

## **2010 School Health Profiles Report Trend Analysis Report**

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### **Purpose:**

This Trend Analysis Report describes whether school health policies and practices measured by School Health Profiles (Profiles) have increased, decreased, or stayed the same over time. The report contains three parts: variables from the Principal Survey, variables from the Lead Health Education Teacher Survey, and School-Level Impact Measures (SLIMs).

### **Inclusion Criteria:**

A Trend Analysis Report is generated for sites that have weighted Profiles data for at least one survey (Principal or Lead Health Education Teacher) in 2010 and in at least one other survey year since 1998. Sites that do not have weighted data in 2010 do not receive a Trend Analysis Report.

For each variable, data from all weighted survey years are included in the analysis of that variable. A blank space for a given variable or survey year means either that the site did not obtain weighted data in that survey year, or that the question(s) corresponding to that variable were not included on the questionnaire in that survey year.

### **Trend Analysis Report Column Headings:**

**Variable** – Every 2010 Profiles question and all supplemental variables calculated from those questions that have been included in at least one other Profiles survey year are included in this column. The text reflects the response or responses of interest for the particular variable. Note that the wording used for some SLIMs has been shortened to save space. Please refer to the SLIMs section of this binder for the complete wording of each SLIM.

**Prevalence** – These columns provide the prevalence estimate for each variable for each year included in the report. A blank for a given question or year signifies that weighted data were not obtained that year or that the question was not asked that year.

### **Interpretation of Results:**

Conducting a census involves collecting data from all schools, rather than collecting data from a representative sample of schools. Because you have collected Profiles data from a census rather than from a sample of schools, there is no uncertainty or “sampling error” associated with prevalence estimates, and consequently no statistical tests are needed to examine differences in prevalence estimates over time. Prevalence estimates are exact and changes over time can be judged by the absolute differences between prevalence estimates.

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>School Health Coordination</b>							
Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas:							
Physical activity						39.6	45.0
Nutrition						40.8	44.2
Tobacco-use prevention						38.8	42.4
Asthma						18.4	26.3
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						87.3	83.5
Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics					64.7	67.6	71.3
Percentage of schools that have the following groups represented on any school health council, committee, or team*							
School administrators						90.8	96.6
Health education teachers						90.3	90.7
Physical education teachers						87.2	90.5
Mental health or social services staff						56.4	48.1

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that have the following groups represented on any school health council, committee, or team*							
Nutrition or food service staff						80.3	85.1
Health services staff (e.g., school nurse)						89.9	94.0
Maintenance and transportation staff						28.4	29.2
Student body						36.6	37.6
Parents or families of students						64.6	68.6
Community members						51.9	57.1
Local health departments, agencies, or organizations						30.4	31.9
Faith-based organizations						2.6	2.5
Businesses						15.6	9.4
Local government agencies						14.9	17.0
Percentage of schools in which all staff who teach health education are certified, licensed, or endorsed by the state in health education						69.4	75.0

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>HIV Infection and AIDS Prevention</b>							
Percentage of schools that require any school staff to receive professional development on HIV, STD, or pregnancy prevention issues and resources for the following groups:							
Ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)						11.0	2.7
Youth who participate in drop-out prevention, alternative education, or GED programs						16.3	13.0
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						30.7	36.7
Percentage of schools that have adopted a policy that addresses the following issues:							
Attendance of students with HIV infection						81.2	73.9
Procedures to protect HIV-infected students and staff from discrimination						89.4	78.8
Maintaining confidentiality of HIV-infected students and staff						90.4	84.7
Worksite safety (i.e., universal precautions for all school staff)						92.6	91.1
Confidential counseling for HIV-infected students						71.7	66.3
Communication of the policy to students, school staff, and parents						77.4	73.4

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	Prevalence						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that have adopted a policy that addresses the following issues:							
Adequate training about HIV infection for school staff						73.5	68.7
Procedures for implementing the policy						81.2	71.8

