

**NORTH CAROLINA**  
**2010 School Health Profiles Report**  
**Trend Analysis Report - Principal Survey**

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>School Health Coordination</b>									
Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas:									
Physical activity						46.6	34.6	Yes	
Nutrition						44.1	33.1	Yes	
Tobacco-use prevention						41.2	35.1	No	
Asthma						29.2	19.2	Yes	
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						94.4	84.1	Yes	
Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics					57.9	58.3	49.9	Yes	No
Percentage of schools that have the following groups represented on any school health council, committee, or team*									
School administrators						94.4	84.8	Yes	
Health education teachers						92.6	90.7	No	
Physical education teachers						94.5	90.2	No	
Mental health or social services staff						59.8	55.3	No	

\* Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

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	1998	2000	2002	2004	2006	2008		
Percentage of schools that have the following groups represented on any school health council, committee, or team*								
Nutrition or food service staff						57.3	49.0	No
Health services staff (e.g., school nurse)						80.9	79.4	No
Maintenance and transportation staff						22.7	17.8	No
Student body						38.4	40.6	No
Parents or families of students						55.2	58.0	No
Community members						49.6	52.1	No
Local health departments, agencies, or organizations						48.9	46.3	No
Faith-based organizations						15.9	18.0	No
Businesses						17.8	26.0	No
Local government agencies						16.7	32.3	Yes
Percentage of schools in which all staff who teach health education are certified, licensed, or endorsed by the state in health education						85.3	84.9	No

\* Among those schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>HIV Infection and AIDS Prevention</b>								
Percentage of schools that require any school staff to receive professional development on HIV, STD, or pregnancy prevention issues and resources for the following groups:								
Ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)						41.1	37.9	No
Youth who participate in drop-out prevention, alternative education, or GED programs						44.1	39.7	No
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						15.3	19.3	No
Percentage of schools that have adopted a policy that addresses the following issues:								
Attendance of students with HIV infection						56.7	54.2	No
Procedures to protect HIV-infected students and staff from discrimination						62.9	65.5	No
Maintaining confidentiality of HIV-infected students and staff						70.9	76.2	No
Worksite safety (i.e., universal precautions for all school staff)						78.8	86.0	Yes
Confidential counseling for HIV-infected students						57.4	64.2	No
Communication of the policy to students, school staff, and parents						54.3	58.7	No

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	Prevalence							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
Percentage of schools that have adopted a policy that addresses the following issues:									
Adequate training about HIV infection for school staff						62.9	62.4	No	
Procedures for implementing the policy						59.6	56.7	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Required Physical Education</b>									
Percentage of schools that required physical education for students in any of grades 6 through 12			97.5	97.9	97.3	95.6	97.0	No	No
Percentage of schools that taught a required physical education course in the following grades:*									
6th grade				93.8	94.3	92.5	88.7	No	No
7th grade				93.5	95.1	92.2	88.3	No	No
8th grade				92.4	93.6	92.2	88.3	No	No
9th grade				94.2	90.7	87.8	85.7	Yes	No
10th grade				16.1	20.7	23.2	14.1	No	No
11th grade				11.3	14.6	13.1	8.1	No	No
12th grade				10.6	14.7	12.1	8.1	No	No

\* The 2008 and 2010 results published here differ slightly from the 2008 and 2010 results published in site reports. This is because the site reports excluded data from schools that do not contain the grade in the question. Because grade information is not available in a consistent format for all years, data from these schools are included in the trend analysis.

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which students could be exempted from taking required physical education for one grading period or longer for the following reasons:*									
Enrollment in other courses					11.2	17.2	17.9	Yes	No
Participation in school sports					1.4	2.8	2.8	No	No
Participation in other school activities (i.e., ROTC, band or chorus)					9.6	12.6	11.1	No	No
Participation in community sports activities					1.0	0.0	1.5	No	Yes
Religious reasons					34.1	30.7	32.6	No	No
Long-term physical or medical disability					68.4	75.9	67.5	No	Yes
Cognitive disability					18.7	22.7	23.5	No	No
High physical fitness competency test score					0.0	0.4	0.8	Yes	Yes
Participation in vocational training					0.7	3.5	2.7	No	No
Participation in community service activities					0.4	0.8	1.1	No	No

\* Among those schools that require physical education for students in any of grades 6 through 12.

