

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<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					27.0	28.3	26.1	27.6	28.6	No linear change	Not available	No change	
Nutrition					27.0	26.3	26.1	27.5	29.4	No linear change	Not available	No change	
Tobacco-use prevention					27.7	27.4	26.9	27.5	26.3	No linear change	Not available	No change	
Asthma					15.9	16.2	14.1	12.8	10.3	No linear change	Not available	No change	
Injury and violence prevention						24.6	21.5	24.1	23.7	No linear change	Not available	No change	
HIV, STD, and teen pregnancy prevention								18.6	18.1	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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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							19.8	16.8	15.5	19.8	No linear change	Not available	No change
Physical education									15.0	23.1	No linear change	Not available	No change
Physical activity									13.9	19.9	No linear change	Not available	No change
School meal programs									11.8	17.1	No linear change	Not available	No change
Foods and beverages available at school outside the school meal programs									14.0	12.0	No linear change	Not available	No change
Health services							14.7	12.9	11.3	15.2	No linear change	Not available	No change
Percentage of schools that reviewed health and safety data as part of school's improvement planning process*								50.5	56.1	59.8	No linear change	Not available	No change

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

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

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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					75.5	71.0	61.5	60.7	66.6		Decreased, 2008-2016	Not available	No change	
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					48.7	33.5	33.1	32.2	33.8	35.7		Decreased, 2006-2016	Decreased, 2006-2010 No change, 2010-2016	No change
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								50.8	46.0	80.7		Increased, 2012-2016	Not available	Increased
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team								58.0	49.8	77.7		Increased, 2012-2016	Not available	Increased

\* 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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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							71.2	53.5	63.2		No linear change	Not available	No change
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members							74.2	74.6	85.8		No linear change	Not available	No change
Reviewed health-related curricula or instructional materials							67.5	54.4	78.5		No linear change	Not available	Increased
Assessed the availability of physical activity opportunities for students								68.8	73.0		No linear change	Not available	No change

\* 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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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>School Connectedness</b>													
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									33.3	33.9	No linear change	Not available	No change
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									81.0	80.1	No linear change	Not available	No change
Special events sponsored by the school or community organizations (e.g., multicultural week, family night)									57.1	53.1	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Sexual Orientation</b>													
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					16.5	20.3	19.5	19.8	26.2		Increased, 2008-2016	Not available	No change
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						34.8	29.3	39.2	47.5		Increased, 2010-2016	Not available	No change
Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity						71.9	70.6	75.9	85.7		Increased, 2010-2016	Not available	Increased
Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity						48.7	41.9	45.0	62.8		Increased, 2010-2016	Not available	Increased

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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							40.1	43.0	36.6	44.2	No linear change	Not available	No change
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth							39.8	39.8	32.4	51.7	No linear change	Not available	Increased
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							4.3	3.2	3.1	10.4	Increased, 2010-2016	Not available	Increased

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Bullying and Sexual Harassment</b>													
Percentage of schools in which staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression									83.6	88.4	No linear change	Not available	No change
Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression									78.2	84.7	No linear change	Not available	No change
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									75.8	79.2	No linear change	Not available	No change
SSE PM 4. Percentage of schools that prevent bullying and sexual harassment, including electronic aggression, among all students									27.0	20.9	No linear change	Not available	No change

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<b>Required Physical Education</b>													
Percentage of schools that taught required physical education in the following grades:*													
6th grade				75.6	75.3	84.3	91.2	88.4	82.8	90.4	Increased, 2004-2016	No quadratic change	No change
7th grade				80.7	77.7	83.0	91.9	89.4	85.3	93.8	Increased, 2004-2016	No quadratic change	Increased
8th grade				80.3	76.7	85.0	91.2	91.8	86.1	92.4	Increased, 2004-2016	No quadratic change	No change
9th grade				86.4	86.2	91.7	92.2	86.2	87.9	92.1	No linear change	No quadratic change	No change
10th grade				75.0	78.9	82.1	82.0	75.0	73.6	84.9	No linear change	No quadratic change	Increased
11th grade				64.9	58.0	74.6	74.5	67.7	63.3	83.7	Increased, 2004-2016	No quadratic change	Increased
12th grade				63.3	49.9	74.6	74.6	65.6	61.7	82.0	Increased, 2004-2016	No quadratic change	Increased

\* 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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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Physical Education and Physical Activity</b>													
Percentage of schools in which physical education teachers or specialists received professional development on physical education or physical activity during the past year									38.2	39.4	No linear change	Not available	No change
Percentage of schools in which those who teach physical education are provided with the following materials:													
Goals, objectives, and expected outcomes for physical education					79.4	67.8	64.3	73.8	72.0		No linear change	Not available	No change
A chart describing the annual scope and sequence of instruction for physical education					56.0	51.7	45.3	53.2	51.3		No linear change	Not available	No change
Plans for how to assess student performance in physical education					59.6	52.2	49.3	57.8	58.9		No linear change	Not available	No change
A written physical education curriculum					70.7	60.6	53.1	64.6	66.3		No linear change	Not available	No change
Resources for fitness testing								60.3	66.0		No linear change	Not available	No change
Physical activity monitoring devices, such as pedometers or heart rate monitors, for physical education								40.3	36.3		No linear change	Not available	No change

