

VERMONT

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
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											66.0	64.0	58.8	Decreased, 2018-2022	Not available	Decreased
Nutrition						57.2	61.1	58.7	58.9	64.8	62.0	54.7	52.8	No linear change	Increased, 2008-2016 Decreased, 2016-2022	No change
Tobacco-use prevention						53.0	58.6	59.3	59.4	61.1	64.7	63.8	60.7	Increased, 2008-2022	Increased, 2008-2018 No change, 2018-2022	No change
Alcohol- and other drug-use prevention												61.8	61.1	No linear change	Not available	No change
Chronic health conditions (e.g., asthma, food allergies)											46.5	36.4	36.8	Decreased, 2018-2022	Not available	No change
Unintentional injury and violence prevention (safety)							49.7	49.1	50.7	46.1	49.6	43.6	39.1	Decreased, 2010-2022	No change, 2010-2018 Decreased, 2018-2022	Decreased
Sexual health, including HIV, other STD, and pregnancy prevention											52.8	50.2	47.9	Decreased, 2018-2022	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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	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									33.1		89.0	85.9	75.1	Decreased, 2014-2022	Not available	Decreased
Helped revise district's local wellness policy											66.8	59.3	34.6	Decreased, 2018-2022	Not available	Decreased
Communicated to school staff about district's local wellness policy											72.2	72.1	70.0	No linear change	Not available	No change
Communicated to parents and families about district's local wellness policy											42.5	53.6	47.1	Increased, 2018-2022	Not available	Decreased
Communicated to students about district's local wellness policy											45.8	46.6	51.1	Increased, 2018-2022	Not available	Increased
Measured school's compliance with district's local wellness policy											50.3	46.0	36.4	Decreased, 2018-2022	Not available	Decreased
Developed an action plan that describes steps to meet requirements of district's local wellness policy											35.5	33.2	33.2	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 currently have someone who oversees or coordinates school health and safety programs and activities						87.7	79.7	88.5	85.7	91.4	87.0	87.4	83.0	No linear change	Increased, 2008-2016 Decreased, 2016-2022	Decreased
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					73.9	74.9	73.5	78.0	67.5	77.8	77.2	72.7	70.0	No linear change	No quadratic change	No change
Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*																
Identified student health needs based on a review of relevant data								73.8	79.8	79.4	75.7	79.7	81.7	Increased, 2012-2022	No quadratic change	No change
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team								72.8	76.1	81.1	78.7	76.5	70.4	No linear change	Increased, 2012-2016 Decreased, 2016-2022	Decreased

* 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							80.2	85.1	85.7	79.5	77.1	80.5	No linear change	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							80.4	86.5	87.6	88.4	87.3	82.6	No linear change	Increased, 2012-2018 Decreased, 2018-2022	Decreased	
Reviewed health-related curricula or instructional materials							69.9	72.5	81.3	74.8	80.9	87.3	Increased, 2012-2022	No quadratic change	Increased	

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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												36.9	49.3	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												38.9	39.8	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												45.9	46.1	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						22.6	32.4	36.9	40.1	45.8	51.1	55.5	72.6	Increased, 2008-2022	No quadratic change	Increased
Percentage of schools with student-led clubs that support LGBT youth						22.6	32.4	36.9	40.1	45.8	51.1	55.5	72.6	Increased, 2008-2022	No quadratic change	Increased
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						66.8	65.1	73.5	82.5	83.8	92.7	93.8	Increased, 2010-2022	Increased, 2010-2016 Increased, 2016-2022	No change	
Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity						96.4	95.5	95.9	99.3	98.5	100.0	99.2	Increased, 2010-2022	†	Decreased	

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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							80.2	76.8	82.4	83.1	88.3	93.4	98.5	Increased, 2010-2022	Increased, 2010-2016 Increased, 2016-2022	Increased
Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth							54.2	57.2	67.6	69.0	66.7	71.5	74.7	Increased, 2010-2022	Increased, 2010-2014 Increased, 2014-2022	No change
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth							62.1	63.8	68.5	70.5	66.7	78.2	84.1	Increased, 2010-2022	Increased, 2010-2018 Increased, 2018-2022	Increased

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Percentage of schools in which school staff received professional development to support lesbian, gay, bisexual, and transgender students												70.9	63.8	Decreased, 2020-2022	Not available	Decreased
Percentage of schools that performed all of the following activities to communicate with parents and families												0.8	2.3	Increased, 2020-2022	Not available	Increased

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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									90.3	85.5	88.1	93.5	89.9	Increased, 2014-2022	Not available	Decreased
Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression									100.0	100.0	100.0	98.4	100.0	Decreased, 2014-2022	Not available	Increased
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									97.7	99.2	96.7	97.7	98.4	No linear change	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					97.7	100.0	100.0	100.0	100.0	98.9	100.0	100.0	100.0	Increased, 2006-2022	†	¶
7th grade					99.1	98.8	100.0	100.0	100.0	99.1	100.0	100.0	100.0	Increased, 2006-2022	†	¶
8th grade					99.1	98.8	100.0	100.0	100.0	99.1	100.0	98.1	100.0	No linear change	†	Increased

* 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					96.3	87.2	89.6	93.2	88.0	94.8	93.6	94.8	98.0	Increased, 2006-2022	Decreased, 2006-2010 Increased, 2010-2022	Increased		
10th grade					87.2	76.7	82.0	77.5	80.1	87.6	73.4	82.8	81.0	No linear change	No quadratic change	No change		
11th grade					58.7	67.7	52.0	56.8	53.1	69.7	45.2	49.6	59.4	Decreased, 2006-2022	No quadratic change	Increased		
12th grade					54.6	65.2	48.0	54.7	52.1	68.0	39.2	46.1	55.5	Decreased, 2006-2022	No quadratic change	Increased		

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Prevalence													Linear	Quadratic	2020-2022
1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Change ¹	Change ¹	Change ²
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								95.1	96.9	97.0	99.2	86.9	Decreased, 2014-2022	Not available	Decreased
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											73.4	77.3	Increased, 2020-2022	Not available	Increased
Require physical education teachers to follow a written physical education curriculum											76.0	65.7	Decreased, 2020-2022	Not available	Decreased
Allow the use of waivers, exemptions, or substitutions for physical education requirements for one grading period or longer											44.0	38.2	Decreased, 2020-2022	Not available	Decreased

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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												2.5	3.9	No linear change	Not available	No change
Require physical education teachers to be certified, licensed, or endorsed by the state in physical education												99.1	98.4	No linear change	Not available	No change
Limit physical education class sizes so that they are the same size as other subject areas												67.6	76.6	Increased, 2020-2022	Not available	Increased
Have a dedicated budget for physical education materials and equipment												95.9	99.2	Increased, 2020-2022	Not available	Increased

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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												83.9	79.6	Decreased, 2020-2022	Not available	Decreased
Include students with disabilities in regular physical education courses as appropriate												100.0	100.0	§	Not available	¶
Percentage of schools in which students participate in physical activity in classrooms during the school day outside of physical education							68.6	71.9	81.6	83.1	87.8	79.6		Increased, 2012-2022	Increased, 2012-2018 No change, 2018-2022	Decreased
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												84.6	90.6	Increased, 2020-2022	Not available	Increased
Percentage of schools that offer interscholastic sports to students							86.1	92.0	94.1	89.8	87.7	93.9		Increased, 2012-2022	No quadratic change	Increased

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022			
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									48.2	41.8	47.9	53.3	34.1	Decreased, 2014-2022	Not available	Decreased
After the school day											84.9	91.2	92.4	Increased, 2018-2022	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							49.6	56.2	57.2	66.9	64.3	62.2	Increased, 2012-2022	Increased, 2012-2018 Decreased, 2018-2022	No change	
Kitchen facilities and equipment											41.0	32.7	35.9	Decreased, 2018-2022	Not available	No change
Gardens												29.4	26.9	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
Percentage of schools that have a written plan for providing opportunities for students to be physically active before, during, and after school												12.2	16.3	Increased, 2020-2022	Not available	Increased
Percentage of schools that have assessed opportunities available to students to be physically active before, during, or after school												52.1	48.0	No linear change	Not available	No change
Percentage of schools that have established, implemented, and/or evaluated a Comprehensive School Physical Activity Program (CSPAP)												79.8	77.7	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												90.4	92.6	No linear change	Not available	No change
Recess or classroom physical activity												95.8	96.0	No linear change	Not available	No change
Physical activity before or after school												94.3	93.8	No linear change	Not available	No change
All three core CSPAP elements												79.8	80.7	No linear change	Not available	No change

