2008 North Carolina School Level Impact Measures -- SLIMs

PRIORIY SLIMS	CSHP/Health Education	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	1. The percentage of schools that have a designated individual (e.g., faculty member or administrative personnel) responsible for coordinating school health and safety programs and activities.	94	91.7-96.2	98	90*	
	2. The percentage of schools that have a group (e.g., school health team) that helps plan and implement school health programs, with representation from 10 or more of the following:	16	12.4-19.4	17	15	
	School administration.	94		95	93	
	Health education teachers.	93		89	98	
	Physical education teachers.	94		93	96	
	Mental health or social services staff.	60		57	66	
	Nutrition or food service staff.	57		60	54	
	Health services staff (e.g., school nurse).	81		80	83	
	Maintenance and transportation staff.	23		23	23	
	Student body.	38		26	58	
	Parents or families of students.	55		54	55	
	Community.	50		52	47	
	Local health departments, agencies, or organizations.	49		45	59	
	Faith-based organizations.	16		18	14	
	Businesses.	18		21	14	
	Local government.	17		16	20	
◆	3. The percentage of schools that have ever assessed their policies, activities, and programs by using the School Health Index or similar self-assessment tool in all of the following areas:	34	29.3-38.5	49	56	>38.5
	Physical Activity	47		47	45	
	Nutrition	44		43	43	
	Tobacco	41		36	47	
	4. The percentage of schools in which students' family or community members have helped develop, communicate information about, or implement policies and programs on all of the following health issues:	16	12.3-19.9	56	64	
	Tobacco-use prevention.	34		28	39	
	Physical activity.	31		33	23	
	Nutrition and healthy eating.	36		33	40	
	5. The percentage of schools in which all teachers who teach health education have teacher certification, licensure, or endorsement in health education.	85	81.5-88.4	83	91*	
	Yes	85		83	91	
	No	12		14	9	
	NA	2		4	0	
◆	6. The percentage of schools in which those who teach health education are provided with all of the following:	46	40.7-51.1	44	47	>51.1
	Goals, objectives, and expected outcomes for health education.	96		98	93	
	A written health education curriculum.	87		87	89	
	A chart describing the annual scope and sequence of instruction for health education.	60		61	58	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	Plans for how to assess student performance in health education	61		47	67	
	7. The percentage of schools that follow a written health education curriculum that addresses all the following:	79	75.2-83.1	79	83	
	Comprehending concepts related to health promotion and disease prevention to enhance health.	99		98	100	
	Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors. Accessing valid information and products and services to enhance health.	96		95	99	
	Accessing valid information and products and services to enhance health	92		91	94	
	Using interpersonal communication skills to enhance health and avoid or reduce health risks.	97		97	99	
	Using decision-making skills to enhance health.	99		98	100	
	Using goal setting skills to enhance health.	99		99	99	
	Practicing health-enhancing behaviors to avoid or reduce risks.	99		99	99	
	Advocating for personal, family and community health.	95		93	100	
◆	8. The percentage of schools that provide parents and families health information to increase parent and family knowledge of ALL of the following health issues:	21	17.0-25.1	NA	NA	>25.1
	Tobacco-use prevention.	32		34	28	
	Physical activity.	40		43	35	
	Nutrition and healthy eating.	35		40	28	
	* Statistically significant difference between Middle School and High School Percentages					
	CSHP/Physical Education Physical Activity	2008 Baseline %		08 MS	08 HS	
	1. The percentage of schools in which physical education is taught only by physical education teachers or specialists with state certification, licensure, or endorsement to teach physical education.	96	93.1-97.3	94	99*	
	Yes	96		94	99	
	No	4		5	1	
	NA	0		1	0	
	2. The percentage of schools in which at least one physical education teacher or specialist received professional development on physical education during the past two years.	92	89.6-94.5	92	94*	
◆	3. The percentage of schools in which those who teach physical education are provided with all of the following:	76	72.2-79.5	81	71*	>79.5
	Goals, objectives, and expected outcomes for physical education.	99		100	99	
	A written physical education curriculum.	95		94	97	
	A chart describing the annual scope and sequence of instruction for physical education.	83		88	79	
	Plans for how to assess student performance in physical education.	85		89	82	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	4. The percentage of schools that do not allow exemptions from required physical education for participation in other activities (e.g., interscholastic sports, band, chorus, other academic classes).	78	73.5-81.4	82	73*	
	Enrollment in other courses (ie. Math or science)	17		25/12[1]	25	
	Participation in school sports	8		8/2	3	
