die,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity, 2015



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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

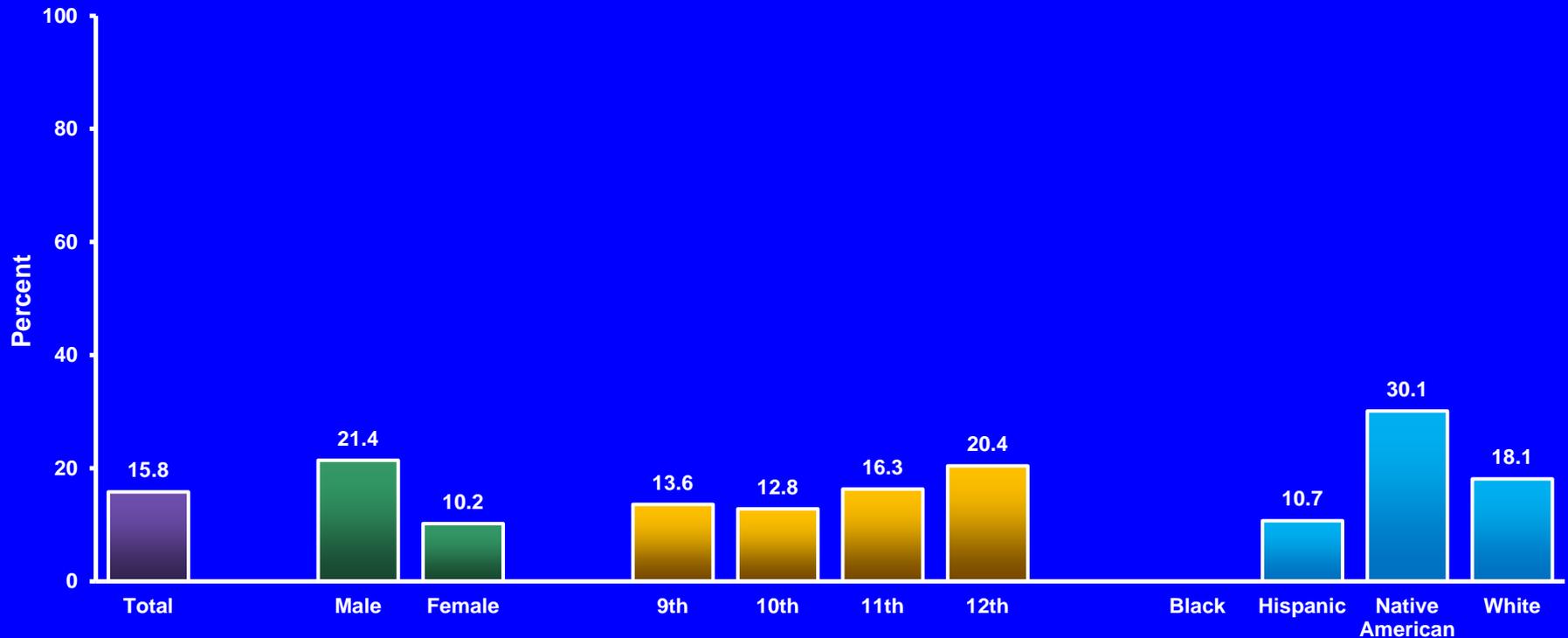
## Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* 2009-2015<sup>†</sup>



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

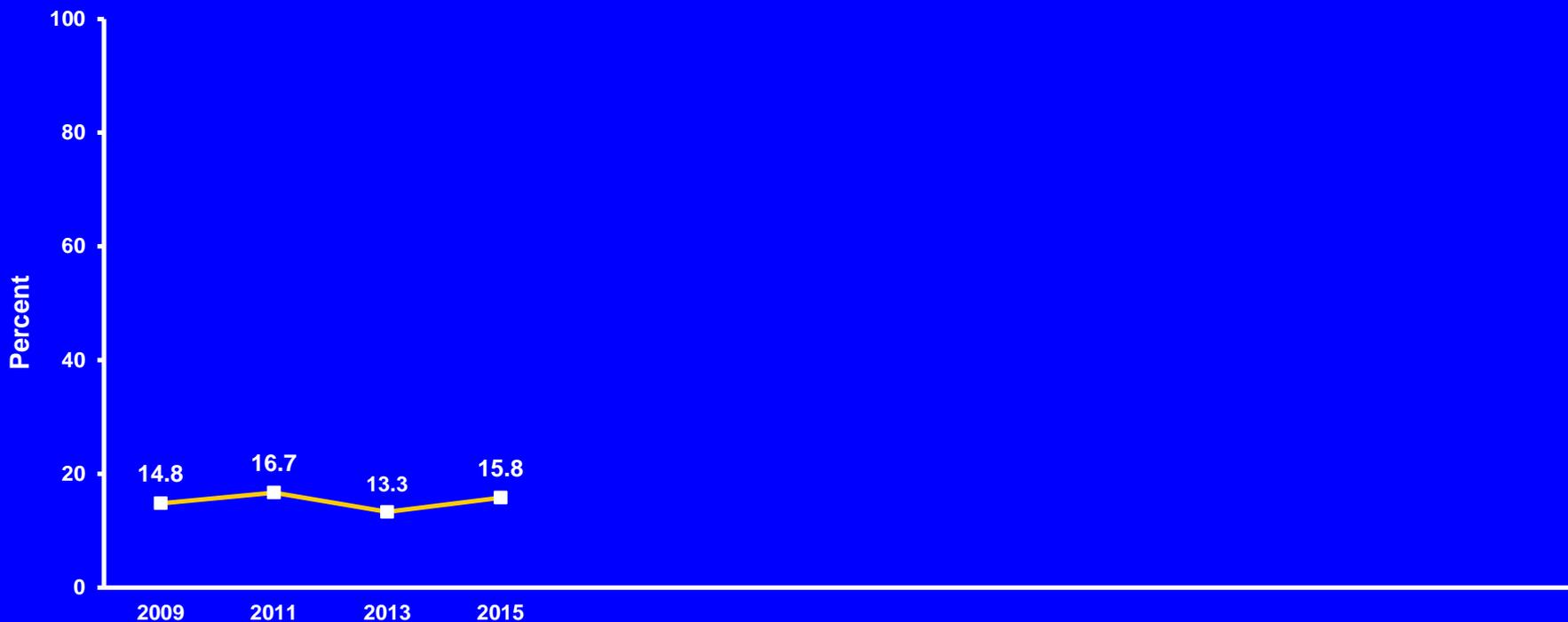
<sup>†</sup>No change 2009-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Have Ever Used Chewing Tobacco, Snuff, or Dip,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity,<sup>†</sup> 2015



\*Such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen  
<sup>†</sup>M > F; 12th > 9th, 12th > 10th; N > H, N > W, W > H (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in this subgroup.  
 Note: This graph contains weighted results.

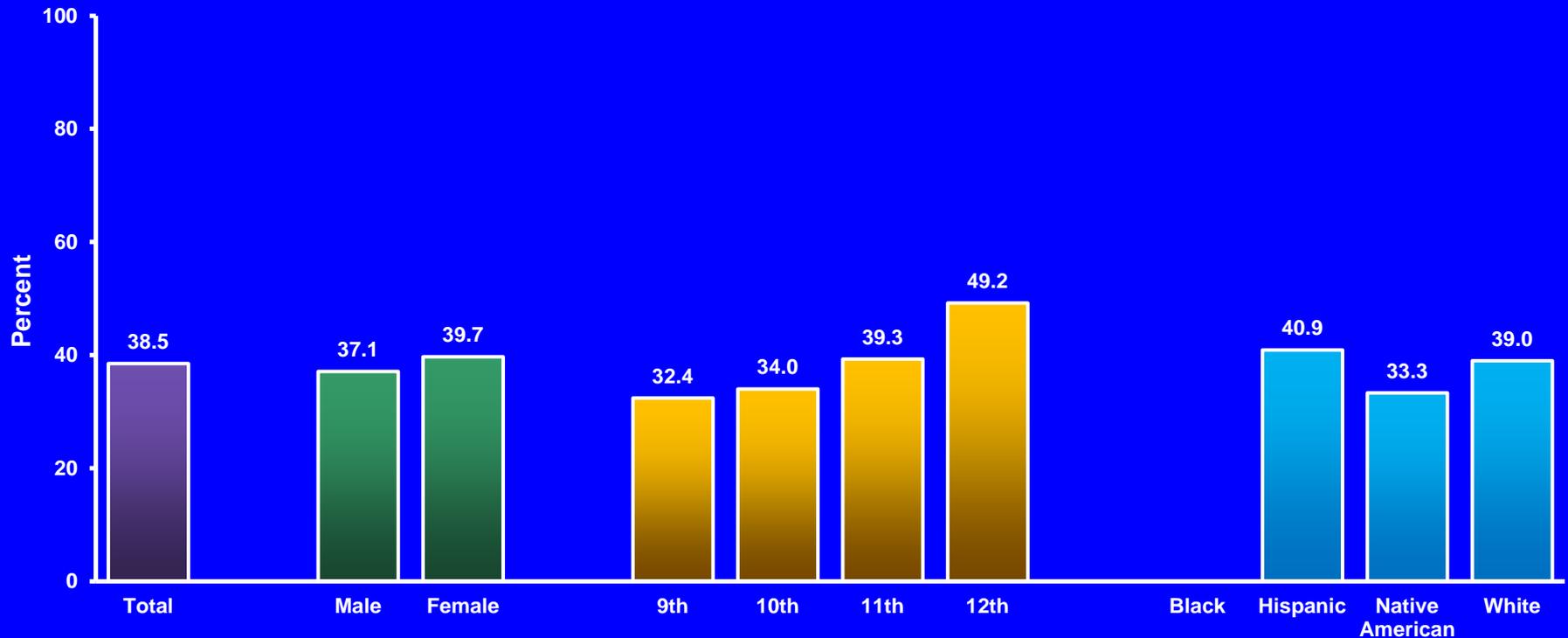
## Percentage of High School Students Who Have Ever Used Chewing Tobacco, Snuff, or Dip,\* 2009-2015<sup>†</sup>



\*Such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen

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

## Percentage of High School Students Who Have Ever Used a Waterpipe to Smoke Tobacco, Even One or Two Puffs,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2015



\*Also called a hookah, shisha, or narghile

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

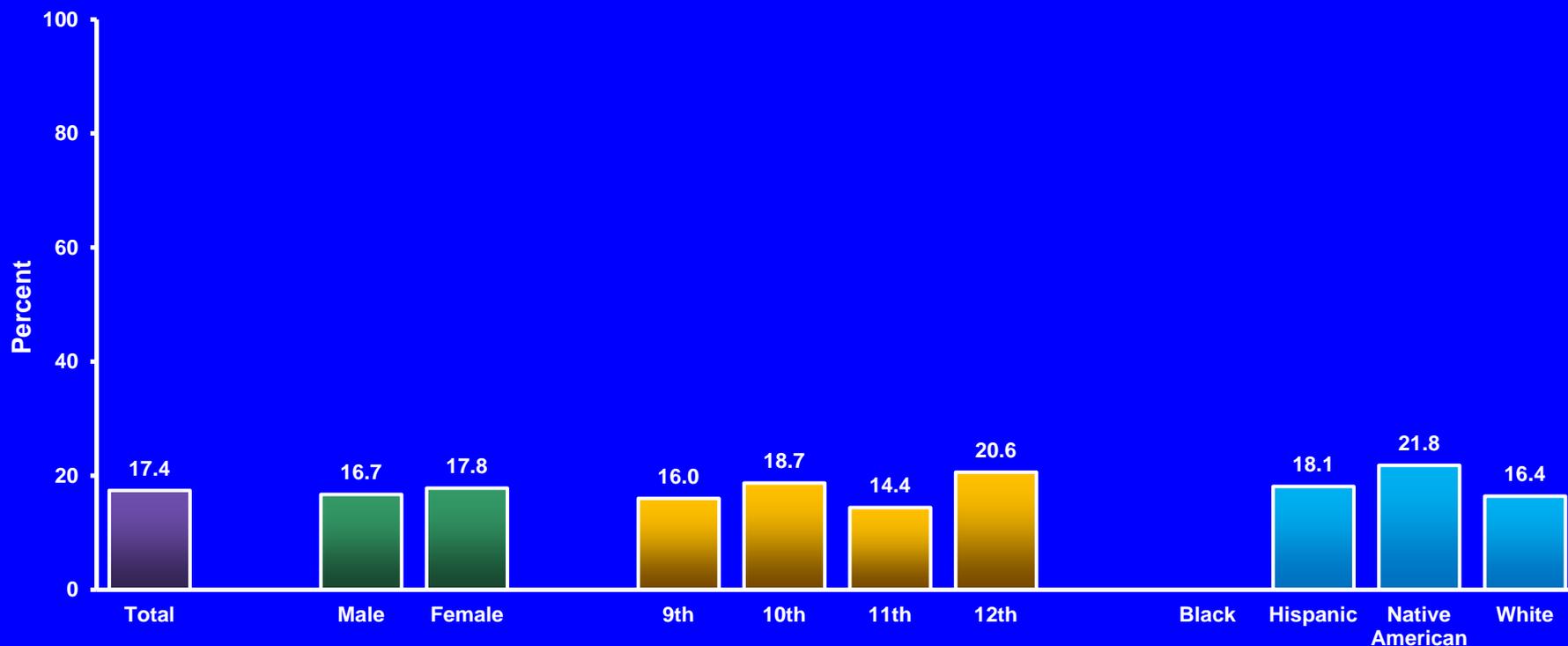
## Percentage of High School Students Who Have Ever Used a Waterpipe to Smoke Tobacco, Even One or Two Puffs,\* 2009-2015<sup>†</sup>



\*Also called a hookah, shisha, or narghile

<sup>†</sup>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 Currently Used a Waterpipe to Smoke Tobacco,\* by Sex, Grade, and Race/Ethnicity, 2015



\*Also called a hookah, shisha, or narghile on at least 1 day during the 30 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in this subgroup.  
 Note: This graph contains weighted results.

