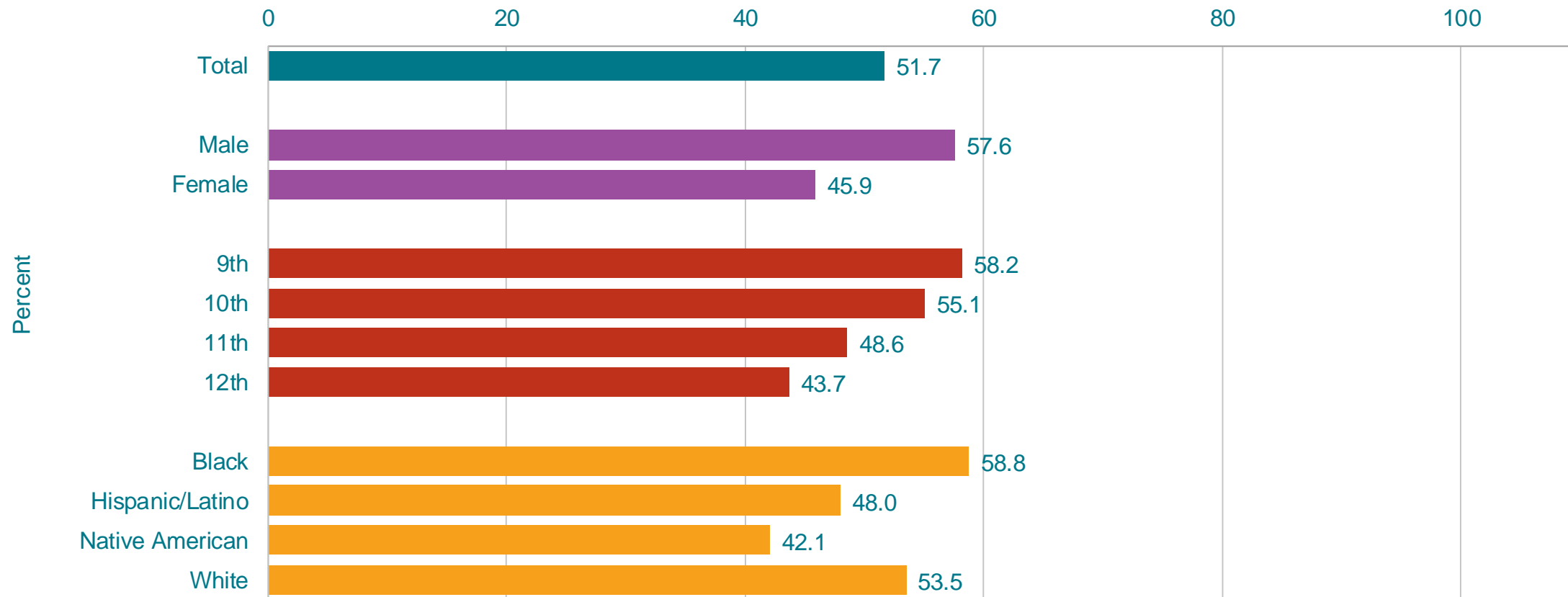


Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2021



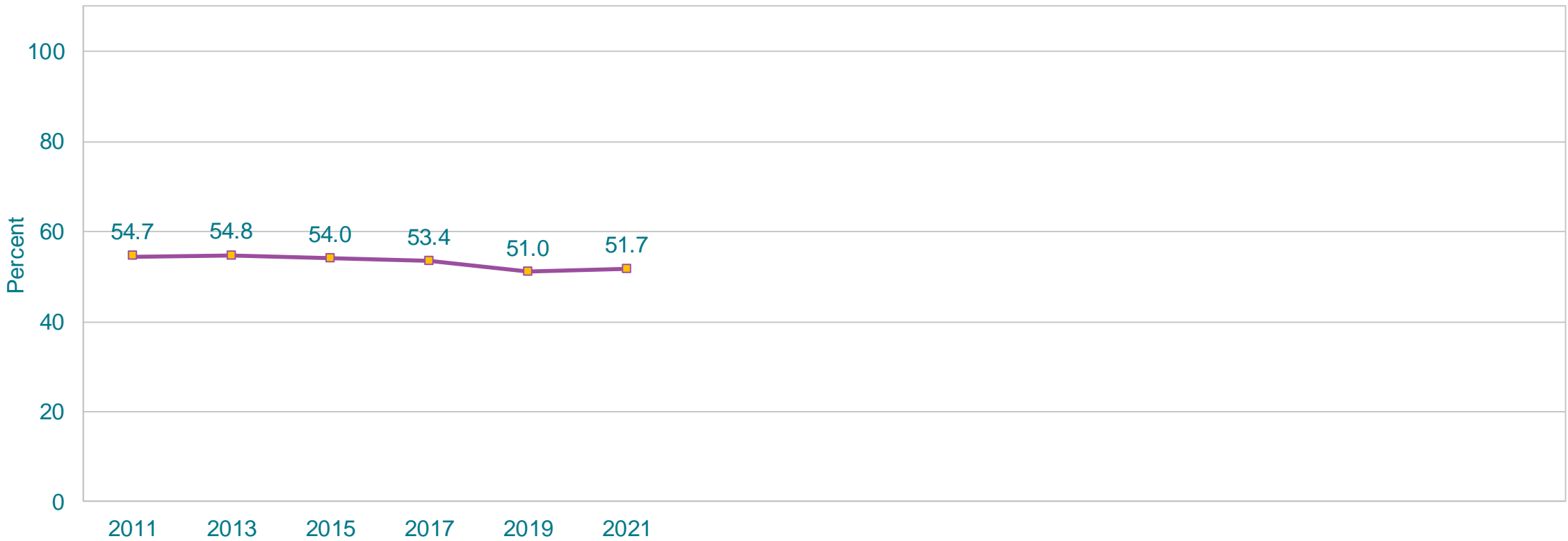
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†M > F; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th, 11th > 12th; B > 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.

