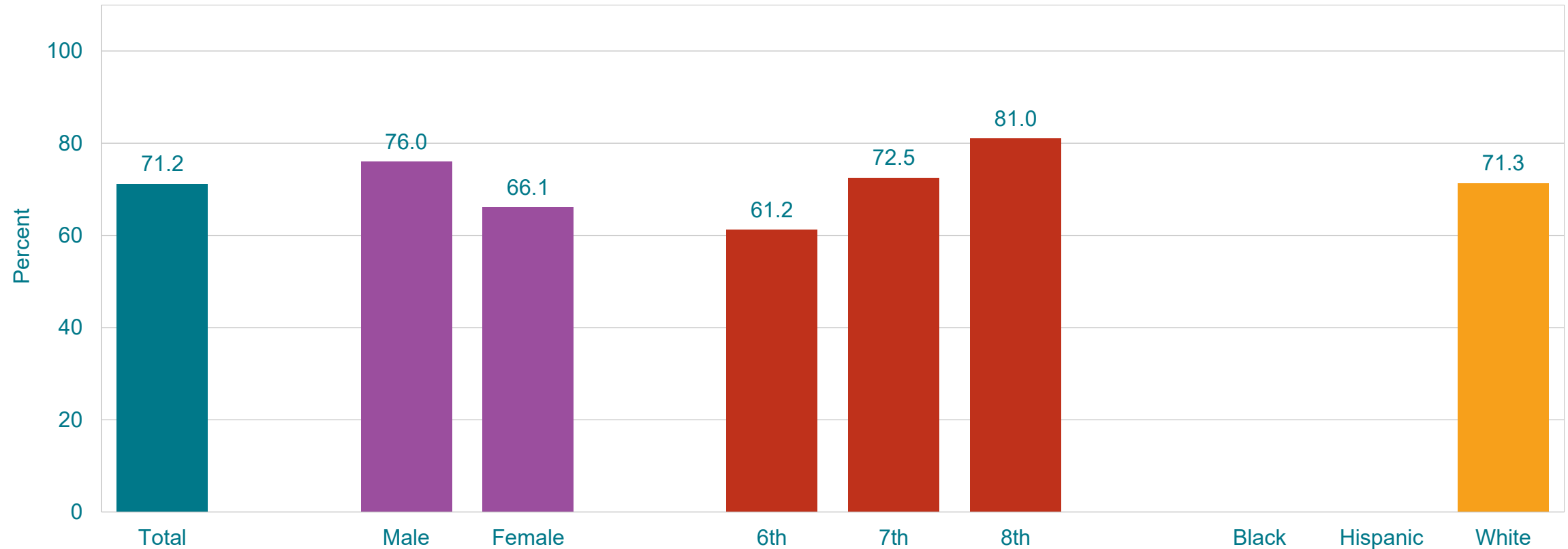




Percentage of Middle School Students Who Rarely or Never Wore a Bicycle Helmet,* by Sex,[†] Grade,[†] and Race/Ethnicity, 2019



*Among students who had ridden a bicycle

[†]M > F; 7th > 6th, 8th > 6th, 8th > 7th (Based on t-test analysis, p < 0.05.)

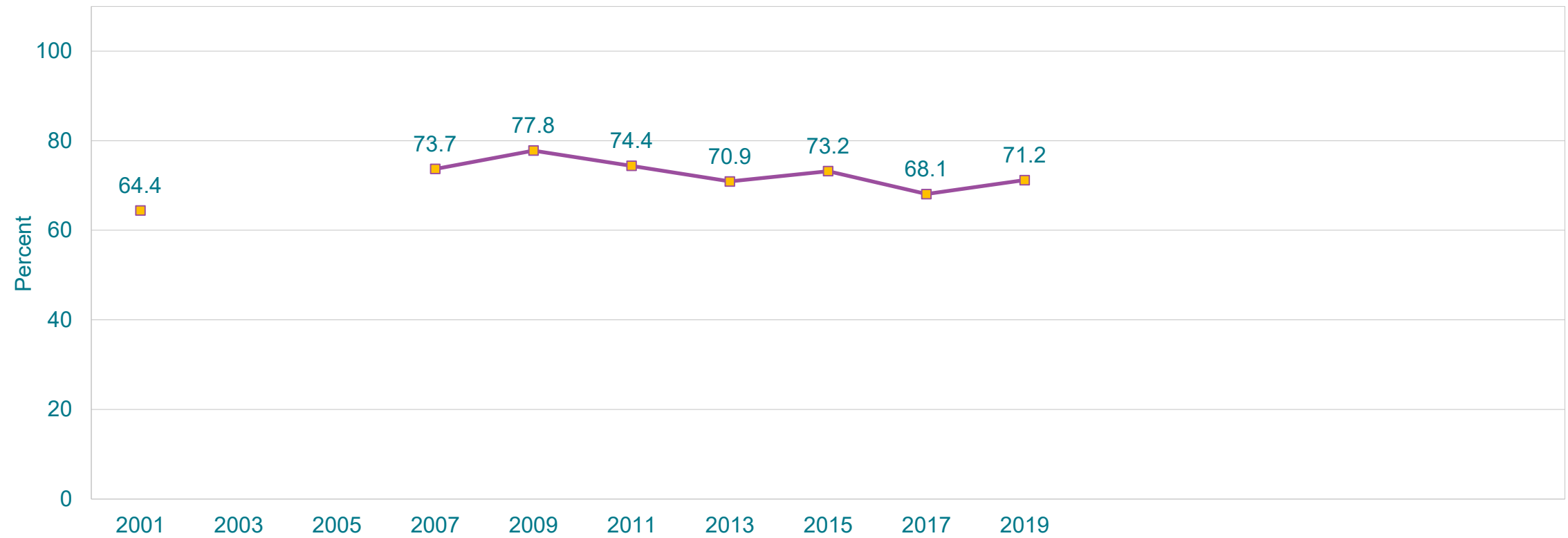
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Rarely or Never Wore a Bicycle Helmet,* 2001-2019†



*Among students who had ridden a bicycle

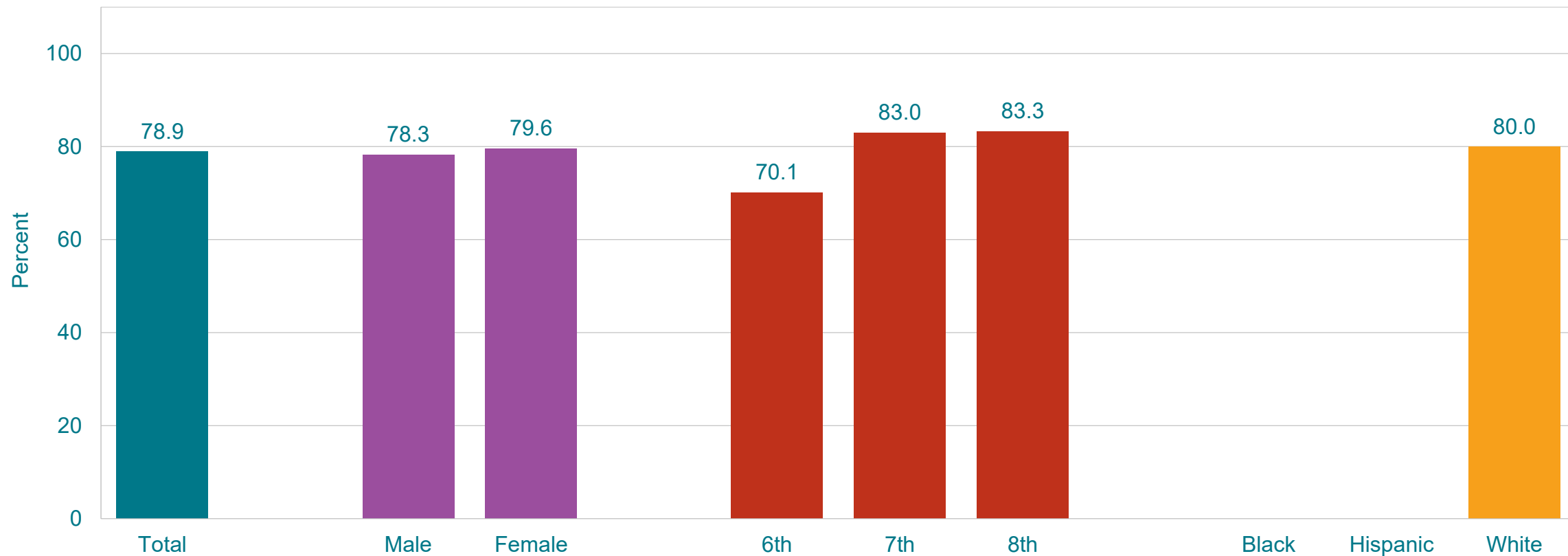
†Increased, 2001-2009, decreased, 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Rarely or Never Wore a Helmet When Rollerblading or Skateboarding,* by Sex, Grade,† and Race/Ethnicity, 2019



*Among students who used rollerblades or rode a skateboard

†7th > 6th, 8th > 6th (Based on t-test analysis, $p < 0.05$.)

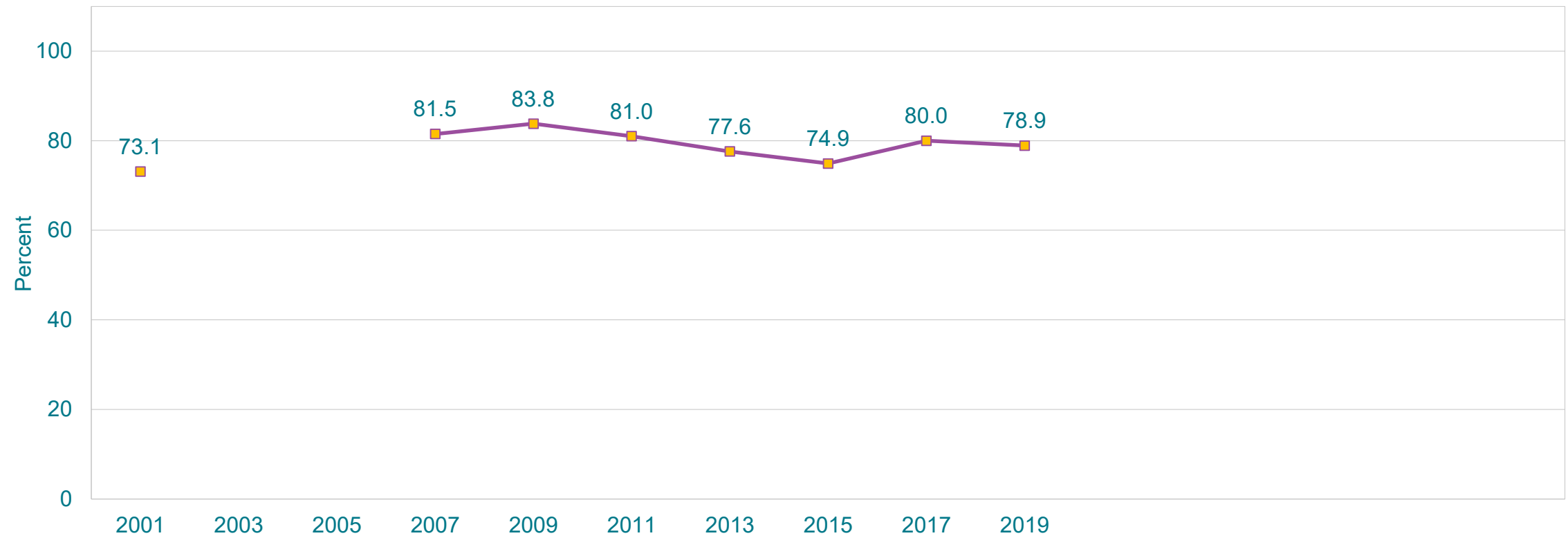
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Rarely or Never Wore a Helmet When Rollerblading or Skateboarding,* 2001-2019†



*Among students who used rollerblades or rode a skateboard

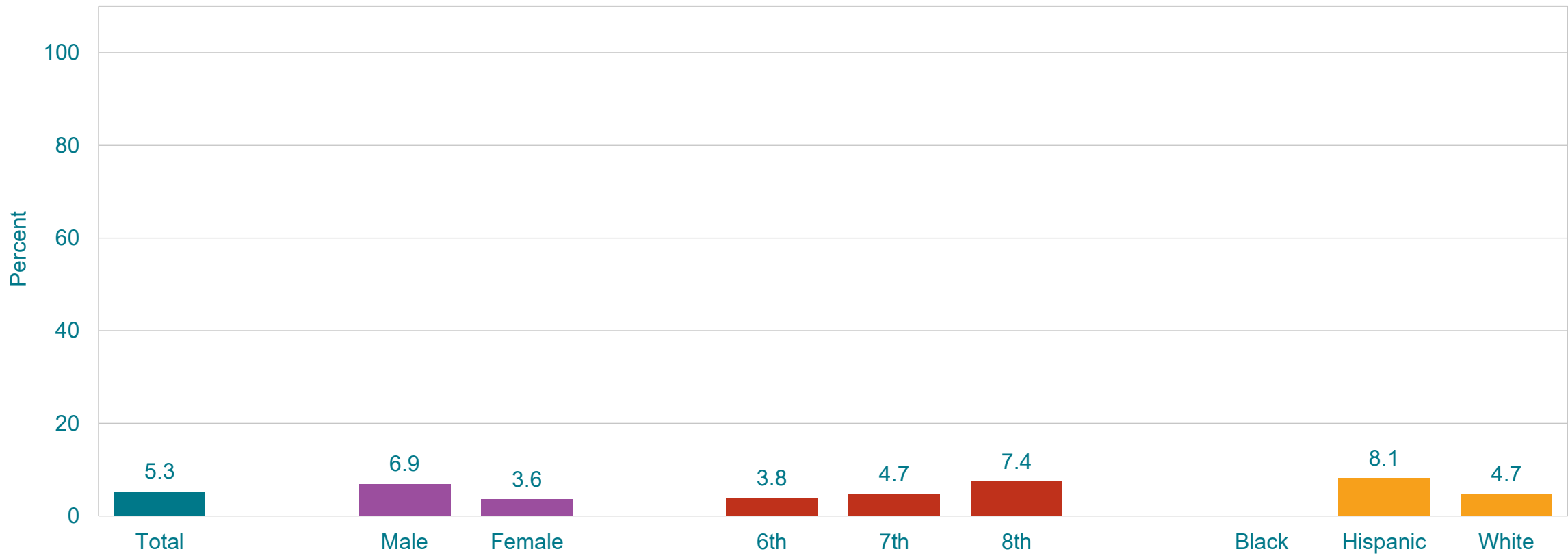
†Increased 2001-2019, increased 2001-2009, decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.

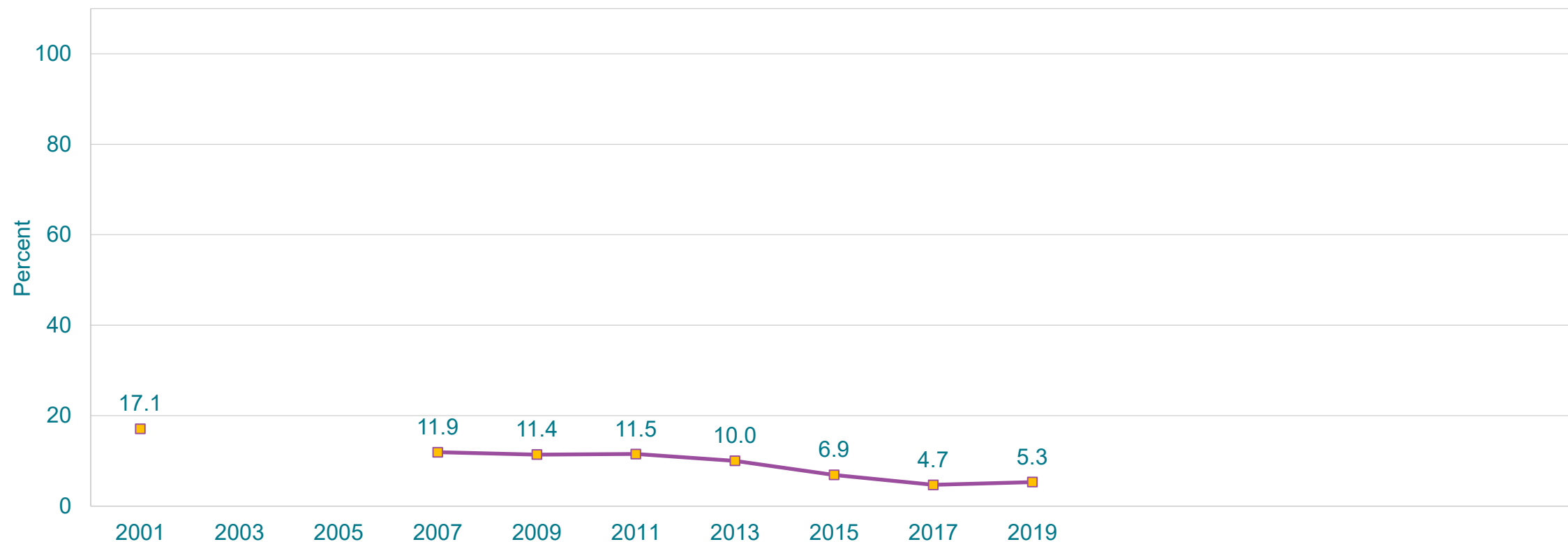


Percentage of Middle School Students Who Rarely or Never Wore a Seat Belt,* by Sex,† Grade,† and Race/Ethnicity, 2019



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

Percentage of Middle School Students Who Rarely or Never Wore a Seat Belt,* 2001-2019†



*When riding in a car

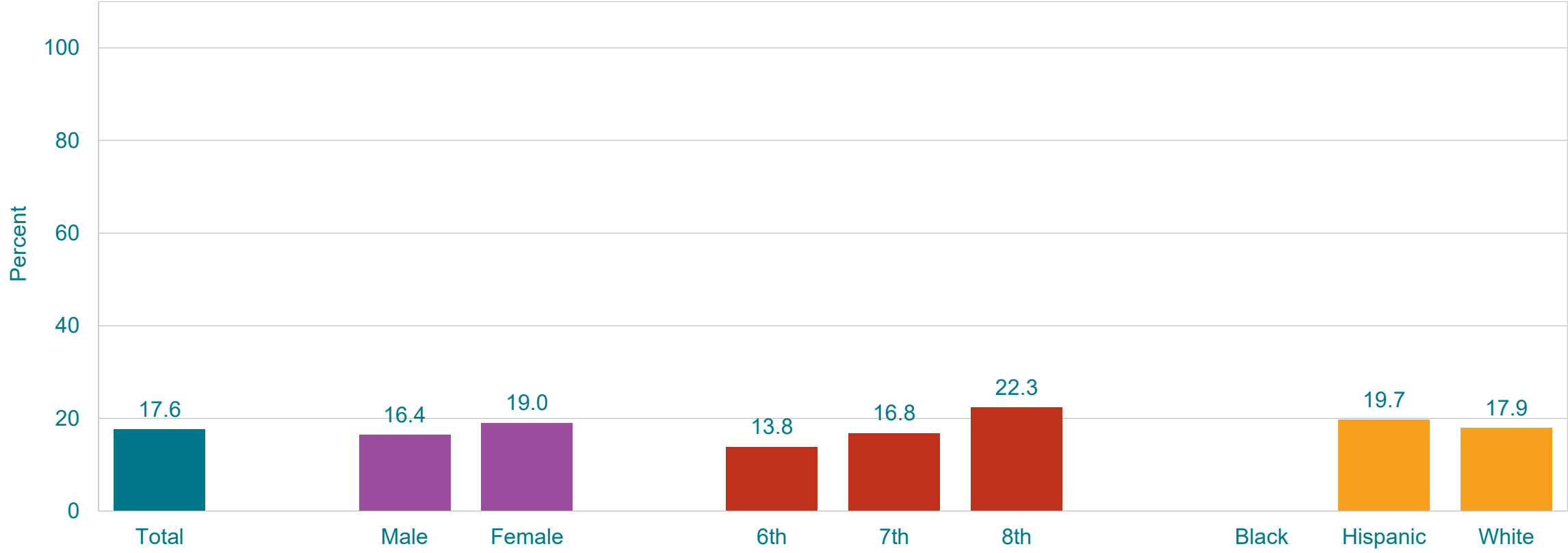
†Decreased 2001-2019, decreased 2001-2013, decreased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



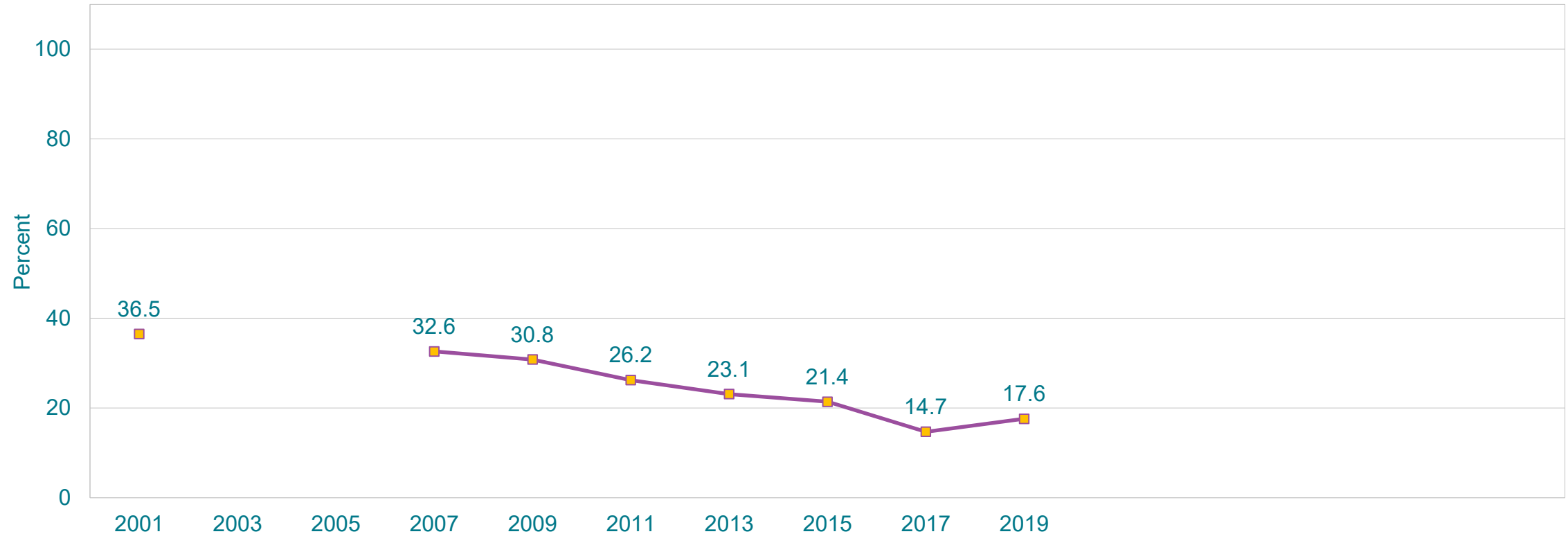
Percentage of Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* by Sex, Grade,† and Race/Ethnicity, 2019



*In a car
†8th > 6th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.



Percentage of Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* 2001-2019[†]



*In a car

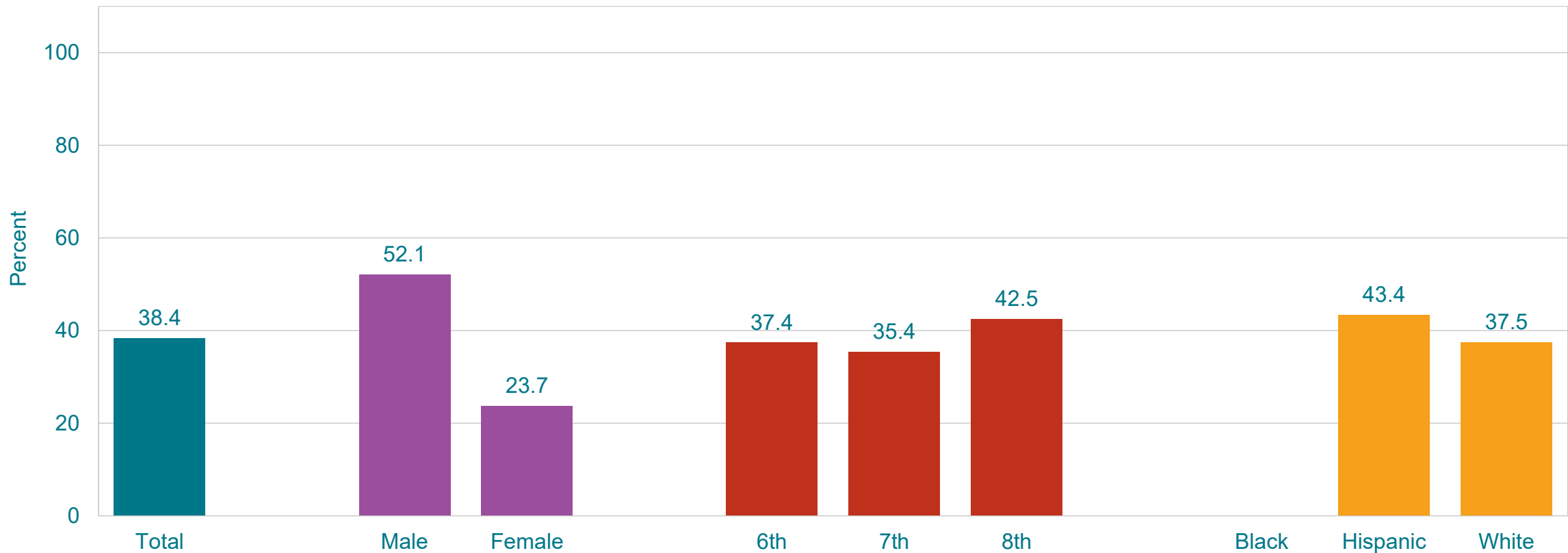
[†]Decreased 2001-2019, decreased 2001-2009, decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Ever Carried a Weapon,* by Sex,† Grade, and Race/Ethnicity, 2019



*Such as a gun, knife, or club

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

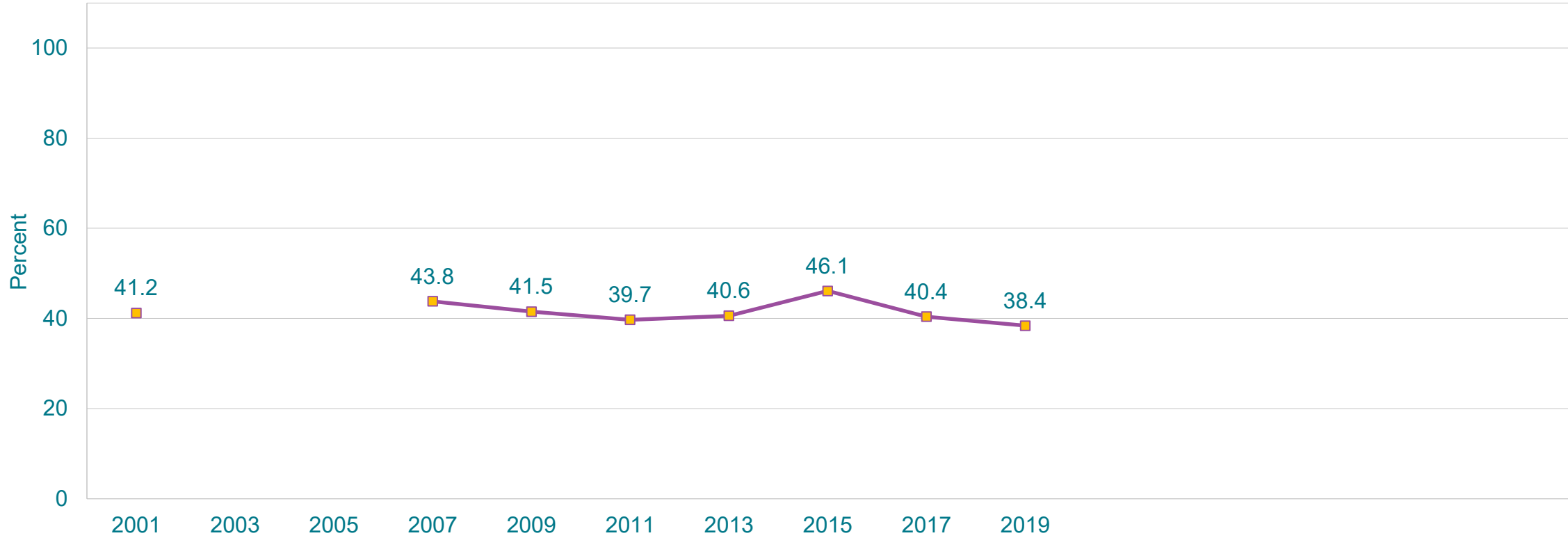
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Ever Carried a Weapon,* 2001-2019†



*Such as a gun, knife, or club

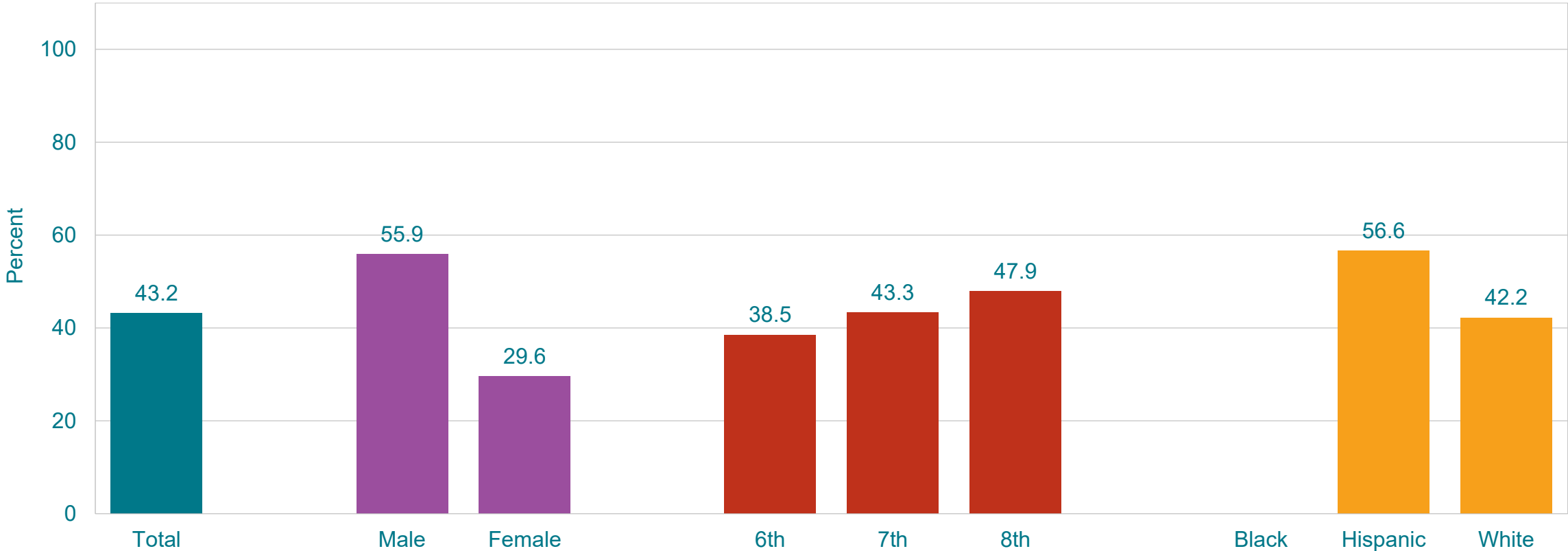
†No change 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.

