

SAN DIEGO UNIFIED SCHOOL DISTRICT

2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
School Health Coordination													
Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas:													
Physical activity					57.6	25.4	38.7	63.2	54.4		Increased, 2008-2016	Not available	¶
Nutrition					37.0	16.4	40.3	47.4	35.1		Increased, 2008-2016	Not available	¶
Tobacco-use prevention					46.8	22.4	54.8	59.6	43.9		Increased, 2008-2016	Not available	¶
Asthma					35.2	11.9	30.6	27.3	28.1		No linear change	Not available	¶
Injury and violence prevention						20.9	41.9	50.9	49.1		§	Not available	¶
HIV, STD, and teen pregnancy prevention								48.2	38.6		§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools with a School Improvement Plan that includes health-related objectives on the following topics:													
Health education						7.9	15.5	28.1	15.4		§	Not available	¶
Physical education								28.1	21.2		§	Not available	¶
Physical activity								26.3	17.3		§	Not available	¶
School meal programs								23.2	21.2		§	Not available	¶
Foods and beverages available at school outside the school meal programs								14.3	17.3		§	Not available	¶
Health services						12.9	17.2	30.4	21.2		§	Not available	¶
Percentage of schools that reviewed health and safety data as part of school's improvement planning process*							77.4	86.0	81.4		§	Not available	¶

* Among schools that engaged in an improvement planning process during the past year.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						92.4	71.2	87.5	86.2	89.7	Increased, 2008-2016	Not available	¶
Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics					47.9	46.4	35.8	34.4	55.2	51.7	Increased, 2006-2016	Decreased, 2006-2012	¶
Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*													
Identified student health needs based on a review of relevant data								90.9	86.7	73.3	§	Not available	¶
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team								86.4	80.0	80.0	§	Not available	¶

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Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*													
Sought funding or leveraged resources to support health and safety priorities for students and staff							63.6	48.3	60.0		§	Not available	¶
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members							86.4	90.0	90.0		§	Not available	¶
Reviewed health-related curricula or instructional materials							72.7	75.9	83.3		§	Not available	¶
Assessed the availability of physical activity opportunities for students								93.3	80.0		§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
School Connectedness													
Percentage of schools that have any clubs that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures									84.7	80.7	§	Not available	¶
Percentage of schools that offer each of the following activities for students to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures:													
Lessons in class									91.4	69.0	§	Not available	¶
Special events sponsored by the school or community organizations (e.g., multicultural week, family night)									84.5	76.8	§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Sexual Orientation													
Percentage of schools that have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity					57.6	31.3	47.5	69.5	55.2		Increased, 2008-2016	Not available	¶
Percentage of schools that engage in the following LGBTQ youth-related practices:													
Identify “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where LGBTQ youth can receive support from administrators, teachers, or other school staff						94.0	81.3	88.1	91.4		§	Not available	¶
Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity						100.0	98.4	100.0	100.0		§	Not available	¶
Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity						82.1	81.3	89.8	94.8		§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that engage in the following LGBTQ youth-related practices:													
Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth							95.5	67.2	78.0	67.3	§	Not available	¶
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth							94.0	65.6	77.6	67.2	§	Not available	¶
LGBTQ. Percentage of schools that implement HIV, other STD, and pregnancy prevention strategies that meet the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth							75.4	36.8	56.9	44.6	§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Bullying and Sexual Harassment													
Percentage of schools in which staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression									93.2	84.2	§	Not available	¶
Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression									91.5	91.4	§	Not available	¶
Percentage of schools that use electronic, paper, or oral communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression									98.3	94.8	§	Not available	¶
SSE PM 4. Percentage of schools that prevent bullying and sexual harassment, including electronic aggression, among all students									58.9	50.0	§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Required Physical Education													
Percentage of schools that taught required physical education in the following grades:*													
6th grade				95.6	100.0	95.4	100.0	100.0	96.9	100.0	Increased, 2004-2016	†	¶
7th grade				100.0	100.0	95.6	100.0	100.0	100.0	100.0	Increased, 2004-2016	†	¶
8th grade				100.0	100.0	95.4	100.0	100.0	100.0	100.0	Increased, 2004-2016	†	¶
9th grade				100.0	96.8	95.7	100.0	100.0	100.0	100.0	Increased, 2004-2016	†	¶
10th grade				94.4	86.2	95.4	97.0	96.6	96.2	100.0	Increased, 2004-2016	†	¶
11th grade				27.3	22.7	34.9	36.4	57.7	76.0	52.0	Increased, 2004-2016	Increased, 2004-2012	¶
12th grade				27.3	22.7	34.9	36.4	57.7	76.0	52.0	Increased, 2004-2016	Increased, 2004-2012	¶

* The results published here for 2012 and prior years may not match previously published numbers because the manner in which these variables were calculated changed for 2014.

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Physical Education and Physical Activity													
Percentage of schools in which physical education teachers or specialists received professional development on physical education or physical activity during the past year									96.5	84.5	§	Not available	¶
Percentage of schools in which those who teach physical education are provided with the following materials:													
Goals, objectives, and expected outcomes for physical education					98.1	100.0	98.4	98.3	94.8		Decreased, 2008-2016	Not available	¶
A chart describing the annual scope and sequence of instruction for physical education					89.2	100.0	88.9	87.9	86.2		Decreased, 2008-2016	Not available	¶
Plans for how to assess student performance in physical education					96.3	100.0	96.8	94.8	84.5		Decreased, 2008-2016	Not available	¶
A written physical education curriculum					94.6	98.5	88.9	84.5	77.6		Decreased, 2008-2016	Not available	¶
Resources for fitness testing								100.0	100.0		§	Not available	¶
Physical activity monitoring devices, such as pedometers or heart rate monitors, for physical education								77.6	67.2		§	Not available	¶

