

NORTH DAKOTA
2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
School Health Coordination													
Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas:													
Physical activity									44.5	40.7	No linear change	Not available	No change
Nutrition									52.5	41.6	Decreased, 2014-2016	Not available	Decreased
Tobacco-use prevention									51.5	40.5	Decreased, 2014-2016	Not available	Decreased
Asthma									21.5	19.4	No linear change	Not available	No change
Injury and violence prevention									39.4	29.4	Decreased, 2014-2016	Not available	Decreased
HIV, STD, and teen pregnancy prevention									38.1	29.4	Decreased, 2014-2016	Not available	Decreased

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

²Based 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									34.6	29.7	Decreased, 2014-2016	Not available	Decreased
Physical education									34.5	32.6	No linear change	Not available	No change
Physical activity									28.8	30.5	No linear change	Not available	No change
School meal programs									35.2	34.6	No linear change	Not available	No change
Foods and beverages available at school outside the school meal programs									28.1	31.8	No linear change	Not available	No change
Health services									21.3	27.1	Increased, 2014-2016	Not available	Increased
Percentage of schools that reviewed health and safety data as part of school's improvement planning process*									62.9	65.2	No linear change	Not available	No change

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

¹Based 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									70.2	75.2	Increased, 2014-2016	Not available	Increased
Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics									47.1	44.4	No linear change	Not available	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									46.8	60.2	Increased, 2014-2016	Not available	Increased
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team									51.6	66.3	Increased, 2014-2016	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									51.6	41.2	Decreased, 2014-2016	Not available	Decreased
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members									69.1	83.2	Increased, 2014-2016	Not available	Increased
Reviewed health-related curricula or instructional materials									55.9	66.2	Increased, 2014-2016	Not available	Increased
Assessed the availability of physical activity opportunities for students									60.7	63.9	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
School Connectedness													
Percentage of schools that have any clubs that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures									32.6	34.7	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									81.9	82.5	No linear change	Not available	No change
Special events sponsored by the school or community organizations (e.g., multicultural week, family night)									38.5	49.4	Increased, 2014-2016	Not available	Increased

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Sexual Orientation													
Percentage of schools that have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity									14.3	14.4	No linear change	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									43.1	47.8	No linear change	Not available	No change
Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity									81.2	85.5	Increased, 2014-2016	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									46.8	51.4	No linear change	Not available	No change

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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									31.4	36.8	Increased, 2014-2016	Not available	Increased
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth									30.8	36.2	Increased, 2014-2016	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									5.2	5.9	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Bullying and Sexual Harassment													
Percentage of schools in which staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression									82.9	78.8	Decreased, 2014-2016	Not available	Decreased
Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression									93.3	93.7	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									95.9	92.3	Decreased, 2014-2016	Not available	Decreased
SSE PM 4. Percentage of schools that prevent bullying and sexual harassment, including electronic aggression, among all students									51.2	38.8	Decreased, 2014-2016	Not available	Decreased

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Required Physical Education													
Percentage of schools that taught required physical education in the following grades:*													
6th grade									100.0	100.0	§	Not available	¶
7th grade									100.0	100.0	§	Not available	¶
8th grade									100.0	100.0	§	Not available	¶
9th grade									91.2	94.9	Increased, 2014-2016	Not available	Increased
10th grade									55.3	50.0	No linear change	Not available	No change
11th grade									25.7	21.7	No linear change	Not available	No change
12th grade									23.0	21.2	No linear change	Not available	No change

* 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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²Based on t-test analysis, $p < 0.05$.

§ Analysis cannot be conducted when response rates are 100% for a census or prevalence estimates are all 0% or 100%.

¶ Analysis cannot be conducted when response rates are 100% for a census or 2014 and 2016 prevalence estimates are both 0% or 100%.

