

NEBRASKA

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						33.3	33.6	No
Nutrition						30.4	33.1	No
Tobacco-use prevention						31.6	29.8	No
Asthma						28.9	22.9	No
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						93.3	86.5	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					54.7	61.0	52.6	No No
Percentage of schools that have the following groups represented on any school health council, committee, or team*								
School administrators						97.6	96.9	No
Health education teachers						90.9	87.1	No
Physical education teachers						89.8	90.0	No
Mental health or social services staff						29.3	33.9	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.

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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						73.0	65.3	No
Health services staff (e.g., school nurse)						74.5	76.8	No
Maintenance and transportation staff						30.8	30.3	No
Student body						38.2	54.3	Yes
Parents or families of students						58.7	60.7	No
Community members						52.8	64.4	No
Local health departments, agencies, or organizations						30.8	42.3	No
Faith-based organizations						7.4	9.1	No
Businesses						16.2	18.2	No
Local government agencies						17.6	25.5	No
Percentage of schools in which all staff who teach health education are certified, licensed, or endorsed by the state in health education						68.9	81.0	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.

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	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)						21.9	14.6	No
Youth who participate in drop-out prevention, alternative education, or GED programs						25.6	21.7	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								
						12.8	16.6	No
Percentage of schools that have adopted a policy that addresses the following issues:								
Attendance of students with HIV infection						59.5	58.8	No
Procedures to protect HIV-infected students and staff from discrimination						62.3	65.4	No
Maintaining confidentiality of HIV-infected students and staff						69.8	72.3	No
Worksite safety (i.e., universal precautions for all school staff)						74.9	76.5	No
Confidential counseling for HIV-infected students						50.1	50.1	No
Communication of the policy to students, school staff, and parents						65.0	58.5	No

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	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						58.0	56.7	No	
Procedures for implementing the policy						60.0	56.5	No	

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	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			98.7	99.7	99.6	100.0	100.0	Yes	No
Percentage of schools that taught a required physical education course in the following grades:*									
6th grade				97.9	93.8	100.0	98.5	No	No
7th grade				98.6	96.1	99.3	98.2	No	No
8th grade				99.0	96.1	99.3	98.2	No	No
9th grade				87.6	87.7	86.8	89.0	No	No
10th grade				54.5	46.7	47.6	48.9	No	No
11th grade				26.2	18.6	19.8	23.5	No	No
12th grade				25.3	16.0	20.8	23.5	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.

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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					13.3	19.2	18.2	No	No
Participation in school sports					3.6	6.8	8.6	Yes	No
Participation in other school activities (i.e., ROTC, band or chorus)					3.4	6.1	7.8	Yes	No
Participation in community sports activities					0.0	1.7	1.6	No	No
Religious reasons					32.5	35.7	37.0	No	No
Long-term physical or medical disability					77.3	79.8	74.4	No	No
Cognitive disability					29.9	35.1	37.4	No	No
High physical fitness competency test score					0.0	1.6	1.6	No	No
Participation in vocational training					1.0	3.3	5.1	Yes	No
Participation in community service activities					0.9	0.7	4.0	No	No

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

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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						79.3	77.0	No
Percentage of schools that provide those who teach physical education with the following materials:								
Goals, objectives, and expected outcomes for physical education						88.9	90.1	No
A chart describing the annual scope and sequence of instruction for physical education						65.5	66.3	No
Plans for how to assess student performance in physical education						70.0	74.8	No
A written physical education curriculum						85.5	83.3	No
Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs						43.2	45.9	No

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	1998	2000	2002	2004	2006	2008			2010
Tobacco-Use Prevention Policies									
Percentage of schools that had adopted a policy prohibiting tobacco use			99.0	100.0	99.6	99.6	97.1	No	Yes
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			18.8	21.2	31.6	22.5	31.4	Yes	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			98.7	100.0	99.5	98.2	99.0	No	No
Faculty and staff			94.1	94.3	94.4	94.7	92.9	No	No
Visitors			73.5	72.1	74.0	76.3	73.4	No	No
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*						95.0	96.9	No	
Percentage of schools in which a single individual is responsible for enforcing the tobacco-use prevention policy*						59.8	63.0	No	
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Notified parents or guardians		98.9	100.0	99.6	99.6	100.0	100.0	Yes	No
Referred students to a school counselor		47.3	70.5	75.4	77.3	75.2	75.7	Yes	Yes