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Percentage of schools in which students participate in physical activity breaks in classrooms during the school day outside of physical education							38.1	44.8	46.6		§	Not available	¶
Percentage of schools that offer opportunities for all students to participate in intramural sports programs or physical activity clubs					77.9	78.8	85.9	80.7	75.9		No linear change	Not available	¶
Percentage of schools that offer interscholastic sports to students							64.1	55.2	56.9		§	Not available	¶
Percentage of schools that offer opportunities for students to participate in physical activity before the school day through organized physical activities or access to facilities or equipment for physical activity								54.4	46.6		§	Not available	¶
Percentage of schools that have a joint use agreement for shared use of school or community physical activity facilities							73.0	67.8	72.4		§	Not available	¶
CSPAP (2.6.03). Percentage of schools that have established, implemented, or evaluated CSPAP								5.3	6.9		§	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Tobacco-Use Prevention Policies													
Percentage of schools that have adopted a policy prohibiting tobacco use			100.0	100.0	100.0	100.0	98.5	98.4	96.5	93.1	Decreased, 2002-2016	†	¶
Percentage of schools that prohibit tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week			71.1	66.5	74.0	98.1	95.5	71.4	71.7	77.8	Increased, 2002-2016	Increased, 2002-2008 Decreased, 2008-2016	¶
Percentage of schools that post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed					79.5	96.2	98.5	92.2	84.9	87.7	No linear change	Increased, 2006-2012	¶
Percentage of schools that provide tobacco cessation services for the following:													
Faculty and staff						46.5	7.5	10.9	15.8	8.8	Decreased, 2008-2016	Not available	¶
Students						96.3	49.3	48.4	58.6	47.4	Decreased, 2008-2016	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for the following:													
Faculty and staff					43.2	23.9	42.2	29.3	21.1		Decreased, 2008-2016	Not available	¶
Students					44.8	38.8	54.7	56.9	33.3		No linear change	Not available	¶
Percentage of schools that provide tobacco cessation services for faculty, staff, and students at school or through arrangements with providers not on school property (formerly TOBACCO SLIM 5)					60.5	23.9	39.1	26.3	17.5		Decreased, 2008-2016	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Nutrition-Related Policies and Practices													
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered						44.1	29.9	34.4	50.8	46.6	Increased, 2008-2016	Not available	¶
The percentage of schools that offer fruits or non-fried vegetables in vending machines or school stores, and always or almost always during celebrations when foods and beverages are offered						14.8	16.4	17.2	16.9	20.7	Increased, 2008-2016	Not available	¶
Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar			81.6	92.8	84.5	77.3	62.7	71.9	66.1	66.7	Decreased, 2002-2016	Decreased, 2002-2010	¶
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:													
Chocolate candy			59.2	44.5	43.8	5.7	9.0	9.4	6.8	5.4	Decreased, 2002-2016	Decreased, 2002-2010	¶
Other kinds of candy			57.1	44.6	43.8	5.7	9.0	9.4	10.2	5.4	Decreased, 2002-2016	Decreased, 2002-2010	¶

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Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:													
Salty snacks that are not low in fat (e.g., regular potato chips)			75.5	83.2	67.0	11.4	19.4	15.6	16.9	10.7	Decreased, 2002-2016	Decreased, 2002-2010	¶
Low sodium or “no added salt” pretzels, crackers, or chips									50.0	39.3	§	Not available	¶
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						20.6	22.4	28.1	22.4	16.4	Decreased, 2008-2016	Not available	¶
Ice cream or frozen yogurt that is not low in fat						9.4	20.9	15.6	5.2	8.9	Decreased, 2008-2016	Not available	¶
2% or whole milk (plain or flavored)					64.6	31.5	32.8	34.4	23.7	10.7	Decreased, 2006-2016	Decreased, 2006-2012	¶
Nonfat or 1% (low-fat) milk (plain)									32.8	23.2	§	Not available	¶
Water ices or frozen slushes that do not contain juice						20.7	22.4	19.0	15.5	17.9	Decreased, 2008-2016	Not available	¶

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Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:													
Soda pop or fruit drinks that are not 100% juice					57.3	11.4	7.5	11.1	11.9	7.1	Decreased, 2006-2016	Decreased, 2006-2012	¶
Sports drinks (e.g., Gatorade)					78.6	71.7	55.2	64.1	50.8	33.9	Decreased, 2006-2016	Decreased, 2006-2012	¶
Energy drinks (e.g., Red Bull, Monster)									1.7	0.0	§	Not available	¶
Bottled water									55.9	58.9	§	Not available	¶
100% fruit or vegetable juice									35.6	40.0	§	Not available	¶
Foods or beverages containing caffeine						5.5	10.4	1.6	1.7	3.6	Decreased, 2008-2016	Not available	¶
Fruits (not fruit juice)					44.3	38.8	42.9	28.8	30.4		Decreased, 2008-2016	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:													
Non-fried vegetables (not vegetable juice)					29.7	32.8	29.0	19.0	19.6		Decreased, 2008-2016	Not available	¶
Percentage of schools that have done any of the following during the current school year:													
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages					11.4	12.1	15.9	15.5	28.6		Increased, 2008-2016	Not available	¶
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating					52.6	54.5	55.6	47.5	39.3		Decreased, 2008-2016	Not available	¶
Provided information to students or families on the nutrition and caloric content of foods available					47.2	53.0	46.9	63.8	50.0		Increased, 2008-2016	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that have done any of the following during the current school year:													
Conducted taste tests to determine food preferences for nutritious items					26.1	31.3	33.9	42.1	21.4		No linear change	Not available	¶
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics					22.5	23.9	19.4	21.4	23.6		No linear change	Not available	¶
Served locally or regionally grown foods in the cafeteria or classrooms							57.8	79.7	73.2		§	Not available	¶
Planted a school food or vegetable garden							49.2	64.4	62.5		§	Not available	¶
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access							81.3	93.1	87.5		§	Not available	¶
Used attractive displays for fruits and vegetables in the cafeteria							68.3	86.2	80.4		§	Not available	¶
Offered a self-serve salad bar to students							85.9	89.8	85.7		§	Not available	¶

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Percentage of schools that have done any of the following during the current school year:													
Labeled healthful foods with appealing names (e.g., crunchy carrots)							27.4	50.9	48.1		§	Not available	¶
Encouraged students to drink plain water								88.1	85.5		§	Not available	¶
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance								35.6	33.9		§	Not available	¶
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes								52.5	44.6		§	Not available	¶

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SAN DIEGO UNIFIED SCHOOL DISTRICT