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Physical Education and Physical Activity</b>								
Percentage of schools in which physical education teachers or specialists received professional development on physical education during the two years before the survey						92.4	92.0	No
Percentage of schools that provide those who teach physical education with the following materials:								
Goals, objectives, and expected outcomes for physical education						99.3	96.7	Yes
A chart describing the annual scope and sequence of instruction for physical education						83.0	82.5	No
Plans for how to assess student performance in physical education						85.3	84.2	No
A written physical education curriculum						94.8	92.0	No
Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs						65.5	60.6	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Tobacco-Use Prevention Policies</b>									
Percentage of schools that had adopted a policy prohibiting tobacco use			98.7	97.5	97.2	98.3	98.7	No	No
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			22.7	31.5	45.3	66.3	76.9	Yes	No
Percentage of schools that had procedures to inform the following groups about the tobacco-use prevention policy that prohibits their use of tobacco:*									
Students			100.0	100.0	99.7	100.0	99.2	Yes	No
Faculty and staff			95.6	99.6	98.6	99.6	99.2	Yes	No
Visitors			82.2	83.2	89.1	96.7	98.4	Yes	Yes
Percentage of schools that have a tobacco-use prevention policy that includes guidelines on what actions the school should take when students are caught smoking cigarettes*						97.2	97.9	No	
Percentage of schools in which a single individual is responsible for enforcing the tobacco-use prevention policy*						45.8	48.4	No	
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Notified parents or guardians			99.1	100.0	99.6	100.0	98.3	No	No
Referred students to a school counselor			69.3	73.8	75.7	76.0	74.6	No	No

\* Among those schools that have adopted a policy prohibiting tobacco use.



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Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Referred students to a school administrator			100.0	100.0	99.6	100.0	98.3	Yes	No
Encouraged, but not required, participation in an assistance, education, or cessation program			51.4	52.3	57.6	60.3	58.3	Yes	No
Required participation in an assistance, education, or cessation program			40.7	46.1	43.9	47.8	43.0	No	No
Referred students to legal authorities			15.2	20.4	17.1	18.9	21.9	No	No
Placed students in detention			62.0	61.5	67.6	68.3	62.7	No	No
Did not allow participation in extra-curricular activities or interscholastic sports					56.1	58.6	48.9	No	No
Gave students in-school suspension			80.8	74.3	77.6	79.1	73.4	No	No
Suspended students from school			78.4	79.3	77.2	80.0	76.3	No	No
Expelled students from school					7.4	8.6	8.3	No	No
Reassigned students to an alternative school					10.6	12.2	13.1	No	No

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Percentage of schools that posted signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed					74.0	87.9	92.5	Yes	No
Percentage of schools that gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts during the two years before the survey						56.0	50.1	No	
Percentage of schools that worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use during the two years before the survey						57.4	53.6	No	
Percentage of schools that provide tobacco cessation services for faculty and staff						41.7	33.1	Yes	
Percentage of schools that provide tobacco cessation services for students						47.5	37.5	Yes	
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for faculty and staff						50.8	46.5	No	
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students						46.8	46.7	No	

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	1998	2000	2002	2004	2006	2008			2010
<b>Nutrition-Related Policies and Practices</b>									
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	26.6	Yes	
Percentage of schools in which students could purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar			86.1	88.4	84.3	71.2	65.0	Yes	Yes
Percentage of schools in which students could 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			46.8	48.5	35.0	28.9	27.3	Yes	No
Other kinds of candy			52.1	53.1	40.3	34.1	30.5	Yes	No
Salty snacks that are not low in fat (e.g., regular potato chips)			72.0	72.3	50.0	44.5	39.5	Yes	No
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						40.3	38.5	No	
Ice cream or frozen yogurt that is not low in fat						21.3	17.2	No	
2% or whole milk (plain or flavored)					40.1	34.2	30.8	Yes	No
Water ices or frozen slushes that do not contain juice						19.0	13.9	No	

