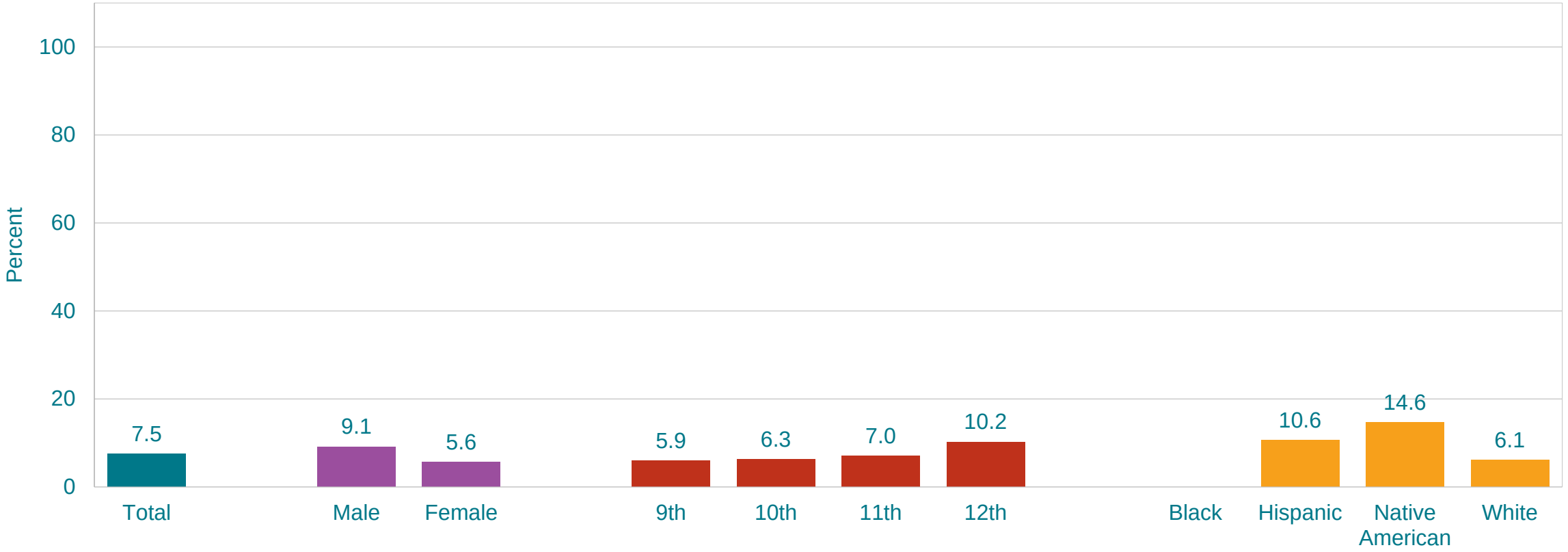
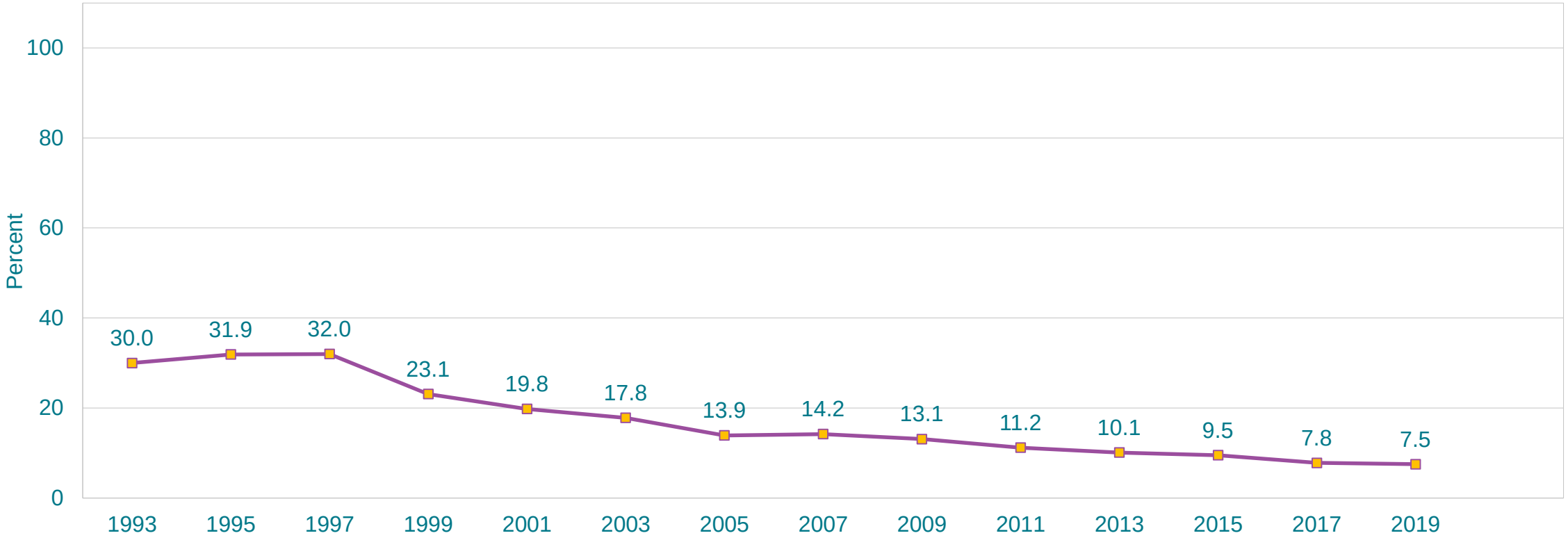
Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* by Sex,† Grade,† and Race/Ethnicity,† 2019



*When riding in a car driven by someone else
†M > F; 12th > 9th, 12th > 10th; 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 Rarely or Never Wore a Seat Belt,* 1993-2019†

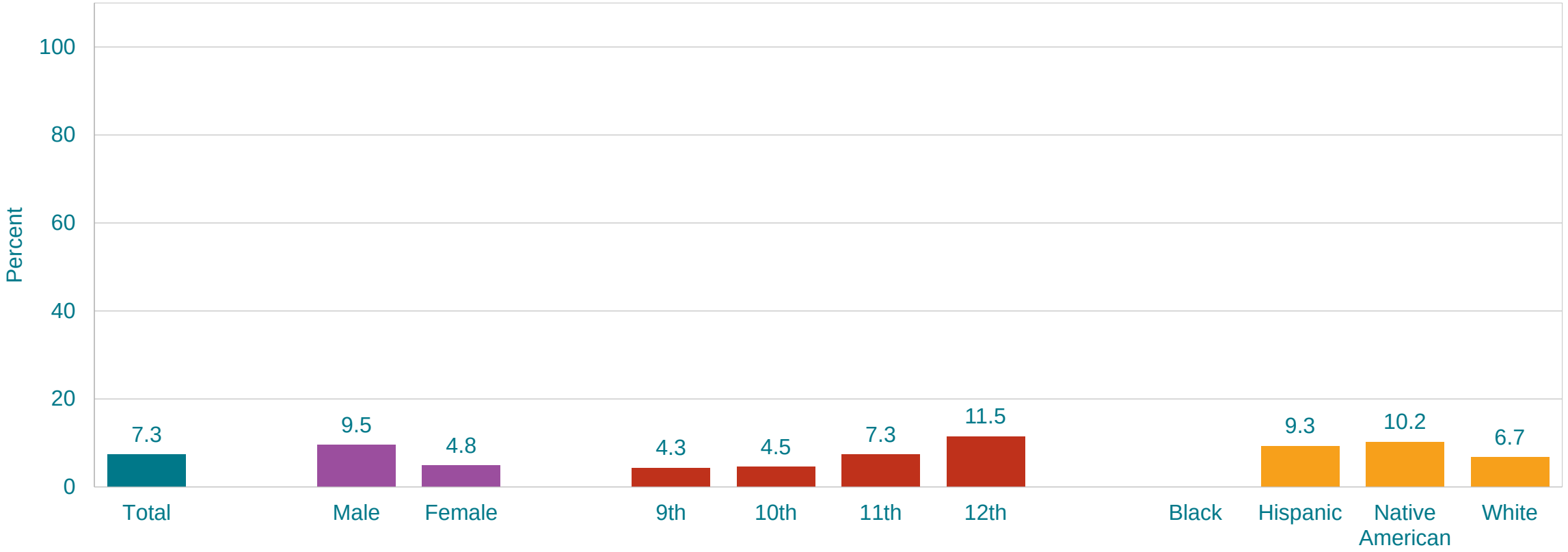


*When riding in a car driven by someone else

†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).]

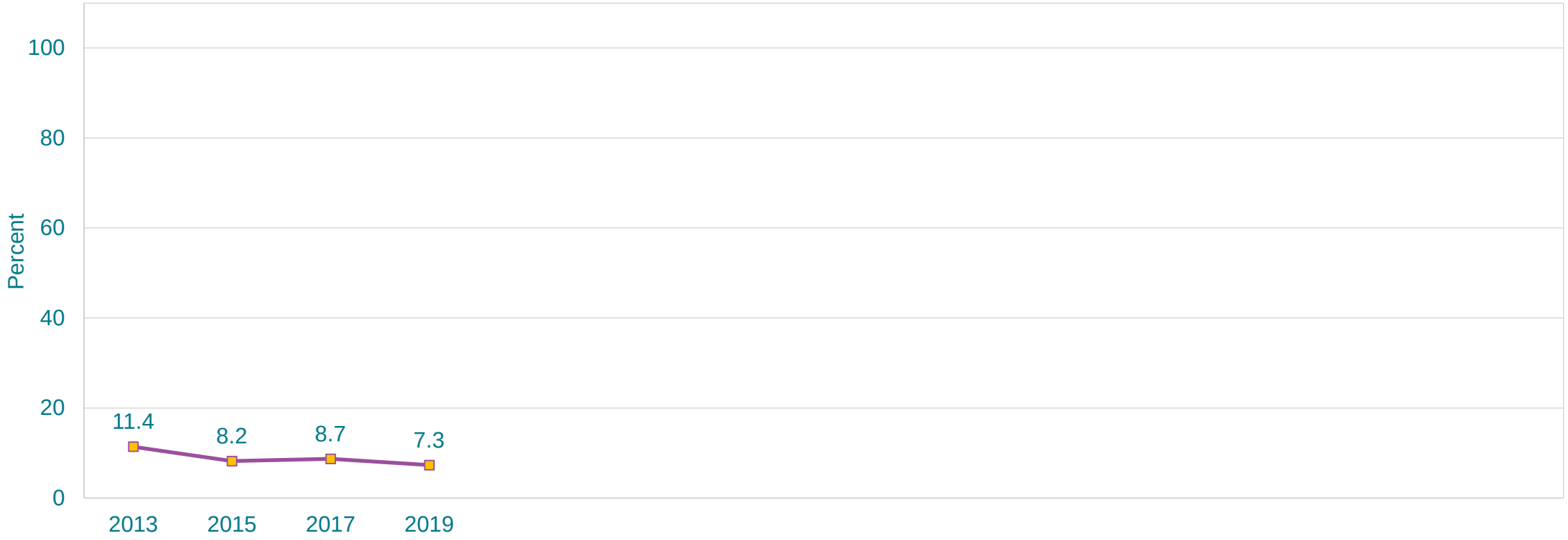
This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wear a Seat Belt When Driving,* by Sex,† Grade,† and Race/Ethnicity, 2019



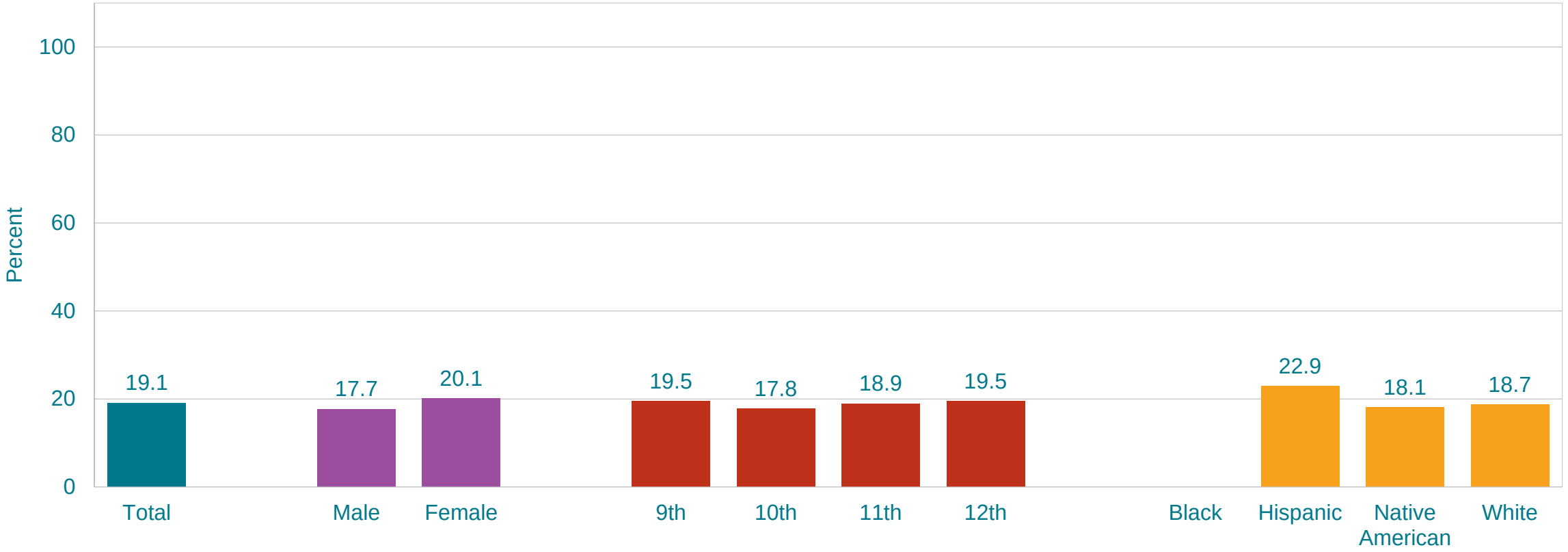
*Among students who drive a car
†M > F; 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wear a Seat Belt When Driving,* 2013-2019†



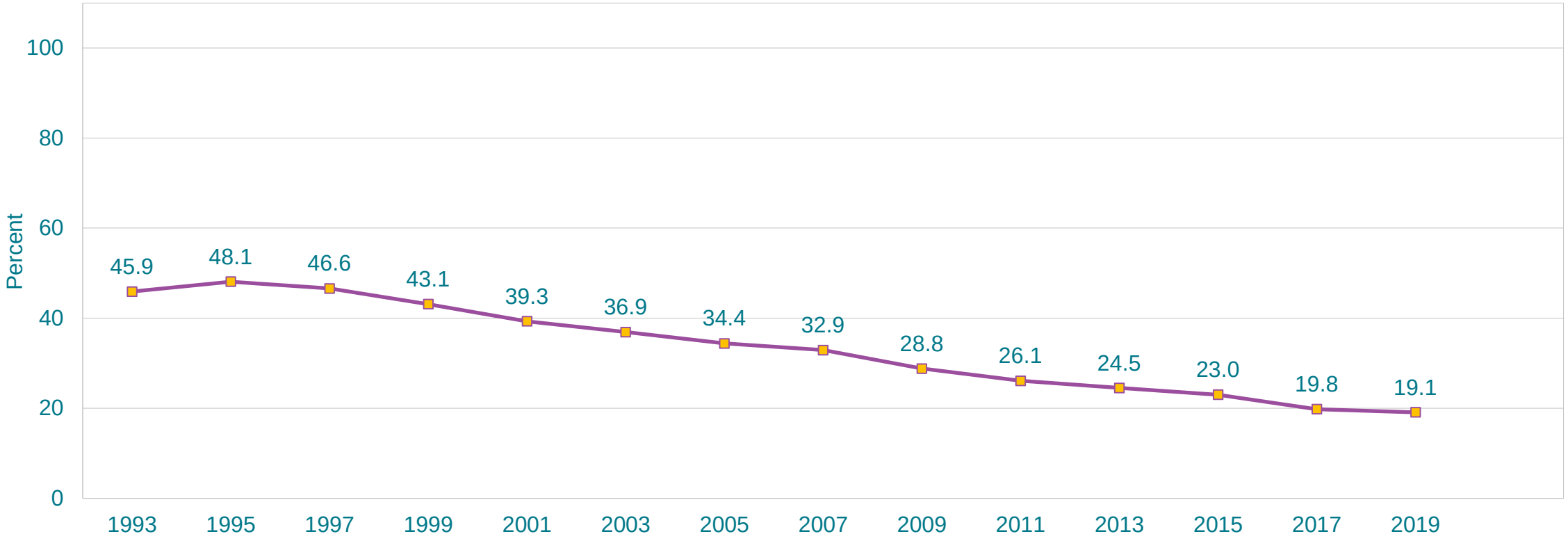
*Among students who drive a car
†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who 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
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,* 1993-2019†

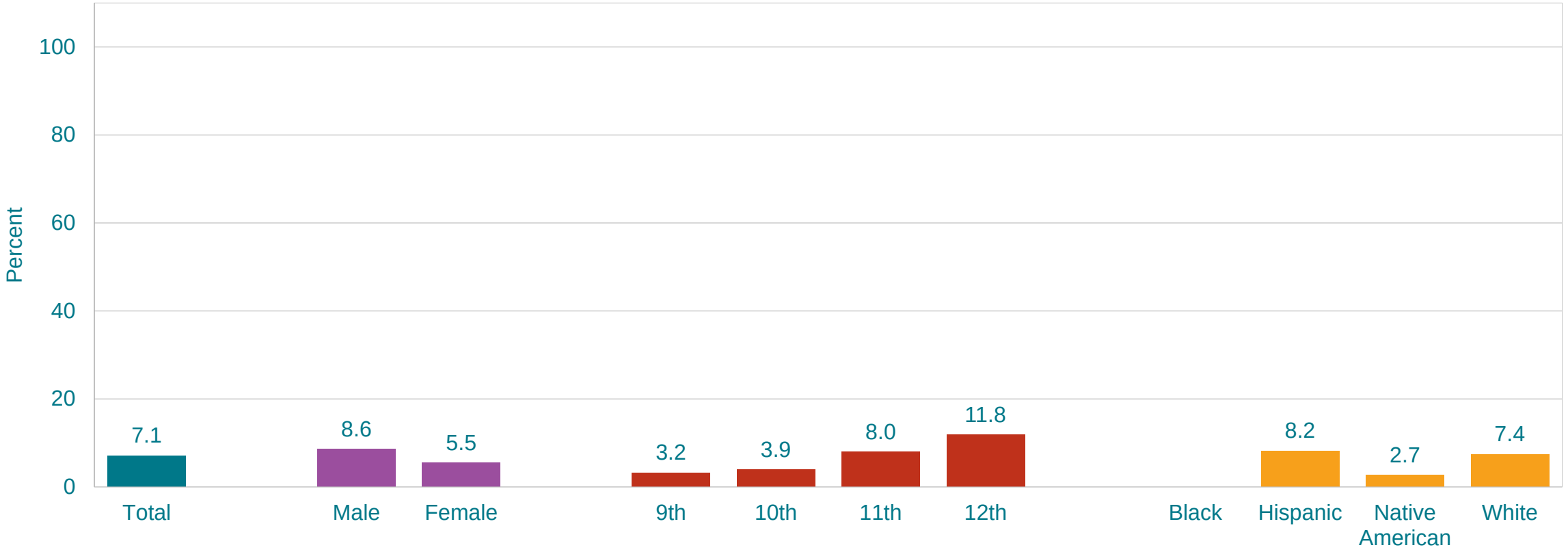


*In a car or other vehicle, one or more times during the 30 days before the survey

†Decreased 1993-2019, no change 1993-1997, 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).]

