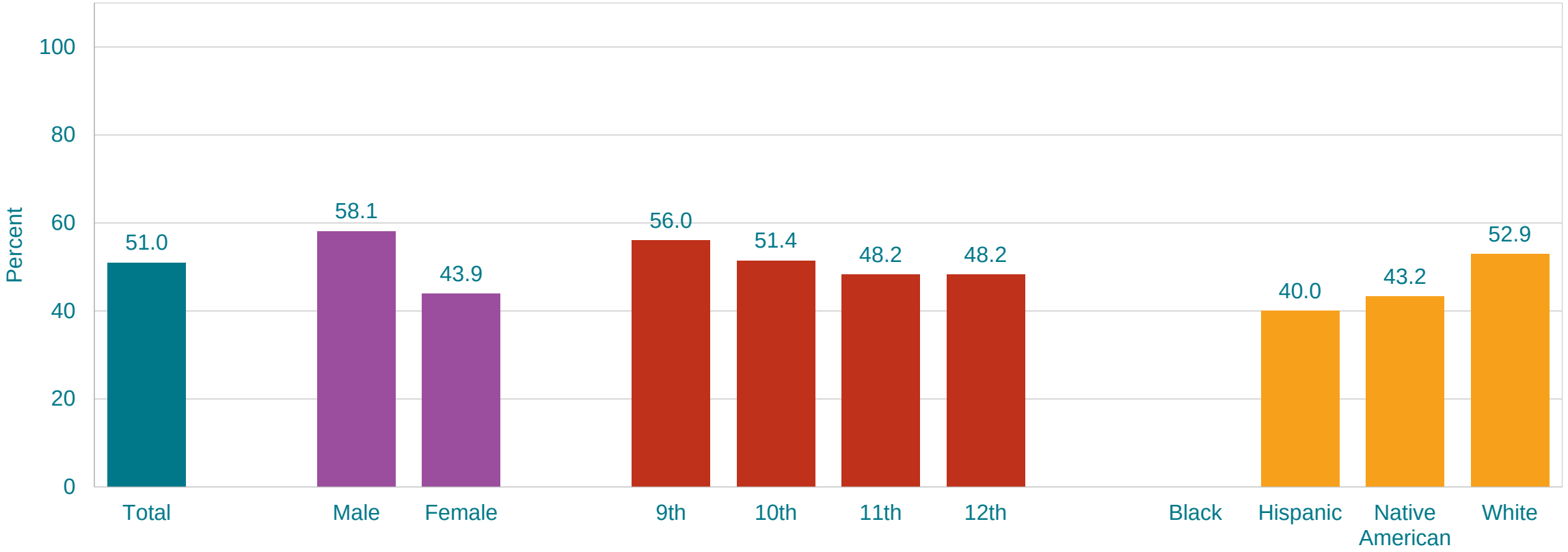
Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2019

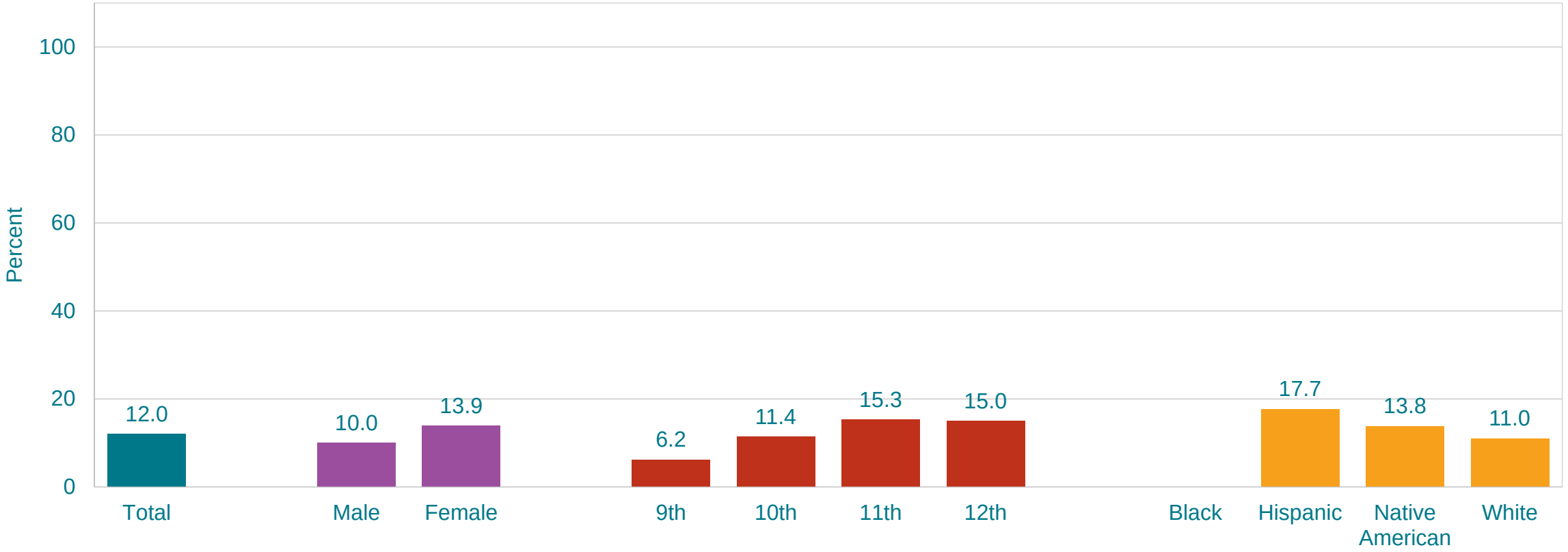


*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†M > F; 9th > 11th, 9th > 12th; W > H (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are 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,* 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

