

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
School Health Coordination								
Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas:								
Physical activity						44.9	51.2	No
Nutrition						47.5	50.2	No
Tobacco-use prevention						47.1	53.3	No
Asthma						19.7	23.8	No
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						91.7	85.0	Yes
Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics						75.2	63.1	Yes
Percentage of schools that have the following groups represented on any school health council, committee, or team*								
School administrators						97.7	95.4	No
Health education teachers						92.6	92.4	No
Physical education teachers						92.9	94.0	No
Mental health or social services staff						43.3	55.1	Yes

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008		
Percentage of schools that have the following groups represented on any school health council, committee, or team*								
Nutrition or food service staff						84.1	78.5	No
Health services staff (e.g., school nurse)						81.8	78.1	No
Maintenance and transportation staff						22.5	21.5	No
Student body						56.0	54.2	No
Parents or families of students						77.0	72.3	No
Community members						71.5	63.0	Yes
Local health departments, agencies, or organizations						45.1	46.4	No
Faith-based organizations						16.3	16.3	No
Businesses						18.9	18.4	No
Local government agencies						15.7	17.1	No
Percentage of schools in which all staff who teach health education are certified, licensed, or endorsed by the state in health education						91.8	91.8	No

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
HIV Infection and AIDS Prevention								
Percentage of schools that require any school staff to receive professional development on HIV, STD, or pregnancy prevention issues and resources for the following groups:								
Ethnic/racial minority youth at high risk (e.g., black, Hispanic, or American Indian youth)						19.6	22.6	No
Youth who participate in drop-out prevention, alternative education, or GED programs						30.0	27.3	No
Percentage of schools that have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity								
						22.7	28.0	No
Percentage of schools that have adopted a policy that addresses the following issues:								
Attendance of students with HIV infection						49.4	56.3	No
Procedures to protect HIV-infected students and staff from discrimination						62.6	69.4	No
Maintaining confidentiality of HIV-infected students and staff						72.5	78.6	No
Worksite safety (i.e., universal precautions for all school staff)						81.4	88.5	Yes
Confidential counseling for HIV-infected students						54.5	59.1	No
Communication of the policy to students, school staff, and parents						57.5	58.0	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

			Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010			
Percentage of schools that have adopted a policy that addresses the following issues:										
Adequate training about HIV infection for school staff						65.4	70.1	No		
Procedures for implementing the policy						58.6	64.9	No		

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Required Physical Education									
Percentage of schools that required physical education for students in any of grades 6 through 12			97.8	97.3		99.7	96.9	No	No
Percentage of schools that taught a required physical education course in the following grades:*									
6th grade				94.9		98.2	95.8	No	No
7th grade				95.6		99.6	96.1	No	Yes
8th grade				94.5		99.6	96.1	No	Yes
9th grade				92.1		95.8	91.9	No	No
10th grade				91.5		91.5	88.6	No	No
11th grade				79.2		79.9	80.4	No	No
12th grade				40.3		48.8	48.6	No	No

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which students could be exempted from taking required physical education for one grading period or longer for the following reasons:*								
Enrollment in other courses						13.0	10.8	No
Participation in school sports						1.0	1.8	No
Participation in other school activities (i.e., ROTC, band or chorus)						2.1	3.8	No
Participation in community sports activities						0.7	2.0	No
Religious reasons						37.8	41.0	No
Long-term physical or medical disability						81.7	80.2	No
Cognitive disability						23.2	21.3	No
High physical fitness competency test score						0.8	0.5	No
Participation in vocational training						1.5	2.3	No
Participation in community service activities						0.7	1.5	No

