2017 Connecticut School Health Survey
Youth Behavior Component

High School Results
Bar Charts and Trend Graphs

Keeping Connecticut Healthy
DPH
Connecticut Department of Public Health

2017 Connecticut High School YRBS
Bar Charts

Each chart graphically describes survey results for every variable:

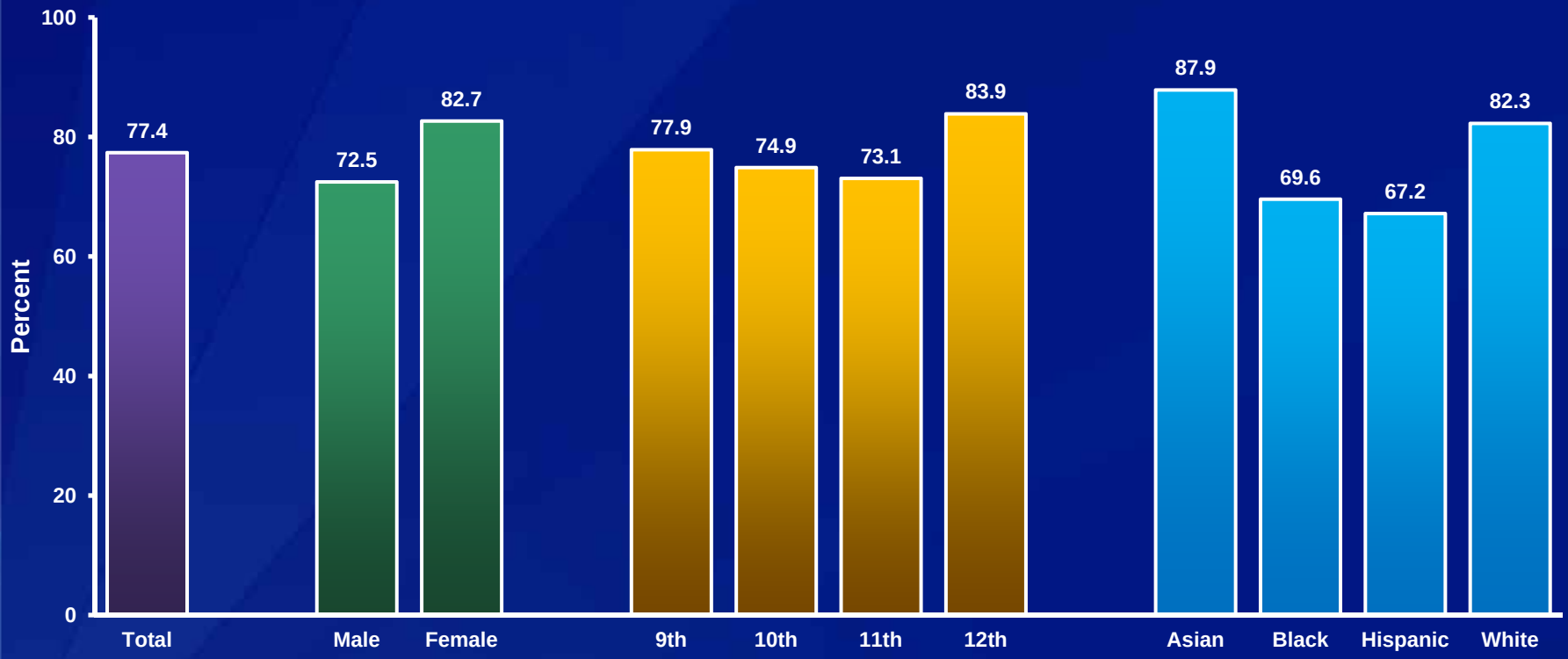
- The weighted percentage of students that reported each behavior overall and by sex, grade, and race/ethnicity. Results for subgroups with less than our minimal threshold of students are not shown (this is typically 100 students).
- Statistically significant differences by sex, grade, and race/ethnicity, if they exist.
- Each Bar Chart corresponds to a Summary Table. Refer to the corresponding Summary Table to see more detailed results for each variable.
- SUDAAN was used to calculate statistical differences. Refer to “Sample Statistics Report” in this documentation for more information.

2017 Connecticut High School YRBS
Trend Graphs

Each trend graph graphically describes whether the prevalence of a behavior has increased, decreased, or stayed the same over time:

- The weighted percentage of students that reported each behavior by year.
- Statistically significant linear and or quadratic changes in the prevalence over time and whether there was a statistically significant difference in prevalence between 2015 and 2017.
- Each Trend Graph corresponds to a row in the Trend Report. Refer to the Trend Report and “Trend Report” in this documentation for more information on trends and trend analyses.

Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,* by Sex,† Grade,† and Race/Ethnicity,† 2017



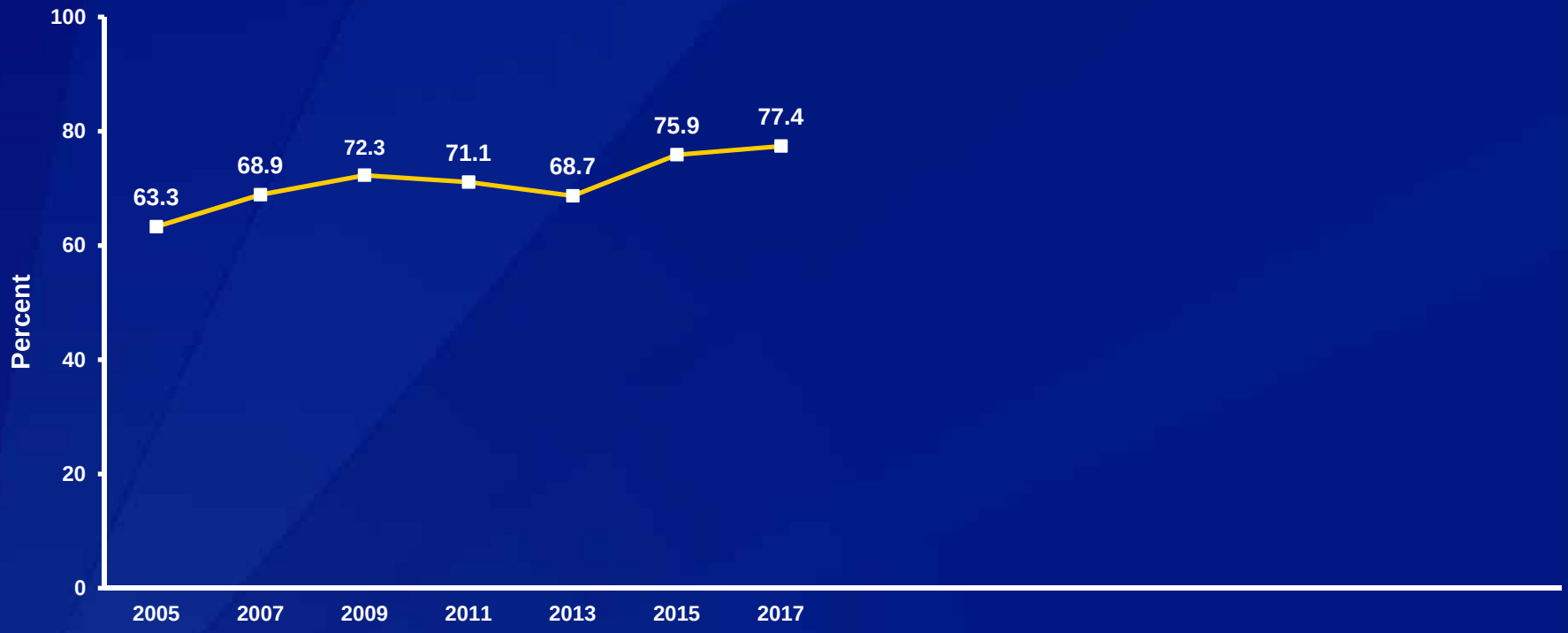
*During the 12 months before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Described Their Grades in School As Mostly A's or B's,* 2005-2017†

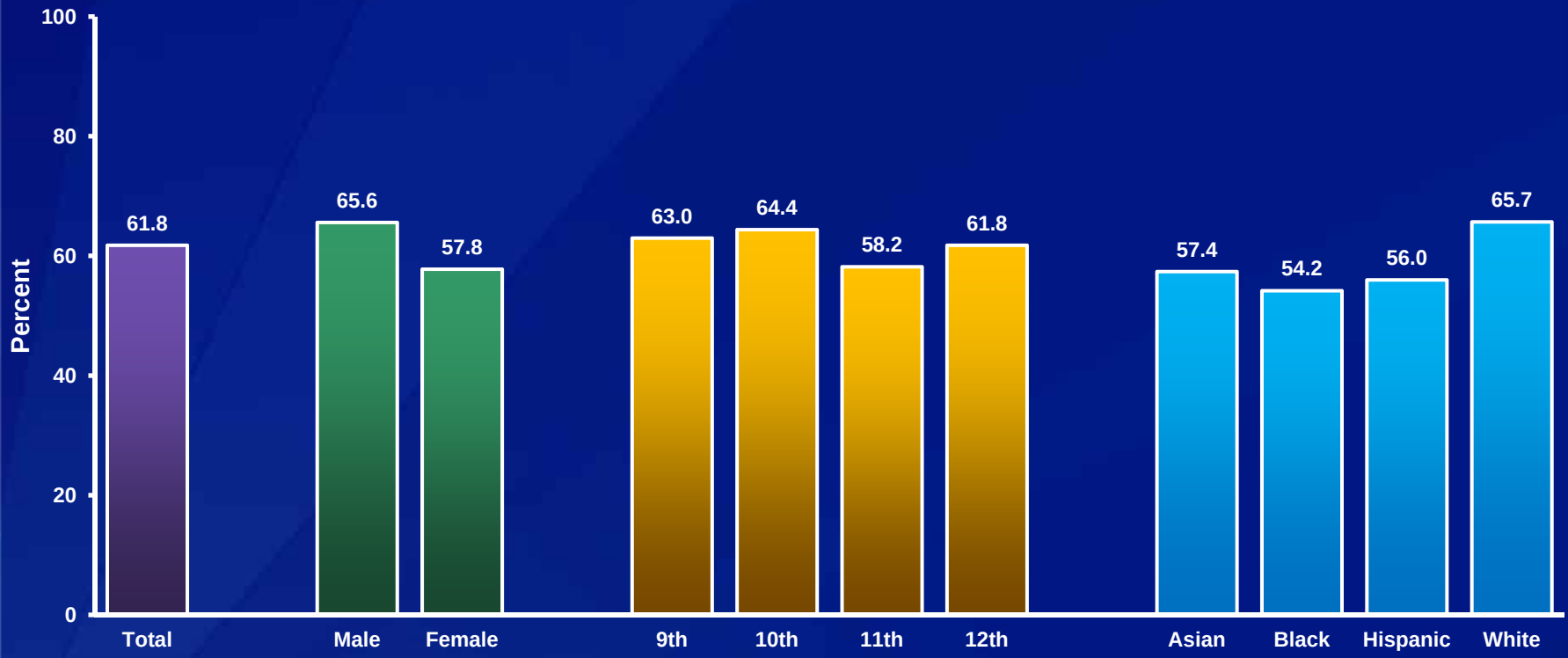


*During the 12 months before the survey

†Increased 2005-2017 [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).]

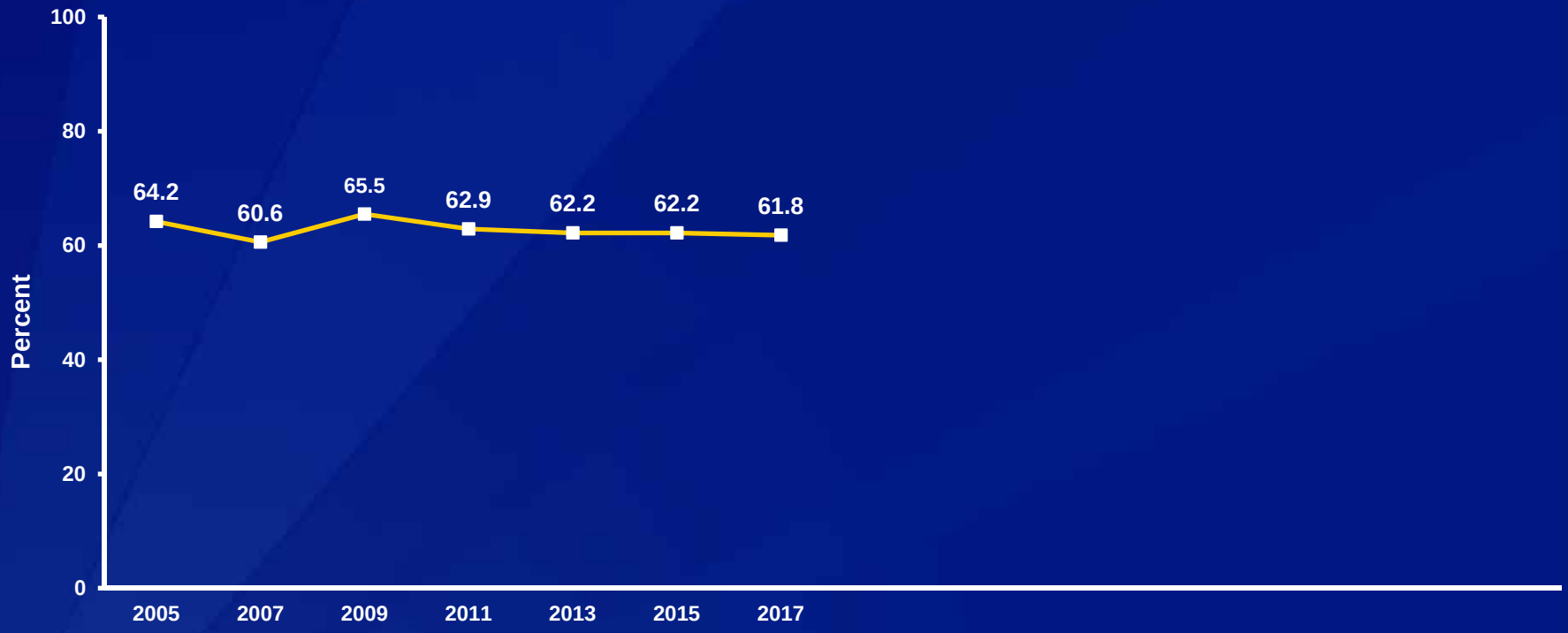
Note: This graph contains weighted results.

Percentage of High School Students Who Described Their Health in General As Excellent or Very Good, by Sex,* Grade, and Race/Ethnicity,* 2017



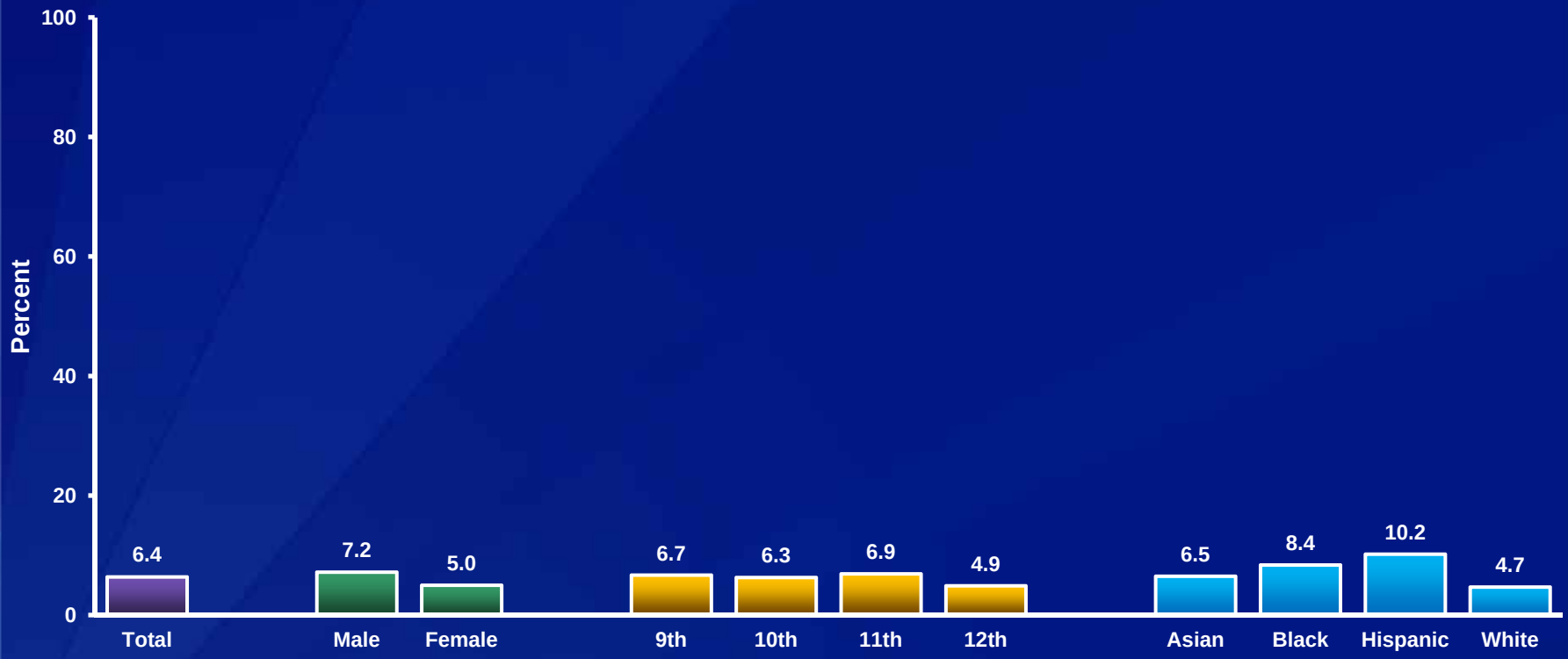
*M > F; W > B, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Described Their Health in General As Excellent or Very Good, 2005-2017*



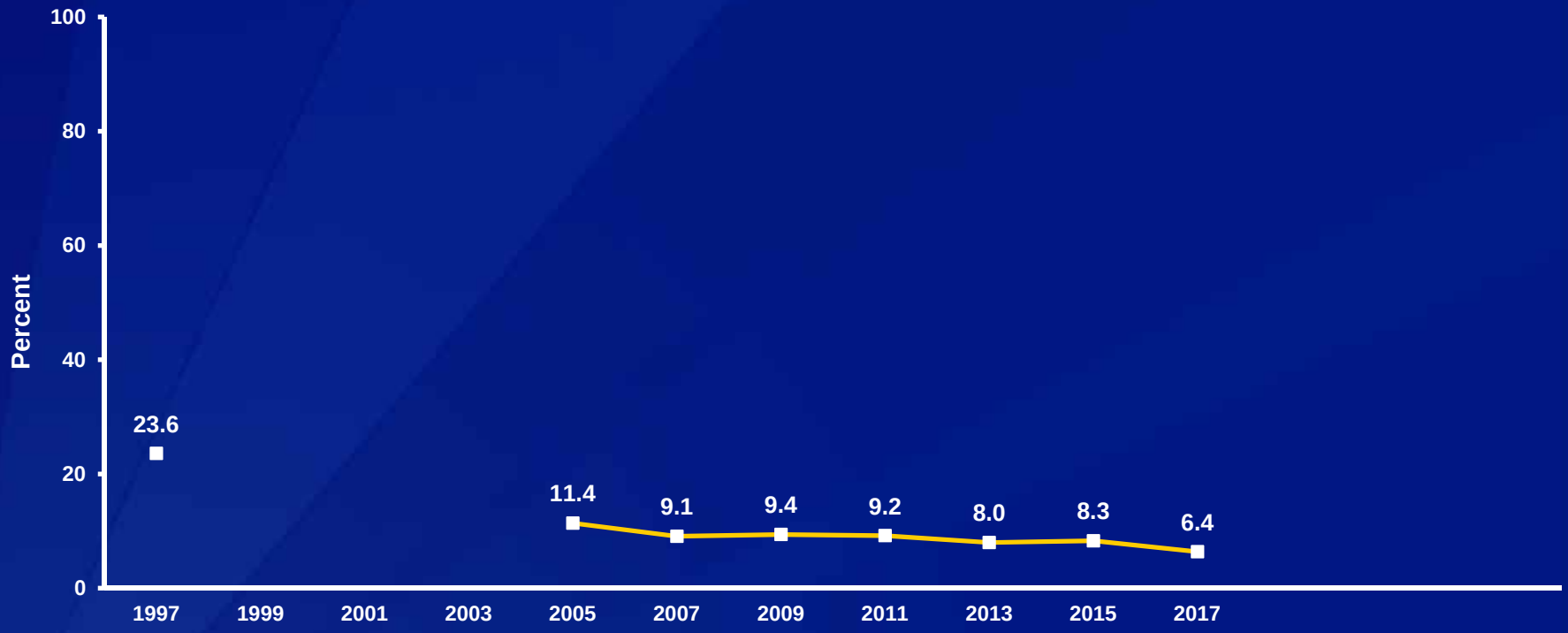
*No change 2005-2017 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Note: This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* by Sex, Grade, and Race/Ethnicity,† 2017



*When riding in a car driven by someone else
†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.
Note: This graph contains weighted results.

Percentage of High School Students Who Rarely or Never Wore a Seat Belt,* 1997-2017†



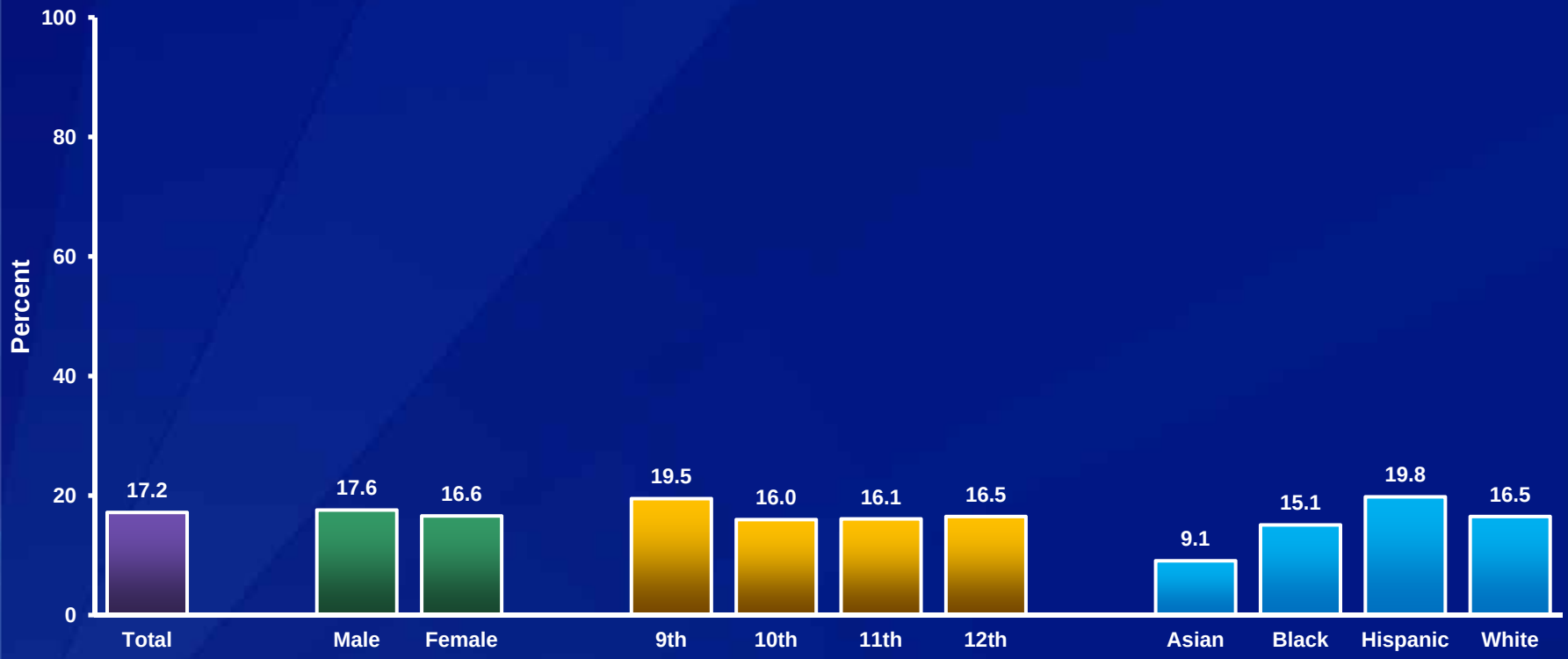
*When riding in a car driven by someone else

†Decreased 1997-2017, decreased 1997-2007, decreased 2007-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,* by Sex, Grade, and Race/Ethnicity,† 2017



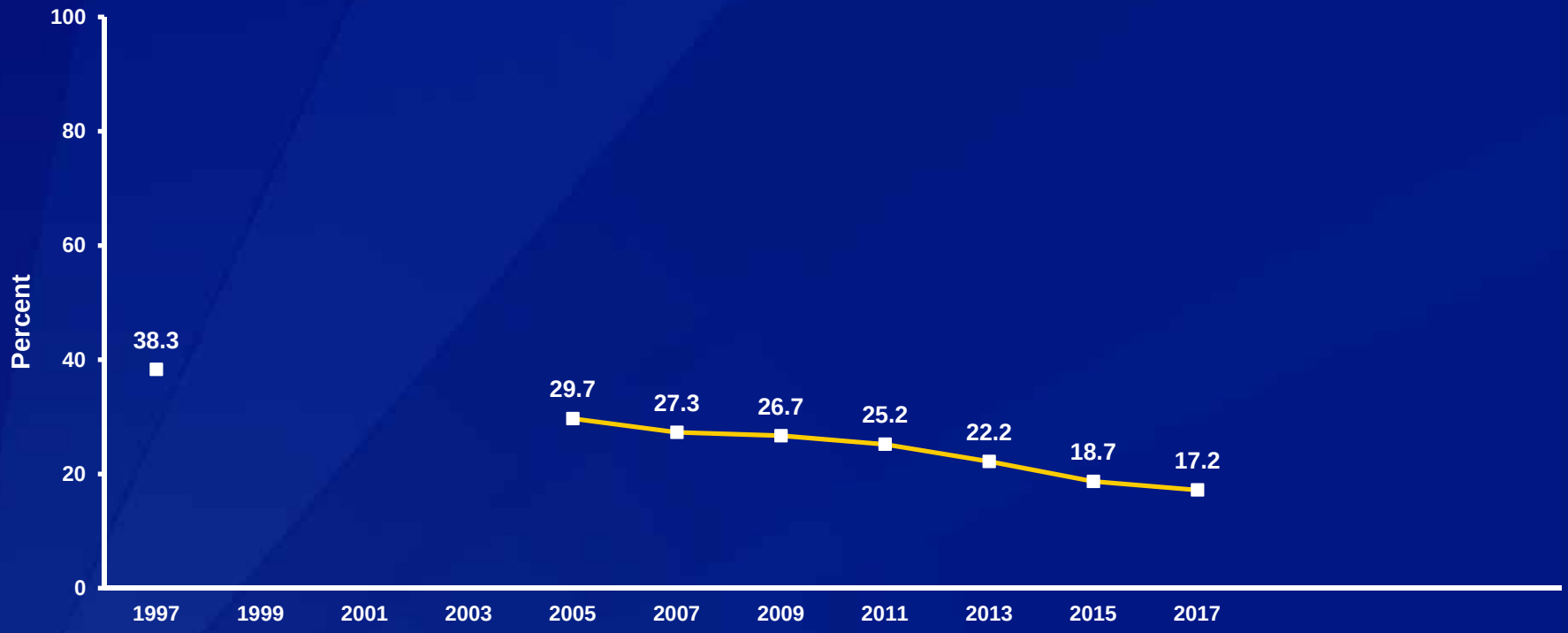
*In a car or other vehicle, one or more times during the 30 days before the survey

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Rode with a Driver Who Had Been Drinking Alcohol,* 1997-2017†



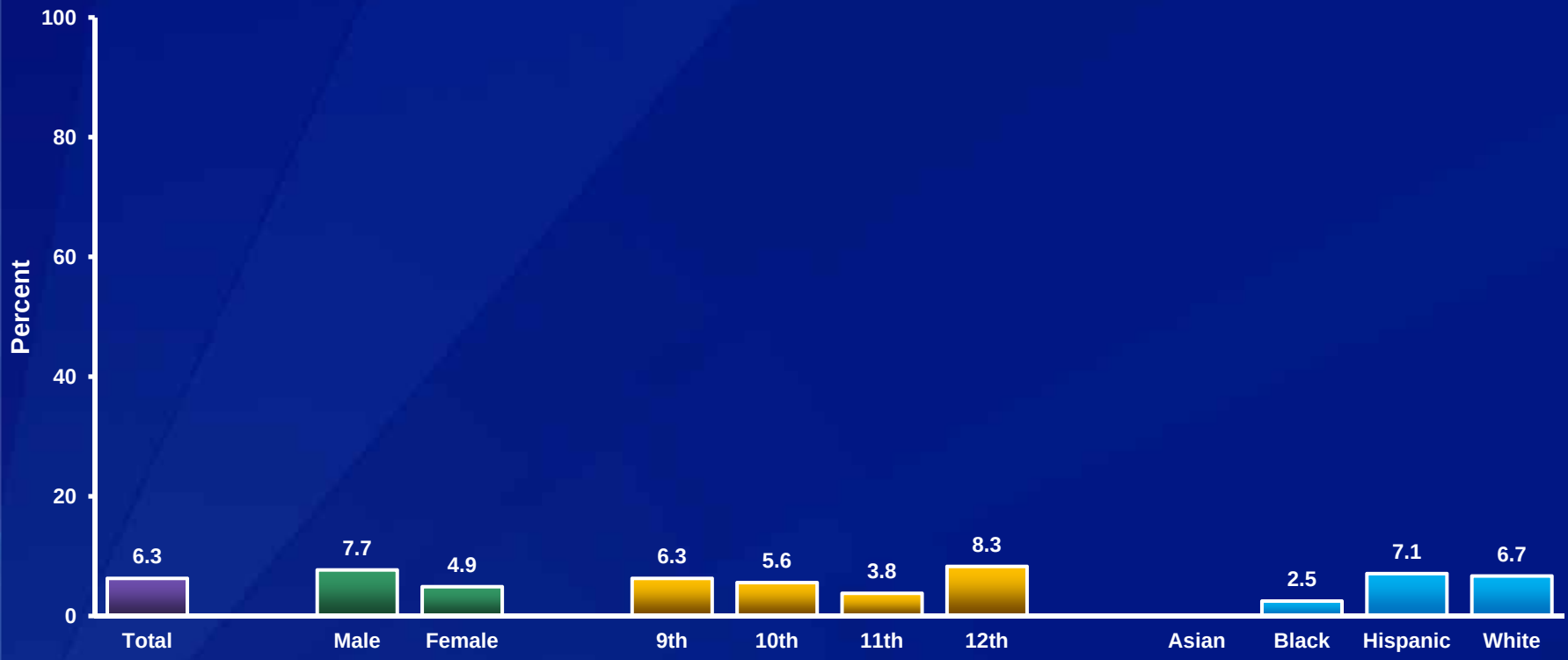
*In a car or other vehicle, one or more times during the 30 days before the survey

†Decreased 1997-2017, decreased 1997-2011, decreased 2011-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,* by Sex, Grade,† and Race/Ethnicity,† 2017



*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†12th > 11th; 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.

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

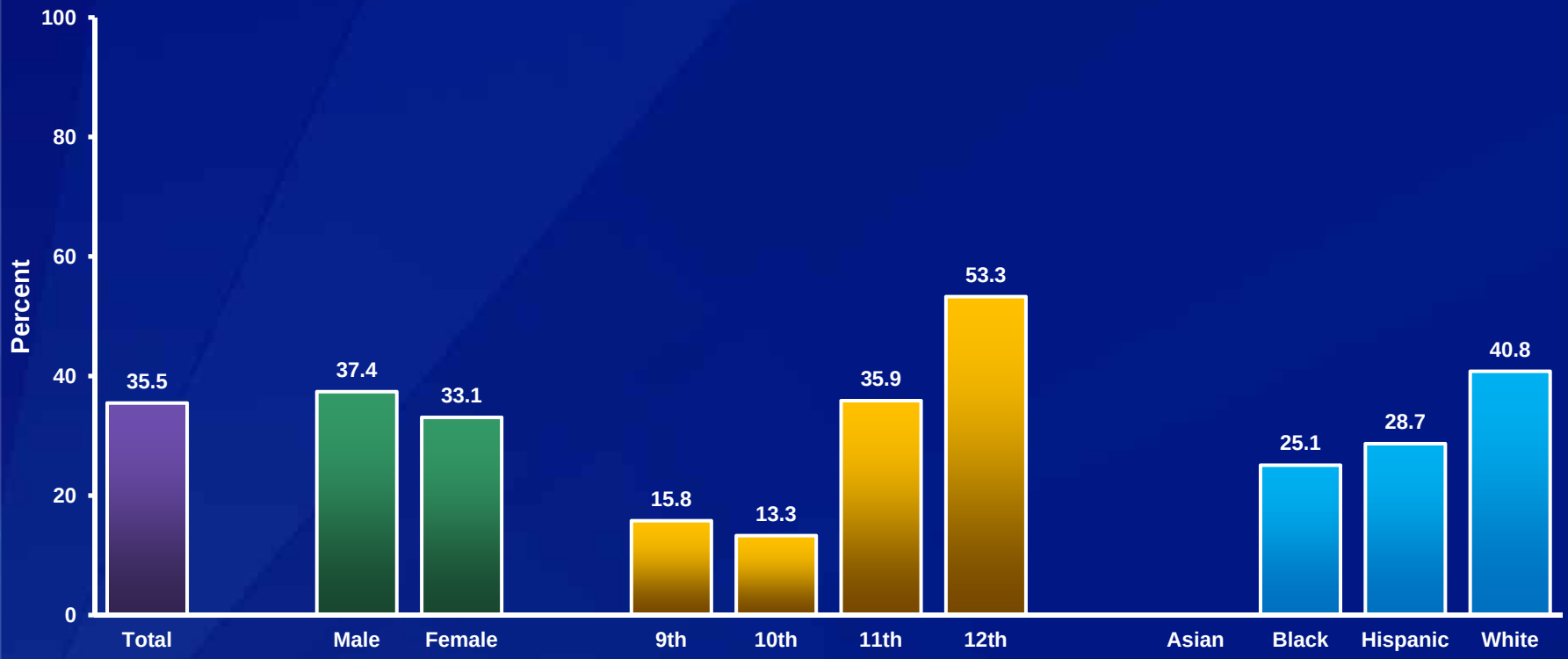
Percentage of High School Students Who Drove a Car or Other Vehicle When They Had Been Drinking Alcohol,* 2013-2017†

*One or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†Decreased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Talked on a Cell Phone While Driving,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*On at least 1 day during the 30 days before the survey, among students who drove a car or other vehicle
†M > F; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; 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 100 students in this subgroup.
Note: This graph contains weighted results.

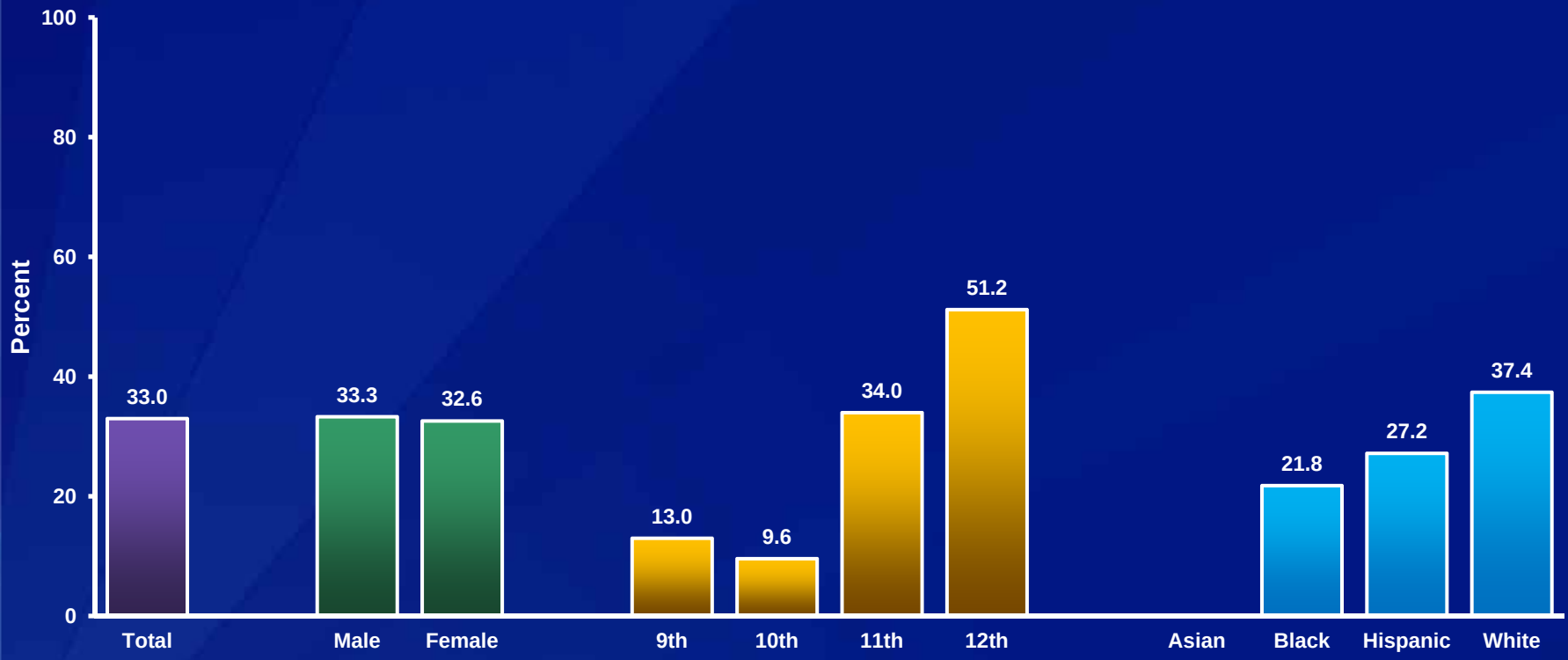
Percentage of High School Students Who Talked on a Cell Phone While Driving,* 2013-2017†

*On at least 1 day during the 30 days before the survey, among students who drove a car or other vehicle

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,* by Sex, Grade,† and Race/Ethnicity,† 2017



*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; 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 100 students in this subgroup.

Note: This graph contains weighted results.

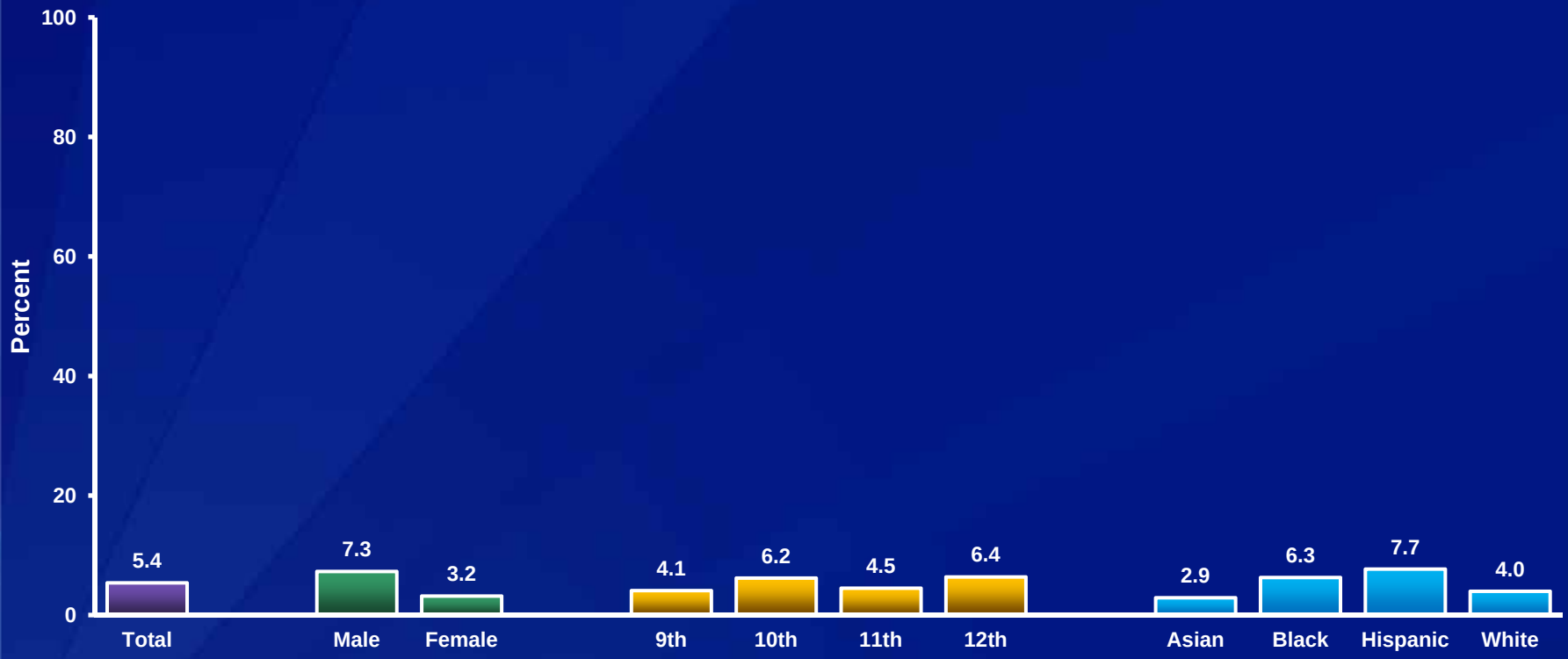
Percentage of High School Students Who Texted or E-Mailed While Driving a Car or Other Vehicle,* 2013-2017†

*On at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon on School Property,* by Sex,† Grade, and Race/Ethnicity,† 2017



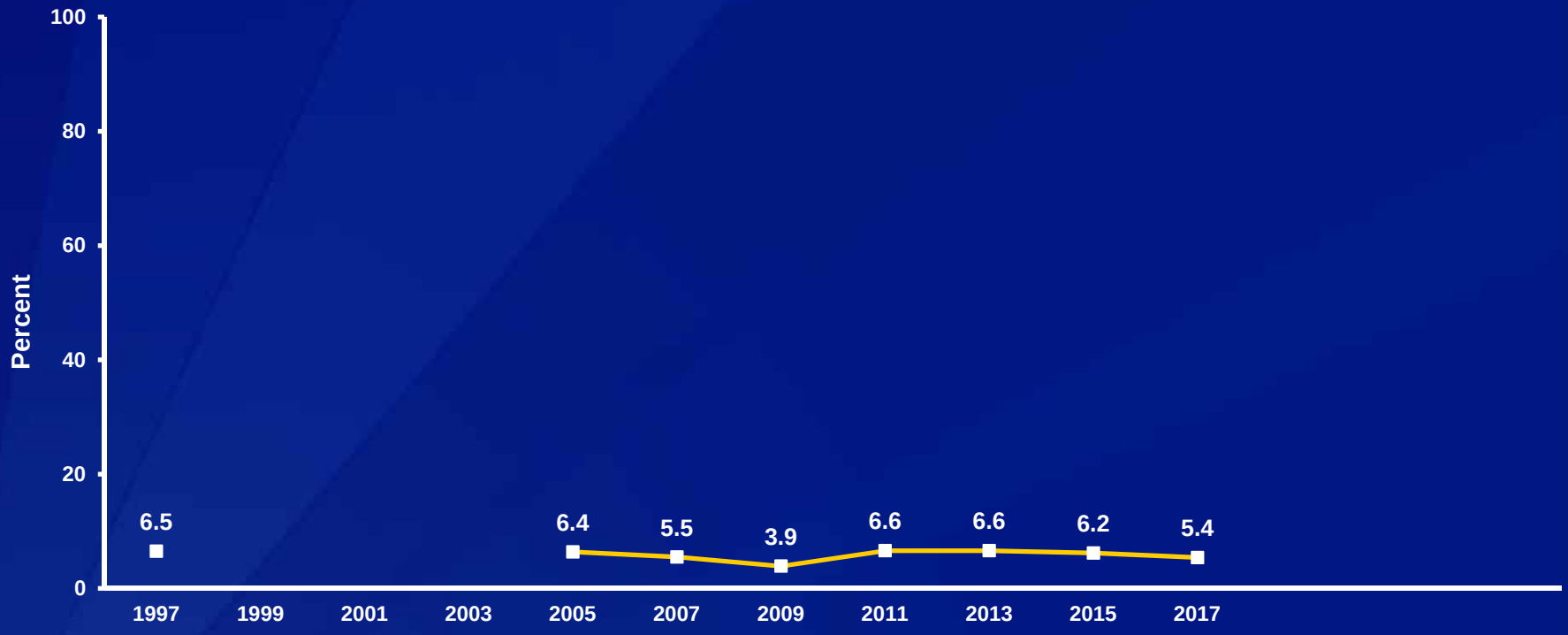
*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†M > F; 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Carried a Weapon on School Property,* 1997-2017†



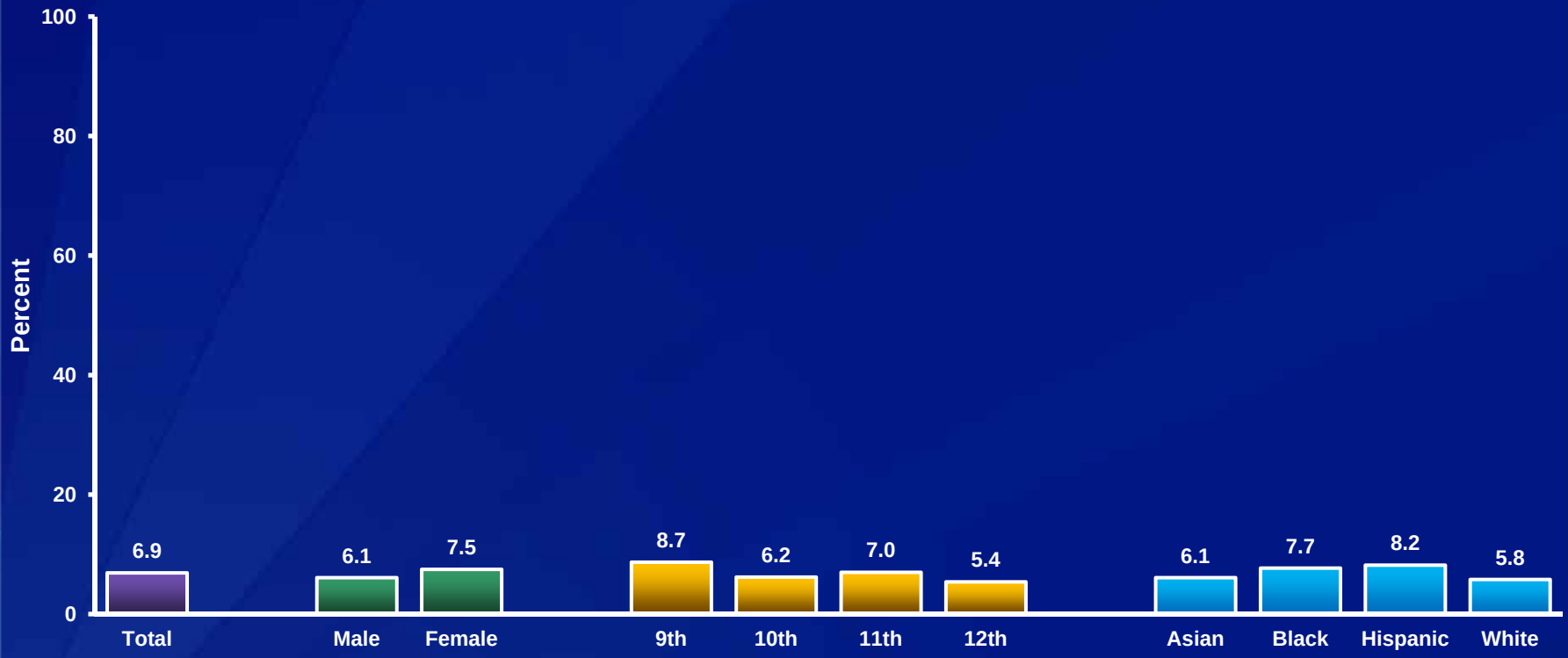
*Such as a gun, knife, or club, on at least 1 day during the 30 days before the survey

†No change 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,* by Sex, Grade, and Race/Ethnicity, 2017



*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.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or from School,* 1997-2017†

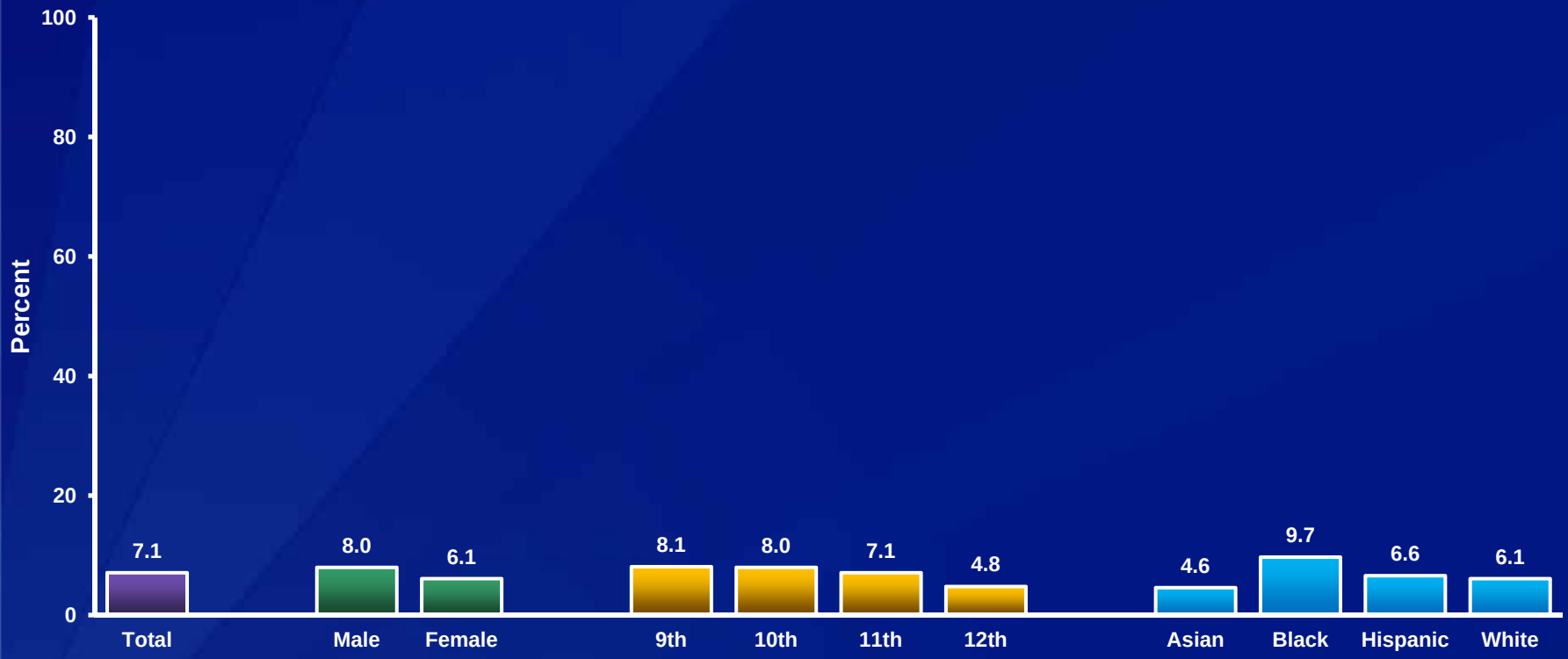
*On at least 1 day during the 30 days before the survey

†Increased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

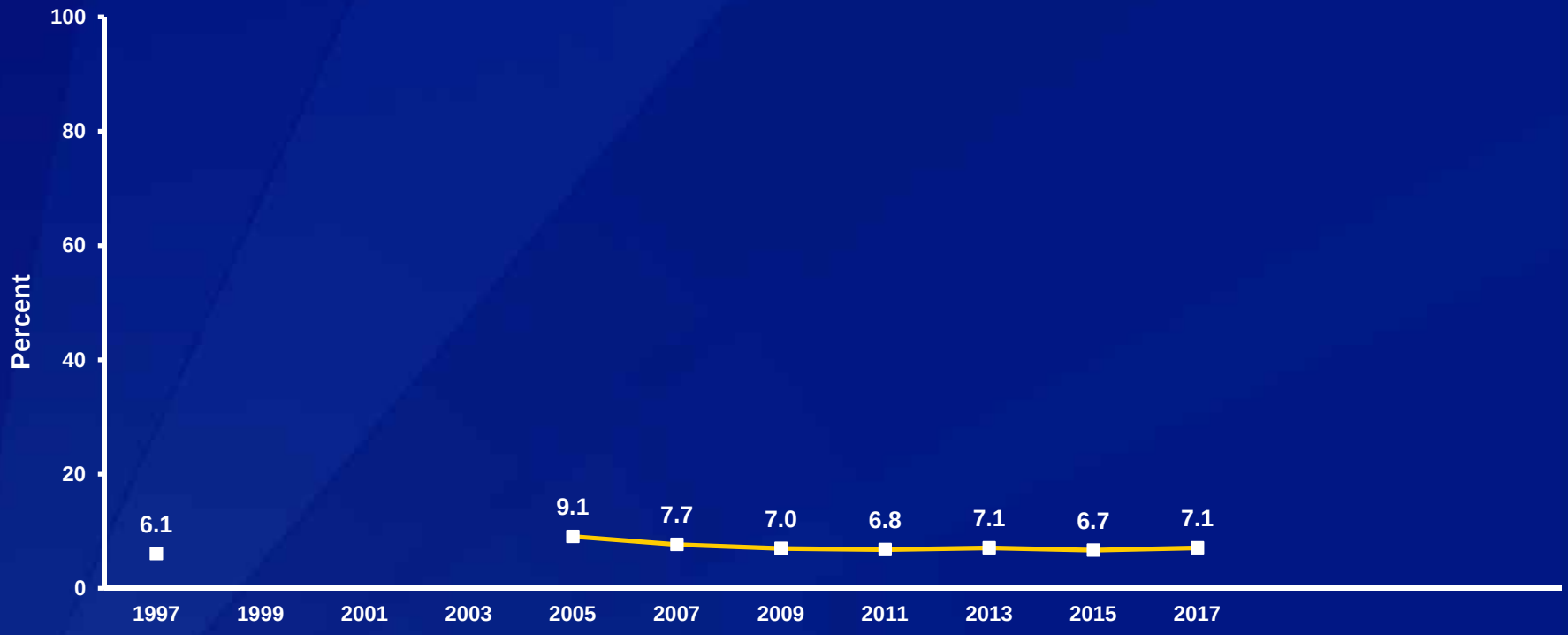
Note: This graph contains weighted results.

Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* by Sex, Grade,† and Race/Ethnicity, 2017



*Such as a gun, knife, or club, one or more times during the 12 months before the survey
†9th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* 1997-2017†



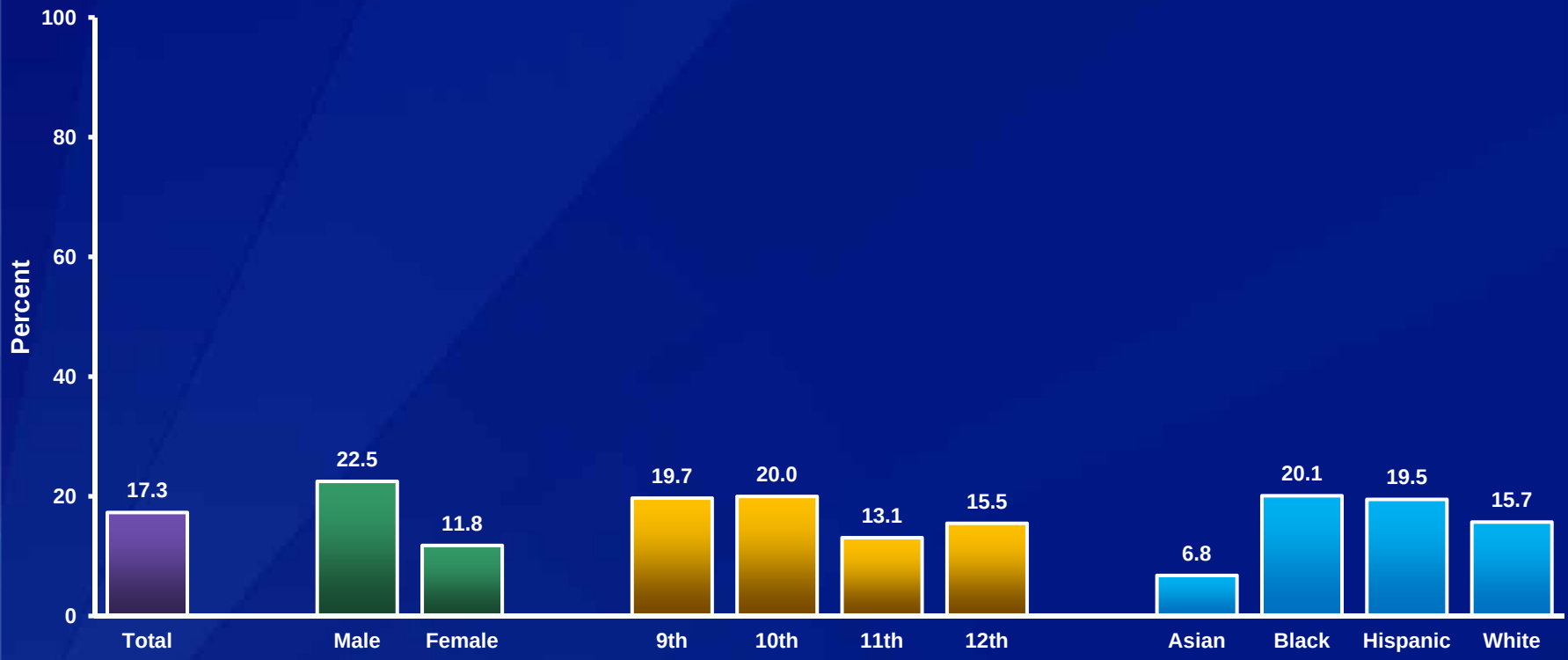
*Such as a gun, knife, or club, one or more times during the 12 months before the survey

†No change 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

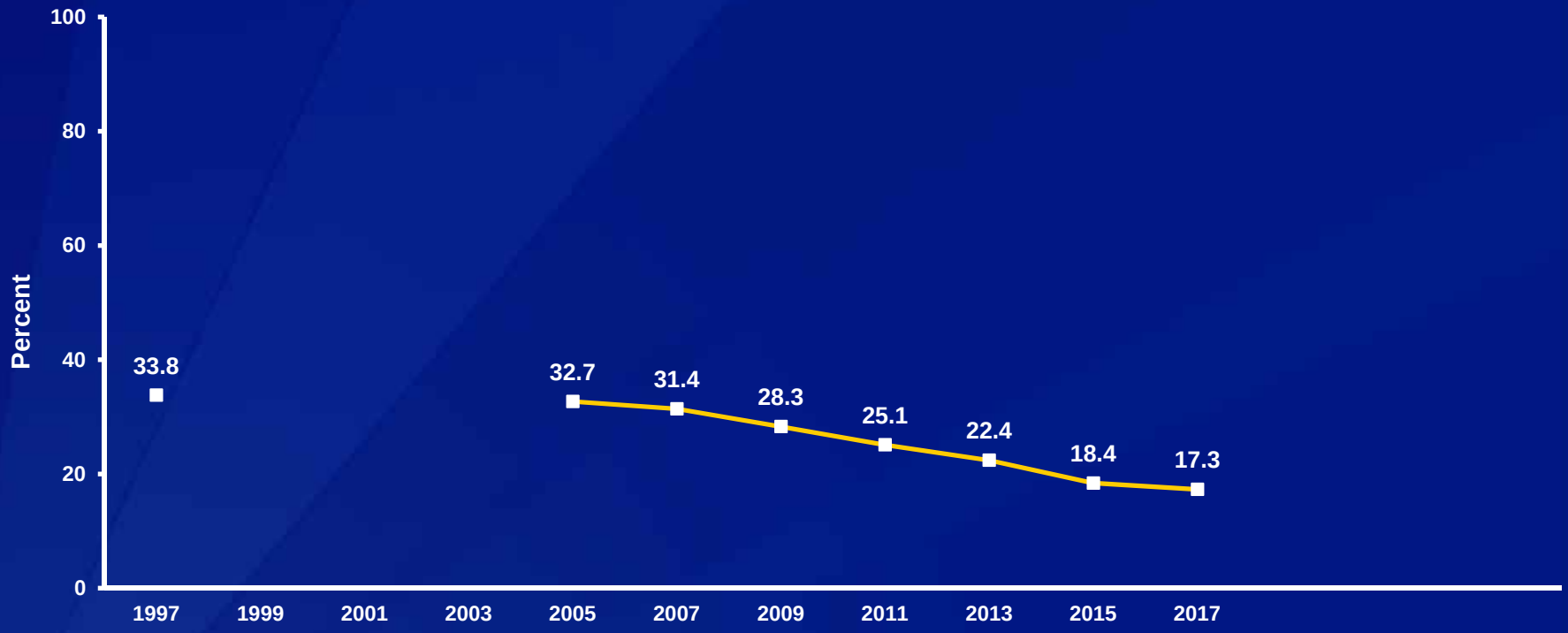
Note: This graph contains weighted results.

Percentage of High School Students Who Were in a Physical Fight,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*One or more times during the 12 months before the survey
†M > F; 9th > 11th, 10th > 11th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were in a Physical Fight,* 1997-2017†



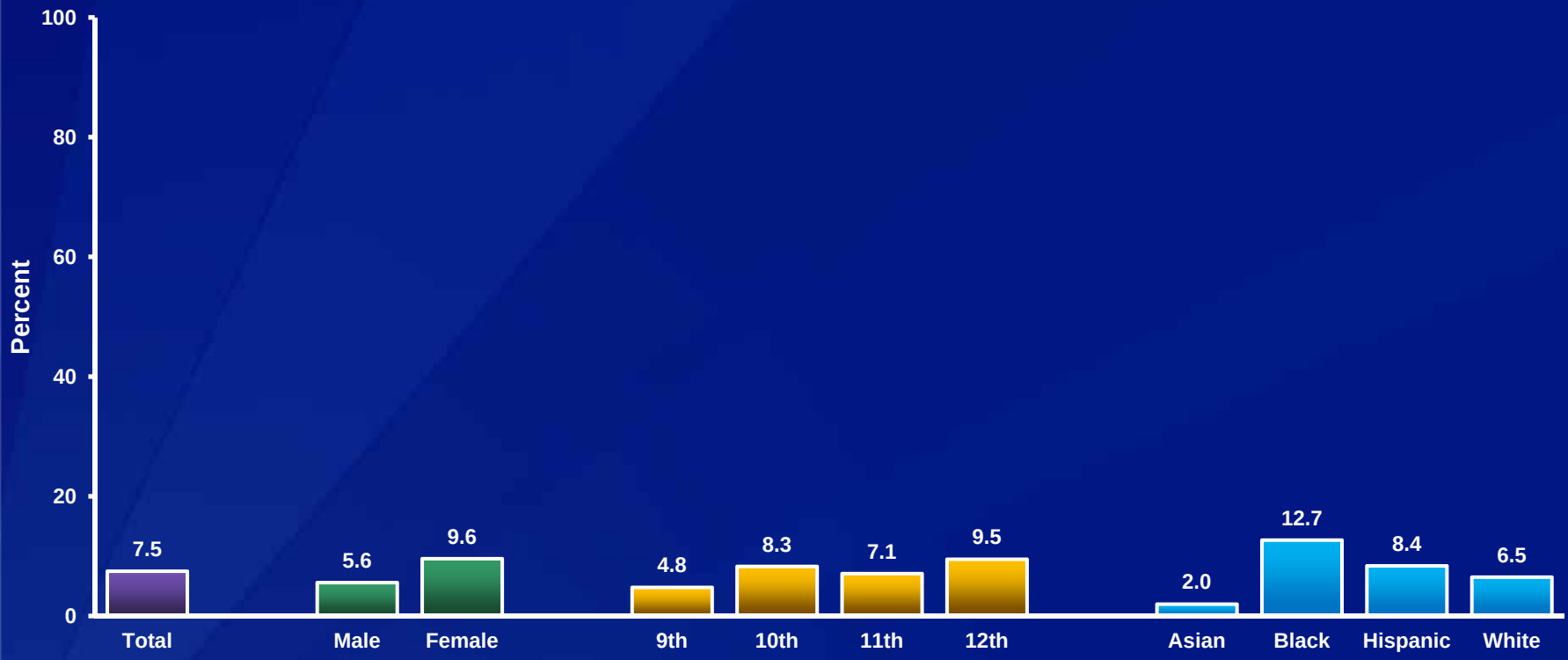
*One or more times during the 12 months before the survey

†Decreased 1997-2017, no change 1997-2007, decreased 2007-2017 [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).]

Data not available for 1999, 2001, 2003.

