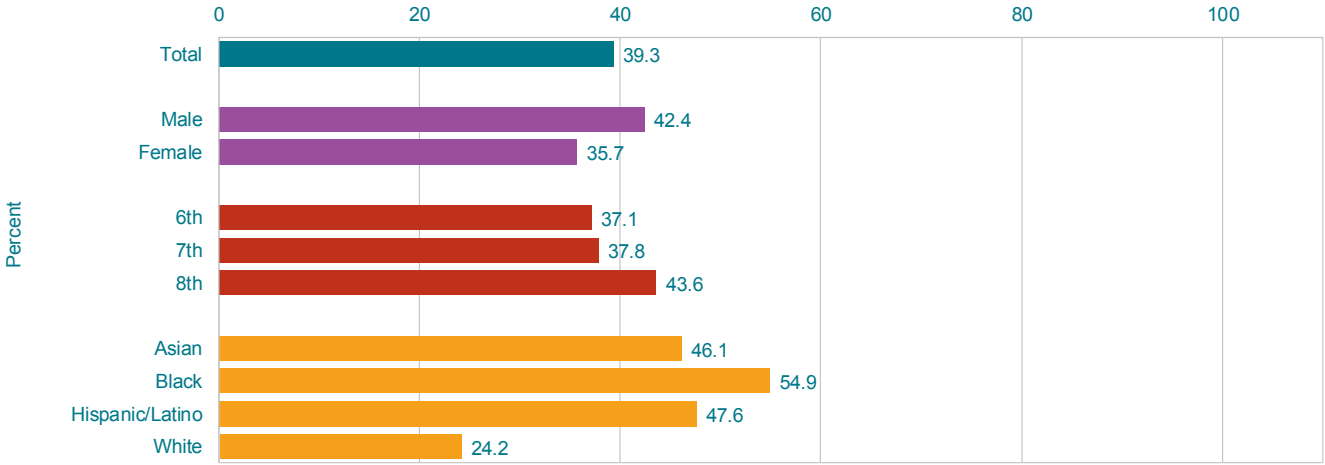
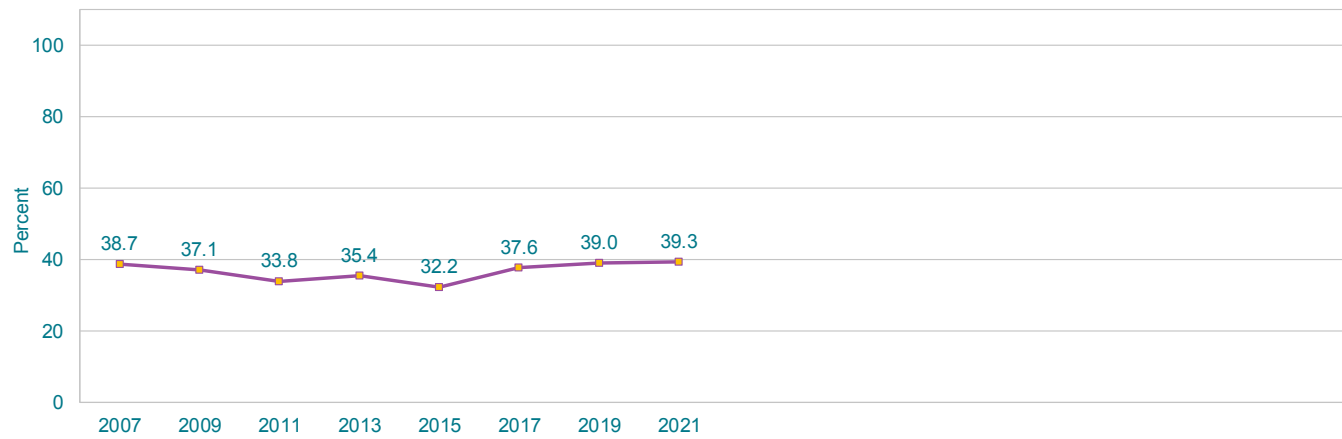


Percentage of Middle School Students Who Did Not Always Wear a Seat Belt,* by Sex, Grade, and Race/Ethnicity,† 2021



*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,* 2007 - 2021†

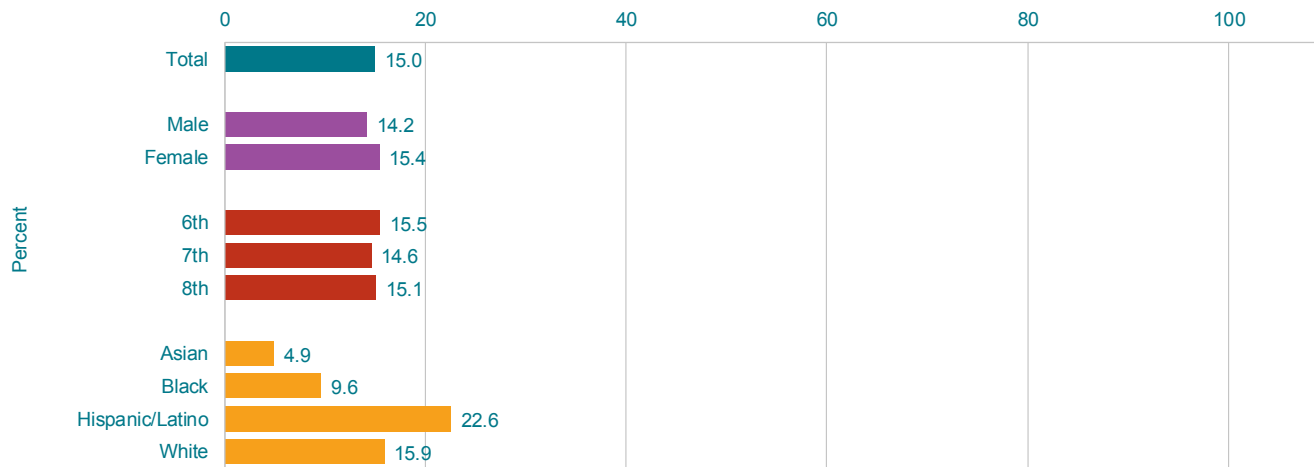


*When riding in a car

†Decreased, 2007-2011, 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 Rode with a Driver Who Had Been Drinking Alcohol,* by Sex, Grade, and Race/Ethnicity,† 2021



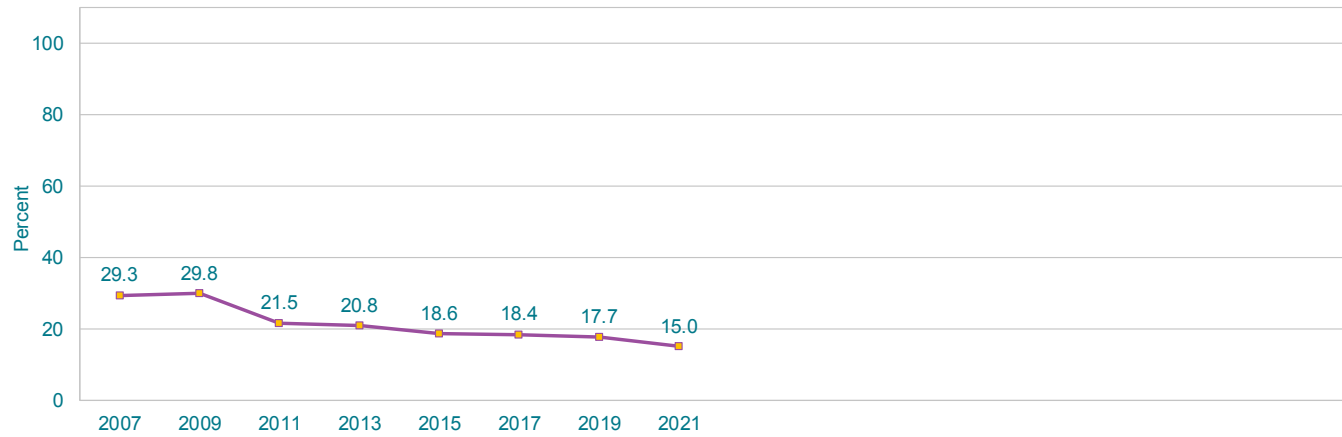
*In a car

†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.

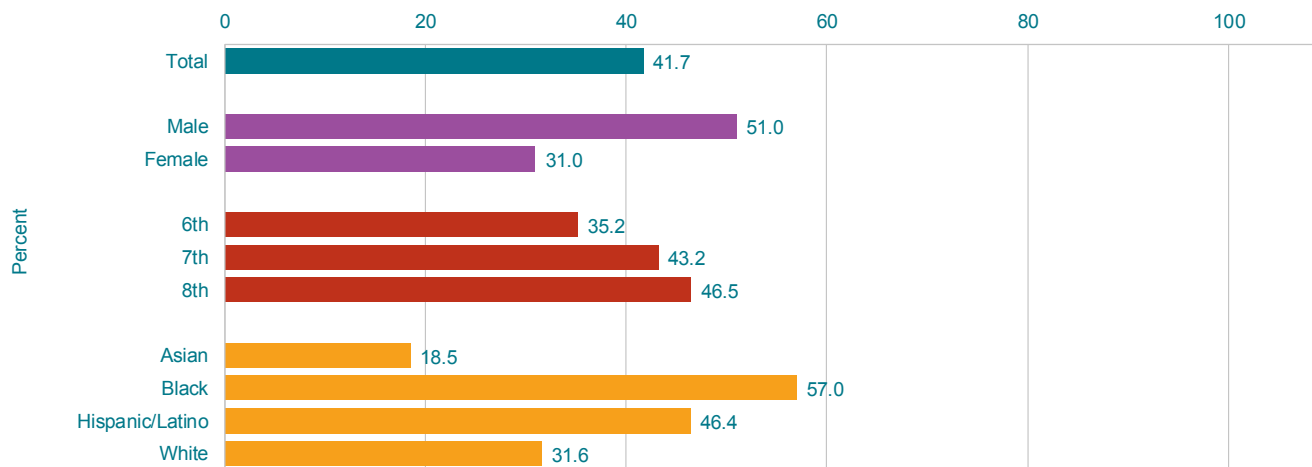
Percentage of Middle School Students Who Ever Rode with a Driver Who Had Been Drinking Alcohol,* 2007-2021†



*In a car

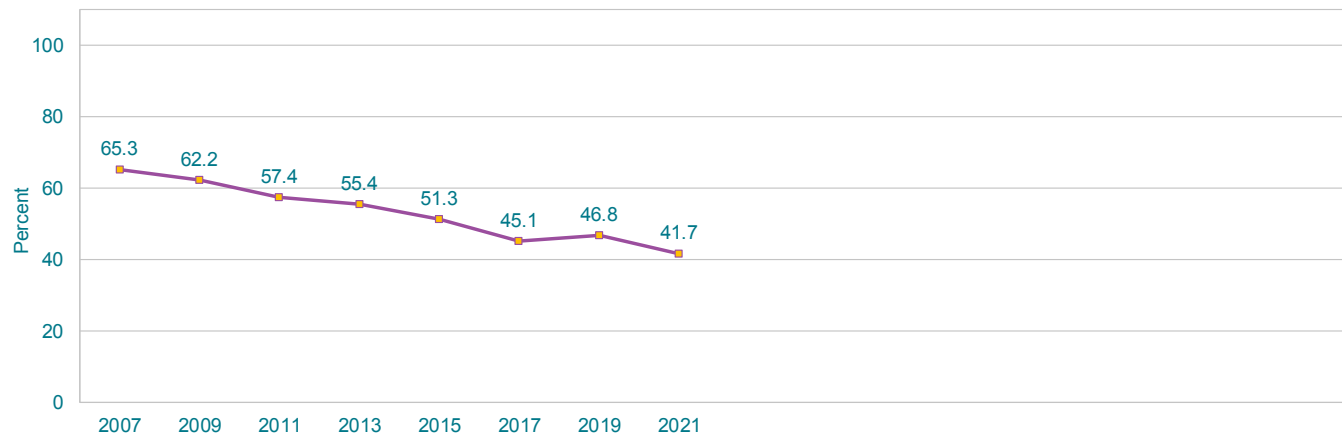
†Decreased 2007-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant 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



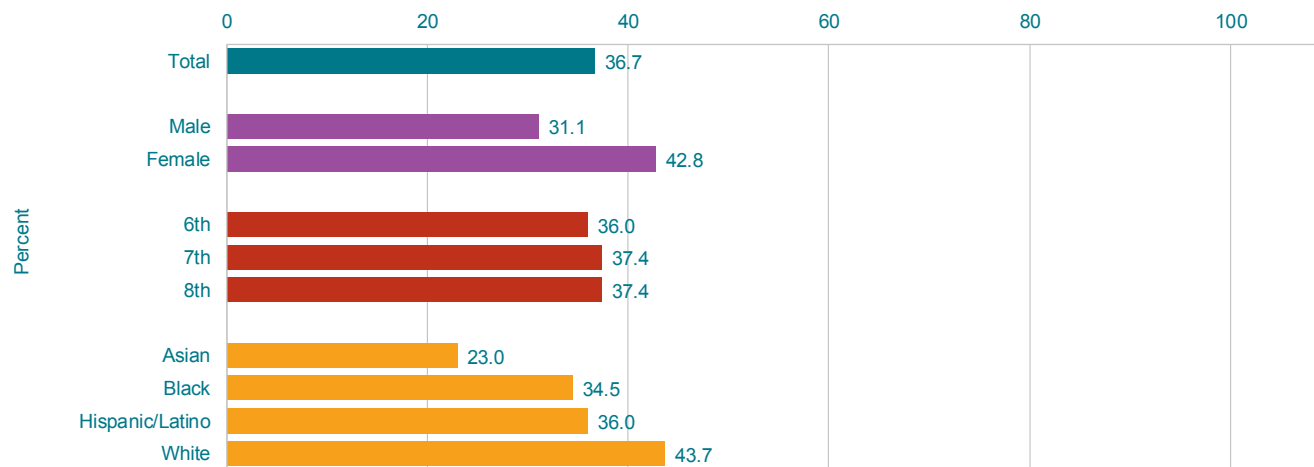
*M > F; 8th > 6th; B > A, B > W, H > A, H > W, W > A (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Were Ever in a Physical Fight, 2007-2021*



*Decreased 2007-2021 [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 Bullied on School Property, by Sex,* Grade, and Race/Ethnicity,* 2021



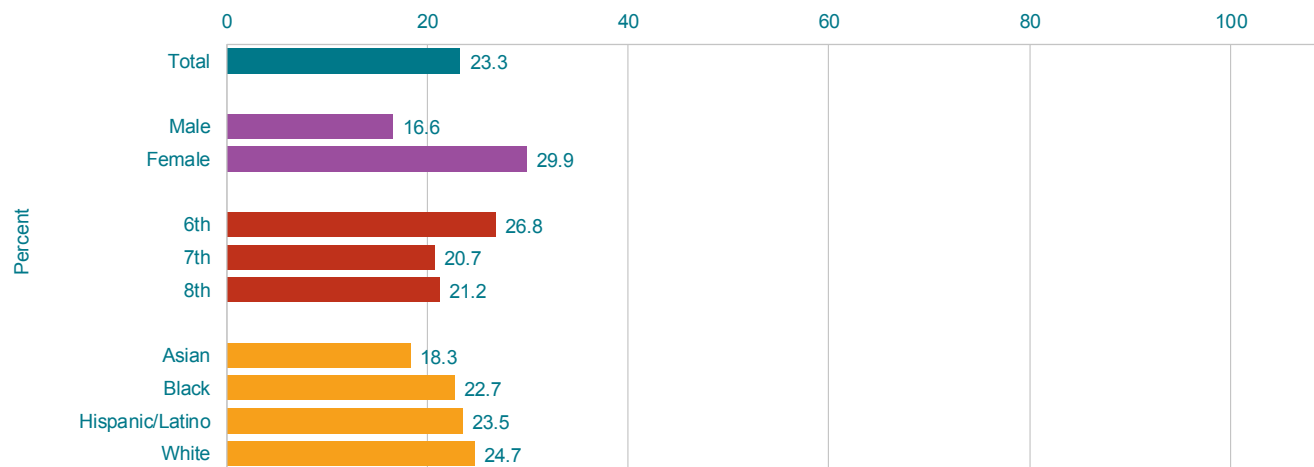
F > M; H > A, W > A (Based on t-test analysis, $p < 0.05$.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Were Ever Bullied on School Property, 2013-2021*



*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 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,* 2013-2021†

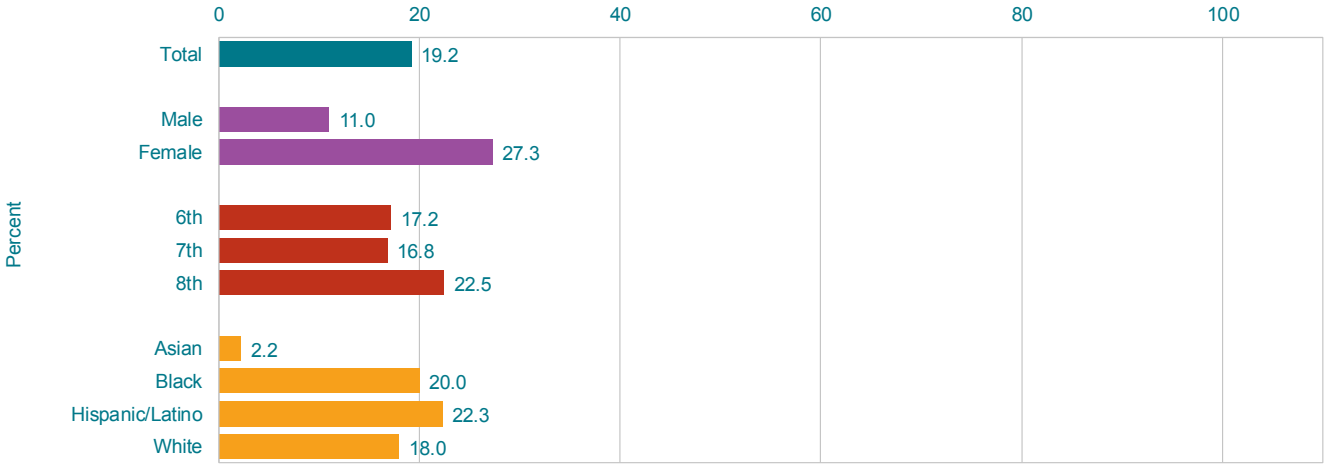


*Counting being bullied through texting, Instagram, Facebook, or other social media

†No change 2013-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

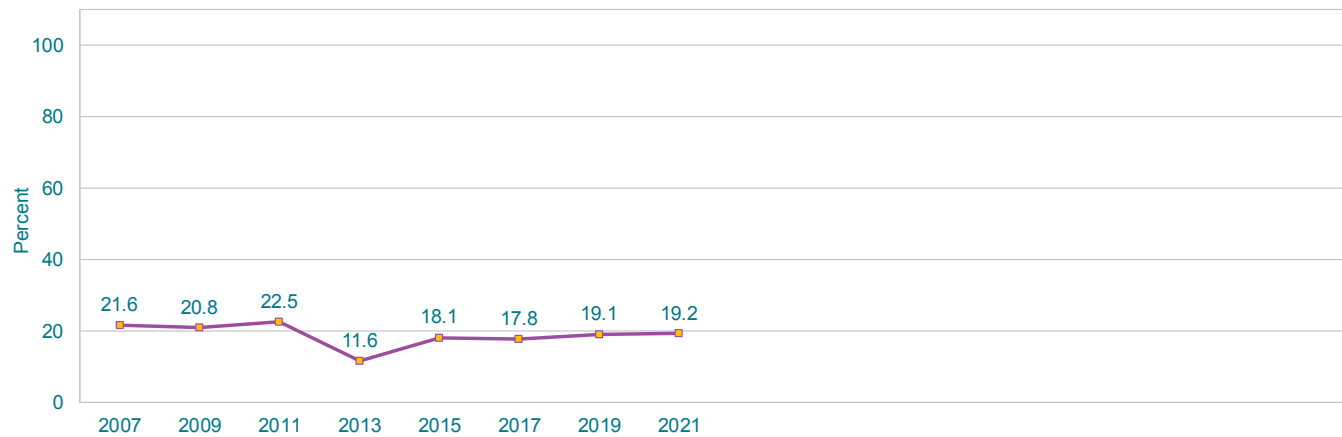
This graph contains weighted results.

Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, by Sex,* Grade, and Race/Ethnicity,* 2021



*F > M; 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.

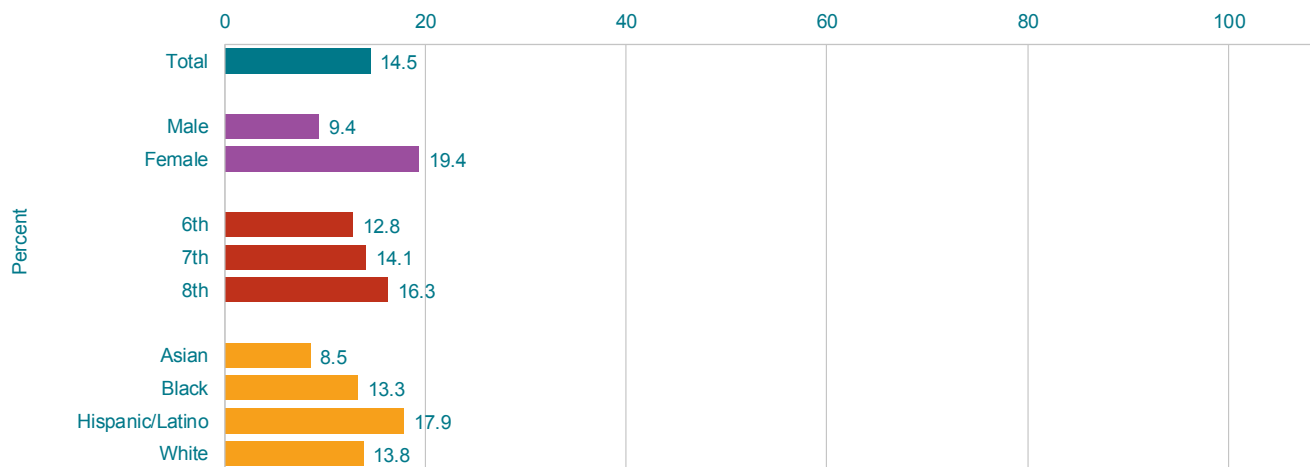
Percentage of Middle School Students Who Ever Seriously Thought About Killing Themselves, 2007-2021*



*Decreased, 2007-2013, increased, 2013-2021 [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

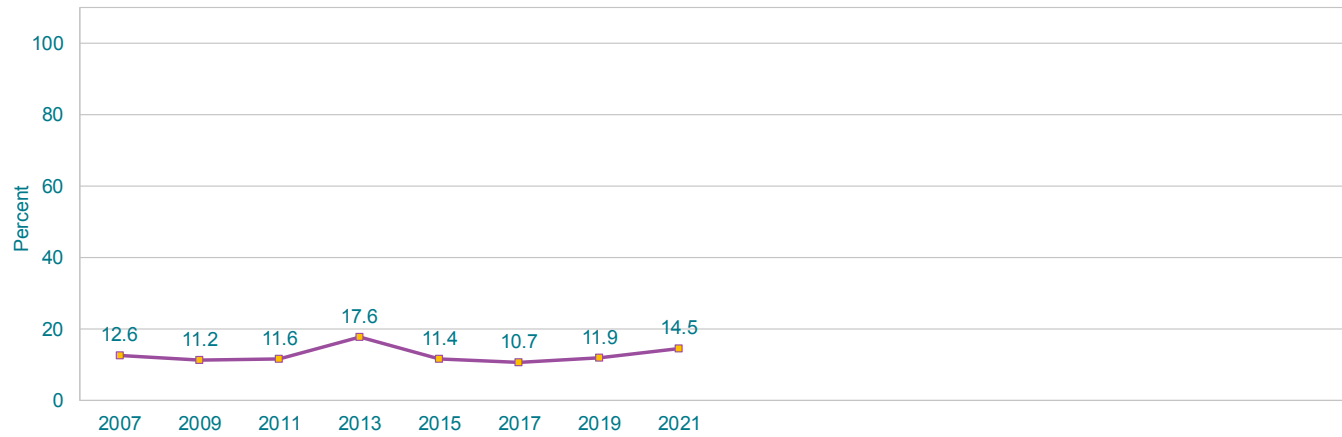


*F > M (Based on t-test analysis, $p < 0.05$.)

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

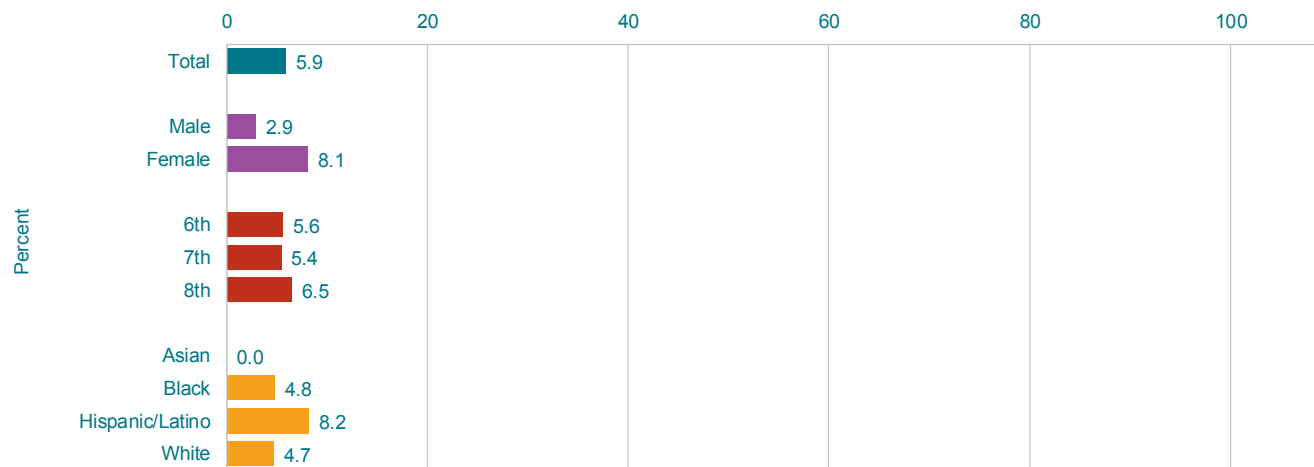
This graph contains weighted results.

Percentage of Middle School Students Who Ever Made a Plan About How They Would Kill Themselves, 2007-2021*



*No change 2007-2021 [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; 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.

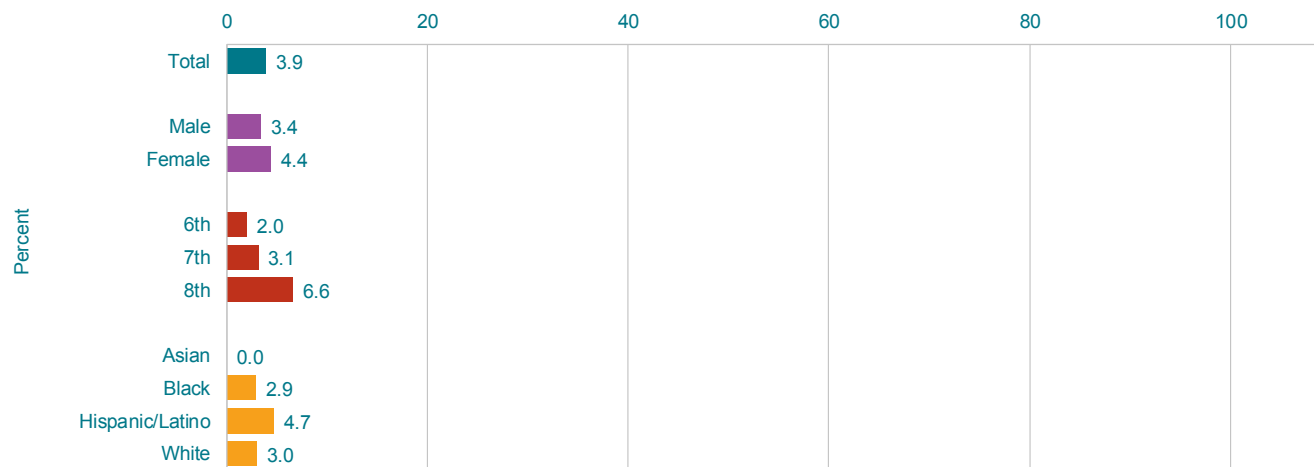
This graph contains weighted results.

Percentage of Middle School Students Who Ever Tried to Kill Themselves, 2013-2021*



*No change 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 Ever Tried Cigarette Smoking,* by Sex, Grade, and Race/Ethnicity,† 2021



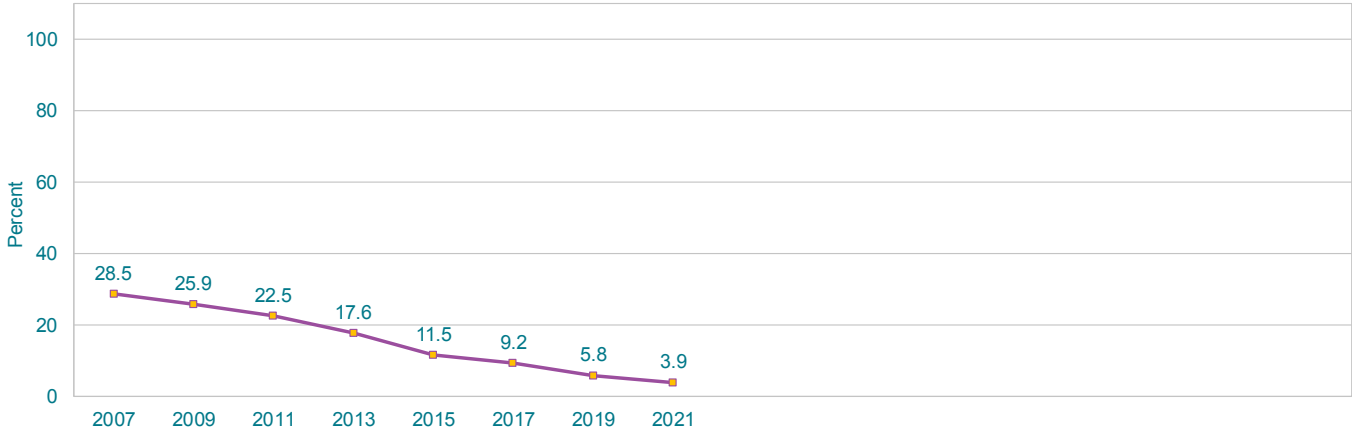
*Even one or two puffs

†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 Ever Tried Cigarette Smoking, * 2007-2021†

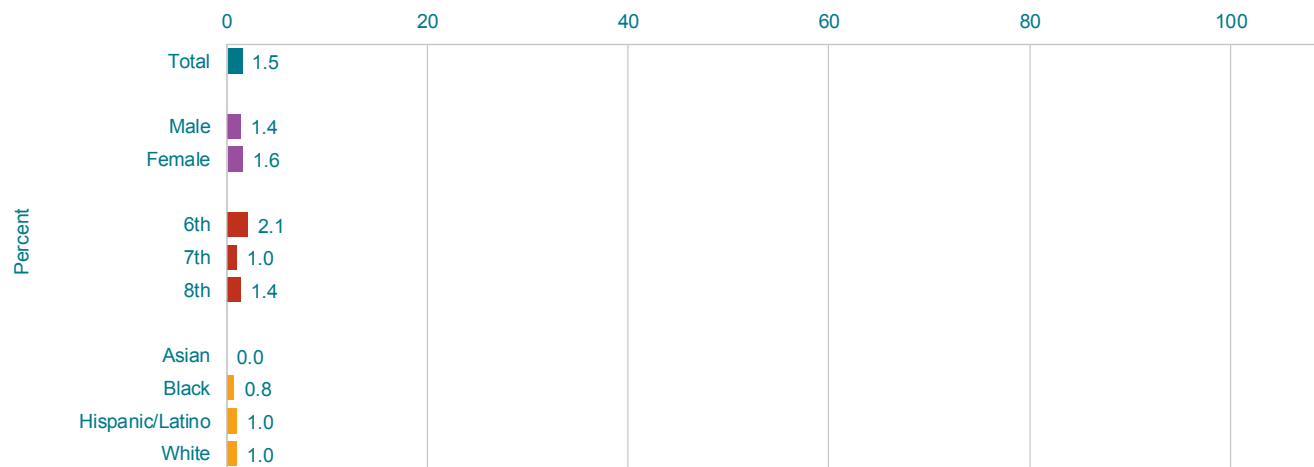


*Even one or two puffs

†Decreased 2007-2021, decreased 2007-2011, 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).]

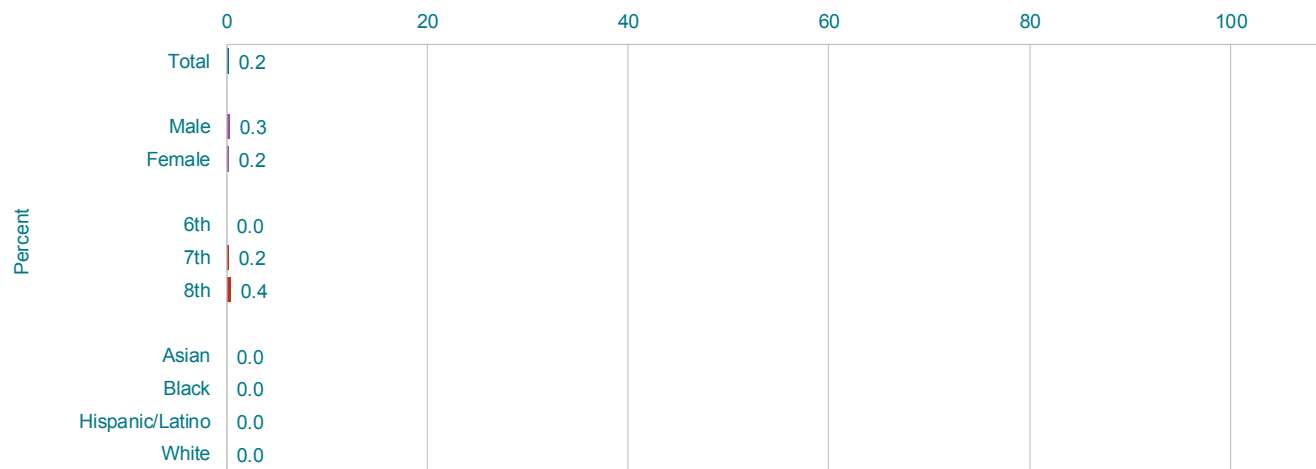
This graph contains weighted results.

