

MINNESOTA

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

	Prevalence Survey Year						Linear Change	Quadratic Change	
	1998	2000	2002	2004	2006	2008			2010
Required Health Education									
Percentage of schools in which students take only one required health education course	28.3	32.4	25.8	25.9		22.0	18.7	Yes	No
Percentage of schools in which students take two or more required health education courses	66.0	65.5	68.9	68.4		67.0	74.2	No	No
Percentage of schools that taught a required health education course in the following grades:*									
6th grade	61.3	66.6	54.6	54.0		43.2	46.4	Yes	No
7th grade	60.2	68.3	65.8	65.9		60.4	66.0	No	No
8th grade	69.8	77.8	74.6	71.4		65.5	71.9	No	No
9th grade	48.5	51.8	43.0	42.9		47.3	49.1	No	No
10th grade	84.3	82.6	82.5	79.6		71.3	71.2	Yes	No
11th grade	16.5	18.6	9.4	14.3		22.3	15.9	No	No
12th grade	9.1	10.1	6.3	11.1		18.1	10.4	Yes	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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Among schools that required a health education course, percentage that required students who fail the course to repeat it				69.5		72.2	64.3	No	Yes
Percentage of schools in which those who teach health education are provided with the following materials:									
Goals, objectives, and expected outcomes for health education						83.4	72.5	Yes	
A chart describing the annual scope and sequence of instruction for health education						60.5	56.9	No	
Plans for how to assess student performance in health education						61.2	55.8	No	
A written health education curriculum						68.9	66.2	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						92.4	90.2	No	
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors						92.1	91.5	No	
Accessing valid information and products and services to enhance health						81.7	81.6	No	
Using interpersonal communication skills to enhance health and avoid or reduce health risks						90.1	89.9	No	
Using decision-making skills to enhance health						93.4	93.8	No	

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	1998	2000	2002	2004	2006	2008		
Percentage of schools in which the health education curriculum addresses the following:								
Using goal-setting skills to enhance health						88.3	86.6	No
Practicing health-enhancing behaviors to avoid or reduce risks						92.7	90.7	No
Advocating for personal, family, and community health						85.5	84.6	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						95.9	92.9	No
Asthma						42.6	43.9	No
Emotional and mental health						95.2	89.1	Yes
Foodborne illness prevention						67.9	63.3	No
Human immunodeficiency virus (HIV) prevention						90.6	91.2	No
Human sexuality						90.3	93.2	No
Injury prevention and safety						84.0	78.5	No

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	1998	2000	2002	2004	2006	2008		
Percentage of schools in which teachers tried to increase student knowledge on the following topics in a required course in any of grades 6 through 12 during the current school year:								
Nutrition and dietary behavior						94.2	94.3	No
Physical activity and fitness						97.9	96.2	No
Pregnancy prevention						87.8	84.3	No
Sexually transmitted disease (STD) prevention						90.2	90.7	No
Suicide prevention						81.6	77.4	No
Tobacco-use prevention						94.5	94.6	No
Violence prevention (e.g., bullying, fighting, or homicide)						88.1	83.0	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						86.4	89.8	No
Identifying short- and long-term health consequences of tobacco use						89.2	91.0	No
Identifying legal, social, economic, and cosmetic consequences of tobacco use						82.5	86.1	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:								
Understanding the addictive nature of nicotine						87.7	90.4	No
Effects of tobacco use on athletic performance						76.2	74.6	No
Effects of second-hand smoke and benefits of a smoke-free environment						86.0	89.5	No
Understanding the social influences on tobacco use, including media, family, peers, and culture						86.4	85.1	No
Identifying reasons why students do and do not use tobacco						86.5	83.8	No
Making accurate assessments of how many peers use tobacco						64.7	58.3	No
Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)						81.8	84.6	No
Using goal-setting and decision-making skills related to not using tobacco						81.1	82.8	No
Finding valid information and services related to tobacco-use prevention and cessation						70.9	66.3	No
Supporting others who abstain from or want to quit using tobacco						71.8	67.1	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:								
Supporting school and community action to support a tobacco-free environment						67.5	66.4	No
Identifying harmful effects of tobacco use on fetal development						81.4	80.7	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 6, 7, or 8 during the current school year:								
The differences between HIV and AIDS						82.5	80.2	No
How HIV and other STDs are transmitted						85.0	82.5	No
How HIV and other STDs are diagnosed and treated						77.6	76.8	No
Health consequences of HIV, other STDs, and pregnancy						86.5	75.5	Yes
The benefits of being sexually abstinent						83.4	87.7	No
How to prevent HIV, other STDs, and pregnancy						83.2	79.2	No
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						69.8	64.8	No
The influences of media, family, and social and cultural norms on sexual behavior						75.4	76.3	No