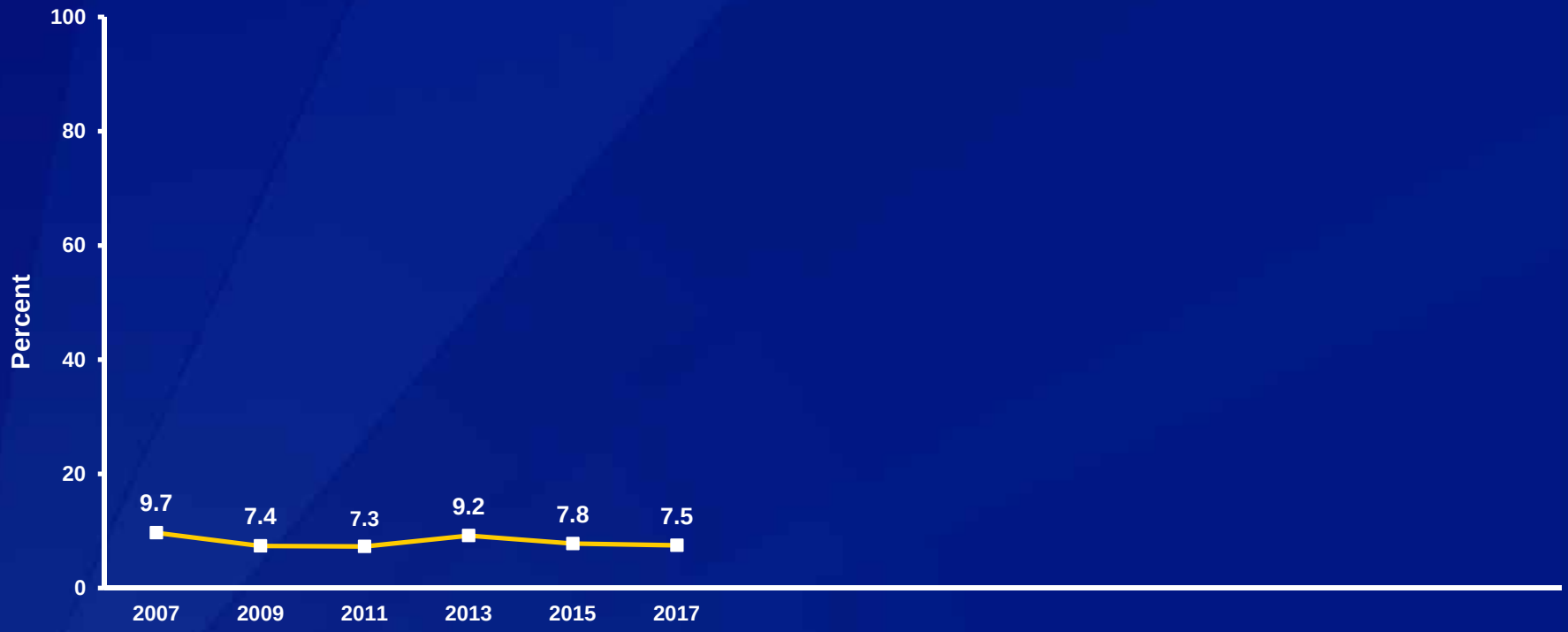
Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*When they did not want to
†F > M; 10th > 9th, 12th > 9th; B > A, B > W, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Physically Forced to Have Sexual Intercourse,* 2007-2017†

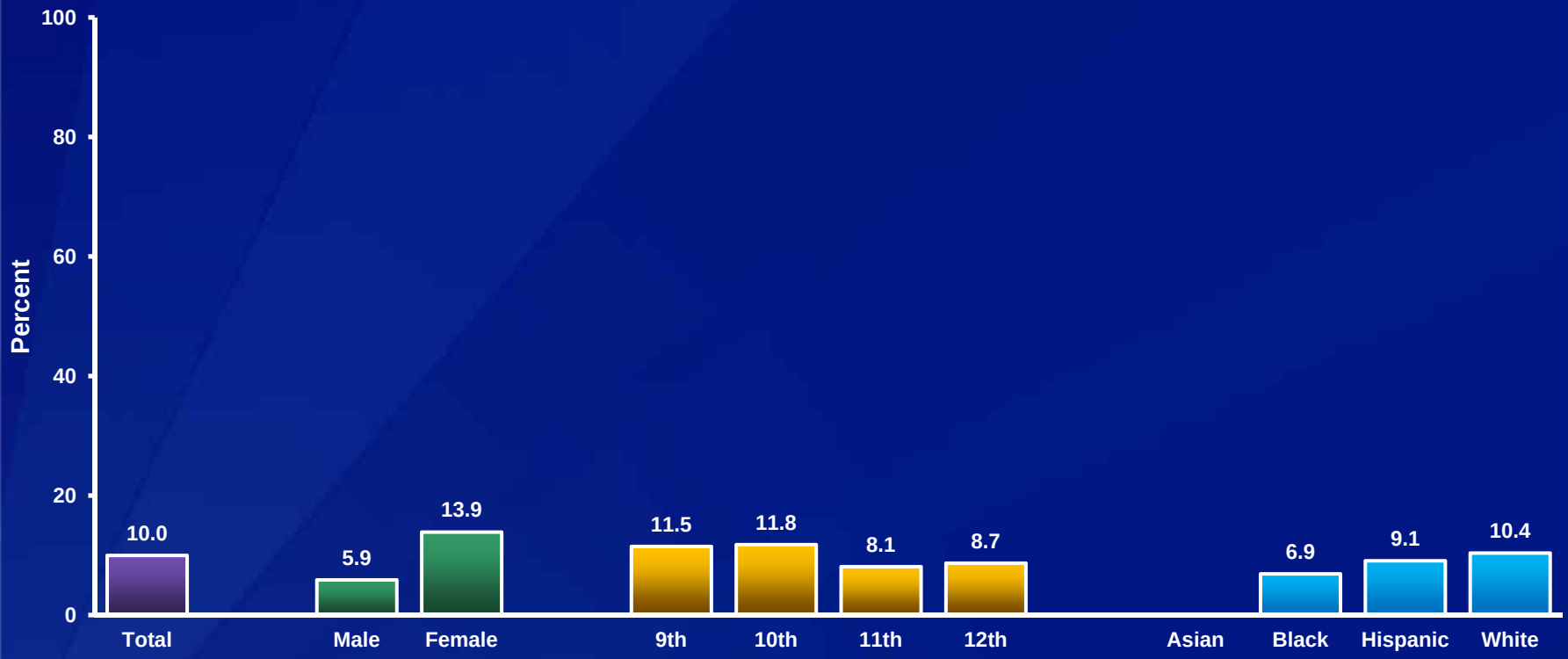


*When they did not want to

†No change 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Experienced Sexual Dating Violence,* by Sex,† Grade, and Race/Ethnicity, 2017



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

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

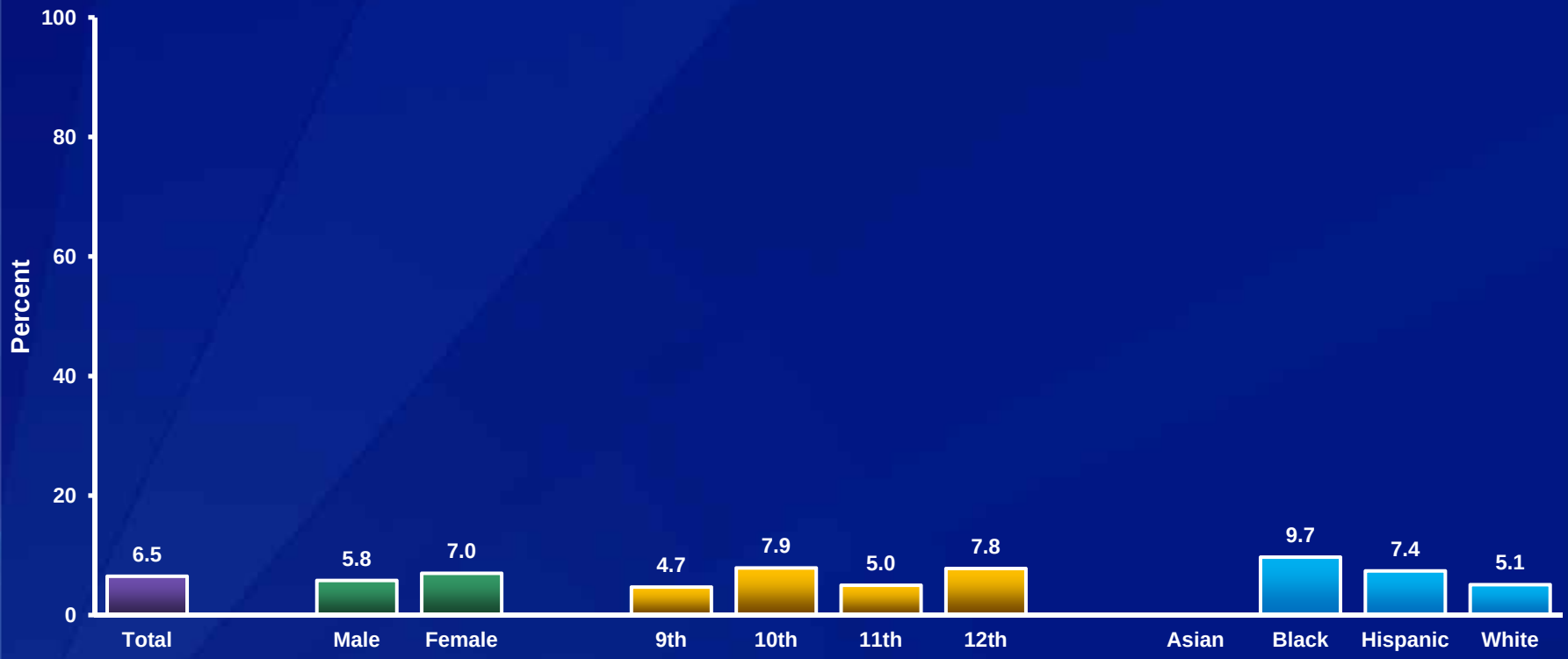
Percentage of High School Students Who Experienced Sexual Dating Violence,* 2013-2017†

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

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Experienced Physical Dating Violence,* by Sex, Grade, and Race/Ethnicity, 2017



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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

Percentage of High School Students Who Experienced Physical Dating Violence,* 2013-2017†

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

†Decreased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

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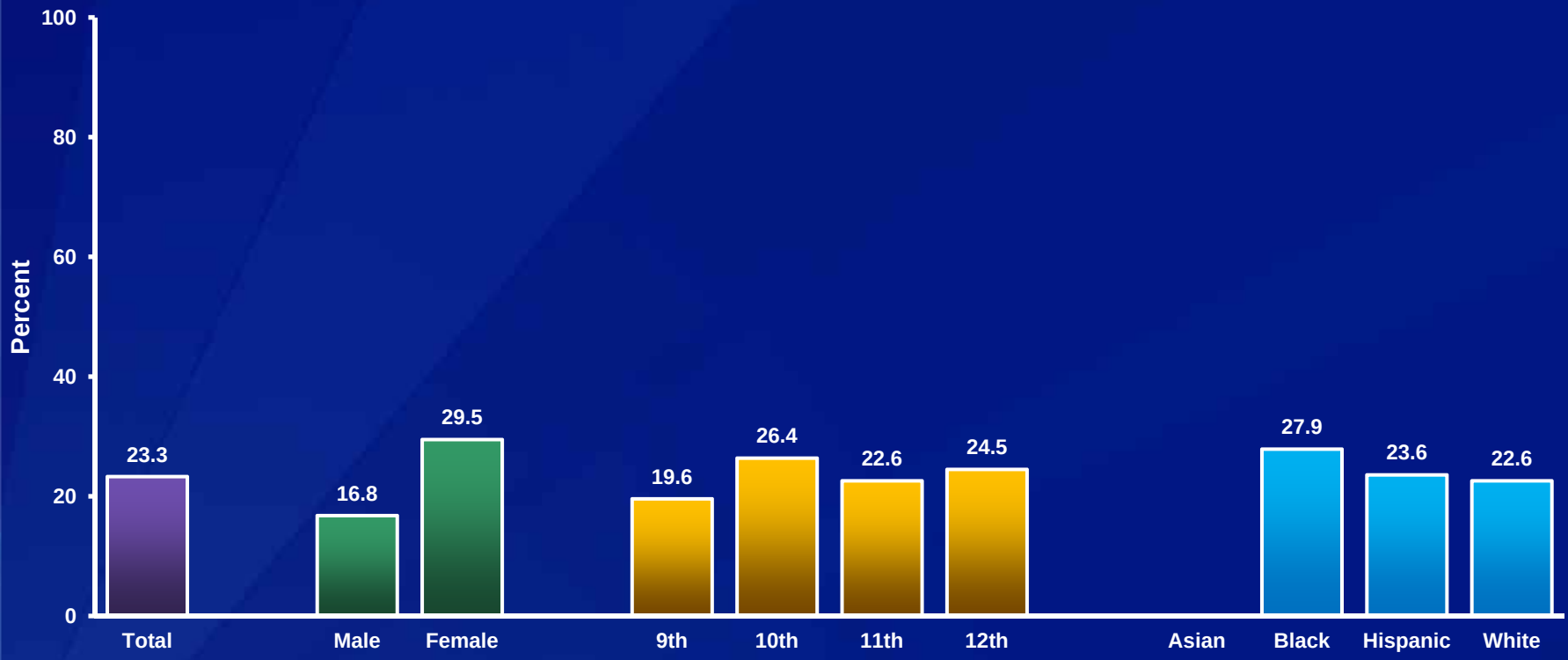
Percentage of High School Students Who Reported Someone They Were Dating or Going out with Purposely Tried to Control Them or Emotionally Hurt Them One or More Times,* by Sex,† Grade,† and Race/Ethnicity, 2017



*Such things as being told who they could and could not spend time with, being humiliated in front of others, or being threatened if they did not do what they wanted, during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey

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

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

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

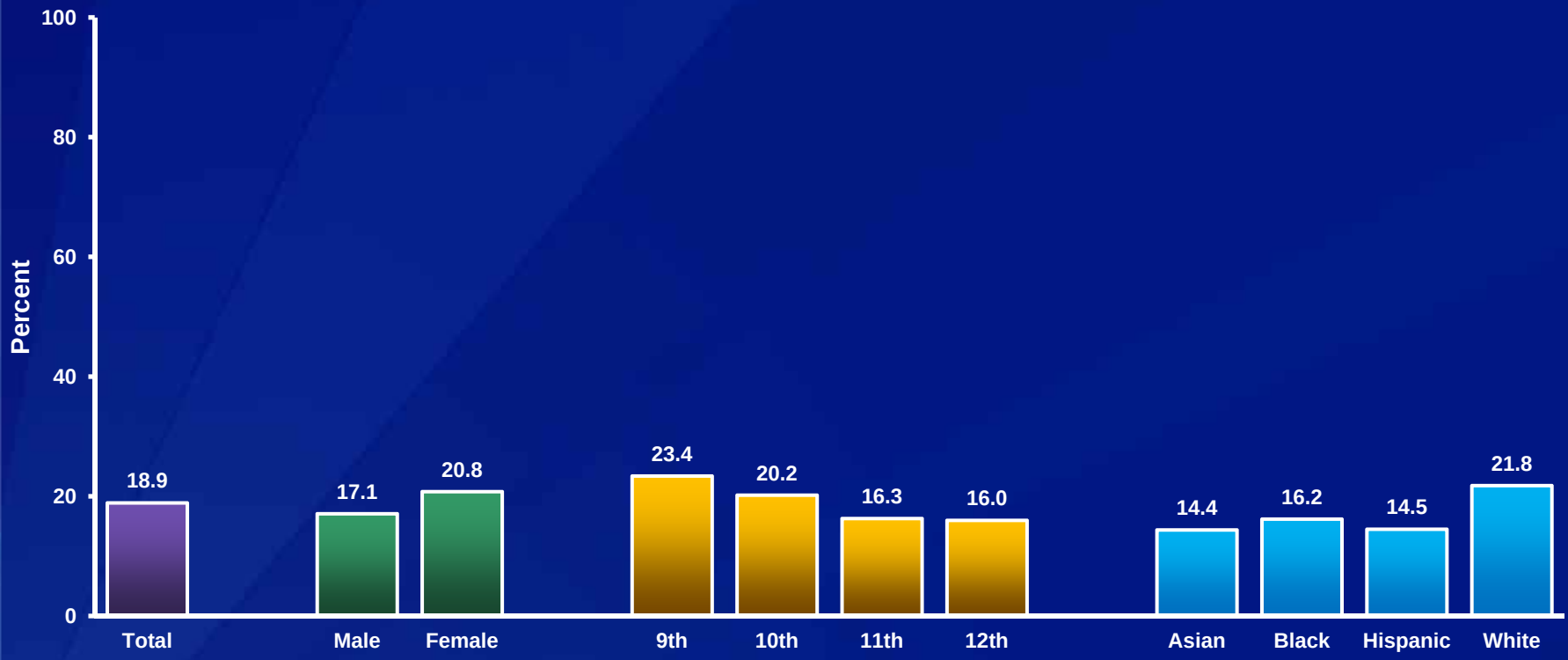
Percentage of High School Students Who Reported Someone They Were Dating or Going out with Purposely Tried to Control Them or Emotionally Hurt Them One or More Times,* 2015-2017†

*Such things as being told who they could and could not spend time with, being humiliated in front of others, or being threatened if they did not do what they wanted, during the 12 months before the survey, among students who dated or went out with someone during the 12 months before the survey

†Decreased 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Were Bullied on School Property,* by Sex, Grade,† and Race/Ethnicity,† 2017



*Ever during the 12 months before the survey

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

Note: This graph contains weighted results.

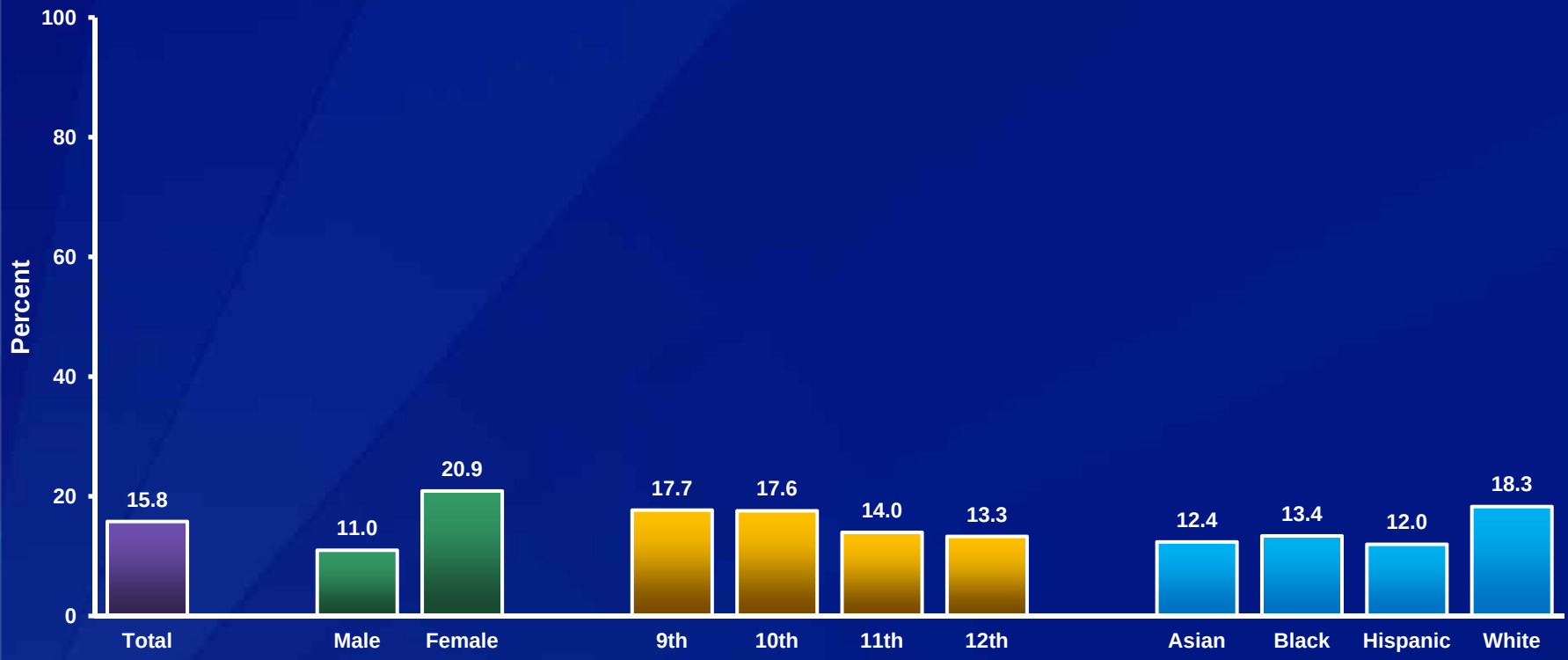
Percentage of High School Students Who Were Bullied on School Property,* 2011-2017†

*Ever during the 12 months before the survey

†Decreased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Were Electronically Bullied,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey

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

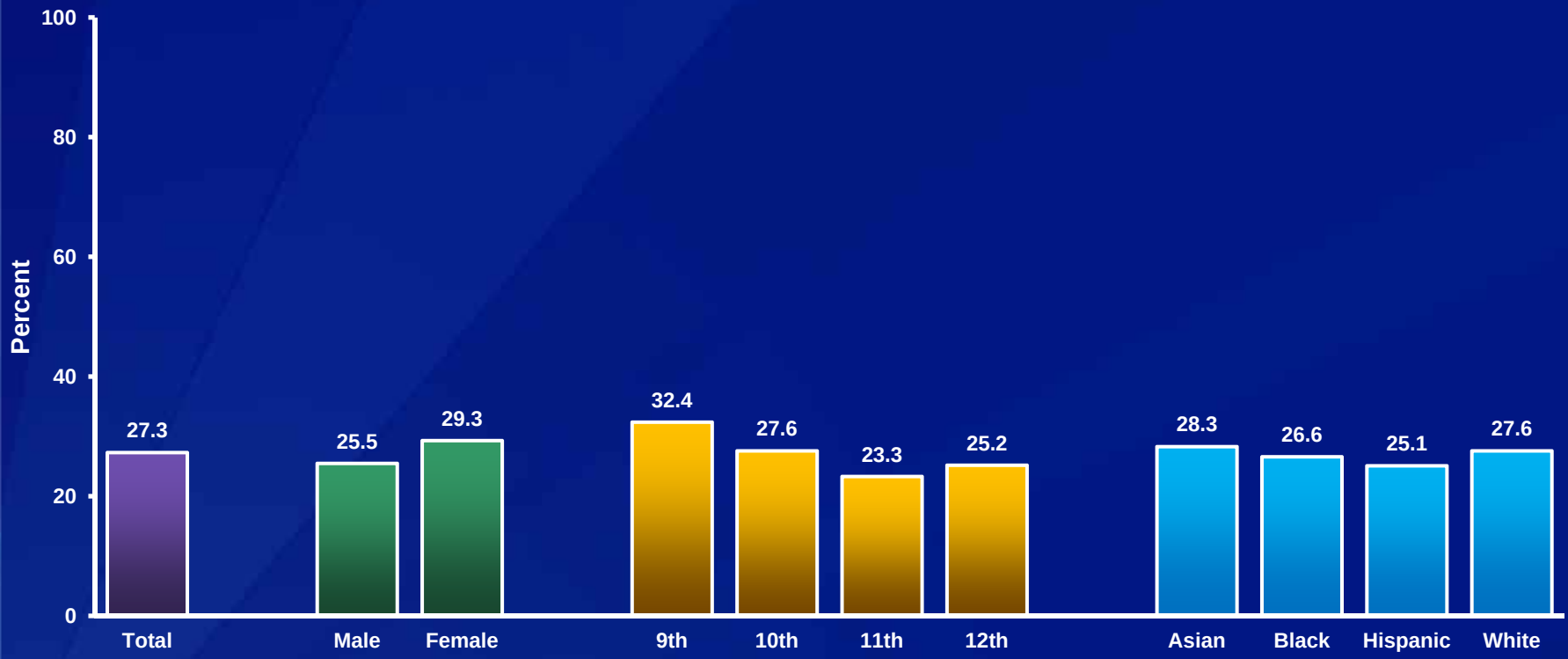
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Electronically Bullied,* 2011-2017†

*Counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey
†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because of Their Weight, Size, or Physical Appearance,* by Sex, Grade,† and Race/Ethnicity, 2017



*During the 12 months before the survey
†9th > 11th, 9th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

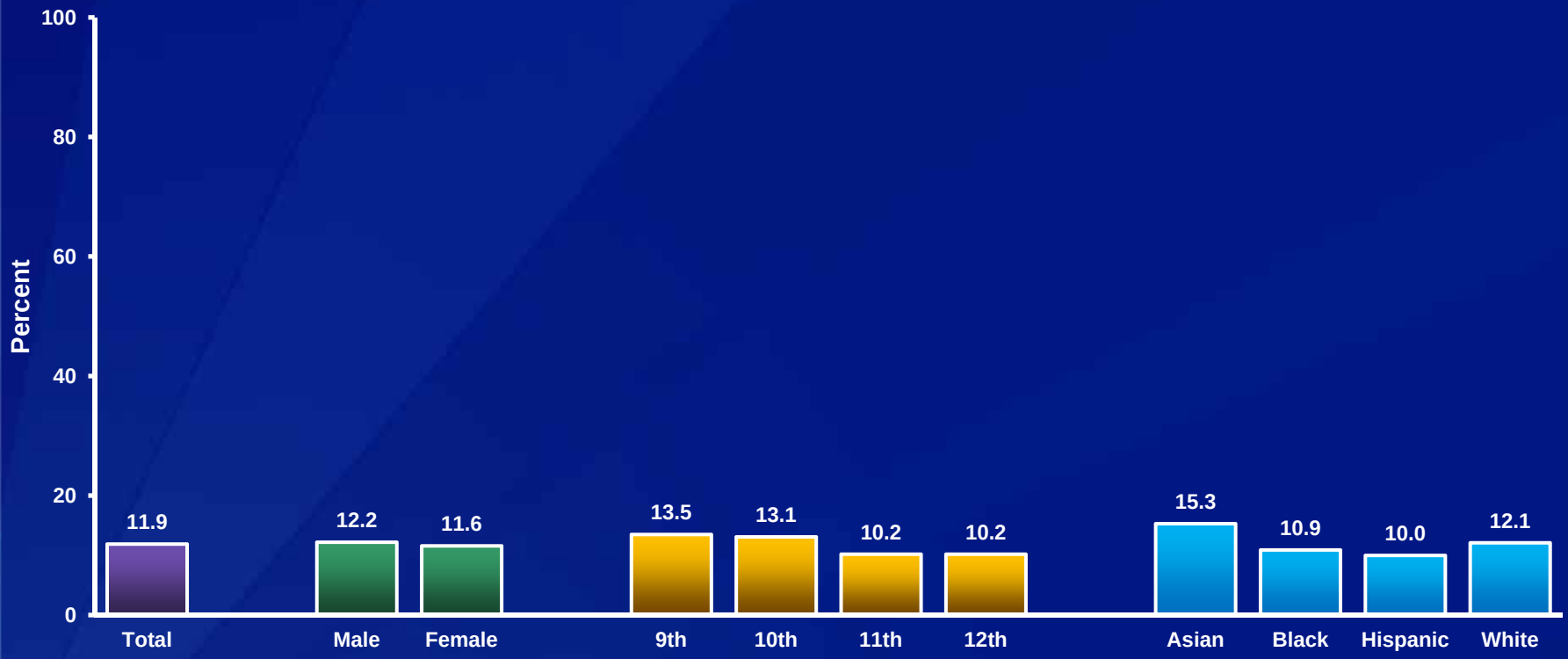
Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because of Their Weight, Size, or Physical Appearance,* 2011-2017†

*During the 12 months before the survey

†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because Someone Thought They Were Gay, Lesbian, or Bisexual,* by Sex, Grade, and Race/Ethnicity, 2017



*During the 12 months before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

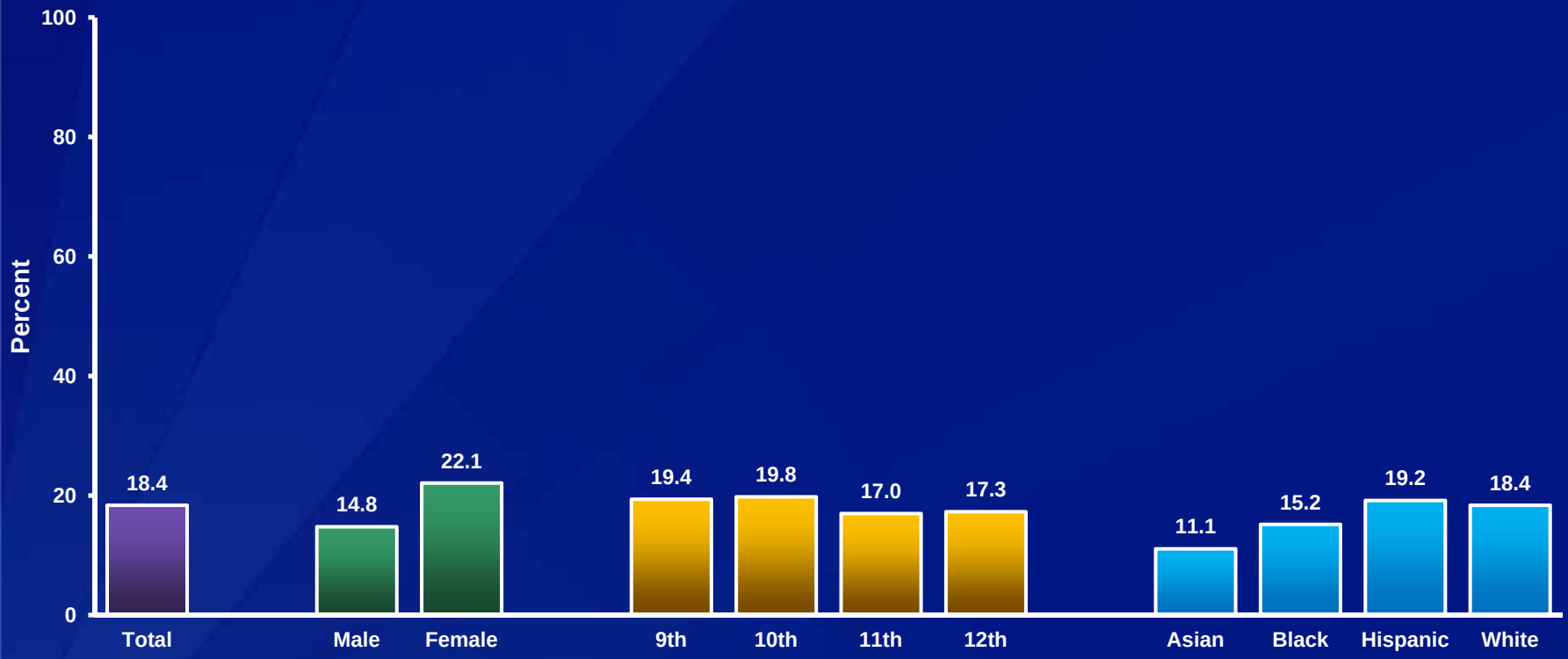
Percentage of High School Students Who Have Been the Victim of Teasing or Name Calling Because Someone Thought They Were Gay, Lesbian, or Bisexual,* 2011-2017†

*During the 12 months before the survey

†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,* by Sex,† Grade, and Race/Ethnicity,† 2017



*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey

†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.

Note: This graph contains weighted results.

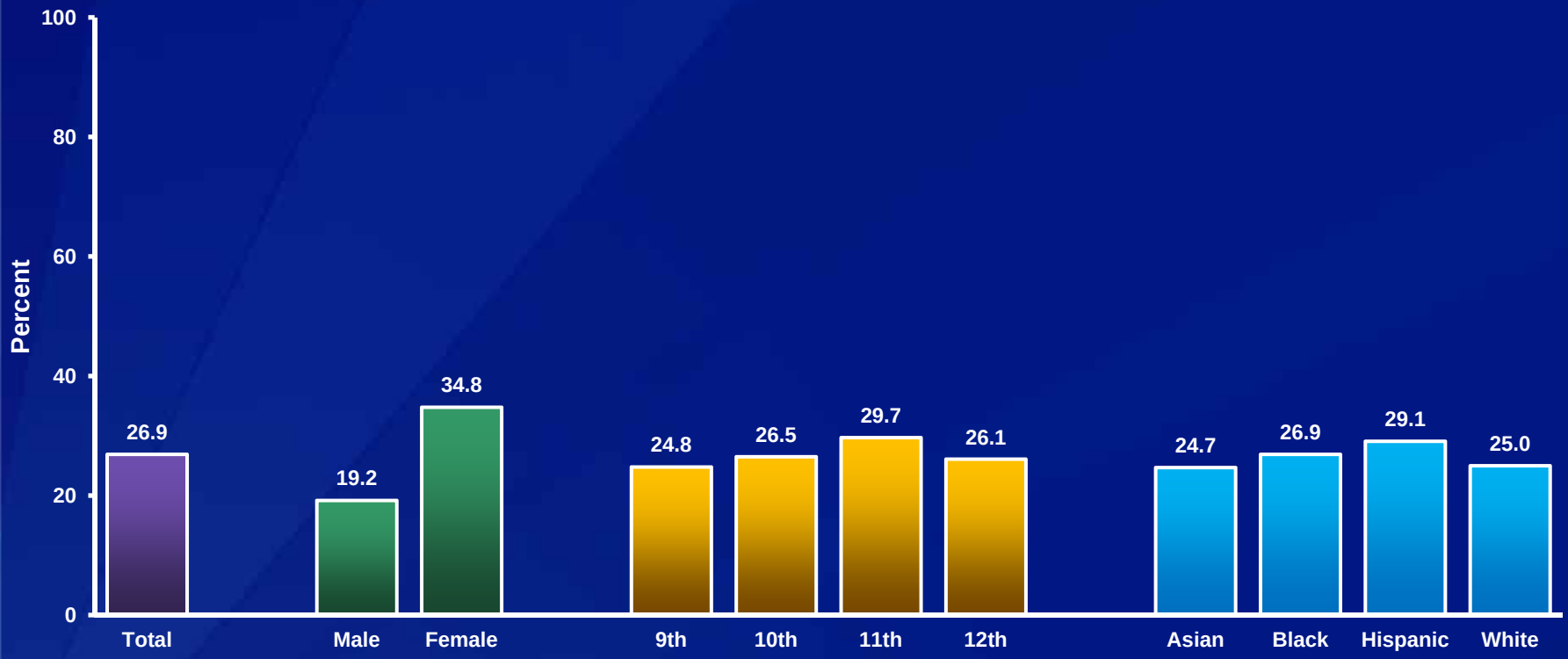
Percentage of High School Students Who Did Something to Purposely Hurt Themselves Without Wanting to Die,* 2011-2017†

*Such as cutting or burning themselves on purpose one or more times during the 12 months before the survey

†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Felt Sad or Hopeless,* by Sex,† Grade, and Race/Ethnicity, 2017



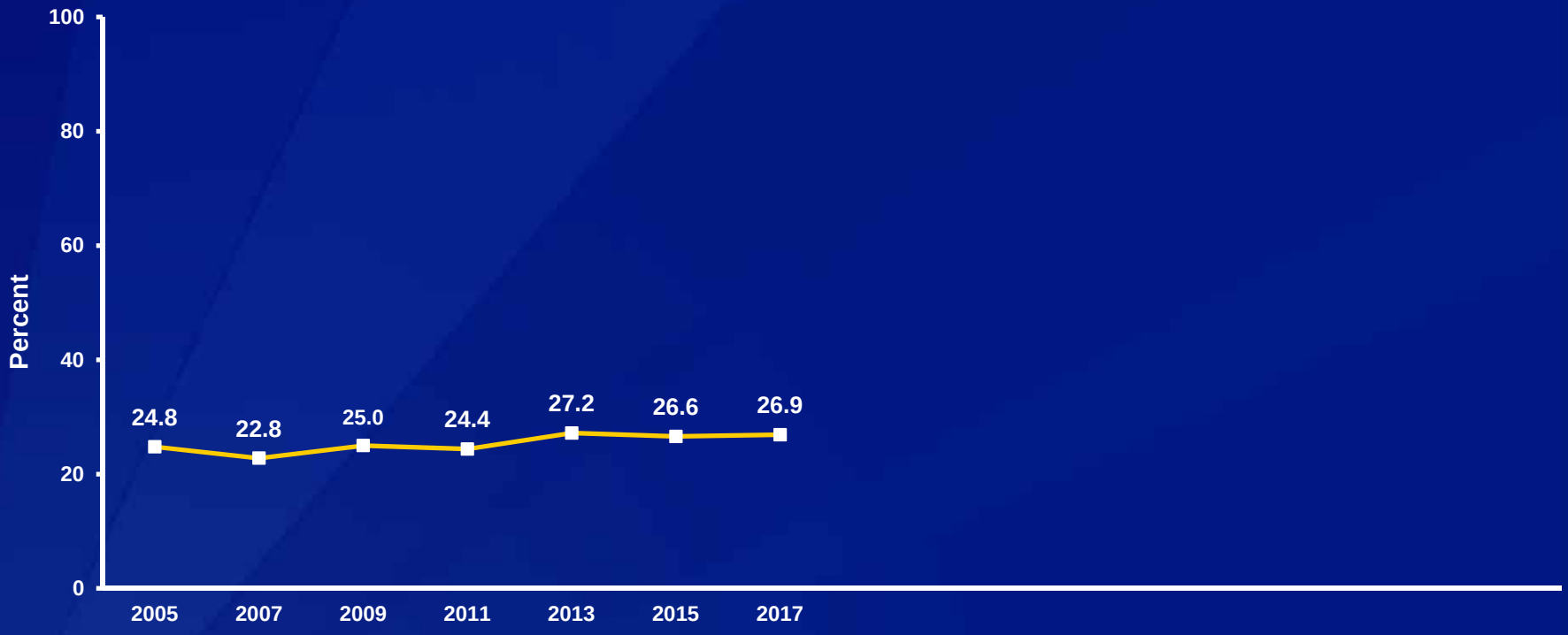
*Almost every day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Felt Sad or Hopeless,* 2005-2017†

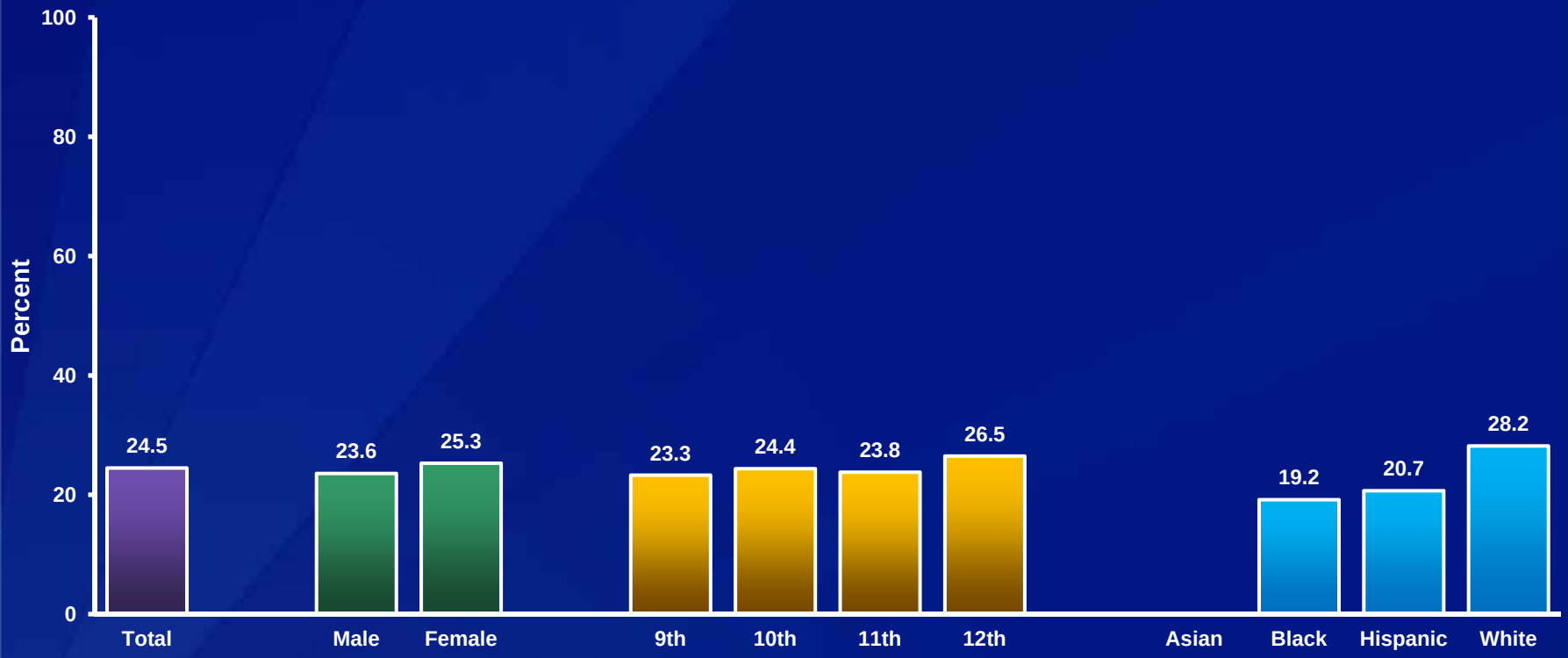


*Almost every day for >=2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†No change 2005-2017 [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).]

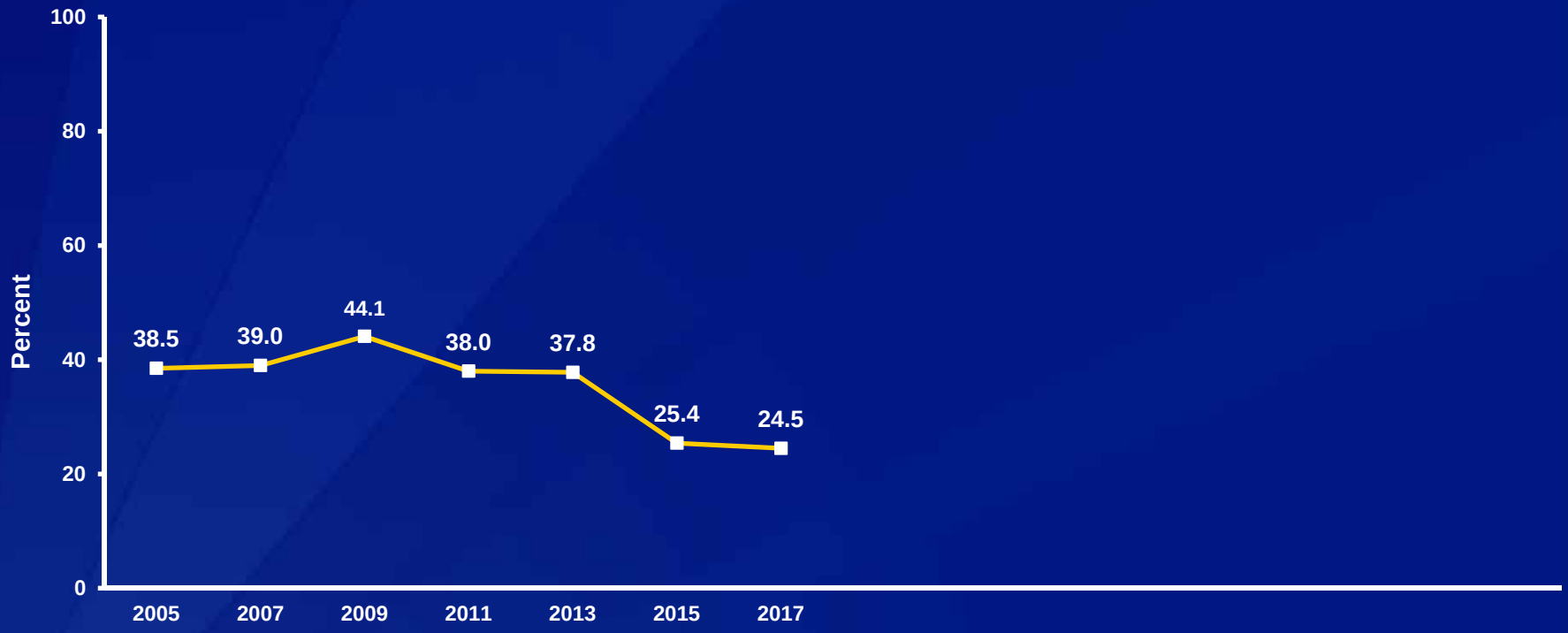
Note: This graph contains weighted results.

Percentage of High School Students Who Most of the Time or Always Get the Kind of Help They Need,* by Sex, Grade, and Race/Ethnicity,† 2017



*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 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Most of the Time or Always Get the Kind of Help They Need,* 2005-2017†

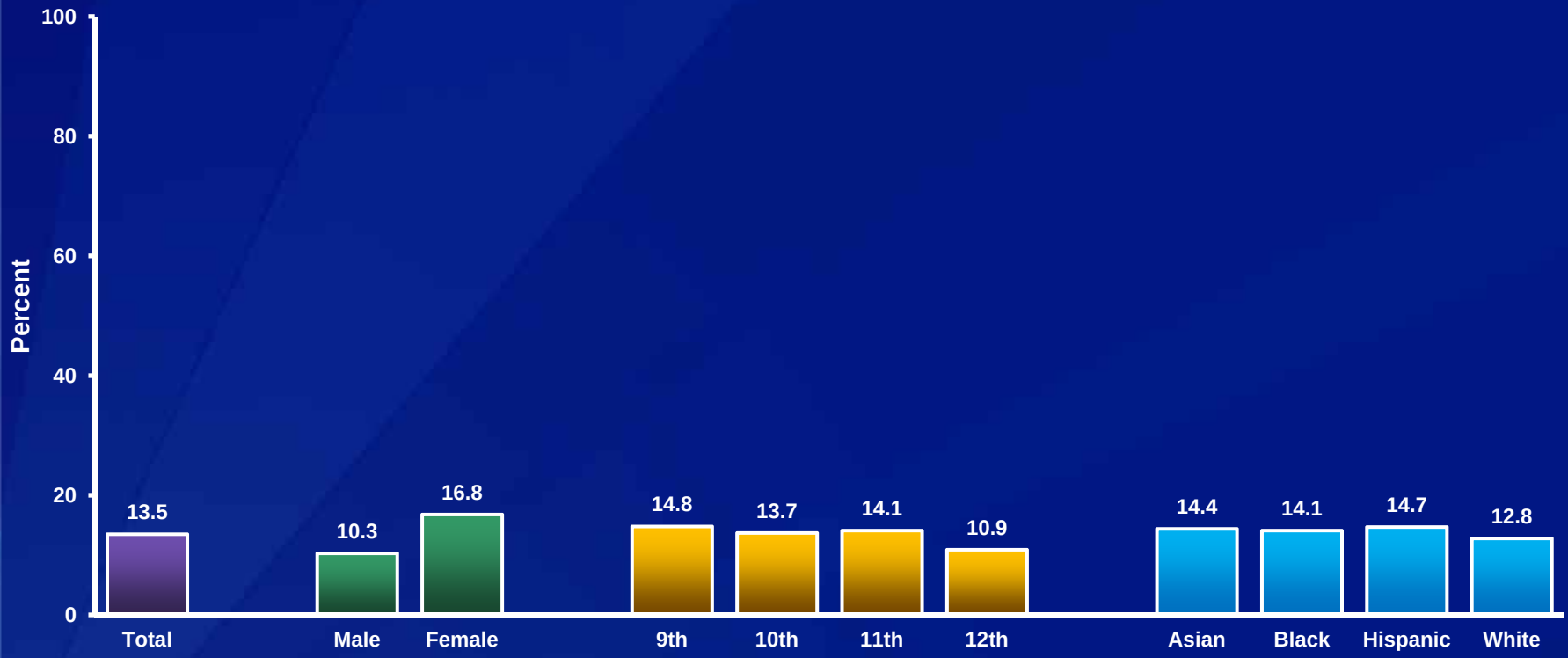


*Among students who report having felt sad, empty, hopeless, angry, or anxious

†Decreased 2005-2017, increased 2005-2009, decreased 2009-2017 [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).]

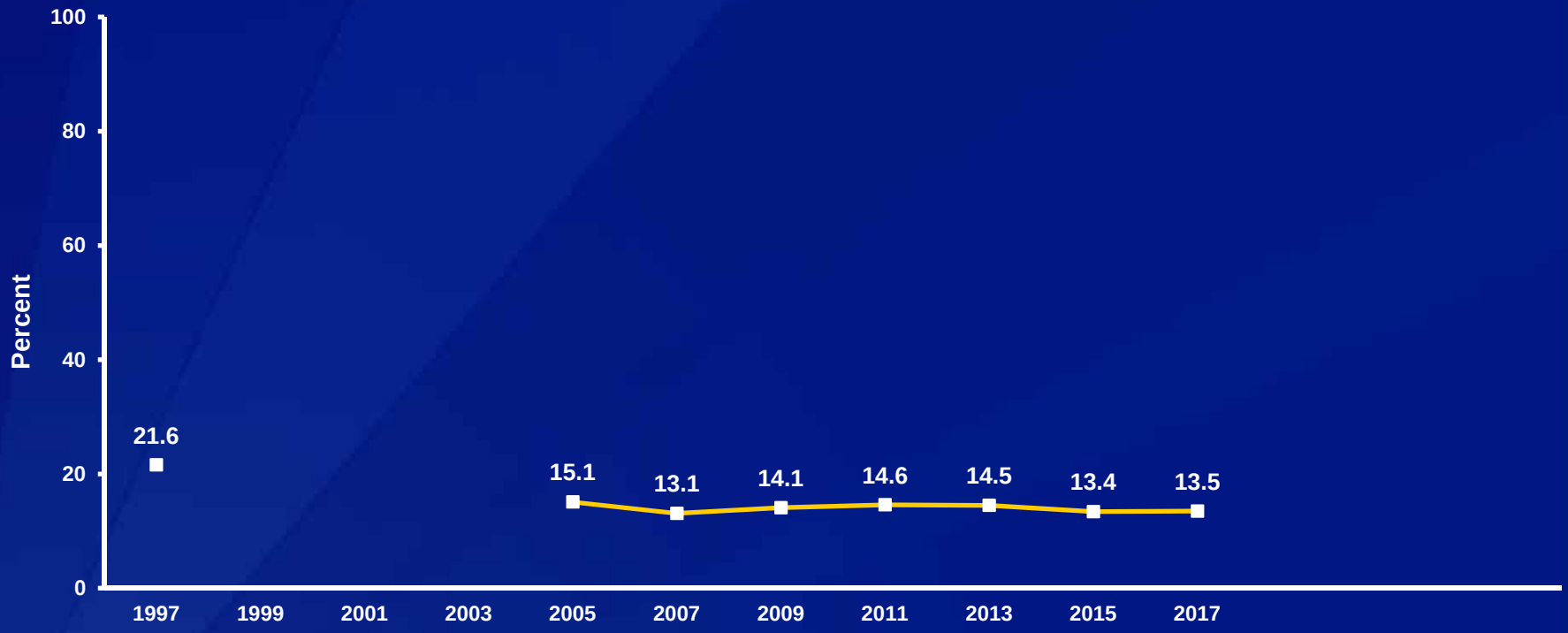
Note: This graph contains weighted results.

Percentage of High School Students Who Seriously Considered Attempting Suicide,* by Sex,† Grade, and Race/Ethnicity, 2017



*Ever 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Seriously Considered Attempting Suicide,* 1997-2017†



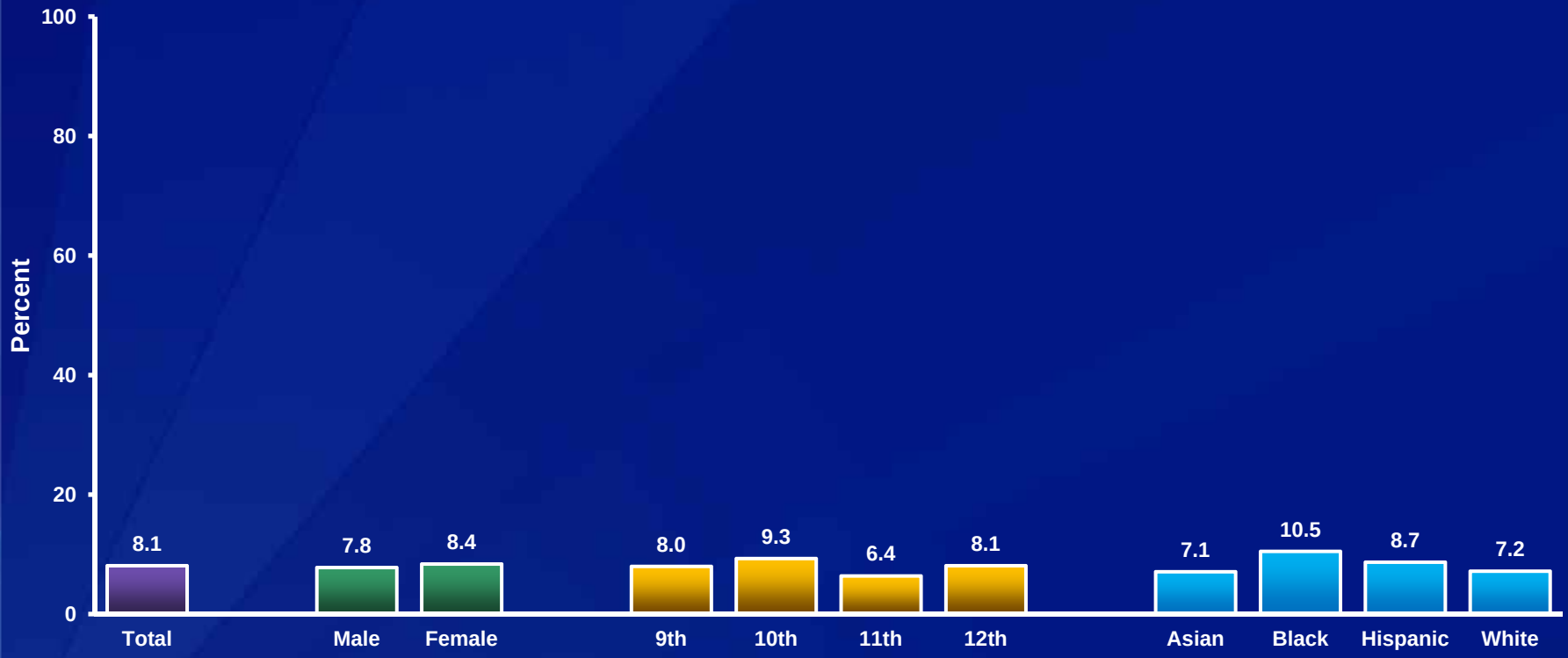
*Ever during the 12 months before the survey

†Decreased 1997-2017, decreased 1997-2007, no change 2007-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

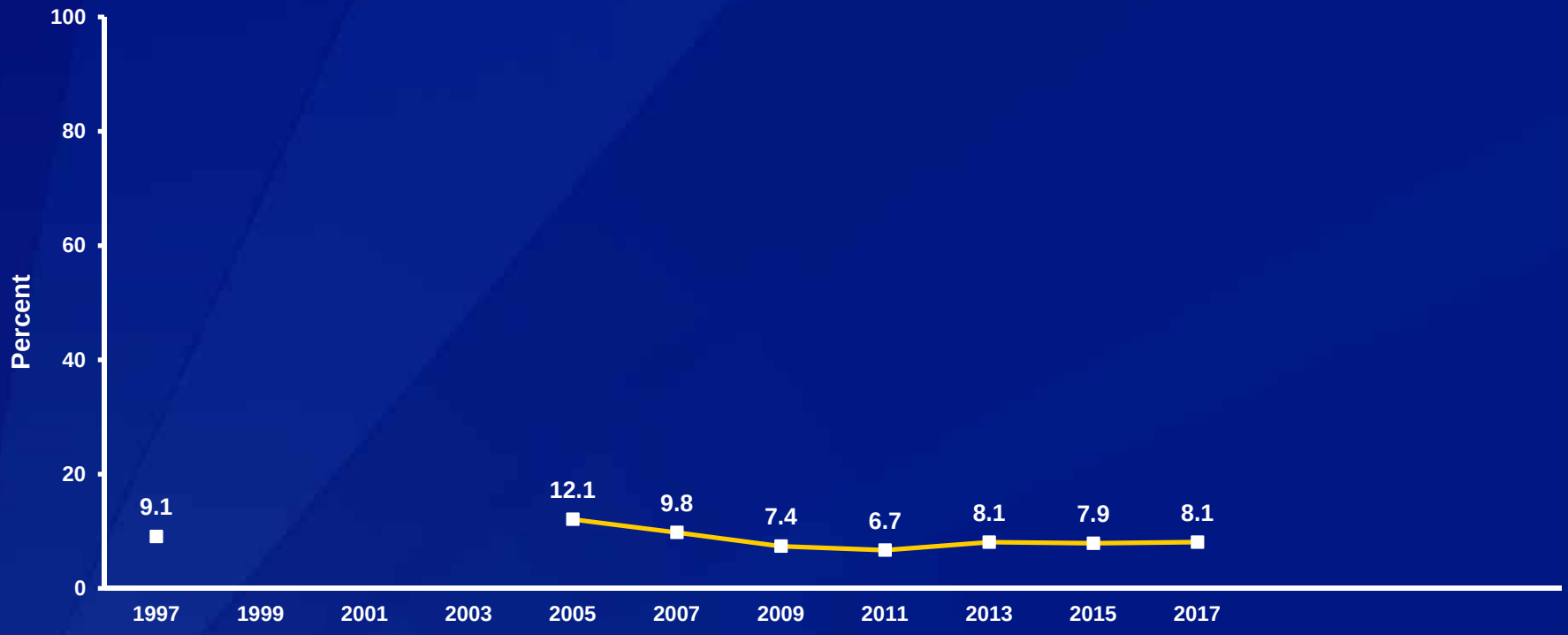
Percentage of High School Students Who Attempted Suicide,* by Sex, Grade, and Race/Ethnicity, 2017



*One or more times during the 12 months before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN28

Percentage of High School Students Who Attempted Suicide,* 1997-2017†



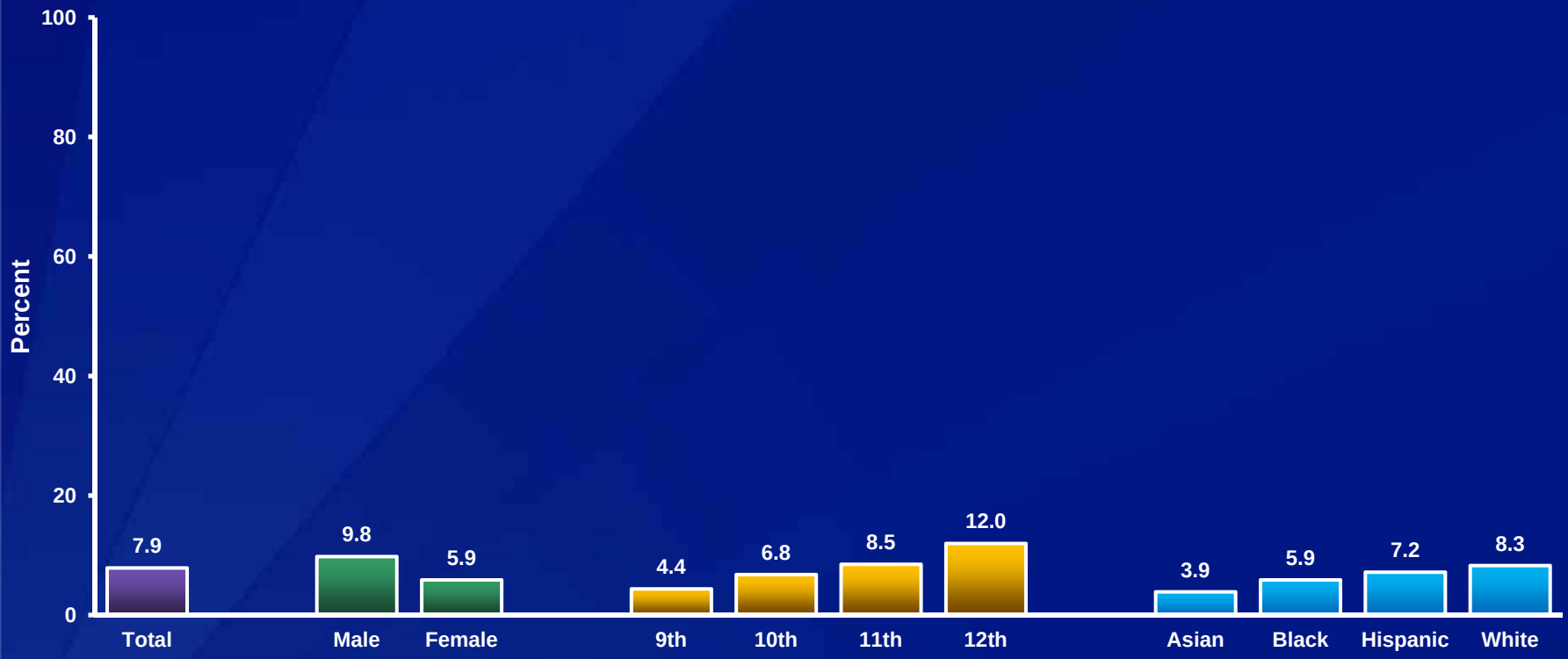
*One or more times during the 12 months before the survey

†Decreased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes,* by Sex, Grade,† and Race/Ethnicity,† 2017



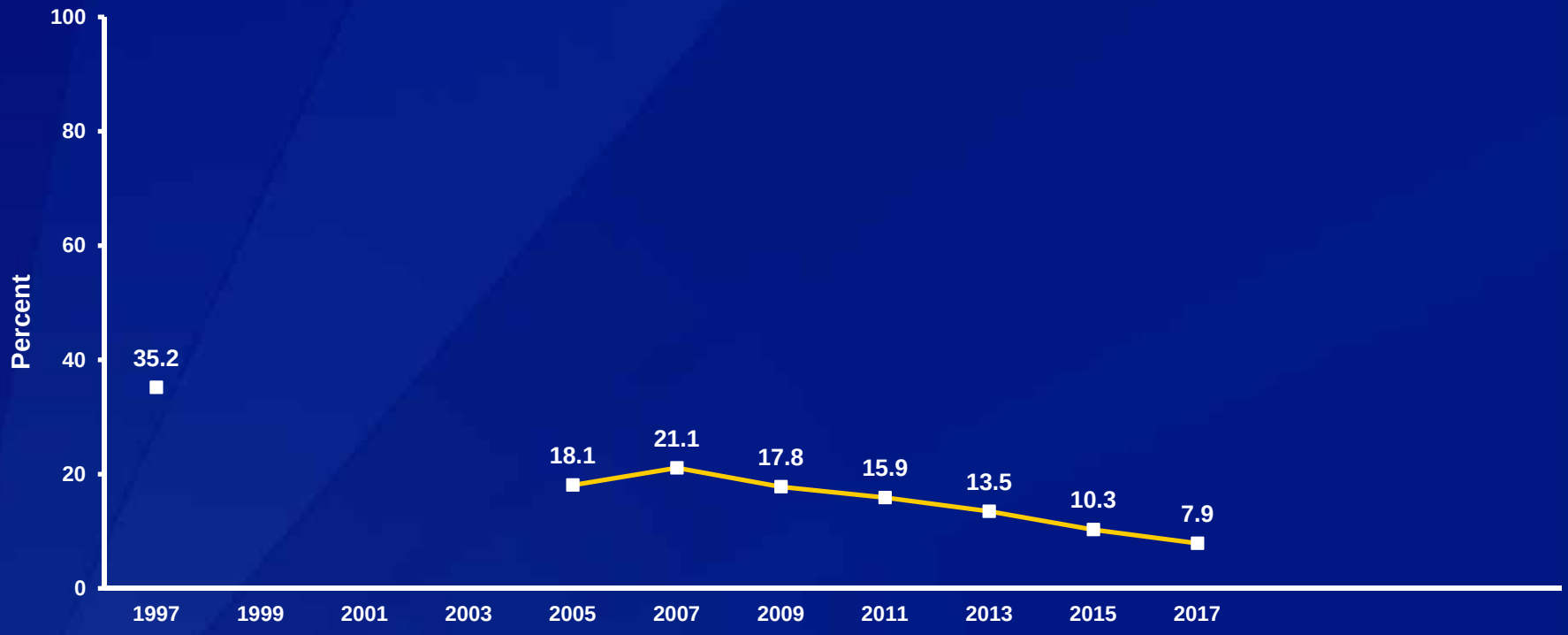
*On at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes,* 1997-2017†



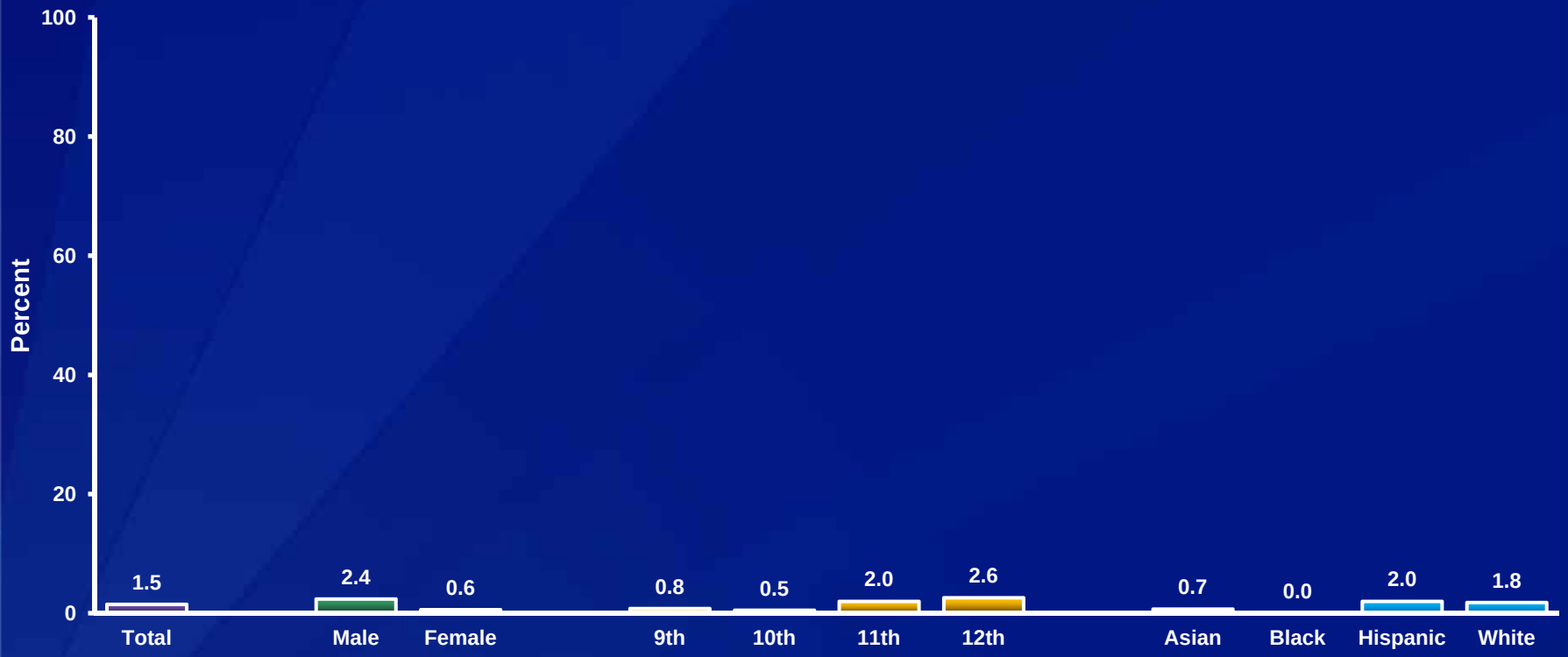
*On at least 1 day during the 30 days before the survey

†Decreased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

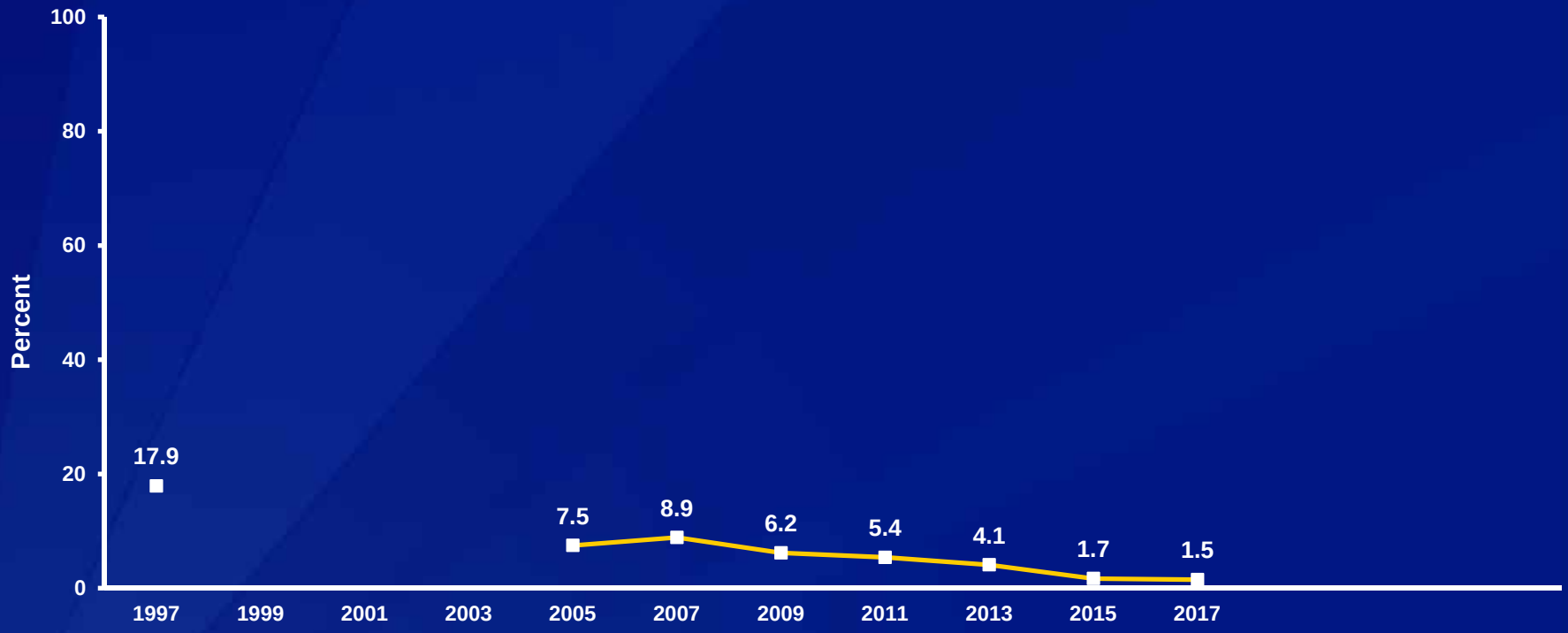
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes Frequently,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*On 20 or more days during the 30 days before the survey
†M > F; 12th > 9th, 12th > 10th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes Frequently,* 1997-2017†



