

Brighton Central  
School District  
K-12 Health  
Education Program  
Review

Spring 2011



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## Program Evaluation Committee Members

Frederick Kilian	Director of Health, Physical Education, and Athletics
Mary Kay Duncan	Brighton High School
Robin Fake	French Road Elementary/Brighton High School
Juli Kopf	Brighton High School
Tony Gentile	Twelve Corners Middle School
Debbie Lawrence	Twelve Corners Middle School
Kimberly Veley	Council Rock Primary School
Julene Gilbert	Board of Education
Adrienne Markus	PTSA

## Executive Summary

As part of the district's ongoing curriculum review process, the K-12 Health Education Program Review was to ensure the following:

1. Consensus maps reflect current practice and alignment to state and national standards. Learning targets (concepts and skills) are clearly defined.
2. Redundancies and gaps in curriculum are identified and addressed.
3. Updates resulting from program evaluation and recommendations for addressing problems/issues/concerns are reflected in the curriculum maps.
4. Balanced assessment practices are articulated and utilized. Assessments are aligned to learning targets.
5. Higher level thinking and 21<sup>st</sup> Century skills are being developed.
6. Interdisciplinary connections are identified and developed.

Over the years the Brighton Central School District has had a reputable and strong health education curriculum. Due to the diversity of the Brighton Community, our students benefit from a broad and rich health education curriculum.

The effectiveness of health education is a challenging entity to measure. Our student surveys provided evidence that our students learn the necessary knowledge and skills that are reflected within the district's K-12 Health Education philosophy, the National Health Education Standards and Performance Indicators, and New York State Health Education learning standards. The data of the program review showed that our students do not necessarily practice the skills.

Analysis of the data suggests an ongoing lack of awareness by members of the Brighton Central School District that are not directly involved with the district's health education program. Multiple studies have shown a positive correlation between living a healthy life, and success in the classroom. As current health trends within our community change, it is imperative that our health education program engages all stakeholder of our school community so our students are able to maintain the level of excellence our school district demands.

## Introduction

Program evaluation plays a key role in school performance. As a learning community concerned with continued improvement, Brighton Central School District utilizes a program evaluation process to access information about student achievement and how effectively current curriculum and instruction supports that achievement. More than an audit, the evaluation uses pertinent data to assess the ongoing efforts to improve student learning. Every five years educators evaluate each content area in grades K-12 to gain a comprehensive view of the district-wide scholastic program. Along with annual reviews of individual grade levels, this study helps the district in its continued efforts to improve instruction. The data used in this evaluative process reveal areas of success and identify areas in need of attention.

The current Health Education Program Review Committee began its work by referencing the book, “Program Evaluation: Health Education”, which was developed by the National Study of School Evaluation. The committee used national, state, and local standards developed by the American Association for Health Education, New York State, and the Brighton Central School District to determine how district practices reflect the best practices in the field. In addition, members reviewed current trends, the practices of other districts as well as their analysis and interpretation of survey data and other pertinent feedback.

Additionally, the committee examined the “Health Education vs. Healthy Lifestyles” comparison. For the purposes of the program review, the committee’s focused on Health Education.

## Evaluation Design

The Brighton Central School District initiated a program review cycle for all subject areas that started during the 2009-2010 school year. The purpose of the district’s program review is to ensure that:

1. Consensus maps reflect current practice and alignment to state and national standards. Learning targets (concepts and skills) are clearly defined.
2. Redundancies and gaps in curriculum are identified and addressed
3. Updates resulting from program evaluation and recommendations for addressing problems/issues/concerns are reflected in maps
4. Balanced assessment practices are articulated and utilized. Assessments are aligned to learning targets.
5. Higher level thinking and 21<sup>st</sup> Century skills are being developed.
6. Interdisciplinary connections are identified and developed.

In the current program evaluation the current district's K-12 Health Education philosophy, the National Health Education Standards and Performance Indicators, and New York State Health Education learning standards were referenced.

K-12 Brighton Central School District  
Health Philosophy Statement

A student's health status is the result of personally initiated behaviors, which are influenced by familial and individual attitudes, values, beliefs and knowledge. The family is the primary health educator and Brighton Central School District health educators assist in each student attaining his/her optimal physical, mental, emotional and social well-being. Due to the nature of the ever-changing issues facing children today, the health education program is a prevention-based program which enables students to become better informed about a wide variety of topics that are pertinent to their age and development. As the students become more knowledgeable about issues, they also need to develop good decision-making skills and other skills so they can make choices that are consistent with the community as well as their family beliefs and values. *These skills are emphasized throughout the curriculum.*

In order to ensure that the students will better reach their full potential in health education, we based the instruction on the National Health Education Standards and Performance Indicators. The students will:

- Comprehend concepts related to health promotion and disease prevention
- Demonstrate the ability to access valid health information and health promoting products and services
- Demonstrate the ability to practice health-enhancing behaviors and reduce risk
- Analyze the influence of culture, media, technology and other factors on health
- Demonstrate the ability to use interpersonal communication skills to enhance health
- Demonstrate the ability to use goal-setting and decision-making skills to enhance health
- Demonstrate the ability to advocate for personal, family and community health

# **New York State Health, Physical Education, and Family and Consumer Sciences Learning Standards**

## **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

## **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources

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The evaluation design was created with the program review committee's essential questions.

- What does a 21<sup>st</sup> century healthy person look like?
- What is it we are hoping to accomplish? – **Complete our K-12 Health Education Program review and make any necessary recommendations.**
- What are we doing well? – **Areas to be identified at the completion of the K-12 Health Education Program Review.**
- What areas do we need to improve? – **Areas to be identified at the completion of the K-12 Health Education Program Review.**
- What is our purpose? – **Purpose is to make recommendations, not to create actions.**

The following chart documents the attributes the program review committee identified when addressing the question: What does a 21<sup>st</sup> Century healthy person look like?

**A proactive approach to a rapidly changing society**

<b>Character Education</b>	<b>Communication</b>	<b>Dimensional Health</b>
Making good choices	Establishing friendships, developing relationships	Mental <i>confidence, self esteem</i>
Controlling behavior	Appropriate use and response to technology	Social <i>resist peer pressure, bullying, resisting drugs, pre-mature sexual relationships</i>
Being a good role model	Know where and when to get help	Emotional
Tolerance, respect of others	Emotional Intelligence	Physical <i>nutrition, diet, exercise</i>
Personal responsibility		Spiritual <i>happiness, inner peace, relaxation, stress relief</i>
Service to others		Environmental
		Global Perspective of HealthCare

The New York State Department of Education does not administer a current state wide health education assessment. Additionally, there is not a current standardized district health education assessment. Current assessments are done through individual formative and summative assessments that vary by grade level, and teacher. The two consistent assessments throughout the BCSD are the middle school and high school community service project. The project not only satisfies Standards 2 and 3, but promotes the importance of philanthropy.

To assess the current health education program we decided to survey the key stake holders within the Brighton Central School District. The stake holders identified were students in grade 3, grade 6, grade 9, and grade 11. Additionally, the committee surveyed alumni, parents, members of the community, BCSD Health/Physical Education teachers/coaches/administrators/mental health staff, nurses, and counselors. To further enrich our review we also surveyed other New York State Health Directors. The survey questions covered each National Health Education Standard and Performance Indicator. Due to the variety of our surveyed groups, each group was surveyed differently, depending on what the committee felt was more efficient for each sub group.



Additionally, each survey provided an opportunity for the participants to offer comments for each question. For example, the third graders had a guided question conversation with their Health teacher. The 6<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders performed a written survey during a physical education class. The BCSD Health/Physical Education teachers/coaches/administrators/mental health staff, nurses, counselors, alumni were surveyed on-line through our district website. New York State Health Directors were emailed a survey that was created through an independent on-line entity. Representatives from the program review committee met with the Community Task Force and each BCSD building's PTSA. Those meetings were different in that trends based on the results of the district's youth at risk survey were shared out. Once the trends were shared then the representatives were asked two questions. Next, the groups were asked the following two questions:

- 1) Are you, in the community seeing similar trends?
- 2) Can you give suggestions, ideas on how to address these trends?

### **Summary Report of 9<sup>th</sup> and 11<sup>th</sup> grade key findings**

- Questions 3, 4, and 8 had the fewest amount of always/sometimes (technology questions).
- 11<sup>th</sup> grade – not a great deal of tech work.
- 9<sup>th</sup> grade – most of the answers were always. Suggestion...use the word STRESS during instruction.
- Question 6 – Stress is managed the same, regardless of health (11<sup>th</sup> grade questions).
- 6<sup>th</sup> grade – Questions 3, 4, 8 (Technology questions) had the fewest amount of always/sometimes.
- Questions 5, 6 – need to have more discussions with stress, use the word STRESS more often.
- They do not want to upset their friends.
- Questions 9, 13 – more never answers
- Questions 14, 15 – do well with personnel goals
- Questions 16 – it could a concern that 30% were not learning information about the basic function/structure of the body.

### **Summary Report of BCSD Alumni**

- Alumni – 90% of the survey participants graduated before 2000. The majority of the answers were sometimes/never. In summary – the curriculum has changed dramatically to meet the needs of our students in today’s current environment.
- Refusal/negotiation skills – a high number responded to sometimes/never.
- In general, people did remember, but it was not relevant to today’s current curriculum.
- We walk a fine line with how we teach mandated material.

### **Summary of Staff Data Results**

- Out of 11 teachers, the 9 coaches the majority of them felt that the BCSD Health Education either always or often did what the question asked.
- Counselors were the same; however some observed that the behaviors were not always practiced.
- The majority of administrators felt that BCSD Health Education often did what the question asked. Additionally, they knew that the material was taught, but they observed the behaviors were not always practiced.
- Some less than positive responses had an age related reason. For example, “too young, or not at our level.” (Council Rock)
- Additionally, there were some administrators and teachers that did not feel qualified to answer the survey.
- Gaps identified were kids knowing, but not practicing healthy behaviors.
- If you do not work directly health education, you currently are not aware, or able to talk about health education issues.

### Summary of K-12 Health Director Data Results

- 10/57 school district's require some type of community service project
- The Health Director wears multiple hats
- 31% of school districts offer an additional health education elective, examples are 1<sup>st</sup> Aid/CPR, women and health, life management, things for seniors
- Compared to the data, the BCSD is the only district that teaches elem. Health by a certified health teacher.
- A variety of assessment are given
- We are on a cycle of review curriculum review/we do have a formal schedule for a program review, where many districts do not.
- Brighton does not offer a health elective

### Summary of 3<sup>rd</sup> Grade Data Key Findings

**Question #1:** Have you ever talked to anyone (classmates, teachers, parents, family members) about what you learned in a Health lesson? Yes/No If yes, what was the topic?

- **Most Kids talk to an adult family member. Topics range drugs to being a good person. The majority seem to be topics that they could worry about, drugs, safety, etc...**

**Question #2:** Do you feel you have learned from your health lessons the difference between making a healthy and unhealthy choice? Yes/No Explain

- **All answers showed that students learned the difference between healthy and unhealthy choices.**

**Question #3:** Do you know someone you could go to get good information or advice about health questions you may have? Yes/No Who?

- **All students named a person they could go to for advice. Based on their answers, there is evidence that the family units are diverse.**

**Question #4:** Have you ever helped someone else make a healthier decision? Yes/No if yes, what was it?

- **Students provided evidence that they have helped their loved ones in making healthier decisions.**

**Question #5:** Do you feel you know the parts of your body and how to keep them healthy? Yes/No Explain

- **The majority of the students are sensitive to the importance of exercise, eating a well balanced diet, and the dangers of smoking.**

**Question #6:** Are you doing things now that you think will keep you healthy when you're older? Yes/No If yes, what?

- **Students recognized the importance of eating a well balanced diet, being physically active, and not smoking.**

### **Summary of Building PTSA/Community Task Force feedback**

- It is important for health education to be integrated into the other areas in the building.
- K-12 teachers need to get together more often.
- Technology...who owns it? Health Ed or Tech, or both Health Ed/Tech.
- A need for continuity between all of the buildings, programs, vocabulary, etc.
- Increase health education staffing, examine character education. How is it done during the day, where does it start/end?
- Cyber-citizenship, bullying, relationships, weight issues, body image, personal acceptance
- AIDS education (procedure)
- Concerns about home/careers
- Not having an adult that they can go to. Who are the different staff members, etc? – how to go to different people in the buildings
- How to walk that fine line
- STRESS
- Depression, suicide, pressure to succeed, TAG, 9<sup>th</sup> grade seminar
- Sexuality, other parents do not want it taught (small number)
- Condom distribution, opt out
- More health at TCMS, should they be pushed into other areas of curriculum?  
Healthy relationships, happy with FRES health classrooms
- M.S. students smoking
- Increasing communication with parents about workshops and program, it should come from the building.
- Parents wanted more information on the youth at risk survey results.
- It happens before parents are ready, they want more parent education, but they want to see it online.
- Should a presentation be developed on the youth at risk survey results?
- Communication, STRESS, and Technology big themes

### **Recommendations:**

1. Provide opportunities for all Health/Physical Education teachers, coaches, counselors, and administrators to engage in discussions to discuss current health related trends.
2. Review current curriculum maps, assessment practices, grade level outcomes so identified gaps can be addressed.
3. Provide opportunities throughout our school district for multiple health related entities to collaborate. Examples are listed below:
  - A. High School Wellness Fair
  - B. Healthy Lifestyles Week
  - C. Community Task Force
  - D. Purple Hands Pledge
  - E. Rachel's Challenge
4. Review the current health education scheduling and staffing practices in order to maximize health instructional vertical and horizontal articulation.

# TCMS 6th Grade Health Survey Dec 2010

1. After taking health I am able to communicate in a healthy way with family, friends and others.

Mean: 2.06

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	76	31.67	31.67	31.93	31.93	
Often	2.00	87	36.25	67.92	36.55	68.49	
Sometimes	3.00	59	24.58	92.50	24.79	93.28	
Never	4.00	16	6.67	99.17	6.72	100.00	
<b>Total Valid</b>		238	99.17		100.00		
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				

2. After taking health I am able to communicate with family, friends and others to enhance my health

Mean: 2.14

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	73	30.42	30.42	30.67	30.67	
Often	2.00	78	32.50	62.92	32.77	63.45	
Sometimes	3.00	68	28.33	91.25	28.57	92.02	
Never	4.00	19	7.92	99.17	7.98	100.00	
<b>Total Valid</b>		238	99.17		100.00		
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				

3. I have learned responsible and healthy ways to use technology through health class

Mean: 2.09

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	97	40.42	40.42	41.10	41.10	
Often	2.00	57	23.75	64.17	24.15	65.25	
Sometimes	3.00	45	18.75	82.92	19.07	84.32	
Never	4.00	37	15.42	98.33	15.68	100.00	
<b>Total Valid</b>		236	98.33		100.00		
<b>Missing</b>		4	1.67				
<b>Total</b>		240	100.00				

4. In health class I learned about safe and responsible cell phone use and social networking.

Mean: 2.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	100	41.67	41.67	41.84	41.84	
Often	2.00	46	19.17	60.83	19.25	61.09	
Sometimes	3.00	34	14.17	75.00	14.23	75.31	
Never	4.00	59	24.58	99.58	24.69	100.00	
<b>Total Valid</b>		239	99.58		100.00		
<b>Missing</b>		1	0.42				
<b>Total</b>		240	100.00				

5. After taking health I have learned to use refusal skills and to talk through my problems with others so conflict can be managed in a healthy way.

