

New Jersey School Health Profiles 2018

Summary of Results

The School Health Profiles (Profiles) assist state and local education and health agencies in monitoring and assessing characteristics of bullying prevention and mental health, chronic illness, health education, nutrition, physical education and physical activity, professional development, school connectedness, school organization to guide health policy, sexual health, and tobacco prevention. The Centers for Disease Control and Prevention (CDC), in collaboration with state and local education and health agencies, developed the Profiles.

Every two years, questionnaires are administered to school officials. In 2016, questionnaires were distributed to school principals and lead health education teachers in 425 regular public schools and charter schools containing any of grades 6 through 12 in New Jersey, where grade 6 is not the grade of termination. Surveys could be completed by mail or online. Completed questionnaires were received from principals in 75% of schools and from lead health education teachers in 72% of schools. Because the response rates for these surveys were greater than or equal to 70%, the results have been weighted to be representative of all regular public secondary schools in New Jersey.

This summary provides highlights of the Profiles survey results by general topic area. Further details on each topic area are in the tables that follow.

2018 Profiles Key Findings:

Bullying Prevention and Mental Health

- New Jersey school principals report near universal implementation of trainings and policies to identify, report, and prevent bullying in schools.
- 77% of principals report that their school has a ‘safe space’ where lesbian, gay, bisexual, transgender, questioning youth can receive support from school staff.

Chronic Illness

- Nearly all principals report routine use of school records to identify and track students with chronic conditions of asthma, food allergies, diabetes, and epilepsy or seizure disorder, though 84% report this tracking for students with hypertension or high blood pressure and 66% report tracking students diagnosed with obesity.
- 80% of principals have a protocol in place to ensure that students with a chronic condition requiring daily or emergency management are enrolled in insurance programs if eligible.

Health Education

- The vast majority of teachers report that their school requires health education courses in all grades, 6-12, and 99% employ a full-time registered nurse.
- 81% of teachers of grades 6-8 and 95% of teachers of grades 9-12 assess the ability of students to set personal goals to enhance health, take steps to achieve those goals, and monitor progress.

Nutrition

- Snack foods and beverages most commonly found for purchase in schools are: Bottled water (58%), low or no sodium pretzels, crackers or chips (51%), 100% fruit or vegetable juice (48%), fruit (43%), and nonfat or lowfat milk (43%).
- 40% of schools report serving locally or regionally grown foods in the cafeteria or classrooms, and 38% report planting a school food or vegetable garden.

Physical Education and Physical Activity

- Physical education is required in all grades, 6-12, in New Jersey, and teachers in all schools tried to increase knowledge of physical activity and fitness.
- 77% of schools offer opportunities for students to participate in intramural sports programs or physical activity clubs, and 85% offer interscholastic sports to students.

Professional Development

- 68% of schools reported that health education staff worked with mental health or social services staff on health education activities; 35% reported that health education staff worked with nutrition or food services staff.
- 85% of lead health education teachers would like to receive professional development on teaching students of different sexual orientations or gender identities, 84% on teaching students with physical, medical or cognitive disabilities, and 83% on teaching skills for behavior change. For these three topics, 33%, 58%, and 46% of teachers received professional development in the past two years, respectively.

School Connectedness

- 91% of schools use electronic, paper, or oral communication to inform parents about school health services and programs.
- 37% of schools participate in a program in which family or community members serve as role models to students or mentor students.

School Organization to Guide Health Policy

- Nearly all schools (92%) have someone who oversees or coordinates school health and safety programs and activities.
- 65% of schools have a group that offers guidance on development of policies or coordinates activities on health topics.

Sexual Health




- All lead health teachers in high schools report teaching the following sexual health topics: How HIV and other STDs are transmitted; health consequences of HIV, other STDs, and pregnancy; the influence of family, peers, media, technology, and other factors on sexual risk behaviors; and how to create and sustain healthy and respectful relationships. For grades 6-8, teachers often cover the above topics as well.
- There has been a significant drop since 2014 in the rate in which schools provide students with referrals to health care organizations for issues sexual health.

Tobacco Prevention



- The vast majority of lead health teachers teach students various tobacco-use prevention topics, such as identifying short- and long-term health consequences of tobacco use (96%) and identifying tobacco products and the harmful substances they contain (96%).
- Almost all schools have adopted a policy prohibiting tobacco use (96%) as required by *N.J.S.A. 26:3D-58*; and a smaller proportion (55%) have policies prohibiting use among students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events for 24 hours a day and seven days a week.


