The **Michigan Profile for Healthy Youth** (MiPHY) is an online student health survey offered by the Michigan Departments of Education and Community Health to support local and regional needs assessment. The MiPHY provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7, 9, and 11. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence. MiPHY results, along with other school-reported data, will help schools make data-driven decisions to improve programming funded under the Title IV Safe and Drug-Free Schools (SDFS) program of the No Child Left Behind Act of 2001 as well as other prevention and health promotion programming.

Of Vital Concern: The Michigan Perspective

Youth violence includes a range of activities, such as bullying, threats, physical fights, forced sex, assaults with or without weapons, suicide, and homicide.[1] Violence is a concern for good reason. Homicide is the second leading cause of death among all youth aged 15 to 19 years.[2]

Although youth violence has always been a problem in the United States and school shootings get a lot of media coverage, schools are relatively safe. In Michigan, only 6% of high school students reported carrying a gun and only 5% reported carrying a weapon on school property. Seven percent of Michigan students felt unsafe at school or traveling to or from school. [3]

[illegible text block]

[1] National Youth Violence Prevention Resource Center, www.safeyouth.org
[2] Centers for Disease Control and Prevention, 2005
[3] Michigan Youth Risk Behavior Survey, 2005
[4] Michigan School Health Profile, 2006
[5] Results are representative of students surveyed in the building/district

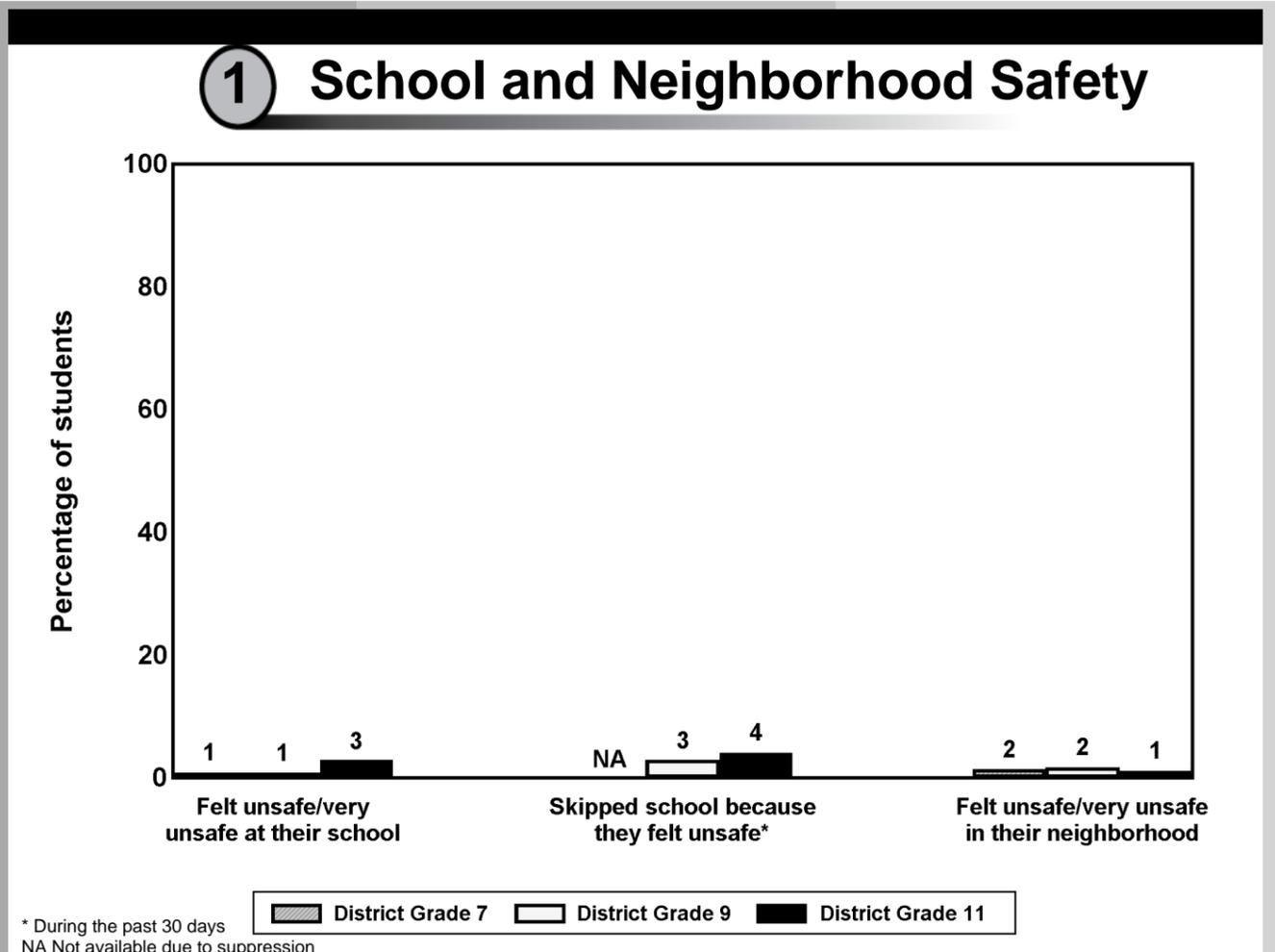## 2010 Survey Results

This report provides guidance through text and graphs of MiPHY survey results. The graphs display key results broken down by academic achievement, grade level, and gender for students in grades 7, 9, and 11.[5] Several graphs also provide MiPHY building and district results as well as state YRBS results for comparability. Use the text and guiding questions to help interpret the results to improve prevention and health promotion programming. For details on survey demographics, please refer to the demographic report.

School and Neighborhood Safety

Youth are harmed cognitively, emotionally, and developmentally when they witness or experience violence. Many students, even high-achieving students, find it difficult to perform academically when basic needs of safety and security are threatened.

