2021
Middle School
Youth Risk Behavior Survey
Graphs
Orange County, FL

2021 YOUTH RISK BEHAVIOR SURVEY RESULTS

Orange County Middle School Survey

Survey Summary

The 2021 Youth Risk Behavior Survey (YRBS) was completed by 1,379 students in 47 public middle schools in Orange County during the fall of 2021. The school response rate was 98%, the student response rate was 79%, and the overall response rate was 78%. The results are representative of all students in grades 6-8. The weighted demographic characteristics of the sample are as follows:

Female	48.3%	6th grade	32.0%	Asian*	3.2%
Male	51.7%	7th grade	33.2%	Black*	24.3%
		8th grade	34.5%	Hispanic/Latino	44.7%
		Other	0.2%	White*	23.9%
				All other races*	1.4%
				Multiple races*	2.5%

Students completed a self-administered, anonymous, 49-item questionnaire. Survey procedures were designed to protect the privacy of students by allowing for anonymous and voluntary participation. Local parental permission procedures were followed before survey administration.

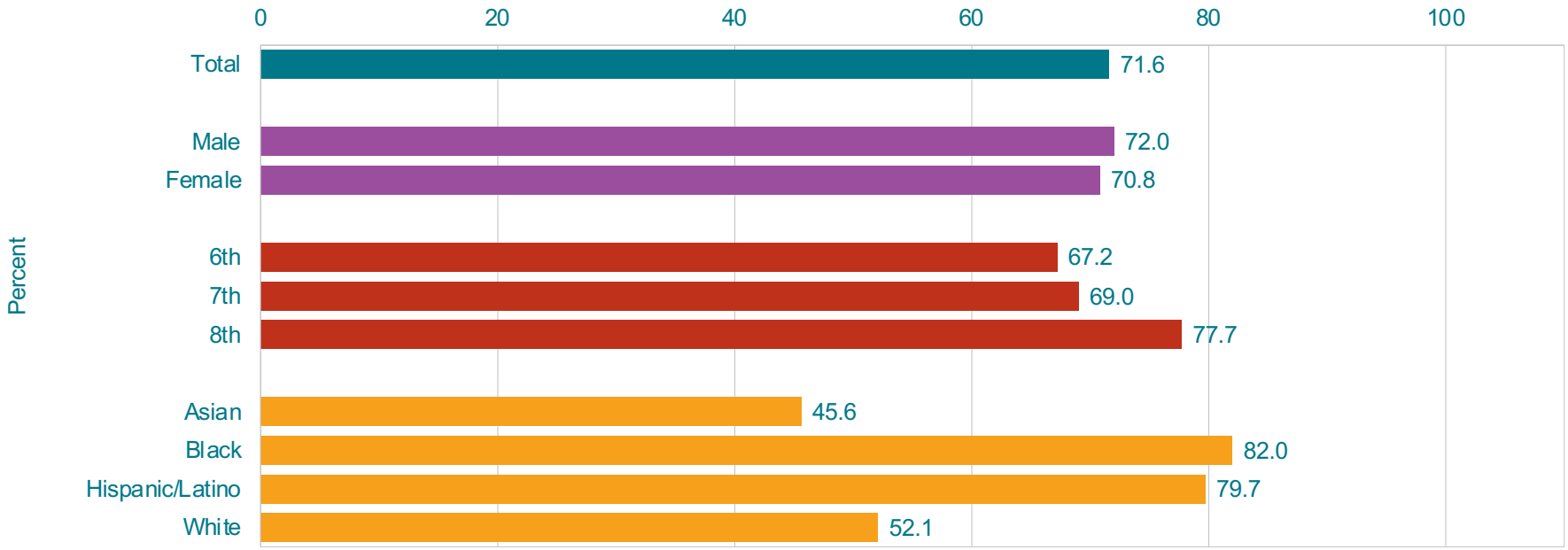
The YRBS is one component of the Youth Risk Behavior Surveillance System (YRBSS) developed by the Centers for Disease Control and Prevention in collaboration with representatives from state and local departments of education and health, other federal agencies, and national education and health organizations. The Youth Risk Behavior Surveillance System was designed to focus the nation on behaviors among youth related to the leading causes of mortality and morbidity among both youth and adults and to assess how these risk behaviors change over time. The Youth Risk Behavior Surveillance System measures behaviors that fall into six categories:

1. Behaviors that contribute to unintentional injuries and violence;
2. Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection;
3. Alcohol and other drug use;
4. Tobacco use;
5. Unhealthy dietary behaviors; and
6. Inadequate physical activity.

The YRBS also measures asthma and self-reported height and weight to allow calculation of body mass index for assessment of overweight and obesity. More information about the Youth Risk Behavior Surveillance System can be obtained from http://www.cdc.gov/yrbss.

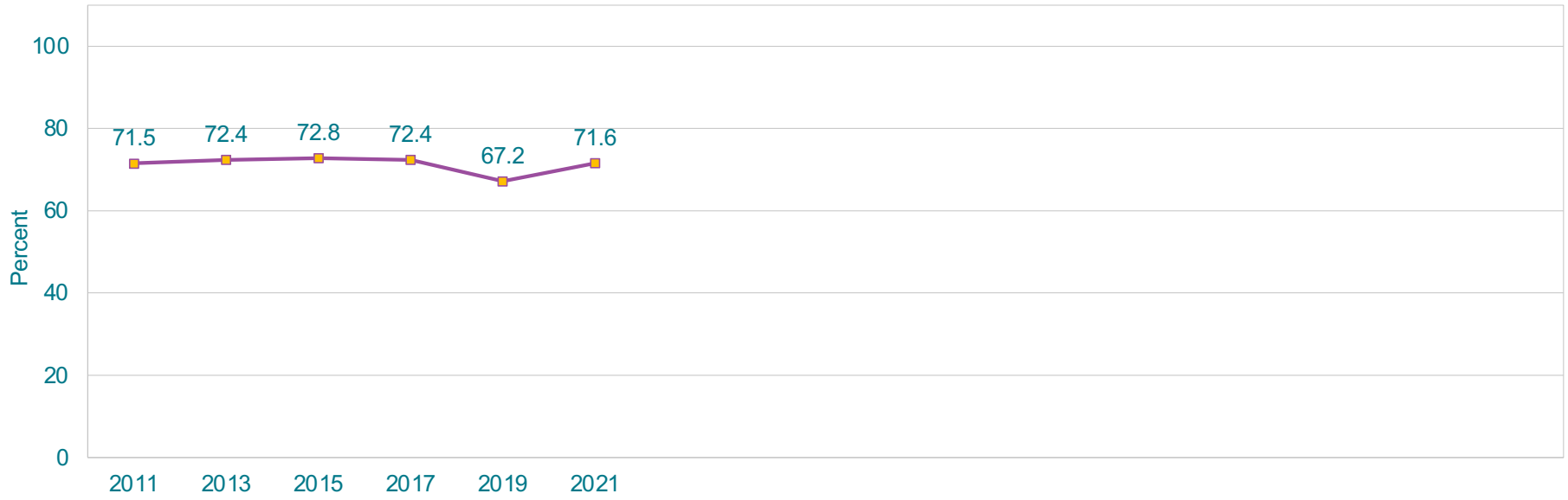
*Non-Hispanic.

Percentage of Middle School Students Who Rarely or Never Wore a Bicycle Helmet,* by Sex, Grade,† and Race/Ethnicity,† 2021



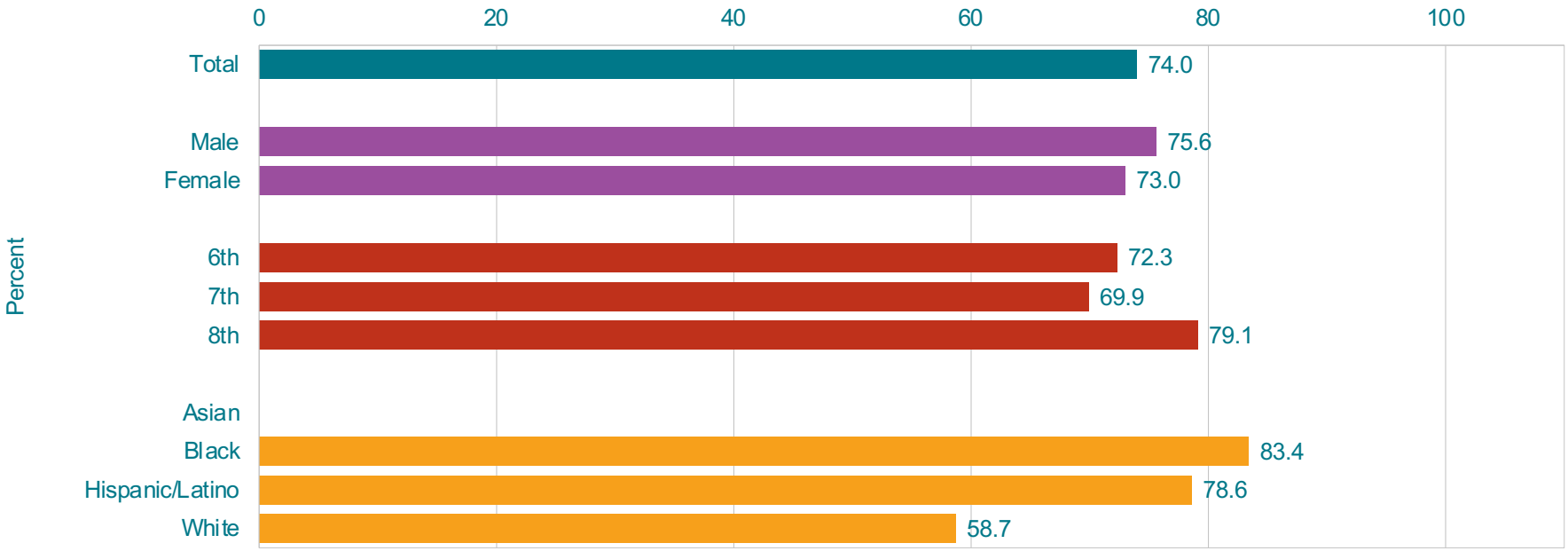
*Among students who had ridden a bicycle
†8th > 6th, 8th > 7th; B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Rarely or Never Wore a Bicycle Helmet,* 2011-2021†



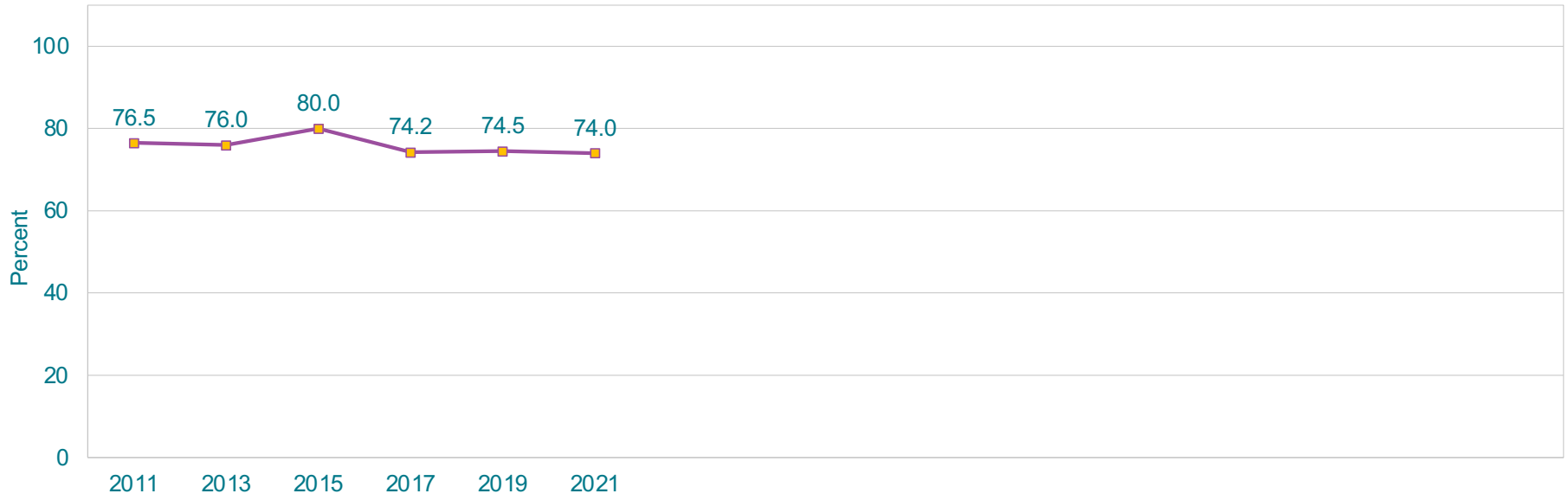
*Among students who had ridden a bicycle
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Rarely or Never Wore a Helmet When Rollerblading or Skateboarding,* by Sex, Grade, and Race/Ethnicity,† 2021



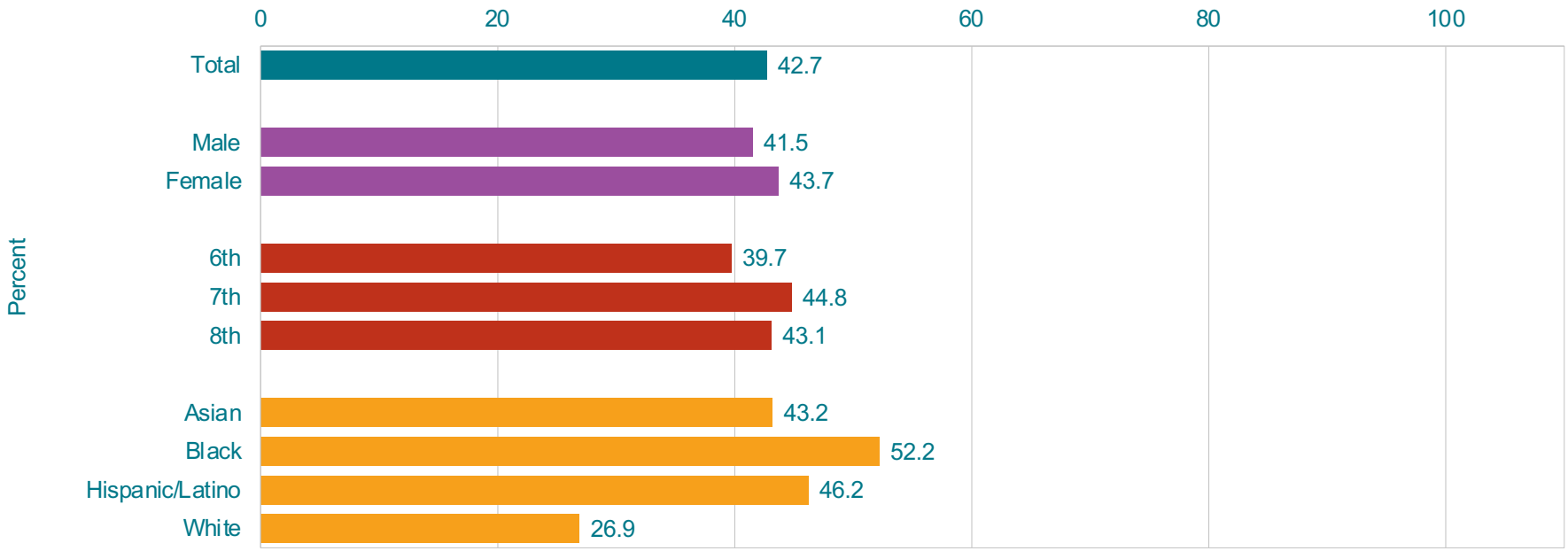
*Among students who used rollerblades or rode a skateboard
†B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 30 students in the subgroup.
This graph contains weighted results.

Percentage of Middle School Students Who Rarely or Never Wore a Helmet When Rollerblading or Skateboarding,* 2011-2021†



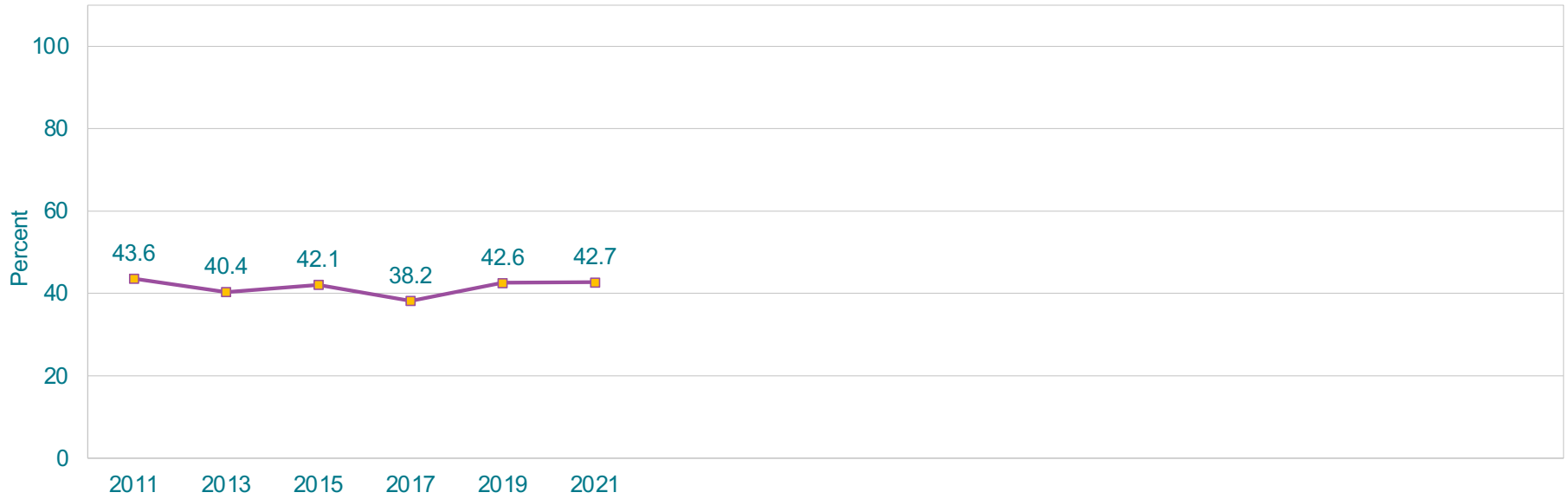
*Among students who used rollerblades or rode a skateboard
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Did Not Always Wear a Seat Belt,* by Sex, Grade, and Race/Ethnicity,† 2021



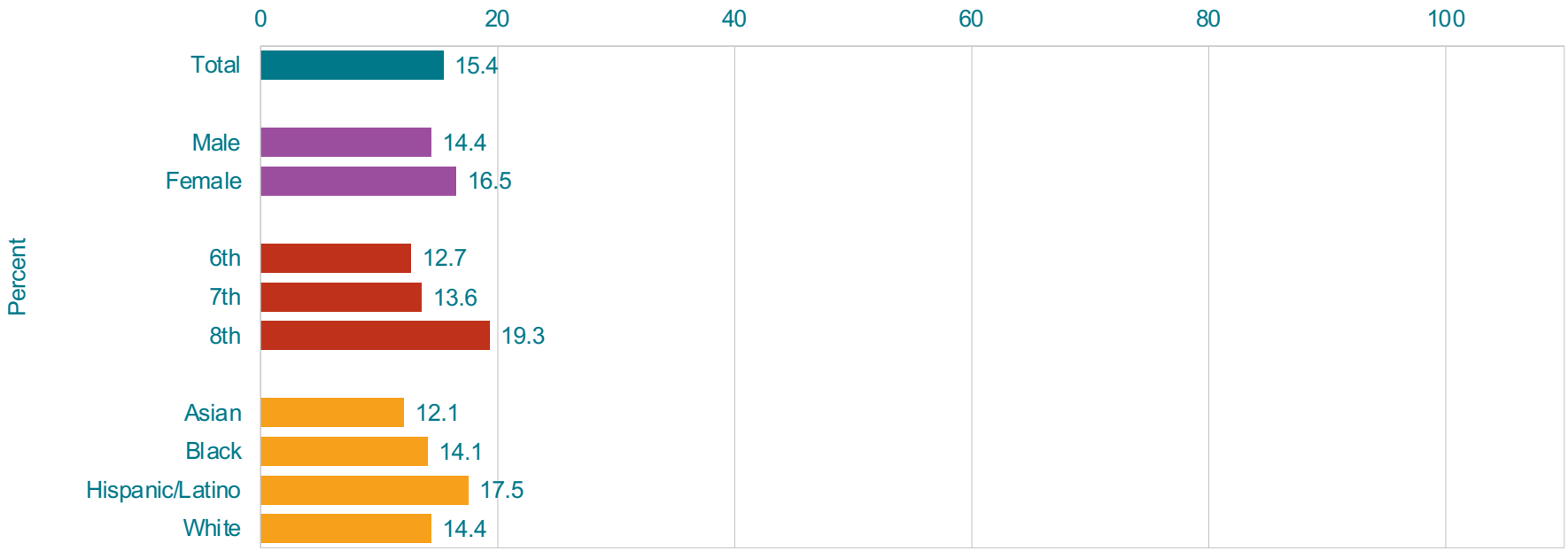
*When riding in a car
†A > W, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Did Not Always Wear a Seat Belt,* 2011-2021†



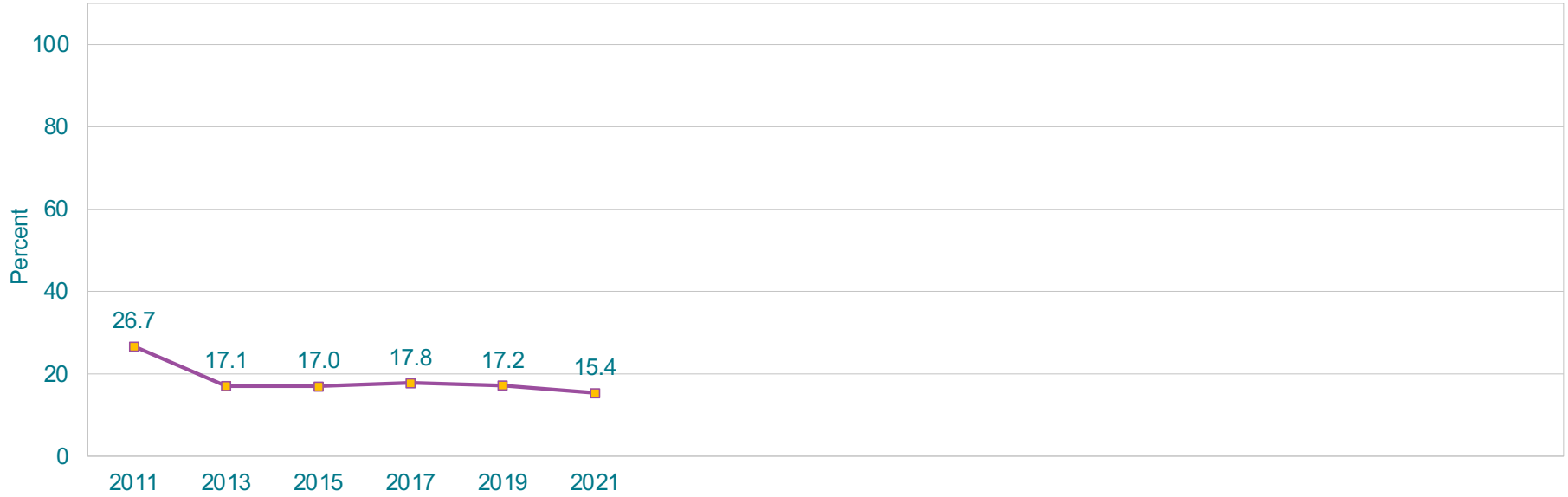
*When riding in a car
†Decreased, 2011-2017, no change, 2017-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* by Sex, Grade,† and Race/Ethnicity, 2021



*In a car
†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.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* 2011-2021†

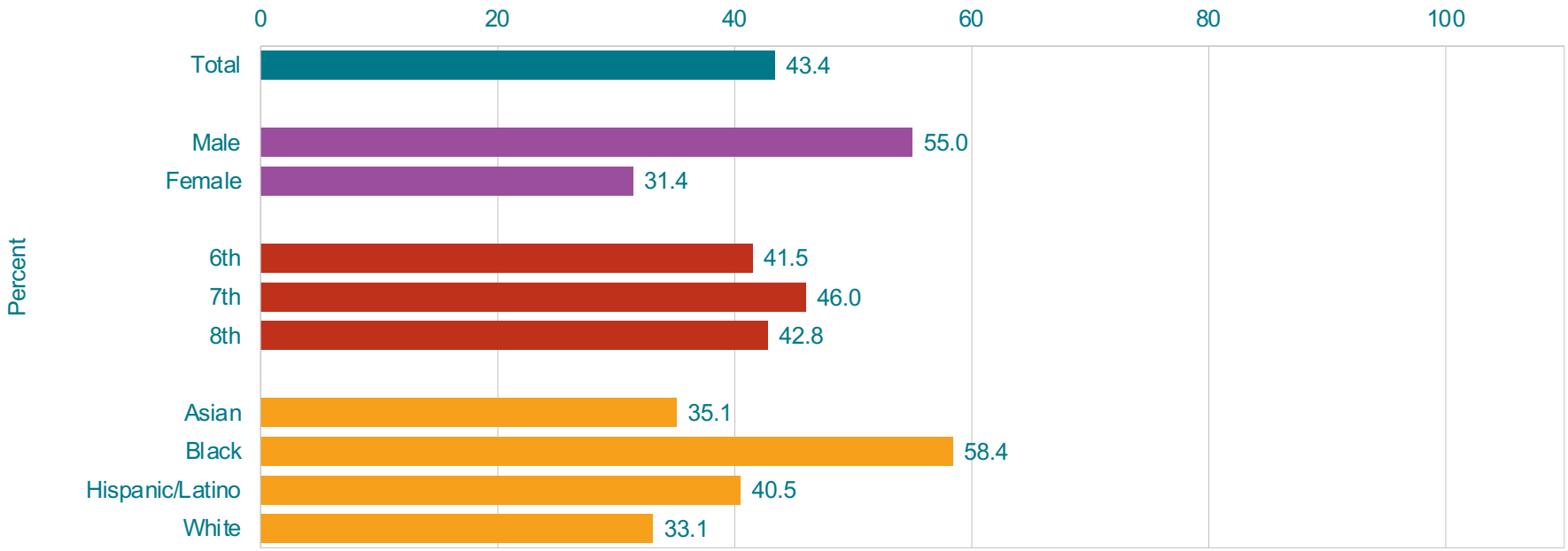


*In a car

†Decreased 2011-2021, decreased 2011-2015, no change 2015-2021 [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).]

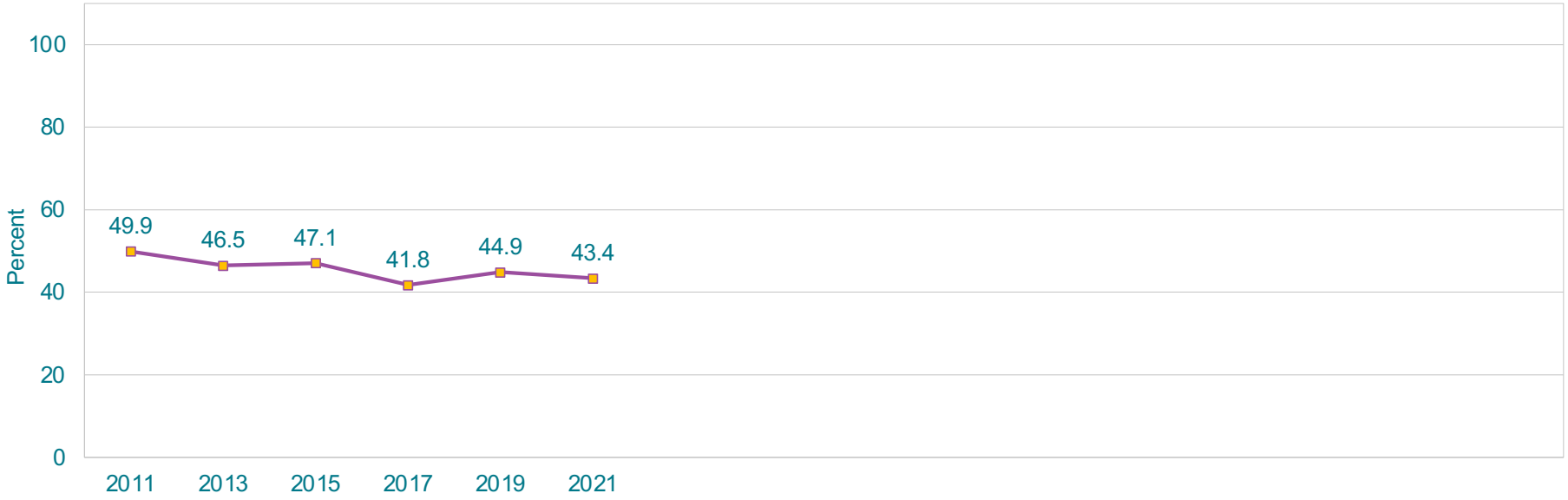
This graph contains weighted results.