	Participation in other school activities (ie ROTC, band or chorus.	13		25/ 12	12	
	Participation in community sports activities	0		0/0	0	
	High physical fitness competency test scores	0		0/0	1	
	Participation in vocational training	4		4/3	1	
	Participation in community service activities	1		0/1	1	
	5. The percentage of schools that offer intramural activities or physical activity clubs for all students, including those with disabilities.	58	61.3-69.4	63	51	
	6. The percentage of schools that teach about all of the following in a required course:	59	54.4-64.0	54	69*	
	Physical, psychological, or social benefits of physical activity.	98		98	97	
	Health-related fitness (i.e., cardio respiratory endurance, muscular endurance, muscular strength, flexibility, and body composition).	97		97	97	
	Phases of a workout (i.e., warm-up, workout, cool down).	97		98	95	
	How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity).	90		87	93	
	Developing an individualized physical activity plan.	76		71	88	
	Monitoring progress toward reaching goals in an individualized physical activity plan.	71		64	82	
	Overcoming barriers to physical activity.	87		87	90	
	Decreasing sedentary activities such as television viewing.	94		93	94	
	Opportunities for physical activity in the community.	90		88	93	
	Preventing injury during physical activity.	95		95	94	
	Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active).	89		87	89	
	Dangers of using performance-enhancing drugs such as steroids.	91		88	94	
	CSHP Nutrition	2008 Baseline %		08 MS	08 HS	
◆	1. The percentage of schools that do not sell the following foods and beverages anywhere at school outside the school food service program:	32	27.9-36.3	53	18*	>36.3
	Baked goods that are not low in fat (e.g., cookies, crackers, cakes, pastries)	60				
	Salty snacks that are not low in fat (e.g., regular potato chips)	55				
	Chocolate Candy	71		79/79	58	
	Non-chocolate candy	66		79/67	53	

[1] %Junior High School/%Middle School; some middle school data are reported as Jr HS some as MS

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	Soda pop or fruit drinks that are not 100% juice	58		63/69	41	
	Sports Drinks	39		43/54	16	
	2. The percentage of schools that always offer fruits or non-fried vegetables in vending machines, school stores and during celebrations when foods and beverages are offered.	15	12.1-19.4	12	18	
	(P31 When foods or beverages are offered at school celebrations, how often are fruits and other non-fried vegetables offered)					
	Foods or beverages are not offered at school celebrations	1		0	2	
	Never	2		2	3	
	Rarely	10		14	7	
	Sometimes	50		47	57	
	Always or almost always	37		37	31	
	(AND P33 Can students purchase each of the following snack foods or beverages from vending machines or a the school store, canteen or snack bar?)					
	Fruits (not fruit juice)	34		46/26	45	
	Non-fried vegetables (not vegetable juice)	27		7/21	37	
	3. The percentage of schools that use at least three of the following strategies anywhere in the school to promote healthy eating:	16	13.0-19.7	13	20*	
	Price nutritious food and beverage choices at a lower cost while increasing the price of less nutritious foods and beverages.	8		6	7	
	Collect suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating.	34		29	40	
	Provide information on the nutrition and caloric content of foods available.	49		51	49	
	Conduct taste tests to determine food preferences for nutritious items.	17		18	16	
	Provide opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics.	18		14	25	
◆	4. The percentage of schools in which the lead health education teacher received professional development on nutrition education and dietary behavior during the past two years.	33	28.3-38.0	33	34	>38.0
	5. The percentage of schools that teach about all of the following in a required course:	74	69.4-77.8	72	78	
	Benefits of healthy eating.	97		96	98	
	Food guidance using MyPyramid.	93		90	96	
	Using food labels.	93		92	94	
	Balancing food intake and physical activity.	96		95	96	
	Eating more fruits, vegetables, and whole grain products.	96		94	97	
	Choosing foods that are low in fat, saturated fat, and cholesterol.	93		93	95	
	Using sugars in moderation.	93		93	95	
	Using salt and sodium in moderation	93		91	95	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	Eating more calcium-rich foods.	88		86	92	
	Food safety.	86		85	86	
	Preparing healthy meals and snacks.	90		91	87	
	Risks of unhealthy weight control practices.	94		95	93	
	Accepting body size differences.	90		87	95	
	Signs, symptoms and treatment of eating disorders	90		87	93	
	6. The percentage of schools that prohibit all forms of advertising and promotion (e.g., contests and coupons) of less nutritious foods and beverages on school property.	40	35.6-44.9	54	18*	
	(P36 = N; At this school are candy, meals from fast food restaurants, or sift drinks promoted through the distribution of products such as t-shirts, hats, and book covers)					
	"No"	97		95	98	
	(AND P37 a-d = yes; Does this school prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations?)					
