

KENTUCKY
2022 School Health Profiles Report
Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
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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 education and physical activity											75.6	69.9	65.8	Decreased, 2018-2022	Not available	No change
Nutrition						42.8	45.5	44.0	52.6	62.4	72.6	65.4	60.6	Increased, 2008-2022	No quadratic change	No change
Tobacco-use prevention						41.0	44.0	45.0	49.4	57.3	65.9	62.9	62.2	Increased, 2008-2022	No quadratic change	No change
Alcohol- and other drug-use prevention												60.7	62.1	No linear change	Not available	No change
Chronic health conditions (e.g., asthma, food allergies)											51.5	48.1	45.3	No linear change	Not available	No change
Unintentional injury and violence prevention (safety)							35.3	37.4	41.0	48.7	56.3	52.5	49.8	Increased, 2010-2022	Increased, 2010-2018 No change, 2018-2022	No change
Sexual health, including HIV, other STD, and pregnancy prevention											54.9	48.8	46.2	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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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that did the following activities:																
Reviewed district's local wellness policy								55.6			94.4	95.2	89.6	Decreased, 2014-2022	Not available	Decreased
Helped revise district's local wellness policy											71.0	63.3	53.8	Decreased, 2018-2022	Not available	Decreased
Communicated to school staff about district's local wellness policy											81.4	81.5	78.4	No linear change	Not available	No change
Communicated to parents and families about district's local wellness policy											73.6	73.6	64.7	Decreased, 2018-2022	Not available	Decreased
Communicated to students about district's local wellness policy											72.8	74.8	68.2	No linear change	Not available	No change
Measured school's compliance with district's local wellness policy											80.5	76.9	63.3	Decreased, 2018-2022	Not available	Decreased
Developed an action plan that describes steps to meet requirements of district's local wellness policy											65.4	62.3	55.0	Decreased, 2018-2022	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						90.3	85.1	86.2	88.2	91.2	93.8	91.7	87.2	No linear change	No quadratic change	No change
Percentage of schools that have one or more than one group (e.g., a school health council, committee, team) that offers guidance on the development of policies or coordinates activities on health topics						58.3	49.1	50.6	63.8	74.7	59.0	63.9	53.0	No linear change	Increased, 2008-2016 Decreased, 2016-2022	Decreased
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								74.9	70.7	70.7	78.5	75.9	81.7	No linear change	No quadratic change	No change
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team								67.2	78.0	78.8	77.4	80.0	80.1	Increased, 2012-2022	No quadratic change	No change

* Among 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							60.1	45.9	57.0	57.7	70.3	68.1	Increased, 2012-2022	No quadratic change	No change	
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members							76.1	74.3	81.0	83.8	86.7	84.0	Increased, 2012-2022	No quadratic change	No change	
Reviewed health-related curricula or instructional materials							76.2	74.8	83.4	80.2	80.1	80.8	No linear change	No quadratic change	No change	

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Before- or After-School Programs																
Percentage of schools that took any of the following actions related to before- or after-school programs:																
Included before- or after-school settings as part of the School Improvement Plan												56.5	66.0	Increased, 2020-2022	Not available	Increased
Encouraged before- or after-school program staff or leaders to participate in school health council, committee, or team meetings												56.7	54.0	No linear change	Not available	No change
Partnered with community-based organizations (e.g., Boys & Girls Clubs, YMCA, 4H Clubs) to provide students with before- or after-school programming												51.2	46.6	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Sexual and Gender Minority Students																
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						13.0	16.6	20.6	20.1	19.9	29.0	28.0	35.4	Increased, 2008-2022	No quadratic change	No change
Percentage of schools with student-led clubs that support LGBT youth						13.0	16.6	20.6	20.1	19.9	29.0	28.0	35.4	Increased, 2008-2022	No quadratic change	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						48.0	46.1	51.5	64.1	73.0	79.4	85.2	Increased, 2010-2022	Increased, 2010-2018 Increased, 2018-2022	No change	
Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity						88.5	86.5	87.1	94.8	94.7	94.3	97.5	Increased, 2010-2022	No quadratic change	No change	

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Percentage of schools that engage in the following LGBTQ youth-related practices:																
Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity							48.8	50.1	55.0	61.4	64.9	71.9	73.4	Increased, 2010-2022	No quadratic change	No change
Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth							43.8	37.5	43.8	50.3	55.6	55.3	54.2	Increased, 2010-2022	No quadratic change	No change
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth							44.5	39.6	48.9	54.7	59.9	67.1	65.9	Increased, 2010-2022	No quadratic change	No change

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Percentage of schools in which school staff received professional development to support lesbian, gay, bisexual, and transgender students												18.9	25.1	No linear change	Not available	No change
Percentage of schools that performed all of the following activities to communicate with parents and families												4.5	7.4	No linear change	Not available	No change

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Bullying and Sexual Harassment																
Percentage of schools in which all staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression									94.1	94.3	95.6	94.4	93.2	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									95.8	93.5	96.4	96.2	93.1	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									95.0	96.2	97.8	98.0	97.9	Increased, 2014-2022	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Required Physical Education																
Percentage of schools that taught required physical education in the following grades:*																
6th grade						97.0	97.4	98.1	75.0	79.2	80.2	77.9	77.8	Decreased, 2008-2022	No change, 2008-2012 Decreased, 2012-2022	No change
7th grade						98.2	97.2	94.3	75.3	79.3	78.0	76.2	76.8	Decreased, 2008-2022	Decreased, 2008-2018 No change, 2018-2022	No change
8th grade						92.9	95.2	95.0	72.1	77.9	76.2	74.6	75.9	Decreased, 2008-2022	No change, 2008-2012 Decreased, 2012-2022	No change

* Among schools with students in that grade. The results published here for 2012 and prior years may not match previously published numbers because the manner in which these were calculated changed in 2014.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools that taught required physical education in the following grades:*																		
9th grade						88.9	91.0	92.5	97.2	94.7	95.5	98.2	96.1	Increased, 2008-2022	No quadratic change	No change		
10th grade						38.9	29.5	30.7	24.9	22.0	22.8	29.5	30.1	No linear change	Decreased, 2008-2016 No change, 2016-2022	No change		
11th grade						22.4	15.3	19.1	17.0	16.3	17.1	25.8	30.1	No linear change	No change, 2008-2016 Increased, 2016-2022	No change		
12th grade						22.4	15.2	19.1	17.0	17.2	17.3	24.9	31.1	No linear change	No change, 2008-2018 Increased, 2018-2022	No change		

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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									78.9	86.1	85.3	82.4	76.2	No linear change	Not available	No change
Percentage of schools that engage in the following physical education practices:																
Provide physical education teachers with a written physical education curriculum that aligns with national standards for physical education												89.1	82.8	Decreased, 2020-2022	Not available	Decreased
Require physical education teachers to follow a written physical education curriculum												85.4	75.5	Decreased, 2020-2022	Not available	Decreased
Allow the use of waivers, exemptions, or substitutions for physical education requirements for one grading period or longer												49.0	57.9	No linear change	Not available	No change

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Percentage of schools that engage in the following physical education practices:																
Allow teachers to exclude students from physical education to punish them for inappropriate behavior or failure to complete class work in another class												8.6	11.5	No linear change	Not available	No change
Require physical education teachers to be certified, licensed, or endorsed by the state in physical education												97.3	93.8	Decreased, 2020-2022	Not available	Decreased
Limit physical education class sizes so that they are the same size as other subject areas												75.2	74.3	No linear change	Not available	No change
Have a dedicated budget for physical education materials and equipment												81.4	83.0	No linear change	Not available	No change

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Percentage of schools that engage in the following physical education practices:																
Provide adapted physical education (i.e., special courses separate from regular PE courses) for students with disabilities as appropriate												78.3	74.8	No linear change	Not available	No change
Include students with disabilities in regular physical education courses as appropriate												99.5	98.4	No linear change	Not available	No change
Percentage of schools in which students participate in physical activity in classrooms during the school day outside of physical education							38.3	41.3	44.0	48.4	54.8	53.3		Increased, 2012-2022	No quadratic change	No change
Percentage of schools that offer opportunities for all students to be physically active during the school day, such as recess, lunchtime intramural activities, or physical activity clubs												49.3	50.8	No linear change	Not available	No change
Percentage of schools that offer interscholastic sports to students							84.8	84.1	90.1	87.2	78.5	80.0		Decreased, 2012-2022	No change, 2012-2016 Decreased, 2016-2022	No change

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Percentage of schools that offer opportunities for students to participate in physical activity through organized physical activities or access to facilities or equipment for physical activity during the following times:																
Before the school day									19.3	29.4	30.1	32.3	33.7	Increased, 2014-2022	Not available	No change
After the school day											75.9	85.3	81.8	No linear change	Not available	No change
Percentage of schools that have a joint use agreement for shared use of the following school or community facilities:																
Physical activity facilities							59.5	56.5	54.8	56.3	50.4	51.6		Decreased, 2012-2022	No quadratic change	No change
Kitchen facilities and equipment											22.8	17.3	16.4	No linear change	Not available	No change
Gardens												6.7	13.1	Increased, 2020-2022	Not available	Increased