Percentage of Middle School Students Who Were Ever in a Physical Fight, by Sex,* Grade, and Race/Ethnicity,* 2021



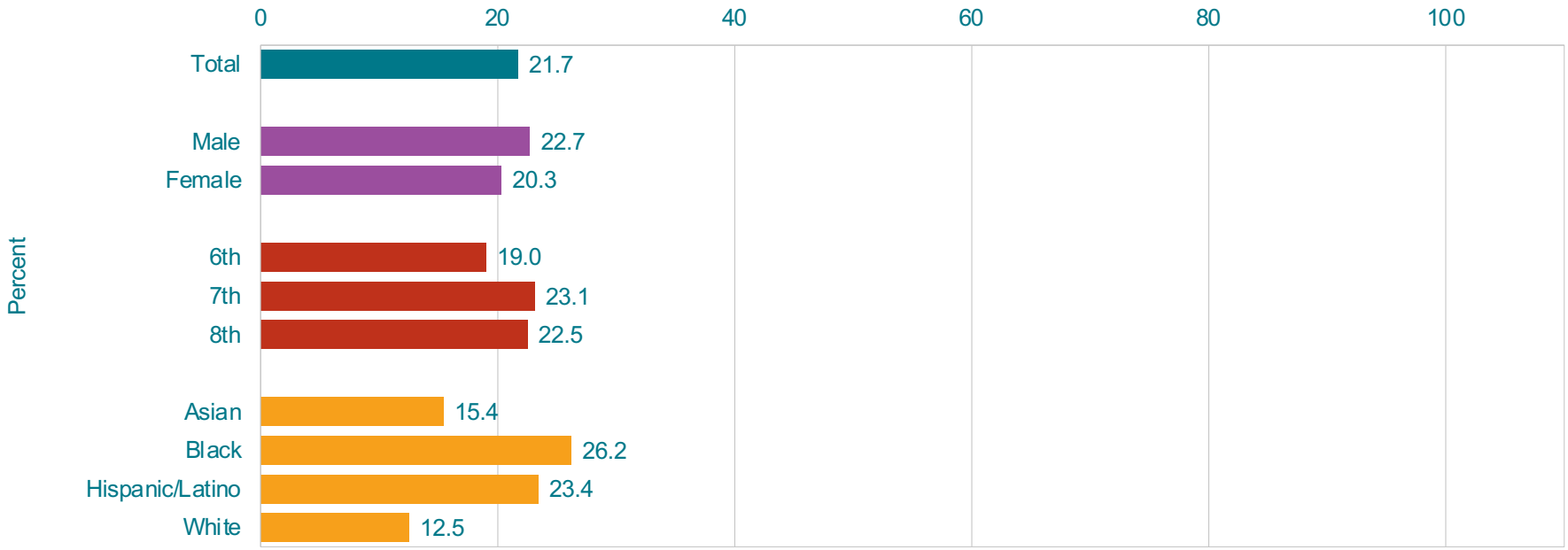
*M > F; B > A, B > H, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Were Ever in a Physical Fight, 2011-2021*



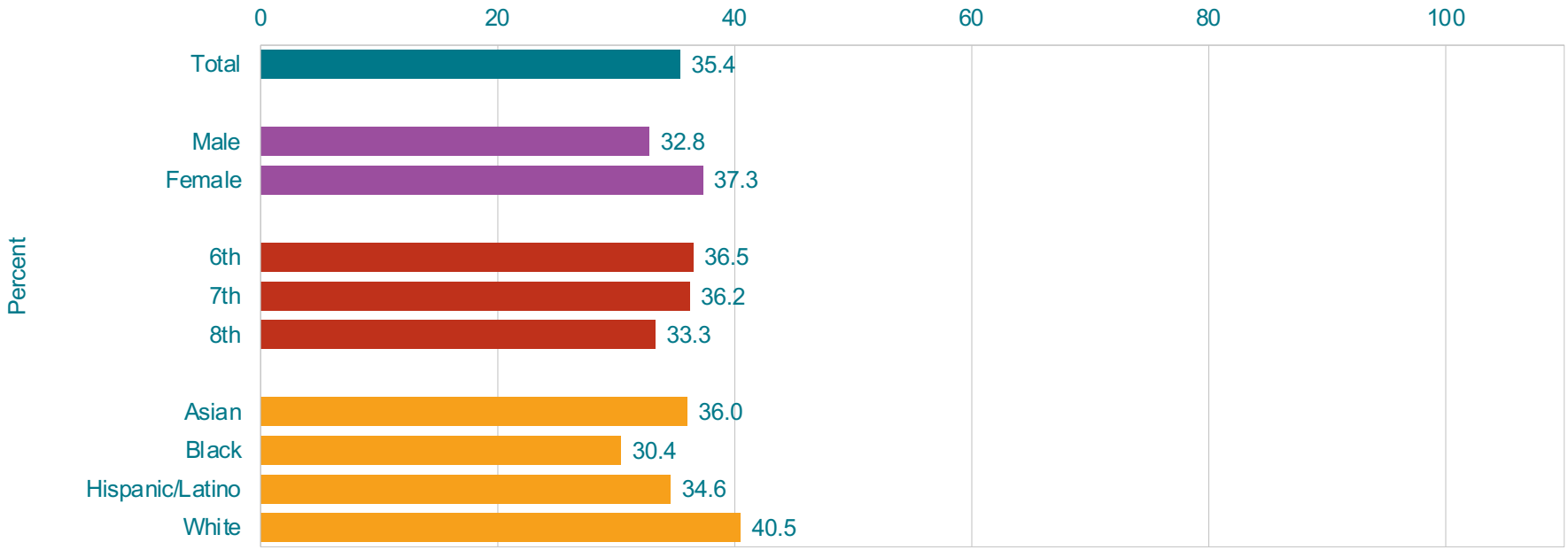
*Decreased 2011-2021, decreased 2011-2017, no change 2017-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Ever Saw Someone Get Physically Attacked, Beaten, Stabbed, or Shot in Their Neighborhood, by Sex, Grade, and Race/Ethnicity,* 2021



*B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Were Ever Bullied on School Property, by Sex, Grade, and Race/Ethnicity,* 2021

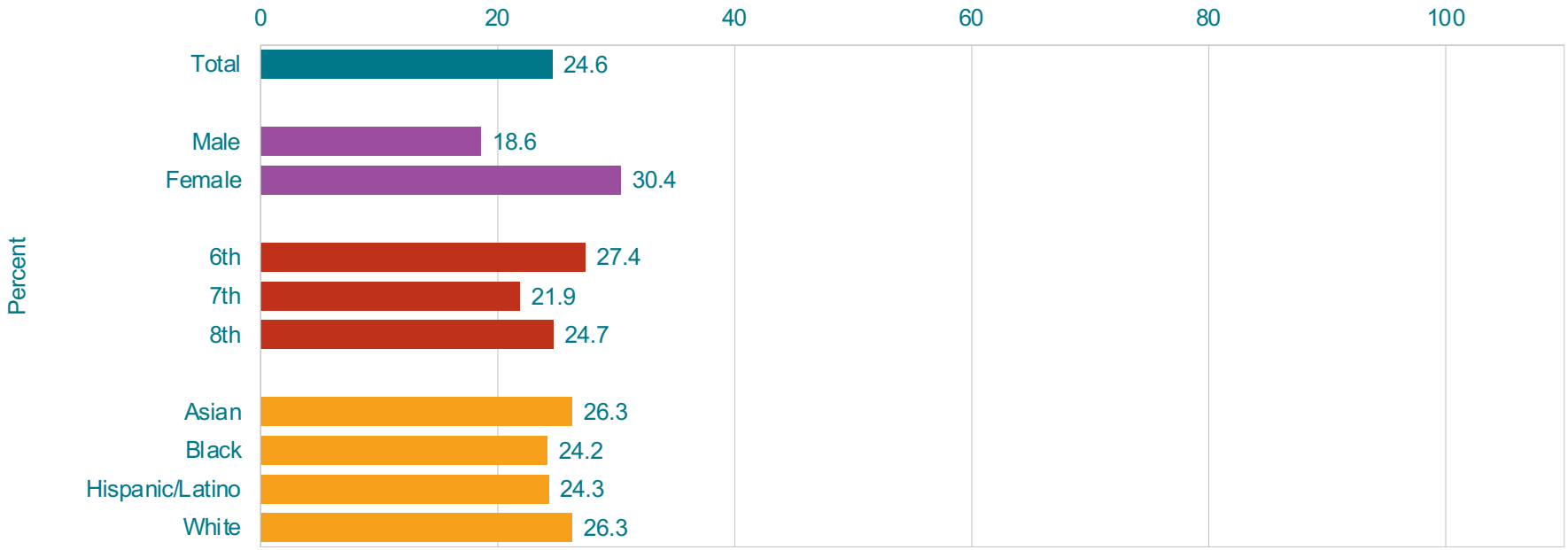


*W > B (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Were Ever Bullied on School Property, 2011-2021*

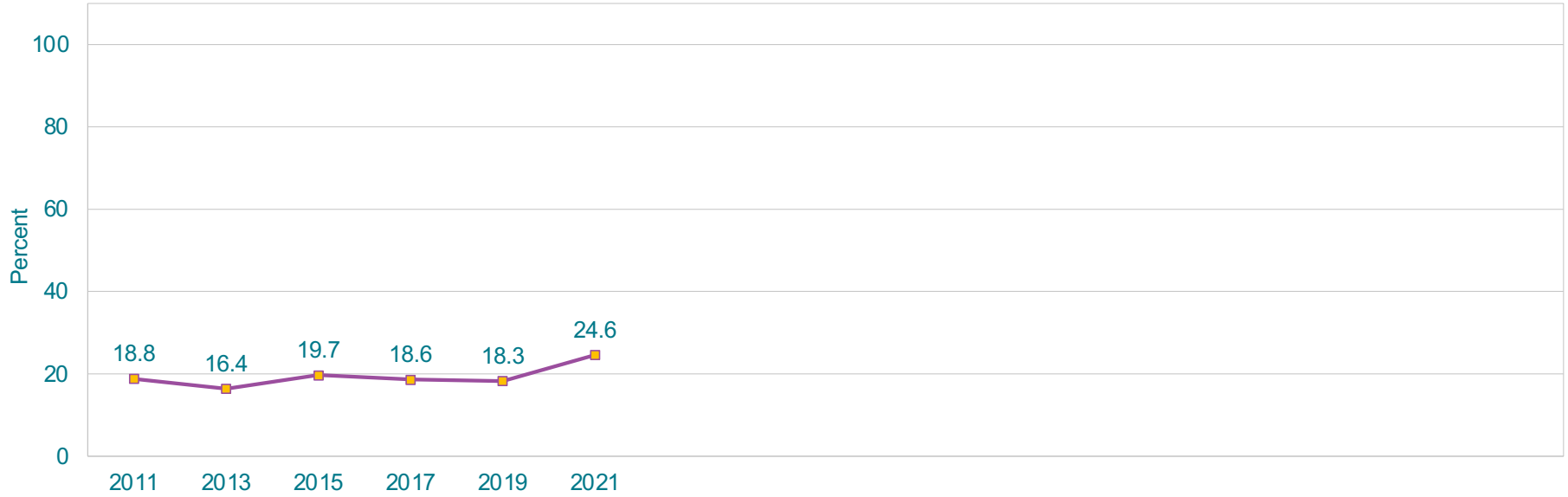
*Decreased 2011-2021, no change 2011-2015, decreased 2015-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Were Ever Electronically Bullied,* by Sex,† Grade, and Race/Ethnicity, 2021



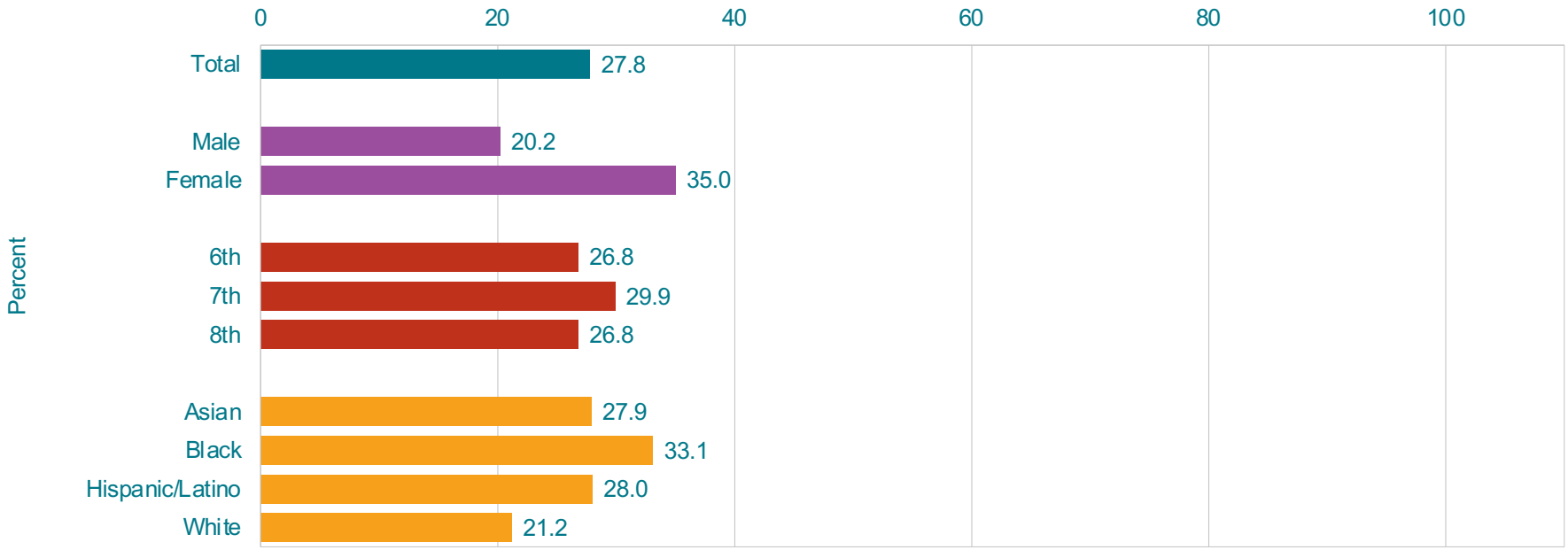
*Counting being bullied through texting, Instagram, Facebook, or other social media
†F > M (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Were Ever Electronically Bullied,* 2011-2021†



*Counting being bullied through texting, Instagram, Facebook, or other social media
†Increased 2011-2021, no change 2011-2017, increased 2017-2021 [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 Middle School Students Who Ever Seriously Thought About Killing Themselves, by Sex,* Grade, and Race/Ethnicity,* 2021



*F > M; B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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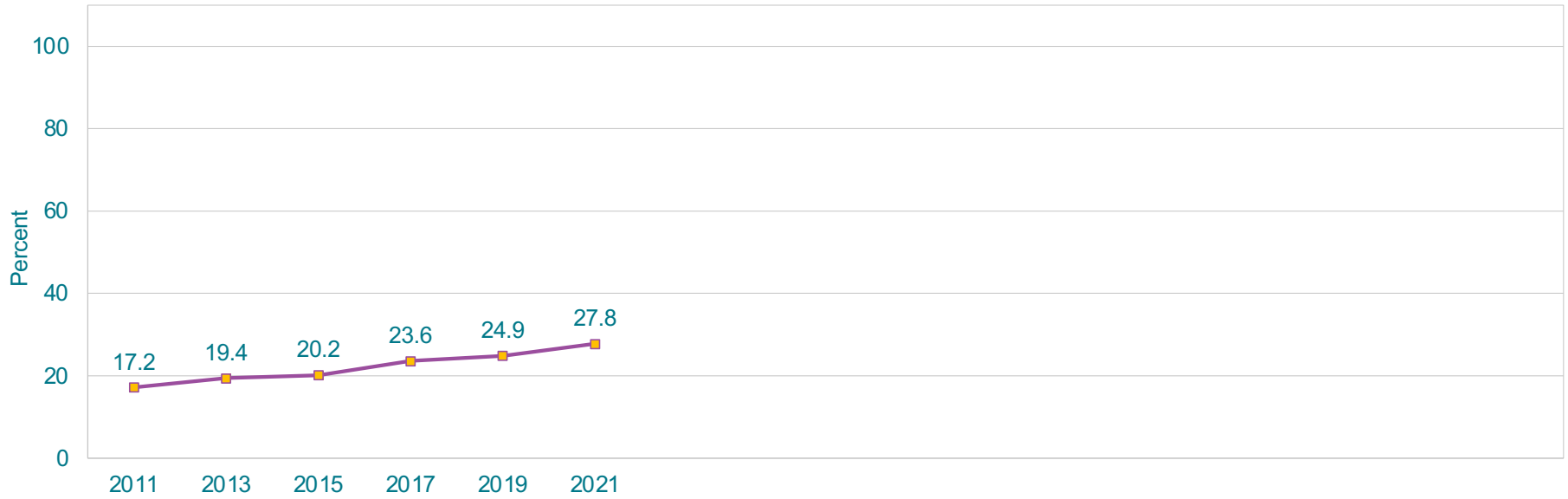
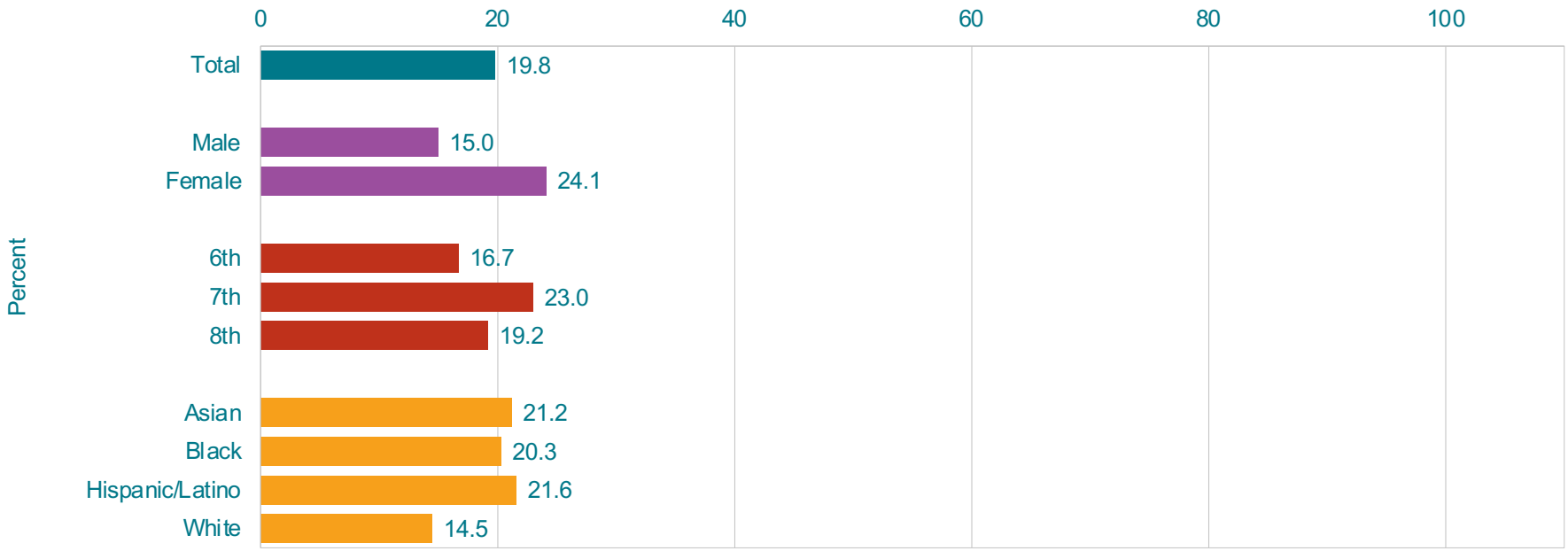
Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, 2011-2021*



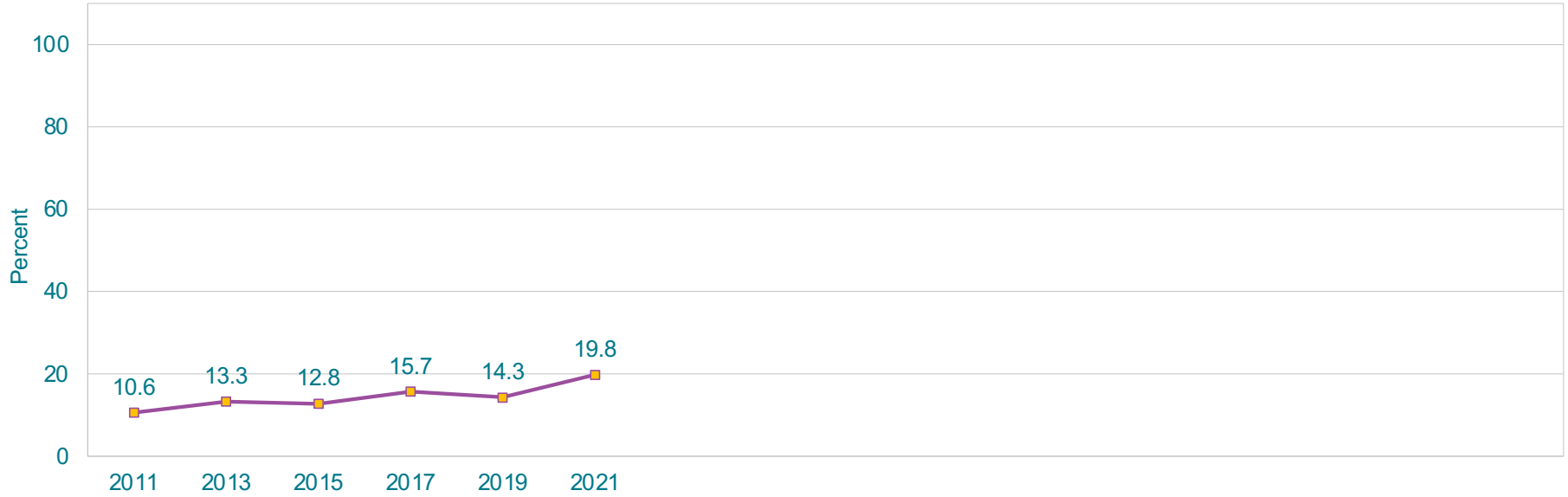
*Increased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, by Sex,* Grade, and Race/Ethnicity,* 2021



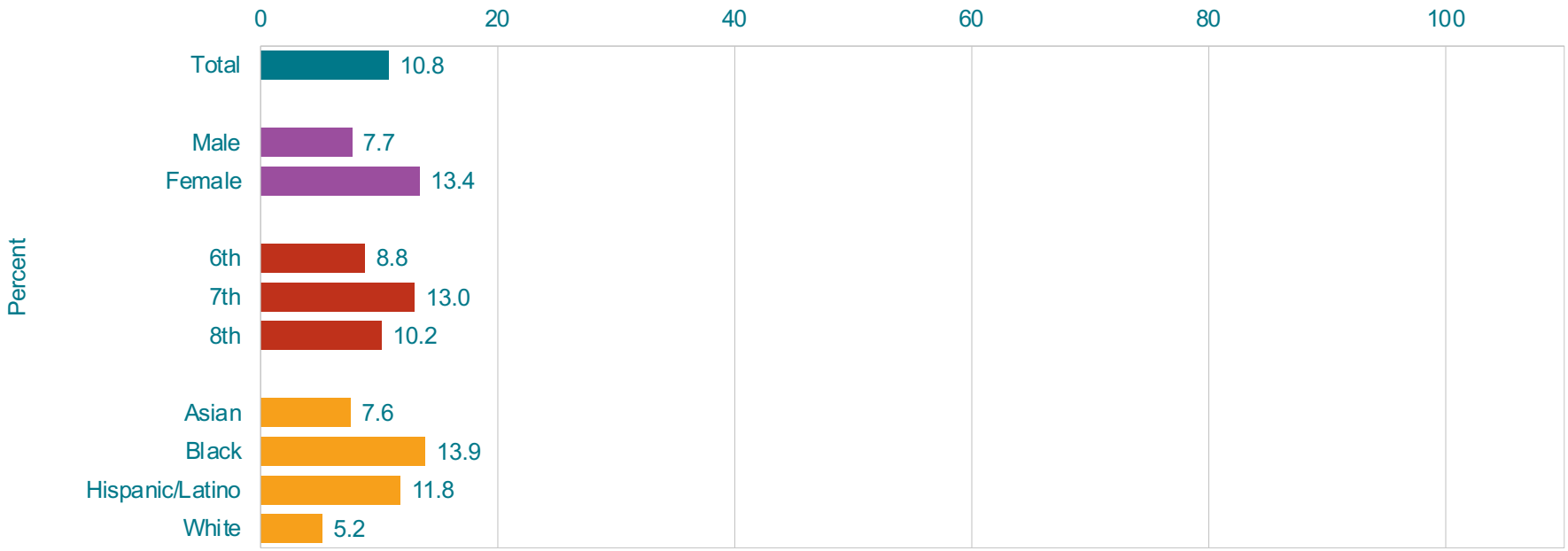
*F > M; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, 2011-2021*



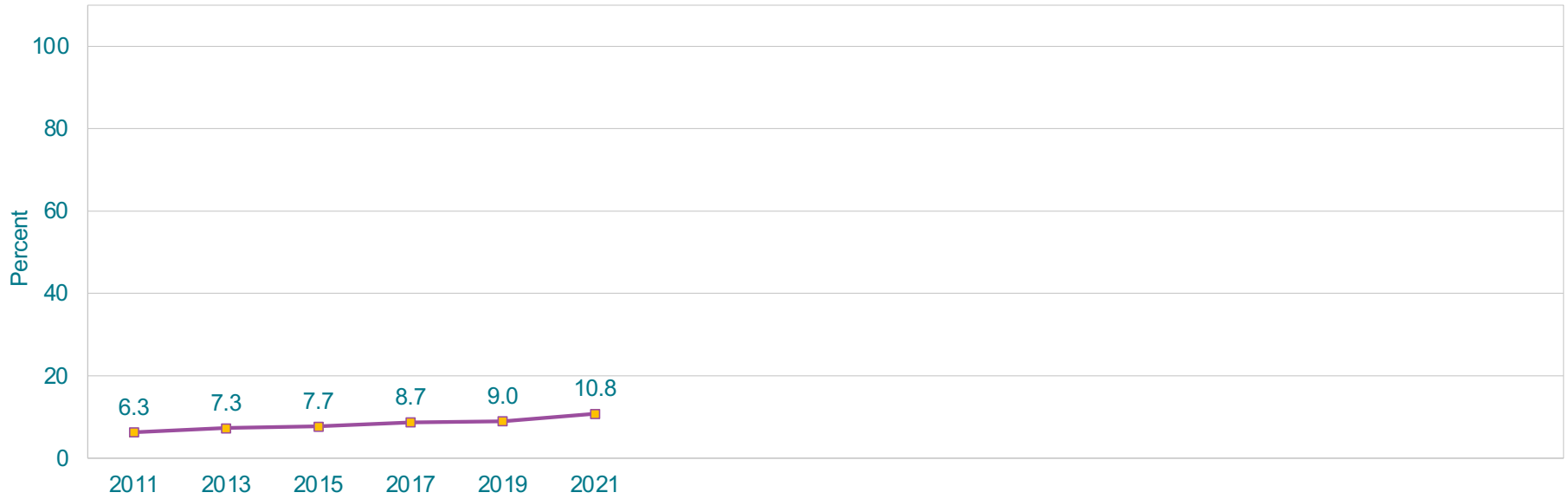
*Increased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Ever Tried to Kill Themselves, by Sex,* Grade, and Race/Ethnicity,* 2021



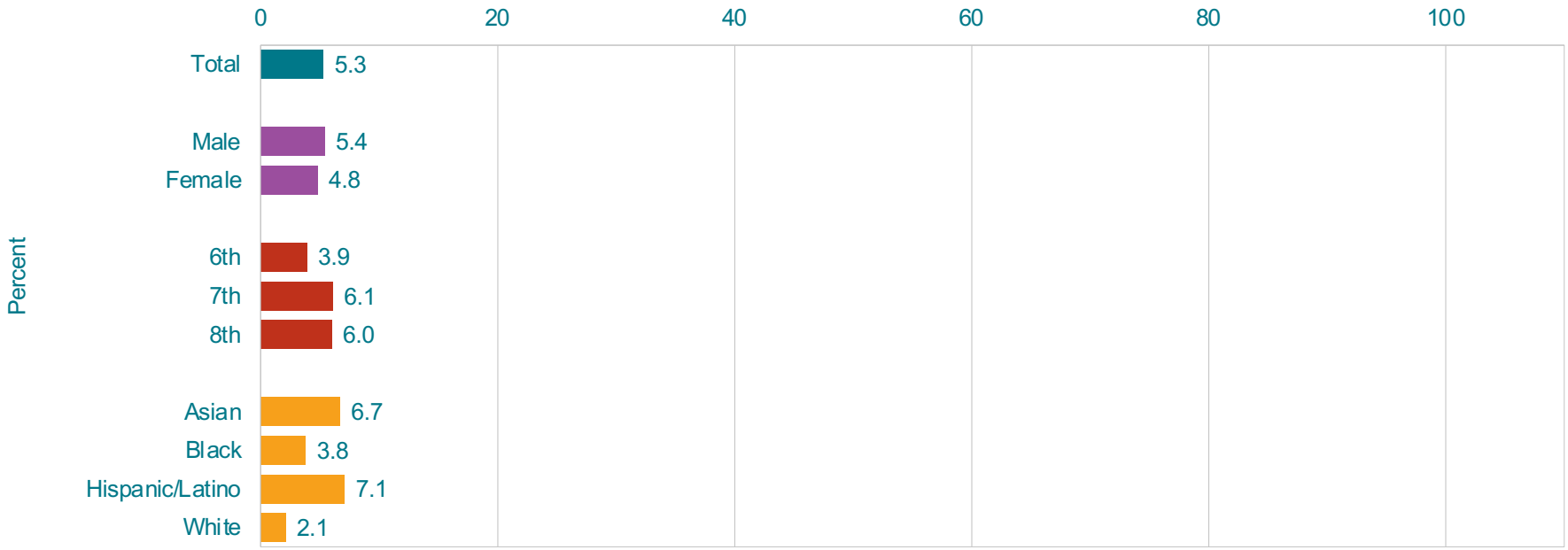
*F > M; B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Tried to Kill Themselves, 2011-2021*



*Increased 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 Middle School Students Who Ever Tried Cigarette Smoking,* by Sex, Grade, and Race/Ethnicity,† 2021

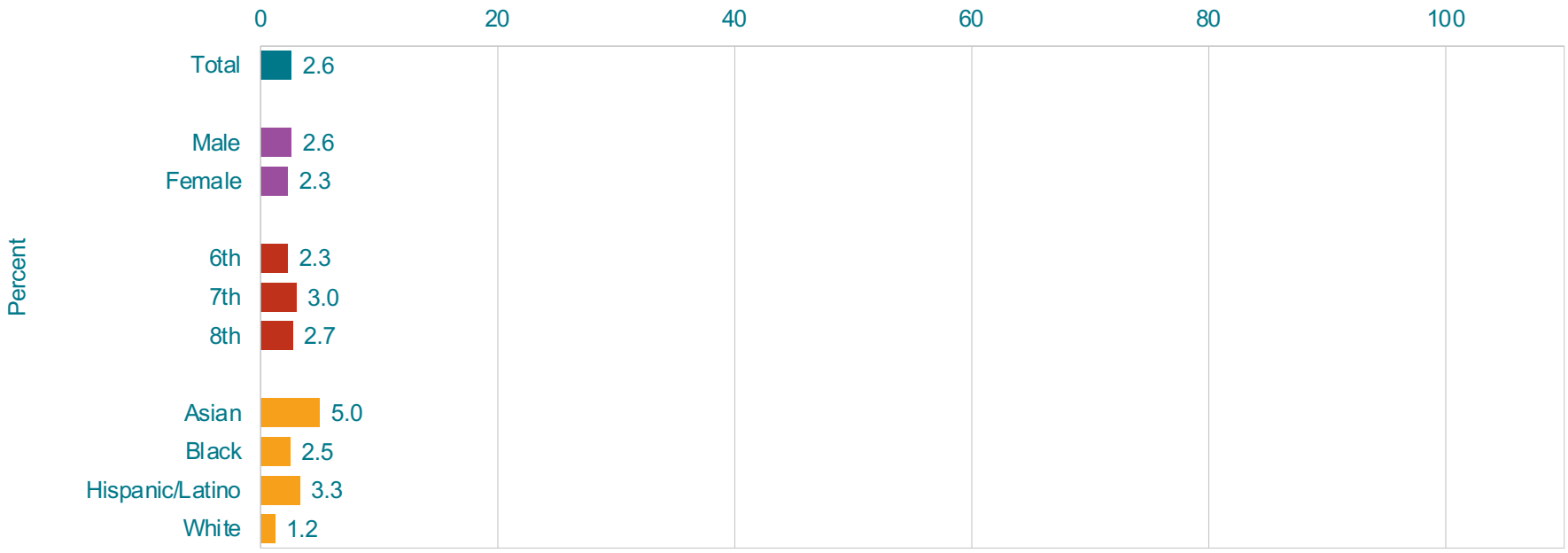


*Even one or two puffs
†H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Tried Cigarette Smoking,* 2011-2021†

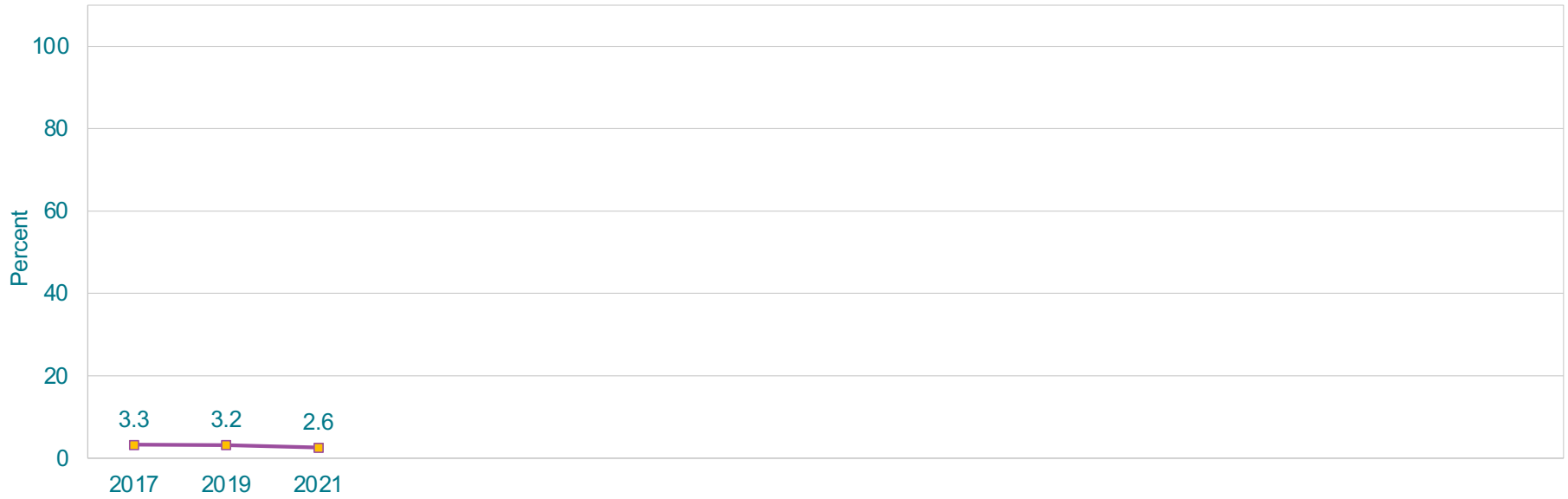
*Even one or two puffs
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Tried Cigarette Smoking for the First Time Before Age 11 Years,* by Sex, Grade, and Race/Ethnicity,† 2021



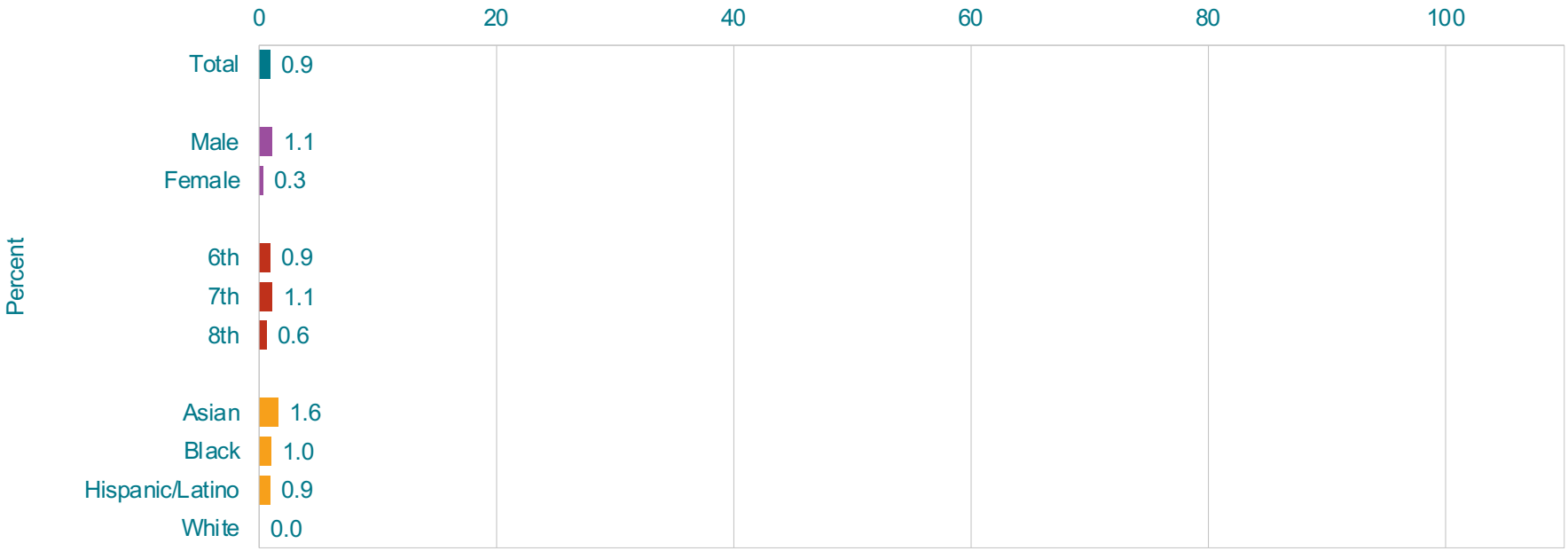
*Even one or two puffs
†H > W (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Tried Cigarette Smoking for the First Time Before Age 11 Years,* 2017-2021†



*Even one or two puffs
†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.

