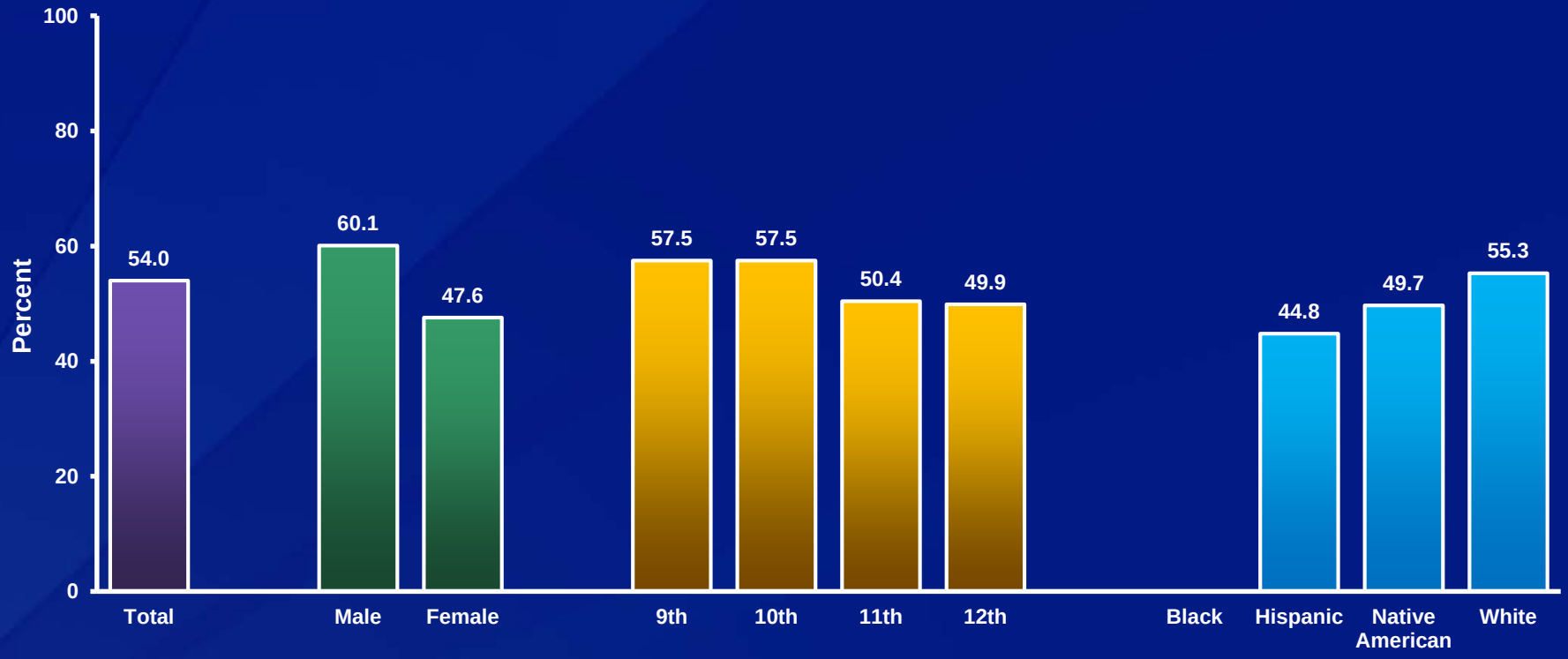
Percentage of High School Students Who Were Physically Active At Least 60 Minutes Per Day on 5 or More Days,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*Doing 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

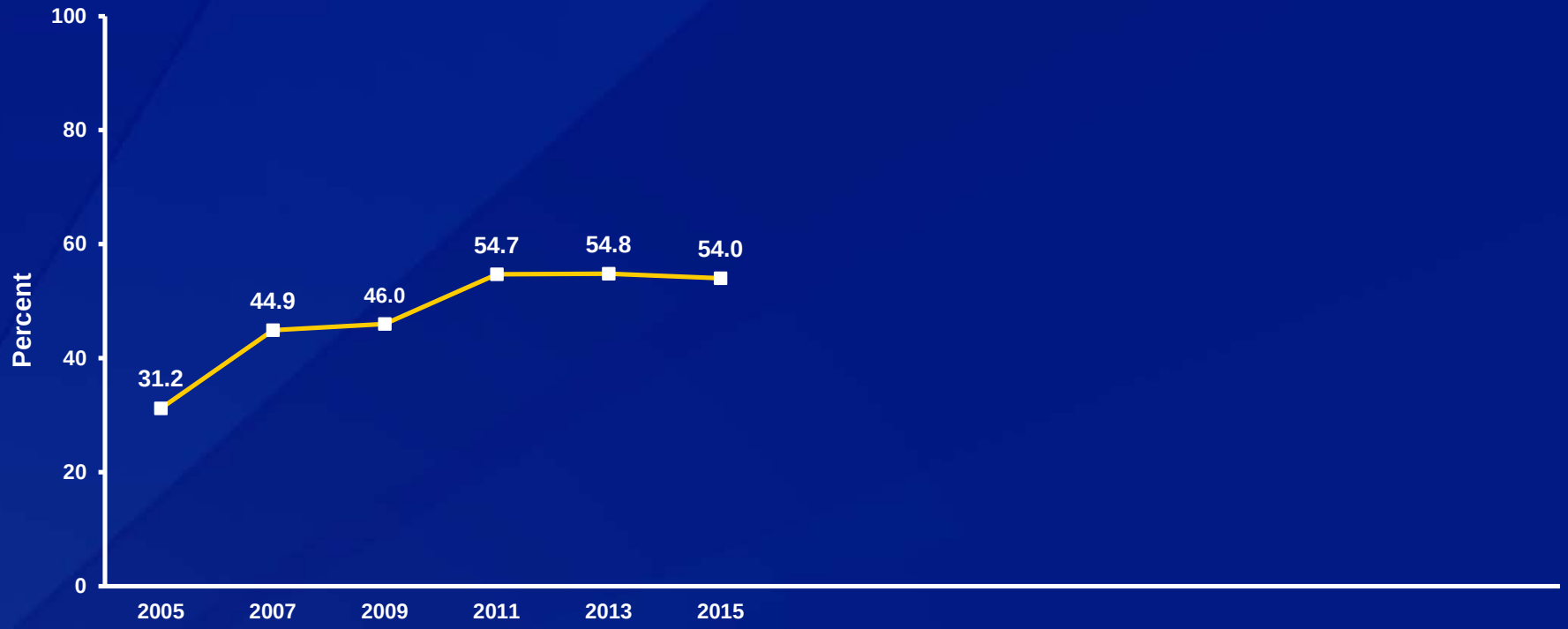
†M > F; 9th > 11th, 9th > 12th, 10th > 11th, 10th > 12th; W > H (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in this subgroup.