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Percentage of schools that have a written plan for providing opportunities for students to be physically active before, during, and after school												31.5	29.9	No linear change	Not available	No change
Percentage of schools that have assessed opportunities available to students to be physically active before, during, or after school												58.3	45.8	Decreased, 2020-2022	Not available	Decreased
Percentage of schools that have established, implemented, and/or evaluated a Comprehensive School Physical Activity Program (CSPAP)												29.0	31.8	No linear change	Not available	No change
Percentage of schools that have the following core CSPAP elements in place:																
Required physical education and related practices												48.0	50.7	No linear change	Not available	No change
Recess or classroom physical activity												68.6	66.7	No linear change	Not available	No change
Physical activity before or after school												86.6	83.9	No linear change	Not available	No change
All three core CSPAP elements												29.5	32.6	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have the following process and supporting CSPAP elements in place:																
A written plan for implementing CSPAP												31.5	29.9	No linear change	Not available	No change
Professional development for PE teachers												82.4	76.2	No linear change	Not available	No change
Family engagement in PE or physical activity												67.9	61.2	No linear change	Not available	No change
Joint use agreement for physical activity facilities												50.4	51.6	No linear change	Not available	No change
Assessment of opportunities for student physical activity												58.3	45.8	Decreased, 2020-2022	Not available	Decreased
At least one process and supporting CSPAP element												96.1	95.9	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Tobacco-Use Prevention Policies																
Percentage of schools that have adopted a policy prohibiting tobacco use			97.5			94.5	95.8	95.3	93.2	93.7	94.6	97.3	97.9	No linear change	Decreased, 2002-2016 Increased, 2016-2022	No change
Percentage of schools that follow a policy that mandates a “tobacco-free environment”			12.2			17.8	23.5	33.2	34.2	37.8	46.4	65.0	64.8	Increased, 2002-2022	No quadratic change	No change
Percentage of schools that follow a policy that mandates a “tobacco-free environment” including prohibiting electronic vapor products										34.1	45.7	64.8	64.2	Increased, 2016-2022	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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						26.5	23.1	22.9	22.8	25.7	25.0	26.0	23.6	No linear change	No quadratic change	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			89.5			69.2	70.8	70.4	63.4	57.3	49.7	54.0	52.2	Decreased, 2002-2022	Decreased, 2002-2018 No change, 2018-2022	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			74.0			13.7	19.0	22.6	22.6	7.8	11.4	13.5	16.4	Decreased, 2002-2022	Decreased, 2002-2010 Decreased, 2010-2022	No change
Other kinds of candy			76.1			19.6	26.4	30.5	27.4	16.1	14.2	19.0	19.2	Decreased, 2002-2022	Decreased, 2002-2010 Decreased, 2010-2022	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:																
Salty snacks that are not low in fat (e.g., regular potato chips)			76.9			18.3	20.4	28.9	26.1	13.7	13.7	15.9	18.4	Decreased, 2002-2022	Decreased, 2002-2010 Decreased, 2010-2022	No change
Low sodium or “no added salt” pretzels, crackers, or chips									45.5	39.2	31.5	35.4	35.9	Decreased, 2014-2022	Not available	No change
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						17.4	17.1	26.2	24.1	12.0	10.9	15.9	16.1	Decreased, 2008-2022	No quadratic change	No change
Ice cream or frozen yogurt that is not low in fat						6.2	7.0	10.8	11.0	7.0	9.3	7.9	9.8	No linear change	No quadratic change	No change
2% or whole milk (plain or flavored)						24.9	30.3	26.6	18.8	16.3	15.1	10.9	18.1	Decreased, 2008-2022	No quadratic change	Increased
Nonfat or 1% (low-fat) milk (plain)									27.5	23.3	22.6	21.5	27.6	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:																
Water ices or frozen slushes that do not contain juice						8.6	10.6	17.1	13.6	9.5	9.9	7.7	12.5	No linear change	No quadratic change	No change
Soda pop or fruit drinks that are not 100% juice						29.5	34.3	43.6	33.1	15.7	18.1	20.6	20.9	Decreased, 2008-2022	No quadratic change	No change
Sports drinks (e.g., Gatorade)						42.5	46.1	48.4	43.2	30.8	27.8	31.8	31.7	Decreased, 2008-2022	No quadratic change	No change
Energy drinks (e.g., Red Bull, Monster)									1.7	0.0	2.9	1.7	4.1	Increased, 2014-2022	Not available	No change
Plain water, with or without carbonation											46.8	50.7	49.7	No linear change	Not available	No change
Calorie-free, flavored water, with or without carbonation											31.6	31.7	29.1	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:																
100% fruit or vegetable juice									38.3	36.0	26.9	28.5	29.1	Decreased, 2014-2022	Not available	No change
Foods or beverages containing caffeine						33.5	36.8	41.1	28.9	15.8	20.2	21.8	18.2	Decreased, 2008-2022	No quadratic change	No change
Fruits (not fruit juice)						16.0	16.3	26.5	23.1	19.3	17.9	17.2	18.3	No linear change	Increased, 2008-2012 Decreased, 2012-2022	No change
Non-fried vegetables (not vegetable juice)						10.6	10.8	17.6	15.7	13.5	12.9	8.8	11.9	No linear change	Increased, 2008-2012 Decreased, 2012-2022	No change
Percentage of schools that do not sell less healthy foods and beverages (soda pop or fruit drinks, sports drinks, baked goods, salty snacks, candy)			11.5			47.0	45.7	39.9	49.9	60.8	65.4	60.6	56.9	Increased, 2002-2022	Increased, 2002-2018 No change, 2018-2022	No change
Percentage of schools that do not sell expanded list of less healthy foods and beverages			11.5			36.7	34.7	33.1	48.6	60.4	63.9	59.5	56.0	Increased, 2002-2022	Increased, 2002-2018 No change, 2018-2022	No change

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

²Based on t-test analysis, p < 0.05.

KENTUCKY
2022 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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						1.7	7.7	7.9	6.5	10.1	8.3	11.7	8.1	Increased, 2008-2022	Increased, 2008-2012 No change, 2012-2022	No change
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						33.9	32.9	35.0	36.3	36.2	39.0	39.4	33.9	No linear change	No quadratic change	No change
Provided information to students or families on the nutrition and caloric content of foods available						40.7	44.8	46.3	49.4	55.9	58.1	62.9	57.3	Increased, 2008-2022	No quadratic change	No change
Conducted taste tests to determine food preferences for nutritious items						11.9	14.4	17.2	30.1	36.1	37.7	39.8	27.7	Increased, 2008-2022	Increased, 2008-2016 No change, 2016-2022	Decreased
Served locally or regionally grown foods in the cafeteria or classrooms								36.7	35.7	40.8	49.8	45.2	47.7	Increased, 2012-2022	No quadratic change	No change
Planted a school food or vegetable garden								20.8	19.1	24.5	29.7	25.0	27.8	Increased, 2012-2022	No quadratic change	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
Percentage of schools that have done any of the following during the current school year:															
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access							76.4	83.1	81.4	82.2	88.7	80.4	No linear change	No quadratic change	Decreased
Used attractive displays for fruits and vegetables in the cafeteria							61.1	66.4	68.1	67.9	73.0	64.6	No linear change	No quadratic change	Decreased
Offered a self-serve salad bar to students							30.8	22.0	25.6	31.3	25.8	16.3	Decreased, 2012-2022	No quadratic change	Decreased
Encouraged students to drink plain water								73.9	80.6	81.8	85.4	90.4	Increased, 2014-2022	Not available	No change
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance								22.8	27.3	24.8	32.4	31.7	Increased, 2014-2022	Not available	No change
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes								23.1	36.7	34.2	29.4	29.5	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:																
In school buildings						59.4	58.9	59.0	61.8	63.3	65.2	61.9	65.6	No linear change	No quadratic change	No change
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						40.0	44.7	44.4	44.2	50.2	48.0	48.2	51.8	Increased, 2008-2022	No quadratic change	No change
On school buses or other vehicles used to transport students						69.3	70.1	73.9	71.4	72.8	73.7	72.7	74.1	No linear change	No quadratic change	No change
In school publications (e.g., newsletters, newspapers, web sites, other school publications)						51.2	52.5	53.5	59.7	57.5	59.5	58.2	60.6	Increased, 2008-2022	No quadratic change	No change
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)									63.3	61.3	62.0	64.1	63.8	No linear change	Not available	No change
Percentage of schools that permit students to have a drinking water bottle with them during the school day								89.0	88.7	88.9	95.1	97.8	99.2	Increased, 2012-2022	No change, 2012-2016 Increased, 2016-2022	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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							89.0	88.7	88.9	95.1	97.8	99.2	Increased, 2012-2022	No change, 2012-2016 Increased, 2016-2022	No change	
Percentage of schools that offer a free source of drinking water in the following locations:*																
Cafeteria during breakfast									92.3	94.3	94.0	95.9	92.1	No linear change	Not available	No change
Cafeteria during lunch									93.9	94.8	95.3	96.4	93.8	No linear change	Not available	No change
Gymnasium or other indoor physical activity facilities									94.0	94.2	96.1	95.1	91.3	No linear change	Not available	No change
Outdoor physical activity facilities and sports fields									80.6	70.9	74.1	72.9	75.2	No linear change	Not available	No change
Hallways throughout the school									98.7	98.8	97.9	99.1	100.0	No linear change	Not available	No change

* Among schools with that location.

