

**NORTH CAROLINA**  
**2018 School Health Profiles Report**  
**Trend Analysis Report - Principal Survey**

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<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:														
Nutrition									41.8	36.7	35.4	No linear change	Not available	No change
Tobacco-use prevention									40.9	37.4	32.9	No linear change	Not available	No change
Unintentional injury and violence prevention (safety)									37.8	33.9	31.4	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools with a School Improvement Plan that includes health-related objectives on the following topics:														
Health education									36.2	29.7	29.2	No linear change	Not available	No change
Physical education									34.0	27.4	28.1	No linear change	Not available	No change
Physical activity									35.0	31.2	29.4	No linear change	Not available	No change
School meal programs									15.2	15.5	14.8	No linear change	Not available	No change
Foods and beverages available at school outside the school meal programs									19.2	16.3	13.6	No linear change	Not available	No change
Health services									27.6	25.9	27.1	No linear change	Not available	No change
Counseling, psychological, and social services										44.9	56.1	Increased, 2016-2018	Not available	Increased
Physical environment										45.8	45.6	No linear change	Not available	No change

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

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
Percentage of schools with a School Improvement Plan that includes health-related objectives on the following topics:															
Social and emotional climate										67.4	74.4	Increased, 2016-2018	Not available	Increased	
Family engagement										74.1	81.7	Increased, 2016-2018	Not available	Increased	
Community involvement										77.5	79.6	No linear change	Not available	No change	
Employee wellness										24.1	26.2	No linear change	Not available	No change	
Percentage of schools that reviewed health and safety data as part of school's improvement planning process*										48.0	44.2	42.2	No linear change	Not available	No change
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities										80.6	87.5	84.3	No linear change	Not available	No change

\* Among schools that engaged in an improvement planning process during the past year.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that have one or more than one group (e.g., a school health council, committee, team) that offers guidance on the development of policies or coordinates activities on health topics									50.4	47.0	44.0	No linear change	Not available	No change
Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*														
Identified student health needs based on a review of relevant data									78.1	72.7	77.7	No linear change	Not available	No change
Recommended new or revised health and safety policies and activities to school administrators or the school improvement team									74.0	73.3	70.7	No linear change	Not available	No change
Sought funding or leveraged resources to support health and safety priorities for students and staff									51.6	51.8	52.7	No linear change	Not available	No change

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

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that have a school health council, committee, or team that did the following activities during the past year:*														
Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members									82.7	79.2	82.2	No linear change	Not available	No change
Reviewed health-related curricula or instructional materials									81.9	78.9	79.8	No linear change	Not available	No change
Assessed the availability of physical activity opportunities for students									76.5	80.1	80.2	No linear change	Not available	No change
Developed a written plan for implementing a Comprehensive School Physical Activity Program (a multi-component approach that provides opportunities for students to be physically active before, during, and after school)									29.5	31.5		No linear change	Not available	No change

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

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>School Connectedness</b>														
Percentage of schools that have any clubs that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures									70.7	72.2	70.8	No linear change	Not available	No change
Percentage of schools that offer each of the following activities for students to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures:														
Lessons in class									83.7	86.9	88.8	No linear change	Not available	No change
Special events sponsored by the school or community organizations (e.g., multicultural week, family night)									75.2	74.9	76.0	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Sexual Orientation</b>														
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									32.8	37.3	40.0	No linear change	Not available	No change
Percentage of schools that engage in the following LGBTQ youth-related practices:														
Identify “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where LGBTQ youth can receive support from administrators, teachers, or other school staff									70.2	69.4	73.7	No linear change	Not available	No change
Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity									94.1	95.2	93.9	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that engage in the following LGBTQ youth-related practices:														
Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity									59.0	59.6	65.9	No linear change	Not available	No change
Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth									47.1	43.4	45.6	No linear change	Not available	No change
Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth									52.6	48.8	55.0	No linear change	Not available	No change
LGBTQ. Percentage of schools that implement HIV, other STD, and pregnancy prevention strategies that meet the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth									4.7	9.8	11.9	Increased, 2014-2018	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Bullying and Sexual Harassment</b>														
Percentage of schools in which staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression									87.2	71.6	79.7	No linear change	Not available	Increased
Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression									93.6	94.9	94.7	No linear change	Not available	No change
Percentage of schools that use electronic, paper, or oral communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression									91.8	93.0	94.3	No linear change	Not available	No change
SSE PM 4. Percentage of schools that prevent bullying and sexual harassment, including electronic aggression, among all students									35.3	32.0	33.8	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Required Physical Education</b>														
Percentage of schools that taught required physical education in the following grades:*														
6th grade									100.0	97.3	98.6	No linear change	Not available	No change
7th grade									98.6	97.4	97.2	No linear change	Not available	No change
8th grade									98.6	96.8	97.2	No linear change	Not available	No change
9th grade									97.2	97.2	96.4	No linear change	Not available	No change
10th grade									27.2	24.2	32.3	No linear change	Not available	No change
11th grade									16.3	19.8	24.1	No linear change	Not available	No change
12th grade									15.8	18.6	24.5	No linear change	Not available	No change