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008		
Physical Education and Physical Activity								
Percentage of schools in which physical education teachers or specialists received professional development on physical education during the two years before the survey						92.8	92.7	No
Percentage of schools that provide those who teach physical education with the following materials:								
Goals, objectives, and expected outcomes for physical education						97.6	97.7	No
A chart describing the annual scope and sequence of instruction for physical education						87.2	85.7	No
Plans for how to assess student performance in physical education						84.2	87.5	No
A written physical education curriculum						95.3	93.4	No
Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs						75.2	70.5	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Tobacco-Use Prevention Policies									
Percentage of schools that had adopted a policy prohibiting tobacco use			98.1	97.0		99.0	98.0	No	No
Percentage of schools that follow a policy that mandates a “tobacco-free environment.” A “tobacco-free environment” is one that prohibits tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week			53.4	52.9		50.2	55.3	No	No
Percentage of schools that had procedures to inform the following groups about the tobacco-use prevention policy that prohibits their use of tobacco:*									
Students			98.9	99.3		97.9	97.9	No	No
Faculty and staff			95.3	95.5		94.3	94.7	No	No
Visitors			83.7	82.2		78.8	87.6	No	Yes
Percentage of schools that have a tobacco-use prevention policy that includes guidelines on what actions the school should take when students are caught smoking cigarettes*						94.7	94.9	No	
Percentage of schools in which a single individual is responsible for enforcing the tobacco-use prevention policy*						57.4	59.5	No	
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Notified parents or guardians			99.0	98.8		99.7	99.7	No	No
Referred students to a school counselor			77.9	80.8		82.5	85.0	Yes	No

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008			2010
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Referred students to a school administrator			97.0	98.9		99.3	98.9	No	No
Encouraged, but not required, participation in an assistance, education, or cessation program			66.8	65.6		67.6	73.8	Yes	No
Required participation in an assistance, education, or cessation program			35.9	30.7		39.9	40.5	Yes	No
Referred students to legal authorities			83.9	88.1		93.3	85.6	No	Yes
Placed students in detention			53.1	56.3		61.4	63.9	Yes	No
Did not allow participation in extra-curricular activities or interscholastic sports						95.9	91.7	Yes	
Gave students in-school suspension			68.9	70.8		71.5	70.9	No	No
Suspended students from school			75.4	75.5		70.7	74.7	No	No
Expelled students from school						5.6	5.4	No	
Reassigned students to an alternative school						2.8	3.0	No	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools that posted signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed						82.6	82.4	No
Percentage of schools that gathered and shared information with students and families about mass-media messages or community-based tobacco-use prevention efforts during the two years before the survey						53.9	53.5	No
Percentage of schools that worked with local agencies or organizations to plan and implement events or programs intended to reduce tobacco use during the two years before the survey						58.6	53.6	No
Percentage of schools that provide tobacco cessation services for faculty and staff						20.7	18.3	No
Percentage of schools that provide tobacco cessation services for students						32.0	26.0	No
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for faculty and staff						37.2	35.3	No
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students						29.6	31.0	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Nutrition-Related Policies and Practices								
Percentage of schools that always or almost always offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered						28.6	24.8	No
Percentage of schools in which students could purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar			88.0	88.4		81.2	72.9	Yes No
Percentage of schools in which students could purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:								
Chocolate candy			56.5	51.1		26.1	22.7	Yes No
Other kinds of candy			61.0	55.2		30.9	27.9	Yes No
Salty snacks that are not low in fat (e.g., regular potato chips)			63.7	60.9		33.8	31.7	Yes No
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						39.1	35.8	No
Ice cream or frozen yogurt that is not low in fat						23.9	18.0	No
2% or whole milk (plain or flavored)						52.9	44.2	Yes
Water ices or frozen slushes that do not contain juice						15.1	13.8	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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Percentage of schools in which students could purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:								
Soda pop or fruit drinks that are not 100% fruit juice						37.2	28.0	Yes
Sports drinks, such as Gatorade						71.0	58.4	Yes
Foods or beverages containing caffeine						41.9	31.0	Yes
Fruits (not fruit juice)						39.2	31.1	Yes
Non-fried vegetables (not vegetable juice)						26.9	21.3	No
Percentage of schools that limit the package or serving size of any individual food and beverage items sold in vending machines or at the school store, canteen, or snack bar						48.6	45.5	No
Percentage of schools that have done the following during the current school year:								
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages						14.3	15.2	No
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						64.1	57.3	No
Provided information to students or families on the nutrition and caloric content of foods available						56.1	58.9	No
Conducted taste tests to determine food preferences for nutritious items						21.8	24.9	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008		
Percentage of schools that have done the following during the current school year:								
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics						21.8	23.4	No
Percentage of schools that promote candy, meals from fast food restaurants, or soft drinks to students through the distribution of products, such as t-shirts, hats, and book covers to students						1.3	4.2	Yes
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:								
In the school building						64.0	60.2	No
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						51.9	54.4	No
On school buses or other vehicles used to transport students						64.0	63.8	No
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)						61.5	61.4	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008		
Health Services								
Percentage of schools that have a full-time registered nurse who provides health services to students						16.7	22.5	No
Percentage of schools that have an asthma action plan on file for all students with known asthma						37.3	53.2	Yes
Percentage of schools that use the following events to identify students with poorly controlled asthma:								
This school does not identify students with poorly controlled asthma						29.8	19.9	Yes
Frequent absences from school						38.0	35.9	No
Frequent visits to the school health office due to asthma						53.7	57.8	No
Frequent asthma symptoms at school						56.3	57.3	No
Frequent non-participation in physical education class due to asthma						49.0	40.9	Yes
Students sent home early due to asthma						47.3	36.9	Yes
Calls from school to 911, or other local emergency numbers, due to asthma						32.6	21.2	Yes