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

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

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2022 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Health Services																
Percentage of schools that have a full-time registered nurse who provides health services to students						35.1	56.1	53.6	48.8	54.4	57.8	67.4	82.9	Increased, 2008-2022	Increased, 2008-2018 Increased, 2018-2022	Increased
Percentage of schools that have a part-time registered nurse who provides health services to students										45.3	41.1	34.7	28.6	Decreased, 2016-2022	Not available	No change
Percentage of schools that have a school-based health center that offers health services to students										29.3	24.3	45.3	47.4	Increased, 2016-2022	Not available	No change
Percentage of schools that provide the following services to students:																
HIV testing								4.5	1.3	2.0	1.8	4.2	3.3	No linear change	No quadratic change	No change
HIV treatment									0.9	2.4	0.9	2.1	2.4	No linear change	Not available	No change
STD testing									1.3	2.5	1.8	4.2	3.8	Increased, 2014-2022	Not available	No change
STD treatment									0.9	2.9	1.3	4.2	4.2	Increased, 2014-2022	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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2022 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
Percentage of schools that provide the following services to students:															
Pregnancy testing							11.9	7.3	8.0	7.5	11.1	8.9	No linear change	No quadratic change	No change
Provision of condoms							2.4	0.9	2.4	1.7	4.1	4.2	No linear change	No quadratic change	No change
Provision of condom-compatible lubricants (i.e., water- or silicone-based)								0.0	2.0	0.4	2.8	3.0	Increased, 2014-2022	Not available	No change
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							1.3	0.0	2.0	1.3	4.2	5.1	Increased, 2012-2022	†	No change
Prenatal care							6.0	3.0	2.5	1.8	4.2	5.6	No linear change	Decreased, 2012-2018 Increased, 2018-2022	No change
Human papillomavirus (HPV) vaccine administration							6.9	6.1	4.1	5.7	10.0	10.0	No linear change	No quadratic change	No change

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

²Based on t-test analysis, p < 0.05.

† Analysis cannot be conducted when prevalence estimates of 0% or 100% are present.

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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that provide the following services to students:																
Assessment for alcohol or other drug use, abuse, or dependency											21.4	30.8	29.3	Increased, 2018-2022	Not available	No change
Daily medication administration for students with chronic health conditions (e.g., asthma, diabetes)											87.5	90.7	92.5	No linear change	Not available	No change
Stock rescue or “as needed” medication for any student experiencing a health emergency (e.g., asthma episode, severe allergic reaction)											79.7	81.3	83.7	No linear change	Not available	No change
Case management for students with chronic health conditions (e.g., asthma, diabetes)											77.1	78.5	82.0	No linear change	Not available	No change
Percentage of schools that provide sexual health services to students							100.0	10.8	8.9	10.6	14.0	14.5	Decreased, 2012-2022	†	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
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							42.6	46.2	36.6	34.8	36.2	36.2	Decreased, 2012-2022	No quadratic change	No change
HIV treatment								44.6	43.8	40.5	41.1	35.6	Decreased, 2014-2022	Not available	No change
nPEP (non-occupational post-exposure prophylaxis for HIV--a short course of medication given within 72 hours of exposure to infectious bodily fluids from a person known to be HIV positive)									41.0	38.3	38.9	33.4	No linear change	Not available	No change
PrEP (pre-exposure prophylaxis for HIV—medication taken daily to prevent HIV infection for those at substantial risk for HIV)											37.6	33.4	No linear change	Not available	No change
STD testing								46.9	37.1	35.1	42.1	37.6	No linear change	Not available	No change
STD treatment								45.8	37.1	34.5	40.7	37.6	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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							52.8	49.4	40.0	37.4	42.0	41.8	Decreased, 2012-2022	Decreased, 2012-2018 No change, 2018-2022	No change	
Provision of condoms							30.9	39.1	32.6	32.1	35.7	36.3	No linear change	No quadratic change	No change	
Provision of condom-compatible lubricants (i.e., water- or silicone-based)									38.0	31.7	30.5	33.2	33.9	No linear change	Not available	No change
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							33.5	40.8	33.9	32.5	35.4	35.9	No linear change	No quadratic change	No change	
Prenatal care							47.2	48.2	38.4	37.9	40.9	39.8	Decreased, 2012-2022	No quadratic change	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:																
Human papillomavirus (HPV) vaccine administration								39.1	44.5	44.7	44.0	46.7	37.7	No linear change	No change, 2012-2018 No change, 2018-2022	Decreased
Alcohol or other drug abuse treatment											64.4	62.8	59.3	No linear change	Not available	No change
Percentage of schools that provide health service referrals to students								100.0	51.0	48.4	48.1	52.8	45.1	Decreased, 2012-2022	†	No change
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									67.5	70.6	68.9	60.8	68.9	No linear change	Not available	No change

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

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

† Analysis cannot be conducted when prevalence estimates of 0% or 100% are present.

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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions:																
Asthma									97.4	97.2	94.9	95.8	99.1	No linear change	Not available	Increased
Food allergies									98.3	98.0	95.8	95.8	98.7	No linear change	Not available	No change
Diabetes									98.7	96.3	95.3	96.2	99.1	No linear change	Not available	Increased
Epilepsy or seizure disorder									98.2	96.7	95.3	95.8	99.1	No linear change	Not available	Increased
Obesity									39.1	37.8	36.8	42.9	40.4	No linear change	Not available	No change
Hypertension/high blood pressure									69.1	66.1	67.9	69.1	65.8	No linear change	Not available	No change
Oral health condition (e.g., abscess, tooth decay)											47.9	52.6	55.2	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
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								57.9	56.4	56.8	62.9	60.0	No linear change	Not available	No change
Food allergies								57.8	56.8	56.0	62.4	59.2	No linear change	Not available	No change
Diabetes								57.7	57.6	56.8	62.8	60.0	No linear change	Not available	No change
Epilepsy or seizure disorder								56.9	57.2	56.1	62.9	59.6	No linear change	Not available	No change
Obesity								47.3	44.4	50.3	51.7	52.4	No linear change	Not available	No change
Hypertension/high blood pressure								53.9	52.1	54.4	61.0	57.4	No linear change	Not available	No change
Oral health condition (e.g., abscess, tooth decay)										60.4	64.2	63.0	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which any staff received professional development on the following topics during the past two years:																
Basic sexual health overview including community-specific information about STD, HIV, and unplanned pregnancy rates and prevention strategies												29.0	29.2	No linear change	Not available	No change
Sexual health services that adolescents should receive												27.5	25.3	No linear change	Not available	No change
Laws and policies related to adolescent sexual health services, such as minor consent for sexual health services												28.9	29.7	No linear change	Not available	No change
Importance of maintaining student confidentiality for sexual health services												42.5	47.2	No linear change	Not available	No change
How to create or use a student referral guide for sexual health services												19.8	21.9	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which any staff received professional development on the following topics during the past two years:																
How to make successful referrals of students to sexual health services												23.6	23.2	No linear change	Not available	No change
Best practices for adolescent sexual health services provision, such as making services youth-friendly												21.5	23.8	No linear change	Not available	No change
Ensuring sexual health services are inclusive of lesbian, gay, bisexual, and transgender students												24.1	27.6	No linear change	Not available	No change
Percentage of schools in which any staff received professional development on all 8 sexual health services												16.4	18.6	No linear change	Not available	No change

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

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

KENTUCKY
2022 School Health Profiles Report
Trend Analysis Report - Principal Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Family and Community Involvement																
Percentage of schools that have done any of the following activities during the current school year:																
Provided parents with information to support parent-adolescent communication about sex									21.9			18.5	16.4	No linear change	Not available	No change
Provided parents with information to support parent-adolescent communication about topics other than sex												53.7	45.8	No linear change	Not available	No change
Provided parents with information about how to monitor their teen									57.5	54.6	53.6	54.5	45.8	Decreased, 2014-2022	Not available	No change
Provided parents with information to support one-on-one time between adolescents and their health care providers												24.9	26.8	No linear change	Not available	No change
Provided parents with information about physical education and physical activity programs												63.7	54.5	Decreased, 2020-2022	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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2022 School Health Profiles Report Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools that have done any of the following activities during the current school year:																
Involved parents as school volunteers in the delivery of health education activities and services									32.9	29.7	29.9	23.9	25.7	Decreased, 2014-2022	Not available	No change
Involved parents as school volunteers in physical education or physical activity programs												36.1	32.2	No linear change	Not available	No change
Linked parents and families to health services and programs in the community									81.8	77.7	77.5	75.2	70.9	Decreased, 2014-2022	Not available	No change
Provided disease-specific education for parents and families of students with chronic health conditions (e.g., asthma, diabetes)											44.3	44.0	45.3	No linear change	Not available	No change
Provided parents with information about before- or after-school programs available in the community												76.5	71.7	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.

