

North Carolina's

School Health Education Profile

2004 Health Education
Teacher Survey

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Introduction

During the spring of 2004 the North Carolina School Health Training Center, Department of Curriculum and Instruction at Appalachian State University, under a contract from the North Carolina Department of Public Instruction, surveyed principals and lead health education teachers in randomly selected schools containing grades 6 through 12 regarding the nature of health and physical education programs in their school. Two survey instruments were mailed to each principal and teacher in each selected school. The School Health Education Profile Survey – Part I was developed by the Centers for Disease Control and Prevention (CDC), Division of Adolescent and School Health, in collaboration with representatives of 75 state, local, and territorial departments of education. This instrument was specifically designed to monitor the status of school health and physical education, including education to prevent HIV infection, tobacco use, STDs, and other important health issues at the middle and high school levels. A work group consisting of members of the North Carolina Department of Public Instruction and the North Carolina Department of Health and Human Services, the director of the North Carolina School Health Training Center, and a faculty member from the Department of Curriculum and Instruction at Appalachian State University developed Part II - a North Carolina supplemental instrument for both principals and teachers. These questionnaires provided a more in-depth examination of several areas addressed on the School Health Education Profile Surveys-Part I.

Sampling and Survey Procedures

All regular secondary public schools having at least one of the grades 6 through 12 were included in the sampling frame. Systematic equal probability sampling with a random start was used to select schools for this survey. Schools were sorted by estimated enrollment in the target grades with school grade level (middle schools, other) before sampling. This procedure resulted in the selection of 402 schools. The initial packet, mailed directly to the principals, contained two surveys (one for the principal and one for the lead health education teacher), stamped return envelopes for each participant, and an addressed, stamped post card to return, indicating the lead health educator in the school. Additionally, a letter explaining the survey procedure was included in the packet.

Implementation of the School Health Education Profile Surveys occurred between January and May of 2004. To initiate this research project, the Superintendent of the North Carolina Department of Public Instruction prepared a letter to inform local superintendents of all school districts with selected schools. This letter was mailed in January of 2004. The initial mailing of the survey instruments occurred in February of 2004. Follow-up reminder postcards were sent to non-respondents two weeks later. A second mailing of the survey instruments occurred early in March. Telephone reminders were conducted between April and May of 2004. When 70% of surveys had been received, the data collection ended.

A total of 284 principal questionnaires were returned yielding a 70.32% response rate. A total of 281 surveys were completed and eligible for analysis. Data was analyzed from 158 middle schools, 111 high schools, and 12 junior/senior combined schools. Of the 402 sampled teachers, 280 (70.18%) surveys were returned representing 108 high schools, 162 middle schools, and 10 junior/senior combined schools. In 2002, 72% of sampled principals and 58% of sampled teachers returned surveys. Data from the Centers for Disease Control's School Health Education Profile Instrument (Part I) was processed by WESTAT according to the CDC contract protocol. Data from the locally generated supplemental instruments (Part II) was processed by the senior researcher in the Office of Institutional Research, Assessment, and Planning at Appalachian State University and then combined with the data from Part I. Reporting of data occurs in valid percents. When frequency counts were too small, results from the junior/senior combined schools were not reported. The findings provide an important description of school health education for schools North Carolina.



Health Education

Health education taught as a required curriculum provides students with knowledge, attitudes, skills, and behaviors, and gives them the confidence needed to adopt and maintain a healthy lifestyle and make healthy choices. Health education can include, but is not limited to, the prevention of injury and violence, alcohol and other drug use, tobacco use, HIV/STD and teen pregnancy, the promotion of proper nutrition, and physical activity.

Question 1. Is a health education course required for students in any of grades 6 through 12 in this school?

Table 1. Health education course required in grades 6 through 12.

	Number	Response	Percent
High School	106	95	89
Middle School	159	131	83
Junior/Senior Combined			
Total	275	236	86

Health education is required for 83% of middle schools and 89% of high schools surveyed.

Question 2. Are teachers in this school required to use each of the following materials in a required health education course for students in any grades 6 through 12?

Table 2. Teachers required to use National Health Education Standards.

	Number	Response	Percent
High School	87	39	46
Middle School	128	56	44
Junior/Senior Combined	10	3	27
Total	225	98	44

Table 3. Teachers required to use the state’s curriculum, set of guidelines, or framework.

	Number	Response	Percent
High School	94	93	99
Middle School	130	126	97
Junior/Senior Combined	10	8	81
Total	234	227	97

Table 4. Teachers required to use the district’s curriculum set of guidelines, or framework.

	Number	Response	Percent
High School	91	80	88
Middle School	129	109	84
Junior/Senior Combined	10	8	81
Total	230	197	86

Table 5. Teachers required to use the school’s curriculum, set of guidelines, or framework.

	Number	Response	Percent
High School	88	72	81
Middle School	128	91	71
Junior/Senior Combined	10	8	81
Total	226	171	75

Table 6. Teachers required to use any materials from health organizations, such as the American Red Cross or the American Cancer Society.

	Number	Response	Percent
High School	89	43	49
Middle School	128	63	47
Junior/Senior Combined	10	6	63
Total	227	112	48

Table 7. Teachers required to use a commercially developed student textbook.

	Number	Response	Percent
High School	90	72	80
Middle School	129	78	60
Junior/Senior Combined	10	9	91
Total	229	159	69

Table 8. Teachers required to use a commercially developed teacher’s guide.

	Number	Response	Percent
High School	90	64	71
Middle School	128	77	60
Junior/Senior Combined	10	9	91
Total	228	150	65

Teachers are required to use the state’s curriculum in 97% of all middle schools and 99% of all high schools. Overall, 86% of teachers use the district’s guidelines and 75% use the school’s curriculum or guidelines. Approximately half of all teachers surveyed refer to the National Health Education Standards and over half of all teachers use a commercially developed textbook during instruction.

Question 3. During this school year, have teachers tried to increase student knowledge on each of the following topics in required health education course in any of grades 6 through 12?

Table 9. Increase of student knowledge of accident or injury prevention.

	Number	Response	Percent
High School	93	85	91
Middle School	130	125	96
Junior/Senior Combined	10	9	90
Total	233	219	94

Table 10. Increase of student knowledge of alcohol or other drug use prevention.

	Number	Response	Percent
High School	94	93	99
Middle School	130	130	100
Junior/Senior Combined	10	10	100
Total	234	233	100

Table 11. Increase of student knowledge of consumer health.

	Number	Response	Percent
High School	93	77	82
Middle School	126	100	80
Junior/Senior Combined	10	8	81
Total	229	185	80

Table 12. Increase of student knowledge of CPR (cardiopulmonary resuscitation).

	Number	Response	Percent
High School	93	75	81
Middle School	128	95	73
Junior/Senior Combined	10	6	57
Total	231	176	76

Table 13. Increase of student knowledge of death and dying.

	Number	Response	Percent
High School	92	65	70
Middle School	121	61	50
Junior/Senior Combined	10	6	57
Total	223	132	59

Table 14. Increase of student knowledge of dental and oral health.

	Number	Response	Percent
High School	91	48	52
Middle School	128	84	66
Junior/Senior Combined	10	9	91
Total	229	141	62

Table 15. Increase of student knowledge of emotional and mental health.

	Number	Response	Percent
High School	93	91	98
Middle School	130	123	95
Junior/Senior Combined	10	10	100
Total	233	224	96

Table 16. Increase of student knowledge of environmental health.

	Number	Response	Percent
High School	93	70	75
Middle School	129	95	74
Junior/Senior Combined	10	9	90
Total	232	174	75

Table 17. Increase of student knowledge of first aid.

	Number	Response	Percent
High School	93	78	84
Middle School	129	116	89
Junior/Senior Combined	10	7	67
Total	232	201	86

Table 18. Increase of student knowledge of growth and development.

	Number	Response	Percent
High School	91	72	79
Middle School	129	113	88
Junior/Senior Combined	10	9	90
Total	230	194	84

Table 19. Increase of student knowledge of HIV (human immunodeficiency virus) prevention.

	Number	Response	Percent
High School	90	90	100
Middle School	124	114	92
Junior/Senior Combined	10	9	90
Total	224	213	95

Table 20. Increase of student knowledge of human sexuality.

	Number	Response	Percent
High School	94	81	86
Middle School	127	101	78
Junior/Senior Combined	10	7	67
Total	231	189	81

Table 21. Increase of student knowledge of immunization and vaccinations.

	Number	Response	Percent
High School	92	52	57
Middle School	124	81	65
Junior/Senior Combined	10	8	81
Total	226	141	62

Table 22. Increase of student knowledge of nutrition and dietary behavior.

	Number	Response	Percent
High School	91	90	99
Middle School	128	127	99
Junior/Senior Combined	10	10	100
Total	229	227	99

Table 23. Increase of student knowledge of personal hygiene.

	Number	Response	Percent
High School	91	65	71
Middle School	130	112	87
Junior/Senior Combined	10	7	72
Total	231	184	80

Table 24. Increase of student knowledge of physical activity and fitness.

	Number	Response	Percent
High School	93	93	100
Middle School	126	126	100
Junior/Senior Combined	10	10	100
Total	229	229	100

Table 25. Increase of student knowledge of pregnancy prevention.

	Number	Response	Percent
High School	92	82	90
Middle School	128	100	77
Junior/Senior Combined	10	10	100
Total	230	192	83

Table 26. Increase of student knowledge of STD (sexually transmitted disease) prevention.

	Number	Response	Percent
High School	94	88	94
Middle School	129	113	87
Junior/Senior Combined	10	10	100
Total	233	211	90

Table 27. Increase of student knowledge of suicide prevention.