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Percentage of schools in which students could purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:									
Soda pop or fruit drinks that are not 100% fruit juice					56.0	42.0	33.2	Yes	No
Sports drinks, such as Gatorade					72.2	60.9	51.3	Yes	No
Foods or beverages containing caffeine						41.6	29.0	Yes	
Fruits (not fruit juice)						34.2	26.8	Yes	
Non-fried vegetables (not vegetable juice)						26.5	22.5	No	
Percentage of schools that limit the package or serving size of any individual food and beverage items sold in vending machines or at the school store, canteen, or snack bar						41.6	41.6	No	
Percentage of schools that have done the following during the current school year:									
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages						8.0	6.6	No	
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						34.3	32.9	No	
Provided information to students or families on the nutrition and caloric content of foods available						49.4	41.4	Yes	
Conducted taste tests to determine food preferences for nutritious items						17.0	16.4	No	

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Percentage of schools that have done the following during the current school year:								
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics						18.2	13.0	No
Percentage of schools that promote candy, meals from fast food restaurants, or soft drinks to students through the distribution of products, such as t-shirts, hats, and book covers to students						3.4	2.3	No
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:								
In the school building						68.7	68.4	No
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						50.2	56.8	No
On school buses or other vehicles used to transport students						77.0	77.6	No
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)						57.3	63.4	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Health Services</b>								
Percentage of schools that have a full-time registered nurse who provides health services to students						28.5	24.2	No
Percentage of schools that have an asthma action plan on file for all students with known asthma						70.5	72.5	No
Percentage of schools that use the following events to identify students with poorly controlled asthma:								
This school does not identify students with poorly controlled asthma						7.7	13.4	Yes
Frequent absences from school						47.7	45.5	No
Frequent visits to the school health office due to asthma						66.9	64.8	No
Frequent asthma symptoms at school						71.1	64.0	No
Frequent non-participation in physical education class due to asthma						44.6	47.8	No
Students sent home early due to asthma						50.5	51.0	No
Calls from school to 911, or other local emergency numbers, due to asthma						34.5	38.4	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools that provide the following services for students with poorly controlled asthma:								
Providing referrals to primary health care clinicians or child health insurance programs						66.3	65.1	No
Ensuring an appropriate written asthma action plan is obtained						87.6	87.7	No
Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school						83.3	85.7	No
Offering asthma education for students with asthma						63.2	57.3	No
Minimizing asthma triggers in the school environment						75.0	73.3	No
Addressing social and emotional issues related to asthma						54.6	53.9	No
Providing additional psychosocial counseling or support services as needed						52.9	56.6	No
Ensuring access to safe, enjoyable physical education and activity opportunities						94.2	89.0	Yes
Ensuring access to preventive medications before physical activity						88.0	86.0	No
Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms more than once per year or once per year						68.4	55.8	Yes

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
Percentage of schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications						82.0	84.2	No	
Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*						95.5	95.2	No	
Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*						93.6	93.8	No	
Percentage of schools that have a single individual responsible for implementing the policy permitting students to carry and self-administer asthma medication*						72.1	80.9	Yes	

\* Among schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications.



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	1998	2000	2002	2004	2006	2008		
<b>Family and Community Involvement</b>								
Percentage of schools in which students' families helped develop or implement policies and programs related to the following topics during the two years before the survey:								
HIV, STD, or teen pregnancy prevention						17.2	12.6	No
Tobacco-use prevention						33.8	25.2	Yes
Physical activity						30.5	23.5	No
Nutrition and healthy eating						35.8	27.6	Yes
Asthma						20.3	16.3	No
Percentage of schools in which community members helped develop or implement policies and programs related to the following topics during the two years before the survey:								
HIV, STD, or teen pregnancy prevention						28.3	26.7	No
Tobacco-use prevention						45.2	38.4	No
Physical activity						38.8	31.7	No
Nutrition and healthy eating						43.6	39.1	No
Asthma						28.4	23.3	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Required Health Education</b>									
Percentage of schools in which students take only one required health education course			42.3	37.3	42.5	43.4	41.7	No	No
Percentage of schools in which students take two or more required health education courses			46.6	45.7	46.4	51.8	49.2	No	No
Percentage of schools that taught a required health education course in the following grades:*									
6th grade			76.4	67.8	78.5	84.7	79.4	Yes	No
7th grade			77.8	69.9	80.2	89.8	79.0	Yes	No
8th grade			78.3	69.5	78.5	88.7	78.5	Yes	No
9th grade			76.2	65.6	75.3	86.6	81.4	Yes	No
10th grade			15.7	12.7	17.1	9.7	10.1	No	No
11th grade			7.5	6.9	11.1	3.2	7.3	No	No
12th grade			7.7	6.2	11.8	3.2	6.2	No	No