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

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Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:									
Referred students to a school administrator		98.8	99.0	99.6	99.6	99.5	100.0	No	No
Encouraged, but not required, participation in an assistance, education, or cessation program		43.4	57.7	57.2	56.8	53.1	54.2	No	Yes
Required participation in an assistance, education, or cessation program		18.0	24.6	29.3	27.0	30.2	30.6	Yes	No
Referred students to legal authorities		36.4	46.3	50.5	56.3	58.6	66.0	Yes	No
Placed students in detention		57.5	59.3	63.8	75.9	70.1	73.8	Yes	No
Did not allow participation in extra-curricular activities or interscholastic sports					93.8	93.9	92.0	No	No
Gave students in-school suspension		75.2	78.7	80.2	81.5	77.4	77.7	No	No
Suspended students from school		67.9	75.3	78.0	74.2	67.9	68.1	No	Yes
Expelled students from school					11.4	13.3	11.4	No	No
Reassigned students to an alternative school					5.1	9.0	6.7	No	No

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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					60.9	67.9	70.5	Yes	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						39.5	37.1	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						43.4	41.0	No	
Percentage of schools that provide tobacco cessation services for faculty and staff						6.1	9.2	No	
Percentage of schools that provide tobacco cessation services for students						13.6	12.9	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						14.7	16.6	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						23.0	19.6	No	

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	1998	2000	2002	2004	2006	2008			2010
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						14.7	15.9	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			81.2	84.1	86.0	79.0	78.4	No	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			47.7	52.0	44.9	35.2	35.1	Yes	No
Other kinds of candy			48.9	53.1	46.1	41.0	39.1	Yes	No
Salty snacks that are not low in fat (e.g., regular potato chips)			46.7	51.4	46.4	38.5	32.2	Yes	Yes
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						43.6	32.5	Yes	
Ice cream or frozen yogurt that is not low in fat						16.8	16.1	No	
2% or whole milk (plain or flavored)					37.8	36.2	34.8	No	No
Water ices or frozen slushes that do not contain juice						12.9	15.6	No	

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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					78.3	62.2	48.7	Yes	No
Sports drinks, such as Gatorade					81.3	70.6	69.6	Yes	No
Foods or beverages containing caffeine						60.5	43.3	Yes	
Fruits (not fruit juice)						20.6	24.3	No	
Non-fried vegetables (not vegetable juice)						12.3	14.6	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						38.7	45.1	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						6.3	15.0	Yes	
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						40.1	44.7	No	
Provided information to students or families on the nutrition and caloric content of foods available						34.9	36.2	No	
Conducted taste tests to determine food preferences for nutritious items						9.2	13.9	No	

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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						10.6	17.0	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						1.7	1.4	No
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:								
In the school building						53.0	43.1	Yes
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						41.1	40.3	No
On school buses or other vehicles used to transport students						67.3	53.7	Yes
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)						57.1	45.6	Yes

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Health Services								
Percentage of schools that have a full-time registered nurse who provides health services to students						30.6	32.9	No
Percentage of schools that have an asthma action plan on file for all students with known asthma						61.2	67.0	No
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						17.3	19.2	No
Frequent absences from school						35.4	32.4	No
Frequent visits to the school health office due to asthma						52.4	52.8	No
Frequent asthma symptoms at school						67.1	57.7	Yes
Frequent non-participation in physical education class due to asthma						49.4	46.0	No
Students sent home early due to asthma						38.5	36.8	No
Calls from school to 911, or other local emergency numbers, due to asthma						21.4	23.0	No

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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						65.5	53.2	Yes
Ensuring an appropriate written asthma action plan is obtained						81.3	84.2	No
Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school						83.3	81.9	No
Offering asthma education for students with asthma						46.5	55.7	No
Minimizing asthma triggers in the school environment						75.2	79.2	No
Addressing social and emotional issues related to asthma						46.0	47.4	No
Providing additional psychosocial counseling or support services as needed						36.3	35.6	No
Ensuring access to safe, enjoyable physical education and activity opportunities						86.4	93.1	Yes
Ensuring access to preventive medications before physical activity						88.7	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						74.5	65.8	No

