

2025 and 2027 National Youth Risk Behavior Survey

Attachment N

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}

Category	Sex				Total	
	Female		Male			
	%	CI†	%	CI	%	CI
TOTAL						
Race/Ethnicity						
American Indian or Alaska Native						
Asian						
Black or African American§						
Hispanic or Latino						
Middle Eastern or North African						
African American						
Native Hawaiian or Pacific Islander						
White§						
Multiracial						
Grade						
9						
10						
11						
12						
Sexual Identity						
Heterosexual (straight)						
Gay						
Lesbian						
Bisexual						
Transgender						
Questioning						
Describe sexual identity some other way						
Gender Identity						
Cisgender (Female or Male)						
Transgender, non-binary, or another agender						
Questioning						

* 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.