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

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	1998	2000	2002	2004	2006	2008		
Percentage of schools that provide the following services for students with poorly controlled asthma:								
Providing referrals to primary health care clinicians or child health insurance programs						46.3	59.3	Yes
Ensuring an appropriate written asthma action plan is obtained						69.7	79.1	Yes
Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school						77.7	87.8	Yes
Offering asthma education for students with asthma						46.5	54.9	Yes
Minimizing asthma triggers in the school environment						70.5	76.6	No
Addressing social and emotional issues related to asthma						54.6	55.5	No
Providing additional psychosocial counseling or support services as needed						39.1	49.8	Yes
Ensuring access to safe, enjoyable physical education and activity opportunities						91.3	93.1	No
Ensuring access to preventive medications before physical activity						86.3	90.5	No
Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms more than once per year or once per year						37.0	25.9	Yes

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
Percentage of schools that have adopted a policy stating that students are permitted to carry and self-administer asthma medications						72.0	73.5	No	
Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*						91.3	89.4	No	
Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*						91.2	88.8	No	
Percentage of schools that have a single individual responsible for implementing the policy permitting students to carry and self-administer asthma medication*						74.7	80.2	No	

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Family and Community Involvement								
Percentage of schools in which students' families helped develop or implement policies and programs related to the following topics during the two years before the survey:								
HIV, STD, or teen pregnancy prevention						16.0	14.5	No
Tobacco-use prevention						25.4	19.1	No
Physical activity						39.3	30.6	Yes
Nutrition and healthy eating						67.3	47.4	Yes
Asthma						8.7	11.0	No
Percentage of schools in which community members helped develop or implement policies and programs related to the following topics during the two years before the survey:								
HIV, STD, or teen pregnancy prevention						19.9	20.5	No
Tobacco-use prevention						31.6	26.3	No
Physical activity						42.1	32.4	Yes
Nutrition and healthy eating						69.5	50.6	Yes
Asthma						10.9	13.0	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Required Health Education									
Percentage of schools in which students take only one required health education course	45.2		47.1	43.5		28.0	31.8	Yes	No
Percentage of schools in which students take two or more required health education courses	43.7		45.3	47.5		67.9	65.5	Yes	Yes
Percentage of schools that taught a required health education course in the following grades:*									
6th grade	48.1		48.4	41.2		54.0	56.5	Yes	No
7th grade	61.1		54.6	51.1		65.1	62.5	No	Yes
8th grade	52.7		53.2	54.4		60.2	65.7	Yes	No
9th grade	54.1		57.9	51.3		56.5	65.6	No	No
10th grade	31.2		34.9	34.8		41.3	34.2	No	No
11th grade	16.8		20.2	17.7		10.8	14.5	No	No
12th grade	7.6		14.1	10.6		4.1	7.1	No	Yes