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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							60.4	65.1	77.4		Increased, 2012-2016	Not available	Increased
Percentage of schools that offer opportunities for all students to participate in intramural sports programs or physical activity clubs					83.3	82.4	76.7	77.4	80.3		No linear change	Not available	No change
Percentage of schools that offer interscholastic sports to students							86.8	82.6	81.8		No linear change	Not available	No change
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								50.3	56.6		No linear change	Not available	No change
Percentage of schools that have a joint use agreement for shared use of school or community physical activity facilities							70.8	72.1	68.6		No linear change	Not available	No change
CSPAP (2.6.03). Percentage of schools that have established, implemented, or evaluated CSPAP								5.3	5.9		No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Tobacco-Use Prevention Policies</b>													
Percentage of schools that have adopted a policy prohibiting tobacco use			99.4	97.0	94.3	96.3	99.3	97.9	99.0	97.0	No linear change	No quadratic change	No change
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			36.4	31.4	26.8	40.7	46.6	39.1	50.4	45.7	Increased, 2002-2016	No quadratic change	No change
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					68.4	73.6	82.3	86.7	83.4	82.6	Increased, 2006-2016	Increased, 2006-2012 No change, 2012-2016	No change
Percentage of schools that provide tobacco cessation services for the following:													
Faculty and staff						9.1	13.1	12.2	17.2	20.0	Increased, 2008-2016	Not available	No change
Students						19.4	24.2	28.7	22.0	27.7	No linear change	Not available	No change

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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					24.2	29.0	23.8	35.2	37.6		Increased, 2008-2016	Not available	No change
Students					33.8	39.7	36.7	40.8	42.6		No linear change	Not available	No change
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)					21.6	28.3	23.7	35.2	36.8		Increased, 2008-2016	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<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						34.8	40.7	35.9	34.9	43.8	No linear change	Not available	No change
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						9.4	3.8	4.7	4.1	4.6	No linear change	Not available	No change
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			70.0	59.8	62.7	59.1	53.0	45.0	49.9	31.3	Decreased, 2002-2016	No quadratic change	Decreased
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			53.0	45.6	41.2	19.7	20.4	15.7	17.4	8.2	Decreased, 2002-2016	No quadratic change	Decreased
Other kinds of candy			54.3	45.9	42.3	21.5	23.9	18.3	22.0	8.2	Decreased, 2002-2016	No quadratic change	Decreased

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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)			52.7	48.6	44.0	26.2	26.2	26.0	25.7	10.9	Decreased, 2002-2016	No quadratic change	Decreased	
Low sodium or “no added salt” pretzels, crackers, or chips									31.7	20.8	Decreased, 2014-2016	Not available	Decreased	
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						22.6	17.3	17.3	14.1	8.2	Decreased, 2008-2016	Not available	No change	
Ice cream or frozen yogurt that is not low in fat						7.8	4.0	4.6	4.3	2.3	No linear change	Not available	No change	
2% or whole milk (plain or flavored)					15.9	12.0	12.5	7.7	9.9	7.0	Decreased, 2006-2016	No quadratic change	No change	
Nonfat or 1% (low-fat) milk (plain)									10.9	6.3	No linear change	Not available	No change	
Water ices or frozen slushes that do not contain juice						15.4	11.5	14.4	10.9	5.3	Decreased, 2008-2016	Not available	Decreased	

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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					50.4	34.0	25.9	21.3	25.9	12.0	Decreased, 2006-2016	No quadratic change	Decreased	
Sports drinks (e.g., Gatorade)					53.3	49.8	38.0	37.5	40.1	20.4	Decreased, 2006-2016	No quadratic change	Decreased	
Energy drinks (e.g., Red Bull, Monster)									2.0	0.8	No linear change	Not available	No change	
Bottled water									44.3	27.9	Decreased, 2014-2016	Not available	Decreased	
100% fruit or vegetable juice									34.5	21.0	Decreased, 2014-2016	Not available	Decreased	
Foods or beverages containing caffeine						27.6	23.6	19.5	16.9	11.6	Decreased, 2008-2016	Not available	No change	
Fruits (not fruit juice)						19.7	8.7	12.3	11.4	9.7	Decreased, 2008-2016	Not available	No change	

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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:													
Non-fried vegetables (not vegetable juice)					13.2	7.7	8.3	6.7	5.4		Decreased, 2008-2016	Not available	No change
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					12.2	10.7	6.5	6.1	9.6		No linear change	Not available	No change
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating					41.2	44.1	35.4	32.4	31.9		Decreased, 2008-2016	Not available	No change
Provided information to students or families on the nutrition and caloric content of foods available					38.9	38.6	34.8	36.5	44.9		No linear change	Not available	No change

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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					10.4	7.1	9.5	12.4	10.2	No linear change	Not available	No change	
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics					18.1	24.8	22.3	20.0	16.4	No linear change	Not available	No change	
Served locally or regionally grown foods in the cafeteria or classrooms							45.6	62.1	61.8	Increased, 2012-2016	Not available	No change	
Planted a school food or vegetable garden							20.4	20.7	25.5	No linear change	Not available	No change	
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access							38.1	48.0	41.9	No linear change	Not available	No change	
Used attractive displays for fruits and vegetables in the cafeteria							27.3	35.3	33.1	No linear change	Not available	No change	
Offered a self-serve salad bar to students							17.2	28.6	26.1	Increased, 2012-2016	Not available	No change	