2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:													
In school buildings					81.5	100.0	79.7	86.4	89.5		No linear change	Not available	¶
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus					79.8	100.0	73.4	88.1	87.7		No linear change	Not available	¶
On school buses or other vehicles used to transport students					83.3	100.0	81.3	91.4	87.5		No linear change	Not available	¶
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)					77.9	100.0	76.2	86.0	81.8		Decreased, 2008-2016	Not available	¶
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)								89.5	83.9		§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that permit students to have a drinking water bottle with them in either all locations or certain locations during the school day								100.0	94.8	100.0	§	Not available	¶
Percentage of schools that offer a free source of drinking water in the following locations:*													
Cafeteria during breakfast									94.5	96.1	§	Not available	¶
Cafeteria during lunch									98.2	96.1	§	Not available	¶
Gymnasium or other indoor physical activity facilities									96.3	96.0	§	Not available	¶
Outdoor physical activity facilities and sports fields									98.2	100.0	§	Not available	¶
Hallways throughout the school									100.0	98.2	§	Not available	¶

* Among schools with that location.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
SSNE 1 (2.3.04). Percentage of schools that do not sell less healthy foods and beverages (soda pop or fruit drinks, sports drinks, baked goods, salty snacks, candy)						25.0	43.3	34.4	45.8	57.1	Increased, 2008-2016	Not available	¶
SSNE 2 (2.3.06). Percentage of schools that prohibit all forms of advertising and promotion for candy, fast food restaurants, and soft drinks									77.2	76.8	§	Not available	¶
SSNE 3 (2.3.07). Percentage of schools that price nutritional foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages						11.4	12.1	15.9	15.5	28.6	Increased, 2008-2016	Not available	¶
SSNE 4 (2.3.08). Percentage of schools that provide information to students or families on the nutrition, caloric, and sodium content of foods available						47.2	53.0	46.9	63.8	50.0	Increased, 2008-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
SSNE 5 (2.3.09). Percentage of schools that place fruits and vegetables near the cafeteria cashier, where they are easy to access								81.3	93.1	87.5	§	Not available	¶
SSNE 6 (2.3.10). Percentage of schools that allow students to have access to drinking water								86.0	92.7		§	Not available	¶
SSNE 7 (2.3.11). Percentage of schools that offer fruits or non-fried vegetables when foods or beverages are offered at school celebrations						44.1	29.9	34.4	50.8	46.6	Increased, 2008-2016	Not available	¶
SSNE 8 (2.3.12). Percentage of schools that allow students to purchase fruits and vegetables from vending machines or at the school store, canteen, or snack bar						27.8	32.8	29.0	19.0	19.6	Decreased, 2008-2016	Not available	¶

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2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Health Services													
Percentage of schools that have a full-time registered nurse who provides health services to students					79.4	58.2	29.7	50.0	42.1		Decreased, 2008-2016	Not available	¶
Percentage of schools that provide the following services to students:													
HIV testing							3.1	1.7	0.0		§	Not available	¶
HIV treatment								0.0	0.0		§	Not available	¶
STD testing								1.7	0.0		§	Not available	¶
STD treatment								3.4	0.0		§	Not available	¶
Pregnancy testing							1.6	3.4	0.0		§	Not available	¶
Provision of condoms							3.1	3.4	1.8		§	Not available	¶
Provision of condom-compatible lubricants (i.e., water-or silicone-based)								0.0	0.0		§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provide the following services to students:													
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])								1.6	1.7	0.0	§	Not available	¶
Prenatal care								3.2	5.1	0.0	§	Not available	¶
Human papillomavirus (HPV) vaccine administration								3.2	3.4	1.8	§	Not available	¶
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:													
HIV testing								82.8	89.8	50.0	§	Not available	¶
HIV treatment									89.8	48.3	§	Not available	¶
STD testing									89.8	51.8	§	Not available	¶
STD treatment									89.8	51.8	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:													
Pregnancy testing							85.9	89.8	52.7		§	Not available	¶
Provision of condoms							82.8	88.1	50.0		§	Not available	¶
Provision of condom-compatible lubricants (i.e., water-or silicone-based)								84.7	46.4		§	Not available	¶
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							81.3	84.7	48.2		§	Not available	¶
Prenatal care							84.4	83.1	50.9		§	Not available	¶
Human papillomavirus (HPV) vaccine administration							82.8	83.1	50.9		§	Not available	¶

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2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible									79.3	83.9	§	Not available	¶
Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions:													
Asthma									96.6	92.9	§	Not available	¶
Food allergies									96.6	92.9	§	Not available	¶
Diabetes									96.6	92.9	§	Not available	¶
Epilepsy or seizure disorder									96.6	94.6	§	Not available	¶
Obesity									56.9	53.6	§	Not available	¶
Hypertension/high blood pressure									79.3	69.1	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have the following chronic conditions:													
Asthma									86.4	73.2	§	Not available	¶
Food allergies									86.2	71.4	§	Not available	¶
Diabetes									86.4	73.2	§	Not available	¶
Epilepsy or seizure disorder									86.2	72.7	§	Not available	¶
Obesity									74.1	58.2	§	Not available	¶
Hypertension/high blood pressure									86.2	61.8	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
SHS PM 2. Percentage of schools that provide students with on-site services or referrals to healthcare providers for 7 key sexual health services									83.1	45.6	§	Not available	¶
SWCC_1 (4.5.02). Percentage of schools that identify and track students with chronic conditions that may require daily or emergency management (e.g., asthma, food allergies)									96.6	94.6	§	Not available	¶
SWCC_2 (4.5.05). Percentage of schools that have protocols that ensure students with a chronic condition that may require daily or emergency management are enrolled into private, state, or federally funded insurance programs if eligible									79.3	83.9	§	Not available	¶
SWCC_3 (4.5.08). Percentage of schools that provide referrals to community-based medical care providers for students identified with chronic conditions or at risk for activity, diet, and weight-related chronic conditions									86.4	75.0	§	Not available	¶

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2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Family and Community Involvement													
Percentage of schools that have done any of the following activities during the current school year:													
Provided parents and families with information about how to communicate with their child about sex									78.0	41.4	§	Not available	¶
Provided parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules)									79.3	64.9	§	Not available	¶
Involved parents as school volunteers in the delivery of health education activities and services									37.9	28.1	§	Not available	¶
Linked parents and families to health services and programs in the community									94.9	86.0	§	Not available	¶
Percentage of schools that use electronic, paper, or oral communication to inform parents about school health services and programs									89.8	81.0	§	Not available	¶