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Percentage of schools that have the following process and supporting CSPAP elements in place:																
A written plan for implementing CSPAP												12.2	16.3	Increased, 2020-2022	Not available	Increased
Professional development for PE teachers												99.2	86.9	Decreased, 2020-2022	Not available	Decreased
Family engagement in PE or physical activity												73.2	74.7	No linear change	Not available	No change
Joint use agreement for physical activity facilities												64.3	62.2	No linear change	Not available	No change
Assessment of opportunities for student physical activity												52.1	48.0	No linear change	Not available	No change
At least one process and supporting CSPAP element												100.0	97.6	Decreased, 2020-2022	Not available	Decreased

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Tobacco-Use Prevention Policies																
Percentage of schools that have adopted a policy prohibiting tobacco use			100.0		100.0	100.0	100.0	98.5	98.4	100.0	98.5	100.0	100.0	Decreased, 2002-2022	†	¶
Percentage of schools that follow a policy that mandates a “tobacco-free environment”			55.7		63.1	63.1	60.8	54.9	66.8	66.0	68.9	77.1	74.1	Increased, 2002-2022	No change, 2002-2012 Increased, 2012-2022	No change
Percentage of schools that follow a policy that mandates a “tobacco-free environment” including prohibiting electronic vapor products										51.7	57.0	75.3	74.1	Increased, 2016-2022	Not available	No change

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Nutrition-Related Policies and Practices																
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered						36.5	52.4	50.8	59.1	62.3	58.8	52.1	45.2	Increased, 2008-2022	Increased, 2008-2016 Decreased, 2016-2022	Decreased
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			81.0		75.5	79.9	70.1	60.9	54.9	45.6	43.7	42.0	23.4	Decreased, 2002-2022	No change, 2002-2008 Decreased, 2008-2022	Decreased
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:																
Chocolate candy			19.1		13.4	12.2	11.0	12.7	7.1	5.4	2.6	2.5	0.8	Decreased, 2002-2022	Decreased, 2002-2012 Decreased, 2012-2022	Decreased
Other kinds of candy			23.2		15.7	14.2	14.1	16.3	9.5	3.9	3.5	3.3	3.1	Decreased, 2002-2022	Decreased, 2002-2012 Decreased, 2012-2022	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)			51.3		36.5	37.0	26.7	31.0	16.5	9.9	9.5	11.8	5.4	Decreased, 2002-2022	Decreased, 2002-2012 Decreased, 2012-2022	Decreased		
Low sodium or “no added salt” pretzels, crackers, or chips									32.4	27.5	29.7	25.9	18.7	Decreased, 2014-2022	Not available	Decreased		
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						39.8	33.4	29.4	18.9	9.7	12.1	15.0	6.9	Decreased, 2008-2022	Decreased, 2008-2016 No change, 2016-2022	Decreased		
Ice cream or frozen yogurt that is not low in fat						37.6	27.5	25.7	12.5	7.8	10.3	11.7	7.0	Decreased, 2008-2022	Decreased, 2008-2016 No change, 2016-2022	Decreased		
2% or whole milk (plain or flavored)					54.4	59.4	52.1	26.2	17.4	18.5	18.5	21.5	11.6	Decreased, 2006-2022	No change, 2006-2010 Decreased, 2010-2022	Decreased		
Nonfat or 1% (low-fat) milk (plain)									30.6	32.1	24.3	29.5	14.8	Decreased, 2014-2022	Not available	Decreased		

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022
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						17.5	14.1	12.4	5.5	7.8	6.7	6.5	5.4	Decreased, 2008-2022	Decreased, 2008-2014 No change, 2014-2022	No change
Soda pop or fruit drinks that are not 100% juice					39.3	26.5	18.4	22.1	11.2	8.5	5.4	5.7	5.6	Decreased, 2006-2022	Decreased, 2006-2018 No change, 2018-2022	No change
Sports drinks (e.g., Gatorade)					56.3	52.4	41.4	36.6	28.7	20.7	20.7	16.8	14.6	Decreased, 2006-2022	Decreased, 2006-2010 Decreased, 2010-2022	No change
Energy drinks (e.g., Red Bull, Monster)									1.6	1.5	0.0	0.0	2.4	No linear change	Not available	Increased
Plain water, with or without carbonation											38.5	36.6	20.3	Decreased, 2018-2022	Not available	Decreased
Calorie-free, flavored water, with or without carbonation											24.2	24.3	16.2	Decreased, 2018-2022	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
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									38.7	38.1	28.3	28.3	18.2	Decreased, 2014-2022	Not available	Decreased
Foods or beverages containing caffeine						26.1	16.8	21.0	19.9	13.3	13.1	18.8	8.0	Decreased, 2008-2022	No quadratic change	Decreased
Fruits (not fruit juice)						50.4	42.9	35.2	28.4	31.3	21.8	30.7	13.4	Decreased, 2008-2022	No quadratic change	Decreased
Non-fried vegetables (not vegetable juice)						36.6	35.8	25.5	22.8	24.4	16.3	21.1	11.1	Decreased, 2008-2022	No quadratic change	Decreased
Percentage of schools that do not sell less healthy foods and beverages (soda pop or fruit drinks, sports drinks, baked goods, salty snacks, candy)			27.3		28.8	38.9	46.0	48.1	60.4	74.0	72.0	74.9	83.0	Increased, 2002-2022	No quadratic change	Increased
Percentage of schools that do not sell expanded list of less healthy foods and beverages			27.3		28.8	23.7	35.1	42.3	58.5	73.8	71.1	72.4	81.4	Increased, 2002-2022	Increased, 2002-2016 Increased, 2016-2022	Increased

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

²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	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						9.1	12.2	11.2	18.1	16.2	12.1	14.0	12.0	No linear change	Increased, 2008-2014 Decreased, 2014-2022	No change
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						64.7	70.8	74.3	66.3	68.8	54.7	58.4	52.3	Decreased, 2008-2022	Increased, 2008-2012 Decreased, 2012-2022	Decreased
Provided information to students or families on the nutrition and caloric content of foods available						46.1	51.9	57.3	51.5	62.3	56.8	57.7	52.9	Increased, 2008-2022	Increased, 2008-2016 Decreased, 2016-2022	Decreased
Conducted taste tests to determine food preferences for nutritious items						46.6	54.3	57.5	58.7	63.0	62.8	52.5	39.5	No linear change	Increased, 2008-2018 Decreased, 2018-2022	Decreased
Served locally or regionally grown foods in the cafeteria or classrooms								92.3	94.6	92.4	95.1	90.8	87.8	Decreased, 2012-2022	No change, 2012-2018 Decreased, 2018-2022	Decreased
Planted a school food or vegetable garden							64.7	73.3	75.1	76.9	69.7	70.4	No linear change	Increased, 2012-2016 Decreased, 2016-2022	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 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							84.4	87.8	93.4	92.3	91.8	84.9	No linear change	Increased, 2012-2016 Decreased, 2016-2022	Decreased	
Used attractive displays for fruits and vegetables in the cafeteria							75.2	87.3	94.8	87.4	89.5	74.4	No linear change	Increased, 2012-2016 Decreased, 2016-2022	Decreased	
Offered a self-serve salad bar to students							67.9	79.9	86.2	83.0	90.2	49.9	Decreased, 2012-2022	Increased, 2012-2018 Decreased, 2018-2022	Decreased	
Encouraged students to drink plain water								86.0	92.5	89.4	92.3	92.2	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								26.7	34.7	30.6	40.6	42.4	Increased, 2014-2022	Not available	No change	
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes								25.0	47.2	42.7	38.3	45.3	Increased, 2014-2022	Not available	Increased	

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²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	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						68.1	72.3	72.7	79.5	85.1	81.2	84.5	83.4	Increased, 2008-2022	Increased, 2008-2016 No change, 2016-2022	No change
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						64.7	63.4	71.9	75.5	78.5	76.6	81.8	83.3	Increased, 2008-2022	No quadratic change	No change
On school buses or other vehicles used to transport students						68.8	71.1	73.2	75.7	80.1	77.2	84.5	84.9	Increased, 2008-2022	No quadratic change	No change
In school publications (e.g., newsletters, newspapers, web sites, other school publications)						69.7	73.4	72.4	74.6	82.2	78.7	82.1	82.4	Increased, 2008-2022	No quadratic change	No change
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)									72.0	79.1	78.5	76.4	83.1	Increased, 2014-2022	Not available	Increased
Percentage of schools that permit students to have a drinking water bottle with them during the school day								100.0	97.5	98.5	100.0	100.0	99.2	Increased, 2012-2022	†	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 that permit students to have a drinking water bottle with them in either all locations or certain locations during the school day								100.0	97.5	98.5	100.0	100.0	99.2	Increased, 2012-2022	†	Decreased
Percentage of schools that offer a free source of drinking water in the following locations:*																
Cafeteria during breakfast									87.8	90.9	93.2	91.7	95.1	Increased, 2014-2022	Not available	Increased
Cafeteria during lunch									88.7	91.6	95.0	93.3	97.6	Increased, 2014-2022	Not available	Increased
Gymnasium or other indoor physical activity facilities									95.2	93.9	94.3	96.7	96.2	Increased, 2014-2022	Not available	No change
Outdoor physical activity facilities and sports fields									53.8	60.5	57.2	62.9	62.4	Increased, 2014-2022	Not available	No change
Hallways throughout the school									97.5	97.8	96.9	100.0	99.3	Increased, 2014-2022	Not available	Decreased

* Among schools with that location.