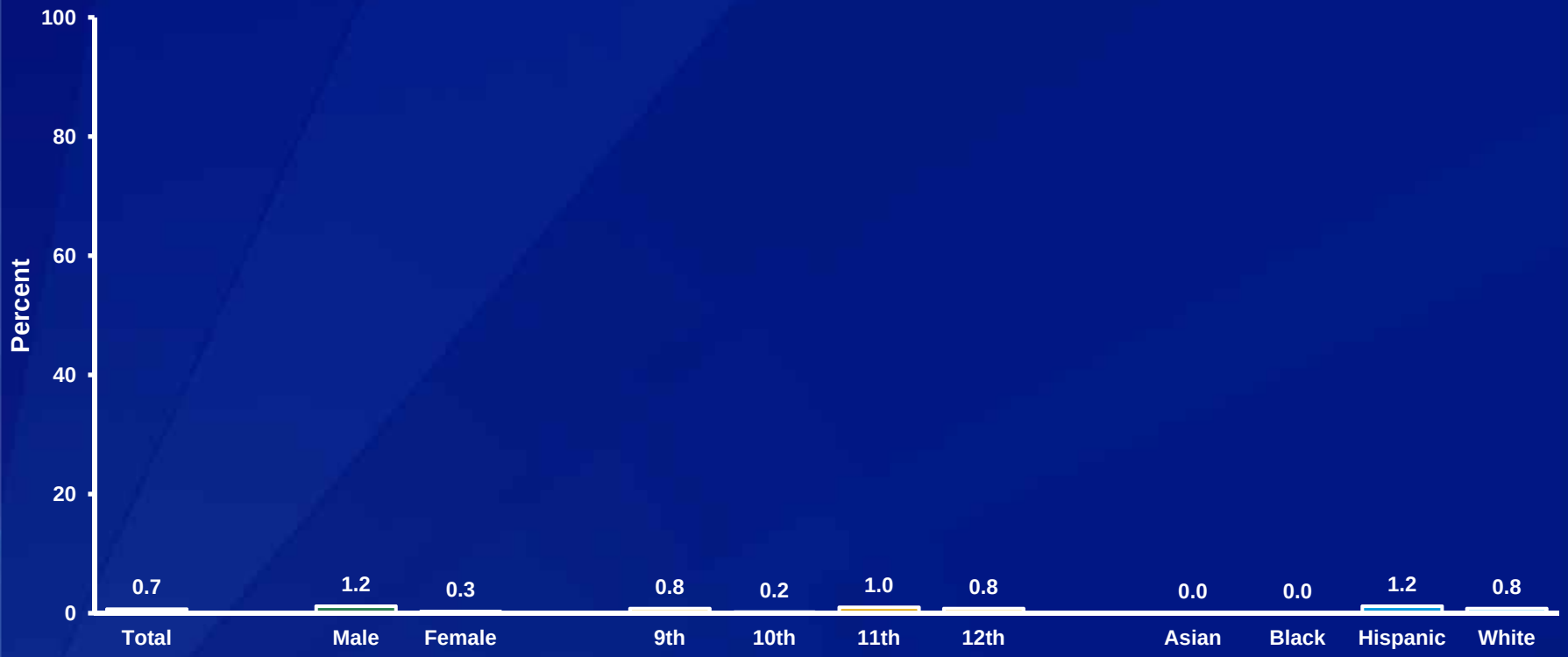
*On 20 or more days during the 30 days before the survey

†Decreased 1997-2017, decreased 1997-2011, decreased 2011-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes Daily,* by Sex, Grade, and Race/Ethnicity,† 2017



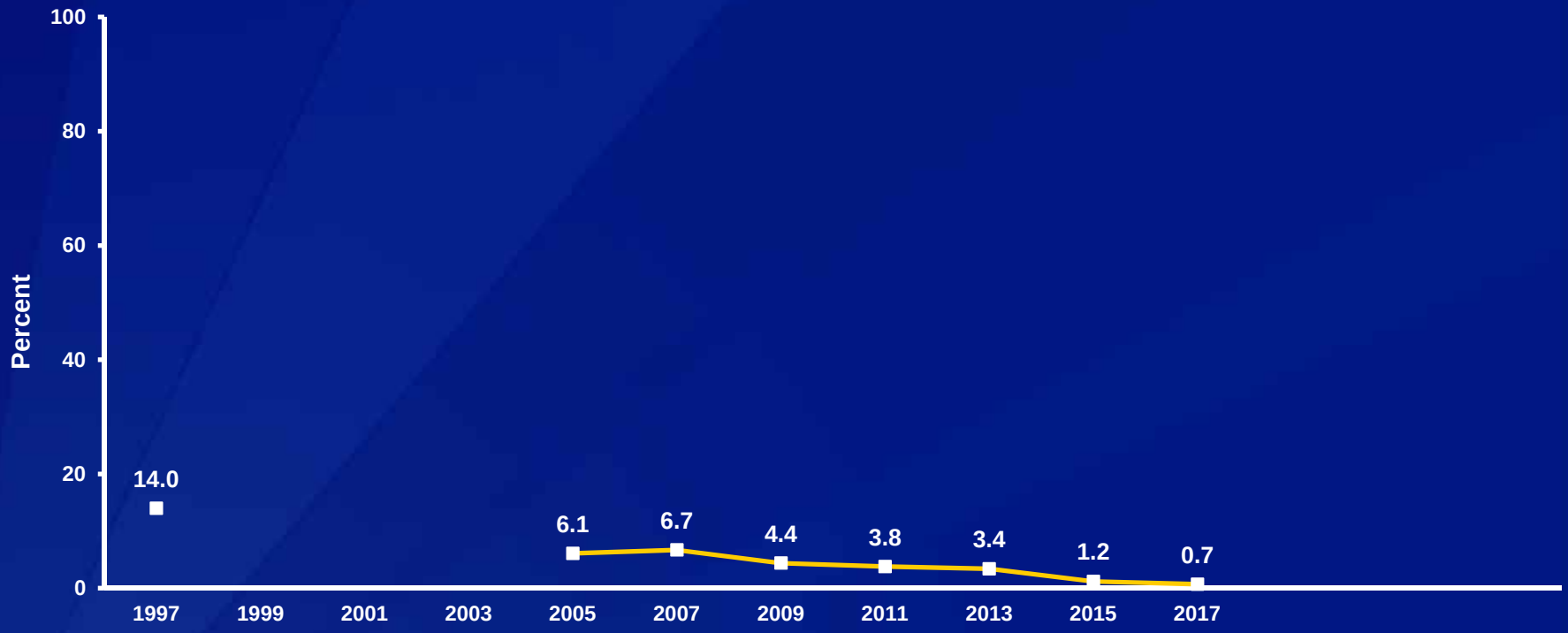
*On all 30 days during the 30 days before the survey

†H > A, H > B, W > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Smoked Cigarettes Daily,* 1997-2017†



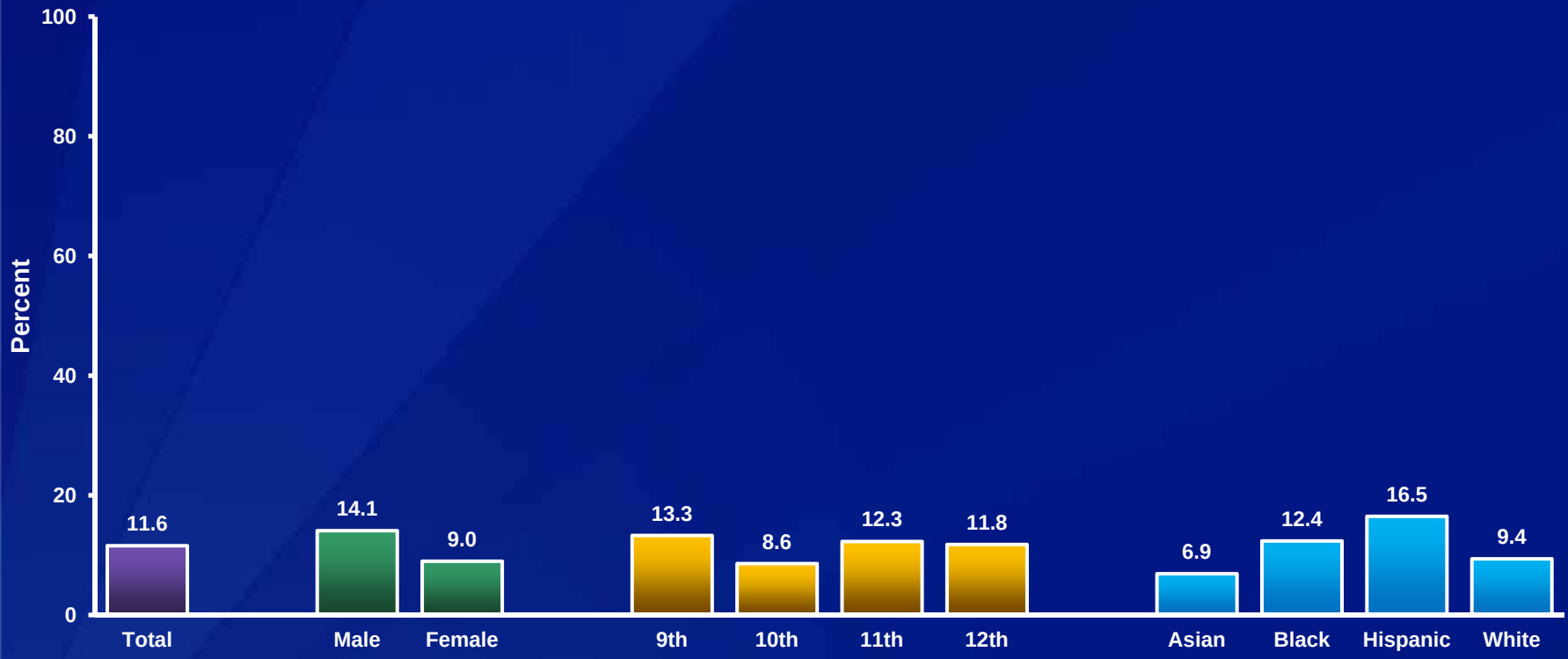
*On all 30 days during the 30 days before the survey

†Decreased 1997-2017, decreased 1997-2013, decreased 2013-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,* by Sex,† Grade, and Race/Ethnicity,† 2017



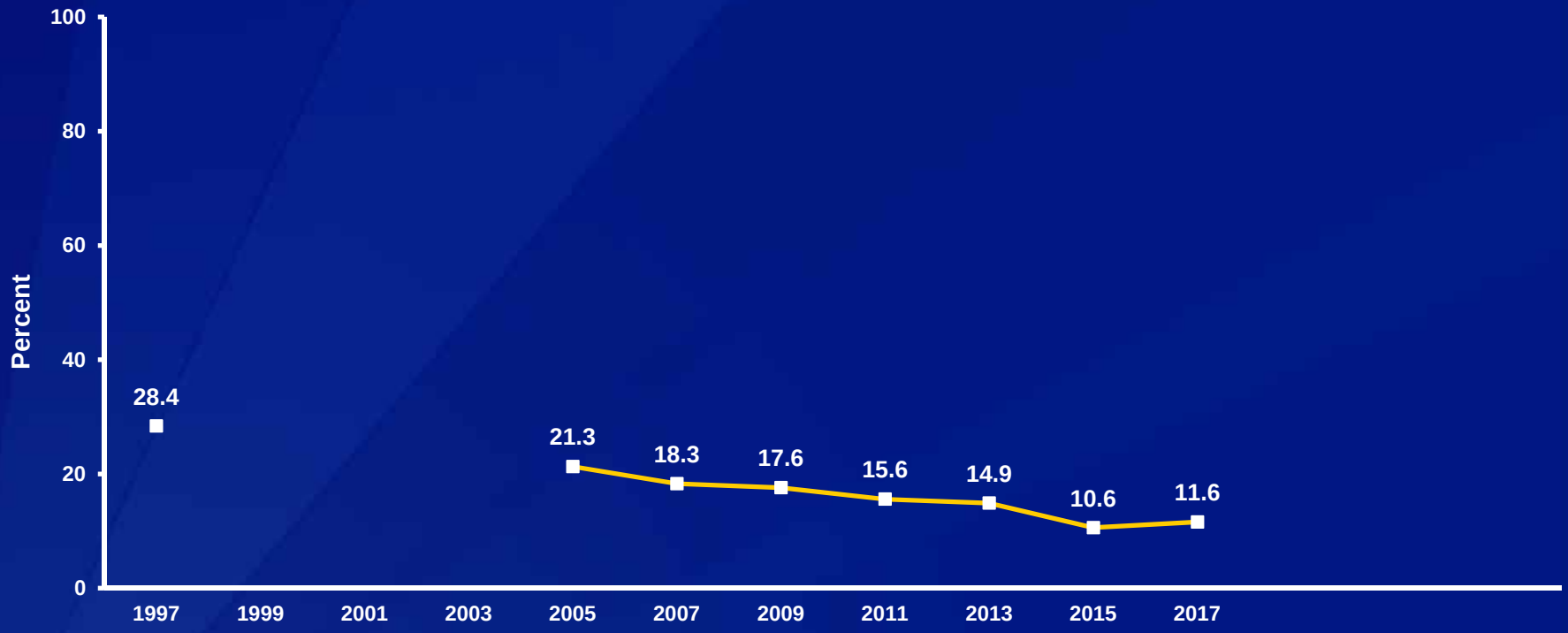
*Other than a few sips

†M > F; 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Had Their First Drink of Alcohol Before Age 13 Years,* 1997-2017†



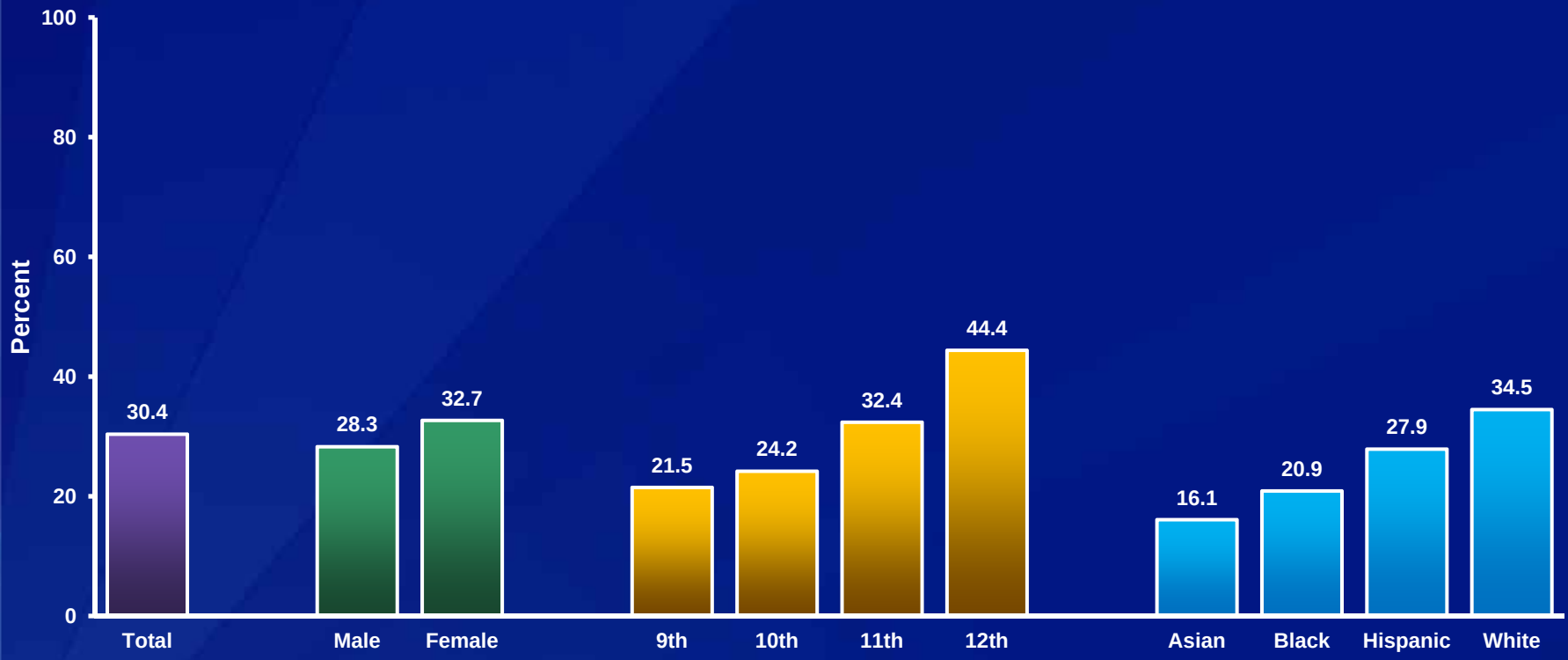
*Other than a few sips

†Decreased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Drank Alcohol,* by Sex, Grade,† and Race/Ethnicity,† 2017



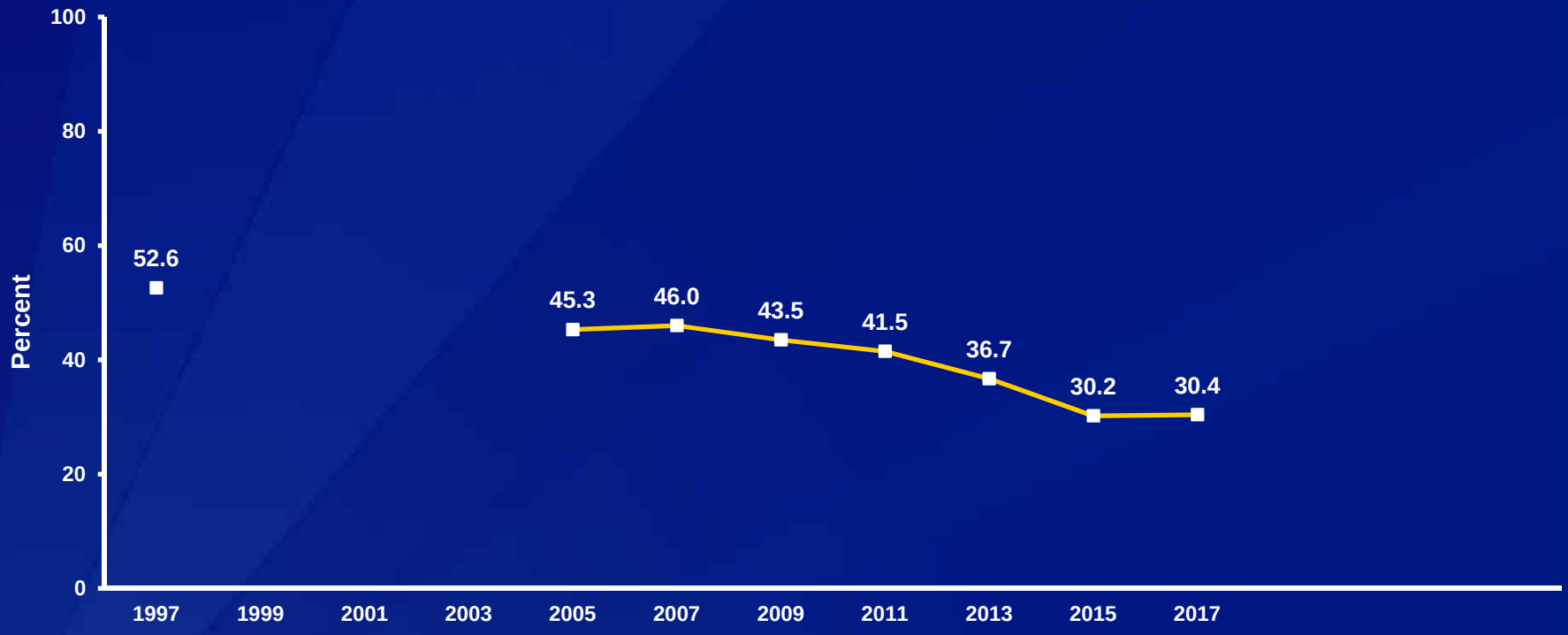
*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

†11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > A, W > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Drank Alcohol,* 1997-2017†



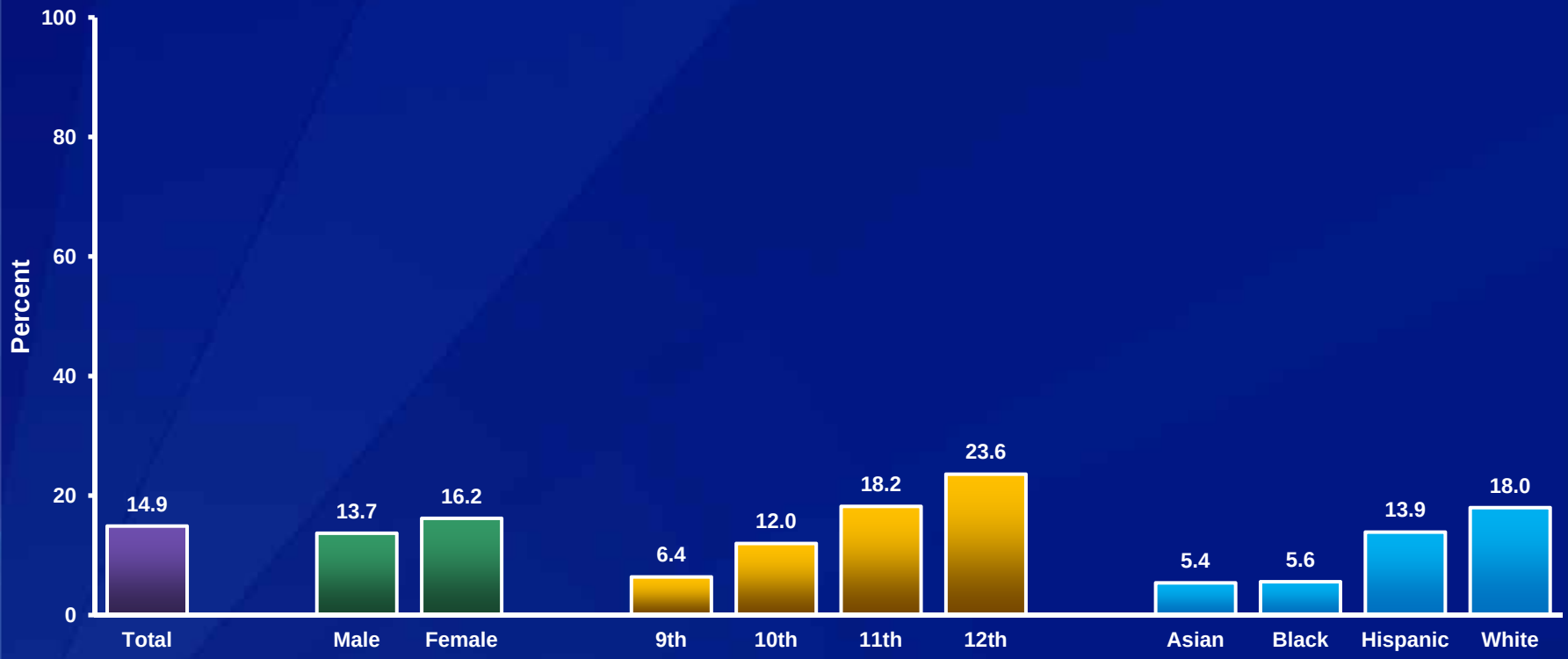
*At least one drink of alcohol, on at least 1 day during the 30 days before the survey

†Decreased 1997-2017, decreased 1997-2009, decreased 2009-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Were Binge Drinking,* by Sex, Grade,† and Race/Ethnicity,† 2017



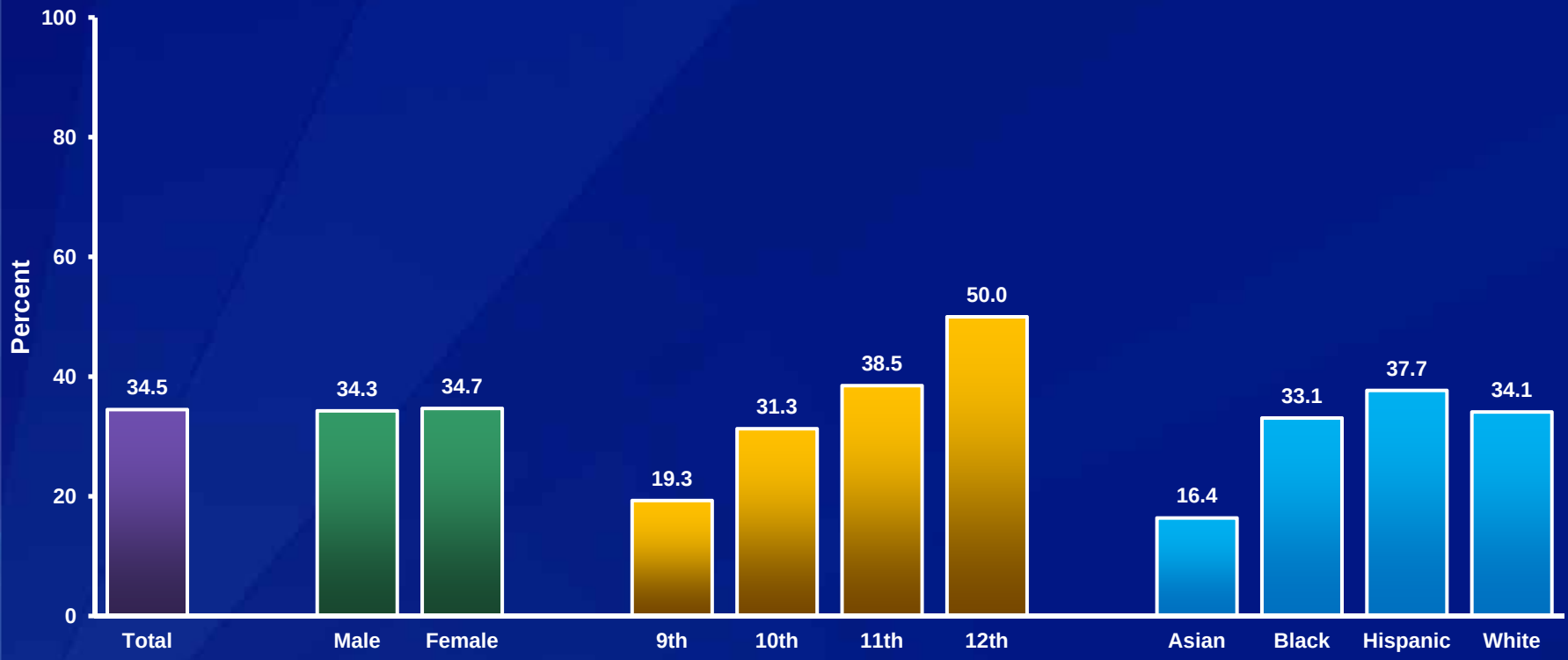
*Had four or more drinks of alcohol in a row for female students or five or more drinks of alcohol in a row for male students, within a couple of hours, on at least 1 day during the 30 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Marijuana,* by Sex, Grade,† and Race/Ethnicity,† 2017



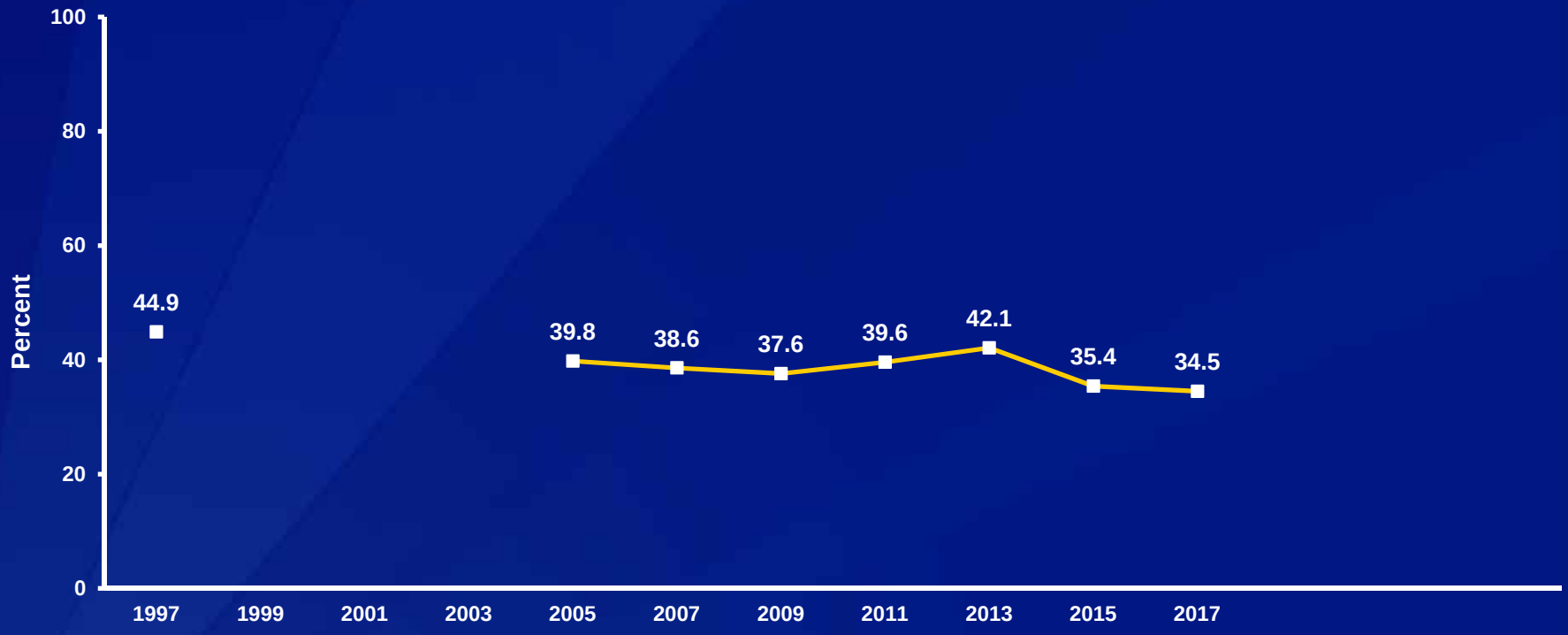
*One or more times during their life

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Marijuana,* 1997-2017†



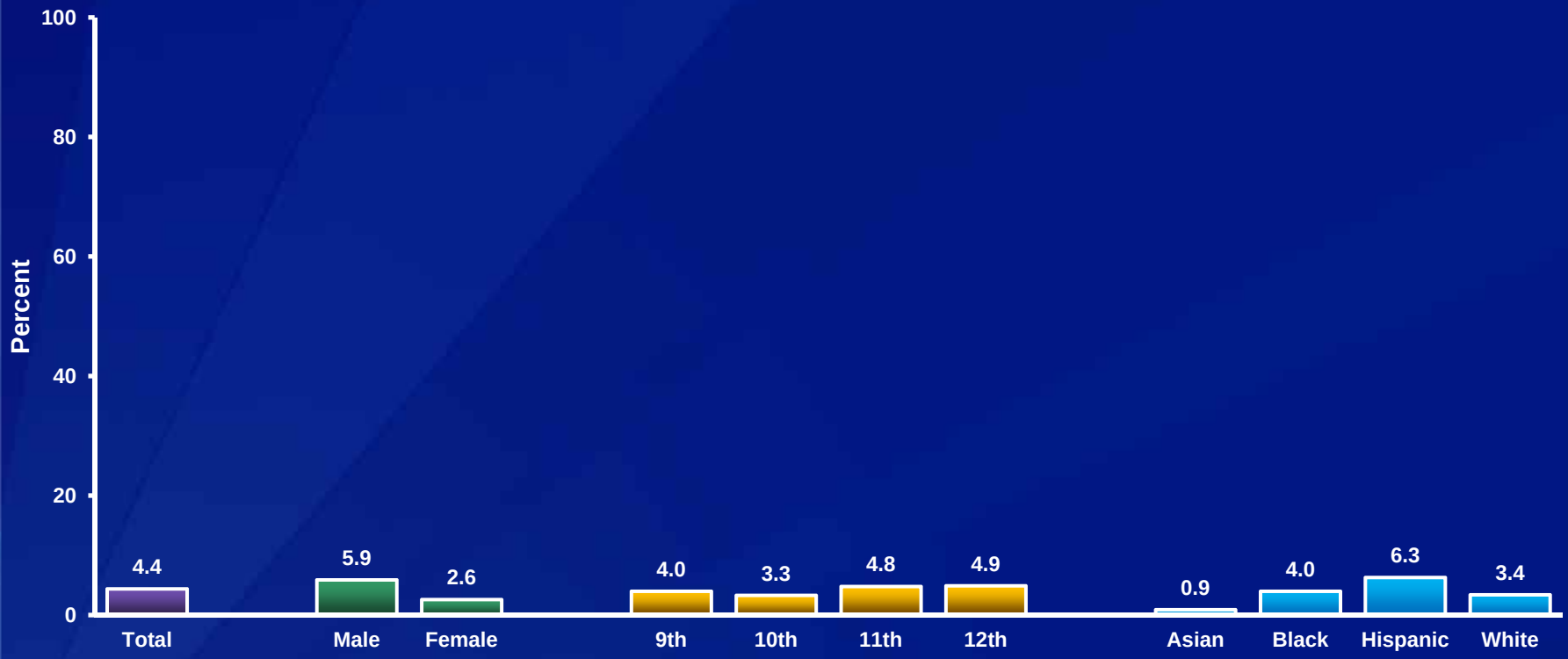
*One or more times during their life

†Decreased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

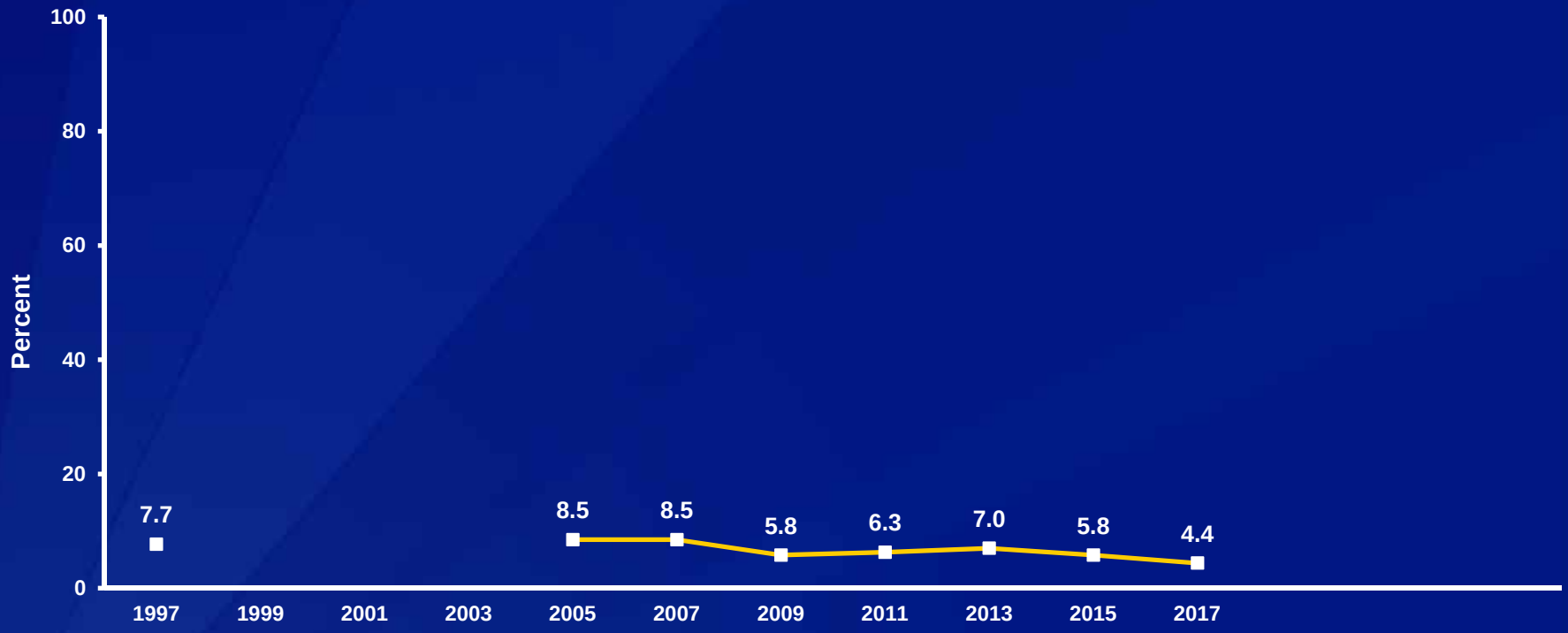
Note: This graph contains weighted results.

Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, by Sex,* Grade, and Race/Ethnicity,* 2017



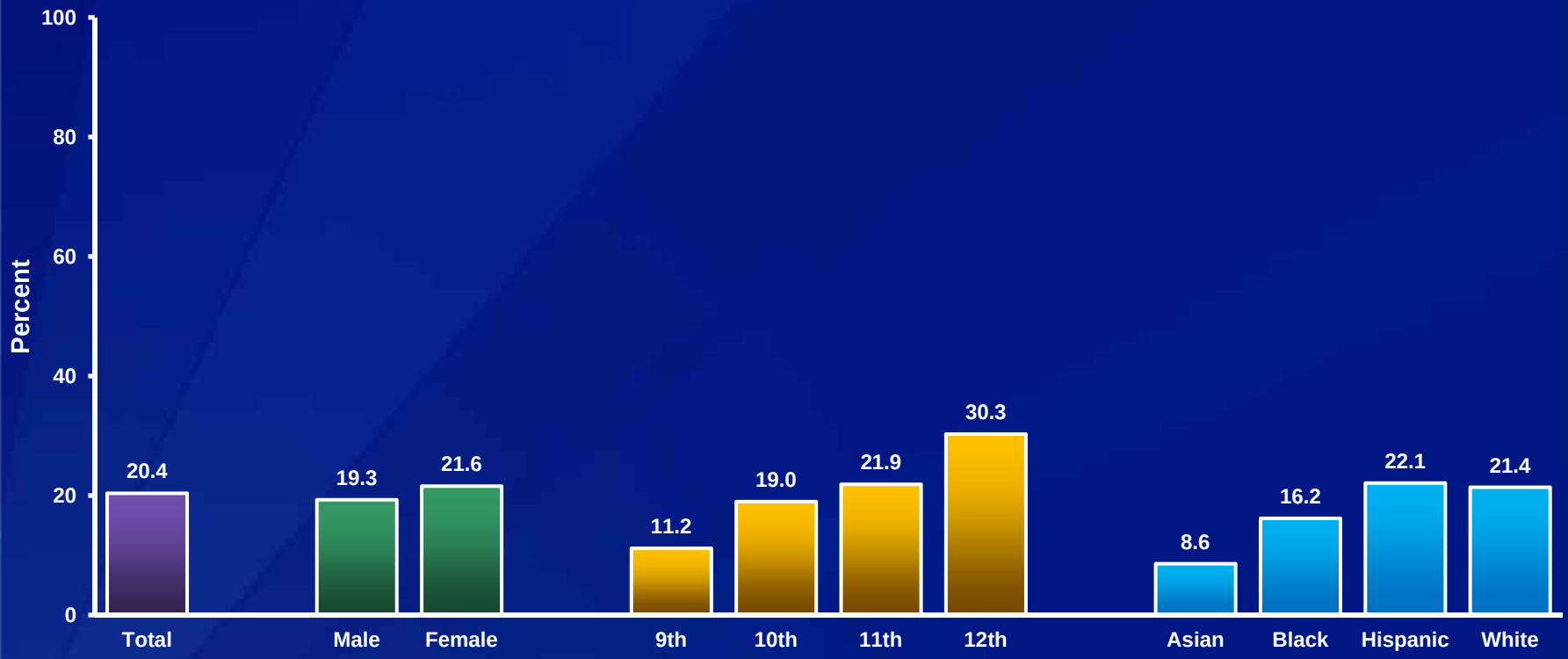
*M > F; B > A, H > A, H > W, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Tried Marijuana for the First Time Before Age 13 Years, 1997-2017*



*Decreased 1997-2017, decreased 1997-2013, decreased 2013-2017 [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).]
Data not available for 1999, 2001, 2003.
Note: This graph contains weighted results.

Percentage of High School Students Who Currently Used Marijuana,* by Sex, Grade,† and Race/Ethnicity,† 2017



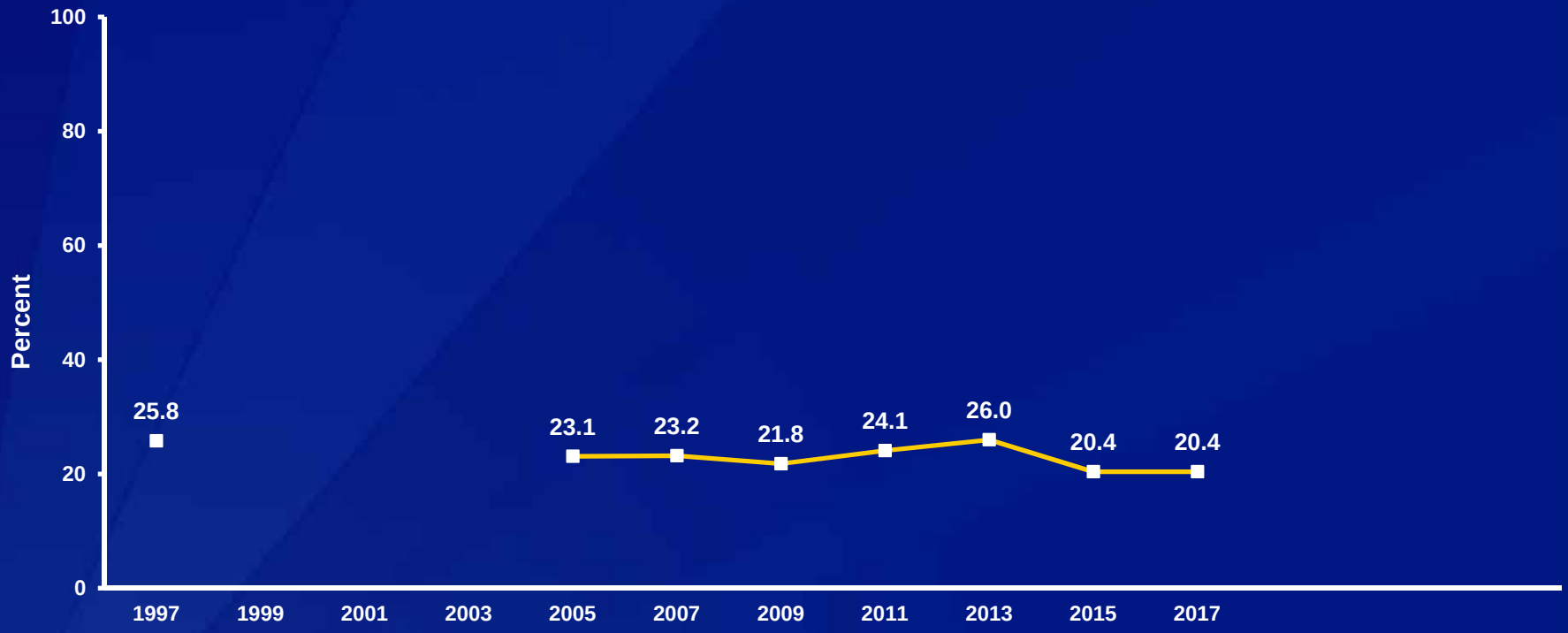
*One or more times during the 30 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Currently Used Marijuana,* 1997-2017†



*One or more times during the 30 days before the survey

†Decreased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Cocaine,* by Sex,† Grade, and Race/Ethnicity,† 2017

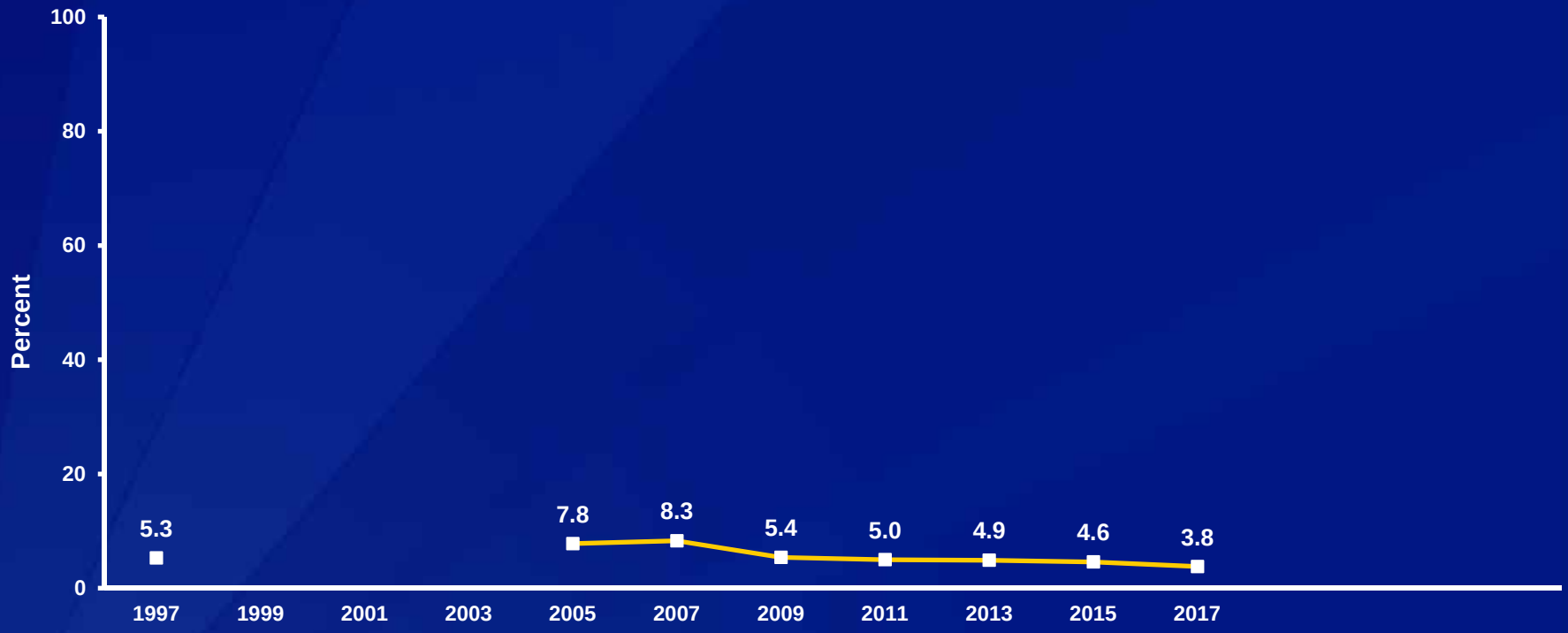
*Any form of cocaine, including powder, crack, or freebase, one or more times during their life

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Cocaine,* 1997-2017†



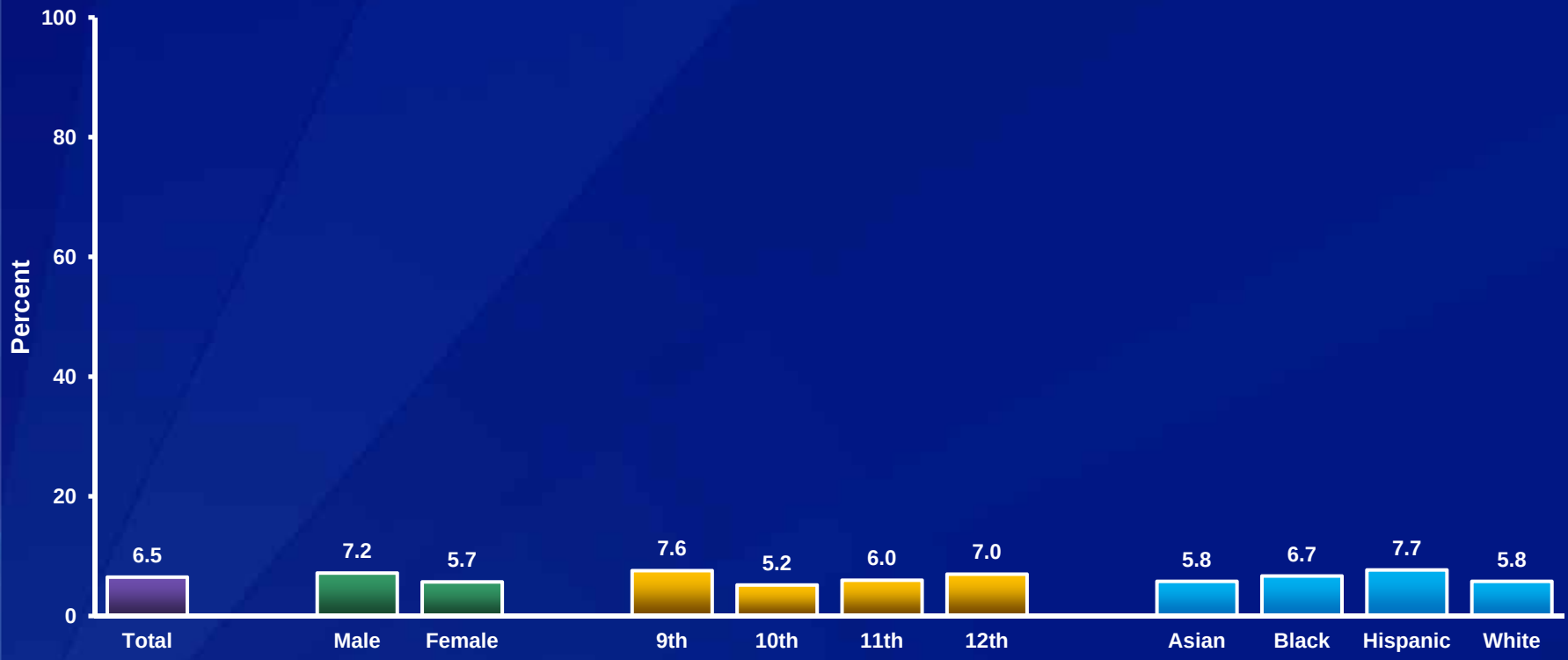
*Any form of cocaine, including powder, crack, or freebase, one or more times during their life

†Decreased 1997-2017, increased 1997-2007, decreased 2007-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Inhalants,* by Sex, Grade, and Race/Ethnicity, 2017

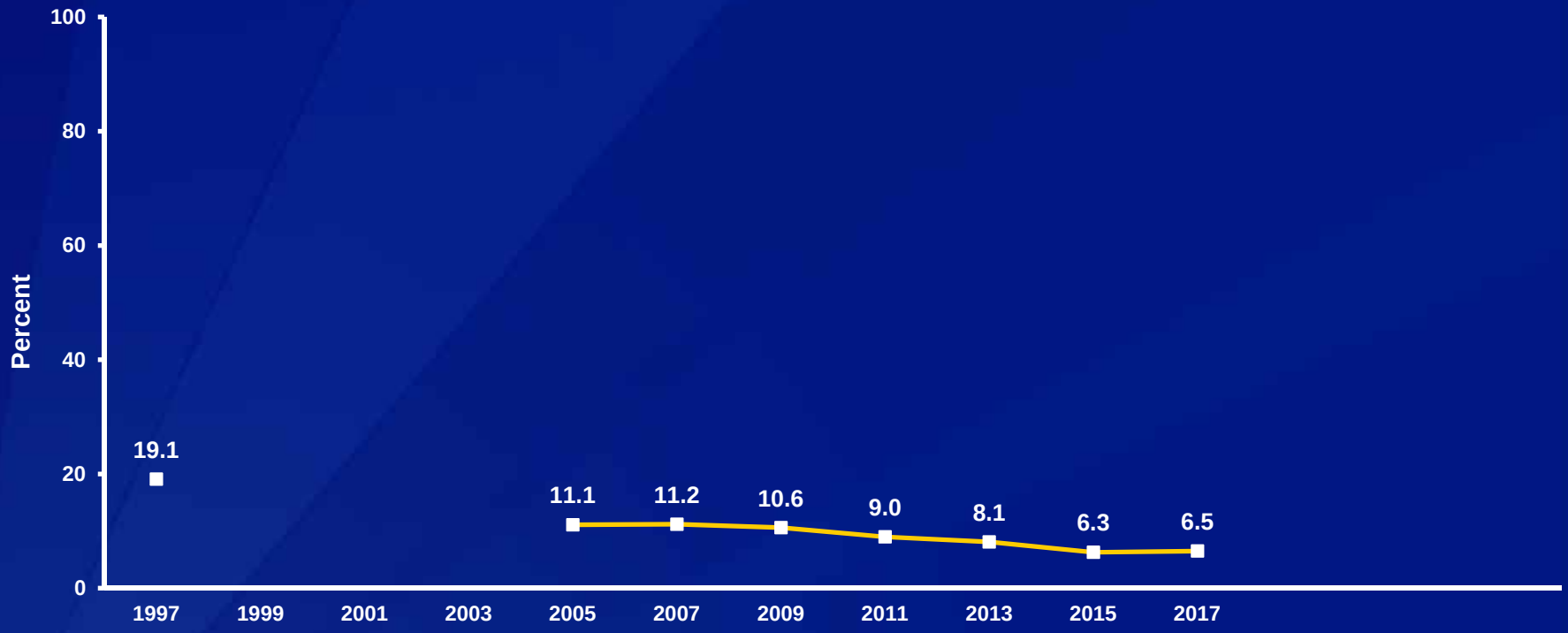


*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Inhalants,* 1997-2017†



*Sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life

†Decreased 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Heroin,* by Sex,† Grade, and Race/Ethnicity,† 2017

*Also called "smack," "junk," or "China White," one or more times during their life
†M > F; 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.
Note: This graph contains weighted results.

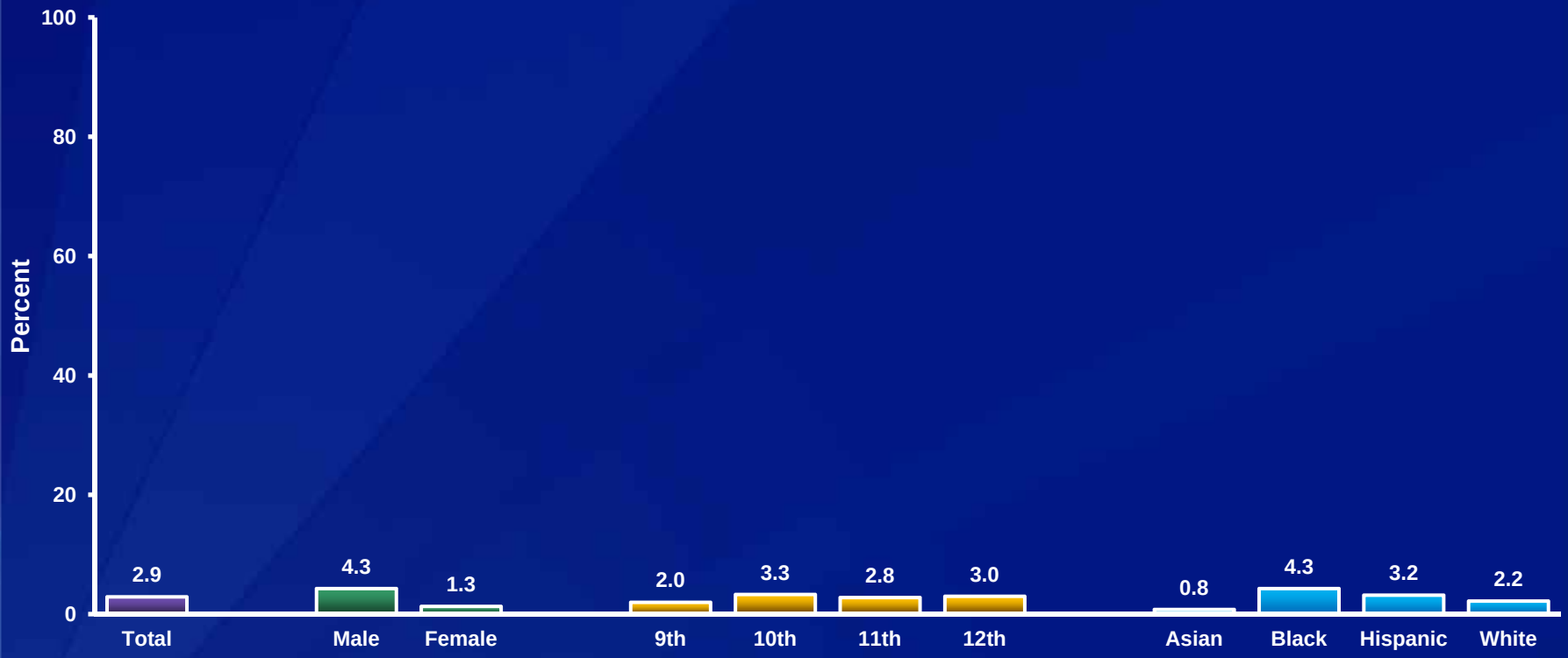
Percentage of High School Students Who Ever Used Heroin,* 2005-2017†

*Also called "smack," "junk," or "China White," one or more times during their life

†Decreased 2005-2017 [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).]

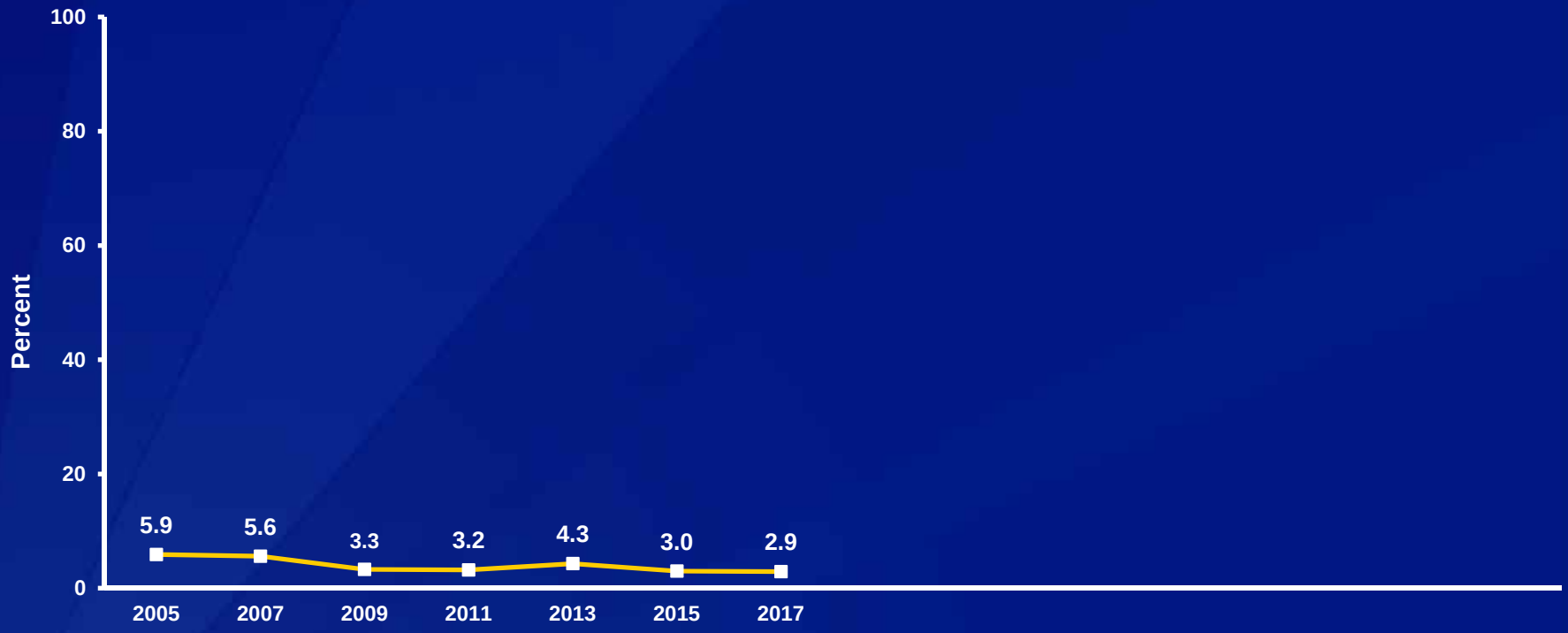
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Methamphetamines,* by Sex,† Grade, and Race/Ethnicity,† 2017



*Also called "speed," "crystal," "crank," or "ice," one or more times during their life
†M > F; B > A, 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Methamphetamines,* 2005-2017†

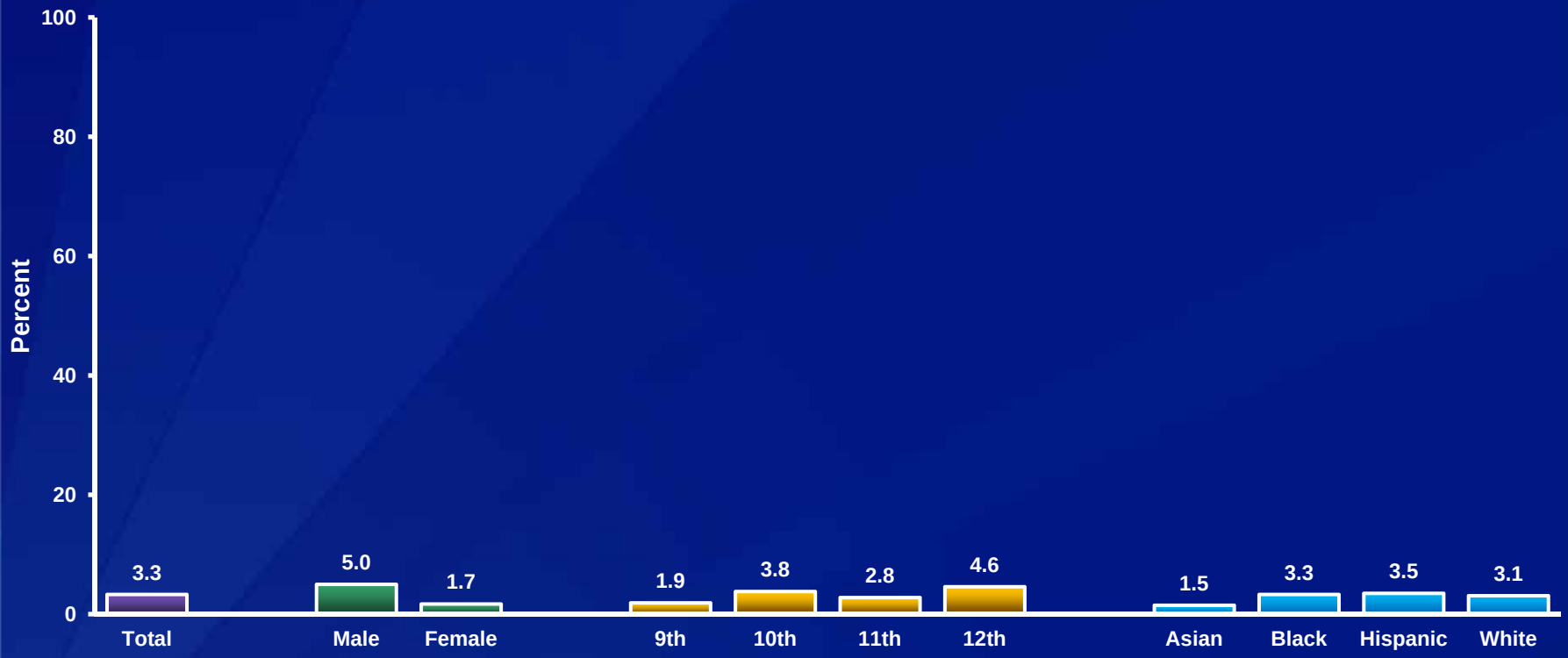


*Also called "speed," "crystal," "crank," or "ice," one or more times during their life

†Decreased 2005-2017 [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).]

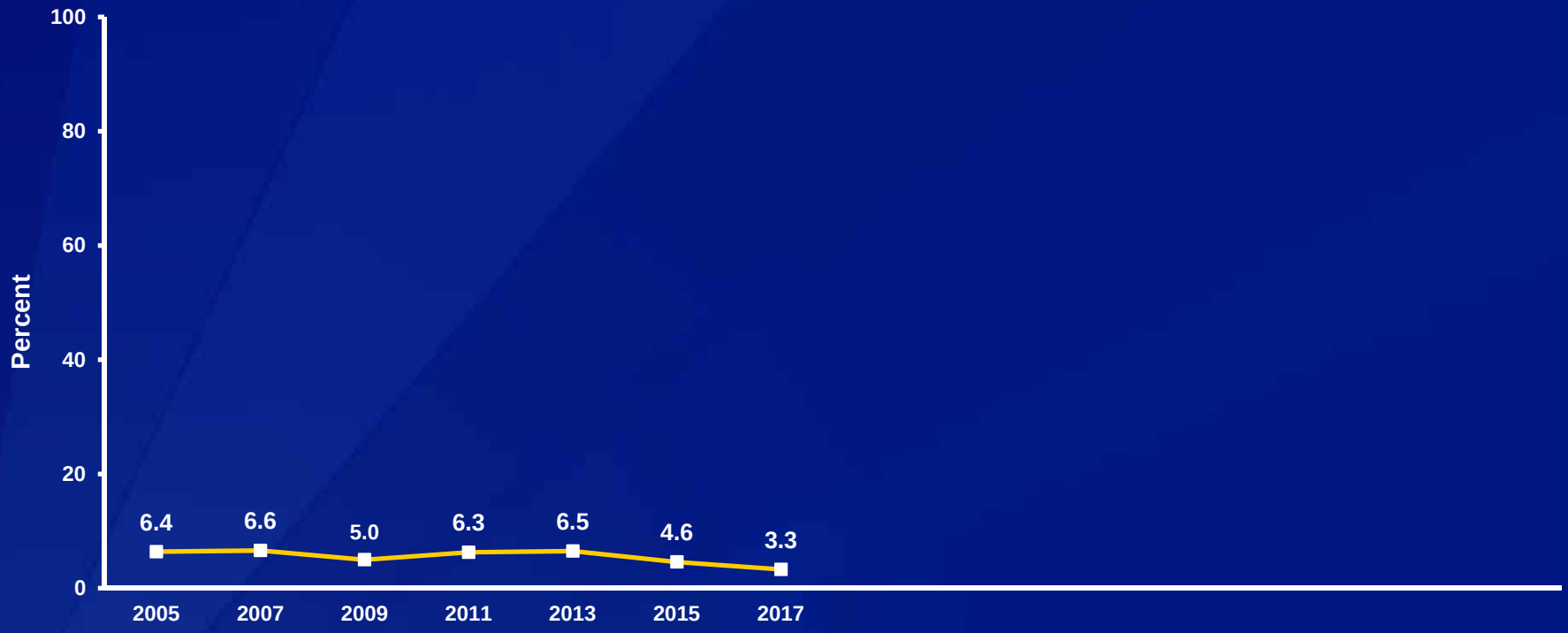
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Ecstasy,* by Sex,† Grade, and Race/Ethnicity, 2017



*Also called "MDMA," one or more times during their life
†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.
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Ecstasy,* 2005-2017†

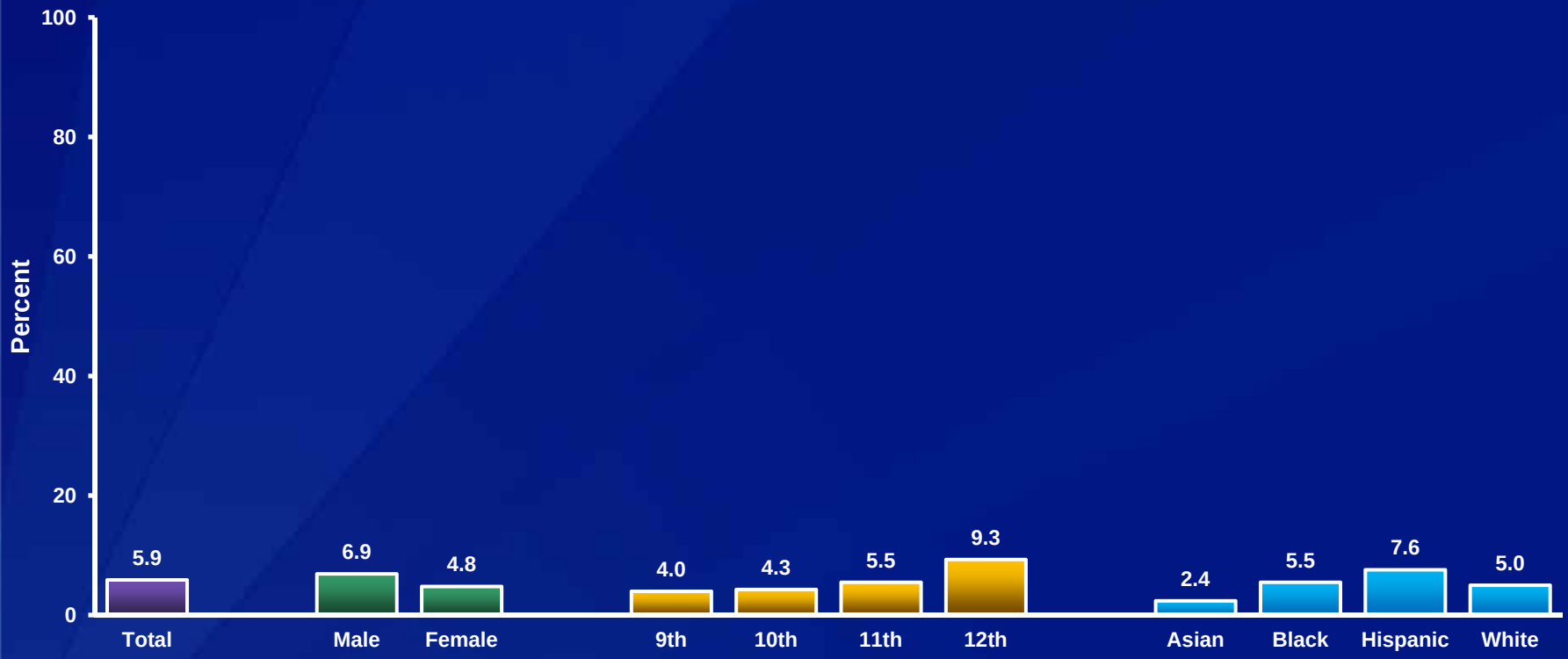


*Also called "MDMA," one or more times during their life

†Decreased 2005-2017, no change 2005-2013, decreased 2013-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Used Synthetic Marijuana,* by Sex, Grade,† and Race/Ethnicity,† 2017



*Also called "K2," "Spice," "fake weed," "King Kong," "Yucatan Fire," "Skunk," or "Moon Rocks," one or more times during their life

†12th > 9th, 12th > 10th; 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.