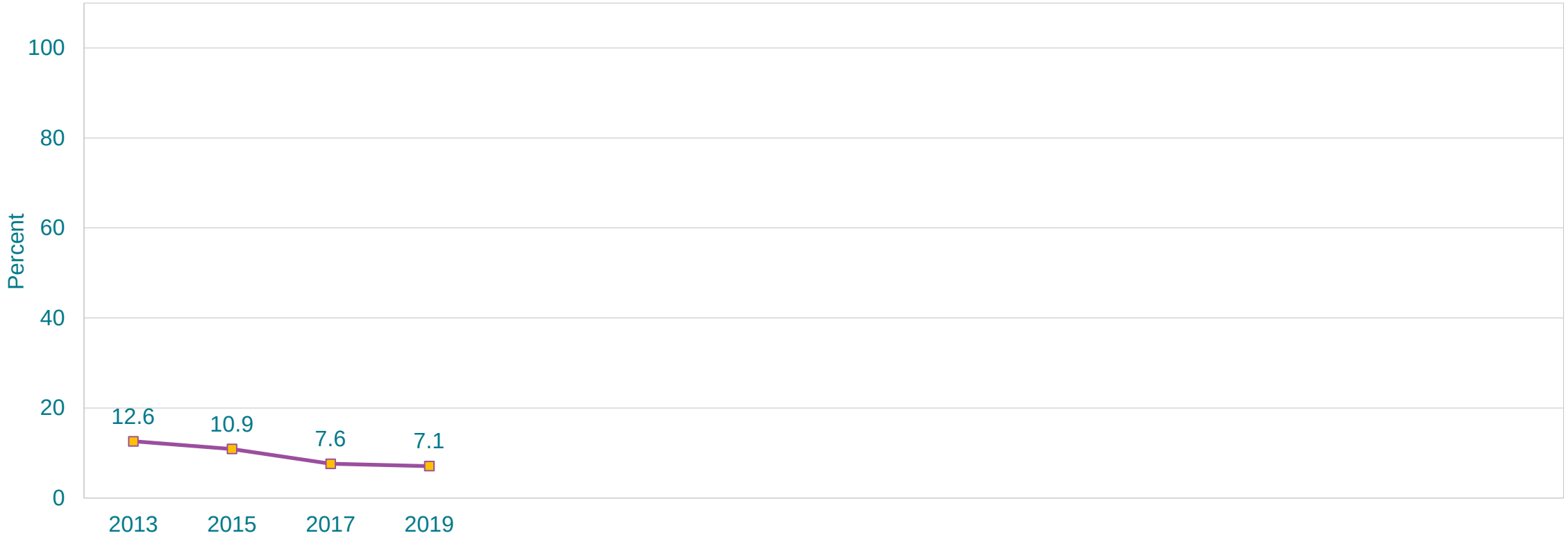
This graph contains weighted results.

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



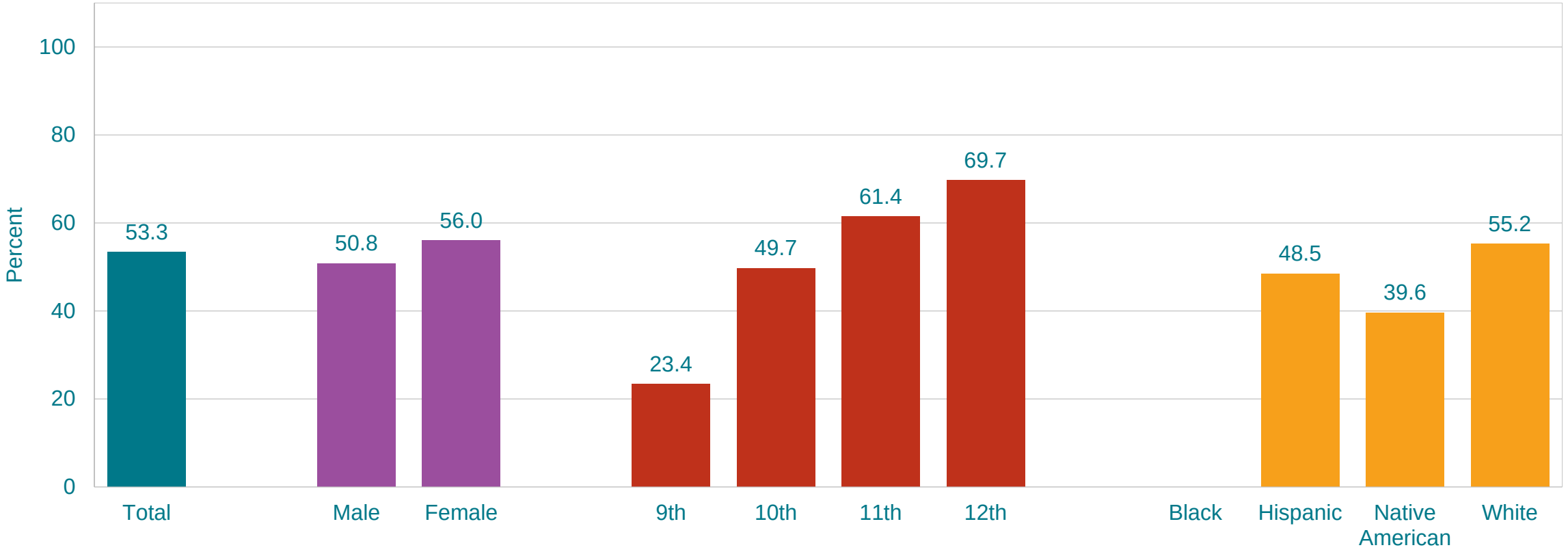
*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey
†M > F; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > N, W > N (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in 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,* 2013-2019†



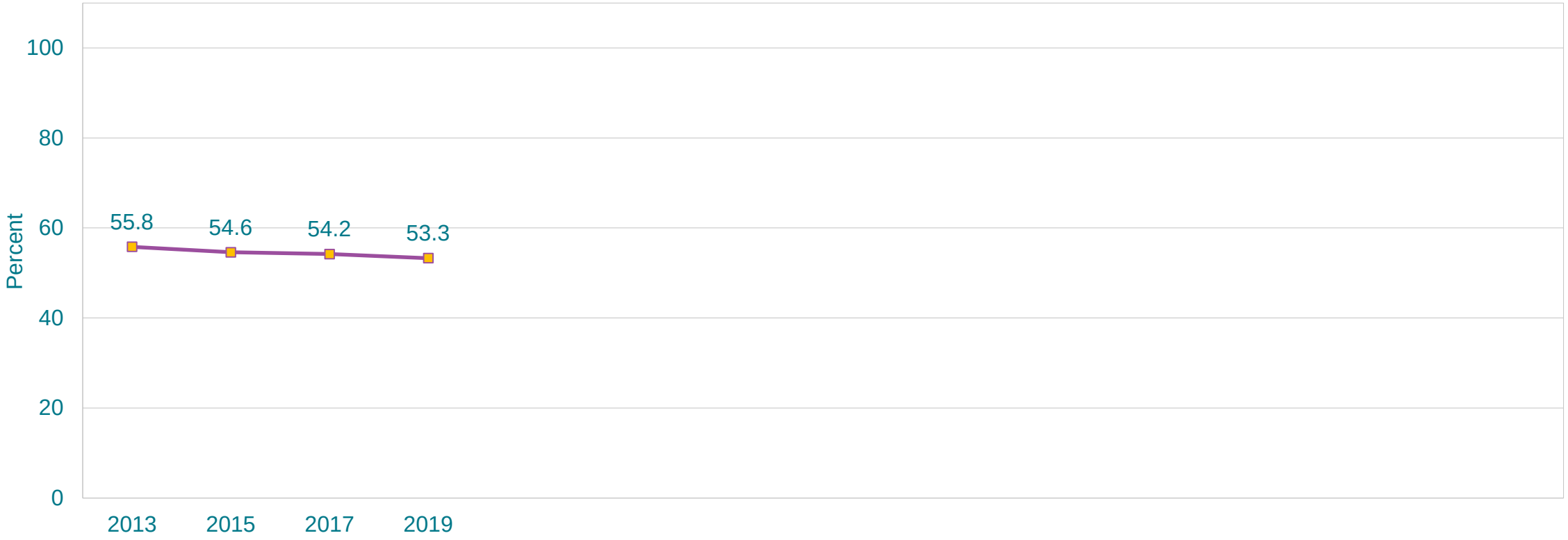
*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey
†Decreased 2013-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

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



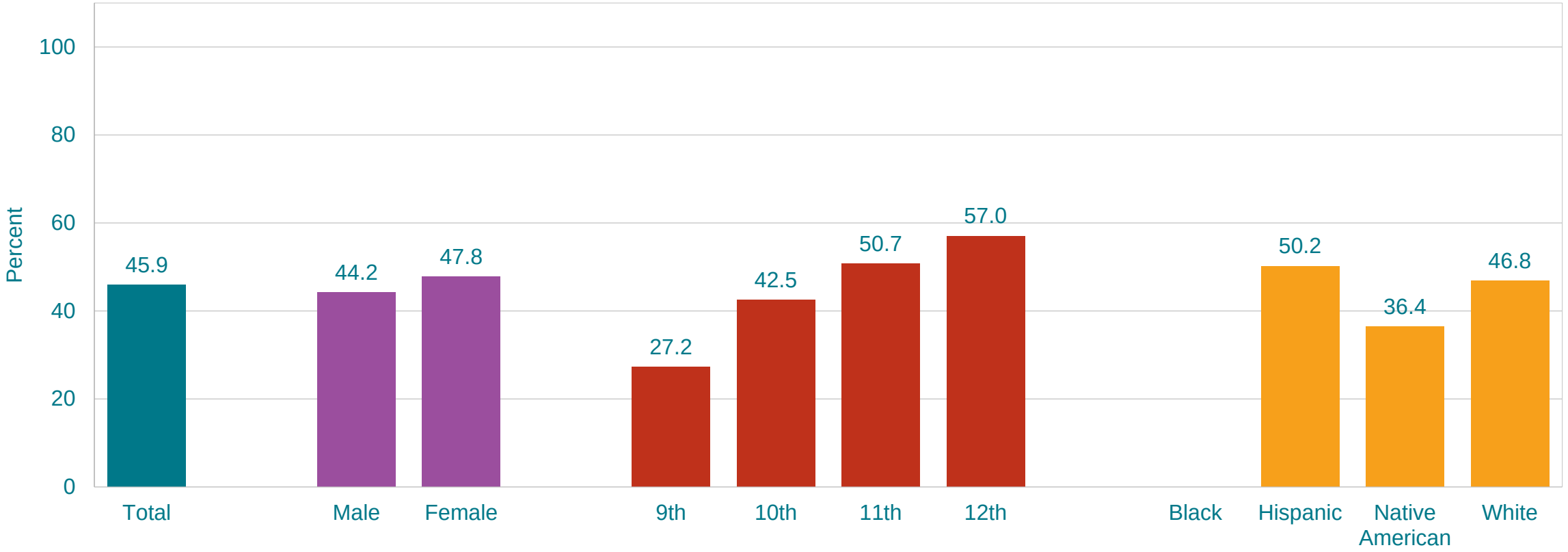
*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; W > N (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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
†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 Used the Internet or Apps on Their Cell Phone While Driving,* by Sex, Grade,† and Race/Ethnicity,† 2019



*Not counting using their cell phone to get driving instructions or to determine their location, on at least 1 day during the 30 days before the survey, among students who drove a car or other vehicle

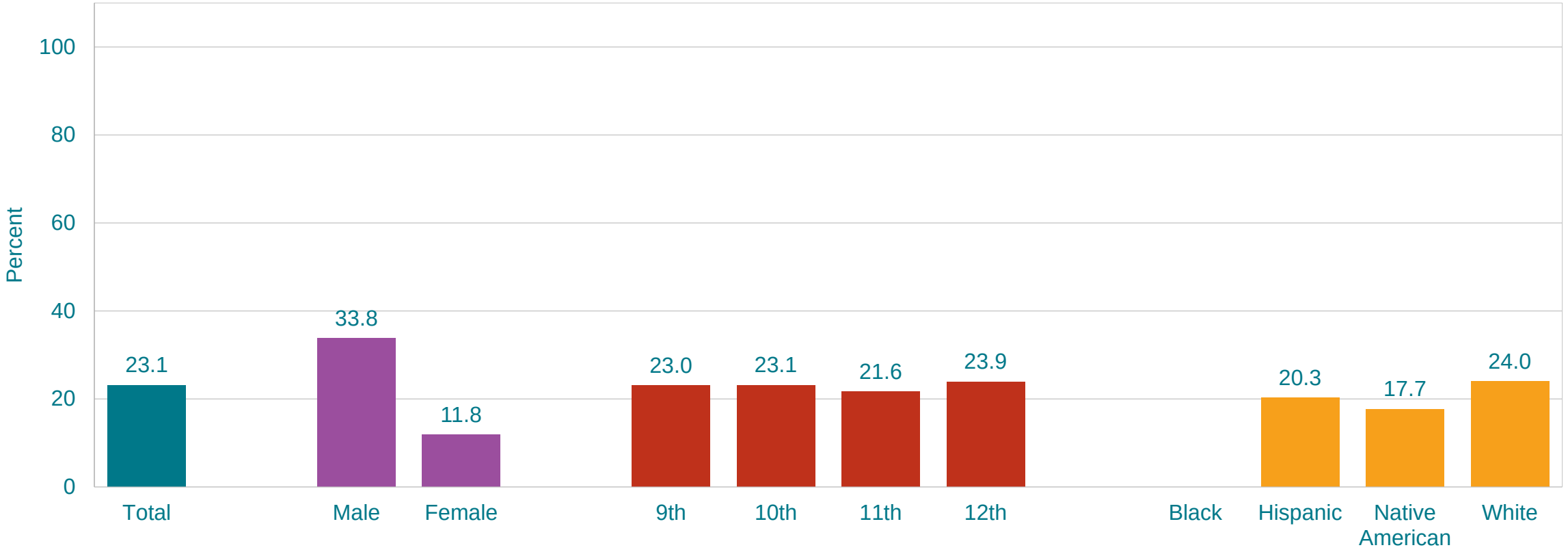
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > N, W > N (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

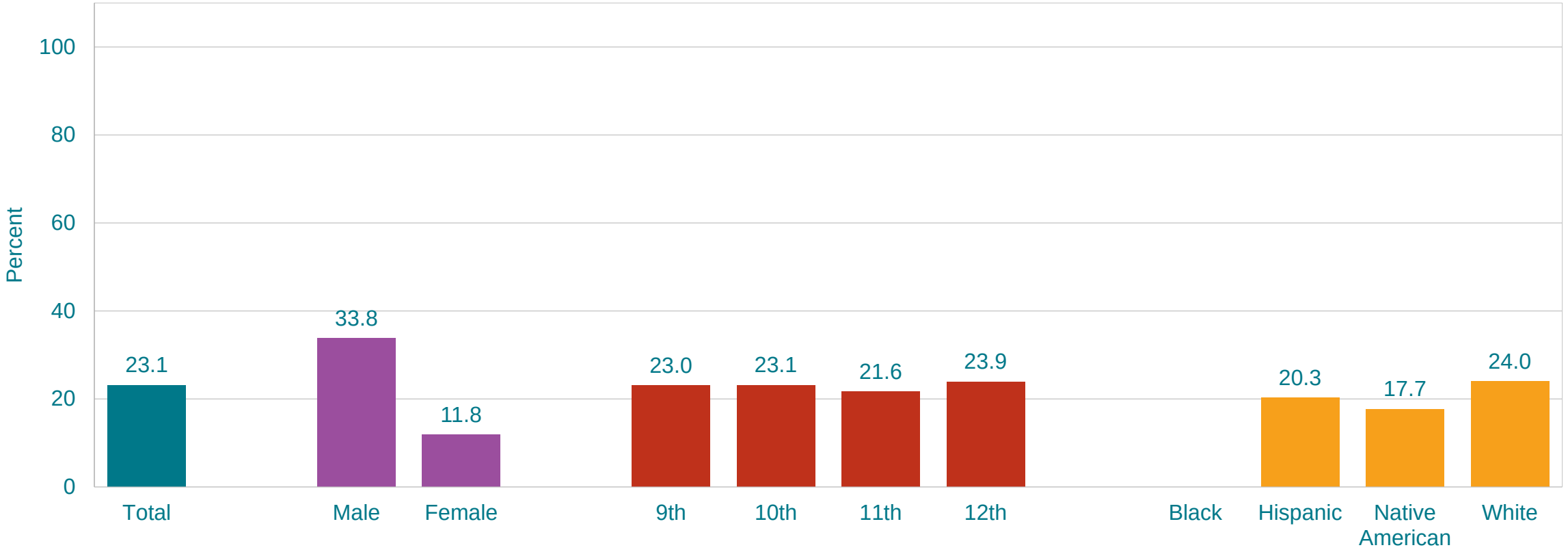
This graph contains weighted results.

