

WYOMING

2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						35.2	35.7
Nutrition						37.3	32.1
Tobacco-use prevention						41.4	42.6
Asthma						16.3	18.2
Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities						86.5	79.0
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						61.9	52.2
Percentage of schools that have the following groups represented on any school health council, committee, or team*							
School administrators						97.1	94.3
Health education teachers						98.7	95.5
Physical education teachers						97.2	94.0
Mental health or social services staff						65.8	68.8

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that have the following groups represented on any school health council, committee, or team*							
Nutrition or food service staff						69.3	62.9
Health services staff (e.g., school nurse)						91.8	95.4
Maintenance and transportation staff						24.5	13.8
Student body						61.9	65.0
Parents or families of students						77.6	77.4
Community members						64.7	65.0
Local health departments, agencies, or organizations						44.3	47.1
Faith-based organizations						16.3	17.8
Businesses						19.1	25.6
Local government agencies						16.6	29.4
Percentage of schools in which all staff who teach health education are certified, licensed, or endorsed by the state in health education						93.9	96.1

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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)						15.9	20.7
Youth who participate in drop-out prevention, alternative education, or GED programs						19.3	22.3
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						20.3	25.5
Percentage of schools that have adopted a policy that addresses the following issues:							
Attendance of students with HIV infection						63.3	59.4
Procedures to protect HIV-infected students and staff from discrimination						71.4	67.5
Maintaining confidentiality of HIV-infected students and staff						75.8	77.0
Worksite safety (i.e., universal precautions for all school staff)						87.5	89.5
Confidential counseling for HIV-infected students						54.4	65.5
Communication of the policy to students, school staff, and parents						62.1	60.1

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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						75.0	73.6
Procedures for implementing the policy						65.1	66.1

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	Prevalence Survey Year						
	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						96.3	98.4
Percentage of schools that taught a required physical education course in the following grades:*							
6th grade						91.4	96.9
7th grade						94.1	97.4
8th grade						91.0	96.4
9th grade						90.9	93.8
10th grade						61.5	52.1
11th grade						34.8	27.3
12th grade						31.9	26.9

* 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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	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which students could be exempted from taking required physical education for one grading period or longer for the following reasons:*							
Enrollment in other courses						22.2	19.8
Participation in school sports						6.9	5.0
Participation in other school activities (i.e., ROTC, band or chorus)						1.9	4.9
Participation in community sports activities						1.0	0.9
Religious reasons						38.2	24.0
Long-term physical or medical disability						85.0	85.2
Cognitive disability						37.8	34.4
High physical fitness competency test score						1.0	0.0
Participation in vocational training						4.6	3.3
Participation in community service activities						1.9	0.0

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

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						89.5	83.7
Percentage of schools that provide those who teach physical education with the following materials:							
Goals, objectives, and expected outcomes for physical education						98.3	96.9
A chart describing the annual scope and sequence of instruction for physical education						84.7	83.2
Plans for how to assess student performance in physical education						94.0	93.0
A written physical education curriculum						84.2	79.9
Percentage of schools that offer opportunities for all students to participate in intramural activities or physical activity clubs						67.5	58.0

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2010 School Health Profiles Report Trend Analysis Report - Principal Survey

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Tobacco-Use Prevention Policies							
Percentage of schools that had adopted a policy prohibiting tobacco use						99.2	100.0
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						44.0	42.0
Percentage of schools that had procedures to inform the following groups about the tobacco-use prevention policy that prohibits their use of tobacco:*							
Students						99.0	96.6
Faculty and staff						97.2	94.3
Visitors						80.8	81.8
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*						98.2	95.6
Percentage of schools in which a single individual is responsible for enforcing the tobacco-use prevention policy*						76.4	65.5
Percentage of schools that sometimes, almost always, or always took the following actions when students were caught smoking cigarettes:							
Notified parents or guardians						100.0	100.0
Referred students to a school counselor						83.5	78.2

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

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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						99.1	100.0
Encouraged, but not required, participation in an assistance, education, or cessation program						75.2	71.1
Required participation in an assistance, education, or cessation program						62.0	55.5
Referred students to legal authorities						87.7	92.8
Placed students in detention						64.7	61.3
Did not allow participation in extra-curricular activities or interscholastic sports						88.3	91.0
Gave students in-school suspension						68.7	63.7
Suspended students from school						69.8	74.0
Expelled students from school						5.4	9.0
Reassigned students to an alternative school						2.5	2.6