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,* 2005-2015†

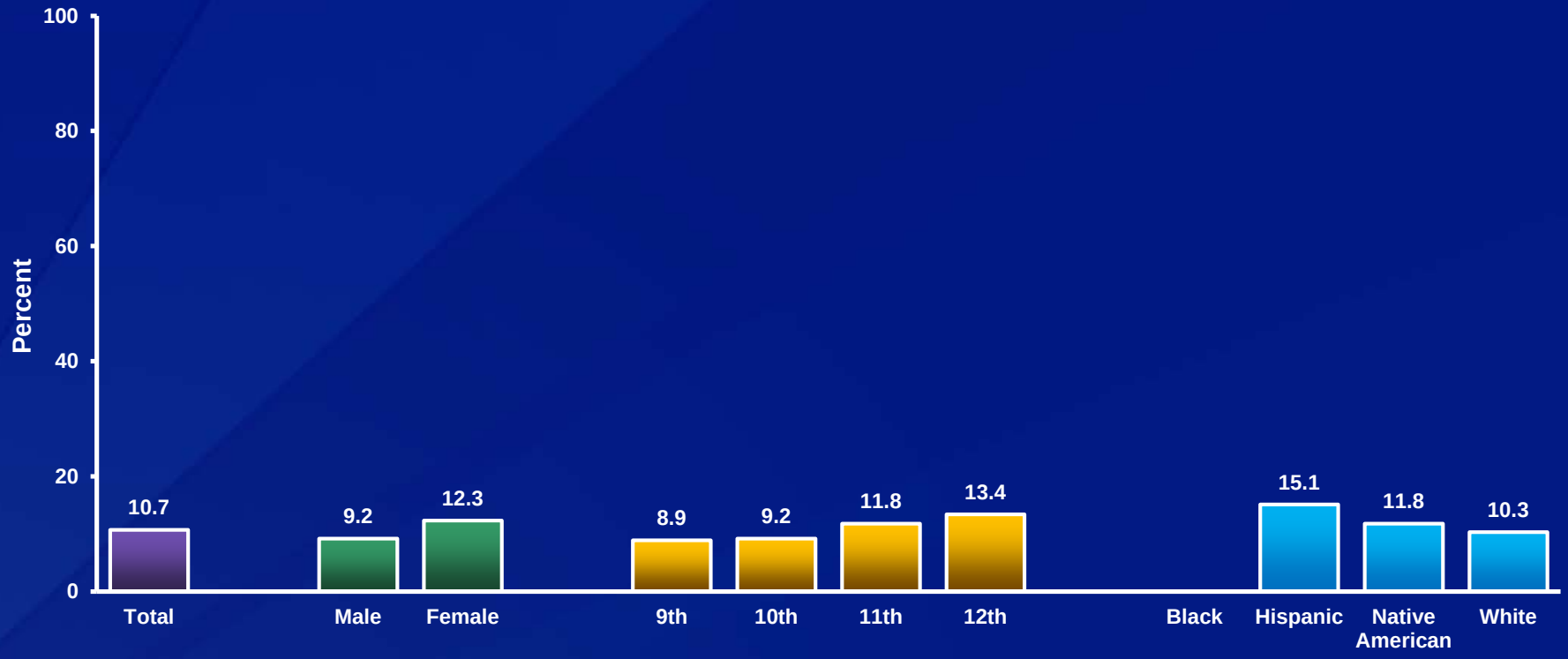


*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Increased 2005-2015, increased 2005-2009, increased 2009-2015 [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 Participate in At Least 60 Minutes of Physical Activity on At Least 1 Day,* by Sex,† Grade,† and Race/Ethnicity,† 2015



*Doing 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

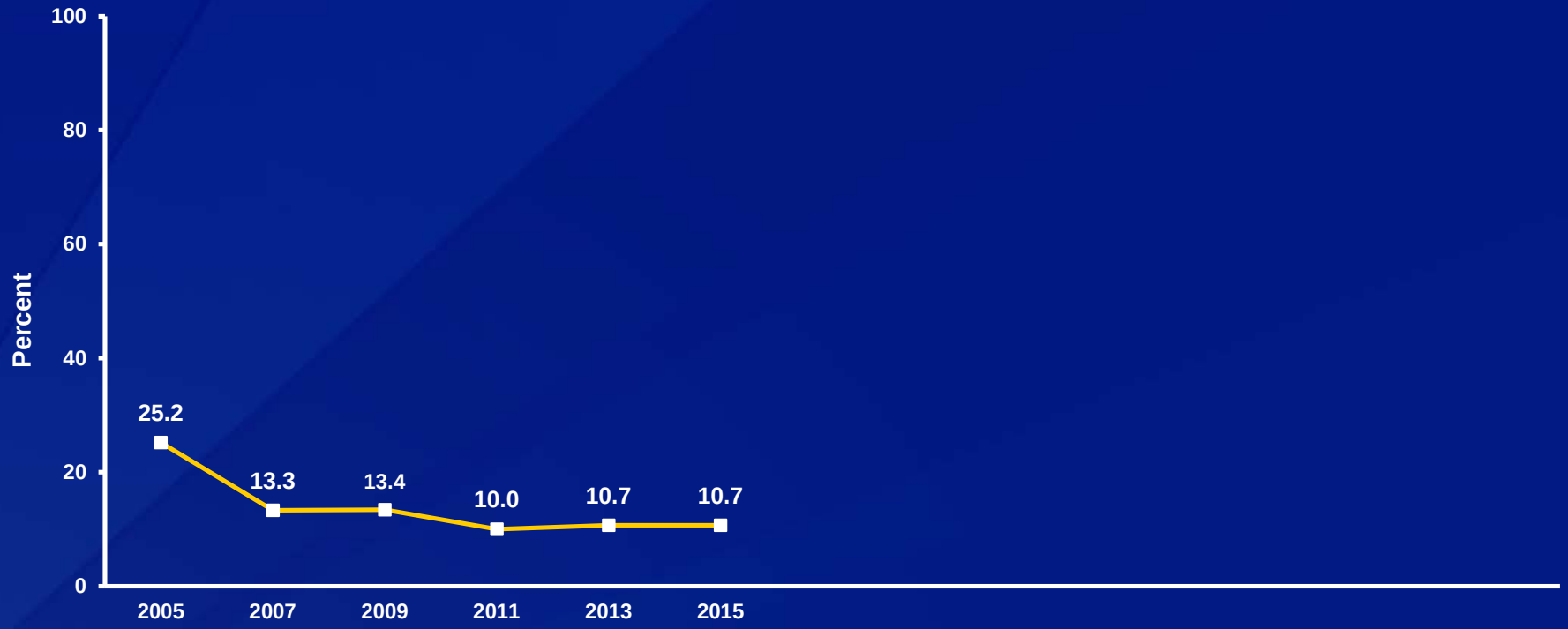
†F > M; 12th > 9th, 12th > 10th; H > W (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in this subgroup.