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



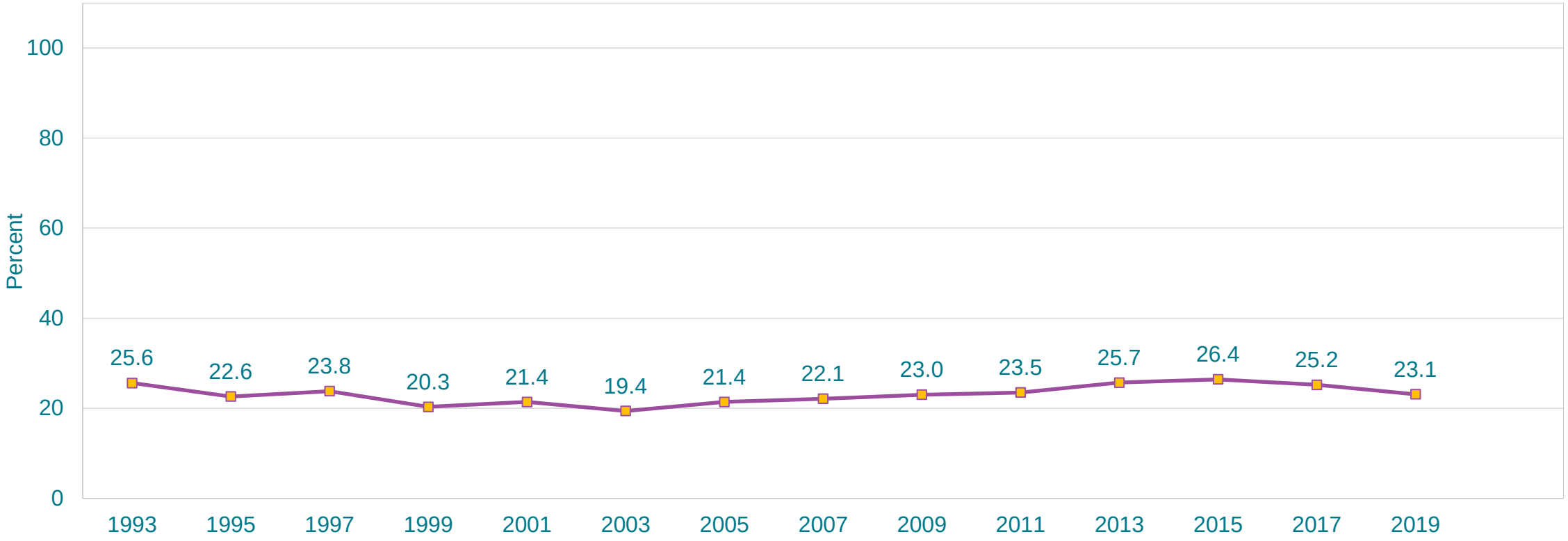
*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey
†M > F; W > N (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon,* 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
†M > F; W > N (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon,* 1993-2019†

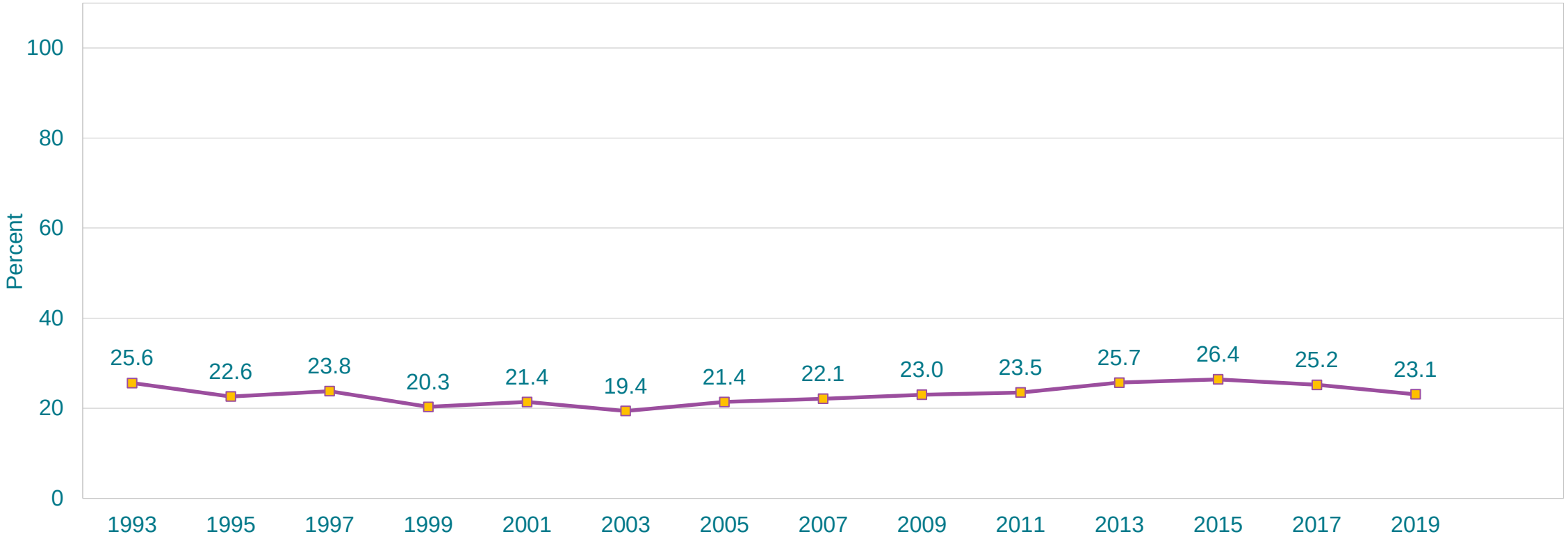


*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Increased 1993-2019, decreased 1993-1999, 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 Carried a Weapon,* 1993-2019†

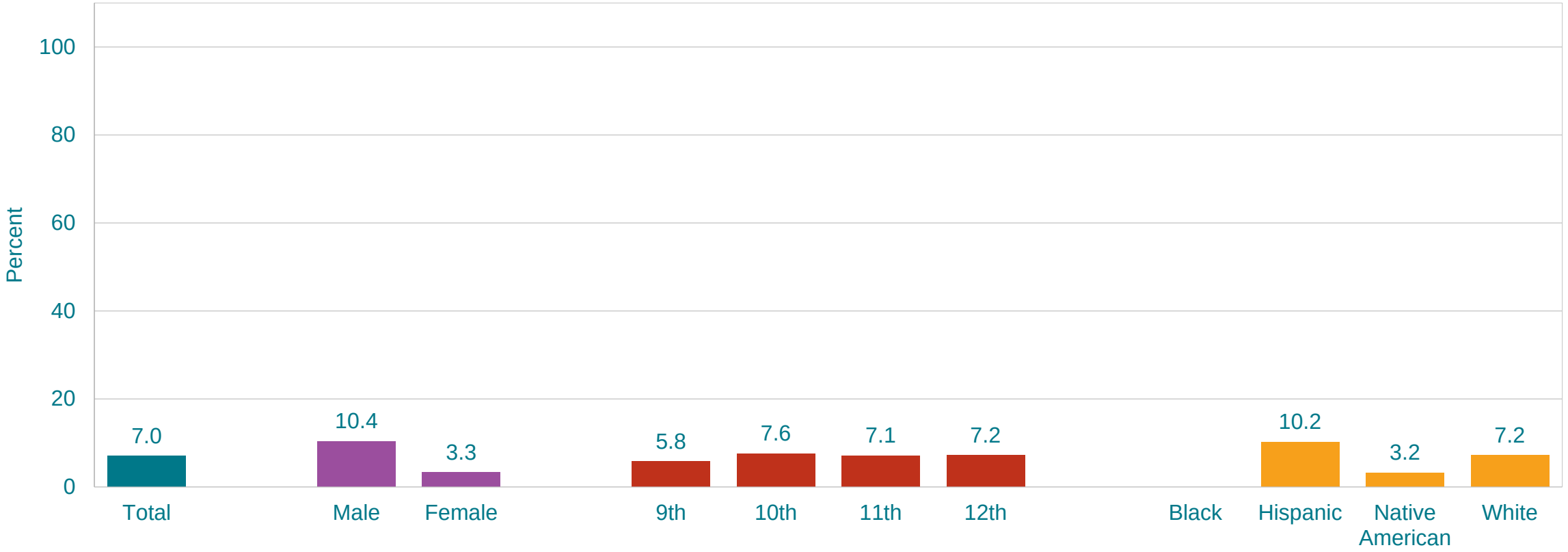


*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Increased 1993-2019, decreased 1993-1999, 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).]

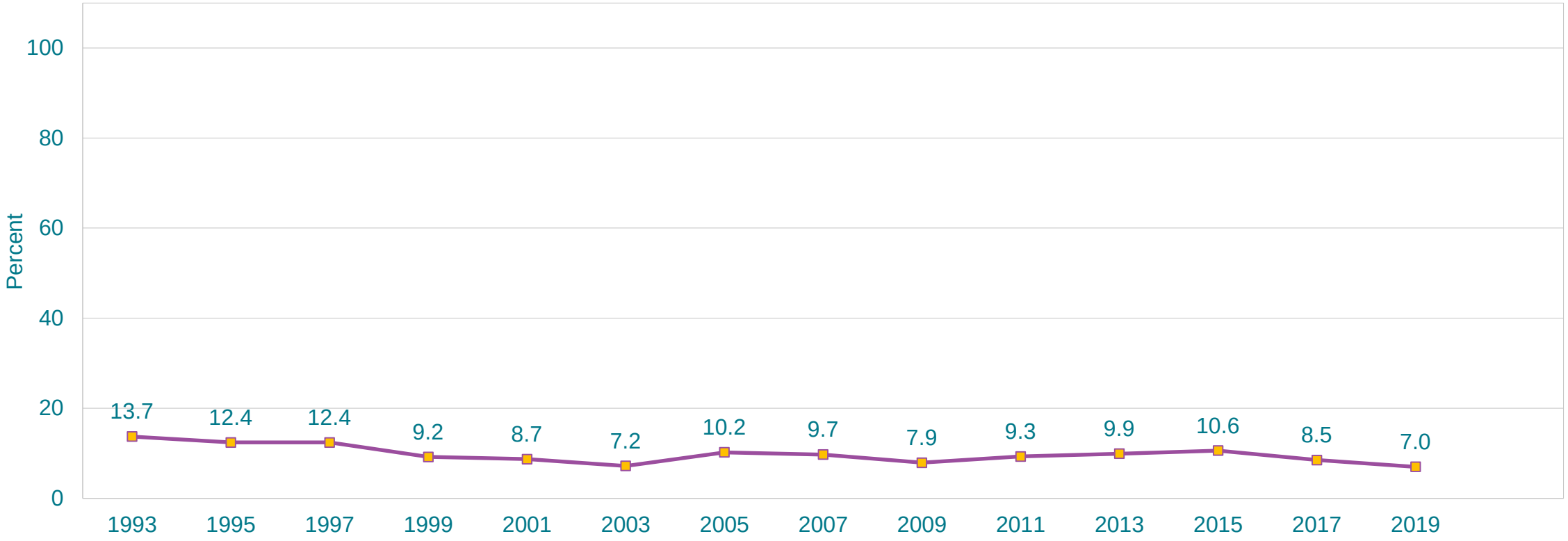
This graph contains weighted results.

Percentage of High School Students Who 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
†M > F; H > N, W > N (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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

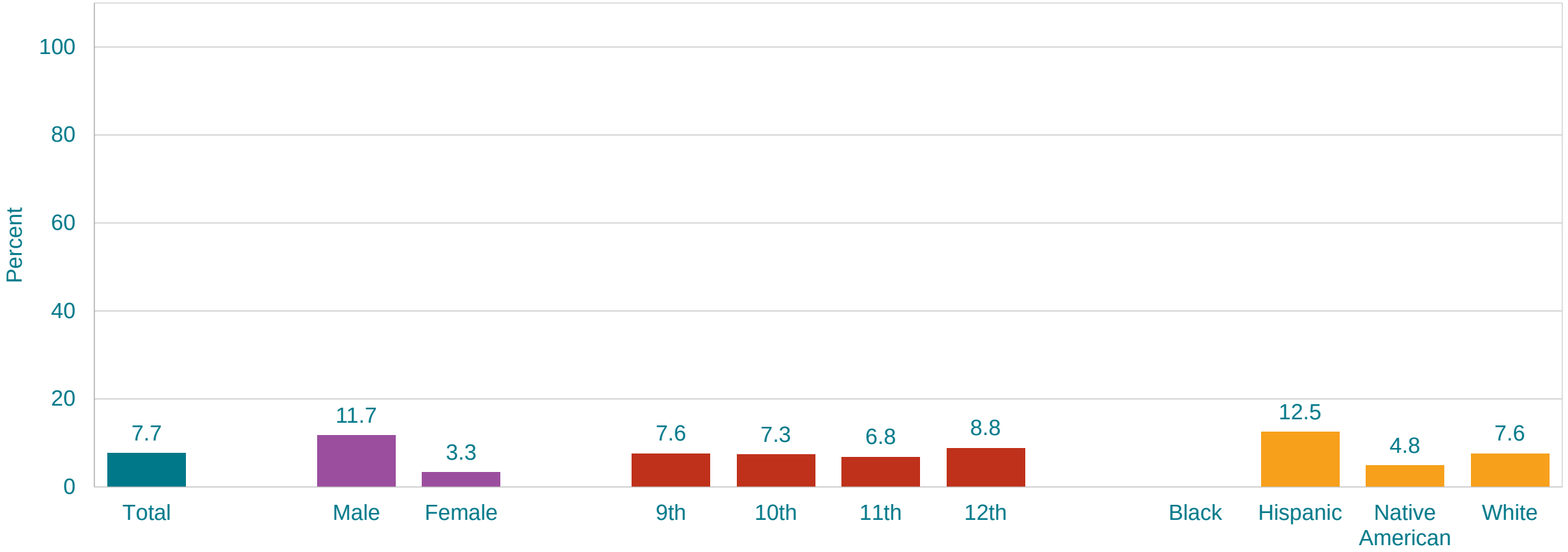


*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†Decreased 1993-2019, decreased 1993-2001, 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).]

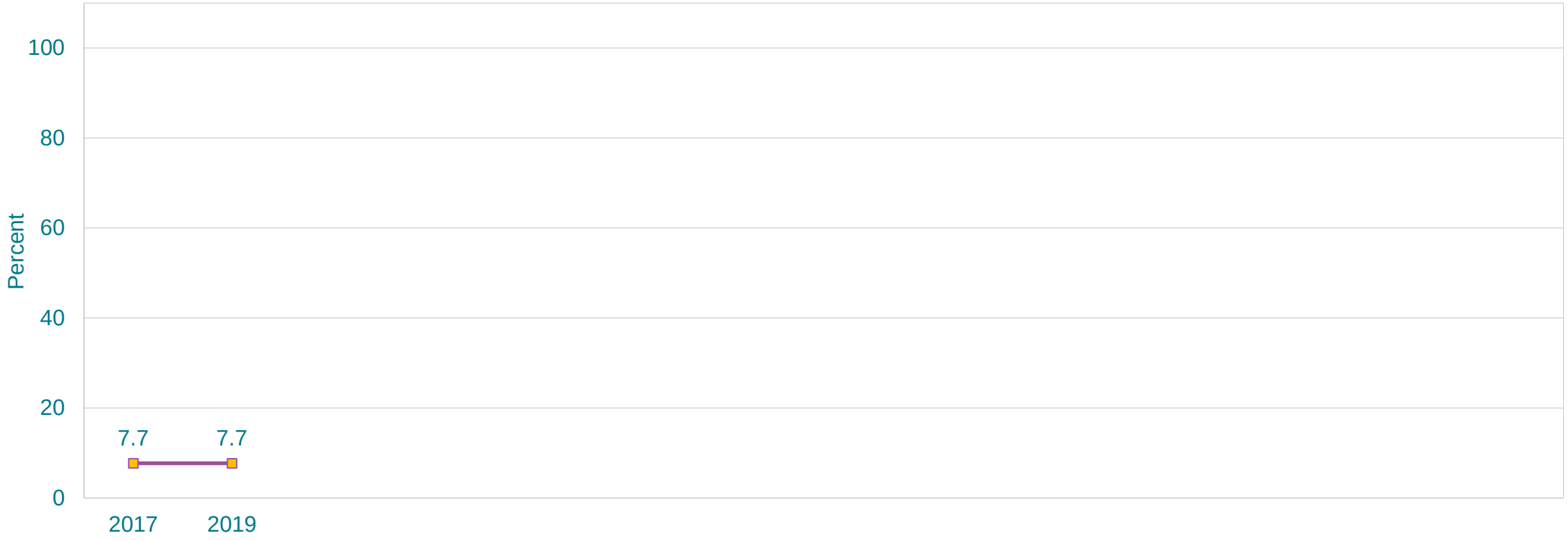
This graph contains weighted results.