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

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Among schools that required a health education course, percentage that required students who fail the course to repeat it				72.9		71.5	72.2	No	No
Percentage of schools in which those who teach health education are provided with the following materials:									
Goals, objectives, and expected outcomes for health education						85.6	85.5	No	
A chart describing the annual scope and sequence of instruction for health education						69.1	67.5	No	
Plans for how to assess student performance in health education						69.0	66.1	No	
A written health education curriculum						82.3	81.0	No	
Percentage of schools in which the health education curriculum addresses the following:									
Comprehending concepts related to health promotion and disease prevention to enhance health						96.5	95.8	No	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						96.4	94.4	No	
Accessing valid information and products and services to enhance health						90.3	89.4	No	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						96.7	94.6	No	
Using decision-making skills to enhance health						97.4	96.3	No	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which the health education curriculum addresses the following:								
Using goal-setting skills to enhance health						91.9	94.2	No
Practicing health-enhancing behaviors to avoid or reduce risks						96.2	95.8	No
Advocating for personal, family, and community health						91.1	88.7	No
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:								
Alcohol- or other drug-use prevention						96.5	98.3	No
Asthma						45.3	50.1	No
Emotional and mental health						96.9	96.5	No
Foodborne illness prevention						72.9	72.3	No
Human immunodeficiency virus (HIV) prevention						96.4	94.9	No
Human sexuality						93.7	93.5	No
Injury prevention and safety						91.0	89.4	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:								
Nutrition and dietary behavior						97.8	98.3	No
Physical activity and fitness						99.6	99.1	No
Pregnancy prevention						88.3	90.5	No
Sexually transmitted disease (STD) prevention						93.6	94.0	No
Suicide prevention						87.0	90.8	No
Tobacco-use prevention						96.8	97.4	No
Violence prevention (e.g., bullying, fighting, or homicide)						90.6	91.8	No
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:								
Identifying tobacco products and the harmful substances they contain						94.3	93.0	No
Identifying short- and long-term health consequences of tobacco use						95.0	95.0	No
Identifying legal, social, economic, and cosmetic consequences of tobacco use						91.7	91.2	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

