

## 2010 School Health Profiles Report Trend Analysis Report

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### **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 three parts: variables from the Principal Survey, variables from the Lead Health Education Teacher Survey, and School-Level Impact Measures (SLIMs).

### **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 2010 and in at least one other survey year since 1998. Sites that do not have weighted data in 2010 do not receive a Trend Analysis Report.

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 2010 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. Note that the wording used for some SLIMs has been shortened to save space. Please refer to the SLIMs section of this binder for the complete wording of each SLIM.

**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.

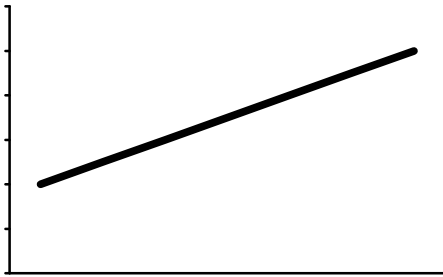
**Changes Over Time** – These columns indicate whether there was a significant linear and/or quadratic change in prevalence over time. At least three years of data are needed to test for a quadratic change. One type of change is not better or more important than the other. See below for an explanation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

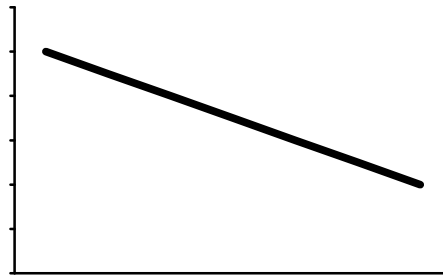
**Interpretation of Results:**

**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.



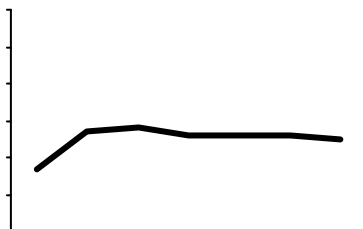
**A**



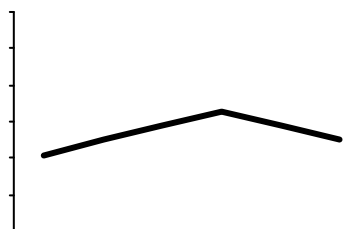
**B**

**Linear change = NO; Quadratic change = YES**

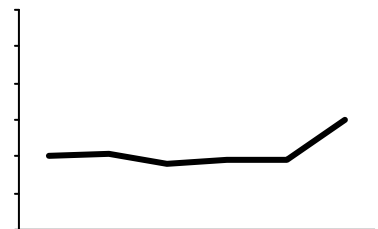
This means the policy or practice increased or decreased slightly over time, but not enough to be a significant linear change, and then leveled off (C); the policy or practice increased or decreased and then went in the opposite direction (D); or the policy or practice started out level and then increased 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**



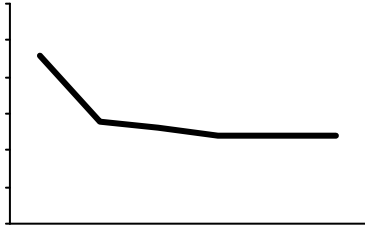
**D**



**E**

**Linear change = YES; Quadratic change = YES**

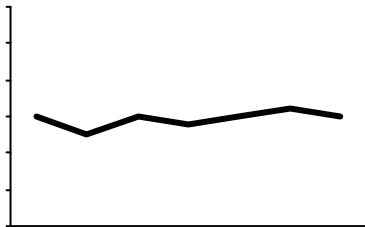
This means that while there was an overall significant increase or decrease in the policy or practice over time, the policy or practice has either leveled off or begun to move in the opposite direction (F). A graph of the trend line will have a bend in it.