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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	
Health Services																	
Percentage of schools that have a full-time registered nurse who provides health services to students						73.6	76.3	77.0	77.2	78.1	77.5	77.1	85.8	Increased, 2008-2022	No quadratic change	Increased	
Percentage of schools that have a part-time registered nurse who provides health services to students											33.3	36.1	29.9	30.6	Decreased, 2016-2022	Not available	No change
Percentage of schools that have a school-based health center that offers health services to students										26.5	21.8	26.2	33.0	Increased, 2016-2022	Not available	Increased	
Percentage of schools that provide the following services to students:																	
HIV testing								1.9	0.8	0.8	0.8	0.7	0.8	No linear change	No quadratic change	No change	
HIV treatment									1.6	0.8	3.1	0.7	1.7	No linear change	Not available	No change	
STD testing									2.4	0.8	1.6	1.6	0.8	No linear change	Not available	No change	
STD treatment									3.2	1.7	1.6	1.7	0.8	Decreased, 2014-2022	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 that provide the following services to students:																
Pregnancy testing							5.2	9.5	3.8	4.3	8.3	6.4	No linear change	No quadratic change	No change	
Provision of condoms							5.3	12.7	7.5	12.6	24.2	68.5	Increased, 2012-2022	Increased, 2012-2018 Increased, 2018-2022	Increased	
Provision of condom-compatible lubricants (i.e., water- or silicone-based)								3.2	4.7	2.7	6.3	16.0	Increased, 2014-2022	Not available	Increased	
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])							0.9	0.8	0.8	0.0	0.8	4.8	Increased, 2012-2022	†	Increased	
Prenatal care							0.8	6.3	3.0	1.6	3.2	2.4	No linear change	No change, 2012-2018 No change, 2018-2022	No change	
Human papillomavirus (HPV) vaccine administration							0.7	2.4	1.5	4.1	3.9	0.0	No linear change	Increased, 2012-2018 Decreased, 2018-2022	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 that provide the following services to students:																
Assessment for alcohol or other drug use, abuse, or dependency											47.4	49.0	39.9	Decreased, 2018-2022	Not available	Decreased
Daily medication administration for students with chronic health conditions (e.g., asthma, diabetes)											97.7	95.7	96.1	Decreased, 2018-2022	Not available	No change
Stock rescue or “as needed” medication for any student experiencing a health emergency (e.g., asthma episode, severe allergic reaction)											92.5	91.4	89.8	No linear change	Not available	No change
Case management for students with chronic health conditions (e.g., asthma, diabetes)											88.0	89.4	88.1	No linear change	Not available	No change
Percentage of schools that provide sexual health services to students								100.0	19.0	9.0	17.2	27.0	68.5	Increased, 2012-2022	†	Increased

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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 that provide students with referrals to any organizations or health care professionals not on school property for the following services:															
HIV testing							55.9	54.7	41.8	48.2	43.5	49.3	Decreased, 2012-2022	Decreased, 2012-2016 Increased, 2016-2022	Increased
HIV treatment								52.3	45.5	52.0	48.9	48.6	No linear change	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)									45.9	49.1	44.5	46.3	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)											43.5	45.5	No linear change	Not available	No change
STD testing								53.1	43.6	48.3	47.0	54.7	No linear change	Not available	Increased
STD treatment								51.6	42.7	47.8	46.5	54.3	No linear change	Not available	Increased

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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 provide students with referrals to any organizations or health care professionals not on school property for the following services:																		
Pregnancy testing								58.1	52.5	47.2	48.3	47.6	56.2	No linear change	Decreased, 2012-2018 Increased, 2018-2022	Increased		
Provision of condoms								44.7	46.2	42.0	42.5	42.8	54.8	Increased, 2012-2022	No change, 2012-2018 Increased, 2018-2022	Increased		
Provision of condom-compatible lubricants (i.e., water- or silicone-based)									44.7	40.3	40.5	39.2	47.7	No linear change	Not available	Increased		
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])								47.3	46.2	41.9	45.5	46.6	49.6	No linear change	Decreased, 2012-2016 Increased, 2016-2022	No change		
Prenatal care								51.0	49.3	45.6	46.4	44.0	50.1	No linear change	Decreased, 2012-2018 No change, 2018-2022	Increased		

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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 provide students with referrals to any organizations or health care professionals not on school property for the following services:																		
Human papillomavirus (HPV) vaccine administration							52.9	47.7	47.9	52.2	50.5	51.7	No linear change	No quadratic change	No change			
Alcohol or other drug abuse treatment											75.5	71.1	68.3	Decreased, 2018-2022	Not available	No change		
Percentage of schools that provide health service referrals to students							100.0	57.9	52.2	55.8	56.0	64.0	Decreased, 2012-2022	†	Increased			
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								73.9	76.1	72.4	73.7	67.3	Decreased, 2014-2022	Not available	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 that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions:																	
Asthma									97.6	95.6	96.7	98.2	94.3	Decreased, 2014-2022	Not available	Decreased	
Food allergies									96.8	96.3	96.7	98.2	95.9	No linear change	Not available	Decreased	
Diabetes									95.9	94.8	95.1	94.7	94.3	No linear change	Not available	No change	
Epilepsy or seizure disorder									96.7	94.8	95.1	93.2	92.7	Decreased, 2014-2022	Not available	No change	
Obesity									54.5	53.6	38.7	35.1	37.2	Decreased, 2014-2022	Not available	No change	
Hypertension/high blood pressure									76.3	75.6	73.7	60.4	66.9	Decreased, 2014-2022	Not available	Increased	
Oral health condition (e.g., abscess, tooth decay)											64.0	68.4	53.8	Decreased, 2018-2022	Not available	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 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									78.9	80.2	82.2	76.6	68.2	Decreased, 2014-2022	Not available	Decreased		
Food allergies									78.0	80.7	81.4	73.4	68.5	Decreased, 2014-2022	Not available	Decreased		
Diabetes									78.9	80.7	82.2	71.5	67.3	Decreased, 2014-2022	Not available	Decreased		
Epilepsy or seizure disorder									78.9	79.1	81.4	70.6	68.1	Decreased, 2014-2022	Not available	No change		
Obesity									66.7	59.4	71.7	60.1	56.7	Decreased, 2014-2022	Not available	No change		
Hypertension/high blood pressure									74.9	71.0	79.9	68.2	64.9	Decreased, 2014-2022	Not available	No change		
Oral health condition (e.g., abscess, tooth decay)											82.0	77.6	71.2	Decreased, 2018-2022	Not available	Decreased		