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	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that posted signs marking a tobacco-free school zone, that is, a specified distance from school grounds where tobacco use is not allowed						87.3	84.7
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						56.7	53.2
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						71.3	71.6
Percentage of schools that provide tobacco cessation services for faculty and staff						19.8	24.6
Percentage of schools that provide tobacco cessation services for students						41.6	40.6
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						39.4	34.9
Percentage of schools that have arrangements with any organizations or health care professionals not on school property to provide tobacco cessation services for students						55.7	53.8

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	Prevalence Survey Year						
	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						35.2	29.7
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						79.4	70.6
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						31.4	32.1
Other kinds of candy						34.8	32.3
Salty snacks that are not low in fat (e.g., regular potato chips)						36.2	33.6
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat						31.1	32.1
Ice cream or frozen yogurt that is not low in fat						9.9	7.0
2% or whole milk (plain or flavored)						31.2	30.7
Water ices or frozen slushes that do not contain juice						15.6	13.7

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	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which students could purchase the following snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar:							
Soda pop or fruit drinks that are not 100% fruit juice						33.3	34.8
Sports drinks, such as Gatorade						69.7	63.7
Foods or beverages containing caffeine						37.9	33.6
Fruits (not fruit juice)						19.5	21.3
Non-fried vegetables (not vegetable juice)						13.0	13.4
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						38.9	30.0
Percentage of schools that have done the following during the current school year:							
Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages						11.9	7.6
Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating						38.9	36.1
Provided information to students or families on the nutrition and caloric content of foods available						43.5	44.1
Conducted taste tests to determine food preferences for nutritious items						8.6	11.4

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	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that have done the following during the current school year:							
Provided opportunities for students to visit the cafeteria to learn about food safety, food preparation, or other nutrition-related topics						21.0	20.6
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						4.6	0.7
Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations:							
In the school building						48.8	48.7
On school grounds including on the outside of the school building, on playing fields, or other areas of the campus						40.3	44.9
On school buses or other vehicles used to transport students						62.9	60.2
In school publications (e.g., newsletters, newspapers, web sites, or other school publications)						50.0	50.5

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	1998	2000	2002	2004	2006	2008	2010
Health Services							
Percentage of schools that have a full-time registered nurse who provides health services to students						36.3	37.5
Percentage of schools that have an asthma action plan on file for all students with known asthma						34.1	44.8
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						22.1	23.7
Frequent absences from school						34.9	31.5
Frequent visits to the school health office due to asthma						63.5	56.4
Frequent asthma symptoms at school						55.2	54.1
Frequent non-participation in physical education class due to asthma						40.5	42.0
Students sent home early due to asthma						32.5	32.5
Calls from school to 911, or other local emergency numbers, due to asthma						18.5	19.0

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	1998	2000	2002	2004	2006	2008	2010
Percentage of schools that provide the following services for students with poorly controlled asthma:							
Providing referrals to primary health care clinicians or child health insurance programs						70.2	70.5
Ensuring an appropriate written asthma action plan is obtained						62.7	71.4
Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at school						77.0	87.7
Offering asthma education for students with asthma						40.2	54.2
Minimizing asthma triggers in the school environment						61.8	67.8
Addressing social and emotional issues related to asthma						42.8	46.8
Providing additional psychosocial counseling or support services as needed						44.0	48.2
Ensuring access to safe, enjoyable physical education and activity opportunities						81.6	89.8
Ensuring access to preventive medications before physical activity						83.3	83.0
Percentage of schools in which school staff members are required to receive training on recognizing and responding to severe asthma symptoms more than once per year or once per year						37.6	32.2

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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						76.5	71.1
Percentage of schools that have procedures to inform students about the policy permitting students to carry and self-administer asthma medications*						84.9	89.2
Percentage of schools that have procedures to inform parents and families about the policy permitting students to carry and self-administer asthma medications*						85.8	87.9
Percentage of schools that have a single individual responsible for implementing the policy permitting students to carry and self-administer asthma medication*						82.2	89.3

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

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							Prevalence Survey Year		
1998	2000	2002	2004	2006	2008	2010			

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	15.8	10.2
Tobacco-use prevention	37.7	22.4
Physical activity	21.3	23.3
Nutrition and healthy eating	45.9	35.5
Asthma	6.6	8.0

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	25.9	13.0
Tobacco-use prevention	55.9	36.4
Physical activity	30.6	24.1
Nutrition and healthy eating	57.1	38.4
Asthma	12.2	7.2

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Required Health Education							
Percentage of schools in which students take only one required health education course	31.0					26.5	33.9
Percentage of schools in which students take two or more required health education courses	39.3					62.7	60.6
Percentage of schools that taught a required health education course in the following grades:*							
6th grade	32.9					59.7	59.7
7th grade	44.8					66.6	77.6
8th grade	44.8					74.3	77.3
9th grade	43.2					58.3	76.2
10th grade	31.8					44.6	48.0
11th grade	9.8					16.6	19.5
12th grade	11.3					13.2	14.4