**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**

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**Trend Analysis Report - Principal Survey**

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>School Health Coordination</b>									
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						29.4	34.6	No	
Nutrition						32.3	35.3	No	
Tobacco-use prevention						35.7	44.6	Yes	
Asthma						16.8	17.6	No	
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						85.8	80.2	No	
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					51.4	48.0	48.1	No	No
Percentage of schools that have the following groups represented on any school health council, committee, or team*									
School administrators						90.2	93.4	No	
Health education teachers						86.7	87.9	No	
Physical education teachers						85.7	82.0	No	
Mental health or social services staff						49.6	61.6	No	

\* Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools that have the following groups represented on any school health council, committee, or team*								
Nutrition or food service staff						56.9	44.7	No
Health services staff (e.g., school nurse)						73.8	76.3	No
Maintenance and transportation staff						19.6	18.9	No
Student body						33.0	39.7	No
Parents or families of students						48.4	54.3	No
Community members						36.8	41.0	No
Local health departments, agencies, or organizations						26.3	33.4	No
Faith-based organizations						5.8	10.0	No
Businesses						9.8	12.4	No
Local government agencies						9.1	20.4	Yes
Percentage of schools in which all staff who teach health education are certified, licensed, or endorsed by the state in health education						74.5	74.0	No

\* Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>HIV Infection and AIDS Prevention</b>								
Percentage of schools that require any school staff to receive professional development on HIV, STD, or pregnancy prevention issues and resources for the following groups:								
Ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)						32.0	33.3	No
Youth who participate in drop-out prevention, alternative education, or GED programs						32.1	33.2	No
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						34.8	43.0	Yes
Percentage of schools that have adopted a policy that addresses the following issues:								
Attendance of students with HIV infection						60.0	66.0	No
Procedures to protect HIV-infected students and staff from discrimination						68.2	79.5	Yes
Maintaining confidentiality of HIV-infected students and staff						75.2	87.5	Yes
Worksite safety (i.e., universal precautions for all school staff)						81.6	91.3	Yes
Confidential counseling for HIV-infected students						57.8	68.8	Yes
Communication of the policy to students, school staff, and parents						64.8	69.1	No

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	Prevalence							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
Percentage of schools that have adopted a policy that addresses the following issues:									
Adequate training about HIV infection for school staff						73.2	81.6	Yes	
Procedures for implementing the policy						66.8	72.9	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Required Physical Education</b>									
Percentage of schools that required physical education for students in any of grades 6 through 12				95.9	96.3	97.0	96.7	No	No
Percentage of schools that taught a required physical education course in the following grades:*									
6th grade				87.3	89.7	89.1	90.6	No	No
7th grade				91.4	92.4	91.0	93.2	No	No
8th grade				89.2	91.0	90.5	92.5	No	No
9th grade				85.8	81.5	88.8	82.1	No	No
10th grade				77.2	76.1	77.2	76.2	No	No
11th grade				48.0	47.9	55.1	50.7	No	No
12th grade				47.3	42.6	54.1	45.0	No	No

\* The 2008 and 2010 results published here differ slightly from the 2008 and 2010 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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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which students could be exempted from taking required physical education for one grading period or longer for the following reasons:*									
Enrollment in other courses					34.3	41.9	45.0	Yes	No
Participation in school sports					35.6	41.4	40.1	No	No
Participation in other school activities (i.e., ROTC, band or chorus)					20.8	21.9	30.8	Yes	No
Participation in community sports activities					16.3	26.1	27.5	Yes	No
Religious reasons					61.5	62.3	64.4	No	No
Long-term physical or medical disability					89.7	93.3	87.9	No	No
Cognitive disability					36.8	44.3	43.6	No	No
High physical fitness competency test score					2.0	5.9	2.8	No	Yes
Participation in vocational training					4.3	8.9	11.2	Yes	No
Participation in community service activities					0.8	5.7	4.7	Yes	Yes

\* Among those schools that require physical education for students in any of grades 6 through 12.