\* The 2008 and 2010 results published here differ slightly from the 2008 and 2010 results published in site reports. This is because the site reports excluded data from schools that do not contain the grade in the question. Because grade information is not available in a consistent format for all years, data from these schools are included in the trend analysis.

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Among schools that required a health education course, percentage that required students who fail the course to repeat it				48.1	51.7	45.8	50.1	No	No
Percentage of schools in which those who teach health education are provided with the following materials:									
Goals, objectives, and expected outcomes for health education						95.6	94.4	No	
A chart describing the annual scope and sequence of instruction for health education						60.4	59.9	No	
Plans for how to assess student performance in health education						61.2	62.5	No	
A written health education curriculum						87.3	86.9	No	
Percentage of schools in which the health education curriculum addresses the following:									
Comprehending concepts related to health promotion and disease prevention to enhance health						98.0	95.6	Yes	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						95.3	95.2	No	
Accessing valid information and products and services to enhance health						90.7	84.6	Yes	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						96.2	94.4	No	
Using decision-making skills to enhance health						97.8	96.7	No	

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Percentage of schools in which the health education curriculum addresses the following:								
Using goal-setting skills to enhance health						97.9	93.2	Yes
Practicing health-enhancing behaviors to avoid or reduce risks						97.9	95.2	Yes
Advocating for personal, family, and community health						93.4	91.2	No
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:								
Alcohol- or other drug-use prevention						96.1	95.7	No
Asthma						63.0	67.6	No
Emotional and mental health						94.5	89.3	Yes
Foodborne illness prevention						72.4	70.5	No
Human immunodeficiency virus (HIV) prevention						90.1	87.5	No
Human sexuality						79.3	78.6	No
Injury prevention and safety						90.8	88.6	No

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	1998	2000	2002	2004	2006	2008	2010		
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:									
Nutrition and dietary behavior						97.7	96.6	No	
Physical activity and fitness						99.2	97.3	No	
Pregnancy prevention						85.4	82.0	No	
Sexually transmitted disease (STD) prevention						89.6	86.1	No	
Suicide prevention						72.8	72.4	No	
Tobacco-use prevention						97.5	95.3	No	
Violence prevention (e.g., bullying, fighting, or homicide)						92.4	92.9	No	
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:									
Identifying tobacco products and the harmful substances they contain						96.7	90.3	Yes	
Identifying short- and long-term health consequences of tobacco use						96.7	90.8	Yes	
Identifying legal, social, economic, and cosmetic consequences of tobacco use						90.7	85.4	No	

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	1998	2000	2002	2004	2006	2008		
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:								
Understanding the addictive nature of nicotine						95.0	89.8	Yes
Effects of tobacco use on athletic performance						88.8	85.3	No
Effects of second-hand smoke and benefits of a smoke-free environment						94.8	91.1	No
Understanding the social influences on tobacco use, including media, family, peers, and culture						92.4	87.9	No
Identifying reasons why students do and do not use tobacco						94.9	88.9	Yes
Making accurate assessments of how many peers use tobacco						75.7	69.8	No
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						94.2	86.6	Yes
Using goal-setting and decision-making skills related to not using tobacco						91.3	83.0	Yes
Finding valid information and services related to tobacco-use prevention and cessation						81.9	75.2	Yes
Supporting others who abstain from or want to quit using tobacco						82.6	78.5	No