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Physical Education and Physical Activity													
Percentage of schools in which physical education teachers or specialists received professional development on physical education or physical activity during the past year									75.8	84.6	Increased, 2014-2016	Not available	Increased
Percentage of schools in which those who teach physical education are provided with the following materials:													
Goals, objectives, and expected outcomes for physical education									89.8	93.5	Increased, 2014-2016	Not available	Increased
A chart describing the annual scope and sequence of instruction for physical education									53.9	59.8	Increased, 2014-2016	Not available	Increased
Plans for how to assess student performance in physical education									70.9	72.0	No linear change	Not available	No change
A written physical education curriculum									70.3	72.6	No linear change	Not available	No change
Resources for fitness testing									87.1	88.9	No linear change	Not available	No change
Physical activity monitoring devices, such as pedometers or heart rate monitors, for physical education									73.7	75.3	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									31.7	43.2	Increased, 2014-2016	Not available	Increased
Percentage of schools that offer opportunities for all students to participate in intramural sports programs or physical activity clubs									39.6	45.4	Increased, 2014-2016	Not available	Increased
Percentage of schools that offer interscholastic sports to students									91.2	93.4	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									57.7	63.1	Increased, 2014-2016	Not available	Increased
Percentage of schools that have a joint use agreement for shared use of school or community physical activity facilities									56.1	57.4	No linear change	Not available	No change
CSPAP (2.6.03). Percentage of schools that have established, implemented, or evaluated CSPAP									2.4	4.3	Increased, 2014-2016	Not available	Increased

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Tobacco-Use Prevention Policies													
Percentage of schools that have adopted a policy prohibiting tobacco use									100.0	98.6	Decreased, 2014-2016	Not available	Decreased
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									56.0	53.1	No linear change	Not available	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									85.9	88.3	No linear change	Not available	No change
Percentage of schools that provide tobacco cessation services for the following:													
Faculty and staff									26.1	27.1	No linear change	Not available	No change
Students									29.8	27.8	No linear change	Not available	No change

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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									39.8	37.1	No linear change	Not available	No change
Students									45.3	35.4	Decreased, 2014-2016	Not available	Decreased
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)									42.6	39.0	No linear change	Not available	No change

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Nutrition-Related Policies and Practices													
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered									24.3	22.0	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									5.2	4.7	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									67.9	67.1	No linear change	Not available	No change
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									23.0	10.0	Decreased, 2014-2016	Not available	Decreased
Other kinds of candy									26.3	13.3	Decreased, 2014-2016	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:													
Salty snacks that are not low in fat (e.g., regular potato chips)									21.4	12.2	Decreased, 2014-2016	Not available	Decreased
Low sodium or “no added salt” pretzels, crackers, or chips									37.0	35.3	No linear change	Not available	No change
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat									18.9	8.9	Decreased, 2014-2016	Not available	Decreased
Ice cream or frozen yogurt that is not low in fat									4.0	2.0	Decreased, 2014-2016	Not available	Decreased
2% or whole milk (plain or flavored)									12.0	9.1	No linear change	Not available	No change
Nonfat or 1% (low-fat) milk (plain)									18.0	18.5	No linear change	Not available	No change
Water ices or frozen slushes that do not contain juice									8.7	6.9	No linear change	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:													
Soda pop or fruit drinks that are not 100% juice									32.1	21.4	Decreased, 2014-2016	Not available	Decreased
Sports drinks (e.g., Gatorade)									56.1	47.2	Decreased, 2014-2016	Not available	Decreased
Energy drinks (e.g., Red Bull, Monster)									3.3	1.4	Decreased, 2014-2016	Not available	Decreased
Bottled water									62.8	64.0	No linear change	Not available	No change
100% fruit or vegetable juice									44.8	46.1	No linear change	Not available	No change
Foods or beverages containing caffeine									28.1	20.2	Decreased, 2014-2016	Not available	Decreased
Fruits (not fruit juice)									17.6	16.1	No linear change	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)									9.8	8.6	No linear change	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									8.6	9.2	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									39.0	41.0	No linear change	Not available	No change
Provided information to students or families on the nutrition and caloric content of foods available									45.6	41.8	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									18.1	24.9	Increased, 2014-2016	Not available	Increased
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics									17.3	14.6	No linear change	Not available	No change
Served locally or regionally grown foods in the cafeteria or classrooms									62.4	61.1	No linear change	Not available	No change
Planted a school food or vegetable garden									15.6	20.2	Increased, 2014-2016	Not available	Increased
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access									64.4	65.7	No linear change	Not available	No change
Used attractive displays for fruits and vegetables in the cafeteria									58.5	67.5	Increased, 2014-2016	Not available	Increased
Offered a self-serve salad bar to students									89.9	91.2	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:													
Labeled healthful foods with appealing names (e.g., crunchy carrots)									16.9	14.1	No linear change	Not available	No change
Encouraged students to drink plain water									80.0	80.0	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									23.3	30.8	Increased, 2014-2016	Not available	Increased
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes									25.9	37.8	Increased, 2014-2016	Not available	Increased