\* Among schools with students in that grade. The results published here for 2012 and prior years may not match previously published numbers because the manner in which these were calculated changed in 2014.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Physical Education and Physical Activity</b>														
Percentage of schools in which physical education teachers or specialists received professional development on physical education or physical activity during the past year									90.5	83.5	88.1	No linear change	Not available	No change
Percentage of schools in which those who teach physical education are provided with the following materials:														
Goals, objectives, and expected outcomes for physical education									95.8	97.2	95.5	No linear change	Not available	No change
A chart describing the annual scope and sequence of instruction for physical education									81.7	82.7	85.0	No linear change	Not available	No change
Plans for how to assess student performance in physical education									89.7	87.4	87.5	No linear change	Not available	No change
A written physical education curriculum									90.6	90.7	89.2	No linear change	Not available	No change
Resources for fitness testing									91.0	93.4	92.2	No linear change	Not available	No change
Physical activity monitoring devices, such as pedometers or heart rate monitors, for physical education									72.7	70.4	74.6	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which students participate in physical activity breaks in classrooms during the school day outside of physical education									40.0	56.5	60.0	Increased, 2014-2018	Not available	No change
Percentage of schools that offer opportunities for all students to participate in intramural sports programs or physical activity clubs									57.9	54.4	63.7	No linear change	Not available	Increased
Percentage of schools that offer interscholastic sports to students									76.2	77.9	74.2	No linear change	Not available	No change
Percentage of schools that offer opportunities for students to participate in physical activity before the school day through organized physical activities or access to facilities or equipment for physical activity									29.6	23.2	25.2	No linear change	Not available	No change
Percentage of schools that have a joint use agreement for shared use of school or community physical activity facilities									77.0	69.9	75.2	No linear change	Not available	No change
CSPAP (2.6.03). Percentage of schools that have established, implemented, or evaluated CSPAP									0.4	2.6	3.4	Increased, 2014-2018	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Tobacco-Use Prevention Policies</b>														
Percentage of schools that have adopted a policy prohibiting tobacco use									98.6	97.9	97.3	No linear change	Not available	No change
Percentage of schools that prohibit tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week									77.3	75.0	76.8	No linear change	Not available	No change
Percentage of schools that post signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed									95.6	89.6	87.3	Decreased, 2014-2018	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<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									31.1	31.7	34.1	No linear change	Not available	No change
Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar									63.0	43.8	41.7	Decreased, 2014-2018	Not available	No change
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:														
Chocolate candy									26.5	11.4	10.3	Decreased, 2014-2018	Not available	No change
Other kinds of candy									30.6	13.3	11.8	Decreased, 2014-2018	Not available	No change
Salty snacks that are not low in fat (e.g., regular potato chips)									36.9	18.2	18.4	Decreased, 2014-2018	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:														
Low sodium or “no added salt” pretzels, crackers, or chips									46.9	32.0	30.7	Decreased, 2014-2018	Not available	No change
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat									38.5	19.8	16.7	Decreased, 2014-2018	Not available	No change
Ice cream or frozen yogurt that is not low in fat									18.2	8.5	8.2	Decreased, 2014-2018	Not available	No change
2% or whole milk (plain or flavored)									28.1	15.7	15.4	Decreased, 2014-2018	Not available	No change
Nonfat or 1% (low-fat) milk (plain)									29.7	20.2	19.5	Decreased, 2014-2018	Not available	No change
Water ices or frozen slushes that do not contain juice									14.2	8.4	10.3	No linear change	Not available	No change
Soda pop or fruit drinks that are not 100% juice									35.0	17.3	16.4	Decreased, 2014-2018	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which students can purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:														
Sports drinks (e.g., Gatorade)									48.4	27.6	26.7	Decreased, 2014-2018	Not available	No change
Energy drinks (e.g., Red Bull, Monster)									5.8	3.1	4.1	No linear change	Not available	No change
100% fruit or vegetable juice									46.1	26.8	22.4	Decreased, 2014-2018	Not available	No change
Foods or beverages containing caffeine									30.8	16.1	12.6	Decreased, 2014-2018	Not available	No change
Fruits (not fruit juice)									29.3	18.0	18.5	Decreased, 2014-2018	Not available	No change
Non-fried vegetables (not vegetable juice)									24.0	14.6	15.1	Decreased, 2014-2018	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that have done any of the following during the current school year:														
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages									10.8	9.5	11.9	No linear change	Not available	No change
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating									36.4	29.6	29.7	No linear change	Not available	No change
Provided information to students or families on the nutrition and caloric content of foods available									44.7	51.5	50.6	No linear change	Not available	No change
Conducted taste tests to determine food preferences for nutritious items									24.7	25.2	31.3	No linear change	Not available	No change
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics									20.0	17.0	16.4	No linear change	Not available	No change
Served locally or regionally grown foods in the cafeteria or classrooms									28.3	38.0	38.0	Increased, 2014-2018	Not available	No change

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Percentage of schools that have done any of the following during the current school year:														
Planted a school food or vegetable garden									24.8	36.6	31.5	No linear change	Not available	No change
Placed fruits and vegetables near the cafeteria cashier, where they are easy to access									62.3	58.8	61.5	No linear change	Not available	No change
Used attractive displays for fruits and vegetables in the cafeteria									57.2	53.2	56.4	No linear change	Not available	No change
Offered a self-serve salad bar to students									17.7	13.3	12.9	No linear change	Not available	No change
Labeled healthful foods with appealing names (e.g., crunchy carrots)									33.1	30.0	36.7	No linear change	Not available	No change
Encouraged students to drink plain water									69.7	73.8	71.0	No linear change	Not available	No change
Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance									31.1	35.6	35.8	No linear change	Not available	No change
Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes									33.8	44.7	38.8	No linear change	Not available	No change

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018					
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:																
In school buildings									67.4	67.2	67.5	No linear change	Not available	No change		
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus									54.1	54.6	61.0	No linear change	Not available	No change		
On school buses or other vehicles used to transport students									77.3	71.2	72.3	No linear change	Not available	No change		
In school publications (e.g., newsletters, newspapers, web sites, other school publications)									63.3	58.8	63.1	No linear change	Not available	No change		
In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)									70.7	63.1	64.6	No linear change	Not available	No change		