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2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that participate in a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program									41.4	34.5	§	Not available	¶
Percentage of schools that provide service-learning opportunities for students									64.9	50.0	§	Not available	¶
Percentage of schools that provide peer tutoring opportunities for students									79.7	70.7	§	Not available	¶
Percentage of schools in which students' families helped develop or implement policies and programs related to school health during the past two years									48.3	35.1	§	Not available	¶
SSE PM 5. Percentage of schools that implement school connectedness strategies									70.7	65.5	§	Not available	¶
SSE PM 6. Percentage of schools that implement parent engagement strategies for all students									84.2	61.4	§	Not available	¶

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SAN DIEGO UNIFIED SCHOOL DISTRICT
2016 School Health Profiles Report
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Required Health Education													
Percentage of schools in which students take only one required health education course	2.3	0.0	4.2	2.4	0.0	3.5	0.0	7.0	5.6	10.3	Increased, 1998-2016	†	¶
Percentage of schools in which students take two or more required health education courses	0.0	0.0	52.1	21.5	0.0	0.0	0.0	46.7	42.6	36.2	Increased, 1998-2016	†	¶
Percentage of schools that taught a required health education course in the following grades:*													
6th grade	0.0	0.0	40.0	10.7	0.0	0.0	0.0	41.5	34.9	31.1	Increased, 1998-2016	†	¶
7th grade	2.3	0.0	33.3	5.4	0.0	0.0	0.0	20.8	22.7	13.3	Increased, 1998-2016	†	¶
8th grade	0.0	0.0	43.6	10.6	0.0	0.0	0.0	41.2	36.4	34.0	Increased, 1998-2016	†	¶
9th grade	0.0	0.0	41.7	10.9	0.0	3.5	0.0	13.9	17.1	17.5	Increased, 1998-2016	†	¶

* The 2008, 2010, 2012, 2014, and 2016 results published here may differ slightly from the 2008, 2010, 2012, 2014, and 2016 results published in site reports. This is because the site reports excluded data from schools that do not contain the grade in the question. Because grade information is not available in a consistent format for all years, data from these schools are included in the trend analysis.

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Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools that taught a required health education course in the following grades:*														
10th grade	0.0	0.0	35.3	8.2	0.0	0.0	0.0	24.6	20.0	20.0	Increased, 1998-2016	†	¶	
11th grade	0.0	0.0	35.3	8.4	0.0	0.0	0.0	16.6	8.8	7.7	Increased, 1998-2016	†	¶	
12th grade	0.0	0.0	32.4	5.6	0.0	0.0	0.0	7.3	11.4	7.7	Increased, 1998-2016	†	¶	
Among schools that required a health education course, percentage that required students who fail the course to repeat it				33.0			50.0		20.5	16.7	24.0	No linear change	Not available	¶
Percentage of schools in which those who teach health education are provided with the following materials:														
Goals, objectives, and expected outcomes for health education							100.0	100.0	89.8	94.9	96.6	Decreased, 2008-2016	Not available	¶
A chart describing the annual scope and sequence of instruction for health education							3.7	98.3	61.0	74.6	87.7	Increased, 2008-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which those who teach health education are provided with the following materials:													
Plans for how to assess student performance in health education						5.6	1.7	73.0	79.7	77.2	Increased, 2008-2016	Not available	¶
A written health education curriculum						100.0	100.0	96.7	96.6	94.8	Decreased, 2008-2016	Not available	¶
Percentage of schools in which the health education curriculum addresses the following skills:													
Comprehending concepts related to health promotion and disease prevention to enhance health						98.3	100.0	89.7	92.9	91.1	Decreased, 2008-2016	Not available	¶
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						96.5	98.3	89.7	92.9	89.3	Decreased, 2008-2016	Not available	¶
Accessing valid information and products and services to enhance health						98.3	100.0	86.4	89.3	87.5	Decreased, 2008-2016	Not available	¶
Using interpersonal communication skills to enhance health and avoid or reduce health risks						100.0	100.0	98.3	94.6	92.9	Decreased, 2008-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the health education curriculum addresses the following skills:													
Using decision-making skills to enhance health					100.0	100.0	98.3	94.6	94.6	Decreased, 2008-2016	Not available	¶	
Using goal-setting skills to enhance health					98.1	98.3	90.0	87.5	82.1	Decreased, 2008-2016	Not available	¶	
Practicing health-enhancing behaviors to avoid or reduce risks					100.0	100.0	96.7	92.9	91.1	Decreased, 2008-2016	Not available	¶	
Advocating for personal, family, and community health					98.1	98.3	84.7	89.1	87.5	Decreased, 2008-2016	Not available	¶	
Percentage of schools in which those who teach sexual health education are provided with the following materials:													
Goals, objectives, and expected outcomes for sexual health education								100.0	98.2	§	Not available	¶	
A written health education curriculum that includes objectives and content addressing sexual health education								100.0	100.0	§	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which those who teach sexual health education are provided with the following materials:													
A chart describing the annual scope and sequence of instruction for sexual health education									75.9	87.3	§	Not available	¶
Strategies that are age-appropriate, relevant, and actively engage students in learning									100.0	96.4	§	Not available	¶
Methods to assess student knowledge and skills related to sexual health education									93.1	92.7	§	Not available	¶
Percentage of schools that provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender and questioning youth							100.0	76.1	83.1	82.8	Decreased, 2010-2016	Not available	¶
Percentage of schools in which health education instruction is required in any of grades 6 through 12							98.3	90.1	81.4	81.0	Decreased, 2010-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:													
Alcohol- or other drug-use prevention					100.0	100.0	89.4	88.1	86.0	Decreased, 2008-2016	Not available	¶	
Asthma					27.7	10.0	30.8	23.6	25.5	Increased, 2008-2016	Not available	¶	
Emotional and mental health					98.2	98.4	70.8	69.5	67.3	Decreased, 2008-2016	Not available	¶	
Epilepsy or seizure disorder								16.1	20.0	§	Not available	¶	
Food allergies								37.5	38.2	§	Not available	¶	
Foodborne illness prevention					24.5	13.4	34.9	33.3	45.5	Increased, 2008-2016	Not available	¶	
Human immunodeficiency virus (HIV) prevention					100.0	100.0	98.4	98.3	88.9	Decreased, 2008-2016	Not available	¶	
Human sexuality					100.0	100.0	95.3	96.6	88.7	Decreased, 2008-2016	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:														
Infectious disease prevention (e.g., influenza [flu] prevention)							67.0	74.1	76.4		Increased, 2012-2016	Not available	¶	
Injury prevention and safety						91.1	96.5	44.1	60.7	69.1	Decreased, 2008-2016	Not available	¶	
Nutrition and dietary behavior						65.3	51.6	68.7	88.4	92.0	Increased, 2008-2016	Not available	¶	
Physical activity and fitness					100.0	100.0	98.1	96.5	94.3		Decreased, 2008-2016	Not available	¶	
Pregnancy prevention					100.0	100.0	95.3	100.0	94.4		Decreased, 2008-2016	Not available	¶	
Sexually transmitted disease (STD) prevention					100.0	100.0	98.4	100.0	92.6		Decreased, 2008-2016	Not available	¶	
Suicide prevention					53.0	20.7	64.4	66.7	63.6		Increased, 2008-2016	Not available	¶	
Tobacco-use prevention					100.0	98.3	70.3	87.0	80.4		Decreased, 2008-2016	Not available	¶	