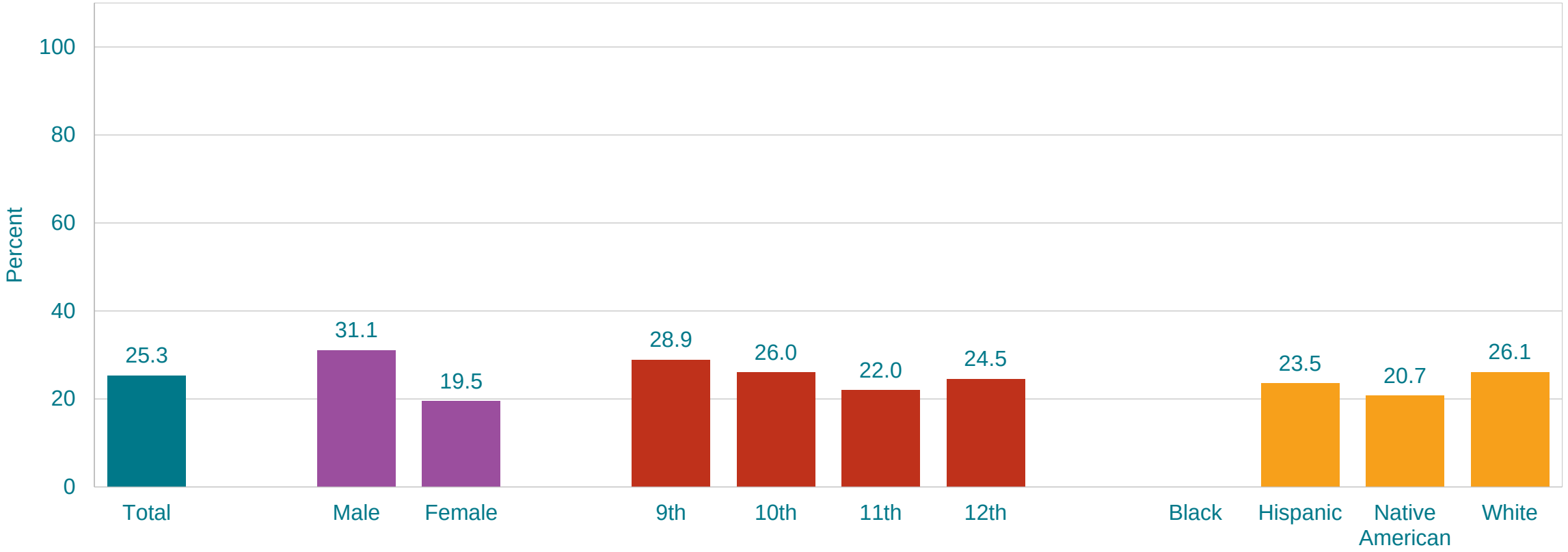


*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†F > M; 10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th; H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in 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,* 2011-2019†

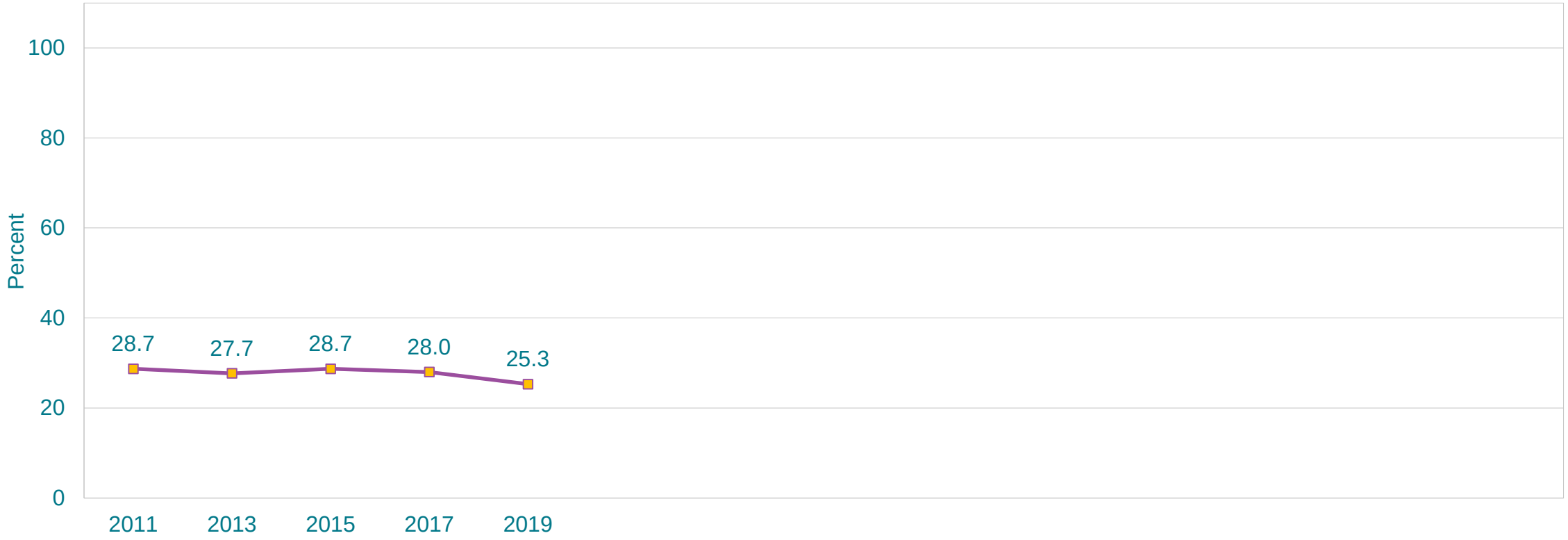
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