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



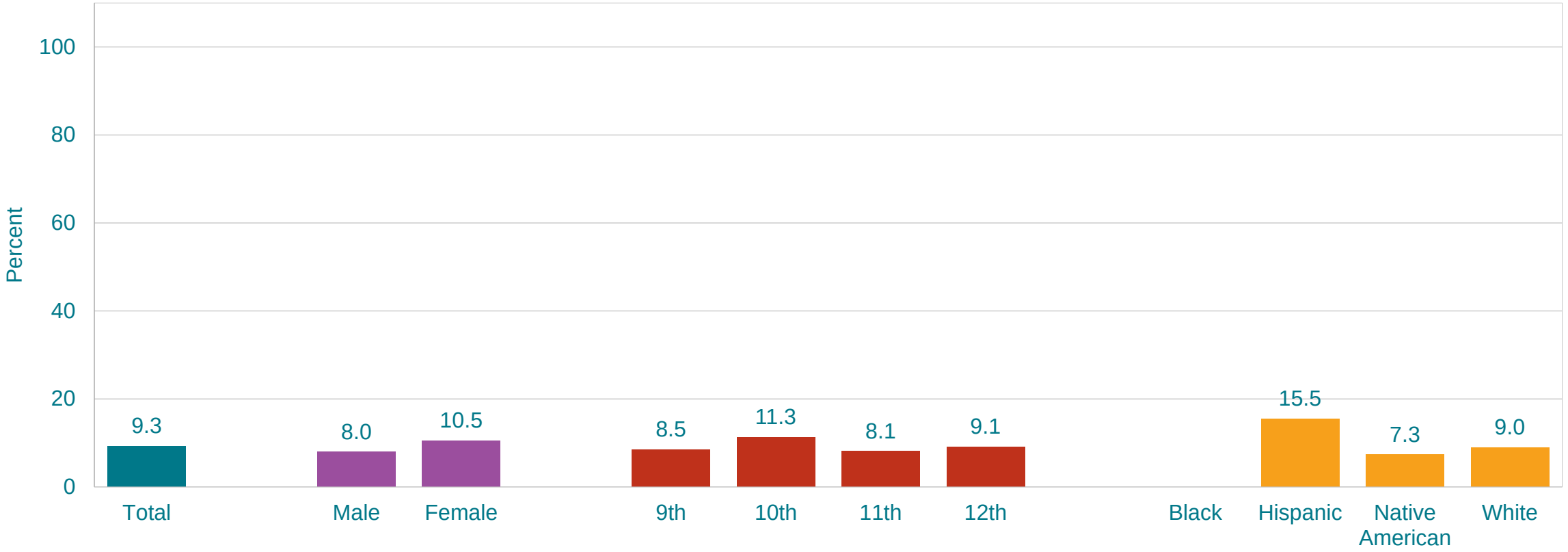
*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey
†M > F; H > N, H > W, W > N (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Carried a Gun,* 2017-2019†



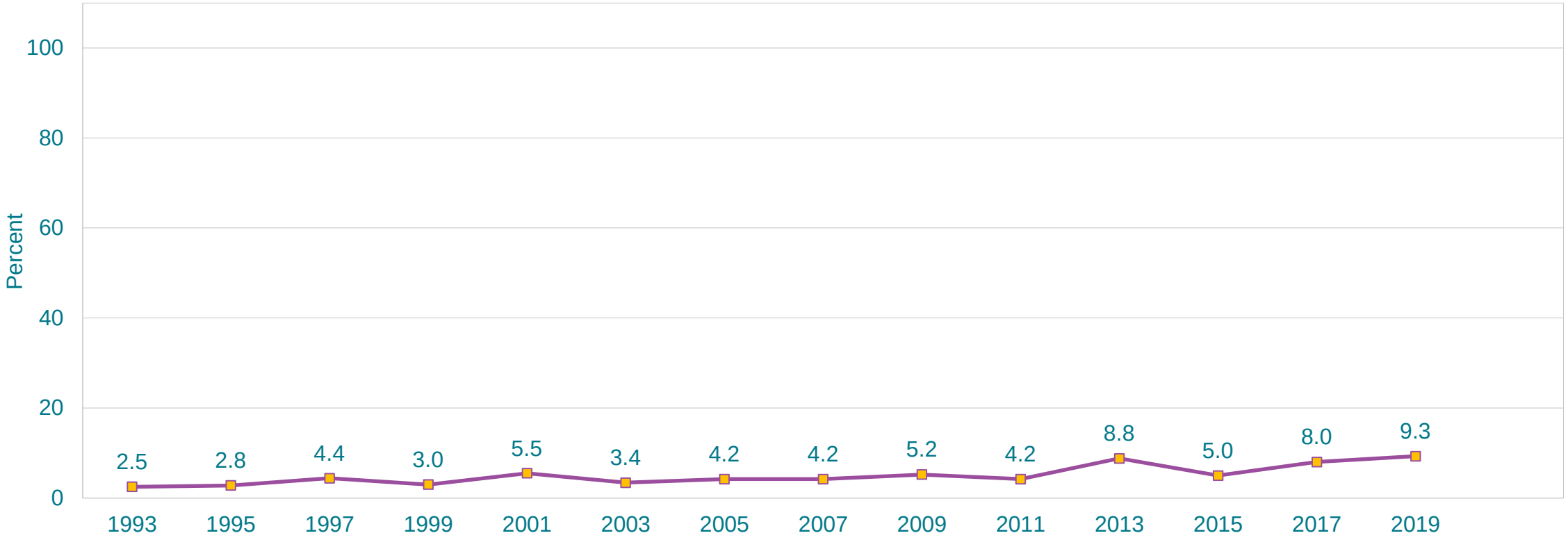
*Not counting the days when they carried a gun only for hunting or for a sport such as target shooting, on at least 1 day during the 12 months before the survey
†No change 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of 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; H > N, H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in 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,* 1993-2019†

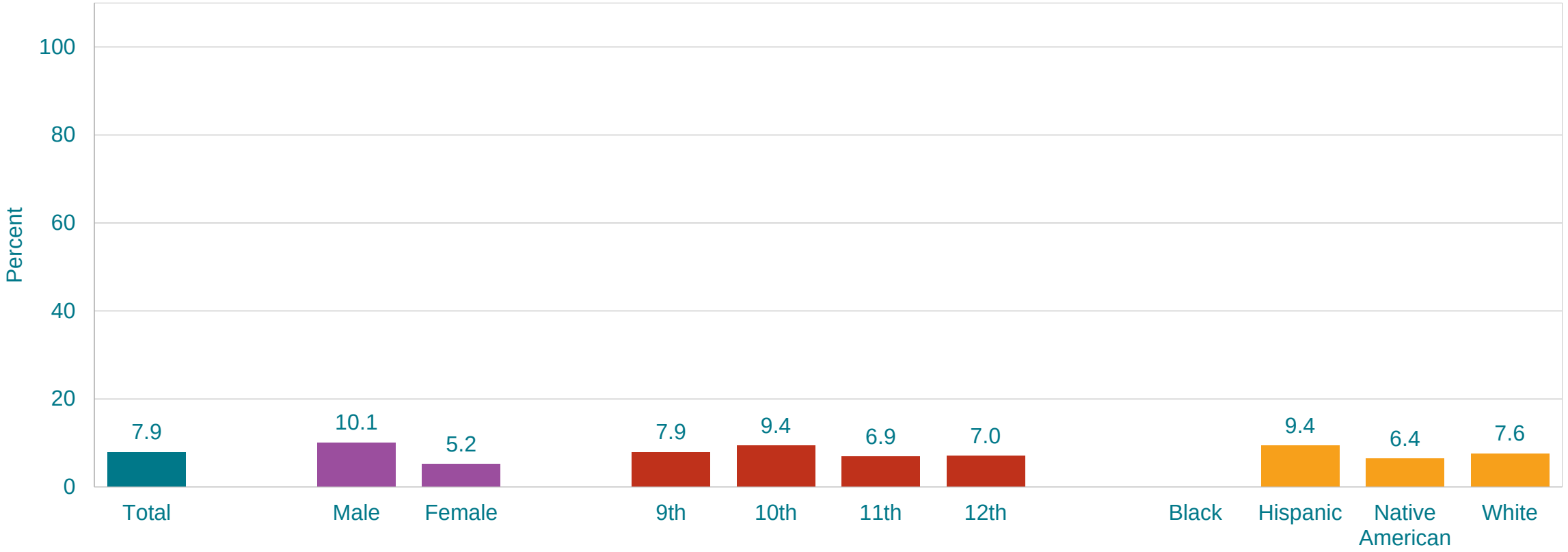


*On at least 1 day during the 30 days before the survey

†Increased 1993-2019, increased 1993-2007, 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).]

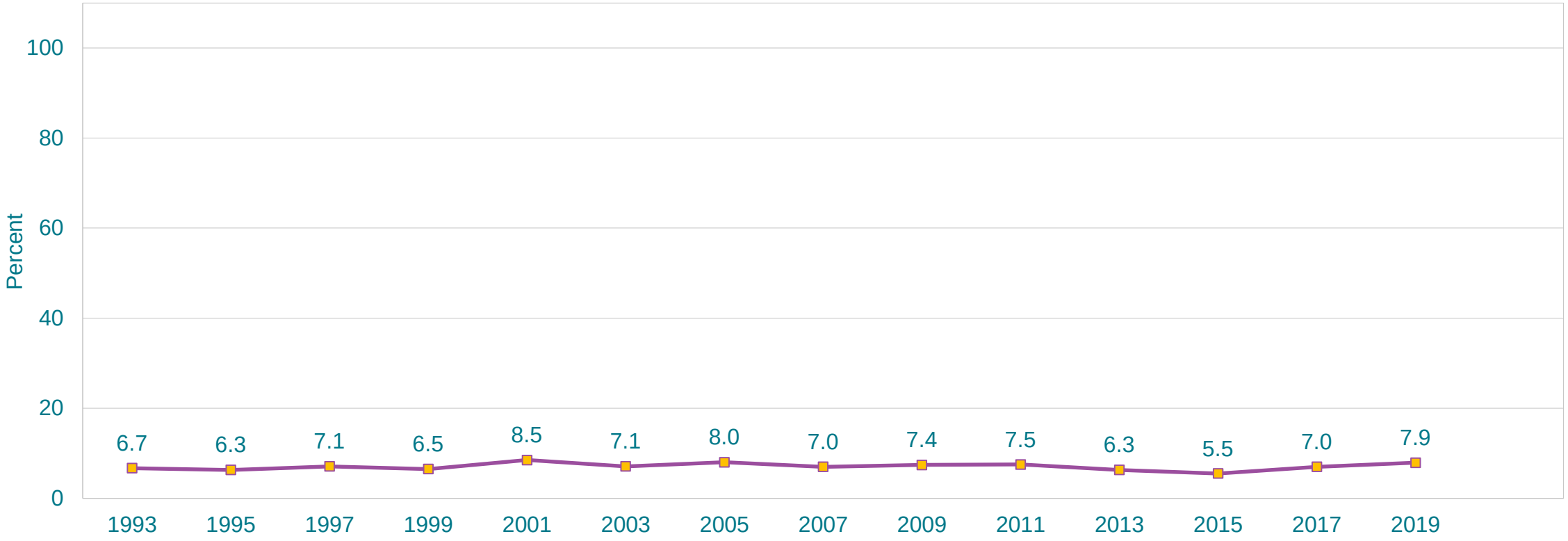
This graph contains weighted results.

Percentage of High School Students Who 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,* 1993-2019†

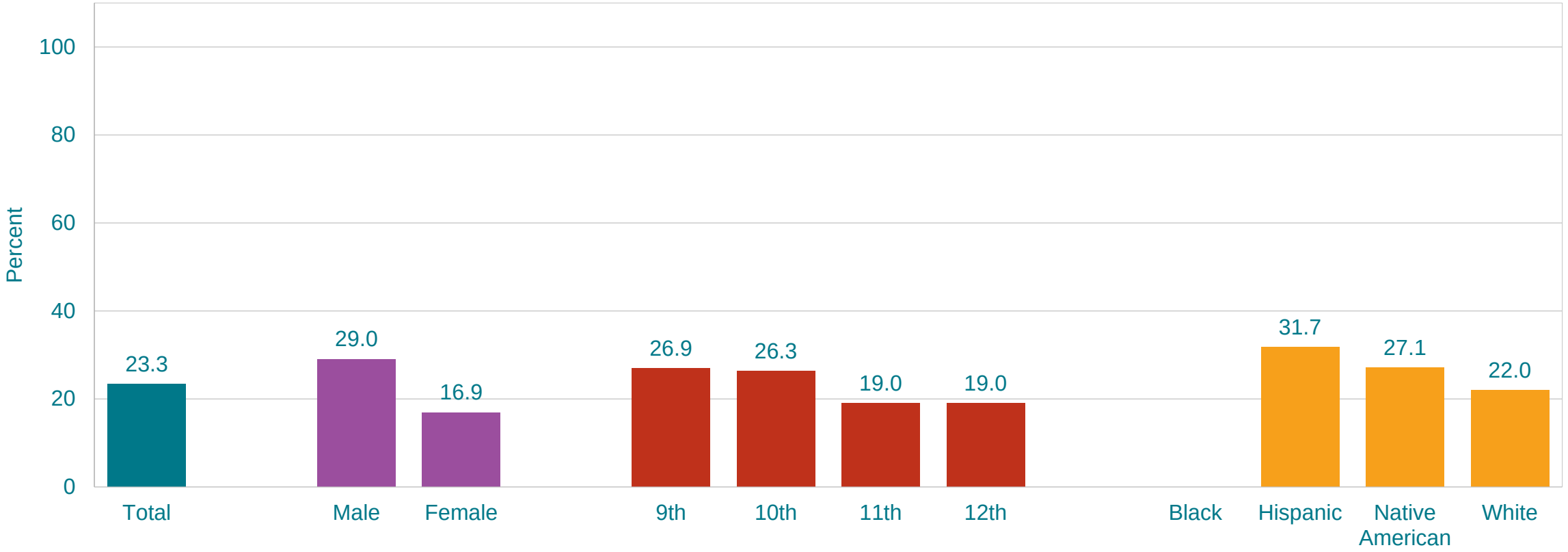


*Such as a gun, knife, or club, one or more times during the 12 months before the survey

†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).]

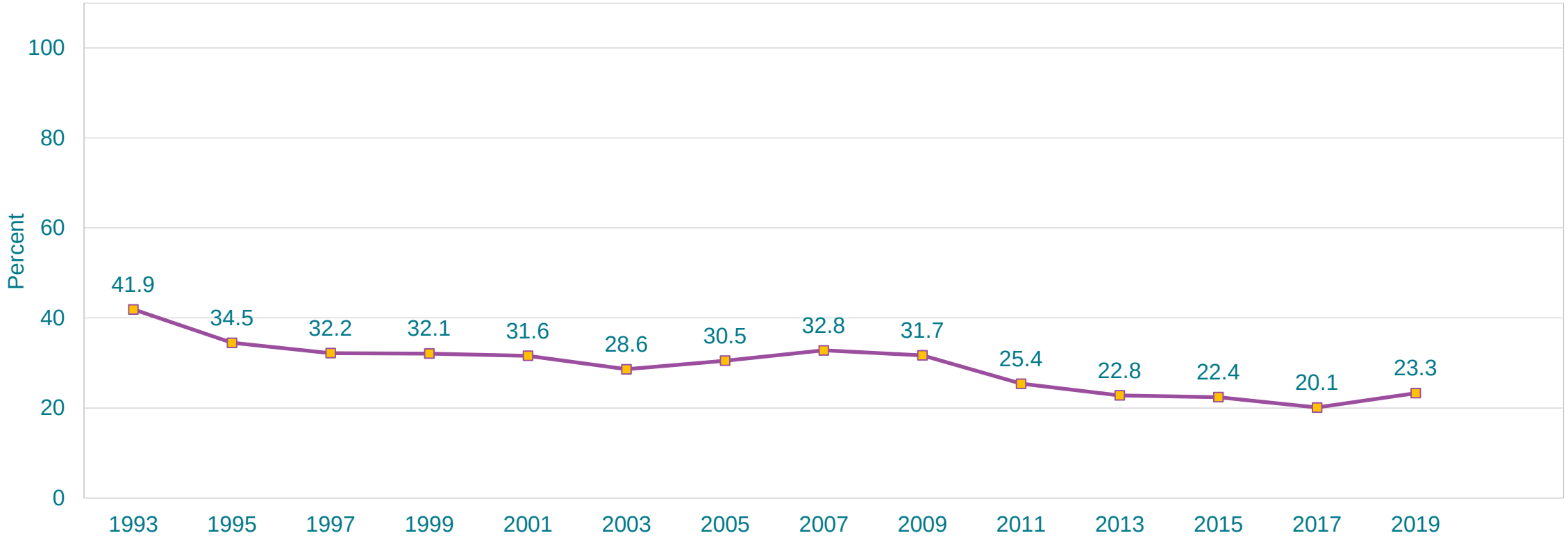
This graph contains weighted results.

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



*One or more times during the 12 months before the survey
†M > F; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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

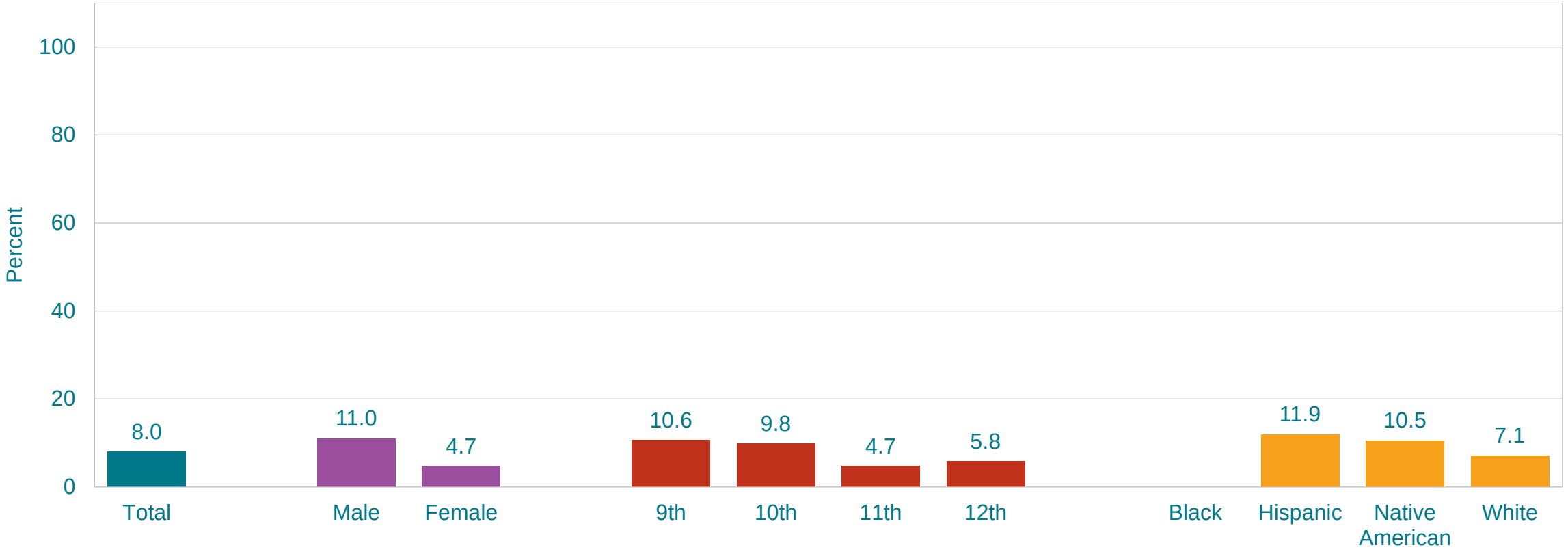


*One or more times during the 12 months before the survey

†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).]