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,* 2005-2015†



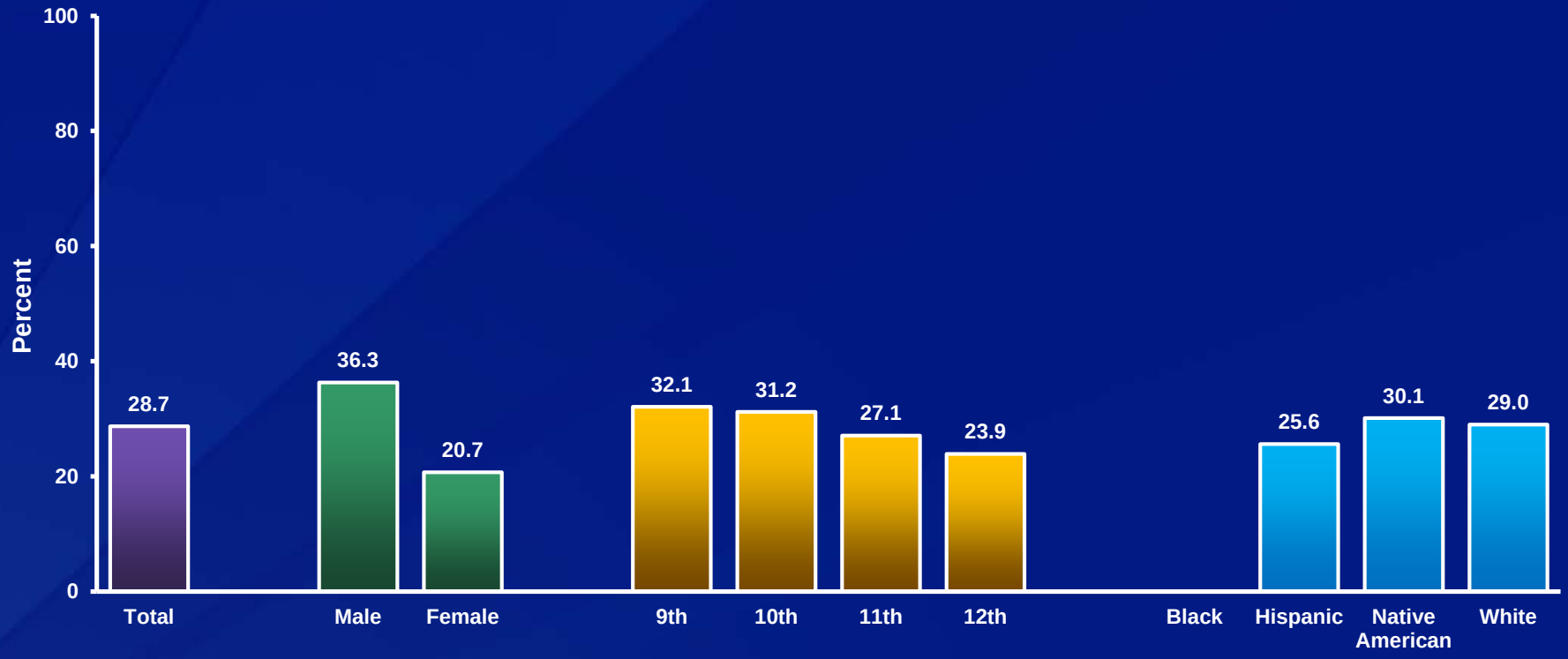
*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Decreased 2005-2015, decreased 2005-2009, decreased 2009-2015 [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.

Montana - YRBS, 2005-2015 - 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, 2015



*Doing 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

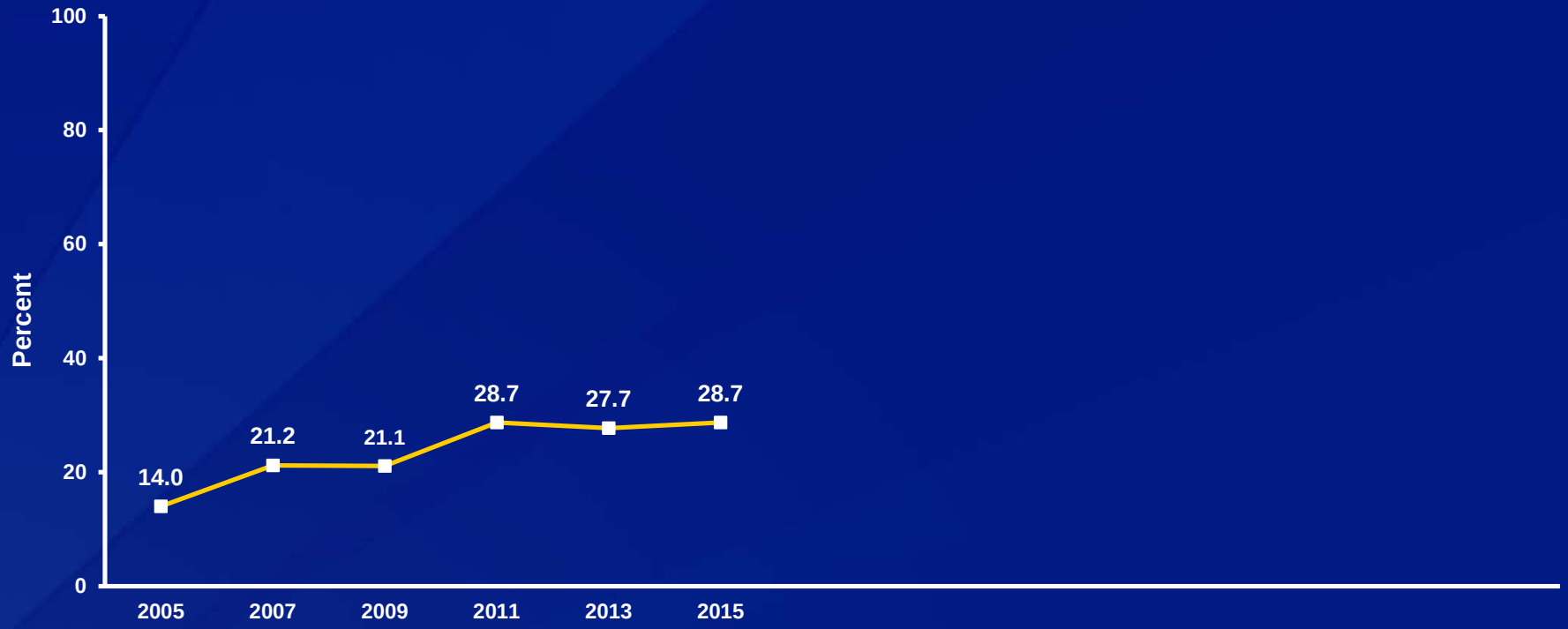
†M > F; 9th > 12th, 10th > 12th (Based on t-test analysis, $p < 0.05$.)

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

Missing bar indicates fewer than 100 students in this subgroup.