	a. In the school Building	69		75	58	
	b. On school grounds, including on the outside of the school building, on playing fields, or other areas of the campus	50		60	34	
	c. On school buses or other vehicles used to transport students	77		79	73	
	d. in school publications (e.g. newsletters, newspapers, web sites and other school publications	57		71	38*	
	CSHP Tobacco	2008 Baseline %		08 MS	08 HS	
	1. The percentage of schools that follow a policy that mandates a "tobacco-free environment." A tobacco-free environment is one that prohibits 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.	66	61.4-70.8	68	66	
	All P18, p19, p20 and P21 = "YES"					
	P 18 Has this school has adopted a policy prohibiting tobacco use					
	Yes	98		98	100	
	P19 Does the tobacco use prevention policy specifically prohibit use of each type of tobacco for each of the following groups					
	Cigarettes Students	98		86/98	100	
	Cigarettes Faculty/Staff	96		79/96	99	
	Cigarettes Visitors	94		72/93	98	
	Smokeless Students	98		86/98	100	
	Smokeless Faculty/Staff	96		79/95	99	
	Smokeless Visitors	92		72/92	96	
	Cigars Students	98		86/98	99	
	Cigars Faculty/Staff	96		79/96	98	
	Cigars Visitors	93		72/93	97	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	Pipes Students	98		86/98	99	
	Pipes Faculty/Staff	96		79/96	98	
	Pipes Visitors	93		72/93	97	
	P20 Does the tobacco use prevention policy specifically prohibit tobacco use during each of the following times for each of the following groups?					
	During school hours Students	98		85/98	100	
	During school hours Faculty/staff	93		77/97	98	
	During school hours Visitors	94		69/93	98	
	During non-school hours Students	97		75/96	100	
	During non-school hours Faculty/staff	89		58/85	98	
	During non-school hours Visitors	89		58/87	96	
	P21 Does the tobacco use prevention policy specifically prohibit tobacco use in each of the following locations for each of the following groups?					
	In school buildings Students	98		85/98	100	
	In school buildings Faculty/staff	97		77/97	100	
	In school buildings Visitors	96		77/97	98	
	Outside on school grounds including Parking lots & playing fields Students	98		85/98	100	
	Outside on school grounds including Parking lots & playing fields Faculty/staff	93		69/92	98	
	Outside on school grounds including Parking lots & playing fields Visitors	91		69/92	93	
	On school buses or other vehicles to transport students; Students	98		85/98	100	
	On school buses or other vehicles to transport students; Faculty/staff	97		77/97	100	
	On school buses or other vehicles to transport students; Visitors	96		77/96	98	
	At off campus school-sponsored events Students	95		84/97	94	
	At off campus school-sponsored events Faculty/staff	85		75/86	86	
	At off campus school-sponsored events Visitors	72		59/76	68	
	2. The percentage of schools that implement a tobacco-free environment policy in all of the following ways: (1-TCP)	6	4.0-9.0	8	5	
	Provide visible signage.					
	Communicate the policy to students, staff, and visitors.					
	Designate an individual responsible for enforcement.					
	Have a process in place for addressing violations.					
	Use remedial rather than punitive sanctions for violators.					
	Tailor consequences to the severity and frequency of the violation.					