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

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	Prevalence Survey Year					2008	2010
	1998	2000	2002	2004	2006		
Among schools that required a health education course, percentage that required students who fail the course to repeat it						62.7	66.8
Percentage of schools in which those who teach health education are provided with the following materials:							
Goals, objectives, and expected outcomes for health education						95.3	90.3
A chart describing the annual scope and sequence of instruction for health education						71.8	75.7
Plans for how to assess student performance in health education						89.8	86.2
A written health education curriculum						82.7	79.7
Percentage of schools in which the health education curriculum addresses the following:							
Comprehending concepts related to health promotion and disease prevention to enhance health						97.3	96.5
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						97.2	92.0
Accessing valid information and products and services to enhance health						95.6	91.3
Using interpersonal communication skills to enhance health and avoid or reduce health risks						95.5	93.0
Using decision-making skills to enhance health						98.3	96.5

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the health education curriculum addresses the following:							
Using goal-setting skills to enhance health						94.6	93.1
Practicing health-enhancing behaviors to avoid or reduce risks						97.4	95.7
Advocating for personal, family, and community health						95.5	88.8
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						97.6	96.4
Asthma						44.6	46.4
Emotional and mental health						93.3	94.0
Foodborne illness prevention						78.6	75.2
Human immunodeficiency virus (HIV) prevention						90.3	87.3
Human sexuality						84.3	82.3
Injury prevention and safety						93.0	92.2

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:							
Nutrition and dietary behavior						98.4	98.3
Physical activity and fitness						99.2	99.1
Pregnancy prevention						82.4	78.7
Sexually transmitted disease (STD) prevention						88.3	88.2
Suicide prevention						85.6	82.9
Tobacco-use prevention						95.8	99.1
Violence prevention (e.g., bullying, fighting, or homicide)						93.4	89.5
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						90.9	93.0
Identifying short- and long-term health consequences of tobacco use						94.7	94.0
Identifying legal, social, economic, and cosmetic consequences of tobacco use						91.8	88.8

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:							
Understanding the addictive nature of nicotine						93.6	92.2
Effects of tobacco use on athletic performance						84.3	86.0
Effects of second-hand smoke and benefits of a smoke-free environment						88.7	90.4
Understanding the social influences on tobacco use, including media, family, peers, and culture						89.0	92.2
Identifying reasons why students do and do not use tobacco						89.0	87.6
Making accurate assessments of how many peers use tobacco						76.9	68.3
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						89.4	89.6
Using goal-setting and decision-making skills related to not using tobacco						87.6	81.7
Finding valid information and services related to tobacco-use prevention and cessation						83.0	79.0
Supporting others who abstain from or want to quit using tobacco						77.5	77.2

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	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year:							
Supporting school and community action to support a tobacco-free environment						77.1	79.7
Identifying harmful effects of tobacco use on fetal development						83.4	78.0
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6, 7, or 8 during the current school year:							
The differences between HIV and AIDS						80.8	75.4
How HIV and other STDs are transmitted						84.4	77.6
How HIV and other STDs are diagnosed and treated						75.6	71.5
Health consequences of HIV, other STDs, and pregnancy						83.0	75.2
The benefits of being sexually abstinent						82.7	78.7
How to prevent HIV, other STDs, and pregnancy						79.3	75.5
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						69.0	60.9
The influences of media, family, and social and cultural norms on sexual behavior						78.2	72.9

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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						77.7	73.1
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						77.7	71.0
Compassion for persons living with HIV or AIDS						51.9	56.7
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						89.6	82.2
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						88.3	85.7
The benefits of being sexually abstinent						93.2	92.1
How to prevent HIV, other STDs, and pregnancy						89.9	85.5
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						88.3	74.5
The influences of media, family, and social and cultural norms on sexual behavior						88.0	79.4
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						86.5	79.0

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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						88.2	80.6
Efficacy of condoms, that is, how well condoms work and do not work						77.9	53.6
The importance of using condoms consistently and correctly						68.8	50.6
How to obtain condoms						62.5	39.9
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:							
Benefits of healthy eating						97.5	97.3
Food guidance using MyPyramid						90.1	88.9
Using food labels						92.0	92.3
Balancing food intake and physical activity						93.4	97.3
Eating more fruits, vegetables, and whole grain products						94.8	94.7
Choosing foods that are low in fat, saturated fat, and cholesterol						89.1	93.0