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



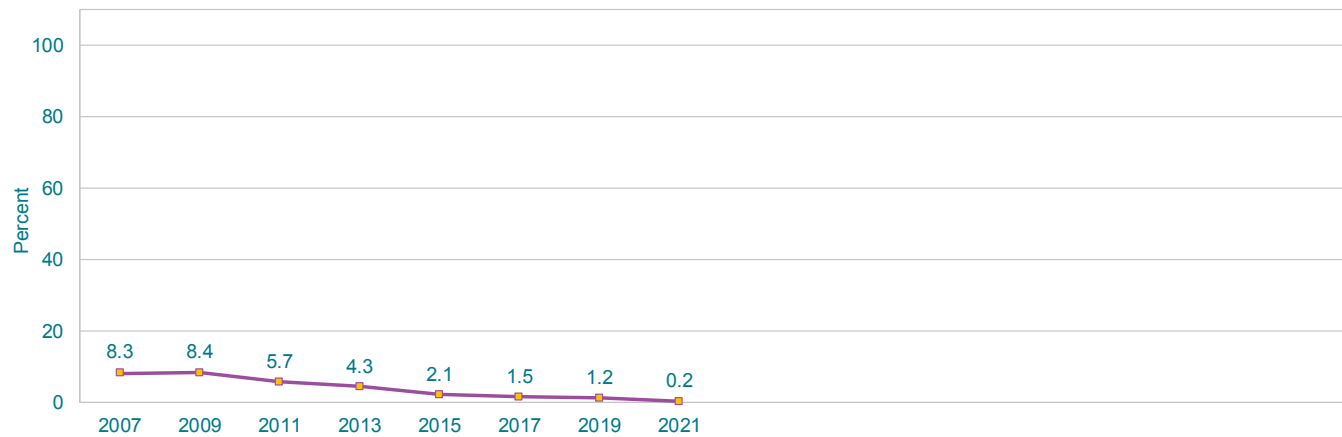
*Even one or two puffs
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

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



*On at least 1 day during the 30 days before the survey
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Currently Smoked Cigarettes,* 2007-2021†

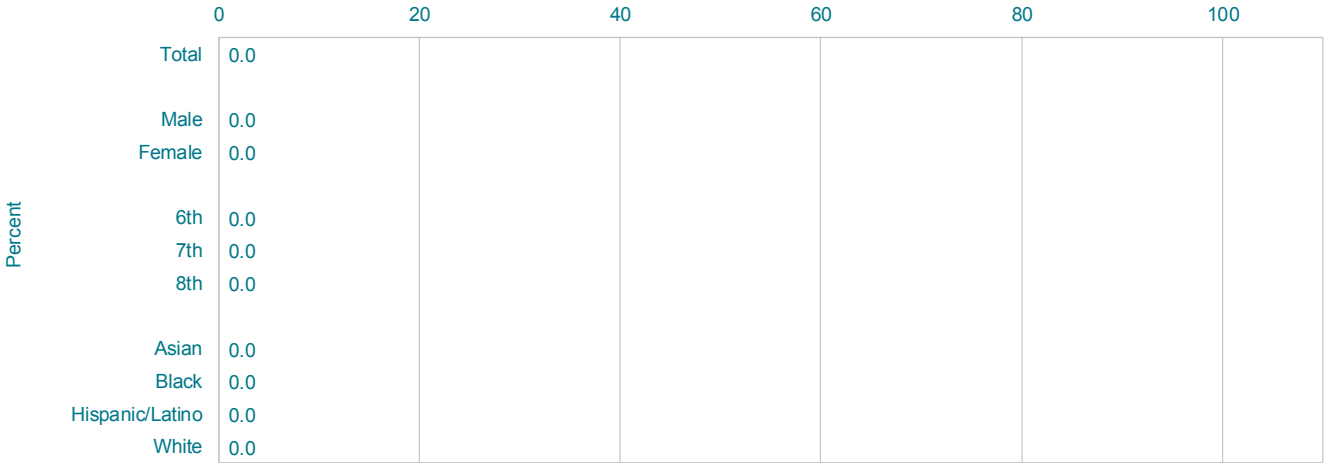


*On at least 1 day during the 30 days before the survey

†Decreased 2007-2021, decreased 2007-2011, 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.

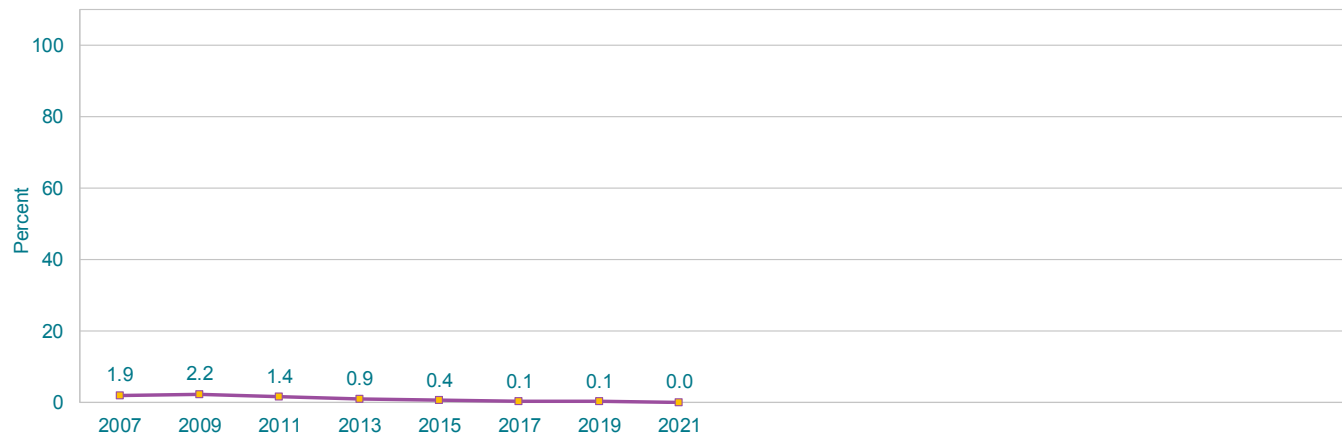
Percentage of Middle School Students Who Currently Smoked Cigarettes Frequently,* by Sex, Grade, and Race/Ethnicity, 2021



*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.



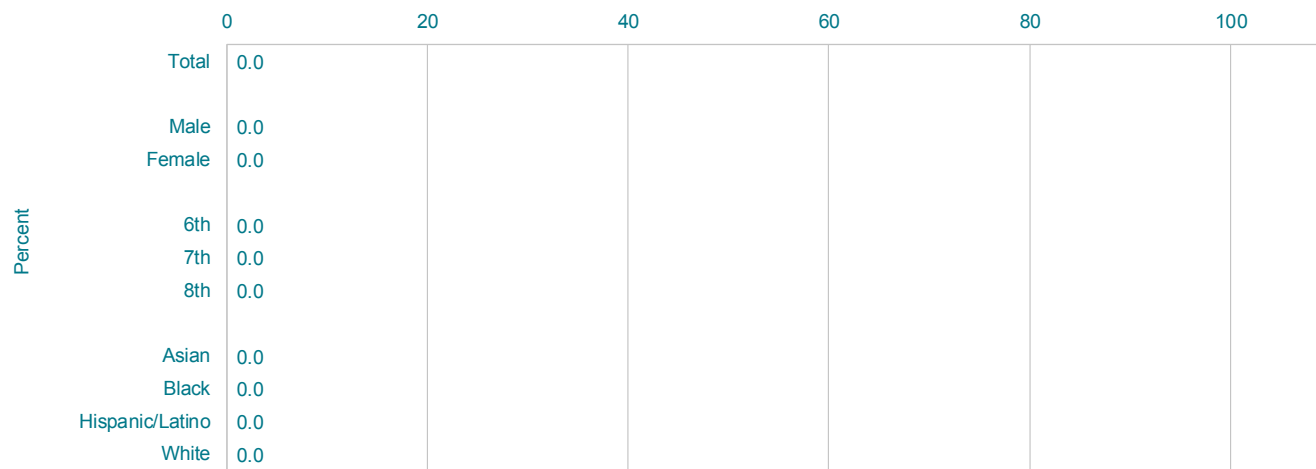
Percentage of Middle School Students Who Currently Smoked Cigarettes Frequently,* 2007-2021†



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

†Not available [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.

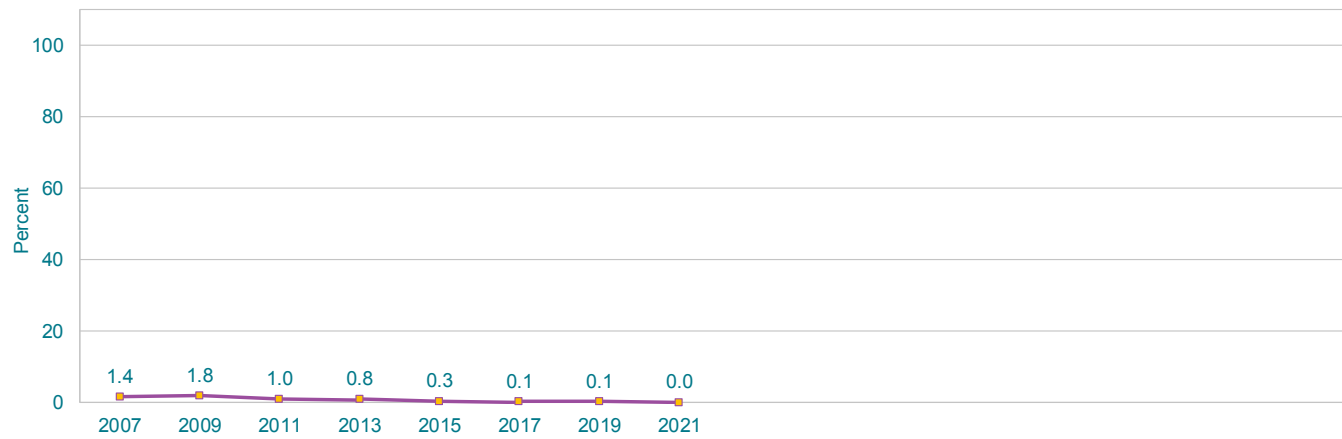
Percentage of Middle School Students Who Currently Smoked Cigarettes Daily,* by Sex, Grade, and Race/Ethnicity, 2021



*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.



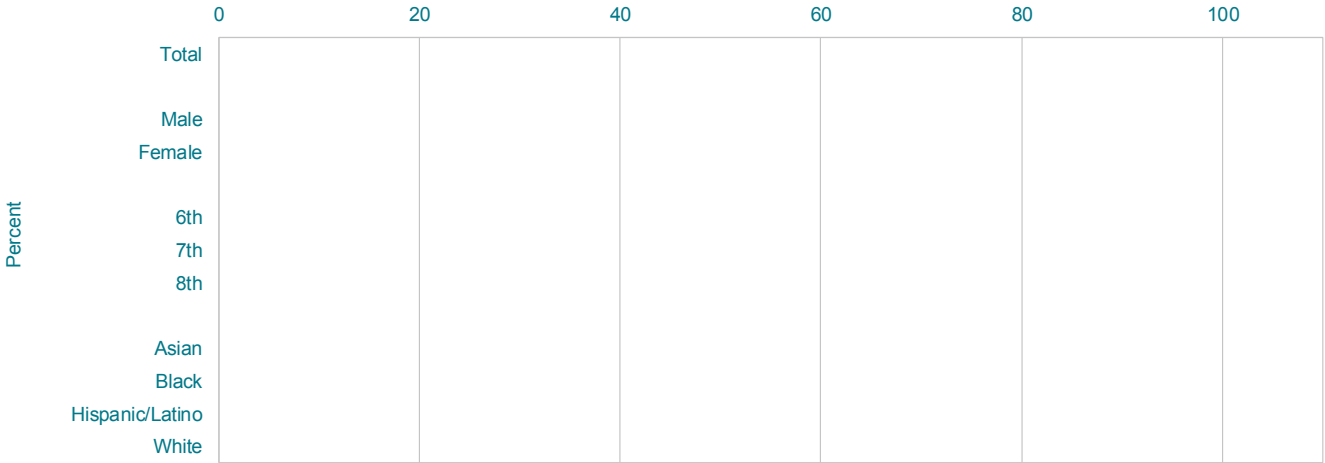
Percentage of Middle School Students Who Currently Smoked Cigarettes Daily, * 2007-2021†



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

†Not available [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.

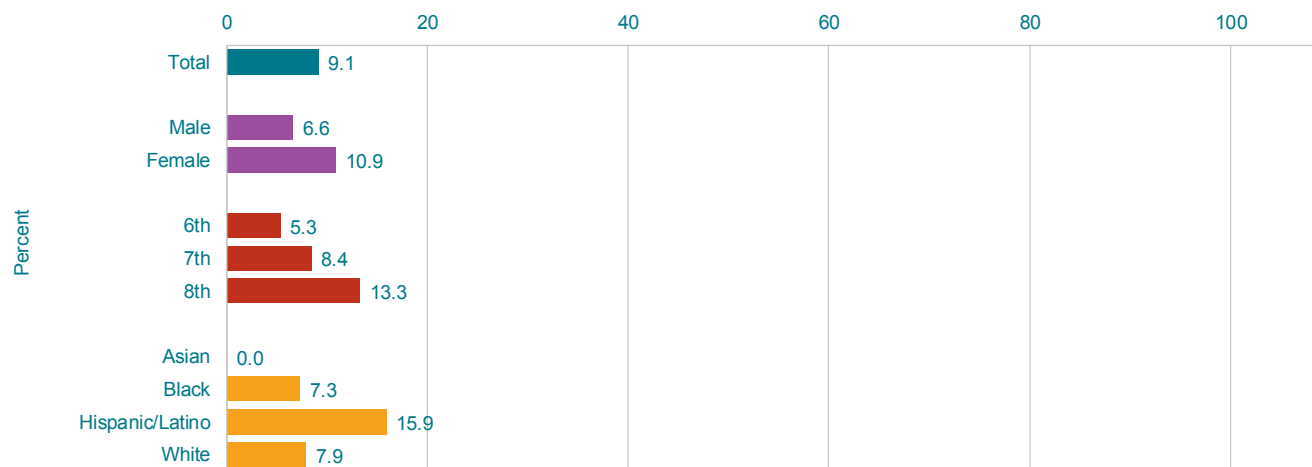
Percentage of Middle School Students Who Smoked More Than 10 Cigarettes Per Day,* by Sex, Grade, and Race/Ethnicity, 2021



*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



*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.

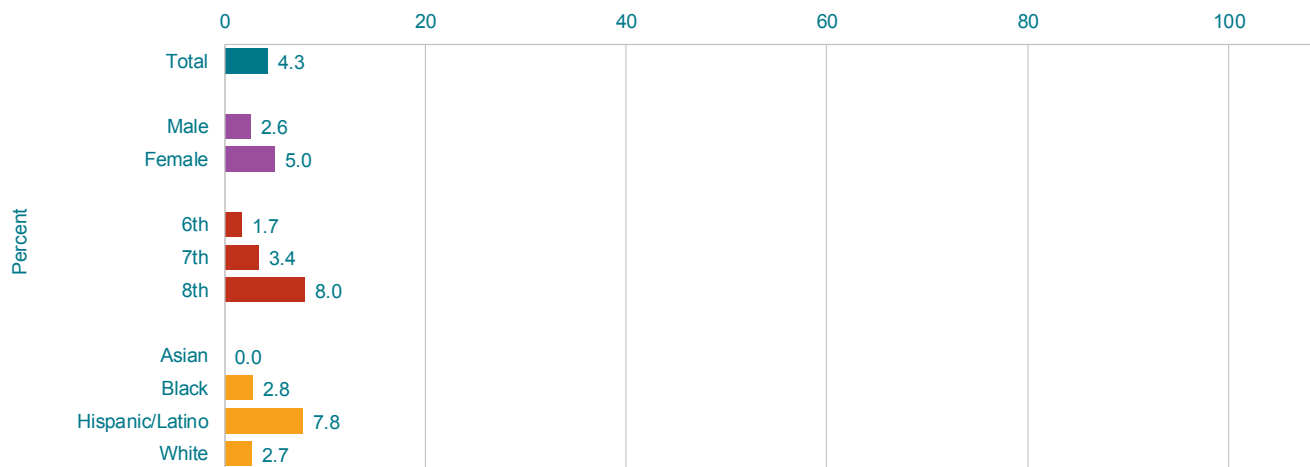
Percentage of Middle School Students Who Ever Used an Electronic Vapor Product, 2015-2021*



*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.

Delaware - YRBS, 2015-2021 - QN21

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



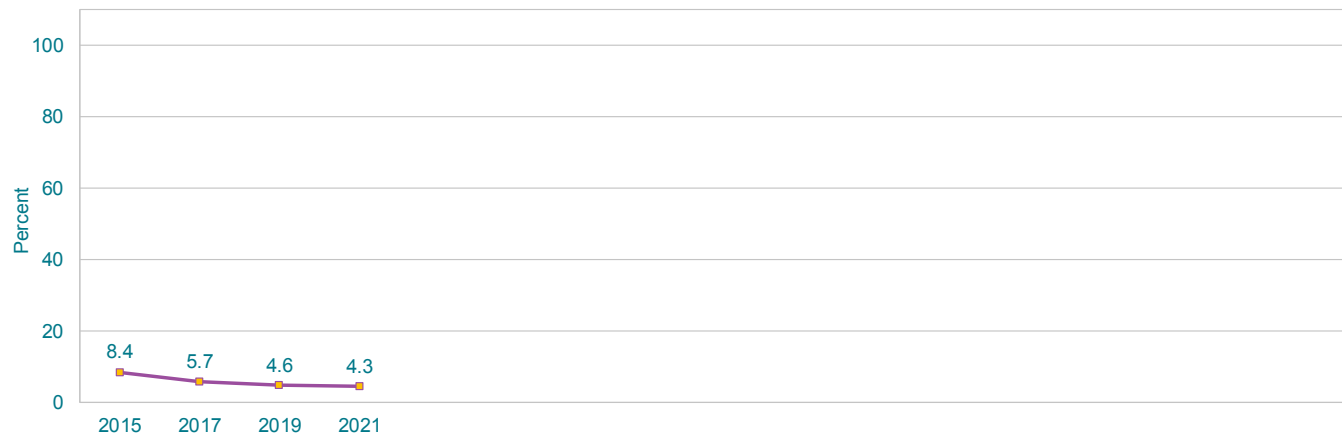
*(including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], on at least 1 day during the 30 days before the survey)

†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 Currently Used an Electronic Vapor Product,* 2015-2021†

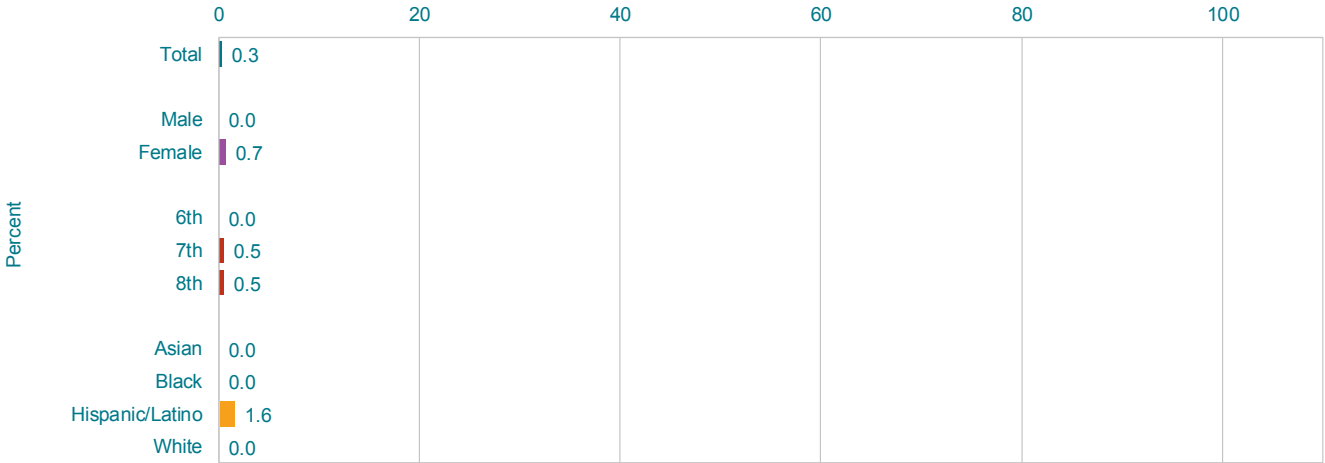


*(including e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods [such as JUUL, SMOK, Suorin, Vuse, and blu], on at least 1 day during the 30 days before the survey)

†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
 †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 Currently Used Electronic Vapor Products Frequently,* 2015-2021†

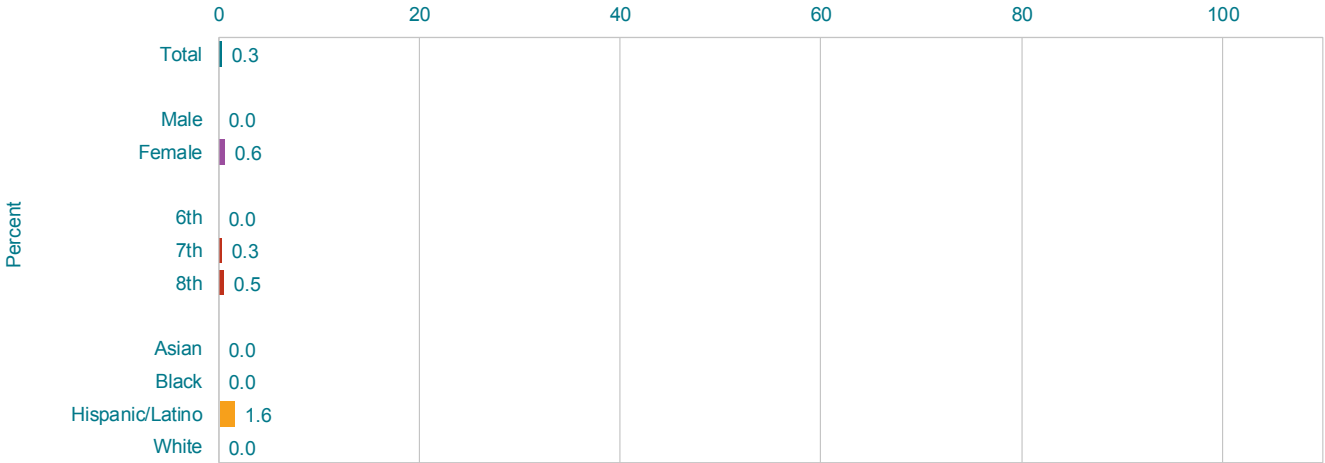


*On 20 or more days during the 30 days before the survey

†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.

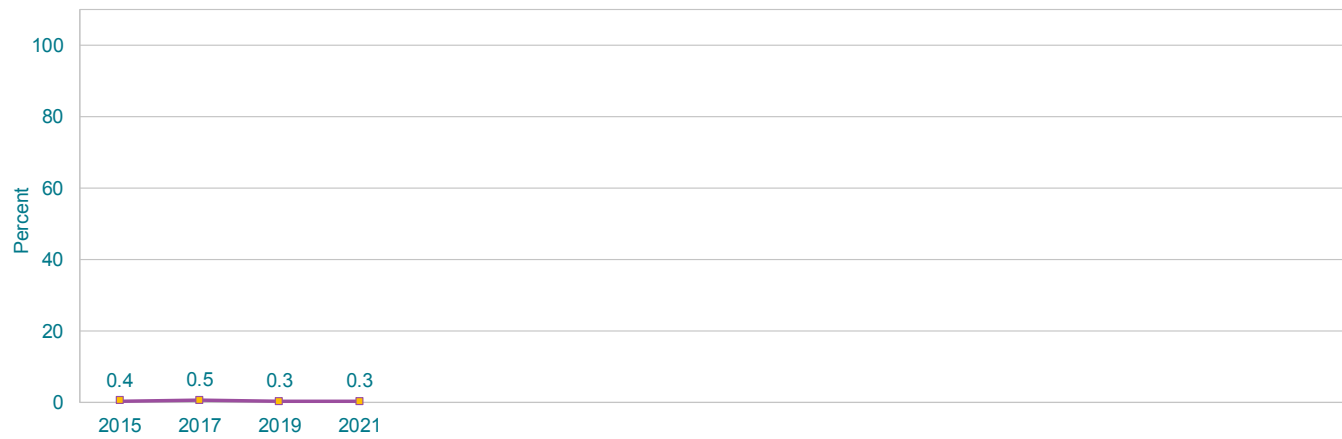
Percentage of Middle School Students Who Currently Used Electronic Vapor Products Daily,* by Sex, Grade, and Race/Ethnicity, 2021



*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†

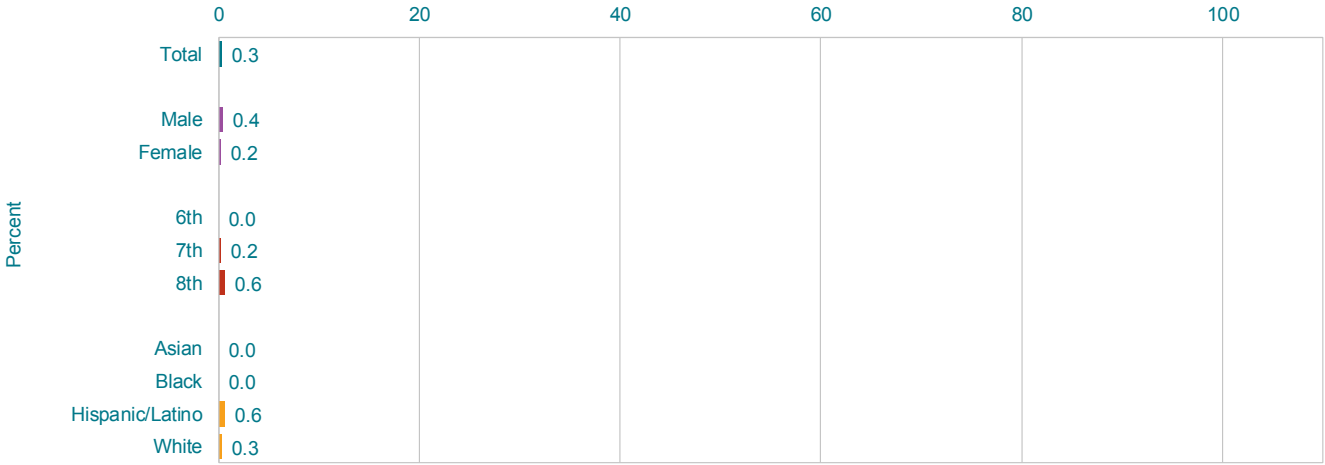


*On all 30 days during the 30 days before the survey

†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

†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 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

†Decreased 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
 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†

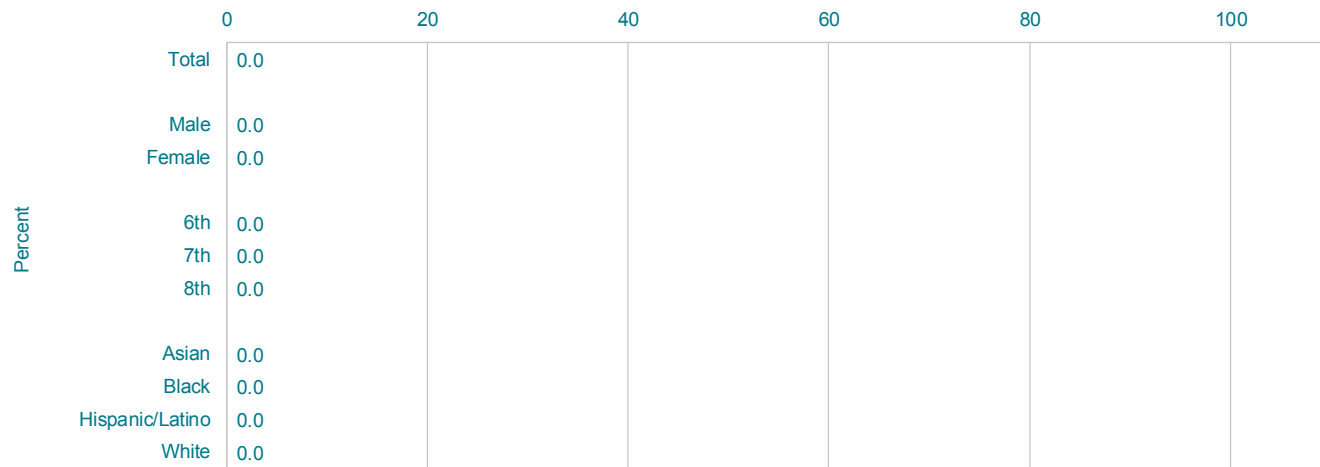


*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on 20 or more days during the 30 days before the survey

†Not available [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
 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†

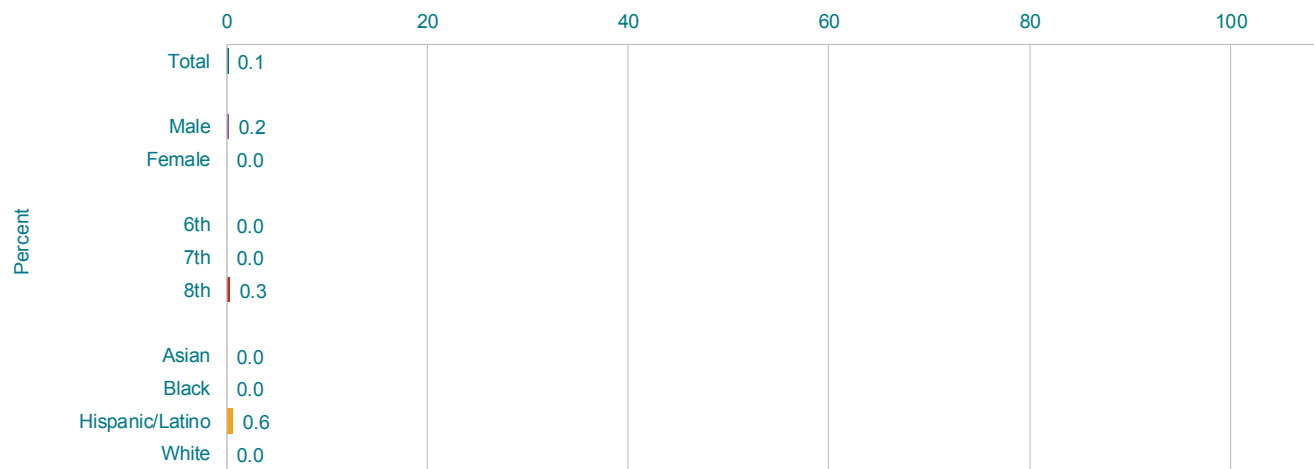


*Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products [such as Copenhagen, Grizzly, Skoal, or Camel Snus], not counting any electronic vapor products, on all 30 days during the 30 days before the survey

†Not available [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

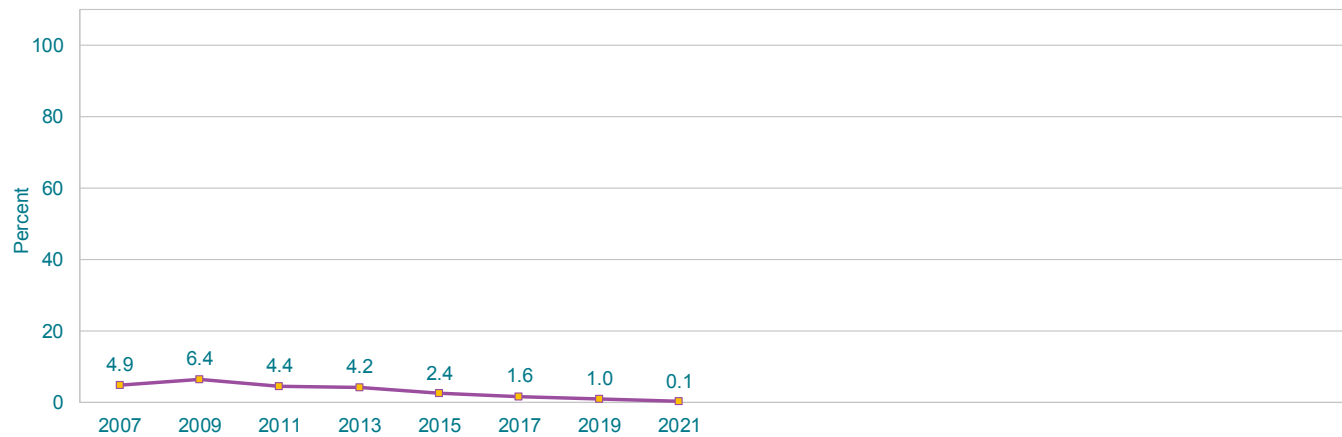
This graph contains weighted results.