Student perceptions of school climate, including feelings of safety, have been positively correlated to academic success, lower drop-out rates, and increased graduation rates. Skipping school and skipping classes are linked to student perceptions of safety at school. Results from the 2005 Michigan YRBS indicate that students with low grades were more likely than students

① School and Neighborhood Safety

* During the past 30 days
NA Not available due to suppression

Legend: District Grade 7 | District Grade 9 | District Grade 11

School and Neighborhood Safety, continued

with higher grades to skip school due to feeling unsafe.

˝ Comparing among grades, do younger students have a higher prevalence of feeling unsafe or skipping school than older students? (see fig. 1)

˝ Comparing among academic achievement, is there a difference between high- and low-achieving students for feeling unsafe or skipping school?

˝ One of the criteria to promote a safe school environment is to have an alliance with key community agencies such as law enforcement, fire, community health, etc. Is your school involved with a community safety alliance?

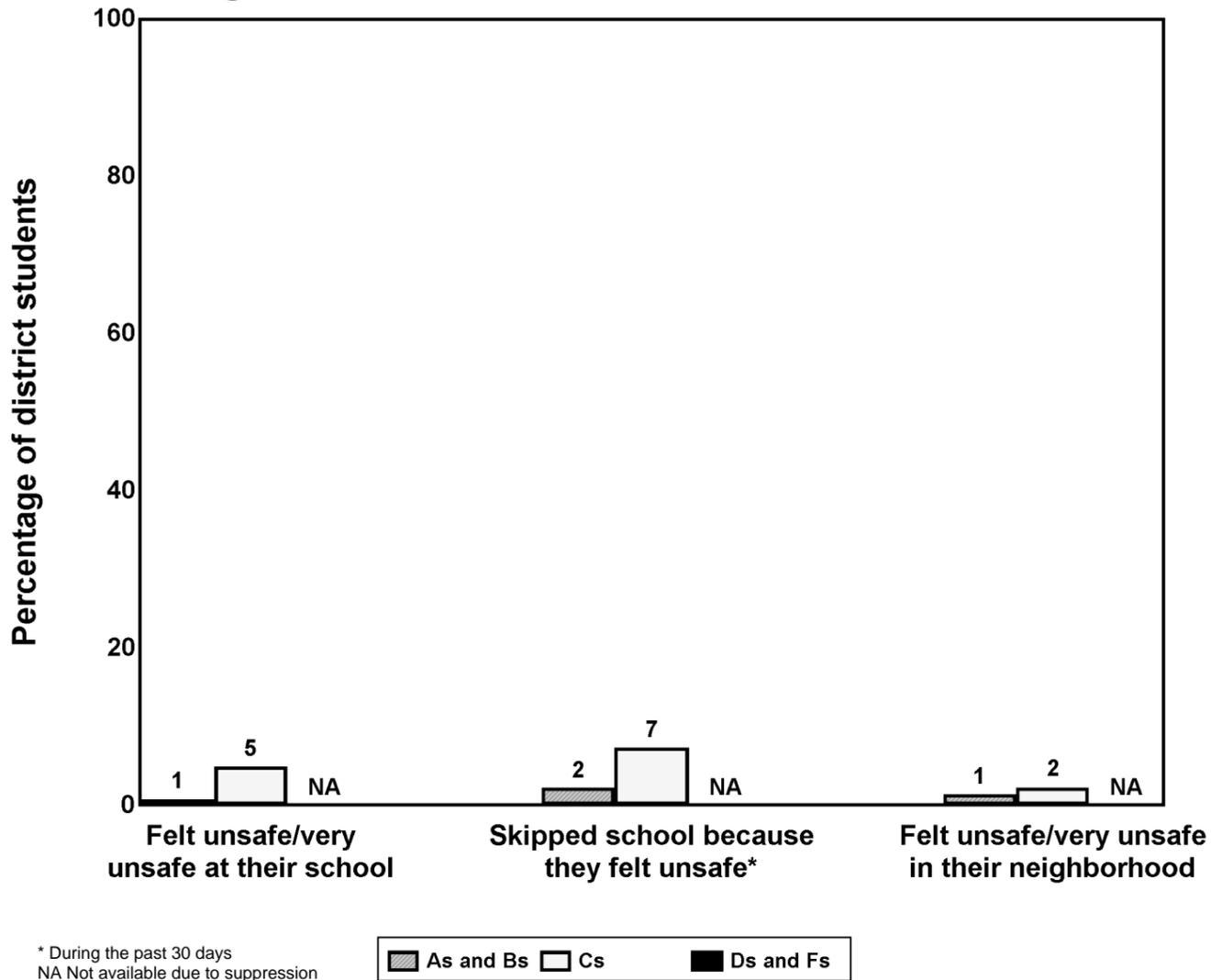˝ What efforts are being made by your school to continuously improve school climate?