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	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:								
Understanding the addictive nature of nicotine						94.2	93.2	No
Effects of tobacco use on athletic performance						86.6	84.3	No
Effects of second-hand smoke and benefits of a smoke-free environment						94.2	93.2	No
Understanding the social influences on tobacco use, including media, family, peers, and culture						92.4	92.5	No
Identifying reasons why students do and do not use tobacco						92.9	93.5	No
Making accurate assessments of how many peers use tobacco						66.7	74.2	Yes
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						88.6	91.4	No
Using goal-setting and decision-making skills related to not using tobacco						85.5	88.4	No
Finding valid information and services related to tobacco-use prevention and cessation						77.6	76.6	No
Supporting others who abstain from or want to quit using tobacco						77.9	80.0	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:								
Supporting school and community action to support a tobacco-free environment						73.4	77.6	No
Identifying harmful effects of tobacco use on fetal development						85.7	87.0	No
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:								
The differences between HIV and AIDS						87.1	85.3	No
How HIV and other STDs are transmitted						88.8	86.9	No
How HIV and other STDs are diagnosed and treated						78.3	79.6	No
Health consequences of HIV, other STDs, and pregnancy						88.8	82.6	No
The benefits of being sexually abstinent						88.6	89.9	No
How to prevent HIV, other STDs, and pregnancy						86.8	84.1	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						71.9	71.2	No
The influences of media, family, and social and cultural norms on sexual behavior						78.7	80.7	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:								
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						78.7	79.7	No
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						77.0	78.9	No
Compassion for persons living with HIV or AIDS						60.4	72.3	Yes
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
The relationship among HIV, other STDs, and pregnancy						94.1	89.7	No
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						96.4	90.8	No
The benefits of being sexually abstinent						97.1	95.1	No
How to prevent HIV, other STDs, and pregnancy						96.4	93.9	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						93.4	87.3	No
The influences of media, family, and social and cultural norms on sexual behavior						97.1	90.5	Yes
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						92.7	87.7	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						92.6	87.3	No
Efficacy of condoms, that is, how well condoms work and do not work						85.4	86.8	No
The importance of using condoms consistently and correctly						78.0	81.6	No
How to obtain condoms						66.4	63.9	No
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:								
Benefits of healthy eating						97.5	97.8	No
Food guidance using MyPyramid						92.5	91.9	No
Using food labels						91.9	93.4	No
Balancing food intake and physical activity						96.3	97.2	No
Eating more fruits, vegetables, and whole grain products						95.7	96.5	No
Choosing foods that are low in fat, saturated fat, and cholesterol						93.6	94.8	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:								
Using sugars in moderation						95.0	94.1	No
Using salt and sodium in moderation						92.8	91.5	No
Eating more calcium-rich foods						91.7	89.1	No
Food safety						80.5	81.3	No
Preparing healthy meals and snacks						88.4	87.2	No
Risks of unhealthy weight control practices						95.3	93.8	No
Accepting body size differences						89.8	92.1	No
Signs, symptoms, and treatment for eating disorders						91.9	91.2	No
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:								
Physical, psychological, or social benefits of physical activity						98.1	97.2	No
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						95.6	95.6	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers taught the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year:								
Phases of a workout (i.e., warm-up, workout, cool down)						92.8	91.8	No
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						93.9	91.9	No
Developing an individualized physical activity plan						76.4	76.7	No
Monitoring progress toward reaching goals in an individualized physical activity plan						73.8	74.8	No
Overcoming barriers to physical activity						80.3	80.9	No
Decreasing sedentary activities (e.g., television viewing)						94.2	93.6	No
Opportunities for physical activity in the community						82.0	85.8	No
Preventing injury during physical activity						91.8	90.1	No
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						79.9	77.4	No
Dangers of using performance-enhancing drugs (e.g., steroids)						91.2	90.6	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
HIV Prevention								
Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that did the following during the current school year:								
Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities						17.4	30.2	Yes
Provided curricula or supplementary materials in the primary languages of the youth and families						14.7	27.0	Yes
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						18.1	28.6	Yes
Facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community						18.1	28.6	Yes