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Physical Education and Physical Activity</b>								
Percentage of schools in which physical education teachers or specialists received professional development on physical education during the two years before the survey						85.6	82.7	No
Percentage of schools that provide those who teach physical education with the following materials:								
Goals, objectives, and expected outcomes for physical education						91.2	93.0	No
A chart describing the annual scope and sequence of instruction for physical education						69.3	74.0	No
Plans for how to assess student performance in physical education						79.1	82.3	No
A written physical education curriculum						67.4	68.9	No
Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs						65.8	63.0	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Tobacco-Use Prevention Policies</b>									
Percentage of schools that had adopted a policy prohibiting tobacco use				99.6	99.0	98.6	99.0	No	No
Percentage of schools that follow a policy that mandates a “tobacco-free environment.” A “tobacco-free environment” is one that prohibits 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				57.1	64.9	61.7	68.4	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	100.0	No	No
Faculty and staff				95.5	95.6	96.2	98.2	No	No
Visitors				88.6	90.0	87.5	89.5	No	No
Percentage of schools that have a tobacco-use prevention policy that includes guidelines on what actions the school should take when students are caught smoking cigarettes*						98.3	97.6	No	
Percentage of schools in which a single individual is responsible for enforcing the tobacco-use prevention policy*						57.6	58.6	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	98.6	No	No
Referred students to a school counselor				72.7	86.3	79.8	88.5	Yes	No

\* Among those schools that have adopted a policy prohibiting tobacco use.

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Referred students to a school administrator				98.2	99.7	99.7	100.0	Yes	No
Encouraged, but not required, participation in an assistance, education, or cessation program				77.9	77.1	80.0	80.6	No	No
Required participation in an assistance, education, or cessation program				59.6	58.7	64.4	62.0	No	No
Referred students to legal authorities				47.2	49.1	43.5	44.8	No	No
Placed students in detention				53.1	59.7	59.2	55.8	No	No
Did not allow participation in extra-curricular activities or interscholastic sports					85.9	77.7	82.9	No	Yes
Gave students in-school suspension				60.5	61.5	58.0	59.2	No	No
Suspended students from school				82.9	86.8	82.2	83.5	No	No
Expelled students from school					11.3	12.1	9.6	No	No
Reassigned students to an alternative school					6.5	6.9	6.7	No	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
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	91.7	No	Yes
Percentage of schools that gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts during the two years before the survey						50.7	45.0	No	
Percentage of schools that worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use during the two years before the survey						59.6	54.1	No	
Percentage of schools that provide tobacco cessation services for faculty and staff						16.8	21.9	No	
Percentage of schools that provide tobacco cessation services for students						50.6	48.9	No	
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for faculty and staff						31.3	37.5	No	
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students						51.2	55.8	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Nutrition-Related Policies and Practices</b>								
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered						30.1	29.1	No
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	80.2	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	26.5	Yes Yes
Other kinds of candy				67.7	46.5	35.7	35.6	Yes Yes
Salty snacks that are not low in fat (e.g., regular potato chips)				72.8	39.6	37.5	40.0	Yes Yes
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						35.6	41.1	No
Ice cream or frozen yogurt that is not low in fat						13.5	12.1	No
2% or whole milk (plain or flavored)					41.1	31.7	36.8	No Yes
Water ices or frozen slushes that do not contain juice						17.9	17.0	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
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:									
Soda pop or fruit drinks that are not 100% fruit juice					57.8	38.6	37.9	Yes	Yes
Sports drinks, such as Gatorade					75.1	63.9	64.4	Yes	No
Foods or beverages containing caffeine						35.3	33.7	No	
Fruits (not fruit juice)						28.8	36.3	Yes	
Non-fried vegetables (not vegetable juice)						19.4	25.1	No	
Percentage of schools that limit the package or serving size of any individual food and beverage items sold in vending machines or at the school store, canteen, or snack bar						43.9	50.1	No	
Percentage of schools that have done 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						6.8	8.8	No	
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						38.9	33.4	No	
Provided information to students or families on the nutrition and caloric content of foods available						44.5	36.5	No	
Conducted taste tests to determine food preferences for nutritious items						15.9	18.2	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools that have done the following during the current school year:								
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics						13.4	15.7	No
Percentage of schools that promote candy, meals from fast food restaurants, or soft drinks to students through the distribution of products, such as t-shirts, hats, and book covers to students						2.4	4.3	No
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:								
In the school building						70.9	67.7	No
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						63.0	62.9	No
On school buses or other vehicles used to transport students						76.3	74.5	No
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)						69.3	62.8	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Health Services</b>								
Percentage of schools that have a full-time registered nurse who provides health services to students						19.8	20.1	No
Percentage of schools that have an asthma action plan on file for all students with known asthma						67.6	82.3	Yes
Percentage of schools that use the following events to identify students with poorly controlled asthma:								
This school does not identify students with poorly controlled asthma						19.4	13.3	No
Frequent absences from school						37.1	37.5	No
Frequent visits to the school health office due to asthma						61.3	67.1	No
Frequent asthma symptoms at school						57.0	65.4	No
Frequent non-participation in physical education class due to asthma						41.7	49.0	No
Students sent home early due to asthma						43.7	42.5	No
Calls from school to 911, or other local emergency numbers, due to asthma						33.7	37.4	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools that provide the following services for students with poorly controlled asthma:								
Providing referrals to primary health care clinicians or child health insurance programs						68.0	70.2	No
Ensuring an appropriate written asthma action plan is obtained						87.3	92.7	Yes
Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school						81.3	85.4	No
Offering asthma education for students with asthma						47.6	48.5	No
Minimizing asthma triggers in the school environment						68.9	72.4	No
Addressing social and emotional issues related to asthma						51.9	54.6	No
Providing additional psychosocial counseling or support services as needed						45.7	47.7	No
Ensuring access to safe, enjoyable physical education and activity opportunities						85.9	86.4	No
Ensuring access to preventive medications before physical activity						84.5	83.8	No
Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms more than once per year or once per year						66.8	62.0	No