Attitudes Toward Violence

Youth are less likely to engage in violent behavior if they believe their peers think weapons possession and fighting is wrong or very wrong. The risk for violence and victimization is increased by exposure to violence and association with friends who have positive attitudes toward violence and weapons possession. Victims of violence are also at increased risk for becoming perpetrators of violence, creating a self-perpetuating cycle of violence which is difficult to end.[6]
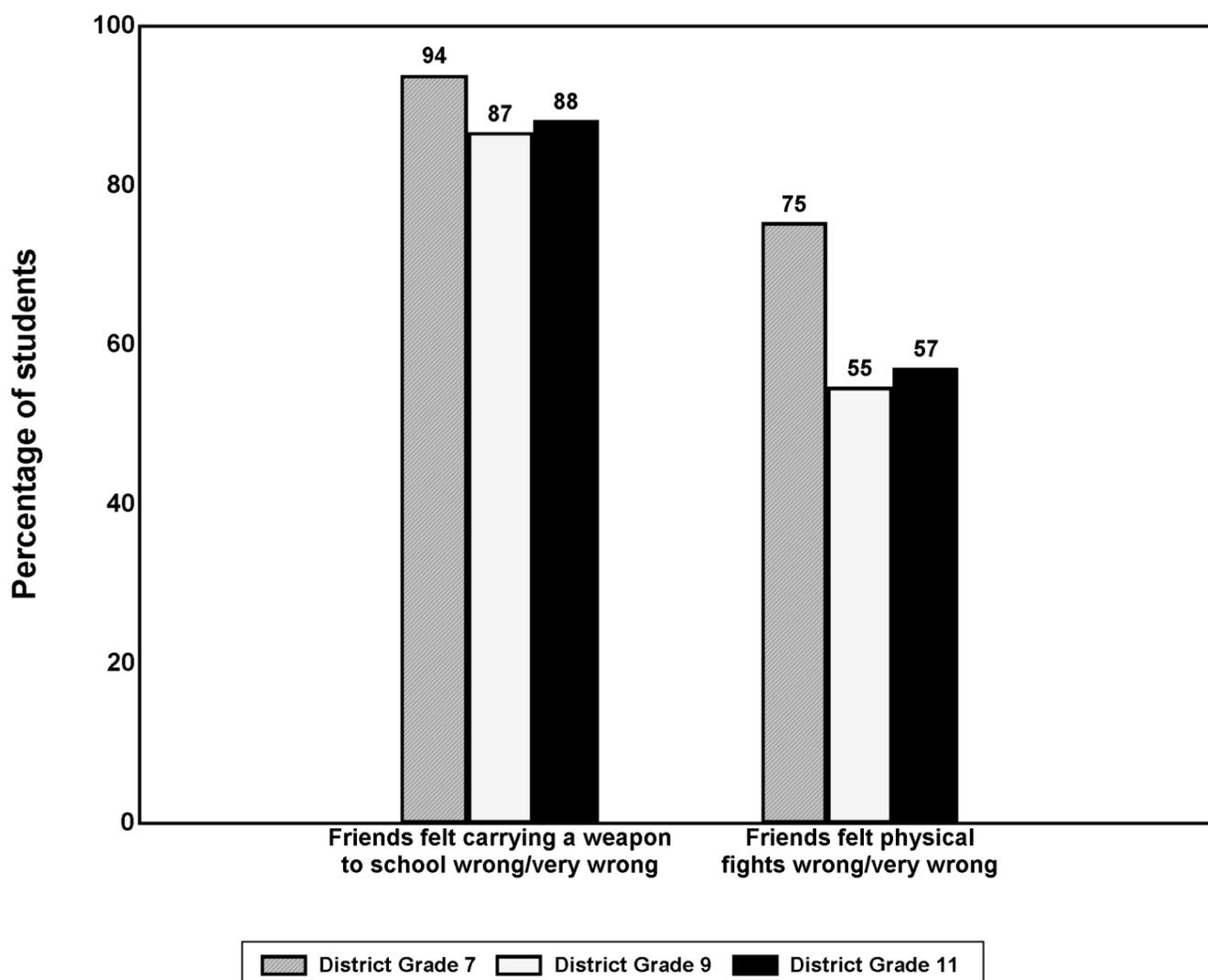
˝ Comparing among grades 7, 9, and 11, do younger students have a different perception of their peers favoring weapon possession and physical fighting?

˝ Do efforts in your school to address violence prevention include topics about attitudes toward violence in addition to violent behaviors?

[6] Youth and Violence: Medicine, Nursing, and Public Health: Connecting the dots to prevent violence. Commission for the Prevention of Youth Violence, December, 2000.

② **School and Neighborhood Safety: Academics**
High School

	Felt unsafe/very unsafe at their school	Skipped school because they felt unsafe*	Felt unsafe/very unsafe in their neighborhood
As and Bs	1	2	1
Cs	5	7	2
Ds and Fs	NA	NA	NA

* During the past 30 days
NA Not available due to suppression

As and Bs   Cs   Ds and Fs

③ **Attitudes Toward Violence**

	Friends felt carrying a weapon to school wrong/very wrong	Friends felt physical fights wrong/very wrong
District Grade 7	94	75
District Grade 9	87	55
District Grade 11	88	57