Percentage of Middle School Students Who Currently Smoked Cigarettes,* by Sex, Grade, and Race/Ethnicity,† 2021

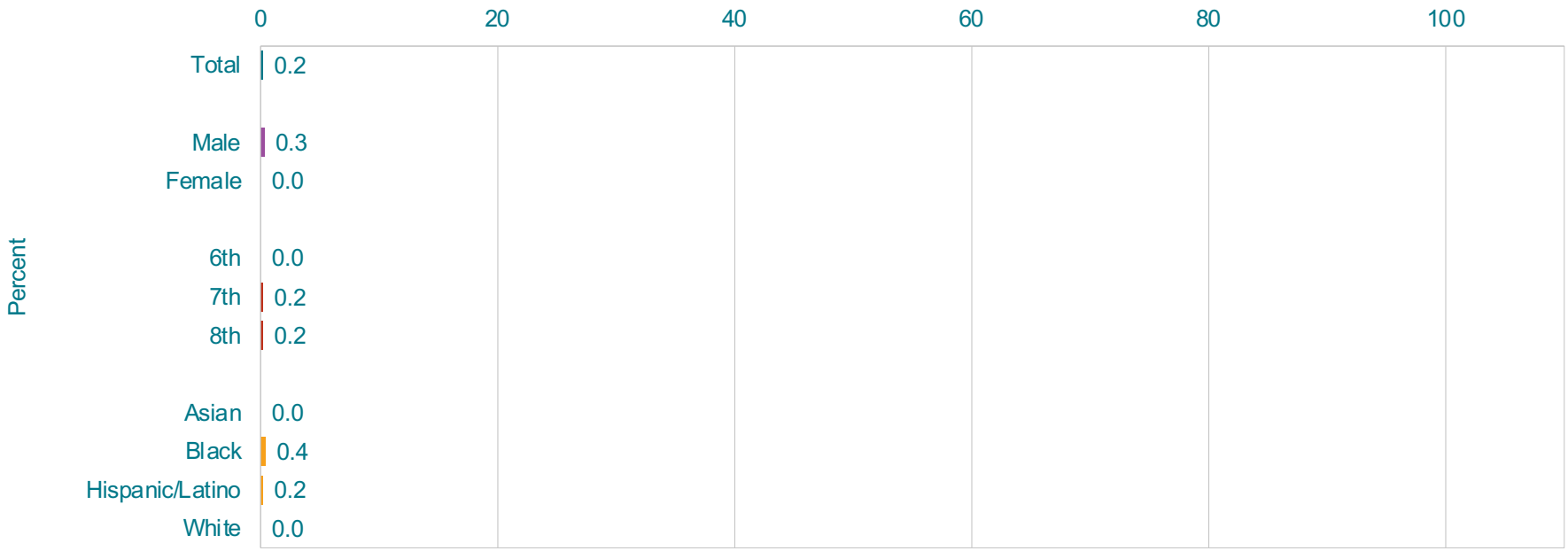


*On at least 1 day during the 30 days before the survey
†H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes,* 2011-2021†

*On at least 1 day during the 30 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 Middle School Students Who Currently Smoked Cigarettes Frequently,* by Sex, Grade, and Race/Ethnicity, 2021

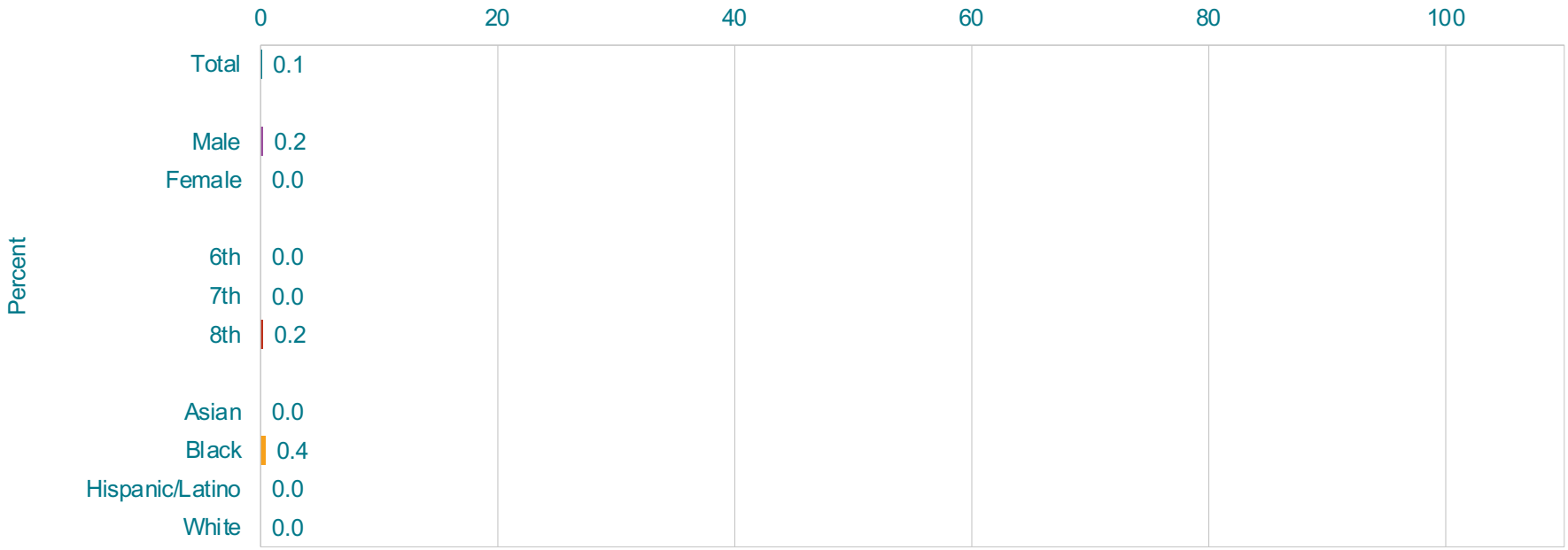


*On 20 or more days during the 30 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes Frequently,* 2011-2021†

*On 20 or more days during the 30 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 Middle School Students Who Currently Smoked Cigarettes Daily,* by Sex, Grade, and Race/Ethnicity, 2021

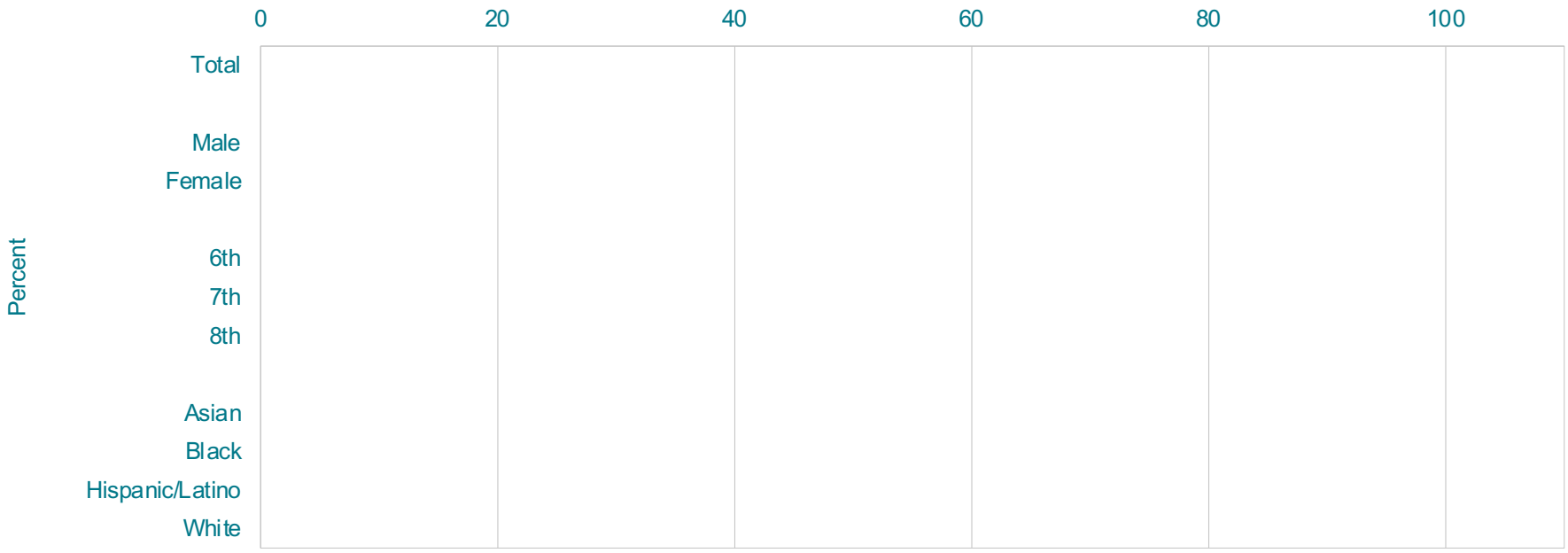


*On all 30 days during the 30 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes Daily,* 2011-2021†

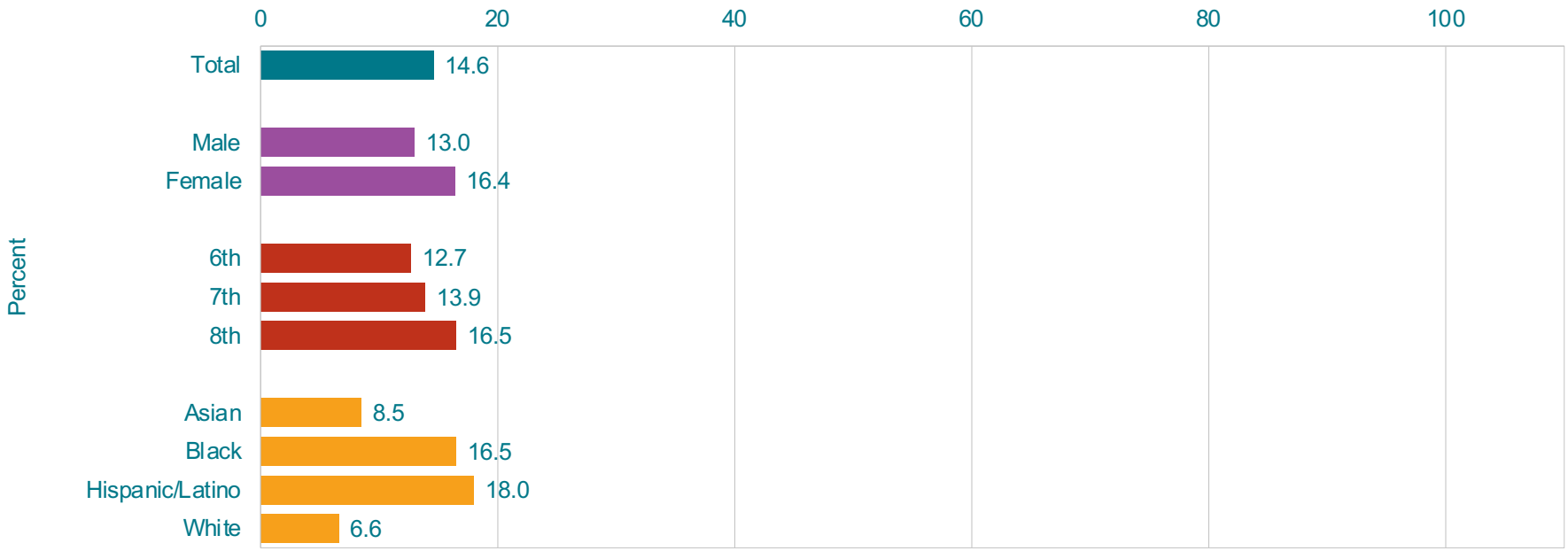
*On all 30 days during the 30 days before the survey
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Smoked More Than 10 Cigarettes Per Day,* by Sex, Grade, and Race/Ethnicity, 2021



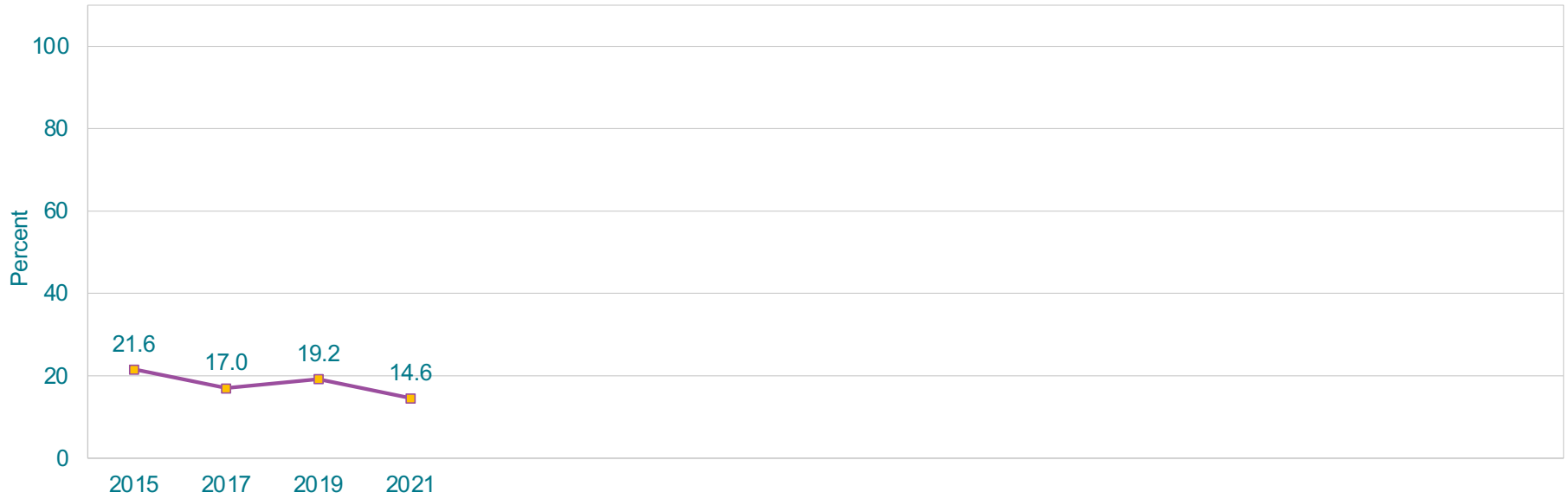
*On the days they smoked during the 30 days before the survey, among students who currently smoked cigarettes
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 30 students in the subgroup.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Used an Electronic Vapor Product, by Sex, Grade, and Race/Ethnicity,* 2021



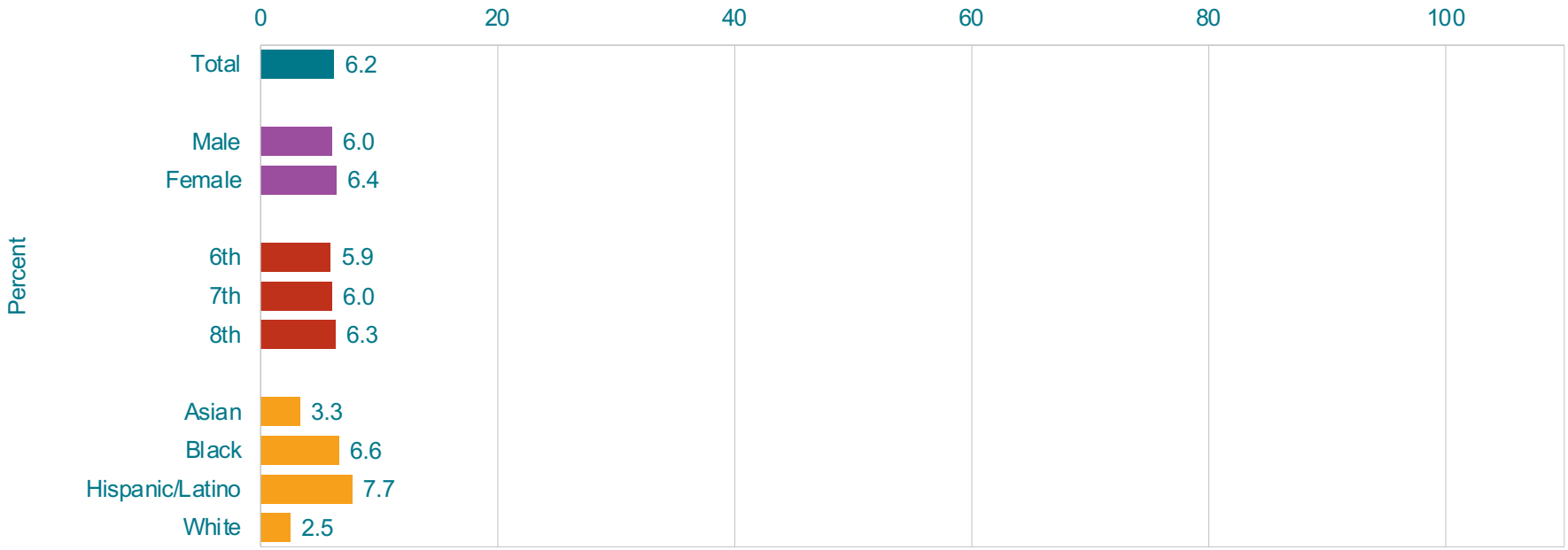
*B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Used an Electronic Vapor Product, 2015-2021*



*Decreased 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used an Electronic Vapor Product,* by Sex, Grade, and Race/Ethnicity,† 2021



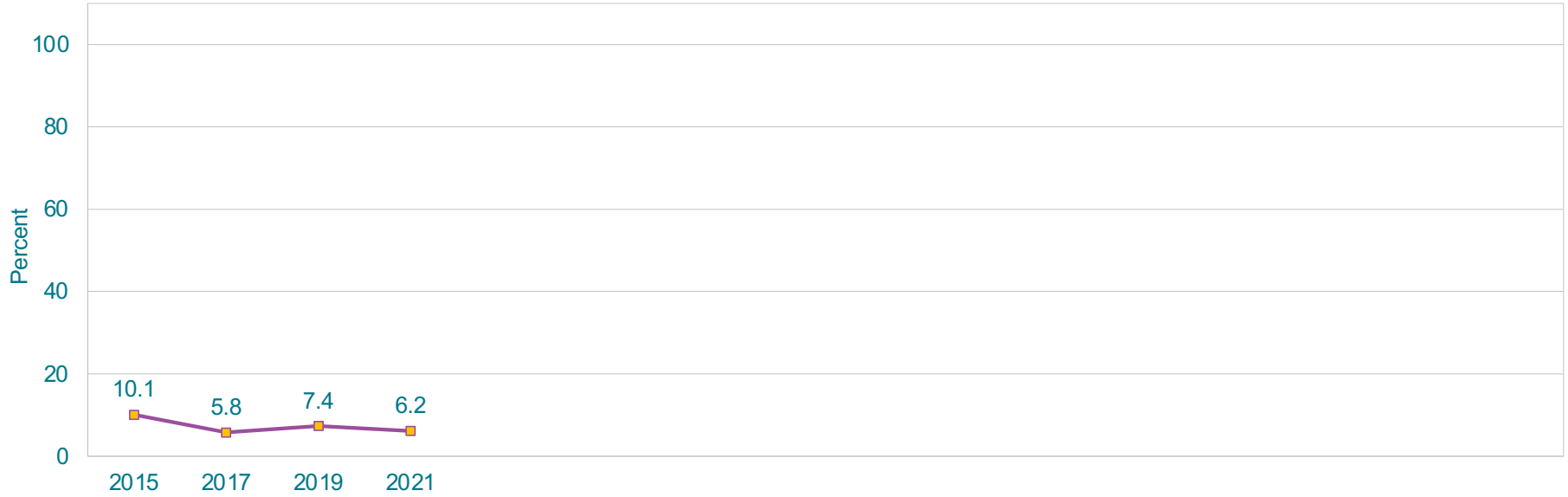
*(including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], on at least 1 day during the 30 days before the survey)

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

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

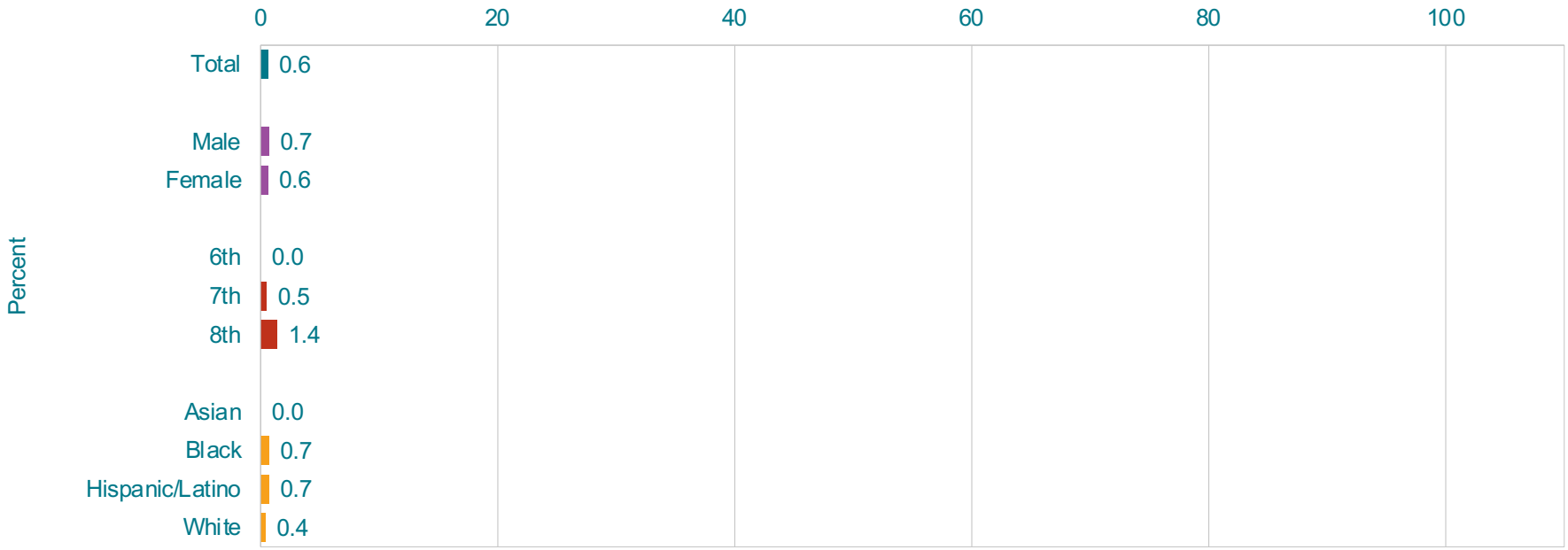
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used an Electronic Vapor Product,* 2015-2021†



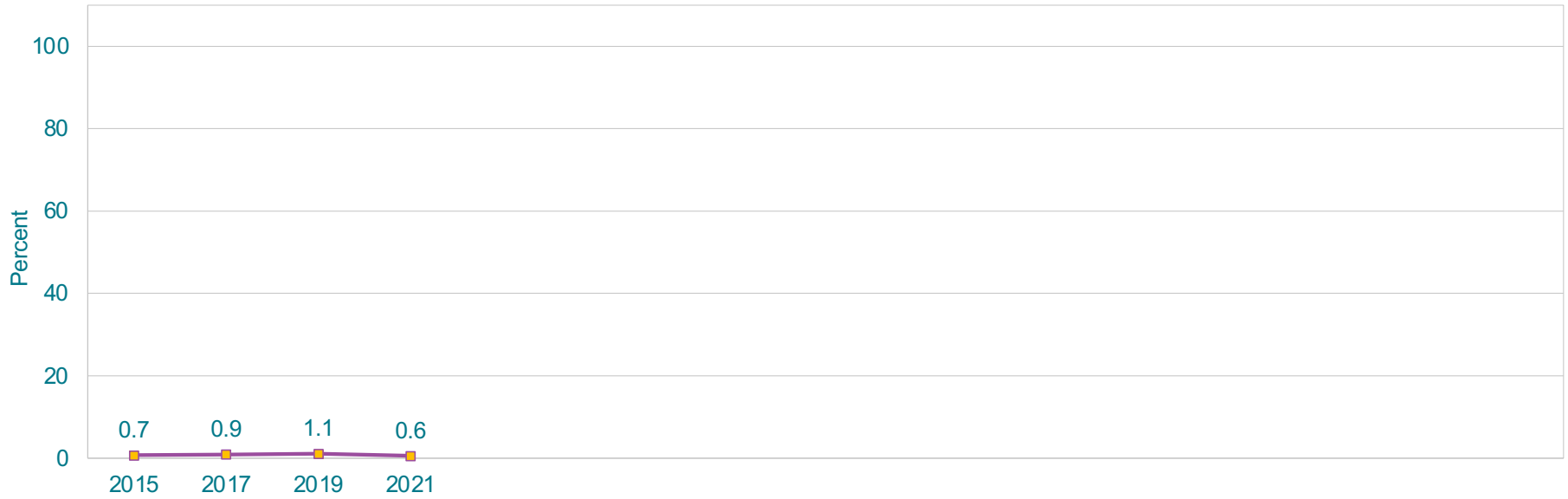
*(including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], on at least 1 day during the 30 days before the survey)
†Decreased 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Electronic Vapor Products Frequently,* by Sex, Grade,† and Race/Ethnicity,† 2021



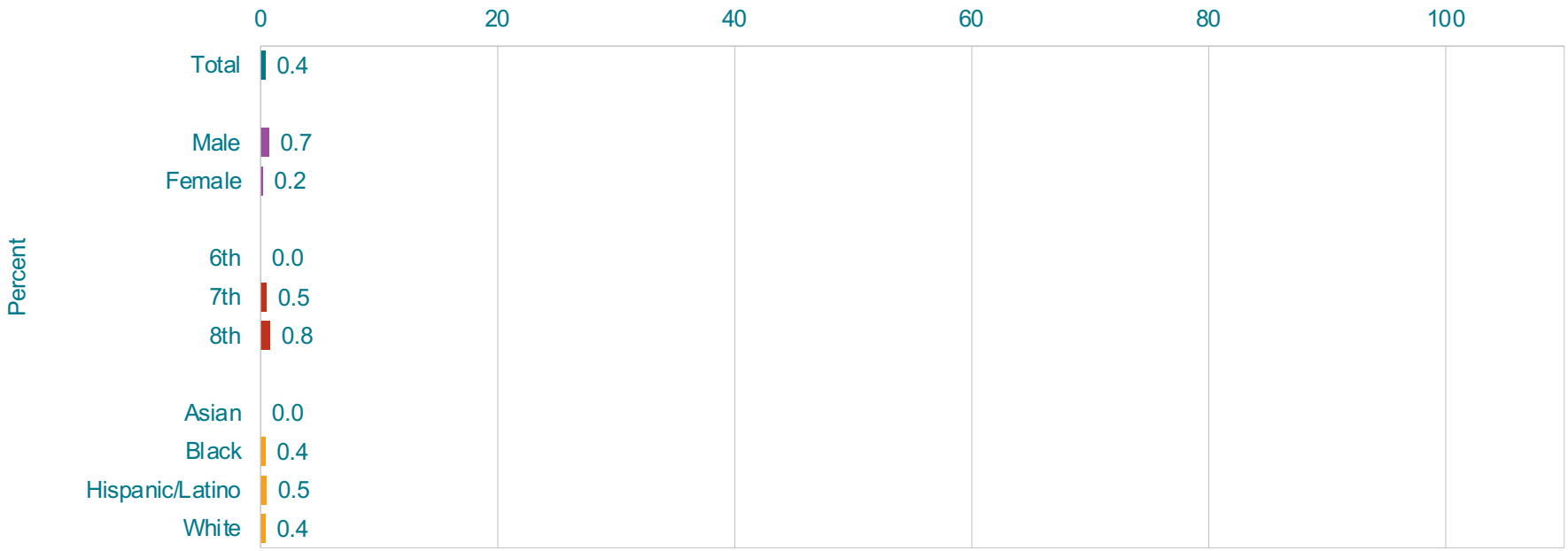
*On 20 or more days during the 30 days before the survey
†8th > 6th; H > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Electronic Vapor Products Frequently,* 2015-2021†