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
Percentage of schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications						81.4	80.0	No	
Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*						92.6	95.8	No	
Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*						92.5	91.7	No	
Percentage of schools that have a single individual responsible for implementing the policy permitting students to carry and self-administer asthma medication*						78.0	77.8	No	

\* Among schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications.

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Family and Community Involvement</b>								
Percentage of schools in which students' families helped develop or implement policies and programs related to the following topics during the two years before the survey:								
HIV, STD, or teen pregnancy prevention						18.6	16.5	No
Tobacco-use prevention						20.5	18.8	No
Physical activity						22.3	22.0	No
Nutrition and healthy eating						38.1	31.4	No
Asthma						12.9	11.0	No
Percentage of schools in which community members helped develop or implement policies and programs related to the following topics during the two years before the survey:								
HIV, STD, or teen pregnancy prevention						26.9	22.3	No
Tobacco-use prevention						29.7	25.9	No
Physical activity						27.7	23.2	No
Nutrition and healthy eating						40.9	33.3	No
Asthma						13.8	10.6	No

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**Trend Analysis Report - Lead Health Education Teacher Survey**

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Required Health Education</b>									
Percentage of schools in which students take only one required health education course				50.1	43.5	40.9	37.6	Yes	No
Percentage of schools in which students take two or more required health education courses				33.6	43.0	48.0	52.5	Yes	No
Percentage of schools that taught a required health education course in the following grades:*									
6th grade				43.2	50.3	52.1	45.2	No	No
7th grade				48.0	56.3	67.5	62.3	Yes	No
8th grade				54.8	62.8	67.9	60.7	No	No
9th grade				54.1	56.9	71.0	66.5	Yes	No
10th grade				37.7	39.5	35.3	34.1	No	No
11th grade				18.3	21.8	26.0	21.6	No	No
12th grade				18.7	20.8	23.8	19.6	No	No