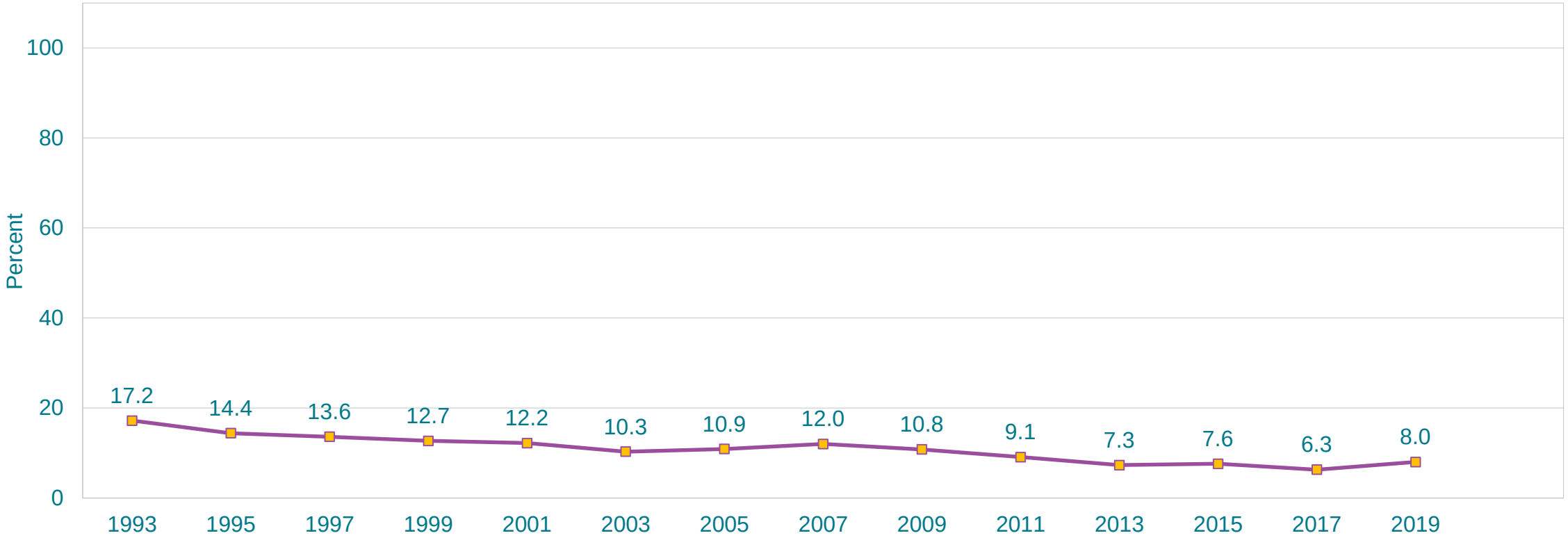
This graph contains weighted results.

Percentage of High School Students Who Were 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 > 11th, 9th > 12th, 10th > 11th, 10th > 12th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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

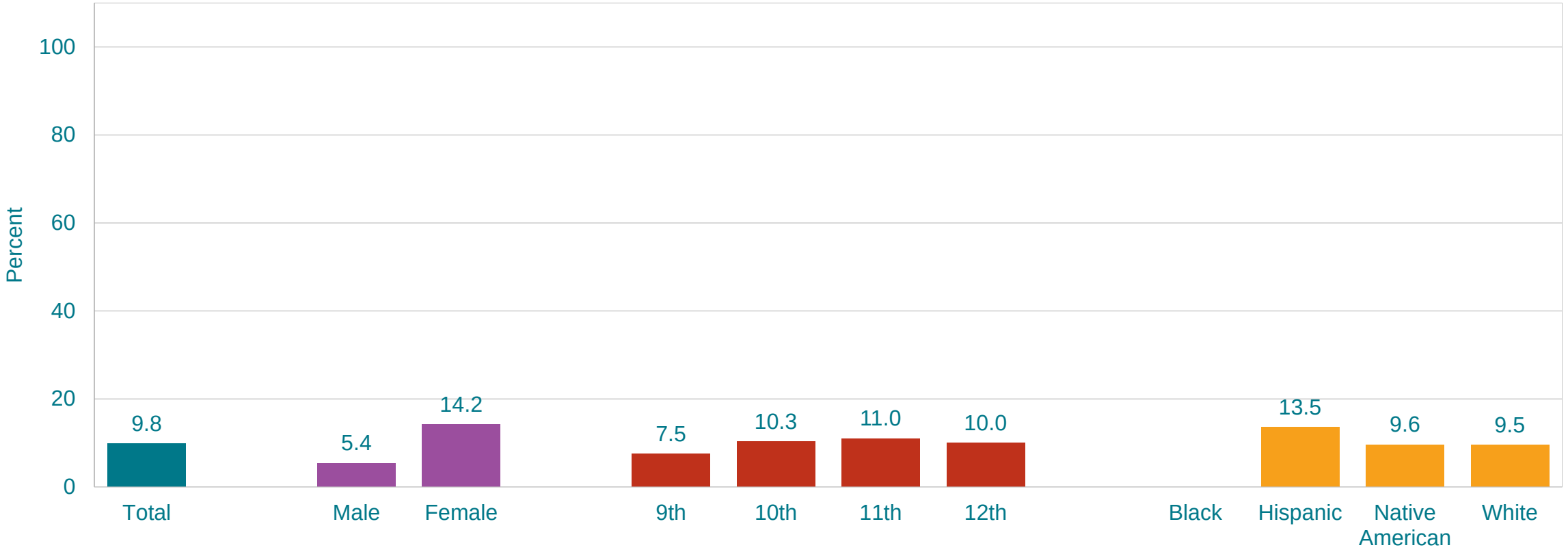


*One or more times during the 12 months before the survey

†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).]

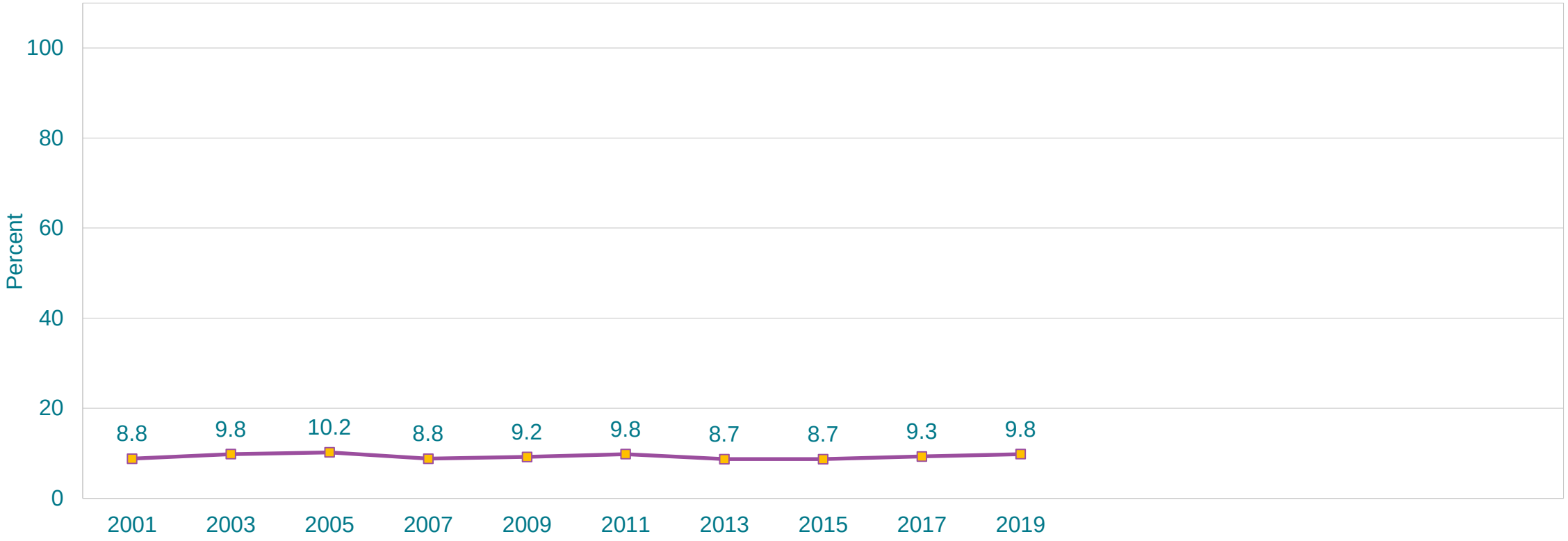
This graph contains weighted results.

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; 10th > 9th, 11th > 9th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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

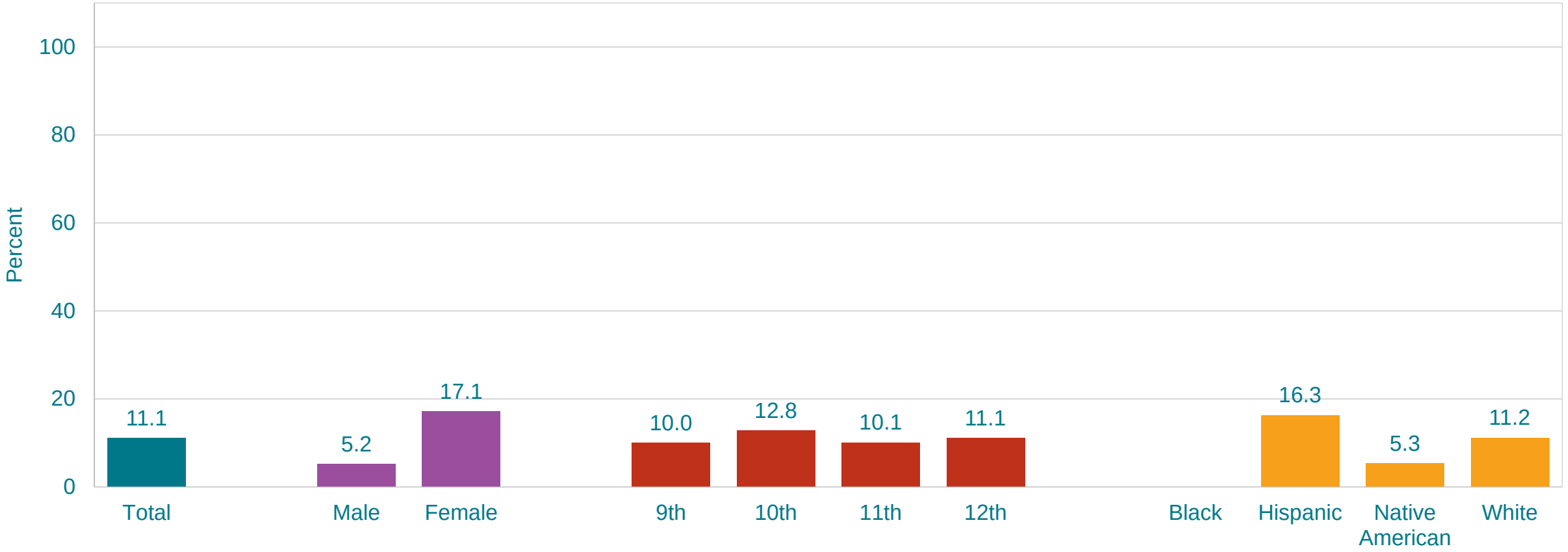


*When they did not want to

†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 Experienced Sexual Violence,* by Sex,† Grade,† and Race/Ethnicity,† 2019



*Being forced by anyone 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

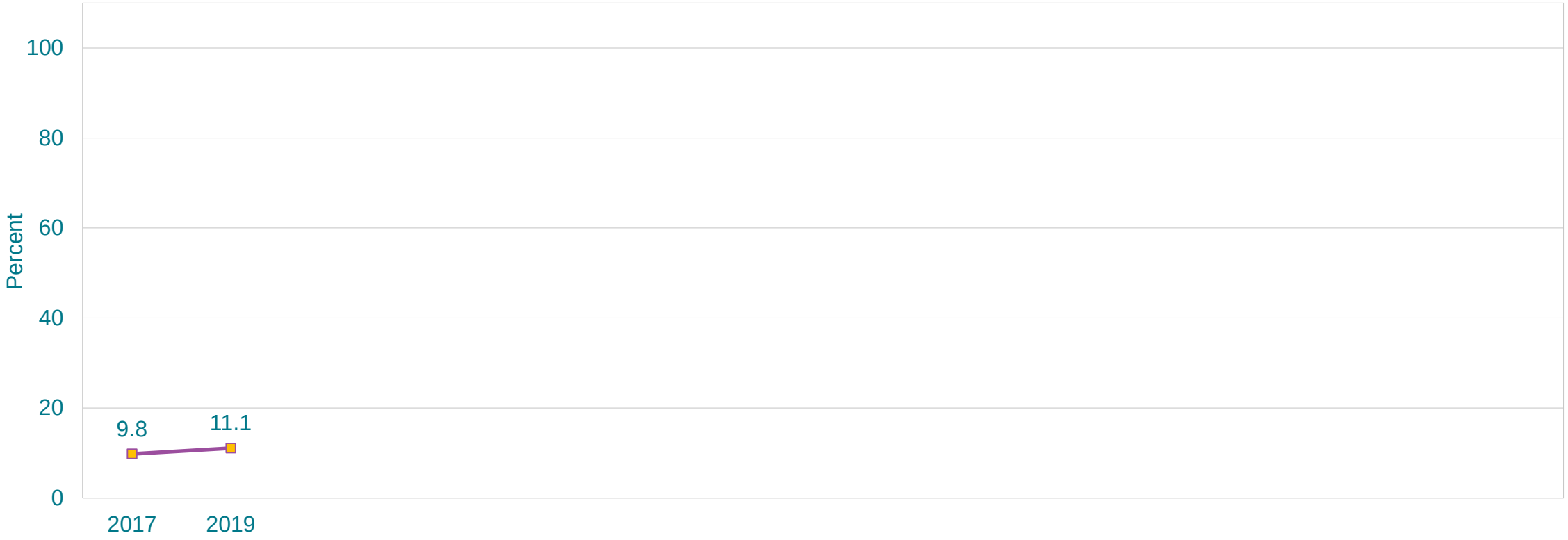
†F > M; 10th > 11th; H > N, H > W, W > N (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

Percentage of High School Students Who Experienced Sexual Violence,* 2017-2019†

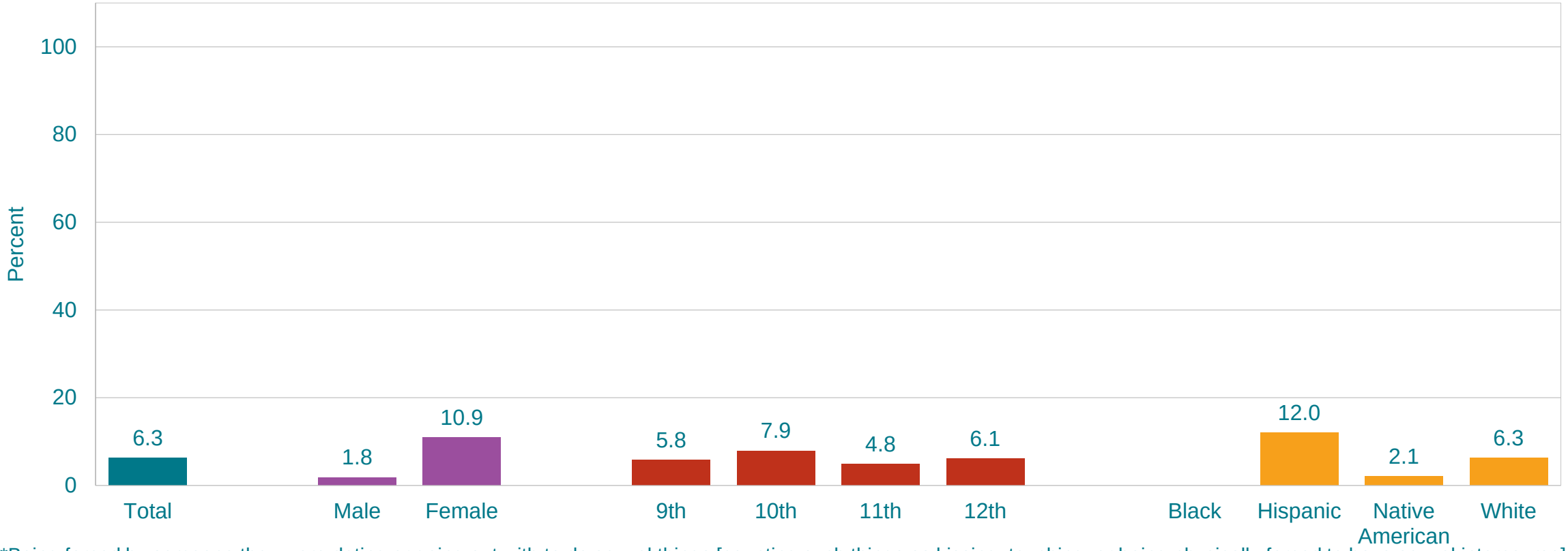


*Being forced by anyone to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey

†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 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