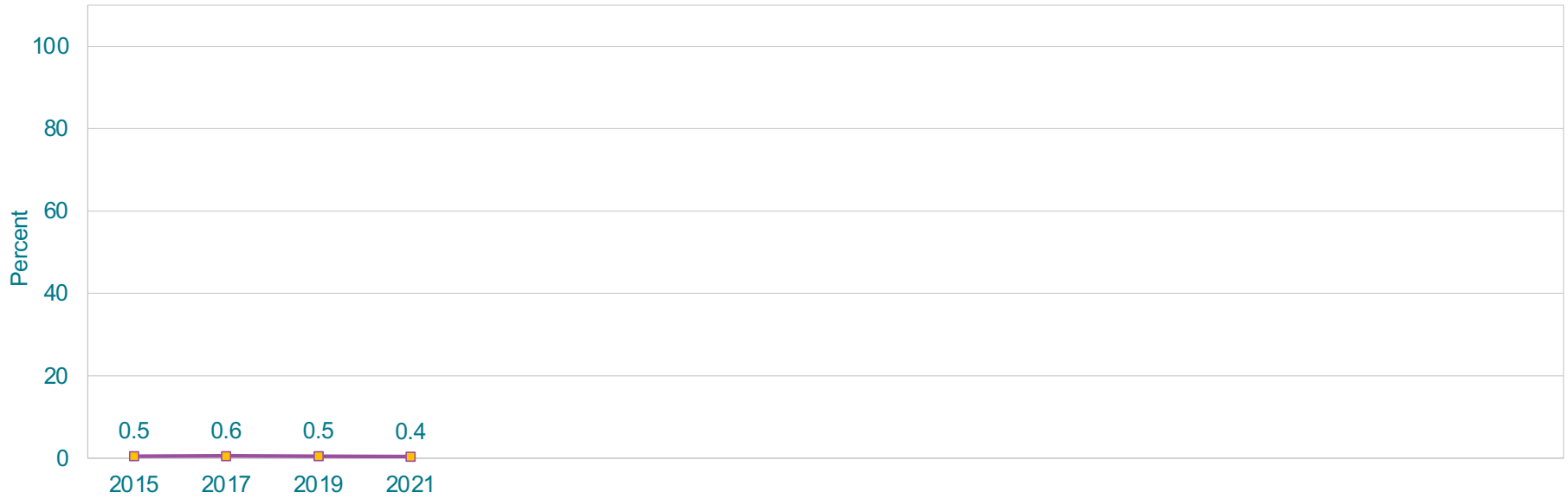
*On 20 or more days during the 30 days before the survey
†No change 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Electronic Vapor Products Daily,* by Sex, Grade, and Race/Ethnicity, 2021



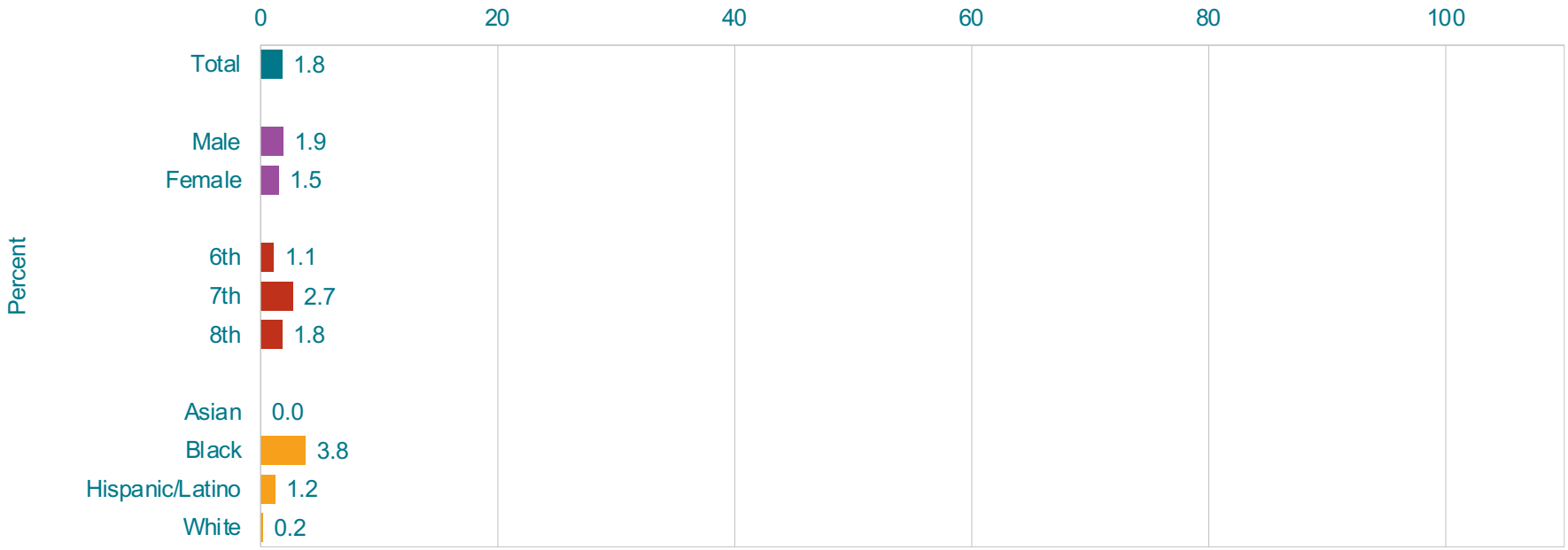
*On all 30 days during the 30 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Electronic Vapor Products Daily,* 2015-2021†



*On all 30 days during the 30 days before the survey
†No change 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Smokeless Tobacco,* by Sex, Grade, and Race/Ethnicity,† 2021



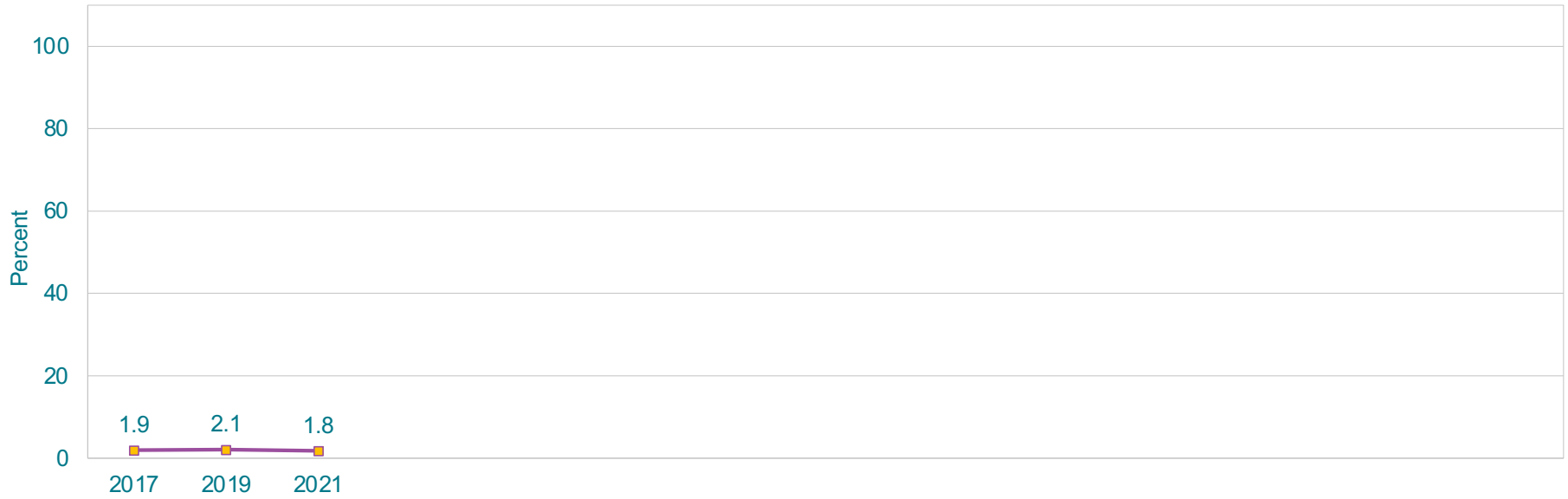
*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

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

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

This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Smokeless Tobacco,* 2017-2021†

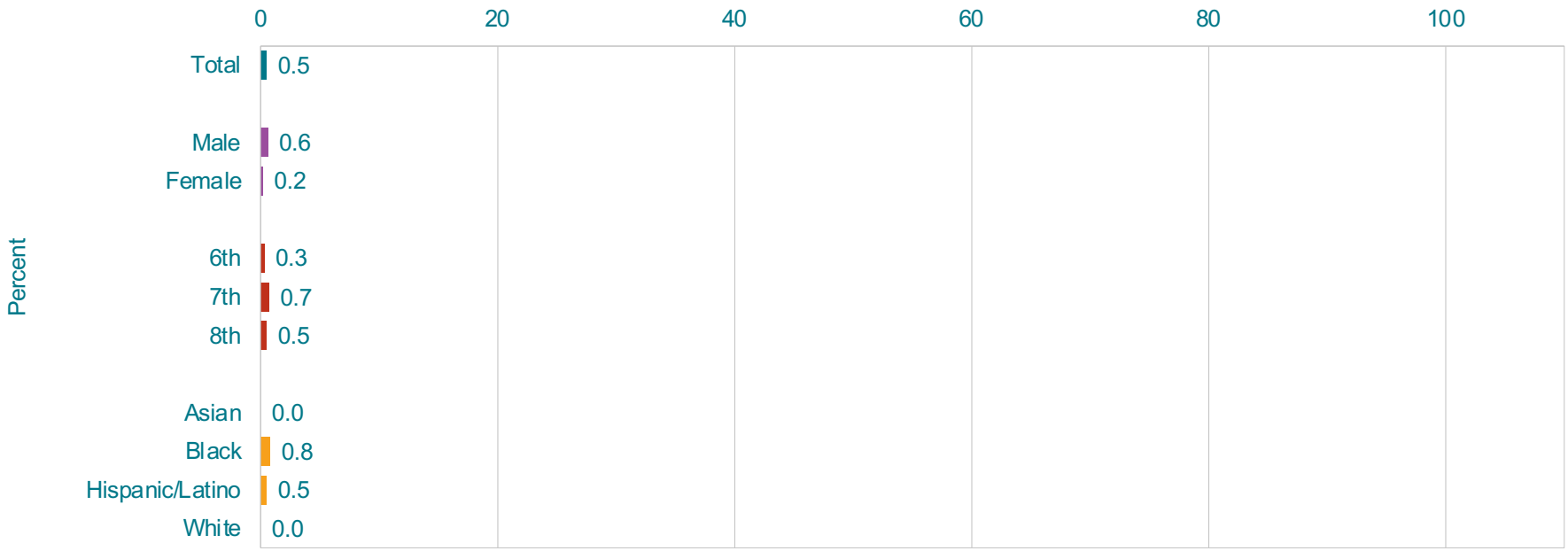


*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on at least 1 day during the 30 days before the survey

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

This graph contains weighted results.

Percentage of Middle School Students Who Currently Used Smokeless Tobacco Frequently,* by Sex, Grade, and Race/Ethnicity,† 2021



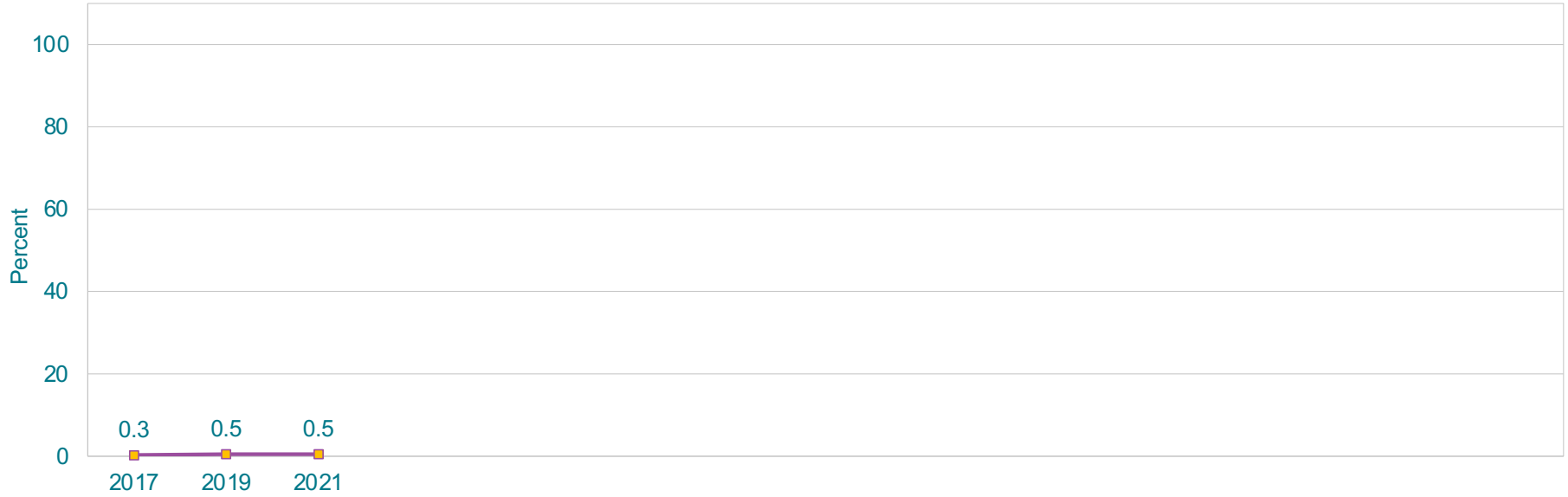
*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on 20 or more days during the 30 days before the survey

†B > A, 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 Middle School Students Who Currently Used Smokeless Tobacco Frequently,* 2017-2021†

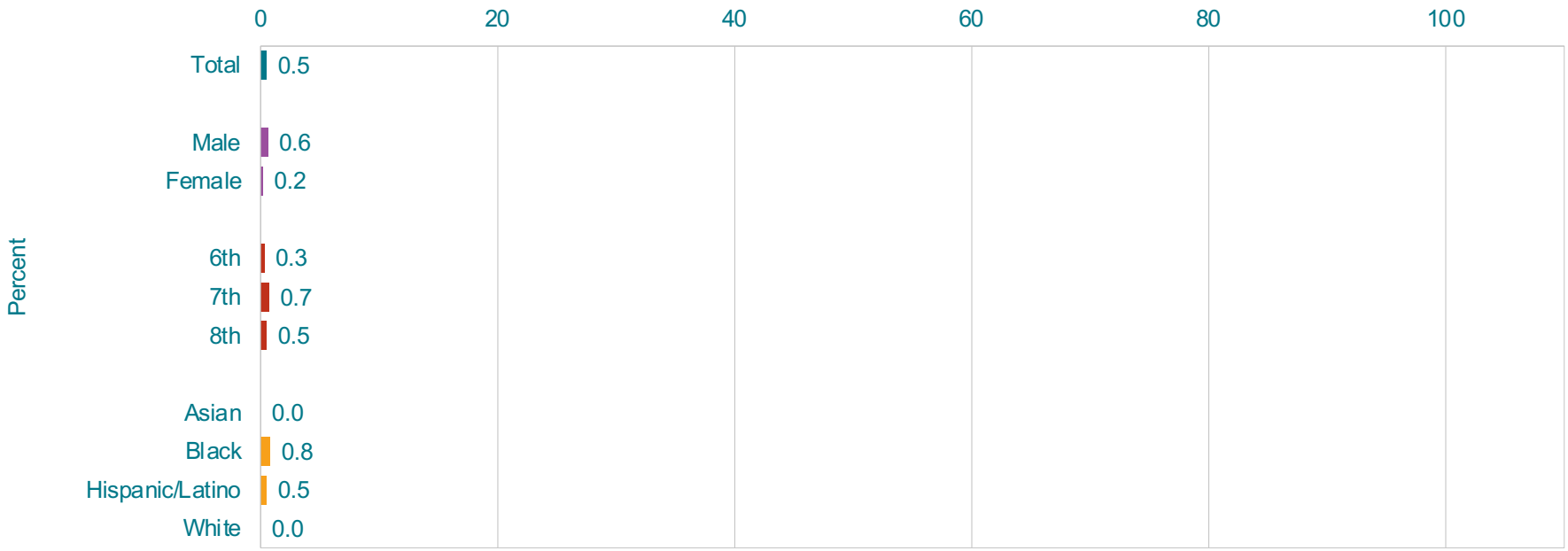


*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on 20 or more days during the 30 days before the survey

†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.

Percentage of Middle School Students Who Currently Used Smokeless Tobacco Daily,* by Sex, Grade, and Race/Ethnicity,† 2021



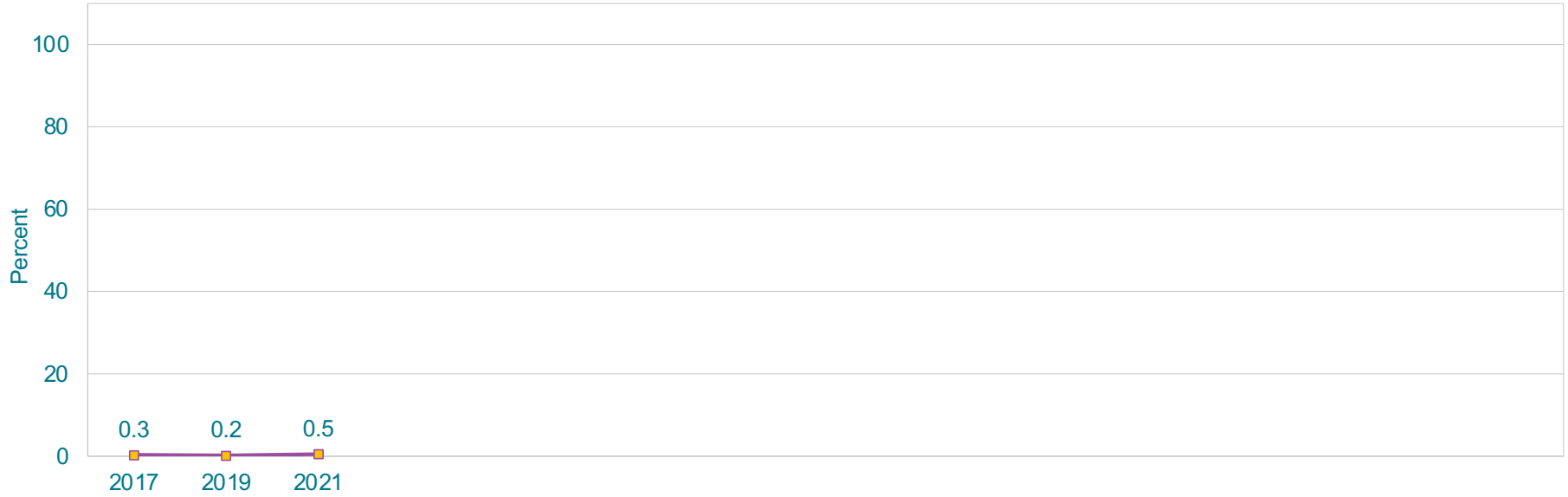
*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on all 30 days during the 30 days before the survey

†B > A, 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 Middle School Students Who Currently Used Smokeless Tobacco Daily,* 2017-2021†

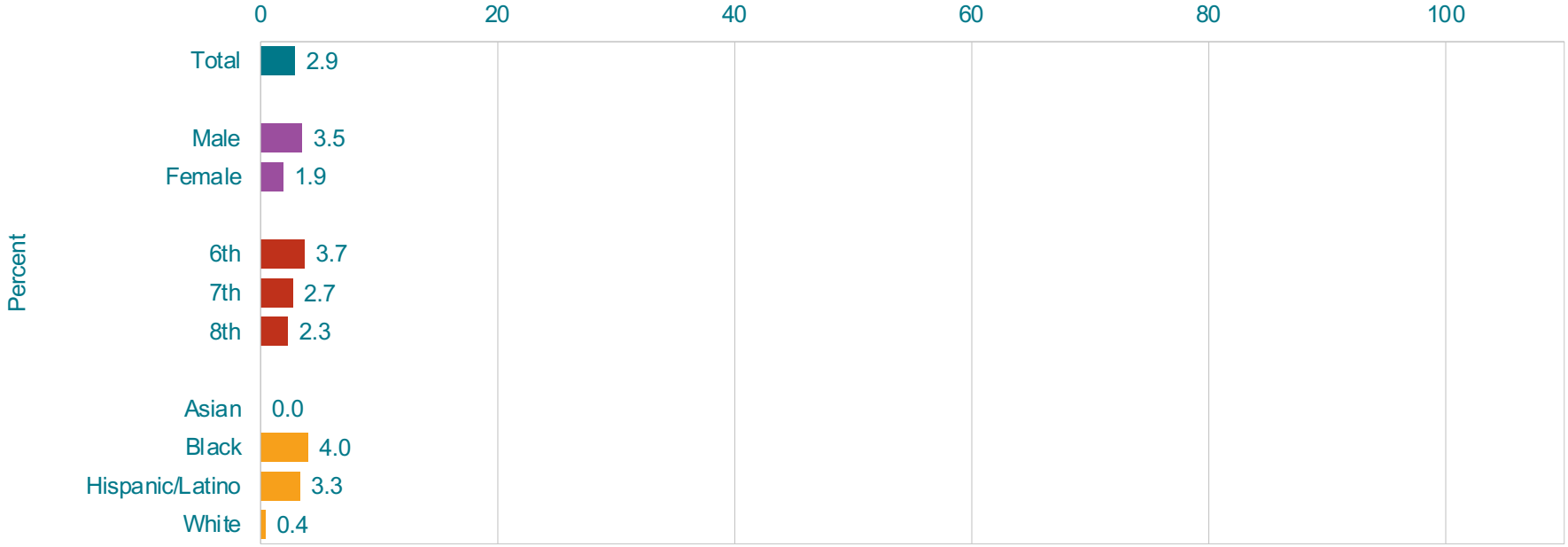


*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on all 30 days during the 30 days before the survey

†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.

Percentage of Middle School Students Who Currently Smoked Cigars,* by Sex, Grade, and Race/Ethnicity,† 2021

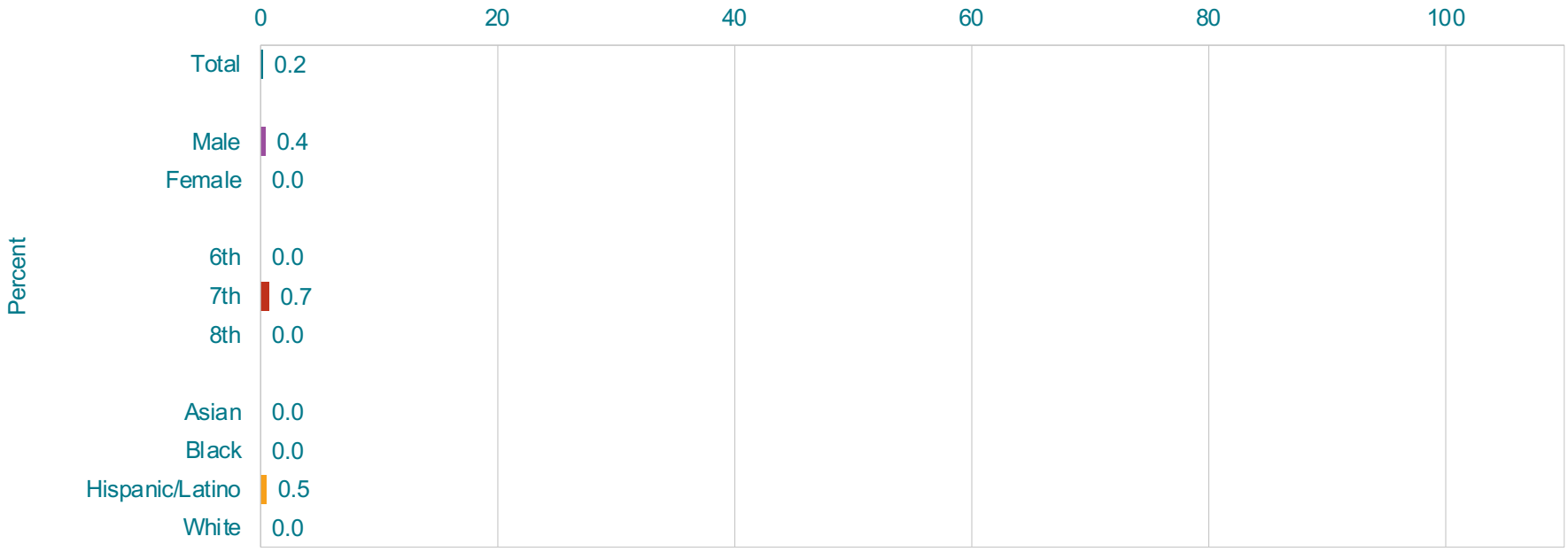


*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey
†B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigars,* 2011-2021†

*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey
†Decreased 2011-2021, decreased 2011-2017, no change 2017-2021 [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 Middle School Students Who Currently Smoked Cigars Frequently,* by Sex, Grade, and Race/Ethnicity, 2021



*Cigars, cigarillos, or little cigars, on 20 or more days during the 30 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

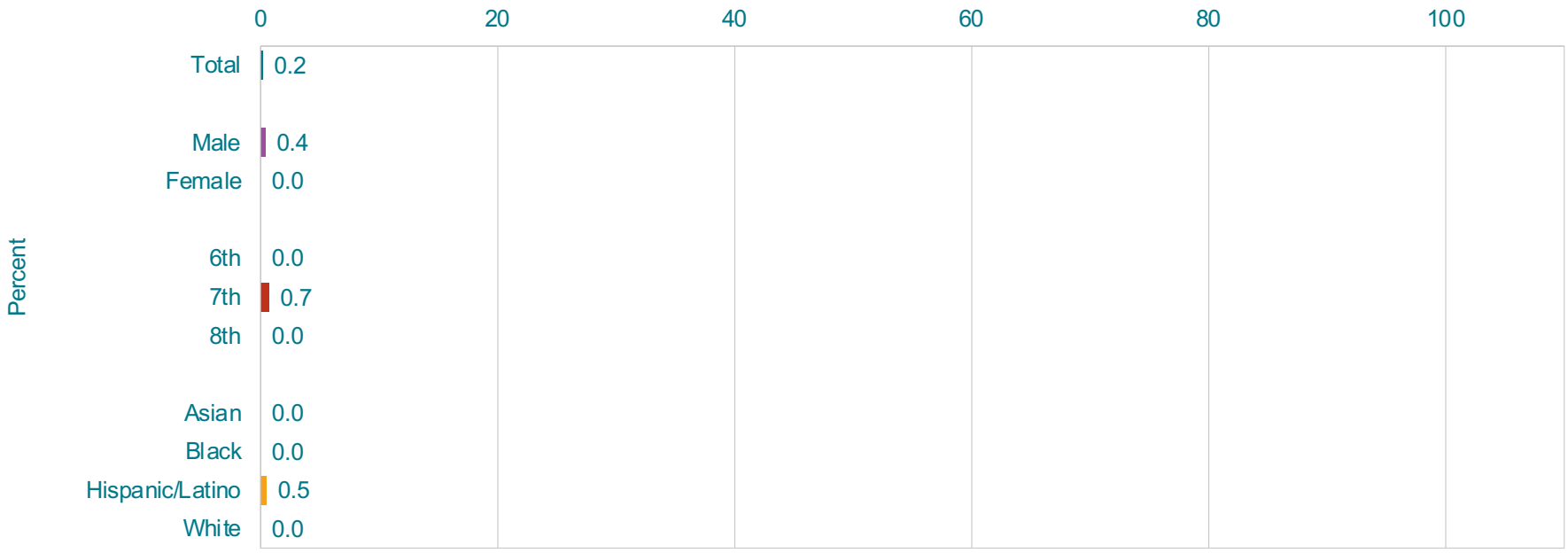
Percentage of Middle School Students Who Currently Smoked Cigars Frequently,* 2011-2021†

*Cigars, cigarillos, or little cigars, on 20 or more days during the 30 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 Middle School Students Who Currently Smoked Cigars Daily,* by Sex, Grade, and Race/Ethnicity, 2021

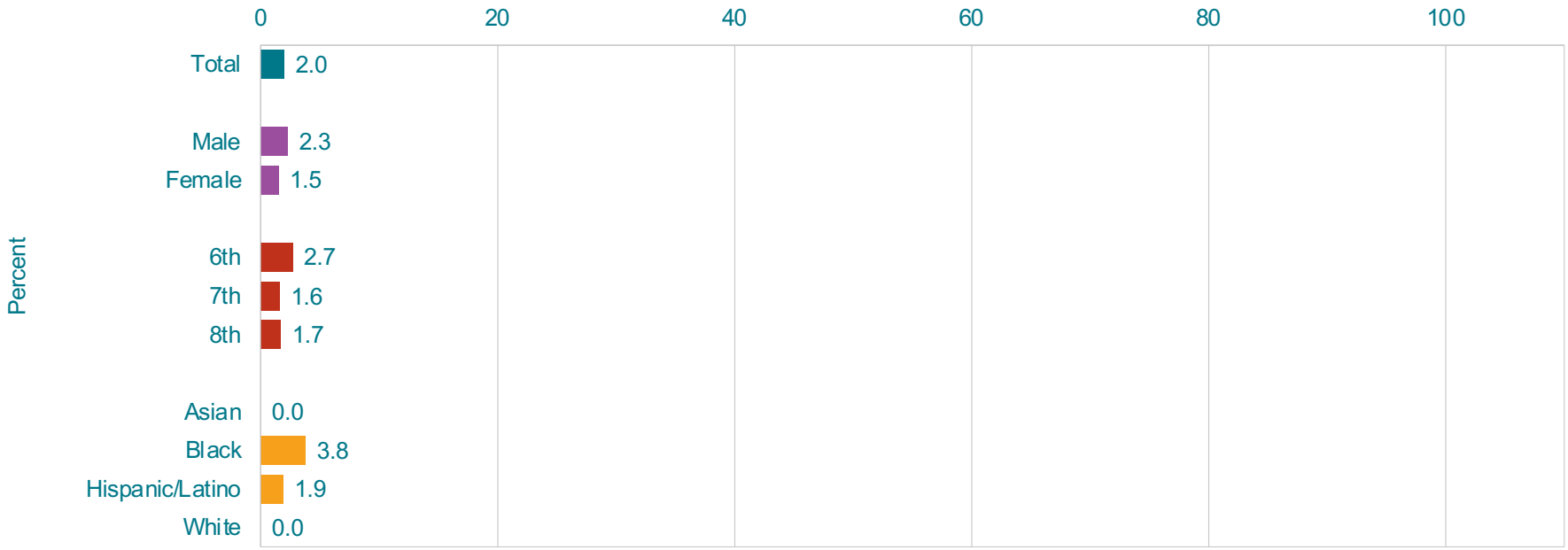


*Cigars, cigarillos, or little cigars, on all 30 days during the 30 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigars Daily,* 2011-2021†

*Cigars, cigarillos, or little cigars, on all 30 days during the 30 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 Middle School Students Who Currently Smoked Cigarettes or Cigars,* by Sex, Grade, and Race/Ethnicity,† 2021

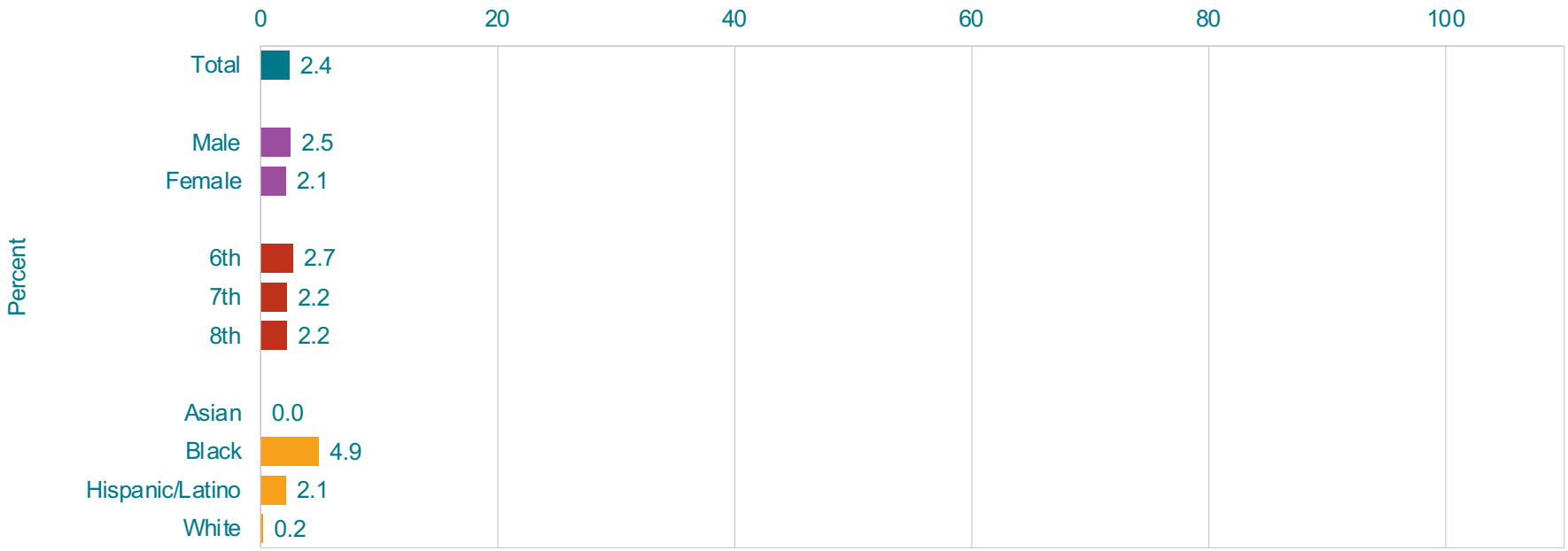


*On at least 1 day during the 30 days before the survey
†B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars,* 2011-2021†