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,* 2005-2015†



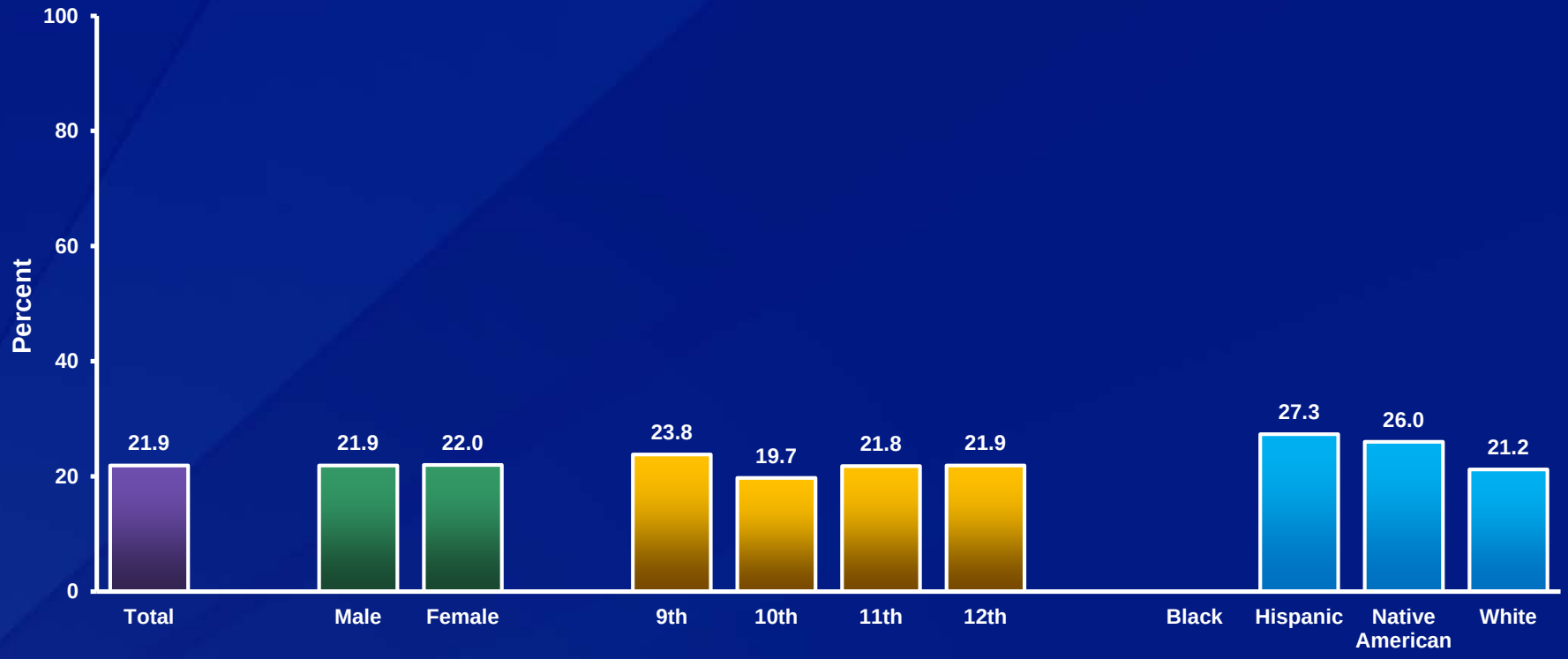
*Doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey

†Increased 2005-2015, increased 2005-2011, no change 2011-2015 [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.

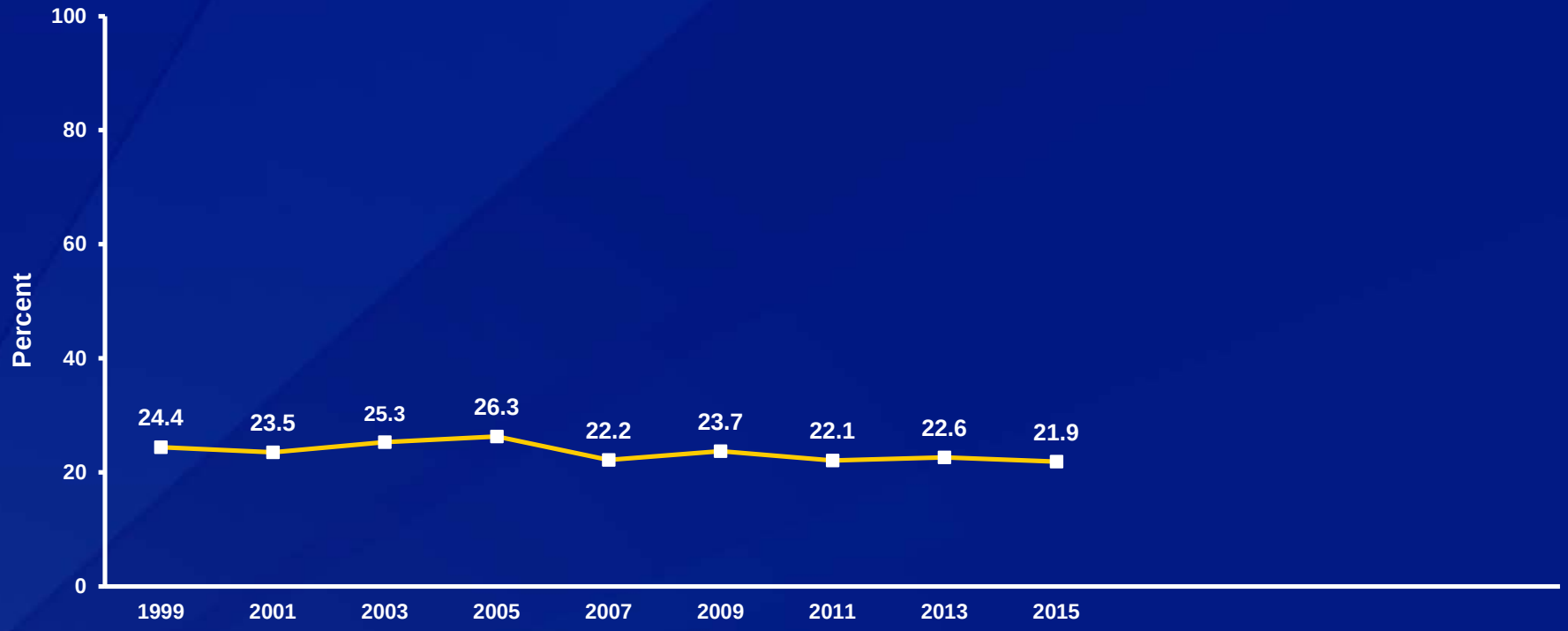
Montana - YRBS, 2005-2015 - QNPA7DAY

Percentage of High School Students Who Watched Television 3 or More Hours Per Day,* by Sex, Grade, and Race/Ethnicity,† 2015



*On an average school day
†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 Watched Television 3 or More Hours Per Day,* 1999-2015†