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,* 2011-2021†



*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* by Sex,† Grade,† and Race/Ethnicity, 2021



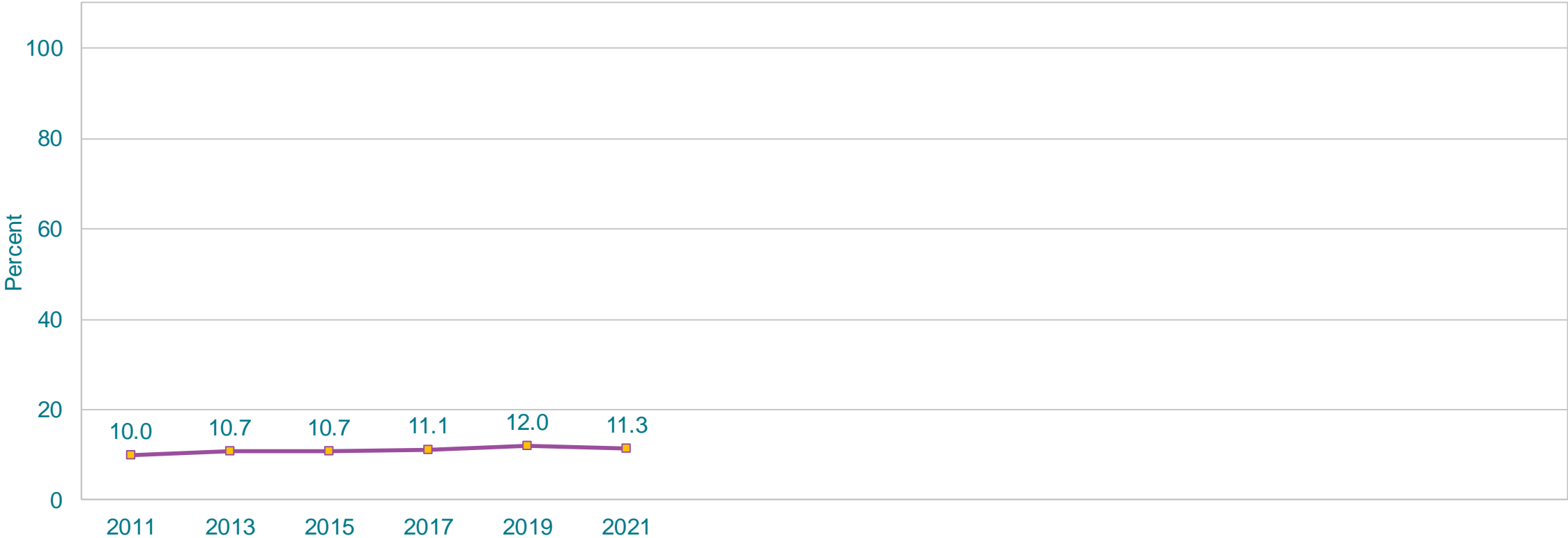
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

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

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

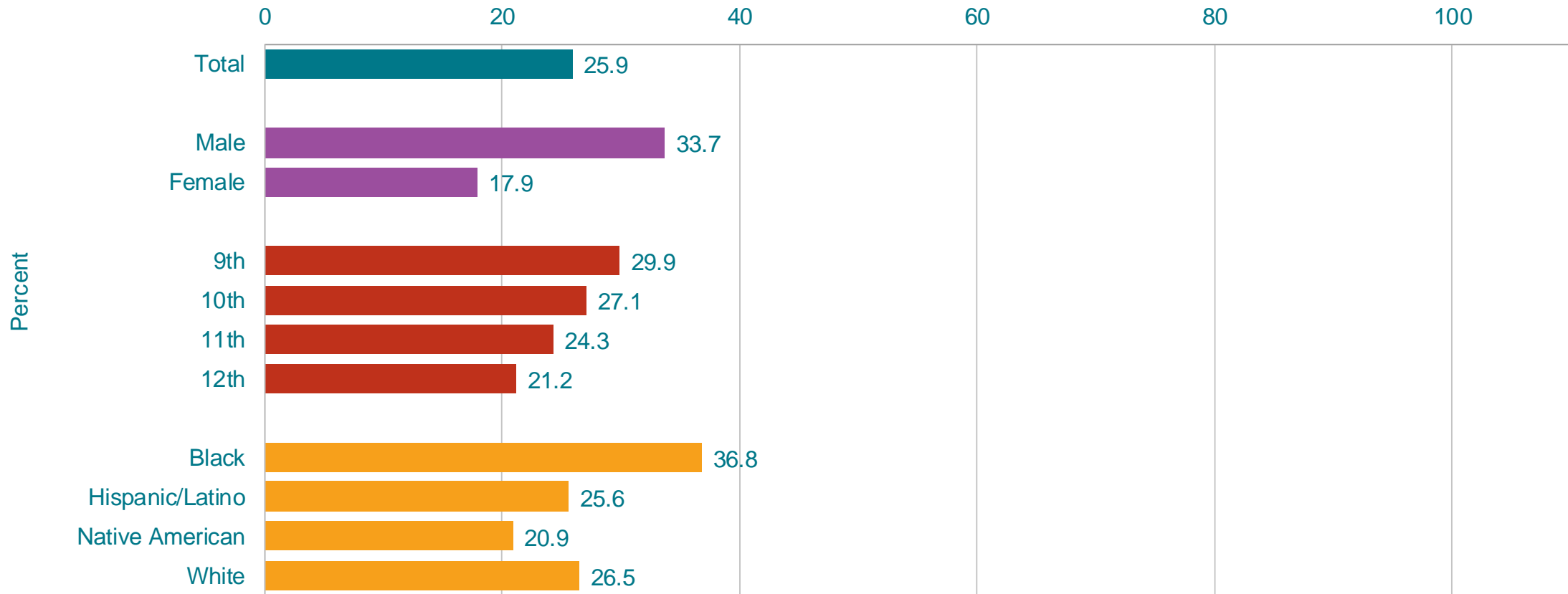
This graph contains weighted results.

Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2011-2021†



*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 2011-2021 [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 Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2021



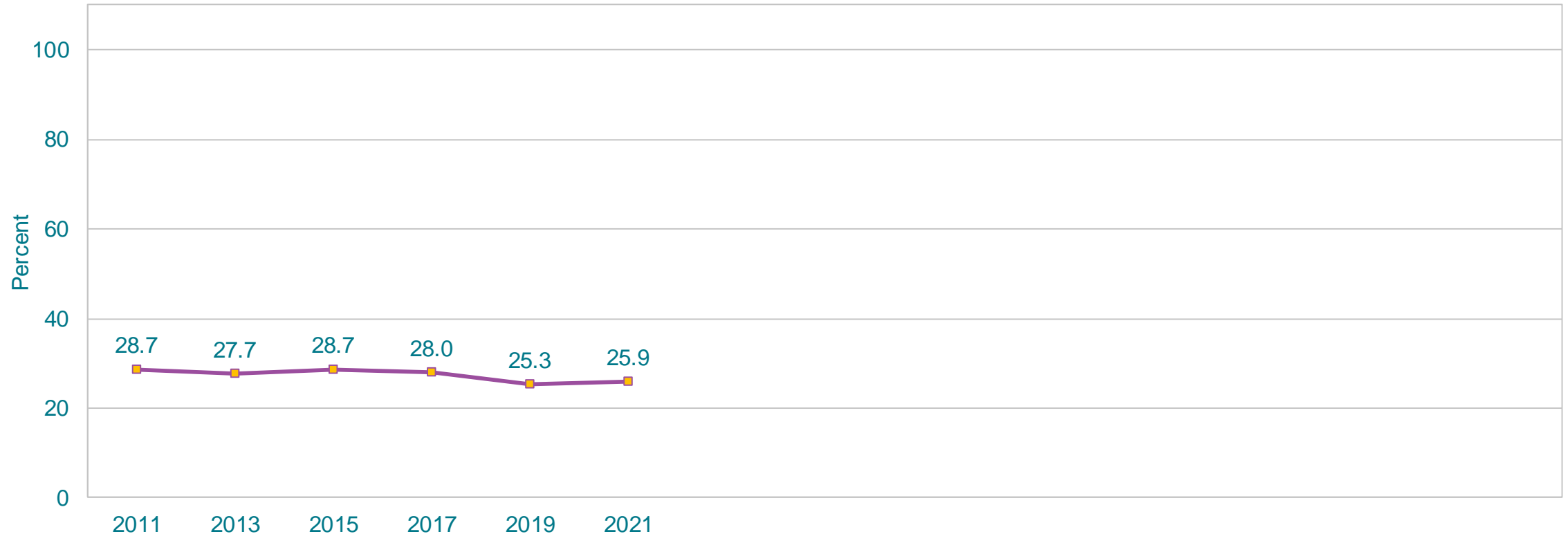
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†M > F; 9th > 11th, 9th > 12th, 10th > 12th; B > 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.