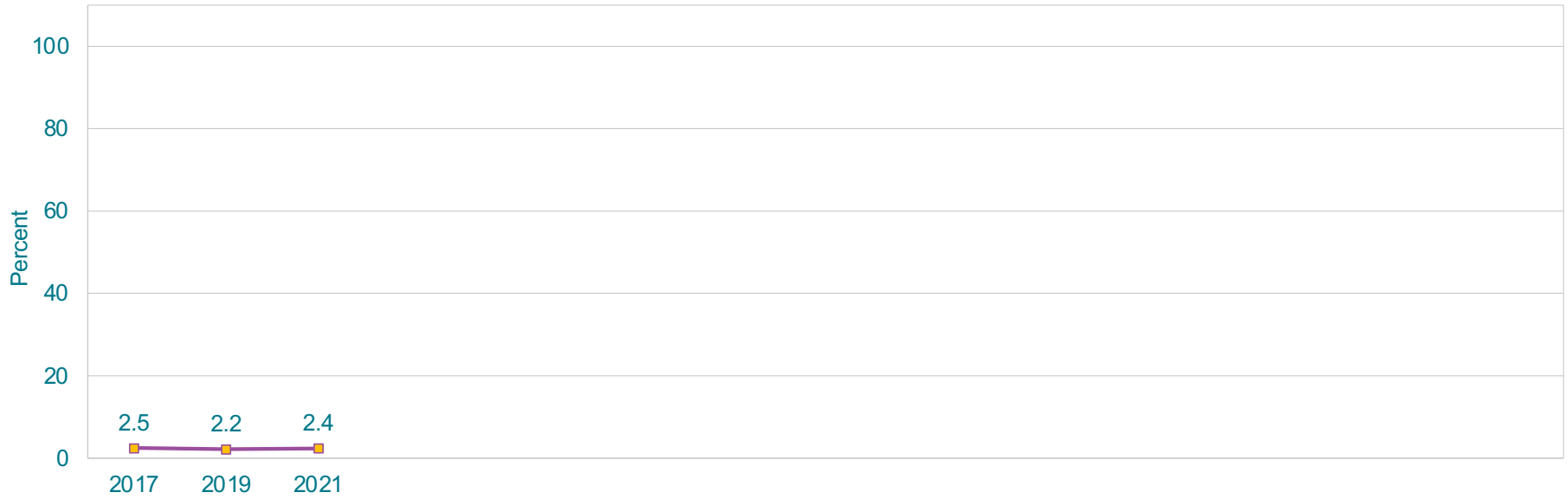
*On at least 1 day during the 30 days before the survey
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco,* by Sex, Grade, and Race/Ethnicity,† 2021



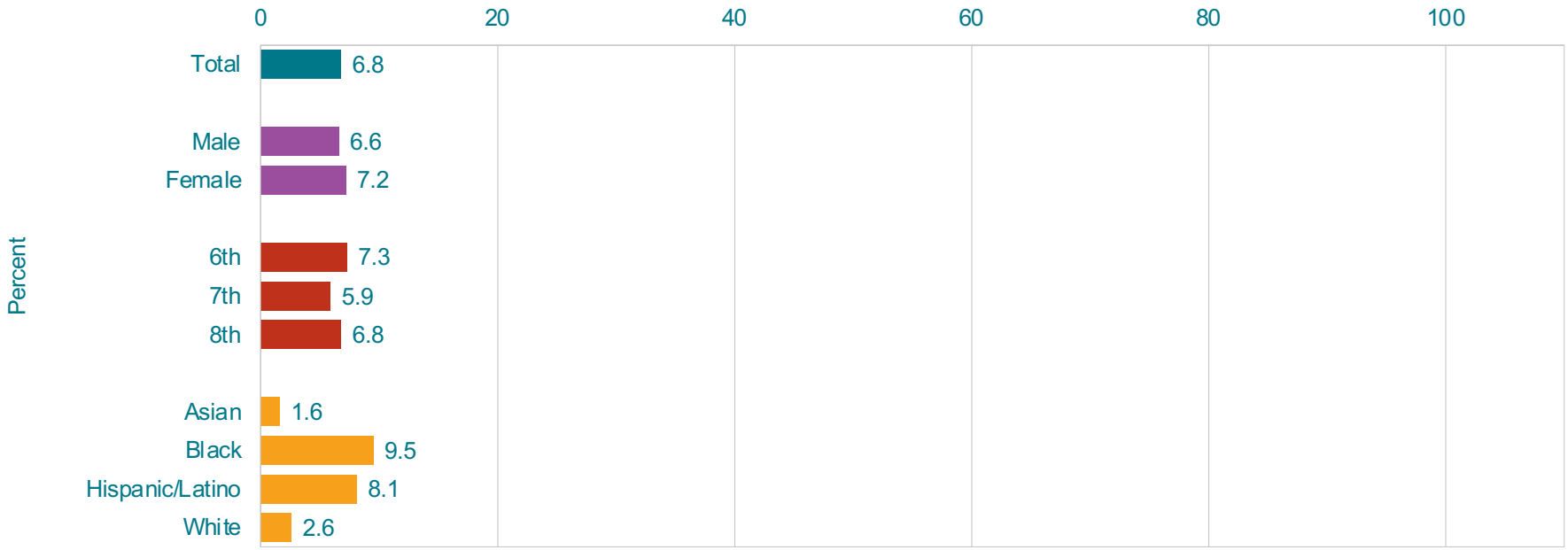
*On at least 1 day during the 30 days before the survey
†B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco,* 2017-2021†



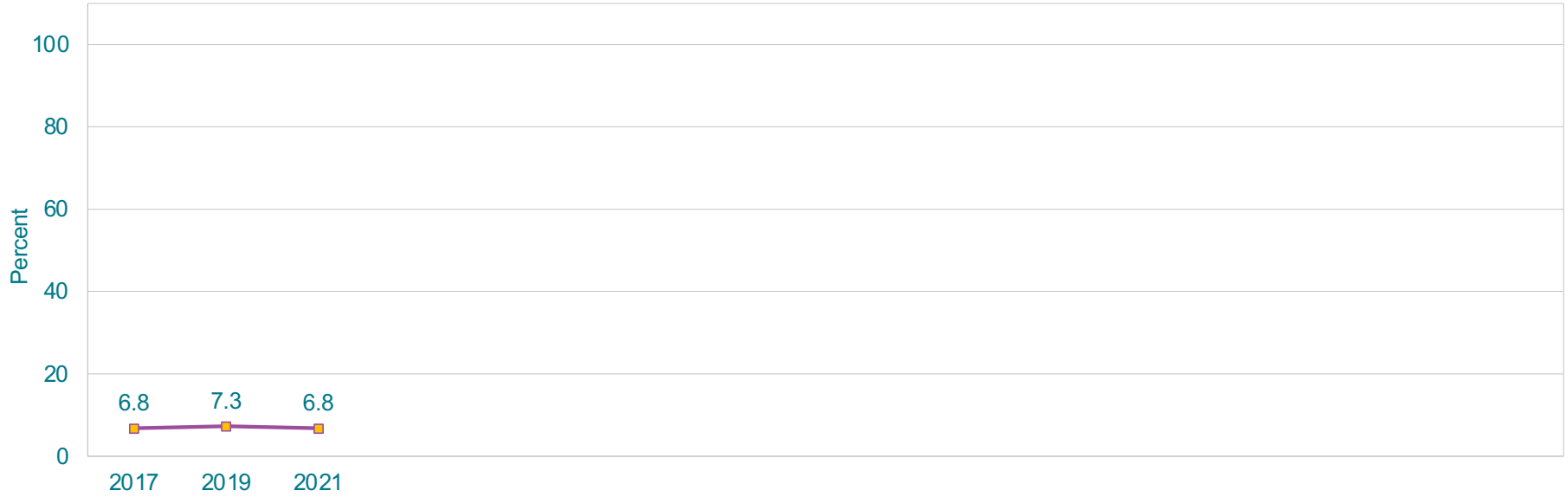
*On at least 1 day during the 30 days before the survey
†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
This graph contains weighted results.

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,† 2021



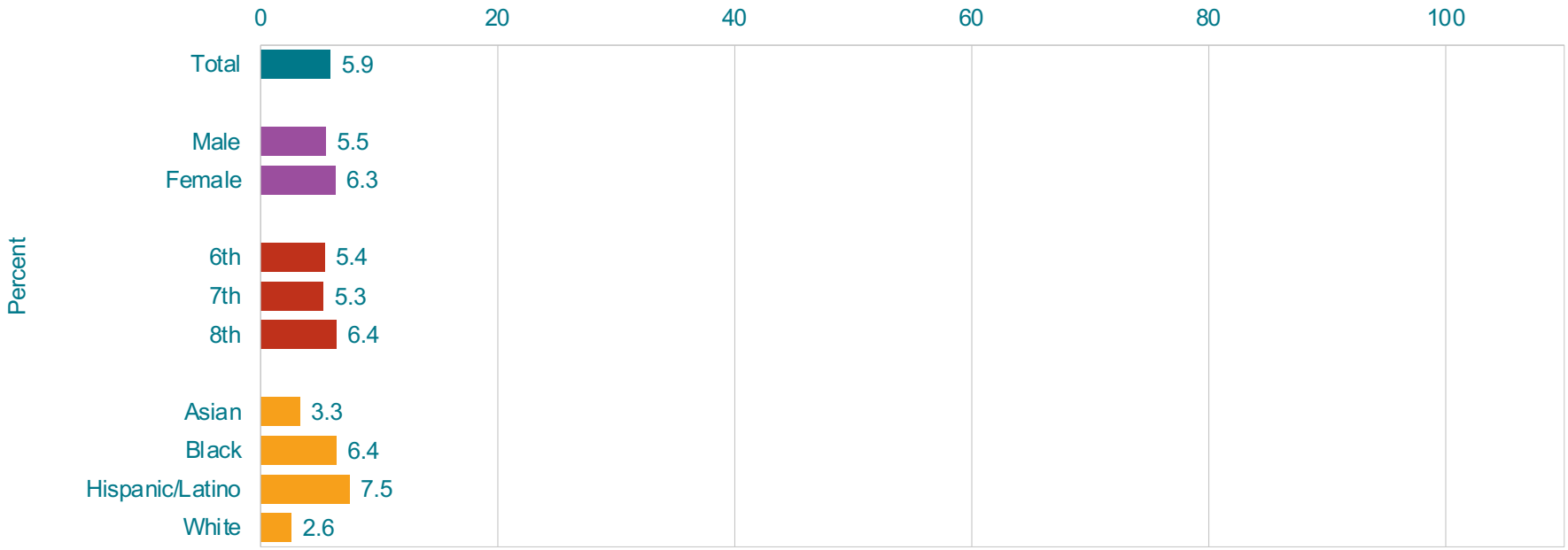
*On at least 1 day during the 30 days before the survey
†B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco or Electronic Vapor Products,* 2017-2021†



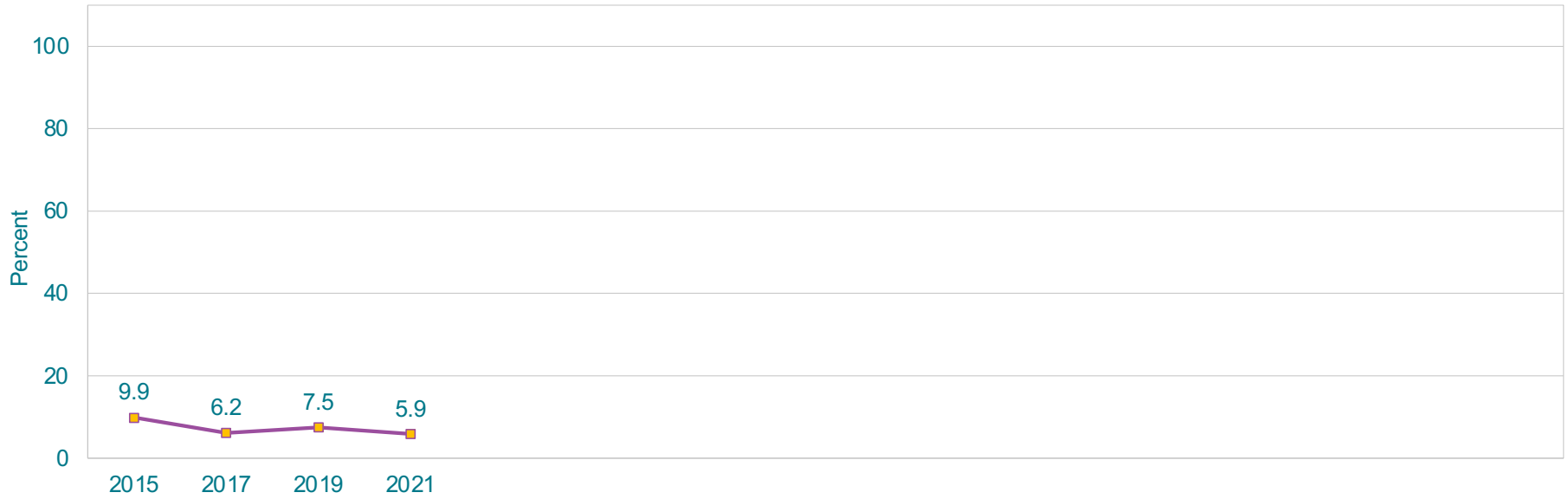
*On at least 1 day during the 30 days before the survey
†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,* by Sex, Grade, and Race/Ethnicity,† 2021



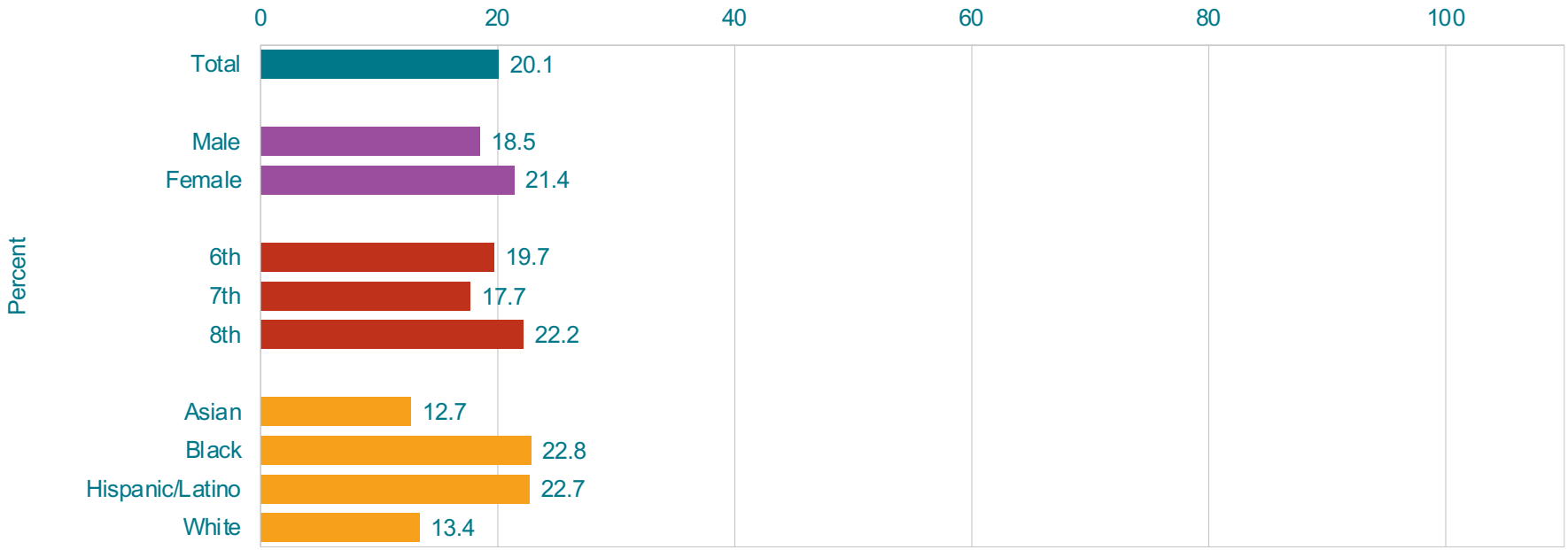
*On at least 1 day during the 30 days before the survey
†H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes or Used Electronic Vapor Products,* 2015-2021†



*On at least 1 day during the 30 days before the survey
†Decreased 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Ever Drank Alcohol,* by Sex, Grade, and Race/Ethnicity,† 2021

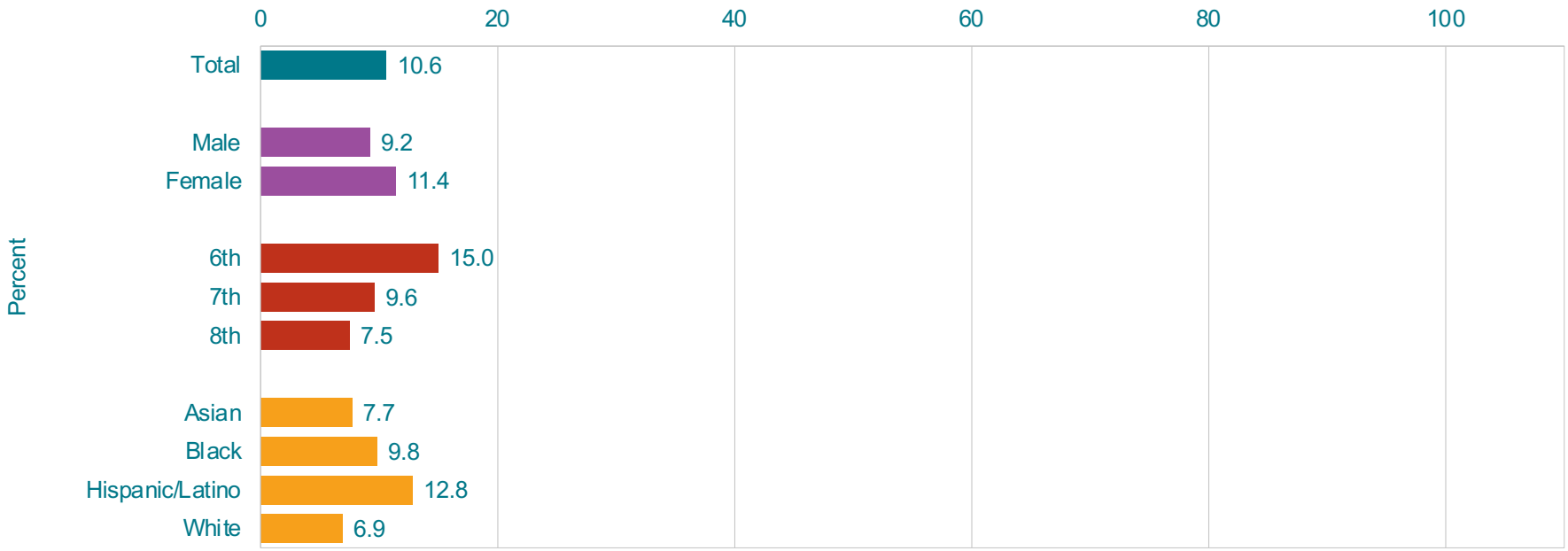


*Other than a few sips
†B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Drank Alcohol,* 2011-2021†

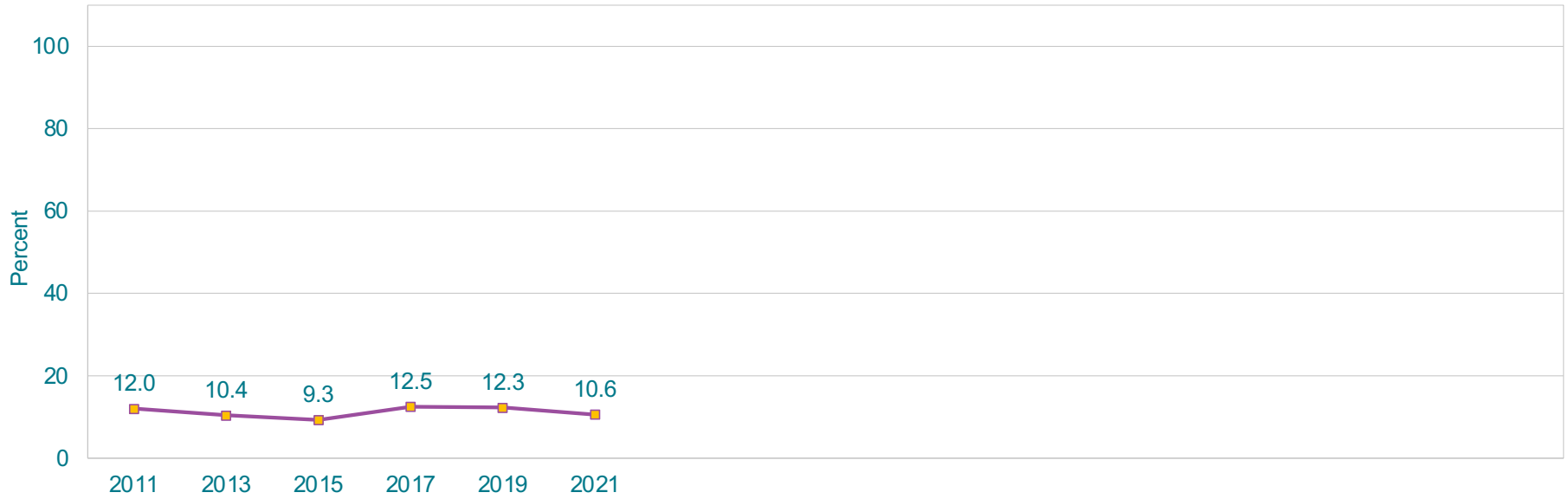
*Other than a few sips
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Drank Alcohol for the First Time Before Age 11 Years,* by Sex, Grade,† and Race/Ethnicity,† 2021



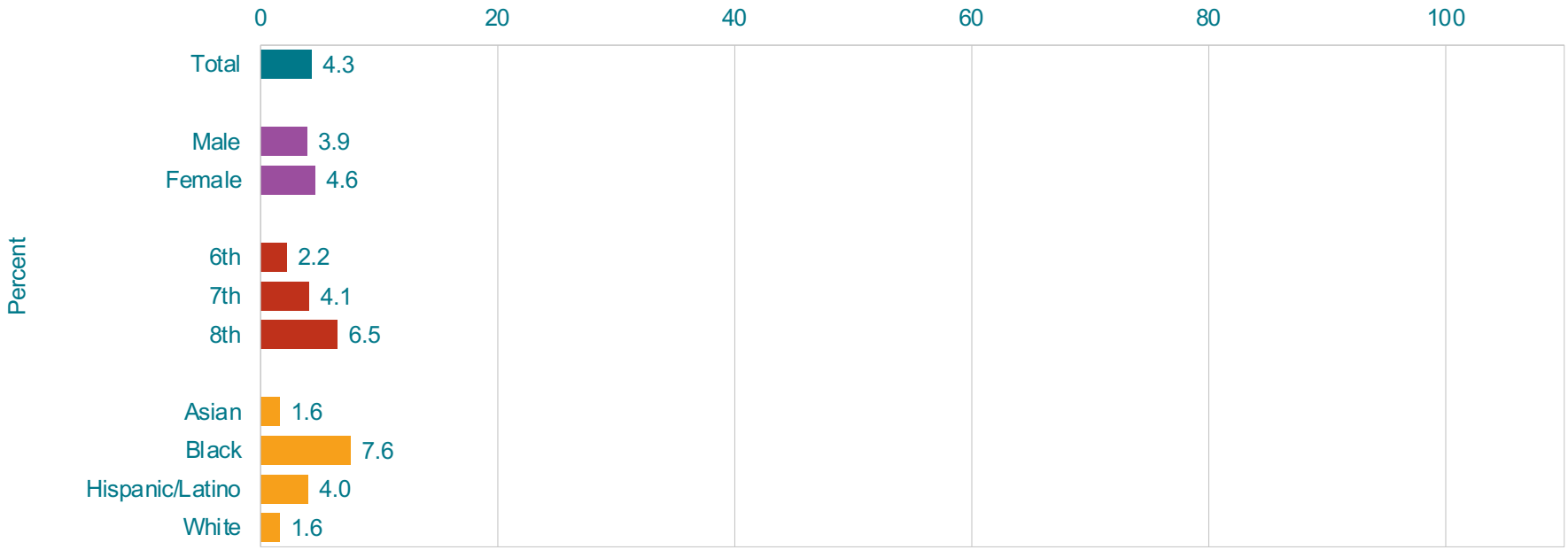
*Other than a few sips
†6th > 8th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Drank Alcohol for the First Time Before Age 11 Years,* 2011-2021†



*Other than a few sips
†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 Middle School Students Who Ever Used Marijuana, by Sex, Grade,* and Race/Ethnicity,* 2021

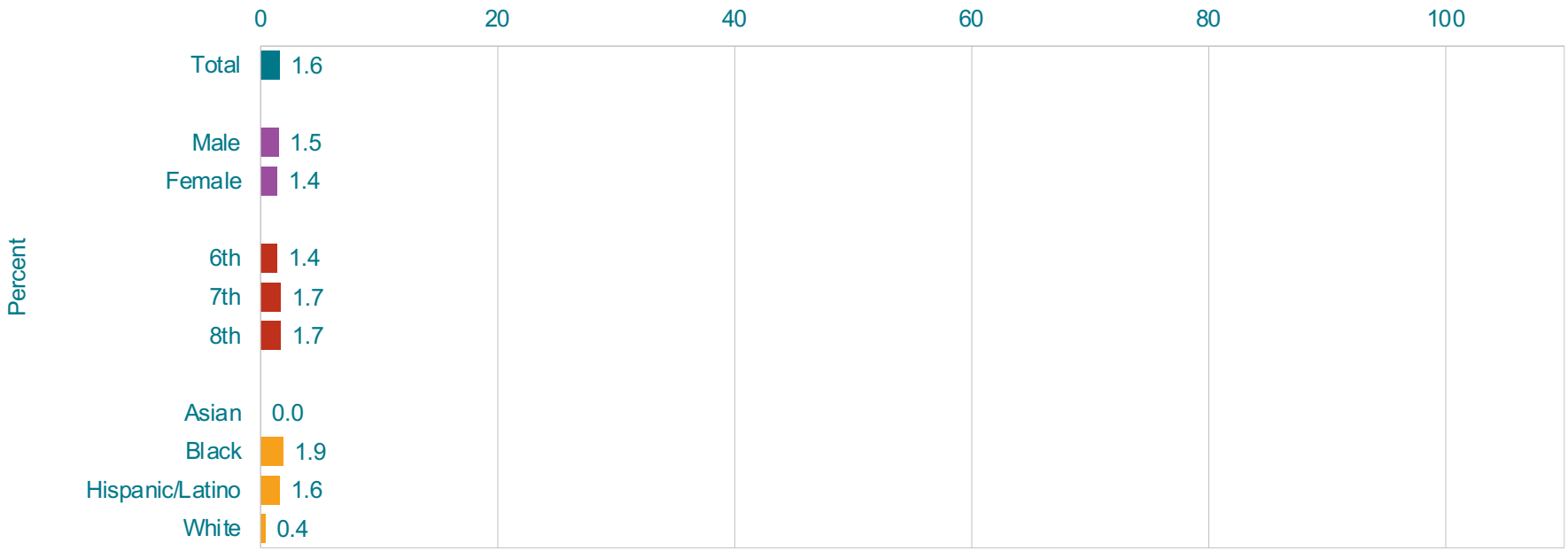


*8th > 6th; B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Used Marijuana, 2011-2021*

*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 Middle School Students Who Tried Marijuana for the First Time Before Age 11 Years, by Sex, Grade, and Race/Ethnicity,* 2021

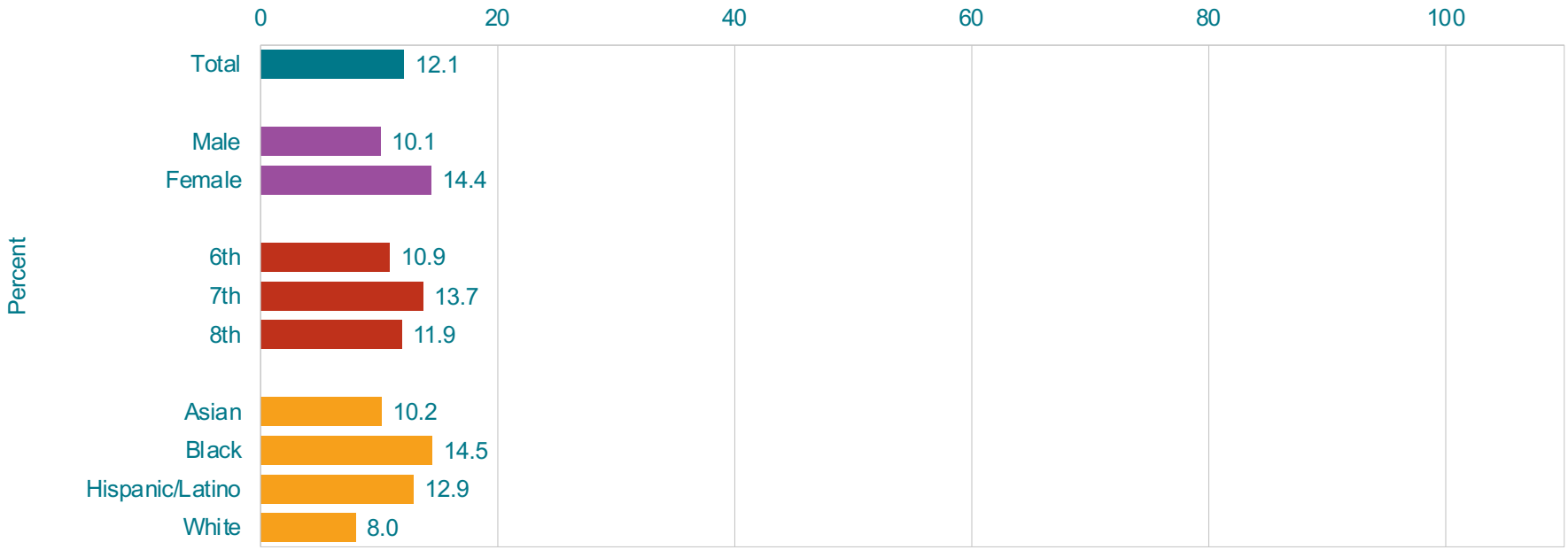


*H > A (Based on t-test analysis, p < 0.05.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Tried Marijuana for the First Time Before Age 11 Years, 2011-2021*