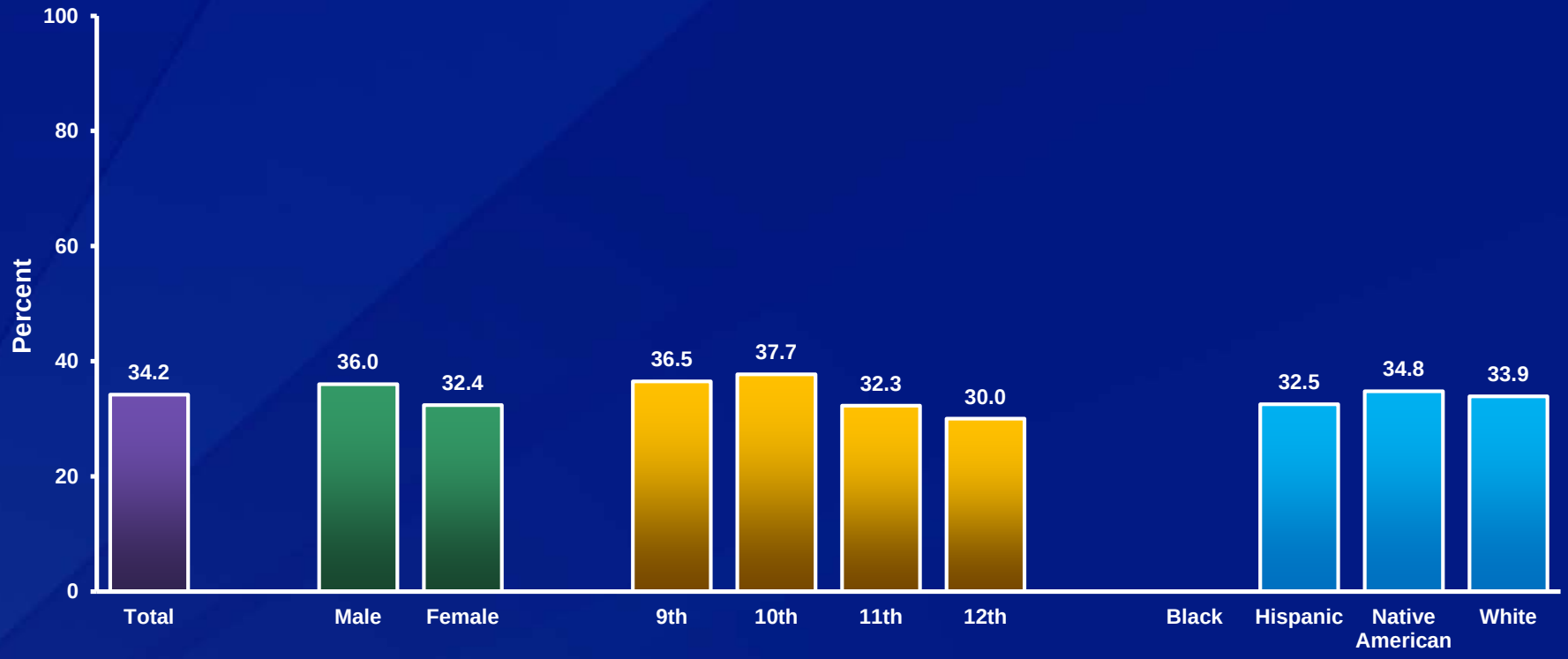


*On an average school day

†Decreased 1999-2015 [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).]

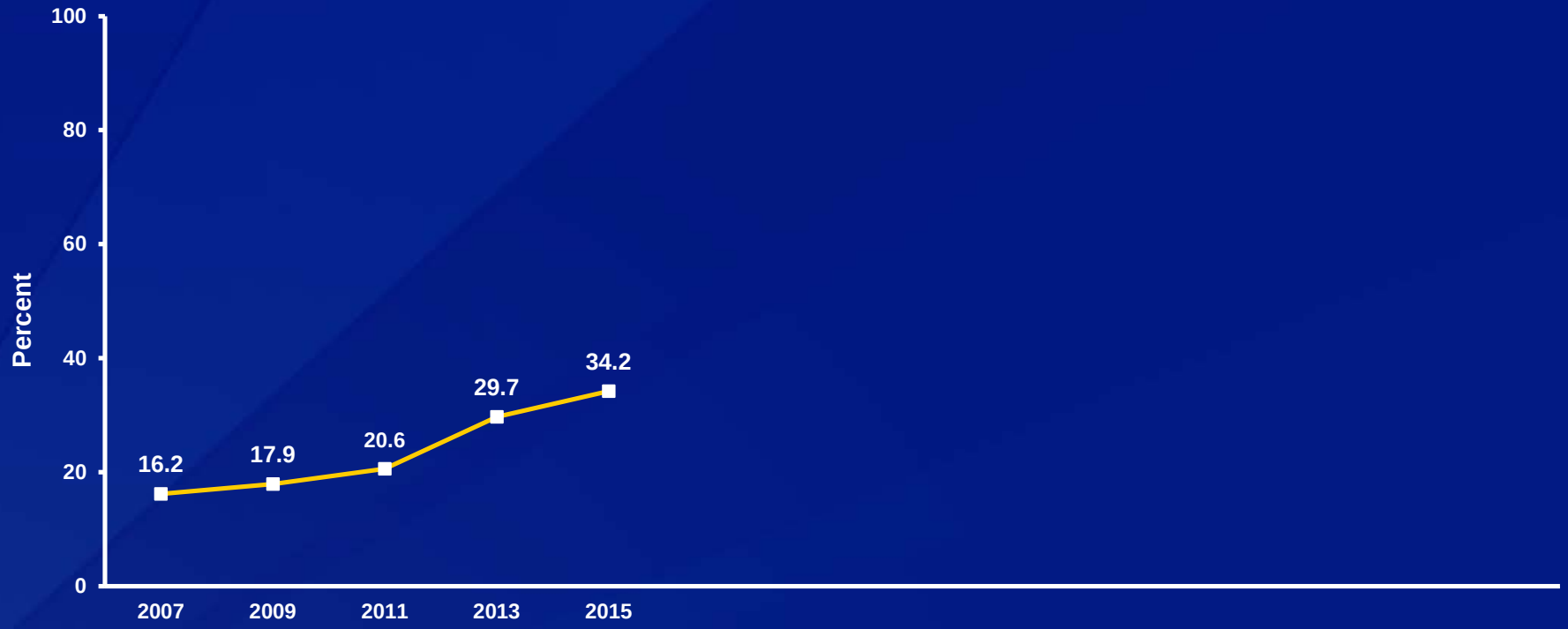
Note: This graph contains weighted results.