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that permit students to have a drinking water bottle with them in either all locations or certain locations during the school day									92.3	95.7	98.3	Increased, 2014-2018	Not available	No change
Percentage of schools that offer a free source of drinking water in the following locations:*														
Cafeteria during breakfast									90.6	94.8	95.2	No linear change	Not available	No change
Cafeteria during lunch									90.3	95.4	96.5	Increased, 2014-2018	Not available	No change
Gymnasium or other indoor physical activity facilities									96.5	97.5	95.7	No linear change	Not available	No change
Outdoor physical activity facilities and sports fields									78.5	76.9	77.9	No linear change	Not available	No change
Hallways throughout the school									96.6	99.1	98.8	No linear change	Not available	No change

\* Among schools with that location.

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	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
SSNE 1 (2.3.04). Percentage of schools that do not sell less healthy foods and beverages (soda pop or fruit drinks, sports drinks, baked goods, salty snacks, candy)									43.1	66.0	67.0	Increased, 2014-2018	Not available	No change
SSNE 2 (2.3.06). Percentage of schools that prohibit all forms of advertising and promotion for candy, fast food restaurants, and soft drinks									46.1	46.7	55.0	Increased, 2014-2018	Not available	Increased
SSNE 3 (2.3.07). Percentage of schools that price nutritional foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages									10.8	9.5	11.9	No linear change	Not available	No change
SSNE 4 (2.3.08). Percentage of schools that provide information to students or families on the nutrition, caloric, and sodium content of foods available									44.7	51.5	50.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
SSNE 5 (2.3.09). Percentage of schools that place fruits and vegetables near the cafeteria cashier, where they are easy to access									62.3	58.8	61.5	No linear change	Not available	No change
SSNE 6 (2.3.10). Percentage of schools that allow students to have access to drinking water									66.9	70.6	74.2	No linear change	Not available	No change
SSNE 7 (2.3.11). Percentage of schools that offer fruits or non-fried vegetables when foods or beverages are offered at school celebrations									31.1	31.7	34.1	No linear change	Not available	No change
SSNE 8 (2.3.12). Percentage of schools that allow students to purchase fruits and vegetables from vending machines or at the school store, canteen, or snack bar									22.1	14.0	13.7	Decreased, 2014-2018	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Health Services</b>														
Percentage of schools that have a full-time registered nurse who provides health services to students									28.1	26.9	24.5	No linear change	Not available	No change
Percentage of schools that have a part-time registered nurse who provides health services to students									71.2	69.0	No linear change	Not available	No change	
Percentage of schools that have a school-based health center that offers health services to students									21.6	17.2	No linear change	Not available	No change	
Percentage of schools that provide the following services to students:														
HIV testing									1.9	1.6	1.5	No linear change	Not available	No change
HIV treatment									1.5	1.6	1.2	No linear change	Not available	No change
STD testing									2.9	1.6	2.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that provide the following services to students:														
STD treatment									1.5	1.6	2.6	No linear change	Not available	No change
Pregnancy testing									4.3	2.2	3.2	No linear change	Not available	No change
Provision of condoms									2.4	0.9	0.3	Decreased, 2014-2018	Not available	No change
Provision of condom-compatible lubricants (i.e., water- or silicone-based)									1.5	0.9	0.0	Decreased, 2014-2018	Not available	No change
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])									1.5	0.9	0.6	No linear change	Not available	No change
Prenatal care									7.2	1.9	1.2	Decreased, 2014-2018	Not available	No change
Human papillomavirus (HPV) vaccine administration									3.4	1.9	1.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:															
HIV testing									51.4	29.1	29.3	Decreased, 2014-2018	Not available	No change	
HIV treatment									48.9	31.7	35.2	Decreased, 2014-2018	Not available	No change	
nPEP (non-occupational post-exposure prophylaxis for HIV-- a short course of medication given within 72 hours of exposure to infectious bodily fluids from a person known to be HIV positive)										31.2	34.4	No linear change	Not available	No change	
STD testing									52.4	30.7	31.0	Decreased, 2014-2018	Not available	No change	
STD treatment									51.4	30.4	30.0	Decreased, 2014-2018	Not available	No change	
Pregnancy testing									54.1	31.7	33.2	Decreased, 2014-2018	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services:														
Provision of condoms									37.9	24.2	26.4	Decreased, 2014-2018	Not available	No change
Provision of condom-compatible lubricants (i.e., water- or silicone-based)									36.4	23.6	24.4	Decreased, 2014-2018	Not available	No change
Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])									38.4	24.3	28.2	Decreased, 2014-2018	Not available	No change
Prenatal care									56.1	30.0	34.5	Decreased, 2014-2018	Not available	No change
Human papillomavirus (HPV) vaccine administration									45.9	31.5	37.2	No linear change	Not available	No change
Percentage of schools that have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible									65.4	69.3	68.4	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions:														
Asthma									98.1	98.5	96.4	No linear change	Not available	No change
Food allergies									97.6	98.5	96.1	No linear change	Not available	No change
Diabetes									99.0	99.1	97.0	No linear change	Not available	No change
Epilepsy or seizure disorder									99.0	98.8	96.4	Decreased, 2014-2018	Not available	Decreased
Obesity									43.2	40.0	39.5	No linear change	Not available	No change
Hypertension/high blood pressure									76.6	72.4	69.1	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
Percentage of schools that provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have the following chronic conditions:															
Asthma									62.3	54.7	53.0	No linear change	Not available	No change	
Food allergies									60.0	53.9	53.3	No linear change	Not available	No change	
Diabetes									62.3	54.7	53.2	No linear change	Not available	No change	
Epilepsy or seizure disorder									61.8	53.6	52.8	No linear change	Not available	No change	
Obesity									50.8	39.8	41.3	No linear change	Not available	No change	
Hypertension/high blood pressure									58.0	49.2	47.6	Decreased, 2014-2018	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools with the following practices regarding parental consent and notification when sexual or reproductive health services are provided:														
School does not provide any sexual or reproductive health services										78.8	74.7	No linear change	Not available	No change