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



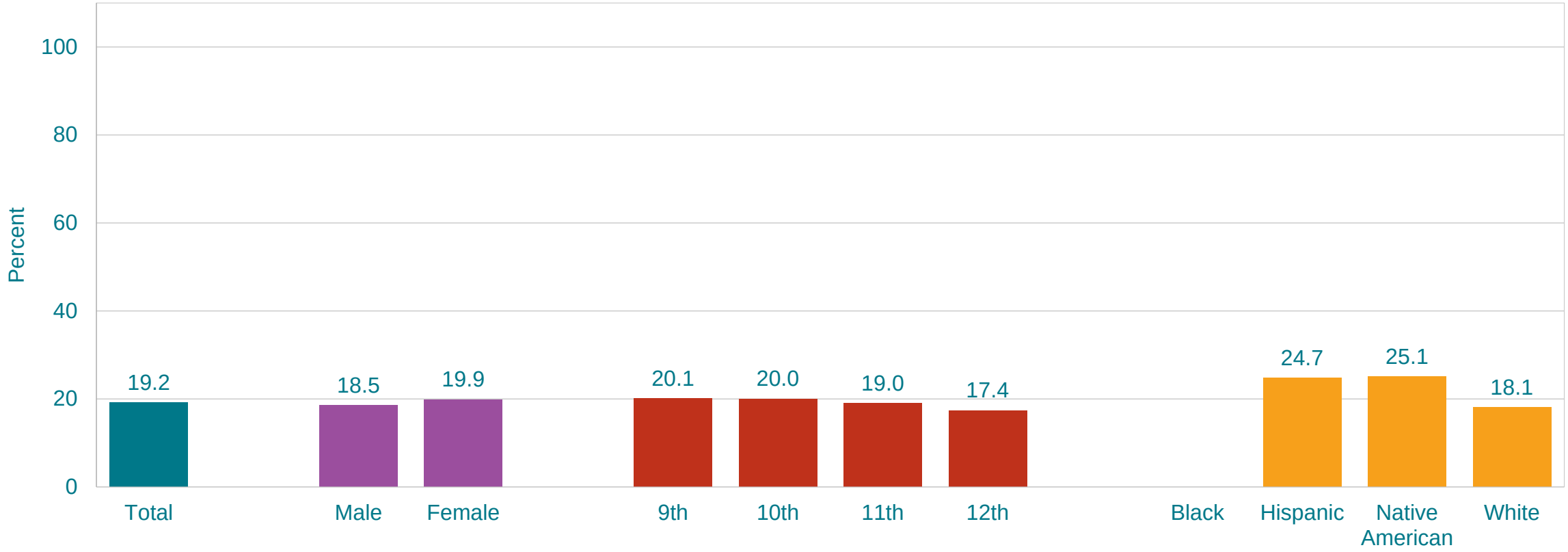
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†M > F; 9th > 11th, 10th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in 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,* 2011-2019†



