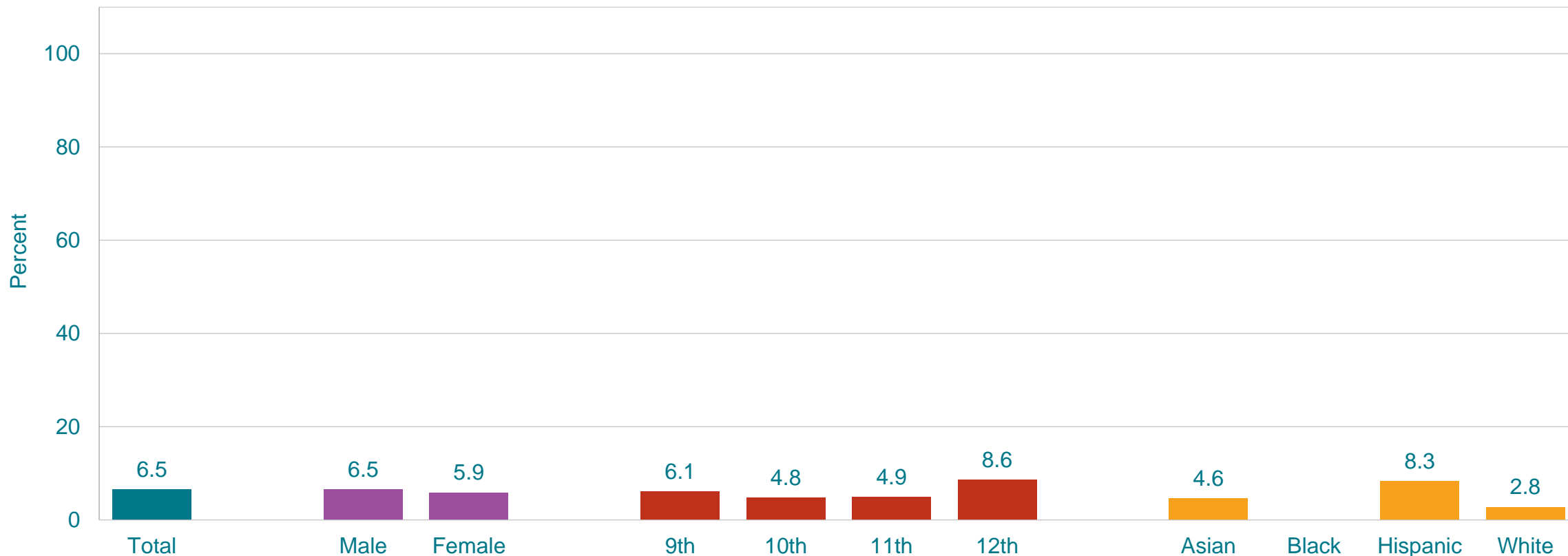


## Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*When riding in a car driven by someone else

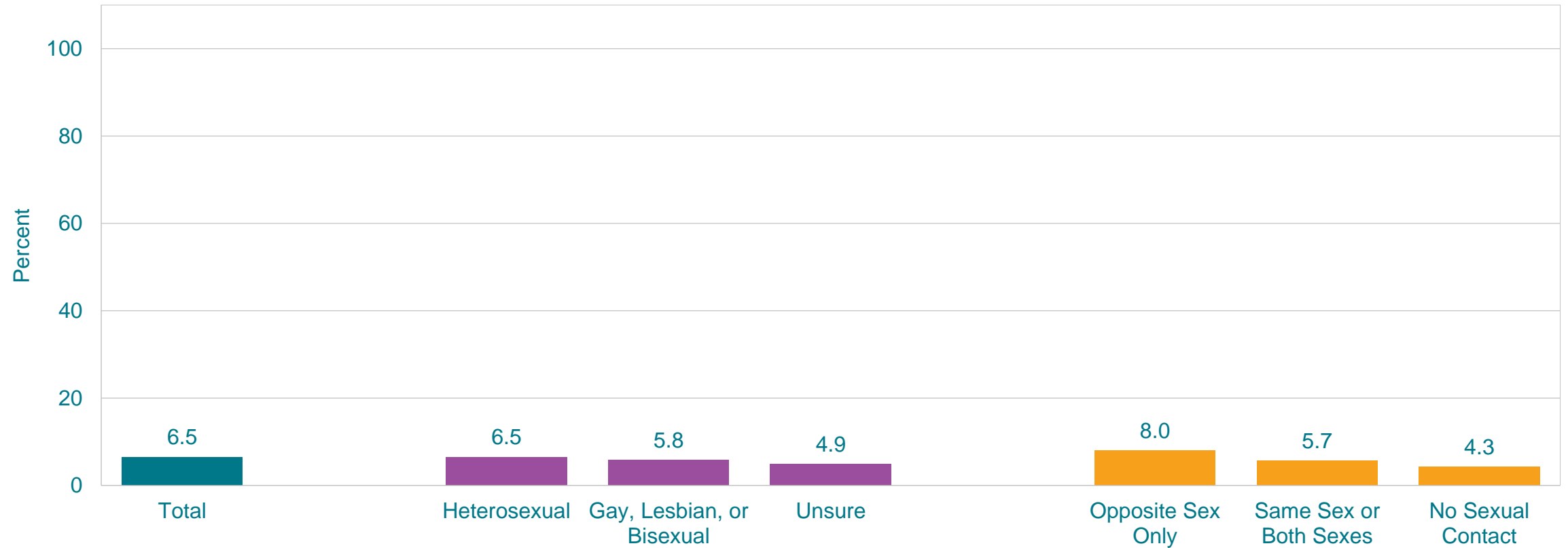
†H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

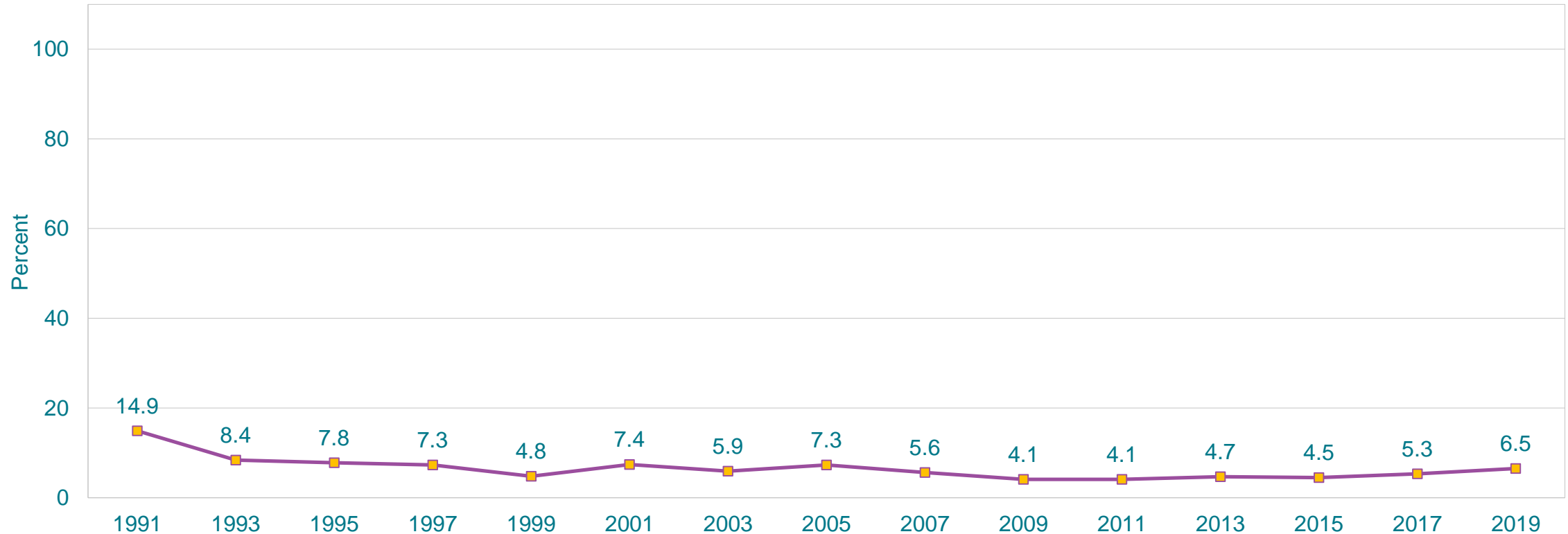
This graph contains weighted results.

# Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*When riding in a car driven by someone else  
This graph contains weighted results.

# Percentage of High School Students Who Rarely or Never Wore a Seat Belt,\* 1991-2019†

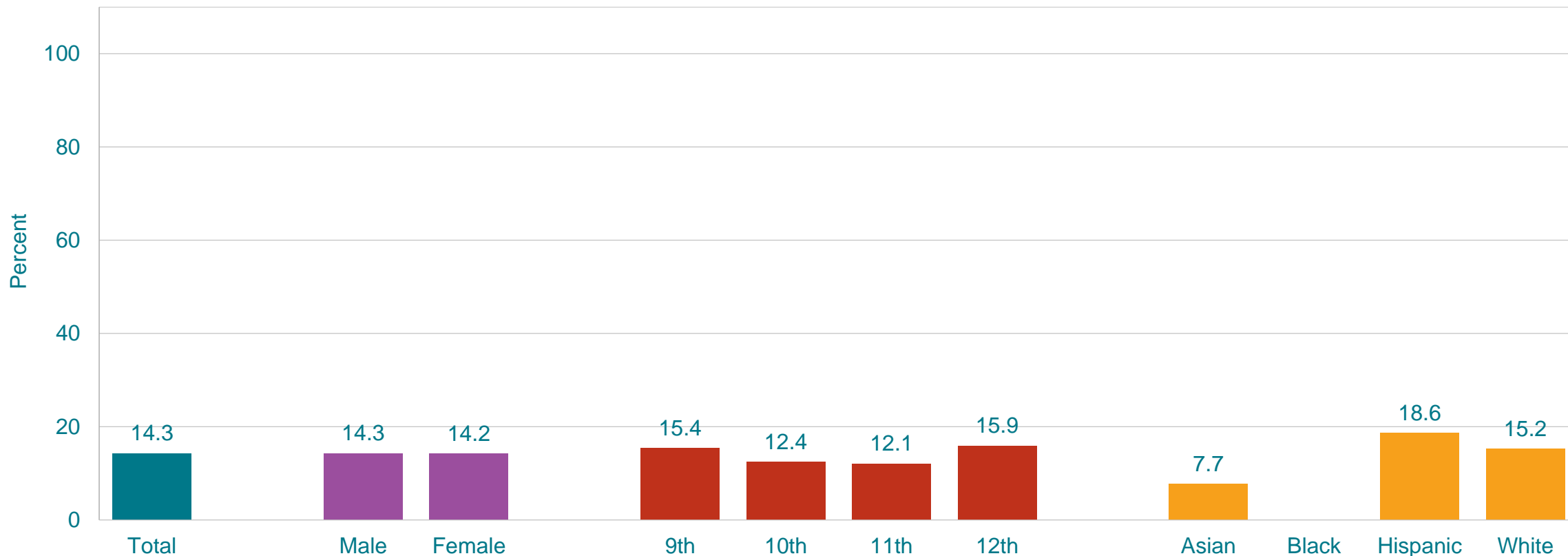


\*When riding in a car driven by someone else

†Decreased 1991-2019, decreased 1991-2011, increased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

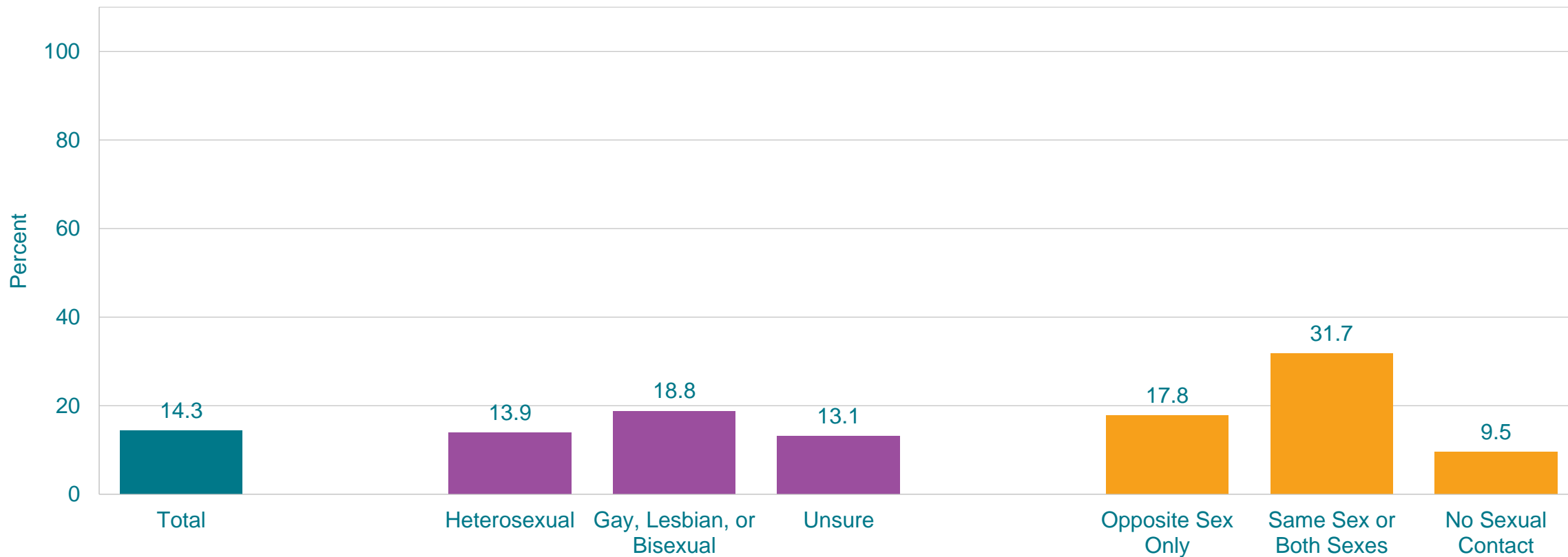
†H > A, W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

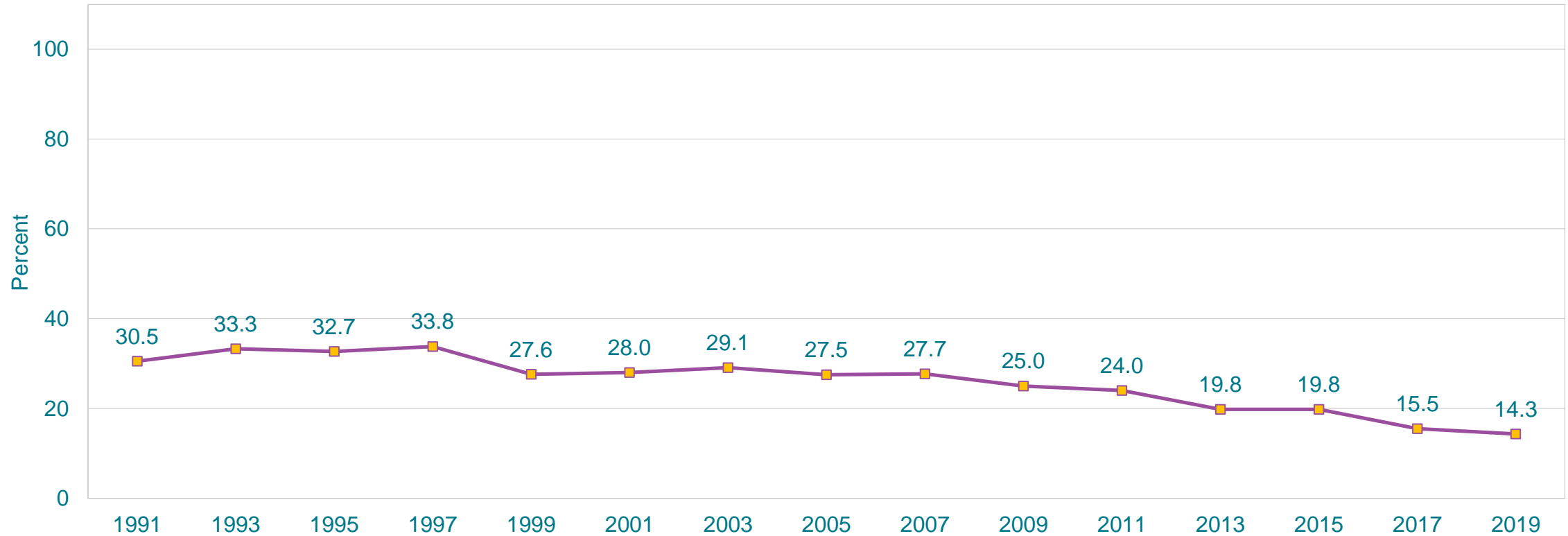
This graph contains weighted results.

# Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*In a car or other vehicle, one or more times during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,\* 1991-2019†

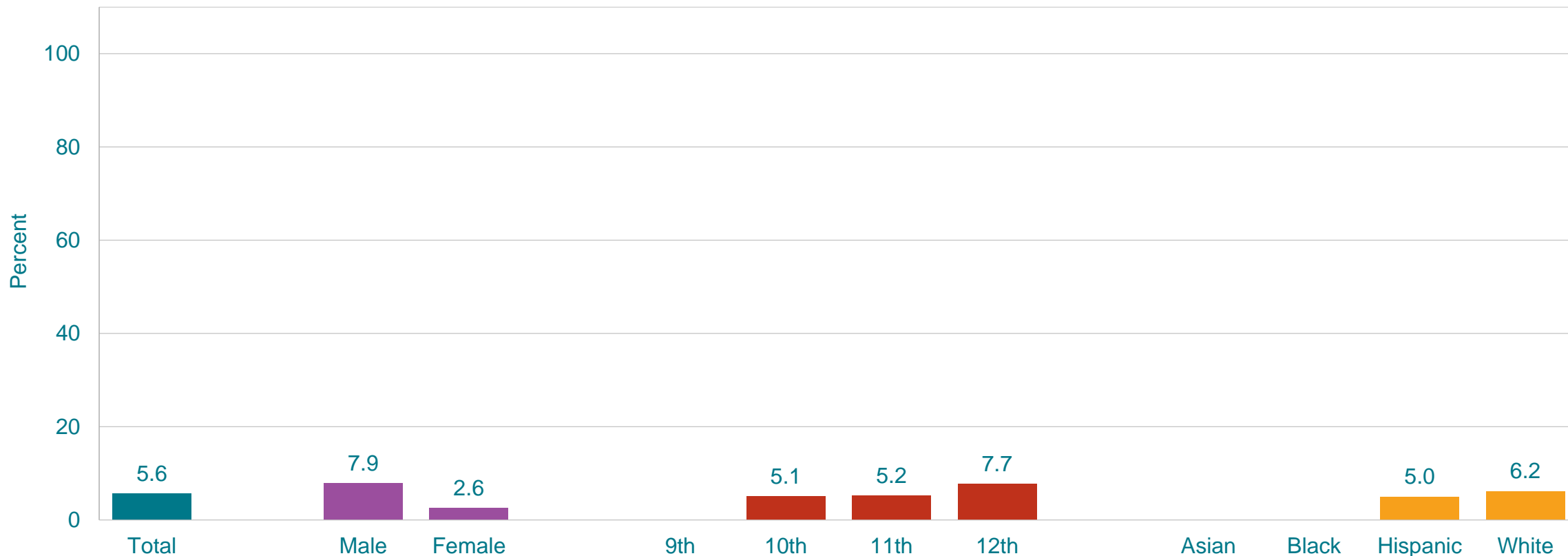


\*In a car or other vehicle, one or more times during the 30 days before the survey

†Decreased 1991-2019, decreased 1991-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2019



\*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

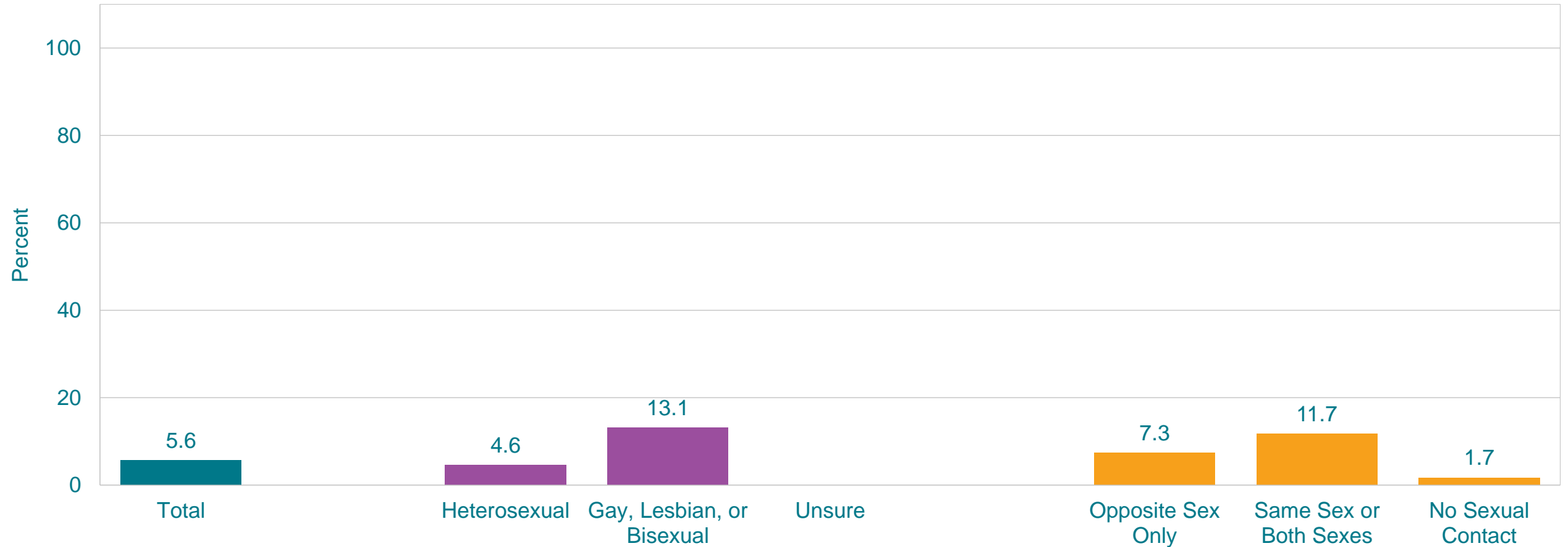
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

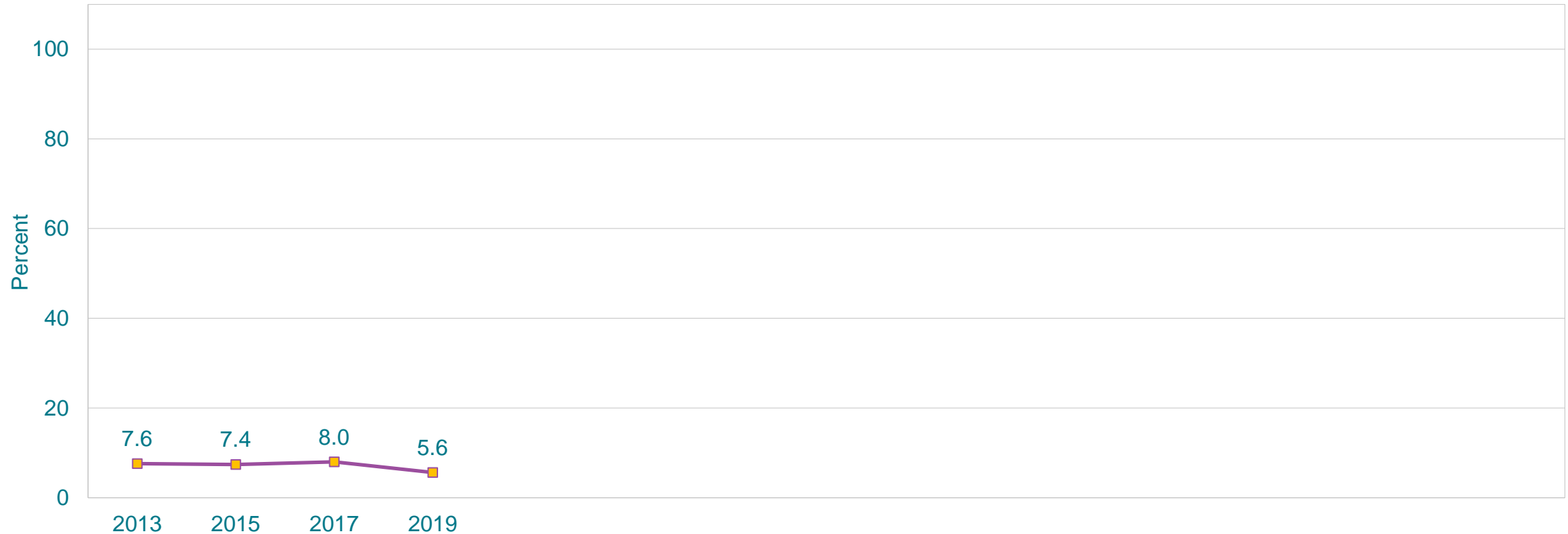
# Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*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  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.



# Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,\* 2013-2019†



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

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,\* by Sex, Grade,† and Race/Ethnicity, 2019



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

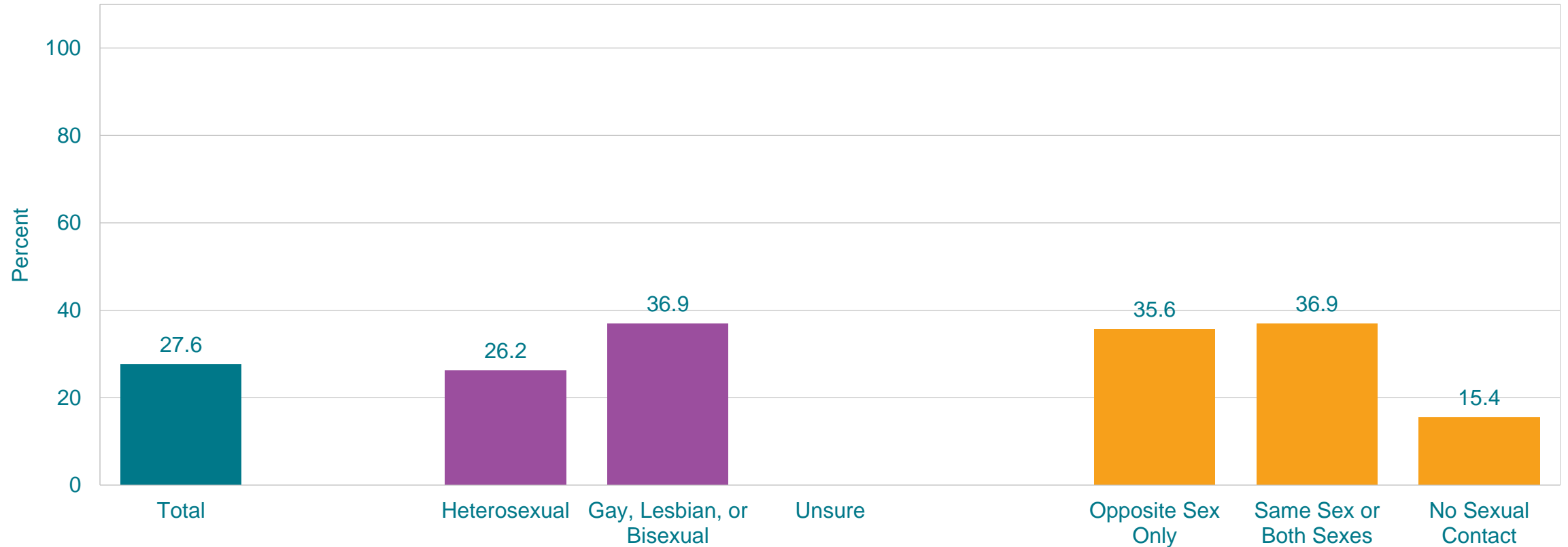
†11th > 10th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

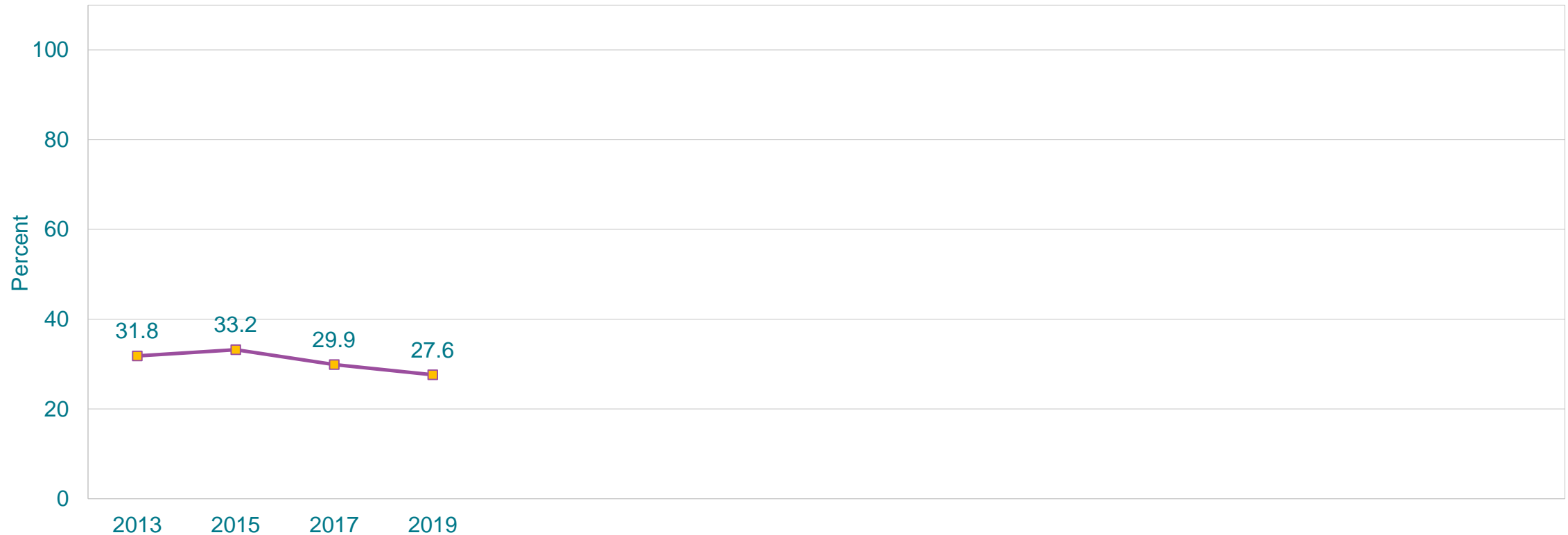
This graph contains weighted results.

# Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,\* 2013-2019†

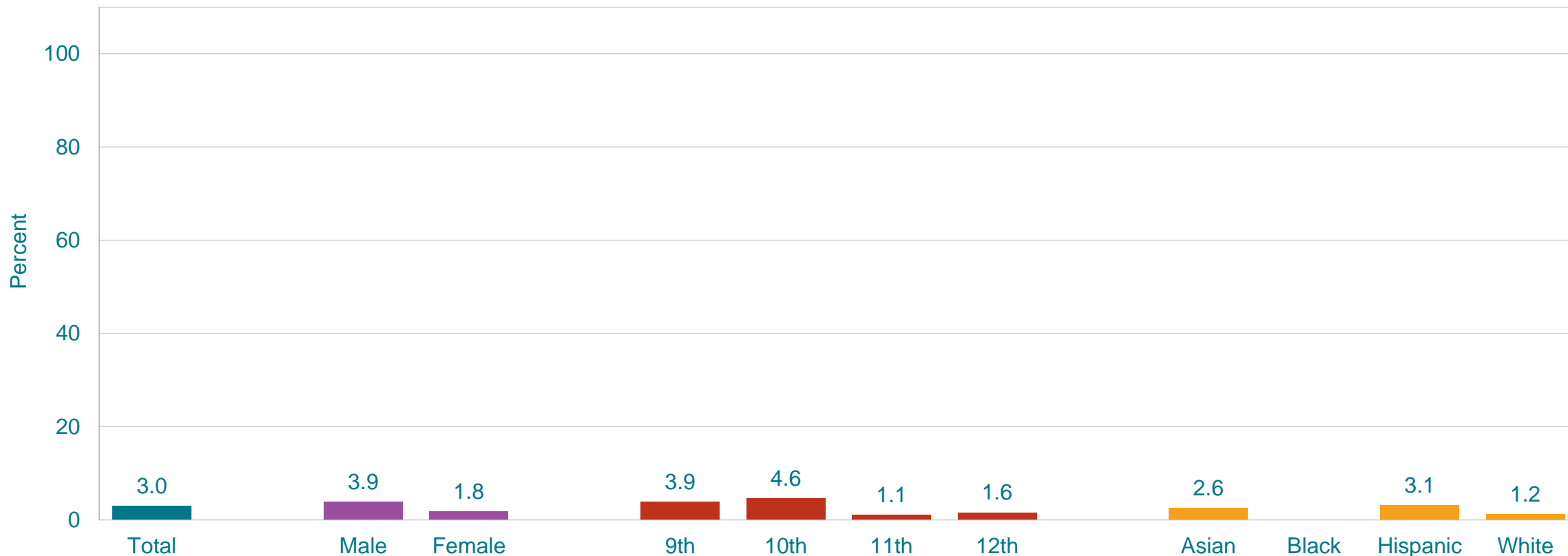


\*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Carried a Weapon on School Property,\* by Sex, Grade,† and Race/Ethnicity, 2019



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

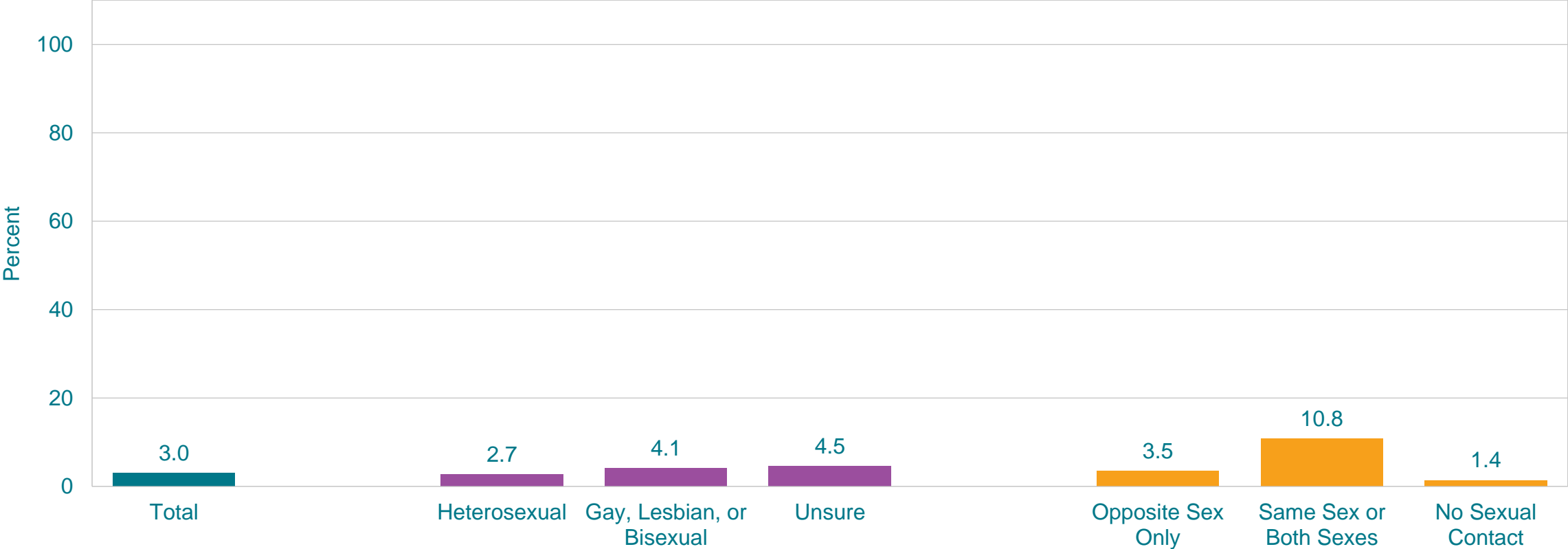
†9th > 11th, 10th > 11th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

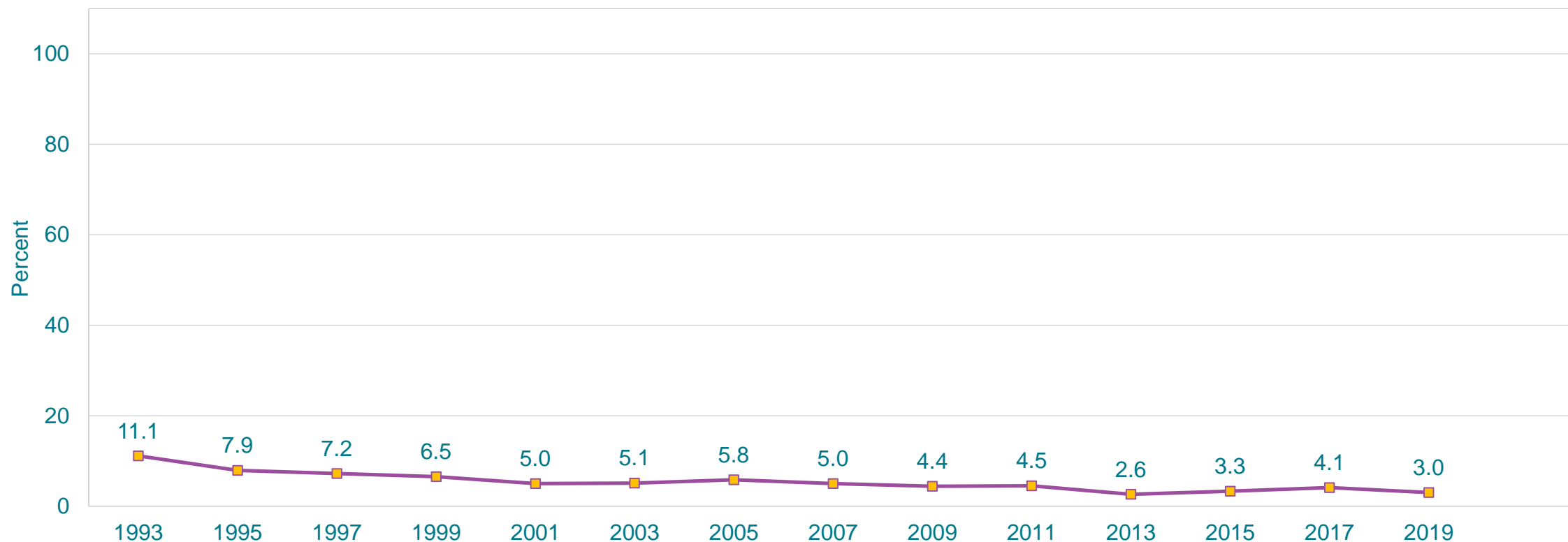
This graph contains weighted results.

# Percentage of High School Students Who Carried a Weapon on School Property,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Carried a Weapon on School Property,\* 1993-2019†

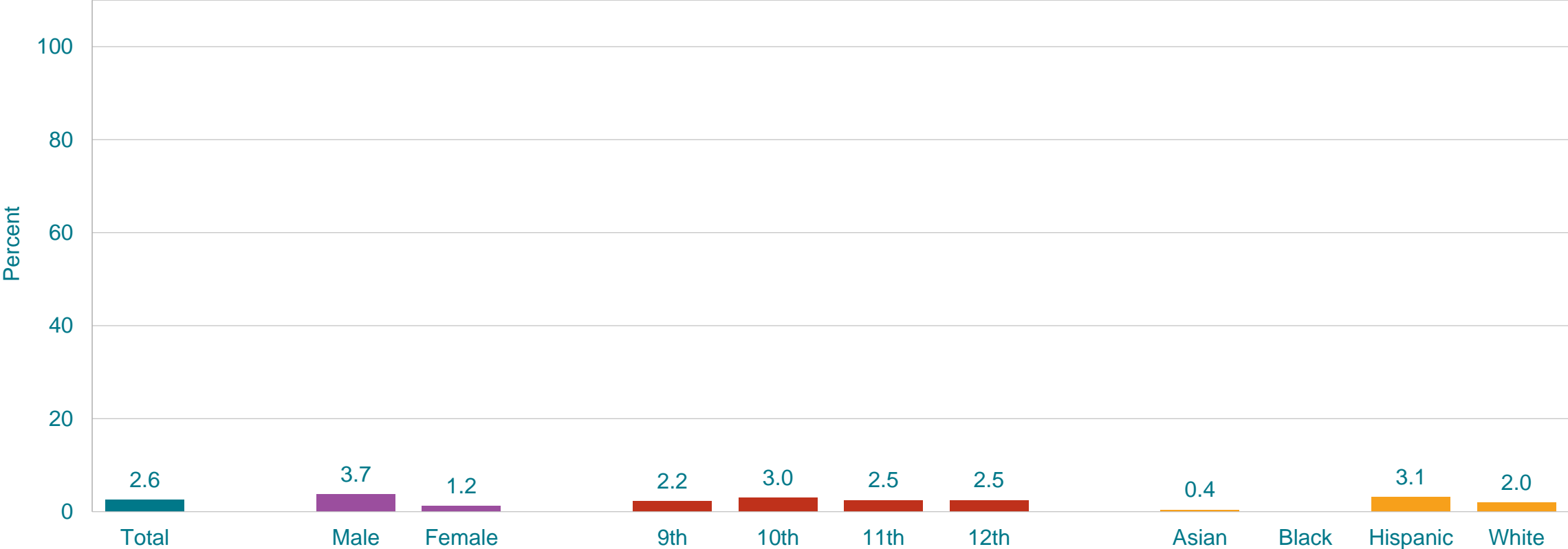


\*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Decreased 1993-2019, decreased 1993-1999, decreased 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Carried a Gun,\* by Sex,† Grade, and Race/Ethnicity,† 2019



\*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey

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

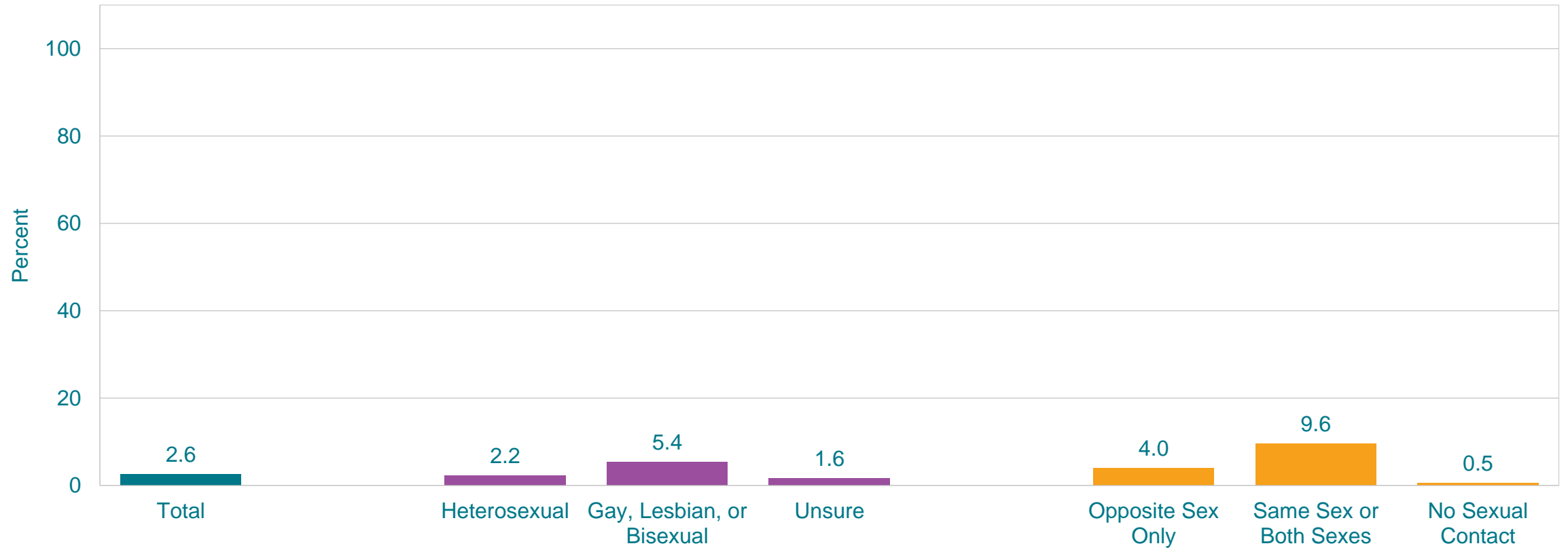
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

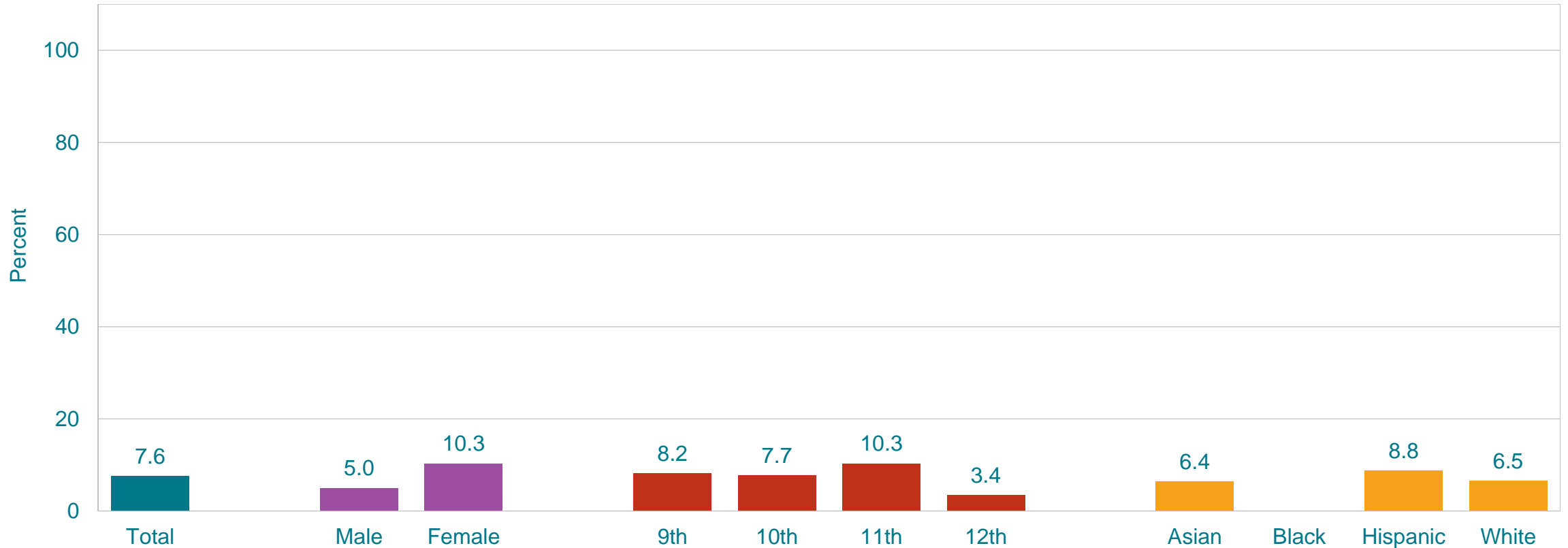


# Percentage of High School Students Who Carried a Gun,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey  
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, 2019



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

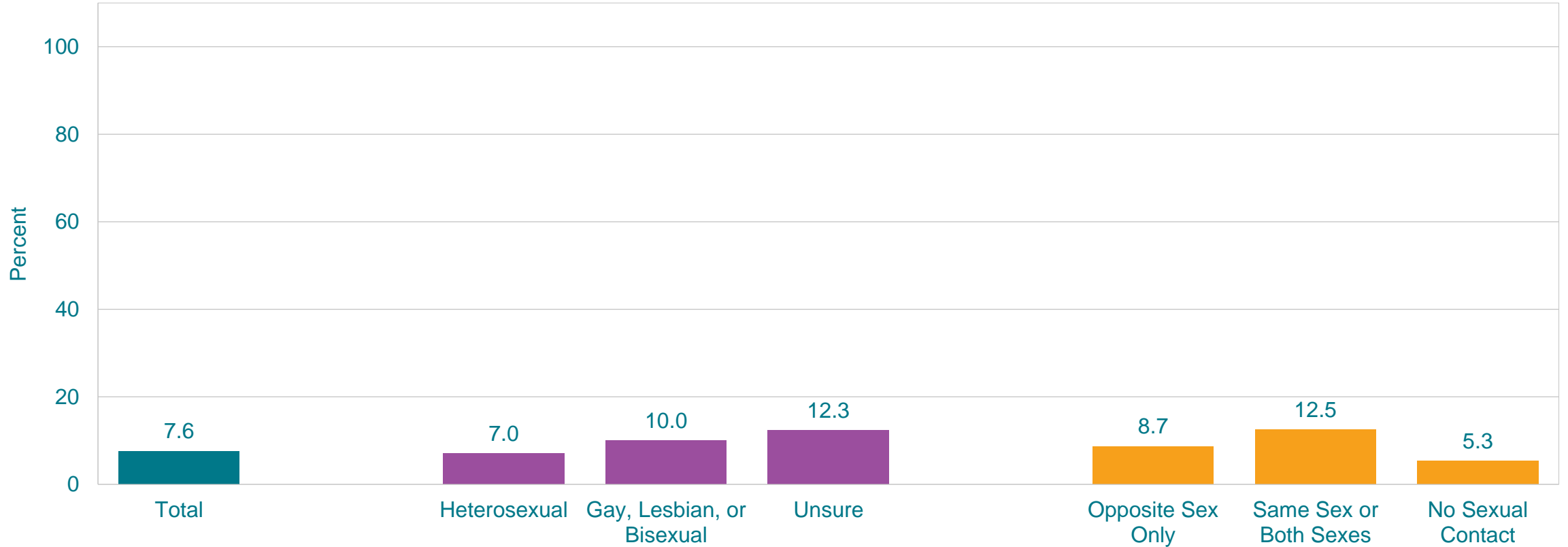
†F > M; 9th > 12th, 11th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

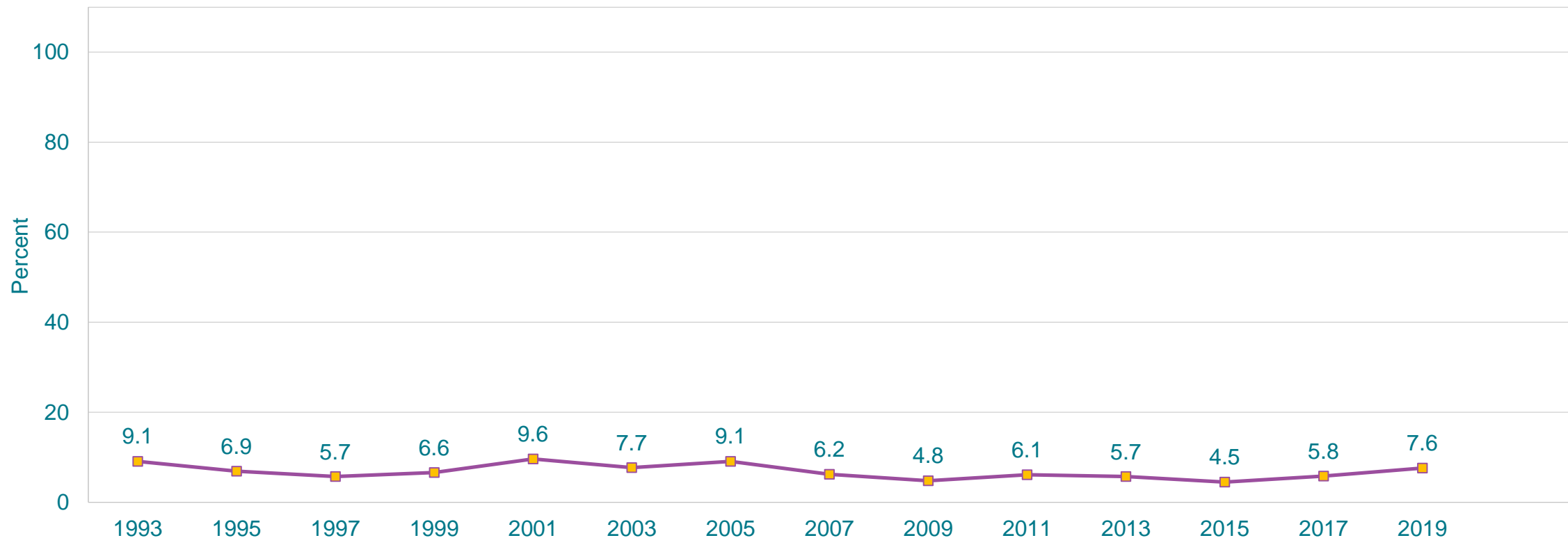
This graph contains weighted results.

# 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 Sexual Identity and Sex of Sexual Contacts, 2019



\*On at least 1 day during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,\* 1993-2019†

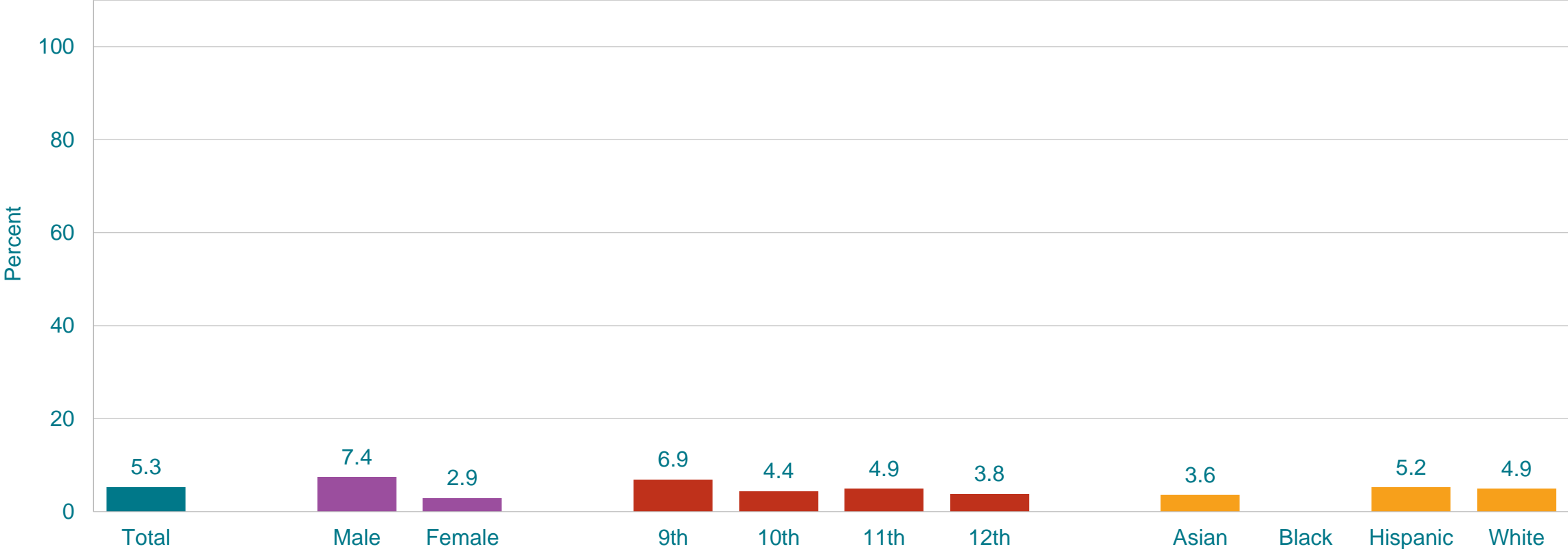


\*On at least 1 day during the 30 days before the survey

†Decreased 1993-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* by Sex,† Grade, and Race/Ethnicity, 2019



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

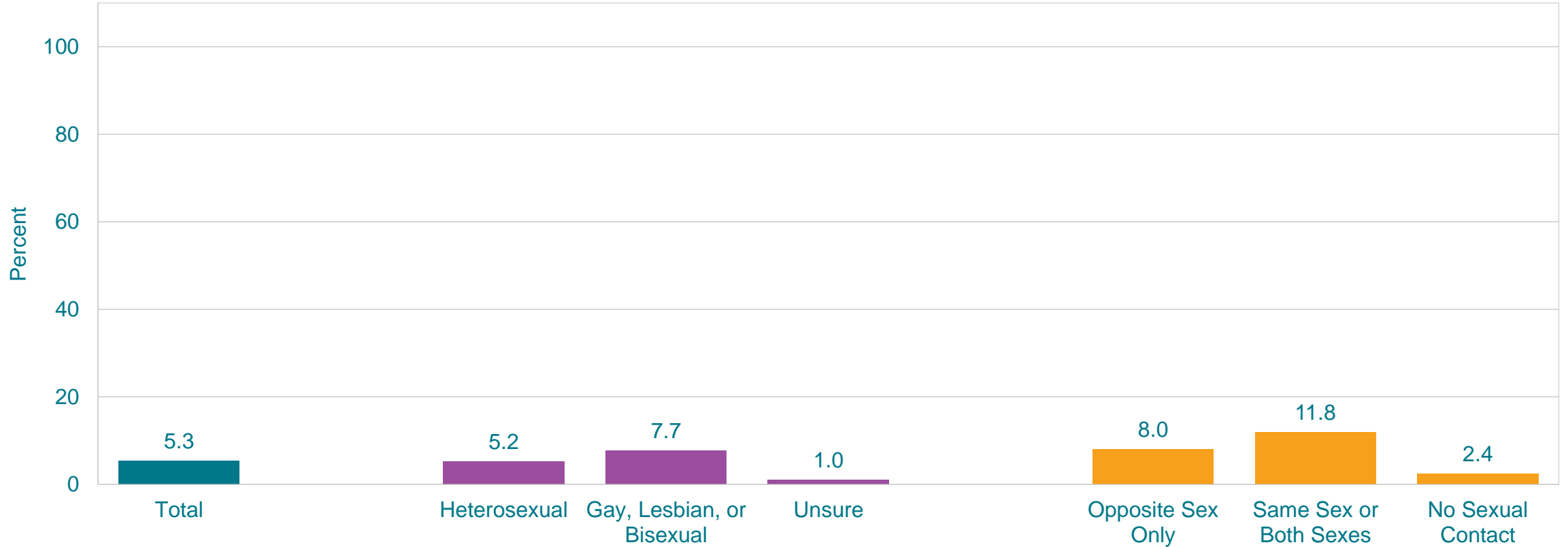
†M > F (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

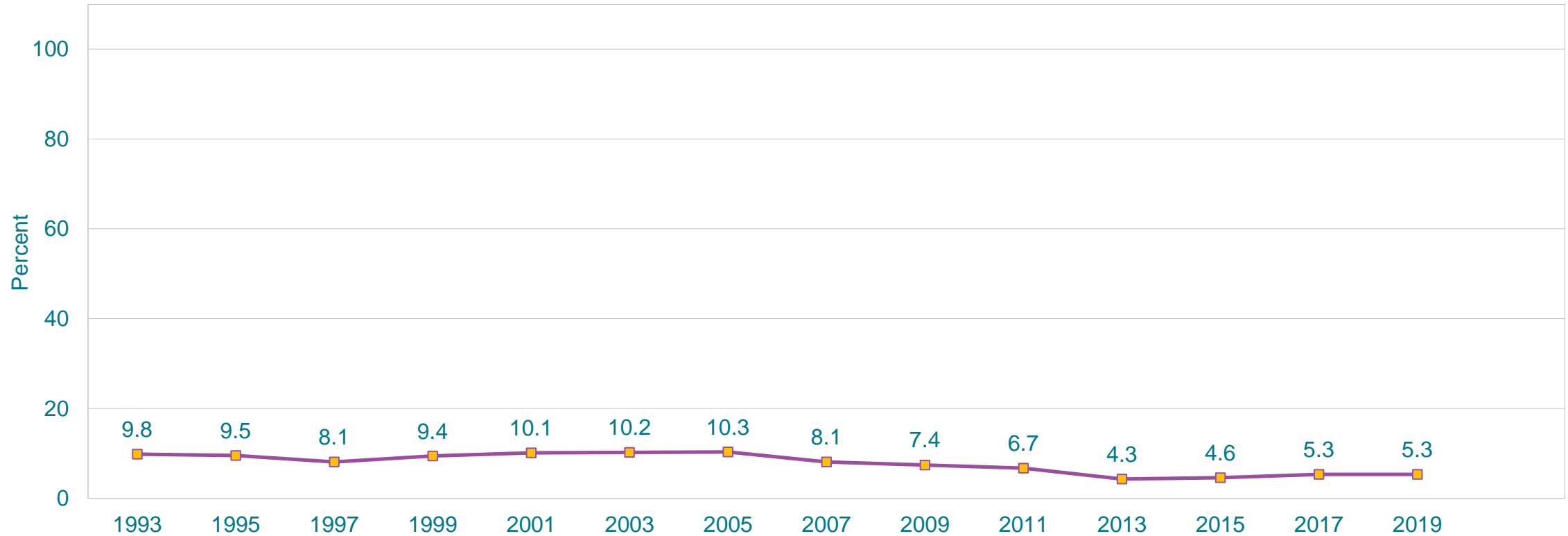
This graph contains weighted results.

# Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as a gun, knife, or club, one or more times during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,\* 1993-2019†

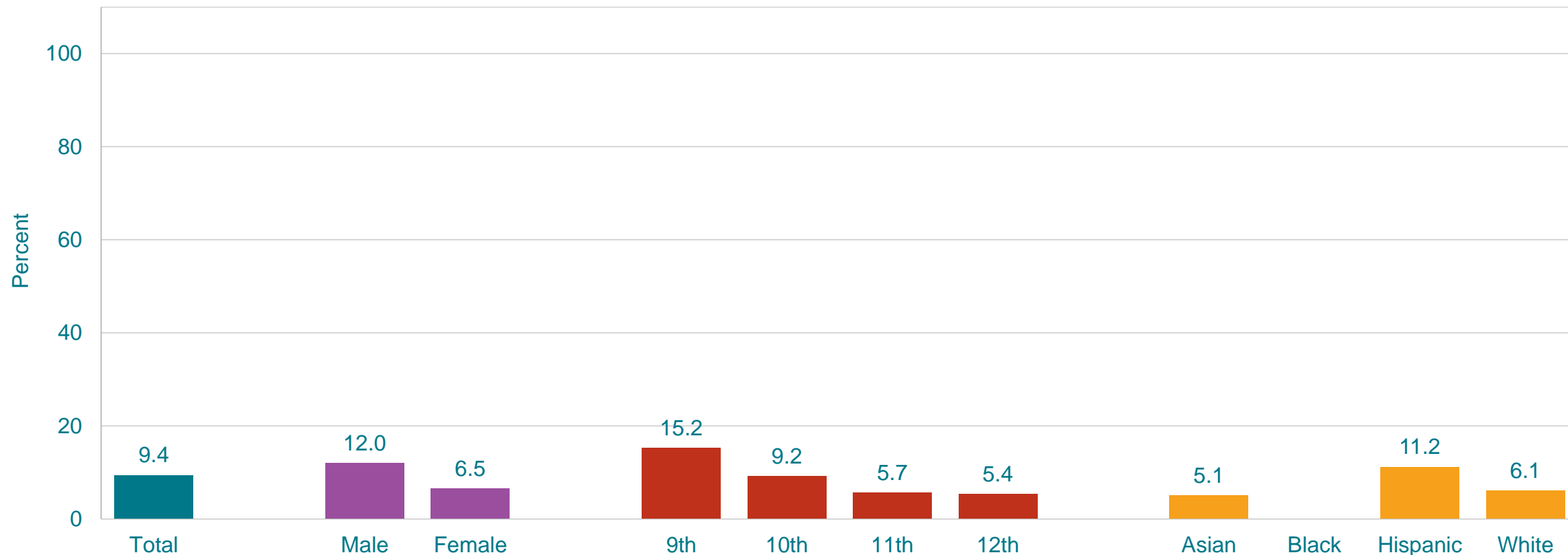


\*Such as a gun, knife, or club, one or more times during the 12 months before the survey

†Decreased 1993-2019, no change 1993-2003, decreased 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Were in a Physical Fight on School Property,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

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

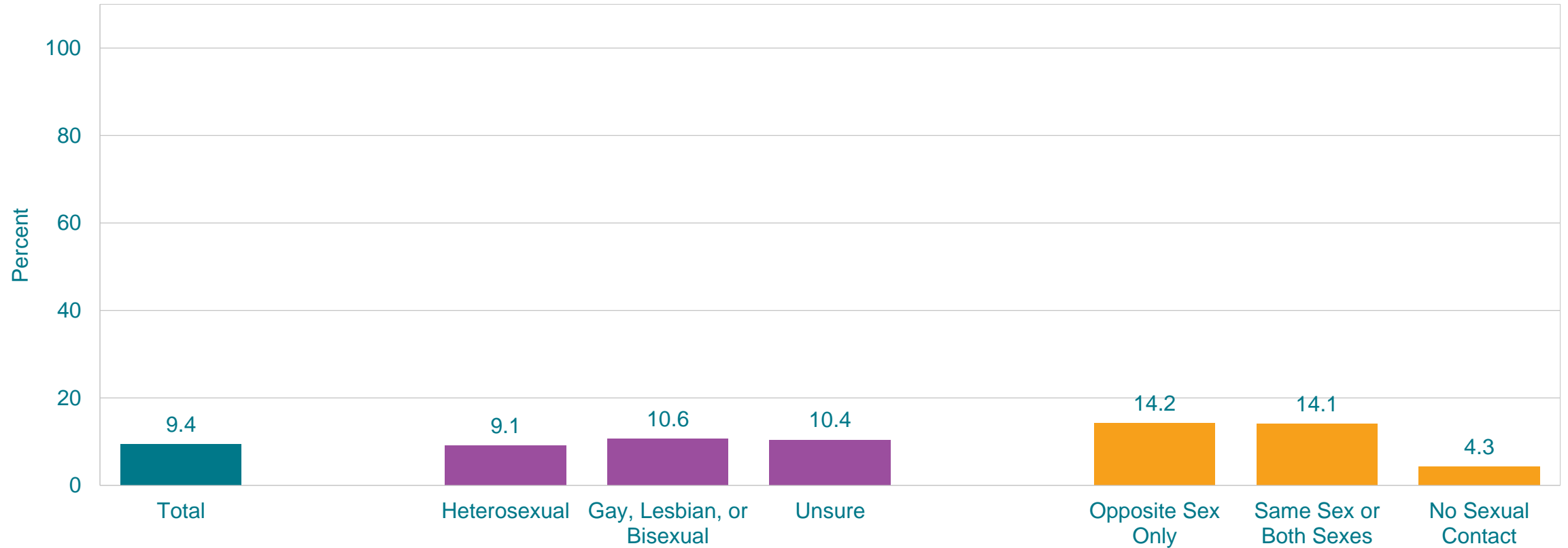
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

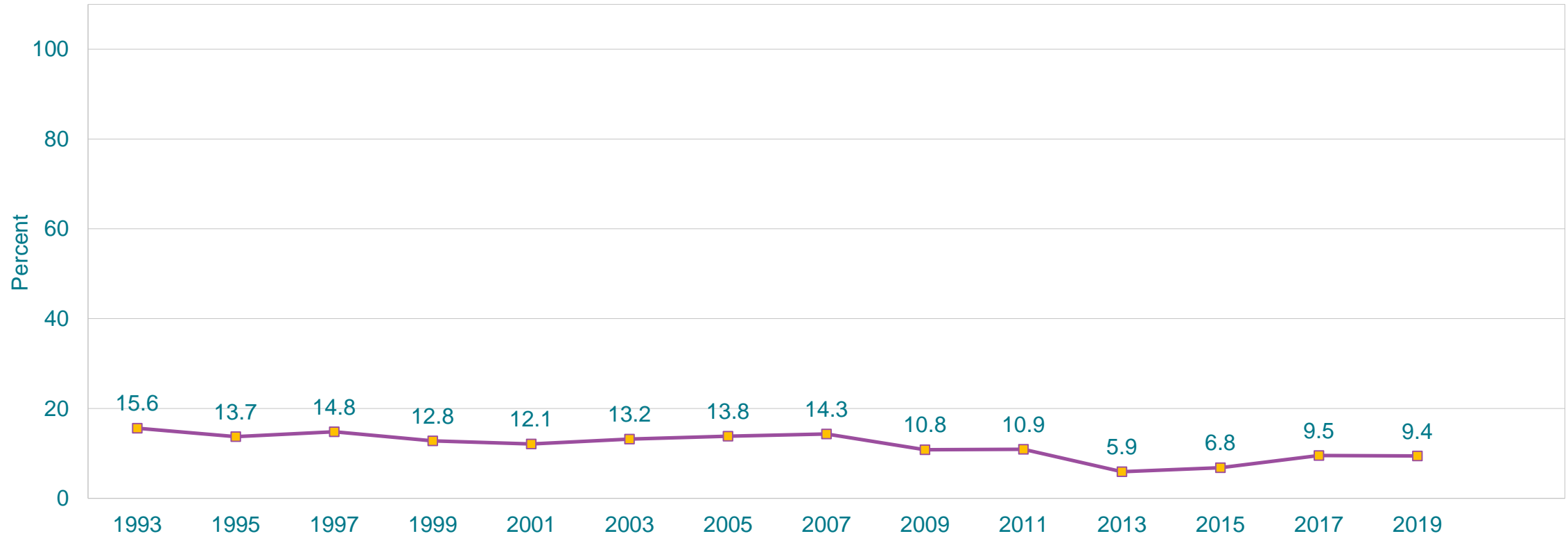


# Percentage of High School Students Who Were in a Physical Fight on School Property,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were in a Physical Fight on School Property,\* 1993-2019†

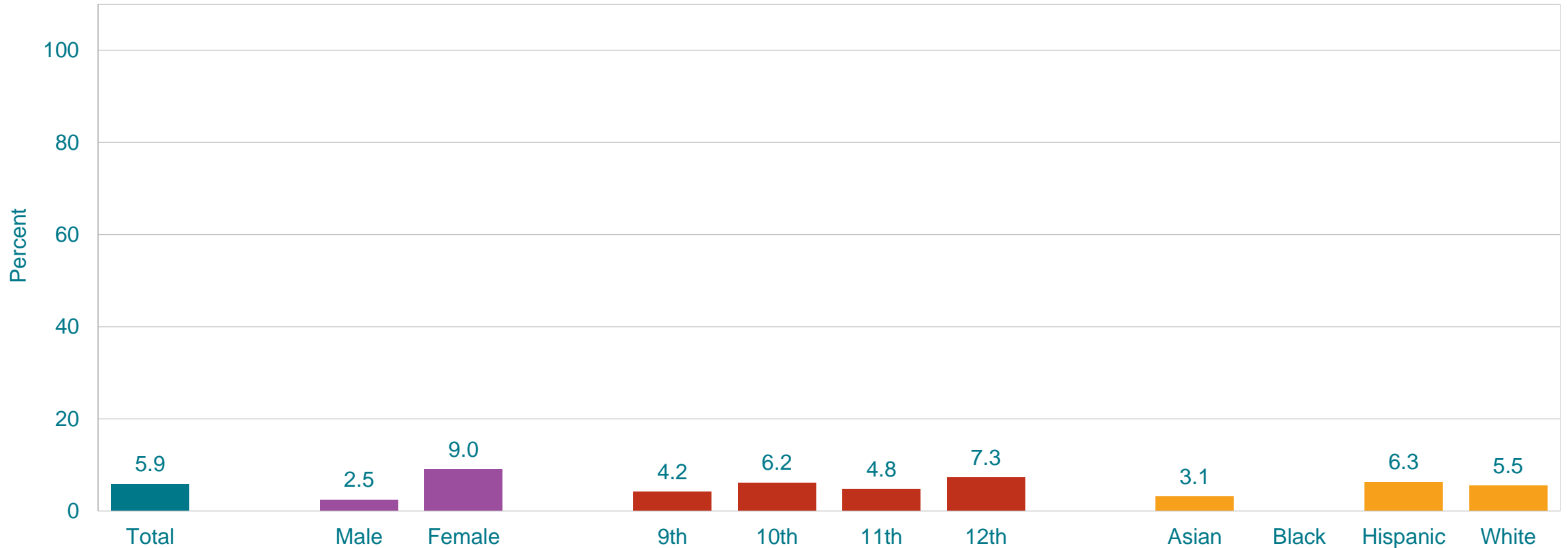


\*One or more times during the 12 months before the survey

†Decreased 1993-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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,† 2019



\*When they did not want to

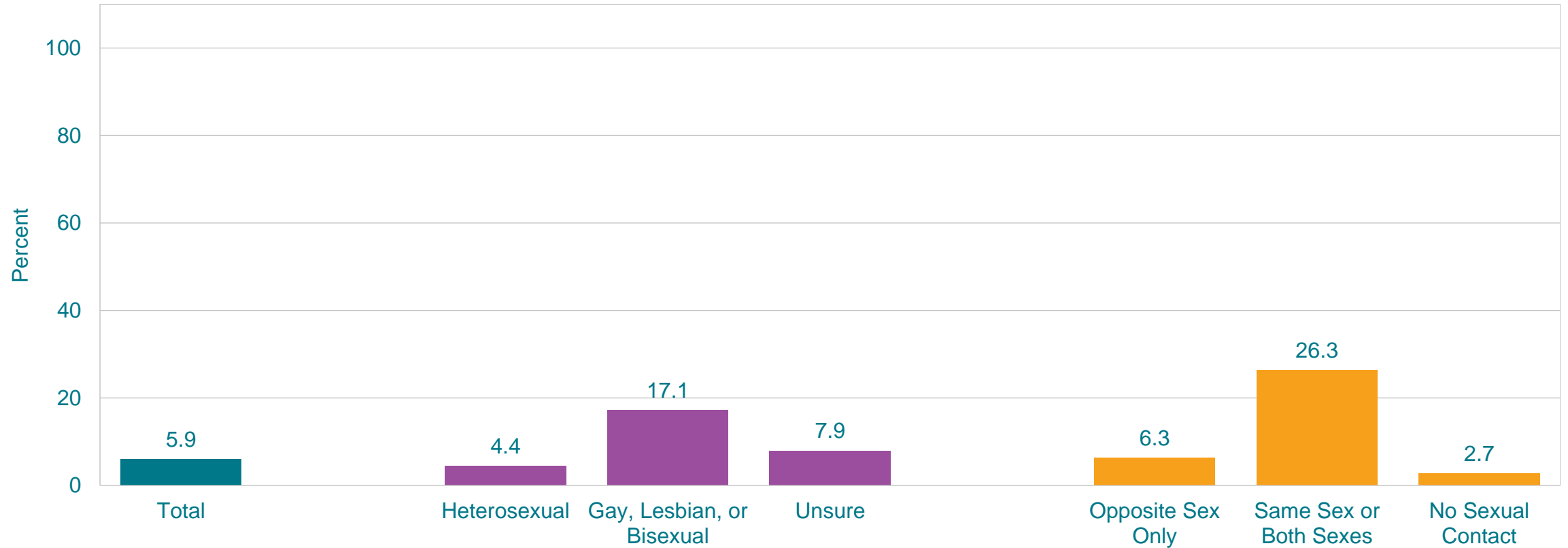
†F > M; H > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

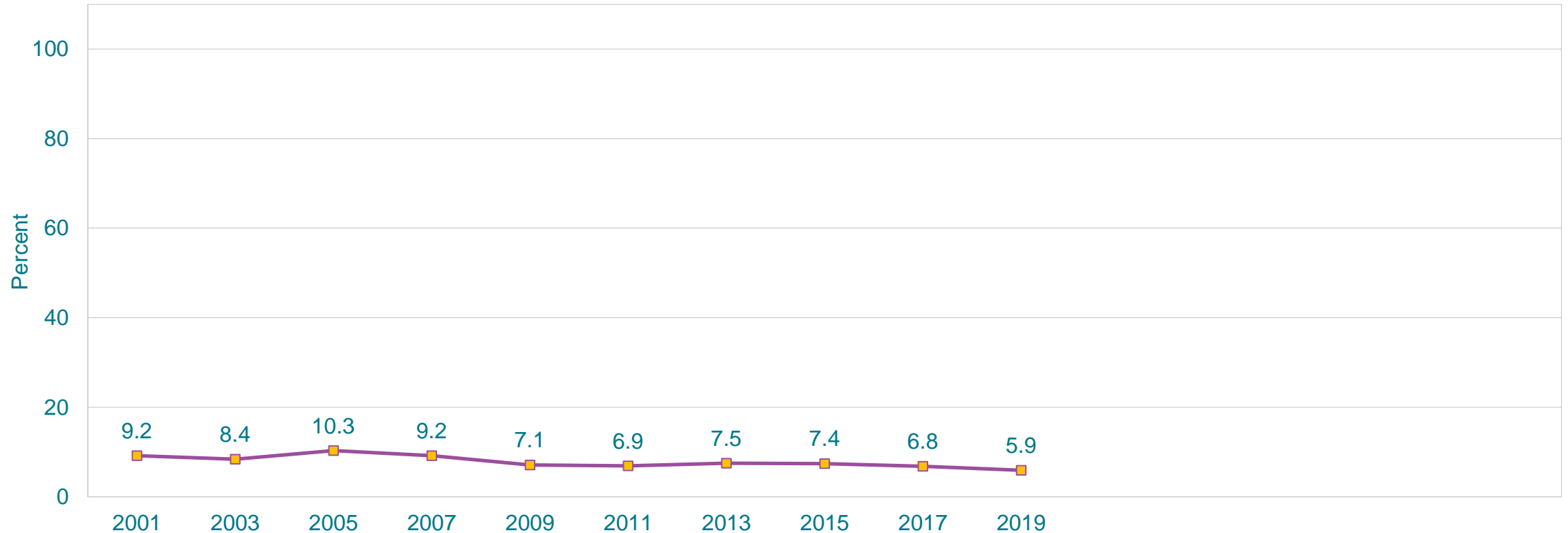
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*When they did not want to  
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,\* 2001-2019†

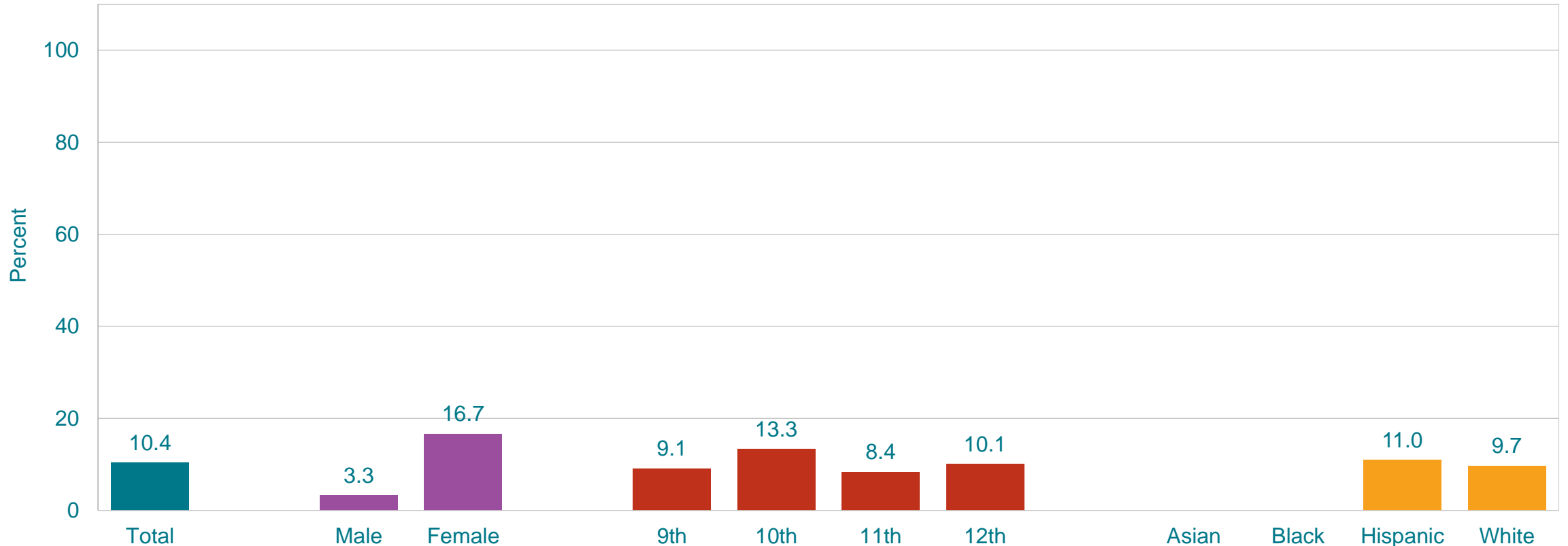


\*When they did not want to

†Decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Experienced Sexual Dating Violence,\* by Sex,† Grade, and Race/Ethnicity, 2019



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

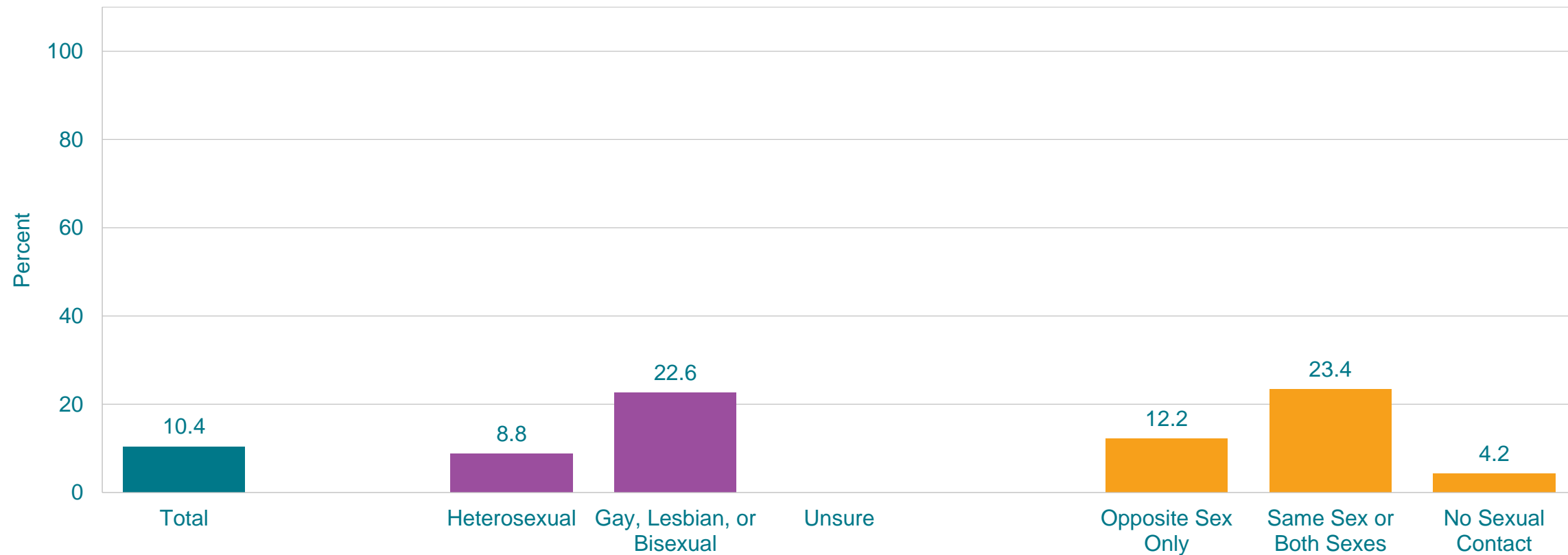
†F > M (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Experienced Sexual Dating Violence,\* by Sexual Identity and Sex of Sexual Contacts, 2019

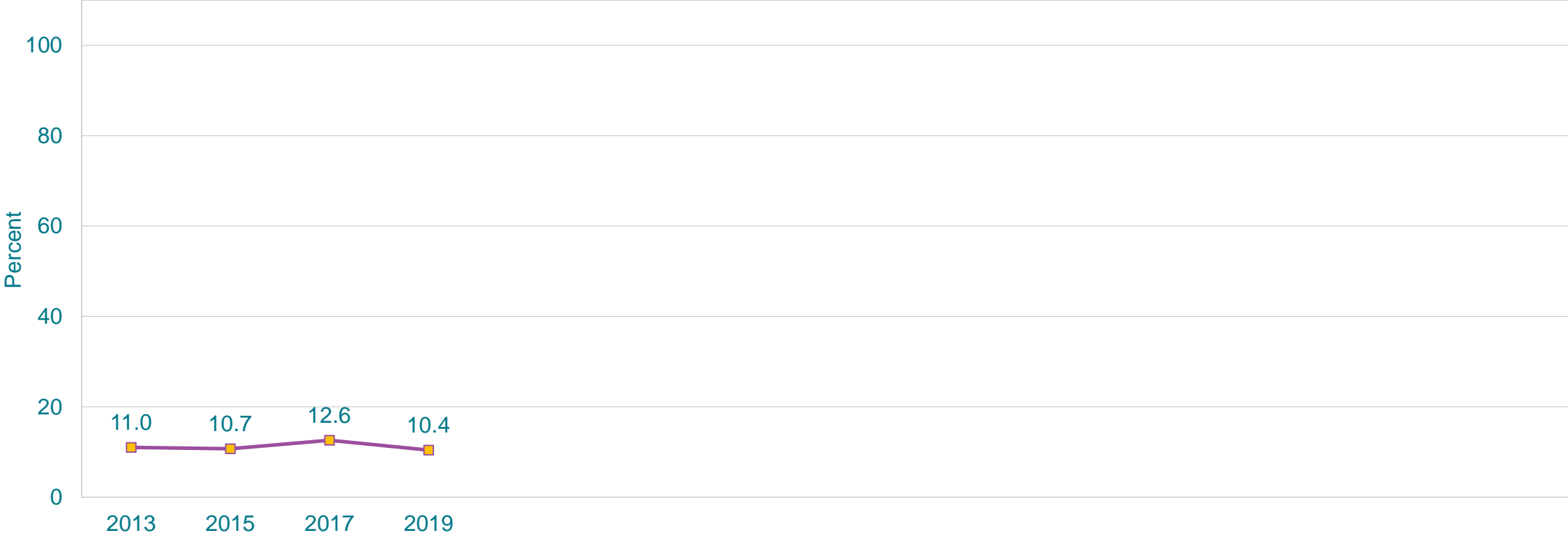


\*Being forced by someone they were dating or going out with to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey, among students who dated or went out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

This graph contains weighted results.

Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Experienced Sexual Dating Violence,\* 2013-2019†



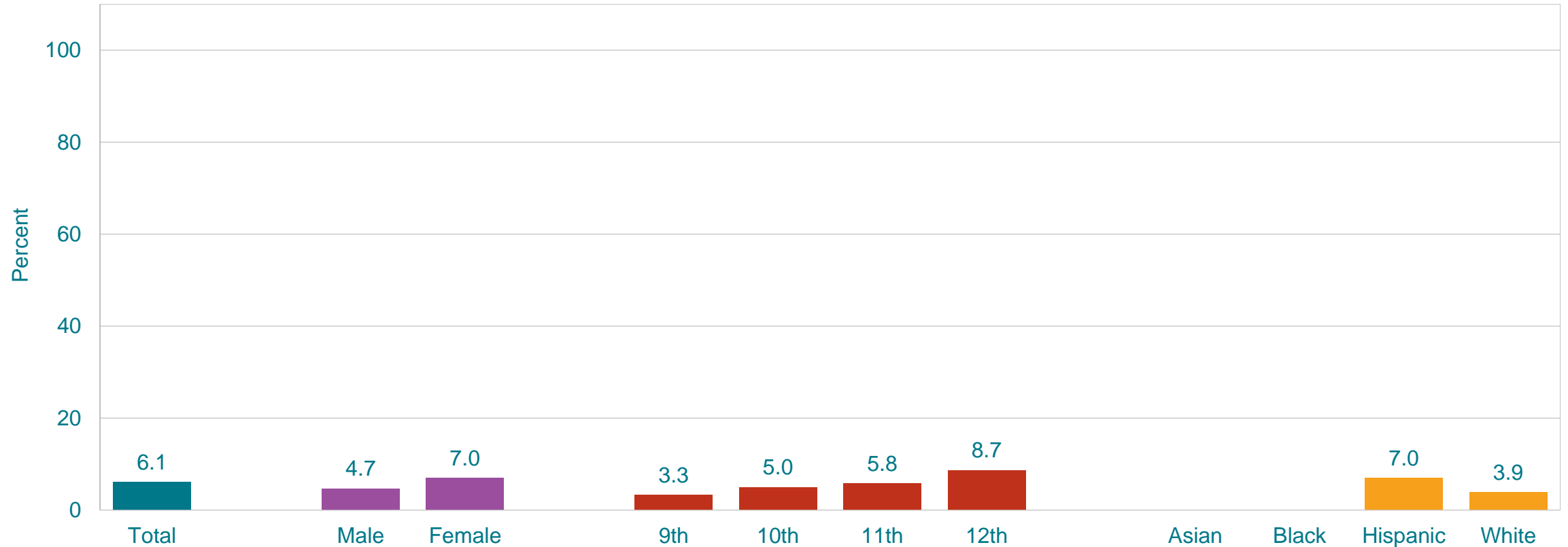
\*Being forced by someone they were dating or going out with to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey, among students who dated or went out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

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



## Percentage of High School Students Who Experienced Physical Dating Violence,\* by Sex, Grade,† and Race/Ethnicity, 2019



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

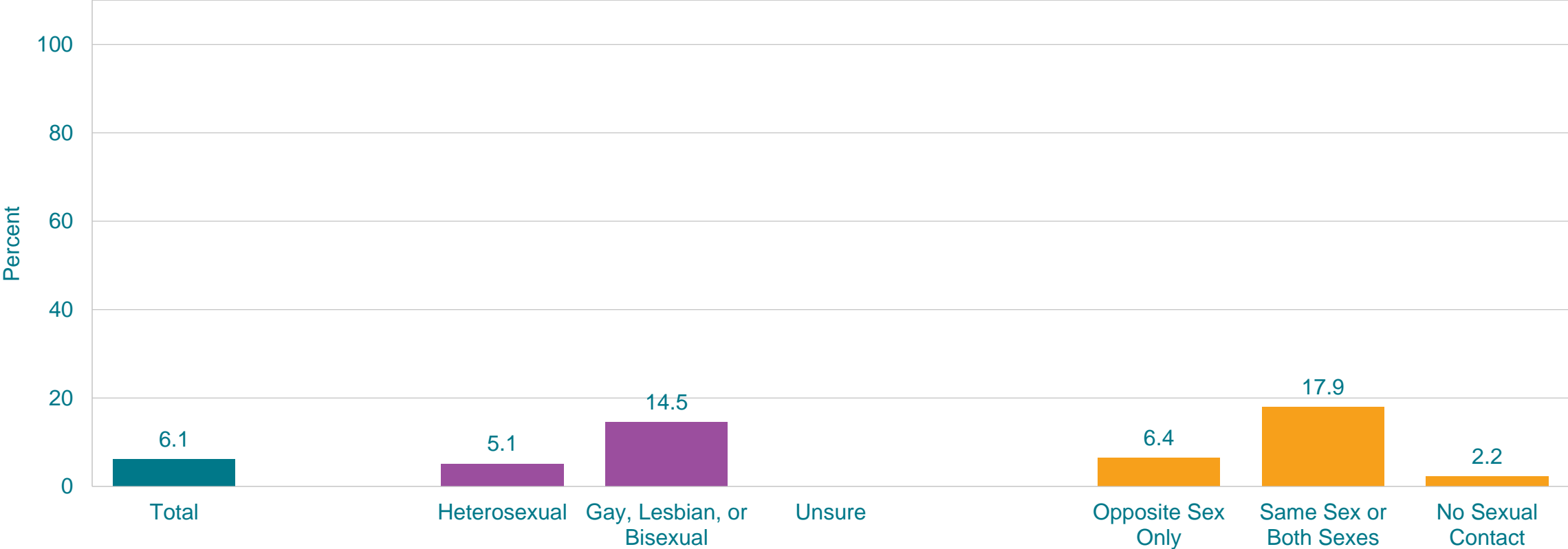
†12th > 9th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

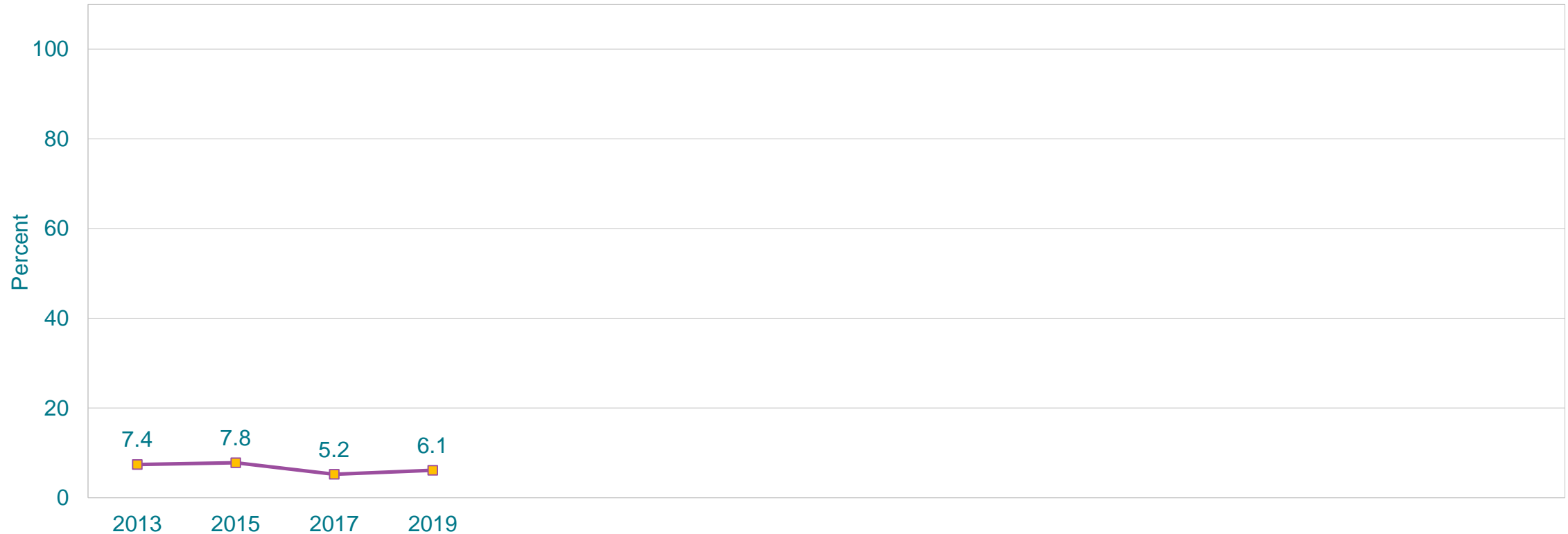
This graph contains weighted results.

# Percentage of High School Students Who Experienced Physical Dating Violence,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey  
 This graph contains weighted results.  
 Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Experienced Physical Dating Violence,\* 2013-2019†

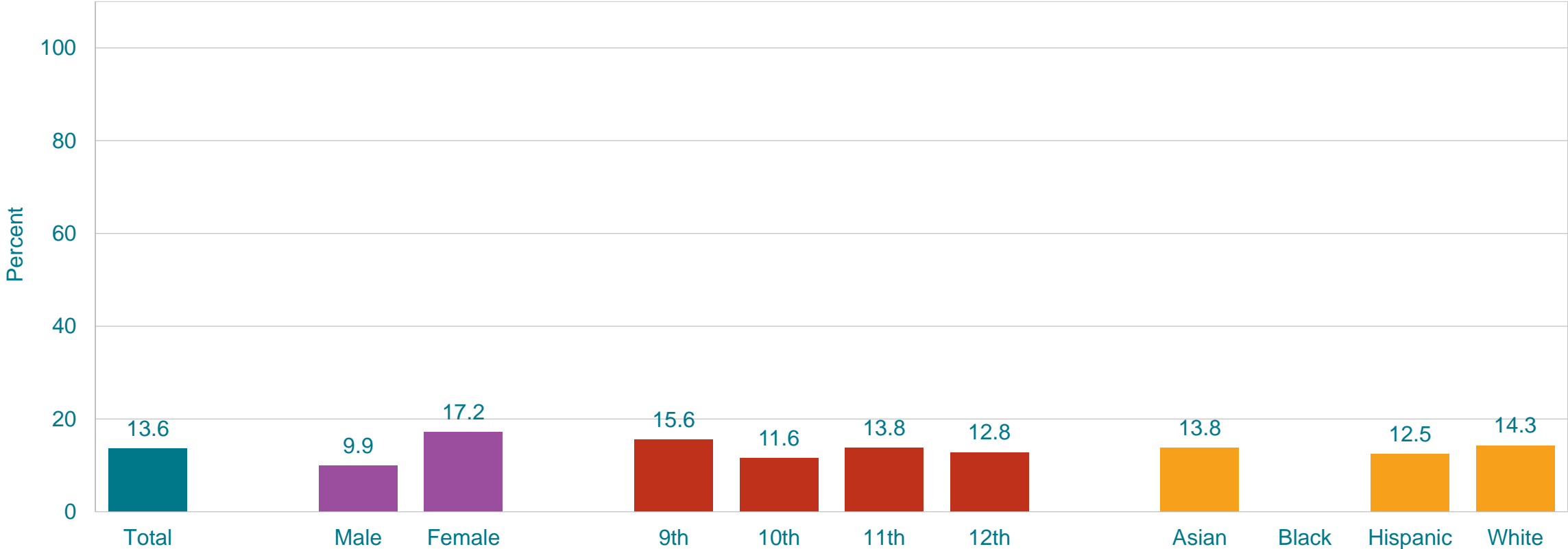


\*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months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

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

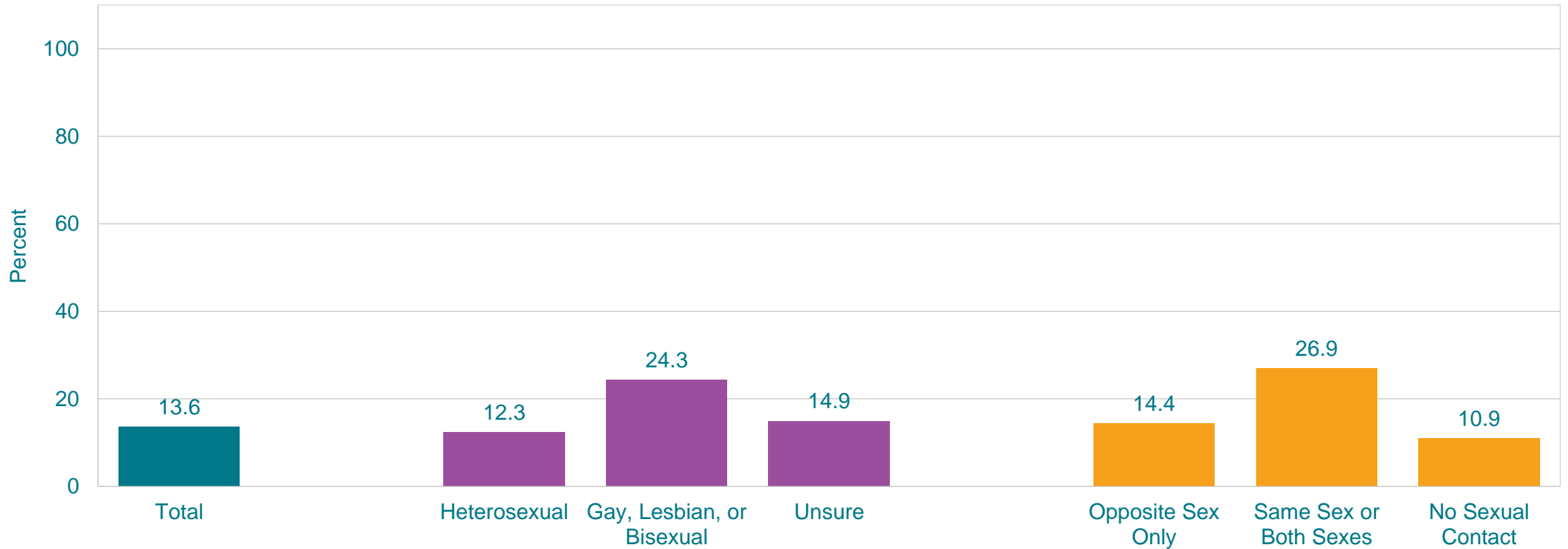
This graph contains weighted results.

# Percentage of High School Students Who Were Bullied on School Property,\* by Sex,† Grade, and Race/Ethnicity, 2019



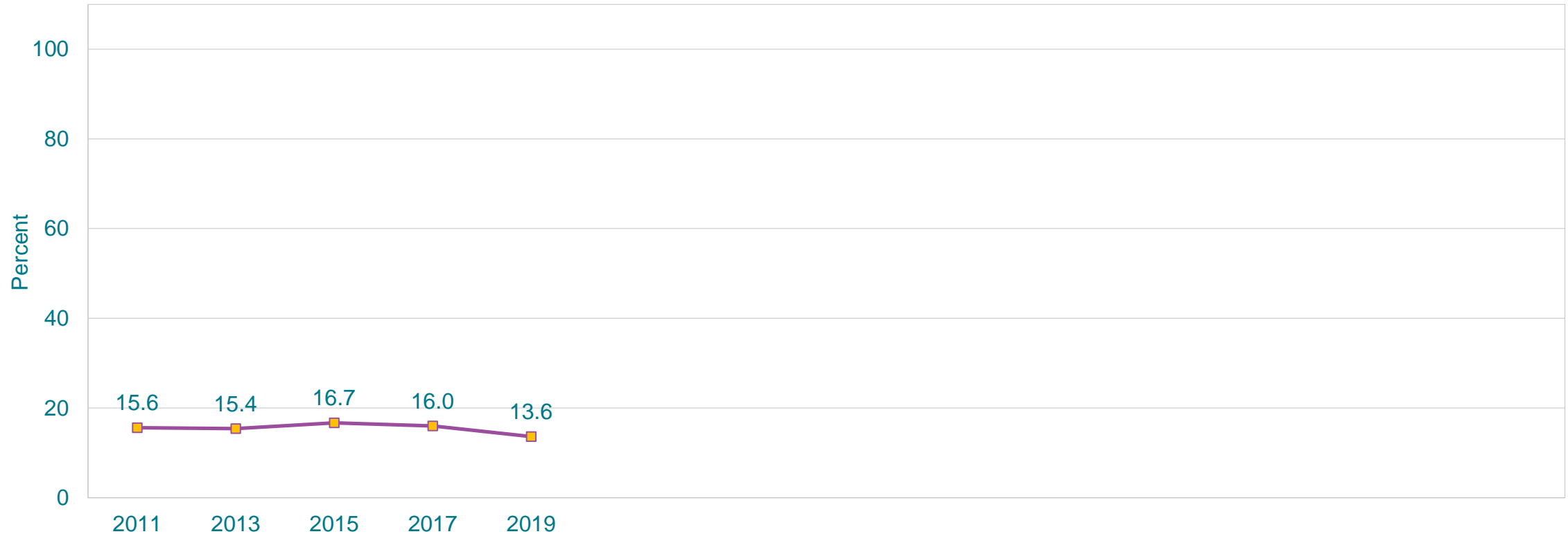
\*Ever during the 12 months before the survey  
 †F > M (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Bullied on School Property,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Ever during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Bullied on School Property,\* 2011-2019†

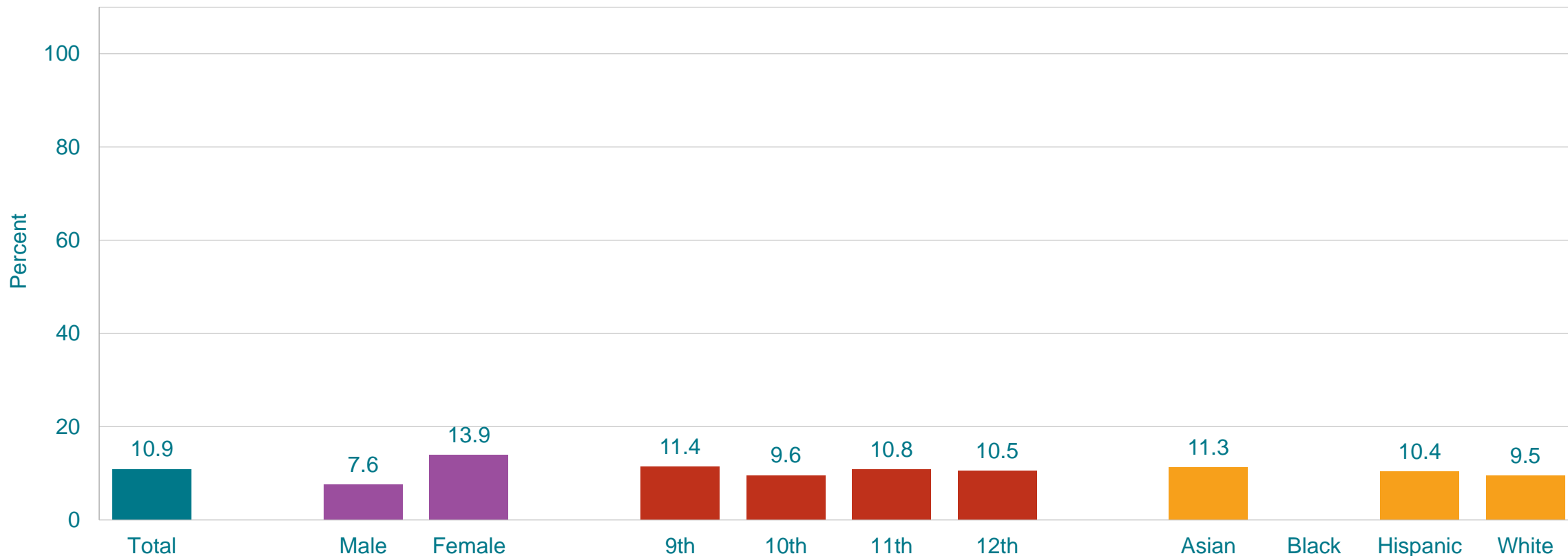


\*Ever during the 12 months before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Were Electronically Bullied,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

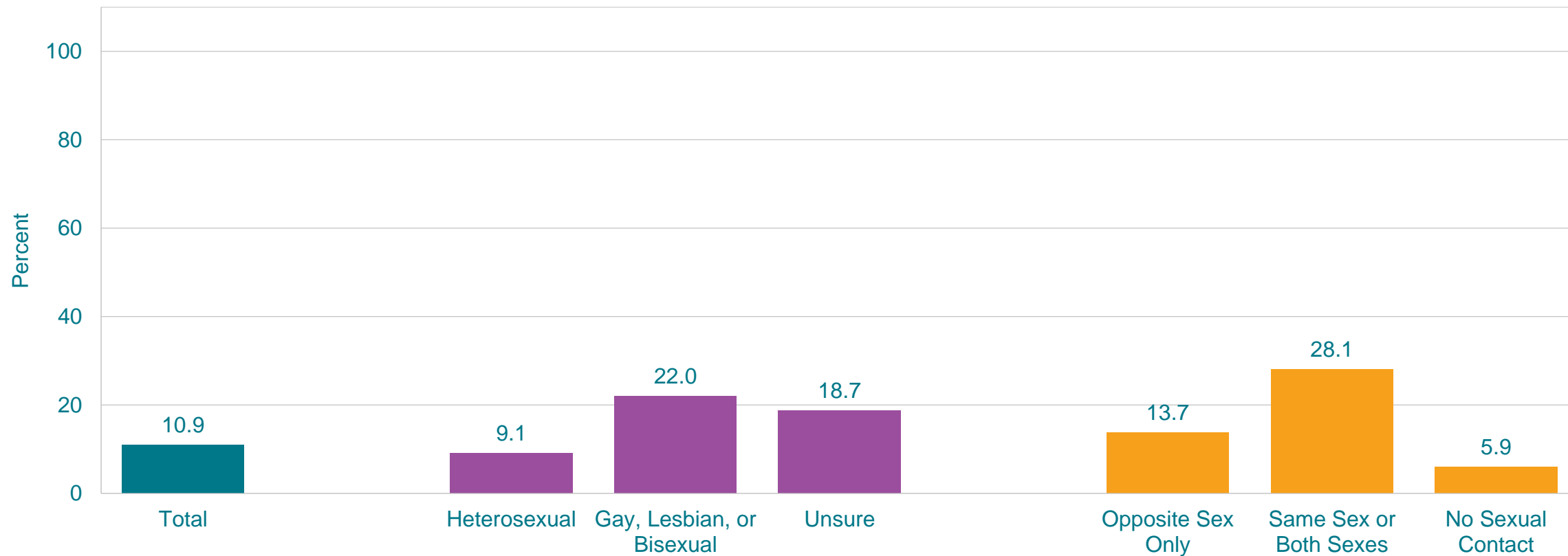
†F > M (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

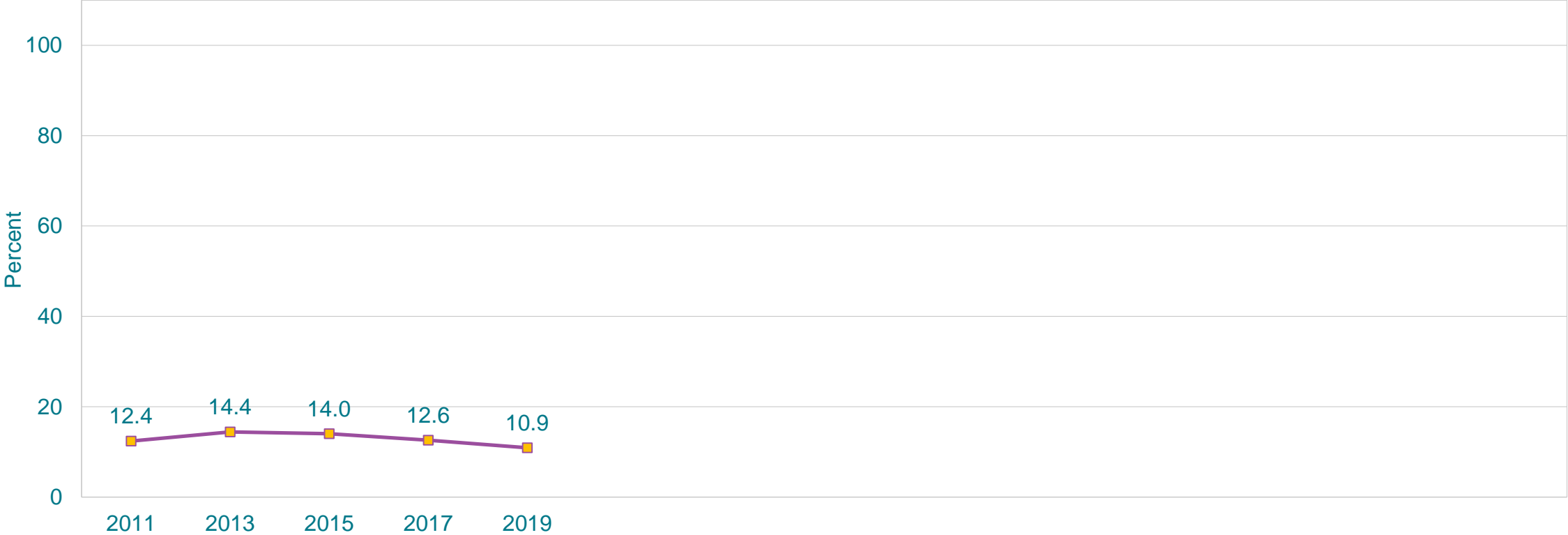
# Percentage of High School Students Who Were Electronically Bullied,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Were Electronically Bullied,\* 2011-2019†

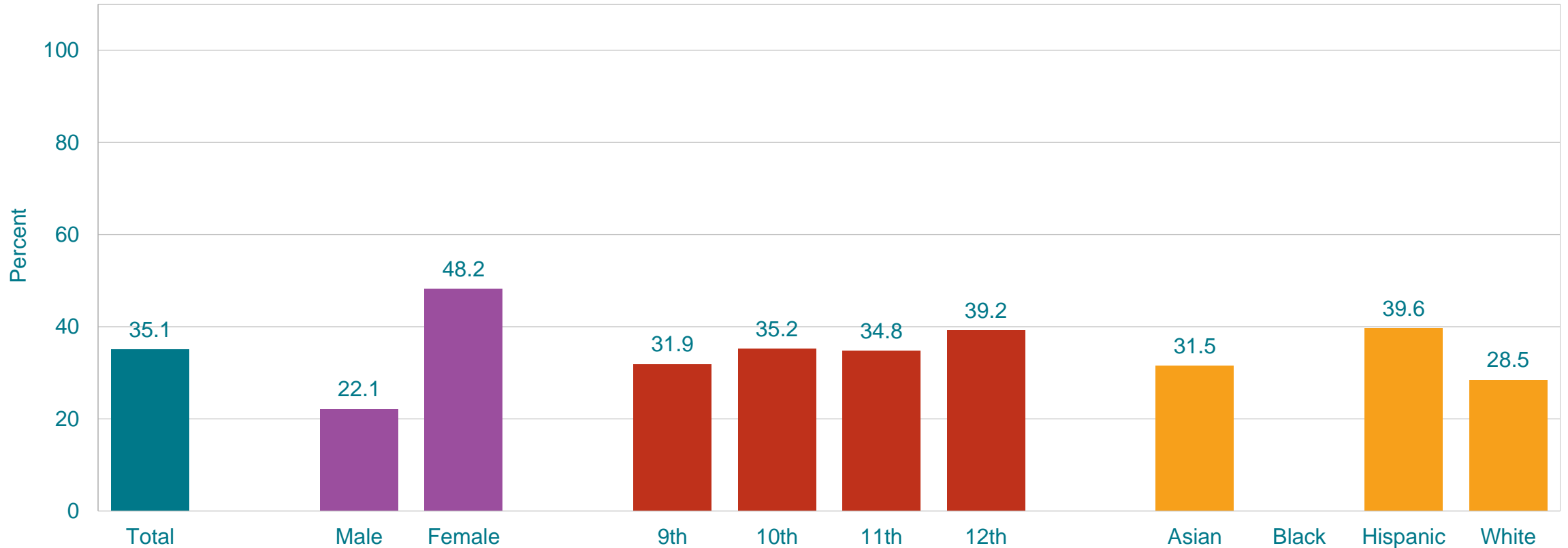


\*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Felt Sad or Hopeless,\* by Sex,† Grade, and Race/Ethnicity,† 2019



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

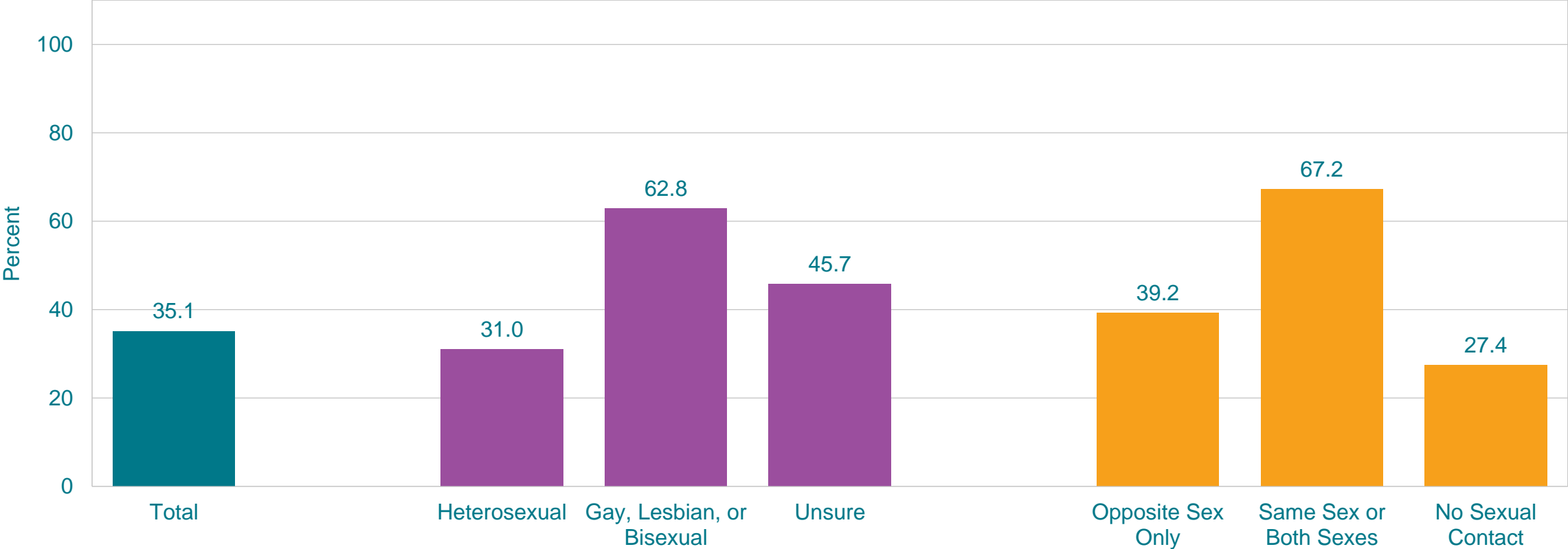
†F > M; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

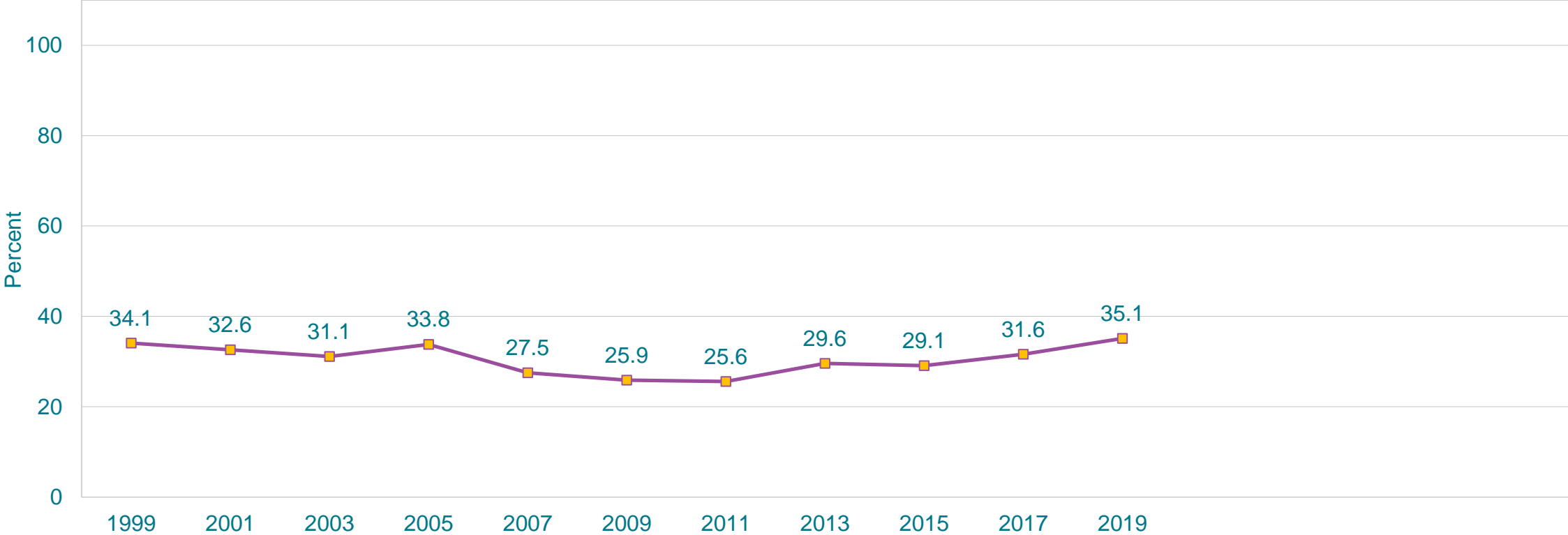
This graph contains weighted results.