Mean: 2.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	95	39.58	39.58	39.92	39.92	
Often	2.00	69	28.75	68.33	28.99	68.91	
Sometimes	3.00	53	22.08	90.42	22.27	91.18	
Never	4.00	21	8.75	99.17	8.82	100.00	
<b>Total Valid</b>		238	99.17		100.00		
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				

6. After taking health I am able to manage stress in a healthy way.

Mean: 2.16

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	80	33.33	33.33	33.61	33.61	
Often	2.00	75	31.25	64.58	31.51	65.13	
Sometimes	3.00	48	20.00	84.58	20.17	85.29	
Never	4.00	35	14.58	99.17	14.71	100.00	
<b>Total Valid</b>		238	99.17		100.00		
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				

7. Health class has taught me to take responsibility for my personal health choices.

Mean: 1.71

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	133	55.42	55.42	55.88	55.88	
Often	2.00	56	23.33	78.75	23.53	79.41	
Sometimes	3.00	35	14.58	93.33	14.71	94.12	
Never	4.00	14	5.83	99.17	5.88	100.00	
<b>Total Valid</b>		238	99.17			100.00	
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				

8. After taking health I am able to use technology to find answers to my health questions.

Mean: 2.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	67	27.92	27.92	28.39	28.39	
Often	2.00	63	26.25	54.17	26.69	55.08	
Sometimes	3.00	54	22.50	76.67	22.88	77.97	
Never	4.00	52	21.67	98.33	22.03	100.00	
<b>Total Valid</b>		236	98.33			100.00	
<b>Missing</b>		4	1.67				
<b>Total</b>		240	100.00				

9. Health class has taught me to know the difference between true and false health education information.

Mean: 1.85

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	114	47.50	47.50	47.90	47.90	
Often	2.00	65	27.08	74.58	27.31	75.21	
Sometimes	3.00	39	16.25	90.83	16.39	91.60	
Never	4.00	20	8.33	99.17	8.40	100.00	
<b>Total Valid</b>		238	99.17			100.00	
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				



10. After taking health class I am able to help friends make positive health choices.

Mean: 2.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	101	42.08	42.08	42.44	42.44	
Often	2.00	65	27.08	69.17	27.31	69.75	
Sometimes	3.00	42	17.50	86.67	17.65	87.39	
Never	4.00	30	12.50	99.17	12.61	100.00	
<b>Total Valid</b>		238	99.17		100.00		
<b>Missing</b>		2	0.83				
<b>Total</b>		240	100.00				

11. I am able to identify the relationship between mental, emotional, social and physical health through health class.

Mean: 1.85

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	111	46.25	46.25	46.44	46.44	
Often	2.00	69	28.75	75.00	28.87	75.31	
Sometimes	3.00	44	18.33	93.33	18.41	93.72	
Never	4.00	15	6.25	99.58	6.28	100.00	
<b>Total Valid</b>		239	99.58		100.00		
<b>Missing</b>		1	0.42				
<b>Total</b>		240	100.00				

12. In health class I learned how the choices I make affect my health and how I feel

Mean: 1.64

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	133	55.42	55.42	57.83	57.83	
Often	2.00	59	24.58	80.00	25.65	83.48	
Sometimes	3.00	25	10.42	90.42	10.87	94.35	
Never	4.00	13	5.42	95.83	5.65	100.00	
<b>Total Valid</b>		230	95.83		100.00		
<b>Missing</b>		10	4.17				
<b>Total</b>		240	100.00				

13. In health class I have learned how to access health promoting services and products

Mean: 2.13

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	70	29.17	29.17	30.70	30.70	
Often	2.00	86	35.83	65.00	37.72	68.42	
Sometimes	3.00	45	18.75	83.75	19.74	88.16	
Never	4.00	27	11.25	95.00	11.84	100.00	
<b>Total Valid</b>		228	95.00		100.00		
<b>Missing</b>		12	5.00				
<b>Total</b>		240	100.00				

14. In health class I have learned how to apply a decision making process that will benefit my health.

Mean: 1.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	107	44.58	44.58	47.35	47.35	
Often	2.00	63	26.25	70.83	27.88	75.22	
Sometimes	3.00	41	17.08	87.92	18.14	93.36	
Never	4.00	15	6.25	94.17	6.64	100.00	
<b>Total Valid</b>		226	94.17		100.00		
<b>Missing</b>		14	5.83				
<b>Total</b>		240	100.00				

15. In health class I was taught how to set personal goals related to health.

Mean: 1.87

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	110	45.83	45.83	48.25	48.25	
Often	2.00	61	25.42	71.25	26.75	75.00	
Sometimes	3.00	34	14.17	85.42	14.91	89.91	
Never	4.00	23	9.58	95.00	10.09	100.00	
<b>Total Valid</b>		228	95.00		100.00		
<b>Missing</b>		12	5.00				
<b>Total</b>		240	100.00				

16. Each year I was in health class, I learned new information about basic structure and functions of the human body.

Mean: 2.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	80	33.33	33.33	35.40	35.40	
Often	2.00	70	29.17	62.50	30.97	66.37	
Sometimes	3.00	53	22.08	84.58	23.45	89.82	
Never	4.00	23	9.58	94.17	10.18	100.00	
<b>Total Valid</b>		226	94.17		100.00		
<b>Missing</b>		14	5.83				
<b>Total</b>		240	100.00				

17. In health class, I have learned that my school and my community can provide me with information and resources about health related issues.

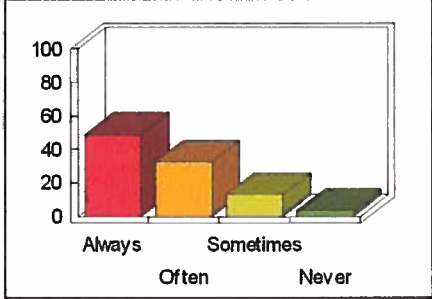
Mean: 1.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	98	40.83	40.83	43.56	43.56	
Often	2.00	56	23.33	64.17	24.89	68.44	
Sometimes	3.00	47	19.58	83.75	20.89	89.33	
Never	4.00	24	10.00	93.75	10.67	100.00	
<b>Total Valid</b>		225	93.75		100.00		
<b>Missing</b>		15	6.25				
<b>Total</b>		240	100.00				

# TCMS Health Survey for 9th Grade Students Dec. 2010

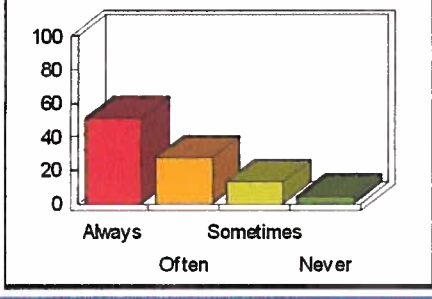
1. After taking health I am able to communicate in a healthy way with family, peers and others

Mean: 1.70

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	102	48.80	48.80	50.00	50.00	
Often	2.00	68	32.54	81.34	33.33	83.33	
Sometimes	3.00	27	12.92	94.26	13.24	96.57	
Never	4.00	7	3.35	97.61	3.43	100.00	
<b>Total Valid</b>		204	97.61		100.00		
<b>Missing</b>		5	2.39				
<b>Total</b>		209	100.00				


2. After taking health I am able to communicate with family, peers and others to enhance my health

Mean: 1.71

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	107	51.20	51.20	52.71	52.71	
Often	2.00	58	27.75	78.95	28.57	81.28	
Sometimes	3.00	28	13.40	92.34	13.79	95.07	
Never	4.00	10	4.78	97.13	4.93	100.00	
<b>Total Valid</b>		203	97.13		100.00		
<b>Missing</b>		6	2.87				
<b>Total</b>		209	100.00				

3. I have learned responsible and healthy ways to use technology through health class.

Mean: 1.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	112	53.59	53.59	55.45	55.45	
Often	2.00	44	21.05	74.64	21.78	77.23	
Sometimes	3.00	30	14.35	89.00	14.85	92.08	
Never	4.00	16	7.66	96.65	7.92	100.00	
<b>Total Valid</b>		202	96.65		100.00		
<b>Missing</b>		7	3.35				
<b>Total</b>		209	100.00				

4. In health class I learned about safe and responsible cell phone use and social networking.

Mean: 1.81

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	113	54.07	54.07	55.67	55.67	
Often	2.00	38	18.18	72.25	18.72	74.38	
Sometimes	3.00	29	13.88	86.12	14.29	88.67	
Never	4.00	23	11.00	97.13	11.33	100.00	
<b>Total Valid</b>		203	97.13		100.00		
<b>Missing</b>		6	2.87				
<b>Total</b>		209	100.00				

5. After taking health I have learned to use refusal skills and to negotiation skills to manage conflict in a healthy way.

Mean: 1.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	112	53.59	53.59	55.45	55.45	
Often	2.00	57	27.27	80.86	28.22	83.66	
Sometimes	3.00	21	10.05	90.91	10.40	94.06	
Never	4.00	12	5.74	96.65	5.94	100.00	
<b>Total Valid</b>		202	96.65		100.00		
<b>Missing</b>		7	3.35				
<b>Total</b>		209	100.00				

6. After taking health I am able to manage stress in a healthy way.

Mean: 1.97

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	86	41.15	41.15	42.36	42.36	
Often	2.00	59	28.23	69.38	29.06	71.43	
Sometimes	3.00	37	17.70	87.08	18.23	89.66	
Never	4.00	21	10.05	97.13	10.34	100.00	
<b>Total Valid</b>		203	97.13		100.00		
<b>Missing</b>		6	2.87				
<b>Total</b>		209	100.00				

7. Health class has taught me to take responsibility for my personal health choices.

Mean: 1.62

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	114	54.55	54.55	56.44	56.44	
Often	2.00	59	28.23	82.78	29.21	85.64	
Sometimes	3.00	21	10.05	92.82	10.40	96.04	
Never	4.00	8	3.83	96.65	3.96	100.00	
<b>Total Valid</b>		202	96.65		100.00		
<b>Missing</b>		7	3.35				
<b>Total</b>		209	100.00				

8. After taking health I am able to use technology to find answers to my health questions

Mean: 1.75

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	112	53.59	53.59	55.17	55.17	
Often	2.00	44	21.05	74.64	21.67	76.85	
Sometimes	3.00	33	15.79	90.43	16.26	93.10	
Never	4.00	14	6.70	97.13	6.90	100.00	
<b>Total Valid</b>		203	97.13		100.00		
<b>Missing</b>		6	2.87				
<b>Total</b>		209	100.00				

9. Health class has taught me to know the difference between accurate and inaccurate health education information.

Mean: 1.79

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	103	49.28	49.28	50.99	50.99	
Often	2.00	55	26.32	75.60	27.23	78.22	
Sometimes	3.00	28	13.40	89.00	13.86	92.08	
Never	4.00	16	7.66	96.65	7.92	100.00	
<b>Total Valid</b>		202	96.65		100.00		
<b>Missing</b>		7	3.35				
<b>Total</b>		209	100.00				

10. After taking health class I am able to help friends make positive health choices

Mean: 1.72

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	104	49.76	49.76	51.23	51.23	
Often	2.00	64	30.62	80.38	31.53	82.76	
Sometimes	3.00	23	11.00	91.39	11.33	94.09	
Never	4.00	12	5.74	97.13	5.91	100.00	
<b>Total Valid</b>		203	97.13		100.00		
<b>Missing</b>		6	2.87				
<b>Total</b>		209	100.00				

11. I am able to identify the relationship between mental, emotional, social and physical health through health class.

Mean: 1.63

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	115	55.02	55.02	56.65	56.65	
Often	2.00	52	24.88	79.90	25.62	82.27	
Sometimes	3.00	32	15.31	95.22	15.76	98.03	
Never	4.00	4	1.91	97.13	1.97	100.00	
<b>Total Valid</b>		203	97.13		100.00		
<b>Missing</b>		6	2.87				
<b>Total</b>		209	100.00				

12. In health class I learned how the choices I make affect my health and how I feel

Mean: 1.50

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	126	60.29	60.29	63.64	63.64	
Often	2.00	49	23.44	83.73	24.75	88.38	
Sometimes	3.00	19	9.09	92.82	9.60	97.98	
Never	4.00	4	1.91	94.74	2.02	100.00	
<b>Total Valid</b>		198	94.74		100.00		
<b>Missing</b>		11	5.26				
<b>Total</b>		209	100.00				

13. In health class I have learned how to access health promoting services and products.

Mean: 1.86

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	93	44.50	44.50	46.97	46.97	
Often	2.00	53	25.36	69.86	26.77	73.74	
Sometimes	3.00	39	18.66	88.52	19.70	93.43	
Never	4.00	13	6.22	94.74	6.57	100.00	
<b>Total Valid</b>		198	94.74		100.00		
<b>Missing</b>		11	5.26				
<b>Total</b>		209	100.00				

14. In health class I have learned how to apply a decision making process that will benefit my health.

Mean: 1.71

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	103	49.28	49.28	52.28	52.28	
Often	2.00	60	28.71	77.99	30.46	82.74	
Sometimes	3.00	22	10.53	88.52	11.17	93.91	
Never	4.00	12	5.74	94.26	6.09	100.00	
<b>Total Valid</b>		197	94.26		100.00		
<b>Missing</b>		12	5.74				
<b>Total</b>		209	100.00				

15. In health class I was taught how to set personal goals related to health

Mean: 1.76

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	103	49.28	49.28	52.55	52.55	
Often	2.00	51	24.40	73.68	26.02	78.57	
Sometimes	3.00	29	13.88	87.56	14.80	93.37	
Never	4.00	13	6.22	93.78	6.63	100.00	
<b>Total Valid</b>		196	93.78		100.00		
<b>Missing</b>		13	6.22				
<b>Total</b>		209	100.00				



16. Each year I was in health class, I learned new information about basic structure and functions of the human body.

Mean: 1.73

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	106	50.72	50.72	53.54	53.54	
Often	2.00	49	23.44	74.16	24.75	78.28	
Sometimes	3.00	34	16.27	90.43	17.17	95.45	
Never	4.00	9	4.31	94.74	4.55	100.00	
<b>Total Valid</b>		198	94.74			100.00	
<b>Missing</b>		11	5.26				
<b>Total</b>		209	100.00				

17. In health class, I have learned that my school and my community can provide me with information and resources about health related issues.

Mean: 1.74

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	104	49.76	49.76	52.53	52.53	
Often	2.00	52	24.88	74.64	26.26	78.79	
Sometimes	3.00	31	14.83	89.47	15.66	94.44	
Never	4.00	11	5.26	94.74	5.56	100.00	
<b>Total Valid</b>		198	94.74			100.00	
<b>Missing</b>		11	5.26				
<b>Total</b>		209	100.00				

# BHS Health Survey for 11th Grade Students Dec. 2010

1. After taking health I am able to communicate in a healthy way with family, peers and others.

Mean: 1.94

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	80	36.70	36.70	39.02	39.02	
Often	2.00	74	33.94	70.64	36.10	75.12	
Sometimes	3.00	35	16.06	86.70	17.07	92.20	
Never	4.00	16	7.34	94.04	7.80	100.00	
<b>Total Valid</b>		205	94.04		100.00		
<b>Missing</b>		13	5.96				
<b>Total</b>		218	100.00				

2. After taking health I am able to communicate with family, peers and others to enhance my health.

Mean: 1.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	74	33.94	33.94	37.00	37.00	
Often	2.00	68	31.19	65.14	34.00	71.00	
Sometimes	3.00	44	20.18	85.32	22.00	93.00	
Never	4.00	14	6.42	91.74	7.00	100.00	
<b>Total Valid</b>		200	91.74		100.00		
<b>Missing</b>		18	8.26				
<b>Total</b>		218	100.00				

3. I have learned responsible and healthy ways to use technology through health class

Mean: 2.18

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	77	35.32	35.32	38.69	38.69	
Often	2.00	48	22.02	57.34	24.12	62.81	
Sometimes	3.00	36	16.51	73.85	18.09	80.90	
Never	4.00	38	17.43	91.28	19.10	100.00	
<b>Total Valid</b>		199	91.28		100.00		
<b>Missing</b>		19	8.72				
<b>Total</b>		218	100.00				

4. In health class I learned about safe and responsible cell phone use and social networking

Mean: 2.46

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Always	1.00	75	34.40	34.40	35.38	35.38	
Often	2.00	29	13.30	47.71	13.68	49.06	
Sometimes	3.00	44	20.18	67.89	20.75	69.81	
Never	4.00	64	29.36	97.25	30.19	100.00	
<b>Total Valid</b>		212	97.25		100.00		
<b>Missing</b>		6	2.75				
<b>Total</b>		218	100.00				

5. After taking health I have learned to use refusal skills and to negotiation skills to manage conflict in a healthy way.