District Grade 7   District Grade 9   District Grade 11

NA Not available due to suppression

Fights

Physical fights are among the most common forms of violence among school-aged youth. Therefore, many people dismiss them as a normal part of growing up. However, fights often lead to serious negative consequences, including physical and psychological harm, escalation of violence, promotion of an unsafe school climate, and disruption of the learning environment.
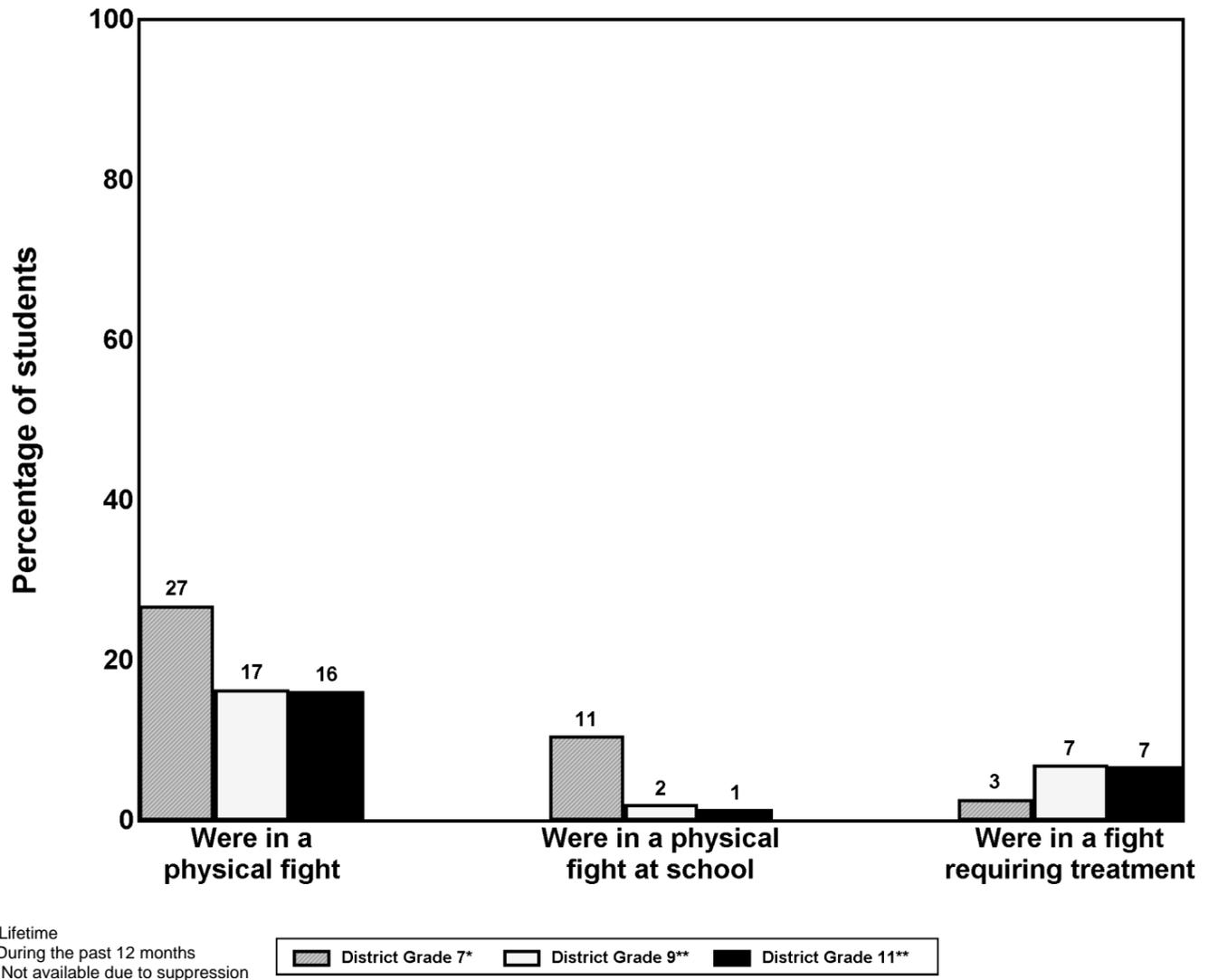
Results of the Michigan YRBS indicate males were more likely to experience most forms of violence than females, and younger students were more likely to be involved in fights than were older students.

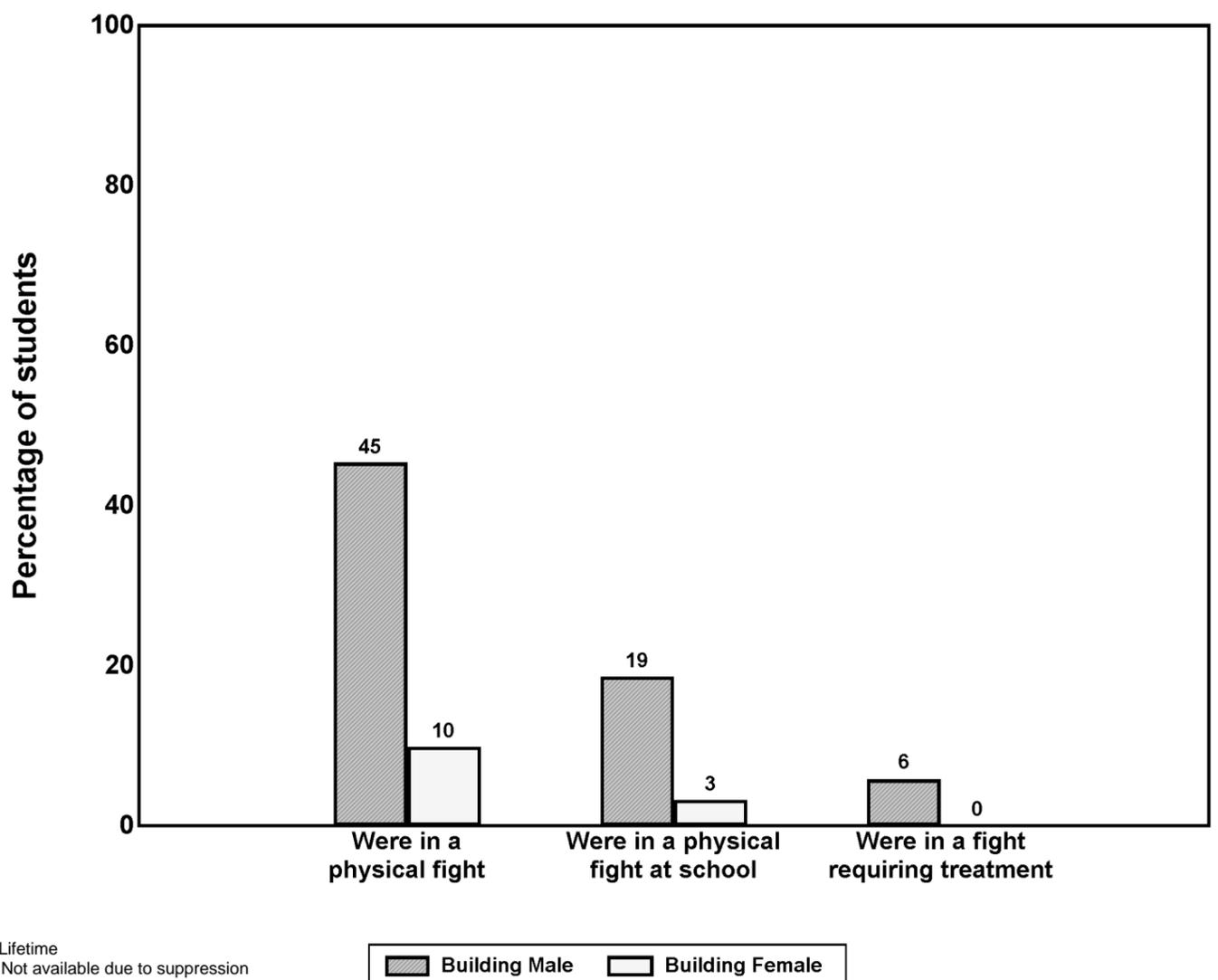˝ Comparing among grades, do younger students have a higher prevalence of fighting than older students?