KENTUCKY

2022 School Health Profiles Report Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools that implement any of the following school-based positive youth development programs:																
Service-learning programs, that is, community service designed to meet specific learning objectives												68.1	55.6	Decreased, 2020-2022	Not available	Decreased
Mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students												64.6	56.8	No linear change	Not available	No change
Percentage of schools that connect students to any of the following community-based positive youth development programs:																
Service-learning programs, that is, community service designed to meet specific learning objectives												59.2	54.1	No linear change	Not available	No change
Mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students												57.1	55.6	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.

KENTUCKY

2022 School Health Profiles Report Trend Analysis Report - Principal Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools with service-learning and mentoring programs												83.0	75.5	Decreased, 2020-2022	Not available	Decreased
Percentage of schools in which students' families helped develop or implement policies and programs related to school health during the past two years									45.3	58.3	59.2	53.8	53.1	No linear change	Not available	No change

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

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

KENTUCKY

2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Required Health Education																
Percentage of schools in which students take only one required health education course			61.0			46.7	42.6	49.3	44.6	56.2	47.2	47.7	50.0	No linear change	Decreased, 2002-2010 No change, 2010-2022	No change
Percentage of schools in which students take two or more required health education courses			24.4			39.5	43.9	31.5	37.6	22.0	30.8	29.2	24.1	Decreased, 2002-2022	Increased, 2002-2010 Decreased, 2010-2022	No change
Percentage of schools that taught a required health education course in the following grades:*																
6th grade			50.4			60.2	59.5	55.2	52.4	44.8	36.1	44.6	32.1	Decreased, 2002-2022	No change, 2002-2010 Decreased, 2010-2022	No change
7th grade			55.4			70.5	70.5	56.0	56.2	47.9	43.4	44.7	32.5	Decreased, 2002-2022	Increased, 2002-2010 Decreased, 2010-2022	Decreased
8th grade			55.7			53.1	61.7	53.1	48.6	41.8	39.1	44.5	37.7	Decreased, 2002-2022	No quadratic change	No change

* The 2008-2022 results published here may differ slightly from the 2008-2022 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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²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools that taught a required health education course in the following grades:*																		
9th grade			73.3			65.7	68.3	61.0	66.9	61.0	64.7	63.4	63.4	Decreased, 2002-2022	No quadratic change	No change		
10th grade			14.4			19.9	22.0	19.5	10.7	14.4	10.0	8.1	5.7	Decreased, 2002-2022	No change, 2002-2010 Decreased, 2010-2022	No change		
11th grade			6.0			5.5	4.5	7.0	7.7	7.8	6.7	5.1	5.7	No linear change	No quadratic change	No change		
12th grade			6.6			6.9	5.3	7.0	8.4	8.5	6.7	5.1	5.7	No linear change	No quadratic change	No change		

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which those who teach health education are provided with the following materials:																
Goals, objectives, and expected outcomes for health education						95.8	94.0	85.3	83.4	90.4	89.9	87.6	89.5	Decreased, 2008-2022	Decreased, 2008-2012 No change, 2012-2022	No change
A chart describing the annual scope and sequence of instruction for health education						76.2	69.7	59.7	60.5	68.8	67.9	70.0	73.5	No linear change	Decreased, 2008-2012 Increased, 2012-2022	No change
Plans for how to assess student performance in health education						77.2	77.1	67.0	66.8	72.6	72.4	70.9	73.9	No linear change	Decreased, 2008-2012 No change, 2012-2022	No change
A written health education curriculum						83.7	82.0	72.4	74.4	74.9	76.6	76.2	76.5	Decreased, 2008-2022	Decreased, 2008-2012 No change, 2012-2022	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
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						96.9	95.3	91.1	94.6	96.8	92.0	94.2	85.0	Decreased, 2008-2022	No quadratic change	Decreased	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						96.0	94.2	88.4	91.6	94.2	91.7	93.4	85.9	Decreased, 2008-2022	No quadratic change	Decreased	
Accessing valid information and products and services to enhance health						93.9	89.9	83.9	85.0	93.8	88.7	91.1	81.6	Decreased, 2008-2022	No quadratic change	Decreased	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						95.3	94.5	87.8	91.4	95.0	91.7	93.4	85.4	Decreased, 2008-2022	No quadratic change	Decreased	

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the health education curriculum addresses the following skills:																
Using decision-making skills to enhance health						96.9	96.8	91.6	94.2	95.5	91.7	94.7	85.5	Decreased, 2008-2022	No quadratic change	Decreased
Using goal-setting skills to enhance health						95.8	96.2	88.6	93.0	93.7	91.7	93.4	84.6	Decreased, 2008-2022	No quadratic change	Decreased
Practicing health-enhancing behaviors to avoid or reduce risks						94.7	95.4	89.1	93.8	95.1	91.2	93.4	86.8	Decreased, 2008-2022	No quadratic change	Decreased
Advocating for personal, family, and community health						94.4	91.0	82.6	86.6	92.1	89.5	91.1	85.1	No linear change	No quadratic change	Decreased

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Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which those who teach sexual health education are provided with each of the following materials:																
An approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction												67.9	69.8	No linear change	Not available	No change
A written health education curriculum that includes objectives and content addressing sexual health education									67.0	68.5	74.1	67.8	67.1	No linear change	Not available	No change
Teacher pacing guides for sexual health education (i.e., schedules that regulate a teacher's pace of the unit or curriculum)												58.1	57.4	No linear change	Not available	No change
Teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction												67.5	69.3	No linear change	Not available	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which those who teach sexual health education are provided with each of the following materials:																
Strategies that are age-appropriate, relevant, and actively engage students in learning									72.3	68.6	72.2	74.2	69.3	No linear change	Not available	No change
Methods to assess student knowledge and skills related to sexual health education									66.7	65.7	72.8	67.0	67.3	No linear change	Not available	No change
Percentage of schools in which health education instruction is required in any of grades 6 through 12							81.7	80.6	79.9	76.2	79.4	81.4	76.0	No linear change	No quadratic change	No change
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						96.8	94.8	93.1	92.8	93.2	91.3	90.2	89.4	Decreased, 2008-2022	No quadratic change	No change
Asthma						59.4	67.7	61.5	70.4	62.5	64.7	60.5	59.5	No linear change	No change, 2008-2014 Decreased, 2014-2022	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Chronic disease prevention										89.3	91.0	86.4	82.7	Decreased, 2016-2022	Not available	No change
Epilepsy or seizure disorder									44.4	47.3	49.8	49.8	54.7	Increased, 2014-2022	Not available	No change
Food allergies									73.5	72.6	76.4	69.0	64.1	Decreased, 2014-2022	Not available	No change
Foodborne illness prevention						82.4	79.9	74.0	75.1	72.9	73.1	66.8	67.7	Decreased, 2008-2022	No quadratic change	No change
Human immunodeficiency virus (HIV) prevention						93.7	89.7	84.3	82.0	79.0	83.1	74.5	68.5	Decreased, 2008-2022	No quadratic change	No change
Human sexuality						86.8	80.3	76.8	74.1	70.2	72.4	64.6	60.9	Decreased, 2008-2022	No quadratic change	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020			
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] or COVID-19 prevention)							88.9	90.1	87.9	90.5	85.5	86.8	No linear change	No quadratic change	No change
Injury prevention and safety					91.9	89.7	85.6	90.7	89.2	89.0	84.5	83.6	Decreased, 2008-2022	No quadratic change	No change
Mental and emotional health					93.0	90.8	90.7	90.1	90.3	89.8	91.6	93.4	No linear change	No quadratic change	No change
Nutrition and dietary behavior					95.8	95.9	95.6	94.0	94.5	95.6	92.8	91.6	Decreased, 2008-2022	No quadratic change	No change
Physical activity and fitness					96.8	96.7	96.9	96.4	96.6	96.0	94.1	94.5	No linear change	No quadratic change	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Pregnancy prevention						91.3	83.8	80.2	79.0	75.0	77.7	72.9	70.2	Decreased, 2008-2022	Decreased, 2008-2012 Decreased, 2012-2022	No change
Sexually transmitted disease (STD) prevention						93.3	88.0	83.4	82.0	78.5	80.3	75.0	69.1	Decreased, 2008-2022	No quadratic change	No change
Suicide prevention						79.7	74.2	83.1	87.9	91.7	89.9	90.4	86.9	Increased, 2008-2022	Increased, 2008-2016 No change, 2016-2022	No change
Tobacco-use prevention or cessation						97.2	94.7	93.3	92.8	92.2	90.7	89.9	89.6	Decreased, 2008-2022	No quadratic change	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)						95.6	93.6	92.4	95.2	94.9	94.0	90.3	92.0	No linear change	No quadratic change	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation 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						95.4	91.0	90.2	90.0	87.3	87.6	86.1	84.1	Decreased, 2008-2022	No quadratic change	No change
Identifying short- and long-term health consequences of tobacco product use						95.8	91.4	89.8	90.8	86.8	88.0	86.2	84.1	Decreased, 2008-2022	No quadratic change	No change
Identifying social, economic, and cosmetic consequences of tobacco product use						89.8	85.5	85.3	82.7	82.2	82.4	84.9	78.7	Decreased, 2008-2022	No quadratic change	No change
Understanding the addictive nature of nicotine						94.9	91.3	89.5	86.2	85.4	86.7	87.0	82.9	Decreased, 2008-2022	No quadratic change	No change
Effects of nicotine on the adolescent brain										79.2	79.9	84.0	80.4	No linear change	Not available	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																
Effects of tobacco product use on athletic performance						87.9	84.8	82.0	80.3	79.8	77.9	82.7	77.8	Decreased, 2008-2022	No quadratic change	No change
Effects of second-hand smoke and benefits of a smoke-free environment						95.4	88.7	89.1	87.9	84.3	86.6	86.1	81.6	Decreased, 2008-2022	No quadratic change	No change
Understanding the social influences on tobacco product use, including media, family, peers and culture						92.9	90.3	86.6	86.4	81.7	84.4	85.6	81.6	Decreased, 2008-2022	No quadratic change	No change
Identifying reasons why students do and do not use tobacco products						93.9	89.7	87.7	87.5	83.5	83.8	86.0	82.5	Decreased, 2008-2022	No quadratic change	No change
Making accurate assessments of how many peers use tobacco products						78.3	71.6	69.8	69.4	68.1	68.8	74.4	63.3	Decreased, 2008-2022	No quadratic change	Decreased