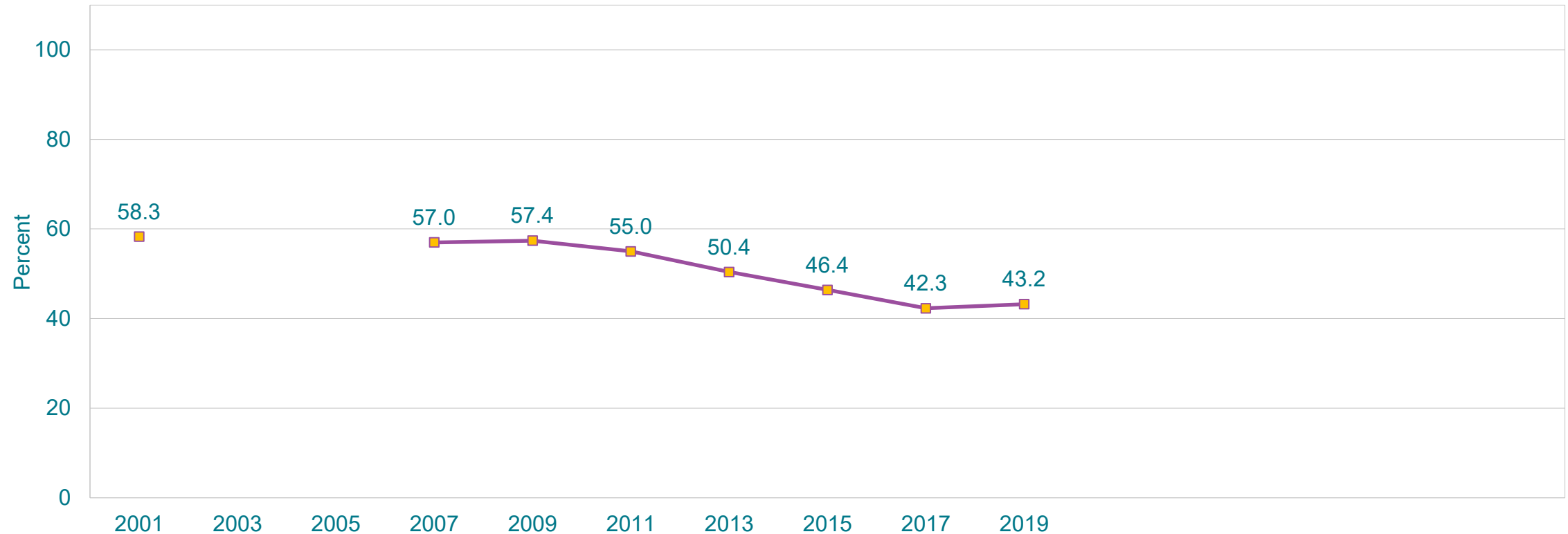


Percentage of Middle School Students Who Were Ever in a Physical Fight, by Sex,* Grade,* and Race/Ethnicity,* 2019



*M > F; 8th > 6th; 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 Middle School Students Who Were Ever in a Physical Fight, 2001-2019*



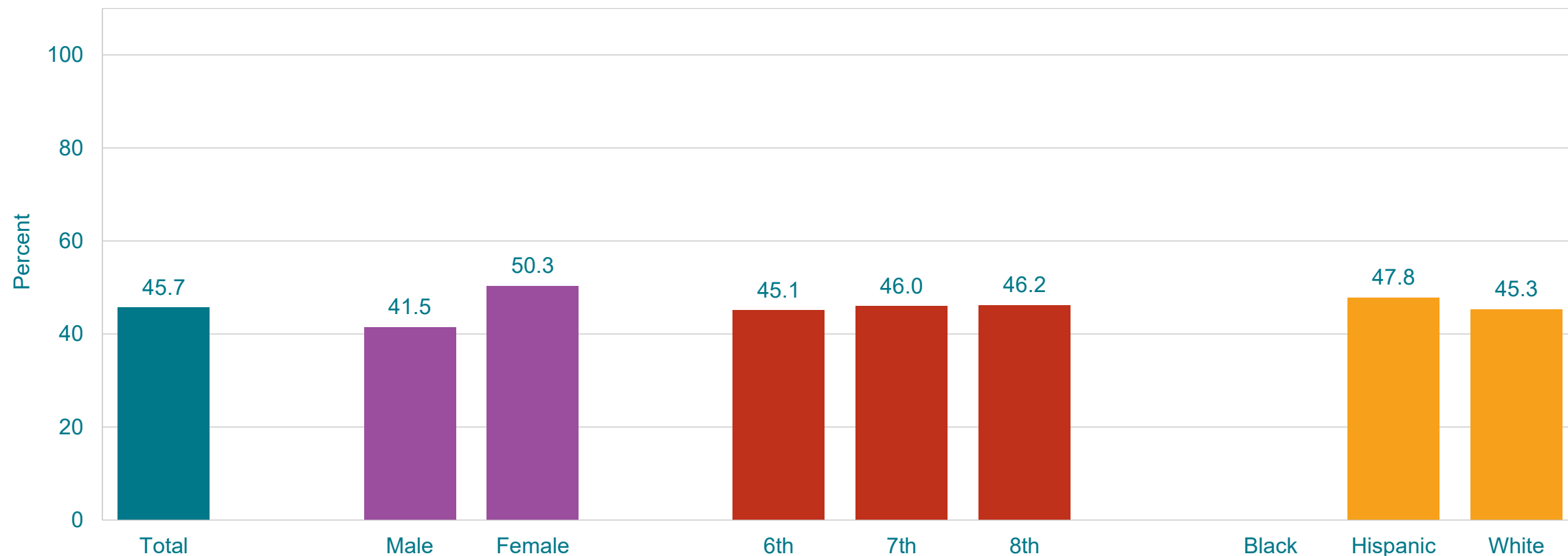
*Decreased 2001-2019, no change 2001-2009, decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Were Ever Bullied on School Property, by Sex,* Grade, and Race/Ethnicity, 2019



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

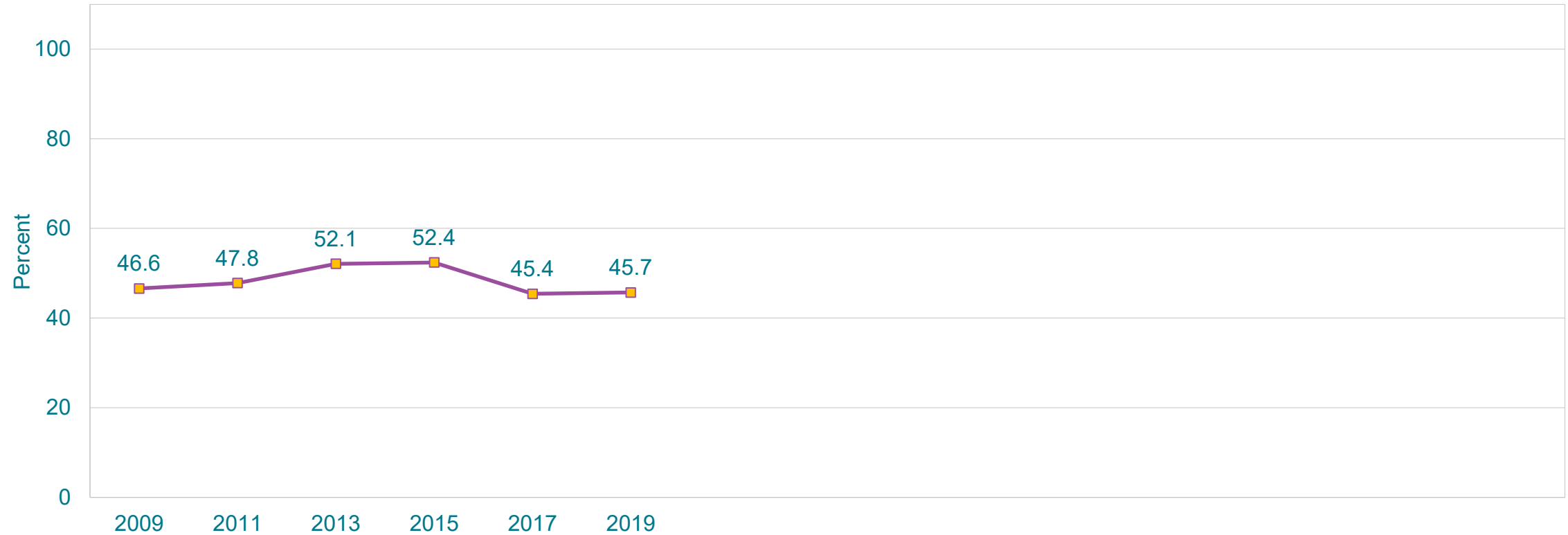
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



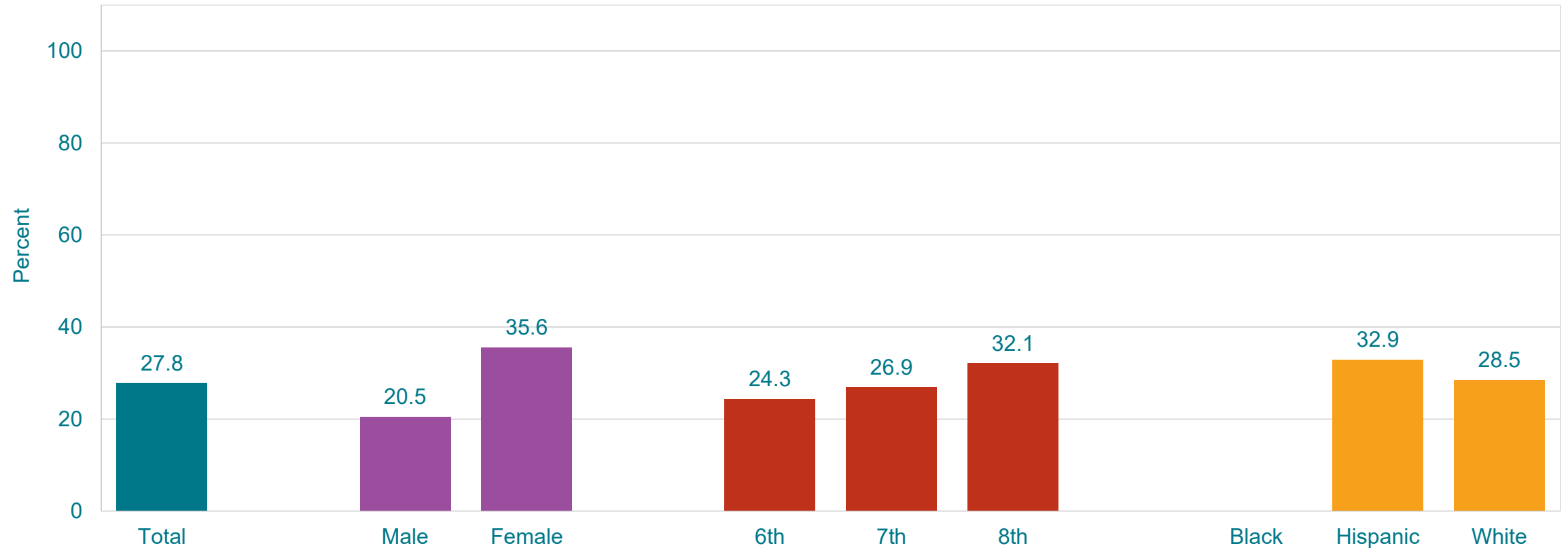
Percentage of Middle School Students Who Were Ever Bullied on School Property, 2009-2019*



*Increased, 2009-2015, 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 Middle School Students Who Were Ever Electronically Bullied,* by Sex,† Grade,† and Race/Ethnicity, 2019



*Counting being bullied through texting, Instagram, Facebook, or other social media

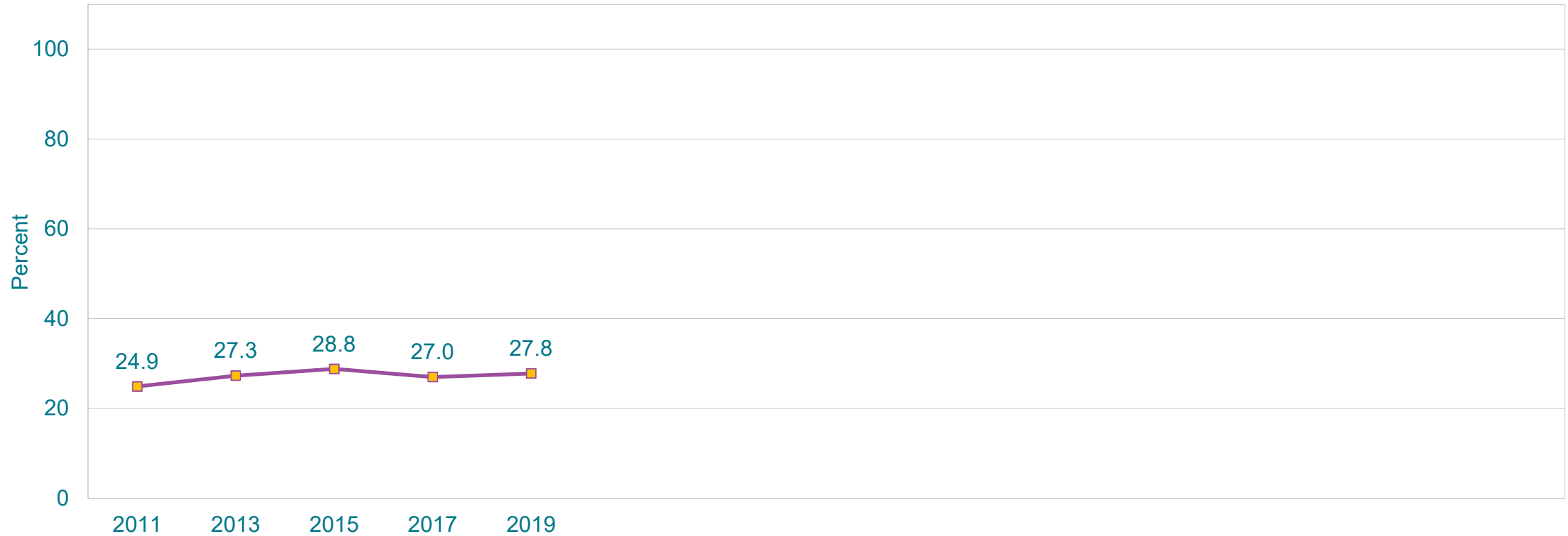
†F > M; 8th > 6th (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

Percentage of Middle School Students Who Were Ever Electronically Bullied,* 2011-2019†



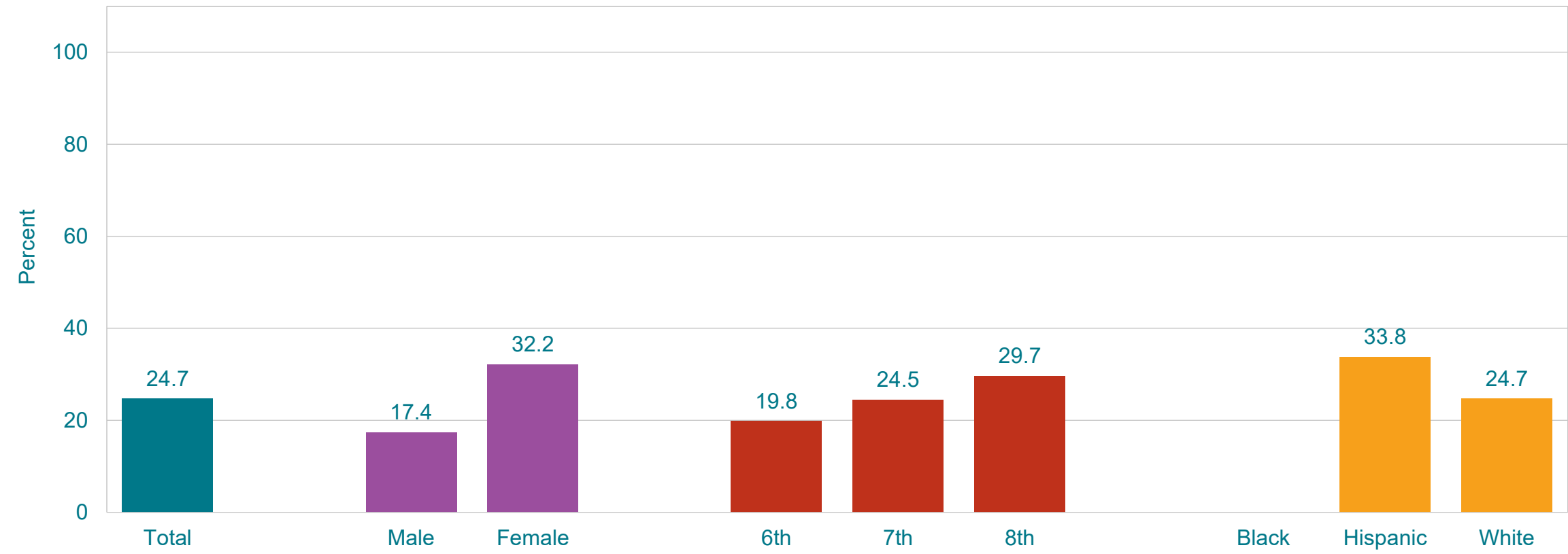
*Counting being bullied through texting, Instagram, Facebook, or other social media

†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.



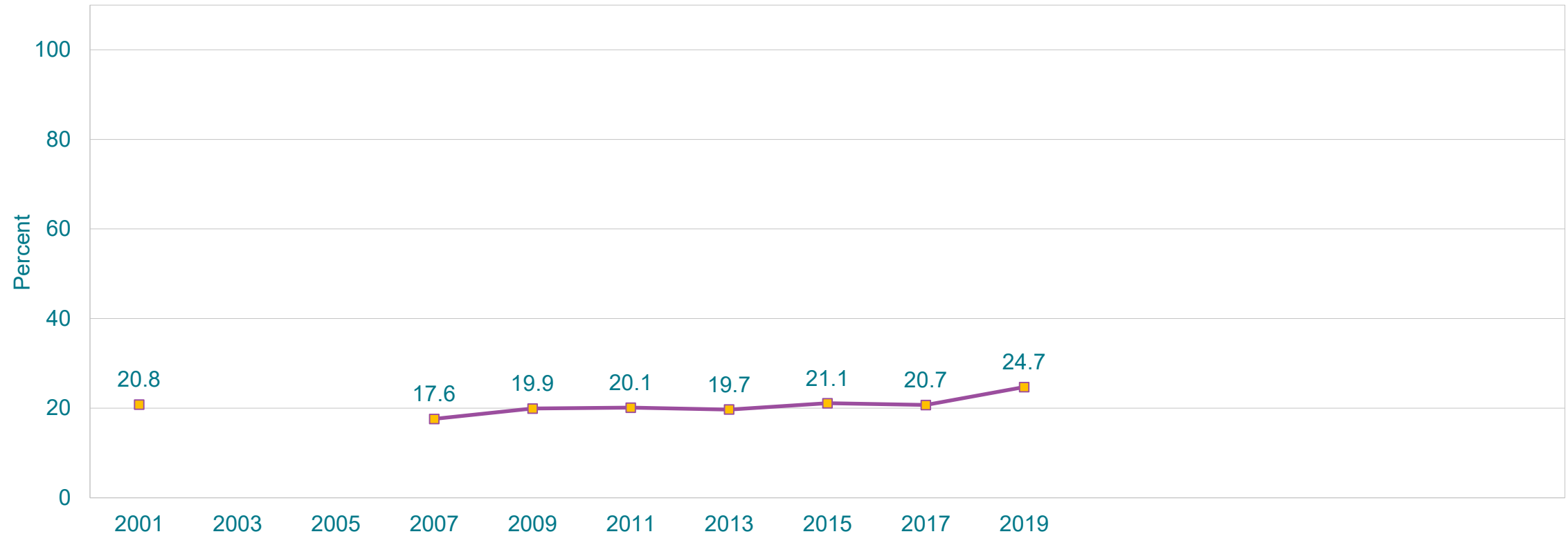
Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, by Sex,* Grade,* and Race/Ethnicity, 2019



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



Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, 2001-2019*

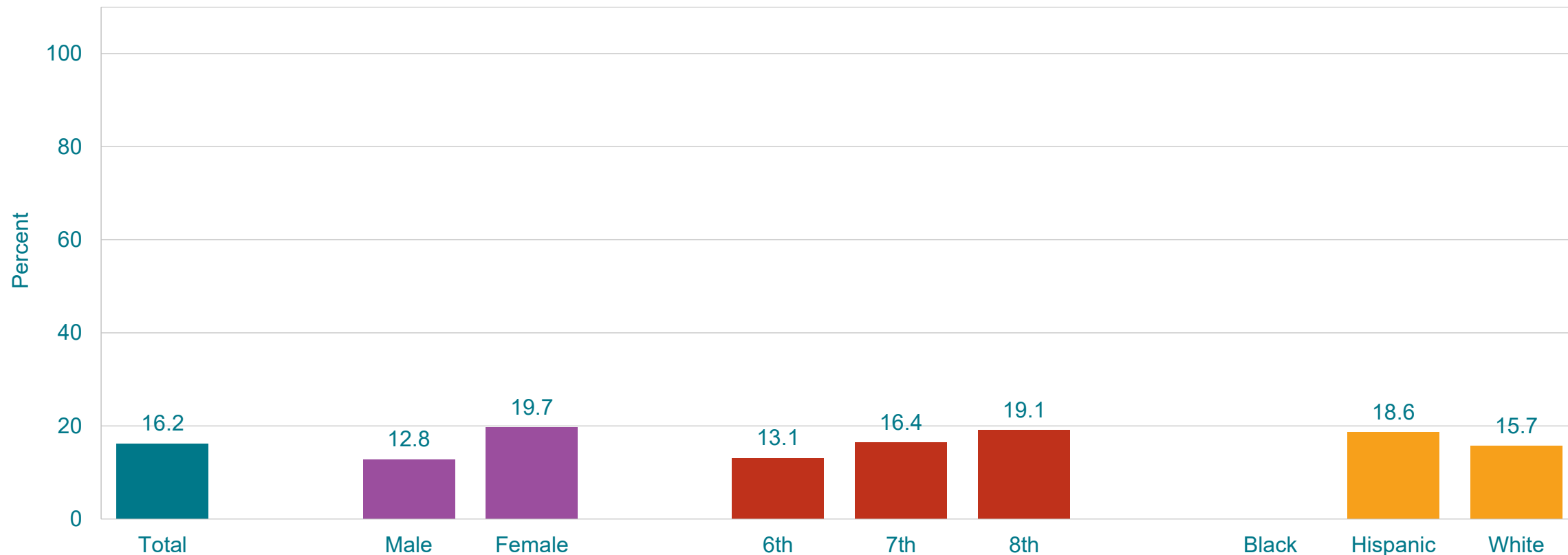


*Increased 2001-2019, no change 2001-2013, increased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.

Percentage of Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, by Sex,* Grade,* and Race/Ethnicity, 2019



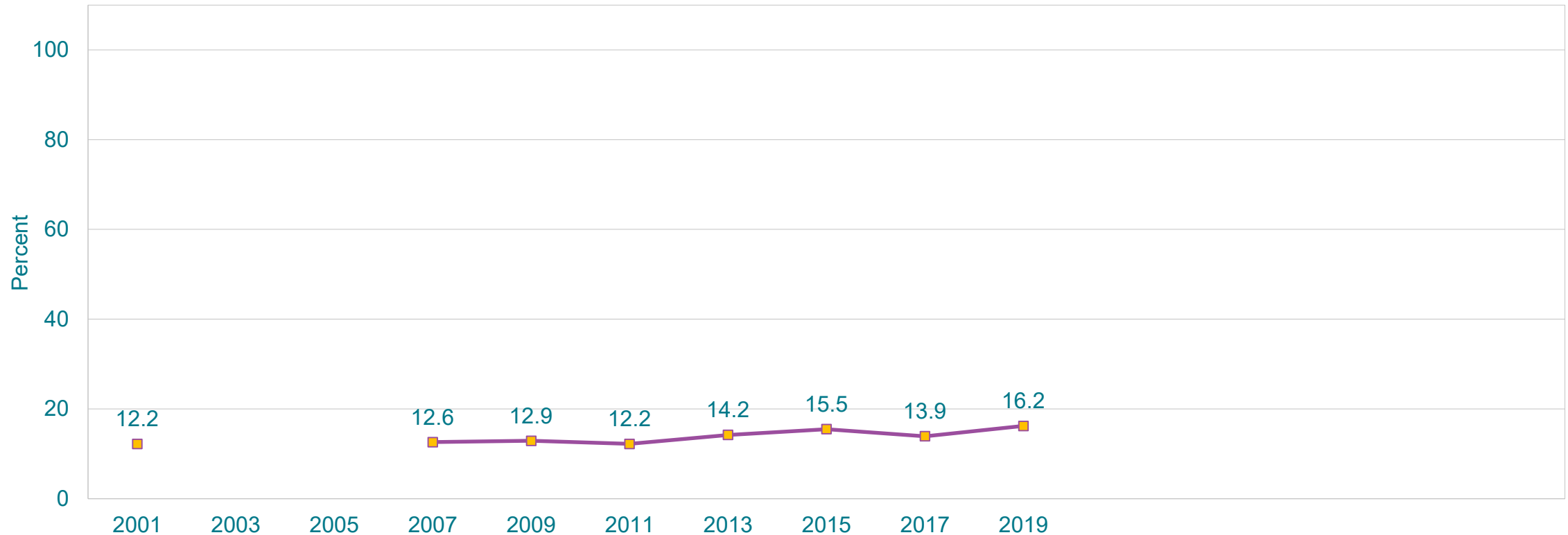
*F > M; 8th > 6th (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

Percentage of Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, 2001-2019*

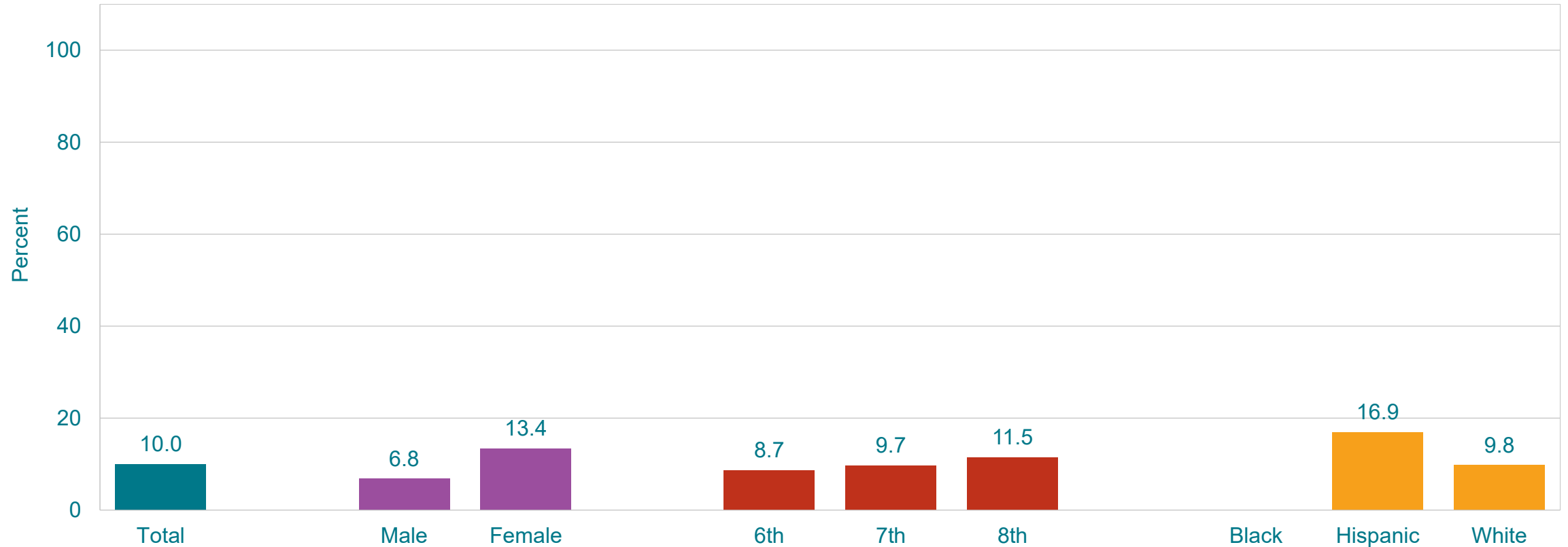


*Increased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.

Percentage of Middle School Students Who Ever Tried to Kill Themselves, by Sex,* Grade, and Race/Ethnicity, 2019



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

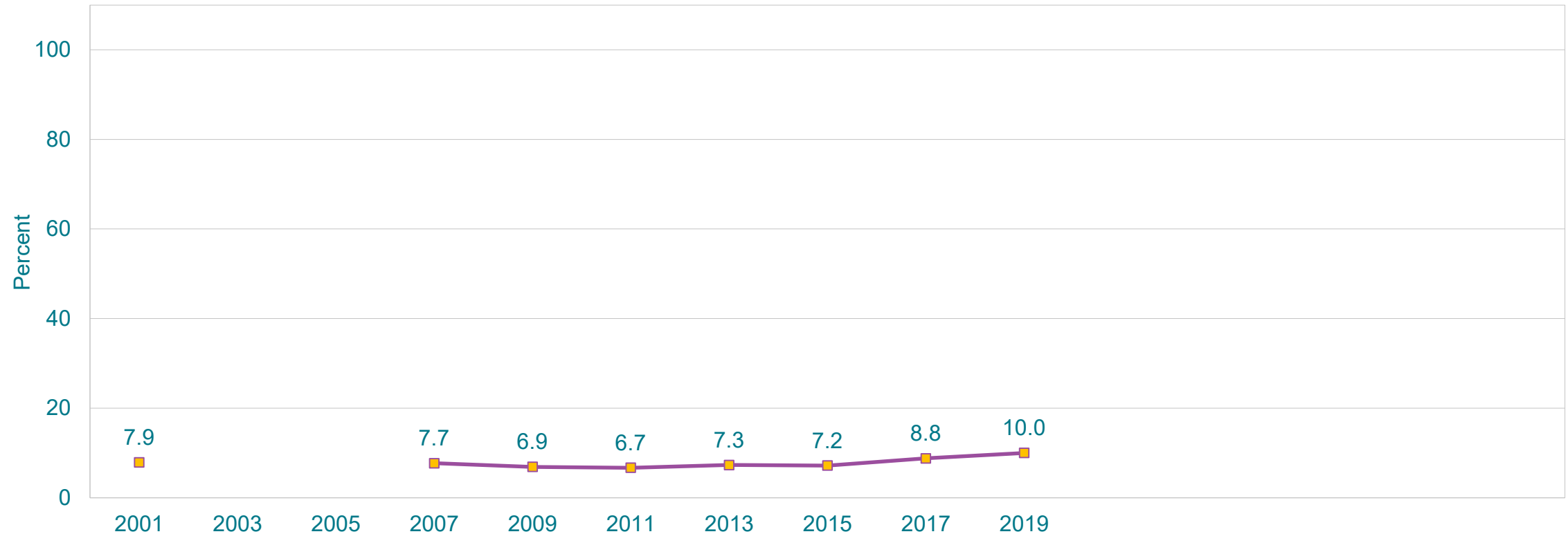
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Ever Tried to Kill Themselves, 2001-2019*



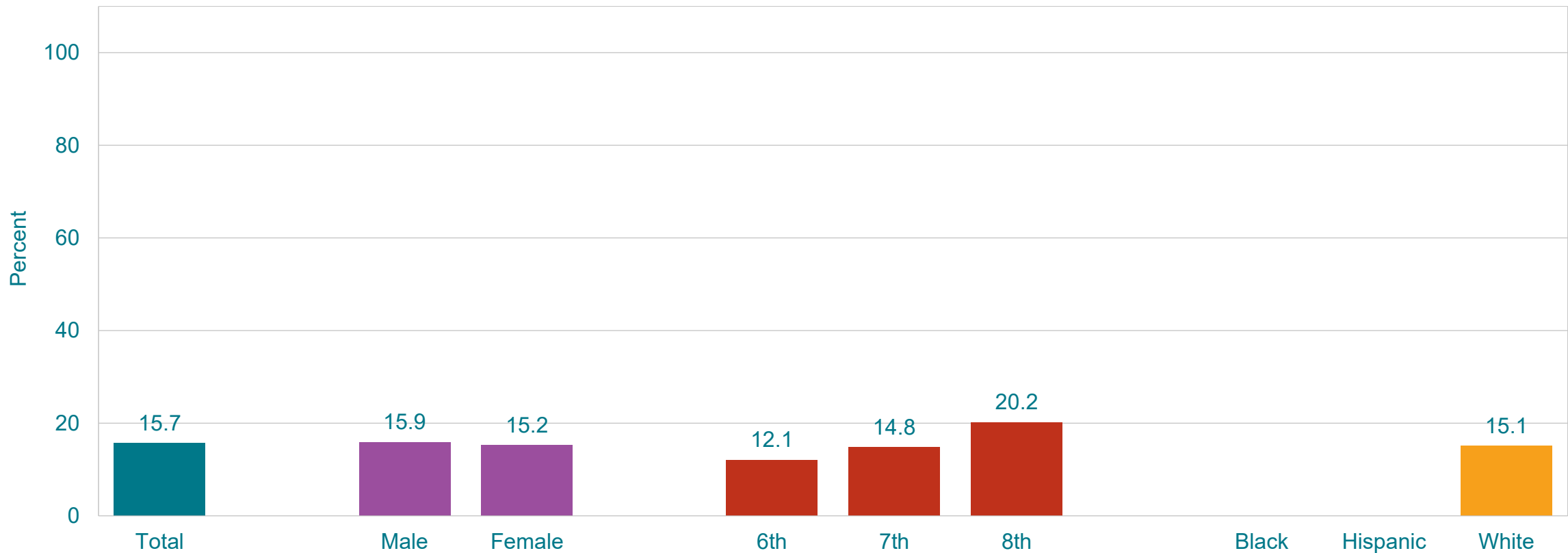
*No change, 2001-2015, no change, 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Ever Tried Cigarette Smoking,* by Sex, Grade,† and Race/Ethnicity, 2019



*Even one or two puffs

†8th > 6th (Based on t-test analysis, $p < 0.05$.)