This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2011-2021†

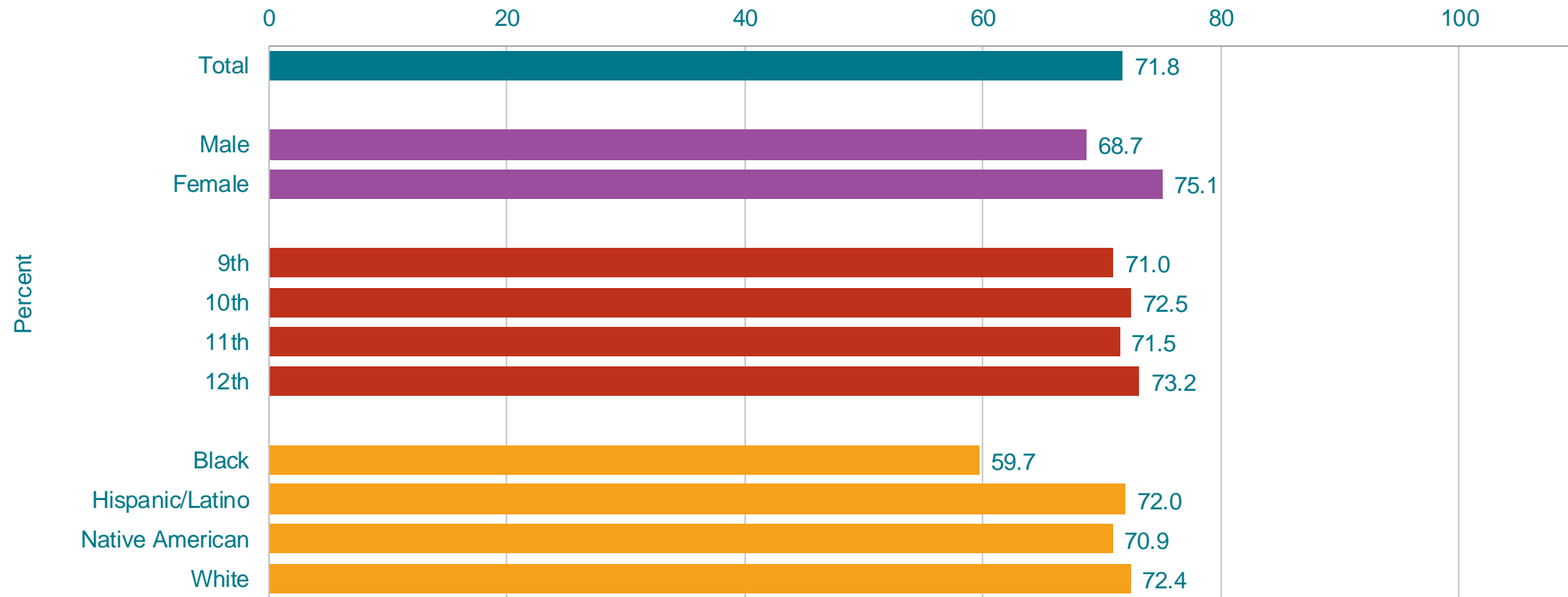


*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Decreased 2011-2021 [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 Spent 3 or More Hours Per Day on Screen Time,* by Sex,[†] Grade, and Race/Ethnicity, 2021



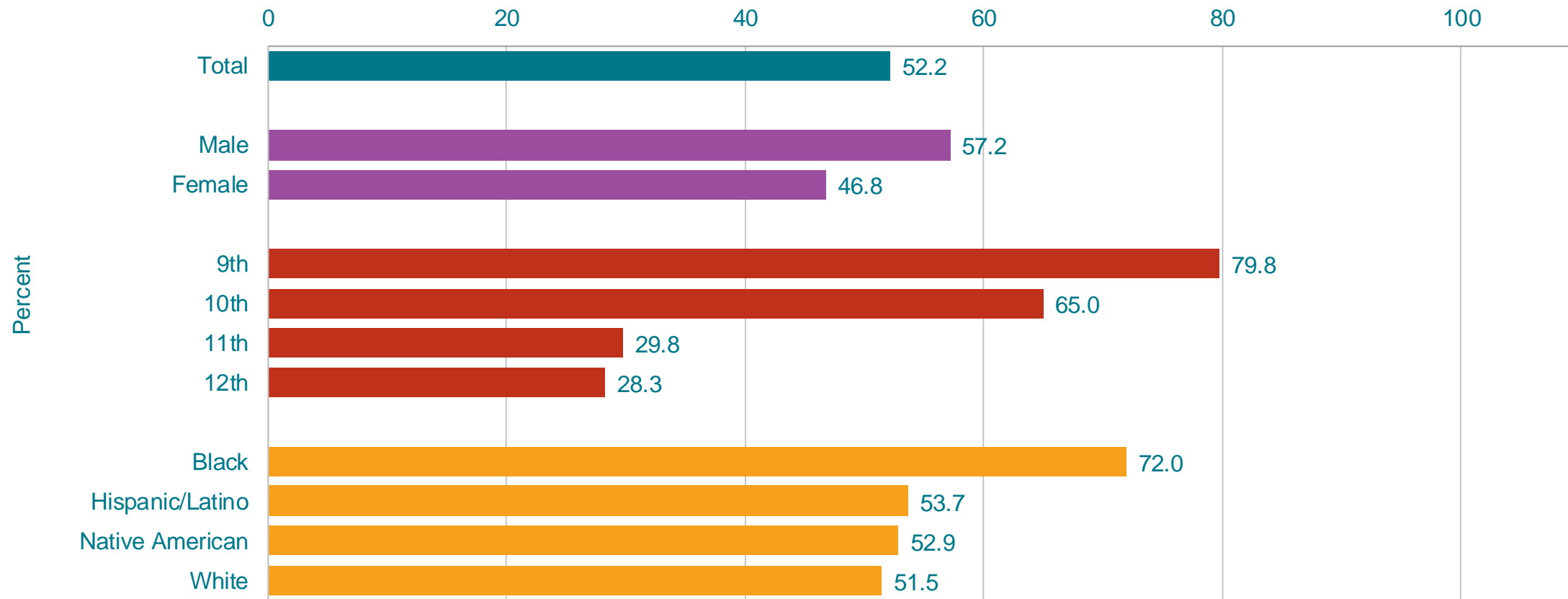
*In front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media, not counting time spent doing schoolwork, on an average school day

[†]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.