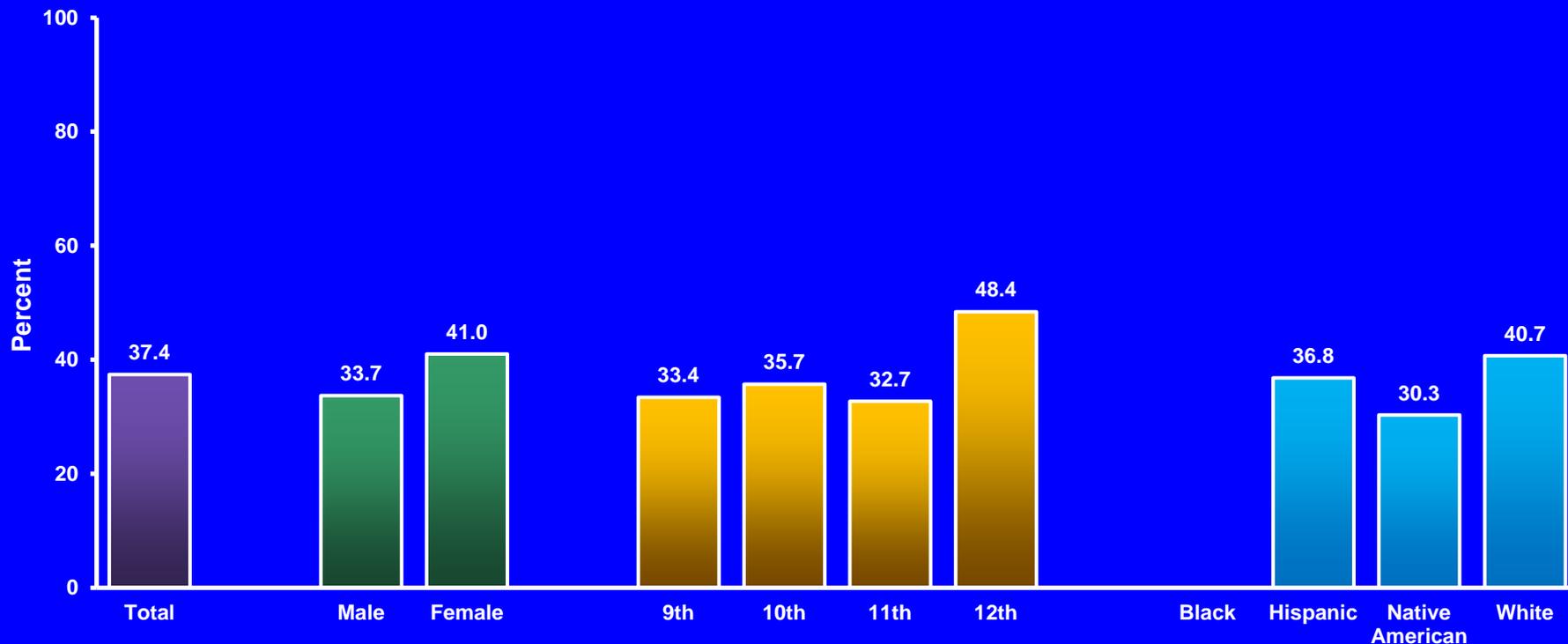
## Percentage of High School Students Who Currently Used a Waterpipe to Smoke Tobacco,\* 2009-2015†



\*Also called a hookah, shisha, or narghile on at least 1 day during the 30 days 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 Were in the Same Room with Someone Who Was Smoking Cigarettes,\* by Sex,† Grade,† and Race/Ethnicity, 2015



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

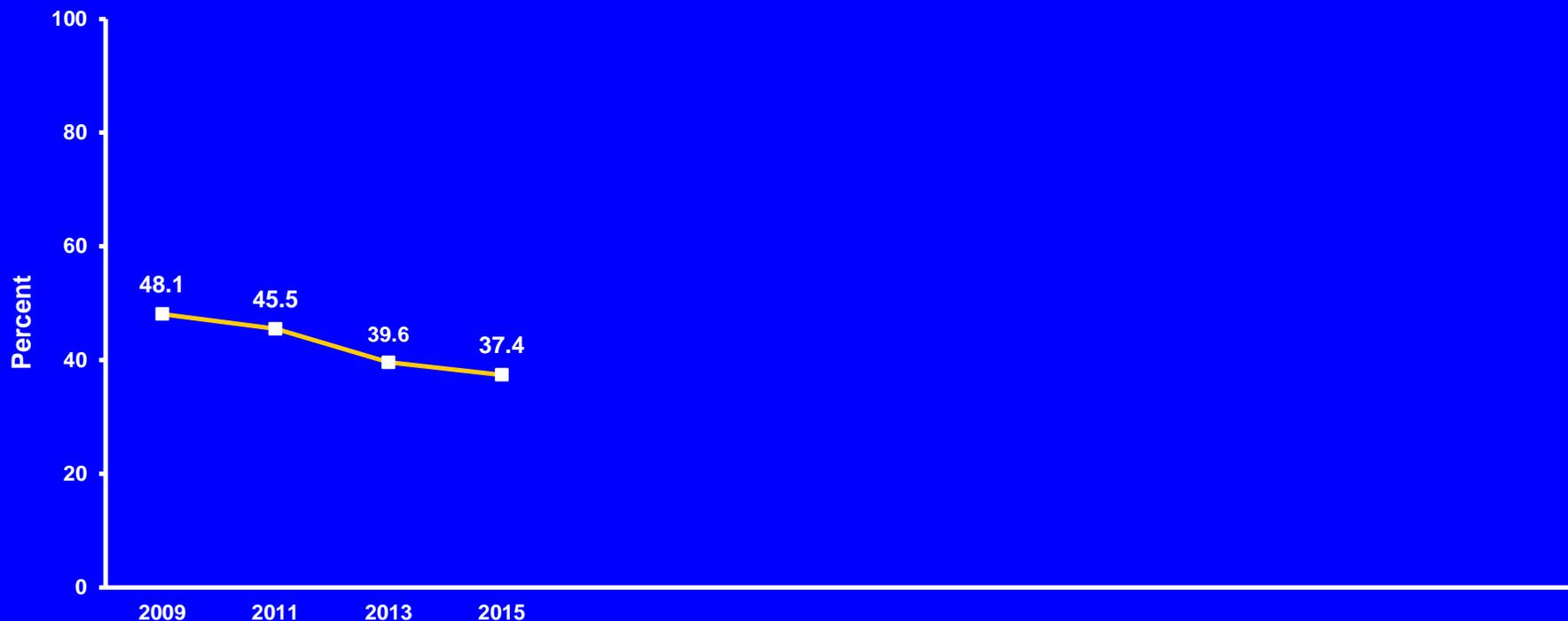
†F > M; 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

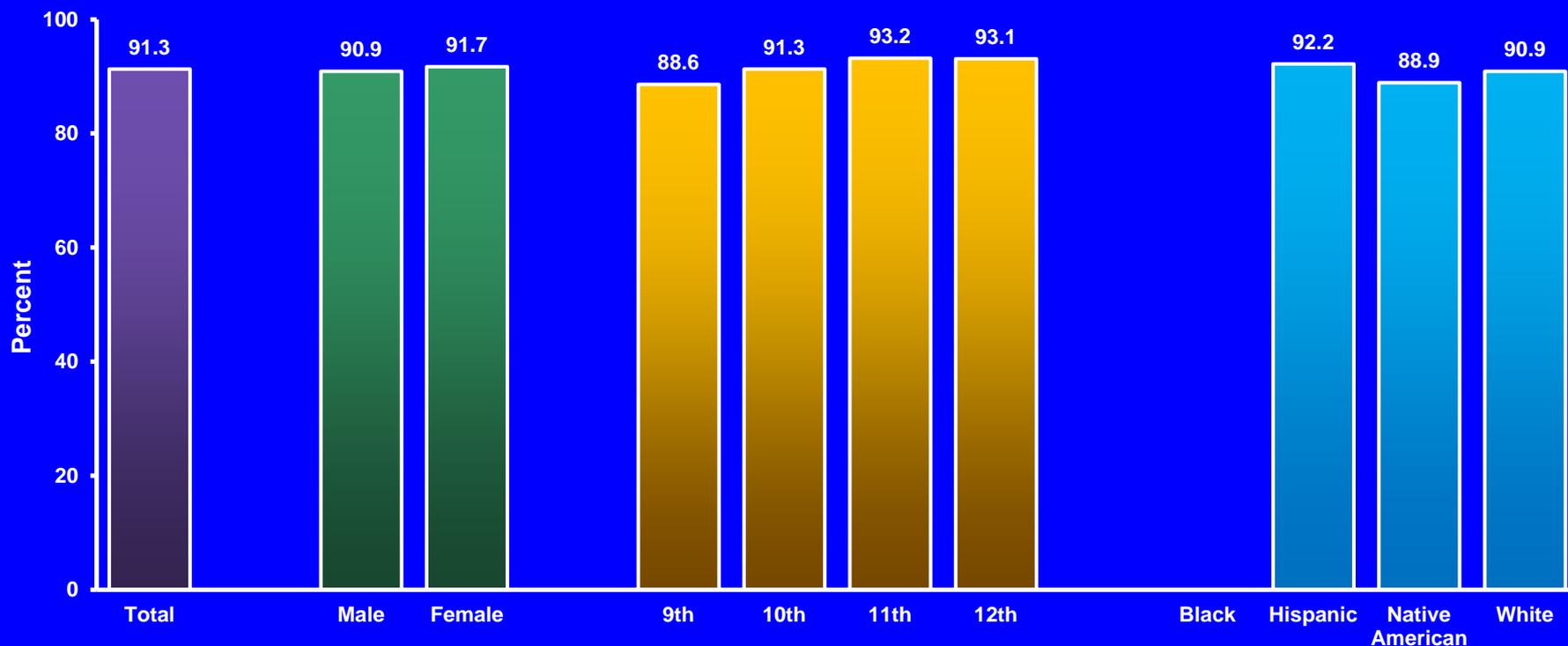
## Percentage of High School Students Who Were in the Same Room with Someone Who Was Smoking Cigarettes,\* 2009-2015†



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

†Decreased 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 Described the Rule About Smoking Cigarettes Inside the Home Where They Live As Never Allowed Inside Their Home, by Sex, Grade, and Race/Ethnicity, 2015



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.

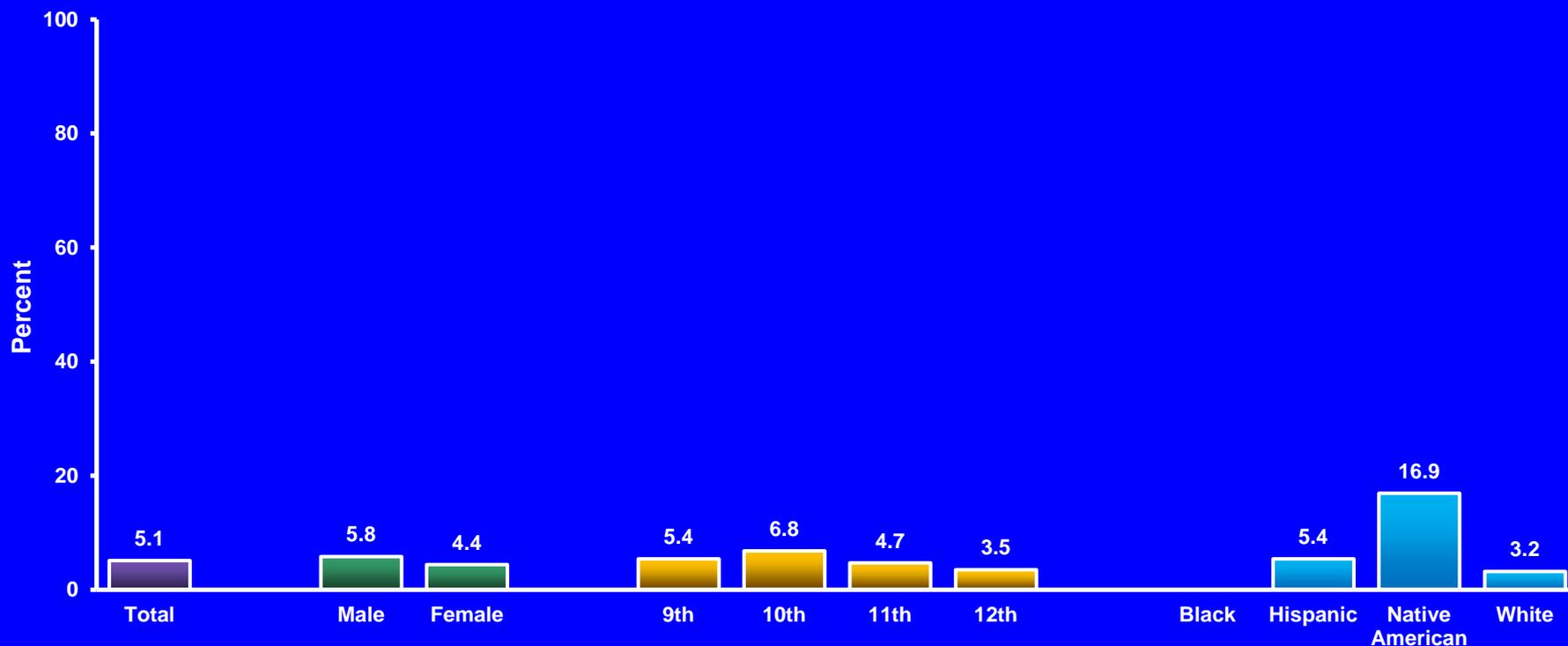
Note: This graph contains weighted results.