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	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						79.2	71.7	No	
Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*						96.1	94.6	No	
Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*						94.4	95.1	No	
Percentage of schools that have a single individual responsible for implementing the policy permitting students to carry and self-administer asthma medication*						74.0	78.5	No	

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

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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						8.8	7.7	No
Tobacco-use prevention						16.0	13.1	No
Physical activity						19.4	20.7	No
Nutrition and healthy eating						36.2	29.5	No
Asthma						20.2	13.1	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						17.9	13.7	No
Tobacco-use prevention						21.7	19.8	No
Physical activity						25.9	24.6	No
Nutrition and healthy eating						42.9	34.6	No
Asthma						21.0	13.1	Yes

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

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	1998	2000	2002	2004	2006	2008	2010		
Required Health Education									
Percentage of schools in which students take only one required health education course	42.4	37.5	37.2	44.0	39.3	39.3	34.4	No	No
Percentage of schools in which students take two or more required health education courses	35.6	42.9	46.0	42.7	50.1	50.9	59.4	Yes	No
Percentage of schools that taught a required health education course in the following grades:*									
6th grade	30.5	37.0	39.6	41.7	44.4	48.7	56.4	Yes	No
7th grade	43.6	50.8	52.5	58.2	58.5	53.7	65.3	Yes	No
8th grade	43.1	49.9	52.4	51.9	58.8	53.8	65.7	Yes	No
9th grade	46.4	45.6	53.0	54.2	55.8	60.4	67.4	Yes	No
10th grade	31.7	30.0	29.9	30.0	30.3	34.0	35.2	No	No
11th grade	8.9	4.1	4.8	8.8	8.5	11.9	9.9	No	No
12th grade	9.0	5.3	6.1	7.8	7.2	11.8	13.2	Yes	No

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	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				58.7	57.2	62.1	60.7	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						80.3	79.3	No	
A chart describing the annual scope and sequence of instruction for health education						54.9	53.5	No	
Plans for how to assess student performance in health education						58.0	58.4	No	
A written health education curriculum						71.9	76.8	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						91.4	94.2	No	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						89.5	92.3	No	
Accessing valid information and products and services to enhance health						79.0	84.6	No	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						89.7	87.8	No	
Using decision-making skills to enhance health						91.4	92.8	No	

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Percentage of schools in which the health education curriculum addresses the following:								
Using goal-setting skills to enhance health						84.0	89.1	No
Practicing health-enhancing behaviors to avoid or reduce risks						87.7	92.8	No
Advocating for personal, family, and community health						85.9	84.7	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						95.2	96.7	No
Asthma						52.3	58.0	No
Emotional and mental health						88.2	90.9	No
Foodborne illness prevention						69.6	70.4	No
Human immunodeficiency virus (HIV) prevention						89.9	89.9	No
Human sexuality						86.3	87.3	No
Injury prevention and safety						85.9	84.7	No

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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						96.8	96.1	No
Physical activity and fitness						98.5	98.0	No
Pregnancy prevention						81.1	83.3	No
Sexually transmitted disease (STD) prevention						85.9	93.0	Yes
Suicide prevention						69.5	70.7	No
Tobacco-use prevention						96.1	97.1	No
Violence prevention (e.g., bullying, fighting, or homicide)						86.1	89.5	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						92.7	93.1	No
Identifying short- and long-term health consequences of tobacco use						95.0	94.6	No
Identifying legal, social, economic, and cosmetic consequences of tobacco use						88.3	88.7	No

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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						93.0	90.2	No
Effects of tobacco use on athletic performance						87.7	83.3	No
Effects of second-hand smoke and benefits of a smoke-free environment						93.8	92.0	No
Understanding the social influences on tobacco use, including media, family, peers, and culture						88.4	91.2	No
Identifying reasons why students do and do not use tobacco						87.4	88.6	No
Making accurate assessments of how many peers use tobacco						67.6	71.8	No
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						85.4	85.8	No
Using goal-setting and decision-making skills related to not using tobacco						81.2	82.5	No
Finding valid information and services related to tobacco-use prevention and cessation						67.5	68.6	No
Supporting others who abstain from or want to quit using tobacco						75.3	73.8	No