¹Based on trend analyses using a logistic regression model, p < 0.05.

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:													
Violence prevention (e.g., bullying, fighting, dating violence prevention)					100.0	98.3	79.7	94.9	83.9		Decreased, 2008-2016	Not available	¶
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:													
Identifying tobacco products and the harmful substances they contain					92.7	55.0	58.4	66.0	50.9		Decreased, 2008-2016	Not available	¶
Identifying short- and long-term health consequences of tobacco use					92.7	61.7	60.0	67.9	53.6		Decreased, 2008-2016	Not available	¶
Identifying social, economic, and cosmetic consequences of tobacco use					89.2	56.6	49.2	59.3	45.6		Decreased, 2008-2016	Not available	¶
Understanding the addictive nature of nicotine					92.7	58.3	56.0	69.2	52.6		Decreased, 2008-2016	Not available	¶
Effects of tobacco use on athletic performance					83.9	51.3	57.7	60.4	50.9		Decreased, 2008-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:													
Effects of second-hand smoke and benefits of a smoke-free environment					92.7	63.4	54.3	67.3	49.1		Decreased, 2008-2016	Not available	¶
Understanding the social influences on tobacco use, including media, family, peers, and culture					89.2	53.1	56.9	64.2	50.9		Decreased, 2008-2016	Not available	¶
Identifying reasons why students do and do not use tobacco					92.7	51.5	52.5	63.0	45.6		Decreased, 2008-2016	Not available	¶
Making accurate assessments of how many peers use tobacco					87.4	43.2	40.3	50.9	32.1		Decreased, 2008-2016	Not available	¶
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)					87.4	52.9	51.7	58.5	48.2		Decreased, 2008-2016	Not available	¶
Using goal-setting and decision-making skills related to not using tobacco					82.2	47.2	46.6	54.7	44.6		Decreased, 2008-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:														
Finding valid information and services related to tobacco-use prevention and cessation					92.7	48.9	43.9	54.7	41.1		Decreased, 2008-2016	Not available	¶	
Supporting others who abstain from or want to quit using tobacco					87.4	49.1	41.0	49.1	35.7		Decreased, 2008-2016	Not available	¶	
Identifying harmful effects of tobacco use on fetal development					92.7	53.4	45.4	59.6	42.9		Decreased, 2008-2016	Not available	¶	
Relationship between using tobacco and alcohol or other drugs								64.7	47.4		§	Not available	¶	
How addiction to tobacco use can be treated								48.1	38.6		§	Not available	¶	
Understanding school policies and community laws related to the sale and use of tobacco products								60.4	49.1		§	Not available	¶	
Benefits of tobacco cessation programs								50.0	32.1		§	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:													
How HIV and other STDs are transmitted					100.0	100.0	97.1	100.0	93.3	Decreased, 2008-2016	Not available	¶	
Health consequences of HIV, other STDs, and pregnancy					100.0	100.0	91.3	100.0	93.3	Decreased, 2008-2016	Not available	¶	
The benefits of being sexually abstinent					100.0	100.0	97.1	100.0	93.3	Decreased, 2008-2016	Not available	¶	
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy					100.0	100.0	91.3	100.0	93.3	Decreased, 2008-2016	Not available	¶	
The influences of family, peers, media, technology and other factors on sexual risk behaviors								100.0	90.0	§	Not available	¶	
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy					100.0	100.0	94.2	100.0	86.7	Decreased, 2008-2016	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:														
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy					100.0	100.0	91.3	97.1	86.7		Decreased, 2008-2016	Not available	¶	
Influencing and supporting others to avoid or reduce sexual risk behaviors								97.1	80.0		§	Not available	¶	
Efficacy of condoms, that is, how well condoms work and do not work						100.0	94.2	100.0	93.3		Decreased, 2010-2016	Not available	¶	
The importance of using condoms consistently and correctly						100.0	94.2	97.1	93.3		Decreased, 2010-2016	Not available	¶	
How to obtain condoms						100.0	85.1	97.1	90.0		Decreased, 2010-2016	Not available	¶	
How to correctly use a condom						100.0	94.2	94.3	93.3		Decreased, 2010-2016	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:													
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy								94.2	94.3	93.3	No linear change	Not available	¶
How to create and sustain healthy and respectful relationships								91.3	100.0	93.3	No linear change	Not available	¶
The importance of limiting the number of sexual partners									97.1	83.3	§	Not available	¶
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									100.0	86.7	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:														
How HIV and other STDs are transmitted							100.0	100.0	100.0	87.5	Decreased, 2010-2016	Not available	¶	
Health consequences of HIV, other STDs, and pregnancy							100.0	100.0	100.0	87.5	Decreased, 2010-2016	Not available	¶	
The benefits of being sexually abstinent						100.0	100.0	100.0	100.0	79.2	Decreased, 2008-2016	Not available	¶	
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						100.0	100.0	100.0	100.0	82.6	Decreased, 2008-2016	Not available	¶	
The influences of family, peers, media, technology and other factors on sexual risk behaviors									96.2	78.3	§	Not available	¶	
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						100.0	100.0	100.0	96.2	87.0	Decreased, 2008-2016	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:													
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy					100.0	100.0	100.0	96.2	87.5		Decreased, 2008-2016	Not available	¶
Influencing and supporting others to avoid or reduce sexual risk behaviors								92.3	78.3		§	Not available	¶
Efficacy of condoms, that is, how well condoms work and do not work					100.0	100.0	100.0	100.0	87.5		Decreased, 2008-2016	Not available	¶
The importance of using condoms consistently and correctly					100.0	100.0	100.0	100.0	87.5		Decreased, 2008-2016	Not available	¶
How to obtain condoms					100.0	100.0	100.0	100.0	87.5		Decreased, 2008-2016	Not available	¶
How to correctly use a condom						100.0	100.0	100.0	83.3		Decreased, 2010-2016	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:													
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy							100.0	100.0	87.5		Decreased, 2012-2016	Not available	¶
How to create and sustain healthy and respectful relationships							100.0	100.0	82.6		Decreased, 2012-2016	Not available	¶
The importance of limiting the number of sexual partners								100.0	78.3		§	Not available	¶
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health								96.0	83.3		§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:													
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									87.9	71.0	§	Not available	¶
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									91.2	64.5	§	Not available	¶
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									88.2	71.0	§	Not available	¶
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									91.2	71.0	§	Not available	¶
Use decision-making skills to prevent HIV, other STDs, and pregnancy									91.2	67.7	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:													
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									75.8	71.0	§	Not available	¶
Influence and support others to avoid or reduce sexual risk behaviors									84.8	67.7	§	Not available	¶
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:													
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									96.2	83.3	§	Not available	¶
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									88.0	70.8	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:													
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									92.3	79.2	§	Not available	¶
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									84.6	73.9	§	Not available	¶
Use decision-making skills to prevent HIV, other STDs, and pregnancy									92.3	79.2	§	Not available	¶
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									84.6	70.8	§	Not available	¶
Influence and support others to avoid or reduce sexual risk behaviors									84.6	58.3	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:													
Benefits of healthy eating					55.7	33.7	64.7	66.7	83.0	Increased, 2008-2016	Not available	¶	
Benefits of drinking plenty of water								68.9	81.1	§	Not available	¶	
Benefits of eating breakfast every day								63.8	73.6	§	Not available	¶	
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, MyPyramid)								55.1	63.5	§	Not available	¶	
Using food labels					45.0	27.8	48.9	64.0	72.5	Increased, 2008-2016	Not available	¶	
Differentiating between nutritious and non-nutritious beverages								63.3	72.5	§	Not available	¶	
Balancing food intake and physical activity					60.0	29.0	63.0	66.0	78.4	Increased, 2008-2016	Not available	¶	
Eating more fruits, vegetables, and whole grain products					55.7	31.3	57.8	63.8	78.4	Increased, 2008-2016	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:														
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)					53.3	29.9	59.5	54.0	65.4		Increased, 2008-2016	Not available	¶	
Choosing foods, snacks, and beverages that are low in added sugars								55.1	66.0		§	Not available	¶	
Choosing foods and snacks that are low in sodium								48.0	60.4		§	Not available	¶	
Eating a variety of foods that are high in calcium								42.3	55.6		§	Not available	¶	
Eating a variety of foods that are high in iron								41.5	53.8		§	Not available	¶	
Food safety					38.9	13.8	47.2	42.0	52.8		Increased, 2008-2016	Not available	¶	
Preparing healthy meals and snacks					47.1	19.5	50.5	48.1	53.8		Increased, 2008-2016	Not available	¶	
Risks of unhealthy weight control practices					52.4	27.5	54.3	58.8	61.5		Increased, 2008-2016	Not available	¶	