\* The 2008 and 2010 results published here differ slightly from the 2008 and 2010 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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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Among schools that required a health education course, percentage that required students who fail the course to repeat it				63.2	57.6	55.7	60.0	No	No
Percentage of schools in which those who teach health education are provided with the following materials:									
Goals, objectives, and expected outcomes for health education						80.8	79.4	No	
A chart describing the annual scope and sequence of instruction for health education						59.8	62.1	No	
Plans for how to assess student performance in health education						59.3	64.7	No	
A written health education curriculum						65.7	63.1	No	
Percentage of schools in which the health education curriculum addresses the following:									
Comprehending concepts related to health promotion and disease prevention to enhance health						92.0	93.6	No	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						87.4	89.3	No	
Accessing valid information and products and services to enhance health						80.8	81.0	No	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						88.6	89.6	No	
Using decision-making skills to enhance health						90.1	92.2	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which the health education curriculum addresses the following:								
Using goal-setting skills to enhance health						87.5	93.4	Yes
Practicing health-enhancing behaviors to avoid or reduce risks						91.2	93.8	No
Advocating for personal, family, and community health						78.9	82.0	No
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						94.5	93.7	No
Asthma						40.6	44.4	No
Emotional and mental health						87.8	88.9	No
Foodborne illness prevention						66.2	69.5	No
Human immunodeficiency virus (HIV) prevention						95.4	95.4	No
Human sexuality						85.8	86.9	No
Injury prevention and safety						79.5	82.9	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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:								
Nutrition and dietary behavior						95.3	98.0	No
Physical activity and fitness						99.7	97.9	No
Pregnancy prevention						83.3	81.6	No
Sexually transmitted disease (STD) prevention						91.1	91.9	No
Suicide prevention						72.0	73.0	No
Tobacco-use prevention						93.7	94.5	No
Violence prevention (e.g., bullying, fighting, or homicide)						84.3	89.1	No
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						85.2	90.2	No
Identifying short- and long-term health consequences of tobacco use						87.6	90.7	No
Identifying legal, social, economic, and cosmetic consequences of tobacco use						81.9	86.6	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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:								
Understanding the addictive nature of nicotine						86.6	90.7	No
Effects of tobacco use on athletic performance						75.3	82.7	Yes
Effects of second-hand smoke and benefits of a smoke-free environment						85.4	89.9	No
Understanding the social influences on tobacco use, including media, family, peers, and culture						83.9	88.5	No
Identifying reasons why students do and do not use tobacco						85.3	87.9	No
Making accurate assessments of how many peers use tobacco						65.5	66.0	No
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						79.0	85.3	No
Using goal-setting and decision-making skills related to not using tobacco						75.4	77.9	No
Finding valid information and services related to tobacco-use prevention and cessation						70.8	71.0	No
Supporting others who abstain from or want to quit using tobacco						69.9	68.8	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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:								
Supporting school and community action to support a tobacco-free environment						69.5	69.4	No
Identifying harmful effects of tobacco use on fetal development						74.0	77.8	No
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:								
The differences between HIV and AIDS						90.1	91.9	No
How HIV and other STDs are transmitted						91.2	91.2	No
How HIV and other STDs are diagnosed and treated						80.0	85.9	No
Health consequences of HIV, other STDs, and pregnancy						88.7	88.6	No
The benefits of being sexually abstinent						89.4	86.2	No
How to prevent HIV, other STDs, and pregnancy						89.5	85.6	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						76.2	75.6	No
The influences of media, family, and social and cultural norms on sexual behavior						75.1	73.1	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:								
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						77.6	74.8	No
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						74.2	70.3	No
Compassion for persons living with HIV or AIDS						73.6	66.0	No
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
The relationship among HIV, other STDs, and pregnancy						91.9	96.4	No
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						94.5	93.2	No
The benefits of being sexually abstinent						94.2	95.6	No
How to prevent HIV, other STDs, and pregnancy						94.5	97.1	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						92.1	90.9	No
The influences of media, family, and social and cultural norms on sexual behavior						88.9	93.1	No
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						91.9	91.1	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						90.1	89.6	No
Efficacy of condoms, that is, how well condoms work and do not work						88.4	89.9	No
The importance of using condoms consistently and correctly						84.3	86.3	No
How to obtain condoms						77.3	73.9	No
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						91.3	93.9	No
Food guidance using MyPyramid						84.8	88.8	No
Using food labels						84.7	91.2	Yes
Balancing food intake and physical activity						87.3	92.5	No
Eating more fruits, vegetables, and whole grain products						88.6	92.5	No
Choosing foods that are low in fat, saturated fat, and cholesterol						87.8	87.9	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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:								
Using sugars in moderation						85.9	88.8	No
Using salt and sodium in moderation						80.4	83.6	No
Eating more calcium-rich foods						81.4	80.6	No
Food safety						70.1	69.8	No
Preparing healthy meals and snacks						75.1	80.4	No
Risks of unhealthy weight control practices						84.5	87.0	No
Accepting body size differences						81.7	84.8	No
Signs, symptoms, and treatment for eating disorders						79.3	77.9	No
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:								
Physical, psychological, or social benefits of physical activity						96.1	96.5	No
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						95.8	95.1	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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:								
Phases of a workout (i.e., warm-up, workout, cool down)						91.2	90.0	No
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						89.7	91.7	No
Developing an individualized physical activity plan						79.3	85.0	No
Monitoring progress toward reaching goals in an individualized physical activity plan						75.5	85.2	Yes
Overcoming barriers to physical activity						78.5	79.7	No
Decreasing sedentary activities (e.g., television viewing)						86.8	87.0	No
Opportunities for physical activity in the community						78.3	78.9	No
Preventing injury during physical activity						85.1	89.5	No
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						66.2	74.4	Yes
Dangers of using performance-enhancing drugs (e.g., steroids)						81.8	83.2	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>HIV Prevention</b>								
Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that did the following during the current school year:								
Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities						25.7	31.9	No
Provided curricula or supplementary materials in the primary languages of the youth and families						21.9	28.2	No
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						27.1	36.4	Yes
Facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community						27.5	32.8	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Collaboration</b>									
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	76.1	Yes	No
Health services staff (e.g., nurses)				65.5		63.5	69.5	No	No
Mental health or social services staff (e.g., psychologists, counselors, and social workers)				62.8		64.9	67.7	No	No
Nutrition or food service staff				18.0		32.1	28.6	Yes	No
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						47.5	50.3	No	
Tobacco-use prevention						35.5	35.5	No	
Physical activity						41.6	41.4	No	
Nutrition and healthy eating						41.3	39.4	No	
Asthma						17.5	21.0	No	