School Health Profile 2018 Detailed Tables


Responses by school principals are noted with (P), while teacher responses are noted with (T). A dash (--) is used if CDC did not conduct analysis on a particular item. A comparison was performed by CDC between 2016 and 2018 to test for a statistically significant increase or decrease in the percent response rate to a given question. (The statistical test used was a t-test based on $p < .05$.) Results are also reported for 2010, 2012, and 2014 administrations, though these results are not included in the CDC analysis of change. The trends are identified by the following symbols shown below.


Increase in percent response rate	Decrease in percent response rate	No change in percent response rate	Change not reported by CDC
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Bullying Prevention and Mental Health

Percentage of schools in which:	2008	2010	2012	2014	2016	2016-2018 Change
Staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression (P)	-	-	-	99%	99%	
There is a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression (P)	-	-	-	100%	100%	
Electronic, paper, or oral communication is used to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression (P)	-	-	-	100%	100%	
Bullying and sexual harassment, including electronic aggressions are prevented, among all students	-	-	-	76%	78%	

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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Emotional and mental health	95%	96%	96%	96%	97%	
Suicide prevention	81%	83%	85%	87%	89%	
Violence prevention (e.g., bullying, fighting, or dating violence prevention)	96%	94%	98%	97%	99%	

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
Emotional and mental health	56%	48%	48%	51%	52%	
Suicide prevention	58%	65%	68%	66%	69%	
Violence prevention (e.g., bullying, fighting, or dating violence prevention)	81%	77%	89%	82%	80%	

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
Emotional and mental health	84%	82%	80%	84%	83%	
Suicide prevention	84%	84%	83%	85%	78%	
Violence prevention (e.g., bullying, fighting, or dating violence prevention)	80%	83%	80%	82%	79%	


Percentage of schools that engage in the following Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) youth-related practices (P):	2008	2010	2012	2014	2016	2016-2018 Change
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	33%	38%	36%	42%	40%	
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	-	65%	67%	72%	77%	●
Prohibit harassment based on a student's perceived or actual sexual orientation or gender identity	-	91%	90%	92%	95%	
Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity	-	70%	76%	80%	81%	●
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth	-	56%	54%	59%	58%	




Chronic Illness




Percentage of schools that:	2008	2010	2012	2014	2016	2016-2018 Change
Have a protocol that ensures students with a chronic condition that may require daily or emergency management are enrolled in private, state, or federally funded insurance programs if eligible (P)	-	-	-	84%	80%	
Provided health information to increase parent and family knowledge of asthma during the current school year (T)	33%	35%	34%	39%	37%	
Provided with health information to increase parent and family knowledge of food allergies during the current school year (T)	-	-	-	50%	48%	
Provided with health information to increase parent and family knowledge of diabetes during the current school year (T)	-	-	-	34%	31%	

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
Asthma	35%	35%	38%	44%	46%	
Epilepsy or seizure disorder	-	-	-	31%	37%	
Food allergies	-	-	-	45%	43%	

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
Asthma	67%	63%	66%	59%	55%	
Epilepsy or seizure disorder	-	-	-	63%	60%	
Food allergies	-	-	-	65%	62%	

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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Asthma	62%	67%	73%	74%	73%	
Food allergies	-	-	-	82%	81%	
Epilepsy or seizure disorder	-	-	-	56%	55%	

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 (P):	2008	2010	2012	2014	2016	2016-2018 Change
Asthma	-	-	-	73%	64%	
Food allergies	-	-	-	72%	63%	
Diabetes	-	-	-	74%	63%	
Epilepsy or seizure disorder	-	-	-	72%	63%	
Obesity	-	-	-	66%	59%	
Hypertension/ high blood pressure	-	-	-	70%	62%	

Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions (P):	2008	2010	2012	2014	2016	2016-2018 Change
Asthma	-	-	-	99%	96%	
Food allergies	-	-	-	99%	97%	
Diabetes	-	-	-	99%	96%	
Epilepsy or seizure disorder	-	-	-	99%	96%	
Obesity	-	-	-	72%	66%	
Hypertension/ high blood pressure	-	-	-	90%	84%	

Health Education

Percentage of schools that taught a required health education course in the following grades (T):	2008	2010	2012	2014	2016	2016-2018 Change
6th grade	93%	89%	95%	92%	95%	
7th grade	94%	92%	95%	93%	95%	●
8th grade	94%	92%	95%	93%	95%	
9th grade	91%	87%	93%	89%	93%	●
10th grade	84%	82%	86%	85%	90%	
11th grade	91%	87%	92%	89%	92%	●
12th grade	91%	89%	92%	87%	92%	