# Percentage of High School Students Who Felt Sad or Hopeless,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Almost every day for  $\geq 2$  weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Felt Sad or Hopeless,\* 1999-2019†

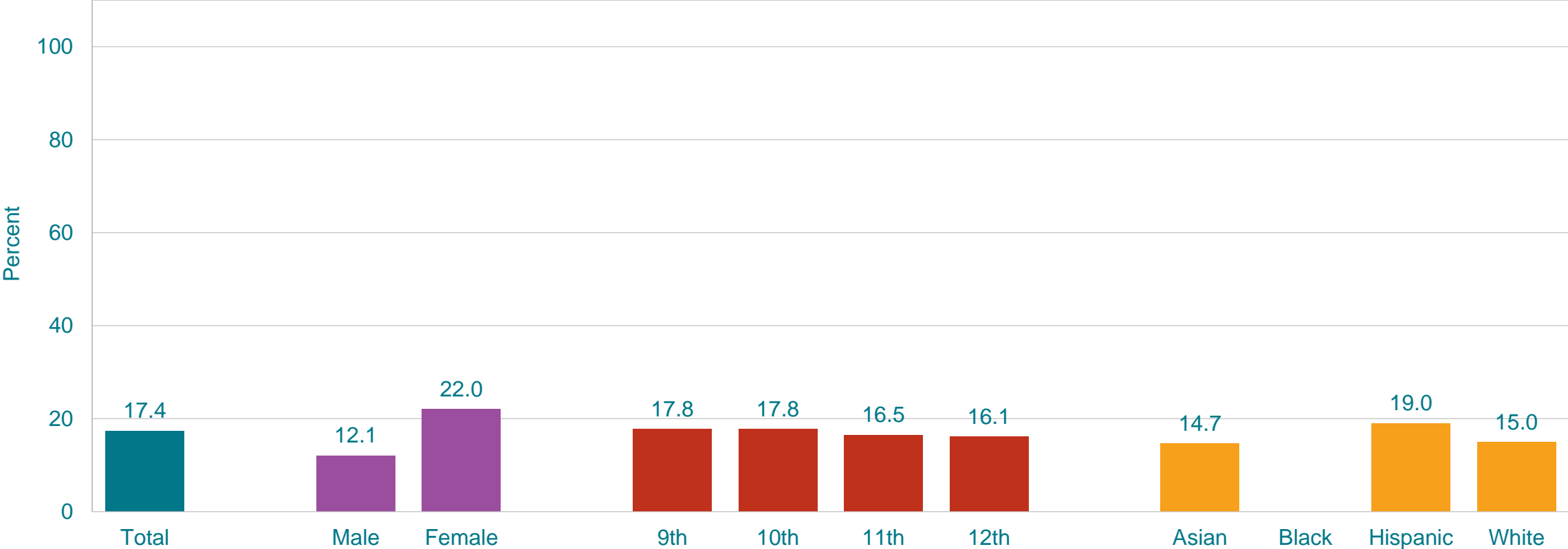


\*Almost every day for  $\geq 2$  weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†Decreased 1999-2019, decreased 1999-2011, increased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Seriously Considered Attempting Suicide,\* by Sex,† Grade, and Race/Ethnicity, 2019



\*Ever during the 12 months before the survey

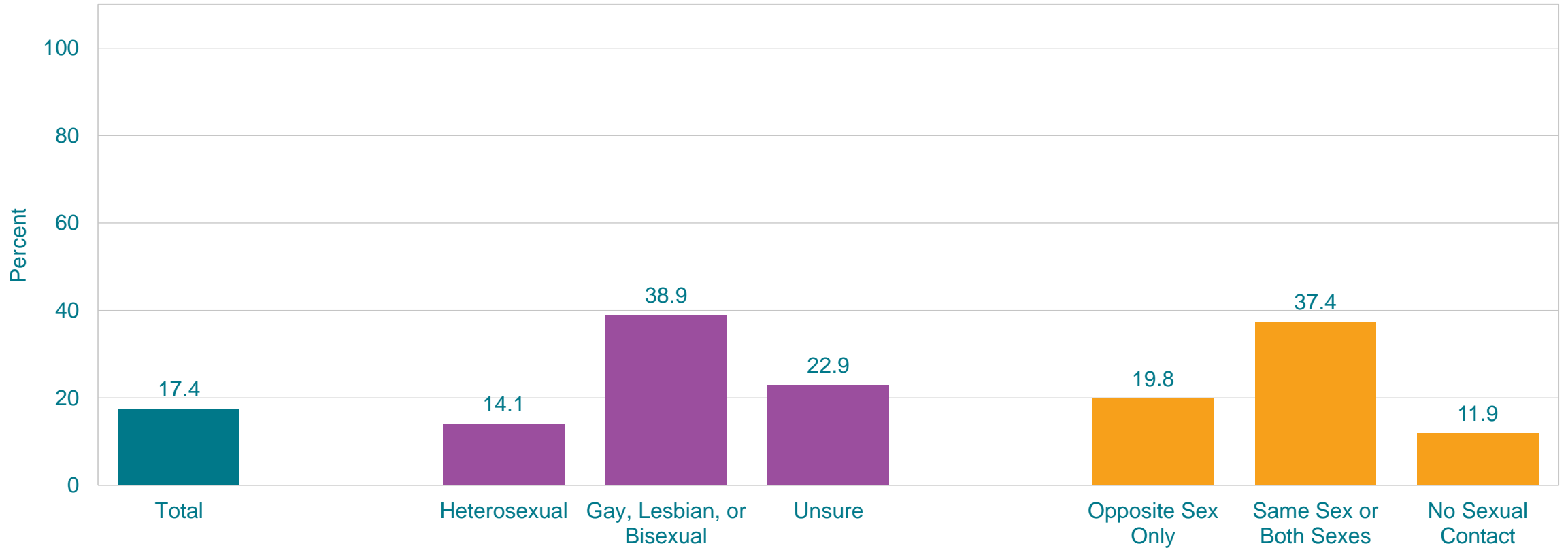
†F > M (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

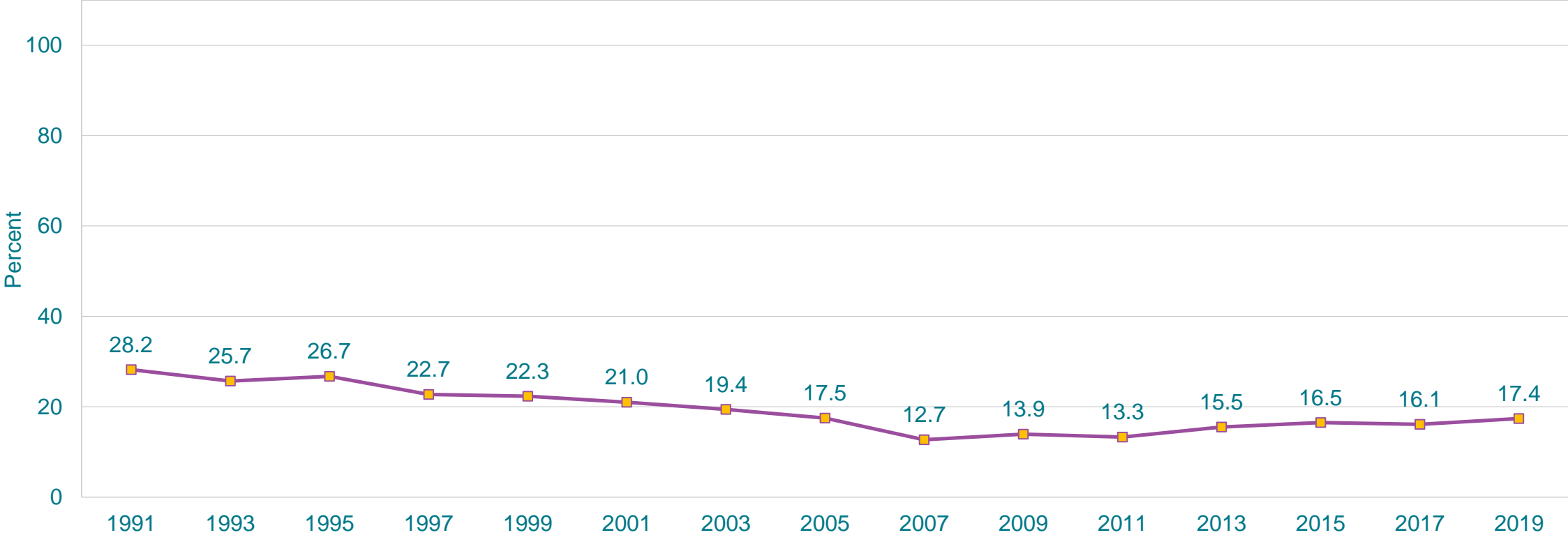
This graph contains weighted results.

# Percentage of High School Students Who Seriously Considered Attempting Suicide,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Ever during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Seriously Considered Attempting Suicide,\* 1991-2019†

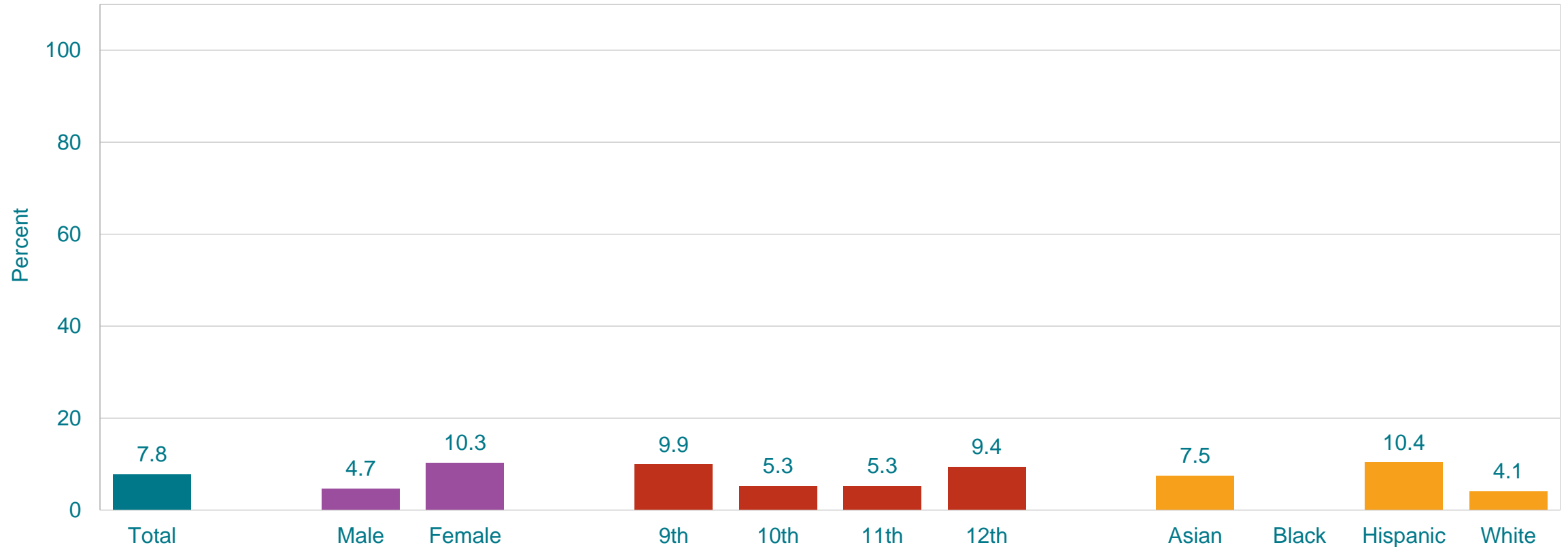


\*Ever during the 12 months before the survey

†Decreased 1991-2019, decreased 1991-2009, increased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Attempted Suicide,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

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

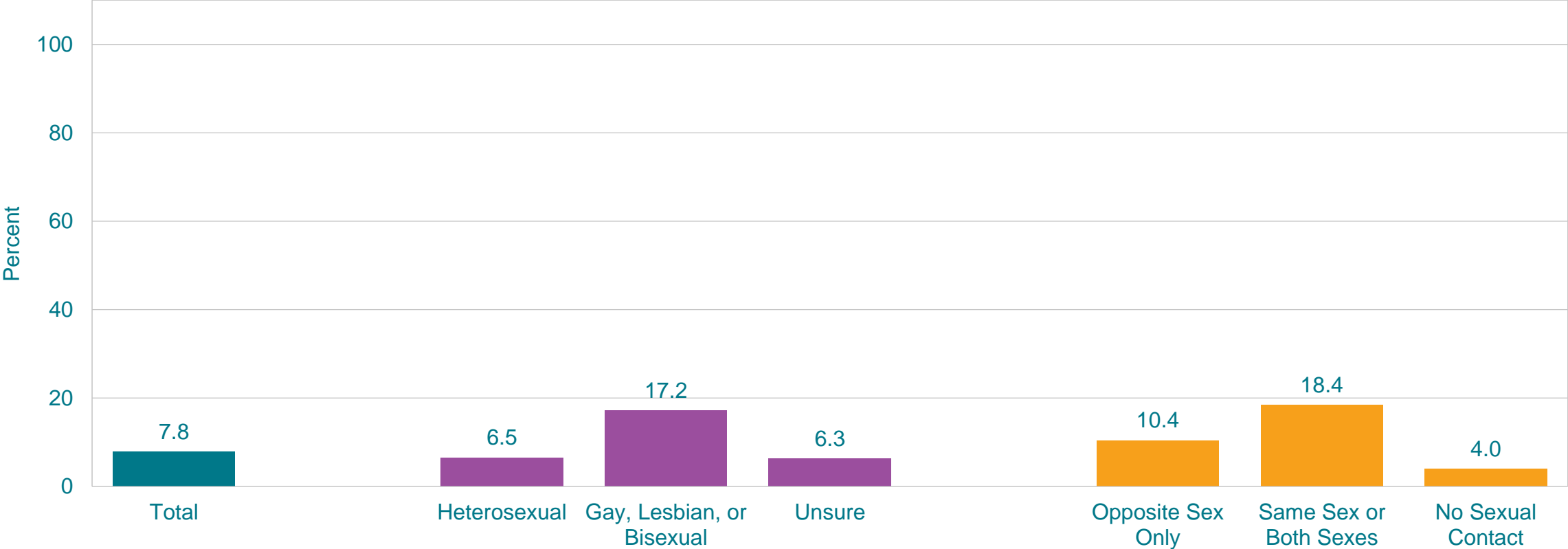
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

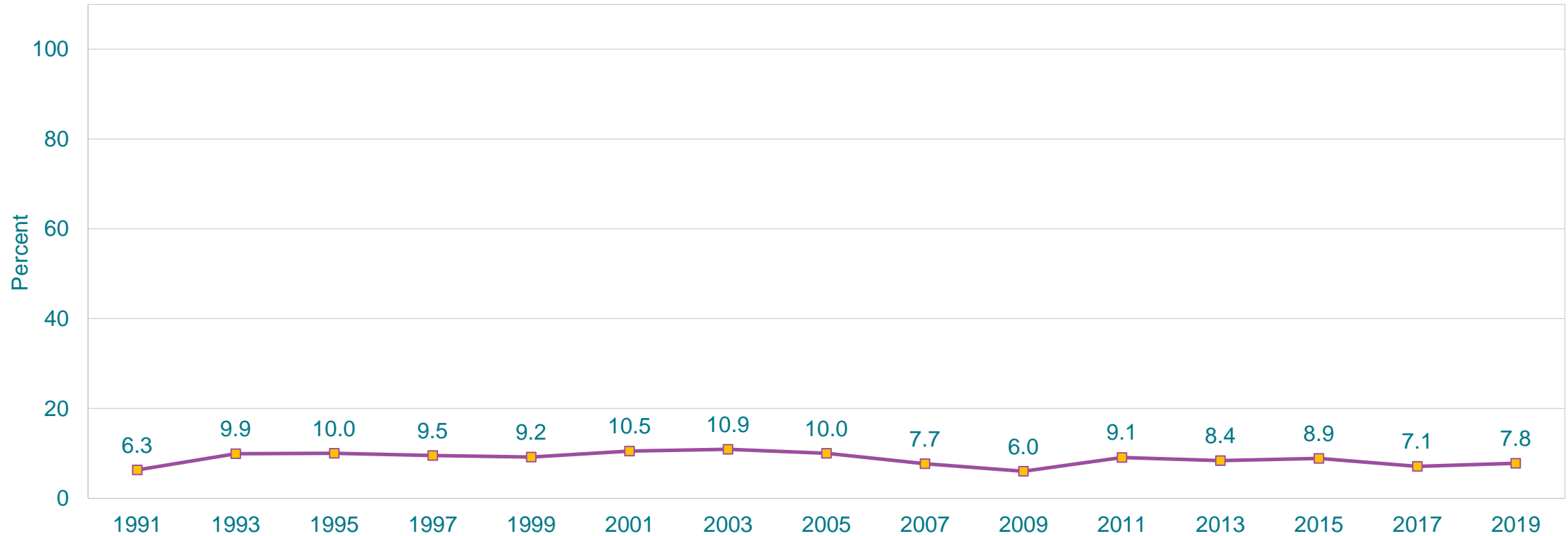


# Percentage of High School Students Who Attempted Suicide,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Attempted Suicide,\* 1991-2019†

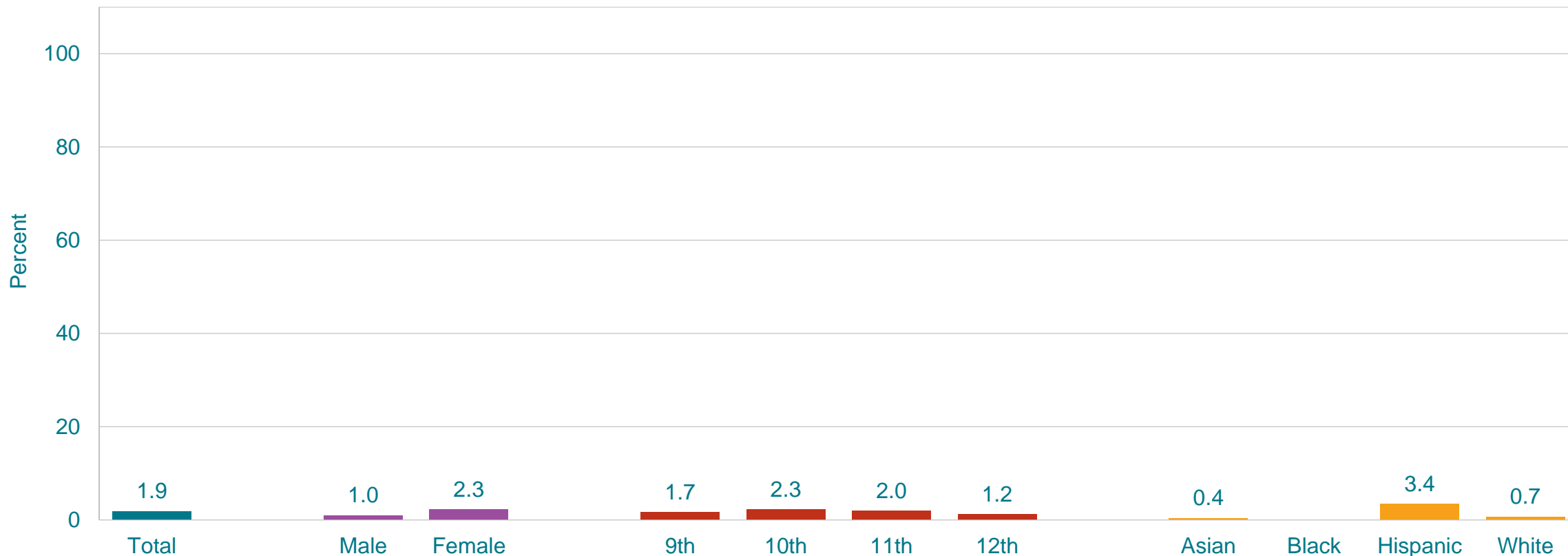


\*One or more times during the 12 months before the survey

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*During the 12 months before the survey

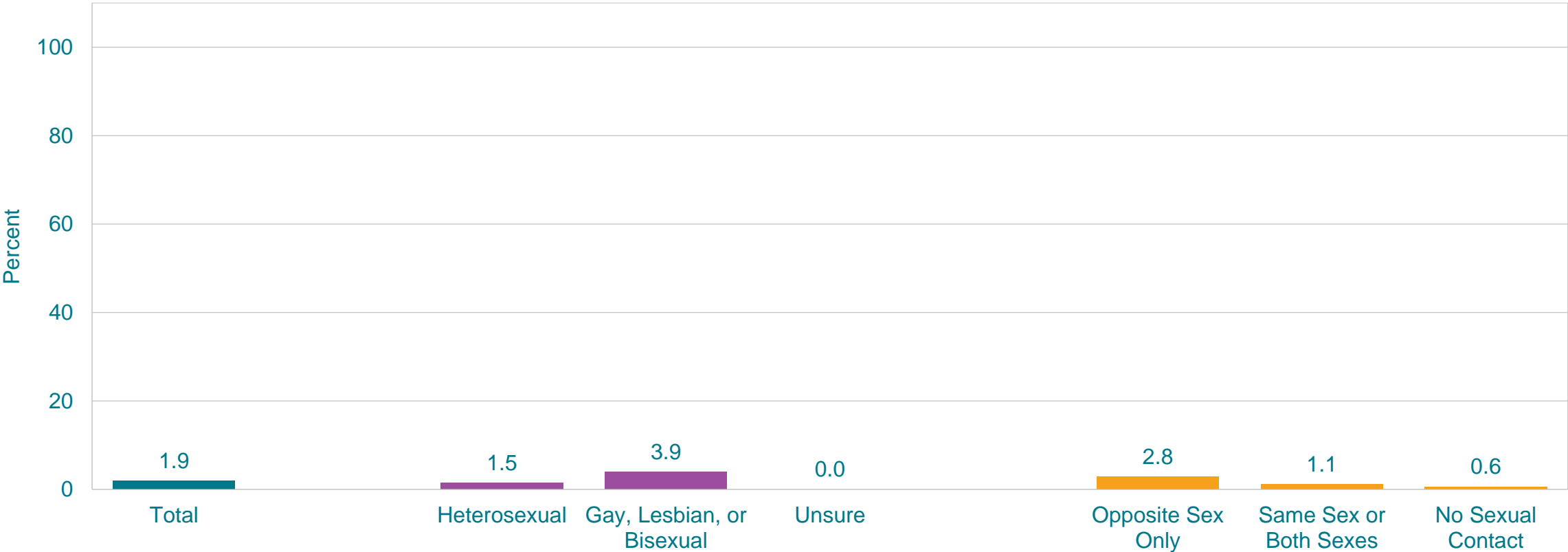
†H > A, H > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

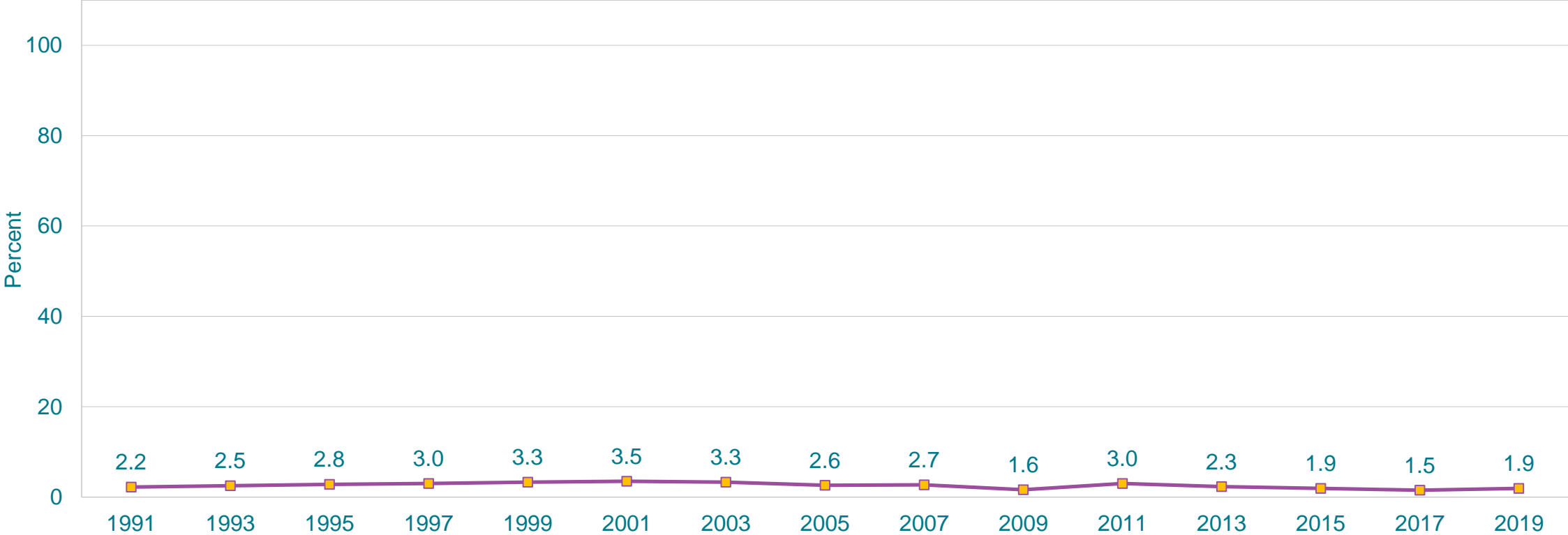
This graph contains weighted results.

# Percentage of High School Students Who Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,\* 1991-2019†

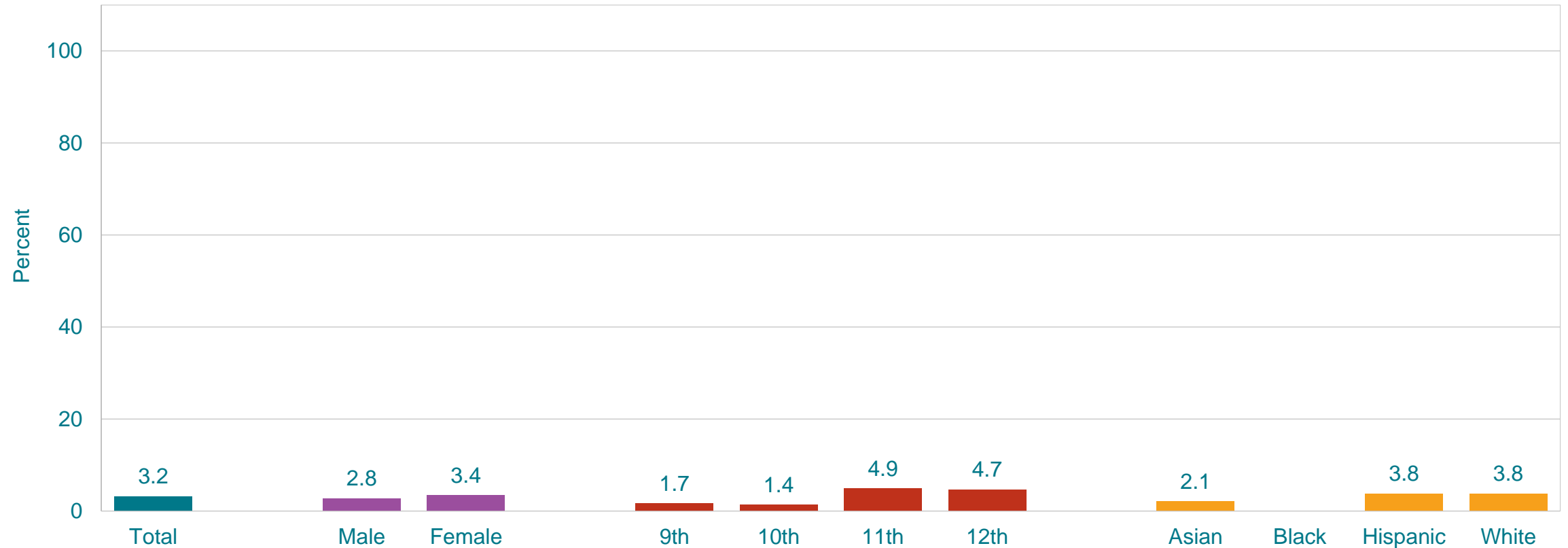


\*During the 12 months before the survey

†Decreased 1991-2019, no change 1991-2001, decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Currently Smoked Cigarettes,\* by Sex, Grade,† and Race/Ethnicity, 2019



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

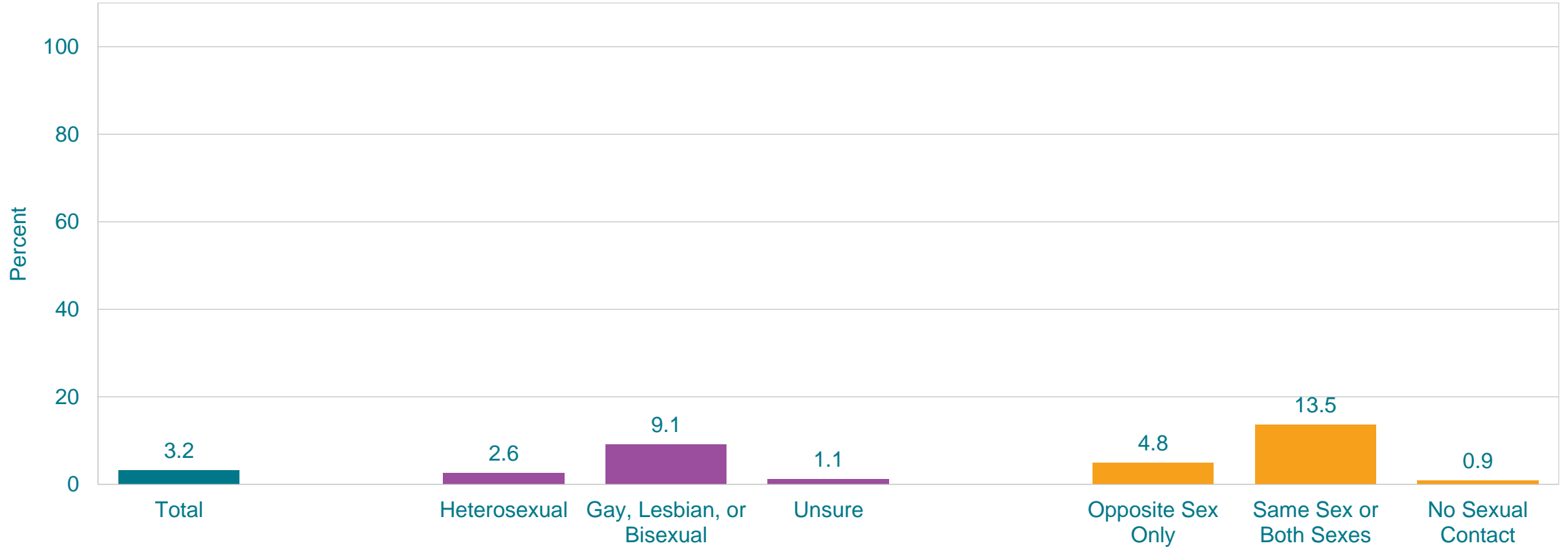
†11th > 9th, 11th > 10th, 12th > 10th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

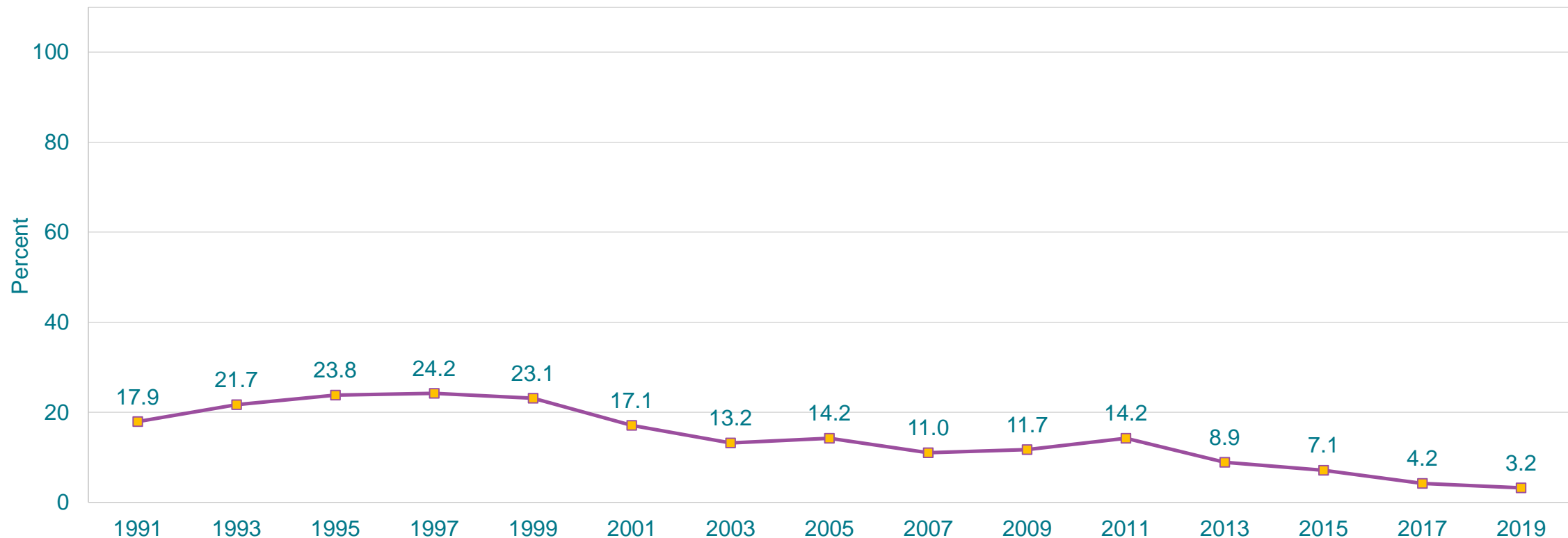
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On at least 1 day during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes,\* 1991-2019†



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

†Decreased 1991-2019, increased 1991-1997, decreased 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

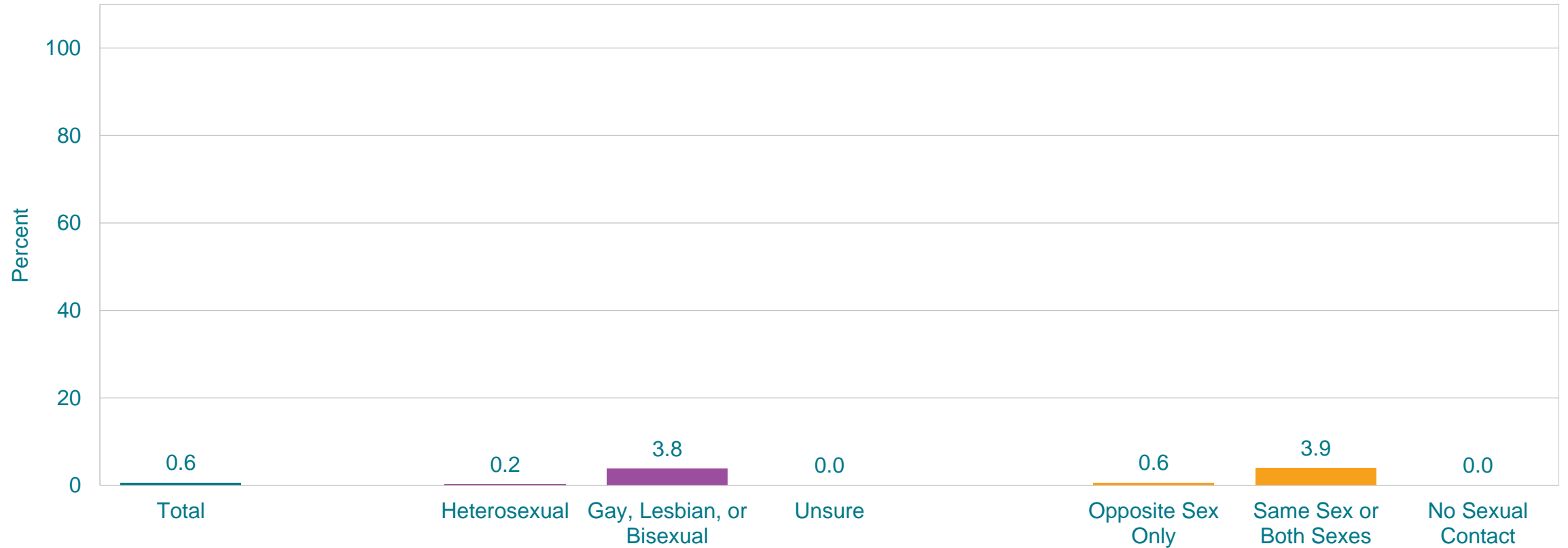


# Percentage of High School Students Who Currently Smoked Cigarettes Frequently,\* by Sex, Grade, and Race/Ethnicity, 2019



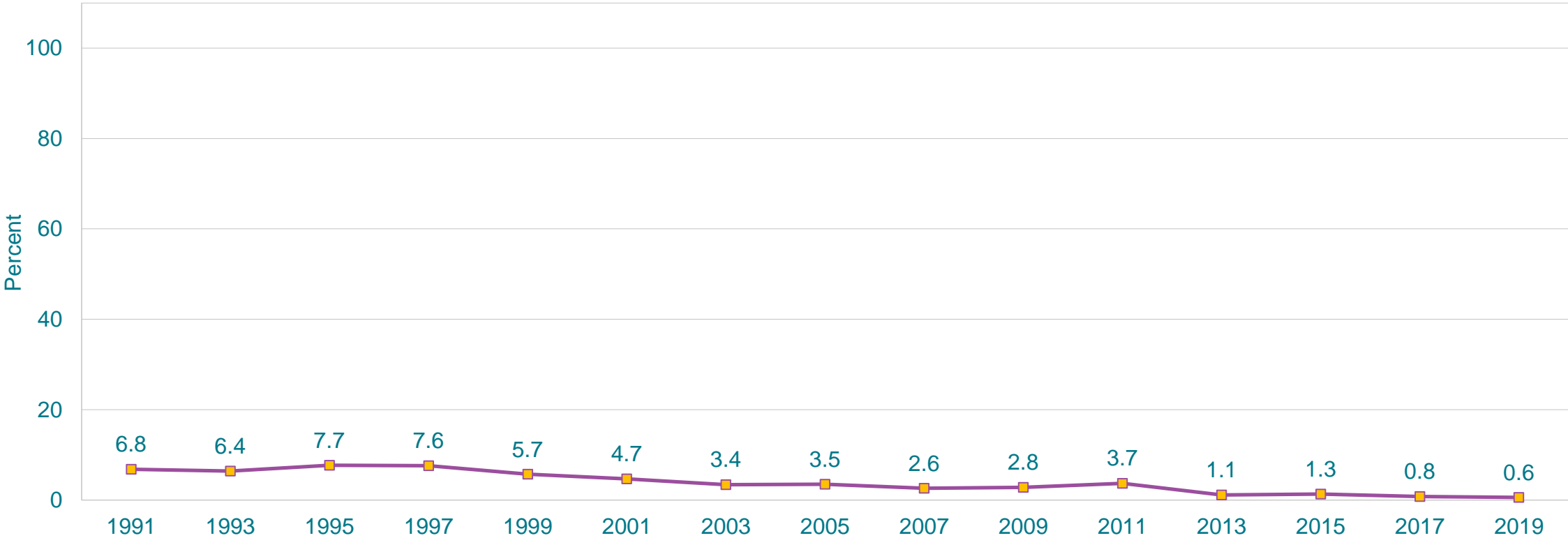
\*On 20 or more days during the 30 days before the survey  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Frequently,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On 20 or more days during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Frequently,\* 1991-2019†



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

†Decreased 1991-2019, no change 1991-1997, decreased 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

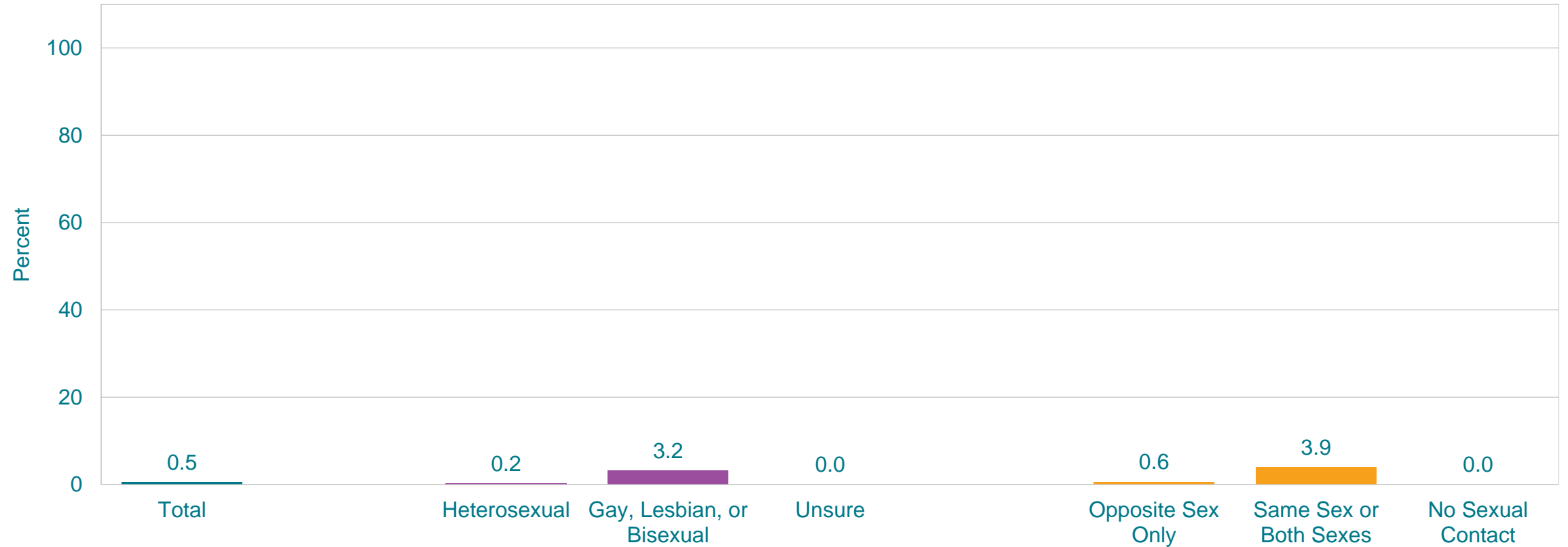
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* by Sex, Grade, and Race/Ethnicity, 2019



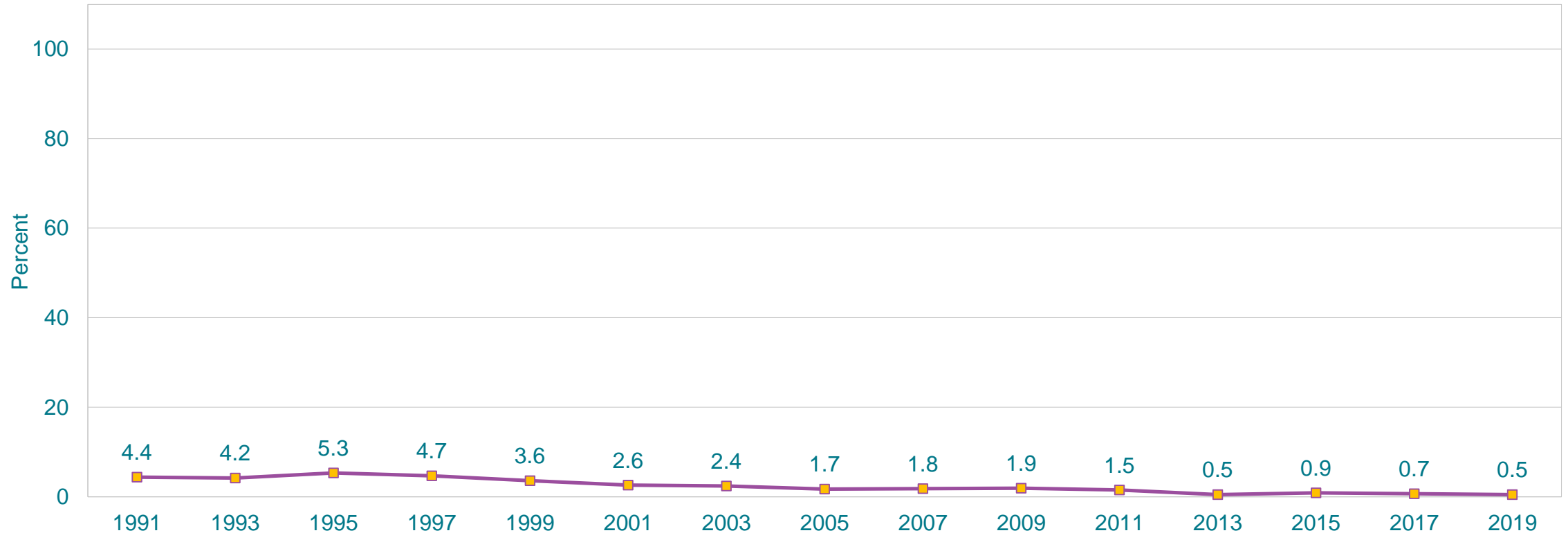
\*On all 30 days during the 30 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On all 30 days during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Currently Smoked Cigarettes Daily,\* 1991-2019†



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

†Decreased 1991-2019, no change 1991-1995, decreased 1995-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Smoked More Than 10 Cigarettes Per Day,\* by Sex, Grade, and Race/Ethnicity, 2019



\*On the days they smoked during the 30 days before the survey, among students who currently smoked cigarettes  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

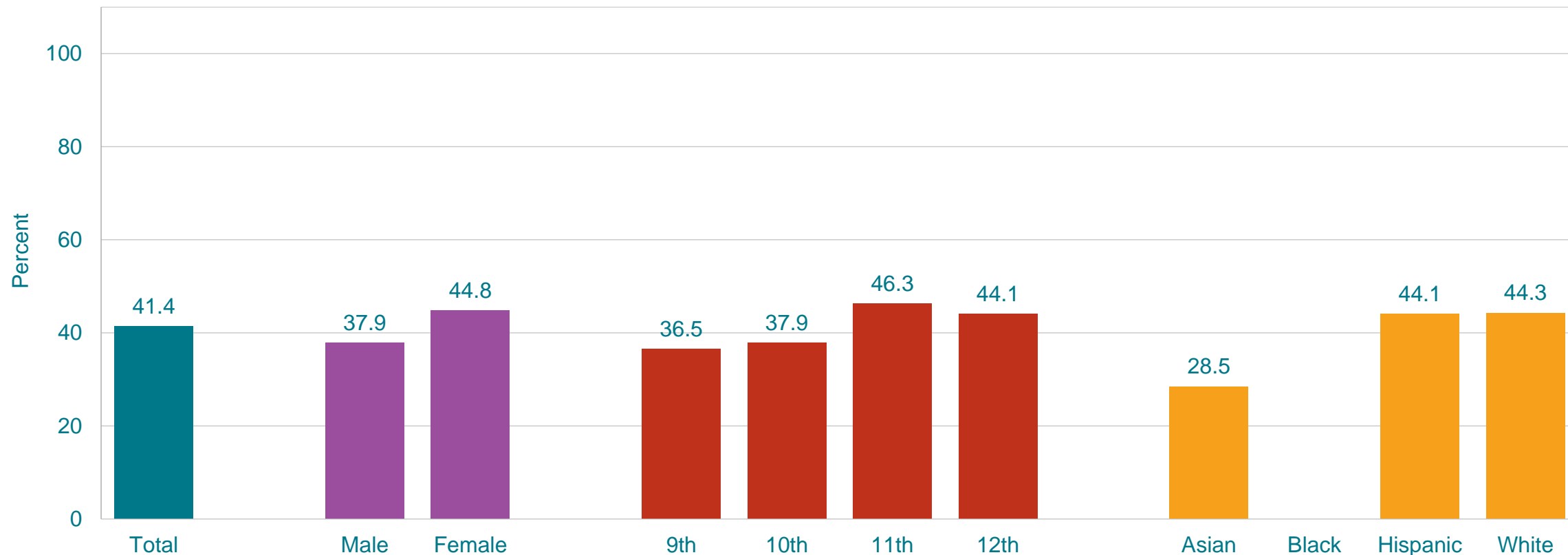
# Percentage of High School Students Who Smoked More Than 10 Cigarettes Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On the days they smoked during the 30 days before the survey, among students who currently smoked cigarettes  
 This graph contains weighted results.  
 Missing bar indicates fewer than 30 students in the subgroup.



## Percentage of High School Students Who Ever Used an Electronic Vapor Product,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

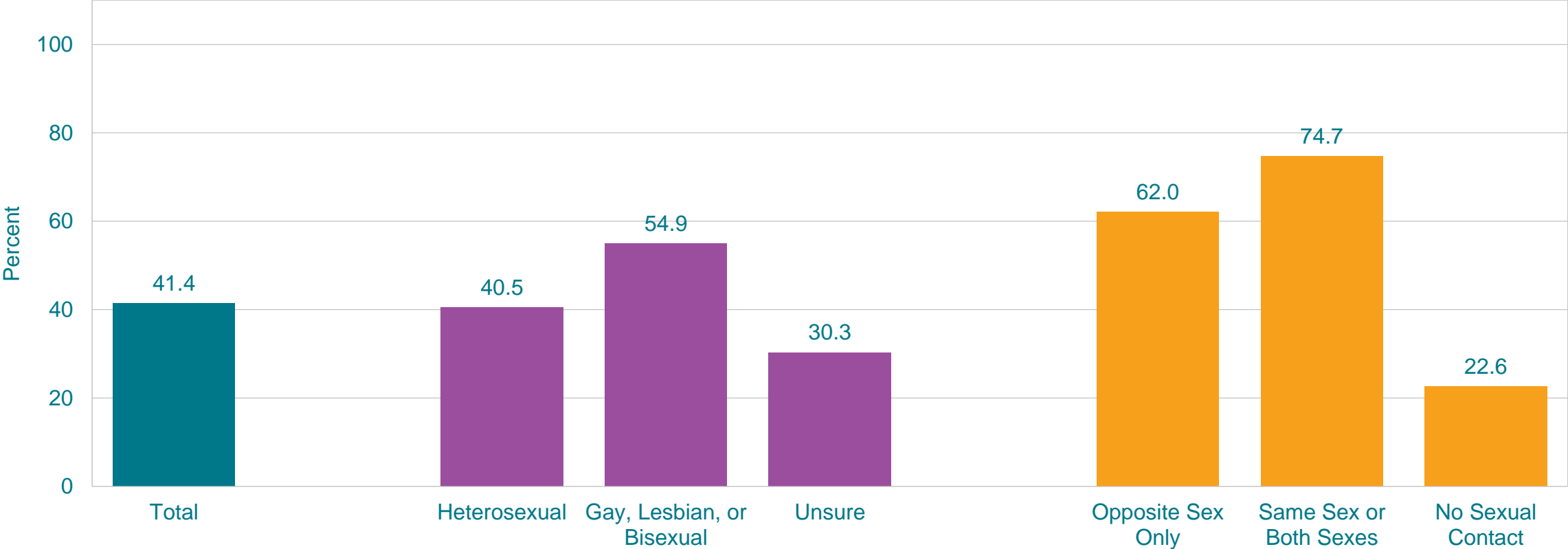
†F > M; 11th > 9th, 11th > 10th; H > A, W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

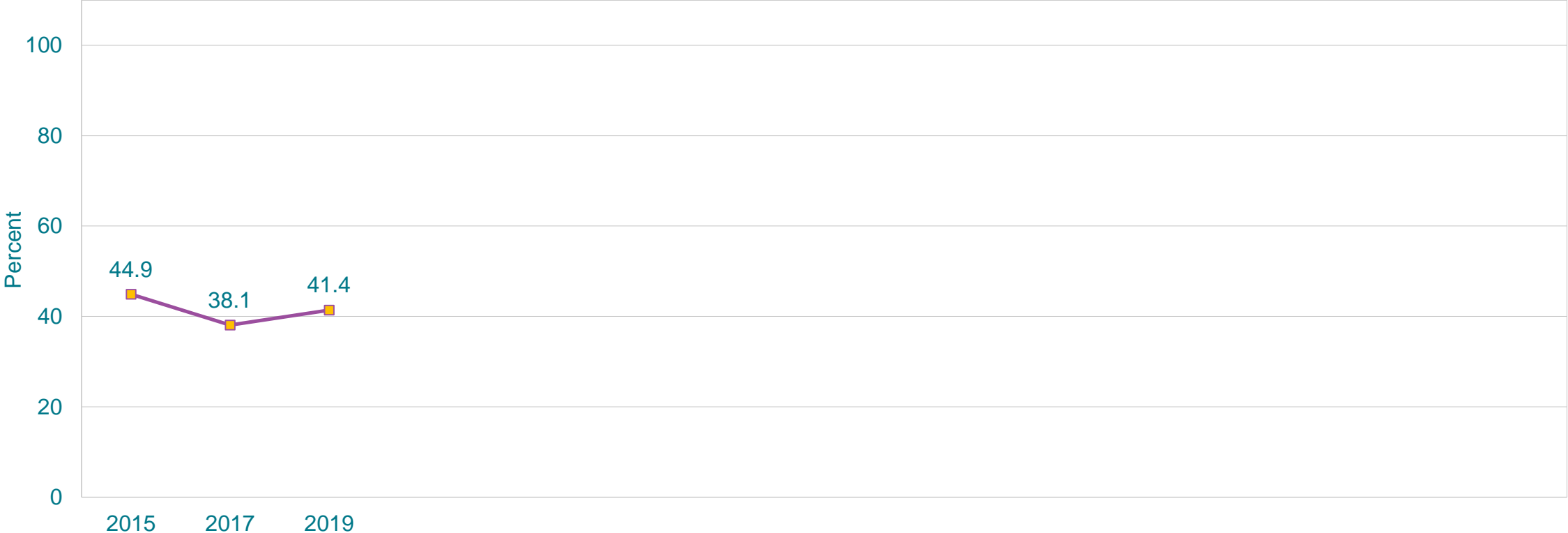
This graph contains weighted results.

# Percentage of High School Students Who Ever Used an Electronic Vapor Product,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo]  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used an Electronic Vapor Product,\* 2015-2019†

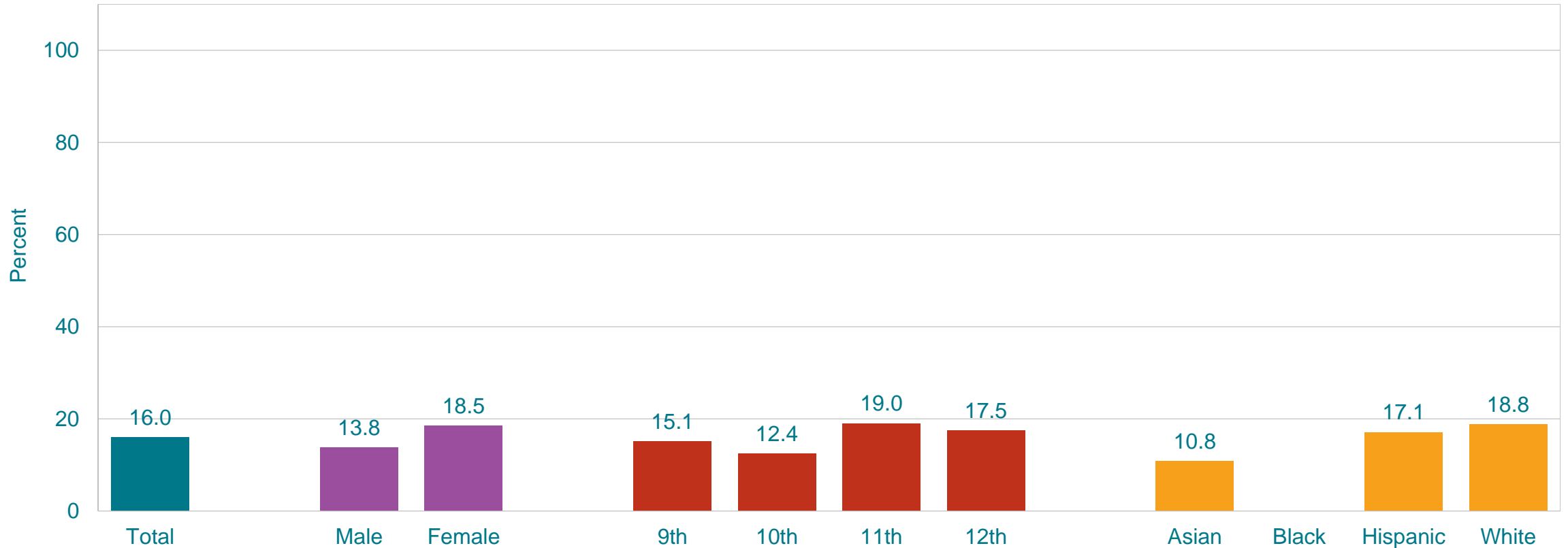


\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo]

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Used an Electronic Vapor Product,\* by Sex, Grade, and Race/Ethnicity, 2019



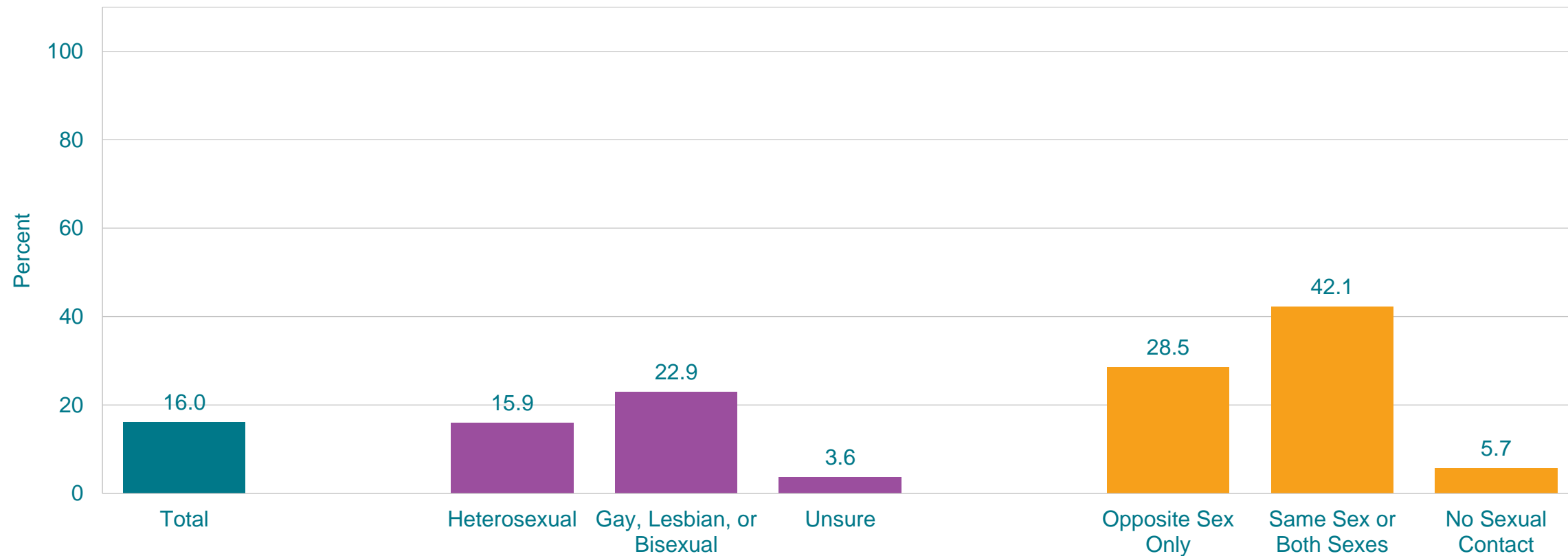
\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo], on at least 1 day during the 30 days before the survey

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

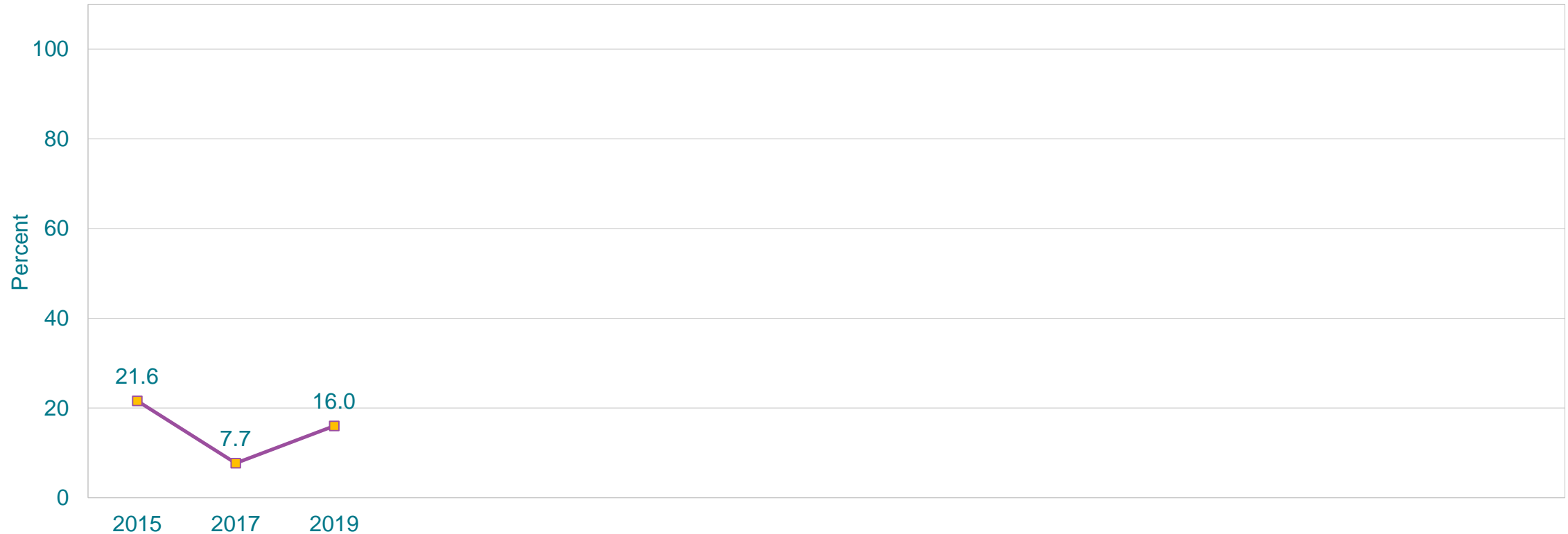
## Percentage of High School Students Who Currently Used an Electronic Vapor Product,\* by Sexual Identity and Sex of Sexual Contacts, 2019



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

This graph contains weighted results.

# Percentage of High School Students Who Currently Used an Electronic Vapor Product,\* 2015-2019†

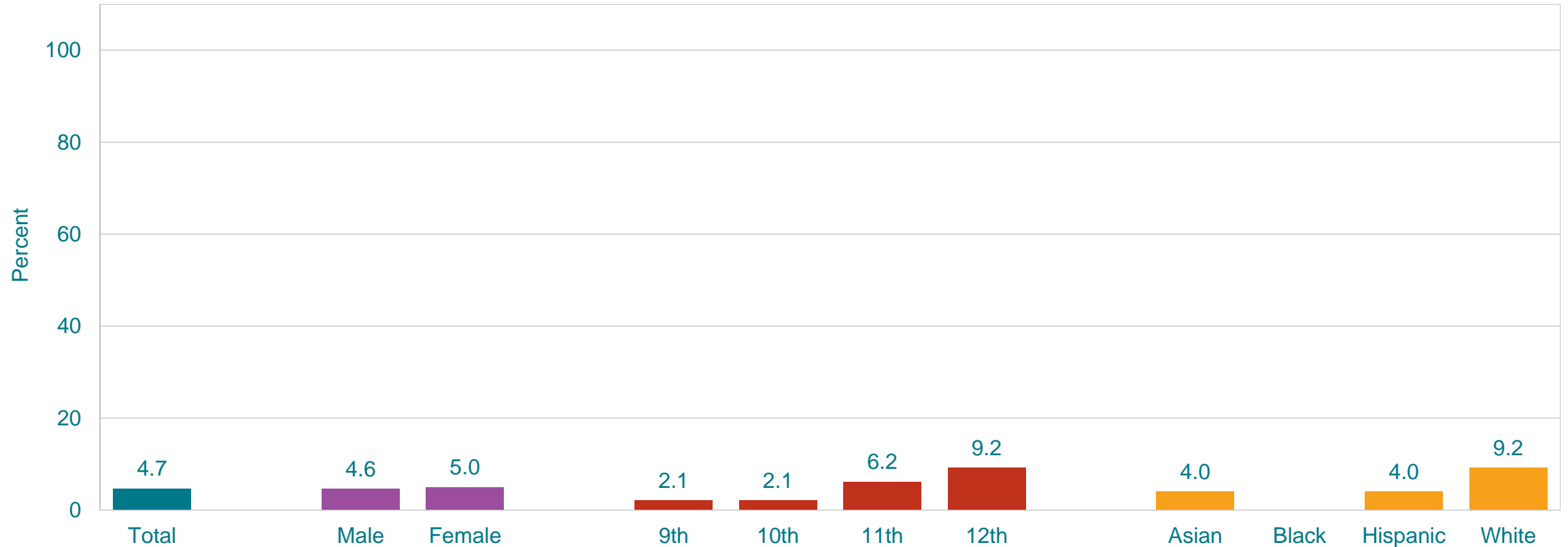


\*Including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens [such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo], on at least 1 day during the 30 days before the survey

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Currently Used Electronic Vapor Products Frequently,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

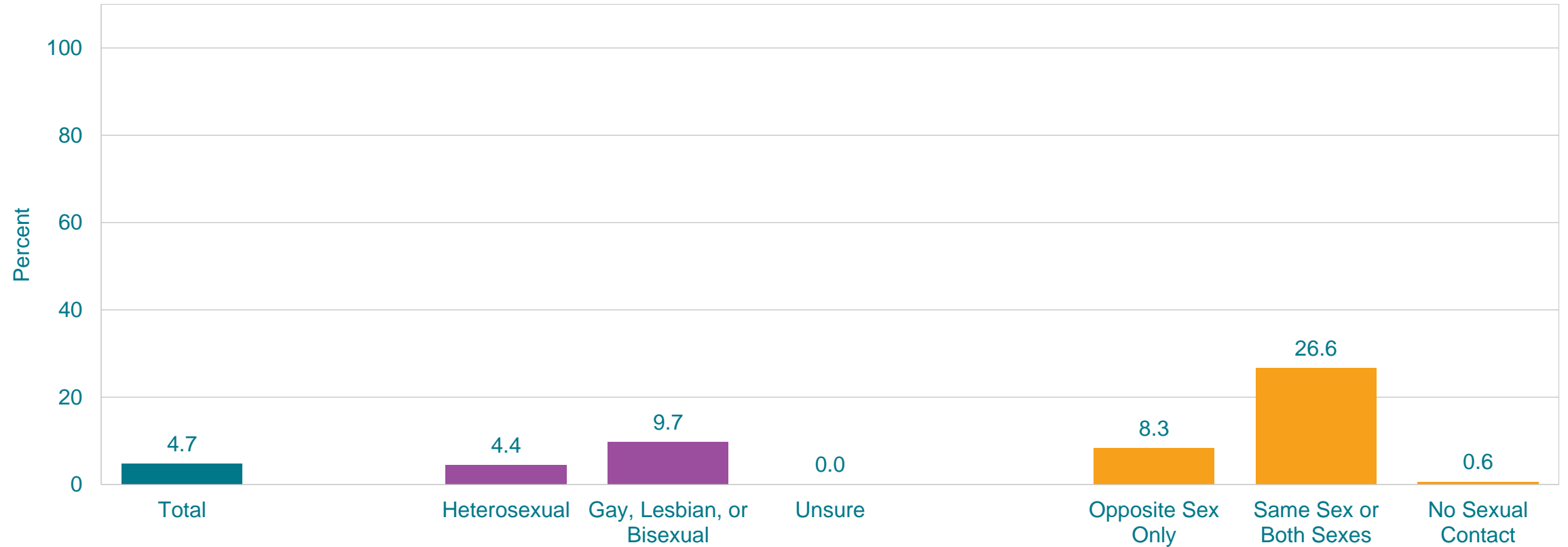
†11th > 9th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

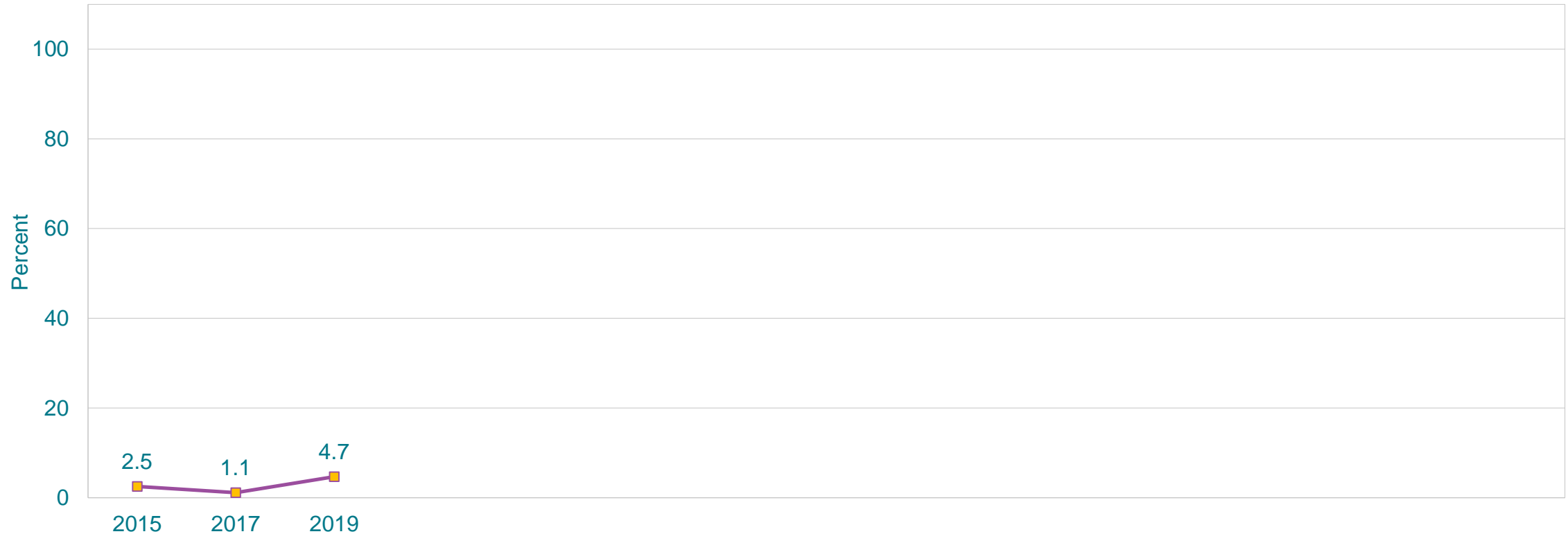
# Percentage of High School Students Who Currently Used Electronic Vapor Products Frequently,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On 20 or more days during the 30 days before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Currently Used Electronic Vapor Products Frequently,\* 2015-2019†

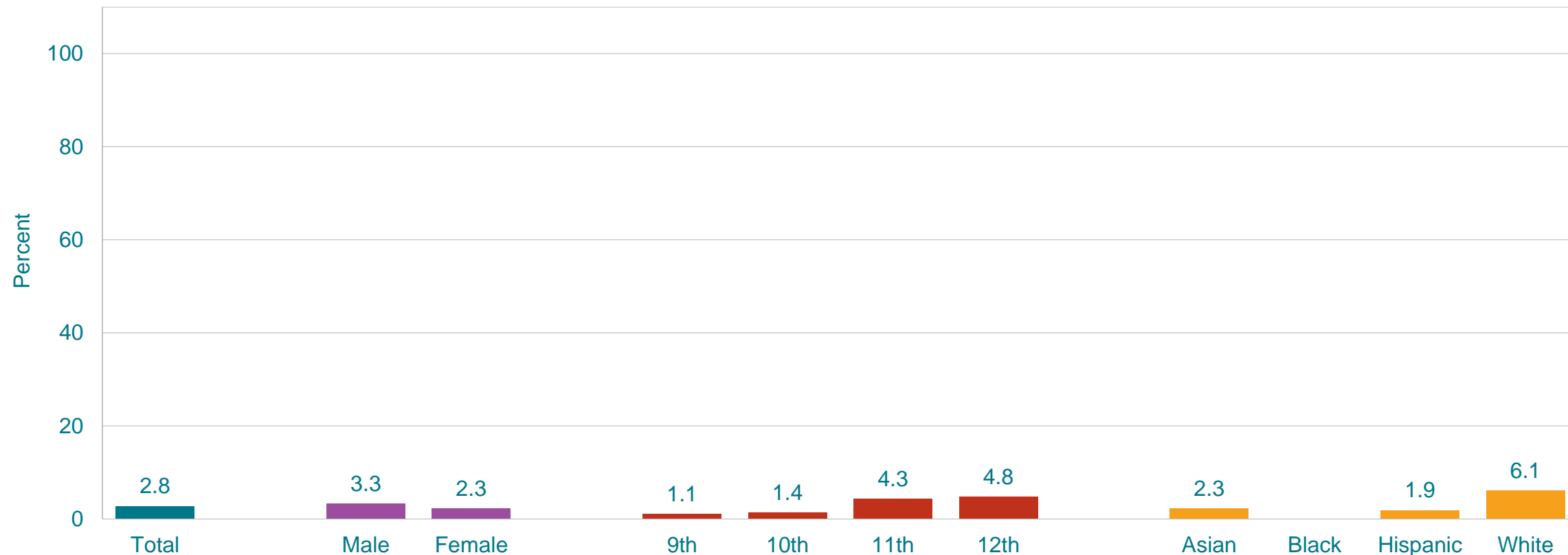


\*On 20 or more days during the 30 days before the survey

†Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Currently Used Electronic Vapor Products Daily,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

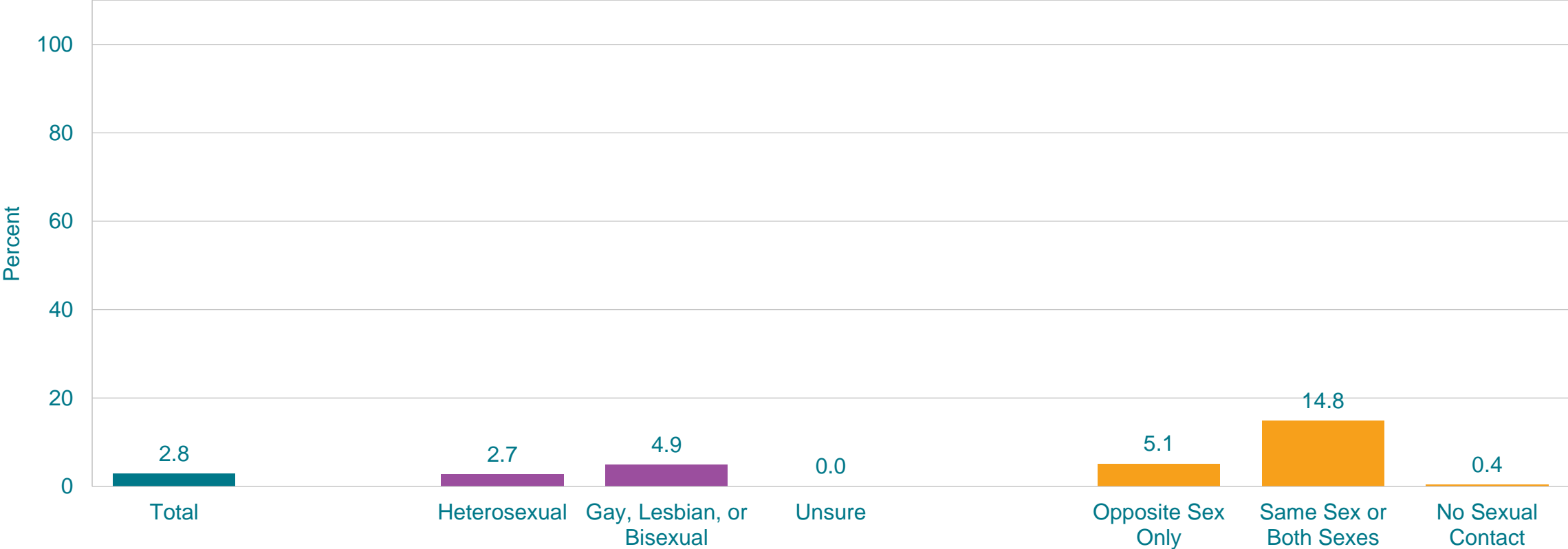
†11th > 9th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

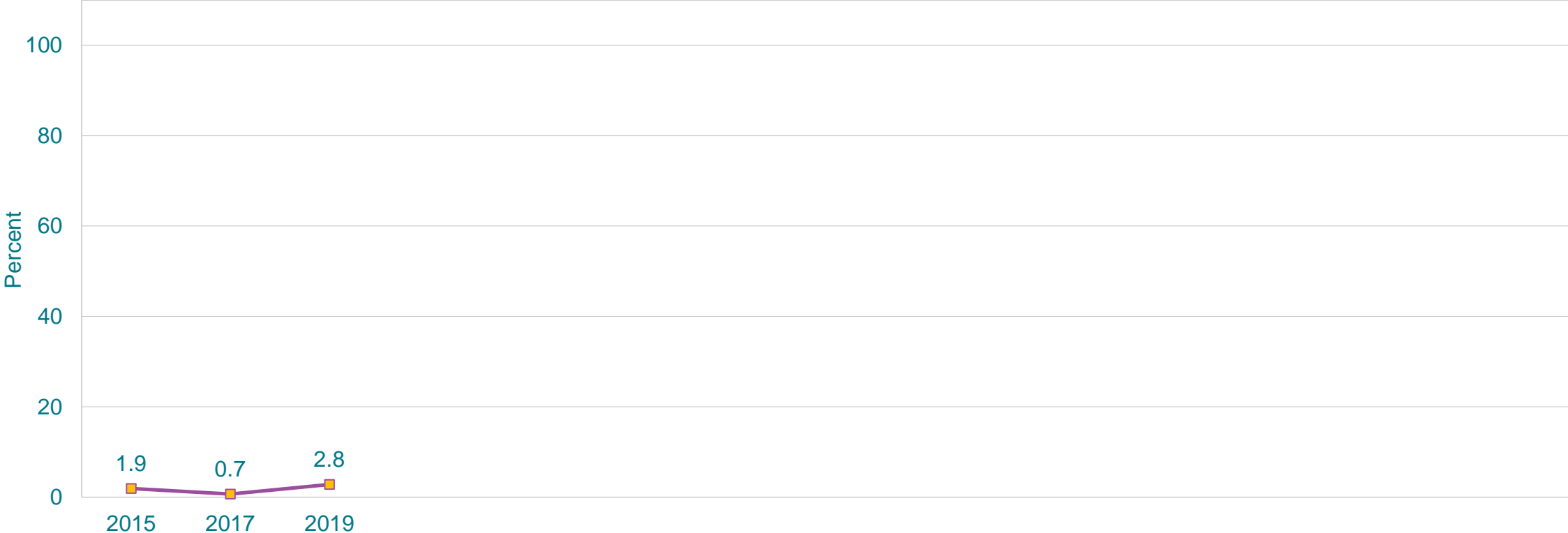
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Electronic Vapor Products Daily,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On all 30 days during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Electronic Vapor Products Daily,\* 2015-2019†



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

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Usually Got Their Own Electronic Vapor Products by Buying Them in a Store,\* by Sex, Grade, and Race/Ethnicity, 2019



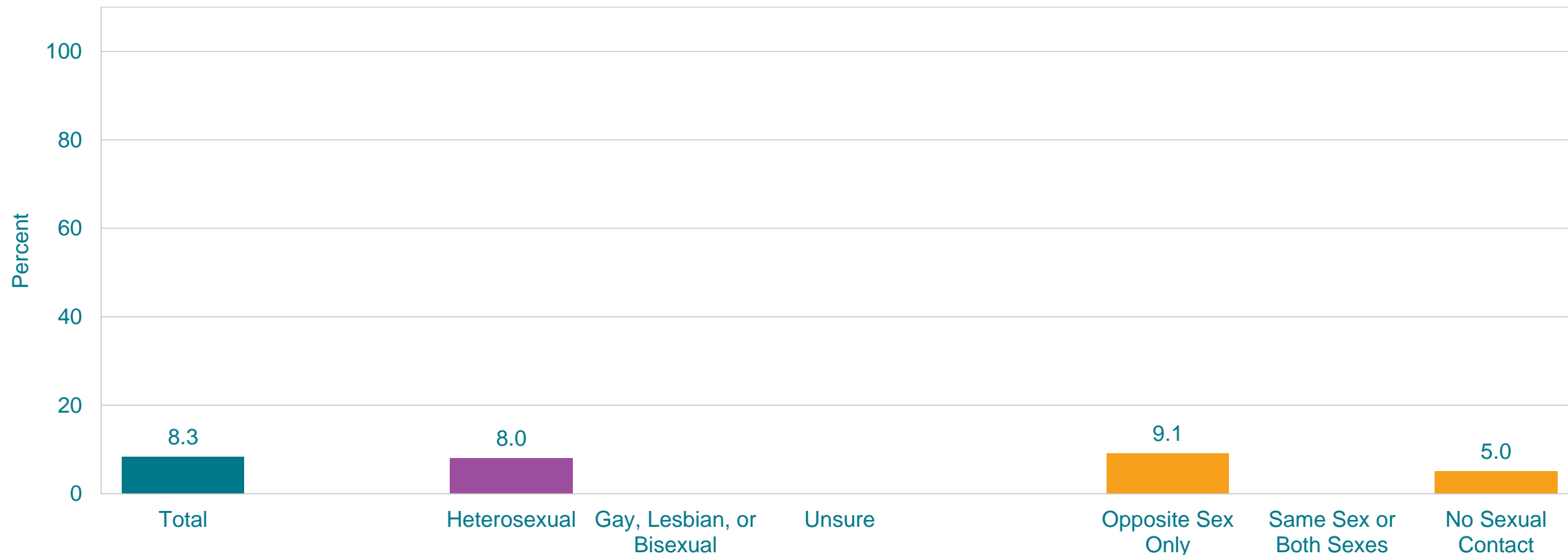
\*Such as a convenience store, supermarket, discount store, gas station, or vape store, during the 30 days before the survey, among students who currently used electronic vapor products and who were aged <18 years

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

Missing bar indicates fewer than 100 students in the subgroup.

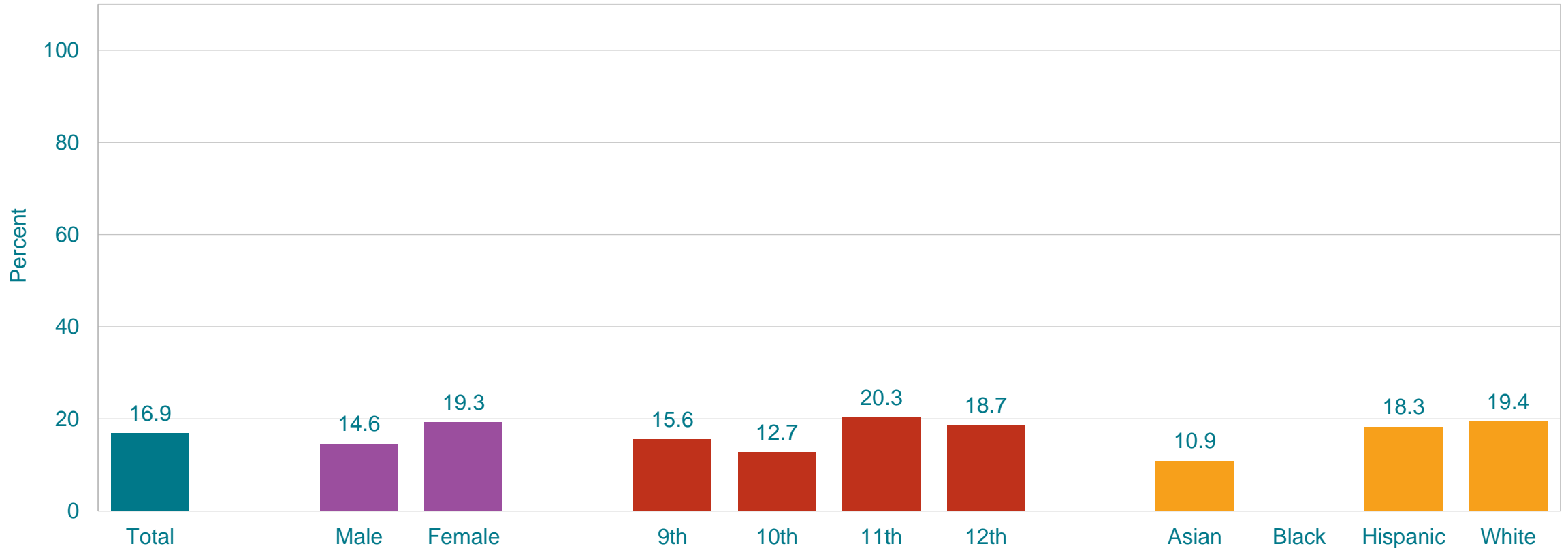
This graph contains weighted results.

# Percentage of High School Students Who Usually Got Their Own Electronic Vapor Products by Buying Them in a Store,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as a convenience store, supermarket, discount store, gas station, or vape store, during the 30 days before the survey, among students who currently used electronic vapor products and who were aged <18 years  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

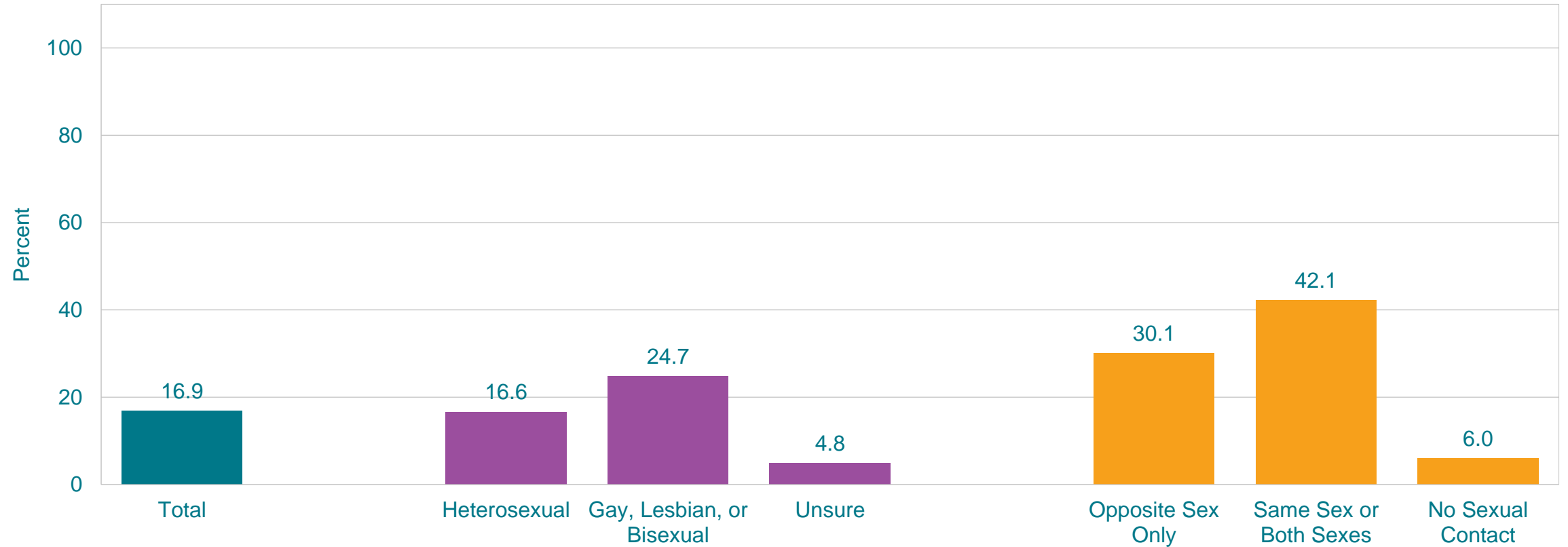
†11th > 10th; H > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

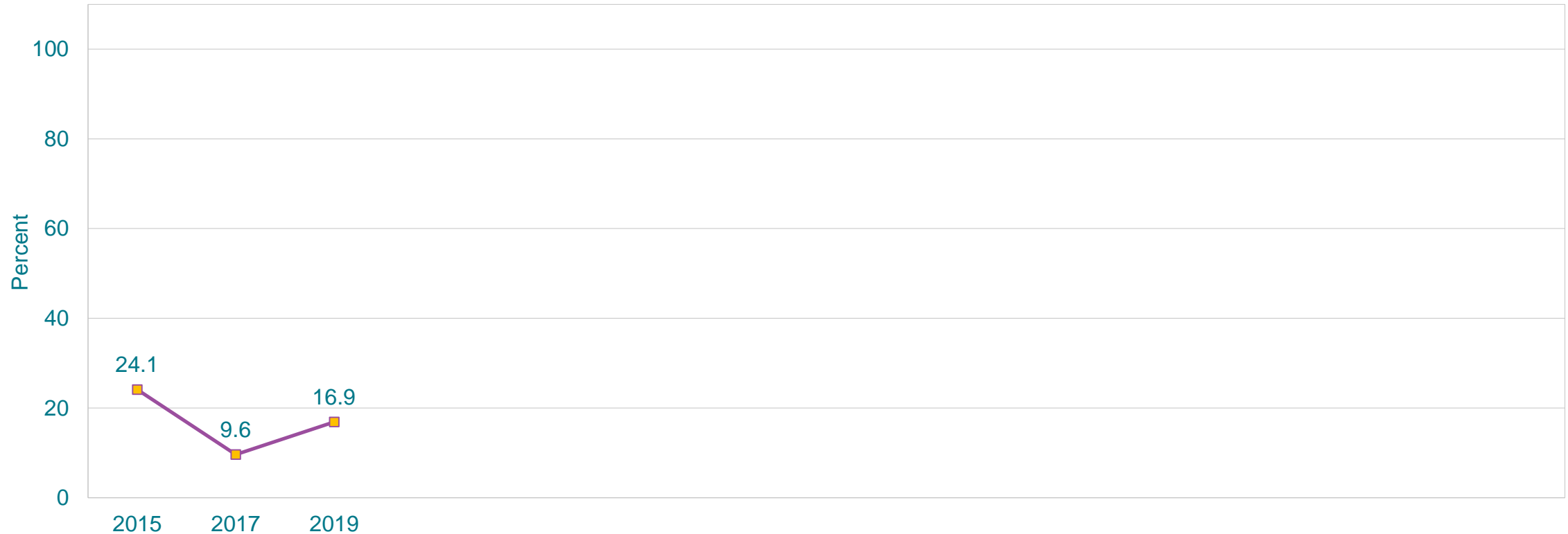
# Percentage of High School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On at least 1 day during the 30 days before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,\* 2015-2019†



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

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Tried to Quit Using All Tobacco Products,\* by Sex, Grade, and Race/Ethnicity, 2019



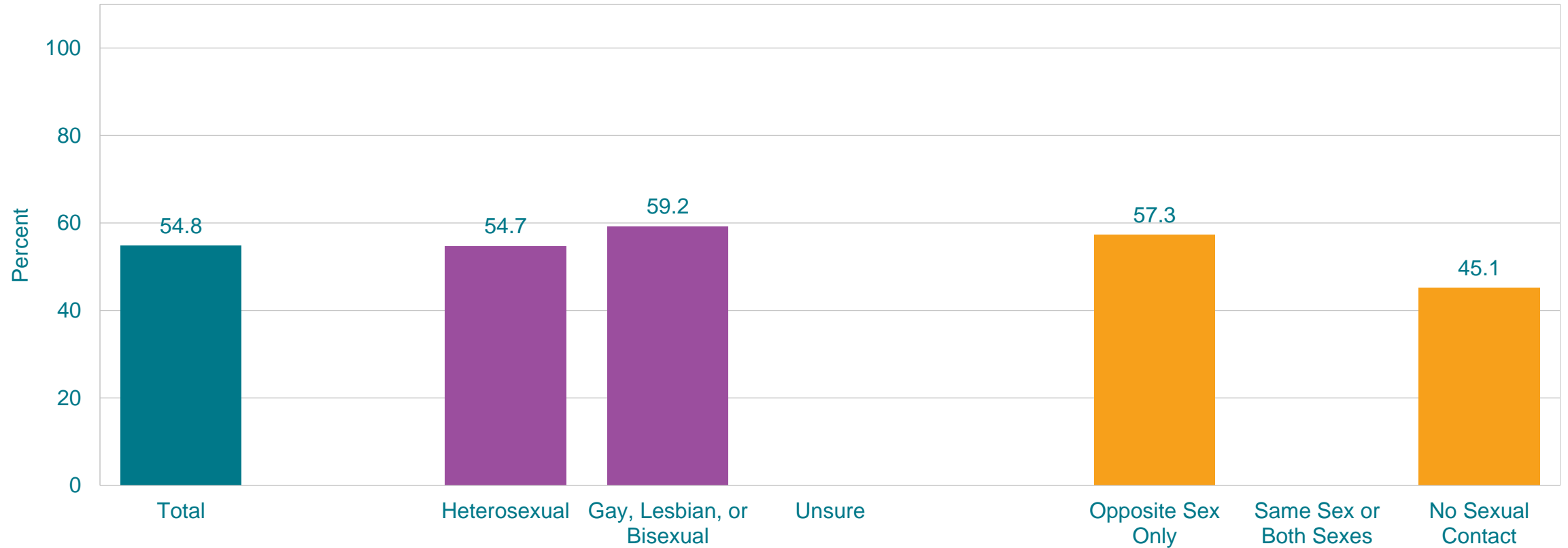
\*Including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products, ever during the 12 months before the survey, among students who used any tobacco products during the 12 months before the survey

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

Missing bar indicates fewer than 100 students in the subgroup.

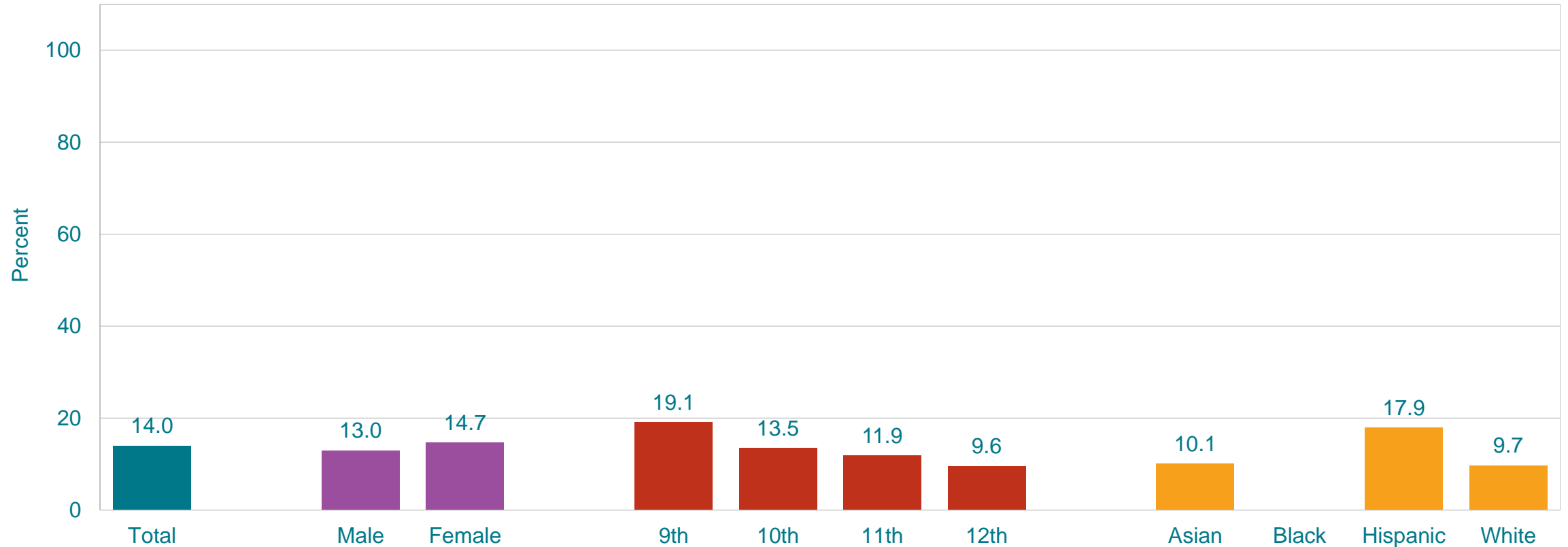
This graph contains weighted results.

# Percentage of High School Students Who Tried to Quit Using All Tobacco Products,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products, ever during the 12 months before the survey, among students who used any tobacco products during the 12 months before the survey  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

## Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*Other than a few sips

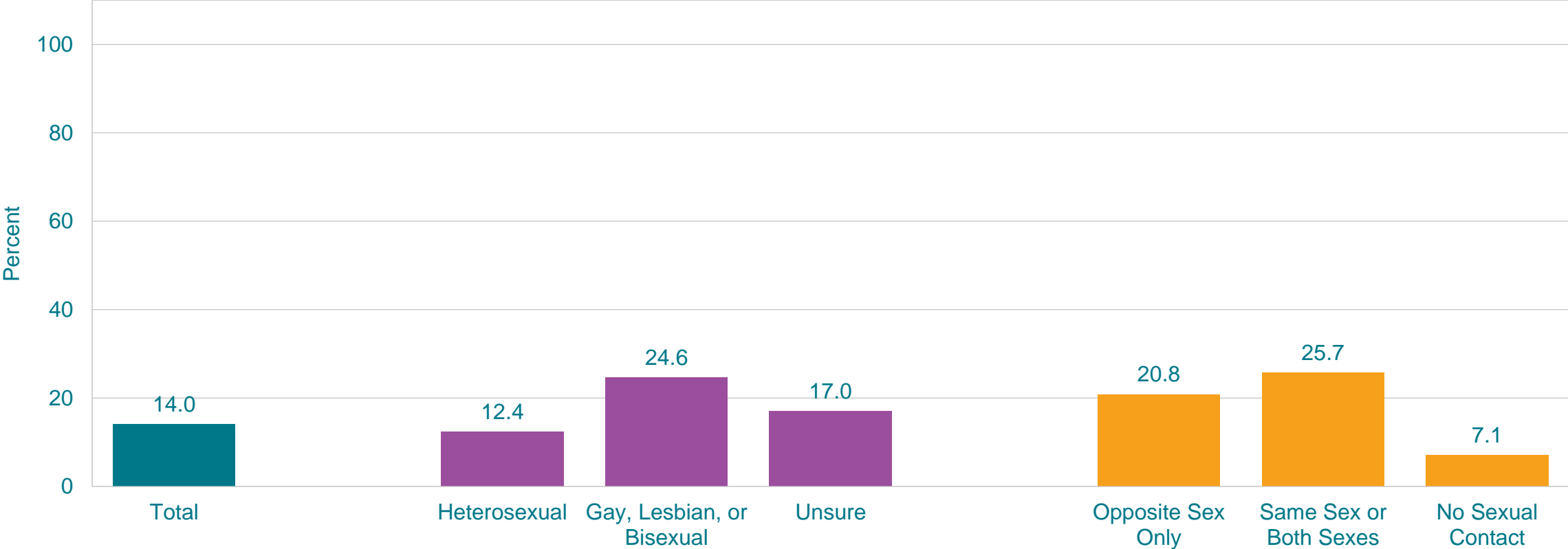
†9th > 11th, 9th > 12th; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

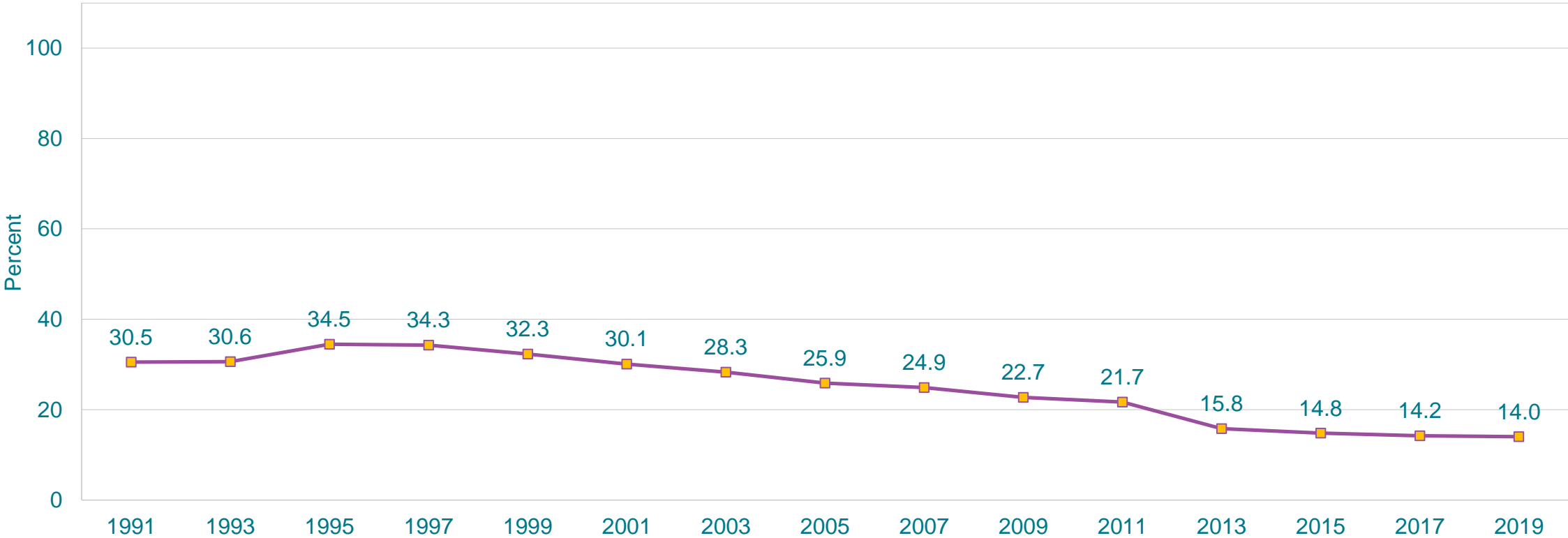
This graph contains weighted results.

# Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Other than a few sips  
This graph contains weighted results.

# Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,\* 1991-2019†

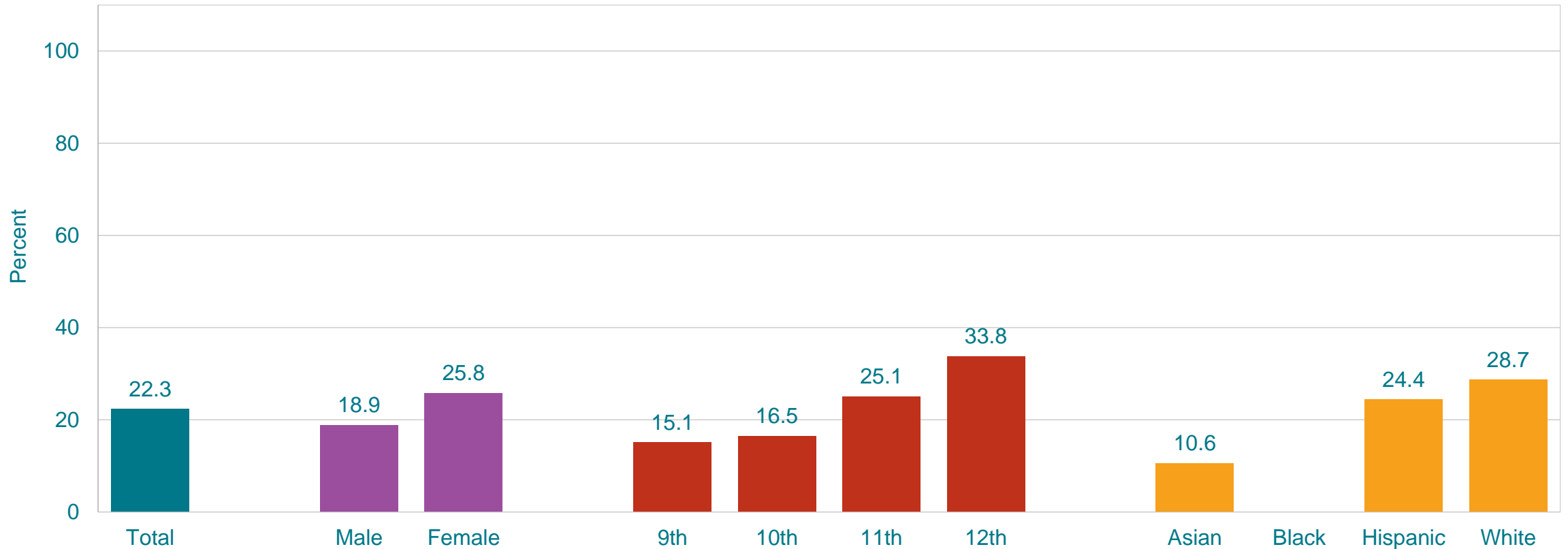


\*Other than a few sips

†Decreased 1991-2019, no change 1991-1997, decreased 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Drank Alcohol,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

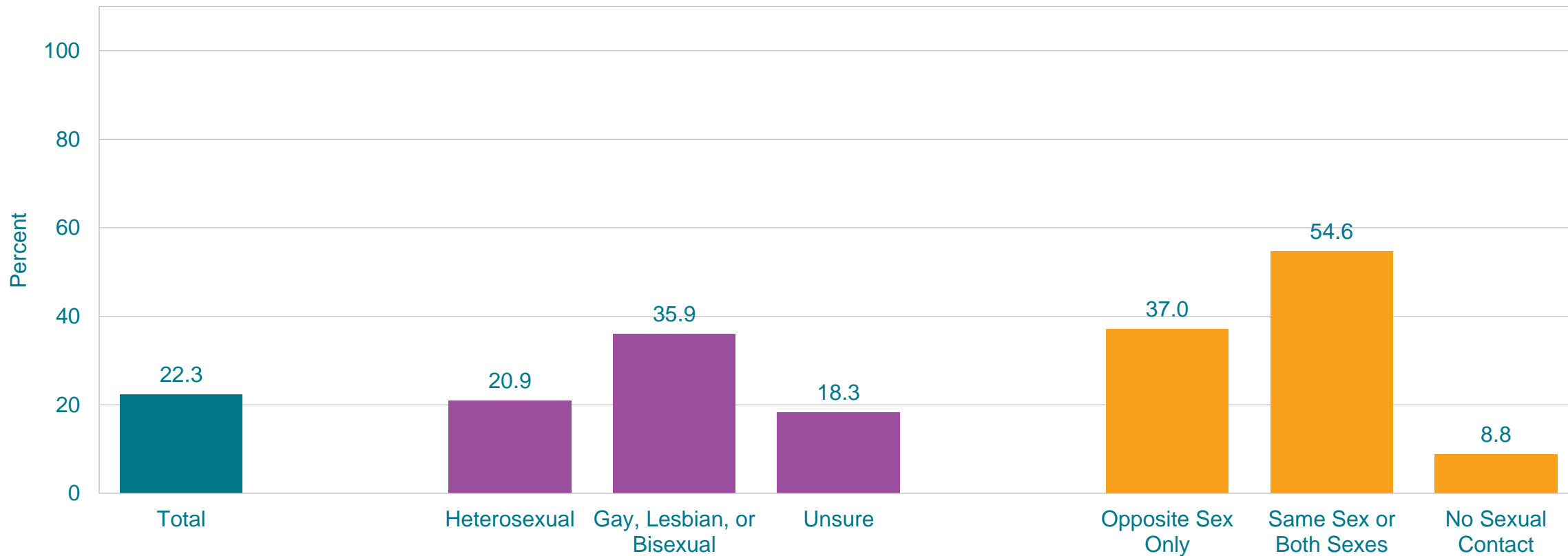
†F > M; 11th > 9th, 12th > 9th, 12th > 10th; H > A, W > A (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

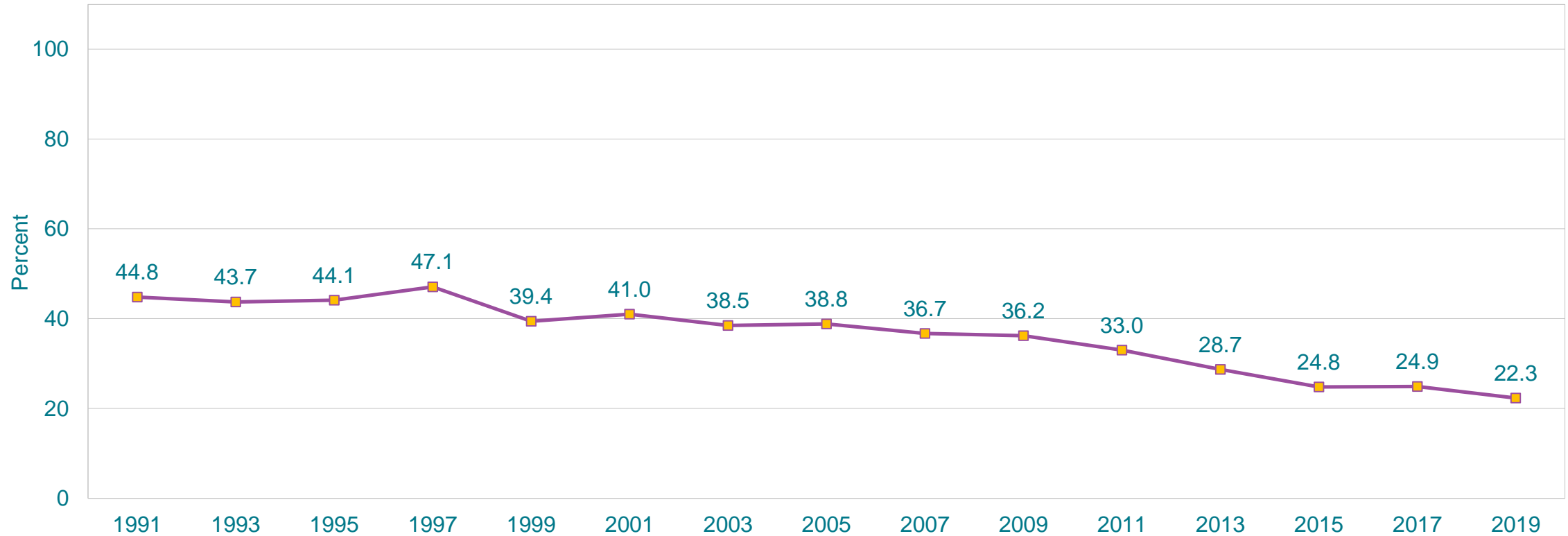
# Percentage of High School Students Who Currently Drank Alcohol,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Currently Drank Alcohol,\* 1991-2019†

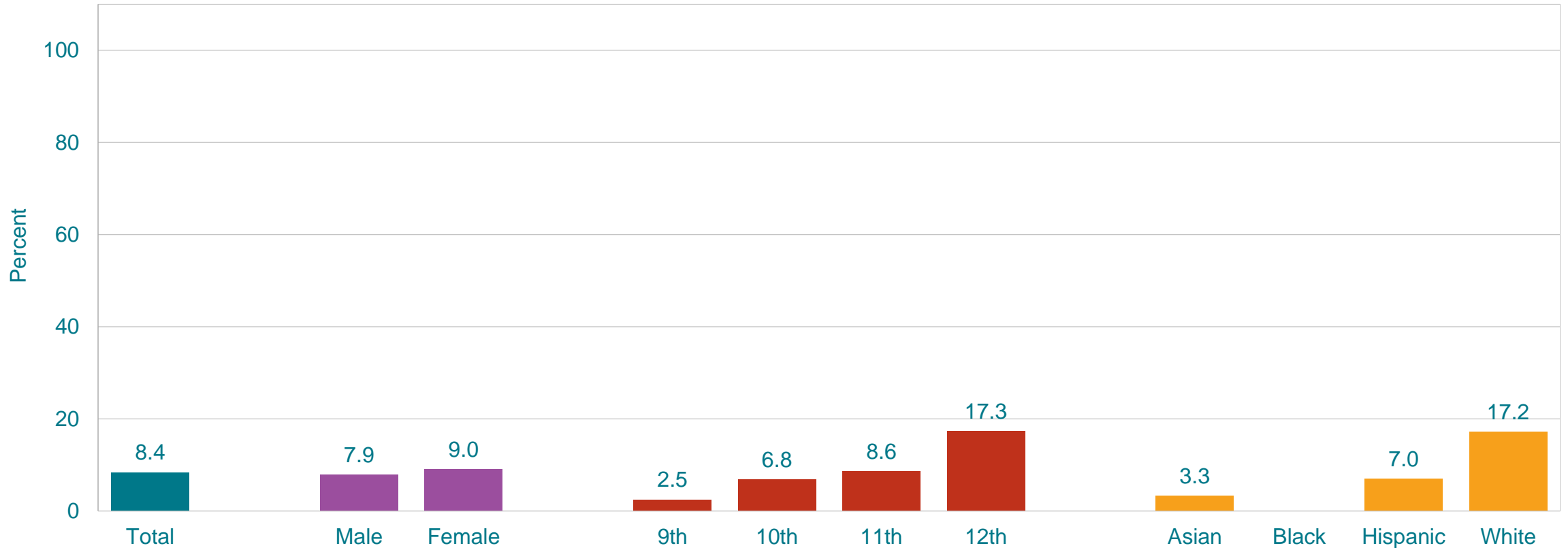


\*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

†Decreased 1991-2019, no change 1991-1997, decreased 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Currently Were Binge Drinking,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*Had four or more drinks of alcohol in a row for female students or five or more drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey

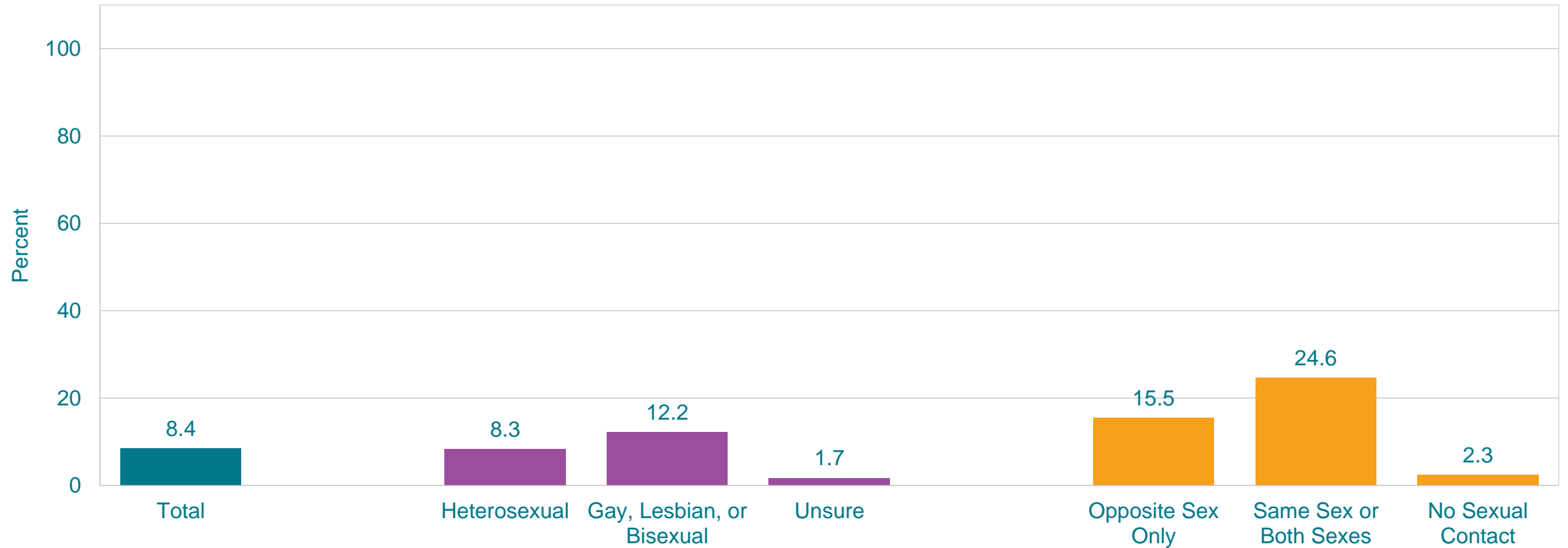
†11th > 9th, 12th > 9th; W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

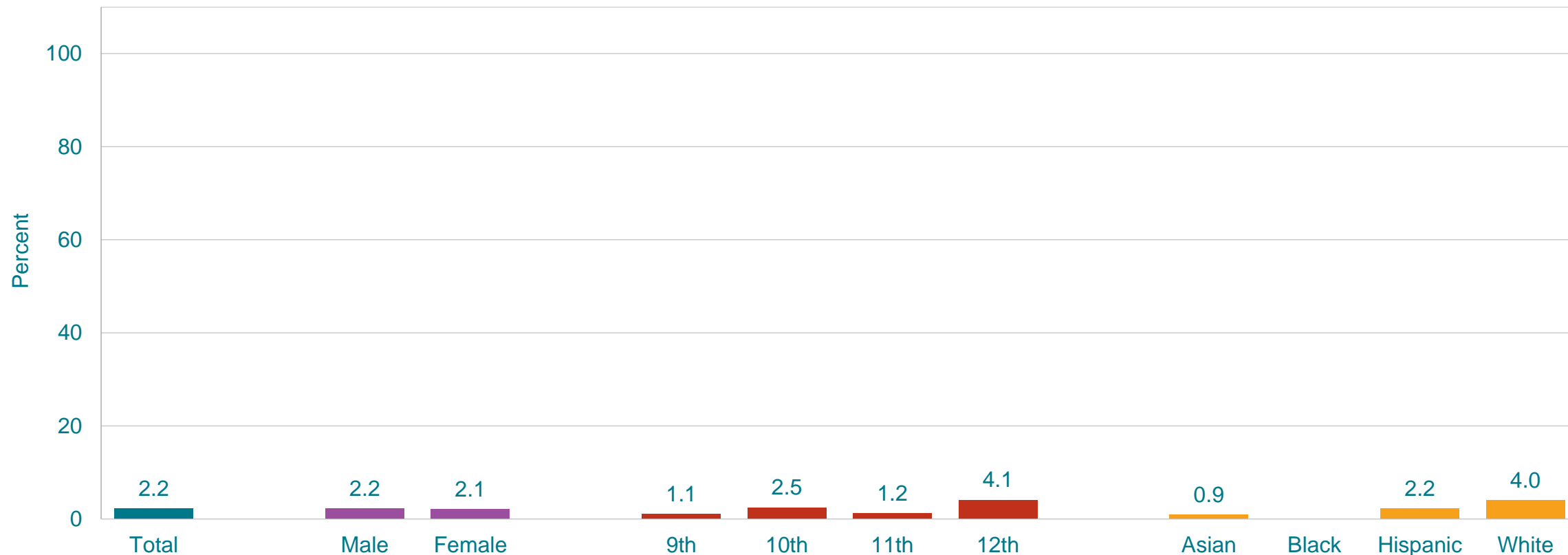
This graph contains weighted results.

# Percentage of High School Students Who Currently Were Binge Drinking,\* by Sexual Identity and Sex of Sexual Contacts, 2019



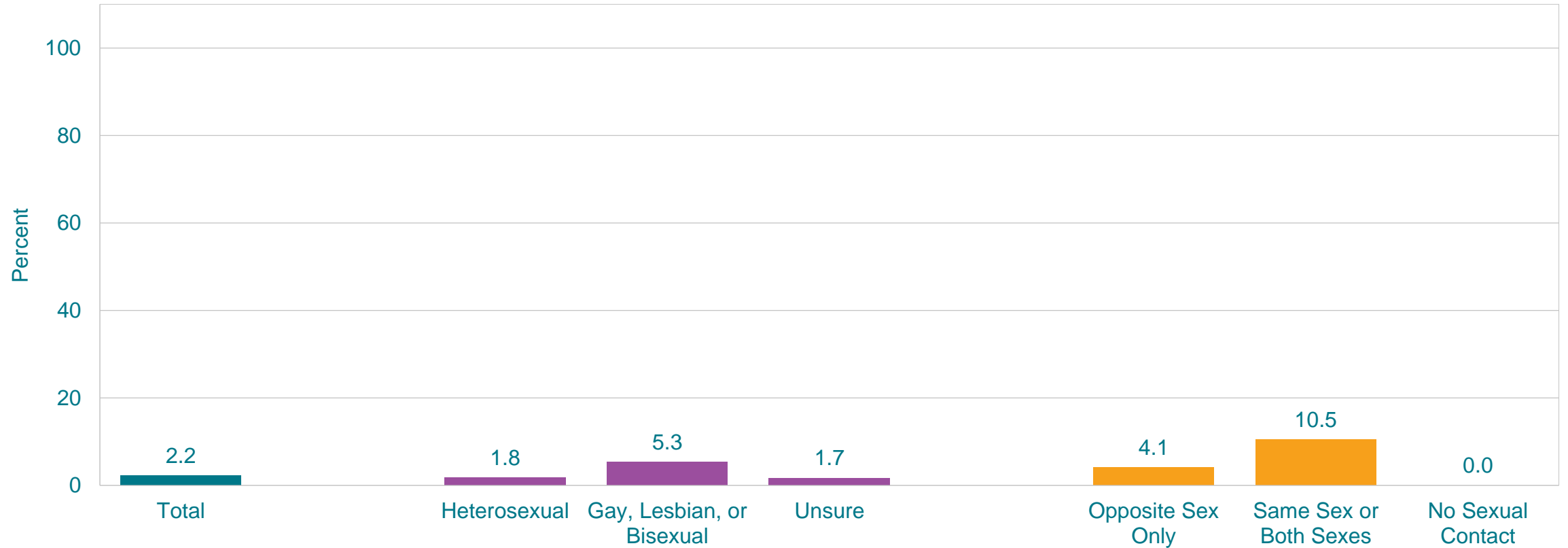
\*Had four or more drinks of alcohol in a row for female students or five or more drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Reported That the Largest Number of Drinks They Had in a Row Was 10 or More,\* by Sex, Grade, and Race/Ethnicity, 2019



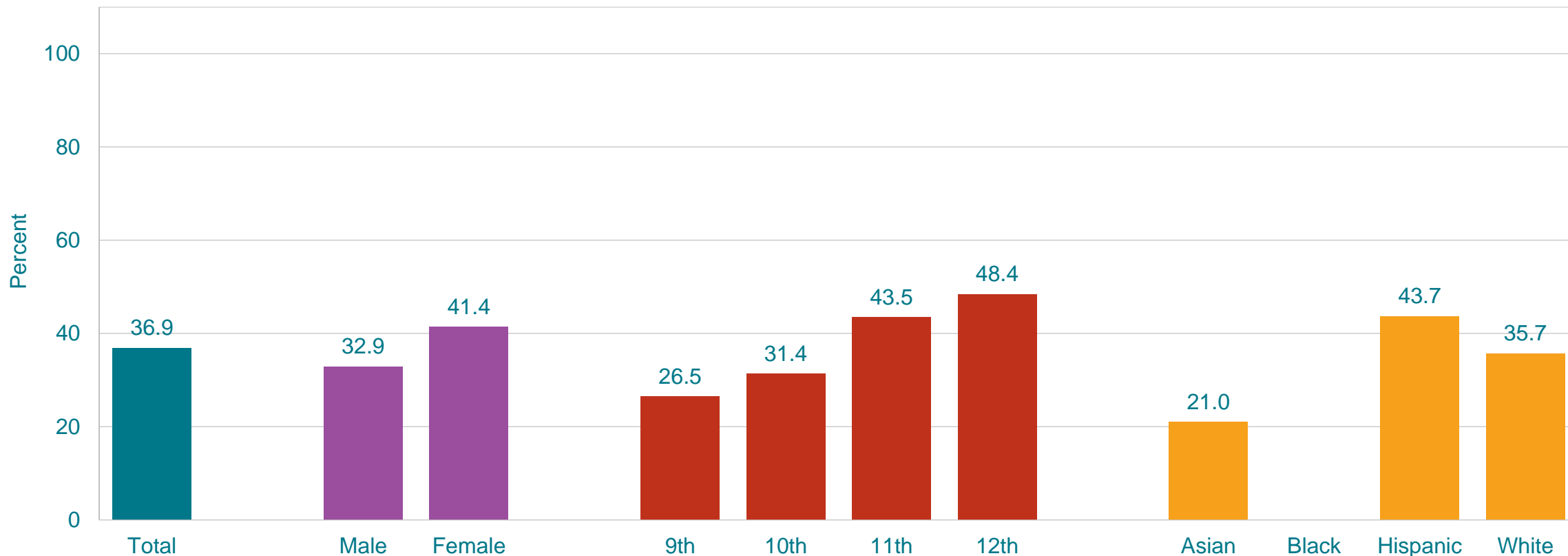
\*Within a couple of hours, during the 30 days before the survey  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Reported That the Largest Number of Drinks They Had in a Row Was 10 or More,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Within a couple of hours, during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Marijuana,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*One or more times during their life

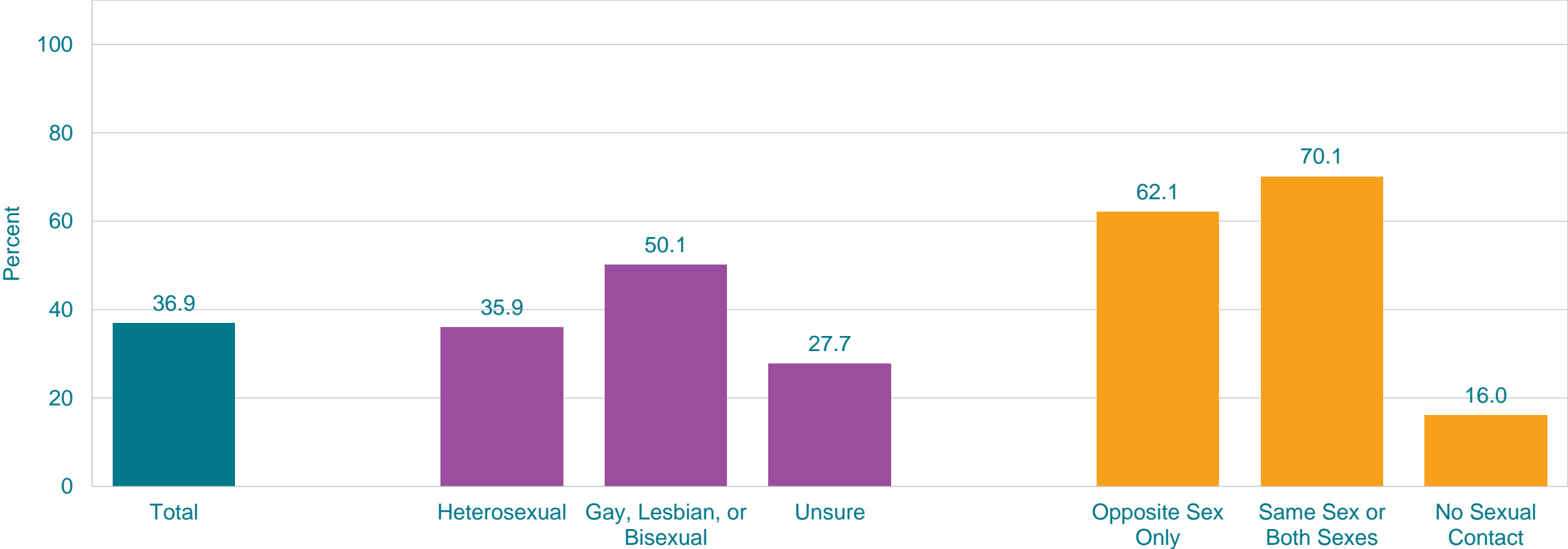
†F > M; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; H > A, W > A (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

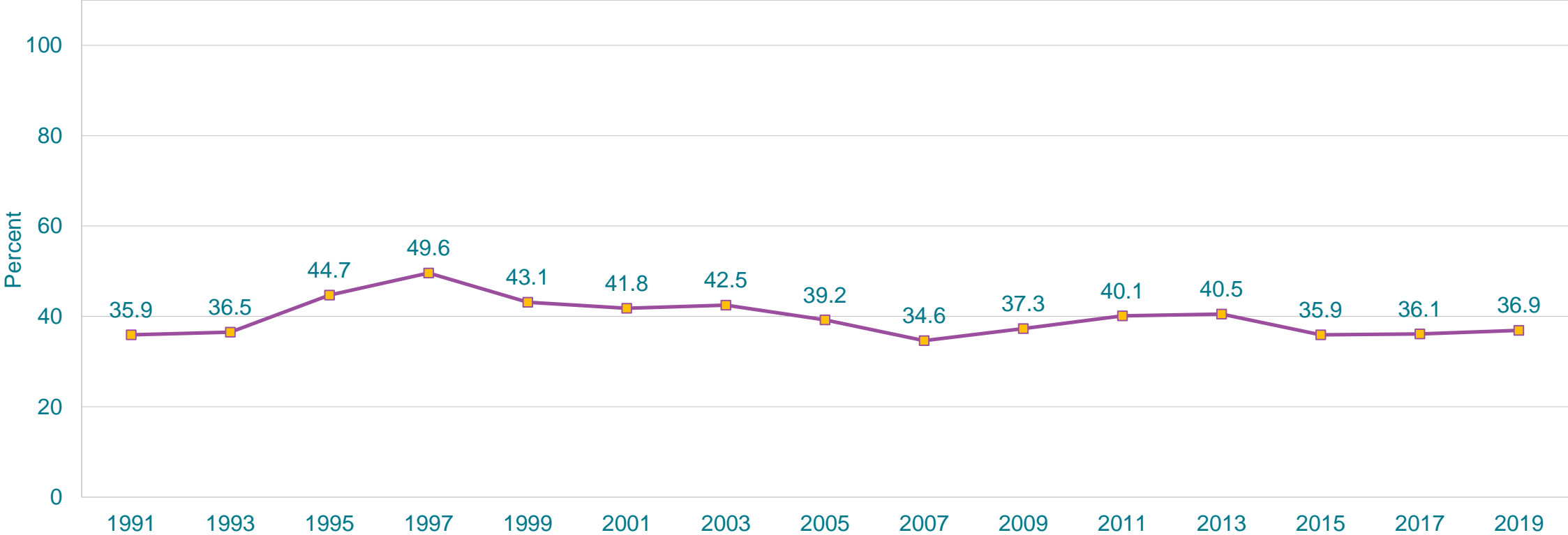
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Marijuana,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Marijuana,\* 1991-2019†



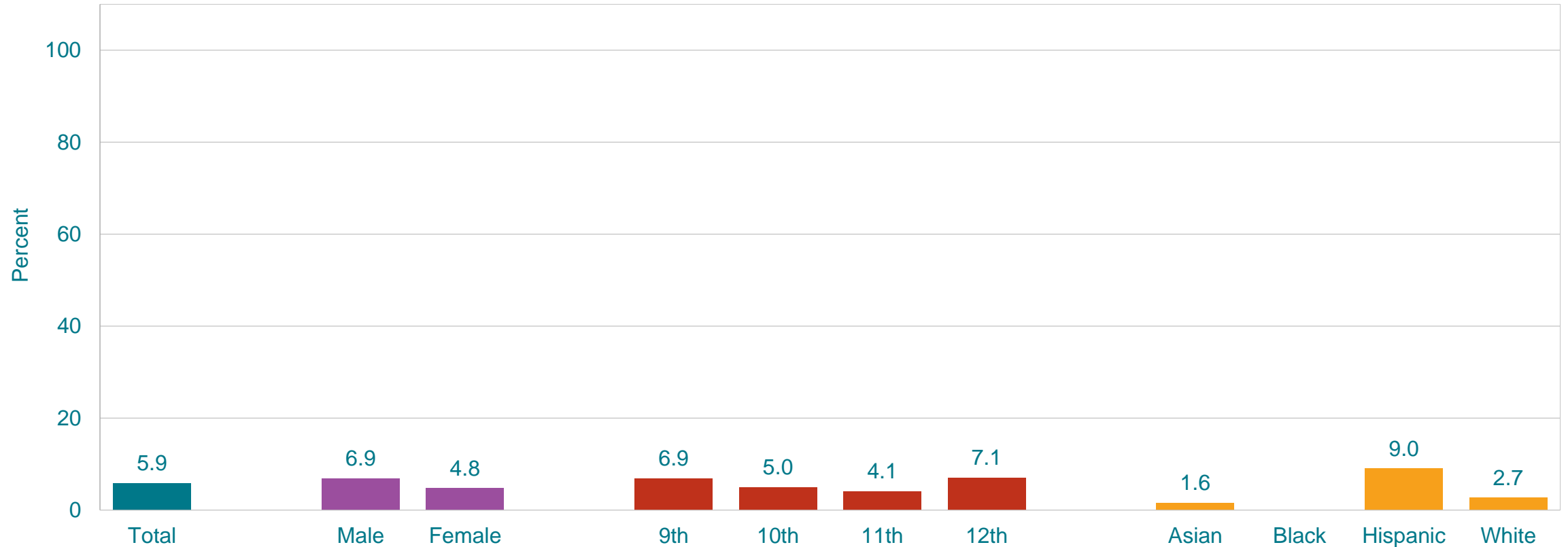
\*One or more times during their life

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, by Sex, Grade, and Race/Ethnicity,\* 2019



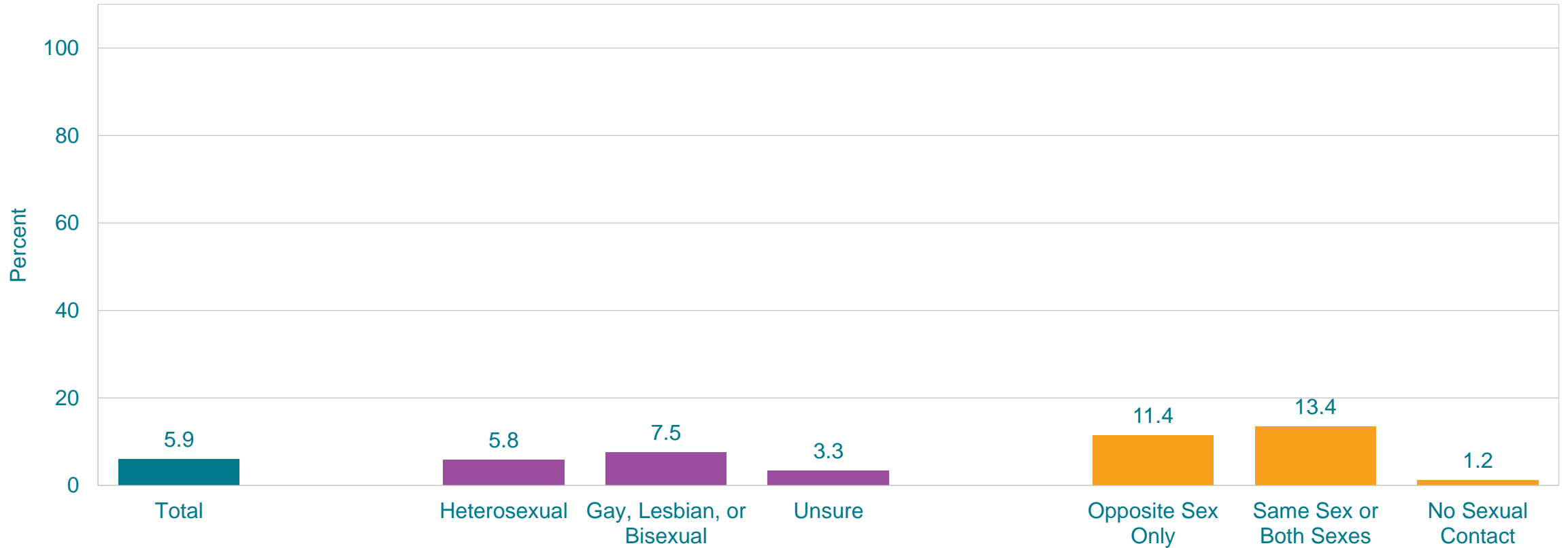
\*H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

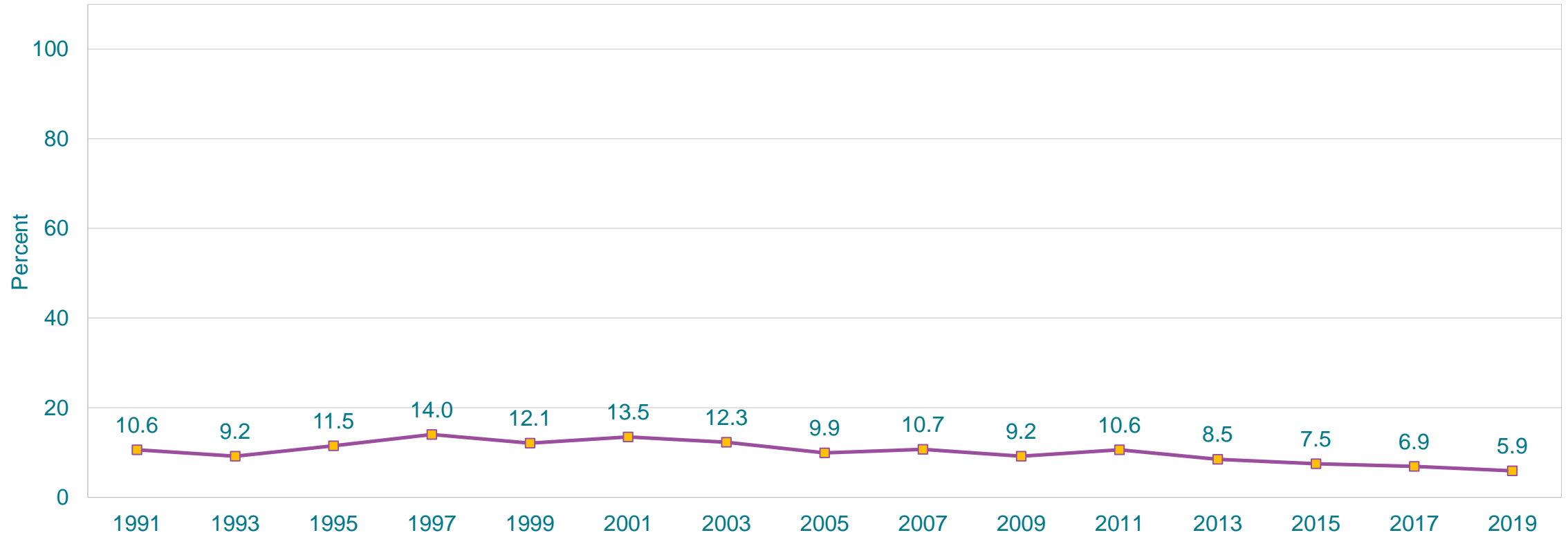
This graph contains weighted results.

# Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

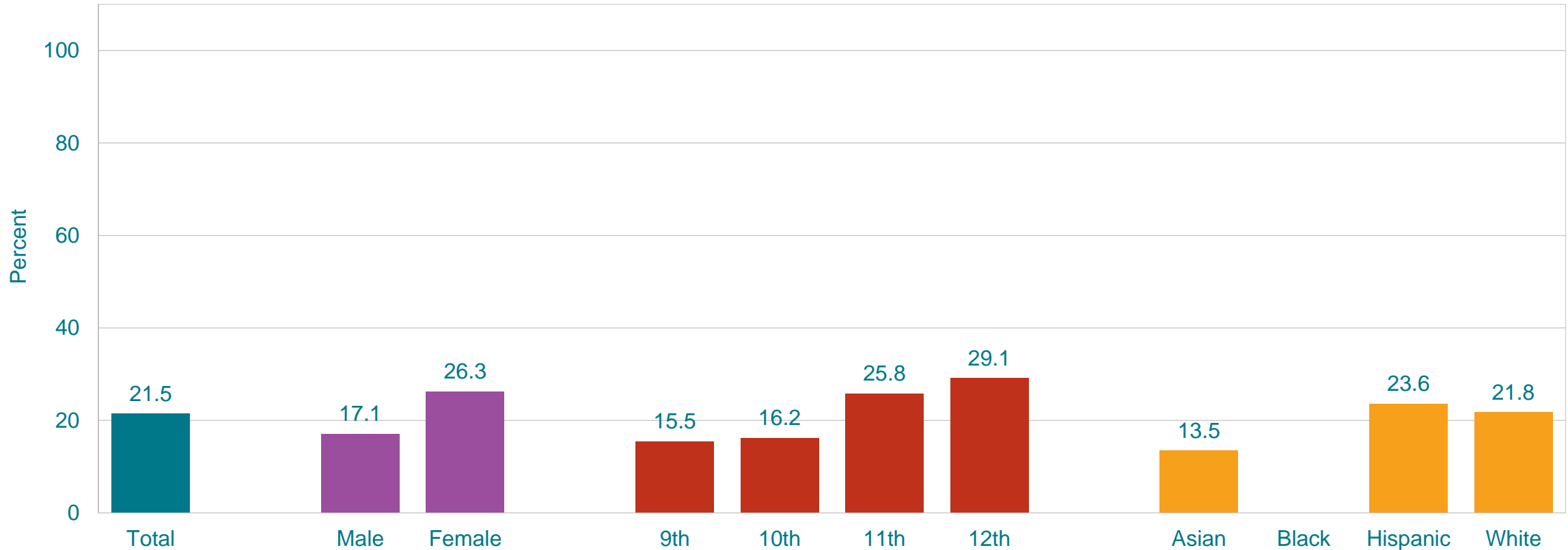
# Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, 1991-2019\*



\*Decreased 1991-2019, increased 1991-1997, decreased 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Currently Used Marijuana,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

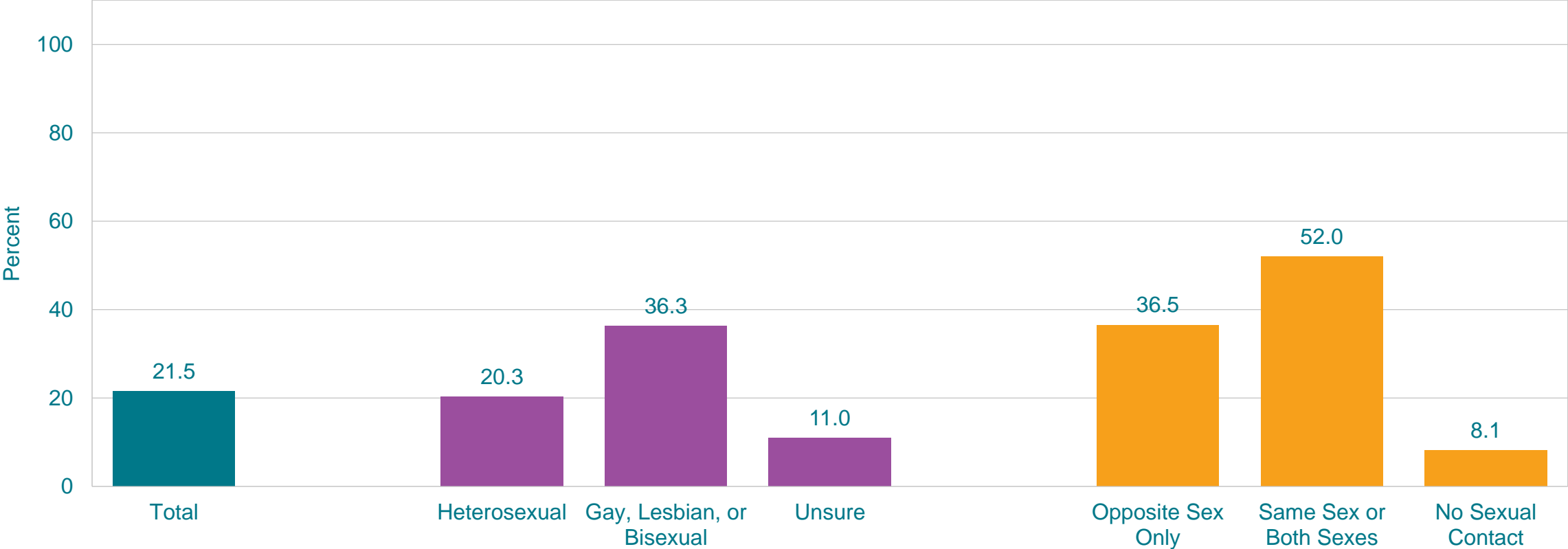
†F > M; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; H > A, W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

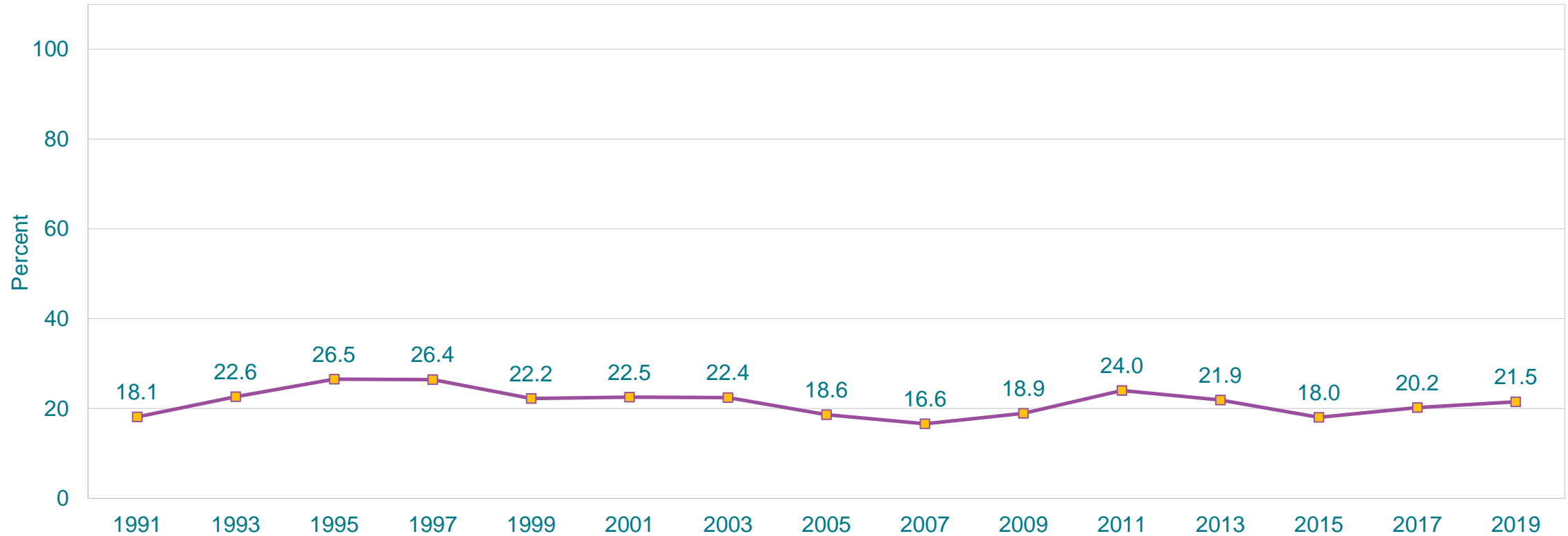
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Marijuana,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 30 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Currently Used Marijuana,\* 1991-2019†

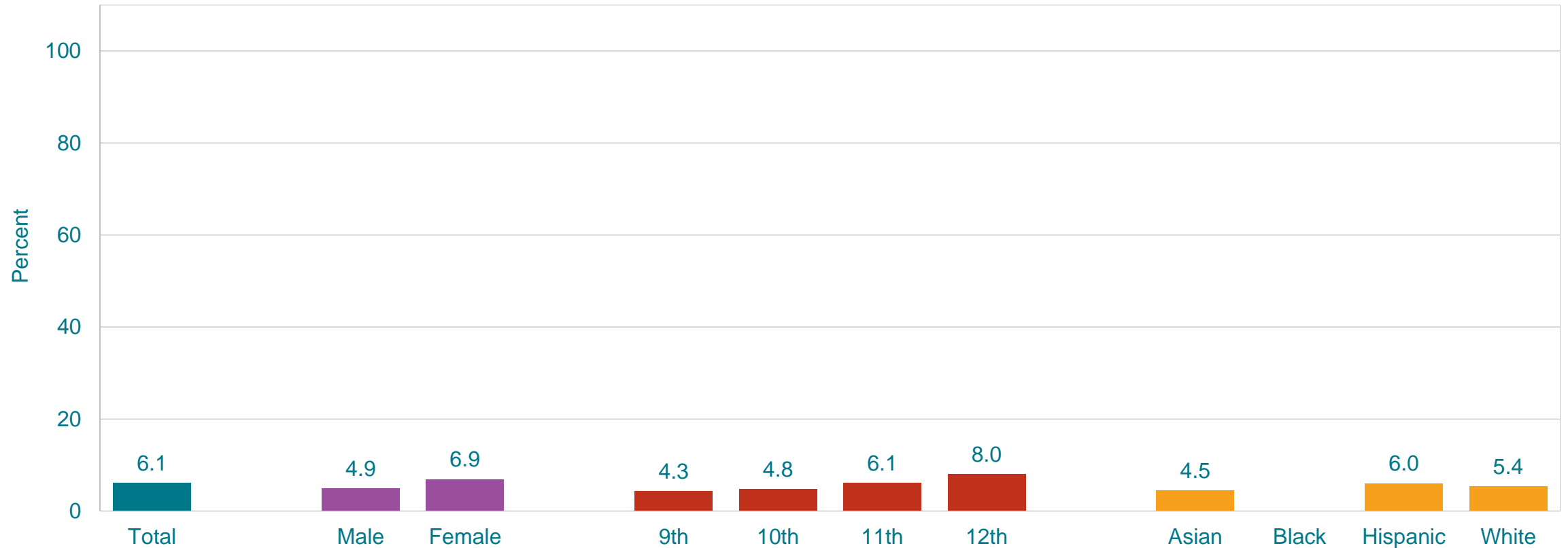


\*One or more times during the 30 days before the survey

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Ever Used Synthetic Marijuana,\* by Sex, Grade, and Race/Ethnicity, 2019



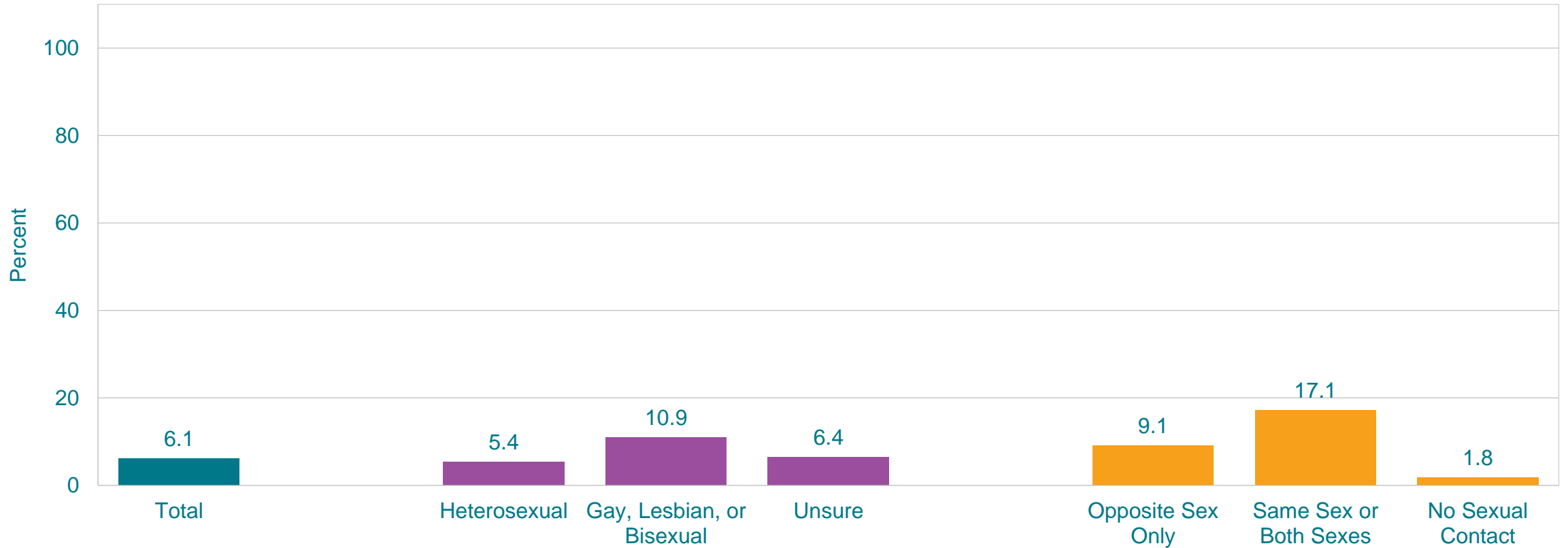
\*One or more times during their life

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

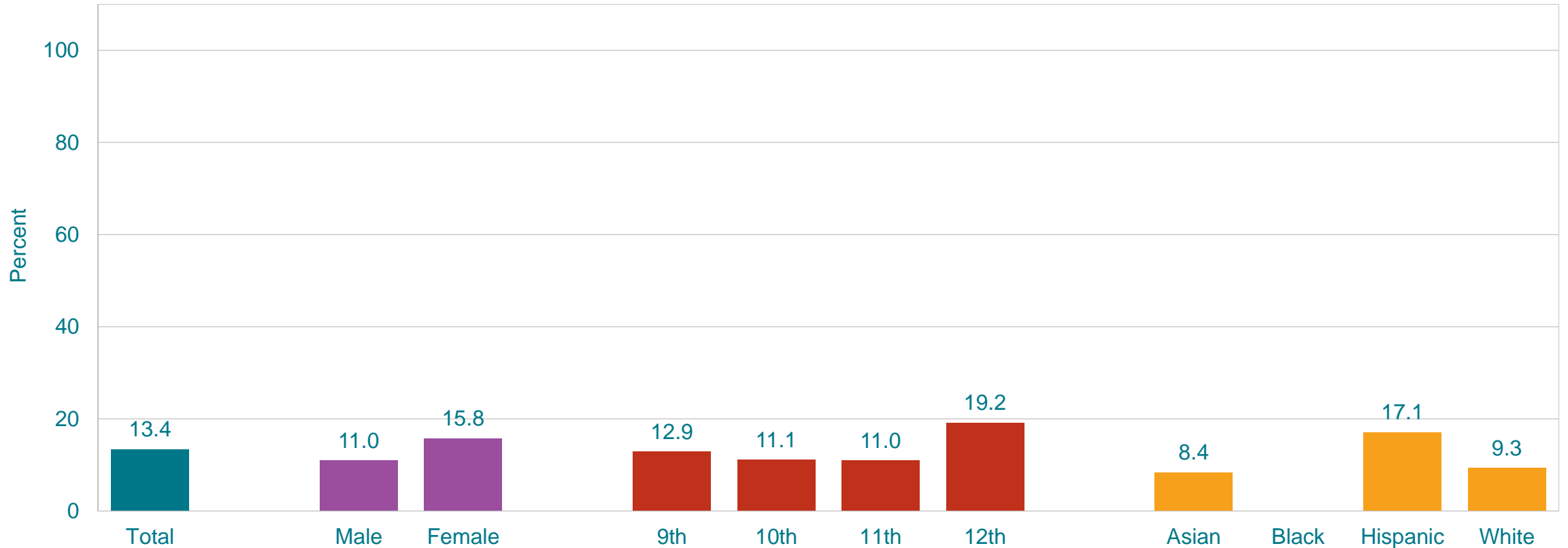
# Percentage of High School Students Who Ever Used Synthetic Marijuana,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during their life  
This graph contains weighted results.



# Percentage of High School Students Who Ever Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them to Use It,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life

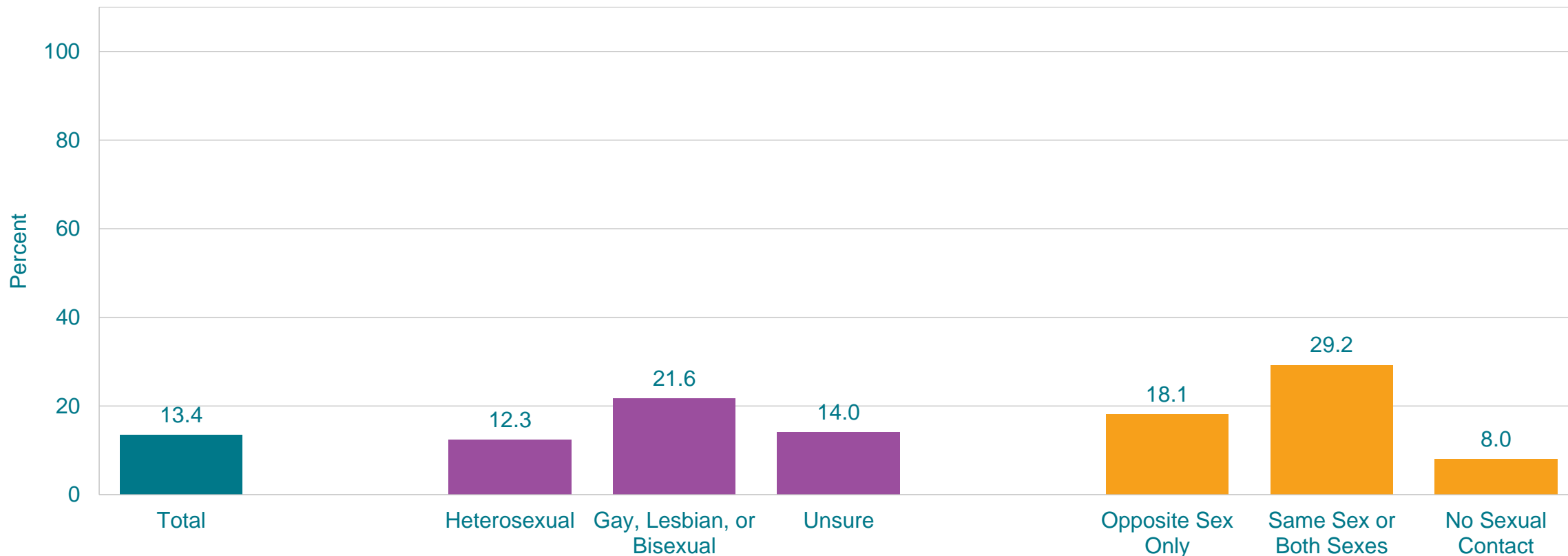
†F > M; 12th > 9th, 12th > 10th, 12th > 11th; H > A, H > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

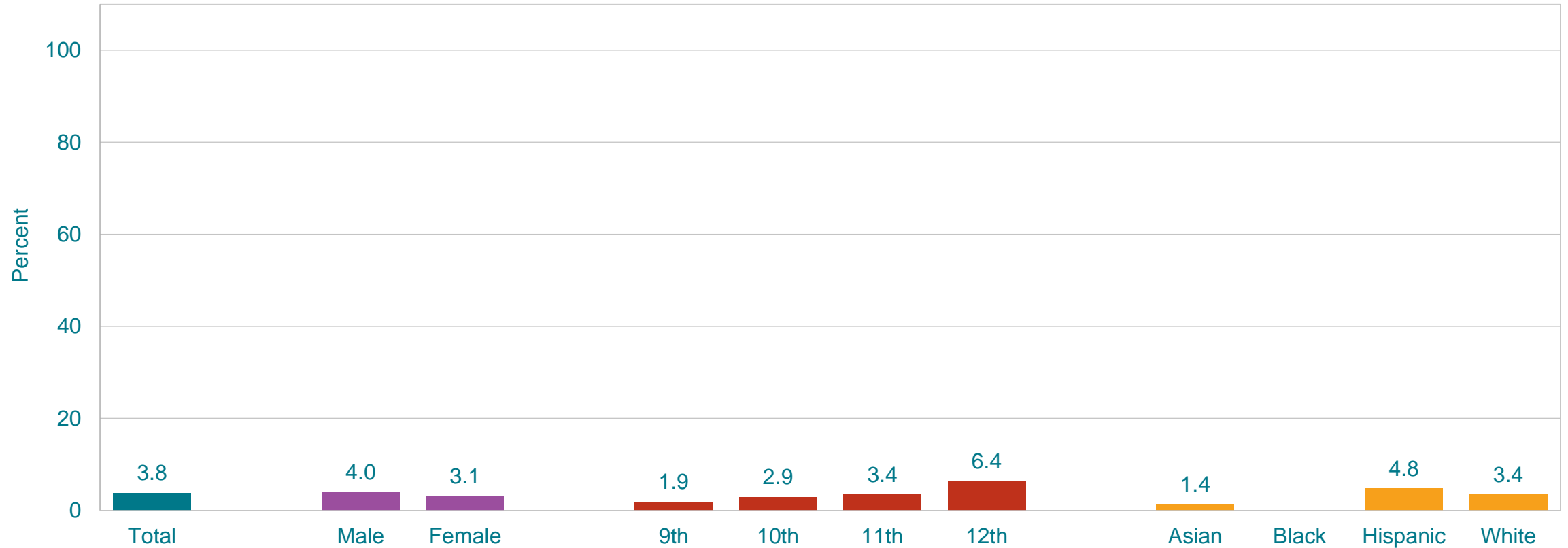
This graph contains weighted results.

# Percentage of High School Students Who Ever Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them to Use It,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Cocaine,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

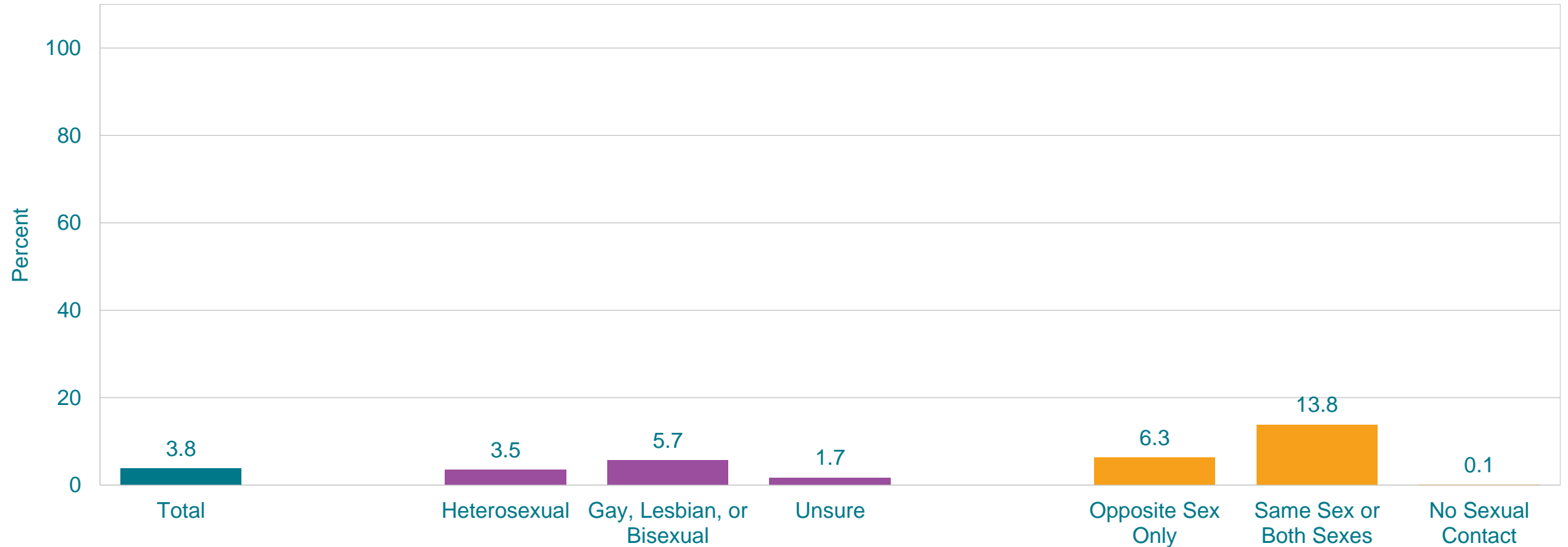
†12th > 9th; H > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

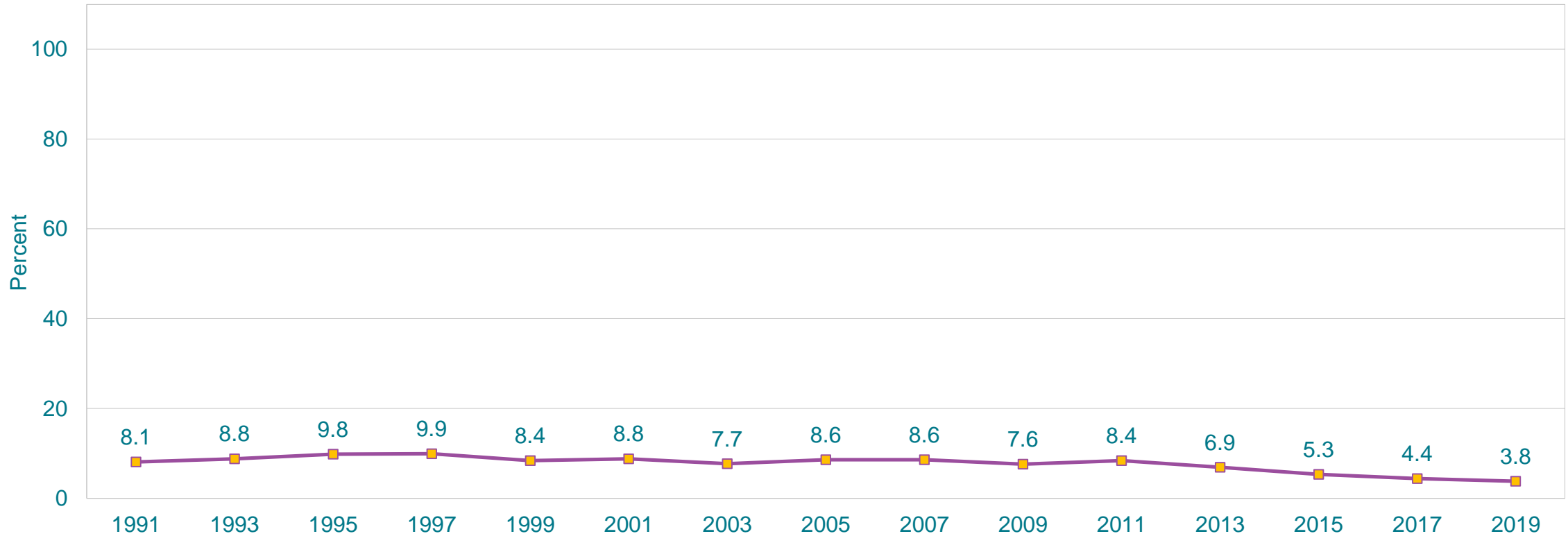
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Cocaine,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Any form of cocaine, including powder, crack, or freebase, one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Cocaine,\* 1991-2019†

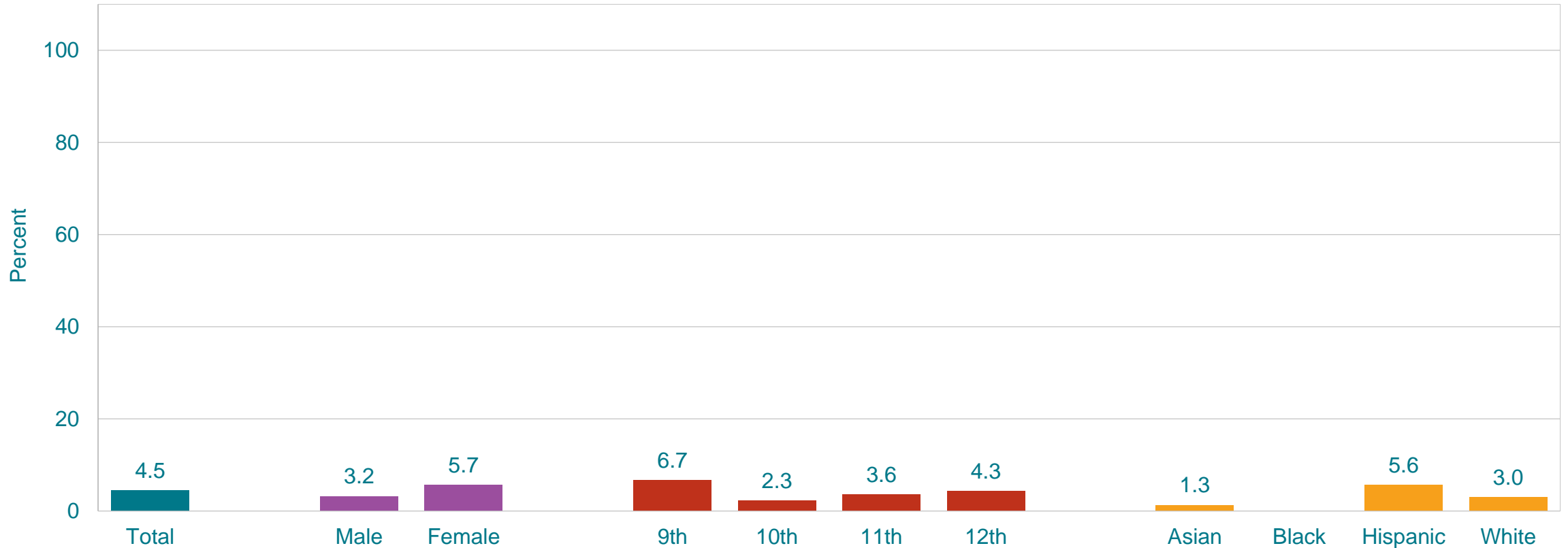


\*Any form of cocaine, including powder, crack, or freebase, one or more times during their life

†Decreased 1991-2019, decreased 1991-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Ever Used Inhalants,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*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

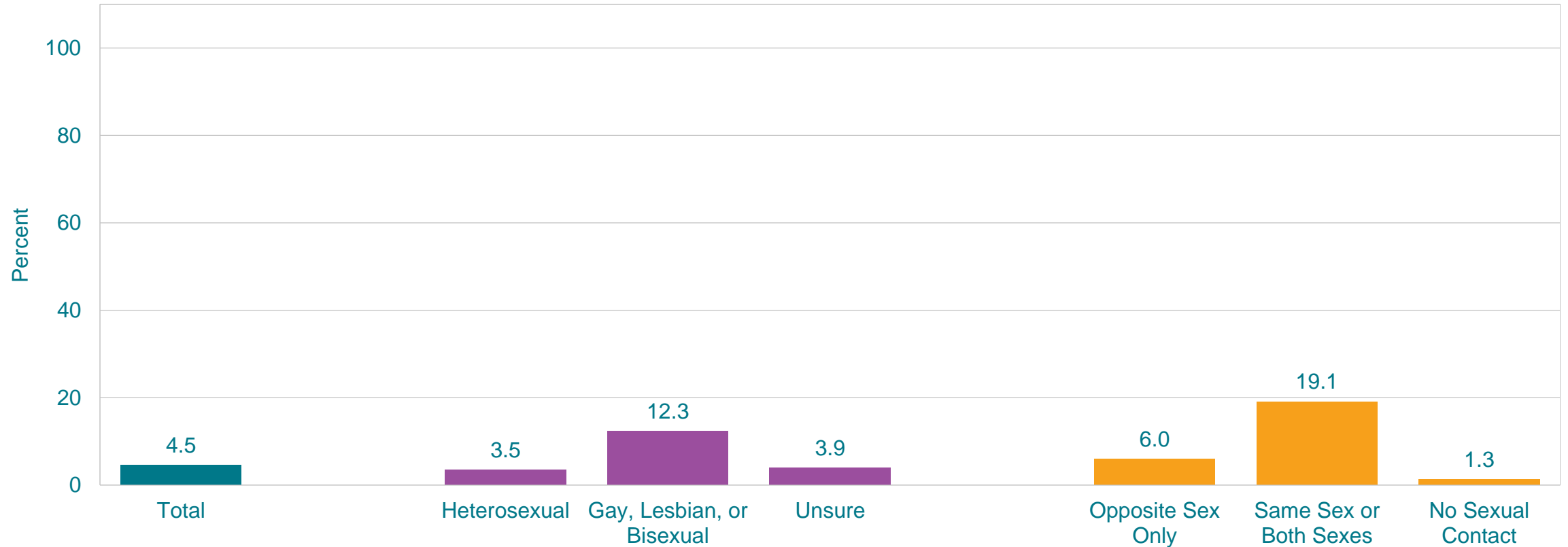
†F > M; 9th > 10th; H > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

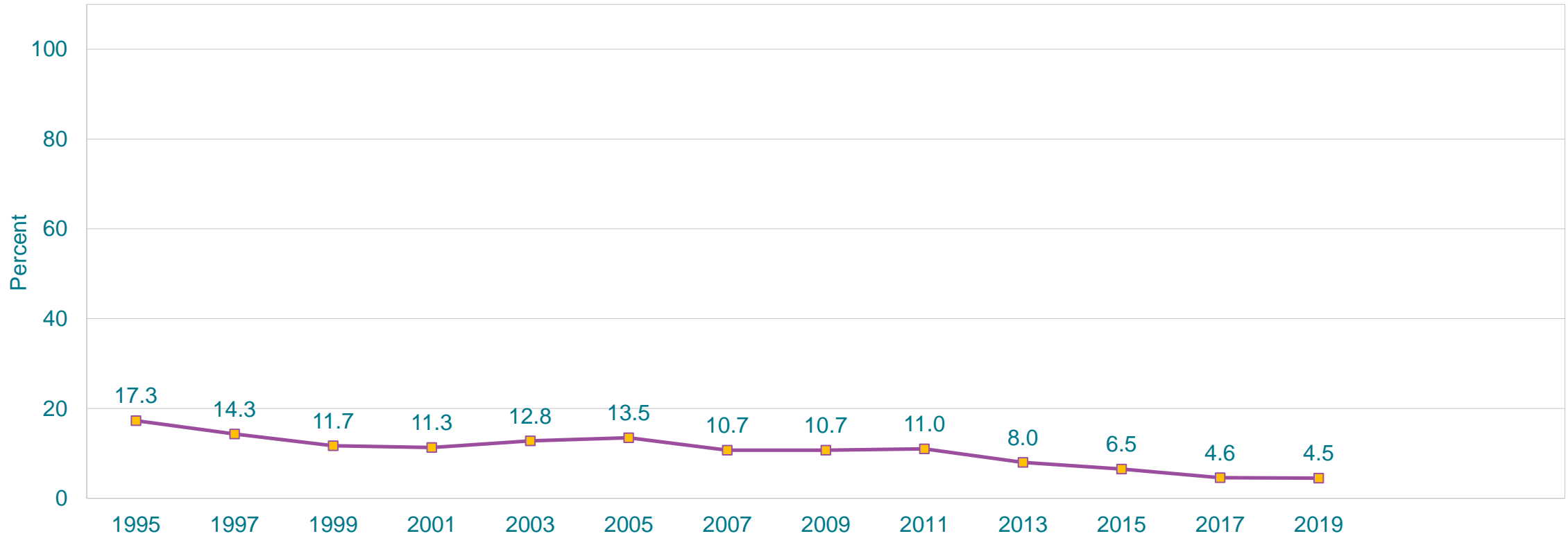
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Inhalants,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*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  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Inhalants,\* 1995-2019†



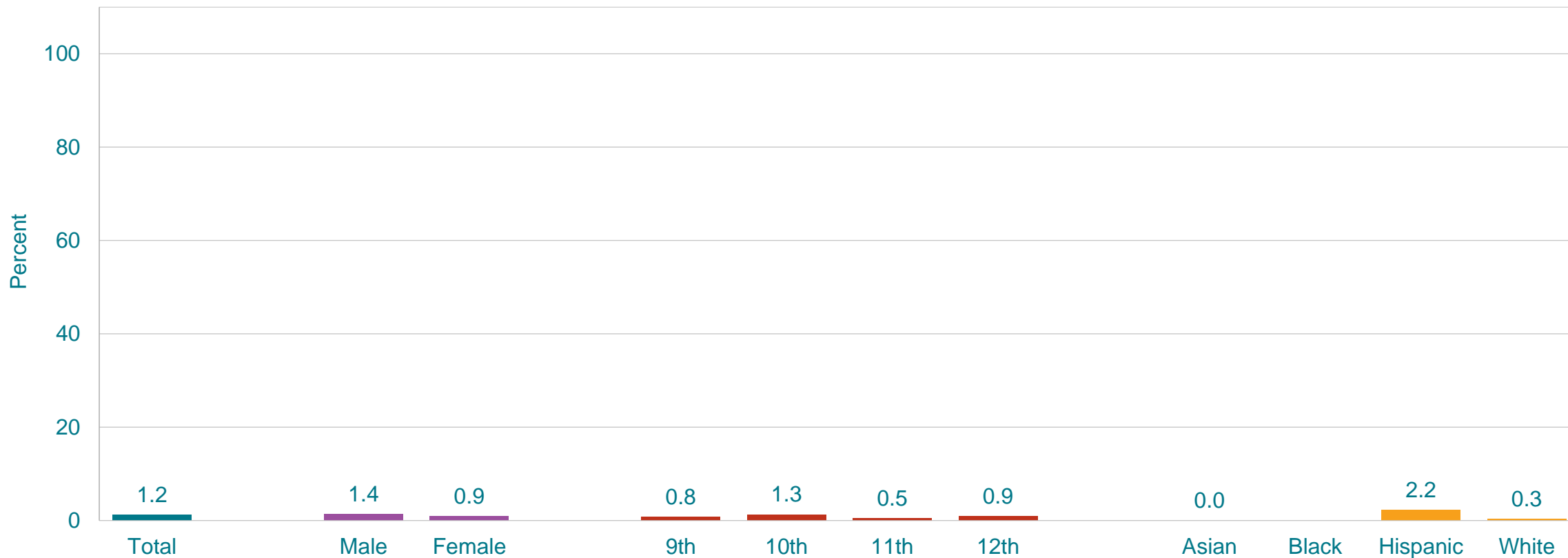
\*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

†Decreased 1995-2019, decreased 1995-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Ever Used Heroin,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

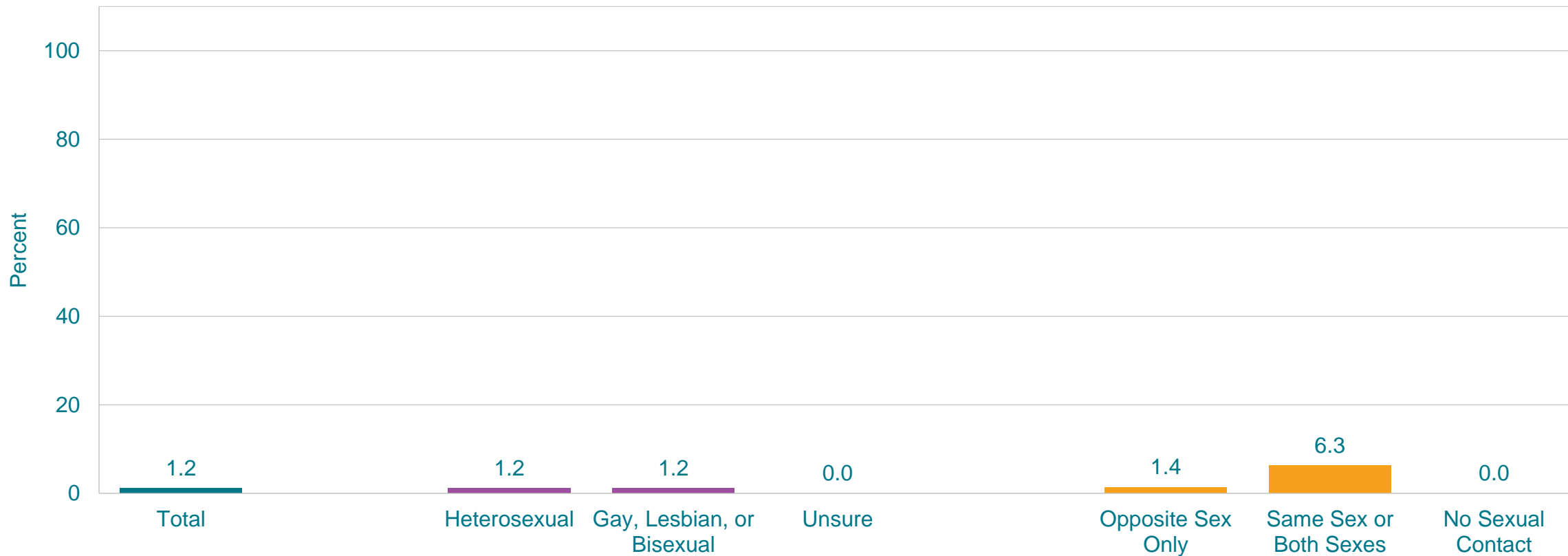
†H > A, H > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

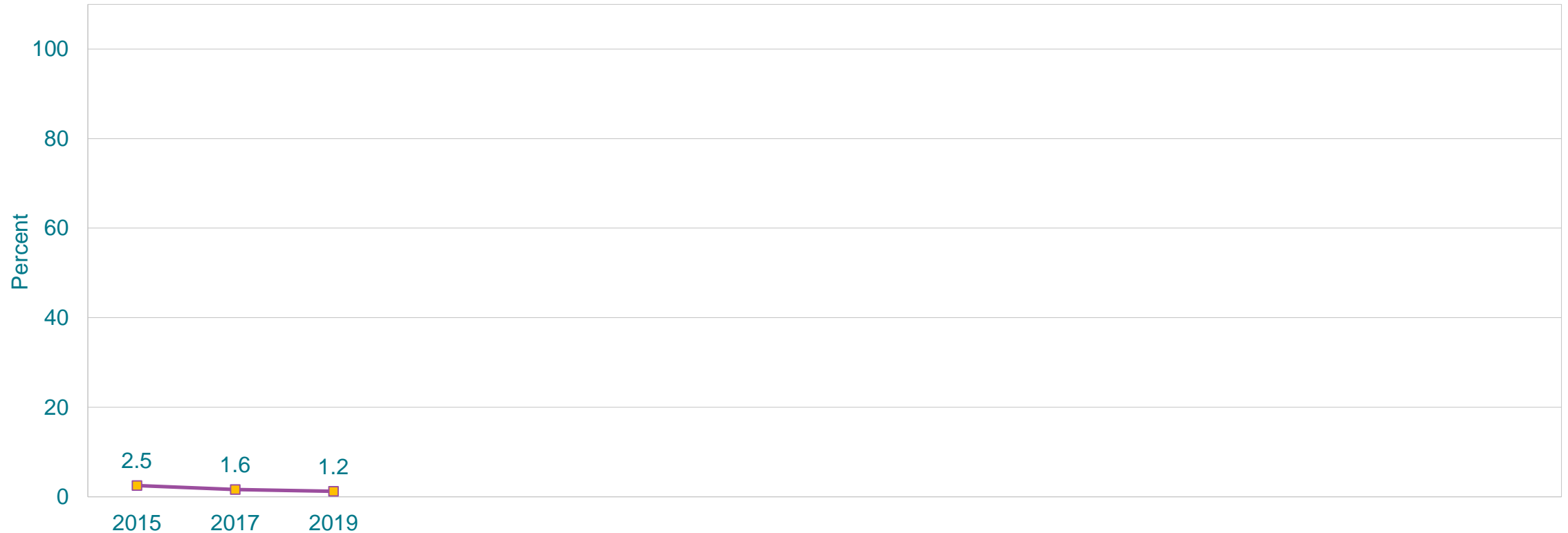
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Heroin,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Also called "smack," "junk," or "China White," one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Heroin,\* 2015-2019†

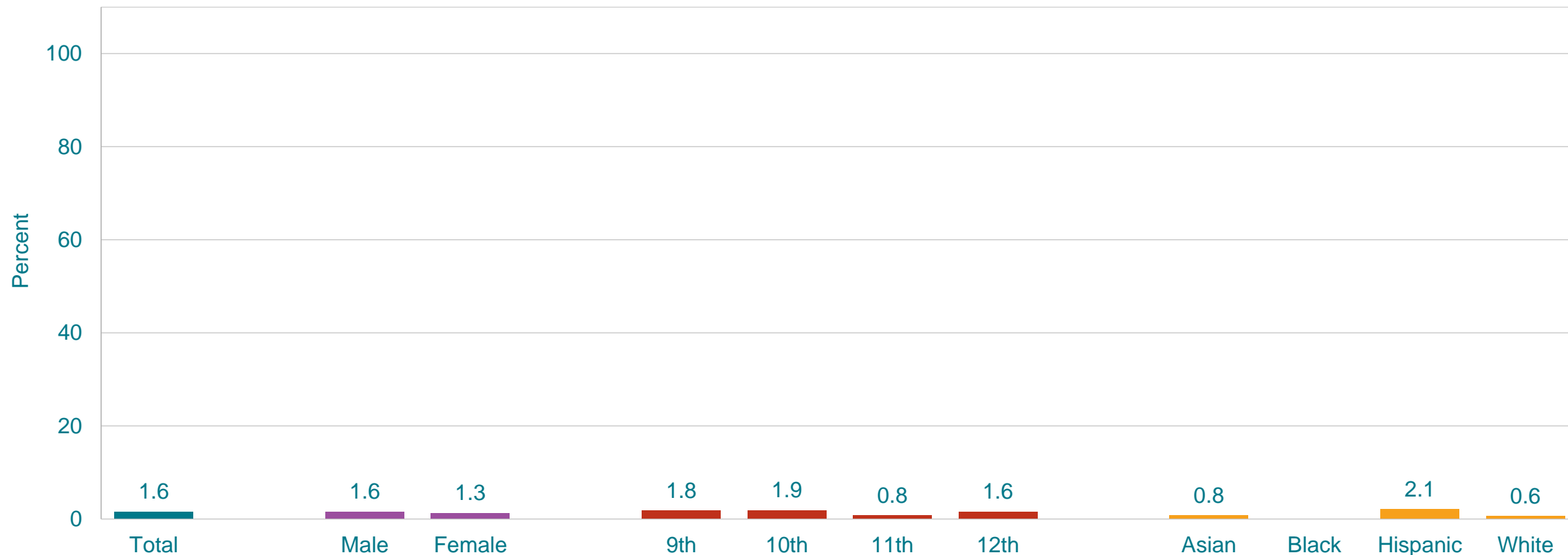


\*Also called "smack," "junk," or "China White," one or more times during their life

†Decreased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Ever Used Methamphetamines,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

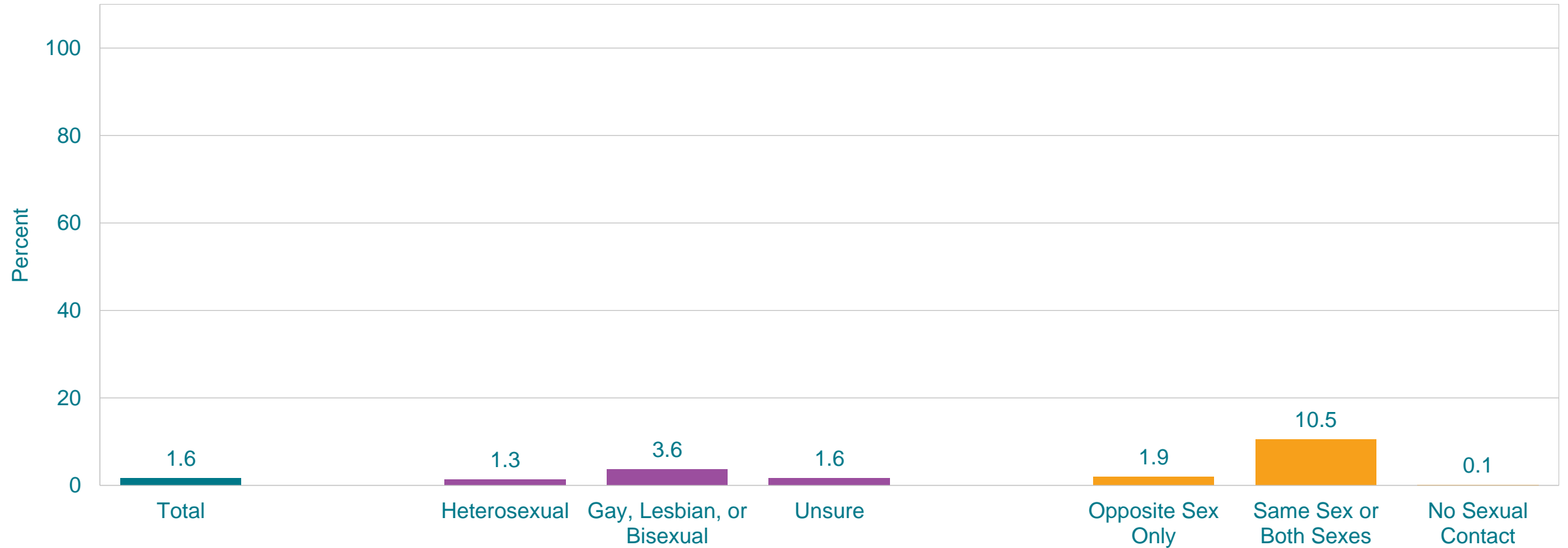
†H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

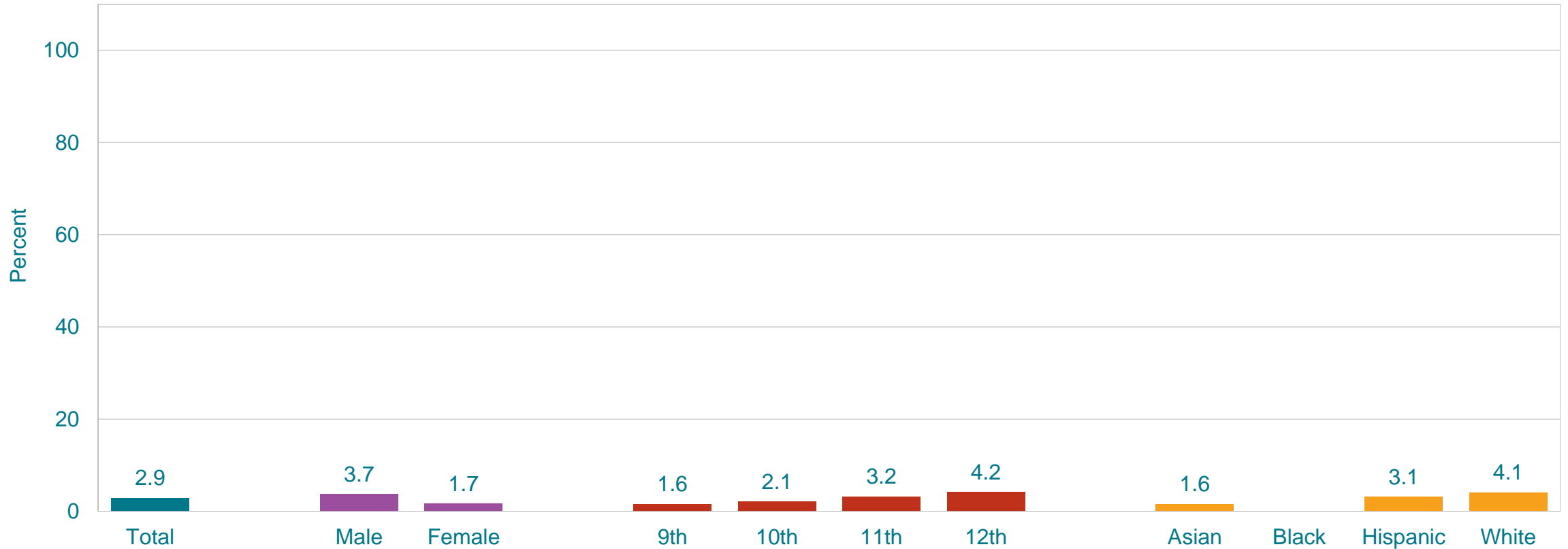
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Methamphetamines,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Also called "speed," "crystal meth," "crank," "ice," or "meth," one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Ecstasy,\* by Sex,† Grade, and Race/Ethnicity, 2019



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

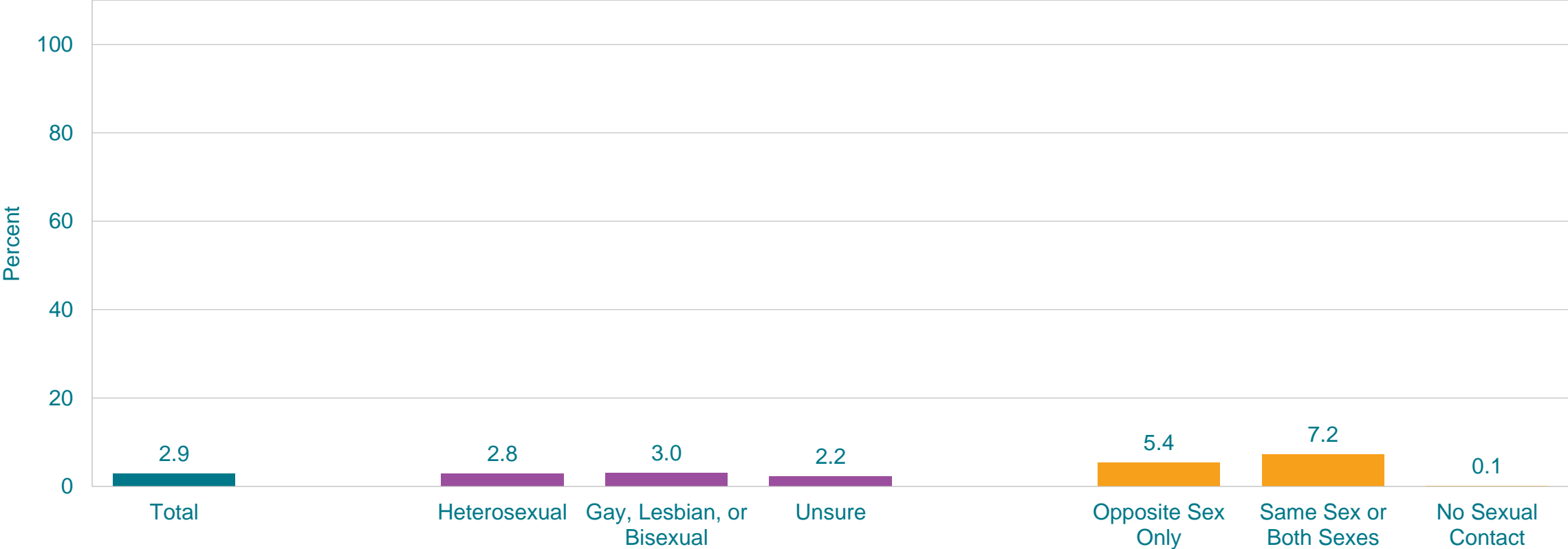
†M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

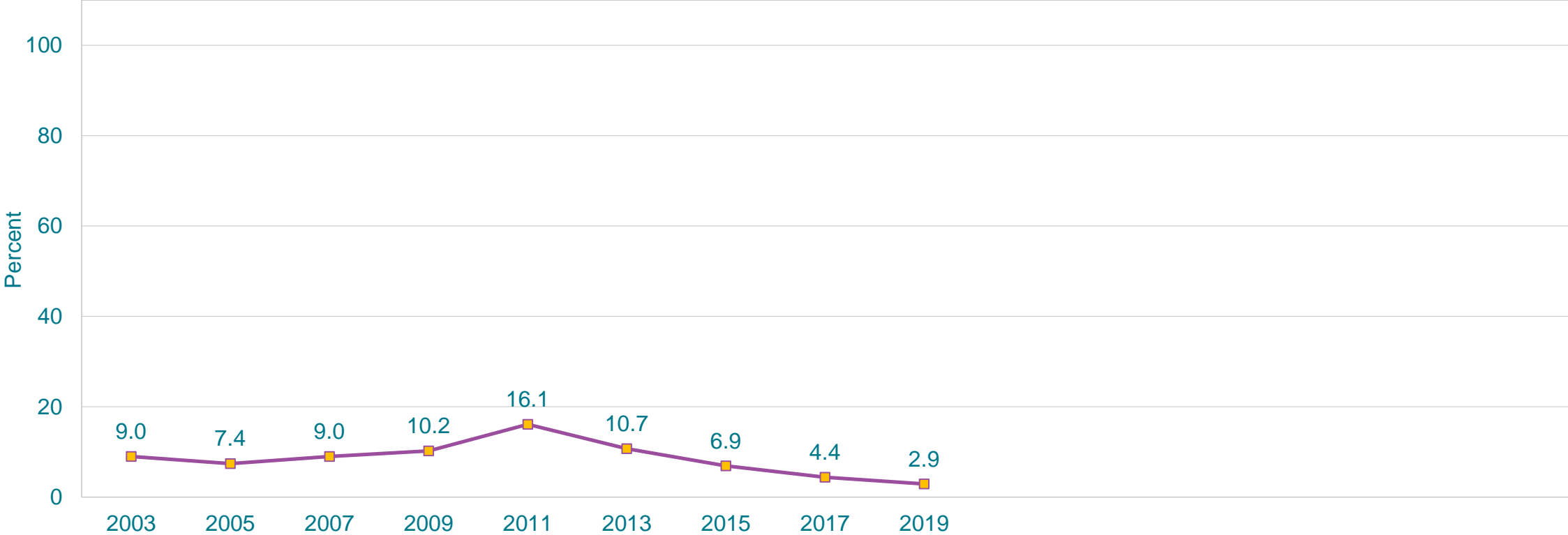
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Ecstasy,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Also called "MDMA," one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Used Ecstasy,\* 2003-2019†



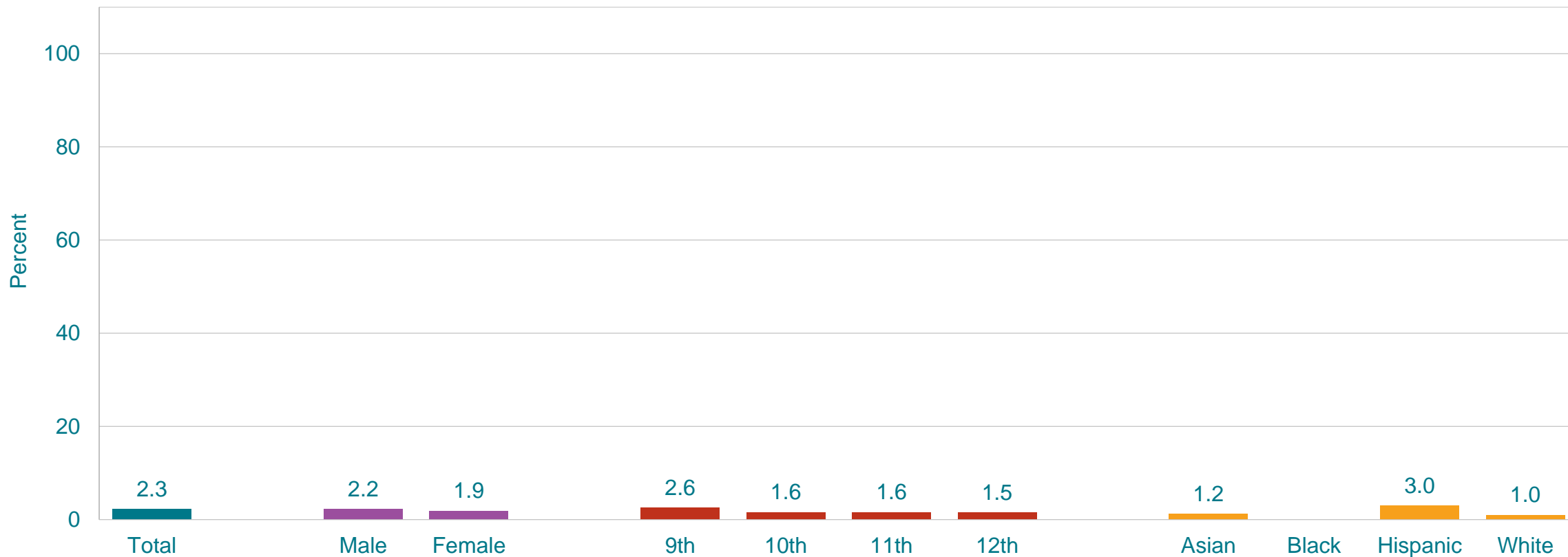
\*Also called "MDMA," one or more times during their life

†Decreased 2003-2019, increased 2003-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

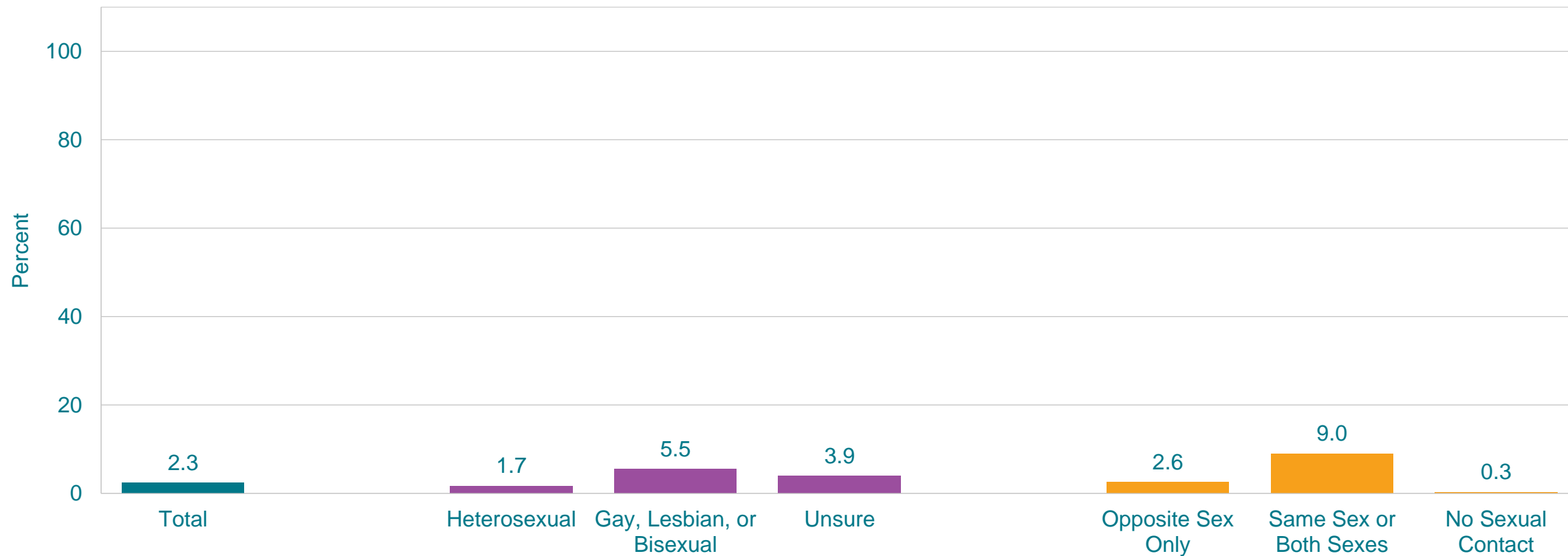


# Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,\* by Sex, Grade, and Race/Ethnicity, 2019



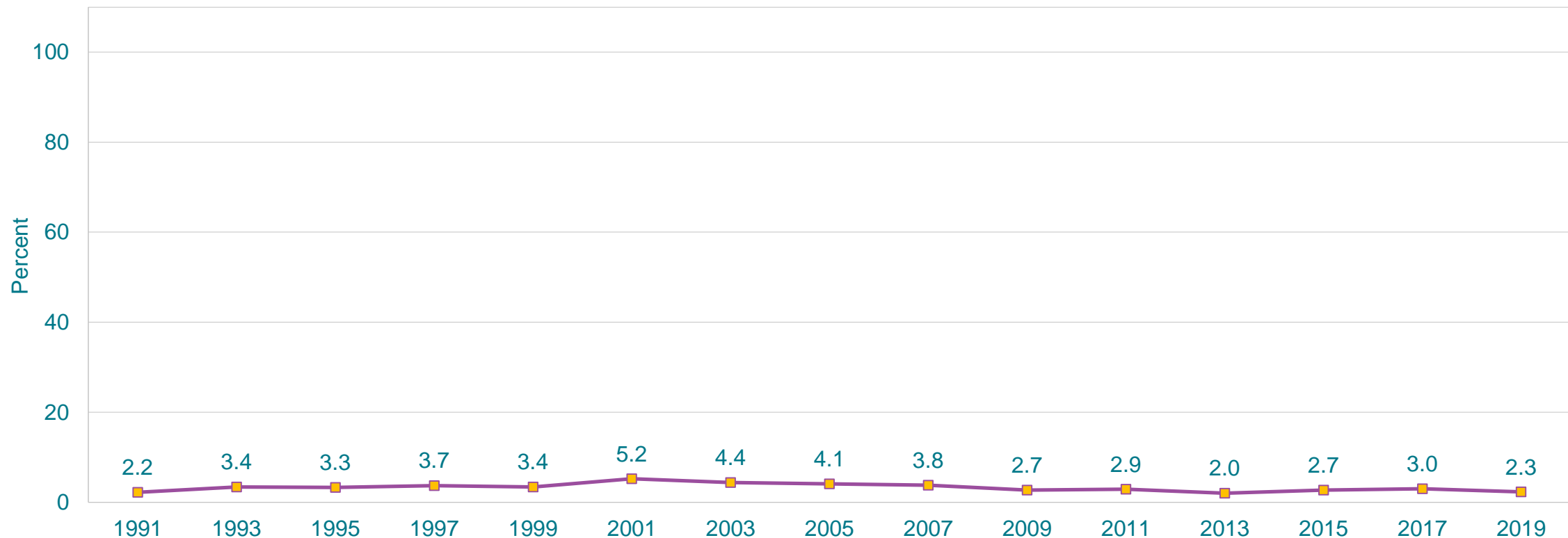
\*Pills or shots, one or more times during their life  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Pills or shots, one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Took Steroids Without a Doctor's Prescription,\* 1991-2019†

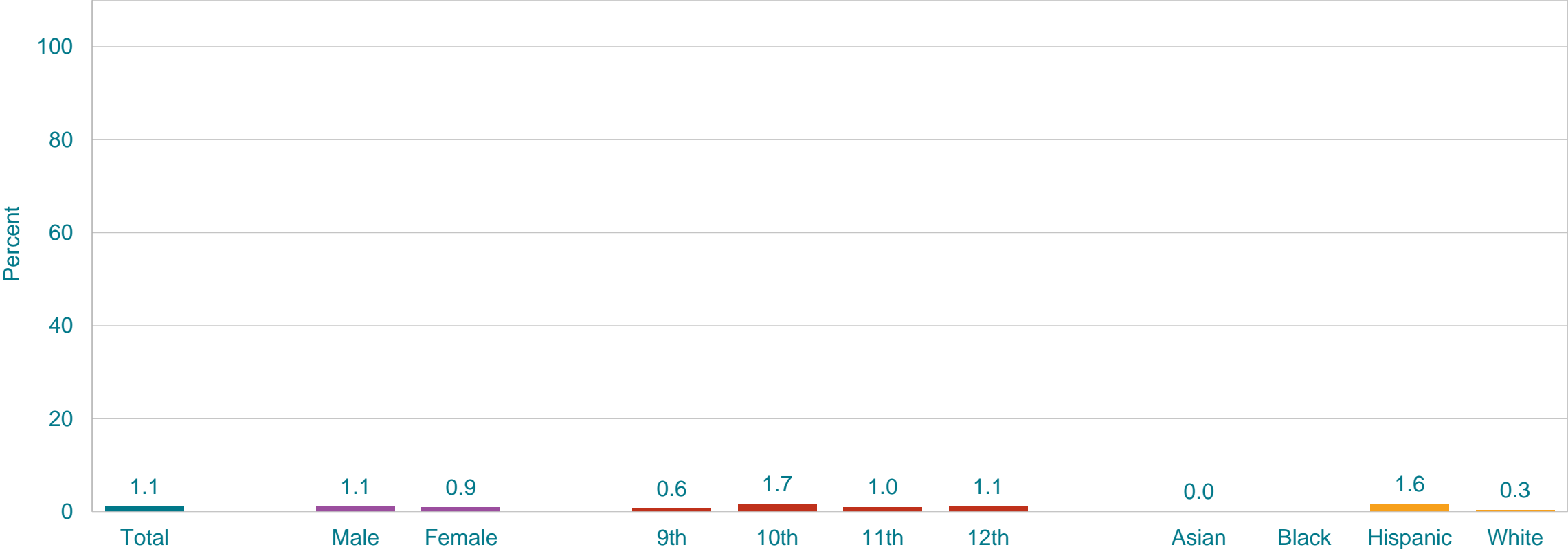


\*Pills or shots, one or more times during their life

†Decreased 1991-2019, increased 1991-2001, decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Ever Injected Any Illegal Drug,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

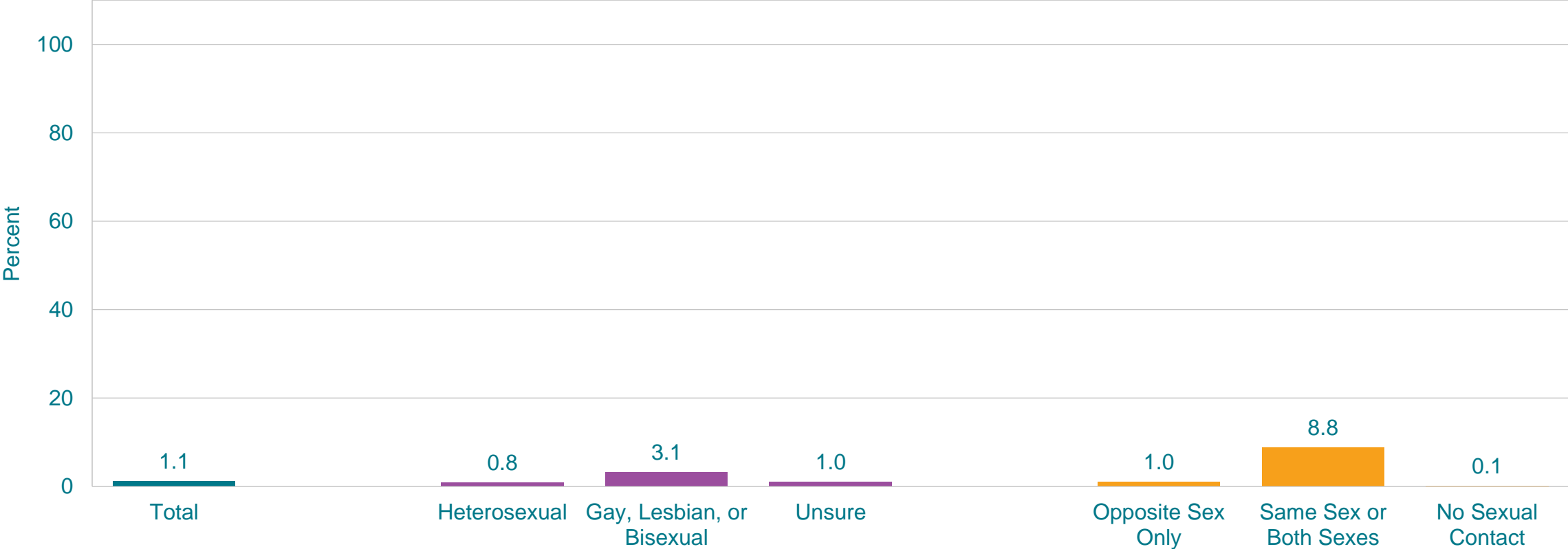
†H > A, H > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

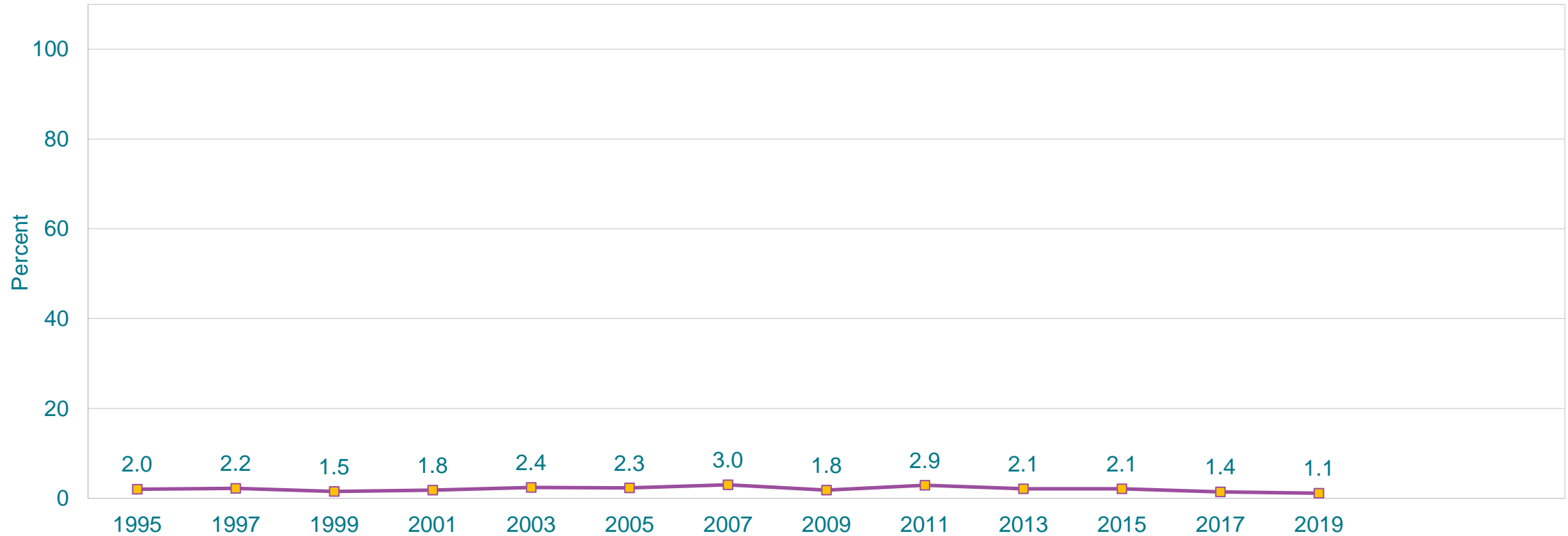
This graph contains weighted results.

# Percentage of High School Students Who Ever Injected Any Illegal Drug,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Used a needle to inject any illegal drug into their body, one or more times during their life  
This graph contains weighted results.