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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)							9.2	14.4	13.3		No linear change	Not available	No change	
Encouraged students to drink plain water							78.3	82.8			No linear change	Not available	No change	
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance							19.9	24.4			No linear change	Not available	No change	
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes							15.0	25.4			Increased, 2014-2016	Not available	Increased	

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	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					64.6	67.6	60.3	63.7	69.4	No linear change	Not available	No change	
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus					62.7	66.8	55.7	59.5	66.3	No linear change	Not available	No change	
On school buses or other vehicles used to transport students					68.0	67.1	54.7	63.0	68.4	No linear change	Not available	No change	
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)					62.6	65.9	55.5	60.5	61.7	No linear change	Not available	No change	
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)								59.4	59.7	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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								99.5	96.8	98.1	No linear change	Not available	No change
Percentage of schools that offer a free source of drinking water in the following locations:*													
Cafeteria during breakfast								93.9	94.2		No linear change	Not available	No change
Cafeteria during lunch								94.3	95.0		No linear change	Not available	No change
Gymnasium or other indoor physical activity facilities								92.4	95.5		No linear change	Not available	No change
Outdoor physical activity facilities and sports fields								51.5	46.7		No linear change	Not available	No change
Hallways throughout the school								95.7	90.4		Decreased, 2014-2016	Not available	No change

\* Among schools with that location.

<sup>1</sup>Based on trend analyses using a logistic regression model,  $p < 0.05$ .

<sup>2</sup>Based on t-test analysis,  $p < 0.05$ .

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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)						44.1	54.1	57.9	54.9	78.2	Increased, 2008-2016	Not available	Increased
SSNE 2 (2.3.06). Percentage of schools that prohibit all forms of advertising and promotion for candy, fast food restaurants, and soft drinks									54.0	56.6	No linear change	Not available	No change
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						12.2	10.7	6.5	6.1	9.6	No linear change	Not available	No change
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						38.9	38.6	34.8	36.5	44.9	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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								38.1	48.0	41.9	No linear change	Not available	No change
SSNE 6 (2.3.10). Percentage of schools that allow students to have access to drinking water									62.4	55.5	No linear change	Not available	No change
SSNE 7 (2.3.11). Percentage of schools that offer fruits or non-fried vegetables when foods or beverages are offered at school celebrations						34.8	40.7	35.9	34.9	43.8	No linear change	Not available	No change
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						13.2	4.9	8.3	5.7	5.4	Decreased, 2008-2016	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Health Services</b>													
Percentage of schools that have a full-time registered nurse who provides health services to students					20.6	19.9	18.2	18.9	15.0		Decreased, 2008-2016	Not available	No change
Percentage of schools that provide the following services to students:													
HIV testing							4.1	1.0	0.0		Decreased, 2012-2016	Not available	No change
HIV treatment								1.5	0.0		Decreased, 2014-2016	Not available	No change
STD testing								1.5	1.3		No linear change	Not available	No change
STD treatment								1.5	1.3		No linear change	Not available	No change
Pregnancy testing							2.1	1.5	1.3		No linear change	Not available	No change
Provision of condoms							4.3	3.5	0.8		Decreased, 2012-2016	Not available	No change
Provision of condom-compatible lubricants (i.e., water-or silicone-based)								1.5	0.0		Decreased, 2014-2016	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.



# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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])								1.5	1.0	0.0	No linear change	Not available	No change
Prenatal care								3.1	1.0	0.6	No linear change	Not available	No change
Human papillomavirus (HPV) vaccine administration								2.2	1.9	3.1	No linear change	Not available	No change
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								43.3	37.4	21.1	Decreased, 2012-2016	Not available	Decreased
HIV treatment									37.7	33.2	No linear change	Not available	No change
STD testing									37.7	22.0	Decreased, 2014-2016	Not available	Decreased
STD treatment									37.7	21.3	Decreased, 2014-2016	Not available	Decreased

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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							47.3	38.9	22.0		Decreased, 2012-2016	Not available	Decreased
Provision of condoms							36.9	34.4	20.3		Decreased, 2012-2016	Not available	Decreased
Provision of condom-compatible lubricants (i.e., water-or silicone-based)								33.9	20.0		Decreased, 2014-2016	Not available	Decreased
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							37.1	33.9	20.1		Decreased, 2012-2016	Not available	Decreased
Prenatal care							41.7	36.5	20.1		Decreased, 2012-2016	Not available	Decreased
Human papillomavirus (HPV) vaccine administration							40.1	36.5	35.0		No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									46.2	43.9	No linear change	Not available	No change
Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions:													
Asthma									78.6	81.1	No linear change	Not available	No change
Food allergies									79.1	82.3	No linear change	Not available	No change
Diabetes									70.4	78.0	Increased, 2014-2016	Not available	Increased
Epilepsy or seizure disorder									74.9	76.7	No linear change	Not available	No change
Obesity									34.1	26.9	No linear change	Not available	No change
Hypertension/high blood pressure									51.5	49.9	No linear change	Not available	No change

<sup>1</sup>Based on trend analyses using a logistic regression model,  $p < 0.05$ .