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Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:													
In school buildings									55.8	61.5	Increased, 2014-2016	Not available	Increased
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus									53.4	56.8	No linear change	Not available	No change
On school buses or other vehicles used to transport students									62.6	66.1	No linear change	Not available	No change
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)									52.0	61.0	Increased, 2014-2016	Not available	Increased
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)									55.4	60.2	No linear change	Not available	No change

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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									97.2	97.1	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									96.5	97.4	No linear change	Not available	No change
Cafeteria during lunch									97.2	97.4	No linear change	Not available	No change
Gymnasium or other indoor physical activity facilities									98.0	97.4	No linear change	Not available	No change
Outdoor physical activity facilities and sports fields									69.0	70.5	No linear change	Not available	No change
Hallways throughout the school									99.4	100.0	Increased, 2014-2016	Not available	Increased

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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)									36.4	48.8	Increased, 2014-2016	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									44.3	50.4	Increased, 2014-2016	Not available	Increased
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									8.6	9.2	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									45.6	41.8	No linear change	Not available	No change

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SSNE 5 (2.3.09). Percentage of schools that place fruits and vegetables near the cafeteria cashier, where they are easy to access									64.4	65.7	No linear change	Not available	No change
SSNE 6 (2.3.10). Percentage of schools that allow students to have access to drinking water									64.8	66.0	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									24.3	22.0	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									9.8	8.6	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Health Services													
Percentage of schools that have a full-time registered nurse who provides health services to students									4.6	5.6	No linear change	Not available	No change
Percentage of schools that provide the following services to students:													
HIV testing									1.3	0.0	Decreased, 2014-2016	Not available	Decreased
HIV treatment									0.6	0.0	Decreased, 2014-2016	Not available	Decreased
STD testing									1.3	0.0	Decreased, 2014-2016	Not available	Decreased
STD treatment									1.2	0.0	Decreased, 2014-2016	Not available	Decreased
Pregnancy testing									1.9	0.0	Decreased, 2014-2016	Not available	Decreased
Provision of condoms									0.0	0.0	§	Not available	¶
Provision of condom-compatible lubricants (i.e., water-or silicone-based)									0.0	0.0	§	Not available	¶

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§ Analysis cannot be conducted when response rates are 100% for a census or prevalence estimates are all 0% or 100%.

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NORTH DAKOTA
2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provide the following services to students:													
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])									0.0	0.0	§	Not available	¶
Prenatal care									1.3	0.0	Decreased, 2014-2016	Not available	Decreased
Human papillomavirus (HPV) vaccine administration									3.9	2.8	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									43.2	27.1	Decreased, 2014-2016	Not available	Decreased
HIV treatment									41.2	32.0	Decreased, 2014-2016	Not available	Decreased
STD testing									45.8	27.3	Decreased, 2014-2016	Not available	Decreased
STD treatment									43.7	26.0	Decreased, 2014-2016	Not available	Decreased

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NORTH DAKOTA
2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:													
Pregnancy testing									46.7	27.2	Decreased, 2014-2016	Not available	Decreased
Provision of condoms									29.6	19.8	Decreased, 2014-2016	Not available	Decreased
Provision of condom-compatible lubricants (i.e., water-or silicone-based)									28.2	19.8	Decreased, 2014-2016	Not available	Decreased
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])									29.6	23.4	Decreased, 2014-2016	Not available	Decreased
Prenatal care									41.9	27.5	Decreased, 2014-2016	Not available	Decreased
Human papillomavirus (HPV) vaccine administration									40.7	37.9	No linear change	Not available	No change

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²Based on t-test analysis, p < 0.05.