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:														
Accepting body size differences					45.6	22.9	48.9	64.4	56.6		Increased, 2008-2016	Not available	¶	
Signs, symptoms, and treatment for eating disorders					40.4	20.1	48.2	44.2	44.2		Increased, 2008-2016	Not available	¶	
Relationship between diet and chronic diseases								49.0	51.0		§	Not available	¶	
Assessing body mass index (BMI)								53.1	55.1		§	Not available	¶	
Percentage of schools that taught all 20 nutrition and dietary behavior topics during the current school year								26.9	26.9		§	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:													
Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease									83.9	79.6	§	Not available	¶
Mental and social benefits of physical activity									83.6	81.5	§	Not available	¶
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)					96.4	100.0	94.2	89.1	86.8		Decreased, 2008-2016	Not available	¶
Phases of a workout (i.e., warm-up, workout, cool down)					96.5	98.3	94.2	83.6	85.2		Decreased, 2008-2016	Not available	¶
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity									83.6	79.2	§	Not available	¶
Decreasing sedentary activities (e.g., television viewing)					89.5	100.0	75.0	87.3	81.5		Decreased, 2008-2016	Not available	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:													
Preventing injury during physical activity					89.5	98.3	90.3	85.5	81.5	Decreased, 2008-2016	Not available	¶	
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)					84.3	98.3	73.1	76.4	79.2	Decreased, 2008-2016	Not available	¶	
Dangers of using performance-enhancing drugs (e.g., steroids)					83.9	98.3	72.6	66.7	62.3	Decreased, 2008-2016	Not available	¶	
Increasing daily physical activity								89.1	88.7	§	Not available	¶	
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)								87.3	84.9	§	Not available	¶	
Using safety equipment for specific physical activities								73.6	85.2	§	Not available	¶	
Benefits of drinking water before, during, and after physical activity								87.3	83.3	§	Not available	¶	
Percentage of schools that taught all 13 physical activity topics during the current school year								53.7	53.7	§	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
ESHE_PM_2a: Percentage of schools that teach 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8 and during grades 9, 10, 11, or 12									91.2	68.6	§	Not available	¶
ESHE_PM_2b: Percentage of schools that assess the ability of students to do 7 skills in a required course taught during grades 6, 7, or 8 and during grades 9, 10, 11, or 12									76.8	59.6	§	Not available	¶
ESHE_PM_2c: Percentage of schools in which those who teach sexual health education are provided with key materials for teaching sexual health education									74.1	85.5	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Collaboration													
Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year:													
Physical education staff	49.1	53.1	46.4	51.5	55.7	26.5	44.8	32.1	48.1		Decreased, 2000-2016	Decreased, 2000-2012 No change, 2012-2016	¶
Health services staff (e.g., nurses)	86.7	79.6	62.5	79.6	70.1	43.1	54.2	42.6	61.8		Decreased, 2000-2016	Decreased, 2000-2012 Increased, 2012-2016	¶
Mental health or social services staff (e.g., psychologists, counselors, social workers)	64.5	65.3	82.7	87.5	70.7	36.2	50.0	39.6	60.0		Decreased, 2000-2016	Decreased, 2000-2012 Increased, 2012-2016	¶
Nutrition or food service staff	11.2	8.3	5.1	9.1	23.6	23.6	21.0	18.9	27.3		Increased, 2000-2016	Increased, 2000-2012 Increased, 2012-2016	¶
School health council, committee, or team							11.8	30.3	25.9	27.8	Increased, 2010-2016	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:													
HIV prevention, STD prevention, or teen pregnancy prevention					100.0	94.8	68.6	71.4	63.8	Decreased, 2008-2016	Not available	¶	
Tobacco-use prevention					46.8	35.0	35.2	36.4	41.4	Decreased, 2008-2016	Not available	¶	
Physical activity					56.1	34.7	41.6	30.9	52.6	Decreased, 2008-2016	Not available	¶	
Nutrition and healthy eating					56.2	34.7	43.5	36.4	50.0	Decreased, 2008-2016	Not available	¶	
Asthma					48.8	24.6	28.7	18.2	38.6	Decreased, 2008-2016	Not available	¶	
Food allergies								20.0	39.3	§	Not available	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:													
Diabetes									18.2	36.8	§	Not available	¶
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									70.9	67.9	§	Not available	¶
Percentage of schools in which teachers have given students homework assignments or health education activities to do at home with their parents during the current school year									56.5	70.9	§	Not available	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Professional Development													
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Alcohol- or other drug-use prevention	100.0	93.8	92.6	100.0	82.5	35.1	45.9	28.1	31.0		Decreased, 2000-2016	†	¶
Asthma					11.2	31.6	18.0	34.4	14.0	31.6	Increased, 2006-2016	Increased, 2006-2012 No change, 2012-2016	¶
Emotional and mental health	57.7	58.3	65.8	86.7	80.9	31.8	52.5	36.8	43.1		Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶
Epilepsy or seizure disorder								24.1	29.8		§	Not available	¶
Food allergies								21.1	35.1		§	Not available	¶
Foodborne illness prevention					14.6	20.5	23.2	48.1	29.8	31.6	Increased, 2006-2016	Increased, 2006-2012 Decreased, 2012-2016	¶
HIV prevention	100.0	85.4	85.6	100.0	73.2	78.4	70.3	48.3	53.4		Decreased, 2000-2016	†	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Human sexuality		93.2	89.6	90.4	100.0	60.1	70.1	55.9	40.4	43.1	Decreased, 2000-2016	†	¶