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
 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,* 2007-2021†

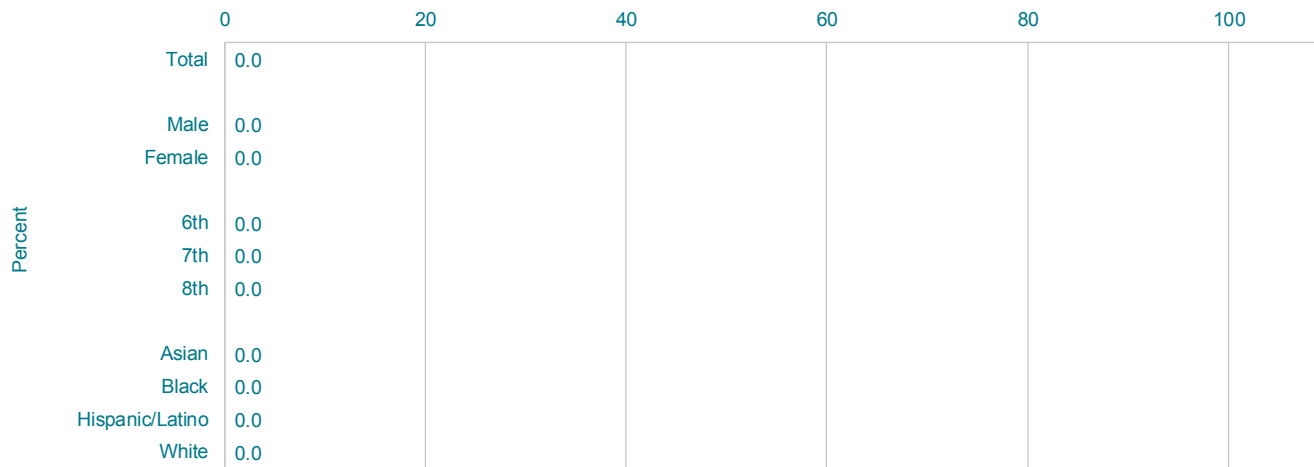


*Cigars, cigarillos, or little cigars, on at least 1 day during the 30 days before the survey

†Decreased 2007-2021, no change 2007-2013, decreased 2013-2021 [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.

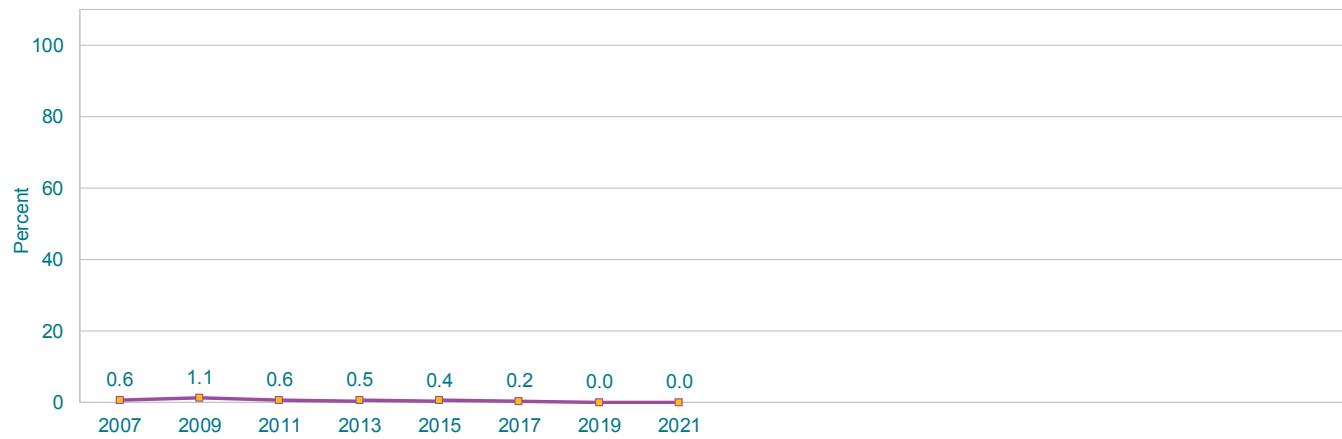
Percentage of Middle School Students Who Currently Smoked Cigars Frequently,* by Sex, Grade, and Race/Ethnicity, 2021



*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.



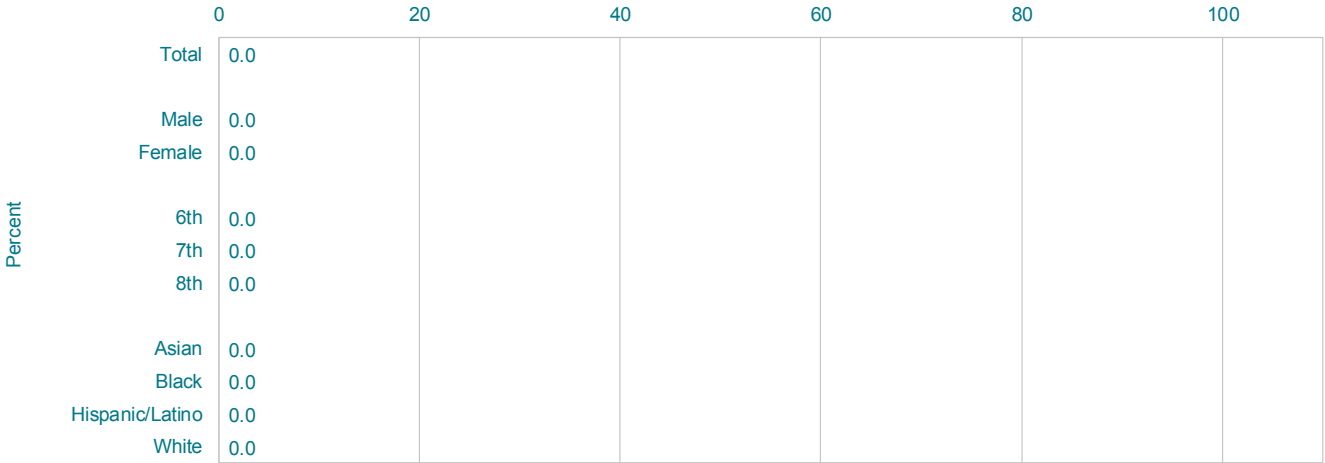
Percentage of Middle School Students Who Currently Smoked Cigars Frequently,* 2007-2021†



*Cigars, cigarillos, or little cigars, on 20 or more days during the 30 days before the survey

†Not available [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.

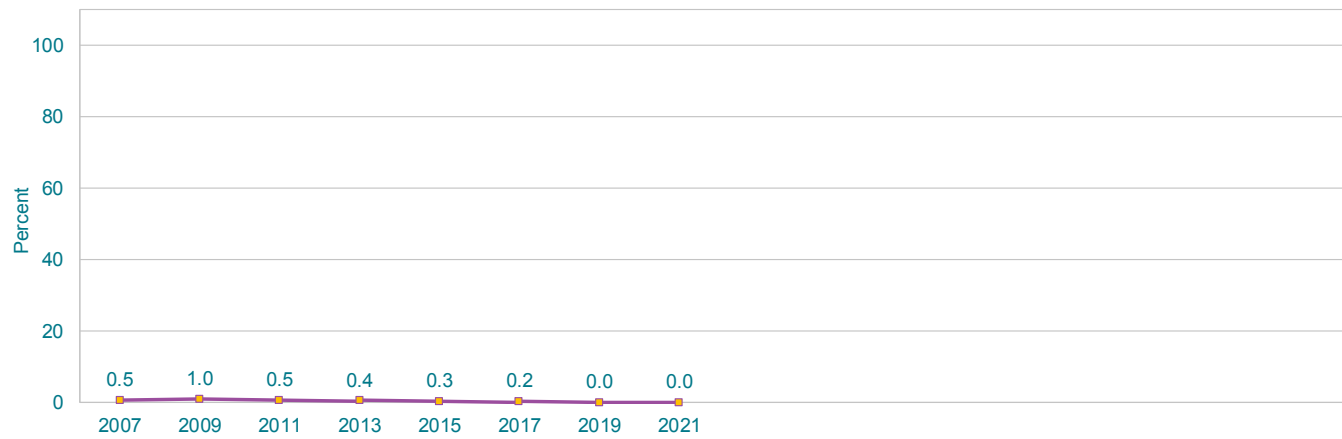
Percentage of Middle School Students Who Currently Smoked Cigars Daily,* by Sex, Grade, and Race/Ethnicity, 2021



*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.



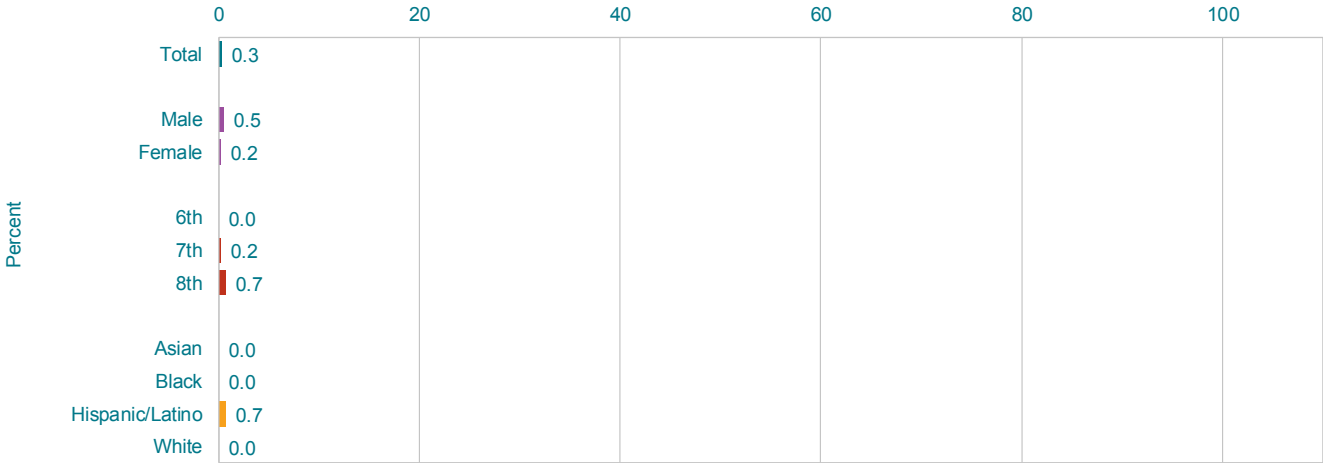
Percentage of Middle School Students Who Currently Smoked Cigars Daily,* 2007 - 2021†



*Cigars, cigarillos, or little cigars, on all 30 days during the 30 days before the survey

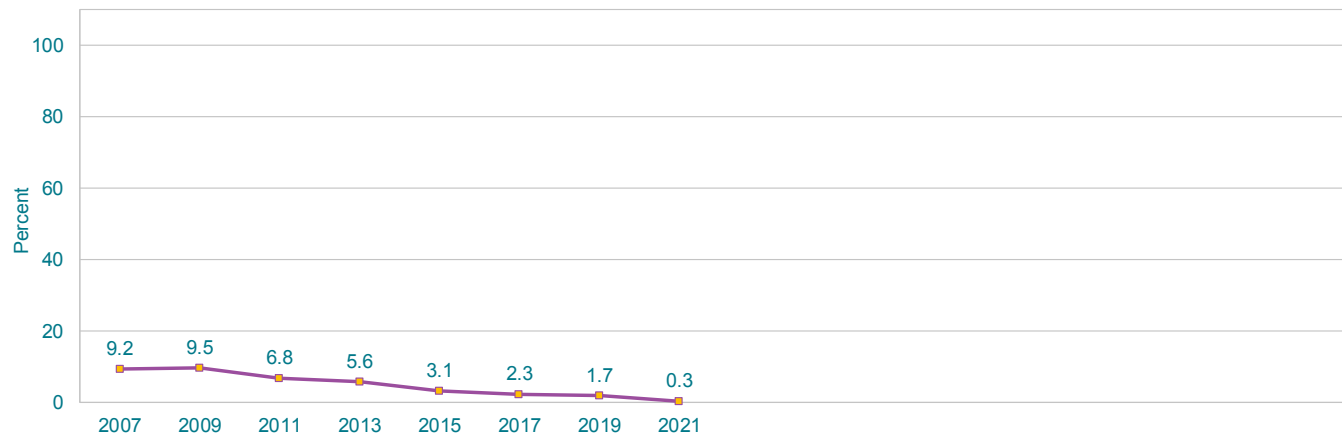
†Not available [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic 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
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

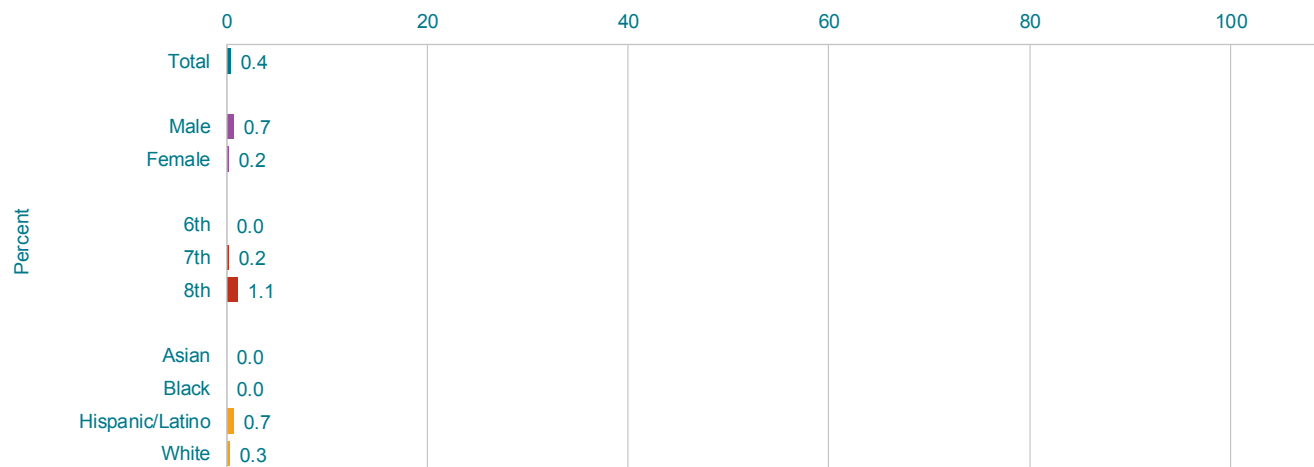
Percentage of Middle School Students Who Currently Smoked Cigarettes or Cigars,* 2007-2021†



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

†Decreased 2007-2021, no change 2007-2011, 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
 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†

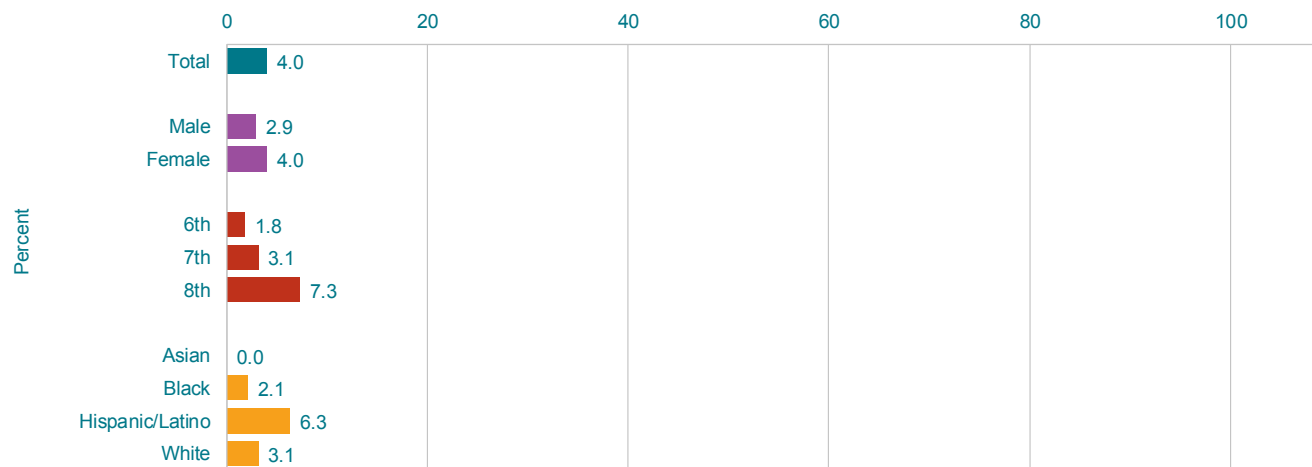


*On at least 1 day during the 30 days before the survey

†Decreased 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



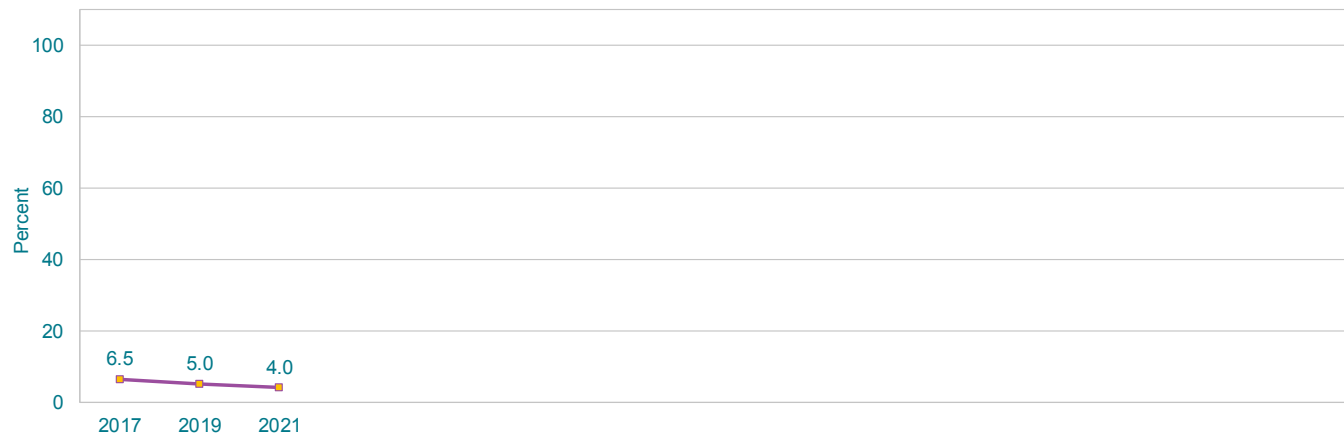
*On at least 1 day during the 30 days before the survey

†8th > 6th; 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 Currently Smoked Cigarettes or Cigars or Used Smokeless Tobacco or Electronic Vapor Products,* 2017-2021†

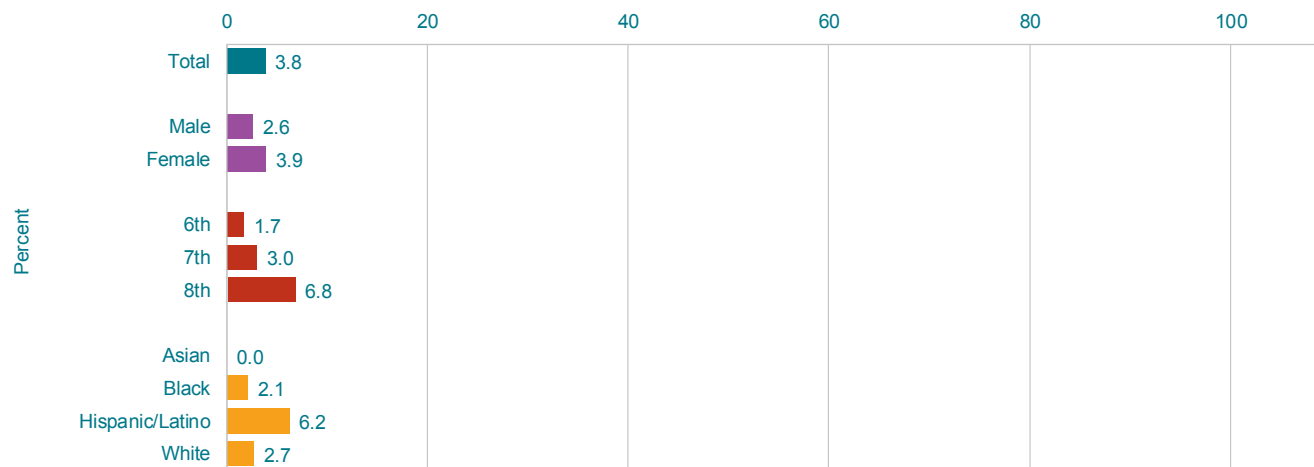


*On at least 1 day during the 30 days before the survey

†Decreased 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
 †8th > 6th; 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 Currently Smoked Cigarettes or Used Electronic Vapor Products,* 2015-2021†

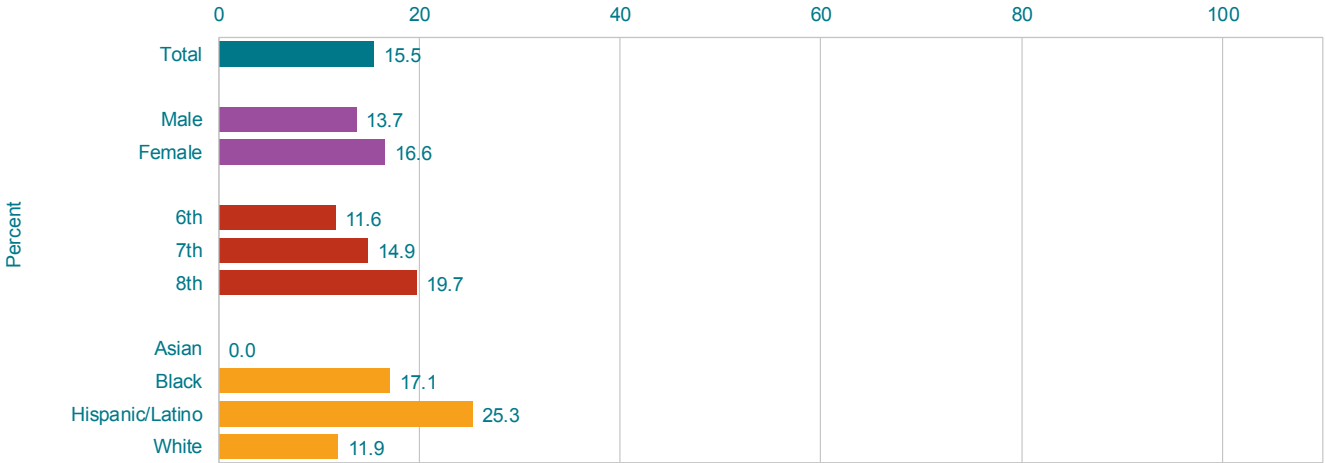


*On at least 1 day during the 30 days before the survey

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

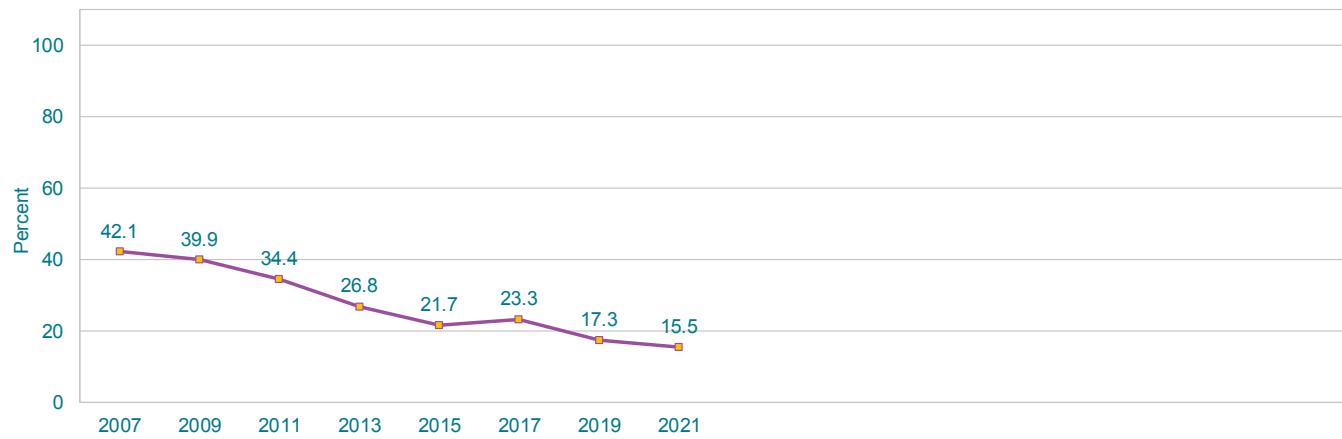
This graph contains weighted results.

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



*Other than a few sips
 †B > A, H > A, H > W, 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.

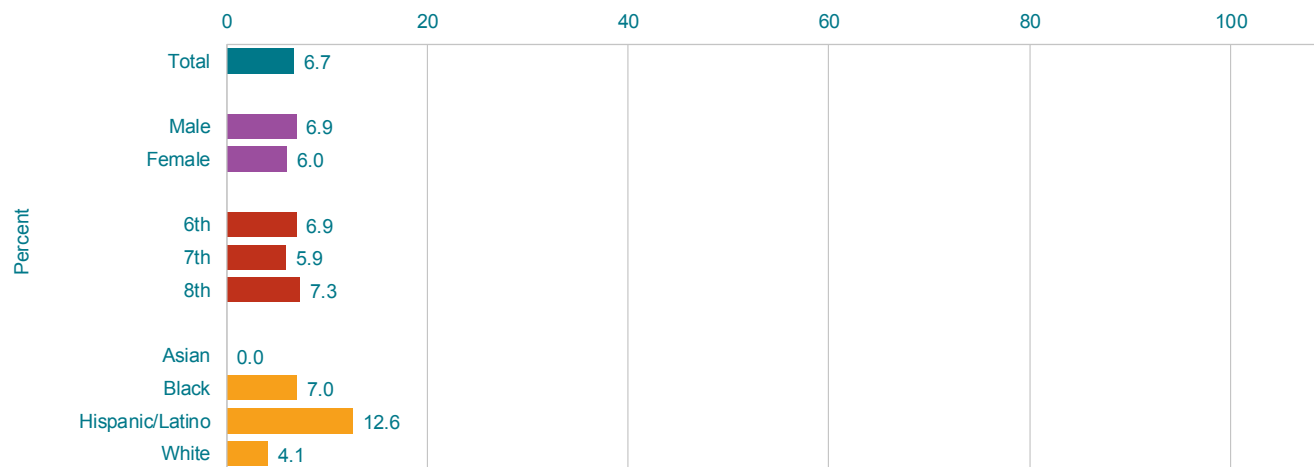
Percentage of Middle School Students Who Ever Drank Alcohol,* 2007-2021†



*Other than a few sips

†Decreased 2007-2021 [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



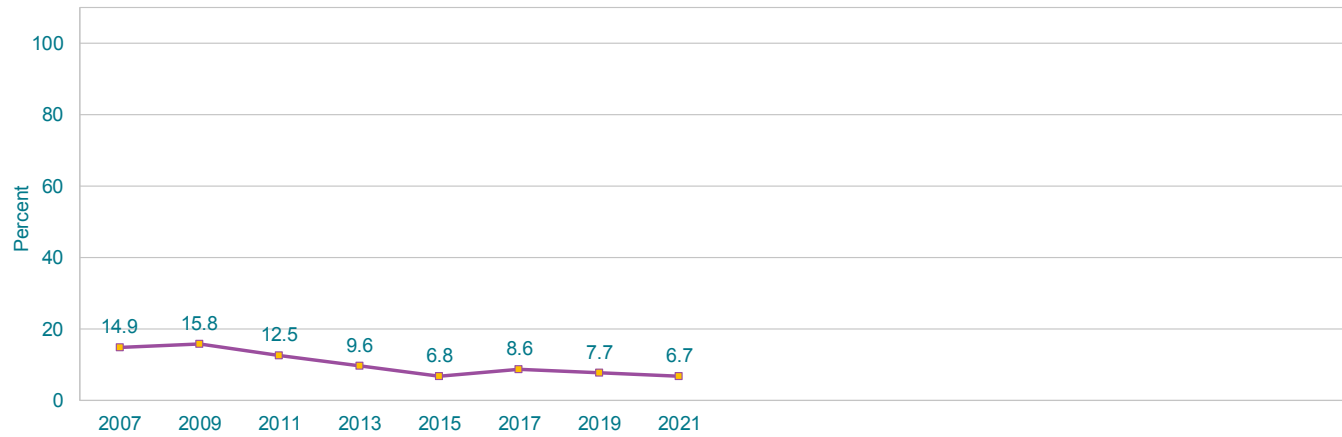
*Other than a few sips

†B > A, H > A, H > W, 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 Drank Alcohol for the First Time Before Age 11 Years,* 2007-2021†



*Other than a few sips

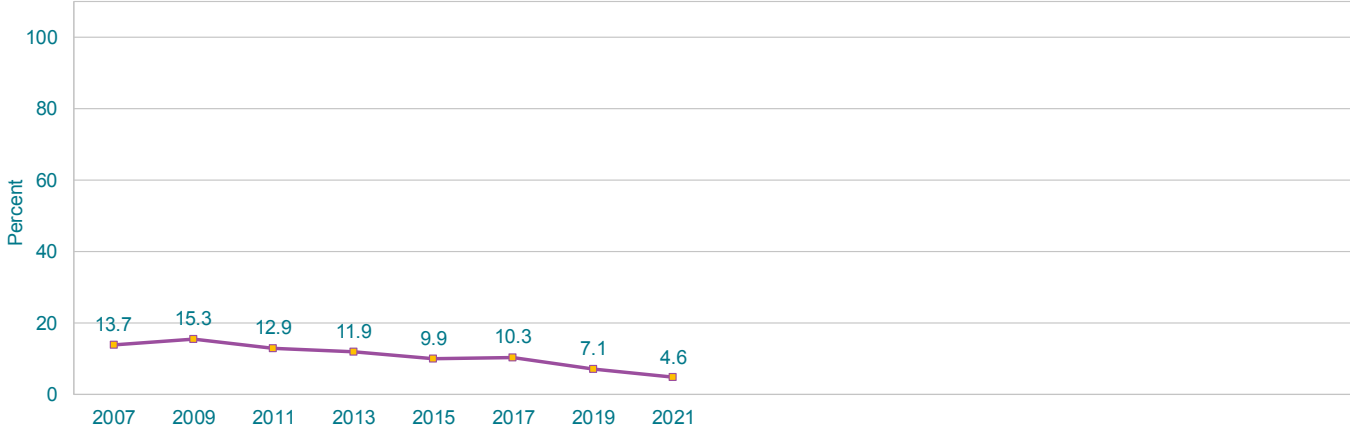
†Decreased 2007-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant 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



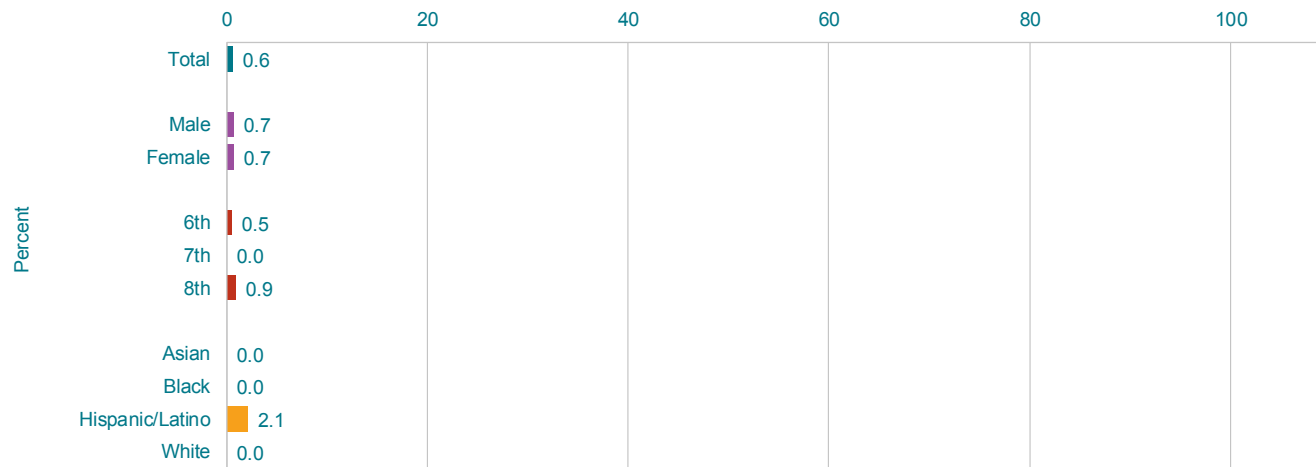
*7th > 6th, 8th > 6th; H > A, W > A (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Ever Used Marijuana, 2007 -2021*



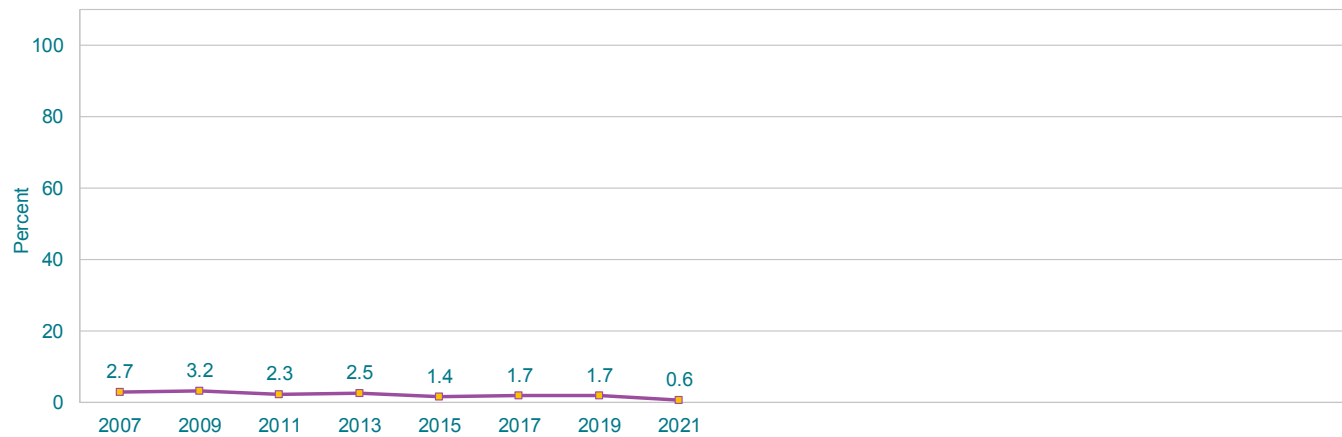
*Decreased 2007-2021, decreased 2007-2017, decreased 2017-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

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



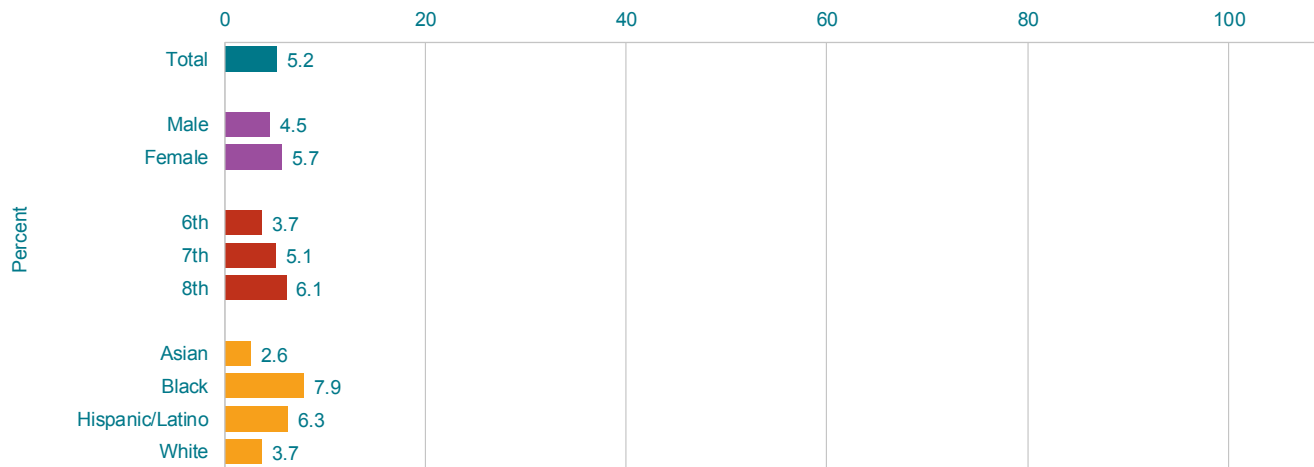
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Tried Marijuana for the First Time Before Age 11 Years, 2007-2021*



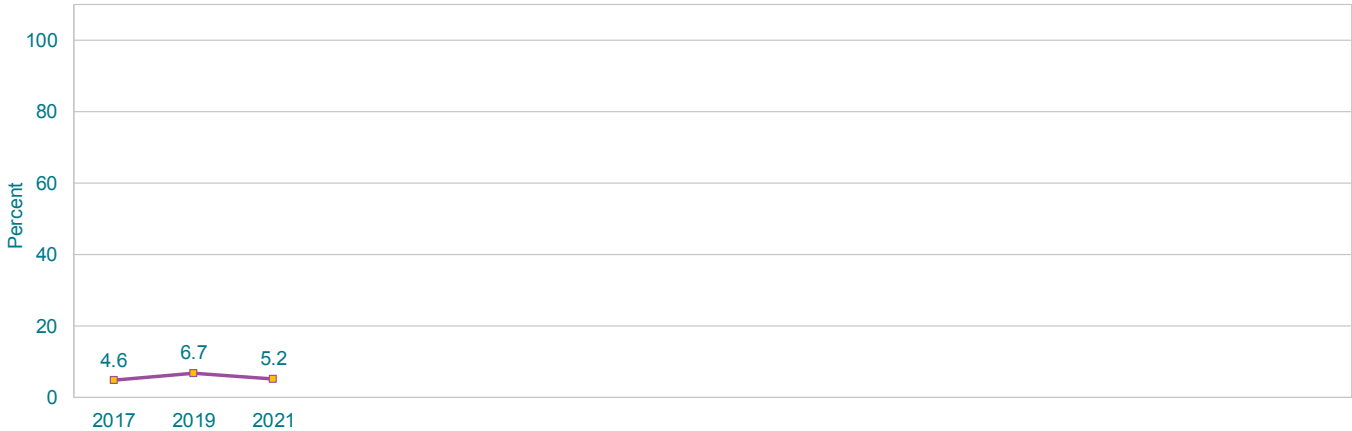
*Decreased 2007-2021, decreased 2007-2017, decreased 2017-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
This graph contains weighted results.