Percentage of schools in which the health education curriculum addresses the following skills (T):	2008	2010	2012	2014	2016	2016-2018 Change
Comprehending concepts related to health promotion and disease prevention to enhance health	98%	98%	99%	96%	98%	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors	97%	97%	97%	95%	98%	●
Accessing valid information and products and services to enhance health	91%	91%	90%	92%	94%	
Using interpersonal communication skills to enhance health and avoid or reduce health risks	98%	97%	97%	95%	98%	●
Using decision-making skills to enhance health	98%	99%	98%	96%	98%	
Using goal-setting skills to enhance health	95%	96%	96%	96%	98%	●
Practicing health-enhancing behaviors to avoid or reduce risks	98%	98%	97%	96%	99%	
Advocating for personal, family, and community health	95%	95%	96%	93%	95%	●

Percentage of schools in which:	2008	2010	2012	2014	2016	2016-2018 Change
There is a full-time registered nurse who provides health services to students (P)	99%	99%	99%	99%	99%	
Students take only one required health education course (T)	27%	17%	20%	19%	20%	●
Students take two or more required health education courses (T)	70%	78%	78%	77%	77%	
Students who fail the health education course must repeat it (among schools that required the course) (T)	42%	39%	44%	38%	37%	●
Health education instruction is required in any of grades 6 through 12 (T)	-	96%	96%	96%	97%	
Teachers assessed the ability of students to set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them in any of grades 6, 7, or 8 during the current school year (T)	-	-	-	82%	81%	●
Teachers assessed the ability of students to set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them in any of grades 9, 10, 11, or 12 during the current school year (T)	-	-	-	97%	95%	
Teachers have given students homework assignments or health education activities to do at home with their parents during the current school year (T)	-	-	-	71%	69%	●



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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Alcohol- or other drug-use prevention	98%	96%	98%	99%	98%	
Infectious disease prevention (e.g., influenza [flu] prevention)	-	-	92%	93%	89%	●


Nutrition


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 (P):	2008	2010	2012	2014	2016	2016-2018 Change
Chocolate candy	8%	8%	7%	7%	9%	
Other kinds of candy	10%	11%	8%	10%	13%	●
Salty snacks that are not low in fat (e.g., regular potato chips)	23%	23%	29%	30%	29%	
Low sodium or “no added salt” pretzels, crackers, or chips	-	-	-	54%	51%	●
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	27%	27%	28%	37%	32%	
Ice cream or frozen yogurt that is not low in fat	24%	26%	27%	30%	25%	●
2% or whole milk (plain or flavored)	38%	40%	31%	37%	33%	
Nonfat or 1% (low-fat) milk (plain)				50%	43%	●
Water ices or frozen slushes that do not contain juice	14%	16%	10%	15%	14%	
Soda pop or fruit drinks that are not 100% juice	18%	16%	19%	15%	15%	●
Sports drinks (e.g., Gatorade)	39%	41%	35%	32%	32%	
Bottled water	-	-	-	63%	58%	●
100% fruit or vegetable juice	-	-	-	47%	48%	
Energy drinks (e.g., Red Bull, Monster)	-	-	-	0.3%	2.7%	■
Foods or beverages containing caffeine	17%	15%	18%	14%	15%	
Fruits (not fruit juice)	39%	39%	42%	44%	43%	●
Non-fried vegetables (not vegetable juice)	33%	31%	32%	41%	37%	


Percentage of schools that have done any of the following during the current school year (P):	2008	2010	2012	2014	2016	2016-2018 Change
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages	12%	11%	15%	14%	13%	
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating	64%	69%	75%	66%	62%	●
Provided information to students or families on the nutrition and caloric content of foods available	59%	58%	69%	68%	66%	
Provided parents and families with health information designed to increase parent and family knowledge of nutrition and healthy eating during the current school year (T)	50%	50%	44%	55%	52%	●
Conducted taste tests to determine food preferences for nutritious items	28%	35%	35%	36%	35%	
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics	27%	27%	24%	26%	26%	●
Served locally or regionally grown foods in the cafeteria or classrooms	-	-	41%	40%	40%	
Planted a school food or vegetable garden	-	-	27%	35%	38%	●
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access	-	-	76%	78%	79%	
Used attractive displays for fruits and vegetables in the cafeteria	-	-	69%	69%	69%	●
Offered a self-serve salad bar to students	-	-	29%	27%	27%	
Labeled healthful foods with appealing names (e.g., crunchy carrots)	-	-	37%	36%	36%	●
Encouraged students to drink plain water	-	-	-	78%	78%	
Permit students to have a drinking water bottle with them during the day	-	-	81%	85%	89%	●
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance	-	-	-	38%	47%	
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes	-	-	-	43%	44%	●
Always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered	46%	39%	43%	42%	41%	