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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:								
Supporting school and community action to support a tobacco-free environment						86.7	83.1	No
Identifying harmful effects of tobacco use on fetal development						85.7	79.8	No
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:								
The differences between HIV and AIDS						87.4	73.8	Yes
How HIV and other STDs are transmitted						89.7	75.9	Yes
How HIV and other STDs are diagnosed and treated						82.9	66.2	Yes
Health consequences of HIV, other STDs, and pregnancy						88.1	72.9	Yes
The benefits of being sexually abstinent						88.6	77.0	Yes
How to prevent HIV, other STDs, and pregnancy						88.2	74.9	Yes
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						80.4	61.7	Yes
The influences of media, family, and social and cultural norms on sexual behavior						84.0	71.5	Yes

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:								
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						85.6	69.7	Yes
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						84.5	68.5	Yes
Compassion for persons living with HIV or AIDS						73.3	54.6	Yes
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
The relationship among HIV, other STDs, and pregnancy						94.5	86.0	Yes
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						93.6	88.3	No
The benefits of being sexually abstinent						94.5	91.9	No
How to prevent HIV, other STDs, and pregnancy						94.4	90.6	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						86.0	80.5	No
The influences of media, family, and social and cultural norms on sexual behavior						92.4	85.1	No
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						92.9	81.4	Yes



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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						92.0	80.9	Yes
Efficacy of condoms, that is, how well condoms work and do not work						71.5	61.2	No
The importance of using condoms consistently and correctly						44.8	44.7	No
How to obtain condoms						37.1	32.0	No
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						97.1	94.0	No
Food guidance using MyPyramid						92.5	89.7	No
Using food labels						93.1	86.9	Yes
Balancing food intake and physical activity						95.5	91.7	No
Eating more fruits, vegetables, and whole grain products						95.8	93.2	No
Choosing foods that are low in fat, saturated fat, and cholesterol						93.4	90.0	No

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
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:									
Using sugars in moderation						93.4	88.6	Yes	
Using salt and sodium in moderation						92.7	87.0	Yes	
Eating more calcium-rich foods						87.9	83.5	No	
Food safety						85.9	79.2	Yes	
Preparing healthy meals and snacks						90.1	85.0	No	
Risks of unhealthy weight control practices						94.5	91.0	No	
Accepting body size differences						89.7	87.1	No	
Signs, symptoms, and treatment for eating disorders						89.7	84.7	No	
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:									
Physical, psychological, or social benefits of physical activity						98.0	94.4	Yes	
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						97.2	93.6	Yes	

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
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:									
Phases of a workout (i.e., warm-up, workout, cool down)						97.0	93.4	No	
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						89.6	91.5	No	
Developing an individualized physical activity plan						76.2	77.6	No	
Monitoring progress toward reaching goals in an individualized physical activity plan						70.9	77.8	No	
Overcoming barriers to physical activity						87.3	87.0	No	
Decreasing sedentary activities (e.g., television viewing)						93.6	91.8	No	
Opportunities for physical activity in the community						90.2	86.9	No	
Preventing injury during physical activity						94.7	90.7	No	
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						88.6	84.2	No	
Dangers of using performance-enhancing drugs (e.g., steroids)						90.7	82.6	Yes	