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Required Physical Education</b>							
Percentage of schools that required physical education for students in any of grades 6 through 12			98.3	99.5	97.7	97.3	97.2
Percentage of schools that taught a required physical education course in the following grades:*							
6th grade				97.3	96.0	94.7	93.5
7th grade				98.5	95.7	93.6	95.9
8th grade				97.7	95.6	95.3	96.0
9th grade				87.9	91.3	89.2	91.0
10th grade				56.6	68.9	68.5	73.2
11th grade				36.9	45.2	49.7	40.4
12th grade				26.6	40.5	43.2	35.1

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which students could be exempted from taking required physical education for one grading period or longer for the following reasons:*							
Enrollment in other courses					16.0	15.9	22.6
Participation in school sports					12.0	10.7	11.9
Participation in other school activities (i.e., ROTC, band or chorus)					7.3	8.5	10.1
Participation in community sports activities					3.6	4.3	6.5
Religious reasons					33.2	34.2	39.5
Long-term physical or medical disability					81.1	80.9	88.4
Cognitive disability					18.0	23.7	29.8
High physical fitness competency test score					0.0	1.3	4.0
Participation in vocational training					1.2	3.2	2.9
Participation in community service activities					1.3	1.9	2.3

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

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	Prevalence						
	1998	2000	2002	2004	2006	2008	2010
<b>Physical Education and Physical Activity</b>							
Percentage of schools in which physical education teachers or specialists received professional development on physical education during the two years before the survey						97.8	98.3
Percentage of schools that provide those who teach physical education with the following materials:							
Goals, objectives, and expected outcomes for physical education						95.6	96.8
A chart describing the annual scope and sequence of instruction for physical education						80.2	79.8
Plans for how to assess student performance in physical education						78.7	84.6
A written physical education curriculum						90.2	91.2
Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs						80.6	80.0

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Tobacco-Use Prevention Policies</b>							
Percentage of schools that had adopted a policy prohibiting tobacco use			98.9	98.6	99.5	99.4	98.8
Percentage of schools that follow a policy that mandates a “tobacco-free environment.” A “tobacco-free environment” is one that prohibits tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week			40.0	43.6	49.6	54.2	61.2
Percentage of schools that had procedures to inform the following groups about the tobacco-use prevention policy that prohibits their use of tobacco:*							
Students			98.2	99.4	98.9	97.2	99.4
Faculty and staff			95.7	98.3	95.9	96.2	98.2
Visitors			84.3	83.0	85.6	84.1	93.3
Percentage of schools that have a tobacco-use prevention policy that includes guidelines on what actions the school should take when students are caught smoking cigarettes*						96.1	96.4
Percentage of schools in which a single individual is responsible for enforcing the tobacco-use prevention policy*						53.3	56.7
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:							
Notified parents or guardians		95.5	99.3	100.0	100.0	100.0	100.0
Referred students to a school counselor		73.3	81.7	84.5	85.5	88.4	88.9

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:							
Referred students to a school administrator	98.7	99.4	100.0	99.4	100.0	100.0	100.0
Encouraged, but not required, participation in an assistance, education, or cessation program	64.9	70.2	73.8	73.6	76.3	73.5	73.5
Required participation in an assistance, education, or cessation program	33.6	41.0	37.1	40.1	44.5	51.2	51.2
Referred students to legal authorities	78.5	82.1	83.7	84.2	84.9	82.5	82.5
Placed students in detention	33.0	46.0	39.5	58.3	51.0	64.2	64.2
Did not allow participation in extra-curricular activities or interscholastic sports					78.0	77.0	83.8
Gave students in-school suspension	54.2	62.5	60.4	61.9	62.0	71.6	71.6
Suspended students from school	87.6	83.8	82.2	81.0	86.2	85.2	85.2
Expelled students from school					3.7	2.3	2.8
Reassigned students to an alternative school					0.6	2.4	1.1