## Percentage of High School Students Who Described the Rule About Smoking Cigarettes Inside the Home Where They Live As Never Allowed Inside Their Home, 2009-2015\*



\*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 Had at Least One Drink of Alcohol on School Property,\* by Sex, Grade,† and Race/Ethnicity,‡ 2015



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

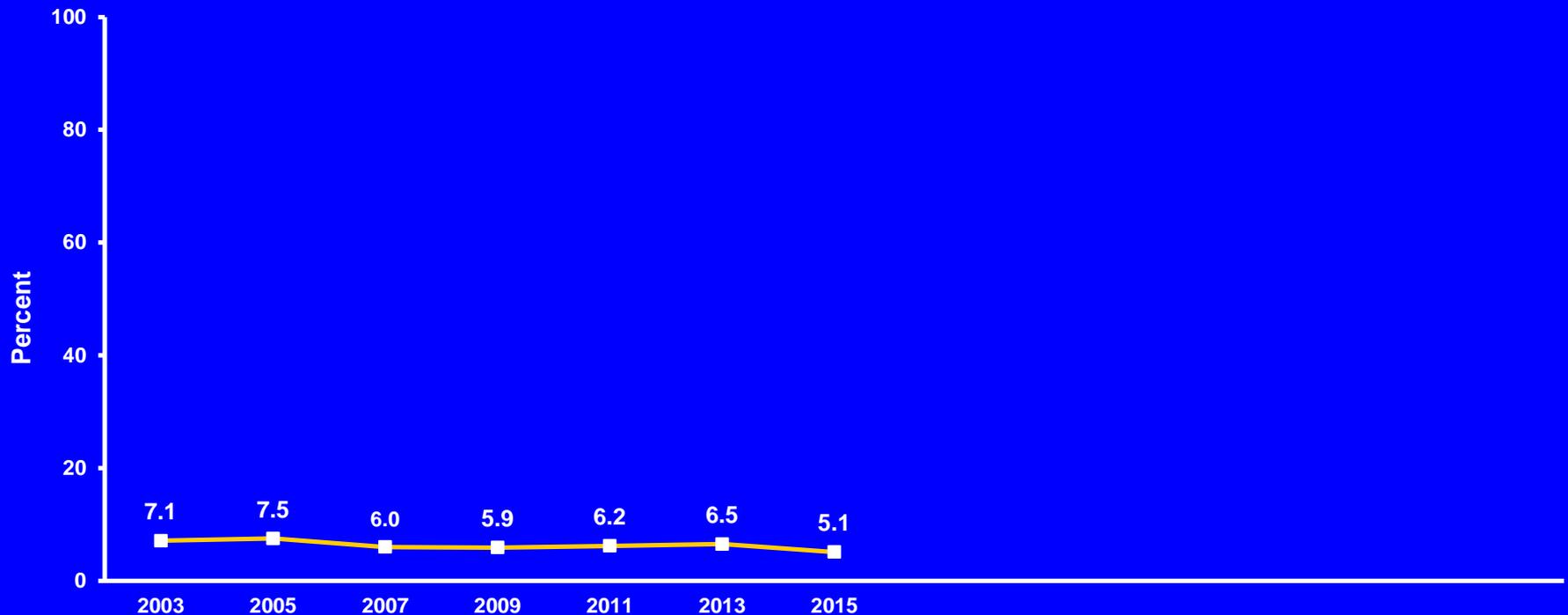
†10th > 12th; N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

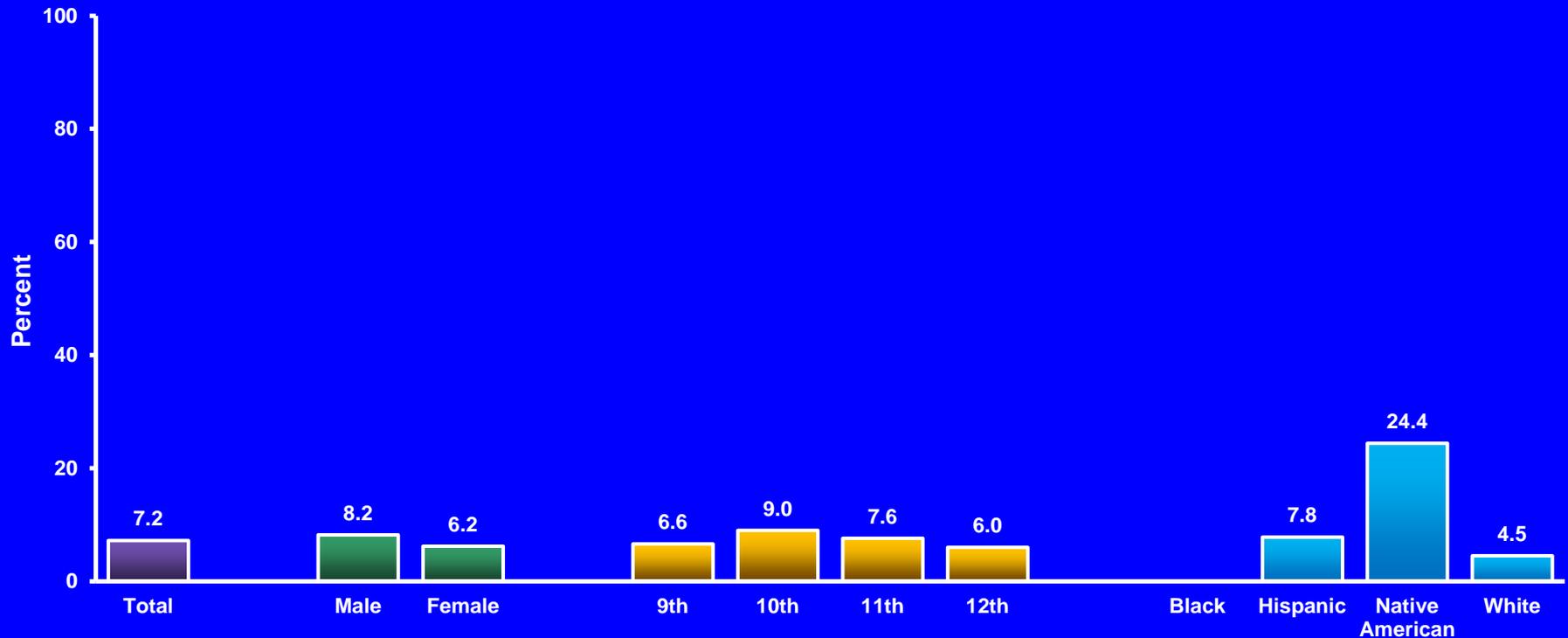
## Percentage of High School Students Who Had at Least One Drink of Alcohol on School Property,\* 2003-2015<sup>†</sup>



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

<sup>†</sup>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).]

## Percentage of High School Students Who Used Marijuana on School Property,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

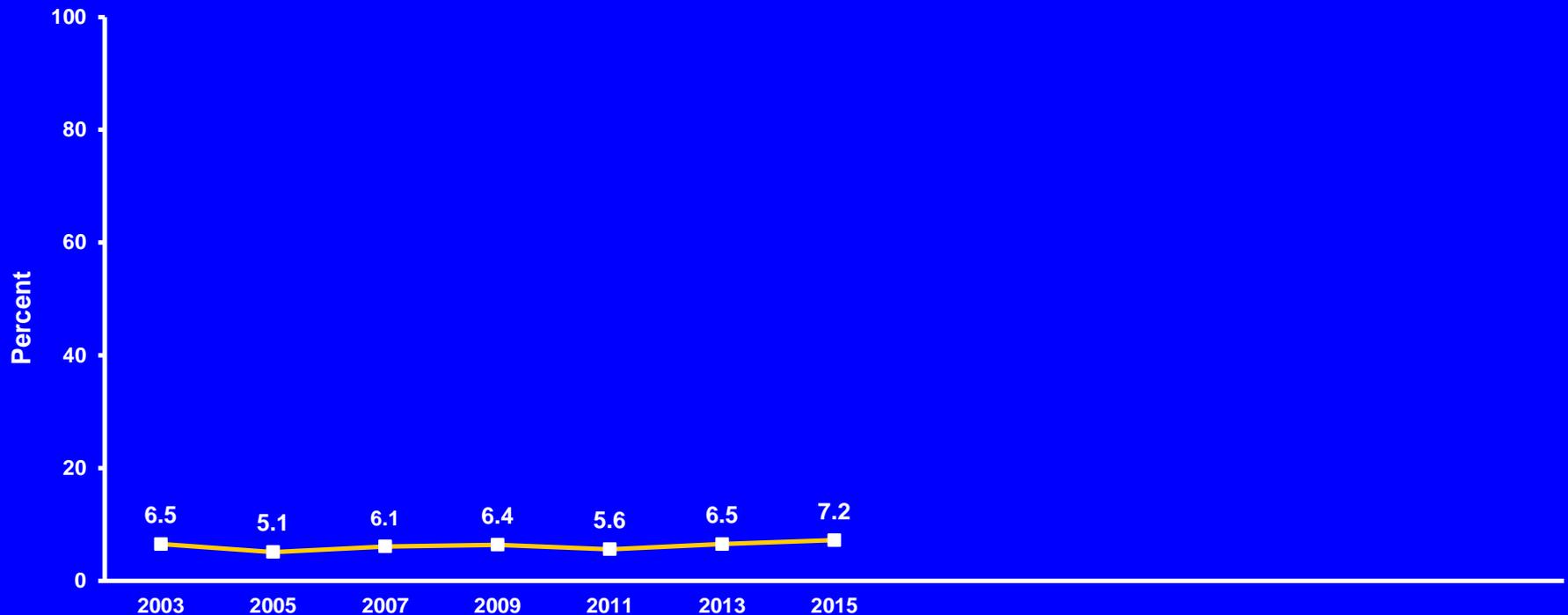
†N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

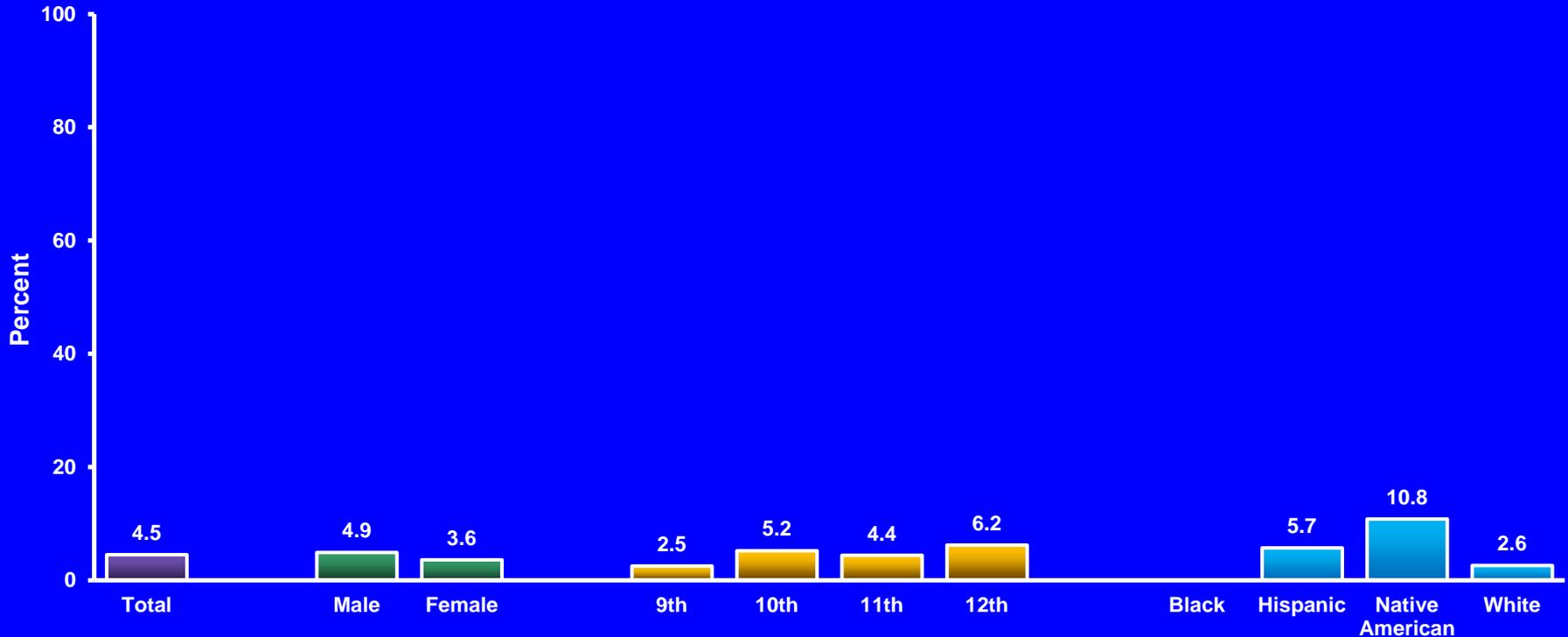
# Percentage of High School Students Who Used Marijuana on School Property,\* 2003-2015<sup>†</sup>



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

<sup>†</sup>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).]

# Percentage of High School Students Who Currently Used Any Form of Cocaine, Including Powder, Crack, or Freebase,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

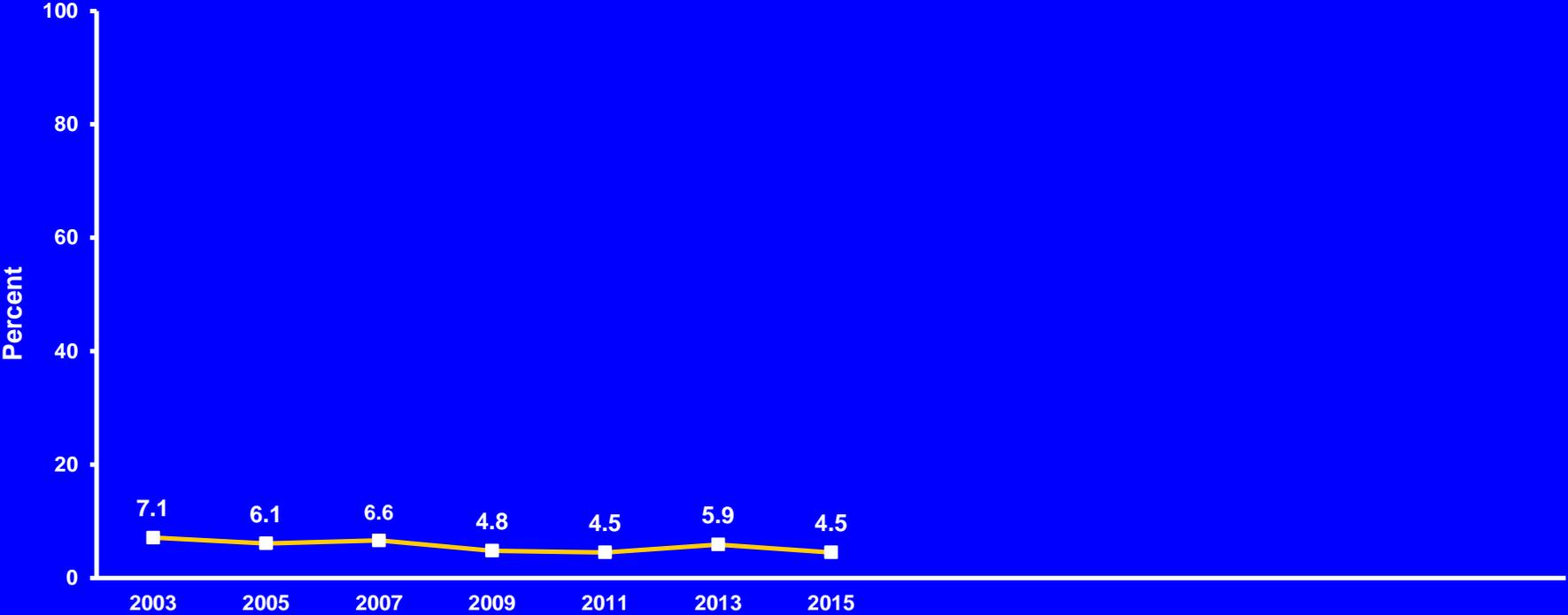
†N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