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,† 2021



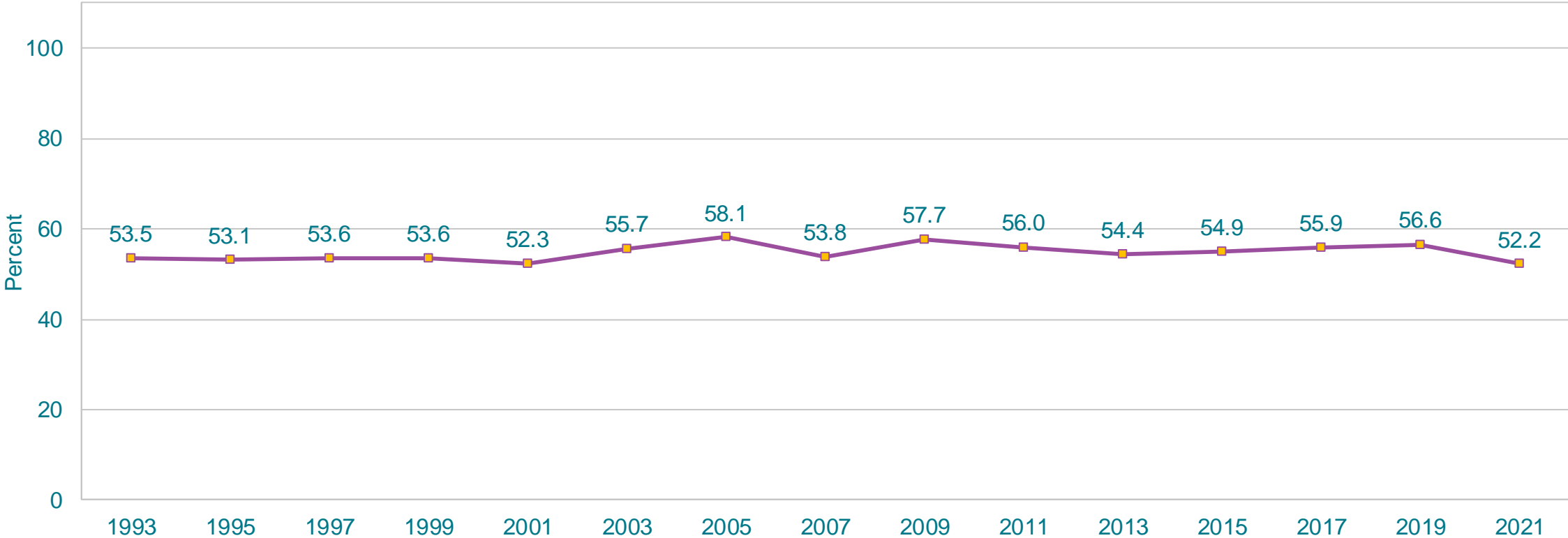
*In an average week when they were in school

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

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

This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,* 1993-2021†

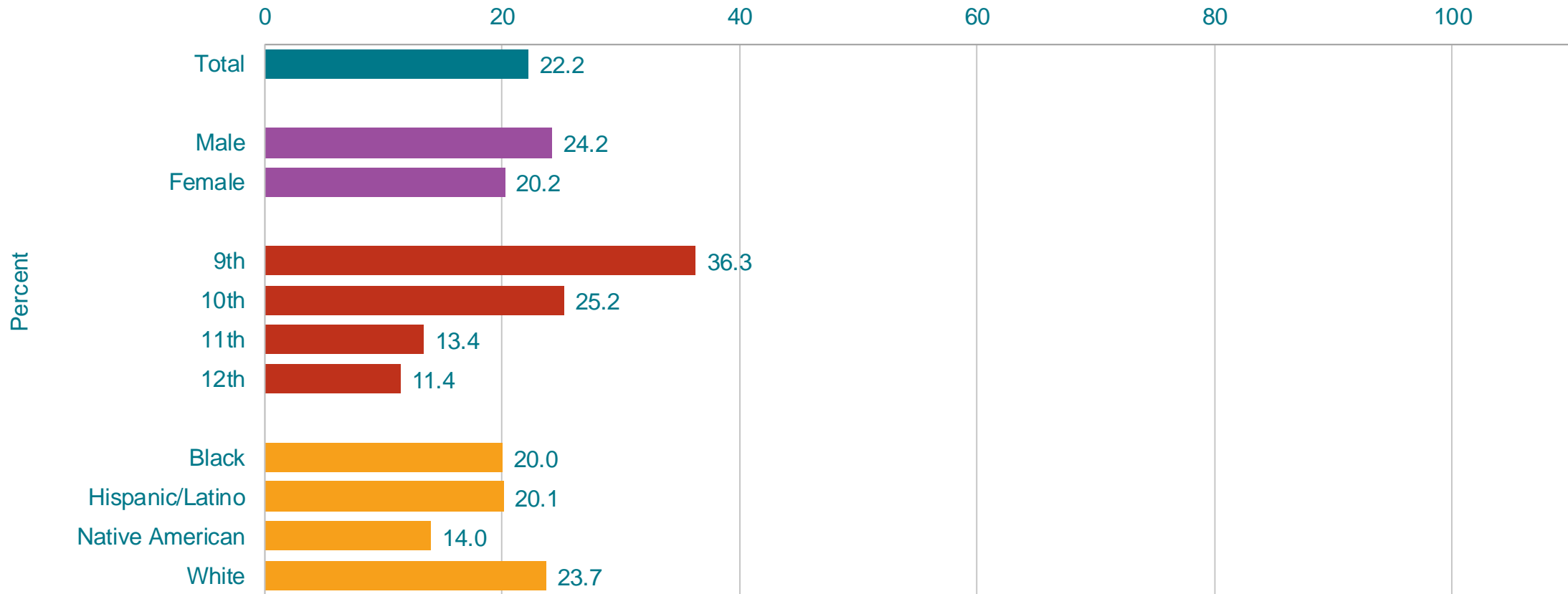


*In an average week when they were in school

†Increased, 1993-2005, no change, 2005-2021 [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,† 2021