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that posted signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed					83.0	84.2	88.1
Percentage of schools that gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts during the two years before the survey						46.7	45.1
Percentage of schools that worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use during the two years before the survey						45.0	46.9
Percentage of schools that provide tobacco cessation services for faculty and staff						15.9	16.6
Percentage of schools that provide tobacco cessation services for students						26.1	19.2
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for faculty and staff						34.4	44.2
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students						34.0	33.9

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Nutrition-Related Policies and Practices</b>							
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered						41.5	44.2
Percentage of schools in which students could purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar			94.2	91.4	90.5	81.8	82.7
Percentage of schools in which students could purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:							
Chocolate candy			46.8	31.5	22.2	8.6	6.8
Other kinds of candy			49.7	36.3	24.5	9.6	11.2
Salty snacks that are not low in fat (e.g., regular potato chips)			71.0	62.8	44.6	23.6	26.5
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						37.7	32.4
Ice cream or frozen yogurt that is not low in fat						33.0	30.7
2% or whole milk (plain or flavored)					60.2	53.8	49.1
Water ices or frozen slushes that do not contain juice						16.7	13.5

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which students could purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:							
Soda pop or fruit drinks that are not 100% fruit juice					43.4	28.5	19.2
Sports drinks, such as Gatorade					73.1	56.0	42.9
Foods or beverages containing caffeine						23.9	22.4
Fruits (not fruit juice)						48.7	50.2
Non-fried vegetables (not vegetable juice)						38.0	33.5
Percentage of schools that limit the package or serving size of any individual food and beverage items sold in vending machines or at the school store, canteen, or snack bar						58.6	63.8
Percentage of schools that have done the following during the current school year:							
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages						11.3	10.2
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						67.3	66.3
Provided information to students or families on the nutrition and caloric content of foods available						55.8	55.7
Conducted taste tests to determine food preferences for nutritious items						36.4	35.2

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that have done the following during the current school year:							
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics						25.2	17.4
Percentage of schools that promote candy, meals from fast food restaurants, or soft drinks to students through the distribution of products, such as t-shirts, hats, and book covers to students						1.1	2.4
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:							
In the school building						73.5	77.0
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						63.2	66.8
On school buses or other vehicles used to transport students						76.1	80.8
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)						71.9	77.4

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Health Services</b>							
Percentage of schools that have a full-time registered nurse who provides health services to students						91.7	94.4
Percentage of schools that have an asthma action plan on file for all students with known asthma						44.2	58.5
Percentage of schools that use the following events to identify students with poorly controlled asthma:							
This school does not identify students with poorly controlled asthma						10.2	10.2
Frequent absences from school						53.2	52.7
Frequent visits to the school health office due to asthma						82.4	82.1
Frequent asthma symptoms at school						70.7	67.2
Frequent non-participation in physical education class due to asthma						50.2	50.1
Students sent home early due to asthma						52.0	52.0
Calls from school to 911, or other local emergency numbers, due to asthma						23.4	27.9

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that provide the following services for students with poorly controlled asthma:							
Providing referrals to primary health care clinicians or child health insurance programs						80.8	83.2
Ensuring an appropriate written asthma action plan is obtained						79.6	92.6
Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school						88.1	97.8
Offering asthma education for students with asthma						69.2	75.3
Minimizing asthma triggers in the school environment						80.2	85.8
Addressing social and emotional issues related to asthma						66.7	71.0
Providing additional psychosocial counseling or support services as needed						54.6	60.3
Ensuring access to safe, enjoyable physical education and activity opportunities						93.0	97.8
Ensuring access to preventive medications before physical activity						94.3	95.0
Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms more than once per year or once per year						25.0	25.5

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications						80.8	86.3
Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*						93.7	92.1
Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*						94.4	92.8
Percentage of schools that have a single individual responsible for implementing the policy permitting students to carry and self-administer asthma medication*						86.7	89.5