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Collaboration									
Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year:									
Physical education staff			68.7	76.5		86.7	83.9	Yes	Yes
Health services staff (e.g., nurses)			70.4	69.2		71.7	74.2	No	No
Mental health or social services staff (e.g., psychologists, counselors, and social workers)			64.1	62.6		69.7	68.6	Yes	No
Nutrition or food service staff			17.0	24.6		37.8	41.3	Yes	No
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:									
HIV prevention, STD prevention, or teen pregnancy prevention						26.3	30.4	No	
Tobacco-use prevention						33.3	33.5	No	
Physical activity						44.4	51.0	No	
Nutrition and healthy eating						49.4	49.9	No	
Asthma						12.2	18.1	Yes	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Professional Development									
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Alcohol- or other drug-use prevention			50.8	51.4		49.6	51.7	No	No
Asthma						12.0	14.9	No	
Emotional and mental health			38.2	34.4		45.9	46.9	Yes	No
Foodborne illness prevention						13.8	15.2	No	
HIV (human immunodeficiency virus) prevention			43.0	39.4		32.1	30.0	Yes	No
Human sexuality			25.3	31.3		38.7	34.4	Yes	Yes
Injury prevention and safety			42.9	36.5		45.1	41.1	No	No
Nutrition and dietary behavior			20.9	34.9		47.3	45.4	Yes	Yes
Physical activity and fitness			32.3	42.4		55.6	55.2	Yes	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Pregnancy prevention			21.4	24.4		26.7	27.7	No	No
STD (sexually transmitted disease) prevention			25.9	27.4		33.3	31.1	Yes	No
Suicide prevention			21.6	25.7		39.2	47.9	Yes	No
Tobacco-use prevention			34.6	33.9		36.9	34.5	No	No
Violence prevention (e.g., bullying, fighting, or homicide)			46.3	42.1		55.9	50.7	Yes	No
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Describing how widespread HIV and other STD infections are and the consequences of these infections						29.5	28.5	No	
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						29.7	31.6	No	
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						24.9	24.9	No	
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						35.9	33.3	No	
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						12.1	12.3	No	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:								
Teaching HIV prevention education to students of various cultural backgrounds						12.4	15.1	No
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						23.1	20.0	No
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						25.1	23.0	No
Teaching about health-promoting social norms and beliefs related to HIV prevention						21.5	22.9	No
Strategies for involving parents, families, and others in student learning of HIV prevention education						11.9	13.2	No
Assessing students' performance in HIV prevention education						18.0	16.2	No
Implementing standards-based HIV prevention education curricula and student assessment						18.1	19.2	No
Using technology to improve HIV prevention education instruction						15.6	17.0	No
Teaching HIV prevention education to students with limited English proficiency						5.9	8.1	No
Addressing community concerns and challenges related to HIV prevention education						10.3	8.7	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:									
Teaching students with physical, medical, or cognitive disabilities			40.4	32.8		34.7	40.1	No	Yes
Teaching students of various cultural backgrounds			32.9	28.3		30.7	33.8	No	No
Teaching students with limited English proficiency			14.7	18.6		17.2	25.8	Yes	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)			54.3	40.7		46.5	51.1	No	Yes
Encouraging family or community involvement			37.5	30.8		28.1	28.9	Yes	No
Teaching skills for behavior change			53.7	45.4		40.5	42.2	Yes	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						49.6	52.7	No	
Assessing or evaluating students in health education						41.1	37.3	No	
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Alcohol- or other drug-use prevention			62.3	65.2		77.6	72.0	Yes	No
Asthma						60.1	50.6	Yes	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Emotional and mental health			63.4	66.3		75.0	71.7	Yes	No
Foodborne illness prevention						58.3	42.6	Yes	
HIV (human immunodeficiency virus) prevention			58.6	60.9		77.8	65.8	Yes	Yes
Human sexuality			58.8	60.6		77.5	72.9	Yes	No
Injury prevention and safety			39.7	40.8		60.7	51.3	Yes	No
Nutrition and dietary behavior			61.9	60.3		77.4	72.5	Yes	No
Physical activity and fitness			54.9	56.5		68.0	63.9	Yes	No
Pregnancy prevention			55.9	57.0		71.8	70.4	Yes	No
STD (sexually transmitted disease) prevention			58.8	60.4		78.0	73.5	Yes	No
Suicide prevention			67.2	70.9		77.1	74.0	Yes	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Tobacco-use prevention			58.7	54.8		70.6	62.6	Yes	No
Violence prevention (e.g., bullying, fighting, or homicide)			70.2	73.2		75.9	72.5	No	No
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Teaching students with physical, medical, or cognitive disabilities			55.3	51.6		59.4	57.3	No	No
Teaching students of various cultural backgrounds			50.3	52.3		54.9	54.3	No	No
Teaching students with limited English proficiency			47.0	39.9		51.3	47.3	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)			60.0	59.2		69.5	64.9	Yes	No
Encouraging family or community involvement			64.2	63.1		73.8	69.4	Yes	No
Teaching skills for behavior change			74.3	71.2		79.0	74.8	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						67.3	59.9	No	
Assessing or evaluating students in health education						74.8	71.8	No	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Professional Preparation									
Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following.									
Health and physical education combined (a)	48.0		55.6	55.2		64.7	61.9	Yes	No
Health education (b)	8.5		7.1	8.9		8.4	10.1	No	No
Physical education (c)	25.5		15.5	13.8		9.4	11.7	Yes	No
Other education degree (d)			5.9	7.8		5.9	4.8	No	No
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)	10.5		9.8	10.6		10.2	6.0	No	No
Nursing or counseling (h or i)	1.3		3.0	2.4		1.5	2.6	No	No
Public health, nutrition or other (j, k or l)	0.0		3.2	1.3		0.0	2.9	No	No
Percentage of schools in which the lead health education teacher was certified, licensed, or endorsed by the state to teach health education in middle school or high school						91.8	88.8	No	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - Lead Health Education Teacher Survey