˝ Consider differences between males and females by referring to the Summary Table at the end of this report.

Fighting on school property is also tracked using the School Infrastructure Database (SID), Single Record Student Database (SRSD), and possibly other databases used by your district/school (e.g., Zangle). Use data from all of these resources to compare with MiPHY student, self-report results. Your district SID and SRSD data for physical assaults, among other incidents, is available on the MiPHY reports web page. A physical assault as defined in SID is a fight that results in a call to 911 or other law enforcement, whereas its definition in SRSD is a fight leading to suspension or expulsion.

④ Fights by Grade Level

* Lifetime
** During the past 12 months
NA Not available due to suppression

Legend: District Grade 7* | District Grade 9** | District Grade 11**

⑤ Fights* by Gender

* Lifetime
NA Not available due to suppression

Legend: Building Male | Building Female

Weapons

State law mandates that any student caught with a weapon on school property must be expelled for a period of no less than 180 days. Besides being against the law, weapons possession at school increases the chance for physical harm and interferes with an effective learning environment.

The dangers of carrying firearms are also exacerbated by drug use, which alters perceptions and increases impulsivity of young people, who are already inclined during adolescence to take risks. Drugs are also related to crime by generating violence and other illegal activity in connection with drug trafficking.
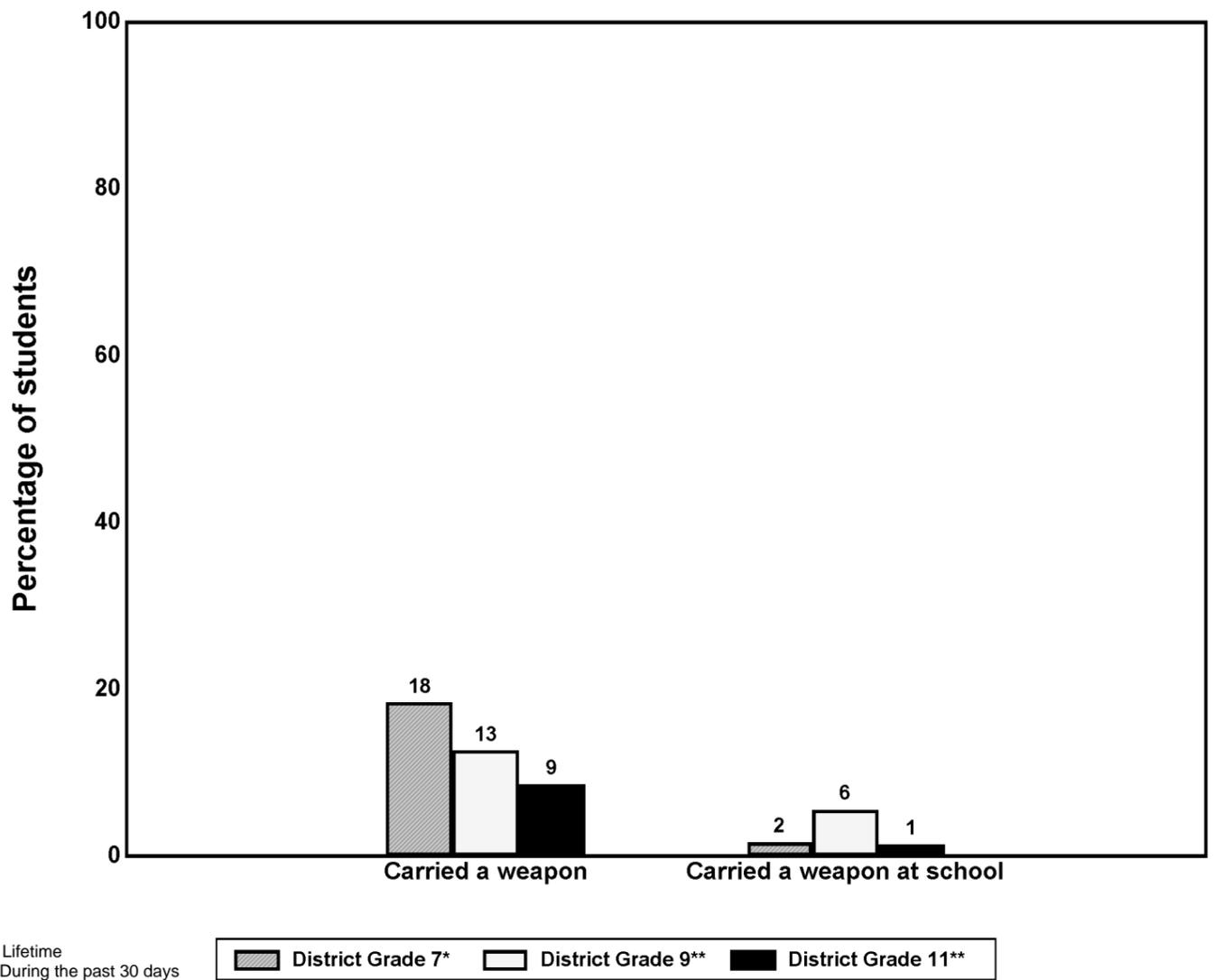
Compare your MiPHY results with those of the SID and SRSD for weapons possession, available on the MiPHY reports web page.