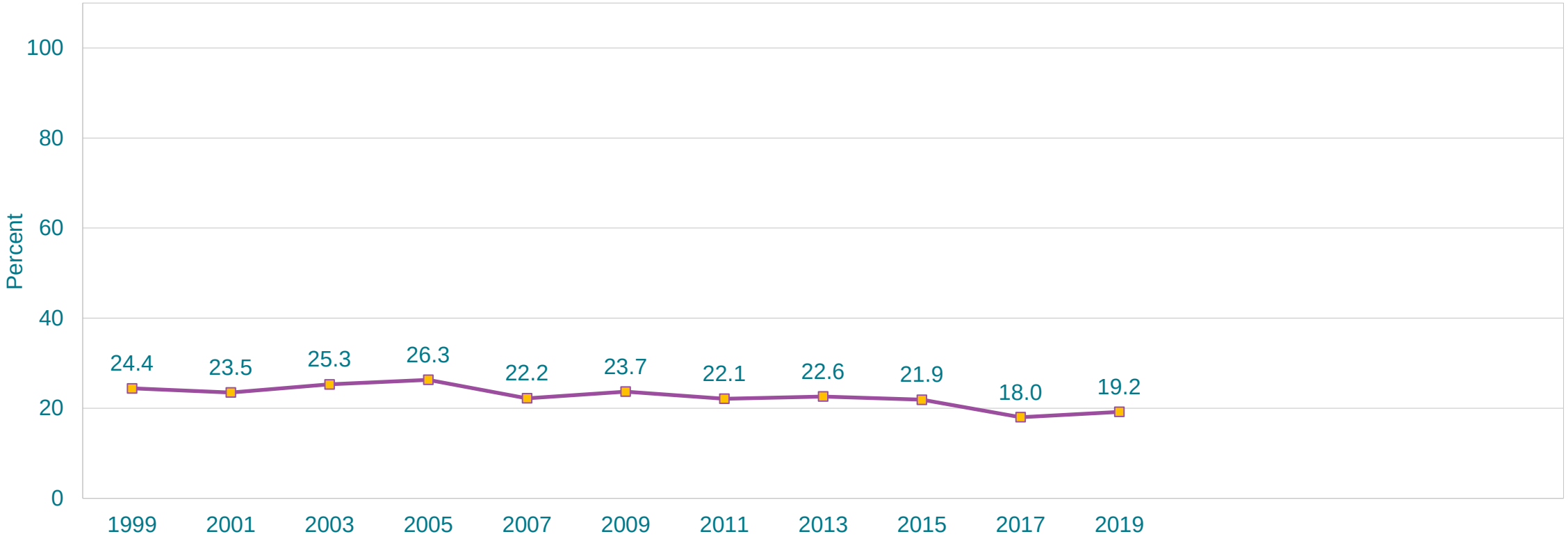
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph 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
†H > W, N > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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

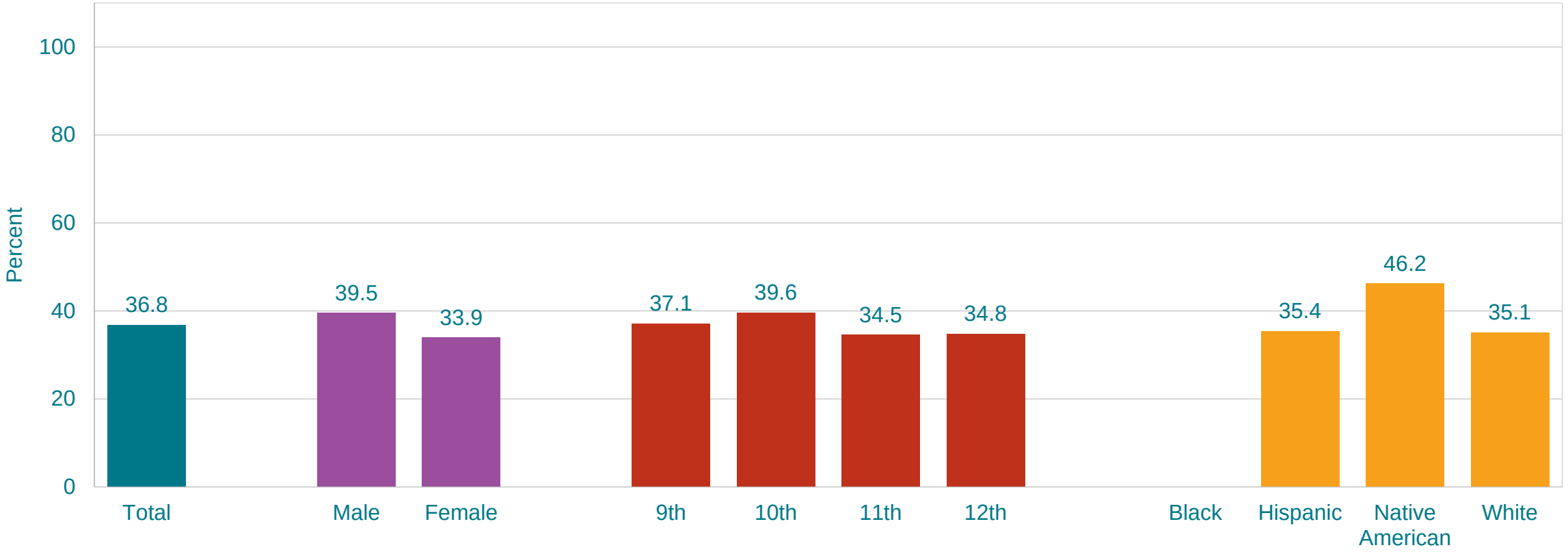


*On an average school day

†Decreased 1999-2019, no change 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 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