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Family and Community Involvement</b>							
Percentage of schools in which students' families helped develop or implement policies and programs related to the following topics during the two years before the survey:							
HIV, STD, or teen pregnancy prevention						9.9	9.4
Tobacco-use prevention						17.6	12.6
Physical activity						42.4	28.1
Nutrition and healthy eating						56.6	44.8
Asthma						10.9	9.6
Percentage of schools in which community members helped develop or implement policies and programs related to the following topics during the two years before the survey:							
HIV, STD, or teen pregnancy prevention						18.1	12.2
Tobacco-use prevention						27.6	18.8
Physical activity						42.6	28.7
Nutrition and healthy eating						57.7	47.3
Asthma						11.1	9.5

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Required Health Education</b>							
Percentage of schools in which students take only one required health education course	46.8	48.2	41.2	36.7	39.0	39.7	30.9
Percentage of schools in which students take two or more required health education courses	36.0	37.3	39.3	42.2	42.0	49.3	63.1
Percentage of schools that taught a required health education course in the following grades:*							
6th grade	54.7	59.3	54.8	51.5	50.6	56.3	68.4
7th grade	62.4	68.0	61.8	63.8	61.1	70.1	82.1
8th grade	61.3	63.0	58.5	60.1	64.3	66.4	80.1
9th grade	47.6	53.7	43.9	39.2	44.9	54.9	67.2
10th grade	45.1	39.5	35.7	34.0	40.1	50.1	58.0
11th grade	16.6	15.2	12.0	11.8	11.8	17.2	22.6
12th grade	13.3	9.2	8.5	8.7	11.7	12.4	16.3

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Among schools that required a health education course, percentage that required students who fail the course to repeat it				54.7	52.2	55.0	51.6
Percentage of schools in which those who teach health education are provided with the following materials:							
Goals, objectives, and expected outcomes for health education						83.8	77.0
A chart describing the annual scope and sequence of instruction for health education						56.4	59.6
Plans for how to assess student performance in health education						66.9	63.6
A written health education curriculum						78.9	69.2
Percentage of schools in which the health education curriculum addresses the following:							
Comprehending concepts related to health promotion and disease prevention to enhance health						93.1	91.6
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						93.1	94.9
Accessing valid information and products and services to enhance health						80.3	86.3
Using interpersonal communication skills to enhance health and avoid or reduce health risks						90.6	93.7
Using decision-making skills to enhance health						94.7	95.0

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the health education curriculum addresses the following:							
Using goal-setting skills to enhance health						90.5	90.5
Practicing health-enhancing behaviors to avoid or reduce risks						93.6	93.9
Advocating for personal, family, and community health						85.7	85.1
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						94.6	97.2
Asthma						37.6	48.5
Emotional and mental health						91.6	93.8
Foodborne illness prevention						80.0	74.4
Human immunodeficiency virus (HIV) prevention						89.3	91.1
Human sexuality						85.2	91.2
Injury prevention and safety						85.5	87.3

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:							
Nutrition and dietary behavior						98.3	98.1
Physical activity and fitness						99.4	99.4
Pregnancy prevention						80.7	84.1
Sexually transmitted disease (STD) prevention						87.0	88.4
Suicide prevention						71.0	74.1
Tobacco-use prevention						95.0	96.6
Violence prevention (e.g., bullying, fighting, or homicide)						86.9	88.9
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						89.9	92.0
Identifying short- and long-term health consequences of tobacco use						93.3	92.6
Identifying legal, social, economic, and cosmetic consequences of tobacco use						83.0	88.0

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						91.0	90.9
Effects of tobacco use on athletic performance						82.1	85.8
Effects of second-hand smoke and benefits of a smoke-free environment						90.0	91.9
Understanding the social influences on tobacco use, including media, family, peers, and culture						88.8	88.6
Identifying reasons why students do and do not use tobacco						89.4	87.1
Making accurate assessments of how many peers use tobacco						64.1	70.1
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						83.7	84.8
Using goal-setting and decision-making skills related to not using tobacco						75.5	83.1
Finding valid information and services related to tobacco-use prevention and cessation						68.2	68.3
Supporting others who abstain from or want to quit using tobacco						70.6	76.0