NORTH DAKOTA
2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible									47.4	45.5	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									89.1	88.4	No linear change	Not available	No change
Food allergies									91.7	91.0	No linear change	Not available	No change
Diabetes									90.4	86.6	Decreased, 2014-2016	Not available	Decreased
Epilepsy or seizure disorder									87.8	85.5	No linear change	Not available	No change
Obesity									16.2	17.5	No linear change	Not available	No change
Hypertension/high blood pressure									42.6	44.0	No linear change	Not available	No change

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2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that 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									43.9	38.0	Decreased, 2014-2016	Not available	Decreased
Food allergies									43.8	37.9	Decreased, 2014-2016	Not available	Decreased
Diabetes									43.9	37.3	Decreased, 2014-2016	Not available	Decreased
Epilepsy or seizure disorder									43.9	35.9	Decreased, 2014-2016	Not available	Decreased
Obesity									28.3	26.1	No linear change	Not available	No change
Hypertension/high blood pressure									34.4	32.5	No linear change	Not available	No change

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NORTH DAKOTA
2016 School Health Profiles Report
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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
SHS PM 2. Percentage of schools that provide students with on-site services or referrals to healthcare providers for 7 key sexual health services									26.8	19.8	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)									93.1	91.7	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									47.4	45.5	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									45.9	40.0	Decreased, 2014-2016	Not available	Decreased

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NORTH DAKOTA
2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Family and Community Involvement													
Percentage of schools that have done any of the following activities during the current school year:													
Provided parents and families with information about how to communicate with their child about sex									12.1	15.2	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)									50.9	38.0	Decreased, 2014-2016	Not available	Decreased
Involved parents as school volunteers in the delivery of health education activities and services									15.0	17.8	No linear change	Not available	No change
Linked parents and families to health services and programs in the community									49.6	54.3	No linear change	Not available	No change
Percentage of schools that use electronic, paper, or oral communication to inform parents about school health services and programs									68.2	66.4	No linear change	Not available	No change

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NORTH DAKOTA
2016 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that participate in a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program									18.6	14.9	Decreased, 2014-2016	Not available	Decreased
Percentage of schools that provide service-learning opportunities for students									51.8	51.5	No linear change	Not available	No change
Percentage of schools that provide peer tutoring opportunities for students									74.3	72.3	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									29.1	32.9	No linear change	Not available	No change
SSE PM 5. Percentage of schools that implement school connectedness strategies									64.2	66.2	No linear change	Not available	No change
SSE PM 6. Percentage of schools that implement parent engagement strategies for all students									38.2	33.1	Decreased, 2014-2016	Not available	Decreased

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Required Health Education													
Percentage of schools in which students take only one required health education course									21.6	23.9	No linear change	Not available	No change
Percentage of schools in which students take two or more required health education courses									76.9	72.7	No linear change	Not available	No change
Percentage of schools that taught a required health education course in the following grades:*													
6th grade									52.5	53.4	No linear change	Not available	No change
7th grade									89.7	87.7	No linear change	Not available	No change
8th grade									88.5	86.8	No linear change	Not available	No change
9th grade									74.0	67.8	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.

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools that taught a required health education course in the following grades:*													
10th grade									34.4	26.6	Decreased, 2014-2016	Not available	Decreased
11th grade									6.9	6.5	No linear change	Not available	No change
12th grade									8.4	9.0	No linear change	Not available	No change
Among schools that required a health education course, percentage that required students who fail the course to repeat it									54.9	56.0	No linear change	Not available	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									73.5	83.3	Increased, 2014-2016	Not available	Increased
A chart describing the annual scope and sequence of instruction for health education									49.3	52.5	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.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which those who teach health education are provided with the following materials:													
Plans for how to assess student performance in health education									60.6	63.4	No linear change	Not available	No change
A written health education curriculum									67.4	65.5	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									95.9	98.0	Increased, 2014-2016	Not available	Increased
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors									94.5	96.5	No linear change	Not available	No change
Accessing valid information and products and services to enhance health									89.6	88.4	No linear change	Not available	No change
Using interpersonal communication skills to enhance health and avoid or reduce health risks									93.8	97.9	Increased, 2014-2016	Not available	Increased

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the health education curriculum addresses the following skills:													
Using decision-making skills to enhance health									93.8	98.6	Increased, 2014-2016	Not available	Increased
Using goal-setting skills to enhance health									93.2	94.9	No linear change	Not available	No change
Practicing health-enhancing behaviors to avoid or reduce risks									93.8	97.9	Increased, 2014-2016	Not available	Increased
Advocating for personal, family, and community health									92.4	94.7	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									66.6	69.6	No linear change	Not available	No change
A written health education curriculum that includes objectives and content addressing sexual health education									62.6	63.0	No linear change	Not available	No change