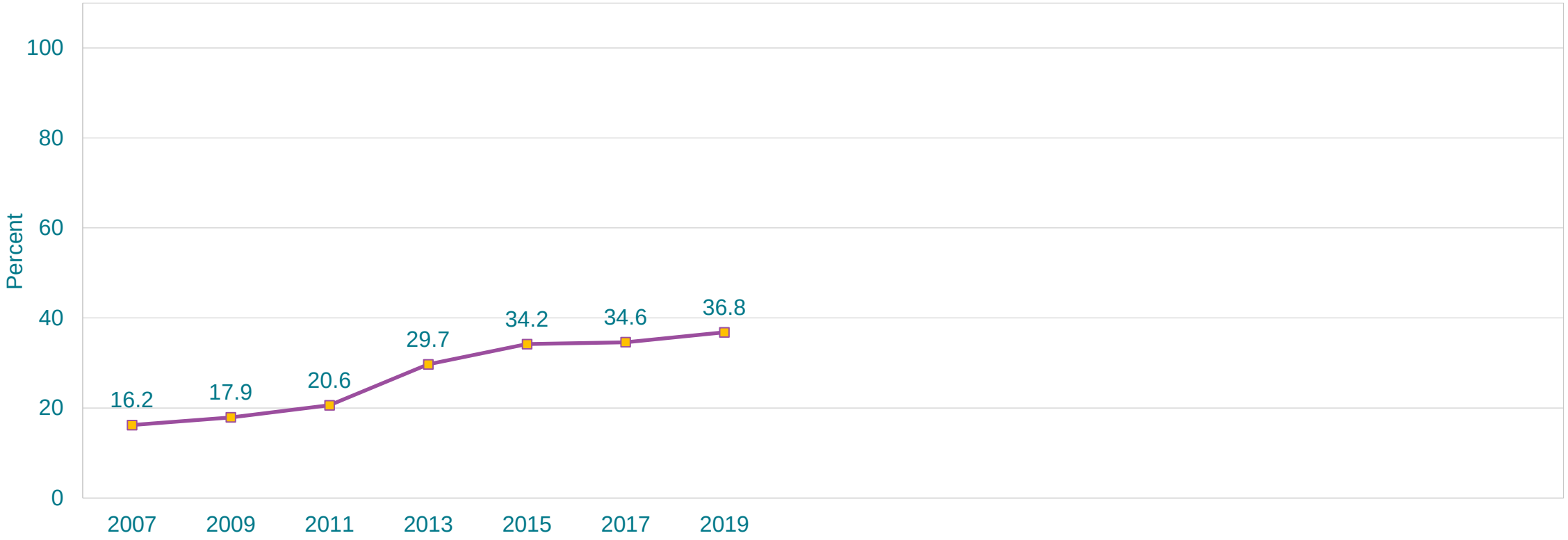
†M > F; N > H, N > W (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in 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,* 2007-2019†

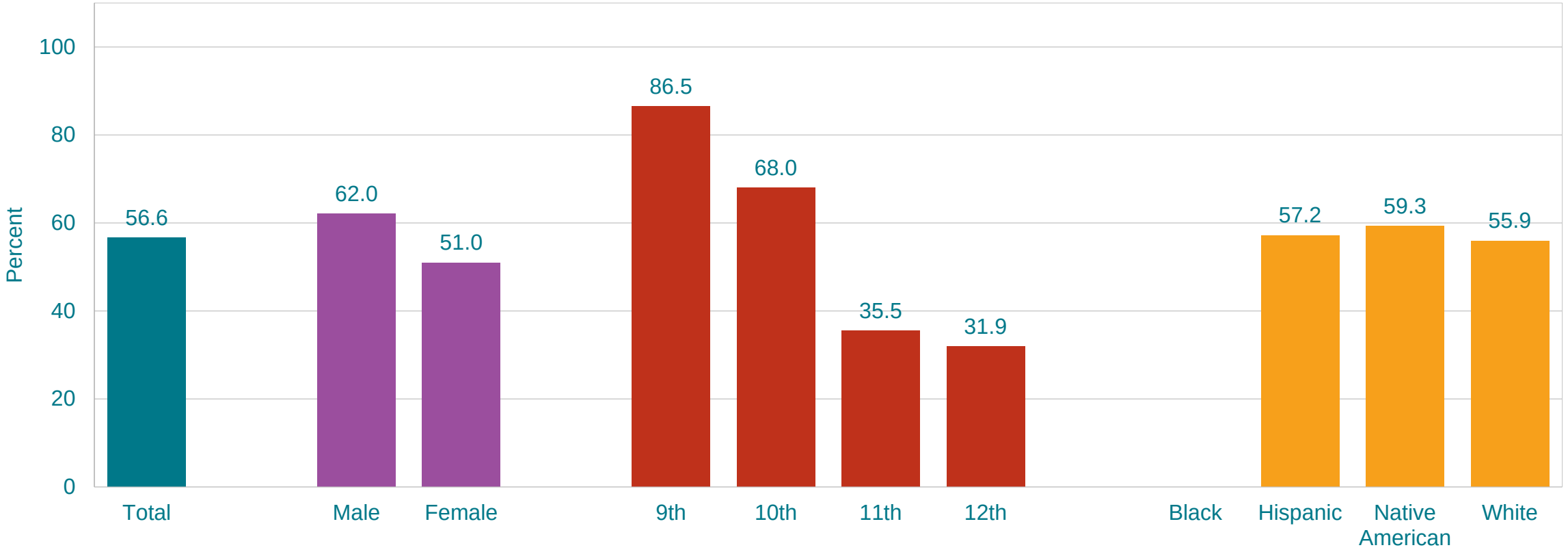


*Counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day

†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).]