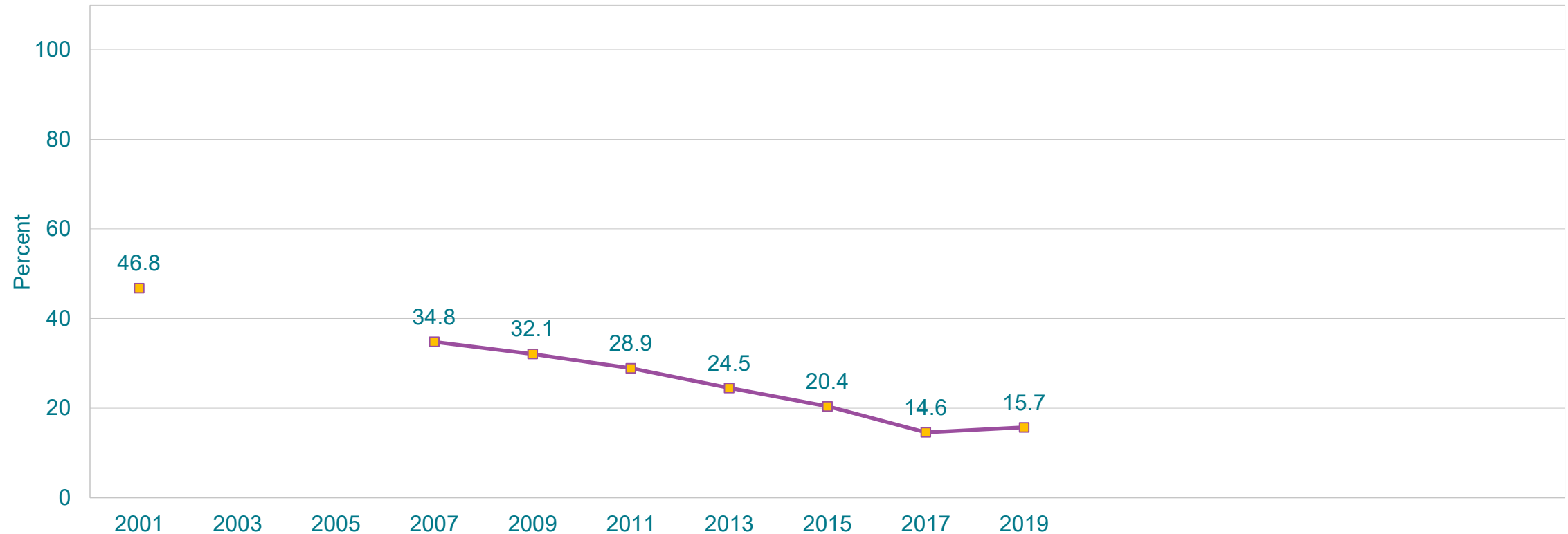
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Ever Tried Cigarette Smoking,* 2001-2019†



*Even one or two puffs

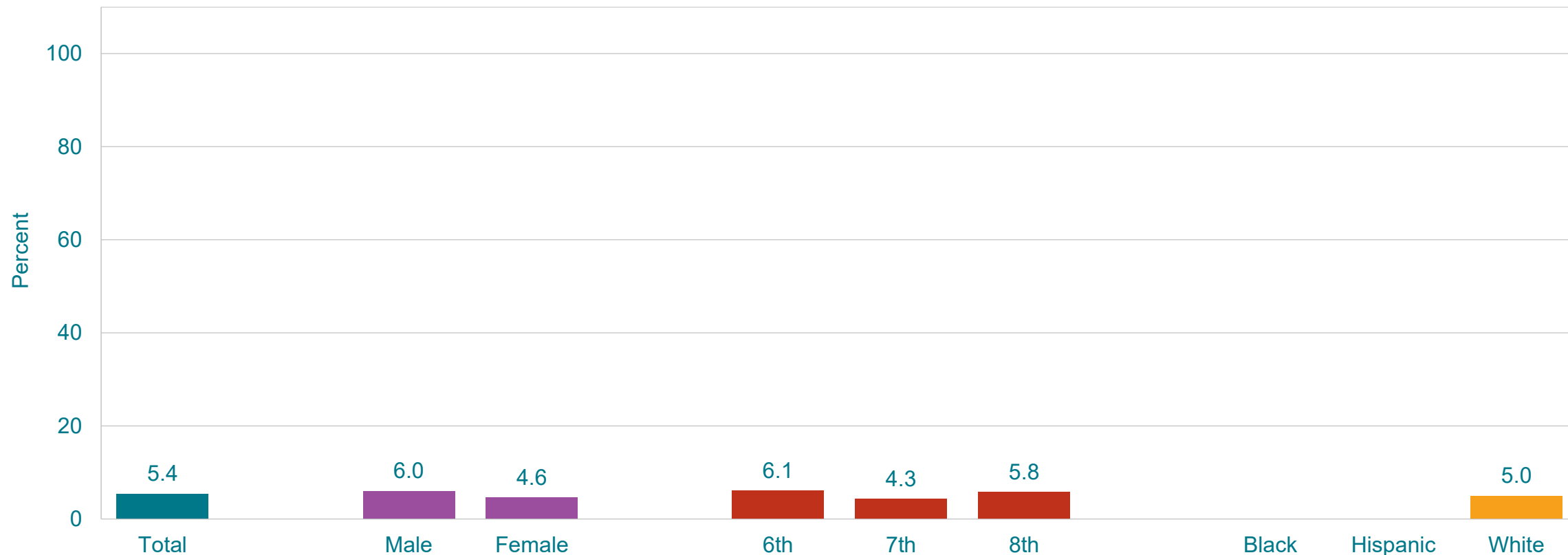
†Decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Tried Cigarette Smoking for the First Time Before Age 11 Years,* by Sex, Grade, and Race/Ethnicity, 2019



*Even one or two puffs

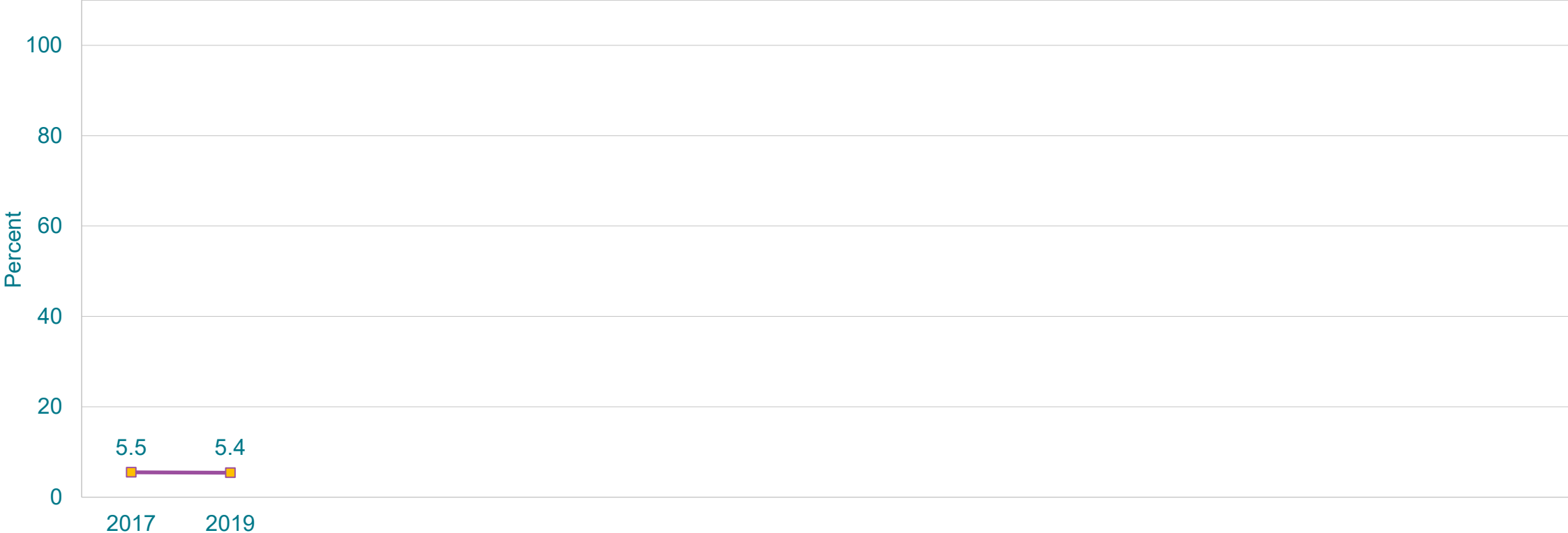
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Tried Cigarette Smoking for the First Time Before Age 11 Years,* 2017-2019†

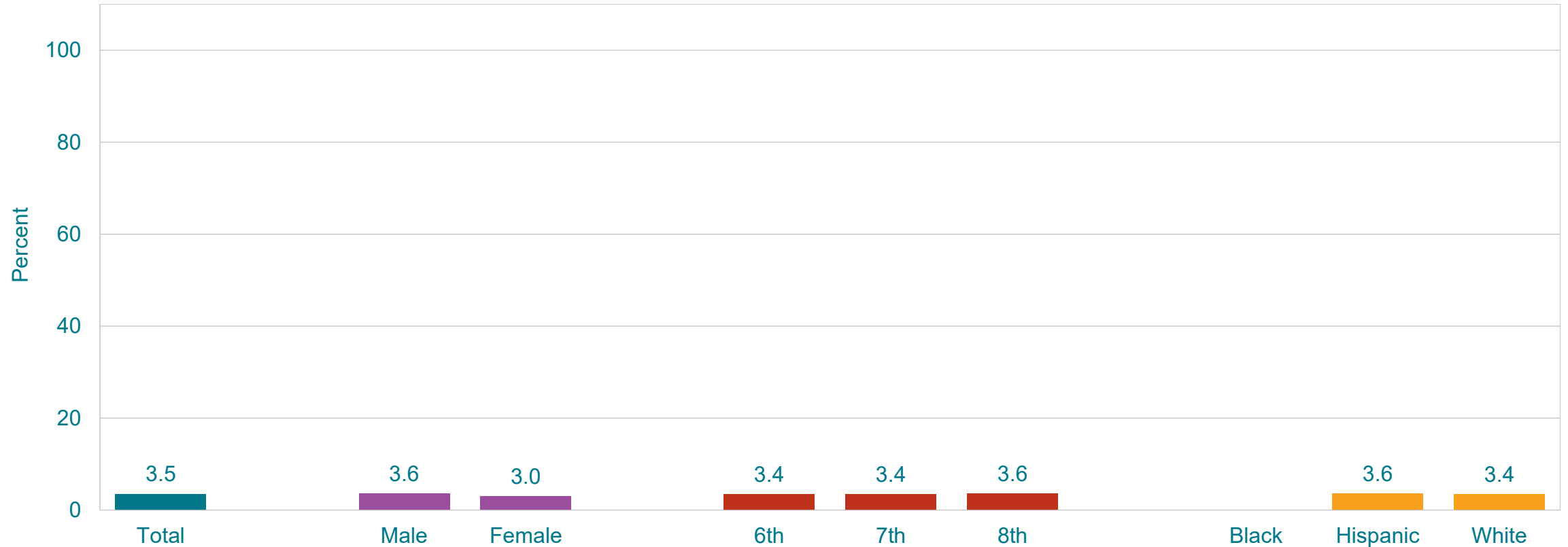


*Even one or two puffs

†No change 2017-2019 [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 Middle 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

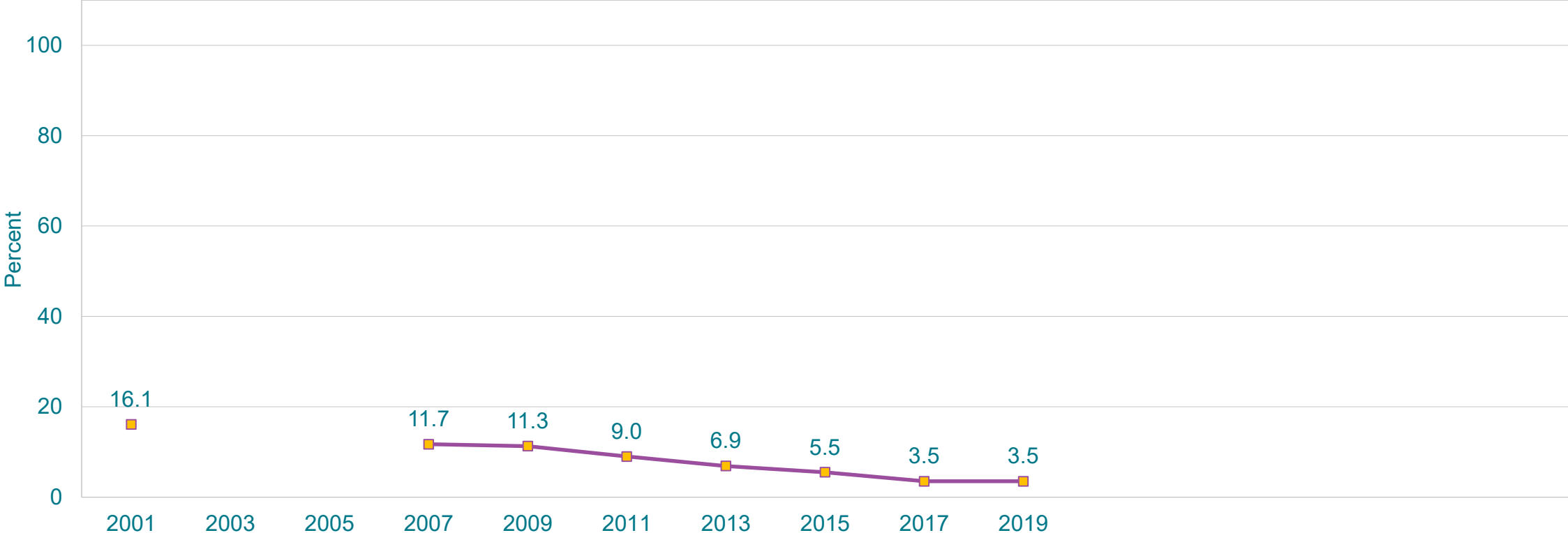
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Currently Smoked Cigarettes,* 2001-2019†



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

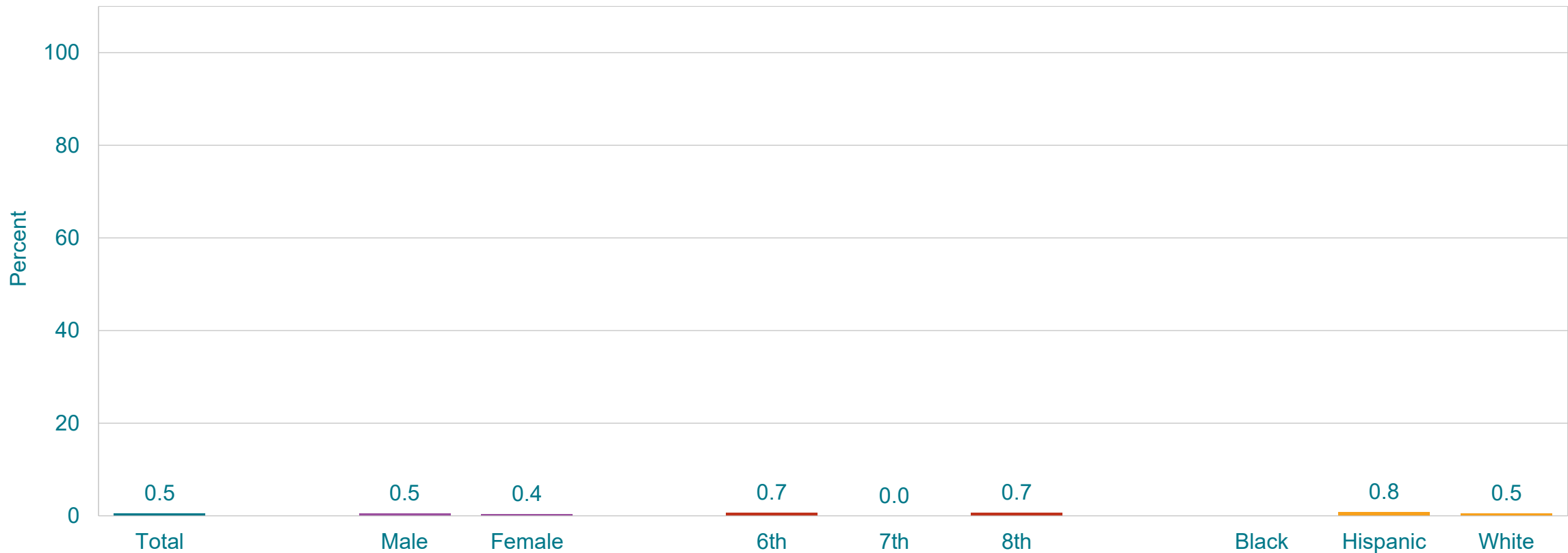
†Decreased 2001-2019, decreased 2001-2009, decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



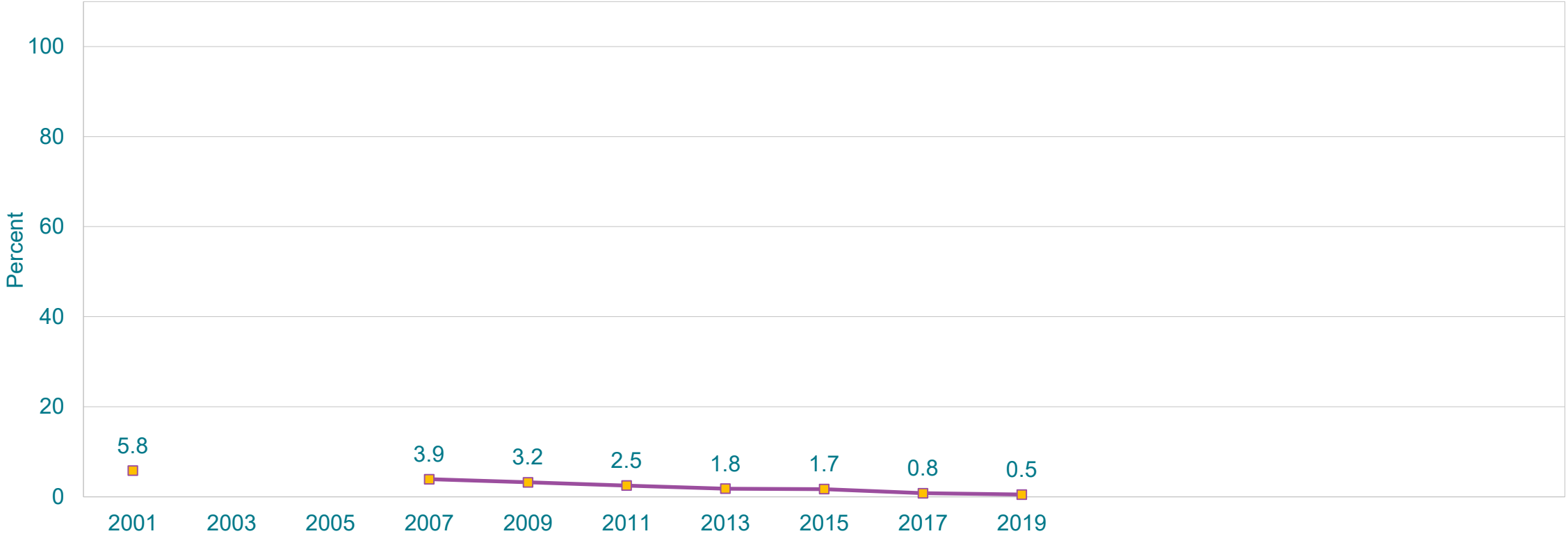
Percentage of Middle School Students Who Currently Smoked Cigarettes Frequently,* by Sex, Grade,† and Race/Ethnicity, 2019



*On 20 or more days during the 30 days before the survey
†6th > 7th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.



Percentage of Middle School Students Who Currently Smoked Cigarettes Frequently,* 2001-2019†



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

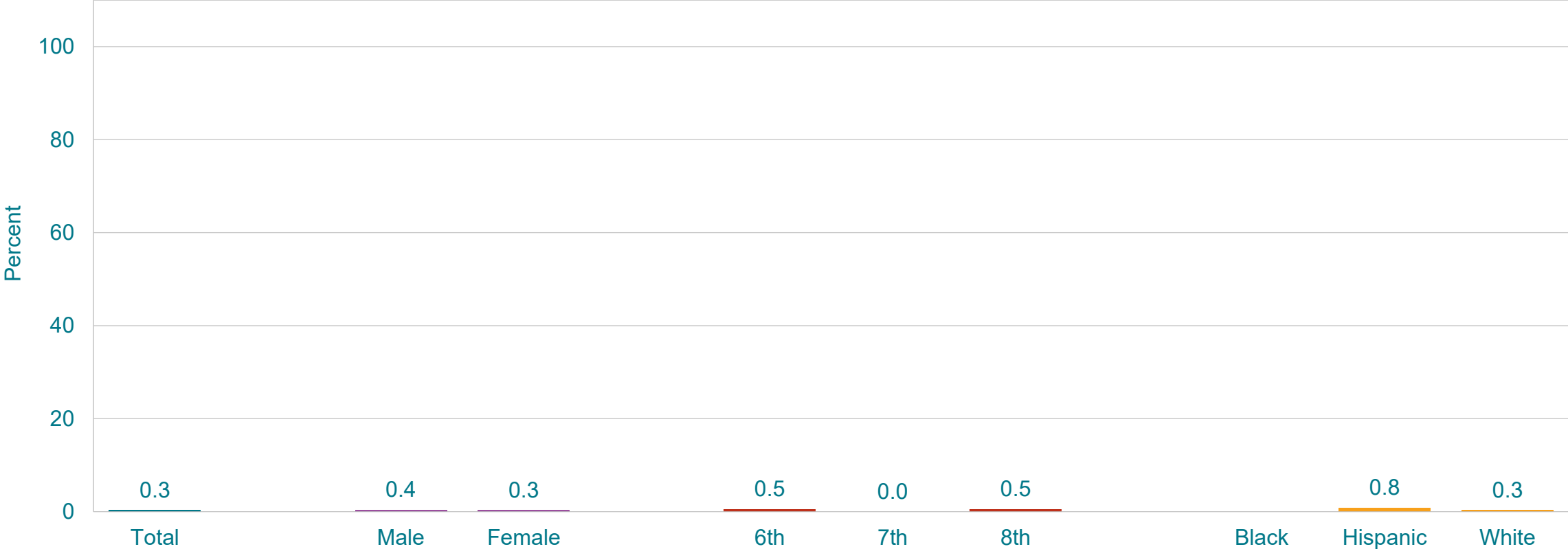
†Decreased 2001-2019, decreased 2001-2011, decreased 2011-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.

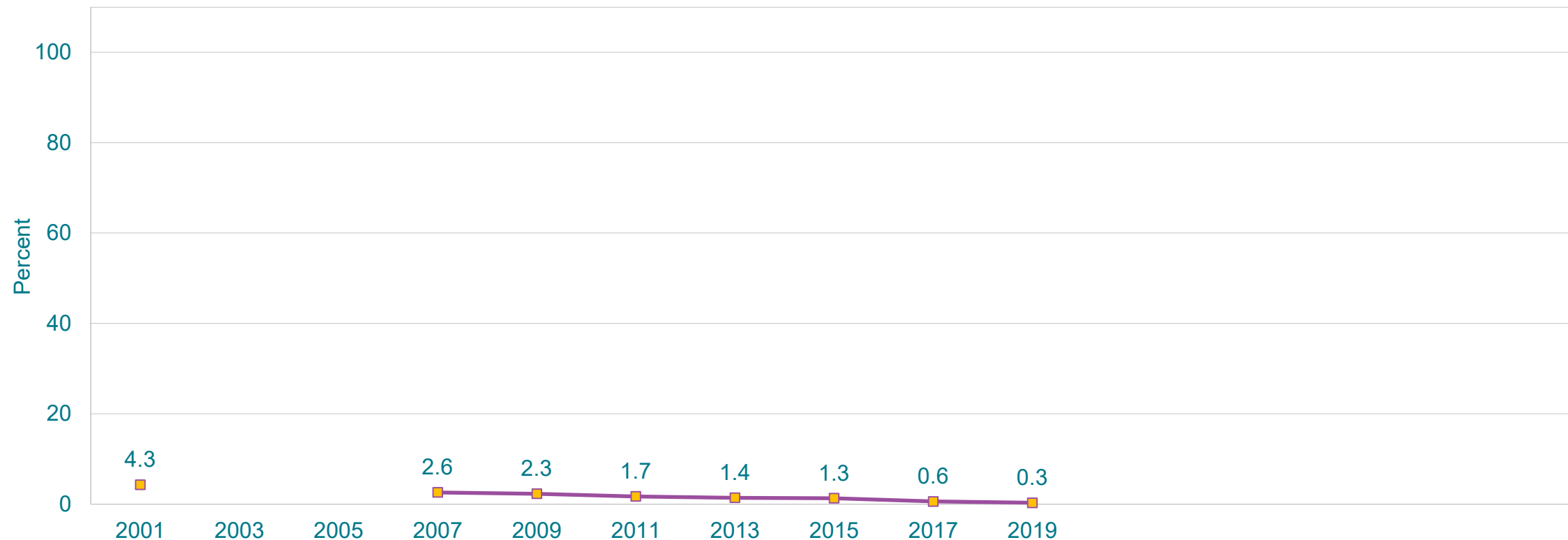


Percentage of Middle School Students Who Currently Smoked Cigarettes Daily,* by Sex, Grade, and Race/Ethnicity, 2019



*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 Middle School Students Who Currently Smoked Cigarettes Daily,* 2001-2019†



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

†Decreased 2001-2019, decreased 2001-2015, 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).]

Data not available for 2003, 2005.

This graph contains weighted results.



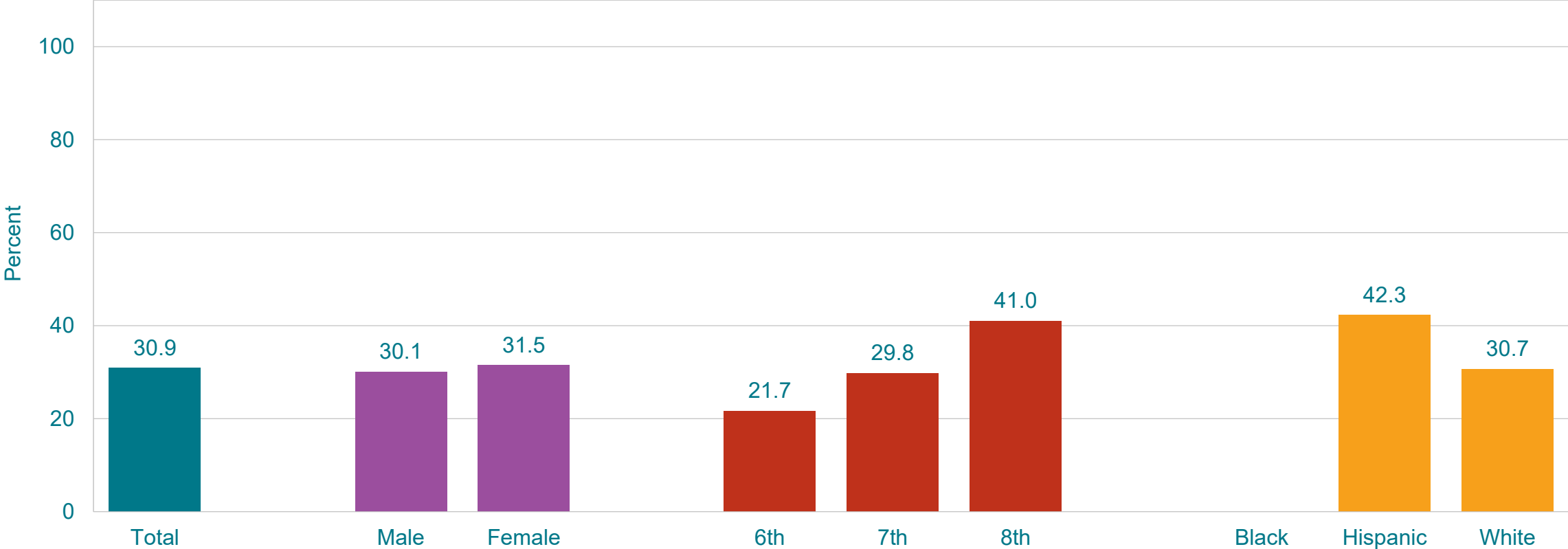
Percentage of Middle School Students Who Smoked More Than 10 Cigarettes Per Day,* by Sex, Grade, and Race/Ethnicity, 2019



*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.



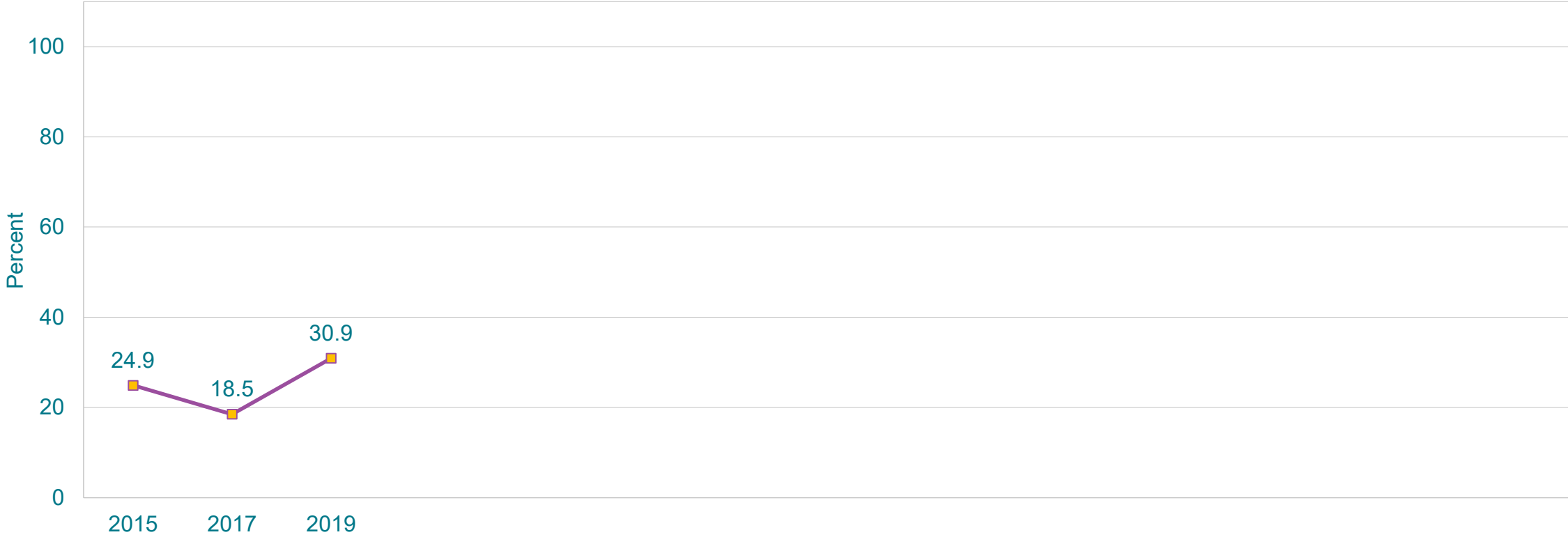
Percentage of Middle School Students Who Ever Used an Electronic Vapor Product, by Sex, Grade,* and Race/Ethnicity,* 2019



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



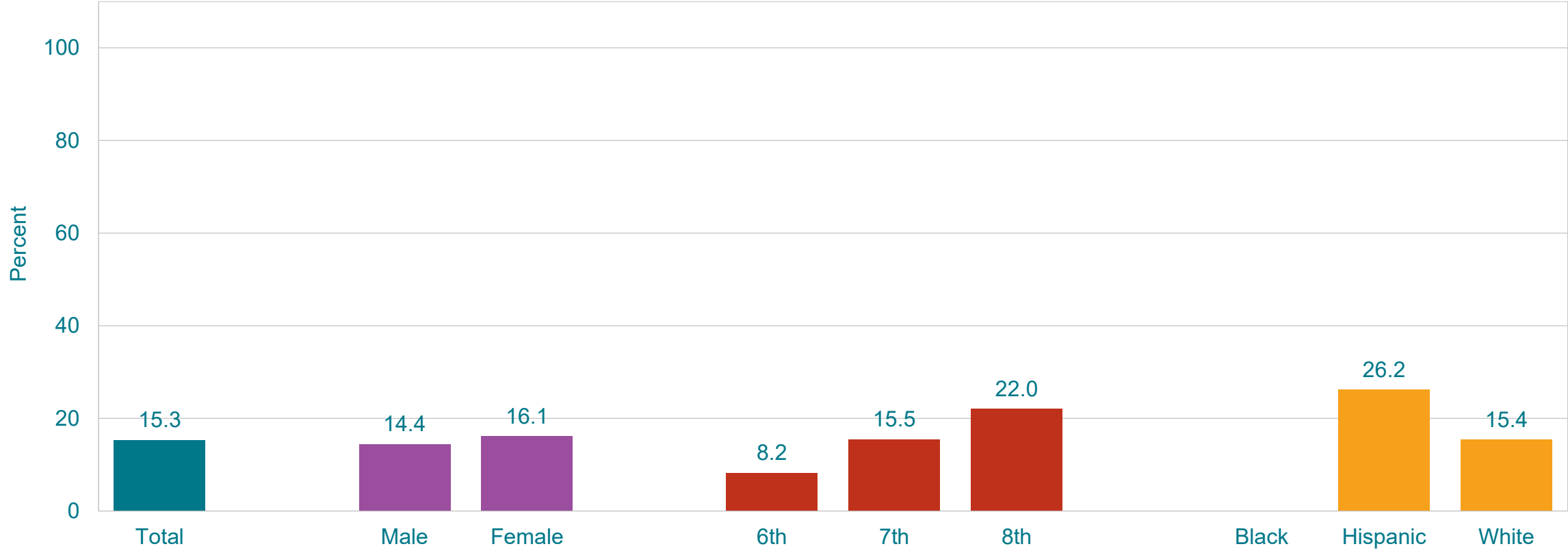
Percentage of Middle School Students Who Ever Used an Electronic Vapor Product, 2015-2019*



*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.



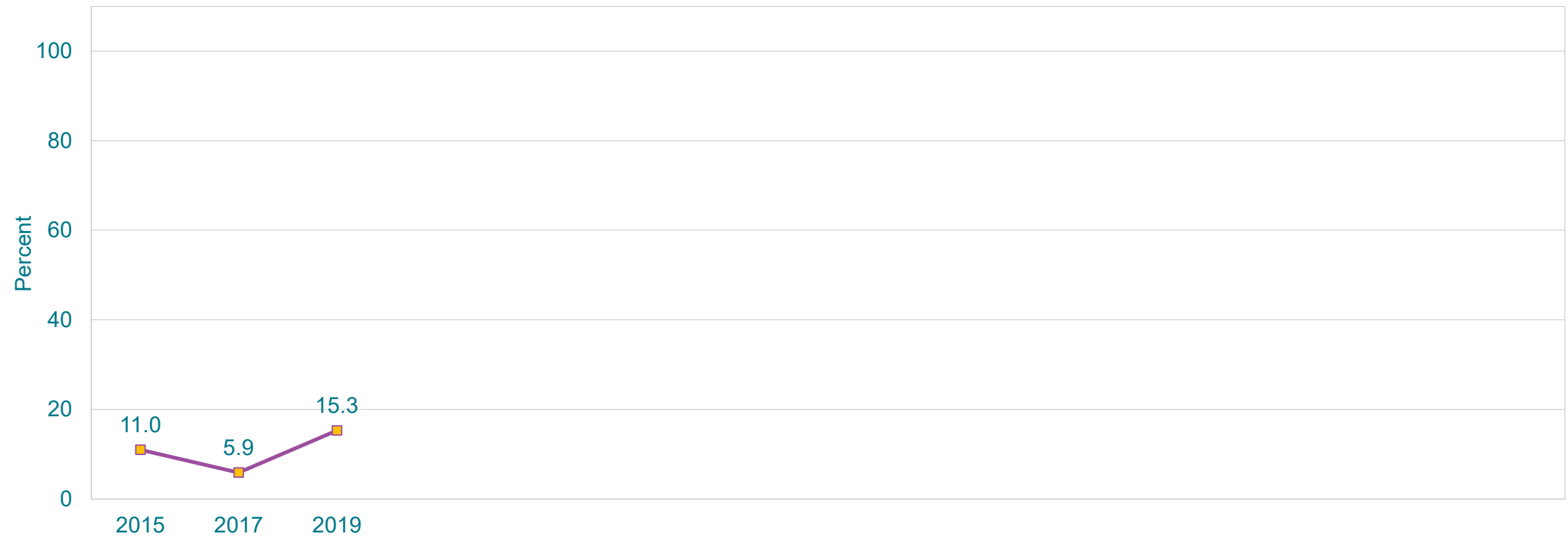
Percentage of Middle School Students Who Currently Used an Electronic Vapor Product,* by Sex, Grade,† and Race/Ethnicity,† 2019



*On at least 1 day during the 30 days before the survey
†7th > 6th, 8th > 6th, 8th > 7th; H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.