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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:								
Supporting school and community action to support a tobacco-free environment						77.2	77.1	No
Identifying harmful effects of tobacco use on fetal development						84.1	82.8	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						77.1	63.6	Yes
How HIV and other STDs are transmitted						75.6	68.9	No
How HIV and other STDs are diagnosed and treated						67.5	58.7	No
Health consequences of HIV, other STDs, and pregnancy						78.5	66.7	Yes
The benefits of being sexually abstinent						77.6	70.3	No
How to prevent HIV, other STDs, and pregnancy						77.9	64.6	Yes
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						56.7	58.4	No
The influences of media, family, and social and cultural norms on sexual behavior						74.2	65.9	No

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	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						67.2	63.1	No
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						67.7	59.1	No
Compassion for persons living with HIV or AIDS						55.7	53.7	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 9 through 12 during the current school year:								
The relationship among HIV, other STDs, and pregnancy						82.0	82.7	No
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						84.3	84.7	No
The benefits of being sexually abstinent						83.5	86.1	No
How to prevent HIV, other STDs, and pregnancy						84.2	85.4	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						72.4	77.3	No
The influences of media, family, and social and cultural norms on sexual behavior						78.2	79.5	No
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						72.0	70.6	No

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	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						73.7	74.8	No
Efficacy of condoms, that is, how well condoms work and do not work						67.8	64.6	No
The importance of using condoms consistently and correctly						54.3	55.7	No
How to obtain condoms						40.0	41.0	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						94.7	95.1	No
Food guidance using MyPyramid						88.0	89.2	No
Using food labels						88.1	84.4	No
Balancing food intake and physical activity						93.3	93.5	No
Eating more fruits, vegetables, and whole grain products						92.5	91.3	No
Choosing foods that are low in fat, saturated fat, and cholesterol						92.7	90.7	No

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	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						90.2	86.8	No
Using salt and sodium in moderation						88.6	85.5	No
Eating more calcium-rich foods						84.2	85.1	No
Food safety						83.0	81.4	No
Preparing healthy meals and snacks						83.4	84.4	No
Risks of unhealthy weight control practices						92.0	88.7	No
Accepting body size differences						86.9	85.5	No
Signs, symptoms, and treatment for eating disorders						86.1	85.9	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						97.4	96.6	No
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						93.1	95.1	No

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	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)						93.2	93.6	No
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						89.6	91.2	No
Developing an individualized physical activity plan						73.6	73.2	No
Monitoring progress toward reaching goals in an individualized physical activity plan						75.8	73.2	No
Overcoming barriers to physical activity						81.8	84.0	No
Decreasing sedentary activities (e.g., television viewing)						89.9	94.0	No
Opportunities for physical activity in the community						84.2	84.7	No
Preventing injury during physical activity						90.0	90.7	No
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						81.2	83.0	No
Dangers of using performance-enhancing drugs (e.g., steroids)						86.2	87.3	No

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	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						25.1	26.7	No
Provided curricula or supplementary materials in the primary languages of the youth and families						20.0	20.1	No
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						23.7	18.0	No
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						21.7	18.0	No

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	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		61.6	64.7	72.4	71.8	82.1	78.3	Yes	No
Health services staff (e.g., nurses)		61.1	60.8	67.5	71.5	69.2	68.8	Yes	No
Mental health or social services staff (e.g., psychologists, counselors, and social workers)		36.0	40.7	43.6	51.0	52.4	50.5	Yes	No
Nutrition or food service staff		13.9	18.6	18.4	37.1	38.5	37.2	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						22.5	19.6	No	
Tobacco-use prevention						31.6	32.3	No	
Physical activity						48.1	44.6	No	
Nutrition and healthy eating						43.5	42.4	No	
Asthma						35.3	30.9	No	

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	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		43.1	34.8	37.7	49.1	45.8	28.5	No	Yes
Asthma					57.4	48.8	37.4	Yes	No
Emotional and mental health		23.8	22.2	19.9	27.1	30.4	24.2	No	No
Foodborne illness prevention					17.4	25.0	18.0	No	Yes
HIV (human immunodeficiency virus) prevention		30.3	24.8	21.8	29.5	28.2	20.9	No	No
Human sexuality		23.4	20.3	18.6	24.6	28.8	19.5	No	No
Injury prevention and safety		26.5	34.7	35.5	29.2	41.8	36.1	Yes	No
Nutrition and dietary behavior		27.3	22.9	22.5	30.3	37.7	32.2	Yes	No
Physical activity and fitness		33.7	32.8	32.6	37.7	47.3	39.1	Yes	No