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²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	2020-2022 Change ²			
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020				2022		
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												52.9	56.3	No linear change	Not available	No change		
Sexual health services that adolescents should receive												50.2	52.4	No linear change	Not available	No change		
Laws and policies related to adolescent sexual health services, such as minor consent for sexual health services												47.4	57.0	Increased, 2020-2022	Not available	Increased		
Importance of maintaining student confidentiality for sexual health services												58.1	64.6	Increased, 2020-2022	Not available	Increased		
How to create or use a student referral guide for sexual health services												28.5	28.6	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 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												35.2	30.2	Decreased, 2020-2022	Not available	Decreased
Best practices for adolescent sexual health services provision, such as making services youth-friendly												39.4	45.4	Increased, 2020-2022	Not available	Increased
Ensuring sexual health services are inclusive of lesbian, gay, bisexual, and transgender students												48.5	53.5	Increased, 2020-2022	Not available	Increased
Percentage of schools in which any staff received professional development on all 8 sexual health services												25.1	23.8	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
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									41.3			34.0	35.3	No linear change	Not available	No change
Provided parents with information to support parent-adolescent communication about topics other than sex												69.1	60.9	Decreased, 2020-2022	Not available	Decreased
Provided parents with information about how to monitor their teen									60.7	57.4	63.2	53.7	49.1	Decreased, 2014-2022	Not available	Decreased
Provided parents with information to support one-on-one time between adolescents and their health care providers												22.9	28.5	Increased, 2020-2022	Not available	Increased
Provided parents with information about physical education and physical activity programs												68.4	70.8	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 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	23.3	27.8	18.1	18.2	Decreased, 2014-2022	Not available	No change
Involved parents as school volunteers in physical education or physical activity programs												39.7	27.9	Decreased, 2020-2022	Not available	Decreased
Linked parents and families to health services and programs in the community									84.9	82.6	86.2	86.0	86.6	No linear change	Not available	No change
Provided disease-specific education for parents and families of students with chronic health conditions (e.g., asthma, diabetes)											67.5	62.8	57.0	Decreased, 2018-2022	Not available	Decreased
Provided parents with information about before- or after-school programs available in the community												79.5	81.1	No linear change	Not available	No change

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Prevalence													Linear	Quadratic	2020-2022
1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020	2022	Change ¹	Change ¹	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											57.8	51.8	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											50.4	40.1	Decreased, 2020-2022	Not available	Decreased
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											49.6	45.9	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											62.1	51.2	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.

VERMONT

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 with service-learning and mentoring programs												83.6	76.2	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									36.2	43.8	48.0	29.1	25.6	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.

VERMONT

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			30.4		32.3	24.0	25.6	37.4	40.7	35.5	29.8	24.1	26.4	No linear change	Increased, 2002-2014 Decreased, 2014-2022	No change
Percentage of schools in which students take two or more required health education courses			43.5		41.5	50.6	60.7	50.3	48.0	54.0	60.7	66.7	64.1	Increased, 2002-2022	No quadratic change	No change
Percentage of schools that taught a required health education course in the following grades:*																
6th grade			49.0		48.5	43.3	56.8	53.8	62.3	72.2	64.7	74.6	68.3	Increased, 2002-2022	No quadratic change	Decreased
7th grade			57.9		55.7	55.0	67.9	64.1	63.7	69.2	78.0	78.5	74.8	Increased, 2002-2022	Increased, 2002-2018 Decreased, 2018-2022	No change
8th grade			60.8		51.9	55.0	67.0	63.9	65.0	69.8	73.5	76.9	75.0	Increased, 2002-2022	No change, 2002-2008 Increased, 2008-2022	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.

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

²Based on t-test analysis, p < 0.05.

VERMONT
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 that taught a required health education course in the following grades:*																	
9th grade			35.2		44.0	43.1	51.3	52.2	53.8	63.5	70.6	61.4	68.3	Increased, 2002-2022	No quadratic change	Increased	
10th grade			36.3		24.1	24.3	37.9	34.9	50.2	36.3	45.7	52.3	44.8	Increased, 2002-2022	No quadratic change	Decreased	
11th grade			11.9		15.3	11.4	15.5	16.6	22.0	19.7	26.3	24.5	21.0	Increased, 2002-2022	No quadratic change	No change	
12th grade			10.3		14.9	14.6	15.5	14.7	21.8	17.7	26.5	27.2	19.8	Increased, 2002-2022	No quadratic change	Decreased	

* 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.

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

²Based on t-test analysis, p < 0.05.

VERMONT
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 those who teach health education are provided with the following materials:																
Goals, objectives, and expected outcomes for health education						79.7	79.7	77.4	76.1	77.4	85.5	71.9	69.5	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	No change
A chart describing the annual scope and sequence of instruction for health education						58.7	56.8	55.0	57.1	54.1	62.1	51.3	50.8	Decreased, 2008-2022	No quadratic change	No change
Plans for how to assess student performance in health education						55.3	55.5	61.0	58.4	55.2	65.7	55.6	54.8	No linear change	Increased, 2008-2018 Decreased, 2018-2022	No change
A written health education curriculum						69.1	64.0	64.6	60.8	59.9	61.3	43.5	47.4	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 the health education curriculum addresses the following skills:																
Comprehending concepts related to health promotion and disease prevention to enhance health						88.3	94.2	91.7	91.1	87.9	93.0	90.8	92.2	No linear change	No quadratic change	No change
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						93.3	93.3	91.2	92.0	89.5	93.2	90.9	91.5	No linear change	No quadratic change	No change
Accessing valid information and products and services to enhance health						82.6	83.8	85.5	88.8	83.1	89.8	87.2	88.5	Increased, 2008-2022	No quadratic change	No change
Using interpersonal communication skills to enhance health and avoid or reduce health risks						92.3	92.5	93.3	93.8	90.3	95.6	89.1	91.6	No linear change	No quadratic change	No change

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²Based on t-test analysis, p < 0.05.

VERMONT
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 the health education curriculum addresses the following skills:																
Using decision-making skills to enhance health						90.5	92.4	93.3	93.7	91.1	94.8	93.6	93.0	No linear change	No quadratic change	No change
Using goal-setting skills to enhance health						86.4	88.2	89.0	89.7	88.7	93.9	88.1	88.5	No linear change	Increased, 2008-2018 Decreased, 2018-2022	No change
Practicing health-enhancing behaviors to avoid or reduce risks						92.4	93.4	91.5	92.9	90.3	93.0	91.7	92.3	No linear change	No quadratic change	No change
Advocating for personal, family, and community health						81.5	85.1	82.8	82.6	84.7	88.7	85.5	88.0	Increased, 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 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												59.1	57.5	No linear change	Not available	No change
A written health education curriculum that includes objectives and content addressing sexual health education									71.0	60.9	61.7	56.2	54.8	Decreased, 2014-2022	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)												34.7	36.9	No linear change	Not available	No change
Teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction												66.6	63.0	No linear change	Not available	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 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									79.0	65.7	68.9	68.4	64.8	Decreased, 2014-2022	Not available	No change
Methods to assess student knowledge and skills related to sexual health education									73.3	54.6	68.7	60.4	55.4	Decreased, 2014-2022	Not available	Decreased
Percentage of schools in which health education instruction is required in any of grades 6 through 12							89.0	90.9	89.7	89.3	92.2	91.2	90.6	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						93.2	96.7	93.4	92.4	90.9	93.7	95.5	95.4	No linear change	Decreased, 2008-2016 Increased, 2016-2022	No change
Asthma						31.2	35.5	33.3	36.4	29.4	31.9	34.2	23.0	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	Decreased

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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 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										72.8	79.1	78.7	72.0	No linear change	Not available	Decreased
Epilepsy or seizure disorder									29.8	17.9	20.0	19.7	20.2	Decreased, 2014-2022	Not available	No change
Food allergies									59.6	55.8	54.5	52.0	46.3	Decreased, 2014-2022	Not available	Decreased
Foodborne illness prevention						59.7	69.8	60.6	58.3	58.1	58.7	51.9	43.7	Decreased, 2008-2022	Decreased, 2008-2018 Decreased, 2018-2022	Decreased
Human immunodeficiency virus (HIV) prevention						81.5	86.5	83.1	83.1	87.0	78.9	87.3	84.4	No linear change	No quadratic change	No change
Human sexuality						84.6	90.8	88.1	86.7	86.9	88.8	93.0	94.5	Increased, 2008-2022	No change, 2008-2016 Increased, 2016-2022	No change

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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)							76.4	79.9	73.0	73.5	73.5	84.6	No linear change	Decreased, 2012-2018 Increased, 2018-2022	Increased	
Injury prevention and safety						77.4	85.3	78.8	82.1	80.9	75.9	83.4	79.5	No linear change	No quadratic change	Decreased
Mental and emotional health						87.4	89.9	92.5	88.0	89.4	92.2	92.9	97.7	Increased, 2008-2022	No change, 2008-2016 Increased, 2016-2022	Increased
Nutrition and dietary behavior						95.1	96.6	92.1	94.7	91.3	92.5	95.3	91.9	Decreased, 2008-2022	No quadratic change	Decreased
Physical activity and fitness						97.9	99.2	99.0	97.2	95.2	97.5	97.3	97.5	Decreased, 2008-2022	No quadratic change	No change