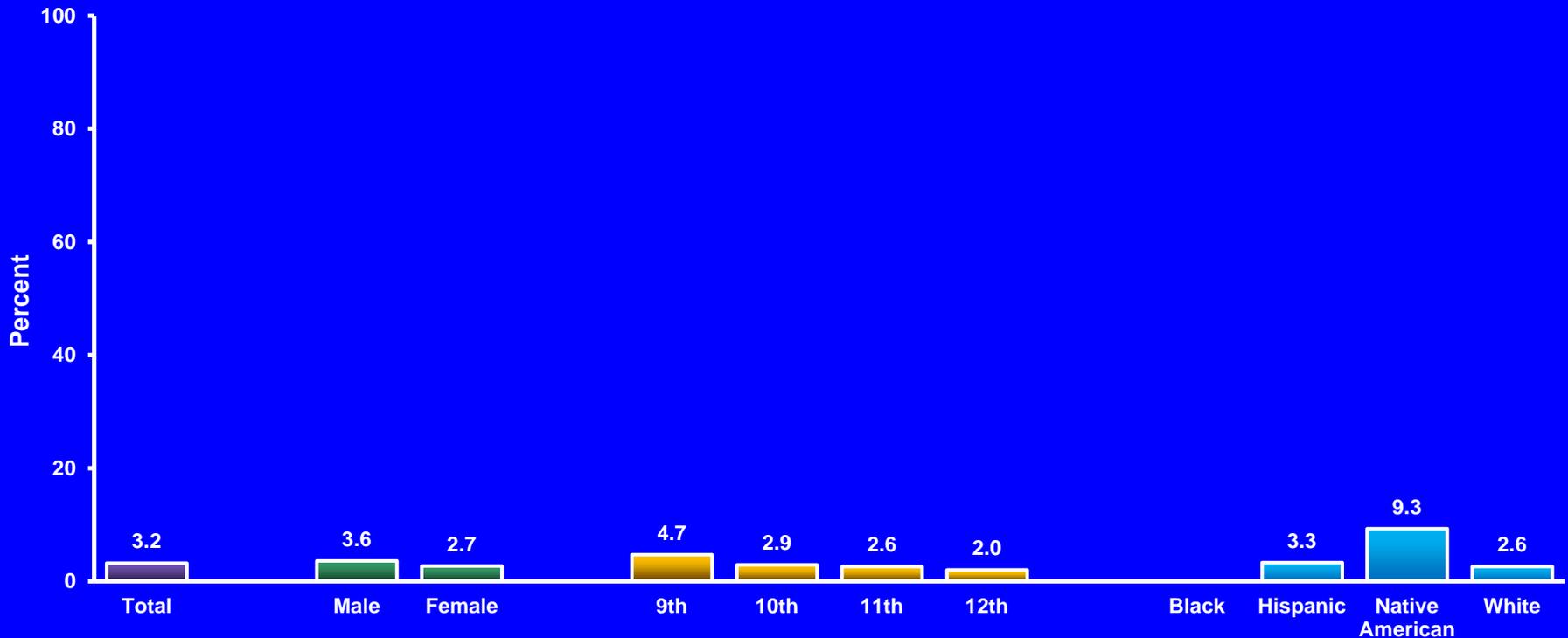
# Percentage of High School Students Who Currently Used Any Form of Cocaine, Including Powder, Crack, or Freebase,\* 2003-2015†



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

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

## Percentage of High School Students Who Currently Sniffed Glue, Breathed the Contents of Aerosol Spray Cans, or Inhaled Any Paints or Sprays to Get High,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

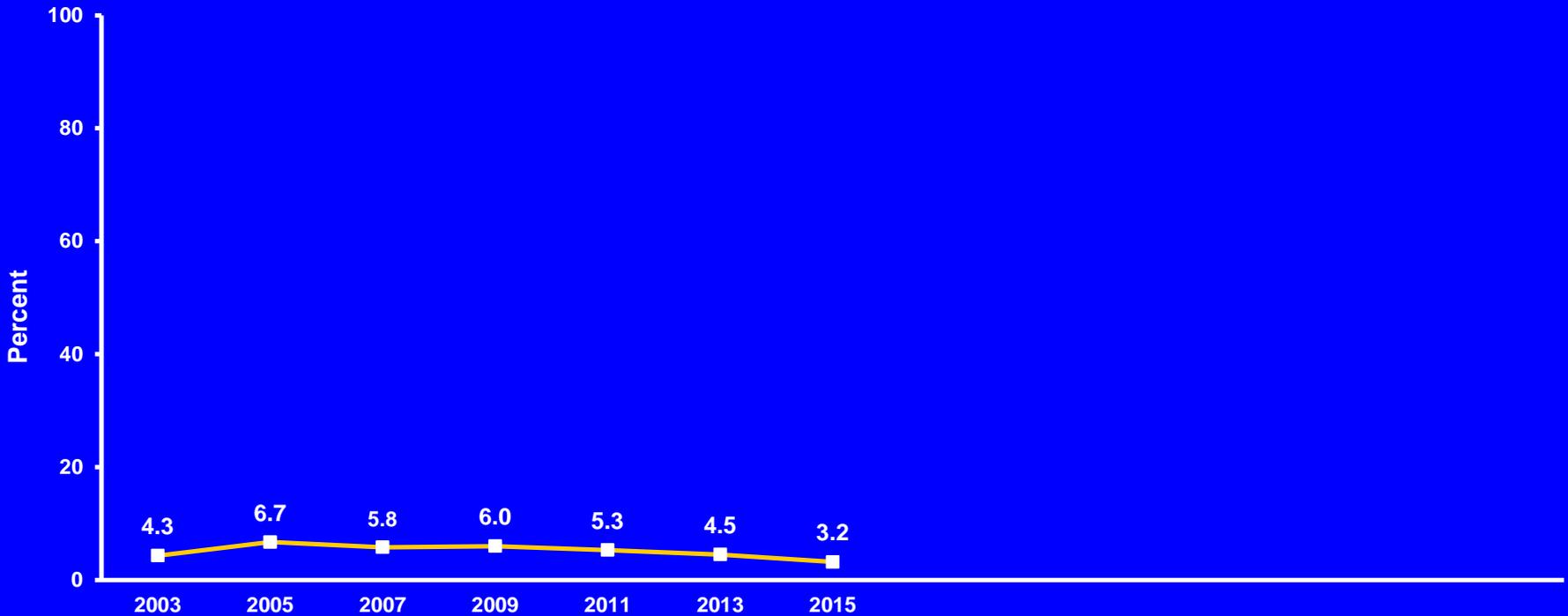
†N > H, N > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

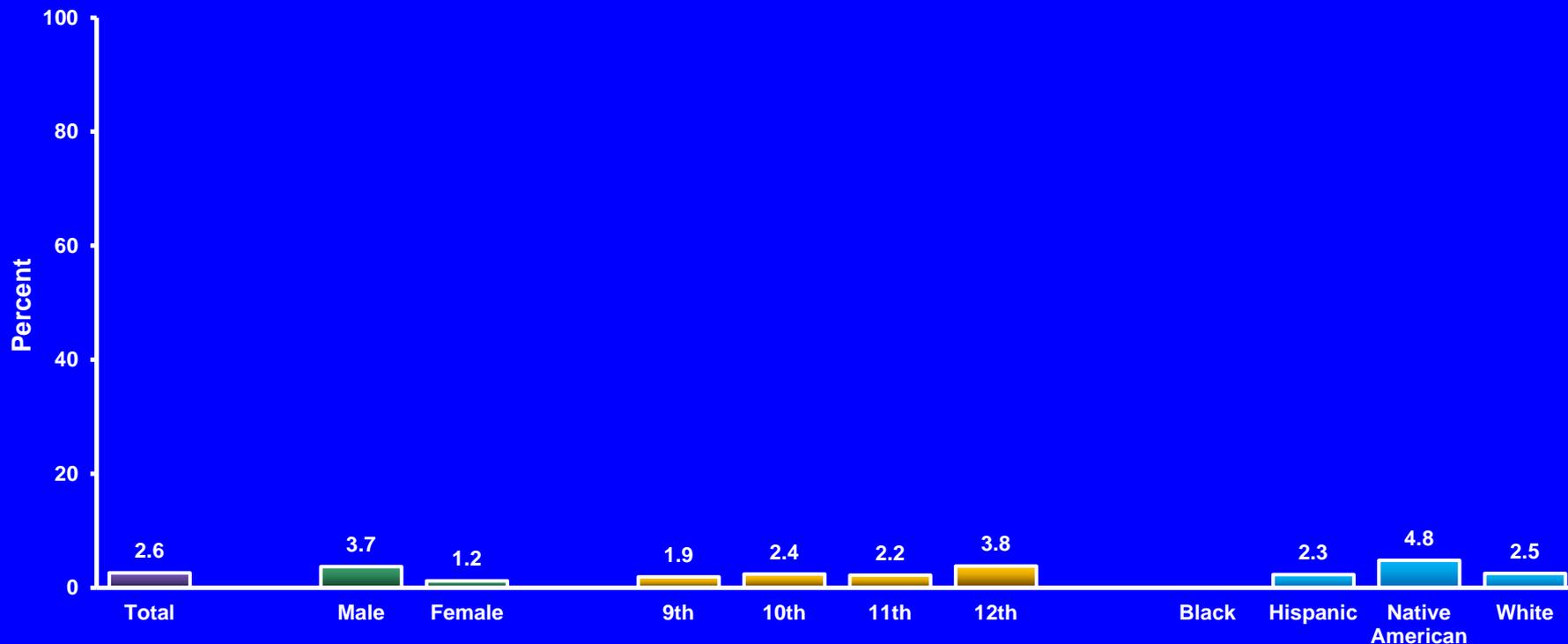
# Percentage of High School Students Who Currently Sniffed Glue, Breathed the Contents of Aerosol Spray Cans, or Inhaled Any Paints or Sprays to Get High,\* 2003-2015†



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

†Decreased 2003-2015, no change 2003-2007, 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).]

## Percentage of High School Students Who Currently Used Methamphetamines,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2015



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

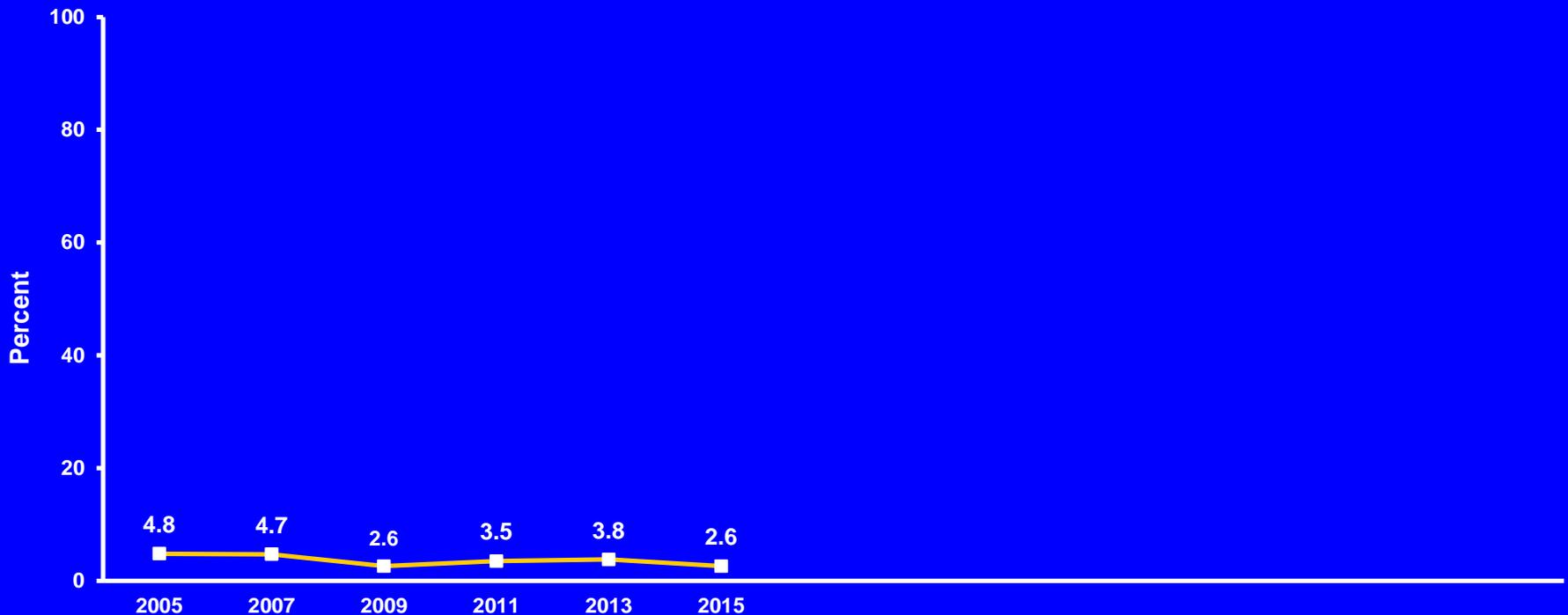
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