Note: This graph contains weighted results.

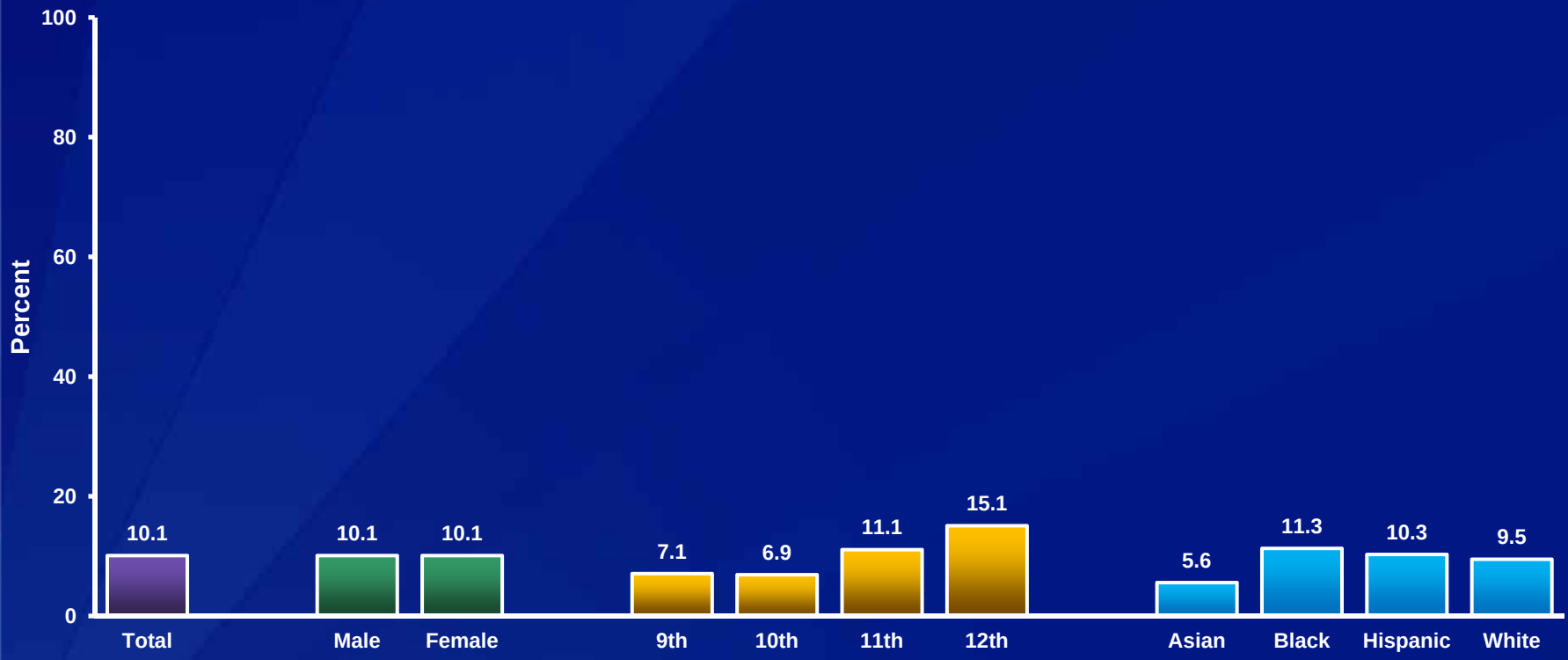
Percentage of High School Students Who Ever Used Synthetic Marijuana,* 2015-2017†

*Also called "K2," "Spice," "fake weed," "King Kong," "Yucatan Fire," "Skunk," or "Moon Rocks," one or more times during their life

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High 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, 2017



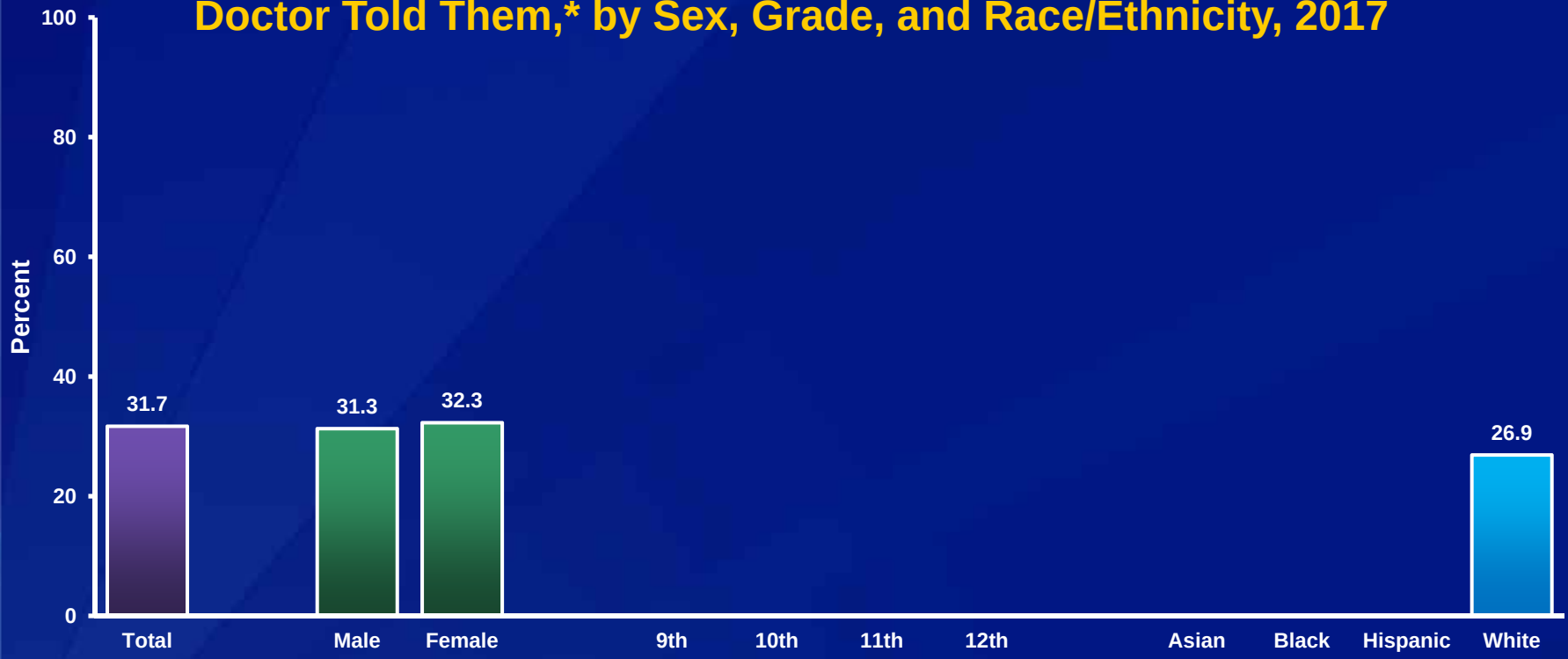
*Counting drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet, one or more times during their life

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Obtained Prescription Pain Medicine by Someone Giving It to Them or by Taking It from Their Home or Someone Else's Home the Last Time They Took Prescription Pain Medicine Without a Doctor's Prescription or Differently Than How a Doctor Told Them,* by Sex, Grade, and Race/Ethnicity, 2017



*Among students who had ever taken prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it

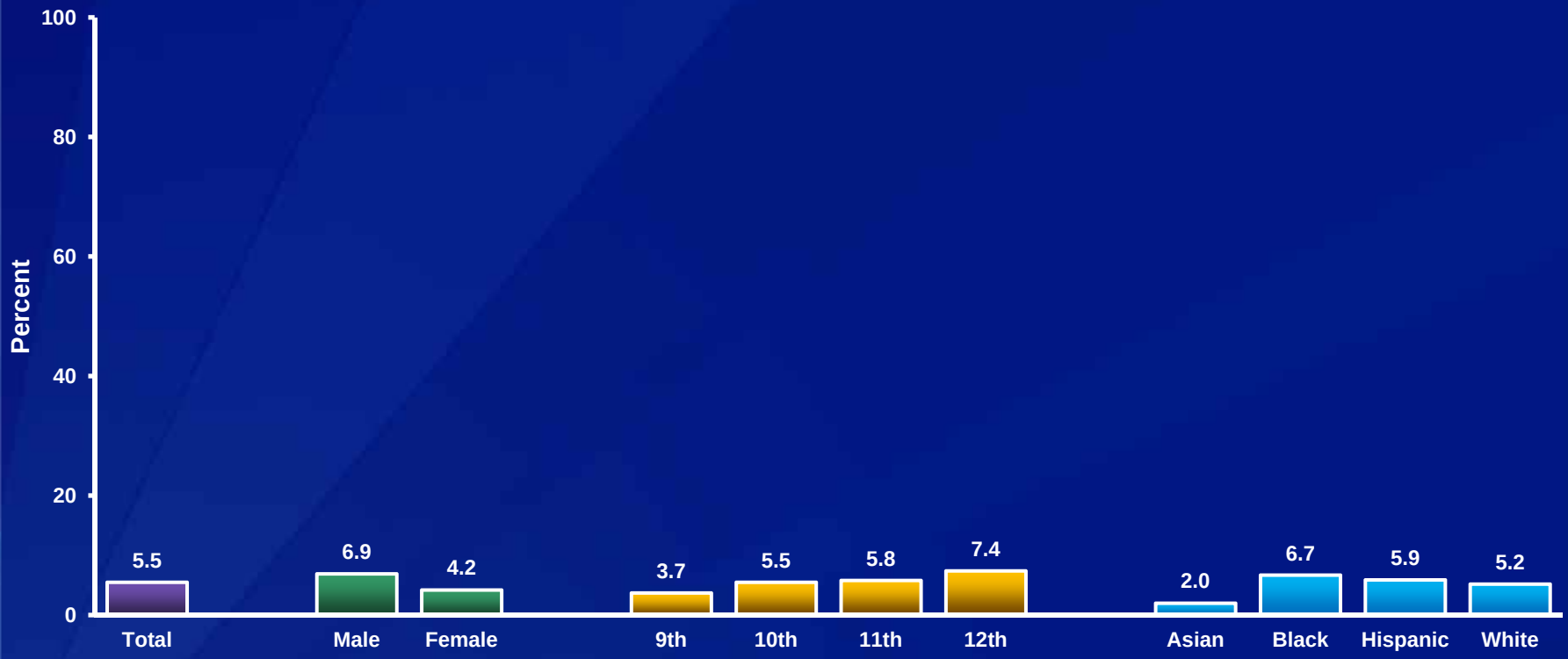
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.

Missing bar indicates fewer than 100 students in this subgroup.

Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN97

Percentage of High School Students Who Have Taken Over-The-Counter Drugs to Get High,* by Sex,† Grade, and Race/Ethnicity,† 2017



*One or more times during their life
†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.
Note: This graph contains weighted results.

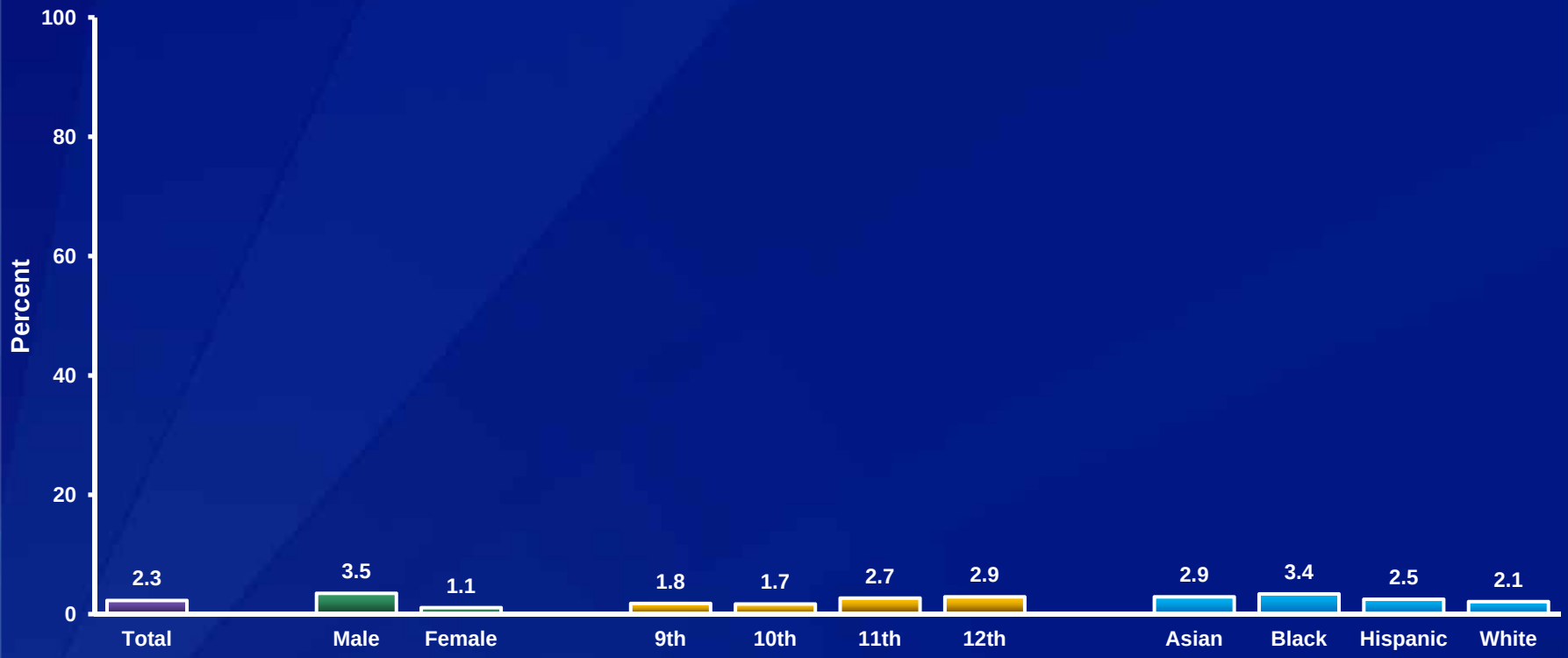
Percentage of High School Students Who Have Taken Over-The-Counter Drugs to Get High,* 2005-2017†

*One or more times during their life

†Decreased 2005-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ever Injected Any Illegal Drug,* by Sex,† Grade, and Race/Ethnicity, 2017



*Used a needle to inject any illegal drug into their body, one or more times during their life

†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.

Note: This graph contains weighted results.

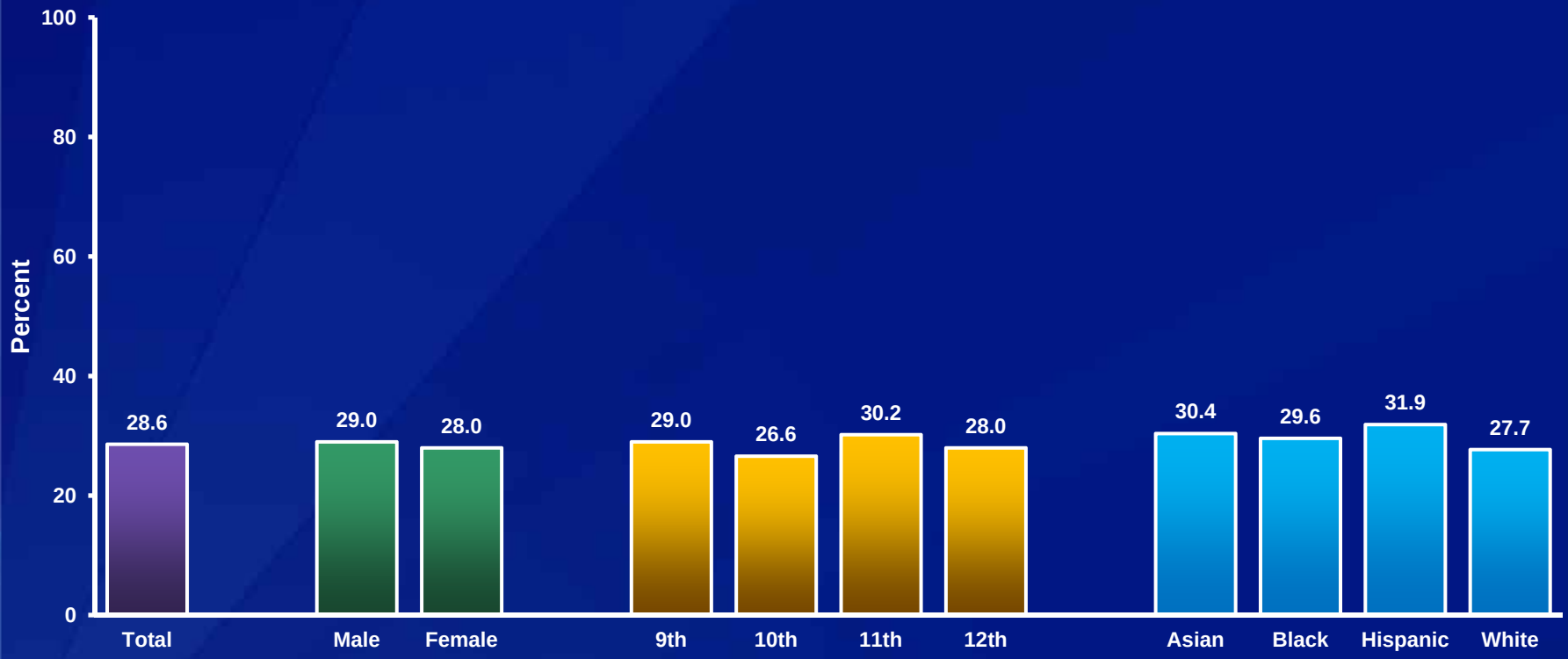
Percentage of High School Students Who Ever Injected Any Illegal Drug,* 2013-2017†

*Used a needle to inject any illegal drug into their body, one or more times during their life

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

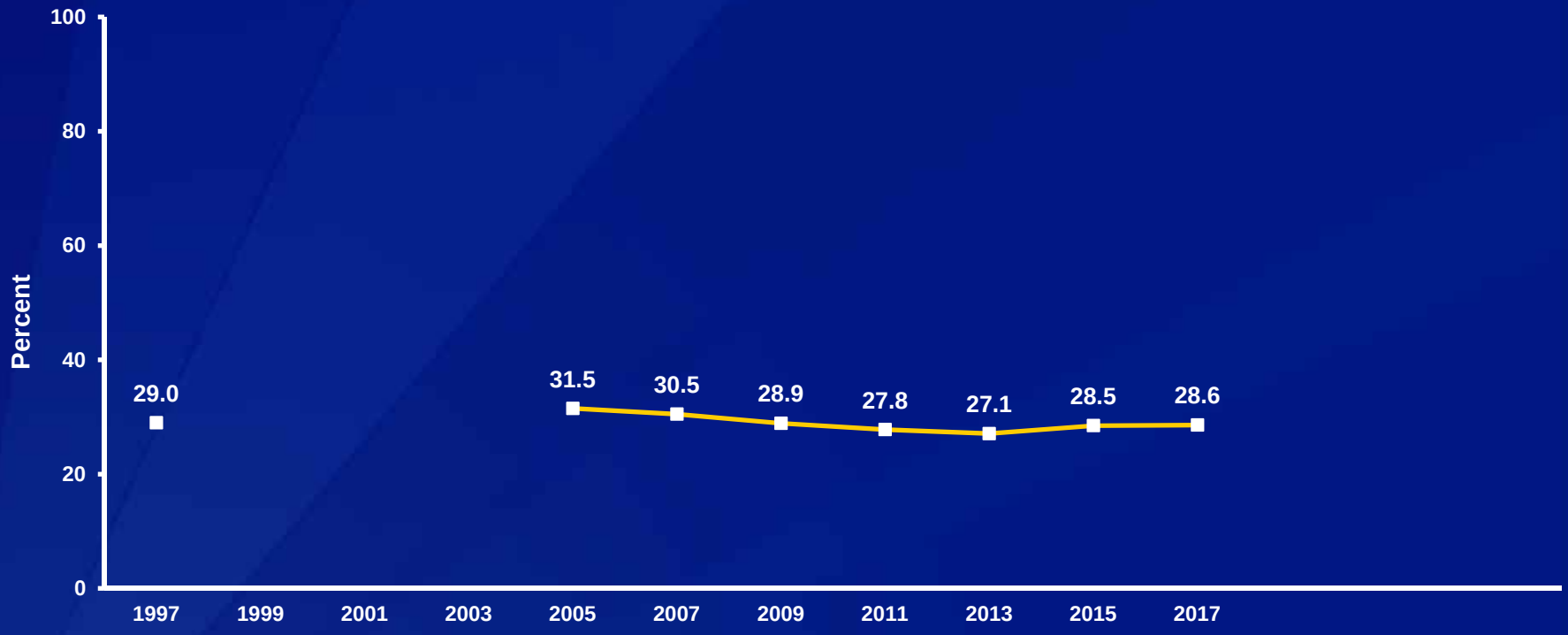
Note: This graph contains weighted results.

Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,* by Sex, Grade, and Race/Ethnicity,† 2017



*During the 12 months 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Offered, Sold, or Given an Illegal Drug on School Property,* 1997-2017†



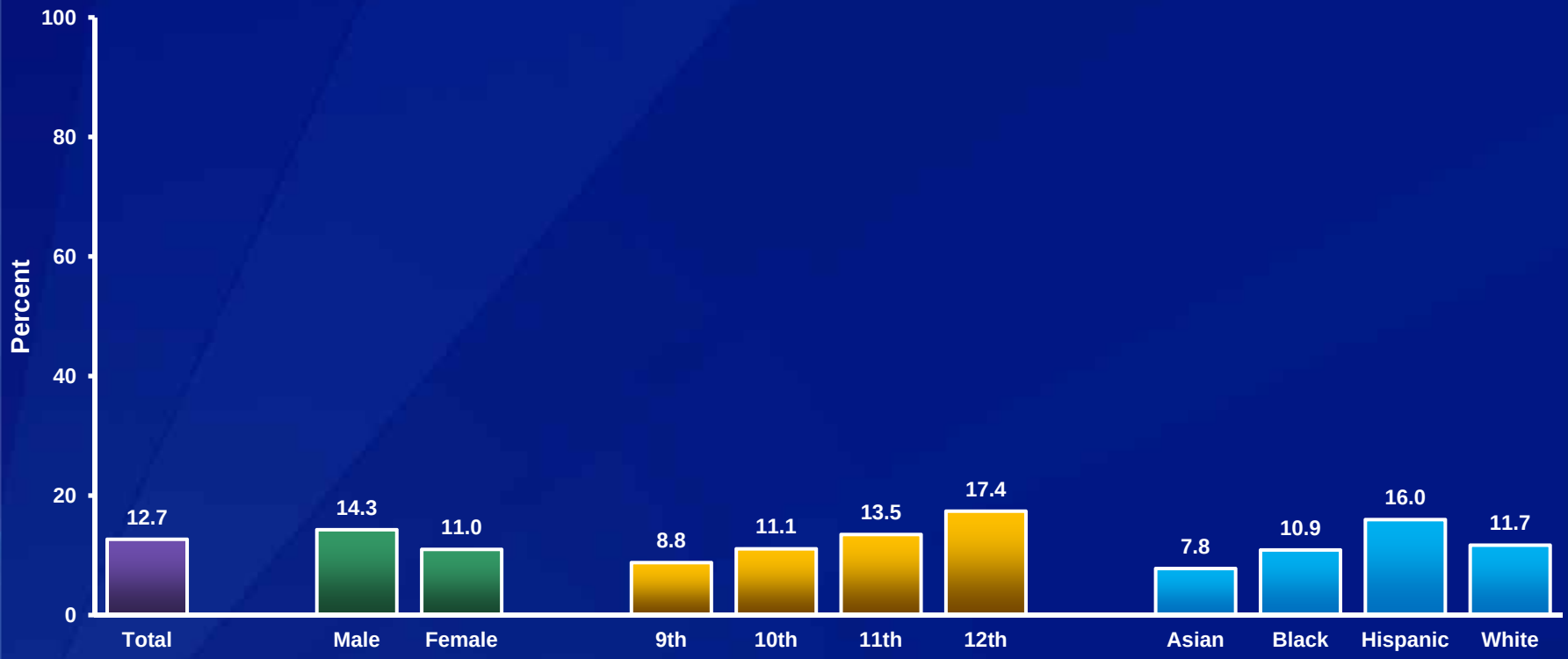
*During the 12 months before the survey

†No change 1997-2017 [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).]

Data not available for 1999, 2001, 2003.

Note: This graph contains weighted results.

Percentage of High School Students Who Attended School Under the Influence of Alcohol or Other Illegal Drugs,* by Sex, Grade,† and Race/Ethnicity,† 2017



*Such as marijuana or cocaine, one or more times during the 12 months before the survey
†11th > 9th, 12th > 9th, 12th > 10th; 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.
Note: This graph contains weighted results.

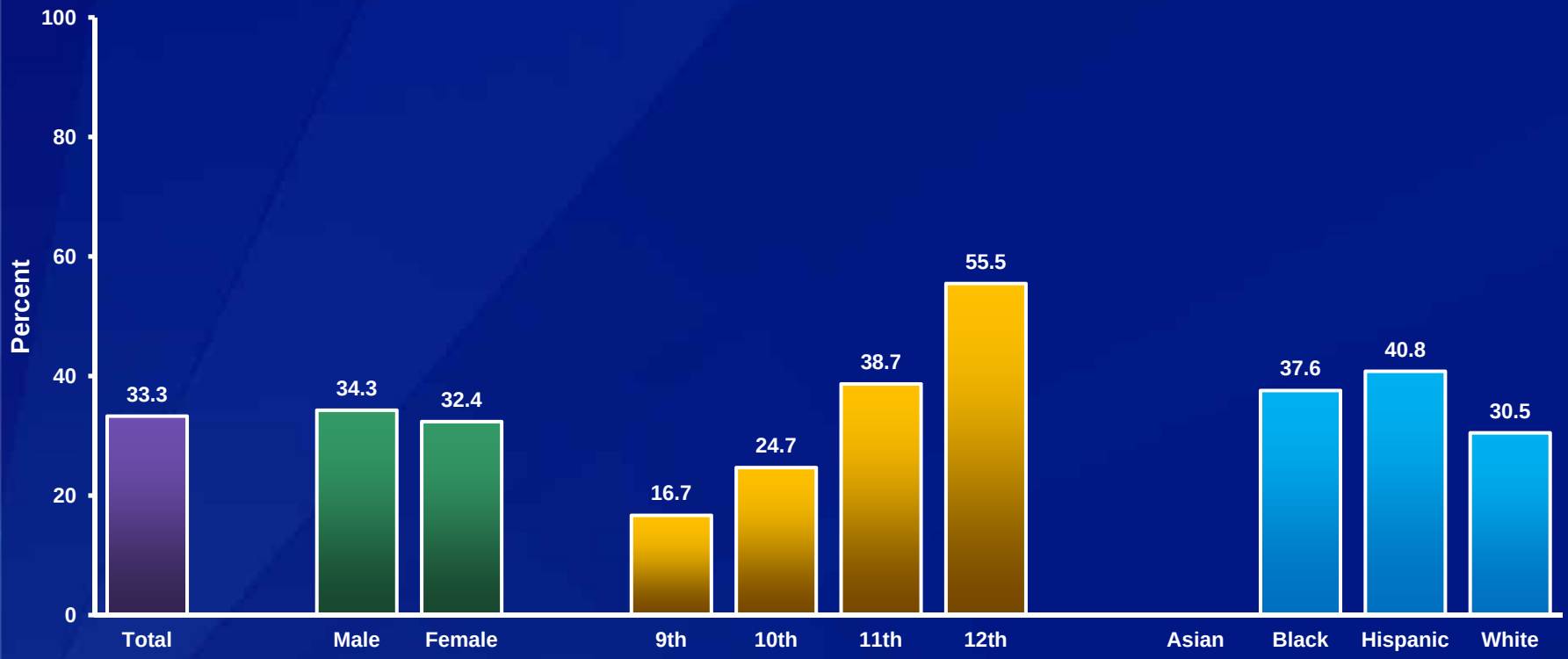
Percentage of High School Students Who Attended School Under the Influence of Alcohol or Other Illegal Drugs,* 2013-2017†

*Such as marijuana or cocaine, one or more times during the 12 months before the survey

†Decreased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

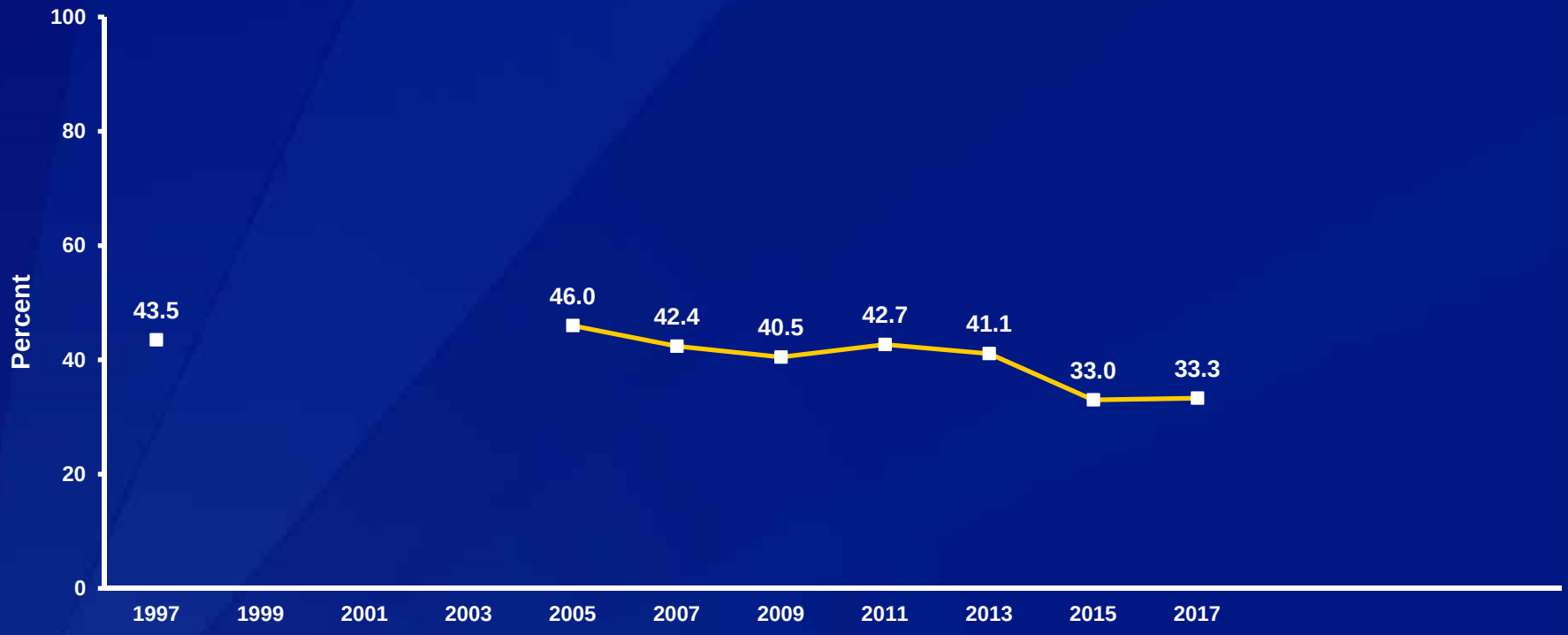
Note: This graph contains weighted results.

Percentage of High School Students Who Ever Had Sexual Intercourse, by Sex, Grade,* and Race/Ethnicity,* 2017



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

Percentage of High School Students Who Ever Had Sexual Intercourse, 1997-2017*

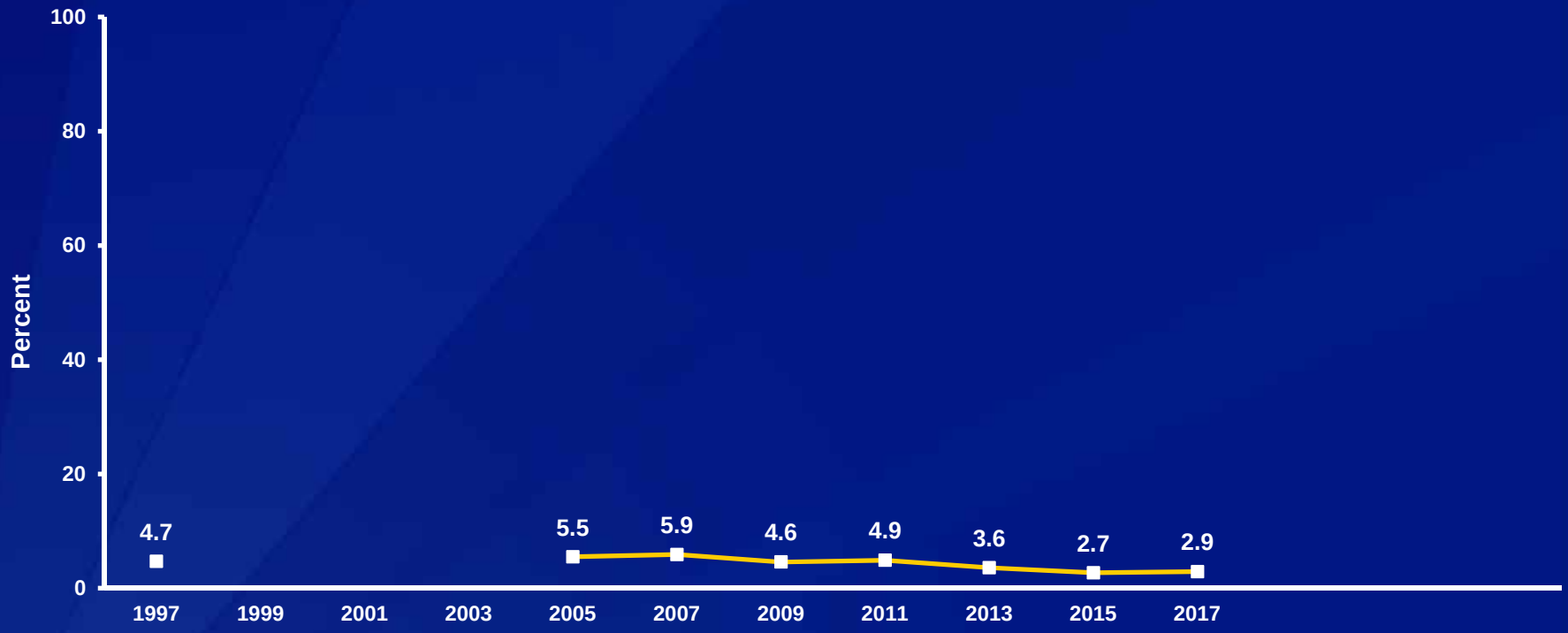


*Decreased 1997-2017, decreased 1997-2011, decreased 2011-2017 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Data not available for 1999, 2001, 2003.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, by Sex,* Grade, and Race/Ethnicity,* 2017

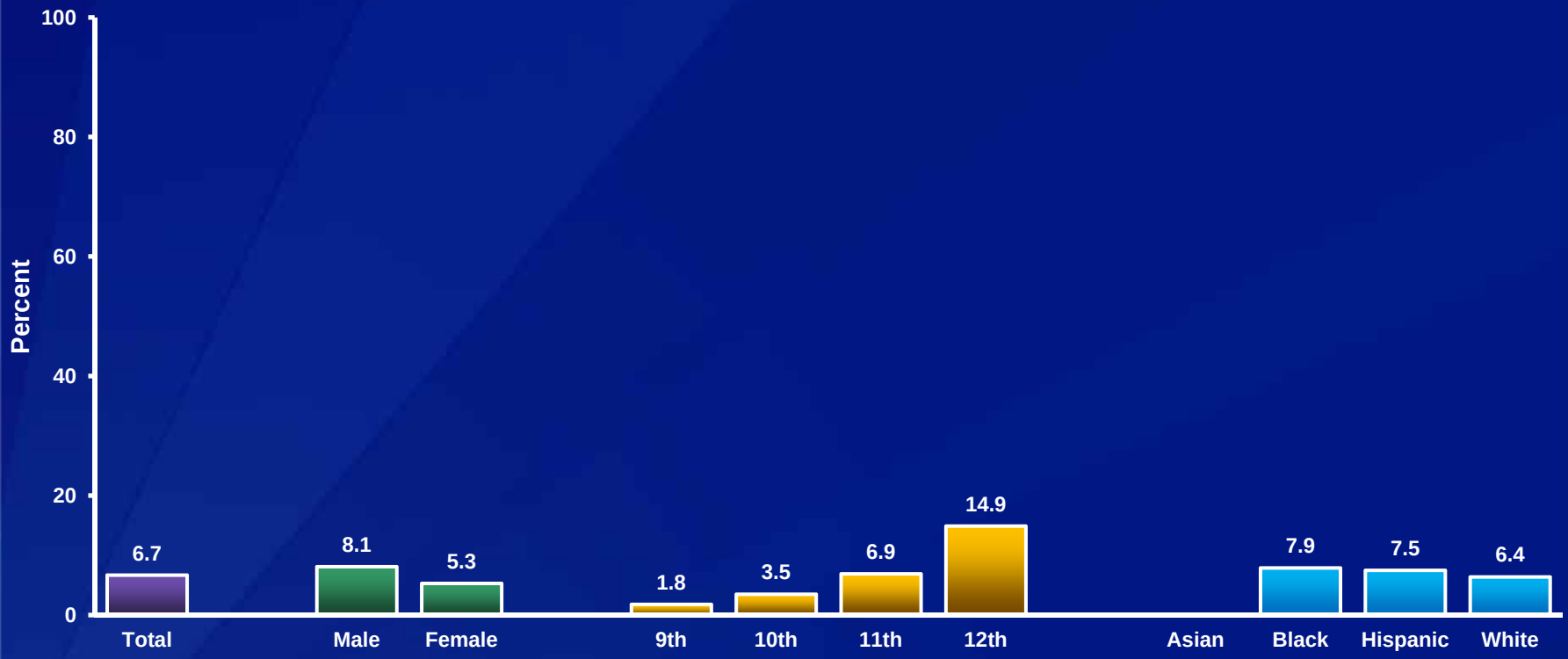
*M > F; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse for the First Time Before Age 13 Years, 1997-2017*



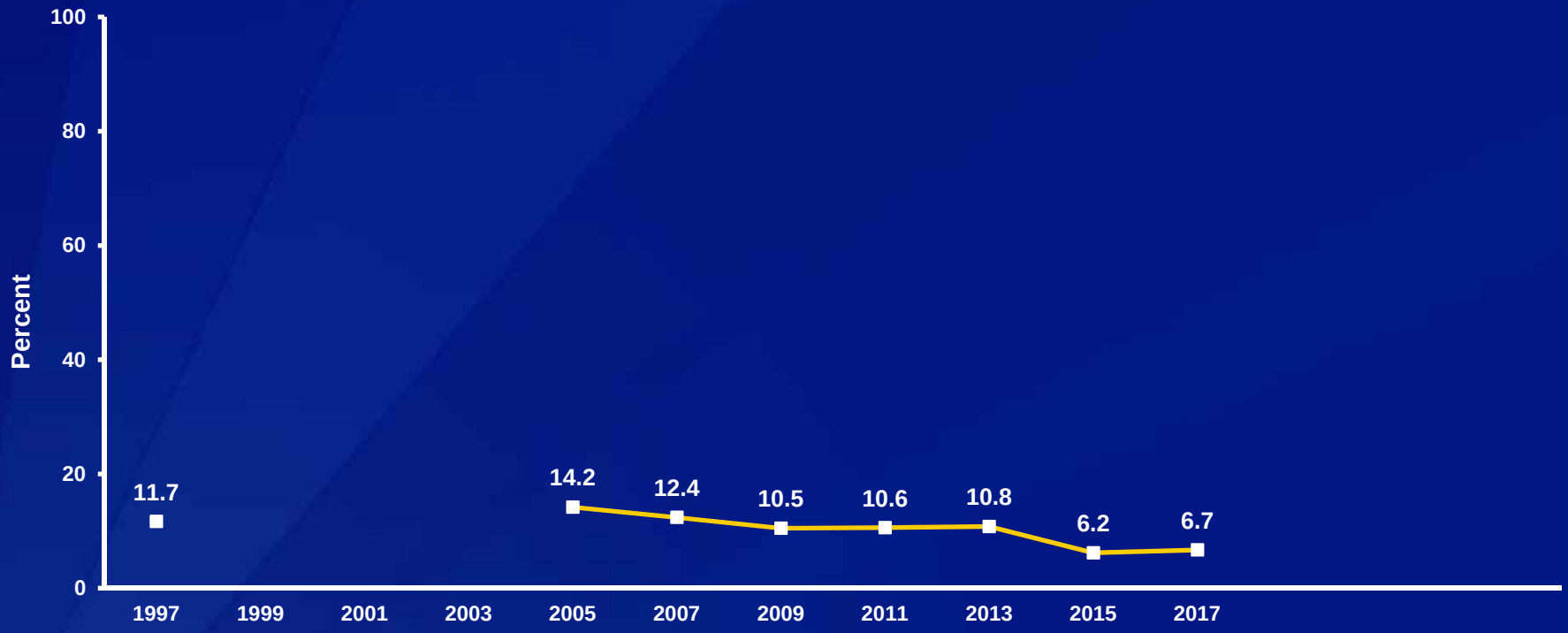
*Decreased 1997-2017, no change 1997-2007, decreased 2007-2017 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Data not available for 1999, 2001, 2003.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, by Sex,* Grade,* and Race/Ethnicity, 2017



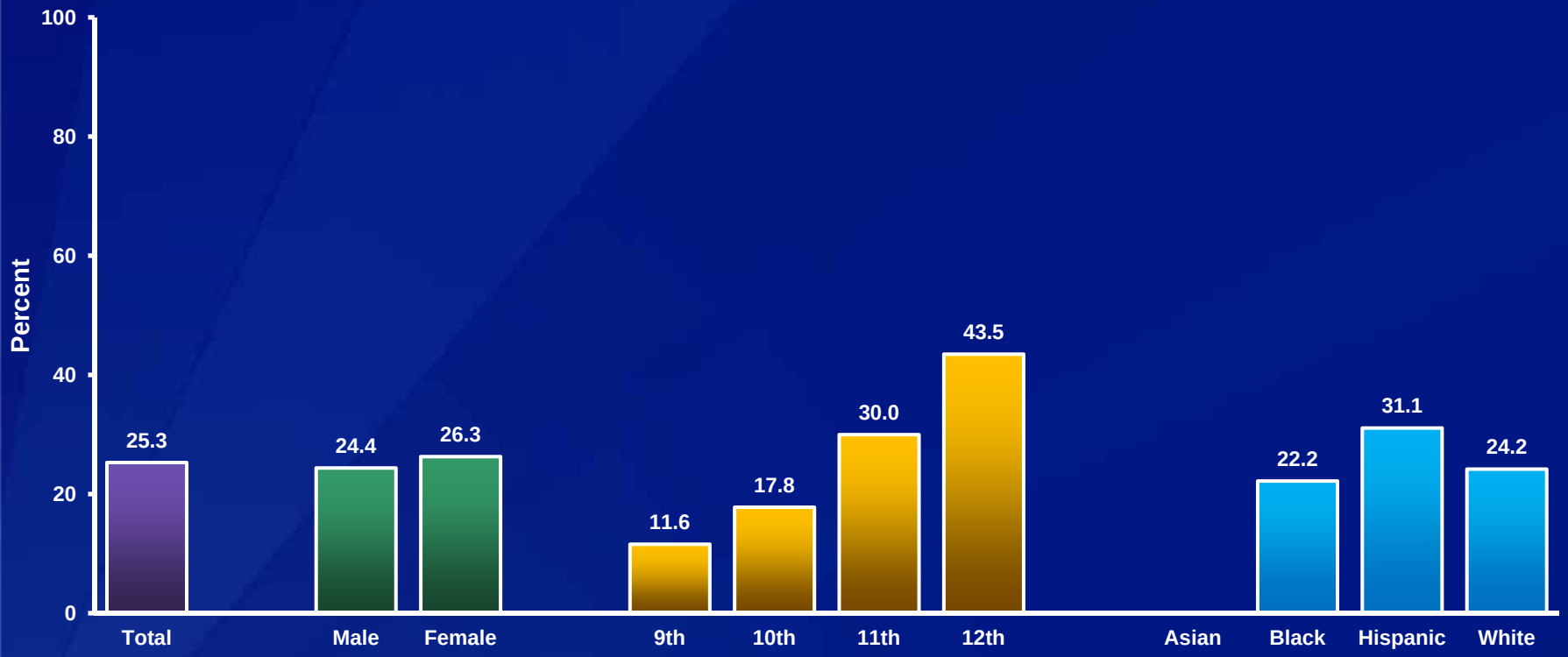
*M > F; 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted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

Percentage of High School Students Who Had Sexual Intercourse with Four or More Persons During Their Life, 1997-2017*



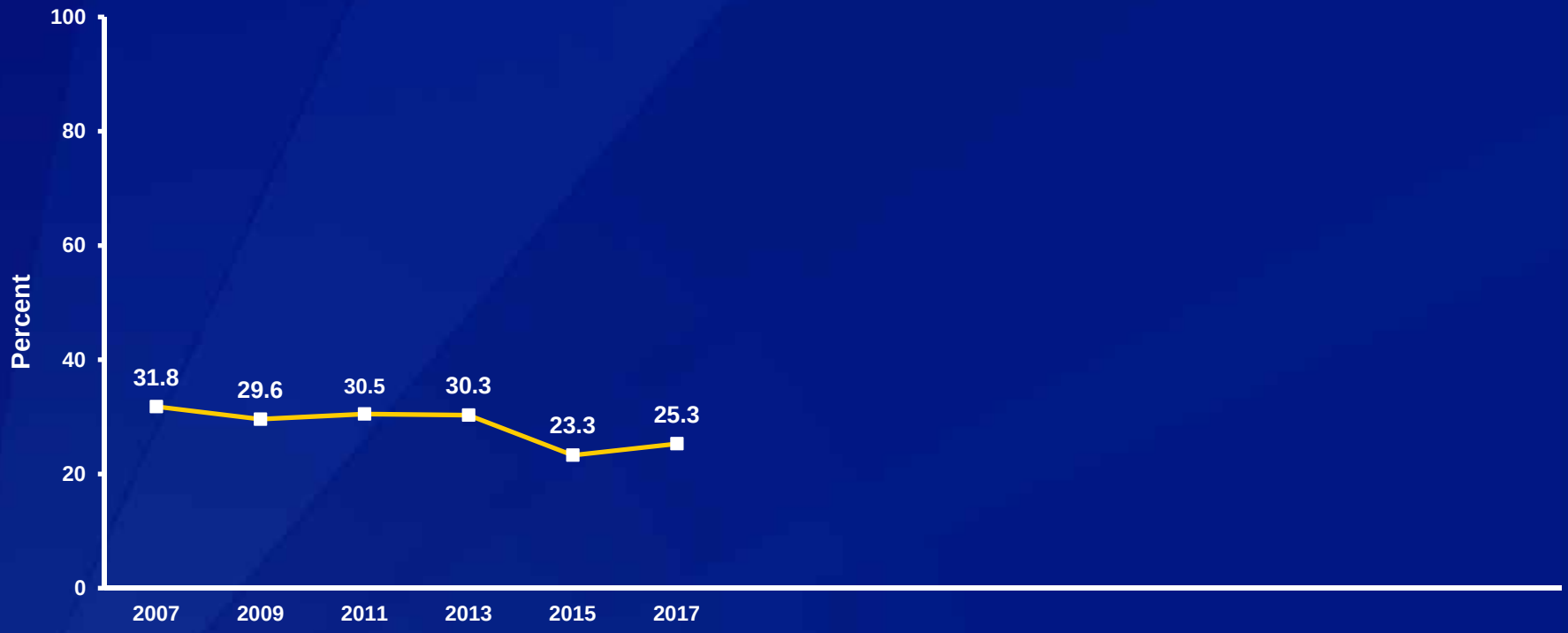
*Decreased 1997-2017, decreased 1997-2013, decreased 2013-2017 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Data not available for 1999, 2001, 2003.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Currently Sexually Active,* by Sex, Grade,† and Race/Ethnicity,† 2017



*Had sexual intercourse with at least one person, during the 3 months before the survey
†10th > 9th, 11th > 9th, 11th > 10th, 12th > 9th, 12th > 10th, 12th > 11th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Currently Sexually Active,* 2007-2017†

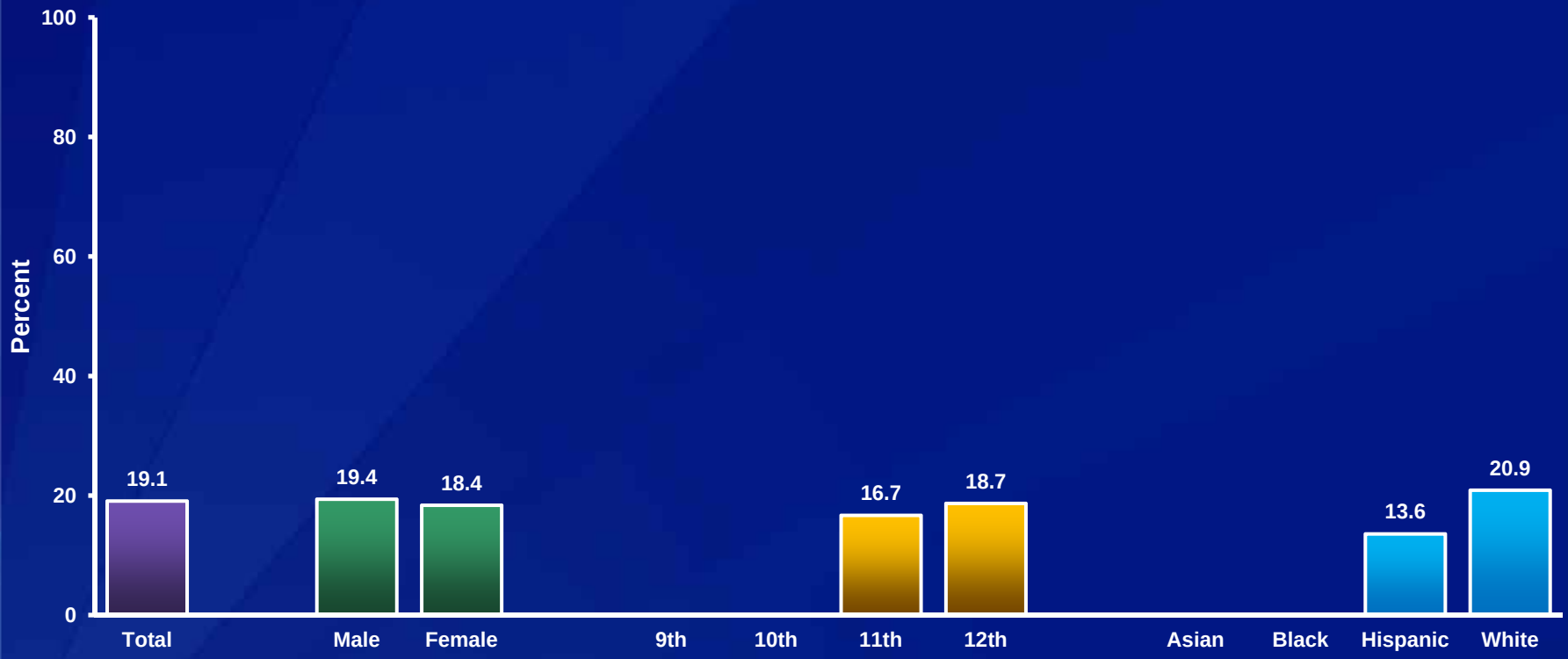


*Had sexual intercourse with at least one person, during the 3 months before the survey

†Decreased 2007-2017 [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).]

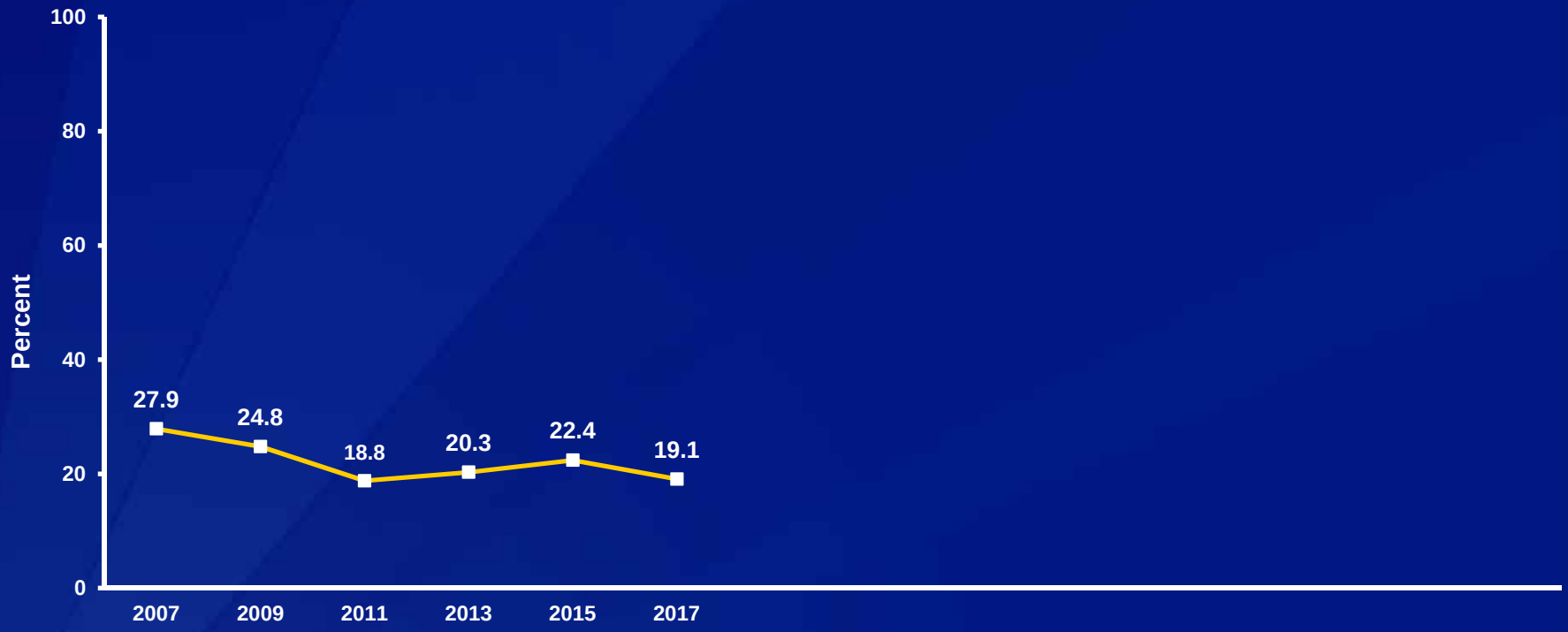
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,* by Sex, Grade, and Race/Ethnicity, 2017



*Among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Alcohol or Used Drugs Before Last Sexual Intercourse,* 2007-2017†

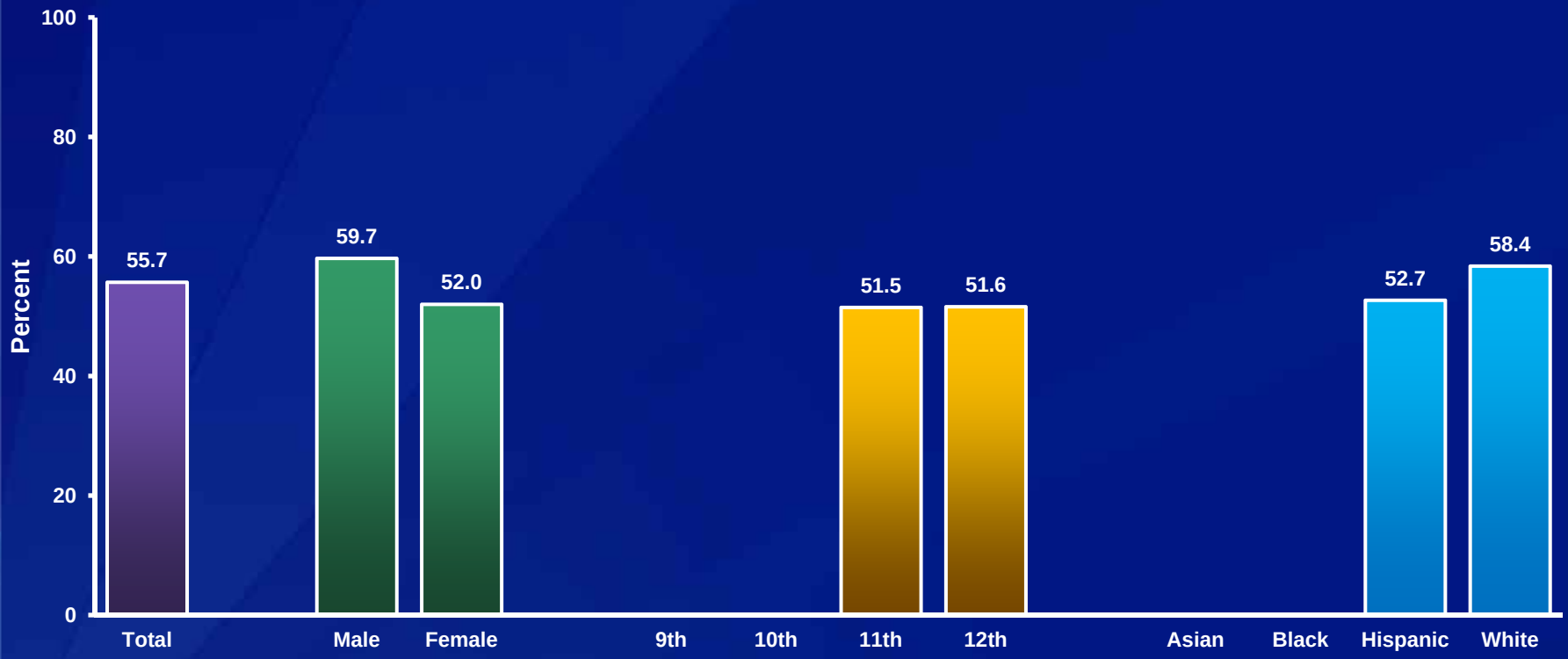


*Among students who were currently sexually active

†Decreased 2007-2017 [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).]

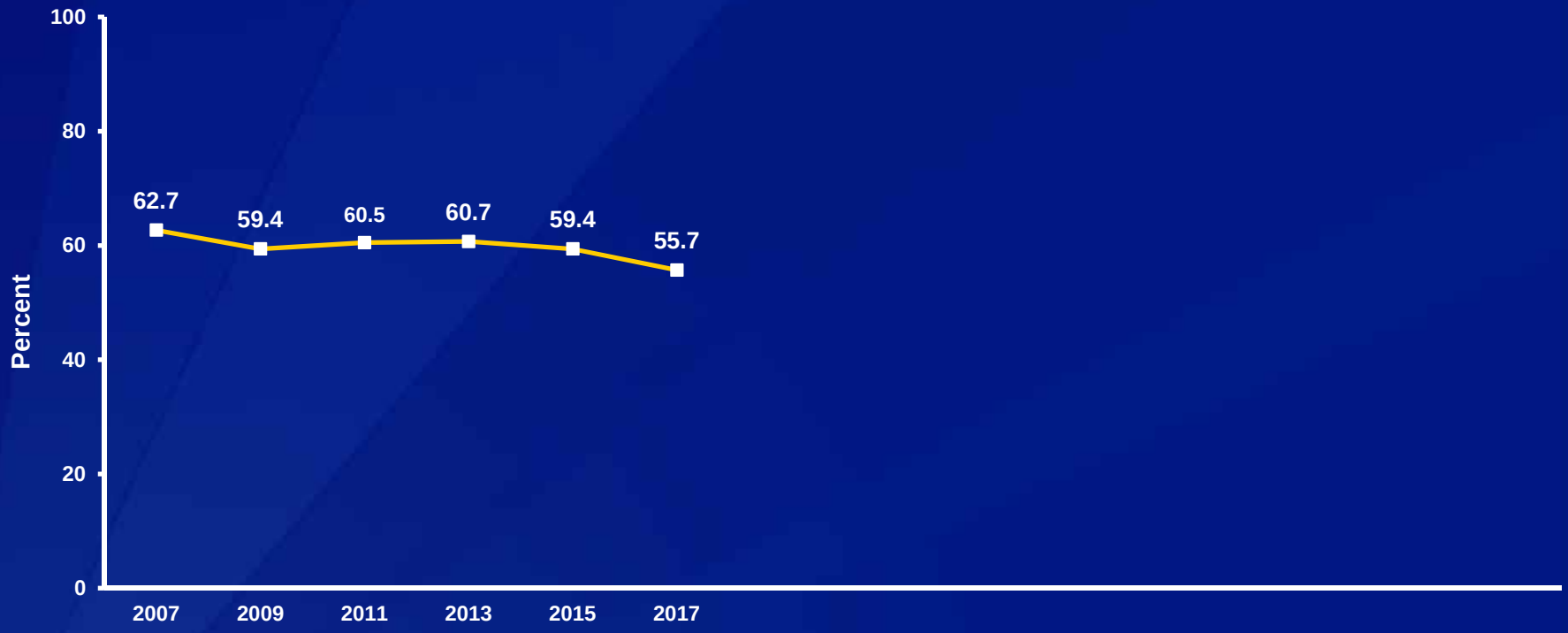
Note: This graph contains weighted results.

Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,* by Sex, Grade, and Race/Ethnicity, 2017



*Among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used a Condom During Last Sexual Intercourse,* 2007-2017†

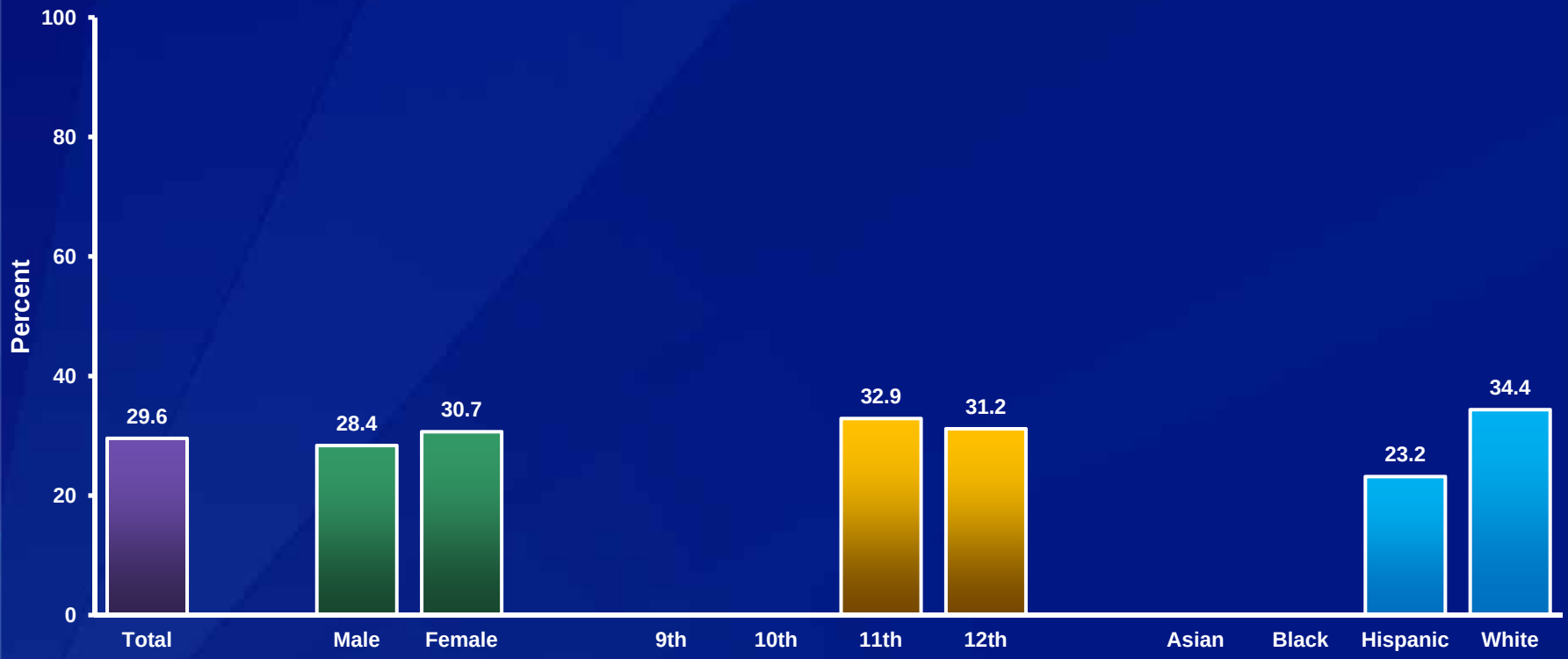


*Among students who were currently sexually active

†No change 2007-2017 [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).]

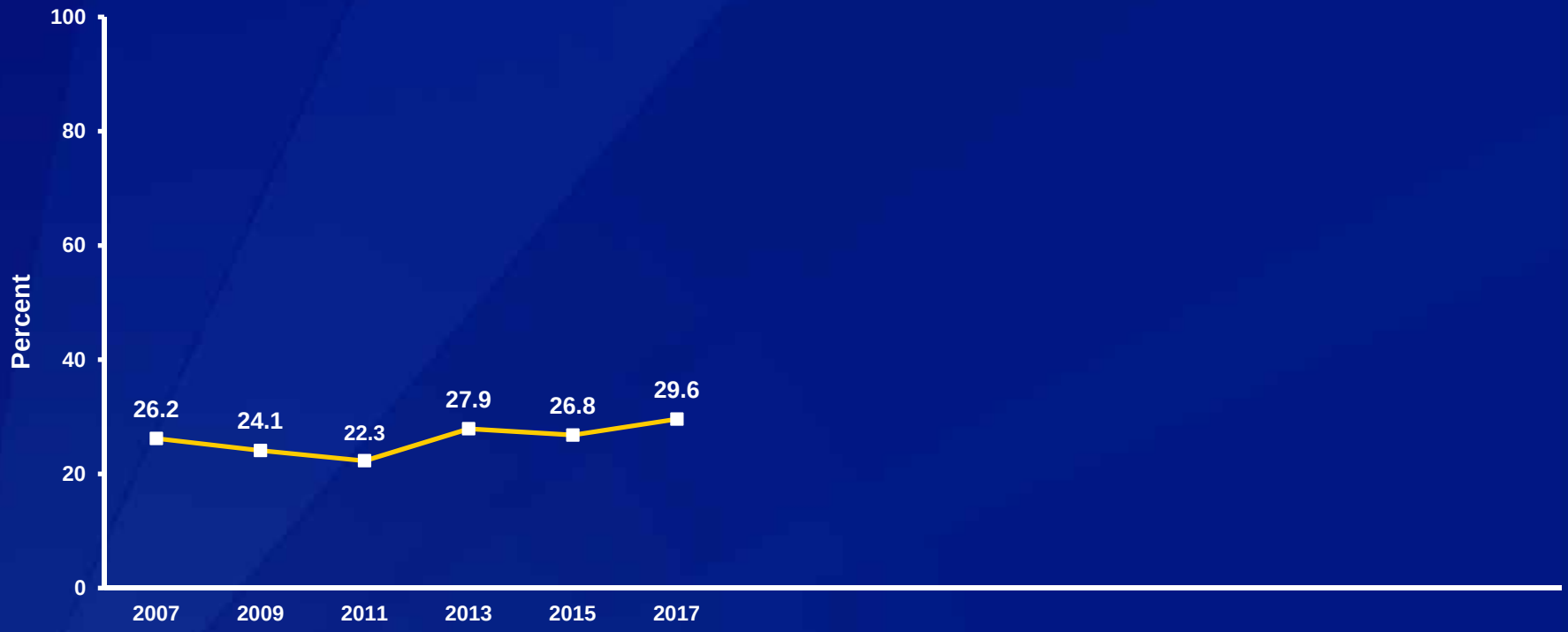
Note: This graph contains weighted results.

Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,* by Sex, Grade, and Race/Ethnicity,† 2017



*To prevent pregnancy, among students who were currently sexually active
†W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Used Birth Control Pills Before Last Sexual Intercourse,* 2007-2017†

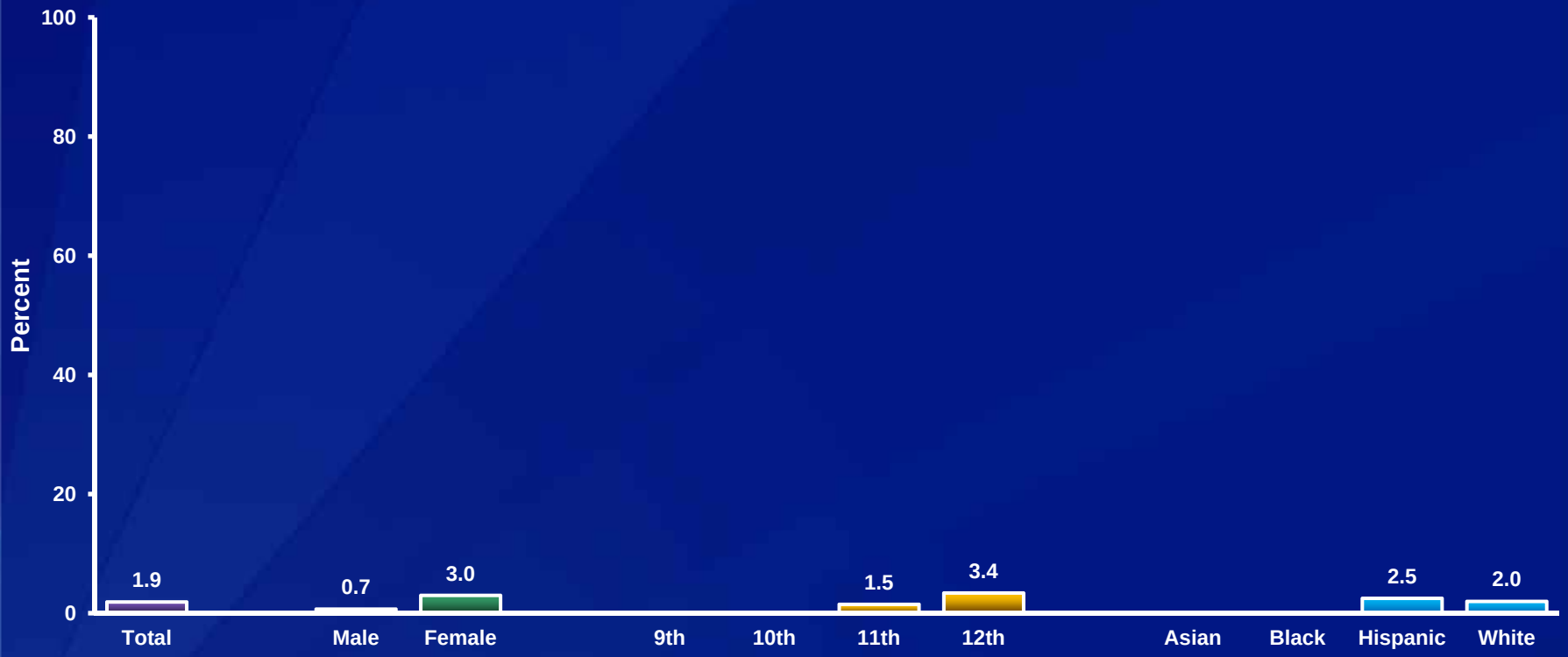


*To prevent pregnancy, among students who were currently sexually active

†No change 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),* by Sex, Grade, and Race/Ethnicity, 2017



*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

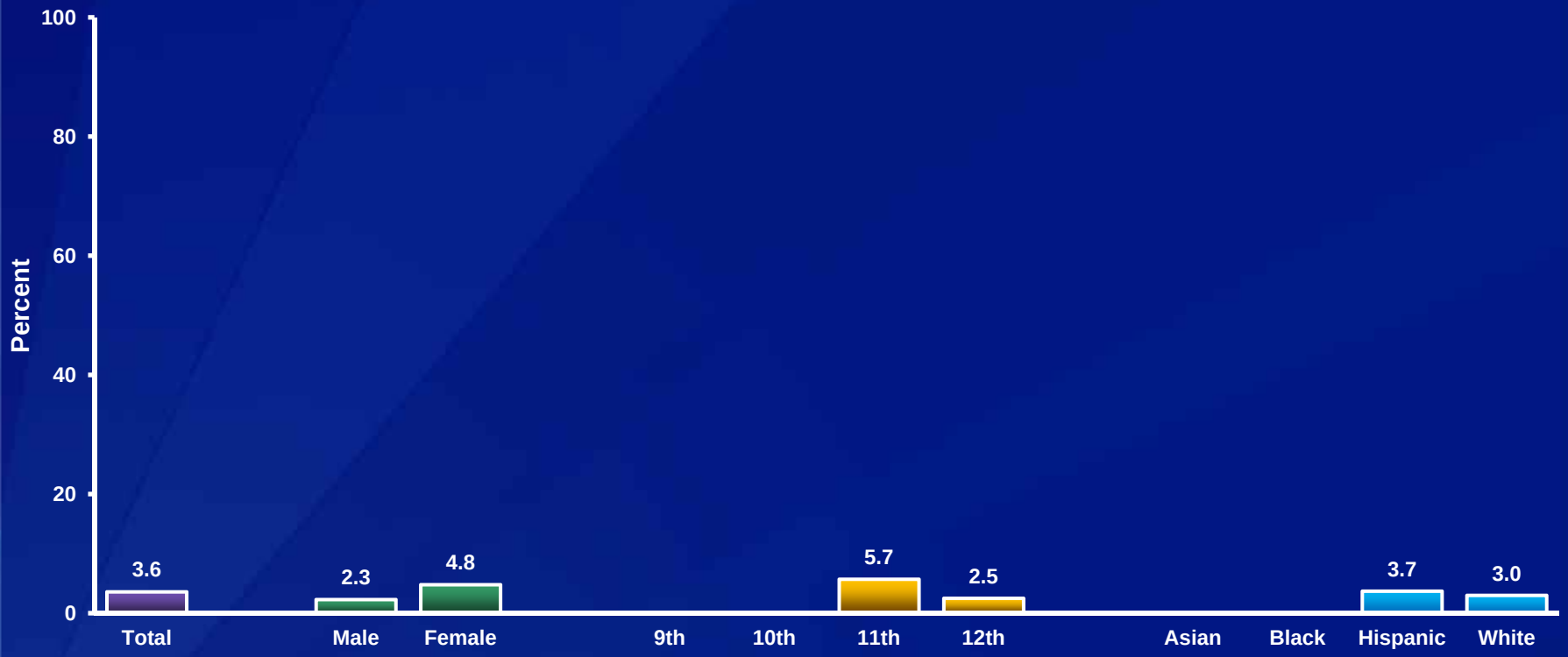
Percentage of High School Students Who Used an IUD (e.g., Mirena or Paragard) or Implant (e.g., Implanon or Nexplanon),* 2013-2017†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Used a Shot (e.g., Depo-Provera), Patch (e.g., Orthoevra), or Birth Control Ring (e.g., Nuvaring),* by Sex, Grade, and Race/Ethnicity, 2017



*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

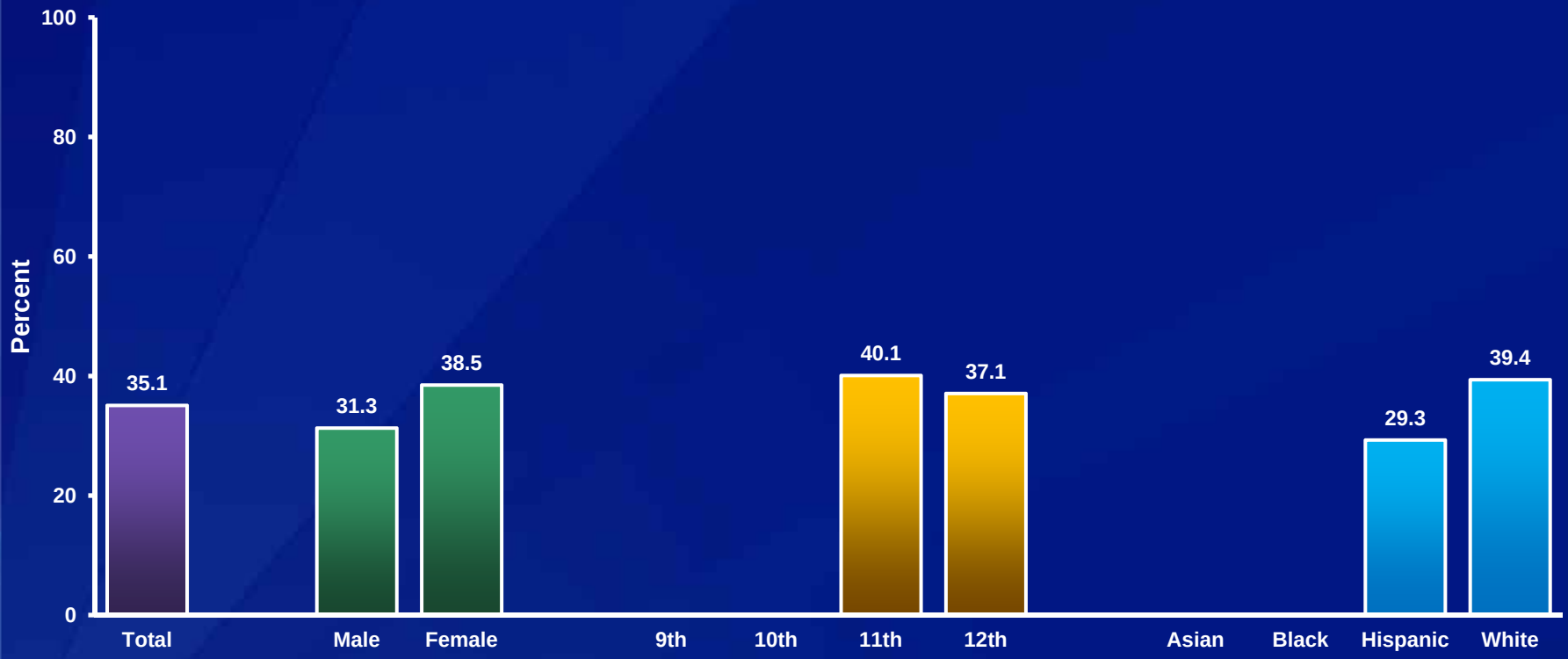
Percentage of High School Students Who Used a Shot (e.g., Depo-Provera), Patch (e.g., Orthoevra), or Birth Control Ring (e.g., Nuvaring),* 2013-2017†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,* by Sex, Grade, and Race/Ethnicity,† 2017



*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active
†W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

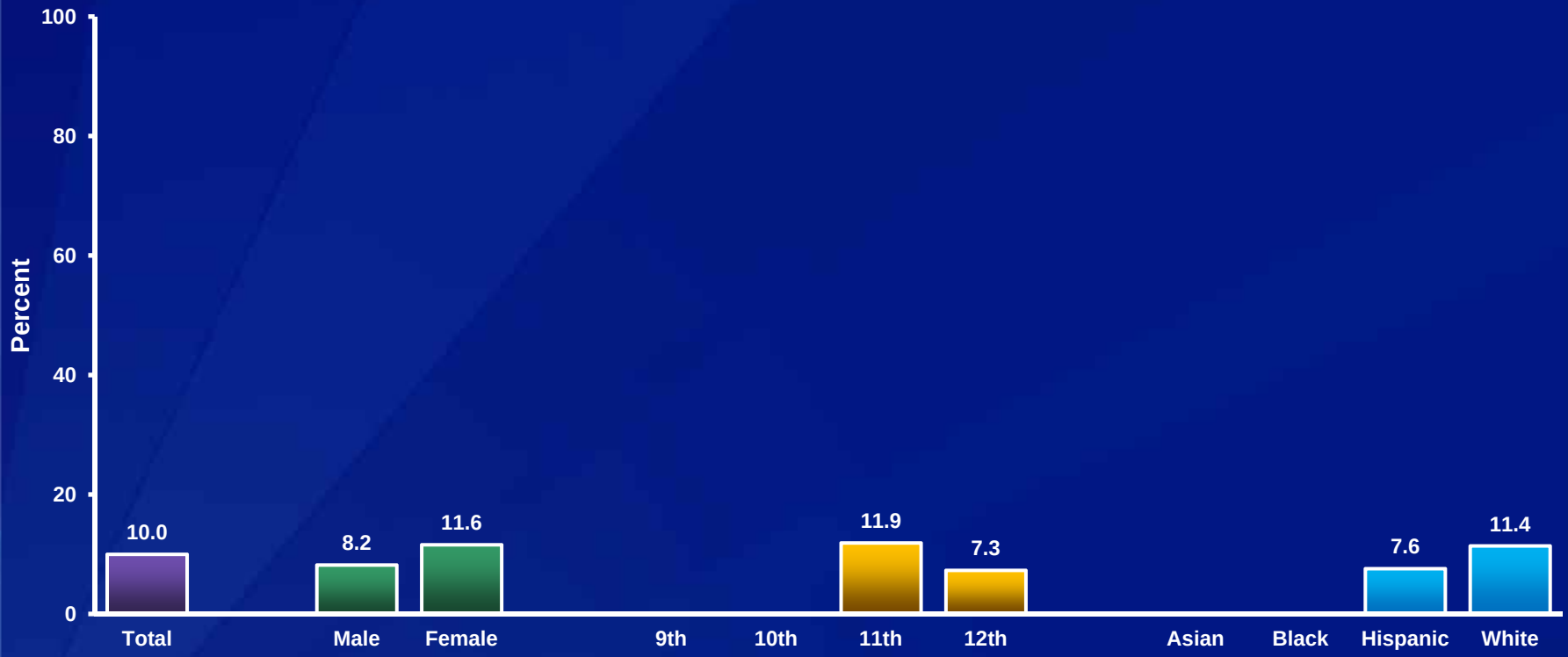
Percentage of High School Students Who Used Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring,* 2013-2017†

*Before last sexual intercourse to prevent pregnancy among students who were currently sexually active

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Used Both a Condom During and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,* by Sex, Grade, and Race/Ethnicity, 2017



*To prevent pregnancy among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

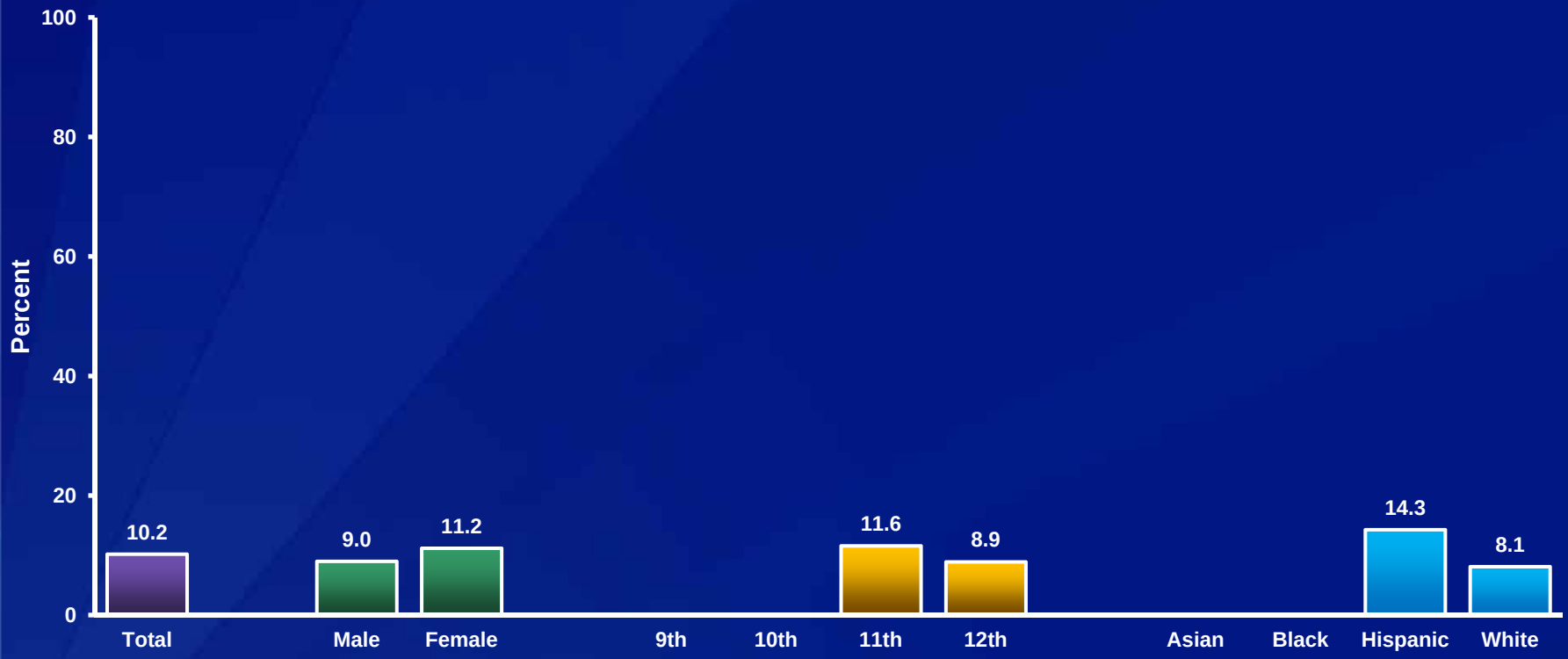
Percentage of High School Students Who Used Both a Condom During and Birth Control Pills; an IUD or Implant; or a Shot, Patch, or Birth Control Ring Before Last Sexual Intercourse,* 2013-2017†

*To prevent pregnancy among students who were currently sexually active

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

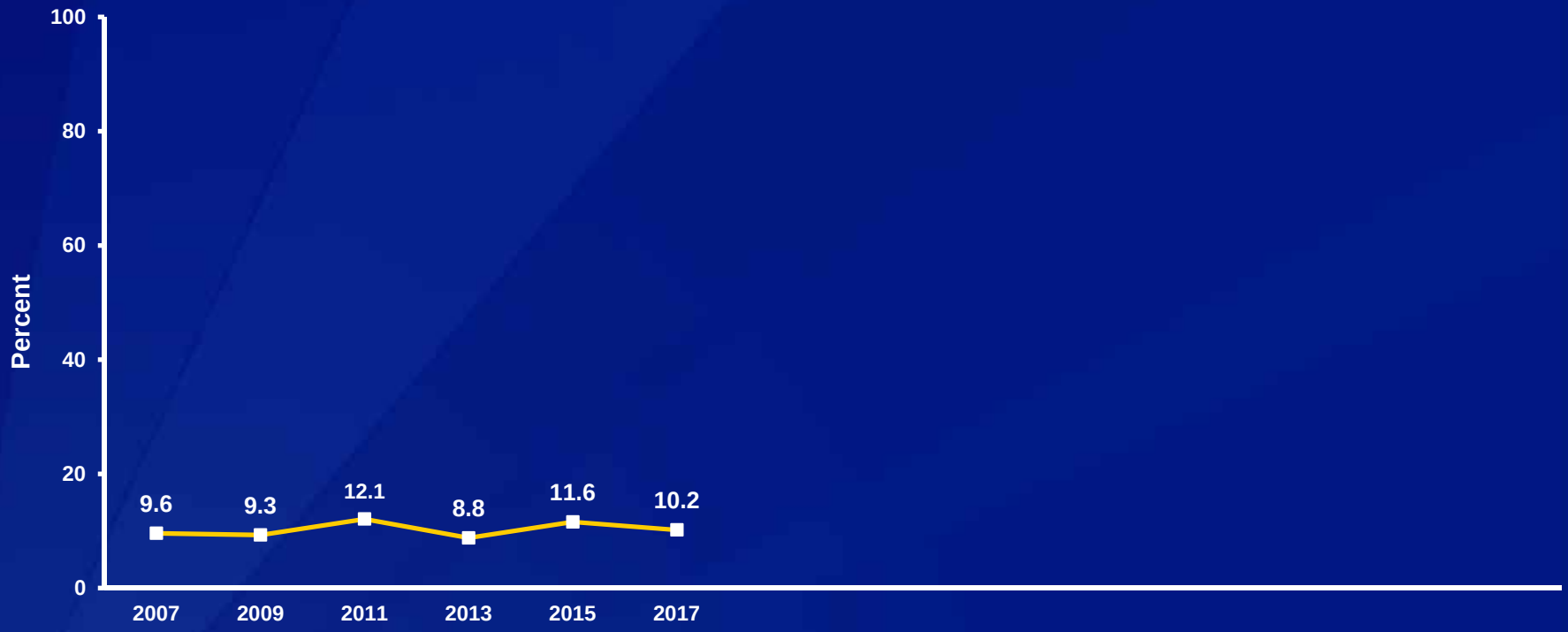
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,* by Sex, Grade, and Race/Ethnicity, 2017



*During last sexual intercourse among students who were currently sexually active
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Use Any Method to Prevent Pregnancy,* 2007-2017†

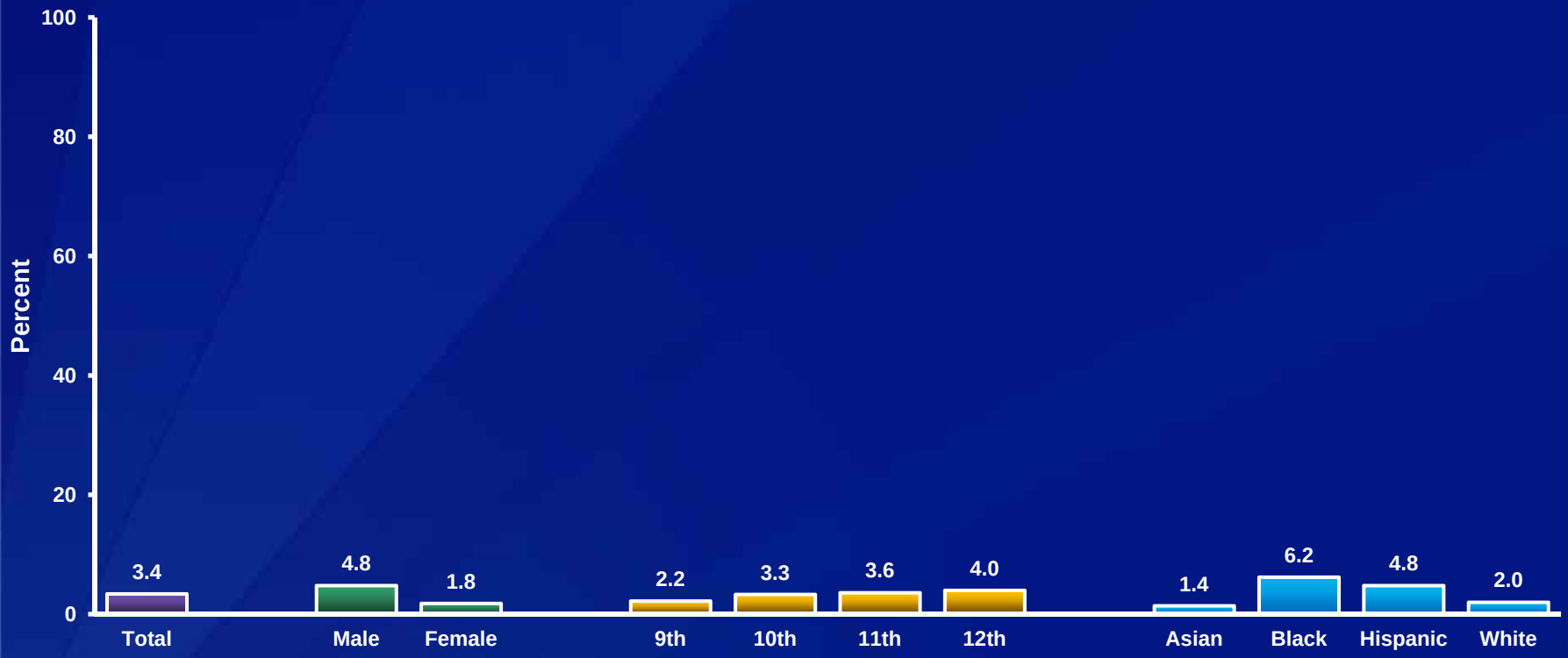


*During last sexual intercourse among students who were currently sexually active

†No change 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,* by Sex,† Grade, and Race/Ethnicity,† 2017



*One or more times

†M > F; 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.

Note: This graph contains weighted results.

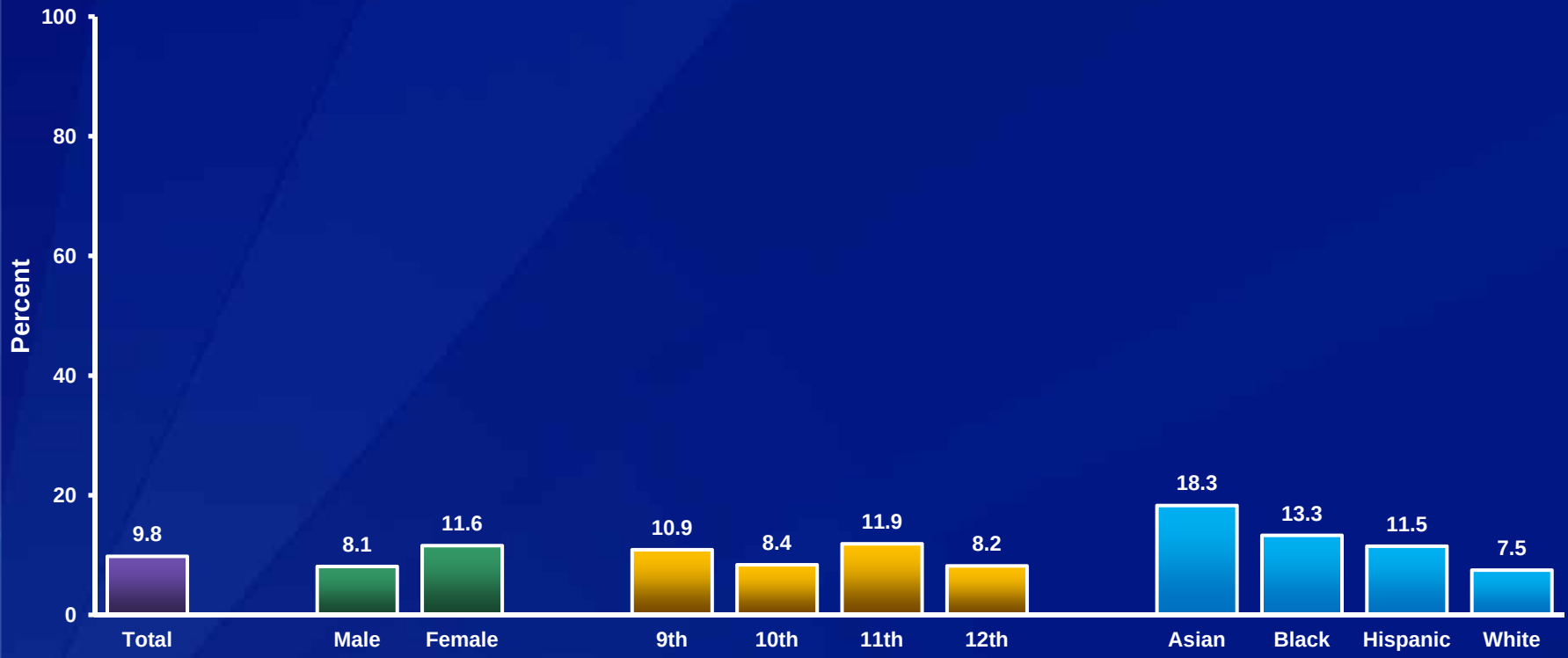
Percentage of High School Students Who Have Been Pregnant or Gotten Someone Pregnant,* 2011-2017†

*One or more times

†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

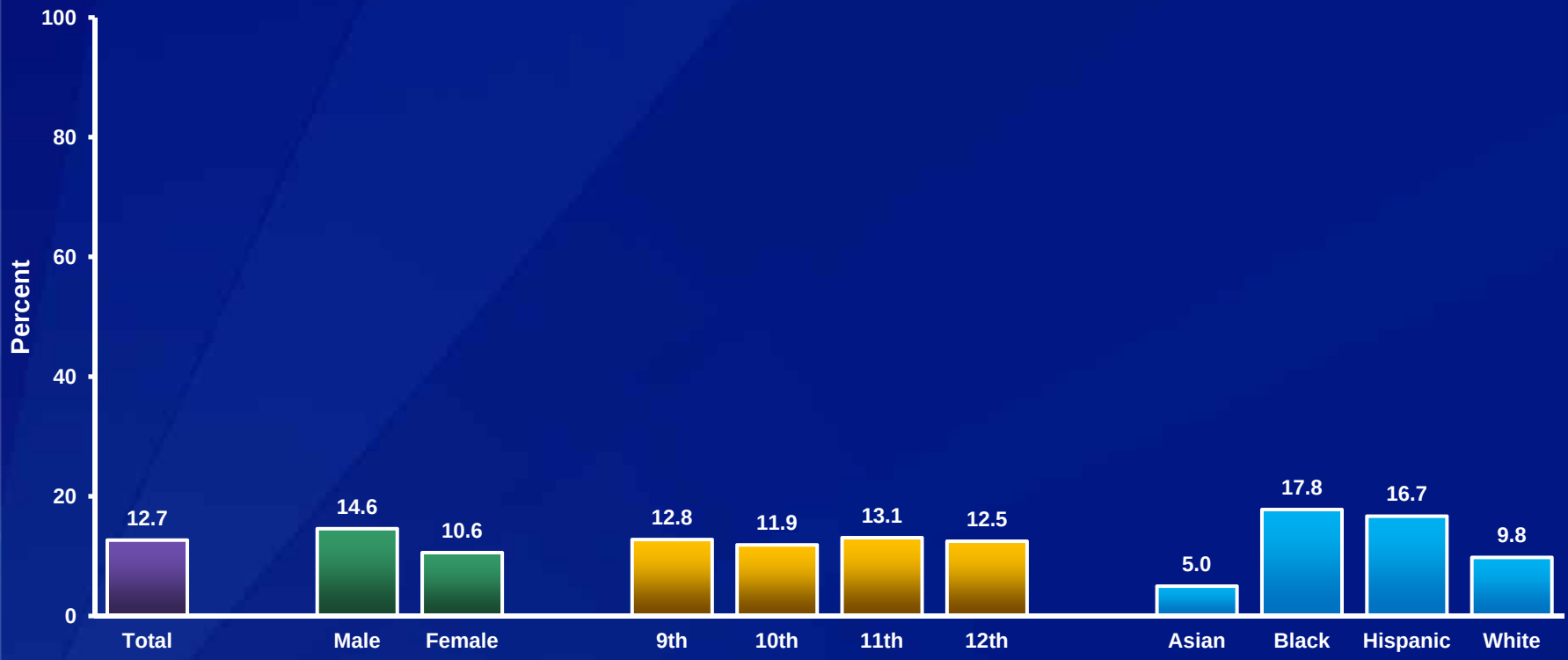
Note: This graph contains weighted results.

Percentage of High School Students Who Think Other People at School Would Describe Them As Equally Feminine and Masculine, by Sex,* Grade,* and Race/Ethnicity,* 2017



*F > M; 11th > 12th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Obesity,* by Sex,† Grade, and Race/Ethnicity,† 2017



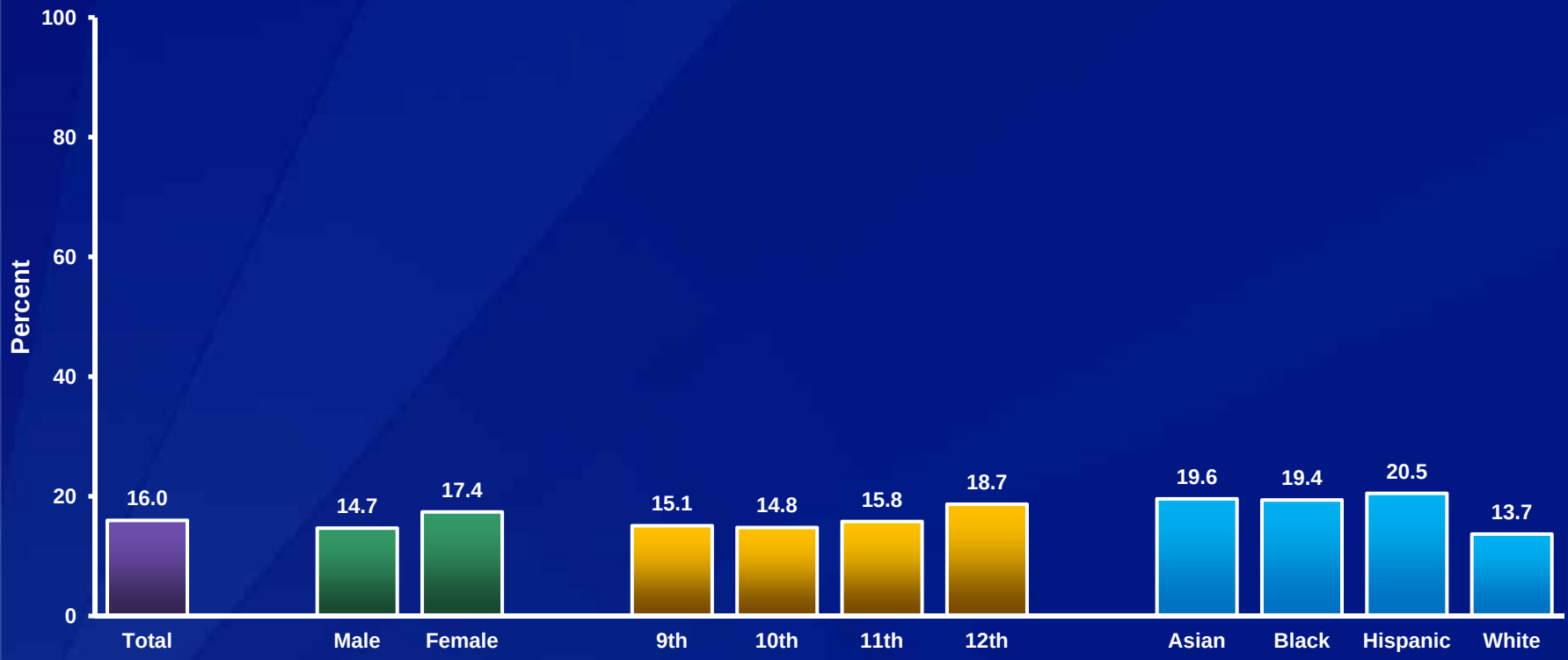
* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.
†M > F; B > A, B > W, H > A, H > W, W > A (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Had Obesity,* 2005-2017†

* ≥ 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.
†No change 2005-2017 [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).]
Note: This graph contains weighted results.

Connecticut - YRBS, 2005-2017 - QNOBESE

Percentage of High School Students Who Were Overweight,* by Sex, Grade, and Race/Ethnicity,† 2017



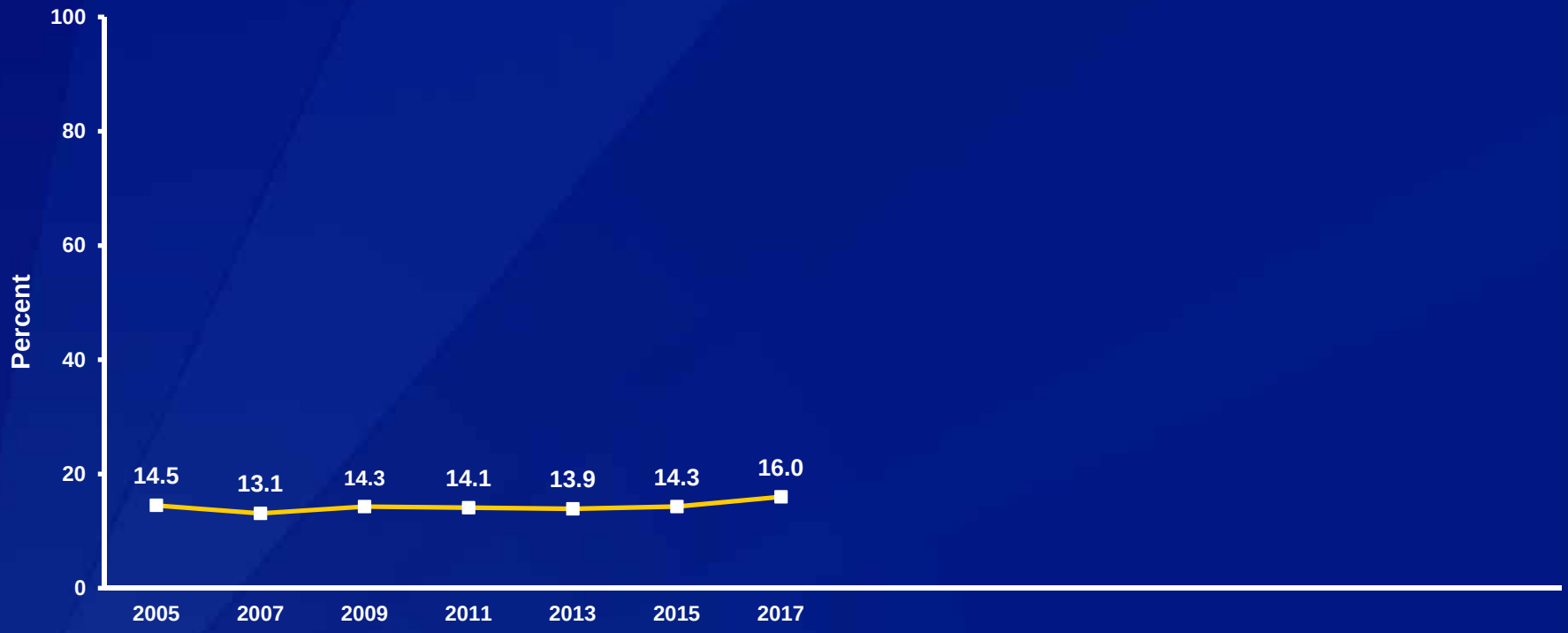
* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Overweight,* 2005-2017†



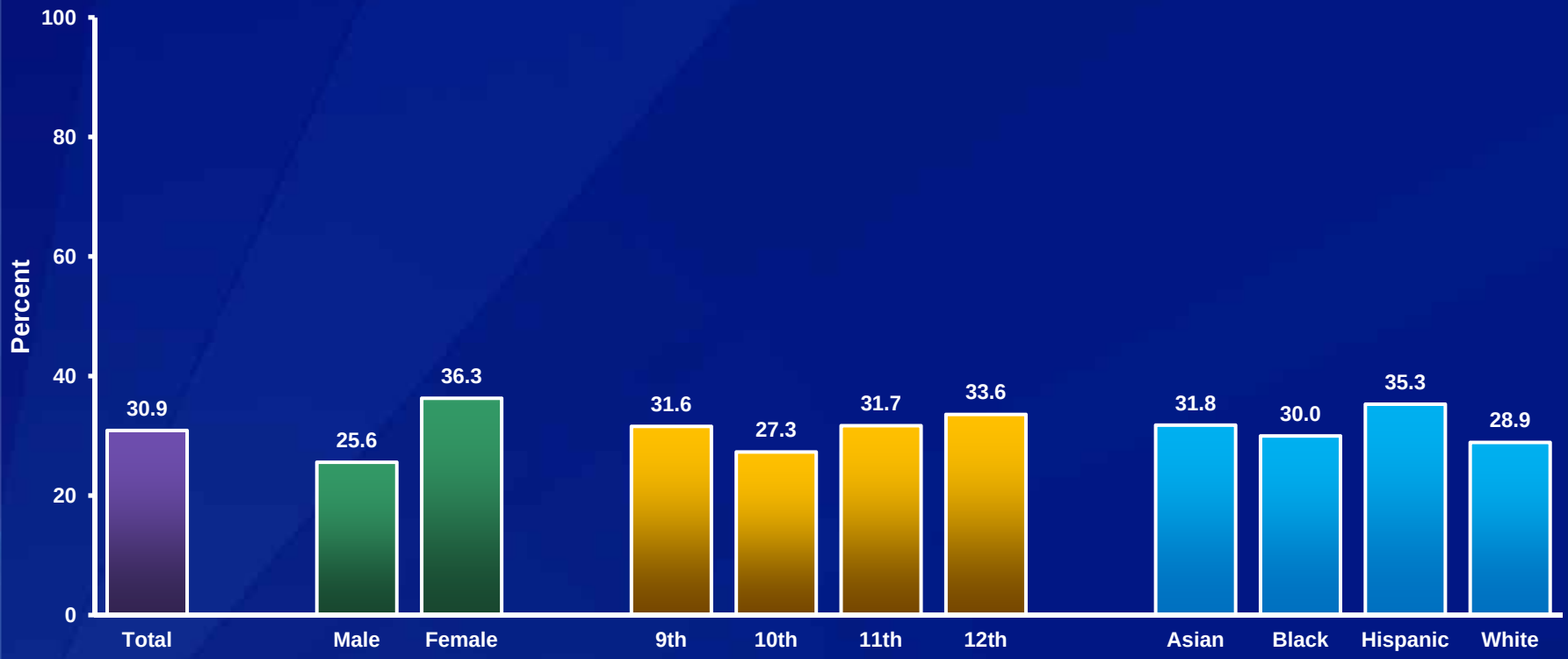
* ≥ 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts. In 2017, new, slightly different ranges were used to calculate biologically implausible responses to height and weight questions.

†No change 2005-2017 [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).]

Note: This graph contains weighted results.

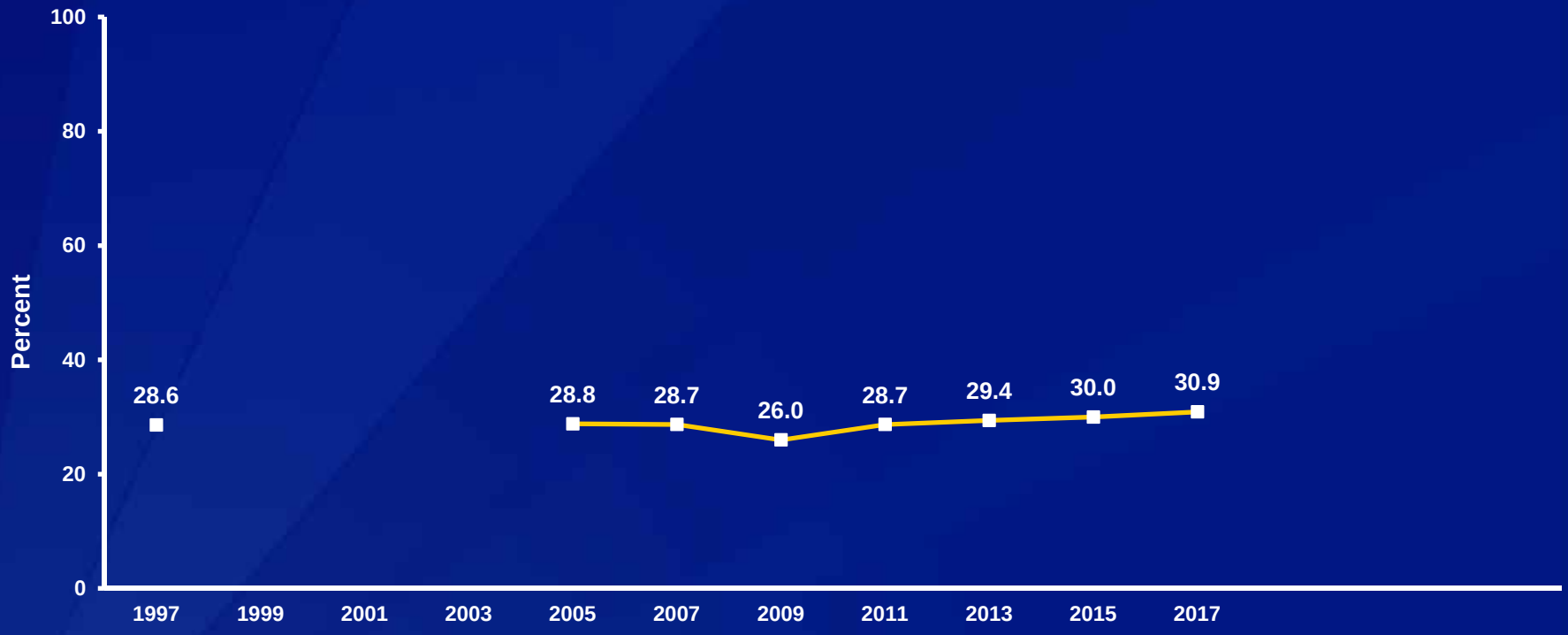
Connecticut - YRBS, 2005-2017 - QNOWT

Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, by Sex,* Grade,* and Race/Ethnicity,* 2017



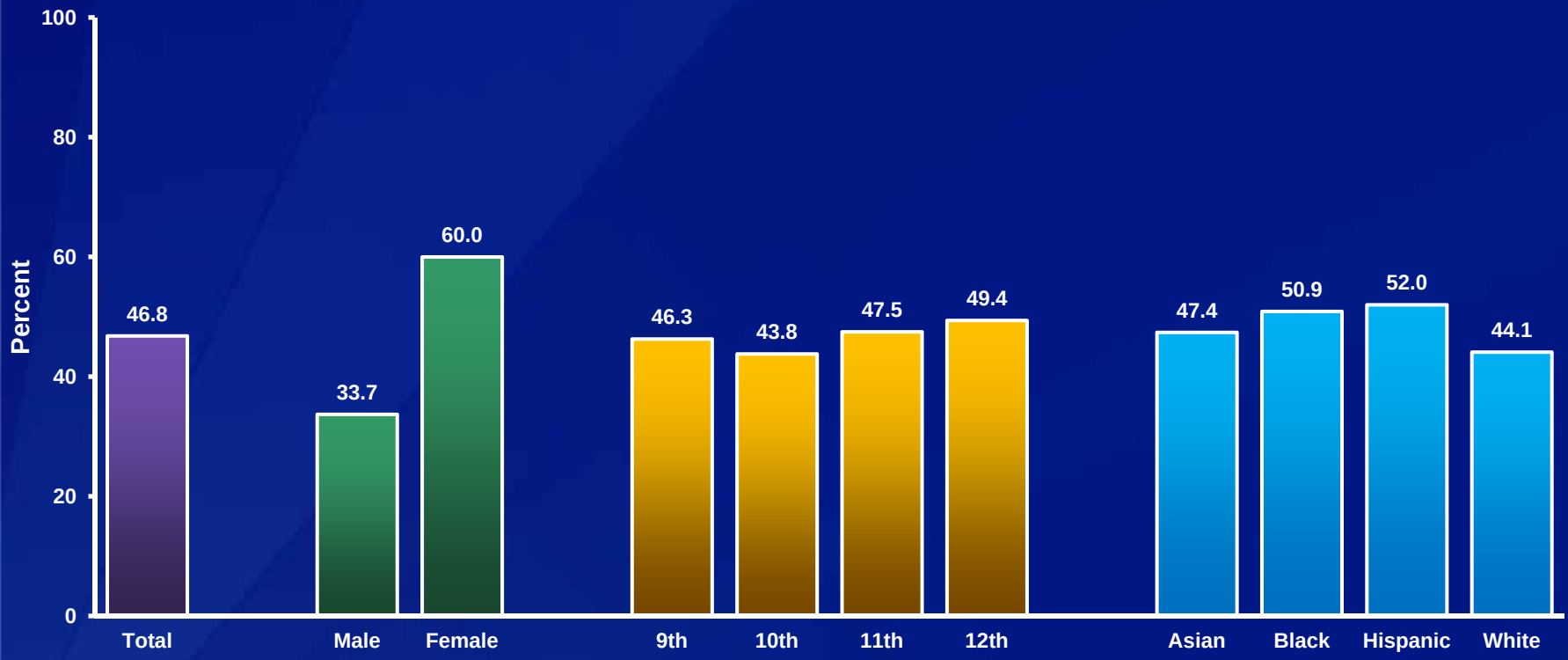
*F > M; 12th > 10th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Described Themselves As Slightly or Very Overweight, 1997-2017*



*No change 1997-2017 [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).]
Data not available for 1999, 2001, 2003.
Note: This graph contains weighted results.

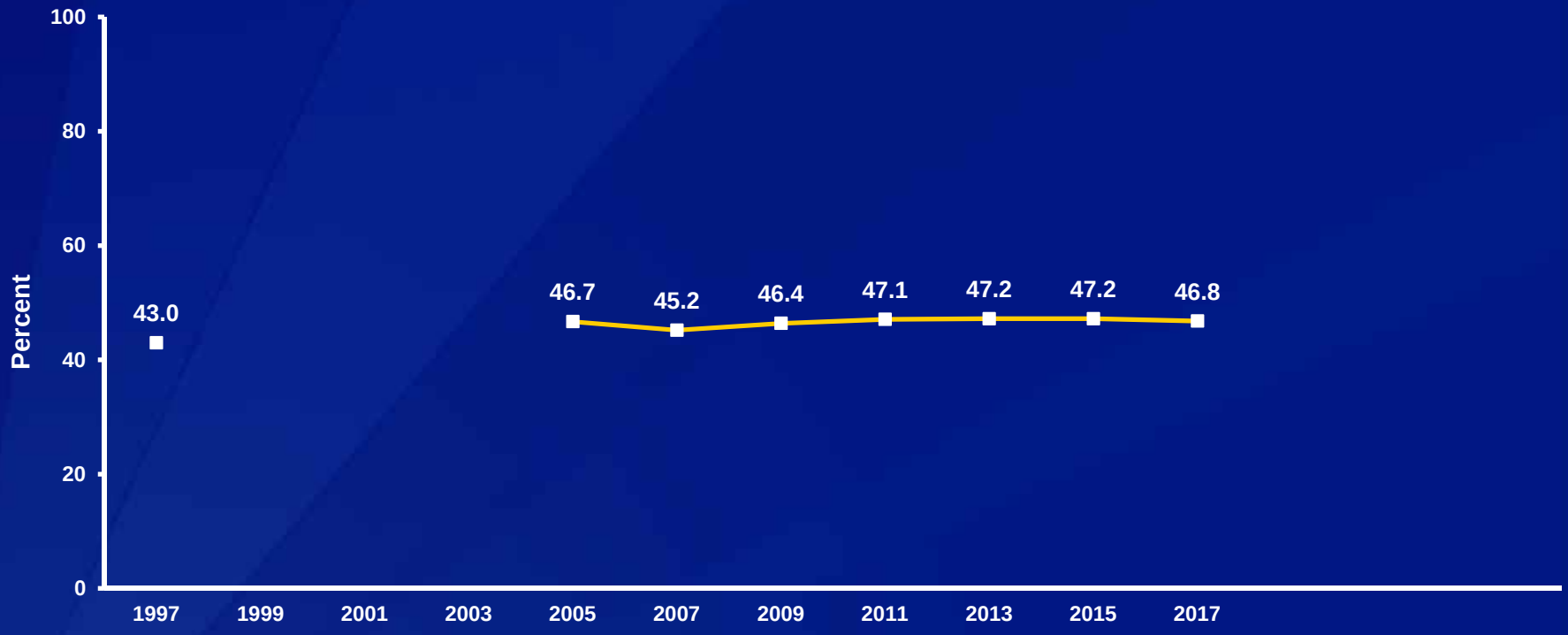
Percentage of High School Students Who Were Trying to Lose Weight, by Sex,* Grade, and Race/Ethnicity,* 2017



*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.
Note: This graph contains weighted results.

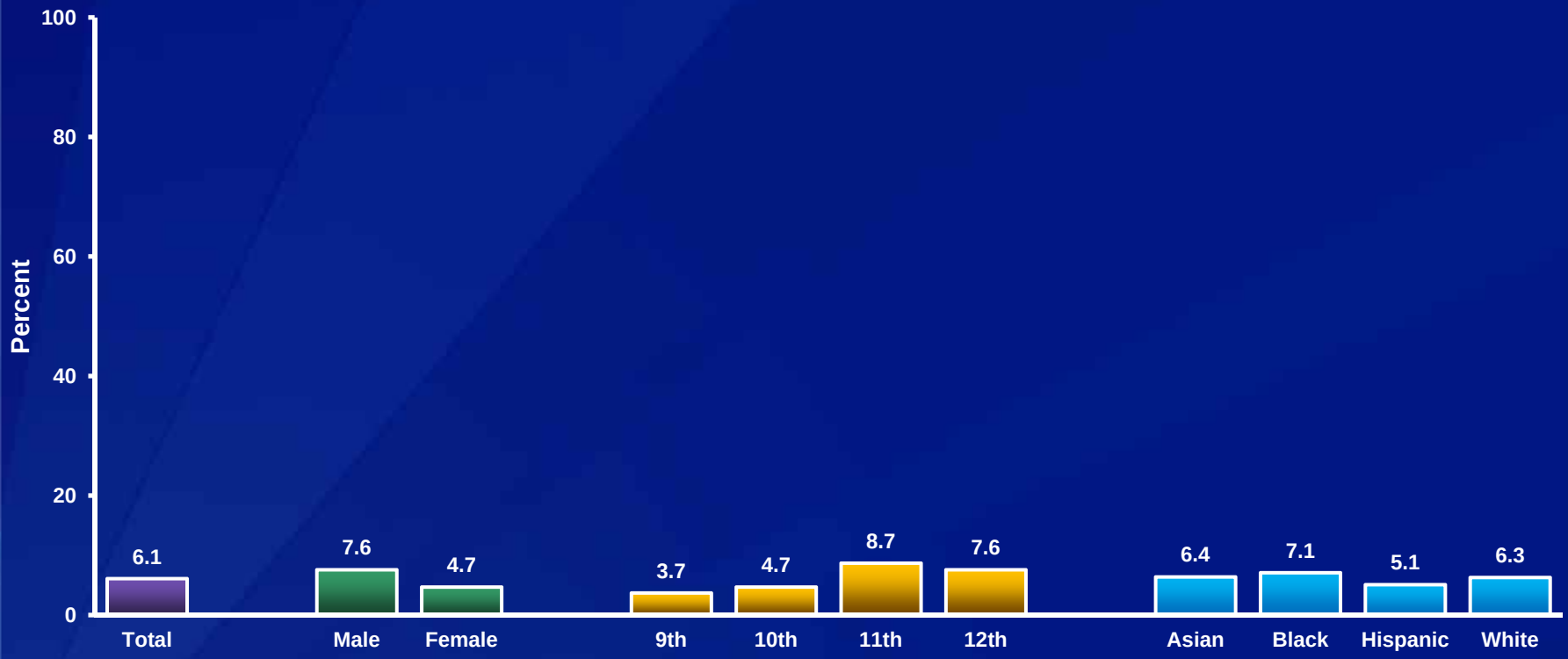
Connecticut - YRBS, 2017 - QN69

Percentage of High School Students Who Were Trying to Lose Weight, 1997-2017*



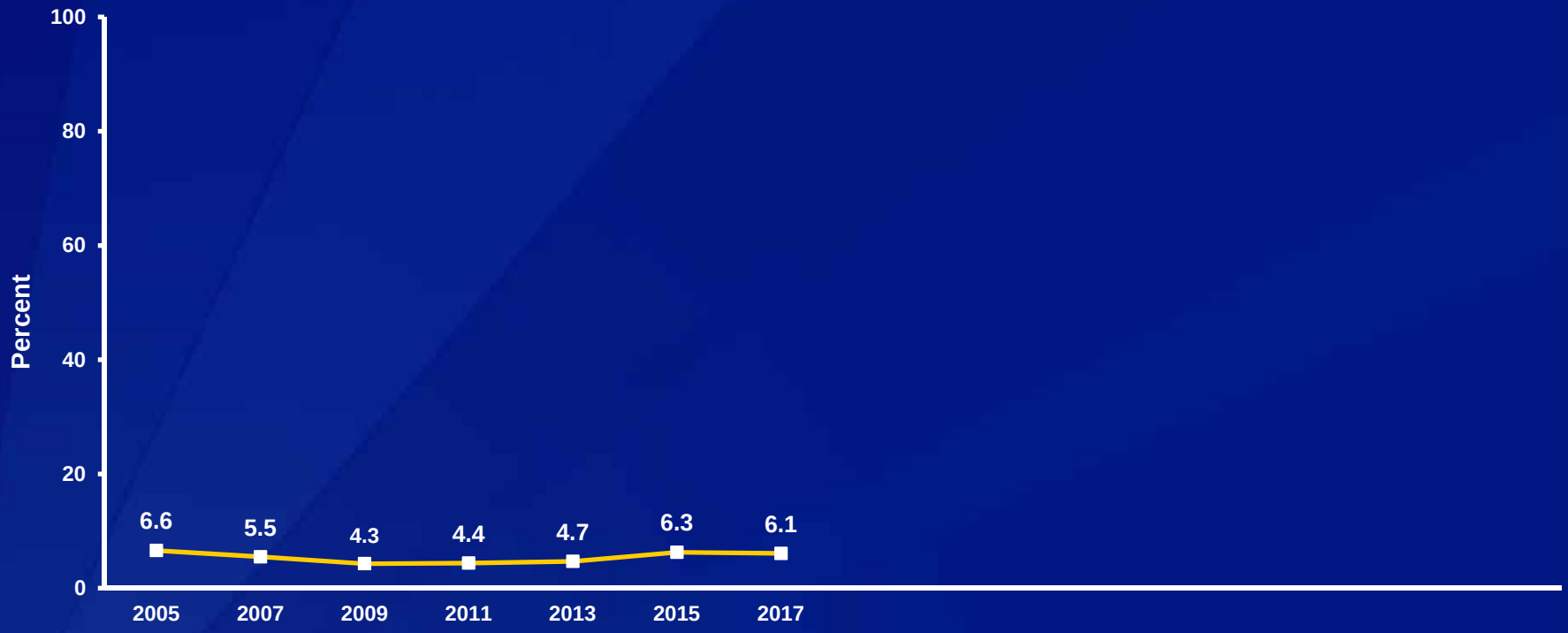
*Increased 1997-2017 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]
Data not available for 1999, 2001, 2003.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,* by Sex,† Grade,† and Race/Ethnicity, 2017



*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
†M > F; 11th > 9th, 11th > 10th, 12th > 9th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Fruit or Drink 100% Fruit Juices,* 2005-2017†

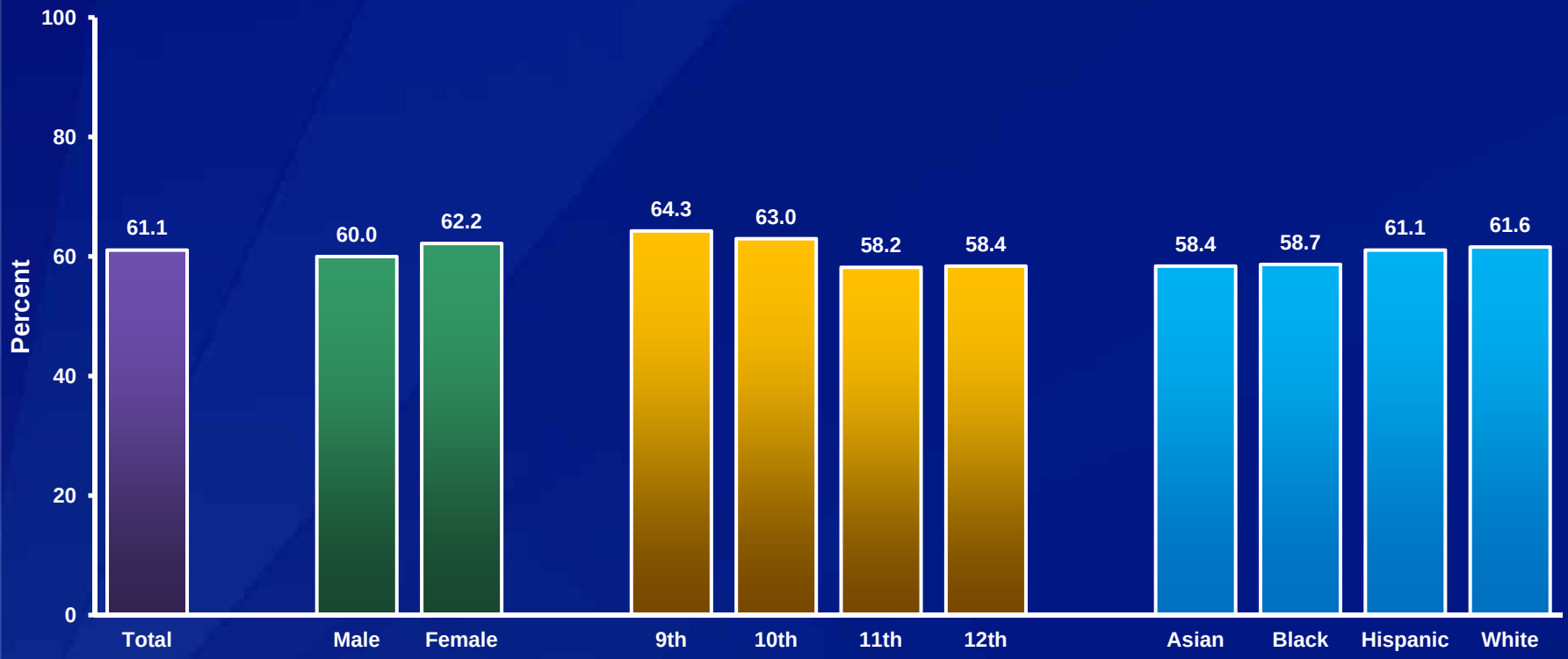


*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased, 2005-2011, increased, 2011-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,* by Sex, Grade,† and Race/Ethnicity, 2017



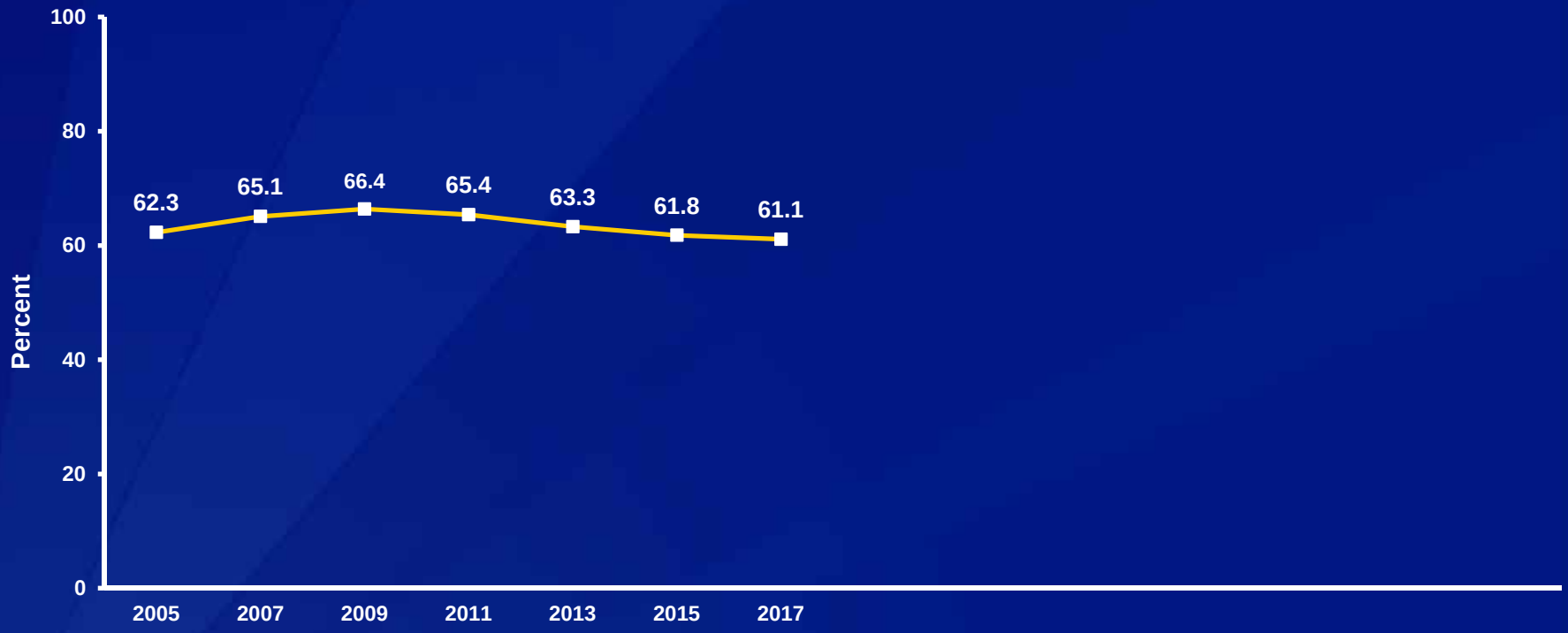
*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†9th > 11th (Based on t-test analysis, $p < 0.05$.)

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices One or More Times Per Day,* 2005-2017†

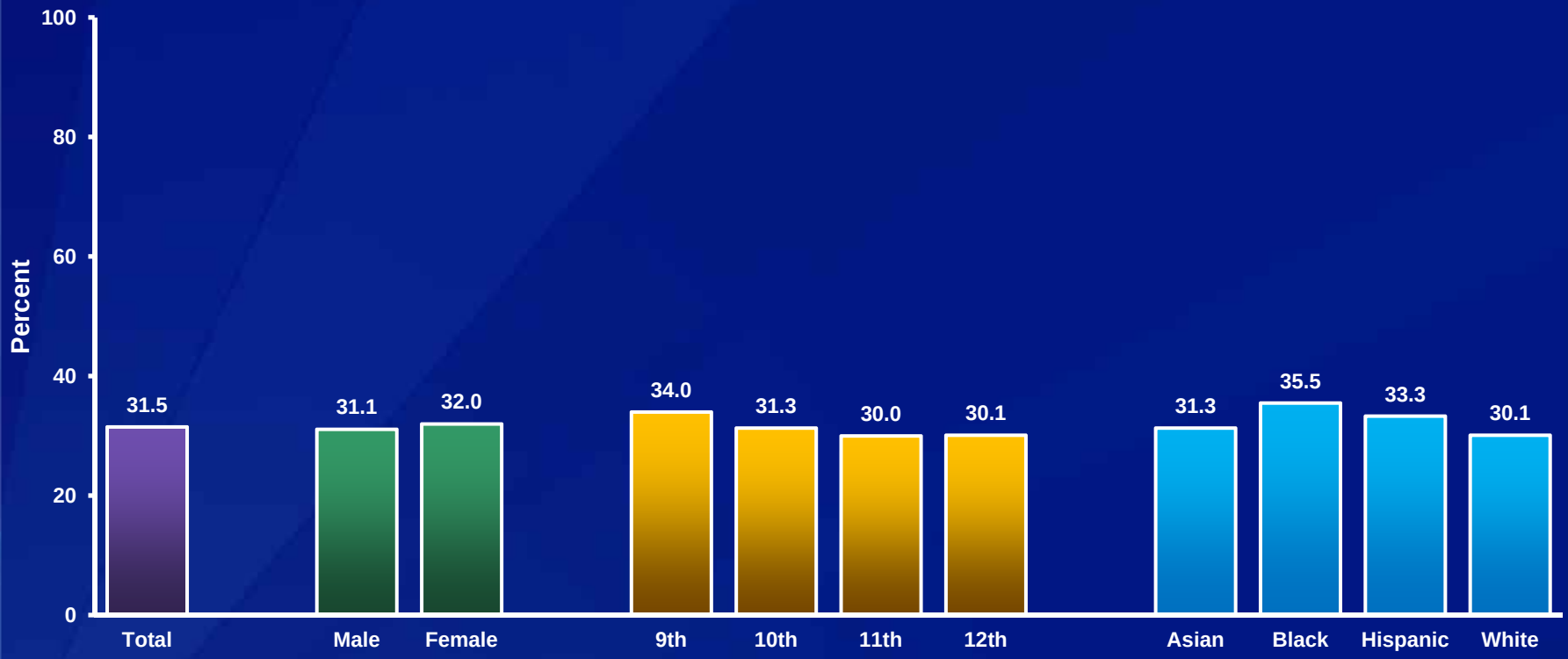


*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Increased, 2005-2009, decreased, 2009-2017 [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).]