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, 2015



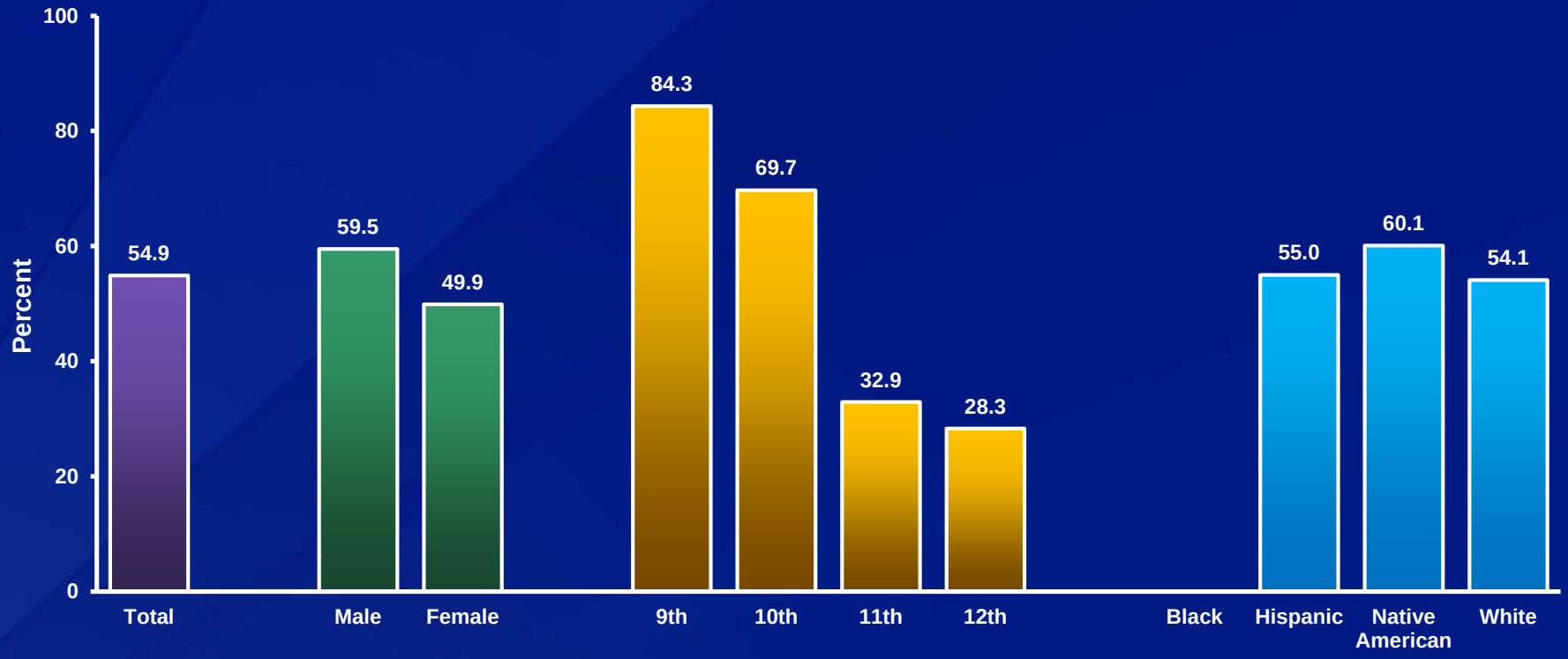
*For something that was not school work on an average school day
†M > F; 9th > 12th, 10th > 11th, 10th > 12th (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category. All other races are non-Hispanic.
Missing bar indicates fewer than 100 students in this subgroup.
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,* 2007-2015†



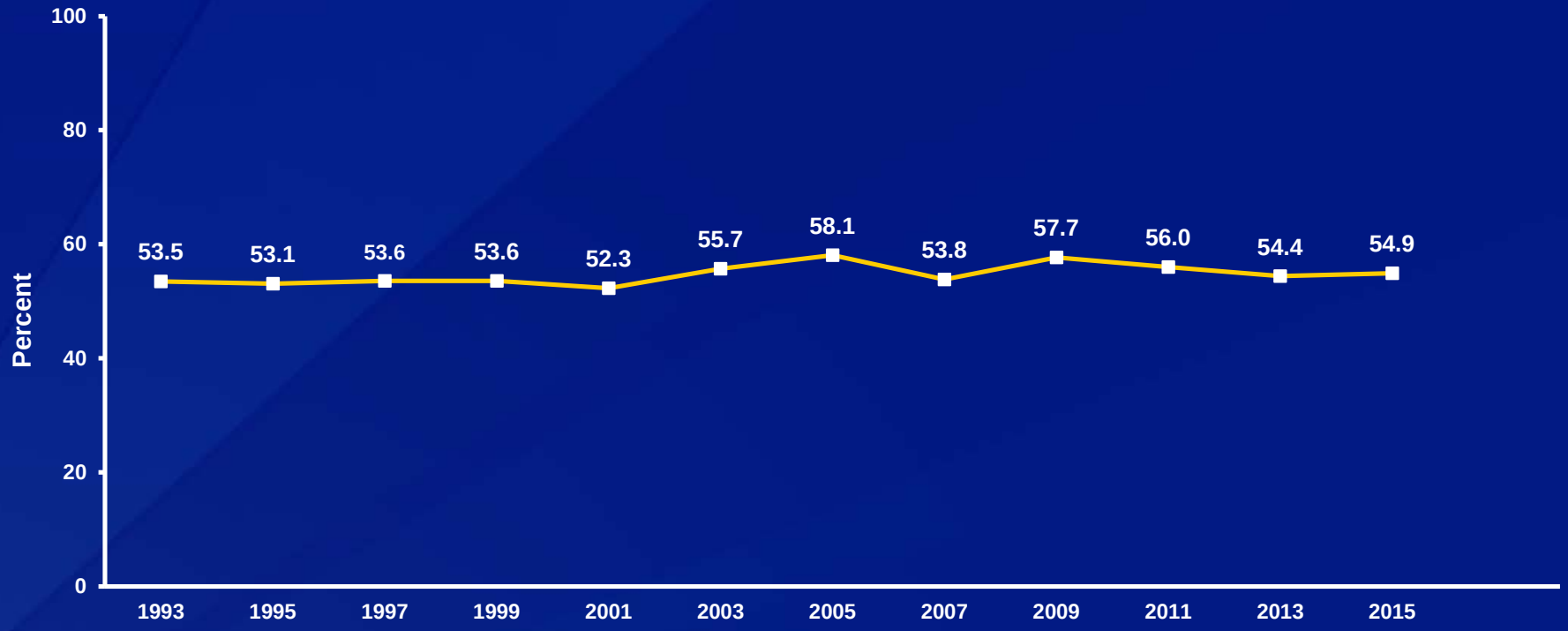
*For something that was not school work on an average school day
†Increased 2007-2015 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on 1 or More Days,* by Sex,† Grade,† and Race/Ethnicity, 2015



*In an average week when they were in school
†M > F; 9th > 10th, 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on 1 or More Days,* 1993-2015†