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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						76.8	77.4	77.7	79.2	80.4	79.0	86.8	88.6	Increased, 2008-2022	No change, 2008-2018 Increased, 2018-2022	No change		
Sexually transmitted disease (STD) prevention						79.7	83.9	81.3	81.9	87.0	83.8	89.1	90.3	Increased, 2008-2022	No quadratic change	No change		
Suicide prevention						67.7	73.4	76.8	76.0	71.6	82.3	81.8	83.3	Increased, 2008-2022	No quadratic change	No change		
Tobacco-use prevention or cessation						94.1	95.7	91.4	92.2	89.9	92.8	94.5	94.1	No linear change	Decreased, 2008-2016 Increased, 2016-2022	No change		
Violence prevention (e.g., bullying, fighting, dating violence prevention)						89.5	92.4	94.1	93.3	92.4	92.9	90.0	98.4	Increased, 2008-2022	No quadratic change	Increased		

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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						89.5	84.5	86.0	88.1	82.8	87.8	87.3	80.8	Decreased, 2008-2022	No quadratic change	Decreased
Identifying short- and long-term health consequences of tobacco product use						91.3	89.5	87.0	87.6	86.8	88.6	89.1	83.9	Decreased, 2008-2022	No quadratic change	Decreased
Identifying social, economic, and cosmetic consequences of tobacco product use						84.4	78.3	82.6	86.1	78.7	85.9	85.5	72.9	No linear change	No change, 2008-2018 Decreased, 2018-2022	Decreased
Understanding the addictive nature of nicotine						91.3	87.1	85.5	87.6	86.1	89.5	89.1	83.0	Decreased, 2008-2022	No quadratic change	Decreased
Effects of nicotine on the adolescent brain										73.4	78.7	85.4	83.7	Increased, 2016-2022	Not available	No change

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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						76.7	80.0	80.5	79.8	73.5	74.3	80.0	76.4	No linear change	No quadratic change	No change		
Effects of second-hand smoke and benefits of a smoke-free environment						88.4	85.3	82.6	86.9	82.9	86.8	83.6	78.1	Decreased, 2008-2022	No quadratic change	Decreased		
Understanding the social influences on tobacco product use, including media, family, peers and culture						84.4	85.2	83.5	86.8	83.4	85.4	84.4	83.7	No linear change	No quadratic change	No change		
Identifying reasons why students do and do not use tobacco products						87.6	88.0	84.2	87.5	81.2	85.4	86.4	83.5	Decreased, 2008-2022	No quadratic change	No change		
Making accurate assessments of how many peers use tobacco products						72.7	72.2	69.4	76.6	65.3	73.1	67.2	63.1	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 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)						84.5	81.9	81.4	87.6	83.5	86.8	80.9	76.0	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	Decreased		
Using goal-setting and decision-making skills related to not using tobacco products						81.8	76.8	79.8	83.8	73.1	81.7	72.7	66.4	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	Decreased		
Finding valid information and services related to tobacco-use prevention and cessation						67.7	63.2	67.5	73.2	66.1	74.2	70.9	69.3	Increased, 2008-2022	No quadratic change	No change		
Supporting others who abstain from or want to quit using tobacco products						65.4	67.7	62.6	75.1	67.2	66.7	67.8	68.1	No linear change	No quadratic change	No change		

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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						74.0	68.5	72.7	75.7	66.1	60.6	64.1	63.3	Decreased, 2008-2022	No quadratic change	No change
Relationship between using tobacco products and alcohol or other drugs									87.3	76.8	80.0	78.1	75.1	Decreased, 2014-2022	Not available	No change
How addiction to tobacco products can be treated									77.6	70.1	73.6	74.5	67.3	Decreased, 2014-2022	Not available	Decreased
Understanding school policies and community laws related to the sale and use of tobacco products									78.3	73.4	68.6	77.3	72.3	No linear change	Not available	Decreased
Benefits of tobacco product cessation programs									62.2	58.2	56.5	58.8	57.5	No linear change	Not available	No change
Percentage of schools that taught all 19 tobacco-use prevention topics during the current school year											36.1	36.1	37.7	No linear change	Not available	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 about the following tobacco products in a required course for students in any of grades 6 through 12 during the current school year:																		
Cigarettes												88.1	81.8	Decreased, 2020-2022	Not available	Decreased		
Smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco)												81.4	78.9	No linear change	Not available	No change		
Cigars, little cigars, or cigarillos												62.1	60.5	No linear change	Not available	No change		
Pipes												54.9	53.1	No linear change	Not available	No change		
Electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL)												89.9	86.3	Decreased, 2020-2022	Not available	Decreased		

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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												79.8	70.9	Decreased, 2020-2022	Not available	Decreased		
Harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs												89.8	86.6	Decreased, 2020-2022	Not available	Decreased		
Situations that lead to the use of alcohol and other drugs												89.0	82.6	Decreased, 2020-2022	Not available	Decreased		
Alcohol and other drug use as an unhealthy way to manage weight												51.7	46.1	Decreased, 2020-2022	Not available	Decreased		

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²Based on t-test analysis, p < 0.05.

VERMONT
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 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												87.1	85.6	No linear change	Not available	No change
Using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness)												88.1	82.6	Decreased, 2020-2022	Not available	Decreased
Supporting others who abstain from or want to quit using alcohol and other drugs												72.2	70.6	No linear change	Not available	No change
Understanding the social influences on alcohol and other drug use, including media, family, peers, and culture												85.3	83.5	No linear change	Not available	No change
How to persuade and support others to be alcohol and other drug free												76.6	72.0	Decreased, 2020-2022	Not available	Decreased

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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 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						70.3	80.7	67.4	72.6	72.9	69.2	65.3	66.2	Decreased, 2008-2022	No quadratic change	No change	
Health consequences of HIV, other STDs, and pregnancy						60.9	73.8	66.6	70.4	69.7	66.7	64.0	68.3	No linear change	No change, 2008-2012 No change, 2012-2022	No change	
The benefits of being sexually abstinent						69.9	80.1	69.4	71.0	72.4	67.8	68.5	70.1	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						63.4	65.6	60.3	64.6	62.7	63.5	60.8	67.8	No linear change	No quadratic change	Increased	

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

²Based on t-test analysis, p < 0.05.

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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:																		
The influences of family, peers, media, technology, and other factors on sexual risk behaviors									71.8	71.7	68.6	66.3	67.2	Decreased, 2014-2022	Not available	No change		
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						66.0	67.6	67.8	69.8	64.1	65.2	55.4	60.9	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						65.1	61.3	65.2	67.6	57.9	56.0	55.4	58.1	Decreased, 2008-2022	No quadratic change	No change		
Influencing and supporting others to avoid or reduce sexual risk behaviors									64.0	59.2	59.4	55.4	54.7	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
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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						61.2	60.2	59.4	58.7	53.1	50.3	62.6	No linear change	Decreased, 2010-2018 Increased, 2018-2022	Increased	
The importance of using condoms consistently and correctly						59.6	57.2	56.9	58.0	54.7	48.9	65.8	No linear change	No change, 2010-2018 Increased, 2018-2022	Increased	
How to obtain condoms						44.8	34.3	50.0	43.0	45.2	43.5	62.3	Increased, 2010-2022	No change, 2010-2018 Increased, 2018-2022	Increased	
How to correctly use a condom						39.6	28.9	39.5	32.0	39.7	39.4	55.5	Increased, 2010-2022	No change, 2010-2016 Increased, 2016-2022	Increased	
Methods of contraception other than condoms										54.6	51.4	47.6	58.4	No linear change	Not available	Increased

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²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	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							50.1	57.8	55.8	55.7	48.9	58.5	No linear change	No quadratic change	Increased			
How to create and sustain healthy and respectful relationships							75.4	80.3	77.1	78.0	71.5	83.6	No linear change	No quadratic change	Increased			
The importance of limiting the number of sexual partners										63.8	59.7	62.9	54.1	54.5	Decreased, 2014-2022	Not available	No change	
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health										58.2	50.6	51.3	52.7	63.2	No linear change	Not available	Increased	
How to communicate sexual consent between partners												60.9	73.9	Increased, 2020-2022	Not available	Increased		