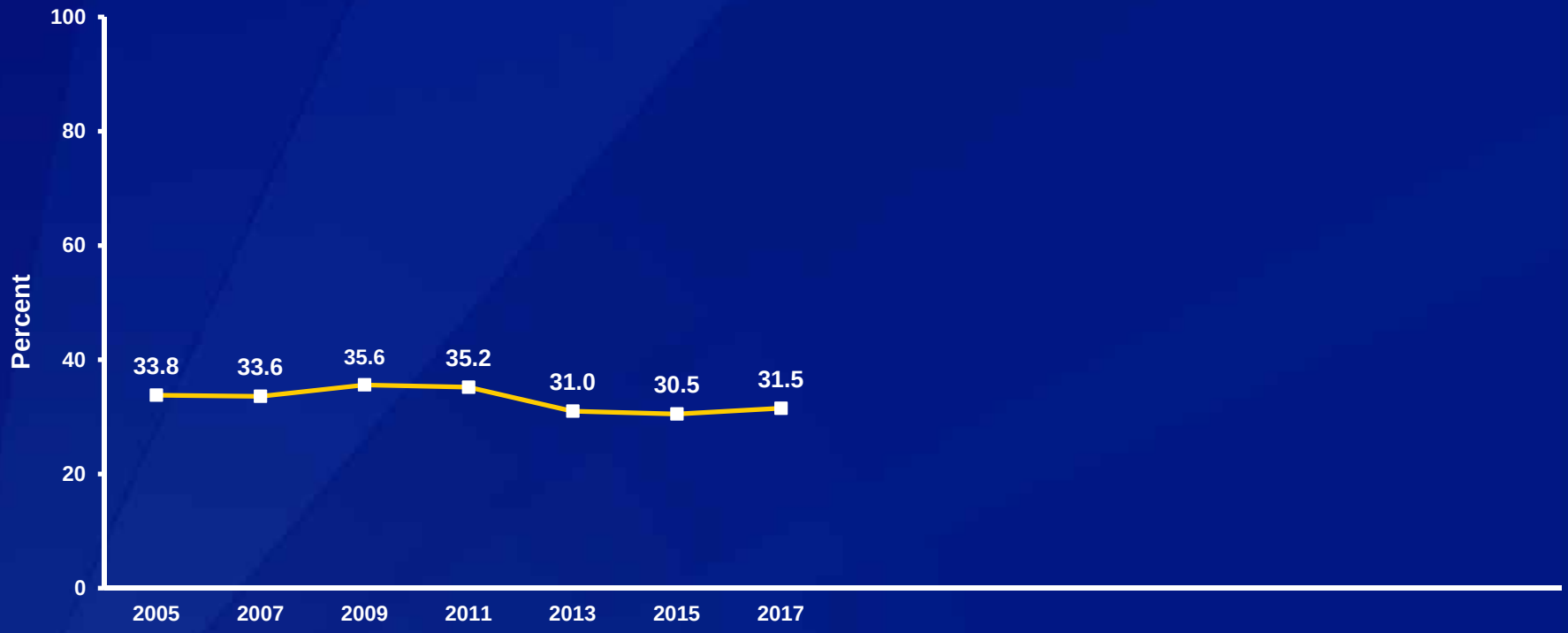
Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,* by Sex, Grade, and Race/Ethnicity, 2017



*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times Per Day,* 2005-2017†

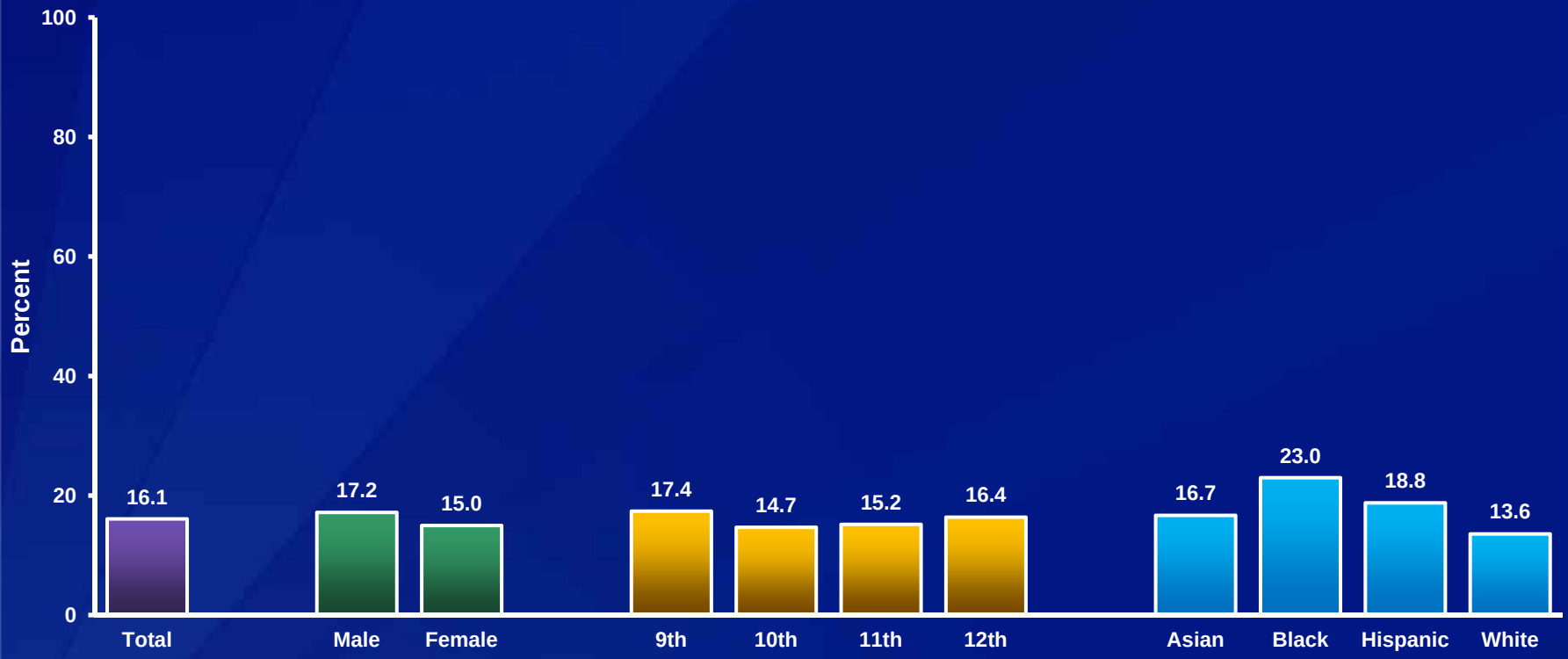


*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 2005-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017



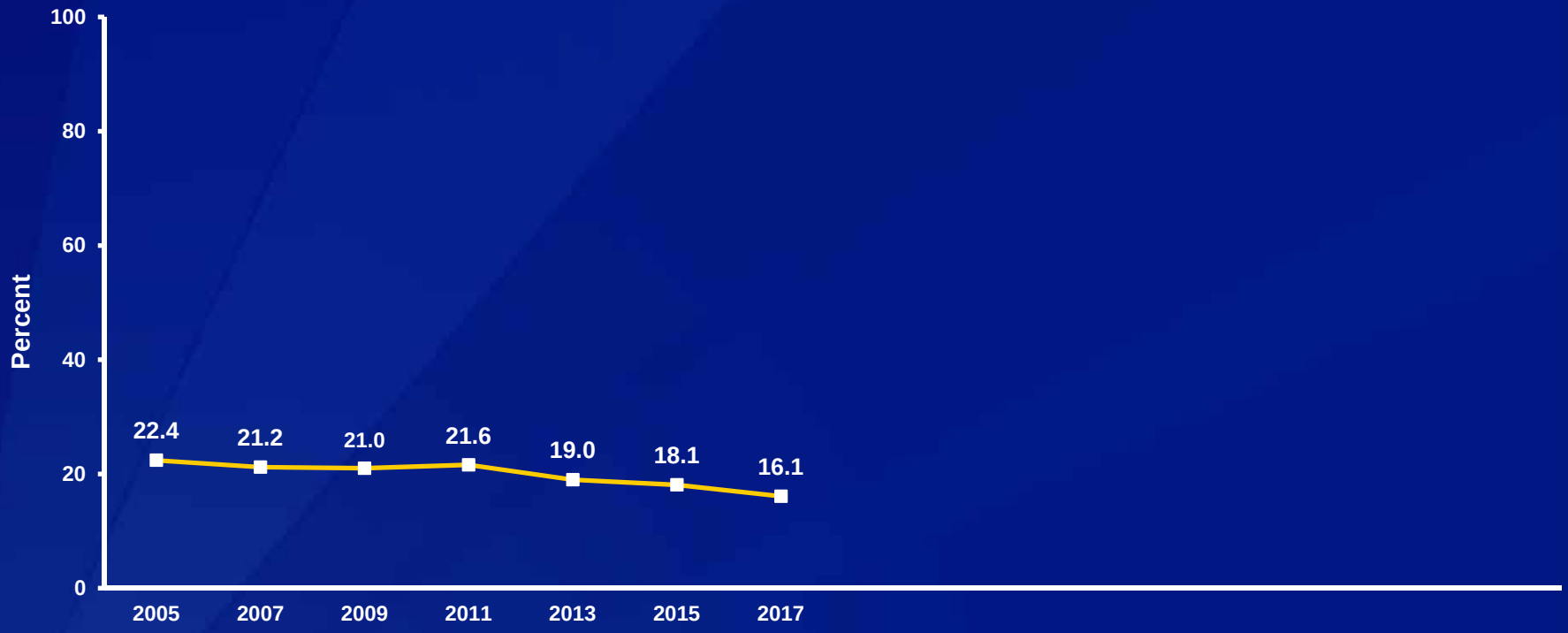
*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Three or More Times Per Day,* 2005-2017†

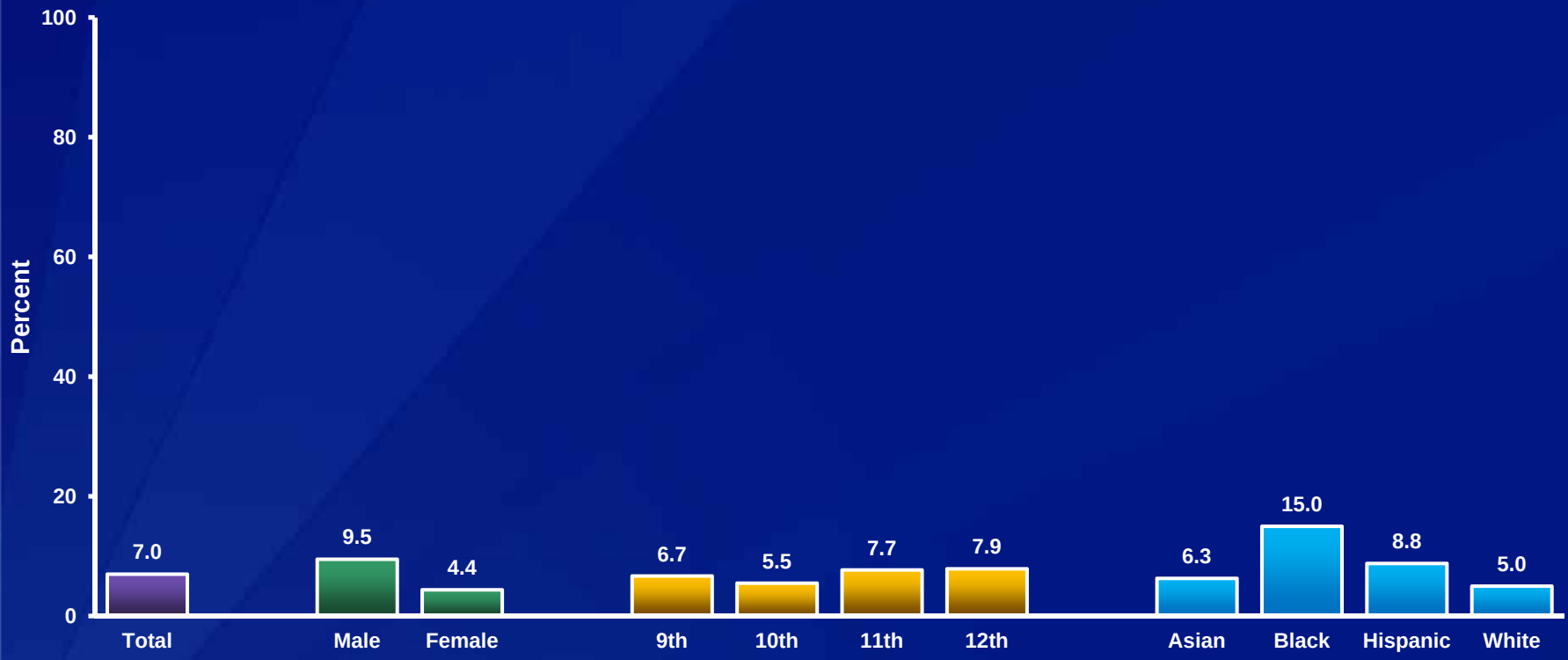


*Such as orange juice, apple juice, or grape juice, during the 7 days before the survey

†Decreased 2005-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Vegetables,* by Sex,† Grade, and Race/Ethnicity,† 2017



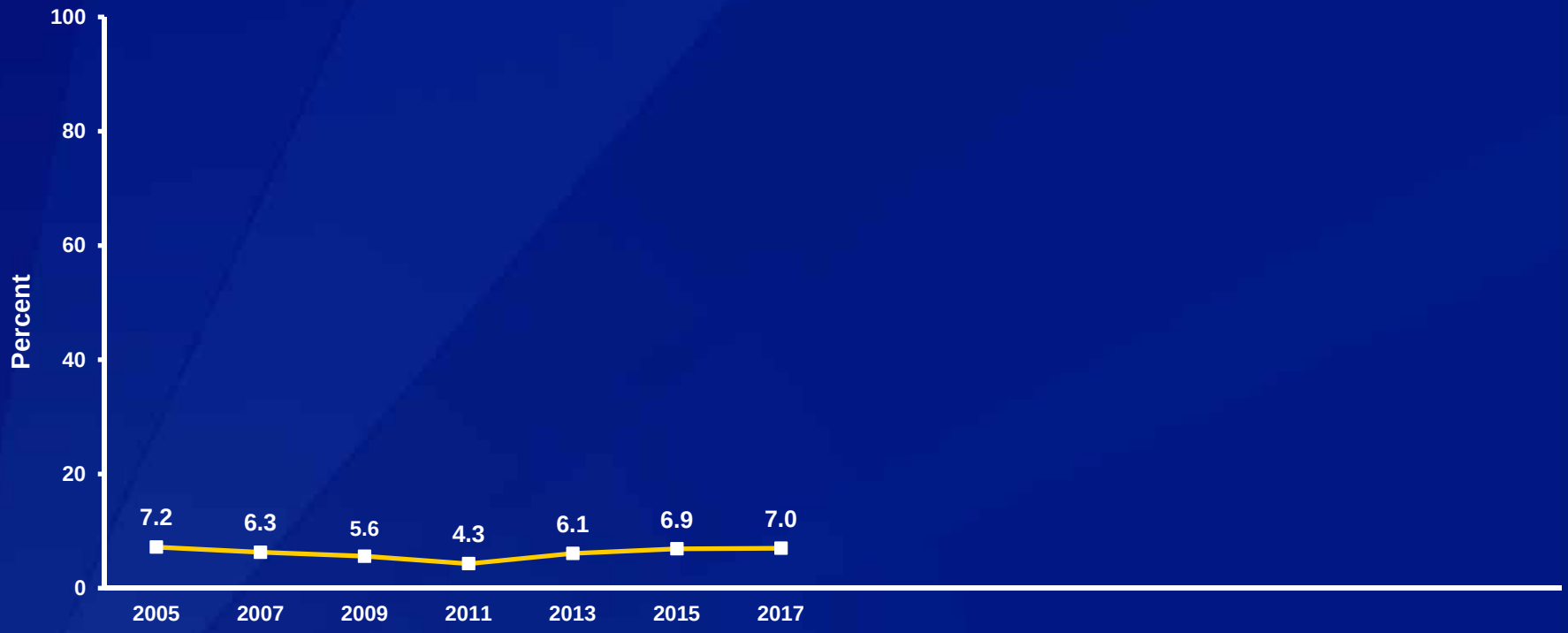
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Eat Vegetables,* 2005-2017†

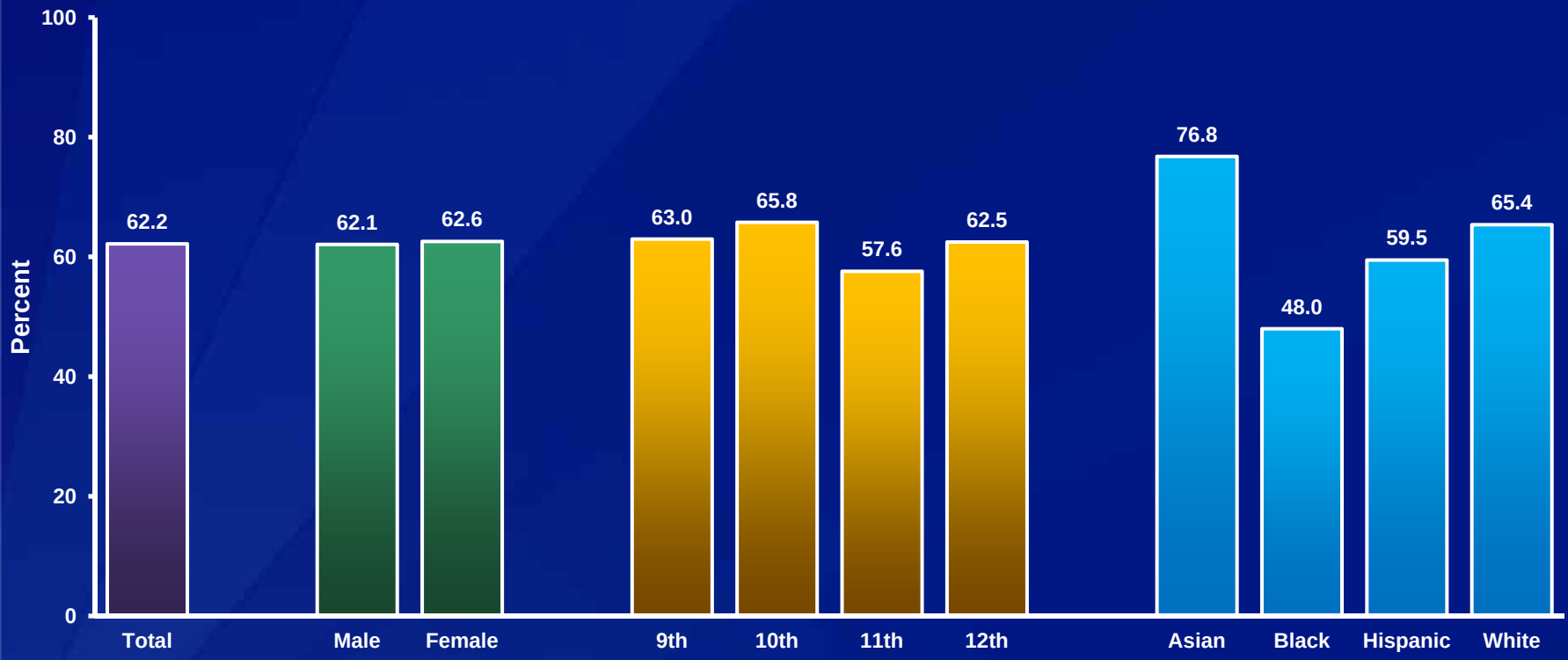


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†Decreased, 2005-2011, increased, 2011-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables One or More Times Per Day,* by Sex, Grade,† and Race/Ethnicity,† 2017



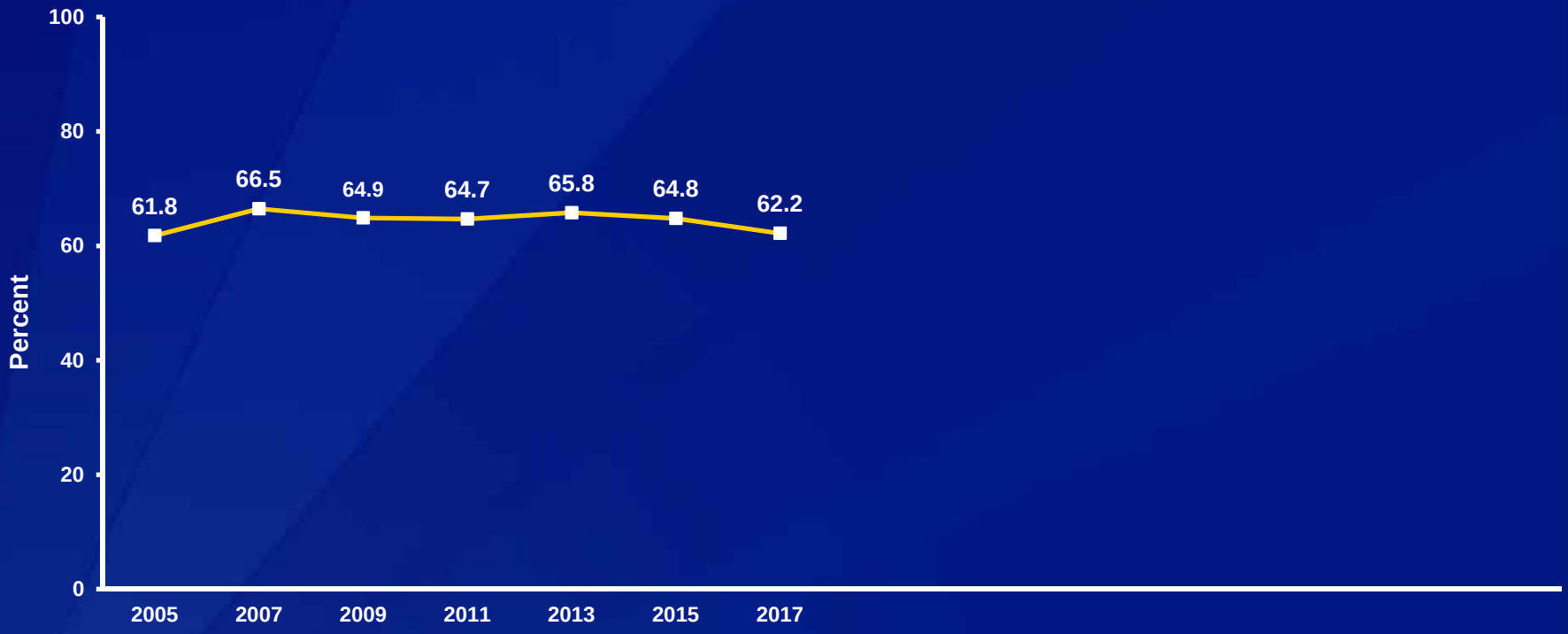
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†10th > 11th; A > B, A > H, A > W, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables One or More Times Per Day,* 2005-2017†

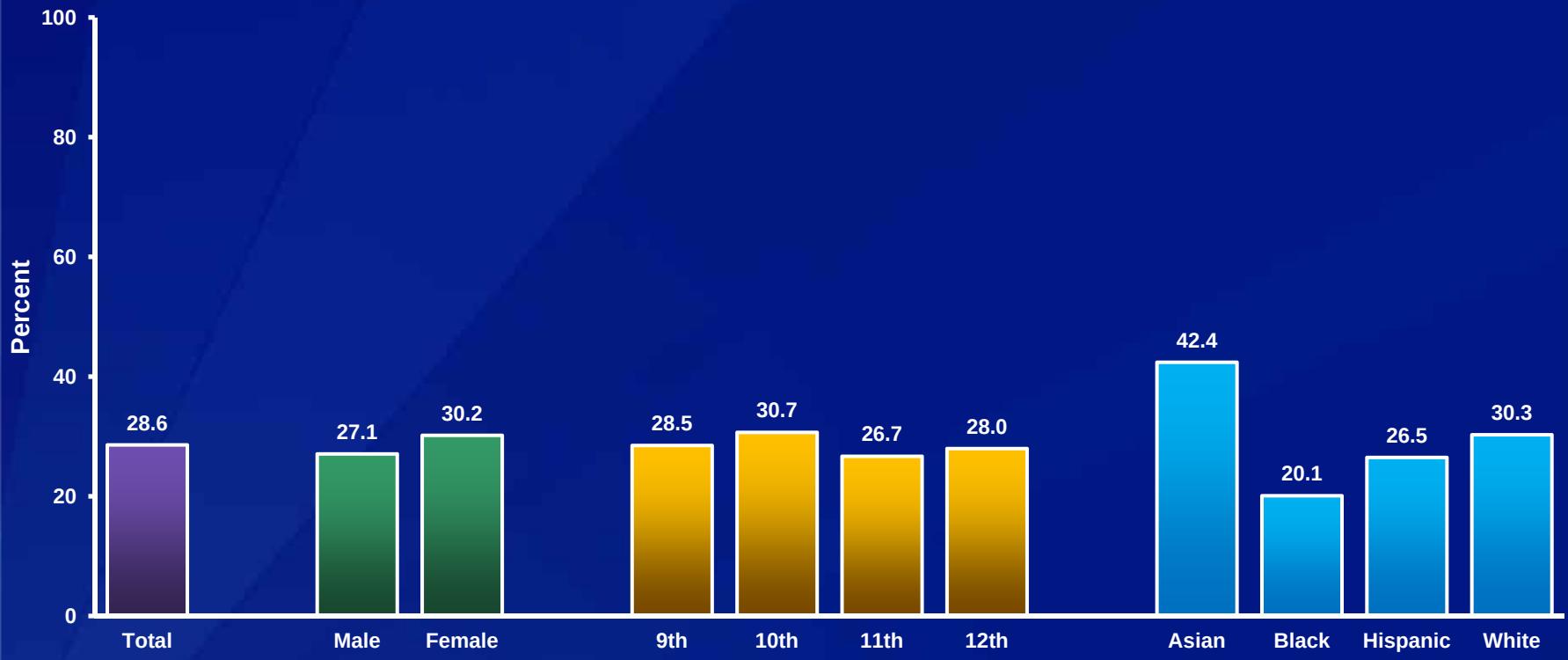


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change, 2005-2013, no change, 2013-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017



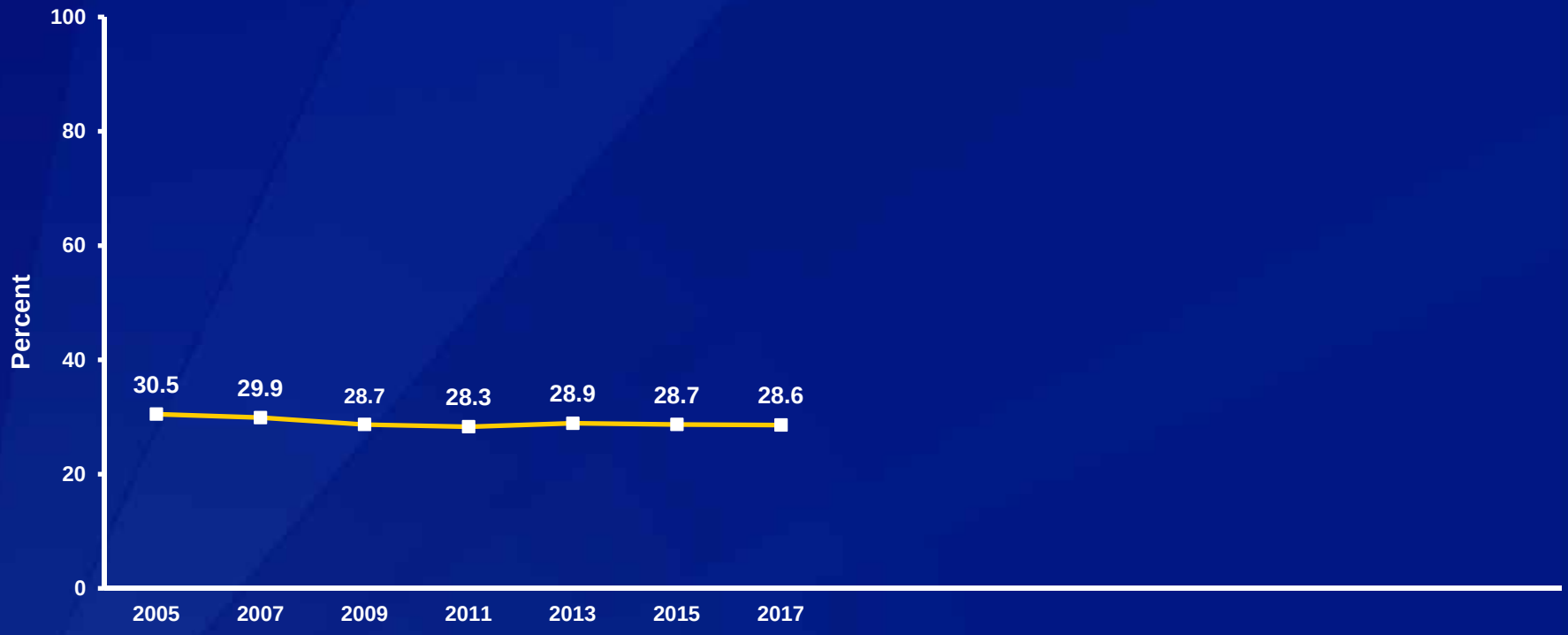
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†A > B, A > H, A > W, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables Two or More Times Per Day,* 2005-2017†

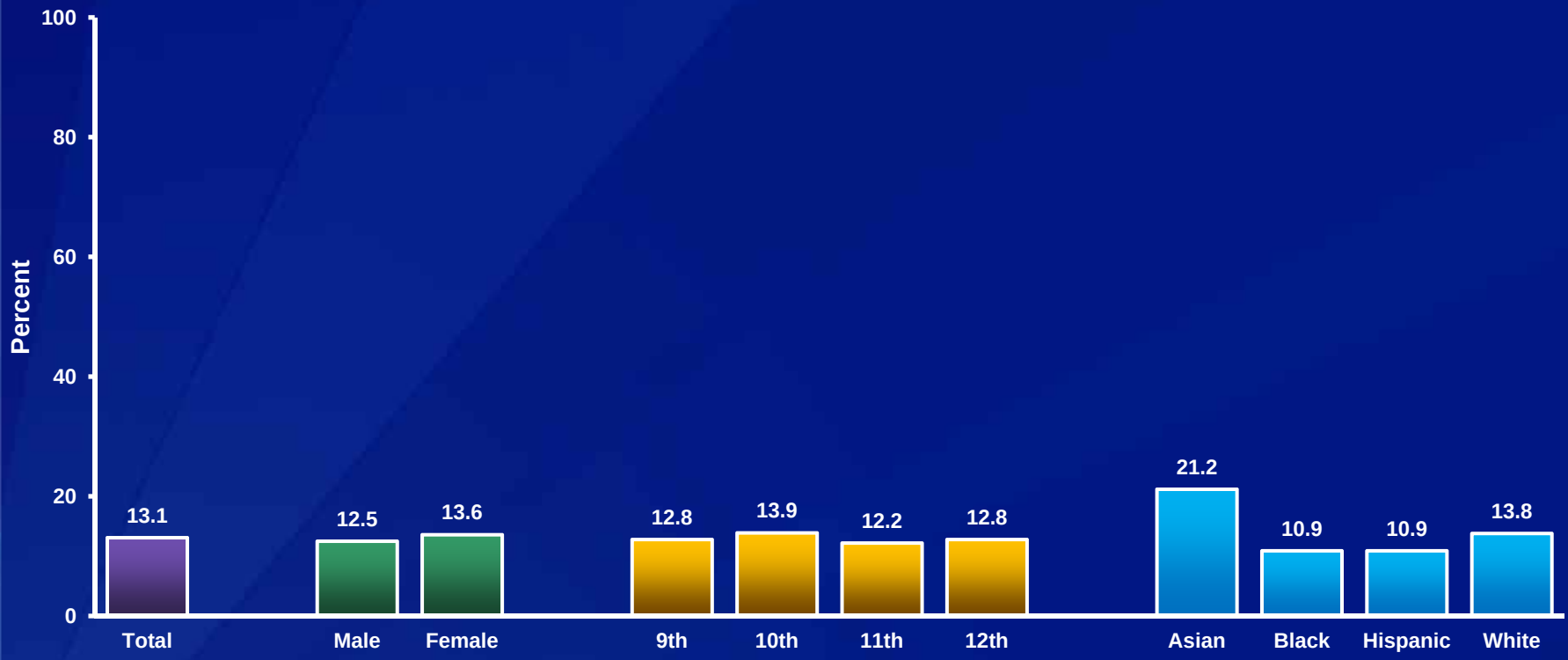


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2005-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017



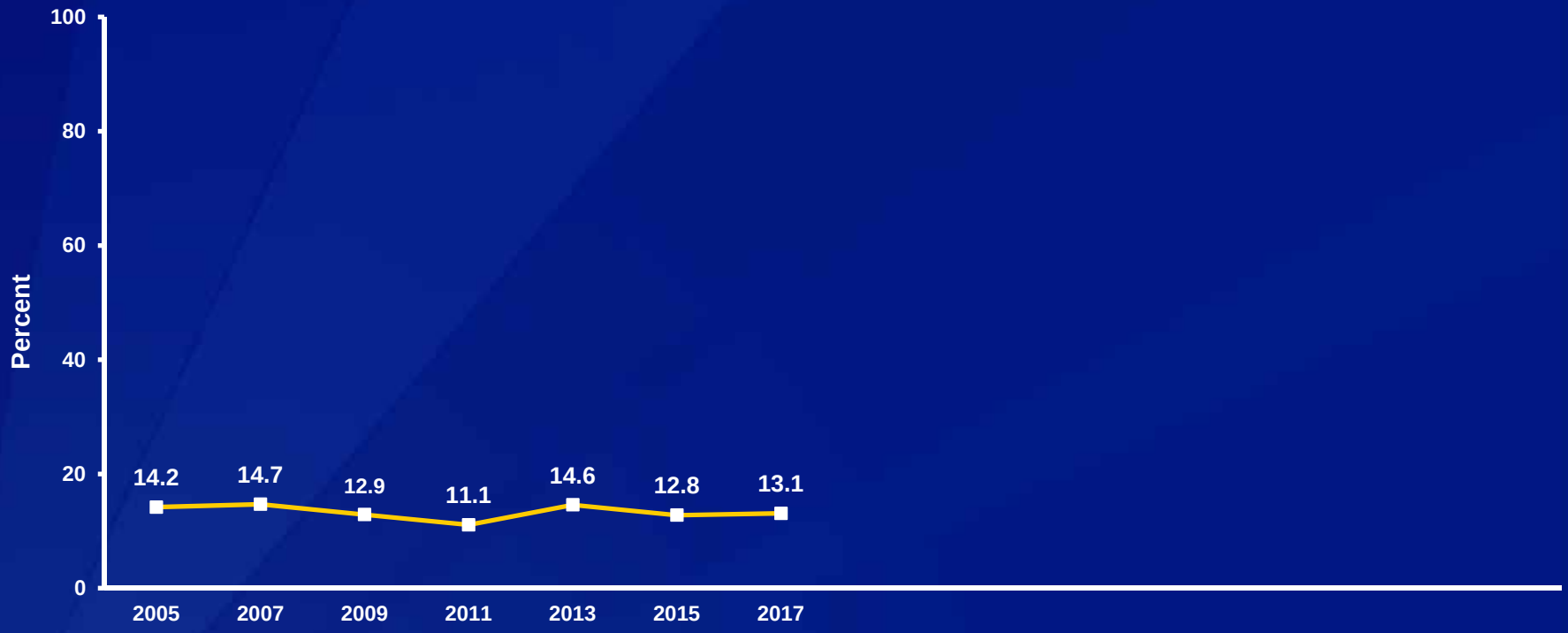
*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Vegetables Three or More Times Per Day,* 2005-2017†

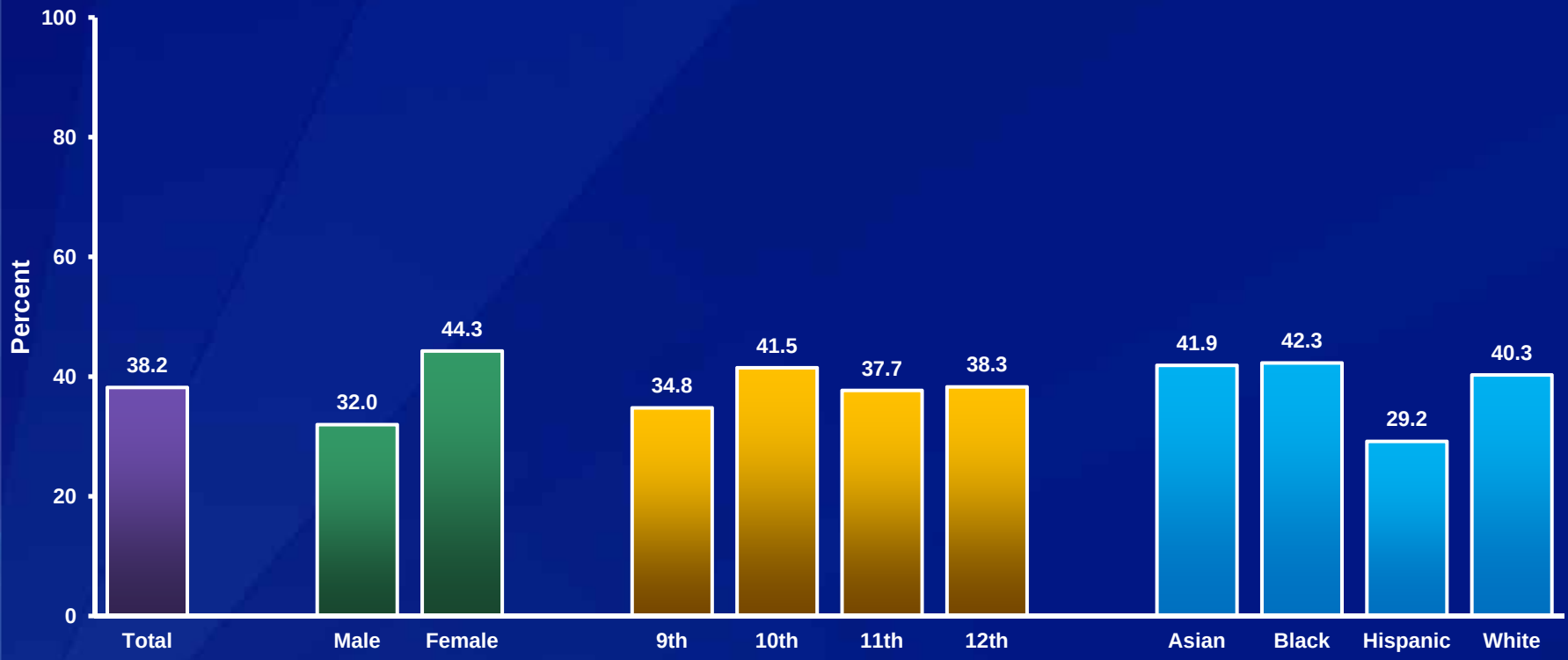


*Green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey

†No change 2005-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†F > M; 10th > 9th; 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.

Note: This graph contains weighted results.

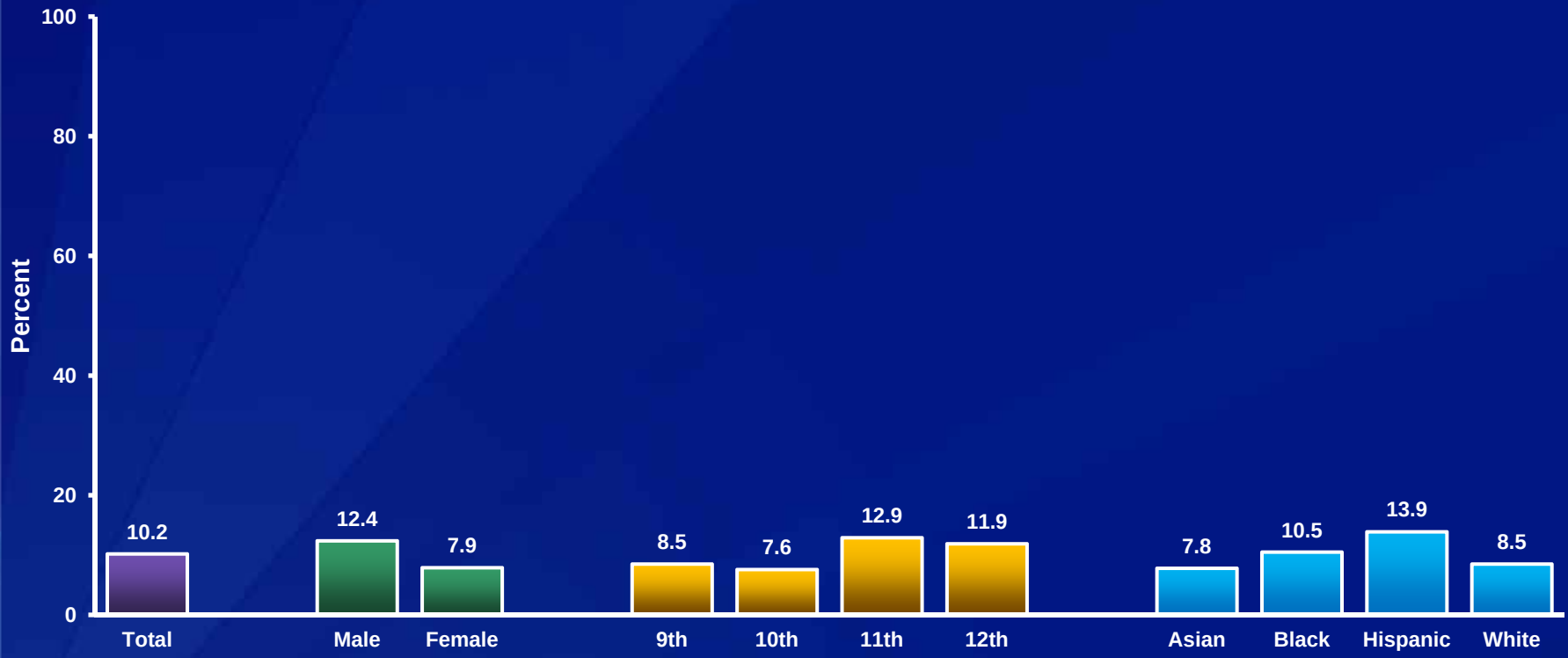
Percentage of High School Students Who Did Not Drink a Can, Bottle, or Glass of Soda or Pop,* 2013-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Increased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey
†M > F; 11th > 9th, 11th > 10th, 12th > 10th; 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.
Note: This graph contains weighted results.

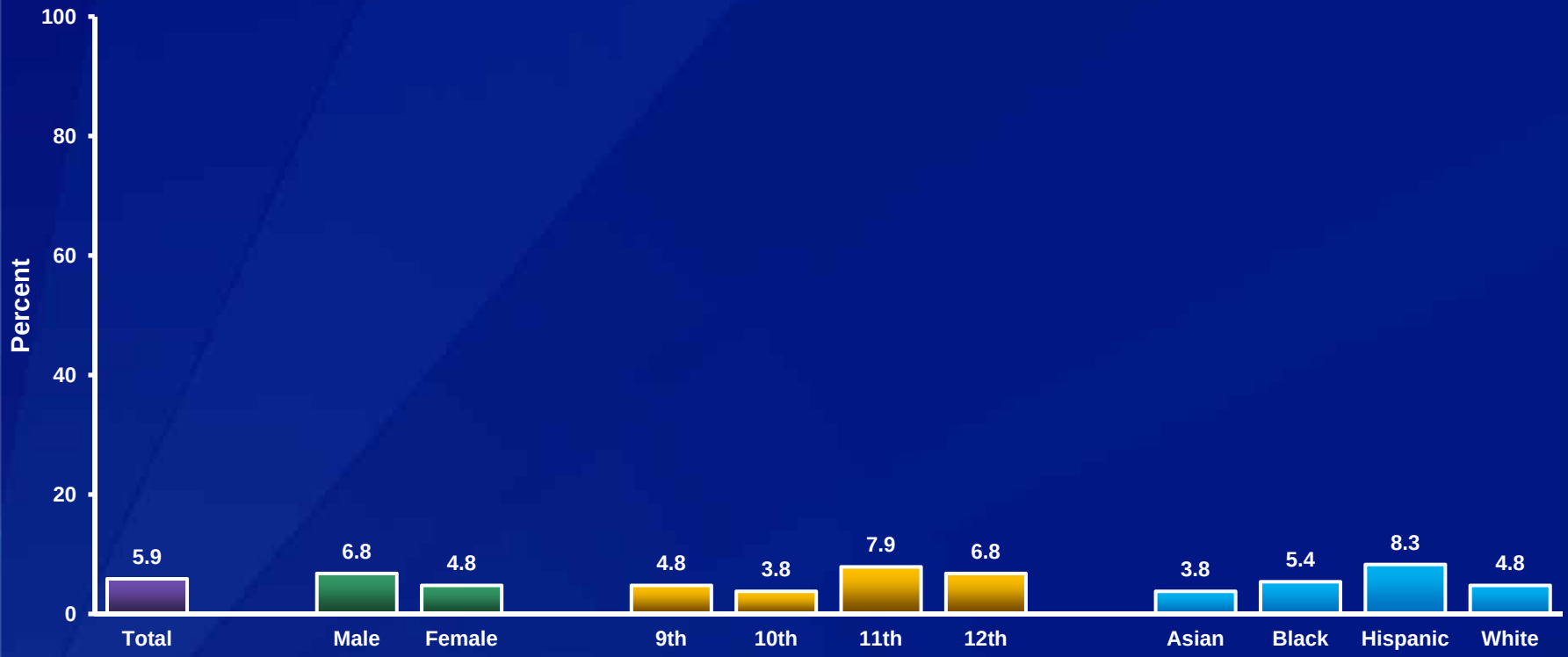
Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop One or More Times Per Day,* 2013-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,* by Sex, Grade,† and Race/Ethnicity,† 2017



*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†11th > 10th, 12th > 10th; 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.

Note: This graph contains weighted results.

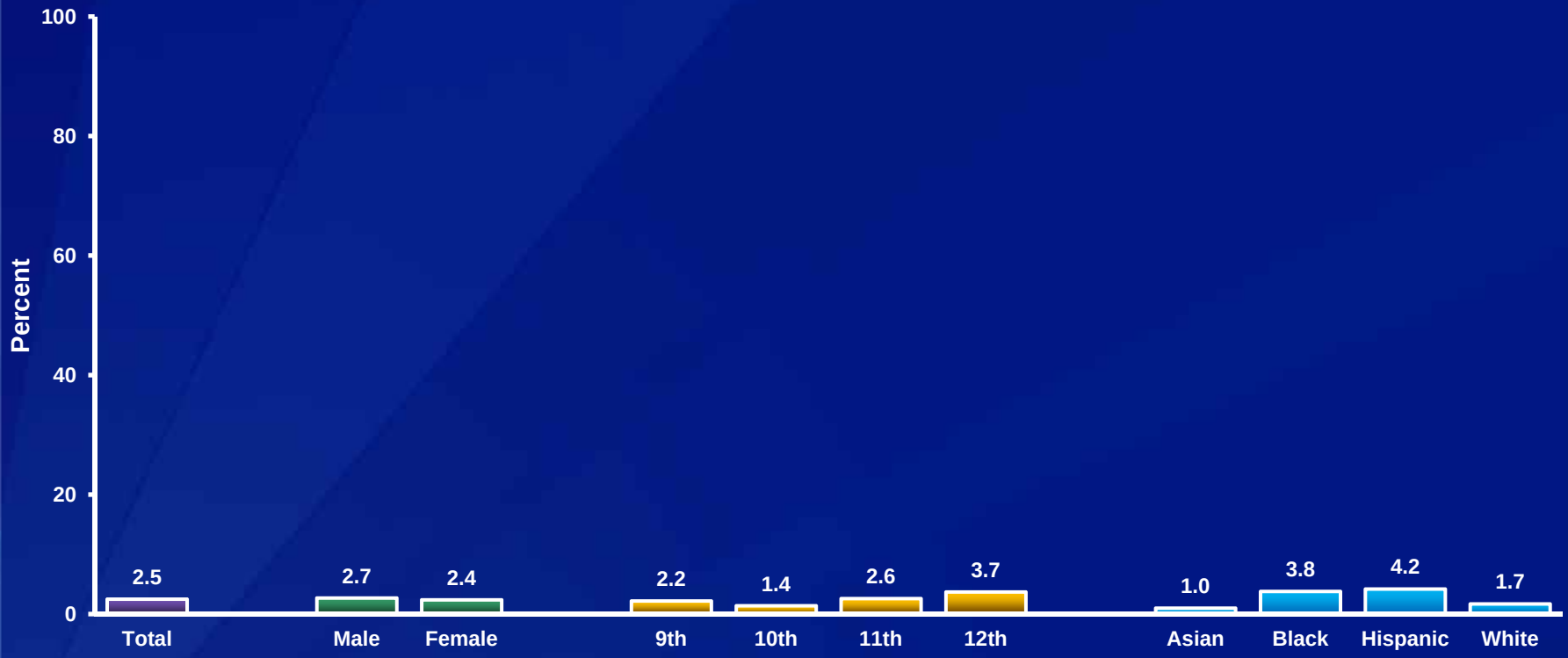
Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Two or More Times Per Day,* 2013-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Three or More Times Per Day,* by Sex, Grade, and Race/Ethnicity,† 2017



*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†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.

Note: This graph contains weighted results.

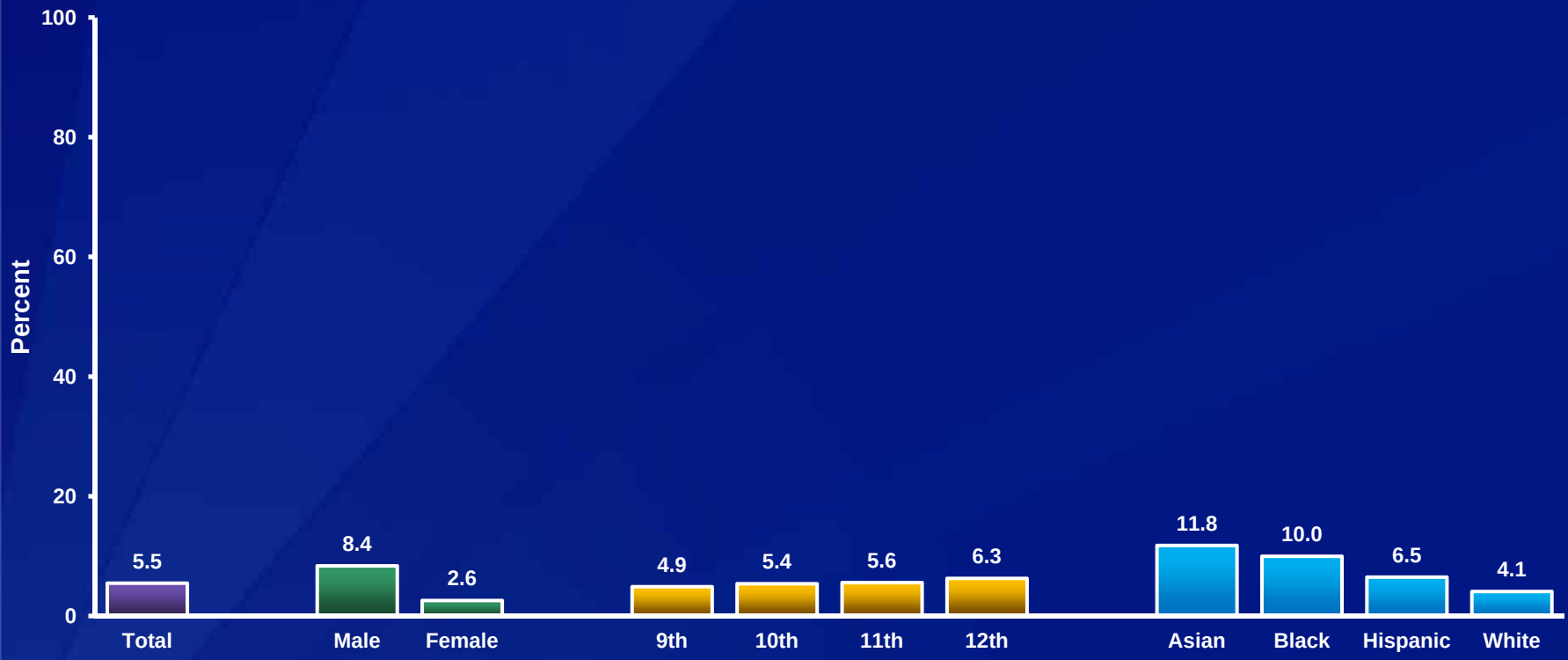
Percentage of High School Students Who Drank a Can, Bottle, or Glass of Soda or Pop Three or More Times Per Day,* 2013-2017†

*Such as Coke, Pepsi, or Sprite, not counting diet soda or diet pop, during the 7 days before the survey

†Decreased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Drink a Bottle or Glass of Plain Water,* by Sex,† Grade, and Race/Ethnicity,† 2017

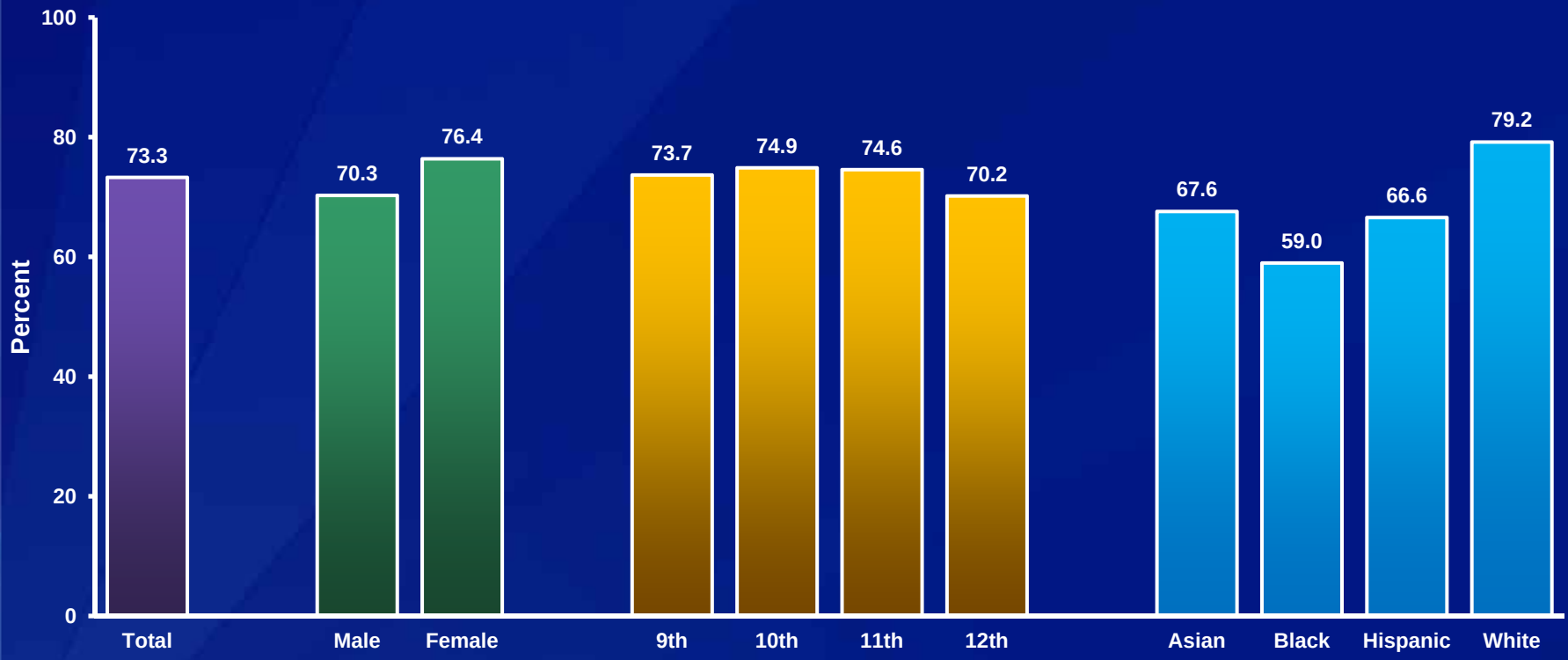


*Counting tap, bottled, and unflavored sparkling water, during the 7 days before the survey
†M > F; B > W, H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Drink a Bottle or Glass of Plain Water,* 2015-2017†

*Counting tap, bottled, and unflavored sparkling water, during the 7 days before the survey
†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Drank One or More Glasses Per Day of Water,* by Sex, Grade, and Race/Ethnicity,† 2017



*During the 7 days before the survey

†W > A, 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.

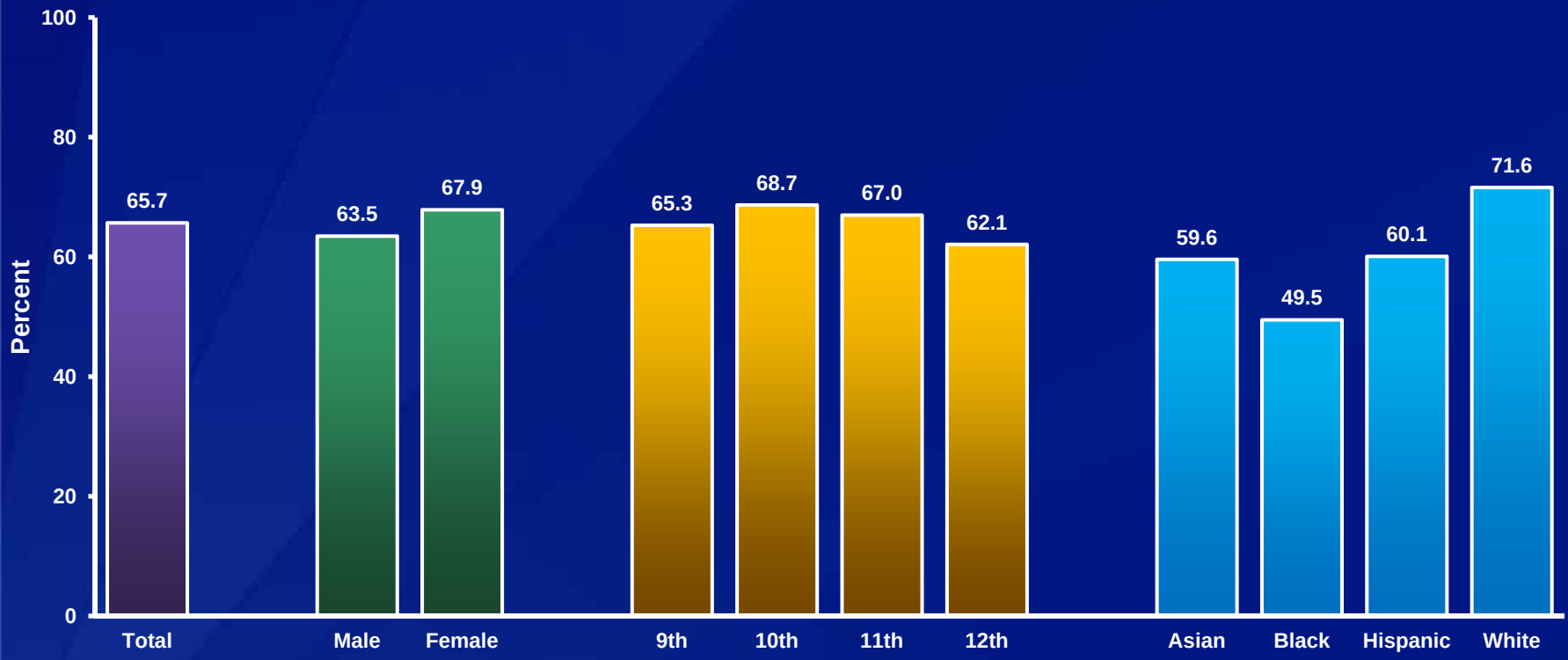
Note: This graph contains weighted results.

Percentage of High School Students Who Drank One or More Glasses Per Day of Water,* 2015-2017†

*During the 7 days before the survey

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Drank Two or More Glasses Per Day of Water,* by Sex, Grade, and Race/Ethnicity,† 2017



*During the 7 days before the survey

†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.

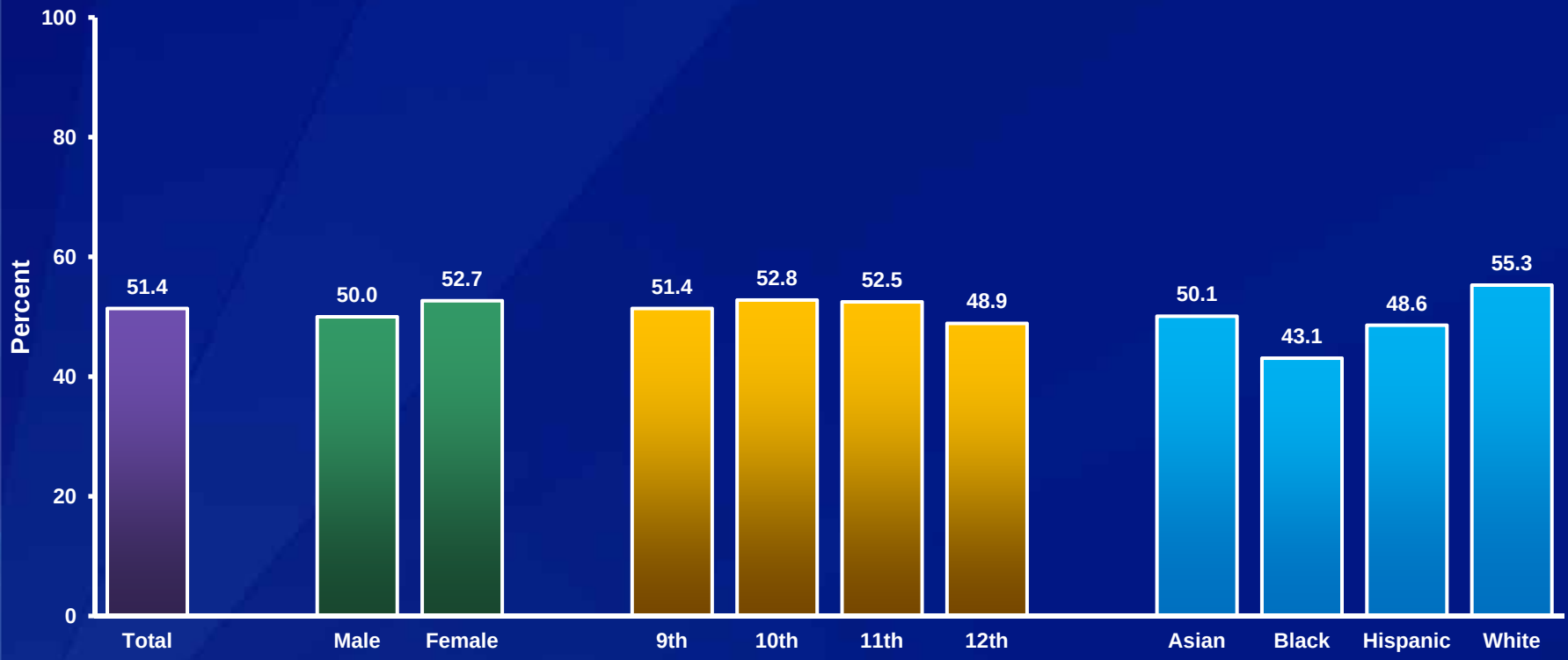
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Two or More Glasses Per Day of Water,* 2015-2017†

*During the 7 days before the survey

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Drank Three or More Glasses Per Day of Water,* by Sex, Grade, and Race/Ethnicity,† 2017



*During the 7 days before the survey

†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.

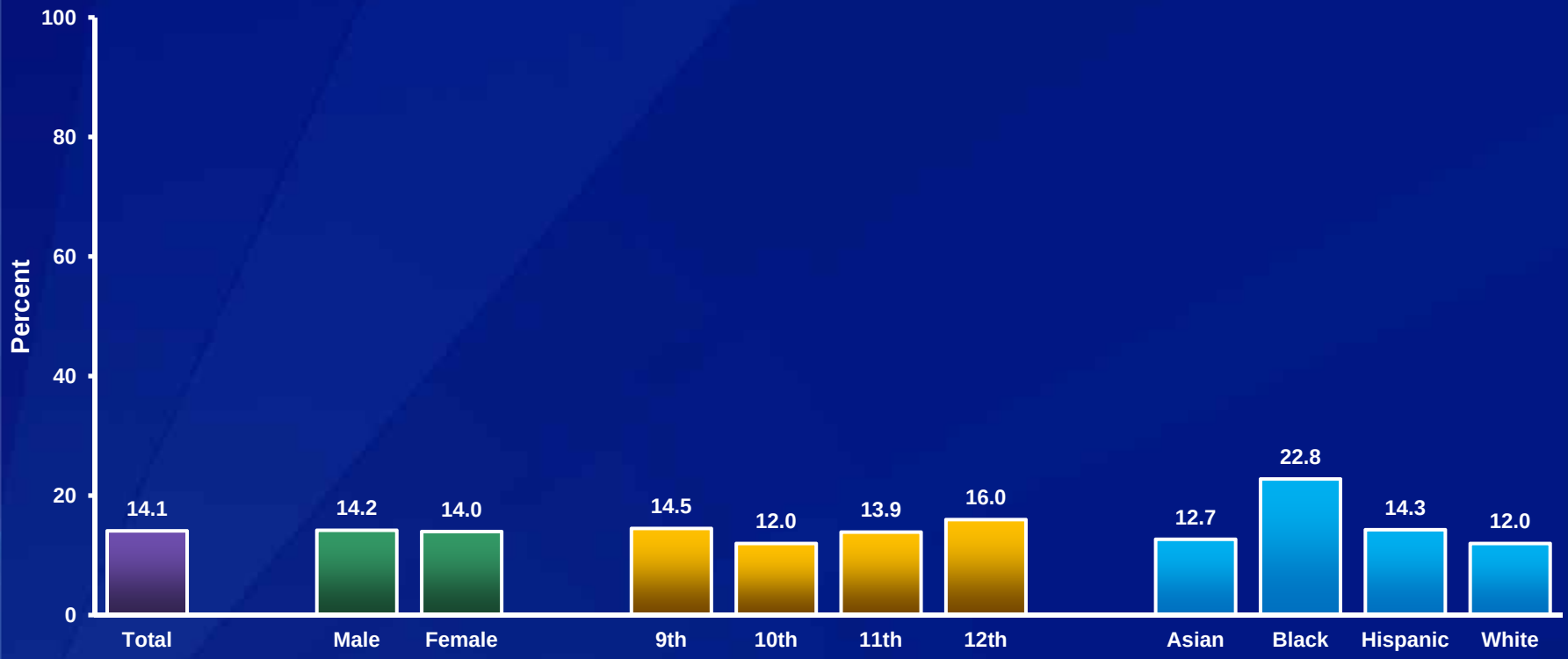
Note: This graph contains weighted results.

Percentage of High School Students Who Drank Three or More Glasses Per Day of Water,* 2015-2017†

*During the 7 days before the survey

†Increased 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Did Not Eat Breakfast,* by Sex, Grade,† and Race/Ethnicity,† 2017



*During the 7 days before the survey

†12th > 10th; B > A, B > H, 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.

Note: This graph contains weighted results.

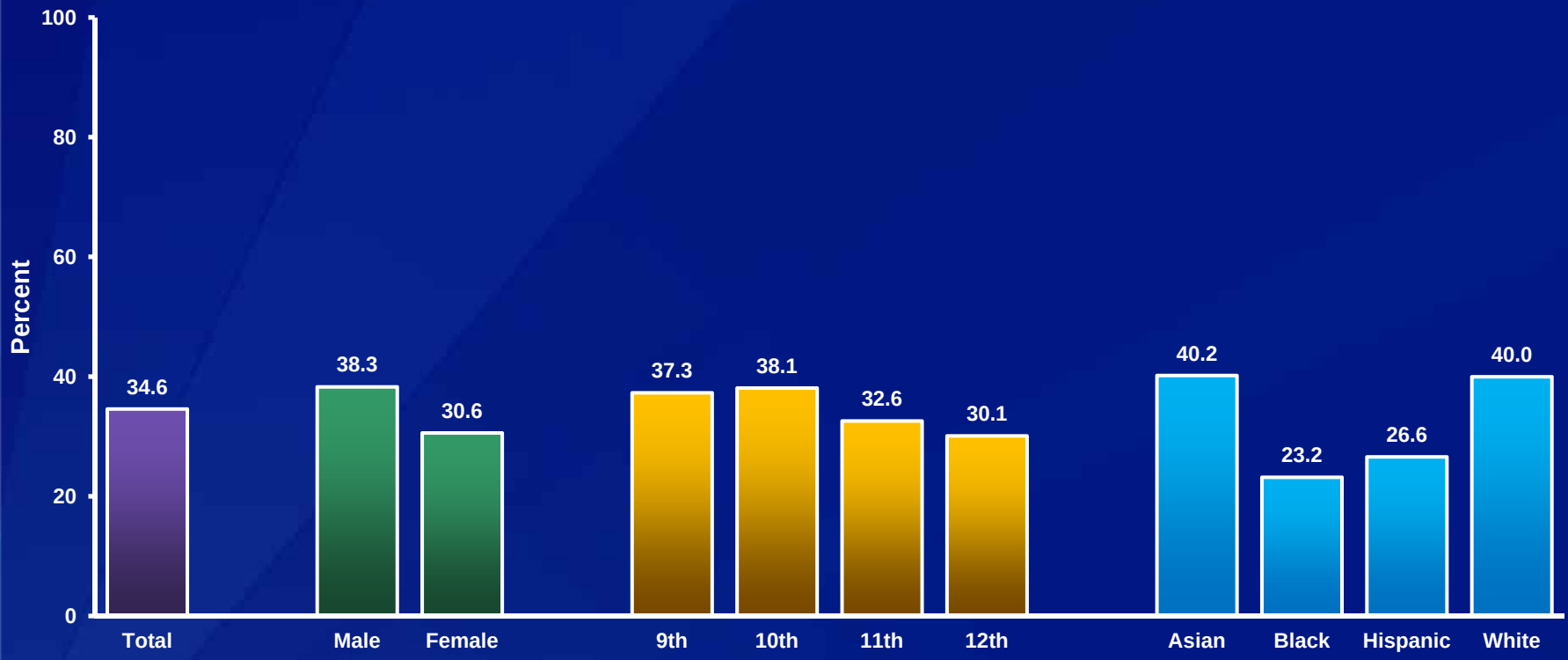
Percentage of High School Students Who Did Not Eat Breakfast,* 2013-2017†

*During the 7 days before the survey

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate Breakfast on All 7 Days,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*During the 7 days before the survey
†M > F; 9th > 12th, 10th > 12th; A > B, A > H, 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.
Note: This graph contains weighted results.

