

N. Sample Table Shells

Percentage of high school students who rarely or never wore a seat belt, by sex, race/ethnicity, and grade – United States, Youth Risk Behavior Survey, 2013

	Female		Male		Total	
	%	95% CI	%	95% CI	%	95% CI
Race/Ethnicity						
White*						
Black*						
Hispanic						
Other						
Grade						
9						
10						
11						
12						
Total						

CI=confidence interval. *Non-Hispanic.

Prevalence and adjusted odds ratios (AOR) of current cigarette use¹ by demographic characteristics and weight control behaviors among 9th–12th grade students—United States, 2013

	% (95% CI)	AOR (95% CI)
Demographic Characteristics		
Sex		
Female		
Male		
Race/ethnicity		
White*		
Black*		
Hispanic		
Other		
Grade		
9th		
10th		
11th		
12th		
BMI		
Perceived weight		
Trying to lose weight		
Weight control behaviors		
Exercised ²		
Ate less food, fewer calories, or foods low in fat ²		
Went without eating for ≥ 24 hours ²		
Took diet pills, powders, or liquids ²		
Vomited or took laxatives ⁴		

*non-Hispanic. CI=confidence interval. BMI=Body Mass Index.

¹Smoked cigarettes on ≥ 1 of the 30 days preceding the survey.

²To lose weight or to keep from gaining weight during the 30 days preceding the survey.

Percentage of high school students who were enrolled in physical education (PE) class* by sex, race/ethnicity, and grade – Youth Risk Behavior Survey, United States, 1991-2013**

	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013
	% (CI ^{††})	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)	% (CI)
Overall												
Enrolled in PE class												
Enrolled in PE												
Sex												
Female												
Male												
Race/Ethnicity												
White, non-Hispanic												
Black, non-Hispanic												
Hispanic												
Grade												
9th												
10th												
11th												
12th												

* On one or more days in an average week when they were in school.

** Linear and quadratic trend analyses were conducted by using a logistic regression model controlling for sex, race/ethnicity, and grade. Prevalence estimates shown here were not standardized by demographic variables.

†† 95% confidence interval.

§§ Significant (p<0.05) linear effect.

¶¶ Significant quadratic effect.