	Communicate student violations to their parents/families					
	If all P22a-c AND P23 =yes, AND if P24=b, c,d or e AND if P25=b or d, AND if P26 =always, AND(if P26b=always OR P26d=always), AND if P27=yes, THEN TobSLIM2=yes					

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	P22 Does your school have procedures to inform each of the following groups about the tobacco use prevention policy that prohibits their use of tobacco (% Yes)					
	a. Students	100		100/100	100	
	b. Faculty/staff	100		100/99	100	
	c. Visitors	97		90/96	99	
	P23 Does your school's tobacco use prevention policy include guidelines on what actions the school should take when students are caught smoking cigarettes?	97		91/99	96	
	P24 At your school who is responsible for enforcing your tobacco use prevention policy (mark one response)					
	a. No single individual is responsible	54		50	60	
	b. Principal	39		45	31	
	c. Assistant Principal	6		4	9	
	d. Other school administrator	0		0	0	
	e. other school faculty or staff member	1		1	0	
	P25 Which of the following help determine what actions the school takes when students are caught smoking cigarettes?					
	a. Zero tolerance	79		78	81	
	b. Effect or severity of the violation	23		22	26	
	c. Grade level of student	8		10	5	
	d. Repeat offender status	33		27	44	
	e. None of these	2		2	0	
	P26 When students are caught smoking cigarettes, how often are each of the following actions taken?					
	a. Parents or guardians are notified --Never	0		0	0	
	Rarely	0		0	0	
	Sometimes	8		0	8	
	Always or almost always	96		100	92	
	b. Referred to a school counselor -- Never	5		2	8	
	Rarely	19		12	27	
	Sometimes	43		43	43	
	Always or almost always	33		42	22	
	d. Encouraged but not required to participate in a assistance, education or cessation program	22		22	19	
	Rarely	18		16	20	
	Sometimes	33		36	33	
	Always or almost always	27		26	28	
	e. Required to participate in an assistance program --Never	34		33	33	
	Rarely	18		19	16	
	Sometimes	23		23	24	
	Always or almost always	25		26	27	
	P27 Does your school post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed? -- YES	88		87	93	
	3. The percentage of schools that teach about all of the following in a required course:	58	52.6-63.4	56	59	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	Identifying tobacco products and the harmful substances they contain.	97		96	98	
	Identifying short and long-term health consequences of tobacco use.	97		96	98	
	Identifying legal, social, economic, and cosmetic consequences of tobacco use.	91		90	92	
	Understanding the addictive nature of nicotine.	95		93	98	
	Effects of tobacco use on athletic performance.	89		88	89	
	Effects of second-hand smoke and benefits of a smoke-free environment.	95		94	96	
	Understanding the social influences on tobacco use, including media, family, peers, and culture.	92		92	94	
	Identifying reasons why students do and do not use tobacco.	95		94	96	
	Making accurate assessments of how many peers use tobacco.	76		74	76	
	Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness).	94		91	98	
	Using goal-setting and decision-making skills related to not using tobacco.	91		91	92	
	Finding valid information and services related to tobacco-use prevention and cessation.	82		76	88	
	Supporting others who abstain from or want to quit using tobacco.	83		80	84	
	Supporting school and community action to support a tobacco-free environment.	87		84	91	
	Identifying harmful effects of tobacco use on fetal development.	86		81	91	
	4. The percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts in the following ways: (3-TCP)	45	40.1-49.3	44	46	
	Gathering and sharing information about mass-media messages or community-based tobacco-use prevention efforts with students and families.	56		57	55	
	Working with local agencies and organizations to plan and implement events or programs intended to reduce tobacco use.	57		52	64	
◆	5. The percentage of schools that provide tobacco-use cessation services to faculty, staff, and students through direct service at school or arrangements with providers not on school property. (2-TCP)	48	42.9-52.5	46	54	>52.5
	P29 Does your school provide tobacco cessation services for each of the following groups?					
	a. Faculty/staff	42		43	43	
	b. Students	58		46	56	
	P30 Does your school have arrangements with any organization or health care professionals not on school property to provide tobacco cessation services for each of the following groups?					