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	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		18.5	15.7	15.6	23.0	27.1	21.3	Yes	No
STD (sexually transmitted disease) prevention		22.4	20.7	20.4	28.8	32.3	21.3	No	No
Suicide prevention		20.7	17.4	14.8	22.4	21.6	24.4	No	No
Tobacco-use prevention		27.2	28.8	25.1	27.7	32.1	19.4	No	No
Violence prevention (e.g., bullying, fighting, or homicide)		36.1	39.6	42.7	51.6	55.7	44.7	Yes	Yes
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						31.6	17.0	Yes	
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						32.0	19.0	Yes	
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						26.2	15.6	Yes	
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						31.3	25.2	No	
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						15.6	8.2	Yes	

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	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						16.4	11.1	No
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						19.4	15.8	No
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						22.3	14.7	Yes
Teaching about health-promoting social norms and beliefs related to HIV prevention						21.3	13.4	Yes
Strategies for involving parents, families, and others in student learning of HIV prevention education						12.9	8.6	No
Assessing students' performance in HIV prevention education						13.8	8.5	No
Implementing standards-based HIV prevention education curricula and student assessment						10.8	11.0	No
Using technology to improve HIV prevention education instruction						12.0	13.3	No
Teaching HIV prevention education to students with limited English proficiency						6.7	6.2	No
Addressing community concerns and challenges related to HIV prevention education						11.2	8.7	No

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	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		32.9	38.2	35.1	35.1	34.5	39.4	No	No
Teaching students of various cultural backgrounds		40.5	37.1	30.6	30.6	33.4	29.3	Yes	No
Teaching students with limited English proficiency		15.9	15.3	15.1	20.2	18.4	14.9	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)		45.7	40.9	36.6	40.1	42.7	44.9	No	Yes
Encouraging family or community involvement		29.1	31.0	26.3	29.1	30.4	28.8	No	No
Teaching skills for behavior change		42.0	40.9	47.9	39.5	40.3	43.7	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)					50.3	49.8	53.4	No	No
Assessing or evaluating students in health education					21.4	26.8	25.6	No	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		65.0	52.7	59.2	61.5	73.4	64.1	Yes	No
Asthma					43.5	55.0	42.5	No	Yes

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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		51.6	48.8	53.3	55.6	72.4	59.9	Yes	No
Foodborne illness prevention					35.8	51.6	37.0	No	Yes
HIV (human immunodeficiency virus) prevention		55.1	46.9	51.9	54.1	66.7	48.4	No	No
Human sexuality		47.3	41.4	42.0	49.3	64.3	52.6	Yes	No
Injury prevention and safety		33.6	33.3	38.5	46.2	62.4	44.5	Yes	No
Nutrition and dietary behavior		49.6	46.3	53.2	57.3	69.9	63.1	Yes	No
Physical activity and fitness		45.9	47.0	49.1	53.8	67.4	59.8	Yes	No
Pregnancy prevention		43.9	39.2	46.5	49.6	63.3	53.0	Yes	No
STD (sexually transmitted disease) prevention		52.5	45.9	50.5	53.3	68.3	56.8	Yes	No
Suicide prevention		61.3	57.9	58.3	63.2	73.5	66.2	Yes	No

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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		56.0	50.4	49.5	57.3	65.2	53.8	No	No
Violence prevention (e.g., bullying, fighting, or homicide)		72.1	65.6	66.4	66.8	76.3	67.9	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		48.5	46.0	50.0	49.8	55.0	51.0	No	No
Teaching students of various cultural backgrounds		43.9	39.5	40.9	47.3	47.0	43.0	No	No
Teaching students with limited English proficiency		34.9	33.1	39.5	38.0	42.2	34.9	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)		44.5	41.1	45.6	44.7	58.8	49.1	Yes	No
Encouraging family or community involvement		55.9	53.6	51.4	53.6	61.4	61.1	Yes	No
Teaching skills for behavior change		65.8	63.6	59.2	65.2	69.1	63.8	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)					64.6	65.5	58.7	No	No
Assessing or evaluating students in health education					60.8	70.0	62.2	No	Yes