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	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which teachers taught the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year:							
Using sugars in moderation						90.1	93.8
Using salt and sodium in moderation						88.1	87.9
Eating more calcium-rich foods						85.2	84.6
Food safety						89.1	83.9
Preparing healthy meals and snacks						86.0	87.9
Risks of unhealthy weight control practices						91.1	93.9
Accepting body size differences						92.7	89.0
Signs, symptoms, and treatment for eating disorders						88.5	82.7
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						97.5	96.5
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						97.5	97.5

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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)						96.6	93.9
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						95.0	93.1
Developing an individualized physical activity plan						83.4	80.9
Monitoring progress toward reaching goals in an individualized physical activity plan						82.3	82.4
Overcoming barriers to physical activity						84.6	83.5
Decreasing sedentary activities (e.g., television viewing)						91.0	91.3
Opportunities for physical activity in the community						89.3	81.6
Preventing injury during physical activity						94.7	93.1
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						90.4	86.9
Dangers of using performance-enhancing drugs (e.g., steroids)						89.8	85.4

W Y O M I N G

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						19.2	12.8
Provided curricula or supplementary materials in the primary languages of the youth and families						12.2	11.8
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						17.7	19.0
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						23.0	15.7

W Y O M I N G

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

	Prevalence Survey Year						
	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						87.9	86.7
Health services staff (e.g., nurses)						84.9	78.0
Mental health or social services staff (e.g., psychologists, counselors, and social workers)						74.3	64.0
Nutrition or food service staff						41.2	44.4
Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:							
HIV prevention, STD prevention, or teen pregnancy prevention						25.8	18.7
Tobacco-use prevention						45.3	40.2
Physical activity						45.2	49.2
Nutrition and healthy eating						47.9	49.2
Asthma						15.3	15.2

WYOMING

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

	Prevalence Survey Year						
	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						55.9	42.4
Asthma						22.8	13.4
Emotional and mental health						45.1	31.7
Foodborne illness prevention						33.3	24.0
HIV (human immunodeficiency virus) prevention						45.8	25.4
Human sexuality						40.4	27.1
Injury prevention and safety						63.6	49.7
Nutrition and dietary behavior						62.6	44.3
Physical activity and fitness						69.7	54.5

W Y O M I N G

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Pregnancy prevention						34.3	21.7
STD (sexually transmitted disease) prevention						40.9	20.6
Suicide prevention						31.9	30.8
Tobacco-use prevention						54.1	38.2
Violence prevention (e.g., bullying, fighting, or homicide)						64.1	57.1
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Describing how widespread HIV and other STD infections are and the consequences of these infections						38.3	16.7
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						40.1	18.5
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						28.8	15.9
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						51.2	27.1
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						17.0	6.2

W Y O M I N G

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Teaching HIV prevention education to students of various cultural backgrounds						19.5	5.1
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						33.0	12.1
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						28.9	15.7
Teaching about health-promoting social norms and beliefs related to HIV prevention						31.2	15.6
Strategies for involving parents, families, and others in student learning of HIV prevention education						17.6	6.2
Assessing students' performance in HIV prevention education						25.9	15.7
Implementing standards-based HIV prevention education curricula and student assessment						27.6	15.8
Using technology to improve HIV prevention education instruction						25.4	7.8
Teaching HIV prevention education to students with limited English proficiency						13.5	3.5
Addressing community concerns and challenges related to HIV prevention education						17.0	5.2

WYOMING

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher received professional development on the following topics during the two years before the survey:							
Teaching students with physical, medical, or cognitive disabilities						35.0	33.6
Teaching students of various cultural backgrounds						23.4	21.4
Teaching students with limited English proficiency						19.3	14.7
Using interactive teaching methods (e.g., role plays or cooperative group activities)						59.5	33.6
Encouraging family or community involvement						36.5	31.9
Teaching skills for behavior change						57.2	53.9
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						67.4	65.2
Assessing or evaluating students in health education						57.8	46.2
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						73.5	66.8
Asthma						58.6	60.9

WYOMING

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:							
Emotional and mental health						69.8	70.6
Foodborne illness prevention						58.0	52.9
HIV (human immunodeficiency virus) prevention						69.8	62.5
Human sexuality						68.5	59.9
Injury prevention and safety						61.7	59.5
Nutrition and dietary behavior						74.5	71.3
Physical activity and fitness						68.4	62.9
Pregnancy prevention						65.8	60.6
STD (sexually transmitted disease) prevention						69.5	62.5
Suicide prevention						74.5	69.8