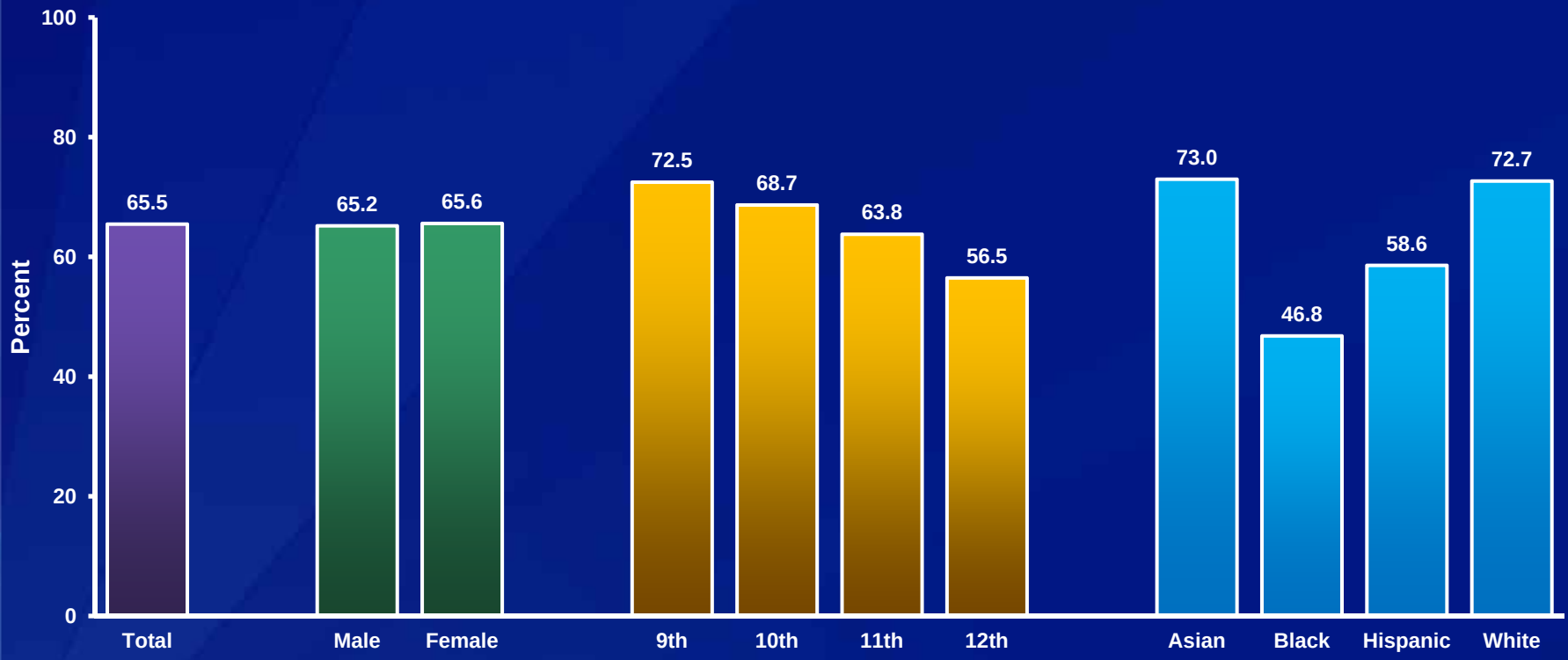
Percentage of High School Students Who Ate Breakfast on All 7 Days,* 2013-2017†

*During the 7 days before the survey

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Ate at Least One Meal with Their Family,* by Sex, Grade,† and Race/Ethnicity,† 2017



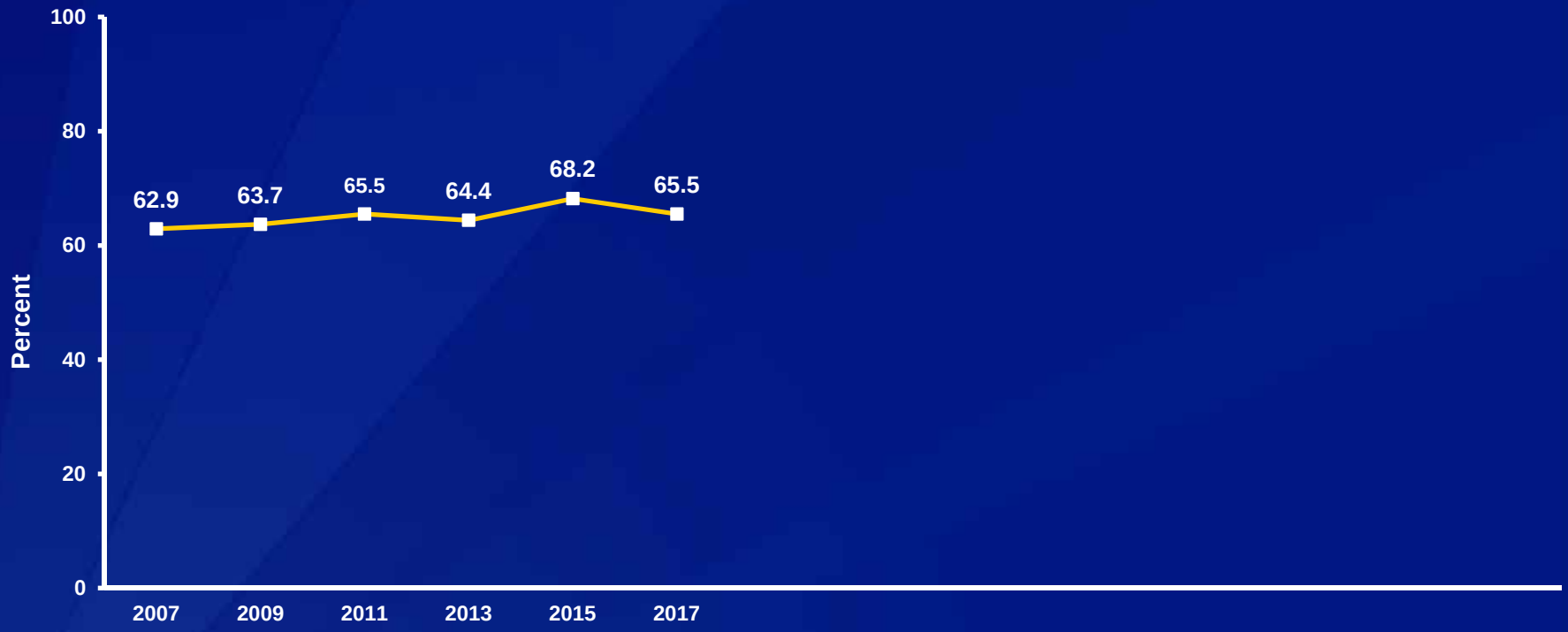
*On three or more days during the 7 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Ate at Least One Meal with Their Family,* 2007-2017†

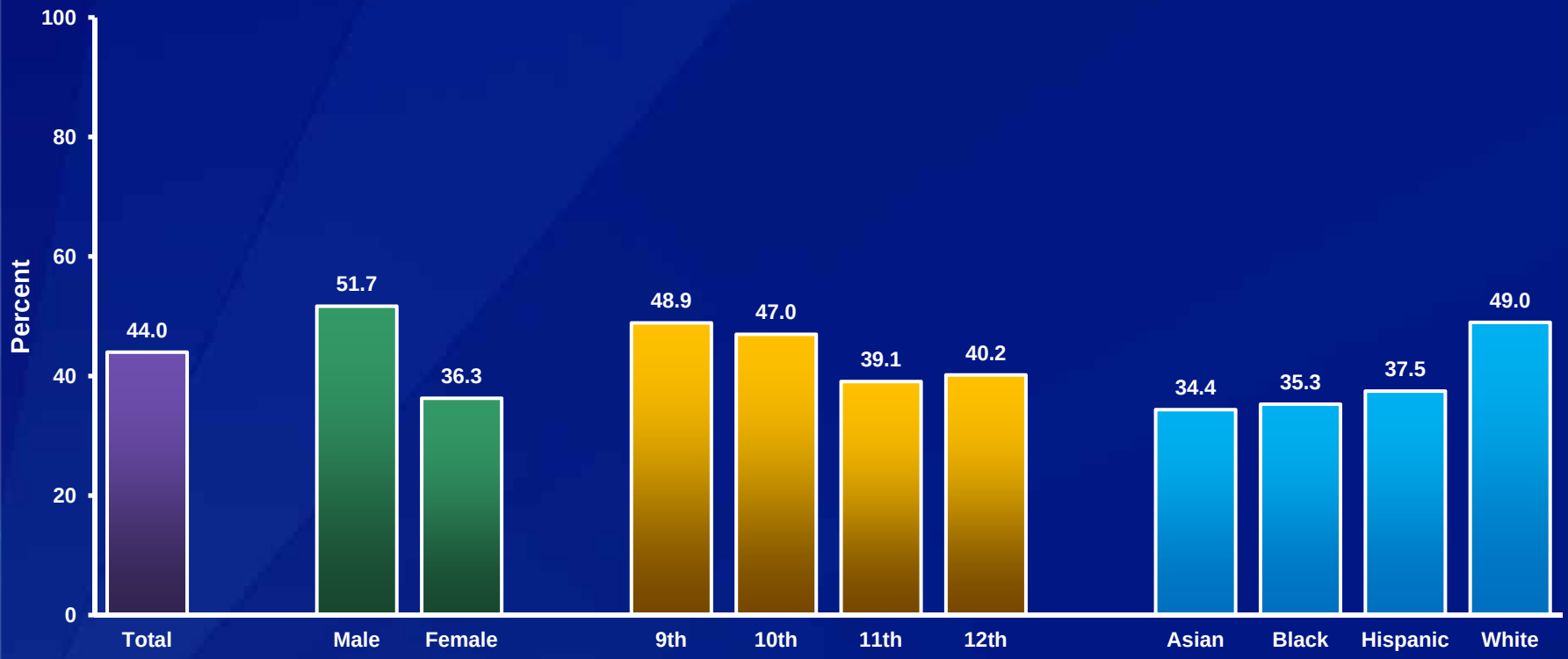


*On three or more days during the 7 days before the survey

†Increased 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2017



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

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

Note: This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on 5 or More Days,* 2011-2017†

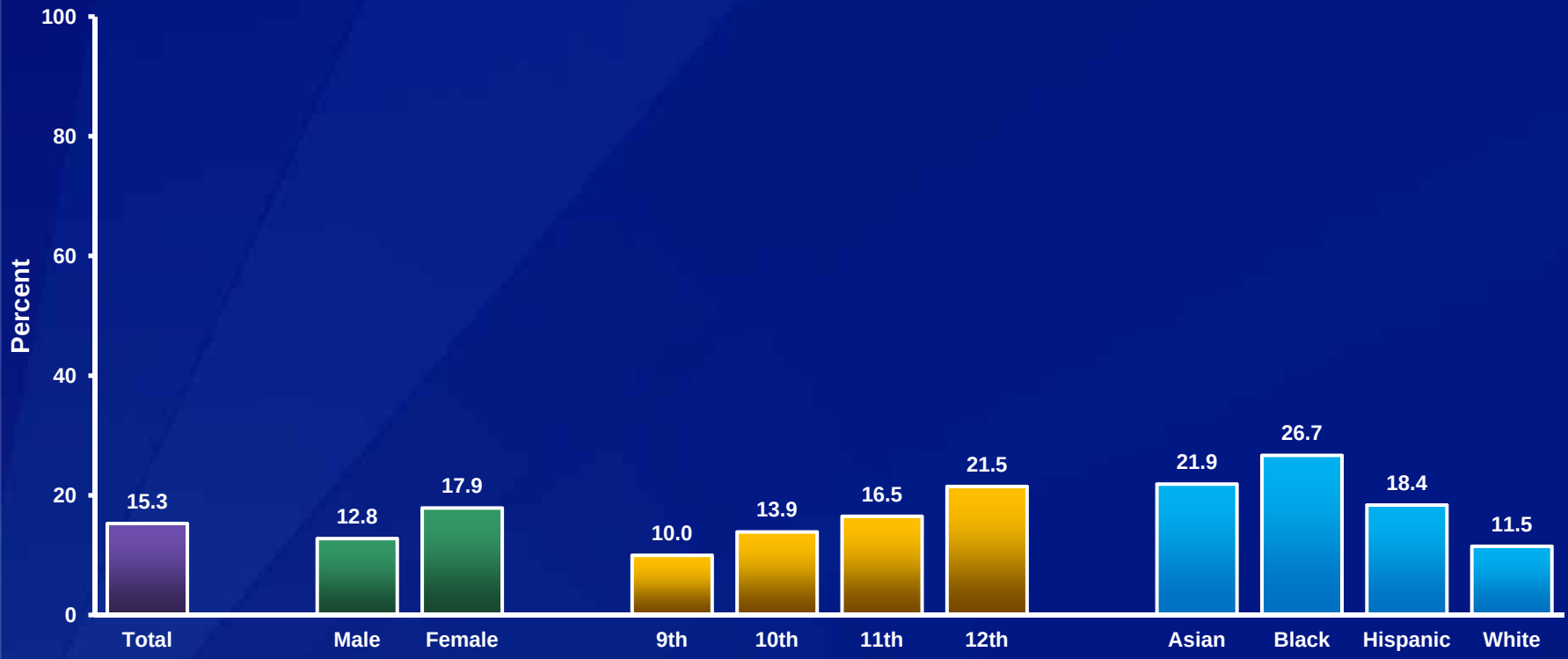
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Decreased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Connecticut - YRBS, 2011-2017 - QN79

Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*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; 11th > 9th, 12th > 9th, 12th > 10th; A > W, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Did Not Participate in at Least 60 Minutes of Physical Activity on at Least 1 Day,* 2011-2017†

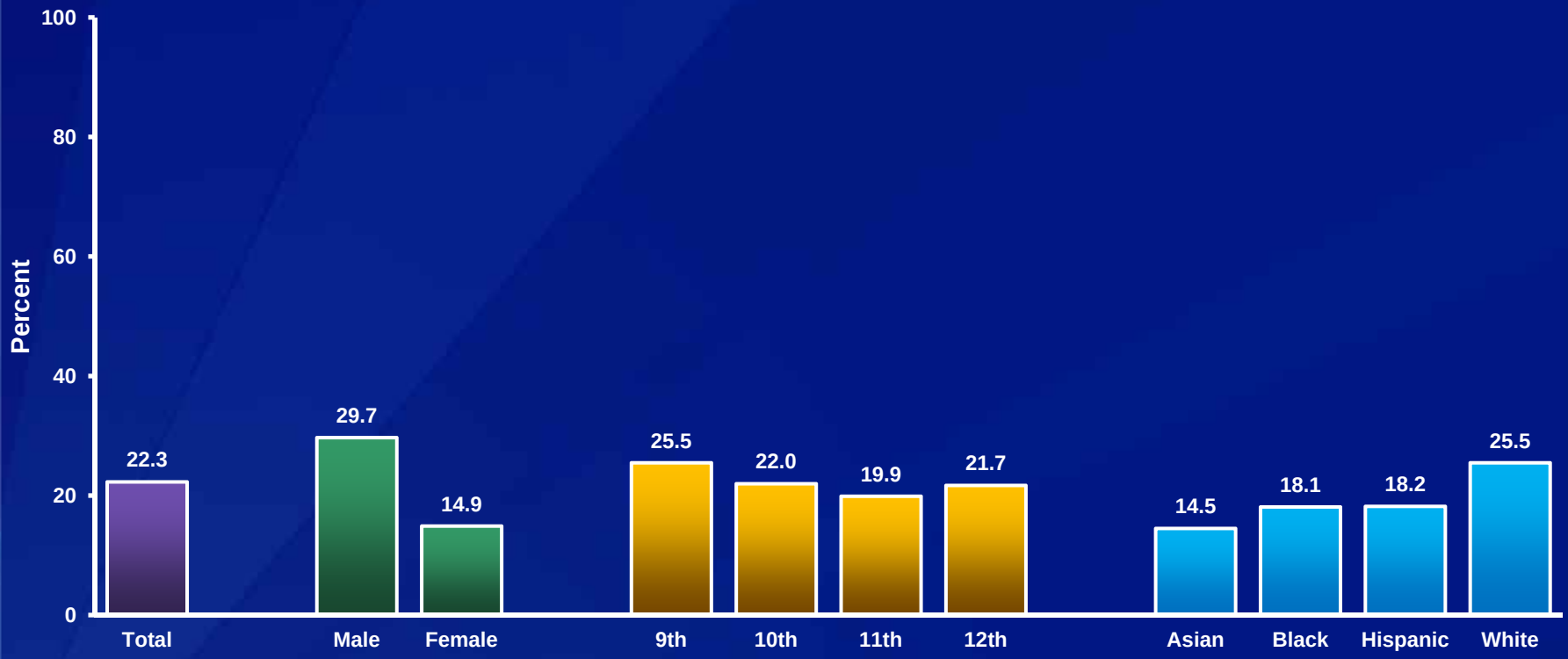
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Increased 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Connecticut - YRBS, 2011-2017 - QNPA0DAY

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* by Sex,† Grade, and Race/Ethnicity,† 2017



*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; W > A, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Were Physically Active at Least 60 Minutes Per Day on All 7 Days,* 2011-2017†

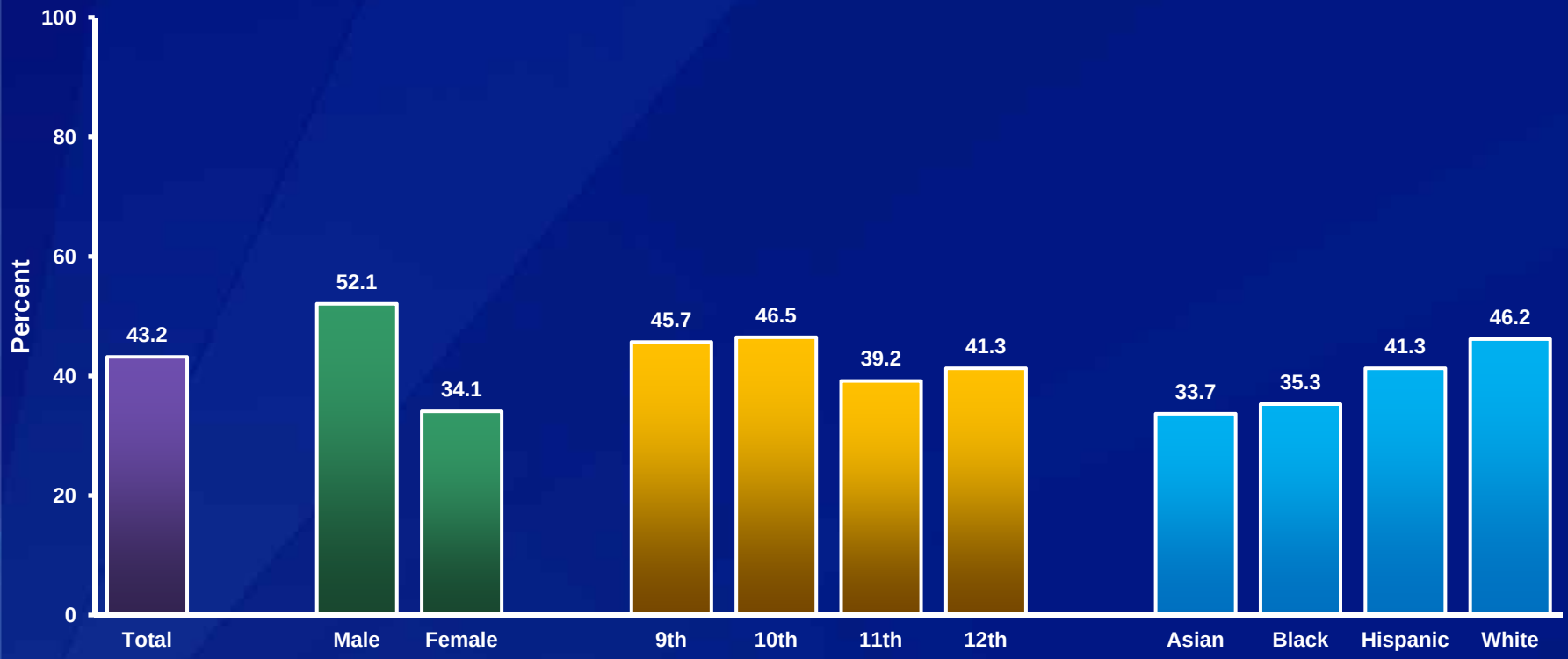
*In any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†No change 2011-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Connecticut - YRBS, 2011-2017 - QNPA7DAY

Percentage of High School Students Who Did Exercises to Strengthen or Tone Their Muscles on Three or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*Such as push-ups, sit-ups, or weight lifting, during the 7 days before the survey
†M > F; 10th > 11th; H > A, W > A, 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.
Note: This graph contains weighted results.

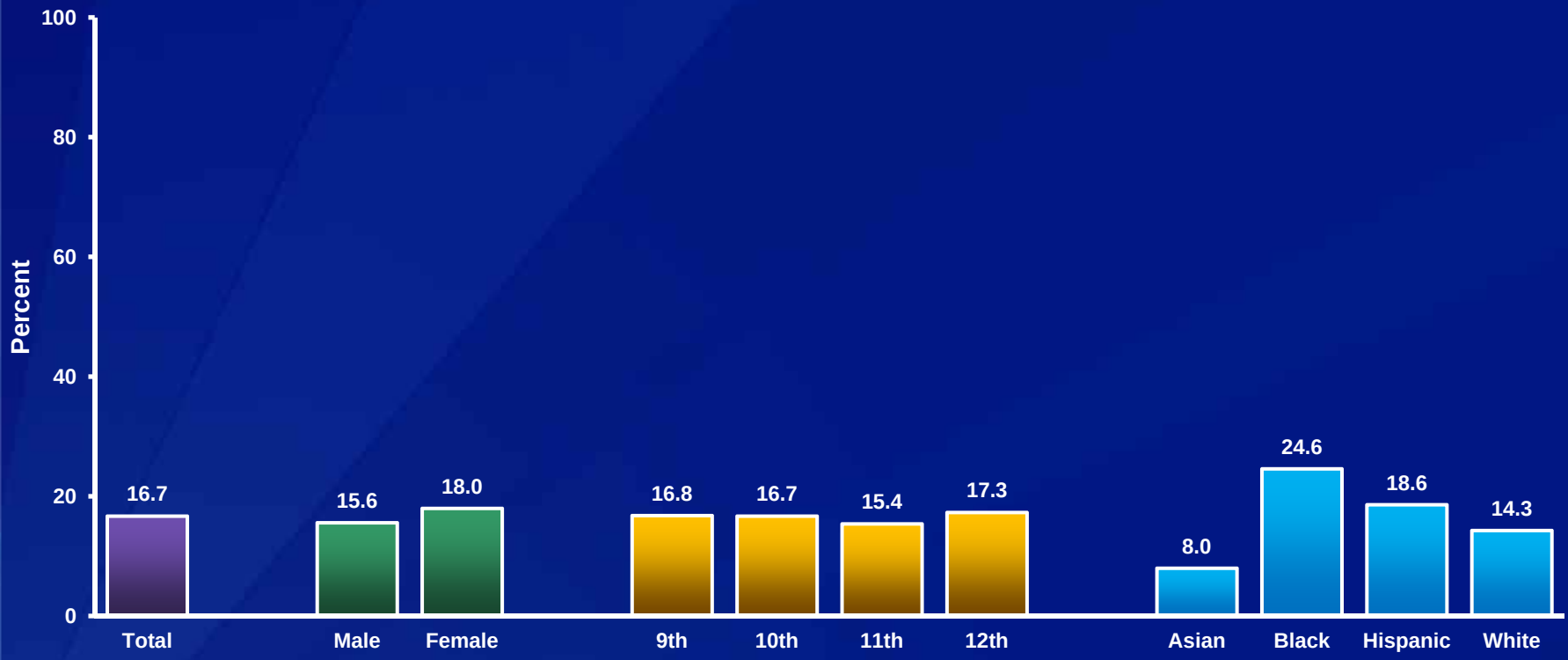
Percentage of High School Students Who Did Exercises to Strengthen or Tone Their Muscles on Three or More Days,* 2015-2017†

*Such as push-ups, sit-ups, or weight lifting, during the 7 days before the survey

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Watched Television 3 or More Hours Per Day,* by Sex,† Grade, and Race/Ethnicity,† 2017



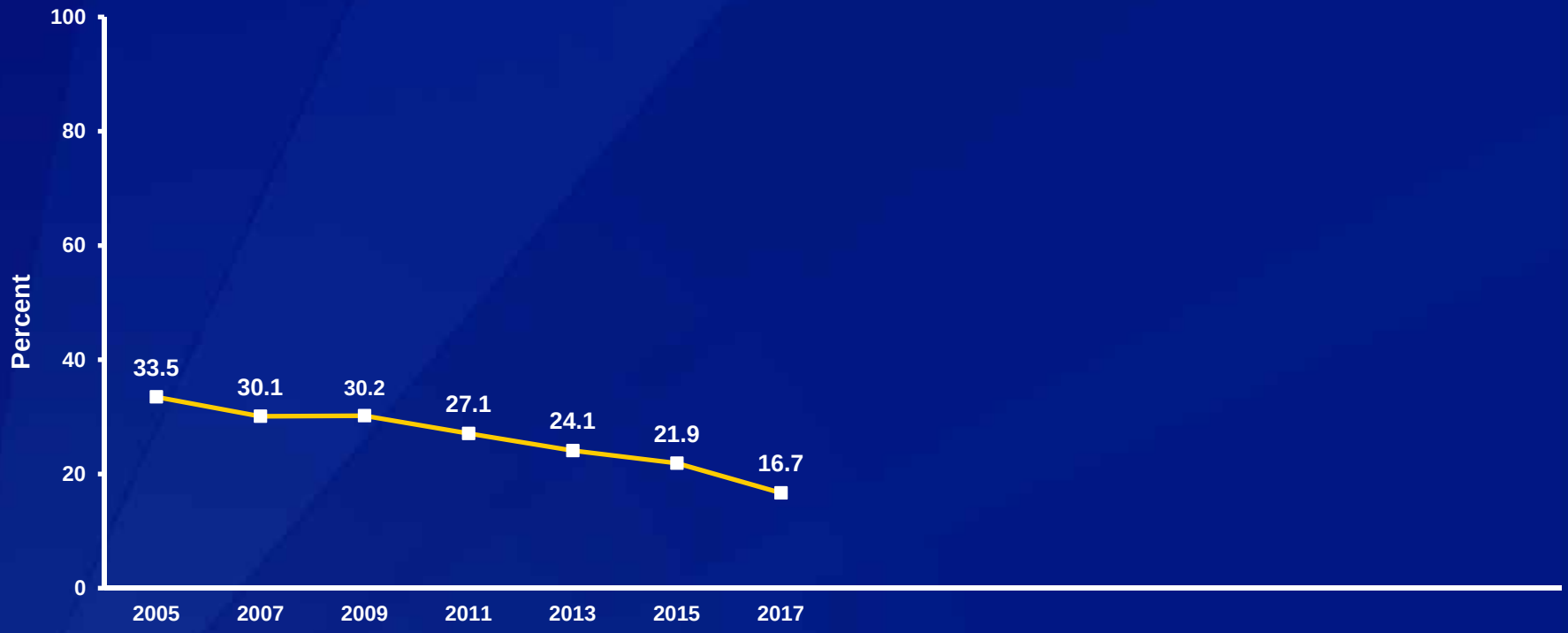
*On an average school day

†F > M; B > A, B > H, 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.

Note: This graph contains weighted results.

Percentage of High School Students Who Watched Television 3 or More Hours Per Day,* 2005-2017†

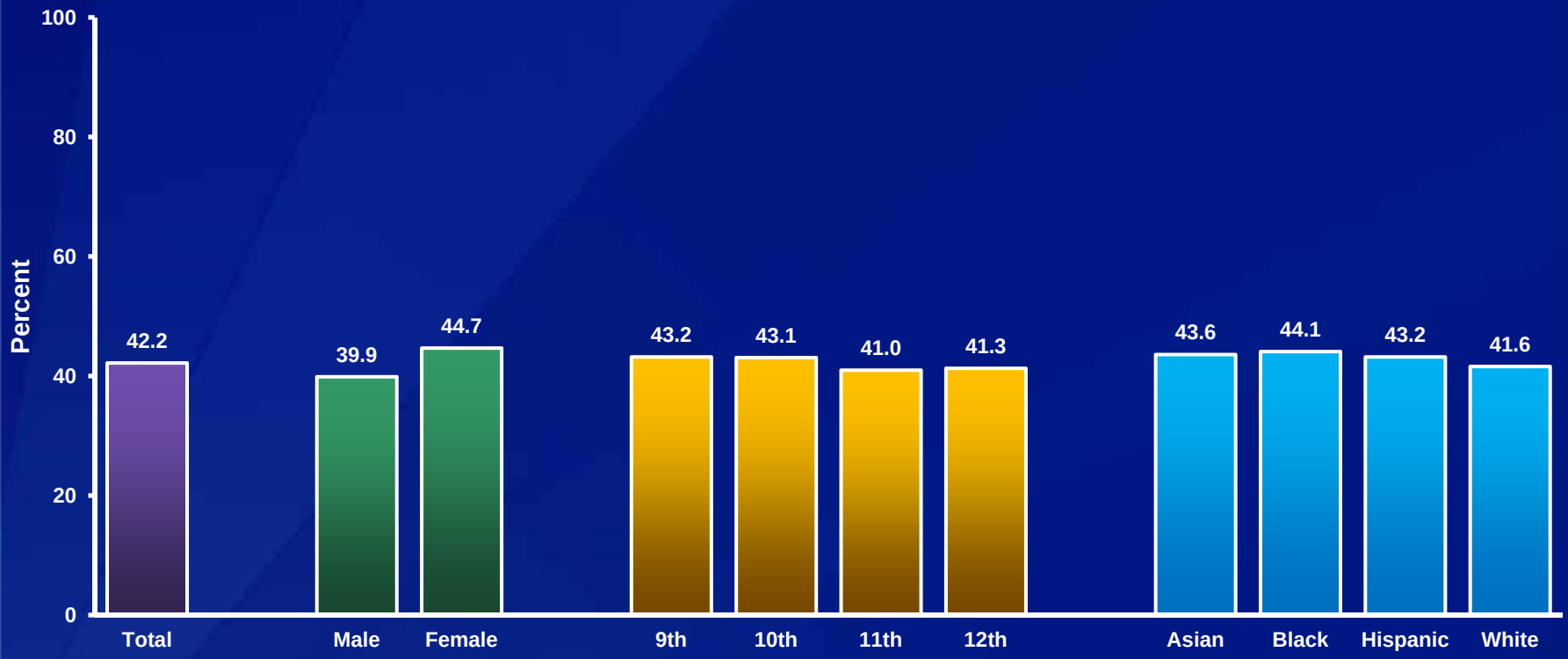


*On an average school day

†Decreased 2005-2017, decreased 2005-2013, decreased 2013-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,* by Sex,† Grade, and Race/Ethnicity, 2017



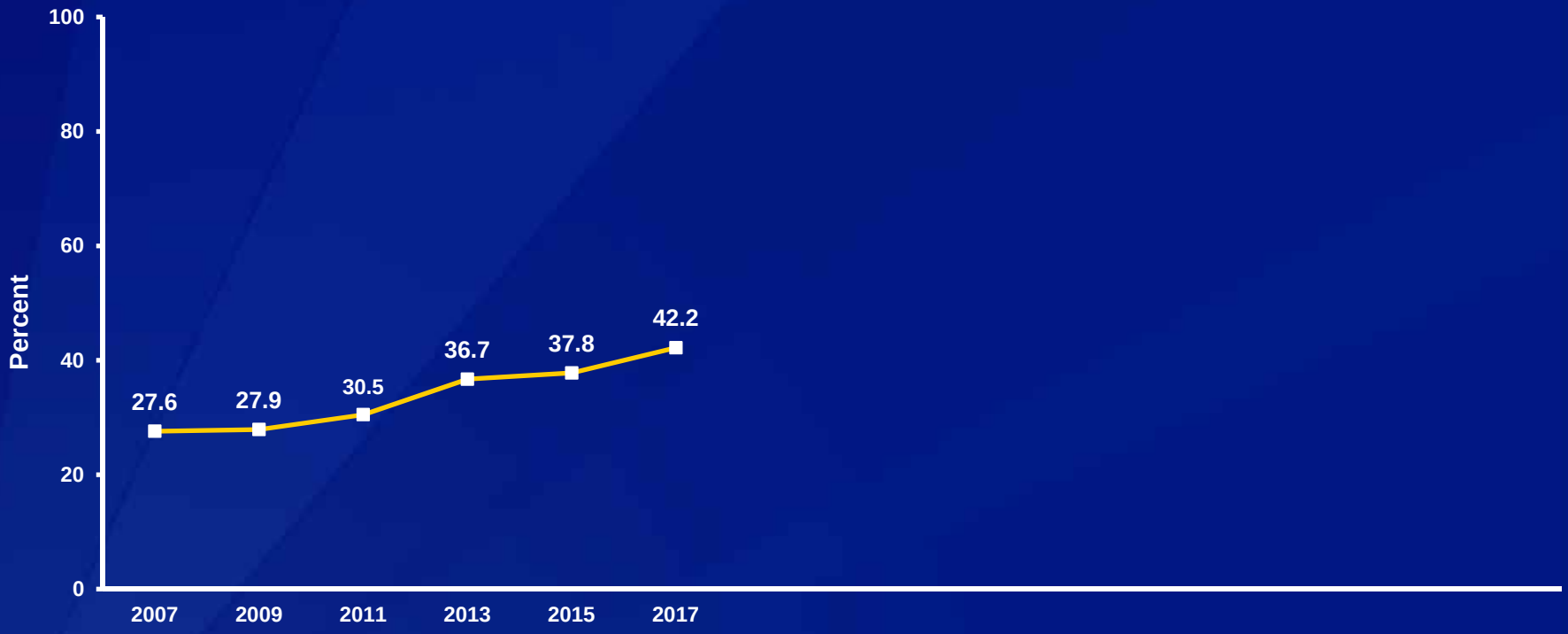
*Counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day

†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.

Note: This graph contains weighted results.

Percentage of High School Students Who Played Video or Computer Games or Used a Computer 3 or More Hours Per Day,* 2007-2017†

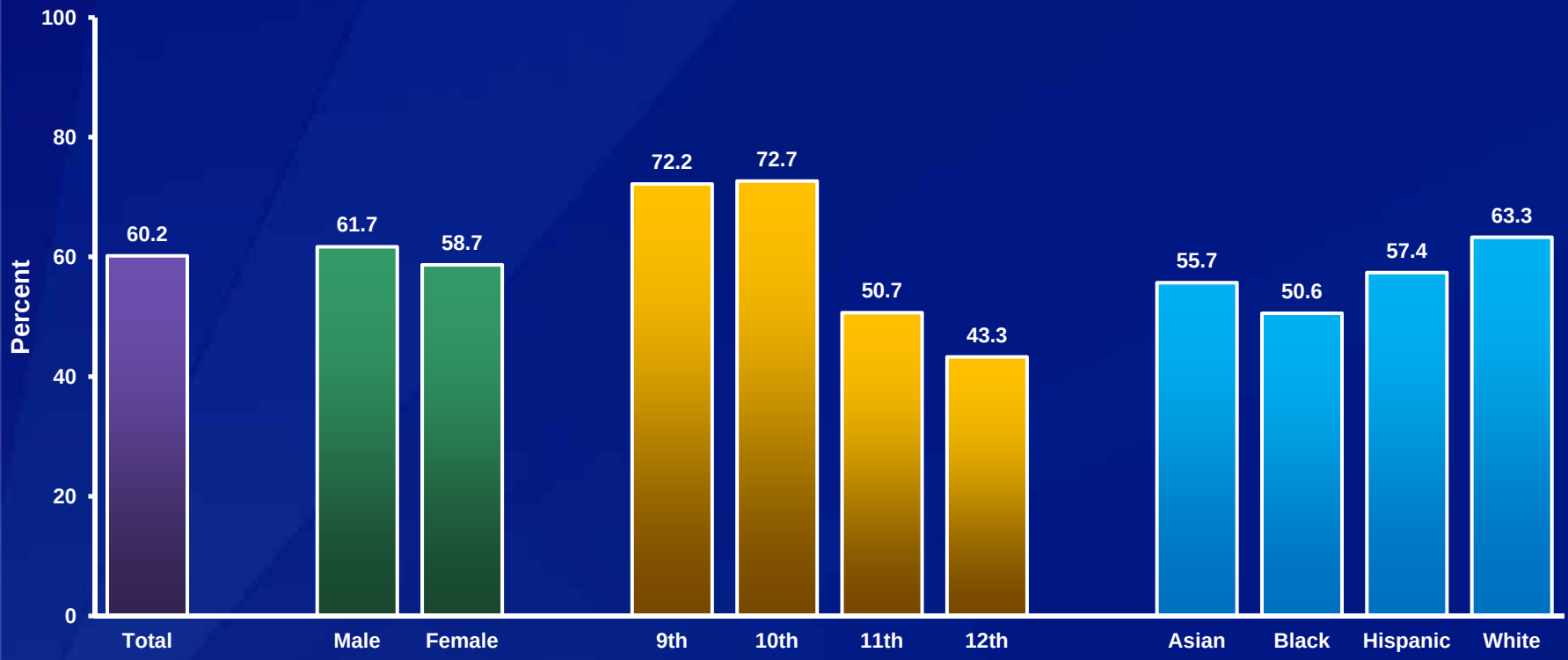


*Counting time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media, for something that was not school work, on an average school day

†Increased 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,* by Sex, Grade,† and Race/Ethnicity, 2017



*In an average week when they were in school

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

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

Note: This graph contains weighted results.

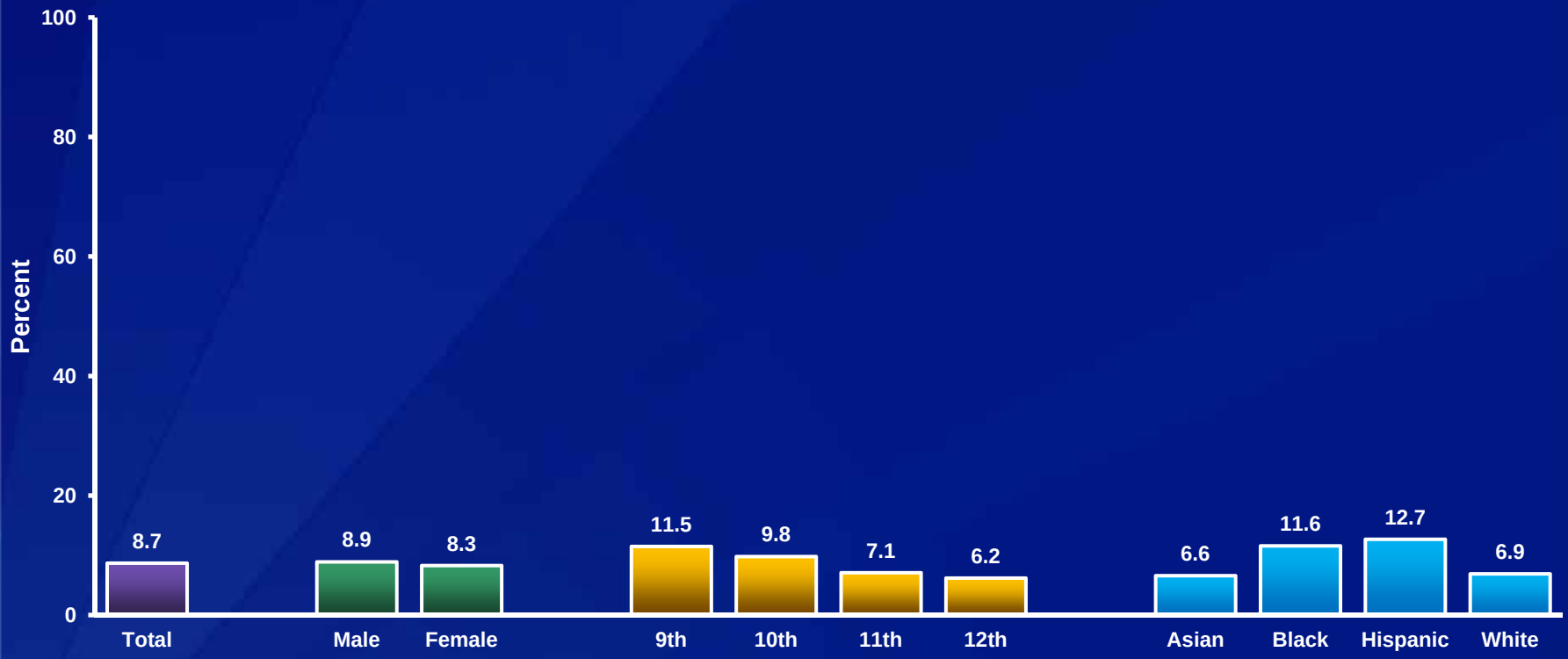
Percentage of High School Students Who Attended Physical Education (PE) Classes on 1 or More Days,* 2015-2017†

*In an average week when they were in school

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* by Sex, Grade, and Race/Ethnicity,† 2017



*In an average week when they were in school
†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.
Note: This graph contains weighted results.

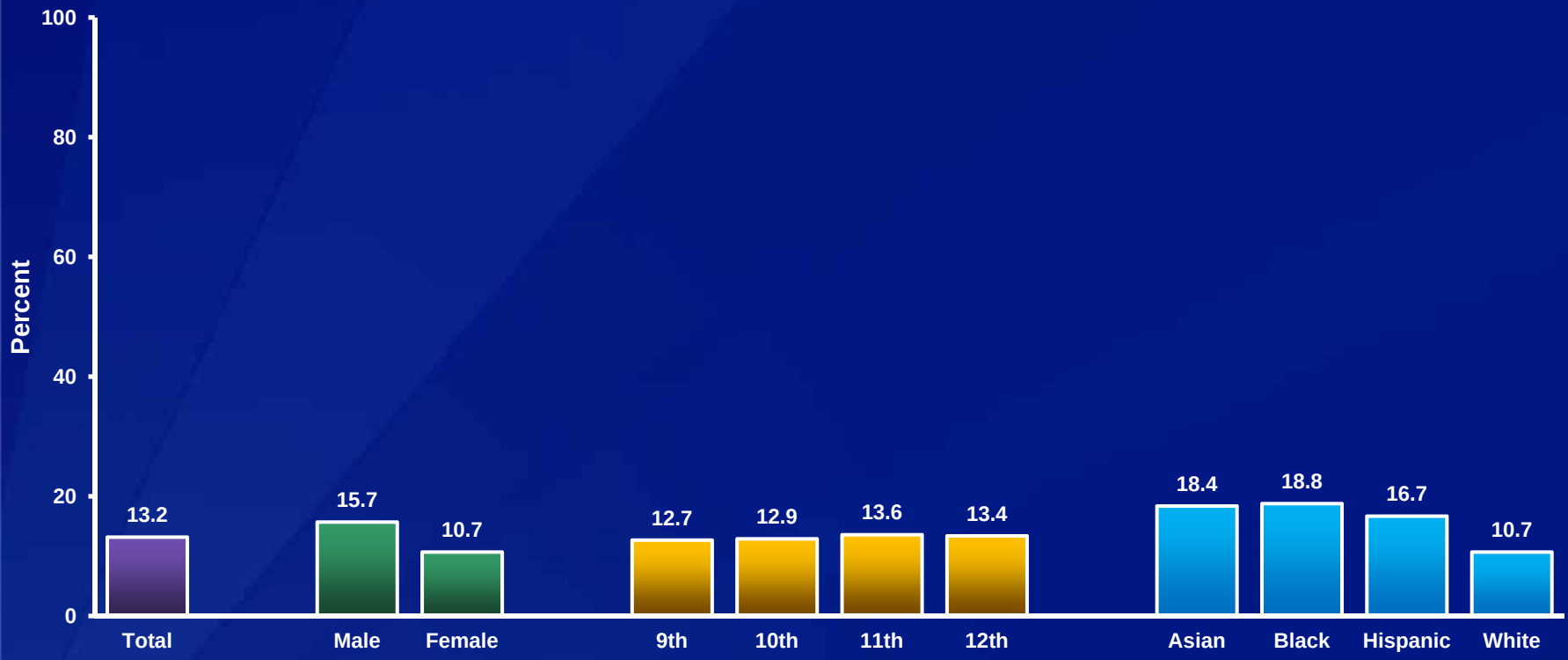
Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* 2015-2017†

*In an average week when they were in school

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Reported That Some of Their Classroom Teachers Provide Short Physical Activity Breaks During Regular Class Time,* by Sex,† Grade, and Race/Ethnicity,† 2017



*Not counting their physical education teacher
†M > F; 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.
Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN105

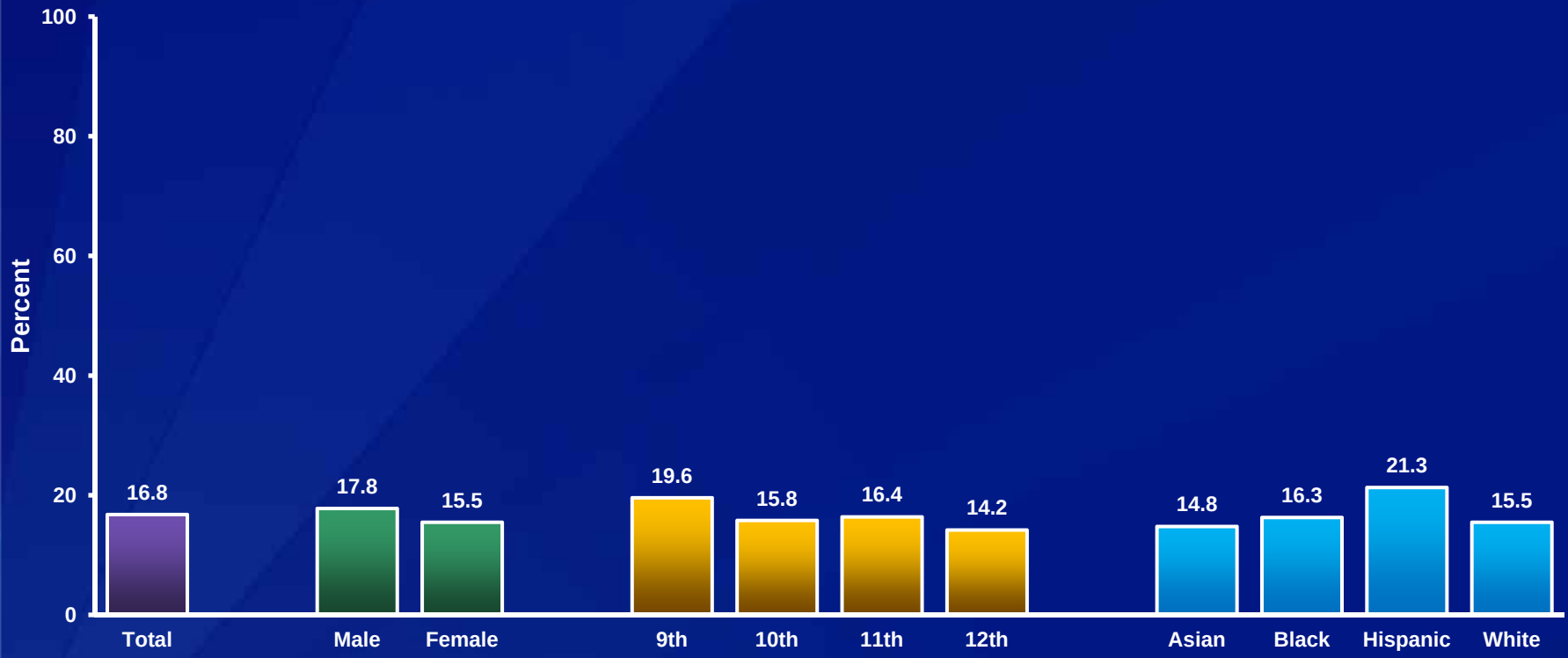
Percentage of High School Students Who Reported That Some of Their Classroom Teachers Provide Short Physical Activity Breaks During Regular Class Time,* 2015-2017†

*Not counting their physical education teacher

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

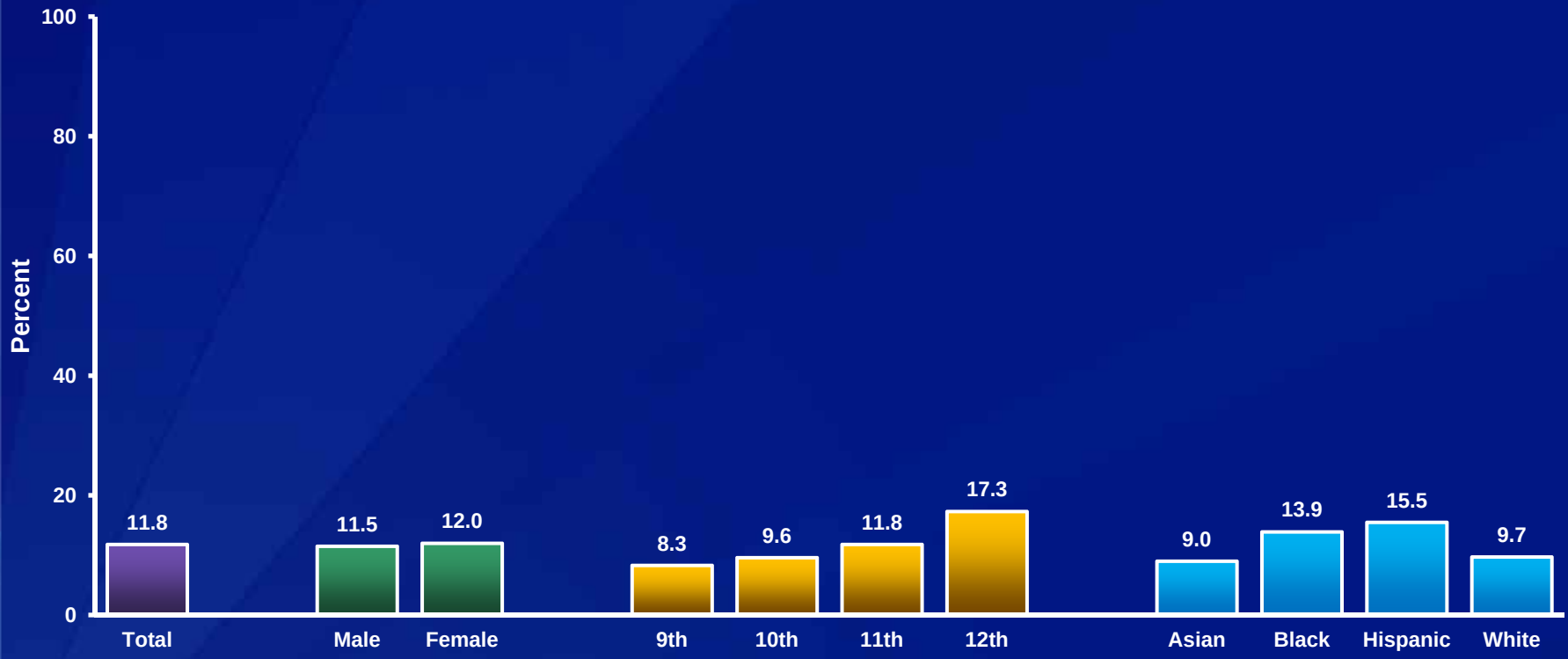
Note: This graph contains weighted results.

Percentage of High School Students Who Had a Concussion from Playing a Sport or Being Physically Active,* by Sex, Grade,† and Race/Ethnicity,† 2017



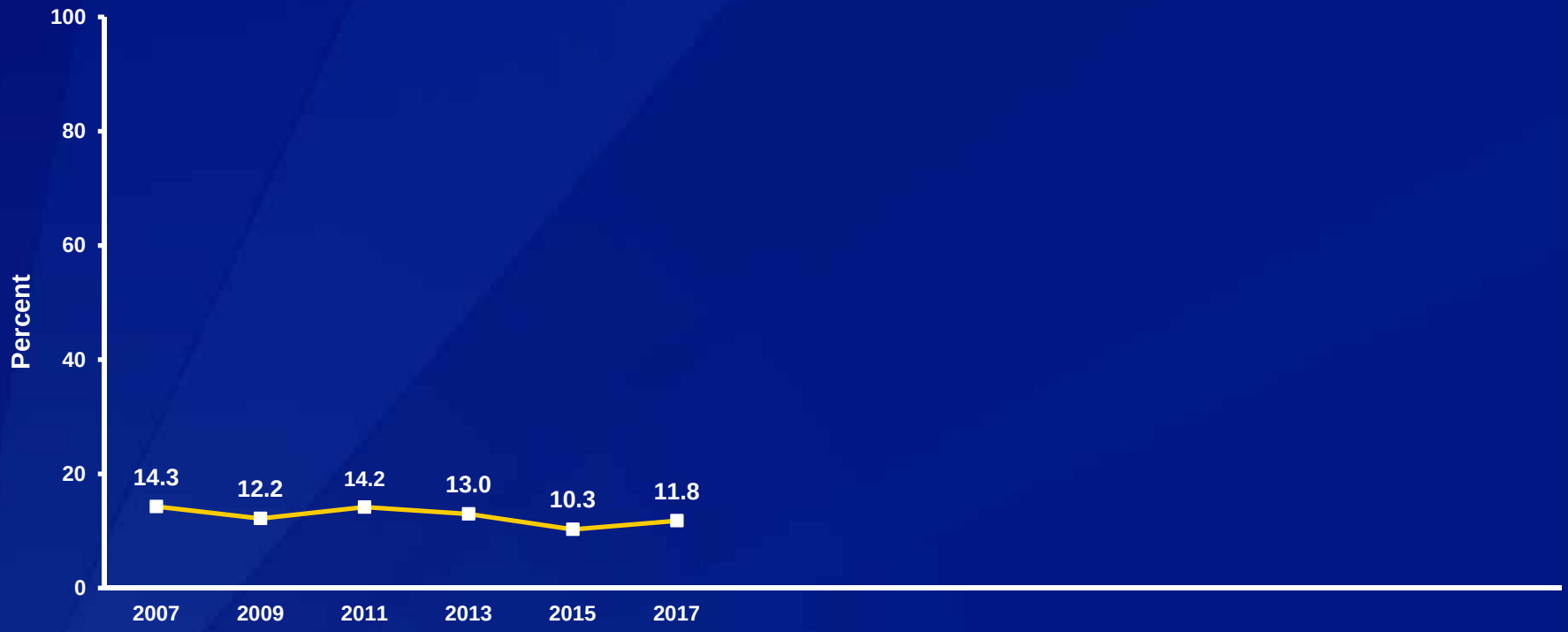
*One or more times during the 12 months before the survey
†9th > 10th, 9th > 12th; H > W (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),* by Sex, Grade,† and Race/Ethnicity,† 2017



*Not counting tests done if they donated blood
†12th > 9th, 12th > 10th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Were Ever Tested for Human Immunodeficiency Virus (HIV),* 2007-2017†

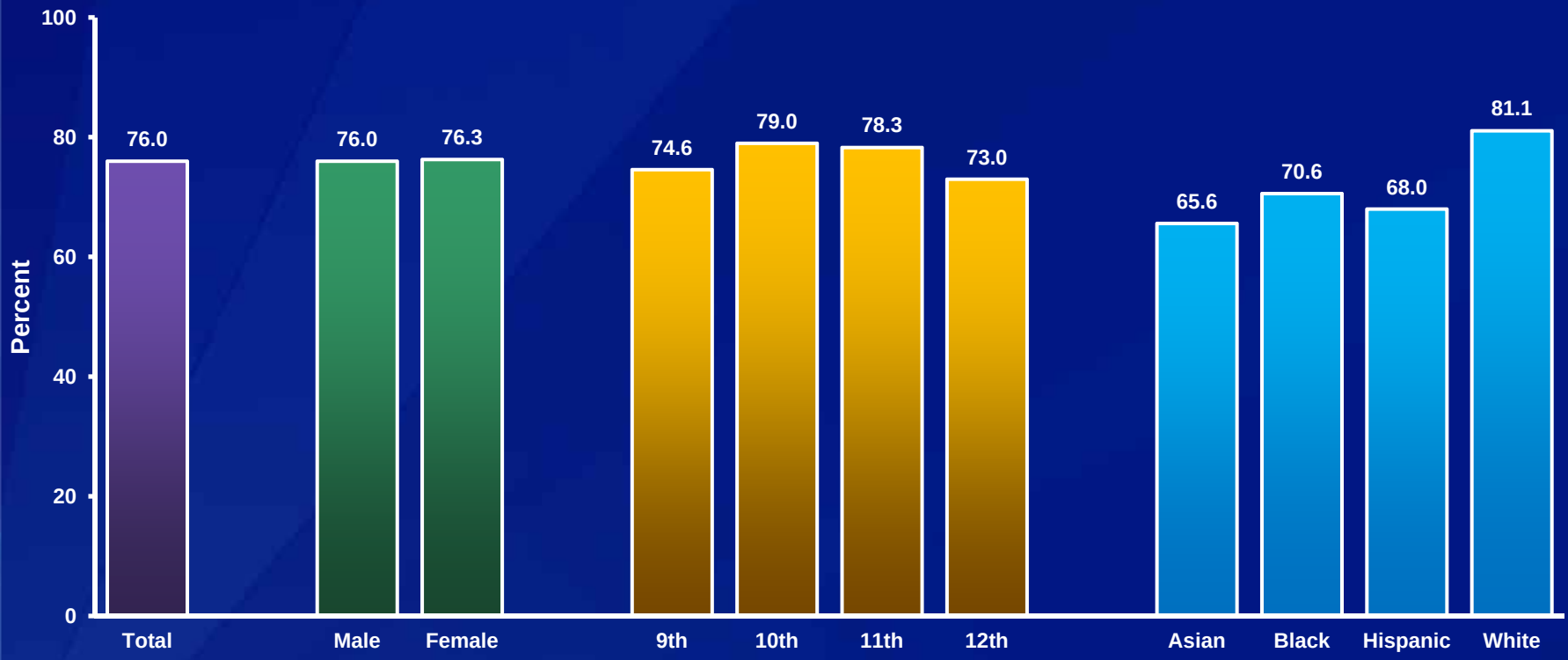


*Not counting tests done if they donated blood

†Decreased 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Saw a Doctor or Nurse For a Check-up or Physical Exam,* by Sex, Grade, and Race/Ethnicity,† 2017



* when they were not sick or injured during the 12 months before the survey
†W > A, 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.
Note: This graph contains weighted results.

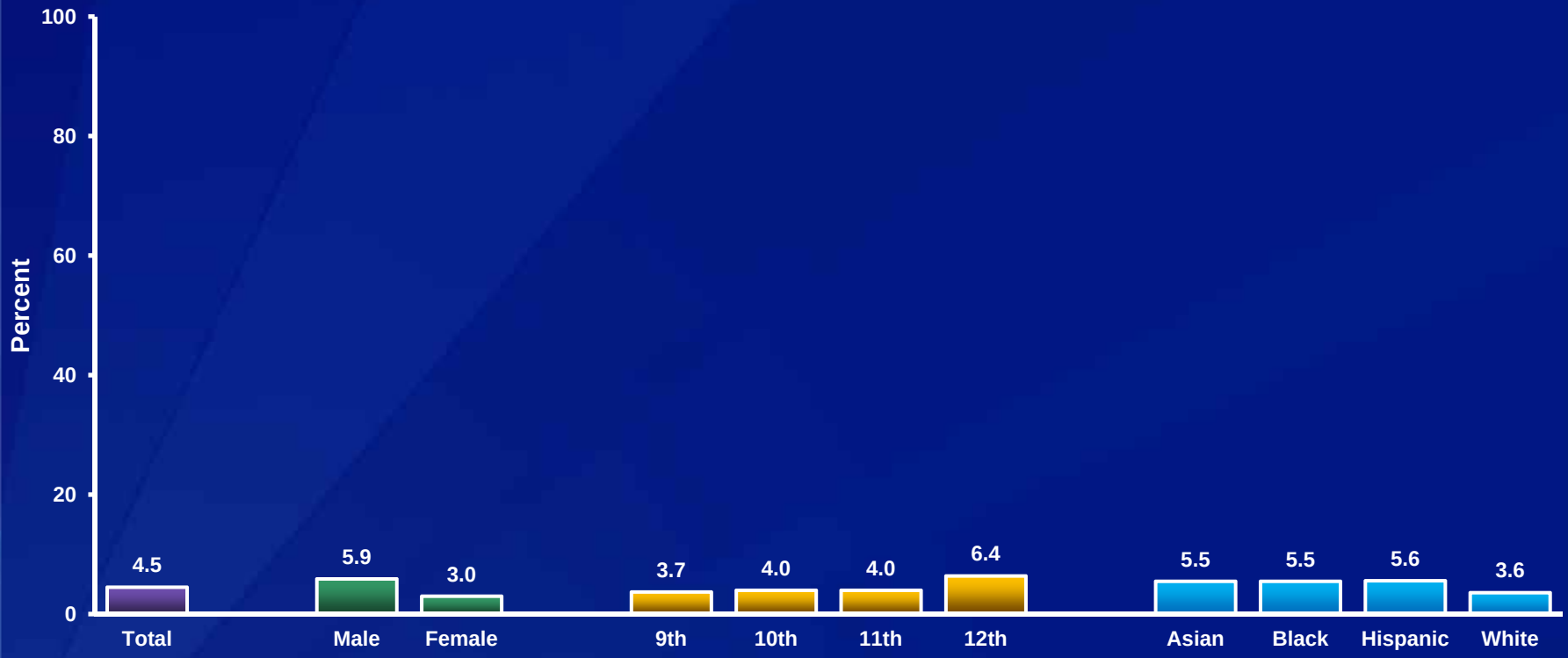
Percentage of High School Students Who Saw a Doctor or Nurse For a Check-up or Physical Exam ,* 2015-2017†

* when they were not sick or injured during the 12 months before the survey

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Told by a Doctor or Nurse That They Had a Sexually Transmitted Disease (STD), by Sex,* Grade, and Race/Ethnicity, 2017

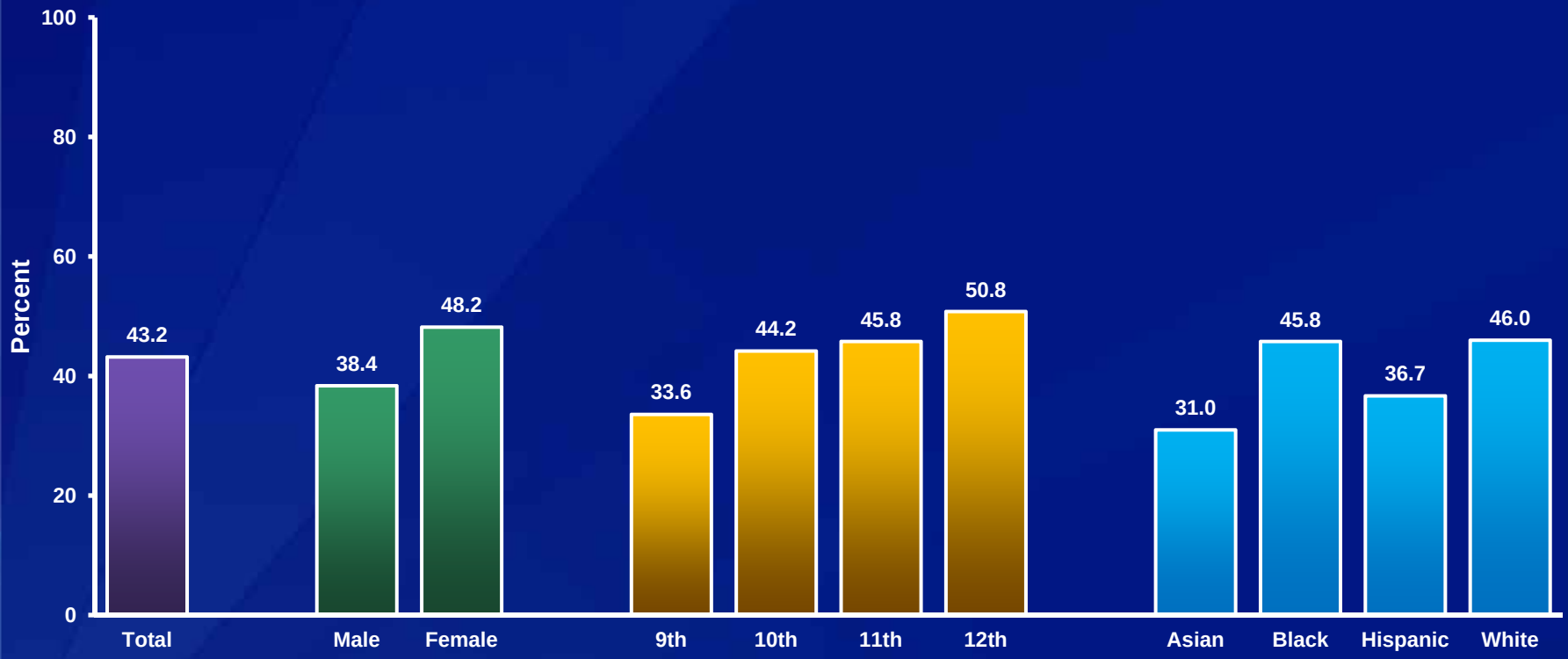


*M > F (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Told by a Doctor or Nurse That They Had a Sexually Transmitted Disease (STD), 2009-2017*

*No change 2009-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Have Had the HPV Vaccine, a Vaccine to Prevent Human Papillomavirus or HPV Infection,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*Also called the cervical cancer vaccine, HPV shot, or GARDASIL

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

Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN108

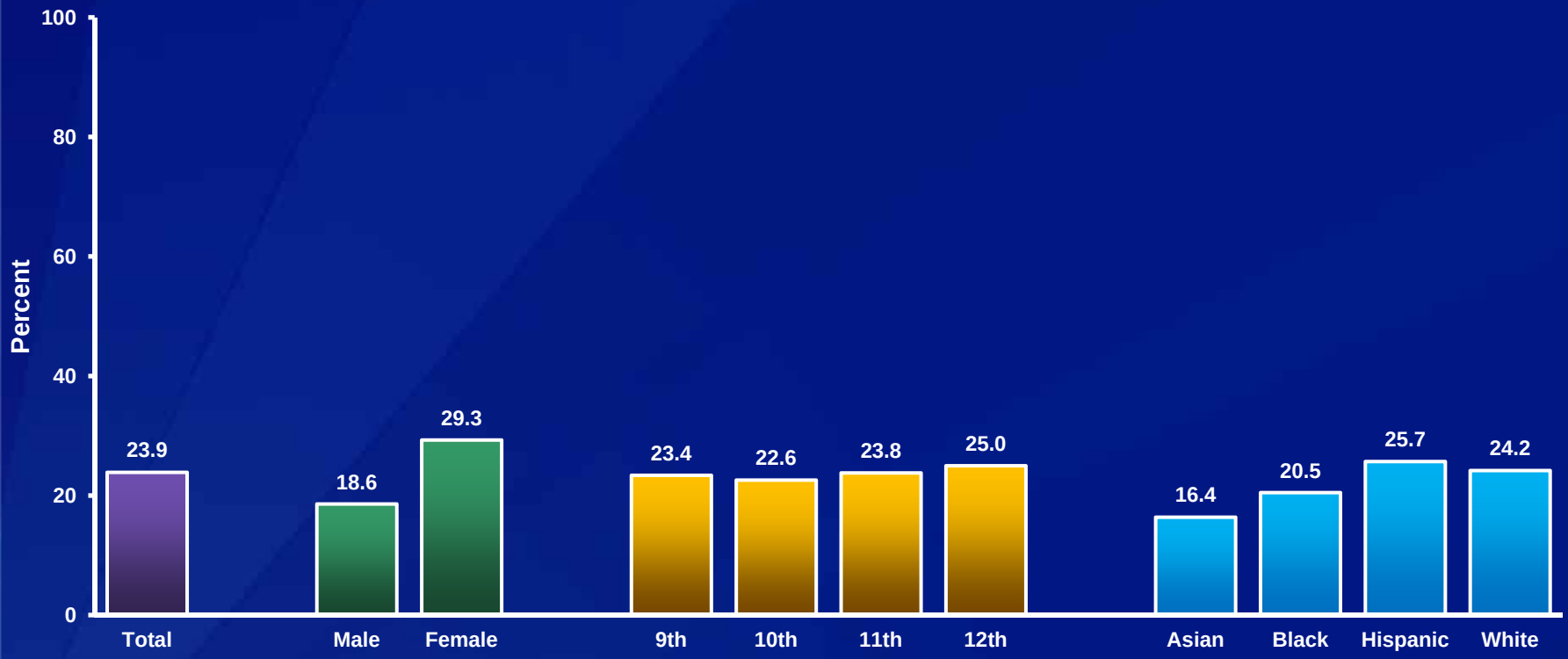
Percentage of High School Students Who Have Had the HPV Vaccine, a Vaccine to Prevent Human Papillomavirus or HPV Infection,* 2015-2017†

*Also called the cervical cancer vaccine, HPV shot, or GARDASIL

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Note: This graph contains weighted results.

