

2008 SCHOOL HEALTH PROFILES
Trend Analysis Report

Washington State

July 2009

2008 SCHOOL HEALTH PROFILES Trend Analysis Report

Purpose:

This Trend Analysis Report describes whether school health policies and practices measured by School Health Profiles (Profiles) have increased, decreased, or stayed the same over time. The report contains two parts: one for the Principal Survey and one for the Lead Health Education Teacher Survey.

Inclusion Criteria:

A Trend Analysis Report is generated for sites that have weighted Profiles data for at least one survey (Principal or Lead Health Education Teacher) in 2008 and in at least one other survey year since 1998. Sites that do not have weighted data in 2008 do not receive a Trend Analysis Report.

The report includes variables that correspond to questions on the Principal or Lead Health Education Teacher questionnaire. Some supplemental variables calculated from combinations of those questions also are included.

For each variable, data from all weighted survey years are included in the analysis of that variable. A blank space for a given variable or survey year means either that the site did not obtain weighted data in that survey year, or that the question(s) corresponding to that variable were not included on the questionnaire in that survey year.

Analyses:

Logistic regression analysis is used to test for change over time. The regression models simultaneously assess linear and quadratic time effects. Logistic regression analysis uses all available years of data. It does not simply consider only the oldest and the most recent data points.

Trend Analysis Report Column Headings:

Variable – Every 2008 Profiles question and all supplemental variables calculated from those questions that have been included in at least one other Profiles survey year are included in this column. The text reflects the response or responses of interest for the particular variable.

Prevalence – These columns provide the prevalence estimate for each variable for each year included in the report. A blank for a given question or year signifies that weighted data were not obtained that year or that the question was not asked that year.

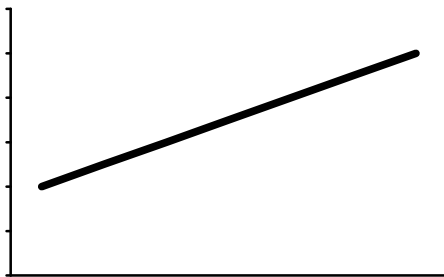
Changes Over Time –These columns indicate whether there was a significant linear and/or quadratic change in prevalence over time. At least three years of data are needed to test for a quadratic change. One type of change is not better or more important than the other. See below for an explanation of how to interpret the results of the Trend Analysis Report.

Note: Special care should be used in interpreting trend results for policies or practices that have very low prevalence. Trend analyses can be sensitive to the small number of schools in the numerator of very low prevalence variables.

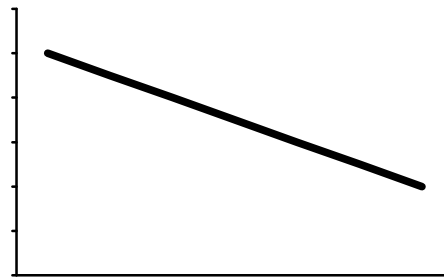
Interpretation of Results:

Linear change = YES; Quadratic change = NO

This means the policy or practice either increased (A) or decreased (B) significantly over time. A graph of the trend line will be relatively straight.



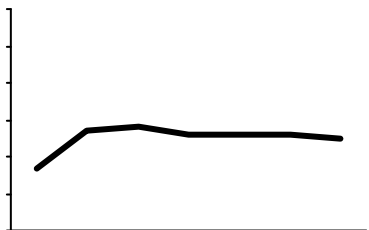
A



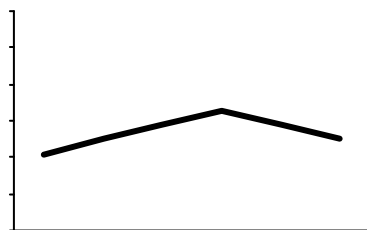
B

Linear change = NO; Quadratic change = YES

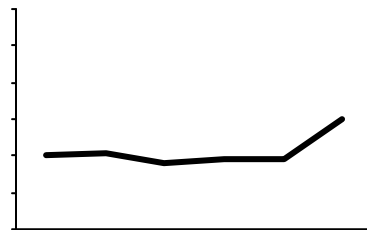
This means the policy or practice increased or decreased slightly over time, but not enough to be a significant linear change, and then leveled off (C); the policy or practice increased or decreased and then went in the opposite direction (D); or the policy or practice started out level and then increased or decreased over time, but not enough to be a significant linear change (E). A graph of the trend line will have a bend in it.