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									44.1	48.9	No linear change	Not available	No change
Strategies that are age-appropriate, relevant, and actively engage students in learning									67.9	71.6	No linear change	Not available	No change
Methods to assess student knowledge and skills related to sexual health education									67.9	71.8	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									22.5	36.2	Increased, 2014-2016	Not available	Increased
Percentage of schools in which health education instruction is required in any of grades 6 through 12									94.8	94.2	No linear change	Not available	No change

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									96.1	97.3	No linear change	Not available	No change
Asthma									63.2	58.0	Decreased, 2014-2016	Not available	Decreased
Emotional and mental health									91.3	94.8	Increased, 2014-2016	Not available	Increased
Epilepsy or seizure disorder									48.6	51.5	No linear change	Not available	No change
Food allergies									68.6	70.1	No linear change	Not available	No change
Foodborne illness prevention									80.8	76.8	No linear change	Not available	No change
Human immunodeficiency virus (HIV) prevention									92.4	90.3	No linear change	Not available	No change
Human sexuality									81.8	78.4	No linear change	Not available	No change

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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)									86.8	86.3	No linear change	Not available	No change
Injury prevention and safety									91.4	89.1	No linear change	Not available	No change
Nutrition and dietary behavior									98.0	96.1	Decreased, 2014-2016	Not available	Decreased
Physical activity and fitness									98.0	100.0	Increased, 2014-2016	Not available	Increased
Pregnancy prevention									85.2	80.7	Decreased, 2014-2016	Not available	Decreased
Sexually transmitted disease (STD) prevention									89.6	91.9	No linear change	Not available	No change
Suicide prevention									85.5	88.4	No linear change	Not available	No change
Tobacco-use prevention									96.0	95.0	No linear change	Not available	No change

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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)									94.7	94.4	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									90.0	91.7	No linear change	Not available	No change
Identifying short- and long-term health consequences of tobacco use									91.5	91.7	No linear change	Not available	No change
Identifying social, economic, and cosmetic consequences of tobacco use									88.4	86.1	No linear change	Not available	No change
Understanding the addictive nature of nicotine									88.5	88.7	No linear change	Not available	No change
Effects of tobacco use on athletic performance									82.3	81.2	No linear change	Not available	No change

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									88.0	91.0	No linear change	Not available	No change
Understanding the social influences on tobacco use, including media, family, peers, and culture									89.9	90.2	No linear change	Not available	No change
Identifying reasons why students do and do not use tobacco									88.7	88.3	No linear change	Not available	No change
Making accurate assessments of how many peers use tobacco									69.7	65.7	No linear change	Not available	No change
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)									86.8	90.9	Increased, 2014-2016	Not available	Increased
Using goal-setting and decision-making skills related to not using tobacco									81.2	85.0	No linear change	Not available	Increased

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									79.1	73.8	Decreased, 2014-2016	Not available	Decreased
Supporting others who abstain from or want to quit using tobacco									76.6	77.7	No linear change	Not available	No change
Identifying harmful effects of tobacco use on fetal development									84.2	84.2	No linear change	Not available	No change
Relationship between using tobacco and alcohol or other drugs									88.7	91.0	No linear change	Not available	No change
How addiction to tobacco use can be treated									79.3	79.1	No linear change	Not available	No change
Understanding school policies and community laws related to the sale and use of tobacco products									83.1	83.8	No linear change	Not available	No change
Benefits of tobacco cessation programs									63.4	63.0	No linear change	Not available	No change

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									78.7	75.2	No linear change	Not available	No change
Health consequences of HIV, other STDs, and pregnancy									79.6	76.4	No linear change	Not available	No change
The benefits of being sexually abstinent									79.6	79.8	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									69.2	63.6	No linear change	Not available	No change
The influences of family, peers, media, technology and other factors on sexual risk behaviors									79.9	75.2	No linear change	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									79.3	77.6	No linear change	Not available	No change

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which 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									70.6	73.4	No linear change	Not available	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors									74.7	76.2	No linear change	Not available	No change
Efficacy of condoms, that is, how well condoms work and do not work									39.2	40.4	No linear change	Not available	No change
The importance of using condoms consistently and correctly									30.1	28.0	No linear change	Not available	No change
How to obtain condoms									22.3	17.2	Decreased, 2014-2016	Not available	Decreased
How to correctly use a condom									16.8	16.3	No linear change	Not available	No change