# Percentage of High School Students Who Ever Injected Any Illegal Drug,\* 1995-2019†

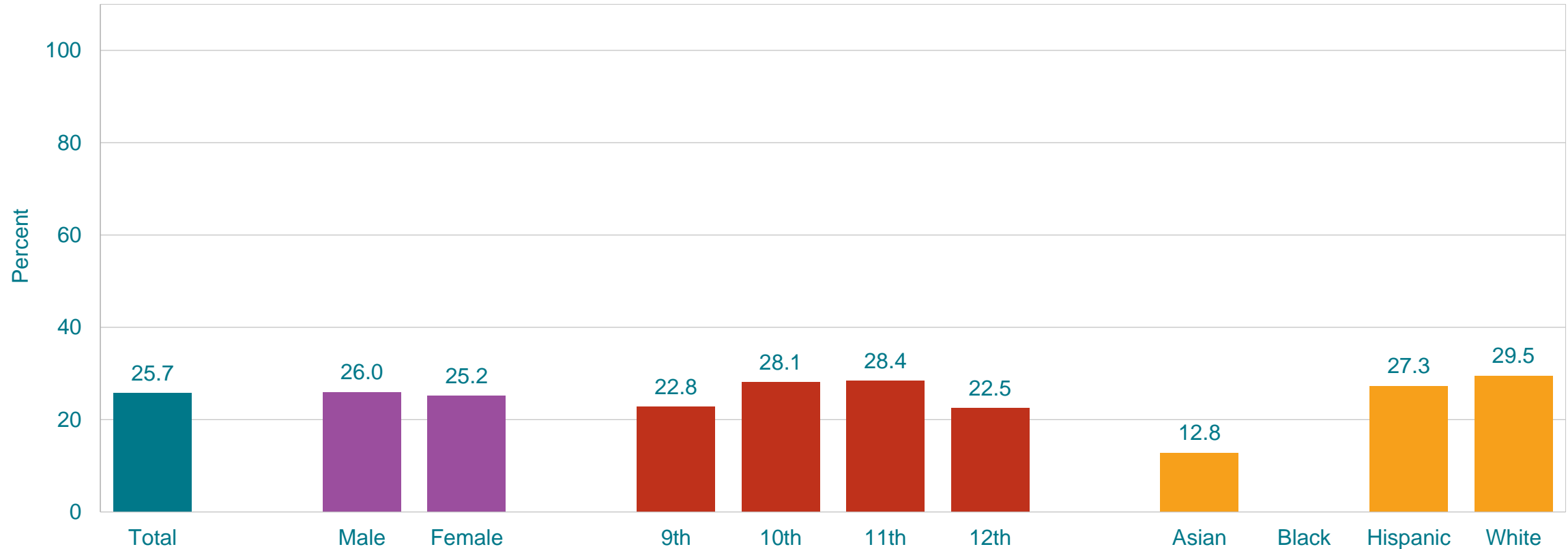


\*Used a needle to inject any illegal drug into their body, one or more times during their life

†Decreased 1995-2019, no change 1995-2015, decreased 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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,† 2019



\*During the 12 months before the survey

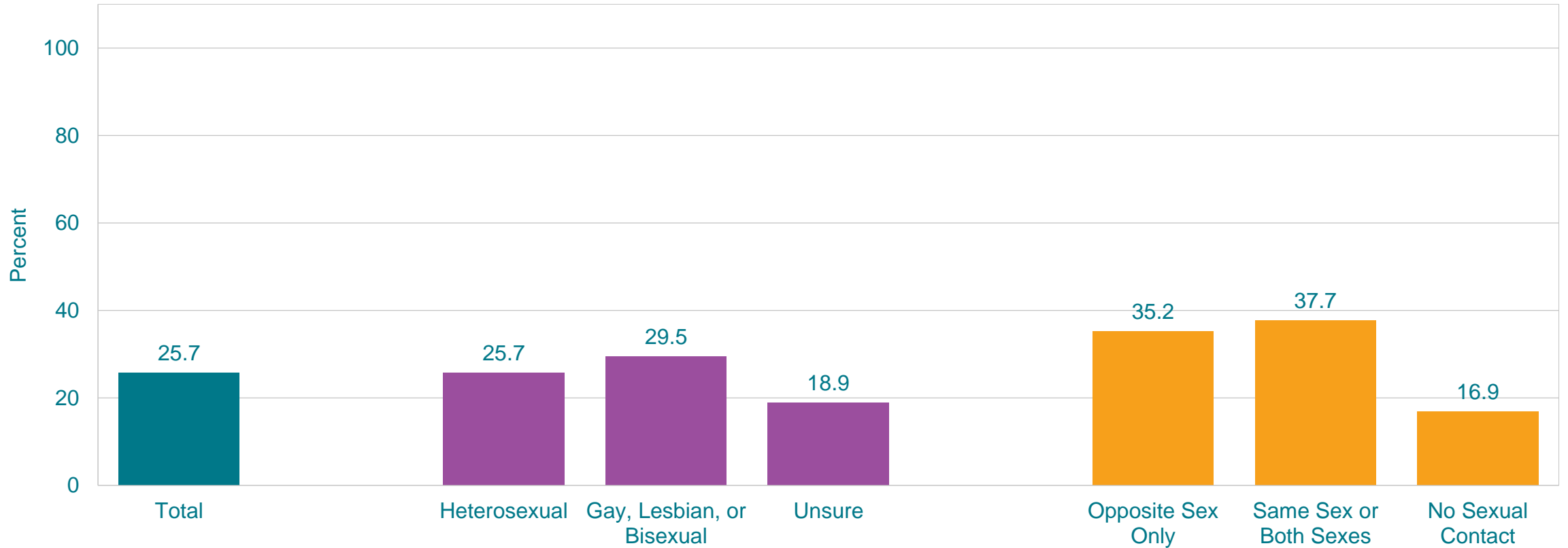
†H > A, W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

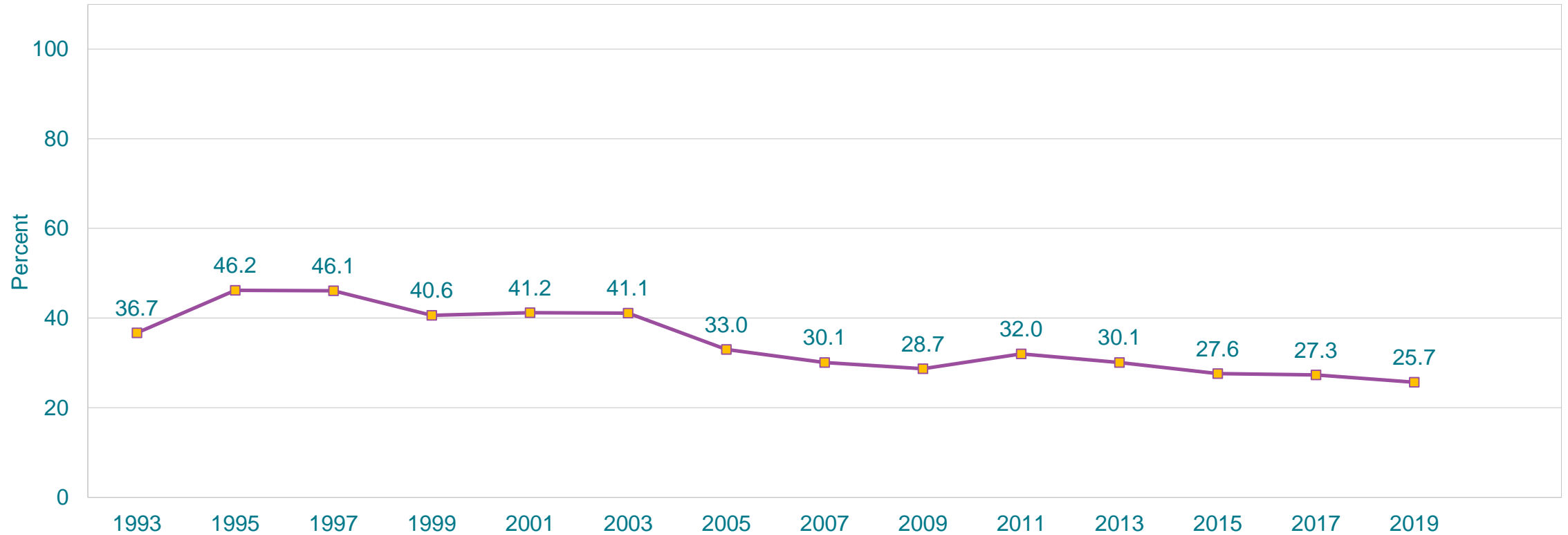
# Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 12 months before the survey  
This graph contains weighted results.



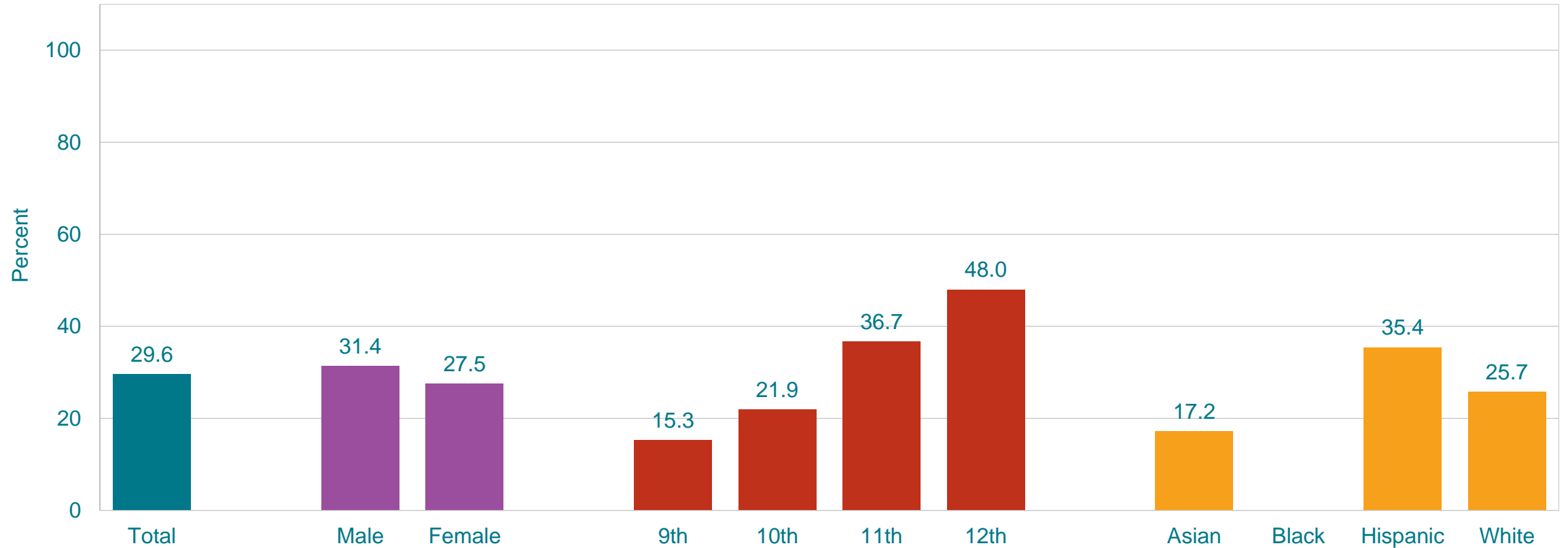
# Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,\* 1993-2019†



\*During the 12 months before the survey

†Decreased 1993-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant 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 Ever Had Sexual Intercourse, by Sex, Grade,\* and Race/Ethnicity,\* 2019



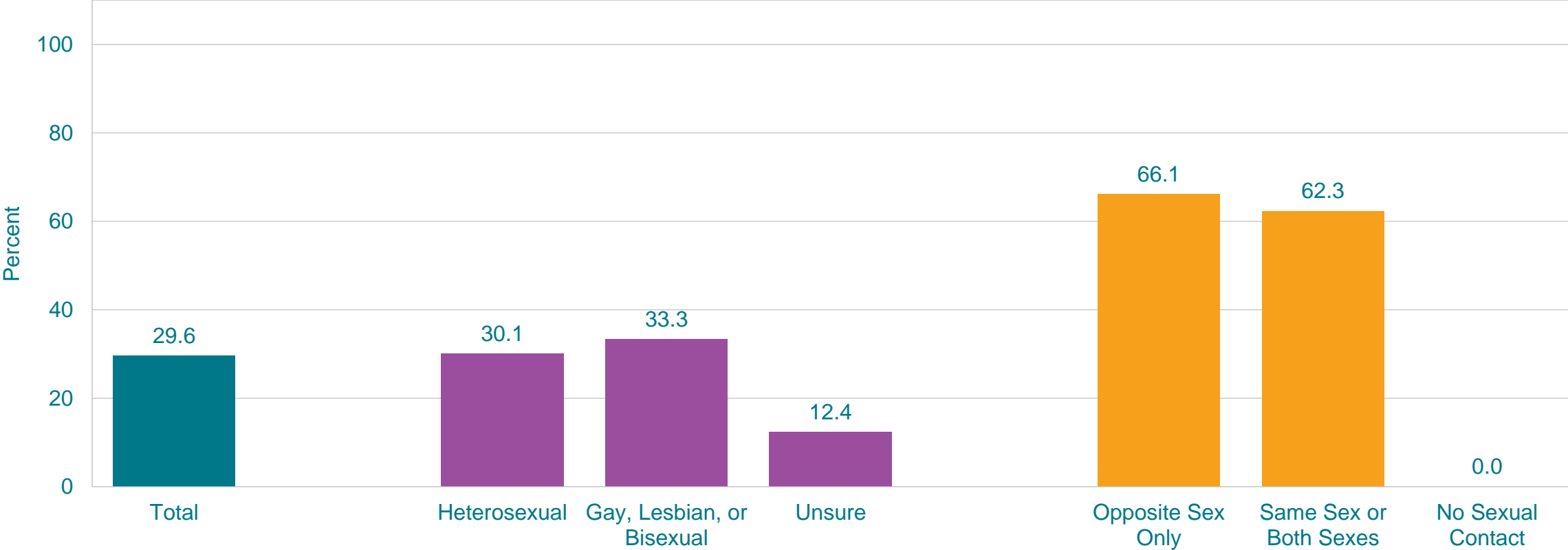
\*11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

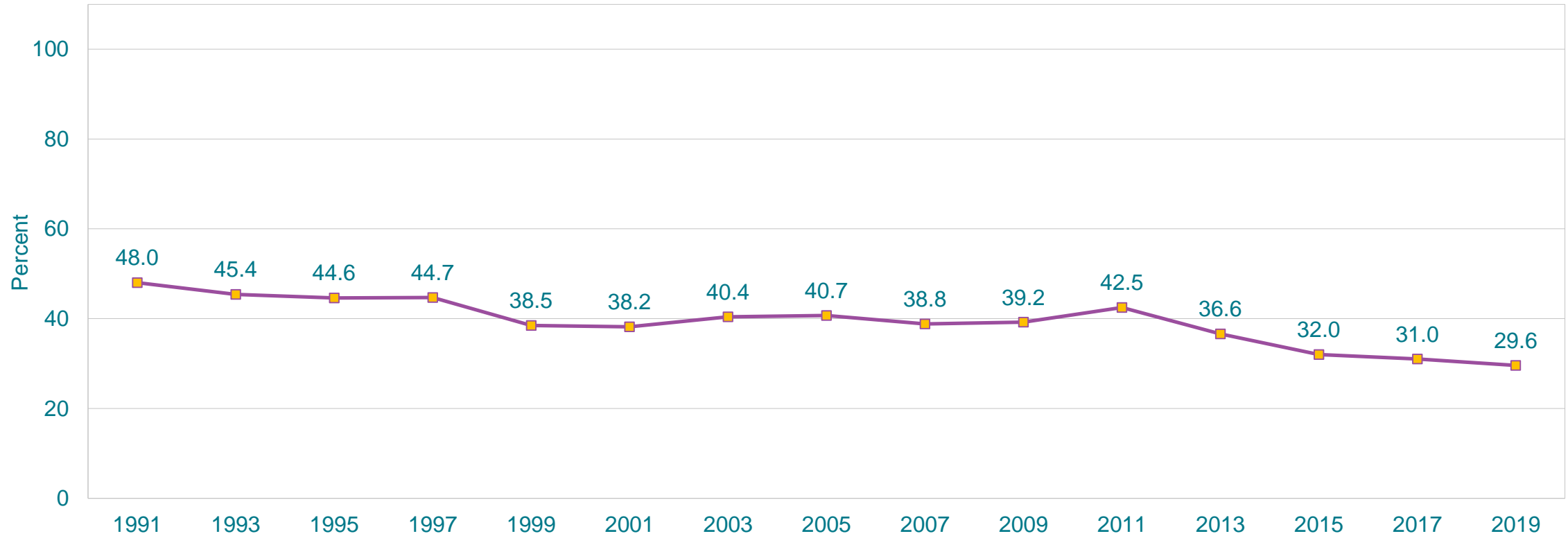
This graph contains weighted results.

# Percentage of High School Students Who Ever Had Sexual Intercourse, by Sexual Identity and Sex of Sexual Contacts, 2019



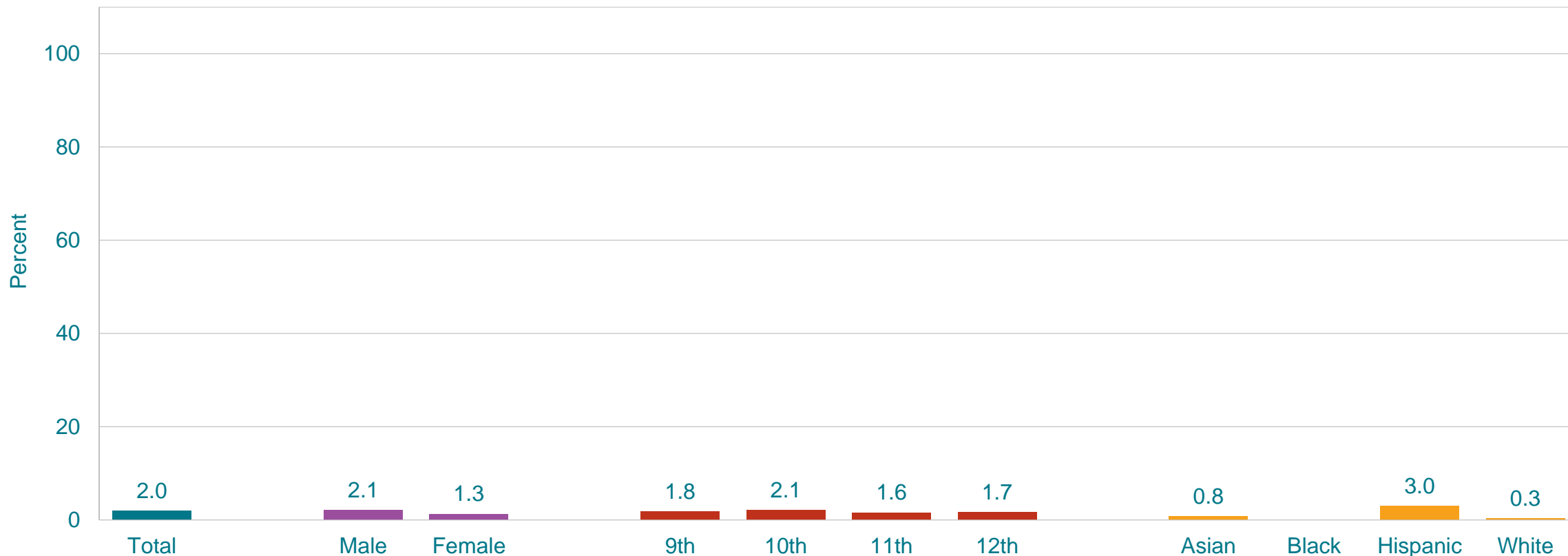
This graph contains weighted results.

# Percentage of High School Students Who Ever Had Sexual Intercourse, 1991-2019\*



\*Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.

# Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, by Sex, Grade, and Race/Ethnicity,\* 2019



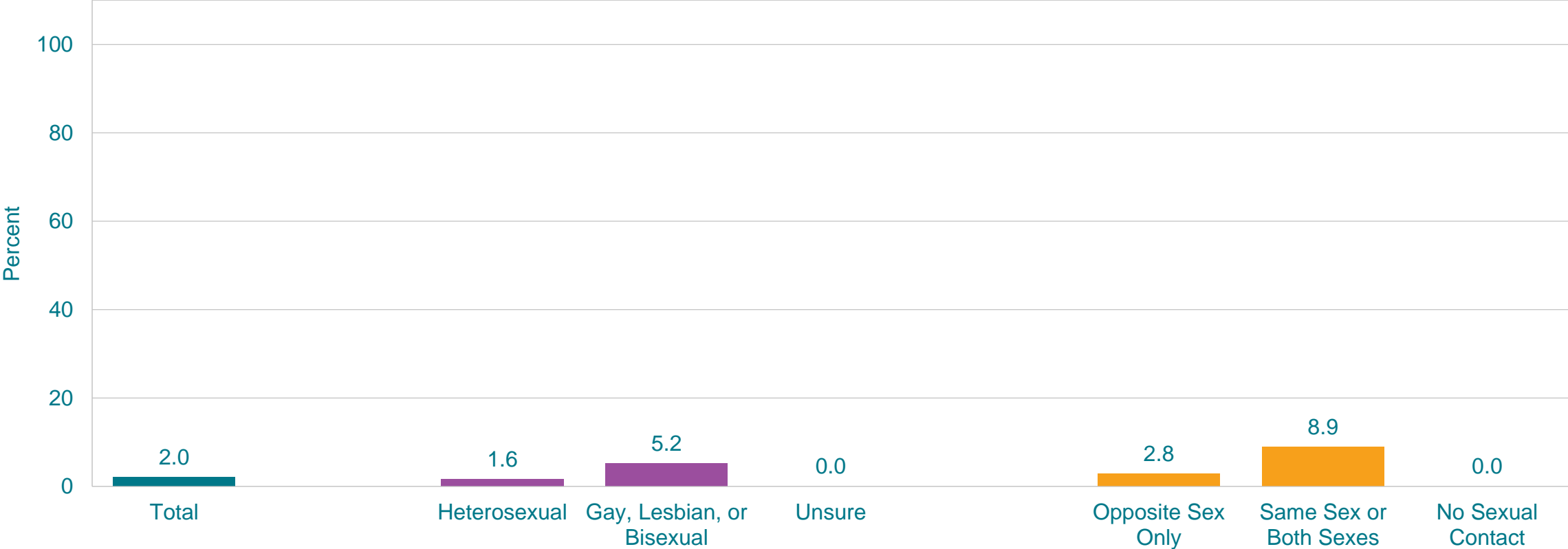
\*H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

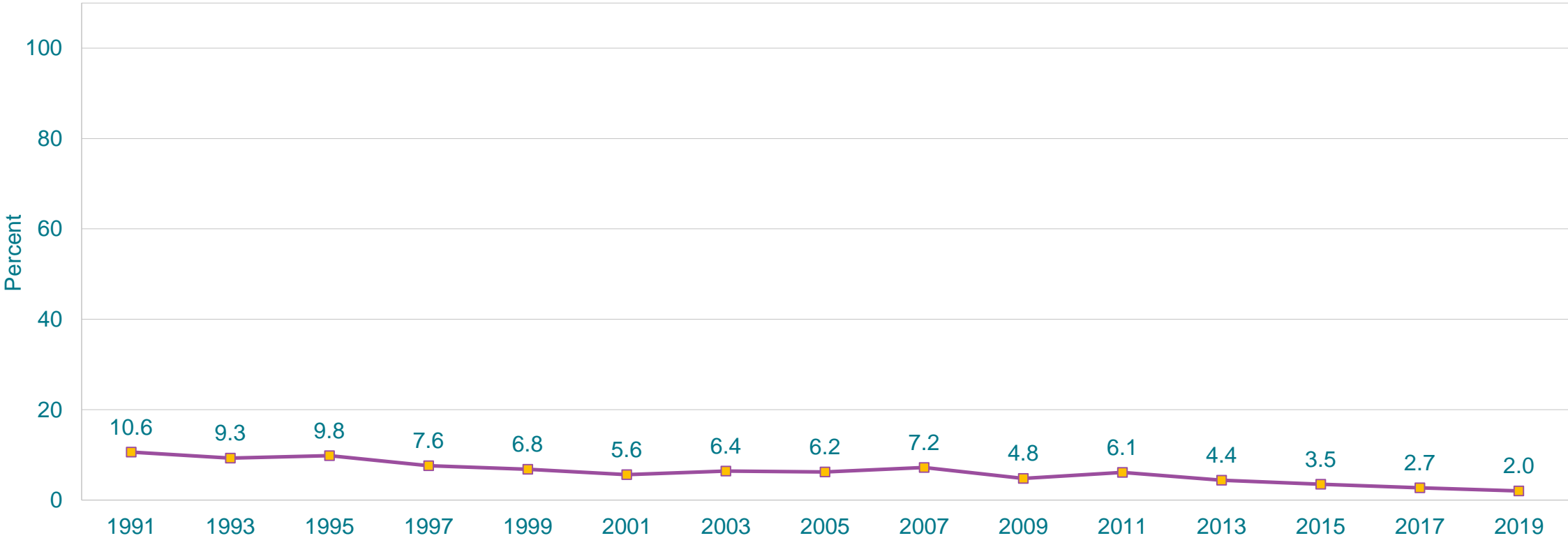
This graph contains weighted results.

# Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

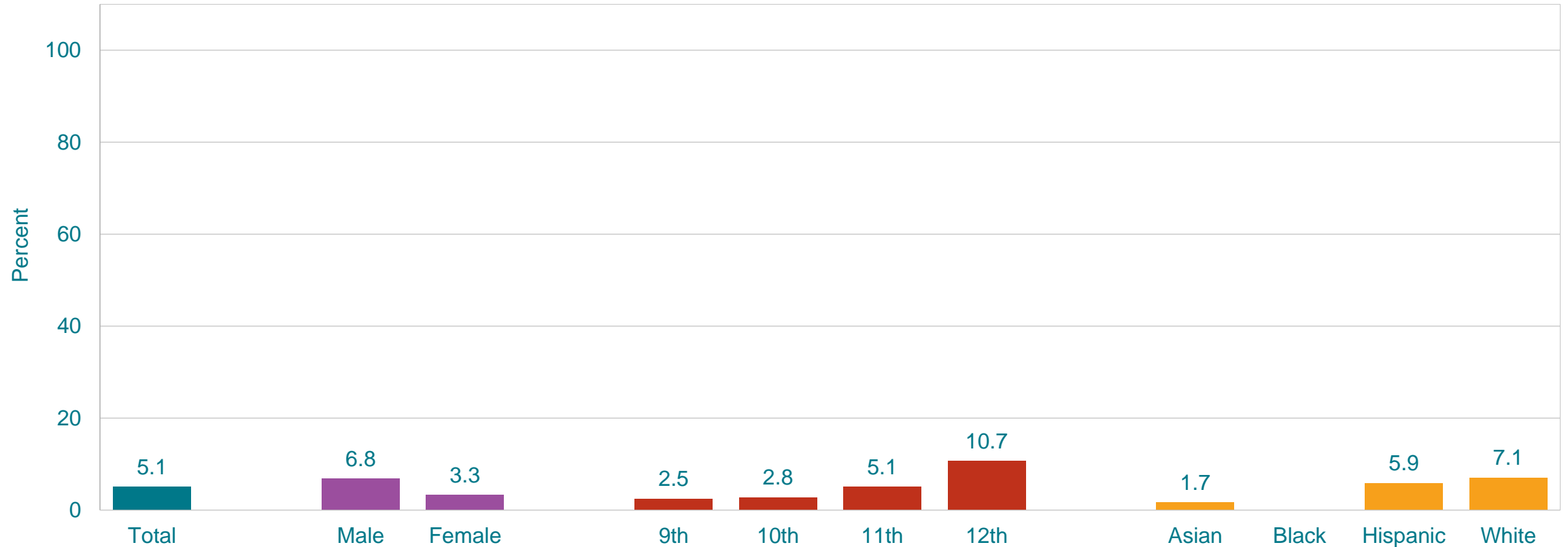
# Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, 1991-2019\*



\*Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, by Sex,\* Grade,\* and Race/Ethnicity,\* 2019



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

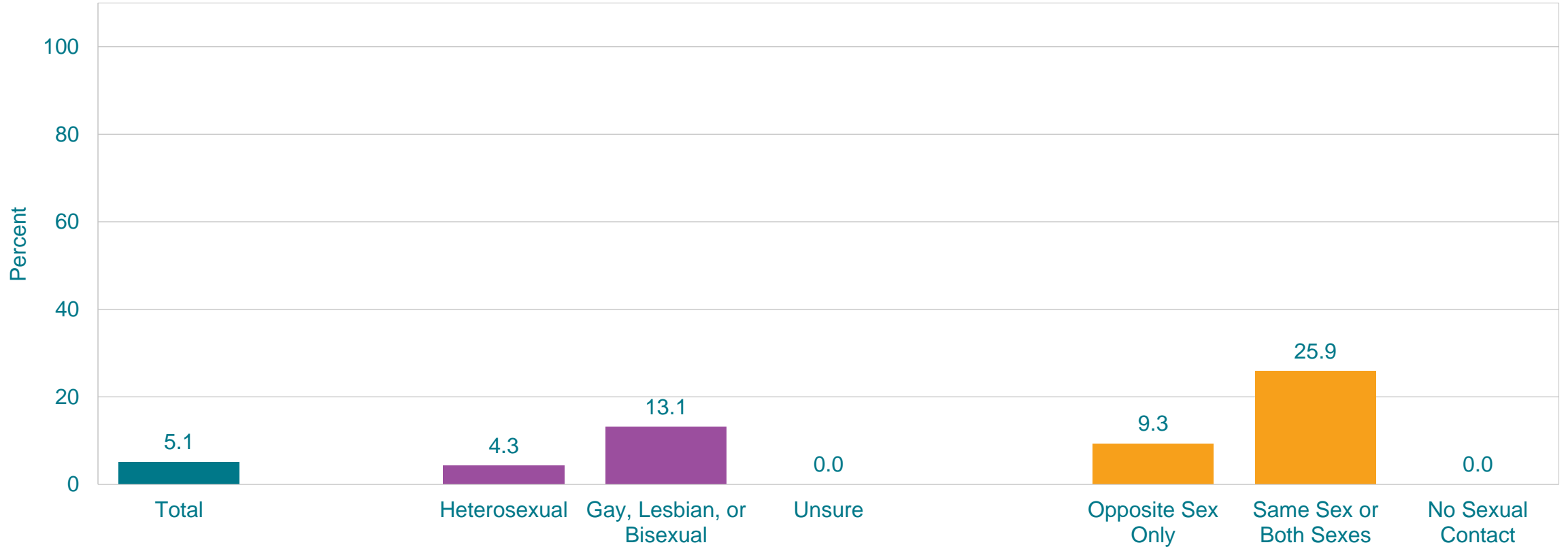
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

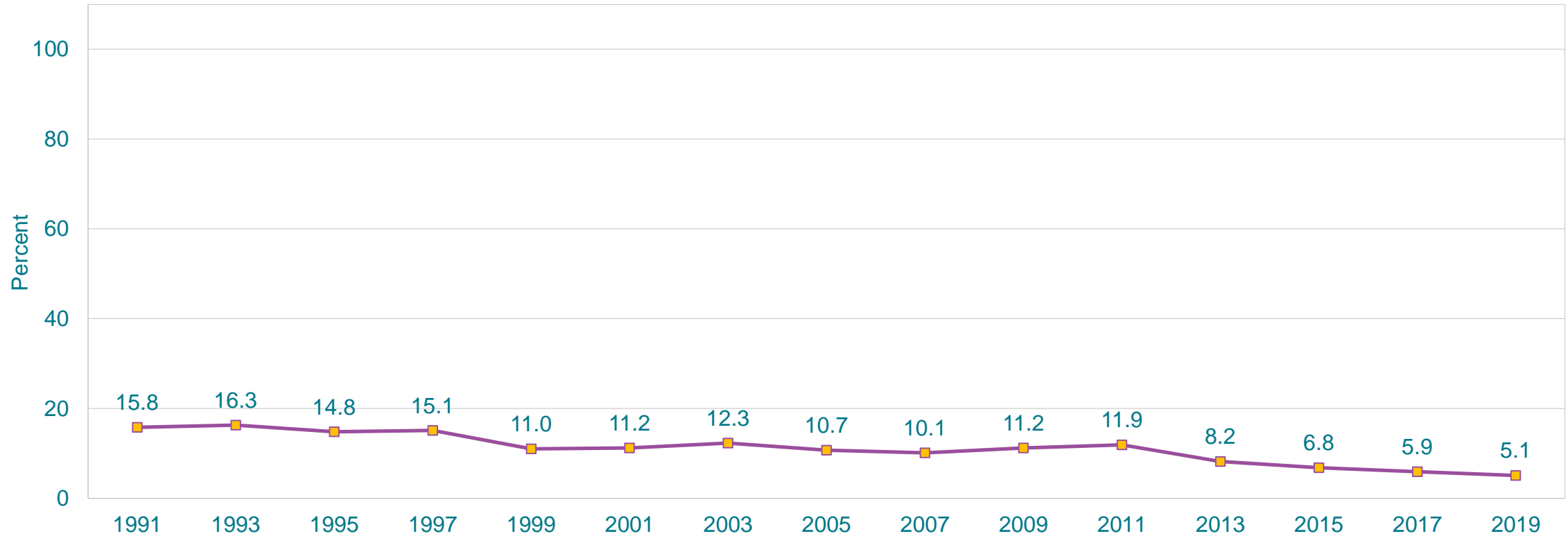


# Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, by Sexual Identity and Sex of Sexual Contacts, 2019



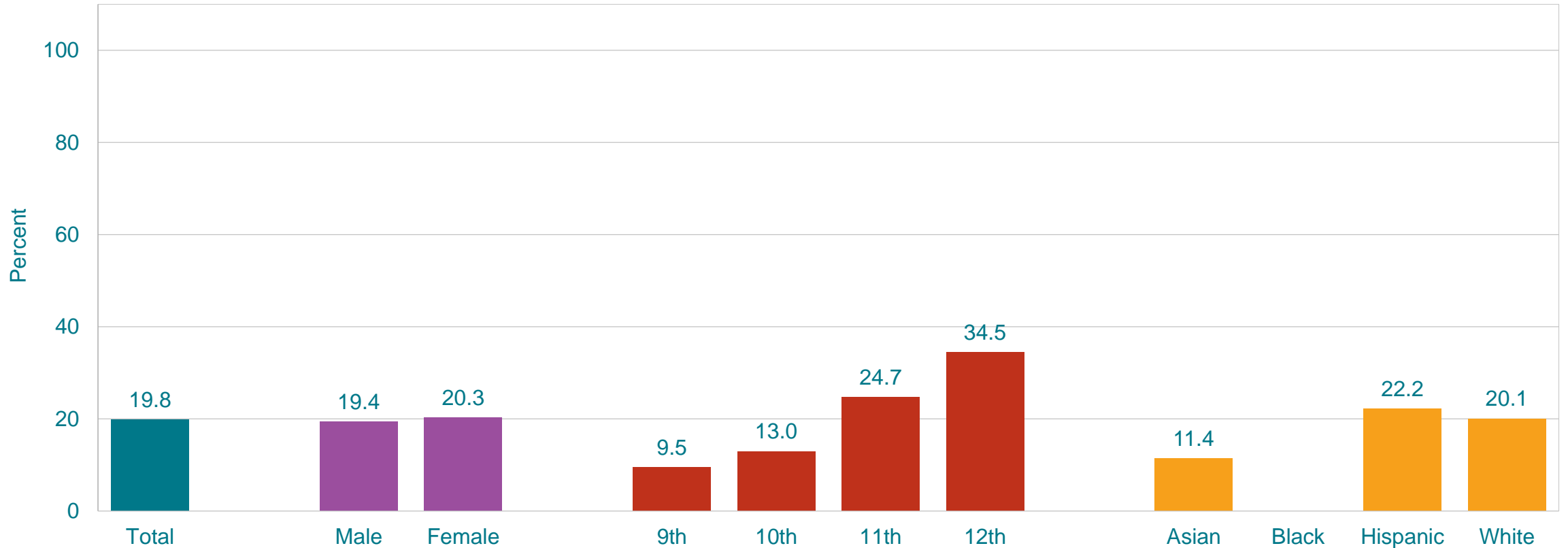
This graph contains weighted results.

# Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, 1991-2019\*



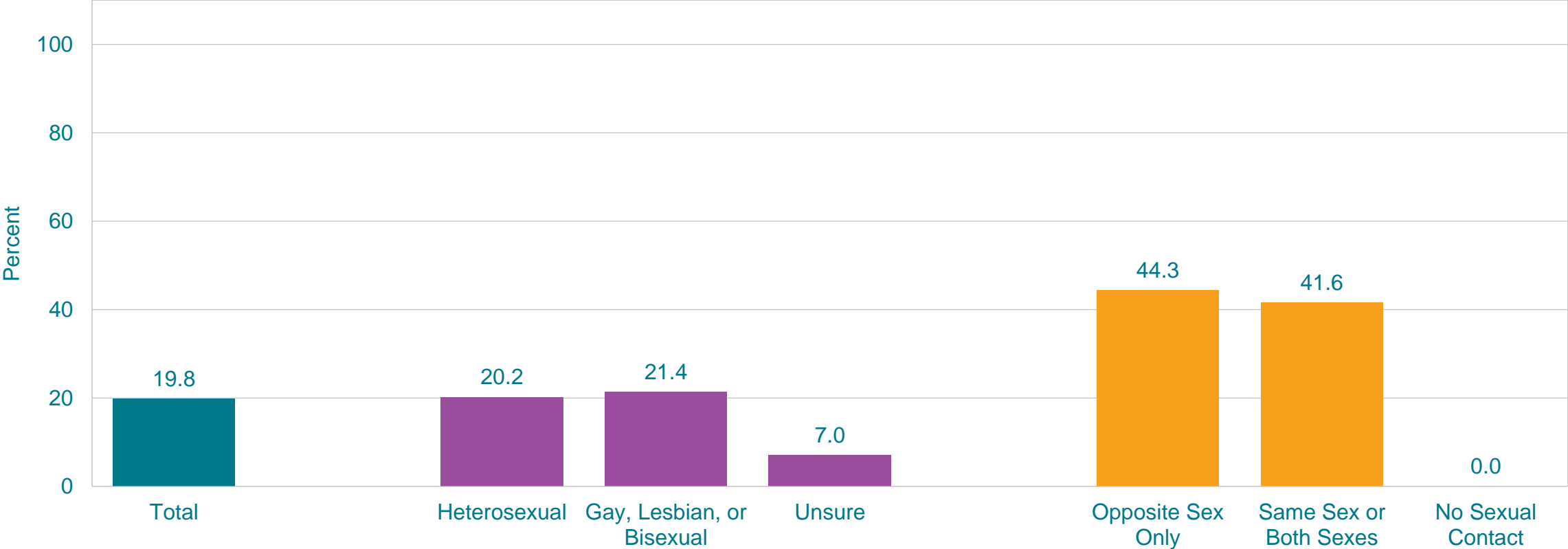
\*Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).] This graph contains weighted results.

# Percentage of High School Students Who Were Currently Sexually Active,\* by Sex, Grade,† and Race/Ethnicity,† 2019



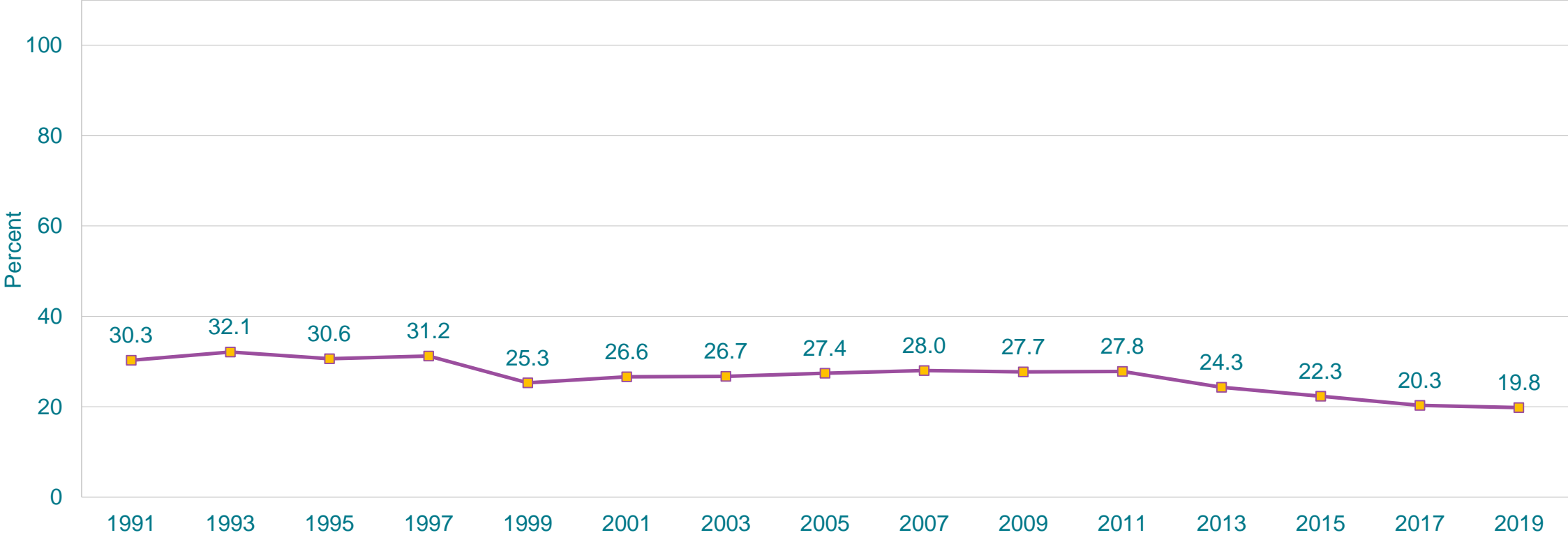
\*Had sexual intercourse with at least one person, during the 3 months before the survey  
 †11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > A (Based on t-test analysis,  $p < 0.05$ .)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Were Currently Sexually Active,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Had sexual intercourse with at least one person, during the 3 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Currently Sexually Active,\* 1991-2019†



\*Had sexual intercourse with at least one person, during the 3 months before the survey

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

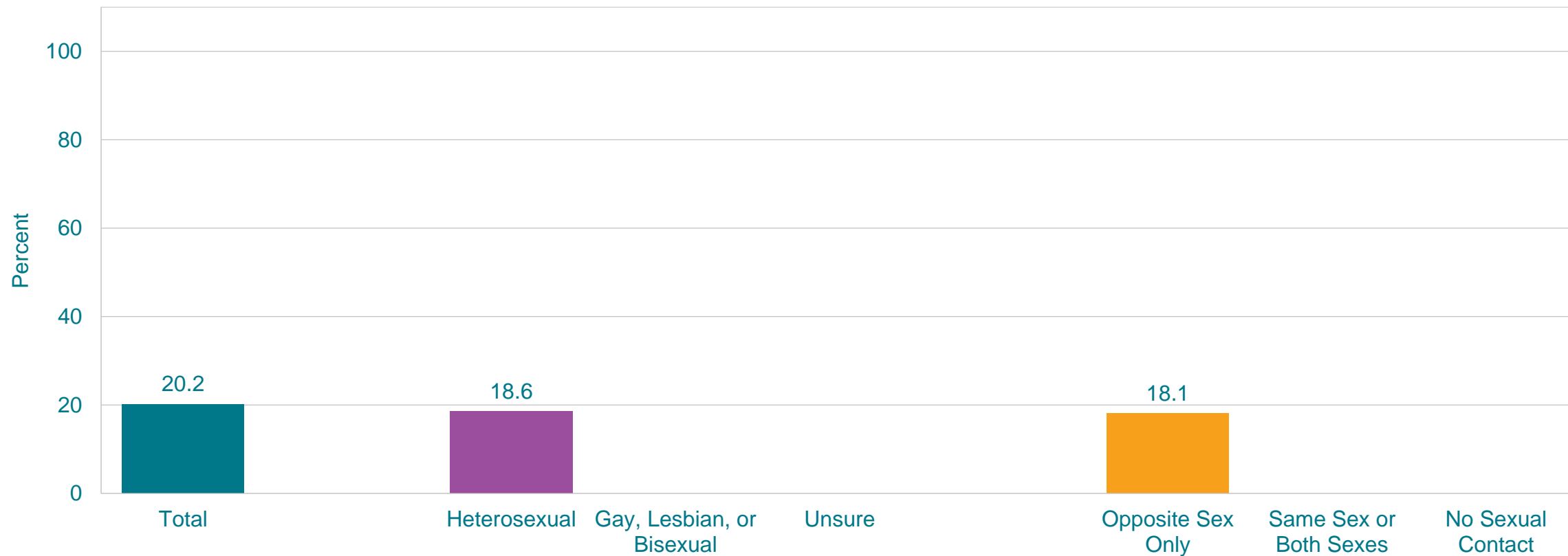
This graph contains weighted results.

# Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2019



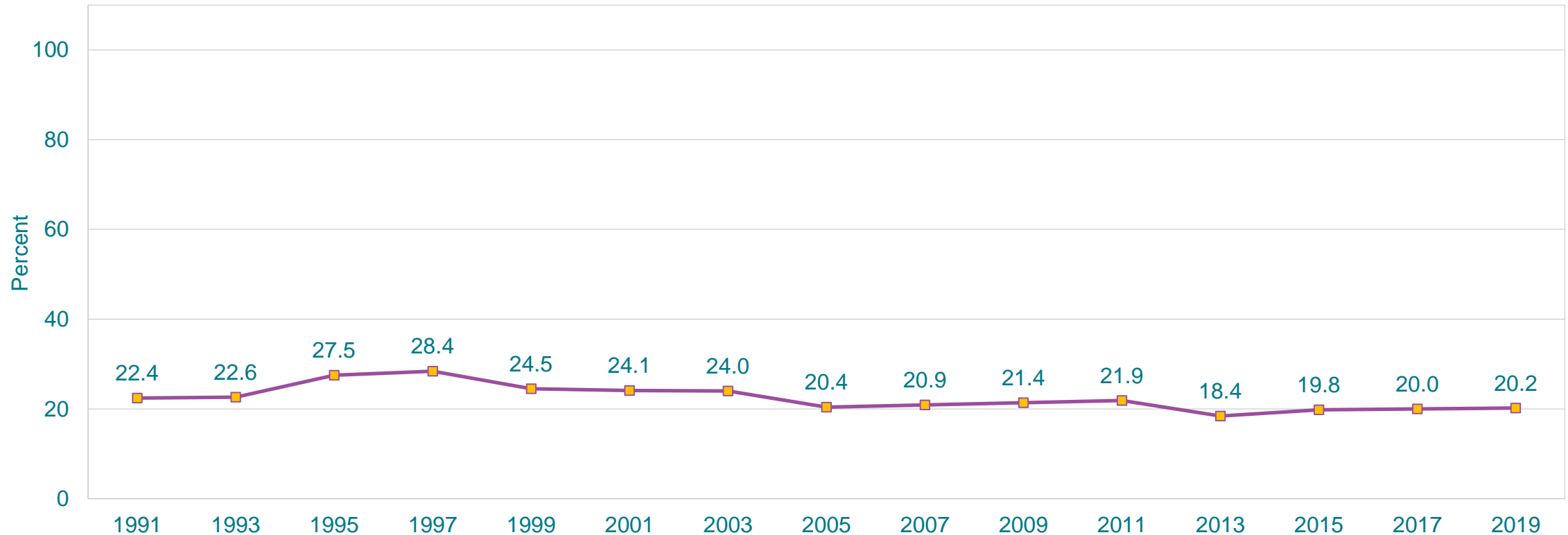
\*Among students who were currently sexually active  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Among students who were currently sexually active  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,\* 1991-2019†



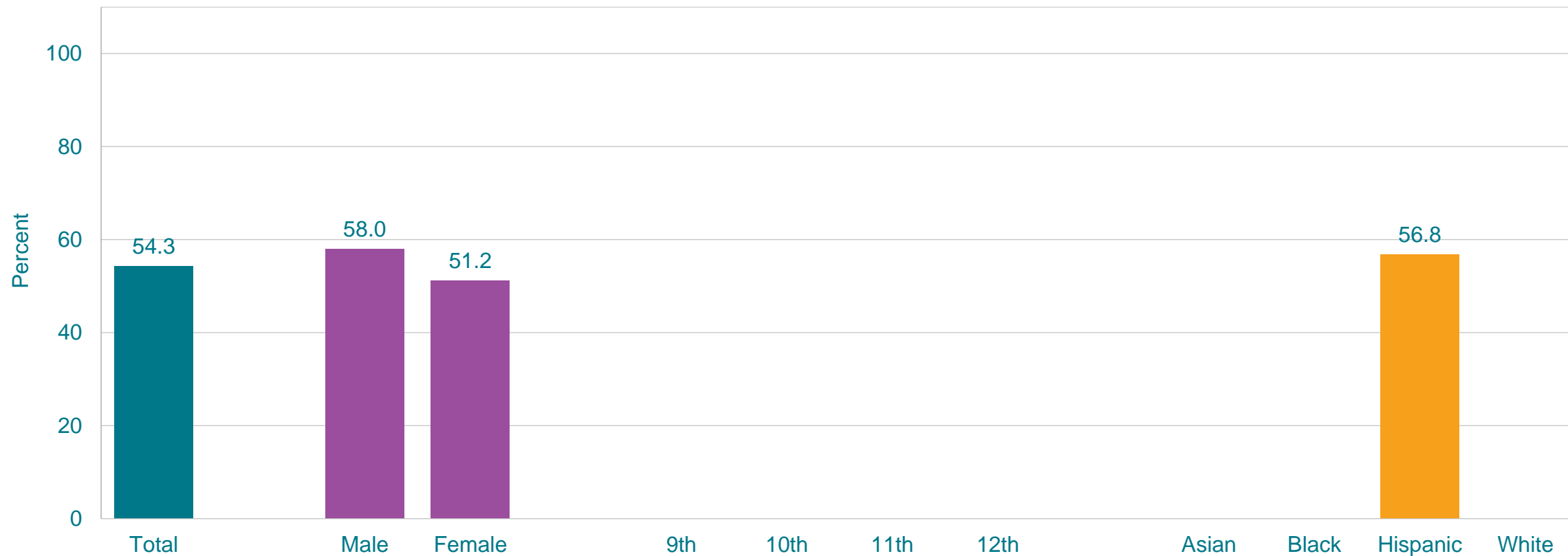
\*Among students who were currently sexually active

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

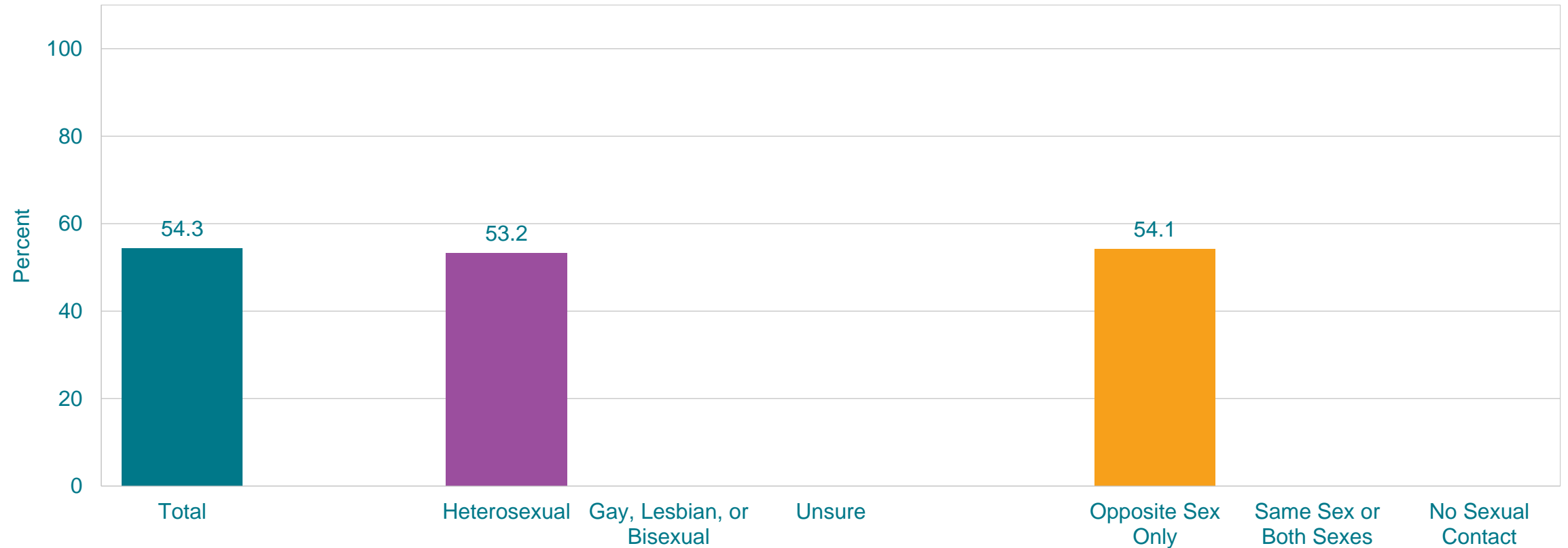


## Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2019



\*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 the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,\* by Sexual Identity and Sex of Sexual Contacts, 2019



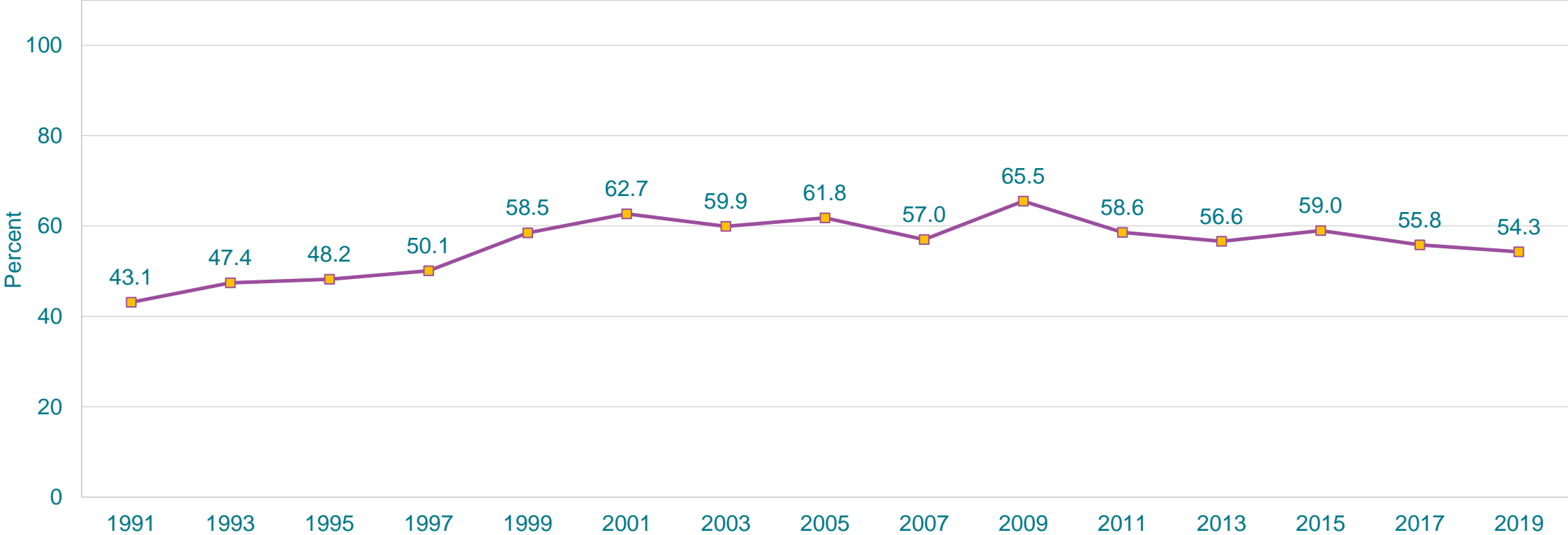
\*Among students who were currently sexually active

Female students who had sexual contact with only females are excluded from the analysis by sex of sexual contacts.

This graph contains weighted results.

Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,\* 1991-2019†



\*Among students who were currently sexually active

†Increased 1991-2019, increased 1991-2001, no change 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

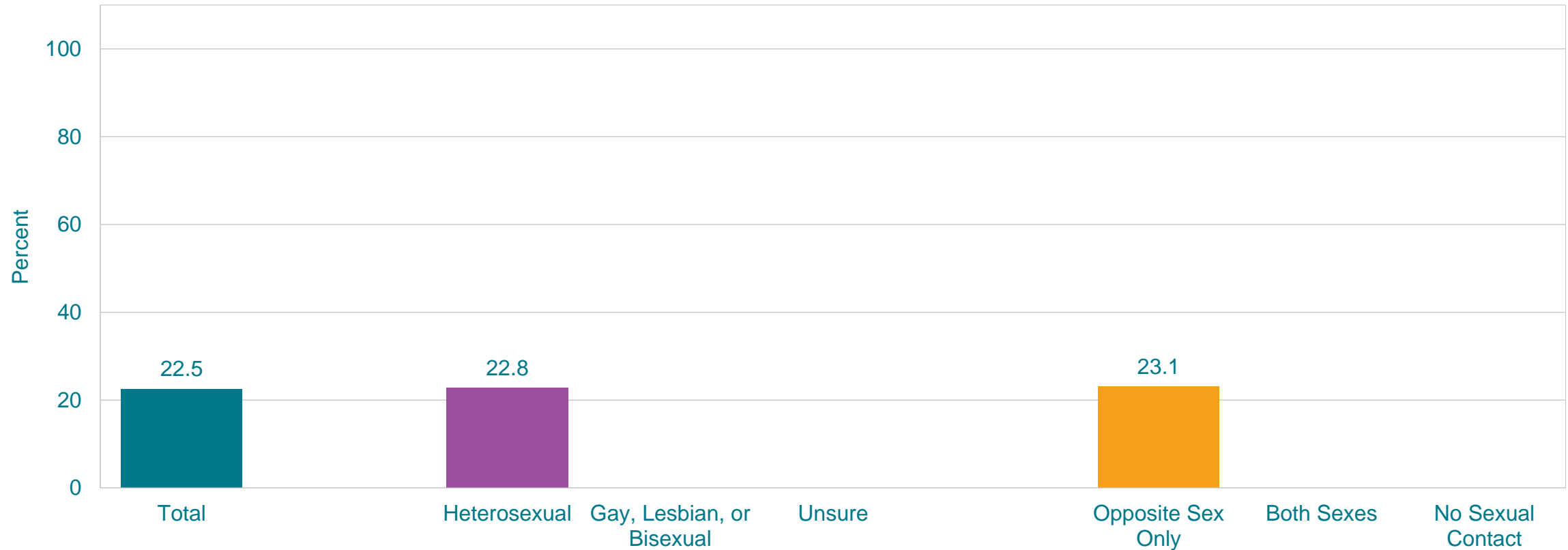
This graph contains weighted results.

# Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2019



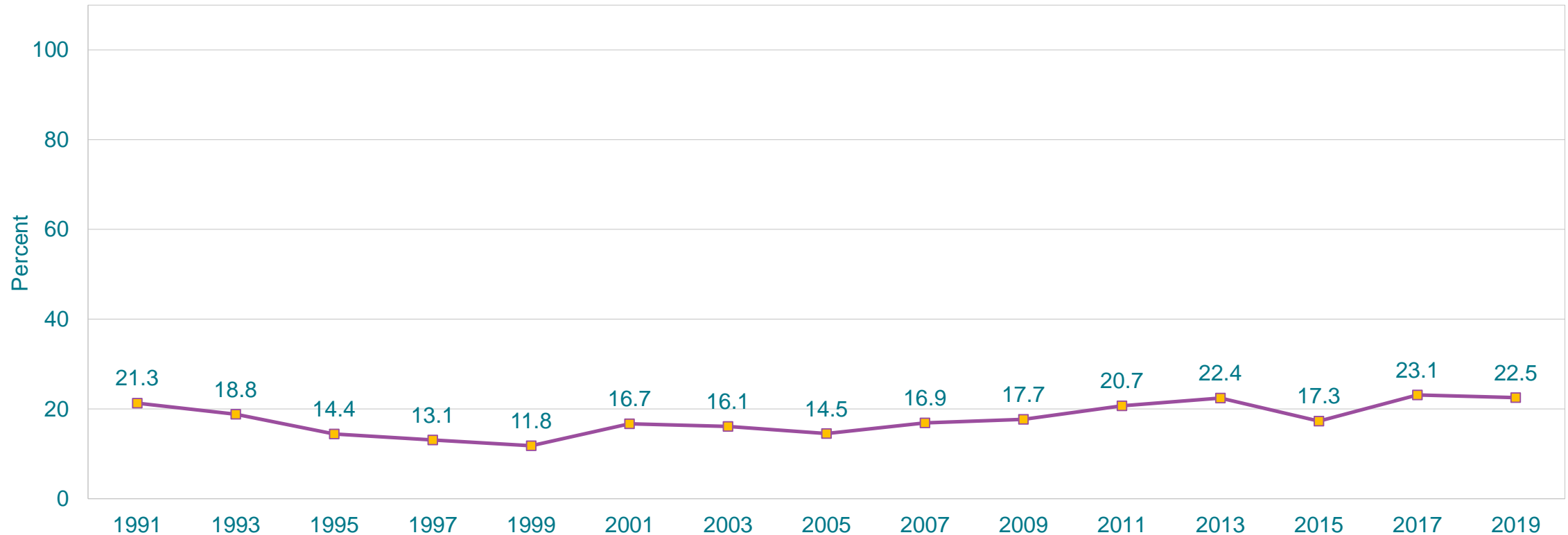
\*To prevent pregnancy, among students who were currently sexually active  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*To prevent pregnancy, among students who were currently sexually active  
Students who had sexual contact with only the same sex are excluded from the analysis by sex of sexual contacts.  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,\* 1991-2019†

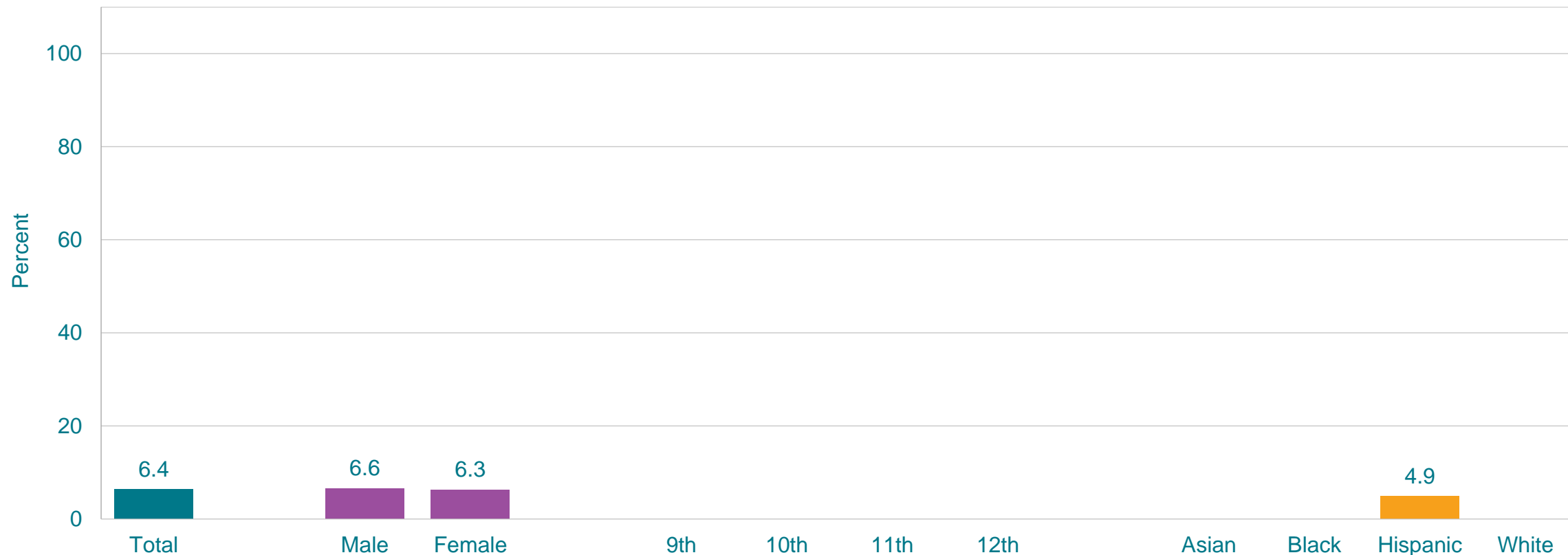


\*To prevent pregnancy, among students who were currently sexually active

†Increased 1991-2019, decreased 1991-1997, increased 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

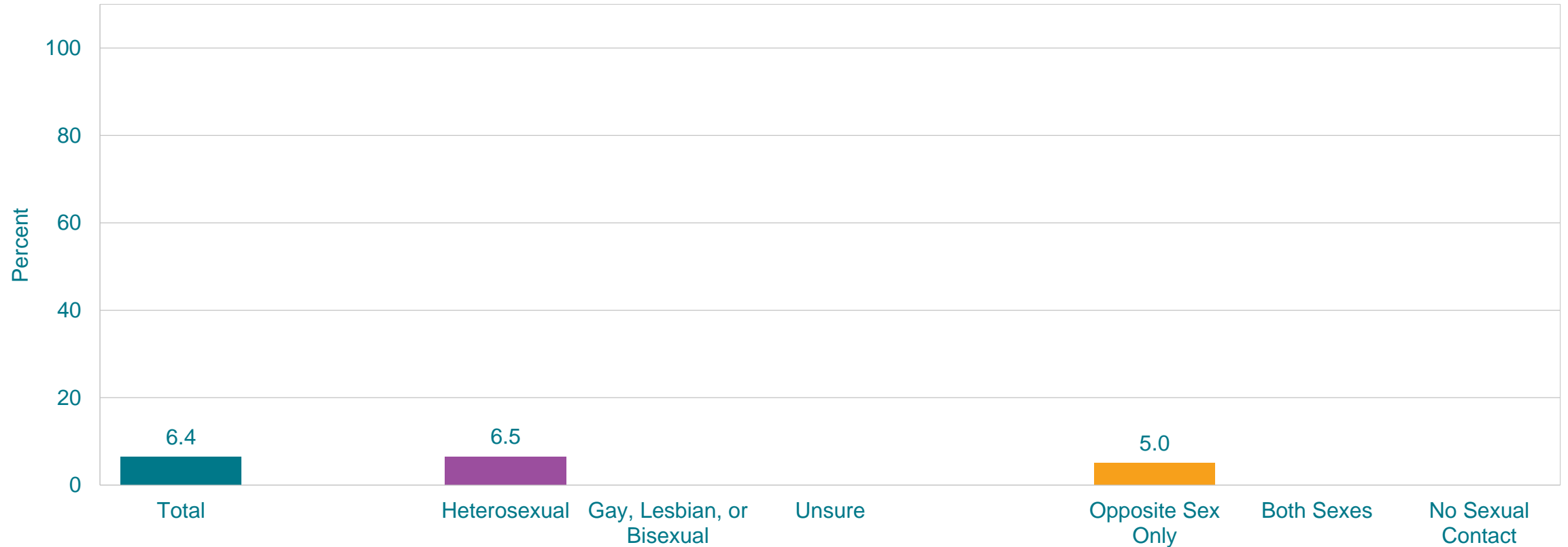
This graph contains weighted results.

## 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, 2019



\*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 the subgroup.  
 This graph contains weighted results.

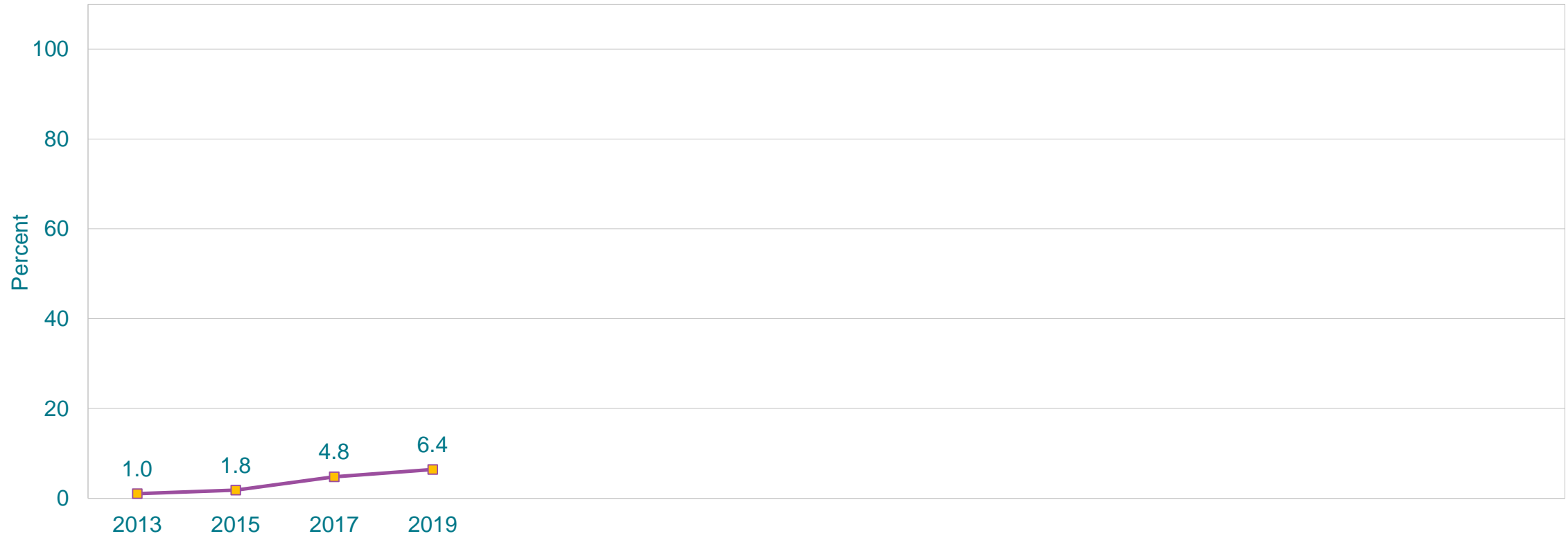
# Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active  
 Students who had sexual contact with only the same sex are excluded from the analysis by sex of sexual contacts.  
 This graph contains weighted results.  
 Missing bar indicates fewer than 30 students in the subgroup.



# Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),\* 2013-2019†



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

†Increased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

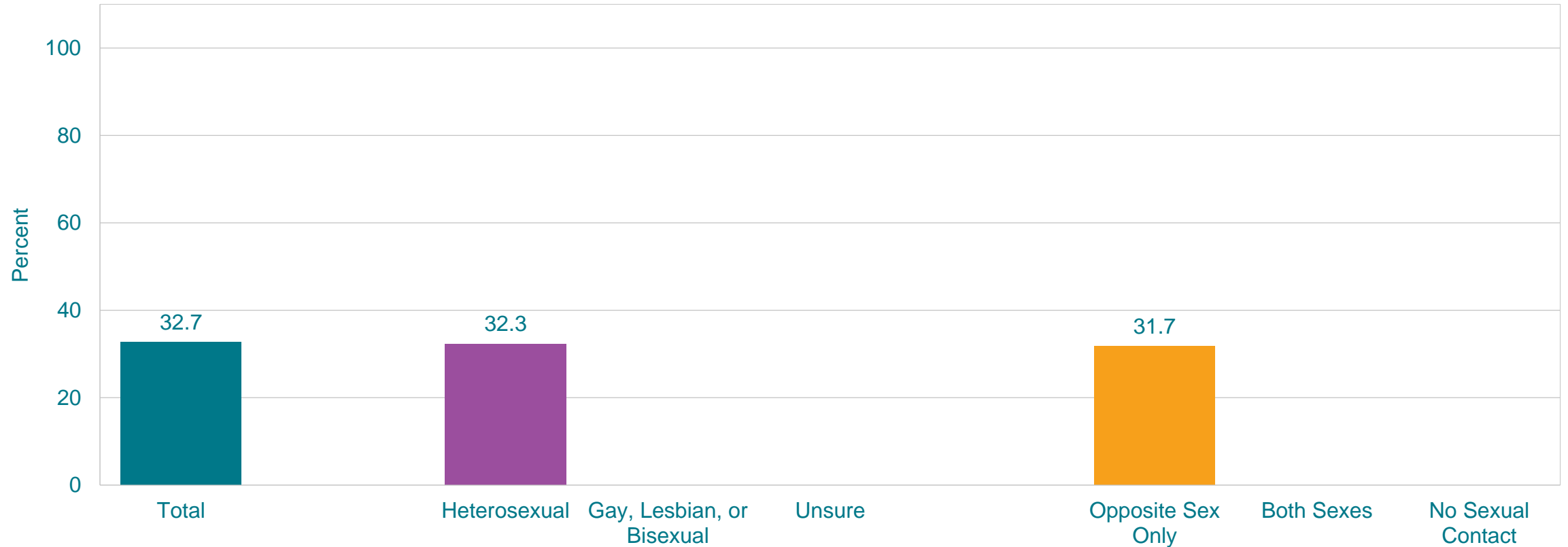
This graph contains weighted results.

## Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,\* by Sex, Grade, and Race/Ethnicity, 2019



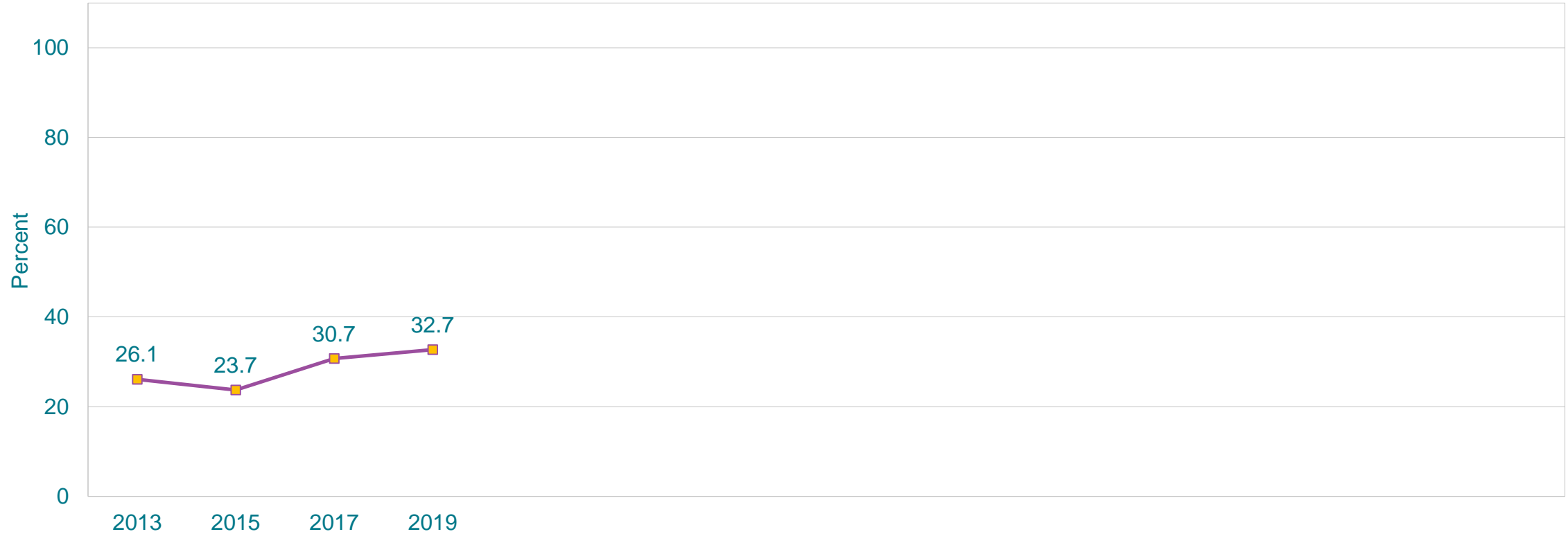
\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted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

# Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Before last sexual intercourse to prevent pregnancy, among students who were currently sexually active  
Students who had sexual contact with only the same sex are excluded from the analysis by sex of sexual contacts.  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,\* 2013-2019†



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

†Increased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Used Both a Condom During Last Sexual Intercourse and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2019



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

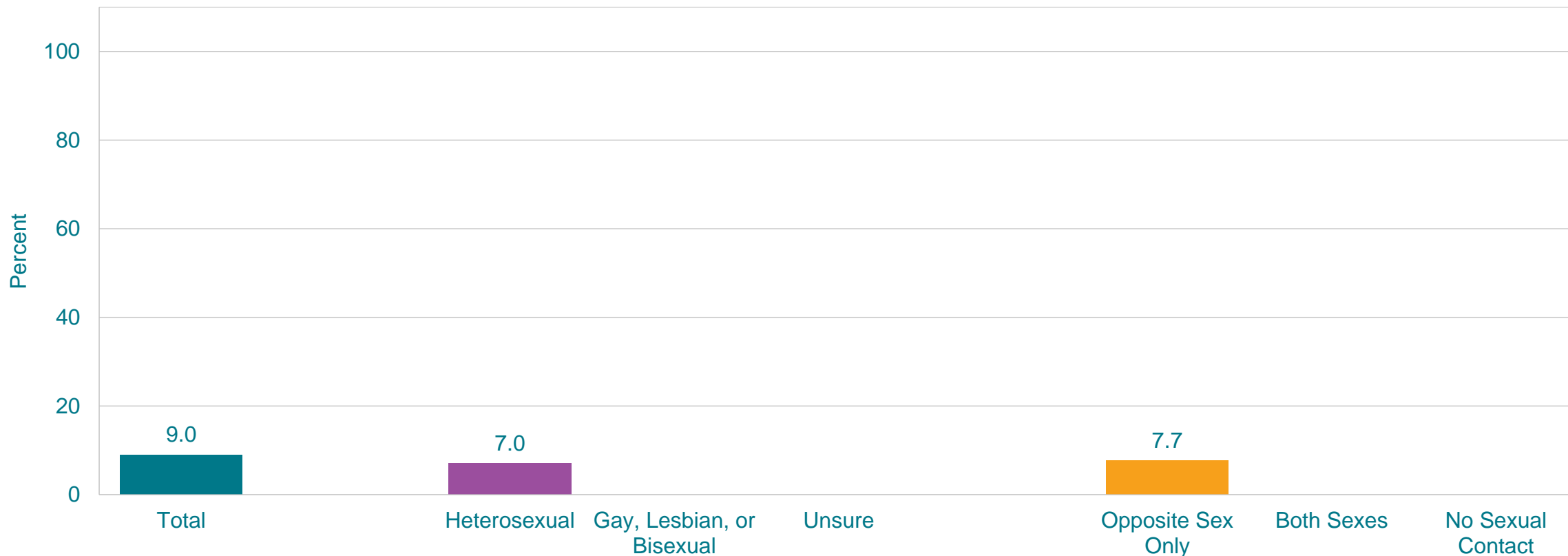
<sup>†</sup>F > M (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

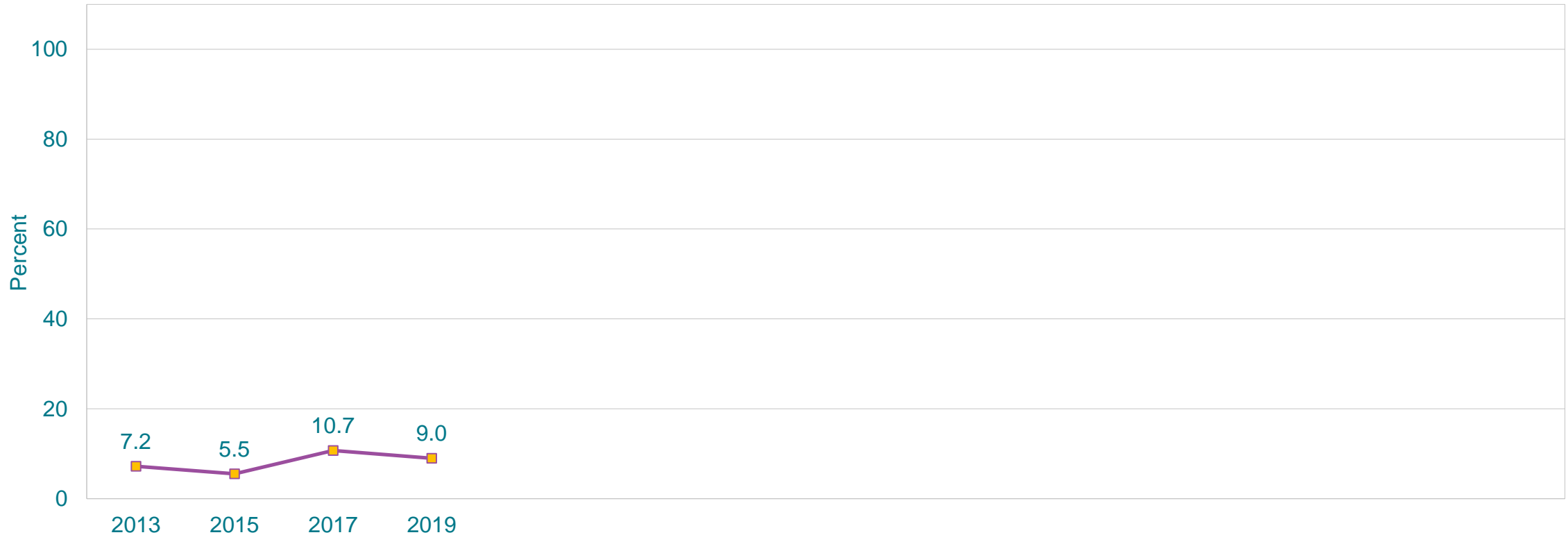
This graph contains weighted results.

# Percentage of High School Students Who Used Both a Condom During Last Sexual Intercourse and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*To prevent pregnancy, among students who were currently sexually active  
 Students who had sexual contact with only the same sex are excluded from the analysis by sex of sexual contacts.  
 This graph contains weighted results.  
 Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Used Both a Condom During Last Sexual Intercourse and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,\* 2013-2019†



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

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

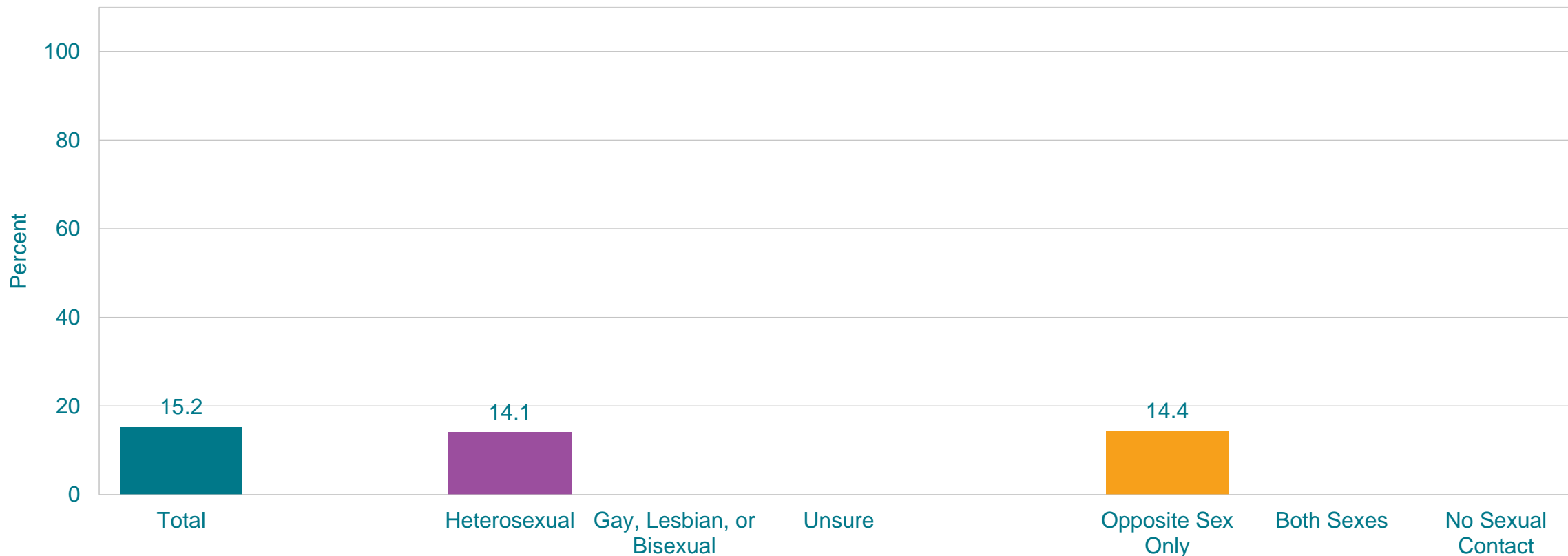
# Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,\* by Sex, Grade, and Race/Ethnicity, 2019



\*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 the subgroup.  
This graph contains weighted results.

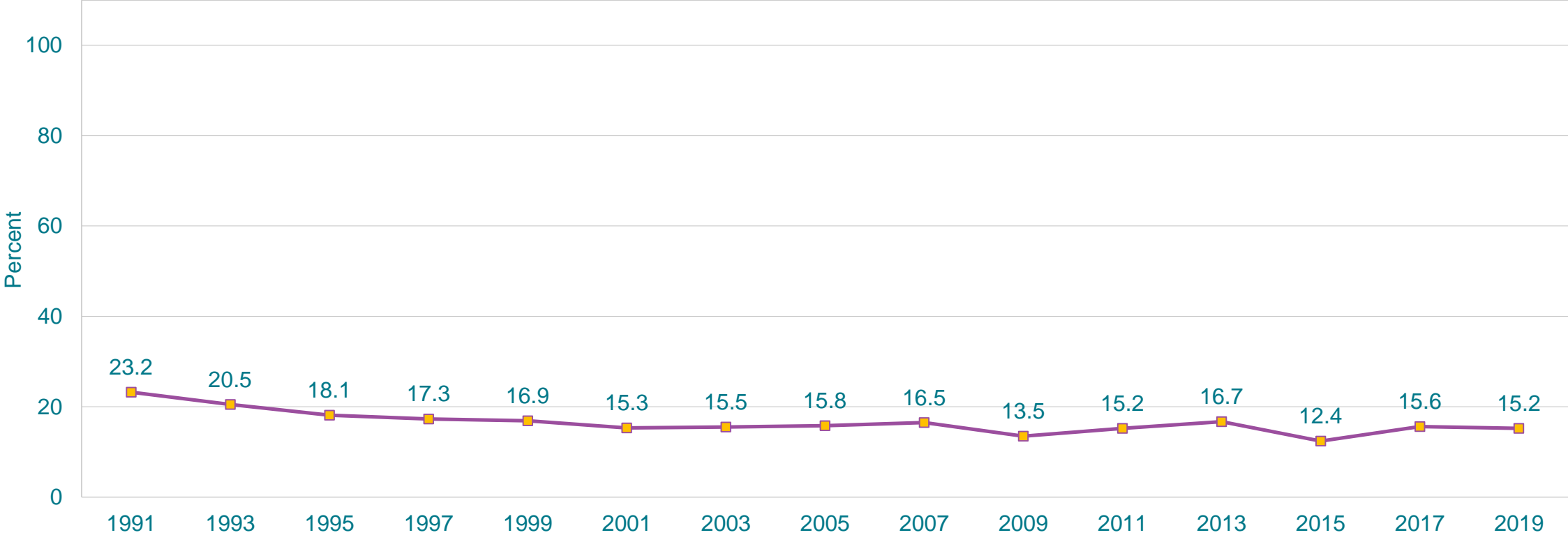


# Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During last sexual intercourse, among students who were currently sexually active.  
Students who had sexual contact with only the same sex are excluded from the analysis by sex of sexual contacts.  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,\* 1991-2019†

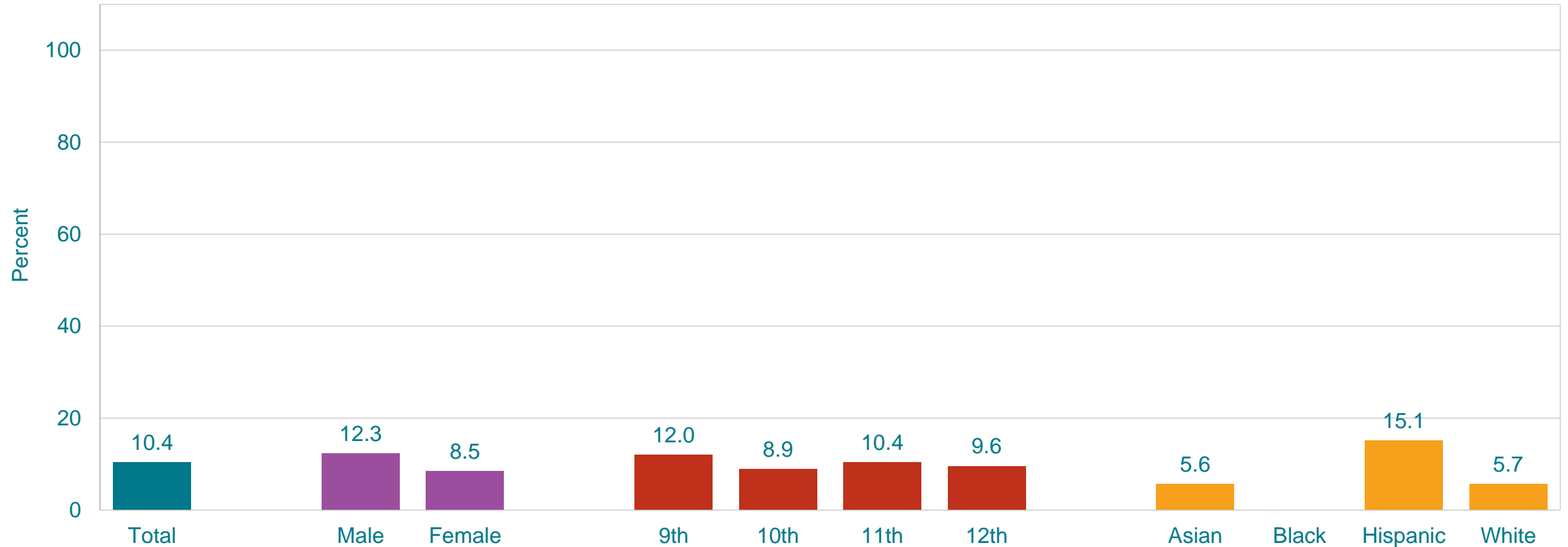


\*During last sexual intercourse, among students who were currently sexually active.

†Decreased 1991-2019, decreased 1991-1999, no change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Had Obesity,\* by Sex,† Grade, and Race/Ethnicity,† 2019



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

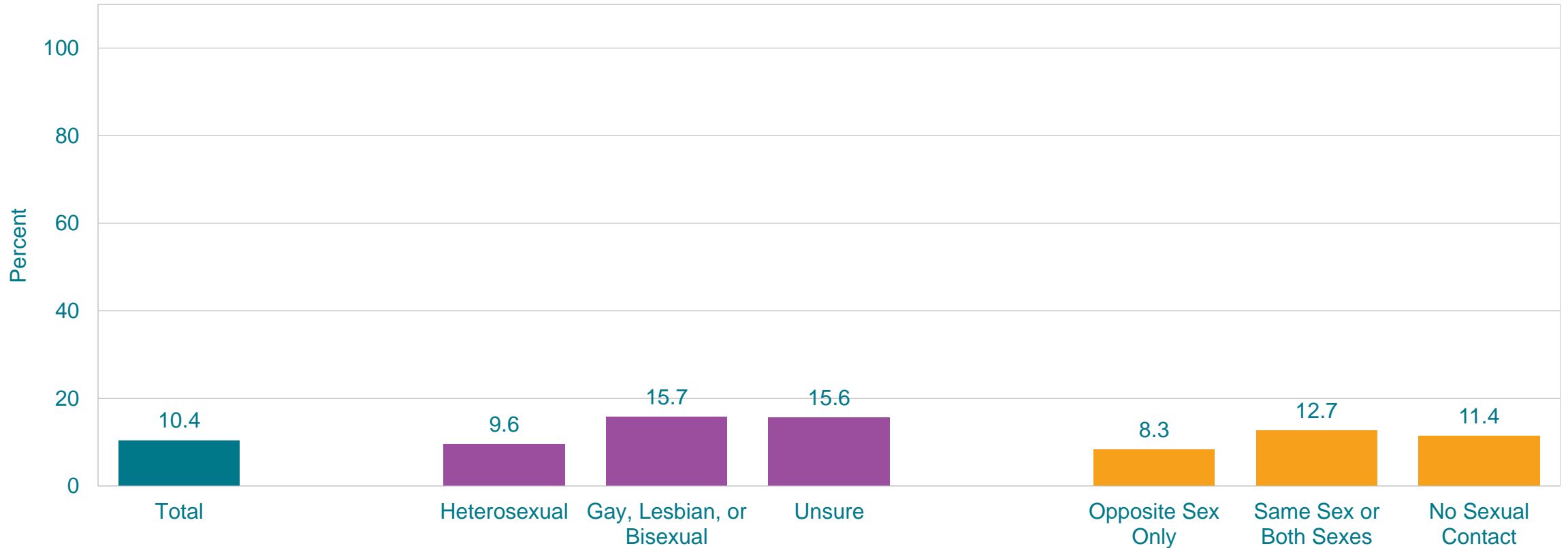
†M > F; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

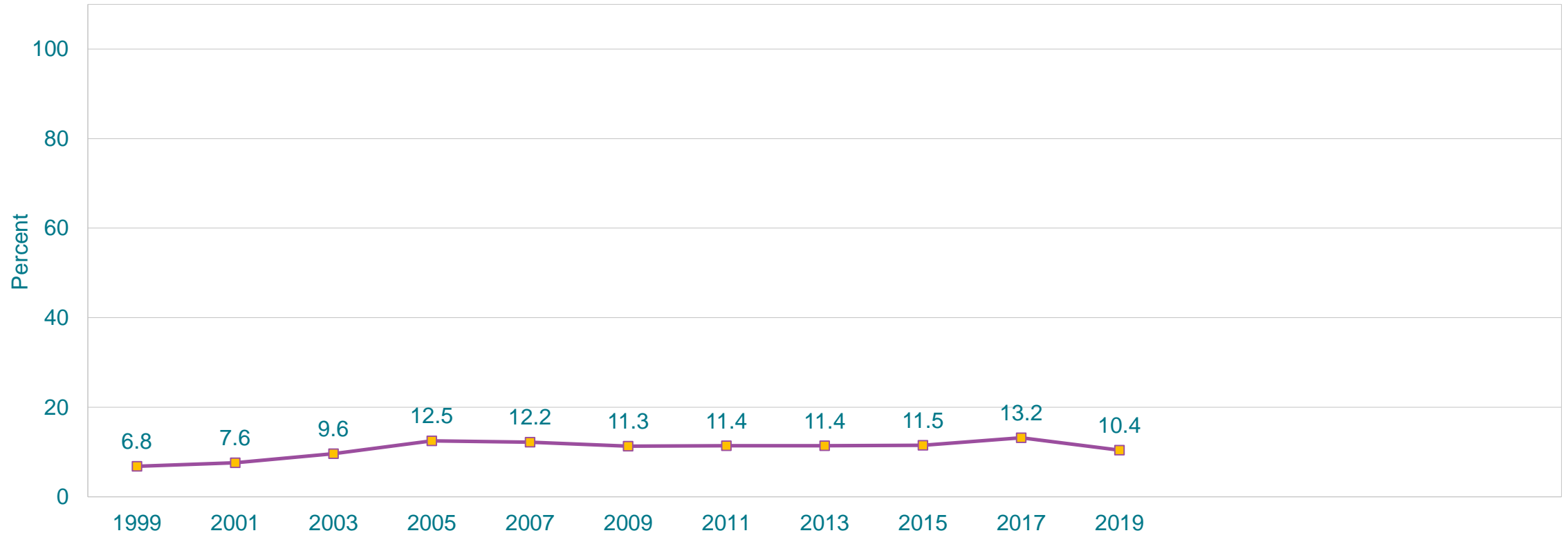
This graph contains weighted results.

# Percentage of High School Students Who Had Obesity,\* by Sexual Identity and Sex of Sexual Contacts, 2019



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

## Percentage of High School Students Who Had Obesity,\* 1999-2019†

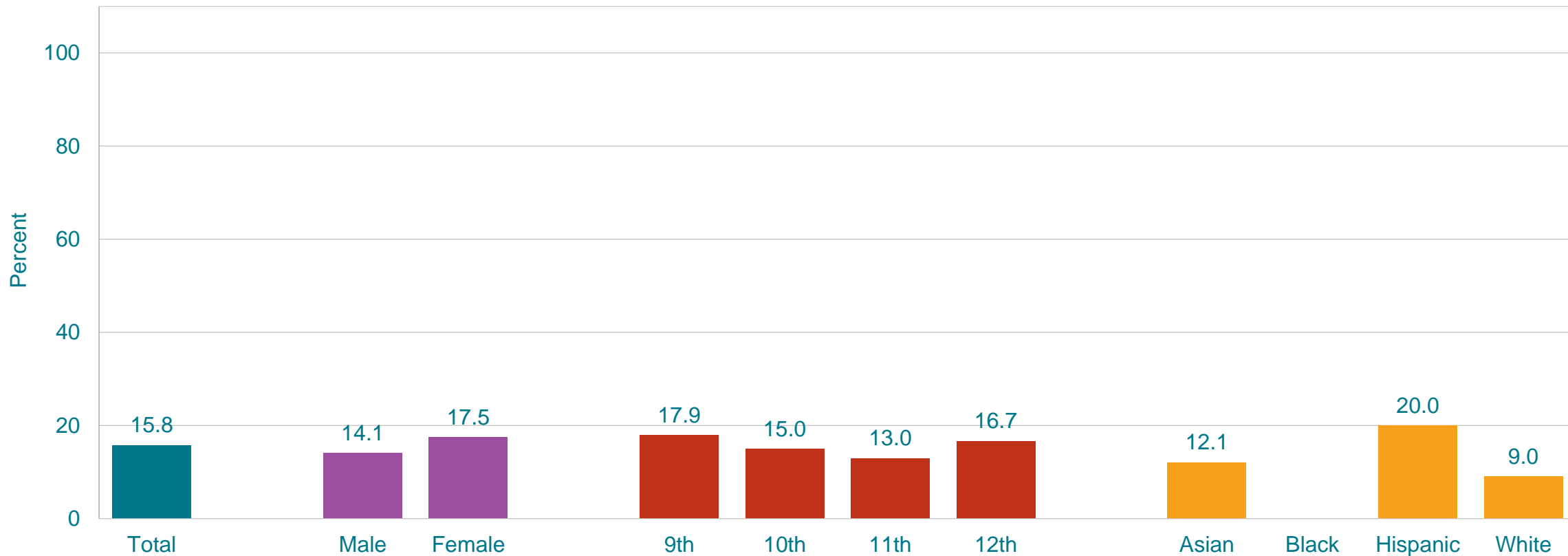


\*  $\geq$  95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†Increased 1999-2019, increased 1999-2005, no change 2005-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Were Overweight,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

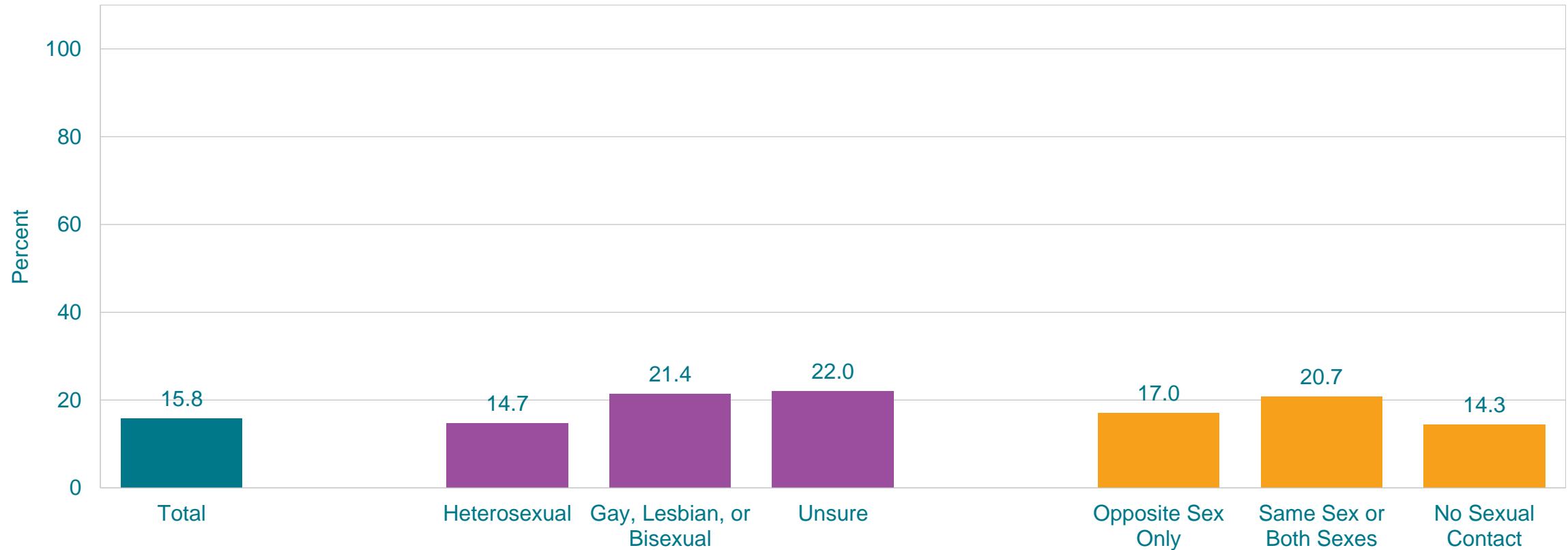
†H > A, H > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

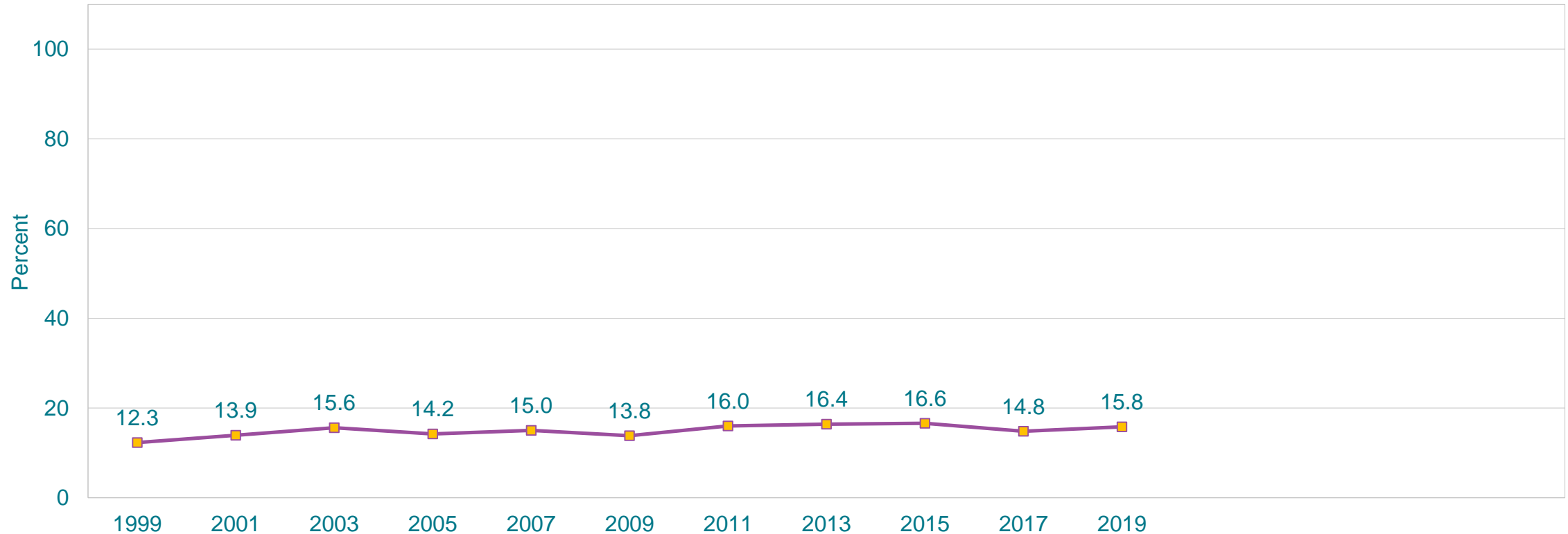
This graph contains weighted results.

# Percentage of High School Students Who Were Overweight,\* by Sexual Identity and Sex of Sexual Contacts, 2019



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

# Percentage of High School Students Who Were Overweight,\* 1999-2019†



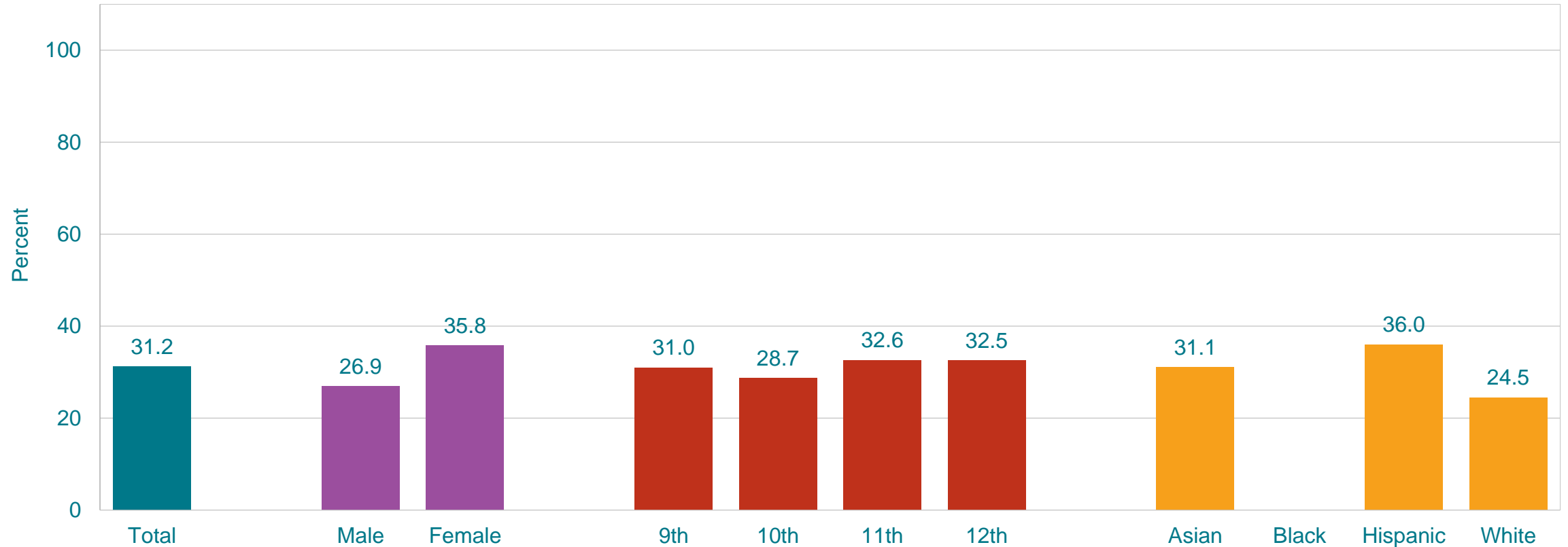
\*  $\geq$  85th percentile but  $<$ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†Increased 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



## Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, by Sex,\* Grade, and Race/Ethnicity,\* 2019



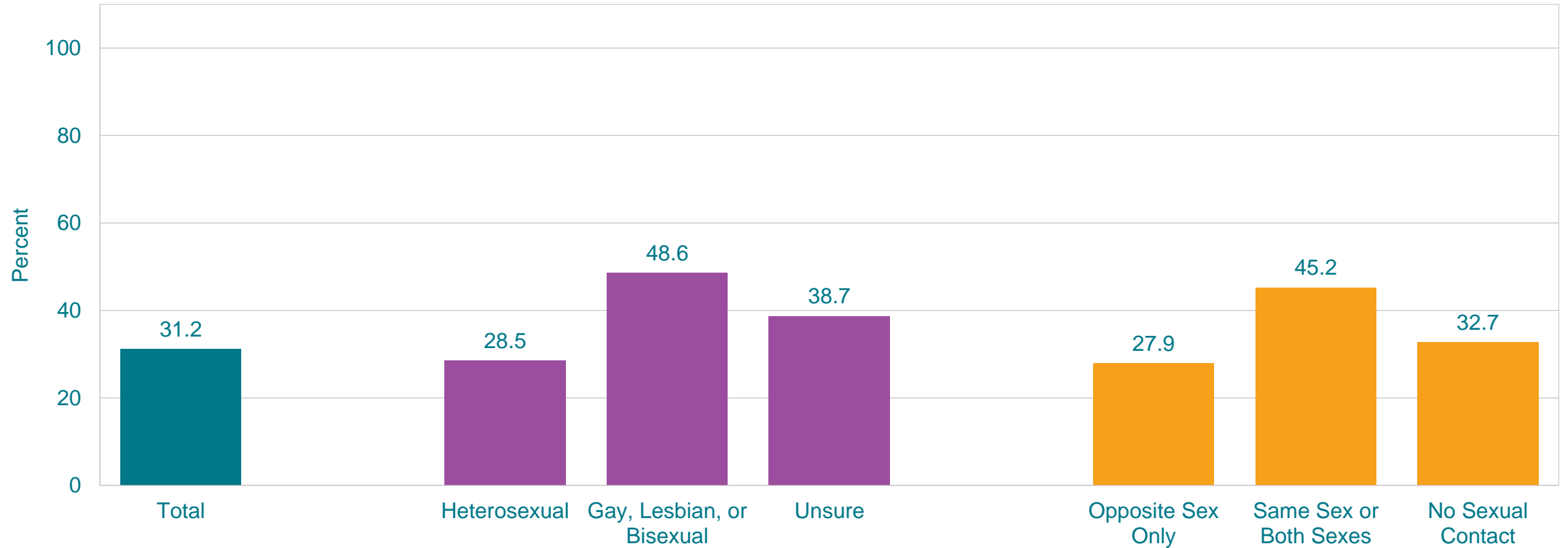
\*F > M; H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

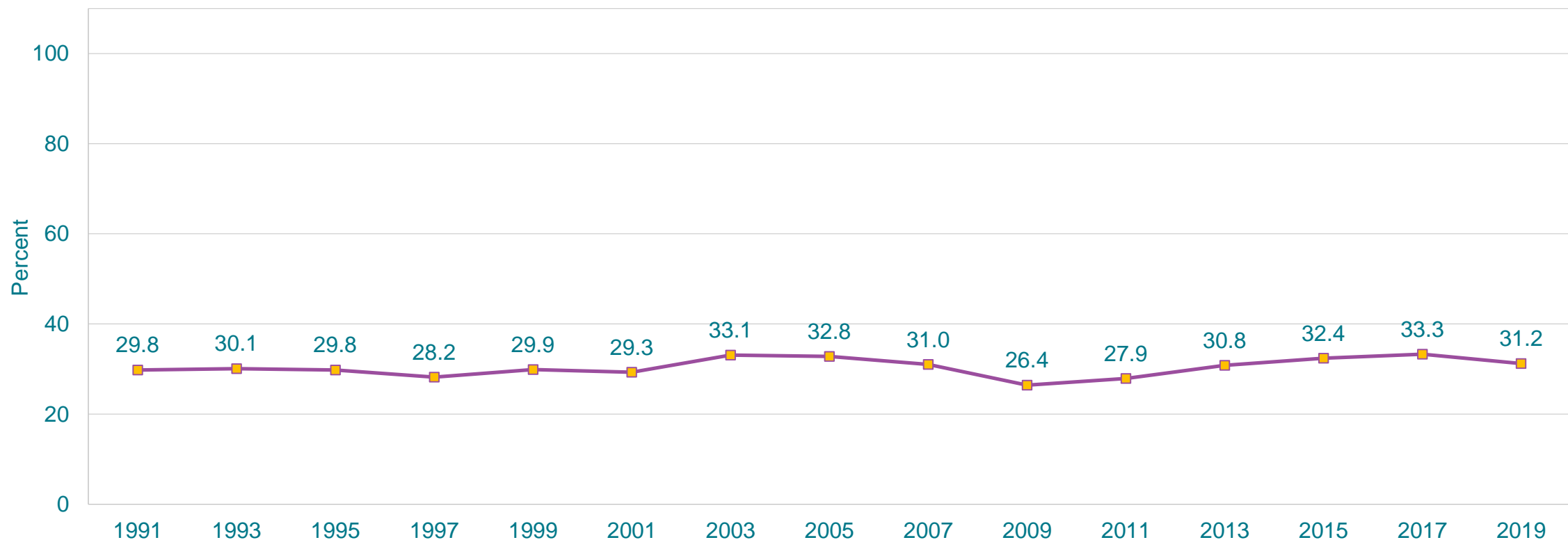
This graph contains weighted results.

# Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, by Sexual Identity and Sex of Sexual Contacts, 2019



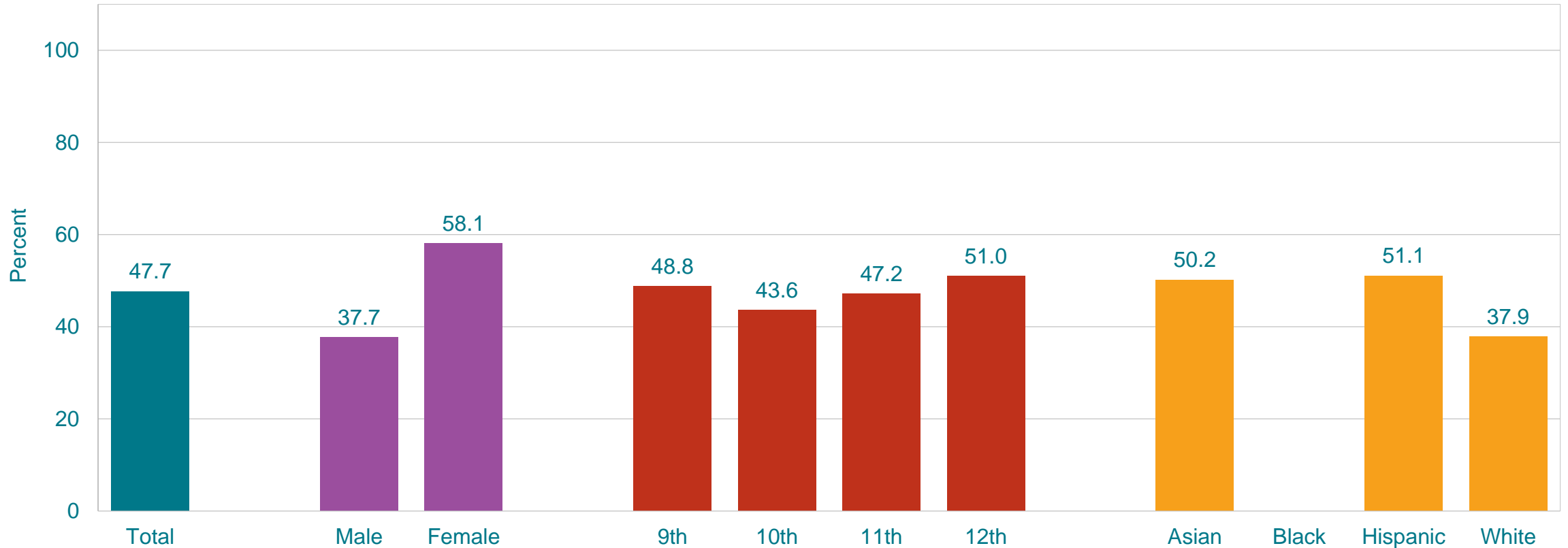
This graph contains weighted results.

# Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 1991-2019\*



\*No change 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

# Percentage of High School Students Who Were Trying to Lose Weight, by Sex,\* Grade, and Race/Ethnicity,\* 2019



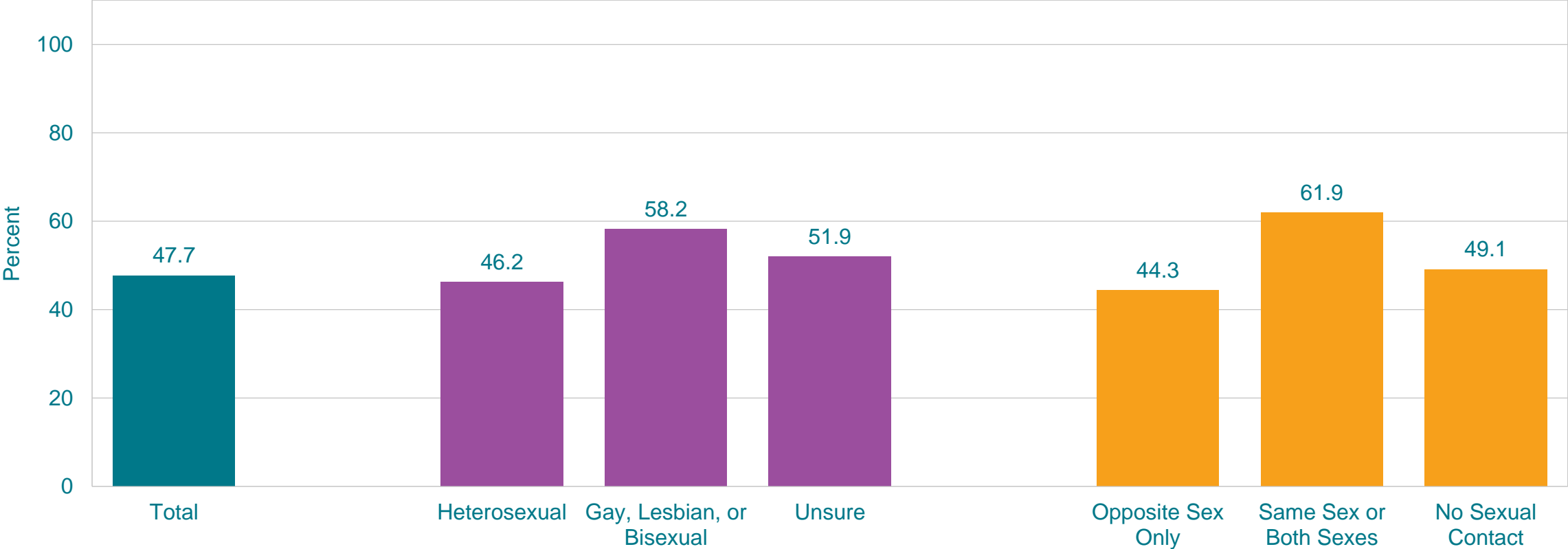
\*F > M; A > W, H > W (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

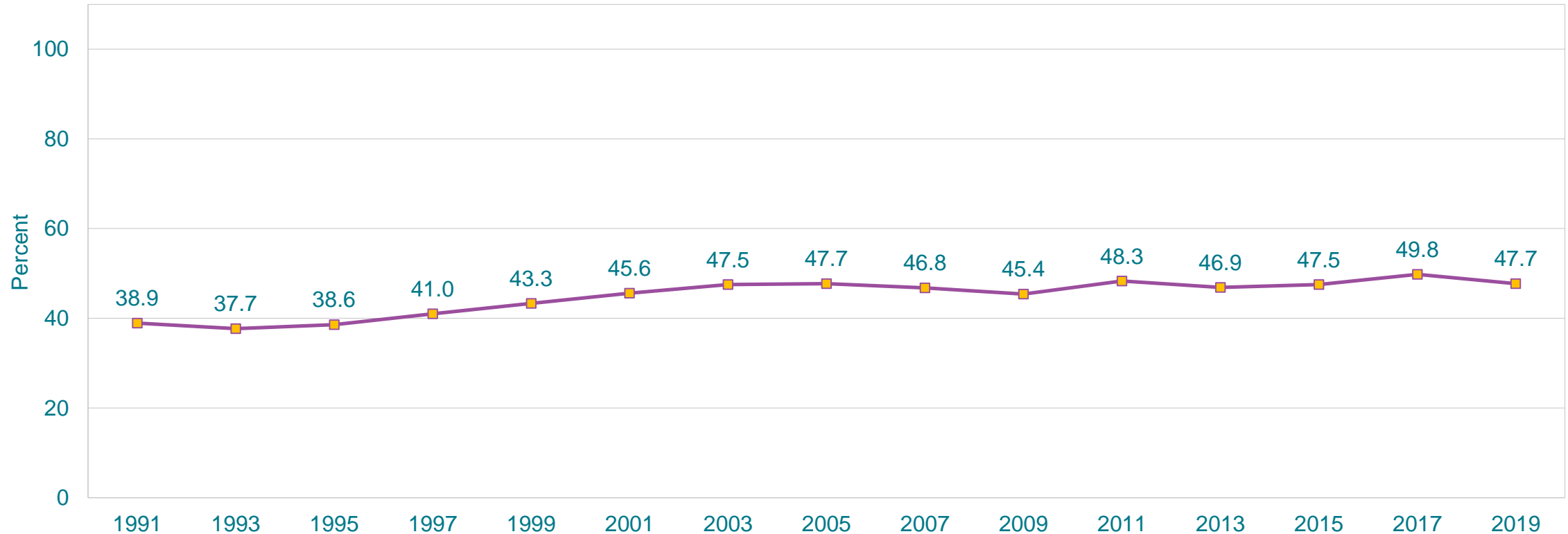
This graph contains weighted results.

# Percentage of High School Students Who Were Trying to Lose Weight, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

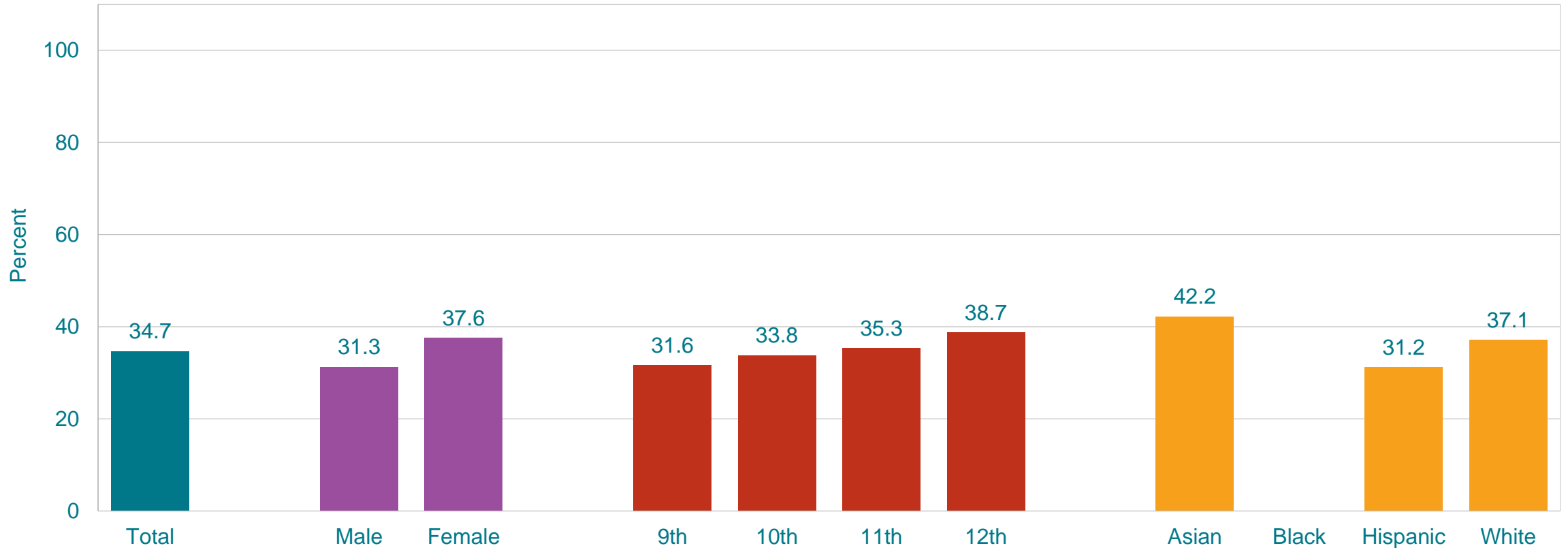
# Percentage of High School Students Who Were Trying to Lose Weight, 1991-2019\*



\*Increased 1991-2019, increased 1991-2003, no change 2003-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Drink Fruit Juice,\* by Sex,† Grade, and Race/Ethnicity,† 2019



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

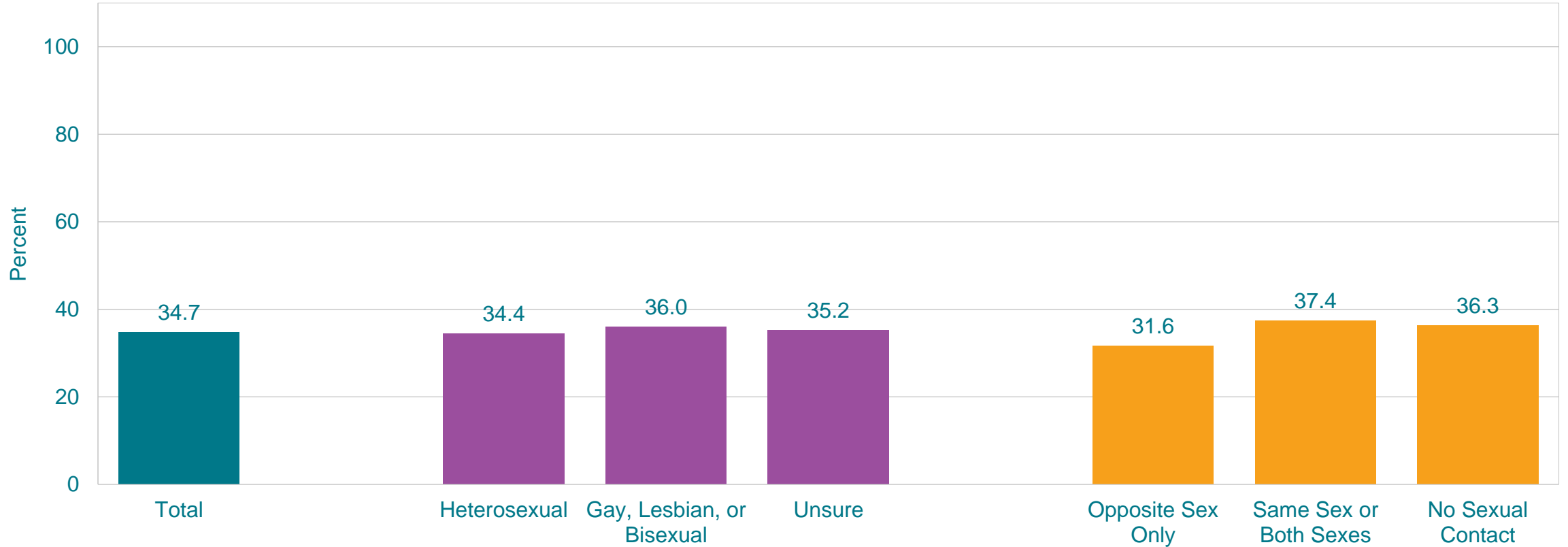
†F > M; A > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

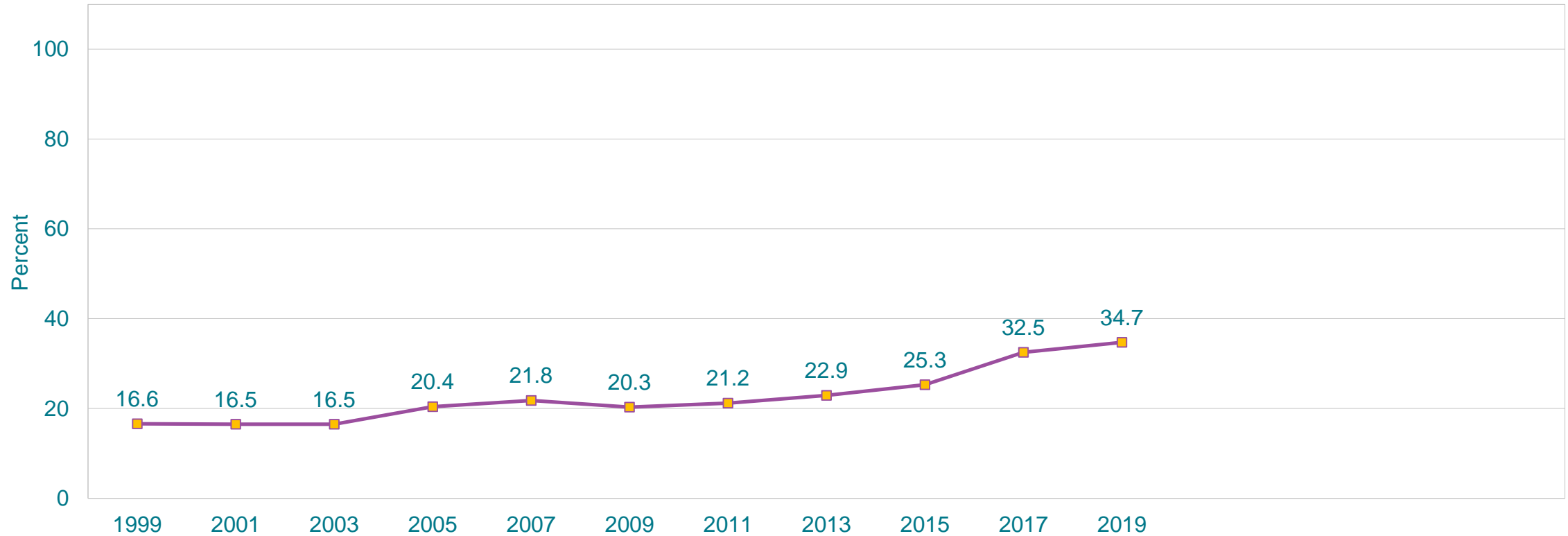
# Percentage of High School Students Who Did Not Drink Fruit Juice,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*100% fruit juices one or more times during the 7 days before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Did Not Drink Fruit Juice,\* 1999-2019†

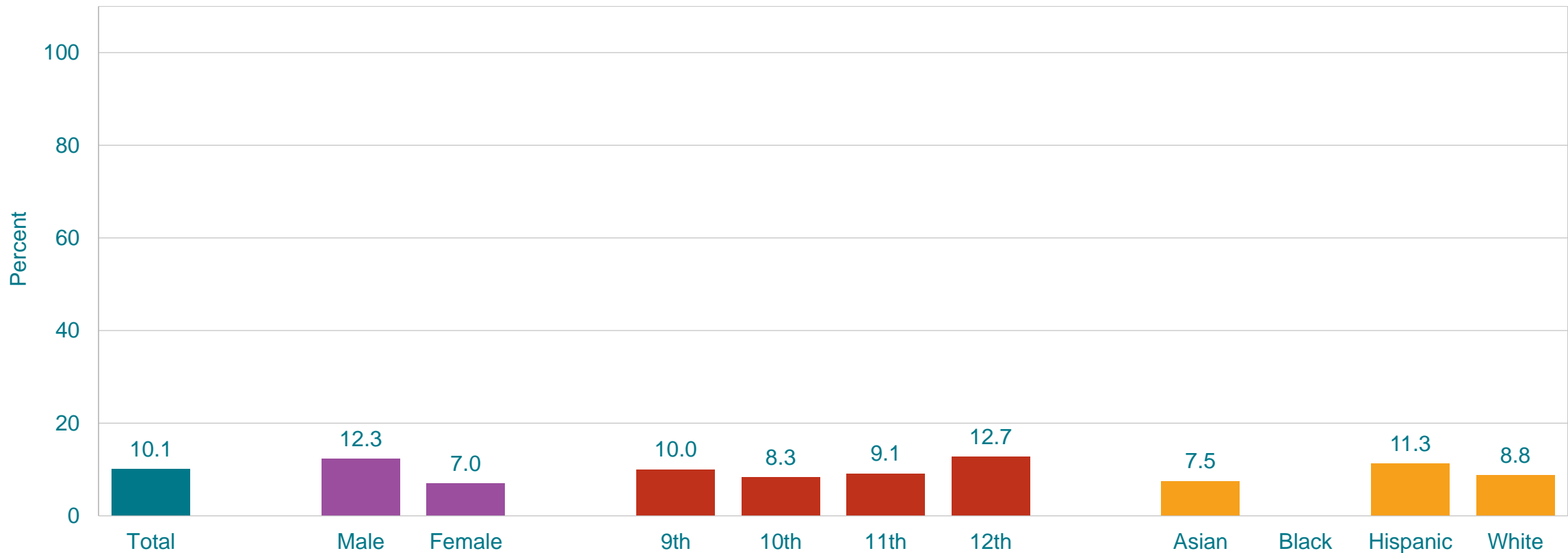


\*100% fruit juices one or more times during the 7 days before the survey

†Increased 1999-2019, increased 1999-2013, increased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

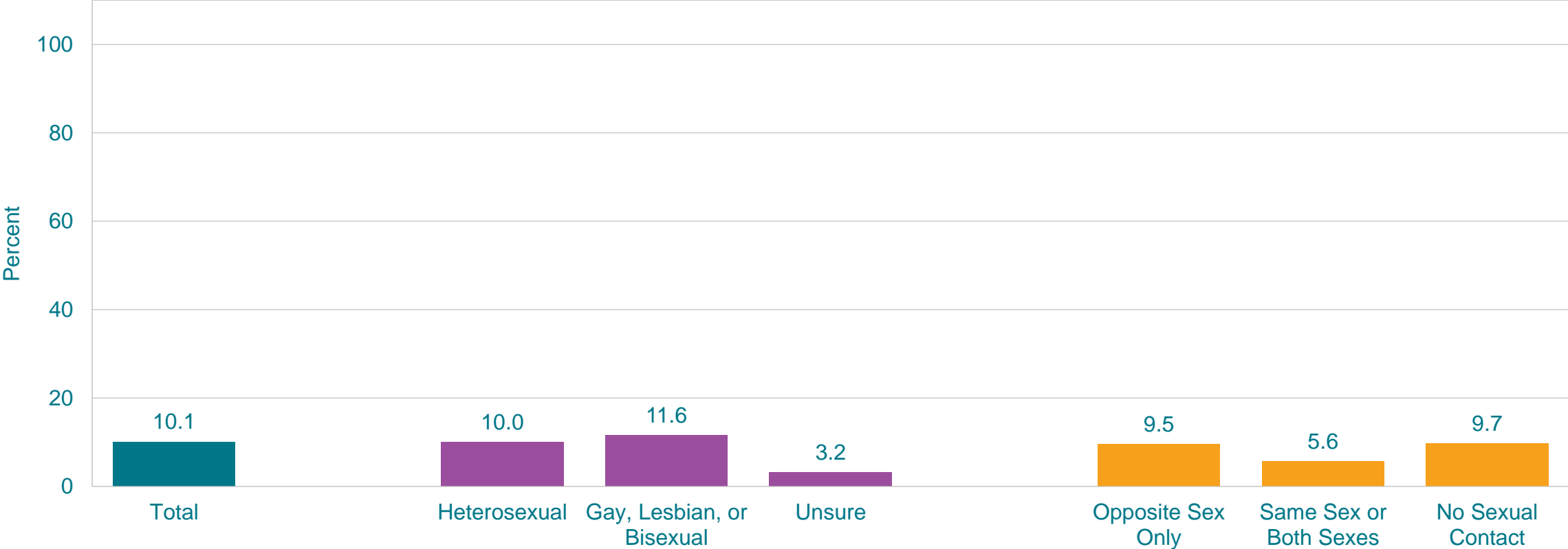
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit,\* by Sex,† Grade, and Race/Ethnicity, 2019



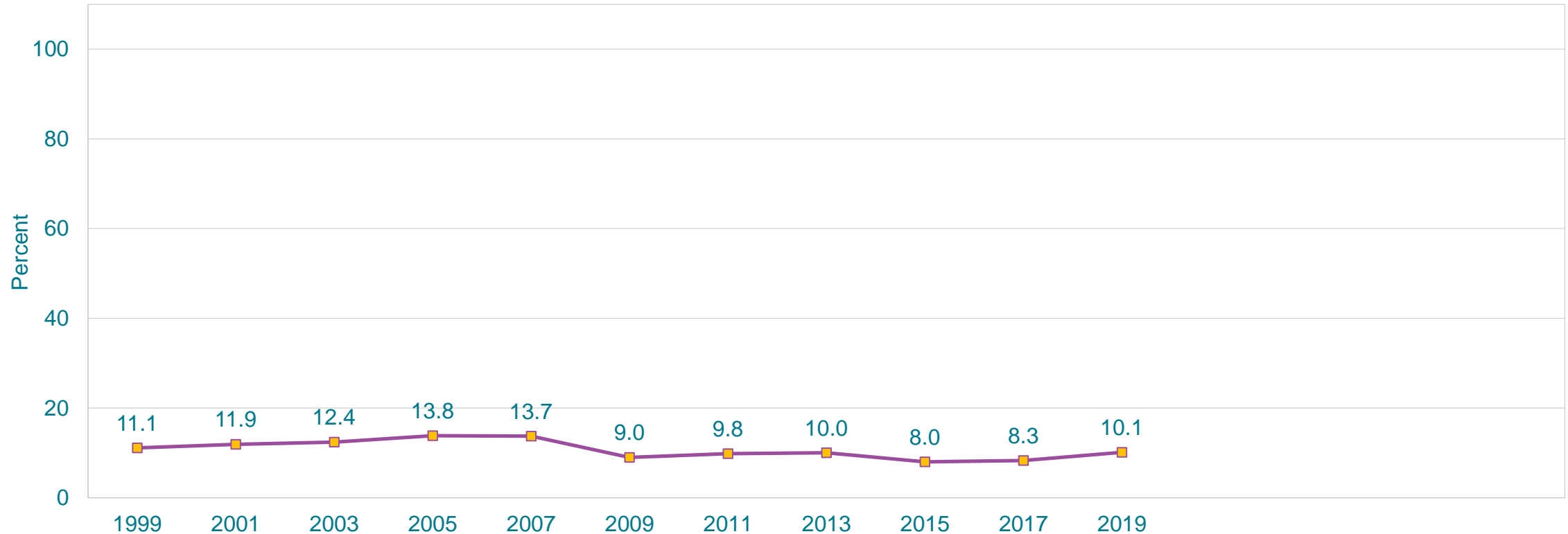
\*One or more times during the 7 days before the survey  
 †M > F (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit,\* 1999-2019†

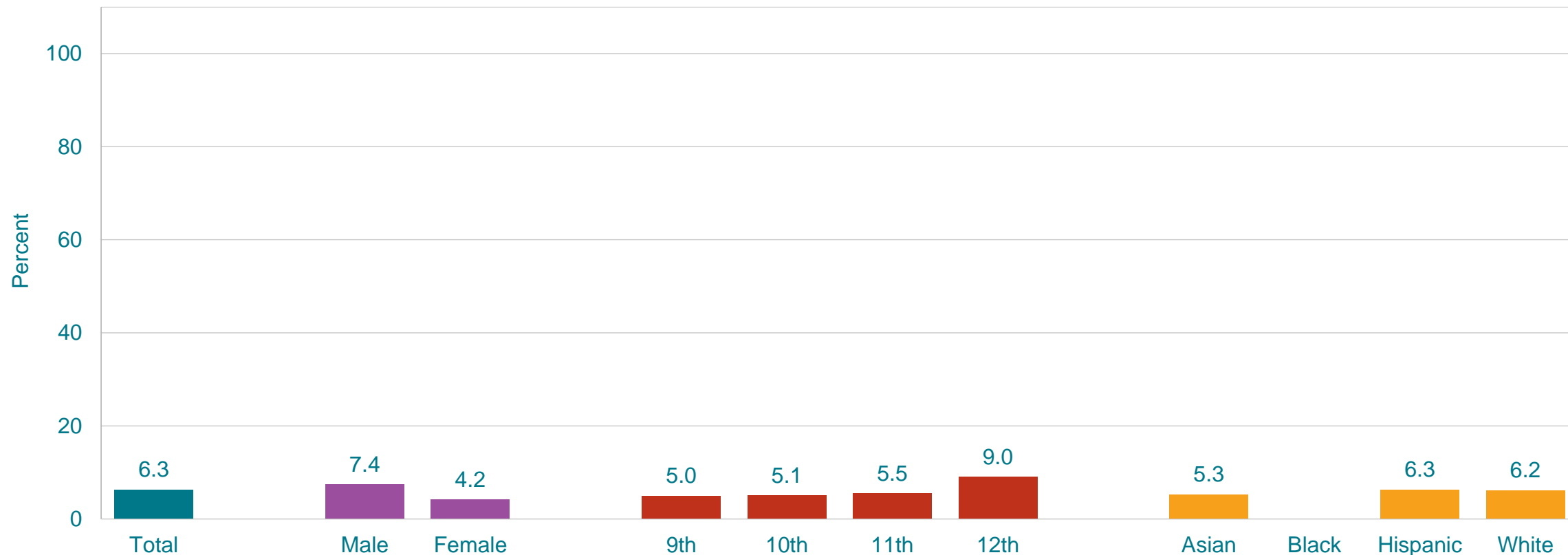


\*One or more times during the 7 days before the survey

†Decreased 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,\* by Sex,<sup>†</sup> Grade, and Race/Ethnicity, 2019



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

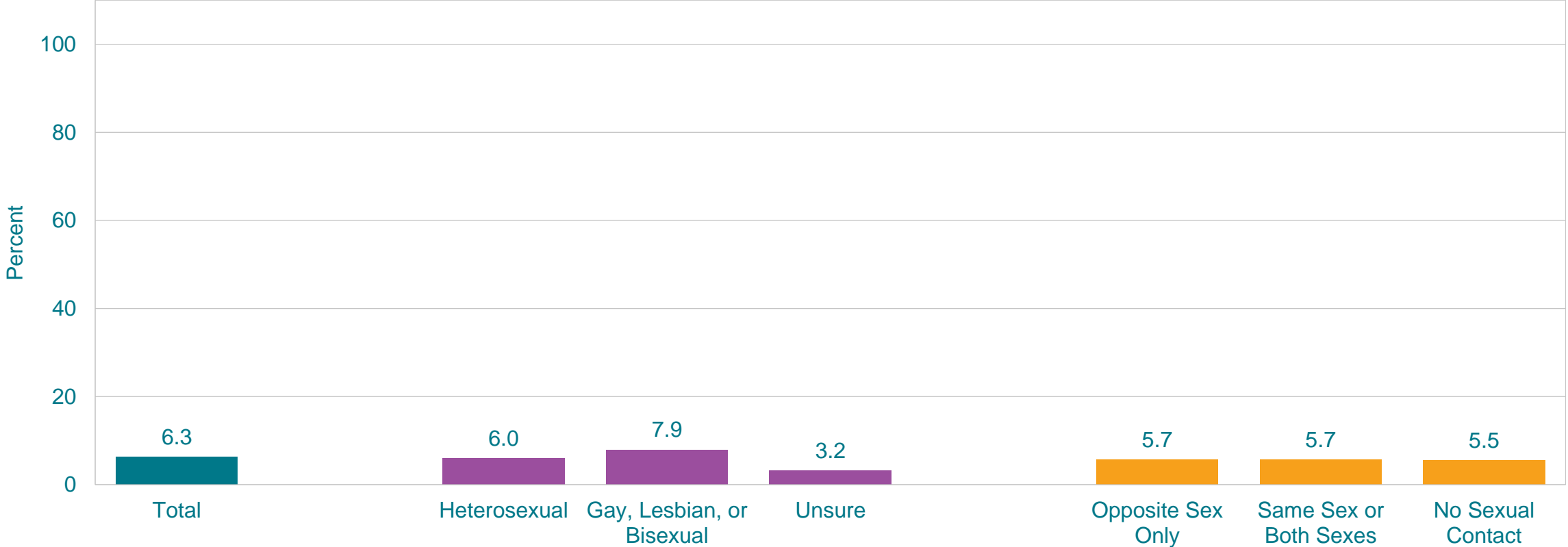
<sup>†</sup>M > F (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

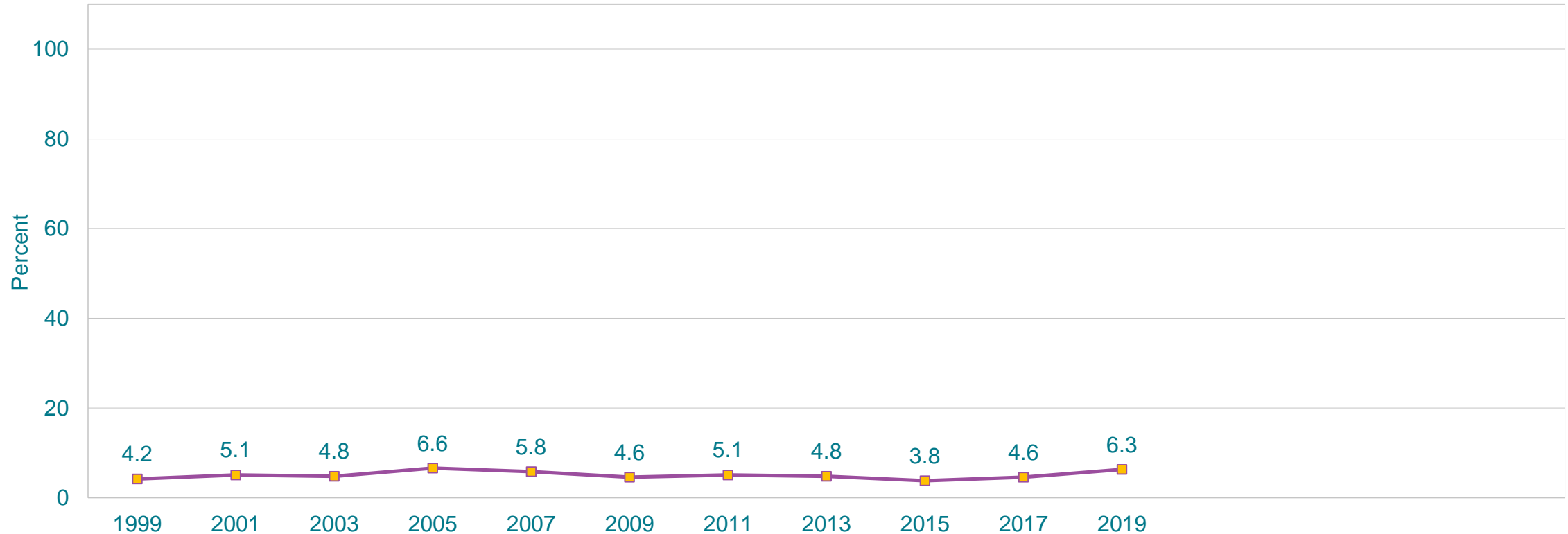
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,\* 1999-2019†

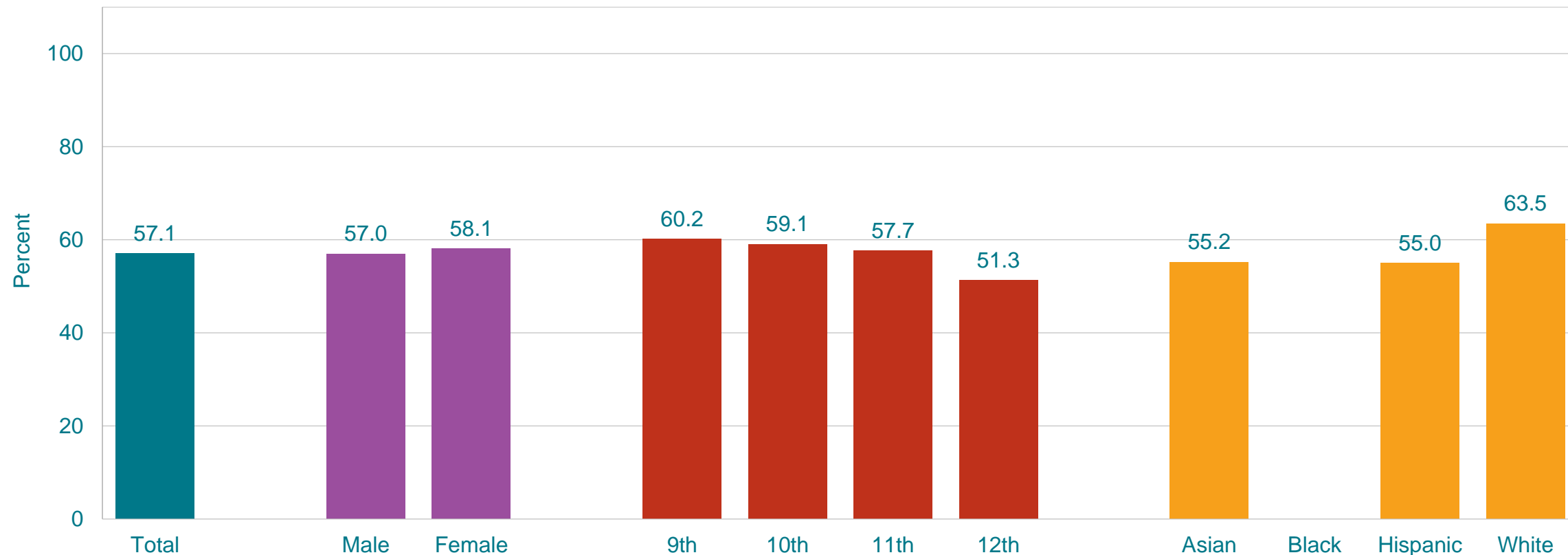


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

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

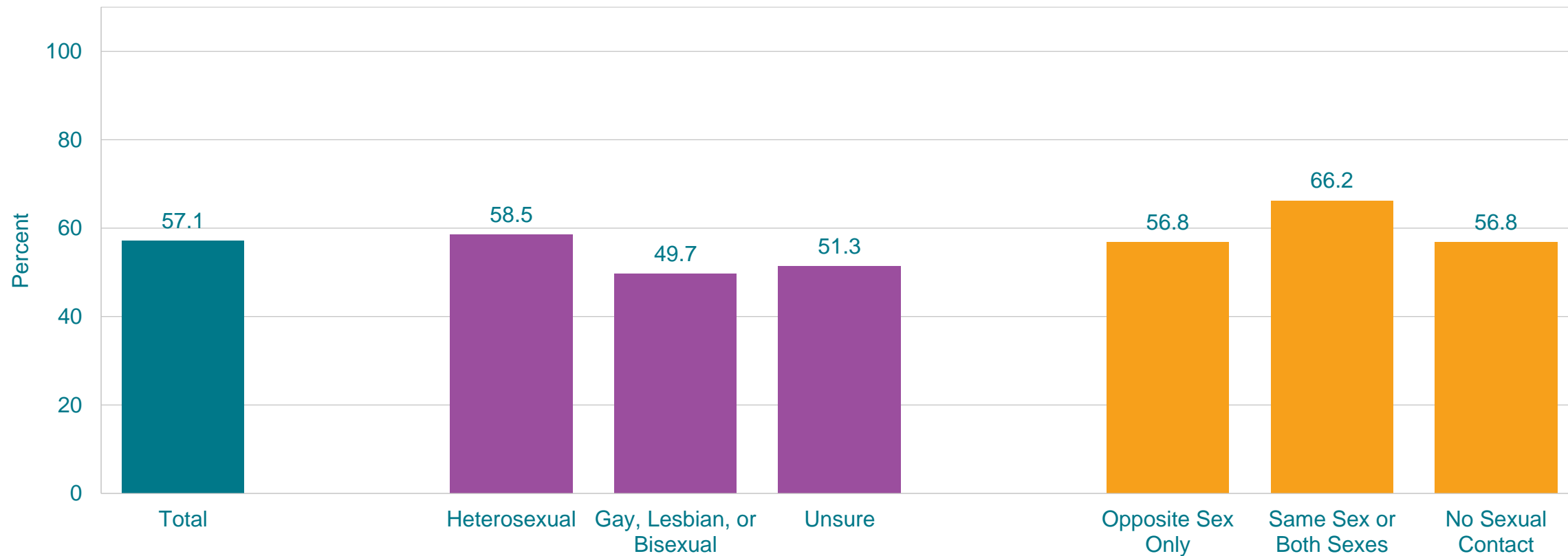
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

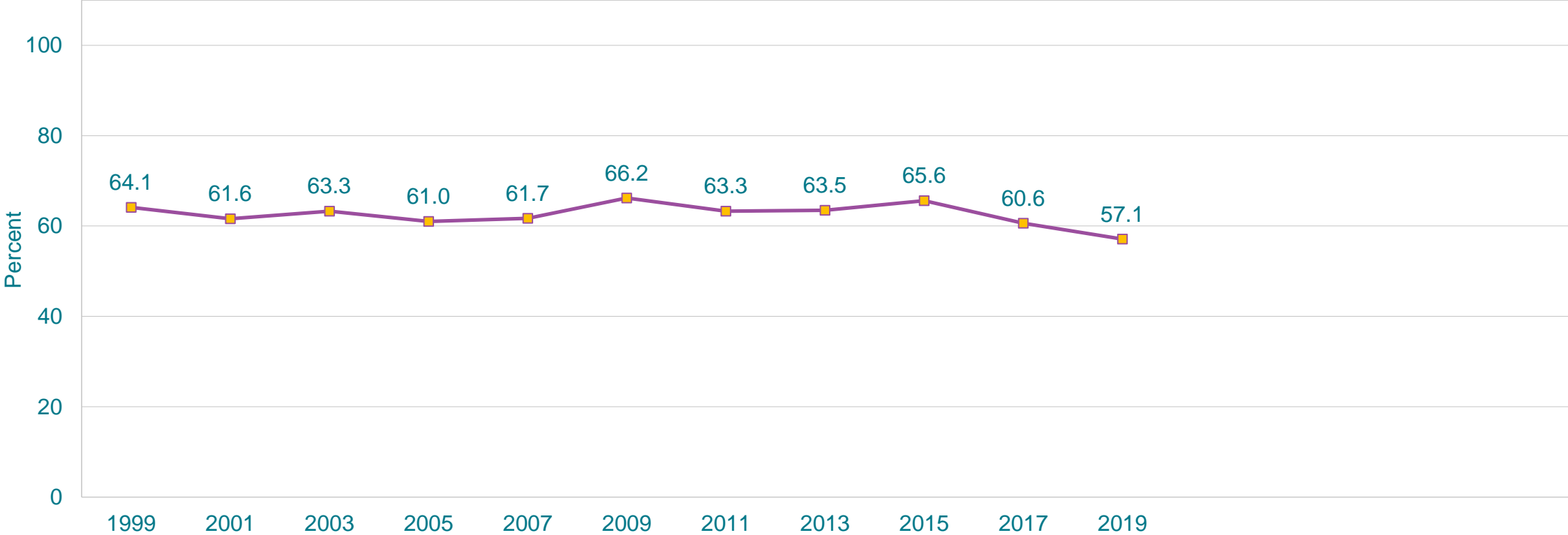


# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,\* 1999-2019†

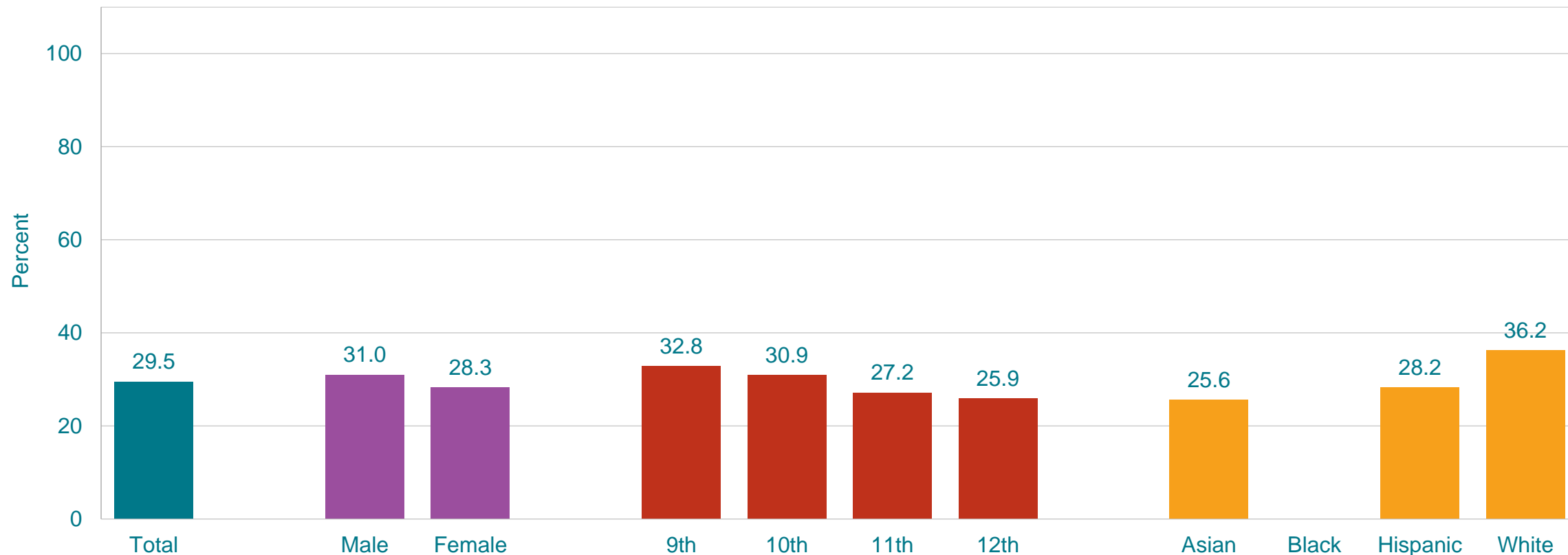


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†No change, 1999-2015, decreased, 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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,† 2019



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

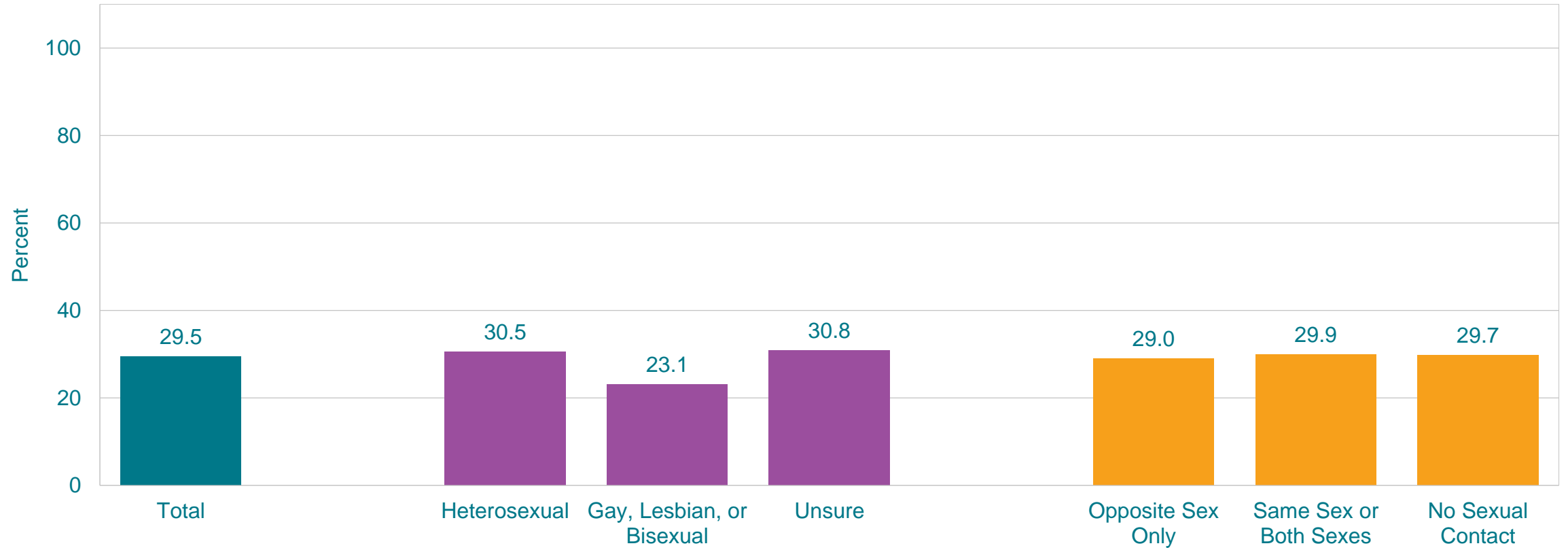
†W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

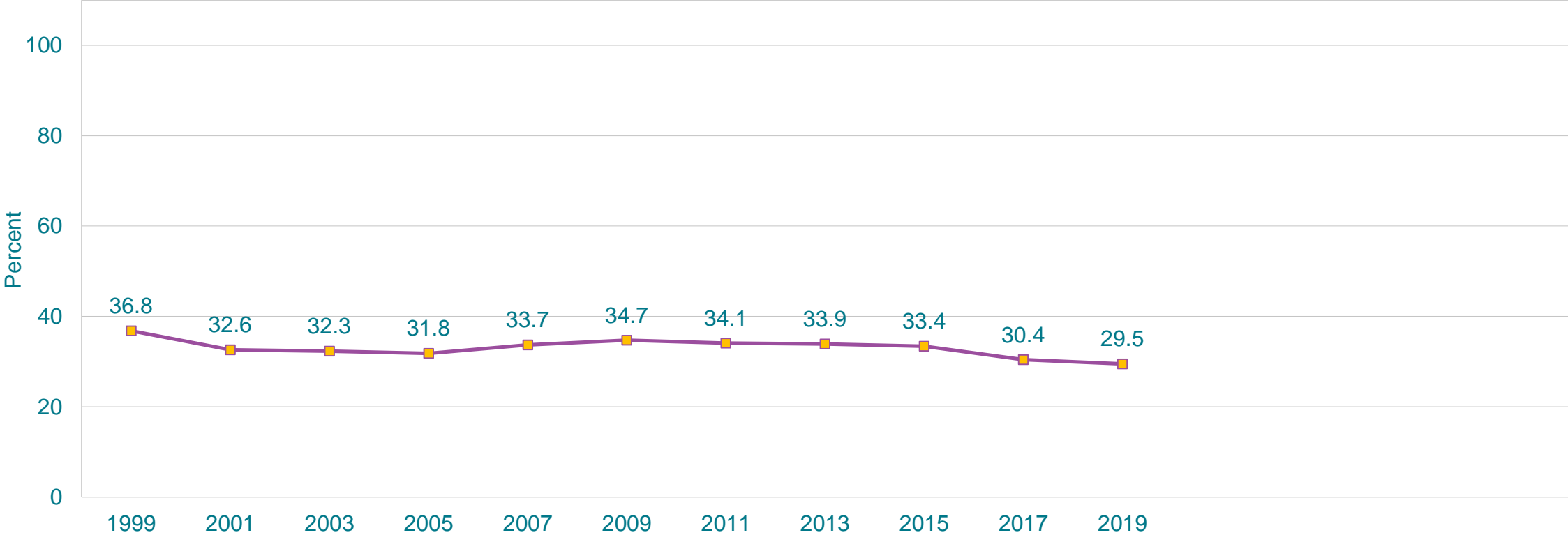
This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,\* 1999-2019†

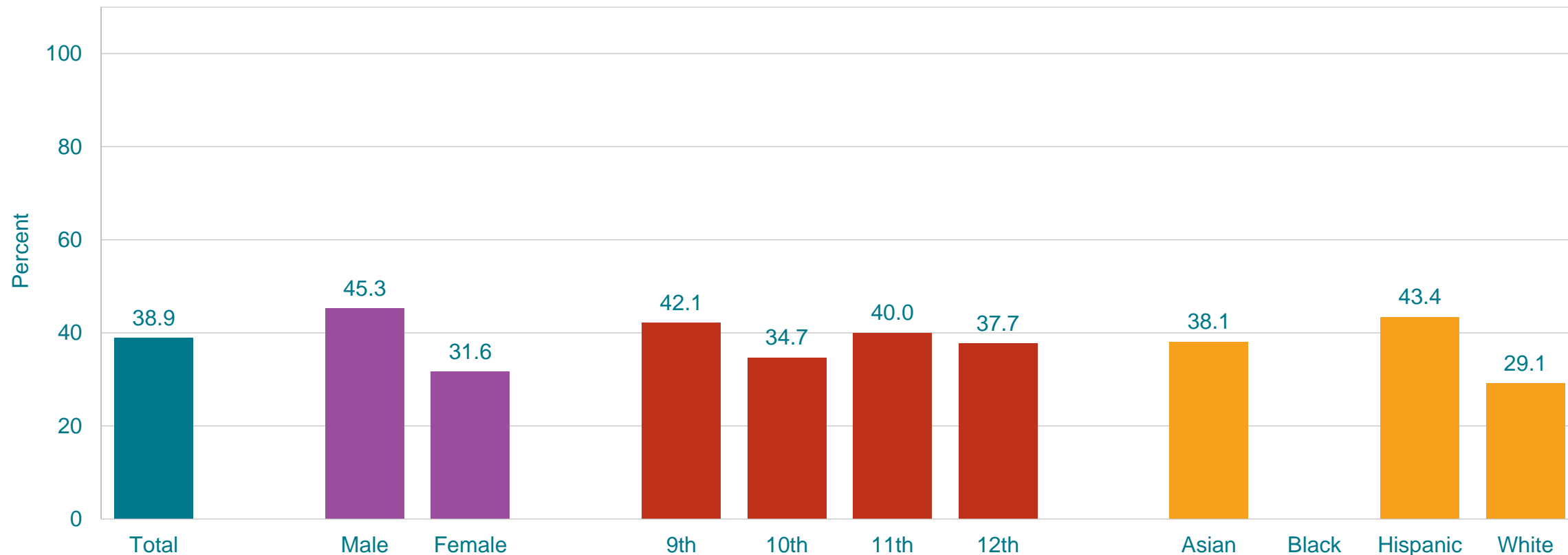


\*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Eat Green Salad,\* by Sex,† Grade, and Race/Ethnicity,† 2019



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

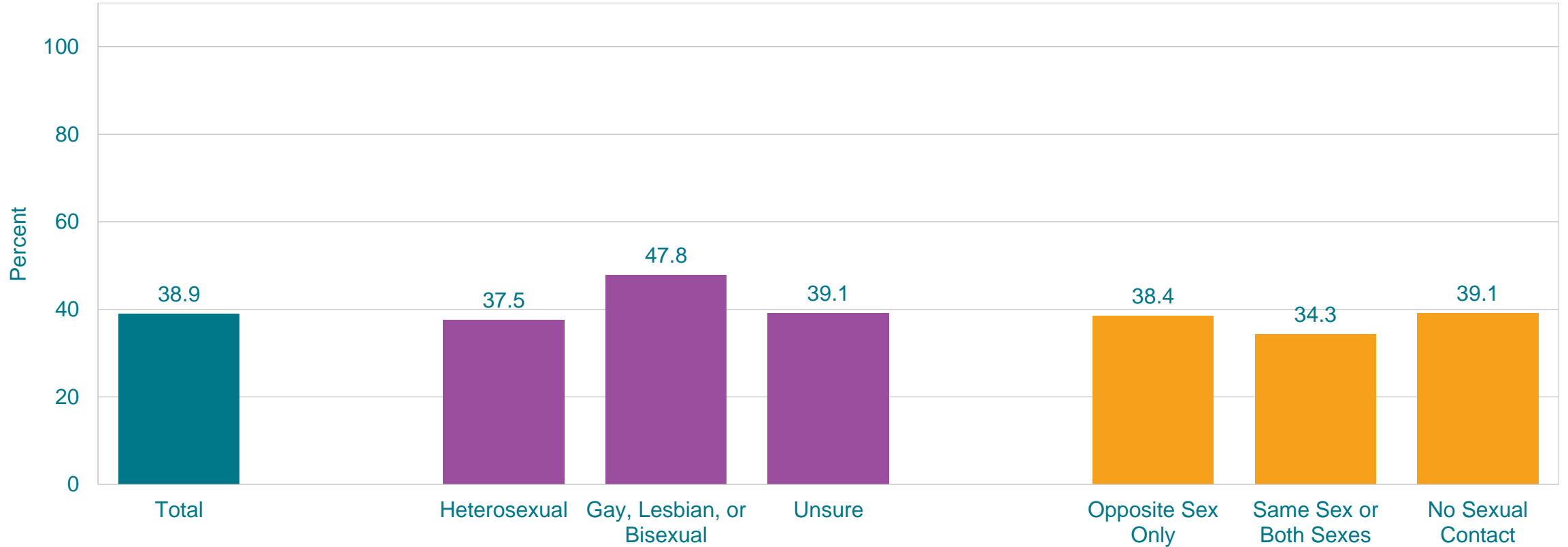
†M > F; A > W, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

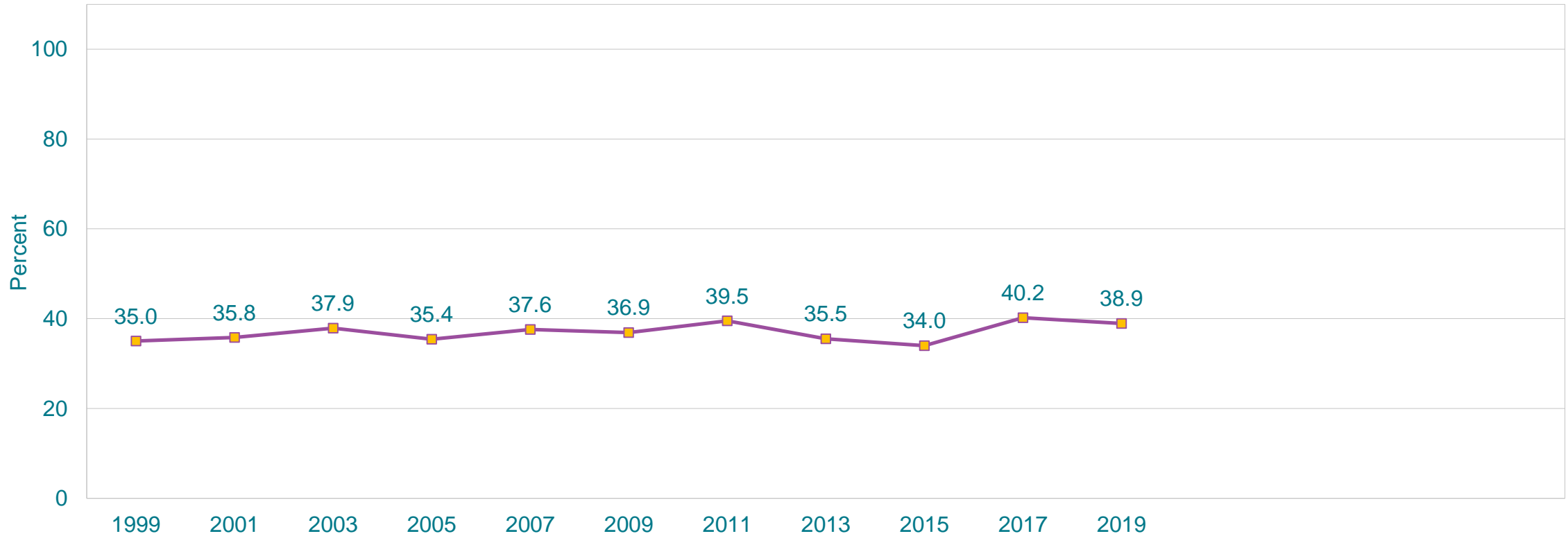
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Green Salad,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Green Salad,\* 1999-2019†



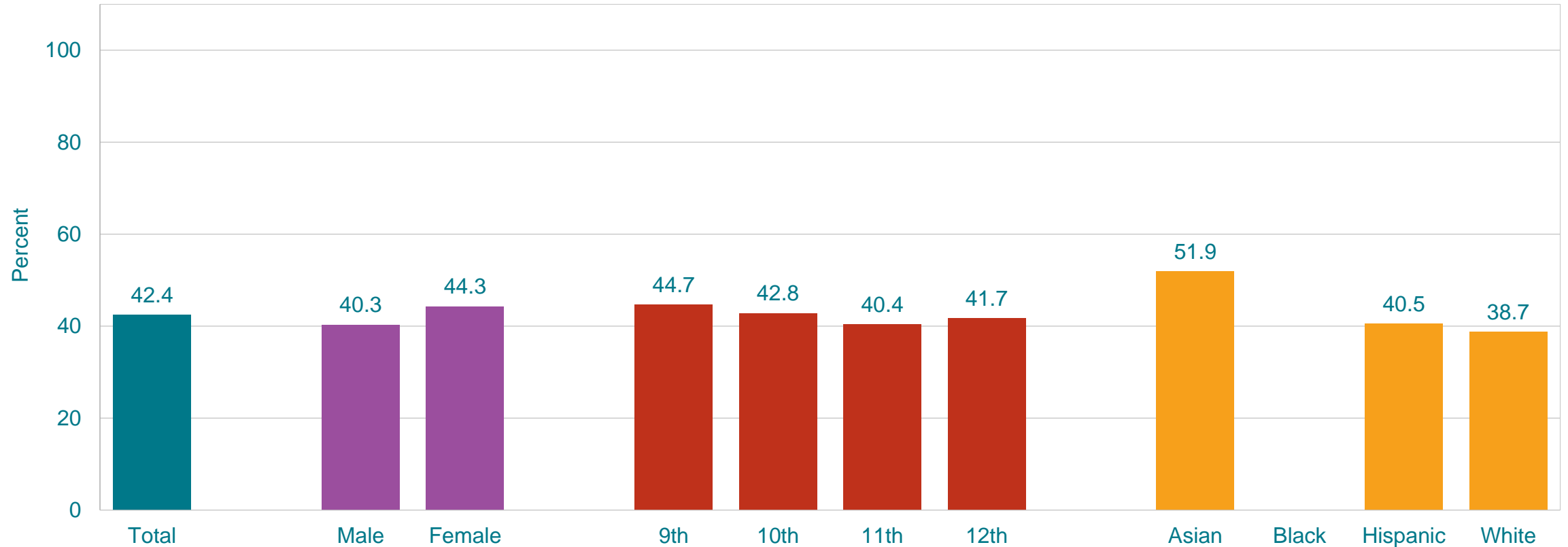
\*One or more times during the 7 days before the survey

†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



## Percentage of High School Students Who Did Not Eat Potatoes,\* by Sex, Grade, and Race/Ethnicity,† 2019



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

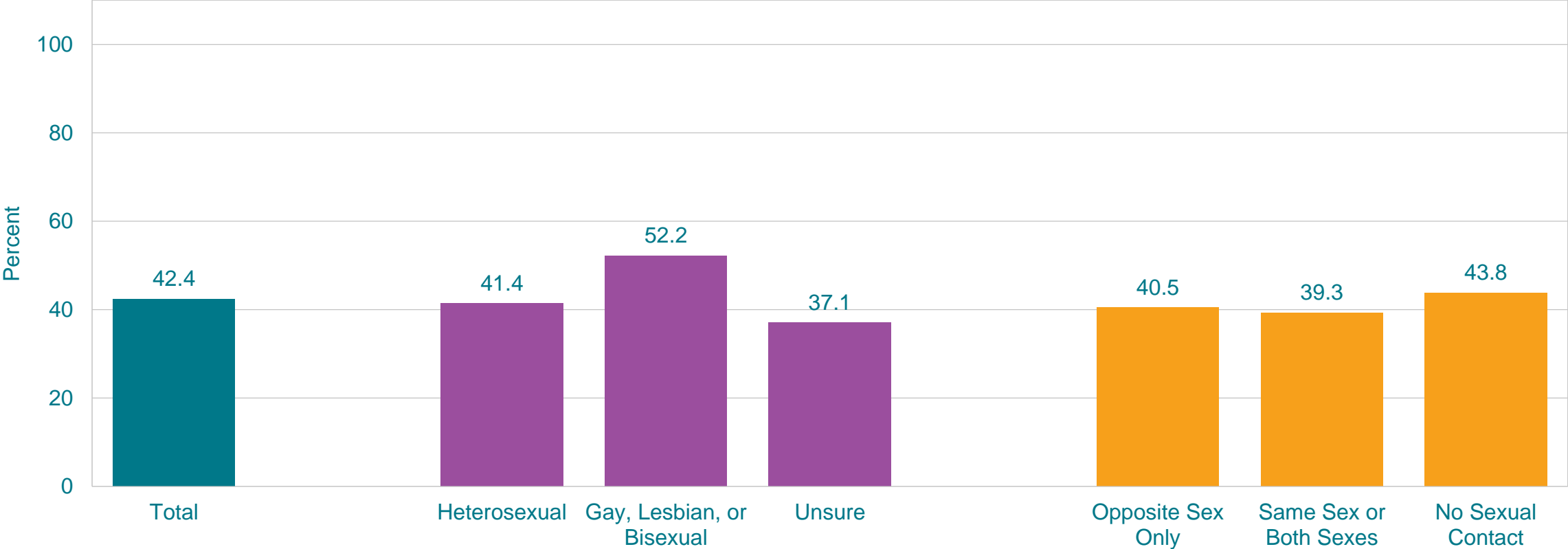
†A > H, A > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

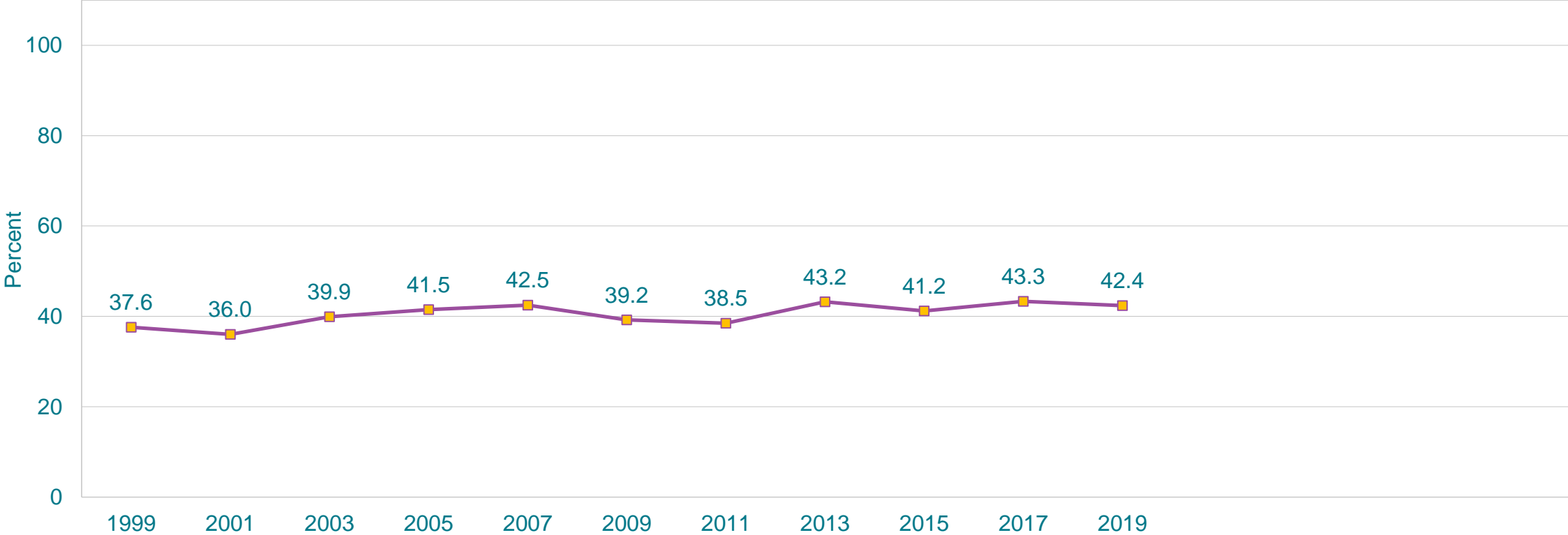
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Potatoes,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Potatoes,\* 1999-2019†

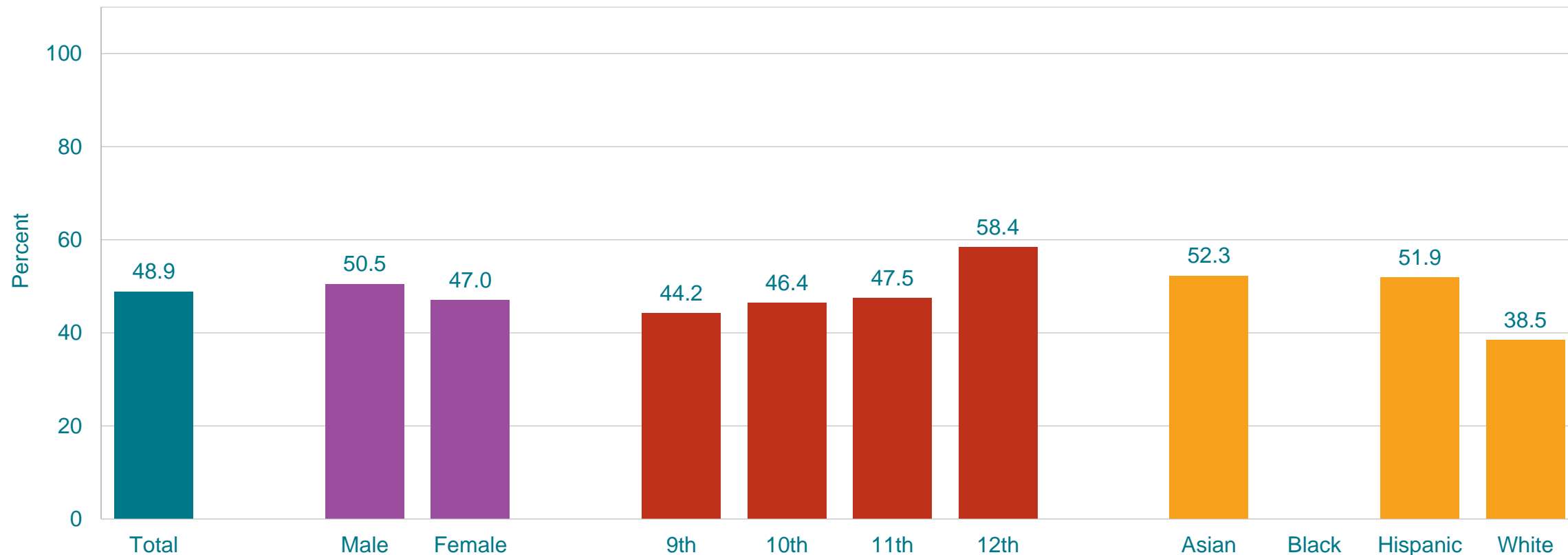


\*One or more times during the 7 days before the survey

†Increased 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Eat Carrots,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

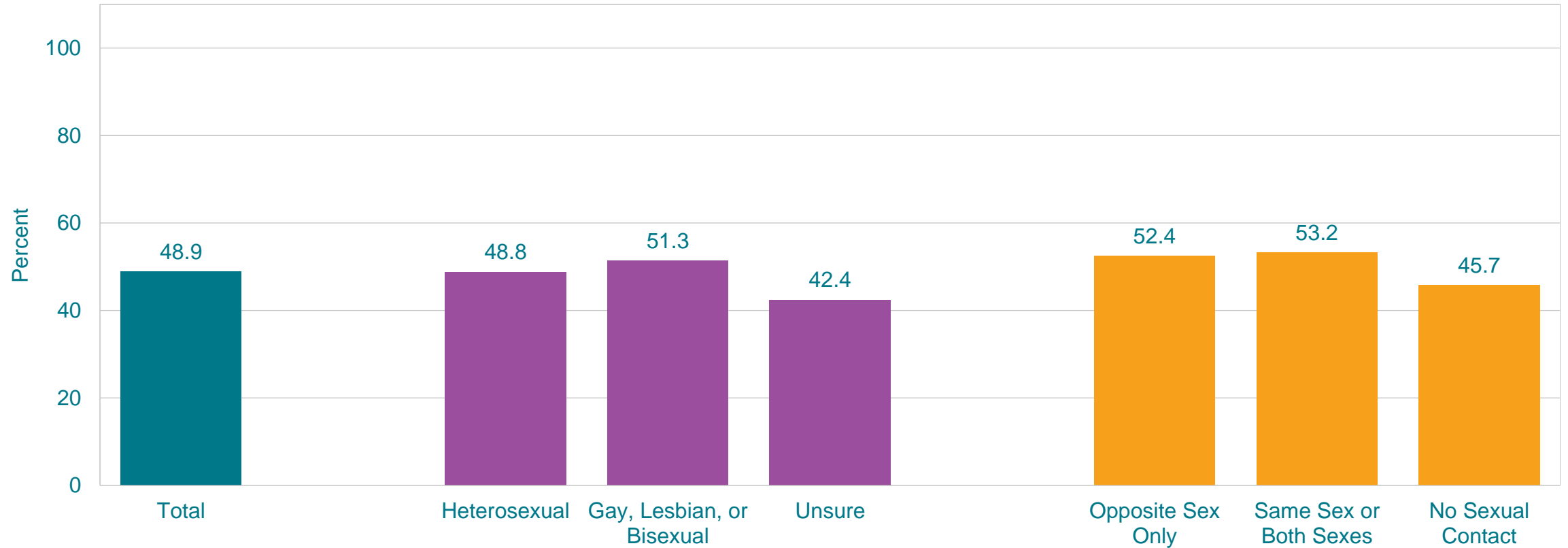
†12th > 9th, 12th > 10th, 12th > 11th; A > W, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

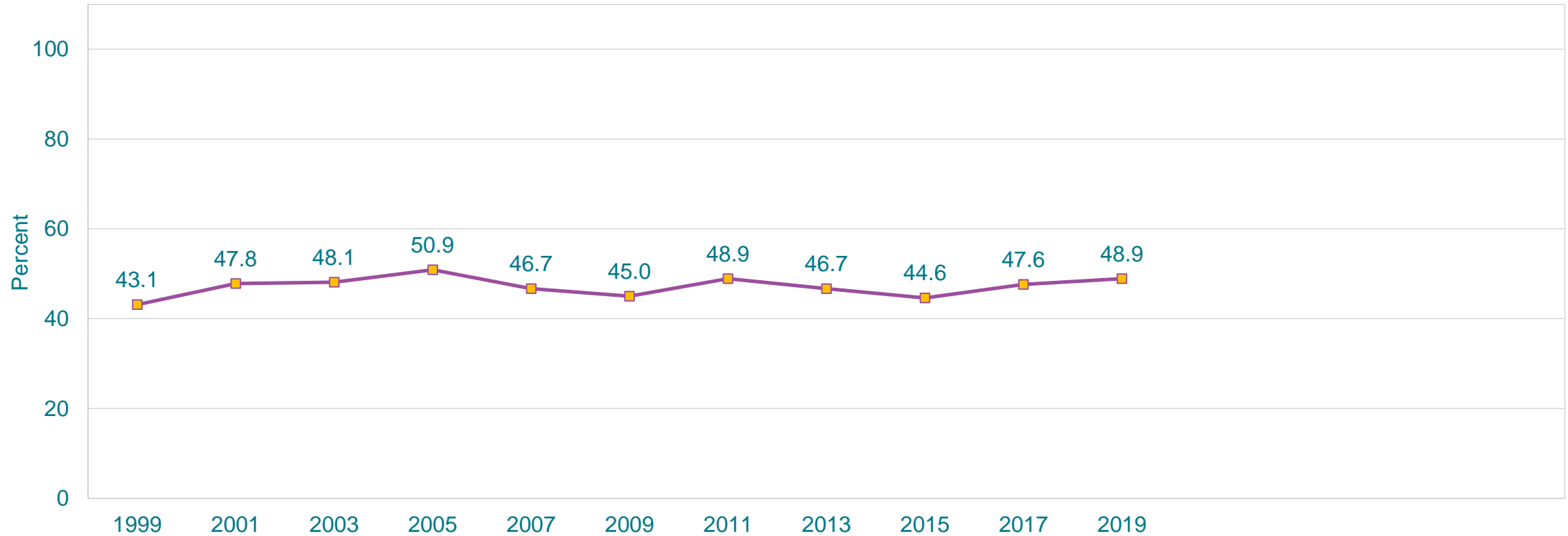
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Carrots,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Carrots,\* 1999-2019†

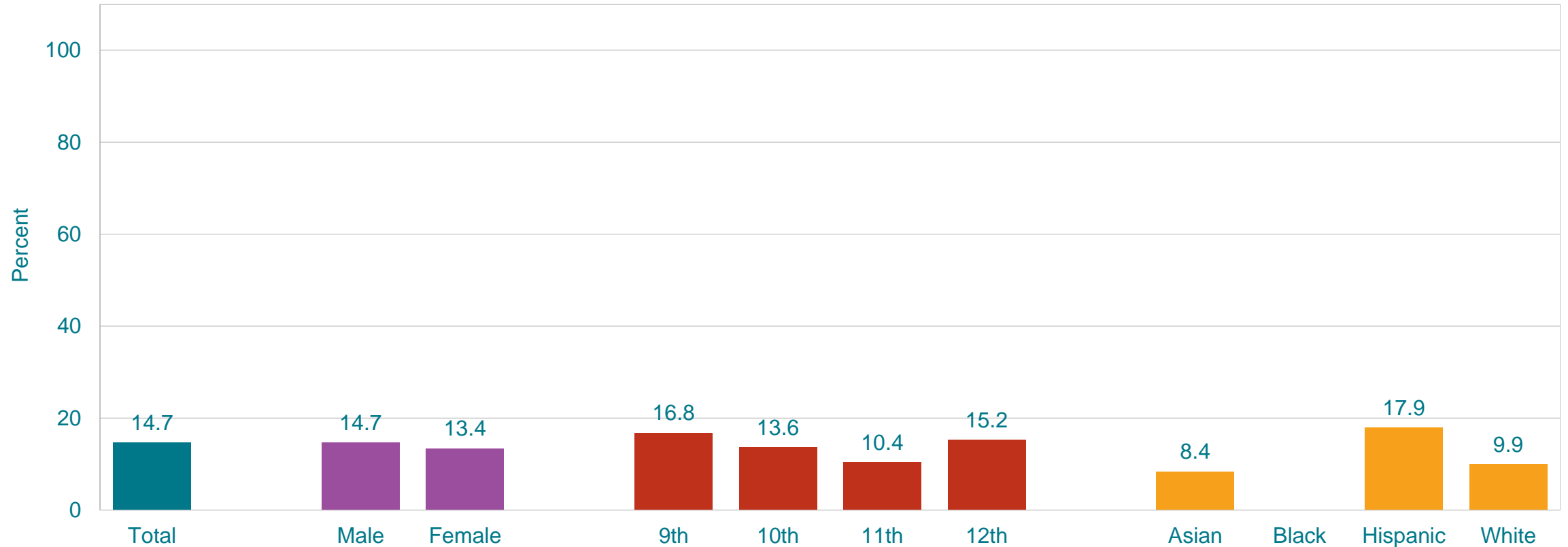


\*One or more times during the 7 days before the survey

†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Eat Other Vegetables,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

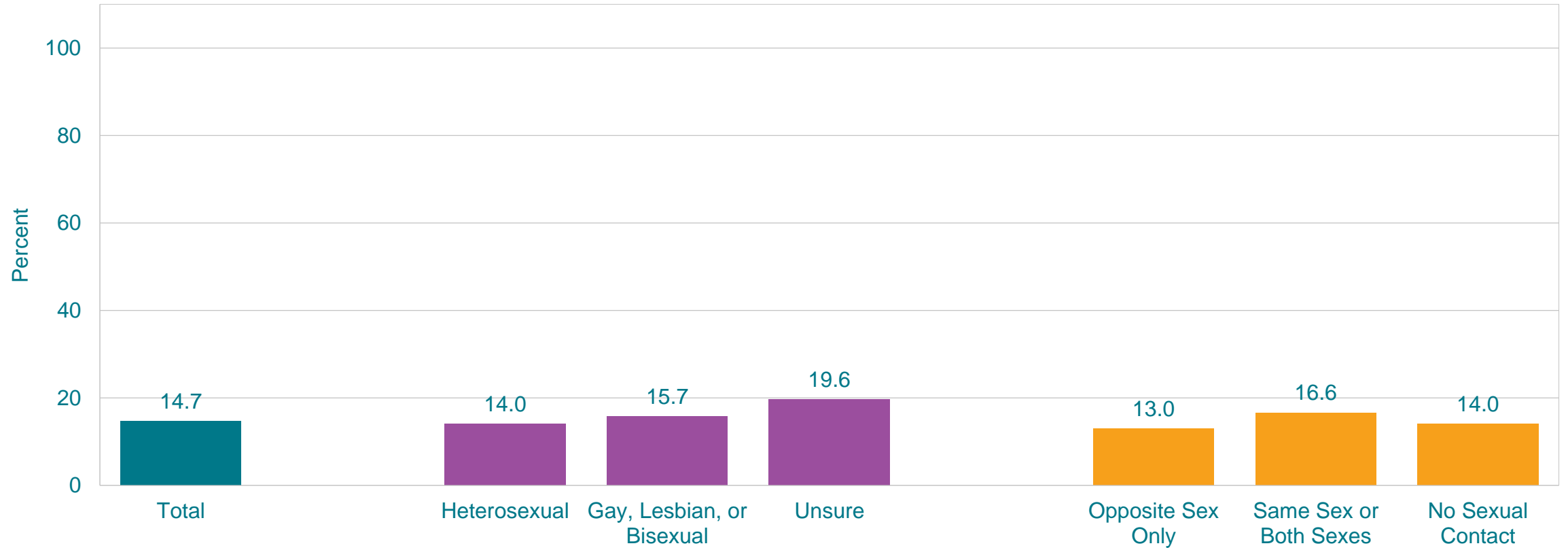
†9th > 11th, 12th > 11th; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

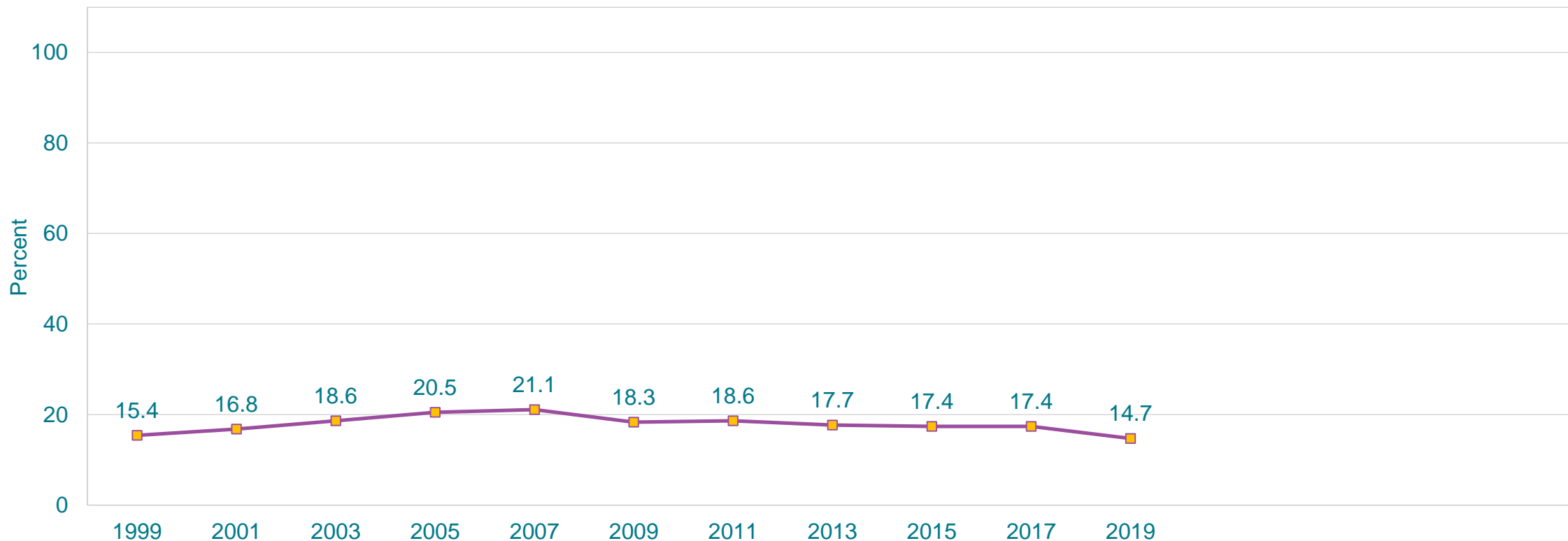
# Percentage of High School Students Who Did Not Eat Other Vegetables,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 7 days before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Did Not Eat Other Vegetables,\* 1999-2019†

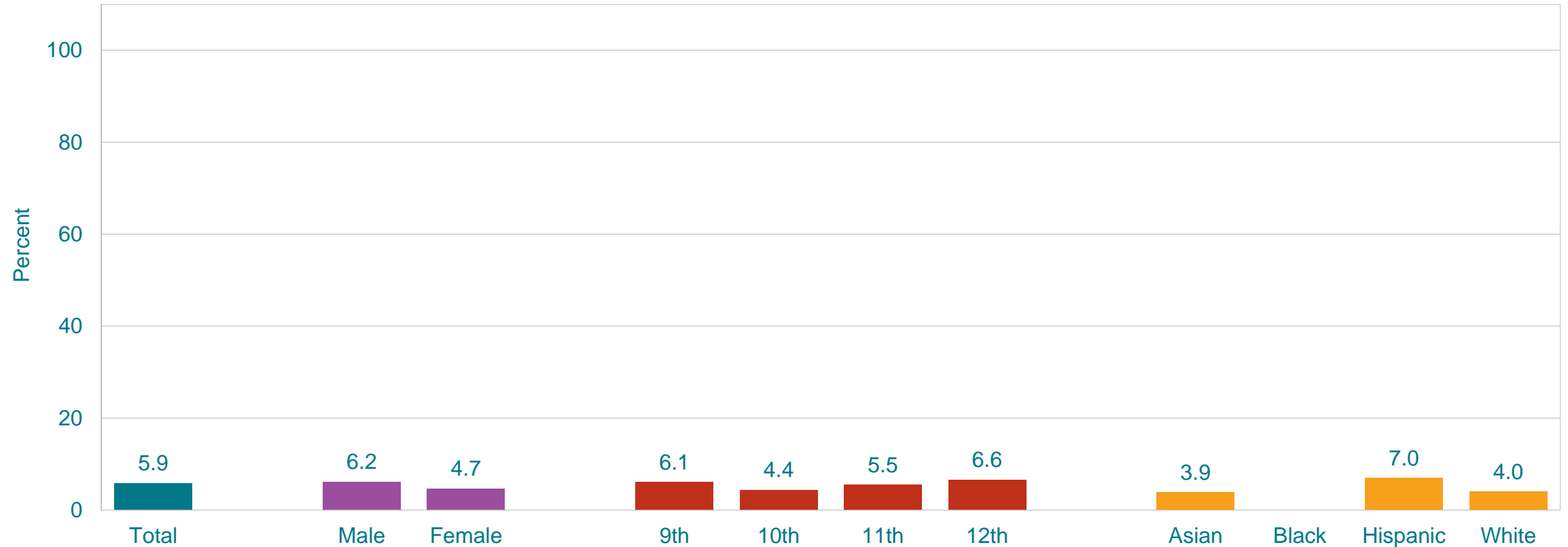


\*One or more times during the 7 days before the survey

†Increased, 1999-2005, decreased, 2005-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

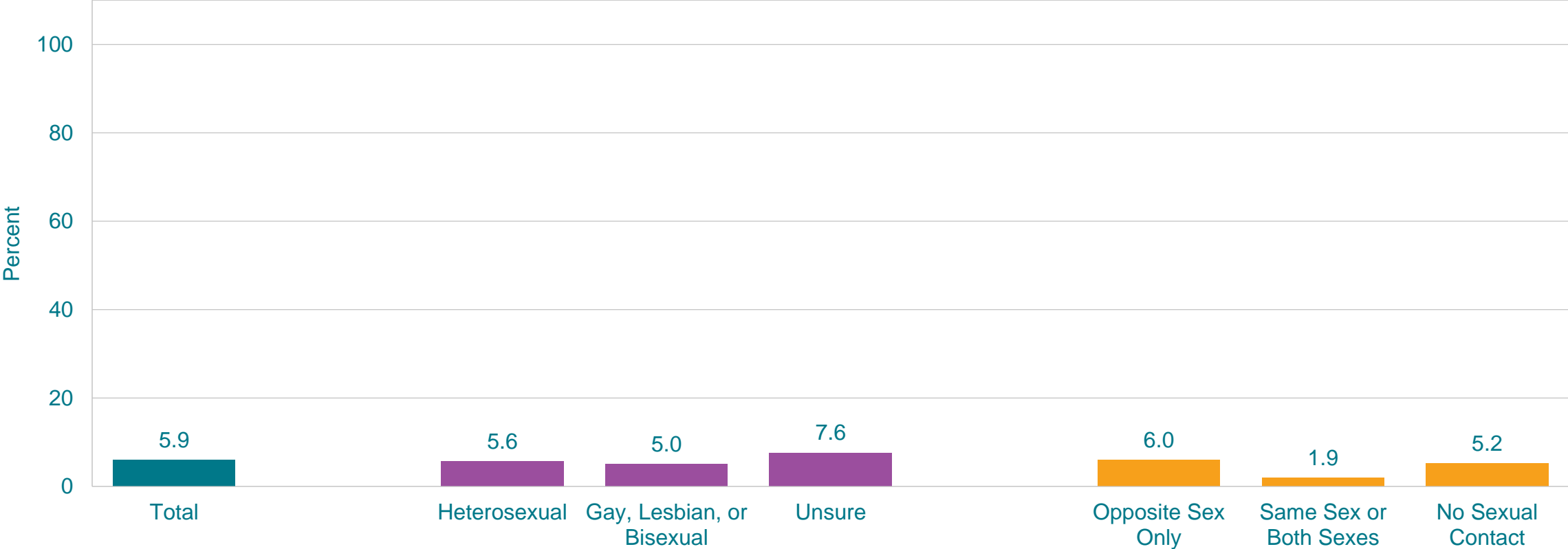
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Vegetables,\* by Sex, Grade, and Race/Ethnicity, 2019



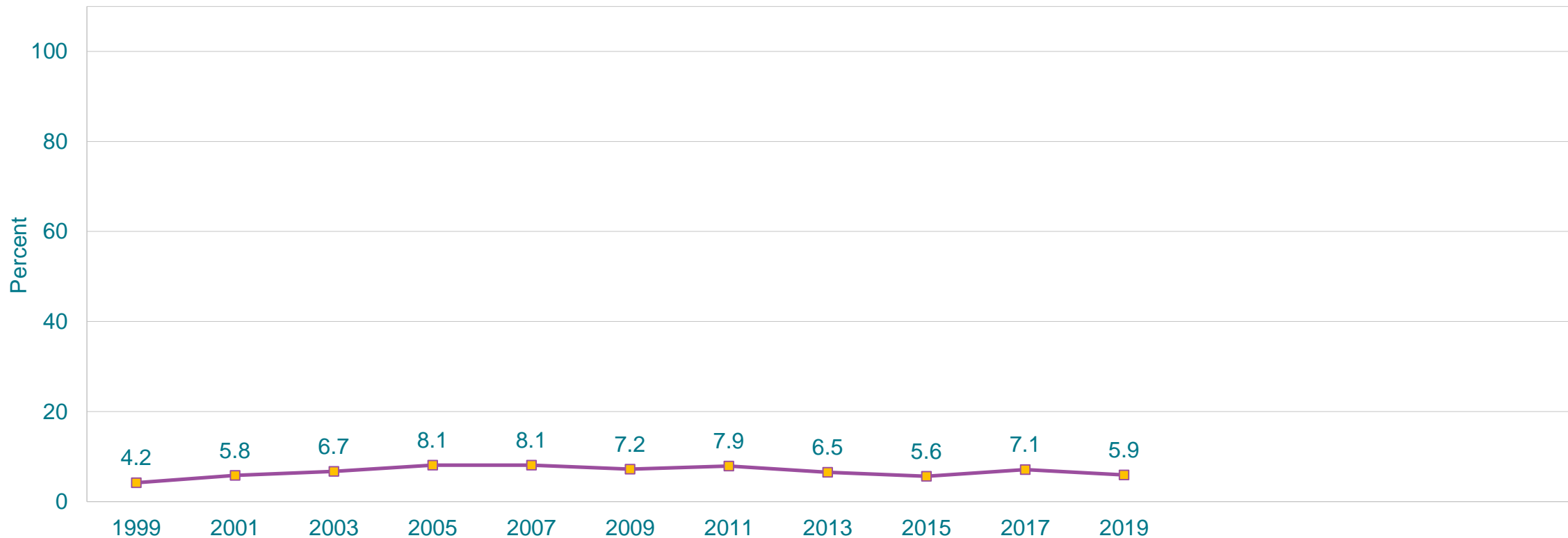
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Vegetables,\* by Sexual Identity and Sex of Sexual Contacts, 2019



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

# Percentage of High School Students Who Did Not Eat Vegetables,\* 1999-2019†

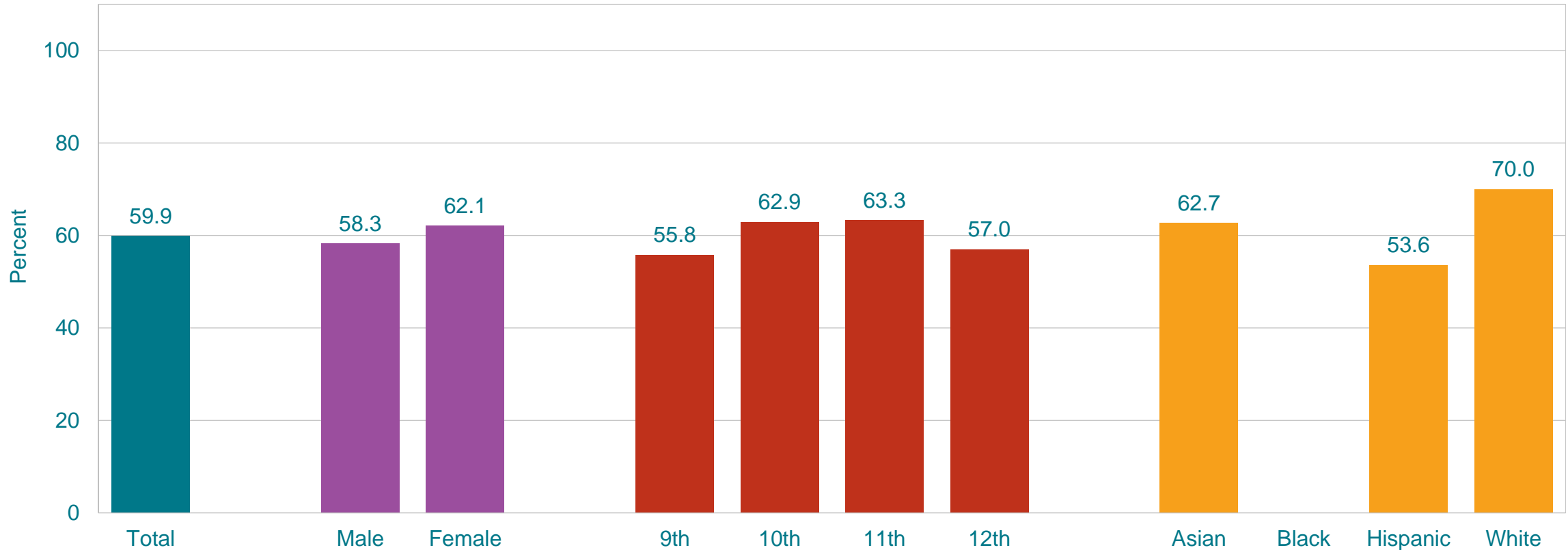


\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Increased, 1999-2005, decreased, 2005-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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,† 2019



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

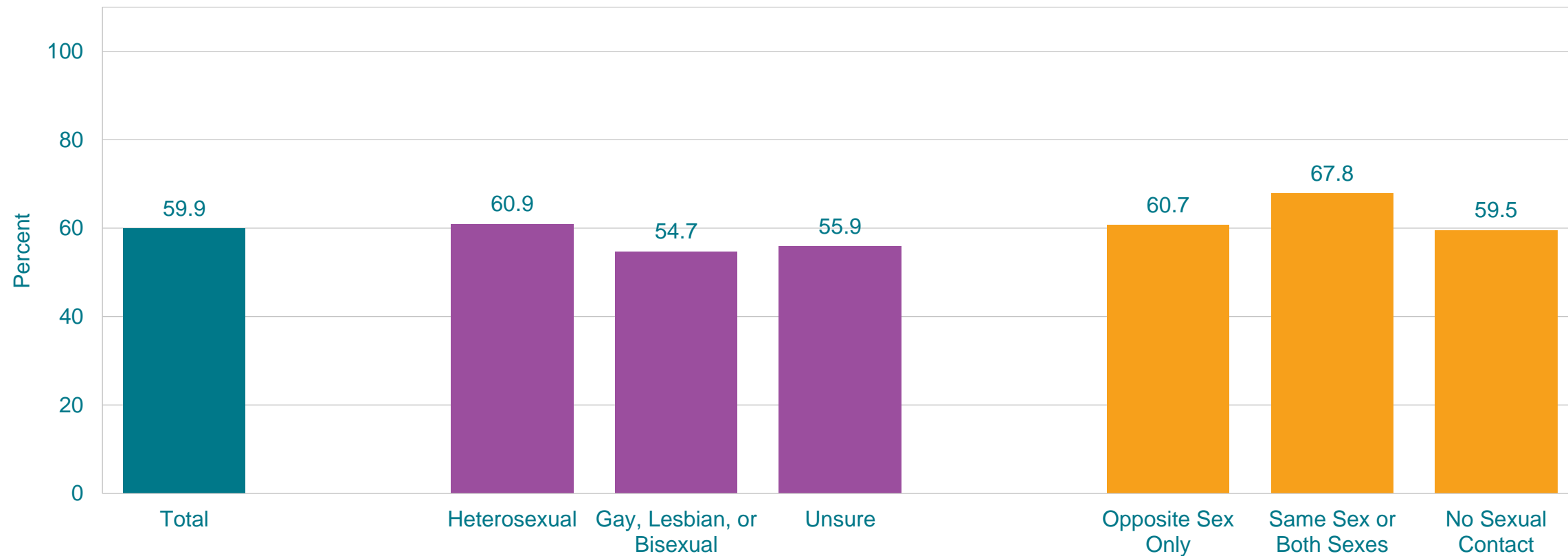
†A > H, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

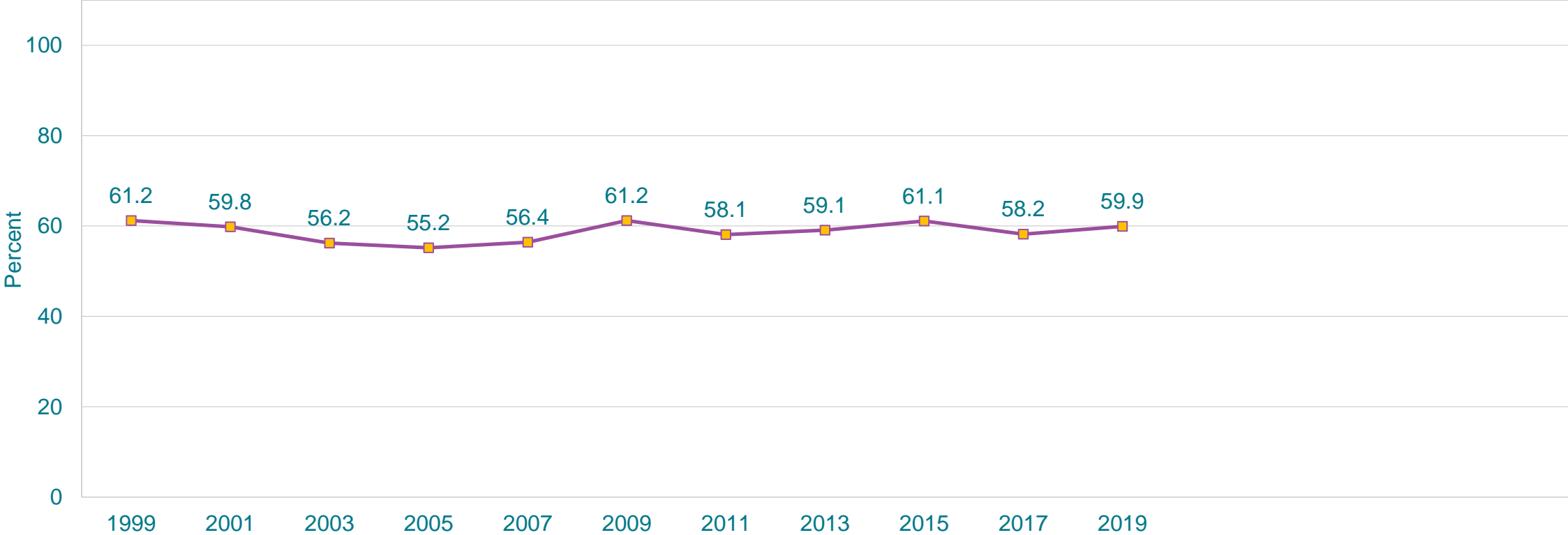
This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables One or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



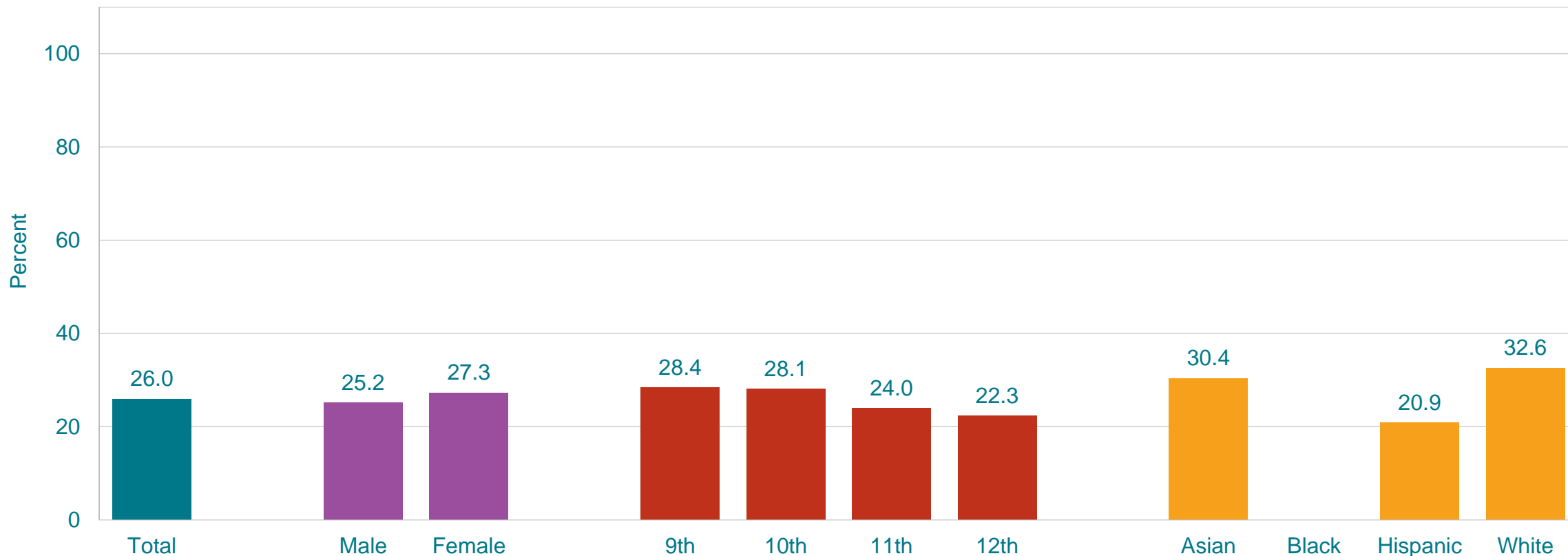
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables One or More Times Per Day,\* 1999-2019†



\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
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,† 2019



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

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

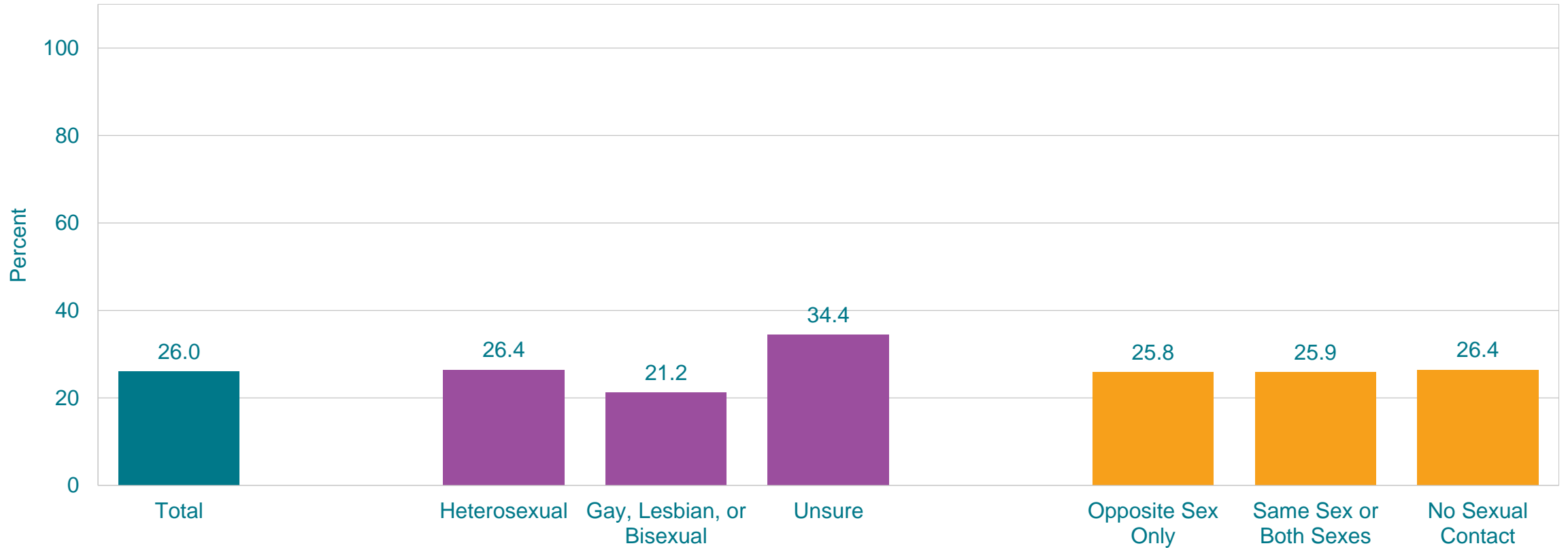
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

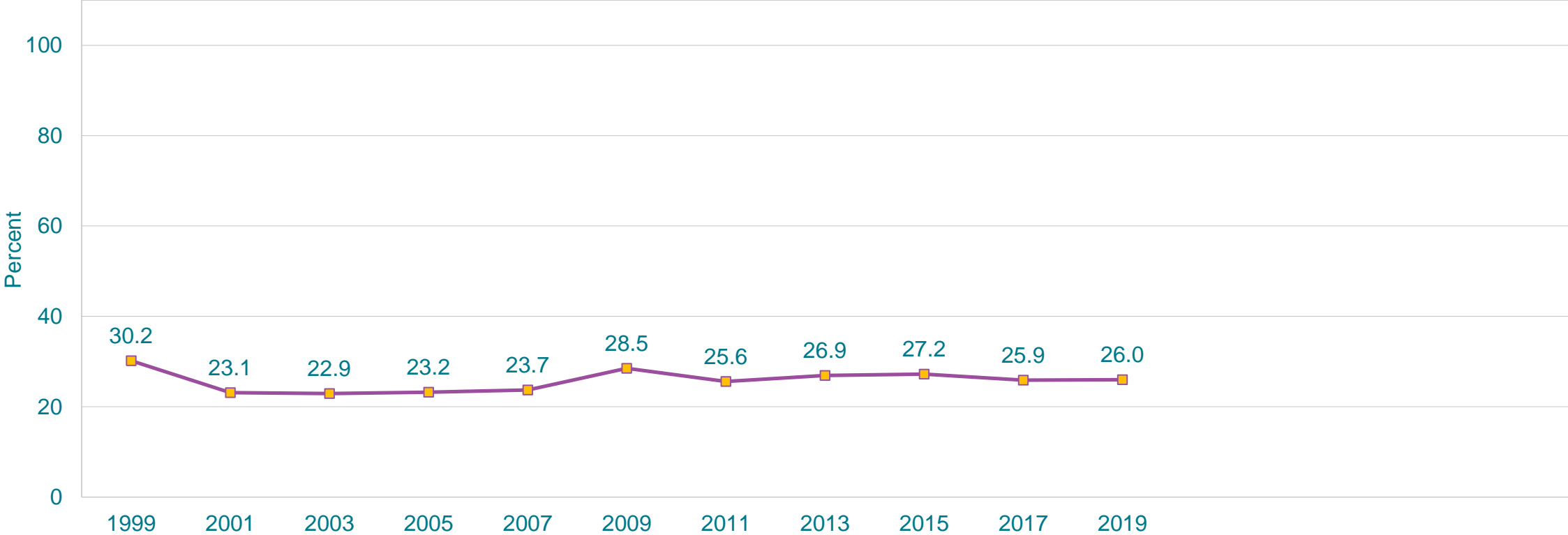


# Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



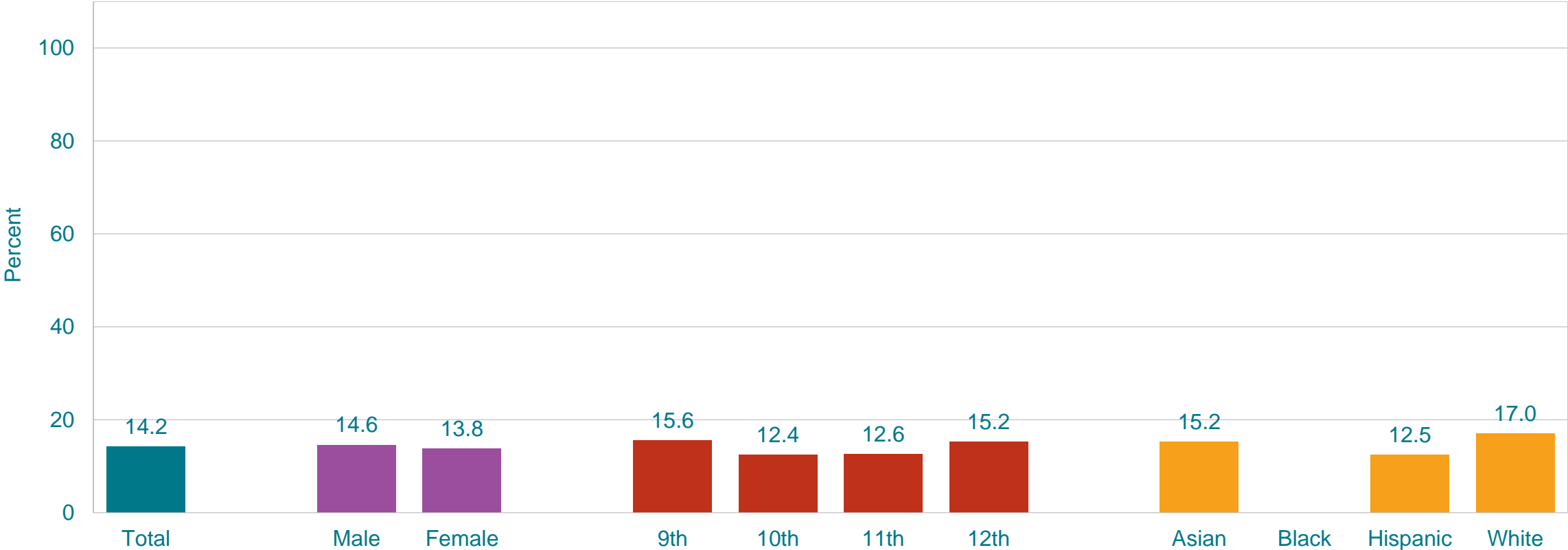
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,\* 1999-2019†



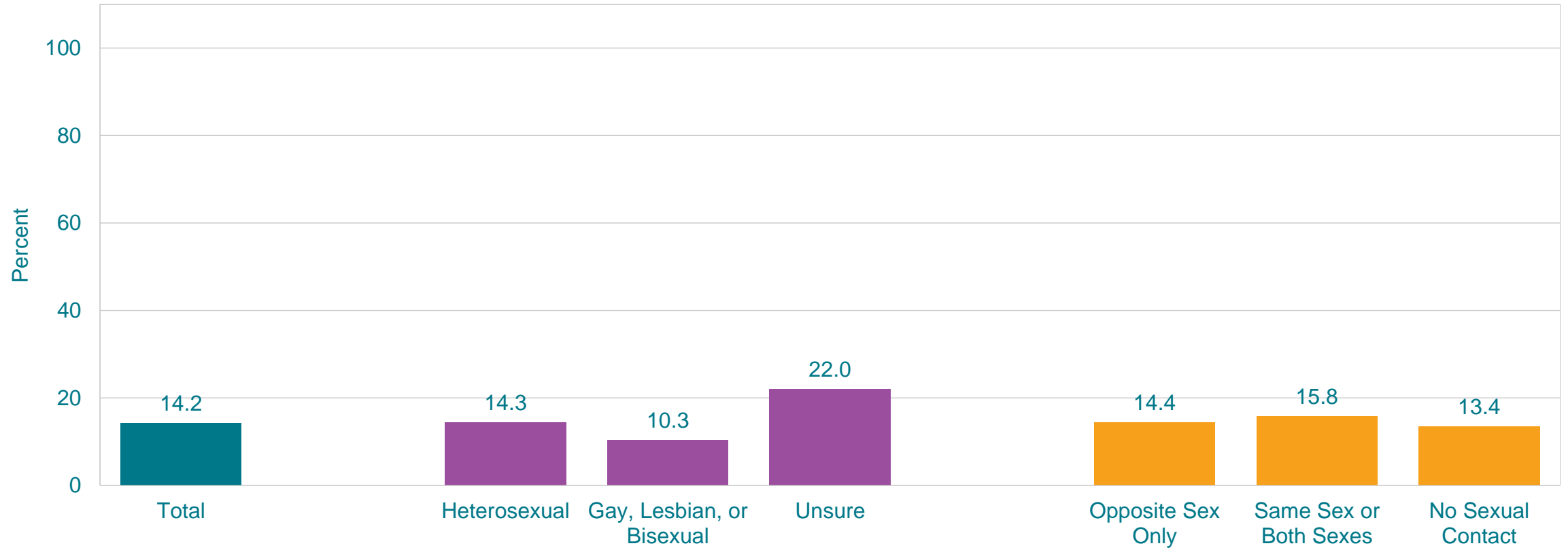
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,\* by Sex, Grade, and Race/Ethnicity, 2019



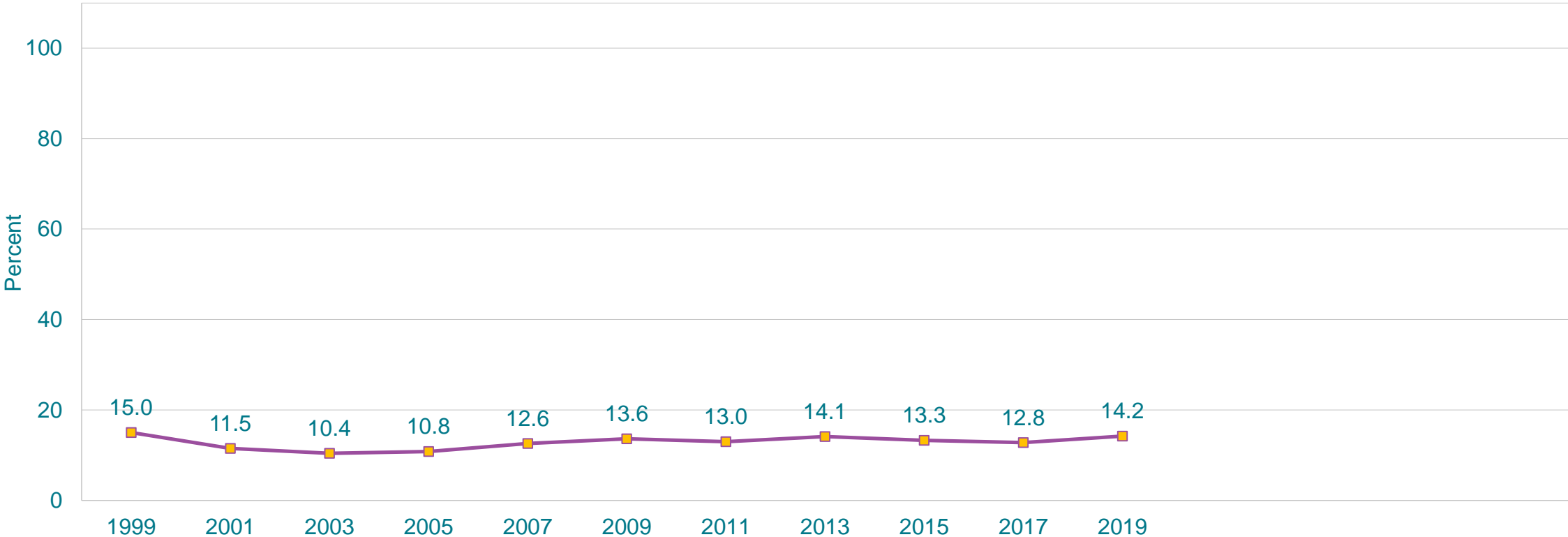
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



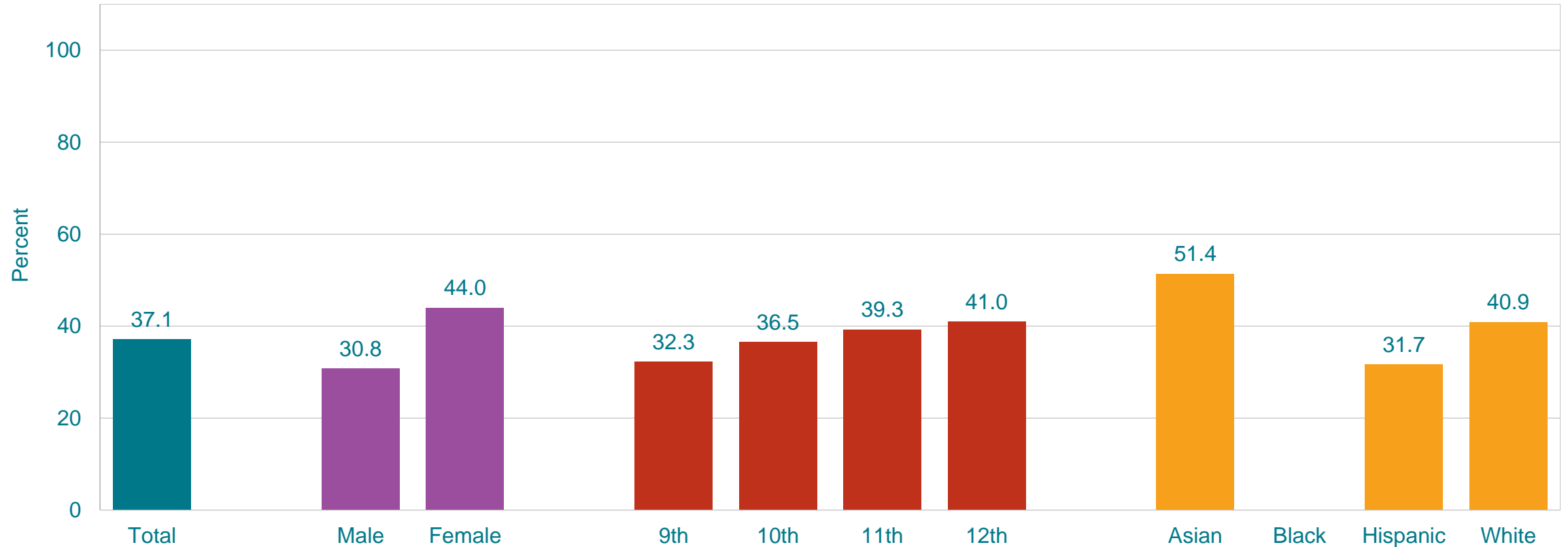
\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,\* 1999-2019†



\*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey  
†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

## Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* by Sex,† Grade, and Race/Ethnicity,† 2019



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

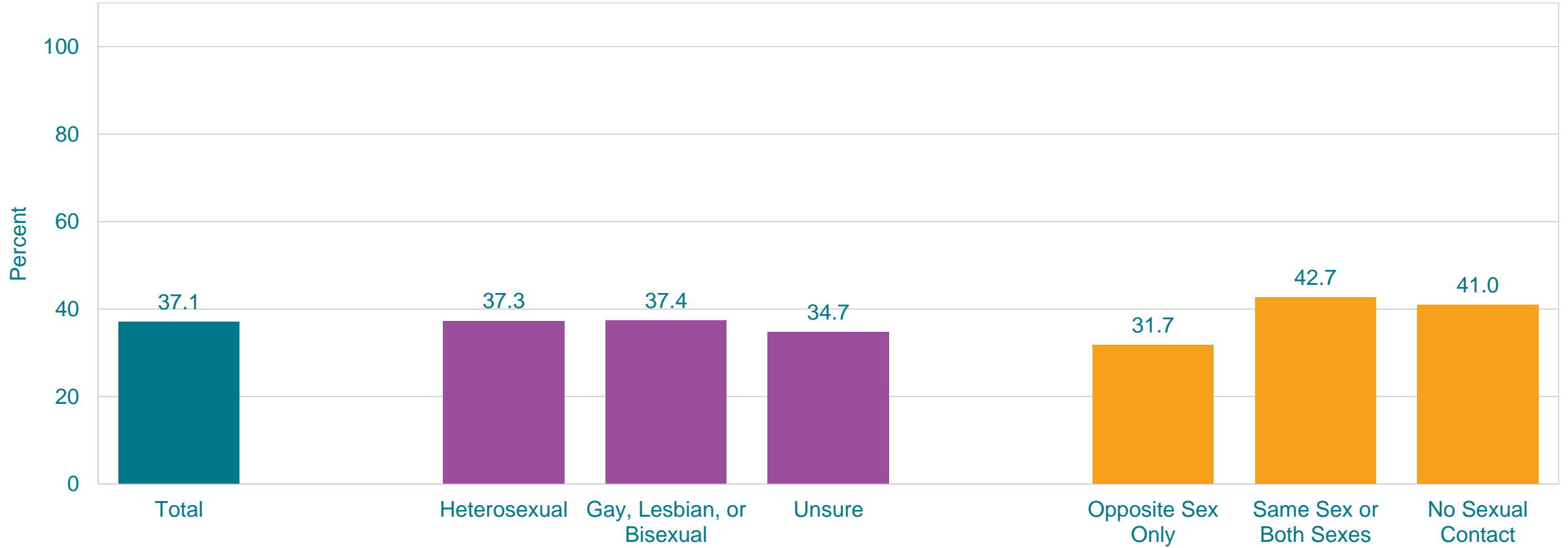
†F > M; A > H, A > W, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

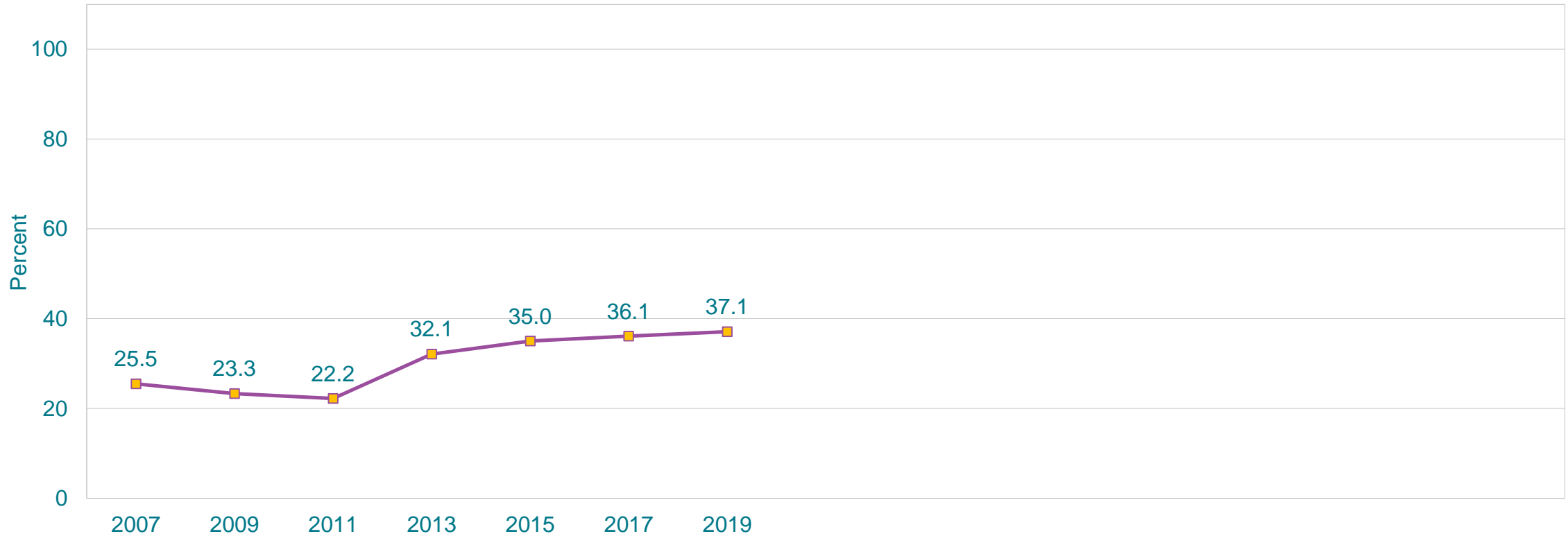
This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,\* 2007-2019†



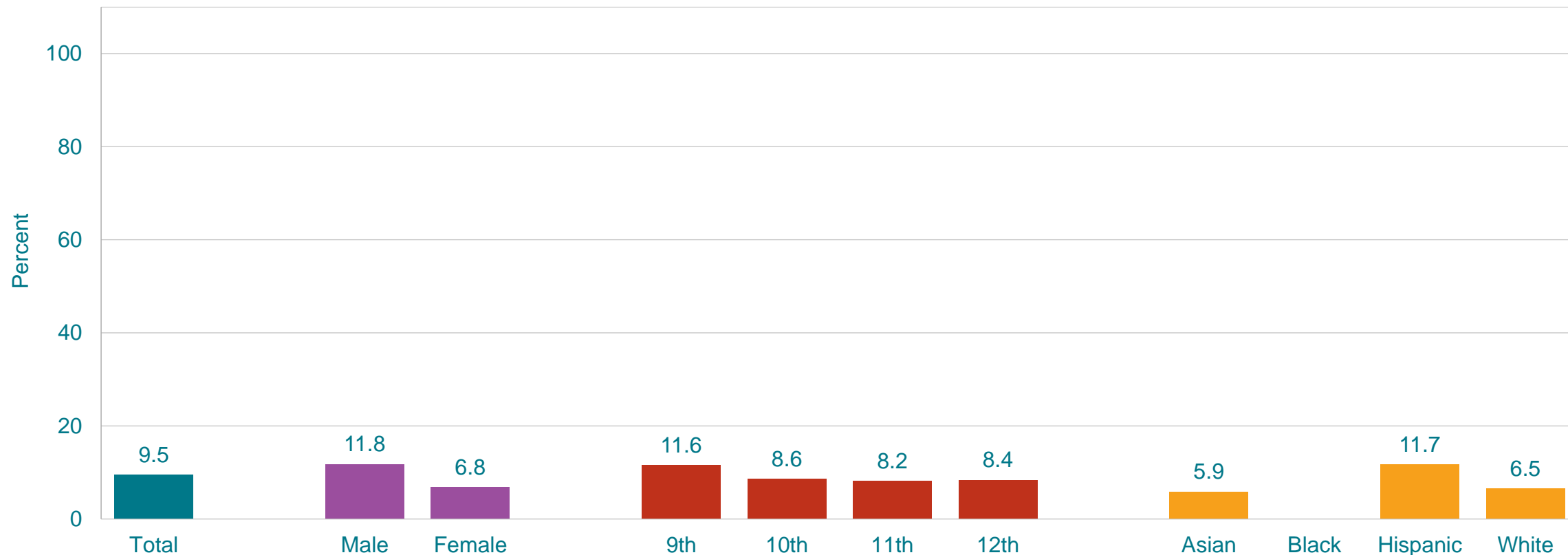
\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Increased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.



# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,\* by Sex,† Grade, and Race/Ethnicity,† 2019



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

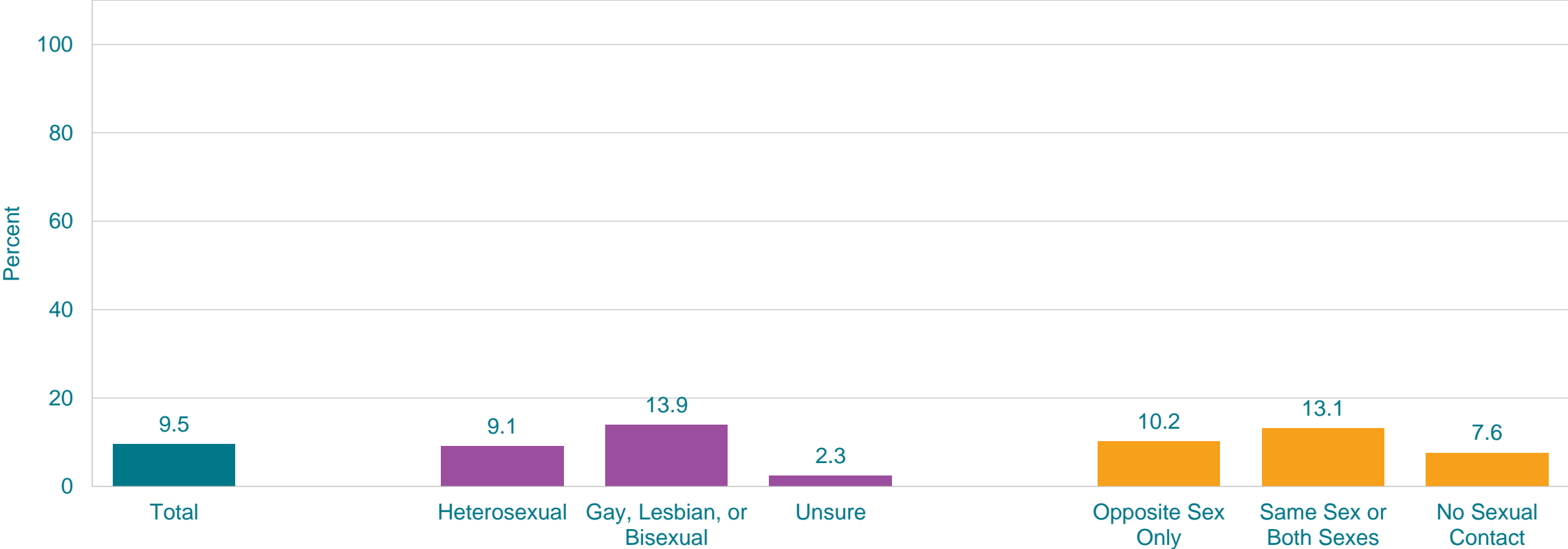
†M > F; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

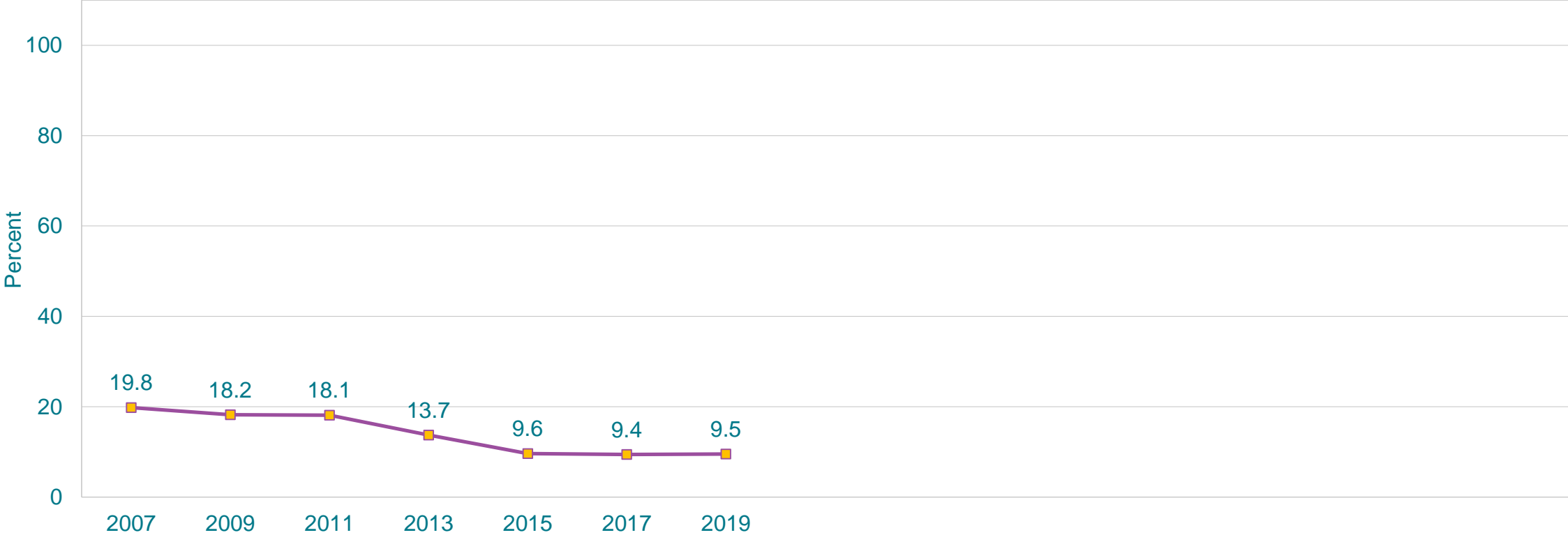
This graph contains weighted results.

# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey  
 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,\* 2007-2019†

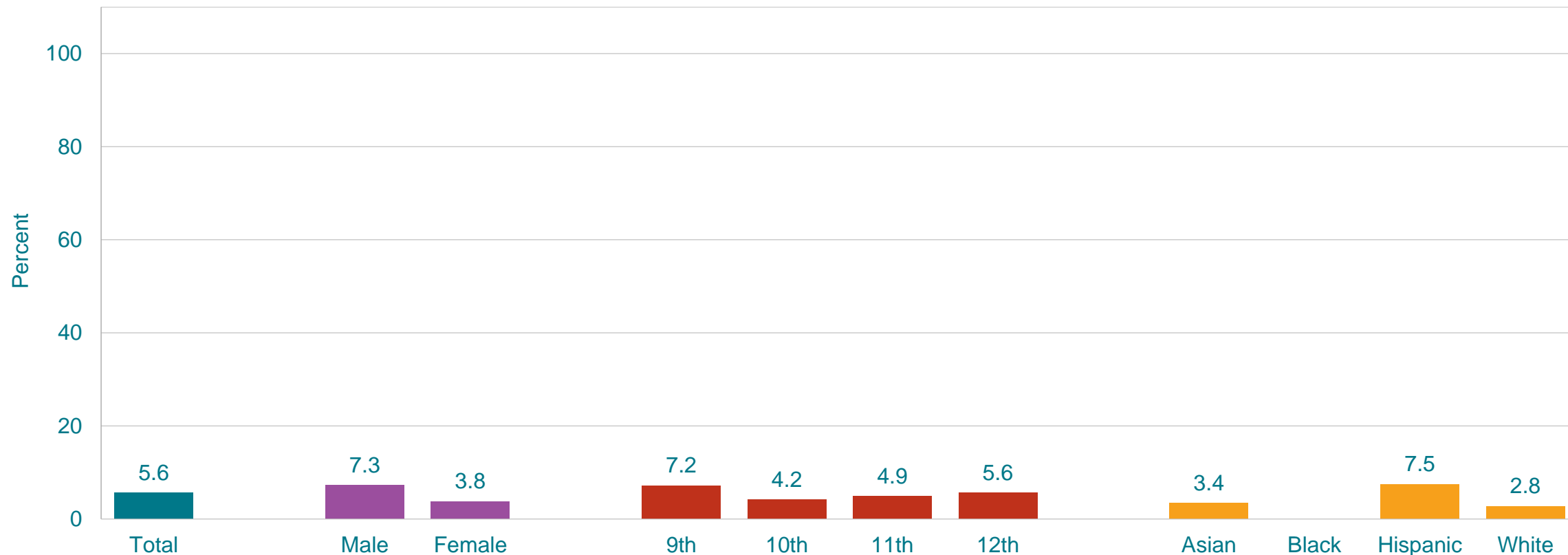


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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,† 2019



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

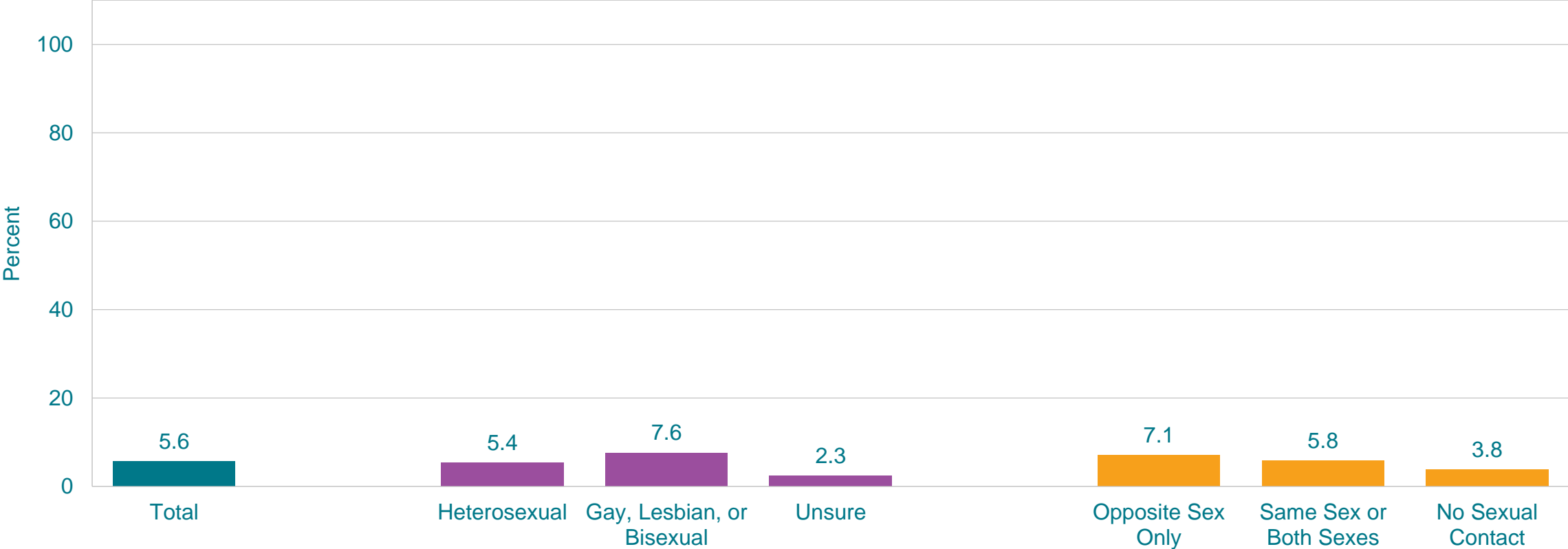
†M > F; 9th > 10th; H > A, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

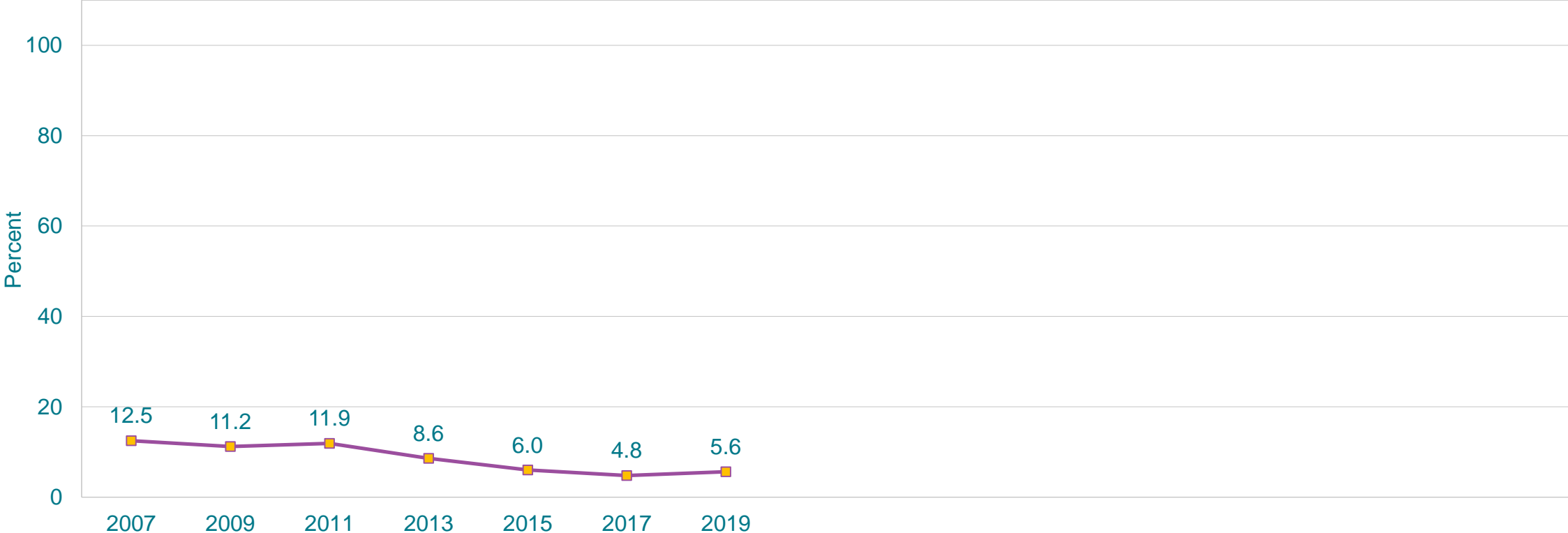
This graph contains weighted results.

# Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey  
 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,\* 2007-2019†

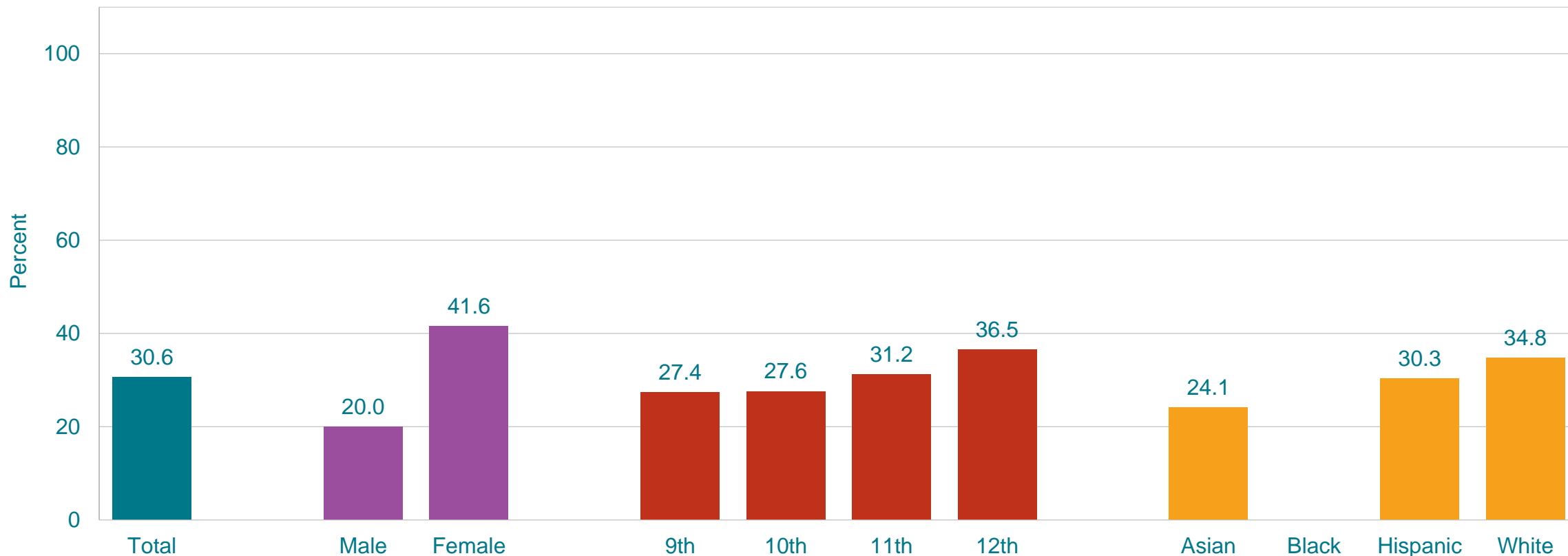


\*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

## Percentage of High School Students Who Did Not Drink Milk,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*During the 7 days before the survey

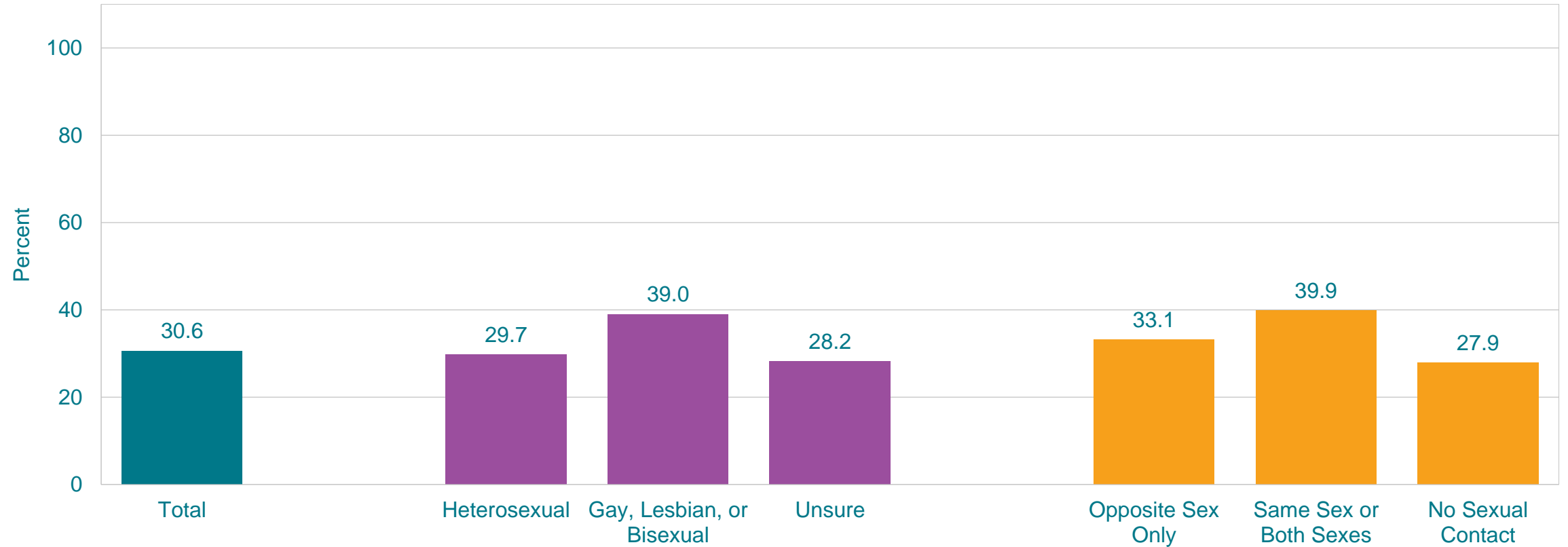
†F > M; 12th > 9th, 12th > 10th; W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

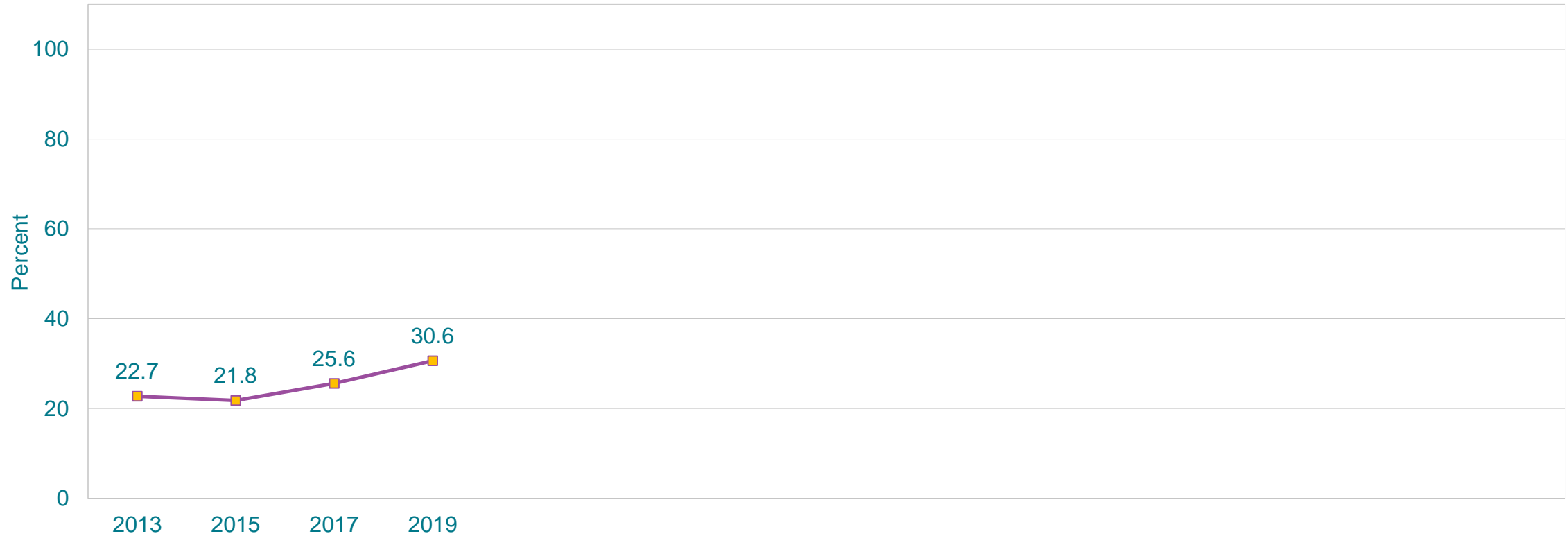
# Percentage of High School Students Who Did Not Drink Milk,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 7 days before the survey  
This graph contains weighted results.



# Percentage of High School Students Who Did Not Drink Milk,\* 2013-2019†

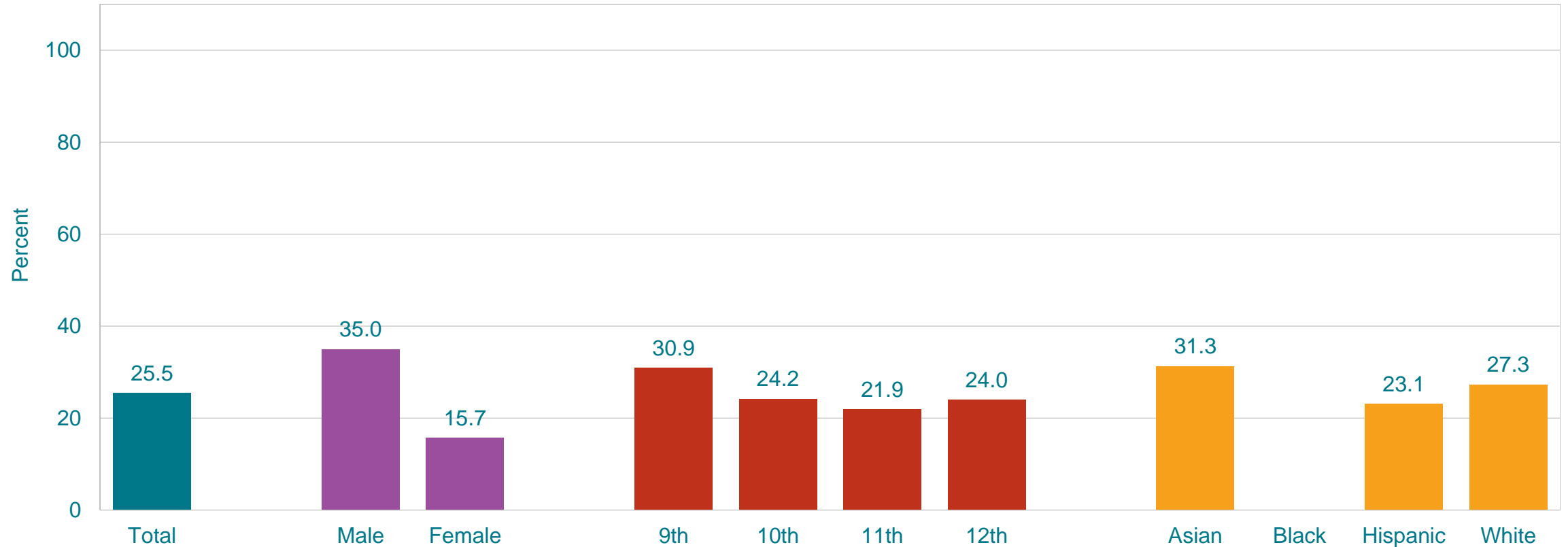


\*During the 7 days before the survey

†Increased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

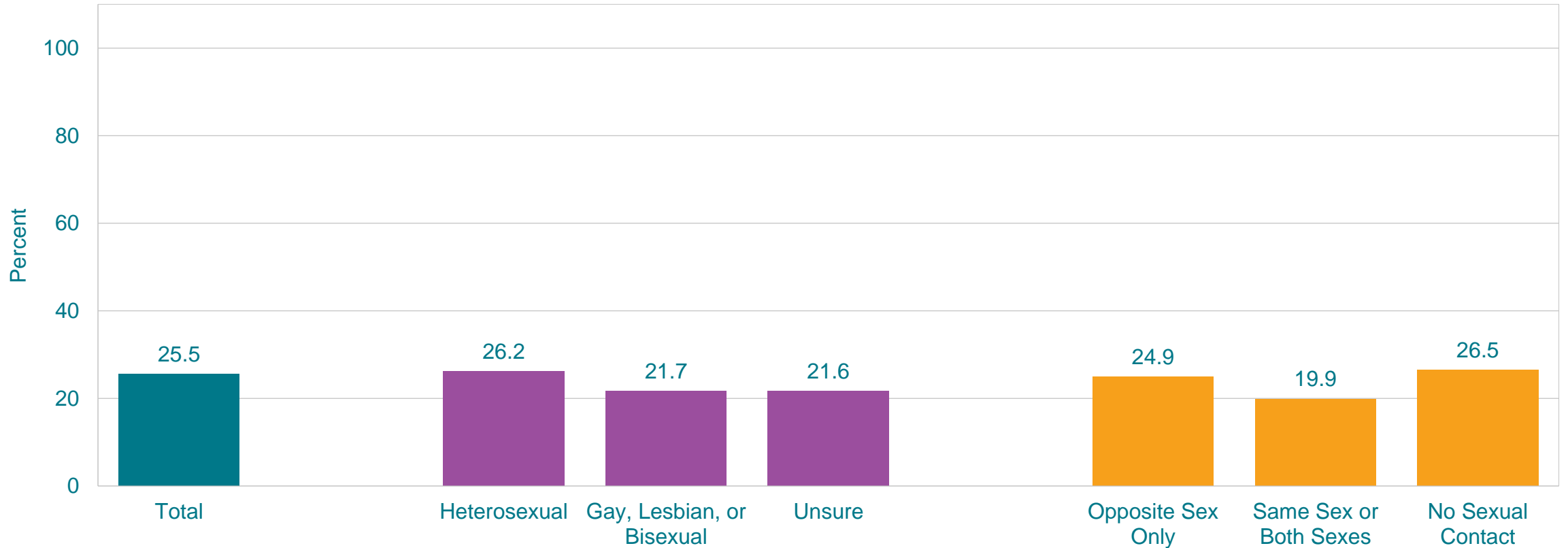
<sup>†</sup>M > F; 9th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

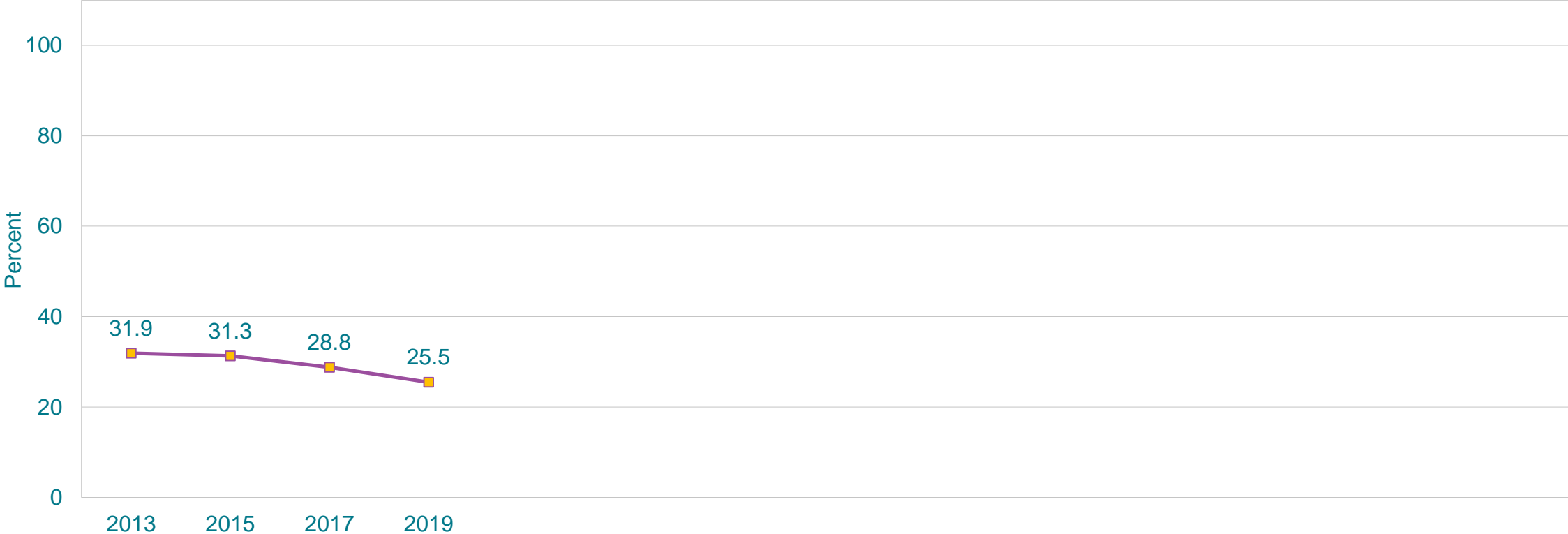
# Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

This graph contains weighted results.

# Percentage of High School Students Who Drank One or More Glasses Per Day of Milk,\* 2013-2019†

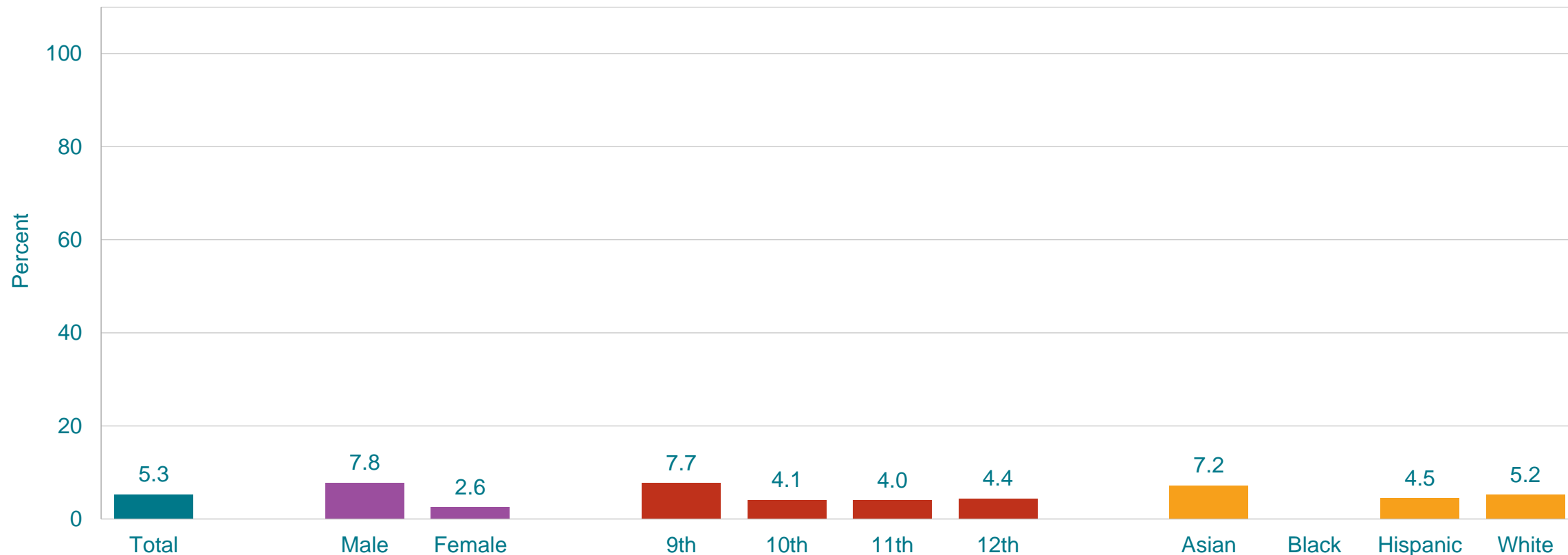


\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,\* by Sex,† Grade,‡ and Race/Ethnicity, 2019



\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

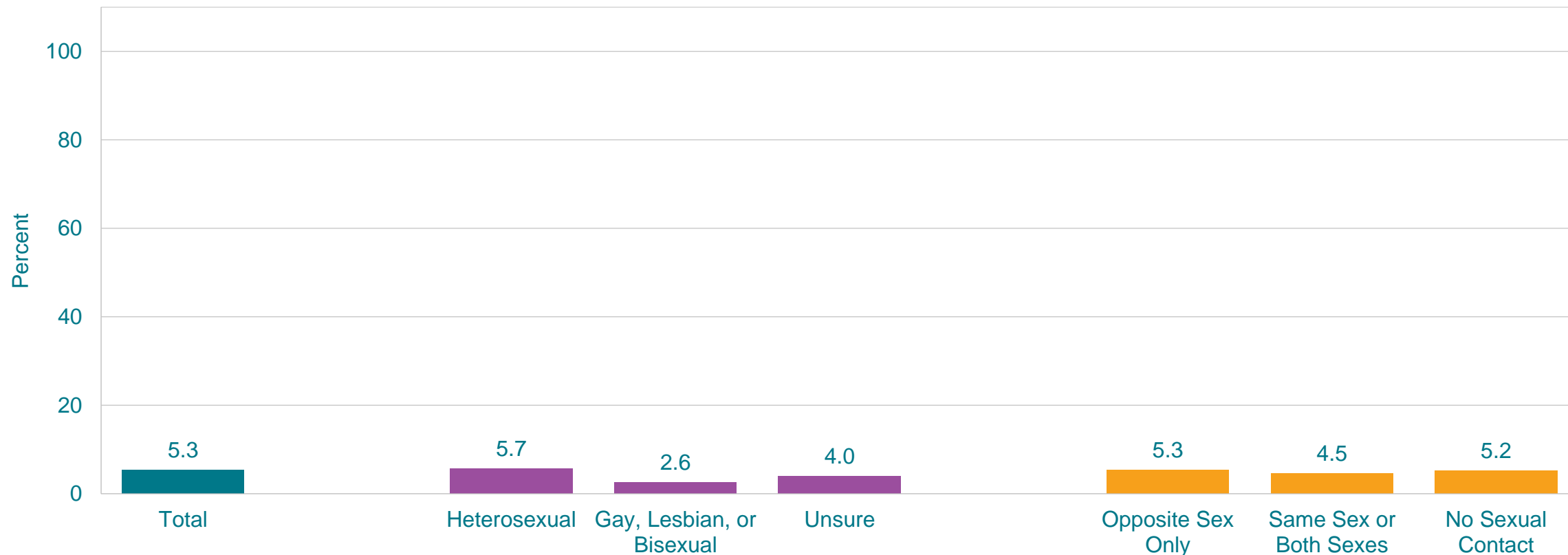
†M > F; 9th > 10th, 9th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

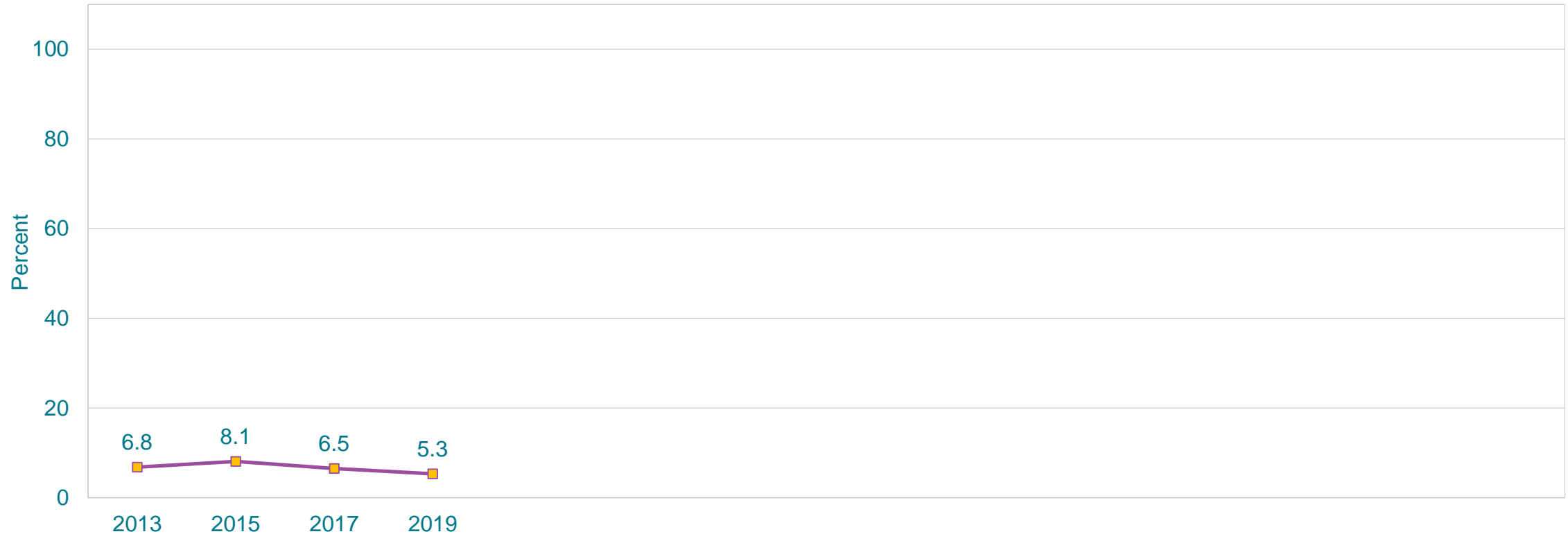
## Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

This graph contains weighted results.

# Percentage of High School Students Who Drank Three or More Glasses Per Day of Milk,\* 2013-2019†

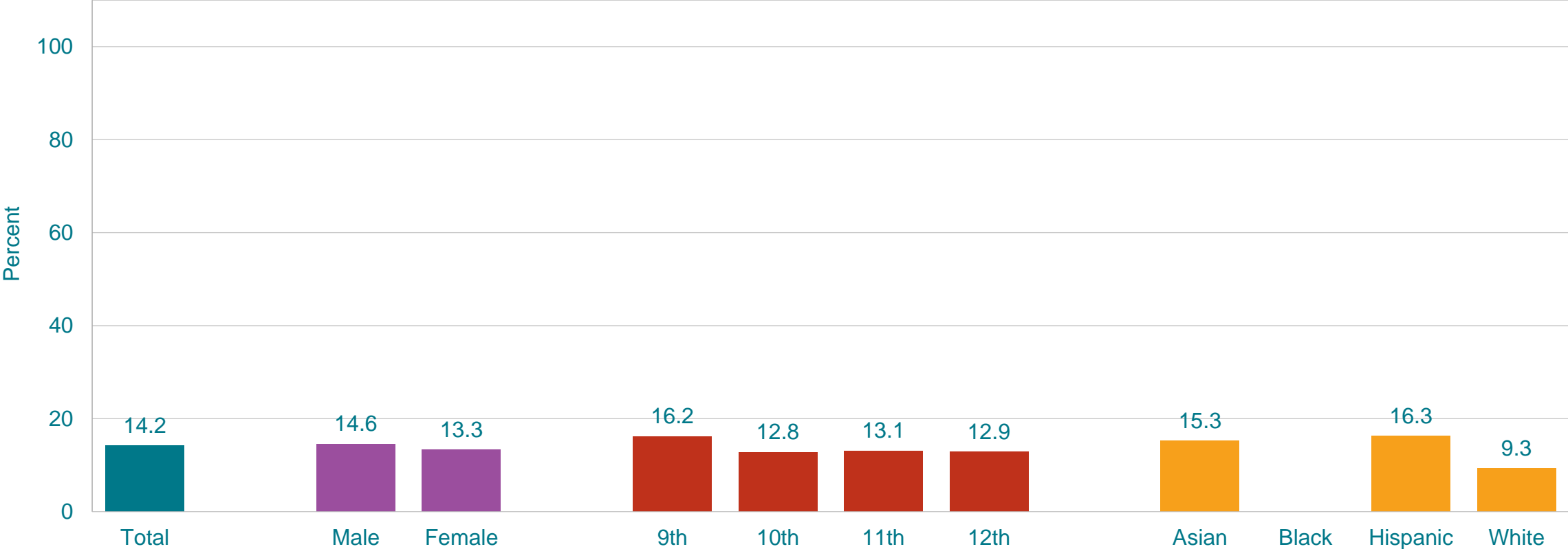


\*Counting the milk they drank in a glass or cup, from a carton, or with cereal and counting the half pint of milk served at school as equal to one glass, during the 7 days before the survey

†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Breakfast,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*During the 7 days before the survey

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

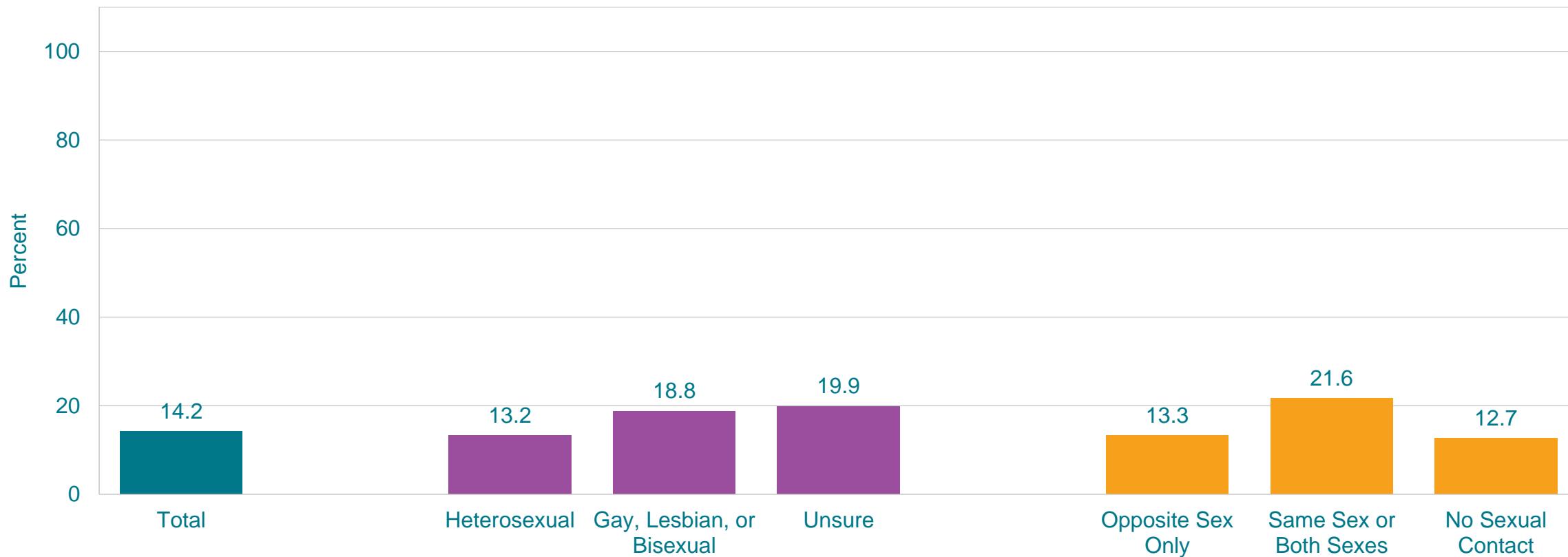
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

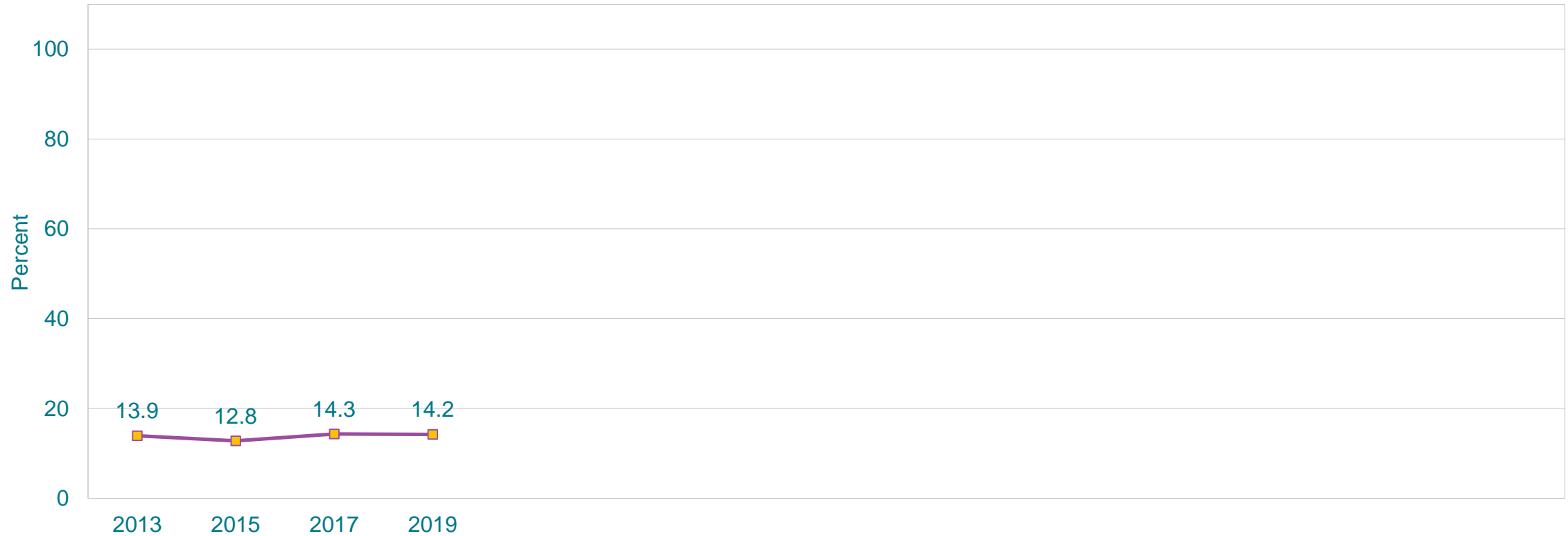


# Percentage of High School Students Who Did Not Eat Breakfast,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Did Not Eat Breakfast,\* 2013-2019†

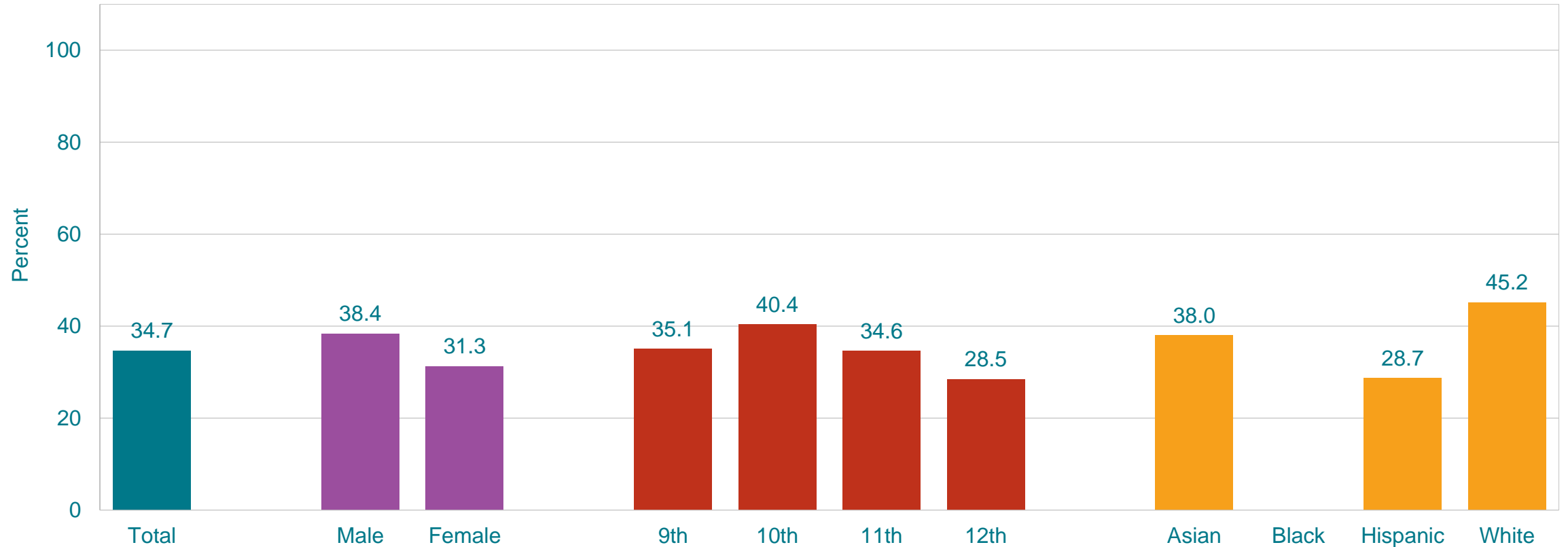


\*During the 7 days before the survey

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Ate Breakfast on All 7 Days,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*During the 7 days before the survey

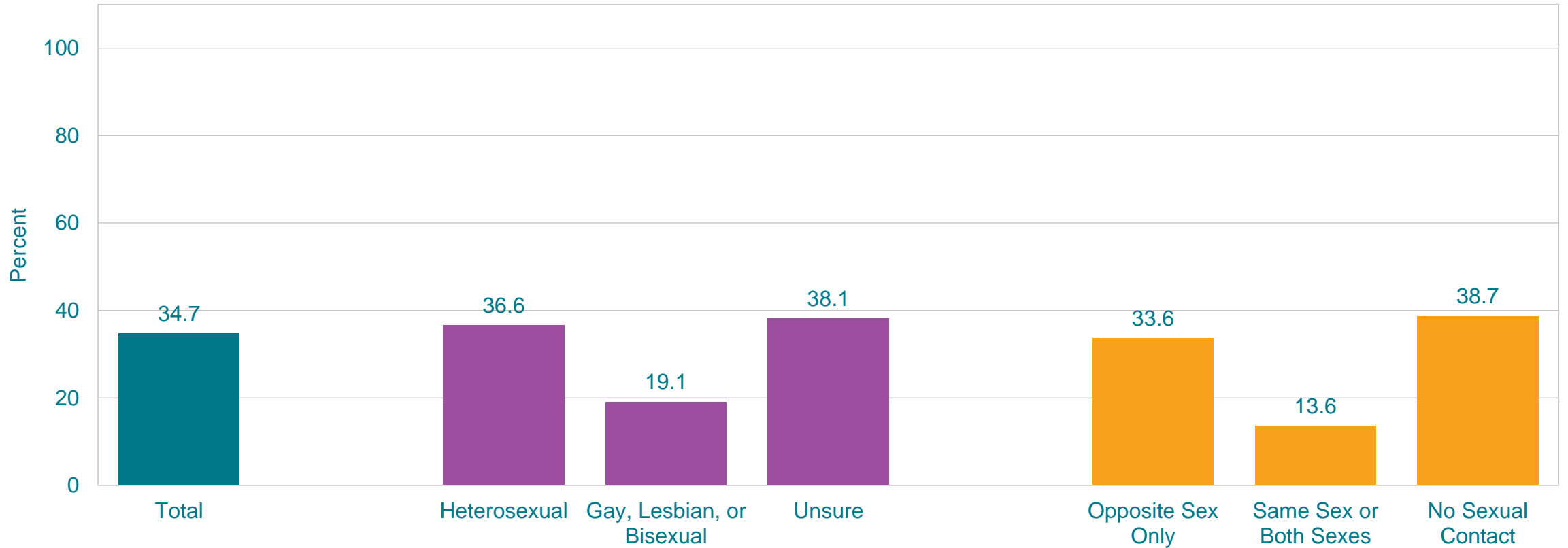
†M > F; 10th > 12th; W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

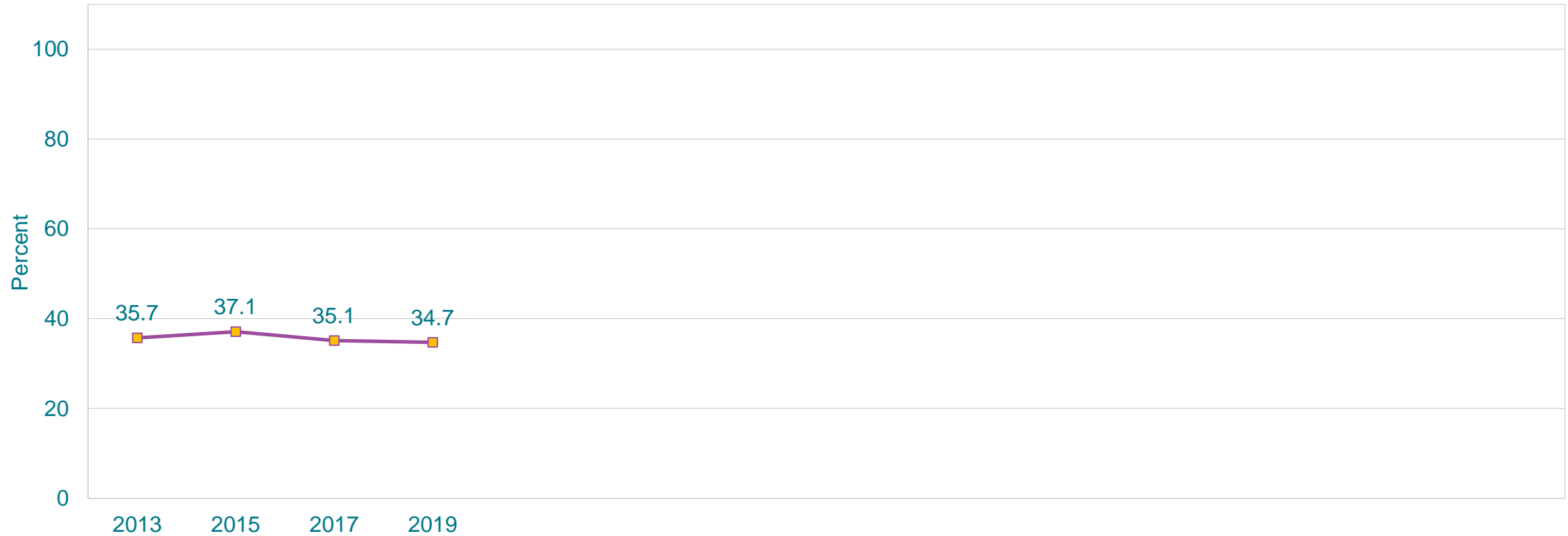
This graph contains weighted results.

# Percentage of High School Students Who Ate Breakfast on All 7 Days,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Ate Breakfast on All 7 Days,\* 2013-2019†

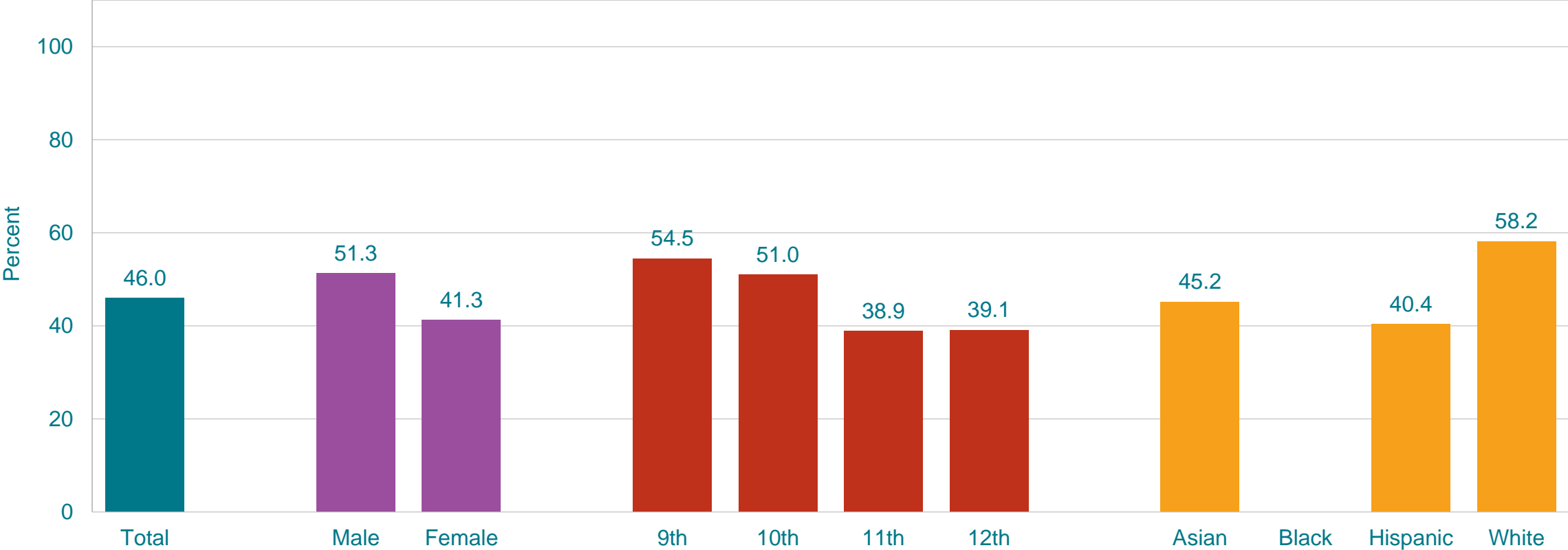


\*During the 7 days before the survey

†No change 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

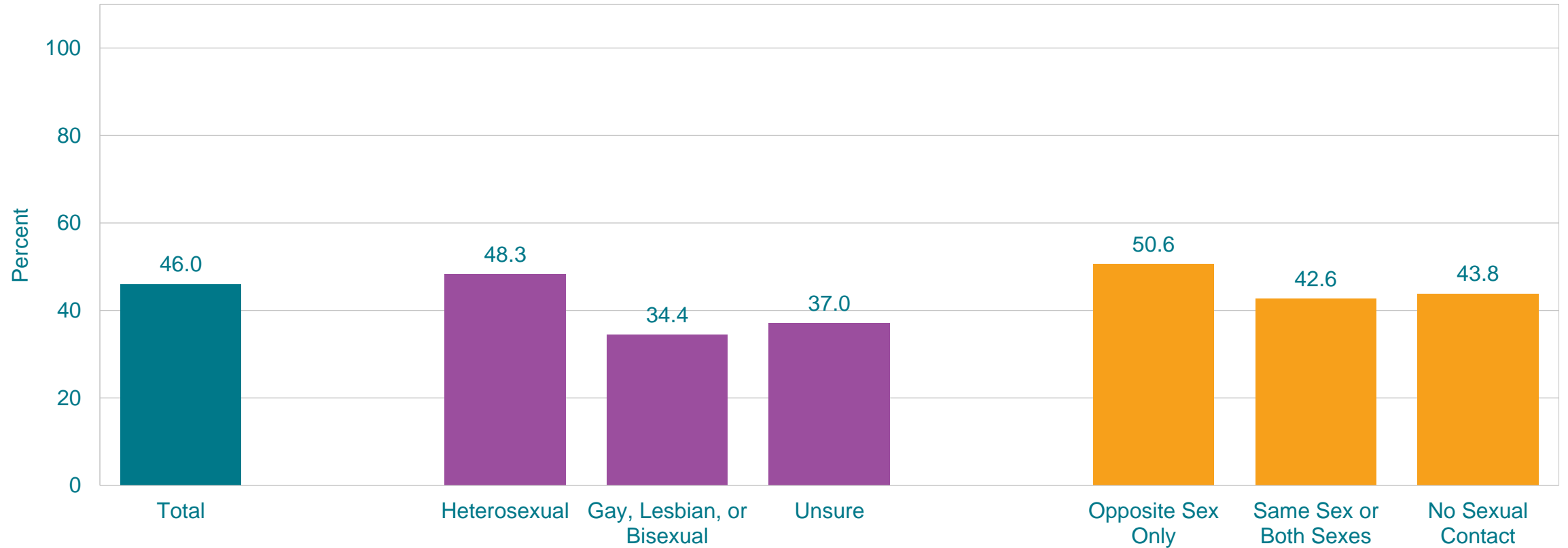
†M > F; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th; W > A, W > H (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

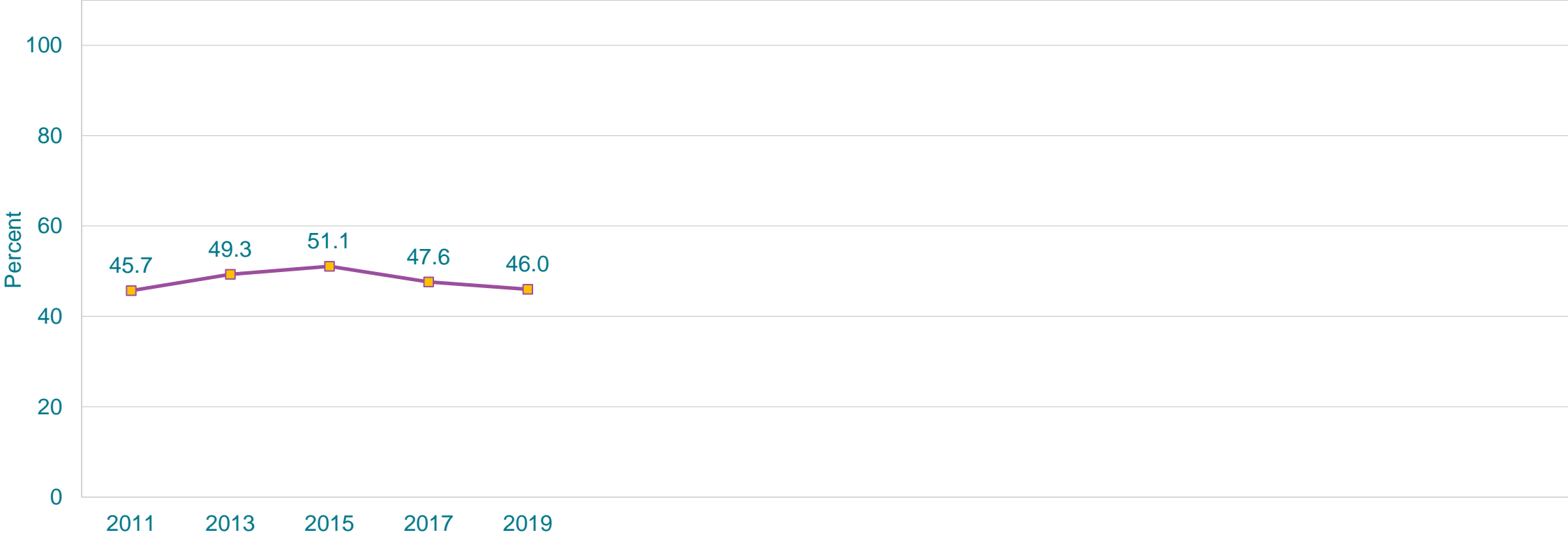
This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,\* 2011-2019†



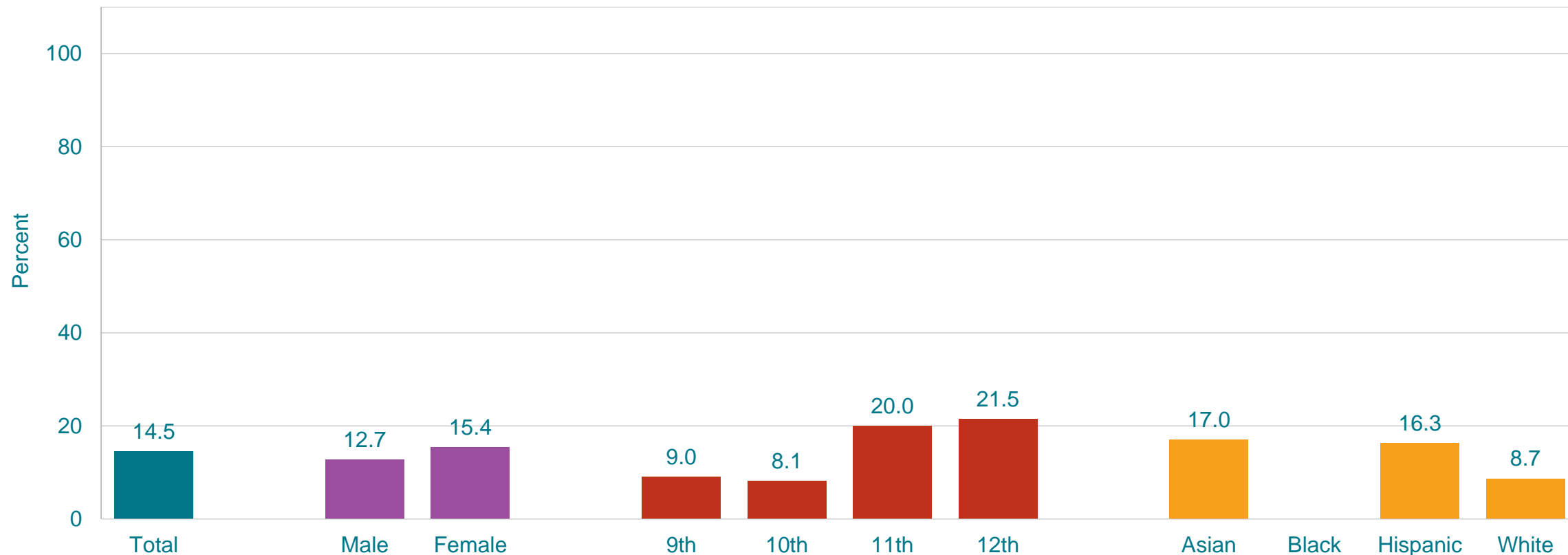
\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

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,† 2019



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

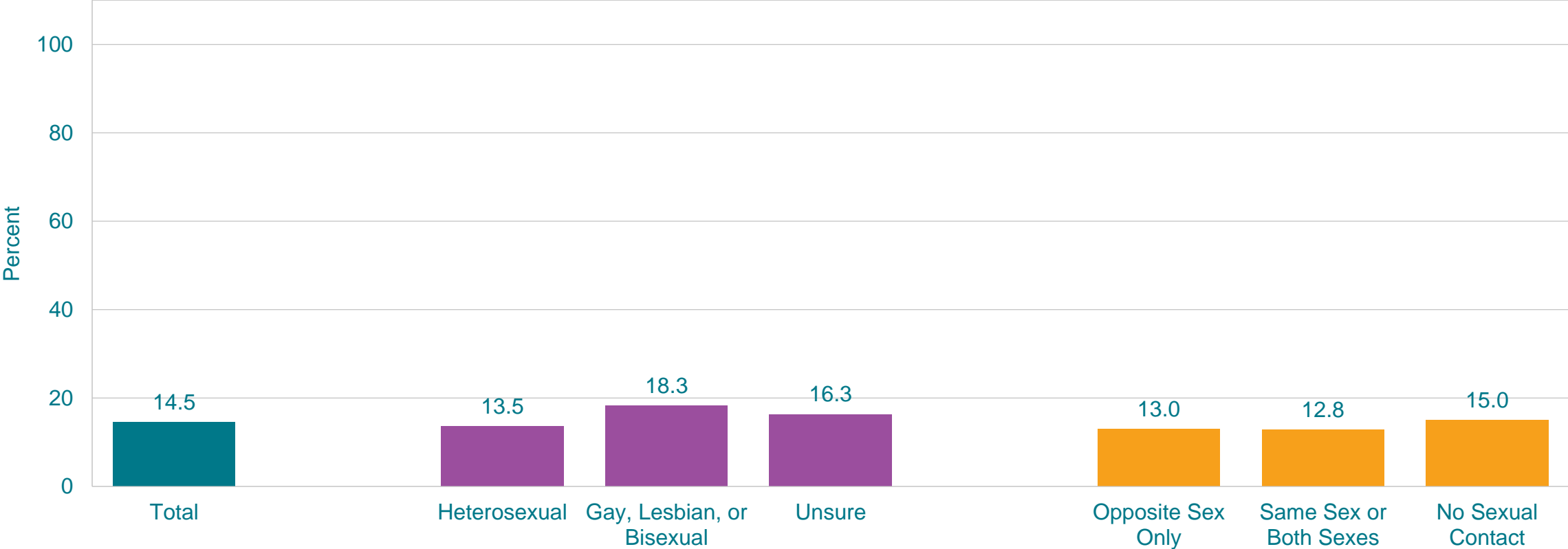
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; A > W, H > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

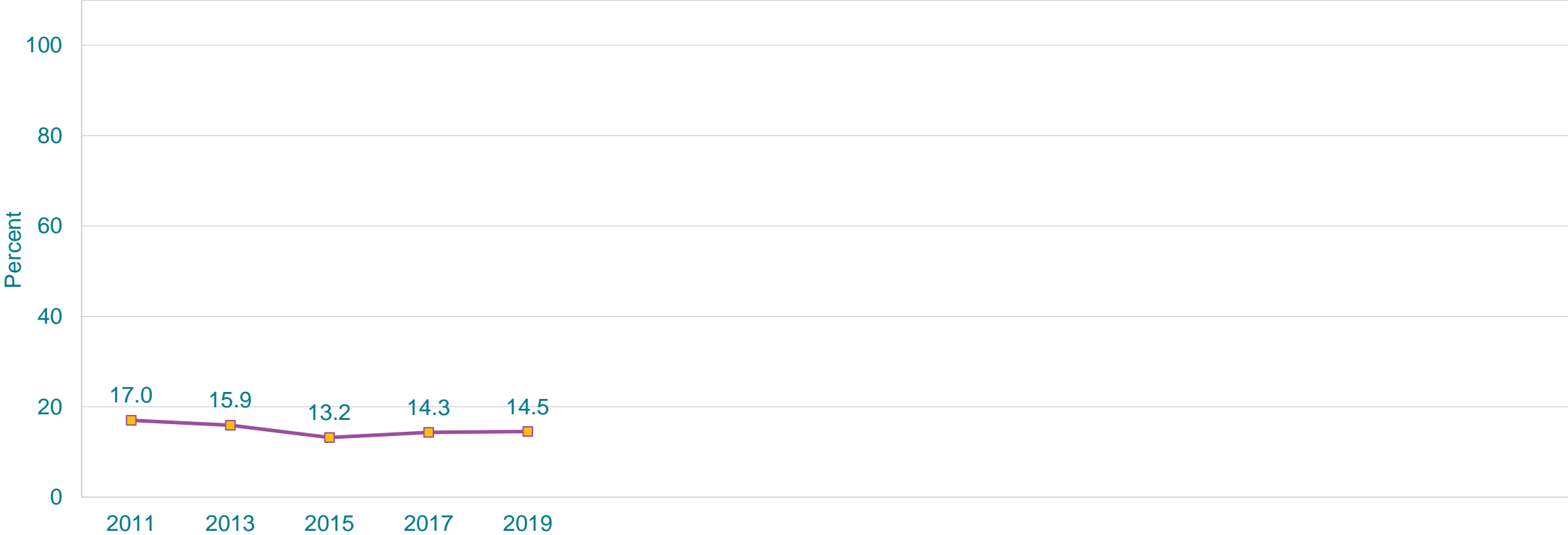
This graph contains weighted results.

# Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



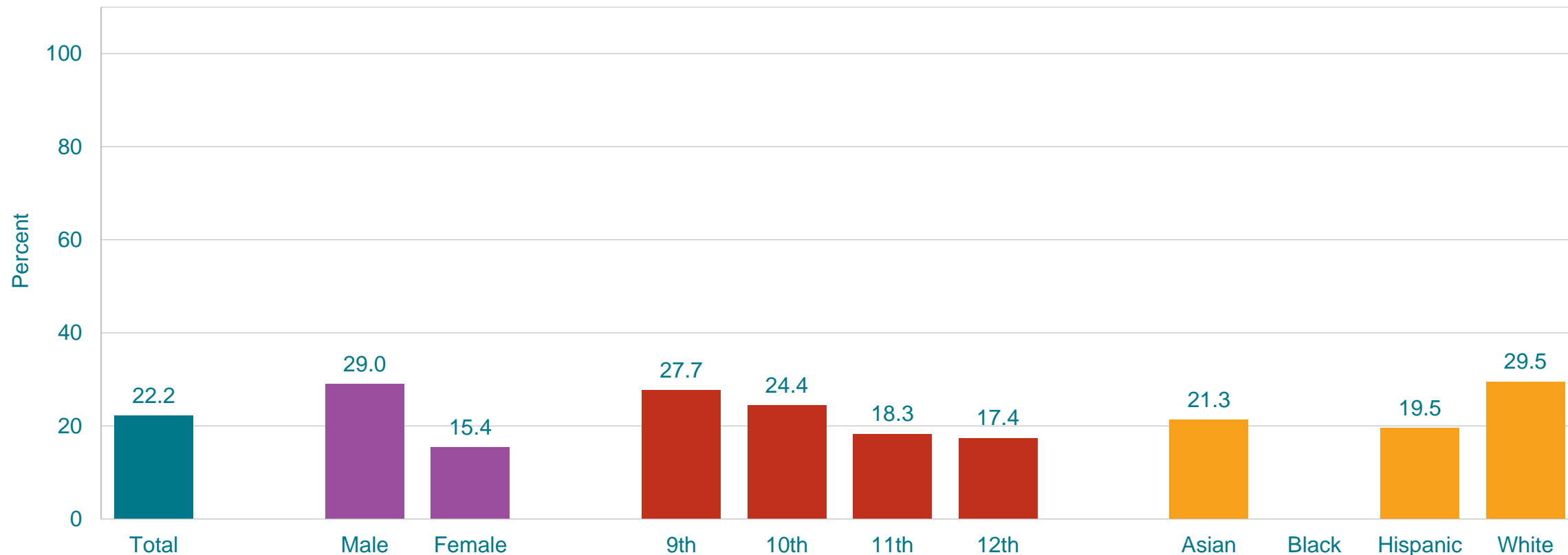
\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey  
 This graph contains weighted results.

# Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,\* 2011-2019†



\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey  
†Decreased 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]  
This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



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

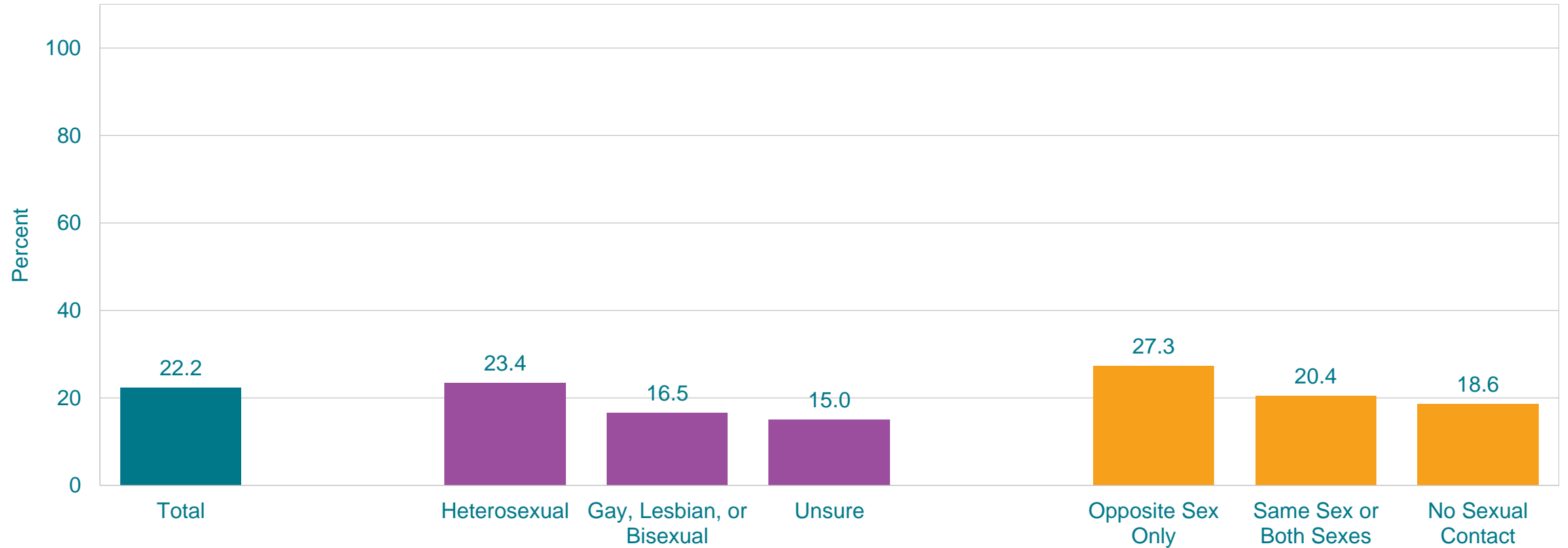
†M > F; 9th > 11th, 9th > 12th; W > H (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

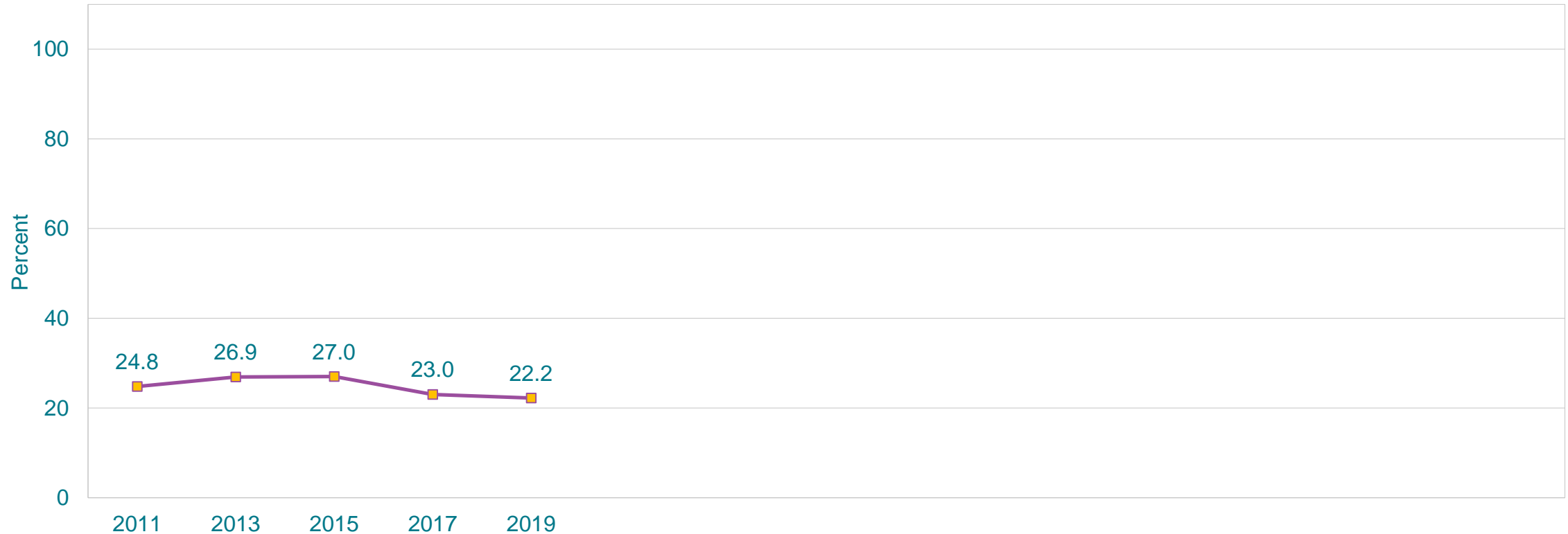
This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,\* 2011-2019†

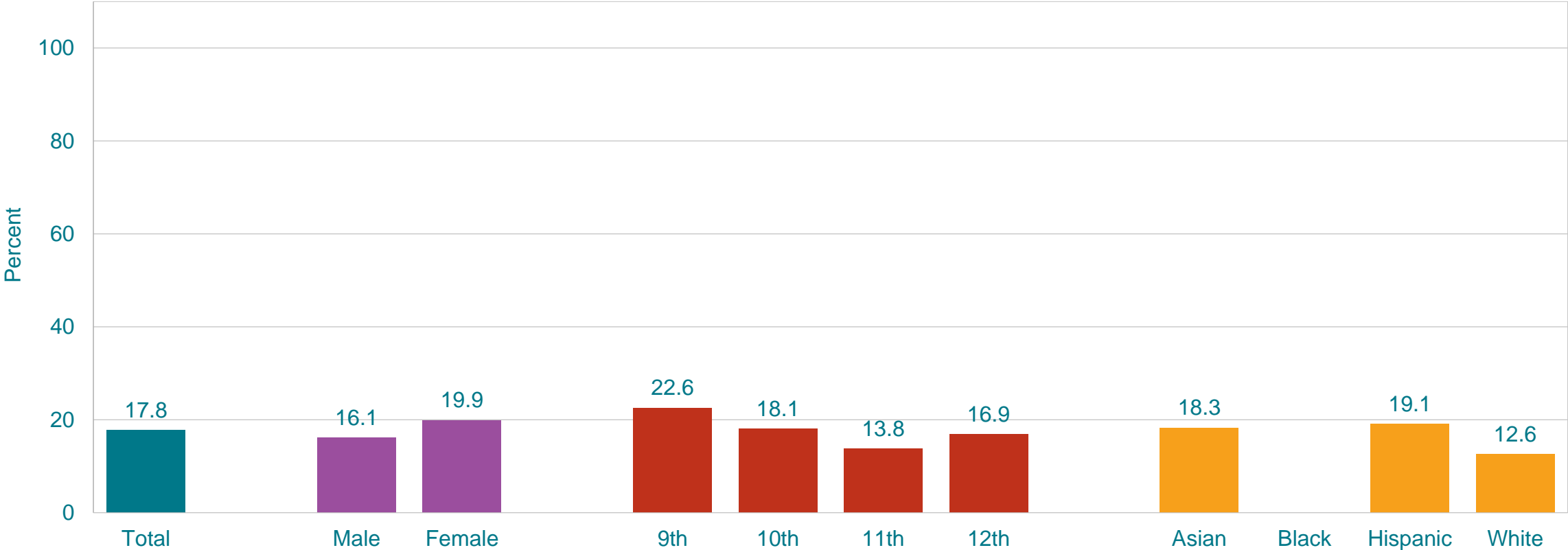


\*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

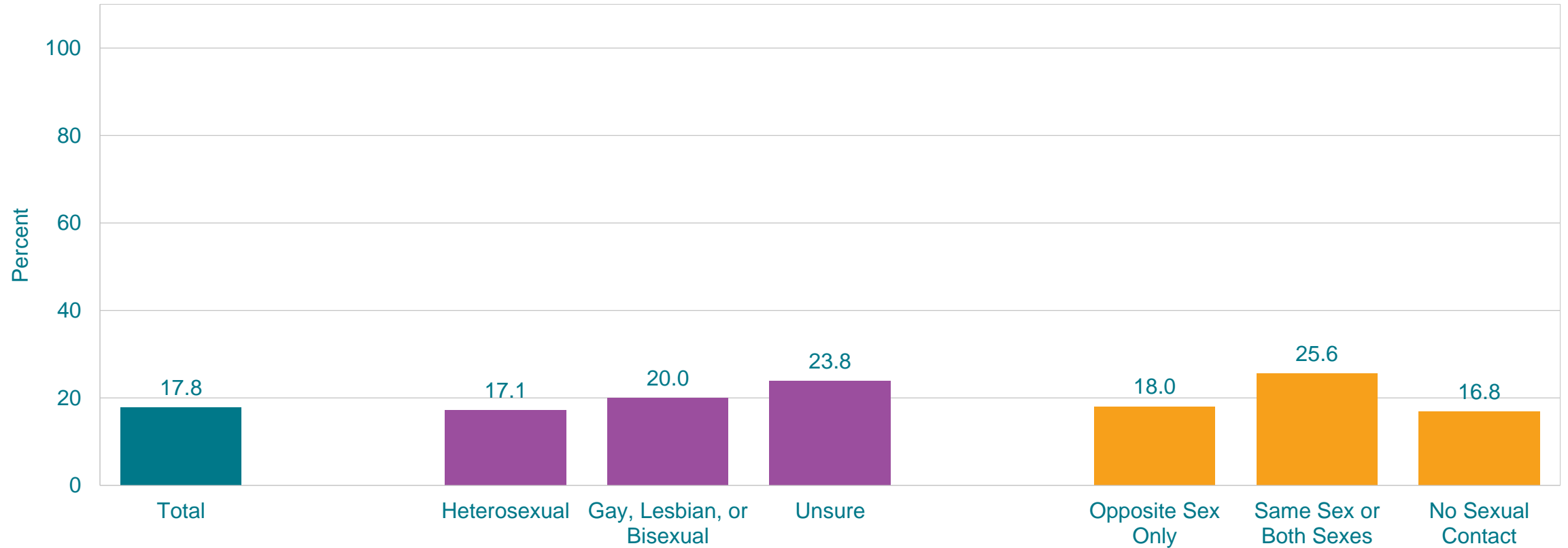
This graph contains weighted results.

# Percentage of High School Students Who Watched Television 3 or More Hours Per Day,\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*On an average school day  
 †9th > 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 the subgroup.  
 This graph contains weighted results.

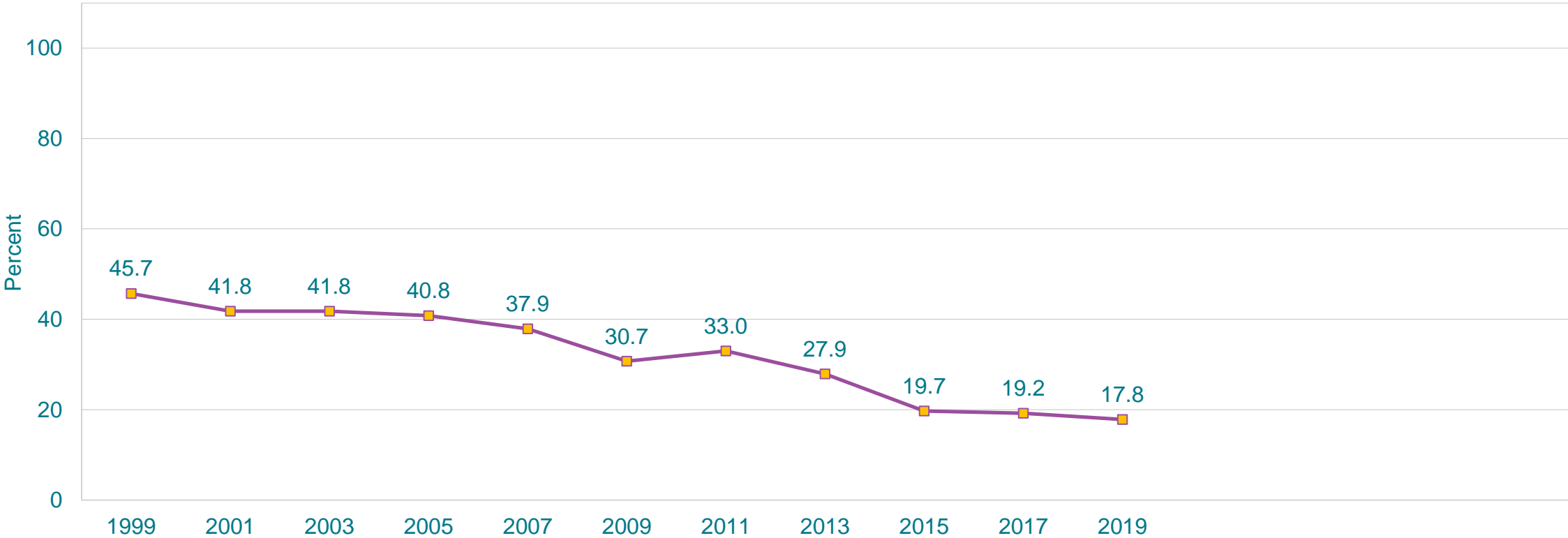
# Percentage of High School Students Who Watched Television 3 or More Hours Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On an average school day  
This graph contains weighted results.



# Percentage of High School Students Who Watched Television 3 or More Hours Per Day,\* 1999-2019†

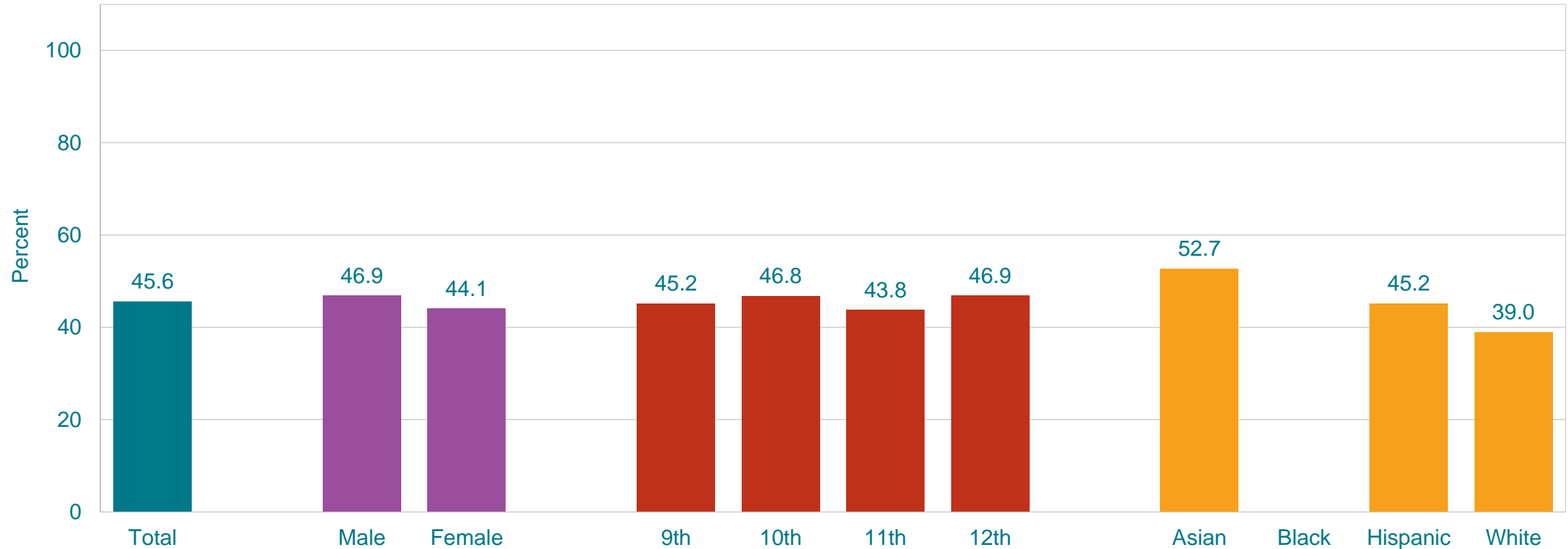


\*On an average school day

†Decreased 1999-2019, decreased 1999-2007, decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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,† 2019



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

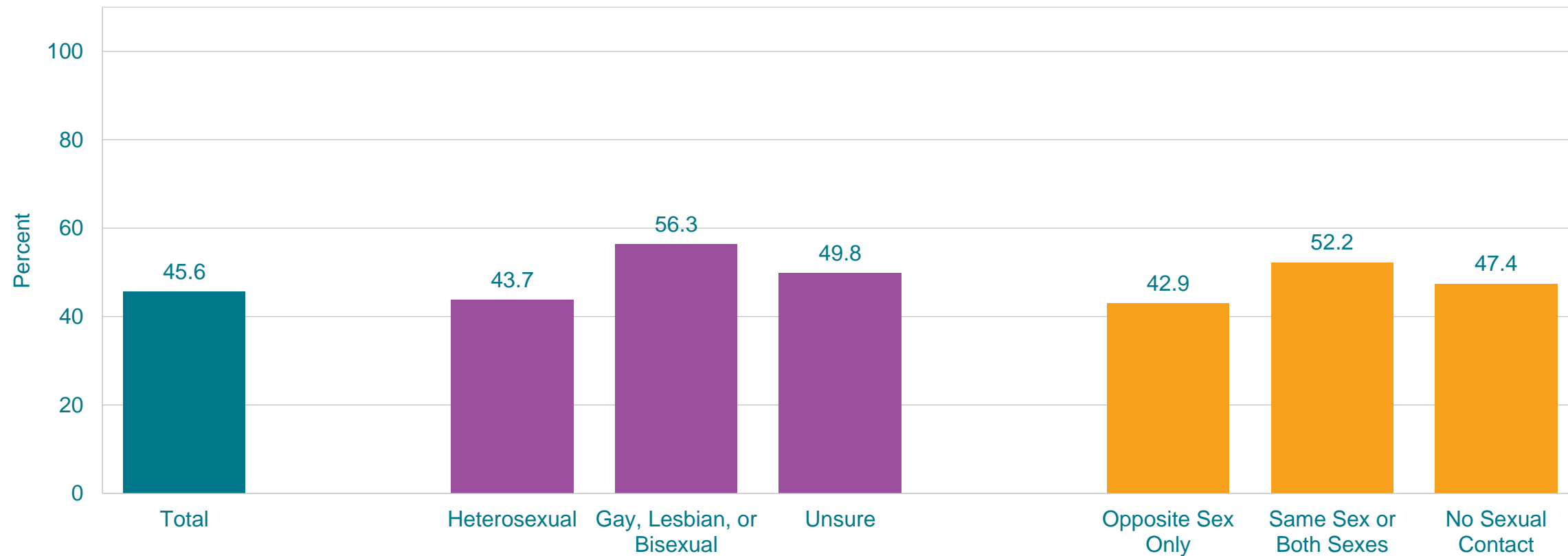
†A > W (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

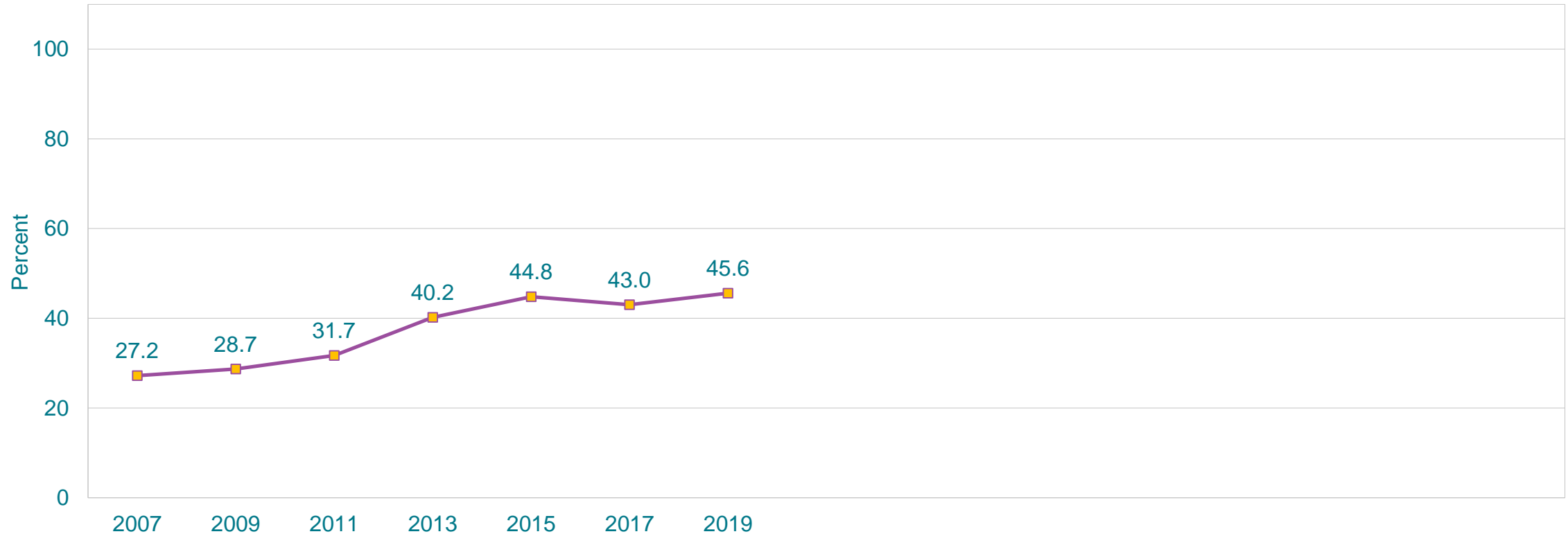
This graph contains weighted results.

# Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,\* by Sexual Identity and Sex of Sexual Contacts, 2019



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

# Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,\* 2007-2019†

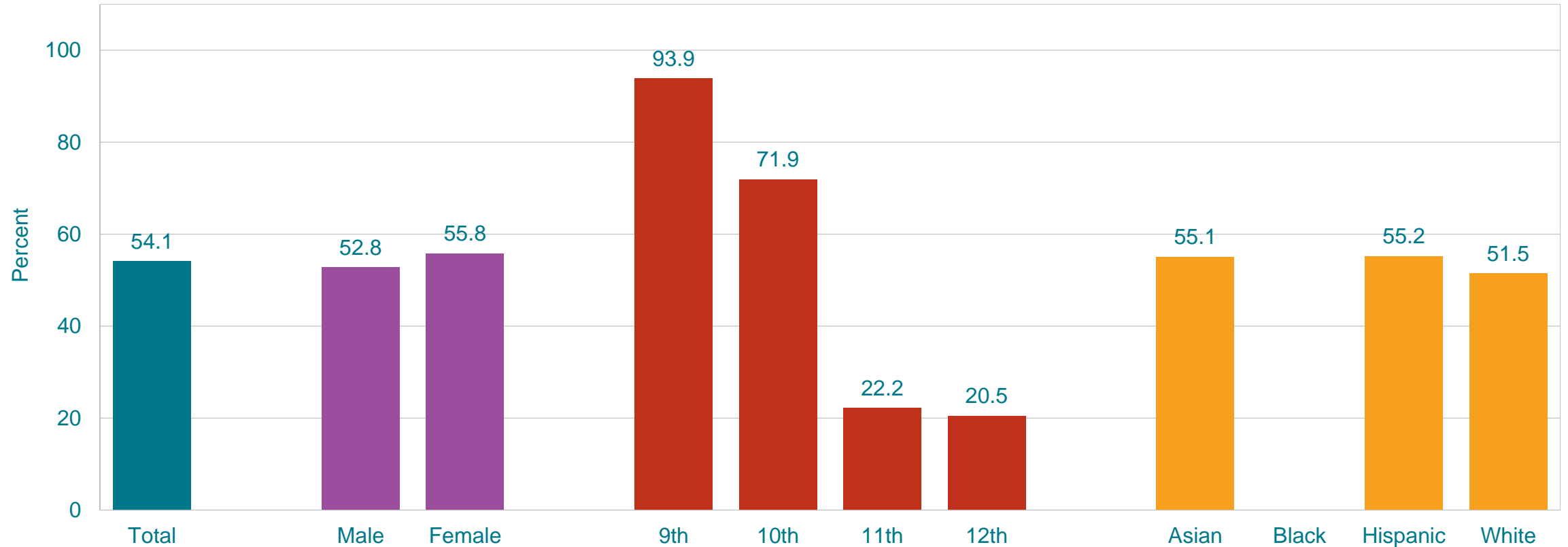


\*Counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day

†Increased 2007-2019, increased 2007-2015, no change 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*In an average week when they were in school

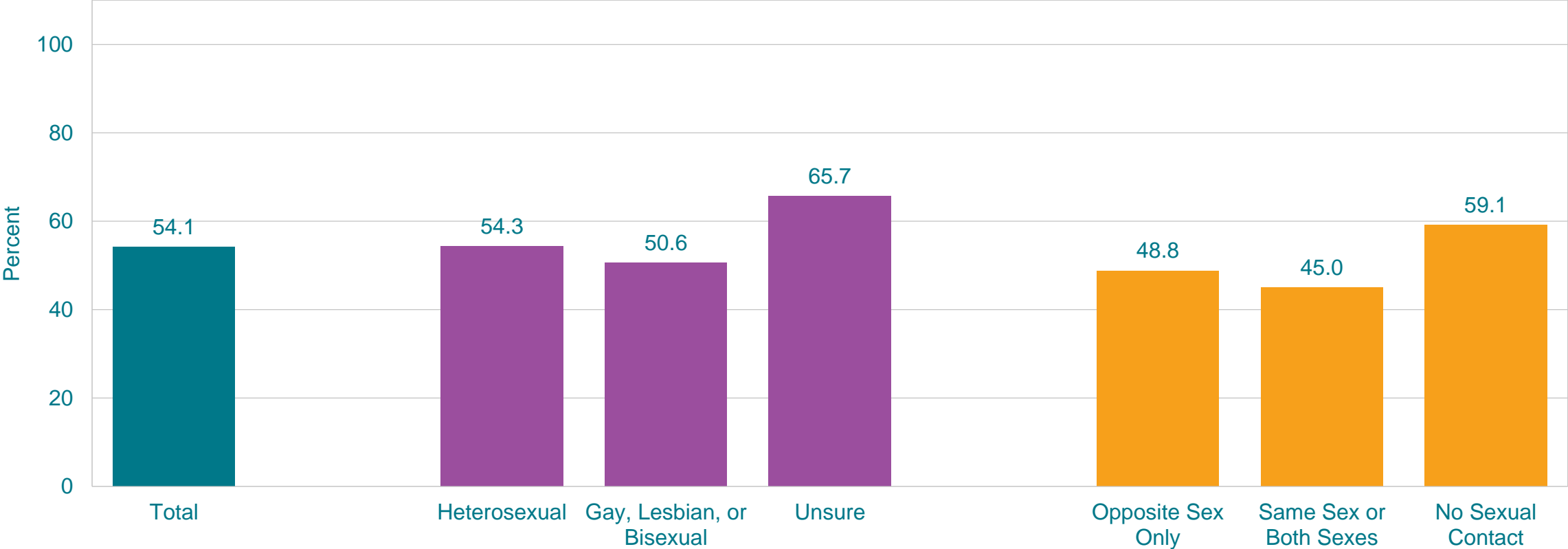
†9th > 10th, 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

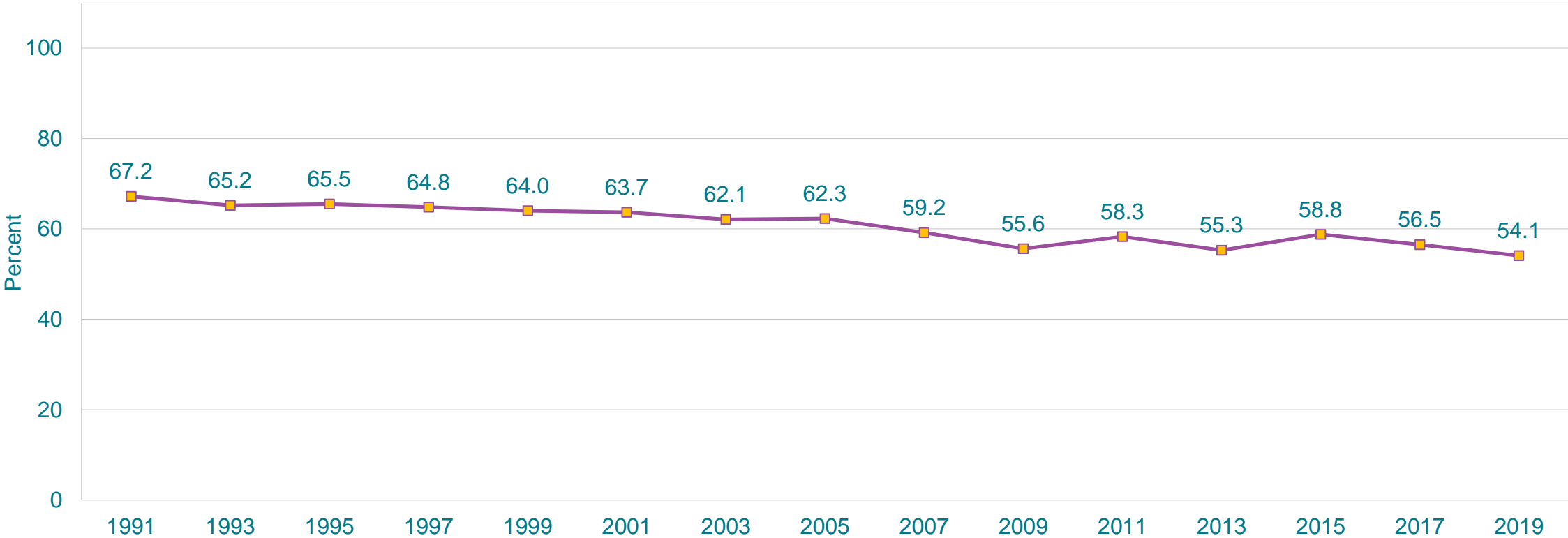
This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*In an average week when they were in school  
This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,\* 1991-2019†

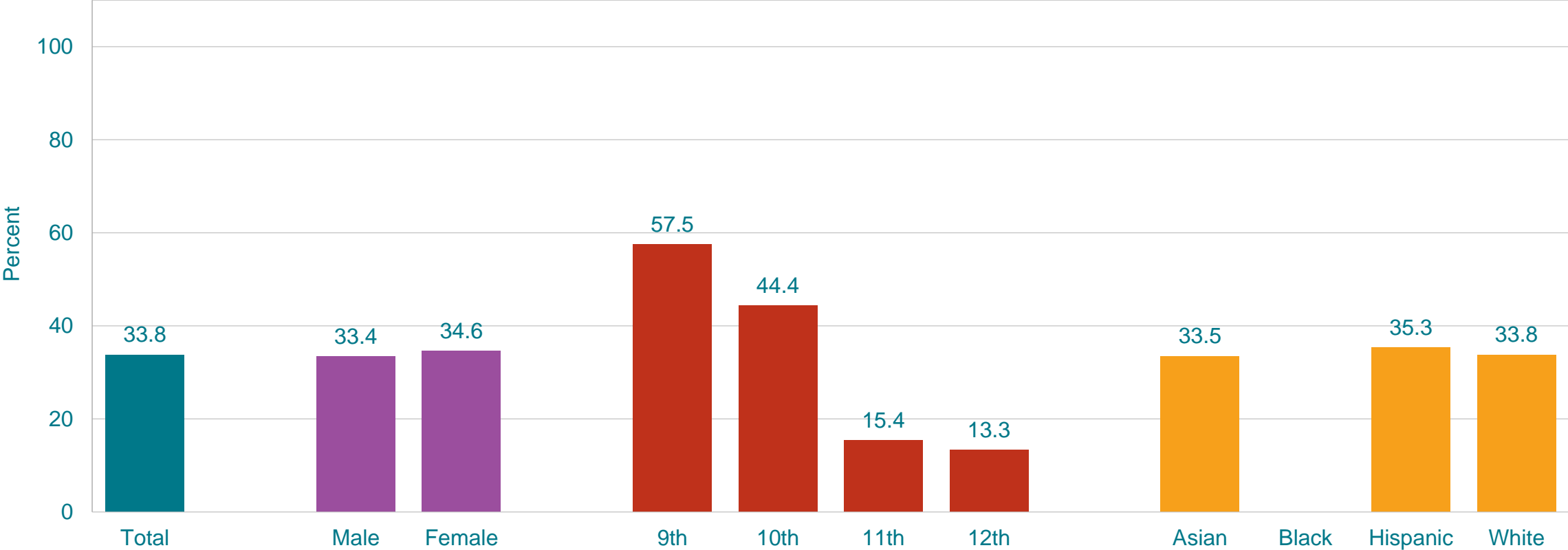


\*In an average week when they were in school

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

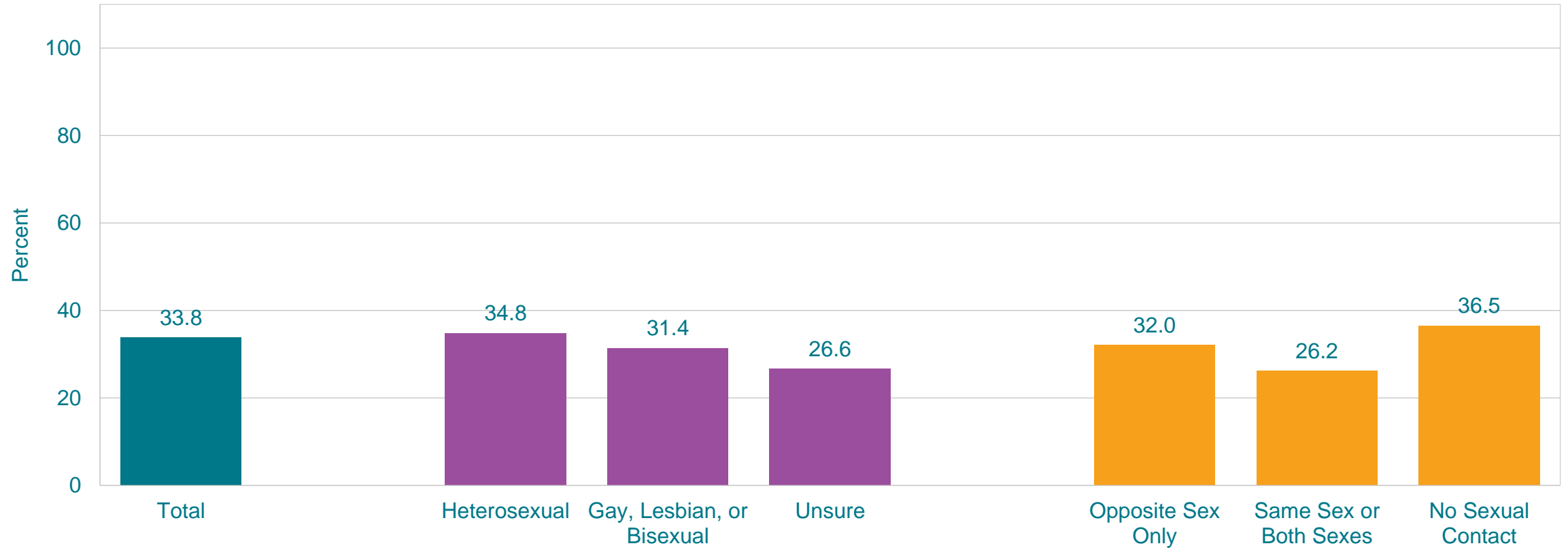
# Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,\* by Sex, Grade,† and Race/Ethnicity, 2019



\*In an average week when they were in school  
 †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 the subgroup.  
 This graph contains weighted results.

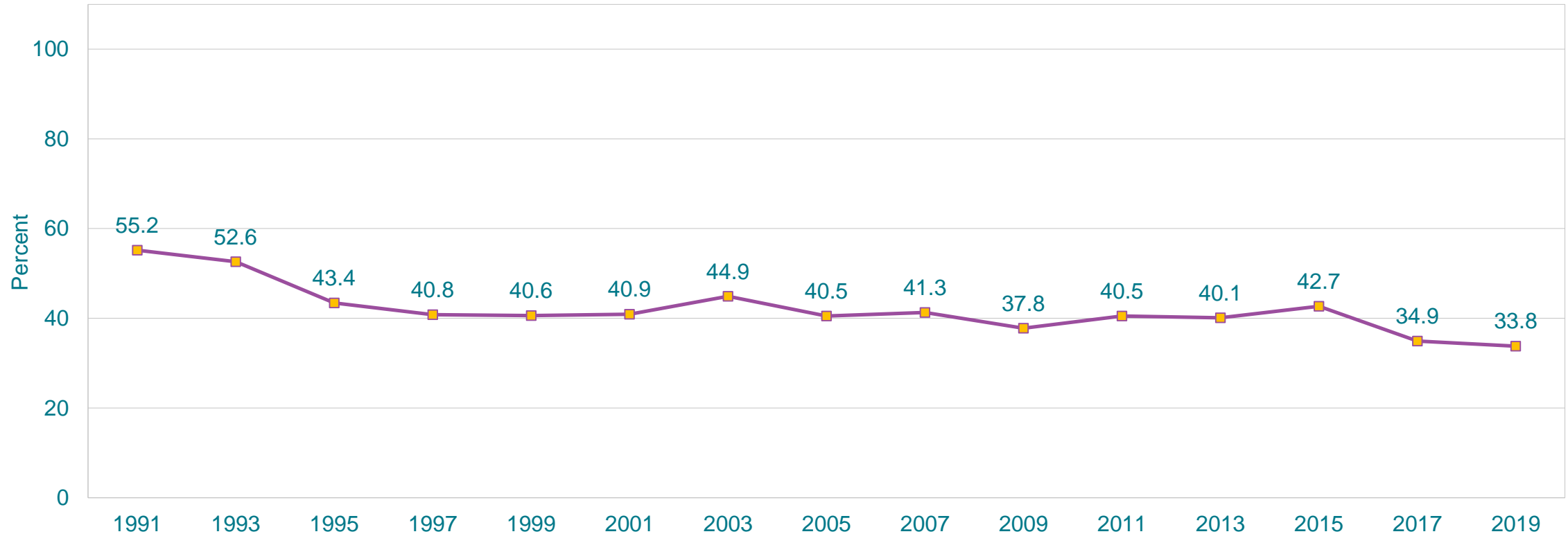


# Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*In an average week when they were in school  
This graph contains weighted results.

# Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,\* 1991-2019†

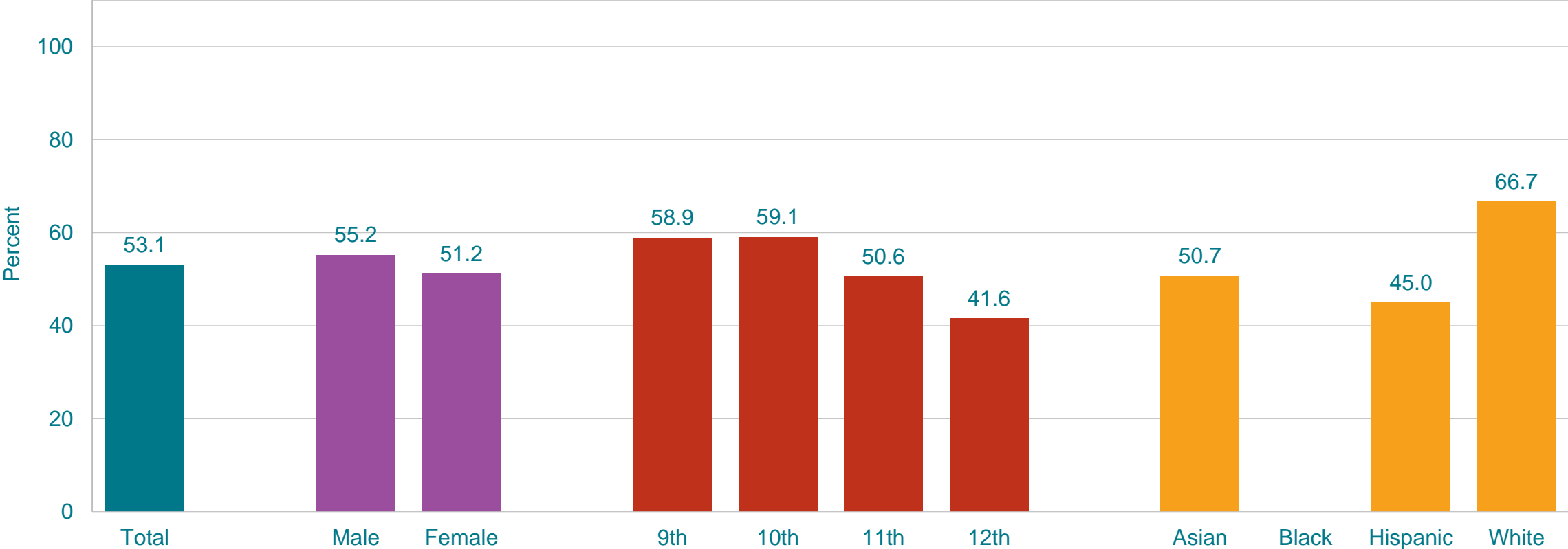


\*In an average week when they were in school

†Decreased 1991-2019, decreased 1991-1997, no change 1997-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

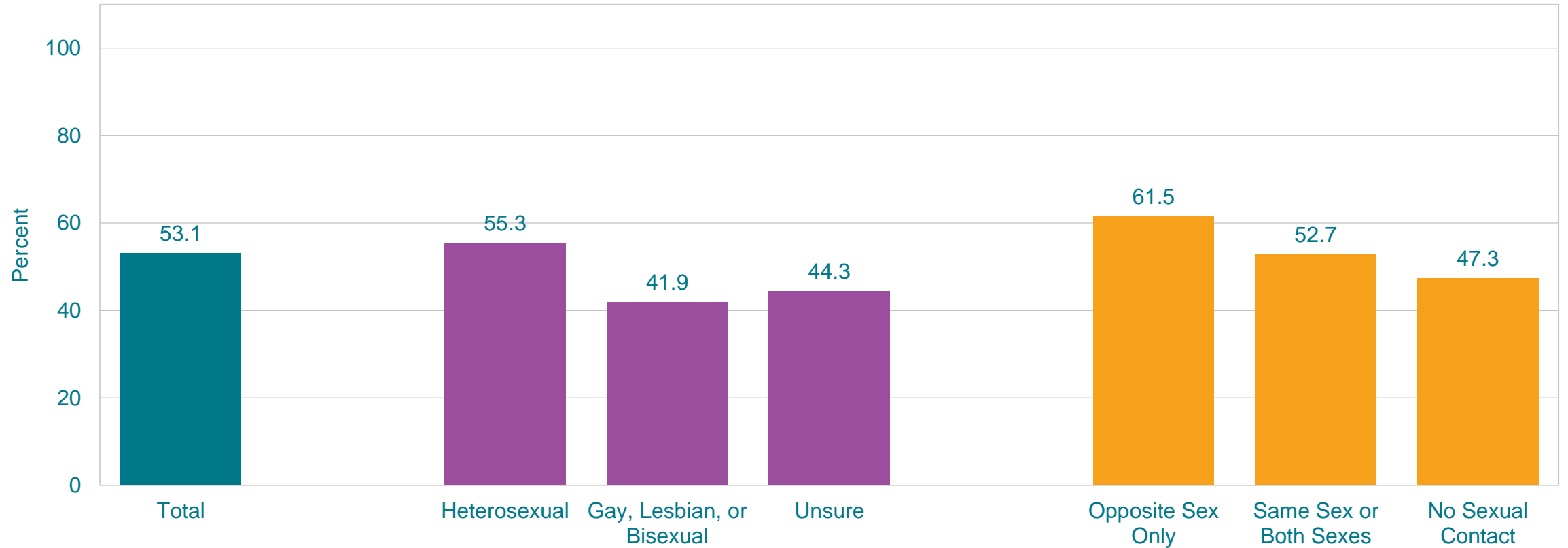
This graph contains weighted results.

# Percentage of High School Students Who Played on at Least One Sports Team,\* by Sex, Grade,† and Race/Ethnicity,† 2019



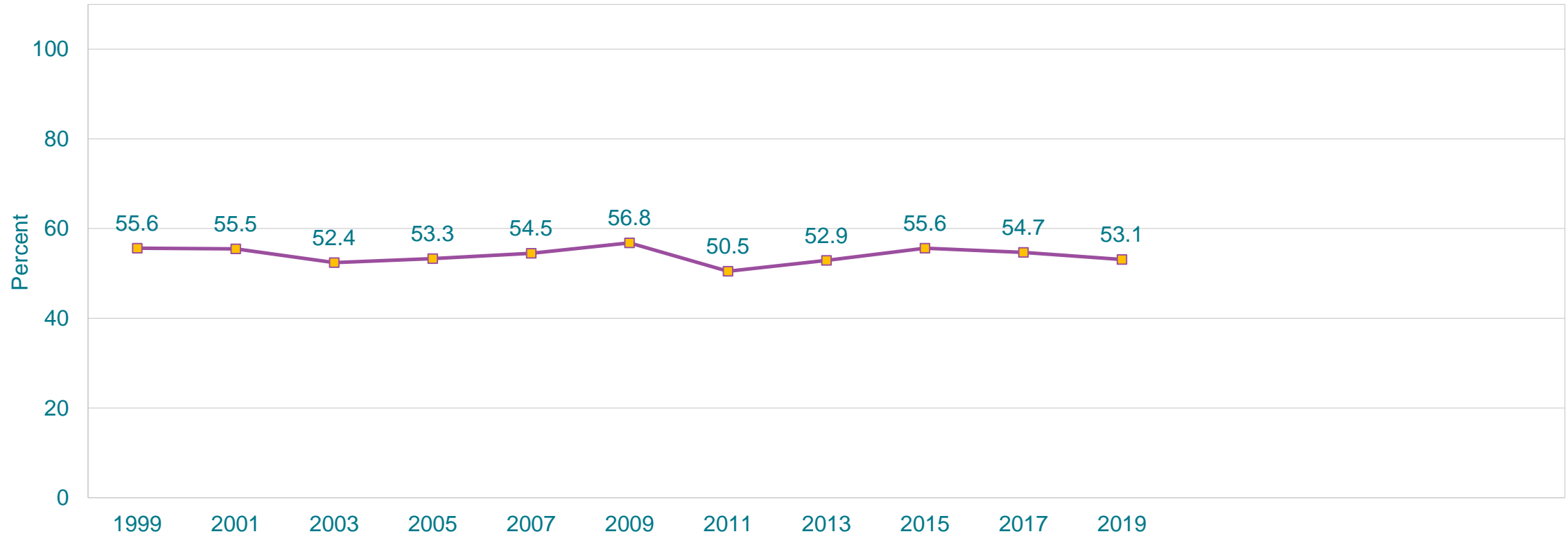
\*Counting any teams run by their school or community groups, during the 12 months before the survey  
 †9th > 12th, 10th > 12th; W > A, W > H (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Played on at Least One Sports Team,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Counting any teams run by their school or community groups, during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Played on at Least One Sports Team,\* 1999-2019†

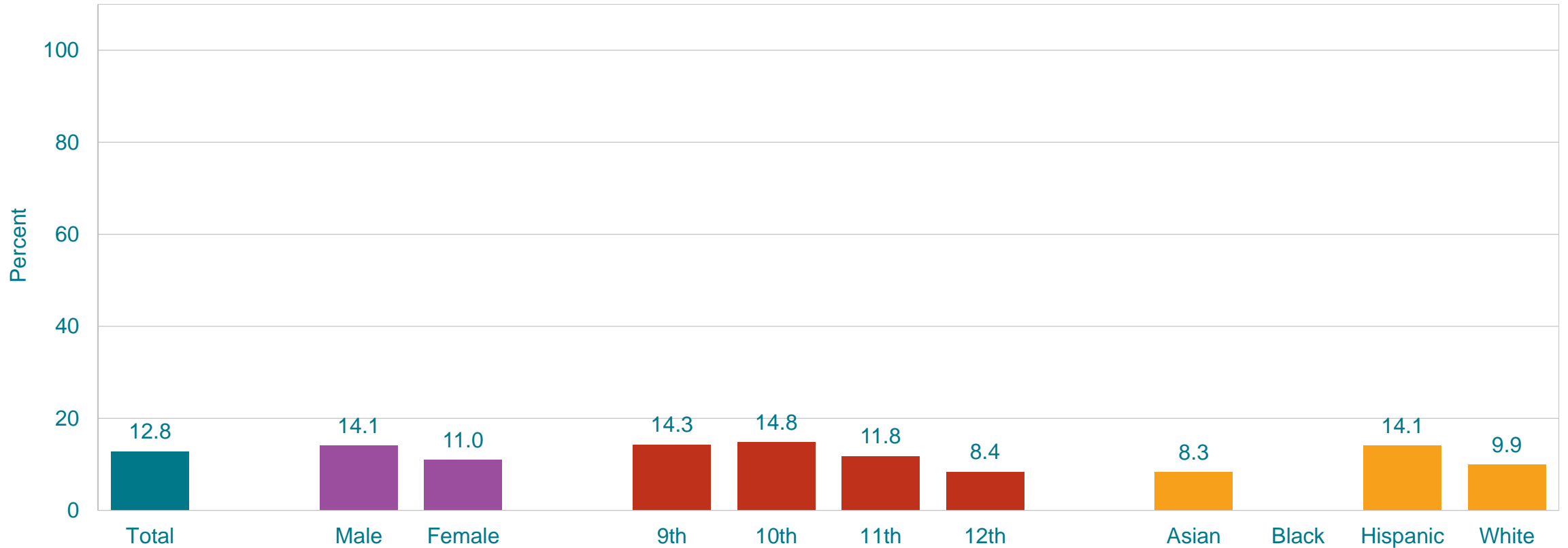


\*Counting any teams run by their school or community groups, during the 12 months before the survey

†No change 1999-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

# Percentage of High School Students Who Had a Concussion from Playing a Sport or Being Physically Active,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

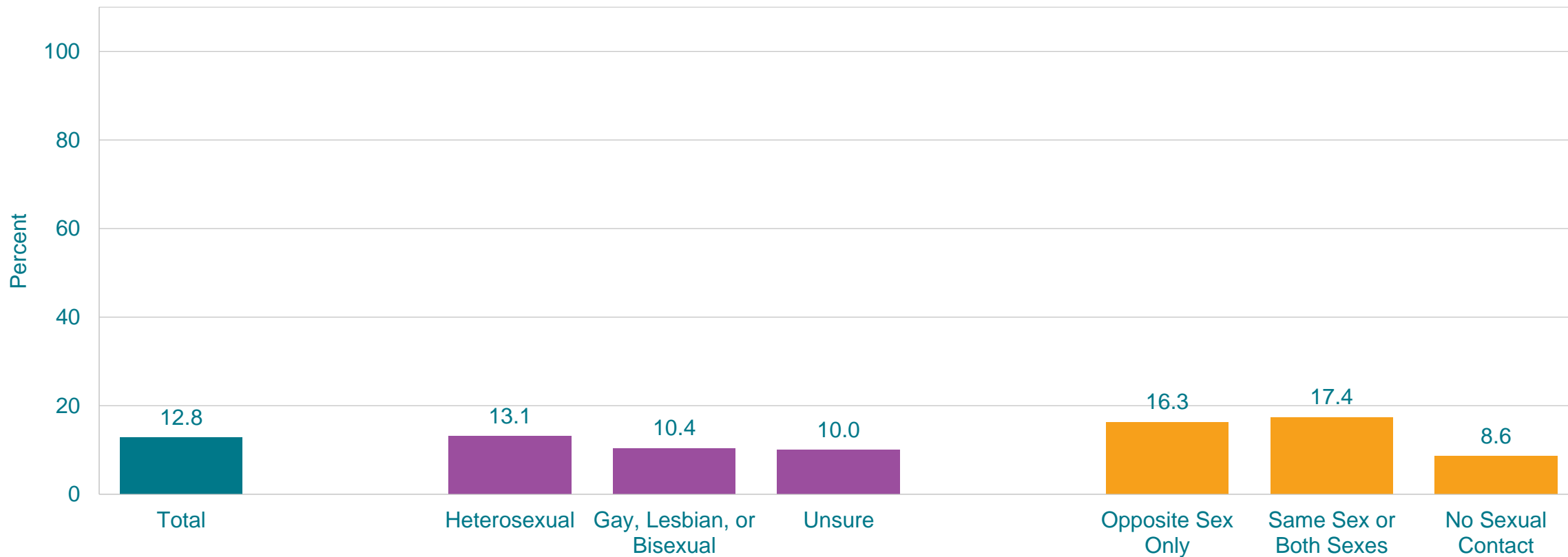
†9th > 12th; H > A (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

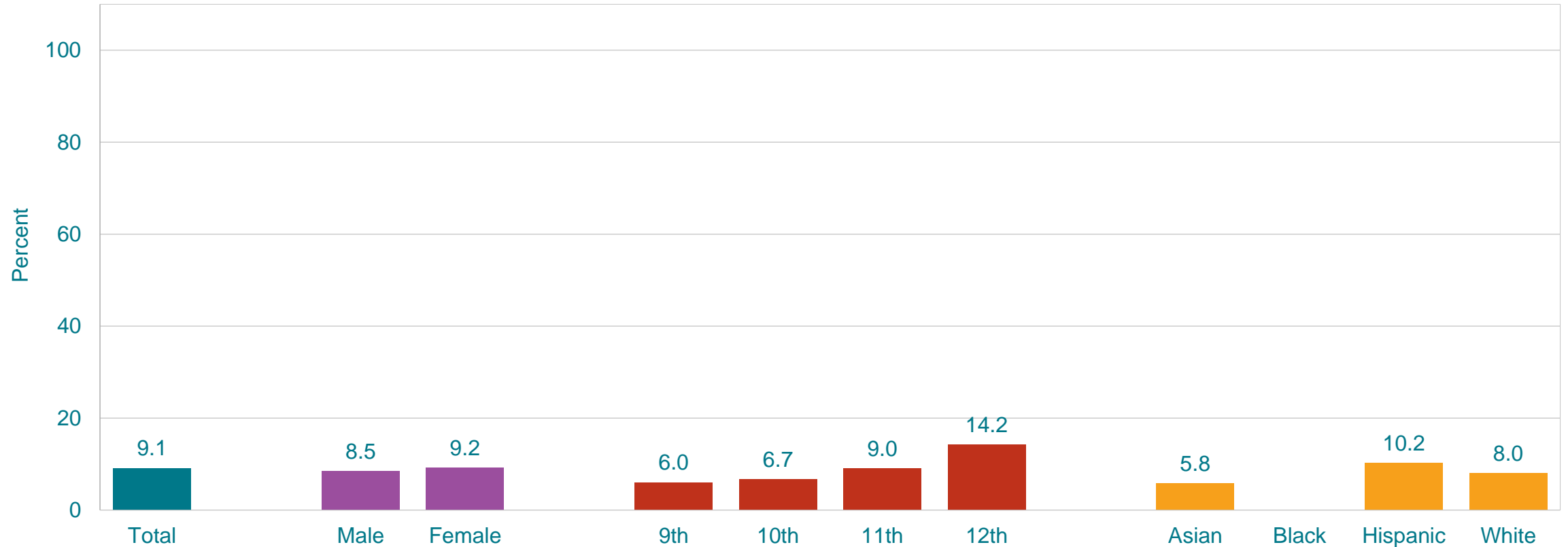
This graph contains weighted results.

# Percentage of High School Students Who Had a Concussion from Playing a Sport or Being Physically Active,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*Not counting tests done if they donated blood

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

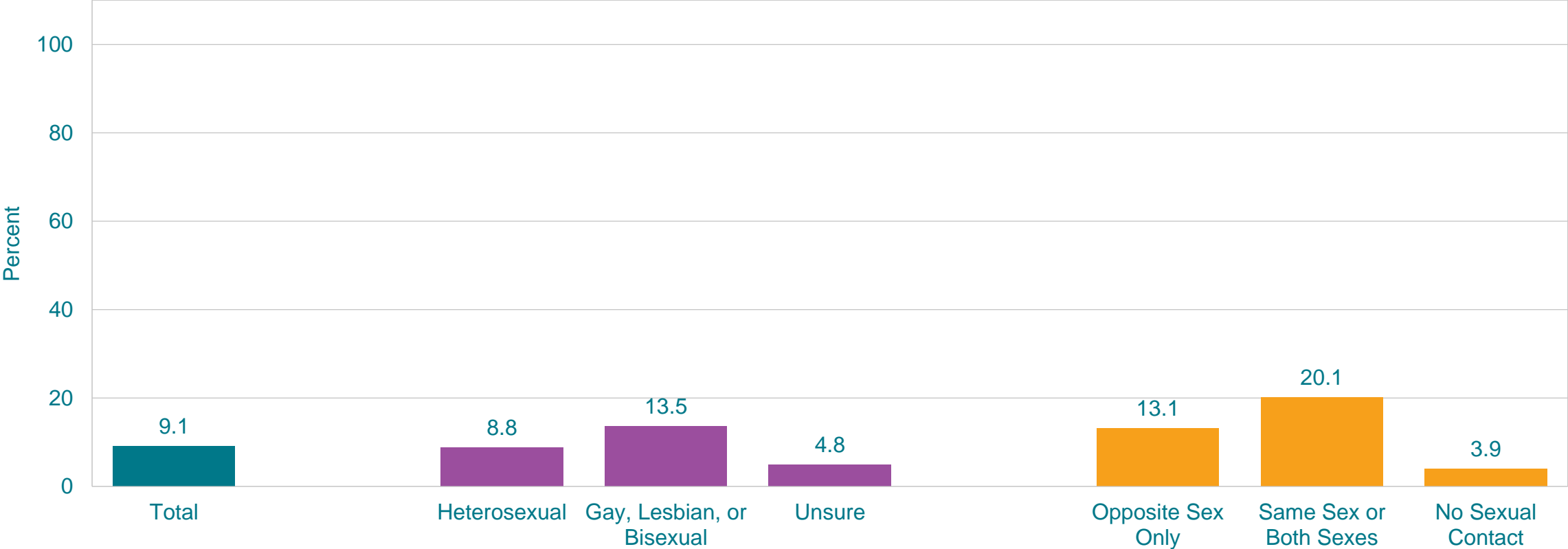
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

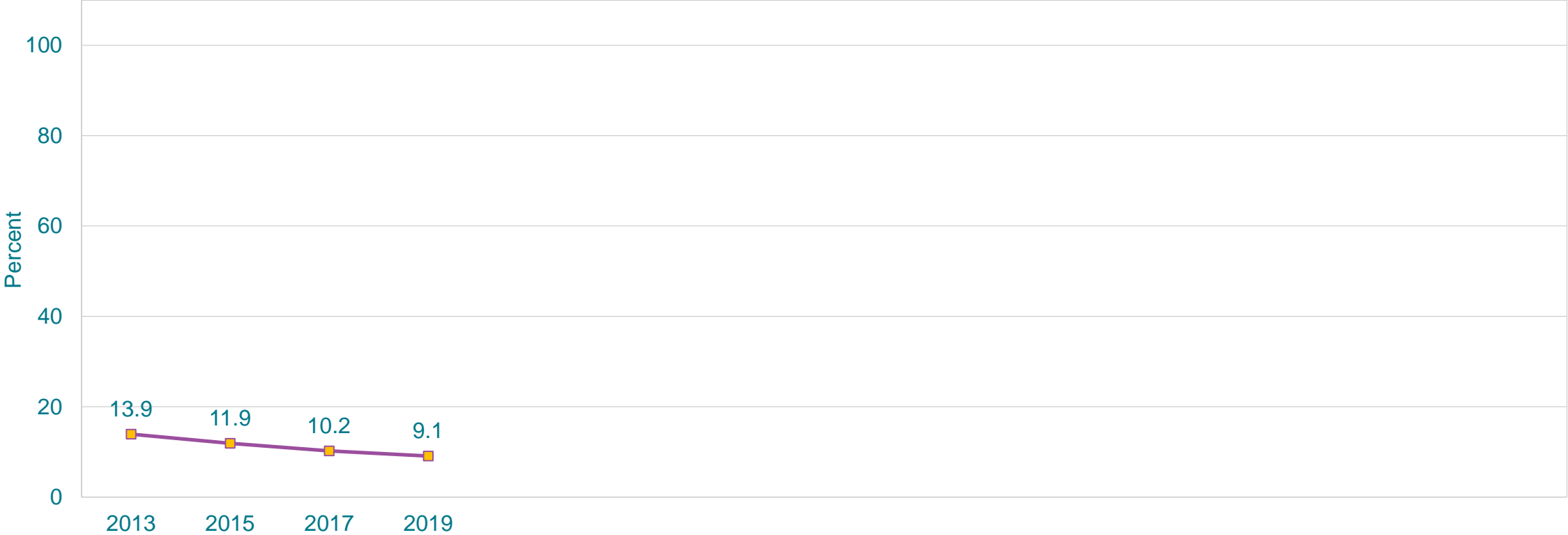


# Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Not counting tests done if they donated blood  
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),\* 2013-2019†

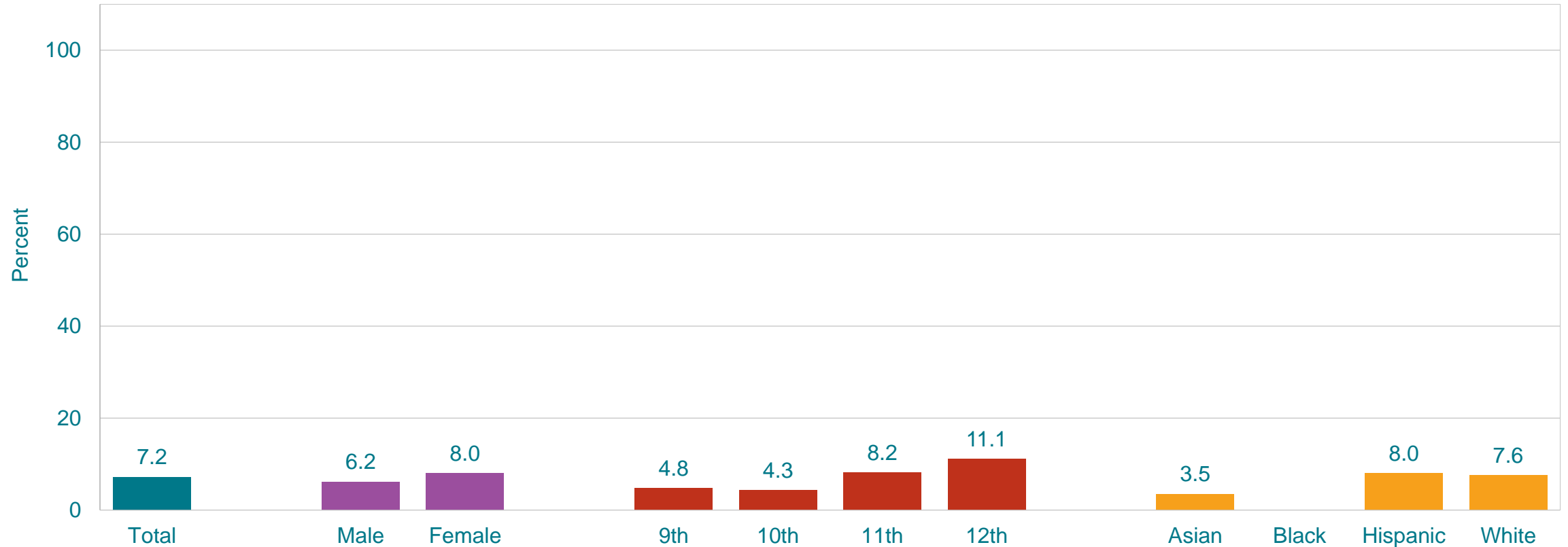


\*Not counting tests done if they donated blood

†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

## Percentage of High School Students Who Were Ever Tested for a Sexually Transmitted Disease (STD),\* by Sex, Grade,† and Race/Ethnicity,† 2019



\*Other than HIV, such as chlamydia or gonorrhea, during the 12 months before the survey

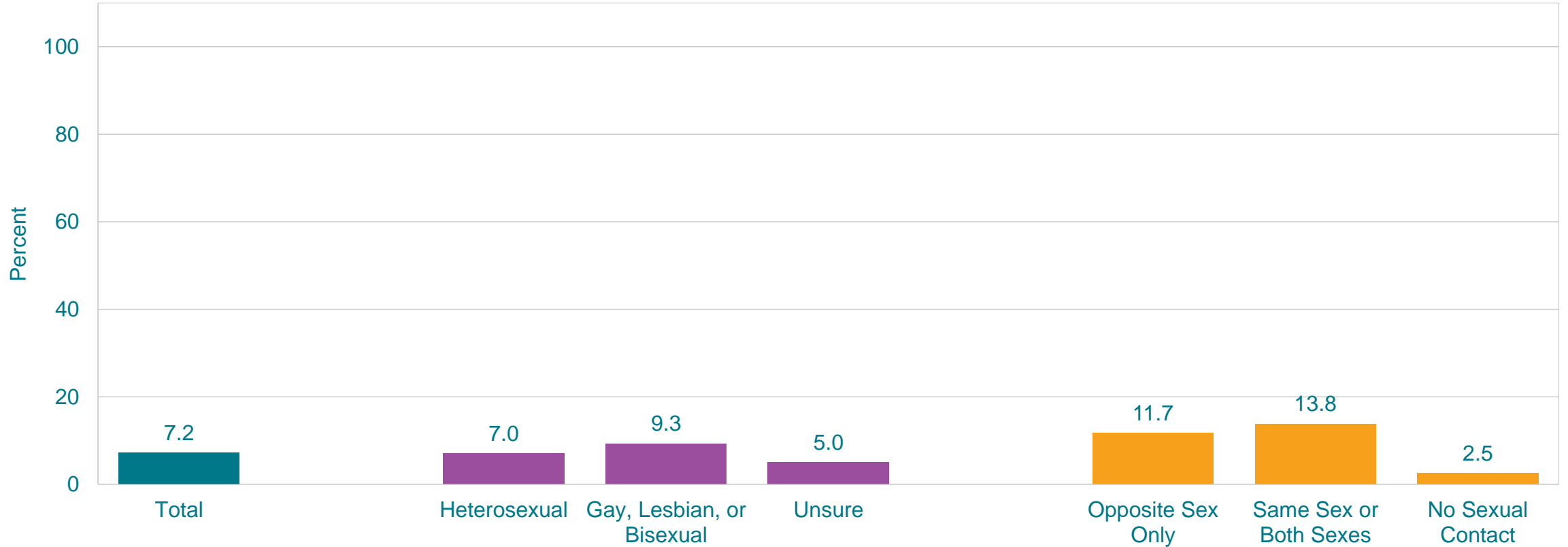
†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; H > A, W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

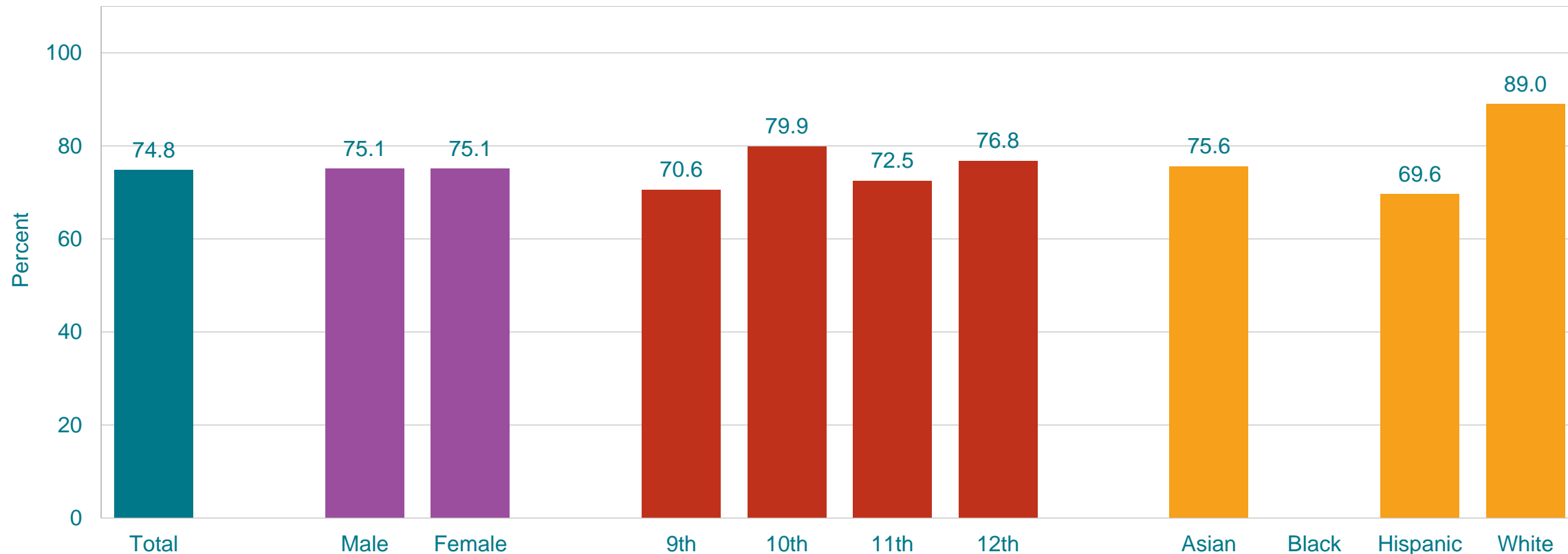
This graph contains weighted results.

# Percentage of High School Students Who Were Ever Tested for a Sexually Transmitted Disease (STD),\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Other than HIV, such as chlamydia or gonorrhea, during the 12 months before the survey  
This graph contains weighted results.

## Percentage of High School Students Who Saw a Dentist,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

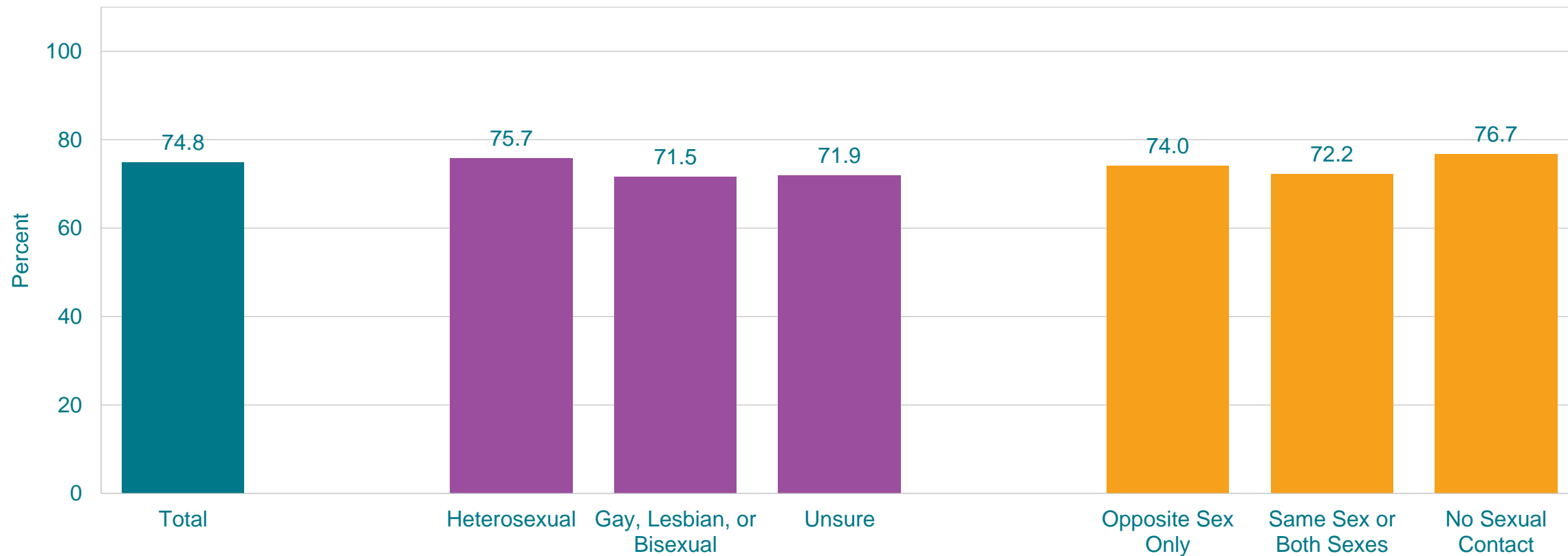
†W > A, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

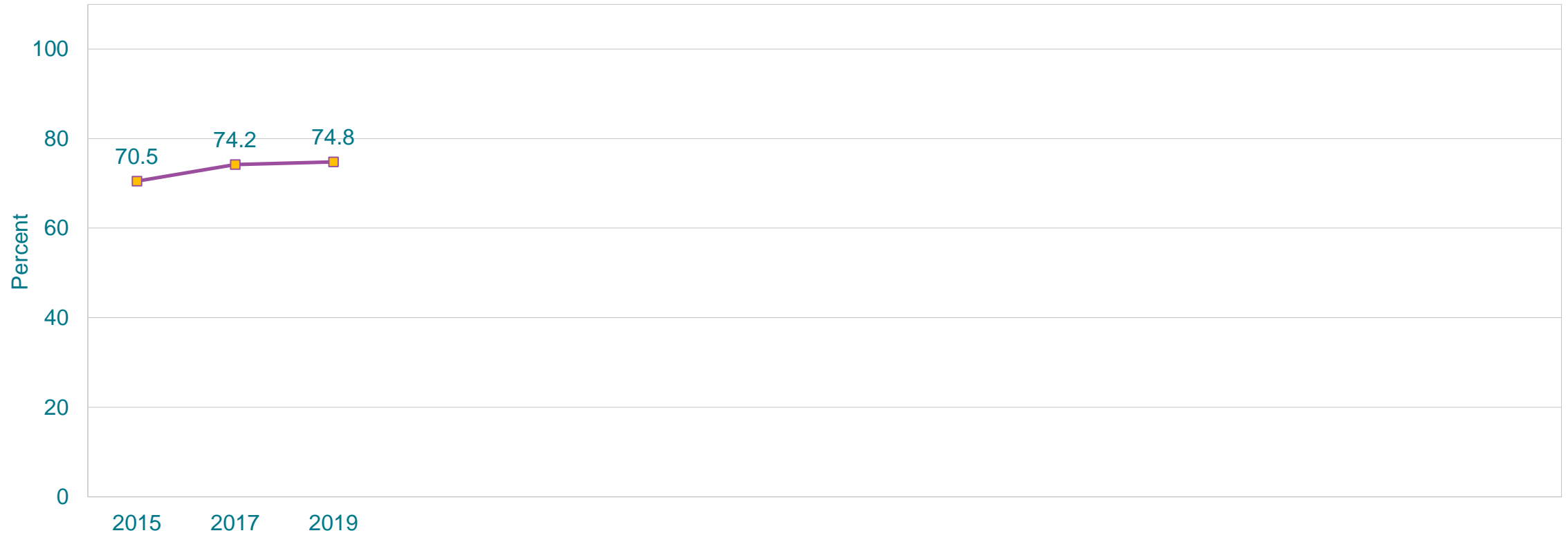
This graph contains weighted results.

# Percentage of High School Students Who Saw a Dentist,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey  
This graph contains weighted results.

## Percentage of High School Students Who Saw a Dentist,\* 2015-2019†

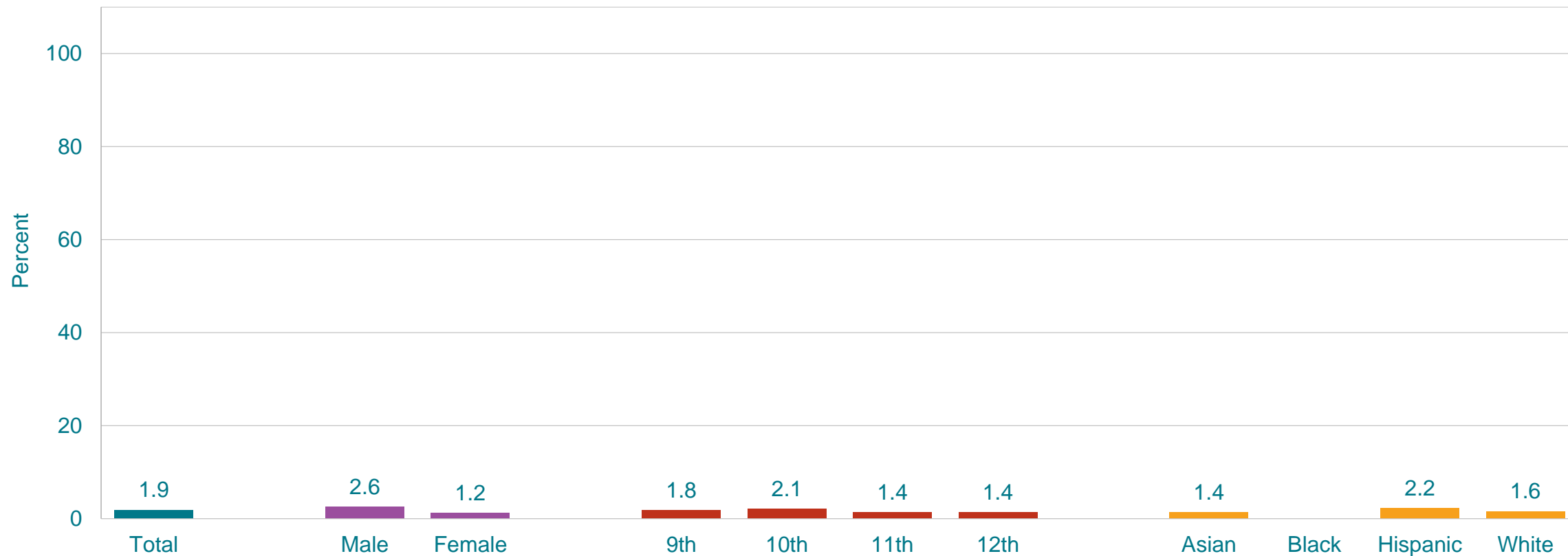


\*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

†Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.

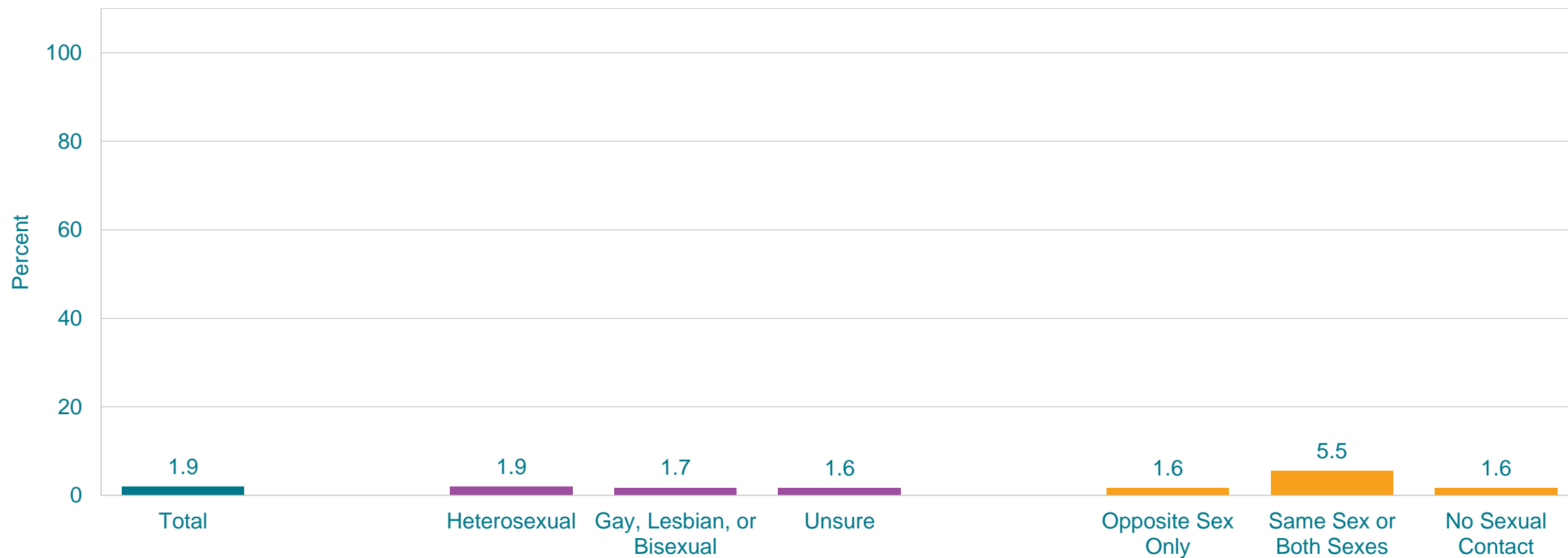
# Percentage of High School Students Who Never Saw a Dentist,\* by Sex, Grade, and Race/Ethnicity, 2019



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

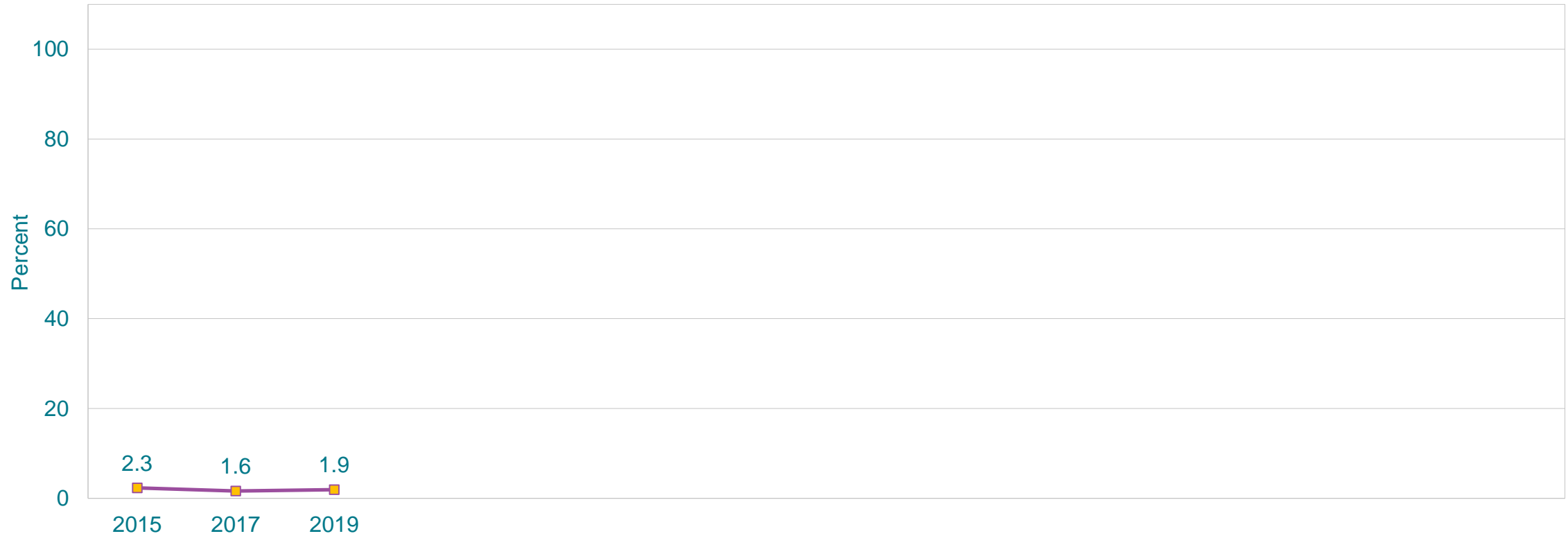


# Percentage of High School Students Who Never Saw a Dentist,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*For a check-up, exam, teeth cleaning, or other dental work  
This graph contains weighted results.

# Percentage of High School Students Who Never Saw a Dentist,\* 2015-2019†

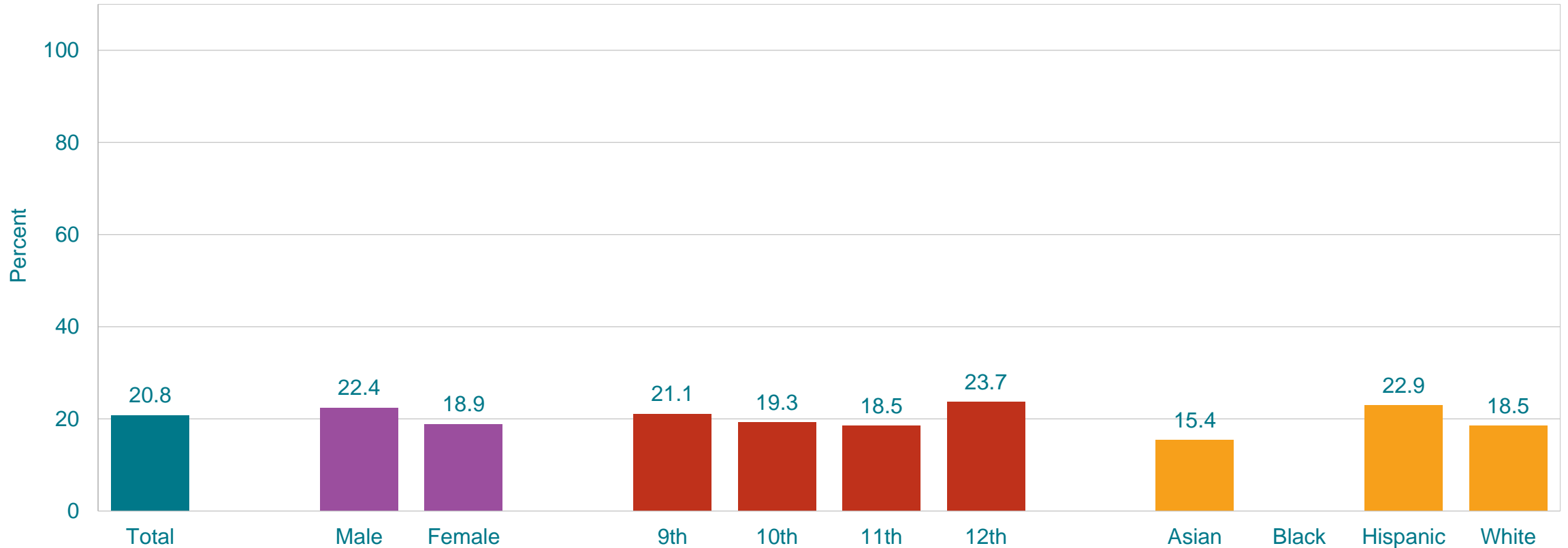


\*For a check-up, exam, teeth cleaning, or other dental work

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

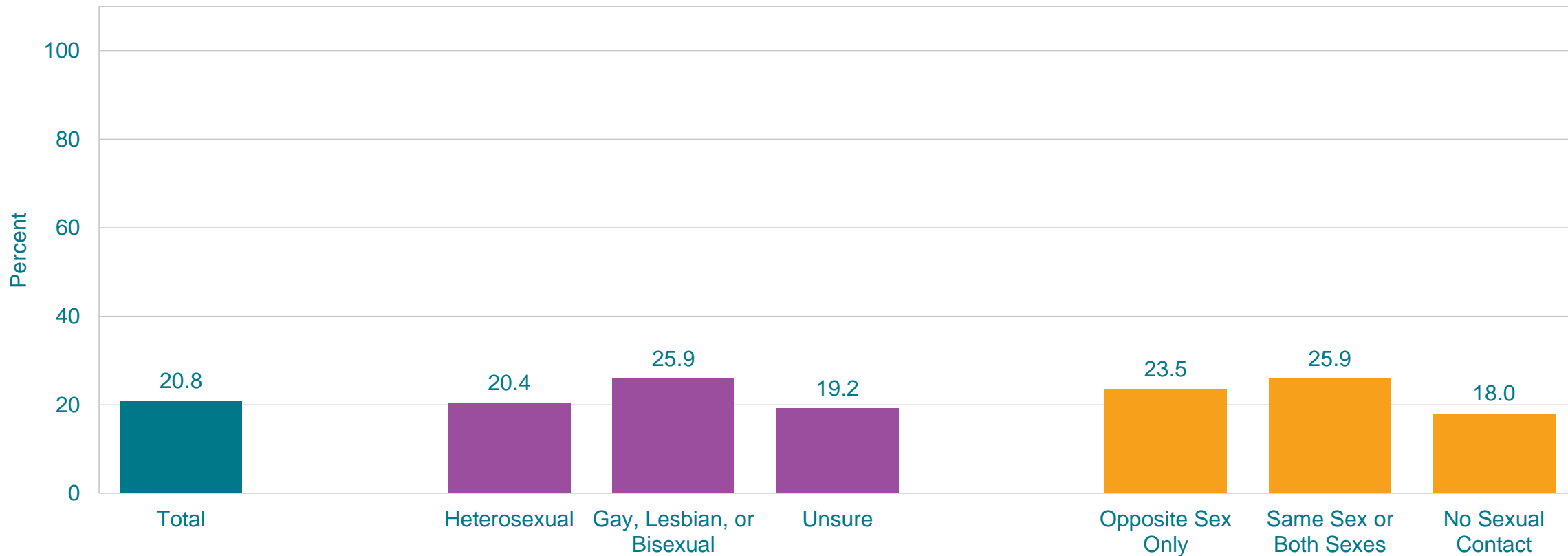
This graph contains weighted results.

# Percentage of High School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, by Sex, Grade, and Race/Ethnicity, 2019



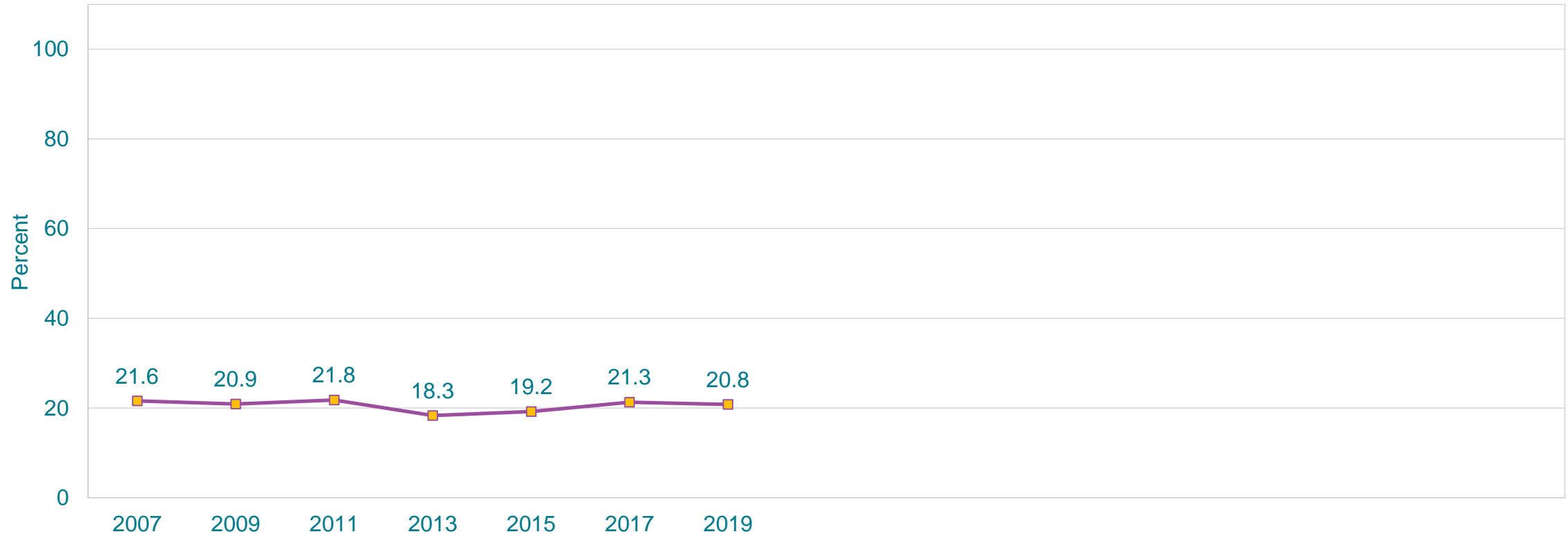
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, by Sexual Identity and Sex of Sexual Contacts, 2019



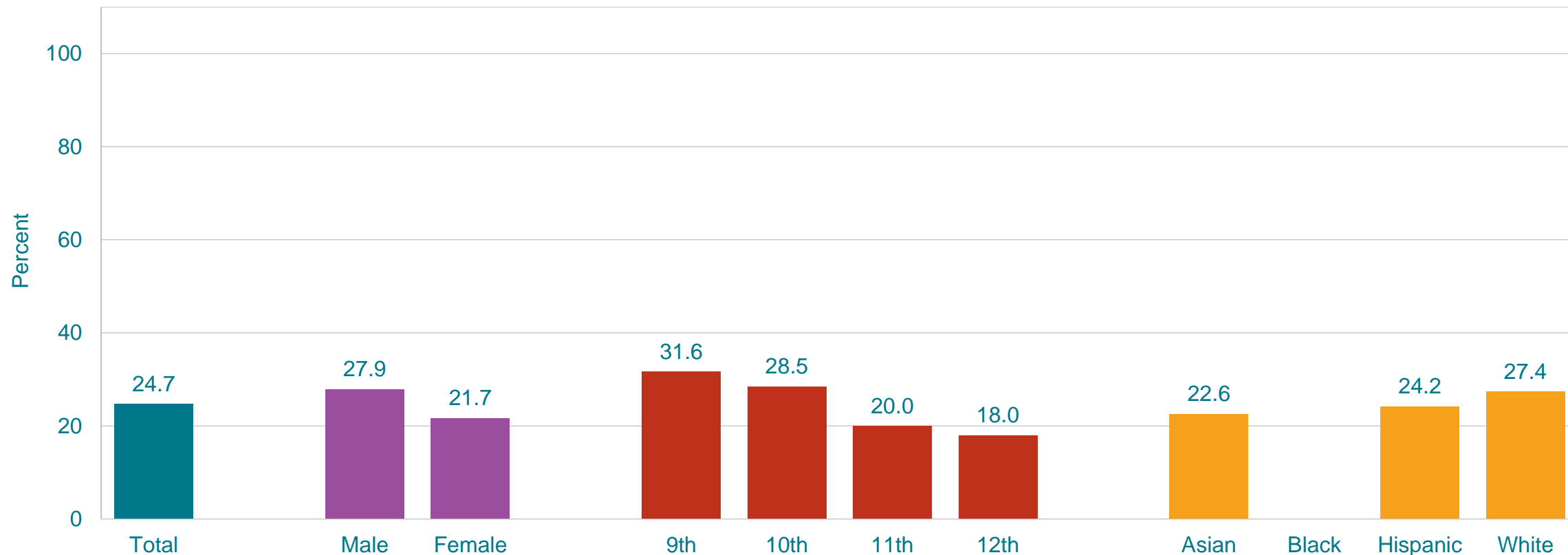
This graph contains weighted results.

# Percentage of High School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, 2007-2019\*



\*No change 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]  
This graph contains weighted results.

## Percentage of High School Students Who Got 8 or More Hours of Sleep,\* by Sex,† Grade,‡ and Race/Ethnicity, 2019



\*On an average school night

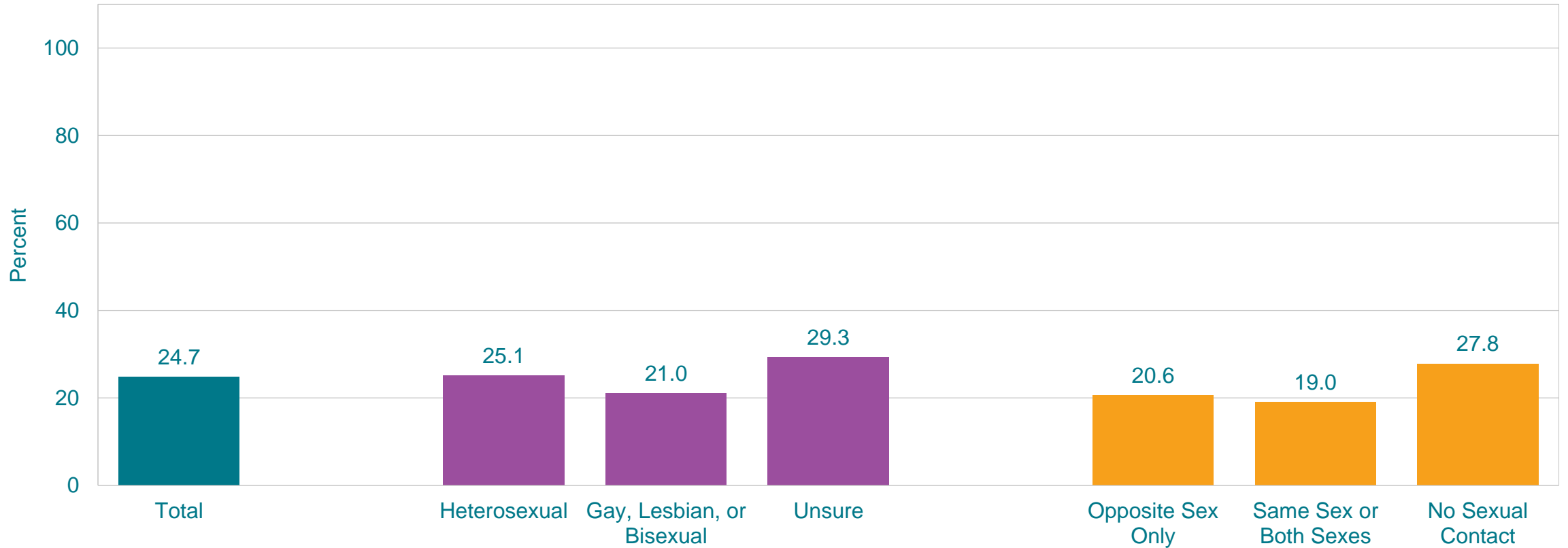
†M > F; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

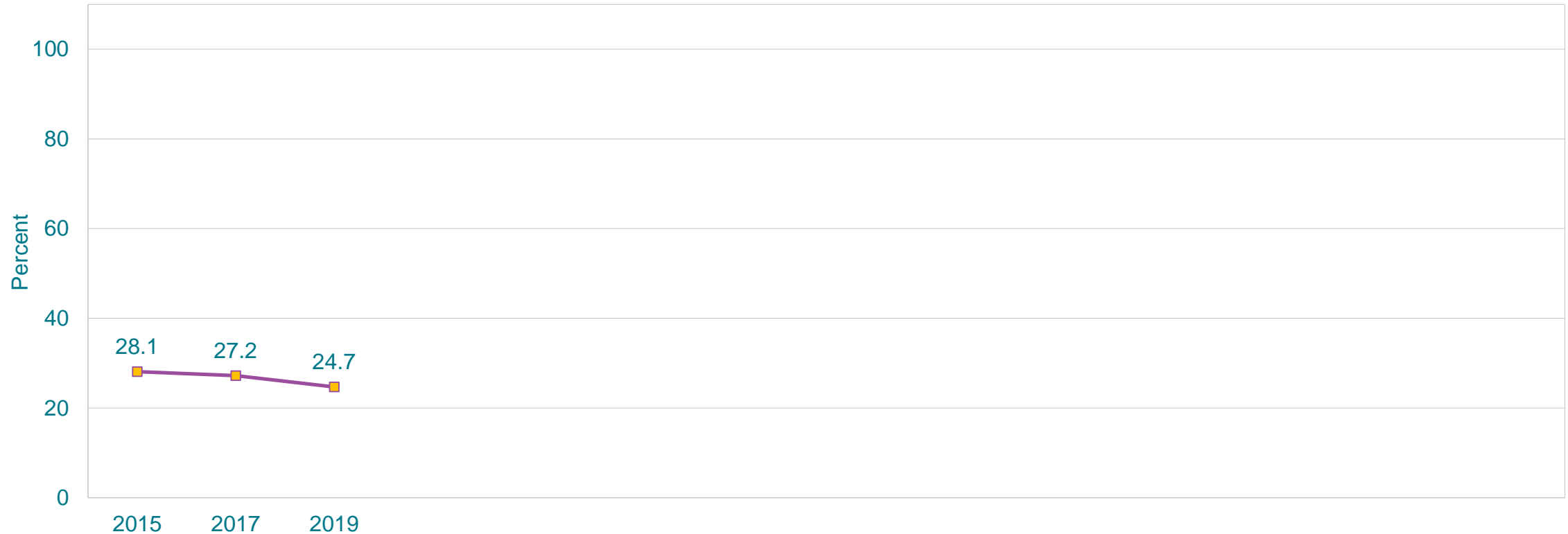
This graph contains weighted results.

# Percentage of High School Students Who Got 8 or More Hours of Sleep,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*On an average school night  
This graph contains weighted results.

# Percentage of High School Students Who Got 8 or More Hours of Sleep,\* 2015-2019†



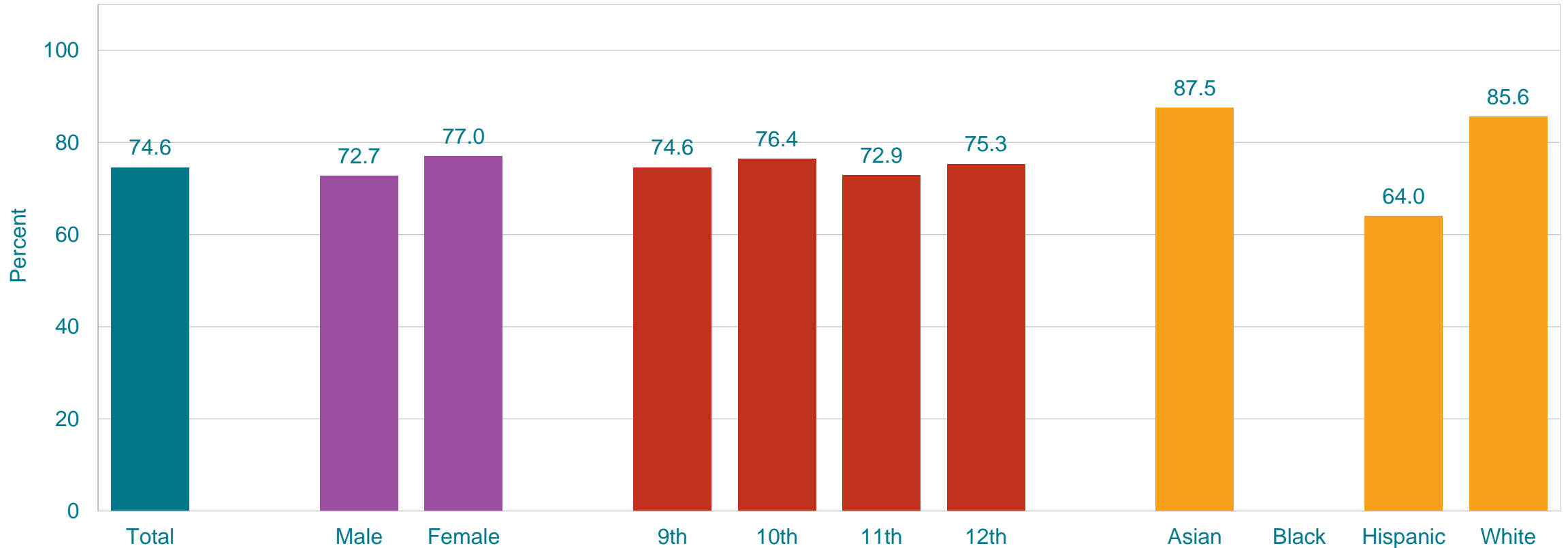
\*On an average school night

†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

This graph contains weighted results.



## Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,\* by Sex, Grade, and Race/Ethnicity,† 2019



\*During the 12 months before the survey

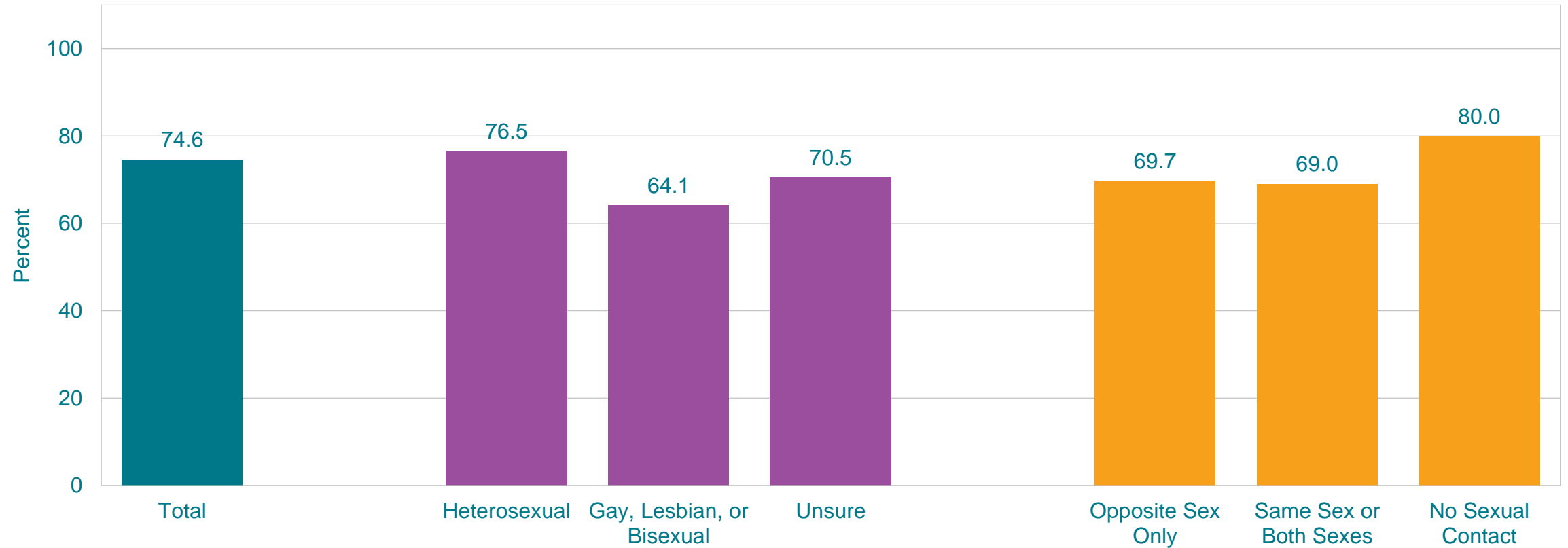
†A > H, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

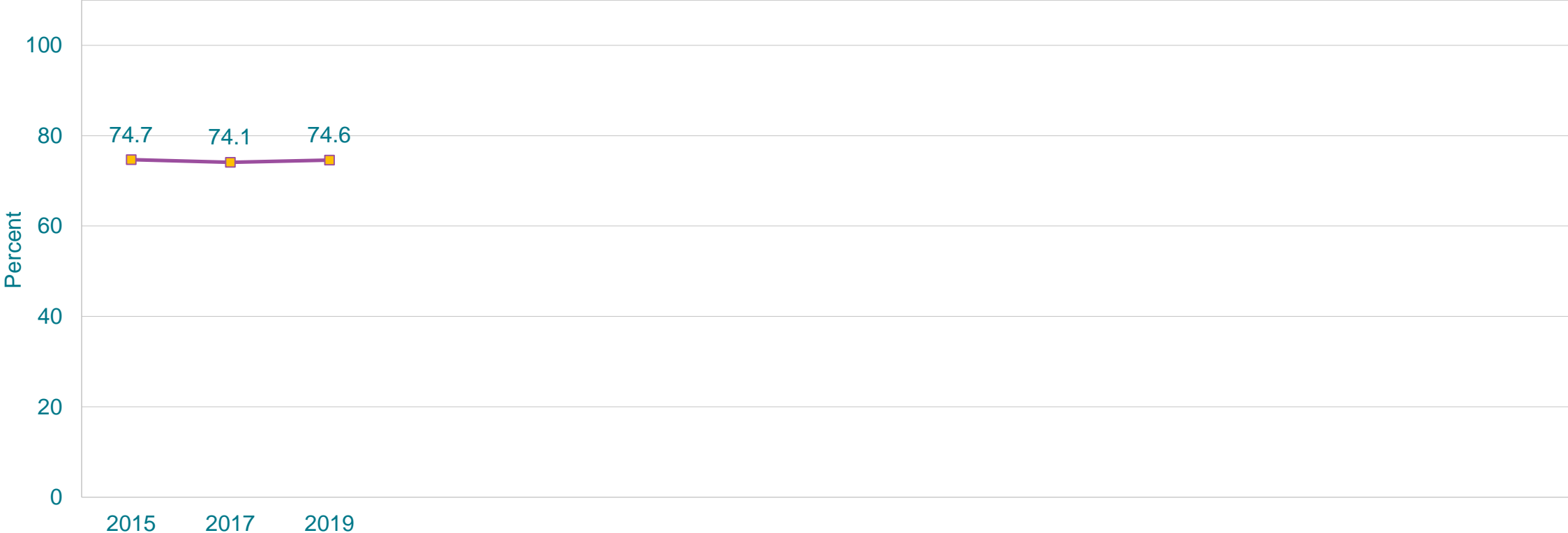
This graph contains weighted results.

# Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 12 months before the survey  
This graph contains weighted results.

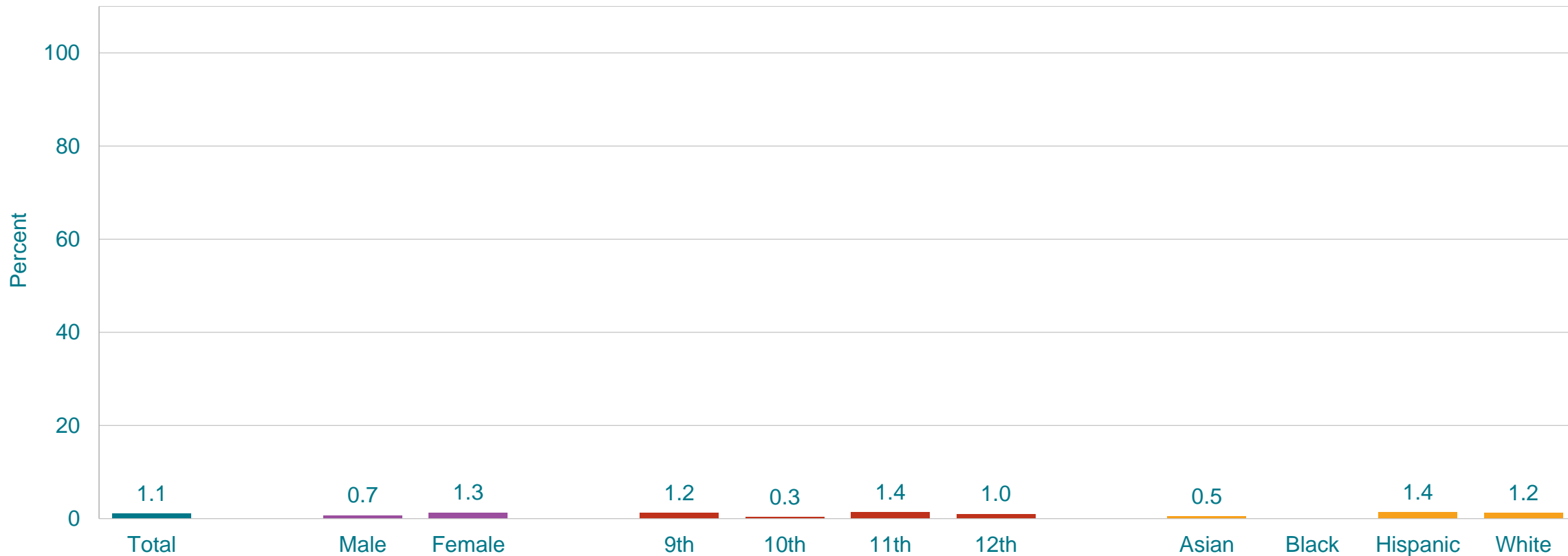
# Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,\* 2015-2019†



\*During the 12 months before the survey

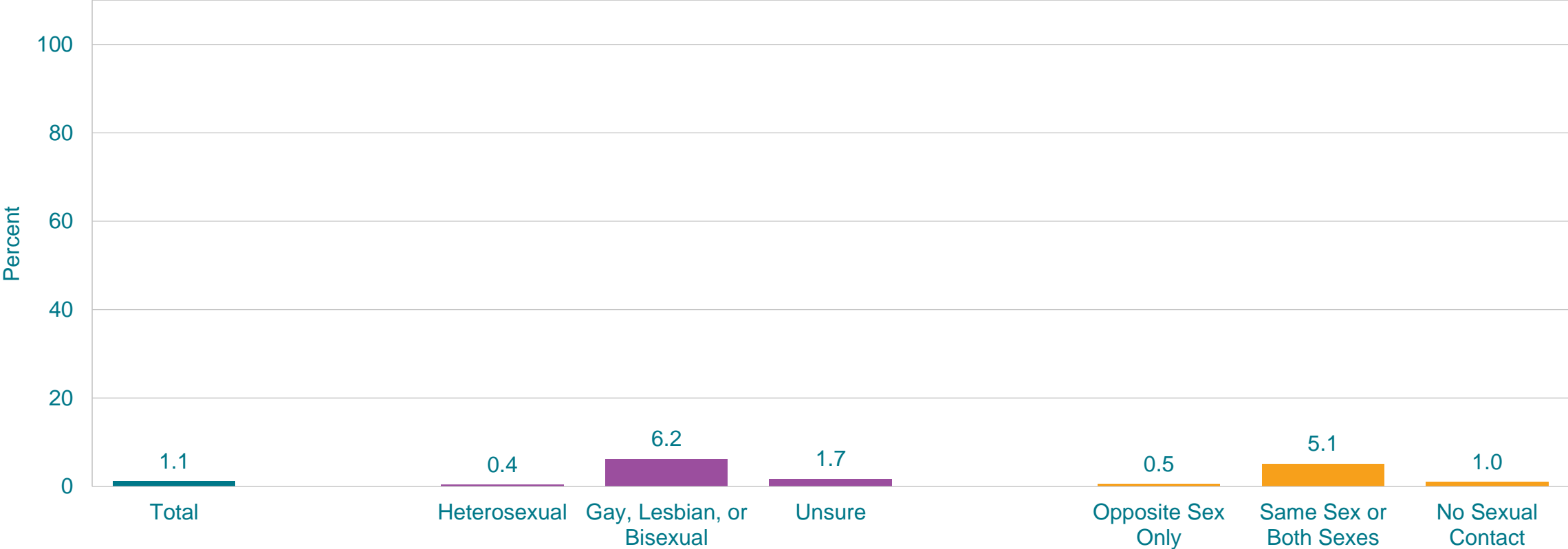
†No change 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Are Transgender, by Sex, Grade, and Race/Ethnicity, 2019



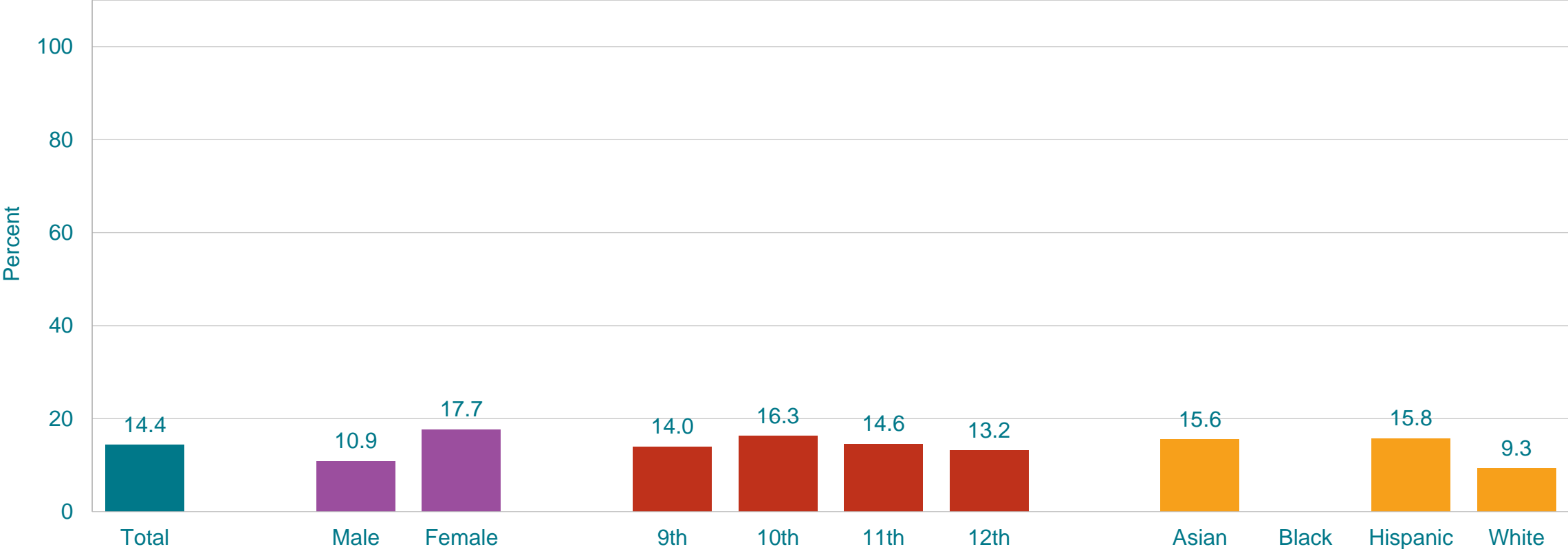
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Are Transgender, by Sexual Identity and Sex of Sexual Contacts, 2019



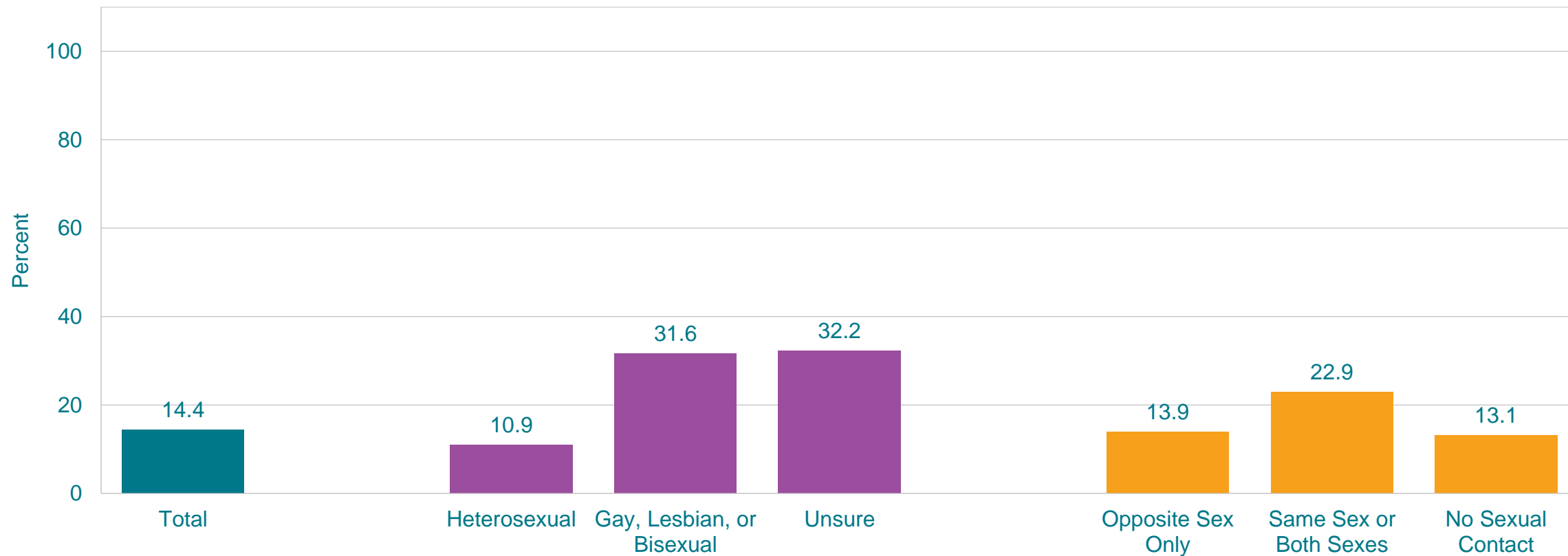
This graph contains weighted results.

# Percentage of High School Students Who Think Other People at School Would Describe Them As Equally Feminine and Masculine, by Sex,\* Grade, and Race/Ethnicity,\* 2019



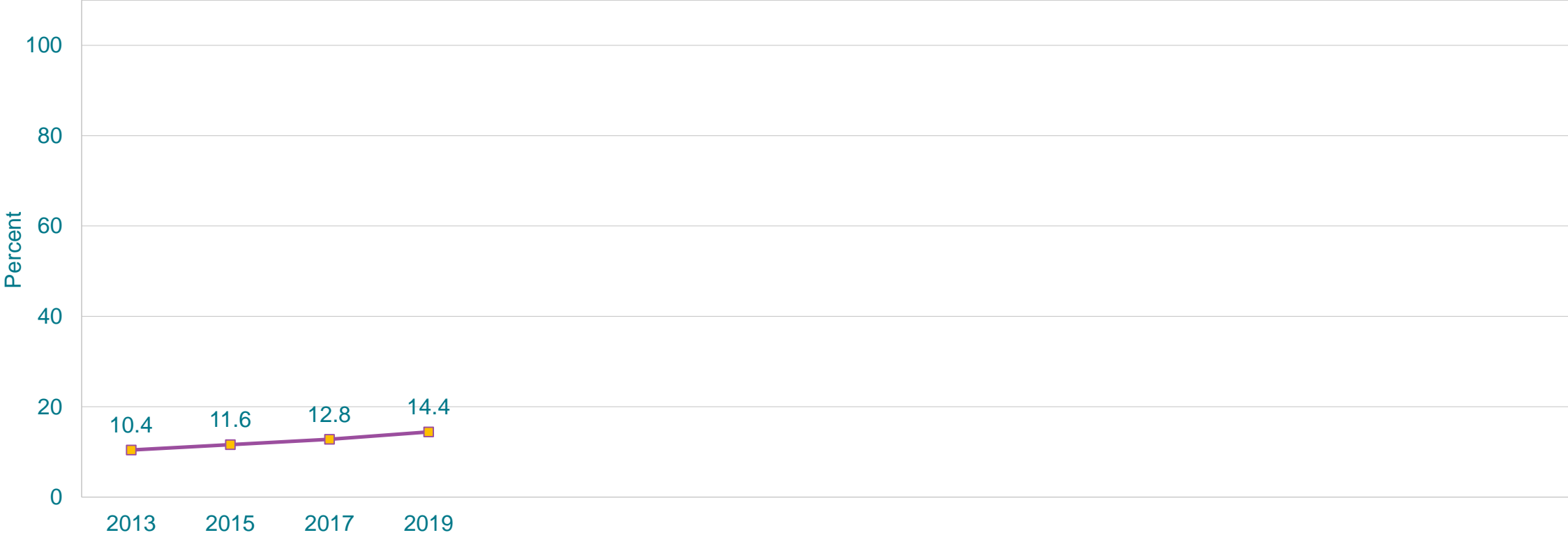
\*F > M; A > W, H > W (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Think Other People at School Would Describe Them As Equally Feminine and Masculine, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

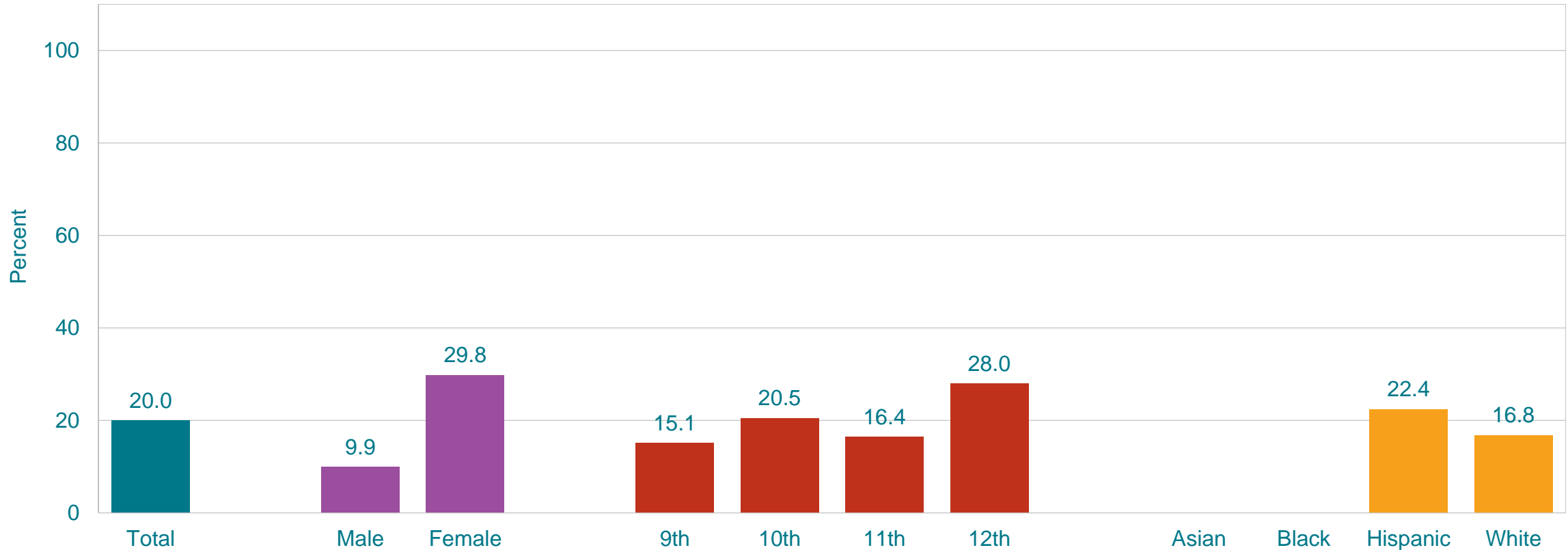
# Percentage of High School Students Who Think Other People at School Would Describe Them As Equally Feminine and Masculine, 2013-2019\*



\*Increased 2013-2019 [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 Someone They Were Dating or Going out with Purposely Tried to Control Them or Emotionally Hurt Them One or More Times,\* by Sex,<sup>†</sup> Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*Such things as being told who they could and could not spend time with, being humiliated in front of others, or being threatened if they did not do what they wanted, during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey

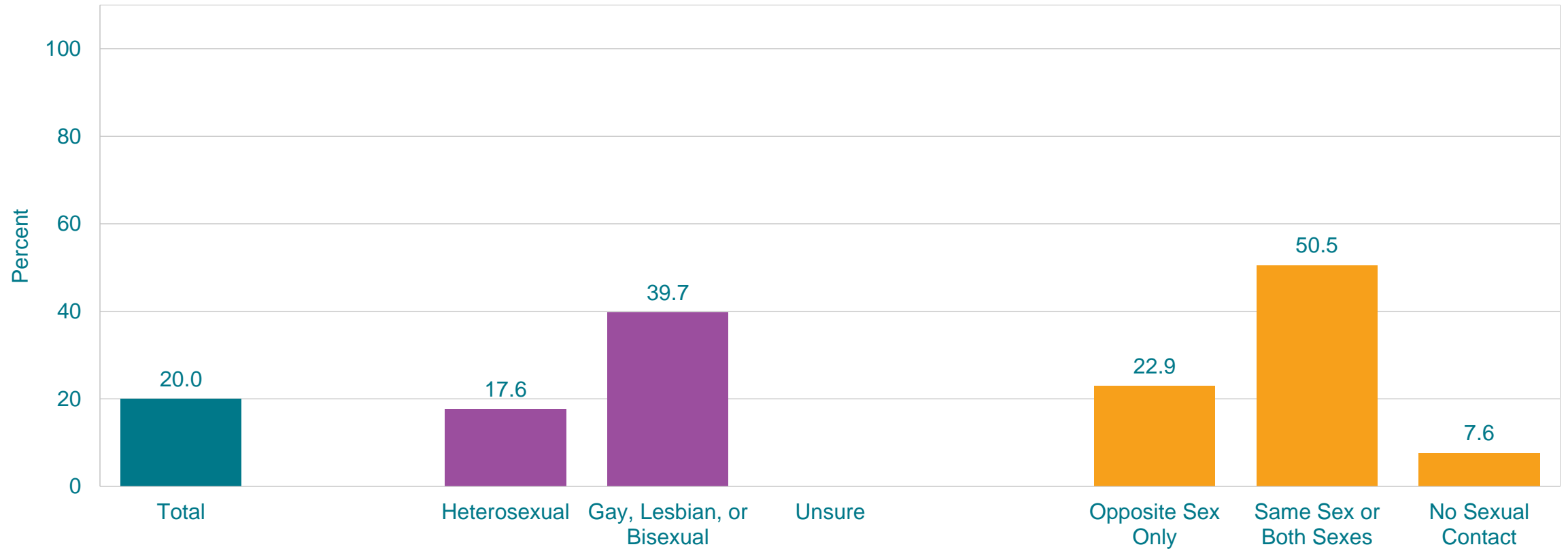
<sup>†</sup>F > M; 12th > 9th, 12th > 11th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

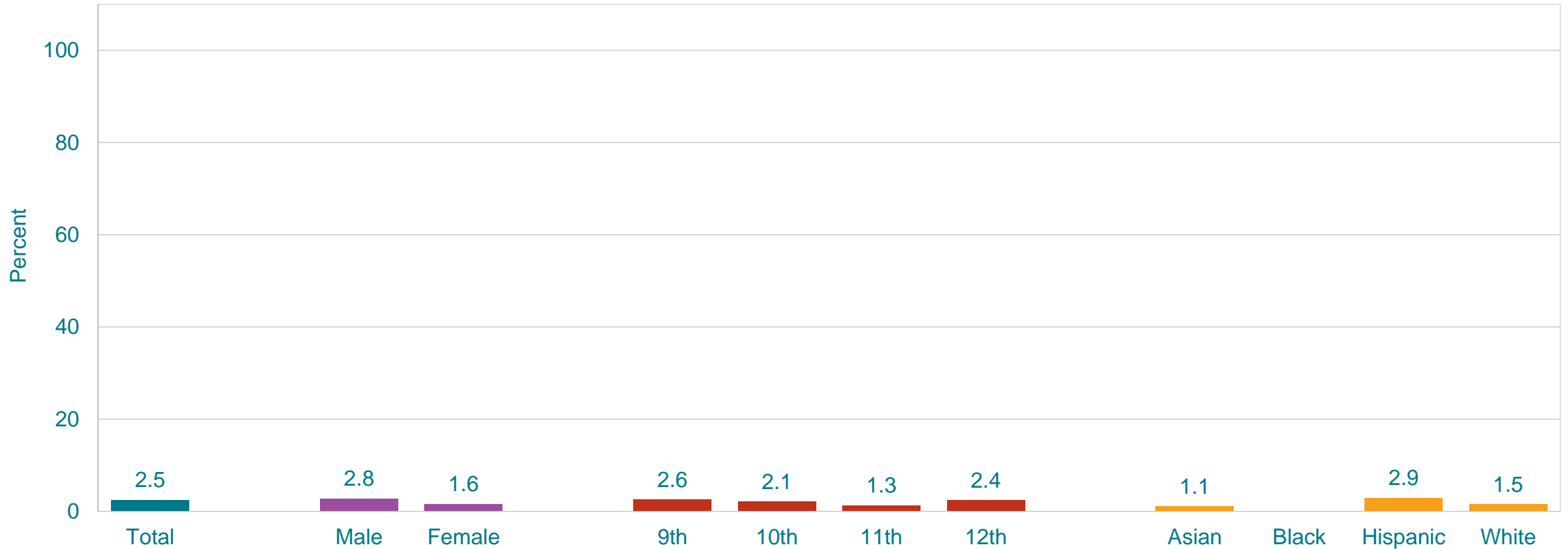
This graph contains weighted results.