Mean: 2.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Always	1.00	89	40.83	40.83	41.78	41.78	
Often	2.00	56	25.69	66.51	26.29	68.08	
Sometimes	3.00	46	21.10	87.61	21.60	89.67	
Never	4.00	22	10.09	97.71	10.33	100.00	
<b>Total Valid</b>		213	97.71		100.00		
<b>Missing</b>		5	2.29				
<b>Total</b>		218	100.00				

6. After taking health I am able to manage stress in a healthy way.

Mean: 2.17

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Always	1.00	67	30.73	30.73	31.60	31.60	
Often	2.00	66	30.28	61.01	31.13	62.74	
Sometimes	3.00	54	24.77	85.78	25.47	88.21	
Never	4.00	25	11.47	97.25	11.79	100.00	
<b>Total Valid</b>		212	97.25		100.00		
<b>Missing</b>		6	2.75				
<b>Total</b>		218	100.00				

7. Health class has taught me to take responsibility for my personal health choices.

Mean: 1.90

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Always	1.00	96	44.04	44.04	45.07	45.07	
Often	2.00	61	27.98	72.02	28.64	73.71	
Sometimes	3.00	37	16.97	88.99	17.37	91.08	
Never	4.00	19	8.72	97.71	8.92	100.00	
<b>Total Valid</b>		213	97.71		100.00		
<b>Missing</b>		5	2.29				
<b>Total</b>		218	100.00				

8. After taking health I am able to use technology to find answers to my health questions.

Mean: 2.12

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Always	1.00	86	39.45	39.45	40.57	40.57	
Often	2.00	51	23.39	62.84	24.06	64.62	
Sometimes	3.00	39	17.89	80.73	18.40	83.02	
Never	4.00	36	16.51	97.25	16.98	100.00	
<b>Total Valid</b>		212	97.25		100.00		
<b>Missing</b>		6	2.75				
<b>Total</b>		218	100.00				

9. Health class has taught me to know the difference between accurate and inaccurate health education information.

Mean: 2.10

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Always	1.00	84	38.53	38.53	39.44	39.44	
Often	2.00	57	26.15	64.68	26.76	66.20	
Sometimes	3.00	38	17.43	82.11	17.84	84.04	
Never	4.00	34	15.60	97.71	15.96	100.00	
<b>Total Valid</b>		213	97.71		100.00		
<b>Missing</b>		5	2.29				
<b>Total</b>		218	100.00				

10. After taking health class I am able to help friends make positive health choices

Mean: 2.04

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	79	36.24	36.24	37.09	37.09	
Often	2.00	67	30.73	66.97	31.46	68.54	
Sometimes	3.00	47	21.56	88.53	22.07	90.61	
Never	4.00	20	9.17	97.71	9.39	100.00	
<b>Total Valid</b>		213	97.71		100.00		
<b>Missing</b>		5	2.29				
<b>Total</b>		218	100.00				

11. I am able to identify the relationship between mental, emotional, social and physical health through health class.

Mean: 1.80

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	104	47.71	47.71	48.83	48.83	
Often	2.00	61	27.98	75.69	28.64	77.46	
Sometimes	3.00	34	15.60	91.28	15.96	93.43	
Never	4.00	14	6.42	97.71	6.57	100.00	
<b>Total Valid</b>		213	97.71		100.00		
<b>Missing</b>		5	2.29				
<b>Total</b>		218	100.00				

12. In health class I learned how the choices I make affect my health and how I feel

Mean: 1.79

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	104	47.71	47.71	50.24	50.24	
Often	2.00	58	26.61	74.31	28.02	78.26	
Sometimes	3.00	30	13.76	88.07	14.49	92.75	
Never	4.00	15	6.88	94.95	7.25	100.00	
<b>Total Valid</b>		207	94.95		100.00		
<b>Missing</b>		11	5.05				
<b>Total</b>		218	100.00				

13. In health class I have learned how to access health promoting services and products

Mean: 2.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	75	34.40	34.40	36.23	36.23	
Often	2.00	57	26.15	60.55	27.54	63.77	
Sometimes	3.00	52	23.85	84.40	25.12	88.89	
Never	4.00	23	10.55	94.95	11.11	100.00	
<b>Total Valid</b>		207	94.95		100.00		
<b>Missing</b>		11	5.05				
<b>Total</b>		218	100.00				

14. In health class I have learned how to apply a decision making process that will benefit my health

Mean: 1.94

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	89	40.83	40.83	43.41	43.41	
Often	2.00	57	26.15	66.97	27.80	71.22	
Sometimes	3.00	41	18.81	85.78	20.00	91.22	
Never	4.00	18	8.26	94.04	8.78	100.00	
<b>Total Valid</b>		205	94.04		100.00		
<b>Missing</b>		13	5.96				
<b>Total</b>		218	100.00				

15. In health class I was taught how to set personal goals related to health.

Mean: 1.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Always	1.00	91	41.74	41.74	43.96	43.96	
Often	2.00	61	27.98	69.72	29.47	73.43	
Sometimes	3.00	36	16.51	86.24	17.39	90.82	
Never	4.00	19	8.72	94.95	9.18	100.00	
<b>Total Valid</b>		207	94.95		100.00		
<b>Missing</b>		11	5.05				
<b>Total</b>		218	100.00				

16. Each year I was in health class, I learned new information about basic structure and functions of the human body.

Mean: 1.99

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	86	39.45	39.45	41.55	41.55	
Often	2.00	61	27.98	67.43	29.47	71.01	
Sometimes	3.00	37	16.97	84.40	17.87	88.89	
Never	4.00	23	10.55	94.95	11.11	100.00	
<b>Total Valid</b>		207	94.95			100.00	
<b>Missing</b>		11	5.05				
<b>Total</b>		218	100.00				

17. In health class, I have learned that my school and my community can provide me with information and resources about health related issues.

Mean: 2.02

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Always	1.00	85	38.99	38.99	41.06	41.06	
Often	2.00	55	25.23	64.22	26.57	67.63	
Sometimes	3.00	45	20.64	84.86	21.74	89.37	
Never	4.00	22	10.09	94.95	10.63	100.00	
<b>Total Valid</b>		207	94.95			100.00	
<b>Missing</b>		11	5.05				
<b>Total</b>		218	100.00				

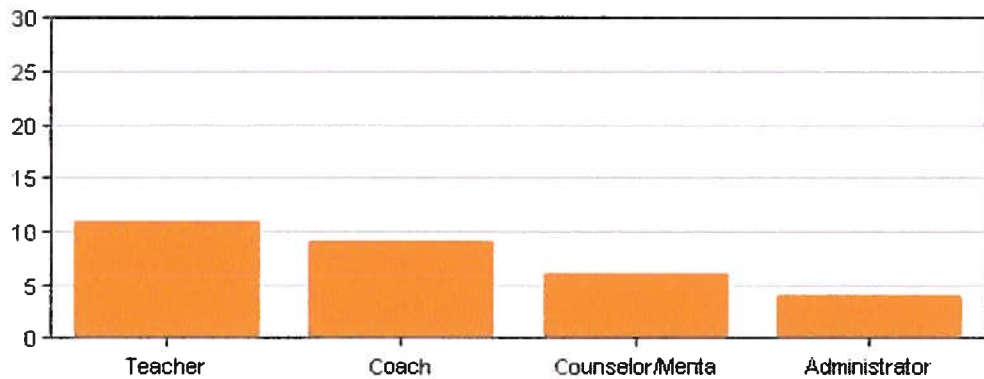
**Form Aggregates**

**BHS Health Education Survey for Teachers/Administrators/Counselors/Staff**

Click on any answer below to drill the results down to just those people if necessary.

**Position**

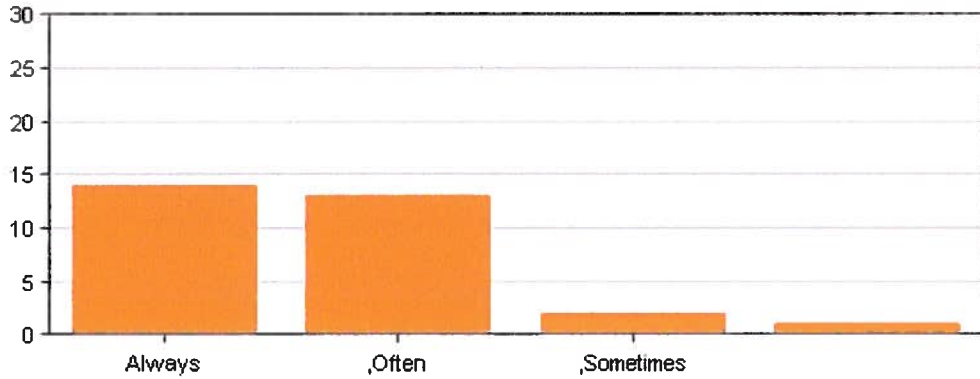
Teacher	11 (36.67%)
Coach	9 (30.00%)
Counselor/Mental Health/Psychologist	6 (20.00%)
Administrator	4 (13.33%)



**1. The Brighton health education program teaches our students to communicate in a healthy way with family, peers and others. Comment:**

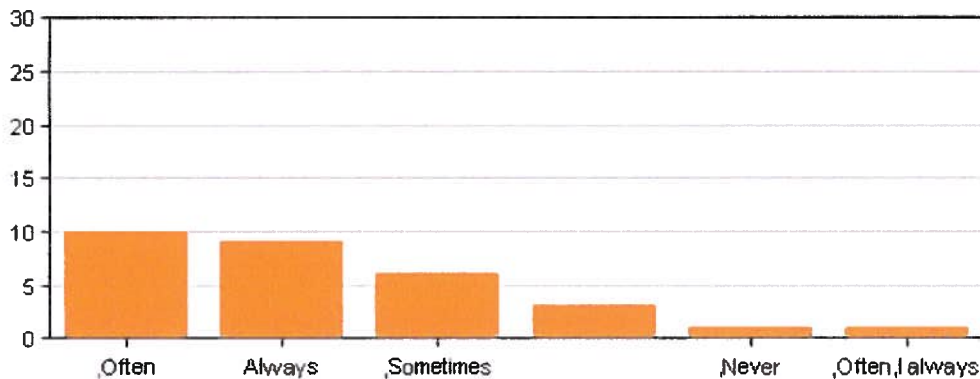
Always	14 (46.67%)
,Often	13 (43.33%)
,Sometimes	2 (6.67%)
	1 (3.33%)





**2. Through the Brighton health education program I learned to communicate with family, peers and others to enhance my health. Comment:**

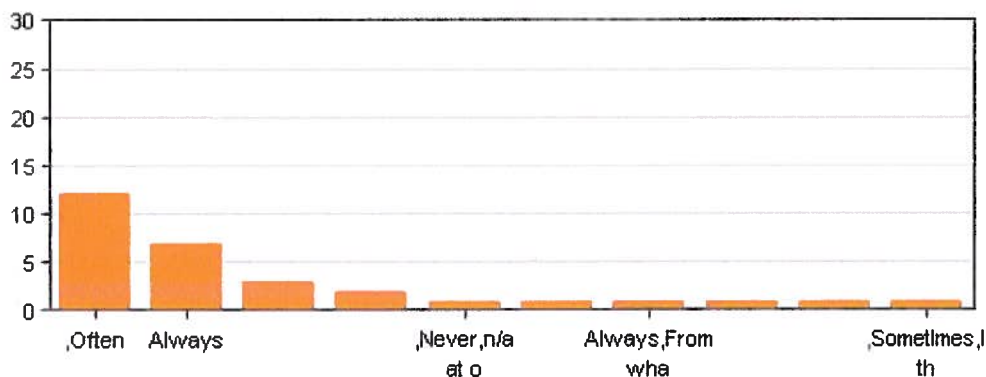
,Often	10 (33.33%)
Always	9 (30.00%)
,Sometimes	6 (20.00%)
	3 (10.00%)
,Never	1 (3.33%)
,Often,I always pick up on things when I observe/walkthrough	1 (3.33%)



**3. In health class our students have learned responsible and healthy ways to use technology. Comment:**

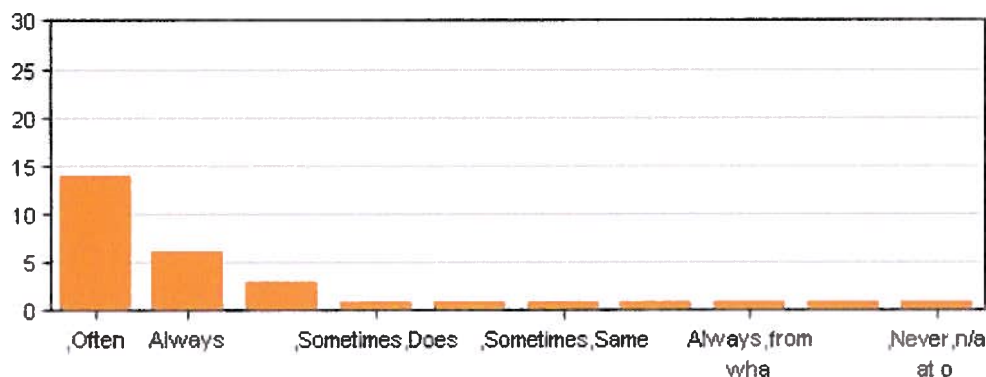
,Often	12 (40.00%)
Always	7 (23.33%)
,Sometimes	3 (10.00%)
	2 (6.67%)
,Never,n/a at our level	1 (3.33%)
Always,although not always practiced	1 (3.33%)
Always,From what I see. I am not in school so I am not there. At practice there very good about techn...turning it off and not looking at phone every min	1 (3.33%)
,Sometimes,Doesn't apply as much to students at CRPS	1 (3.33%)
,Sometimes,I do remember it being discussed last year in a class	1 (3.33%)

,Sometimes,I think that they learn it but they don't always apply healthy choices. 1 (3.33%)



**4. In health class our students have learned about safe and responsible cell phone use and social networking. Comment:**

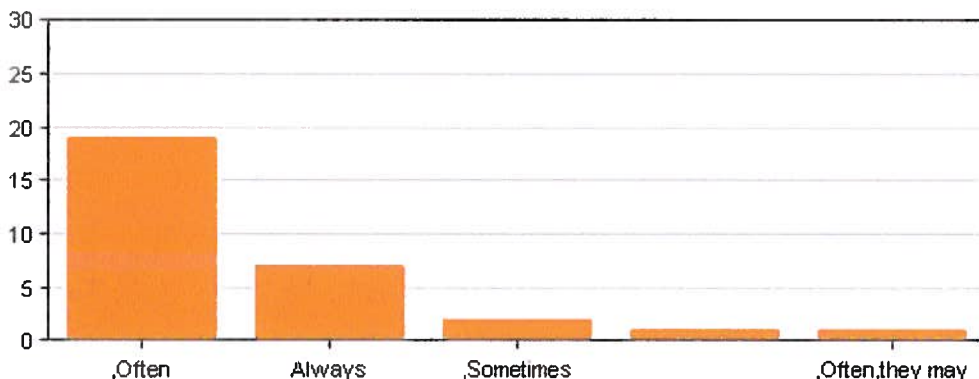
,Often 14 (46.67%)  
 Always 6 (20.00%)  
 ,Sometimes 3 (10.00%)  
 ,Sometimes,Doesn't apply as much to students at CRPS 1 (3.33%)  
 ,Sometimes,I do remember it being discussed once 1 (3.33%)  
 ,Sometimes,Same as number 3 1 (3.33%)  
 Always,although they don't always practiced what is learned 1 (3.33%)  
 Always,from what I see 1 (3.33%)  
 ,Never,n/a at our level 1 (3.33%)



**5. After taking health our students learned to use refusal skills and negotiation skills to manage conflict in a healthy way. Comment:**

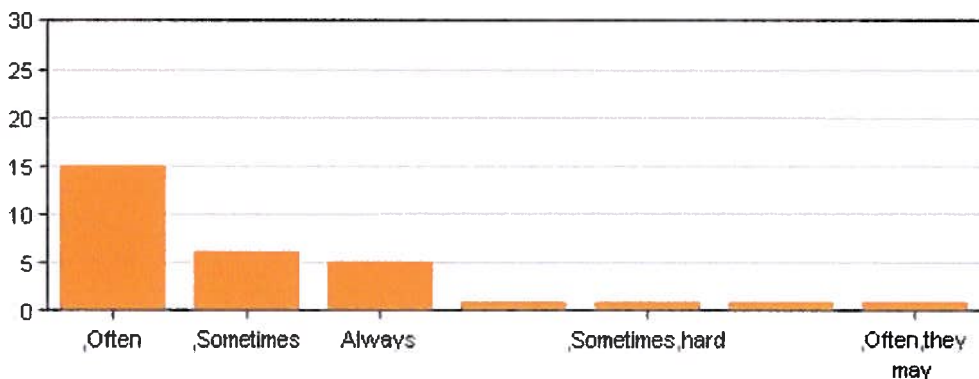
,Often 19 (63.33%)  
 Always 7 (23.33%)  
 ,Sometimes 2 (6.67%)  
 1 (3.33%)