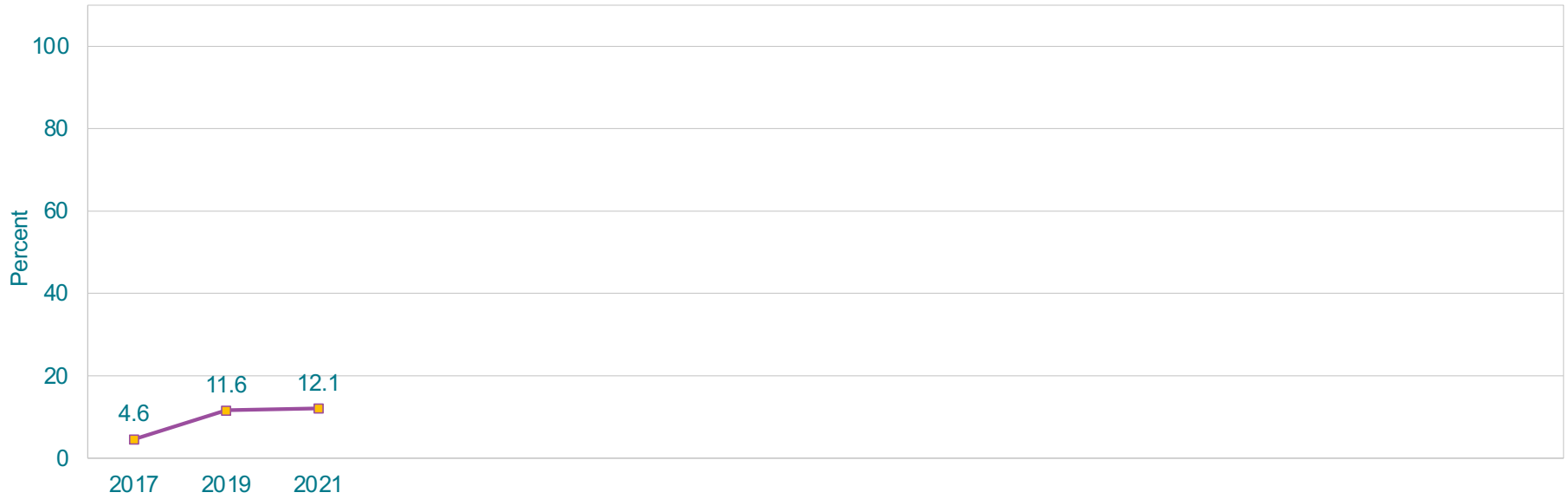
*Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of 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,† 2021



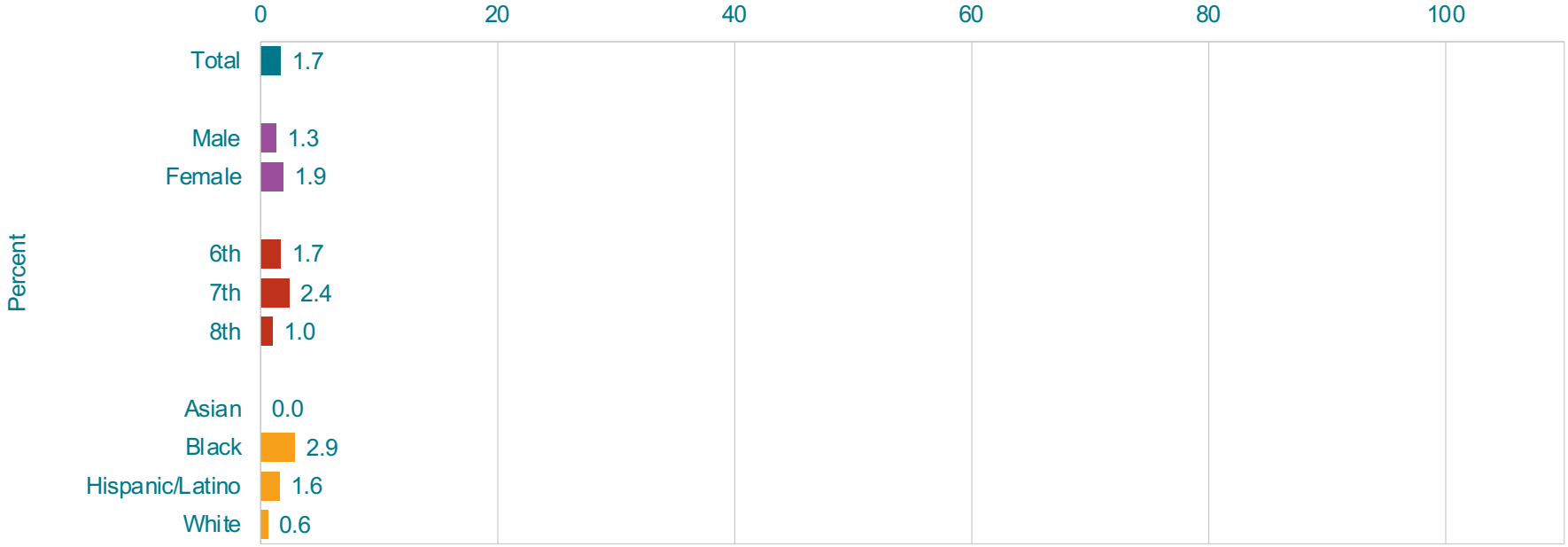
*Counting drugs such as codeine, Vicodin, Oxycontin, hydrocodone, and Percocet
†F > M; B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

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,* 2017-2021†



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

Percentage of Middle School Students Who Ever Used Cocaine,* by Sex, Grade, and Race/Ethnicity,† 2021

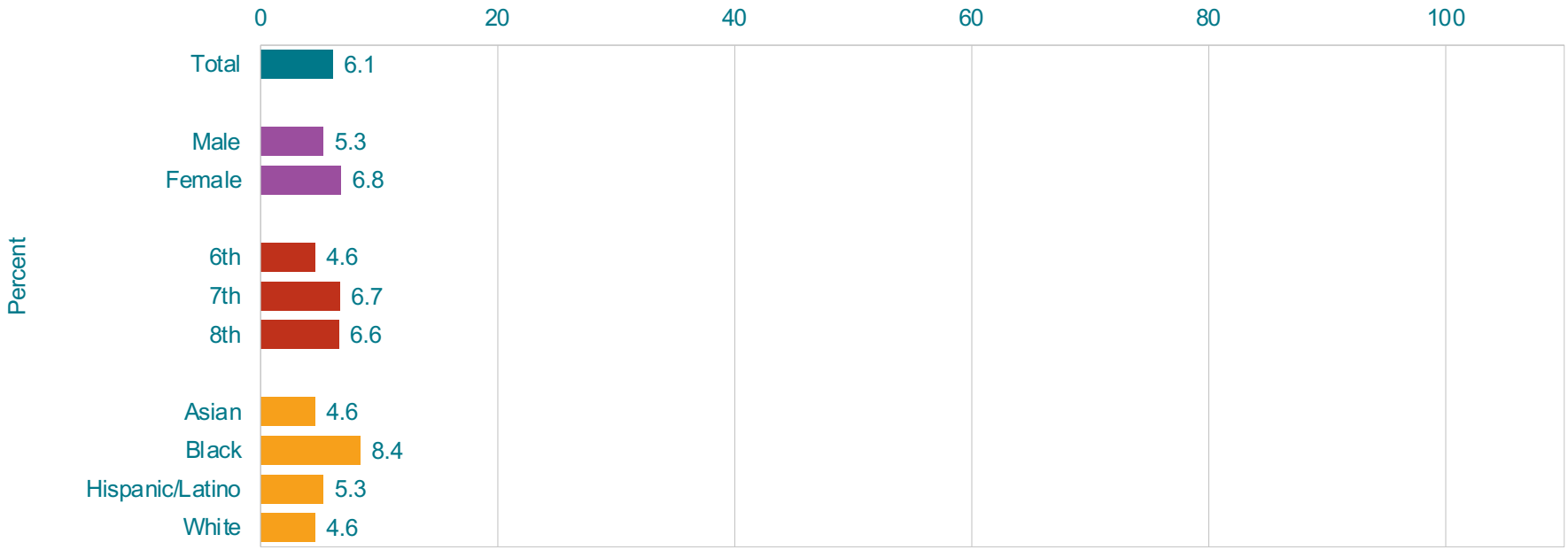


*Any form of cocaine, including powder, crack, or freebase
†B > A, B > W, H > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Used Cocaine,* 2011-2021†

*Any form of cocaine, including powder, crack, or freebase
†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 Middle School Students Who Ever Used Inhalants,* by Sex, Grade, and Race/Ethnicity,† 2021



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

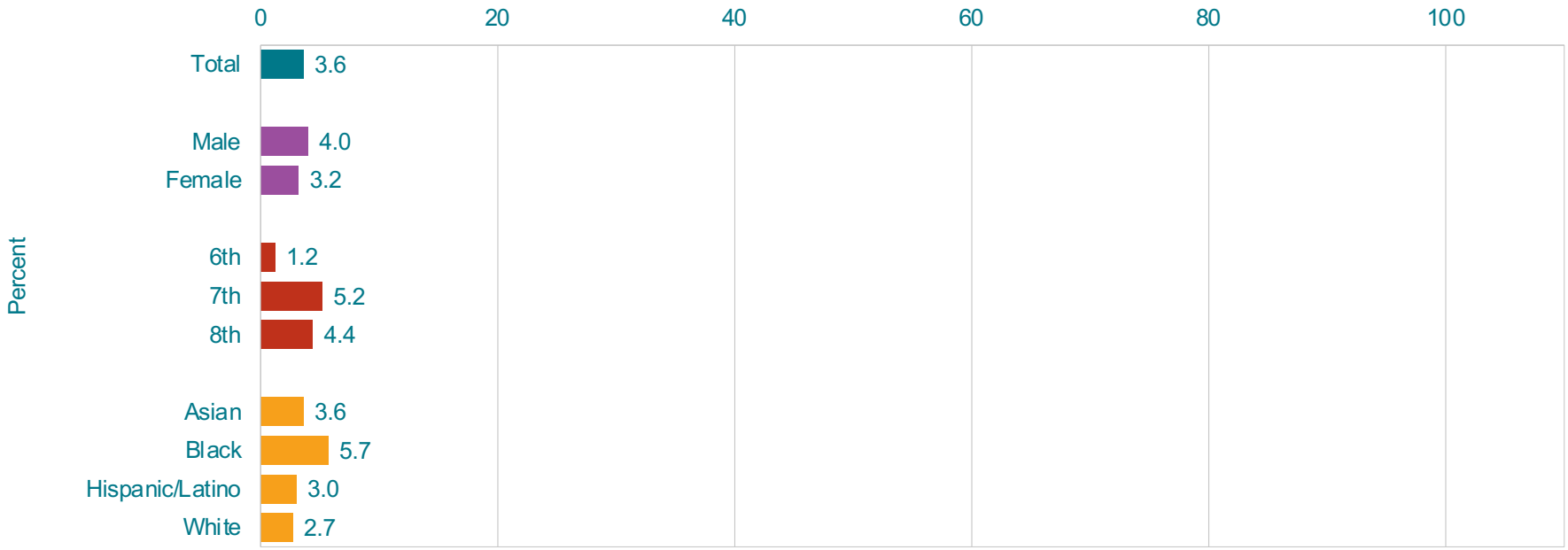
Percentage of Middle School Students Who Ever Used Inhalants,* 2011-2021†

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

†Decreased 2011-2021, decreased 2011-2017, no change 2017-2021 [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 Middle School Students Who Ever Had Sexual Intercourse, by Sex, Grade,* and Race/Ethnicity, 2021

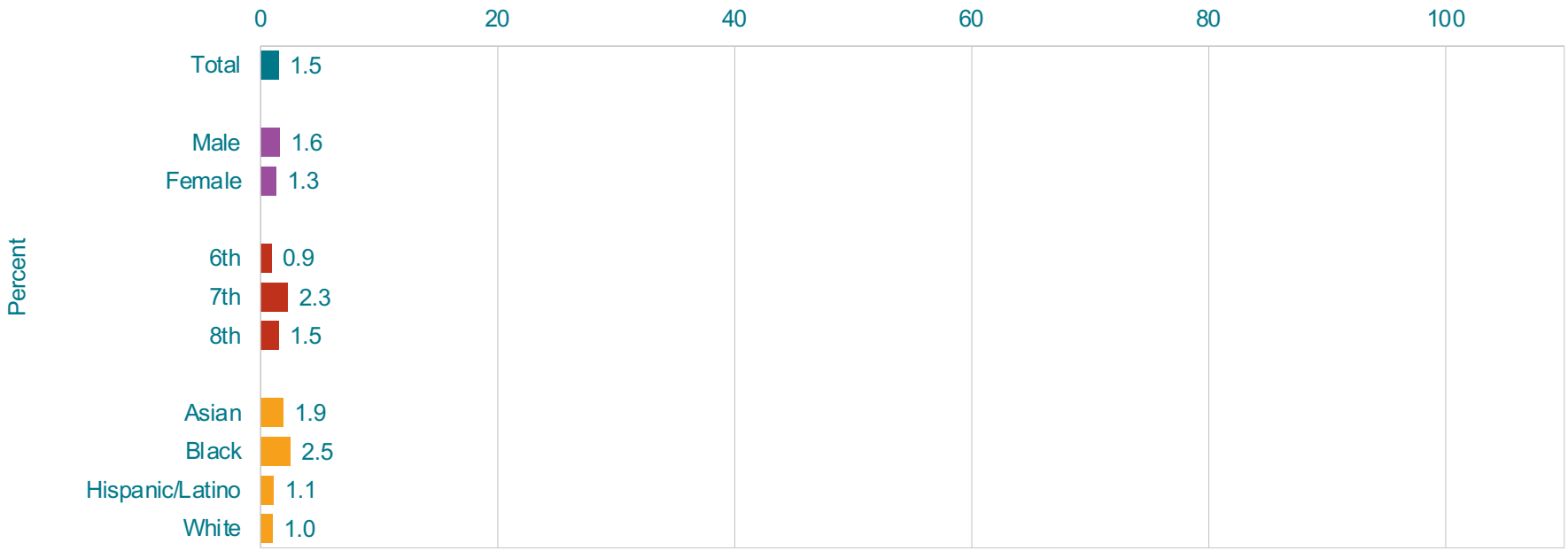


*7th > 6th, 8th > 6th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Had Sexual Intercourse, 2011-2021*

*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 Middle School Students Who Had Sexual Intercourse for the First Time Before Age 11 Years, by Sex, Grade, and Race/Ethnicity, 2021

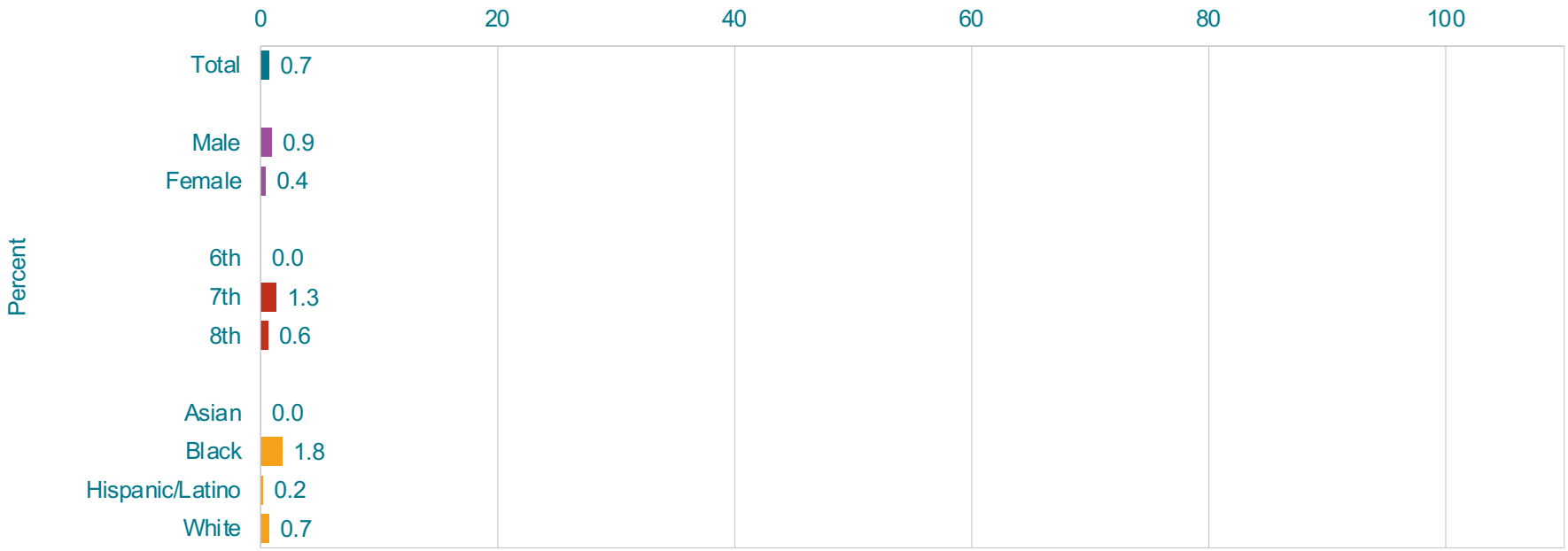


All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Had Sexual Intercourse for the First Time Before Age 11 Years, 2011-2021*

*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 Middle School Students Who Ever Had Sexual Intercourse with Three or More Persons, by Sex, Grade,* and Race/Ethnicity, 2021

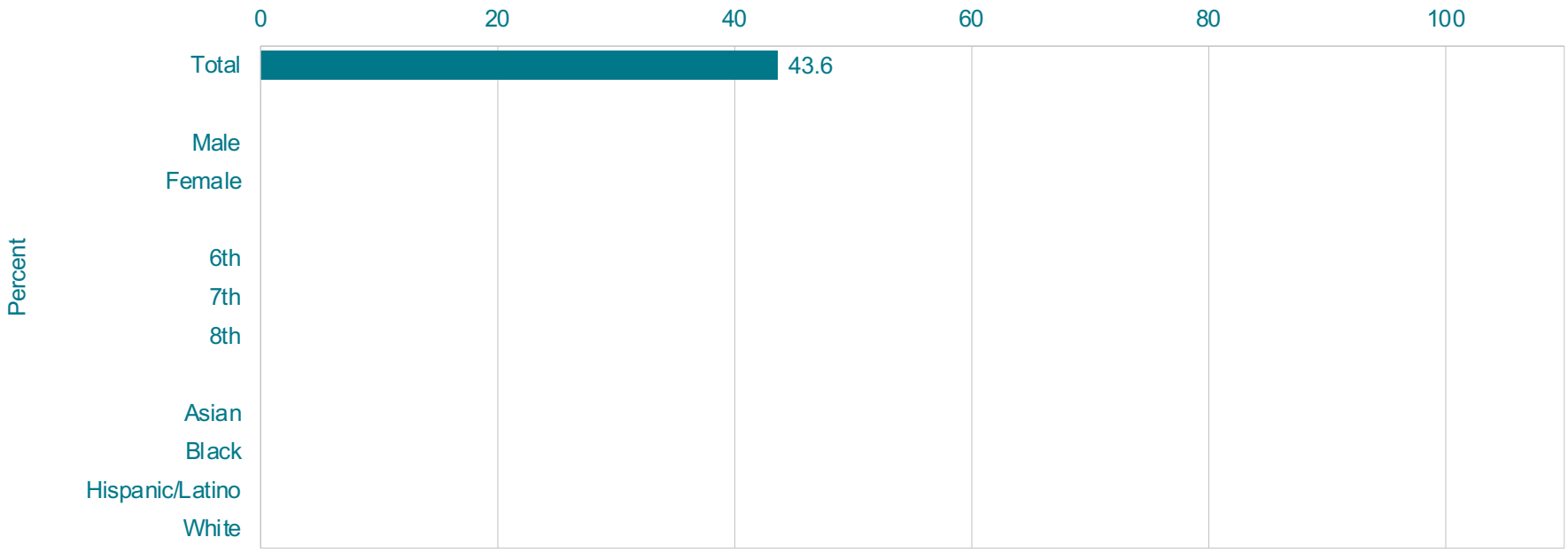


*7th > 6th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ever Had Sexual Intercourse with Three or More Persons, 2011-2021*

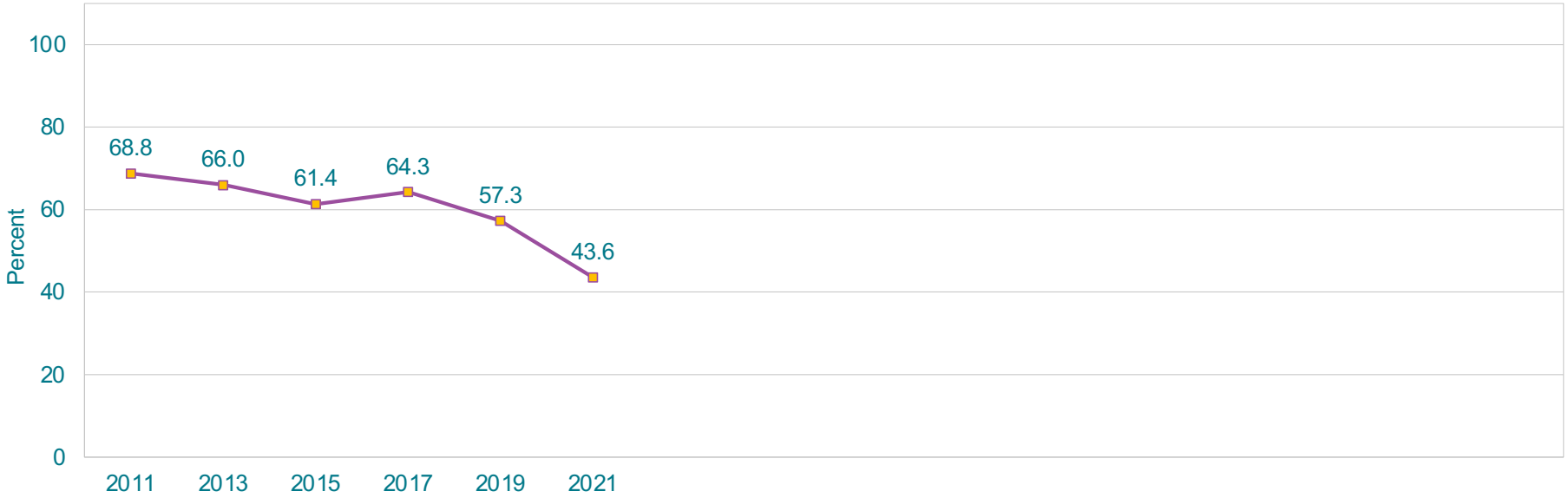
*Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Used a Condom During Last Sexual Intercourse,* by Sex, Grade, and Race/Ethnicity, 2021



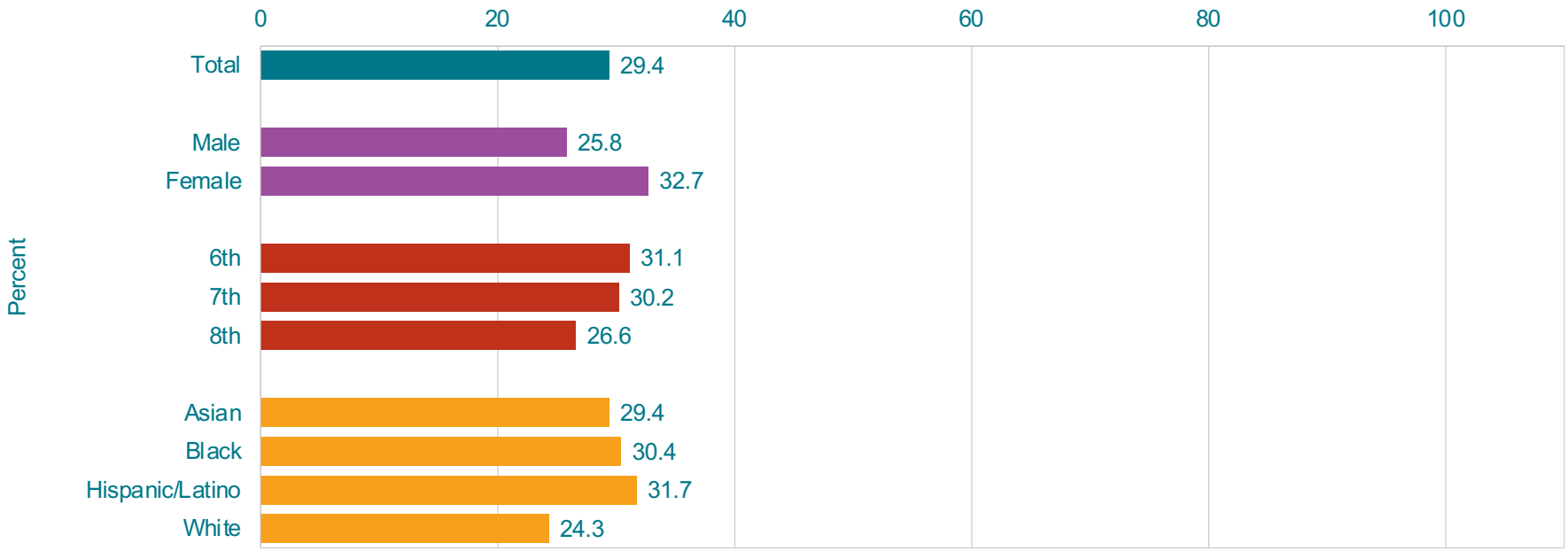
*Among students who ever had sexual intercourse
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 30 students in the subgroup.
This graph contains weighted results.

Percentage of Middle School Students Who Used a Condom During Last Sexual Intercourse,* 2011-2021†



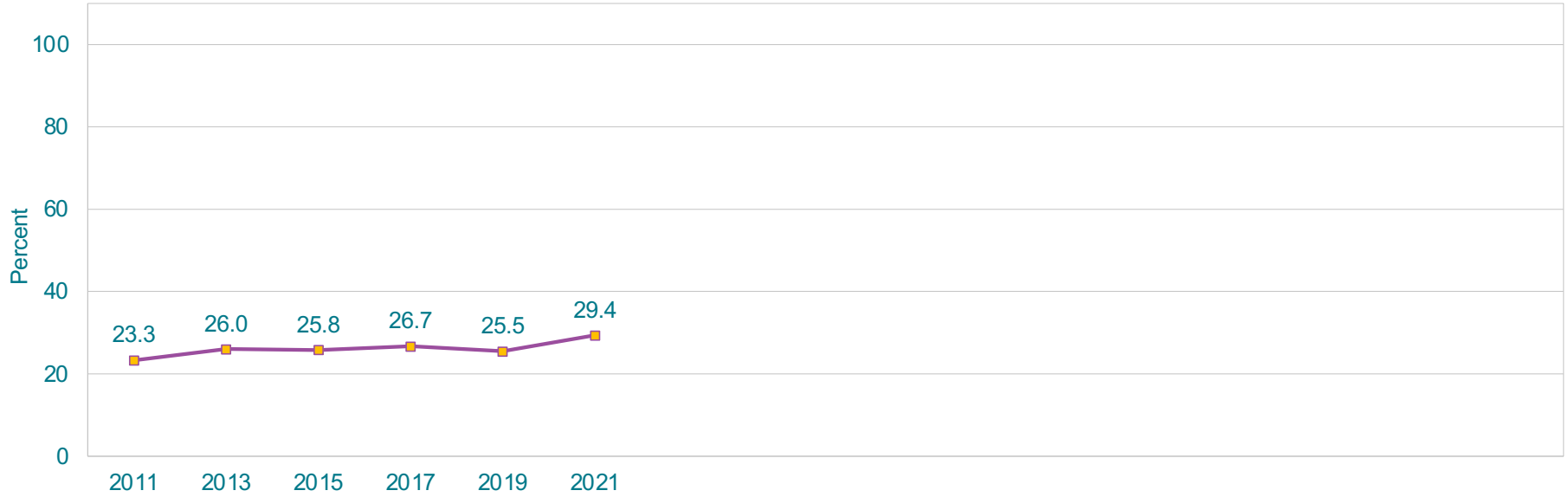
*Among students who ever had sexual intercourse
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Described Themselves As Slightly or Very Overweight, by Sex,* Grade, and Race/Ethnicity,* 2021



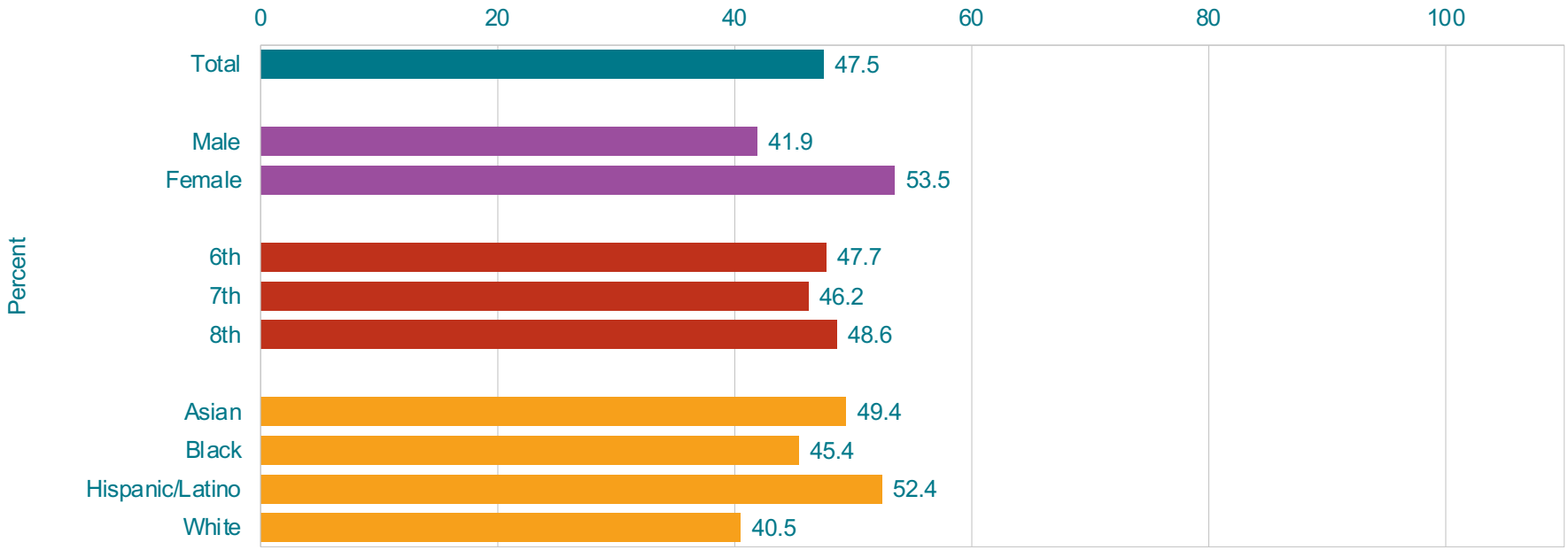
*F > M; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Described Themselves As Slightly or Very Overweight, 2011-2021*



*Increased 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 Middle School Students Who Were Trying to Lose Weight, by Sex,* Grade, and Race/Ethnicity,* 2021



*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.
This graph contains weighted results.