	Number	Response	Percent
High School	92	75	81
Middle School	125	84	66
Junior/Senior Combined	10	8	76
Total	227	167	73

Table 28. Increase of student knowledge of sun safety or skin cancer prevention.

	Number	Response	Percent
High School	93	71	76
Middle School	127	96	75
Junior/Senior Combined	10	10	100
Total	230	177	77

Table 29. Increase of student knowledge of tobacco use prevention.

	Number	Response	Percent
High School	93	93	100
Middle School	130	130	100
Junior/Senior Combined	10	10	100
Total	233	233	100

Table 30. Increase of student knowledge of violence prevention (such as bullying, fighting, or homicide).

	Number	Response	Percent
High School	93	86	92
Middle School	130	117	89
Junior/Senior Combined	10	10	100
Total	233	213	91

Overall, 100% of teachers report having tried to increase student knowledge on alcohol or other drug prevention, physical activity and fitness, and tobacco use prevention. Other key curricular areas include accident or injury prevention, emotional and mental health, HIV prevention, nutrition and dietary behavior, bullying and STD prevention. Less emphasis has been given to CPR, death and dying, dental and oral health, and knowledge of immunizations and vaccinations.

Question 4. During this school year, have teachers in this school tried to improve each of the following student skills in a required health education course in any of grades 6 through 12?

Table 31. Accessing valid health information, products, and services.

	Number	Response	Percent
High School	93	84	90
Middle School	129	114	89
Junior/Senior Combined	10	8	81
Total	232	206	89

Table 32. Advocacy for personal, family, and community health.

	Number	Response	Percent
High School	93	81	87
Middle School	129	104	81
Junior/Senior Combined	10	7	72
Total	232	192	83

Table 33. Analyzing media messages.

	Number	Response	Percent
High School	93	74	79
Middle School	129	108	83
Junior/Senior Combined	10	6	60
Total	232	188	81

Table 34. Communication.

	Number	Response	Percent
High School	92	82	89
Middle School	130	119	91
Junior/Senior Combined	10	9	90
Total	232	210	90

Table 35. Decision-making.

	Number	Response	Percent
High School	94	92	98
Middle School	130	125	96
Junior/Senior Combined	10	9	90
Total	234	226	96

Table 36. Goal setting.

	Number	Response	Percent
High School	94	89	95
Middle School	130	123	94
Junior/Senior Combined	10	9	90
Total	234	221	94

Table 37. Conflict resolution.

	Number	Response	Percent
High School	94	87	92
Middle School	130	117	90
Junior/Senior Combined	10	8	90
Total	234	213	91

Table 38. Resisting peer pressure for unhealthy behaviors (i.e., refusal skills).

	Number	Response	Percent
High School	94	93	99
Middle School	130	126	97
Junior/Senior Combined	10	9	90
Total	234	228	97

Table 39. Stress management.

	Number	Response	Percent
High School	94	91	97
Middle School	130	118	91
Junior/Senior Combined	10	8	81
Total	234	217	93

During this school year, teachers report more efforts in trying to improve student skills in resisting peer pressure for unhealthy behaviors, goal setting, and decision making. Using communication, accessing valid health information, products, and services, and stress management also receive significant attention from teachers. Less emphasis is reported on analyzing media messages than other areas of the curriculum.

Question 5. During this school year, have teachers in this school used each of the following methods in a required health education course in any of grades 6 through 12?

Table 40. Teachers have used group discussions.

	Number	Response	Percent
High School	94	91	97
Middle School	130	126	97
Junior/Senior Combined	10	10	100
Total	234	227	97

Table 41. Teachers have used cooperative group activities.

	Number	Response	Percent
High School	94	90	96
Middle School	130	122	94
Junior/Senior Combined	10	9	90
Total	234	221	94

Table 42. Teachers have used role play, simulations, or practice.

	Number	Response	Percent
High School	92	75	81
Middle School	129	108	83
Junior/Senior Combined	10	8	82
Total	231	191	82

Table 43. Teachers have used language, performing, or visual arts.

	Number	Response	Percent
High School	92	68	74
Middle School	129	94	73
Junior/Senior Combined	10	7	72
Total	231	169	73

Table 44. Teachers have used pledges or contracts for behavior change.

	Number	Response	Percent
High School	93	51	55
Middle School	129	80	60
Junior/Senior Combined	10	5	46
Total	232	136	57

Table 45. Teachers have used peer educators.

	Number	Response	Percent
High School	92	71	77
Middle School	127	82	65
Junior/Senior Combined	10	7	72
Total	229	160	70

Table 46. Teachers have used the Internet.

	Number	Response	Percent
High School	92	77	83
Middle School	130	98	76
Junior/Senior Combined	10	9	90
Total	232	184	79

Table 47. Teachers have used computer-assisted instruction.

	Number	Response	Percent
High School	92	66	71
Middle School	129	83	64
Junior/Senior Combined	10	6	55
Total	231	155	67

Teachers report group discussion at the middle school level (97%) and high school level (97%) as the most often used strategy. Also, cooperative group activities (94%), role play, simulations, or practice (82%), and the Internet (79%) are reported overall as being used by teachers in the health education classroom.

Question 6. During this school year, have teachers in this school used each of the following teaching methods to highlight diversity or the values of various cultures in a required health education course in any of grades 6 through 12?

Table 48. Teachers have used textbooks or curricular materials reflective of various cultures.

	Number	Response	Percent
High School	94	68	71
Middle School	130	88	67
Junior/Senior Combined	10	7	70
Total	234	163	69

Table 49. Teachers have used textbooks or curricular materials designed for students with limited English proficiency.

	Number	Response	Percent
High School	92	41	45
Middle School	128	55	42
Junior/Senior Combined	10	4	38
Total	230	100	43

Table 50. Teachers have asked students to share their own cultural experiences related to health topics.

	Number	Response	Percent
High School	94	83	88
Middle School	130	100	77
Junior/Senior Combined	10	7	70
Total	234	190	81

Table 51. Teachers taught about cultural differences and similarities.

	Number	Response	Percent
High School	93	77	83
Middle School	128	93	73
Junior/Senior Combined	10	8	74
Total	231	178	77

Table 52. Teachers modify teaching methods to match students' learning styles, health beliefs, or cultural values.

	Number	Response	Percent
High School	93	84	90
Middle School	130	117	90
Junior/Senior Combined	10	10	100
Total	233	211	90

Teachers have used teaching strategies such as matching learning styles, beliefs, or cultural values (90% in middle and high schools) and sharing personal cultural experiences related to health topics at the middle school (88%) and at the high school (77%) to highlight diversity or the values of various cultures in a required health education course.

Question 7. During this school year, have teachers in this school asked students to participate in each of the following activities as part of a required health education course in any of grades 6 through 12?

Table 53. Students have been asked to perform volunteer work at a hospital, a local health department, or other community organization that addresses health issues.

	Number	Response	Percent
High School	93	24	25
Middle School	126	12	10
Junior/Senior Combined			
Total	228	37	16

Table 54. Students have been asked to participate in or attend a school or community health fair.

	Number	Response	Percent
High School	93	29	31
Middle School	127	37	30
Junior/Senior Combined			
Total	229	70	31

Table 55. Students have been asked to gather information about health services that are available in the community.

	Number	Response	Percent
High School	93	62	66
Middle School	128	73	57
Junior/Senior Combined			
Total	230	140	61

Table 56. Students have been asked to visit a store to compare prices of health products.

	Number	Response	Percent
High School	92	27	30
Middle School	127	31	24
Junior/Senior Combined			
Total	228	61	27

Table 57. Students have been asked to identify potential injury sites at school, home, or in the community.

	Number	Response	Percent
High School	93	62	67
Middle School	128	97	75
Junior/Senior Combined			
Total	230	163	71

Table 58. Students have been asked to identify and analyze advertising in the community designed to influence health behaviors or health risk behaviors.

	Number	Response	Percent
High School	93	69	73
Middle School	129	97	75
Junior/Senior Combined	10	8	81
Total	232	174	75

Table 59. Students have been asked to advocate for a health related issue.

	Number	Response	Percent
High School	92	56	61
Middle School	127	71	55
Junior/Senior Combined			
Total	228	130	57

Table 60. Students have been asked to complete homework assignments with family members.

	Number	Response	Percent
High School	93	66	70
Middle School	129	95	73
Junior/Senior Combined			
Total	231	167	72

As part of a required health education course, middle school teachers have asked students to participate in identifying and analyzing advertisements designed to influence health behaviors or risks by completing homework with family members (73%), identifying potential injury sites at school, home, or in the community (75%), and analyzing advertising in the community. High school teachers have assigned homework to be done with family members (70%), asked students to identify and analyze advertising in the community (73%), and gather information about health services that are available in the community (66%).

Question 8. For the following grades at this *middle school*, how many *semesters or weeks* per year are students required to take health education?

Table 61. Sixth grade requirement for health education.

	Response	Percent
Health Education Not Taught	7	4.3
Less Than 9 Weeks	49	30.1
9 Weeks	48	29.4
1 Semester	39	23.9
2 Semesters	20	12.3
Total	163	100.0

Table 62. Seventh grade requirement for health education.

	Response	Percent
Health Education Not Taught	5	2.9
Less Than 9 Weeks	53	31.0
9 Weeks	47	27.5
1 Semester	46	26.9
2 Semesters	20	11.2
Total	171	100.0

Table 63. Eighth grade requirement for health education.