,Often,they may have learned it but it may not always go into effect durring a problem for the most part they are very open and ask for help if they need it 1 (3.33%)



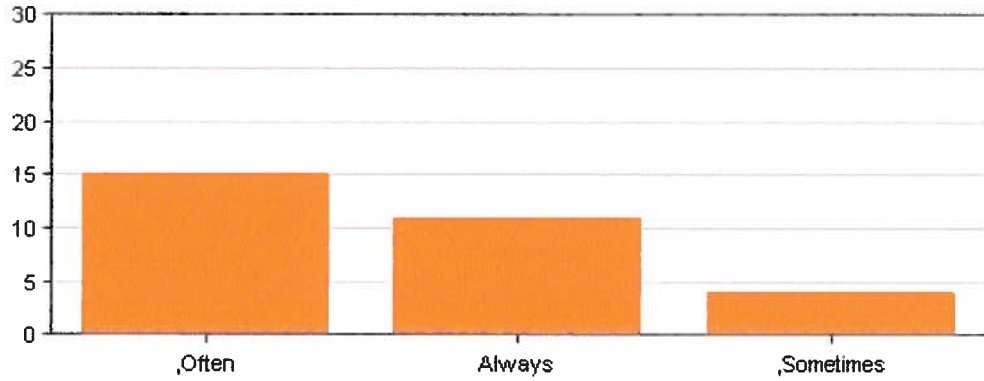
**6. After taking health our students are able to manage stress in a healthy way. Comment:**

,Often 15 (50.00%)  
 ,Sometimes 6 (20.00%)  
 Always 5 (16.67%)  
 1 (3.33%)  
 ,Sometimes,hard to measure 1 (3.33%)  
 ,Sometimes,I know they are taught strategies. I don't know if they implement those strategies. 1 (3.33%)  
 ,Often,they may have learned it but it may not always go into effect durring a problem for the most part they are very open and ask for help if they need it 1 (3.33%)



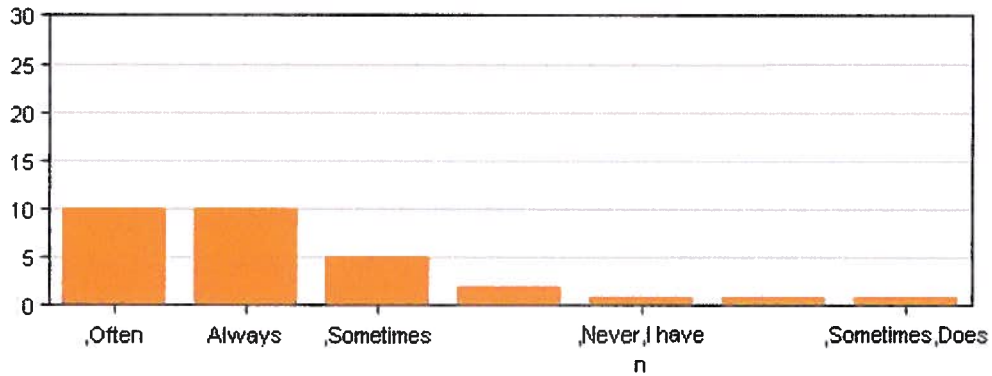
**7. Health class has taught our students to take responsibility for their personal health choices Comment:**

,Often 15 (50.00%)  
 Always 11 (36.67%)  
 ,Sometimes 4 (13.33%)



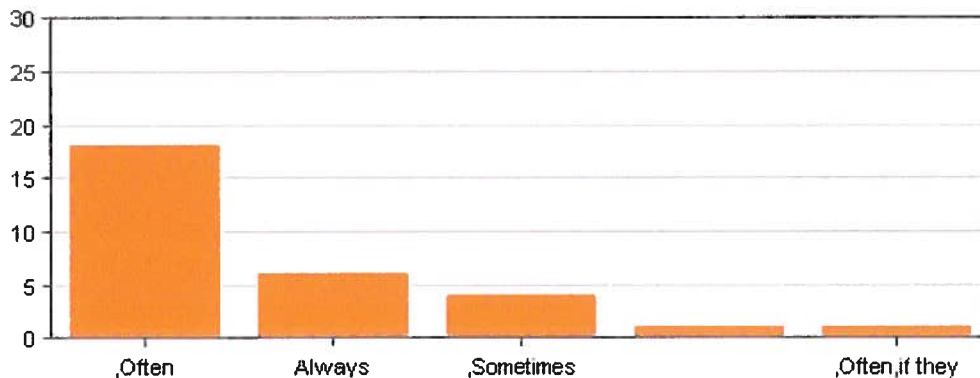
**8. After taking health our students are able to use technology to find answers to their health questions. Comment:**

,Often	10 (33.33%)
Always	10 (33.33%)
,Sometimes	5 (16.67%)
	2 (6.67%)
,Never,I have no idea.	1 (3.33%)
,Never,n/a at our level	1 (3.33%)
,Sometimes,Doesn't apply as much to students at CRPS	1 (3.33%)



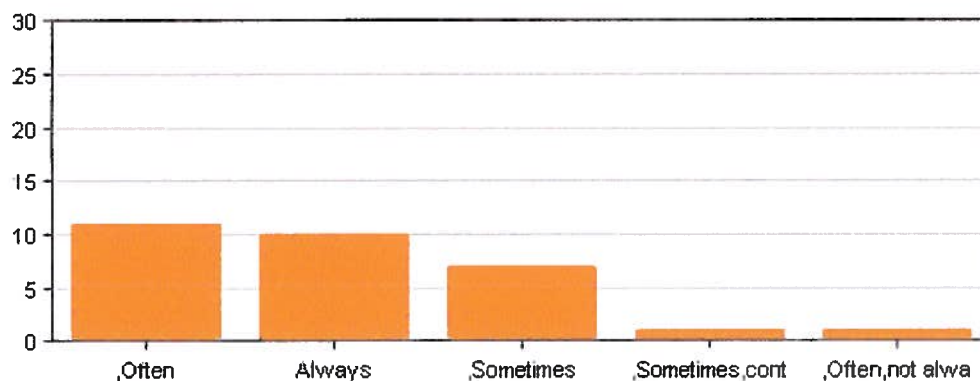
**9. Health class has taught our students to know the difference between accurate and inaccurate health education information. Comment:**

,Often	18 (60.00%)
Always	6 (20.00%)
,Sometimes	4 (13.33%)
	1 (3.33%)
,Often,if they get hurt they know to stop what they are doing and have e look at it. They dnt keep going if there is a problem.	1 (3.33%)



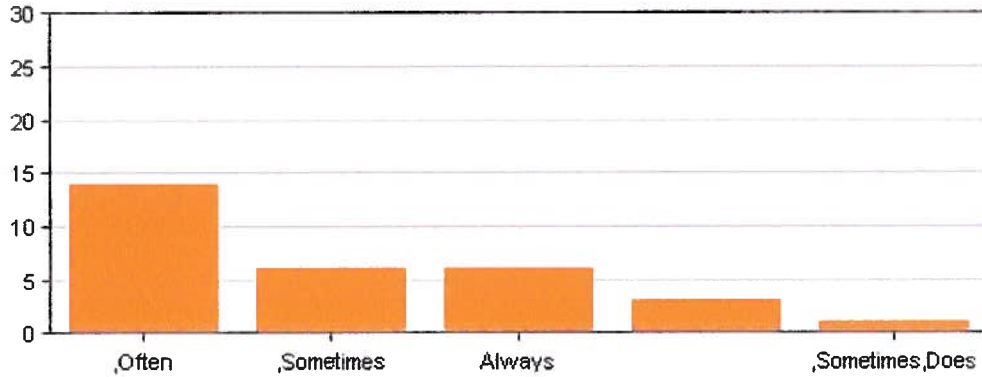
**10. After taking health class our students are able to help friends make positive health choices. Comment:**

,Often	11 (36.67%)
Always	10 (33.33%)
,Sometimes	7 (23.33%)
,Sometimes,contingent on friend's willingness	1 (3.33%)
,Often,not always the case, but most do attempt	1 (3.33%)



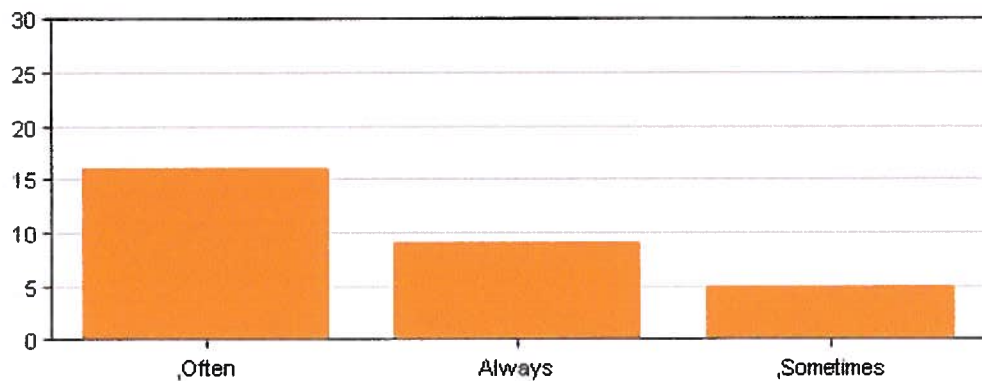
**11. Our students are able to identify the relationship between mental, emotional, social and physical health through health class Comment:**

,Often	14 (46.67%)
,Sometimes	6 (20.00%)
Always	6 (20.00%)
	3 (10.00%)
,Sometimes,Doesn't apply as much to students at CRPS	1 (3.33%)



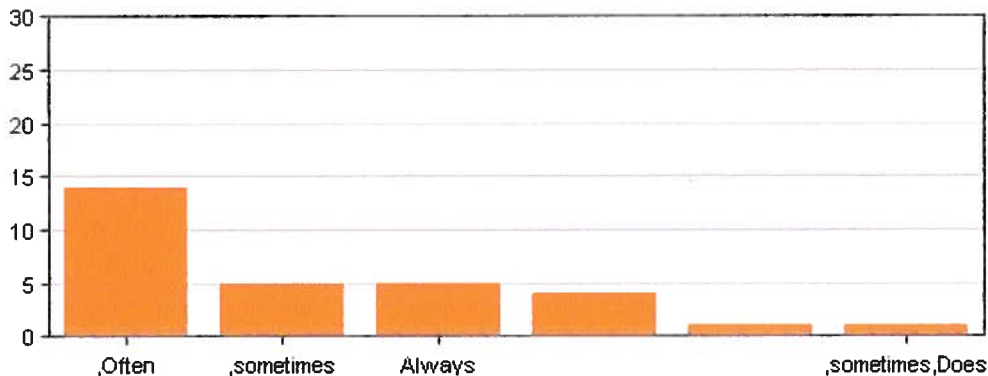
**12. In health class our students learned how the choices they make affect their health and how they feel. Comment:**

,Often	16 (53.33%)
Always	9 (30.00%)
,Sometimes	5 (16.67%)



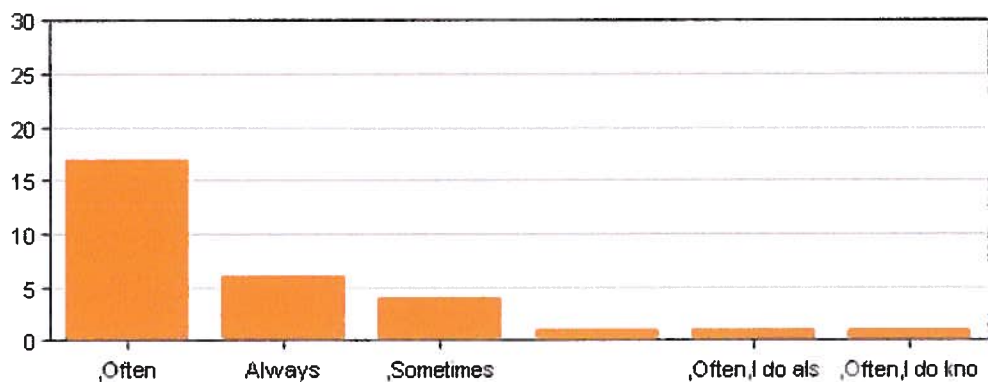
**13. In health class my child/children has/have learned how to access health promoting services and products. Comment:**

,Often	14 (46.67%)
,sometimes	5 (16.67%)
Always	5 (16.67%)
	4 (13.33%)
,Never,I have never observed this	1 (3.33%)
,sometimes,Doesn't apply as much to students at CRPS	1 (3.33%)



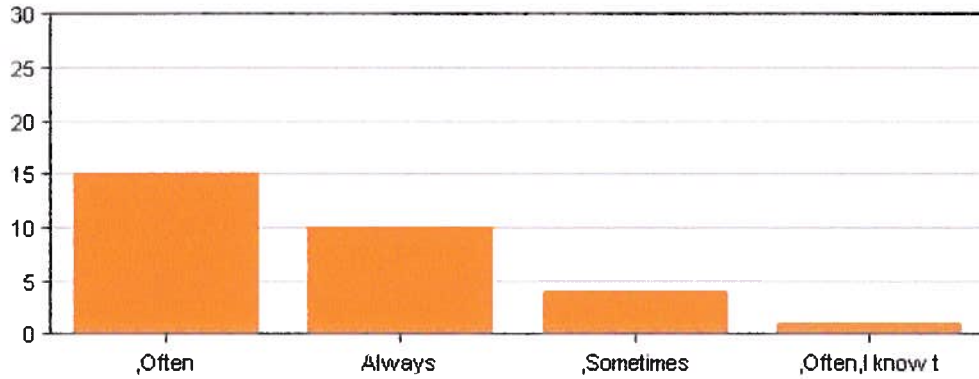
**14. In health class our students have learned how to apply a decision making process that will benefit their health. Comment:**

,Often	17 (56.67%)
Always	6 (20.00%)
,Sometimes	4 (13.33%)
	1 (3.33%)
,Often,I do also push my cheerleaders to make decisions on their own in cheerleading to let them learn and benefit from leadership.	1 (3.33%)
,Often,I do know that this is discussed.	1 (3.33%)



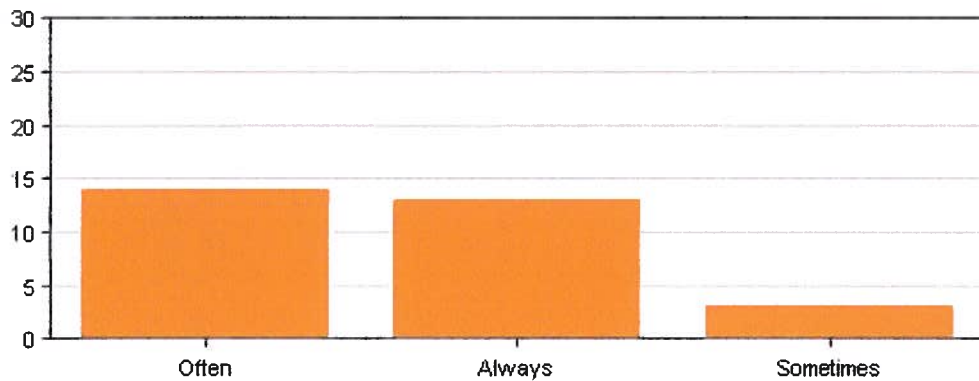
**15. In health class our students were taught how to set personal goals related to health. Comment:**

,Often	15 (50.00%)
Always	10 (33.33%)
,Sometimes	4 (13.33%)
,Often,I know this is discussed.	1 (3.33%)