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

²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	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:																		
Recognizing and responding to sexual victimization and violence												52.0	74.3	Increased, 2020-2022	Not available	Increased		
Diversity of sexual orientations and gender identities												61.2	62.5	No linear change	Not available	No change		
How gender roles and stereotypes affect goals, decision making, and relationships												49.2	67.2	Increased, 2020-2022	Not available	Increased		
The relationship between alcohol and other drug use and sexual risk behaviors											69.8	67.2	70.5	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												24.8	25.5	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 9, 10, 11, or 12 during the current school year:																	
How HIV and other STDs are transmitted							94.2	92.8	98.1	94.0	98.2	93.5	94.6	No linear change	Increased, 2010-2018 Decreased, 2018-2022	No change	
Health consequences of HIV, other STDs, and pregnancy							91.9	95.0	96.4	96.0	98.2	93.5	94.6	No linear change	Increased, 2010-2018 Decreased, 2018-2022	No change	
The benefits of being sexually abstinent						97.7	94.2	92.9	98.1	96.0	98.2	93.2	94.6	No linear change	No quadratic change	No change	
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						97.7	94.2	90.7	98.1	96.0	96.3	88.8	96.4	No linear change	No quadratic change	Increased	

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

²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	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									92.6	93.8	90.7	86.6	88.8	Decreased, 2014-2022	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						95.6	86.3	90.2	93.9	94.2	94.5	86.6	92.6	No linear change	No quadratic change	Increased
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						95.6	87.7	90.2	89.1	86.2	81.1	82.2	81.1	Decreased, 2008-2022	No quadratic change	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors									88.6	92.0	88.4	86.7	84.5	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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	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						97.7	94.2	92.7	96.0	96.0	96.4	91.1	94.5	No linear change	No quadratic change	No change	
The importance of using condoms consistently and correctly						97.7	94.2	94.9	94.2	96.0	98.2	93.3	94.6	No linear change	No quadratic change	No change	
How to obtain condoms						93.6	90.4	88.2	92.3	94.0	94.7	88.8	96.2	No linear change	No quadratic change	Increased	
How to correctly use a condom							88.4	87.9	92.2	91.9	88.9	91.1	88.8	No linear change	No quadratic change	No change	
Methods of contraception other than condoms										95.8	96.4	93.3	92.8	Decreased, 2016-2022	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 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							92.9	98.1	95.9	96.4	93.3	94.6	No linear change	No change, 2012-2016 No change, 2016-2022	No change		
How to create and sustain healthy and respectful relationships							88.5	96.3	94.0	98.2	88.9	96.4	No linear change	Increased, 2012-2018 Decreased, 2018-2022	Increased		
The importance of limiting the number of sexual partners									92.7	92.2	96.4	90.9	79.3	Decreased, 2014-2022	Not available	Decreased	
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									96.1	94.0	96.3	90.9	88.6	Decreased, 2014-2022	Not available	No change	
How to communicate sexual consent between partners												93.3	96.4	Increased, 2020-2022	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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	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:																	
Recognizing and responding to sexual victimization and violence												91.1	88.8	No linear change	Not available	No change	
Diversity of sexual orientations and gender identities												84.4	92.6	Increased, 2020-2022	Not available	Increased	
How gender roles and stereotypes affect goals, decision making, and relationships												77.7	73.5	No linear change	Not available	No change	
The relationship between alcohol and other drug use and sexual risk behaviors												93.3	92.6	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												52.1	47.6	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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	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 6, 7, or 8 during the current school year:																
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									68.5	59.0	59.4	54.9	59.7	Decreased, 2014-2022	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									65.5	55.1	54.7	52.8	55.7	Decreased, 2014-2022	Not available	No change
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									65.4	49.9	51.3	52.1	57.8	Decreased, 2014-2022	Not available	Increased
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									72.5	62.5	59.5	58.9	51.3	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	
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									68.9	55.5	58.3	52.8	54.6	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									67.1	49.4	65.5	54.7	52.6	Decreased, 2014-2022	Not available	No change	
Influence and support others to avoid or reduce sexual risk behaviors									60.1	50.9	54.7	47.9	48.1	Decreased, 2014-2022	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 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									98.1	95.9	92.2	93.3	94.5	Decreased, 2014-2022	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									92.3	87.9	84.3	79.9	86.3	Decreased, 2014-2022	Not available	Increased
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									96.2	87.8	94.0	88.6	86.3	Decreased, 2014-2022	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									92.2	83.8	88.1	91.1	94.3	Increased, 2014-2022	Not available	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 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									92.3	84.0	88.5	84.4	88.5	No linear change	Not available	No change	
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									87.9	83.8	79.8	77.7	72.8	Decreased, 2014-2022	Not available	No change	
Influence and support others to avoid or reduce sexual risk behaviors									88.4	79.4	76.1	73.2	71.1	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
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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 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)												71.5	74.7	No linear change	Not available	No change		
Analyzing the influence of family, peers, culture, media, or technology on sexual health												69.6	74.9	Increased, 2020-2022	Not available	Increased		
Accessing valid sexual health information, products, and services												75.4	81.6	Increased, 2020-2022	Not available	Increased		

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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 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												73.3	93.4	Increased, 2020-2022	Not available	Increased		
Provided positive examples of lesbian, gay, bisexual, or transgender (LGBT) people and same-sex or gender relationships (e.g., family, peer, or romantic)												77.3	87.7	Increased, 2020-2022	Not available	Increased		
Encouraged students to respect others' sexual and gender identities												89.5	98.3	Increased, 2020-2022	Not available	Increased		

* 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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	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 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)												76.6	80.0	No linear change	Not available	No change
Identified additional LGBT resources available in the community or online												66.8	78.5	Increased, 2020-2022	Not available	Increased
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						92.1	91.3	88.8	88.8	86.7	90.7	91.6	86.9	Decreased, 2008-2022	No quadratic change	Decreased

* 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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	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									87.1	85.8	89.9	89.7	89.2	Increased, 2014-2022	Not available	No change		
Benefits of eating breakfast every day										83.5	87.4	87.9	83.0	No linear change	Not available	Decreased		
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, healthy eating patterns)									77.9	82.3	85.0	83.2	79.6	No linear change	Not available	No change		
Using food labels						89.2	87.8	83.7	80.5	78.5	84.2	83.4	80.7	Decreased, 2008-2022	Decreased, 2008-2014 No change, 2014-2022	No change		
Differentiating between nutritious and non-nutritious beverages									84.2	80.8	87.4	86.1	79.0	No linear change	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
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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:																	
Balancing food intake and physical activity						91.2	89.6	88.0	85.1	82.3	86.7	89.7	80.6	Decreased, 2008-2022	No quadratic change	Decreased	
Eating more fruits, vegetables, and whole grain products						91.2	90.4	88.1	83.7	83.7	89.8	91.5	86.2	No linear change	Decreased, 2008-2014 Increased, 2014-2022	Decreased	
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)						88.2	89.5	86.5	80.0	78.6	85.2	79.4	73.1	Decreased, 2008-2022	No quadratic change	Decreased	
Choosing foods, snacks, and beverages that are low in added sugars										82.6	79.3	86.7	85.0	79.4	No linear change	Not available	Decreased
Choosing foods and snacks that are low in sodium										78.3	74.0	80.2	70.2	69.2	Decreased, 2014-2022	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 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									73.4	76.0	79.6	70.0	69.1	Decreased, 2014-2022	Not available	No change
Eating a variety of foods that are high in iron									68.7	67.7	74.6	63.4	63.7	Decreased, 2014-2022	Not available	No change
Food safety						71.7	69.5	72.6	68.8	68.5	71.2	63.8	59.5	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	No change
Preparing healthy meals and snacks						80.7	78.0	76.2	73.3	70.1	70.8	73.8	70.4	Decreased, 2008-2022	Decreased, 2008-2016 No change, 2016-2022	No change
Risks of unhealthy weight control practices						83.1	78.8	81.1	75.6	72.4	74.7	75.9	70.0	Decreased, 2008-2022	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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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:																
Accepting body size differences						84.1	79.1	84.3	80.8	73.6	76.1	76.8	77.6	Decreased, 2008-2022	No quadratic change	No change
Signs, symptoms, and treatment for eating disorders						74.1	67.1	70.8	71.0	65.3	68.5	68.5	68.5	No linear change	No quadratic change	No change
Relationship between diet and chronic diseases									75.6	65.5	77.7	74.7	71.1	No linear change	Not available	No change
Food production, including how food is grown, harvested, processed, packaged, and transported											65.1	56.9	60.0	Decreased, 2018-2022	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 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									89.5	91.3	93.1	91.6	86.9	No linear change	Not available	Decreased
Mental and social benefits of physical activity									91.1	91.3	95.7	92.5	91.6	No linear change	Not available	No change
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						92.0	96.6	92.6	89.5	92.8	95.7	92.5	87.0	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	Decreased
Phases of a workout (i.e., warm-up, workout, cool down)						86.0	93.7	88.0	89.2	88.2	89.9	84.8	82.8	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	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 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									84.7	87.5	88.3	82.0	84.5	No linear change	Not available	No change
Decreasing sedentary activities (e.g., television viewing)						85.6	87.3	87.7	89.8	92.8	94.0	86.7	83.8	No linear change	Increased, 2008-2018 Decreased, 2018-2022	No change
Preventing injury during physical activity						88.0	86.4	83.6	88.1	87.5	93.2	88.7	83.2	No linear change	Increased, 2008-2018 Decreased, 2018-2022	Decreased
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						79.3	77.4	79.0	74.7	74.1	73.5	65.1	68.5	Decreased, 2008-2022	No quadratic change	No change
Dangers of using performance-enhancing drugs (e.g., steroids)						74.0	85.0	75.2	75.0	75.4	75.1	66.9	61.5	Decreased, 2008-2022	No change, 2008-2018 Decreased, 2018-2022	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 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									93.7	92.0	94.8	91.5	91.7	No linear change	Not available	No change
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)									89.7	90.5	94.0	88.7	90.9	No linear change	Not available	No change
Using safety equipment for specific physical activities									87.3	83.6	85.7	77.5	80.6	Decreased, 2014-2022	Not available	No change
Benefits of drinking water before, during, and after physical activity									92.0	91.3	94.1	88.6	88.7	Decreased, 2014-2022	Not available	No change
Percentage of schools that taught all 13 physical activity topics during the current school year									58.0	58.2	59.9	45.1	45.8	Decreased, 2014-2022	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
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									55.8	39.3	42.2	36.5	38.0	Decreased, 2014-2022	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									90.3	91.9	90.7	84.0	86.5	Decreased, 2014-2022	Not available	No change
SSE_PM_1807_1: The percentage of schools in which school staff received professional development on classroom management techniques					58.2	49.8	51.9	56.5	56.1	52.6	55.7	62.8	51.6	No linear change	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
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										39.8	42.8	40.3	41.0	No linear change	Not available	No change
Asthma						20.9	22.6	15.8	20.1	19.3	21.9	12.8	18.5	Decreased, 2008-2022	No quadratic change	Increased
Food allergies									38.8	30.9	36.5	27.4	27.2	Decreased, 2014-2022	Not available	No change
HIV, other STD, or pregnancy prevention						21.1	18.7	19.7	21.0	22.9	29.1	21.2	32.9	Increased, 2008-2022	No change, 2008-2012 Increased, 2012-2022	Increased
Nutrition and healthy eating						56.8	43.6	43.1	48.8	41.9	47.7	39.4	39.0	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				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						46.2	45.1	37.4	41.7	33.8	41.3	40.1	35.6	Decreased, 2008-2022	No quadratic change	Decreased
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									76.4	64.8	73.5	54.0	54.9	Decreased, 2014-2022	Not available	No change
Tobacco-use prevention or cessation						41.2	44.5	39.2	47.7	37.3	46.0	50.9	38.2	No linear change	No quadratic change	Decreased
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									69.7	57.8	59.4	52.3	35.6	Decreased, 2014-2022	Not available	Decreased