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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Benefits of healthy eating	96%	98%	98%	99%	98%	
Benefits of drinking plenty of water	-	-	-	98%	97%	●
Benefits of eating breakfast every day	-	-	-	96%	96%	
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, MyPyramid)	-	-	-	95%	94%	●
Using food labels	94%	94%	95%	96%	94%	
Differentiating between nutritious and non-nutritious beverages	-	-	-	95%	94%	●
Balancing food intake and physical activity	94%	96%	97%	98%	96%	
Eating more fruits, vegetables, and whole grain products	95%	96%	98%	98%	96%	●
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)	94%	94%	97%	97%	94%	
Choosing foods, snacks, and beverages that are low in added sugars	-	-	-	97%	95%	●
Choosing foods and snacks that are low in sodium	-	-	-	95%	91%	
Eating a variety of foods that are high in calcium	-	-	-	93%	89%	●
Eating a variety of foods that are high in iron	-	-	-	89%	83%	
Food safety	83%	84%	90%	87%	85%	●
Preparing healthy meals and snacks	91%	91%	94%	94%	88%	
Risks of unhealthy weight control practices	95%	92%	96%	95%	91%	●
Accepting body size differences	92%	93%	94%	93%	92%	
Signs, symptoms, and treatment for eating disorders	90%	89%	93%	90%	89%	●
Relationship between diet and chronic diseases	-	-	-	91%	86%	
Assessing body mass index (BMI)	-	-	-	79%	77%	●

Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations (P):	2008	2010	2012	2014	2016	2016-2018 Change
In school buildings	85%	82%	82%	82%	83%	
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus	81%	80%	76%	78%	80%	
On school buses or other vehicles used to transport students	82%	79%	80%	80%	77%	
In school publications (newsletters, web sites, other school publications)	81%	81%	78%	79%	76%	
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)	-	-	-	79%	80%	

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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Foodborne illness prevention	76%	72%	78%	72%	73%	
Nutrition and dietary behavior	98%	98%	99%	99%	99%	

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
Foodborne illness prevention	22%	21%	28%	28%	29%	
Nutrition and dietary behavior	43%	41%	41%	36%	38%	

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
Foodborne illness prevention	62%	61%	61%	60%	58%	
Nutrition and dietary behavior	84%	80%	85%	80%	77%	


Physical Education and Physical Activity


Percentage of schools that taught required physical education in the following grades (P)	2008	2010	2012	2014	2016	2016-2018 Change
6th grade	99%	99%	99%	100%	100%	
7th grade	100%	100%	100%	100%	100%	●
8th grade	100%	100%	100%	100%	100%	
9th grade	99%	99%	98%	100%	100%	●
10th grade	99%	99%	98%	100%	100%	
11th grade	99%	99%	98%	100%	100%	●
12th grade	99%	99%	98%	100%	100%	

Percentage of schools that:	2008	2010	2012	2014	2016	2016-2018 Change
Offer opportunities for all students to participate in intramural sports programs or physical activity clubs (P)	84%	79%	73%	77%	77%	
Offer interscholastic sports to students (P)	-	-	77%	82%	85%	●
Offer opportunities for students to participated in physical activity before the school day through organized physical activities or access to facilities or equipment for physical activity (P)	-	-	-	27%	27%	
Have a joint use agreement for shared use of school or community physical activity facilities (P)	-	-	76%	74%	72%	●
Have students participate in physical activity breaks in classrooms during the school day outside of physical education (P)	-	-	43%	46%	51%	
Provide parents and families with health information designed to increase parent and family knowledge of physical activity during the current school year (T)	52%	48%	46%	58%	53%	●




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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease	-	-	-	98%	98%	
Mental and social benefits of physical activity	-	-	-	99%	97%	●
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)	97%	98%	98%	99%	99%	
Phases of a workout (i.e., warm-up, workout, cool down)	95%	95%	96%	98%	97%	●
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity	-	-	-	96%	93%	
Decreasing sedentary activities (e.g., television viewing)	92%	94%	94%	98%	96%	●
Preventing injury during physical activity	96%	94%	96%	98%	97%	
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)	87%	87%	90%	87%	88%	●
Dangers of using performance-enhancing drugs (e.g., steroids)	94%	94%	95%	94%	90%	
Increasing daily physical activity	-	-	-	99%	98%	●
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)	-	-	-	98%	97%	
Using safety equipment for specific physical activities	-	-	-	94%	93%	●
Benefits of drinking water before, during, and after physical activity	-	-	-	99%	96%	