Infectious disease prevention (e.g., flu prevention)								59.4	46.6	47.4	Decreased, 2012-2016	Not available	¶
Injury prevention and safety		28.9	20.8	33.3	24.5	31.4	38.0	51.9	53.4	49.1	Increased, 2000-2016	Increased, 2000-2012 No change, 2012-2016	¶
Nutrition and dietary behavior		11.0	43.8	32.3	21.8	29.4	18.3	34.1	17.5	22.8	Decreased, 2000-2016	No change, 2000-2012 Decreased, 2012-2016	¶
Physical activity and fitness		13.3	27.1	16.9	23.6	34.0	24.6	38.1	19.0	29.8	Increased, 2000-2016	Increased, 2000-2012 Decreased, 2012-2016	¶
Pregnancy prevention		97.7	81.3	82.8	92.8	53.1	61.8	52.1	29.3	33.3	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶
STD prevention		97.7	89.6	92.6	100.0	63.6	74.9	55.9	35.1	36.8	Decreased, 2000-2016	†	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Suicide prevention	75.7	72.9	80.4	82.8	68.9	25.3	61.6	47.5	48.3	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶	
Tobacco-use prevention	100.0	83.3	90.3	100.0	65.0	33.1	41.0	17.9	26.3	Decreased, 2000-2016	†	¶	
Violence prevention (e.g., bullying, fighting, dating violence prevention)	93.4	93.8	73.7	81.4	73.5	48.0	70.6	60.3	45.6	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶	
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Teaching students with physical, medical, or cognitive disabilities	11.1	29.2	47.7	30.0	41.8	45.5	48.4	32.8	43.1	Increased, 2000-2016	Increased, 2000-2012 Decreased, 2012-2016	¶	
Teaching students of various cultural backgrounds	64.4	47.9	59.9	60.5	46.4	63.9	70.0	46.6	51.7	Decreased, 2000-2016	Increased, 2000-2012 Decreased, 2012-2016	¶	
Teaching students with limited English proficiency	20.1	33.3	34.2	48.4	35.6	76.8	71.6	63.8	52.6	Increased, 2000-2016	Increased, 2000-2012 Decreased, 2012-2016	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:														
Teaching students of different sexual orientations or gender identities							32.4	27.2	21.1	46.6	Increased, 2010-2016	Not available	¶	
Using interactive teaching methods (e.g., role plays, cooperative group activities)	60.0	85.4	75.5	87.4	49.8	52.6	69.4	50.9	56.9	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶		
Encouraging family or community involvement	31.2	50.0	50.2	73.1	59.3	40.8	38.4	32.8	37.9	Decreased, 2000-2016	No change, 2000-2012 No change, 2012-2016	¶		
Teaching skills for behavior change	46.7	72.9	72.9	78.0	49.2	32.0	49.4	28.1	36.2	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶		
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)					62.9	40.9	55.2	50.9	41.1	41.4	Decreased, 2006-2016	No quadratic change	¶	
Assessing or evaluating students in health education					30.2	40.7	17.0	40.9	19.6	25.9	Decreased, 2006-2016	No quadratic change	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Alcohol- or other drug-use prevention		75.5	79.2	70.7	81.8	78.6	53.1	46.8	39.7	37.9	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶
Asthma					50.1	61.2	44.2	36.8	32.8	20.7	Decreased, 2006-2016	Decreased, 2006-2012 Decreased, 2012-2016	¶
Emotional and mental health		84.4	66.7	90.1	87.4	88.2	58.3	46.0	50.0	58.6	Decreased, 2000-2016	Decreased, 2000-2012 Increased, 2012-2016	¶
Epilepsy or seizure disorder									22.4	29.3	§	Not available	¶
Food allergies									31.0	29.3	§	Not available	¶
Foodborne illness prevention					42.5	58.6	36.9	18.1	20.7	15.5	Decreased, 2006-2016	Decreased, 2006-2010 Decreased, 2010-2016	¶
HIV prevention		84.4	66.7	73.1	69.4	72.8	40.1	37.4	19.0	27.6	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶
Human sexuality		73.2	66.7	67.5	63.9	72.8	38.2	40.0	29.3	43.1	Decreased, 2000-2016	No quadratic change	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Infectious disease prevention (e.g., flu prevention)							43.9	22.4	21.1		Decreased, 2012-2016	Not available	¶
Injury prevention and safety	35.6	22.9	62.7	42.5	63.3	44.5	19.7	19.0	21.4		Decreased, 2000-2016	No change, 2000-2012 No change, 2012-2016	¶
Nutrition and dietary behavior	37.8	52.1	80.7	58.5	72.3	56.8	51.9	31.0	39.7		Decreased, 2000-2016	Increased, 2000-2012 Decreased, 2012-2016	¶
Physical activity and fitness	26.6	33.3	60.2	55.0	66.7	49.8	37.1	29.3	32.8		Decreased, 2000-2016	Increased, 2000-2012 Decreased, 2012-2016	¶
Pregnancy prevention	64.3	62.5	68.3	72.7	68.9	42.1	31.7	20.7	25.9		Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶
STD prevention	66.6	56.3	67.5	72.6	74.6	42.0	38.4	20.7	26.3		Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Suicide prevention	68.8	75.0	87.7	96.3	86.8	61.7	39.7	41.4	50.0	Decreased, 2000-2016	Decreased, 2000-2012 Increased, 2012-2016	¶	
Tobacco-use prevention	55.4	39.6	65.9	68.8	69.1	51.5	38.7	29.3	32.8	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶	
Violence prevention (e.g., bullying, fighting, dating violence prevention)	84.4	83.3	83.3	94.8	82.1	59.8	59.4	42.1	50.0	Decreased, 2000-2016	Decreased, 2000-2012 Decreased, 2012-2016	¶	
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Teaching students with physical, medical, or cognitive disabilities	66.7	56.3	70.7	80.3	73.7	46.7	52.9	38.6	50.0	Decreased, 2000-2016	Decreased, 2000-2012 No change, 2012-2016	¶	
Teaching students of various cultural backgrounds	68.8	60.4	75.8	85.8	76.0	40.2	39.0	28.1	44.8	Decreased, 2000-2016	Decreased, 2000-2012 Increased, 2012-2016	¶	
Teaching students with limited English proficiency	62.2	60.4	70.7	71.6	68.7	40.4	43.0	33.9	39.7	Decreased, 2000-2016	Decreased, 2000-2012 No change, 2012-2016	¶	