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
<b>Professional Development</b>									
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	34.7	No	No
Asthma						17.0	20.1	No	
Emotional and mental health				31.0		32.4	29.9	No	No
Foodborne illness prevention						24.0	28.6	No	
HIV (human immunodeficiency virus) prevention				56.9		58.8	52.1	No	No
Human sexuality				30.7		44.5	41.0	Yes	No
Injury prevention and safety				37.9		36.5	41.9	No	No
Nutrition and dietary behavior				26.9		32.9	37.2	Yes	No
Physical activity and fitness				35.3		48.6	47.0	Yes	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Pregnancy prevention				17.3		31.6	34.8	Yes	No
STD (sexually transmitted disease) prevention				37.3		48.6	44.5	Yes	No
Suicide prevention				27.4		34.7	34.7	No	No
Tobacco-use prevention				32.1		25.6	28.4	No	No
Violence prevention (e.g., bullying, fighting, or homicide)				52.1		44.0	47.3	No	No
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Describing how widespread HIV and other STD infections are and the consequences of these infections						52.5	47.0	No	
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						55.1	49.7	No	
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						45.8	42.2	No	
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						38.0	37.3	No	
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						21.6	25.5	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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 HIV prevention education to students of various cultural backgrounds						25.9	29.7	No
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						35.1	35.2	No
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						38.0	35.3	No
Teaching about health-promoting social norms and beliefs related to HIV prevention						38.9	34.4	No
Strategies for involving parents, families, and others in student learning of HIV prevention education						23.7	25.2	No
Assessing students' performance in HIV prevention education						28.7	31.1	No
Implementing standards-based HIV prevention education curricula and student assessment						34.4	35.6	No
Using technology to improve HIV prevention education instruction						26.8	24.5	No
Teaching HIV prevention education to students with limited English proficiency						13.0	18.0	No
Addressing community concerns and challenges related to HIV prevention education						20.1	19.4	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
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				38.0		31.3	33.2	No	No
Teaching students of various cultural backgrounds				37.5		41.5	35.8	No	No
Teaching students with limited English proficiency				21.3		23.0	24.9	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)				42.7		43.0	43.7	No	No
Encouraging family or community involvement				32.0		32.4	32.8	No	No
Teaching skills for behavior change				41.4		42.5	41.6	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						48.5	47.3	No	
Assessing or evaluating students in health education						39.8	46.3	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	68.4	No	No
Asthma						53.0	51.6	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Emotional and mental health				61.5		70.7	70.3	Yes	No
Foodborne illness prevention						42.4	44.5	No	
HIV (human immunodeficiency virus) prevention				55.8		62.6	58.1	No	No
Human sexuality				49.6		65.3	60.5	Yes	Yes
Injury prevention and safety				37.7		54.0	51.5	Yes	No
Nutrition and dietary behavior				62.7		69.3	67.8	No	No
Physical activity and fitness				52.1		62.5	62.6	Yes	No
Pregnancy prevention				49.8		64.4	57.1	Yes	Yes
STD (sexually transmitted disease) prevention				57.3		65.6	59.4	No	No
Suicide prevention				64.3		69.1	66.7	No	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Tobacco-use prevention				54.3		63.7	61.0	No	No
Violence prevention (e.g., bullying, fighting, or homicide)				66.7		70.9	74.0	No	No
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				51.0		54.6	58.6	No	No
Teaching students of various cultural backgrounds				54.4		54.7	57.5	No	No
Teaching students with limited English proficiency				47.9		50.0	48.5	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)				55.3		57.1	57.8	No	No
Encouraging family or community involvement				58.4		65.9	63.9	No	No
Teaching skills for behavior change				71.1		70.6	71.2	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						57.1	56.5	No	
Assessing or evaluating students in health education						68.9	62.5	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Professional Preparation</b>									
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following.									
Health and physical education combined (a)				22.5		32.6	33.5	Yes	No
Health education (b)				5.6		5.7	4.8	No	No
Physical education (c)				15.2		16.8	15.6	No	No
Other education degree (d)				15.5		11.7	11.0	No	No
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)				21.1		21.6	25.4	No	No
Nursing or counseling (h or i)				7.6		5.9	5.0	No	No
Public health, nutrition or other (j, k or l)				12.4		5.7	4.7	Yes	No
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						76.4	77.6	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
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				10.2		8.5	3.9	Yes	No
2 to 5 years				34.7		28.1	26.3	No	No
6 to 9 years				13.3		18.1	23.0	Yes	No
10 to 14 years				14.7		16.0	17.9	No	No
15 years or more				27.2		29.3	28.9	No	No