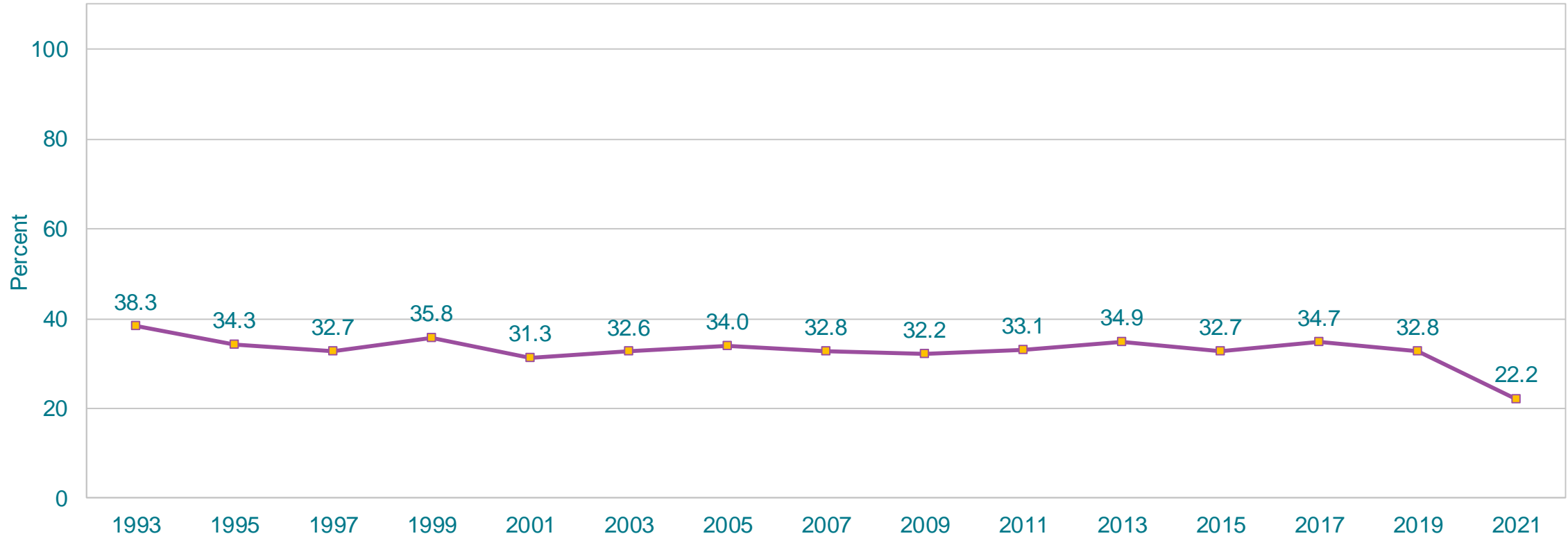
*In an average week when they were in school

†M > F; 9th > 10th, 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th; 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.