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
<b>HIV Prevention</b>									
Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that did the following during the current school year:									
Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities						24.1	30.3	No	
Provided curricula or supplementary materials in the primary languages of the youth and families						22.6	26.6	No	
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						26.6	30.3	No	
Facilitated 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						25.7	30.1	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Collaboration</b>									
Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year:									
Physical education staff				87.2	87.3	89.8	88.8	No	No
Health services staff (e.g., nurses)				72.5	74.0	71.4	77.8	No	No
Mental health or social services staff (e.g., psychologists, counselors, and social workers)				66.5	57.2	58.0	64.2	No	Yes
Nutrition or food service staff				24.9	37.9	32.0	37.9	Yes	No
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:									
HIV prevention, STD prevention, or teen pregnancy prevention						36.5	29.2	No	
Tobacco-use prevention						32.3	37.0	No	
Physical activity						39.8	49.0	Yes	
Nutrition and healthy eating						35.0	42.7	Yes	
Asthma						19.8	22.7	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Professional Development</b>									
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Alcohol- or other drug-use prevention				36.0	42.5	38.4	43.1	No	No
Asthma					30.6	29.0	36.2	No	No
Emotional and mental health				21.8	25.6	24.4	35.5	Yes	No
Foodborne illness prevention					18.9	19.6	23.4	No	No
HIV (human immunodeficiency virus) prevention				38.9	48.2	48.5	45.6	No	Yes
Human sexuality				27.1	37.1	43.2	41.0	Yes	Yes
Injury prevention and safety				41.3	44.8	44.7	58.8	Yes	No
Nutrition and dietary behavior				23.2	33.0	33.0	42.9	Yes	No
Physical activity and fitness				51.2	58.4	58.9	72.5	Yes	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Pregnancy prevention				28.2	35.6	42.5	36.7	Yes	Yes
STD (sexually transmitted disease) prevention				36.6	43.9	46.7	40.7	No	Yes
Suicide prevention				9.4	17.9	21.3	25.1	Yes	No
Tobacco-use prevention				29.1	37.7	40.0	43.7	Yes	No
Violence prevention (e.g., bullying, fighting, or homicide)				36.1	51.5	56.1	63.7	Yes	No
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Describing how widespread HIV and other STD infections are and the consequences of these infections						40.9	40.2	No	
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						44.8	41.3	No	
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						36.7	35.0	No	
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						39.4	41.0	No	
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						16.3	20.1	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
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 HIV prevention education to students of various cultural backgrounds						22.5	26.4	No
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						34.4	30.8	No
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						32.7	33.1	No
Teaching about health-promoting social norms and beliefs related to HIV prevention						30.0	29.7	No
Strategies for involving parents, families, and others in student learning of HIV prevention education						17.4	21.2	No
Assessing students' performance in HIV prevention education						20.8	23.0	No
Implementing standards-based HIV prevention education curricula and student assessment						27.0	28.2	No
Using technology to improve HIV prevention education instruction						24.0	25.1	No
Teaching HIV prevention education to students with limited English proficiency						12.7	15.9	No
Addressing community concerns and challenges related to HIV prevention education						13.9	18.3	No



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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
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				48.8	47.0	35.4	43.9	Yes	No
Teaching students of various cultural backgrounds				49.3	47.1	43.1	49.4	No	No
Teaching students with limited English proficiency				36.9	31.3	32.4	35.2	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)				54.6	52.0	53.8	64.0	Yes	Yes
Encouraging family or community involvement				32.5	35.2	28.7	40.1	No	No
Teaching skills for behavior change				45.0	45.7	39.8	44.1	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)					63.7	57.8	68.7	No	Yes
Assessing or evaluating students in health education					32.2	31.1	42.0	Yes	No
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				71.1	70.0	76.6	76.4	Yes	No
Asthma					64.4	72.6	64.5	No	Yes

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008	2010		
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Emotional and mental health				62.8	62.3	71.5	70.2	Yes	No
Foodborne illness prevention					48.2	61.5	57.6	Yes	Yes
HIV (human immunodeficiency virus) prevention				62.4	61.7	72.2	69.8	Yes	No
Human sexuality				54.4	55.5	69.1	67.0	Yes	No
Injury prevention and safety				48.3	66.3	70.2	67.4	Yes	Yes
Nutrition and dietary behavior				69.9	75.2	78.3	78.0	Yes	No
Physical activity and fitness				67.9	75.4	78.9	77.9	Yes	No
Pregnancy prevention				55.7	57.6	69.1	68.7	Yes	No
STD (sexually transmitted disease) prevention				63.5	62.2	72.0	69.4	Yes	No
Suicide prevention				67.2	68.8	82.8	77.9	Yes	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Tobacco-use prevention				61.2	64.2	71.7	68.3	Yes	No
Violence prevention (e.g., bullying, fighting, or homicide)				73.6	76.4	79.8	80.0	Yes	No
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				68.1	69.6	75.8	72.5	No	No
Teaching students of various cultural backgrounds				63.9	63.0	69.7	66.1	No	No
Teaching students with limited English proficiency				69.4	63.3	70.4	61.0	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)				59.3	59.9	66.2	70.3	Yes	No
Encouraging family or community involvement				61.5	63.6	71.5	75.5	Yes	No
Teaching skills for behavior change				72.8	72.7	79.4	75.8	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)					67.3	68.3	64.8	No	No
Assessing or evaluating students in health education					68.3	77.0	70.2	No	Yes