<sup>2</sup>Based on t-test analysis,  $p < 0.05$ .

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>	
	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									48.9	45.2	No linear change	Not available	No change	
Food allergies									47.3	45.2	No linear change	Not available	No change	
Diabetes									47.9	44.6	No linear change	Not available	No change	
Epilepsy or seizure disorder									48.9	45.0	No linear change	Not available	No change	
Obesity									38.6	33.0	No linear change	Not available	No change	
Hypertension/high blood pressure									43.8	38.5	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									33.2	18.1	Decreased, 2014-2016	Not available	Decreased
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)									81.1	85.3	No linear change	Not available	No change
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									46.2	43.9	No linear change	Not available	No change
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									51.0	46.2	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Family and Community Involvement</b>													
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									12.6	10.8	No linear change	Not available	No change
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)									46.5	36.2	No linear change	Not available	Decreased
Involved parents as school volunteers in the delivery of health education activities and services									25.4	27.4	No linear change	Not available	No change
Linked parents and families to health services and programs in the community									66.6	55.0	Decreased, 2014-2016	Not available	Decreased
Percentage of schools that use electronic, paper, or oral communication to inform parents about school health services and programs									63.1	65.1	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									20.2	21.9	No linear change	Not available	No change
Percentage of schools that provide service-learning opportunities for students									51.9	52.1	No linear change	Not available	No change
Percentage of schools that provide peer tutoring opportunities for students									64.8	63.6	No linear change	Not available	No change
Percentage of schools in which students' families helped develop or implement policies and programs related to school health during the past two years									35.6	29.9	No linear change	Not available	No change
SSE PM 5. Percentage of schools that implement school connectedness strategies									60.9	62.9	No linear change	Not available	No change
SSE PM 6. Percentage of schools that implement parent engagement strategies for all students									39.2	28.1	Decreased, 2014-2016	Not available	Decreased

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<b>Required Health Education</b>													
Percentage of schools in which students take only one required health education course	48.4	44.5	42.4	41.4	35.5	40.4	40.2		46.8	50.2	No linear change	Decreased, 1998-2006 Increased, 2006-2016	No change
Percentage of schools in which students take two or more required health education courses	35.0	41.0	42.3	36.4	44.4	47.2	44.7		41.2	41.5	No linear change	No quadratic change	No change
Percentage of schools that taught a required health education course in the following grades:*													
6th grade	44.4	49.9	43.8	32.9	39.0	45.7	46.9		35.0	34.1	No linear change	No quadratic change	No change
7th grade	47.3	51.5	48.9	37.9	42.8	49.4	43.9		42.0	40.7	No linear change	No quadratic change	No change
8th grade	47.3	51.1	47.7	40.0	44.0	53.1	48.7		45.4	51.9	No linear change	No quadratic change	No change
9th grade	65.0	61.0	67.4	62.5	65.9	73.8	67.2		70.6	75.0	Increased, 1998-2016	No quadratic change	No change

\* 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.

<sup>1</sup>Based on trend analyses using a logistic regression model,  $p < 0.05$ .

<sup>2</sup>Based on t-test analysis,  $p < 0.05$ .



# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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	57.3	54.9	50.6	44.2	44.5	55.5	46.7		46.7	56.8	No linear change	Decreased, 1998-2004 Increased, 2004-2016	No change
11th grade	47.1	41.1	39.8	37.8	42.3	49.4	40.2		36.9	54.4	No linear change	No quadratic change	Increased
12th grade	44.7	38.6	41.9	35.8	34.9	46.3	33.8		32.4	53.1	No linear change	No quadratic change	Increased
Among schools that required a health education course, percentage that required students who fail the course to repeat it				87.0	85.1	81.2	84.8		79.9	78.2	Decreased, 2004-2016	No quadratic change	No change
Percentage of schools in which those who teach health education are provided with the following materials:													
Goals, objectives, and expected outcomes for health education						82.1	75.2		70.7	73.2	Decreased, 2008-2016	Not available	No change
A chart describing the annual scope and sequence of instruction for health education						55.5	46.0		43.2	53.0	No linear change	Not available	No change

\* 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.