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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)	26.5	37.7	37.2	41.0	38.9	50.2	45.5	Yes	No
Health education (b)	1.1	3.2	2.0	2.1	2.3	2.3	3.1	No	No
Physical education (c)	30.5	20.1	20.9	27.9	22.6	21.4	28.0	No	Yes
Other education degree (d)		21.1	11.1	4.0	2.8	2.0	2.0	Yes	Yes
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)	18.9	7.7	21.7	19.0	26.9	17.6	17.3	No	No
Nursing or counseling (h or i)	7.5	4.9	4.8	3.9	4.4	5.2	3.0	No	No
Public health, nutrition or other (j, k or l)	0.0	5.3	2.5	2.1	2.1	1.3	1.0	No	Yes
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					65.7	68.1	75.2	Yes	No

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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	6.7	5.6	6.6	5.7	8.2	7.2	4.8	No	No
2 to 5 years	24.4	26.7	28.0	21.9	19.4	23.0	23.6	No	No
6 to 9 years	18.4	14.4	17.5	21.7	18.8	15.2	12.8	No	No
10 to 14 years	16.8	15.0	13.0	14.0	15.6	18.6	19.2	No	No
15 years or more	33.6	38.3	35.0	36.8	38.0	35.9	39.7	No	No

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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						41.3	35.9	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						64.9	63.6	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						38.0	39.5	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						3.8	3.2	No
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						22.5	19.6	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						18.9	16.5	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						7.9	4.8	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						20.6	12.3	Yes
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						14.6	8.1	Yes

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2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence							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						56.3	56.0	No	

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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						13.8	12.4	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						15.2	14.8	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						38.2	36.5	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						24.9	27.2	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						51.6	46.9	No
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						8.2	4.4	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						68.9	81.0	Yes
CSH SLIM 6: Percentage of schools in which those who teach health education were provided with key materials for teaching health education						43.0	41.0	No

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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						54.5	60.1	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						55.4	48.8	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						24.5	27.9	No	

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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						79.3	77.0	No
PE SLIM 3: Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education						56.5	57.7	No
PE SLIM 4: Percentage of schools in which students could not be exempted from taking required physical education for certain reasons					81.1	75.9	72.5	Yes No
PE SLIM 5: Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs						43.2	45.9	No
PE SLIM 6: Percentage of schools that taught 12 key physical activity topics in a required course						57.1	58.5	No

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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						29.7	35.5	No
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						23.3	24.2	No
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						2.9	5.3	No
NUTRITION SLIM 3: Percentage of schools that used at least three different strategies to promote healthy eating						11.2	18.0	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		27.3	22.9	22.5	30.3	37.7	32.2	Yes No
NUTRITION SLIM 5: Percentage of schools that taught 14 key nutrition and dietary behavior topics in a required course						64.0	66.8	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						32.7	32.1	No

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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”			18.8	21.2	31.6	22.5	31.4	Yes	No
TOBACCO SLIM 2: Percentage of schools that implement a tobacco-free environment policy in 7 ways						8.5	11.2	No	
TOBACCO SLIM 3: Percentage of schools that taught 15 key tobacco-use prevention topics in a required course						47.2	51.6	No	
TOBACCO SLIM 4: Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts						28.8	24.7	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						16.4	16.5	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		27.2	28.8	25.1	27.7	32.1	19.4	No	No

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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						28.9	22.9	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						28.0	19.0	Yes
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						13.2	7.2	Yes
ASTHMA SLIM 3: Percentage of schools that had an asthma action plan on file for all students with known asthma						61.2	67.0	No
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						53.8	52.5	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						74.5	65.8	No
ASTHMA SLIM 6: Percentage of schools with a full-time registered nurse who provides health services to students at school						30.6	32.9	No
ASTHMA SLIM 9: Percentage of schools that identified students with poorly controlled asthma by keeping track of them in at least three ways						56.1	59.1	No

NEBRASKA

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			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						35.3	30.9		No	