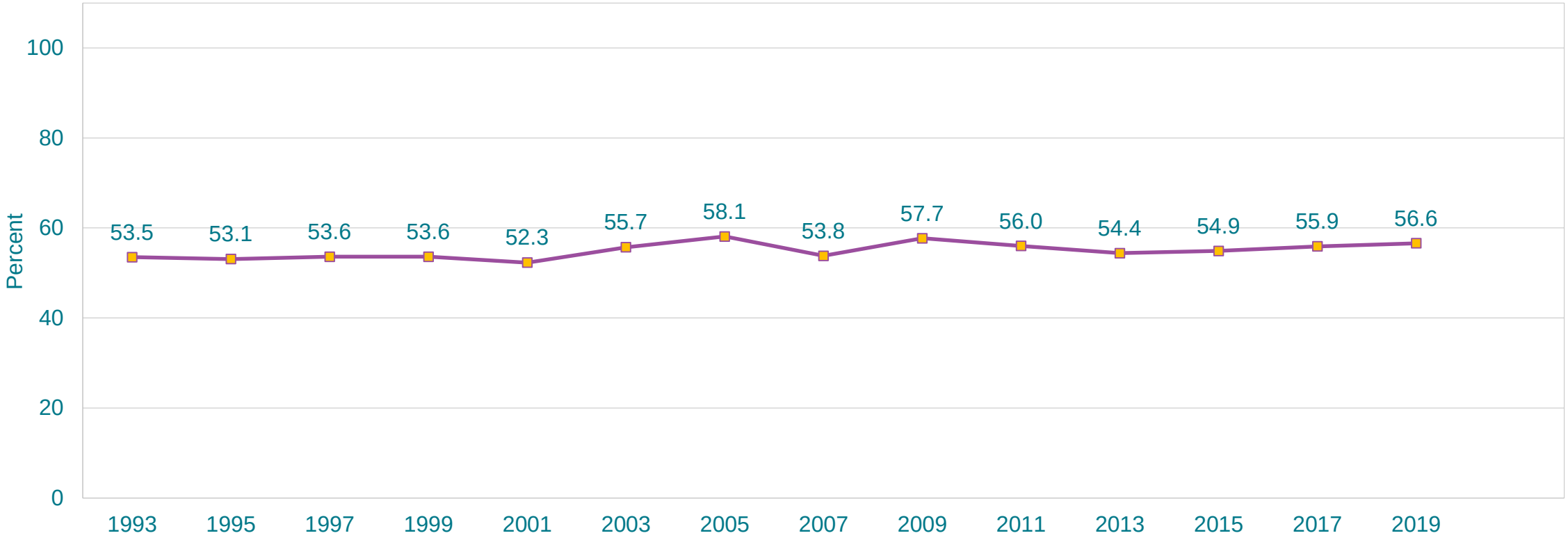
This graph contains weighted results.

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
†M > F; 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,* 1993-2019†