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NORTH DAKOTA

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:													
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy									30.0	35.2	No linear change	Not available	No change
How to create and sustain healthy and respectful relationships									83.8	85.7	No linear change	Not available	No change
The importance of limiting the number of sexual partners									70.3	67.0	No linear change	Not available	No change
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									68.4	65.9	No linear change	Not available	No change

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NORTH DAKOTA

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

	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									86.7	78.9	Decreased, 2014-2016	Not available	Decreased
Health consequences of HIV, other STDs, and pregnancy									85.9	78.9	Decreased, 2014-2016	Not available	Decreased
The benefits of being sexually abstinent									84.4	78.4	Decreased, 2014-2016	Not available	Decreased
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy									81.5	69.2	Decreased, 2014-2016	Not available	Decreased
The influences of family, peers, media, technology and other factors on sexual risk behaviors									85.4	75.6	Decreased, 2014-2016	Not available	Decreased
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									84.2	75.3	Decreased, 2014-2016	Not available	Decreased

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:													
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									78.3	73.3	No linear change	Not available	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors									76.8	72.3	No linear change	Not available	No change
Efficacy of condoms, that is, how well condoms work and do not work									63.9	63.4	No linear change	Not available	No change
The importance of using condoms consistently and correctly									57.8	54.5	No linear change	Not available	No change
How to obtain condoms									49.0	33.1	Decreased, 2014-2016	Not available	Decreased
How to correctly use a condom									36.2	26.7	Decreased, 2014-2016	Not available	Decreased

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:													
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy									59.7	59.0	No linear change	Not available	No change
How to create and sustain healthy and respectful relationships									85.2	80.1	Decreased, 2014-2016	Not available	Decreased
The importance of limiting the number of sexual partners									80.9	69.9	Decreased, 2014-2016	Not available	Decreased
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									78.3	71.1	Decreased, 2014-2016	Not available	Decreased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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									74.1	71.2	No linear change	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									76.0	67.5	Decreased, 2014-2016	Not available	Decreased
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									62.5	59.6	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									72.6	73.6	No linear change	Not available	No change
Use decision-making skills to prevent HIV, other STDs, and pregnancy									76.0	71.4	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:													
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									75.3	77.8	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									69.1	66.0	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									84.0	74.5	Decreased, 2014-2016	Not available	Decreased
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									83.3	71.3	Decreased, 2014-2016	Not available	Decreased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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									72.6	66.7	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									84.2	75.8	Decreased, 2014-2016	Not available	Decreased
Use decision-making skills to prevent HIV, other STDs, and pregnancy									83.0	77.9	Decreased, 2014-2016	Not available	Decreased
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									76.8	71.0	Decreased, 2014-2016	Not available	Decreased
Influence and support others to avoid or reduce sexual risk behaviors									77.2	67.5	Decreased, 2014-2016	Not available	Decreased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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									95.4	94.1	No linear change	Not available	No change
Benefits of drinking plenty of water									96.0	94.7	No linear change	Not available	No change
Benefits of eating breakfast every day									90.6	90.5	No linear change	Not available	No change
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, MyPyramid)									90.8	88.8	No linear change	Not available	No change
Using food labels									88.8	88.8	No linear change	Not available	No change
Differentiating between nutritious and non-nutritious beverages									88.0	90.2	No linear change	Not available	No change
Balancing food intake and physical activity									90.7	91.4	No linear change	Not available	No change
Eating more fruits, vegetables, and whole grain products									90.7	92.7	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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)									85.9	86.0	No linear change	Not available	No change
Choosing foods, snacks, and beverages that are low in added sugars									88.6	87.2	No linear change	Not available	No change
Choosing foods and snacks that are low in sodium									87.3	86.6	No linear change	Not available	No change
Eating a variety of foods that are high in calcium									83.3	84.8	No linear change	Not available	No change
Eating a variety of foods that are high in iron									80.6	80.2	No linear change	Not available	No change
Food safety									81.4	83.9	No linear change	Not available	No change
Preparing healthy meals and snacks									79.3	79.2	No linear change	Not available	No change
Risks of unhealthy weight control practices									89.8	89.4	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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									85.2	87.7	No linear change	Not available	No change
Signs, symptoms, and treatment for eating disorders									84.6	86.8	No linear change	Not available	No change
Relationship between diet and chronic diseases									80.1	85.8	Increased, 2014-2016	Not available	Increased
Assessing body mass index (BMI)									67.6	74.7	Increased, 2014-2016	Not available	Increased
Percentage of schools that taught all 20 nutrition and dietary behavior topics during the current school year									53.4	57.0	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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									92.7	96.3	Increased, 2014-2016	Not available	Increased
Mental and social benefits of physical activity									92.6	96.3	Increased, 2014-2016	Not available	Increased
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)									92.7	95.6	Increased, 2014-2016	Not available	Increased
Phases of a workout (i.e., warm-up, workout, cool down)									88.5	95.7	Increased, 2014-2016	Not available	Increased
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity									84.5	89.9	Increased, 2014-2016	Not available	Increased
Decreasing sedentary activities (e.g., television viewing)									91.9	94.4	No linear change	Not available	No change