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																
Using interpersonal communication skills to avoid tobacco product use (e.g., refusal skills, assertiveness)						94.2	88.9	84.7	87.5	84.2	85.5	83.0	79.1	Decreased, 2008-2022	No quadratic change	No change
Using goal-setting and decision-making skills related to not using tobacco products						88.8	86.9	81.5	84.7	80.4	82.0	76.6	76.9	Decreased, 2008-2022	No quadratic change	No change
Finding valid information and services related to tobacco-use prevention and cessation						81.3	74.9	73.6	72.6	72.3	75.6	70.6	72.1	Decreased, 2008-2022	No quadratic change	No change
Supporting others who abstain from or want to quit using tobacco products						78.8	79.0	73.2	74.8	75.1	73.5	72.2	72.3	Decreased, 2008-2022	No quadratic change	No change

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2022 School Health Profiles Report
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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught the following tobacco-use prevention or cessation topics in a required course for students in any of grades 6 through 12 during the current school year:																
Identifying harmful effects of tobacco product use on fetal development						86.6	80.3	76.0	75.5	75.3	77.4	74.1	67.0	Decreased, 2008-2022	No quadratic change	No change
Relationship between using tobacco products and alcohol or other drugs									85.9	82.6	83.7	82.1	78.7	No linear change	Not available	No change
How addiction to tobacco products can be treated									76.9	77.1	81.4	77.3	75.0	No linear change	Not available	No change
Understanding school policies and community laws related to the sale and use of tobacco products									80.5	79.9	80.7	80.1	77.6	No linear change	Not available	No change
Benefits of tobacco product cessation programs									61.3	62.9	69.8	65.9	66.7	No linear change	Not available	No change
Percentage of schools that taught all 19 tobacco-use prevention topics during the current school year											56.6	54.9	49.4	No linear change	Not available	No change

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Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which teachers taught about the following tobacco products in a required course for students in any of grades 6 through 12 during the current school year:																
Cigarettes												85.6	82.8	No linear change	Not available	No change
Smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco)												85.2	81.4	No linear change	Not available	No change
Cigars, little cigars, or cigarillos												71.2	66.2	No linear change	Not available	No change
Pipes												68.3	56.6	Decreased, 2020-2022	Not available	Decreased
Electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL)												86.4	84.0	No linear change	Not available	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which teachers taught each of the following alcohol- and other drug-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:																
Differences between proper use and abuse of over-the-counter medicines and prescription medicines												80.4	76.8	No linear change	Not available	No change
Harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs												84.5	80.1	No linear change	Not available	No change
Situations that lead to the use of alcohol and other drugs												83.6	79.7	No linear change	Not available	No change
Alcohol and other drug use as an unhealthy way to manage weight												68.5	68.9	No linear change	Not available	No change

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Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which teachers taught each of the following alcohol- and other drug-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:																
Identifying reasons why individuals choose to use or not to use alcohol and other drugs												83.1	79.3	No linear change	Not available	No change
Using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness)												84.4	80.5	No linear change	Not available	No change
Supporting others who abstain from or want to quit using alcohol and other drugs												74.7	72.7	No linear change	Not available	No change
Understanding the social influences on alcohol and other drug use, including media, family, peers, and culture												84.9	81.3	No linear change	Not available	No change
How to persuade and support others to be alcohol and other drug free												79.4	76.1	No linear change	Not available	No change

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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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						88.9	81.9	71.4	62.5	53.9	57.9	50.8	44.2	Decreased, 2008-2022	Decreased, 2008-2016 No change, 2016-2022	No change
Health consequences of HIV, other STDs, and pregnancy						86.4	77.8	64.1	60.9	53.9	56.2	49.5	45.3	Decreased, 2008-2022	Decreased, 2008-2012 Decreased, 2012-2022	No change
The benefits of being sexually abstinent						90.2	79.8	68.5	61.8	56.7	63.2	51.7	48.2	Decreased, 2008-2022	Decreased, 2008-2014 Decreased, 2014-2022	No change
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						72.9	63.0	43.8	50.1	44.3	48.2	43.6	37.5	Decreased, 2008-2022	Decreased, 2008-2012 No change, 2012-2022	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
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 influences of family, peers, media, technology, and other factors on sexual risk behaviors									56.2	56.5	57.0	53.9	43.7	No linear change	Not available	No change	
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						79.8	69.7	52.7	51.9	49.3	54.3	46.2	39.8	Decreased, 2008-2022	Decreased, 2008-2012 No change, 2012-2022	No change	
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						83.3	70.9	57.3	54.0	48.8	50.2	45.5	38.7	Decreased, 2008-2022	Decreased, 2008-2012 Decreased, 2012-2022	No change	
Influencing and supporting others to avoid or reduce sexual risk behaviors										49.0	47.5	46.4	43.8	43.6	No linear change	Not available	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Efficacy of condoms, that is, how well condoms work and do not work						35.6	26.9	26.7	31.2	34.5	36.1	30.2		No linear change	No quadratic change	No change
The importance of using condoms consistently and correctly						24.5	18.8	15.9	20.5	28.7	30.0	25.7		No linear change	No quadratic change	No change
How to obtain condoms						19.3	11.7	12.0	13.3	22.2	20.9	18.2		No linear change	No quadratic change	No change
How to correctly use a condom						15.7	7.9	4.7	12.5	19.1	16.1	20.5		Increased, 2010-2022	No quadratic change	No change
Methods of contraception other than condoms										21.4	31.1	31.2	29.2	No linear change	Not available	No change