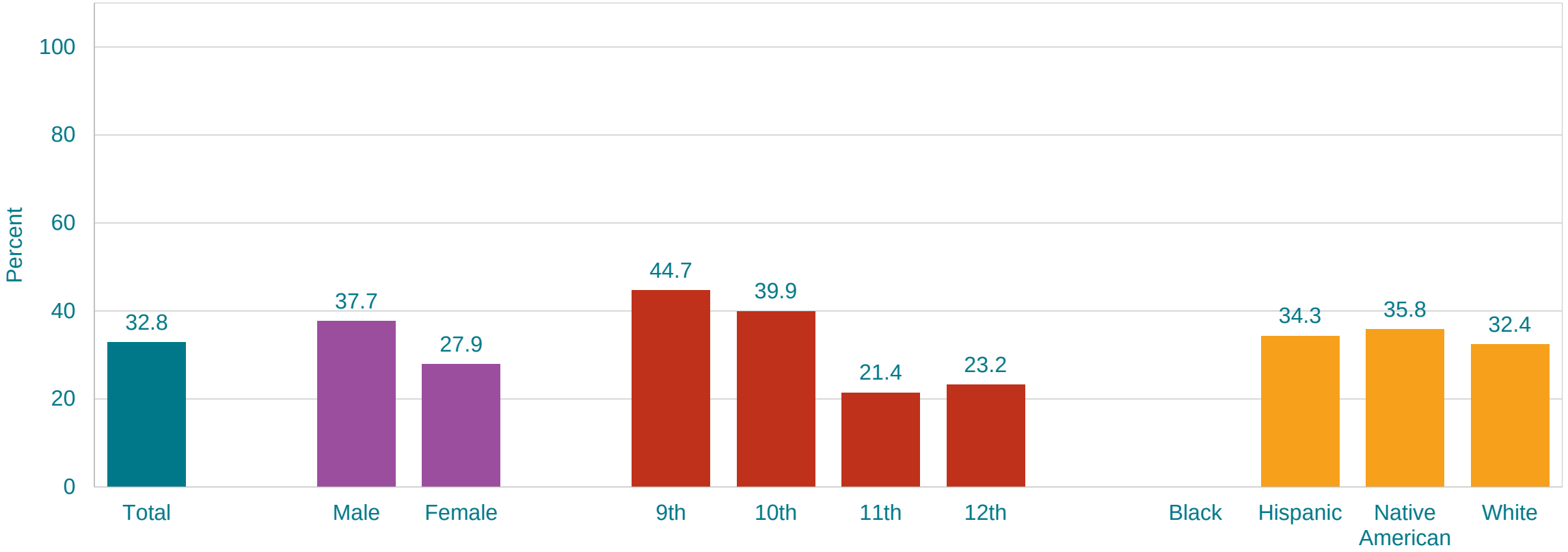


*In an average week when they were in school

†Increased 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).]

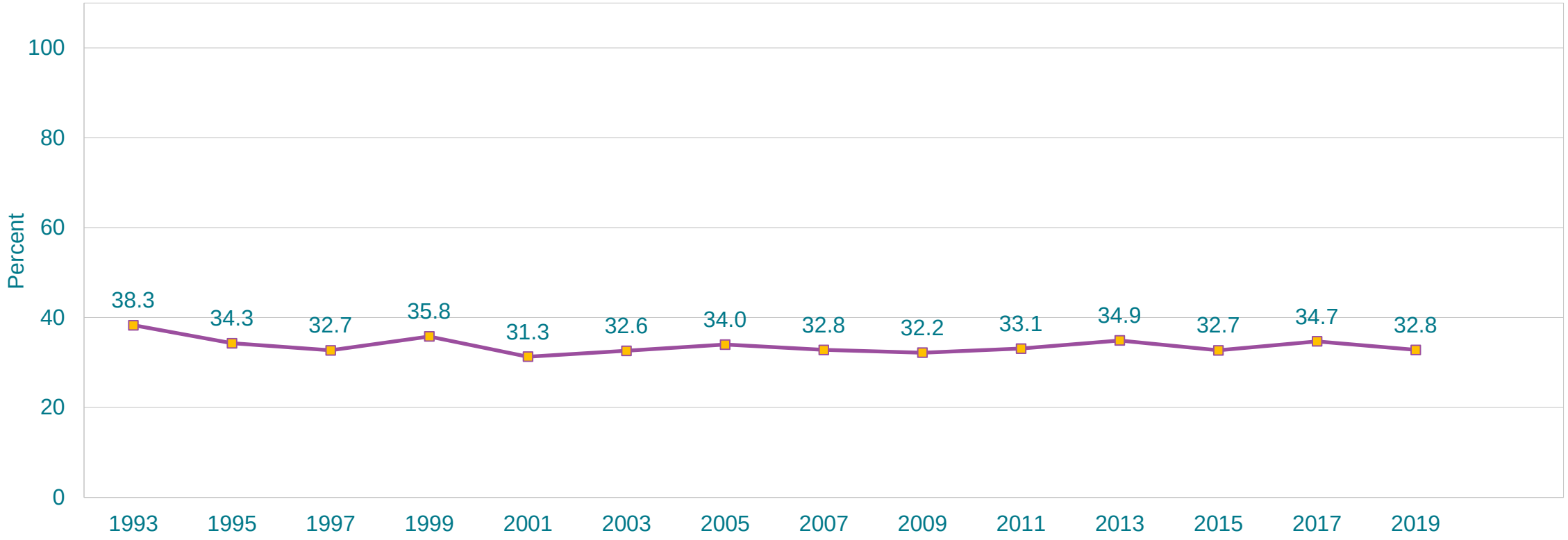
This graph contains weighted results.

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



*In an average week when they were in school
†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 Attended Physical Education Classes on All 5 Days,* 1993-2019†