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:							
Supporting school and community action to support a tobacco-free environment						67.7	71.4
Identifying harmful effects of tobacco use on fetal development						78.4	79.0
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:							
The differences between HIV and AIDS						83.1	73.6
How HIV and other STDs are transmitted						83.9	77.7
How HIV and other STDs are diagnosed and treated						72.8	71.9
Health consequences of HIV, other STDs, and pregnancy						78.6	76.6
The benefits of being sexually abstinent						81.4	78.7
How to prevent HIV, other STDs, and pregnancy						77.7	77.8
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						62.6	61.2
The influences of media, family, and social and cultural norms on sexual behavior						68.4	69.9

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:							
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						67.2	71.2
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						66.6	70.2
Compassion for persons living with HIV or AIDS						58.2	60.0
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:							
The relationship among HIV, other STDs, and pregnancy						100.0	95.9
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						98.4	97.3
The benefits of being sexually abstinent						98.4	97.3
How to prevent HIV, other STDs, and pregnancy						100.0	97.3
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						97.0	93.1
The influences of media, family, and social and cultural norms on sexual behavior						95.5	94.5
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						95.4	90.5

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:							
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						94.0	87.4
Efficacy of condoms, that is, how well condoms work and do not work						96.9	94.5
The importance of using condoms consistently and correctly						96.9	94.5
How to obtain condoms						87.7	88.9
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						96.0	96.9
Food guidance using MyPyramid						91.6	90.8
Using food labels						90.5	90.2
Balancing food intake and physical activity						94.9	96.4
Eating more fruits, vegetables, and whole grain products						95.5	95.2
Choosing foods that are low in fat, saturated fat, and cholesterol						93.4	92.4

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:							
Using sugars in moderation						92.2	91.9
Using salt and sodium in moderation						89.4	88.0
Eating more calcium-rich foods						90.0	85.8
Food safety						77.0	83.0
Preparing healthy meals and snacks						85.9	85.9
Risks of unhealthy weight control practices						88.9	89.3
Accepting body size differences						88.9	87.9
Signs, symptoms, and treatment for eating disorders						84.0	79.9
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:							
Physical, psychological, or social benefits of physical activity						97.8	96.5
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						94.5	95.0

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:							
Phases of a workout (i.e., warm-up, workout, cool down)						89.0	89.9
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						90.6	89.2
Developing an individualized physical activity plan						76.5	71.0
Monitoring progress toward reaching goals in an individualized physical activity plan						70.8	71.6
Overcoming barriers to physical activity						82.0	79.7
Decreasing sedentary activities (e.g., television viewing)						88.4	93.2
Opportunities for physical activity in the community						80.5	84.2
Preventing injury during physical activity						84.6	90.6
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						77.0	79.9
Dangers of using performance-enhancing drugs (e.g., steroids)						81.8	84.1

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>HIV Prevention</b>							
Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that did the following during the current school year:							
Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities						14.7	9.4
Provided curricula or supplementary materials in the primary languages of the youth and families						9.7	5.1
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						11.2	8.9
Facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community						10.7	9.9

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Collaboration</b>							
Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year:							
Physical education staff		53.9	62.0	68.0	74.2	73.6	83.6
Health services staff (e.g., nurses)		79.0	77.1	80.7	76.0	76.1	73.6
Mental health or social services staff (e.g., psychologists, counselors, and social workers)		63.8	63.8	72.1	73.8	67.1	69.0
Nutrition or food service staff		23.6	21.1	30.0	49.4	43.9	44.4
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						25.4	17.8
Tobacco-use prevention						34.8	24.3
Physical activity						50.7	40.6
Nutrition and healthy eating						45.8	44.6
Asthma						13.5	13.6