˝ What is the prevalence for your district/school for weapons on school property based upon SID, SRSD, and MiPHY?

˝ Commonly, possession of weapons on school property is higher based on student self-report than on the SID or SRSD report. Are students reporting more weapons possession on school property than documented in the SID and/or SRSD reports?

˝ If student self-report is substantially higher than SID and SRSD, what strategies can your school/district develop to determine how weapons are being brought to school without students being caught?

6 Weapons by Grade Level

Carried a weapon: District Grade 7* = 18, District Grade 9** = 13, District Grade 11** = 9

Carried a weapon at school: District Grade 7* = 2, District Grade 9** = 6, District Grade 11** = 1

* Lifetime
** During the past 30 days
NA Not available due to suppression

Legend: District Grade 7* | District Grade 9** | District Grade 11**

7 Weapons* by Gender

Carried a weapon: Building Male = 35, Building Female = 3

Carried a weapon at school: Building Male = 3, Building Female = 0

* Lifetime
NA Not available due to suppression

Legend: Building Male | Building Female

Witnessing Bullying

Bullying is not just teasing. Bullying is composed of a wide variety of behaviors, which are repeated and designed to intentionally hurt others and demonstrate power. Bullying includes gossiping, name calling, exclusion, threats, intimidation, ritual hazing, damaging property, pushing, hitting, kicking, and sexual and racial/ethnic harassment.

Ó˘‖ˆặ*Áẚ Áẚẽ\^¦çæ ãç^Áẚˇ c]¦^ç^} œẩ|^Áẽ]^&cÁ¦ -Áẽẩ[|^•&^}c à^@œ ặ¦Á ẵc@Áẚ^^]Áẽẻ åÁ[}*Áæ cặ* &[}•^˘ˇ^}&•Á Á[¦Áẩ[c@Áẽ@ Áçẚ&cặ æ̀ åÁ^¦]^cæ æ[¦ẼÔ[}cæ ˆÁˌ̆ Áẃ@ &[{{[}}¦ˆÁ@|åÁẚ^|ặ-Á¦ -Á[{^Ê à˘‖ˆặ*Áẚ Á[cʺ@̂]ặcẻ+Á¦¦Áằ[ˆ•Á ặ| à^Áẚ[ˆ•+Áœẩ[|^•&^}cÁẚ^@œ ặ¦Ế˜ @•} @|åÁ̆}&@˖&\^åÑẚˇ‖ˆặ*Áẽ} ^•&cặ^Áẃ̆ c Á^cẻ œẩ}Ế̂&̄ẩ̆ ặ æ| à^@œ ặ¦Ế̃̆̆]¦ặ[}{^}cÑ̃ẽ å Áẽ åặ̆ ặ̆ ặ̃@ åÁ^æ}ặ*Á^}çặ[}{^}Ế

The impact on victims is profound and can last late into adult life. Unhealthy methods of coping can include school absenteeism, avoidance of extra curricular and social activities, feelings of shame, inadequacy, humiliation, and depression. At its worst, it can lead to school drop out, violence, and suicide.

Even witnessing bullying can be as impactful as participating. Witnesses can feel the effect of being the bully or victim. A primary goal of bullying prevention is to empower the bystander (the majority of the student population) to intervene in a safe, proactive manner.
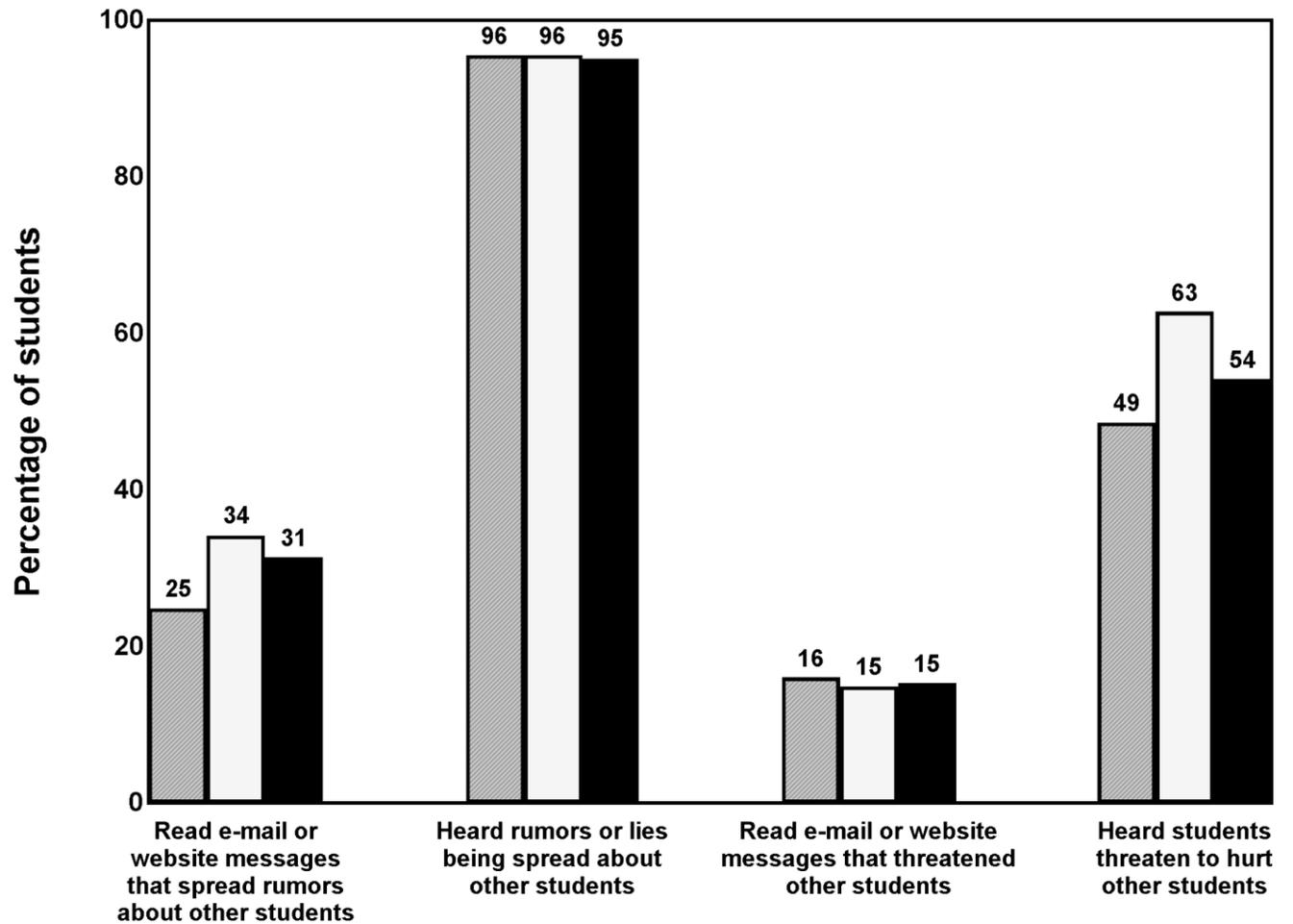
˝ Does your school have strategies to help students intervene with peers in a safe proactive manner?