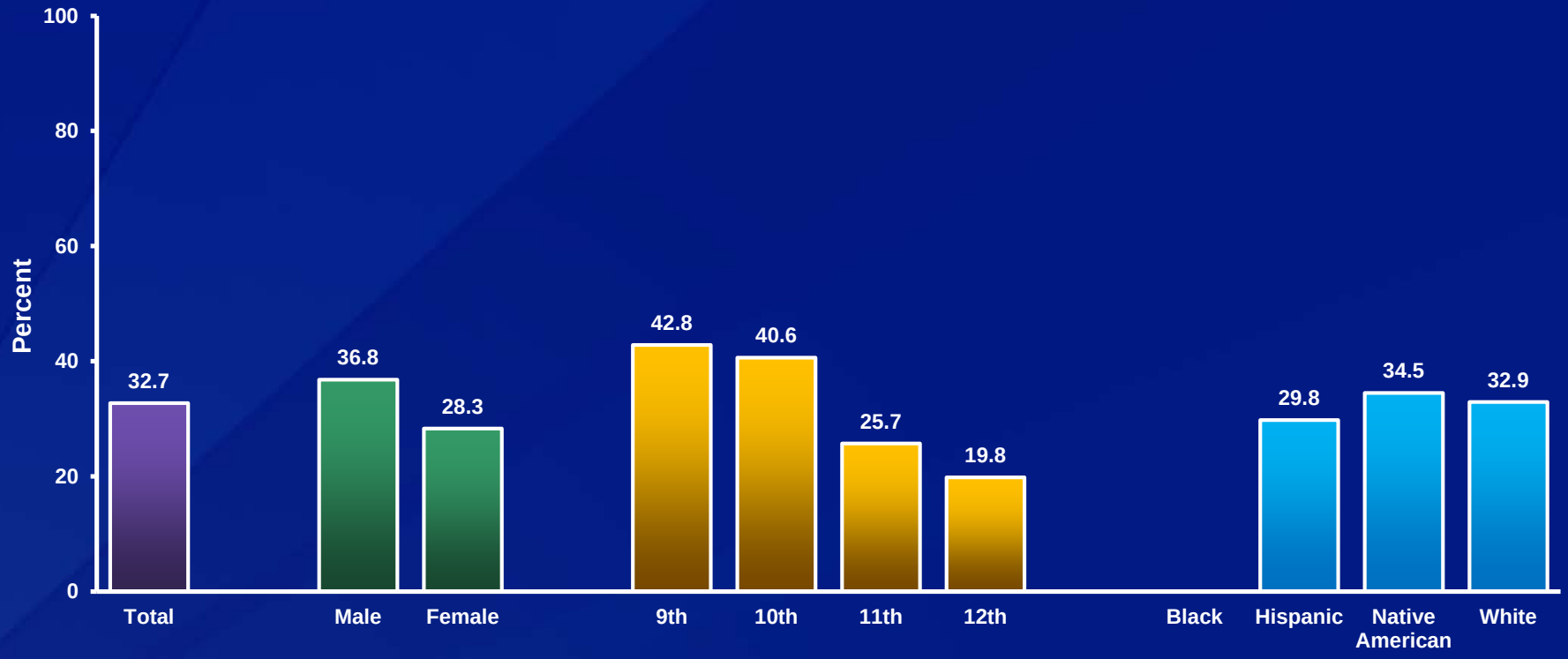


*In an average week when they were in school

†Increased 1993-2015 [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).]

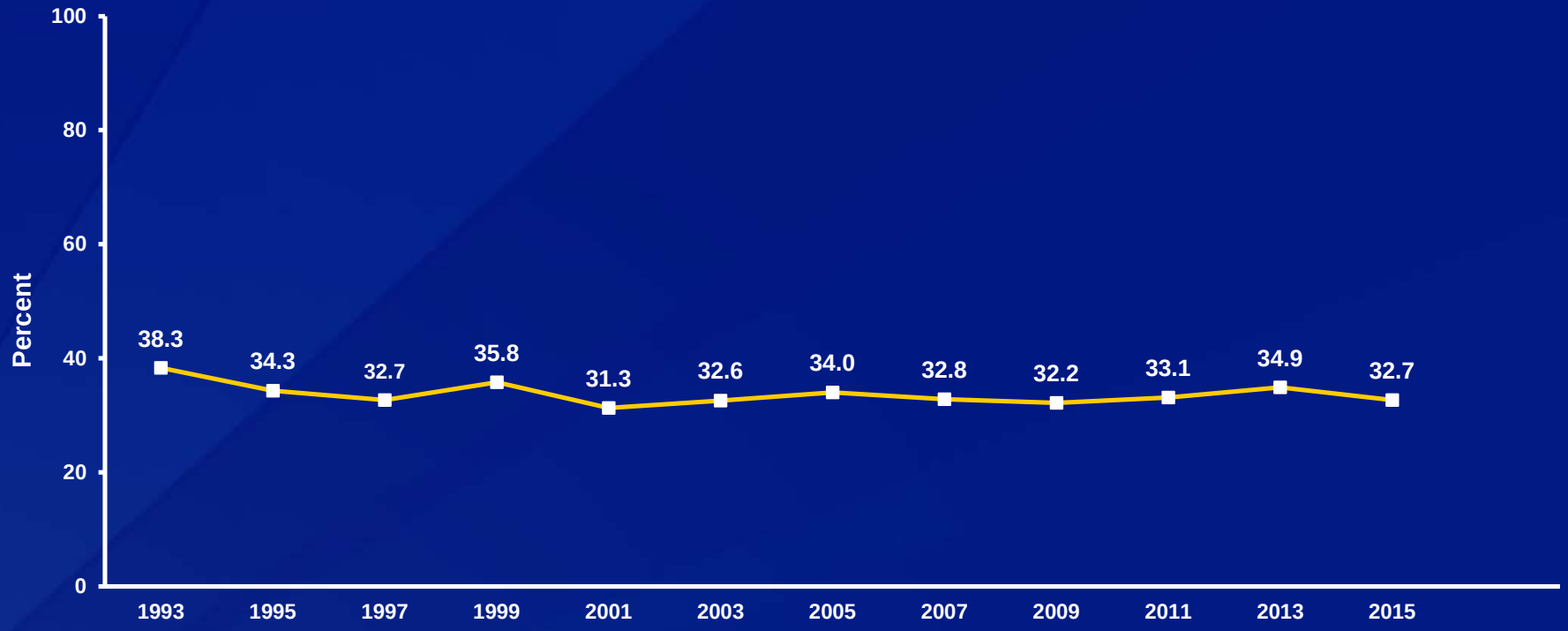
Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* by Sex,† Grade,† and Race/Ethnicity, 2015



*In an average week when they were in school
†M > F; 9th > 11th, 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Attended Physical Education Classes on All 5 Days,* 1993-2015†