	Response	Percent
Health Education Not Taught	6	3.5
Less Than 9 Weeks	53	31.2
9 Weeks	42	24.7
1 Semester	48	28.2
2 Semesters	21	12.4
Total	170	100.0

Overall, lead health education teachers report that in grades six through eight, health education is taught nine weeks or less the majority of the time in their school (30.1) at the sixth and seventh grade levels (31.0) and at the eighth grade level (31.2). Only 12% of teachers report that health is taught for two semesters.

Question 9. During those semesters/weeks, how many *days per week* are students required to take health education?

Table 64. Sixth grade requirement for days per week of health education.

	Response	Percent
Health Education Not Taught	6	3.8
0 Days Per Week	6	3.8
1 Day Per Week	19	11.9
2 Days Per Week	29	18.1
3 Days Per Week	18	11.3
4 Days Per Week	4	2.5
5 Days Per Week	78	48.8
Total	160	100.0

Table 65. Seventh grade requirement for days per week of health education.

	Response	Percent
Health Education Not Taught	5	3.0
0 Days Per Week	6	3.6
1 Day Per Week	20	11.8
2 Days Per Week	34	20.1
3 Days Per Week	19	11.2
4 Days Per Week	4	2.4
5 Days Per Week	81	47.9
Total	169	100.0

Table 66. Eighth grade requirement for days per week of health education.

	Response	Percent
Health Education Not Taught	5	3.0
0 Days Per Week	7	4.2
1 Day Per Week	19	11.3
2 Days Per Week	34	20.2
3 Days Per Week	21	12.5
4 Days Per Week	4	2.4
5 Days Per Week	78	46.4
Total	281	100.0

Overall, approximately 47% of lead health education teachers report that in grades six through eight, health education is taught five days per week during the weeks that it is taught at their school. Teachers report that it is taught only two days per week 18.1% at the sixth grade level, 20.1% at the seventh grade level, and 20.2% at the eighth grade level.

Question 10. At this *high school*, how many total credits of health education are required to graduate?

Table 67. Total credits required for graduation.

Response	Response	Percent
0 Credits (0 hours)	3	2.4
¼ Credit (37 hours)	11	8.8
½ Credit (75 hours)	76	60.8
1 Credit (150 hours)	34	27.2
More than 1 Credit (more that 150 hours)	1	.8
Total	125	100.0

Of the lead health education teachers, 60.8% report that only 75 hours or ½ unit of health education is required for graduation. Twenty-seven percent reported that a full credit, more than 150 hours, is required for graduation.

Question 11. Which of the following is the largest barrier to health education staff development for you?

Table 68. Barriers to health education staff development.

	Response	Percent
School Funding	79	37.6
Substitute Availability	2	1.0
Location or Availability of Health Specific Trainings	63	30.0
Other Barriers	21	10.0
No Barriers to Staff Development	45	21.4
Total	210	100.0

School funding (37.6%) and the location or availability of health specific training (30.0%) are cited by lead health education teachers as the two largest barriers to health education staff development. Approximately 20% of the lead health teachers reported no barriers to staff development.

Question 12. In your Healthful Living Curriculum, do you spend equal time teaching physical education and health education?

Table 69. Percentage of time spent teaching physical education and health education.

	Response	Percent
Yes	119	56.1
No. More time is Devoted to Physical Education	84	39.6
No. More Time is Devoted to Health Education	9	4.2
Total	212	100.0

Of the lead health education teachers, 56 % reported that equal time was devoted to teaching physical education and health education, whereas, only 4% reported that more time was devoted to health education.



HIV/STDs And Teen Pregnancy Prevention

Being sexually active can place young people at risk for HIV infection, other sexually transmitted diseases (STDs), and unintended pregnancy. Responsible sexual behavior among adolescents is one of the leading health indicators of the national objectives for 2010 (CDC 2002). In an effort to educate youth on this topic, the North Carolina Healthful Living Standard Course of Study requires the instruction of abstinence until marriage and HIV/STD prevention education. The following tables present data about HIV, STD, and teen pregnancy prevention in North Carolina schools.

Question 13. During this school year, did teachers in this school teach each of the following HIV prevention topics in a required health education course for students in any of grades 6 through 12?

Table 70. Teachers teach abstinence as the most effective method to avoid HIV infection.

	Number	Response	Percent
High School	90	89	99
Middle School	124	109	88
Junior/Senior Combined	10	9	90
Total	224	207	92

Table 71. Teachers teach how HIV is transmitted.

	Number	Response	Percent
High School	93	89	96
Middle School	122	109	89
Junior/Senior Combined	10	8	81
Total	225	206	92

Table 72. Teachers teach how HIV affects the human body.

	Number	Response	Percent
High School	93	86	93
Middle School	121	107	88
Junior/Senior Combined	10	8	81
Total	224	201	90

Table 73. Teachers teach how to correctly use a condom.

	Number	Response	Percent
High School	93	20	22
Middle School	124	19	15
Junior/Senior Combined			
Total	226	39	17

Table 74. Teachers teach condom efficacy, that is, how well condoms work and do not work.

	Number	Response	Percent
High School	93	55	60
Middle School	125	74	59
Junior/Senior Combined			
Total	227	131	58

Table 75. Teachers teach the influence of alcohol and other drugs on HIV-related risk behaviors.

	Number	Response	Percent
High School	90	87	96
Middle School	123	103	83
Junior/Senior Combined	10	8	81
Total	223	198	88

Table 76. Teachers teach social or cultural influences on HIV-related risk behaviors.

	Number	Response	Percent
High School	92	80	87
Middle School	124	99	79
Junior/Senior Combined	10	8	81
Total	226	187	82

Table 77. Teachers teach the number of young people who get HIV.

	Number	Response	Percent
High School	93	84	91
Middle School	125	98	78
Junior/Senior Combined	10	8	81
Total	228	190	83

Table 78. Teachers teach how to find valid information or services related to HIV or HIV testing.

	Number	Response	Percent
High School	93	79	86
Middle School	123	77	63
Junior/Senior Combined	10	7	72
Total	226	163	73

Table 79. Teachers teach compassion for persons living with HIV/AIDS.

	Number	Response	Percent
High School	92	71	78
Middle School	124	93	74
Junior/Senior Combined	10	6	60
Total	226	170	75

The following HIV prevention topics were more often included by teachers in a required health education course at the high school level; abstinence (99%), how HIV is transmitted (96%), the influence of alcohol and other drugs on HI- related risk behaviors (96%), and the number of young people who get HIV (91%). At the middle school level, the following topics were included more often; how HIV is transmitted (89%), abstinence as the most effective method to avoid getting HIV (88%), and how HIV affects the body (88%).

Question 14. Are required HIV prevention units or lessons taught in each of the following courses in this school?

Table 80. HIV prevention is taught in science.

	Number	Response	Percent
High School	91	29	32
Middle School	144	37	26
Junior/Senior Combined			
Total	244	67	28

Table 81. HIV prevention is taught in home economics or family and consumer education.

	Number	Response	Percent
High School	92	40	43
Middle School	142	11	7
Junior/Senior Combined			
Total	242	53	21

Table 82. HIV prevention is taught in physical education.

	Number	Response	Percent
High School	104	70	74
Middle School	153	80	53
Junior/Senior Combined			
Total	267	165	62

Table 83. HIV prevention is taught in family life education or life skills.

	Number	Response	Percent
High School	91	57	63
Middle School	150	47	31
Junior/Senior Combined			
Total	249	107	43

Table 84. HIV prevention is taught in special education.

	Number	Response	Percent
High School	90	22	24
Middle School	144	19	12
Junior/Senior Combined			
Total	242	42	17

Table 85. HIV prevention is taught in social studies.

	Number	Response	Percent
High School	89	8	9
Middle School	143	6	4
Junior/Senior Combined			
Total	240	15	6

HIV prevention is taught as a required unit or lesson in several areas of the school curriculum. Most frequently, it is taught at the high school level in physical education (74%), family life education (63%), or home economics (43%). At the middle school level, HIV prevention units or lessons are taught in physical education (53%), or in science (26%).

Question 15. Which of the following staff members is the primary person who teaches HIV/STD and teen pregnancy prevention in your school?

Table 86. Staff member responsible for teaching HIV/STD and teen pregnancy prevention.

	Response	Percent
Health Teacher	137	50.2
Physical Education Teacher	68	24.9
Science Teacher	13	4.8
School Nurse	21	7.7
Family and Consumer Science	5	1.8
Other	29	10.6
Total	273	100.0

The professional who serves as the primary person to teach HIV/STD is most frequently the health education teacher (50.2%), or the physical education teacher (24.9%).

Question 16. How do your school’s curricula for teaching HIV/STD and teen pregnancy prevention compare to the Healthful Living Standard Course of Study?

Table 87. Comparing the school’s curricula for teaching HIV/STD and teen pregnancy prevention with the Healthful Living Standard Course of Study at the **seventh** grade level.

	Response	Percent
More restrictive	44	23.2
About the same	34	70.5
Less restrictive	12	6.3
Total	190	100.0

Table 88. Comparing the school’s curricula for teaching HIV/STD and teen pregnancy prevention with the Healthful Living Standard Course of Study at the **eighth** grade level.

	Response	Percent
More restrictive	42	22.3
About the same	135	71.8
Less restrictive	11	5.9
Total	188	100.0

Table 89. Comparing the school’s curricula for teaching HIV/STD and teen pregnancy prevention with the Healthful Living Standard Course of Study at the **ninth** grade level.

	Response	Percent
More restrictive	38	24.1
About the same	104	65.8
Less restrictive	16	10.1
Total	158	100.0

Approximately 70% of lead health education teachers report that their school’s curricula for teaching HIV/STD and teen pregnancy prevention and the Healthful Living Standard Course of Study are about the same. Between 22% and 24% report that their program is more restrictive and 10% or less report that it is less restrictive.