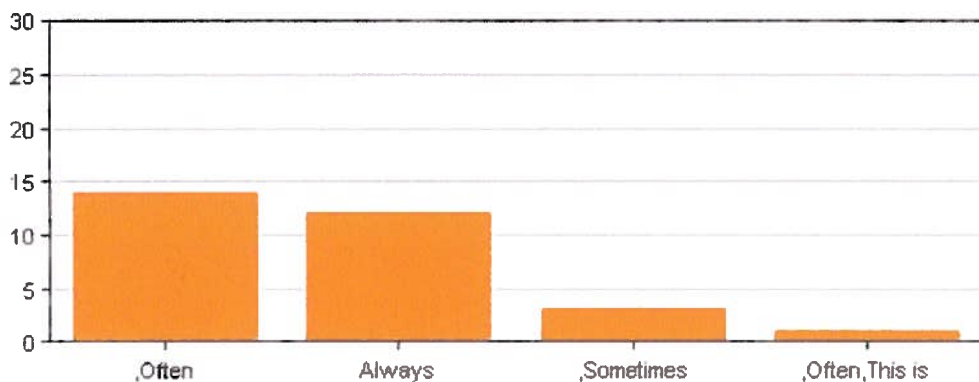
**16. Our students were taught the basic structure and function of the human body in health class. Comment:**

Often	14 (46.67%)
Always	13 (43.33%)
Sometimes	3 (10.00%)



**17. In health class, our students have learned that their school and their community can provide them with information and resources about health related issues. Comment:**

,Often	14 (46.67%)
Always	12 (40.00%)
,Sometimes	3 (10.00%)
,Often,This is a big part of the community service project.	1 (3.33%)







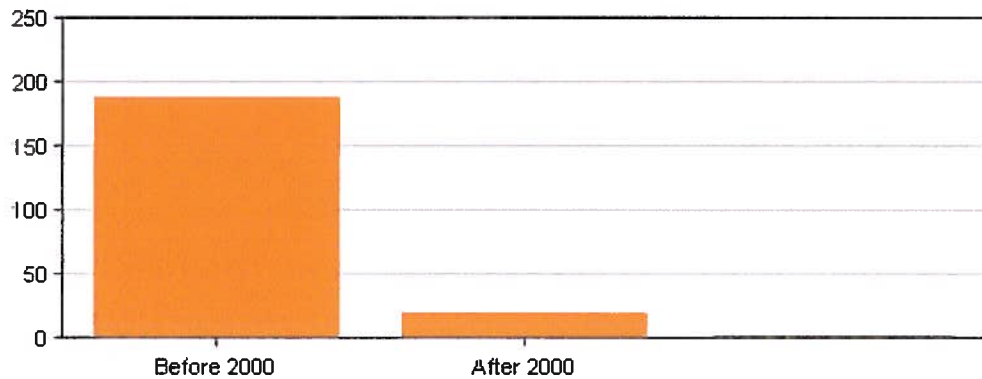
**Form Aggregates**

**Health Survey for Alumni Students**

Click on any answer below to drill the results down to just those people if necessary.

**Please indicate whether you graduated before or after 2000.**

Before 2000	189 (89.57%)
After 2000	20 (9.48%)
	2 (0.95%)

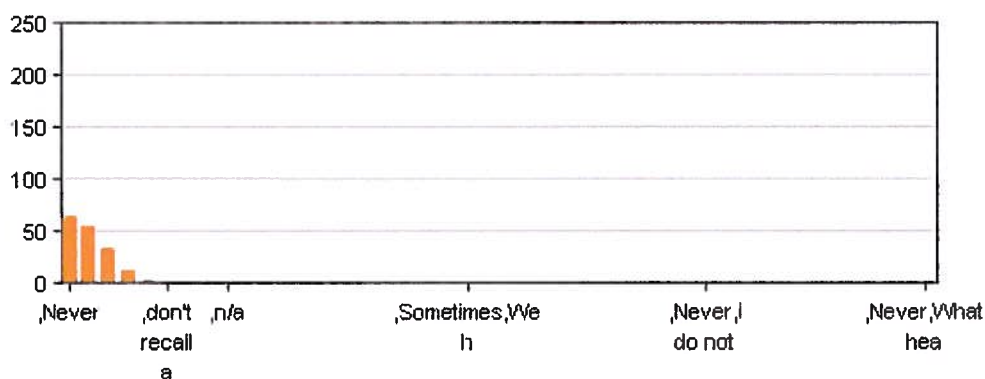


**The Brighton health education program taught me to communicate in a healthy way with family, peers and others. Comment**

,Never	64 (30.33%)
,Sometimes	55 (26.07%)
,Often	33 (15.64%)
Always	13 (6.16%)
	2 (0.95%)
,don't recall a health class.	1 (0.47%)
,don't remember health education classes	1 (0.47%)
,in 1947 health ed did not exist -- or if it did, I sure do not remember, Latin yes but health ed???	1 (0.47%)
,n/a	1 (0.47%)
Health Ed did not exist.,Never	1 (0.47%)
no health ed program.,Never	1 (0.47%)

,Often,BHS Education taught me	1 (0.47%)
,Sometimes,around 1960, I don't recall a formal health education program. My answers are therefore general.	1 (0.47%)
,Sometimes,Did not need health class to achieve this	1 (0.47%)
,Sometimes,Graduated in 1983, so a lot of these questions don't apply.	1 (0.47%)
,Sometimes,I do not recall any emphasis per se on this, but the fact that it was taught gave me the information I needed to at least have conversation.	1 (0.47%)
,Sometimes,I don't really remember; '86	1 (0.47%)
,Sometimes,I don't remember that there was even a need to teach us that. We seemed to do OK.	1 (0.47%)
,Sometimes,I don't think it did.	1 (0.47%)
,Sometimes,I only remember being taught in elementary and middle school	1 (0.47%)
,Sometimes,I'm not quite sure what that means, but it encouraged me to be active and aware of health, though perhaps not on the food front.	1 (0.47%)
,Sometimes,Pity the alumnus who graduated in 2000 - which bubble to select?	1 (0.47%)
,Sometimes,this wasn't what was taught in health	1 (0.47%)
,Sometimes,We had only gym	1 (0.47%)
,Sometimes,What health education program? I can remember only one class on a health theme, a facts of life assembly in 1967.	1 (0.47%)
,There was no health education program in the years I attened BHS....graduated in 1951	1 (0.47%)
,we did not have health when I was a student at BHS. I graduated in 1961	1 (0.47%)
,Never,Call me to discuss 919 932 1222	1 (0.47%)
,Never,Can't say that I can recall	1 (0.47%)
,Never,Class of 1958--biology class didn't have any emphasis on communication with peers,family--just learn the curriculum	1 (0.47%)
,Never,Didn't have health class in 60's	1 (0.47%)
,Never,don't recall communicating about health being a discussion topic	1 (0.47%)
,Never,graduated 1966	1 (0.47%)
,Never,graduated 1968!	1 (0.47%)
,Never,Health education was called"phys ed"	1 (0.47%)
,Never,I am a very bad at this	1 (0.47%)
,Never,i do not recall interpsonal communication being taught in health class	1 (0.47%)
,Never,I do not recall there being a health education program during my time there, (class of 1967)	1 (0.47%)
,Never,I don't think this was emphasized enough in the BHS health program	1 (0.47%)
,Never,i graduated in 1968--nothing like this or any of the other questions were addressed. only the physical structure of the female/ma reproductive system	1 (0.47%)
,Never,I never had a Health Class that I remember.	1 (0.47%)

,Never,same answer to all questions. 1958 grad. taught by7 family and peers	1 (0.47%)
,Never,superior attitudes, not encouraging or friendly	1 (0.47%)
,Never,there was no health class	1 (0.47%)
,Never,There was no health education program when I was at Brighton	1 (0.47%)
,Never,There wasn't one when I attended -- this comment is the same for all questions.	1 (0.47%)
,Never,They didn't teach health	1 (0.47%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,Never,What health ed program?	1 (0.47%)



**Through the Brighton health education program I learned to communicate with family, peers and others to enhance my health. Comment:**

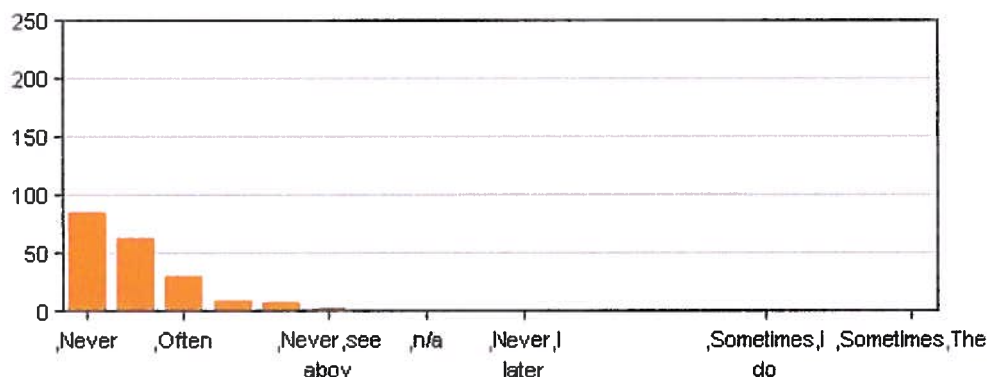
,Never	85 (40.28%)
,Sometimes	63 (29.86%)
,Often	31 (14.69%)
Always	9 (4.27%)
	8 (3.79%)
,Never,see above	3 (1.42%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,n/a	1 (0.47%)
,Never,I don't think this was emphasized enough in the BHS health program	1 (0.47%)
,Never,I later got a Masters in Health Ed because of what I DIDN'T get in my schooling	1 (0.47%)
,Never,N/A	1 (0.47%)
,Often,BHS Education taught me	1 (0.47%)
,Sometimes,Brighton reinforced and facilitated this, but my family/friend did this anyway.	1 (0.47%)
,Sometimes,I didn't learn this skill in health class	1 (0.47%)

,Sometimes,I don't remember anything being done along these lines, but I guess something was. 1 (0.47%)

,Sometimes,No health class 1957-1961 1 (0.47%)

,Sometimes,Sorry, nearly all of these topics were not provided in the 1970s 1 (0.47%)

,Sometimes,The one time I recall a specific is when I was reading an assigned book about drugs. My parents asked \*me\* questions :) 1 (0.47%)



**In health class I learned responsible and healthy ways to use technology. Comment:**

,Never 123 (58.29%)

,Sometimes 30 (14.22%)

,Often 10 (4.74%)

,Often 6 (2.84%)

Always 5 (2.37%)

,n/a 2 (0.95%)

,Never,see above 2 (0.95%)

,Never,tech not around 1 (0.47%)

,Never,technology was not available then 1 (0.47%)

,Never,Technology was not part of class back in 1980's 1 (0.47%)

,Never,there was no technology incorporated in health class way back then! 1 (0.47%)

,Never,there was no technology per se in the 70's 1 (0.47%)

,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then 1 (0.47%)

,Never,This wasn't relevant at the time. ;- ) 1 (0.47%)

,Never,Wasn't an issue in those days 1 (0.47%)

,Never,we did not have technolgy 1 (0.47%)

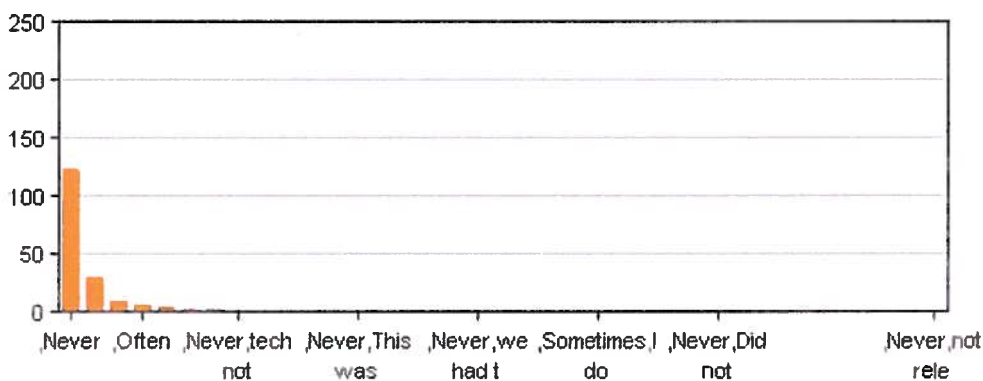
,Never,we didn't have computers 1 (0.47%)

,Never,we didn't have computers back then! 1 (0.47%)

,Never,We didn't have tech. in health class. (I graduated in 2001) 1 (0.47%)

,Never,We didn't have the technology in 1984 like we do now 1 (0.47%)

,Never,we had typerwriters...	1 (0.47%)
,Never,What health class?	1 (0.47%)
,Never,You mean like condoms? I learned how to use those	1 (0.47%)
,Sometimes,BHS Education taught me	1 (0.47%)
,Sometimes,Didnt have tech back then	1 (0.47%)
,Sometimes,I don't remember a "health class"	1 (0.47%)
,Sometimes,I graduated high school in 1988. "Technology" was a whole different deal then.	1 (0.47%)
,Sometimes,I hardly remember using technology in classes. More specifically, we hardly utilized any technology platforms while inn classes	1 (0.47%)
,Never,"technology" did not exist in 1960	1 (0.47%)
,Never,although I'm not sure what you mean by technology	1 (0.47%)
,Never,Did not exist.	1 (0.47%)
,Never,Didn't exist then	1 (0.47%)
,Never,graduated in 1975--what technology?	1 (0.47%)
,Never,I don't remember this being included in the health program, but I think it would be a great addition to the program.	1 (0.47%)
,Never,keep in mind this was the early '80s	1 (0.47%)
,Never,n/a	1 (0.47%)
,Never,NA	1 (0.47%)
,Never,Never had a health class	1 (0.47%)
,Never,not applicable, not used in class.	1 (0.47%)
,Never,not relevant in 1972	1 (0.47%)

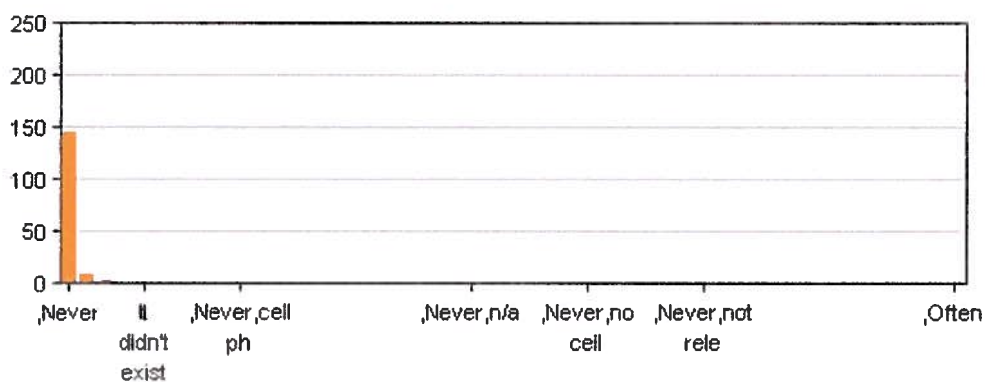


**In health class I learned about safe and responsible cell phone use and social networking.  
Comment:**

,Never	146 (69.19%)
	9 (4.27%)
,Sometimes	2 (0.95%)

,the cell phone hadn't been invented yet.	1 (0.47%)
It didn't exist!,Never	1 (0.47%)
,N/A	1 (0.47%)
,Never,58-62 in high school	1 (0.47%)
,Never,Because it was before all of this...	1 (0.47%)
,Never,Before my time-but very good AND texting	1 (0.47%)
,Never,cell phones did not exist in 1960!!!	1 (0.47%)
,Never,cell phone weren't out	1 (0.47%)
,Never,Cell phones didn't exist then.	1 (0.47%)
,Never,Cell phones weren't an issue in 1995	1 (0.47%)
,Never,cell phones weren't around!	1 (0.47%)
,Never,class of '01, it wasn't an issue	1 (0.47%)
,Never,Did not exist.	1 (0.47%)
,Never,did not have cell phones	1 (0.47%)
,Never,Did not have then in 1981	1 (0.47%)
,Never,Didn't exist then	1 (0.47%)
,Never,Didn't have any	1 (0.47%)
,Never,didn't have cell phones back then	1 (0.47%)
,Never,didn't have these in 1991	1 (0.47%)
,Never,graduated in 1994 so thies does not pertain to me	1 (0.47%)
,Never,I don't remember this being included in the health program when I was a student, but it would be a great addition to the program.	1 (0.47%)
,Never,keep in mind this was the early '80s	1 (0.47%)
,Never,n/a	1 (0.47%)
,Never,N/A I graduated in 1973	1 (0.47%)
,Never,NA	1 (0.47%)
,Never,Never learned this	1 (0.47%)
,Never,No cell phones 1966-70.	1 (0.47%)
,Never,No Cell phones in 1961-64	1 (0.47%)
,Never,No cell phones in 1970s	1 (0.47%)
,Never,no cell phones in 1983	1 (0.47%)
,Never,no cell phones silly	1 (0.47%)
,Never,no cell phones then	1 (0.47%)
,Never,no cell phones yet	1 (0.47%)
,Never,No such thing as cell phone back then!	1 (0.47%)
,Never,not an issue in the early '70s	1 (0.47%)