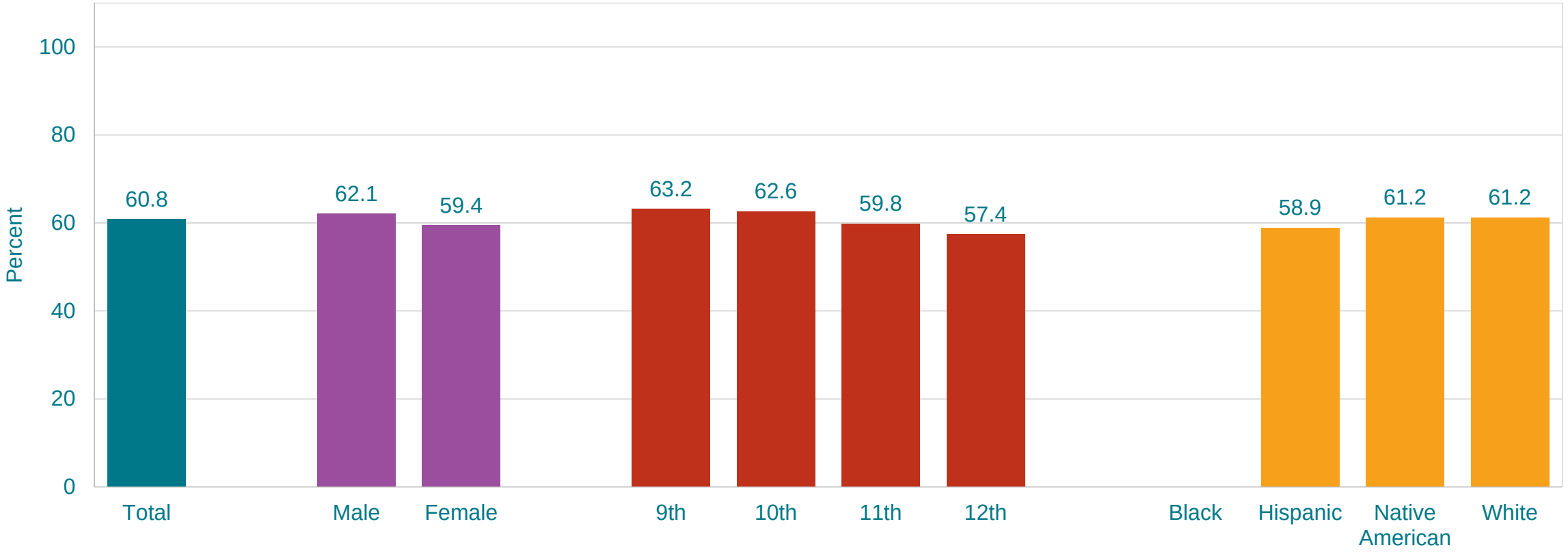


*In an average week when they were in school

†No change 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).]

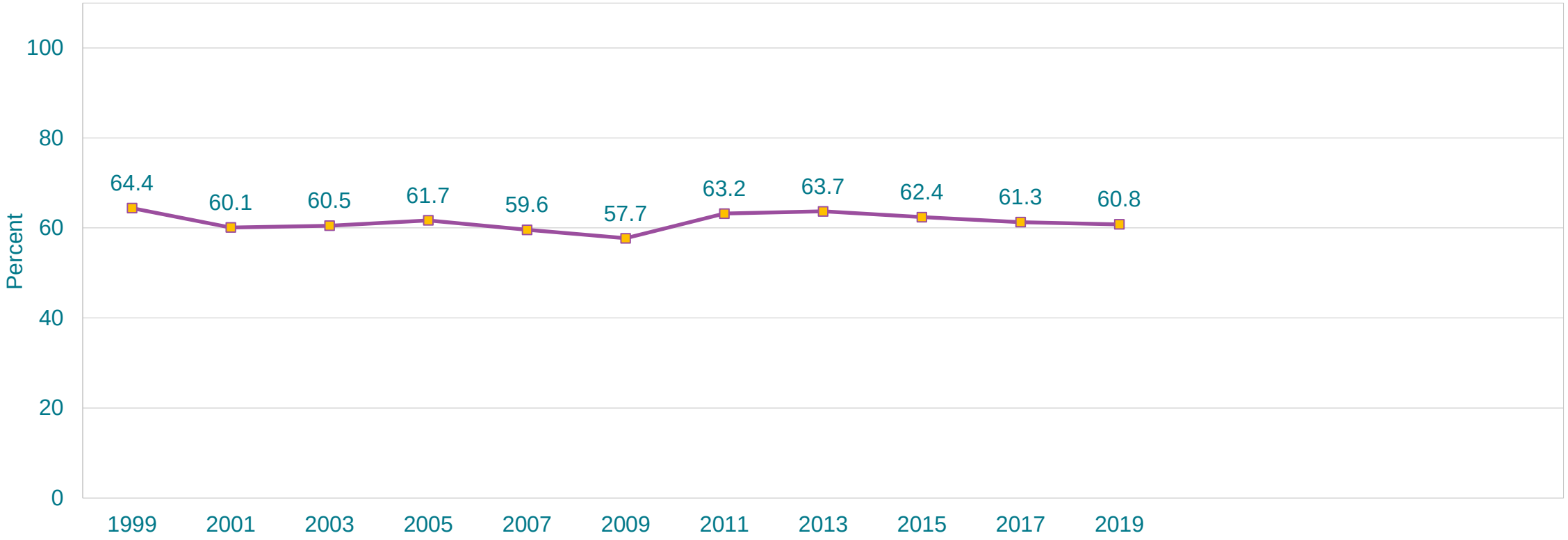
This graph contains weighted results.

Percentage of High School Students Who 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
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,* 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.