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Professional Development</b>							
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Alcohol- or other drug-use prevention		56.2	60.9	56.0	68.1	63.6	58.7
Asthma					17.4	14.1	20.9
Emotional and mental health		48.5	49.2	50.2	62.3	52.2	59.9
Foodborne illness prevention					21.1	22.3	18.4
HIV (human immunodeficiency virus) prevention		44.7	54.6	42.7	63.9	55.6	46.0
Human sexuality		47.8	45.8	43.4	65.6	59.0	46.2
Injury prevention and safety		38.3	40.0	32.9	43.9	44.9	47.6
Nutrition and dietary behavior		41.2	48.2	46.4	72.8	61.8	59.0
Physical activity and fitness		49.5	52.1	48.4	64.6	64.5	64.9

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Pregnancy prevention		30.8	32.0	34.3	55.7	45.5	36.8
STD (sexually transmitted disease) prevention		45.9	40.1	39.3	64.8	51.2	43.1
Suicide prevention		31.3	29.1	25.0	25.8	29.8	43.0
Tobacco-use prevention		38.6	40.7	35.0	45.0	36.1	38.7
Violence prevention (e.g., bullying, fighting, or homicide)		54.5	57.5	64.4	49.8	49.7	60.1
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Describing how widespread HIV and other STD infections are and the consequences of these infections						52.5	40.3
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						52.4	43.5
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						40.5	35.3
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						47.2	47.7
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						18.0	16.9

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Teaching HIV prevention education to students of various cultural backgrounds						13.2	10.4
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						42.7	31.4
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						40.5	35.6
Teaching about health-promoting social norms and beliefs related to HIV prevention						30.7	32.2
Strategies for involving parents, families, and others in student learning of HIV prevention education						13.1	15.9
Assessing students' performance in HIV prevention education						26.8	26.2
Implementing standards-based HIV prevention education curricula and student assessment						34.9	24.3
Using technology to improve HIV prevention education instruction						18.1	23.4
Teaching HIV prevention education to students with limited English proficiency						7.8	5.4
Addressing community concerns and challenges related to HIV prevention education						12.0	7.1

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Teaching students with physical, medical, or cognitive disabilities		53.4	52.8	54.4	64.9	47.6	53.0
Teaching students of various cultural backgrounds		18.2	14.4	17.0	20.6	12.5	15.5
Teaching students with limited English proficiency		6.1	11.0	8.5	8.8	6.6	9.3
Using interactive teaching methods (e.g., role plays or cooperative group activities)		67.4	58.3	55.2	68.0	56.5	53.7
Encouraging family or community involvement		32.2	30.9	36.5	43.1	25.1	32.9
Teaching skills for behavior change		60.1	52.5	60.4	61.1	47.9	48.4
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)					63.4	53.2	58.5
Assessing or evaluating students in health education					60.7	55.2	47.0
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		81.1	70.5	66.3	76.4	75.2	76.1
Asthma					56.6	46.0	48.6

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:							
Emotional and mental health		82.1	73.9	71.7	78.5	78.1	79.2
Foodborne illness prevention					53.7	47.8	50.2
HIV (human immunodeficiency virus) prevention		75.5	62.6	58.8	62.1	62.7	64.7
Human sexuality		77.6	69.6	59.5	66.0	69.2	75.1
Injury prevention and safety		61.2	52.1	40.2	67.3	61.3	65.5
Nutrition and dietary behavior		75.4	69.8	75.5	78.0	74.8	78.4
Physical activity and fitness		64.1	63.3	56.4	68.6	59.1	68.4
Pregnancy prevention		66.2	56.3	52.9	58.8	55.7	65.6
STD (sexually transmitted disease) prevention		76.9	65.7	63.3	68.3	66.0	71.5
Suicide prevention		83.7	70.4	69.7	73.9	70.4	80.6

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:							
Tobacco-use prevention		71.7	59.0	59.3	64.8	60.6	64.0
Violence prevention (e.g., bullying, fighting, or homicide)		85.4	77.8	73.8	76.7	72.0	76.9
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		71.4	63.4	58.8	64.9	62.9	60.8
Teaching students of various cultural backgrounds		58.1	51.0	45.9	53.4	45.1	45.8
Teaching students with limited English proficiency		43.2	43.2	29.8	47.4	41.8	41.7
Using interactive teaching methods (e.g., role plays or cooperative group activities)		79.6	73.4	62.2	67.1	69.0	69.7
Encouraging family or community involvement		77.0	71.5	67.6	68.2	73.5	72.4
Teaching skills for behavior change		88.7	82.7	79.5	79.6	75.7	77.0
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)					70.7	64.5	62.2
Assessing or evaluating students in health education					77.1	69.2	73.4