Percentage of Middle School Students Who Ever 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
 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

†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.

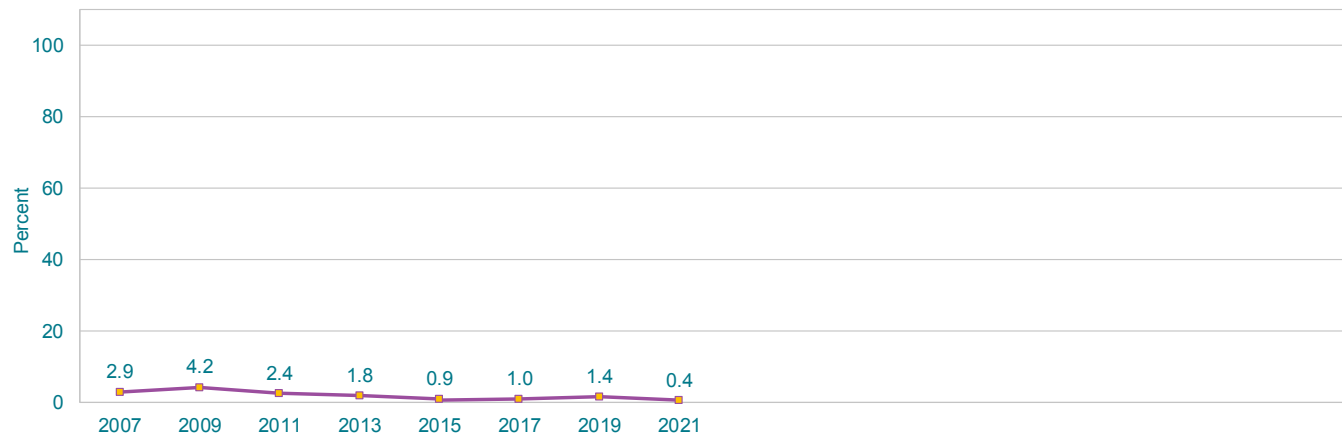
Percentage of Middle School Students Who Ever Used Cocaine,* by Sex, Grade, and Race/Ethnicity, 2021



*Any form of cocaine, including powder, crack, or freebase
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.



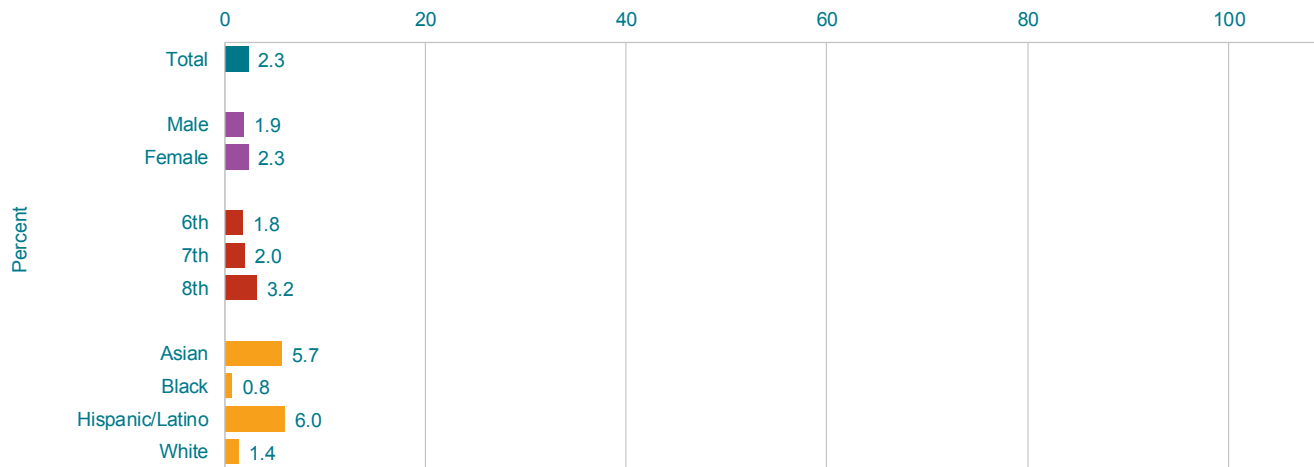
Percentage of Middle School Students Who Ever Used Cocaine, * 2007-2021†



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

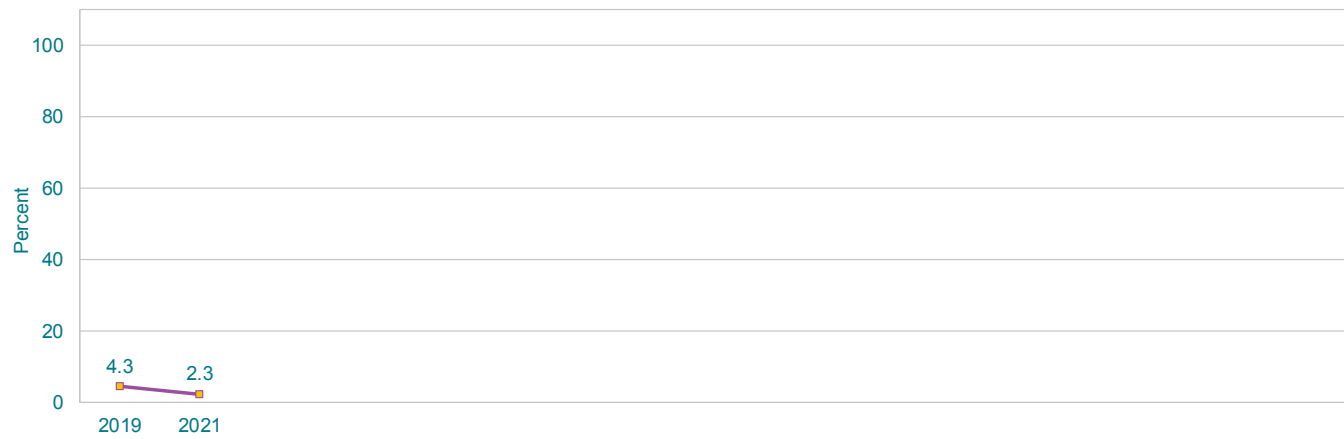
†Decreased 2007-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant 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
 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,* 2019-2021†

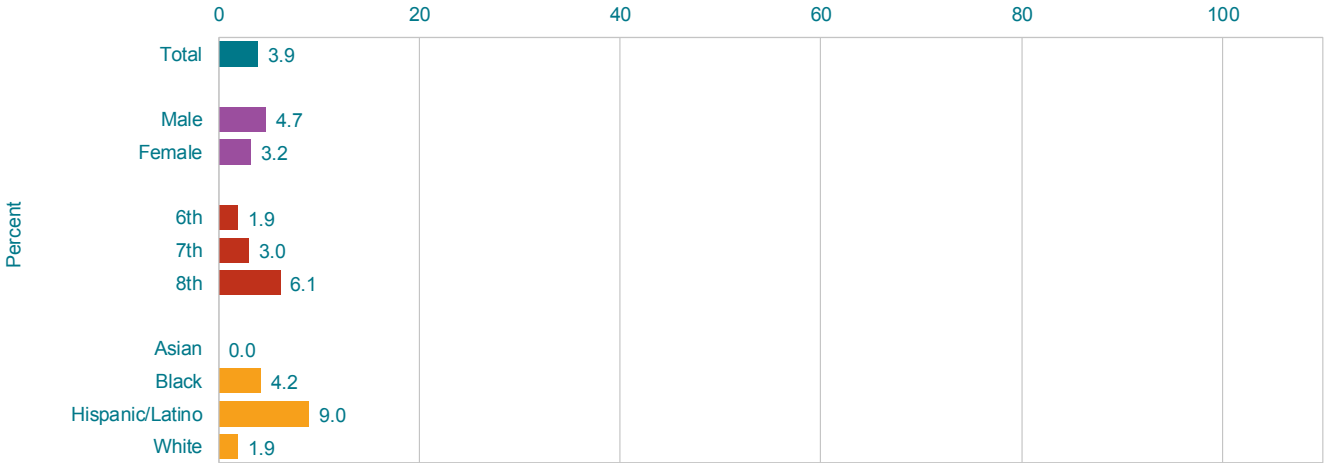


*Sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high

†Decreased 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]

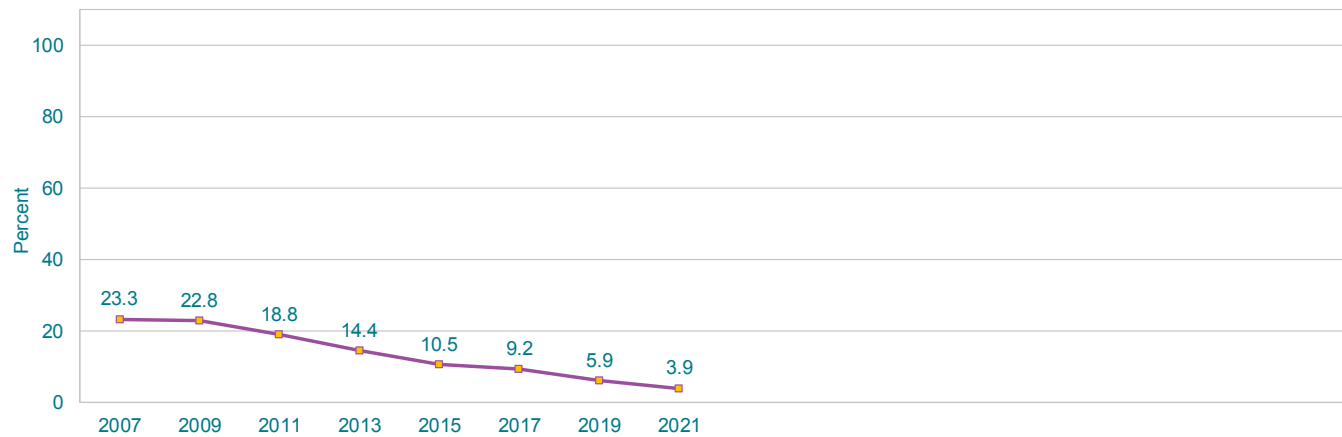
This graph contains weighted results.

Percentage of Middle School Students Who Ever Had Sexual Intercourse, by Sex, Grade, and Race/Ethnicity,* 2021



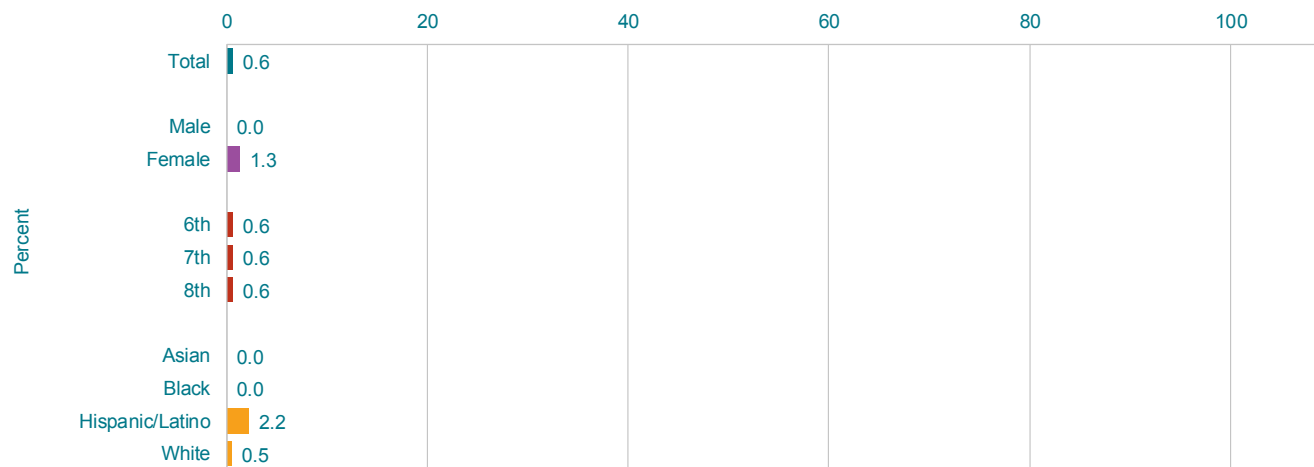
*H > A, H > W, W > A (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Ever Had Sexual Intercourse, 2007-2021*



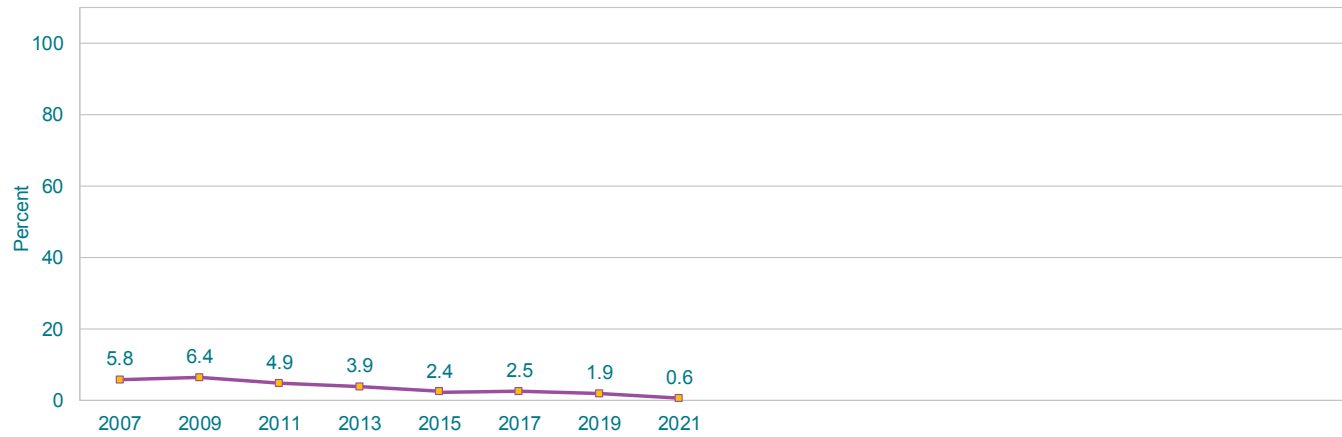
*Decreased 2007-2021, no change 2007-2011, decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by 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



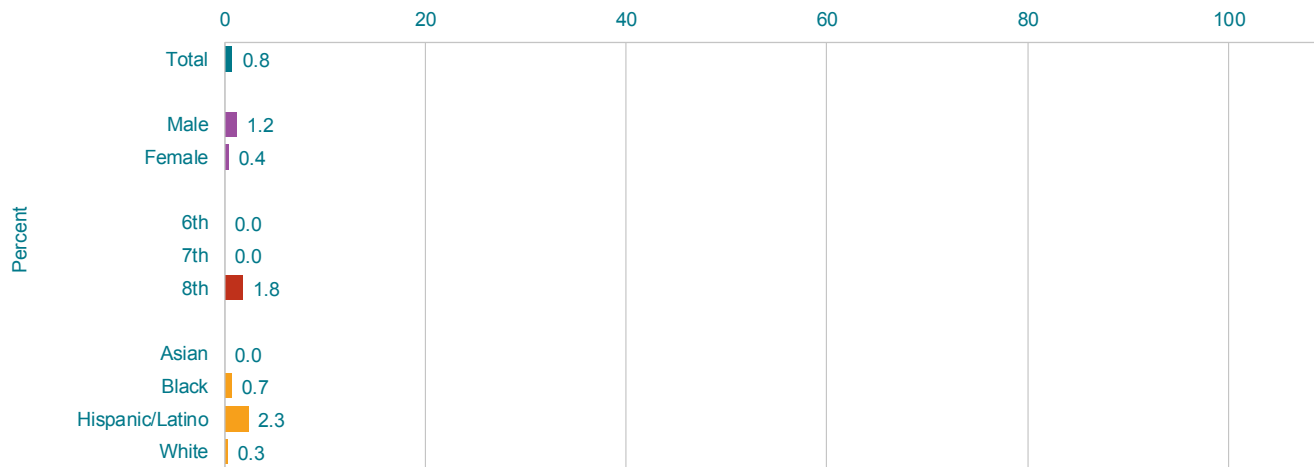
F > M; H > A, H > B, H > W (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Had Sexual Intercourse for the First Time Before Age 11 Years, 2007-2021*



*Decreased 2007-2021, no change 2007-2011, 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



*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.

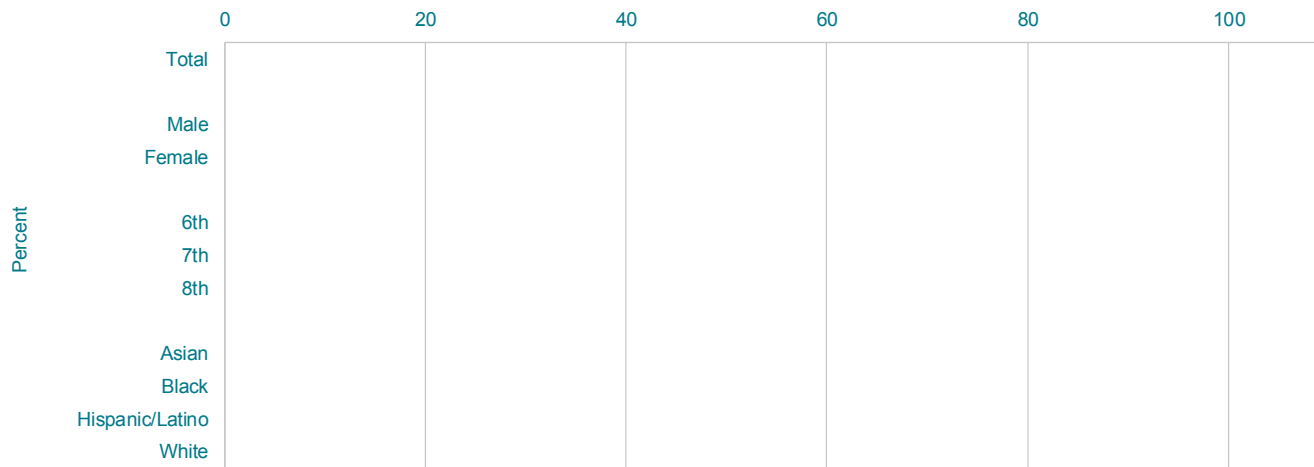
This graph contains weighted results.

Percentage of Middle School Students Who Ever Had Sexual Intercourse with Three or More Persons, 2019-2021*



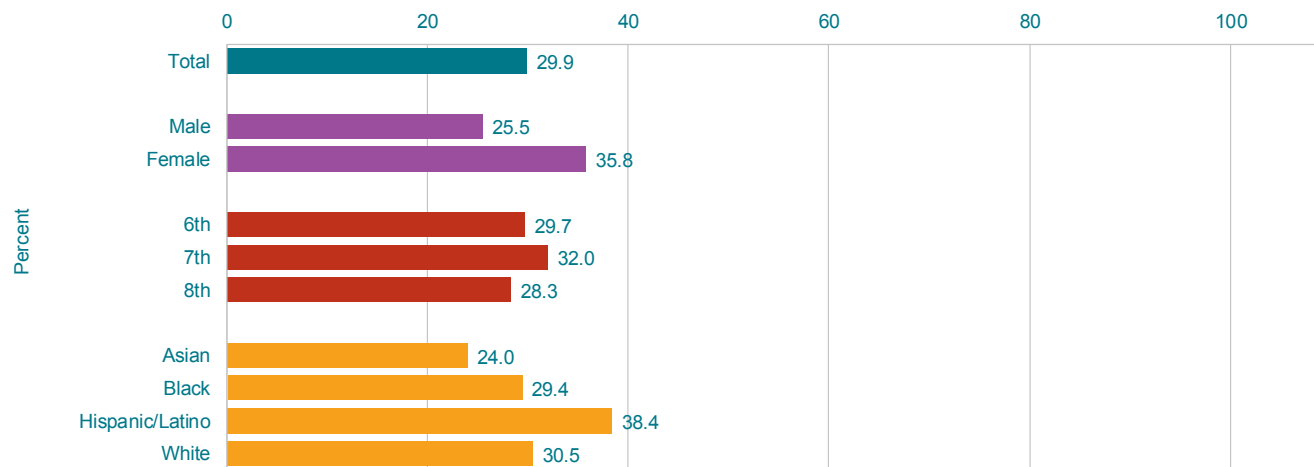
*Decreased 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

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

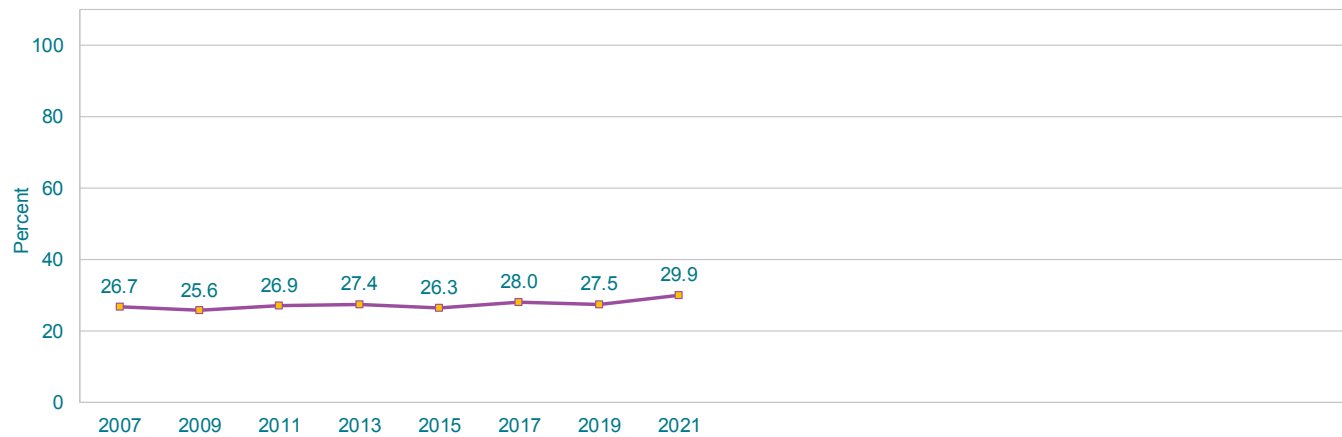


*F > M (Based on t-test analysis, $p < 0.05$.)

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

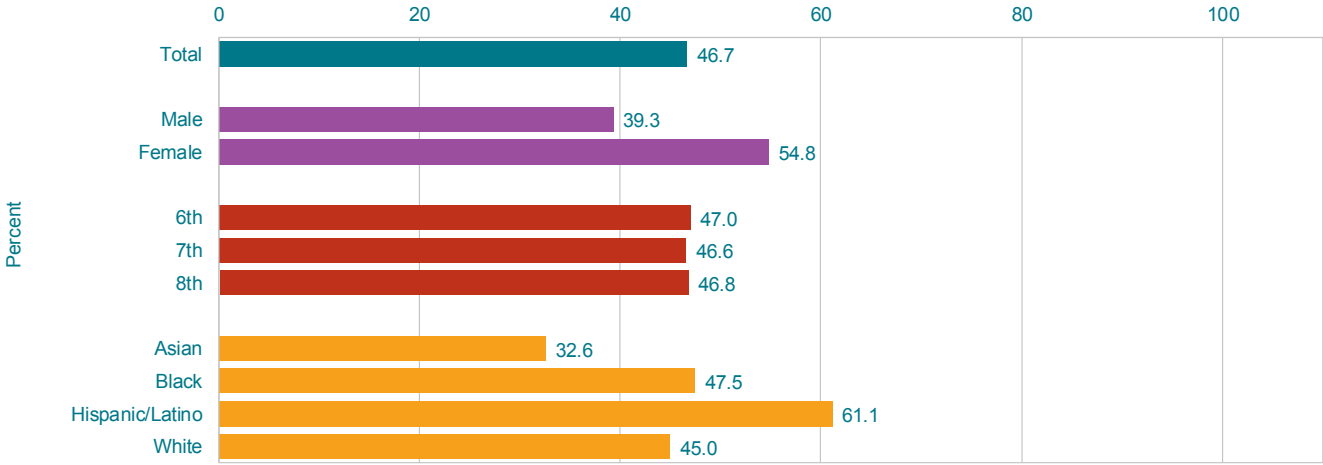
This graph contains weighted results.

Percentage of Middle School Students Who Described Themselves As Slightly or Very Overweight, 2007-2021*



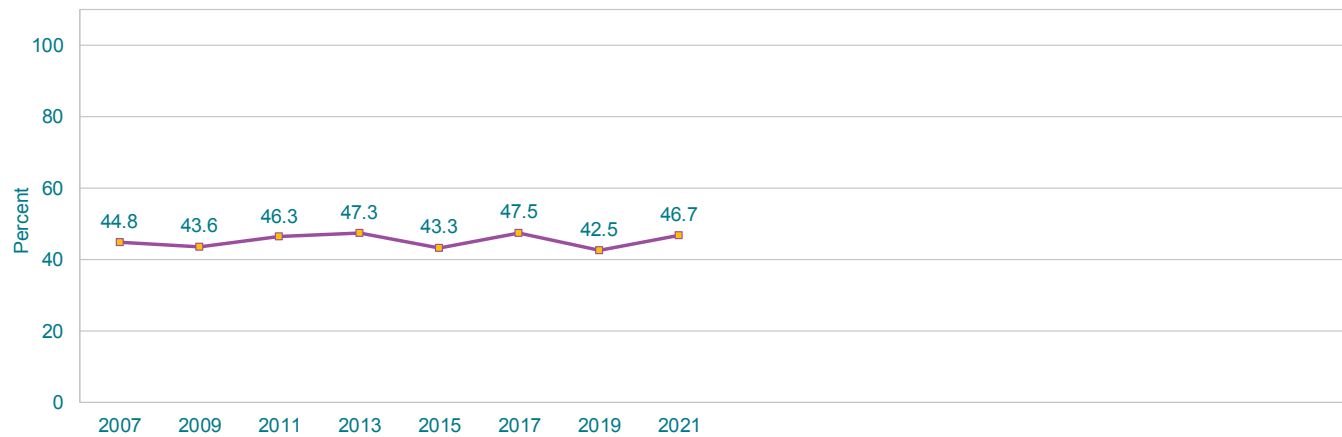
*No change 2007-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant 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



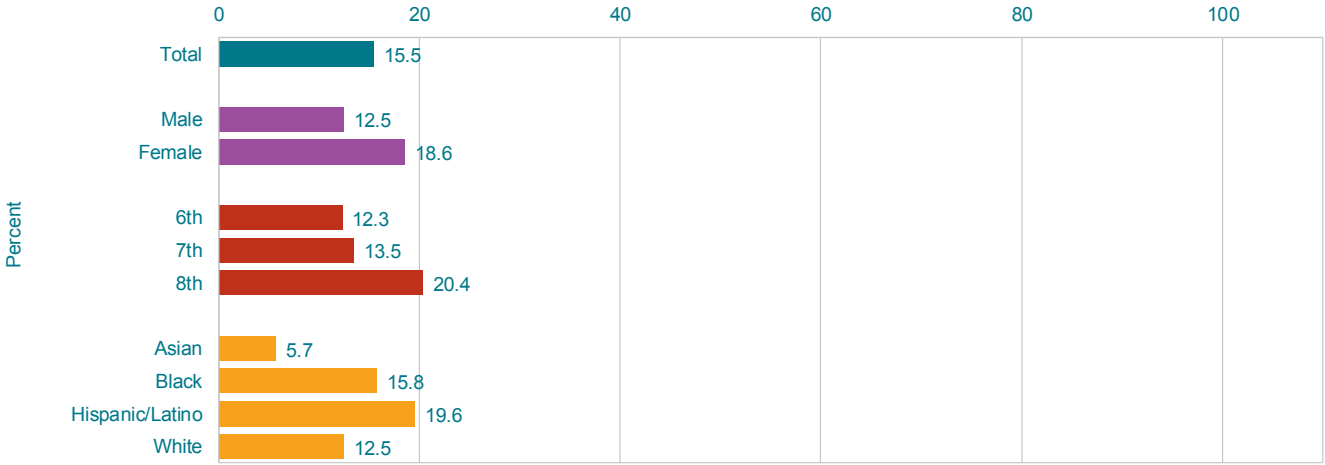
*F > M; H > A, H > W (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Were Trying to Lose Weight, 2007-2021*



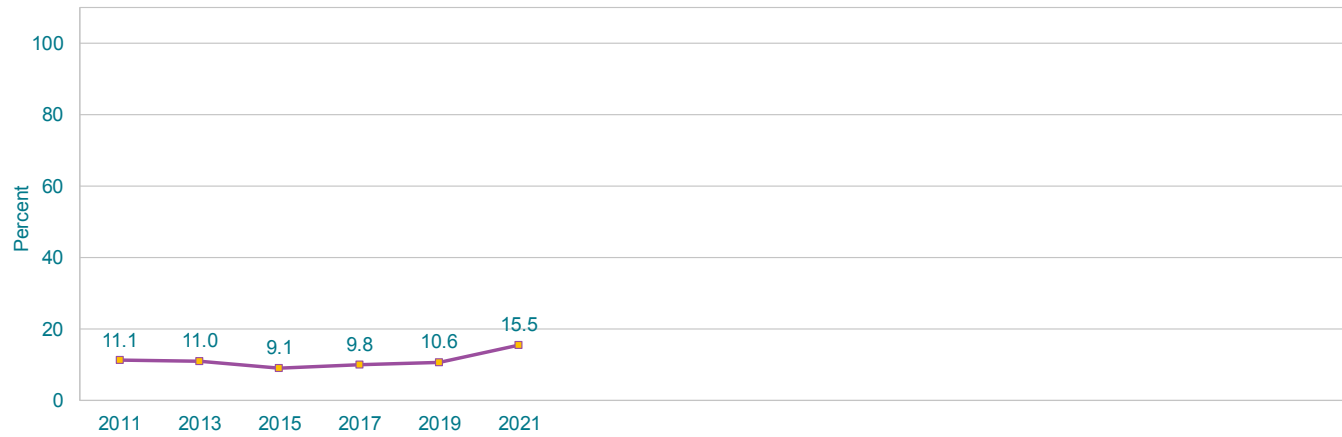
*No change 2007-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant 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
 †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 Did Not Eat Breakfast,* 2011-2021†