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					51.0	48.0			48.4	51.9	No linear change	Not available	No change
A written health education curriculum					68.2	62.6			64.6	64.3	No linear change	Not available	No change
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					89.4	86.5			84.5	82.0	No linear change	Not available	No change
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors					88.0	84.5			80.1	80.8	No linear change	Not available	No change
Accessing valid information and products and services to enhance health					79.7	75.8			72.0	71.3	No linear change	Not available	No change
Using interpersonal communication skills to enhance health and avoid or reduce health risks					88.3	84.9			79.4	83.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					90.3	87.1			82.8	82.9	Decreased, 2008-2016	Not available	No change
Using goal-setting skills to enhance health					88.3	84.8			77.8	79.8	Decreased, 2008-2016	Not available	No change
Practicing health-enhancing behaviors to avoid or reduce risks					89.5	86.0			78.8	83.0	Decreased, 2008-2016	Not available	No change
Advocating for personal, family, and community health					86.0	78.8			76.8	81.2	No linear change	Not available	No change
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									60.8	69.5	No linear change	Not available	No change
A written health education curriculum that includes objectives and content addressing sexual health education									59.5	65.5	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									40.2	50.7	No linear change	Not available	No change
Strategies that are age-appropriate, relevant, and actively engage students in learning									55.8	58.4	No linear change	Not available	No change
Methods to assess student knowledge and skills related to sexual health education									52.4	60.1	No linear change	Not available	No change
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							18.4		15.7	33.0	Increased, 2010-2016	Not available	Increased
Percentage of schools in which health education instruction is required in any of grades 6 through 12							84.3		85.4	85.7	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					91.9	89.2		87.2	87.4	No linear change	Not available	No change	
Asthma					32.1	35.1		35.5	32.3	No linear change	Not available	No change	
Emotional and mental health					85.2	81.0		77.3	82.4	No linear change	Not available	No change	
Epilepsy or seizure disorder								25.9	25.6	No linear change	Not available	No change	
Food allergies								48.1	42.8	No linear change	Not available	No change	
Foodborne illness prevention					54.7	60.1		51.0	50.3	No linear change	Not available	No change	
Human immunodeficiency virus (HIV) prevention					78.1	68.2		62.1	60.0	Decreased, 2008-2016	Not available	No change	
Human sexuality					78.2	69.7		62.7	55.1	Decreased, 2008-2016	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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)									73.9	67.9	No linear change	Not available	No change
Injury prevention and safety					84.1	76.2		74.8	78.8		No linear change	Not available	No change
Nutrition and dietary behavior					91.6	87.6		89.0	90.2		No linear change	Not available	No change
Physical activity and fitness					95.5	94.2		93.0	92.9		No linear change	Not available	No change
Pregnancy prevention					66.8	64.4		59.6	58.3		No linear change	Not available	No change
Sexually transmitted disease (STD) prevention					76.2	68.8		62.1	60.7		Decreased, 2008-2016	Not available	No change
Suicide prevention					66.3	65.4		73.4	72.1		No linear change	Not available	No change
Tobacco-use prevention					89.8	86.8		86.1	86.7		No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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)					87.8	81.5		87.8	83.8	No linear change	Not available	No change	
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					78.9	71.9		70.1	75.1	No linear change	Not available	No change	
Identifying short- and long-term health consequences of tobacco use					84.9	77.6		73.5	75.9	Decreased, 2008-2016	Not available	No change	
Identifying social, economic, and cosmetic consequences of tobacco use					71.9	65.1		63.1	70.5	No linear change	Not available	No change	
Understanding the addictive nature of nicotine					80.8	73.7		70.6	73.0	No linear change	Not available	No change	
Effects of tobacco use on athletic performance					74.3	69.7		65.7	66.1	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>	
	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					79.6	70.5		67.7	73.9	No linear change	Not available	No change		
Understanding the social influences on tobacco use, including media, family, peers, and culture					75.5	69.4		67.9	70.7	No linear change	Not available	No change		
Identifying reasons why students do and do not use tobacco					79.9	69.7		63.6	71.2	Decreased, 2008-2016	Not available	No change		
Making accurate assessments of how many peers use tobacco					52.1	52.4		52.3	52.4	No linear change	Not available	No change		
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)					78.5	69.7		65.2	70.1	No linear change	Not available	No change		
Using goal-setting and decision-making skills related to not using tobacco					73.7	67.1		60.4	64.9	Decreased, 2008-2016	Not available	No change		

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

<sup>2</sup>Based on t-test analysis, p < 0.05.



# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					66.2	60.0			55.3	58.0	No linear change	Not available	No change
Supporting others who abstain from or want to quit using tobacco					69.9	59.8			55.9	60.9	No linear change	Not available	No change
Identifying harmful effects of tobacco use on fetal development					73.4	63.3			57.1	63.4	Decreased, 2008-2016	Not available	No change
Relationship between using tobacco and alcohol or other drugs									60.0	66.4	No linear change	Not available	No change
How addiction to tobacco use can be treated									57.6	65.1	No linear change	Not available	No change
Understanding school policies and community laws related to the sale and use of tobacco products									61.9	66.0	No linear change	Not available	No change
Benefits of tobacco cessation programs									44.7	58.4	Increased, 2014-2016	Not available	Increased