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Professional Preparation</b>							
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following.							
Health and physical education combined (a)	22.6	23.3	24.1	19.9	20.4	26.7	28.4
Health education (b)	15.6	18.3	20.3	18.6	21.0	21.5	26.6
Physical education (c)	14.4	15.6	13.4	17.4	19.7	14.5	16.5
Other education degree (d)		17.8	3.0	3.5	4.7	3.4	5.0
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)	16.1	3.7	14.7	17.4	12.6	15.1	9.9
Nursing or counseling (h or i)	23.8	18.4	23.2	17.1	18.2	14.8	10.7
Public health, nutrition or other (j, k or l)	0.0	2.9	1.4	6.1	3.4	4.0	3.0
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					54.2	63.3	64.1

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics:							
1 year	12.0	11.1	6.9	7.8	3.7	6.6	1.7
2 to 5 years	25.4	26.3	34.5	29.1	25.6	20.1	21.9
6 to 9 years	22.1	17.6	12.2	18.5	23.8	21.3	16.4
10 to 14 years	18.6	22.3	23.4	15.9	16.2	19.0	25.6
15 years or more	22.0	22.7	23.1	28.8	30.7	33.1	34.5

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**Trend Analysis Report - SLIMs**

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Human Immunodeficiency Virus (HIV) Prevention SLIMs</b>							
HIV SLIM 1: Percentage of schools that taught 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8						43.0	43.4
HIV SLIM 2: Percentage of schools that taught 8 key HIV, STD, and pregnancy prevention topics in a required course during grades 9, 10, 11, or 12						88.8	82.9
HIV SLIM 3 (2008 version): Percentage of schools that taught 3 key topics related to condom use in a required course during grades 9, 10, 11, or 12						85.5	90.5
HIV SLIM 4: Percentage of schools that deliver HIV, STD, and pregnancy prevention programs (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk						0.5	0.5
HIV SLIM 5: Percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, and teen pregnancy prevention						25.4	17.8
HIV SLIM 6 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						21.0	14.4
HIV SLIM 6 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						7.0	7.2
HIV SLIM 7: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on 4 key HIV prevention topics						29.1	28.5
HIV SLIM 8: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on at least 6 of 11 key HIV prevention topics						16.9	15.9

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	Prevalence						
	Survey Year						
	1998	2000	2002	2004	2006	2008	2010
HIV SLIM 9: Percentage of schools with a policy on students or staff who have HIV infection or AIDS that addresses attendance of students with HIV infection, procedures to protect HIV-infected students and staff from discrimination, and maintaining confidentiality of HIV-infected students and staff						81.2	73.8

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Coordinated School Health SLIMs</b>							
CSH SLIM 2 (2008 version): Percentage of schools that had one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics with representation from at least 10 of 14 groups						14.3	12.5
CSH SLIM 2 (2010 version): Percentage of schools that had one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics with representation from at least 10 of 16 groups						17.2	17.8
CSH SLIM 3 (2008 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, or tobacco-use prevention						49.0	50.1
CSH SLIM 3 (2010 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, and tobacco-use prevention						27.6	36.7
CSH SLIM 4 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, or nutrition and healthy eating						67.3	55.1
CSH SLIM 4 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, and nutrition and healthy eating						13.1	5.6
CSH SLIM 5: Percentage of schools in which all staff who teach health education were licensed, certified, or endorsed by the state in health education						69.4	75.0
CSH SLIM 6: Percentage of schools in which those who teach health education were provided with key materials for teaching health education						47.6	43.4