Question 17. Typically, how much teaching time is devoted to teaching HIV/STD and teen pregnancy prevention during the course of the semester?

Table 90. Time devoted to HIV/STD and teen pregnancy prevention in a semester.

	Response	Percent
None	13	4.7
One class period	19	6.9
Several class periods	129	47.1
One week per semester	86	31.4
One hour per week for one quarter (9hrs)	20	7.3
One hour per week for half of the school year (18 hours)	6	2.2
One hour per week for the entire school year (36 hours)	1	.4
Total	274	100.0

The equivalent of several class periods was reported by lead health education teachers (47.1) to be the time devoted to HIV/STD and teen pregnancy in a semester. Second to this amount was one week per semester (31.4%). Less than 1% of teachers report spending one hour per week for the entire year on this topic.

Question 18. The last time you taught the HIV/STD and teen pregnancy prevention unit in your class, were the following topics included?

Table 91. Abstinence until marriage was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	257	95.5
No	12	4.5
Total	269	100.0

Table 92. Transmission and prevention of HIV/AIDS were included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	250	93.6
No	17	6.4
Total	267	100.0

Table 93. Transmission and prevention of STDs were included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	247	92.9
No	19	7.1
Total	266	100.0

Table 94. How to deal with issues/consequences of being sexually active was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	204	77.0
No	61	23.0
Total	265	100.0

Table 95. How to deal with pressures to have sex was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	236	88.4
No	31	11.6
Total	267	100.0

Table 96. How to talk with parents about sex and relationships was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	147	55.5
No	118	44.5
Total	265	100.0

Table 97. Verbal/written instructions for condom use were included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	38	14.3
No	228	85.7
Total	266	100.0

Table 98. Classroom demonstrations for condom use were included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	17	6.4
No	248	93.6
Total	265	100.0

Table 99. Birth control was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	113	42.5
No	153	57.5
Total	266	100.0

Table 100. How to use birth control was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	57	21.4
No	209	78.6
Total	266	100.0

Table 101. Where to get birth control was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	72	27.1
No	194	72.9
Total	266	100.0

Table 102. How to get tested for STDs and HIV was included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	170	64.2
No	95	35.8
Total	265	100.0

Table 103. Effective and failure rates of birth control including condoms were included in the HIV/STD and teen pregnancy unit.

	Response	Percent
Yes	172	64.7
No	94	35.3
Total	266	100.0

Table 104. Risks of oral sex were included in the HIV/STD and teen pregnancy unit.

Response	Response	Percent
Yes	137	51.3
No	130	48.7
Total	267	100.0

Table 105. Risks of anal sex were included in the HIV/STD and teen pregnancy unit.

Response	Response	Percent
Yes	109	41.0
No	157	59.0
Total	266	100.0

The last time teachers taught the HIV/STD and teen prevention unit, abstinence until marriage (95.5%), transmission and prevention of HIV/AIDS (93.6%), transmission and prevention of STDs (92.9%), and how to deal with pressures to have sex (88.4%) were most often included. Least cited by teachers were classroom demonstrations for condom use (6.4%), written/verbal instructions for condoms (14.3%), how to use birth control (21.4%), and where to get birth control (27.1%).

Question 19. Would you like to receive staff development in each of these health topics?

Table 106. Teachers who would like to receive staff development in understanding the state law on sexuality education.

	Response	Percent
Yes	209	76.8
No	63	23.2
Total	272	100.0

Table 107. Teachers who would like to receive staff development in improving their comfort level teaching sexuality education.

	Response	Percent
Yes	149	55.4
No	120	44.6
Total	269	100.0

Table 108. Teachers who would like to receive staff development in holding a public hearing.

	Response	Percent
Yes	54	20.1
No	214	79.9
Total	268	100.0

Table 109. Teachers who would like to receive staff development in understanding the federal abstinence guidelines.

	Response	Percent
Yes	172	63.9
No	97	36.1
Total	269	100.00

Table 110. Teachers who would like staff development in training in an evidence-based curriculum.

	Response	Percent
Yes	149	56.0
No	117	44.0
Total	266	100.0

Teachers report an interest in receiving staff development in understanding the state law on sexuality education (76.8%), understanding federal abstinence guidelines (63.9), in training in an evidence-based curriculum (56.0%), and in improving their comfort level teaching sexuality education (55.4).

Question 20. Typically, how much time is devoted to teaching abstinence until marriage as a stand alone sexuality education unit during the course of the semester?

Table 111. Time devoted to teaching abstinence in a semester.

	Response	Percent
None	23	8.4
One class period	36	13.2
Several class periods	120	44.0
One week per semester	62	22.7
One hour per week for one quarter (9hrs)	10	3.7
One hour per week for half of the school year (18 hrs)	4	1.5
One hour per week for the entire school year (36 hours)	1	.4
Abstinence until marriage is integrated into other units	17	6.2
Total	273	100.0

Forty-four percent of lead health education teachers report that several class periods in a semester are devoted to teaching abstinence until marriage as a stand alone sexuality education unit. One week per semester (22.7%) was the second most frequent time selected by teachers.

Question 21. Does your school have active (parent/guardian must give permission) or passive (parent/guardian must opt out) parental consent for sexuality education?

Table 112. Type of consent for sexuality education.

	Response	Percent
Active	134	49.6
Passive	136	50.4
Total	270	100.0

Fifty percent of the lead health education teachers report that there is a passive parental consent for sex education and 49.6% report an active form.

Question 22. Typically, how many students in your classes opt out of sexuality education each semester?

Table 113. Students who opt out of sexuality education each semester.

	Response	Percent
None	107	39.5
One	53	19.6
Two	35	12.9
Three	28	10.3
Four	11	4.1
Between five and ten	28	10.3
More than 10	9	3.3
Total	271	100.0

Approximately 40% of lead health education teachers report that no students drop out of sex education classes during a semester, 20% report only one student and 3.3% report that more than ten students opt to do so.



Tobacco Policies and Programs

Tobacco is the leading preventable contributor to adult death in the United States and the vast majority of smokers begin smoking before the age of eighteen. Schools have a unique role in preventing tobacco use through education and tobacco free school policies.

Question 23. During this school year, did teachers in this school teach each of the following tobacco use topics in a required health education course for students in any of grades 6 through 12?

Table 114. Short term and long term health consequences of cigarette smoking (such as stained teeth, bad breath, heart disease, and cancer).

	Number	Response	Percent
High School	91	91	100
Middle School	128	127	99
Junior/Senior Combined	10	10	100
Total	229	228	100

Table 115. Benefits of not smoking cigarettes including long term and short term health benefits, environmental benefits, and financial benefits.

	Number	Response	Percent
High School	92	91	99
Middle School	129	127	98
Junior/Senior Combined	10	10	100
Total	231	228	98

Table 116. Risks of cigar or pipe smoking.

	Number	Response	Percent
High School	92	83	90
Middle School	128	120	93
Junior/Senior Combined	10	10	100
Total	230	213	92

Table 117. Short term and long term health consequences of using smokeless tobacco.

	Number	Response	Percent
High School	92	92	100
Middle School	129	127	99
Junior/Senior Combined	10	10	100
Total	231	229	99

Table 118. Benefits of not using smokeless tobacco.

	Number	Response	Percent
High School	92	89	96
Middle School	129	123	95
Junior/Senior Combined	10	10	100
Total	231	222	96

Table 119. Addictive effects of nicotine in tobacco products.

	Number	Response	Percent
High School	92	90	97
Middle School	129	127	98
Junior/Senior Combined	10	10	100
Total	231	227	98

Table 120. How many young people use tobacco.

	Number	Response	Percent
High School	92	99	95
Middle School	129	123	95
Junior/Senior Combined	10	10	100
Total	231	221	95

Table 121. The number of illnesses and deaths related to tobacco use.

	Number	Response	Percent
High School	92	88	95
Middle School	129	125	97
Junior/Senior Combined	10	10	100
Total	231	223	96

Table 122. Influence of families on tobacco use.

	Number	Response	Percent
High School	92	89	96
Middle School	129	124	96
Junior/Senior Combined	10	10	100
Total	231	223	96

Table 123. Influence of the media on tobacco use.

	Number	Response	Percent
High School	91	87	95
Middle School	129	126	98
Junior/Senior Combined	10	10	100
Total	230	223	97

Table 124. Social or cultural influences on tobacco use.

	Number	Response	Percent
High School	92	86	93
Middle School	129	121	94
Junior/Senior Combined	10	10	100
Total	231	217	94

Table 125. How to find valid information or services related to tobacco use cessation.

	Number	Response	Percent
High School	92	77	84
Middle School	129	98	75
Junior/Senior Combined	10	10	100
Total	231	185	80

Table 126. Making a personal commitment not to use tobacco.

	Number	Response	Percent
High School	92	73	80
Middle School	129	113	87
Junior/Senior Combined	10	10	100
Total	231	196	85

Table 127. How students can influence or support others to prevent tobacco use.

	Number	Response	Percent
High School	92	85	93
Middle School	129	120	93
Junior/Senior Combined	10	10	100
Total	231	215	93

Table 128. How students can influence or support others in efforts to quit using tobacco.

	Number	Response	Percent
High School	92	85	93
Middle School	129	117	90
Junior/Senior Combined	10	10	100
Total	231	212	91

Table 129. How to say no to tobacco use.

	Number	Response	Percent
High School	92	90	98
Middle School	129	125	97
Junior/Senior Combined	10	10	100
Total	231	225	97

Table 130. The health effects of environmental tobacco smoke (ETS) or second-hand smoke.