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Professional Preparation</b>									
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following.									
Health and physical education combined (a)				58.8	60.2	50.9	57.9	No	No
Health education (b)				6.6	3.4	7.4	5.6	No	No
Physical education (c)				23.6	23.3	29.5	26.0	No	No
Other education degree (d)				1.0	4.3	3.1	2.7	No	No
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)				4.7	5.1	5.2	2.6	No	No
Nursing or counseling (h or i)				3.4	2.6	2.1	4.0	No	No
Public health, nutrition or other (j, k or l)				1.8	1.1	1.7	1.2	No	No
Percentage of schools in which the lead health education teacher was certified, licensed, or endorsed by the state to teach health education in middle school or high school					79.1	78.7	79.7	No	No

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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
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				2.5	6.4	5.9	4.5	No	Yes
2 to 5 years				26.1	20.9	19.2	20.8	No	No
6 to 9 years				12.1	14.1	15.4	17.7	No	No
10 to 14 years				18.9	14.5	15.5	16.5	No	No
15 years or more				40.3	44.0	44.0	40.5	No	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Human Immunodeficiency Virus (HIV) Prevention SLIMs</b>								
HIV SLIM 1: Percentage of schools that taught 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8						65.8	44.7	Yes
HIV SLIM 2: Percentage of schools that taught 8 key HIV, STD, and pregnancy prevention topics in a required course during grades 9, 10, 11, or 12						79.9	70.9	No
HIV SLIM 3 (2008 version): Percentage of schools that taught 3 key topics related to condom use in a required course during grades 9, 10, 11, or 12						35.4	31.8	No
HIV SLIM 4: 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						7.7	8.2	No
HIV SLIM 5: 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						36.5	29.2	No
HIV SLIM 6 (2008 version): 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						31.4	28.2	No
HIV SLIM 6 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						14.0	11.2	No
HIV SLIM 7: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on 4 key HIV prevention topics						26.5	26.5	No
HIV SLIM 8: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on at least 6 of 11 key HIV prevention topics						20.8	23.3	No

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	Prevalence							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
HIV SLIM 9: Percentage of schools with a policy on students or staff who have HIV infection or AIDS that addresses attendance of students with HIV infection, procedures to protect HIV-infected students and staff from discrimination, and maintaining confidentiality of HIV-infected students and staff						55.0	51.1	No	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Coordinated School Health SLIMs</b>								
CSH SLIM 2 (2008 version): Percentage of schools that had 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 with representation from at least 10 of 14 groups						15.6	14.8	No
CSH SLIM 2 (2010 version): Percentage of schools that had 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 with representation from at least 10 of 16 groups						17.1	16.9	No
CSH SLIM 3 (2008 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, or tobacco-use prevention						52.5	42.2	Yes
CSH SLIM 3 (2010 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, and tobacco-use prevention						33.8	25.5	Yes
CSH SLIM 4 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, or nutrition and healthy eating						60.5	52.5	Yes
CSH SLIM 4 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, and nutrition and healthy eating						15.7	12.0	No
CSH SLIM 5: Percentage of schools in which all staff who teach health education were licensed, certified, or endorsed by the state in health education						85.3	84.9	No
CSH SLIM 6: Percentage of schools in which those who teach health education were provided with key materials for teaching health education						45.9	47.9	No



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	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
CSH SLIM 7: Percentage of schools that follow a written health education curriculum that addresses 8 skills						79.4	73.6	No	
CSH SLIM 8 (2008 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, or nutrition and healthy eating						51.5	58.2	No	
CSH SLIM 8 (2010 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, and nutrition and healthy eating						20.9	28.2	Yes	