Parental consent is required before any sexual or reproductive health services are provided										16.3	20.1	No linear change	Not available	No change
Parental consent is not required for sexual or reproductive health services and parents are provided with information about services provided only upon request										0.6	1.2	No linear change	Not available	No change
Parental consent is not required for sexual or reproductive health services, but parents may be notified depending on the service provided										2.3	0.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools with the following practices regarding parental consent and notification when sexual or reproductive health services are provided:														
Parental consent is not required for sexual or reproductive health services, but parents are notified about all services provided										1.3	1.8	No linear change	Not available	No change
Parental consent is not required for sexual or reproductive health services and parents are not notified about any services provided										0.7	1.5	No linear change	Not available	No change
Percentage of schools with the following practices regarding parental consent and notification when sexual or reproductive health services are referred:														
School does not refer any sexual or reproductive health services										64.9	58.9	No linear change	Not available	No change
Parental consent is required before any sexual or reproductive health services are referred										22.6	27.2	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools with the following practices regarding parental consent and notification when sexual or reproductive health services are referred:														
Parental consent is not required for sexual or reproductive health services and parents are provided with information about referrals provided only upon request										1.8	3.4	No linear change	Not available	No change
Parental consent is not required for sexual or reproductive health services, but parents may be notified depending on the referral provided										6.6	7.2	No linear change	Not available	No change
Parental consent is not required for sexual or reproductive health services, but parents are notified about all referrals provided										1.4	1.1	No linear change	Not available	No change
Parental consent is not required for sexual or reproductive health services and parents are not notified about any referrals provided										2.6	2.3	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
SHS PM 2. Percentage of schools that provide students with on-site services or referrals to healthcare providers for 7 key sexual health services									36.3	22.7	23.3	Decreased, 2014-2018	Not available	No change
SWCC_1 (4.5.02). Percentage of schools that identify and track students with chronic conditions that may require daily or emergency management (e.g., asthma, food allergies)									99.0	99.1	97.0	No linear change	Not available	No change
SWCC_2 (4.5.05). Percentage of schools that have protocols that ensure students with a chronic condition that may require daily or emergency management are enrolled into private, state, or federally funded insurance programs if eligible									65.4	69.3	68.4	No linear change	Not available	No change
SWCC_3 (4.5.08). Percentage of schools that provide referrals to community-based medical care providers for students identified with chronic conditions or at risk for activity, diet, and weight-related chronic conditions									63.3	55.3	54.1	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Family and Community Involvement</b>														
Percentage of schools that have done any of the following activities during the current school year:														
Provided parents and families with information about how to communicate with their child about sex									23.8	21.3	24.1	No linear change	Not available	No change
Provided parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules)									48.9	44.4	45.0	No linear change	Not available	No change
Involved parents as school volunteers in the delivery of health education activities and services									23.8	16.9	21.1	No linear change	Not available	No change
Linked parents and families to health services and programs in the community									75.3	62.5	66.0	No linear change	Not available	No change
Percentage of schools that use electronic, paper, or oral communication to inform parents about school health services and programs									75.8	69.8	73.1	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that participate in a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program									44.4	42.4	37.3	No linear change	Not available	No change
Percentage of schools that provide service-learning opportunities for students									75.5	66.3	69.1	No linear change	Not available	No change
Percentage of schools that provide peer tutoring opportunities for students									85.6	80.6	85.5	No linear change	Not available	No change
Percentage of schools in which students' families helped develop or implement policies and programs related to school health during the past two years									38.9	27.6	30.0	No linear change	Not available	No change
SSE PM 5. Percentage of schools that implement school connectedness strategies									91.3	84.7	85.0	No linear change	Not available	No change
SSE PM 6. Percentage of schools that implement parent engagement strategies for all students									45.6	34.7	38.9	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<b>Required Health Education</b>														
Percentage of schools in which students take only one required health education course									45.5	39.8	43.5	No linear change	Not available	No change
Percentage of schools in which students take two or more required health education courses									34.6	53.4	48.0	Increased, 2014-2018	Not available	No change
Percentage of schools that taught a required health education course in the following grades:*														
6th grade									49.5	78.5	77.7	Increased, 2014-2018	Not available	No change
7th grade									51.9	79.9	78.8	Increased, 2014-2018	Not available	No change
8th grade									52.8	80.6	78.8	Increased, 2014-2018	Not available	No change
9th grade									68.5	83.7	81.4	Increased, 2014-2018	Not available	No change

\* The 2008-2018 results published here may differ slightly from the 2008-2018 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.

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that taught a required health education course in the following grades:*														
10th grade									4.5	10.7	11.4	Increased, 2014-2018	Not available	No change
11th grade									2.2	8.1	7.7	No linear change	Not available	No change
12th grade									2.3	7.0	5.8	No linear change	Not available	No change
Among schools that required a health education course, percentage that required students who fail the course to repeat it									68.8	57.0	61.5	No linear change	Not available	No change

\* The 2008-2018 results published here may differ slightly from the 2008-2018 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.