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					64.9	43.1			36.2	40.1	Decreased, 2008-2016	Not available	No change
Health consequences of HIV, other STDs, and pregnancy					61.3	41.6			40.5	39.6	Decreased, 2008-2016	Not available	No change
The benefits of being sexually abstinent					59.6	44.6			40.9	39.0	Decreased, 2008-2016	Not available	No change
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy					53.3	41.9			32.8	36.1	Decreased, 2008-2016	Not available	No change
The influences of family, peers, media, technology and other factors on sexual risk behaviors									36.4	38.0	No linear change	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy					50.9	39.3			34.6	35.7	Decreased, 2008-2016	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					56.7	38.9		34.2	34.6		Decreased, 2008-2016	Not available	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors								34.6	36.4		No linear change	Not available	No change
Efficacy of condoms, that is, how well condoms work and do not work						27.1		24.9	31.2		No linear change	Not available	No change
The importance of using condoms consistently and correctly						26.4		21.5	30.4		No linear change	Not available	No change
How to obtain condoms						17.8		19.4	26.0		No linear change	Not available	No change
How to correctly use a condom						10.9		17.0	19.6		No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>	
	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									20.6	28.9	No linear change	Not available	No change	
How to create and sustain healthy and respectful relationships									41.6	47.4	No linear change	Not available	No change	
The importance of limiting the number of sexual partners									29.5	31.7	No linear change	Not available	No change	
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									26.2	32.5	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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						65.8			60.0	58.6	No linear change	Not available	No change
Health consequences of HIV, other STDs, and pregnancy						65.2			61.1	57.3	No linear change	Not available	No change
The benefits of being sexually abstinent					66.6	65.1			60.4	57.4	No linear change	Not available	No change
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy					63.9	61.7			55.9	51.2	Decreased, 2008-2016	Not available	No change
The influences of family, peers, media, technology and other factors on sexual risk behaviors									58.4	53.2	No linear change	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy					63.1	58.2			52.6	54.0	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					64.1	56.9			50.0	52.3	Decreased, 2008-2016	Not available	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors								51.7	51.0	No linear change	Not available	No change	
Efficacy of condoms, that is, how well condoms work and do not work					61.0	49.0			52.4	46.6	No linear change	Not available	No change
The importance of using condoms consistently and correctly					59.2	47.9			47.8	41.9	Decreased, 2008-2016	Not available	No change
How to obtain condoms					55.8	39.5			46.1	39.0	No linear change	Not available	No change
How to correctly use a condom						30.0			37.8	34.2	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									47.2	42.0	No linear change	Not available	No change
How to create and sustain healthy and respectful relationships									58.0	57.9	No linear change	Not available	No change
The importance of limiting the number of sexual partners									53.2	49.5	No linear change	Not available	No change
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									51.7	52.0	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									29.3	34.0	No linear change	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									26.5	33.9	No linear change	Not available	No change
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									25.8	29.4	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									29.5	38.4	No linear change	Not available	No change
Use decision-making skills to prevent HIV, other STDs, and pregnancy									30.6	34.2	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.



# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									35.1	40.3	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									29.2	33.0	No linear change	Not available	No change
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									54.5	57.3	No linear change	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									52.1	52.7	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									50.1	45.3	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									48.3	55.8	No linear change	Not available	No change
Use decision-making skills to prevent HIV, other STDs, and pregnancy									47.8	56.2	No linear change	Not available	No change
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									49.7	58.8	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									49.6	53.4	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>	
	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					86.0	83.1		84.8	86.9	No linear change	Not available	No change		
Benefits of drinking plenty of water								83.6	86.3	No linear change	Not available	No change		
Benefits of eating breakfast every day								79.8	84.3	No linear change	Not available	No change		
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, MyPyramid)								74.5	76.9	No linear change	Not available	No change		
Using food labels					76.7	72.2		74.4	75.2	No linear change	Not available	No change		
Differentiating between nutritious and non-nutritious beverages								78.1	80.4	No linear change	Not available	No change		
Balancing food intake and physical activity					84.0	80.1		80.0	82.0	No linear change	Not available	No change		
Eating more fruits, vegetables, and whole grain products					84.0	80.6		80.7	82.9	No linear change	Not available	No change		

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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)					77.6	75.5			74.2	76.1	No linear change	Not available	No change
Choosing foods, snacks, and beverages that are low in added sugars									75.9	80.4	No linear change	Not available	No change
Choosing foods and snacks that are low in sodium									70.3	72.5	No linear change	Not available	No change
Eating a variety of foods that are high in calcium									68.4	66.2	No linear change	Not available	No change
Eating a variety of foods that are high in iron									63.4	63.0	No linear change	Not available	No change
Food safety					66.2	65.0			64.7	67.4	No linear change	Not available	No change
Preparing healthy meals and snacks					77.6	73.0			70.5	74.9	No linear change	Not available	No change
Risks of unhealthy weight control practices					75.8	71.6			69.6	73.0	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					74.1	69.5			70.3	70.3	No linear change	Not available	No change
Signs, symptoms, and treatment for eating disorders					68.3	62.0			61.5	62.7	No linear change	Not available	No change
Relationship between diet and chronic diseases									61.0	66.8	No linear change	Not available	No change
Assessing body mass index (BMI)									57.3	53.3	No linear change	Not available	No change
Percentage of schools that taught all 20 nutrition and dietary behavior topics during the current school year									39.8	41.9	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									80.9	83.5	No linear change	Not available	No change
Mental and social benefits of physical activity									83.3	85.3	No linear change	Not available	No change
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						85.8	82.1		81.4	84.5	No linear change	Not available	No change
Phases of a workout (i.e., warm-up, workout, cool down)						84.6	81.5		76.5	81.3	No linear change	Not available	No change
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity									71.8	76.0	No linear change	Not available	No change
Decreasing sedentary activities (e.g., television viewing)						72.0	70.6		78.8	81.5	Increased, 2008-2016	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					80.7	77.0			77.1	79.4	No linear change	Not available	No change
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)					74.9	71.3			67.9	68.2	No linear change	Not available	No change
Dangers of using performance-enhancing drugs (e.g., steroids)					67.1	61.3			60.5	61.9	No linear change	Not available	No change
Increasing daily physical activity									85.1	86.4	No linear change	Not available	No change
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)									76.8	82.0	No linear change	Not available	No change
Using safety equipment for specific physical activities									66.1	74.5	No linear change	Not available	No change
Benefits of drinking water before, during, and after physical activity									81.3	82.8	No linear change	Not available	No change
Percentage of schools that taught all 13 physical activity topics during the current school year									45.8	49.5	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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									22.6	23.5	No linear change	Not available	No change
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									25.3	31.5	No linear change	Not available	No change
ESHE_PM_2c: Percentage of schools in which those who teach sexual health education are provided with key materials for teaching sexual health education									37.6	46.3	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.



# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<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	47.6	56.2	51.1	54.6	59.4	56.1		56.6	54.6	No linear change	No quadratic change	No change	
Health services staff (e.g., nurses)	45.3	50.1	48.7	42.7	40.9	48.1		46.2	50.3	No linear change	No quadratic change	No change	
Mental health or social services staff (e.g., psychologists, counselors, social workers)	52.9	56.0	50.8	45.9	55.9	53.4		45.1	51.0	No linear change	No quadratic change	No change	
Nutrition or food service staff	17.3	19.6	15.8	24.6	28.3	29.7		23.7	31.8	Increased, 2000-2016	No quadratic change	No change	
School health council, committee, or team							27.2	21.9	24.1	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

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	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					22.0	13.5		12.5	17.2	No linear change	Not available	No change	
Tobacco-use prevention					24.0	34.2		26.1	34.3	No linear change	Not available	No change	
Physical activity					32.9	33.7		36.9	32.1	No linear change	Not available	No change	
Nutrition and healthy eating					32.2	36.0		34.9	34.2	No linear change	Not available	No change	
Asthma					10.1	11.0		7.3	12.8	No linear change	Not available	No change	
Food allergies								13.1	15.4	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>	
	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									14.7	17.0	No linear change	Not available	No change	
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									44.3	46.5	No linear change	Not available	No change	
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									39.1	35.2	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<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	40.6	46.4	43.4	47.9	31.5	30.7		33.7	33.7		Decreased, 2000-2016	No quadratic change	No change
Asthma					14.9	11.8	11.2	10.9	10.5		No linear change	Not available	No change
Emotional and mental health	34.1	33.5	38.0	33.1	31.5	27.7		35.6	47.3		No linear change	No change, 2000-2010 Increased, 2010-2016	Increased
Epilepsy or seizure disorder								12.1	14.9		No linear change	Not available	No change
Food allergies								11.4	15.9		No linear change	Not available	No change
Foodborne illness prevention					20.1	15.9	24.6	14.3	21.9		No linear change	Not available	No change
HIV prevention	30.9	28.1	33.7	25.7	26.7	17.8		18.5	20.9		Decreased, 2000-2016	No quadratic change	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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		11.5	14.7	18.0	15.5	15.7	9.9		11.1	17.9	No linear change	No quadratic change	No change
Infectious disease prevention (e.g., flu prevention)									36.5	38.7	No linear change	Not available	No change
Injury prevention and safety		40.8	50.5	45.4	30.5	33.9	32.3		36.5	41.4	Decreased, 2000-2016	Decreased, 2000-2010 No change, 2010-2016	No change
Nutrition and dietary behavior		18.1	21.3	22.4	21.3	23.5	23.6		21.5	24.3	No linear change	No quadratic change	No change
Physical activity and fitness		22.9	29.7	29.9	29.9	31.6	29.6		32.4	29.8	No linear change	No quadratic change	No change
Pregnancy prevention		14.0	14.4	14.5	12.6	18.2	10.2		10.5	10.5	No linear change	No quadratic change	No change
STD prevention		17.3	19.1	21.3	21.5	20.1	13.2		11.2	12.1	Decreased, 2000-2016	No change, 2000-2006 Decreased, 2006-2016	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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	30.7	23.5	34.1	34.5	22.7	24.2			57.9	61.3	Increased, 2000-2016	No change, 2000-2010 Increased, 2010-2016	No change
Tobacco-use prevention	25.8	33.9	30.0	26.0	21.0	21.8			25.4	28.8	No linear change	No quadratic change	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)	41.5	47.3	47.2	50.8	38.9	36.5			52.9	54.0	No linear change	No quadratic change	No change
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	45.9	37.9	48.0	55.3	42.2	46.8			43.4	53.7	No linear change	No quadratic change	No change
Teaching students of various cultural backgrounds	61.2	57.0	63.7	65.9	50.5	55.2			51.4	60.3	No linear change	No quadratic change	No change
Teaching students with limited English proficiency	30.3	33.4	40.2	40.2	38.9	39.4			43.5	47.3	Increased, 2000-2016	No quadratic change	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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							11.5		8.4	14.3	No linear change	Not available	No change
Using interactive teaching methods (e.g., role plays, cooperative group activities)	53.1	55.4	46.2	50.8	53.0	58.2		52.9	54.1		No linear change	No quadratic change	No change
Encouraging family or community involvement	49.9	46.2	51.9	50.3	36.3	38.6		40.5	51.5		No linear change	No quadratic change	Increased
Teaching skills for behavior change	42.0	38.1	49.6	43.2	43.8	42.2		43.4	41.2		No linear change	No quadratic change	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)					50.4	47.5	59.0		57.3	61.7	Increased, 2006-2016	Not available	No change
Assessing or evaluating students in health education					28.2	22.9	14.7		18.5	25.9	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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		70.0	60.0	61.9	67.8	72.3	68.0		61.9	60.4	No linear change	No quadratic change	No change
Asthma					54.1	53.1	44.2		37.2	40.9	Decreased, 2006-2016	Not available	No change
Emotional and mental health		67.8	63.9	58.6	71.6	77.2	70.2		65.6	75.3	Increased, 2000-2016	No quadratic change	No change
Epilepsy or seizure disorder									39.1	43.2	No linear change	Not available	No change
Food allergies									42.7	48.3	No linear change	Not available	No change
Foodborne illness prevention					48.1	51.3	43.0		38.4	42.3	Decreased, 2006-2016	Not available	No change
HIV prevention		60.9	51.6	53.2	57.3	67.5	49.6		50.1	47.8	Decreased, 2000-2016	No quadratic change	No change
Human sexuality		49.6	46.1	40.9	53.5	67.7	50.5		54.8	55.2	Increased, 2000-2016	No quadratic change	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.