Percentage of High School Students Who Saw a Doctor, Nurse, or Counselor About Stress, Depression, or Problems with Their Emotions,* by Sex,† Grade, and Race/Ethnicity,† 2017



*During the 12 months before the survey
†F > M; H > A, 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.
Note: This graph contains weighted results.

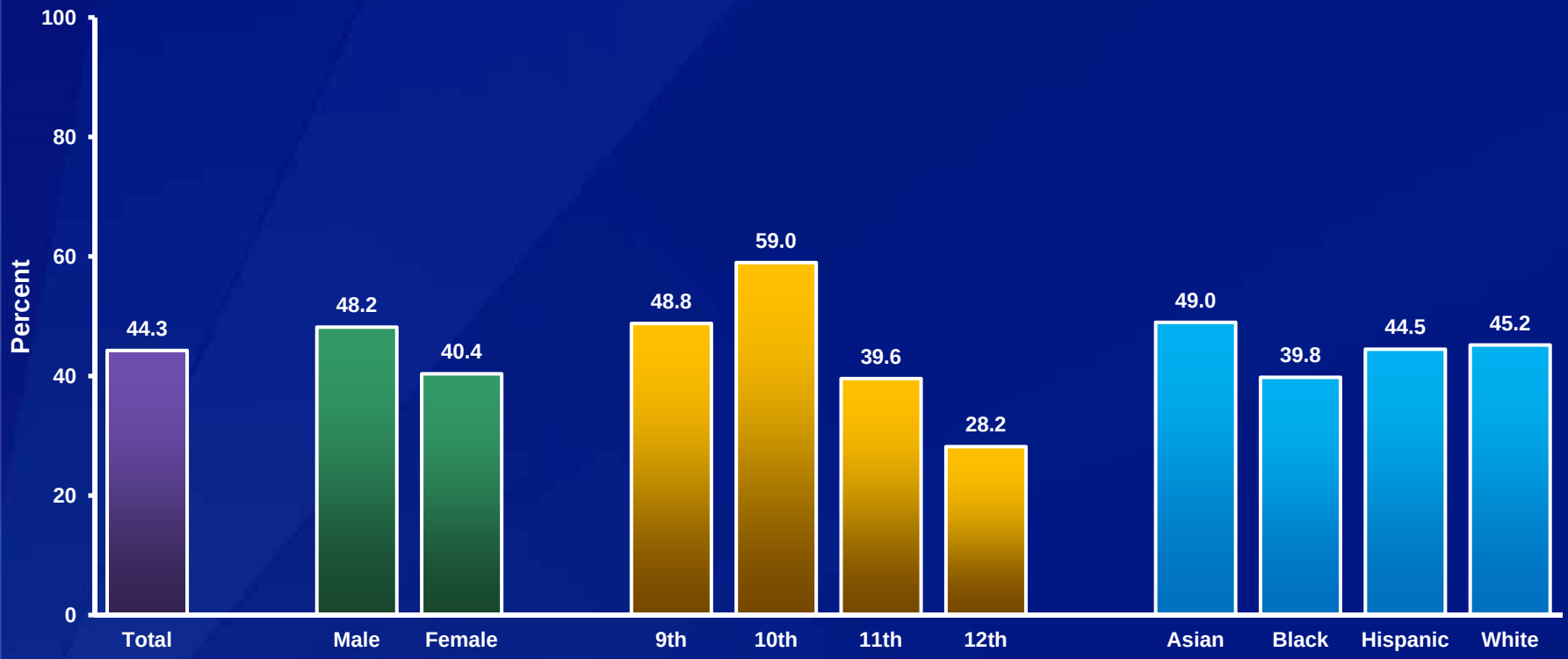
Percentage of High School Students Who Saw a Doctor, Nurse, or Counselor About Stress, Depression, or Problems with Their Emotions,* 2015-2017†

*During the 12 months before the survey

†No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

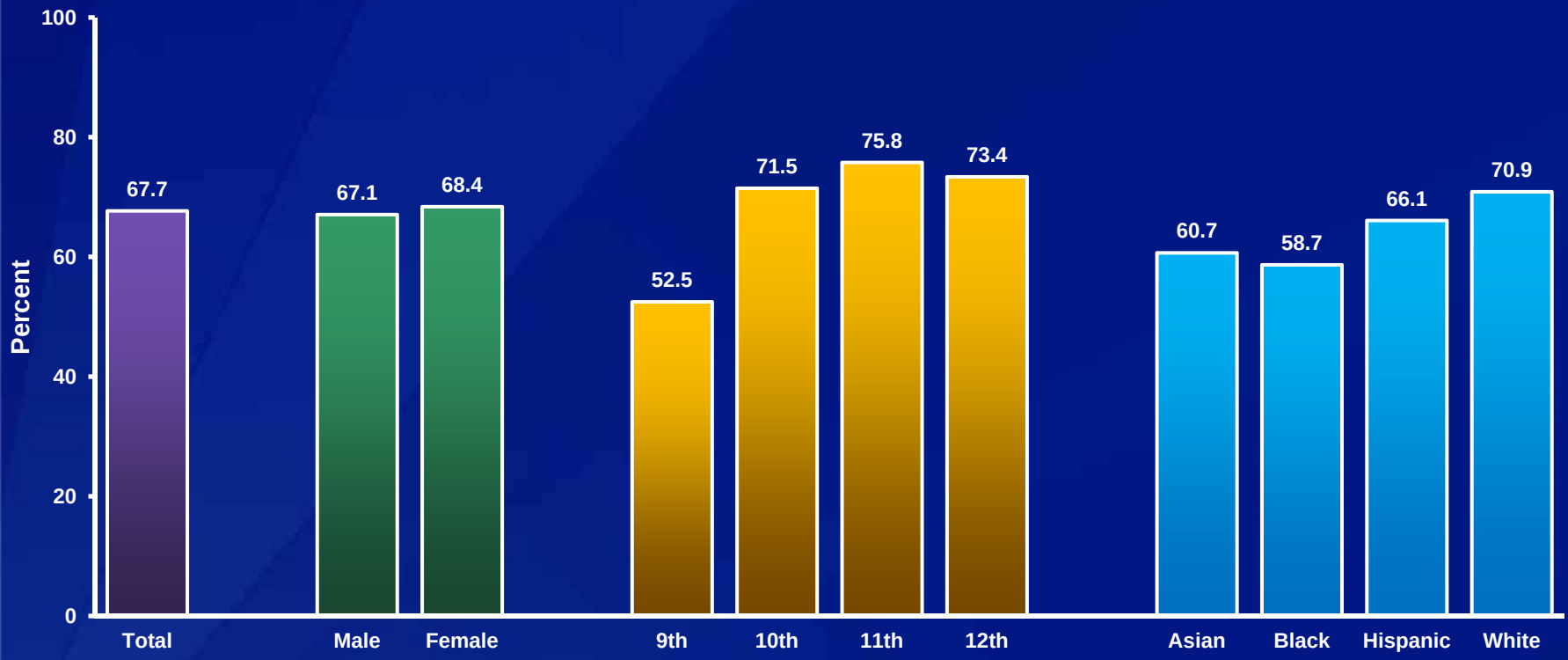
Note: This graph contains weighted results.

Percentage of High School Students Who Have Ever Had Sexuality Education in School,* by Sex,† Grade,† and Race/Ethnicity, 2017



*During the 12 months before the survey
†M > F; 9th > 12th, 10th > 11th, 10th > 12th, 11th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Have Been Taught in School About Birth Control Methods, by Sex, Grade,* and Race/Ethnicity,* 2017



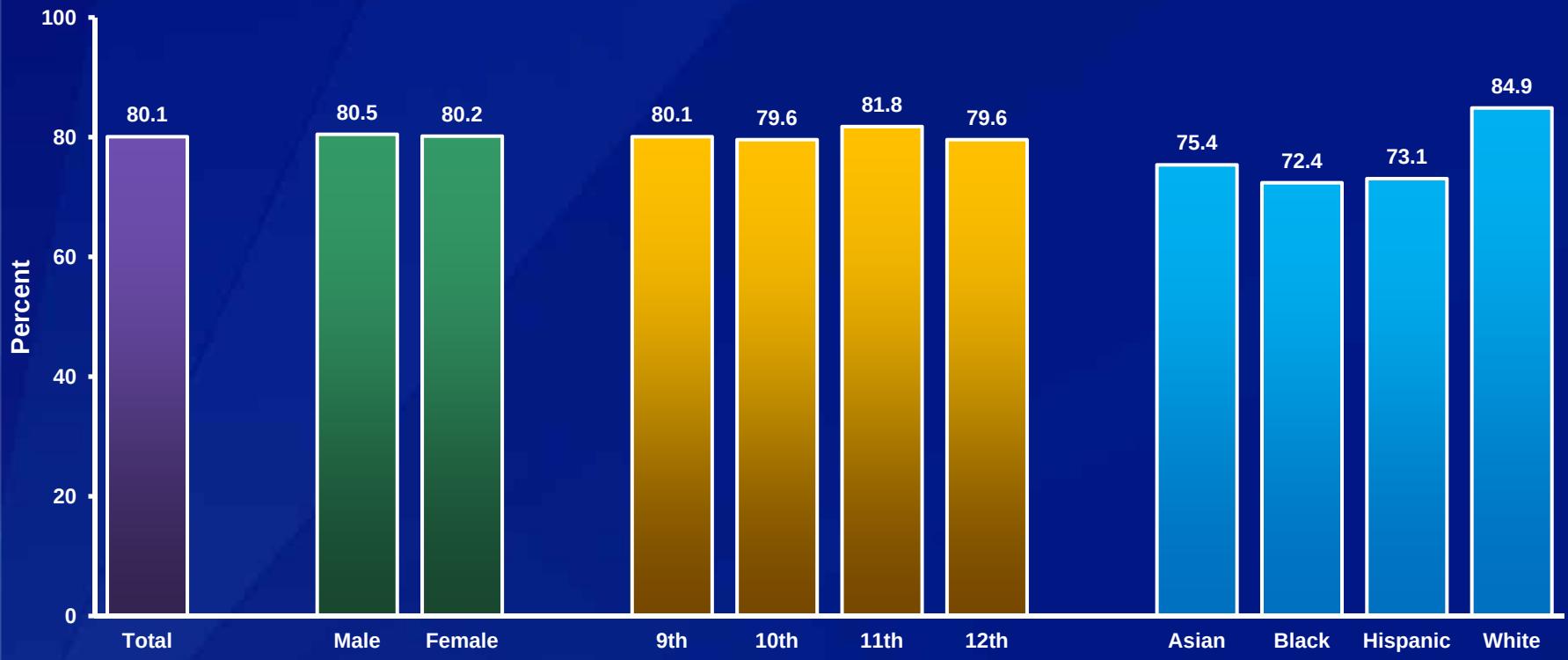
*10th > 9th, 11th > 9th, 12th > 9th; W > A, W > B (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN111

Percentage of High School Students Who Have Been Taught in School About Birth Control Methods, 2015-2017*

*No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Saw a Dentist,* by Sex, Grade, and Race/Ethnicity,† 2017



*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

†W > A, 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.

Note: This graph contains weighted results.

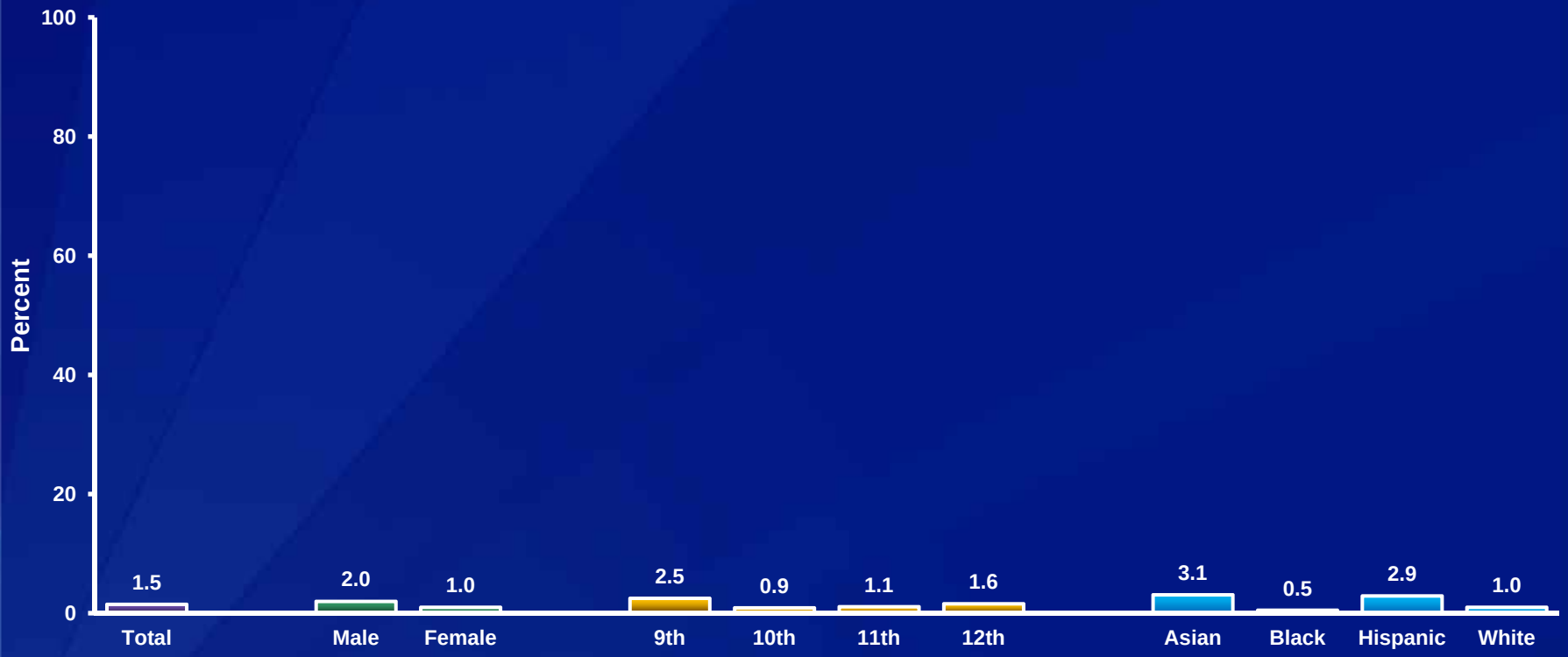
Percentage of High School Students Who Saw a Dentist,* 2007-2017†

*For a check-up, exam, teeth cleaning, or other dental work, during the 12 months before the survey

†Increased 2007-2017 [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).]

Note: This graph contains weighted results.

Percentage of High School Students Who Never Saw a Dentist,* by Sex, Grade,† and Race/Ethnicity,† 2017



*For a check-up, exam, teeth cleaning, or other dental work
†9th > 11th; 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.
Note: This graph contains weighted results.

Percentage of High School Students Who Never Saw a Dentist,* 2007-2017†

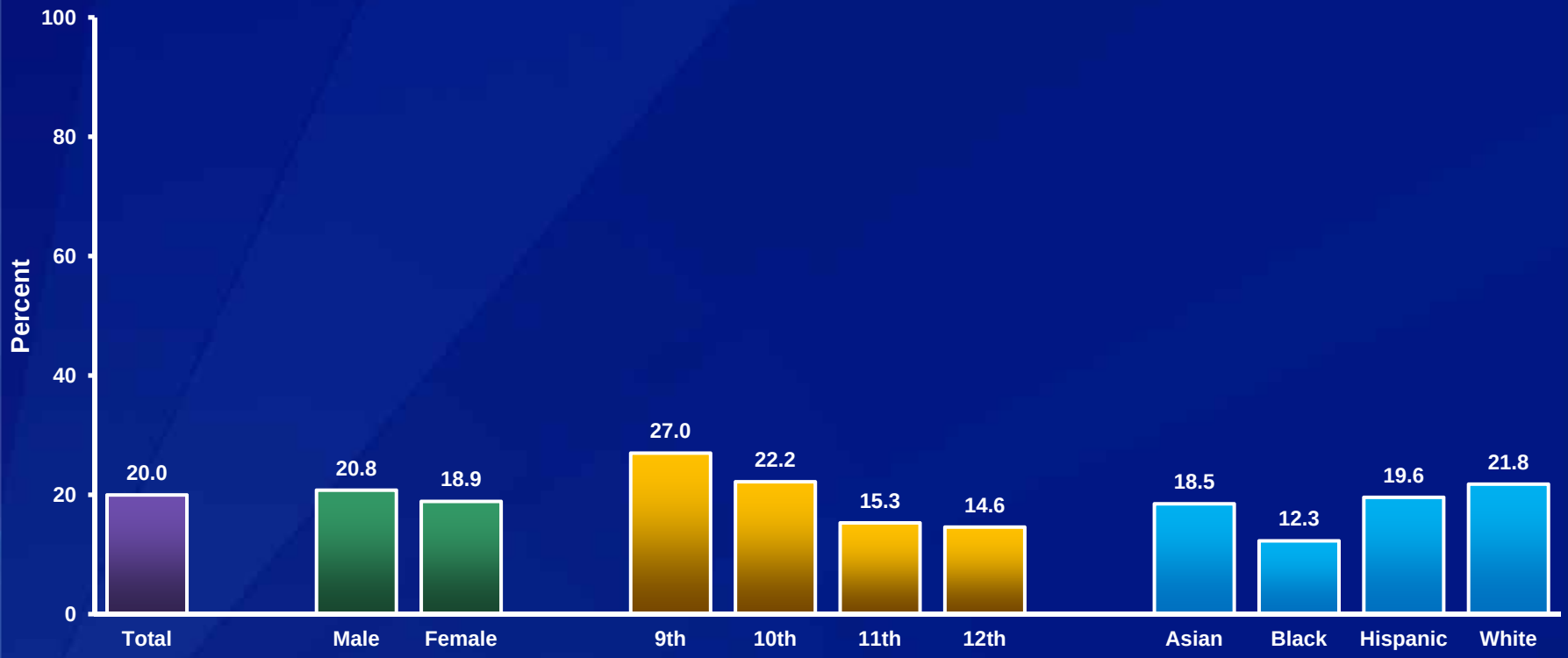
*For a check-up, exam, teeth cleaning, or other dental work

†No change 2007-2017 [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).]

Note: This graph contains weighted results.

Connecticut - YRBS, 2007-2017 - QNNODNT

Percentage of High School Students Who Got 8 or More Hours of Sleep,* by Sex, Grade,† and Race/Ethnicity,† 2017



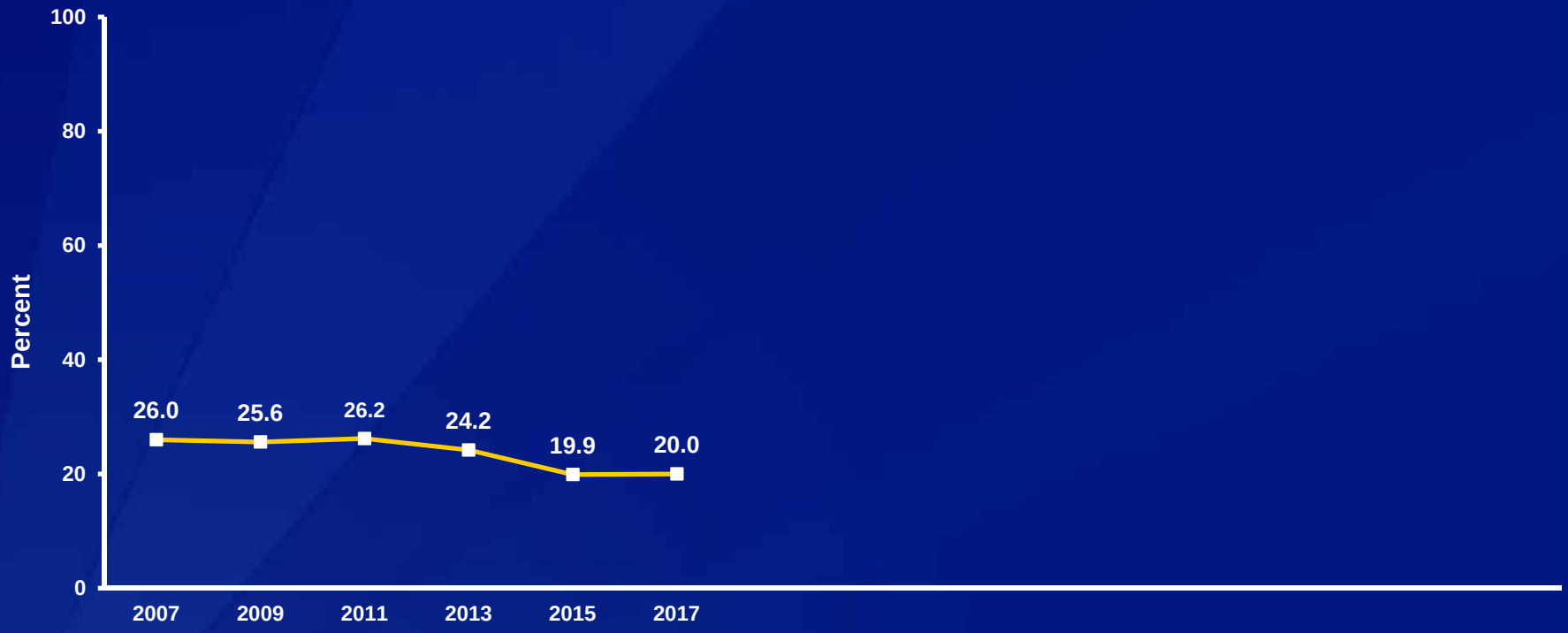
*On an average school night

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

Note: This graph contains weighted results.

Percentage of High School Students Who Got 8 or More Hours of Sleep,* 2007-2017†

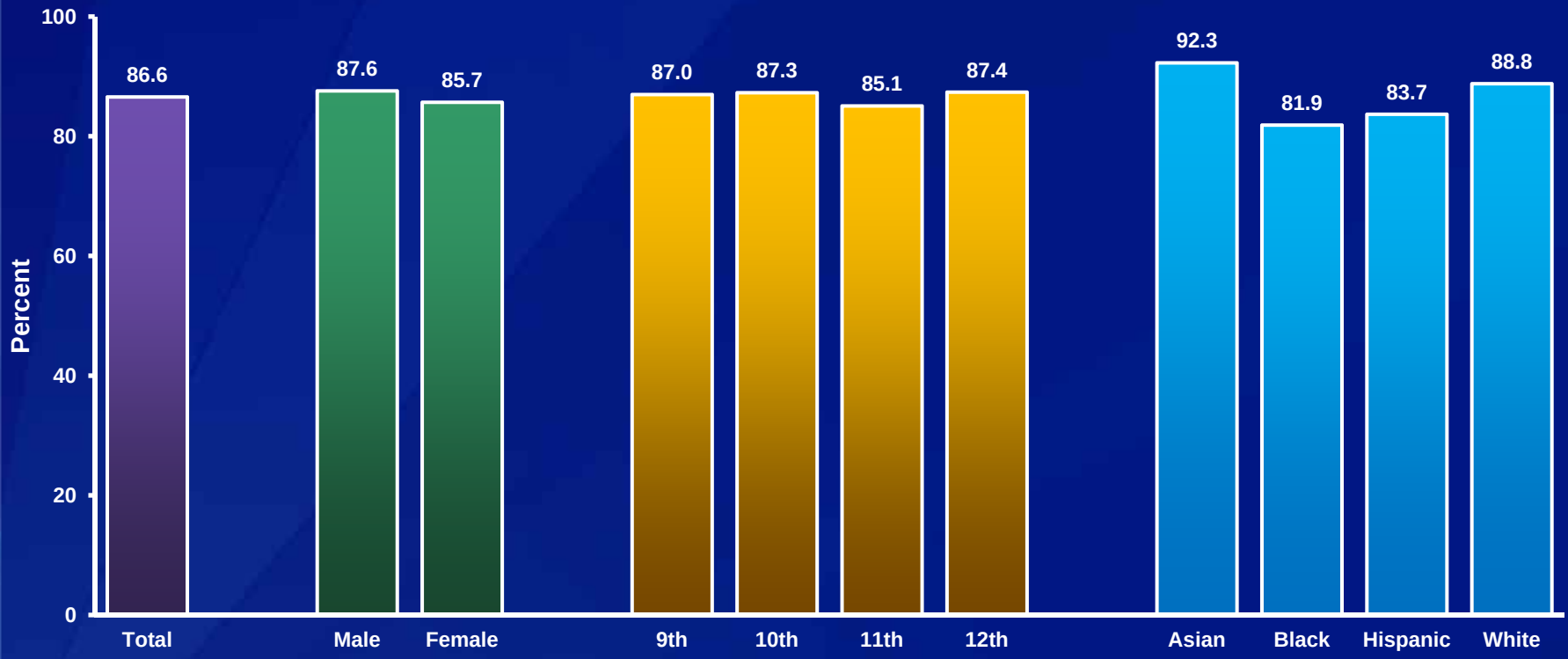


*On an average school night

†Decreased 2007-2017 [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).]

Note: This graph contains weighted results.

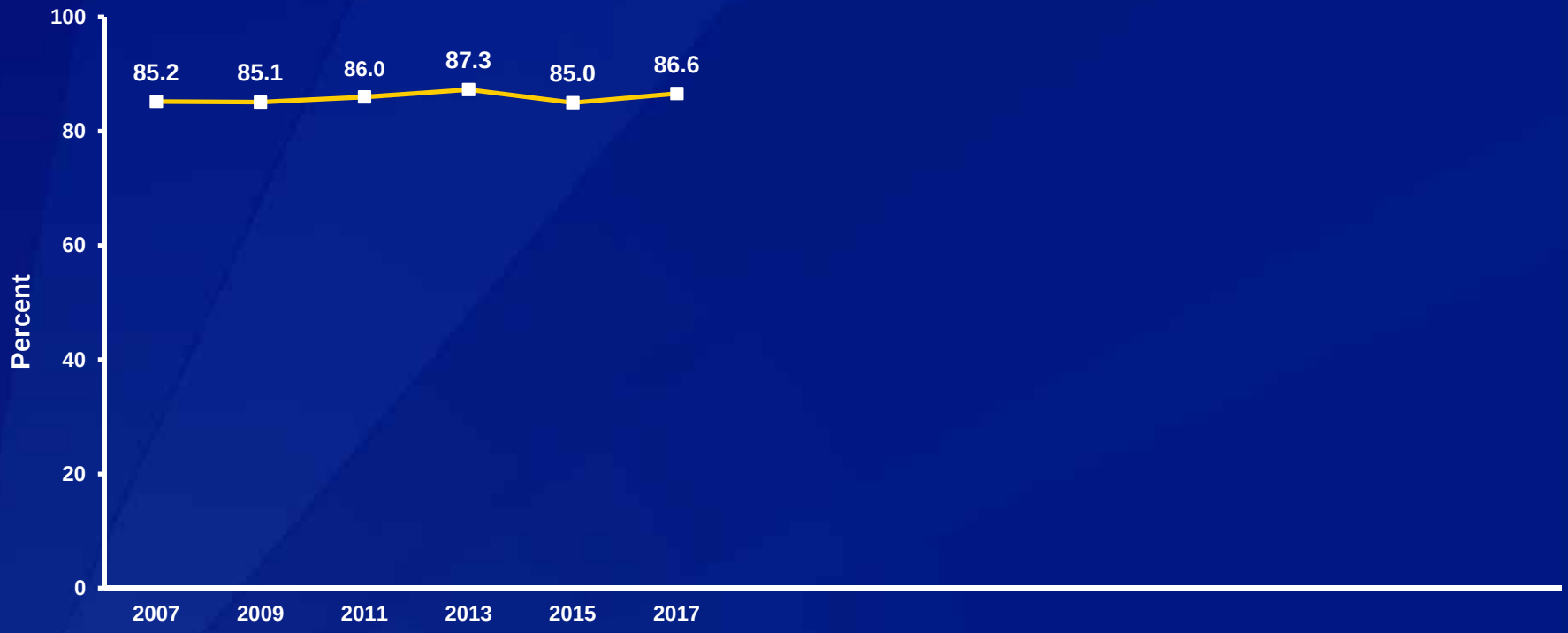
Percentage of High School Students Who Agree or Strongly Agree That Their Family Loves Them and Gives Them Help and Support When They Need It, by Sex, Grade, and Race/Ethnicity,* 2017



*A > B, A > 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.
Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN112

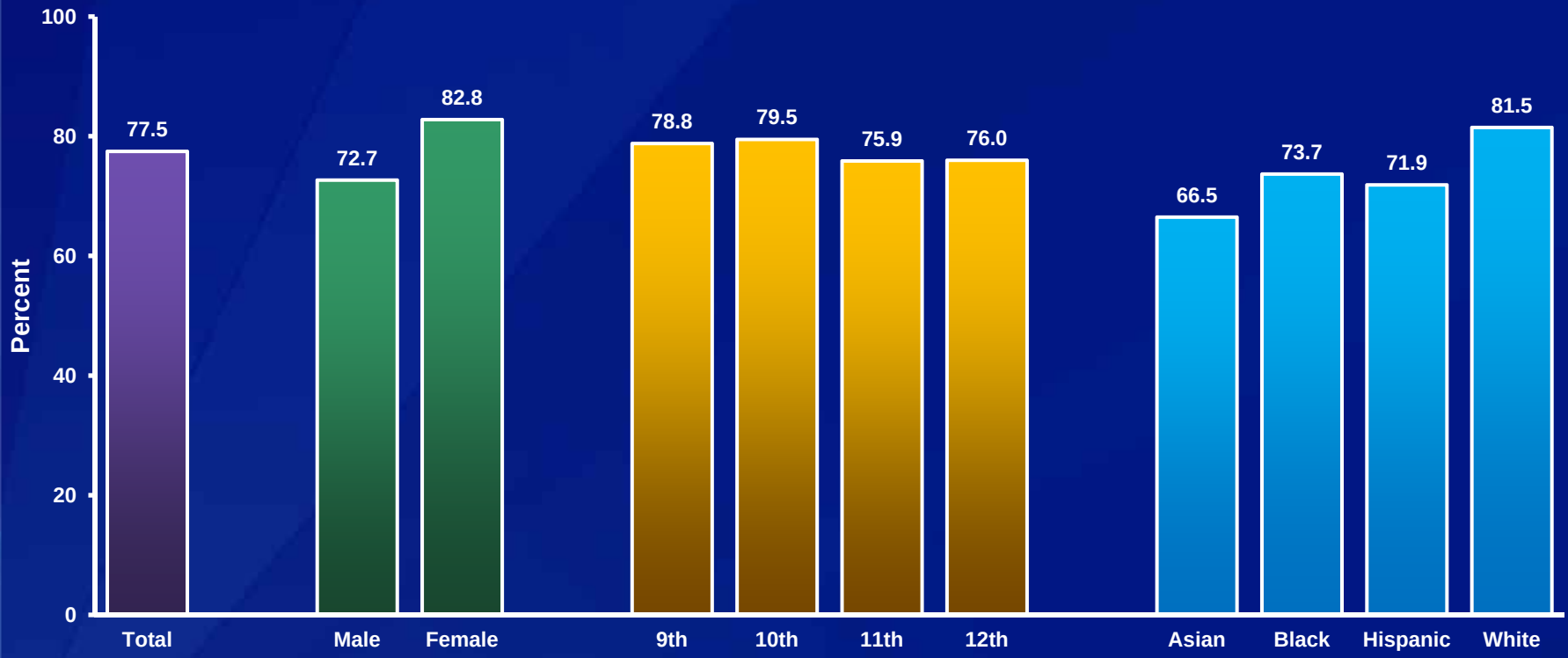
Percentage of High School Students Who Agree or Strongly Agree That Their Family Loves Them and Gives Them Help and Support When They Need It, 2007-2017*



*No change 2007-2017 [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).]
Note: This graph contains weighted results.

Connecticut - YRBS, 2007-2017 - QN112

Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Most of the Time or Always Ask Where They Are Going or with Whom They Will Be, by Sex,* Grade, and Race/Ethnicity,* 2017



*F > M; W > A, 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.
Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN113

Percentage of High School Students Who Reported Their Parents or Other Adults in Their Family Most of the Time or Always Ask Where They Are Going or with Whom They Will Be, 2015-2017*

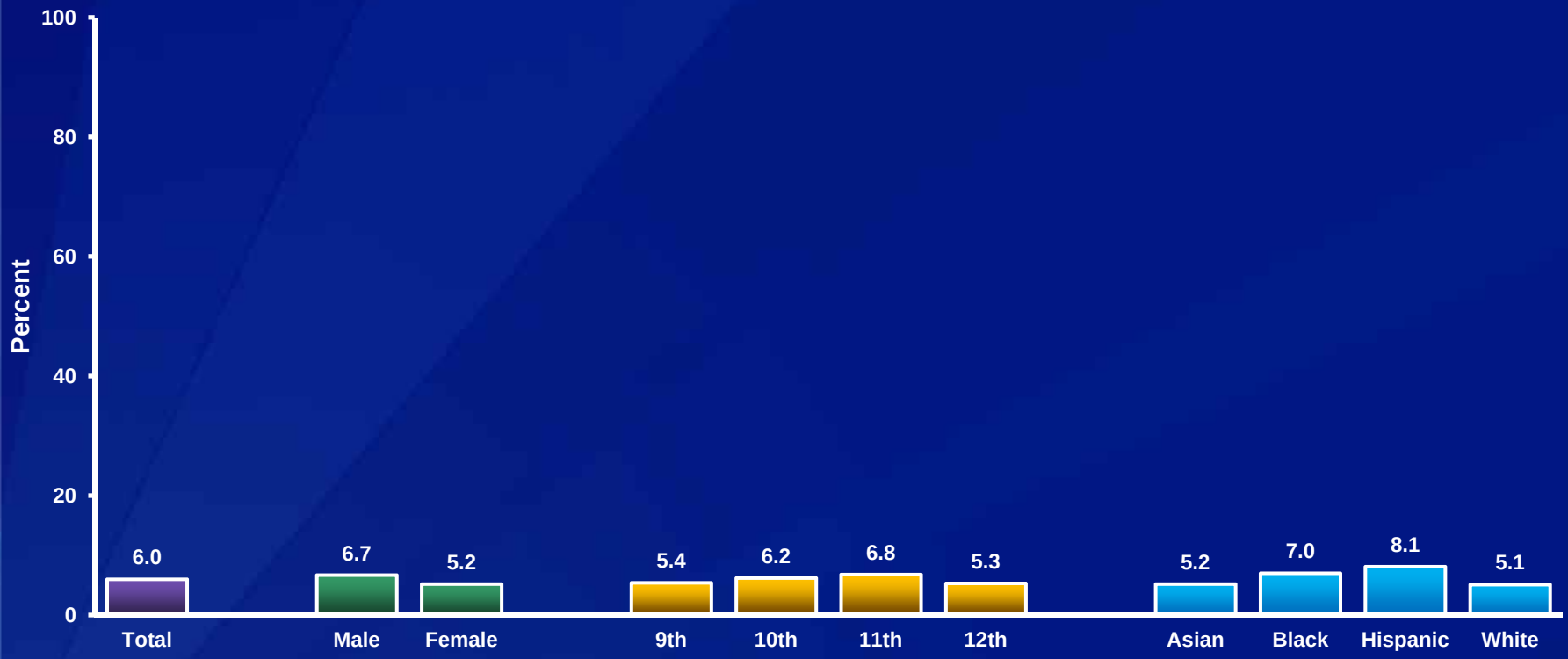
*No change 2015-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Usually Slept in the Home of a Friend, Family Member, or Other Person Because They Had to Leave Their Home or Their Parent or Guardian Cannot Afford Housing,* by Sex,† Grade, and Race/Ethnicity, 2017

*During the 30 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.
Note: This graph contains weighted results.

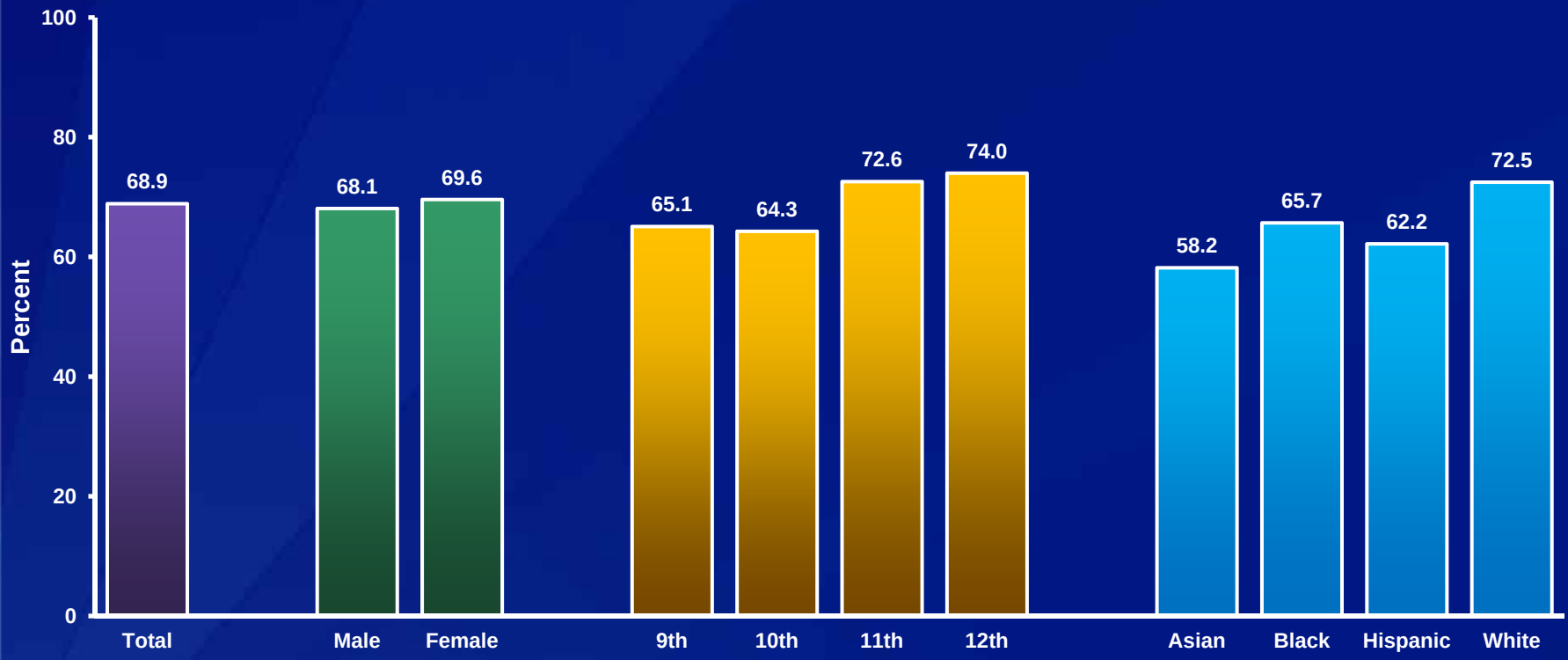
Connecticut - YRBS, 2017 - QN114

Percentage of High School Students Who Have Ever Slept Away from Their Parents or Guardians Because They Were Kicked Out, Ran Away, or Were Abandoned,* by Sex, Grade, and Race/Ethnicity, 2017



*During the 30 days before the survey
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Percentage of High School Students Who Reported There Is at Least One Teacher or Other Adult in Their School That They Can Talk to If They Have a Problem, by Sex, Grade,* and Race/Ethnicity,* 2017



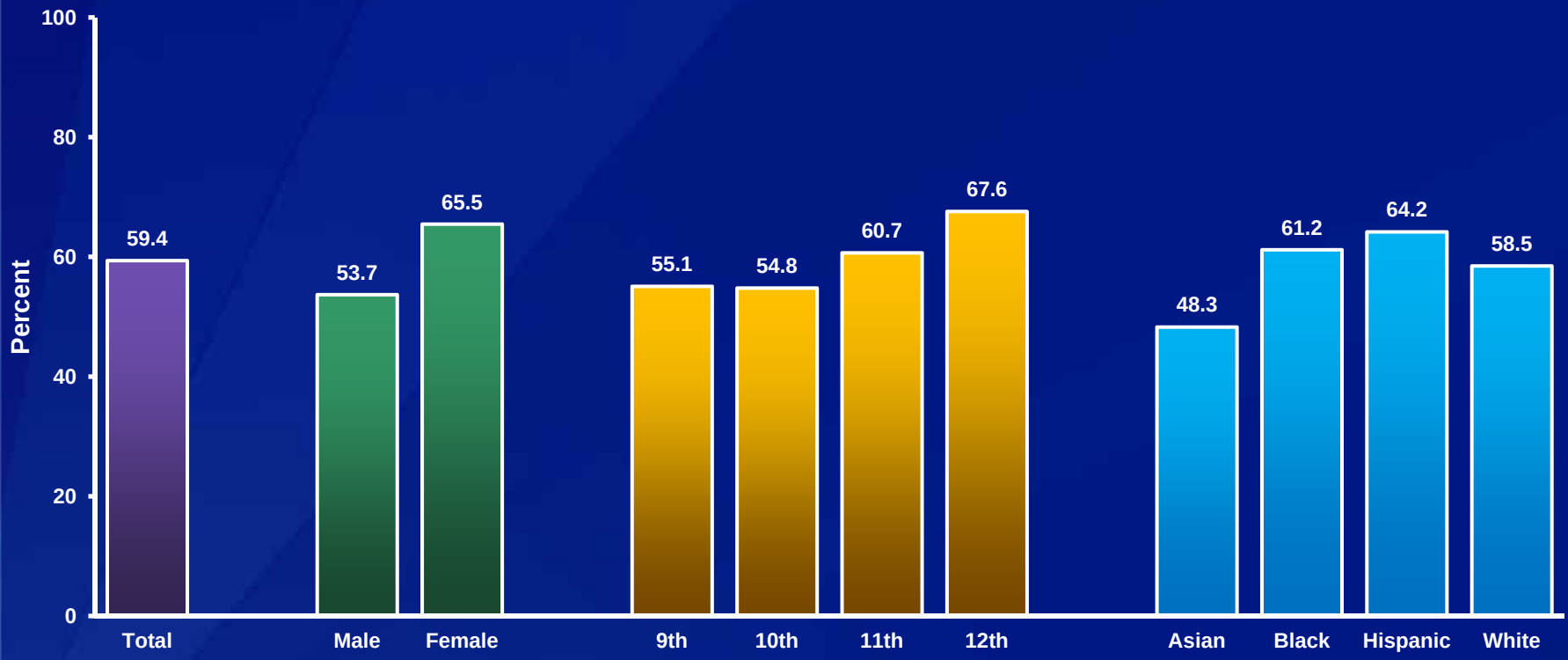
*11th > 9th, 12th > 9th, 12th > 10th; W > A, W > H (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Note: This graph contains weighted results.

Connecticut - YRBS, 2017 - QN116

Percentage of High School Students Who Reported There Is at Least One Teacher or Other Adult in Their School That They Can Talk to If They Have a Problem, 2013-2017*

*Increased 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Missed School on One or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2017



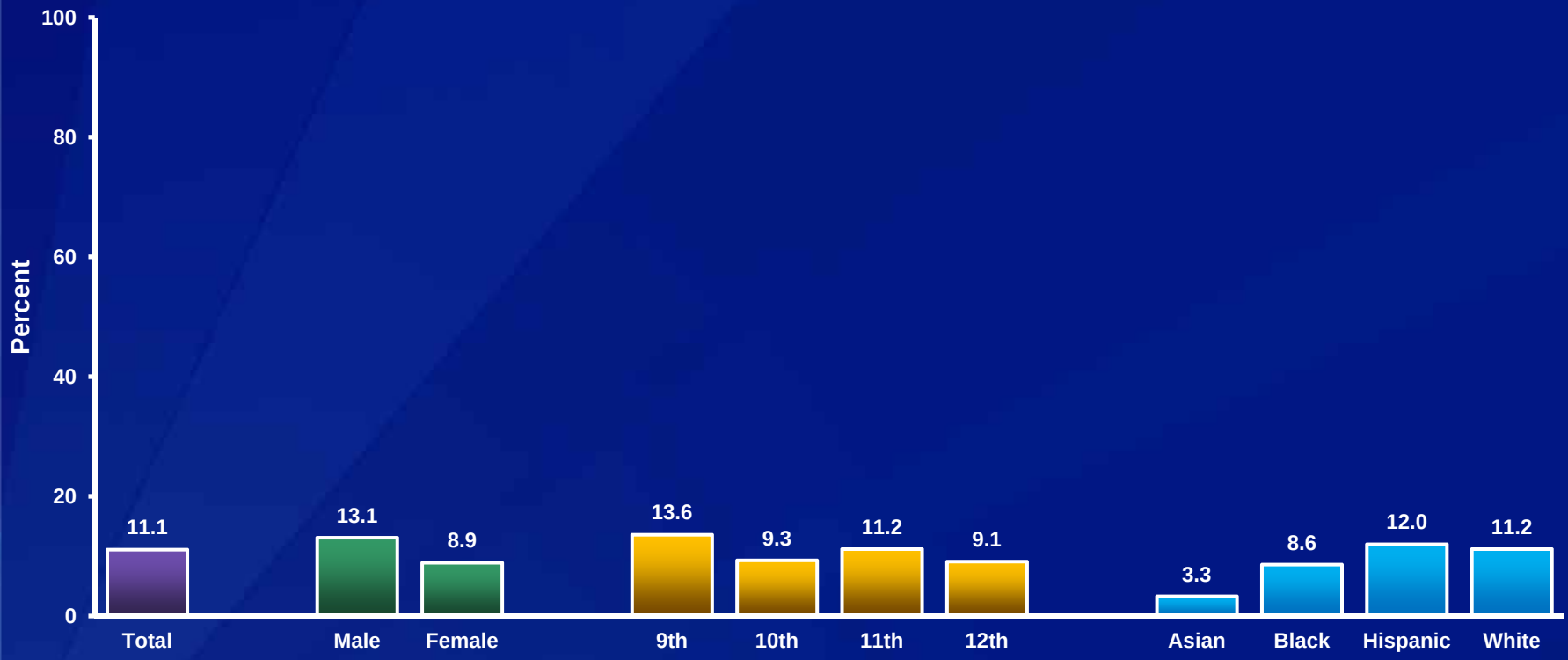
*Counting days with or without permission, days they were sick, or days missed due to a school suspension, during the 30 days before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Are Receiving Special Education Services,* by Sex,† Grade,† and Race/Ethnicity,† 2017



*As part of an individual education plan or IEP

†M > F; 9th > 10th; 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.

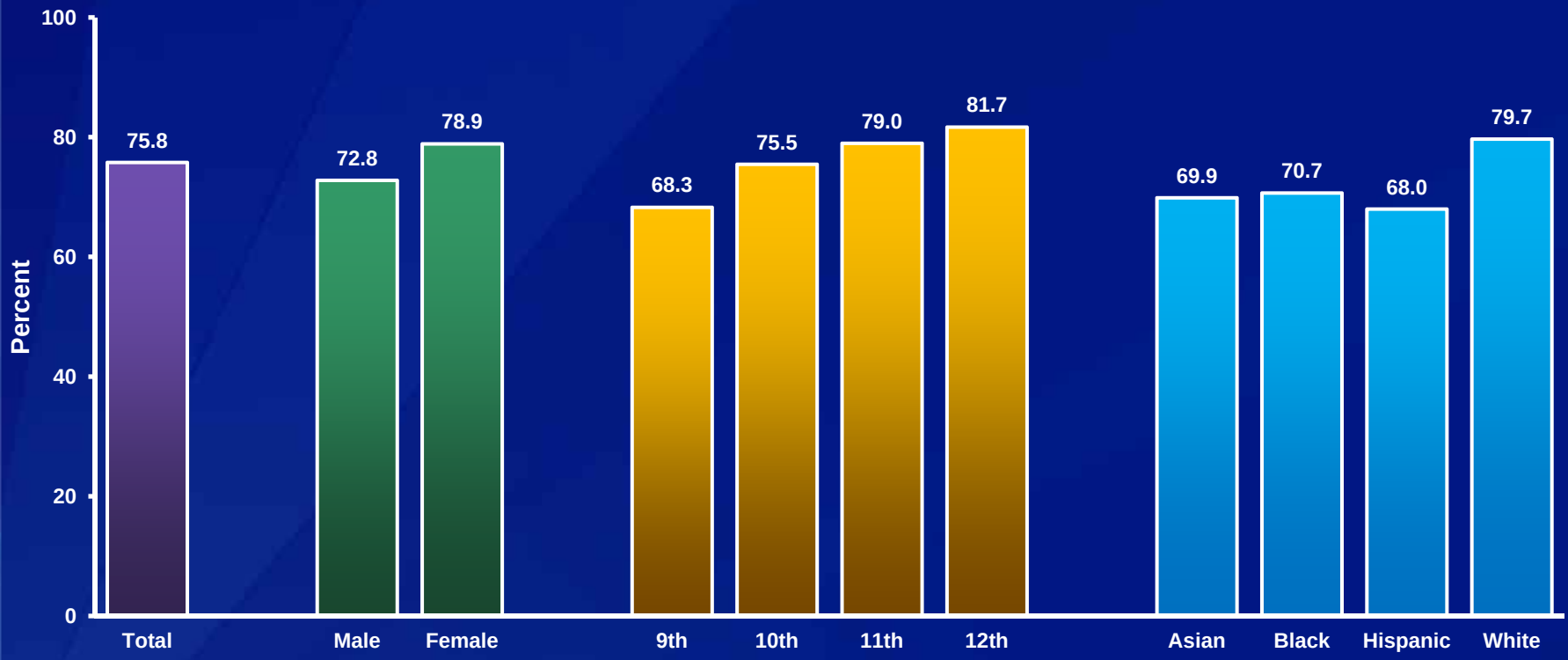
Note: This graph contains weighted results.

Percentage of High School Students Who Are Receiving Special Education Services,* 2013-2017†

*As part of an individual education plan or IEP

†No change 2013-2017 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Percentage of High School Students Who Probably or Definitely Will Complete a Post High School Program,* by Sex,† Grade,† and Race/Ethnicity,† 2017



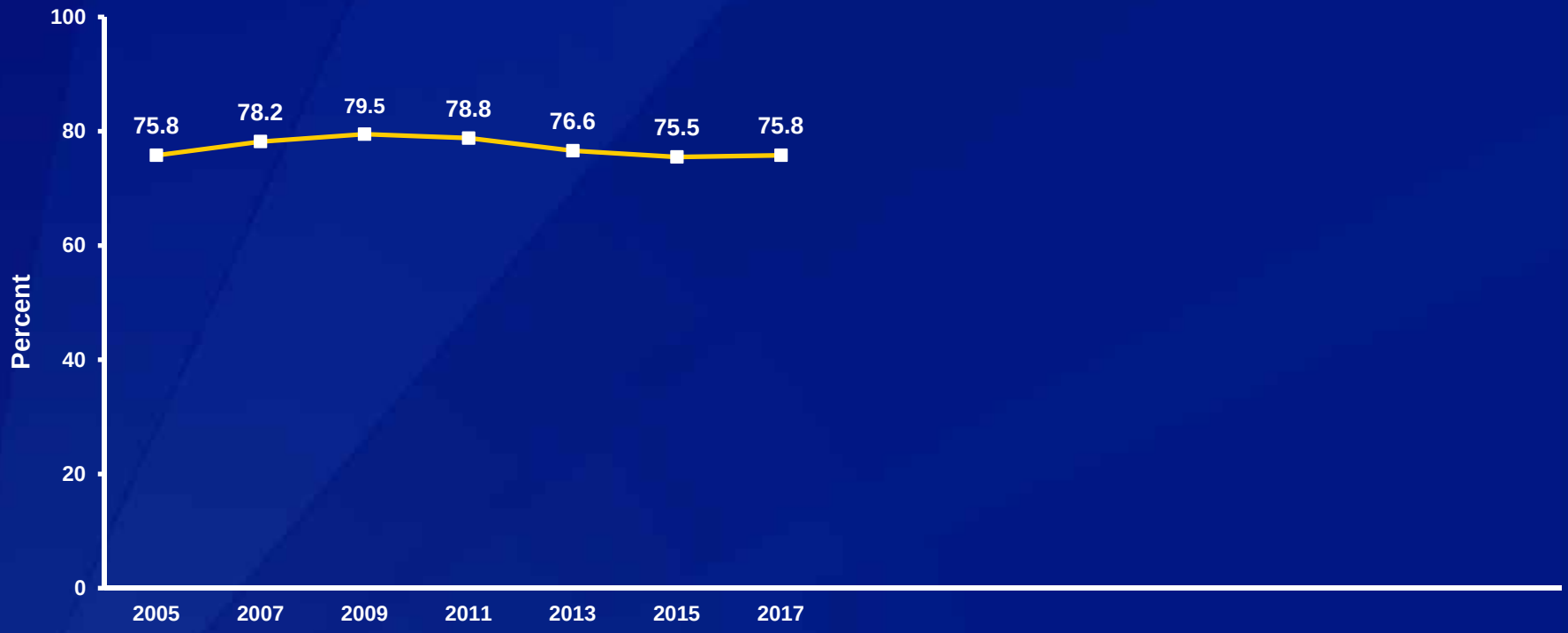
*Such as a vocational training program, military service, community college, or 4-year college

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

Note: This graph contains weighted results.

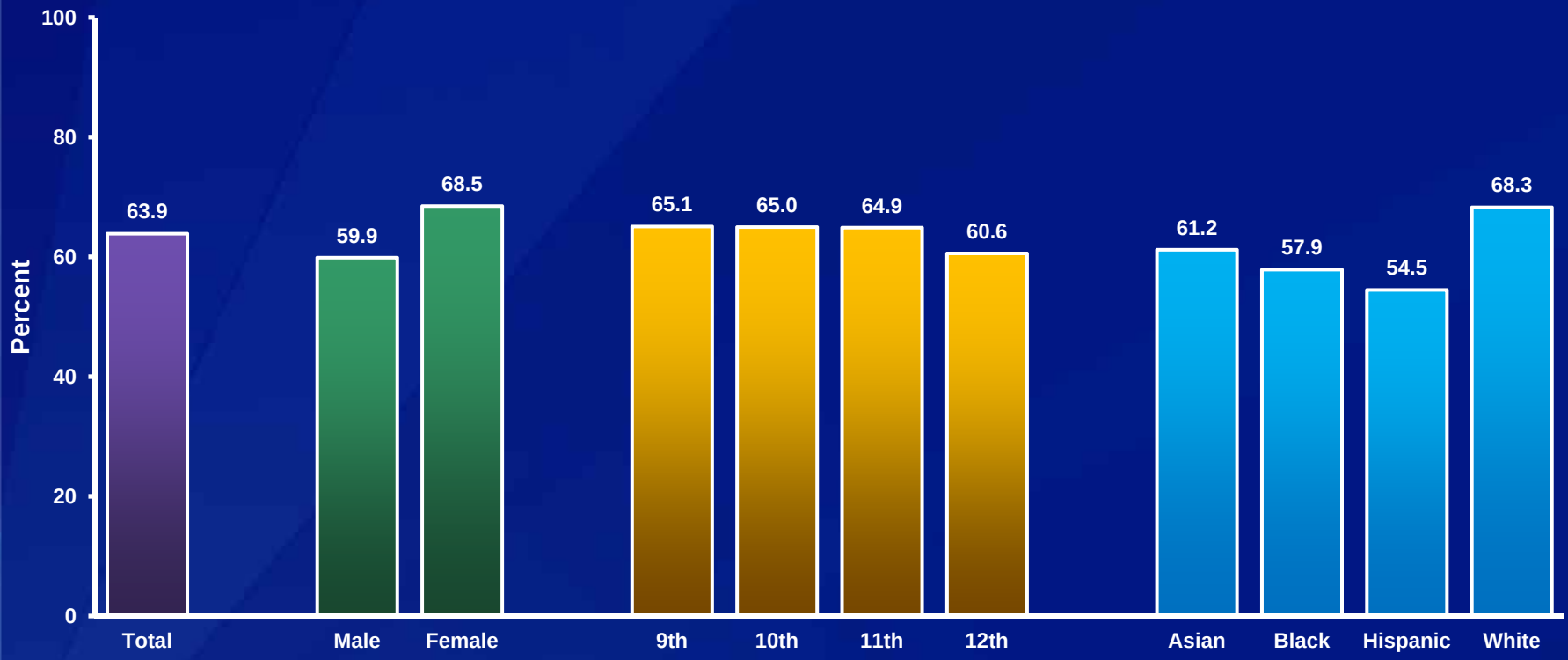
Percentage of High School Students Who Probably or Definitely Will Complete a Post High School Program,* 2005-2017†



*Such as a vocational training program, military service, community college, or 4-year college

†Increased, 2005-2009, decreased, 2009-2017 [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 High School Students Who Took Part in Organized After School, Evening, or Weekend Activities,* by Sex,† Grade, and Race/Ethnicity,† 2017



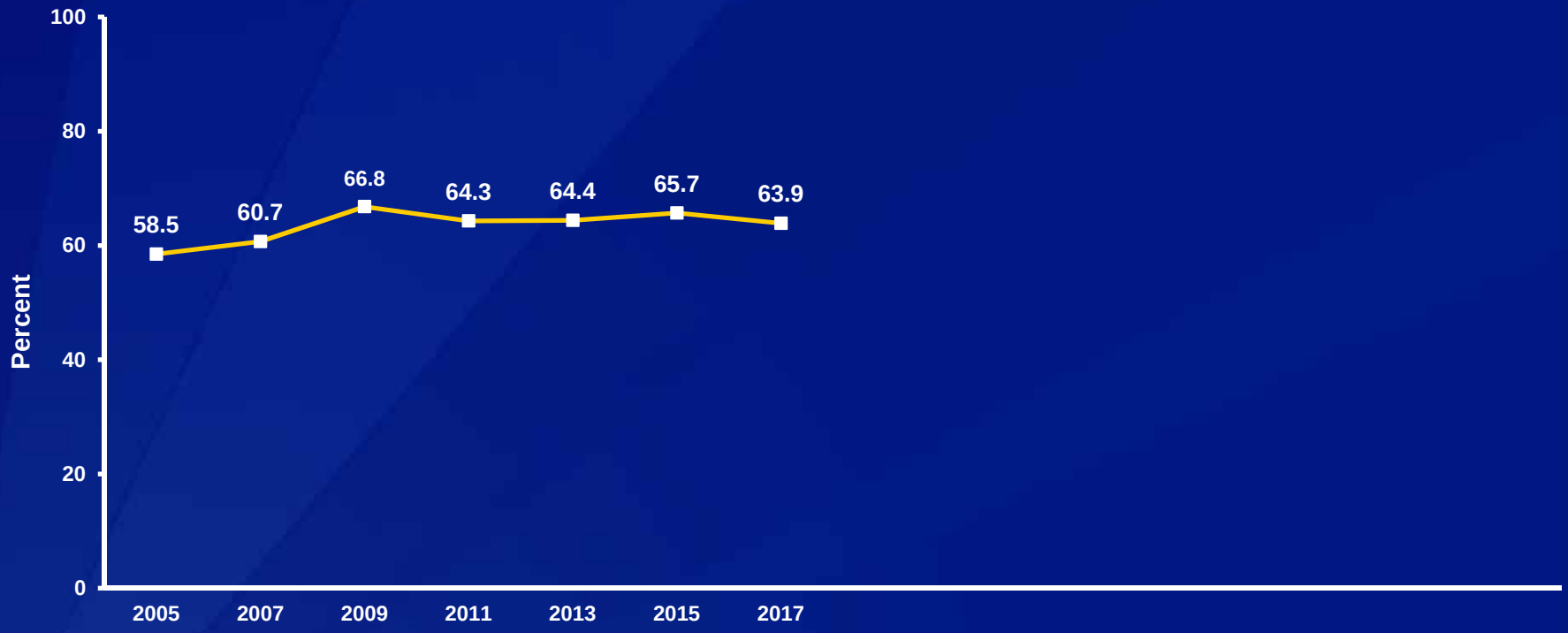
*Such as school clubs; sports; community center groups; music, art, or dance lessons; drama; church; or other supervised activities, on at least one day during the 7 days before the survey

†F > M; 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.

Note: This graph contains weighted results.

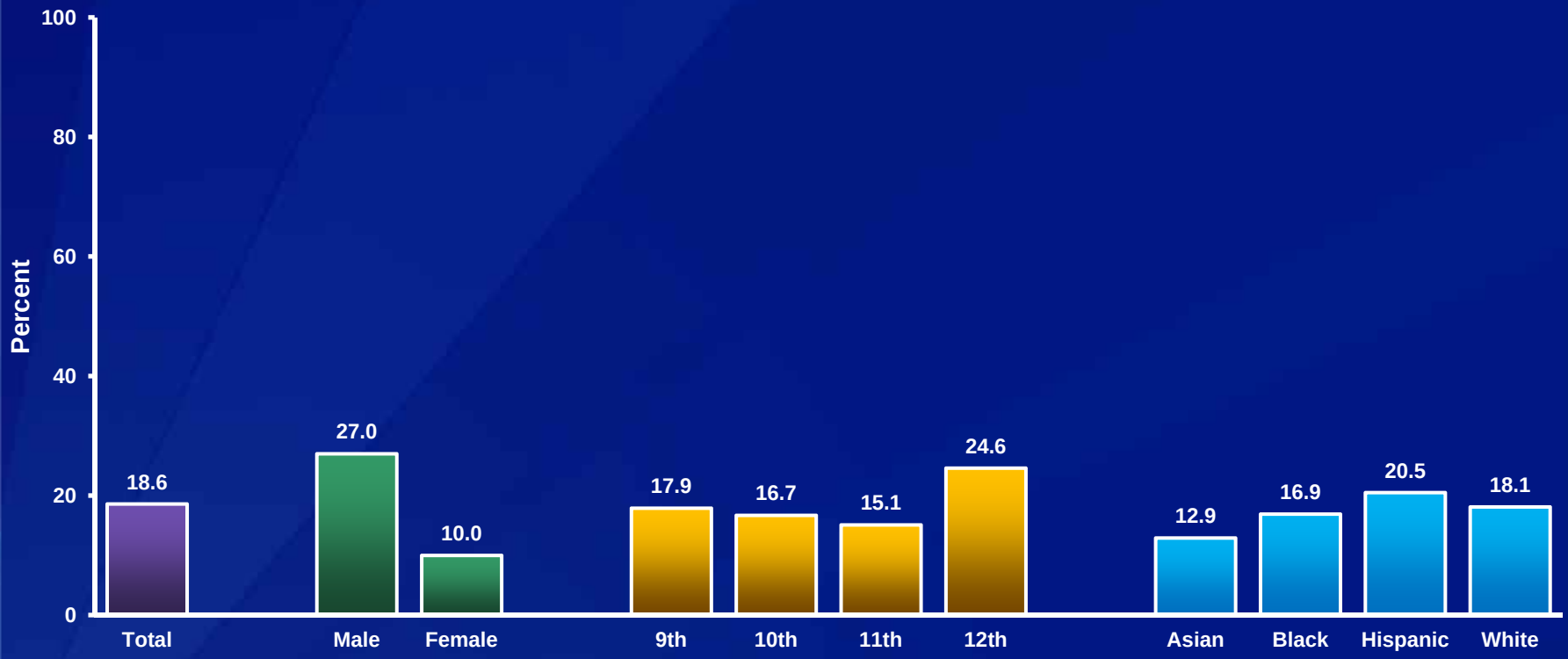
Percentage of High School Students Who Took Part in Organized After School, Evening, or Weekend Activities,* 2005-2017†



*Such as school clubs; sports; community center groups; music, art, or dance lessons; drama; church; or other supervised activities, on at least one day during the 7 days before the survey

†Increased 2005-2017, increased 2005-2009, no change 2009-2017 [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 High School Students Who Gambled for Money or Possessions,* by Sex,† Grade,† and Race/Ethnicity,† 2017



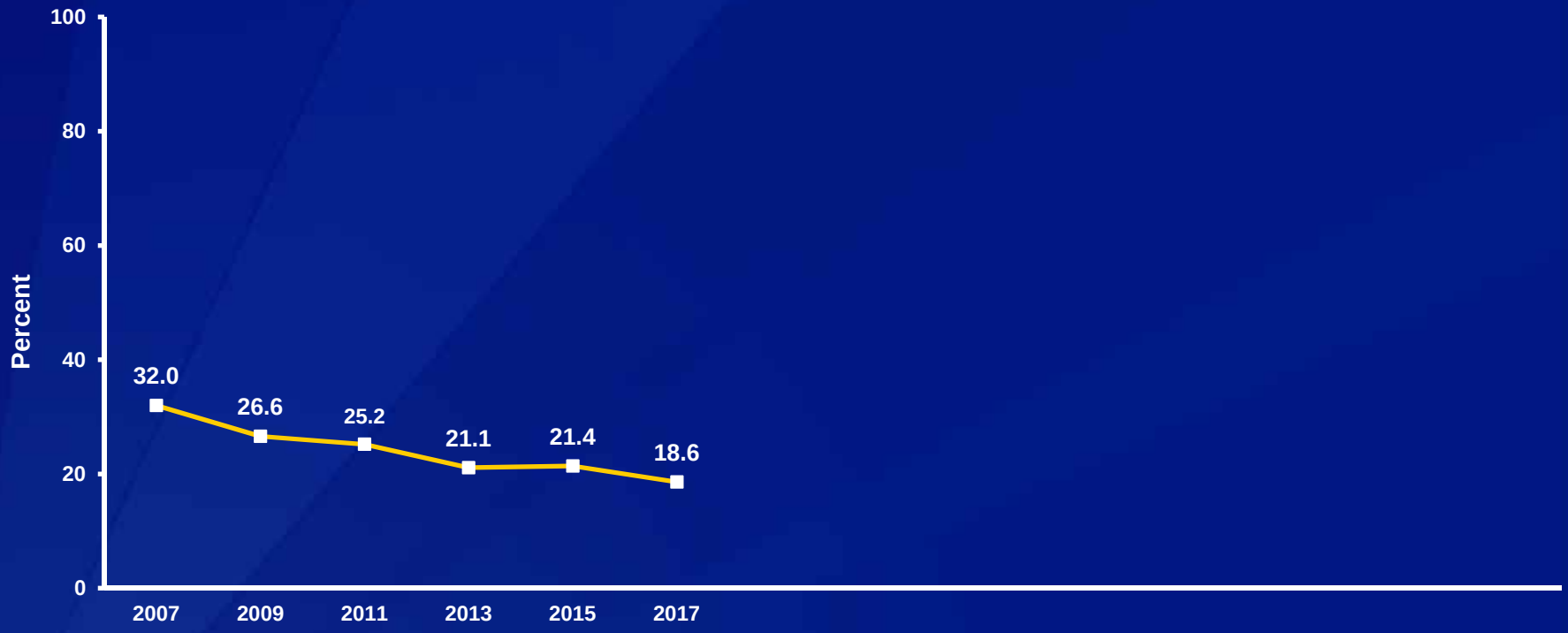
*Including buying lottery tickets, betting money on team sports, or playing card games for money, one or more times during the 12 months before the survey

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

Note: This graph contains weighted results.

Percentage of High School Students Who Gambled for Money or Possessions,* 2007-2017†



*Including buying lottery tickets, betting money on team sports, or playing card games for money, one or more times during the 12 months before the survey

†Decreased 2007-2017 [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).]

Connecticut - YRBS, 2007-2017 - QN121