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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
Injury prevention and safety	92%	94%	94%	94%	94%	
Physical activity and fitness	99%	100%	100%	99%	100%	●

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
Injury prevention and safety	55%	54%	58%	54%	57%	
Physical activity and fitness	67%	69%	63%	63%	65%	

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
Injury prevention and safety	72%	69%	69%	70%	66%	
Physical activity and fitness	83%	76%	79%	80%	74%	

Professional Development

Percentage of schools in which those who teach physical education are provided with (P):	2008	2010	2012	2014	2016	2016-2018 Change
Goals, objectives, and expected outcomes for physical education	99%	99%	98%	98%	99%	
A chart describing the annual scope and sequence of instruction	91%	89%	91%	92%	94%	
Plans for how to assess student performance in physical education	93%	92%	94%	92%	94%	
A written physical education curriculum	98%	98%	97%	99%	99%	
Resources for fitness testing	-	-	-	98%	96%	
Physical activity monitoring devices, such as pedometers or heart rate monitors, for physical education	-	-	-	75%	68%	
Professional development on physical education or physical activity during the past year	-	-	-	90%	93%	

Percentage of schools in which the lead health education teacher (T):	2008	2010	2012	2014	2016	2016-2018 Change
Was certified, licensed, or endorsed by the state to teach health education in middle school or high school	93%	95%	94%	94%	96%	
Had 1 year of experience in teaching health education	3%	3%	4%	5%	3%	
Had 2 to 5 years of experience in teaching health education	15%	15%	14%	17%	15%	
Had 6 to 9 years of experience in teaching health education	15%	19%	18%	15%	13%	
Had 10 to 14 years of experience in teaching health education	18%	21%	24%	26%	21%	
Had 15 years or more of experience in teaching health education	49%	43%	41%	38%	48%	

Percentage of schools in which those who teach health education are provided with the following materials (T):	2008	2010	2012	2014	2016	2016-2018 Change
Goals, objectives, and expected outcomes for health education	94%	95%	95%	94%	98%	
A chart describing the annual scope and sequence of instruction	78%	77%	81%	77%	83%	●
Plans for how to assess student performance in health education	82%	80%	81%	78%	79%	
A written health education curriculum	94%	94%	95%	94%	97%	●

Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year (T):	2008	2010	2012	2014	2016	2016-2018 Change
Physical education staff	93%	92%	93%	95%	95%	
Health services staff (e.g., nurses)	87%	83%	81%	84%	82%	●
Mental health or social services staff (e.g., psychologists, counselors)	75%	76%	73%	72%	68%	
Nutrition or food service staff	31%	37%	35%	35%	35%	●
School health council, committee, or team	-	43%	40%	47%	48%	

Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following (T):	2008	2010	2012	2014	2016	2016-2018 Change
Health education or health and physical education combined	82%	85%	79%	77%	83%	
Physical education, kinesiology, exercise science, exercise physiology	5%	4%	8%	10%	8%	●
Home economics, family and consumer science, biology, other science, or nutrition	2%	1%	2%	0%	1%	
Nursing or counseling	7%	7%	9%	10%	5%	■
Public health or other	1%	2%	1%	3%	2%	

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
Alcohol- or other drug-use prevention	57%	48%	42%	45%	51%	
Infectious disease prevention (e.g., flu prevention)	-	-	50%	43%	47%	●
Teaching students with physical, medical, or cognitive disabilities	55%	53%	47%	54%	58%	
Teaching students of various cultural backgrounds	36%	32%	32%	37%	42%	●
Teaching students with limited English proficiency	21%	21%	17%	20%	28%	
Teaching students of different sexual orientations or gender identities	-	21%	19%	23%	33%	■
Using interactive teaching methods (e.g., role plays or cooperative group activities)	62%	63%	56%	64%	71%	
Encouraging family or community involvement	34%	32%	33%	40%	42%	●
Teaching skills for behavior change	53%	49%	48%	49%	46%	
Classroom management techniques (e.g., social skills training, conflict resolution and mediation, and behavior management)	63%	68%	63%	62%	72%	■
Assessing or evaluating students in health education	38%	42%	43%	44%	49%	

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
Alcohol- or other drug-use prevention	87%	81%	85%	83%	77%	
Infectious disease prevention (e.g., flu prevention)	-	-	68%	69%	60%	
Teaching students with physical, medical, or cognitive disabilities	76%	82%	81%	81%	84%	
Teaching students of various cultural backgrounds	68%	68%	71%	69%	72%	
Teaching students with limited English proficiency	64%	65%	64%	66%	67%	
Teaching students of different sexual orientations or gender identities	-	75%	78%	78%	85%	
Using interactive teaching methods (e.g., role plays or cooperative group activities)	78%	83%	80%	79%	77%	
Encouraging family or community involvement	76%	81%	79%	75%	78%	
Teaching skills for behavior change	87%	88%	83%	79%	83%	
Classroom management techniques (e.g., social skills training, conflict resolution and mediation, and behavior management)	80%	80%	77%	75%	72%	
Assessing or evaluating students in health education	84%	80%	84%	81%	75%	