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the health education curriculum addresses the following skills:														
Comprehending concepts related to health promotion and disease prevention to enhance health									92.6	95.7	90.4	No linear change	Not available	Decreased
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors									93.1	95.1	90.3	No linear change	Not available	Decreased
Accessing valid information and products and services to enhance health									91.0	94.2	85.9	Decreased, 2014-2018	Not available	Decreased
Using interpersonal communication skills to enhance health and avoid or reduce health risks									92.6	94.9	91.3	No linear change	Not available	No change
Using decision-making skills to enhance health									93.1	96.0	92.1	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the health education curriculum addresses the following skills:														
Using goal-setting skills to enhance health									92.0	95.3	90.7	No linear change	Not available	Decreased
Practicing health-enhancing behaviors to avoid or reduce risks									92.6	95.7	91.6	No linear change	Not available	No change
Advocating for personal, family, and community health									90.4	92.2	89.2	No linear change	Not available	No change
Percentage of schools in which those who teach sexual health education are provided with the following materials:														
Goals, objectives, and expected outcomes for sexual health education									94.9	94.1	90.6	No linear change	Not available	No change
A written health education curriculum that includes objectives and content addressing sexual health education									91.7	90.3	85.7	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which those who teach sexual health education are provided with the following materials:														
A chart describing the annual scope and sequence of instruction for sexual health education									71.2	71.7	66.2	No linear change	Not available	No change
Strategies that are age-appropriate, relevant, and actively engage students in learning									91.6	90.0	83.0	Decreased, 2014-2018	Not available	Decreased
Methods to assess student knowledge and skills related to sexual health education									83.9	79.9	73.7	Decreased, 2014-2018	Not available	No change
Percentage of schools that provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender, and questioning youth									25.2	41.9	40.3	Increased, 2014-2018	Not available	No change
Percentage of schools in which health education instruction is required in any of grades 6 through 12									87.6	90.4	93.6	Increased, 2014-2018	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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									92.0	94.1	90.5	No linear change	Not available	No change
Asthma									70.1	75.4	69.9	No linear change	Not available	No change
Chronic disease prevention										92.3	88.7	No linear change	Not available	No change
Emotional and mental health									90.2	93.4	91.7	No linear change	Not available	No change
Epilepsy or seizure disorder									48.6	49.9	49.2	No linear change	Not available	No change
Food allergies									73.4	77.3	70.9	No linear change	Not available	No change
Foodborne illness prevention									76.0	73.9	69.9	No linear change	Not available	No change
Human immunodeficiency virus (HIV) prevention									88.3	90.6	85.3	No linear change	Not available	Decreased

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
Human sexuality									84.8	77.9	75.7	Decreased, 2014-2018	Not available	No change
Infectious disease prevention (e.g., influenza [flu] prevention)									86.6	86.5	82.5	No linear change	Not available	No change
Injury prevention and safety									87.6	91.8	86.9	No linear change	Not available	Decreased
Nutrition and dietary behavior									93.9	96.8	96.2	No linear change	Not available	No change
Physical activity and fitness									94.1	98.8	97.4	No linear change	Not available	No change
Pregnancy prevention									87.0	89.5	84.7	No linear change	Not available	No change
Sexually transmitted disease (STD) prevention									89.3	89.9	85.6	No linear change	Not available	No change
Suicide prevention									83.3	80.0	78.3	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
Tobacco-use prevention									91.9	95.7	91.1	No linear change	Not available	Decreased
Violence prevention (e.g., bullying, fighting, dating violence prevention)									92.5	92.6	92.8	No linear change	Not available	No change
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									89.2	92.7	87.5	No linear change	Not available	Decreased
Identifying short- and long-term health consequences of tobacco use									89.8	93.0	88.1	No linear change	Not available	Decreased
Identifying social, economic, and cosmetic consequences of tobacco use									84.8	89.8	83.1	No linear change	Not available	Decreased

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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									85.4	92.4	86.7	No linear change	Not available	Decreased
Effects of nicotine on the adolescent brain									85.6	81.6	No linear change	Not available	No change	
Effects of tobacco use on athletic performance								81.1	86.4	78.7	No linear change	Not available	Decreased	
Effects of second-hand smoke and benefits of a smoke-free environment								87.5	91.0	85.5	No linear change	Not available	Decreased	
Understanding the social influences on tobacco use, including media, family, peers, and culture								86.9	91.0	87.2	No linear change	Not available	No change	
Identifying reasons why students do and do not use tobacco								87.5	91.0	86.9	No linear change	Not available	No change	
Making accurate assessments of how many peers use tobacco								74.5	76.4	74.7	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)									87.0	89.8	85.3	No linear change	Not available	No change
Using goal-setting and decision-making skills related to not using tobacco									84.2	86.4	83.9	No linear change	Not available	No change
Finding valid information and services related to tobacco-use prevention and cessation									77.8	81.7	75.3	No linear change	Not available	Decreased
Supporting others who abstain from or want to quit using tobacco									80.1	83.4	75.7	No linear change	Not available	Decreased
Identifying harmful effects of tobacco use on fetal development									82.4	82.9	78.7	No linear change	Not available	No change
Relationship between using tobacco and alcohol or other drugs									88.0	89.7	84.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
How addiction to tobacco use can be treated									81.1	82.6	77.2	No linear change	Not available	No change
Understanding school policies and community laws related to the sale and use of tobacco products									82.2	86.1	80.9	No linear change	Not available	No change
Benefits of tobacco cessation programs									69.7	71.9	70.7	No linear change	Not available	No change
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:														
How HIV and other STDs are transmitted									89.2	82.3	82.4	No linear change	Not available	No change
Health consequences of HIV, other STDs, and pregnancy									87.4	81.0	83.0	No linear change	Not available	No change