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics:									
1 year	6.2		7.9	5.9		6.9	6.4	No	No
2 to 5 years	14.9		21.7	15.0		18.5	19.3	No	No
6 to 9 years	17.5		14.9	17.5		18.2	14.1	No	No
10 to 14 years	20.3		17.6	15.3		17.1	13.3	Yes	No
15 years or more	41.0		37.9	46.4		39.3	46.9	No	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Human Immunodeficiency Virus (HIV) Prevention SLIMs								
HIV SLIM 1: Percentage of schools that taught 11 key HIV, STD, and pregnancy prevention topics in a required course during grades 6, 7, or 8						50.0	51.3	No
HIV SLIM 2: Percentage of schools that taught 8 key HIV, STD, and pregnancy prevention topics in a required course during grades 9, 10, 11, or 12						82.7	79.9	No
HIV SLIM 3 (2008 version): Percentage of schools that taught 3 key topics related to condom use in a required course during grades 9, 10, 11, or 12						65.7	62.1	No
HIV SLIM 4: Percentage of schools that deliver HIV, STD, and pregnancy prevention programs (including after school or supplemental programs) that meet the needs of ethnic/racial minority youth at high risk						1.6	5.3	Yes
HIV SLIM 5: Percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, and teen pregnancy prevention						26.3	30.4	No
HIV SLIM 6 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						23.3	22.9	No
HIV SLIM 6 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement HIV prevention, STD prevention, and teen pregnancy prevention policies and programs						12.6	12.2	No
HIV SLIM 7: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on 4 key HIV prevention topics						18.7	17.7	No
HIV SLIM 8: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on at least 6 of 11 key HIV prevention topics						12.8	15.3	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

			Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010			
HIV SLIM 9: Percentage of schools with a policy on students or staff who have HIV infection or AIDS that addresses attendance of students with HIV infection, procedures to protect HIV-infected students and staff from discrimination, and maintaining confidentiality of HIV-infected students and staff						47.8	54.2	No		

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Coordinated School Health SLIMs								
CSH SLIM 2 (2008 version): Percentage of schools that had one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics with representation from at least 10 of 14 groups						20.5	18.4	No
CSH SLIM 2 (2010 version): Percentage of schools that had one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics with representation from at least 10 of 16 groups						26.7	21.4	No
CSH SLIM 3 (2008 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, or tobacco-use prevention						54.3	61.6	No
CSH SLIM 3 (2010 version): Percentage of schools that used the School Health Index or similar self-assessment tool to assess their policies, activities, and programs in physical activity, nutrition, and tobacco-use prevention						38.5	41.5	No
CSH SLIM 4 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, or nutrition and healthy eating						75.1	58.5	Yes
CSH SLIM 4 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement policies and programs on tobacco-use prevention, physical activity, and nutrition and healthy eating						17.0	11.6	No
CSH SLIM 5: Percentage of schools in which all staff who teach health education were licensed, certified, or endorsed by the state in health education						91.8	91.8	No
CSH SLIM 6: Percentage of schools in which those who teach health education were provided with key materials for teaching health education						56.2	55.3	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year							Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008	2010		
CSH SLIM 7: Percentage of schools that follow a written health education curriculum that addresses 8 skills						68.8	68.6	No	
CSH SLIM 8 (2008 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, or nutrition and healthy eating						57.5	62.0	No	
CSH SLIM 8 (2010 version): Percentage of schools that provided parents and families health information to increase parent and family knowledge of tobacco-use prevention, physical activity, and nutrition and healthy eating						23.9	26.4	No	