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## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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)									47.5	51.8	No linear change	Not available	No change
Injury prevention and safety	48.1	43.8	39.8	58.0	63.6	50.6		48.8	46.6	No linear change	Increased, 2000-2008 Decreased, 2008-2016	No change	
Nutrition and dietary behavior	61.4	59.1	54.5	66.0	70.1	62.1		56.9	58.2	No linear change	No quadratic change	No change	
Physical activity and fitness	52.5	54.1	51.8	60.3	69.0	58.3		56.5	58.4	No linear change	No quadratic change	No change	
Pregnancy prevention	55.5	46.7	48.2	53.5	67.2	50.1		53.5	47.8	No linear change	No quadratic change	No change	
STD prevention	58.9	52.5	50.6	55.8	70.4	53.3		52.5	50.7	No linear change	No quadratic change	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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	72.0	72.3	65.0	72.3	75.4	68.2		63.1	65.4	No linear change	No quadratic change	No change	
Tobacco-use prevention	63.4	60.7	58.6	63.1	68.1	58.8		56.1	57.2	No linear change	No quadratic change	No change	
Violence prevention (e.g., bullying, fighting, dating violence prevention)	76.7	73.2	70.0	68.2	74.9	72.6		68.9	67.5	No linear change	No quadratic change	No change	
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	64.7	60.7	57.9	60.2	64.0	51.6		52.1	62.9	No linear change	No quadratic change	Increased	
Teaching students of various cultural backgrounds	55.2	50.5	53.4	54.7	60.3	51.8		46.2	54.1	No linear change	No quadratic change	No change	
Teaching students with limited English proficiency	54.7	45.6	48.2	49.9	55.0	44.1		47.3	48.6	No linear change	No quadratic change	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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							42.8		45.7	48.0	No linear change	Not available	No change
Using interactive teaching methods (e.g., role plays, cooperative group activities)	61.6	57.5	58.7	58.2	68.2	58.1		53.1	55.9		No linear change	No quadratic change	No change
Encouraging family or community involvement	69.1	63.8	66.5	62.5	71.7	62.4		59.8	64.8		No linear change	No quadratic change	No change
Teaching skills for behavior change	79.8	72.4	78.1	71.3	76.2	71.8		68.1	76.7		No linear change	No quadratic change	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)					65.9	67.0	58.7		60.3	65.1	No linear change	Not available	No change
Assessing or evaluating students in health education					62.5	62.0	58.3		52.3	61.3	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
<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 education or health and physical education combined (a or b)	14.3	15.2	13.0	13.8	18.9	17.3		19.0	18.1	No linear change	No quadratic change	No change	
Physical education, kinesiology, exercise science or exercise physiology (c or e)				7.4	8.8	7.4		10.7	8.7	No linear change	Not available	No change	
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)				20.4	25.7	14.5		15.4	20.7	No linear change	Not available	No change	
Nursing or counseling (h or i)	11.7	16.9	19.7	10.3	6.6	8.5		5.3	0.6	Decreased, 2000-2016	Increased, 2000-2004 Decreased, 2004-2016	Decreased	
Public health or other (j or l)	0.4	18.4	27.3	14.4	9.3	20.8		20.5	19.2	Increased, 2000-2016	Increased, 2000-2004 No change, 2004-2016	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

# ALASKA

## 2016 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence										Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2014-2016 Change <sup>2</sup>
	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					26.7	28.2	29.2		29.9	31.7	No linear change	Not available	No change
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		21.7	15.0	18.7	23.1	21.0			26.0	18.0	No linear change	No quadratic change	No change
2 to 5 years		35.6	35.6	33.8	30.3	38.9	33.7		35.8	45.1	No linear change	No quadratic change	No change
6 to 9 years		14.1	16.8	14.8	19.0	12.5	18.6		12.6	14.4	No linear change	No quadratic change	No change
10 to 14 years		13.4	17.5	11.1	11.4	13.7	11.8		12.3	9.6	No linear change	No quadratic change	No change
15 years or more		15.2	15.1	21.6	16.2	13.9	14.9		13.3	12.9	No linear change	No quadratic change	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.