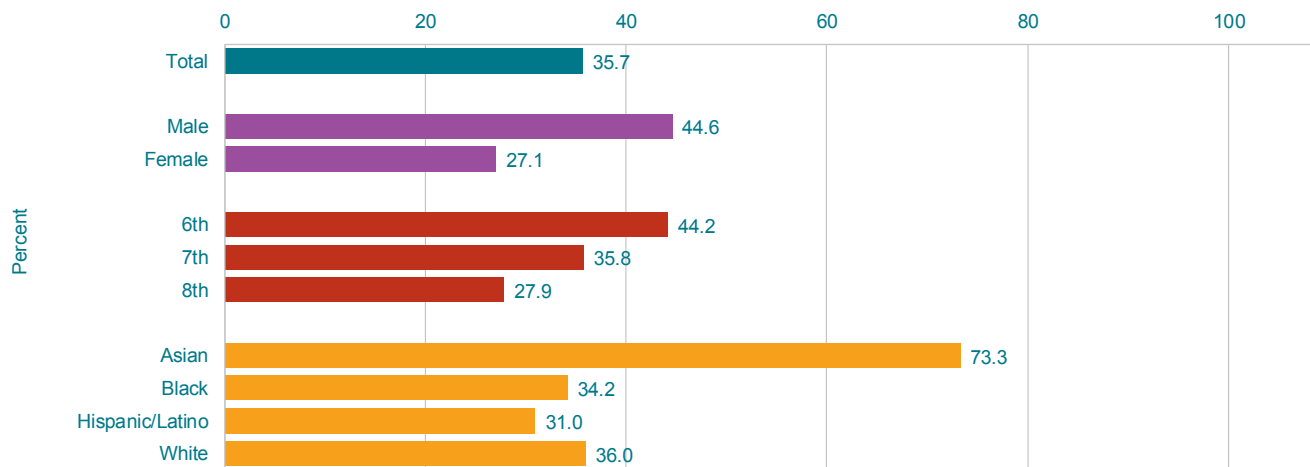


*During the 7 days before the survey

†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 Ate Breakfast on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2021



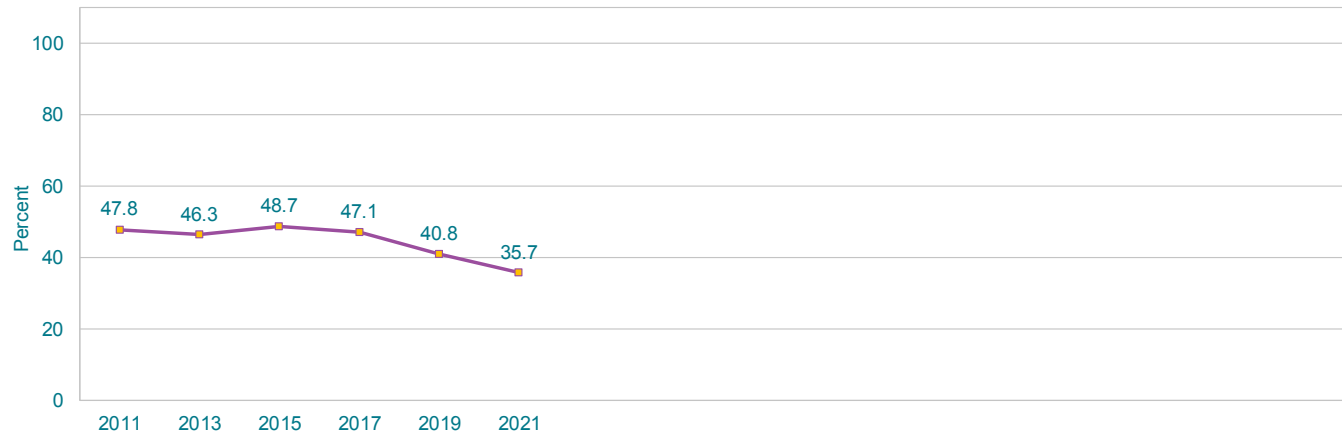
*During the 7 days before the survey

†M > F; 6th > 8th, 7th > 8th; A > B, A > H, A > 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 Ate Breakfast on All 7 Days,* 2011-2021†

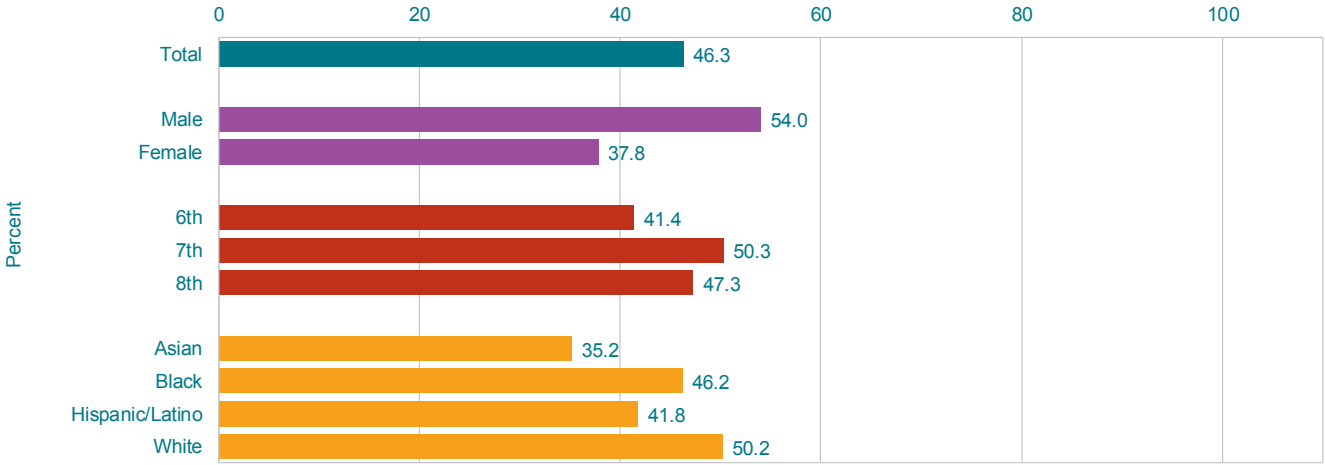


*During the 7 days before the survey

†Decreased 2011-2021, no change 2011-2017, decreased 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).]

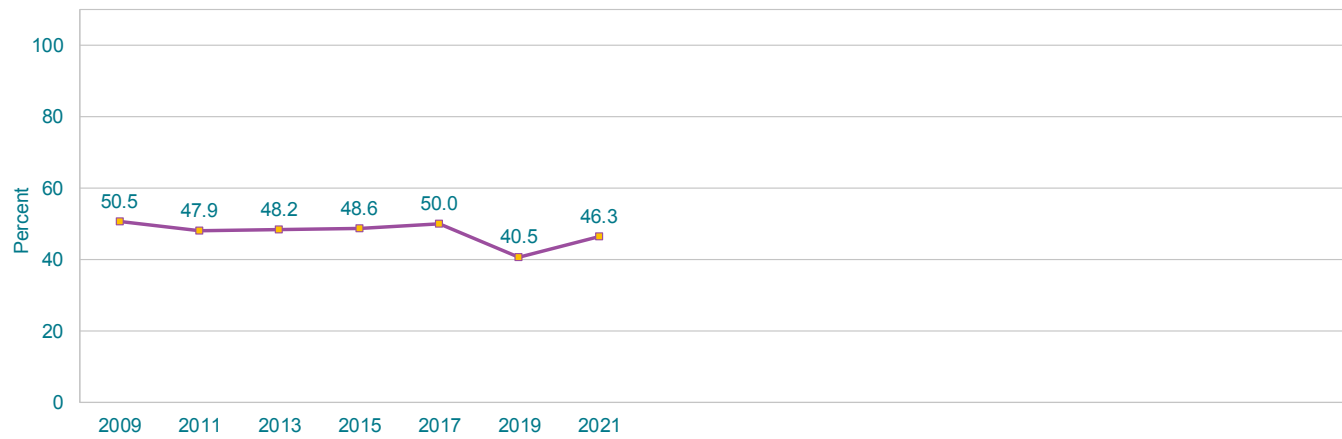
This graph contains weighted results.

Percentage of Middle School Students Who 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 (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,* 2009-2021†



*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 2009-2021 [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.

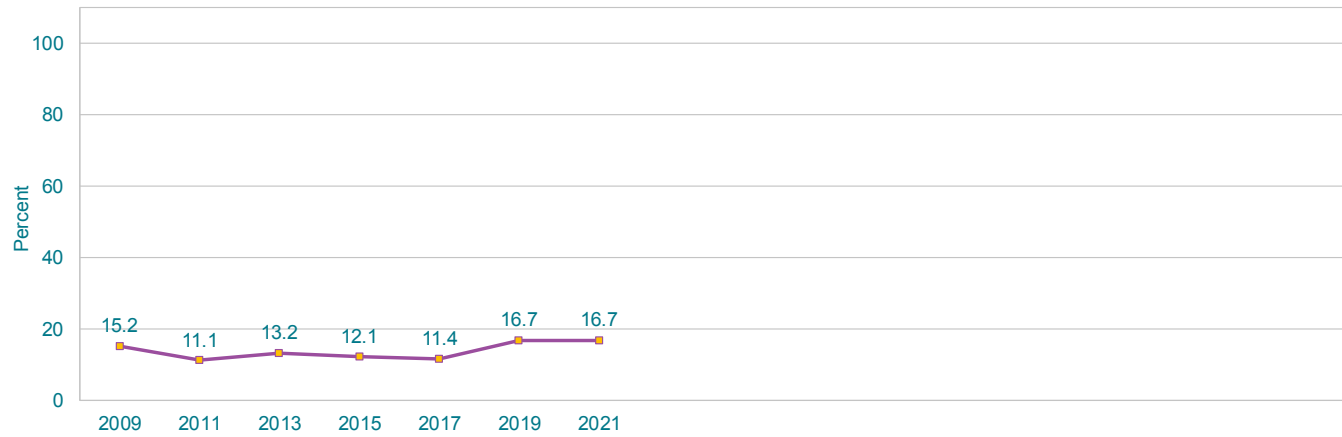
Percentage of Middle School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* by Sex, Grade, and Race/Ethnicity, 2021



*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
 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,* 2009-2021†

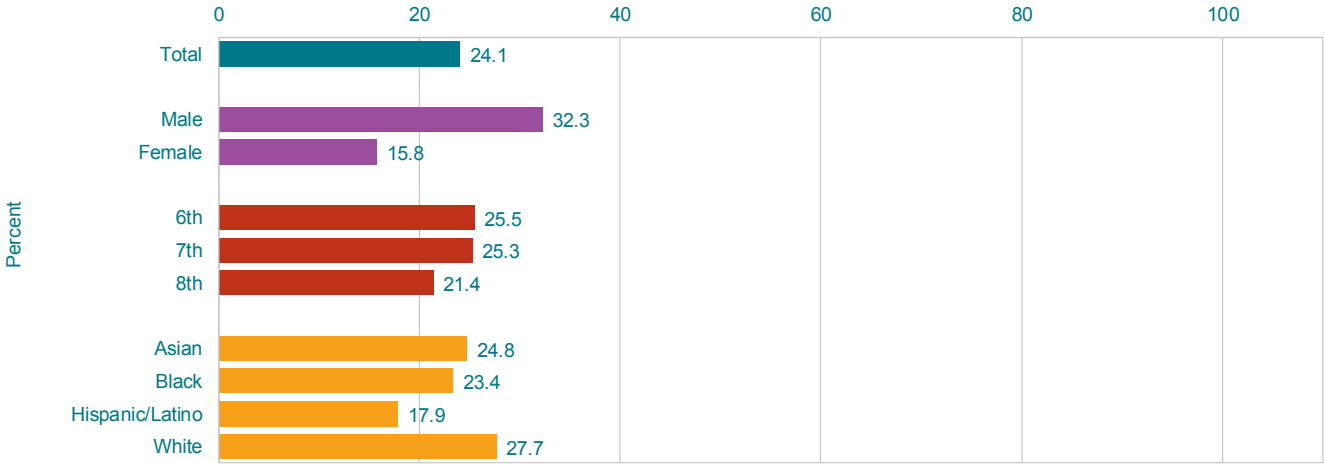


*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Decreased, 2009-2017, 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.

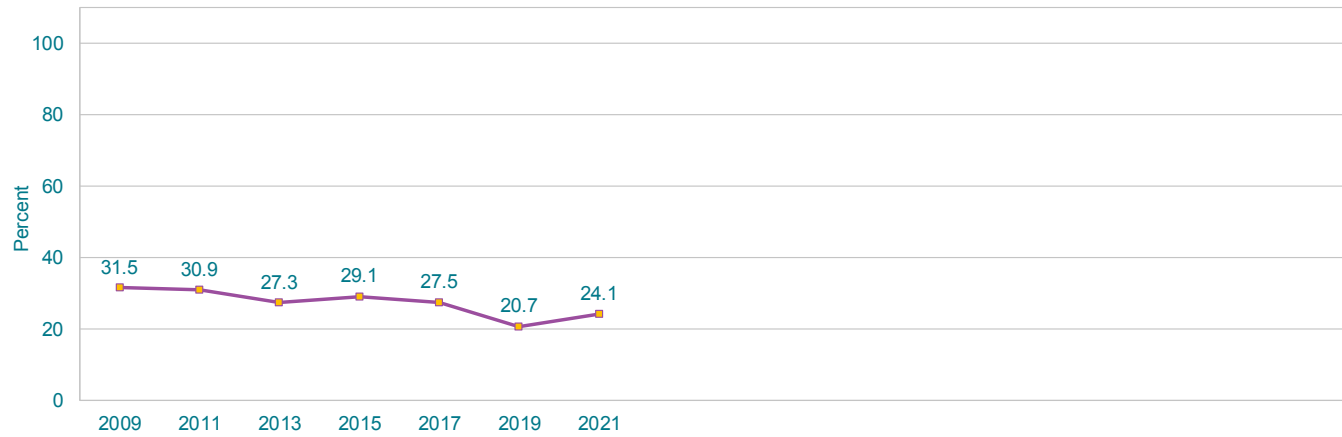
Percentage of Middle School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade, and Race/Ethnicity, 2021



*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,* 2009-2021†



*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 2009-2021 [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.

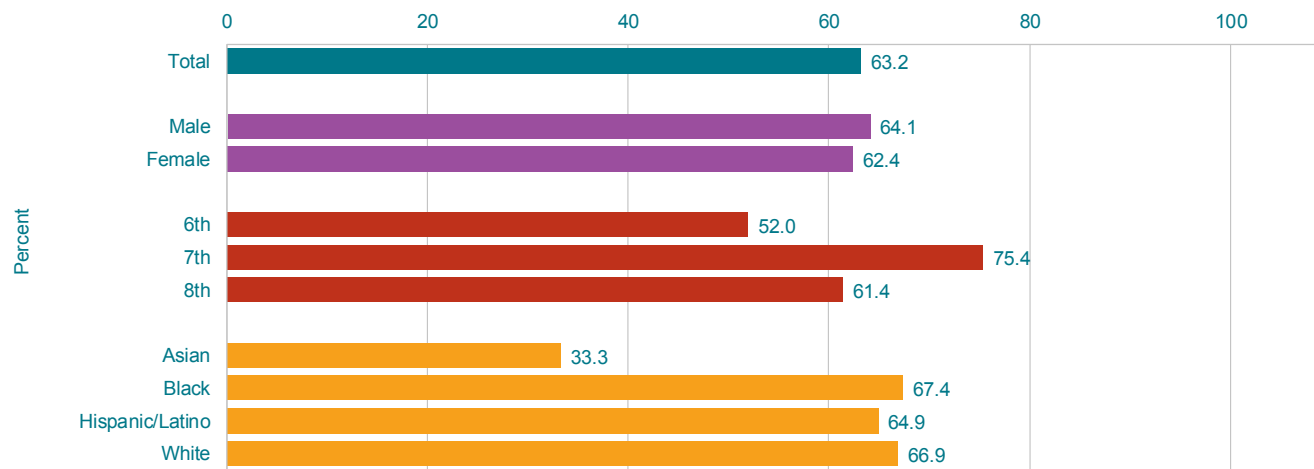
Percentage of Middle School Students Who Spent 3 or More Hours Per Day on Screen Time,* by Sex, Grade, and Race/Ethnicity, 2021



*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
 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.



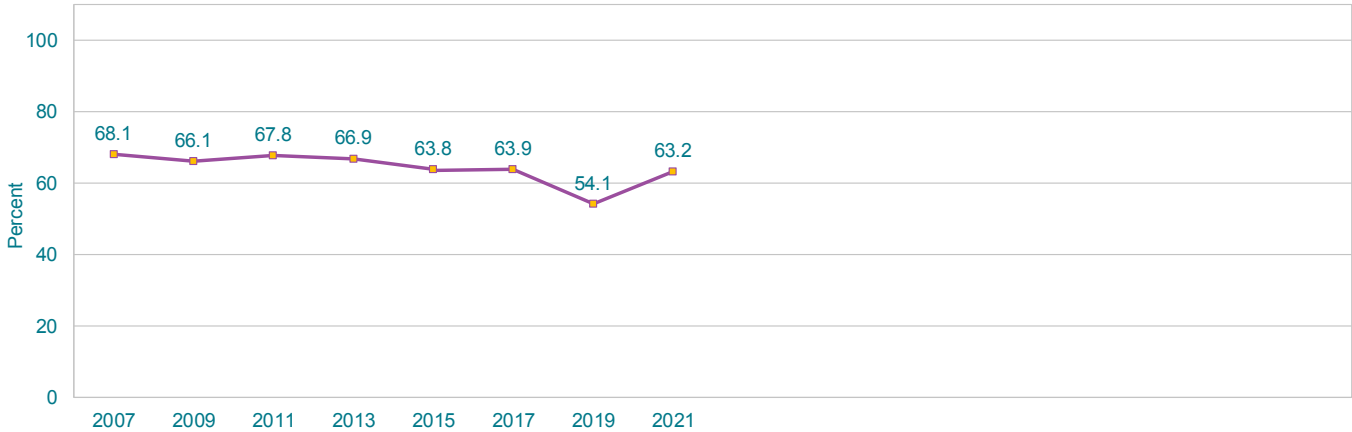
Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* by Sex, Grade, and Race/Ethnicity, 2021



*In an average week when they were in school
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.



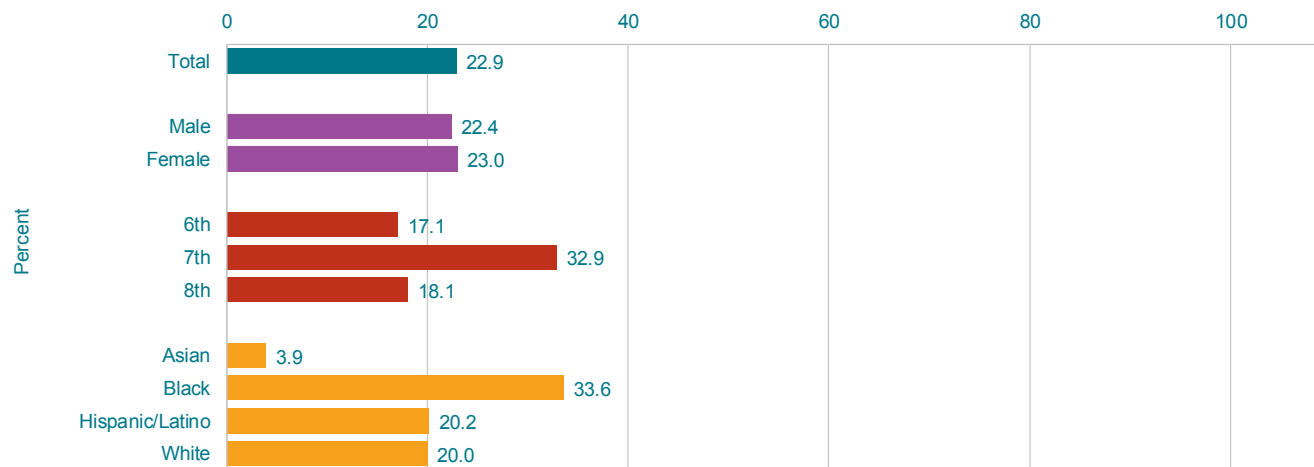
Percentage of Middle School Students Who Attended Physical Education Classes (PE) on 1 or More Days,* 2007-2021†



*In an average week when they were in school

†No change 2007-2021 [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



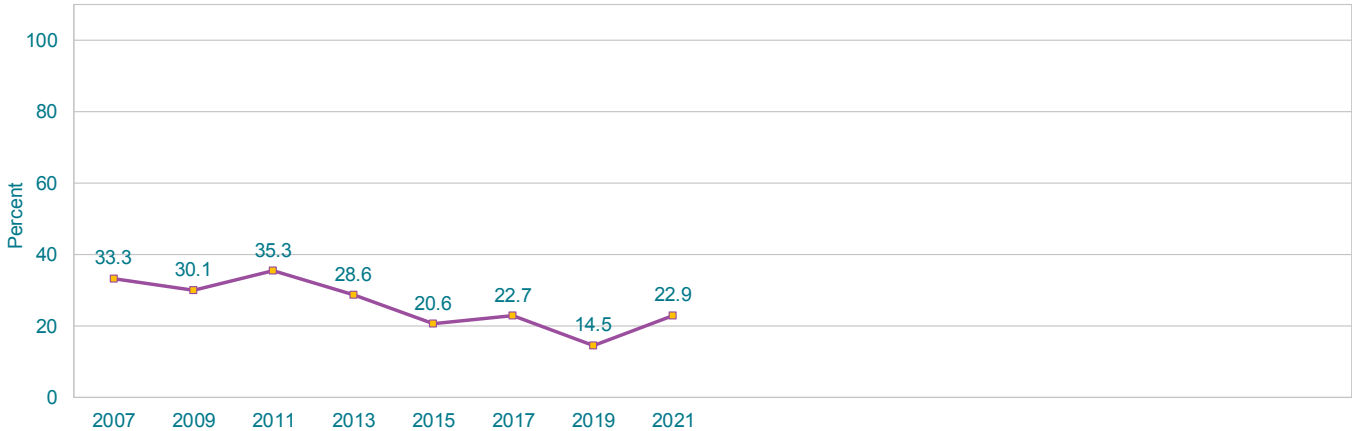
*In an average week when they were in school

†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.

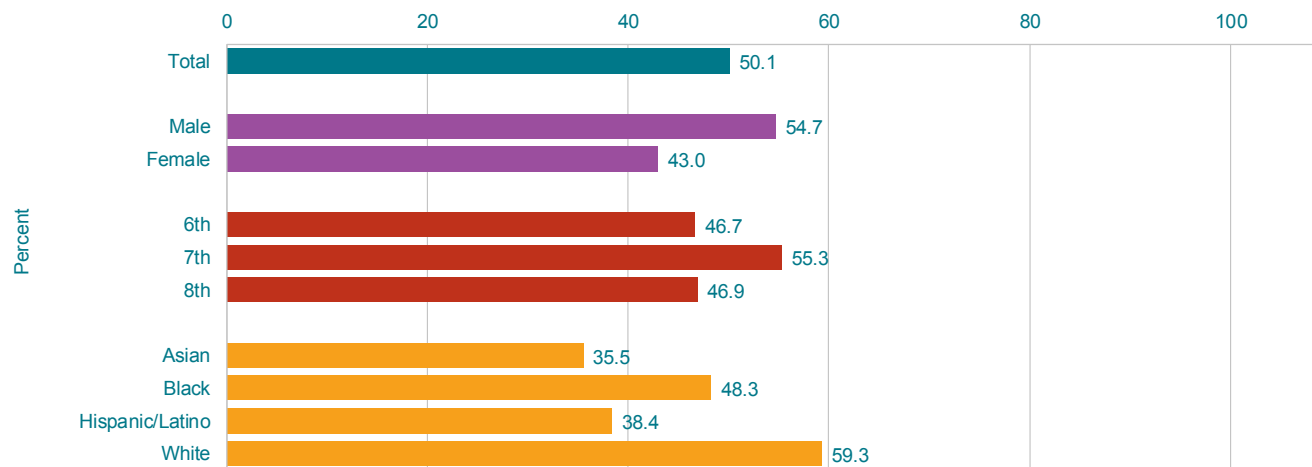
Percentage of Middle School Students Who Attended Physical Education Classes on All 5 Days,* 2007-2021†



*In an average week when they were in school

†Decreased 2007-2021 [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



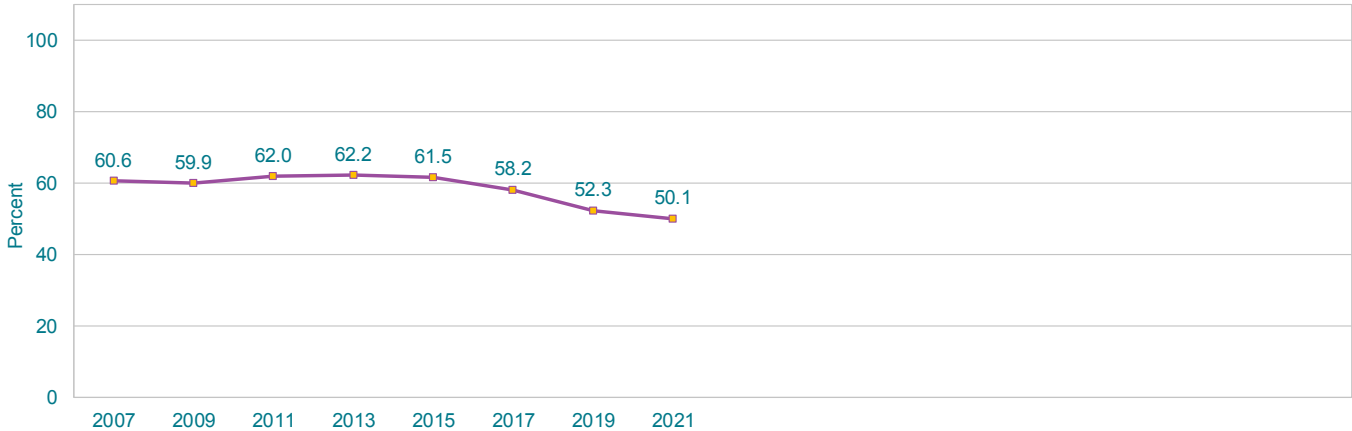
*Counting any teams run by their school or community groups, during the past 12 months before the survey

[†]M > F; B > H, 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.

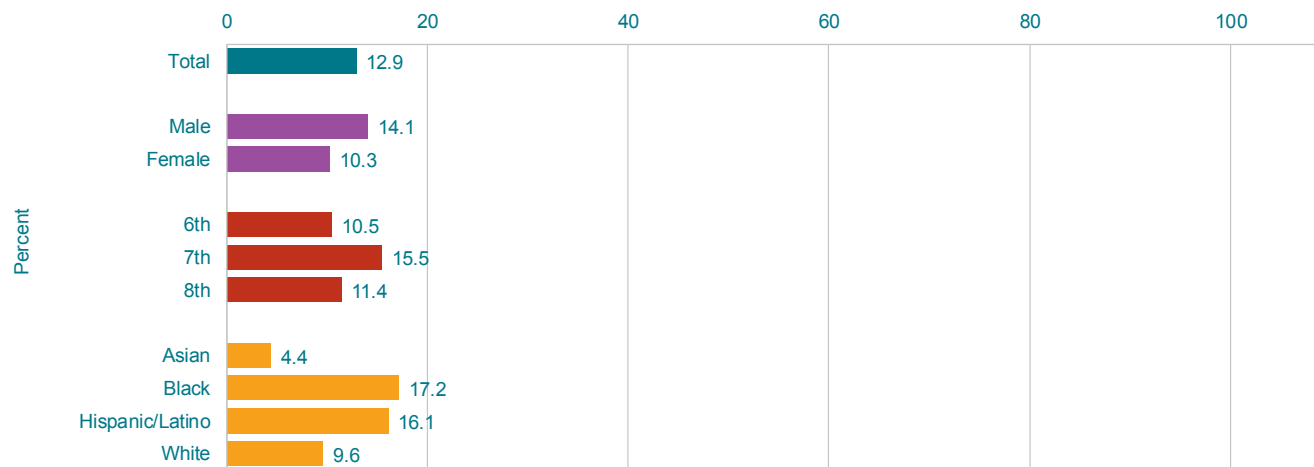
This graph contains weighted results.

Percentage of Middle School Students Who Played on at Least One Sports Team,* 2007-2021†



*Counting any teams run by their school or community groups, during the past 12 months before the survey
 †Decreased 2007-2021, no change 2007-2015, 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 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 (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†

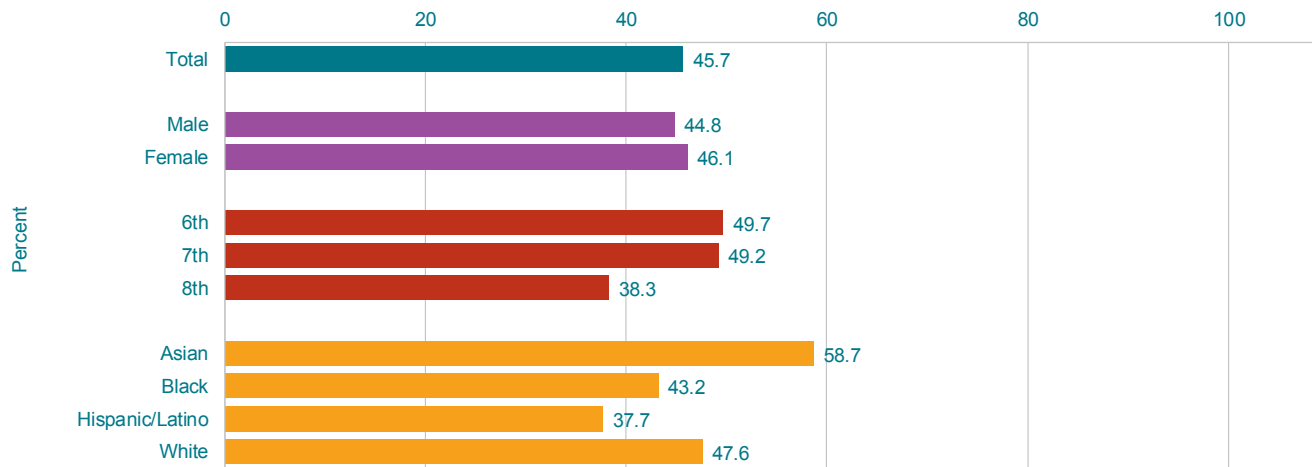


*One or more times during the 12 months before the survey

†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 Got 8 or More Hours of Sleep,* by Sex, Grade, and Race/Ethnicity, 2021



*On an average school night
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

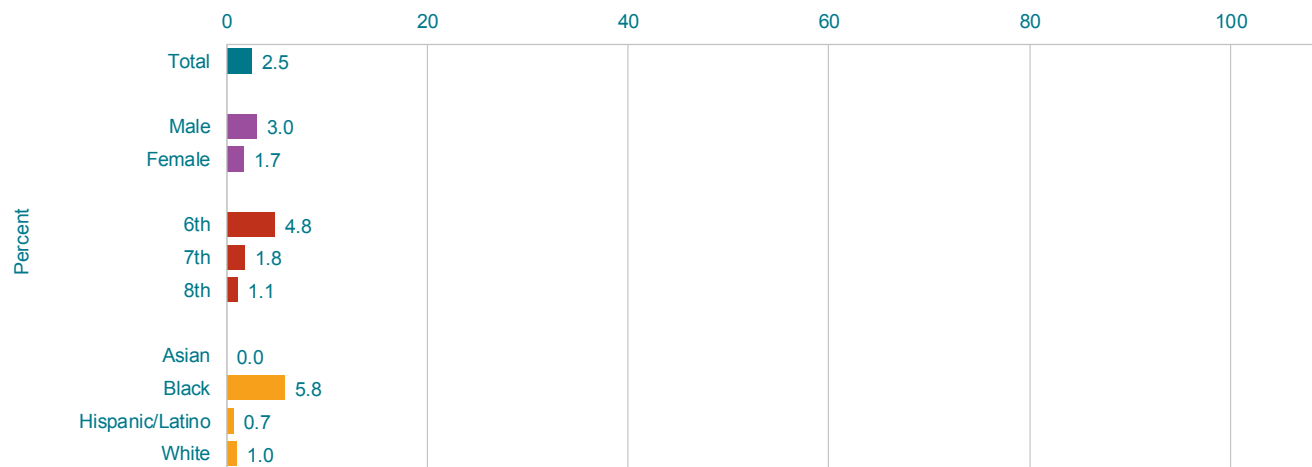
Percentage of Middle School Students Who Got 8 or More Hours of Sleep,* 2011-2021†



*On an average school night

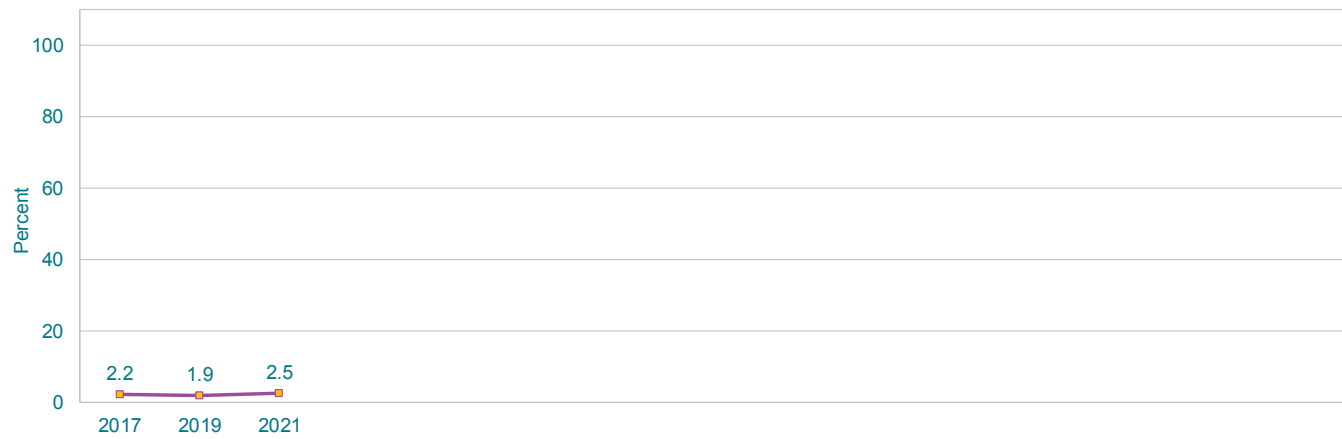
†Decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant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

Percentage of Middle School Students Who 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
 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 Usually Did Not Sleep in Their Parent's or Guardian's Home,* 2017-2021†

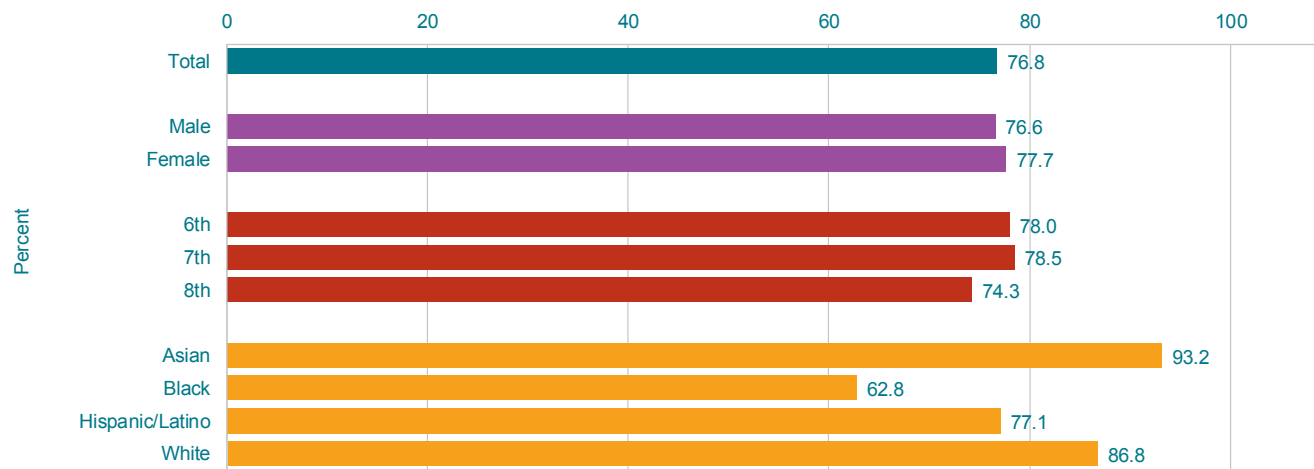


*During the 30 days before the survey

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

This graph contains weighted results.