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²Based on t-test analysis, p < 0.05.

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	Prevalence												Linear Change ¹	Quadratic Change ¹	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			68.0		67.2	52.8	53.4	48.3	56.2	54.8	51.1	58.5	35.7	Decreased, 2002-2022	No quadratic change	Decreased
Asthma					22.5	27.1	23.7	22.1	32.5	15.1	16.2	19.7	12.1	Decreased, 2006-2022	Increased, 2006-2014 Decreased, 2014-2022	Decreased
Chronic disease prevention (e.g., diabetes, obesity prevention)										25.4	24.4	28.3	21.3	No linear change	Not available	Decreased
Epilepsy or seizure disorder									24.1	17.7	13.5	20.3	11.3	Decreased, 2014-2022	Not available	Decreased
Food allergies									35.4	29.2	20.9	27.3	17.6	Decreased, 2014-2022	Not available	Decreased
Foodborne illness prevention					19.3	19.4	18.1	13.9	19.8	14.6	11.3	13.6	15.1	Decreased, 2006-2022	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 received professional development on the following topics during the two years before the survey:																
HIV prevention			48.1		44.2	52.3	31.9	31.1	29.5	39.0	39.6	31.7	30.0	Decreased, 2002-2022	Decreased, 2002-2018 Decreased, 2018-2022	No change
Human sexuality			41.3		40.6	47.6	33.0	36.6	41.2	47.4	56.2	58.8	55.7	Increased, 2002-2022	No change, 2002-2010 Increased, 2010-2022	No change
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)								34.3	38.9	35.4	31.1	30.5	55.0	Increased, 2012-2022	No change, 2012-2018 Increased, 2018-2022	Increased
Injury prevention and safety			31.3		28.3	38.7	38.4	45.0	49.6	41.6	41.1	38.1	34.6	Increased, 2002-2022	Increased, 2002-2014 Decreased, 2014-2022	No change
Mental and emotional health			48.0		42.6	53.9	57.7	56.5	69.2	67.3	72.2	77.5	66.2	Increased, 2002-2022	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 lead health education teacher received professional development on the following topics during the two years before the survey:																
Nutrition and dietary behavior			23.0		46.4	53.7	46.0	41.5	42.7	34.2	36.4	41.8	26.0	Decreased, 2002-2022	Increased, 2002-2008 Decreased, 2008-2022	Decreased
Physical activity and fitness			40.9		45.6	53.5	58.5	46.9	47.8	53.9	51.5	53.9	31.6	No linear change	Increased, 2002-2018 Decreased, 2018-2022	Decreased
Pregnancy prevention			27.9		28.0	36.7	21.2	22.3	21.9	29.0	36.6	30.2	31.3	No linear change	Decreased, 2002-2012 Increased, 2012-2022	No change
STD prevention			47.1		37.9	47.0	28.3	24.8	28.4	32.8	38.7	36.7	39.6	Decreased, 2002-2022	Decreased, 2002-2012 Increased, 2012-2022	No change
Suicide prevention			22.7		24.2	29.6	33.9	46.5	54.1	45.8	43.3	50.4	35.7	Increased, 2002-2022	Increased, 2002-2014 Decreased, 2014-2022	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 lead health education teacher received professional development on the following topics during the two years before the survey:																
Tobacco-use prevention or cessation			49.7		43.0	35.8	31.2	29.8	35.6	33.4	36.8	50.4	27.6	Decreased, 2002-2022	Decreased, 2002-2010 Increased, 2010-2022	Decreased
Violence prevention (e.g., bullying, fighting, dating violence prevention)			51.9		70.1	70.2	52.0	65.9	71.6	59.1	54.5	52.2	34.2	Decreased, 2002-2022	Increased, 2002-2014 Decreased, 2014-2022	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			46.6		52.2	39.5	40.0	36.2	47.0	48.2	44.1	53.1	43.1	No linear change	Decreased, 2002-2010 Increased, 2010-2022	Decreased
Teaching students of various racial/ethnic and cultural backgrounds			18.5		24.4	19.4	17.4	18.9	23.3	29.8	32.4	51.4	63.2	Increased, 2002-2022	No change, 2002-2012 Increased, 2012-2022	Increased