,Never,Not applicable back in 1980's	1 (0.47%)
,Never,not applicable, not used in class.	1 (0.47%)
,Never,not invented yet	1 (0.47%)
,Never,not invented yet!	1 (0.47%)
,Never,not relevant in 1972	1 (0.47%)
,Never,Only really, really rich people had cell phones when I went to school. "Social networking" was hanging out with the smokers at the Slab.	1 (0.47%)
,Never,see above, (this was well before cell phones	1 (0.47%)
,Never,tech not around	1 (0.47%)
,Never,technology did not exist	1 (0.47%)
,Never,technology was not available then	1 (0.47%)
,Never,There were no cell phones!	1 (0.47%)
,Never,They didn't exist	1 (0.47%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,Never,Wasn't an issue in those days	1 (0.47%)
,Never,we didn't have cell phones	1 (0.47%)
,Never,We didn't have the technology in 1984 like we do now	1 (0.47%)
,Never,weren't invented yet	1 (0.47%)
,Never,What? That didn't even exist!	1 (0.47%)
,Often	1 (0.47%)

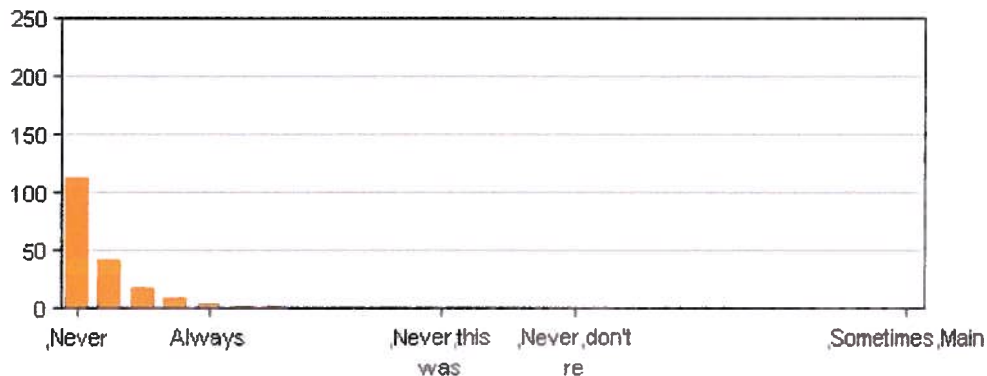


**After taking health I have learned to use refusal skills and negotiation skills to manage conflict in a healthy way. Comment:**

,Never	113 (53.55%)
,Sometimes	42 (19.91%)
,Often	18 (8.53%)
	10 (4.74%)
Always	4 (1.90%)



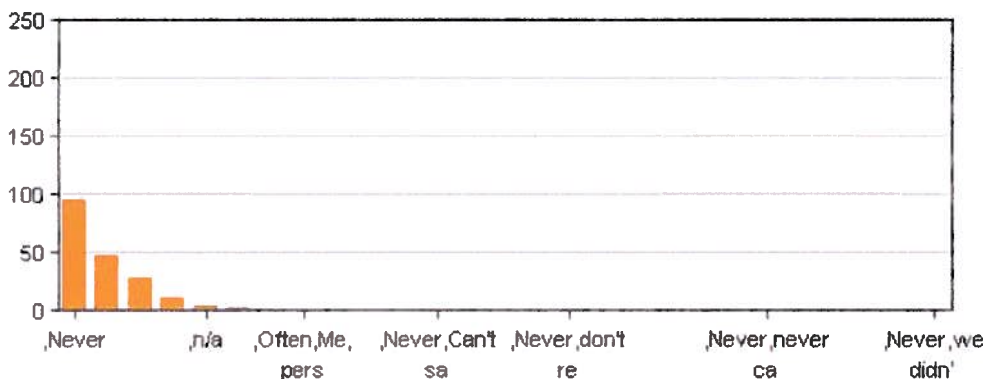
,n/a	3 (1.42%)
,Never,not part of curriculum	2 (0.95%)
,Never,see above	1 (0.47%)
,Never,They didn't really address conflict resolution then.	1 (0.47%)
,Never,they didn't teach negotiation of conflict	1 (0.47%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,Never,this was never discussed	1 (0.47%)
,Never,To my recollection, these skills were not part of our course.	1 (0.47%)
,Often,After, not because of. Actually I learned this quite a bit later.	1 (0.47%)
,Never,Didn't exist then	1 (0.47%)
,Never,don't recall	1 (0.47%)
,Never,I don't remember learning about this in health class.	1 (0.47%)
,Never,I learned this after taking health, not in health class	1 (0.47%)
,Never,I recommend the Institute for the Study and Practice of Nonviolence. They are great at teaching that stuff.	1 (0.47%)
,Never,N/A re Brighton health class	1 (0.47%)
,Never,not discussed then	1 (0.47%)
,Never,Not in curric.	1 (0.47%)
,Sometimes,BHS Education taught me	1 (0.47%)
,Sometimes,doc was always assumed right	1 (0.47%)
,Sometimes,i can't attribute those skills in significant part to health class	1 (0.47%)
,Sometimes,Mainly because in class I practiced speaking up when the group was given terrible misinformation (see below: rape & contraception)	1 (0.47%)



**After taking health I am able to manage stress in a healthy way. Comment:**

,Never	95 (45.02%)
,Sometimes	48 (22.75%)
,Often	28 (13.27%)

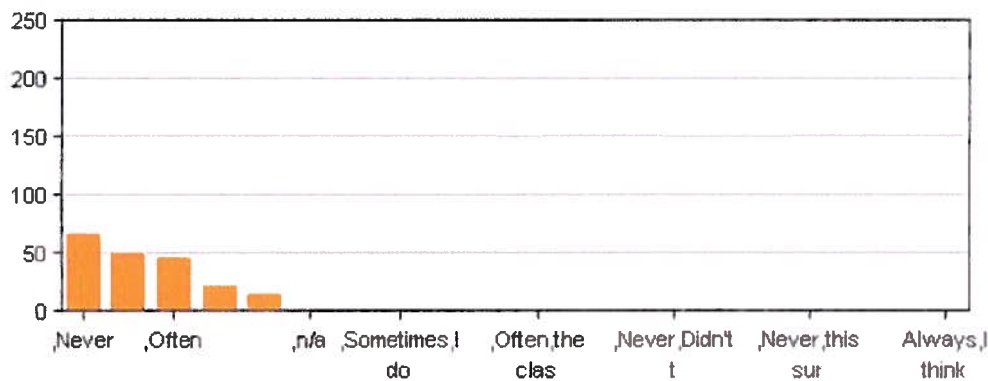
	12 (5.69%)
,n/a	4 (1.90%)
Always	2 (0.95%)
,Often,Again, after, not because of.	1 (0.47%)
,Often,Me, personally? Some people would say smoking weed and drinking a moderate amount of homebrew isn't healthy, but my choices aren't Brighton's fault.	1 (0.47%)
,Often,Never covered, but sure.	1 (0.47%)
,Sometimes,BHS Education taught me	1 (0.47%)
,Sometimes,this has nothing to do with a class I took 25 years ago	1 (0.47%)
,Sometimes,this is a lifelong struggle and high school health class certainly was the initial introduction to stress and stress managment	1 (0.47%)
,Never,Can't say that I can recall	1 (0.47%)
,Never,class itself was stressful, not helpful	1 (0.47%)
,Never,didn't talk about stress	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,don't recall	1 (0.47%)
,Never,I cannot accurately correlate this to my health class over 28 yrs ago	1 (0.47%)
,Never,I don't remember learning about this in the health program.	1 (0.47%)
,Never,I have issues with stress	1 (0.47%)
,Never,learned elsewhere	1 (0.47%)
,Never,n/a	1 (0.47%)
,Never,never came up	1 (0.47%)
,Never,same as above	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,Never,this was never discussed	1 (0.47%)
,Never,we didn't discuss stress in health	1 (0.47%)



**Health class has taught me to take responsibility for my personal health choices.**

**Comment:**

,Never	66 (31.28%)
,Sometimes	49 (23.22%)
,Often	45 (21.33%)
Always	22 (10.43%)
,n/a	14 (6.64%)
,Sometimes,Few remember but we talked about health hazards of smoiing-but not as relates to cancer-other health issues	1 (0.47%)
,Sometimes,I do, but I don't know that I learned it there.	1 (0.47%)
,Often,BHS Education taught me & Military Service	1 (0.47%)
,Often,It was in health class I learned about how illness is actually spread and how lifestyle choices affect ones personal health.	1 (0.47%)
,Often,the class was the basic introduction to personal responsibility about health choices.	1 (0.47%)
,Often,This was a big theme in my high school health class, and my teacher was hilarious about it. Still remember some of her conversations...	1 (0.47%)
,Never,did that on my own	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,I don't attribute this to bhs health class	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,Never,this was never discussed	1 (0.47%)
,Never,weren't given any choices	1 (0.47%)
Always,I think I learned more about contraception and safe sex than anyone else I know in high school, which I think is very commendable of BHS	1 (0.47%)

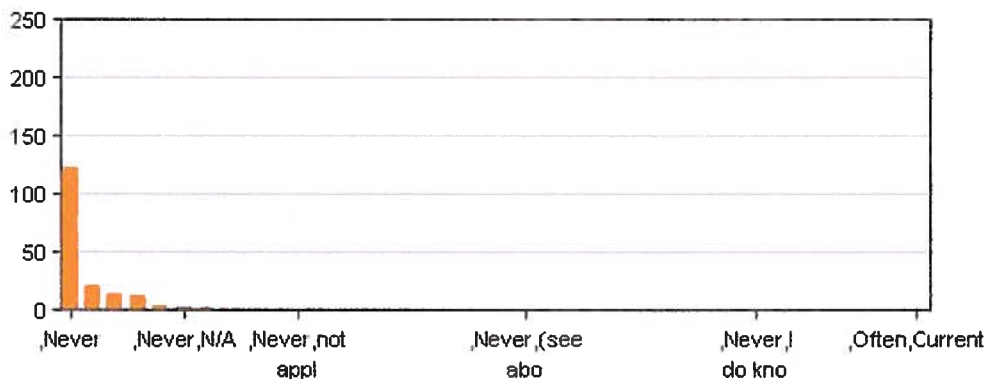


**After taking health I am able to use technology to find answers to my health questions.**

**Comment:**

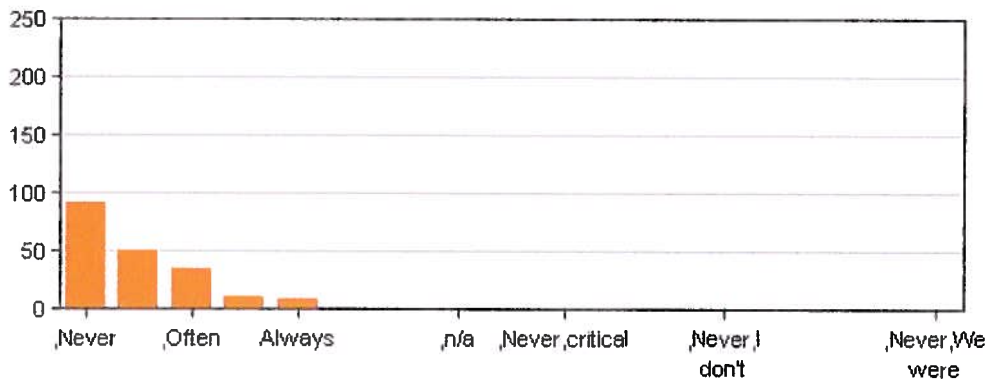
,Never	123 (58.29%)
,Sometimes	22 (10.43%)
,Often	14 (6.64%)
	13 (6.16%)
Always	4 (1.90%)
,Never,N/A	2 (0.95%)
,Never,NA	2 (0.95%)
,Never,no real tech at the time	1 (0.47%)
,Never,no tech	1 (0.47%)
,Never,Not applicable	1 (0.47%)
,Never,not applicable, not used in class	1 (0.47%)
,Never,Not relevant in my day.	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,this has nothing to do with a class I took 25 years ago	1 (0.47%)
,Never,this survey is stupid, as I graduated 35 years ago and the world has changed since then	1 (0.47%)
,Never,This wasn't part of my health curriculum	1 (0.47%)
,Never,we didn't have computers, so unable to answer ques.	1 (0.47%)
,Never,We didn't have the technology in 1984 like we do now	1 (0.47%)
,Never,We were still on paper in those days.	1 (0.47%)
,Never,"technology" did not exist!!	1 (0.47%)
,Never,(see above)	1 (0.47%)
,Never,Again, no internet then!	1 (0.47%)
,Never,Again, this was 1988. We did learn to evaluate TV commercials critically, which is very important.	1 (0.47%)
,Never,computers were not out	1 (0.47%)
,Never,Did not exist.	1 (0.47%)
,Never,did not have internet back then	1 (0.47%)
,Never,didn't have this in the early 90's	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,graduated pre-Internet	1 (0.47%)
,Never,Health class didn't teach me this	1 (0.47%)
,Never,I do know how to do that, but not because it was taught in health class.	1 (0.47%)
,Never,I don't remember learning about technology to find answers to health questions	1 (0.47%)
Always,These questions are not worded in a way that allows any accuracy. Technically this entry is true, but I did not learn any technology in health class.	1 (0.47%)

google?,Never	1 (0.47%)
,Sometimes,No tech back then.	1 (0.47%)
,there was no technology yet.	1 (0.47%)
,n/a	1 (0.47%)
,Often,Current Technology	1 (0.47%)



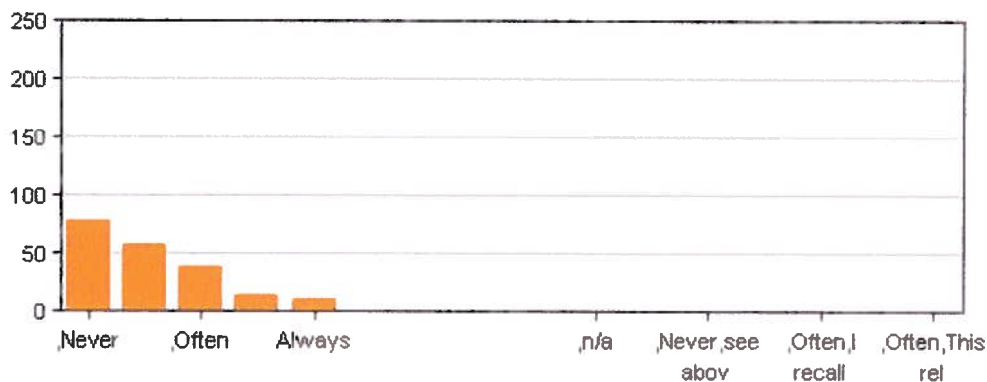
**Health class has taught me to know the difference between accurate and inaccurate health education information. Comment:**

,Never	92 (43.60%)
,Sometimes	50 (23.70%)
,Often	36 (17.06%)
Always	11 (5.21%)
Always	10 (4.74%)
,Sometimes,I learned about professional associations and government resources.	1 (0.47%)
,Sometimes,Not really covered, but sure	1 (0.47%)
,n/a	1 (0.47%)
,Often,Current Research	1 (0.47%)
,Never,critical thinking skills already developed before took course	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,don't recall this about class in the early 1990's	1 (0.47%)
,Never,I don't think this was included in the program when I was a student.	1 (0.47%)
,Never,Other than P. E. classes	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,The only info available when I was taking health in school came from my doctor or a book.	1 (0.47%)
,Never,We were "taught" that rape almost never leads to pregnancy and the rhythm method is a great contraceptive plan.	1 (0.47%)