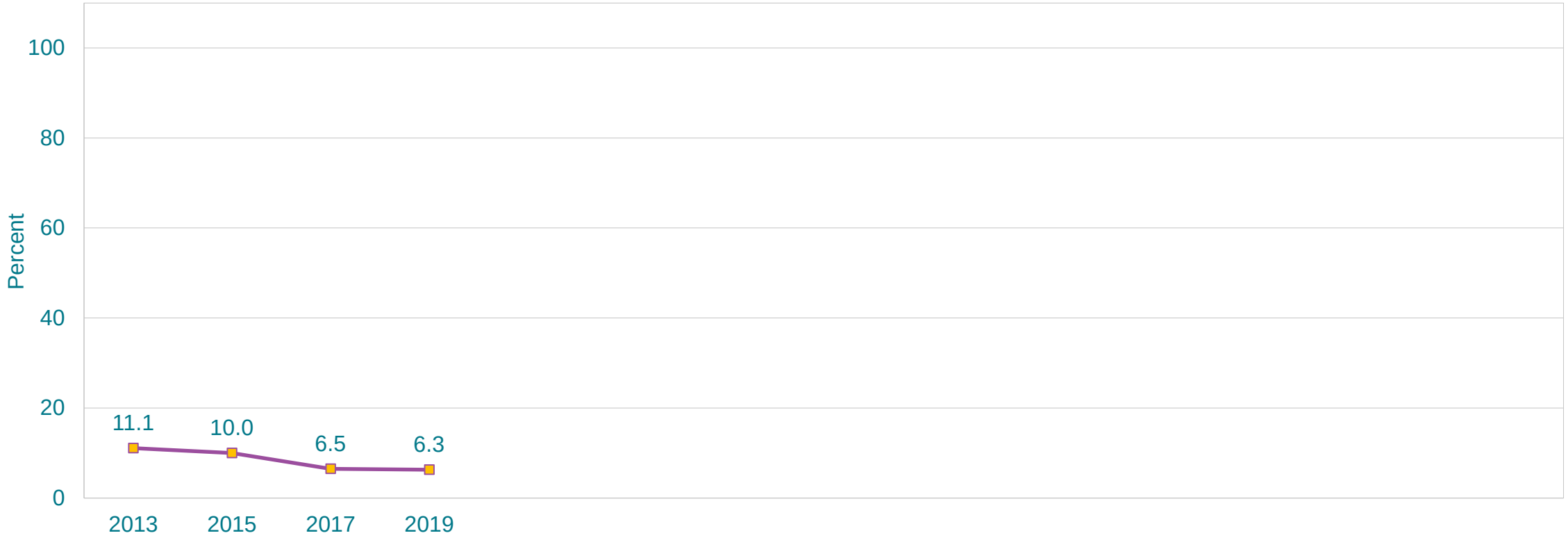
†F > M; 10th > 11th; H > N, H > W, W > N (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

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

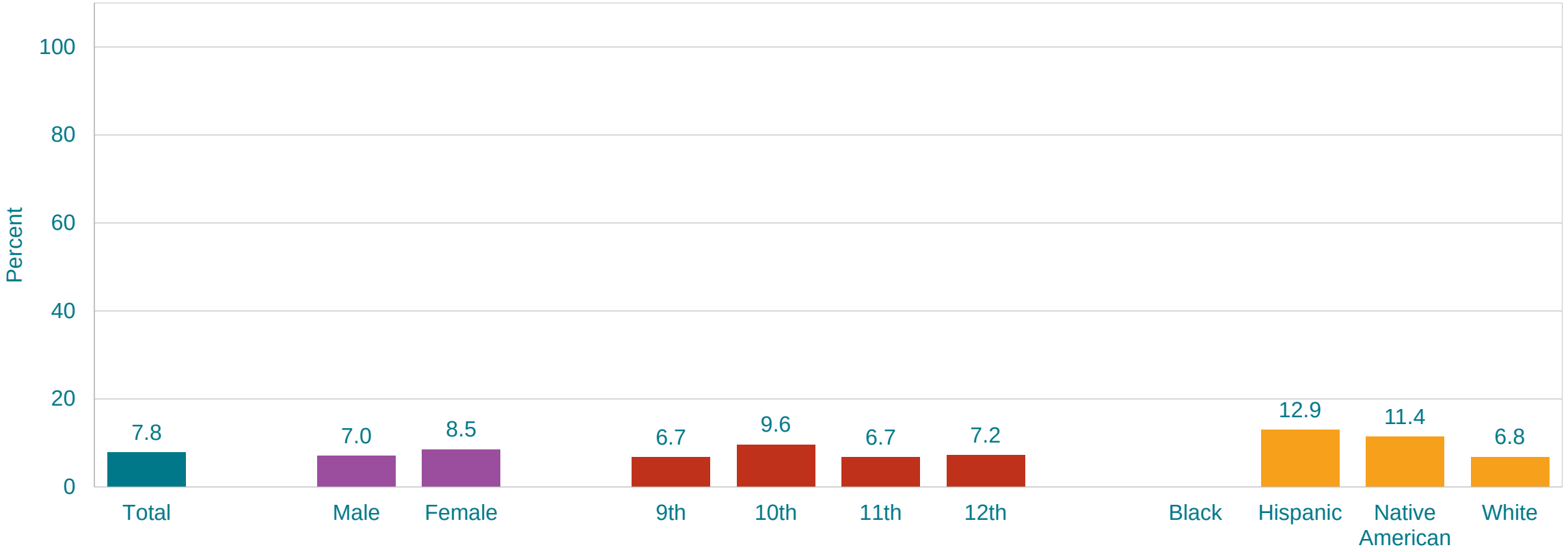


*Being forced by someone they were dating or going out with to do sexual things [counting such things as kissing, touching, or being physically forced to have sexual intercourse] that they did not want to, one or more times during the 12 months before the survey, among students who dated or went out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

†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 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

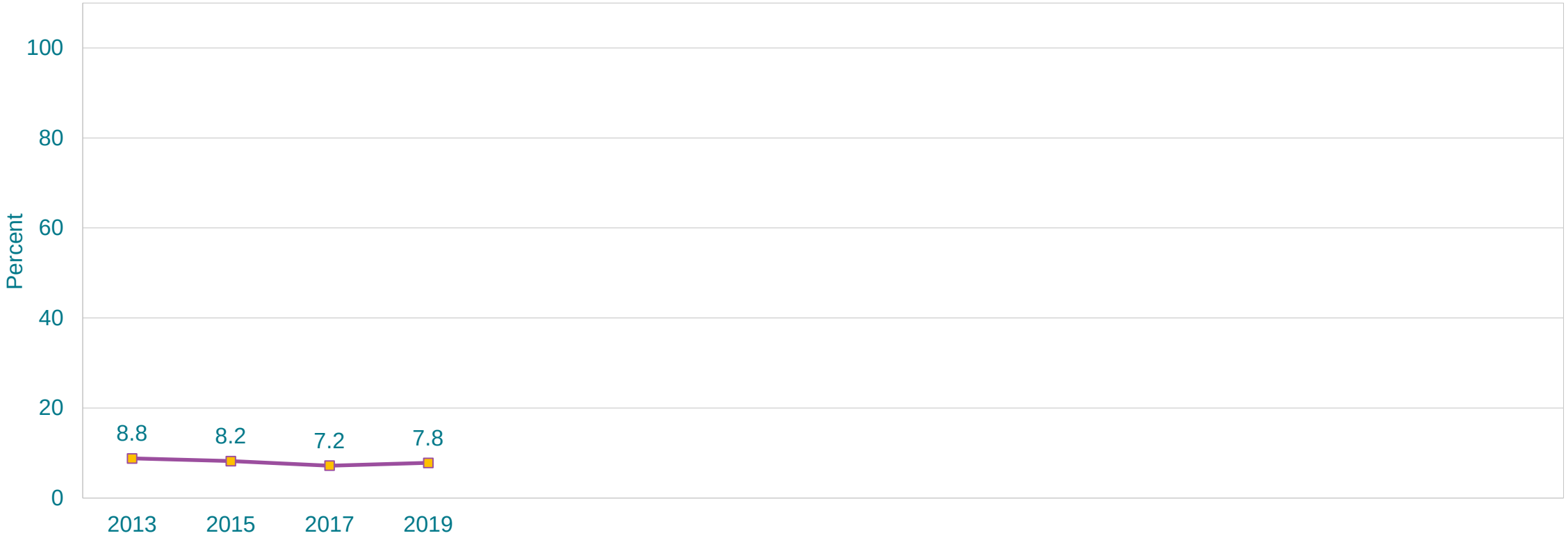
†10th > 11th; H > W (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in the subgroup.

This graph contains weighted results.

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

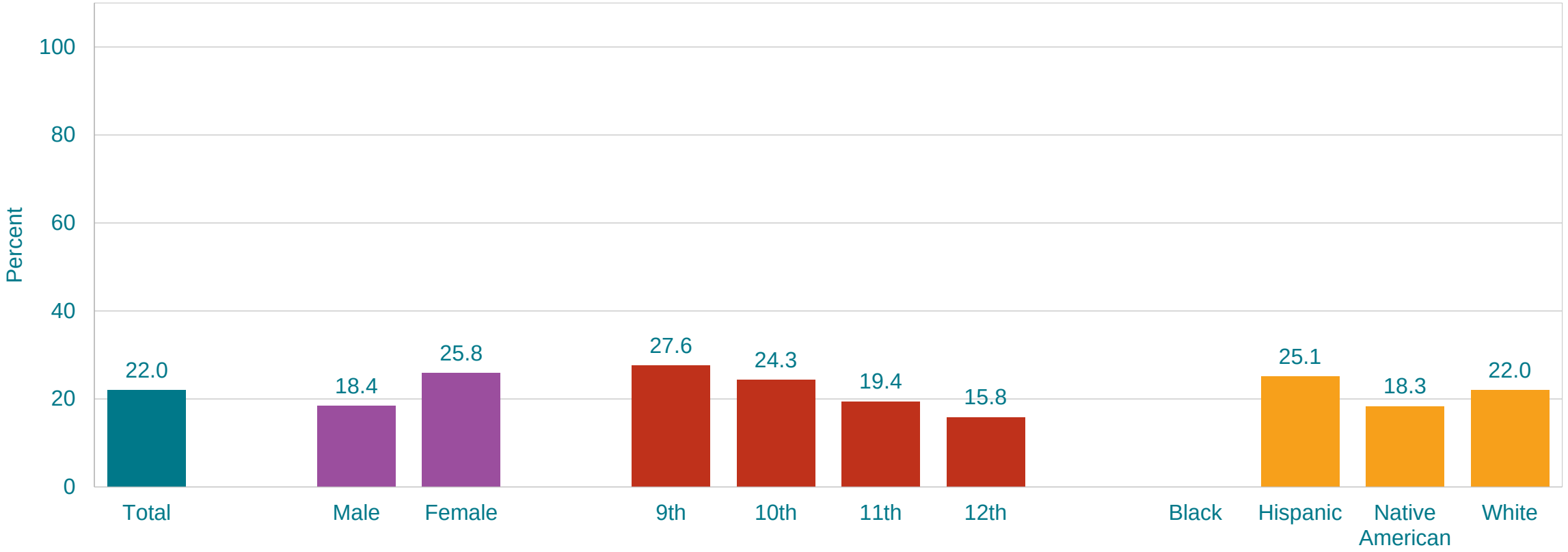


*Being physically hurt on purpose by someone they were dating or going out with [counting such things as being hit, slammed into something, or injured with an object or weapon] one or more times during the 12 months before the survey, among students who dated or went out with someone during the 12 months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

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

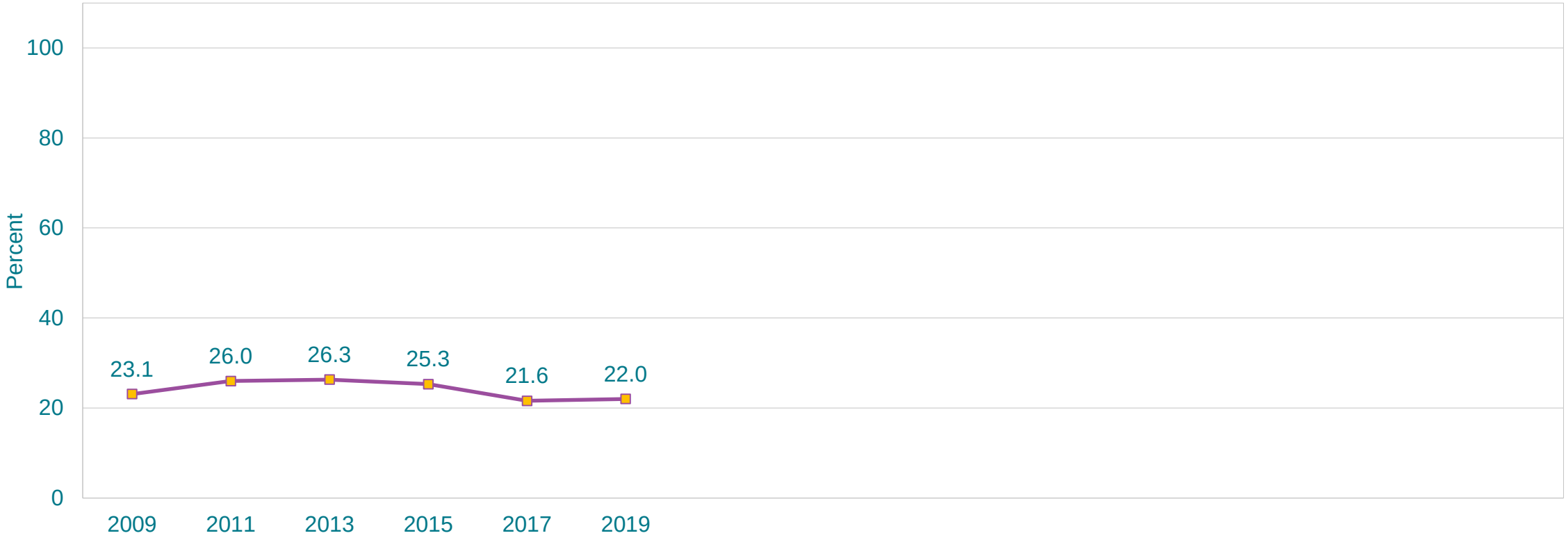
This graph contains weighted results.

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



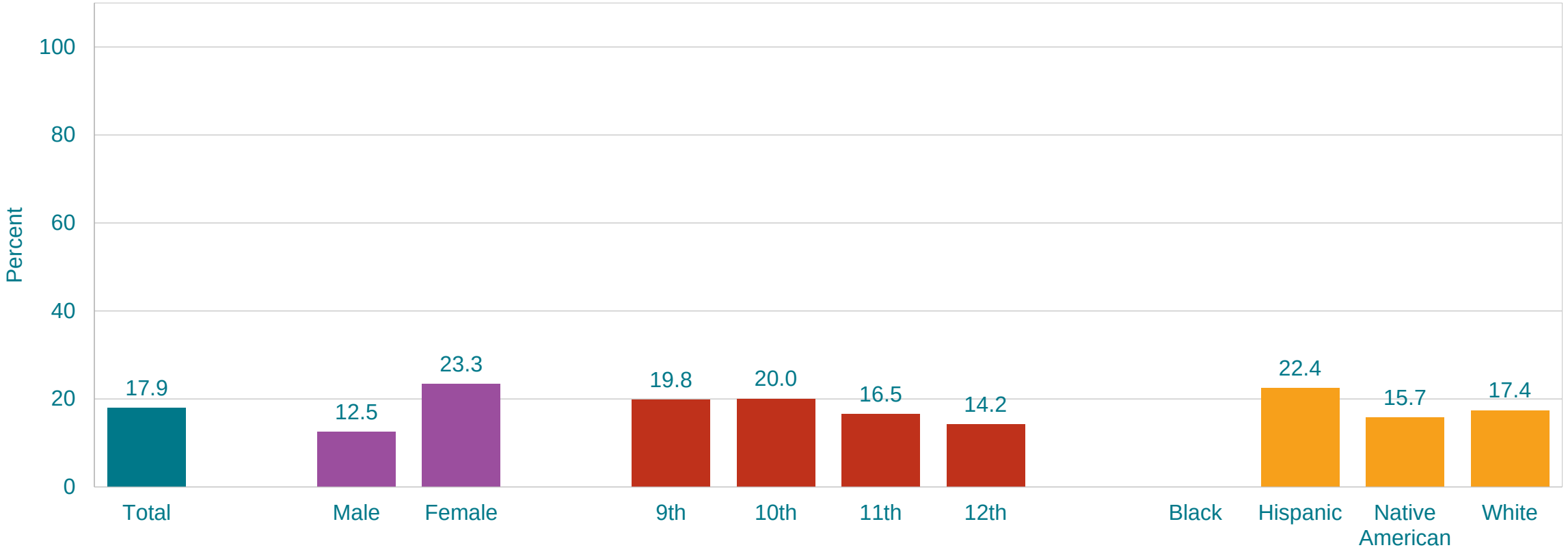
*Ever during the 12 months before the survey
†F > M; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Were Bullied on School Property,* 2009-2019†