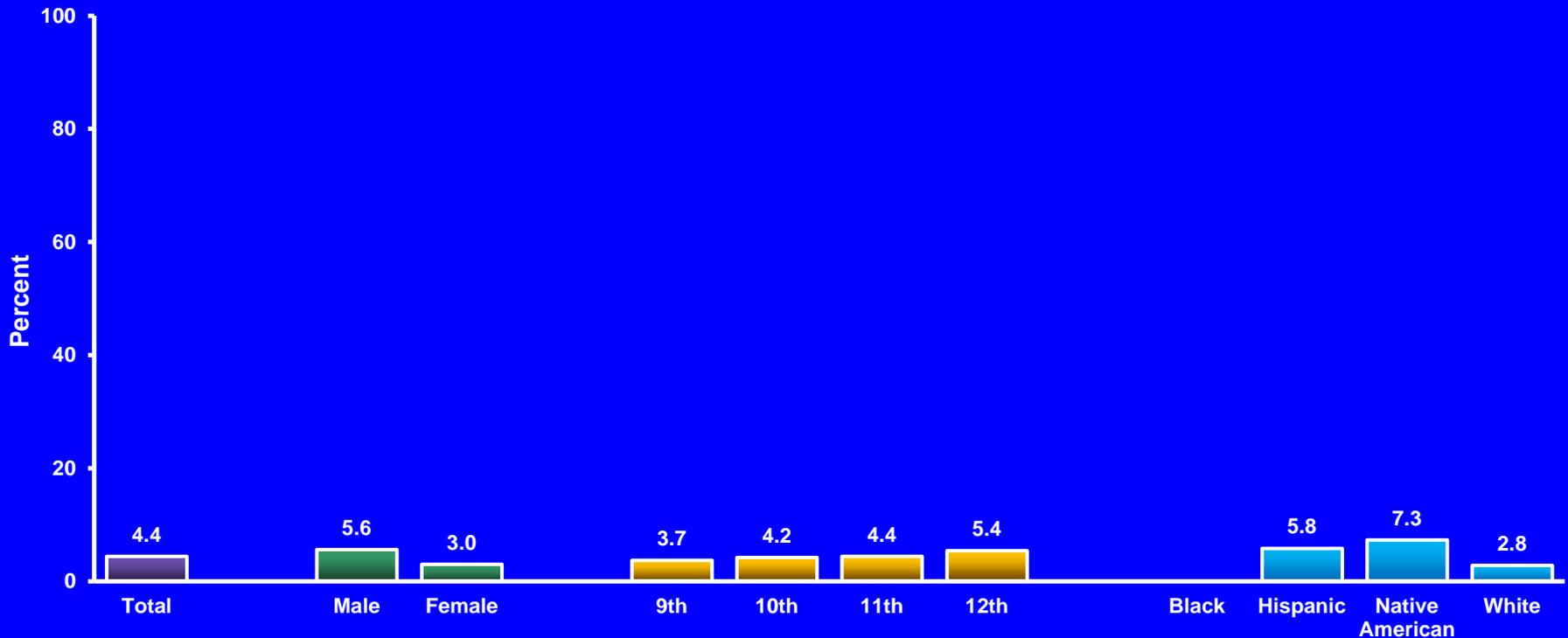
## Percentage of High School Students Who Currently Used Methamphetamines,\* 2005-2015<sup>†</sup>



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

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

## Percentage of High School Students Who Currently Used Ecstasy,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity,<sup>†</sup> 2015



\*Also called “MDMA”, one or more times during the 30 days before the survey

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

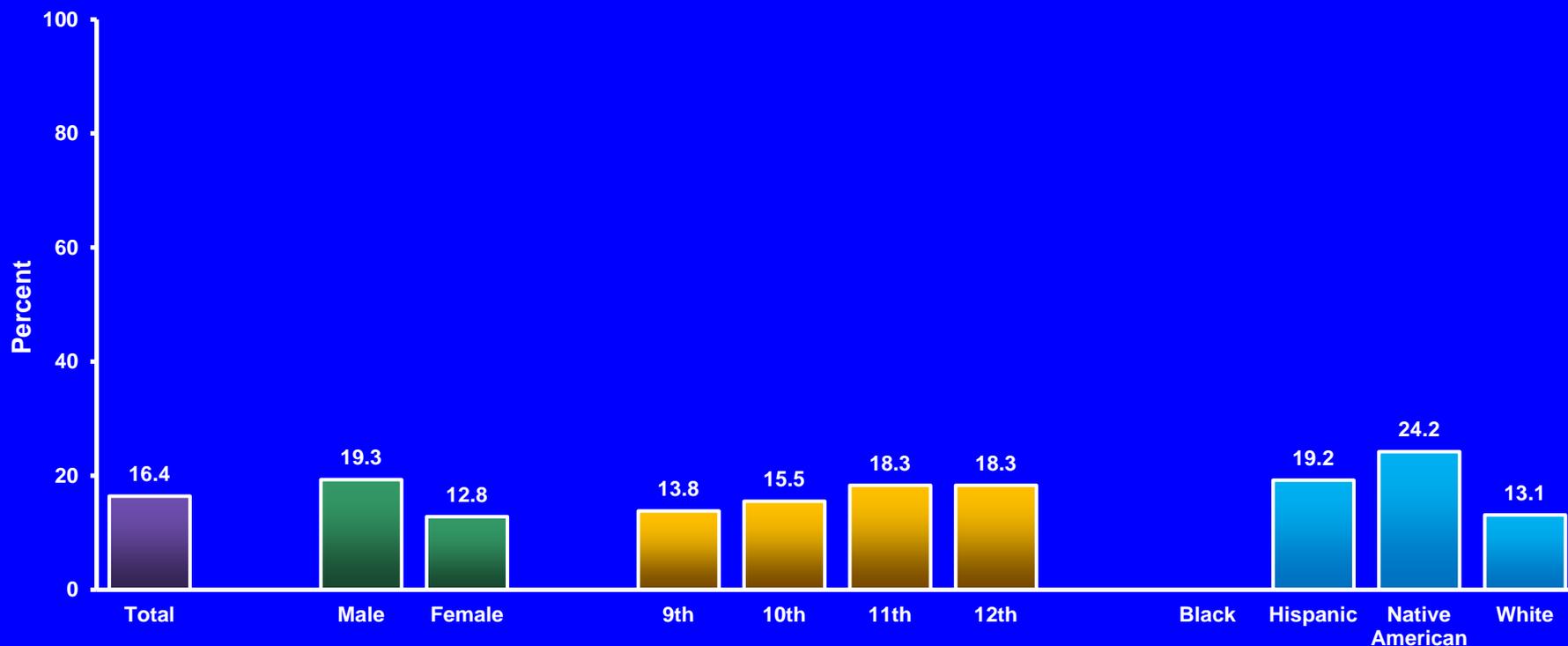
## Percentage of High School Students Who Currently Used Ecstasy,\* 2009-2015†



\*Also called "MDMA", one or more times during the 30 days before the survey

†Decreased 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 Attended School Under the Influence of Alcohol or Other Illegal Drugs,\* by Sex,† Grade, and Race/Ethnicity,† 2015



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

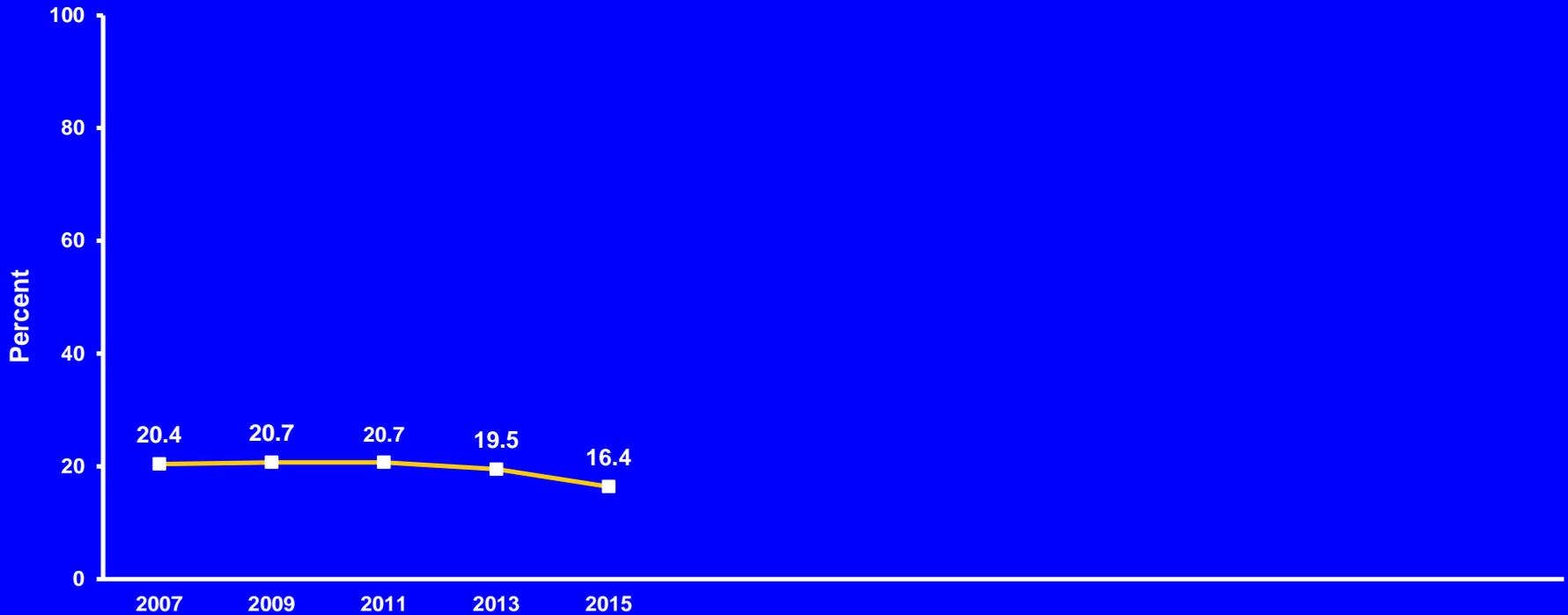
†M > F; H > W, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

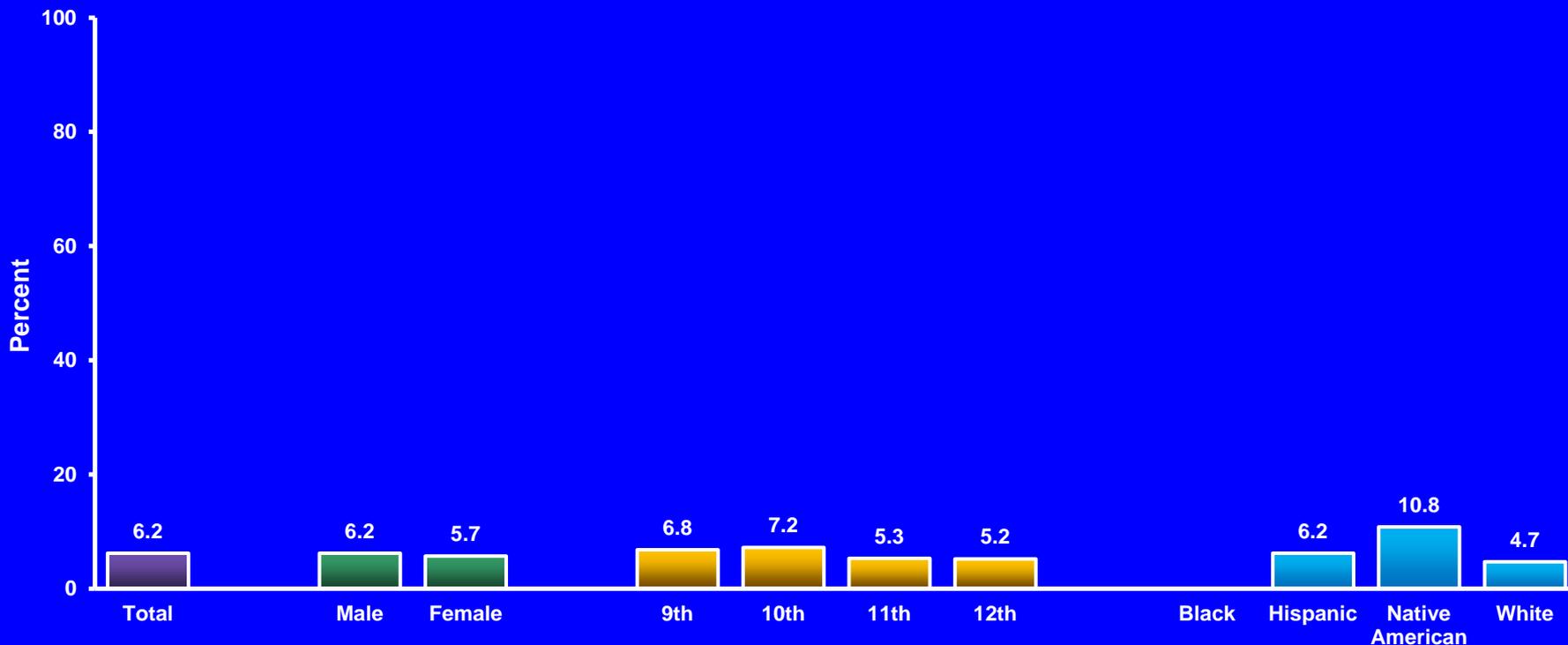
# Percentage of High School Students Who Attended School Under the Influence of Alcohol or Other Illegal Drugs,\* 2007-2015†



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

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

## Percentage of High School Students Who Currently Took Over-The-Counter Drugs to Get High,\* by Sex, Grade, and Race/Ethnicity,† 2015