˝ Review the state bullying model policy when developing strategies to prevent bullying.

˝ Does your school/district have appropriate and effective disciplinary strategies to address bullying (i.e., besides suspension)?

˝ Does your school/district have a procedure in place that allows students to anonymously report violence, including bullying?
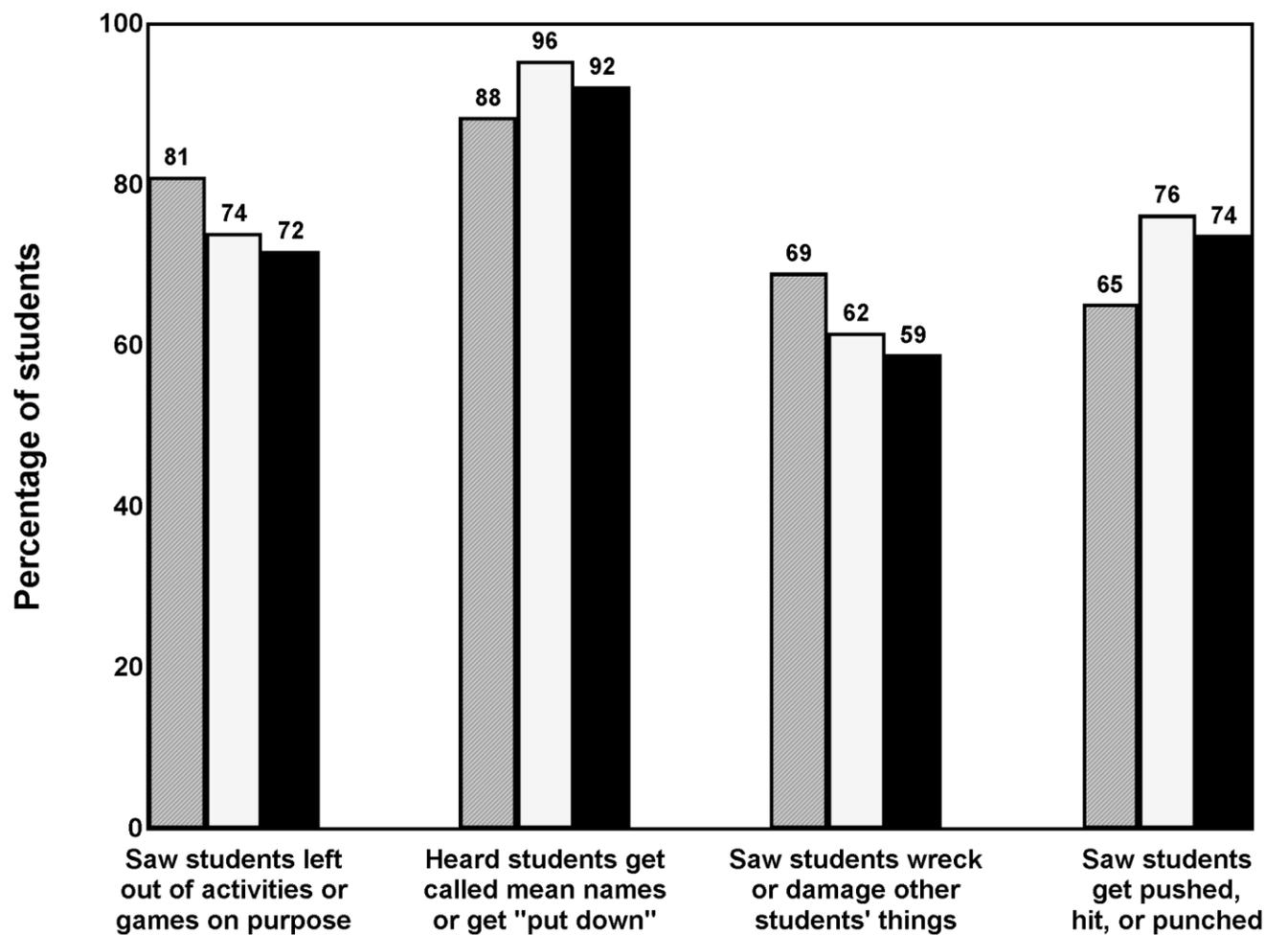
(8) Witnessing Bullying: Rumors and Threats*