C



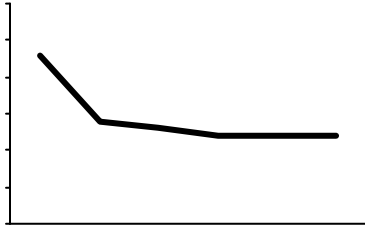
D



E

Linear change = YES; Quadratic change = YES

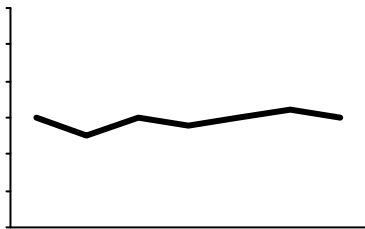
This means that while there was an overall significant increase or decrease in the policy or practice over time, the policy or practice has either leveled off or begun to move in the opposite direction (F). A graph of the trend line will have a bend in it.



F

Linear change = NO; Quadratic change = NO

This means that there was no significant change in the policy or practice over time. A graph of the trend line will be relatively flat (G).



G

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Required Health Education								
Percentage of schools that required health education for students in any of grades 6 through 12				92.3	92.7	90.6	No	No
Percentage of schools that required students to take only one health education course				50.1	43.5	40.5	Yes	No
Percentage of schools that required students to take two or more health education courses				33.6	43.0	48.1	Yes	No
Percentage of schools that taught a required health education course in the following grades:*								
6th grade				43.2	50.3	50.3	No	No
7th grade				48.0	56.3	67.0	Yes	No
8th grade				54.8	62.8	67.0	Yes	No
9th grade				54.1	56.9	69.4	Yes	No
10th grade				37.7	39.5	35.3	No	No
11th grade				18.3	21.8	26.7	No	No
12th grade				18.7	20.8	25.3	No	No
Among schools that required a health education course, percentage that required students who fail the course to repeat it				63.2	57.6	56.6	Yes	No

* The 2008 results published here differ slightly from the 2008 results published in site reports. This is because 2008 site reports excluded data from schools that did 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.

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools that had 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					51.4	48.0	No	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Required Physical Education								
Percentage of schools that required physical education for students in any of grades 6 through 12				95.9	96.3	97.0	No	No
Percentage of schools that taught a required physical education course in the following grades:*								
6th grade				87.3	89.7	89.1	No	No
7th grade				91.4	92.4	91.0	No	No
8th grade				89.2	91.0	90.5	No	No
9th grade				85.8	81.5	88.8	No	No
10th grade				77.2	76.1	77.2	No	No
11th grade				48.0	47.9	55.1	No	No
12th grade				47.3	42.6	54.1	No	No
Percentage of schools that taught a required physical education course in all grades in the school				68.1	66.1	72.4	No	No
Percentage of schools in which students could be exempted from taking a required physical education course for one grading period or longer for the following reasons:								
Enrollment in other courses					34.3	41.9	No	
Participation in school sports					35.6	41.4	No	

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2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Participation in other school activities (i.e., ROTC, band or chorus)					20.8	21.9	No	
Participation in community sports activities					16.3	26.1	Yes	
Religious reasons					61.5	62.3	No	
Long-term physical or medical disability					89.7	93.3	No	
Cognitive disability					36.8	44.3	No	
High physical fitness competency test score					2.0	5.9	Yes	
Participation in vocational training					4.3	8.9	Yes	
Participation in community service activities					0.8	5.7	Yes	
Percentage of schools in which students could not be exempted from taking required physical education for enrollment in other courses, high physical fitness competency test score, and participation in school or community sports, other school activities, vocational training, or community service activities					35.8	29.8	No	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Tobacco-Use Prevention Policies								
Percentage of schools that had adopted a policy prohibiting tobacco use				99.6	99.0	98.6	No	No
Percentage of schools that had a tobacco-use prevention policy that specifically prohibits use of cigarettes, smokeless tobacco, cigars, and pipes by students, faculty/staff, and visitors; during school hours and during non-school hours; in school buildings, outside on school grounds, on school buses or other vehicles used to transport students, and at off-campus, school-sponsored events				57.1	64.9	61.7	No	No
Percentage of schools that had procedures to inform the following groups about the tobacco-use prevention policy that prohibits their use of tobacco:								
Students				99.7	99.3	99.3	No	No
Faculty and staff				95.5	95.6	96.2	No	No
Visitors				88.6	90.0	87.5	No	No
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:								
Notified parents or guardians				98.8	98.8	98.3	No	No
Referred students to a school counselor				72.7	86.3	79.8	No	Yes
Referred students to a school administrator				98.2	99.7	99.7	No	No
Encouraged, but not required, participation in an assistance, education, or cessation program				77.9	77.1	80.0	No	No
Required participation in an assistance, education, or cessation program				59.6	58.7	64.4	No	No

