2021 and 2023 National Youth Risk Behavior Survey

Attachment M

Example Table Shells

Percentage of high school students who were electronically bullied,\* by sex, race/ethnicity, grade, sexual identity, and sex of sexual contacts — United States, Youth Risk Behavior Survey, {YEAR}

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sex** | | | |  |  |  |  |  |
|  | **Female** | | **Male** | | **Total** | |  |  |  |
| **Category** | **%** | **CI†** | **%** | **CI** | **%** | **CI** |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |  |
| **Race/Ethnicity** |  |  |  |  |  |  |  |  |  |
| White§ |  |  |  |  |  |  |  |  |  |
| Black§ |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |
| **Grade** |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |
| **Sexual Identity** |  |  |  |  |  |  |  |  |  |
| Heterosexual (straight) |  |  |  |  |  |  |  |  |  |
| Gay, lesbian, or bisexual |  |  |  |  |  |  |  |  |  |
| Not sure |  |  |  |  |  |  |  |  |  |
| **Sex of Sexual Contacts** |  |  |  |  |  |  |  |  |  |
| Opposite sex only |  |  |  |  |  |  |  |  |  |
| Same sex only or both sexes |  |  |  |  |  |  |  |  |  |
| No sexual contact |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| \* Counting being bullied through texting, Instagram, Facebook, or other social media, during the 12 months before the survey. | | | | | | | | | |
| † 95% confidence interval. |  |  |  |  |  |  |  |  |  |
| § Non-Hispanic. |  |  |  |  |  |  |  |  |  |

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, {YEAR}

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

† 95% confidence

\*Non-Hispanic.

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-{YEAR}\*\*

|  | **1991** | **1993** | **1995** | **1997** | **1999** | **2001** | **2003** | **2005** | **2007** | **2009** | **2011** | **2013** | **2015** | **2017** | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **% (CI††)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** | **% (CI)** |
| **TOTAL** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **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.