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

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:														
The benefits of being sexually abstinent									89.3	83.5	85.8	No linear change	Not available	No change
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy									82.7	77.5	79.3	No linear change	Not available	No change
The influences of family, peers, media, technology and other factors on sexual risk behaviors									90.3	81.6	82.9	No linear change	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									86.1	79.8	83.5	No linear change	Not available	No change
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									87.6	81.3	80.4	No linear change	Not available	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors									87.6	81.3	79.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:														
Efficacy of condoms, that is, how well condoms work and do not work									79.1	73.0	75.0	No linear change	Not available	No change
The importance of using condoms consistently and correctly									72.9	64.6	72.6	No linear change	Not available	No change
How to obtain condoms									57.0	50.9	57.6	No linear change	Not available	No change
How to correctly use a condom									54.7	43.8	56.0	No linear change	Not available	Increased
Methods of contraception other than condoms										71.7	74.3	No linear change	Not available	No change
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy									73.2	66.6	73.2	No linear change	Not available	No change
How to create and sustain healthy and respectful relationships									89.3	84.2	84.0	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 6, 7, or 8 during the current school year:														
The importance of limiting the number of sexual partners									83.3	77.5	77.4	No linear change	Not available	No change
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									85.1	76.8	73.7	No linear change	Not available	No change
Sexual orientation										40.7	41.1	No linear change	Not available	No change
Gender roles, gender identity, or gender expression										36.3	43.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:														
How HIV and other STDs are transmitted									96.4	93.1	90.4	No linear change	Not available	No change
Health consequences of HIV, other STDs, and pregnancy									96.4	93.1	89.1	Decreased, 2014-2018	Not available	No change
The benefits of being sexually abstinent									96.3	92.1	92.4	No linear change	Not available	No change
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy									92.7	90.0	87.6	No linear change	Not available	No change
The influences of family, peers, media, technology and other factors on sexual risk behaviors									97.3	91.4	88.1	Decreased, 2014-2018	Not available	No change
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									93.6	91.4	87.5	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:														
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy									95.5	90.7	88.2	No linear change	Not available	No change
Influencing and supporting others to avoid or reduce sexual risk behaviors									95.5	92.1	88.0	No linear change	Not available	No change
Efficacy of condoms, that is, how well condoms work and do not work									81.7	87.3	80.9	No linear change	Not available	No change
The importance of using condoms consistently and correctly									75.2	83.2	75.9	No linear change	Not available	No change
How to obtain condoms									63.0	72.9	66.8	No linear change	Not available	No change
How to correctly use a condom									57.0	65.6	56.0	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following sexual health topics in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:														
Methods of contraception other than condoms										88.7	80.9	No linear change	Not available	No change
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy									78.9	84.5	75.9	No linear change	Not available	No change
How to create and sustain healthy and respectful relationships									94.5	92.0	91.5	No linear change	Not available	No change
The importance of limiting the number of sexual partners									93.6	91.4	85.6	No linear change	Not available	No change
Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health									93.7	92.4	85.3	Decreased, 2014-2018	Not available	No change
Sexual orientation										53.3	57.8	No linear change	Not available	No change
Gender roles, gender identity, or gender expression										51.6	59.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:														
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									83.6	78.8	81.6	No linear change	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									77.6	77.0	78.6	No linear change	Not available	No change
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									73.1	75.0	74.4	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									81.4	76.1	81.6	No linear change	Not available	No change
Use decision-making skills to prevent HIV, other STDs, and pregnancy									78.4	79.4	81.7	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6, 7, or 8 during the current school year:														
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									79.9	79.2	79.1	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									81.2	77.2	77.4	No linear change	Not available	No change
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:														
Comprehend concepts important to prevent HIV, other STDs, and pregnancy									97.2	88.5	88.6	Decreased, 2014-2018	Not available	No change
Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors									93.4	87.8	86.7	No linear change	Not available	No change

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

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9, 10, 11, or 12 during the current school year:														
Access valid information, products, and services to prevent HIV, other STDs, and pregnancy									91.5	86.4	83.3	No linear change	Not available	No change
Use interpersonal communication skills to avoid or reduce sexual risk behaviors									94.3	87.7	86.5	No linear change	Not available	No change
Use decision-making skills to prevent HIV, other STDs, and pregnancy									94.3	89.2	88.7	No linear change	Not available	No change
Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them									90.6	84.5	83.4	No linear change	Not available	No change
Influence and support others to avoid or reduce sexual risk behaviors									92.3	84.8	84.9	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
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									93.6	96.0	94.6	No linear change	Not available	No change	
Benefits of drinking plenty of water									92.6	95.7	94.6	No linear change	Not available	No change	
Benefits of eating breakfast every day										93.7	94.0	No linear change	Not available	No change	
Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate)									90.5	94.7	92.5	No linear change	Not available	No change	
Using food labels									90.3	92.5	91.9	No linear change	Not available	No change	
Differentiating between nutritious and non-nutritious beverages									89.2	93.9	90.5	No linear change	Not available	No change	
Balancing food intake and physical activity									92.5	96.0	94.3	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:														
Eating more fruits, vegetables, and whole grain products									91.4	95.7	93.1	No linear change	Not available	No change
Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)									88.7	94.2	91.5	No linear change	Not available	No change
Choosing foods, snacks, and beverages that are low in added sugars									89.9	93.7	91.5	No linear change	Not available	No change
Choosing foods and snacks that are low in sodium									88.6	91.7	89.4	No linear change	Not available	No change
Eating a variety of foods that are high in calcium									85.2	89.8	84.8	No linear change	Not available	No change
Eating a variety of foods that are high in iron									84.2	87.6	81.3	No linear change	Not available	Decreased
Food safety									84.5	86.2	82.3	No linear change	Not available	No change
Preparing healthy meals and snacks									86.3	89.2	87.4	No linear change	Not available	No change