	Number	Response	Percent
High School	92	89	97
Middle School	129	127	98
Junior/Senior Combined	10	10	100
Total	231	226	98

Overall lead health education teachers included short and long term health consequences of cigarette smoking (100%), short and long term health consequences of using smokeless tobacco (99%), addictive effects of nicotine (98%), the effects of environmental smoke (98%), influence of the media on tobacco use (97%), and how to say no to tobacco use (97%) in tobacco use topics in their required health education course.

Question 24. During this school year, in which of the following grades was information on tobacco use prevention provided?

Table 131. Tobacco use prevention provided in the sixth grade.

	Number	Response	Percent
High School			
Middle School	148	140	95
Junior/Senior Combined			
Total	161	150	93

Table 132. Tobacco use prevention provided in the seventh grade.

	Number	Response	Percent
High School			
Middle School	155	144	93
Junior/Senior Combined			
Total	172	158	92

Table 133. Tobacco use prevention provided in the eighth grade.

	Number	Response	Percent
High School			
Middle School	153	138	91
Junior/Senior Combined			
Total	170	152	90

Table 134. Tobacco use prevention provided in the ninth grade.

	Number	Response	Percent
High School	106	105	99
Middle School			
Junior/Senior Combined			
Total	122	118	96

Table 135. Tobacco use prevention provided in the tenth grade.

	Number	Response	Percent
High School	78	36	47
Middle School			
Junior/Senior Combined			
Overall	90	41	45

Table 136. Tobacco use prevention provided in the eleventh grade.

	Number	Response	Percent
High School	75	24	32
Middle School			
Junior/Senior Combined			
Overall	87	29	32

Table 137. Tobacco prevention use provided in the twelfth grade.

	Number	Response	Percent
High School	75	23	30
Middle School			
Junior/Senior Combined			
Overall	86	27	30

Tobacco use prevention was provided in the sixth, seventh, eighth, and ninth grade levels according to 90% or more of lead health education teachers. At the tenth grade level these figures were reduced to 47%, to 32% at the eleventh grade level, and to only 30% at the twelfth grade level.

Question 25. Are required tobacco use prevention units or lessons taught in each of the following courses in this school?

Table 138. Tobacco prevention taught in science courses.

	Number	Response	Percent
High School	91	21	23
Middle School	147	39	27
Junior/Senior Combined			
Overall	246	63	26

Table 139. Tobacco prevention taught in home economics or family consumer education.

	Number	Response	Percent
High School	92	36	39
Middle School	146	26	18
Junior/Senior Combined			
Overall	246	64	26

Table 140. Tobacco prevention taught in physical education.

	Number	Response	Percent
High School	106	88	82
Middle School	156	106	69
Junior/Senior Combined			
Total	272	202	74

Table 141. Tobacco prevention taught in family life education or life skills.

	Number	Response	Percent
High School	87	46	53
Middle School	147	52	35
Junior/Senior Combined			
Total	242	101	42

Table 142. Tobacco prevention taught in special education.

	Number	Response	Percent
High School	87	30	34
Middle School	147	28	19
Junior/Senior Combined			
Total	242	59	24

Table 143. Tobacco prevention taught in social studies.

	Number	Response	Percent
High School	87	8	9
Middle School	146	10	7
Junior/Senior Combined			
Total	241	19	8

Lead health education teachers report tobacco prevention units or lessons are taught at the middle school level in physical education (69%), family life education or life skills (35%), and science courses (27%) primarily. Tobacco prevention lessons are less frequently taught in special education (19%), or social studies (7%) as reported by teachers. At the high school level, tobacco prevention units or lessons are taught in physical education (69%) and family life education or life skills (35%).

Question 26. Does your school provide referrals to tobacco cessation programs for each of the following groups?

Table 144. Tobacco cessation programs for faculty/staff.

	Response	Percent
Yes	43	15.8
No	229	84.2
Total	272	100.0

Table 145. Tobacco cessation programs for students.

	Response	Percent
Yes	99	36.3
No	174	63.7
Total	273	100.0

Fifteen percent of lead health education teachers report that tobacco cessation programs are available to faculty and staff and 36.3% report that it is available to students in their schools.

Question 27. Are there student groups operating in your school that work to support tobacco use prevention and cessation?

Table 146. Student groups that support tobacco use prevention and cessation.

	Response	Percent
Yes	61	22.2
No	214	77.8
Total	275	100.0

Lead health education teachers (22.2%) report that student groups work to support tobacco use prevention and cessation in their schools.

Question 28. Do you think that your school would benefit if your school district adopted a 100% Tobacco Free School policy, meaning tobacco use is prohibited by everyone at all times on school property and at school-related events?

Table 147. School benefit if Tobacco Free policy is adopted.

Response	Response	Percent
Already 100% Tobacco Free School	160	58.0
Yes	89	32.2
No	27	9.8
Total	276	100.0

Fifty-eight percent of lead health education teachers report that their school is a Tobacco Free School. Of those schools without a Tobacco Free School policy, 32.2% of the teachers report that the Tobacco Free School policy would benefit their school. Only 9.8% of teachers did not think their school would benefit from the adoption of this policy.



Nutrition Education

Schools can play an important role in influencing student’s eating patterns. Nutrition policies can help ensure that eating habits will contribute to students’ learning achievement and lifelong good health. Nutrition policies should address comprehensive, integrated nutrition education; the school meals program; and food choices outside of the cafeteria such as vending machines, school stores, classroom celebrations, meetings, concessions and fundraisers.

Question 29. During this school year, did teachers in this school teach each of the following nutrition and dietary topics in a required health education course for students in any of grades 6 through 12?

Table 148. Teachers teach the benefits of healthy eating.

	Number	Response	Percent
High School	92	90	98
Middle School	127	125	98
Junior/Senior Combined	10	9	90
Total	229	224	98

Table 149. Teachers teach about identifying Food Guide Pyramid food groups and serving recommendations.

	Number	Response	Percent
High School	93	87	93
Middle School	126	121	96
Junior/Senior Combined	10	9	90
Total	229	217	94

Table 150. Teachers teach about using food labels.

	Number	Response	Percent
High School	93	86	92
Middle School	125	120	96
Junior/Senior Combined	10	9	90
Total	228	215	94

Table 151. Teachers teach about aiming for a healthy weight (balancing food intake and physical activity).

	Number	Response	Percent
High School	92	88	96
Middle School	127	125	98
Junior/Senior Combined	10	9	90
Total	229	222	97

Table 152. Teachers teach about choosing a variety of grains daily, especially whole grains.

	Number	Response	Percent
High School	93	81	87
Middle School	126	118	93
Junior/Senior Combined	10	9	90
Total	229	208	90

Table 153. Teachers teach about choosing a variety of fruits and vegetables daily.

	Number	Response	Percent
High School	93	87	94
Middle School	126	121	95
Junior/Senior Combined	10	9	90
Total	229	217	95

Table 154. Teachers teach about choosing a diet low in saturated fat and cholesterol and moderate in total fat.

	Number	Response	Percent
High School	93	86	93
Middle School	127	121	95
Junior/Senior Combined	10	9	90
Total	230	216	94

Table 155. Teachers teach about moderating intake of sugars.

	Number	Response	Percent
High School	92	83	90
Middle School	125	119	95
Junior/Senior Combined	10	9	90
Total	227	211	93

Table 156. Teachers teach about choosing and preparing foods with less salt.

	Number	Response	Percent
High School	93	83	89
Middle School	126	114	91
Junior/Senior Combined	10	9	90
Total	229	206	90

Table 157. Teachers teach about choosing more calcium-rich foods.

	Number	Response	Percent
High School	93	81	87
Middle School	126	110	87
Junior/Senior Combined	10	9	90
Total	229	200	87

Table 158. Teachers teach about keeping food safe to eat.

	Number	Response	Percent
High School	93	79	85
Middle School	125	97	78
Junior/Senior Combined	10	9	90
Total	228	185	81

Table 159. Teachers teach about preparing healthy meals and snacks.

	Number	Response	Percent
High School	92	86	94
Middle School	126	118	94
Junior/Senior Combined	10	9	90
Total	228	213	94

Table 160. Teachers teach about the risks of unhealthy weight control practices.

	Number	Response	Percent
High School	92	91	99
Middle School	125	121	97
Junior/Senior Combined	10	9	90
Total	227	221	97

Table 161. Teachers teach about accepting body size differences.

	Number	Response	Percent
High School	92	86	93
Middle School	126	117	93
Junior/Senior Combined	10	9	90
Total	228	212	93

Table 162. Teachers teach about eating disorders.

	Number	Response	Percent
High School	92	89	96
Middle School	126	118	94
Junior/Senior Combined	10	9	90
Total	228	216	95

Over 90% of middle school lead health education teachers report including the benefits of healthy eating, the Food Guide Pyramid, using food labels, aiming for a healthy weight, choosing a variety of fruits and grains, diets low in saturated fats and cholesterol, moderating intake of sugars, healthy snacks and meals, unhealthy weight control practices, accepting body size, and eating disorders in a required health education course. These topics are reported at slightly higher percentages at the middle school than at the high school levels. Topics least likely to be taught are keeping foods safe to eat (overall 81%) and calcium rich foods (overall 87%).



Physical Education

Physical education is defined as instruction that helps students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain a physically active lifestyle. With the current epidemic of diabetes and obesity, physical education policies and practices can help ensure physically active students and physically active adults.

Question 30. During this school year, did teachers in this school teach each of the following physical activity topics in a required health education course for students in any of grades 6 through 12?

Table 163. The physical, psychological, or social benefits of physical activity.

	Number	Response	Percent
High School	93	90	97
Middle School	126	121	96
Junior/Senior Combined	10	10	100
Total	229	221	97

Table 164. Health related fitness (i.e. cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).