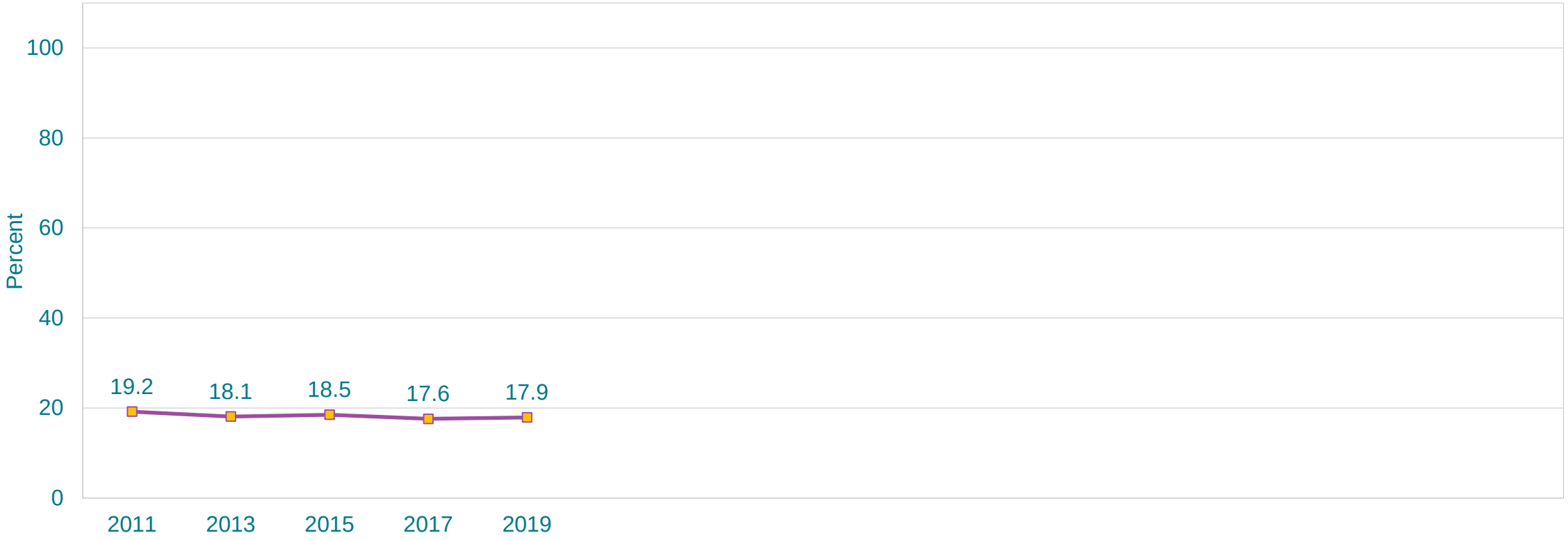
*Ever during the 12 months before the survey
†Decreased 2009-2019, increased 2009-2013, decreased 2013-2019 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

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



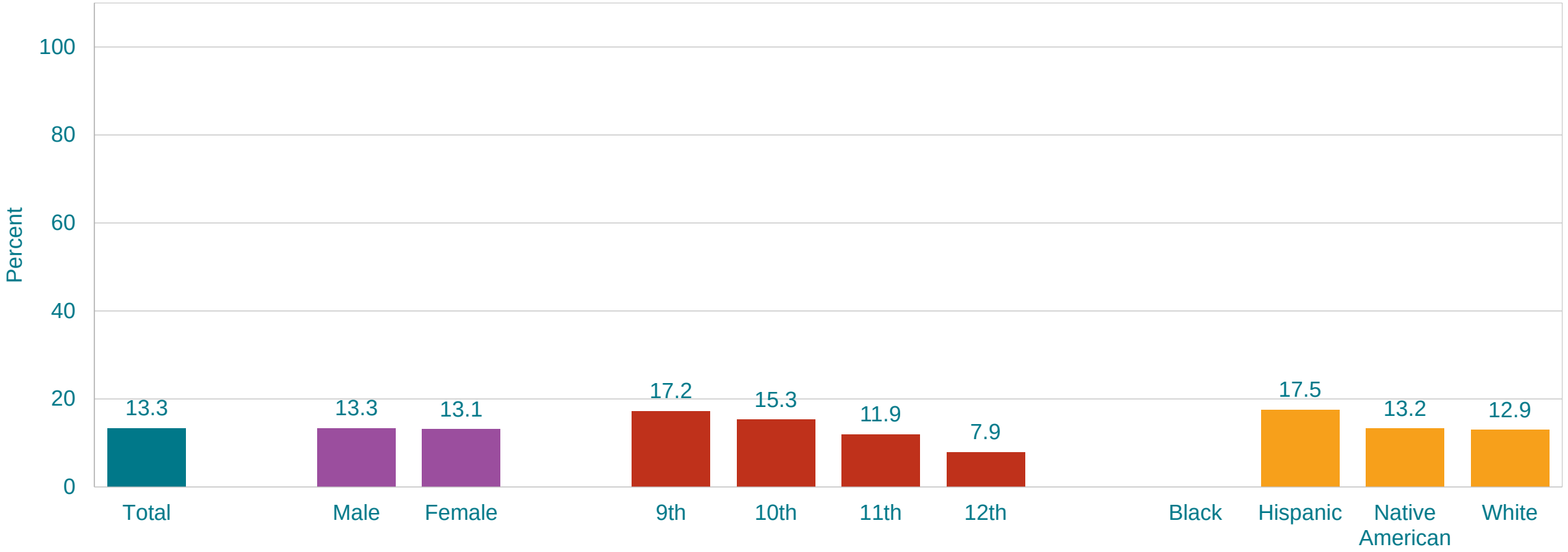
*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey
†F > M; 9th > 12th, 10th > 12th; H > N, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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



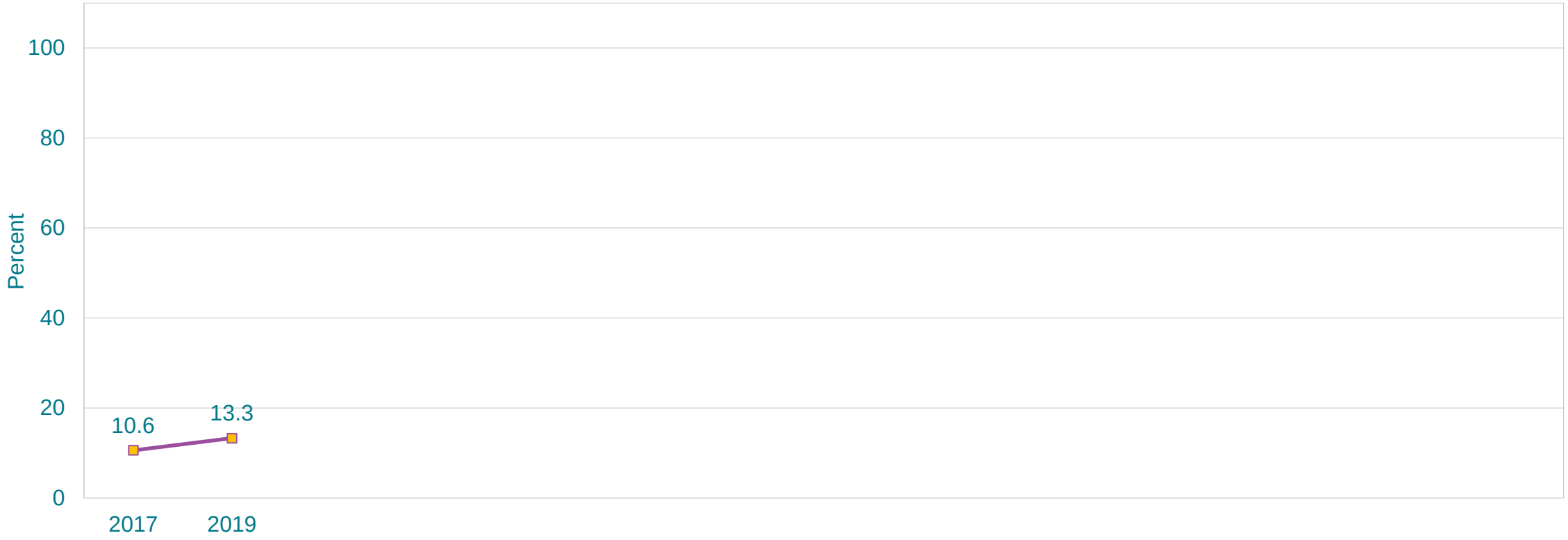
*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey
†No change 2011-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because Someone Thought They Were Gay, Lesbian, or Bisexual,* by Sex, Grade,† and Race/Ethnicity,† 2019



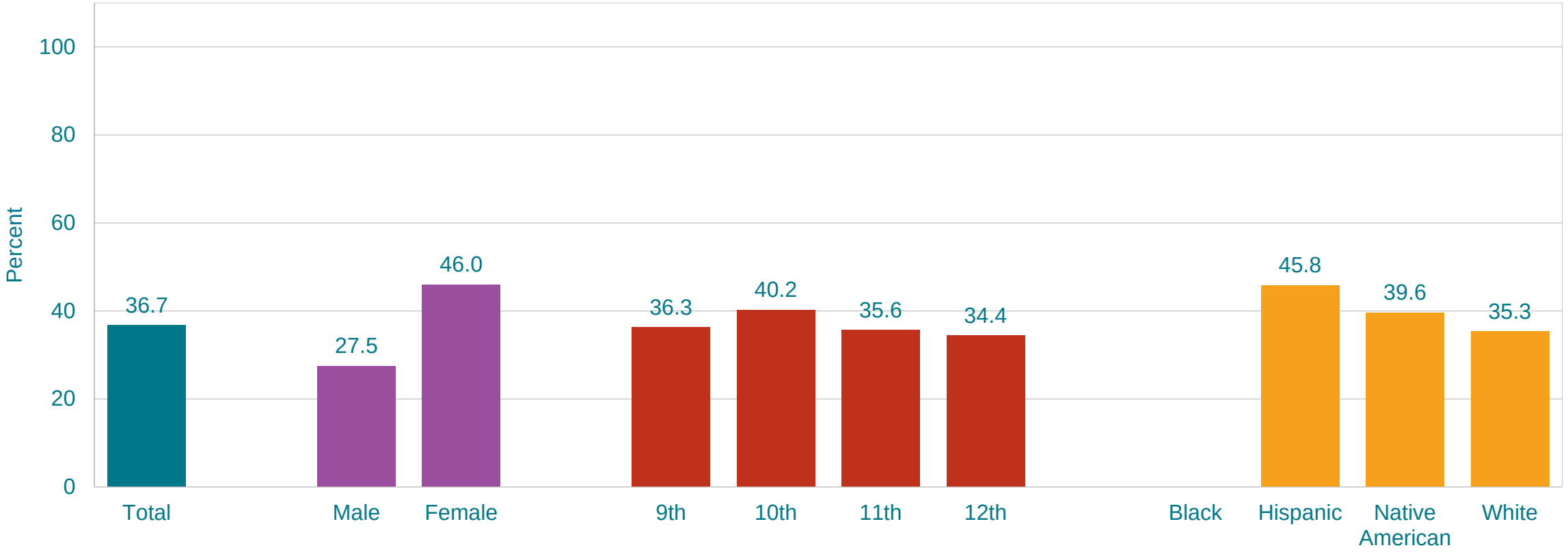
*During the 12 months before the survey
†9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th, 11th > 12th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because Someone Thought They Were Gay, Lesbian, or Bisexual,* 2017-2019†



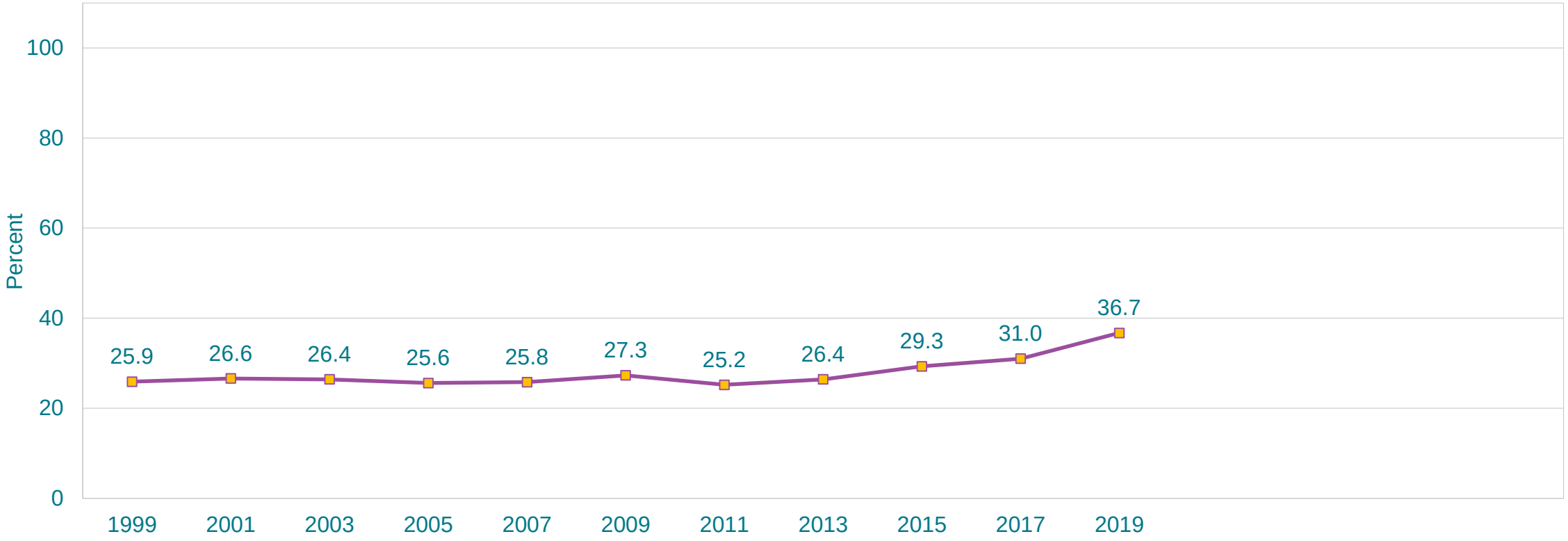
*During the 12 months before the survey
†Increased 2017-2019 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

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



*Almost every day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey
†F > M; 10th > 12th; H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

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

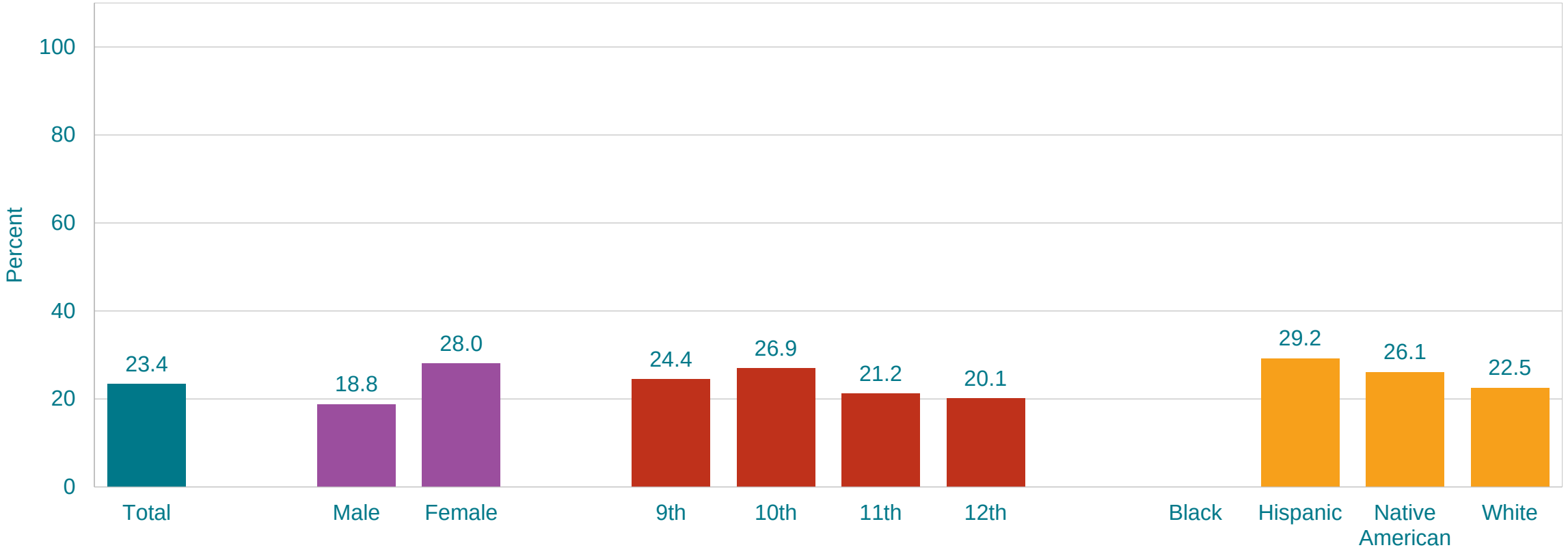


*Almost every day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†Increased 1999-2019, no change 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).]

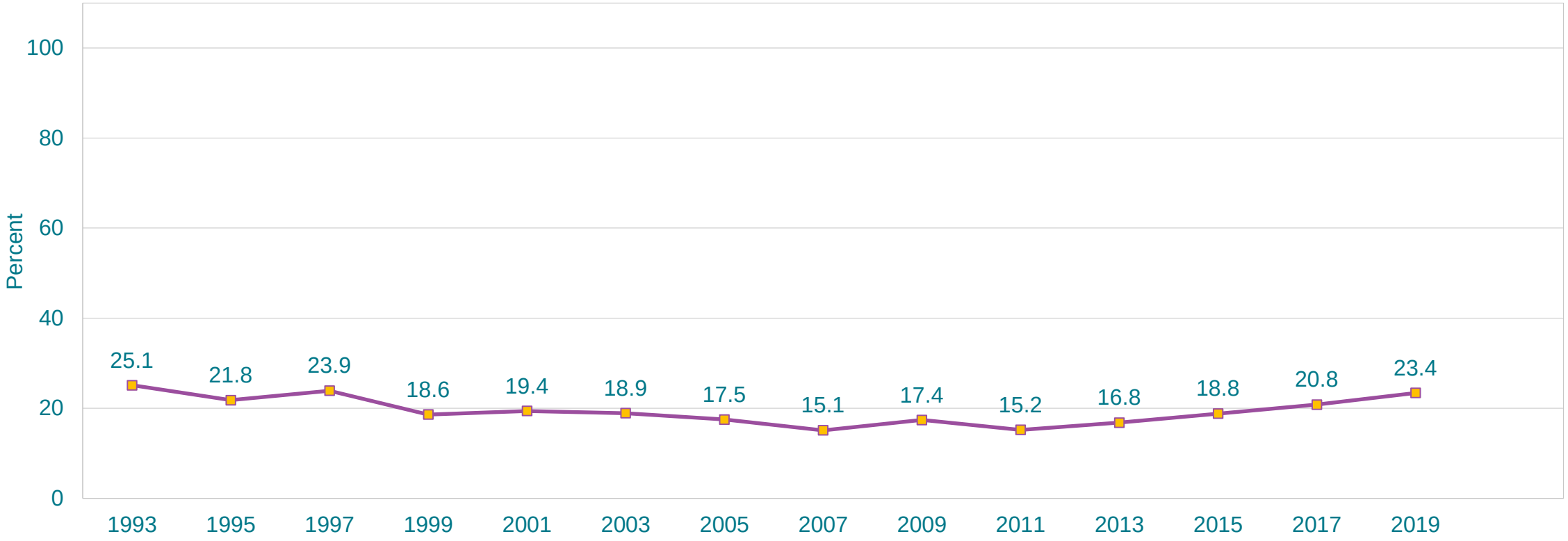
This graph contains weighted results.