W Y O M I N G

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:							
Tobacco-use prevention						61.3	65.6
Violence prevention (e.g., bullying, fighting, or homicide)						74.3	68.1
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						56.0	65.3
Teaching students of various cultural backgrounds						52.9	57.5
Teaching students with limited English proficiency						41.6	48.7
Using interactive teaching methods (e.g., role plays or cooperative group activities)						62.1	63.7
Encouraging family or community involvement						70.3	69.4
Teaching skills for behavior change						72.3	71.4
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						64.0	61.8
Assessing or evaluating students in health education						66.7	63.4

WYOMING

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

	Prevalence Survey Year						
	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)						52.3	55.9
Health education (b)						4.8	0.0
Physical education (c)						21.6	18.7
Other education degree (d)						1.7	7.5
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)						7.8	13.8
Nursing or counseling (h or i)						8.9	4.2
Public health, nutrition or other (j, k or l)						3.0	0.0
Percentage of schools in which the lead health education teacher was certified, licensed, or endorsed by the state to teach health education in middle school or high school						85.5	82.2

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

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics:							
1 year						1.8	9.3
2 to 5 years						17.6	16.6
6 to 9 years						18.6	5.5
10 to 14 years						16.3	17.3
15 years or more						45.7	51.2

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						49.7	37.8
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						78.3	65.1
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						55.4	35.0
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						3.1	0.7
HIV SLIM 5: Percentage of schools that provide parents and families health information to increase parent and family knowledge of HIV prevention, STD prevention, and teen pregnancy prevention						25.8	18.7
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						30.4	14.7
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						11.4	8.5
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						22.5	12.1
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						20.4	10.4

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

			Prevalence Survey Year				
	1998	2000	2002	2004	2006	2008	2010
HIV SLIM 9: Percentage of schools with a policy on students or staff who have HIV infection or AIDS that addresses attendance of students with HIV infection, procedures to protect HIV-infected students and staff from discrimination, and maintaining confidentiality of HIV-infected students and staff						61.2	55.9

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						21.1	15.3
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						24.5	20.6
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						46.9	46.4
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						32.6	26.8
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						69.0	52.4
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						16.7	11.0
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						93.9	96.1
CSH SLIM 6: Percentage of schools in which those who teach health education were provided with key materials for teaching health education						65.9	67.6

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
CSH SLIM 7: Percentage of schools that follow a written health education curriculum that addresses 8 skills						79.0	71.8
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						57.9	57.4
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						31.5	32.1

WYOMING

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						89.5	83.7
PE SLIM 3: Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education						76.1	72.6
PE SLIM 4: Percentage of schools in which students could not be exempted from taking required physical education for certain reasons						71.6	76.9
PE SLIM 5: Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs						67.5	58.0
PE SLIM 6: Percentage of schools that taught 12 key physical activity topics in a required course						64.5	59.1

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						46.2	45.0
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						28.3	31.9
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						6.6	8.7
NUTRITION SLIM 3: Percentage of schools that used at least three different strategies to promote healthy eating						20.2	12.7
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						62.6	44.3
NUTRITION SLIM 5: Percentage of schools that taught 14 key nutrition and dietary behavior topics in a required course						73.4	69.7
NUTRITION SLIM 6: Percentage of schools that prohibited all forms of advertising and promotion of candy, fast food restaurants, or soft drinks in all locations						30.7	38.9

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	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”						44.0	42.0
TOBACCO SLIM 2: Percentage of schools that implement a tobacco-free environment policy in 7 ways						21.7	24.5
TOBACCO SLIM 3: Percentage of schools that taught 15 key tobacco-use prevention topics in a required course						51.4	52.8
TOBACCO SLIM 4: Percentage of schools that coordinate their tobacco prevention messages and programs with community and mass-media tobacco prevention efforts						49.3	46.4
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						40.3	36.0
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						54.1	38.2

W Y O M I N G

2010 School Health Profiles Report Trend Analysis Report - SLIMs

	Prevalence Survey Year						
	1998	2000	2002	2004	2006	2008	2010
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						16.3	18.2
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						12.4	9.7
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						6.6	5.4
ASTHMA SLIM 3: Percentage of schools that had an asthma action plan on file for all students with known asthma						34.1	44.8
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						49.7	53.1
ASTHMA SLIM 5: Percentage of schools that required all school staff members to receive annual training on recognizing and responding to severe asthma symptoms						37.6	32.2
ASTHMA SLIM 6: Percentage of schools with a full-time registered nurse who provides health services to students at school						36.3	37.5
ASTHMA SLIM 9: Percentage of schools that identified students with poorly controlled asthma by keeping track of them in at least three ways						66.1	66.1
ASTHMA SLIM 11: Percentage of schools that provided parents and families of students with health information to increase their knowledge of asthma						15.3	15.2