	Number	Response	Percent
High School	93	90	97
Middle School	126	122	97
Junior/Senior Combined	10	10	100
Total	229	222	97

Table 165. Phases of a workout (i.e. warm-up, workout, and cool down).

	Number	Response	Percent
High School	93	90	97
Middle School	125	116	93
Junior/Senior Combined	10	10	100
Total	228	216	95

Table 166. How much physical activity is enough (i.e. determining frequency, intensity, time, and type of physical activity).

	Number	Response	Percent
High School	93	87	94
Middle School	126	110	88
Junior/Senior Combined	10	10	100
Total	229	207	91

Table 167. Developing an individualized physical activity plan.

	Number	Response	Percent
High School	93	80	87
Middle School	126	92	73
Junior/Senior Combined	10	10	100
Total	229	182	80

Table 168. Monitoring progress toward reaching goals in an individualized physical activity plan.

	Number	Response	Percent
High School	93	77	83
Middle School	125	87	70
Junior/Senior Combined	10	10	100
Total	228	174	77

Table 169. Overcoming barriers to physical activity.

	Number	Response	Percent
High School	93	80	86
Middle School	125	102	82
Junior/Senior Combined	10	10	100
Total	228	192	84

Table 170. Decreasing sedentary activities such as television watching.

	Number	Response	Percent
High School	93	86	93
Middle School	125	114	91
Junior/Senior Combined	10	10	100
Total	228	210	92

Table 171. Opportunities for physical activity in the community.

	Number	Response	Percent
High School	92	82	89
Middle School	125	103	82
Junior/Senior Combined	10	10	100
Total	227	195	86

Table 172. Preventing injury during physical activity.

	Number	Response	Percent
High School	93	88	95
Middle School	125	113	91
Junior/Senior Combined	10	10	100
Total	228	211	93

Table 173. Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active).

	Number	Response	Percent
High School	93	85	92
Middle School	125	109	87
Junior/Senior Combined	10	10	100
Total	228	204	89

Table 174. Dangers of using performance-enhancing drugs, such as steroids.

	Number	Response	Percent
High School	93	88	95
Middle School	125	112	89
Junior/Senior Combined	10	10	100
Total	228	210	92

Over 90% of lead health education teachers in the middle school report including the physical, psychological, or social benefits of physical activity, health related fitness, phases of a workout, decreasing sedentary activities, and preventing injury in a required health education course. At the high school level, over 90 % of lead health education teachers report including the physical, psychological, or social benefits of physical activity, health related fitness, phases of a workout, decreasing sedentary activities, preventing injury during physical activity, weather related safety, and the dangers of using performance-enhancing drugs. The two topics less frequently taught in both middle and high school include monitoring progress toward reaching goals in an individualized physical activity plan (77%) and developing an individualized physical activity plan (80%).

Question 31. For the following grades at this middle school, how many semesters/weeks per year are students required to take physical education?

Table 175. Time sixth graders are required to take physical education.

	Response	Percent
Physical Education Not Taught	1	.6
Less Than Nine Weeks	2	1.2
9 Weeks	23	14.1
1 Semester	72	44.2
2 Semesters	65	39.9
Total	163	100.0

Table 176. Time seventh graders are required to take physical education.

	Response	Percent
Less Than Nine Weeks	4	2.3
9 Weeks	24	14.0
1 Semester	76	44.2
2 Semesters	68	39.5
Total	172	100.0

Table 177. Time eighth graders are required to take physical education.

	Response	Percent
Less Than Nine Weeks	5	2.9
9 Weeks	24	14.0
1 Semester	79	45.9
2 Semesters	64	37.2
Total	172	100.0

Of the middle school lead education health teachers, 44-45% report that sixth, seventh, and eighth graders take one semester of physical education.

Almost 40% of students take two semesters of physical education each year. Between one and three percent of teachers report that physical education is taught fewer than nine weeks.

Question 32. During those semesters/weeks, how many days per week are students required to take physical education?

Table 178. Days per week sixth graders are required to take physical education.

Response-Yes	Response	Percent
Physical Education Not Taught	1	.6
1 Day Per Week	1	.6
2 Days Per Week	18	11.1
3 Days Per Week	45	27.8
4 Days Per Week	6	3.7
5 Days Per Week	91	56.2
Total	162	100.0

Table 179. Days per week seventh graders are required to take physical education.

	Response	Percent
1 Day Per Week	1	.6
2 Days Per Week	21	12.4
3 Days Per Week	47	27.6
4 Days Per Week	6	3.5
5 Days Per Week	95	55.9
Total	170	100.0

Table 180. Days per week eighth graders are required to take physical education.

	Response	Percent
1 Day Per Week	1	.6
2 Days Per Week	20	11.9
3 Days Per Week	45	26.8
4 Days Per Week	7	4.2
5 Days Per Week	95	56.5
Total	168	100.0

During the semesters/weeks that physical education is required, sixth graders are required to take the class five days per week (56.2), seventh graders are required to take the class five days per week (55.9), and eighth graders are required to take the class five days per week (56.5). Approximately one-fourth of students take the class only three days per week. Less than 1% of students take the class only one day per week.

Question 33. At this high school, how many total credits of physical education are required to graduate?

Table 181. Number of credits of physical education required for graduation.

	Response	Percent
0 Credits (0 hours)	1	.8
½ Credit (75 hours)	62	47.3
¾ Credit (112 hours)	8	6.1
1 Credit (150 hours)	57	43.5
1 ½ Credits (225 hours)	1	.8
2 Credits (300 hours)	2	1.5
Total	131	100.0

Of the lead health education teachers, 47% reported that only ½ credit and 43.5 reported that one credit of physical education is required for graduation from their high school.



Indoor Air Quality (IAQ) and Mold Growth Prevention

Studies have shown that poor indoor air quality (mold is a subset of IAQ) in schools can have a negative impact on the student's learning experience. Poor IAQ can also contribute to aggravation of asthma and allergy like symptoms. Therefore, it seems prudent to implement proactive programs to better design schools, to evaluate the design of existing schools, to review the operation of building systems, and to assure the proper maintenance of these systems.

Question 34. Is this a clean school and are there signs of water damage, i.e. water-stained ceiling tiles?

Table 182. Teachers who report that their school is clean.

	Response	Percent
Yes	228	82.6
No	48	17.4
Total	276	100.0

Table 183. Teachers who report signs of water damage.

	Response	Percent
Yes	136	51.1
No	130	48.9
Total	266	100.0

Eighty-two percent of lead health education teachers report that their school is clean and 51.1% of them report signs of water damage in their schools.



Medical Emergency Preparedness

A group of leading national organizations (including the American Heart Association, American Academy of Pediatrics, and the National Association of School Nurses) recently recommended that schools develop a medical emergency response plan for cardiac arrest and other life-threatening medical emergencies. The recommended elements of such a plan were 1) effective and efficient communication throughout the school campus, 2) coordinated and practiced response plan, 3) risk reduction, 4) training and equipment for first aid and CPR (cardiopulmonary resuscitation), and 5) implementation of a lay rescuer AED (automated external defibrillator) program in schools with an established need.

Question 35. During this school year, have teachers in this school tried to increase student knowledge on each of the following topics in any health education or physical education courses in any of grades 6 through 12?

Table 184. Teachers increase student knowledge of heart disease and stroke prevention.

	Response	Percent
Yes	252	91.3
No	4	8.7
Total	276	100.0

Table 185. Teachers increase student knowledge of high blood pressure prevention.

	Response	Percent
Yes	243	88.0
No	33	12.0
Total	276	100.0

Table 186. Teachers increase student knowledge of high cholesterol prevention.

	Response	Percent
Yes	235	85.8
No	39	14.2
Total	274	100.0

Table 187. Teachers increase student knowledge of the signs and symptoms of a stroke.

	Response	Percent
Yes	216	79.1
No	57	20.9
Total	273	100.0

Table 188. Teachers increase student knowledge of the signs and symptoms of a heart attack.

	Response	Percent
Yes	231	84.9
No	41	15.1
Total	273	100.0

Table 189. Teachers increase student knowledge of how to treat a stroke as a medical emergency.

	Response	Percent
Yes	210	76.9
No	63	23.1
Total	273	100.0

Table 190. Teachers increase student knowledge of how to treat a heart attack as a medical emergency.

Response	Response	Percent
Yes	221	81.0
No	52	19.0
Total	273	100.0

Table 191. Teachers increase student knowledge of how to use an automated external defibrillator.

Response	Response	Percent
Yes	89	32.8
No	182	67.2
Total	271	100.0

During this school year, the percent of lead health education teachers who report increasing student knowledge of heart disease and stroke prevention is 91.3%, high blood pressure prevention 88%, high cholesterol prevention 85.8%, and the signs and symptoms of a heart attack 84.9%. A lesser percentage of teachers report increasing student knowledge and use of an automated external defibrillator (32.8), how to treat a stroke as a medical emergency (76.9%) and the signs and symptoms of a stroke (79.1%).



School Connectedness

School connectedness is a protective factor for many youth risk behaviors. Schools that offer multi-component health prevention which includes the community and a strong educational element are more likely to have students that can avoid risk behaviors.

Question 36. Does your school offer any health-related extracurricular activities for students?

Table 192. Schools with health-related extracurricular activities.

Response	Response	Percent
Yes	139	50.4
No	137	49.6
Total	276	100.0

Fifty percent of lead health education teachers report that their schools offer health-related extracurricular activities for students.



Professional Collaboration

There is a growing understanding that piecemeal, competitive, or uncoordinated efforts to address school health are counterproductive. Collaborative initiatives that organize and optimize resources should be the foundation and focus for over-all student well-being.