# Percentage of High School Students Who Reported Someone They Were Dating or Going out with Purposely Tried to Control Them or Emotionally Hurt Them One or More Times,\* by Sexual Identity and Sex of Sexual Contacts, 2019



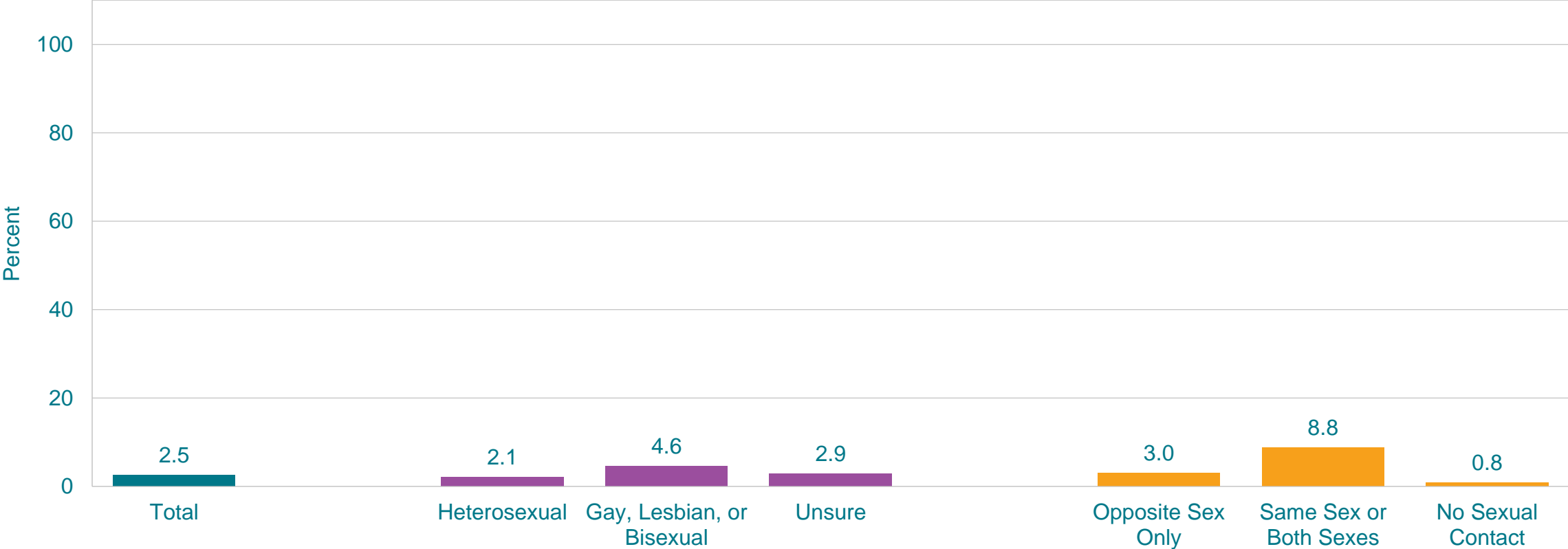
\*Such things as being told who they could and could not spend time with, being humiliated in front of others, or being threatened if they did not do what they wanted, during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey  
 This graph contains weighted results.  
 Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Have Ever Been Given Money, a Place to Stay, Food, or Something Else of Value in Exchange for Sex, by Sex, Grade, and Race/Ethnicity, 2019



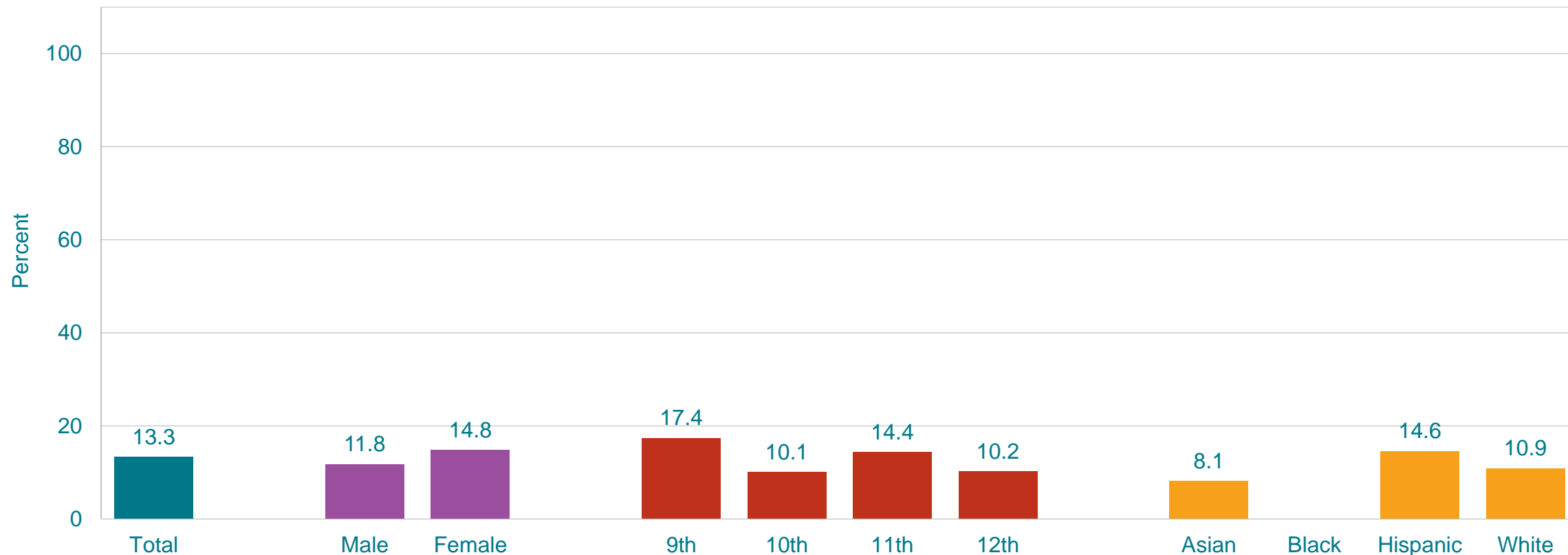
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Have Ever Been Given Money, a Place to Stay, Food, or Something Else of Value in Exchange for Sex, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

# Percentage of High School Students Who Have Been Harassed Because Someone Thought They Were Gay, Lesbian, or Bisexual,\* by Sex, Grade,† and Race/Ethnicity,† 2019



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

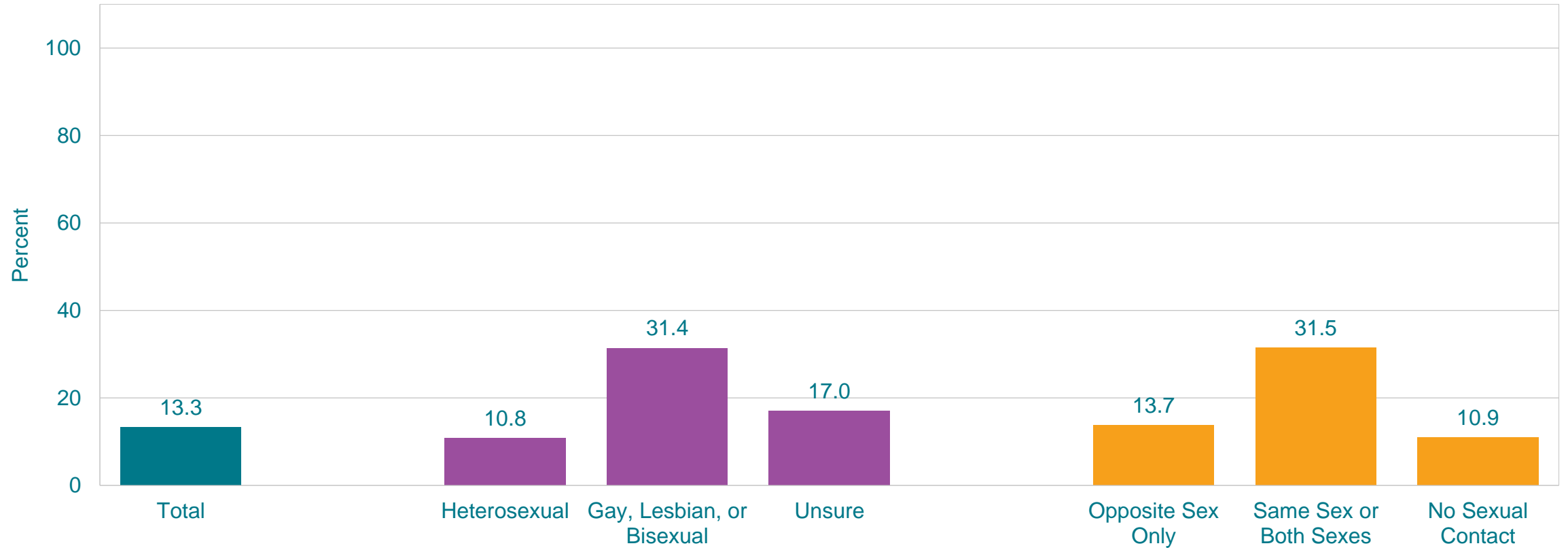
†9th > 10th, 9th > 12th; H > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

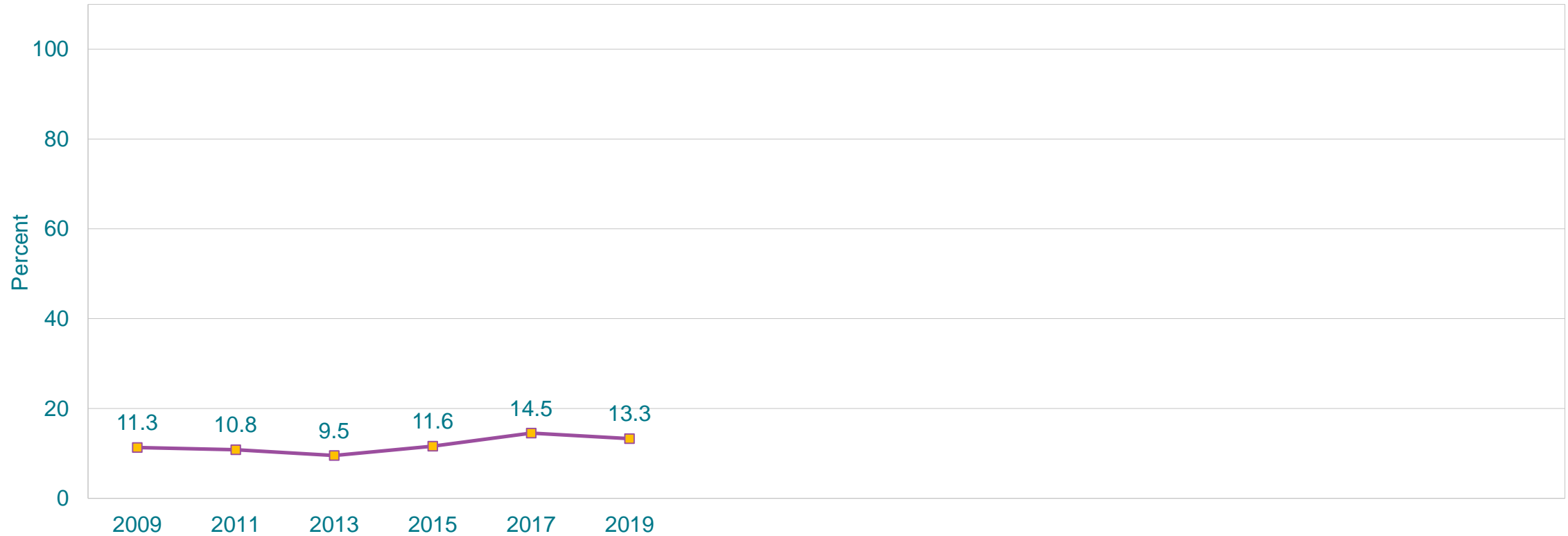
This graph contains weighted results.

# Percentage of High School Students Who Have Been Harassed Because Someone Thought They Were Gay, Lesbian, or Bisexual,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times during the 12 months before the survey  
This graph contains weighted results.

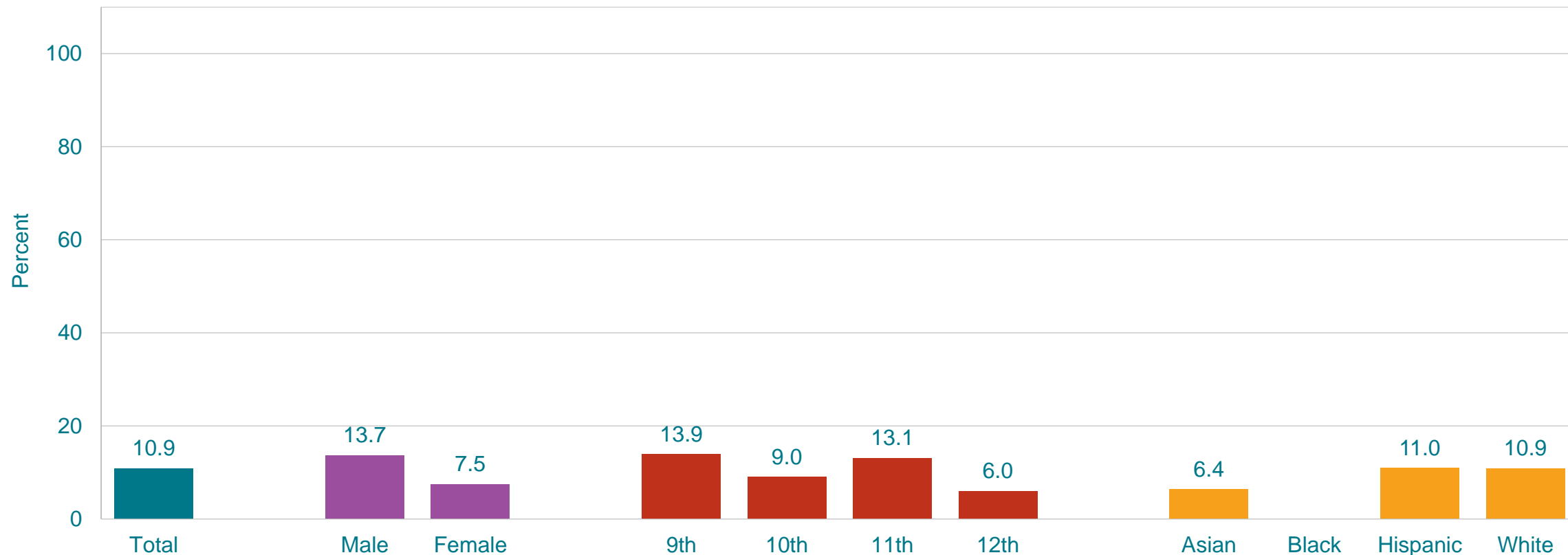
# Percentage of High School Students Who Have Been Harassed Because Someone Thought They Were Gay, Lesbian, or Bisexual,\* 2009-2019†



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

†Increased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Have Teased or Called Someone Names Because the Students Thought They Were Gay, Lesbian, or Bisexual,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*During the 12 months before the survey

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

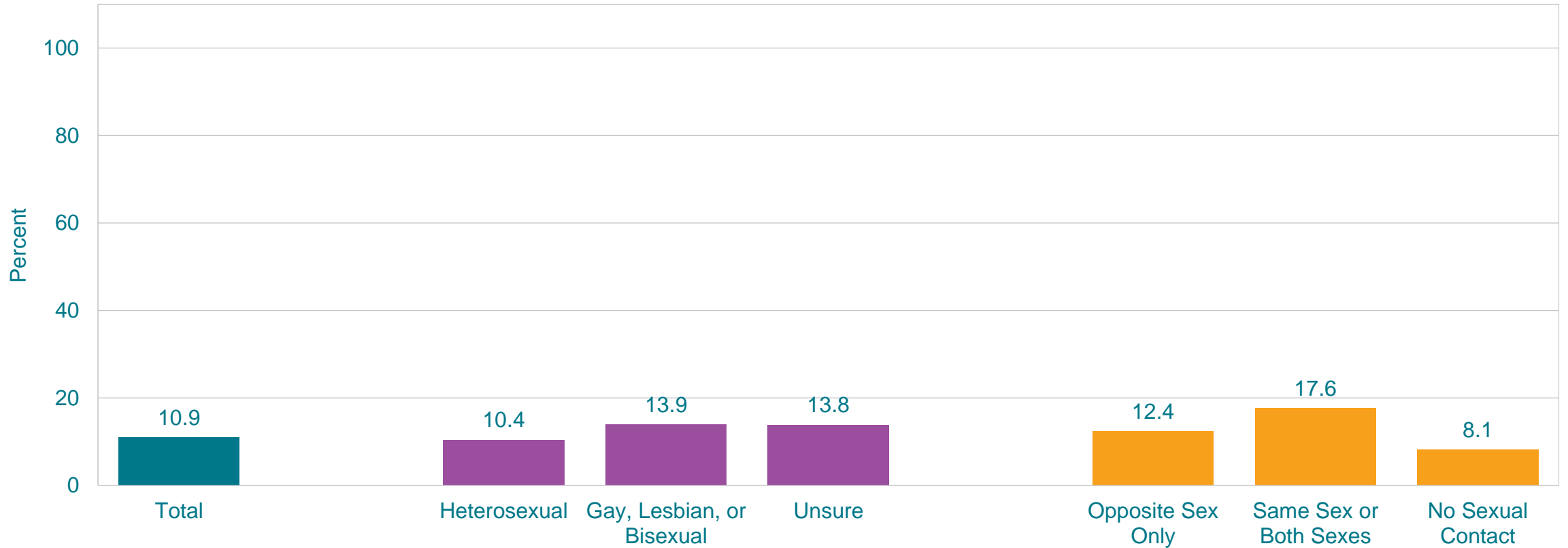
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

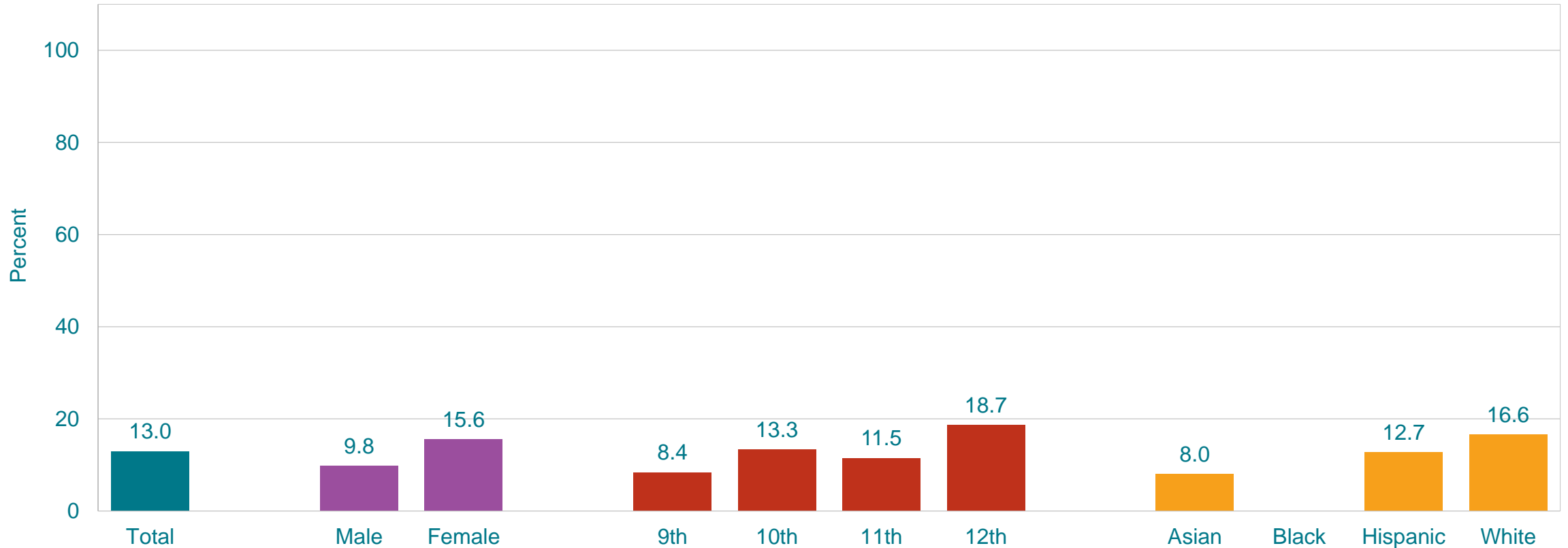


# Percentage of High School Students Who Have Teased or Called Someone Names Because the Students Thought They Were Gay, Lesbian, or Bisexual,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 12 months before the survey  
This graph contains weighted results.

# Percentage of High School Students Who Had Texted, E-Mailed, or Posted Electronically a Revealing or Sexual Photo of Themselves,\* by Sex,† Grade,† and Race/Ethnicity,† 2019



\*During the 30 days before the survey

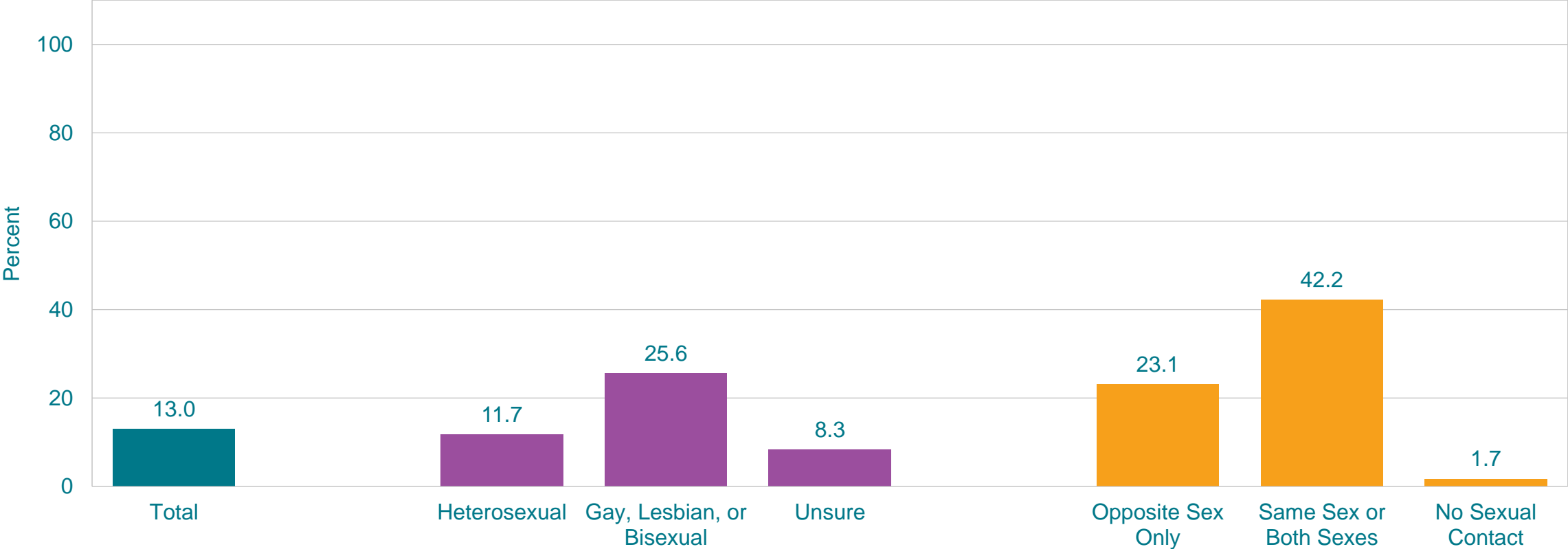
†F > M; 10th > 9th, 12th > 9th; W > A (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

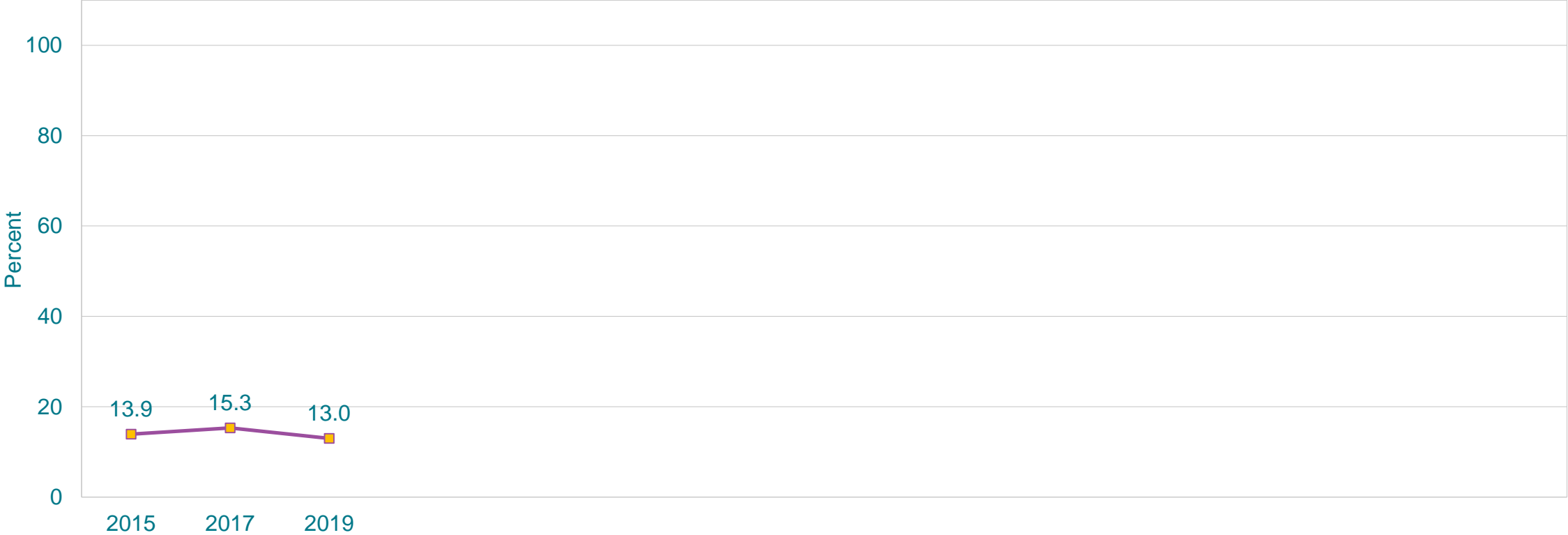
This graph contains weighted results.

# Percentage of High School Students Who Had Texted, E-Mailed, or Posted Electronically a Revealing or Sexual Photo of Themselves,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 30 days before the survey  
This graph contains weighted results.

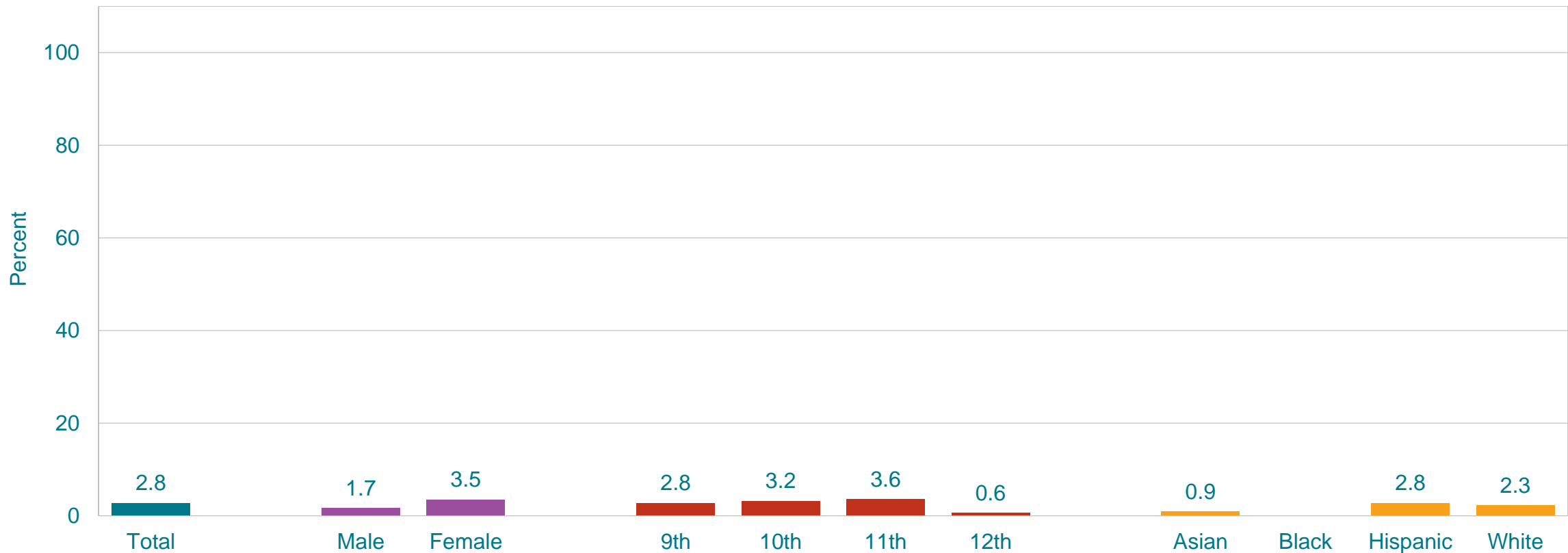
# Percentage of High School Students Who Had Texted, E-Mailed, or Posted Electronically a Revealing or Sexual Photo of Themselves,\* 2015-2019†



\*During the 30 days before the survey

†No change 2015-2019 [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 a Revealing or Sexual Photo of Them Had Been Texted, E-Mailed, or Posted Electronically Without Their Permission,\* by Sex,† Grade,‡ and Race/Ethnicity, 2019



\*During the 30 days before the survey

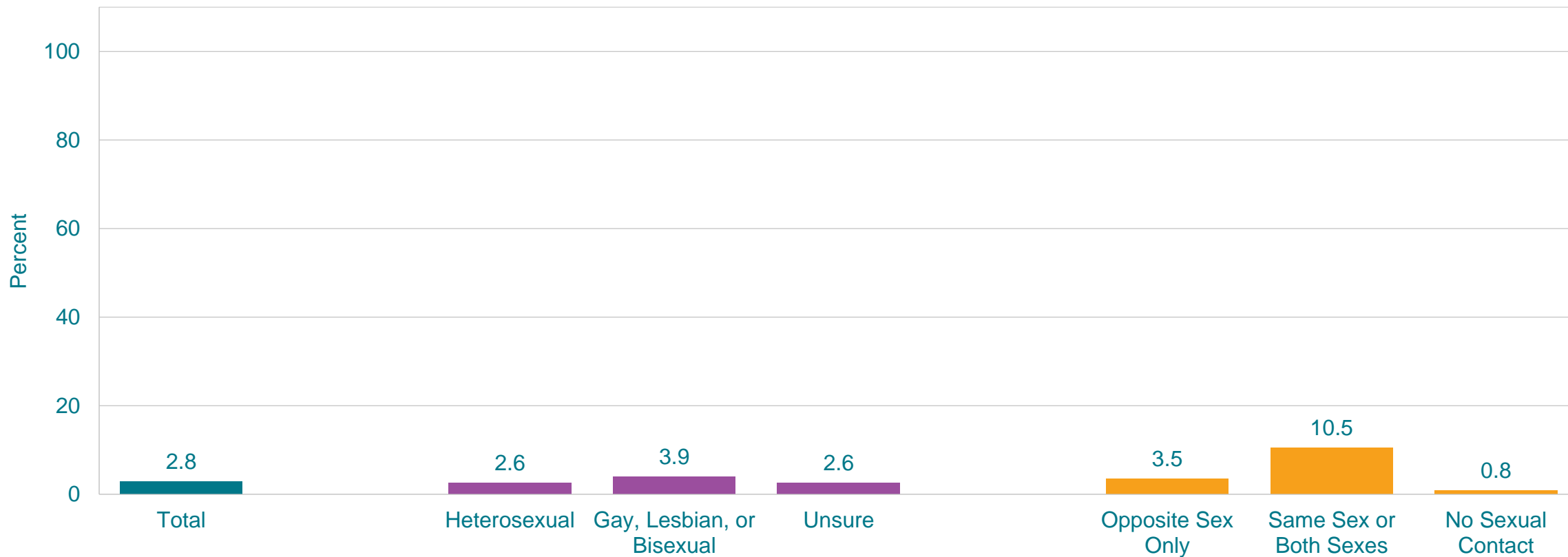
†F > M; 9th > 12th, 10th > 12th, 11th > 12th (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

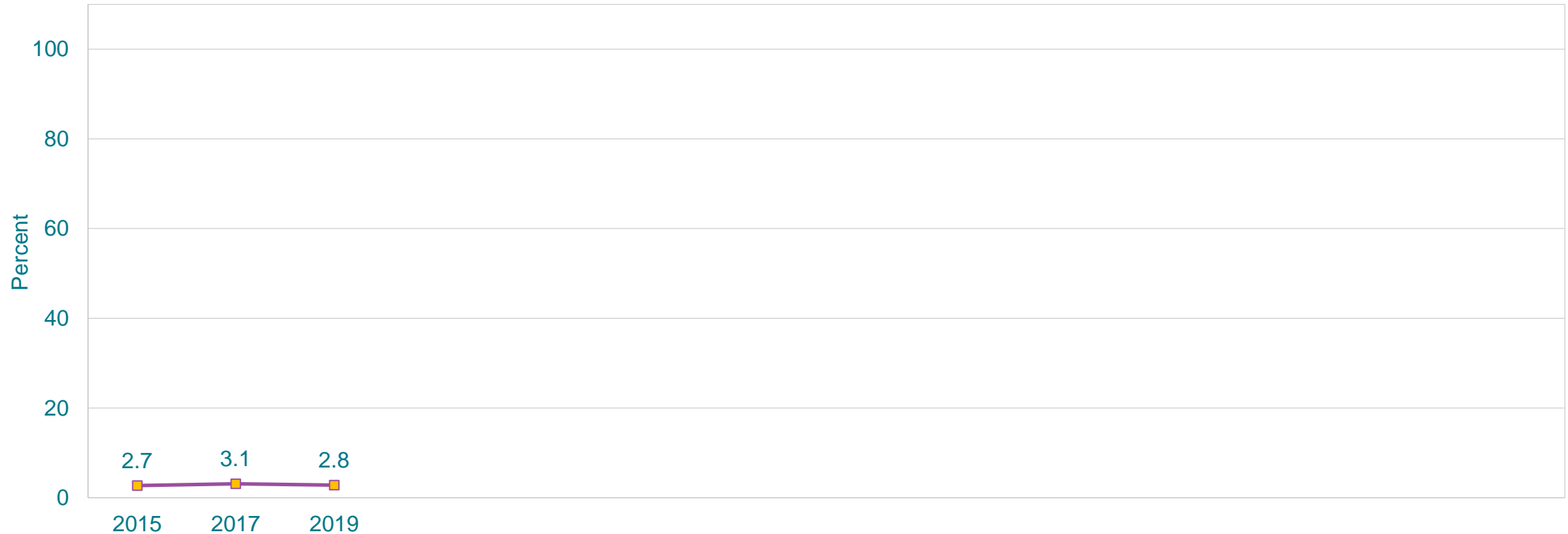
This graph contains weighted results.

# Percentage of High School Students Who Reported a Revealing or Sexual Photo of Them Had Been Texted, E-Mailed, or Posted Electronically Without Their Permission,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*During the 30 days before the survey  
This graph contains weighted results.

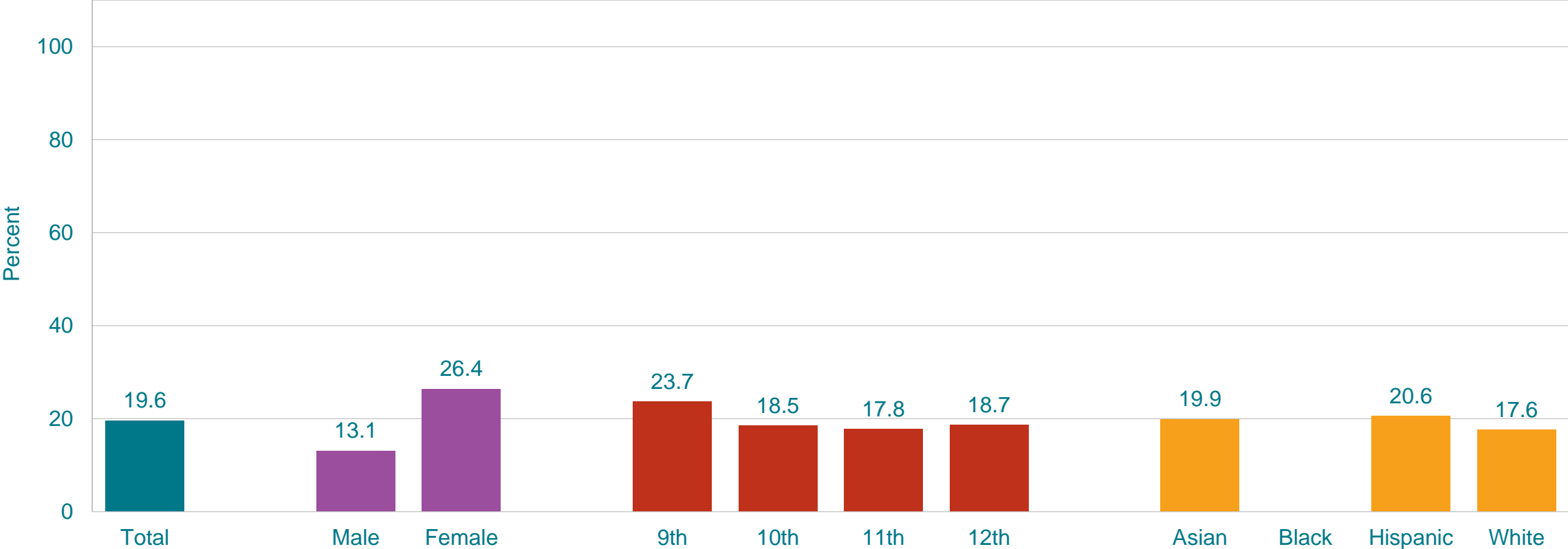
# Percentage of High School Students Who Reported a Revealing or Sexual Photo of Them Had Been Texted, E-Mailed, or Posted Electronically Without Their Permission,\* 2015-2019†



\*During the 30 days before the survey

†No change 2015-2019 [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 Did Something to Purposely Hurt Themselves Without Wanting to Die,\* by Sex,† Grade, and Race/Ethnicity, 2019



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

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

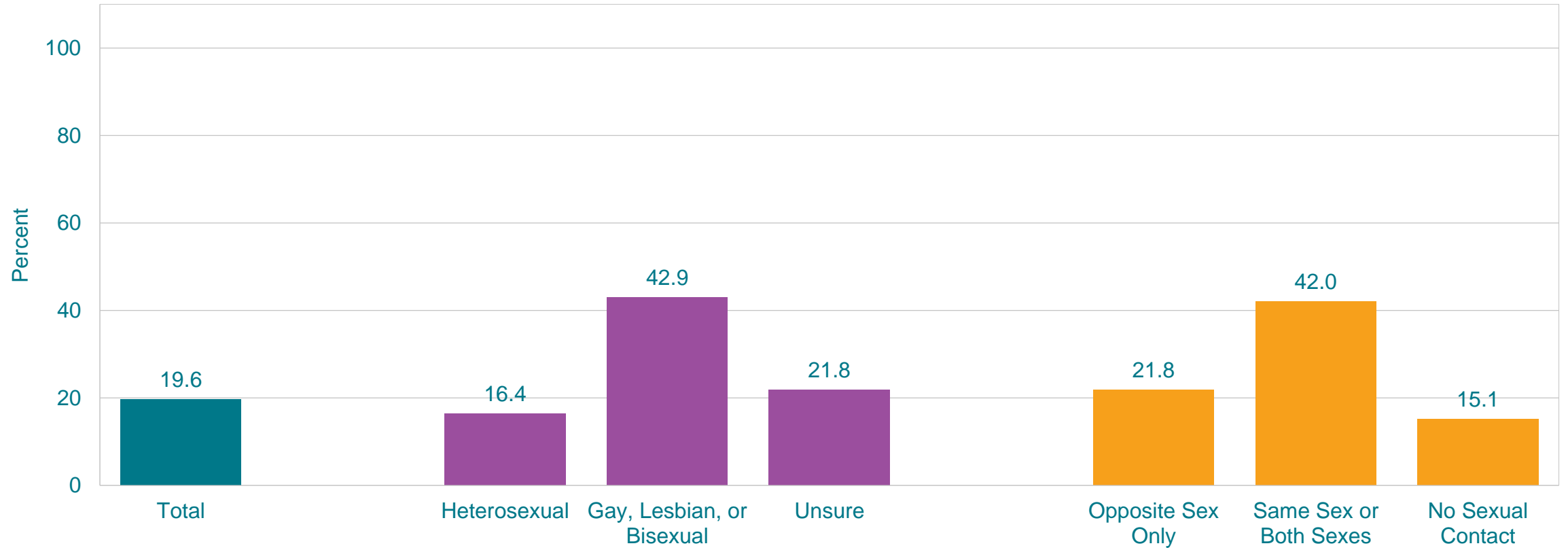
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

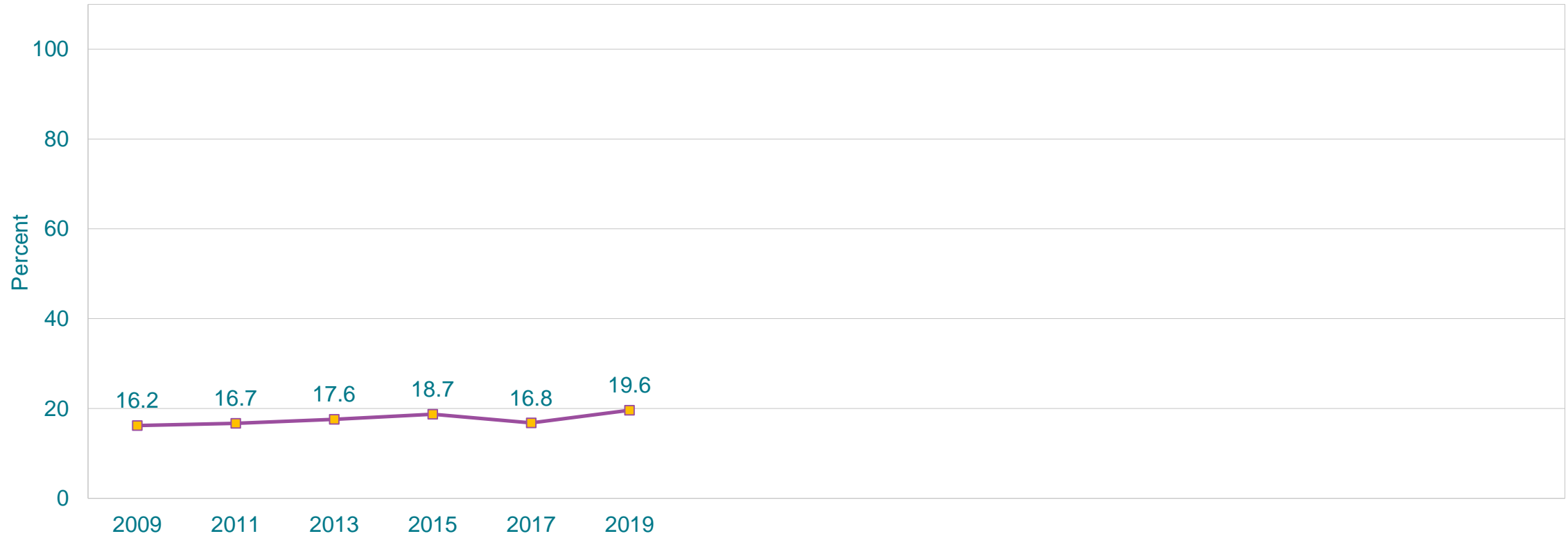


# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey  
This graph contains weighted results.

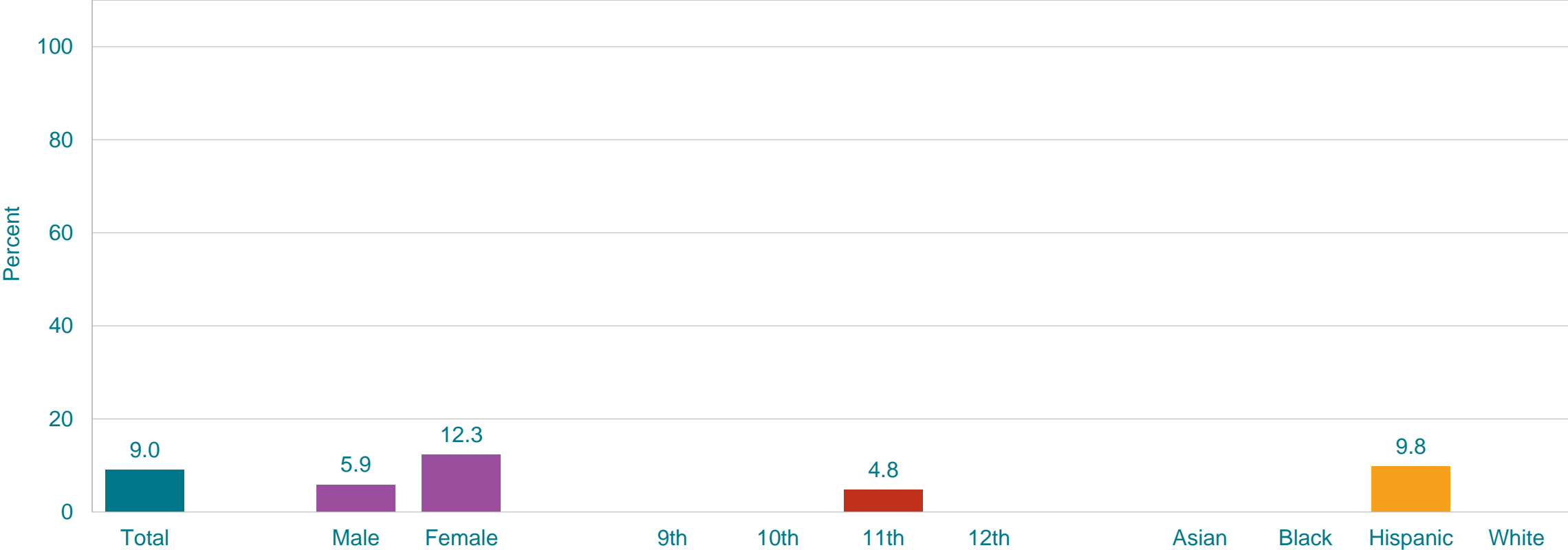
# Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,\* 2009-2019†



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

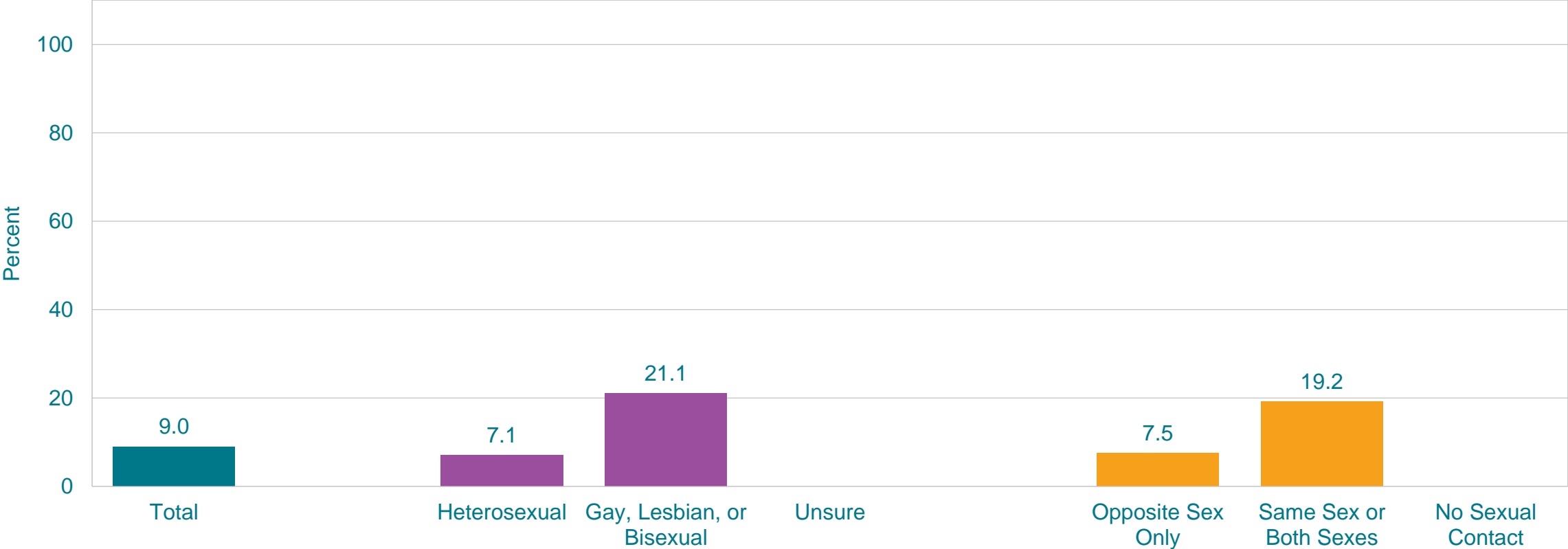
†No change 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Reported Their Partners Were Three or More Years Older Than Themselves the First Time They Had Sexual Intercourse,\* by Sex, Grade, and Race/Ethnicity, 2019



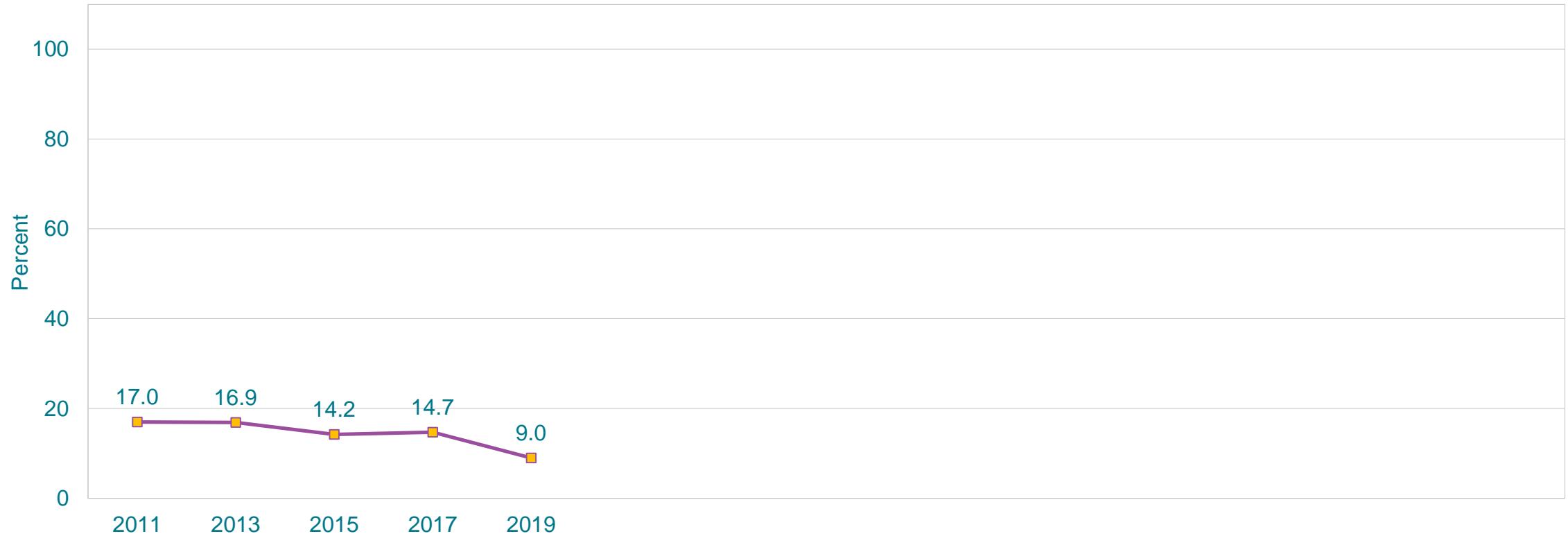
\*Among students who have had sexual intercourse  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# 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 Sexual Identity and Sex of Sexual Contacts, 2019



\*Among students who have had sexual intercourse  
 This graph contains weighted results.  
 Missing bar indicates fewer than 30 students in the subgroup.

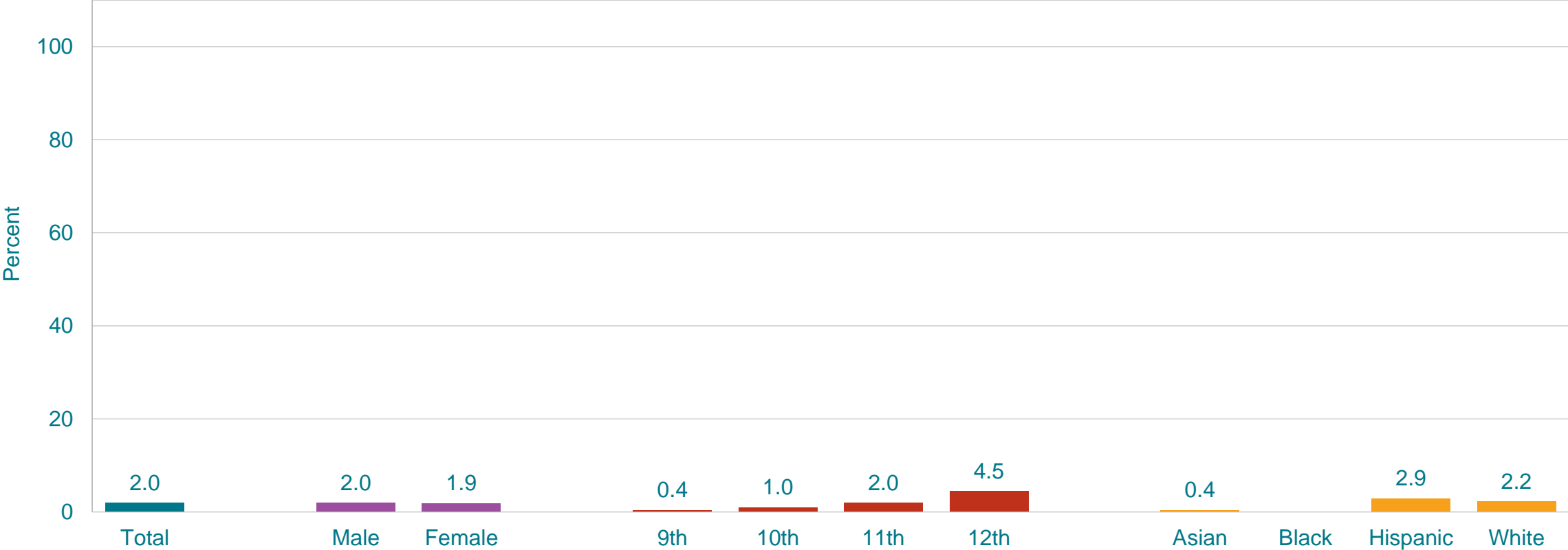
# Percentage of High School Students Who Reported Their Partners Were Three or More Years Older Than Themselves the First Time They Had Sexual Intercourse,\* 2011-2019†



\*Among students who have had sexual intercourse

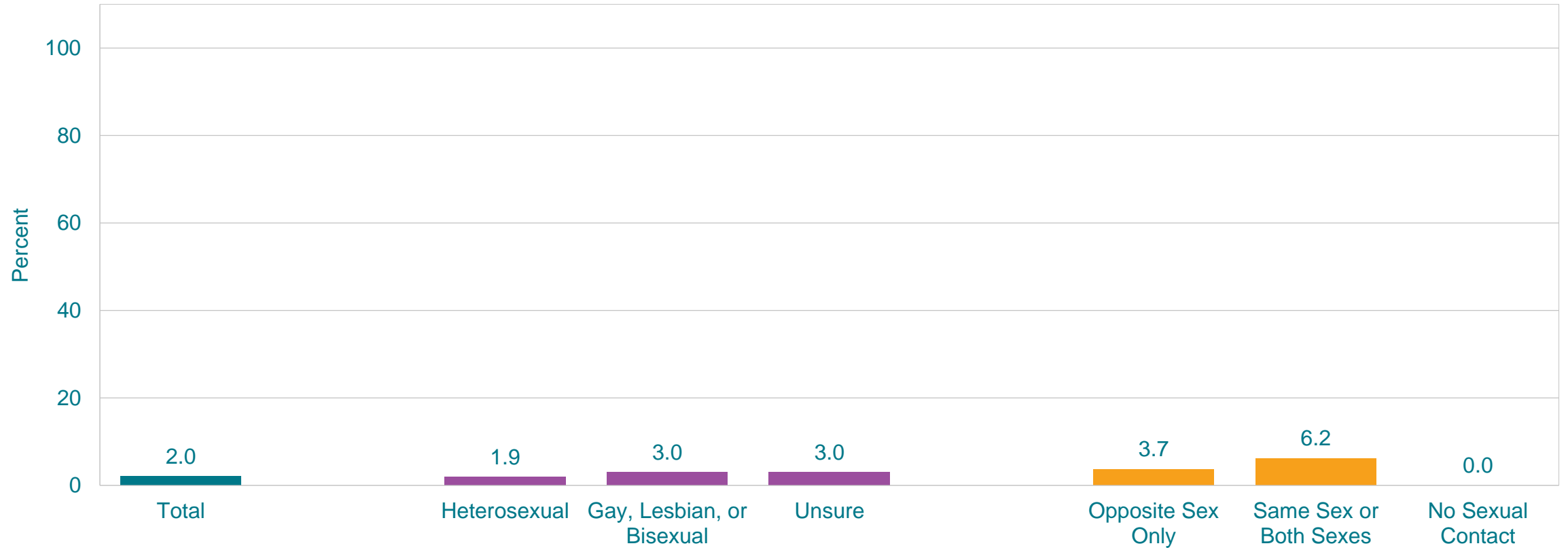
†Decreased 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]

# Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,\* by Sex, Grade,† and Race/Ethnicity,† 2019



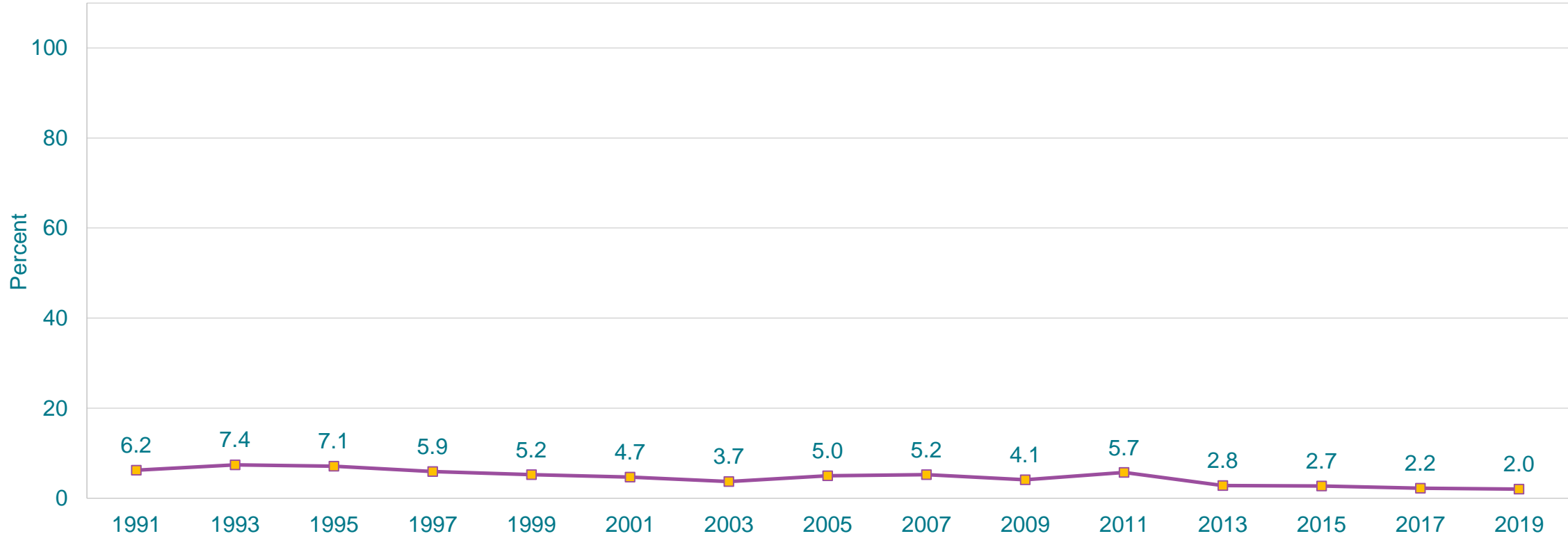
\*One or more times  
 †12th > 9th; H > A (Based on t-test analysis, p < 0.05.)  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*One or more times  
This graph contains weighted results.

# Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,\* 1991-2019†

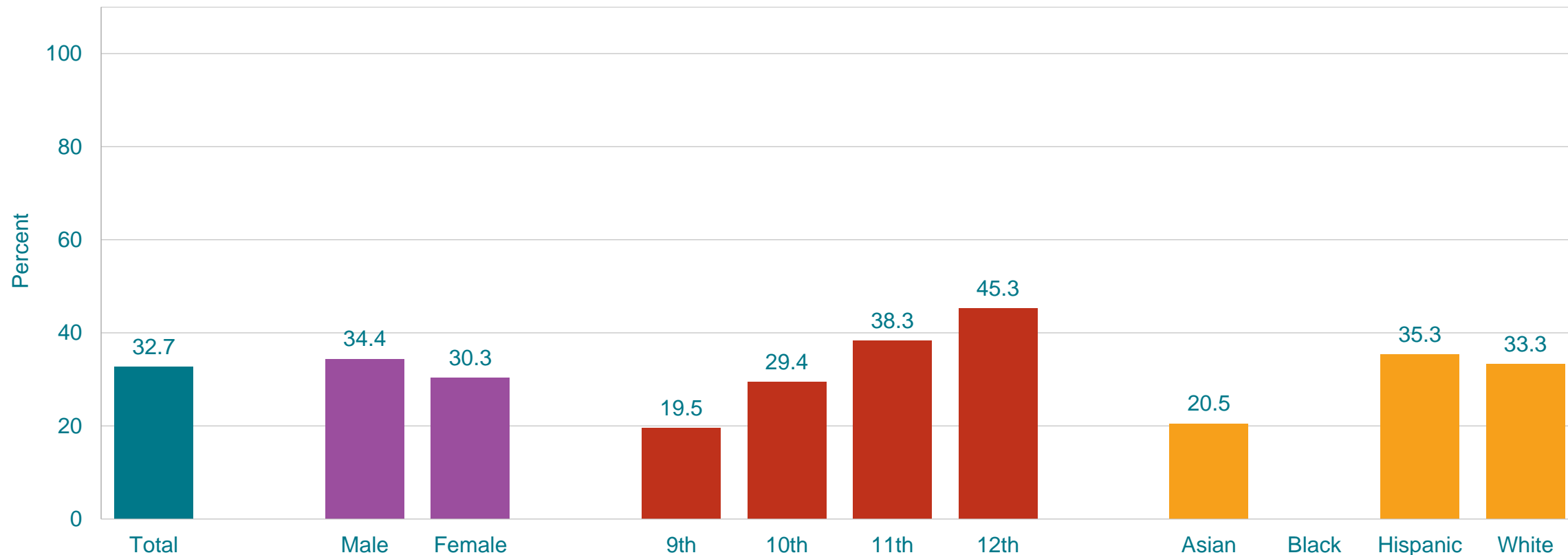


\*One or more times

†Decreased 1991-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]



## Percentage of High School Students Who Have Ever Participated in Oral Sex, by Sex, Grade,\* and Race/Ethnicity,\* 2019



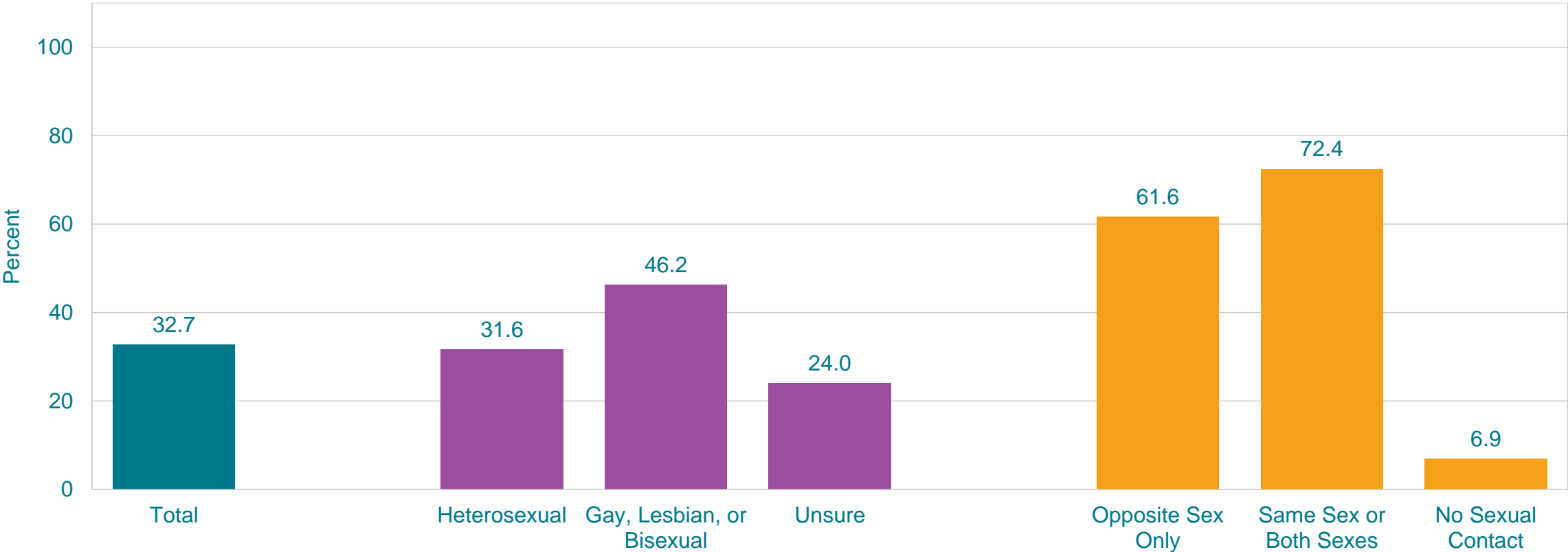
\*10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th; H > A, W > A (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

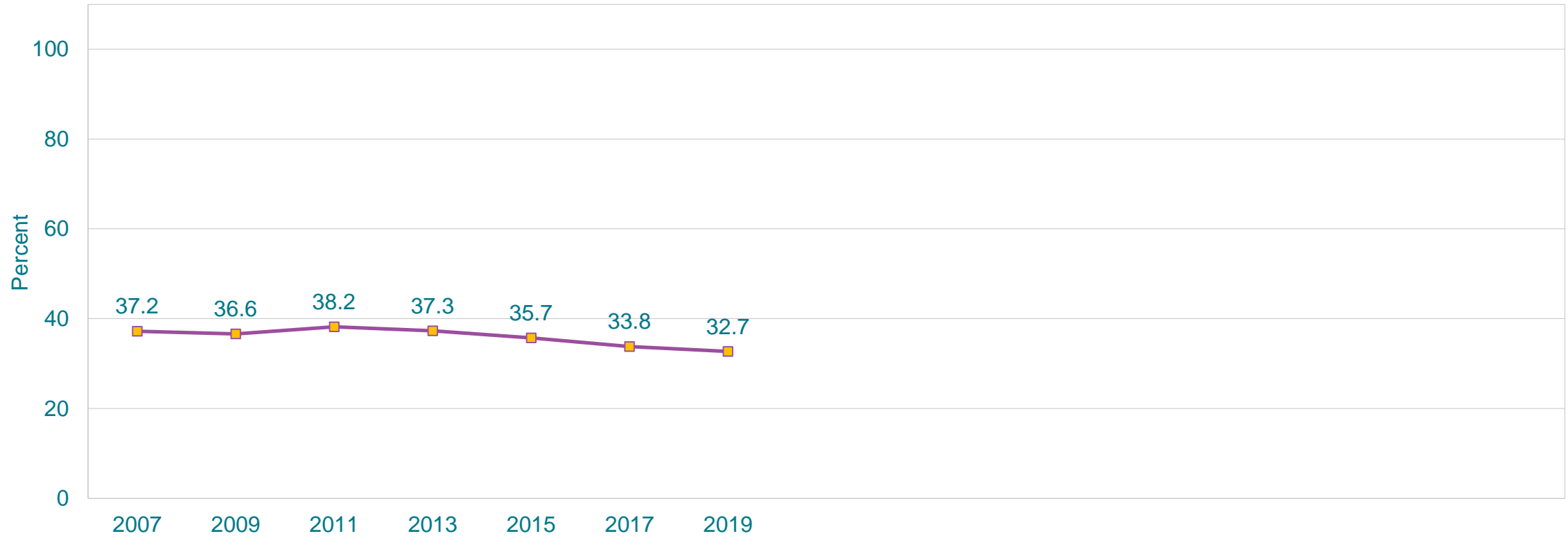
This graph contains weighted results.

# Percentage of High School Students Who Have Ever Participated in Oral Sex, by Sexual Identity and Sex of Sexual Contacts, 2019



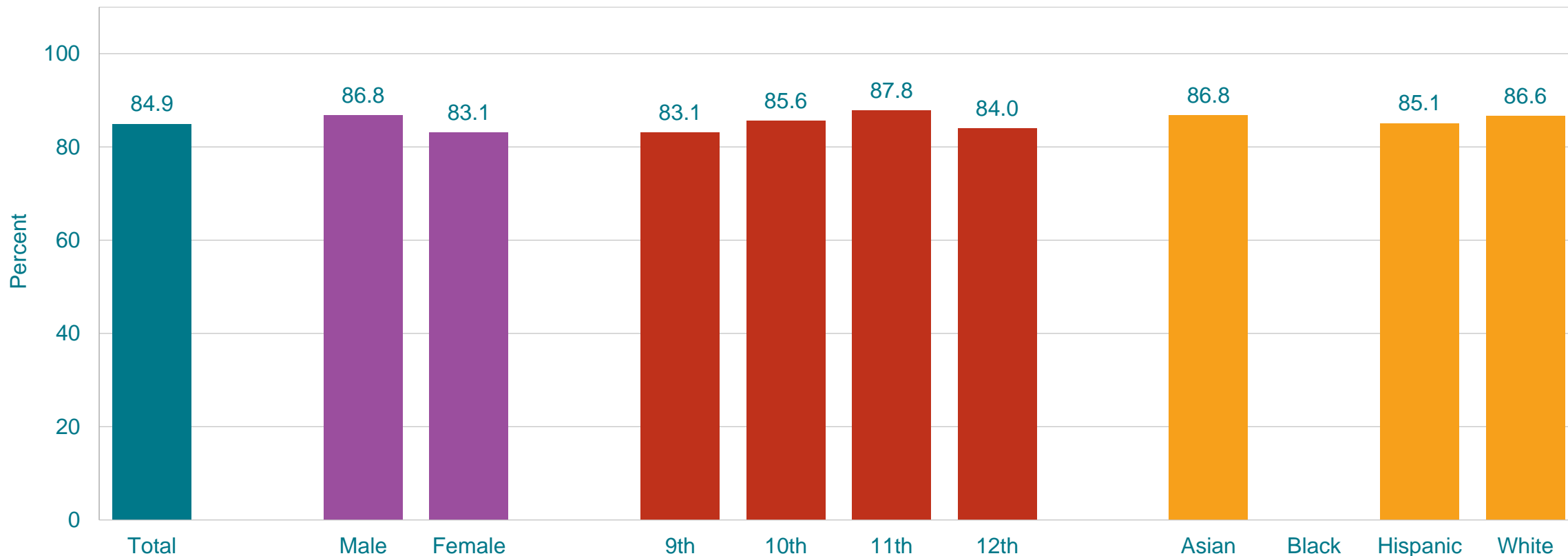
This graph contains weighted results.

# Percentage of High School Students Who Have Ever Participated in Oral Sex, 2007-2019\*



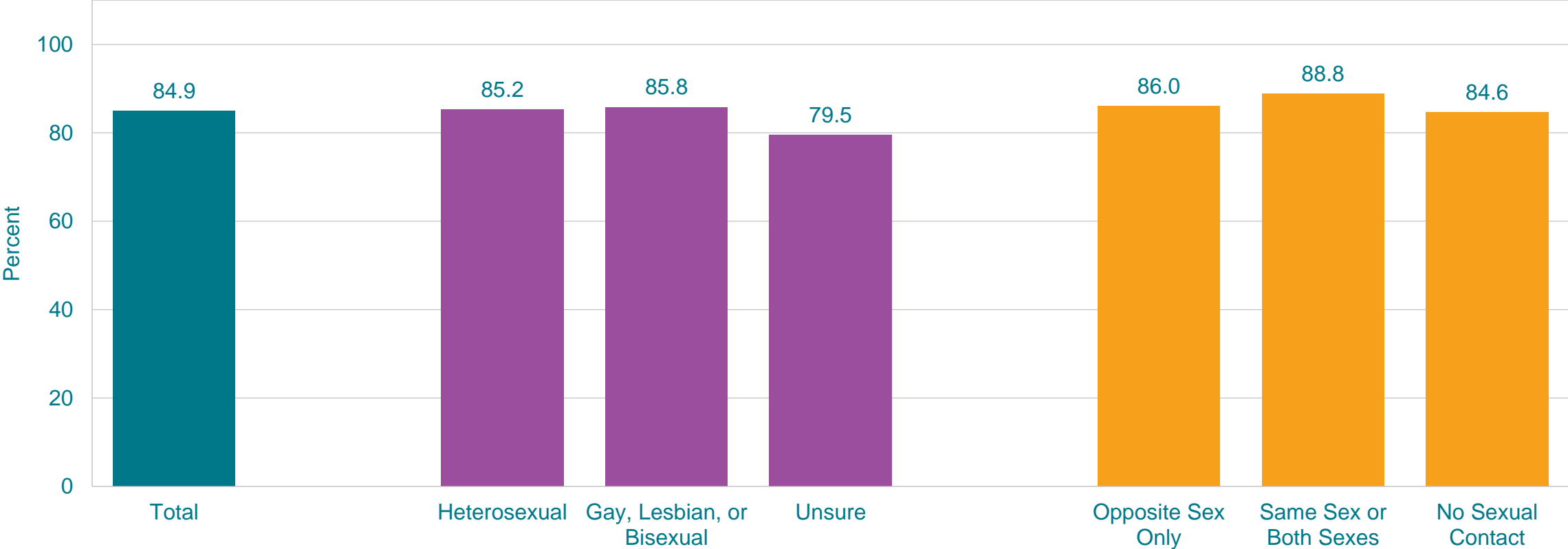
\*Decreased 2007-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

# Percentage of High School Students Who Have Been Taught About AIDS or HIV Infection in School, by Sex, Grade, and Race/Ethnicity, 2019



All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
Missing bar indicates fewer than 100 students in the subgroup.  
This graph contains weighted results.

# Percentage of High School Students Who Have Been Taught About AIDS or HIV Infection in School, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

# Percentage of High School Students Who Have Ever Been Taught in School About How to Use a Condom to Prevent Pregnancy or Sexually Transmitted Diseases (STDs),\* by Sex, Grade,<sup>†</sup> and Race/Ethnicity, 2019



\*Including HIV

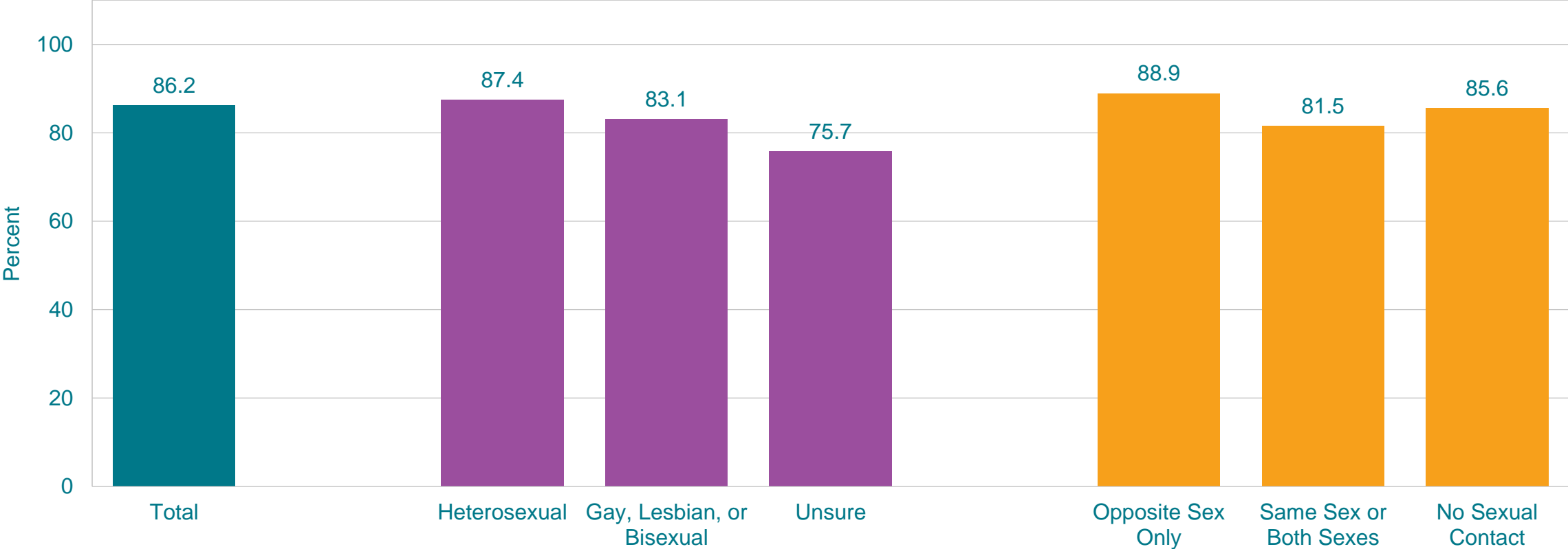
<sup>†</sup>11th > 12th (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

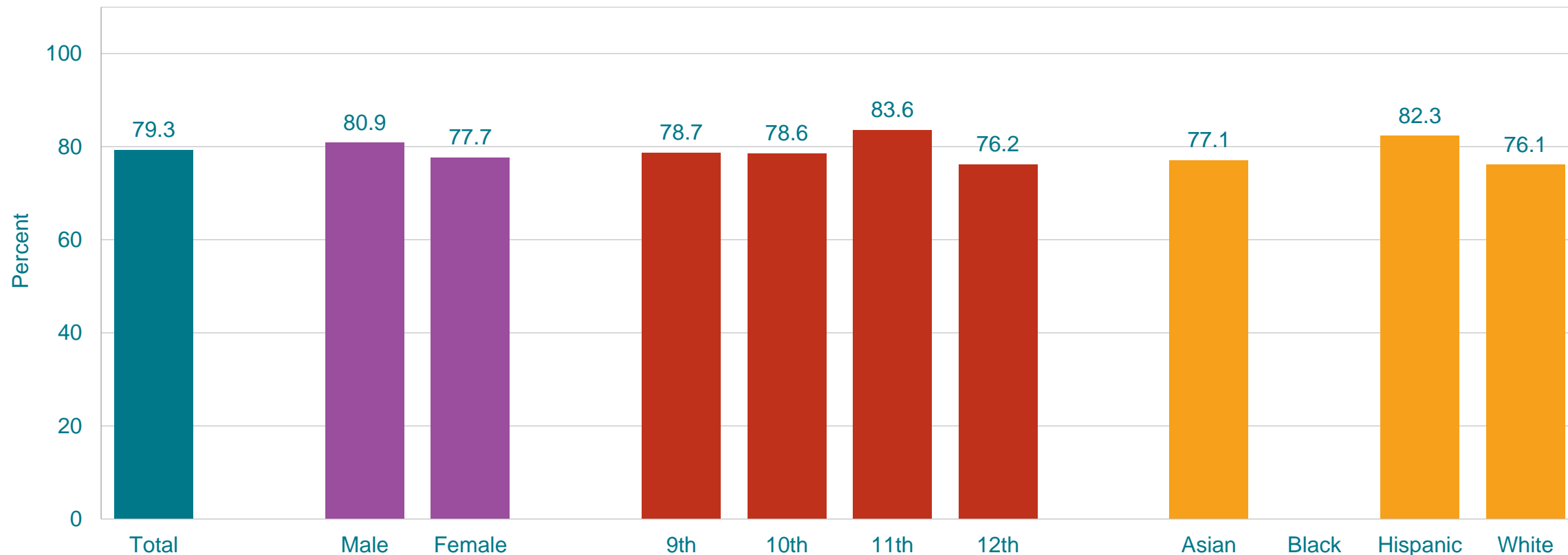
This graph contains weighted results.

# Percentage of High School Students Who Have Ever Been Taught in School About How to Use a Condom to Prevent Pregnancy or Sexually Transmitted Diseases (STDs),\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Including HIV  
This graph contains weighted results.

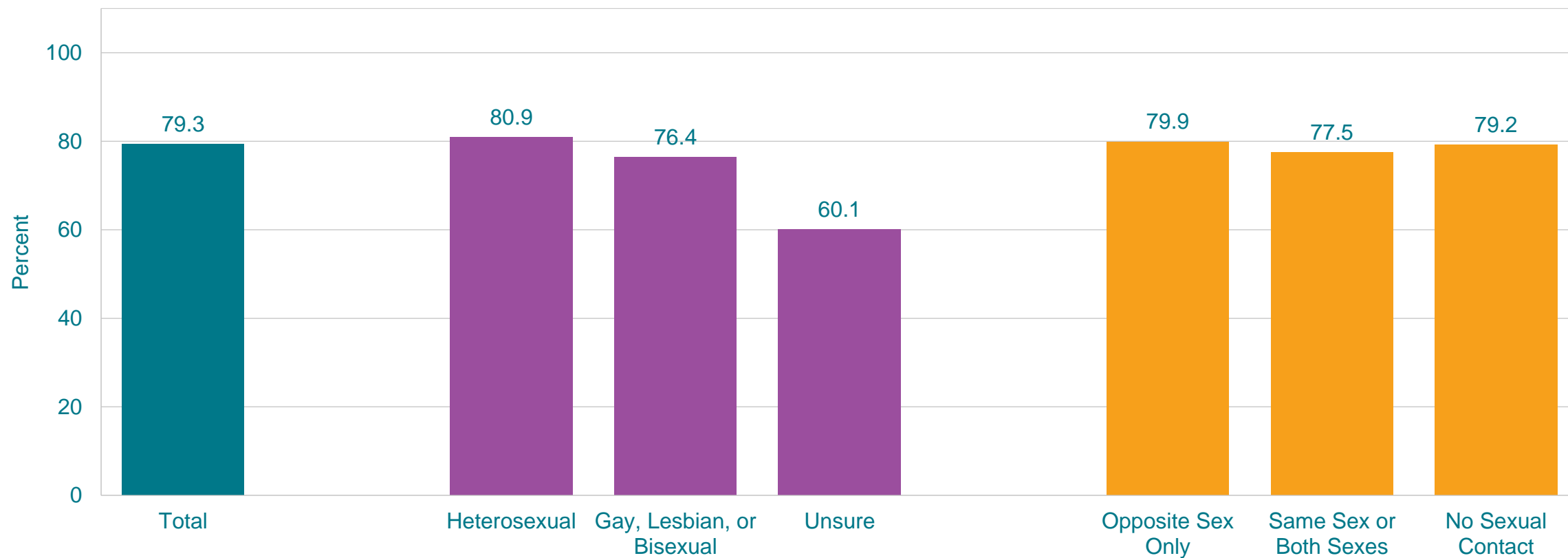
## Percentage of High School Students Who Have Ever Been Taught in School About Where They Could Get Sexual Health Services,\* by Sex, Grade, and Race/Ethnicity, 2019



\*Such as birth control, condoms, or HIV or other sexually transmitted disease (STD) testing or treatment  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

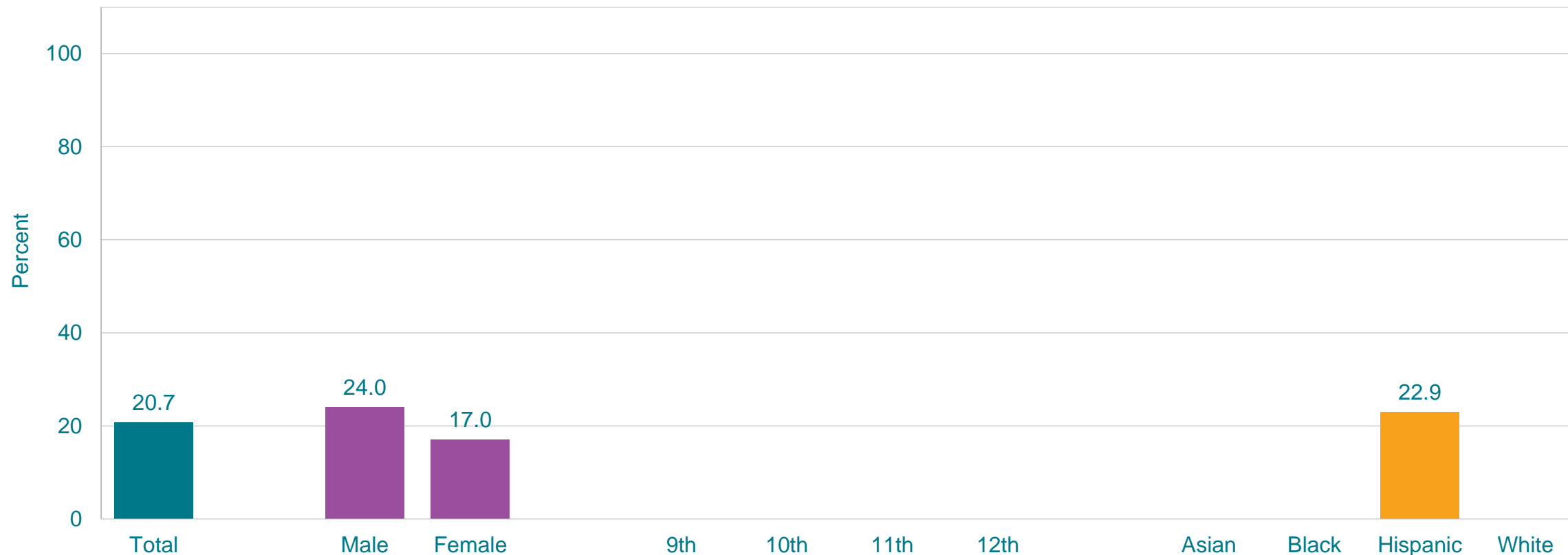


# Percentage of High School Students Who Have Ever Been Taught in School About Where They Could Get Sexual Health Services,\* by Sexual Identity and Sex of Sexual Contacts, 2019



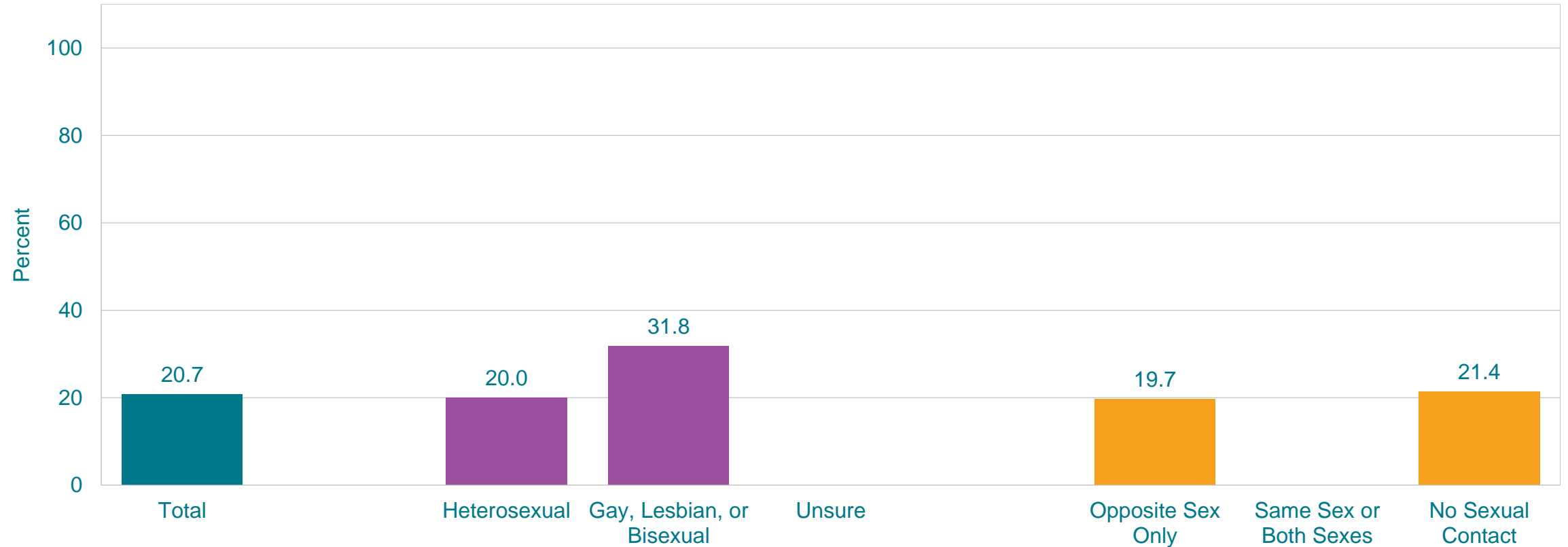
\*Such as birth control, condoms, or HIV or other sexually transmitted disease (STD) testing or treatment  
This graph contains weighted results.

# Percentage of High School Students Who Had a Teacher or Other Adult in Their School Help Them Find a Place Where They Could Get Tested for HIV or Other Sexually Transmitted Diseases (STDs),\* by Sex, Grade, and Race/Ethnicity, 2019



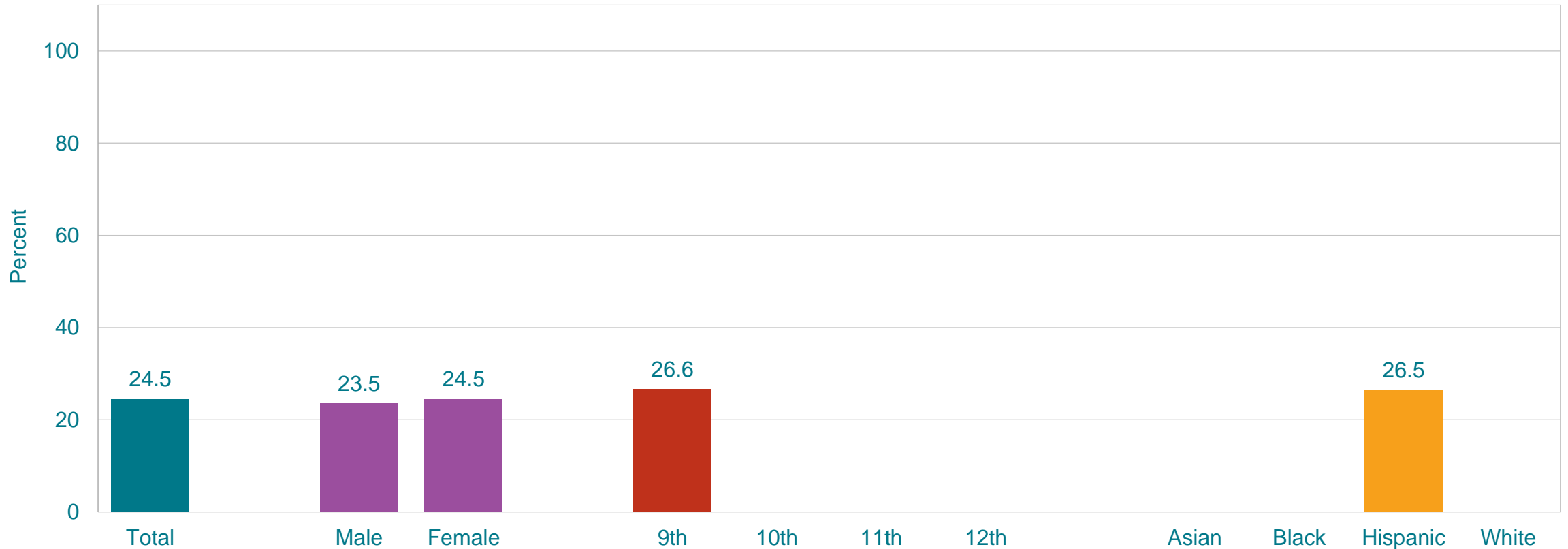
\*Among students who needed to find a place for HIV or other STD testing during the 12 months before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Had a Teacher or Other Adult in Their School Help Them Find a Place Where They Could Get Tested for HIV or Other Sexually Transmitted Diseases (STDs),\* by Sexual Identity and Sex of Sexual Contacts, 2019



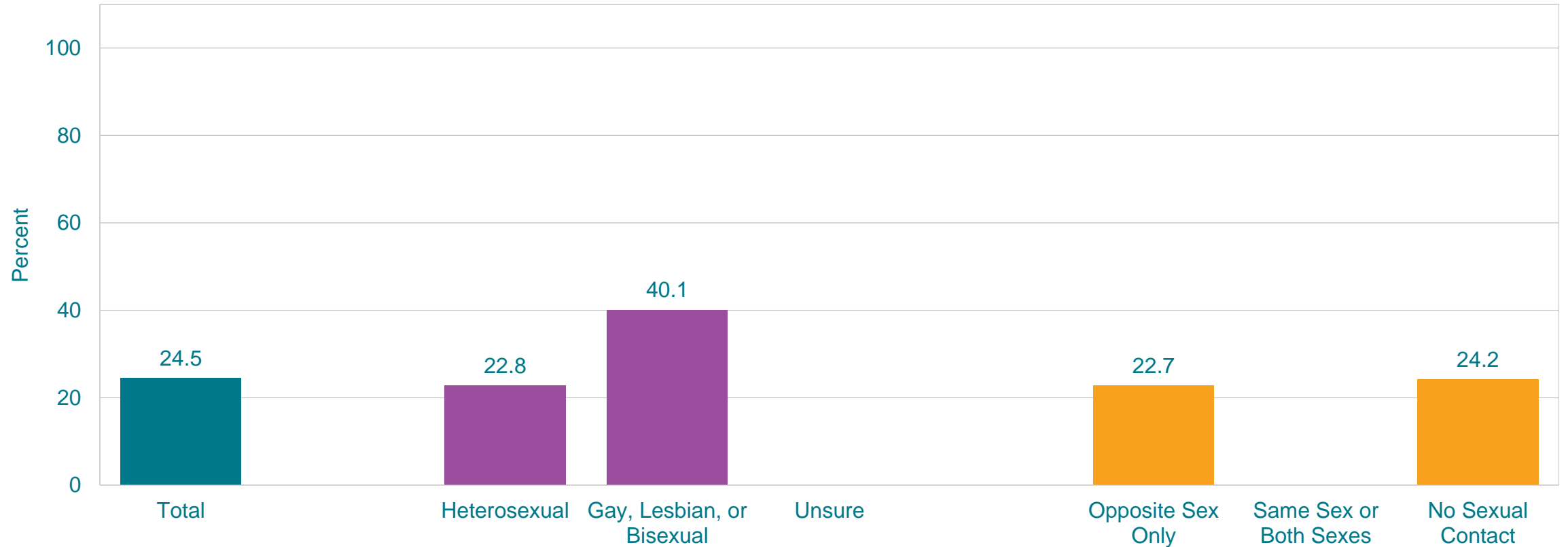
\*Among students who needed to find a place for HIV or other STD testing during the 12 months before the survey  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Had a Teacher or Other Adult in Their School Help Them Find a Place Where They Could Get Birth Control,\* by Sex, Grade, and Race/Ethnicity, 2019



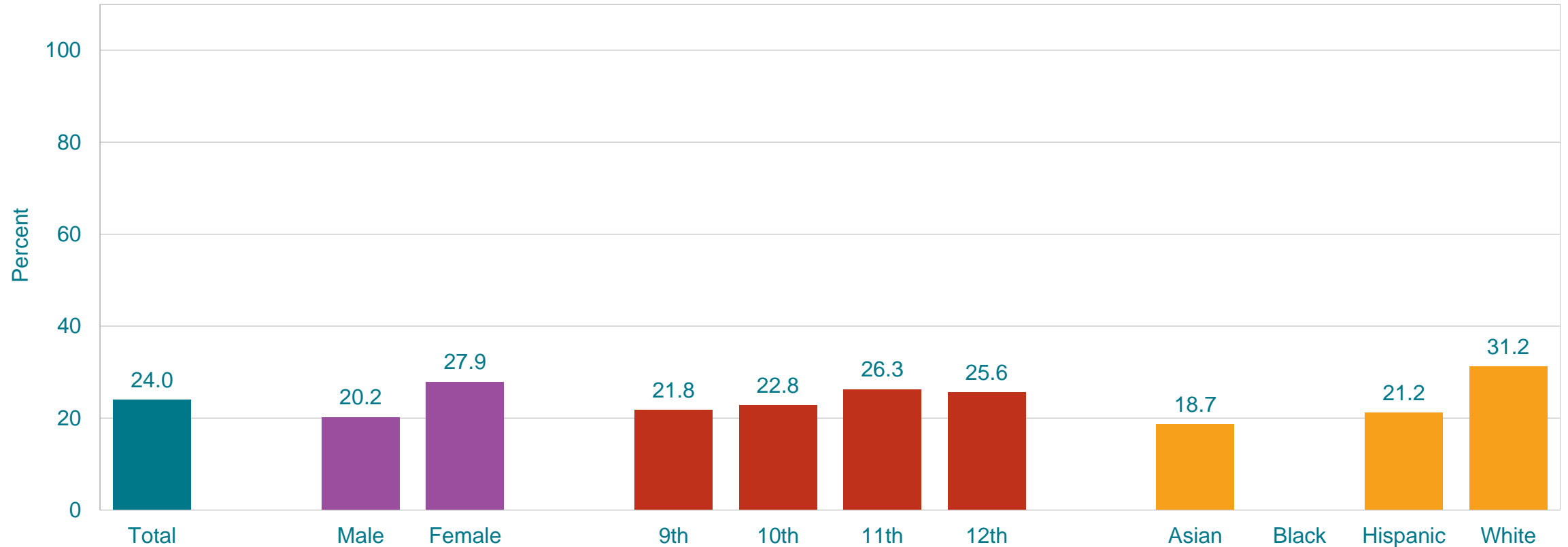
\*Among students who needed to find a place to get birth control during the 12 months before the survey  
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.  
 Missing bar indicates fewer than 100 students in the subgroup.  
 This graph contains weighted results.

# Percentage of High School Students Who Had a Teacher or Other Adult in Their School Help Them Find a Place Where They Could Get Birth Control,\* by Sexual Identity and Sex of Sexual Contacts, 2019



\*Among students who needed to find a place to get birth control during the 12 months before the survey  
This graph contains weighted results.  
Missing bar indicates fewer than 30 students in the subgroup.

# Percentage of High School Students Who Disagree or Strongly Disagree That Their School Has Clear Consequences for Students Who Bully or Harass Other Students, by Sex,\* Grade, and Race/Ethnicity,\* 2019



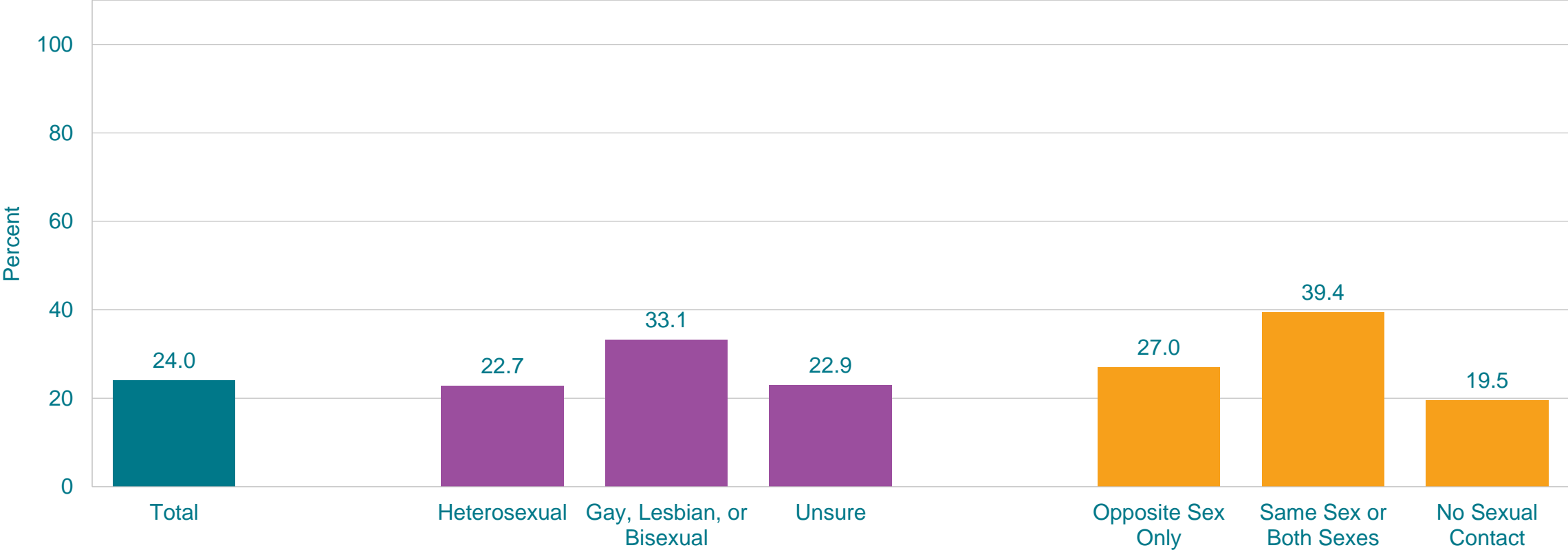
\*F > M; W > A, W > H (Based on t-test analysis, p < 0.05.)

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

Missing bar indicates fewer than 100 students in the subgroup.

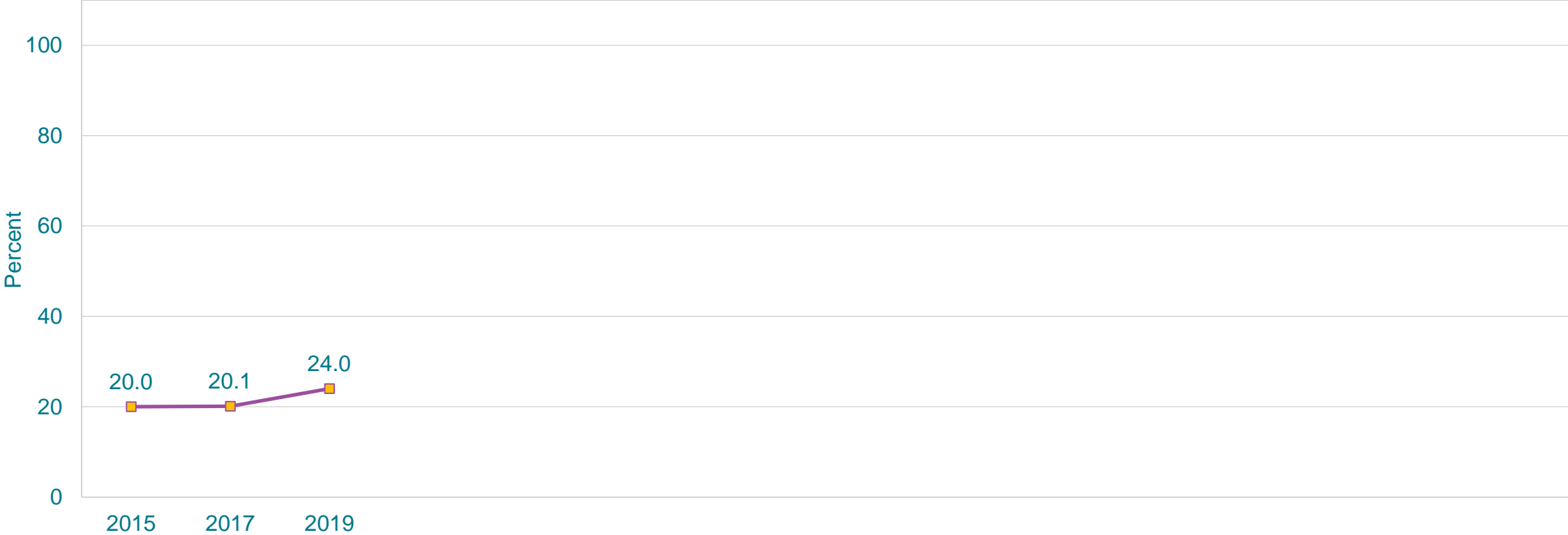
This graph contains weighted results.

# Percentage of High School Students Who Disagree or Strongly Disagree That Their School Has Clear Consequences for Students Who Bully or Harass Other Students, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.

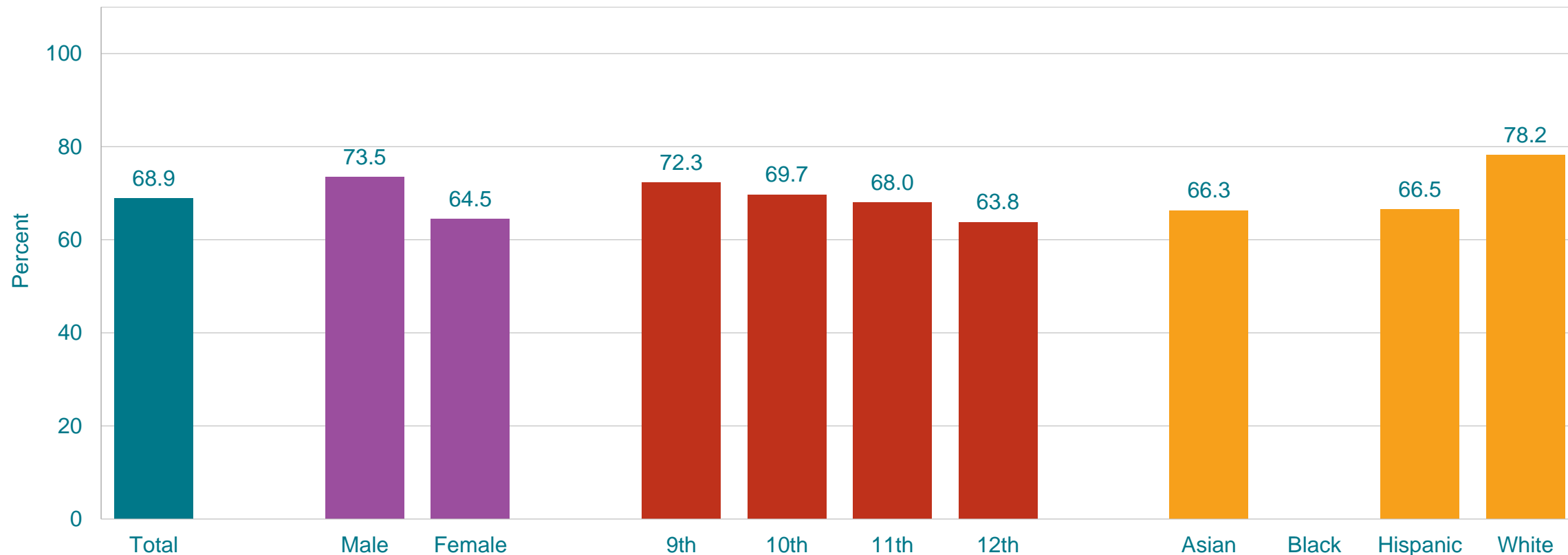
# Percentage of High School Students Who Disagree or Strongly Disagree That Their School Has Clear Consequences for Students Who Bully or Harass Other Students, 2015-2019\*



\*Increased 2015-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ( $p < 0.05$ ).]



# Percentage of High School Students Who Strongly Agree or Agree That They Feel Close to People at Their School, by Sex,\* Grade,\* and Race/Ethnicity,\* 2019



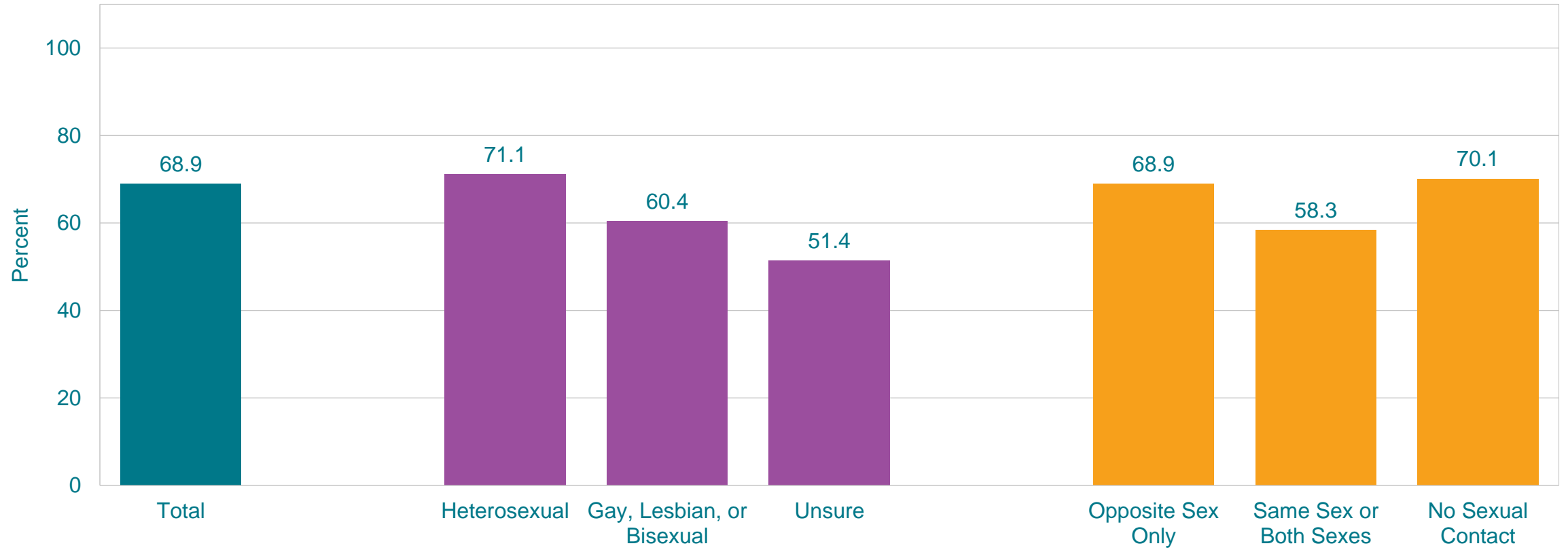
\*M > F; 9th > 12th; W > A, W > H (Based on t-test analysis,  $p < 0.05$ .)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

# Percentage of High School Students Who Strongly Agree or Agree That They Feel Close to People at Their School, by Sexual Identity and Sex of Sexual Contacts, 2019



This graph contains weighted results.