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which teachers 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									90.1	92.8	No linear change	Not available	No change
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)									82.8	84.0	No linear change	Not available	No change
Dangers of using performance-enhancing drugs (e.g., steroids)									84.0	86.0	No linear change	Not available	No change
Increasing daily physical activity									91.3	96.6	Increased, 2014-2016	Not available	Increased
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)									90.0	94.5	Increased, 2014-2016	Not available	Increased
Using safety equipment for specific physical activities									82.6	87.9	Increased, 2014-2016	Not available	Increased
Benefits of drinking water before, during, and after physical activity									92.7	95.7	Increased, 2014-2016	Not available	Increased
Percentage of schools that taught all 13 physical activity topics during the current school year									67.5	72.0	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
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									23.5	19.4	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									46.7	41.5	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									40.7	46.6	Increased, 2014-2016	Not available	Increased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Collaboration													
Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year:													
Physical education staff									77.2	74.4	No linear change	Not available	No change
Health services staff (e.g., nurses)									44.3	35.1	Decreased, 2014-2016	Not available	Decreased
Mental health or social services staff (e.g., psychologists, counselors, social workers)									59.8	54.4	Decreased, 2014-2016	Not available	Decreased
Nutrition or food service staff									43.1	36.2	Decreased, 2014-2016	Not available	Decreased
School health council, committee, or team									34.8	29.1	Decreased, 2014-2016	Not available	Decreased

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools 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									16.2	9.8	Decreased, 2014-2016	Not available	Decreased
Tobacco-use prevention									34.5	24.2	Decreased, 2014-2016	Not available	Decreased
Physical activity									40.5	37.9	No linear change	Not available	No change
Nutrition and healthy eating									39.5	40.8	No linear change	Not available	No change
Asthma									14.9	9.4	Decreased, 2014-2016	Not available	Decreased
Food allergies									25.2	22.7	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools 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									16.7	13.3	No linear change	Not available	No change
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									64.7	56.4	Decreased, 2014-2016	Not available	Decreased
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									58.1	58.5	No linear change	Not available	No change

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Professional Development													
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Alcohol- or other drug-use prevention									24.9	31.8	Increased, 2014-2016	Not available	Increased
Asthma									13.5	13.5	No linear change	Not available	No change
Emotional and mental health									29.6	49.9	Increased, 2014-2016	Not available	Increased
Epilepsy or seizure disorder									13.3	19.3	Increased, 2014-2016	Not available	Increased
Food allergies									18.2	25.2	Increased, 2014-2016	Not available	Increased
Foodborne illness prevention									14.1	19.7	Increased, 2014-2016	Not available	Increased
HIV prevention									19.5	18.8	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Human sexuality									18.8	20.5	No linear change	Not available	No change
Infectious disease prevention (e.g., flu prevention)									22.3	28.1	Increased, 2014-2016	Not available	Increased
Injury prevention and safety									39.7	40.2	No linear change	Not available	No change
Nutrition and dietary behavior									28.2	33.9	Increased, 2014-2016	Not available	Increased
Physical activity and fitness									43.3	47.6	No linear change	Not available	No change
Pregnancy prevention									12.7	15.6	No linear change	Not available	No change
STD prevention									15.9	17.0	No linear change	Not available	No change