Percentage of Middle School Students Who Described Their Grades in School As Mostly A's or B's,* by Sex, Grade, and Race/Ethnicity,† 2021



*During the 12 months before the survey

†A > 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 Described Their Grades in School As Mostly A's or B's,* 2015-2021†

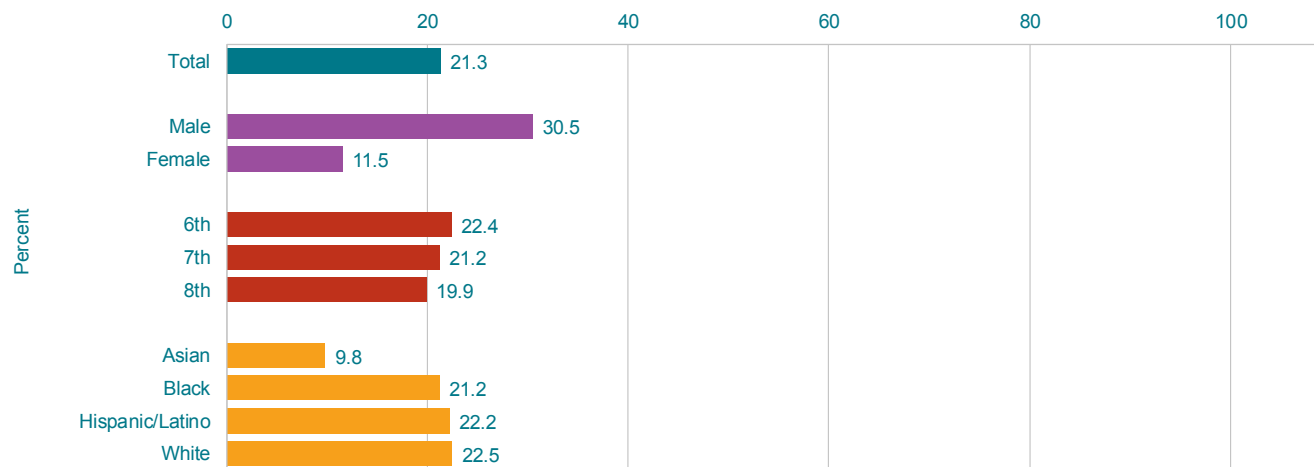


*During the 12 months before the survey

†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 Ever Carried a Weapon,* by Sex,† Grade, and Race/Ethnicity, 2021



*Such as a gun, knife, or club

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

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

This graph contains weighted results.

Percentage of Middle School Students Who Ever Carried a Weapon,* 2019-2021†

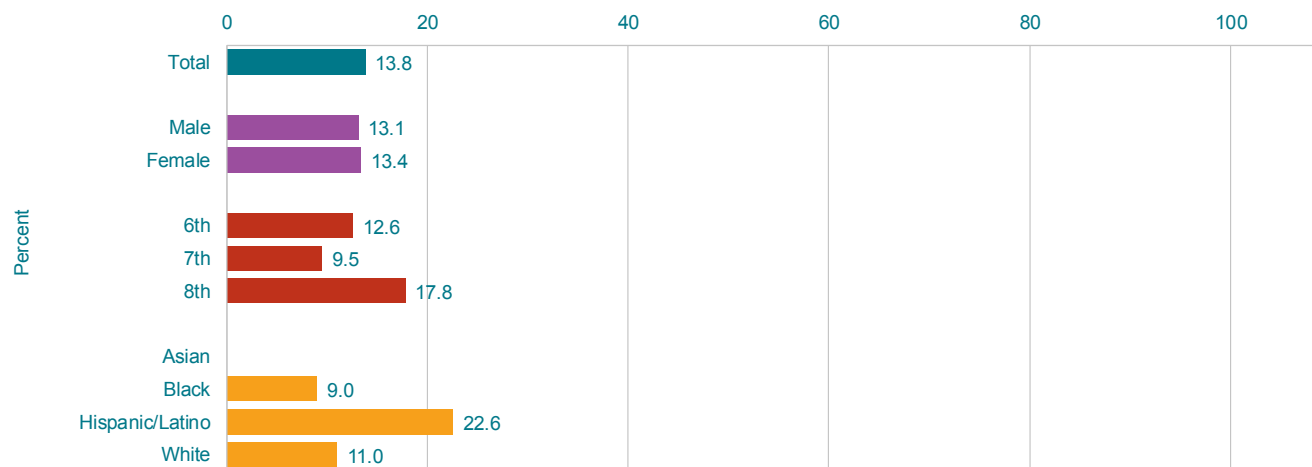


*Such as a gun, knife, or club

†No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

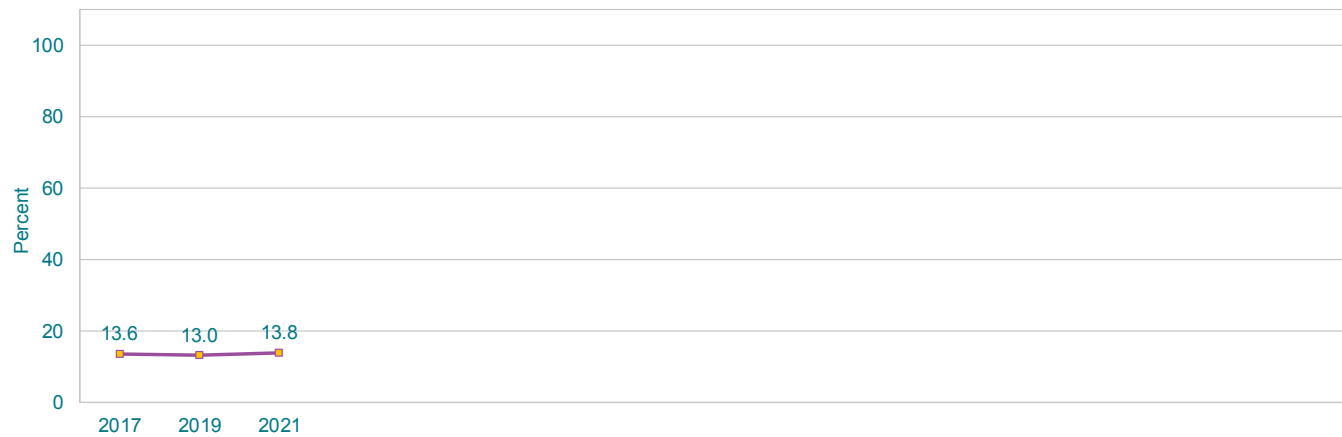
This graph contains weighted results.

Percentage of Middle School Students Who Reported That Someone They Were Dating or Going out with Purposely Tried to Control Them or Emotionally Hurt Them,* by Sex, Grade, and Race/Ethnicity, 2021



*Counting such things as being told who they could or could not spend time with, being humiliated in front of others, or being threatened if they did not do what their date wanted, among students who dated or went out with someone during the 12 months before the survey
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 Missing bar indicates fewer than 30 students in the subgroup.
 This graph contains weighted results.

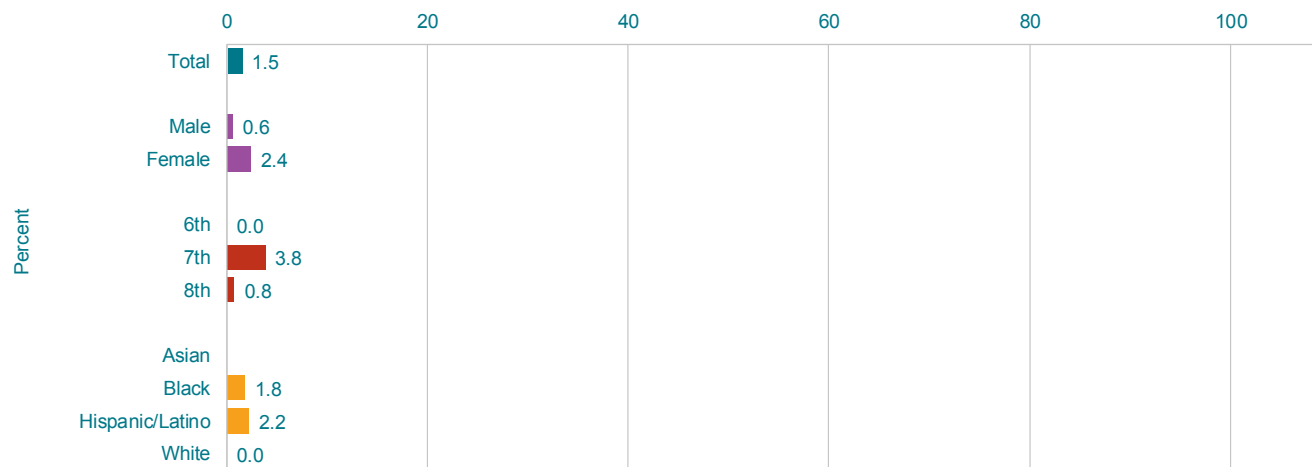
Percentage of Middle School Students Who Reported That Someone They Were Dating or Going out with Purposely Tried to Control Them or Emotionally Hurt Them,* 2017 - 2021†



*Counting such things as being told who they could or could not spend time with, being humiliated in front of others, or being threatened if they did not do what their date wanted, among students who dated or went out with someone 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.

Percentage of Middle School Students Who Reported That Someone They Were Dating or Going out with Physically Hurt Them on Purpose,* by Sex,† Grade, and Race/Ethnicity, 2021



*Counting such things as being hit, slammed into something, or injured with an object or weapon, among students who dated or went out with someone during the 12 months before the survey

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

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

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

Percentage of Middle School Students Who Reported That Someone They Were Dating or Going out with Physically Hurt Them on Purpose,* 2017-2021†

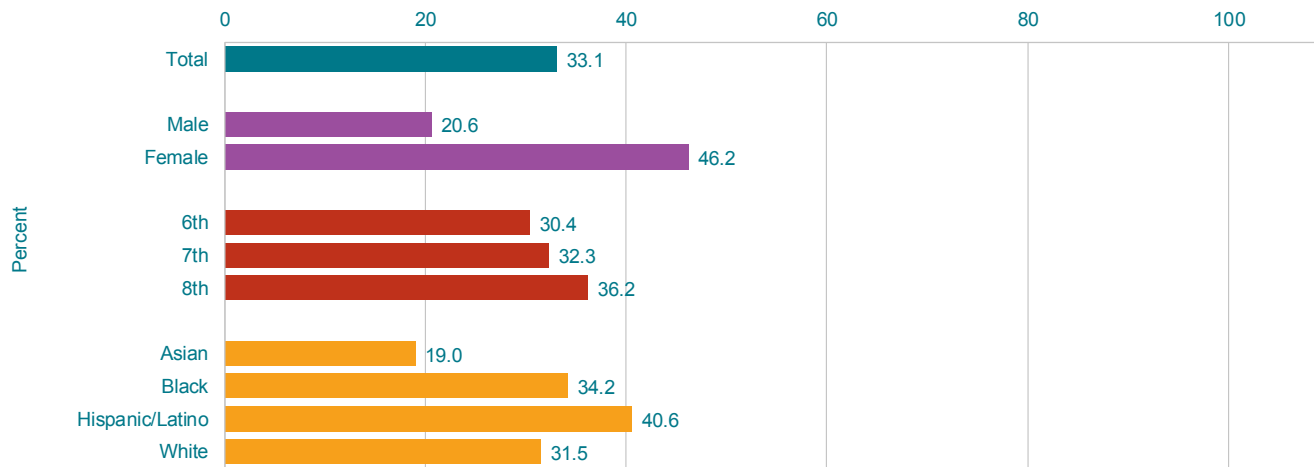


*Counting such things as being hit, slammed into something, or injured with an object or weapon, among students who dated or went out with someone during the 12 months before the survey

†Decreased 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 Felt Sad or Hopeless,* by Sex,† Grade, and Race/Ethnicity,† 2021



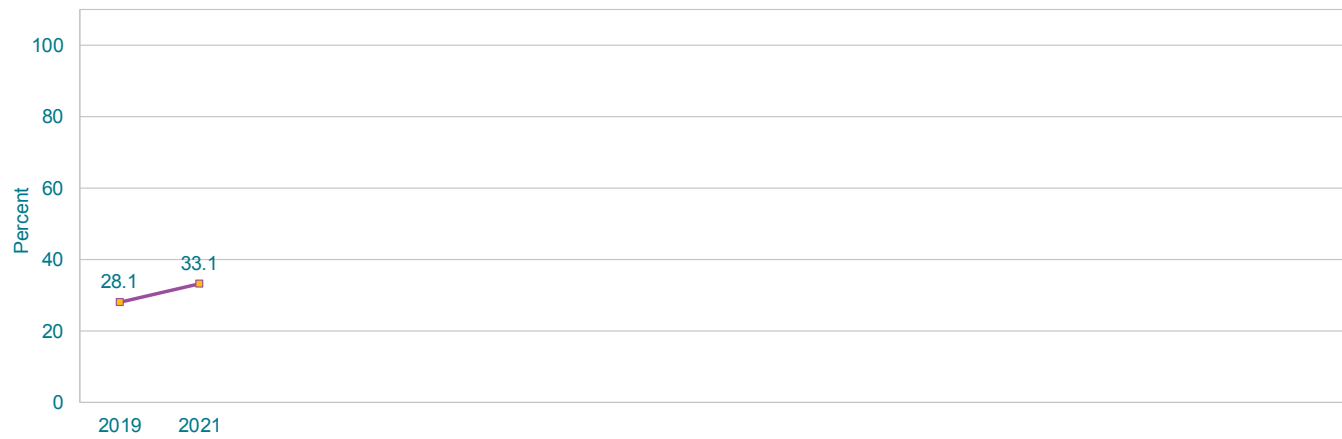
*Almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†F > M; 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 Felt Sad or Hopeless, * 2019-2021†



*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

†No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

This graph contains weighted results.

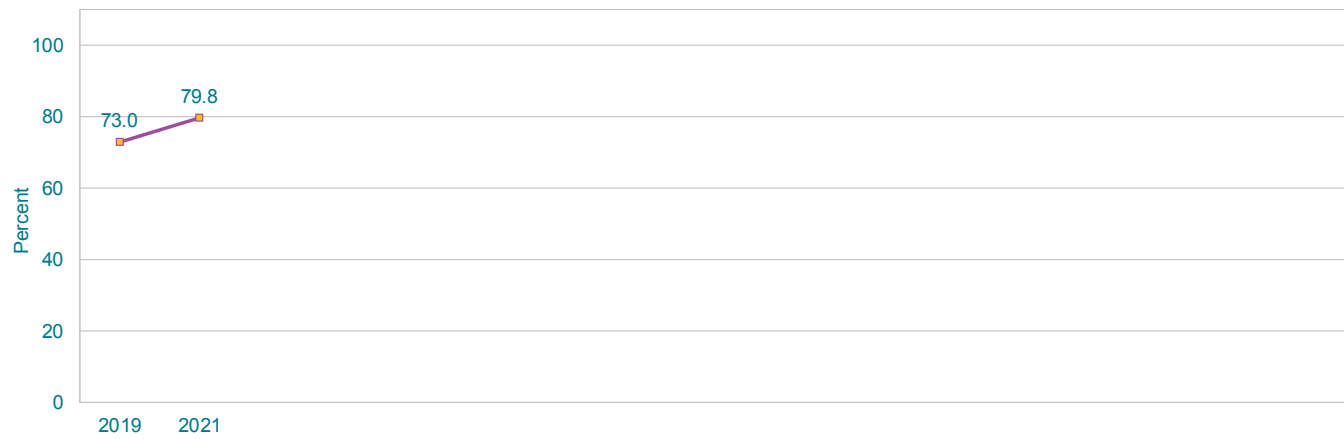
Percentage of Middle School Students Who Have Ever Felt Sad, Empty, Hopeless, or Anxious, by Sex,* Grade, and Race/Ethnicity,* 2021



F > M; H > B (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.



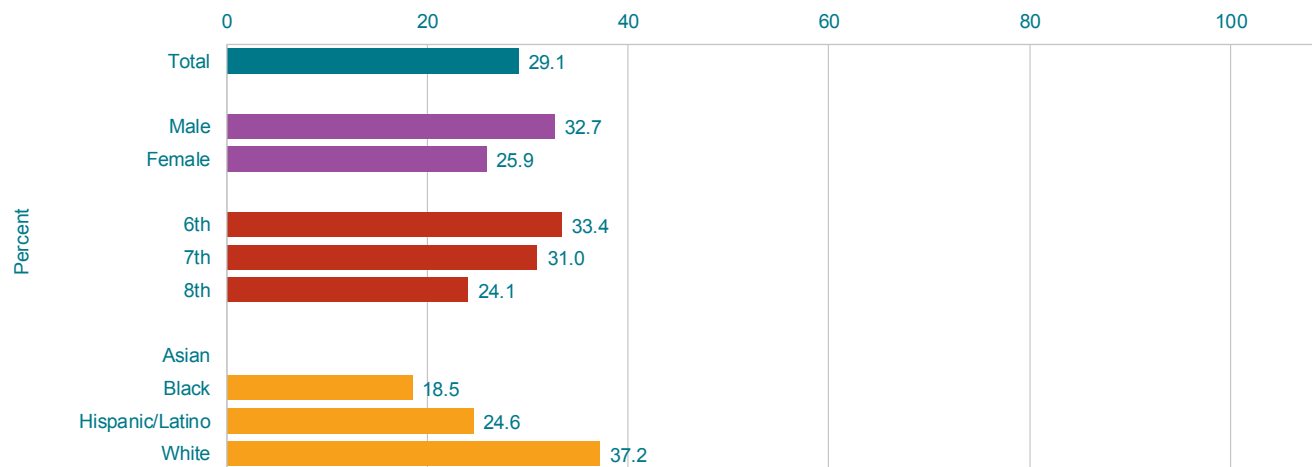
Percentage of Middle School Students Who Have Ever Felt Sad, Empty, Hopeless, or Anxious, 2019-2021*



*Increased 2019-2021 [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 Most of the Time or Always Get the Kind of Help They Need,* by Sex, Grade, and Race/Ethnicity,† 2021



*Among students who report having felt sad, empty, hopeless, angry, or anxious

†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.

Missing bar indicates fewer than 30 students in the subgroup.

This graph contains weighted results.

Percentage of Middle School Students Who Most of the Time or Always Get the Kind of Help They Need,* 2019-2021†

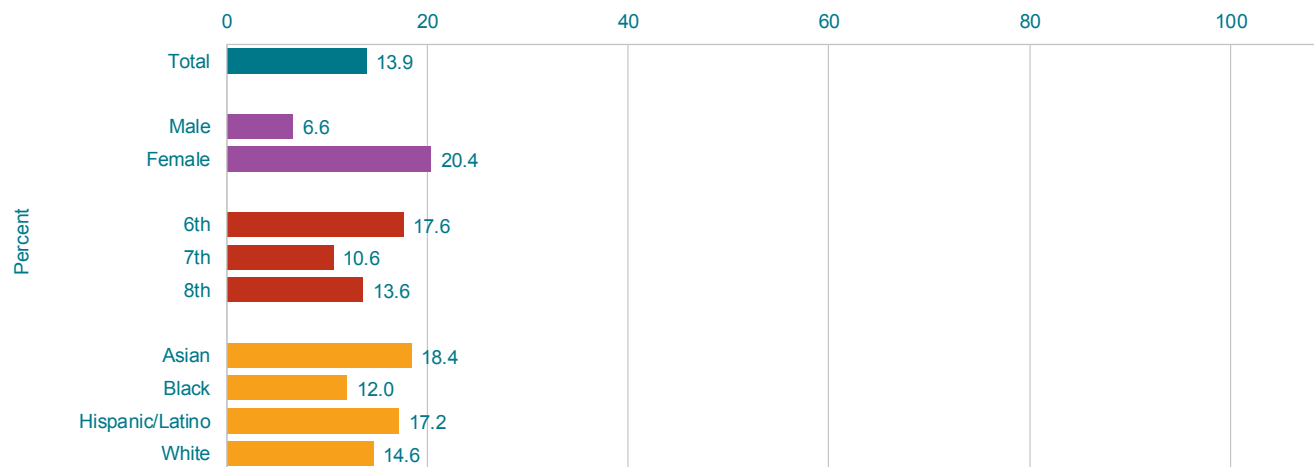


*Among students who report having felt sad, empty, hopeless, angry, or anxious

†No change 2019-2021 [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 Did Something to Purposely Hurt Themselves Without Wanting to Die,* by Sex,† Grade,‡ and Race/Ethnicity, 2021



*Such as cutting or burning themselves on purpose, during the 12 months before the survey

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

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

This graph contains weighted results.

Percentage of Middle School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,* 2017-2021†

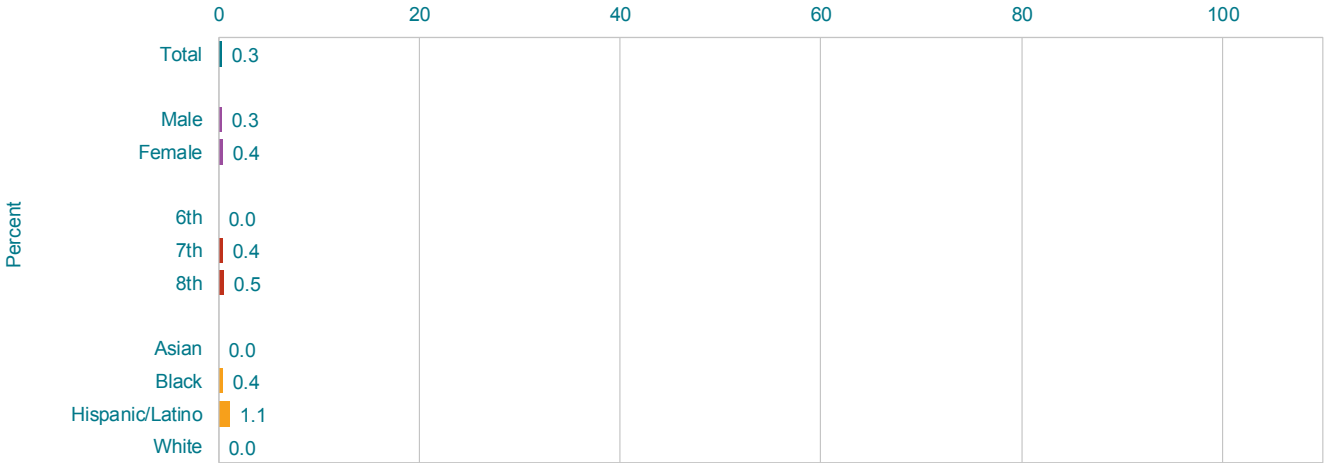


*Such as cutting or burning themselves on purpose, during the 12 months before the survey

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

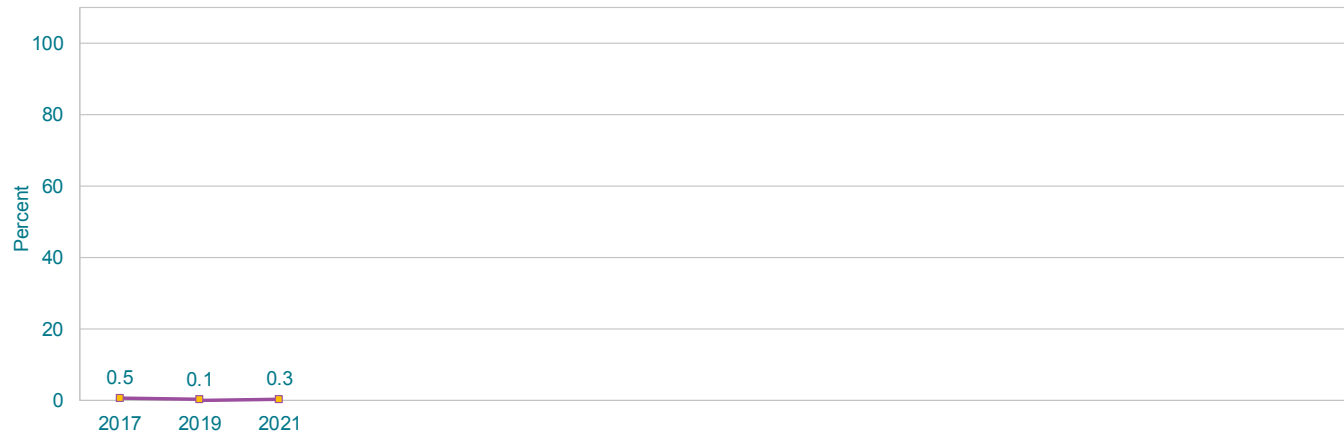
This graph contains weighted results.

Percentage of Middle School Students Who Usually Got Their Own Electronic Vapor Products by Buying Them in a Store Such As a Convenience Store, Supermarket, Discount Store, Gas Station, or Vape Store,* by Sex, Grade, and Race/Ethnicity, 2021



*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 Usually Got Their Own Electronic Vapor Products by Buying Them in a Store Such As a Convenience Store, Supermarket, Discount Store, Gas Station, or Vape Store,* 2017-2021†

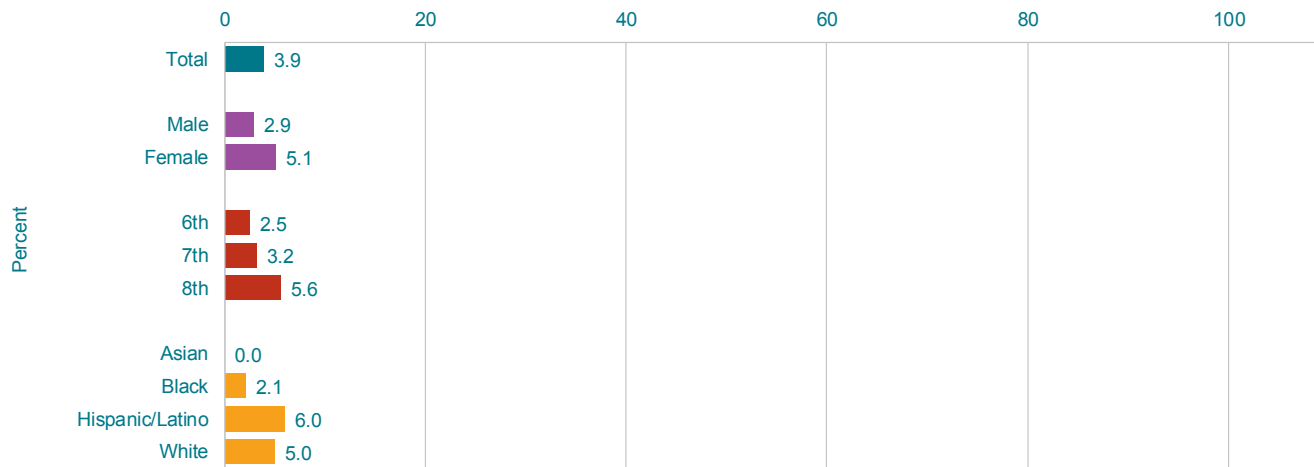


*The 30 days before the survey

†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 Drank Alcohol,* by Sex, Grade, and Race/Ethnicity,† 2021



*Other than a few sips, during the 30 days before the survey

†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 Currently Drank Alcohol,* 2013-2021†

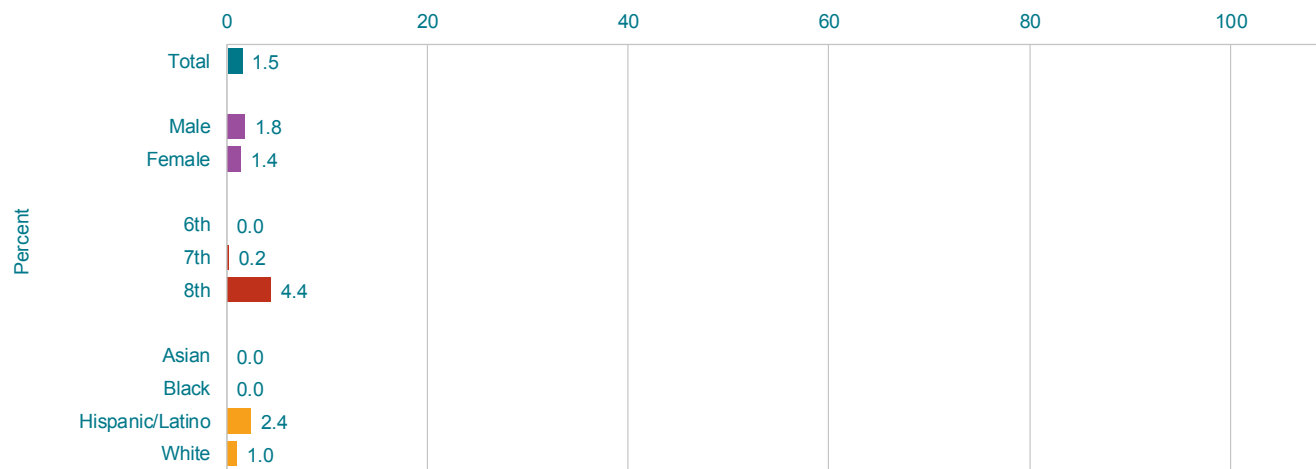


*Other than a few sips, during the 30 days before the survey

†Decreased 2013-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

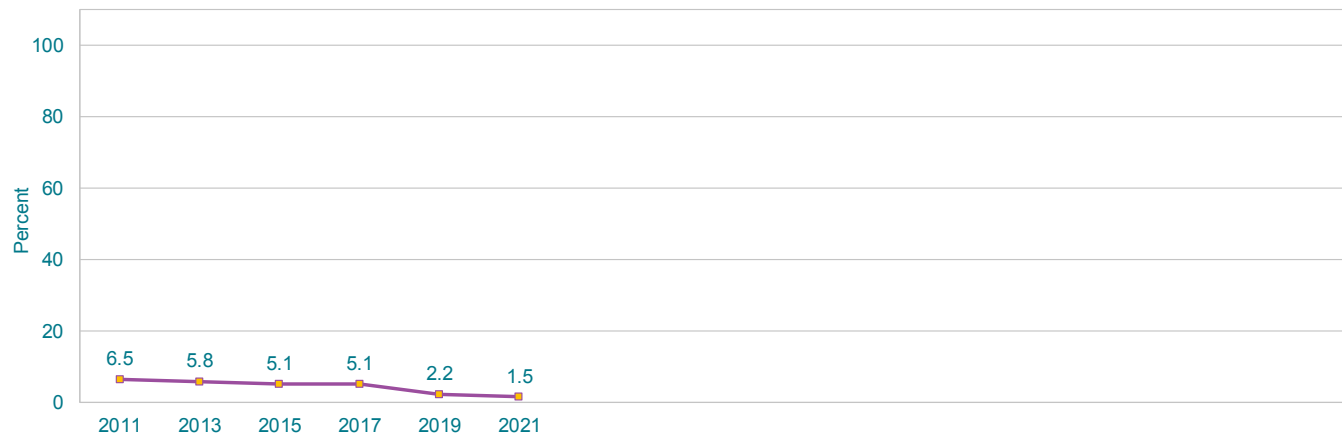
This graph contains weighted results.

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



*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.