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



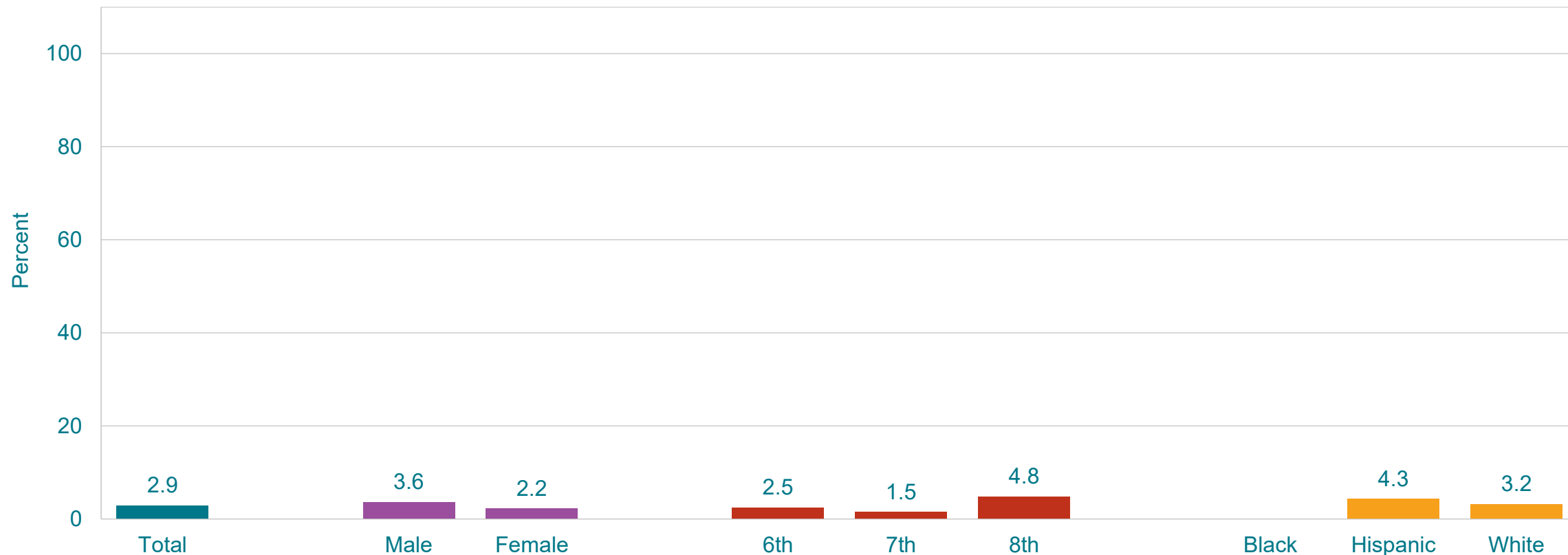
*On at least 1 day during the 30 days before the survey

†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 Middle 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

†8th > 7th (Based on t-test analysis, $p < 0.05$.)

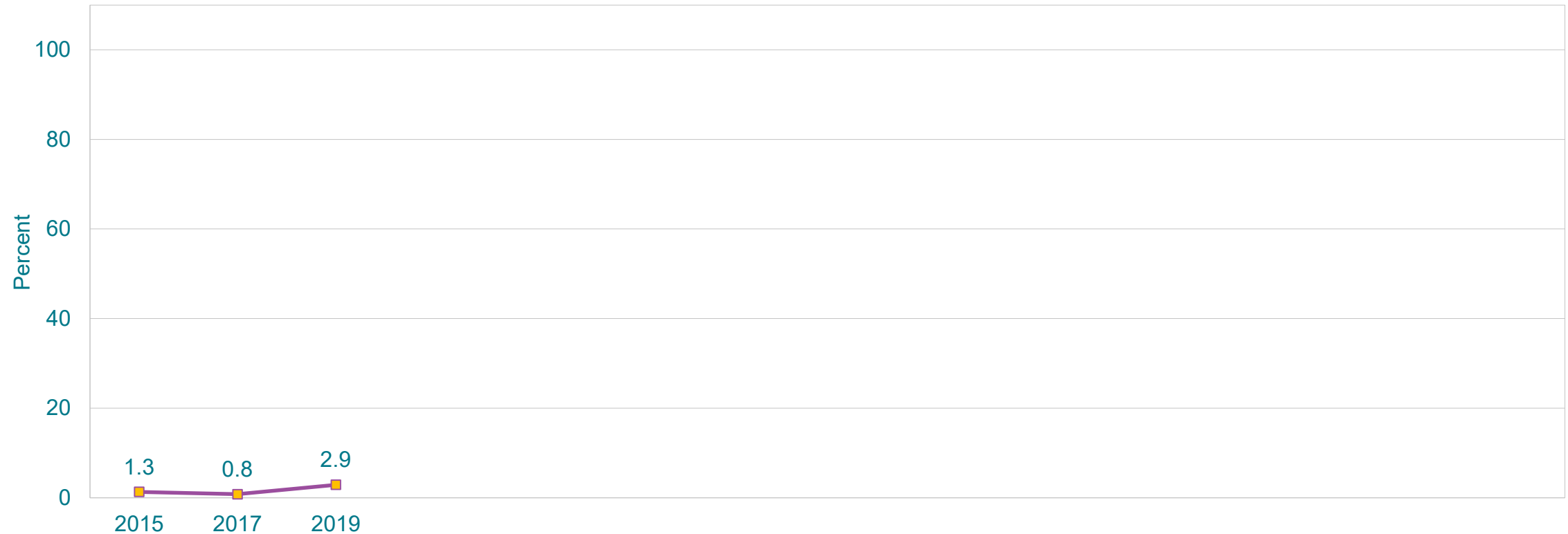
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



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



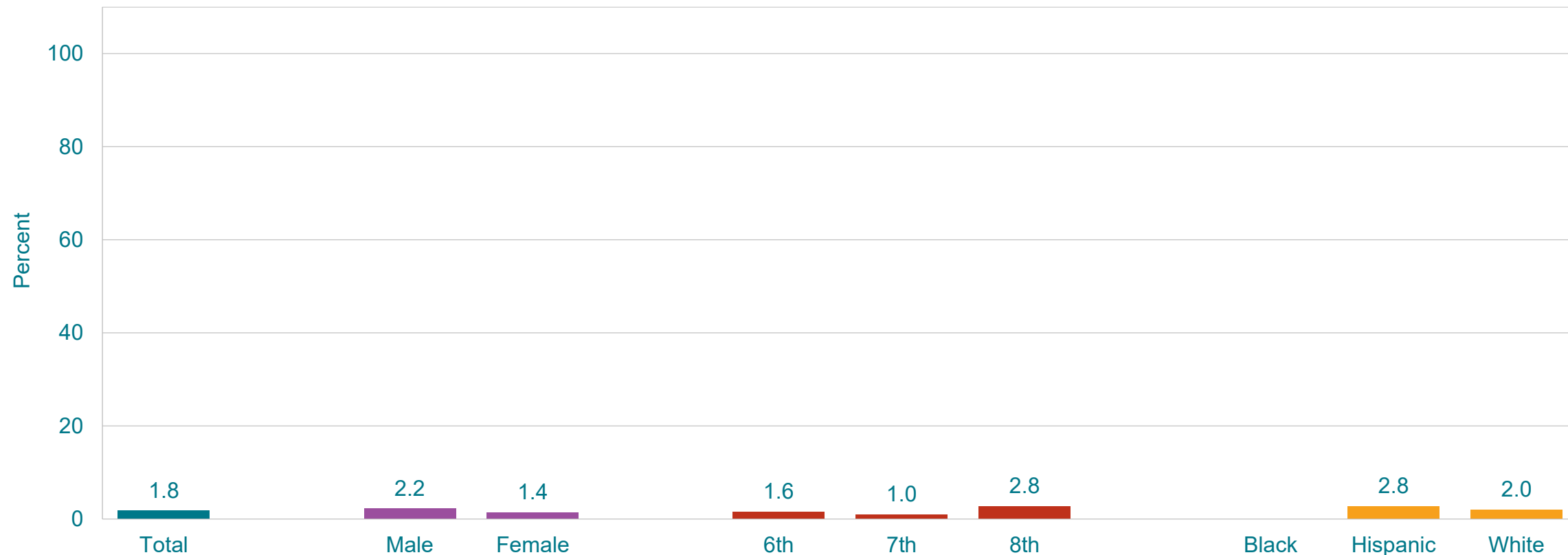
*On 20 or more days during the 30 days before the survey

†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.



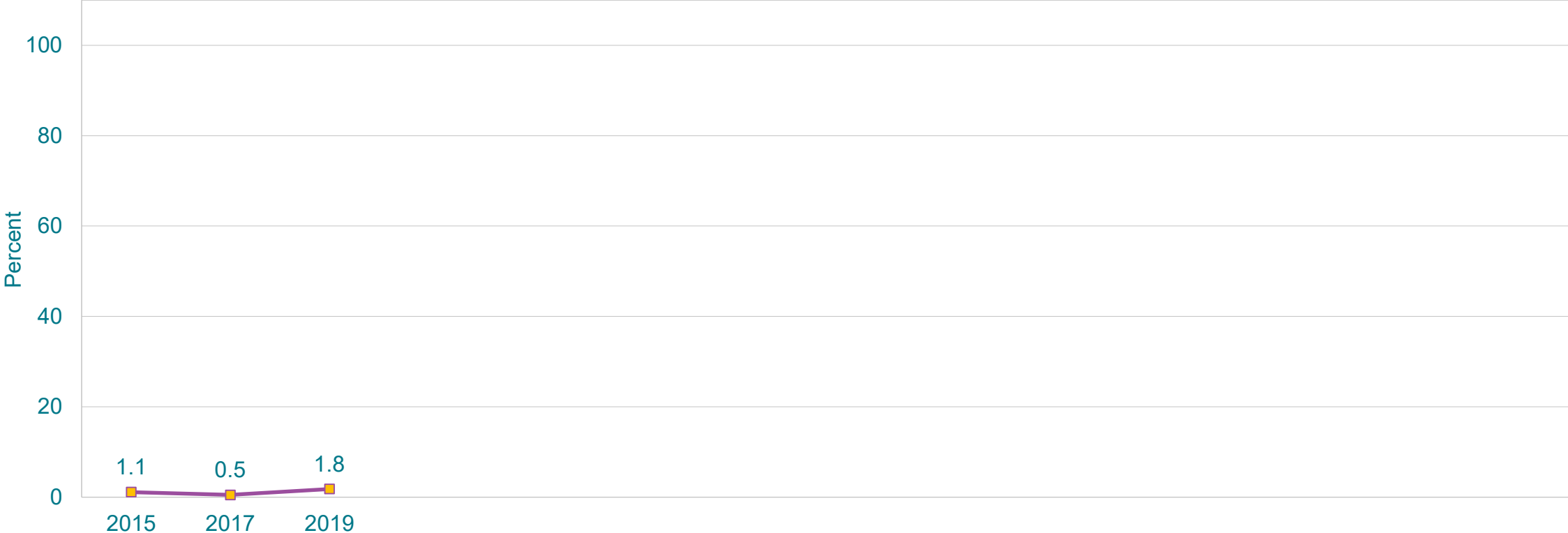
Percentage of Middle School Students Who Currently Used Electronic Vapor Products Daily,* by Sex, Grade, and Race/Ethnicity, 2019



*On all 30 days during the 30 days before the survey
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 Middle School Students Who Currently Used Electronic Vapor Products Daily,* 2015-2019[†]

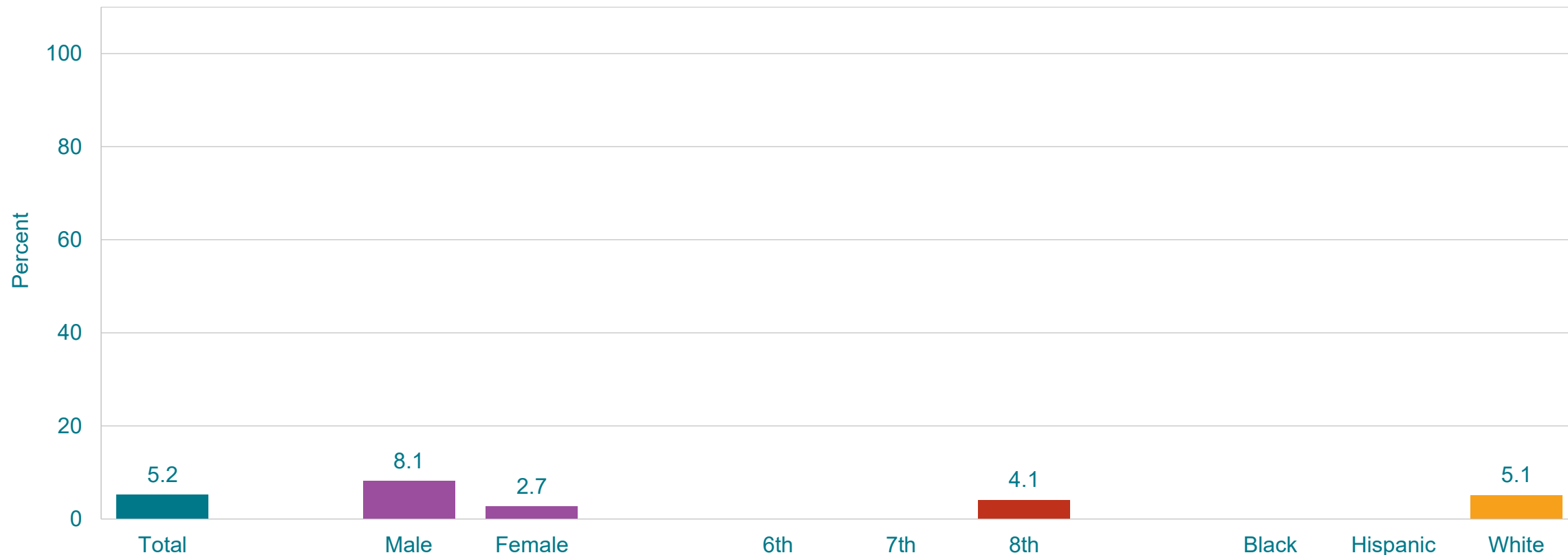


*On all 30 days during the 30 days before the survey

[†]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 Middle 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

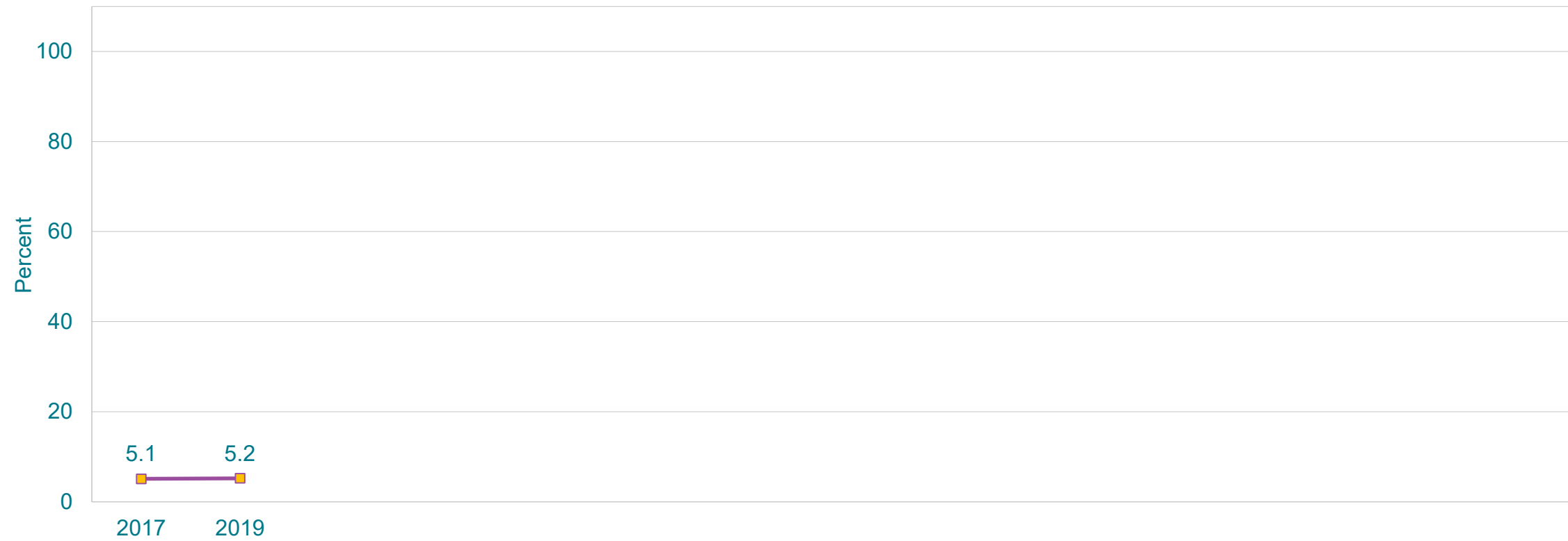
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Usually Got Their Own Electronic Vapor Products by Buying Them in a Store,* 2017-2019†

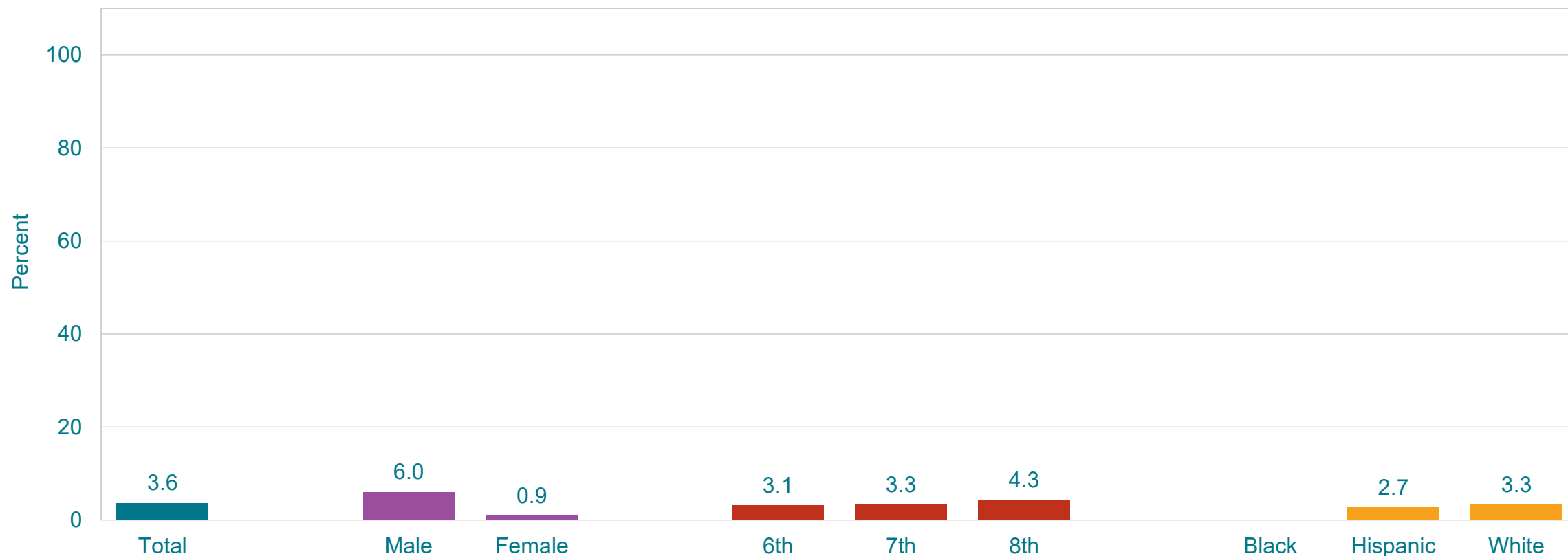


*Such as a convenience store, supermarket, discount store, gas station, or vape store, during the 30 days before the survey, among students who currently used electronic vapor products

†No change 2017-2019 [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 Middle School Students Who Currently Used Smokeless Tobacco,* by Sex,† Grade, and Race/Ethnicity, 2019



*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

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

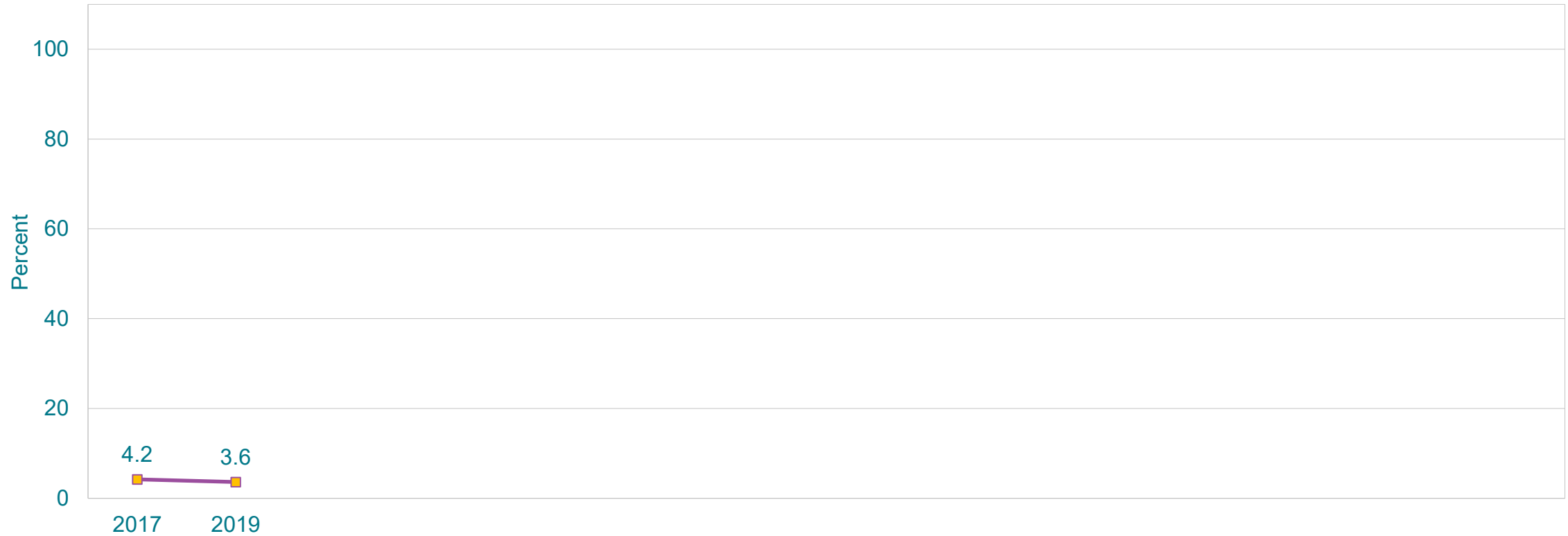
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Currently Used Smokeless Tobacco,* 2017-2019†



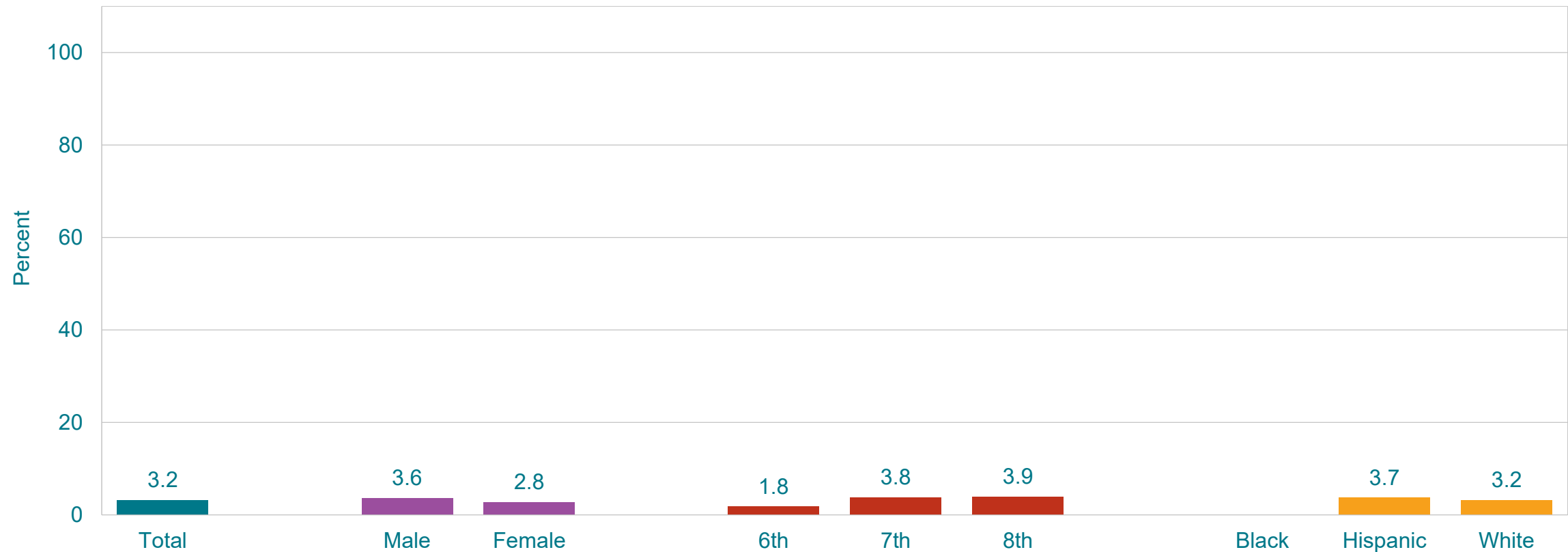
*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

This graph contains weighted results.



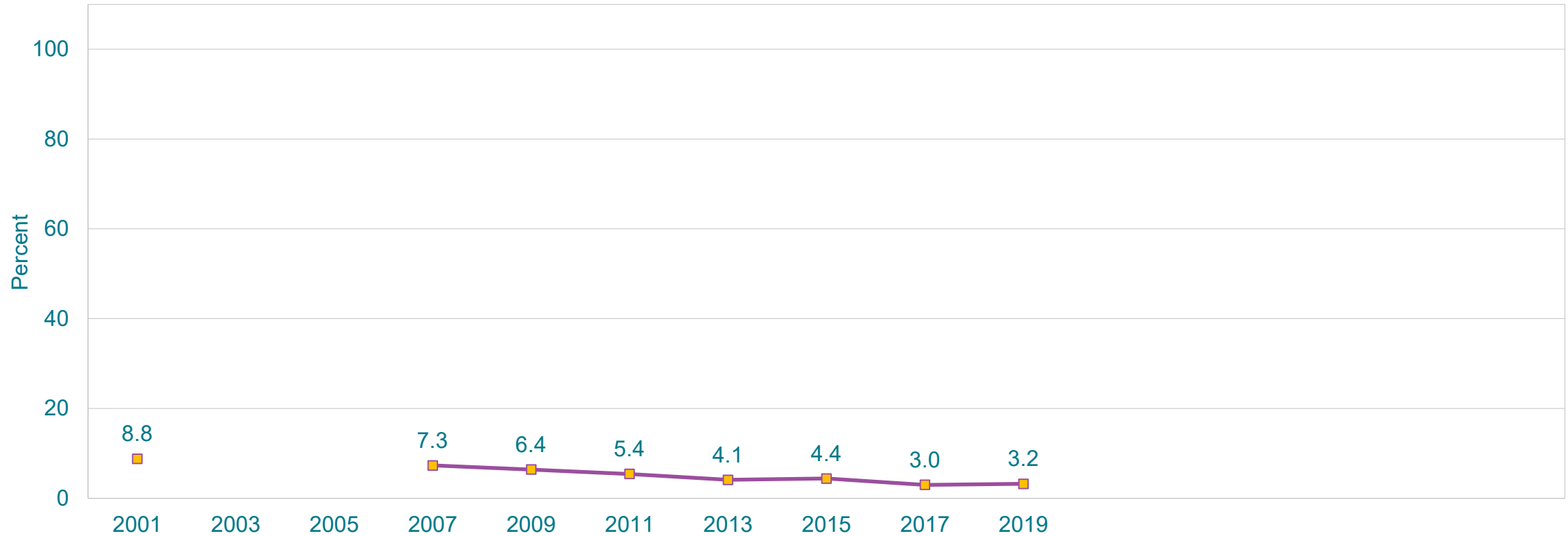
Percentage of Middle School Students Who Currently Smoked Cigars,* by Sex, Grade,† and Race/Ethnicity, 2019



*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey
†8th > 6th (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.



Percentage of Middle School Students Who Currently Smoked Cigars,* 2001-2019[†]



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

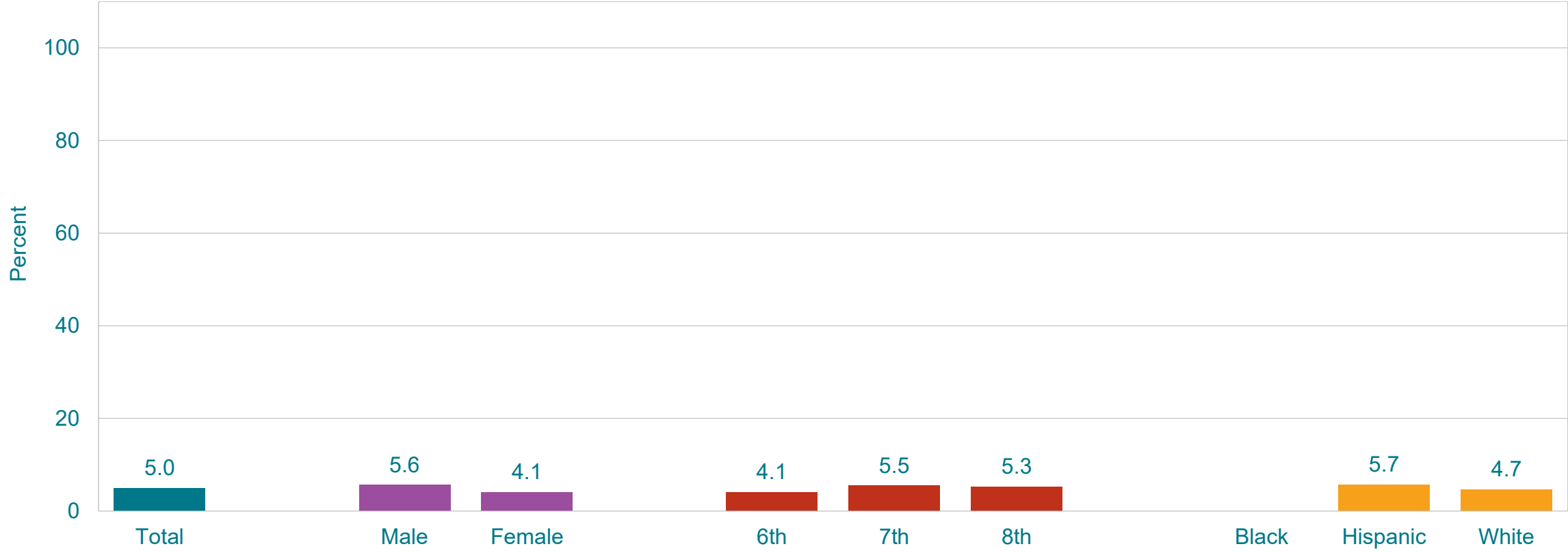
[†]Decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.