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
Risks of unhealthy weight control practices									89.8	93.7	90.1	No linear change	Not available	No change
Accepting body size differences									89.8	90.8	85.8	No linear change	Not available	No change
Signs, symptoms, and treatment for eating disorders									87.4	90.2	83.6	No linear change	Not available	Decreased
Relationship between diet and chronic diseases									87.1	91.3	86.6	No linear change	Not available	No change
Assessing body mass index (BMI)									88.5	86.3	83.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:														
Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease									92.7	96.2	92.9	No linear change	Not available	No change
Mental and social benefits of physical activity									92.1	95.9	94.1	No linear change	Not available	No change
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)									91.5	96.3	92.5	No linear change	Not available	No change
Phases of a workout (i.e., warm-up, workout, cool down)									87.6	95.9	91.9	No linear change	Not available	No change
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity									88.7	94.0	89.7	No linear change	Not available	No change
Decreasing sedentary activities (e.g., television viewing)									91.5	94.0	91.7	No linear change	Not available	No change

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

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
Preventing injury during physical activity									87.6	93.9	91.0	No linear change	Not available	No change
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)									82.5	86.5	83.9	No linear change	Not available	No change
Dangers of using performance-enhancing drugs (e.g., steroids)									85.0	87.0	81.8	No linear change	Not available	No change
Increasing daily physical activity									92.1	97.3	95.0	No linear change	Not available	No change
Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)									90.3	96.3	91.7	No linear change	Not available	Decreased
Using safety equipment for specific physical activities									83.1	91.8	86.1	No linear change	Not available	Decreased
Benefits of drinking water before, during, and after physical activity									90.9	96.7	95.2	No linear change	Not available	No change

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

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools that taught all 13 physical activity topics during the current school year									74.9	76.9	73.0	No linear change	Not available	No change
ESHE_PM_2a: Percentage of schools that teach 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8 and during grades 9, 10, 11, or 12									69.2	65.5	64.1	No linear change	Not available	No change
ESHE_PM_2b: Percentage of schools that assess the ability of students to do 7 skills in a required course taught during grades 6, 7, or 8 and during grades 9, 10, 11, or 12									79.5	74.1	72.5	No linear change	Not available	No change
ESHE_PM_2c: Percentage of schools in which those who teach sexual health education are provided with key materials for teaching sexual health education									69.1	65.7	59.6	Decreased, 2014-2018	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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									31.8	31.5	30.4	No linear change	Not available	No change
Tobacco-use prevention									26.8	28.8	27.3	No linear change	Not available	No change
Physical activity									42.2	42.8	39.4	No linear change	Not available	No change
Nutrition and healthy eating									40.5	39.9	38.1	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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:														
Asthma									20.6	31.3	29.0	No linear change	Not available	No change
Food allergies									23.0	32.4	27.7	No linear change	Not available	No change
Diabetes									24.8	31.2	30.7	No linear change	Not available	No change
Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)									57.4	56.9	50.7	No linear change	Not available	No change
Percentage of schools in which teachers have given students health education homework assignments or activities to do at home with their parents during the current school year									61.9	58.3	57.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
<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										34.9	34.5	40.1	No linear change	Not available	No change
Asthma										31.1	30.8	36.0	No linear change	Not available	No change
Chronic disease prevention											31.9	38.2	No linear change	Not available	No change
Emotional and mental health										29.5	32.7	46.9	Increased, 2014-2018	Not available	Increased
Epilepsy or seizure disorder										23.3	26.5	31.3	No linear change	Not available	No change
Food allergies										17.2	29.0	33.7	Increased, 2014-2018	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:														
Foodborne illness prevention									15.9	20.0	24.4	Increased, 2014-2018	Not available	No change
HIV prevention									42.4	35.4	37.8	No linear change	Not available	No change
Human sexuality									40.9	32.7	39.1	No linear change	Not available	No change
Infectious disease prevention (e.g., flu prevention)									30.8	32.3	38.7	No linear change	Not available	No change
Injury prevention and safety									42.1	40.7	45.8	No linear change	Not available	No change
Nutrition and dietary behavior									32.6	31.5	34.3	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:														
Physical activity and fitness									58.4	57.8	55.3	No linear change	Not available	No change
Pregnancy prevention									41.1	34.6	37.2	No linear change	Not available	No change
STD prevention									40.2	36.9	39.6	No linear change	Not available	No change
Suicide prevention									32.3	32.0	39.4	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:														
Tobacco-use prevention									30.2	26.9	34.5	No linear change	Not available	Increased
Violence prevention (e.g., bullying, fighting, dating violence prevention)									48.8	46.8	48.7	No linear change	Not available	No change
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									40.1	50.3	54.0	Increased, 2014-2018	Not available	No change
Teaching students of various cultural backgrounds									46.8	51.7	52.4	No linear change	Not available	No change
Teaching students with limited English proficiency									36.8	40.7	40.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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 of different sexual orientations or gender identities									17.7	21.9	35.3	Increased, 2014-2018	Not available	Increased
Using interactive teaching methods (e.g., role plays, cooperative group activities)									62.7	59.9	62.1	No linear change	Not available	No change
Encouraging family or community involvement									36.9	41.8	45.8	No linear change	Not available	No change
Teaching skills for behavior change									39.2	43.9	47.2	No linear change	Not available	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)									57.2	61.7	61.6	No linear change	Not available	No change
Assessing or evaluating students in health education									49.1	41.0	45.2	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher received professional development on the following topics related to teaching sexual health education:														
Aligning lessons and materials with the district scope and sequence for sexual health education										42.6	40.8	No linear change	Not available	No change
Creating a comfortable and safe learning environment for students receiving sexual health education										41.3	41.4	No linear change	Not available	No change
Connecting students to on-site or community-based sexual health services										31.4	34.2	No linear change	Not available	No change
Using a variety of effective instructional strategies to deliver sexual health education										39.5	38.8	No linear change	Not available	No change
Building student skills in HIV, other STD, and pregnancy prevention										37.4	38.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
Percentage of schools in which the lead health education teacher received professional development on the following topics related to teaching sexual health education:															
Assessing student knowledge and skills in sexual health education										36.0	38.1	No linear change	Not available	No change	
Understanding current district or school board policies or curriculum guidance regarding sexual health education										42.5	41.0	No linear change	Not available	No change	
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										70.3	66.3	68.8	No linear change	Not available	No change
Asthma										58.0	54.3	53.4	No linear change	Not available	No change
Chronic disease prevention (e.g., diabetes, obesity prevention)										61.1	61.9	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:														
Emotional and mental health									63.5	67.2	74.1	Increased, 2014-2018	Not available	No change
Epilepsy or seizure disorder									52.6	53.4	55.1	No linear change	Not available	No change
Food allergies									54.8	52.4	56.7	No linear change	Not available	No change
Foodborne illness prevention									49.9	43.9	52.0	No linear change	Not available	Increased
HIV prevention									59.2	52.1	59.3	No linear change	Not available	No change
Human sexuality									65.1	59.4	65.0	No linear change	Not available	No change
Infectious disease prevention (e.g., flu prevention)									56.7	50.6	57.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>	
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018				
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:															
Injury prevention and safety									59.2	61.2	60.2	No linear change	Not available	No change	
Nutrition and dietary behavior									67.2	70.5	66.1	No linear change	Not available	No change	
Physical activity and fitness									66.9	66.7	67.3	No linear change	Not available	No change	
Pregnancy prevention									59.5	54.2	59.4	No linear change	Not available	No change	
STD prevention									62.1	54.1	61.3	No linear change	Not available	No change	