This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* 1993-2021†

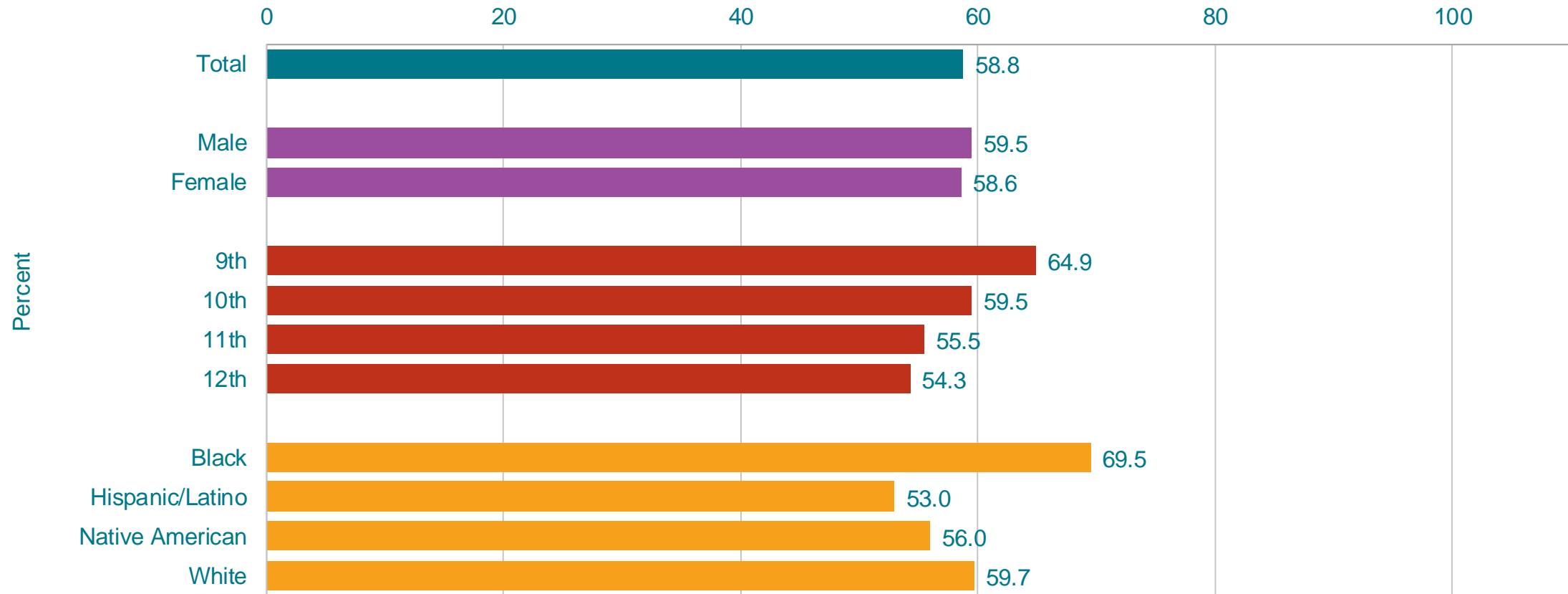


*In an average week when they were in school

†Decreased 1993-2021 [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,† 2021



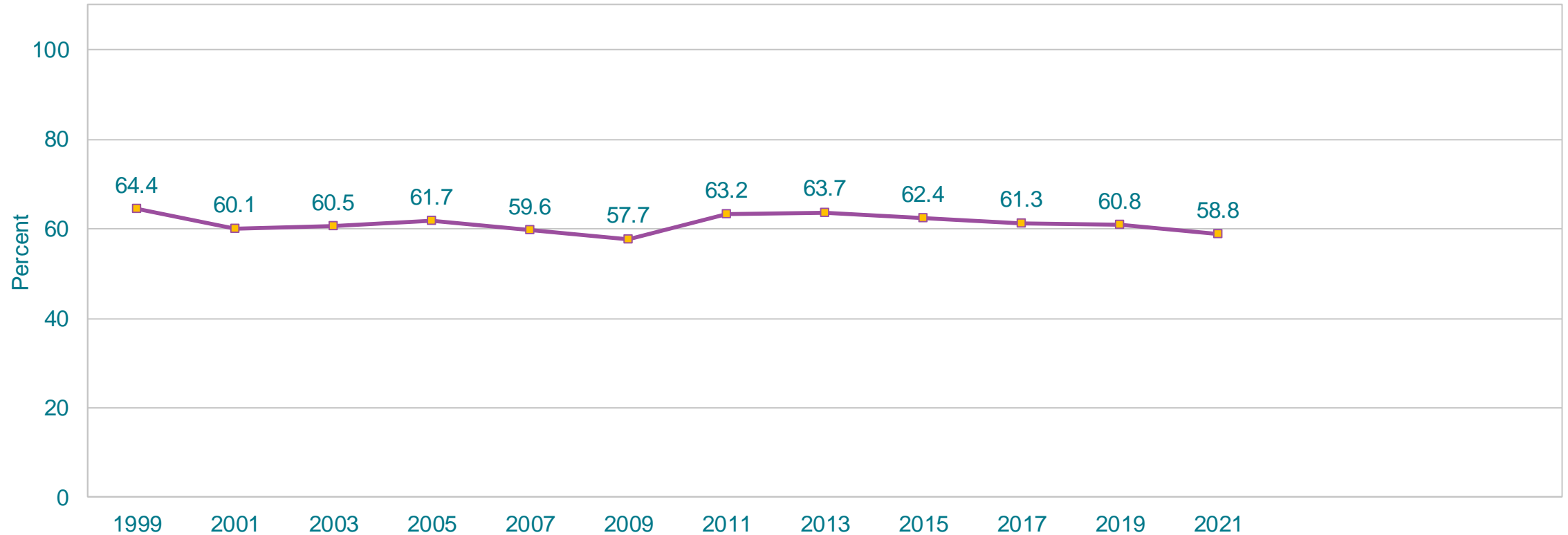
*Counting any teams run by their school or community groups, during the 12 months before the survey

†9th > 10th, 9th > 11th, 9th > 12th; B > H, B > N, 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.

This graph contains weighted results.

Percentage of High School Students Who Played on at Least One Sports Team,* 1999-2021†