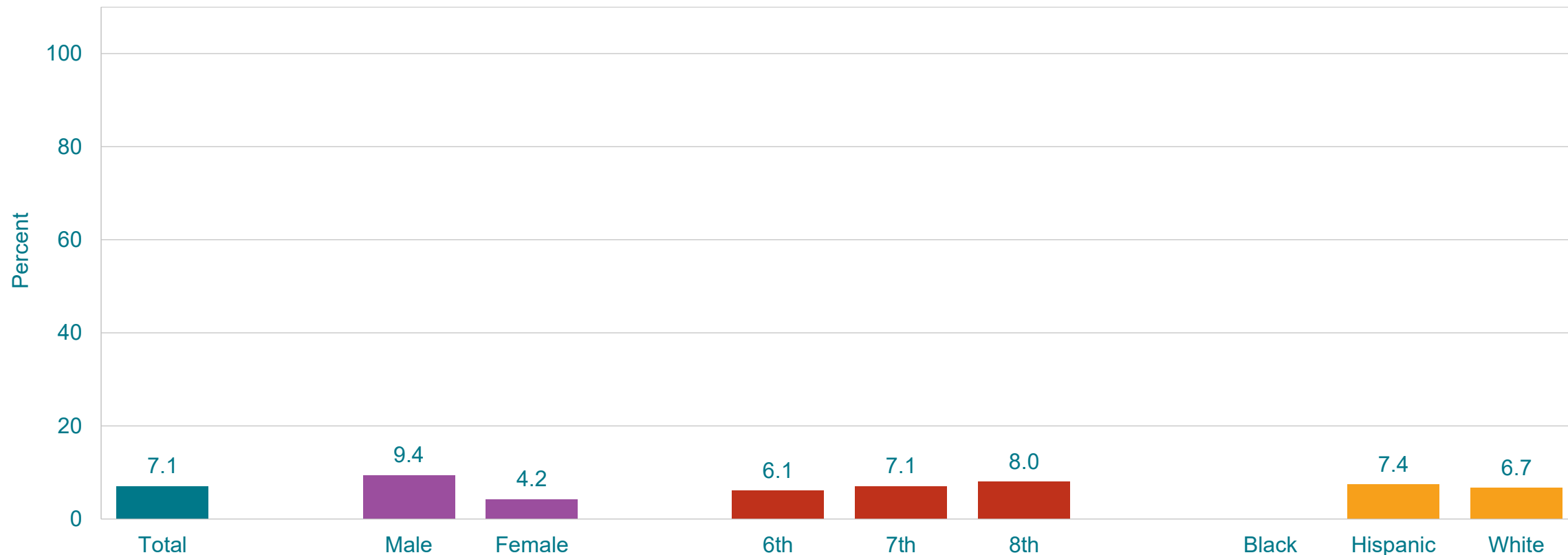
Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars,* by Sex, Grade, and Race/Ethnicity, 2019



*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 Middle School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco,* by Sex,[†] Grade, and Race/Ethnicity, 2019



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

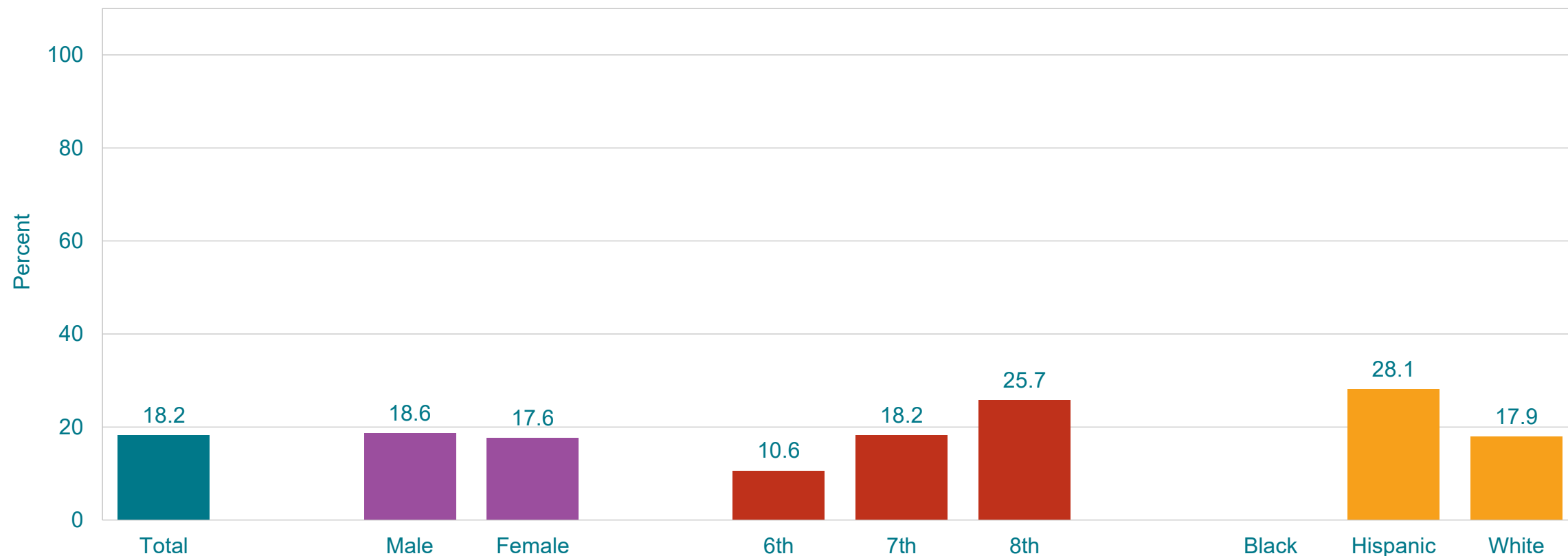
[†]M > F (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco or Electronic Vapor Products,* by Sex, Grade,† and Race/Ethnicity, 2019



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

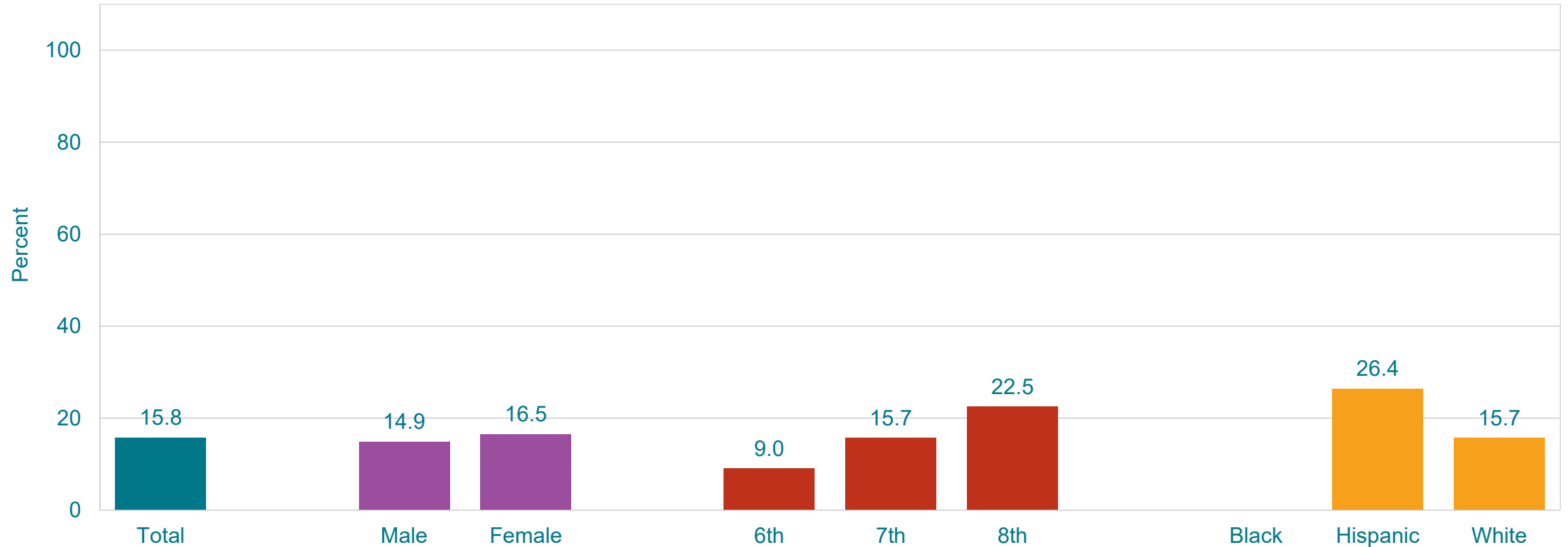
†7th > 6th, 8th > 6th, 8th > 7th (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

Percentage of Middle 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

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

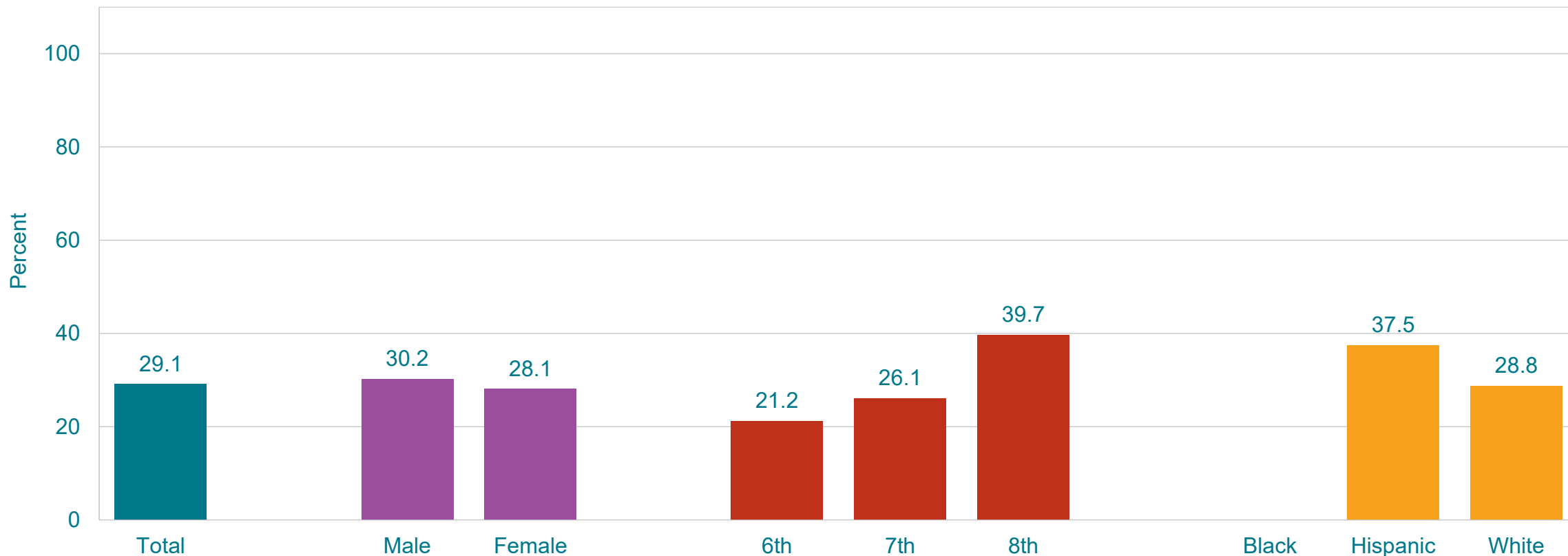
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Ever Drank Alcohol,* by Sex, Grade,† and Race/Ethnicity,† 2019



*Other than a few sips

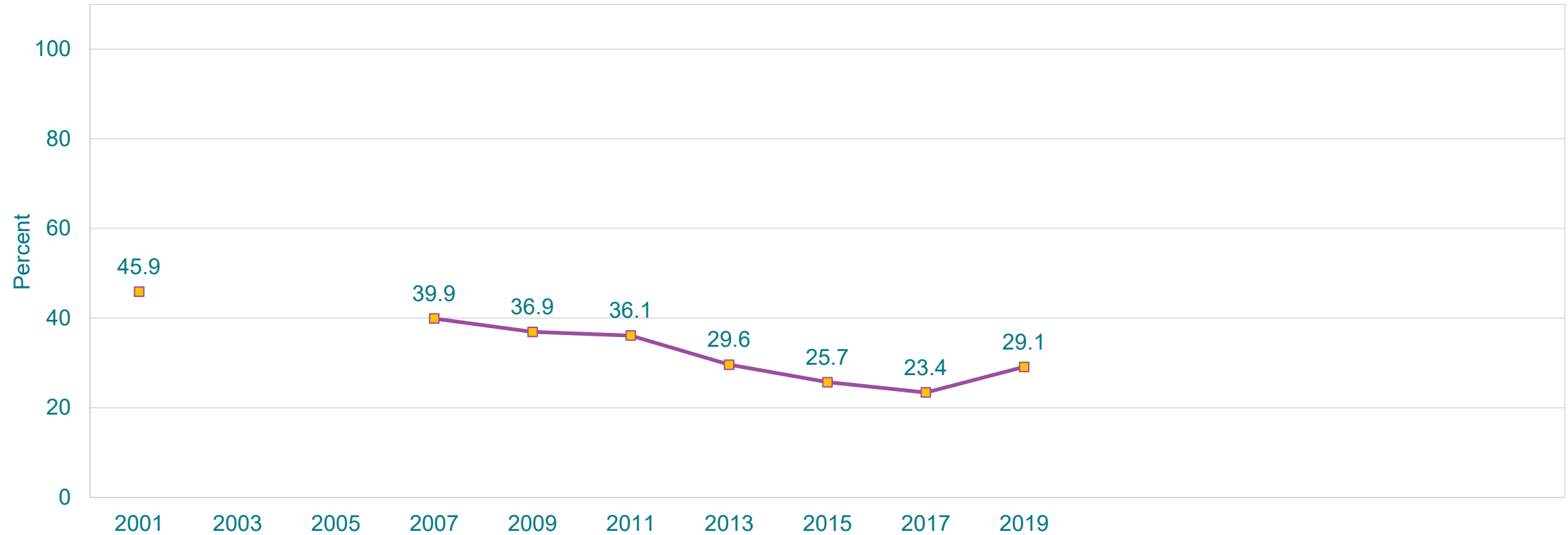
†8th > 6th, 8th > 7th; H > W (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

Percentage of Middle School Students Who Ever Drank Alcohol,* 2001-2019†



*Other than a few sips

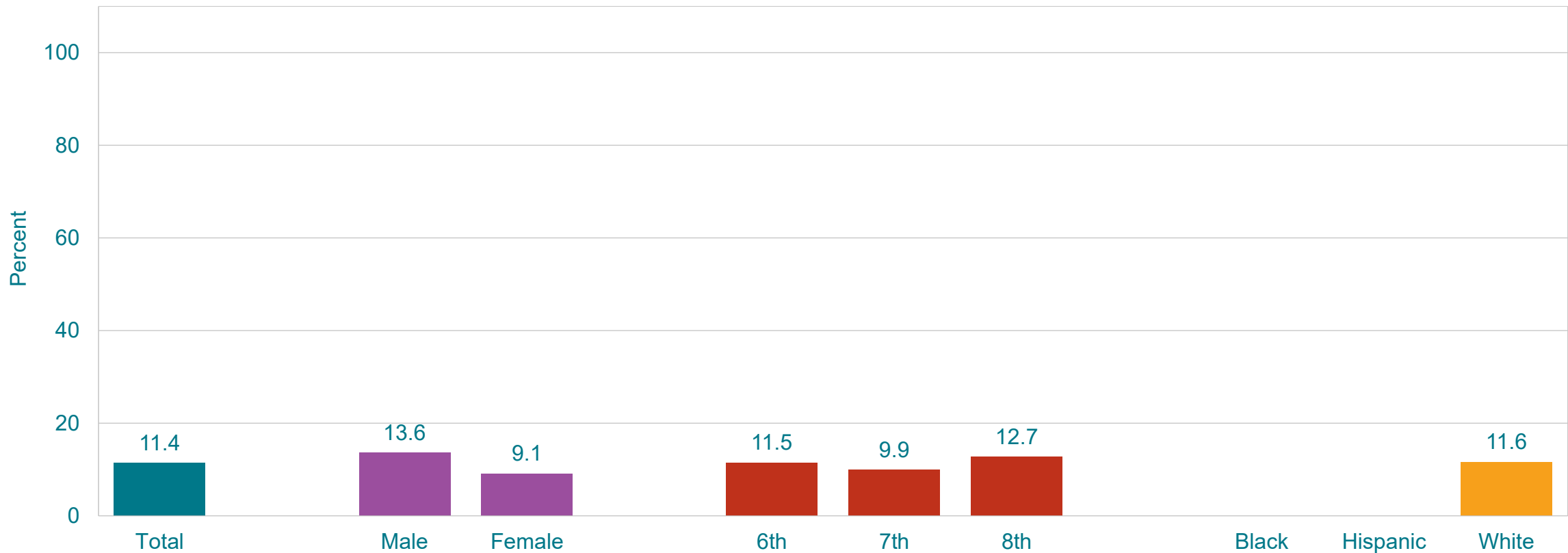
†Decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Drank Alcohol for the First Time Before Age 11 Years,* by Sex,† Grade, and Race/Ethnicity, 2019



*Other than a few sips

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

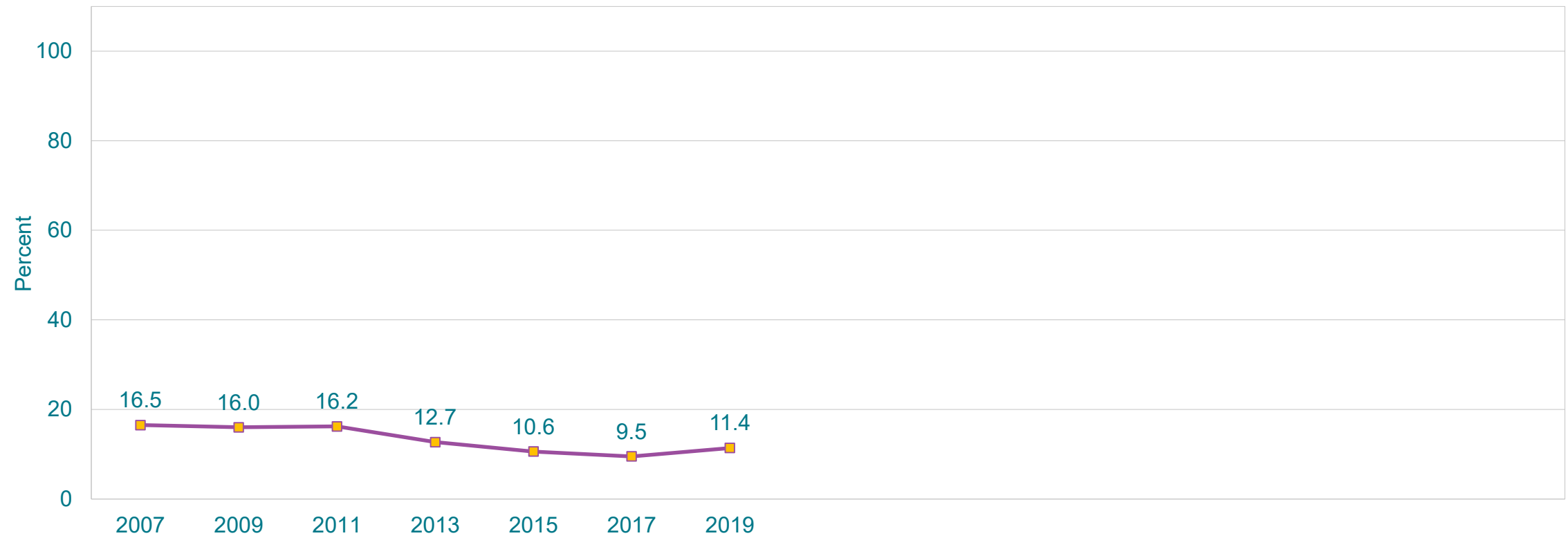
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Drank Alcohol for the First Time Before Age 11 Years,* 2007-2019[†]

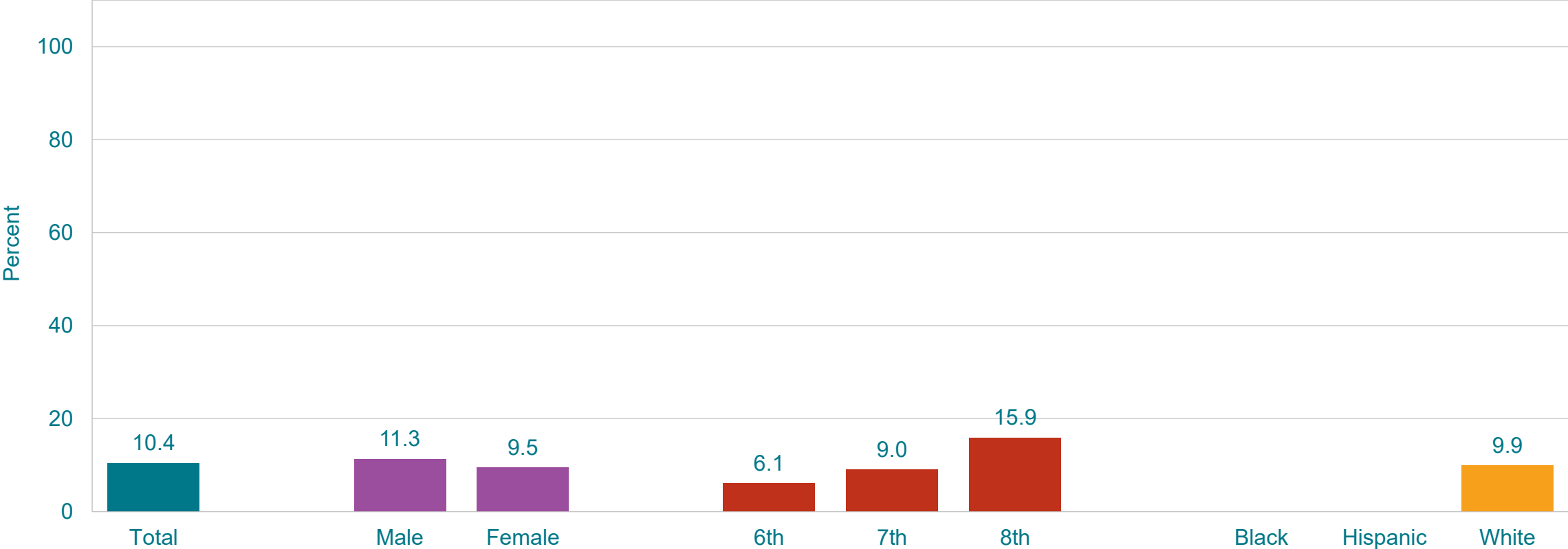


*Other than a few sips

[†]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.

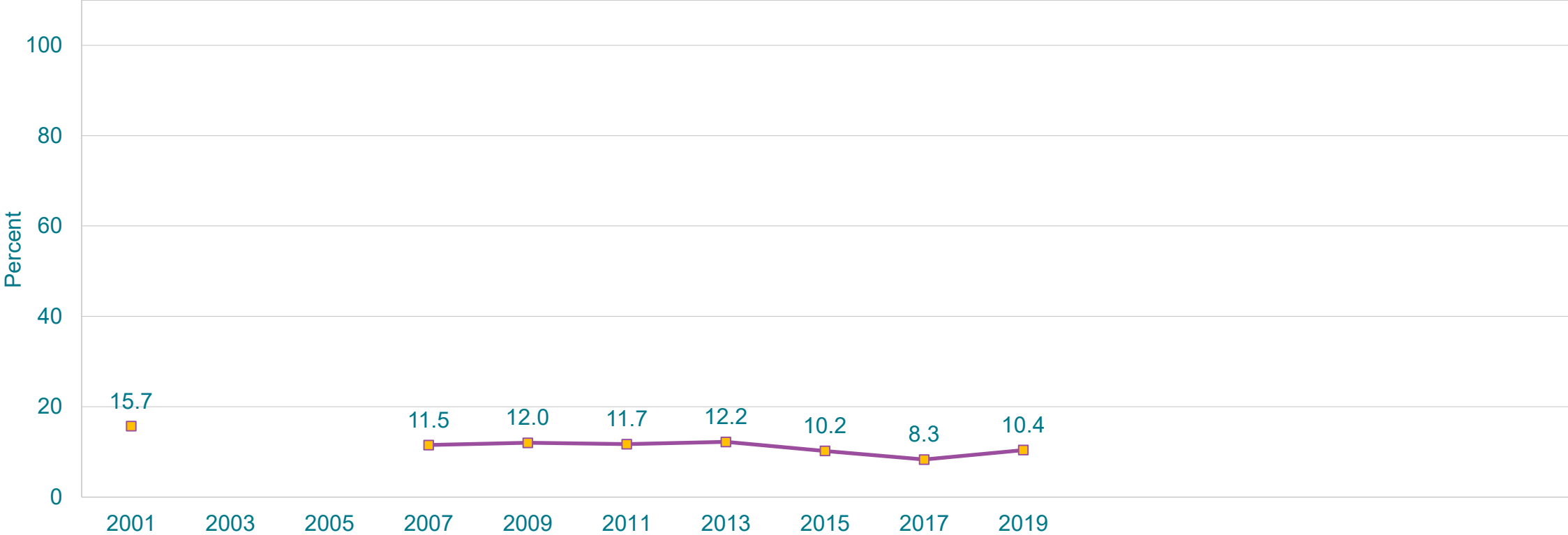


Percentage of Middle School Students Who Ever Used Marijuana, by Sex, Grade,* and Race/Ethnicity, 2019



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

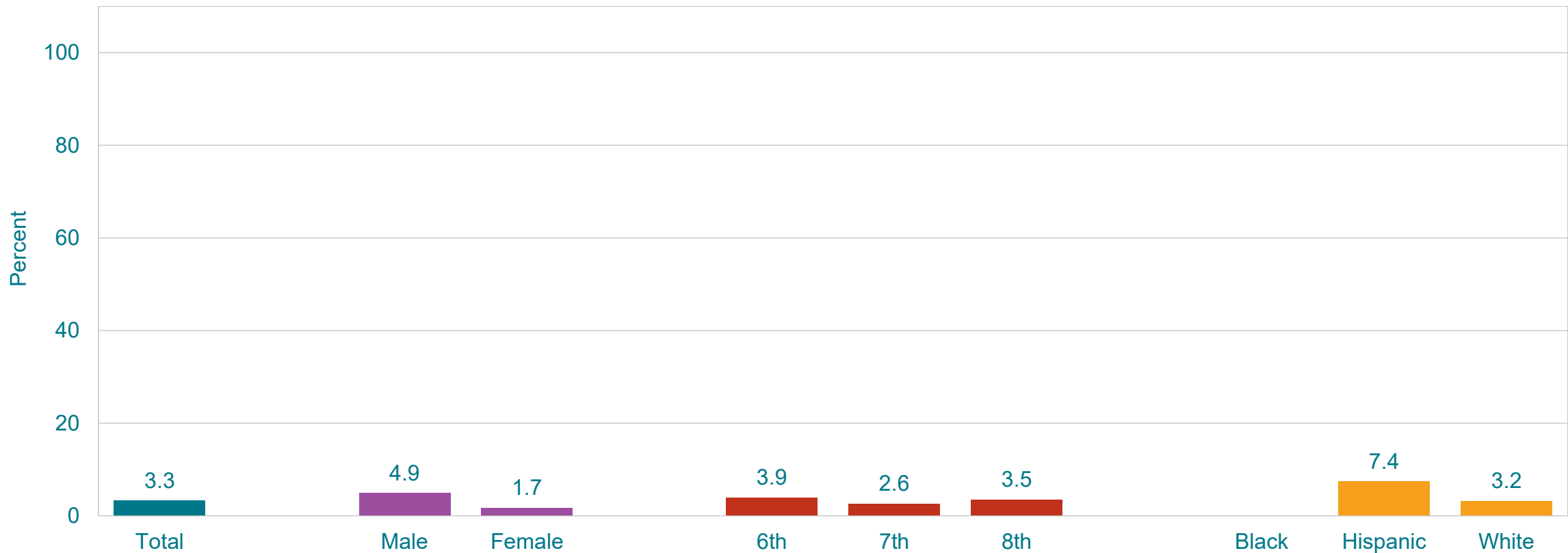
Percentage of Middle School Students Who Ever Used Marijuana, 2001-2019*



*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).] Data not available for 2003, 2005. This graph contains weighted results.



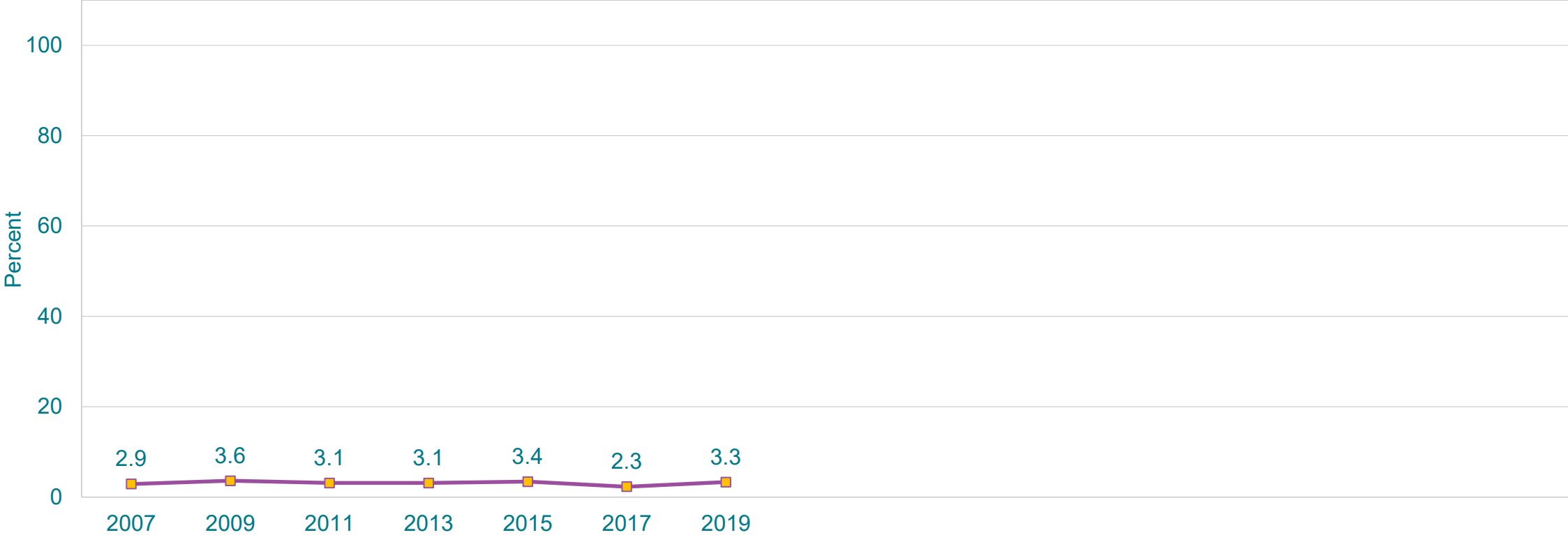
Percentage of Middle School Students Who Tried Marijuana for the First Time Before Age 11 Years, by Sex,* Grade, and Race/Ethnicity, 2019



*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.



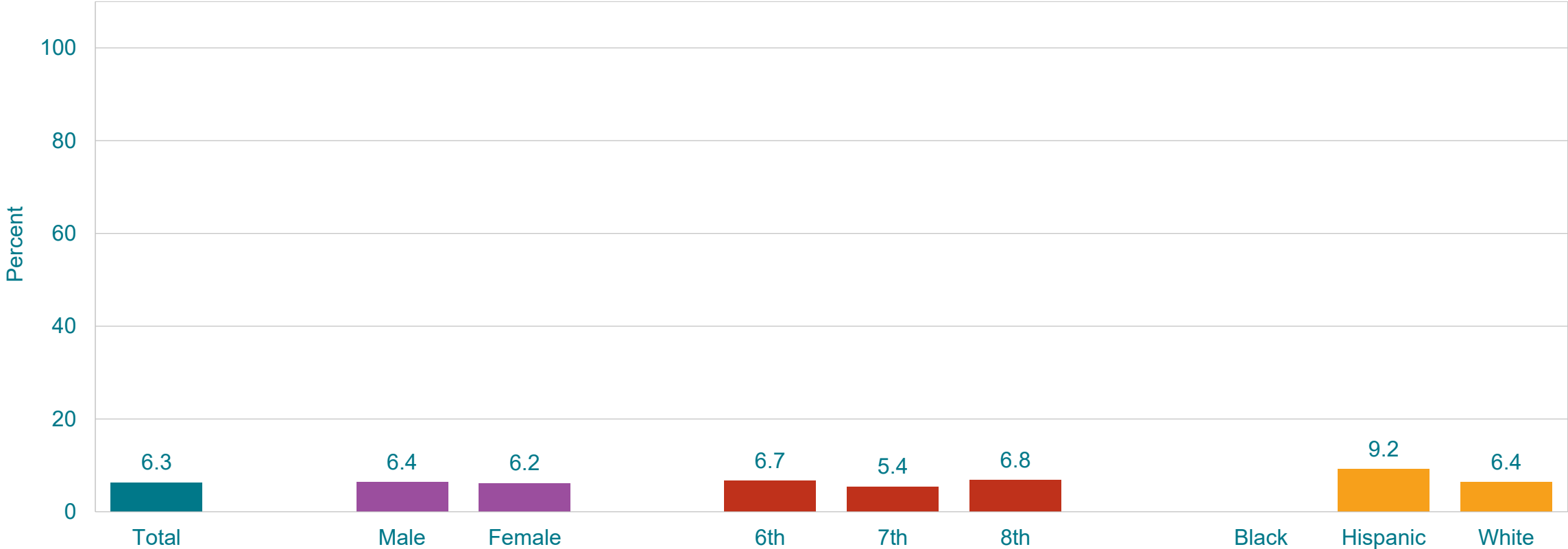
Percentage of Middle School Students Who Tried Marijuana for the First Time Before Age 11 Years, 2007-2019*



*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.



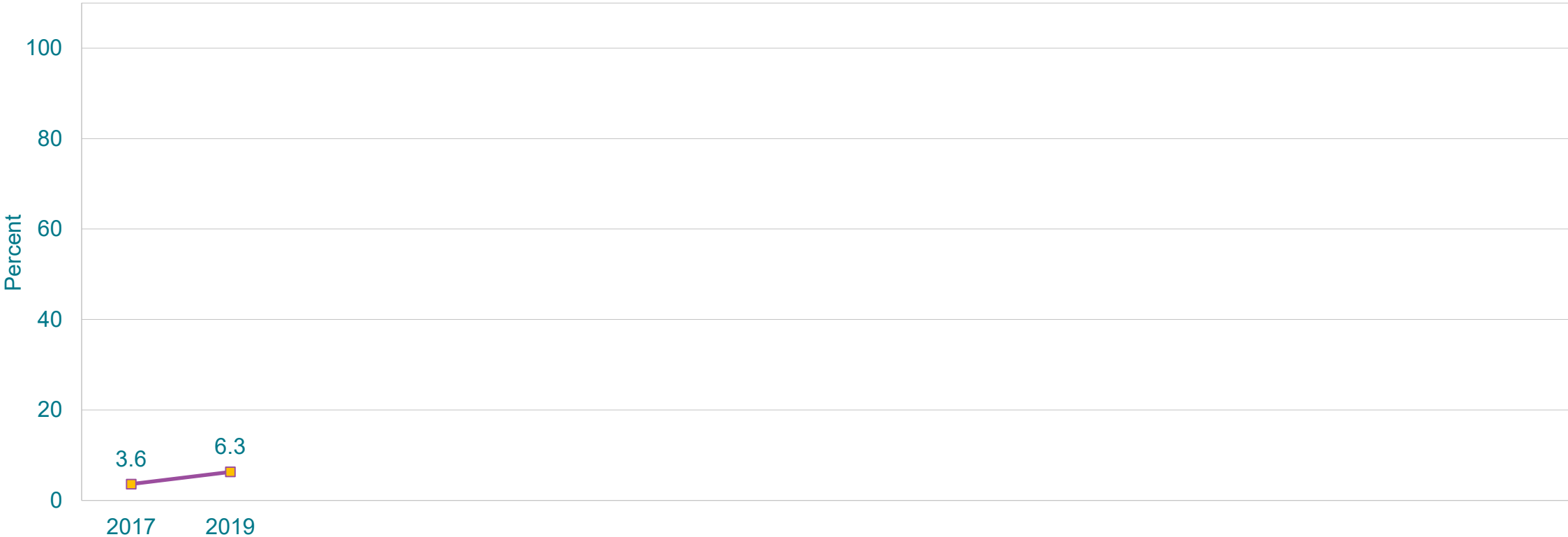
Percentage of Middle School Students Who Ever Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them to Use It,* by Sex, Grade, and Race/Ethnicity, 2019



*Counting drugs such as codeine, Vicodin, Oxycontin, hydrocodone, and Percocet
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.