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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							14.1	19.5	19.8	30.3	30.2	27.8	Increased, 2012-2022	No quadratic change	No change	
How to create and sustain healthy and respectful relationships							59.1	61.3	57.1	61.3	54.8	47.3	No linear change	No quadratic change	No change	
The importance of limiting the number of sexual partners								38.4	42.3	41.3	46.1	35.5	No linear change	Not available	No change	
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health								35.4	41.0	41.9	38.3	31.6	No linear change	Not available	No change	
How to communicate sexual consent between partners											34.9	29.2	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
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:																
Recognizing and responding to sexual victimization and violence												35.7	27.9	No linear change	Not available	No change
Diversity of sexual orientations and gender identities												24.7	20.2	No linear change	Not available	No change
How gender roles and stereotypes affect goals, decision making, and relationships												33.1	28.6	No linear change	Not available	No change
The relationship between alcohol and other drug use and sexual risk behaviors											55.5	48.5	43.7	No linear change	Not available	No change
Percentage of schools that taught all 22 HIV, other STD, and pregnancy prevention topics in any of grades 6, 7, or 8 during the current school year												12.5	14.6	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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						99.2	97.4	98.0	95.7	97.1	91.0	90.5	Decreased, 2010-2022	No quadratic change	No change	
Health consequences of HIV, other STDs, and pregnancy						96.5	97.4	98.0	95.7	97.1	91.9	91.5	Decreased, 2010-2022	No quadratic change	No change	
The benefits of being sexually abstinent						97.2	97.4	98.1	98.0	93.6	97.1	91.0	90.7	Decreased, 2008-2022	No quadratic change	No change
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						93.8	95.8	95.5	96.1	92.8	91.4	91.0	85.6	Decreased, 2008-2022	No quadratic change	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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 influences of family, peers, media, technology, and other factors on sexual risk behaviors									95.1	92.8	93.2	89.9	90.5	No linear change	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						94.2	96.7	93.0	93.2	92.8	91.4	89.0	84.4	Decreased, 2008-2022	No quadratic change	No change
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						94.3	95.1	90.7	97.0	90.9	90.5	86.0	86.5	Decreased, 2008-2022	No quadratic change	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors									94.0	89.7	89.4	87.1	82.7	Decreased, 2014-2022	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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2022 School Health Profiles Report
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
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:																	
Efficacy of condoms, that is, how well condoms work and do not work						81.6	85.3	83.3	83.5	87.6	84.5	86.9	81.6	No linear change	No quadratic change	No change	
The importance of using condoms consistently and correctly						67.1	81.0	78.5	73.4	85.5	79.7	84.9	81.8	Increased, 2008-2022	No quadratic change	No change	
How to obtain condoms						60.4	69.7	68.6	71.7	74.7	76.0	81.9	69.9	Increased, 2008-2022	No quadratic change	Decreased	
How to correctly use a condom							62.8	51.7	61.1	64.4	60.7	71.1	63.8	No linear change	No quadratic change	No change	
Methods of contraception other than condoms											84.3	82.7	86.9	82.8	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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							76.9	81.6	83.5	82.6	84.8	83.7	No linear change	No quadratic change	No change	
How to create and sustain healthy and respectful relationships							92.4	97.0	94.7	96.1	91.0	93.2	No linear change	No quadratic change	No change	
The importance of limiting the number of sexual partners								96.9	91.8	87.5	90.0	86.9	Decreased, 2014-2022	Not available	No change	
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health								92.2	89.5	90.3	86.1	81.8	Decreased, 2014-2022	Not available	No change	
How to communicate sexual consent between partners											88.1	84.3	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
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:																
Recognizing and responding to sexual victimization and violence												86.1	83.1	No linear change	Not available	No change
Diversity of sexual orientations and gender identities												64.6	66.0	No linear change	Not available	No change
How gender roles and stereotypes affect goals, decision making, and relationships												70.6	73.6	No linear change	Not available	No change
The relationship between alcohol and other drug use and sexual risk behaviors												90.8	91.3	No linear change	Not available	No change
Percentage of schools that taught all 22 HIV, other STD, and pregnancy prevention topics in any of grades 9, 10, 11, or 12 during the current school year												49.9	51.6	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
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									55.3	52.0	56.3	44.0	43.2	Decreased, 2014-2022	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									48.3	49.4	55.7	43.2	39.4	No linear change	Not available	No change
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									42.8	36.3	47.1	33.4	32.0	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									48.5	47.7	52.1	44.3	41.4	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
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:																
Use decision-making skills to prevent HIV, other STDs, and pregnancy									55.4	50.2	50.9	42.3	40.4	Decreased, 2014-2022	Not available	No change
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									56.3	54.1	58.3	48.2	42.9	Decreased, 2014-2022	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									45.2	46.7	50.0	35.5	39.4	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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2022 School Health Profiles Report
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Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
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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

	98.0	94.8	94.0	89.5	89.8	Decreased, 2014-2022	Not available	No change
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Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors

	93.3	93.1	91.8	89.7	88.4	No linear change	Not available	No change
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Access valid information, products, and services to prevent HIV, other STDs, and pregnancy

	93.3	91.9	88.0	88.6	84.5	Decreased, 2014-2022	Not available	No change
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Use interpersonal communication skills to avoid or reduce sexual risk behaviors

	92.3	91.8	92.1	88.6	89.4	No linear change	Not available	No change
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¹Based on trend analyses using a logistic regression model, p < 0.05.

²Based on t-test analysis, p < 0.05.

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2022 School Health Profiles Report
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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Use decision-making skills to prevent HIV, other STDs, and pregnancy									98.0	91.9	94.1	89.7	88.5	Decreased, 2014-2022	Not available	No change
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									90.2	92.9	91.0	86.6	83.9	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									91.2	91.0	83.9	86.6	84.5	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which teachers provided students with the opportunity to practice the following skills in a required course for students in any of grades 6 through 12 during the current school year:																
Communication, decision-making, goal-setting, or refusal skills related to sexual health (e.g., through role playing)												59.5	56.4	No linear change	Not available	No change
Analyzing the influence of family, peers, culture, media, or technology on sexual health												60.4	57.0	No linear change	Not available	No change
Accessing valid sexual health information, products, and services												54.9	51.4	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which teachers implemented the following inclusive practices when providing sexual health education in a required course for students in grades 6 through 12 during the current school year:*																
Encouraged use of gender-neutral pronouns such as “they/them” during instruction to recognize gender diversity among students												33.5	39.3	No linear change	Not available	No change
Provided positive examples of lesbian, gay, bisexual, or transgender (LGBT) people and same-sex or gender relationships (e.g., family, peer, or romantic)												31.0	37.8	No linear change	Not available	No change
Encouraged students to respect others' sexual and gender identities												70.0	67.7	No linear change	Not available	No change

* Among schools that teach sexual health education.

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

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

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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which teachers implemented the following inclusive practices when providing sexual health education in a required course for students in grades 6 through 12 during the current school year:*																
Provided students with information about LGBT resources within the school (e.g., counseling services, student support groups like Gay/Straight Alliances or Genders and Sexualities Alliances)												33.6	35.7	No linear change	Not available	No change
Identified additional LGBT resources available in the community or online												28.4	31.9	No linear change	Not available	No change
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	95.1	95.1	93.6	90.8	92.5	89.8	88.5	Decreased, 2008-2022	No quadratic change	No change

* Among schools that teach sexual health education.

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

²Based on t-test analysis, p < 0.05.

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2022 School Health Profiles Report
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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
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 drinking plenty of water									93.2	89.5	91.3	89.8	89.3	No linear change	Not available	No change		
Benefits of eating breakfast every day										87.7	90.3	88.0	85.7	No linear change	Not available	No change		
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, healthy eating patterns)									91.2	88.2	89.0	87.2	82.7	Decreased, 2014-2022	Not available	No change		
Using food labels						93.0	92.3	92.2	87.8	88.7	88.0	86.2	83.0	Decreased, 2008-2022	No quadratic change	No change		
Differentiating between nutritious and non-nutritious beverages									88.7	87.9	88.5	85.3	86.3	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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2022 School Health Profiles Report
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Balancing food intake and physical activity						94.5	94.6	93.4	91.2	89.9	91.5	88.3	87.7	Decreased, 2008-2022	No quadratic change	No change
Eating more fruits, vegetables, and whole grain products						94.6	93.9	93.4	91.3	90.9	91.1	88.1	86.4	Decreased, 2008-2022	No quadratic change	No change
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)						94.2	93.2	93.4	88.5	87.8	88.4	87.0	80.6	Decreased, 2008-2022	No quadratic change	No change
Choosing foods, snacks, and beverages that are low in added sugars									89.5	88.7	90.3	87.0	83.5	Decreased, 2014-2022	Not available	No change
Choosing foods and snacks that are low in sodium									87.2	84.9	86.5	82.5	79.2	Decreased, 2014-2022	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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2022 School Health Profiles Report
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Eating a variety of foods that are high in calcium									84.9	83.4	82.9	82.6	78.8	No linear change	Not available	No change
Eating a variety of foods that are high in iron									81.2	79.1	81.3	79.1	77.1	No linear change	Not available	No change
Food safety						83.8	84.3	83.7	81.1	81.2	80.1	78.7	77.1	Decreased, 2008-2022	No quadratic change	No change
Preparing healthy meals and snacks						90.2	87.8	86.7	84.2	83.4	84.2	83.2	79.4	Decreased, 2008-2022	No quadratic change	No change
Risks of unhealthy weight control practices						93.3	91.7	91.3	88.6	88.1	88.1	86.1	80.3	Decreased, 2008-2022	No quadratic change	No change

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²Based on t-test analysis, p < 0.05.