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:														
Suicide prevention									69.8	68.4	74.8	No linear change	Not available	No change
Tobacco-use prevention									64.0	58.9	61.7	No linear change	Not available	No change
Violence prevention (e.g., bullying, fighting, dating violence prevention)									73.0	73.6	76.3	No linear change	Not available	No change
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:														
Teaching students with physical, medical, or cognitive disabilities									70.7	72.2	69.0	No linear change	Not available	No change
Teaching students of various cultural backgrounds									64.2	64.2	66.7	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:														
Teaching students with limited English proficiency									61.6	61.8	63.2	No linear change	Not available	No change
Teaching students of different sexual orientations or gender identities									61.5	63.0	66.8	No linear change	Not available	No change
Using interactive teaching methods (e.g., role plays, cooperative group activities)									64.2	62.3	66.0	No linear change	Not available	No change
Encouraging family or community involvement									77.3	66.2	69.8	No linear change	Not available	No change
Teaching skills for behavior change									72.1	69.1	70.7	No linear change	Not available	No change
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)									65.2	62.7	61.2	No linear change	Not available	No change
Assessing or evaluating students in health education									73.5	68.6	68.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:														
Aligning lessons and materials with the district scope and sequence for sexual health education										57.7	62.1	No linear change	Not available	No change
Creating a comfortable and safe learning environment for students receiving sexual health education										58.6	62.6	No linear change	Not available	No change
Connecting students to on-site or community-based sexual health services										61.4	63.1	No linear change	Not available	No change
Using a variety of effective instructional strategies to deliver sexual health education										63.5	66.3	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education:														
Building student skills in HIV, other STD, and pregnancy prevention										60.7	64.9	No linear change	Not available	No change
Assessing student knowledge and skills in sexual health education										61.9	64.5	No linear change	Not available	No change
Understanding current district or school board policies or curriculum guidance regarding sexual health education										59.4	66.6	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
<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 education or health and physical education combined (a or b)									63.0	62.0	58.0	No linear change	Not available	No change
Physical education, kinesiology, exercise science or exercise physiology (c or e)									23.5	27.7	21.2	No linear change	Not available	No change
Home economics or family and consumer science, biology or other science, or nutrition (f, g, or k)									0.0	1.4	1.5	No linear change	Not available	No change
Nursing or counseling (h or i)									1.5	4.7	9.6	Increased, 2014-2018	Not available	Increased
Public health or other (j or l)									11.6	1.7	5.3	No linear change	Not available	Increased

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

<sup>2</sup>Based on t-test analysis, p < 0.05.

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	Prevalence											Linear Change <sup>1</sup>	Quadratic Change <sup>1</sup>	2016-2018 Change <sup>2</sup>
	1998	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018			
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									89.5	90.1	82.2	Decreased, 2014-2018	Not available	Decreased
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									11.9	6.1	10.0	No linear change	Not available	No change
2 to 5 years									25.3	26.4	21.2	No linear change	Not available	No change
6 to 9 years									14.2	13.4	16.5	No linear change	Not available	No change
10 to 14 years									14.3	16.2	19.6	No linear change	Not available	No change
15 years or more									34.2	38.0	32.8	No linear change	Not available	No change

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

<sup>2</sup>Based on t-test analysis, p < 0.05.