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
<b>Human Immunodeficiency Virus (HIV) Prevention SLIMs</b>									
HIV SLIM 1: Percentage of schools that taught 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8						58.2	43.3	Yes	
HIV SLIM 2: Percentage of schools that taught 8 key HIV, STD, and pregnancy prevention topics in a required course during grades 9, 10, 11, or 12						76.1	83.4	No	
HIV SLIM 3 (2008 version): Percentage of schools that taught 3 key topics related to condom use in a required course during grades 9, 10, 11, or 12						71.1	73.7	No	
HIV SLIM 4: Percentage of schools that deliver HIV, STD, and pregnancy prevention programs (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk						3.0	6.3	No	
HIV SLIM 5: Percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, and teen pregnancy prevention						47.5	50.3	No	
HIV SLIM 6 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						29.8	25.5	No	
HIV SLIM 6 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						15.8	13.4	No	
HIV SLIM 7: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on 4 key HIV prevention topics						29.5	31.6	No	
HIV SLIM 8: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on at least 6 of 11 key HIV prevention topics						27.7	27.8	No	

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
HIV SLIM 9: Percentage of schools with a policy on students or staff who have HIV infection or AIDS that addresses attendance of students with HIV infection, procedures to protect HIV-infected students and staff from discrimination, and maintaining confidentiality of HIV-infected students and staff						58.6	64.4	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Coordinated School Health SLIMs</b>								
CSH SLIM 2 (2008 version): 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 with representation from at least 10 of 14 groups						6.0	8.8	No
CSH SLIM 2 (2010 version): 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 with representation from at least 10 of 16 groups						6.3	9.6	No
CSH SLIM 3 (2008 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, or tobacco-use prevention						40.4	51.9	Yes
CSH SLIM 3 (2010 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, and tobacco-use prevention						25.4	26.2	No
CSH SLIM 4 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, or nutrition and healthy eating						54.5	48.5	No
CSH SLIM 4 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, and nutrition and healthy eating						11.2	7.4	No
CSH SLIM 5: Percentage of schools in which all staff who teach health education were licensed, certified, or endorsed by the state in health education						74.5	74.0	No
CSH SLIM 6: Percentage of schools in which those who teach health education were provided with key materials for teaching health education						42.9	45.6	No