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2022 School Health Profiles Report
Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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						88.7	87.4	88.6	85.6	85.2	87.2	85.8	82.2	Decreased, 2008-2022	No quadratic change	No change
Signs, symptoms, and treatment for eating disorders						92.9	87.5	87.8	83.9	81.8	84.4	80.7	78.0	Decreased, 2008-2022	No quadratic change	No change
Relationship between diet and chronic diseases									82.2	81.7	83.3	83.5	78.4	No linear change	Not available	No change
Food production, including how food is grown, harvested, processed, packaged, and transported											69.7	67.8	68.2	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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									95.1	90.8	94.1	90.6	91.4	No linear change	Not available	No change
Mental and social benefits of physical activity									95.1	90.4	93.3	91.4	91.4	No linear change	Not available	No change
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						95.6	95.1	92.0	94.3	90.4	92.9	91.1	90.9	Decreased, 2008-2022	No quadratic change	No change
Phases of a workout (i.e., warm-up, workout, cool down)						93.0	92.6	91.2	94.0	88.6	92.9	89.2	88.6	Decreased, 2008-2022	No quadratic change	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity									90.1	87.0	89.4	88.9	86.4	No linear change	Not available	No change
Decreasing sedentary activities (e.g., television viewing)						93.1	91.4	90.4	93.9	90.4	93.7	89.2	89.3	No linear change	No quadratic change	No change
Preventing injury during physical activity						93.6	91.1	89.9	92.2	87.4	90.3	89.4	87.0	Decreased, 2008-2022	No quadratic change	No change
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						83.4	85.3	78.6	78.4	77.7	80.3	78.9	76.0	Decreased, 2008-2022	No quadratic change	No change
Dangers of using performance-enhancing drugs (e.g., steroids)						87.9	85.4	83.1	81.0	80.6	76.3	77.0	74.0	Decreased, 2008-2022	No quadratic change	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Increasing daily physical activity									95.1	91.8	94.1	91.5	92.3	No linear change	Not available	No change
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)									93.4	90.1	92.9	89.3	90.7	No linear change	Not available	No change
Using safety equipment for specific physical activities									83.7	81.5	83.9	83.6	81.3	No linear change	Not available	No change
Benefits of drinking water before, during, and after physical activity									92.9	89.2	92.3	89.7	91.1	No linear change	Not available	No change
Percentage of schools that taught all 13 physical activity topics during the current school year									69.4	67.2	67.8	70.9	65.7	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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2022 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
SHE_PM_1807_2: The 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									50.6	55.7	56.1	50.1	50.9	No linear change	Not available	No change
SHS_PM_1807_4: The percentage of schools that taught all 3 of the SHS topics in grades 9, 10, 11, or 12									67.1	71.1	72.9	80.1	65.0	No linear change	Not available	Decreased
SSE_PM_1807_1: The percentage of schools in which school staff received professional development on classroom management techniques						59.2	65.5	54.0	61.2	72.6	74.0	73.5	75.1	Increased, 2008-2022	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
Parent and Family Involvement																
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:																
Alcohol- or other drug-use prevention										37.2	44.0	48.0	55.6	Increased, 2016-2022	Not available	No change
Asthma						19.5	21.7	15.1	23.7	19.3	22.8	29.1	40.8	Increased, 2008-2022	No change, 2008-2018 Increased, 2018-2022	Increased
Food allergies									34.4	32.2	39.5	37.9	44.2	Increased, 2014-2022	Not available	No change
HIV, other STD, or pregnancy prevention						34.1	34.8	25.3	24.2	24.8	31.3	25.1	36.6	No linear change	Decreased, 2008-2014 Increased, 2014-2022	Increased
Nutrition and healthy eating						42.1	49.7	42.7	54.0	50.8	49.9	53.5	57.7	Increased, 2008-2022	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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:																
Physical activity						42.0	49.6	40.8	52.2	45.4	49.1	49.3	54.3	Increased, 2008-2022	No quadratic change	No change
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									75.4	71.8	72.6	74.9	63.0	Decreased, 2014-2022	Not available	Decreased
Tobacco-use prevention or cessation						36.7	40.9	32.6	40.3	37.4	46.0	52.4	56.9	Increased, 2008-2022	No change, 2008-2016 Increased, 2016-2022	No change
Percentage of schools in which teachers have given students health education homework assignments or activities to do at home with their parents during the current school year																
									65.1	63.2	63.1	61.0	48.3	Decreased, 2014-2022	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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			36.8			39.9	34.2	34.8	35.1	31.6	32.1	45.5	34.8	No linear change	No quadratic change	Decreased
Asthma						16.5	18.8	21.7	20.3	17.3	20.6	29.3	28.2	Increased, 2008-2022	No quadratic change	No change
Chronic disease prevention (e.g., diabetes, obesity prevention)										30.8	32.1	37.7	32.1	No linear change	Not available	No change
Epilepsy or seizure disorder									25.2	29.8	35.5	45.9	46.4	Increased, 2014-2022	Not available	No change
Food allergies									29.8	27.5	38.1	37.3	35.2	Increased, 2014-2022	Not available	No change
Foodborne illness prevention						18.6	19.6	18.2	20.8	20.7	24.4	27.2	27.5	Increased, 2008-2022	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
HIV prevention			34.4			34.2	31.8	32.4	25.2	18.8	23.4	24.3	22.8	Decreased, 2002-2022	No quadratic change	No change
Human sexuality			17.9			28.8	23.4	22.8	19.2	13.7	18.5	19.8	24.8	No linear change	No quadratic change	No change
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)								35.3	38.2	29.0	38.7	41.3	56.8	Increased, 2012-2022	No change, 2012-2016 Increased, 2016-2022	Increased
Injury prevention and safety			47.3			45.0	52.5	40.2	46.7	47.4	43.6	48.6	49.9	No linear change	No quadratic change	No change
Mental and emotional health			21.8			31.8	30.9	30.1	37.7	39.9	44.9	62.8	60.1	Increased, 2002-2022	Increased, 2002-2012 Increased, 2012-2022	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Nutrition and dietary behavior			23.1			41.2	39.9	45.3	40.3	38.2	37.5	38.7	33.8	No linear change	Increased, 2002-2010 Decreased, 2010-2022	No change
Physical activity and fitness			40.0			52.5	50.9	50.0	54.8	58.5	56.2	58.4	50.4	Increased, 2002-2022	Increased, 2002-2016 No change, 2016-2022	No change
Pregnancy prevention			18.2			25.9	23.2	25.1	16.8	13.3	17.6	18.7	19.0	No linear change	No quadratic change	No change
STD prevention			25.7			29.4	26.4	27.4	18.3	16.9	18.8	20.5	21.2	Decreased, 2002-2022	No quadratic change	No change
Suicide prevention			9.0			21.9	25.4	58.9	68.7	70.2	64.7	71.7	68.5	Increased, 2002-2022	Increased, 2002-2014 No change, 2014-2022	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Tobacco-use prevention or cessation			31.0			28.7	29.5	25.8	27.9	26.0	29.0	43.9	37.5	Increased, 2002-2022	No change, 2002-2016 Increased, 2016-2022	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)			50.0			41.4	55.3	54.5	70.4	66.1	64.5	64.0	53.7	Increased, 2002-2022	Increased, 2002-2016 Decreased, 2016-2022	Decreased
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			50.6			46.0	42.1	42.3	44.5	50.9	52.9	61.4	61.4	Increased, 2002-2022	Decreased, 2002-2012 Increased, 2012-2022	No change
Teaching students of various racial/ethnic and cultural backgrounds			44.5			37.1	37.7	31.5	34.2	34.5	42.8	54.5	56.0	Increased, 2002-2022	Decreased, 2002-2014 Increased, 2014-2022	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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 English language learners (ELL)			16.3			20.9	22.3	13.9	20.1	20.3	29.2	33.2	39.8	Increased, 2002-2022	No change, 2002-2014 Increased, 2014-2022	No change
How to support lesbian, gay, bisexual, and transgender students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language, providing students with information about LGBT resources within the school)												24.9	30.8	No linear change	Not available	No change
Using interactive teaching methods (e.g., role plays, cooperative group activities)			57.7			53.4	56.3	48.5	55.3	66.1	61.4	61.5	62.9	Increased, 2002-2022	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:																
Encouraging family or community involvement			41.2			33.5	40.0	34.2	39.5	39.7	42.7	49.1	52.0	Increased, 2002-2022	No change, 2002-2012 Increased, 2012-2022	No change
Teaching skills for behavior change			52.8			39.8	47.0	39.7	46.5	53.2	52.5	58.2	59.4	Increased, 2002-2022	Decreased, 2002-2012 Increased, 2012-2022	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)						59.2	65.5	54.0	61.2	72.6	74.0	73.5	75.1	Increased, 2008-2022	No quadratic change	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

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which the lead health education teacher received professional development on the following topics related to teaching sexual health education:																
Aligning lessons and materials with the district scope and sequence for sexual health education										18.9	18.5	22.9	26.4	Increased, 2016-2022	Not available	No change
Creating a comfortable and safe learning environment for students receiving sexual health education										13.8	16.5	21.4	26.6	Increased, 2016-2022	Not available	No change
Connecting students to on-site or community-based sexual health services										10.3	13.2	17.9	19.6	Increased, 2016-2022	Not available	No change
Using a variety of effective instructional strategies to deliver sexual health education										14.6	17.9	15.3	21.5	No linear change	Not available	No change
Building student skills in HIV, other STD, and pregnancy prevention										13.7	15.1	15.6	18.4	No linear change	Not available	No change

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²Based on t-test analysis, p < 0.05.