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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)			10.3		13.0	11.8	7.7	7.5	12.5	12.3	14.9	12.8	19.2	Increased, 2002-2022	Decreased, 2002-2012 Increased, 2012-2022	Increased		
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)												77.4	67.3	Decreased, 2020-2022	Not available	Decreased		
Using interactive teaching methods (e.g., role plays, cooperative group activities)			61.0		54.8	53.9	52.8	53.5	51.6	55.7	50.8	55.9	39.9	Decreased, 2002-2022	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 lead health education teacher received professional development on the following topics during the two years before the survey:																	
Encouraging family or community involvement			28.0		38.2	29.6	24.6	40.1	37.7	40.3	33.5	38.3	30.6	Increased, 2002-2022	Increased, 2002-2016 Decreased, 2016-2022	Decreased	
Teaching skills for behavior change			55.2		54.9	49.2	45.7	50.9	49.1	46.3	55.7	58.7	45.4	No linear change	No change, 2002-2018 Decreased, 2018-2022	Decreased	
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)					58.2	49.8	51.9	56.5	56.1	52.6	55.7	62.8	51.6	No linear change	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 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										41.2	43.7	37.1	33.9	Decreased, 2016-2022	Not available	No change
Creating a comfortable and safe learning environment for students receiving sexual health education										41.3	49.6	44.9	48.0	Increased, 2016-2022	Not available	No change
Connecting students to on-site or community-based sexual health services										27.5	28.0	30.5	28.6	No linear change	Not available	No change
Using a variety of effective instructional strategies to deliver sexual health education										36.7	48.7	45.2	43.5	Increased, 2016-2022	Not available	No change
Building student skills in HIV, other STD, and pregnancy prevention										35.9	38.3	38.1	39.5	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 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										34.5	42.0	38.1	31.1	Decreased, 2016-2022	Not available	Decreased	
Understanding current district or school board policies or curriculum guidance regarding sexual health education										25.9	35.0	21.2	27.1	No linear change	Not available	Increased	
Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students												36.1	35.3	No linear change	Not available	No change	
Engaging parents in sexual health education												19.3	18.9	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 the lead health education teacher would like to receive professional development on the following topics:																
Alcohol- or other drug-use prevention			57.2		53.7	58.5	61.2	58.3	64.9	69.3	65.4	67.1	73.0	Increased, 2002-2022	No quadratic change	Increased
Asthma					33.0	46.2	37.7	39.5	41.4	38.3	27.1	37.7	37.0	Decreased, 2006-2022	No quadratic change	No change
Chronic disease prevention (e.g., diabetes, obesity prevention)										54.0	45.8	48.8	52.6	No linear change	Not available	No change
Epilepsy or seizure disorder									35.9	38.6	31.0	44.6	35.4	No linear change	Not available	Decreased
Food allergies									45.0	43.3	31.9	42.7	42.0	No linear change	Not available	No change
Foodborne illness prevention					36.4	35.2	35.4	34.7	37.6	33.0	26.1	40.9	31.7	No linear change	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 lead health education teacher would like to receive professional development on the following topics:																		
HIV prevention			56.6		46.2	57.8	51.5	53.0	56.8	56.8	45.2	57.8	41.4	Decreased, 2002-2022	No change, 2002-2016 Decreased, 2016-2022	Decreased		
Human sexuality			57.4		47.5	69.8	61.1	57.1	67.1	72.4	71.7	74.2	63.6	Increased, 2002-2022	No quadratic change	Decreased		
Infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)								35.4	35.8	45.7	38.3	47.4	40.8	Increased, 2012-2022	Increased, 2012-2016 No change, 2016-2022	Decreased		
Injury prevention and safety			31.7		42.0	47.0	44.2	42.7	38.3	47.6	46.1	45.6	44.0	Increased, 2002-2022	Increased, 2002-2008 No change, 2008-2022	No change		
Mental and emotional health			61.6		61.4	66.1	67.6	73.2	66.2	76.1	81.6	82.7	81.3	Increased, 2002-2022	Increased, 2002-2018 No change, 2018-2022	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 lead health education teacher would like to receive professional development on the following topics:																		
Nutrition and dietary behavior			57.0		64.9	56.3	61.0	58.8	58.8	60.0	60.1	66.5	65.3	Increased, 2002-2022	No quadratic change	No change		
Physical activity and fitness			34.9		50.9	41.2	46.7	48.4	40.7	43.0	50.1	48.9	48.7	Increased, 2002-2022	No quadratic change	No change		
Pregnancy prevention			54.7		46.6	64.3	54.1	51.2	47.0	56.9	50.0	56.3	48.0	No linear change	No quadratic change	Decreased		
STD prevention			53.7		47.9	67.0	55.0	58.2	57.7	60.0	53.6	55.9	55.0	No linear change	Increased, 2002-2008 Decreased, 2008-2022	No change		
Suicide prevention			72.7		64.4	67.0	65.8	65.1	59.5	68.2	70.3	70.8	70.8	No linear change	Decreased, 2002-2012 Increased, 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 lead health education teacher would like to receive professional development on the following topics:																
Tobacco-use prevention or cessation			50.0		45.1	46.9	47.6	46.8	46.2	53.1	47.4	61.5	61.6	Increased, 2002-2022	No change, 2002-2014 Increased, 2014-2022	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)			79.2		58.7	64.2	60.8	61.3	64.8	68.5	66.1	73.3	73.8	No linear change	Decreased, 2002-2008 Increased, 2008-2022	No change
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:																
Teaching students with physical, medical, or cognitive disabilities			51.0		54.1	53.9	48.0	56.8	57.7	65.9	66.1	68.4	64.4	Increased, 2002-2022	No quadratic change	No change
Teaching students of various racial/ethnic and cultural backgrounds			32.6		44.7	47.2	39.0	47.5	50.6	56.9	57.7	63.8	66.3	Increased, 2002-2022	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				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)			27.6		34.3	41.4	34.3	41.4	45.3	40.6	43.0	48.9	51.0	Increased, 2002-2022	No quadratic change	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)												73.8	78.8	Increased, 2020-2022	Not available	Increased		
Using interactive teaching methods (e.g., role plays, cooperative group activities)			55.1		54.8	54.7	62.7	66.1	59.0	64.3	68.5	72.8	71.0	Increased, 2002-2022	No quadratic change	No change		
Encouraging family or community involvement			62.7		61.7	64.3	70.3	57.7	62.1	76.1	69.5	71.4	76.6	Increased, 2002-2022	No change, 2002-2012 Increased, 2012-2022	Increased		

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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			73.5		68.8	78.7	73.3	70.2	75.2	75.2	76.2	73.0	71.5	No linear change	No quadratic change	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)					52.4	60.3	55.6	55.3	59.8	60.7	64.3	59.7	61.6	Increased, 2006-2022	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										66.0	65.8	63.7	59.3	Decreased, 2016-2022	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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	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:																
Creating a comfortable and safe learning environment for students receiving sexual health education										59.8	58.5	60.0	59.8	No linear change	Not available	No change
Connecting students to on-site or community-based sexual health services										56.9	62.9	63.8	58.8	No linear change	Not available	Decreased
Using a variety of effective instructional strategies to deliver sexual health education										73.0	69.6	70.9	74.6	No linear change	Not available	No change
Building student skills in HIV, other STD, and pregnancy prevention										64.6	64.5	63.4	61.3	No linear change	Not available	No change
Assessing student knowledge and skills in sexual health education										73.9	71.7	70.6	72.3	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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	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										64.6	59.6	58.7	59.7	Decreased, 2016-2022	Not available	No change	
Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students												71.1	71.5	No linear change	Not available	No change	
Engaging parents in sexual health education												72.8	67.7	Decreased, 2020-2022	Not available	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
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)			39.3		49.3	34.3	44.2	41.2	44.2	43.3	51.0	44.8	56.8	Increased, 2002-2022	No change, 2002-2016 Increased, 2016-2022	Increased
Physical education, kinesiology, exercise science or exercise physiology (c or e)				7.2	12.3	10.6	11.4	15.7	16.7	12.1	23.7	13.0		Increased, 2006-2022	Increased, 2006-2016 No change, 2016-2022	Decreased
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)				20.8	19.9	14.1	12.8	11.7	15.1	12.7	7.9	6.6		Decreased, 2006-2022	No quadratic change	No change
Nursing or counseling (h or i)		30.4		17.3	27.9	22.3	28.0	23.7	17.4	20.4	19.1	19.0		Decreased, 2002-2022	No quadratic change	No change
Public health or other (j or l)		7.1		0.0	4.4	3.0	4.6	3.8	3.7	2.4	3.7	3.0		No linear change	†	No change
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				62.7	62.3	60.6	63.2	63.2	66.5	73.2	77.4	74.3		Increased, 2006-2022	No change, 2006-2010 Increased, 2010-2022	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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	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			9.3		10.2	8.8	5.9	10.3	7.5	13.4	10.3	12.5	14.0	Increased, 2002-2022	No change, 2002-2010 Increased, 2010-2022	No change		
2 to 5 years			30.8		19.8	16.8	24.1	21.0	26.4	21.5	26.7	23.0	25.1	No linear change	Decreased, 2002-2008 Increased, 2008-2022	No change		
6 to 9 years			12.0		14.6	20.6	16.7	10.0	20.1	20.6	11.1	14.8	22.1	Increased, 2002-2022	No quadratic change	Increased		
10 to 14 years			20.0		17.8	22.4	20.5	23.3	13.6	11.2	11.6	14.7	15.6	Decreased, 2002-2022	No quadratic change	No change		
15 years or more			27.9		37.6	31.3	32.9	35.4	32.4	33.5	40.4	35.0	23.1	No linear change	Increased, 2002-2018 Decreased, 2018-2022	Decreased		

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

²Based on t-test analysis, p < 0.05.