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

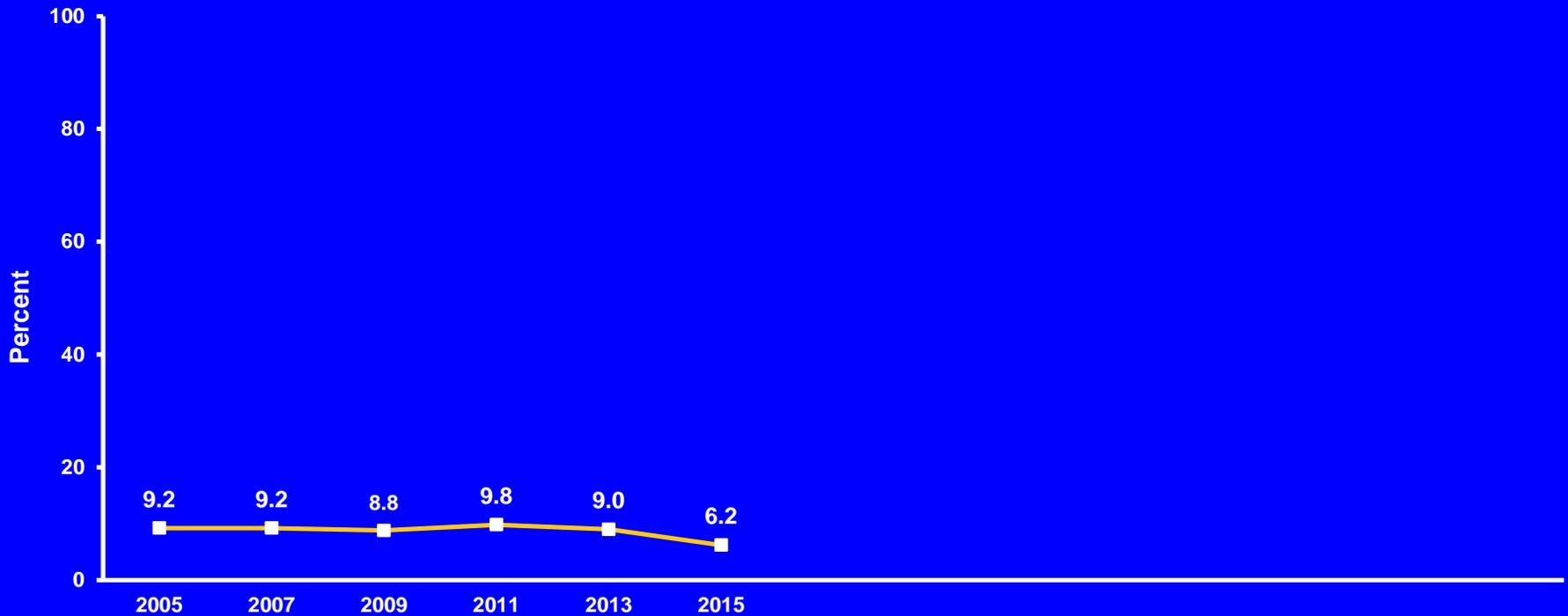
†N > H, N > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

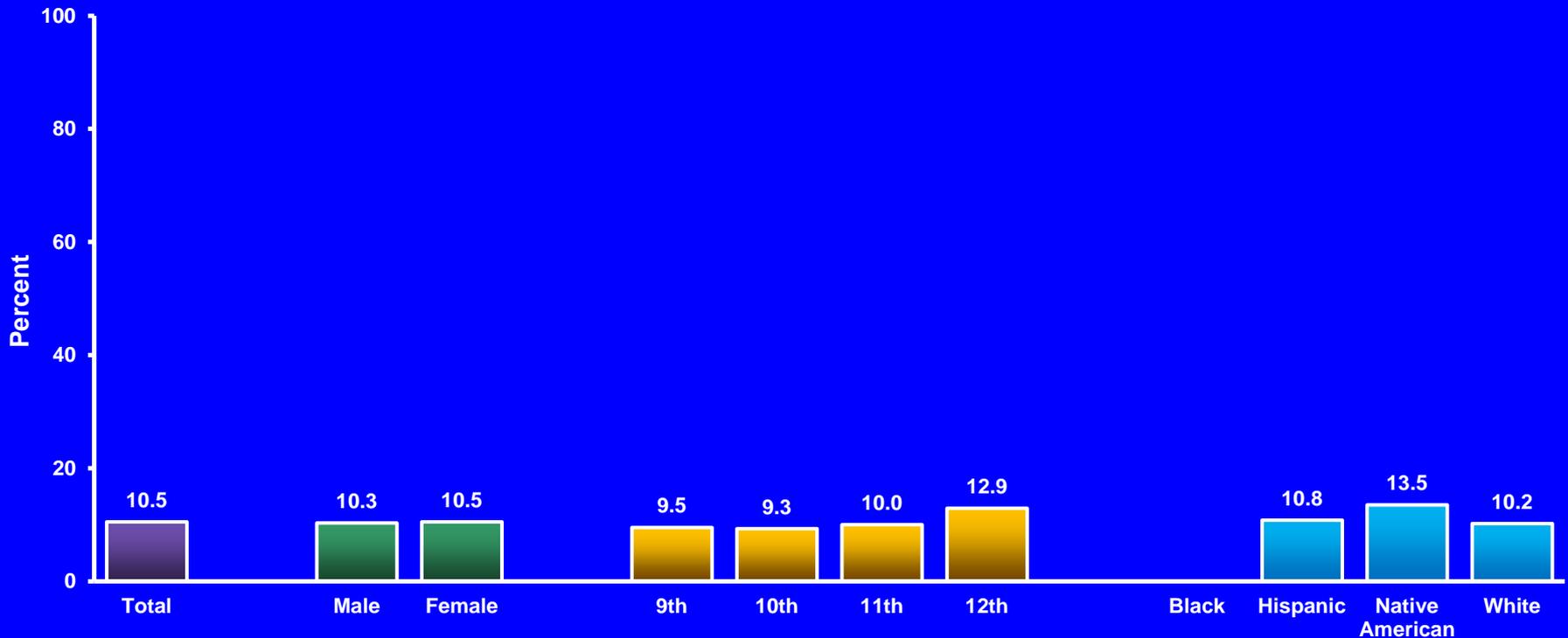
## Percentage of High School Students Who Currently Took Over-The-Counter Drugs to Get High,\* 2005-2015<sup>†</sup>



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

<sup>†</sup>Decreased 2005-2015, no change 2005-2011, 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).]

# Percentage of High School Students Who Currently Took a Prescription Drug Without a Doctor's Prescription,\* by Sex, Grade, and Race/Ethnicity, 2015



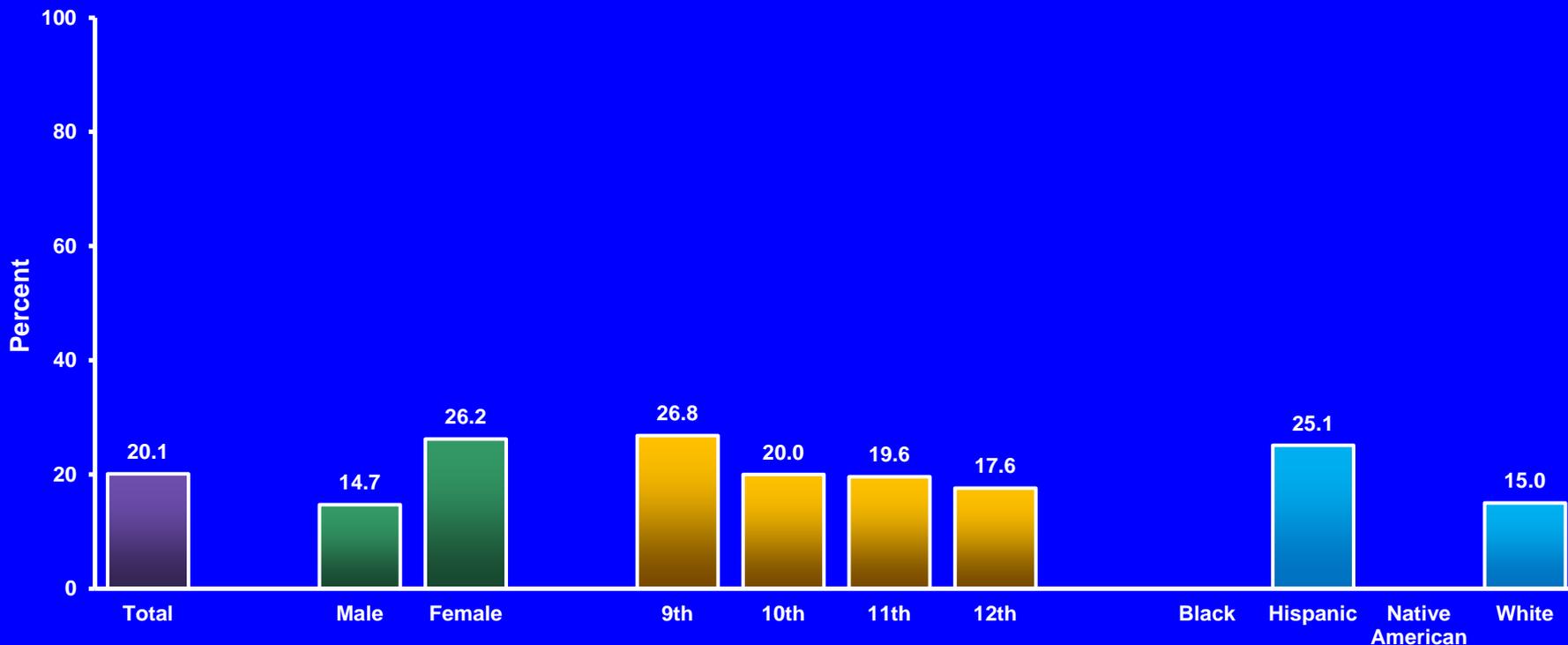
\*Such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax, one or more times during the 30 days before the survey

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of 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

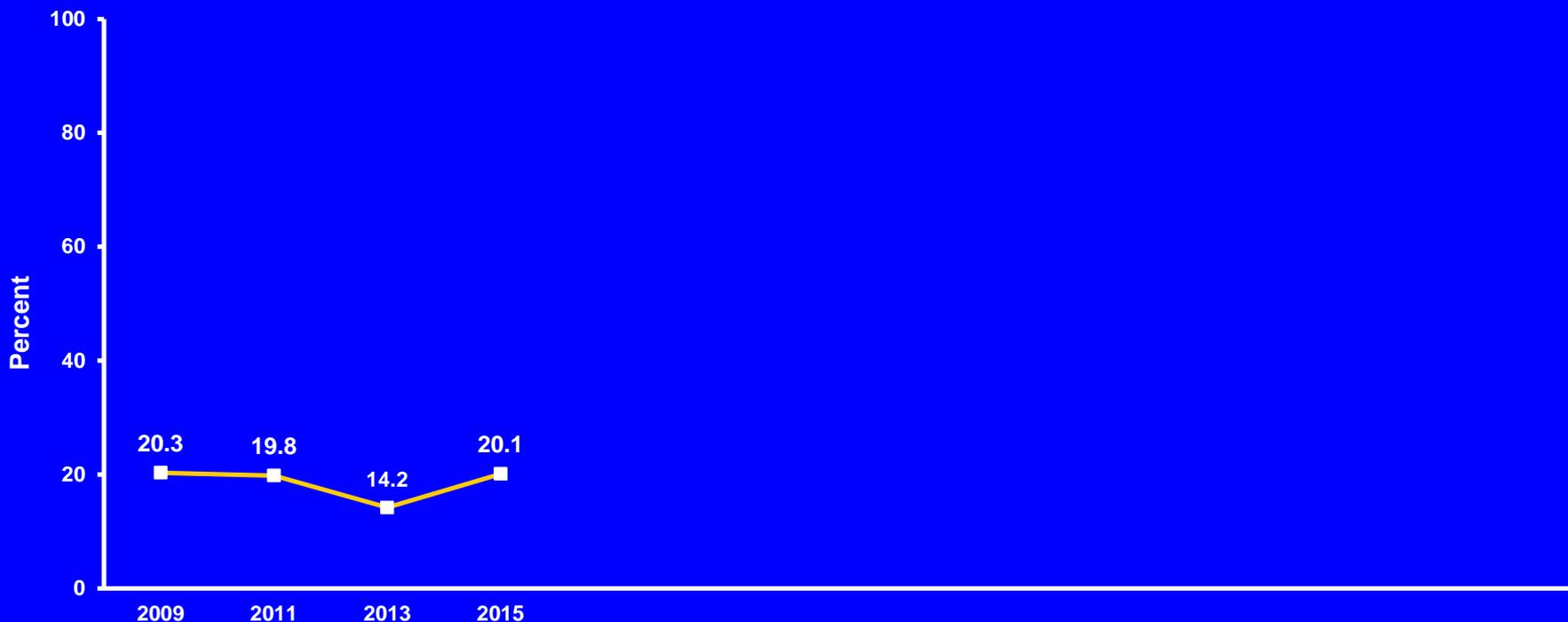
†F > M; H > W (Based on t-test analysis,  $p < 0.05$ .)

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.