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Prevalence

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which the lead health education teacher received professional development on the following topics related to teaching sexual health education:																
Assessing student knowledge and skills in sexual health education										14.5	16.8	14.8	21.5	No linear change	Not available	No change
Understanding current district or school board policies or curriculum guidance regarding sexual health education										14.6	15.9	17.9	22.4	Increased, 2016-2022	Not available	No change
Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students												16.6	19.3	No linear change	Not available	No change
Engaging parents in sexual health education												11.9	12.8	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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			66.8			77.0	73.2	83.7	71.6	69.9	68.6	71.7	65.3	No linear change	Increased, 2002-2012 Decreased, 2012-2022	No change
Asthma						58.9	54.0	54.0	50.3	43.8	41.1	38.3	44.5	Decreased, 2008-2022	No quadratic change	No change
Chronic disease prevention (e.g., diabetes, obesity prevention)										62.5	65.9	58.6	59.4	No linear change	Not available	No change
Epilepsy or seizure disorder									55.5	45.9	44.2	45.0	50.7	No linear change	Not available	No change
Food allergies									56.8	47.4	46.7	43.0	50.0	No linear change	Not available	No change
Foodborne illness prevention						54.4	47.4	57.2	49.7	45.5	45.4	41.6	44.8	Decreased, 2008-2022	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
HIV prevention			60.1			64.1	64.2	67.0	57.2	54.3	54.8	51.0	52.3	Decreased, 2002-2022	No change, 2002-2012 Decreased, 2012-2022	No change
Human sexuality			56.4			60.0	59.7	67.1	56.2	57.8	60.4	60.2	58.5	No linear change	No quadratic change	No change
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)								68.4	57.1	51.0	51.5	53.1	54.1	Decreased, 2012-2022	Decreased, 2012-2016 No change, 2016-2022	No change
Injury prevention and safety			56.2			71.5	64.6	65.0	66.0	61.5	56.9	58.4	53.2	Decreased, 2002-2022	Increased, 2002-2010 Decreased, 2010-2022	No change
Mental and emotional health			59.3			75.0	73.4	77.5	70.5	69.6	68.4	74.7	70.0	No linear change	Increased, 2002-2010 No change, 2010-2022	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Nutrition and dietary behavior			59.6			74.8	74.6	82.1	75.8	73.9	69.2	73.0	68.9	No linear change	Increased, 2002-2012 Decreased, 2012-2022	No change
Physical activity and fitness			59.6			75.4	73.2	77.5	74.2	70.2	69.3	72.0	66.7	No linear change	Increased, 2002-2010 Decreased, 2010-2022	No change
Pregnancy prevention			56.6			63.6	60.7	69.6	57.5	54.3	54.2	56.5	49.6	Decreased, 2002-2022	Increased, 2002-2012 Decreased, 2012-2022	No change
STD prevention			60.3			66.7	63.6	69.9	57.4	56.6	58.9	57.8	54.2	Decreased, 2002-2022	Increased, 2002-2012 Decreased, 2012-2022	No change
Suicide prevention			72.0			74.1	71.5	79.0	67.4	63.5	65.3	70.8	66.9	Decreased, 2002-2022	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Tobacco-use prevention or cessation			61.4			71.0	69.7	78.6	66.0	59.8	59.9	67.0	59.4	Decreased, 2002-2022	Increased, 2002-2012 Decreased, 2012-2022	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)			76.9			77.5	71.7	81.9	75.1	69.2	71.2	72.9	70.4	Decreased, 2002-2022	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			55.5			64.1	64.0	67.6	65.4	63.9	64.7	63.3	65.3	No linear change	Increased, 2002-2012 No change, 2012-2022	No change
Teaching students of various racial/ethnic and cultural backgrounds			54.5			57.5	53.7	55.3	51.4	58.2	57.1	59.9	62.3	No linear change	No quadratic change	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	2020-2022 Change ²			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																		
Teaching English language learners (ELL)			52.6			52.5	48.1	51.4	47.7	52.1	53.1	55.1	59.0	No linear change	No change, 2002-2014 Increased, 2014-2022	No change		
How to support lesbian, gay, bisexual, and transgender students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language, providing students with information about LGBT resources within the school)												59.2	58.3	No linear change	Not available	No change		
Using interactive teaching methods (e.g., role plays, cooperative group activities)			56.3			69.0	64.1	71.1	68.7	66.8	64.5	67.5	63.4	No linear change	Increased, 2002-2012 No change, 2012-2022	No change		
Encouraging family or community involvement			63.0			73.6	67.6	75.4	68.9	69.3	69.3	72.9	69.6	No linear change	No quadratic change	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Teaching skills for behavior change			71.4			77.1	67.3	74.1	66.3	64.6	65.2	70.0	68.7	No linear change	No quadratic change	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)						72.0	61.8	67.1	60.1	59.2	61.9	61.3	60.6	Decreased, 2008-2022	No quadratic change	No change
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:																
Aligning lessons and materials with the district scope and sequence for sexual health education										54.9	56.9	53.9	55.5	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

	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:																
Creating a comfortable and safe learning environment for students receiving sexual health education										56.0	61.4	56.1	56.1	No linear change	Not available	No change
Connecting students to on-site or community-based sexual health services										53.0	58.2	54.6	54.6	No linear change	Not available	No change
Using a variety of effective instructional strategies to deliver sexual health education										57.7	62.3	59.6	57.4	No linear change	Not available	No change
Building student skills in HIV, other STD, and pregnancy prevention										55.6	58.3	53.2	54.5	No linear change	Not available	No change
Assessing student knowledge and skills in sexual health education										55.4	62.0	53.8	57.2	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	2020-2022 Change ²		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:																	
Understanding current district or school board policies or curriculum guidance regarding sexual health education										56.7	61.0	54.1	54.6	No linear change	Not available	No change	
Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students											56.5	56.4	No linear change	Not available	No change		
Engaging parents in sexual health education											56.2	51.5	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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)			71.5			68.6	69.3	66.9	75.0	72.2	76.5	75.1	64.3	No linear change	No quadratic change	Decreased
Physical education, kinesiology, exercise science or exercise physiology (c or e)						15.5	15.8	15.7	12.5	16.8	12.6	17.7	22.2	No linear change	No change, 2008-2018 Increased, 2018-2022	No change
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)						3.8	4.8	4.5	4.7	2.7	4.2	1.4	1.9	Decreased, 2008-2022	No quadratic change	No change
Nursing or counseling (h or i)			7.6			1.6	1.8	2.5	2.2	0.9	0.5	1.4	4.0	Decreased, 2002-2022	Decreased, 2002-2018 Increased, 2018-2022	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	2020-2022 Change ²	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:																
Public health or other (j or l)			2.4			1.8	2.1	1.8	1.4	2.0	2.7	2.2	4.9	No linear change	No change, 2002-2016 No change, 2016-2022	Increased
Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle school or high school						83.2	87.3	83.2	85.6	83.7	92.1	87.9	80.4	No linear change	No quadratic change	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	2020-2022 Change ²		
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022	
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics:																	
1 year			10.2			6.5	5.9	7.4	5.4	8.4	10.5	9.2	10.9	No linear change	Decreased, 2002-2010 Increased, 2010-2022	No change	
2 to 5 years			29.4			27.4	32.0	22.3	20.0	20.8	24.4	25.4	25.3	No linear change	No quadratic change	No change	
6 to 9 years			11.2			20.8	20.9	22.1	19.1	18.2	13.7	17.6	17.3	No linear change	Increased, 2002-2010 No change, 2010-2022	No change	
10 to 14 years			15.4			19.7	12.9	20.0	22.2	21.1	17.3	14.0	16.1	No linear change	No quadratic change	No change	
15 years or more			33.8			25.5	28.2	28.2	33.3	31.5	34.1	33.8	30.4	No linear change	No quadratic change	No change	

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

²Based on t-test analysis, p < 0.05.