School Connectedness


Percentage of schools that (P):	2008	2010	2012	2014	2016	2016-2018 Change
Provide parents and families with information about how to communicate with their child about sex	-	-	-	32%	27%	
Provide parents and families were with health information designed to increase parent and family knowledge of preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying) (T)	-	-	-	79%	80%	●
Provide parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules)	-	-	-	70%	65%	
Involve parents as school volunteers in the delivery of health education activities and services	-	-	-	27%	23%	●
Link parents and families to health services and programs in community	-	-	-	86%	76%	
Use electronic, paper, or oral communication to inform parents about school health services and programs	-	-	-	92%	91%	●
Participate in a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program	-	-	-	40%	37%	
Provide service-learning opportunities for students	-	-	-	66%	64%	●
Provide peer tutoring opportunities for students	-	-	-	84%	85%	
Had students' families help develop or implement policies and programs related to school health during the past two years	-	-	-	39%	37%	●
Give students opportunities to learn about people different from them through clubs	-	-	-	72%	68%	
Give students opportunities to learn about people different from them through lessons in class	-	-	-	95%	94%	●
Give students opportunities to learn about people different from them through special events sponsored by the school or community organizations (e.g., multicultural week, family night)	-	-	-	88%	87%	

School Organization to Guide Health Policy



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 (P):	2008	2010	2012	2014	2016	2016-2018 Change
Physical activity	35%	42%	35%	53%	42%	
Nutrition	32%	41%	35%	52%	42%	
Tobacco-use prevention	32%	39%	31%	44%	33%	
Asthma	24%	30%	28%	40%	31%	
Injury and violence prevention	-	37%	32%	45%	37%	
HIV, STD, and teen pregnancy prevention	-	-	-	36%	29%	


Percentage of schools with a School Improvement Plan that includes health-related objectives on the following topics (P):	2008	2010	2012	2014	2016	2016-2018 Change
Health education	-	33%	28%	27%	25%	
Physical education				26%	26%	
Physical activity				20%	23%	
School meal programs				21%	22%	
Foods and beverages available at school outside the school meal programs				20%	18%	
Health services	-	32%	30%	24%	25%	

Percentage of schools that have a school health team that did any of the following activities during the past year (among schools with a group that offers guidance on the development of policies or coordinates activities on health topics) (P):	2008	2010	2012	2014	2016	2016-2018 Change
Identified student health needs based on a review of relevant data	-	-	70%	74%	70%	
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team	-	-	81%	77%	80%	
Sought funding or leveraged resources to support health and safety priorities for students and staff	-	-	54%	53%	53%	
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	-	-	90%	89%	86%	
Reviewed health-related curricula or instructional materials	-	-	91%	85%	84%	
Assessed the availability of physical activity opportunities for students	-	-	-	84%	81%	

Percentage of schools that (P):	2008	2010	2012	2014	2016	2016-2018 Change
Currently have someone who oversees or coordinates school health and safety programs and activities	92%	93%	89%	92%	92%	
Have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics	-	58%	58%	64%	65%	
Reviewed health and safety data as part of school's improvement planning process. (Among schools that engaged in an improvement planning process during the past year.)	-	-	57%	59%	50%	

Sexual Health

Percentage of schools that:	2008	2010	2012	2014	2016	2016-2018 Change
Provide parents and families with health information designed to increase parent and family knowledge of HIV prevention, STD prevention, or teen pregnancy prevention (T)	31%	30%	24%	28%	27%	
Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth (P)	-	57%	54%	55%	54%	
Implement HIV, other STD, and pregnancy prevention strategies that meet the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth	-	13%	17%	22%	28%	
Provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender and questioning youth (T)	-	35%	39%	46%	62%	
Have teachers who try to increase student knowledge on sexually transmitted disease (STD) prevention in a required course in any of grade 6 through 12 during the current school year (T)	91%	95%	96%	93%	91%	

Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grade 6 through 12 during the current school year:	2008	2010	2012	2014	2016	2016-2018 Change
Human immunodeficiency virus (HIV) prevention	93%	94%	96%	97%	90%	
Human sexuality	93%	95%	96%	93%	92%	
Pregnancy prevention	86%	90%	93%	90%	86%	