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Physical Activity and Physical Education SLIMs								
PE SLIM 2: Percentage of schools in which at least one physical education teacher or specialist received professional development on physical education during the two years before the survey						92.8	92.7	No
PE SLIM 3: Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education						76.4	78.4	No
PE SLIM 4: Percentage of schools in which students could not be exempted from taking required physical education for certain reasons						84.7	85.1	No
PE SLIM 5: Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs						75.2	70.5	No
PE SLIM 6: Percentage of schools that taught 12 key physical activity topics in a required course						49.9	53.9	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Nutrition SLIMs								
NUTRITION SLIM 1 (2008 version): Percentage of schools that did not sell less nutritious foods and beverages anywhere outside the school food service program						39.6	47.7	Yes
NUTRITION SLIM 1 (2010 version): Percentage of schools that did not sell less nutritious foods and beverages (including sports drinks) anywhere outside the school food service program						24.0	33.5	Yes
NUTRITION SLIM 2: Percentage of schools that always offered fruits or non-fried vegetables in vending machines or school stores, and during celebrations when foods and beverages are offered						14.0	11.4	No
NUTRITION SLIM 3: Percentage of schools that used at least three different strategies to promote healthy eating						26.2	30.7	No
NUTRITION SLIM 4: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on nutrition and dietary behavior			20.9	34.9		47.3	45.4	Yes Yes
NUTRITION SLIM 5: Percentage of schools that taught 14 key nutrition and dietary behavior topics in a required course						66.7	67.8	No
NUTRITION SLIM 6: Percentage of schools that prohibited all forms of advertising and promotion of candy, fast food restaurants, or soft drinks in all locations						42.9	43.1	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Tobacco-Use Prevention SLIMs									
TOBACCO SLIM 1: Percentage of schools that follow a policy that mandates a “tobacco-free environment”			53.4	52.9		50.2	55.3	No	No
TOBACCO SLIM 2: Percentage of schools that implement a tobacco-free environment policy in 7 ways						14.0	18.4	No	
TOBACCO SLIM 3: Percentage of schools that taught 15 key tobacco-use prevention topics in a required course						48.4	52.1	No	
TOBACCO SLIM 4: Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts						43.2	38.1	No	
TOBACCO SLIM 5: Percentage of schools that provided tobacco cessation services for students, faculty, and staff at school or through arrangements with providers not on school property						25.9	27.3	No	
TOBACCO SLIM 6: Percentage of schools in which the lead health education teacher received professional development during the two years before the survey on tobacco-use prevention			34.6	33.9		36.9	34.5	No	No

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						Linear Change	Quadratic Change
	1998	2000	2002	2004	2006	2008		
Asthma Management SLIMs								
ASTHMA SLIM 1: Percentage of schools that used the School Health Index or similar self-assessment tool to assess their asthma policies, activities, and programs						19.7	23.8	No
ASTHMA SLIM 2 (2008 version): Percentage of schools in which students' family or community members have helped develop or implement asthma management policies and programs						12.6	15.7	No
ASTHMA SLIM 2 (2010 version): Percentage of schools in which students' family and community members have helped develop or implement asthma management policies and programs						7.0	8.4	No
ASTHMA SLIM 3: Percentage of schools that had an asthma action plan on file for all students with known asthma						37.3	53.2	Yes
ASTHMA SLIM 4: Percentage of schools that implemented a policy permitting students to carry and self-administer asthma medications by communicating the policy to students, parents, and families, and by designating an individual responsible for implementing the policy						47.7	50.1	No
ASTHMA SLIM 5: Percentage of schools that required all school staff members to receive annual training on recognizing and responding to severe asthma symptoms						37.0	25.9	Yes
ASTHMA SLIM 6: Percentage of schools with a full-time registered nurse who provides health services to students at school						16.7	22.5	No
ASTHMA SLIM 9: Percentage of schools that identified students with poorly controlled asthma by keeping track of them in at least three ways						78.5	63.5	Yes

W I S C O N S I N

2010 School Health Profiles Report Trend Analysis Report - SLIMs

			Prevalence						Linear	Quadratic
	1998	2000	2002	2004	2006	2008	2010		Change	Change
ASTHMA SLIM 11: Percentage of schools that provided parents and families of students with health information to increase their knowledge of asthma						12.2	18.1		Yes	