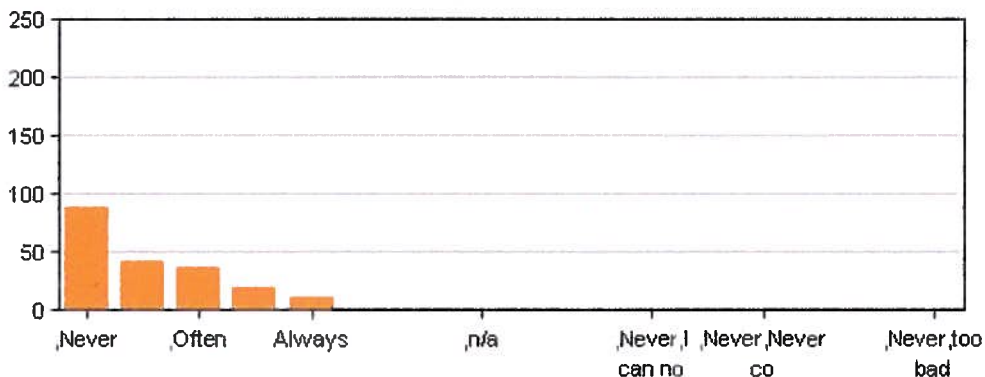
**After taking health class I am able to help friends make positive health choices. Comment:**

,Never	79 (37.44%)
,Sometimes	57 (27.01%)
,Often	39 (18.48%)
	14 (6.64%)
Always	11 (5.21%)
,Sometimes,BHS Education taught me	1 (0.47%)
,Sometimes,My girlfriend had depression and anorexia for a year and I didn't know what to do about it.	1 (0.47%)
,Sometimes,Some of my friends were bound to make dumb decisions no matter what...	1 (0.47%)
,Sometimes,That's not really my job.	1 (0.47%)
,n/a	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,see above	1 (0.47%)
,Often,After, not because of.	1 (0.47%)
,Often,I recall this being a component of health class in the early 1990's	1 (0.47%)
,Often,My family in particular (of origin and current).	1 (0.47%)
,Often,This relates to sexual health and alcohol health rather than mental or emotional health.	1 (0.47%)



**I am able to identify the relationship between mental, emotional, social and physical health through health class. Comment:**

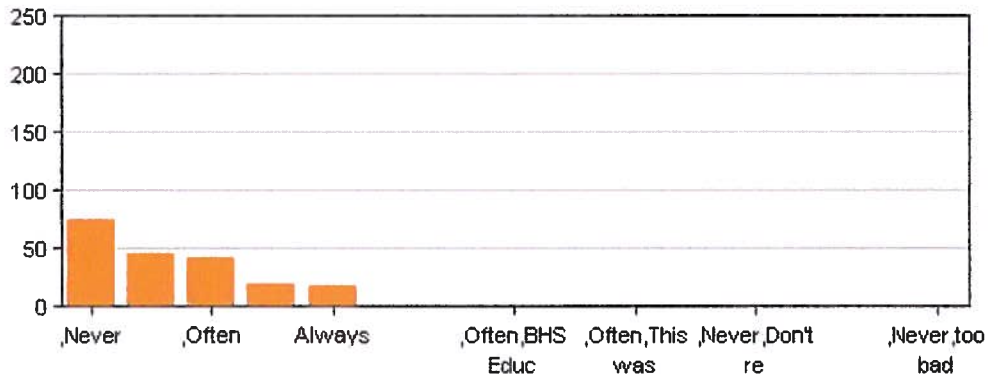
,Never	89 (42.18%)
,Sometimes	43 (20.38%)
,Often	37 (17.54%)
	19 (9.00%)
Always	12 (5.69%)
,Sometimes,BHS Education taught me	1 (0.47%)
,Sometimes,These topics were all surveyed.	1 (0.47%)
,n/a	1 (0.47%)
,Often,I recall this being a part of health class in the 1990's	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,I can now as an adult	1 (0.47%)
,Never,I don't recall this being addressed. But it was 20 years ago...	1 (0.47%)
,Never,Never covered	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,these aspects weren't discussed in health class	1 (0.47%)
,Never,too bad for me too	1 (0.47%)



**In health class I learned how the choices I make affect my health and how I feel. Comment:**

,Never	75 (35.55%)
,Sometimes	46 (21.80%)
,Often	43 (20.38%)
	19 (9.00%)
Always	18 (8.53%)
,n/a	1 (0.47%)
,Sometimes,Barely covered.	1 (0.47%)
,Often,BHS Education taught me	1 (0.47%)

,Often,The program did a good job teaching this for sexual health and alcohol decisions.	1 (0.47%)
,Often,This was a part of health class in the 1990's	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,Don't recall this either	1 (0.47%)
,Never,Other than P.E. classes	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,too bad for me too	1 (0.47%)

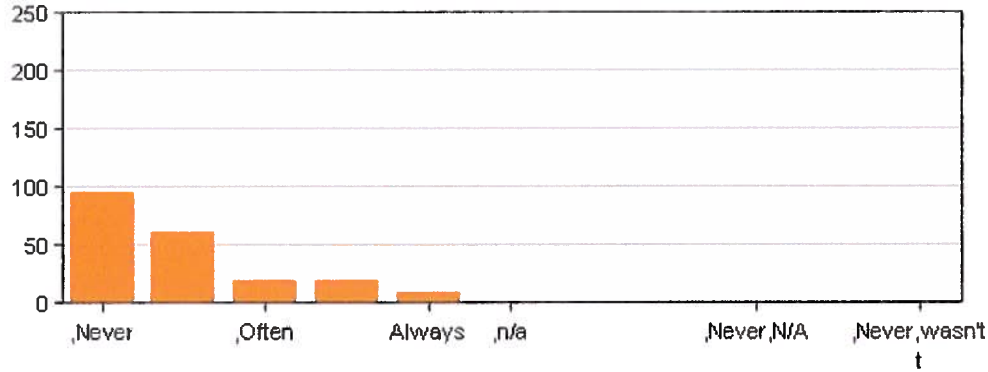


**In health class I have learned how to access health promoting services and products.**

**Comment:**

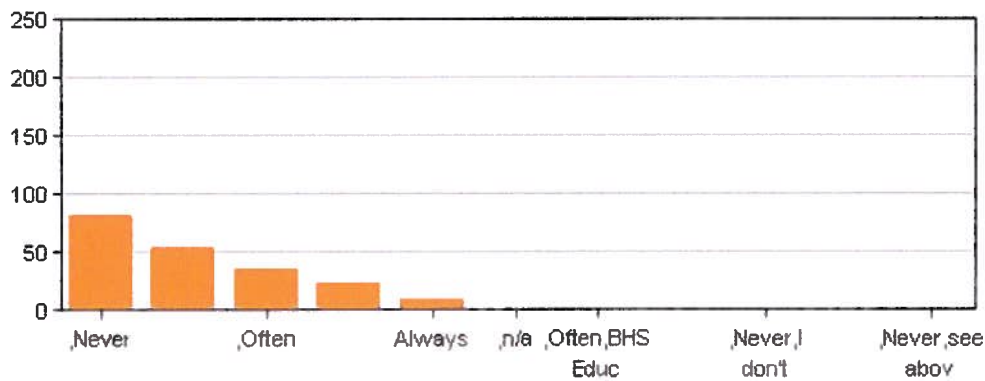
,Never	96 (45.50%)
,Sometimes	61 (28.91%)
,Often	20 (9.48%)
Always	19 (9.00%)
,n/a	9 (4.27%)
,Sometimes,I don't recall this being a part of health class in the 1990's	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,N/A	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,wasn't taught	1 (0.47%)





**In health class I have learned how to apply a decision making process that will benefit my health. Comment:**

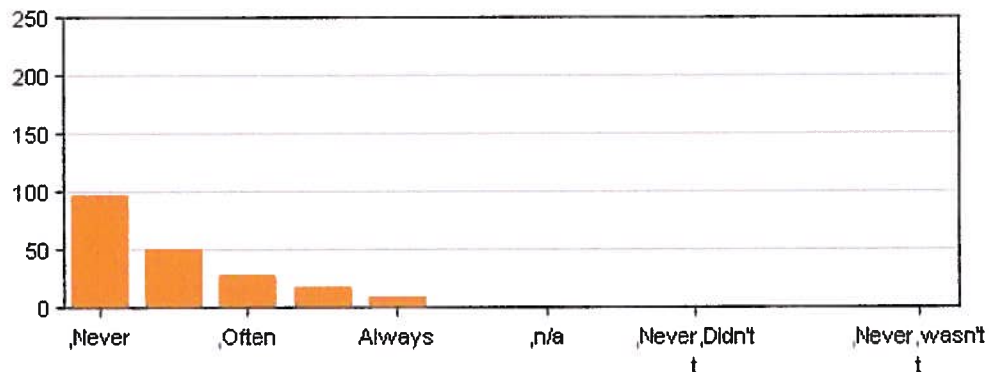
,Never	82 (38.86%)
,Sometimes	54 (25.59%)
,Often	36 (17.06%)
Always	23 (10.90%)
,n/a	10 (4.74%)
,n/a	1 (0.47%)
,Often,BHS Education taught me & Military Service	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,I don't recall learning about decision making processes in health class relative to health choices in the 1990's.	1 (0.47%)
,Never,Other than from P.E. classes	1 (0.47%)
,Never,see above	1 (0.47%)



**In health class I was taught how to set personal goals related to health. Comment:**

,Never	98 (46.45%)
,Sometimes	50 (23.70%)
,Often	29 (13.74%)
Always	18 (8.53%)

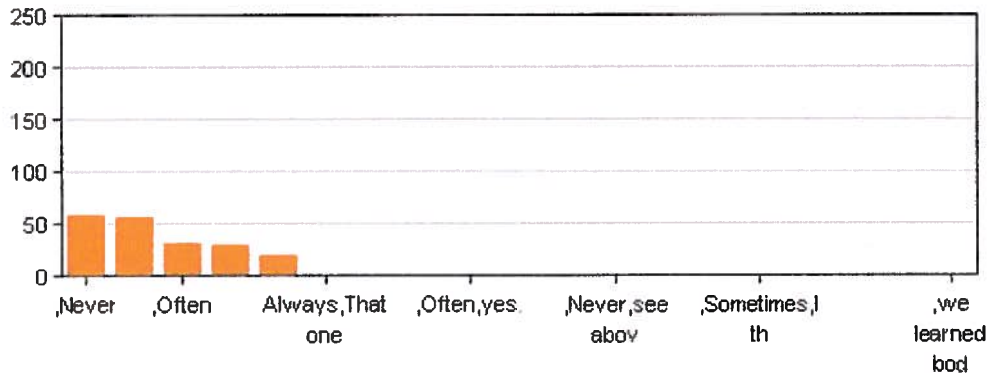
Always	9 (4.27%)
,Sometimes,I believe this was a part of health class in the 1990's	1 (0.47%)
,n/a	1 (0.47%)
,Often,Current Life Experience	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,Other than from P.E. classes	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,wasn't taught	1 (0.47%)



**Each year I was in health class, I learned new information about basic structure and functions of the human body. Comment:**

,Never	58 (27.49%)
,Sometimes	57 (27.01%)
,Often	31 (14.69%)
Always	29 (13.74%)
	21 (9.95%)
Always,That one facts of life assembly did have some new information. I guess that's why I remember it so vividly.	1 (0.47%)
,Often,But I think that sexuality is sacred, and this should be left up to the parents or religion to teach it.	1 (0.47%)
,Often,Current Life Experience	1 (0.47%)
,Often,yes.	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,Other than regents Biology classes	1 (0.47%)
,Never,see above	1 (0.47%)
,Never,there was barely a connection between your emotional well being and physical well being taught in the early 90's	1 (0.47%)
,Sometimes,each year? took only 1 semester	1 (0.47%)
,Sometimes,I think I remember some	1 (0.47%)

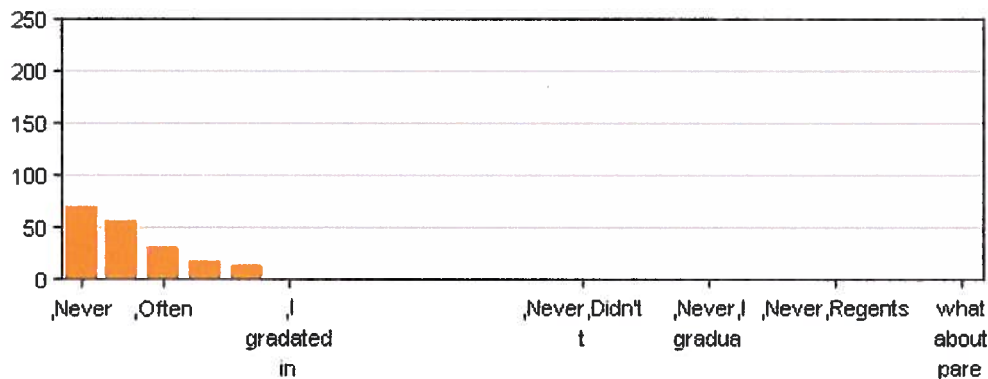
,Sometimes,More credit to biology.	1 (0.47%)
,Sometimes,only had 1 semester of it	1 (0.47%)
,Sometimes,only had one semester of health back then	1 (0.47%)
,Sometimes,That wasn't really the focus. I will say the sex ed was OK and the HIV education was ahead of its time.	1 (0.47%)
,we learned bodily functions in biology class.	1 (0.47%)



**In health class, I have learned that my school and my community can provide me with information and resources about health related issues. Comment:**

,Never	71 (33.65%)
,Sometimes	56 (26.54%)
,Often	31 (14.69%)
Always	19 (9.00%)
	15 (7.11%)
,I gradated in 1970. I don't recall a Health Education class. We had a lecture once on jock itch prevention. LOL	1 (0.47%)
,It sounds as though "Health Class" is another example of education dollars mispent on something that should be common sense and taught at home, or o	1 (0.47%)
,Often,yes.	1 (0.47%)
,Sometimes,BHS Education taught me	1 (0.47%)
,Sometimes,i want to support BHS and all but this is a horrendous survey. it is clearly slanted and the questions do not pertain to HS health classes.	1 (0.47%)
,Sometimes,we knew that counselors were always around.	1 (0.47%)
,Never,1973 graduate NA	1 (0.47%)
,Never,Didn't teach it	1 (0.47%)
,Never,For us in 1995, health class was the ultimate joke class that required no effort and no attention. I don't recall it teaching anything of value.	1 (0.47%)
,Never,I don't remember a health class!! Maybe a film about boys and girls - but I think that was in junior high...Gym class only made me feel bad about me!	1 (0.47%)
,Never,I graduated 1970...there was no health class....my how things have changed.	1 (0.47%)
,Never,Never had a health class when I was at BHS...class of 1968	1 (0.47%)

,Never,Never had health class	1 (0.47%)
,Never,Never had health class, and yet I manage to function pretty well.	1 (0.47%)
,Never,never took health course	1 (0.47%)
,Never,Regents Biology classes were my source of health information	1 (0.47%)
,Never,Survived without health ed!	1 (0.47%)
Always,There was always a focus on school resources.	1 (0.47%)
what about parents?9130,Never	1 (0.47%)



## K-12 New York State Health Directors Survey Results

### 1. Please describe your school district (suburban, rural, urban, etc..., number of total students in the district.)

Rural-3000 students K-12

Rural: 2700 students

small town

Approximately 5000 students- suburban

suburban

suburban - 1800

rural district with 1,425 students

urban

Suburban k-12 total 5812 students

Approximately 3,600 Suburban

Suburban, 15,000 students

Suburban 3,624

suburban

suburban

rural, 1900

Approx 3400

Suburban K-12 approximately 3000 students

Suburban- approximately 1600 K-12

suburban

Suburban with 2600 students' k-12

rural, eastern long island, K-12 approx 1300 students

Suburban District with 1900 students

Suburban-5100

Rural 1800

rural

Rural school district-1,100 students

Suburban

Urban, 38,000

urban

suburban, 16,000 total students k-12

Suburban

Rural

Urban with 1600 students in the high school

Large suburban district. Town of 40,000+. K-12 enrollment about 7,000

rural -900 students k-12

Rural - 905

Rural---less than 1000 students

suburban

33,000

rural about 1000

suburban

Rural - 850

Suburban

rural, 325 k-12

Rural

The Rochester City School District has a rich history of excellence in urban education. Our schools provide a quality education for approximately 32,000 students in pre-K through grade 12 and 10,000 adults.

suburban

suburban

rural... 1100

Rural, less than 1,000 students district wide

Urban

rural

Suburban - 6500

suburban

Rural-1450 students

Suburban. approx. 1300 students 9-12.