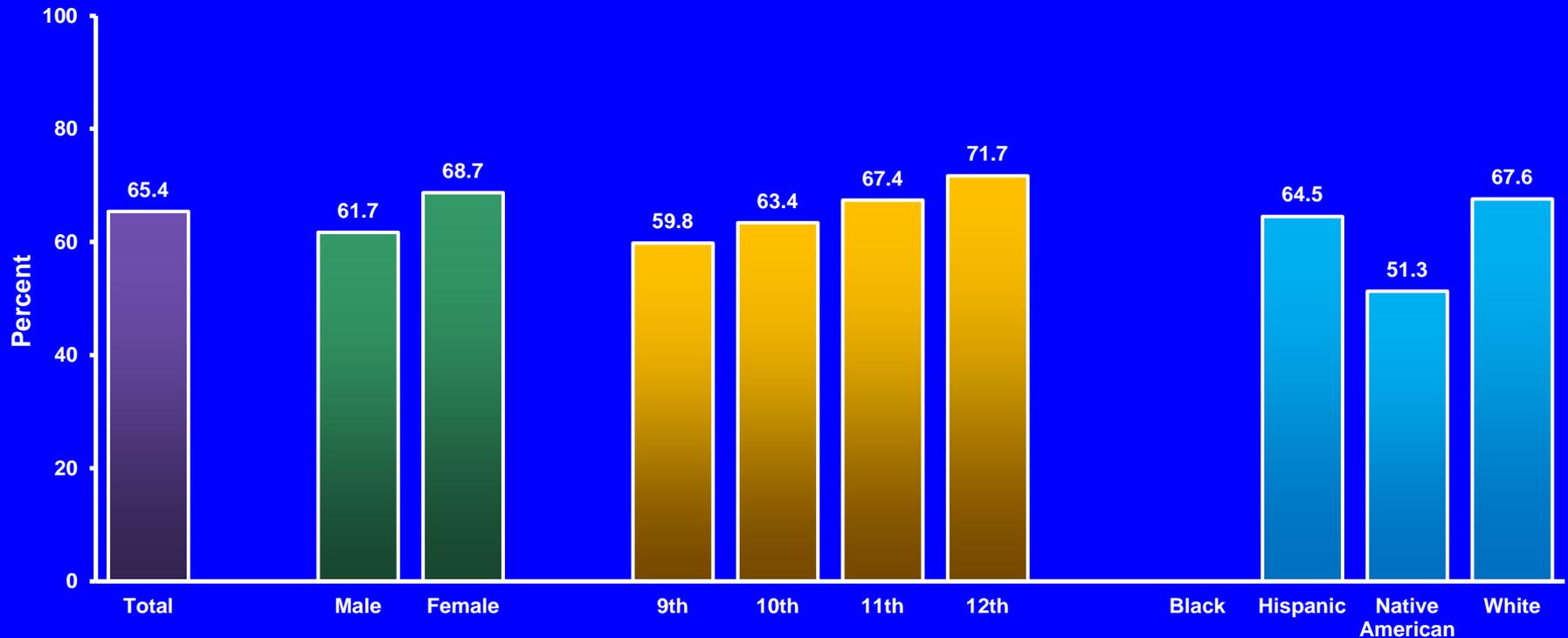
## Percentage of High School Students Who Reported Their Partners Were Three or More Years Older Than Themselves the First Time They Had Sexual Intercourse,\* 2009-2015†



\*Among students who have had sexual intercourse

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

## Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, by Sex,\* Grade,\* and Race/Ethnicity,\* 2015



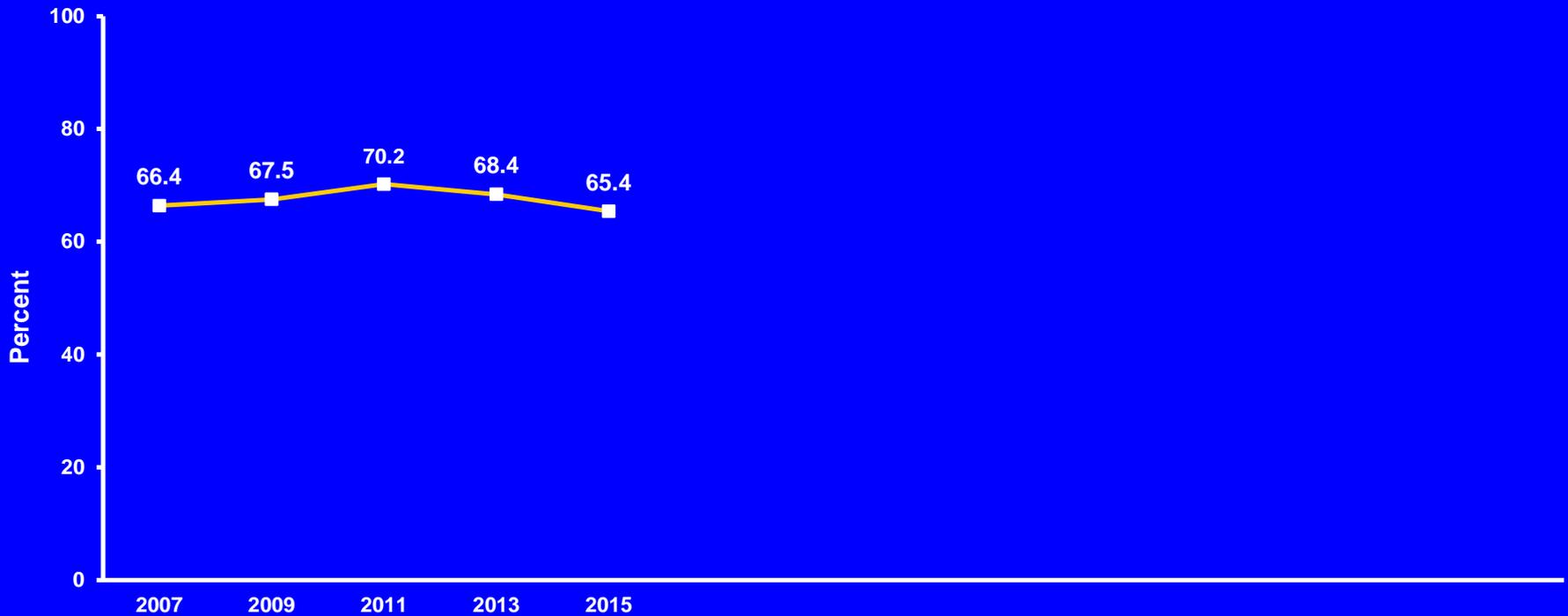
\*F > M; 12th > 9th, 12th > 10th; H > N, W > N (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in this subgroup.

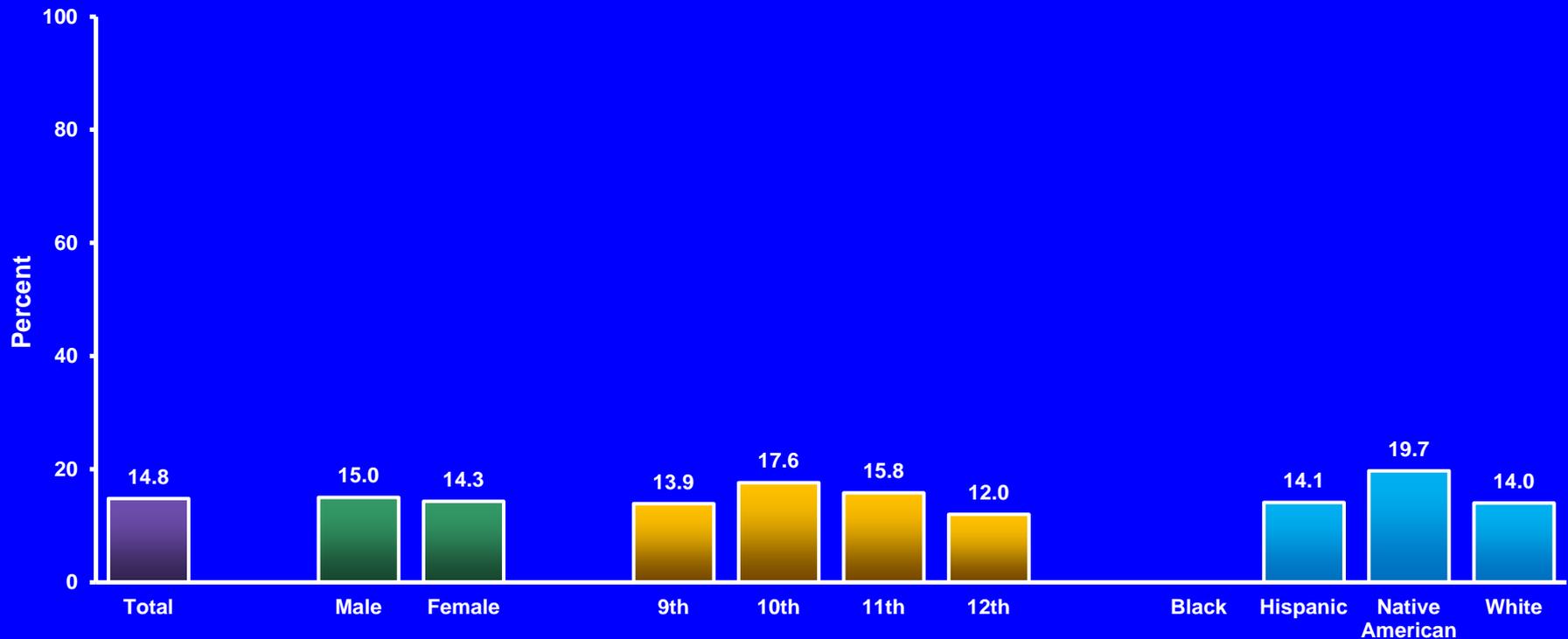
Note: This graph contains weighted results.

## Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Talked with Them About What They Expect Them to Do or Not to Do When It Comes to Sex, 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 Receive the Most Information During Their Life About Sexual Activity from a Health Teacher, School Nurse, Counselor, or Some Other Adult at School, by Sex, Grade, and Race/Ethnicity, 2015



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.

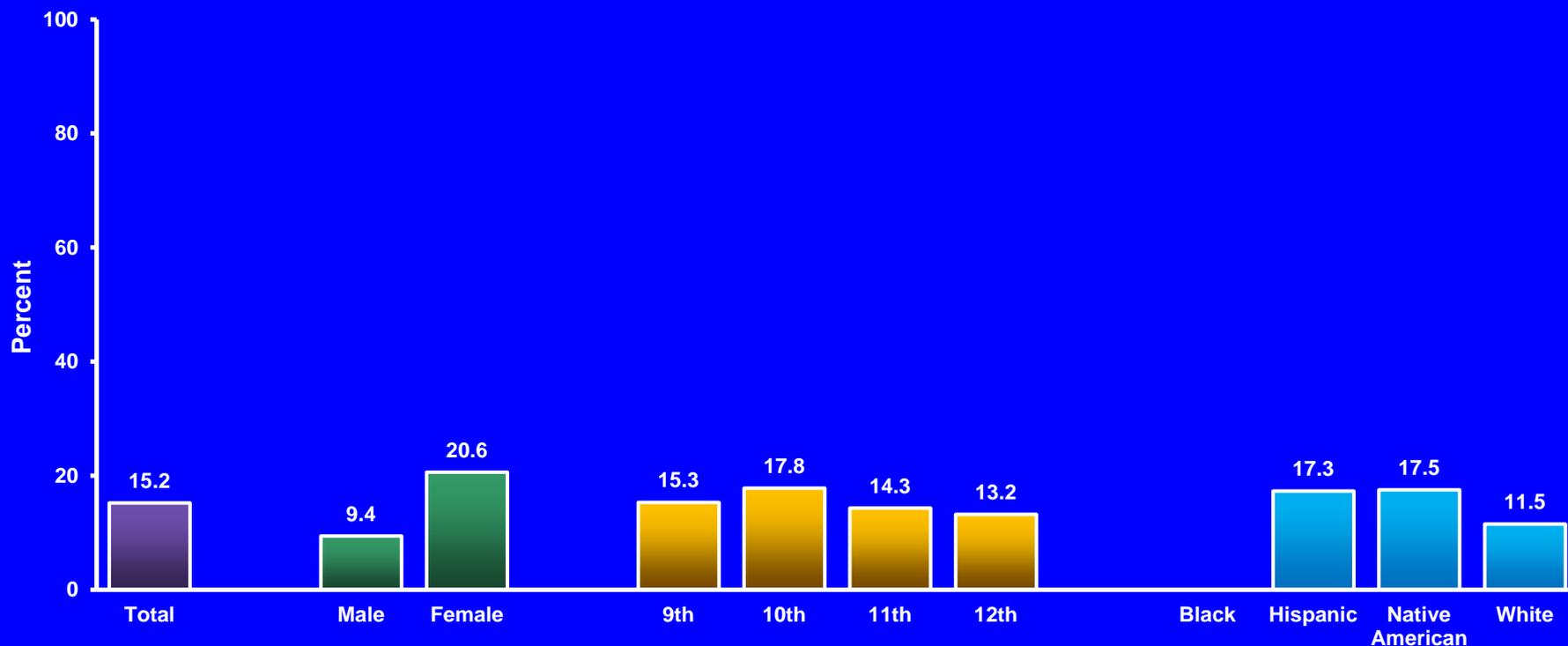
Note: This graph contains weighted results.

## Percentage of High School Students Who Receive the Most Information During Their Life About Sexual Activity from a Health Teacher, School Nurse, Counselor, or Some Other Adult at School, 2009-2015\*



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

## Percentage of High School Students Who Went Without Eating for 24 Hours or More to Lose Weight or to Keep from Gaining Weight,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity,<sup>‡</sup> 2015



\*Also called fasting, during the 30 days before the survey

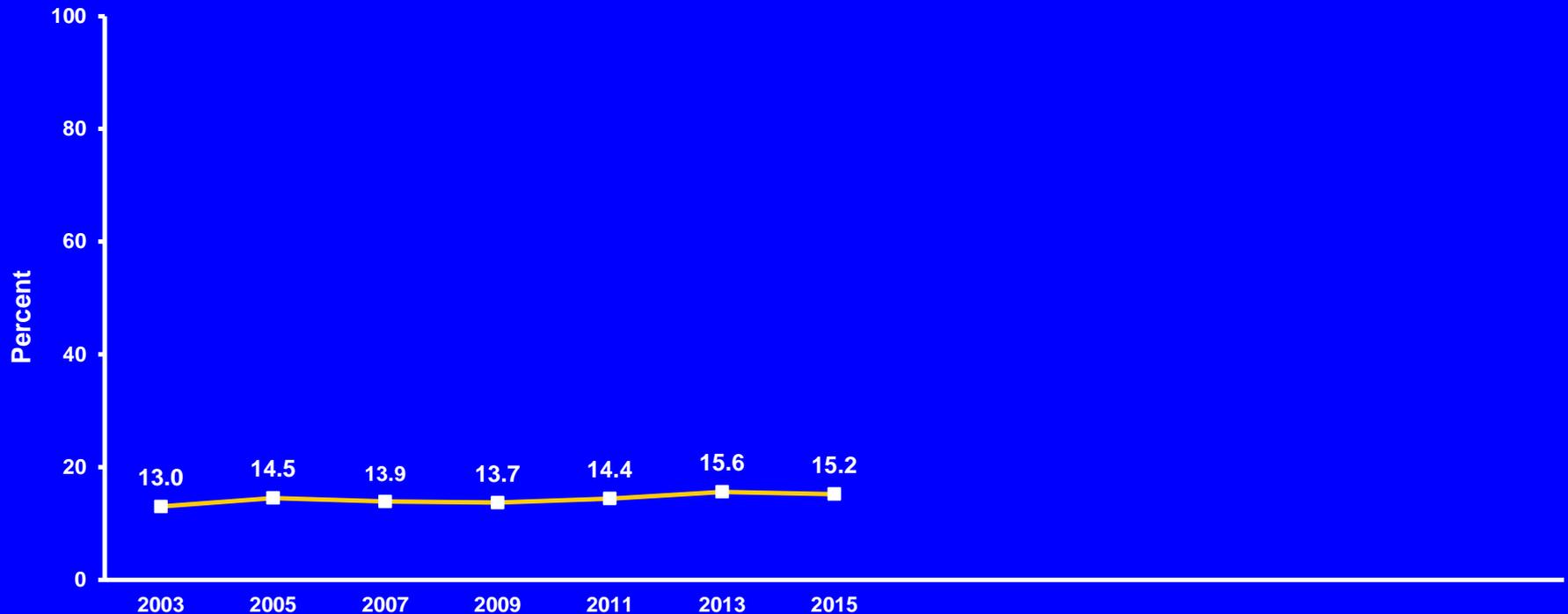
<sup>†</sup>F > M; H > W (Based on t-test analysis, p < 0.05.)