Percentage of Middle School Students Who Ever Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them to Use It,* 2017-2019†

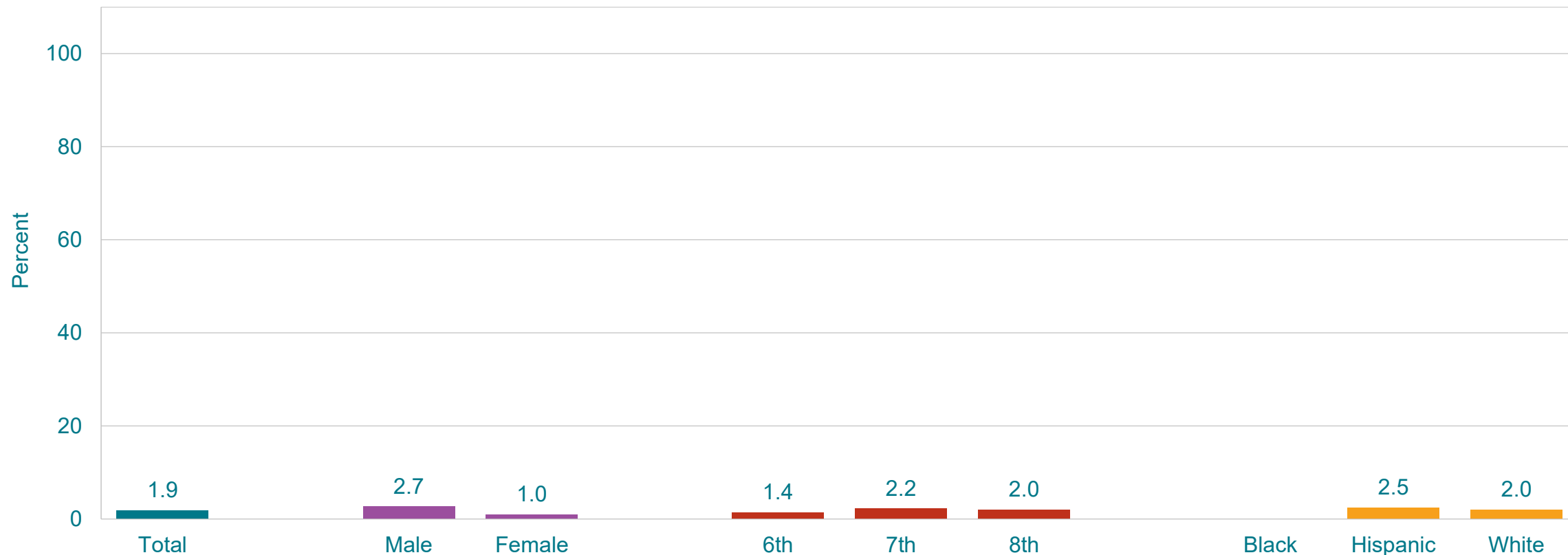


*Counting drugs such as codeine, Vicodin, Oxycontin, hydrocodone, and Percocet

†Increased 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

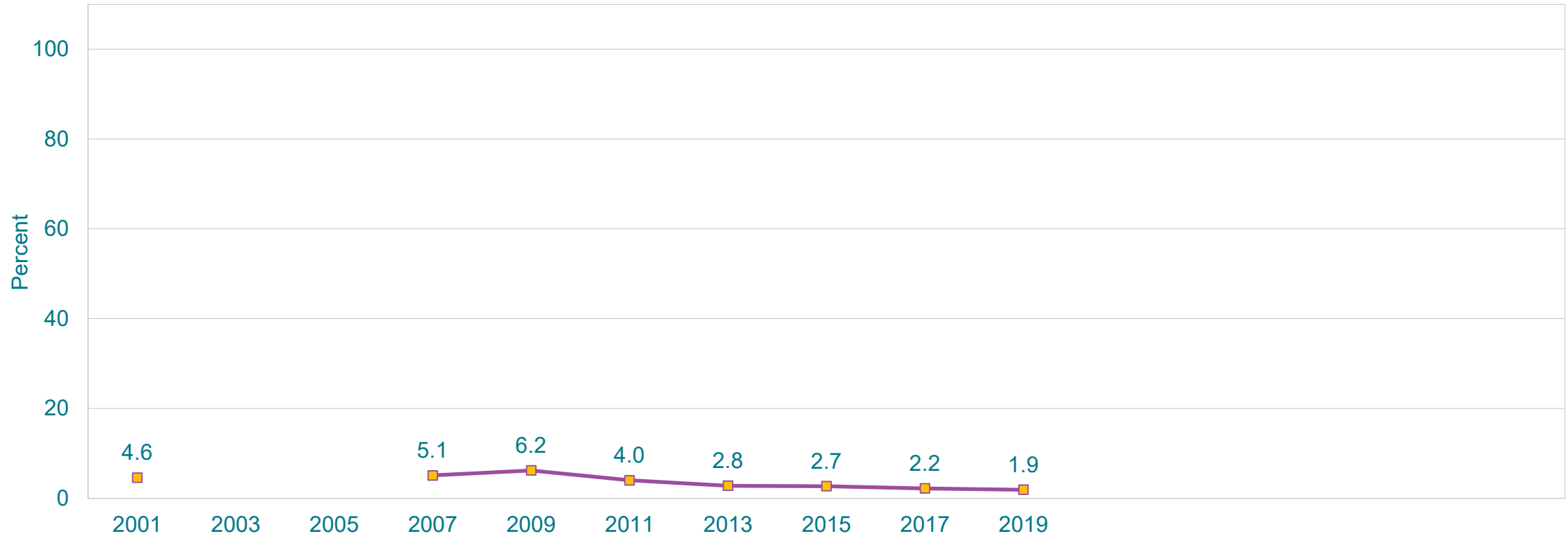
This graph contains weighted results.

Percentage of Middle School Students Who Ever Used Cocaine,* by Sex, Grade, and Race/Ethnicity, 2019



*Any form of cocaine, including powder, crack, or freebase
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 Middle School Students Who Ever Used Cocaine,* 2001-2019†



*Any form of cocaine, including powder, crack, or freebase

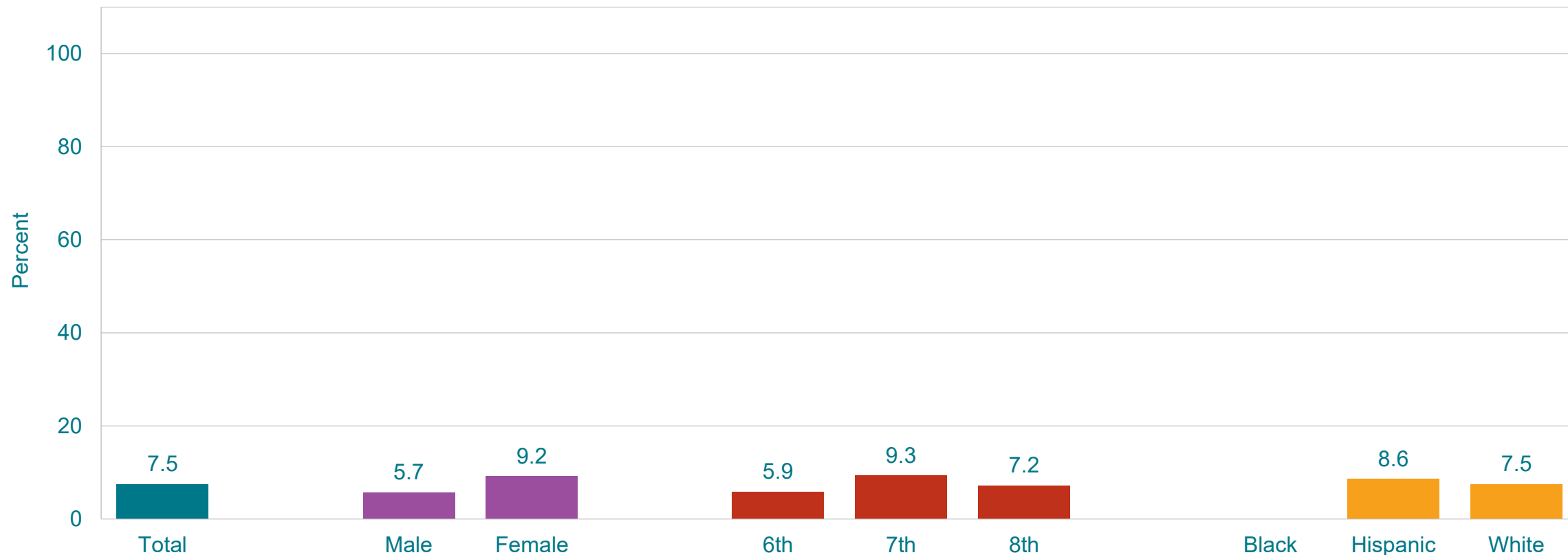
†Decreased 2001-2019, no change 2001-2009, decreased 2009-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.



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



*Sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high

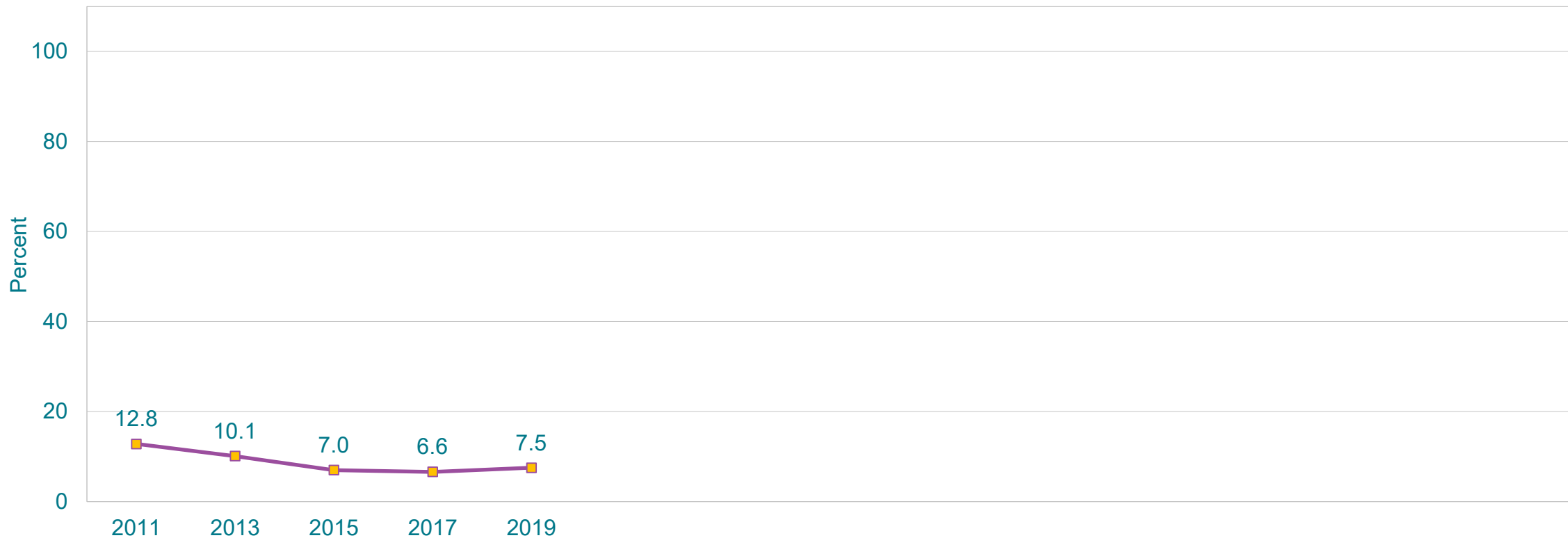
†F > M (Based on t-test analysis, $p < 0.05$.)

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 Middle School Students Who Ever Used Inhalants,* 2011-2019†

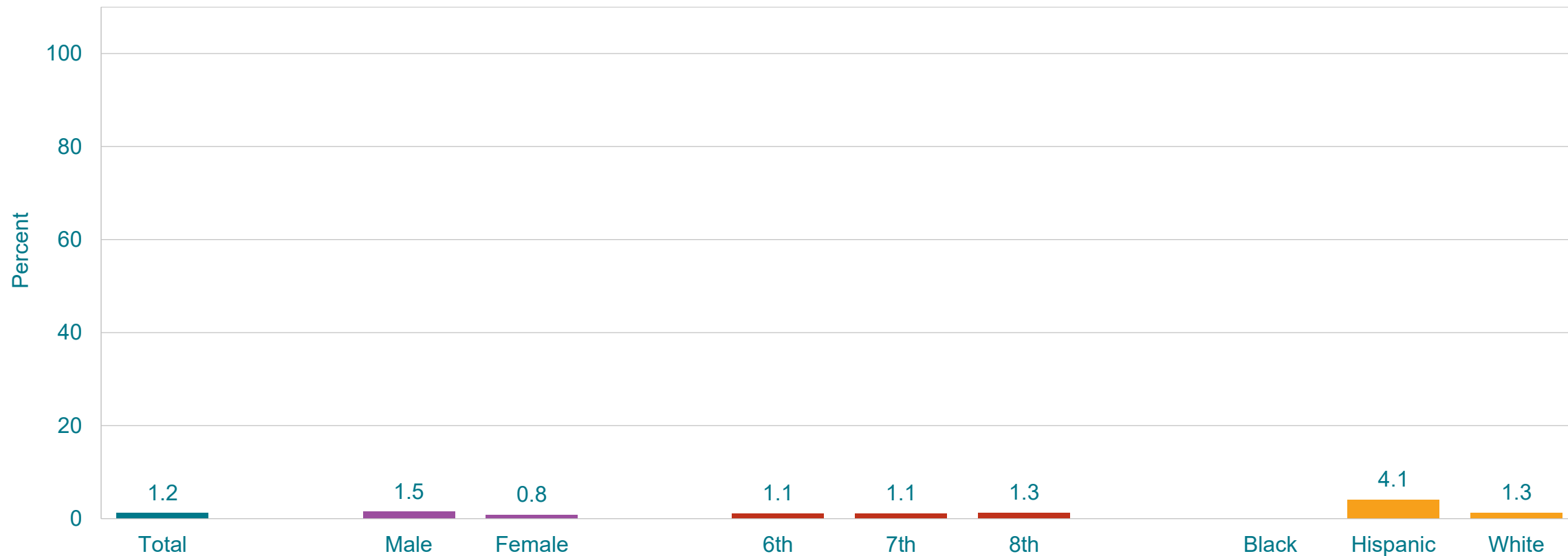


*Sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high

†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 Middle School Students Who Ever Took Steroids Without a Doctor's Prescription,* by Sex, Grade, and Race/Ethnicity, 2019



*Pills or shots

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 Middle School Students Who Ever Took Steroids Without a Doctor's Prescription,* 2011-2019[†]



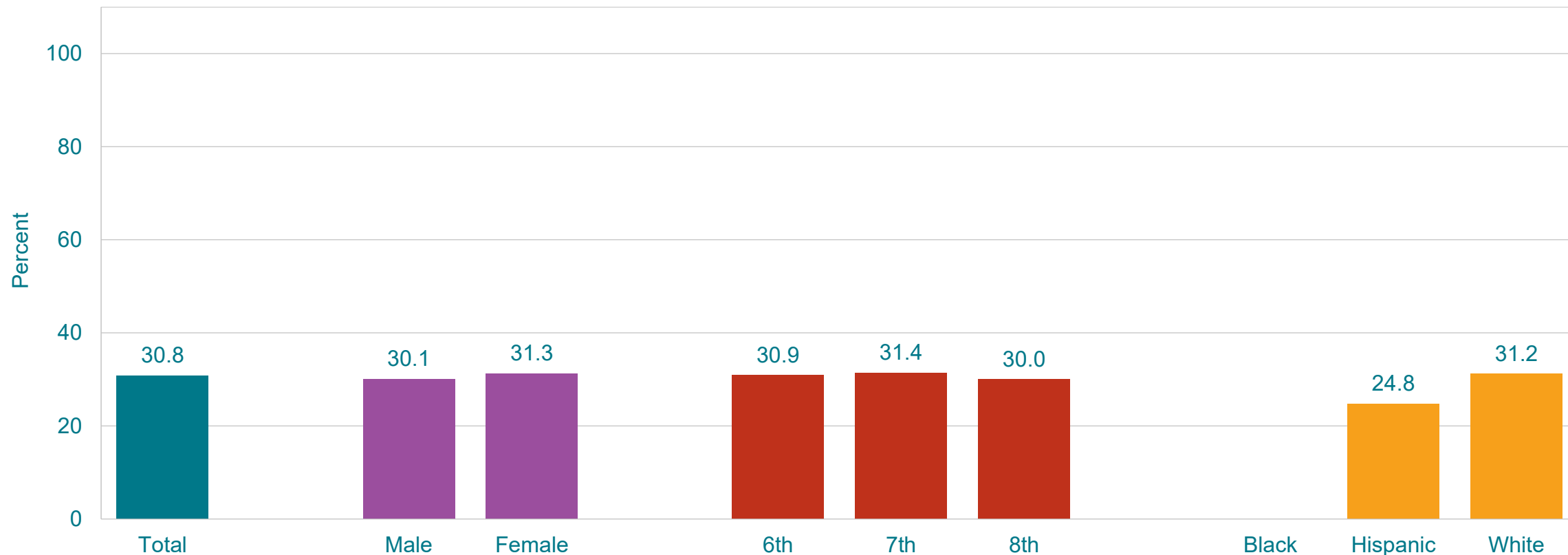
*Pills or shots

[†]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.



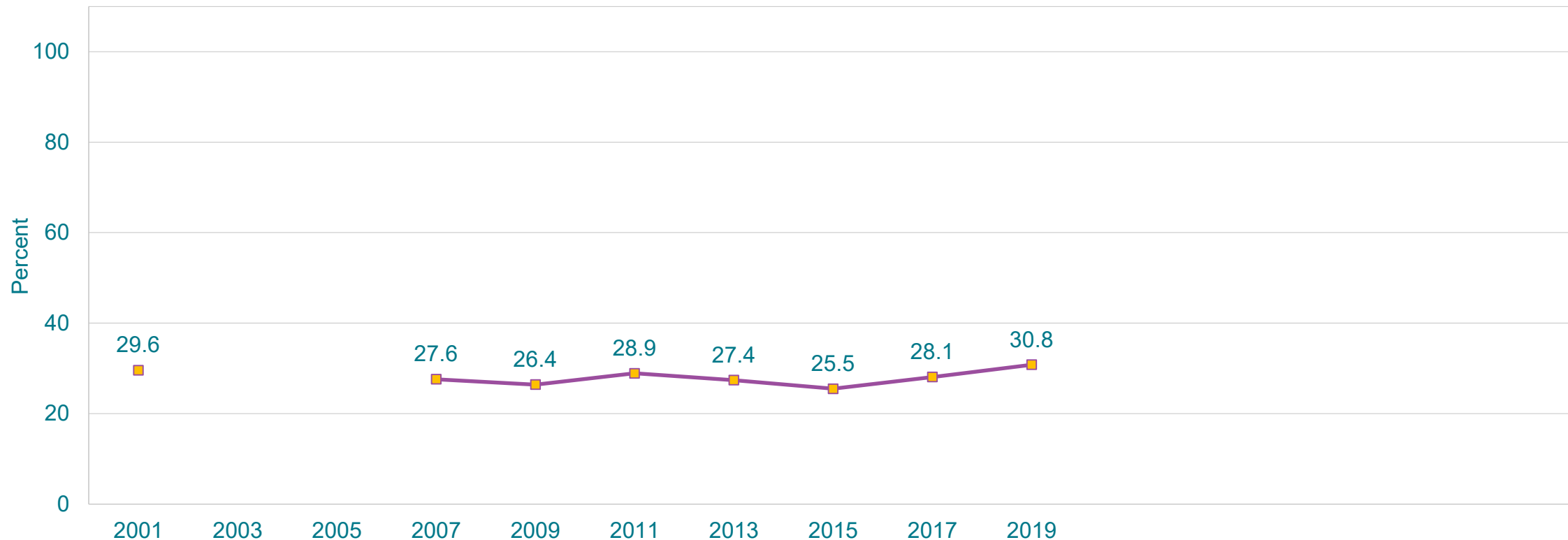
Percentage of Middle School Students Who Described Themselves As Slightly or Very Overweight, by Sex, Grade, and Race/Ethnicity, 2019



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 Middle School Students Who Described Themselves As Slightly or Very Overweight, 2001-2019*



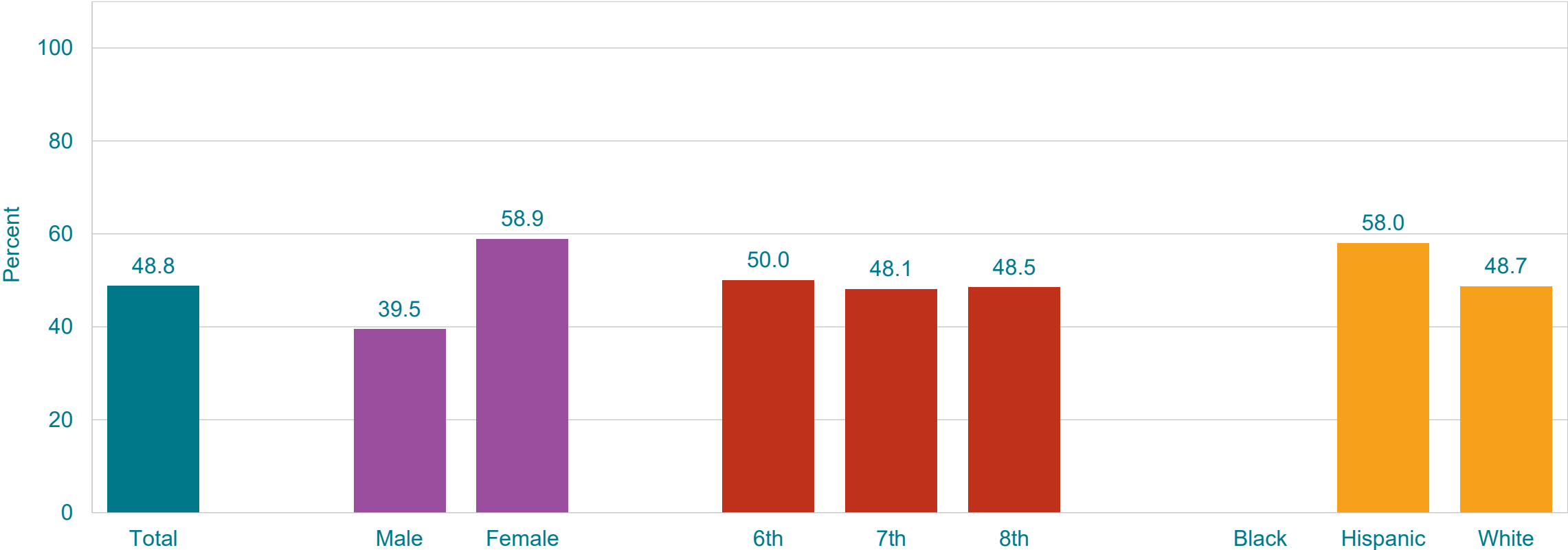
*No change, 2001-2015, increased, 2015-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2003, 2005.

This graph contains weighted results.

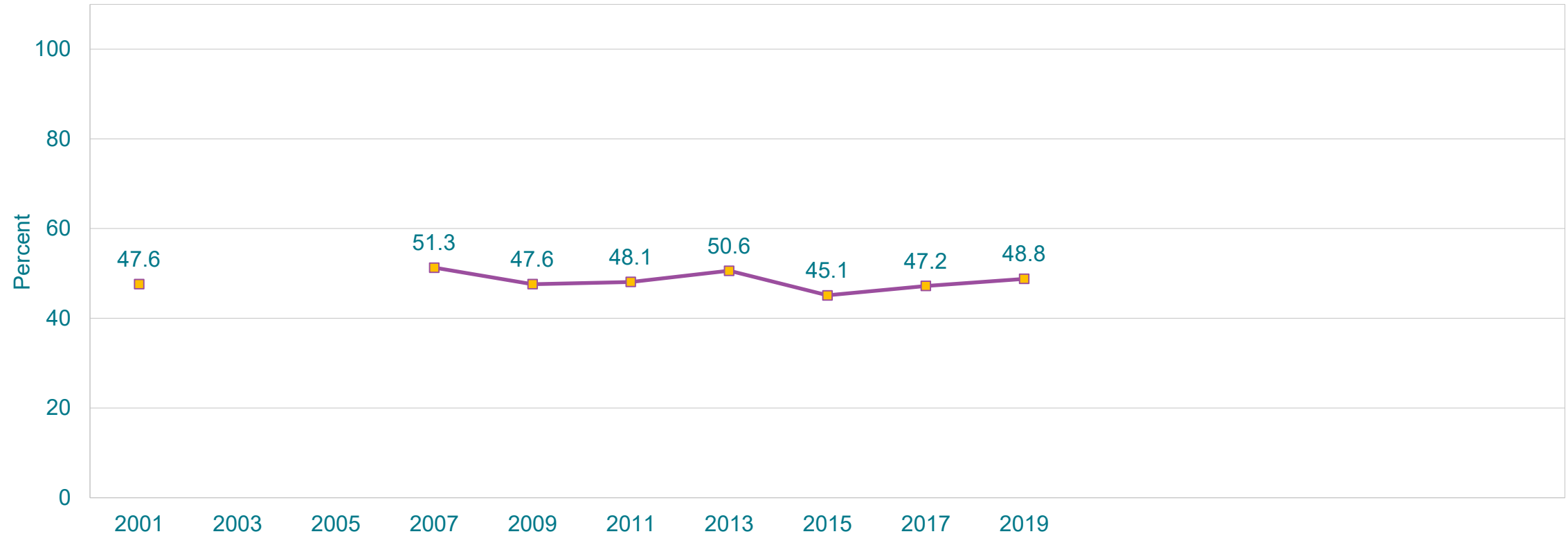


Percentage of Middle School Students Who Were Trying to Lose Weight, by Sex,* Grade, and Race/Ethnicity,* 2019



*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 Middle School Students Who Were Trying to Lose Weight, 2001-2019*



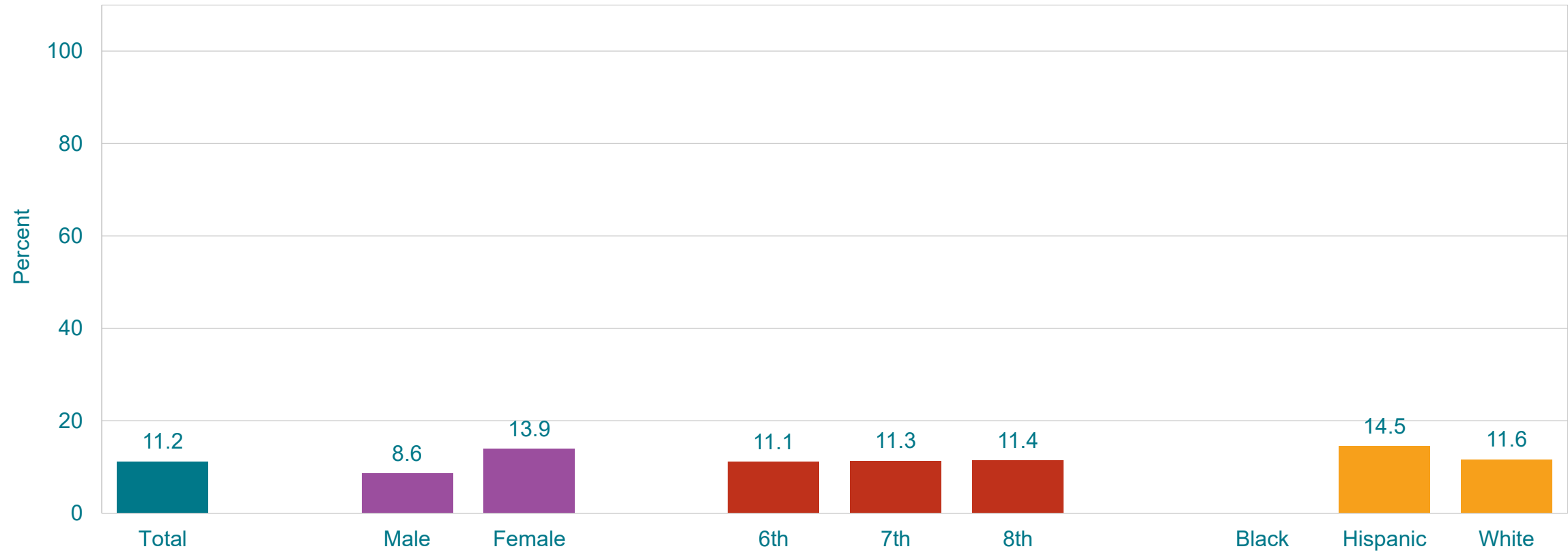
*No change 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.



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



*During the 7 days before the survey

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

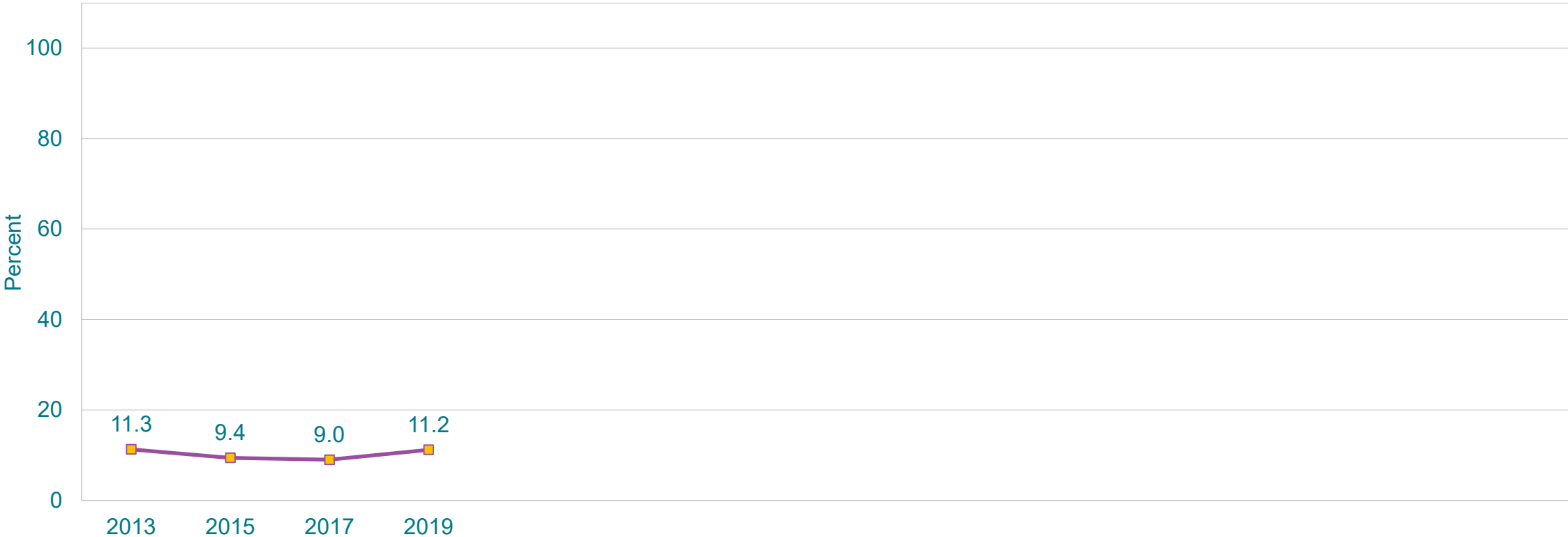
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Did Not Eat Breakfast,* 2013-2019†



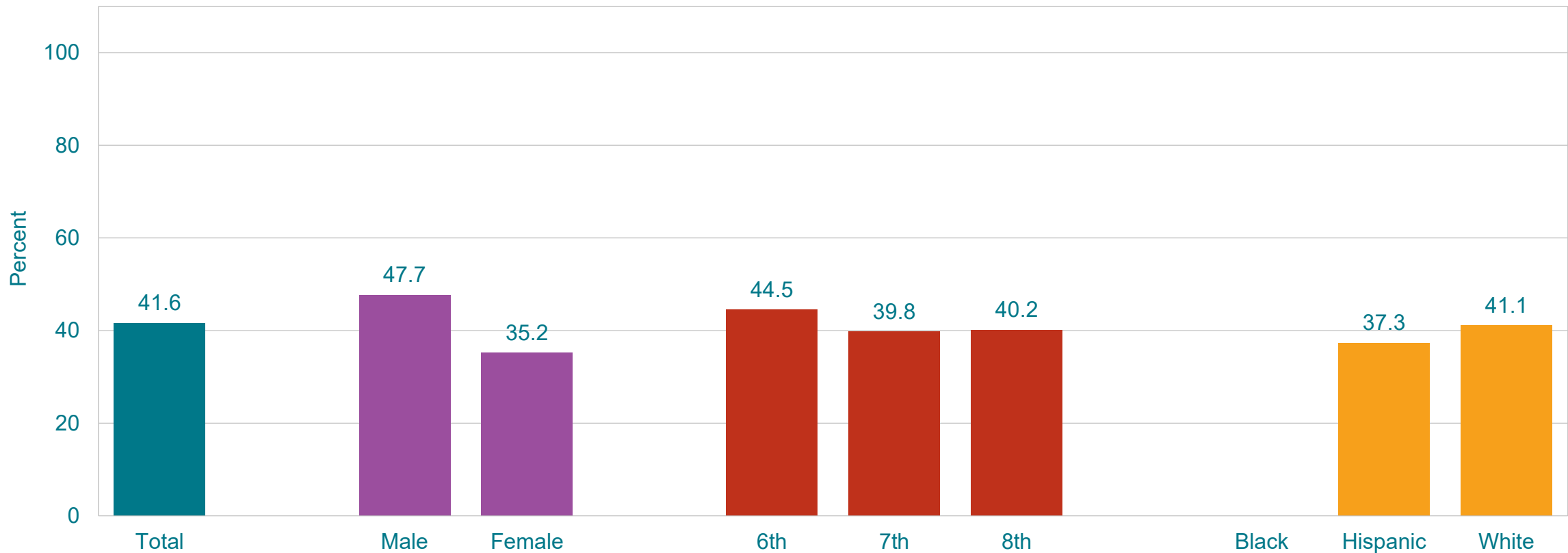
*During the 7 days before the survey

†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 Middle 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 (Based on t-test analysis, $p < 0.05$.)