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Referred students to legal authorities				47.2	49.1	43.5	No	No
Placed students in detention				53.1	59.7	59.2	No	No
Did not allow participation in extra-curricular activities or interscholastic sports					85.9	77.7	Yes	
Gave students in-school suspension				60.5	61.5	58.0	No	No
Suspended students from school				82.9	86.8	82.2	No	No
Expelled students from school					11.3	12.1	No	
Reassigned students to an alternative school					6.5	6.9	No	
Percentage of schools that posted signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed					88.4	95.6	Yes	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Nutrition-Related Policies and Practices								
Percentage of schools in which students could purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar				90.7	88.2	78.5	Yes	No
Percentage of schools in which students could 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			64.9	39.4	31.4		Yes	Yes
Other kinds of candy			67.7	46.5	35.7		Yes	No
Salty snacks that are not low in fat, such as regular potato chips			72.8	39.6	37.5		Yes	Yes
2% or whole milk (plain or flavored)					41.1	31.7	Yes	
Soda pop or fruit drinks that are not 100% fruit juice					57.8	38.6	Yes	
Sports drinks, such as Gatorade					75.1	63.9	Yes	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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				64.3		77.7	Yes	
School health services staff				65.5		63.5	No	
School mental health or social services staff				62.8		64.9	No	
Nutrition or food service staff				18.0		32.1	Yes	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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				34.4		40.1	No	
Emotional and mental health				31.0		32.4	No	
HIV (human immunodeficiency virus) prevention				56.9		58.8	No	
Human sexuality				30.7		44.5	Yes	
Injury prevention and safety				37.9		36.5	No	
Nutrition and dietary behavior				26.9		32.9	No	
Physical activity and fitness				35.3		48.6	Yes	
Pregnancy prevention				17.3		31.6	Yes	
STD (sexually transmitted disease) prevention				37.3		48.6	Yes	
Suicide prevention				27.4		34.7	No	
Tobacco-use prevention				32.1		25.6	No	
Violence prevention				52.1		44.0	No	
Teaching students with physical, medical, or cognitive disabilities				38.0		31.3	No	

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Washington Trend Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Teaching students of various cultural backgrounds				37.5		41.5	No	
Teaching students with limited English proficiency				21.3		23.0	No	
Using interactive teaching methods, such as role plays or cooperative group activities				42.7		43.0	No	
Encouraging family or community involvement				32.0		32.4	No	
Teaching skills for behavior change				41.4		42.5	No	
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				67.1		74.8	No	
Emotional and mental health				61.5		70.7	Yes	
HIV (human immunodeficiency virus) prevention				55.8		62.6	No	
Human sexuality				49.6		65.3	Yes	
Injury prevention and safety				37.7		54.0	Yes	
Nutrition and dietary behavior				62.7		69.3	No	
Physical activity and fitness				52.1		62.5	Yes	
Pregnancy prevention				49.8		64.4	Yes	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
STD (sexually transmitted disease) prevention			57.3		65.6		No	
Suicide prevention			64.3		69.1		No	
Tobacco-use prevention			54.3		63.7		Yes	
Violence prevention			66.7		70.9		No	
Teaching students with physical, medical, or cognitive disabilities			51.0		54.6		No	
Teaching students of various cultural backgrounds			54.4		54.7		No	
Teaching students with limited English proficiency			47.9		50.0		No	
Using interactive teaching methods, such as role plays or cooperative group activities			55.3		57.1		No	
Encouraging family or community involvement			58.4		65.9		No	
Teaching skills for behavior change			71.1		70.6		No	

2008 SCHOOL HEALTH PROFILES RESULTS

Washington Trend Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Professional Preparation								
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was health education or health and physical education combined				28.1		38.2	Yes	
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education classes or topics:								
1 year				10.2		8.5	No	
2 to 5 years				34.7		28.1	No	
6 to 9 years				13.3		18.1	No	
10 to 14 years				14.7		16.0	No	
15 years or more				27.2		29.3	No	