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:													
Suicide prevention									35.5	65.9	Increased, 2014-2016	Not available	Increased
Tobacco-use prevention									24.7	27.4	No linear change	Not available	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)									51.4	61.5	Increased, 2014-2016	Not available	Increased
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									37.0	44.5	Increased, 2014-2016	Not available	Increased
Teaching students of various cultural backgrounds									23.8	36.8	Increased, 2014-2016	Not available	Increased
Teaching students with limited English proficiency									18.4	20.5	No linear change	Not available	No change

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which 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									7.6	11.4	Increased, 2014-2016	Not available	Increased
Using interactive teaching methods (e.g., role plays, cooperative group activities)									43.7	58.7	Increased, 2014-2016	Not available	Increased
Encouraging family or community involvement									27.3	31.2	No linear change	Not available	No change
Teaching skills for behavior change									41.6	45.4	No linear change	Not available	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)									51.5	68.2	Increased, 2014-2016	Not available	Increased
Assessing or evaluating students in health education									21.4	36.5	Increased, 2014-2016	Not available	Increased

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Alcohol- or other drug-use prevention									64.5	62.8	No linear change	Not available	No change
Asthma									42.3	41.3	No linear change	Not available	No change
Emotional and mental health									70.2	71.8	No linear change	Not available	No change
Epilepsy or seizure disorder									44.2	43.9	No linear change	Not available	No change
Food allergies									42.8	44.5	No linear change	Not available	No change
Foodborne illness prevention									37.4	38.0	No linear change	Not available	No change
HIV prevention									49.0	55.1	Increased, 2014-2016	Not available	Increased
Human sexuality									54.9	67.9	Increased, 2014-2016	Not available	Increased

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²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Infectious disease prevention (e.g., flu prevention)									45.6	46.4	No linear change	Not available	No change
Injury prevention and safety									45.2	49.9	No linear change	Not available	No change
Nutrition and dietary behavior									59.7	63.3	No linear change	Not available	No change
Physical activity and fitness									50.9	59.0	Increased, 2014-2016	Not available	Increased
Pregnancy prevention									50.3	52.8	No linear change	Not available	No change
STD prevention									57.3	59.0	No linear change	Not available	No change

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Suicide prevention									64.3	68.9	No linear change	Not available	No change
Tobacco-use prevention									51.7	57.1	Increased, 2014-2016	Not available	Increased
Violence prevention (e.g., bullying, fighting, dating violence prevention)									68.0	69.4	No linear change	Not available	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									51.6	57.5	Increased, 2014-2016	Not available	Increased
Teaching students of various cultural backgrounds									36.3	51.0	Increased, 2014-2016	Not available	Increased
Teaching students with limited English proficiency									34.3	46.6	Increased, 2014-2016	Not available	Increased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:													
Teaching students of different sexual orientations or gender identities									44.8	53.3	Increased, 2014-2016	Not available	Increased
Using interactive teaching methods (e.g., role plays, cooperative group activities)									51.0	54.8	No linear change	Not available	No change
Encouraging family or community involvement									51.9	63.9	Increased, 2014-2016	Not available	Increased
Teaching skills for behavior change									56.4	68.6	Increased, 2014-2016	Not available	Increased
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)									46.4	54.8	Increased, 2014-2016	Not available	Increased
Assessing or evaluating students in health education									49.0	54.3	Increased, 2014-2016	Not available	Increased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016				
Professional Preparation														
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:														
Health education or health and physical education combined (a or b)										55.4	52.3	No linear change	Not available	No change
Physical education, kinesiology, exercise science or exercise physiology (c or e)										16.9	18.4	No linear change	Not available	No change
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)										19.2	19.4	No linear change	Not available	No change
Nursing or counseling (h or i)										2.8	3.4	No linear change	Not available	No change
Public health or other (j or l)										0.7	2.8	Increased, 2014-2016	Not available	Increased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence										Linear Change ¹	Quadratic Change ¹	2014-2016 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016			
Percentage of schools in which the lead health education teacher was certified, licensed, or endorsed by the state to teach health education in middle school or high school									99.3	98.2	Decreased, 2014-2016	Not available	Decreased
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									9.3	7.7	No linear change	Not available	No change
2 to 5 years									20.2	28.1	Increased, 2014-2016	Not available	Increased
6 to 9 years									16.4	16.5	No linear change	Not available	No change
10 to 14 years									10.0	10.6	No linear change	Not available	No change
15 years or more									44.1	37.1	Decreased, 2014-2016	Not available	Decreased

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

²Based on t-test analysis, p < 0.05.