	a. Faculty/staff	51		48	59	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	b. Students	47		45	55	
	6. The percentage of schools in which the lead health education teacher received professional development on tobacco prevention education during the past two years.	40	35.2-45.0	41	37	
	HIV	2008 Baseline %	95% CI	08 MS	08 HS	
◆	1. The percentage of schools that address all of the following in a required course taught during grades 6, 7, or 8:	66	59.8-71.4	64	81*	>71.4%
	The differences between HIV and AIDS.	87		87	NA	
	How HIV and other STD are transmitted.	90			NA	
	How HIV and other STD are diagnosed and treated.	83		82	NA	
	Health consequences of HIV, other STD, and pregnancy.	88		88	NA	
	The benefits of being sexually abstinent.	89		89	NA	
	How to prevent HIV, other STD, and pregnancy.	88		88	NA	
	How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	80		80	NA	
	The influences of media, family, and social and cultural norms on sexual behavior.	84		84	NA	
	Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	86		86	NA	
	Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	84		84	NA	
	Compassion for persons living with HIV or AIDS.	73		73	NA	
	2. The percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:	80	73.8-84.9	73	84	
	The relationship among HIV, other STD, and pregnancy.	95			95	
	The relationship between alcohol and other drug use and risk for HIV, other STD, and pregnancy.	94			94	
	The benefits of being sexually abstinent.	95			95	
	How to prevent HIV, other STD, and pregnancy.	94			94	
	How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	86			86	
	The influences of media, family, and social and cultural norms on sexual behavior.	94			94	
	Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	95			95	
	Goal setting and decision making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	92			92	
	3. The percentage of schools that address all of the following in a required course taught during grades 9, 10, 11, or 12:	35	28.6-42.8	38	36	
	Efficacy of condoms, that is, how well condoms work and do not work.	72			72	
	The importance of using condoms consistently and correctly.	45			45	
	How to obtain condoms.	38			38	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	4. The percentage of schools that deliver HIV, STD, and pregnancy prevention programs (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth) by doing all of the following:	8	5.7-10.3	10	3*	
	Providing curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities.	24		25	18	
	Providing curricula or supplementary materials in the primary languages of the youth and families.	23		22	17	
	Facilitating access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community.	27		27	21	
	Facilitating access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community.	26		25	21	
	Requiring professional development for school staff on HIV, STD, and pregnancy prevention issues and resources for these youth.	41		43	38	
	5. The percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, and teen pregnancy prevention.	37	31.8-41.5	36	37	
◆	6. The percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs.	31	26.9-36.3	27	39*	
	7. The percentage of schools in which the lead health education teacher received professional development during the past two years on all of the following:	26	22.6-30.7	26	23	
	Describing how widespread HIV and other STD infections are and the consequences of these infections.	41		40	38	
	Understanding the modes of transmission and effective prevention strategies for HIV and other STDs.	45		45	41	
	Identifying populations of youth who are at high risk of being infected with HIV and other STDs.	37		37	32	
	Implementing health education strategies using prevention messages that are likely to be effective in reaching youth.	39		37	38	
◆	8. The percentage of schools in which the lead health education teacher received professional development on at least six (6) of the following during the past 2 years:	21	17.0-25.1	20	24	>25.1
	Teaching HIV prevention education to students with physical, medical, or cognitive disabilities.	16		15	19	
	Teaching HIV prevention education to students of various cultural backgrounds.	23		20	23	
	Using interactive teaching methods for HIV prevention education, such as role plays or cooperative group activities.	34		34	35	

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	Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills.	32		32	33	
	Teaching about health-promoting social norms and beliefs related to HIV prevention.	30		27	33	
	Strategies for involving parents, families and others in student learning of HIV prevention education.	17		17	18	
	Assessing students' performance in HIV prevention education.	21		18*	26	
	Implementing standards-based HIV prevention education curriculum and student assessment.	27		25	30	
	Using technology to improve HIV prevention education instruction.	24		24	25	
	Teaching HIV prevention education to students with limited English proficiency	13		11	16	
	Addressing community concerns and challenges related to HIV prevention education.	14		14	15	
	9. The percentage of schools that have a policy or policies that address all of the following issues:	**60**	50.2-59.8	58	52	
	Attendance of students with HIV infection.	57		60	54	