Question 37. During this school year, have any health education staff worked with each of the following groups on health education activities?

Table 193. Health education staff worked with physical education staff.

	Number	Response	Percent
High School	107	91	84
Middle School	161	144	89
Junior/Senior Combined			
Total	278	244	87

Table 194. Health education staff worked with school health services staff (e.g., nurses).

	Number	Response	Percent
High School	103	73	70
Middle School	159	120	75
Junior/Senior Combined			
Total	272	198	73

Table 195. Health education staff worked with school mental health or social services staff (e.g., psychologists, counselors, and social workers).

	Number	Response	Percent
High School	104	68	65
Middle School	159	109	69
Junior/Senior Combined			
Total	272	181	66

Table 196. Health education staff worked with food service staff.

	Number	Response	Percent
High School	103	19	18
Middle School	157	49	30
Junior/Senior Combined			
Total	268	69	25

Table 197. Health education staff worked with community members.

	Number	Response	Percent
High School	104	61	58
Middle School	156	83	53
Junior/Senior Combined			
Total	269	150	55

Table 198. Health education staff worked with teachers in other subject areas.

	Number	Response	Percent
High School	103	63	60
Middle School	158	91	57
Junior/Senior Combined			
Total	271	161	59

Middle school health education staff report working with physical education staff (89%), school health services staff (75%). Only thirty percent report working with food service staff. At the high school level, 84% work with physical education staff, 70% work with school health services staff, 65% work with mental health or social services staff, and 60% work with teachers in other subject areas. Only 18% of high school lead health education teachers work with food service staff.

Question 38. During this school year, has the school done each of the following activities?

Table 199. The school provided families with information on the health education program.

	Number	Response	Percent
High School	107	79	73
Middle School	158	119	76
Junior/Senior Combined			
Total	275	205	75

Table 200. The school met with a parents' organization such as the PTA or PTO to discuss the health education program.

	Number	Response	Percent
High School	108	29	27
Middle School	159	39	24
Junior/Senior Combined			
Total	277	71	26

Table 201. The school invited family members to attend a health education class.

	Number	Response	Percent
High School	108	44	40
Middle School	159	78	50
Junior/Senior Combined			
Total	277	125	46

Approximately 75% of lead health education teachers at the middle and high school levels report providing families with information on their health education program. Forty to fifty percent of teachers report inviting family members to attend a health education class and nearly 25% have schools that met with a parent organization to discuss the health education program.



Staff Development

Professional development that promotes and strengthens interdisciplinary collaboration and integration of services is one of the keys to school health education.

Question 39. During the past two years, did you receive staff development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following health education topics?

Table 202. Staff development received on accidents or injury prevention.

	Number	Response	Percent
High School	107	45	42
Middle School	157	63	40
Junior/Senior Combined			
Total	274	113	41

Table 203. Staff development received on alcohol or other drug use prevention.

	Number	Response	Percent
High School	106	37	36
Middle School	158	56	35
Junior/Senior Combined			
Total	274	98	36

Table 204. Staff development received on consumer health.

	Number	Response	Percent
High School	107	14	14
Middle School	157	12	7
Junior/Senior Combined			
Total	274	29	10

Table 205. Staff development received on CPR (cardiopulmonary resuscitation).

	Number	Response	Percent
High School	107	65	61
Middle School	158	97	61
Junior/Senior Combined			
Total	275	169	61

Table 206. Staff development received on death and dying.

	Number	Response	Percent
High School	107	7	6
Middle School	157	8	5
Junior/Senior Combined			
Total	274	17	6

Table 207. Staff development received on dental and oral health.

	Number	Response	Percent
High School	107	4	4
Middle School	157	10	6
Junior/Senior Combined			
Total	274	16	6

Table 208. Staff development received on emotional & mental health.

	Number	Response	Percent
High School	107	26	25
Middle School	157	31	19
Junior/Senior Combined			
Total	274	60	22

Table 209. Staff development received on environmental health.

	Number	Response	Percent
High School	107	10	9
Middle School	157	21	14
Junior/Senior Combined			
Total	274	34	12

Table 210. Staff development received on first aid.

	Number	Response	Percent
High School	107	60	57
Middle School	158	86	54
Junior/Senior Combined			
Total	275	163	56

Table 211. Staff development received on growth and development.

	Number	Response	Percent
High School	107	21	19
Middle School	158	30	18
Junior/Senior Combined			
Total	275	54	19

Table 212. Staff development received on HIV (human immunodeficiency virus).

	Number	Response	Percent
High School	107	38	37
Middle School	159	64	40
Junior/Senior Combined			
Total	276	106	39

Table 213. Staff development received on human sexuality.

	Number	Response	Percent
High School	107	26	26
Middle School	159	45	27
Junior/Senior Combined			
Total	276	75	27

Table 214. Staff development received on immunizations and vaccinations.

	Number	Response	Percent
High School	107	13	13
Middle School	157	18	11
Junior/Senior Combined			
Total	274	33	12

Table 215. Staff development received on nutrition and dietary behavior.

	Number	Response	Percent
High School	107	24	21
Middle School	157	39	25
Junior/Senior Combined			
Total	274	65	23

Table 216. Staff development received on personal hygiene.

	Number	Response	Percent
High School	107	5	5
Middle School	157	16	10
Junior/Senior Combined			
Total	274	23	8

Table 217. Staff development received on physical activity & fitness.

	Number	Response	Percent
High School	107	52	47
Middle School	158	86	55
Junior/Senior Combined			
Total	275	142	51

Table 218. Staff development received on pregnancy prevention.

	Number	Response	Percent
High School	107	25	24
Middle School	158	49	30
Junior/Senior Combined			
Total	275	78	28

Table 219. Staff development received on STD (sexually transmitted disease) prevention.

	Number	Response	Percent
High School	107	35	34
Middle School	160	60	38
Junior/Senior Combined			
Total	277	100	37

Table 220. Staff development received on suicide prevention.

	Number	Response	Percent
High School	107	12	11
Middle School	157	13	8
Junior/Senior Combined			
Total	274	27	9

Table 221. Staff development received on sun safety or skin cancer prevention.

	Number	Response	Percent
High School	107	9	9
Middle School	157	11	7
Junior/Senior Combined			
Total	274	23	8

Table 222. Staff development received on tobacco use prevention.

	Number	Response	Percent
High School	107	28	27
Middle School	158	49	31
Junior/Senior Combined			
Total	275	79	29

Table 223. Staff development received on violence prevention (such as bullying, fighting, or homicide).

	Number	Response	Percent
High School	107	34	34
Middle School	158	61	38
Junior/Senior Combined			
Total	275	99	36

During the past two years middle school teachers report receiving a variety of workshops, conferences, continuing education or in-service programs most frequently in CPR (61%), first aid (54%), accident or injury prevention (42%), and HIV (40%). Middle school teachers were less likely to report staff development on death and dying (5%), dental and oral health (6%), consumer health and death and dying (7%), sun safety (9%), and suicide prevention (8%). At the high school level, lead health education teachers report receiving a variety of staff development in CPR (61%), first aid (57%), accident or injury prevention (42%), and HIV (37%). These teachers reported less training in dental and oral health (4%), personal hygiene (5%), death and dying (6%), and sun safety and environmental health (9%).

Question 40. Would you like to receive staff development on each of these health education topics?

Table 224. Teachers want accident or injury prevention staff development.

	Number	Response	Percent
High School	107	44	41
Middle School	159	82	51
Junior/Senior Combined			
Total	276	134	48

Table 225. Teachers want alcohol or other drug use prevention staff development.

	Number	Response	Percent
High School	106	79	75
Middle School	160	109	68
Junior/Senior Combined			
Total	276	196	71

Table 226. Teachers want consumer health staff development.

	Number	Response	Percent
High School	107	43	40
Middle School	157	69	44
Junior/Senior Combined			
Total	274	116	42

Table 227. Teachers want CPR (cardiopulmonary resuscitation) staff development.

	Number	Response	Percent
High School	107	66	62
Middle School	159	111	71
Junior/Senior Combined			
Total	276	185	68

Table 228. Teachers want death and dying staff development.

	Number	Response	Percent
High School	108	46	43
Middle School	157	88	56
Junior/Senior Combined			
Total	275	139	51

Table 229. Teachers want dental and oral health staff development.

	Number	Response	Percent
High School	107	35	33
Middle School	157	62	40
Junior/Senior Combined			
Total	274	101	37

Table 230. Teachers want emotional and mental health staff development.

	Number	Response	Percent
High School	107	64	61
Middle School	158	101	64
Junior/Senior Combined			
Total	275	172	63

Table 231. Teachers want environmental health staff development.

	Number	Response	Percent
High School	107	41	39
Middle School	156	80	52
Junior/Senior Combined			
Total	273	126	46

Table 232. Teachers want first aid staff development.

	Number	Response	Percent
High School	107	72	68
Middle School	159	112	71
Junior/Senior Combined			
Total	276	194	71

Table 233. Teachers want growth and development, staff development.

	Number	Response	Percent
High School	106	35	33
Middle School	157	73	46
Junior/Senior Combined			
Total	273	114	41

Table 234. Teachers want HIV staff development.

	Number	Response	Percent
High School	107	68	63
Middle School	157	97	62
Junior/Senior Combined			
Total	273	171	62

Table 235. Teachers want human sexuality staff development.

	Number	Response	Percent
High School	108	62	57
Middle School	158	83	53
Junior/Senior Combined			
Total	267	150	54

Table 236. Teachers want immunizations and vaccinations staff development.