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.

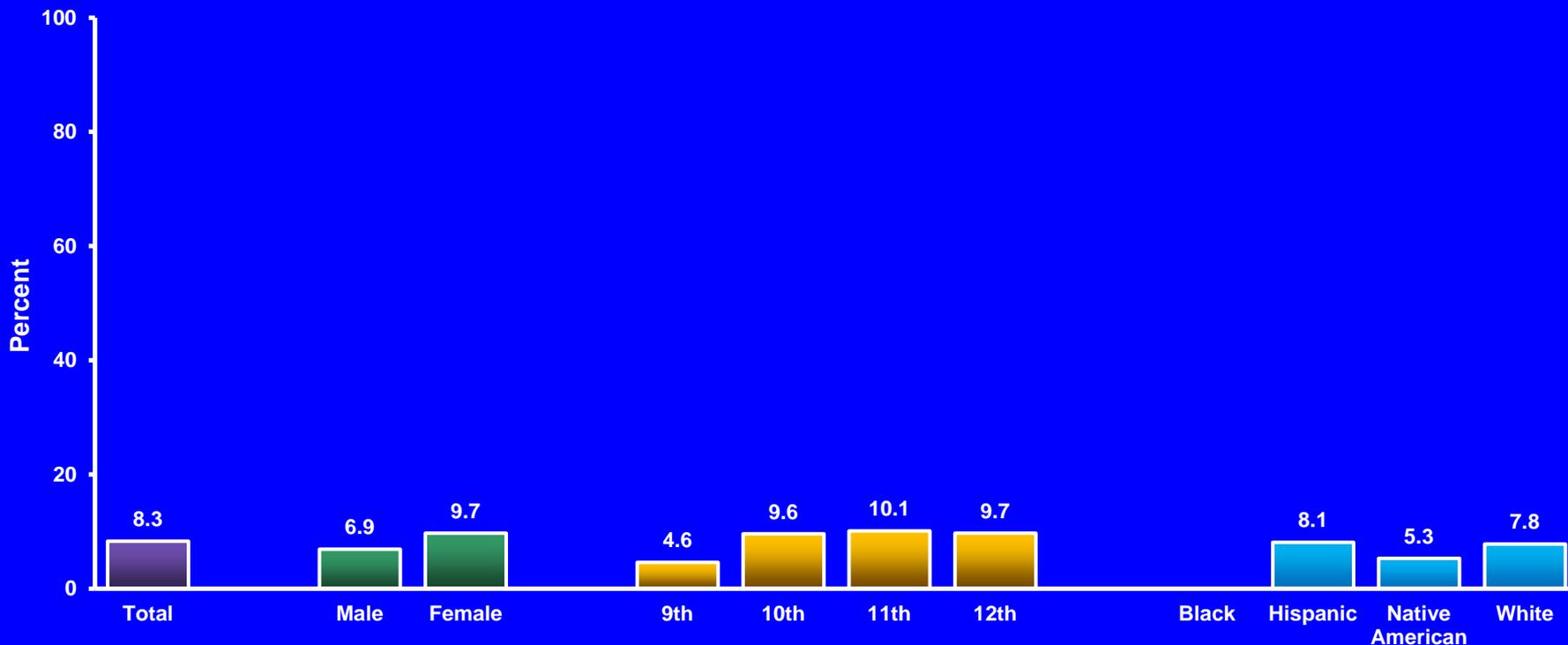
# Percentage of High School Students Who Went Without Eating for 24 Hours or More to Lose Weight or to Keep from Gaining Weight,\* 2003-2015†



\*Also called fasting, during the 30 days before the survey

†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).]

## Percentage of High School Students Who Took Some Diet Pills, Powders, or Liquids Without a Doctor's Advice to Lose Weight or to Keep from Gaining Weight,\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2015



\*During the 30 days before the survey

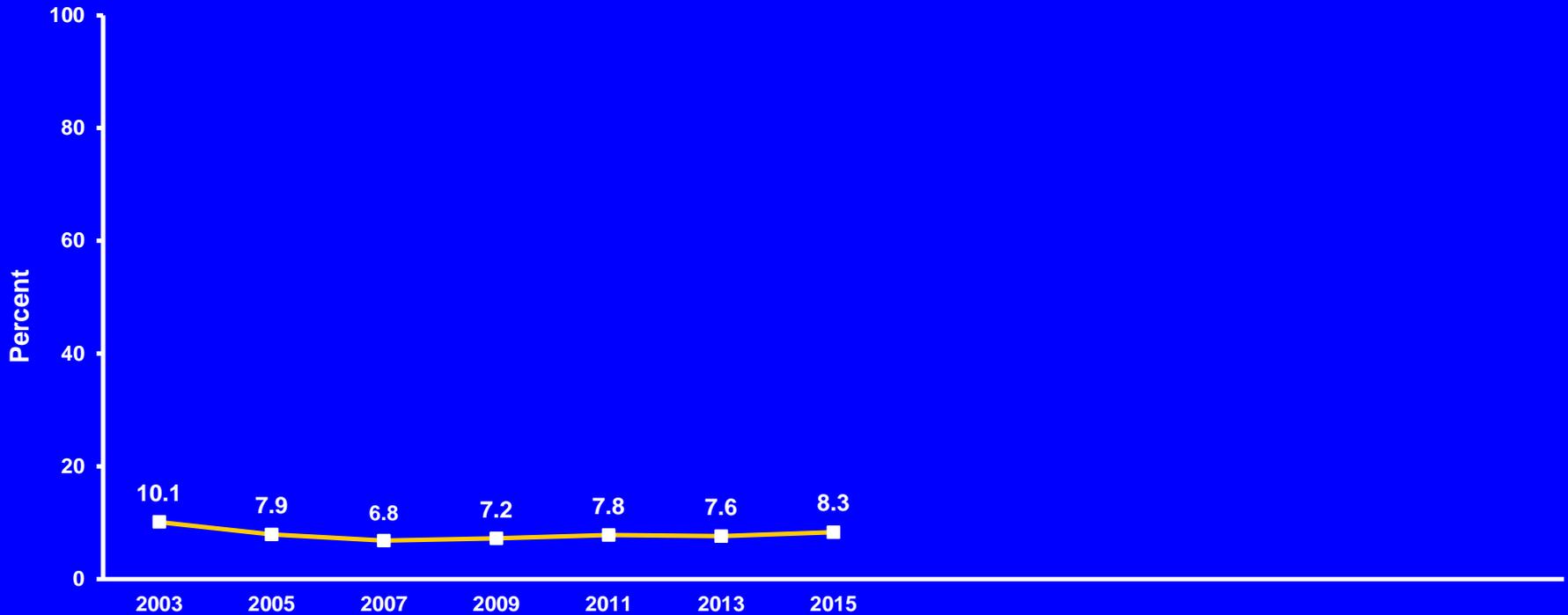
<sup>†</sup>10th > 9th, 11th > 9th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

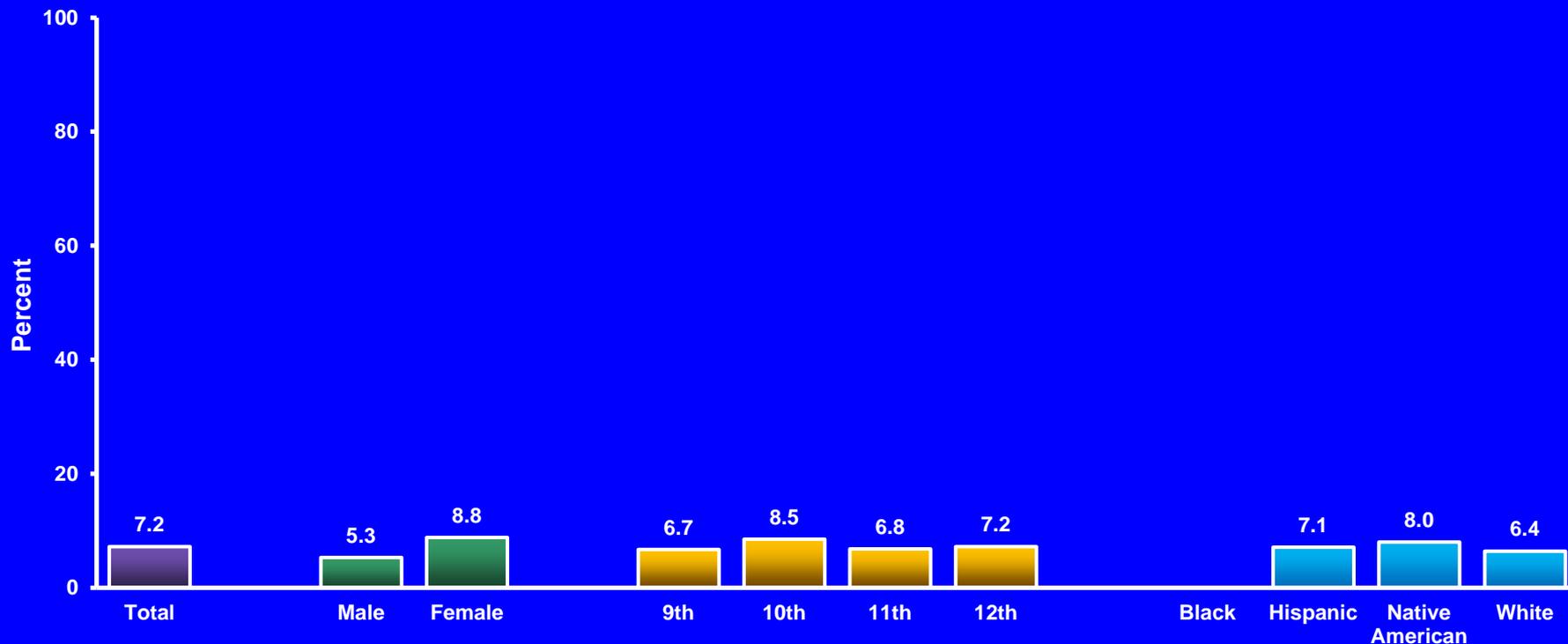
# Percentage of High School Students Who Took Some Diet Pills, Powders, or Liquids Without a Doctor's Advice to Lose Weight or to Keep from Gaining Weight,\* 2003-2015<sup>†</sup>



\*During the 30 days before the survey

<sup>†</sup>Decreased, 2003-2007, increased, 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).]

## Percentage of High School Students Who Vomited or Took Laxatives to Lose Weight or to Keep from Gaining Weight,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2015



\*During the 30 days before the survey

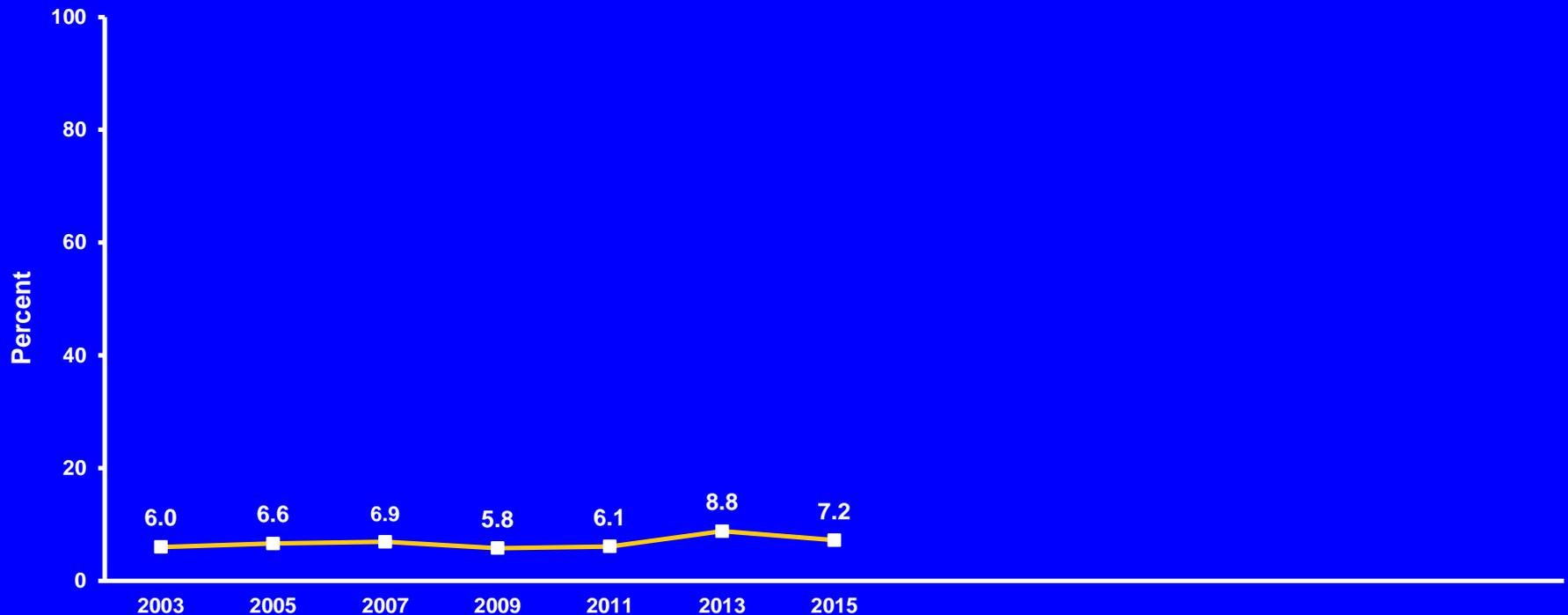
<sup>†</sup>F > M (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

## Percentage of High School Students Who Vomited or Took Laxatives to Lose Weight or to Keep from Gaining Weight,\* 2003-2015<sup>†</sup>



\*During the 30 days before the survey

<sup>†</sup>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).]