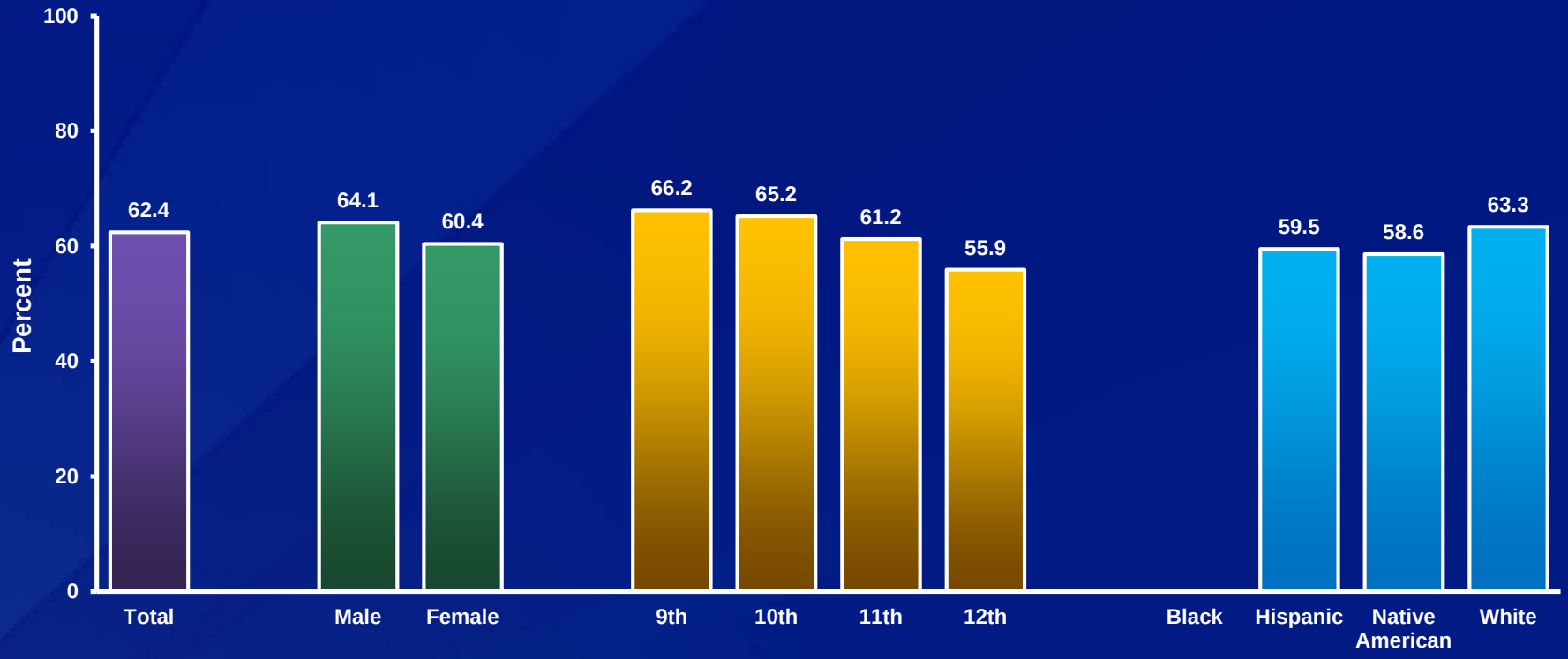


*In an average week when they were in school

†No change 1993-2015 [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).]

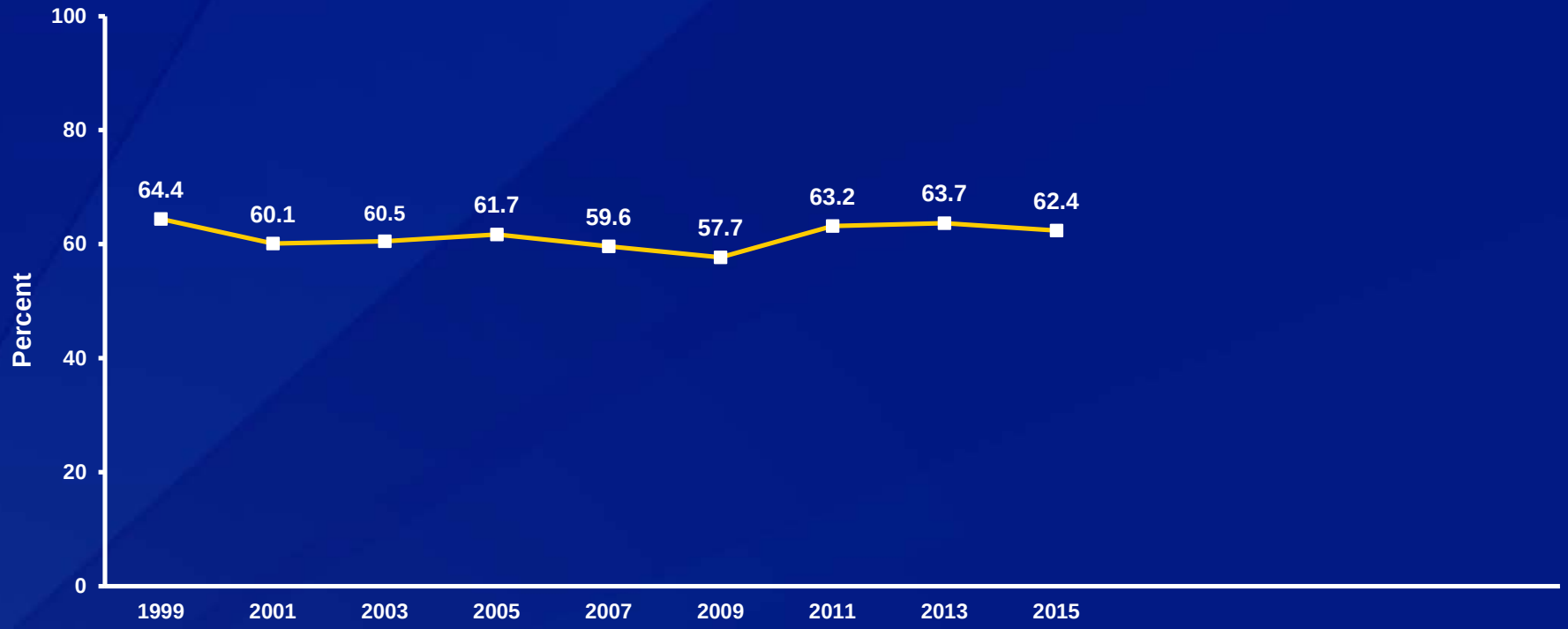
Note: This graph contains weighted results.

Percentage of High School Students Who Played on At Least One Sports Team,* by Sex,† Grade,† and Race/Ethnicity, 2015



*Run by their school or community groups during the 12 months before the survey
†M > F; 9th > 12th, 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.
Missing bar indicates fewer than 100 students in this subgroup.
Note: This graph contains weighted results.

Percentage of High School Students Who Played on At Least One Sports Team,* 1999-2015†



*Run by their school or community groups during the 12 months before the survey

†Decreased, 1999-2003, increased, 2003-2015 [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.