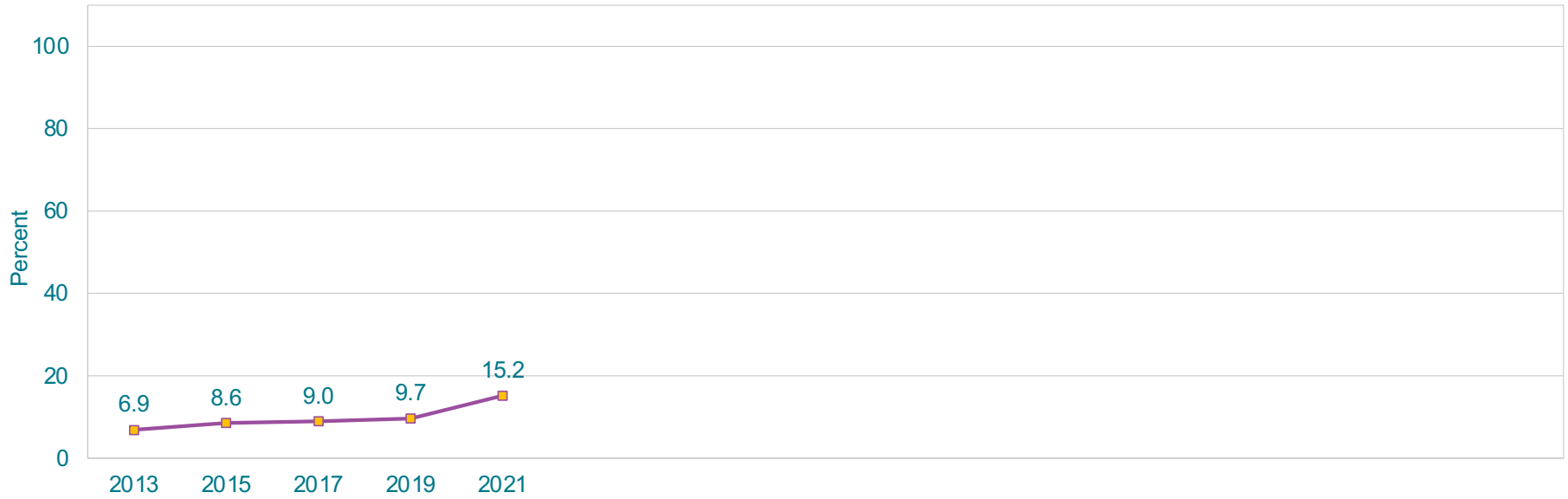
Percentage of Middle School Students Who Were Trying to Lose Weight, 2011-2021*

*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 Middle School Students Who Did Not Eat Breakfast,* by Sex, Grade, and Race/Ethnicity,† 2021

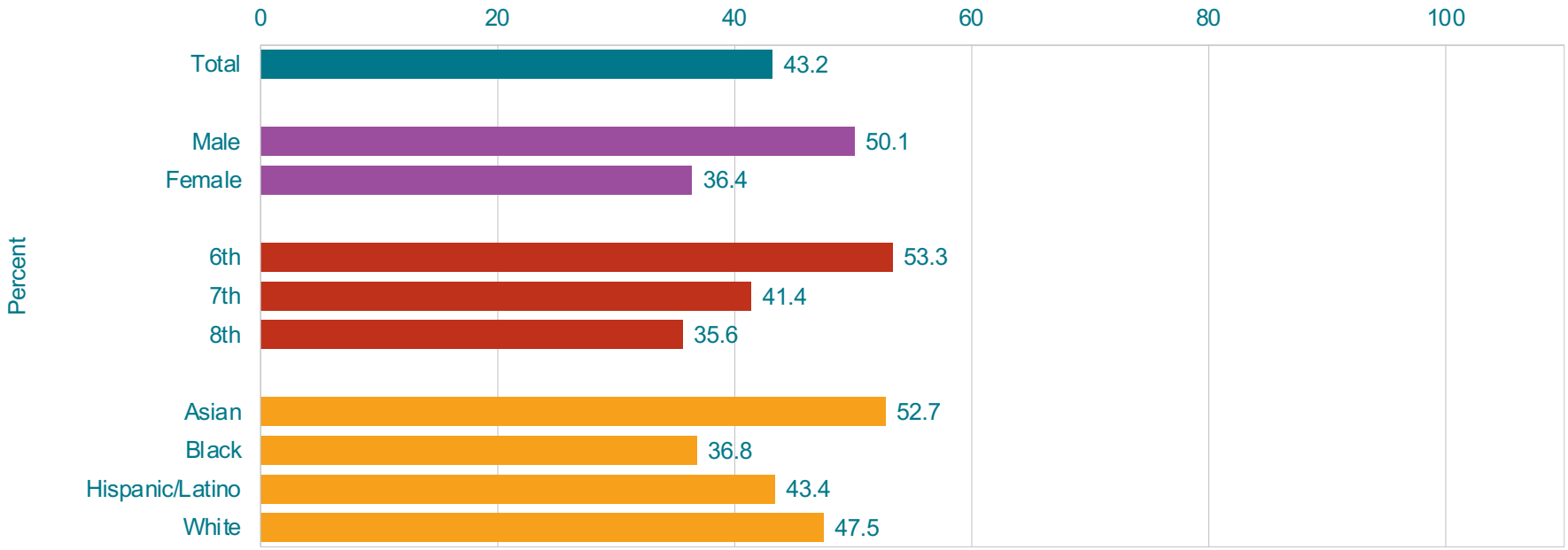
*During the 7 days before the survey
†B > H, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Did Not Eat Breakfast,* 2013-2021†



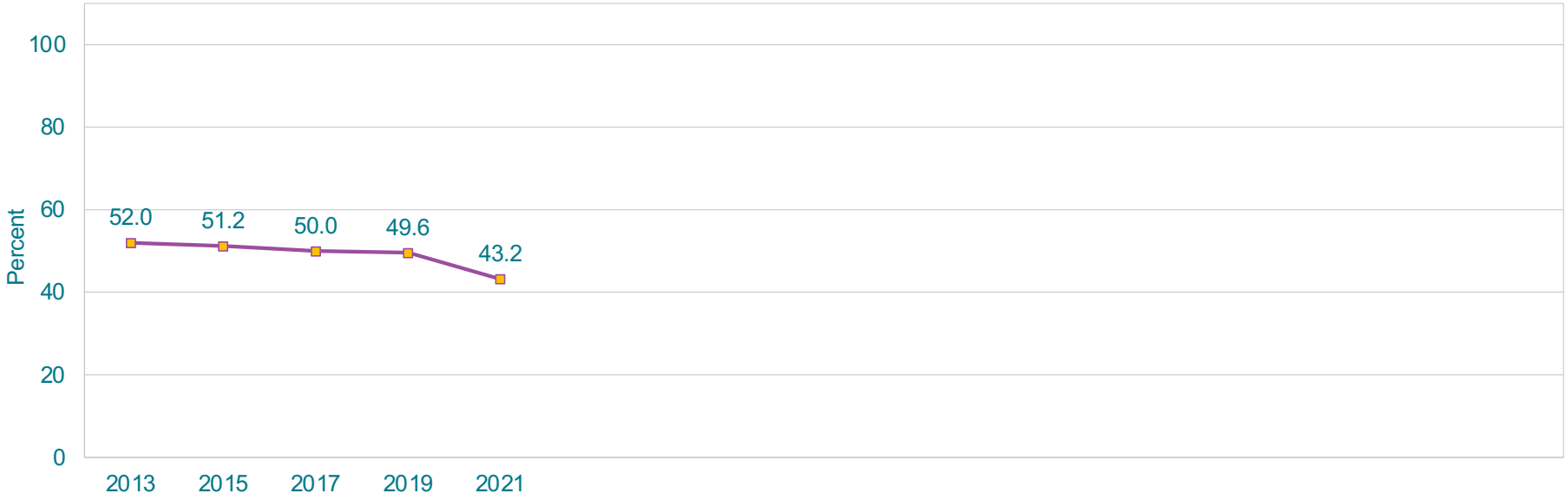
*During the 7 days before the survey
†Increased 2013-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Ate Breakfast on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2021



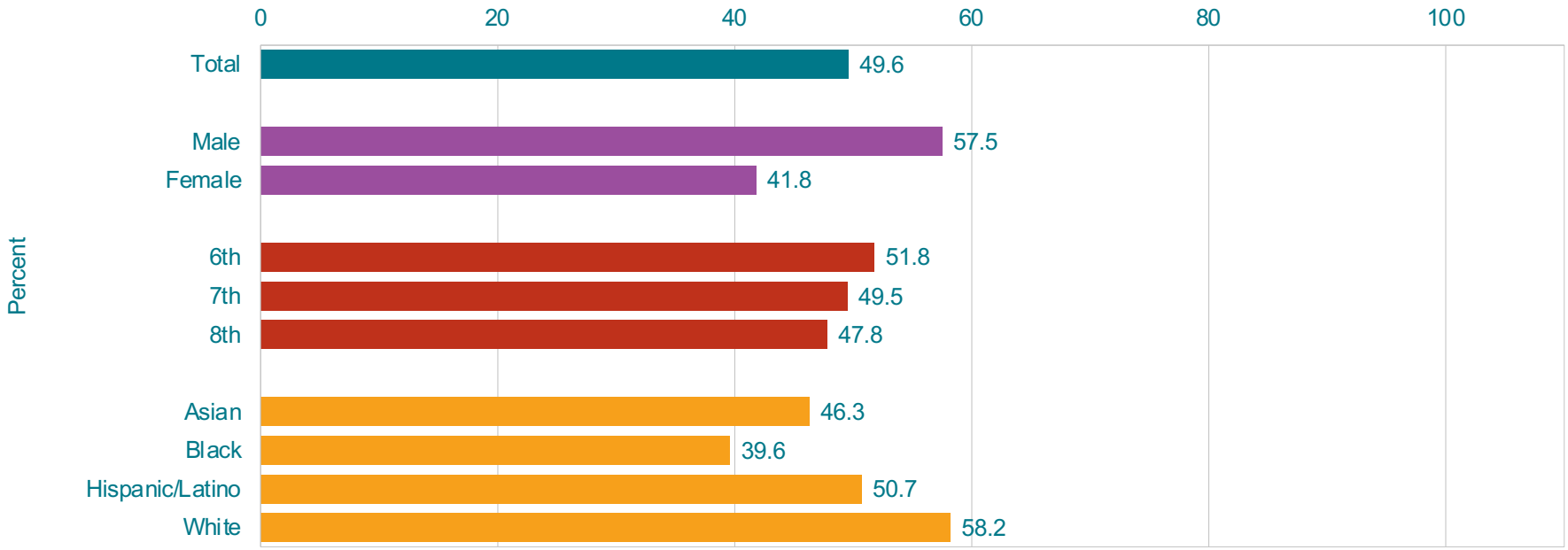
*During the 7 days before the survey
†M > F; 6th > 7th, 6th > 8th; A > B, H > B, W > B (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Ate Breakfast on All 7 Days,* 2013-2021†



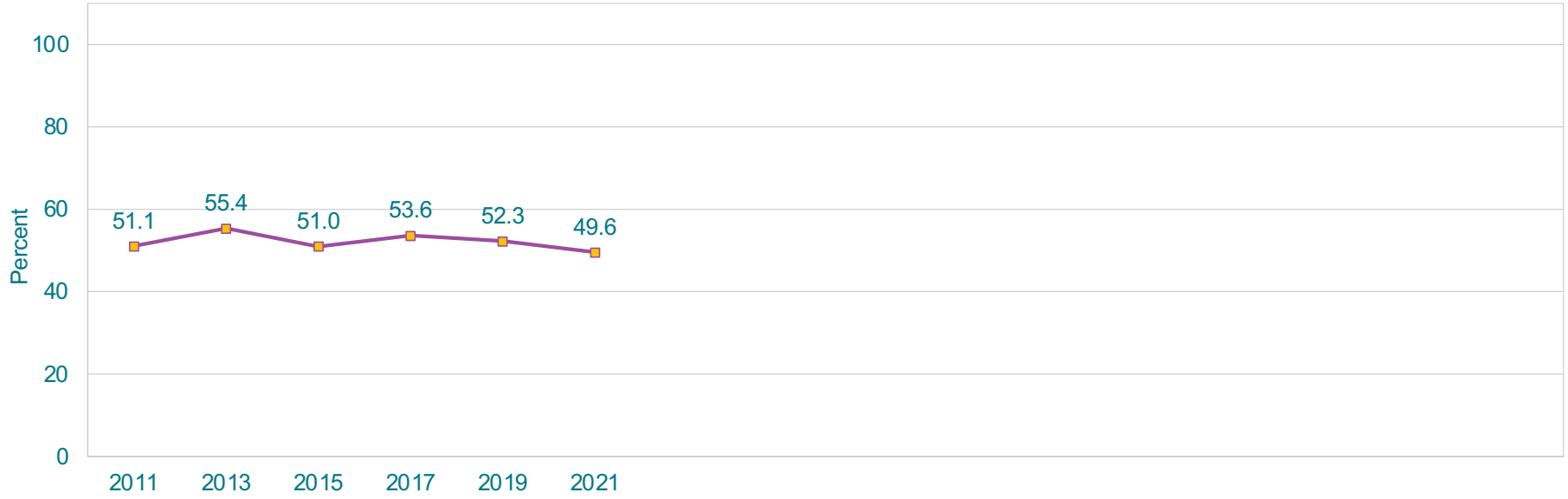
*During the 7 days before the survey
†Decreased 2013-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

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,† 2021



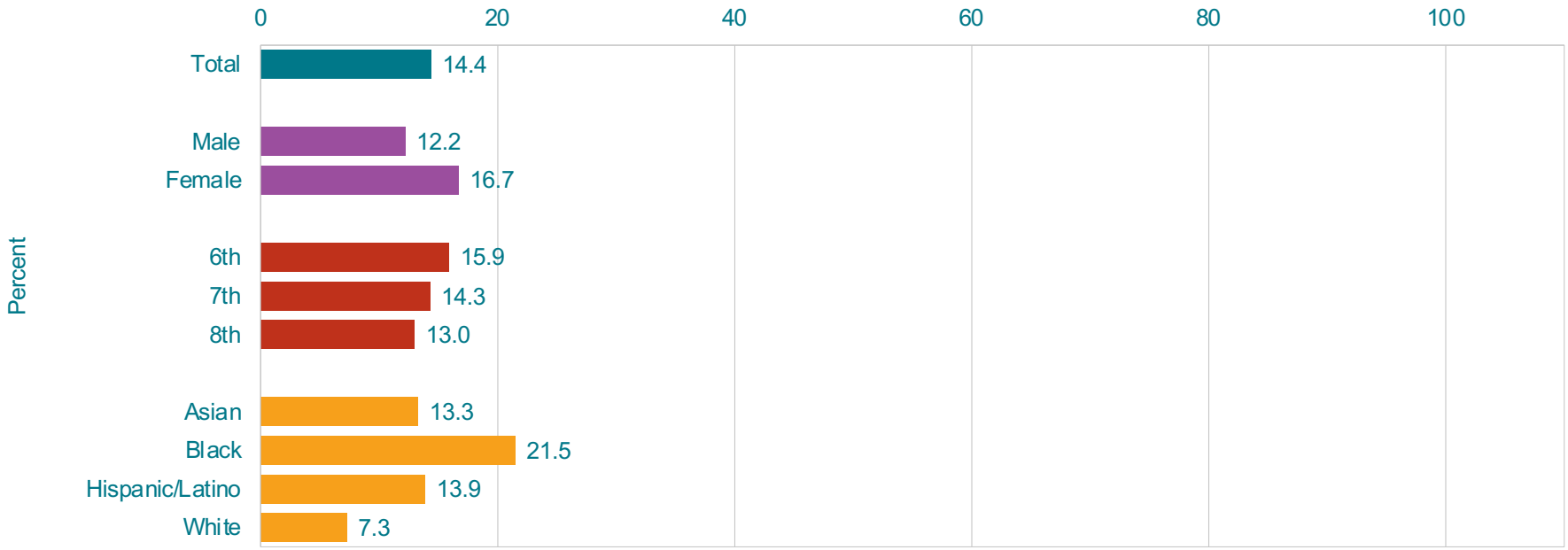
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†M > F; H > B, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.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

Percentage of Middle 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
†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 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,† 2021

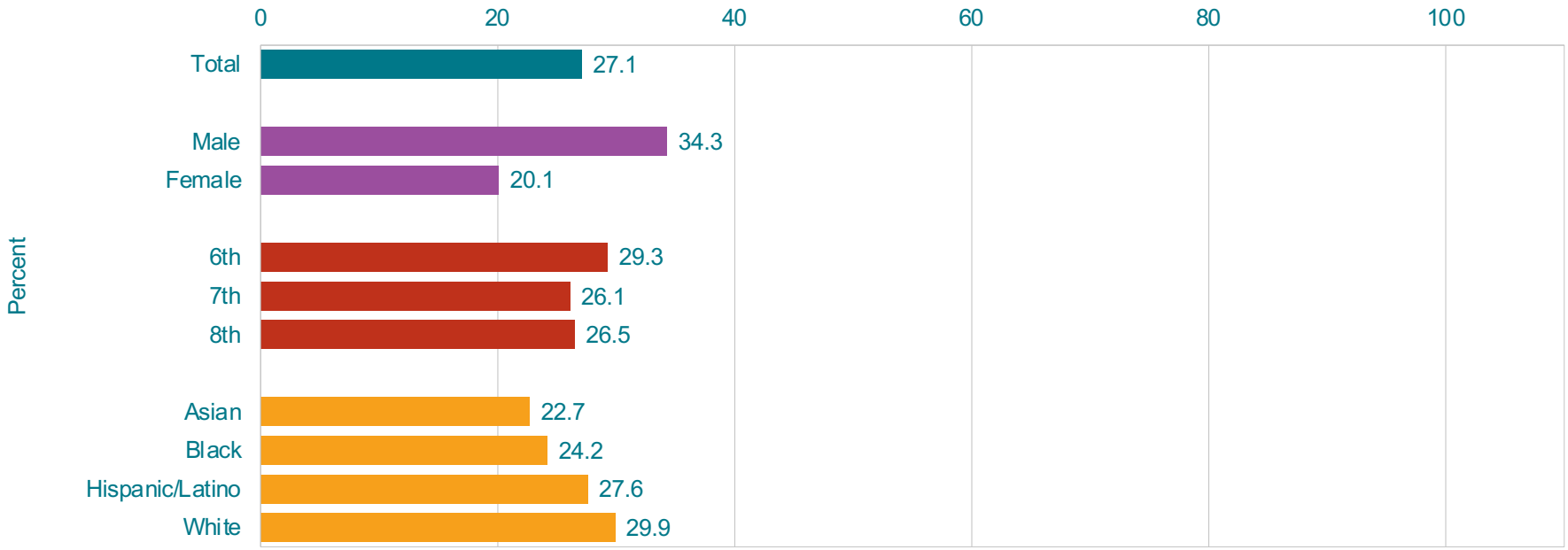


*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†F > M; B > H, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
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,* 2011-2021†

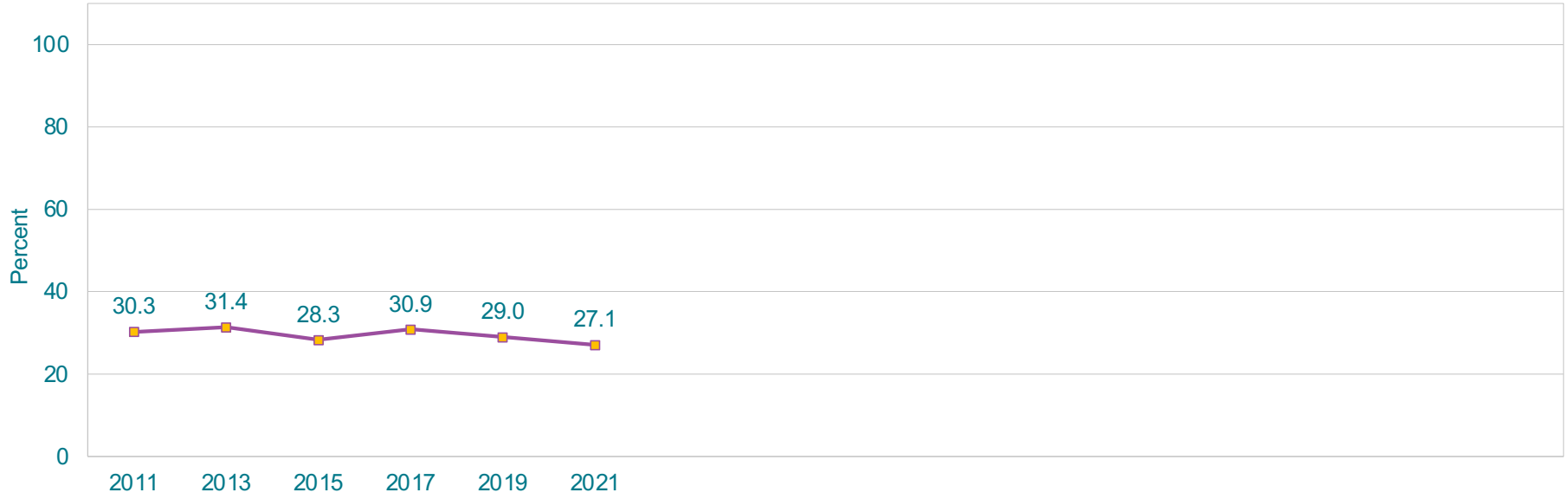
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†No change 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). 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 Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade, and Race/Ethnicity, 2021



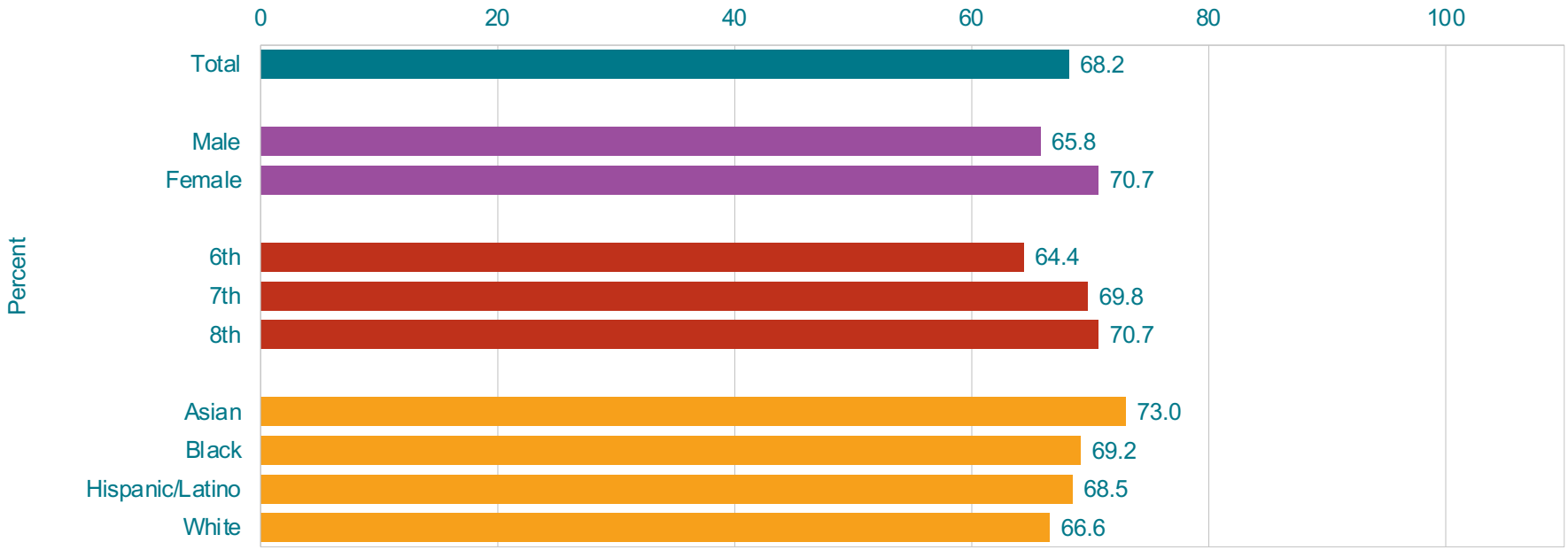
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey
†M > F (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle 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
†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 Middle School Students Who Spent 3 or More Hours Per Day on Screen Time,* by Sex, Grade,† and Race/Ethnicity, 2021



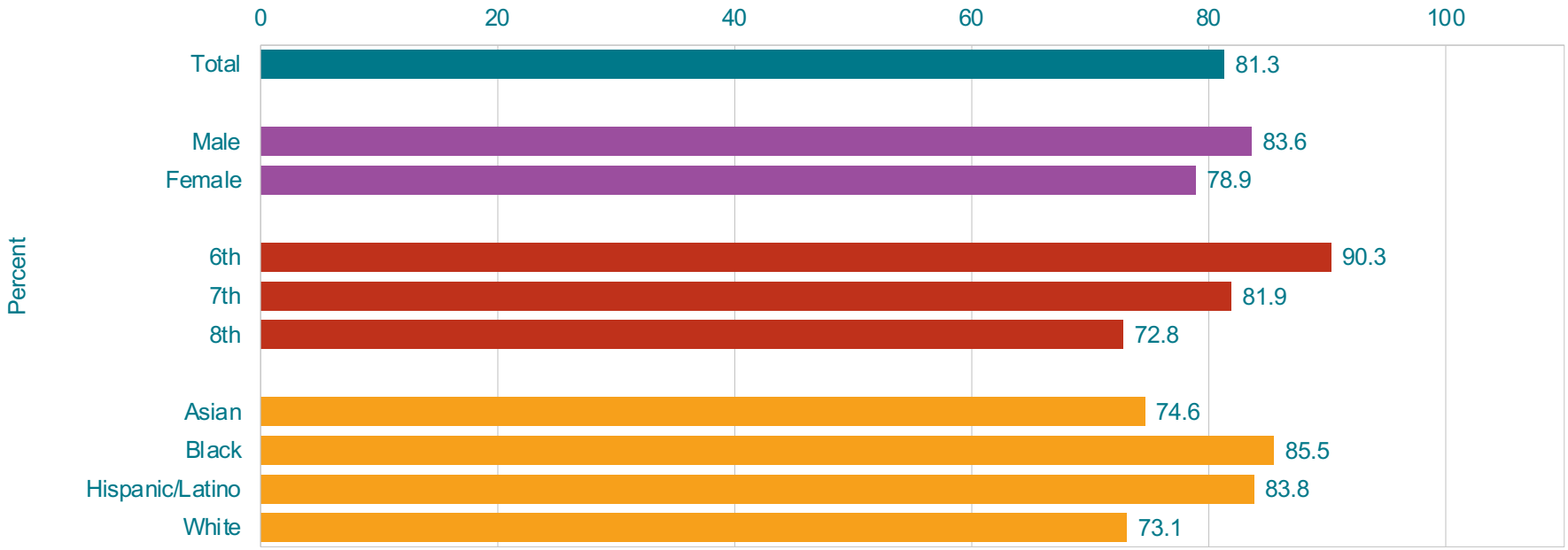
*In front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media, not counting time spent doing schoolwork, on an average school day

†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.

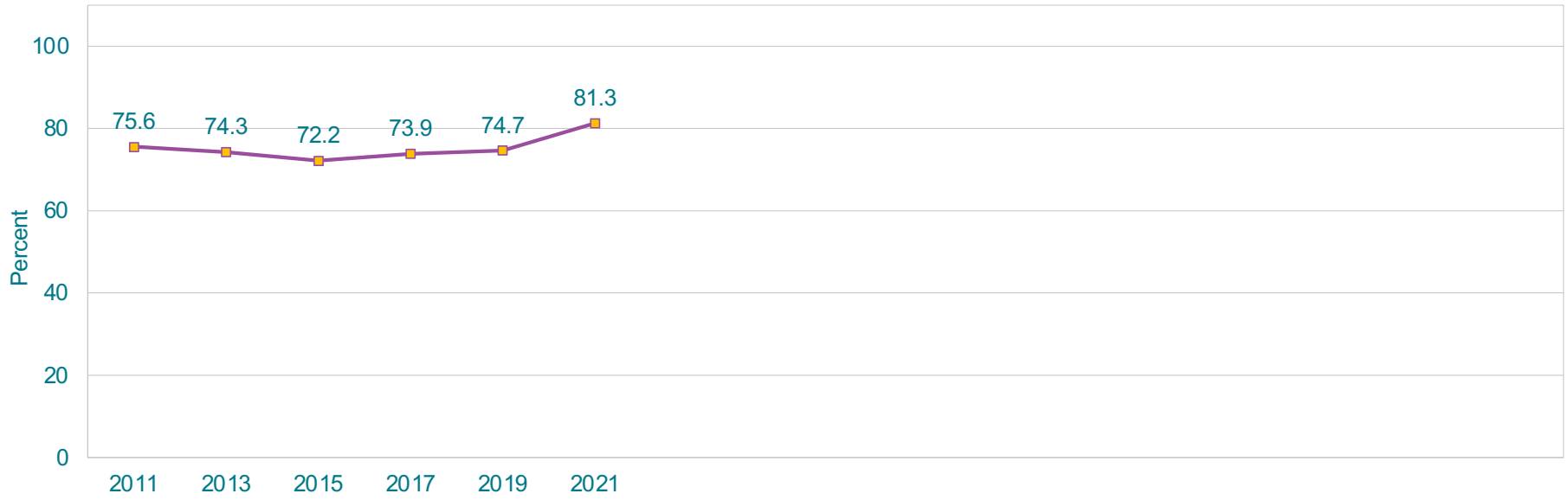
This graph contains weighted results.

Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2021



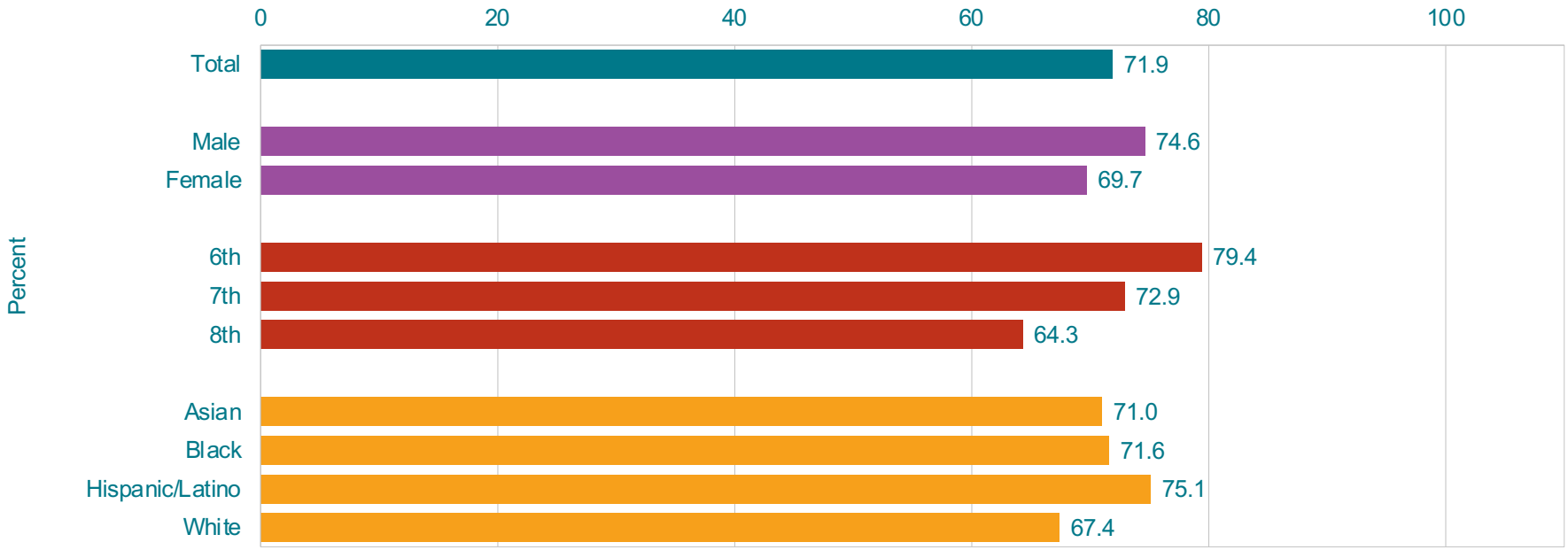
*In an average week when they were in school
†M > F; 6th > 7th, 6th > 8th, 7th > 8th; B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* 2011-2021†



*In an average week when they were in school
†No change, 2011-2017, increased, 2017-2021 [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 Middle School Students Who Attended Physical Education Classes on All 5 Days,* by Sex,† Grade,† and Race/Ethnicity, 2021

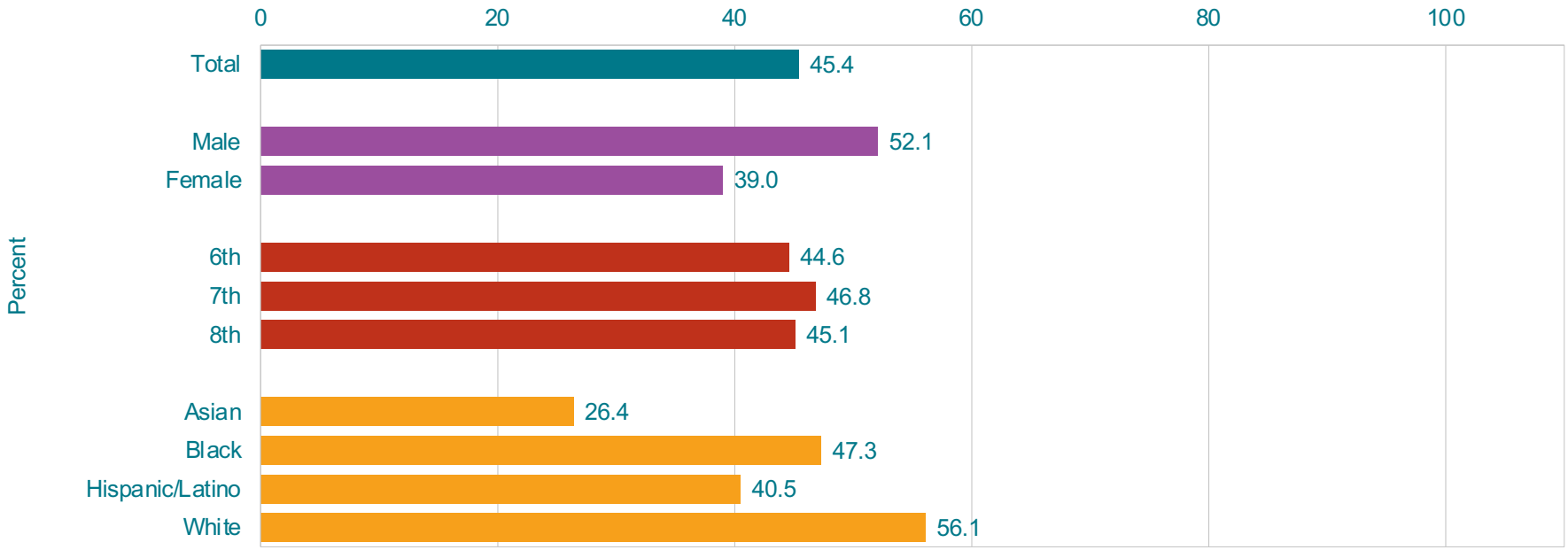


*In an average week when they were in school
†M > F; 6th > 8th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Attended Physical Education Classes on All 5 Days,* 2011-2021†

*In an average week when they were in school
†Increased 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 Middle School Students Who Played on at Least One Sports Team,* by Sex,† Grade, and Race/Ethnicity,† 2021

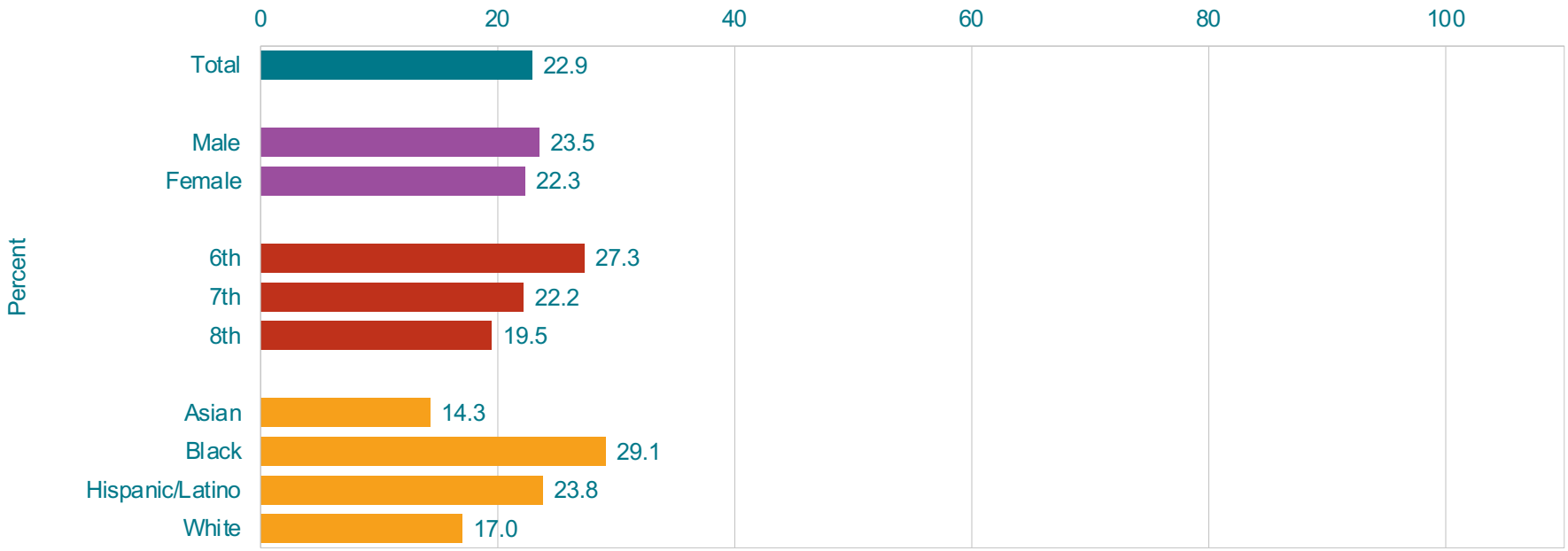


*Counting any teams run by their school or community groups, during the past 12 months before the survey
†M > F; B > A, B > H, H > A, W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Played on at Least One Sports Team,* 2011-2021†

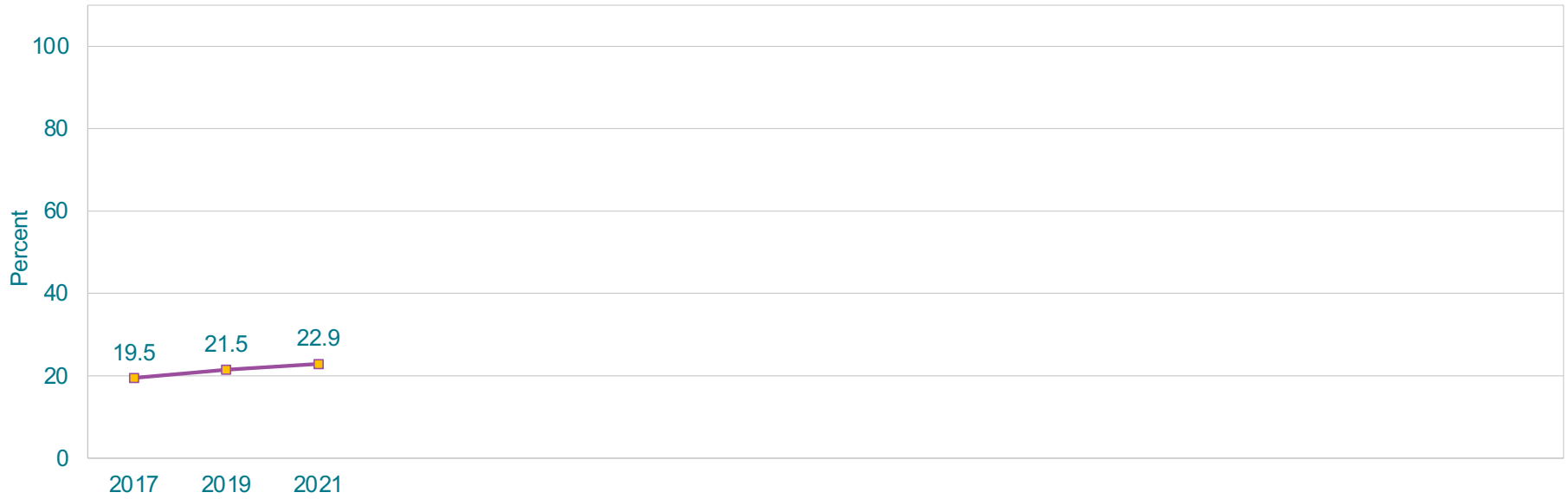
*Counting any teams run by their school or community groups, during the past 12 months before the survey
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) 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 Middle School Students Who Had a Concussion from Playing a Sport or Being Physically Active,* by Sex, Grade, and Race/Ethnicity,† 2021



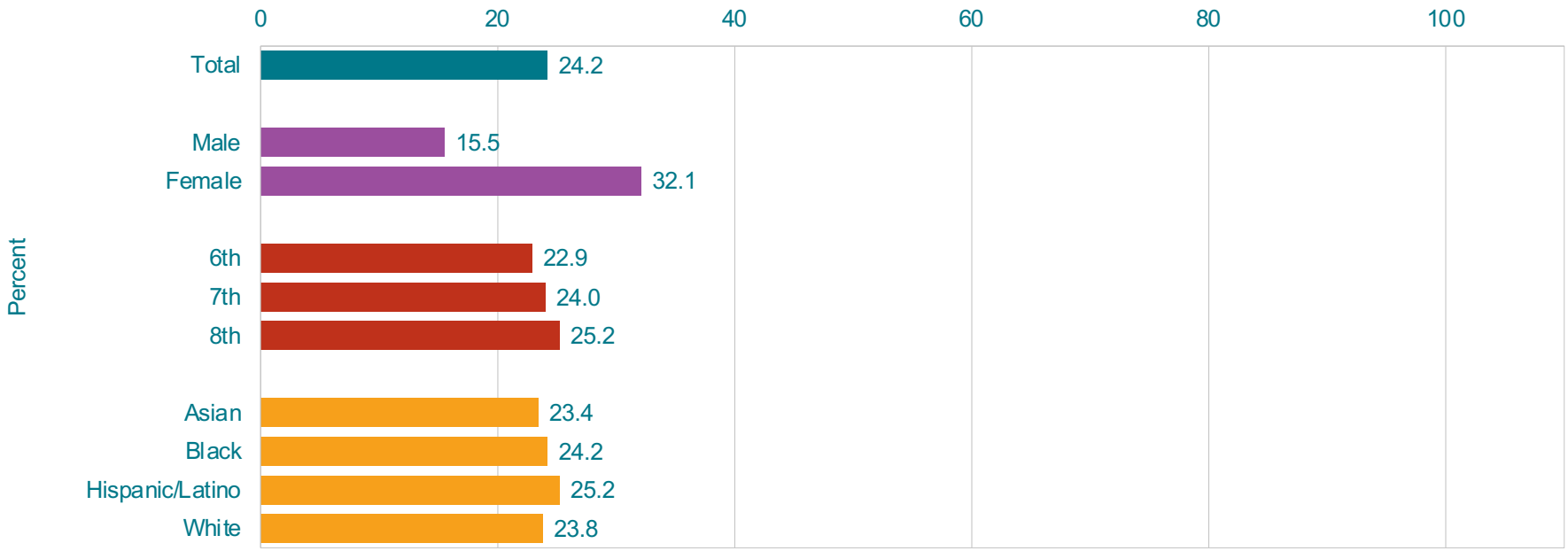
*One or more times during the 12 months before the survey
†B > A, B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

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



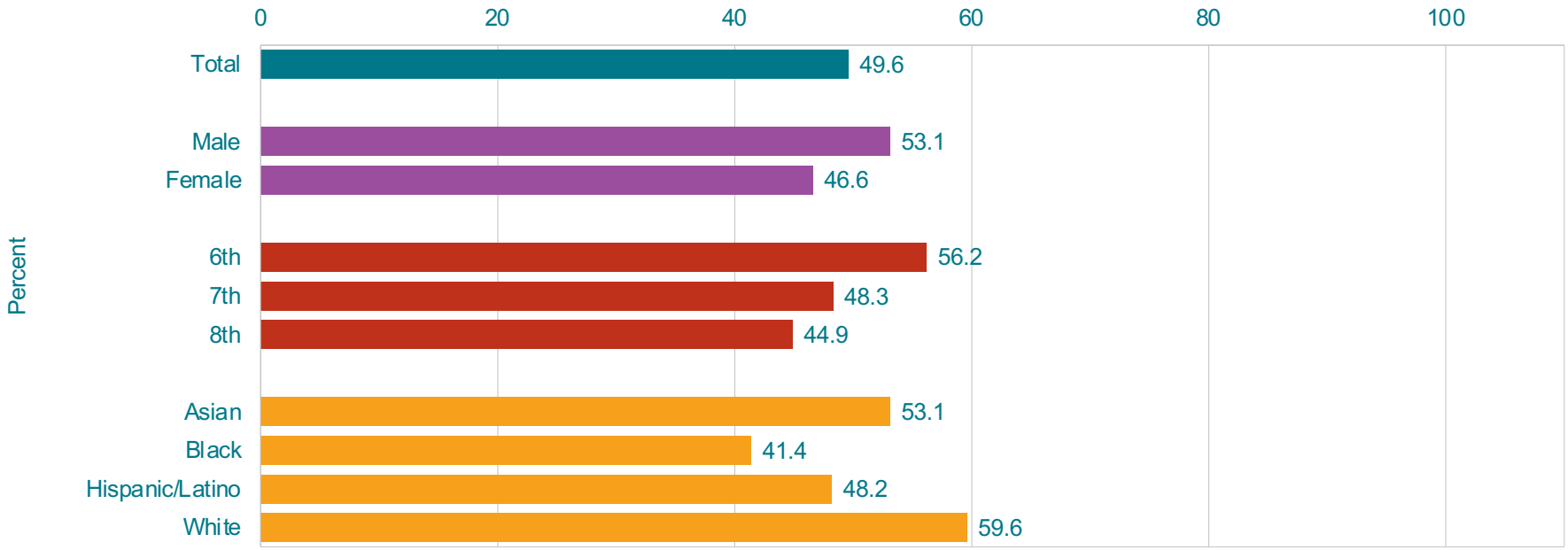
*One or more times during the 12 months before the survey
†Increased 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Reported That Their Mental Health Was Most of the Time or Always Not Good,* by Sex,† Grade, and Race/Ethnicity, 2021



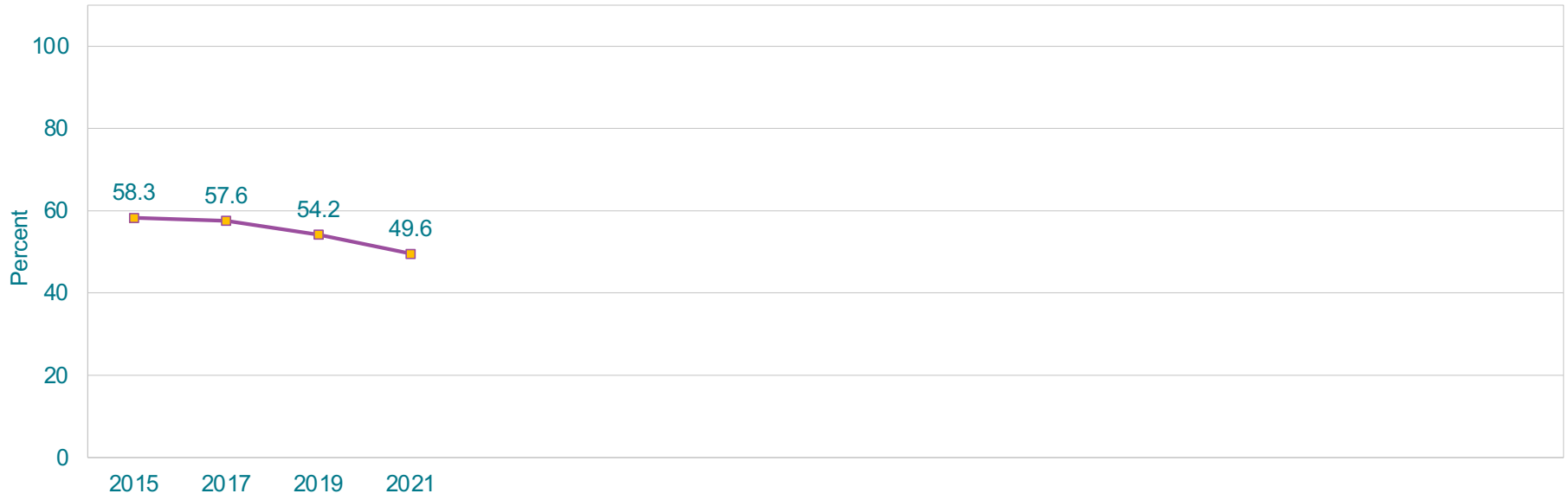
*Including stress, anxiety, and depression, during the 30 days before the survey
†F > M (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Got 8 or More Hours of Sleep,* by Sex,† Grade,† and Race/Ethnicity,† 2021



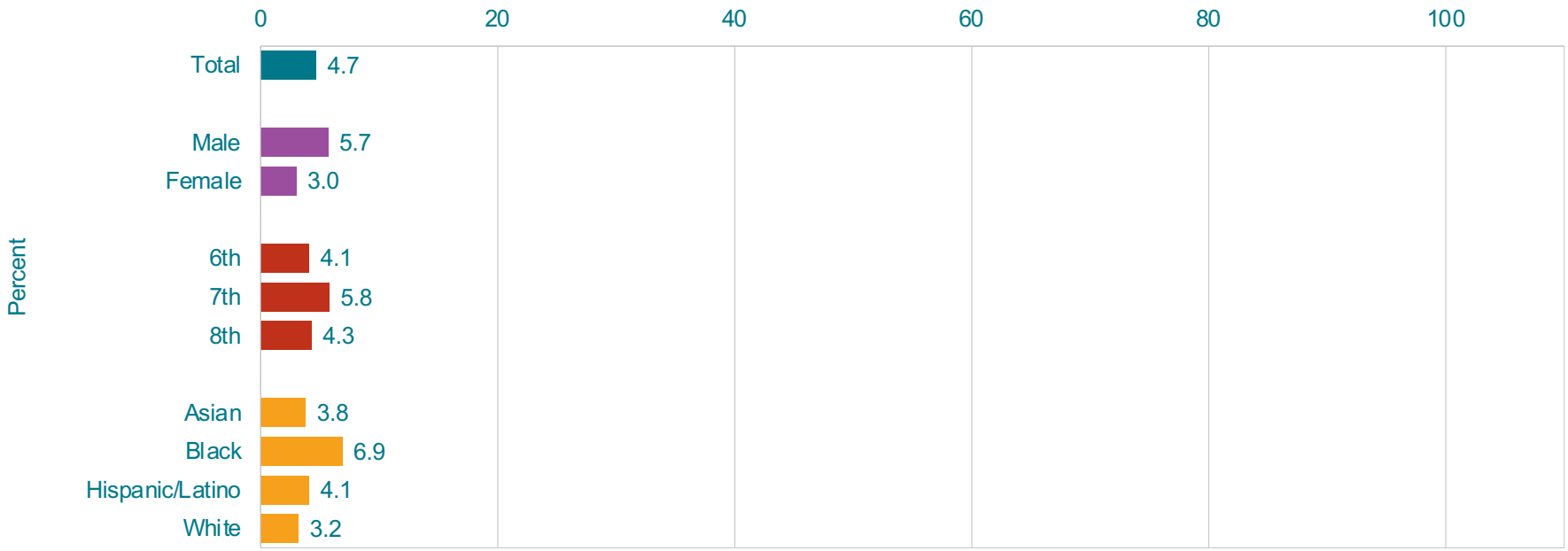
*On an average school night
†M > F; 6th > 8th; H > B, W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Got 8 or More Hours of Sleep,* 2015-2021†



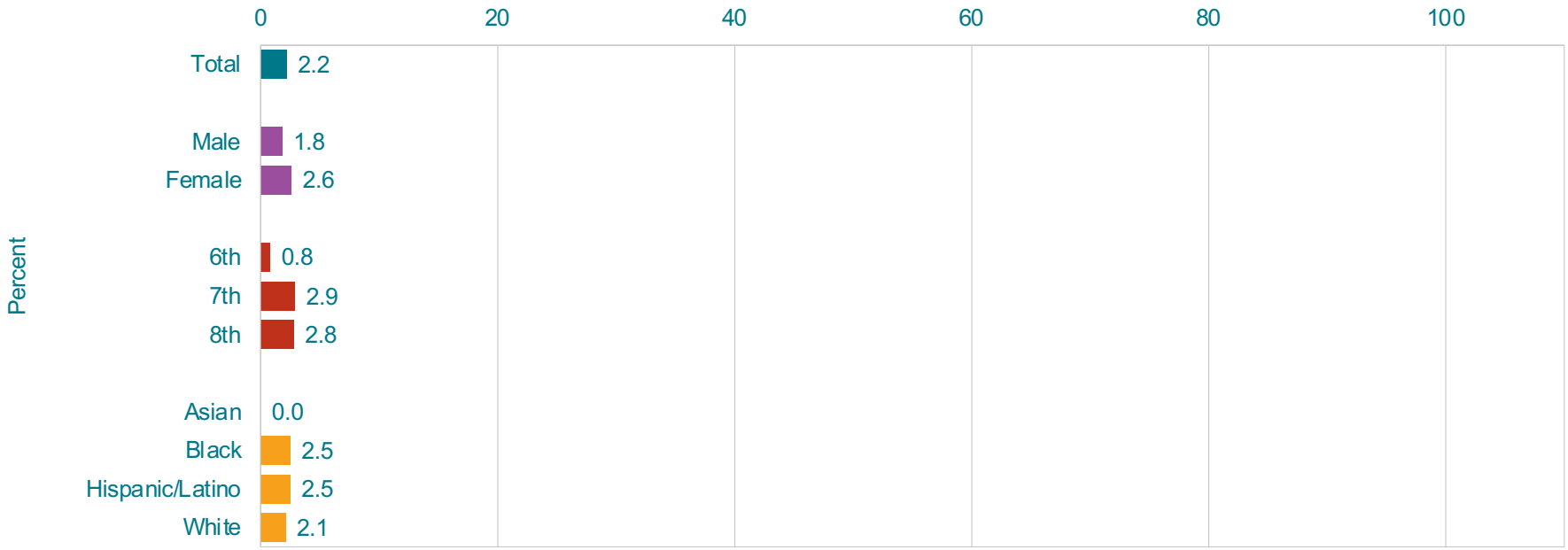
*On an average school night
†Decreased 2015-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of Middle School Students Who Usually Did Not Sleep in Their Parent's or Guardian's Home,* by Sex, Grade, and Race/Ethnicity,† 2021



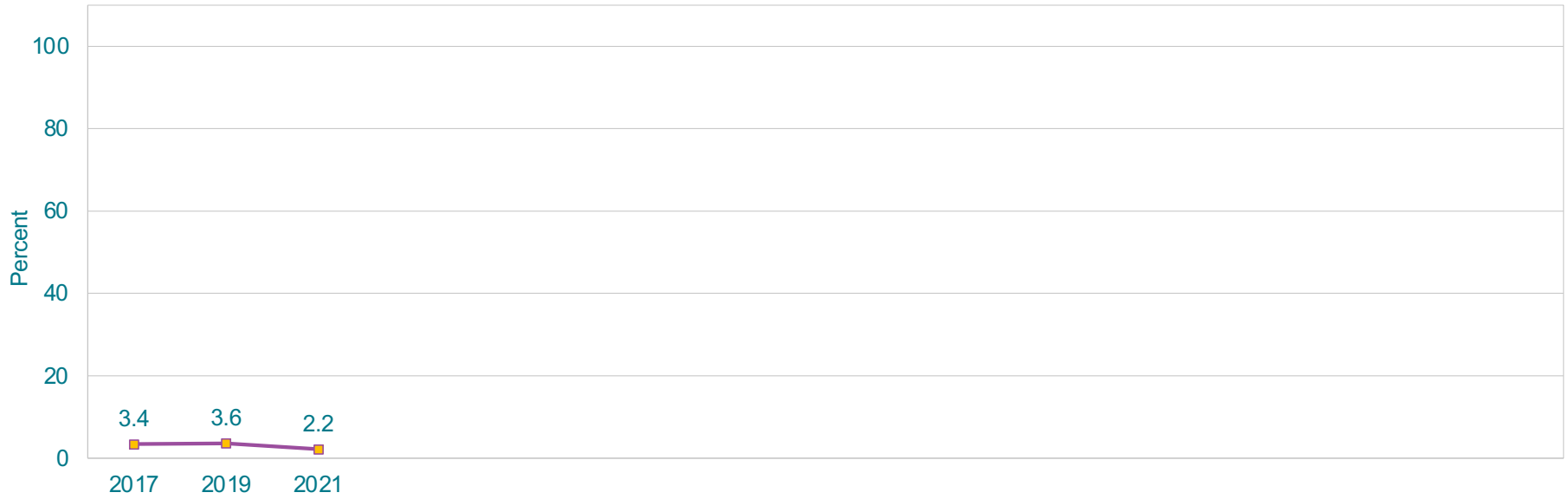
*During the 30 days before the survey
†B > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Had Texted, E-Mailed, or Posted Electronically a Revealing or Sexual Photo of Themselves,* by Sex, Grade,† and Race/Ethnicity,† 2021



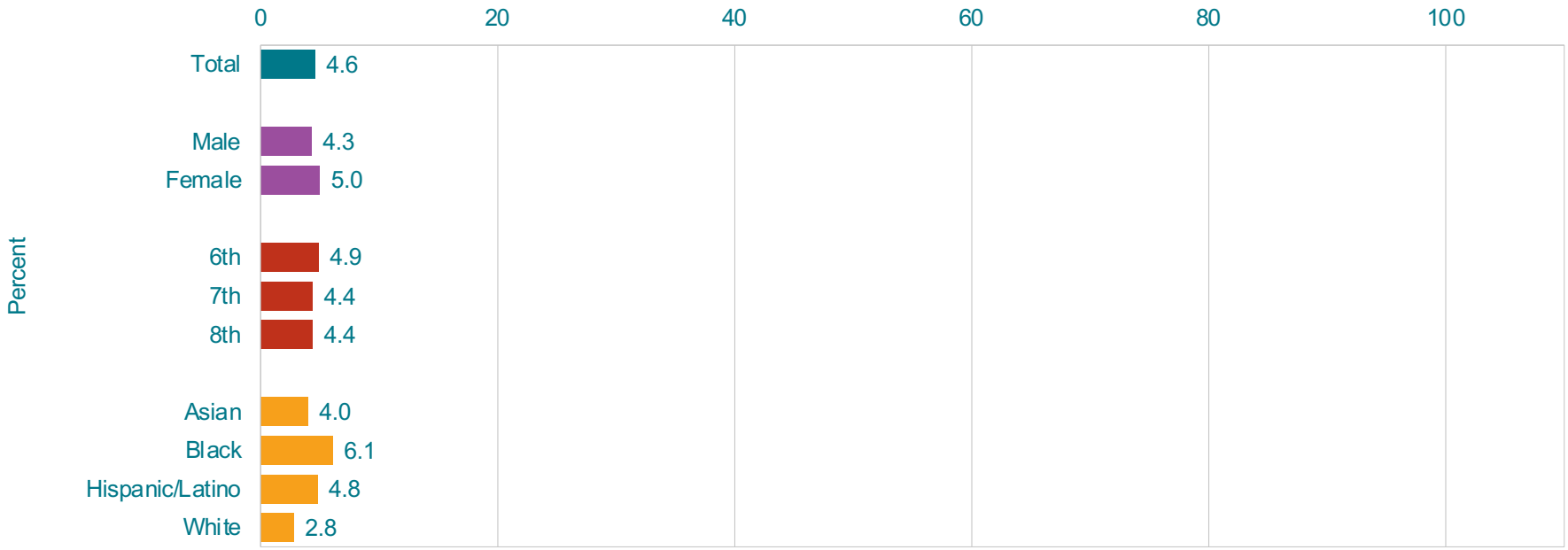
*During the 30 days before the survey
†8th > 6th; B > A, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Had Texted, E-Mailed, or Posted Electronically a Revealing or Sexual Photo of Themselves,* 2017-2021†



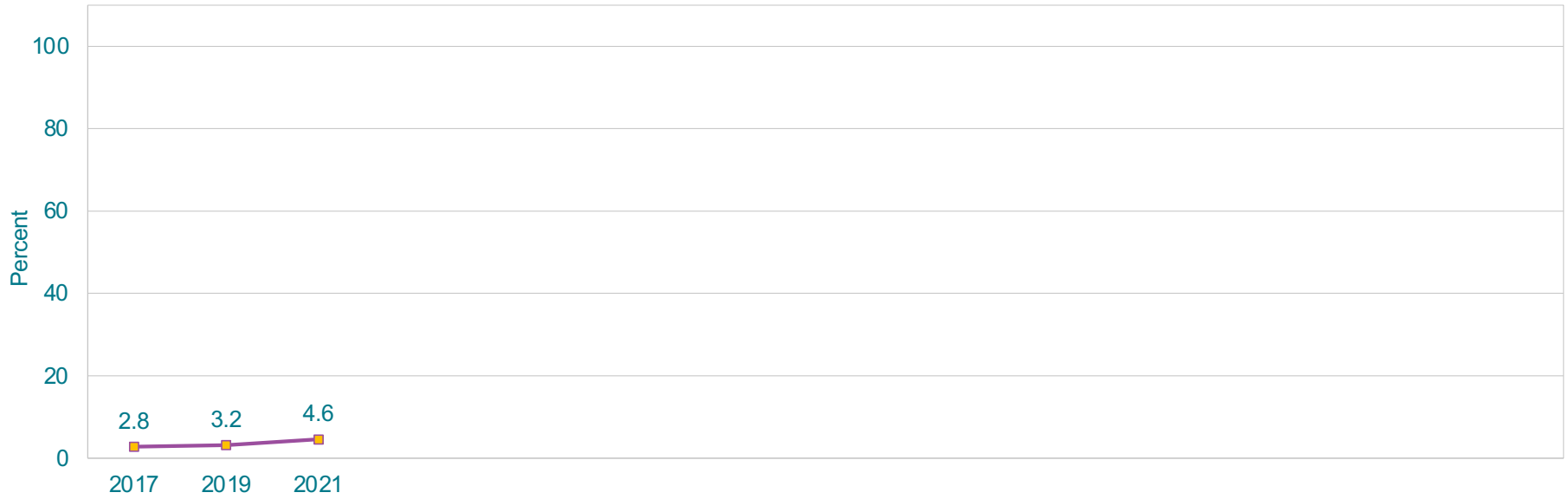
*During the 30 days before the survey
†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of Middle School Students Who Reported a Revealing or Sexual Photo of Them Had Been Texted, E-Mailed, or Posted Electronically Without Their Permission,* by Sex, Grade, and Race/Ethnicity,† 2021



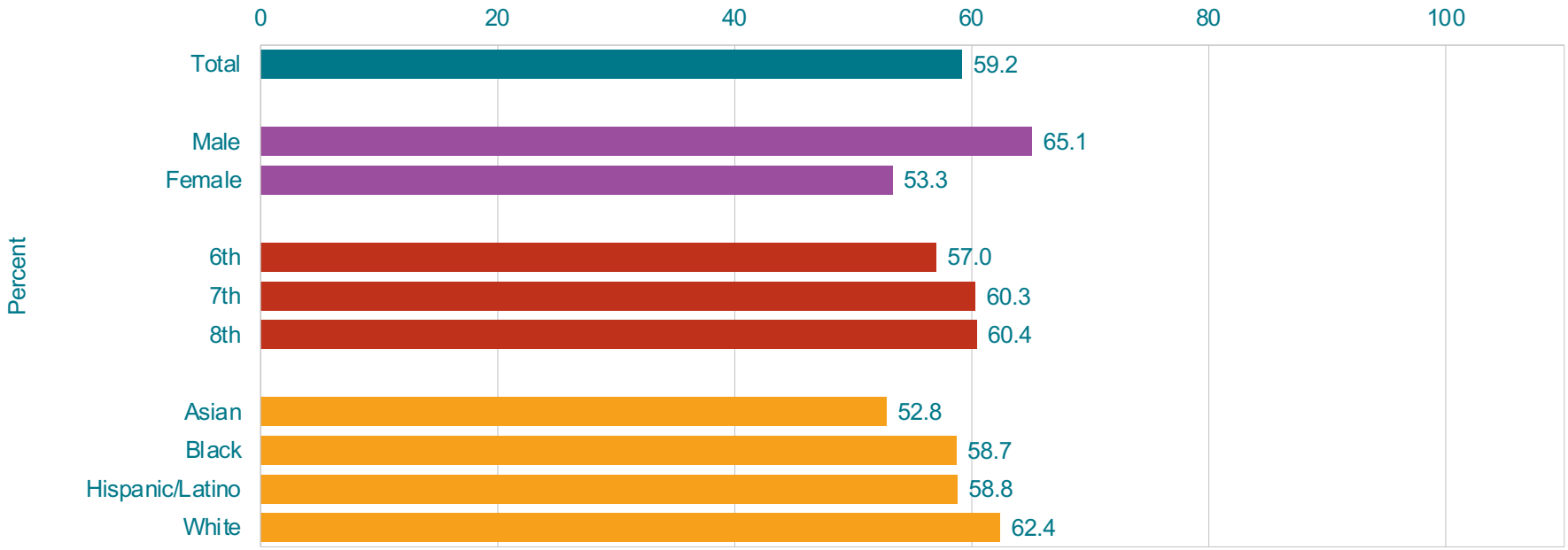
*During the 30 days before the survey
†B > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Reported a Revealing or Sexual Photo of Them Had Been Texted, E-Mailed, or Posted Electronically Without Their Permission,* 2017-2021†



*During the 30 days before the survey
†Increased 2017-2021 [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 Strongly Agree or Agree That They Feel Close to People at Their School, by Sex,* Grade, and Race/Ethnicity,* 2021



*M > F; W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.