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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						75.0	68.1	No
Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						74.3	73.3	No
Compassion for persons living with HIV or AIDS						63.6	49.7	Yes
Percentage of schools in which teachers taught the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9 through 12 during the current school year:								
The relationship among HIV, other STDs, and pregnancy						88.8	89.7	No
The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy						90.4	94.0	No
The benefits of being sexually abstinent						88.6	97.1	Yes
How to prevent HIV, other STDs, and pregnancy						90.0	96.0	Yes
How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy						83.0	89.8	Yes
The influences of media, family, and social and cultural norms on sexual behavior						86.0	92.1	No
Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy						82.9	88.3	No

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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						83.1	85.1	No
Efficacy of condoms, that is, how well condoms work and do not work						80.9	87.9	No
The importance of using condoms consistently and correctly						77.6	78.5	No
How to obtain condoms						64.6	61.8	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						91.3	93.0	No
Food guidance using MyPyramid						83.2	85.4	No
Using food labels						83.0	85.6	No
Balancing food intake and physical activity						90.5	90.9	No
Eating more fruits, vegetables, and whole grain products						89.6	91.3	No
Choosing foods that are low in fat, saturated fat, and cholesterol						86.7	90.2	No

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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						84.7	88.1	No
Using salt and sodium in moderation						81.1	84.8	No
Eating more calcium-rich foods						80.2	80.8	No
Food safety						71.2	68.8	No
Preparing healthy meals and snacks						75.4	77.8	No
Risks of unhealthy weight control practices						85.2	86.7	No
Accepting body size differences						82.9	82.3	No
Signs, symptoms, and treatment for eating disorders						85.0	84.4	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						89.7	95.0	Yes
Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)						90.0	92.4	No

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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)						87.2	88.6	No
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)						84.9	86.0	No
Developing an individualized physical activity plan						74.5	74.4	No
Monitoring progress toward reaching goals in an individualized physical activity plan						71.6	72.6	No
Overcoming barriers to physical activity						74.1	71.1	No
Decreasing sedentary activities (e.g., television viewing)						79.7	84.9	No
Opportunities for physical activity in the community						77.4	74.5	No
Preventing injury during physical activity						83.1	84.3	No
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)						76.0	71.1	No
Dangers of using performance-enhancing drugs (e.g., steroids)						77.8	81.9	No

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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						27.1	19.6	Yes
Provided curricula or supplementary materials in the primary languages of the youth and families						23.8	15.2	Yes
Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community						25.3	22.5	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						25.8	22.6	No

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Collaboration									
Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year:									
Physical education staff		68.9	74.4			79.3	81.7	Yes	No
Health services staff (e.g., nurses)		74.5	66.9			67.4	66.9	No	No
Mental health or social services staff (e.g., psychologists, counselors, and social workers)		62.0	66.3			69.9	67.3	No	No
Nutrition or food service staff		22.4	21.0			37.5	34.2	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						26.6	21.4	No	
Tobacco-use prevention						28.6	23.5	No	
Physical activity						33.1	33.8	No	
Nutrition and healthy eating						32.7	34.6	No	
Asthma						16.0	12.2	No	

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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		48.4	57.2			51.8	43.4	No	Yes
Asthma						23.7	16.2	Yes	
Emotional and mental health		37.1	40.6			73.2	67.5	Yes	No
Foodborne illness prevention						22.7	18.8	No	
HIV (human immunodeficiency virus) prevention		54.3	51.6			43.4	41.1	Yes	No
Human sexuality		41.1	40.0			38.0	42.7	No	No
Injury prevention and safety		38.5	41.0			46.3	45.1	Yes	No
Nutrition and dietary behavior		30.6	25.4			44.7	38.5	Yes	No
Physical activity and fitness		43.1	41.2			51.5	51.0	Yes	No

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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		37.4	35.7			33.6	32.3	No	No
STD (sexually transmitted disease) prevention		44.8	46.6			39.9	36.0	Yes	No
Suicide prevention		26.1	32.3			41.3	40.5	Yes	No
Tobacco-use prevention		41.5	51.0			36.6	31.7	Yes	Yes
Violence prevention (e.g., bullying, fighting, or homicide)		47.9	51.5			65.6	57.5	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						38.5	31.7	No	
Understanding the modes of transmission and effective prevention strategies for HIV and other STDs						39.2	33.7	No	
Identifying populations of youth who are at high risk of being infected with HIV and other STDs						32.8	24.6	Yes	
Implementing health education strategies using prevention messages that are likely to be effective in reaching youth						41.2	32.3	Yes	
Teaching HIV prevention education to students with physical, medical, or cognitive disabilities						19.0	12.4	Yes	