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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
How HIV and other STDs are transmitted	91%	90%	92%	90%	90%	
Health consequences of HIV, other STDs, and pregnancy	90%	87%	89%	88%	90%	●
The benefits of being sexually abstinent	86%	88%	91%	88%	90%	
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy	78%	77%	78%	82%	80%	●
The influences of family, peers, media, technology and other factors on sexual risk behaviors	-	-	-	85%	86%	
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	84%	81%	85%	82%	83%	●
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	83%	81%	87%	84%	84%	
Influencing and supporting others to avoid or reduce sexual risk behaviors	-	-	-	82%	84%	
Efficacy of condoms, that is, how well condoms work and do not work	-	64%	69%	63%	69%	
The importance of using condoms consistently and correctly	-	56%	63%	56%	63%	●
How to obtain condoms	-	37%	47%	43%	49%	
How to correctly use a condom	-	28%	31%	31%	37%	●
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy	-	-	61%	56%	59%	
How to create and sustain healthy and respectful relationships	-	-	88%	87%	90%	●
The importance of limiting the number of sexual partners	-	-	-	74%	75%	
Preventative care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health	-	-	-	79%	75%	●

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 (T):	2008	2010	2012	2014	2016	2016-2018 Change
How HIV and other STDs are transmitted	-	100%	99%	100%	100%	
Health consequences of HIV, other STDs, and pregnancy	-	100%	99%	100%	100%	●
The benefits of being sexually abstinent	98%	100%	99%	100%	99%	
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy	98%	99%	98%	100%	99%	●
The influences of family, peers, media, technology and other factors on sexual risk behaviors	-	-	-	100%	100%	
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	100%	97%	97%	98%	98%	●
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	100%	98%	96%	99%	97%	
Influencing and supporting others to avoid or reduce sexual risk behaviors	-	-	-	98%	98%	
Efficacy of condoms, that is, how well condoms work and do not work	98%	98%	98%	100%	99%	
The importance of using condoms consistently and correctly	97%	96%	97%	100%	98%	●
How to obtain condoms	93%	94%	93%	96%	94%	
How to correctly use a condom	-	90%	88%	93%	90%	●
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy	-	-	95%	99%	98%	
How to create and sustain healthy and respectful relationships	-	-	99%	100%	100%	●
The importance of limiting the number of sexual partners	-	-	-	100%	99%	
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health	-	-	-	98%	99%	●

Percentage of schools that provide the following services to students (P):	2008	2010	2012	2014	2016	2016-2018 Change
HIV testing	-	-	7%	1%	1%	
HIV treatment	-	-	-	1%	1%	●
STD testing	-	-	-	1%	2%	
STD treatment	-	-	-	1%	1%	●
Pregnancy testing	-	-	4%	3%	2%	
Provision of condoms	-	-	2%	1%	0%	●
Provision of condom-compatible lubricants (i.e., water or silicone-based)	-	-	-	0%	0%	
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])	-	-	2%	0%	0%	●
Prenatal care	-	-	4%	2%	1%	
Human papillomavirus (HPV) vaccine administration	-	-	2%	0%	1%	●

Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services (P):	2008	2010	2012	2014	2016	2016-2018 Change
HIV testing	-	-	52%	48%	31%	
HIV treatment	-	-	-	47%	34%	■
STD testing	-	-	-	49%	33%	
STD treatment	-	-	-	48%	31%	■
Pregnancy testing	-	-	53%	49%	32%	
Provision of condoms	-	-	38%	37%	26%	■
Provision of condom-compatible lubricants (i.e., water or silicone-based)	-	-	-	37%	23%	
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])	-	-	39%	38%	26%	■
Prenatal care	-	-	49%	45%	32%	
Human papillomavirus (HPV) vaccine administration	-	-	46%	47%	37%	■

Percentage of schools in which those who teach sexual health education are provided with the following materials (T):	2008	2010	2012	2014	2016	2016-2018 Change
Goals, objectives, and expected outcomes for sexual health education	-	-	-	94%	97%	
A written health education curriculum that includes objectives and content addressing sexual health education	-	-	-	94%	97%	●
A chart describing the annual scope and sequence of instruction for sexual health education	-	-	-	77%	80%	
Strategies that are age-appropriate, relevant, and actively engage students in learning	-	-	-	88%	87%	●
Methods to assess student knowledge and skills related to sexual health education	-	-	-	85%	84%	

Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for the students in any of the grades 6, 7, or 8 during the current school year (T):	2008	2010	2012	2014	2016	2016-2018 Change
Comprehend concepts important to prevent HIV, other STDs, and pregnancy	-	-	-	85%	87%	
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors	-	-	-	83%	82%	●
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy	-	-	-	73%	75%	
Use interpersonal communication skills to avoid or reduce sexual risk behaviors	-	-	-	80%	85%	●
Use decision-making skills to prevent HIV, other STDs, and pregnancy	-	-	-	84%	87%	
Influence and support others to avoid or reduce sexual risk behaviors	-	-	-	79%	81%	●

Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for the students in any of the grades 9, 10, 11, or 12 during the current school year (T):	2008	2010	2012	2014	2016	2016-2018 Change
Comprehend concepts important to prevent HIV, other STDs, and pregnancy	-	-	-	100%	99%	
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors	-	-	-	99%	98%	●
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy	-	-	-	99%	99%	
Use interpersonal communication skills to avoid or reduce sexual risk behaviors	-	-	-	99%	98%	●
Use decision-making skills to prevent HIV, other STDs, and pregnancy	-	-	-	100%	99%	
Influence and support others to avoid or reduce sexual risk behaviors	-	-	-	97%	98%	●

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
HIV prevention	47%	42%	39%	39%	37%	
Human sexuality	51%	50%	39%	37%	36%	●
Pregnancy prevention	40%	35%	31%	26%	25%	
STD prevention	47%	42%	33%	30%	29%	●

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
HIV prevention	79%	78%	80%	75%	70%	
Human sexuality	83%	81%	83%	83%	82%	●
Pregnancy prevention	79%	76%	77%	72%	68%	
STD prevention	81%	79%	79%	77%	71%	●

Tobacco Prevention

Percentage of schools that:	2008	2010	2012	2014	2016	2016-2018 Change
Have adopted a policy prohibiting tobacco use (P)	98%	96%	97%	95%	96%	
Prohibit tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week (P)	52%	51%	57%	62%	55%	
Post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed (P)	69%	73%	76%	63%	63%	
Provide tobacco cessation services for faculty and staff (P)	16%	16%	17%	16%	13%	
Provide tobacco cessation services for students (P)	35%	35%	25%	27%	27%	
Have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for staff (P)	23%	26%	21%	22%	24%	
Have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students (P)	31%	37%	25%	25%	31%	
Provide tobacco cessation services for faculty, staff, and students at school or through arrangements with providers not on school property (P)	25%	26%	25%	23%	24%	
Provided parents and families with health information designed to increase parent and family knowledge of tobacco-use prevention during the current school year (T)	38%	38%	32%	35%	35%	
Had teachers try to increase student knowledge on tobacco-use prevention in a required course in any of grades 6 through 12 during the current school year (T)	98%	98%	97%	98%	98%	

Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey (T):	2008	2010	2012	2014	2016	2016-2018 Change
Tobacco-use prevention	36%	34%	26%	24%	31%	

Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics (T):	2008	2010	2012	2014	2016	2016-2018 Change
Tobacco-use prevention	79%	74%	73%	72%	67%	

Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year (T):	2008	2010	2012	2014	2016	2016-2018 Change
Identifying tobacco products and the harmful substances they contain	95%	94%	95%	95%	96%	
Identifying short- and long-term health consequences of tobacco use	97%	95%	96%	96%	96%	●
Identifying social, economic, and cosmetic consequences of tobacco use	92%	92%	92%	93%	94%	
Understanding the addictive nature of nicotine	96%	95%	95%	95%	94%	●
Effects of tobacco use on athletic performance	91%	90%	89%	91%	92%	
Effects of second-hand smoke and benefits of a smoke-free environment	95%	94%	95%	95%	94%	●
Understanding the social influences on tobacco use, including media, family, peers, and culture	94%	95%	93%	93%	94%	
Identifying reasons why students do and do not use tobacco	95%	94%	93%	94%	93%	●
Making accurate assessments of how many peers use tobacco	77%	79%	76%	76%	79%	
Using interpersonal communication skills to avoid tobacco use	93%	92%	93%	94%	94%	●
Using goal-setting and decision-making skills related to not using tobacco	92%	91%	92%	92%	90%	
Finding valid information and services related to tobacco-use prevention and cessation	83%	84%	82%	83%	82%	●
Supporting others who abstain from or want to quit using tobacco	83%	84%	84%	81%	86%	
Identifying harmful effects of tobacco use on fetal development	90%	90%	90%	88%	88%	●
Relationship between using tobacco and alcohol or other drugs	-	-	-	93%	94%	
How addiction to tobacco use can be treated	-	-	-	89%	91%	●
Understanding school policies and community laws related to the sale and use of tobacco products	-	-	-	89%	89%	
Benefits of tobacco cessation programs	-	-	-	75%	74%	●