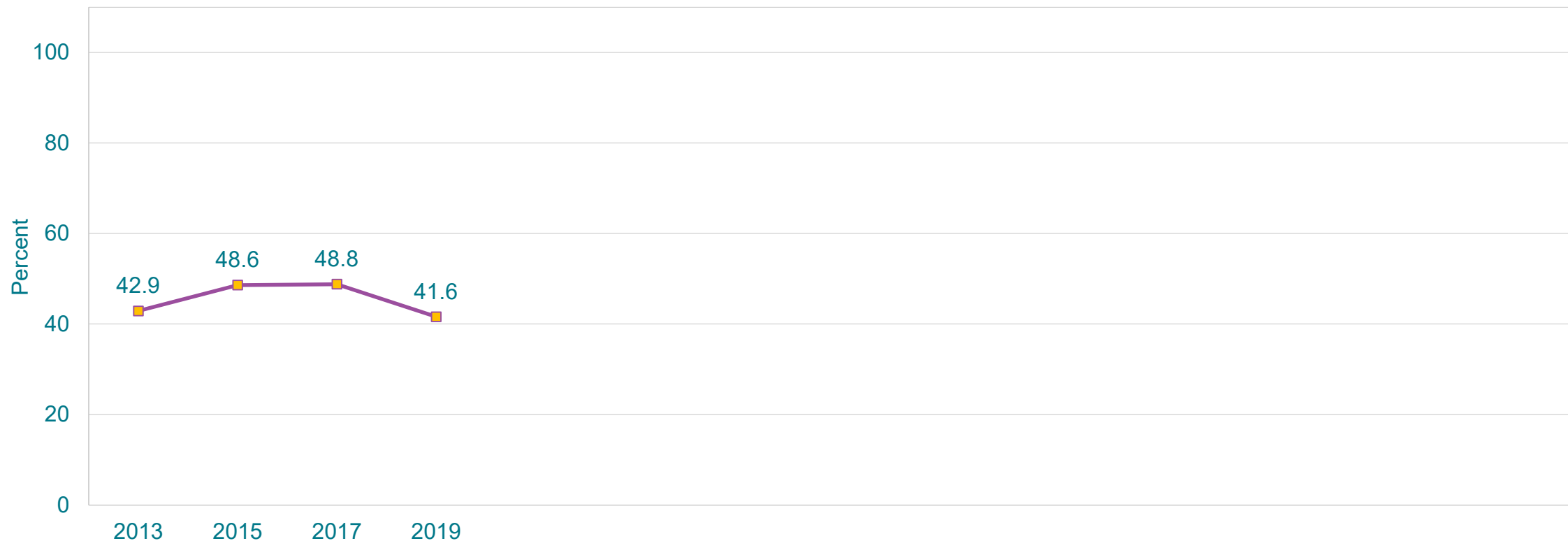
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



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



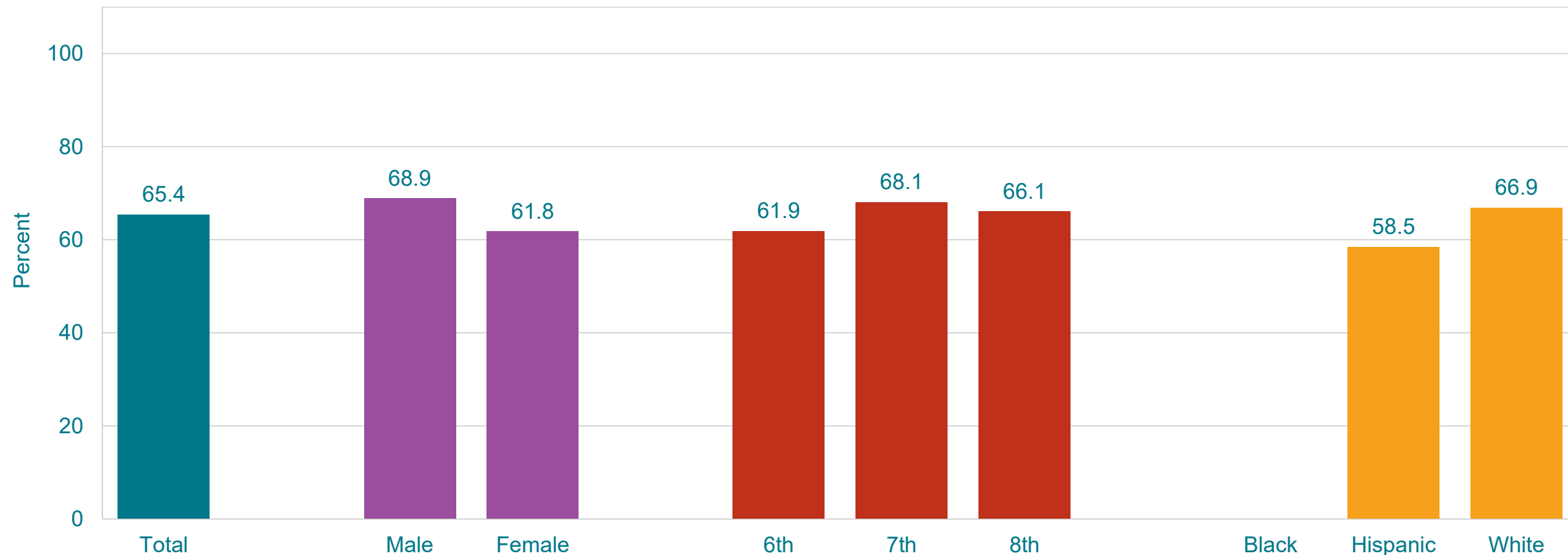
*During the 7 days before the survey

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

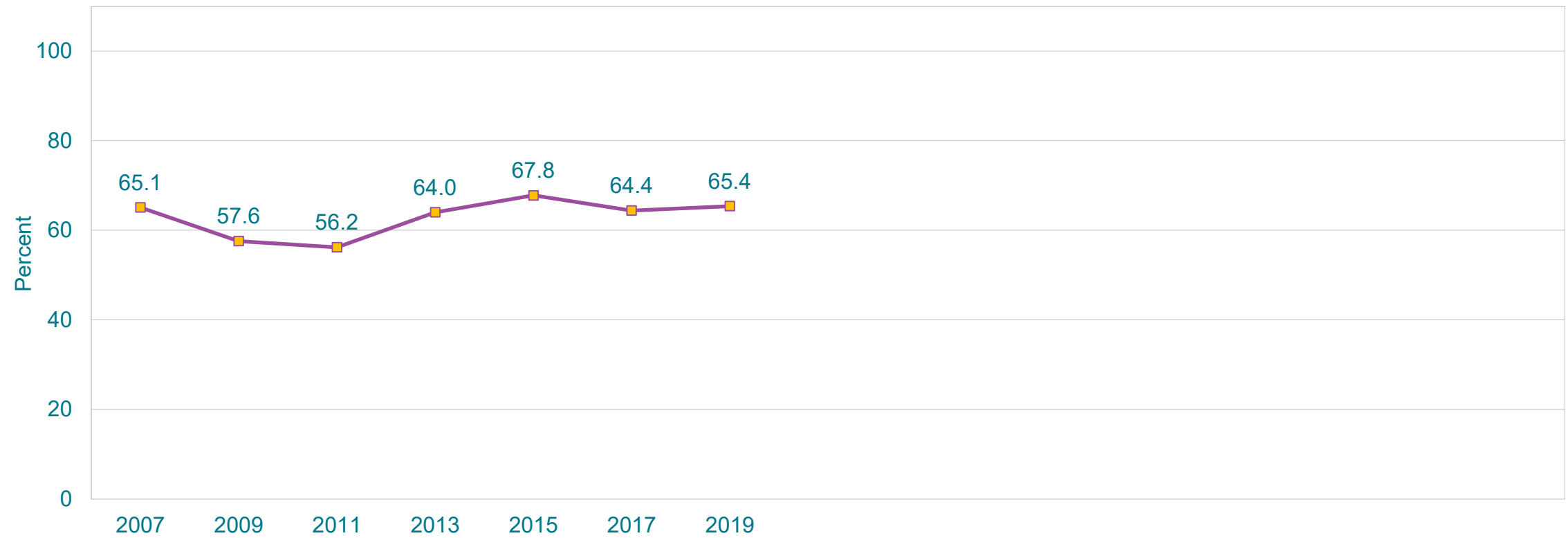
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



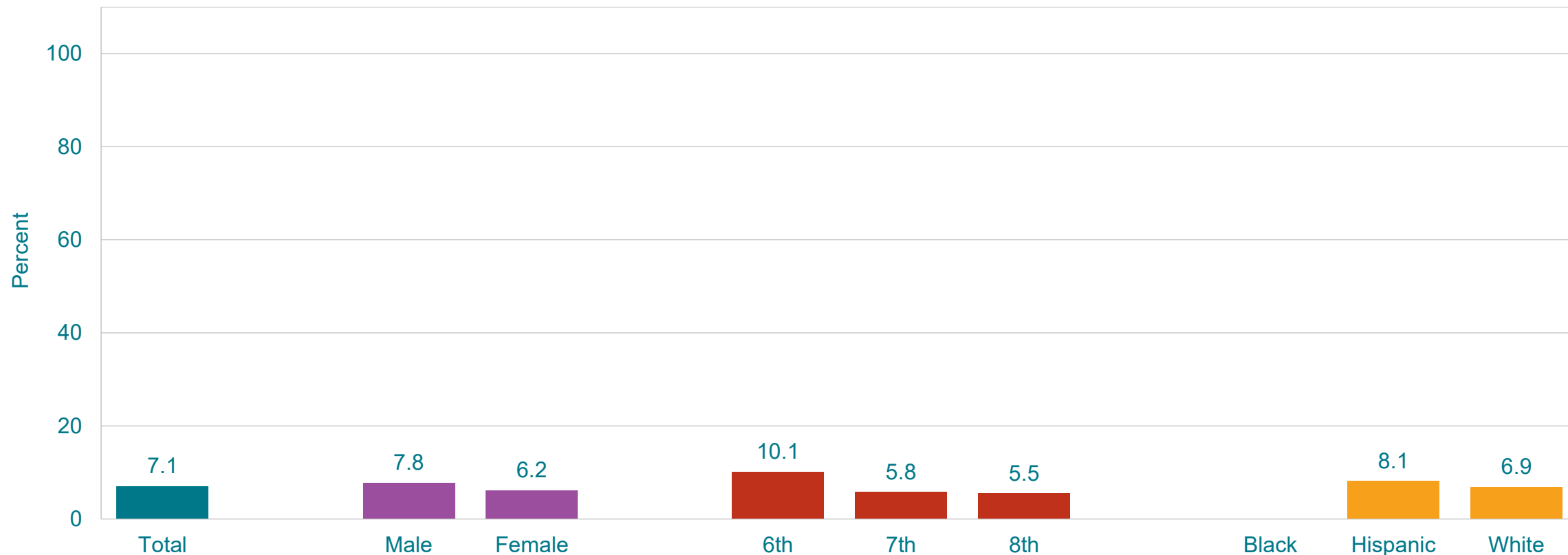
Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* 2007-2019†



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

[†]6th > 7th, 6th > 8th (Based on t-test analysis, $p < 0.05$.)

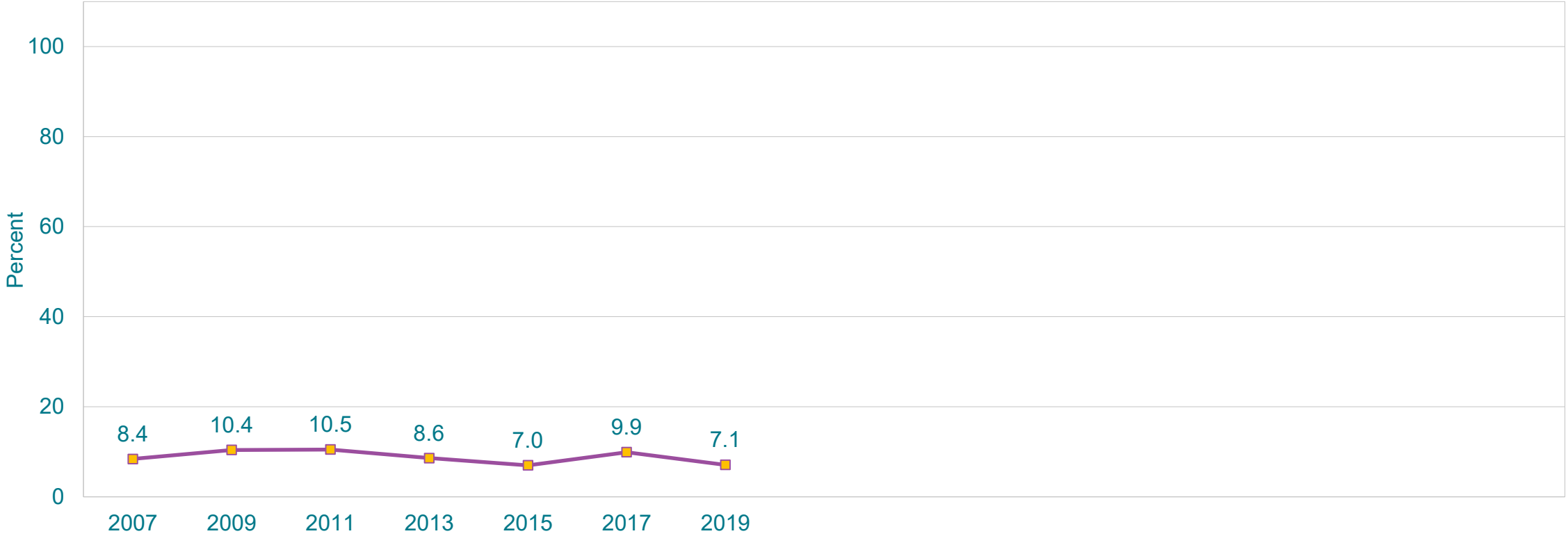
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



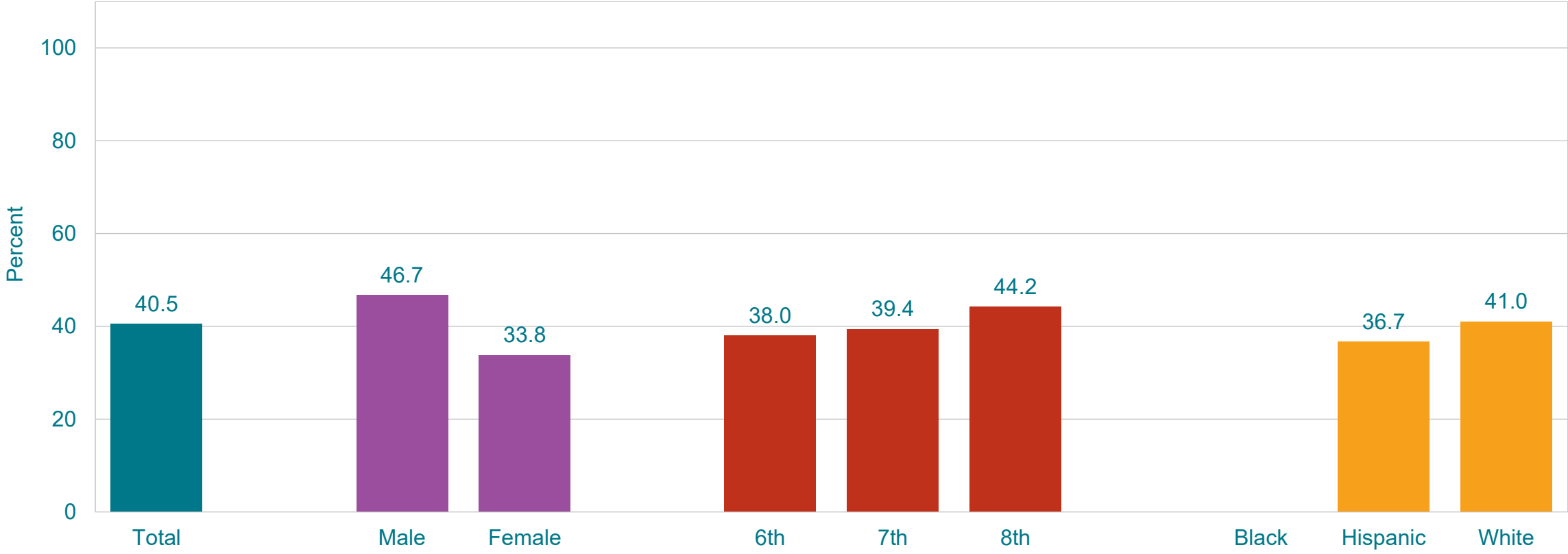
Percentage of Middle School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2007-2019†



*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 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.



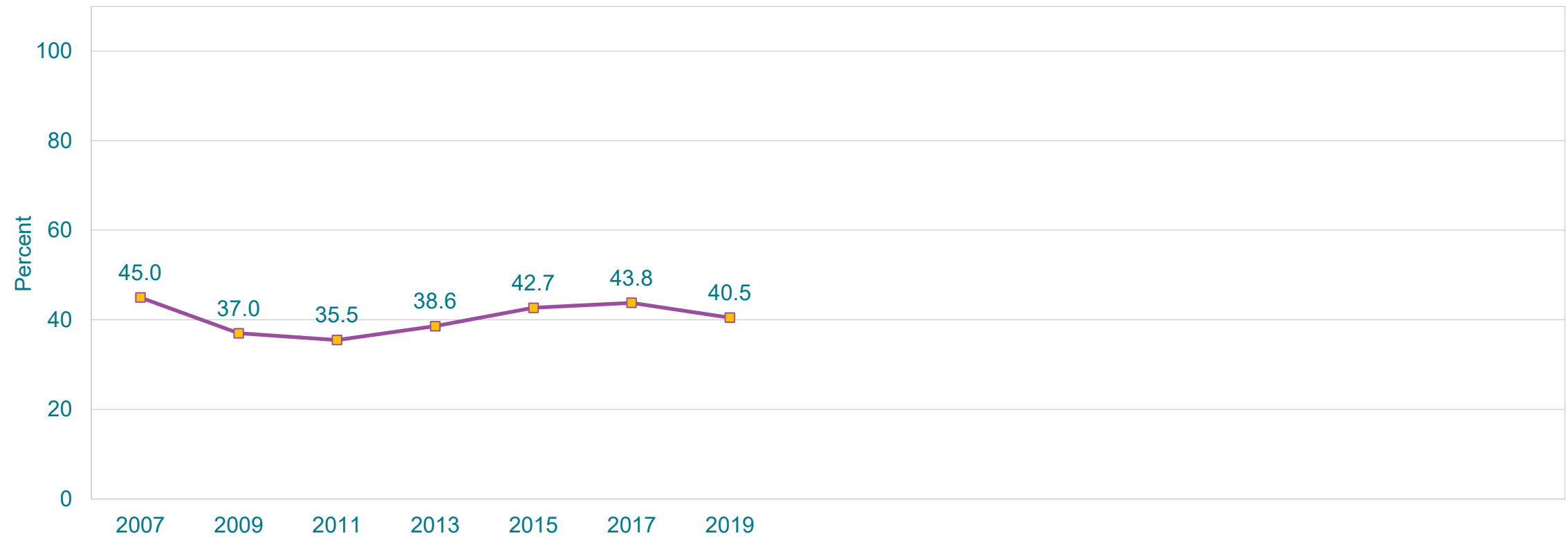
Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity, 2019



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

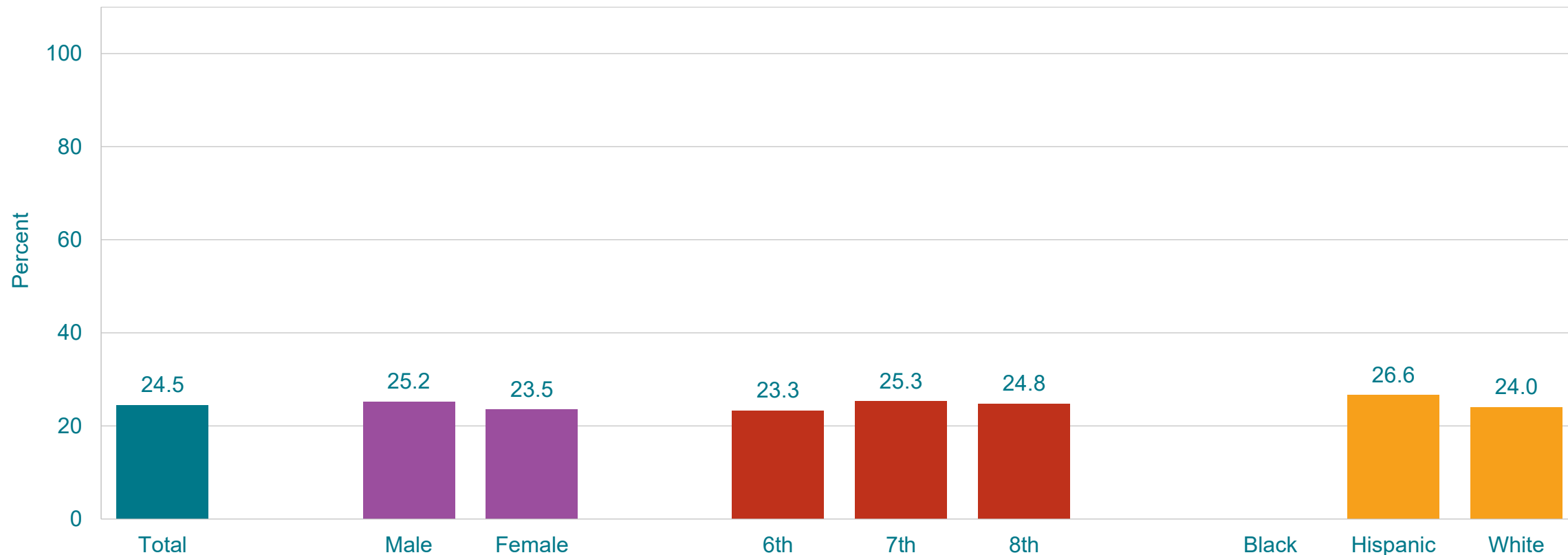


Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2007-2019†



*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, 2007-2011, 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 Middle School Students Who Watched Television 3 or More Hours Per Day,* by Sex, Grade, and Race/Ethnicity, 2019



*On an average school day

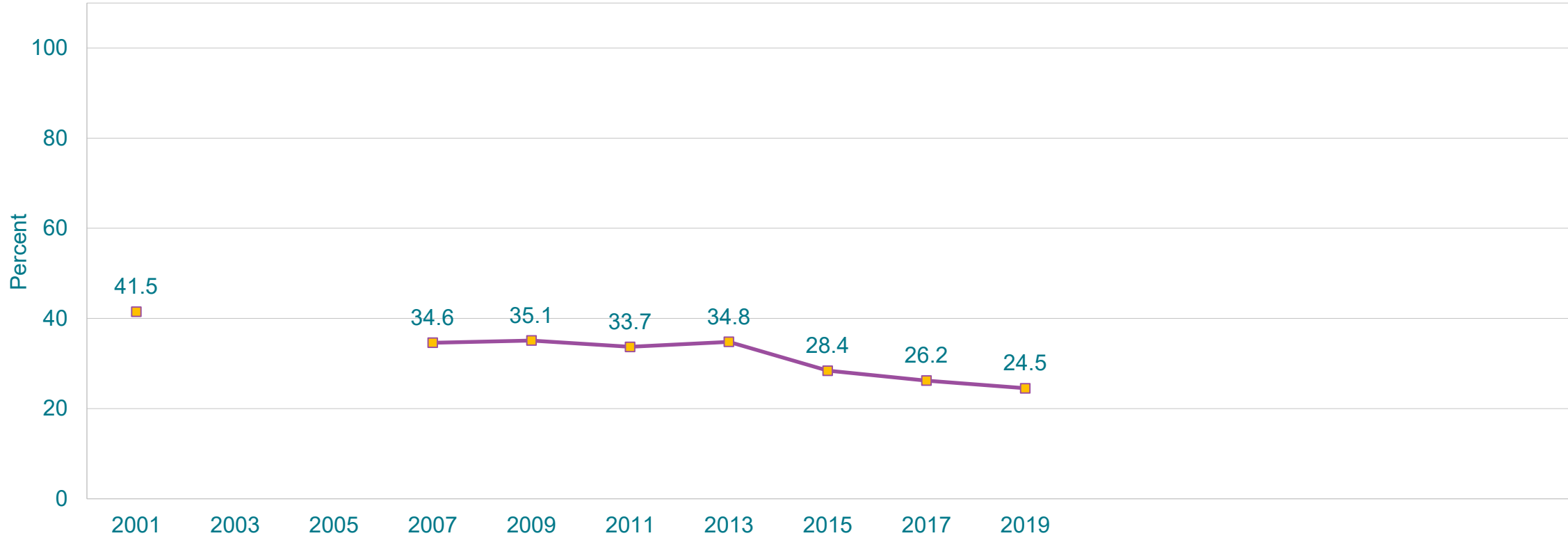
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle School Students Who Watched Television 3 or More Hours Per Day,* 2001-2019†



*On an average school day

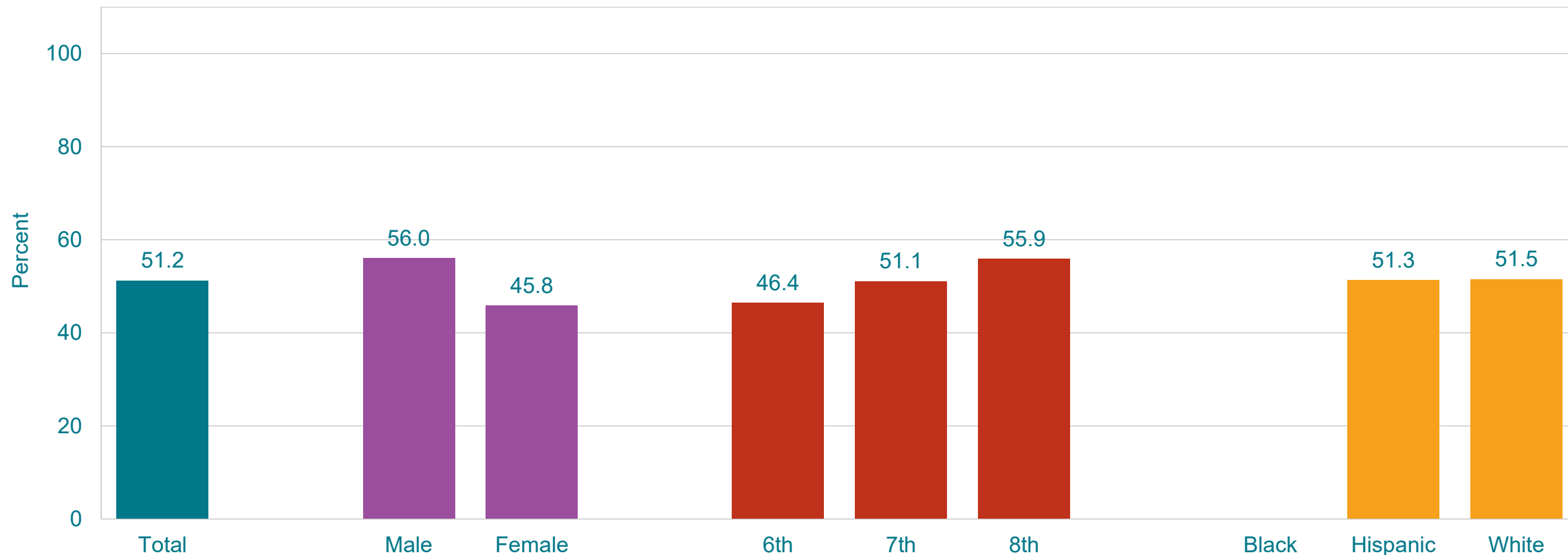
†Decreased 2001-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Data not available for 2003, 2005.

This graph contains weighted results.



Percentage of Middle School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,* by Sex,† Grade,‡ and Race/Ethnicity, 2019



*Counting time spent on things such as playing games, watching videos, texting, or using social media on their smartphone, computer, Xbox, PlayStation, iPad, or other tablet, for something that was not school work, on an average school day

†M > F; 8th > 6th (Based on t-test analysis, $p < 0.05$.)

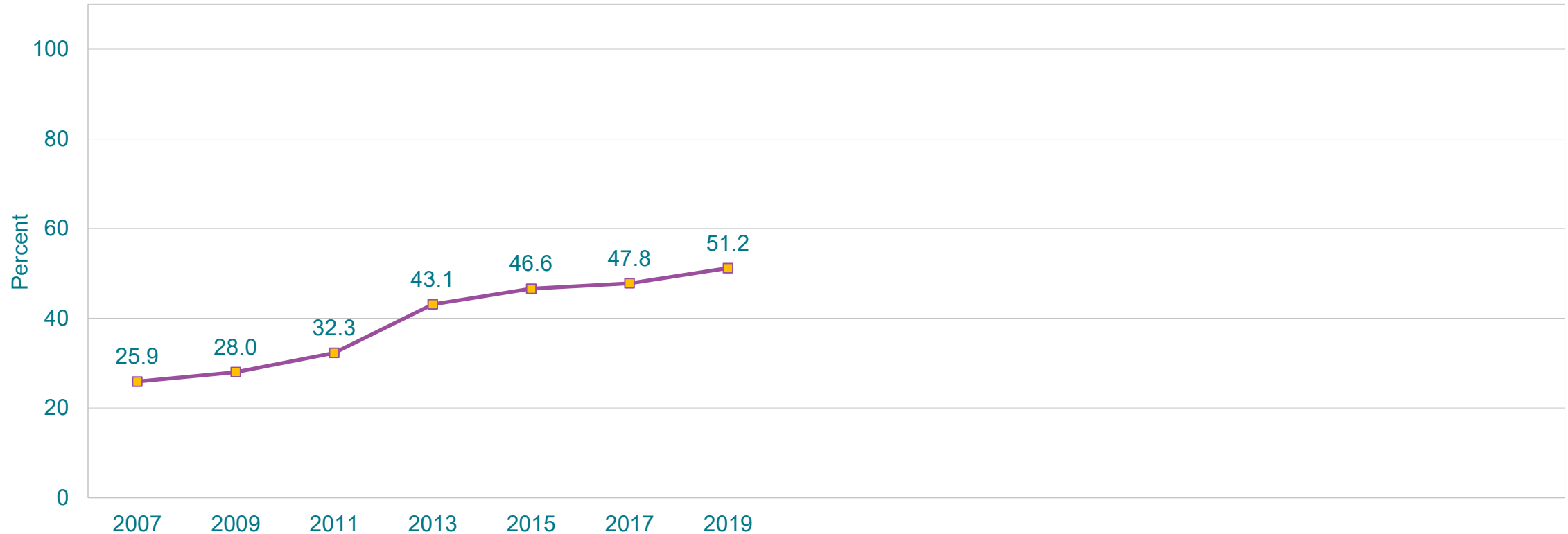
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



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



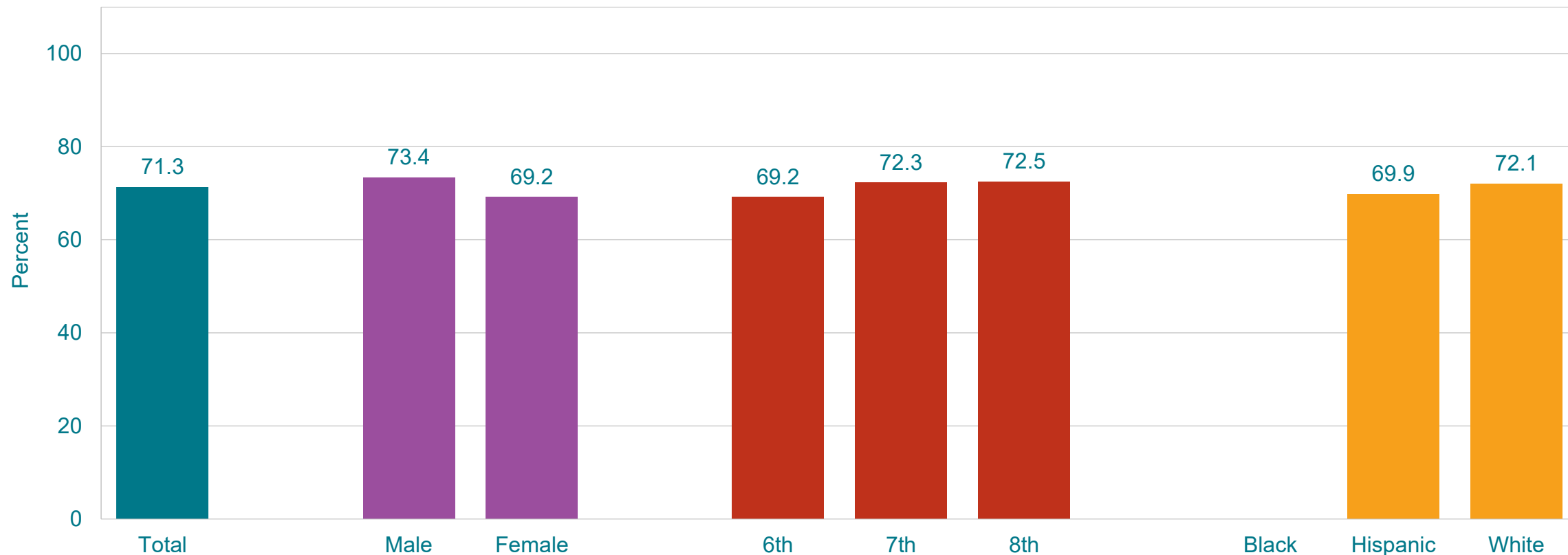
*Counting time spent on things such as playing games, watching videos, texting, or using social media on their smartphone, computer, Xbox, PlayStation, iPad, or other tablet, for something that was not school work, on an average school day

†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.



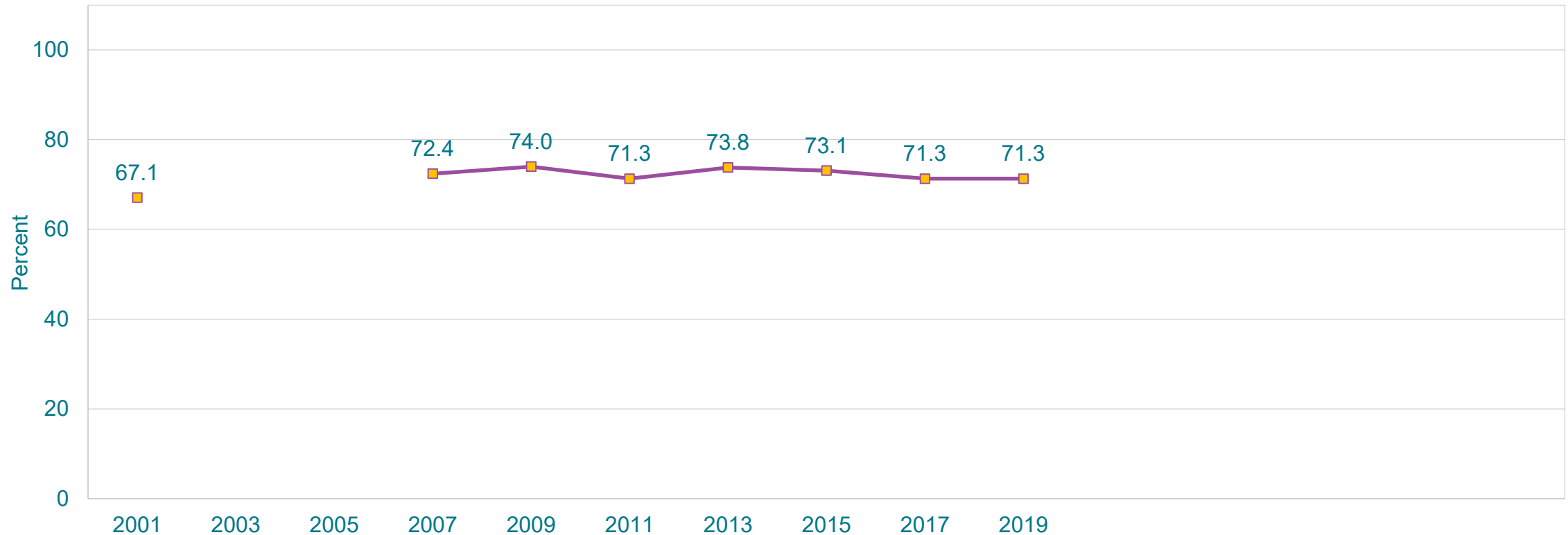
Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* by Sex, Grade, and Race/Ethnicity, 2019



*In an average week when they were in school
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.



Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* 2001-2019†



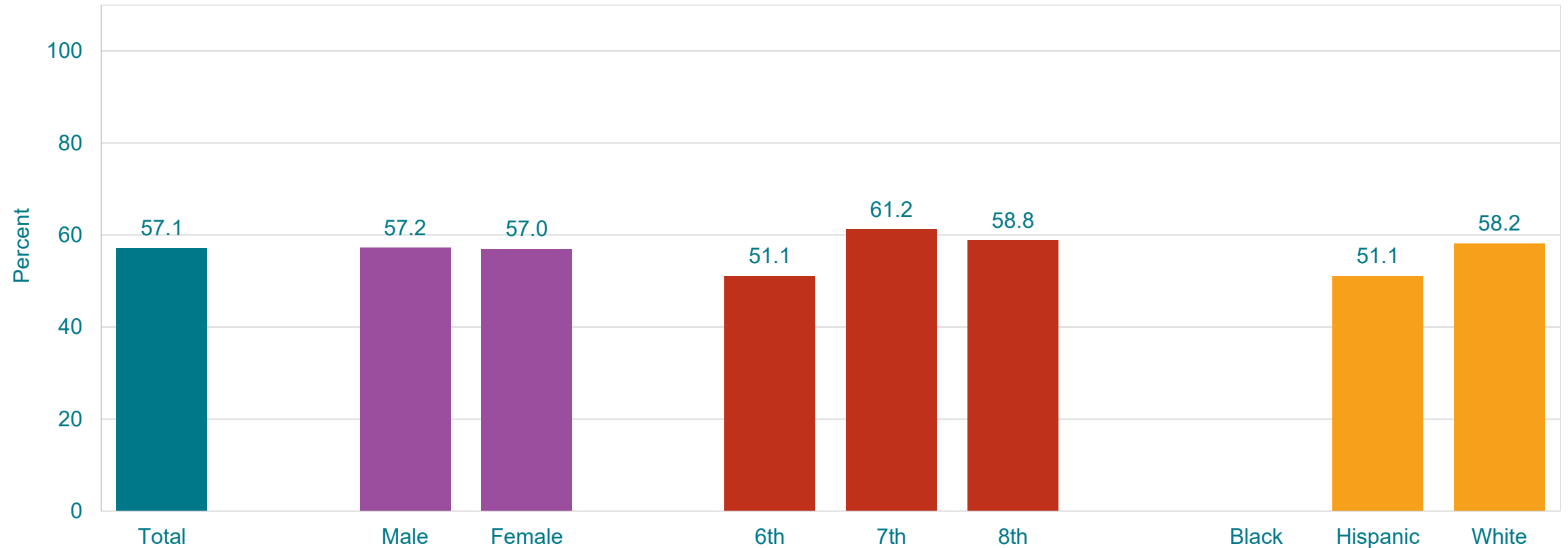
*In an average week when they were in school

†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).]

Data not available for 2003, 2005.

This graph contains weighted results.

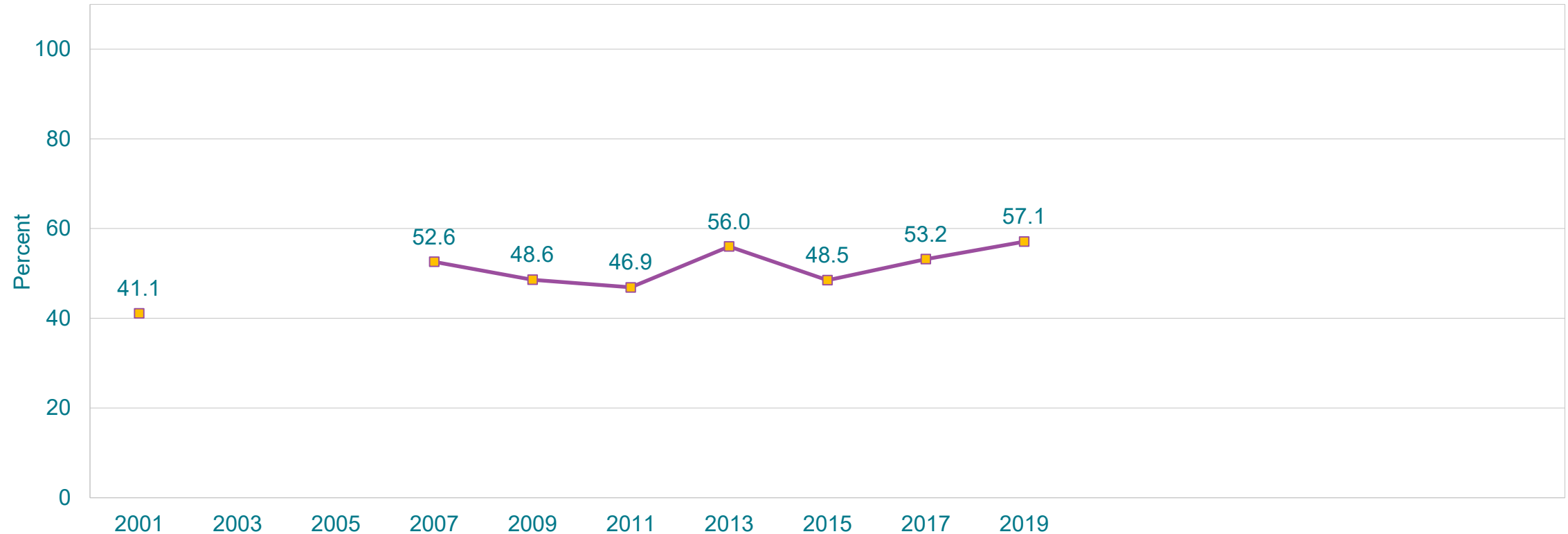
Percentage of Middle School Students Who Attended Physical Education Classes on All 5 Days,* by Sex, Grade, and Race/Ethnicity, 2019



*In an average week when they were in school
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 Middle School Students Who Attended Physical Education Classes on All 5 Days,* 2001-2019†



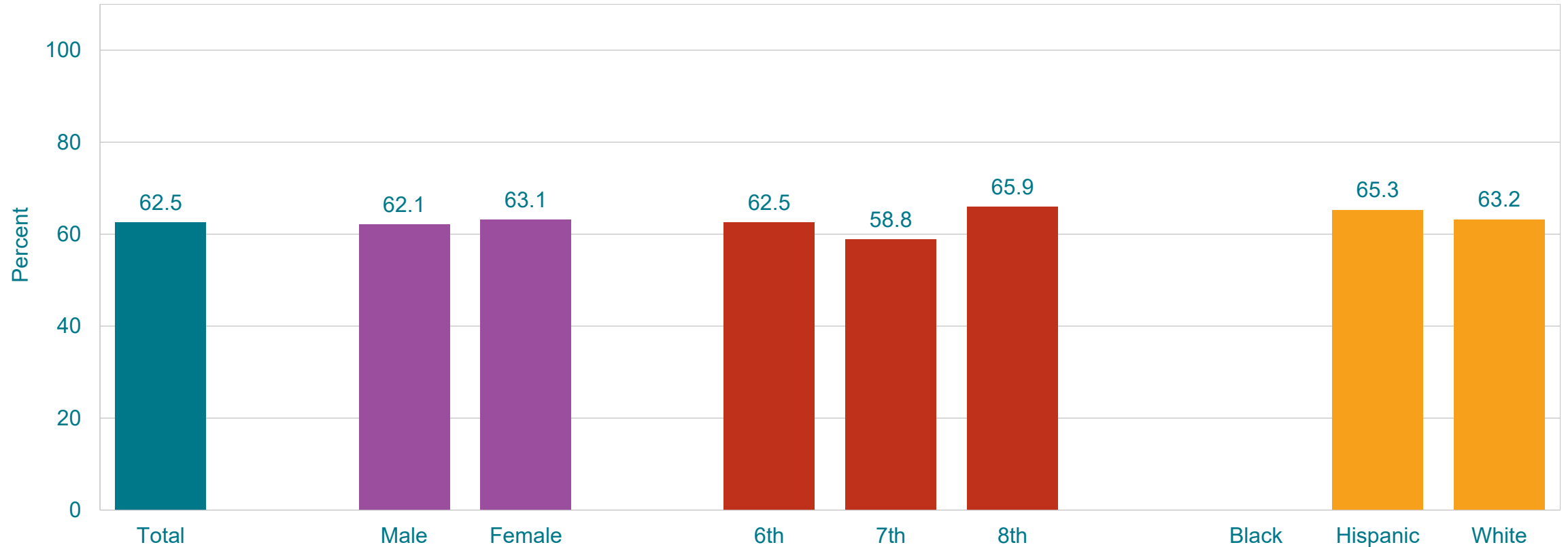
*In an average week when they were in school

†Increased 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).]

Data not available for 2003, 2005.

This graph contains weighted results.

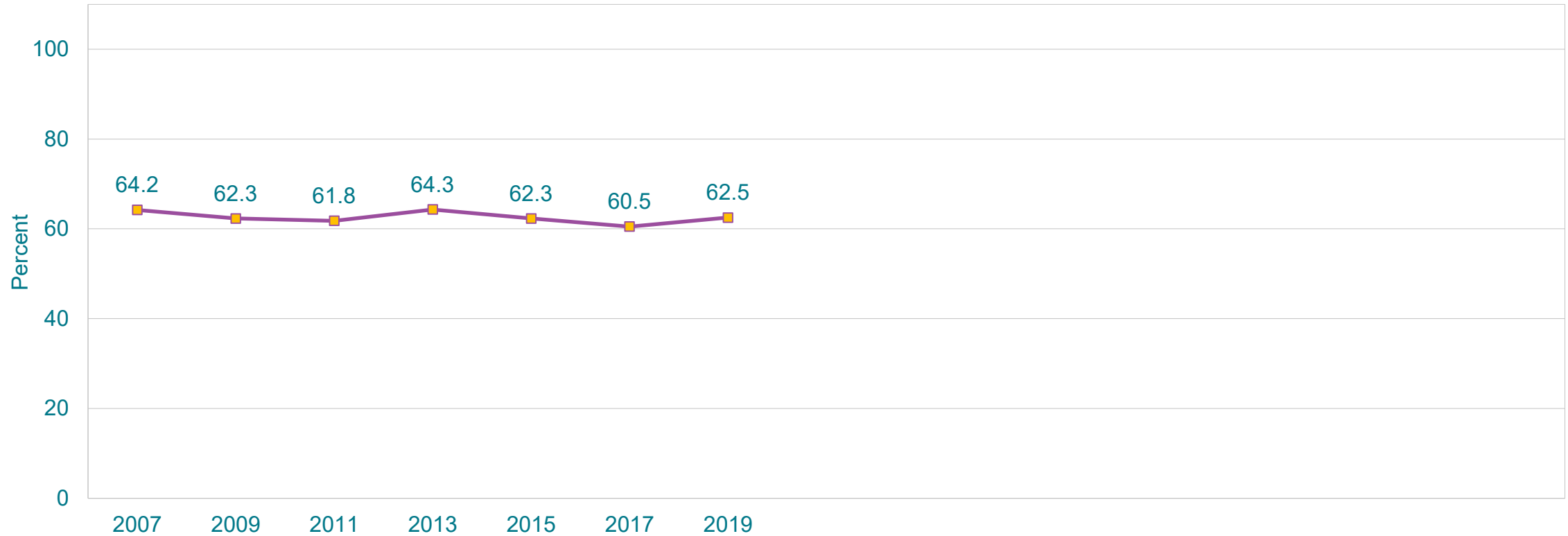
Percentage of Middle School Students Who Played on at Least One Sports Team,* by Sex, Grade, and Race/Ethnicity, 2019



*Counting any teams run by their school or community groups, during the past 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 Middle School Students Who Played on at Least One Sports Team,* 2007-2019†

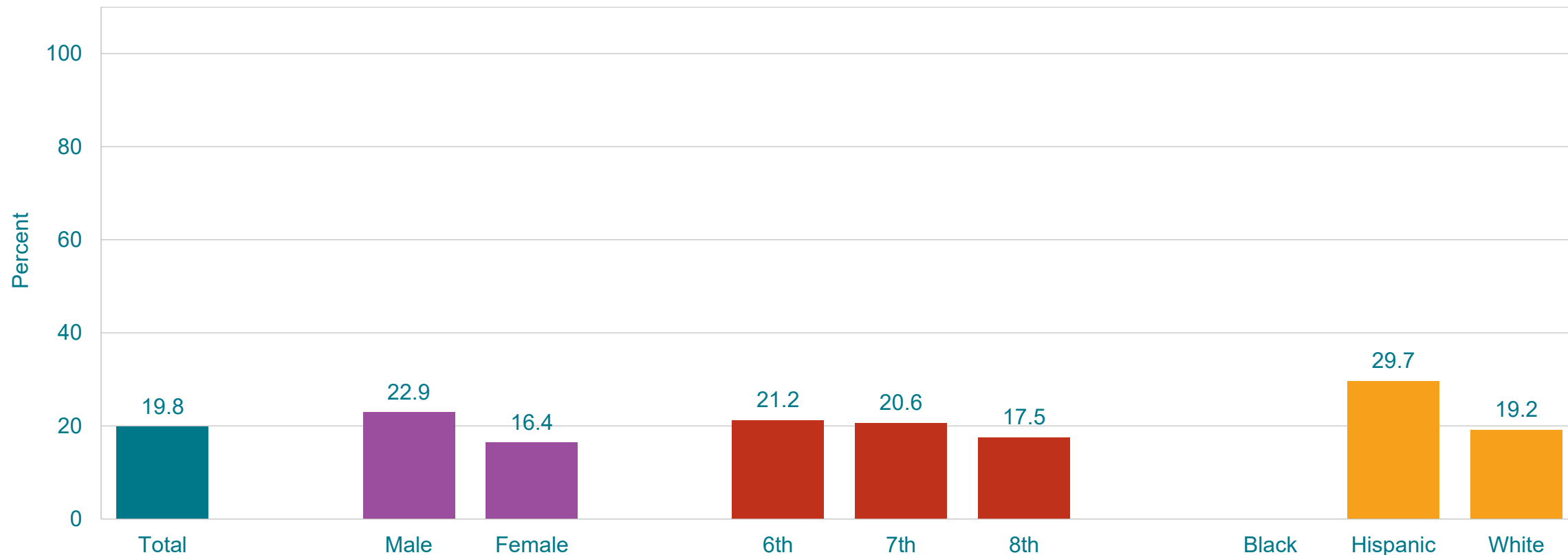


*Counting any teams run by their school or community groups, during the past 12 months before the survey

†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).]



Percentage of Middle 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

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

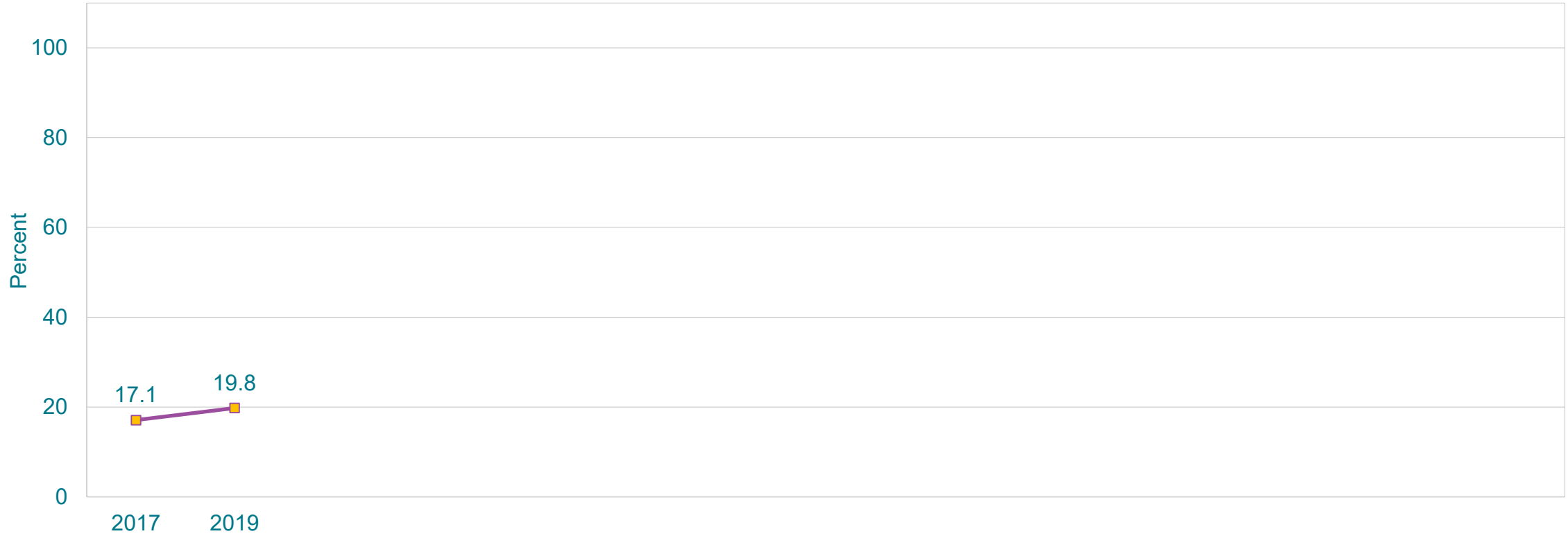
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



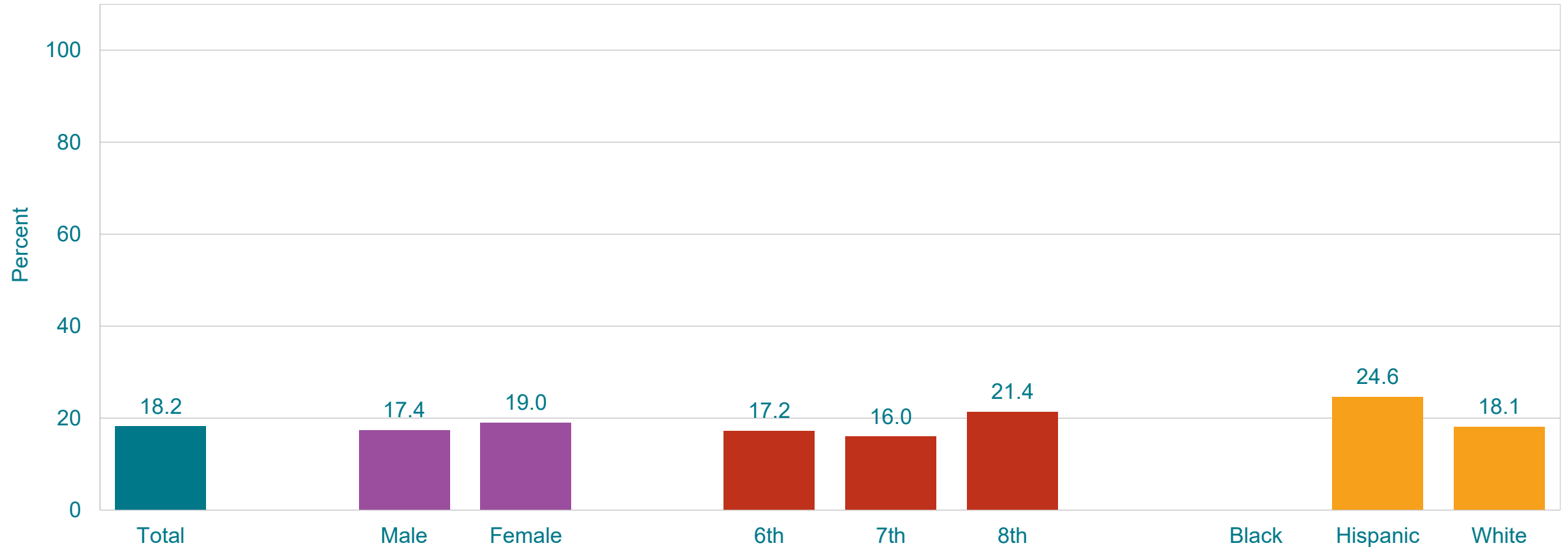
Percentage of Middle School Students Who Had a Concussion from Playing a Sport or Being Physically Active,* 2017-2019†



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

†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

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



*8th > 7th (Based on t-test analysis, $p < 0.05$.)

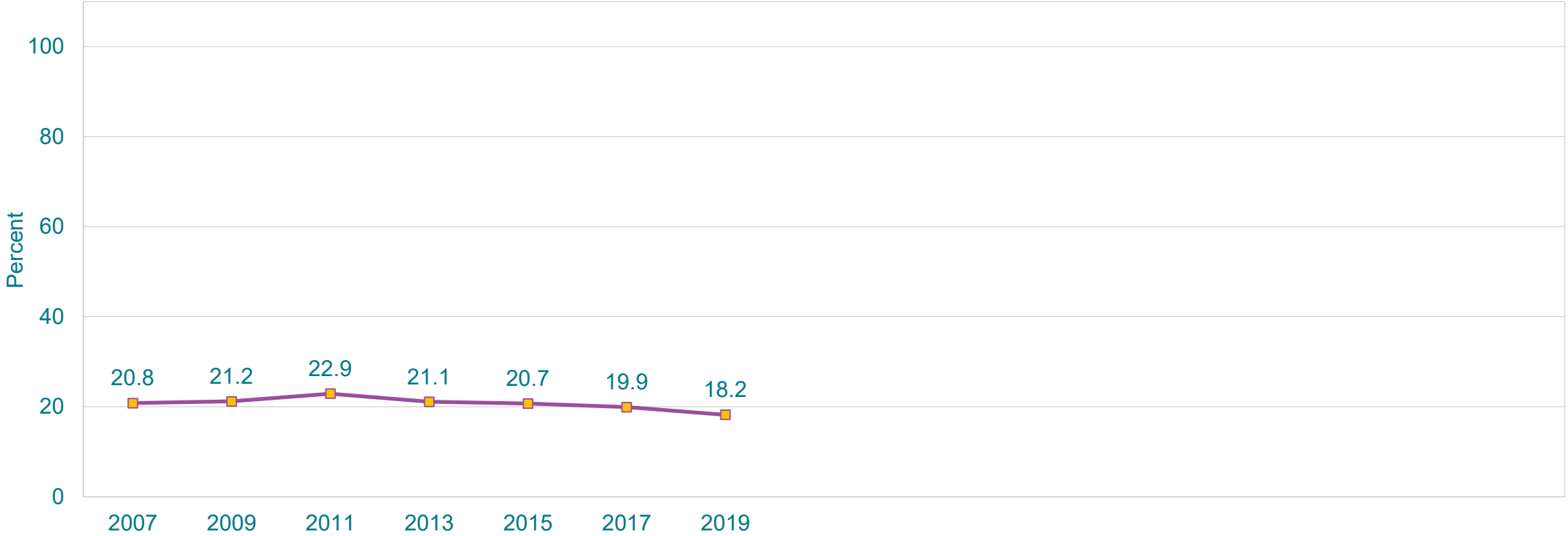
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



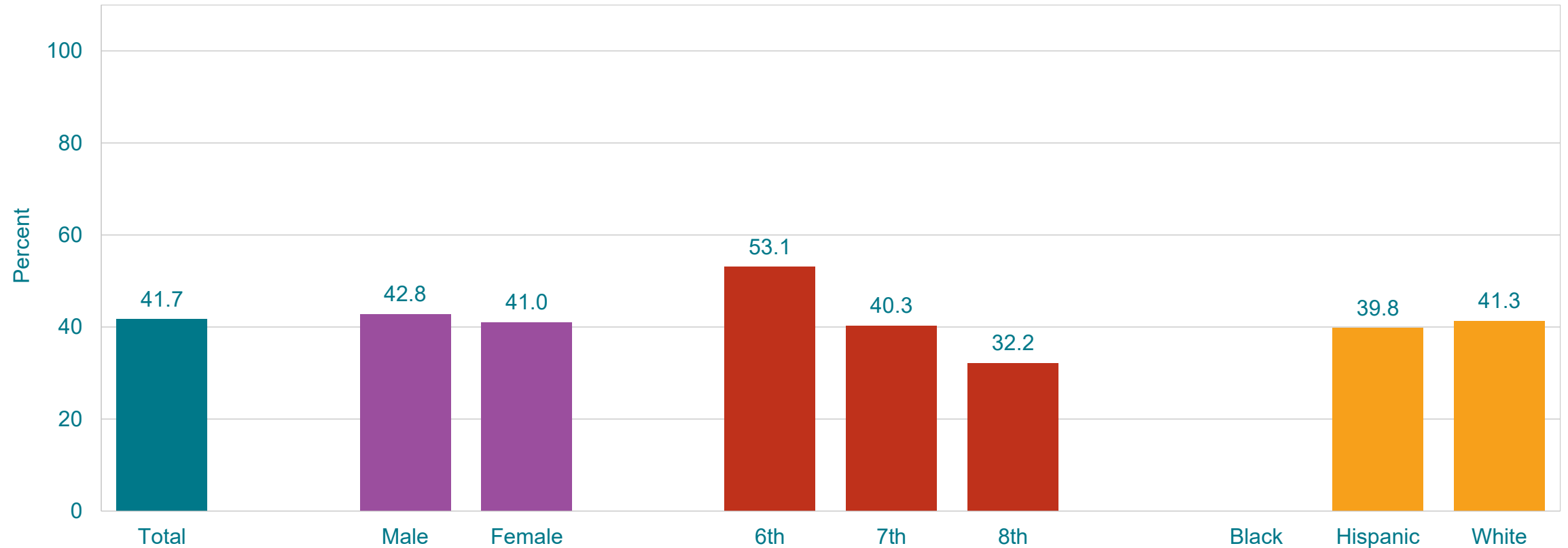
Percentage of Middle School Students Who Had Ever Been Told by a Doctor or Nurse That They Had Asthma, 2007-2019*



*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).]



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



*On an average school night

†6th > 7th, 6th > 8th (Based on t-test analysis, $p < 0.05$.)

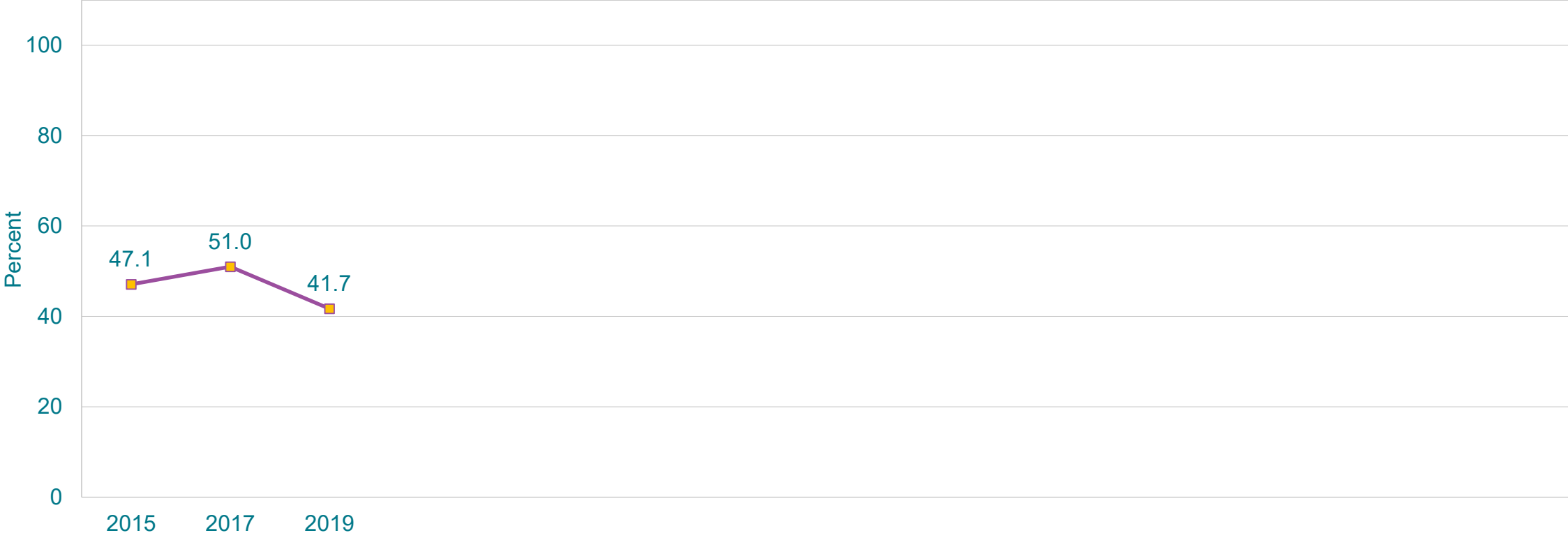
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



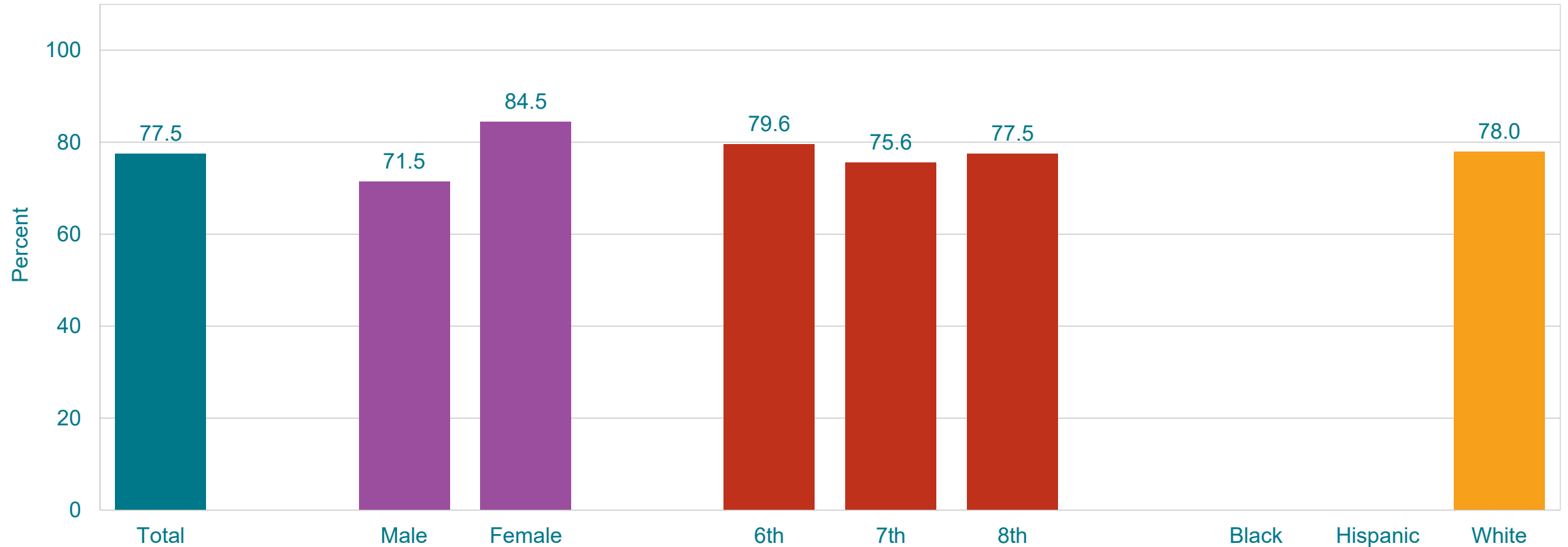
Percentage of Middle School Students Who Got 8 or More Hours of Sleep,* 2015-2019†



*On an average school night

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

Percentage of Middle 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

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

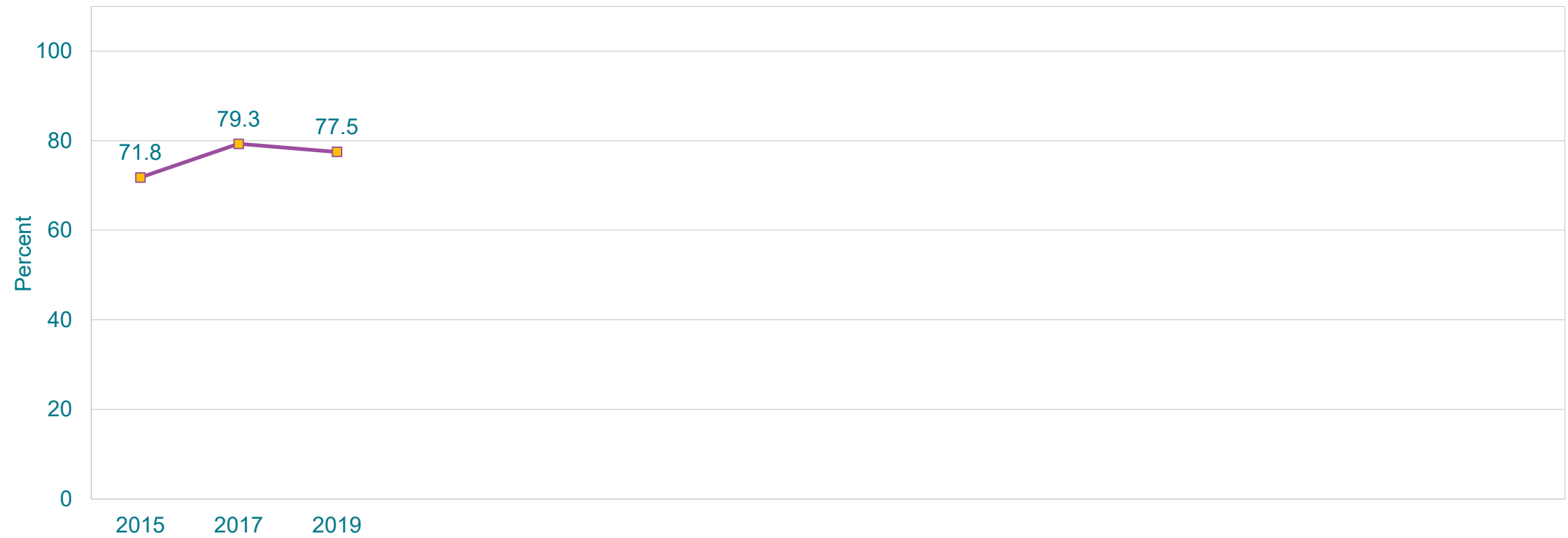
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.



Percentage of Middle 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 ($p < 0.05$).]