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



*Ever during the 12 months before the survey
†F > M; 10th > 11th, 10th > 12th; H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Seriously Considered Attempting Suicide,* 1993-2019†

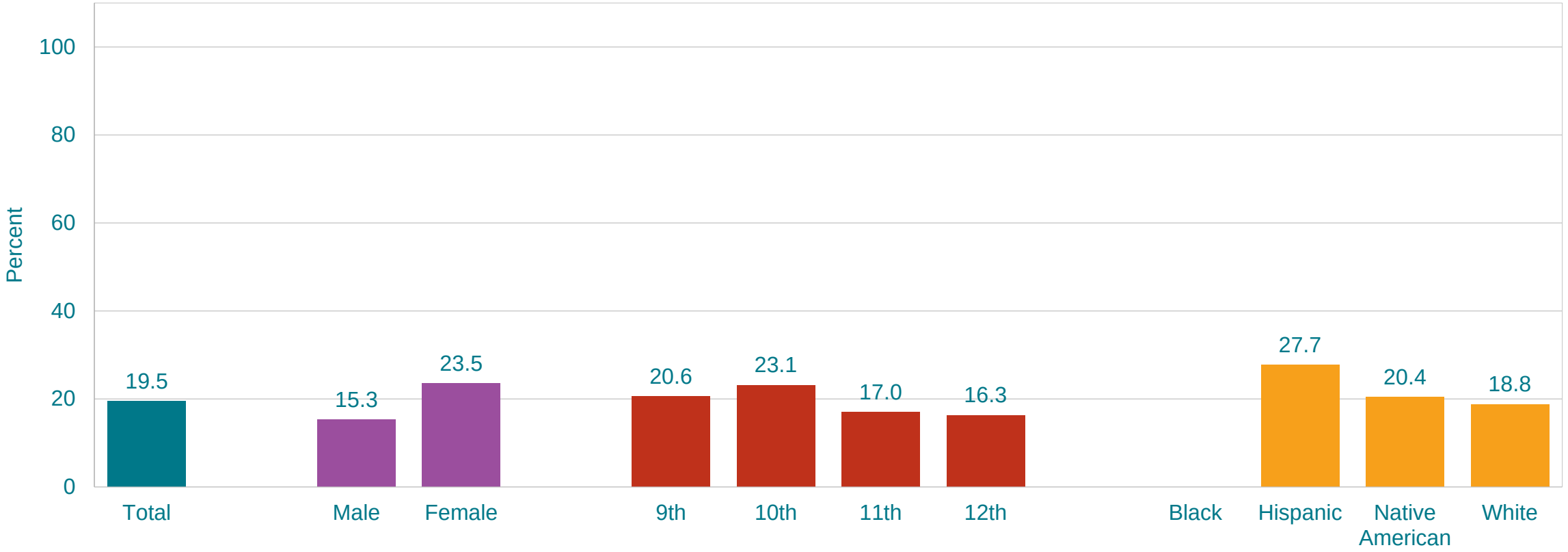


*Ever during the 12 months before the survey

†Decreased 1993-2019, decreased 1993-2011, 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).]

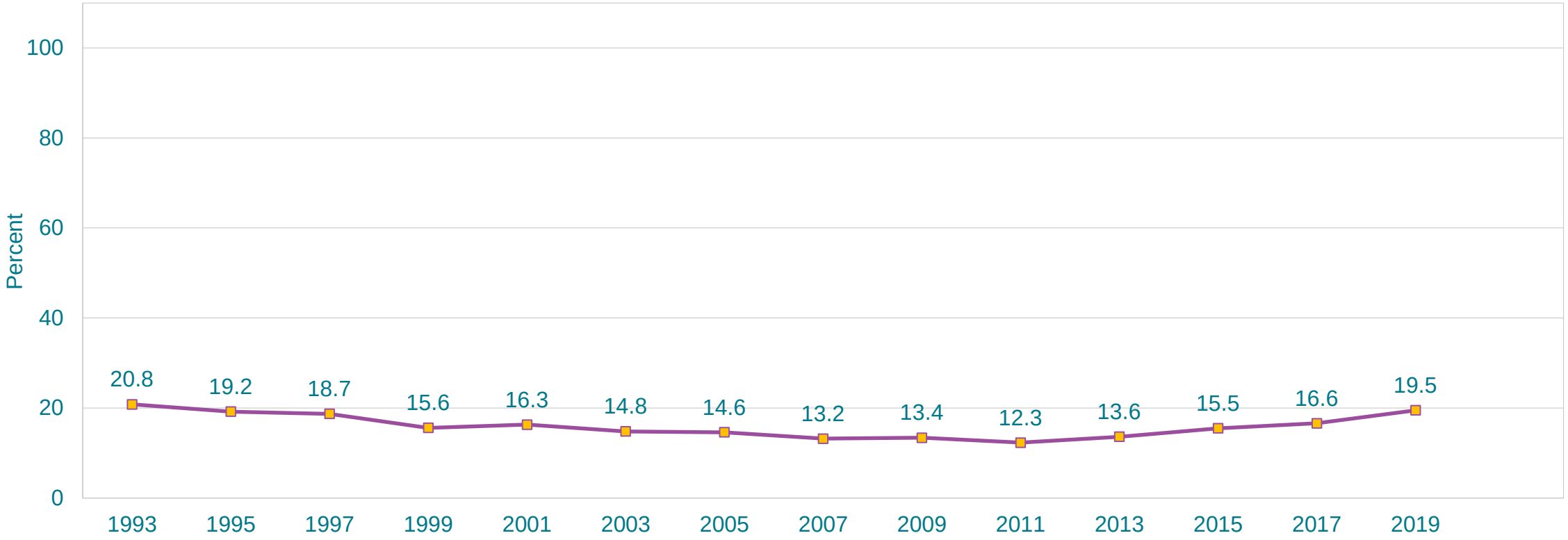
This graph contains weighted results.

Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,* by Sex,† Grade,† and Race/Ethnicity,† 2019



*During the 12 months before the survey
†F > M; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th; H > N, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,* 1993-2019†

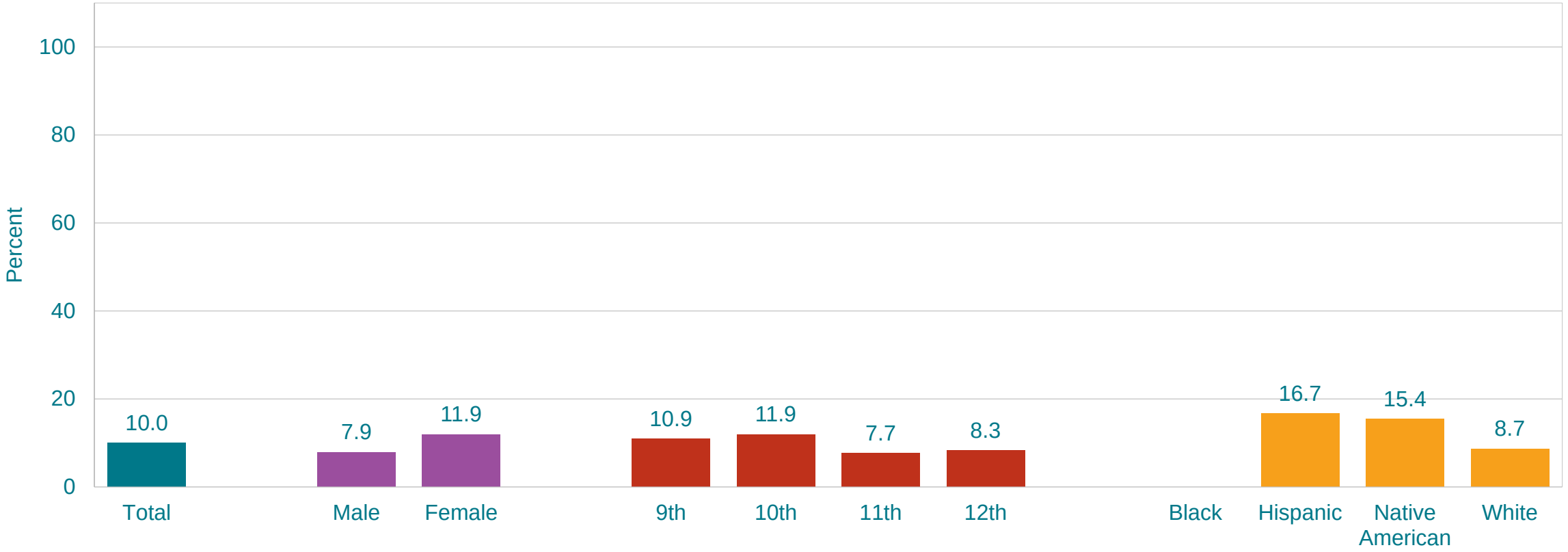


*During the 12 months before the survey

†Decreased 1993-2019, decreased 1993-2011, 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).]

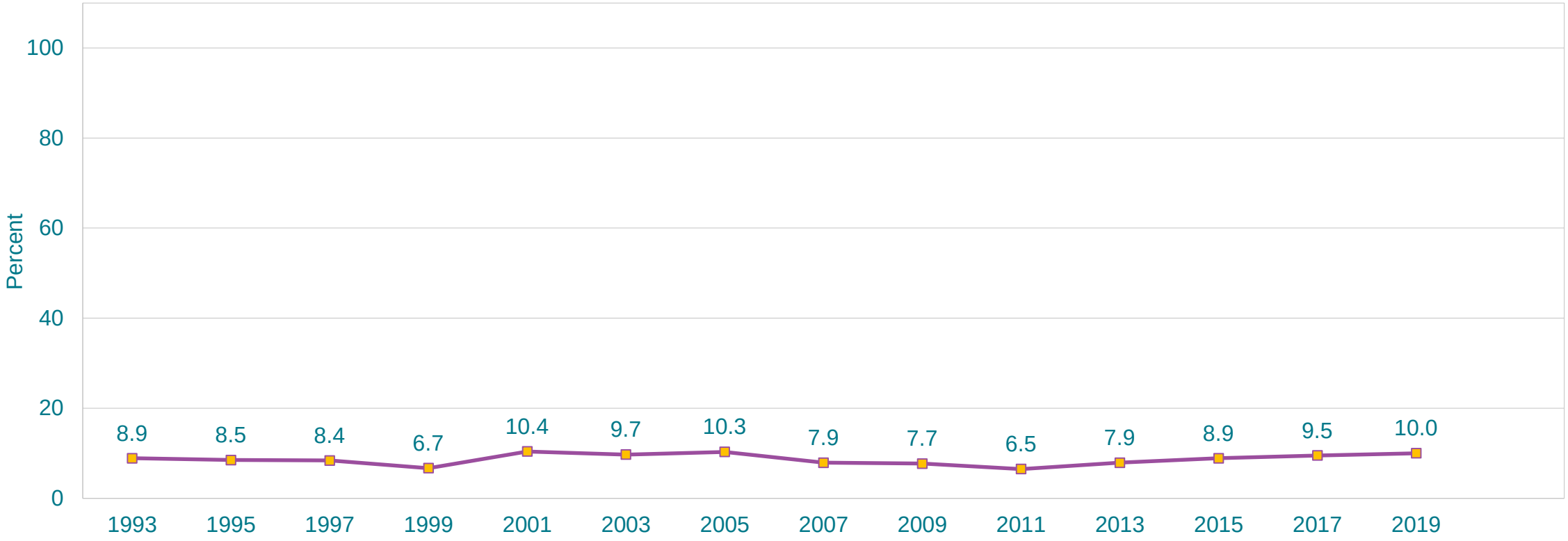
This graph contains weighted results.

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



*One or more times during the 12 months before the survey
†F > M; 10th > 11th, 10th > 12th; H > W, N > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in the subgroup.
This graph contains weighted results.

Percentage of High School Students Who Attempted Suicide,* 1993-2019†

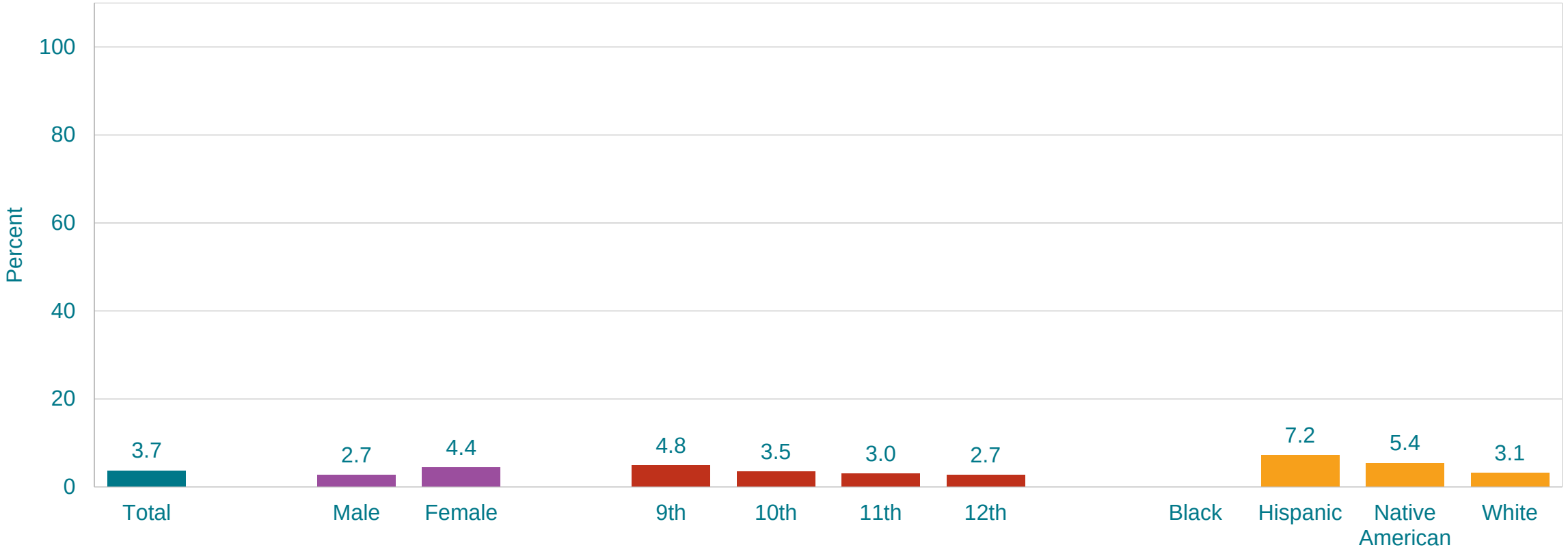


*One or more times during the 12 months before the survey

†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).]

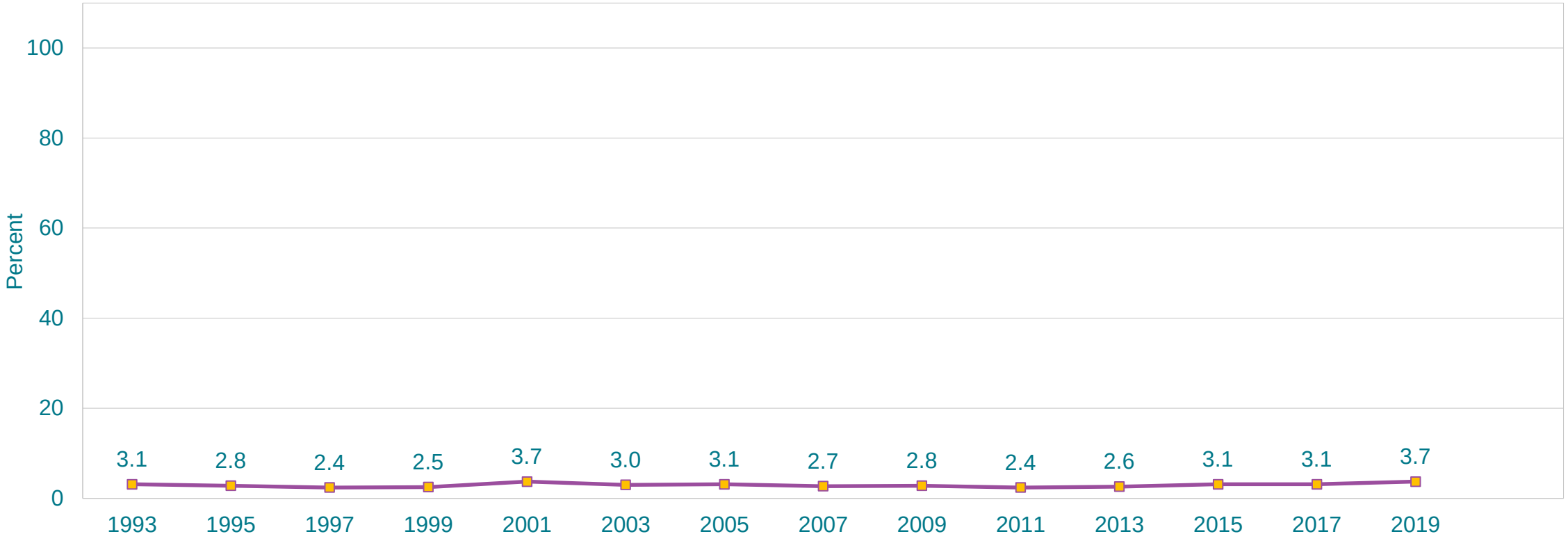
This graph contains weighted results.

Percentage of High School Students Who 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
†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 Had a Suicide Attempt That Resulted in an Injury, Poisoning, or Overdose That Had to Be Treated by a Doctor or Nurse,* 1993-2019†



*During the 12 months before the survey

†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.