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Physical Activity and Physical Education SLIMs</b>								
PE SLIM 2: Percentage of schools in which at least one physical education teacher or specialist received professional development on physical education during the two years before the survey						92.4	92.0	No
PE SLIM 3: Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education						76.0	76.1	No
PE SLIM 4: Percentage of schools in which students could not be exempted from taking required physical education for certain reasons					82.8	77.7	77.4	No No
PE SLIM 5: Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs						65.5	60.6	No
PE SLIM 6: Percentage of schools that taught 12 key physical activity topics in a required course						59.3	62.1	No

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Nutrition SLIMs</b>									
NUTRITION SLIM 1 (2008 version): Percentage of schools that did not sell less nutritious foods and beverages anywhere outside the school food service program						39.1	49.8	Yes	
NUTRITION SLIM 1 (2010 version): Percentage of schools that did not sell less nutritious foods and beverages (including sports drinks) anywhere outside the school food service program						31.9	41.2	Yes	
NUTRITION SLIM 2: Percentage of schools that always offered fruits or non-fried vegetables in vending machines or school stores, and during celebrations when foods and beverages are offered						15.4	8.3	Yes	
NUTRITION SLIM 3: Percentage of schools that used at least three different strategies to promote healthy eating						16.1	14.2	No	
NUTRITION SLIM 4: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on nutrition and dietary behavior				23.2	33.0	33.0	42.9	Yes	No
NUTRITION SLIM 5: Percentage of schools that taught 14 key nutrition and dietary behavior topics in a required course						73.8	64.7	Yes	
NUTRITION SLIM 6: Percentage of schools that prohibited all forms of advertising and promotion of candy, fast food restaurants, or soft drinks in all locations						40.2	49.1	Yes	

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	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
<b>Tobacco-Use Prevention SLIMs</b>									
TOBACCO SLIM 1: Percentage of schools that follow a policy that mandates a “tobacco-free environment”			22.7	31.5	45.3	66.3	76.9	Yes	No
TOBACCO SLIM 2: Percentage of schools that implement a tobacco-free environment policy in 7 ways						6.0	13.7	Yes	
TOBACCO SLIM 3: Percentage of schools that taught 15 key tobacco-use prevention topics in a required course						58.1	54.1	No	
TOBACCO SLIM 4: Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts						44.7	41.3	No	
TOBACCO SLIM 5: Percentage of schools that provided tobacco cessation services for students, faculty, and staff at school or through arrangements with providers not on school property						47.6	43.1	No	
TOBACCO SLIM 6: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on tobacco-use prevention			29.1	37.7	40.0	43.7		Yes	No

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	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
<b>Asthma Management SLIMs</b>								
ASTHMA SLIM 1: Percentage of schools that used the School Health Index or similar self-assessment tool to assess their asthma policies, activities, and programs						29.2	19.2	Yes
ASTHMA SLIM 2 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement asthma management policies and programs						31.6	24.2	Yes
ASTHMA SLIM 2 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement asthma management policies and programs						17.0	15.4	No
ASTHMA SLIM 3: Percentage of schools that had an asthma action plan on file for all students with known asthma						70.5	72.5	No
ASTHMA SLIM 4: Percentage of schools that implemented a policy permitting students to carry and self-administer asthma medications by communicating the policy to students, parents, and families, and by designating an individual responsible for implementing the policy						52.7	62.9	Yes
ASTHMA SLIM 5: Percentage of schools that required all school staff members to receive annual training on recognizing and responding to severe asthma symptoms						68.4	55.8	Yes
ASTHMA SLIM 6: Percentage of schools with a full-time registered nurse who provides health services to students at school						28.5	24.2	No
ASTHMA SLIM 9: Percentage of schools that identified students with poorly controlled asthma by keeping track of them in at least three ways						67.1	70.6	No

**NORTH CAROLINA**  
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**Trend Analysis Report - SLIMs**

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	Prevalence							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
ASTHMA SLIM 11: Percentage of schools that provided parents and families of students with health information to increase their knowledge of asthma						19.8	22.7	No	