Suburban district with ~5500 students. Very ethnically and socioeconomically diverse population.

Rural

2. Does your health education curriculum require a community service project, and if yes, please indicate which grade level the community service project is performed/the number of hours per grade level, and how the community service project is set up.

No

No

Not at this time

No

No

No

No the health curriculum doesn't require a community service project. Students must complete a health advocacy project which may involve community service

Students may/have for extra credit

No

No

No

NO community service project

Not required but there are several opportunities for our students

High School, grades 11 and 12

No

No

No requirement for community service project

No

No

No

No

No community service project required.

Yes middle school and high school....approved by the teacher

No

Students in high school health complete a public service announcement on a teen health concern- we use moviemaker or photo story and display some of them on the television in our high school lobby

No

20 Hours via. PIG & ECO

No. Our curriculum is based centrally, so districts have no input

Yes, HS varies by project and set up by Health teacher with input from HS principal and Health Coordinator

5K Fun Run, voluntary, all grades, coordinated 1 time per year.

No

No we do not require that

No

No

No

No

No

Not at grade 7 or 8

It is one of the options for the final project for 9th grade. They need to do 3 hours and submit a folder with pictures and signed forms. In 7th grade they do a group project.

No

No, there is no community service project included in the current curriculum

No

No not as part of the Health Education, but they do have one as a graduation requirement, that I believe is tied in with the SS curriculum.

No

No there is not a requirement for a community service project in Health Education. Individual teachers may incorporate a service project in their course requirement.

No

No / optional

No

No

No

No

No Community service requirement through Health Education, but a district Community Service requirement is forthcoming

No

No

Not currently

No

**3. Does your school district offer a health elective(s) in addition to the NYS required health courses?**

	<b>Response Percent</b>	<b>Response Count</b>
<b>Yes</b>	32.8%	19
<b>No</b>	67.2%	39



4. If the answer to question #3 is yes, briefly list the name of the additional health education elective, the grade level the elective is offered, and the units of instruction.

Healthy Lifestyles-Juniors/Seniors .5 credits

Child Psychology and Human Development

Sports medicine for 11 or 12 grade

Sports Medicine (.5)

N/A

Child Psychology and Human Development

Teenage Issue and Responsibilities Grades 11 or 12

Care and prevention of injuries

Athletic Training 1 and 2.

Senior Health Concepts-12th grade, 1/2 year course Responding to Emergencies-First Aid/CPR 9-12 1/2 year course

Women Health-11/12

CPR and First Aid Athletic Training

Health in Society HS Grades 11 and 12

n/a

Local senior mandate was eliminated 2 years ago.

Weight Lifting and Nutrition. Offered mainly to seniors and juniors, but other underclassmen too as the enrollment allows.

Personal Wellness- a course offered to 9-12, designed to educate the students on diet/exercise for themselves and others. Project: to work with grade levels on what is proper wellness for that level.

Managing your Life 12th Grade

Drugs in Society 10-12 .5

Exercise Physiology Contemporary Health Education for the Graduating Senior

Grades 10-12 - Women's Health elective, Death and Dying elective

Weight Training Nutrition Personal Fitness

**5. Is your K-12 Health Education curriculum delivered by a certified Health Education teacher? Which grade levels are NOT taught by a certified Health Education teacher?**

K-6 Elem. Ed Classroom Teachers 7-12 Cert. Health Teachers

K-5 is not taught by a certified health education teacher. Middle and high school levels are.

Yes

K-6 no program at this time

Yes K-5 taught by classroom teachers

Yes

K-6 NOT taught by a certified health education teacher. The SED required health class is taught in 7th grade and again in high school.

Not that I know of K - 6. Middle School and High School

Yes

Elementary

K-5 not taught by certified health teacher

Yes

K-5 are not health certified, classroom instruction 6, 8, 10-12 have certified Health Education teacher

6-12 delivered by certified Health teacher K- 5 classroom teacher using BOCES packets 7 and 10 health teach, elementary classroom teacher

MS and HS by a certified Health teacher. K-5, classroom teacher

Not in K-6--classroom teacher provides instruction Health by Heath educator in 7, 8 and 10

I have 2 PE teachers in our elementary school K-4 that also teach health- one is certified in health the other is not

Yes

K-5 by the classroom teacher 6-12 by a certified health teacher

Yes

K-6

K-6 not 7-12 certified health teacher

K-4 by the classroom teacher, 5-12 by a certified Health teacher

Yes K-6

Only grade 7 and high school health are taught by a certified health education teacher

Grades 7-12 Yes, Grades K-5 No

Yes, all

K-6

Yes Certified Health teacher in MS (7th Grades) and HS (10-12 Grades) elementary is delivered by elementary classroom teacher, except for Growth and development talk- done by Male PE/Health teacher for boys and Nurse for girls

Grade 7 and 11 health is taught by a certified health teacher.

Yes

Yes, all classes are taught by a certified health teacher

We provide Health instruction by a certified Health teacher at all grades, except for K and 11th. The number of classes taught varies by grade level.

7-8- Certified 9-12 Certified k-6 no official health

K-5 no 6-12 Yes

7th Grade and HS Health are taught by a certified Health Educator

5-12

Grades K-6

Yes

Certified for 7th and 10th grades only

Yes - K-5 students receive Health Education from their teacher

Yes

The HS and MS courses are but the Elementary is done by the classroom teachers.

Yes

Grades k-6: non certified teacher Middle and High school: certified Health Education teacher.

Yes K-6 is taught by non certified health teachers

6-12 is certified health educator - elementary is taught via classroom teacher

Yes

Yes

Yes at the secondary level.

Yes

6-12 Yes K-5 No

K-6 is not taught by a certified Health Educator

Yes

Yes

K-5 Health instruction shared between classroom teacher and school nurse teacher; all other course taught by certified Health instructor

Yes K-5 is not

**6. Does your school district have a designated Health Coordinator/Supervisor/Director, and if yes, what other duties does this individual perform?**

Director PE/Health--Also full time PE Teacher

Yes, this is a full-time secondary health teacher who is paid a stipend to coordinate the program PK-12.

No, our health department is part of the P.E. department and it is ran by the athletic director

Yes it's me assistant director of health, PE and athletics

Yes, chair person of Health Advisory Committee, curriculum development, schedules

Yes -PE and Athletics

No but the one and only health teacher asks the Supt. of School who this person is, and gets no reply.

Yes a coordinator and Teaches Physical Education

Yes, also responsible for Physical education, Athletics, nurses

Yes Director of PE and Athletics

Director of Physical Education, Athletics, Health, Recreation and Family and Consumer Science

I am the Director of Health, Physical Education, Athletics and Nurse/Medical Services

Director of Athletics, Physical Education and Health

Health/PE director Health/PE coordinator

Yes, I am as the director of health, PE and athletics, and nurses

Director of Health, PE, Athletics, Intramurals, nurses, central registration, crisis manager and homeless liaison (oversee)

Yes. Administrator for Athletics, PE, health and Intramurals

Yes- to oversee the health curriculum and program K-12, as well as nurses

Yes. Director of Health, Physical Education and Athletics.

Yes, Director of PE, Athletics, Nurses,

Health, Physical Education, Athletics, and Outdoor Grounds

Yes, physical education, recreation, athletics, nurses

Yes. Director of Health, PE and Athletics

No

No but we have a district health and safety team

Yes Director of PE and Athletics also

Yes, provide applicable trainings, certifications and guidance

The Health Coordinator is also a Physical Ed. Coordinator

Yes Coordinator of Health, PE, Athletics and Recreation

Director of Health, PE, Athletics, Nurses and Recreation.

Yes. Director of PE, Health, & Athletics

Yes there is a coordinator. In-service training, liaison to various committees, curriculum development

Director of Health, PE & Athletics

No- it is my job to oversee

Yes, Director of PE, Athletics and MS/HS Assistant Principal

Unknown

Coordinator and teacher

Yes, provides Professional Development for Health Educators.

Physical Education and Athletics

Yes (Me). Director of Transportation, Health, Physical Education, FAC'S, and Athletics. I also serve as the Nurses supervisor and was just approved to be Clyde's director of Health & Physical Education.

PE Director, Athletics, Nurses, Community Swim, Driver's Ed

No

Yes-organizes district health fair

Yes RCSD has a designated Health Education Co • Planning, developing, implementing and evaluating strategies and programs designed to improve the coordination, effectiveness and availability of comprehensive school-based health education and prevention programs K-12. • Reviewing and evaluating learning aids and instructional material for use within the comprehensive health education and wellness program. • Designing and implementing standards based, research based, skills driven, innovative health education curricula, courses of study and other creative health promotion programs. • Overseeing the preparation of health departmental assessments, portfolio and other authentic assessments. • Guiding the department in establishment of goals as they align with the District Strategic Plan. • Assisting in the implementation and alignment of RCSD Health Education curricula with the NYS and National Health Standards and the NYS Guidance Document for Health Education. • Assists in recruiting and securing personnel for positions within the department. • Assists with preparation of health education and professional development budgets. • Seeks and investigates sources of funding for Health Education K-12. • Coordinates department meetings. • Coordinates elementary health education trainings. • Identifies school and community health education issues and concerns, identifies school and community resources; initiates and conducts staff and community health education awareness programs. • Organizes and chairs or serves on advisory, curriculum, evaluation, resource or other health related committees. • Knowledge of laws and regulations related to health education/co-coordinator.

No

K-12 Health / PE Director and teaching responsibilities

Yes...Director of Health, PE and Athletics (and Data Administrator)

Yes, Director of Physical Education and Athletics and 7-12 Assistant Principal

Yes, also in charge of PE and Athletics

Yes director of athletics and physical education

Yes. Also the Director of PE, Athletics and Health Services.

Yes, Health Education Chairperson and Assistant Athletic Director (two positions oversee Health Ed.)

No

Yes, physical education teacher

Yes, responsible for curriculum maps, common assessments and instructional support including professional development

Yes Director of Health, PE and Athletics

**7. Briefly list the types of assessments that are used in your school district's Health Education program.**

Written exams, projects.

None

Quiz, tests, projects, power point presentations, group work

Written tests, projects

Project based assessments

Weekly quiz, projects, mid-term

Assessments are hands on such as demonstrating CPR, evaluation of student's wellness plans, mental health skits, DWI & Distracted driving lab, 18 vs. 21 drinking age debates, and various role plays.

Tests, Exam, Note Books, Extra Credit Projects, and Note Books

Cognitive and portfolio

Tests, projects, journals, presentations, final exam or final project

Tests are issued and projects assigned.

Health smart by ETR Associates

Tests, projects, presentation, group work, portfolios

Projects, reports, tests, quizzes, homework

Health Smart

Nothing district wide. Teachers give coordinated midterms and finals. Unit assessments.

HS and MS projects, authentic assessments- ES- worksheets and group projects

Tests, quizzes and projects.

Tests, class participation, homework

Teacher specific

Tests, quizzes, self-assessment and some are project orientated.

Written and presentations

Testing, observation, visual

Tests follow the NYS Health Curriculum

Tests projects with rubrics skits with rubrics skills with rubrics

Journals Oral Presentations written tests

All types

None

Regular Teacher Evaluation assessments, Monthly Dept. Meetings,

Weekly, Monthly and Semester.

Local testing and assessments.

In class projects, tests, etc. traditional types of assessment

Projects, written tests, homework assignments that require students to interact w/ others, role plays

Written test, hands on (CPR, ect.) and projects

Formative and Summative Tests, Quizzes and projects

Written cognitive tests, projects, presentations

Written, Oral, Projects, Presentations

Posters, power points, quizzes, tests, projects

Formative, summative, performance based, constructed responses

General knowledge assessment questions, take home projects.

Tests, projects, quizzes, classroom activities

Tests, Quizzes, Projects with Rubrics, Presentations with rubrics

Authentic assessments: Formal and informal Exams, Projects, Portfolios, Research Paper, some form of a product is usually produced. Many of the decisions for assessment depend on the teacher.

Self assessments Projects Unit Exams Journal Entries (self reflection)

Projects / portfolios etc.

Written, oral and project based...

Quizzes, tests, projects, posters

Cognitive

Tests projects

Participation 25% Individual/Group Projects 25% Homework/In-Class Assignments

25% Exams/Quizzes 25%

Variety of assessments, including portfolio, standard written assessments and projects

Paper and Pencil Assessment, Quizzes, Unit Test, Projects

We use varying assessments. Projects, group projects etc.

Many types of formative assessments; summative assessments may be project based or traditional pen & paper

All types

**8. Briefly describe your district's curriculum review process.**

Needs to be reviewed- has not been done in some time.  
We are just beginning to scratch the surface of our elementary curriculum, gaps, and instructional activities that meet the standards. We have several organizations that deliver special topics of study, such as drugs, alcohol, tobacco (Mental Health Assoc,) and nutrition (Cornell Cooperative Extension).  
We used health Smart  
Reviewed by parents, health advisory committee, and BOE  
5 year plan  
Every decade or two the district reviews curriculum. The health curriculum was last reviewed by the district as part of the School Health Index. There is no district wide K-12 health curriculum coordination. It's a patch work based on elementary teachers choosing.  
In house reviews, modify, and/or update as required or inspired by current trends in the Health Science Field ----  
Collegial circles comprised of teachers, administrators and community  
Teachers have majority of the input, follows NY State Curriculum.  
None at the present time.  
Health smart by ETR Associates  
Annual review with building level administrator  
Work in progress, sex ed. and aids are passed by the BOE  
Curriculum committee- We use the "Great Body Shop" curriculum--Very happy with it.  
We meet monthly and at the end of the year to assess, review and discuss.  
None. Up to the director and teachers.  
Through the staff and the assistant superintendent for curriculum  
Professional Development and conference days used for review  
Follow the New York state curriculum k-12  
Speak with the teachers at the end of the year to review and implement new curriculum  
Do not have one  
Usually teams sign up for the constructivist conference in the summer to work on curriculum  
Ongoing...yearly  
Committee oriented  
Survey to principals  
Monthly Curriculum Advisory Council Meetings for any new or revamped curriculum  
Generated by the 4 district health teachers.  
Reviewed by the director and teacher periodically  
Done periodically by committee  
We have a district curriculum council that addresses all curricular areas. We have re-instituted a Health Advisory Committee  
Survey of student body. Review with HS principal, Director of PE and Staff



We are currently working on developing K-12 curriculum

Every 5 years

Curriculum is periodically reviewed by Directors for those subject areas.

Just started

Three year ad hoc process with guiding principles first, district outcomes then assessments

Basically, in our year meeting with my instructor we discuss the curriculum and what (if any) needs to be looked at.

Curriculum is reviewed approximately every 5 years by committee.

All curriculum must be researched based and follow District policy, NYS Educational laws, align with the NYS Guidance Document for Health Education Standards.

Every three years it comes up for review and a committee looks at what changes should be made

District office in conjunction with the Director of Health / PE

We periodically review all curriculums...

Align the curriculum with the high school and middle school through curriculum maps.

We follow state guidelines and at this time do not have a district approved curriculum due to the nature of the content of Health.

Curriculum is reviewed by a committee, the principal and the superintendent

Director of Health collaborates with staff. Brings suggested changes to district Curriculum Council then Supt.

Bring in various vendors and experts in the fields we are reviewing and write our own curriculum usually.

Meet a few times per year and we re-evaluate the curriculum based on the communities and student's needs.

We are on a rotating cycle with each curriculum area being evaluated

Director meets with teachers on a regular basis to review and revise curriculum, assessments. More extensive reviews done as needed.

We update/revise our curriculum yearly