	Number	Response	Percent
High School	106	37	35
Middle School	155	59	38
Junior/Senior Combined			
Total	271	101	37

Table 237. Teachers want nutrition and dietary behavior staff development.

	Number	Response	Percent
High School	107	74	69
Middle School	159	112	70
Junior/Senior Combined			
Total	276	193	70

Table 238. Teachers want personal hygiene staff development.

	Number	Response	Percent
High School	106	35	34
Middle School	157	66	42
Junior/Senior Combined			
Total	273	107	39

Table 239. Teachers want physical activity and fitness staff development.

	Number	Response	Percent
High School	107	70	65
Middle School	159	111	70
Junior/Senior Combined			
Total	276	188	68

Table 240. Teachers want pregnancy prevention staff development.

	Number	Response	Percent
High School	107	68	63
Middle School	156	80	51
Junior/Senior Combined			
Total	273	153	56

Table 241. Teachers want STD prevention staff development.

	Number	Response	Percent
High School	107	75	69
Middle School	156	93	60
Junior/Senior Combined			
Total	273	173	64

Table 242. Teachers want suicide prevention staff development.

	Number	Response	Percent
High School	108	69	65
Middle School	158	108	69
Junior/Senior Combined			
Total	276	183	67

Table 243. Teachers want sun safety or skin cancer prevention staff development.

	Number	Response	Percent
High School	106	47	45
Middle School	157	82	51
Junior/Senior Combined			
Total	273	135	49

Table 244. Teachers want tobacco use prevention staff development.

	Number	Response	Percent
High School	106	66	62
Middle School	159	97	61
Junior/Senior Combined			
Total	275	169	61

Table 245. Teachers want violence prevention (such as bullying, fighting, or homicide) staff development.

	Number	Response	Percent
High School	107	76	71
Middle School	159	120	76
Junior/Senior Combined			
Total	276	202	74

Middle school lead health education teachers report an interest in having staff development in emotional and mental health (64%), alcohol or drug use prevention (68%), CPR and first aid (71%), and violence prevention (76%). Less interest at this level is reported in the areas of personal hygiene (42%), dental and oral health (40%), and immunizations and vaccinations (38%). High school lead health education teachers report interest in staff development for alcohol and other drug use prevention (75%), violence prevention (71%), nutrition and dietary behavior and STD (69%). Less interest is shown for staff development for high school teachers in the areas of dental and oral health and growth and development (33%), personal hygiene (34%), immunizations (35%), and environmental health (39%)

Question 41. During the past two years, did you receive staff development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following teaching methods?

Table 246. Teaching students with physical or cognitive disabilities.

	Number	Response	Percent
High School	108	48	44
Middle School	156	78	51
Junior/Senior Combined			
Total	274	133	49

Table 247. Teaching students of various cultural backgrounds.

	Number	Response	Percent
High School	108	52	48
Middle School	156	78	49
Junior/Senior Combined			
Total	274	136	49

Table 248. Teaching students with limited English proficiency.

	Number	Response	Percent
High School	108	41	38
Middle School	155	55	36
Junior/Senior Combined			
Total	273	100	37

Table 249. Using interactive teaching methods such as role plays or cooperative group activities.

	Number	Response	Percent
High School	108	54	51
Middle School	156	91	58
Junior/Senior Combined			
Total	274	149	55

Table 250. Encouraging family or community involvement.

	Number	Response	Percent
High School	108	38	36
Middle School	154	45	29
Junior/Senior Combined			
Total	272	88	32

Table 251. Teaching skills for behavior change (e.g. communication, decision making, etc.).

	Number	Response	Percent
High School	108	54	51
Middle School	155	63	40
Junior/Senior Combined			
Total	273	123	45

Recent staff development in the areas of teaching exceptional students (51%), planning interactive strategies (58%), and working with students of various cultural backgrounds (49%), were reported by middle school lead health education teachers. High school teachers reported more staff development in the areas of using interactive teaching strategies (51%), and teaching skills for behavior change (51%). Staff development in the area of encouraging family or community involvement was reported less than other areas included in this survey by all teachers.

Question 42. Would you like to receive staff development on each of these teaching methods?

Table 252. Teaching students with physical or cognitive disabilities.

	Number	Response	Percent
High School	108	72	67
Middle School	154	103	68
Junior/Senior Combined			
Total	272	183	68

Table 253. Teaching students of various cultural backgrounds.

	Number	Response	Percent
High School	108	63	58
Middle School	153	102	67
Junior/Senior Combined			
Total	271	173	64

Table 254. Teaching students with limited English proficiency.

	Number	Response	Percent
High School	106	67	64
Middle School	154	112	73
Junior/Senior Combined			
Total	270	187	69

Table 255. Using interactive teaching methods such as role plays or cooperative group activities.

	Number	Response	Percent
High School	106	57	54
Middle School	153	93	62
Junior/Senior Combined			
Total	269	158	59

Table 256. Encouraging family or community involvement.

	Number	Response	Percent
High School	108	61	57
Middle School	154	99	64
Junior/Senior Combined			
Total	272	168	62

Table 257. Teaching skills for behavior change (e.g., communication, decision making, etc.).

	Number	Response	Percent
High School	107	76	71
Middle School	155	114	74
Junior/Senior Combined			
Total	272	198	73

Middle grades lead health education teachers report an interest in receiving staff development in teaching methods such as working with students to produce behavior change (74%), with limited English proficiency students (73%), and with cognitive or physically disabled students (68%). High school teachers report an interest in staff development for teaching skills for behavior change (71%), teaching students with physical or cognitive disabilities (67%), and teaching students with limited English proficiency (64%). Both groups reported similar needs.



Professional Preparation

Professional pre-service and graduate programs aim to prepare practitioners for specific services. Based on this preparation a training plan can be developed to maximize professional development for all staff.

Question 43. What was the major emphasis of your professional preparation?

Table 258. Major professional preparation in health and physical education combined.

	Number	Response	Percent
High School	99	61	61
Middle School	149	84	57
Junior/Senior Combined			
Total	257	151	59

Table 259. Major professional preparation in health education.

	Number	Response	Percent
High School	99	2	2
Middle School	149	15	10
Junior/Senior Combined			
Total	257	17	7

Table 260. Major professional preparation in physical education.

	Number	Response	Percent
High School	99	26	26
Middle School	149	34	23
Junior/Senior Combined			
Total	257	61	24

Table 261. Major professional preparation in other education field.

	Number	Response	Percent
High School	99	0	0
Middle School	149	2	1
Junior/Senior Combined			
Total	257	3	1

Table 262. Major professional preparation in kinesiology.

	Number	Response	Percent
High School	99	0	0
Middle School	149	0	0
Junior/Senior Combined			
Total	257	1	0

Table 263. Major professional preparation in exercise science or exercise physiology.

	Number	Response	Percent
High School	99	3	3
Middle School	149	3	2
Junior/Senior Combined			
Total	257	6	2

Table 264. Major professional preparation in home economics or family and consumer science.

	Number	Response	Percent
High School	99	0	0
Middle School	149	0	0
Junior/Senior Combined			
Total	257	0	0

Table 265. Major professional preparation in science.

	Number	Response	Percent
High School	99	0	0
Middle School	149	5	4
Junior/Senior Combined			
Total	257	5	2

Table 266. Major professional preparation in nursing.

	Number	Response	Percent
High School	99	6	7
Middle School	149	1	1
Junior/Senior Combined			
Total	257	7	3

Table 267. Major professional preparation in counseling.

	Number	Response	Percent
High School	99	0	0
Middle School	149	1	1
Junior/Senior Combined			
Total	257	1	0

Table 268. Major professional preparation in public health.

	Number	Response	Percent
High School	99	0	0
Middle School	149	0	0
Junior/Senior Combined			
Total	257	0	0

Table 269. Major professional preparation in other field.

	Number	Response	Percent
High School	99	1	1
Middle School	149	4	3
Junior/Senior Combined			
Total	257	5	2

Lead health education teachers report the major emphasis of their professional preparation was in health and physical education (59%), physical education (24%), and health education (7%).

Question 44. Do you hold a current teaching license, certificate, or endorsement in health education recognized by your state department of education?

Table 270. Teachers with license, certificate, or endorsement from the state department of education.

	Number	Response	Percent
High School	108	76	71
Middle School	157	111	71
Junior/Senior Combined			
Total	275	196	71

Seventy-one percent of all lead health education teachers have a license, certificate, or endorsement from the state department of education.

Question 45. Including this school year, how many years have you been teaching health education?

Table 271. Teachers with one year of teaching experience in health education.

	Number	Response	Percent
High School	108	2	2
Middle School	155	4	2
Junior/Senior Combined			
Total	273	8	2

Table 272. Teachers with two to five years of teaching experience in health education.

	Number	Response	Percent
High School	108	24	22
Middle School	155	42	29
Junior/Senior Combined			
Total	273	70	26

Table 273. Teachers with six to nine years of teaching experience in health education.

	Number	Response	Percent
High School	108	13	12
Middle School	155	20	13
Junior/Senior Combined			
Total	273	33	12

Table 274. Teachers with ten to fourteen years of teaching experience in health education.

	Number	Response	Percent
High School	108	23	22
Middle School	155	27	18
Junior/Senior Combined			
Total	273	51	19

Table 275. Teachers with fifteen or more years of teaching experience in health education.

	Number	Response	Percent
High School	108	46	43
Middle School	155	62	39
Junior/Senior Combined			
Total	273	11	40

Forty-three percent of the lead health education teachers at the middle school level report having fifteen years or more of teaching experience and 29% report two to five years. At the high school level, 43% report fifteen or more years of experience and 22% report both two to five years of experience and ten to fourteen years of experience.