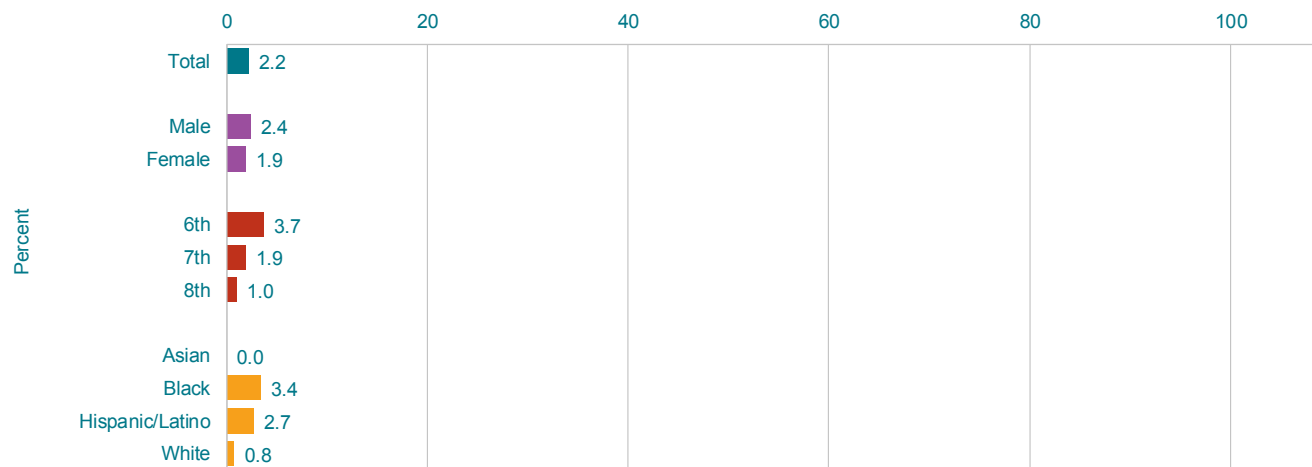
Percentage of Middle School Students Who Currently Used Marijuana,* 2011-2021†



*During the 30 days before the survey

†Decreased 2011-2021, decreased 2011-2017, decreased 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 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



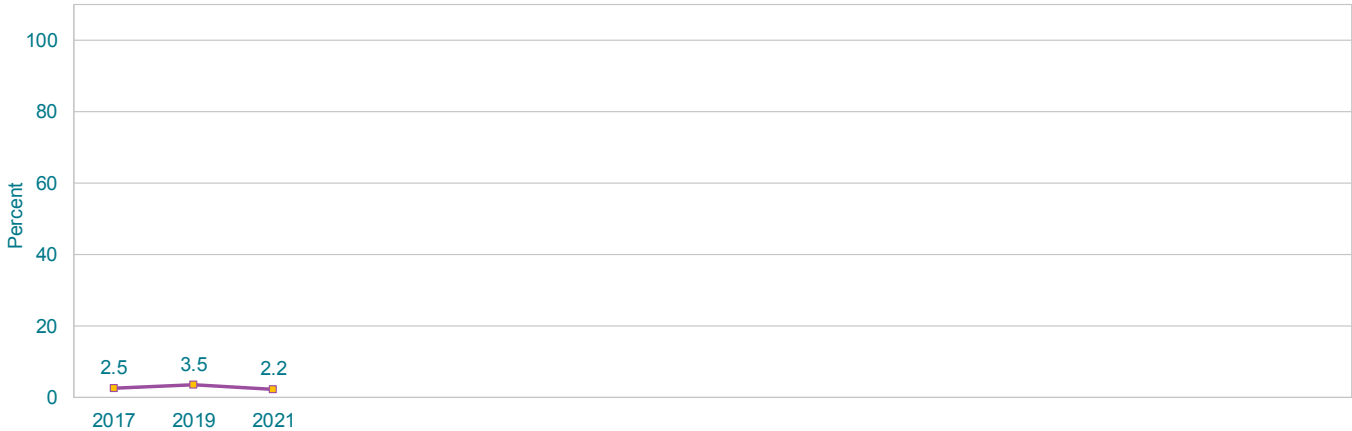
*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, during the 30 days before the survey

†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.

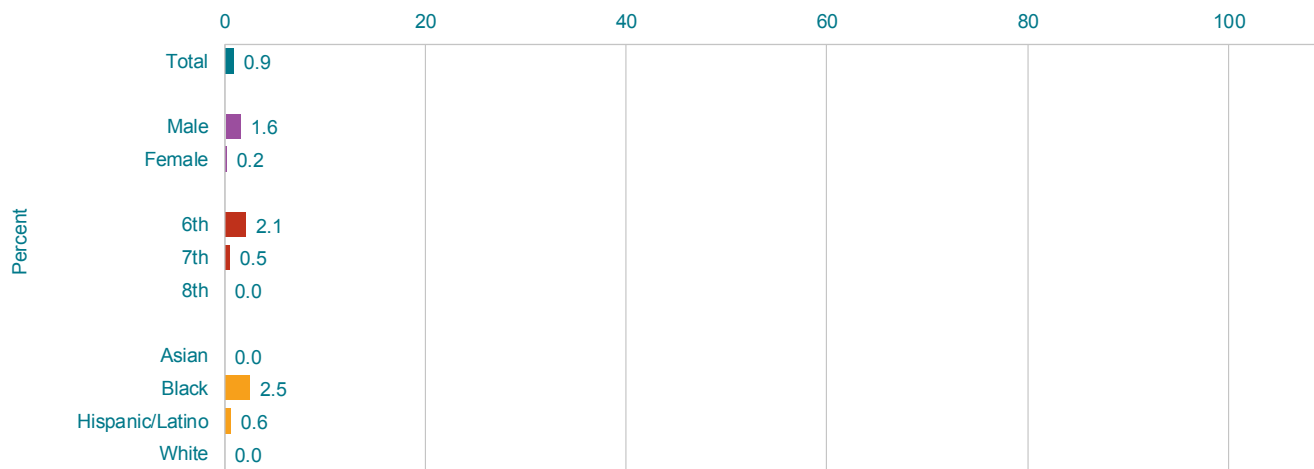
This graph contains weighted results.

Percentage of Middle School Students Who Currently Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them to Use It,* 2017-2021†



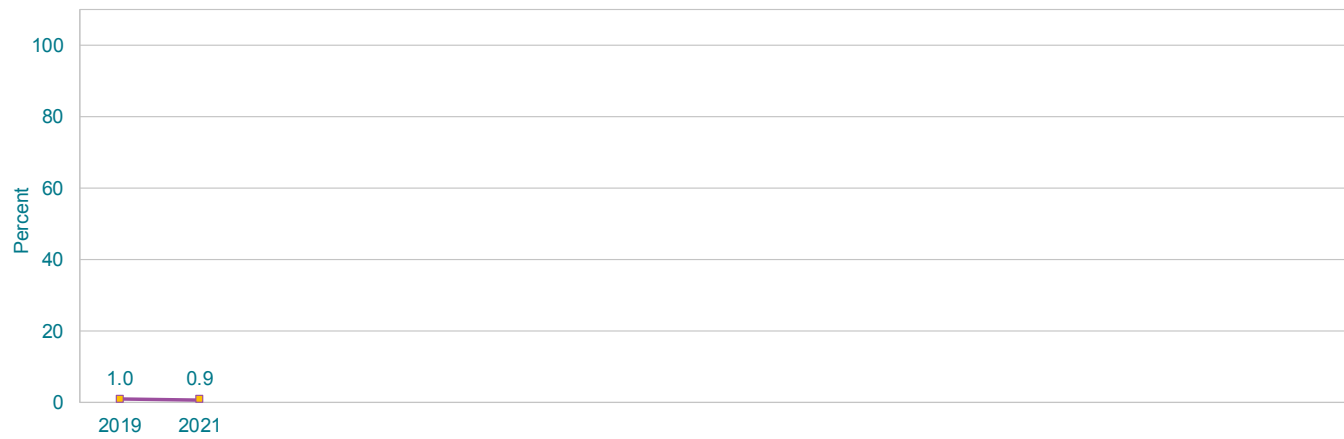
*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, during the 30 days before the survey
†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade (p < 0.05).]
This graph contains weighted results.

Percentage of Middle School Students Who Have Ever Taken Steroid Pills or Shots Without a Doctor's Prescription, by Sex, Grade, and Race/Ethnicity, 2021



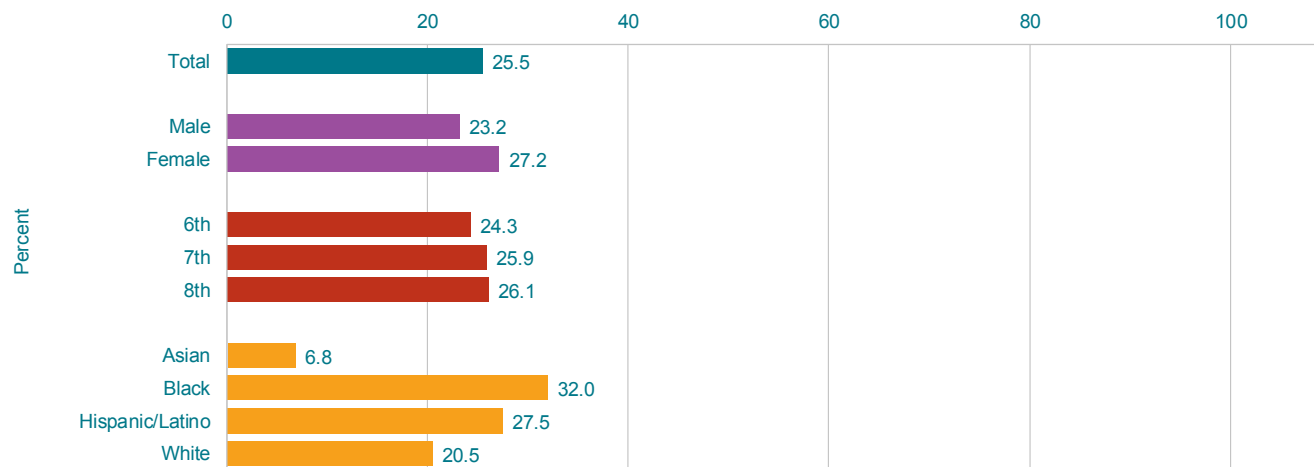
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
This graph contains weighted results.

Percentage of Middle School Students Who Have Ever Taken Steroid Pills or Shots Without a Doctor's Prescription, 2019-2021*



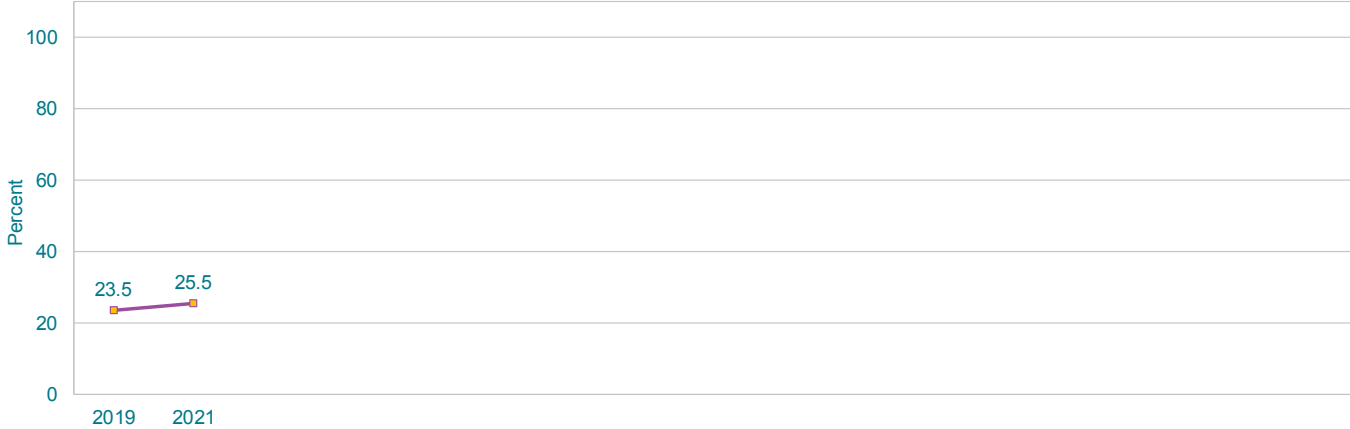
*No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

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



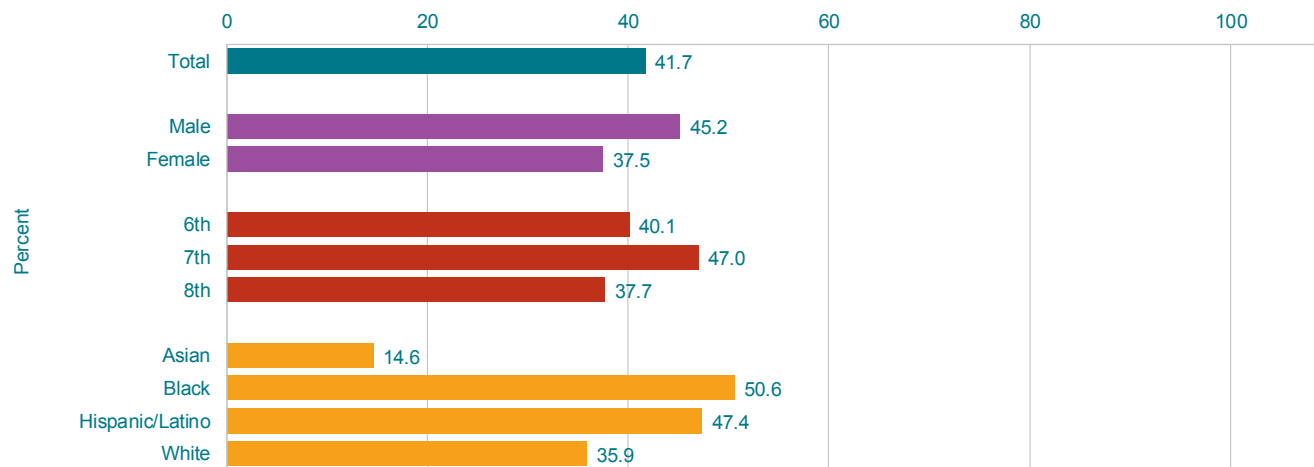
*Not counting fruit juice, one or more times the day before the survey
 †B > A, H > A, W > A (Based on t-test analysis, $p < 0.05$.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Did Not Eat Fruit,* 2019-2021†



*Not counting fruit juice, one or more times the day before the survey
†No change 2019-2021 [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 Did Not Eat Green Salad or Other Vegetables,* by Sex, Grade, and Race/Ethnicity,† 2021



*Not counting potatoes, one or more times the day before the survey
 †B > A, B > W, H > A, H > W, 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 Did Not Eat Green Salad or Other Vegetables,* 2017-2021†

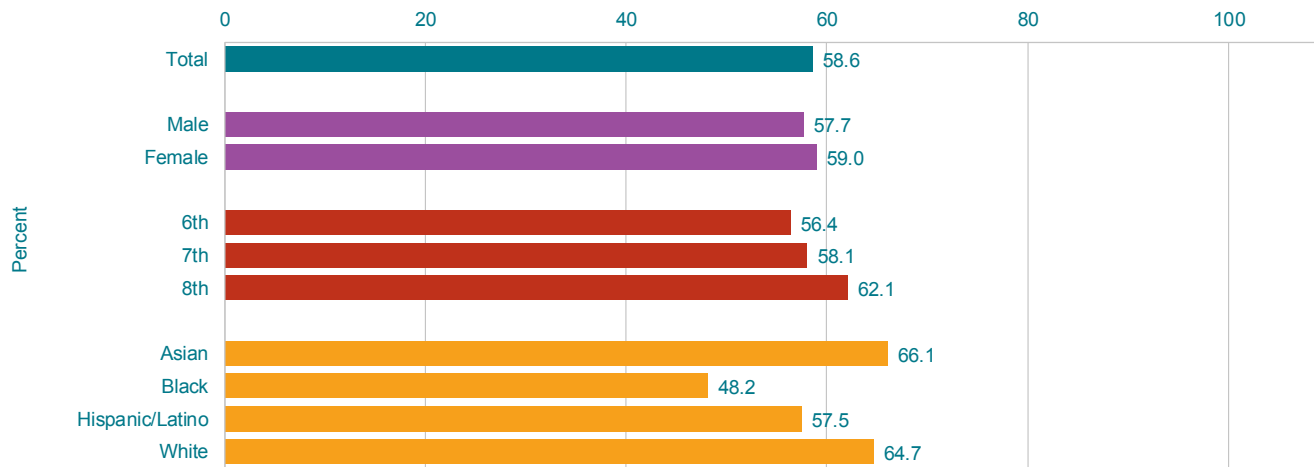


*Not counting potatoes, one or more times the day before the survey

†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 Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* by Sex, Grade, and Race/Ethnicity,† 2021



*Such as Coke, Pepsi, or Sprite, not including diet soda or diet pop, one or more times the day before the survey

†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 Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* 2013-2021†

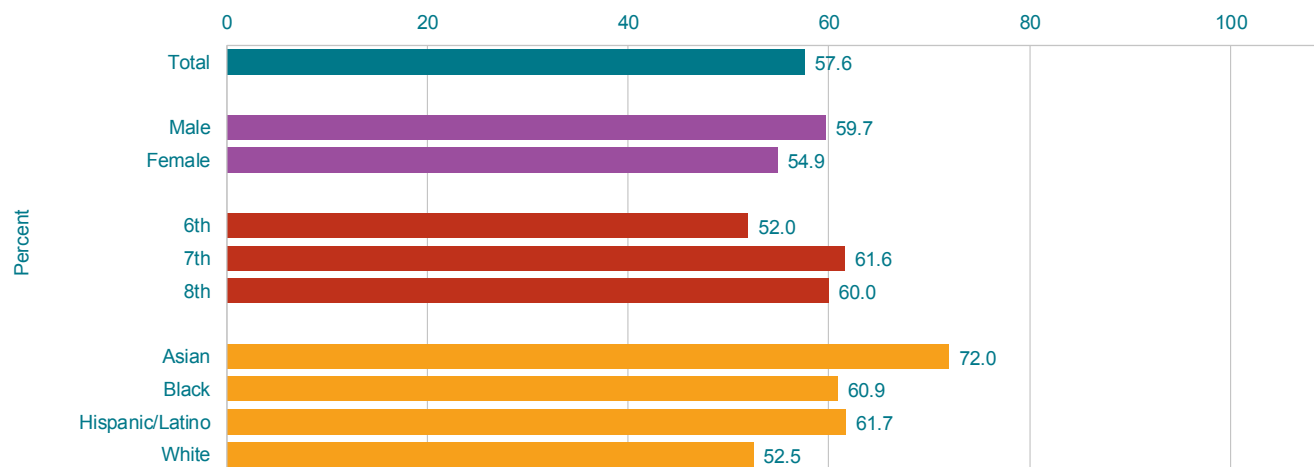


*Such as Coke, Pepsi, or Sprite, not including diet soda or diet pop, one or more times the day before the survey

†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 Did Not Drink Caffeinated Drinks,* by Sex, Grade,† and Race/Ethnicity,‡ 2021



*Including coffee, teas, sodas, power drinks, energy drinks or other drinks with caffeine added, one or more times the day before the survey

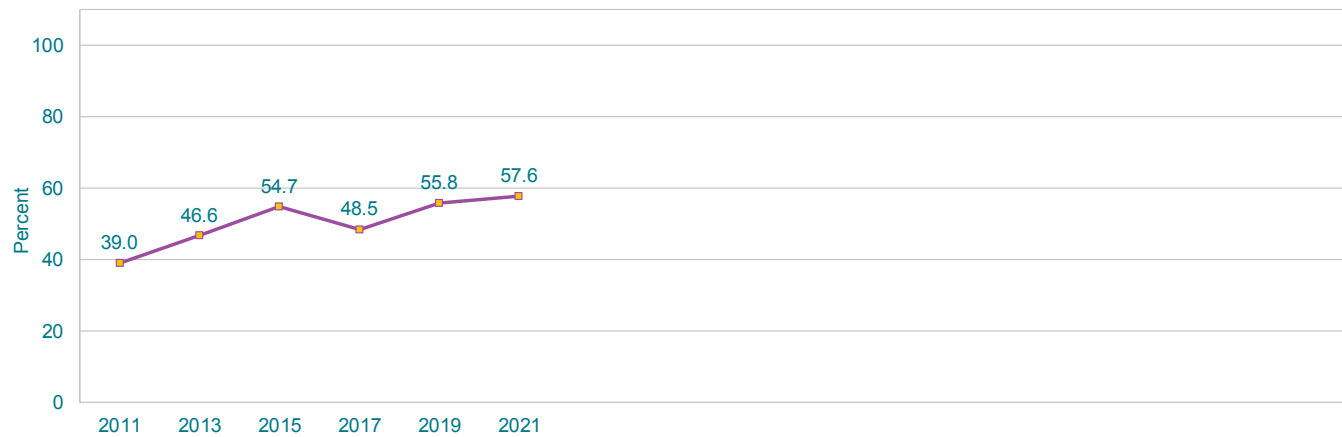
†7th > 6th; A > W (Based on t-test analysis, $p < 0.05$.)

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 Drink Caffeinated Drinks,* 2011 - 2021†

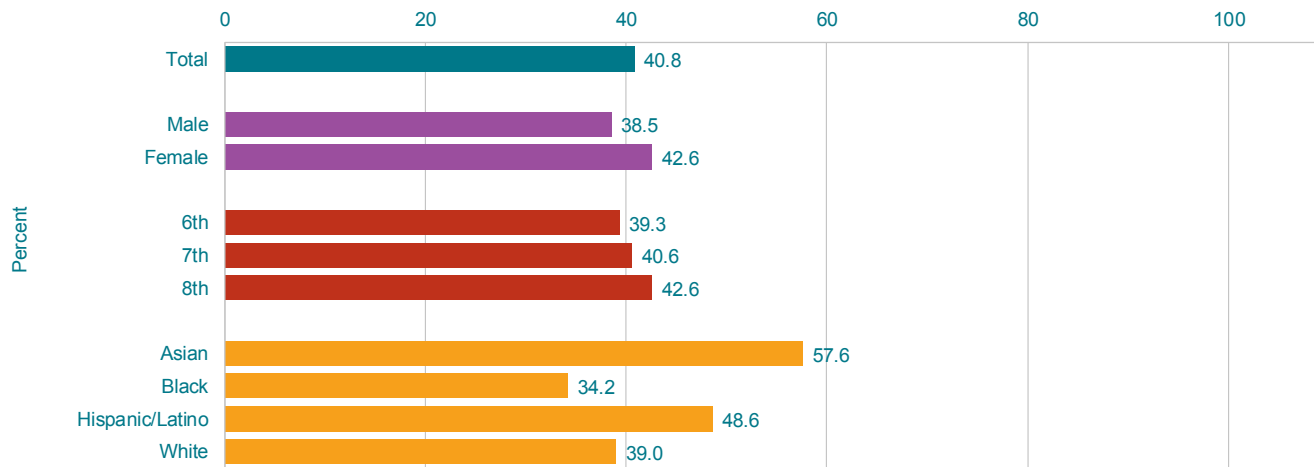


*Including coffee, teas, sodas, power drinks, energy drinks or other drinks with caffeine added, one or more times the day before the survey

†Increased 2011-2021, increased 2011-2015, increased 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 Did Not Drink Sugar-Sweetened Beverages from a Can, Bottle, or Glass,* by Sex, Grade, and Race/Ethnicity,† 2021

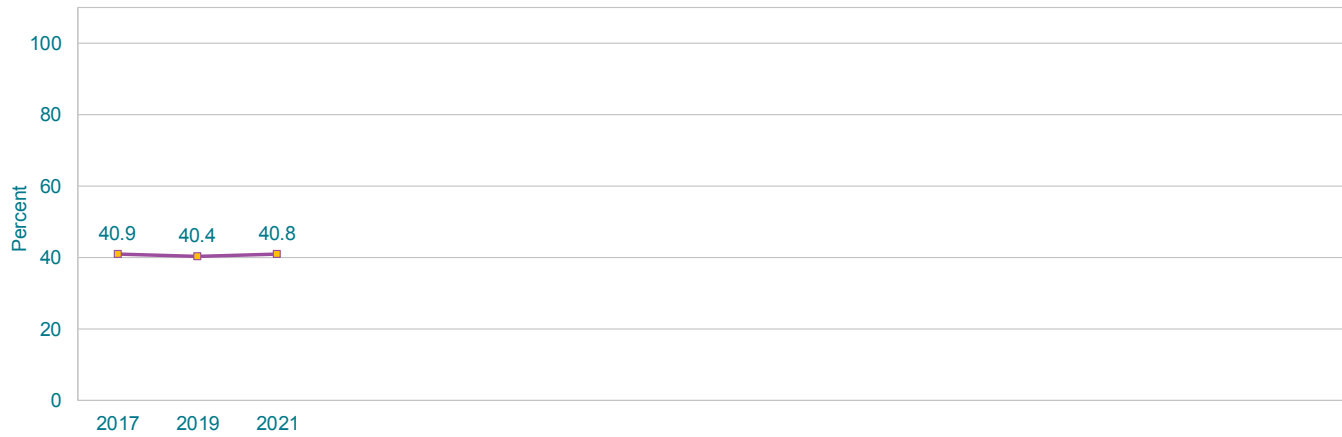


*Counting sports drinks (such as Gatorade or PowerAde), energy drinks (such as Red Bull or Jolt), lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight and not counting soda or pop, one or more sugar-sweetened beverages the day before the survey

†A > B, A > W, H > 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.

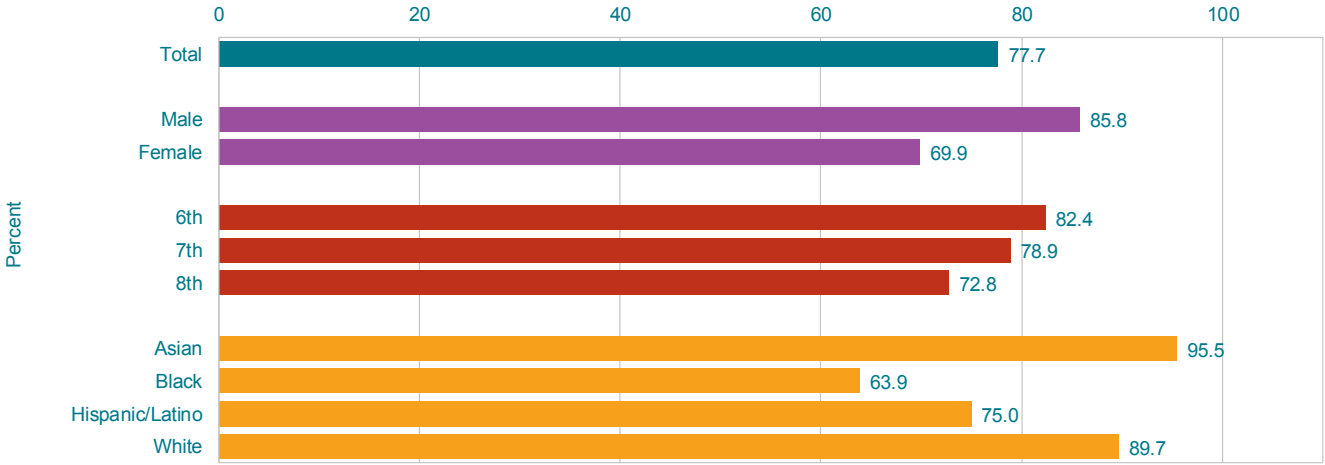
Percentage of Middle School Students Who Did Not Drink Sugar-Sweetened Beverages from a Can, Bottle, or Glass,* 2017-2021†



*Counting sports drinks (such as Gatorade or PowerAde), energy drinks (such as Red Bull or Jolt), lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight and not counting soda or pop, one or more sugar-sweetened beverages the day before the survey

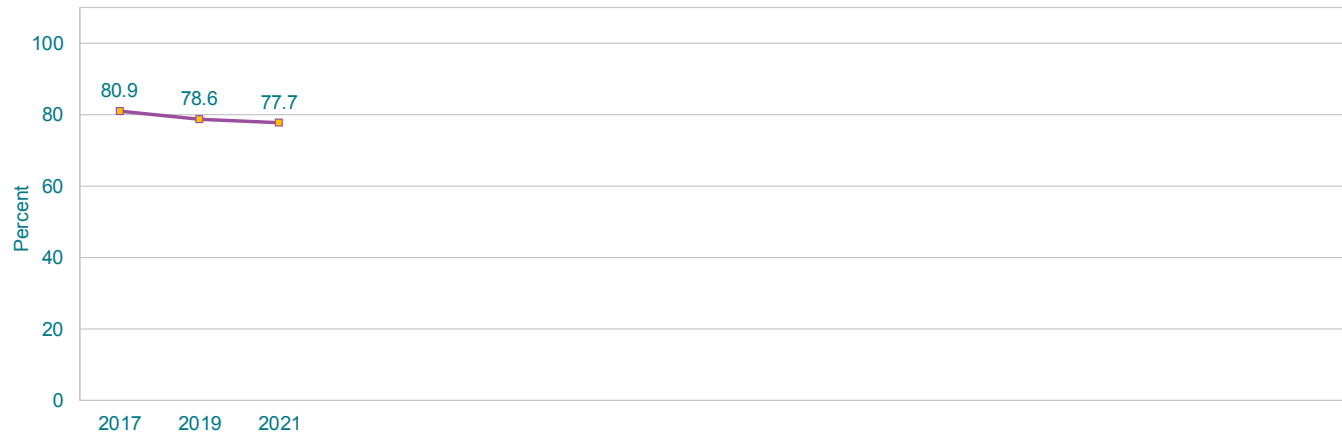
†No change 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
This graph contains weighted results.

Percentage of Middle School Students Who Ate Dinner at Home with at Least One of Their Parents on Four or More Days,* by Sex,† Grade, and Race/Ethnicity,† 2021



*During the 7 days before the survey
 †M > F; A > B, A > H, 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 Ate Dinner at Home with at Least One of Their Parents on Four or More Days,* 2017-2021†

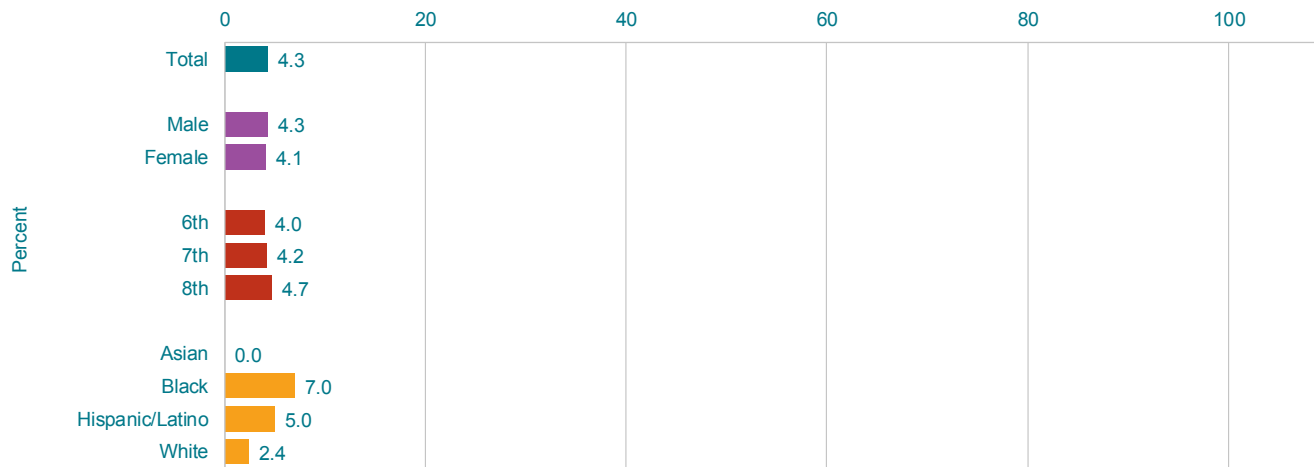


*During the 7 days before the survey

†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 Most of the Time or Always Went Hungry Because There Was Not Enough Food in Their Home,* by Sex, Grade, and Race/Ethnicity,† 2021



*During the 30 days before the survey

†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 Most of the Time or Always Went Hungry Because There Was Not Enough Food in Their Home,* 2017-2021†

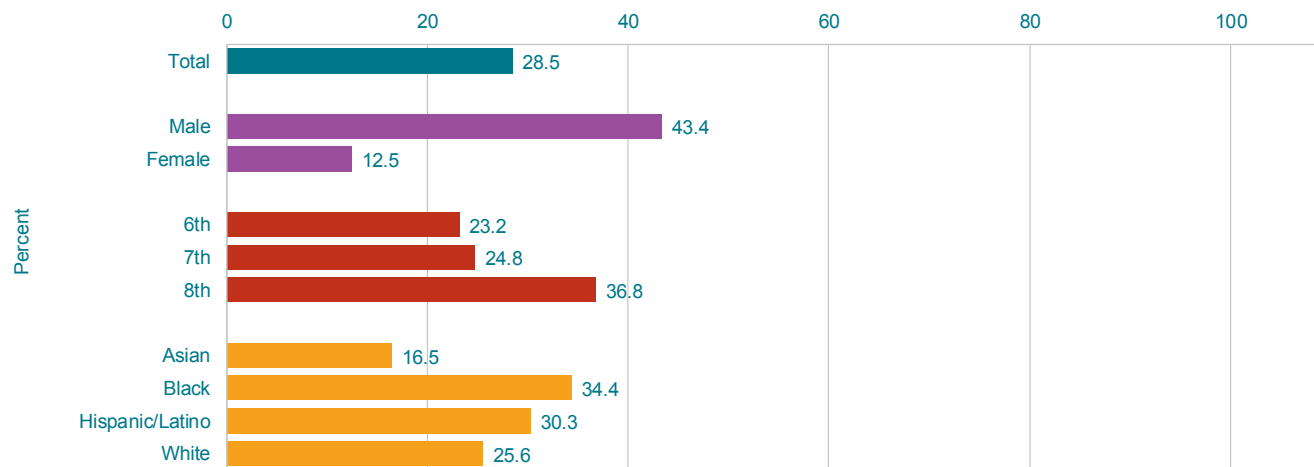


*During the 30 days before the survey

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

This graph contains weighted results.