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	Prevalence						
	1998	2000	2002	2004	2006	2008	2010
CSH SLIM 7: Percentage of schools that follow a written health education curriculum that addresses 8 skills						61.0	58.9
CSH SLIM 8 (2008 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, or nutrition and healthy eating						56.4	49.6
CSH SLIM 8 (2010 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, and nutrition and healthy eating						26.3	20.8

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Physical Activity and Physical Education SLIMs</b>							
PE SLIM 2: Percentage of schools in which at least one physical education teacher or specialist received professional development on physical education during the two years before the survey						97.8	98.3
PE SLIM 3: Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education						69.3	71.7
PE SLIM 4: Percentage of schools in which students could not be exempted from taking required physical education for certain reasons					71.9	77.8	67.9
PE SLIM 5: Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs						80.6	80.0
PE SLIM 6: Percentage of schools that taught 12 key physical activity topics in a required course						51.6	51.0

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Nutrition SLIMs</b>							
NUTRITION SLIM 1 (2008 version): Percentage of schools that did not sell less nutritious foods and beverages anywhere outside the school food service program						48.4	50.7
NUTRITION SLIM 1 (2010 version): Percentage of schools that did not sell less nutritious foods and beverages (including sports drinks) anywhere outside the school food service program						31.2	35.5
NUTRITION SLIM 2: Percentage of schools that always offered fruits or non-fried vegetables in vending machines or school stores, and during celebrations when foods and beverages are offered						24.5	20.9
NUTRITION SLIM 3: Percentage of schools that used at least three different strategies to promote healthy eating						32.8	31.2
NUTRITION SLIM 4: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on nutrition and dietary behavior		41.2	48.2	46.4	72.8	61.8	59.0
NUTRITION SLIM 5: Percentage of schools that taught 14 key nutrition and dietary behavior topics in a required course						64.2	63.7
NUTRITION SLIM 6: Percentage of schools that prohibited all forms of advertising and promotion of candy, fast food restaurants, or soft drinks in all locations						58.0	59.1

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Tobacco-Use Prevention SLIMs</b>							
TOBACCO SLIM 1: Percentage of schools that follow a policy that mandates a "tobacco-free environment"			40.0	43.6	49.6	54.2	61.2
TOBACCO SLIM 2: Percentage of schools that implement a tobacco-free environment policy in 7 ways						11.6	20.7
TOBACCO SLIM 3: Percentage of schools that taught 15 key tobacco-use prevention topics in a required course						39.6	49.0
TOBACCO SLIM 4: Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts						31.7	34.8
TOBACCO SLIM 5: Percentage of schools that provided tobacco cessation services for students, faculty, and staff at school or through arrangements with providers not on school property						26.3	28.5
TOBACCO SLIM 6: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on tobacco-use prevention		38.6	40.7	35.0	45.0	36.1	38.7

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
<b>Asthma Management SLIMs</b>							
ASTHMA SLIM 1: Percentage of schools that used the School Health Index or similar self-assessment tool to assess their asthma policies, activities, and programs						18.4	26.3
ASTHMA SLIM 2 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement asthma management policies and programs						14.4	12.9
ASTHMA SLIM 2 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement asthma management policies and programs						7.7	6.2
ASTHMA SLIM 3: Percentage of schools that had an asthma action plan on file for all students with known asthma						44.2	58.5
ASTHMA SLIM 4: Percentage of schools that implemented a policy permitting students to carry and self-administer asthma medications by communicating the policy to students, parents, and families, and by designating an individual responsible for implementing the policy						63.2	69.6
ASTHMA SLIM 5: Percentage of schools that required all school staff members to receive annual training on recognizing and responding to severe asthma symptoms						25.0	25.5
ASTHMA SLIM 6: Percentage of schools with a full-time registered nurse who provides health services to students at school						91.7	94.4
ASTHMA SLIM 9: Percentage of schools that identified students with poorly controlled asthma by keeping track of them in at least three ways						75.0	68.8
ASTHMA SLIM 11: Percentage of schools that provided parents and families of students with health information to increase their knowledge of asthma						13.5	13.6