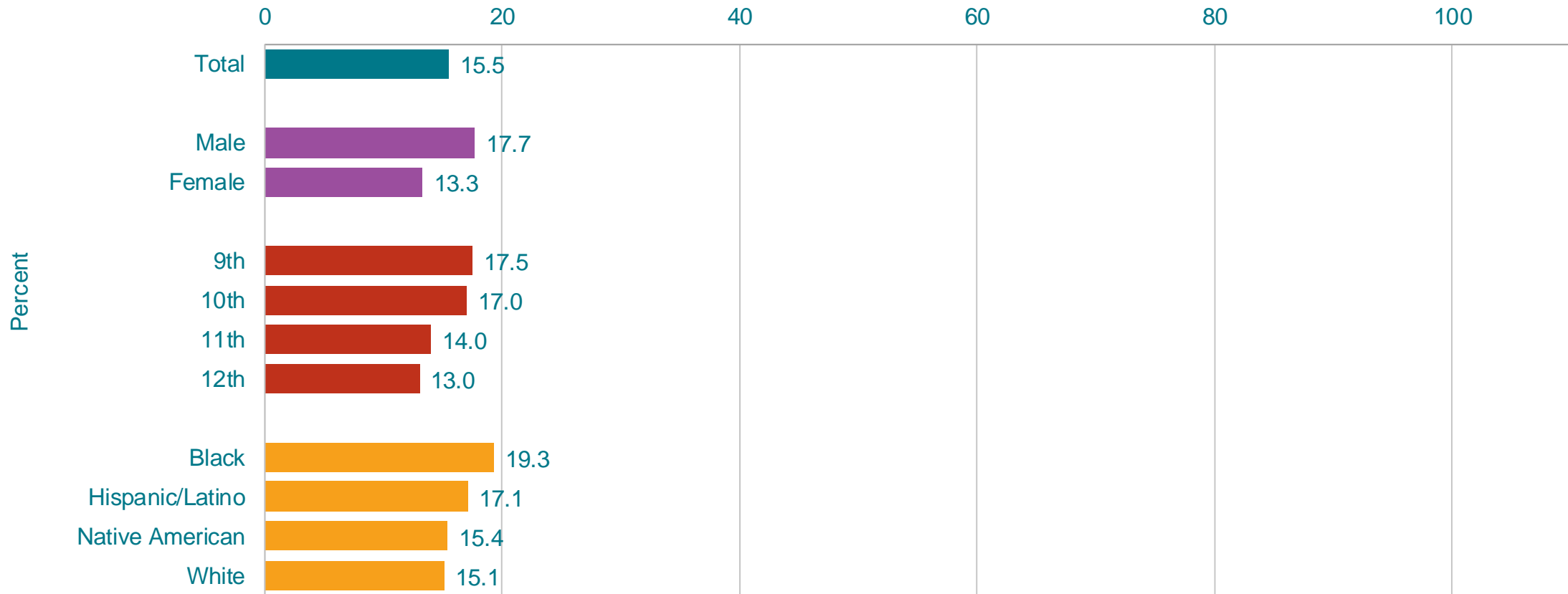


*Counting any teams run by their school or community groups, during the 12 months before the survey

†No change 1999-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

This graph contains weighted results.

Percentage of High School Students Who Had a Concussion from Playing a Sport or Being Physically Active,* by Sex,† Grade,† and Race/Ethnicity, 2021



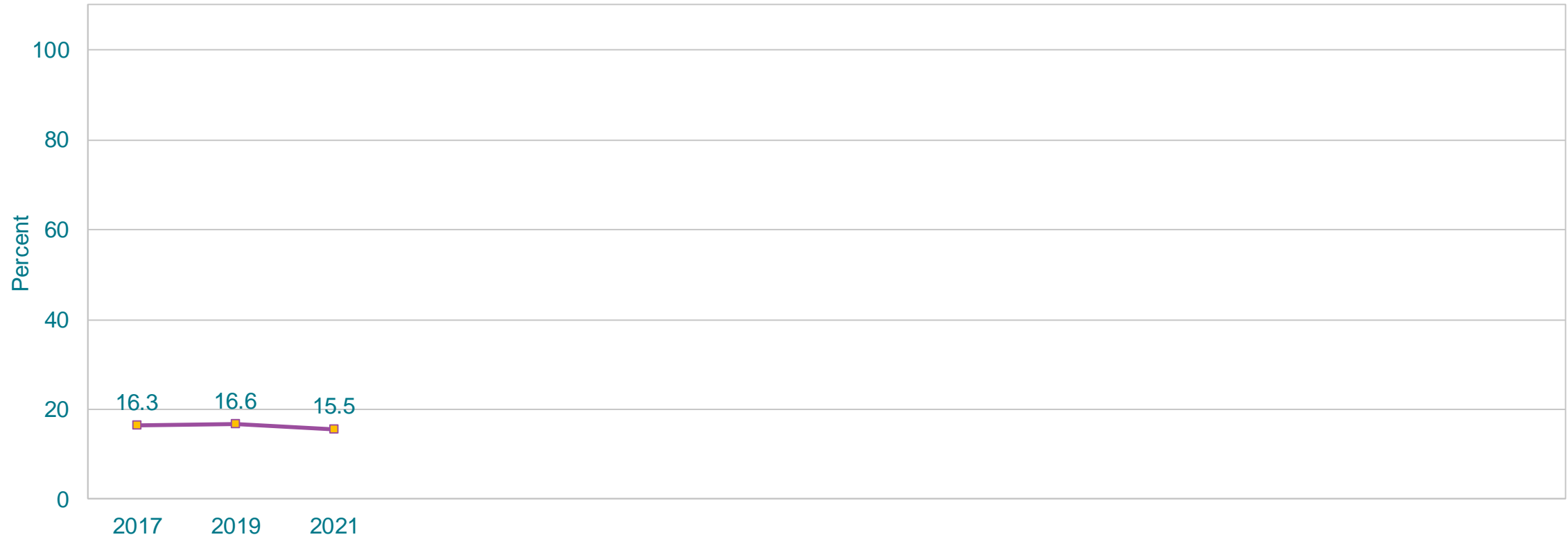
*One or more times during the 12 months before the survey

†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.

This graph contains weighted results.

Percentage of High School Students Who Had a Concussion from Playing a Sport or Being Physically Active,* 2017-2021†



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

†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

This graph contains weighted results.