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	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						22.5	14.0	Yes
Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)						29.5	22.8	No
Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills						31.6	21.4	Yes
Teaching about health-promoting social norms and beliefs related to HIV prevention						26.8	23.1	No
Strategies for involving parents, families, and others in student learning of HIV prevention education						18.0	10.9	Yes
Assessing students' performance in HIV prevention education						22.2	15.1	Yes
Implementing standards-based HIV prevention education curricula and student assessment						24.8	17.5	Yes
Using technology to improve HIV prevention education instruction						27.8	18.5	Yes
Teaching HIV prevention education to students with limited English proficiency						14.1	6.3	Yes
Addressing community concerns and challenges related to HIV prevention education						17.2	7.8	Yes

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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		33.7	40.9			59.7	57.2	Yes	No
Teaching students of various cultural backgrounds		38.1	39.1			54.4	47.7	Yes	No
Teaching students with limited English proficiency		18.7	18.8			34.8	30.6	Yes	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)		44.3	47.4			51.4	52.2	Yes	No
Encouraging family or community involvement		32.3	32.9			31.5	30.7	No	No
Teaching skills for behavior change		38.3	42.3			55.3	51.4	Yes	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						68.0	59.7	Yes	
Assessing or evaluating students in health education						36.3	34.4	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		67.7	71.2			72.5	74.7	No	No
Asthma						55.8	46.2	Yes	

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Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Emotional and mental health		64.7	72.5			75.1	75.6	Yes	No
Foodborne illness prevention						52.2	42.1	Yes	
HIV (human immunodeficiency virus) prevention		67.9	63.0			69.0	69.1	No	No
Human sexuality		60.2	60.3			71.5	79.3	Yes	No
Injury prevention and safety		43.9	41.0			60.1	56.6	Yes	No
Nutrition and dietary behavior		57.9	52.3			69.2	70.9	Yes	No
Physical activity and fitness		53.4	54.2			67.2	67.4	Yes	No
Pregnancy prevention		60.9	60.2			67.5	68.5	Yes	No
STD (sexually transmitted disease) prevention		68.7	65.8			72.3	71.4	No	No
Suicide prevention		71.5	71.8			77.1	77.8	Yes	No

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Percentage of schools in which the lead health education teacher would like to receive professional development on the following topics:									
Tobacco-use prevention		61.8	59.7			64.8	64.2	No	No
Violence prevention (e.g., bullying, fighting, or homicide)		64.3	78.2			73.1	72.7	No	Yes
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		54.0	53.0			57.7	56.8	No	No
Teaching students of various cultural backgrounds		52.0	49.3			60.1	56.4	Yes	No
Teaching students with limited English proficiency		44.5	42.2			51.9	46.9	No	No
Using interactive teaching methods (e.g., role plays or cooperative group activities)		59.8	58.9			65.8	67.2	Yes	No
Encouraging family or community involvement		64.5	62.0			67.2	67.3	No	No
Teaching skills for behavior change		71.1	74.6			73.1	71.7	No	No
Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)						65.3	61.2	No	
Assessing or evaluating students in health education						72.7	74.2	No	

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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)	65.7	67.4	71.2			65.5	66.9	No	No
Health education (b)	8.2	9.1	11.2			9.4	11.2	No	No
Physical education (c)	10.5	8.5	9.4			7.9	8.2	No	No
Other education degree (d)		6.1	4.4			6.8	4.8	No	No
Kinesiology, exercise science, exercise physiology; home economics or family and consumer science; biology or other science (e, f, or g)	6.3	3.3	2.3			2.9	2.6	No	No
Nursing or counseling (h or i)	1.6	2.3	1.1			1.5	2.6	No	No
Public health, nutrition or other (j, k or l)	0.0	3.1	0.3			6.1	3.7	Yes	No
Percentage of schools in which the lead health education teacher was certified, licensed, or endorsed by the state to teach health education in middle school or high school						80.2	82.8	No	

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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	8.8	6.0	6.3			6.4	6.0	No	No
2 to 5 years	19.6	22.3	17.4			24.1	22.4	No	No
6 to 9 years	13.0	16.3	16.4			19.1	15.2	No	No
10 to 14 years	11.0	10.9	12.9			16.5	17.8	Yes	No
15 years or more	47.6	44.5	47.0			34.0	38.6	Yes	No