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Teaching students of different sexual orientations or gender identities						50.1	54.5	47.4	55.4	No linear change	Not available	¶	
Using interactive teaching methods (e.g., role plays, cooperative group activities)	51.0	66.0	71.1	77.0	77.4	45.2	39.3	33.3	51.7	Decreased, 2000-2016	Decreased, 2000-2012 Increased, 2012-2016	¶	
Encouraging family or community involvement	64.5	68.8	68.4	75.6	73.8	53.6	58.1	33.3	60.3	Decreased, 2000-2016	Decreased, 2000-2012 No change, 2012-2016	¶	
Teaching skills for behavior change	62.2	75.0	73.4	87.8	81.0	68.4	62.6	46.4	62.1	Decreased, 2000-2016	No change, 2000-2012 No change, 2012-2016	¶	
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)					89.3	68.7	44.8	48.5	30.4	41.4	Decreased, 2006-2016	Decreased, 2006-2012 Decreased, 2012-2016	¶
Assessing or evaluating students in health education					64.7	72.2	50.2	41.0	30.4	44.8	Decreased, 2006-2016	Decreased, 2006-2012 No change, 2012-2016	¶

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Professional Preparation													
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:													
Health education or health and physical education combined (a or b)	7.1	20.0	25.6	2.8	1.8	10.8	3.3	4.3	8.9	5.2	Decreased, 1998-2016	Decreased, 1998-2006 Increased, 2006-2016	¶
Physical education, kinesiology, exercise science or exercise physiology (c or e)					1.8	4.4	5.1	5.0	0.0	3.4	No linear change	†	¶
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)					0.0	2.2	55.9	79.8	69.6	62.1	Increased, 2006-2016	†	¶
Nursing or counseling (h or i)	26.2	37.7	20.5	5.4	85.4	80.4	7.3	0.0	1.8	17.2	Decreased, 1998-2016	†	¶
Public health or other (j or l)		6.6	28.2	89.2	0.0	2.2	13.7	6.0	3.6	6.9	Decreased, 2000-2016	†	¶

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher was certified, licensed, or endorsed by the state to teach health education in middle school or high school					57.8	49.3	48.5	59.4	63.8	59.6	Increased, 2006-2016	No change, 2006-2012 No change, 2012-2016	¶
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics:													
1 year	4.5	0.0	0.0	63.5	22.3	4.1	17.0	5.8	6.9	8.8	Decreased, 1998-2016	†	¶
2 to 5 years	13.6	2.3	4.2	14.5	48.5	52.7	39.9	40.6	22.4	17.5	Increased, 1998-2016	Increased, 1998-2012 Decreased, 2012-2016	¶
6 to 9 years	11.4	4.5	33.3	0.0	1.9	10.2	24.6	23.5	32.8	24.6	Increased, 1998-2016	†	¶
10 to 14 years	6.8	26.6	16.7	2.5	0.0	5.9	13.4	20.3	20.7	28.1	Increased, 1998-2016	†	¶
15 years or more	63.6	66.7	45.8	19.5	27.4	27.0	5.1	9.7	17.2	21.1	Decreased, 1998-2016	Decreased, 1998-2012 Increased, 2012-2016	¶

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