	Procedures to protect HIV-infected students and staff from discrimination.	63		65	61	
	Maintaining confidentiality of HIV-infected students and staff.	71		73	70	
		2008		08	08	
	ASTHMA NOT ON ZOOMERANG SURVEY NO RANK etc.	Baseline %		MS	HS	
	1. The percentage of schools that have ever assessed their asthma policies, activities, and programs by using the School Health Index or similar self-assessment tool.	29	25.0-33.8	28	31	
New wording? 10/09	2. The percentage of schools in which students' family or community members have helped develop or implement asthma management policies and programs.	17	13.5-21.2	32	31	
	P49 During the past two years, have students' families helped develop or implement policies & programs related to: a. Asthma?	29		28	19	
	P50 During the past two years, have community members helped to develop or implement policies and programs related to: a. Asthma?	28		30	27	
	3. The percentage of schools that have on file an asthma action plan for all students with known asthma.	71	65.9-74.8	72	70	
	a. This school has no known students with asthma	1		0	2	
	b. All students with known asthma have an asthma plan on file	71		72	70	
	c. Most students with known asthma have an asthma action plan on file	18		17	18	
	d. Some students with known asthma have an asthma action plan on file	7		8	8	
	e. No students with known asthma have an asthma action plan on file	3		4	2	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	4. The percentage of schools that implement a policy permitting students to carry and self administer asthma medications in both of the following ways:	53	47.4-58.0	57	50	
	If P47 a=yes AND P47b=yes, AND if P48 =b, c, d or e, then Asthma SLIM4 = Yes					
	Communicate the policy to students, parents/families					
	a. To students	96		80/96	97	
	b. To Parents	94		80/95	93	
	Designate an individual responsible for implementing the policy					
	a.No single individual is responsible	28		23	33	
	b. Principal	15		14	14	
	c. Assistant Principal	0		0	0	
	d.School nurse	51		52	50	
	e.Other school faculty or staff member	7		10	3	
	5. The percentage of schools requiring that all school staff members receive training on recognizing and responding to severe asthma symptoms that require immediate action, as a part of annual staff development. (P45 a OR b=yes)	68	63.8-72.7	71	65	
	a. More than once a year	5		4	7	
	b. Once per year	63		67	59	
	c. Less than once per year	9		8	11	
	d. No such requirement	23		21	24	
	6. The percentage of schools that have a full-time registered school nurse on-site during school hours.	28	24.5-32.9	24	37*	
	7. The percentage of schools that have a designated and secure storage location for quick relief asthma medications that is accessible at all times by the school nurse or his/her designee.	96	93.9-97.5	98	93*	
	If P43=yes AND P44=yes, then Asthma SLIM7 = yes					
	P43 Does this school have a designated and secure storage location for medications, including quick-relief asthma medicines? Yes	96		98	93	
	P44 Is this location accessible at all times by the school nurse or her designee? Yes	100		100	100	
	8. The percentage of schools that identify students diagnosed with asthma using two or more sources of school health information (e.g., student emergency cards, medication records, health room visit information, emergency care plans, physical exam forms, parent notes).	94	91.2-95.6	97	88*	
	If at least 2 of P39b-h=yes, then Asthma SLIM8=yes					
	b. Student emergency cards	74		84	68*	
	c. Medication records	84		88	78	
	d. Health room visit information	45		49	42	
	e. Emergency care plans	74		80	66	
	f. Physical exam records	42		49	34	
	g. Notes for parents	87		87	87	
	h. Other	20		22	16	

PRIORIY SLIMS	SLIM	2008 Baseline %	95% CI	08 MS	08 HS	2013 Target
	9. The percentage of schools that identify students with poorly controlled asthma by keeping track of them in at least three of the following ways:	67	62.0-71.8	72	64	
	Frequent absences from school.	48		52	45	
	Frequent visits to the school health office due to asthma.	67		69	66	
	Frequent asthma symptoms at school.	71		72	73	
	Frequent non-participation in physical education class due to asthma.	45		46	47	
	Students sent home early due to asthma.	50		50	56	
	Calls from school to 911, or other local emergency numbers, due to asthma.	34		32	42	
	10. The percentage of schools that provide intensive case management for students with poorly controlled asthma at school (P42a-i= yes)	29	24.9-34.2			
	Providing referrals to primary healthcare clinicians or child health insurance programs.	66		71	63	
	Ensuring an appropriate written asthma action plan is obtained.	88		91	85	
	Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school.	83		86	83	
	Offering asthma education for the student with asthma and his/her family.	63		72	54	
	Minimizing asthma triggers in the school environment.	75		79	70	
	Addressing social and emotional issues related to asthma.	55		61	47	
	Providing additional psychosocial counseling or support services as needed.	53		62	42	
	Ensuring access to safe, enjoyable physical education and activity	94		96	92	
	Ensuring access to preventive medications before physical activity	88		90	86	
	11. The percentage of school that provide parents and families of students with asthma information to increase their knowledge about asthma management.	20	16.2-24.1	20	16	