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
CSH SLIM 7: Percentage of schools that follow a written health education curriculum that addresses 8 skills						49.4	50.7	No	
CSH SLIM 8 (2008 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, or nutrition and healthy eating						55.0	52.4	No	
CSH SLIM 8 (2010 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, and nutrition and healthy eating						24.5	26.0	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Physical Activity and Physical Education SLIMs</b>									
PE SLIM 2: Percentage of schools in which at least one physical education teacher or specialist received professional development on physical education during the two years before the survey						85.6	82.7	No	
PE SLIM 3: Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education						55.2	60.9	No	
PE SLIM 4: Percentage of schools in which students could not be exempted from taking required physical education for certain reasons					35.8	29.8	29.5	No	No
PE SLIM 5: Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs						65.8	63.0	No	
PE SLIM 6: Percentage of schools that taught 12 key physical activity topics in a required course						46.4	54.6	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Nutrition SLIMs</b>								
NUTRITION SLIM 1 (2008 version): Percentage of schools that did not sell less nutritious foods and beverages anywhere outside the school food service program						40.9	39.6	No
NUTRITION SLIM 1 (2010 version): Percentage of schools that did not sell less nutritious foods and beverages (including sports drinks) anywhere outside the school food service program						28.4	26.2	No
NUTRITION SLIM 2: Percentage of schools that always offered fruits or non-fried vegetables in vending machines or school stores, and during celebrations when foods and beverages are offered						8.3	10.5	No
NUTRITION SLIM 3: Percentage of schools that used at least three different strategies to promote healthy eating						16.3	16.2	No
NUTRITION SLIM 4: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on nutrition and dietary behavior				26.9		32.9	37.2	Yes      No
NUTRITION SLIM 5: Percentage of schools that taught 14 key nutrition and dietary behavior topics in a required course						53.3	59.8	No
NUTRITION SLIM 6: Percentage of schools that prohibited all forms of advertising and promotion of candy, fast food restaurants, or soft drinks in all locations						54.4	52.1	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Tobacco-Use Prevention SLIMs</b>									
TOBACCO SLIM 1: Percentage of schools that follow a policy that mandates a “tobacco-free environment”				57.1	64.9	61.7	68.4	No	No
TOBACCO SLIM 2: Percentage of schools that implement a tobacco-free environment policy in 7 ways						10.6	29.6	Yes	
TOBACCO SLIM 3: Percentage of schools that taught 15 key tobacco-use prevention topics in a required course						43.3	45.5	No	
TOBACCO SLIM 4: Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts						39.9	36.5	No	
TOBACCO SLIM 5: Percentage of schools that provided tobacco cessation services for students, faculty, and staff at school or through arrangements with providers not on school property						28.6	35.0	No	
TOBACCO SLIM 6: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on tobacco-use prevention				32.1		25.6	28.4	No	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Asthma Management SLIMs</b>								
ASTHMA SLIM 1: Percentage of schools that used the School Health Index or similar self-assessment tool to assess their asthma policies, activities, and programs						16.8	17.6	No
ASTHMA SLIM 2 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement asthma management policies and programs						18.0	14.6	No
ASTHMA SLIM 2 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement asthma management policies and programs						8.7	7.2	No
ASTHMA SLIM 3: Percentage of schools that had an asthma action plan on file for all students with known asthma						67.6	82.3	Yes
ASTHMA SLIM 4: Percentage of schools that implemented a policy permitting students to carry and self-administer asthma medications by communicating the policy to students, parents, and families, and by designating an individual responsible for implementing the policy						57.2	56.6	No
ASTHMA SLIM 5: Percentage of schools that required all school staff members to receive annual training on recognizing and responding to severe asthma symptoms						66.8	62.0	No
ASTHMA SLIM 6: Percentage of schools with a full-time registered nurse who provides health services to students at school						19.8	20.1	No
ASTHMA SLIM 9: Percentage of schools that identified students with poorly controlled asthma by keeping track of them in at least three ways						67.7	75.6	No

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	Prevalence							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
ASTHMA SLIM 11: Percentage of schools that provided parents and families of students with health information to increase their knowledge of asthma						17.5	21.0	No	