Percentage of Middle School Students Who Play Violent Video Games 2 or More Hours Per Week on Average,* by Sex,† Grade,‡ and Race/Ethnicity, 2021



*Such as games that are rated M

†M > F; 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 Play Violent Video Games 2 or More Hours Per Week on Average,* 2015-2021†

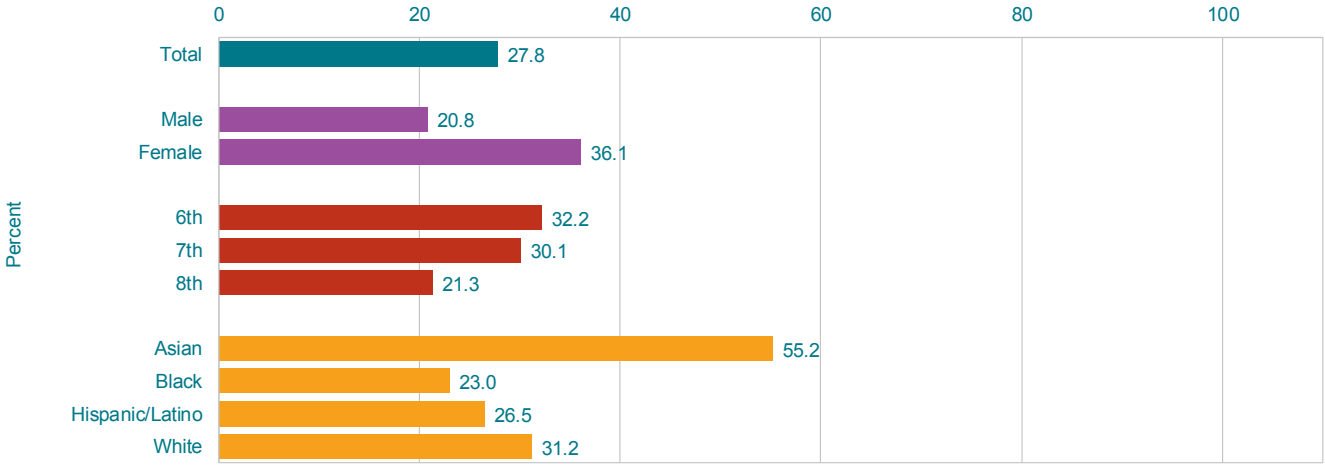


*Such as games that are rated M

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

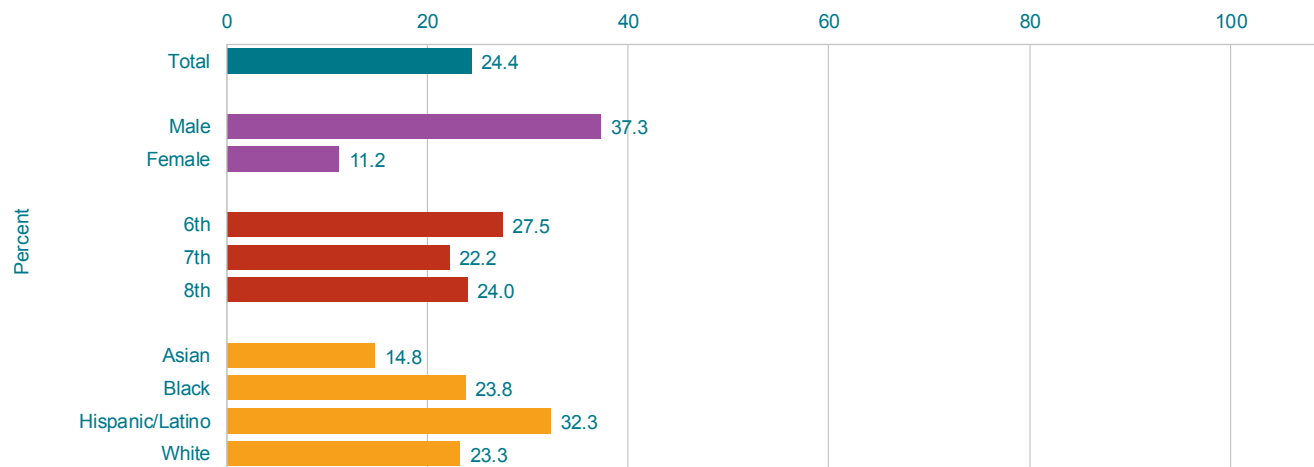
This graph contains weighted results.

Percentage of Middle School Students Who Reported Their Parents Feel It Would Be Wrong or Very Wrong for Them to Play Violent Video Games,* by Sex,† Grade, and Race/Ethnicity,† 2021



*Such as games that are rated M
 †F > M, A > B, A > H, A > 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 Bought One or More Loot Boxes, Loot Crates, Prize Crates or Other Packages Containing Random Virtual Items in Video Games,* by Sex,† Grade, and Race/Ethnicity,† 2021



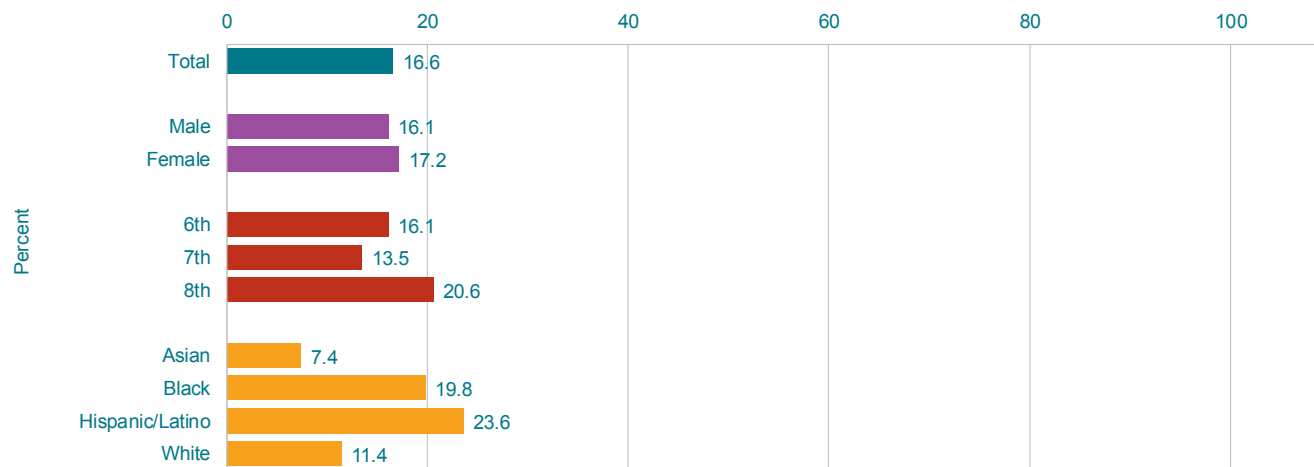
*During the 12 months before the survey

†M > F; 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.

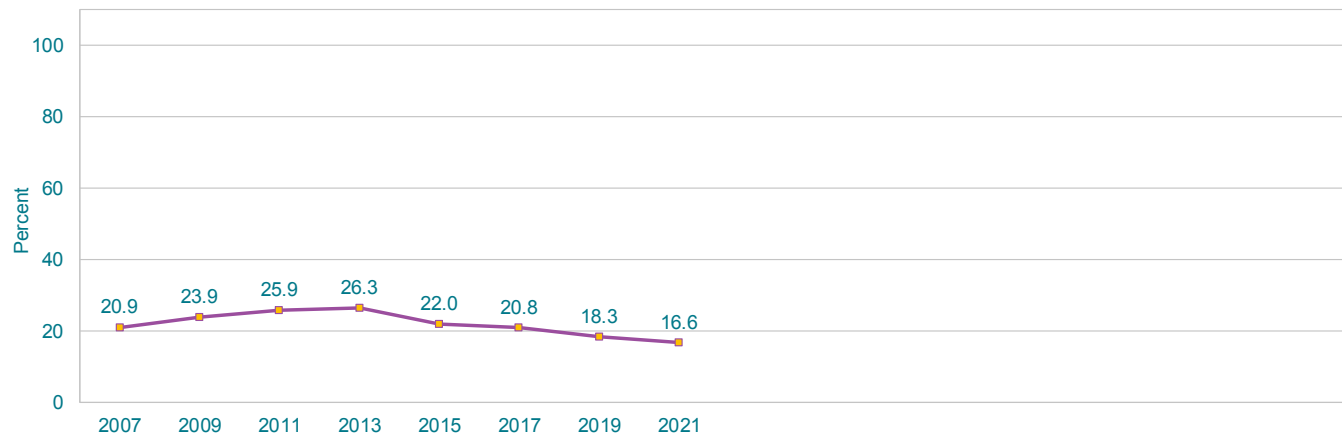
This graph contains weighted results.

Percentage of Middle School Students Who Ever Been Told by a Doctor or a Nurse That They Have Asthma, by Sex, Grade,* and Race/Ethnicity,* 2021



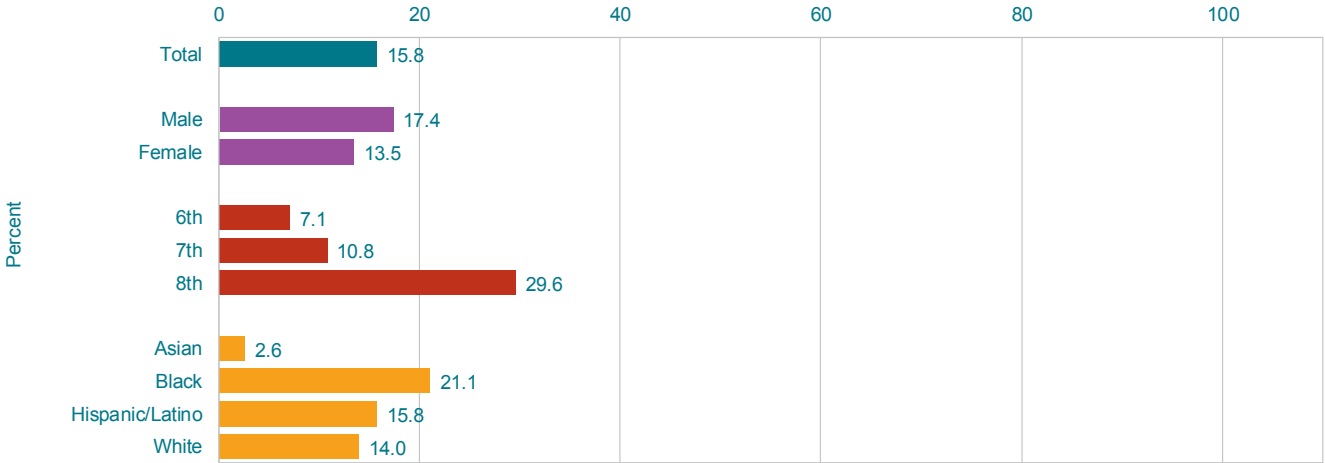
*8th > 7th; B > A, B > W, H > A, H > W (Based on t-test analysis, $p < 0.05$.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Ever Been Told by a Doctor or a Nurse That They Have Asthma, 2007-2021*



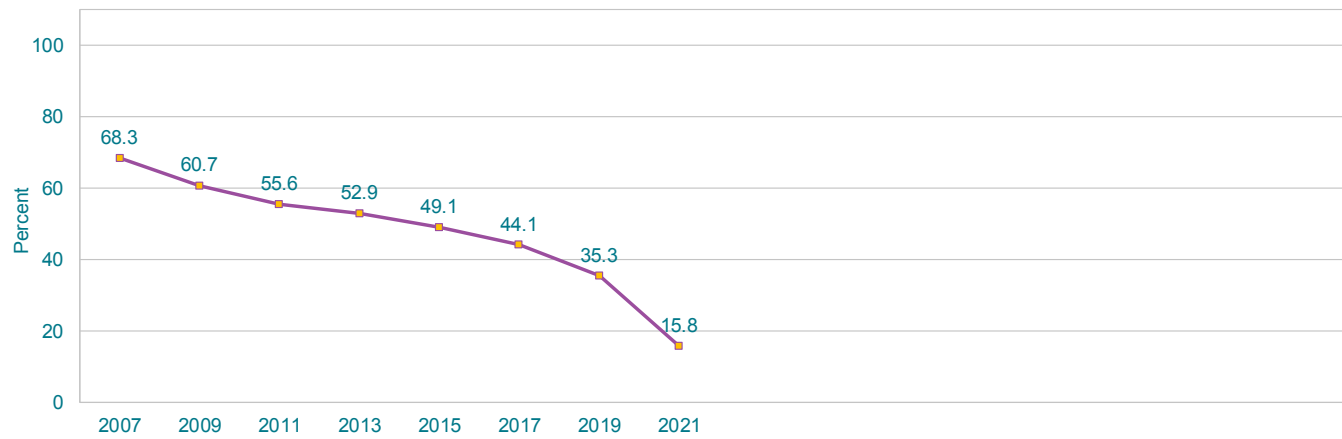
*Decreased 2007-2021, increased 2007-2011, decreased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Percentage of Middle School Students Who Have Been Taught About AIDS or HIV Infection in School, by Sex, Grade,* and Race/Ethnicity,* 2021



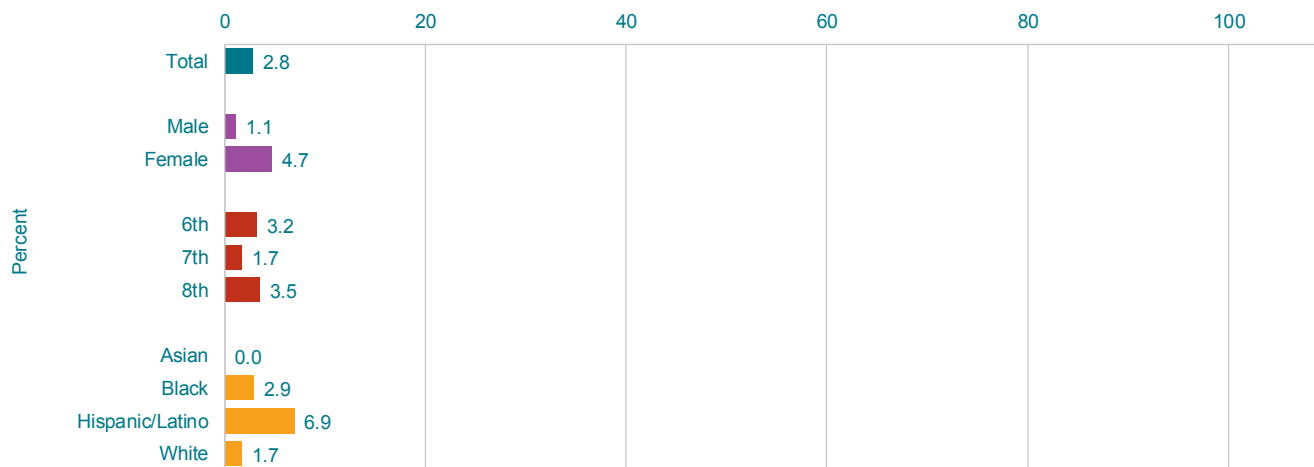
*8th > 6th; H > A, W > A (Based on t-test analysis, p < 0.05.)
 All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Have Been Taught About AIDS or HIV Infection in School, 2007-2021*



*Decreased 2007-2021, decreased 2007-2017, decreased 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).]

Percentage of Middle School Students Who Are Deaf or Have Serious Difficulty Hearing, by Sex, Grade, and Race/Ethnicity,* 2021

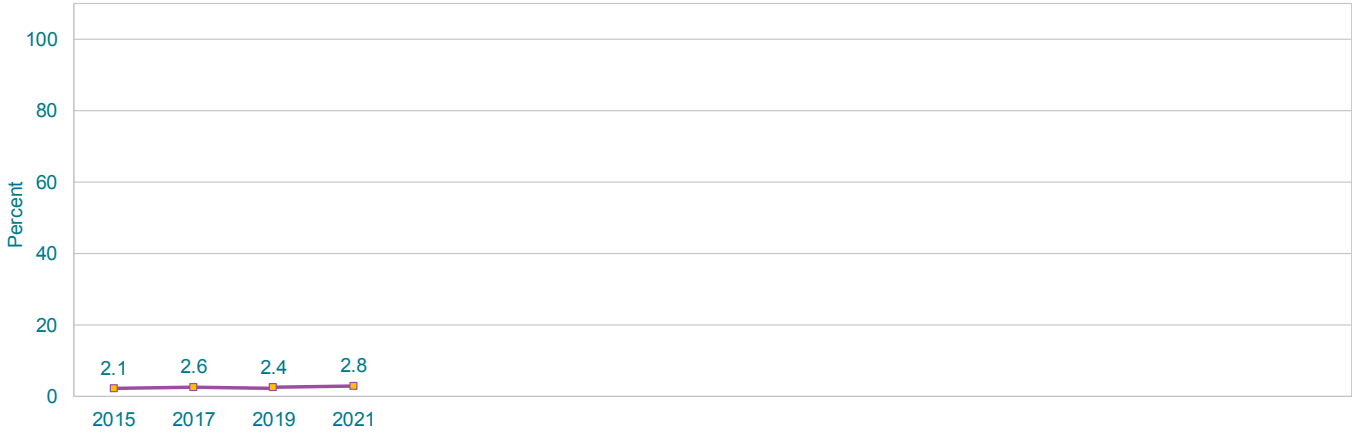


*H > A, W > A (Based on t-test analysis, $p < 0.05$.)

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

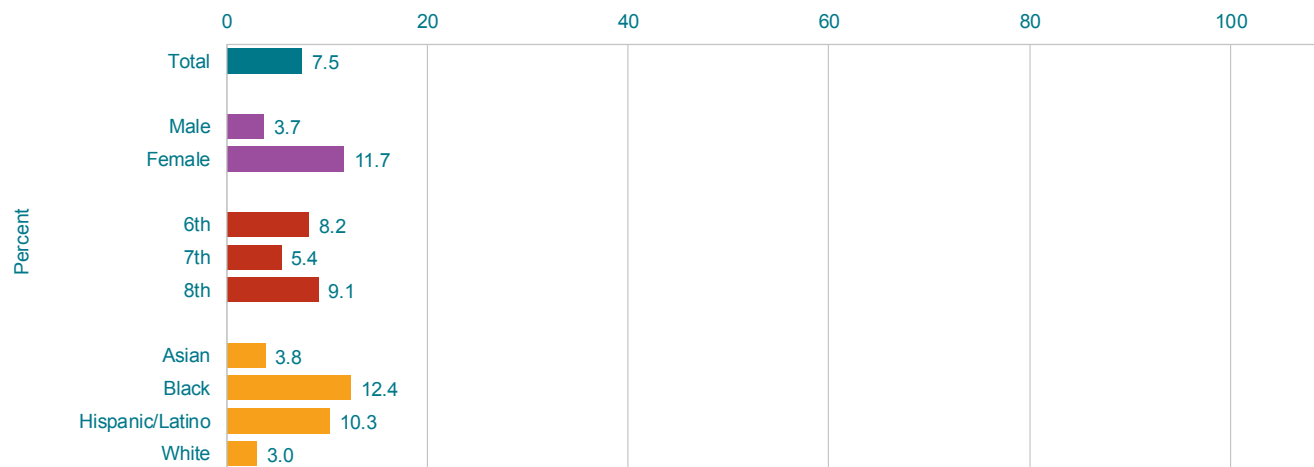
This graph contains weighted results.

Percentage of Middle School Students Who Are Deaf or Have Serious Difficulty Hearing, 2015-2021*



*No change 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 Have Serious Difficulty Seeing,* by Sex,† Grade, and Race/Ethnicity,† 2021



*Even when wearing glasses

†F > M; 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.

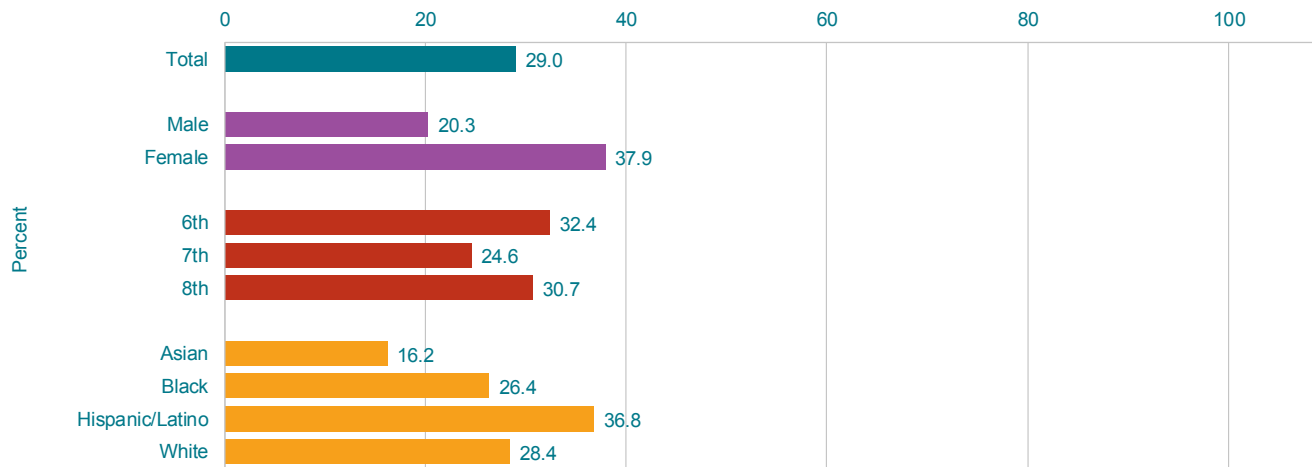
Percentage of Middle School Students Who Have Serious Difficulty Seeing,* 2015-2021†



*Even when wearing glasses

†No change 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 Have Serious Difficulty Concentrating, Remembering, or Making Decisions,* by Sex,† Grade, and Race/Ethnicity, 2021



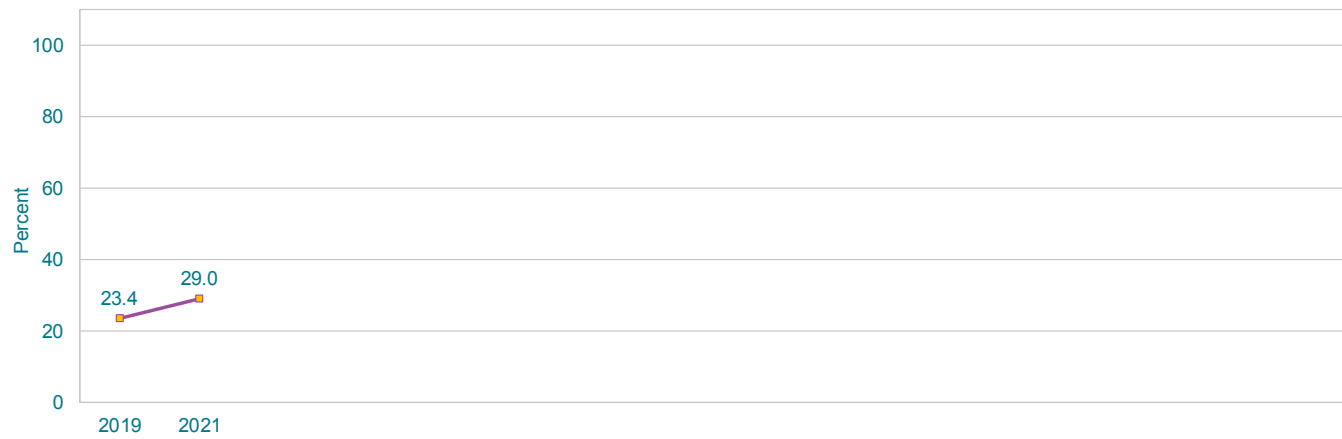
*Because of a physical, mental, or emotional problem

†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.

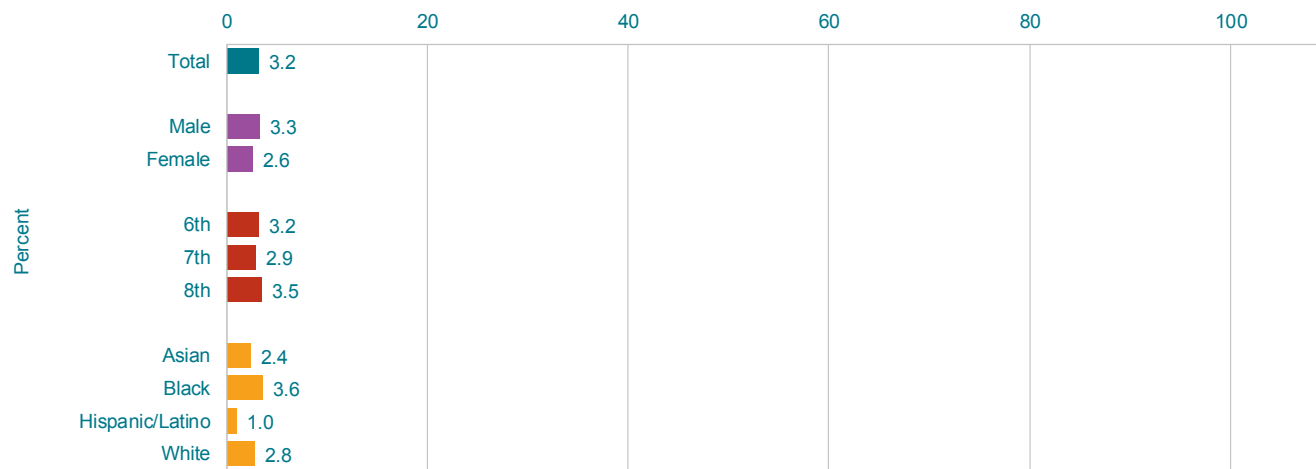
Percentage of Middle School Students Who Have Serious Difficulty Concentrating, Remembering, or Making Decisions,* 2019-2021†



*Because of a physical, mental, or emotional problem

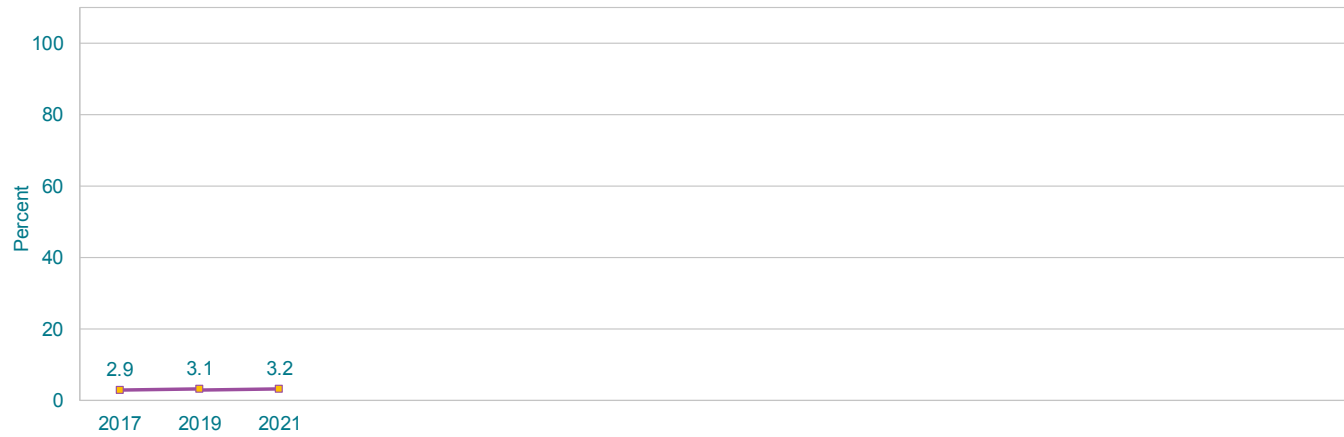
†No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of Middle School Students Who Have Serious Difficulty Walking or Climbing Stairs, 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.

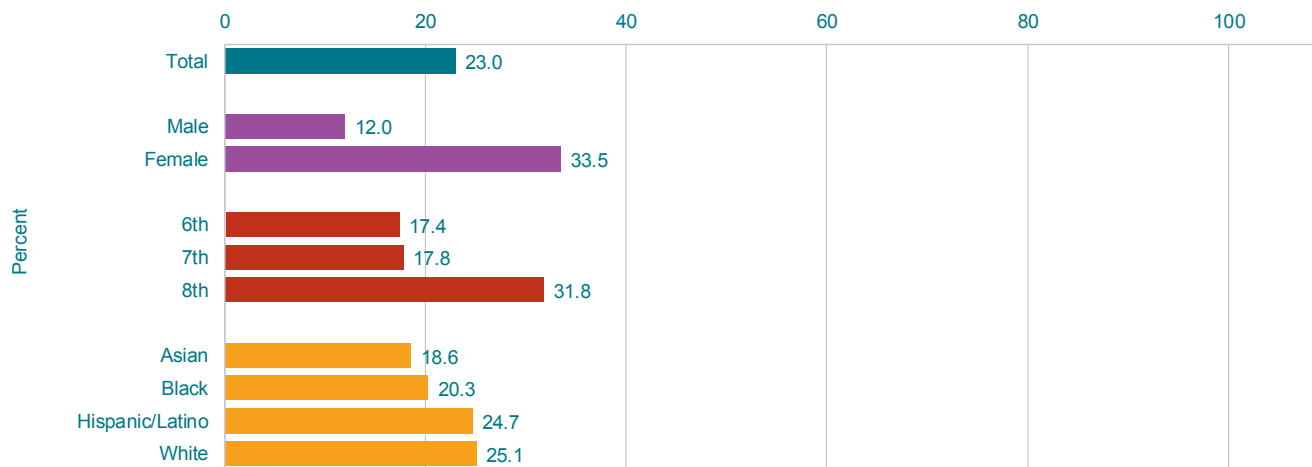
Percentage of Middle School Students Who Have Serious Difficulty Walking or Climbing Stairs, 2017-2021*



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

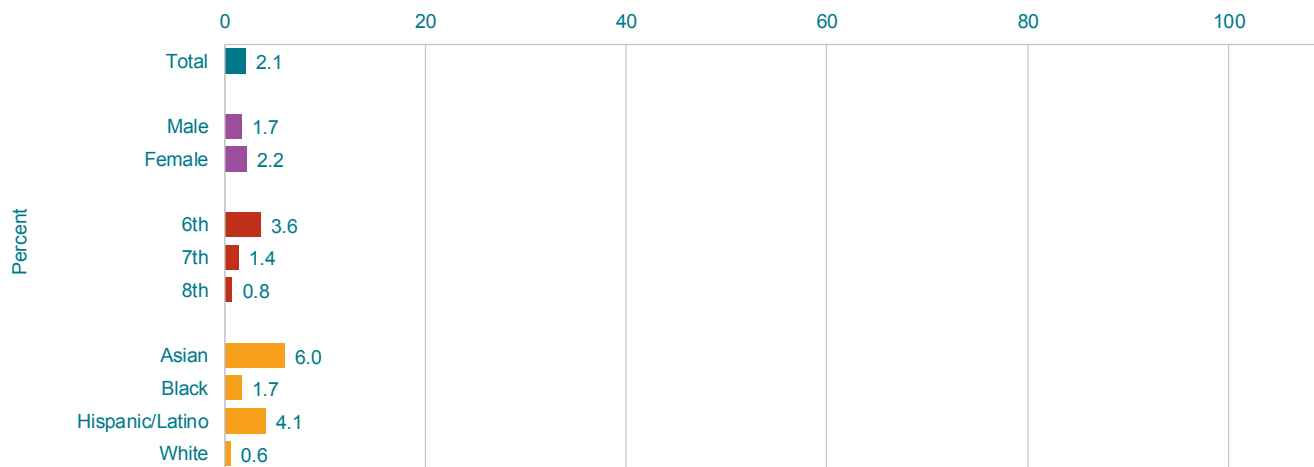
Delaware - YRBS, 2017-2021 - QN75

Percentage of Middle School Students Who Reported That Their Mental Health Was Most of the Time or Always Not Good During the Covid-19 Pandemic,* by Sex,† Grade,‡ and Race/Ethnicity, 2021



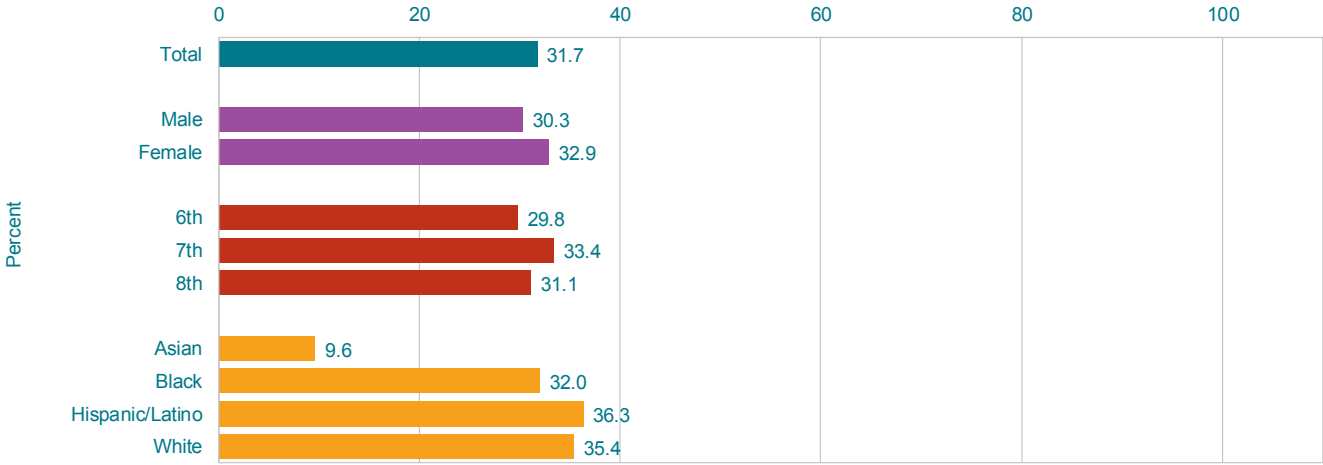
*Poor mental health includes stress, anxiety, and depression.
 †F > M; 8th > 7th (Based on t-test analysis, $p < 0.05$.)
 ‡All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
 This graph contains weighted results.

Percentage of Middle School Students Who Most of the Time or Always Went Hungry or There Was Not Enough Food in Their Home During the Covid-19 Pandemic, 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 Got Medical Care from a Doctor, Nurse, or Other Healthcare Professional Using a Computer, Phone, or Other Device,* by Sex, Grade, and Race/Ethnicity,† 2021



*Also called telemedicine
 †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.