* During the past 12 months
NA Not available due to suppression

Legend: District Grade 7 | District Grade 9 | District Grade 11

(9) Witnessing Bullying: Physical Behavior*

* During the past 12 months
NA Not available due to suppression

Legend: District Grade 7 | District Grade 9 | District Grade 11

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building [1]	Grade 7	Gender M	Gender F	Race/Ethnicity Black	Race/Ethnicity White	Race/Ethnicity Hispanic	Race/Ethnicity American Indian	Race/Ethnicity Asian	Academics As/Bs	Academics Ds/Fs
ATTITUDES TOWARD DANGER AND VIOLENCE											
Percentage of students who reported that their friends would feel it was wrong or very wrong to carry a weapon to school	93.9% (168)	93.9% (168)	89.5% (77)	97.8% (91)	-	93.7% (148)	-	-	-	93.4% (155)	-
Percentage of students who reported that their friends would feel it was wrong or very wrong to be in a physical fight	75.3% (137)	75.3% (137)	58.0% (51)	91.5% (86)	-	76.4% (123)	-	-	-	75.7% (128)	-
Percentage of students who reported feeling unsafe or very unsafe at school	1.1% (2)	1.1% (2)	2.3% (2)	0% (0)	-	1.2% (2)	-	-	-	0.6% (1)	-
Percentage of students who would avoid confrontation when provoked	56.2% (95)	56.2% (95)	45.8% (38)	66.3% (57)	-	59.7% (89)	-	-	-	56.7% (89)	-
SAFETY											
Percentage of students who never or rarely wore a seat belt when riding in a car driven by someone else	5.2% (9)	5.2% (9)	5.9% (5)	4.5% (4)	-	4.5% (7)	-	-	-	4.3% (7)	-
Among students who rode a bicycle during the past 12 months, the percentage who never or rarely wore a bicycle helmet	15.3% (26)	15.3% (26)	18.3% (15)	12.5% (11)	-	15.3% (23)	-	-	-	13.8% (22)	-
BULLYING											
Percentage of students who have ever been bullied on school property	-	-	-	-	-	-	-	-	-	-	-
Percentage of students who have seen students get pushed, hit, or punched one or more times during the past 12 months	65.2% (118)	65.2% (118)	69.3% (61)	61.3% (57)	-	63.1% (101)	-	-	-	64.9% (109)	-
Percentage of students who have heard students get called mean names or get "put down" one or more times during the past 12 months	88.4% (160)	88.4% (160)	88.6% (78)	88.2% (82)	-	88.8% (142)	-	-	-	88.7% (149)	-
Percentage of students who have heard rumors or lies being spread about other students one or more times during the past 12 months	96.1% (173)	96.1% (173)	96.6% (84)	95.7% (89)	-	95.6% (152)	-	-	-	96.4% (161)	-
Percentage of students who have seen students left out of activities or games on purpose one or more times during the past 12 months	81.1% (146)	81.1% (146)	83.0% (73)	79.3% (73)	-	79.9% (127)	-	-	-	79.8% (134)	-
Percentage of students who have heard students threaten to hurt other students one or more times during the past 12 months	48.6% (88)	48.6% (88)	51.1% (45)	46.2% (43)	-	45.6% (73)	-	-	-	45.8% (77)	-
Percentage of students who have seen students wreck or damage other students' things one or more times during the past 12 months	69.1% (125)	69.1% (125)	69.3% (61)	68.8% (64)	-	68.8% (110)	-	-	-	69.6% (117)	-
Percentage of students who have read e-mail or website messages that spread rumors about other students one or more times during the past 12 months	24.9% (45)	24.9% (45)	19.3% (17)	30.1% (28)	-	21.9% (35)	-	-	-	23.2% (39)	-
Percentage of students who have read e-mail or website messages that contained threats to other students one or more times during the past 12 months	16.0% (29)	16.0% (29)	17.0% (15)	15.1% (14)	-	13.8% (22)	-	-	-	15.5% (26)	-
DANGER AND VIOLENCE											
Percentage of students who ever carried a weapon, such as a gun, knife, or club (lifetime)	18.4% (33)	18.4% (33)	34.5% (30)	3.3% (3)	-	17.7% (28)	-	-	-	17.5% (29)	-
Percentage of students who ever carried a weapon on school property (lifetime)	1.7% (3)	1.7% (3)	3.4% (3)	0% (0)	-	1.3% (2)	-	-	-	1.2% (2)	-
Percentage of students who have ever been in a physical fight	27.0% (48)	27.0% (48)	45.3% (39)	9.8% (9)	-	25.3% (40)	-	-	-	25.3% (42)	-
Percentage of students who have ever been in a physical fight on school property	10.6% (19)	10.6% (19)	18.6% (16)	3.2% (3)	-	9.4% (15)	-	-	-	10.2% (17)	-
Percentage of students who were ever in a physical fight in which they were hurt and had to be treated by a doctor or nurse	2.8% (5)	2.8% (5)	5.9% (5)	0% (0)	-	3.2% (5)	-	-	-	3.0% (5)	-

% = unweighted percentage of reported response. (n) = number of students with reported response.

	Building [1]	Grade 7	Gender M	Gender F	Race/Ethnicity Black	Race/Ethnicity White	Race/Ethnicity Hispanic	Race/Ethnicity American Indian	Race/Ethnicity Asian	Academics As/Bs	Academics Ds/Fs
SUICIDE											
Percentage of students who ever seriously considered attempting suicide	-	-	-	-	-	-	-	-	-	-	-
Percentage of students who ever made a plan about how they would attempt suicide	-	-	-	-	-	-	-	-	-	-	-
Percentage of students who ever tried to kill themselves	-	-	-	-	-	-	-	-	-	-	-

For additional Michigan Profile for Healthy Youth information, please log on to www.michigan.gov/miphy

 [1] District percentages are representative of the results as reported by 7th graders in participating buildings.

N/A = Data not available

- = Data suppressed due to fewer than 10 valid student surveys

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